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Motivation in Language Learning: A Comparative Study of Motivation in the Learning of Irish and German among Leaving Certificate Students

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Motivation in Language Learning: A Comparative Study of Motivation in the Learning of Irish and German among Leaving Certificate Students

by

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A Thesis submitted in Candidacy for the Degree of Doctor of Philosophy

Sponsoring Designated Institute: Institute of Technology, Tralee

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To my wife, Jean and our children

ABSTRACT

This study investigates Leaving Certificate students' attitudes to and motivation in the learning of Irish and German in 25-selected second level schools, of which five are Irish-medium schools, in Munster and Leinster. A historical overview of the two languages is presented to contextualise the study, as well as to provide a broad framework for the subsequent literature review, in which government policies towards the teaching and learning of Irish and German are examined. A twelve-scale questionnaire, consisting of 228 items, is employed as a data collection instrument to measure language attitudes and motivation. A modified version of the international quantitative measuring scale instrument known as The Attitude Motivation Test Battery is employed. A qualitative research instrument is also used to corroborate the quantitative data. The purpose of this comparative study is to ascertain if there are significant differences in students' attitudes towards the learning of the two languages. While the findings in this study indicated that students were more positive towards Irish than they were towards German, they were not, however, very positive towards the actual learning of Irish itself. On the other hand, they were instrumentally motivated to learn German for utilitarian reasons, i.e. to pass examinations and to acquire jobs. Irish-medium respondents were more instrumentally motivated to learn Irish than they were to learn German. In addition, they were also more positive towards language learning than English-medium informants while girls were more positive than boys. Higher Level learners had more positive attitudes towards language learning than Ordinary Level learners. Finally, the findings also demonstrated that additional exposure in the form of student exchanges to Germany and attendance at Irish language courses in the Gaeltacht impacts positively on language learning. No significant difference in attitudes towards Irish was found between Irish-medium students and Higher Level students from English-medium schools who attended Irish language courses in the Gaeltacht.

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CHAPTER I

INTRODUCTION

1.1 Introduction

Motivation is often singled out as being the most central ingredient in the language learning process. Teachers have struggled for many years to motivate students to learn more effectively, and are quick to point to the fact that demotivated learners are always a challenge even for the most dedicated teachers in the profession. Without motivation, learners simply will not learn. What constitutes motivation, therefore, is of considerable interest to teachers. This is particularly true in the case of Irish and German. Irish in education has been associated over the years with demotivated learners and with allegedly ineffective and unproductive learning. Studies conducted by Fahy (1988); Kavanagh (1999); Murtagh (2003) show that while students are favourably disposed towards Irish as a symbol of cultural and national identity, they are not, however, favourably disposed towards the actual learning of the language itself. It is very disconcerting that learners should be unduly demotivated to learn the language given that the language to survive will depend more and more on such learners becoming active users in ever-widening networks of neo-speakers. Education in the context of minority languages is also the site where political, social and ideological values are transmitted and reflected, these very values that fuel language revitalisation.

Comparative attitudes and motivation in the learning of German and Irish underpin the present study. Despite the different sociolinguistic context of Irish as a second language of our students and that of German as a foreign language in this study, the optimal conditions and context for probing the dynamics of motivation may be in a comparative context. Commonalities arise in instructed language acquisition contexts

from students' experiences of curriculum, classroom activities and materials. Students tend to see Irish or German as 'just other subjects' in the school timetable. In both subjects the school alone may be the only source of language learning and the interlanguage development may never be reinforced by contact with the speech communities (O' Sullivan, 1988). So the similarities and commonalities in the way students approach the study of both languages lend themselves to a comparative analysis of attitudinal and motivational factors.

In short, the importance of motivation, which underpins language learning, must come from within and be self-regulated rather than regulated by teachers and others (Deci, 1978). Social interactive processes play a significant role in encouraging the development of motivation from within and its continuous regulation by language learners themselves. In short, research tends to corroborate the widespread view that favourable attitudes and high levels of motivation are crucial factors in language learning (Gardner and Lambert, 1972). Having said that, different types of motivation, for example, integrative and instrumental, seem to be optimal in different language learning situations whereby the nature of the learning experience may be a significant influence in fostering attitudes and motivation in language learning (ibid.).

1.2 The broad aims, objectives and rationale of the research study

The aim of this comparative study is to investigate the differences in attitudes to and motivation in the learning of Irish as a second language and the learning of German as a foreign language among Leaving Certificate students in second level schools in Ireland. The researcher has noted from teaching experience that students have more positive attitudes towards Irish as a symbol of cultural and national identity whereas they are less positive towards the actual learning of the language itself. It was also noted that students appear to be more motivated to learn German for its utilitarian value especially

in relation to employment, as noted by Ruane (1991). The rationale, therefore, for the study is based on the researcher's own teaching experience and conviction that motivational factors play a significant role in second and foreign language learning. Gardner and Lambert (1972: 15) also claim that motivation provides the principal impetus 'to sustain the long-term effort to master a second language'. Having always had an interest in teaching Irish and German at second level, the researcher was interested to see what broad trends were manifested in attitudes of Leaving Certificate students towards the two languages and what implications this would have for language learning.

1.3 Previous research studies

Surveys conducted on public attitudes towards the learning of Irish in the last 30 years show significant public support for the language as a symbol of cultural and national identity. These surveys indicate that state policy with regard to Irish over the years may be understood as a process of adaptation to shifts in the weighting attached by the public to the different elements in the mix of attitudes that govern its position in the schools (Committee on Irish Language Attitudes Research, 1975; Bord na Gaeilge, 1986; Ó Riagáin and Ó Gliasáin, 1984 and 1994). About two thirds of those interviewed favoured some form of general bilingualism (Ó Riagáin and Ó Gliasáin 1994: 9). In practice, however, people have little opportunity to use the language due to the rather wide social and geographical distribution of competent bilinguals in the country. This must result in 'a high proportion of people losing their ability to speak it with ease' (MacGréil 1990: 12-13). Another study conducted by Ó Fathaigh (1991: 4) showed that female students were more positively disposed towards Irish than male students. In addition, the researcher was also cognisant of the research carried out by Gardner and Lambert (1972) into motivational factors in the learning of English and French in the Canadian context including the learning of French in the United States. Gardner and

Lambert (1972: 3) claim that motivation to learn is thought to be determined by learners' attitudes 'toward the other group in particular and toward foreign people in general'. With regard to language learning, students are generally motivated to achieve well in preparation for examinations for which examination papers are frequently at the centre of classroom activities. Ó Cuinneagáin (1998: 14) demonstrated in his study, for example, that instrumental type motivation was dominant among students of German in second level schools in Ireland. Students considered knowledge of the target language as a means to an end in securing high points in the Leaving Certificate and to gain high status employment.

1.4 Research variables

The present study combines measures of attitudinal and motivational variables in both Irish as a second language and German acquired sequentially as a foreign language in an instructed school context. Research in the role of attitudes to and motivation in second and foreign language learning among Leaving Certificate students indicates that both in-school and out-of-school factors are involved. For this reason it was decided to include a range of research variables in this study which are as follows:

1. Additional exposure to language learning in second level Irish-medium schools and English-medium second level schools
2. Gender differences in attitudes towards languages as schools subjects
3. Students' attitudes towards the target language community and culture
4. Peer influence
5. Students' attitudes towards the language learning situation
6. The influence of parental attitudes
7. Class anxiety in second and foreign language learning
8. Learner autonomy

1.5 Methodology in the study

Two research instruments are employed to ascertain the extent to which attitudinal and motivational variables contribute to and effect the language learning process. These include both a quantitative research instrument and a qualitative research instrument which build on and add to previous studies and methodological approaches to attitude and motivation measurements. The quantitative research instrument consists of a twelve-scale questionnaire with 228 items measuring attitudes towards the learning of German and Irish. Analysis of the quantitative data involves frequency distributions and *t*-test statistics. The qualitative instrument involves semi-structured interviews with twelve Leaving Certificate students to complement and to corroborate the quantitative data (see sections 4.5 and 4.9 in Chapter 4 on Methodology).

As already mentioned, studies on attitudes to and motivation in the teaching and learning of Irish have been carried out in other settings and contexts, using similar methodological instrumentation by the Committee on Irish Language Attitudes Research (1975); Fahy (1988); Kavanagh (1999); Harris and Murtagh (1999); Murtagh (2003). Notwithstanding these studies, no study to date has combined an analysis of attitudinal and motivational variables in both Irish and German with a view to defining the factors of differences in motivation among learners of the two languages. This researcher had already conducted M.Ed. research at the University of Hull, entitled (a) *Attitudes towards German as a School Subject in the Leaving Certificate Year* in 1998 and (b) *The 1995 Revised German Syllabus for the Irish Leaving Certificate: A Critical Evaluation* in 2000. It was decided therefore to broaden the research base to include not only Gardner and Lambert's (1972) social psychological theory, but also the motivational psychological theory of Deci and Ryan (1985) and also to include items on learner autonomy, as employed by Green (1999) in his study in relation to attitudes towards learning English as a foreign language in Hong Kong.

1.6 Research question and hypotheses

The research question, which underpins the present study, is as follows: Are there any significant quantifiable differences in Leaving Certificate students' attitudes towards the learning of German and Irish? This research question forms the basis for the major thrust of the investigation in the present study to determine whether there are differences impinging on motivation in the learning of Irish as a second language and the learning of German as a foreign language. The hypotheses, which emanate from the research question, are as follows:

Hypothesis 1. Respondents are more positive towards Irish than they are towards German.

Hypothesis 2. Irish-medium students have more integrative and instrumental levels of orientation in the learning of German and Irish than English-medium students.

Hypothesis 3. Girls have more positive attitudes towards language learning than boys.

Hypothesis 4. Higher Level respondents have more positive attitudes towards German and Irish than Ordinary Level students. (Since students have been learning Irish for 13 years and German for only five years, no appropriate language test is available to measure levels of proficiency in both languages. Therefore, it was decided in this study to use Higher course level students and Ordinary course level students as a barometer to measure attitudes towards language learning).

Hypothesis 5. Additional exposure to the learning of German and Irish increases integrative and instrumental levels of motivation.

1.7 Organisation of the chapters

It is useful in this introductory chapter to present a general overview of the chapters.

Chapter 1 outlines the parameters of the research in relation to the aims, objectives and rationale of the study including the research question and hypotheses underpinning the research.

Chapter 2 delineates the salient trends and issues associated with the position of Irish prior to and since the foundation of the State and the various attempts made to restore it as a living language. Chapter 2 also gives an overview on the learning of German as a foreign language and the importance of learning the language for utilitarian purposes particularly since the 1980s.

Chapter 3 presents a review of the research literature on attitudinal and motivational factors of second and foreign language learning, as developed by Gardner and others. The literature review also highlights the importance of positive attitudes and motivation as being crucial factors in language learning.

Chapter 4 outlines the research methodology, the subjects, rationale, development and structure of the research instruments, namely, quantitative and qualitative, which are employed in the research to accumulate data for detailed analysis. The piloting of the questionnaire is also discussed. It also discusses the reliability and validity of these measuring instruments including the procedures for data analysis.

Chapter 5 presents an overview of a comparative analysis of findings in German and Irish for the entire sample of 400 respondents to see if it confirms the hypothesis that respondents are more positive towards Irish than towards German. The qualitative data help to complement and verify the quantitative findings by using follow-up questions to elucidate and extrapolate more detailed information.

Chapter 6 compares the findings of Irish-medium second level schools with the findings of English-medium second level schools to see if Irish-medium instruction is associated

with more positive attitudes towards learning Irish and also to ascertain if this impacts positively on the learning of German as a foreign language.

Chapter 7 analyses the differences between male and female attitudes towards language learning. It also attempts to ascertain if girls are significantly more positive towards language learning than boys.

Chapter 8 gives a comparative analysis of attitudes to German and Irish. This chapter hypothesises that Higher Level respondents have more positive attitudes towards German and Irish than Ordinary Level respondents.

Chapter 9 investigates the benefits of additional exposure to language learning in the form of school exchanges to Germany, attendance at summer courses in Euro colleges in Ireland including attendance at Irish language summer courses in the Gaeltacht. The purpose of this chapter is to ascertain if students with additional exposure to language learning have more positive attitudes than students with no additional language exposure to language learning outside of the school context.

Chapter 10 summarises the study in terms of its design and results. It also assesses the implications and limitations of the study. It concludes with a critical analysis of the findings and draws conclusions and makes recommendations for further research in the light of the findings.

With regard to the above mentioned research question, it is envisaged that this study will give a deeper insight into attitudinal and motivational factors and specifically as to how learners can be best motivated in the area of language learning. It should be of particular benefit to language teachers who are faced with the daunting task of teaching demotivated students in their classes. It is interesting to note that Alison (1993) would argue that the solution for demotivated students is that teachers have to be motivated to

motivate their students. Finally, the findings in the five chapters of the analysis are the kernel of the study.

CHAPTER 2

IRISH AS A SECOND LANGUAGE AND GERMAN AS A FOREIGN LANGUAGE IN THE CURRICULUM IN SECOND LEVEL SCHOOLS: AN OVERVIEW OF PAST ISSUES AND CURRENT DEVELOPMENTS

2.1 Introduction – Overview of Irish in the curriculum

The purpose of this chapter is to contextualise the issues of Leaving Certificate students' attitudes towards the learning of Irish and German within a historical context of the curricular position of language learning in second level schools. The first part of Chapter 2 details the curricular position of Irish as a second language and the second part of the chapter delineates the curricular position of German as a foreign language. It is necessary from the outset to distinguish between first, second and foreign languages. Littlewood (1984: 2) claims that a 'second language has social functions within the community where it is learnt (e.g. as a lingua franca or as the language of another social group) whereas a foreign language is learnt primarily for contact outside one's own community' with no established social function inside the learners' own community. With reference to the context of this study, Irish is 'the first official language of the State, it is the mother-tongue of some Irish citizens, including school pupils, and an important aspect of the cultural identity of all Irish citizens' (Curriculum and Examinations Board 1985: 27; Ó Laoire 2004: 1). According to the 2002 Census, Irish is spoken by 3% of Irish people on a regular basis (www.cse.ie, 2000). The subjects in this research study, however, acquired English as a first language and learned Irish as a second language and German as a foreign language. They all had a total of 13 years of exposure to formal instruction in the learning of Irish as a second language at both primary and second level schools while they all had only five years of exposure to the learning of German as a foreign language. This excludes non-contact hours in the areas

of homework, private tuition and attendance at Irish language courses including school exchanges to Germany or attendance at the Euro colleges in Ireland.

Irish, however, as a second language in the context of the present study, is associated with different social, psychological and educational factors to those of German as a foreign language for two reasons. Firstly, Irish is a core subject in the curricula of both primary and second level schools. This differentiates it from foreign languages with the exception of primary schools which have become involved in recent initiatives at introducing foreign languages on a pilot basis, as outlined by McMahon (2002: 26). Secondly, while Irish is not generally spoken outside the Gaeltacht speech community, the schools are often the only places where students encounter the language (O’ Sullivan 1988: 138). The possibility of visiting the Gaeltacht to participate in language courses may provide possible opportunities to speak the language in a natural environment. As the vast majority of native speakers in the Gaeltacht are bilingual, the need to communicate in Irish is diminishing, as echoed by Ó Laoire (21th of May 2002) in *The Irish Times* when he states that ‘there is no emphasis on the importance of the language for communication’. It is also perhaps true to say that only a minority of Irish students may have the opportunity to come into contact with native speakers of Irish or German.

2.2 The historical background to the decline of Irish prior to 1922

From a historical perspective, it is important to investigate the gradual decline of Irish in order to gain some insight into the current position regarding some of the negative attitudes towards learning the language today (Ó Murchú and Ó Murchú 1999: 5). The history of the Irish language can provide a well-documented account of how the language, for centuries, provided a vehicle for a broad cultural and linguistic achievement which survived repeated foreign incursions from without its sphere of

usage. Many of the factors, which influenced such a large cultural and linguistic movement, still have their effects today with regard to some negative aspects about Irish. The history of the Irish language is one of steady decline since the collapse of the old Gaelic Order following the Battle of Kinsale in 1601 (Wall 1969: 82). The old Gaelic Order had cemented a standard and loyalty to the Irish language through the Bardic Poets. By 1800, 'the language was no longer in use among the children of the majority of families' in most parts of Leinster and Ulster (Hindley 1990: 13, see Wall, 1969; Devlin, 1973; Edwards, 1985 for a detailed account). De Fréine (1978) states that the Irish people of their own volition had repudiated their native language and contributed to the spread of English in order to improve their economic position while Kiberd (1996: 616) concludes that 'Irish declined only when the Irish people allowed it to decline'.

Dubhglas de hÍde, who was one of the founders of the Gaelic League in 1893, was of the opinion that the National Schools were one of the prime causes for the decline of the Irish language. De hÍde (1892) delivered a lecture in Dublin on 'The Necessity for de-Anglicizing Ireland' (cited by Ó Muimhneacháin 1966: 1). Evidence would seem to suggest that this accusation is untrue according to Akenson (1975: 38). He (Akenson) claims that 'the National Schools were not decisive in destroying Irish because in all probability, English had become the native language of most Irishmen even before the primary school system was established in 1831'. The National Board of Commissioners of Education in Ireland was set up as a result of a letter written by the British Chief Secretary, Lord Stanley, to the Duke of Leinster in 1831. This document became known as the *Stanley Letter* which proposed how the new board was to function, and the motives that inspired the government to establish it were clearly illustrated. The letter reported that (a) the government had empowered the Lord Lieutenant to constitute a board to oversee a system of national education in Ireland, (b) that the government had

allocated a sum of money as an experiment and (c) that the Lord Lieutenant wanted the Duke of Leinster to be president of the new board. Under the new board, the transmission of Irish culture and language was not regarded as of primary importance. The educational system was simply reflecting the feelings of the general public at that time. In fact up to 1870, no request was made regarding the teaching of Irish in primary schools despite the fact that both teachers and managers had the authority to make such a request. As Akenson (1970: 383) remarks ‘the only reasonable conclusion is that those in charge of the schools were satisfied with the commissioners’ non-policy regarding the Irish language’. If Akenson’s assertion is correct, then the blame cannot therefore be entirely attributed to the Commissioners for Education in England for denouncing the Irish language. It is sometimes accepted among teachers of Irish that this historical legacy inherited from the nineteenth century created negative attitudes towards the learning of Irish in the schools since the foundation of the Free State in 1922. The Gaelic League, however, began to change the fortunes of the Irish language.

2.3 An era of change

The philosophy of the Gaelic League was to restore the Irish Language. This marked the beginning of a reaction against Anglicisation, thus, instilling pride in the language (Tierney and MacCurtain 1969: 100; Ó Glaisne 1991: 131, 140) while Mac Piarais strongly recommended a bilingual language policy (Ó Buachalla 1998: 5-12). Writers and politicians in Ireland at the end of the nineteenth century, who had certain status in the community, were demonstrating positive attitudes towards the language which it lacked in the previous three hundred years. In relation to language restoration, Crystal (2000: 130) maintains that an endangered language will survive if its speakers enhance their status within the community. The Gaelic League ‘developed in many aspects of Irish society in the run up to the Easter Rising’ in 1916 (Ó Breasláin and Dwyer 1995: 23). This cultural revival ‘sought to rediscover and redefine an Irish identity which

could restore to the Irish people a full appreciation of their own culture and give them a sense of continuity with their Gaelic past' (Bord na Gaeilge 1986: xvi). In the words of Coolahan, (1984: 69) 'this re-discovery of the Gaelic heritage gave rise to feelings of excitement and enthusiasm and for many nationalists, the main purpose of education in a free Ireland would be the re-establishment of the Gaelic civilisation'. In short, the re-awakening of the public consciousness to the Irish language and culture generated by the Gaelic League at the end of the nineteenth century created a demand to have the language included in the school curriculum (O' Leary 1982: 3).

2.4 State revival policies of Irish since 1922

The new State, which came into being after political independence, set out to re-Gaelicise the country through the education system. The thrust of the educational policies of the new State were, not surprisingly, influenced largely by the prevailing public attitudes created by the Gaelic League. The task of the schools was to restore the language in the country. Irish came to be taught in all public schools in the Irish Free State from 1922 onwards (Ó Muimhneacháin, 1966). It is enshrined in *Bunreacht na hÉireann 1937* (the Irish Constitution) as the first official language of the State while English is recognised as a second official language. Consideration of Irish in the curriculum must take cognisance of the constitutional position of the language and government policy towards it. It is also reported that 'surveys of public attitudes to the language demonstrated a very large degree of support among the public for a policy of increasing the bilingual competency of the population' to promote the language (Curriculum and Examinations Board 1987: 27). Ó Murchú (1970: 13) states that 'receptive bilingualism is a common phenomenon' in Ireland where more people can understand Irish than can speak it. Hindley (1990), however, claims that the position of the Irish language as a school subject in the curricula at both primary and second level education has become a contentious issue. Students' attitudes have ranged from total

antagonism and indifference to positive and active promotion of the language depending on a multiplicity of factors which have influenced their attitudes with the passage of time.

When the first Dáil (Parliament), which was conducted mainly through the medium of Irish, was convened in 1919, it was decided to create a Ministry for the Irish language. The Gaelic League was quite confident that any government emerging from the background of the War of Independence would have the revival of Irish at the top of its agenda. This objective was based on the ideals of the Gaelic League. The responsibility of the Department of Education, therefore, was to Gaelicise the country by substituting 'Irish for English as the language of teaching, recreation and life generally in the primary and secondary schools' (Ó Buachalla 1988: 345). The developments in education with regard to the teaching of Irish and subsequent events from 1922 onwards demonstrate that these optimistic aspirations have not been altogether achieved both in primary and second level schools. It is clear that the schools alone could not restore the language without support of other public bodies. Ó Buachalla (1988: 324) states that the Irish language did not enjoy a privileged position in the education system prior to 1922. When the Free State Government was established, it made Irish a compulsory subject (Ní Cheallaigh 1985: 116). Since Irish was excluded from the school curriculum prior to 1922, the schools would now ensure that it would become the spoken language again (Ó Cúlacháin 1980: 71). Restoration of the language did not materialise as demonstrated by the then Government's lack of understanding of sociolinguistic principles. This is reflected in the following statement:

The organization and the Government are pledged to co-ordinate, democratize and Gaelicize our education. In each of these aims, great progress has already been made. It is now possible for the child of the poorest parents to pass from one end of the educational ladder to the other and the Irish language has been restored to its own place in Irish education.

(Irish Statesman, 15 November 1924, cited in Ó Riain 1994: 91-93).

Before dealing with Irish in the curriculum in detail, the study will now look at the importance of public attitudes towards the language in terms of support for it.

2.5 Language survey data of ability in Irish and use of Irish

Language surveys were conducted by the Committee on Irish Language Attitudes (1975) and by Ó Riagáin and Ó Gliasáin (1984 and 1994) on the ability and use of Irish in the non-school going population. Respondents were asked in each of the three surveys if they knew ‘no Irish’, the ‘odd word’ or some Irish to construct a ‘few simple sentences’ for ‘parts of conversations’ for ‘most conversations’. They were also asked if they considered themselves native speakers of Irish (Ó Riagáin and Ó Gliasáin 1984: 4). In the 1975, 1984 and 1994 surveys, about 50% of the sample claimed that they had little Irish, 40% stated that they could use a few sentences while 10% said that they could participate in most conversations (Ó Riagáin 1997: 148). One could possibly conclude from these data that people who regard themselves as Irish speakers could possibly have different standards or ability in the use of the language. The 1994 survey illustrates that 50% - 70% of subjects had language difficulties when speaking Irish. For example, ‘finding the right word for special topics’ to participate in a conversation. Some 56% had difficulty with grammar while pronunciation posed less difficulty. The three reports demonstrate that at least one person always or often speaks Irish in 3% - 5% of homes while the 1994 report shows that 2% - 3% of adults frequently speak Irish in the workplace which is similar to that of the level of Irish spoken in the home (Ó Riagáin 1997: 163). With regard to the home use of Irish, it is noteworthy that there is a decrease in the percentage of subjects who claim that Irish is never spoken from 77% in 1973 to 71% in 1993 (Ó Riagáin and Ó Gliasáin 1994: 13). Perhaps it would be too early to speculate at this stage whether this incremental trend is set to continue.

The 1994 survey shows that the broadcast media seems to be more popular than the

active use described above in that 12% of the entire sample of respondents reported watching television ‘a few times weekly’ while 5% listen to Irish language programmes on the radio. Watching Irish language programmes on the Irish television channel TG4 has registered 2.2% as reported by Ó hIfearnáin (2001: 27). It is also interesting to note that the audience watching Irish language programmes on the English-medium channels is between 16% and 26%. Ní Laoire (2003: 97) in her study claims that one fifth of respondents view Irish language programmes weekly while 93.1% of them can access TG4. A further 68.9% of respondents surf the internet while 12.6% of them visit Irish language websites (ibid). It remains to be seen what the full impact TG4 will have on the revival and promotion of the language over a period of time.

Some other factors militating against the use of Irish is worthy of note. Mackey (1977: 6) claims that ‘although ability does not ensure use, lack of ability certainly guarantees lack of use. The future of Irish, therefore, depends on its use and this use cannot be expanded unless skills are improved and maintained’. In practice, however, people have little opportunity to speak Irish due to the rather wide social and geographical distribution of competent speakers of the language in the country which results in ‘a high proportion of people losing their ability to speak it with ease’ (Mac Gréil 1990: 12-13). The 2002 Census reports that 43.5% of the population were able to speak Irish while in practice they have little opportunity to speak the language outside the Gaeltacht on a daily basis as Irish plays only a small part in the commercial life of the country. It is interesting to note that there is an increase in the percentage of subjects who regard some of their friends as not using Irish from 64% in 1973 to 77% in 1994 while 60% of those surveyed in 1994 disliked speaking Irish in the company of others who do not speak the language (Ó Riagáin and Ó Gliasáin 1994: 10). In short, social norms limit the use of spoken Irish even in the Gaeltacht. The present researcher has often noticed that when two native speakers are joined by a non-Irish speaker they will

Inevitably and out of courtesy change to English.

2.5.1 Attitudes towards Irish among the general public

The findings of the language surveys conducted in 1975, 1984 and 1994 emphasise the notion of Irish as a symbol of ethnic, cultural and national identity. It is also interesting to note that Ó Fathaigh's study (1997: 24 -25) reveals similar findings. It would appear that the data at 61% in the 1994 survey are slightly less supportive of Irish than the previous two surveys. There is general agreement that 'to really understand Irish culture, one must know Irish', as expressed in 58% support in 1975, 57% in 1984 and 46% in 1994. It is also interesting to note that two thirds in each survey concluded that no real Irish person could be against the revival of Irish. There seems to be, however, a disparity between the levels of public support for the language as a symbol of ethnic, cultural and national identity and its actual use as recorded in the Irish Marketing Surveys/ Bord na Gaeilge (1980). It is also interesting to note, however, according to the 1975 and 1994 surveys that there is a gradual decrease in the percentage of respondents who regard Irish as being old-fashioned, from 47% in 1975 to 41% in 1994 (Ó Riagáin and Ó Gliasáin 1994: 21). This perhaps confirms the opinions of interviewee 3 in the qualitative research (see Appendix C) of the present study when she states that the television personality 'Hector Ó hEochagáin is making it "cool" to be Irish and to speak Irish among young people'. This is a positive and encouraging sign for the revival of the language. One could possibly suggest, therefore, that the survival of the language is in the hands of our young people.

Ó Riagáin (1997: 191) makes the point that 'there is also majority support for policies to maintain Irish in the *Gaeltacht*, to provide Irish language services on the national television channels, to use Irish on public notices, to provide State services in Irish and officials who can speak Irish, and to support the voluntary language organisations'.

2.5.2 Instructional level of Irish and ability in Irish

Language survey findings demonstrate that the higher the instructional level achieved in Irish, the higher the respondents rate their own ability and competence in the language. The Committee on Irish Language Attitude Research (1975) outlined the perceptions of 170 teachers regarding their pupils' competence in Irish. They reported that their pupils possessed reasonably high levels of receptive, passive competence or understanding of the language.

It is interesting to note that adult respondents in the 1994 survey demonstrated a close correlation between grades they received in Irish in the Leaving Certificate examination and the respondents' current ability to speak the language. Fifty three per cent of candidates, who received a Grade C or higher in Higher Level papers in Irish, considered themselves capable of participating in conversational Irish while 12% of those who received pass grades would rate their ability to speak Irish at this level. In short, the ability to speak Irish in the 1994 survey appears to be linked to the instructional background of respondents. Eighty per cent of pupils, who left school on completion of their primary education, could only speak the 'odd word' of Irish while 60% of those who had second level education could speak a 'few simple sentences' and only 11% felt that they could hold a conversation in Irish. One third of adults, who learned some of their subjects through the medium of Irish, would rate their ability to speak the language at conversational level while 61% of those, who attended Irish-medium schools regarded themselves at this level, that is, conversational level (ibid). In the words of Ó Riagáin (1997: 196) full or partial immersion education appears 'to have been far more successful in imparting enduring speaking skills' than the teaching of Irish as a school subject in English-medium schools.

2.5.3 Teachers' attitudes towards the teaching of Irish

The above mentioned surveys demonstrate that there is generally a large measure of support for the teaching of the language from 63% in 1975 to approximately 75% in subsequent surveys. On the other hand, the Committee on Irish Language Attitude Research survey (1975), including the two Institiúid Teangeolaíochta Éireann surveys (1984 and 1994), report that 60% of respondents are dissatisfied with the teaching of Irish in schools while almost the same number of respondents resent the learning of Irish. In relation to difficulty, Lindsey (1975: 97-107) in a survey claims that 66% of primary teachers opposed the teaching of Irish in the first instance; 83% stated that Irish should not be taught to students with low achievement in language skills while 65% rejected the bilingual approach. The Irish National Teachers' Organisation is waging a continuous campaign for the removal of the qualification in Irish for primary teachers. If teachers display a lack of interest in the teaching of Irish then this will reverberate among students in developing negative attitudes towards the language resulting in a lack of enjoyment in language learning. Gael-Linn (2000: 3-14) issued a policy paper stating the concerns of teachers regarding the status of Irish. Ní Thuathail (2003: 27-47), who conducted an ethnographic analysis of eleven post primary Irish classes in the country, states that 25% of teachers of Irish speak English all the time in class while 57.3% of teachers surveyed do not afford students the opportunity to speak Irish in class (ibid. 33). In addition, she also states that intensive preparation for the oral examination only commences in the final year of schooling (2003: 34). This policy of teaching would appear to be contrary to what is recommended in the syllabus for Irish. Ní Ghothraigh (2003) echoed similar thoughts.

On a more positive note, between 69% -72% of adults, who were surveyed in 1984 and 1994, want the same Irish language programmes to continue in both primary and second level schools. Approximately 20% are in favour of partial immersion while 4% favour

all subjects being taught through the medium of Irish. One third would favour full immersion education for their children in primary schools while about a quarter would favour full immersion at second level (Murtagh 2003: 11). According to Ó Riagáin (1997: 180), about 70% of respondents feel that the government should provide such Irish-medium schools if the public so wish.

A major flaw in the educational system was that the Naíonraí (Irish-medium pre-schools), which were not established until 1978, are not an integral part of the current Irish education system (Ó Riain 1994: 48) whereas pre-schools were established in Israel as far back as 1889. In Israel the children took to Hebrew with enthusiasm and encouraged their parents to speak it as the home language. The success of the kindergarten in Israel ensured they became an organic feature of the educational system (Ó Laoire 1999: 78-85). There are only 54 Irish-medium second level schools to accommodate the student population coming out of the 114 Irish-medium primary schools which results in less second level students receiving their second level education through the medium of Irish.

2.5.4 Parental attitudes towards Irish

Harris and Murtagh (1999) conducted a study on the teaching and learning of Irish in 20-senior grade primary school classes which demonstrates that two thirds of parents are strongly or somewhat favourably disposed towards Irish while three quarters were strongly or somewhat favourably disposed towards having their children taught Irish. The survey stated that 83.3% of parents agreed that schools were 'doing everything possible' to improve the teaching and learning of Irish while only 14% said the schools could still improve (Murtagh 2003: 12). The level of positive attitudes or passive support on the part of parents towards Irish regarding their children's acquisition of the language is not matched, however, by their active participation in helping them to learn

the language (Harris and Murtagh 1999: 91-96). While students are reasonably disposed towards Irish, they feel that their parents do not actively support them in the language learning process. The result being that students have a poor estimation of their ability to speak Irish which may give rise to classroom anxiety. Murtagh (2003: 12) claims that 70% of parents leave it up 'to the child to develop his or her own attitude' towards the language. Parents are less likely to praise their children's achievement in Irish than they are in other subjects whereas they are more likely to help their children in mathematics. Harris and Murtagh (1999) highlight a particular significance in their study where parental participation, encouragement, praise and help with their children's homework in Irish resulted in more positive pupil attitudes and higher academic achievement in the language. They (Harris and Murtagh 1999: 594) state that students are reasonably well disposed towards the Irish language itself and towards the idea of integrating with the Irish language-speaking "group" (integrative motivation). The report also states that integrative motivation correlates less strongly with success in learning Irish than other motivational aspects of language learning. Lack of parental encouragement, demotivation caused by not being able to understand the teacher or exercises including old fashioned traditional grammar translation methods of teaching are essentially associated with underachievement which is true not only for the teaching of Irish in Ireland, but also for the teaching of Welsh in Wales. It is within this context of language attitudes that attention is now directed to Irish in the curriculum in primary schools.

2.6 Irish in the curriculum in primary schools

Prior to the establishment of the Irish Free State in 1922, the Irish National Teachers' Organisation, who were aware of the Gaelic League's proposed compulsory Irish language policy in primary schools, proposed their own language policy with due regard being given to local needs and views (Ní Cheallaigh 1985: 115). It would appear that this lack of consultation, which contributed to negative attitudes towards the teaching

and learning of Irish in primary schools among parents, pupils and teachers, did not augur well for the revival of the language in that they disagreed with the Gaelic League's language policy. They stated that it was virtually impossible to implement such a programme of compulsory Irish in the majority of schools (O' Connell 1981: 342-343). Teacher dissatisfaction was such that the Department of Education convened a conference within two years to address teachers' reservations regarding the 'difficulties which the new vernacular placed upon teachers and pupils' (*Report and Programme Presented by the National Programme Conference to the Minister for Education* 1926: 11). In the words of Fahy (1988: 41) 'the policies pursued by Government succeeded in alienating the teachers in the primary school sector'.

Government policy towards teaching Irish was contradictory in that while it emphasised the spoken language, pupils nonetheless had to take the written Primary Certificate examination which was originally introduced in 1929 (Ó Riain 1994: 56). The examination only assessed the written competence of the pupils in Irish but made no provision for oral assessment in the language. In short, this examination with its main emphasis on written assessment was somehow instrumental in preventing Irish from becoming the language of oral communication both in and outside the schools. Emphasis on oral Irish was essential for real communication if the language were to become a living language again. In the words of Ó Huallacháin (1995: 133-134) 'the teaching and use of oral Irish gave place, of necessity, to practice of reading and writing in preparation for the Primary Certificate'. Hence, there was a reluctance on the part of many schools to use Irish as a teaching medium because of the time consuming preparation for the written Primary Certificate examination. This would ultimately impress upon the pupils that Irish was not a living language, in short, a dead language like Latin or Greek. Additionally, pupils could be assessed in the public examinations on the oral component of the language with a substantial increase in the total marks

given for spoken Irish. This would have endowed the language with a certain prestige and status and hence it would not be considered by some students as a useless subject in the curriculum from a practical point of view.

It would appear that the Department of Education at that time was dependent on the schools to revive the language which reminds us of what Bergin (1926: 86) had in mind when he stated that 'today the people leave the problem to the government, the government leaves it to the Department of Education, the Department to the teachers, and the teachers to the children'. The influential Corcoran (1925: 28), who acted as an educational adviser to the Department of Education from 1921-1926, naively subscribed to the idea that the infants' standards would be taught entirely through the medium of Irish and within three years the language would become a permanent possession and second nature to the children without positive aid from the home. He was a very influential and committed Irish language enthusiast who produced a series of articles in *Studies* and *The Irish Monthly* from 1923 - 1925 in which he outlines the major socio civic roles that Irish, History and Geography could play in the new programmes of education.

One of the more positive aspects in the teaching of Irish in the primary schools was the introduction of the 'immersion approach' in the early 1930s, whereby Irish was the sole medium of language instruction in the infant classes. English reading was not introduced until the pupils went into second class. The immersion programme required proficient teachers of Irish. The preparatory colleges were established in 1926 to produce fluent teachers of Irish for this purpose. By the mid-1930s, there was a good co-ordinated programme in place in primary schools which achieved a modicum of success as evidenced by the radical improvement in spoken Irish of incoming secondary school students (O' Sullivan 1988: 27). The immersion programme, however, offered a

narrow range of subjects, which were taught through the medium of Irish, the main emphasis being on transmitting the cultural heritage of the Gaelic tradition.

The use of Irish in primary schools as the medium of instruction decreased from the end of the 1940s up to the end of the 1970s (Ó Riain 1994: 50). The causes for this decline are multifactoral and complex. The introduction of the New Primary Curriculum in 1971 (Ó Domhnalláin 1978: 9-11) was child centred and was responsible for less time being devoted to the teaching of Irish. Ó Buachalla (1984: 90) explicitly states that the training colleges and national schools were 'jettisoning Irish as a serious curricular element' and consequently it never received due recognition and coherent planning.

Macnamara (1966: 136) argues, however, that while teaching other subjects through the medium of Irish might have improved competence in the language, the amount of time devoted to the Irish language had a retarding effect on students' achievement in other subjects. Additionally, Macnamara (1966: 103) in his well-publicised research findings on Irish-medium primary schools concluded that pupils were eleven months behind in arithmetic and literacy than those pupils in English-medium schools. Additionally, the continuous disagreement between the Irish National Teachers' Organisation with the Department of Education regarding the teaching of Irish may have impacted negatively on pupil and public attitudes which in turn might have negative implications for the teaching of the language at second level.

2.7 Irish in the curriculum in second level schools

Two branches of second level education existed side by side, namely, (a) the privately owned secondary schools, the majority of which were established by Catholic religious orders prior to and after the foundation of the Irish Free State in 1922 and (b) the public schools administered by the Vocational Educational Committees that were established in 1931.

2.7.1 Irish in the curriculum in secondary schools

From 1928 Irish was declared a compulsory subject for students following the Intermediate course and from 1934 for Leaving Certificate students (Crowley 1996: 9). Bearing in mind, the principal aim of the State was the restoration of spoken Irish, yet the emphasis on the teaching of the language in the secondary schools was on the written word (Ó Riain 1994: 55). According to Coolahan (1984: 128), the inclusion of the oral component was suggested as early as 1935 while Ó Cúlacháin (1980: 102) claims that it was as far back as 1922. The oral component was not realised until 1960 which, today, attracts 25% of the marks in the entire Leaving Certificate examination. The teaching of Irish was akin to that of Latin and Greek, namely, the grammar translation method of teaching. The policy with regard to the teaching of Irish in secondary schools was the complete opposite of the policies pursued in both primary and vocational schools. The reason for this was that the Department of Education, the agency charged with implementing government Irish language policy, had far less influence over secondary schools since these schools were privately run by the religious (Ó Laoire 2002: 86). Hence, there was not the same level of Gaelicisation in secondary schools as there was in primary schools as echoed by Ó Laoire above when he states that *'níor cuireadh, dár liom, an bhéim chéanna ar Ghaelú na méanscoileanna agus a cuireadh ar Ghaelú na mbunscoileanna'* [in my opinion, there was not the same emphasis on the Gaelicisation process in the secondary schools as there was in the primary schools, Researcher's translation]. This represented a *hiatus* in the continuity between primary and secondary language teaching and learning policies. Andrews (1978: 3) contends that this 'was based on the assumption that children would have mastered the spoken language by the time they completed their primary education' prior to commencing their secondary education. Spoken Irish was not a factor in the assessment process of secondary school students in public examinations despite the

criticisms expressed by teachers of Irish (O' Sullivan 1988: 13). The Department of Education finally succumbed and introduced the current Leaving Certificate Oral Irish examination in 1960. This did not represent a complete change of emphasis in the curriculum, however, as there is still no officially administered oral Irish examination in the Junior Certificate Irish.

Up to the 1960s the Leaving Certificate examination in regard to Irish had not been modified in any way to cope with the needs of the majority who had aspirations of going on to tertiary level education. The appointment of Ó Huallacháin as an adviser in linguistics to the Minister for Education was an important event in language teaching in the development of government policy towards the teaching of Irish (Ó Huallacháin 1995: 165). The *Report of the Commission on the Restoration of Irish*, which was published in 1963, made a number of recommendations. For the first time the Department of Education (1985) belatedly came to the conclusion that the schools alone were unable to restore the Irish language as the vernacular of the people. The Commission laid great stress on spoken Irish and recommended that 50% of the entire examination be allocated for a compulsory Oral examination in the Primary Certificate with less emphasis on written production. It also proposed radical changes for Irish in second level schools by recommending that 33.3% be allocated for the Oral Irish examination in the Leaving Certificate and placed less emphasis on written production. It stated that the State should support greater use of Irish in the community, namely, the prominence and use of Irish in the civil service, the mass media and life in general. In addition, this would hopefully enhance the position of Irish in the educational system. Second level education was for the elite up to 1967 and for those who could afford it. Free education was introduced in 1967 which resulted in an increase in the student population attending second level schools. Additionally, other subjects were competing for inclusion in the school curriculum and the increasing number of academically weak

students for whom the very academic curriculum was unsuited, created problems for the teaching of Irish which led to a drop in standards. This placed increasing pressure on the teaching and learning of the language as a subject. The crucial question at that time centred on the issue that if a candidate failed in Irish, should that candidate be deprived of his or her Leaving Certificate? In 1973 the Department of Education at the behest of the Fine Gael political party abolished the requirement of passing Irish in the Leaving Certificate for short-term political expediency which publicly removed some of the resentment towards the language. Comhairle na Gaeilge in 1974 (The Irish Language Council), however, appears to be right in its assessment when it stated that the dropping of Irish as being obligatory to pass the Leaving Certificate would result in a sharp drop in the number of students applying themselves seriously to the study of the language. This had proved to be the case 23 years later according to statistics published by *The Irish Times*, (12 September 1995) when only 37 candidates were awarded A Grades out of a total of 38,000 candidates taking the Ordinary Level paper. Again 34 years later the current leader of the Fine Gael party has suggested in December 2005 on RTÉ 1 television that Irish should be optional for Leaving Certificate students. This can only be interpreted as a vote catching tactic for short-term political expediency.

Up to the late 1980s the courses in Irish for the Intermediate and Leaving Certificates remained virtually unchanged and had no relevance to modern adolescents until the advent of the Junior Certificate in 1989 which was examined initially in 1992. Irish in the Leaving Certificate was revised in 1993 with the introduction of an aural test. In the light of these innovations, teachers have a wide range of materials from which to choose to suit the needs of students of the new millennium. The new Leaving Certificate Irish syllabus is a continuation of the new Junior Certificate Irish syllabus with emphasis on aural and oral skills. It remains to be seen whether these revised syllabi will be more successful in promoting the language and whether they will be more popular with the

students in promoting positive attitudes towards the learning of Irish. It is also interesting to note that the combined oral and aural examinations at Leaving Certificate Level are worth 250 marks (41.6%) out of a grand total of 600 marks for the overall examination.

2.7.2 Irish in the curriculum in vocational schools

The curriculum in the vocational schools was not hostage to a recurring cycle of public examinations and when the Group Certificate examination was introduced, great stress was placed on oral competence in the teaching of Irish. The policy adopted in the vocational schools towards the teaching of Irish had none of the contradictions that existed in the primary schools, as illustrated above. It was particularly self-evident that the policy of the Department of Education was to expand the teaching of Irish by providing good quality teachers of the language. Since there was a scarcity of teachers of Irish, however, to staff all vocational schools in the country, the Department of Education instituted in 1932 the specially recognised certificate examination known as the *Teastas i dTeagasc na Gaeilge* for prospective teachers of Irish (Nic Mhathúna 1983: 7). This is a recognised qualification for the teaching of Irish under the schemes of vocational education today and the *Ceard Teastas Gaeilge* is also a recognised qualification for the teaching of other subjects through the medium of Irish.

The supply of competent teachers of Irish did not keep pace with the expansion of the vocational school system which ultimately resulted in the deterioration in the standards of Irish language teaching, particularly in regard to the use of the oral component of the language. Additionally, there was an increase intake of primary school leavers with low levels of ability in Irish which compounded the problem for the system (Andrews 1978: 3). The difficulty with the policy in the vocational schools in relation to the teaching of Irish was based on the expectations that incoming primary school leavers would have

reached the required standards particularly in oral Irish. While some primary school leavers had acquired reasonable skills in both oral and written Irish, many students were still in need of remedial teaching, for which the unstructured Irish courses in the vocational schools were unsuited.

Oral Irish had a special position in the vocational system of examination with it being a compulsory subject in the curriculum which attracted 25% of the examination in total while 10% was considered sufficient to secure a pass mark in the oral test. The written component of the examination, which attracted 75%, was optional. Coupled with this student increase was the shortage of teachers. The number of students, who were in need of remedial teaching, compounded the problem. This intractable situation had a negative impact on attitudes towards Irish in the vocational schools which resulted in a drop in student and teacher standards (Ní Laoire 2003: 16). A new common Intermediate Certificate curriculum was introduced for both secondary and vocational schools while a new Technical Leaving Certificate curriculum was introduced in the vocational schools to parallel the academic curriculum in the secondary schools (Coolahan 1984: 230). In conclusion, therefore, the main emphasis in vocational schools was on oral communicative competence in Irish which was the direct antithesis of the restoration language policy pursued in the secondary schools where the emphasis was only on the written word up until 1960.

2.7.3 Irish in the curriculum in Irish-medium second level schools

The immersion programme of language learning is a form of bilingual education in which students who speak only one language enter school where a second language, such as Irish, is the medium of instruction for all students. Immersion education, therefore, in the Irish-medium schools enhances language learning skills in Irish because the students are continuously exposed to the language where they use it

purposefully inside the classroom. In fact the Committee on Irish Language Attitudes Research (1975) suggested that Irish-medium schools are more likely to produce students who possess conversational skills in Irish to develop social contacts. Through these social contacts they can create situations to extend language use (Bord na Gaeilge 1986: 42). Ó Laoire (2004: 25) puts it very succinctly when he states *'go n-úsáidtear an Ghaeilge mar ghnáth-theanga chumarsáide agus theagaisc sna scoileanna, bíonn fíorshuímh chumarsáide ar fáil d'fhoghlaimoirí ó thus deireadh an lae'* [Irish is used both as a communicative and instructional language in the schools where there are ample means of communication for the pupils throughout the entire school day, Researcher's translation]. One could hypothesise, therefore, that students, because of their continuous exposure to the language in Irish-medium schools, would be more positively disposed towards learning Irish than students in English-medium schools.

The number of Irish-medium schools during the 1960s outside the Gaeltacht dropped sharply. 'The decline in all-Irish medium instruction appears to have been as much of state inertia as of any deliberate policy change' (Bord na Gaeilge 1986: 42). Additionally, Macnamara's (1966: 136) dissertation in proclaiming that while teaching through the medium of Irish might have improved competence in Irish, the amount of time dedicated to teaching the language appears to have negative effects on students' achievement in other subjects. Other factors responsible for the decline of the 'A' Schools, as there were then called, were the inadequate Irish-medium educational materials and lack of encouragement and sensitivity to language issues regarding the definition of school catchment areas. Bord na Gaeilge (1986: 42) also reminds us:

...that the loss of an Irish-medium school represents not only a narrowing of the base from which future users of the language would be drawn but also the elimination of a context of use for current Irish speakers, and a reduction in the Irish.

In light of the comments made by Bord na Gaeilge (1986) above, the decline of the 'A' schools reduced the utilitarian value for learning Irish. This reminds us of the thoughts echoed by Baker (1992: 110) when he claims that 'a language that has no place in daily business, administration and transaction, is likely to be linked with attitude decline'.

In recent years, however, there has been a gradual upsurge in the number of new types of Irish-medium primary schools being established throughout the country which are 'considered to be qualitatively distinct from the all-Irish schools that existed from the 1920s to early 1970s' (Coady and Ó Laoire 2002: 147). These new types of Irish-medium schools were established as a result of parental participation and pressure as distinct from government policy-imposed Irish-medium schools (Ó Laoire, 2005). With this new concept of modern Irish-medium second level schools, pressure is being exerted at grassroots level to establish additional schools. Statistics show that in the academic year 2004-2005, there were 232 (7.35%) Irish-medium primary schools of which 127 (4.02%) were outside the Gaeltacht area. In addition, there were 37 Irish-medium second level schools (4.9%) of which 17 (2.27%) were outside the Gaeltacht (Department of Education and Science, March 2005). In the words of Murtagh (2003: 15) 'the positive outcomes emerging from present day immersion programmes must be acknowledged and the fact that the present revival of all-Irish medium education is bottom-up driven, rather than top-down (State) driven, is further grounds for optimism in relation to its capacity to endure over time'. It remains to be seen whether this trend will continue which might possibly increase the utilitarian value for the language given the fact that Irish will be a working language of the European Union from 2007.

2.8 Implications of communicative language teaching for the Irish language syllabi

All students in the present study learned both Irish and German by the communicative

approach which possibly has not only an influence on their attitudes towards and motivation in the learning of Irish as a second language, but also in the learning of German as a foreign language. Anglo-American linguists developed the communicative approach as a reaction away from grammar based methods such as the aural-oral and audio-lingual approaches (Richards, Platt and Weber 1992: 48). The direct method, audio-visual and audio-lingual methods have an integral part to play in language learning but they are inadequate in developing the learners' oral communicative competence. The need for new syllabi in Irish and German for both the Junior and Leaving Certificates arose from the uncertainty with regard to the teaching of the languages in the 1970s and early 1980s. The demand for a communicative syllabus was clear in its aims. Much public debate centred on how Irish should be taught in the schools. This is illustrated in the following quotation by the document, Curriculum and Examinations Board (1985: 29):

Irish is their first experience of learning another language and their reaction to the experience has important implications for the successful learning of Irish itself and of foreign languages, as pupils will tend to transfer their attitudes to language-learning from their first new language to languages they come to learn subsequently.

There was an urgent need to reform the Irish curriculum in order to improve the standard of Irish. Quish (1988: 8) also echoes the need for reform when he claims that 'either we radically reform the curriculum or drop Irish altogether, if we are to make progress in the teaching of other languages. Our only real hope is to reform the curriculum in Irish, which includes syllabus teaching methods and attitudes'. The notion of the 'gradual reduction in the value attached to Irish in terms of its use in gaining employment' is a reflection of a utilitarian age (Fahy 1988: 4). Certain groups in society question the minimal utilitarian value of Irish and consider the financial expenditure on the language as being unproductive. They also advocate that it would be more productive to teach 'other languages' (Walsh 2002: 2). The introduction of the new

curriculum for Irish in second level schools was critical for the survival of the language as is illustrated in the publications of three documents. These documents have advocated a communicative approach for the teaching of Irish. They have accelerated the design of the new communicative Junior Certificate syllabus which was introduced into second level schools in September 1989 followed by the Leaving Certificate syllabus in 1992. These documents are as follows:

(a) *Language in the Curriculum*

(b) *Towards a Communicative Curriculum for Irish* and

(c) *Report of the Board of Studies*

(a) *Language in the Curriculum* can be seen as the first attempt to initiate curricular development in language learning to secure the survival of the language (Curriculum and Examinations Board 1982). A working party investigated the Board's issues related to language in the curricula of both primary and second level schools. This document outlined the position of Irish and foreign languages in the curricula in first and second level schools. It criticised the subject matter of the prescribed literary texts whereby 'students were forced to read at frustration level' (Curriculum and Examinations Board 1985: 15). The document fails, however, to suggest alternative literature that would meet the needs and interests of students. Neither does it indicate the sources of teachers' dissatisfaction with the literature course as remarked by Ó Dubhgaill and Ó Súilleabháin (1986: 15) when they state that '*ní luaitear foinse and eolas faoi oidí a beith ar aon aigne. Ní luaitear litríocht a bheith ar fáil a léiríonn béasanna lae inniu, ach é a chur ar an gcúrsa agus é a roghnú do rang*' [there is no mention of evidence of agreement among teachers. There is no mention of literature that reflects the daily customs and habits but simply to put it on the course and to select it for the class, Researcher's translation]. *Language in the Curriculum* (1985: 30) advocates a communicative approach to the teaching of Irish. It states that 'a learner centred,

communicative approach assists development of communicative ability, but teachers of Irish who have attempted to implement such an approach have been hampered by the lack of approved guidelines and resources'. The document makes references to the alternative teaching programmes like *Fáilte Isteach* and *Mise agus Tusa* that were being taught in the schools in the early 1980s. The document recognises that the communicative approach presupposes a communicative need while many 'students may not see the need to learn Irish because of the lack of environmental support for the language' outside the precincts of the school (Curriculum and Examinations Board 1985: 31). Breatnach (1964: 25, cited in Ó Laoire, 1999) echoes the same thoughts when he states that 'the ordinary schools cannot and should not be expected to turn native speakers of English into fluent speakers of Irish'. The task is beyond their powers to perform (Ó Laoire 1999: 159). The document, however, does see the creation of a need for Irish in the classroom in the accomplishment of meaningful language activities, which appeal to their taste and interest, whereby students learn Irish by processing and discussing texts.

The document also highlights two important factors in relation to the communicative syllabus for Irish. Firstly, one must explore the motives of the students for wanting to learn Irish and also to explore the needs from their unique point of view which is characteristic of the communicative approach. If one examines the students' reasons for wanting to learn Irish, it might result in a syllabus which would differ from the communicative syllabi for foreign languages. The receptive skills of listening and reading might be considered as a significant proportion of the linguistic competence required by learners of Irish particularly where they would have opportunities for speaking the language and the motivation for learning it. Finally, the unique language needs of second level students may differ from that of adult learners in the case of Irish. The second factor with regard to the communicative syllabus for Irish is that the

language is mainly confined to the classroom. The successful implementation of the communicative approach or any teaching method is dependent on the teacher. It has been difficult for older teachers from the more traditional background of language teaching to adjust to the role of facilitator in the communicative language teaching setting. In short, the document provides a stimulus for debate with regard to the teaching of Irish in schools (Curriculum and Examinations Board 1985: 32).

(b) The document *Towards a Communicative Curriculum for Irish* was designed to develop an overall framework for the teaching of Irish. It emphasises that any developments in the teaching of Irish must be adequately co-ordinated in four related components (Little, Ó Murchú and Singleton 1985a: 2). Firstly, an agreed and detailed framework must be designed for each level of the syllabus where each level has a significant phase. Secondly, classroom materials and guidelines must clearly illustrate the communicative approach for both learners and teachers. The classroom materials must be developed not only in the areas of print, but also in the areas of audio-lingual learning where appropriate means can be devised for each stage of the syllabus. Thirdly, teachers must avail of aural and reading materials as the learners' comprehension of the language in its oral or written forms is always greater than the ability to produce it. Finally, teachers must avail of ongoing in-service training to enable them not only to cope with new demands, but also to contribute to the clarification of these demands on the basis of their teaching experience in the language classrooms. *Towards a Communicative Curriculum for Irish* provided an invaluable insight into the rationale of the communicative approach. It emphasises the unique position of the Irish language from a social, psychological and educational perspective and also emphasises the importance attached to the uniqueness of Irish with regard to designing a functional/ notional syllabus. The communicative approach also outlines the rationale behind the syllabi for foreign languages which are specifically designed

for learners whose purpose it is to survive in the target language community. Students of foreign languages differ from students of Irish as a second language in that the students of foreign languages are living at a distance from the target language community. It is certain that a sizeable proportion of students in this study will never come into contact with the foreign language community or have a need to use the language outside the school environment. It could also be argued that the same situation is applicable to the Irish language in that the Gaeltacht community is bilingual.

The document highlights the functional importance of the Irish language in that it stresses that the need for Irish derives from the political decision that the language is a vital element in the range of cultural issues which the curriculum is designed to convey (Little, Ó Murchú and Singleton 1985b: 12). It also identifies two aims with regard to the teaching of Irish. Firstly, its purpose is to promote cognitive and affective developments of the students in the transmission of cultural values and secondly it encourages and facilitates the students to express their interest in Irish. The document also presents a communicative functional/ notional syllabus for both second level students, as well as for adult learners of Irish (Little et al., 1985b). The significant aspect of this document is that it outlines the potential of (a) the communicative approach to the teaching of Irish in the classrooms and (b) it lays the foundation for the introduction of the current syllabi in Irish for both the Junior and Leaving Certificates. The communicative approach in language teaching presumes a need to communicate. Many students may not attach any great importance to the learning of Irish since they see it as not being used in public and commercial life of the community. It may be possible, however, to motivate them in the short to medium term by creating a natural Irish speaking environment within the classroom which appeals to their interest and imagination. Syllabus guidelines should illustrate appropriate techniques in exploiting interesting and enjoyable tasks in the language learning process which can be

seen as an end in itself without support from outside the classroom. A natural school environment can be created whereby real events and activities can be conducted through the medium of Irish between teachers and students with regard to negotiation, organisation, management and evaluation of classroom activities. This can be extended to outside the school environment with visits to the Gaeltacht.

The communicative approach is applicable to the teaching of Irish, as well as to the teaching of foreign languages. Students can use Irish not only in language learning activities, but also in critically evaluating these activities. As a result of an Irish speaking classroom environment, students should be in a position to evaluate their experience not only in the use of spoken Irish, but also in evaluating the written texts with regard to language related activities. The Curriculum and Examinations Board (1985: 31) stated that ‘the classroom is therefore a valid “communicative situation” which can in itself be exploited as a valuable resource for learning’. It also stated that ‘to view it merely as a rehearsal studio for the outside world is an approach unlikely to sustain the motivation of many learners of Irish’ (ibid.).

(c) Subsequent to the publications of *Language in the Curriculum, Towards a Communicative Curriculum for Irish* and the *Report of the Board of Studies*, the new Junior Certificate syllabus for Irish was introduced in 1989 followed by the introduction of the new Leaving Certificate syllabus for Irish in 1992. The *Report of the Board of Studies* (1987) emphasised the need for continuity between the teaching and learning of Irish in both primary and second level schools. It also suggested a general modular framework of a series of graded objectives for the duration of second level schooling in order that students can achieve realistic aims. The report outlined the need for the syllabi to reflect the students’ needs and interests. It recommended a review of the then prescribed texts and advocated the use of authentic material because ‘there is an urgent

need for a number of resource banks of such materials and guidelines for their use in learning activities' (Curriculum and Examinations Board 1987: 27). The report also favoured the inclusion of Irish studies as an integral part of the syllabus coupled with the learning of the language. To this end the report by the Curriculum and Examinations Board (1987: 34) stated that

...this board wishes to encourage a coordinated policy to language in education based on a common understanding of the nature and function of language. The board fully realises the need to allow adequate scope for certain differences between L1 and other language learning and also between L2 and L3/ L4 learning, depending on their role in and the extent of their contribution to the curriculum.

In short, the design of suitable course materials and the provision of teacher in-service training were two essential requirements for the teaching of the new syllabi for both Junior and Leaving Certificate Irish.

2.9 The new Junior and Leaving Certificate syllabi in Irish

The motivation for learning Irish is apparent in the new Junior and Leaving Certificate syllabi which are based on the communicative approach. The communicative approach focuses on the target language as a medium of communication with emphasis on oral/ aural language and the use of authentic texts through which learners come in contact with native speakers of the language (Little, Devitt and Singleton 1994: 20). The emphasis is on the language as a living language (Rialtas na hÉireann 1999b: 2). To this end, the National Council for Curriculum and Assessment designed the new Junior and Leaving Certificate syllabi for Irish. The current Leaving Certificate syllabus was introduced in 1996 for Irish and was examined in 1998 for the first time. The main objective of the new Junior Certificate syllabus is to encourage and help students to use Irish for the purpose of communication, as is illustrated by the National Council for Curriculum and Assessment (1988: 1) when it states that '*go bhfuil an siollabas bunaithe ar an tuiscint gurb é príomh-aidhm na gcúrsaí ná chun a chur ar chumas na*

ndaltaí an Ghaelige a úsáid' [the syllabus is based on the understanding that the main aim of the courses is to make it possible for the pupils to use Irish, Researcher's translation]. Both the Junior and Leaving Certificate syllabi are based on functional objectives which are graded according to the use of language and not according to grammatical structures. The syllabi also emphasise various aspects of Irish cultural and ethnic identity, as indicated in the following quotation:

Chomh maith leis an gcúrsa teanga féin aithnítear gnéithe eile den chultúr ar chóir go mbeadh na daltaí dul i dtaithe orthu le linn an chúrsa. Ina measc seo tá ceol agus amhránaíocht, seanchas, logainmeacha agus dinnseanchas agus an saol sóisialta. Is é timpeallacht an dalta an pointe tosnaithe don chuid seo den chúrsa [in addition to the language course itself, the pupils should familiarise themselves with other cultural aspects during the course. Among these are music and song, storytelling, place names, topography and social life. The pupil's environment is the starting point for this part of the course, Researcher's translation].

(National Council for Curriculum and Assessment 1988: 2).

The National Council for Curriculum and Assessment (1988: 7) claims that the syllabi develop the social and personal aspects of the students, as they emphasise the *'forbairt phearsanta agus forbairt shóisialta na ndaltaí a chur chun cinn mar ghné dá n-iomlánú'* [to advance the pupils' personal and social development as part of the completion process, Researcher's translation]. The Junior and Leaving Certificate syllabi provide for three levels of language learning. Firstly, there is the *Bonnleibhéal* (Foundation Level) with its strong emphasis on receptive skills which emphasises basic communication among students who have not acquired a satisfactory standard of communicative competence in Irish. Secondly, the *Gnáthleibhéal* (Ordinary Level) which has a balance between receptive and productive skills, is aimed at students who have a reasonably average standard of Irish. Finally, the *Ardleibhéal* (Higher Level), with its strong literary content, is aimed at those students who possess a good grounding in both receptive and productive language skills. There is a strong emphasis on oral work at all three levels in terms of comprehension and speaking. As already stated, the syllabi, which are primarily based on functional/ notional topics, provide structures

within which the communicative approach can operate. The main aim of the syllabi is to promote communication with a graded use of the language with less emphasis on grammatical structures, particularly at *Bonnleibhéal*. There is a balanced assessment of the receptive and productive language skills. In short, it is interesting to note that an experienced teacher of Irish, Ní Chonaola (2001) stated that the 'hardest text of all to unravel is disinterest' (cited in Murtagh, 2001: 3).

Since 82 years have passed, it is time to assess the subsequent developments in education with regard to the teaching and learning of Irish in order to determine to what extent these optimistic aspirations were implemented and why they failed. Another factor that militated against the restoration of the language was that the teaching and learning of Irish from 1922-1964 did not keep pace with developments in language research and planning. This gave rise to conflicting approaches regarding the implementation of policies in both primary and second level schools which appeared to have created negative attitudes among teachers and students. Andrews (1978: 3-4) echoed this negative climate when he states that there was an inadequate co-ordinating body, the isolation of teachers including inadequate language planning regarding the teaching and learning of Irish in education. While the first half of this chapter focused primarily on the historical and curricular position of Irish as a second language in second level schools since the foundation of the Irish Free State in 1922, the second half of the chapter focuses on the historical and curricular position of German as a foreign language in second level schools.

2.10 Overview of German in the curriculum

The rationale and motivation to learn German as a foreign language in Ireland is generally based on its utilitarian value as a language for prospective employment in a German speaking country or with German companies in Ireland, particularly since the

end of the 1980s. German was not popular in second level schools since the foundation of the Irish Free State in 1922, as indicated by Fischer in Table 2.1 (1996: 466).

Table 2.1 Number of candidates taking German in Irish secondary schools

Jahr (Year)	Jungen (Boys)	Mädchen (Girls)	Insgesamt (Total)
1900	133	572	705
1901	120	727	847
1902	192	276	918
1903	204	730	934
1904	189	788	977
1905	203	898	1101
1906	222	1039	1261
1907	288	1236	1534
1908	232	1543	1866
1909	380	1697	2077
1910	392	1740	2132
1911	384	1972	2356
1912	361	1959	2320
1913	246	1551	1797
1914	266	1593	1859
1915	241	1540	1781
1916	224	1397	1621
1917	181	1087	1268
1918	161	916	1077
1919	135	758	893
1925	9	86	95
1926	4	35	39
1927	4	29	33
1928	3	40	43
1929	2	43	45
1930	1	39	40
1931	3	61	64
1932	11	67	78
1933	11	82	93
1934	15	68	83
1935	4	97	101
1936	15	134	149
1937	2	131	133
1938	12	105	117
1939	10	85	95

It is important, therefore, to outline the background to the teaching and learning of German in the present study so as to contextualised the significance of attitudes and motivation among Leaving Certificate students towards the language in light of its practical and utilitarian value today. The emphasis placed on the teaching of Irish in second level schools since the foundation of the Irish Free State in 1922 led to a decline in the teaching of German. Fischer (1996: 466) states that '*Der Niedergang des Deutschen als Schulfach beschleunigt sich, als die Freistaatregierung das Bildungswesen übernahm*' [the decline of German as a school subject accelerated when the Irish Free State assumed control of the Irish education system, Researcher's translation]. Fischer claims that the last two world wars weakened the position of German in the schools, thus, echoing the Department of Education's *Report* (1945/ 46: 8) when it states that '*an dá chogadh, thug said an Ghearmáinis gan morán rachairte uirthi ins na scoltacha*' [the two world wars led to the decline of German in the schools, Researchers' translation].

From 1900-1960s there was minimal demand for German as Fischer (1996: 626-630) shows in Table 2.1 above. Additionally, Latin was a popular subject in secondary schools up to the beginning of the 1970s which also militated against student take-up rates of the language. Latin, because of its discipline value in the training of the mind, had a 'pedestal position' in the educational system at that time (Murphy 1971: 10). Sheils and McDermott (1981) echoed this thought ten years later. Cook (1991: 134) would argue that the grammar translation method in the teaching of foreign languages 'caters for academically – gifted students, who will supplement it with their own good language learner strategies'. Additionally, Latin was no longer an entry requirement for the universities from 1974 onwards (Ruane 1990: 9). This ultimately led to the decline in the status of Latin in second level schools which finally gave rise to a demand for crash courses in French and German by former teachers of Latin to cope with a

rapidly changing situation (Hussey 1984: 49). The utilitarian value of learning German was now considered important in the light of significant German investment in Ireland in the 1980s.

2.11 The changing economic climate in Ireland

The year 1958 heralded a new era in Irish politics with its *Programme for Economic Expansion* (Government of Ireland, 1958). Ireland dropped its protectionist policy and adopted a more progressive economic policy (Atkinson 1969: 200). It was hoped that the country would benefit from the new economic, intellectual, educational, literary and artistic links with the European Economic Community with which Ireland became a member in 1973. Ireland also became a member of the United Nations, United Nations Educational Scientific and Cultural Organisation, Organisation for Economic Co-operation and Development, International Monetary Fund and the World Bank (Murphy 1975: 137). Irish teachers of German were now participating in international conferences with the advent of the European Association of Teachers in which an Irish department was established in 1962 (Coolahan 1981: 132). By the 1960s, Irish public opinion was becoming acutely aware of the importance of foreign language learning so as to maximise trade with its European and international neighbours. Emmans, Hawkins and Westoby (1974: 56) reiterate this notion of foreign language learning and export success. Unlike Irish, foreign languages are not ‘officially’ taught in primary schools as of yet, although there are nonetheless ‘provided for in a certain number of primary schools, generally as optional subjects and sometimes outside the normal timetable’ (Ruane 1990: 1). Additionally, there have been some recent initiatives to have foreign languages piloted in some primary schools in the country whereby 82 primary schools are offering German (McMahon 2002: 26). The current Leaving Certificate German syllabus has, perhaps, an influence on students’ attitudes towards and motivation in the learning of German. It seems appropriate, therefore, to outline the salient trends

associated with the teaching and learning of German as a foreign language in second level schools.

In the words of Smith (1995: ii) ‘the instrumental value of language learning has risen in step with the need to know languages for economic or political reasons’, as previously confirmed by Baker (1992: 110). There is an increased public awareness that foreign languages have a utilitarian value which in turn has a profound effect on syllabi design in language learning (Smith (1995: 10). ‘Everybody wants to learn German’ nowadays (Rott and Wille 1990: 1), particularly as Ireland entered the Monetary Union in the year 2002. This points towards the importance of German in the curriculum in the light of it being an indispensable tool for business. German as a foreign language is more important now in the light of recent expansion of the European Union into Eastern Europe since 1 May 2004 where it is a popular foreign language. Germany is Ireland’s biggest trading partner on mainland Europe. It is the second largest investor in Ireland after the United States of America, creating a total of 12,000 jobs in the service industry and the industrial sectors of the Irish economy (Neary 1998/1999: 37). Despite this large volume of trade with Germany, there is still an acute shortage of graduates with German language skills in the various fields of professional employment including teaching, the service industry, marketing, accountancy, electronics and software engineering. Since the Irish economy is an open economy, it depends very much on the export market. Therefore, the learning of German has become an important subject in second level schools today. This has not always been the case, however, as illustrated by Chambers (2001) in Table 2.2. From 1960-1985 the role and status of German, like that of Irish, in second level schools has been characterised by pendular movement with periods of growth and decline. The promotion of German at tertiary level institutions and in particular in second level schools was for a long time, a difficult and laborious task. The following table shows that there was no great demand for German until 1979:

Table 2.2 Percentage of second level students learning foreign languages including the ancient classics, Latin and Greek

Year	Greek	Latin	French	German	Italian	Spanish	Cohort
1939	374	1,782	1,176	42	-----	1	2,937
% C	12.73%	60.67%	40.04%	1.43%	-----	0.03%	
1959	448	4,501	2,124	42	25	40	7,309
% C	6.13%	61.58%	29.06%	0.57%	0.34%	0.55%	
1979	11	1,769	21,542	1,782	85	1406	35510
% C	0.03%	4.98%	60.66%	5.02%	0.24%	3.96%	
1999	9	127	36,871	10,828	210	1,559	62,844
% C	0.01%	0.20%	58.67%	17.23%	0.33%	2.48%	

Source: Chambers 2001.

While the Confederation of Irish Industry had been preparing for a major expansion of exports to German speaking countries, particularly to Germany itself, it seemed as if German in second level schools was being phased out (Broderick, Ridely and Sagarra 1990: 1). The long-term aim of Irish business and industry was that German should be promoted in second level schools. New subjects, such as business organisation and information technology, were being introduced in second level schools at that time. This was making it difficult for German to find a slot in the curriculum. The need for foreign language study became a real issue to meet the expanding economic changes so as to provide a good educated workforce, well skilled and competent in foreign languages to exploit foreign markets (Ruane 1990: 9). When the present researcher lived and worked in Germany, German industrialists frequently told him that if one wants to export one's goods to non-English speaking countries, one needs to speak the language of that target language community to conduct business. The important use of the target language was also confirmed at a symposium on foreign language learning in that the language of the client should be used for effectiveness and politeness when conducting business (*Is English enough?* Paper presented in the Dublin Institute of Technology, 2002). With a considerable level of German industrial investment in Ireland, direct

needs arose for the learning of German to meet export demands (Broderick et al. 1990: 2). While there was some expansion in the provision and student take-up rates in German during the 1970s, the numbers taking the language were insignificant in comparison to the numbers taking French, as illustrated in Tables 2.3 and 2.4. below.

Table 2.3 Percentage of second level students learning Latin, French and German, 1962/63

	Intermediate	Boys	Leaving Cert.	Intermediate	Girls	Leaving Cert.
Latin	95.2%		88.3%	48.4%		38.5%
French	44.7%		21.0%	82.8%		64.4%
German	0.8%		1.9%	2.6%		2.7%

Source: Department of Education 1966: 276, cited in McMahon, 1994: 12.

Table 2.4 Percentage of second level students learning Latin, French and German, 1977/78

	Intermediate	Boys	Leaving Cert.	Intermediate	Girls	Leaving Cert.
Latin	16.4%		9.2%	6.8%		4.2%
French	63%		51.9%	80.6%		71.1%
German	3.9%		3.3%	9.5%		6.5%

Source: Department of Education, 1977/ 1978.

2.12 The provision of German in the curriculum in the 1960s

Only 51% of the timetable consisted of language teaching in second level schools in the 1960s. Foreign languages consisted only of between 6% - 8% of the school timetable whereas the remainder was devoted to the teaching of Irish, English and Latin. Little interest was expressed in the case of German as illustrated by the *Investment in Education Report* (1966). In fact, German did not benefit from the dropping of Latin in 1974 because there was an inadequate availability of teachers of German to teach the language. French and to a lesser extent Spanish proved to be the principal beneficiaries in terms of school demands. Student numbers taking German in second level schools either stabilised or stagnated during that period. As can be seen from the above tables, the significantly low number of students, who took German in second level schools during the 1960s and early 1970s, had an adverse effect on the number of undergraduate students taking the language at tertiary level. This inevitably led to a shortage of teachers of German as indicated by the *Investment in Education Report*, particularly in

relation to male teachers (Department of Education 1966: 340). The shortage of foreign language teachers was further compounded by the fact that a teacher had to produce ‘evidence of having a competent knowledge of the Irish language’ so as to become a registered teacher in second level schools (McElligott 1966: 82). Because of these restrictions on teacher recruitment, native German teachers, who did not possess a competent knowledge of Irish, could not be employed as full-time teachers.

2.13 Pressure for the inclusion of German in the curriculum

The imbalance in foreign language provision, however, in second level schools continued right into the 1980s which ultimately led to increased pressure from (a) industry, (b) the media and (c) educationalists. This brought pressure to bear on the Department of Education to redress the problem, particularly in relation to the teaching of German (McQuillan 1984: 37).

(a) Industry. In 1987 twelve times as many students took French in second level schools as German. Bord Fáilte (1984, The Irish Tourism Board) stated that there were very few people in the industry whose ‘knowledge of German was sufficiently good to be able to communicate properly with a German tourist with little English’. Aer Lingus (The Irish National Airlines) echoes similar thoughts in regard to the shortage of personnel with German language skills for their flight crews who had to communicate with German passengers with little or no English or who were reluctant to speak English (Foster, 1990). Ireland exported £724 million worth of goods to Germany as compared with only £527 million to France (Brochure issued to the Gesellschaft der Deutschlehrer Irlands 1992, German Teachers’ Association of Ireland). Recently, Hans-Peter Müller, chairman of the Deutsche Commerzbank, noted that German companies have exported €15 billion of goods and services to Ireland and invested €9 billion here in 2005 (Creaton, 2005).

(b) The Mass Media. In the early 1980s the mass media reinforced the demands from the industrial and business communities for language reform which impacted on public opinion and in particular, on parents of school going children in second level schools. The media accused second level schools of neglecting the teaching of foreign languages on the grounds of their importance in the areas of business and science. Consequently, parental pressure was brought to bear on schools to provide German in the curriculum which resulted in a steady increase in student take-up rates from the mid-1980s (Ruane 1990: 81-93; Varilly 1990: 7).

(c) Pressure from Educationalists. Educationalists, including teachers of German, took considerable steps to have German more widely adopted as a school subject in second level schools. A working party was set up to produce a defined content syllabus for German in which teachers of the language had a considerable input. This working party operated under the auspices of Institiúid Teangeolaíochta Éireann which joined the Council of Europe modern languages' project in 1979. Within the context of the Council of Europe, each language group produced its own teaching materials for the then Intermediate and Leaving Certificate syllabi. Much of these authentic teaching materials, included in textbooks like *Noch Mehr Arbeit* (Hayes, 1989) and *Zur Sache* (Hayes, 1992), were to facilitate the teaching of German and to make it more realistic and relevant to the students' needs. The working party was also involved in the Leaving Certificate German syllabus redesign programme which was based on the communicative approach. This syllabus was finally accepted by the Department of Education in 1985 and was examined for the first time in 1987. The Goethe Institute and the Gesellschaft der Deutschlehrer Irlands provided in-service courses for teachers of German to improve the quality and teaching of German in second level schools.

2.14 Expansion of German in the curriculum from 1980s-2002

According to the statistical reports issued by the Department of Education from 1985-2002, there was a steady increase in the number of schools providing German and in the percentage of students taking the language as the following tables show:

Table 2.5 Number of second level schools offering German at Leaving Certificate level

1984/85	166	1985/86	179	1986/87	204
1987/88	233	1988/89	330	1989/90	400
1991/92	479	1992/93	515	1993/94	550
1994/95	542	1995/96	519	1996/97	511
1997/98	538	1998/99	526	1999/00	510
2000/01	496				

Source: Department of Education and Science, *Statistical Reports 1984-2001*

Table 2.6 Participation rates in German in State examinations

	Intermediate	Certificate	Leaving	Certificate
1985	3,456	6.13%	1,701	3.54%
1986	3,440	6.05%	1,769	3.74%
1987	3,458	5.94%	2,250	4.54%
1988	4,152	7.20%	2,377	4.6%
1989	6,066	9.97%	2,700	5.13%
1990	8,283	14.54%	3,323	8.6%

Source: Department of Education and Science, *Statistical Reports 1984-1990*

Table 2.7 Number of students taking German in transition year

1991/92	3,41	1992/93	3,558	1993/94	3,204
1994/95	7,923	1995/96	8,544	1996/97	7,242
1997/98	7,704	1998/99	6,775	1999/00	6,919
2000/01	6,483				

Source: Department of Education and Science, *Statistical Reports 1991-2001*

Table 2.8 Position of German at Junior Certificate level in comparison with other foreign languages in second level schools from 1991-1998

School year	Total Number of JC Pupils	German		French		Spanish		Italian	
		Number of Pupils	%	Number of Pupils	%	Number of Pupils	%	Number of Pupils	%
91/92	203,368	60,620	29.8	149,191	73.3	7,328	3.6	700	0.3
92/93	207,902	63,425	30.5	155,386	74.8	7,577	3.7	647	0.3
93/94	210,257	63,978	30.4	157,547	74.9	7,799	3.7	826	0.4
94/95	208,917	61,784	29.6	157,711	75.5	7,664	3.6	877	0.4
95/96	205,369	59,426	28.9	154,787	75.4	7,542	3.7	809	0.4
96/97	199,571	55,821	27.9	149,614	74.9	7,234	3.6	725	0.4
97/98	192,944	53,443	27.6	144,280	74.7	7,909	4.0	636	0.3

Source: Department of Education and Science, *Statistical Reports 1991-1998*

Table 2.9 Position of German at Leaving Certificate level in comparison with other foreign languages in second level schools from 1991-1998

School year	Total Number of JC Pupils	German		French		Spanish		Italian	
		Number of Pupils	%	Number of Pupils	%	Number of Pupils	%	Number of Pupils	%
91/92	115,568	13,822	11.9	70,852	61.0	2,822	2.4	248	0.2
92/93	119,497	19,418	16.2	70,649	59.1	2,762	2.3	238	0.2
93/94	124,182	22,952	18.5	73,599	59.3	3,165	2.5	259	0.2
94/95	118,415	21,964	18.5	70,444	59.5	2,995	2.5	268	0.2
95/96	119,008	21,870	18.4	71,320	59.9	2,736	2.2	344	0.3
96/97	127,606	22,992	18.0	75,807	59.4	3,520	2.7	322	0.3
97/98	129,271	23,224	17.9	78,248	60.5	3,821	2.9	535	0.4

Source: Department of Education and Science, *Statistical Reports 1991-1998*

As can be seen from the above statistics, student take-up rates in German increased steadily during the 1990s. These increases in the learning of German can be attributed to economic factors due to German investment in Ireland (*Is English Enough?* Paper presented at Dublin Institute of Technology, 2002). Since the 1997/ 1998 school year, however, there has been a slight decrease in the overall numbers taking foreign languages at both Junior and Leaving Certificate levels with the exception of Spanish where there has been a slight increase in 1998 (Donnelly 2000: 11). The reason for this decrease in foreign language learning is possibly due to the shortage of professional and skilled labour in Ireland. This compelled the Irish authorities to recruit professional and skilled labour from abroad to fill the vacancies in the high-tech industries (Hughes 1999: 35). Despite the recent decrease in student take-up rates, the trend appears to suggest that German will remain a popular foreign language in second level schools in Ireland for the foreseeable future. It is also a popular foreign language for trade in Eastern European (Purcell 2000: 11), particularly in light of the ten new accession countries who have recently joined the European Union.

Coupled with the demand for German in the mid-1980s, the German syllabus like the syllabus for Irish had to be revised and to make it more attractive for the increasing number of students taking the language. The new Leaving Certificate syllabus (1985), which was student centred, accorded a new emphasis on effective communicative skills

(Clancy 1989: 5). It was based on the needs, expectations and interests which students brought to the classroom. In the context of this new syllabus, fundamental changes occurred in 1985 in response to a growing need to create basic communicative proficiency in both the areas of language awareness and cultural awareness.

2.15 Changes in foreign languages syllabi at Leaving Certificate Level in 1985

The Council of Europe emphasised the rich heritage of diverse languages and cultures as valuable resources that should be preserved and cherished. It claimed that it was only through a better knowledge and understanding of foreign languages that it would be possible to facilitate communication and interaction among the various European countries (Moran 1996: 5). All these influences gave ‘particular importance to the European Dimension of Education’ (Government of Ireland 1995: 204). This had an influence on curriculum change in the teaching of foreign languages in general. The Department of Education (1985: 101) issued revised guidelines for the old Intermediate Certificate in German espousing the communicative approach and ‘organised around the needs, expectations and interests which pupils bring to the foreign language classroom’. The aim was ‘to make the transition to the new programme as smooth as possible for students and teachers alike’ (Hayes 1992: 3). The new syllabus provided an extensive range of exercises simulating real life situations which marked a radical departure from the more classical type of foreign language teaching with its emphasis on grammar, syntax, literature, translations, essays, written and structural exercises. The use of authentic texts included signs, notices, advertisements, journalistic passages and letters. The productive skills were tested by specific real life tasks: letter writing, postcards, notes, messages, informational material on topics within the young person’s own experience and directed at a comparable German target group. The aim of the communicative approach in German including Irish was to provide students with knowledge and skills of the grammatical functions of the target language that would

facilitate them in further study. Furthermore, the materials of the 1985 syllabus were designed to create an awareness of culture and civilisation in German speaking countries and also to encourage an openness of mind to the customs and traditions of other peoples (Department of Education 1985: 207). To achieve this, the new 1985 Leaving Certificate German syllabus placed great emphasis on the development of the four language skills, namely, listening, speaking, reading and writing. It was based on the communicative approach which 'required the learners' participation in learning and emphasised task/ process-centred education, group work, pair work, role-play, development of learner responsibilities and initiative and development of autonomous learning skills' (Curriculum and Examinations Board 1985: 33). Grammar, as in the case with Irish, was to be presented in a functional manner as distinct from a structural form in the grammar-translation method. Since meaning and form are closely interrelated, the communicative aim was to 'discover means of enabling learners to understand more acutely how the forms of their target language are organised in the creation of meaning' (Little, Devitt and Singleton 1988: 20). From the mid-1980s onwards, the use of authentic texts was espoused in the teaching of the four language skills. Authenticity is one of the principal concepts in the communicative approach of language teaching. Language as a medium of communication should have a strong thread of continuity between what goes on in the classroom and the characteristic modes of communication in the target language community. With students now reading authentic material, for example, German newspaper and magazine articles from the *Frankfurter Allgemeine Zeitung*, *Die Zeit*, *Berliner Morgenpost* and *Der Spiegel* the cultural content of the syllabus is being exploited to create cultural awareness and *Landeskunde* (German regional studies) in the minds of students.

One of the most exciting developments in foreign language teaching in Ireland has been the introduction of the German Oral Test at Leaving Certificate level in 1986. One of

the objectives of teaching German was to enable students to communicate orally on general topics relating to themselves and to cope with the demands of various encounters in a German speaking environment. The positive feeling towards the oral examination may perhaps be due to its structure, which puts the students at ease, firstly by way of general introduction through conversation to the more structured components of general questions, the picture sequences and role-plays. With regard to the written examination teachers have more autonomy in the selection of suitably interesting texts of a literary and non-literary nature. The non-literary texts contain passages of a journalistic nature that deal with social topics: youth, drugs, women in society, foreigners, environment and travel. Students have to answer questions in English and German on reading comprehension passages. Higher and Ordinary Level candidates write both formal and informal letters, for example, writing a letter to one's pen pal in Germany or writing a formal letter to a German company applying for a summer job. Higher Level candidates have an additional task of writing an elaboration of notes while the Ordinary Level candidates have a somewhat simpler task of writing short notes, for example, taking down a telephone message or a note concerning the reason for a person's sudden departure. In contrast with the grammar translation method the communicative approach demands 'a very high proficiency and a new methodological approach' in language teaching (Curriculum and Examinations Board 1985: 35).

Language teachers, who considered themselves to be well experienced and versed in the grammar translation, audio-visual/ audio-lingual methods, found themselves with immense latitude in the selection of a number of German texts from which to choose. It was widely accepted that 'the success of new programmes ultimately depends on adequate provision of methodological and linguistic in-service courses for practising teachers and of pre-service training which prepared students to cope with new demands being made on language teachers' (Curriculum and Examinations Board 1985: 35). The

German Inspectorate in their 1992 report, advised teachers of German that effective German classes might include good quality German on the part of teachers with constant integration of the four language skills. The German Inspectorate recommended that there be less reliance on the examination task as a classroom teaching method and that there be more classroom exploitation of authentic texts, as well as the incorporation of pair and group work as a language activity in the form of learner autonomy. Many language teachers would contend that pair and group work greatly fosters students' self-confidence and motivation not only in German, but also in Irish. It was also expected that the motivation of students would greatly improve with the use of stimulating methods of teaching including the choice of interesting texts provided by the teacher.

Teaching materials have facilitated the introduction and implementation of the communicative based syllabus: the *Zur Sache* workbook series (Hayes, 1992), *Essential German* and *Countdown* (Hayes, 1997a), which were later followed by the *Erfolgskurs* series (Hayes, 1997b), the *Wie Geht's* series developed in collaboration with a group of teachers of German working under the auspices of Institiúid Teangeolaíochta Éireann (Supple, 1990), and the *Fertig! Los* and the *Weiter! Los!* series (Morrissey and Mohan, 1993). Finally, *Authentik auf Deutsch* a monthly German newspaper, was compiled by practising teachers of German under the auspices of Trinity College, Dublin (Sudrow n.d.). *Authentik auf Deutsch* includes authentic print, radio and television materials chosen for their liveliness and intrinsic interest.

From 1985 onwards, the Gesellschaft der Deutschlehrer Irlands in conjunction with the Goethe Institute Dublin and the Department of Education provided some valuable in-service language courses for teachers of German both in Ireland and in Germany. The Department of Education, however, did not provide sufficient methodological and linguistic in-service courses required by teachers of German at that time to implement

the new communicative syllabus. This was confirmed by the Organisation for Economic Co-operation and Development (1989: 10) and also in the Examiners' Review of Educational Policy in Ireland in which it claimed that 'no one concerned with Irish education disputes the amount of in-service training available is grossly inadequate'. Participation in such courses require that the participants design and produce communicative project materials that would be beneficial to second level teachers of German in Ireland.

The LINGUA programme, under the auspices of the European Community, provided in-service language courses for teachers of German in German speaking countries and thus underpinning the thrust to improve communicative language teaching skills (Broderick et al. 1990: 9). This LINGUA Programme, adopted on the 28 July 1989 by the Council of Ministers in the European Community, promotes foreign language competence in the European Union. The Department of Education and Science, through the In-Career Development Unit under the Programme for Competitiveness and Work had also agreed to provide financial assistance to both primary and post primary teachers who undertake residential courses in Germany to improve their language teaching skills. This agreement took effect from the 1 January 1997. Schools can also avail of German language assistants provided for European Co-operation Programmes which involve projects between initial and/ or in-service training institutions of foreign language teachers. In short, comprehensive in-service courses or seminars for all teachers of German were, and still are essential for the implementation of the necessary changes in the content, aims and teaching methodology for the 1995 Leaving Certificate German syllabus in its entirety, as will be seen in the next section. Evidence of the importance of these in-service/ seminars is reflected and acknowledged by the constant support and commitment of the Gesellschaft der Deutschlehrer Irlands.

2.16 The structure of the 1995 revised Leaving Certificate German Syllabus and rationale for change

The first part of this section discusses the structure of the 1995 revised German syllabus and section two discusses the rationale for change bearing in mind that the syllabus structure may have an influence on students' attitudes towards language learning. The aims of the 1995 revised German syllabus are more specific and detailed with a marked improvement on the 1985 syllabus. In short, the two broad components of the 1995 German syllabus structure are (a) the General Aims and (b) a set of more Behavioural Objectives. These behavioural objectives, which derive from the general aims, are subdivided under the following three components, namely, Basic Communicative Proficiency, Language Awareness and Cultural Awareness. Finally, the details of the examination are described under the heading of Assessment (Department of Education 1995: 1).

The German syllabus content like that of the Irish syllabus is designed in units of general activities/ themes, with performance targets designed to facilitate and assist teachers and students to organise their programmes of work and to ensure that students understand what is expected of them in regard to each general activity. Assessment of the students' performance in language learning places great emphasis on written and oral communication skills. The syllabus focuses on the preparation stage in which students can learn vocabulary and grammatical structures that are necessary for the realisation of target performance for the communicative tasks. The National Council for Curriculum and Assessment (1995: 49) recommends an integrated approach to the three components of the German syllabus rather than teaching it section by section, as was the case in the grammar translation method of language teaching. The classroom activities should involve all three areas, if possible. For example, by the selection of suitably authentic materials that would encompass the two broad components of the syllabus,

namely, the general aims and the behavioural objectives. Many of the activities listed in the language awareness section help language learners to develop the more global linguistic skills that are necessary to carry out the tasks outlined in basic communicative proficiency. The activities outlined under cultural awareness help language learners to broaden the many activities outlined under basic communicative proficiency and contrasting the different ways of life in different communities (The National Council for Curriculum and Assessment 1995: 7). A general format of the syllabus structure is as follows: 2.16.1 Basic communicative proficiency; 2.16.2 Background, definition and function of language awareness; 2.16.3 Culture awareness (see the National Council for Curriculum and Assessment for a more detailed account).

2.16.1 Basic communicative proficiency

Basic communicative proficiency is the first behavioural component of the 1995 revised syllabus. It is certainly communicative in the real sense, as was the 1985 syllabus in oral face-to-face communication. Many teachers felt that the listening and reading skills had greatly improved on the implementation of the syllabus but grammatical accuracy in the productive skills was lacking in the 1985 syllabus which was not helpful to learners of German. Such was the lack of grammatical accuracy among Higher Level Leaving Certificate students of German entering some universities that German departments had to set examinations in grammar to test students' language competence before admitting them to register for the subject. However, the main thrust of the 1995 revised syllabus is to foster in language learners the communicative skills that will help them to communicate effectively in the target language with grammatical accuracy. In short, the communicative approach 'focuses on language as a medium of communication' (Little et al. 1988: 18). The syllabus includes all the basic transactional skills of passing on information and messages whether they originate from an answering machine or a face-to-face interaction in which one offers to take a message or to give someone a message.

The learners should be able to cope with their own immediate needs in their daily interactions with family and friends, for example, wishing somebody a happy birthday or discussing their future plans. The interactional skills which are not only specified in the Leaving Certificate syllabus, but also in the Junior Certificate syllabus include meeting and getting to know people and maintaining social relations.

Getting language learners in the classroom to engage in a variety of tasks that encourage them to negotiate meaning when communication problems occur, is also considered important. The two-way tasks, since they make the exchange of meaning obligatory, produce more negotiation of meaning than that of the one-way tasks. In short, these tasks emphasise what learners are capable of doing in the target language. The basic premise is that learners and teachers should use the target language for communicative purposes both in and outside the classroom. There are real opportunities in the classroom for communication in the target language between teachers and learners, such as requesting permission to do something, asking for information and clarification and making excuses for not having one's homework done. Outside the classroom could entail, for example, buying goods, dealing with emergencies, coping with travel and transport, looking for accommodation and directions in a German speaking country. The teacher can issue instructions in class in the target language, such as *Dreht euch bitte um!* [turn around, please!] or explain to the class the aim and purpose of the work to be followed during a particular language lesson. When German is the normal means of effective communication in the classroom, learners can see that it is not just a subject in the curriculum, but rather as a living and useful language of real communication for practical purposes both in and outside the classroom. Coupled with the component of basic communicative proficiency is the notion of language awareness.

2.16.2 Language awareness

The language awareness component gives students the opportunity to ‘think about and to reflect upon the nature and functions of language’ (Pratt and Grieve 1984: 2). One of the aims of the language awareness component of the syllabus is to develop in students an awareness of how best to go about learning a language. The idea of language awareness has been in existence for a long time. Its origins go back to a late nineteenth-century reform movement in Holland (Van Essen, 1992) while it is suggested (Hawkins 1992: 11-23) that the debate commenced in the United Kingdom with questions raised by the *Newbolt Report* (Great Britain Board of Education, 1921) and *Crowther Report* (Great Britain Central Advisory Council for Education, 1959). The geographical diversity of language awareness related developments reported in the journal *Language Awareness* and other publications by James and Garrett (1995) clearly illustrate that the term language awareness has been internationally known in academic circles for some time. Since the concept of language awareness is a relatively recent one ‘the term may mean different things to different readers’ (Hawkins 1992: 4).

What is language awareness? A brief explanation in the context of the 1995 revised Leaving Certificate German syllabus is in order. Language awareness can be defined as explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use that can include a broad spectrum of fields. Luchtenberg (1995: 6) defines language awareness or *Sprachbewusstheit* as the ‘*bewusster Umgang mit der Fremdsprache, Wissen über Sprache(n) and Kommunikation, Wissen über kulturspezifische Aspekte des Sprachgebrauchs*’ [language awareness is a conscious perception of the foreign language of knowledge about languages and communication including knowledge about cultural-specific aspects of language use, Researcher’s translation]. Van Lier (1995: xi) would also contend that language awareness is ‘an understanding of the human faculty

of language and its role in thinking, learning and social life'. It also includes the awareness of power and control through language, and of the intricate relationships between language and culture. Nicholas (1995: 78) would argue that 'aspects of macro-human development influence the awareness that learners have of language, *independently of conscious reflection on language*'. However, the National Council for Language in Education Working Party in England agreed on the following definition: 'Language Awareness is a person's sensitivity to and conscious awareness of the nature of language and its role in human life' (Donmall 1985: 7). The above definition by Donmall is the most widely quoted definition of language awareness. This language awareness component is an awareness-raising exercise about the function and workings of the target language and how this has a direct influence on the learners in the way they learn vocabulary lists, grammar, pronunciation, spelling and punctuation so as to achieve linguistic accuracy. Nicholas (1995: 94) would also contend that 'second language development is united by the awareness of the lexico-grammatical level of language organisation'. The National Council for Language in the Education Working Party in England claimed that the teaching of language awareness 'involves both making explicit the implicit knowledge and skills which pupils have developed during the course of their language learning' (Donmall 1995: 108). A language awareness comprehensive programme would take a cross curricular approach, starting with the mother tongue, Irish or English and extending not just to foreign languages, but also to all subjects in the curriculum. This is unlikely to happen in the foreseeable future within the Irish context, as there is no provision in the English syllabus for the explicit teaching of language awareness. However, there is a language awareness component in the Leaving Certificate German syllabus which creates an awareness of language. In short, the task of raising learners' awareness of how language works will, for the moment, remain with the teachers of foreign languages.

Such awareness can improve the learners' ability to use the target language for a wide range of purposes. Language awareness can be of considerable value to Irish students, as they will be shown that all learners of foreign languages including Irish as a second language, experience difficulties in language learning. For example, a foreign language text can often be understood with little or no previous knowledge. Since many teachers teach Irish, English and German to the same classes, they could frequently employ the use of contrastive analysis as a language awareness-raising exercise in the classrooms. With regard to teaching both Irish and German, this also provides opportunities for the students to see how German functions grammatically as a language compared to Irish, especially as Irish and German are both inflectional languages. Such issues as language contact could 'provide the basis for developing awareness in learners of the origins and characteristics of their own and other languages and increase respect for linguistic diversity' (McCarthy 1994: 45). McCarthy (1995) sees merit in the new Leaving Certificate syllabus for German, as Lanigan (1995: 28) states '*weil es Sprachbewusstsein fördert*' [because it promotes language awareness, Researcher's translation]. This in turn provides the basis upon which future language learning can take place.

The second aim of the language awareness section of the syllabus is to challenge students to be critical and to ask questions about language which they may heretofore have taken for granted. This facilitates their understanding of the functions of human language in the broader sense (Department of Education 1995: 5). Many of the activities listed in the language awareness section help learners to develop the more global skills necessary to perform the activities outlined in the syllabus. The first of these activities is learning about language patterns from target language material, such as authentic texts. In the words of Little et al. (1994: 23) 'an authentic text is a text that was created to fulfil some social purpose in the language community in which it was produced'.

Exploring meaning in authentic texts helps the learners to relate language to attitudes, for example, talking and writing about one's own experience of the target language in the target language. Consulting dictionaries and reference grammars are some of the additional activities in communicative language learning. Authentic texts as a language awareness exercise can be used to develop learner strategies, such as skills for coping with new language, and to give language learners valuable practice in the types of tasks that they will need in order to pass language examinations. The development of such strategies and skills should lead to greater learner autonomy (National Council for Curriculum and Assessment 1995: 9-21).

Learning how to listen means getting clear expectations as to what students are to listen for which forms an important part of the new German syllabus. Students have to superimpose new listening habits on mother tongue habits, be the mother tongue English or Irish of which they are not fully aware. In short, 'the education of the ear... is a prerequisite for efficient foreign language study' (McCarthy 1978: 14). The 1995 revised Leaving Certificate German syllabus offers a fresh approach to the match between the spoken and written forms of language. The pedagogical approach to the 1995 revised German syllabus combines language learning with learning how to learn a language. It also insists on the use of the target language as the normal medium of classroom communication, while it simultaneously encourages reflection on the target language as a medium of communication. The awareness of language benefits all subsequent language learning activities both in and outside the classroom. Coupled with language awareness is the notion of cultural awareness as will be briefly discussed in the next section.

2.16.3 Cultural awareness

Cultural awareness is the third behavioural objective of the 1995 revised Leaving Certificate German syllabus. Taking into consideration the diversity of its cultural

heritage (literature, visual arts, music and work ethic), cultural awareness is seen as absolutely essential for successful language learning not only for German, but also for Irish. It provides language learners with a broad acquaintance in the whole way of life of the target language communities. A lack of cultural awareness in language learning on the part of non-native speakers can seriously impede effective language learning and lead to social embarrassment to both parties in communication, particularly in relation to the use of register. An example would be the informal use of *du* (you) in a formal setting, such as a formal meeting or interview with a person in authority in the target language community. The use of *du* in such circumstances would be regarded as being over familiar and forward if not insulting to the person one is addressing. This does not arise in Irish as *tú* (you) is used for both the familiar and polite forms of address. The cultural awareness component, therefore, provides a way of implementing the aims of the syllabus through the performance tasks based on comparative methodology as outlined in the National Council for Curriculum and Assessment (1995: 22). This helps to raise students' awareness on issues of similarities and contrasts between Irish and German. Another example of cultural awareness would be *Lernen für Europa*; [Learning for Europe] going to school in Germany would mean commencing school much earlier in the morning as opposed to commencing school much later in Ireland. The implicit methodological approach aims at providing language learners with background information and promoting acceptance and tolerance of cultural difference. The cultural awareness component creates the opportunity for learner autonomy for learners to get involved in project work based on cultural topics, particularly in regard to authentic texts (National Council for Curriculum and Assessment 1995: 29).

The reading of authentic texts is beneficial to this awareness-raising cultural activity, such as learning the socio-semantic codes required in purchasing a rail ticket which is a fairly mechanical procedure. It also makes individual items of cultural differences

including grammar, syntax and vocabulary easier to learn and to remember. The language learning process from *Text zur Grammatik* [text on grammar] integrates both the language and culture awareness components of the syllabus. Other cultural themes can be developed in relation to the family, home, meals, birthdays, holidays and leisure time activities including familiar service contexts such as school, travel and business timetables within the social system. Cultural awareness can also be enhanced, for example, when students visit Germany and see for themselves the differences between the two cultures. Radio and satellite television, including TG4 for Irish, can also contribute to cultural awareness of the target language communities, a resource regularly exploited by the present researcher in creating a language rich environment in the classroom, in providing students with bridges to the real world of the target language communities not only in Germany, but also in the Gaeltacht. Cultural awareness can also be progressively extended for the very good Leaving Certificate students to include the more abstract themes, namely, cultural values, attitudes, individualism, nationalism and politics.

What was the rationale for change and what were the shortcomings of the 1985 syllabus in relation to the communicative approach to language teaching? Why had it to be revised in 1995? In its earliest manifestations, the communicative approach was concerned more with the definition of partial competence rather than with the pedagogical method of language teaching (Van Ek, 1975). The communicative approach to foreign language teaching was embraced by many school systems in Europe. It offered a means of defining communicative learning objectives that should be achievable by a majority rather than by a minority of language learners. Early communicative textbooks were strongly influenced by the audio-visual/ audio-lingual methods. Little attention was given to form; hence, the widespread feeling that the communicative method excluded the explicit teaching of grammar. Input was

simplified, with a greater emphasis on comprehension than on production, most especially in the early stages (Lightbown and Spada 1993: 72-73). The learners had only a vague sense of how their target language functioned phonologically, morphologically, lexically and syntactically. In short, learners were seriously bereft of language awareness (Little 1996: 2). In the 1995 revised Leaving Certificate German syllabus language learners are presented with a pedagogical approach that combines language learning, as well as guidelines as how to learn a language. The revised German syllabus advocates the use of the target language as the normal medium of classroom communication while simultaneously encouraging reflection on the target language as a rule governed system. This develops language awareness in the pursuit of learner autonomy and ‘enhances learners’ chances of success by equipping them with skills to find their own way’ (Department of Education 1995: 3). The 1995 revised syllabus advocates autonomy in the formal learning contexts as a ‘capacity – for detachment, critical reflection, decision making, and independent action’ which ‘presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning’ (Little 1991: 4). The Department of Education (1995: 1) states that the ‘Leaving Certificate programmes are presented within the general aims, with a particular emphasis on the preparation of students for the requirement of further education or training, for employment and for their role as participative-enterprising citizens’, thus emphasising instrumental motivation for learning German. The substance of the above quotation is also echoed by Broderick et al. (1990: 2) when they state that because of considerable level of German industrial investment in Ireland and the tendency of our young people to use their mobility in the direction of the German labour-market, direct needs arose for language courses to combine with particular technical subjects, not for passive use but for almost immediate application.

The 1995 revised Leaving Certificate German syllabus occurred in the context of the national programme of curriculum reform, instigated by the then Minister for Education, in all-subjects syllabi for the Leaving Certificate (National Council for Curriculum and Assessment 1995: 5). The National Council for Curriculum and Assessment (1995: 7) identified the area of foreign languages as an important area for development. In 1989 it established a working party to review and outline aspects relating to foreign language teaching at the senior cycle level. The working party also recommended a harmonised approach to the new foreign languages syllabi, namely, French, German, Spanish and Italian. In November 1992, the Leaving Certificate German Syllabus Committee convened for the first time to work on the recommendations made by the working party of the National Council for Curriculum and Assessment. The German syllabus committee convened on a regular basis until the syllabus was successfully completed in 1994. Harmonisation with the French, Spanish and Italian syllabi was self-evident in terms of the syllabus content, aims, methodology and assessment.

While the 1985 German syllabus gave a general view of German culture and civilisation, the 1995 revised syllabus is much more specific in its approach. Teachers should focus students' attention not only on the culture of the target language community, but also on its relationship to Ireland and the Irish way of life. These objectives may refer not only to cultural specific issues, but also to issues that go beyond divisions (Department of Education 1995: 3). In short, these three behavioural objectives clearly illustrate that the 1995 revised Leaving Certificate German syllabus is based on 'current cognitive theories of learning and on psycholinguistics which apply the findings of research in linguistics and the psychology of learning to language learning' (McCarthy 1995: 32).

The revised allocation of marks (for both the Higher and Ordinary Level German examinations) emphasises a sizeable increase in productive skills, namely, speaking and writing, compared to the 1985 distribution of marks. In the 1995 revised syllabus, productive skills are awarded 50% of the total marks for the Higher Level whereas in the 1985 syllabus they were awarded 40% of the total marks. At Ordinary Level German, productive skills are awarded 35% of the total marks in the revised syllabus whereas in the 1985 syllabus they were only awarded 25%. The allocation of 50% of the marks at Higher Level, and of 65% at Ordinary Level for receptive skills emphasises the fact that ‘in the ongoing language acquisition process, receptive skills develop earlier, and to a greater degree, than do productive skills’ (Department of Education 1995: 25). In short, these changes explicitly reflect the requirement of student activity in the teaching of both language and cultural awareness, as set out in the National Council for Curriculum and Assessment for the implementation of the revised syllabus.

2.17 The practical implications of the 1995 revised Leaving Certificate German syllabus for motivation and classroom methodology

Richards, Tung and Ng (1992: 177) claim that methodology in language teaching can be defined as ‘the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them’. The suggested methodology in the 1995 revised Leaving Certificate German syllabus covers the four language skills, namely, listening, speaking, reading, writing and the procedures for teaching them through a combination of activities with the view of creating positive attitudes and promoting motivation in language learning. These activities focus on basic communicative proficiency, language awareness and cultural awareness. The communicative methodology should encourage students to practice language in pairs and groups as part of the learner autonomy process whereby they have equal opportunities to ask, answer, initiate and respond. The teacher

acts as a facilitator by initiating activity, listening, helping and advising. German should be the predominant language of communication in the classroom where there should be a sequencing of activities when dealing with a topic (National Council for Curriculum and Assessment 1995: 36). Input exercises include language awareness and cultural awareness in the form of vocabulary work while listening and reading comprehension from authentic texts can be utilised as a basis for a comparative analysis with the learners' own language and culture. Follow-on output activities, where the learners comment orally on topics, can also take place. In this way, language learners do not rely entirely on the method of rote learning of the behaviourist language learning theory, but rather on the creative aspects of it (Chomsky, 1957).

Grammar has to be 'practised' and not replaced entirely by communicative activities (Campbell-Schotsaert 1994: viii). Many teachers of German also found that group work activities work fine with good students but they have limited success with a large mixed ability class with poor student motivation, as highlighted by Lanigan (1995: 31) when he writes:

Was tut der Lehrer also mit einer Schülergruppe, die keine Motivation zeigt, die bei Unklarheit keine Frage stellt, die keine freiwillige Antwort gibt, die stumm bleibt, bis ein einziger Schüler zum Antworten benannt wird, die eigentlich nur schlechte Deutschkenntnisse hat? [what does the teacher do with a group of pupils who exhibit no motivation because they are unable to ask questions due to a lack of language understanding and who are unwilling to answer or who remain silent until one pupil is called upon to answer in poor German? Researcher's translation].

Alison's (1993) solution for demotivated students is that teachers have to be motivated to motivate their students. Many teachers of German would agree with Richards and Lockhart (1994: 105-106) when they claim that 'teachers create their own roles within the classroom based on their theories of teaching and learning and the kind of classroom interaction they believe best supports these theories'. In short, the methodology of the 1995 revised German syllabus is based on current second and foreign language

acquisition theories. As McCarthy (1995: 34) puts it, second language learning classroom methodology is twofold: namely, 'how to present content and organise focused activities in a way that stimulates conscious learning; and how to provide opportunities and activities that lead to deep level processing' and ultimately creating more positive attitudes. The syllabus is 'communicative in the sense that it is based on the purpose to which learners are likely to want, need or expect to put the knowledge and skills they acquire in the class, and in the sense that the objectives detailed in the syllabus are expressed in terms of language use' (Department of Education 1995: 1). Finally, central to any successful language teaching methodology is the role of the teacher and learner centredness in creating positive attitudes towards language learning.

With regard to the role of the teacher and learner centredness in the language learning process, the language teacher brings to the enterprise a language background and experience, professional training as a linguist and teacher, previous language teaching experience and some formulated theoretical suppositions about language teaching and language learning (Stern 1983: 500). The role of the language teacher and learner has changed in line with current thinking on second and foreign language learning. The National Council for Curriculum and Assessment (1995: 49-54) advocates the integration of the four language skills, namely, listening, speaking, reading and writing as part of the German classroom activities. It also advocates the learners' active engagement in the language learning process. Current second language acquisition theory suggests that language learners should observe their progress in the target language, noting the circumstances in which they succeed and those areas where they have language problems. The inductive approach to the learning of grammar should also be encouraged by teachers where learners can learn grammatical rules not for the sake of learning them, but because they are relevant to their particular language needs for communication purposes (National Council for Curriculum and Assessment Teacher

Guidelines 1995: 41; McKeon 1995: 5). As already stated, the focus of teaching in the classroom has shifted from being teacher centred to being learner centred. Wolff (1994: 17) puts it very succinctly when he says that ‘the instructivist paradigm, in which teachers play the active role and learners are only recipients of what they are taught, will soon be replaced by a constructivist paradigm, which will focus on the learner and the learning process rather than the teacher and the teaching process’. With this as the focus of the language learning activity, Holec (1980: 30) states that ‘the teacher will find his role becomes more varied rather than curtailed, strengthened rather than weakened (not in terms of authority but in terms of competence), and much greater demands will be made on his creativity than on his highly developed knowledge of teaching techniques’. The degree of learner centredness in the classroom can be determined by a series of questions which are applicable not only to German, but also to Irish.

1. Who analyses the needs?
2. Who defines the objectives?
3. Who decides where and how often learning takes places?
4. Who decides on levels and criteria of acceptable outcomes?
5. Who monitors the learning programme and process?
6. Who evaluates the results of learning?

A shared management of language learning in the classroom can be implemented where joint decisions can be taken together both by teachers and learners so as to create positive attitudes in the language learning process. The number of decisions taken by learners will depend on the varying degrees of learner autonomy that is perhaps the central educational goal of all learner-centred systems. Learners should also accept responsibility for their own learning as no school can provide its students with all the knowledge and skills they will need in their active adult lives (Trim 1988: 3). Students and teachers should be seen, therefore, as ‘interdependent participants in the learning process’ (Curriculum and Examinations Board 1987: 19). The basic question then for

teachers of German and Irish is, how can they promote learner autonomy, motivate, encourage and help students to be more successful language learners. This can be achieved by engaging students in effective learning strategies which promote unconscious language learning and motivation. Chamot (1987: 82) claims that 'second language learners are not mere sponges acquiring the new language by osmosis alone. They are thinking, reflective beings who consciously apply neutral strategies to learning. The audio-visual/ audio-lingual methods tended to emphasise the significance of the teacher as the learners' main source of information about the target language. The teacher's main function was to present the material and set the learners exercises based on the material used in the language class. The synthetic approach also implied that learners should be capable of internalising and producing any aspect of the target language with which they were presented. The role of the teacher within the synthetic approach is to guide the language learners through the course books and to test them regularly in order to ascertain if the material had been learned and retained (Little 1989: 29).

By contrast, the learner centredness of the analytic approach in the 1995 revised Leaving Certificate German syllabus sees the teacher as a facilitator and adviser in the language learning process. Dickinson (1992: 61) claims that 'success is the most potent motivating factor in language learning' to maintain momentum and motivation. Motivation is crucial to language learning and target language texts are needed to promote natural learning processes. The target language is only internalised when the learners have to produce the target language spontaneously in situations that leave little time for reflections. One must expect them to make errors from which they can learn. The language teacher must recognise that errors are an inevitable part of the language learning process and will therefore refrain from correcting the learners' every grammatical mistake. This does not imply that error correction is impermissible: on the

contrary, carefully handled, it can become a vital component of the target language learning process. The communicative method of language teaching has implications for the language teacher. If communicative interaction is the main force that governs language learning, then the teacher has to maximise the learners' social and psychological interaction with the target language. This means that German is the medium of communication in the classroom (National Council for Curriculum and Assessment 1995: 8). The role of the teacher is to go beyond not only the target language texts contained in most textbooks, but he or she must also include both audio and video texts in the teaching process. The teacher must also create a non-threatening atmosphere in the classroom, bearing in mind the importance of motivational and cognitive factors, in which creativity, conscious learning and deep-level processing can take place.

2.18 Some current issues in the teaching of German

It would be misleading to assume that the expansion of German in the curriculum has been accepted without reservations. A number of issues have given cause for concern which are not only pertinent to German, but also to Irish, as are illustrated below under the following headings:

- (a) Overcrowding in the curriculum
- (b) The utilitarian view of education and the underlying demand for improved language skills
- (c) Inequality in the provision of foreign languages
- (d) Absence of a coherent language policy

(a) Overcrowding in the curriculum. The number of students taking German in the late 1980s and early 1990s, particularly at the senior cycle level, were increasing to such an extent that the 1985 Leaving Certificate German syllabus was revised in 1995 to make it more interesting and applicable to realistic demands. This was to equip learners with the

relevant linguistic skills based on the communicative approach to language learning. In fact, as early as 1967 the Council of Europe seminar on language teaching held in Oslo stated that in today's rapidly changing world, what is required in all professions is up-to-date information and adaptation of foreign language teaching techniques (Ó hUallacháin 1971: 65). Teachers of foreign languages in Ireland and in particular, teachers of German took cognisance of these views echoed by Ó hUallacháin. Student take-up rates in the learning of German led to an already overcrowded curriculum in second level schools. Overcrowding of the curriculum, according to Murphy (2002), in second level schools is becoming an increasing problem with the introduction of more new subjects (*Irish Independent*, 9 February 2002 Dublin). Murphy notes that the vast majority of Leaving Certificate students take three languages, Irish, (which is obligatory) English and French. This means that almost 50% of most Leaving Certificate students' subjects are languages. This leaves the remainder for social studies, science subjects, the arts and technological subjects. Murphy (*ibid*) would argue that the curriculum is too top heavy in languages to the detriment of other subjects. But Murphy (*ibid.*) does not allow for the fact that the great majority of schools offer a choice between either French or German, as is the case in this researcher's own school. Murphy's (*ibid.*) analysis elucidates the dominant position of the language grouping (69%) of the timetable vis-à-vis other subject groupings, namely, social studies (2%), business studies (1%) and the applied sciences (4%).

Williams (1991: 166) also says that the present system of learning a foreign language in five class periods weekly is disappointing. He questions the increasing priority accorded to foreign language teaching in general at the expense of other subjects in the curriculum. He also claims that the school is the 'inappropriate context' for language learning. He goes on to state that a language is best learned 'intensively over a short period of time by older learners who are motivated by considerations of an immediate

and practical nature' (ibid.). Williams maintains that it would be more practical and economical of resources to provide those learners with intensive courses to acquire a certain language.

(b) The utilitarian view of education and the underlying demand for improved language skills. The role of industry, the mass media and educationalists in exerting pressure for language reform has already been delineated. Second level schools have expanded their foreign language programmes in response to the short-term demands of the marketplace. There has been an absence of debate in regard to the role of schools in the Irish economy. Many would contend that schools overreacted to the demands of industry. Ó Riagáin and Ó Gliasáin (1990: 36) state that 'while (economic) changes are occurring, neither their magnitude nor direction suggest a need for any adaptation of the relative importance currently ascribed to languages in Irish schools'. It is doubtful whether schools could supply skilled linguists to fulfil the needs of industry since 'the level of competence in a foreign language needed to conduct business through the language is well beyond what can realistically be achieved in schools (Williams 1993: 39). Business and economic interest still find it necessary to train their personnel in specialised use of language needed for business and commercial enterprise, as was the case for the current researcher when working, as a translator, for a German company in Germany for a number of years. Commercial companies in both Ireland and Britain find it more practical to engage native speakers of the relevant foreign languages than to employ native English speakers with an academic knowledge of foreign languages (Tytler, 1990).

In the light of Tytler's (1990) comments some Irish companies consider foreign language teaching in schools inadequate to provide them with skilled workers competent in the relevant language to conduct business deals. Economic consultants,

Fitzpatrick Associates (1993) claim that ‘even among those [students] who successfully complete the Leaving Certificate [in languages], levels of genuinely usable foreign language skills are often quite limited’. Fitzpatrick Associates in their submission to the Department of Education and Science’s Green Paper (1992: i-ii) expressed the view that progress in foreign language teaching in secondary education relates to “quantity” rather than “quality”.

(c) Inequality in the provision of foreign languages and imbalance in their take-up rates. Many would contend, despite the reservations expressed in (a) and (b) above, that foreign language skills are a pivotal factor in education. If this is true, then there must be concern that foreign languages including German are likely to be available only to certain categories of students. In this respect, Ruane (1990: 71) concluded that academically bright students are more likely to have access to foreign languages than academically weaker students, particularly in the case of German. A foreign language which according to Sagarra (1989: 13) enjoys the status of an ‘honours’ subject. In the researcher’s own school, it is as a matter of school policy, that all students, regardless of their academic ability, have equal access to learn either French or German. Singleton (1990: 13) concurs with Ruane and Sagarra when he states that access to the learning of foreign languages is ‘tied in many cases to overall academic ability as supposedly measured by entrance tests and reflected in stream-placement’. As a matter of educational policy, second level schools use access to foreign languages as a yardstick to measure students’ academic ability and hence this is widely recognised by students and parents as being the norm. Ruane (1990: 30) also claims that girls are more likely to learn foreign languages in schools than boys, particularly in the case of German where gender differences are even stronger in German than in French. This is also confirmed by Ruane’s findings (*ibid.*) when she states that at Junior Certificate level, 7% of boys and 14.3% of girls took German in the 1987/ 1988 school year,

namely, more than twice the number of girls had taken German. Although between the 1976/ 1977 and the 1987/ 1988 school years, there was an increase of 75% of boys taking German as against 59% of girls. This clearly shows that the gap is narrowing somewhat according to Ruane (ibid.). In the light of these findings the question remains as to whether these gender differences will change in the foreseeable future is open to speculation. These gender differences in language learning have existed for the past four decades as explicated in the following tables from the 1960s, 1970s, 1980s and 1990s. The highest provision rates for German in the 1987/ 1988 school year were in the community/ comprehensive schools: 44.6% at junior cycle and 33.9% at senior cycle compared with 37% at junior cycle and 30.1% at senior cycle in the secondary schools.

Table 2.10 Percentage of second level students learning German on the basis of gender and cycle

Year	Junior Cycle		Senior Cycle	
	Boys	Girls	Boys	Girls
1962/63	0.8%	2.6%	1.9%	2.7%
1977/78	3.9%	9.5%	3.2%	2.7%
1987/88	7%	14.5%	2.7%	7.0%
1992/93	26.5%	34.6%	14.9%	20.2%

Source: Department of Education *Statistical Reports*

Vocational school provision rates were only 7.1% in the junior cycle and 4% in the senior cycle (Ruane 1990: 34). This is not surprising, given that the type of students attending vocational schools are in general more orientated towards practical subjects rather than towards academic subjects such as foreign languages. Lynch (1989: 161) also asserts that students attending vocational schools, who are in general academically weaker than students attending other second level schools, are more restricted in their access to foreign languages. This places German in a relatively weak position in vocational schools, as is demonstrated by the following comparative percentage of school types providing and students taking foreign languages at both Intermediate and Leaving Certificate Levels for the school year 1987/88.

Table 2.11 Percentage of secondary, vocational and community/ comprehensive schools providing and students taking foreign languages at Intermediate Certificate level 1987/1988

	French		German		Italian		Spanish	
	Provision	Take up	Provision	Take up	Provision	Take up	Provision	Take up
Secondary	99.4%	84%	37.9%	13.7%	1.0%	0.03	13.6%	3.6%
Comm/Comp	96.9%	59.2%	44.6%	10.9%	1.5%	0.1%	6.2%	0.9%
Vocational	85.1%	48.5%	7.1%	2.3%	0.0%	0.0%	2.9%	1.3%

Source: Department of Education *Statistical Reports*

Table 2.12 Percentage of secondary, vocational and community/ comprehensive schools providing and students taking foreign languages at Leaving Certificate Level 1987/1988

	French		German		Italian		Spanish	
	Provision	Take up	Provision	Take up	Provision	Take up	Provision	Take up
Secondary	99.4%	69.6%	30.1%	5.5%	2.4%	0.1%	14.5%	2.1%
Comm/Comp	98.4%	52.4%	33.9%	7.1%	1.6%	0.1%	6.5%	0.9%
Vocational	84.6%	39.6%	4.0%	0.9%	0.0%	0.0%	4.4%	1.1%

Source: Department of Education *Statistical Reports*

(d) Absence of a coherent language policy. This researcher agrees with Ó Murchú's assertion (1990: 15) when she claims that there is 'no lack of policy statements on the languages currently offered, or not offered, in our education system, we still do not have a coherent language policy, encompassing all the linguistic possibilities of our actual and potential situation'. The above assertion by Ó Murchú is still relevant today, particularly in the light of an overall plan which affects the teaching of German. The principal difficulty confronting teachers of German in recent years is their inability to respond to the unprecedented demand for German in second level schools. There is still a lack of much needed resources in personnel and in-service training to cope with the ever increasing demand, as is the case in this researcher's own school due to overcrowding in the curriculum. These thoughts are also echoed by Ruane (1991: 35) when she claims that German has experienced 'over-rapid expansion without an adequate teaching force to serve it either in numerical or in professional terms'. This is also confirmed by the *Green Paper* issued by Department of Education (1992: 104) which states that 'because of the rapid growth in the number of students taking a modern European language, difficulties will continue to be experienced in ensuring a supply of teachers with full oral proficiency'. Many would concur with Ruane (1991: 34) when she asserts that in the light of this piecemeal policy,

...government policy in the area of language teaching can generally be regarded as exhortatory and well meaning....They advocate increased provision of languages by schools but fail to intervene directly and find structures by which this increase can be brought about in a planned way.

In short, the provision and the teaching of German occurred 'in a planning vacuum without any overall direction or clearly defined goals' (Ruane 1991: 34-35). Barnwell (2002) states that there is a need for a language policy in the light of the declining numbers taking French and German in the 2002 Leaving Certificate and the gloomy position on the status of Irish in the Gaeltacht.

2.19 Conclusion

This chapter contextualised the historical and curricular positions regarding the teaching and learning of Irish and German respectively. The teaching and learning of Irish seemed to be bedevilled by poor motivation over the years not only by the negative legacy inherited from the nineteenth century, but also by the type of government and educational policies to restore the language since the foundation of Irish Free State in 1922 in what Flynn (1993: 75) termed as a 'politically-based curriculum subject'. That is, the restoration of the language was left to the schools for which they alone could not achieve without assistance from the leadership role of the State. As early as the 1940s the Irish National Teachers' Organisation was highly critically and questioned the merits of the government's restoration policies which had a negative effect on the teaching and learning of Irish in both primary and second level schools. This resulted in a major reduction in Irish-medium instruction in both primary and second level schools. Public disquiet with regard to the way Irish was being taught in the schools ultimately led to language reform with the introduction of the communicative approach to language teaching and learning which is still in place to this day. The syllabi for both primary and second level schools, therefore, became aligned with meaningful language teaching and learning, thus creating a context for more positive attitudes towards

language learning in both Irish and German.

In the case of German, it would also appear that there were negative attitudes towards the teaching and learning of German in the wake of two world wars, which may have militated against student up-take rates of the language in second level schools up to the 1960s (Department of Education's *Report* (1945/46: 8). Economic expansion in trade with Germany led to the sudden growth in student take-up rates of the language in the late 1980s due to the apparent utilitarian value of German for employment not only in Germany, but also with German companies in Ireland. The sudden growth in student take-up rates of German may be an indication that students are positively disposed towards the language because of its apparent utilitarian value. One cannot apply the same utilitarian value to the teaching and learning of Irish as of now. The central attitudinal reasons for learning Irish are historical and cultural in that the language is considered as a symbol of national, cultural and ethnic identity. In conclusion, Irish and German are taught in a communicative paradigm where the motivation for learning the languages is apparent in that learners can use the languages for communicative purposes in the relevant contexts. Learners can come into contact with native speakers of Irish and German not only on tape and via the visual media, but also through authentic reading materials in school. It is hoped that the research findings in this study may indicate some areas whereby improvements in language teaching and learning can be made. Changes based on research findings may stimulate students' interest and increase their satisfaction while learning not only Irish as a second language, but also German as a foreign language. In support of the above view, Lewis (1981: 262) claims that

...any policy for language in the system of education has to take account of the attitudes of those likely to be affected. In the long run, no policy will succeed which does not do one of the three things: conform to the attitudes of those involved, persuade those who express negative attitudes about the rightness of the policy, or seek to remove the causes of the disagreement.

CHAPTER 3

LITERATURE REVIEW ON THE ROLE OF ATTITUDES TO AND MOTIVATION IN SECOND AND FOREIGN LANGUAGE LEARNING

3.1 Introduction

The purpose of this chapter is (a) to define what motivation is, (b) to examine the theories of motivation in relation to language learning and (c) to look at how motivation can be measured. We must bear in mind, however, the words of Baker (1992: 133) in relation to attitudes, when he states that ‘...no book will close the gaps in language attitude literature’.

3.2 The evolution of research into motivation

It has been widely accepted by both teachers and researchers that motivation is one of the key factors that influence the rate of success in second and foreign language learning. As already stated, it provides the principal impetus ‘to sustain the long-term effort to master a second language’ (Gardner and Lambert 1972: 15). Gardner and Lambert (1972: 3) would argue that one’s ‘motivation to learn is thought to be determined by his attitudes toward the other group and toward foreign people in general’. Richards et al. (1992: 155) would define language attitudes as the supports of motivation in ‘which speakers of different languages or language varieties have towards each other’s languages or to their own language’. They (ibid.) also state that ‘language attitudes may have an effect on second or foreign language learning’, which affect motivation. Until the 1990s motivation in the social psychological tradition was inspired and dominated by the influential works of Gardner and his colleagues whereby it was initially seen as a relatively static learner characteristic. The 1990s heralded a shift in thought on motivation in language learning by researchers in many parts of the world

who reopened the research agenda and shed new light on the subject. This renewed interest, which resulted in a flourish of both theoretical and empirical research, led to the adaptation from mainstream psychology of a number of cognitive and situation-specific variables to the existing model. This created an air of eclecticism in second and foreign language motivation since there was insufficient discussion of the interrelationship of the new scientific terms (Dörnyei 1998: 117).

In light of these new developments, the present literature review takes cognisance of the extensive but not exhaustive research initiated by social psychologists, Gardner and his associates, up to the 1990s. This will be followed by recent dynamic developments in motivational psychology in the works of Deci and Ryan (1985); Ushioda (1995); Green (1999); Dörnyei (1998 and 2001). It would appear, however, that there is no global theory of motivation to date that can successfully explain all aspects of student motivation in language learning, as the concept itself is an elusive phenomenon. It would also appear from the literature that motivation is a multifaceted and complex construct and the different approaches illustrate the complexity of the issue. These diverse approaches to motivation do not necessarily conflict with each other, but rather enrich our understanding of the concept, provided they are adequately integrated (Dörnyei 2001: 7).

3.2.1 What is motivation?

Motivation is a concept that is widely employed in both educational and language learning research. It is rather surprising, however, how little agreement there is in academic circles and in the research literature regarding the exact meaning of the term. Deci and Ryan (1985) distinguish between two broad theoretical aspects, namely, mechanistic and organismic. They (ibid. 3-4) claim that the 'mechanistic theories tend to view the human organism as passive, that is, as being pushed around by the

interaction of physiological drives and environmental stimuli, whereas organismic theories tend to view the organism as active, that is, as being volitional and initiating behaviors'. Most researchers, however, are agreed that motivation determines human behaviour by energising it and giving it a sense of direction but they are not in agreement as to how this happens or develops. Dörnyei (1996) claims that motivation theories in general seek to explain the basic question as to why human beings behave as they do and hence it would be over simplistic to assume that there is a straightforward answer to this question. Motivation depends very much on the particular theory of human behaviour that one wants to employ. In short, it is not the lack of motivation theories but rather their abundance which causes the confusion in general psychology (Dörnyei 1998: 118). The problem is further compounded in regard to language learning. Second and foreign language learning presents a complex situation in motivational psychology due to the multifaceted nature of language itself. Dörnyei (ibid.) claims that 'language is at the same time: (a) a communicative coding system that can be taught as a school subject; (b) an integral part of the individual's identity involved in almost all mental activities; and (c) the most important channel of social organisation embedded in the culture of the community where it is used'. Williams (1994: 77) echoes similar thoughts:

There is no question that learning a foreign language is different to learning other subjects. This is mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being: it is part of one's identity, and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviours and ways of being, and therefore has a significant impact on the social nature of the learner.

With this in mind, one can assume that the motivational basis of language learning is not exactly comparable to that of the learning of other school subjects in that learning a second language involves the development of a cultural, ethnic and national identity (Gardner 1985a: 6). In addition, motivation also contains aspects of personality traits

and social dimensions in addition to the environmental and cognitive factors usually associated with language learning.

Finally, Dörnyei (1998: 118) points out that motivation in second and foreign language learning is a multifaceted construct which requires careful attention. The term motivation is often taken for granted by researchers without indicating the sense in which they use the concept: 'as affect? cognition? motivated behaviour? a personality trait? some kind of a process? mental energy? inner force or power? attitudinal complex? set of beliefs? stimulus appraisal? behavioural response to stimuli? directional choice? abstraction? latent, aggravated concept? or simply the score of motivation tests?' There is no absolute straightforward concept of what motivation actually is.

3.2.2 Motivation as a psychological process

Pintrich and Schunk (1996: v) claim that 'explanations of behaviour have moved away from stimuli and reinforcement contingencies and instead emphasise learners' constructive interpretations of events and the role that their beliefs, cognition, affects, and values play in achievement situations'. Motivation, therefore, is no longer considered as a reflection of certain internal power such as volition, will, instincts and physical energy as is the case in the social psychological tradition but rather the current cognitive position which emphasises the learners' thoughts, beliefs and emotions which are translated into action. According to Pintrich and Schunk (1996: 4), motivation consists of various mental processes which give rise to action. They define motivation as 'the process whereby goal-directed activity is instigated and sustained' (ibid.). With regard to this process-oriented viewpoint, the principal differences and disagreements in motivation research pertain to the question as to what mental processes are involved in motivation and how these function and affect language learning achievement and in what way they can be enhanced and sustained at a maximum level (Dörnyei 1998: 118).

While this process-oriented perspective of motivation is quite persuasive, it is at variance with the traditional concept of motivation which is normally considered to be a fairly static mental state, as outlined by Gardner and Lambert (1972) and their associates. Deci and Ryan (1985); Heckhausen (1991); Kuhl (1987); Dörnyei (1998) tried to synthesise the static traditional use of motivation with the dynamic concept of motivation by describing it as a ‘process whereby a certain amount of instigation force arises, initiates action, and permits as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached’ (Dörnyei 1998: 118).

3.2.3 Conceptualisations of motivation in mainstream psychological research

Dörnyei (1994a, 1994b) argues that there were two distinct schools of thought in psychology in regard to explaining human behaviour. Firstly, motivational psychologists tend to emphasise the motors of human behaviour in the individual, namely, the inner forces which consist of drive, arousal, and cognitive self-appraisal. Secondly, the social psychologists, such as Gardner and Lambert, emphasise the functions of the social environment. The functions of the social environment deal with the interpersonal and inter-group relationships as measured by means of social attitudes towards the learning of Irish and German, as in the case with the present study. The relevant literature in both fields of psychology, namely, social and motivational, is quite exhaustive. The present study outlines the social psychological approach towards language learning regarding integrative versus instrumental orientation by Gardner and Lambert (1972) and their associates in section 3.3 and the motivational psychological self-determination theory of language learning by Deci and Ryan (1985) in section 3.4.

3.3 Integrative versus instrumental orientation in language learning: Gardner and Lambert (1972)

While a brief reference was made to the background to Gardner and Lambert’s

(1972) theoretical concept of integrative and instrumental orientation, a more detailed but not exhaustive account will now be provided. Cavanaugh (1976: 42) claims that ‘the two main orientations of motivation in FL acquisition are integrative and instrumental’. Gardner and Lambert’s theoretical concept of integrative and instrumental orientation is an extension of Mowrer’s (1950) *Learning Theory and Personality Dynamics* which describes the role of motivation in first language learning. He (Mowrer) describes how a child seeks to identify and imitate the verbalisations of its parents for the reinforcing feedback which this identification and imitation provide. There is, however, a major difference between a child in the early stages of development acquiring its first language and the adolescent learning a second or a foreign language at school. The latter is said to be at the cognitive stage of development that enables him or her to form an attitude towards the language learning process whereas this can scarcely apply to the former (Little et al. 1994: 16). In short, a baby acquiring its first language is not aware of the language learning process. Gardner and Lambert (1972: 12) argue that ‘some process like identification, extended to a whole ethnolinguistic community and coupled with an inquisitiveness and sincere interest in the other group, must underlie the long-term motivation needed to master a second language’. Language learners with integrative orientation appear to have a genuine interest in the second language community because they want to learn the language and culture of that community. They want to communicate more satisfactorily and to gain closer contact with a view to identify with them and their culture. Gardner and Lambert (1972) considered integrative orientation to be intrinsic and an enduring type of motivation. ‘The intensity of the implied interpersonal relationships may vary’ according to Baker (1992: 32). Baker (ibid.) goes on to say that ‘at one end of the dimension may be gregariousness, with little attachment’. At the other end of the dimension may be warm and close friendships. Somewhere in the middle comes sociability.

Gardner and Lambert (1972: 3) claim that integrative orientation is engendered by positive perceptions and orientations towards the target language community and culture whereas instrumental orientation is generated by a utilitarian perspective which sees knowledge of the target language as a means to an end such as further education, high-status employment for a higher salary. In short, the differentiation between integrative and instrumental orientation is conceptual rather than empirical, that means that an *a priori* distinction was made, which would have a 'common sense' application to it (Baker 1992: 33). Gardner and Smythe (1981) claim that integrativeness is an identifiable factor when analysed with a variety of ability, achievement and general variables whereas instrumentality, on the other hand, did not emerge as a separate entity. Baker (1992: 33) says that 'the specification of the variables put into the factor analysis directly affects the outcome' and if more instrumental items were 'present in the factor analysis, such a category of attitude may have been located'. An example of integrative orientation in language learning taken from Gardner's (1985a: 179), Attitude Motivation Test Battery would be that 'studying French can be important to me because I will be able to participate more freely in the activities of other cultural groups'. This could also be equally applied to the learning of Irish. Integrative orientation is mainly social and interpersonal and it has conceptual links with the need for affiliation as 'reflecting a willingness or a desire to be like representative members of the "other" language community, and to become associated, at least vicariously, with that other community' (Gardner and Lambert (1972: 14). Gardner and Lambert (1959: 271) come to the conclusion that 'the integratively oriented students are generally more successful in acquiring French than those who are instrumentally oriented. Gordon (1980) also supports the notion of integrative orientation as being more effective in language learning than instrumental orientation. The relationship between integrative orientation and achievement in second and foreign languages is well documented. It is interesting

to note, however, that Oller, Hudson and Liu (1978) and Gardner (1985a) claim that the relationship between integrative orientation and achievement only accounts for approximately 5% of the variance. This may appear to be small but it must be remembered that the variables accounting for achievement are numerous and complex. When one allows for the margin of error in measurement, including the unaccounted variance due to variables not included in the research, 5% may seem small but certainly not insignificant. In sum, integrative orientation is one of the important components in the learning of second and foreign languages.

Gardner and Lambert (1972: 16) were concerned not only with investigating the causal link between motivation and achievement but with testing the particular hypothesis that ‘the integratively oriented learner might be better motivated because the nature of his goals is more likely to sustain the long-term effort needed to master a second language, especially when one starts only at the high school age level’. Gardner (1985a: 134) claims that proficiency in language learning, when it reaches a very high level, ‘as having an influence on self-identity which, depending upon the nature of the cultural context, will result in additive or subtractive bilingualism’. He also claims that language learners with integrative orientation are most likely to retain and maintain their first language including their cultural and national identity. For example, the learning of Irish as a second language in Ireland outside the Gaeltacht is not intended to replace English as a spoken language. Gardner and Lambert (1972: 142) would have us to know that:

Learning a *second* language of national or worldwide significance is then indispensable, and both instrumental and integrative orientations towards the learning task must be developed. The challenge for these minority groups or those who import languages is to keep their own linguistic and cultural identity while mastering the second language, and in this regard various findings indicate that becoming bilingual does not mean losing identity. In fact, we are now convinced that striving for a comfortable place in two cultural systems may be the best motivational basis for becoming bilingual which in turn is one’s best guarantee for really belonging to both cultures.

Gardner and Lambert also found that their research studies in other geographical settings yielded different results opposite to the Canadian setting. Their opinions with regard to the superiority of integrative over instrumental orientation was severely challenged by other research findings especially in the Philippines. In contrast to integrative orientation, Gardner and Lambert introduced the concept of instrumental orientation. Learners with instrumental orientation are more interested in how the second or foreign language can be a useful tool towards acquiring other goals, such as furthering a career, meeting an educational requirement or improving their social status and prestige in the community which could be applicable to the learning of German in the present study. With regard to the Filipino study, Gardner and Lambert (1972: 141) ‘found that Filipino students who approach the study of English with an instrumental orientation and who receive parental support for this outlook were clearly successful in developing proficiency in the language’. Green (1993: 3) quotes Stevick (1982) as saying that ‘apparently people acquire as much of a language as they really need for what they really want, but only that much’. Yet in contrast to instrumental orientation in the Filipino setting, Gardner and Lambert (1972: 141) also found a subgroup of Filipino students for whom ‘an integrative orientation toward the study of English had a striking effect on proficiency, especially the audio-lingual aspects’ of language learning. Gardner and Lambert (ibid.) also discovered that instrumental orientation was equally effective for French speaking students learning English attending an American high school. This resulted in their having to modify their original research theory with the following statement. Thus, ‘it seems that in settings where there is an urgency about mastering a second language – as there is in the Philippines and in North America for members of linguistic minority groups – the instrumental approach to language study is extremely effective’ (ibid.).

Siguan and Mackey (1987: 80) concluded in their research that motivation in second

and foreign language learning can be a combination of both integrative and instrumental orientation that is continuously in a state of flux. This was also confirmed by Green (1999: 265) when he says that one cannot isolate one from the other. In short, in the Irish context, students learning Irish as a second language and German as a foreign language can be motivated by a combination of both integrative and instrumental orientation. In support of Gardner and Lambert's findings in the Philippines, however, Lukmani (1972: 261-273) arrived at similar findings in India when she investigated the relationship between the proficiency level in English of Maharashtra speaking high school students and motivational orientation. She found that these students with instrumental orientation outperformed those with integrative motivation while Burstall (1975: 1-21) discovered that her learners' achievement in French was linked to both types of orientation, namely, integrative and instrumental. It is interesting to note that there is a discrepancy between Lukmani (1972) and Burstall, Jamieson, Cohen and Hargreaves (1974) who include foreign travel as an item in their respective measuring scales. The former researcher consider foreign travel as an item of integrative orientation while the latter consider it as an item of instrumental orientation. Clement and Kruidenier (1983: 273-291) also ascertain a discrepancy between the findings in ambiguity with regard to the definition of integrative and instrumental orientation. Littlewood (1984: 57) states that 'it is clear that the two kinds of motivation do not exclude each other: most learners are motivated by a mixture of integrative and instrumental reasons'. Another example is that by Baker (1992: 140) who includes an item in his attitude scale which could be interpreted as being both integrative and instrumental. For example, 'how important or unimportant do you think the Welsh language is for people to be liked?'

It could further be argued that in relation to integrative orientation within the Irish context, students, who are learning German as a foreign language, have little

opportunity to integrate or speak with the target language speakers. On the other hand, students learning Irish as a second language would have easier access to the Gaeltacht community and in addition they would see the Irish language as a symbol of their own cultural, ethnic and national identity which may enhance integrative orientation. Cooper (1981: 130-145) highlights the fact that if the majority of students want to learn a second or foreign language so as to achieve a specific goal, which they consider very important to them, then they will learn the desired language or languages. Clement and Kruidenier (1983: 288) claim that integrative or instrumental orientation would seem to depend on the language learning environment, that is 'who learns what in what milieu'. Genesee, Rogers and Holobow (1983: 130-145) acquired another insight into the relationship between motivation and the language learning context. They conducted a study of English speaking Canadian students as to why they were learning French as a second language and why they thought French speaking Canadians wanted them to learn French. It seems that students' expectation of motivational support from the target language community is vitally important and sometimes unique. One could possibly conclude that inter-group factors can also play a significant role.

The concepts of integrative and instrumental orientation, however, is not without controversy as pointed out by Oller (1981) and Au (1988). They criticise Gardner and Lambert's traditional measurement of the two orientations, namely, integrative and instrumental. Since Gardner and Lambert's first published research study in 1959 until the present time, the number of items to measure integrative and instrumental orientation has varied. In Gardner's (1985b) Attitude Motivation Test Battery, only four items measure each orientation, namely, integrative and instrumental, which could arguably lead to low internal reliability. With regard to the various uses of integrative and instrumental orientation, integrativeness and instrumentality are treated as two units while at other times they are treated as collective units. As can be gleaned from Gardner

(1985b) a variety of individual scales are grouped into three groupings, namely, integrativeness, attitudes towards learning and motivation. Gardner (1988: 104), asserts that 'in some studies, scores on each measure are used as separate variables, in others the three composites are used, while in others a single aggregate is used. Which is used depends on the purpose of the study'. Oller (1977) is also critical of Gardner's system of self-report in that it may yield invalid results if students furnish dishonest replies due to the approval motive, self-flattery or even that learners' intelligence and language proficiency may interfere with genuine responses. Genesee et al. (1983) complemented and contrasted these research findings and came to the conclusion that a student's expectation of motivational support from the target language community was an important predictor of second and foreign language proficiency. In short, language teachers are aware of the fact that attitudes and motivation do not exist in a vacuum within students. It would appear that social factors create the environment where attitudes and motivation are either constrained or are encouraged.

Gardner has ignored Oller's methodological criticism of his research. Gardner (1985a: 46) criticises Oller et al. (1977) in their use of validity and reliability in measurement of different operational definitions of attitudes and motivation by using subjects from differing backgrounds (Chinese and Americans) and creating groups which are not homogeneous. Strong (1984: 1-14) carried out research on Spanish speaking children learning English in a school in the United States of America in which he discovered that the intensity of the learners' integrative orientation increased proportionally to their competence level in English. Strong claims that motivation does not promote second language learning but results from it. Other researchers like Burstall (1975); Hermann (1980); Au (1988) have arrived at similar conclusions. As methods and statistical techniques are not comparable, further research needs to be carried out to clarify matters. In addition, Skehan (1991) suggests a model, which organises the different

influences into components. The first cluster of influences are external to the learners which would include teaching methods, attractiveness of teaching materials, amount of variety in classroom work and organisation including teacher student relationship. Teaching experience tells us that variation in these factors can control or interfere and also have an impact on students' motivation, for example, continuous assessments, examinations, rewards or threats of being dismissed from the language class. The second cluster of influences are internal to the students and are of a psychological nature. The learning process within the students themselves concerns the students' own expectations and anticipation of success including levels of satisfaction. According to this paradigm, success appears to increase motivation. The final cluster of components, which influences the motivational level within students themselves, is concerned with the results of learning and are categorised as goals. These goals, which include attitudes and beliefs within students themselves, create action and effort. Students, who have steady beliefs and positive attitudes, will strive to achieve certain goals as they have positive meaning for them. Other researchers like Brown (1981) have discovered goal motivation in which there is a general orientation to the goal of language learning and situational motivation that varies according to the situation where learning occurs. There is also task motivation which is the motivation for carrying out a particular language task.

It is recognised that the initial major pioneering work on integrative and instrumental orientation carried out by Gardner, originating mainly in the Canadian context, contributed substantially to the literature in second and foreign language learning. The integrative and instrumental concept of motivation had virtually become the canons of a linguistic law in second and foreign language learning. This dichotomy 'may be a useful contrasting device but it can hardly hope to account accurately for actual operations of such a multifaceted, elusive quality as motivation' (Green 1993: 3). Additionally,

Dörnyei (1998: 123) would argue that Gardner's theory of motivation does *not* contain any integrative or instrumental elements.

There does exist an integrative/ instrumental dichotomy in Gardner's model but this is at the *orientation* (i.e. goal) level, and as such, is not part of the core motivation component; rather the two orientations function merely as motivational antecedents that help to arouse motivation and direct it towards a set of goals, either with a strong interpersonal quality (integrative) or strong practical quality (instrumental).

As previously mentioned, when Gardner and Lambert carried out research in a Filipino multilingual society they discovered that students attached a high instrumental value to the learning of English (1972). It would appear that the learning of English as a foreign language in the Philippines would be similar to learning German as a foreign language in the Irish context whereby students are, for the most part, instrumentally motivated to learn the language. This is subject to verification depending on the findings of the present study. With regard to the learning of German and Irish, it could also be argued that students are both integratively and instrumentally motivated to learn these languages. Siguan and Mackey (1987: 80) claim that 'somebody who learns a language for the main purpose of becoming integrated in the group which speaks it may also believe that integration in the new group will have personal advantages for him and will even help him to rise in society'. This research intends to determine if the findings of Gardner and Lambert in the Canadian context are confirmed in a community lacking secondary ethnic influence. That is, students in the Irish context may possibly be less integratively motivated but perhaps more instrumentally motivated to learn German as a foreign language whereas in the case of learning Irish, students may possibly evince more integrative orientation for reasons mentioned above.

Having said that, Gardner and Lambert (1972: 16, 32) claim unequivocally that integrative orientation provides the strongest, deepest, and most lasting drive to learn the target language. Various uses and adaptations of the Attitude Motivation Test

Battery over the years have shown significant relationships between these affective factors and students' self-confidence and achievement in second and foreign language learning (Gardner 1985a; Horwitz, Horwitz and Cope 1986; Harris and Murtagh 1999; Murtagh 2003). Of the Attitude Motivation Test Battery components, motivation was considered to be the best predictor in second and foreign language learning (Gardner and Smythe 1981; Lalonde and Gardner 1985). The motivation factor is very important not only in terms of linguistic achievement, but it can also determine the extent to which the learners utilise the second or foreign language (Gardner, Lalonde, Moorcroft and Evers 1987). Murtagh (2003: 34) has shown that learners, who frequently utilise second and foreign languages, demonstrate a better retention rate in their linguistic skills.

As already stated in this chapter, these two broad notions of integrative and instrumental orientation in language learning have also been criticised by Burstall (1975); Porter-Ladousse (1981); Green (1993). Burstall (1975) finds that both integrative and instrumental motivational drives do not exclude each other and that successful language learning experiences develop positive attitudes towards the language community and its culture. This is a crucial breakthrough for language teachers, as it creates a mechanism in which positive attitudinal, integrative and instrumental drives may be linked to achieve optimal language learning through a combination of both integrative and instrumental orientation. In short, this may move language learners from 'limited perceived target language needs to a positive desire to learn more about a culture through its language and so continually progress in the acquisition of the target language' (Green 1993: 3). This does not mean that language learners are likely to become integrationists but low affective drives and the resulting high level of fossilisation might be avoided (*ibid.*).

In short, Irish students may be both integratively and instrumentally motivated to learn

Irish, perhaps more integratively, whereas, on the other hand, they may possibly be more instrumentally motivated to learn German because of the perceived utilitarian value of the language. This was also the case in a study carried out by a Hong Kong Polytechnic University in 1982 in which it was hypothesised that learners of English would be exclusively motivated instrumentally to learn English as a foreign language. Pierson and Fu (1982) carried out a study among 500 second level students which showed the students' negative (non integrative) attitudes towards English as a foreign language and also their fear of losing their Chinese cultural and ethnic identity if they became proficient in English. Littlewood and Liu (1996), however, conducted a study among third level students in Hong Kong in which 89% strongly disagreed that they would lose their cultural and ethnic identity if they achieved a high level of proficiency in English. Nevertheless, in the Hong Kong context, discussions seem to indicate that the masses of students learning English are instrumentally motivated in the main. Green (1999: 266) confirms this when he states that:

...the self-fulfilling nature of this assumption was confirmed in a survey of Hong Kong secondary teachers (Richards et al., 1992) which produced evidence showing that their subjects believe that facilitating the passing of examinations is one of the most important functions of English teaching in Hong Kong.

Kwok, Chan and Sun (1972); Lin, Detaramani, Yeung and Wong (1991) confirmed in their research studies carried out in Hong Kong that instrumental orientation was the main driving force that students attached to the learning of English as a foreign language in furthering their education with the view to achieving high status employment. It must be borne in mind that the broad notions of motivational learning drives reveal very little information on important variables with regard to the amount of time and effort that Hong Kong students actually expended in the learning of English.

It must be remembered, however, that motivation in the social psychological tradition was inspired and dominated by the influential works of Gardner and Lambert in the area of language learning. Having analysed the merits of integrative and instrumental orientation as detailed by Gardner and Lambert (1972), it would appear that both types of motivational drives are equally important in sustaining motivation in language learning depending on the location of the research. In the present study, it is hypothesised that respondents are more integratively oriented towards Irish for its cultural and national identity while they are more instrumentally oriented towards German for its utilitarian value.

In light of the above criticisms levelled at Gardner and Lambert's (1972) theory of language learning, their social psychological theory in language learning has, however, been used by many researchers, including Cavanaugh (1976); Fahy (1988); Kavanagh (1999); Murtagh (2003). Lukmani (1972: 261-273) and Skehan (1991: 283) have also confirmed the merits of Gardner's theory. Skehan (1991: 283) claims that despite these criticisms, Gardner has set a standard for the use of self-report instruments in the field of second and foreign languages which have withstood the test of time. It was for this reason that the researcher employed Gardner's research theory with certain adaptations in the present study. Having said that, there is a need, however, for a more developmental and dynamic perspective of motivation as a psychological process in language learning to complement Gardner's social psychological theory, as will be discussed in the next section.

3.4 A developmental perspective in second and foreign language learning

What concerns second and foreign language teachers is the fact that research findings must take cognisance of the developmental and dynamic potential of motivational drives to complement the research conducted by Gardner and colleagues. Since the

1990s, the motivation construct has broadened its boundaries to include such aspects as the dynamic potential of motivational drives, as outlined by Crooks and Schmidt's self-regulation (1991) and task motivation by Dörnyei and Kormos (2000). Qualitative research such as in-depth interviews are being used to verify and complement the quantitative research in order to explore the complex dynamics of motivation. These motivational factors, namely, integrative and instrumental, which are dynamic and developmental, are in a constant state of change rather than seen as static binary opposites (Green 1999: 265). These thoughts are also echoed by Murtagh (2003: 34) when she states that motivation is not a stable phenomenon but one which fluctuates according to the changing circumstances of the learner and the learning situation. With this in mind, language teachers are no longer governed by the two traditional straightjacket forms of motivational factors but, in addition, are empowered by being able to recognise the motivational stages. Green (1999) has reservations with regard to the capacity of the two broad notions of integrative and instrumental drives in language learning pioneered by Gardner and Lambert (1972) and also by Gardner and MacIntyre (1993) to account adequately for learner motivation in language learning. Green (1999: 267) claims that very few research findings have considered the developmental and dynamic potential of changing motivational factors with regard to students' learning experience, and developing *weltanschauung*. Most research findings have concentrated on the dichotomy of motivation into two forms, namely, integrative and instrumental orientation which were largely inspired and fuelled by the pioneering works of social psychologists, that is, the dual concept of motivation. Dörnyei (2001: 44) argues that learner motivation is a 'dynamic factor that is in a continuous process of evolution and change according to the various internal and external influences that the learner is exposed to' in the language learning process. Vygotsky (1978) would argue that integrative and instrumental forces are more likely to converge to such an extent that it

may be virtually impossible to distinguish one from the other. It affords language teachers the opportunity of being able to exploit motivational factors with the purpose of achieving optimal language learning (Green 1999: 265). The next section analyses Deci and Ryan's (1985) developmental and dynamic process of motivation.

3.5 (a) Self-determination theory and (b) self-determination theory in second and foreign language learning and its relevance for learner autonomy

The first half of this section deals with self-determination theory and the second half deals with self-determination theory in second and foreign language learning.

(a) Self-determination theory

The two well-known distinctions in motivation theories in language learning are that of intrinsic (integrative) and extrinsic (instrumental) orientation which have been researched in over 800 publications. Deci and Ryan (1985) use the terms 'intrinsic and extrinsic' whereas Gardner uses the terms 'integrative and instrumental' orientation. In the words of Ushioda (2000: 126), 'intrinsically motivated learning is also contextualised learning, whereby skills are developed in their natural context of use through regular practice'. Intrinsic orientation means the performance of a behaviour for its own sake in order to experience satisfaction such as the joy of doing a particular task or satisfying one's curiosity while extrinsic motivation entails the performance of an activity to receive some reward such as acquiring good grades in class and in examinations or alternatively to avoid punishment for not having one's work done (Dörnyei 1998: 121). Extrinsic rewards and incentives are frequently employed to motivate students who are not intrinsically motivated. Teaching experiences tell us that total motivation to learn is an interplay of both intrinsic (integrative) and extrinsic (instrumental) orientation. Parents and teachers utilise both types of orientation to motivate their children and students respectively. The behavioural effects of extrinsic rewards have been widely researched. Educational psychologists consider extrinsic

orientation to be less important than intrinsic orientation but this is not the case. Many language teachers would contend that some students with strong intrinsic orientation are also highly motivated by extrinsic rewards and goals.

While intrinsic orientation is considered as an unidimensional construct, Vallerand and colleagues (1977) claim that there are three subtypes in intrinsic orientation. Their first subtype states that intrinsic orientation involves learning and engaging in a language learning activity for the pleasure and enjoyment of learning. Their second subtype involves achievement by engaging in an activity for personal satisfaction of surpassing oneself in excellence in the language learning process. The third subtype is to experience stimulation by engaging oneself in a language learning activity to experience pleasant enjoyment. Traditionally, extrinsic orientation has been considered as undermining intrinsic orientation (Van Lier 1996: 99). Dörnyei (1998: 121) claims that in certain circumstances language learners who are ‘sufficiently self-determined and internalised – extrinsic rewards can be combined with, or can even lead to, intrinsic motivation’. Intellectual curiosity is probably a typical type of intrinsic orientation to learn a language, which involves the desire to know and understand complex and novel information whereas simple information arouses only boredom.

Deci and Ryan (1985) developed the theory of self-determination as an elaboration of the intrinsic and extrinsic construct. The concept of learner autonomy plays a vital role in their self-determination theory. Learner autonomy is the result of interactive processes that emphasises interdependence rather than independence. (Learner autonomy will be discussed more fully in section 3.6 of this chapter). It is an innate human need which refers to self-initiating and self-regulating of one’s actions. In short, self-determination involves participating in an activity ‘with a full sense of wanting, choosing, and personal endorsement’ (Deci 1992: 44). It is considered as a precondition

for any behaviour that it be intrinsically rewarding. Paris and Turner (1994: 222) make the same assertions when they claim that the ‘essence of motivational actions is the ability to choose among alternative courses of action, or at least, to choose to expend varying degrees of effort for a particular purpose’. In short, the self-determination theory of extrinsic orientation is no longer considered as an antagonistic counterpart of intrinsic orientation, as will be seen when discussing Deci and Ryan’s self-determination theory in the language learning context which is divided along a continuum between self-determined and controlled forms of motivation (Deci, Vallerand, Pelletier and Ryan, 1991). This theoretical view of motivation can be applied to language learning, thus moving from the abstract to the more concrete and from more general to the more specific. We shall now turn our attention to self-determination theory in second and foreign language learning.

(b) Self-determination theory in second and foreign language learning and its relevance for learner autonomy.

Due to the influence of Deci and Ryan’s (1985) theory on intrinsic and extrinsic orientation and self-determination theory in mainstream psychology, several attempts have been made in second and foreign language research to include some elements of this theory to understand language learning motivation. Brown (1994: 40), who has been one of the principal exponents on intrinsic orientation in the language classroom, argues that the traditional school setting cultivates extrinsic orientation at the expense of intrinsic orientation which ‘focuses students too exclusively on material or monetary rewards of education rather than instilling an appreciation for creativity and for satisfying some of the more basic drives for knowledge and exploration’. In contrast to extrinsic orientation, Brown (1994: 41) argues that ‘an intrinsically oriented school can begin to transfer itself into a more positive, affirming environment [...] The result: an appreciation of love, intimacy, and respect for the wisdom of age’. He suggests a

number of strategies on how to achieve such an optimal learning environment. The most explicit treatment of self-determination theory of motivation is that illustrated by Deci and Ryan's (1985) four stage-developmental model of motivation.

Deci and Ryan (1985) argue that the conventional categorisation of motivation into integrative and instrumental orientation has some limitations in the language learning process which do not provide a meaningful developmental model for students and teachers. Green (1993: 3) claims that 'learner motivation is in a constant state of flux brought about a concatenation of developmental personality, and attitudinal factors'. The emerging body of research studies established motivation as a principal determinant of second language acquisition, comparable in its impact to that of another well-researched learner variable, namely, language aptitude (Dörnyei 2001: 43). The 1990s, however, and the approaching new millennium entered a new era in second and foreign language learning with the advent of modern approaches proposed in the literature in response to the 'adoption of a wider vision of motivation' (Gardner and Tremblay 1994: 505). The boundaries of second and foreign language motivation were being expanded with researchers adopting many ever more increasingly complex perspectives.

Deci and Ryan's (1985) model has proved popular among researchers in the field of education, including educational psychologists, but it made little impact in the context of second and foreign language learning (Green 1999: 267). Deci and Ryan's (1985) expounded theory places the various types of regulations on a continuum from self-determined (intrinsic) and controlled (extrinsic) forms of motivation. This depends on how internalised they are and how much the regulation has been transferred from outside to inside the learners (Green 1999: 267). Deci and Ryan (1985) proposed four distinct categories of motivational regulation: External, Introjected, Identified and Integrated.

Deci and Ryan's continuum begins with external regulation which is the most extrinsic of the motivational stages coming entirely from external sources such as rewards and threats. It is the least consciously determined by learners. There is an external agent of control that is responsible for setting, controlling and monitoring the language learning tasks. Examples of externally regulated behaviours are students trying to avoid conflict with teachers and desire to receive praise from them instead (ibid.).

The continuum progresses to introjected regulation which resembles external regulation that imposes rules on students to comply with certain norms but the agent of control is not necessarily present in the language learning context. The behaviour of the introjectedly regulated language learners is not self-determined. Students presenting homework to the teachers on time so as not to feel guilty is an example of introjected behaviour.

The third stage of Deci and Ryan's continuum is identified regulation with students trying to engage in a particular language learning activity because they value it highly and consider its pragmatic value. They also feel that they have some control over the language learning activity. Green (1999: 268) claims that an intrinsic interest in a language learning activity does not create this type of motivation, but it is rather generated by the desire to acquire full potential in the language learning activity which students see the need and the importance to engage in such an activity. This type of motivation is a powerful stimulus as it creates its own dynamic potential of motivational drives as students acquire successful language learning experiences. An example of this type of behaviour emerging from identified regulation in a school setting is when language learners undertake voluntary autonomous self-directed language learning programmes with the use of dictionaries so as to improve their language proficiency in the target language. In short, students take responsibility for their own language

learning. There is some debate in academic circles as to whether the features associated with identified regulation are mainly internally or externally oriented in nature or perhaps a combination of both.

The final stage of Deci and Ryan's continuum is that of integrated regulation which refers to behaviours that are completely determined by the language learners themselves. A typical example of integrated behaviour might be whereby students of their own volition spend their leisure time practising their second and foreign language skills because they find it an interesting and fulfilling pursuit. In the words of Green (1999: 268) 'external and introjected categories of regulations provide a means of refining and operationalising in a dynamic way the familiar notions of integrative and instrumental orientation. Green also states that 'identified regulation marks the merging of internal and external drives, and integrated regulation denotes a more complete conflation with the drives conventionally labelled 'integrative' and 'intrinsic' (ibid.).

In conclusion, it would appear that there is no opposition between integrative and instrumental orientation, they are actually two essential forces that must co-operate and work in tandem to stimulate language learning. Language learners may participate in classroom learning because they are interested in obtaining good grades, they like the target language and, perhaps, they want to spend a year abroad because they find the activity challenging. To ask such students whether they are intrinsically or extrinsically motivated, appears to be rather spurious. Discussions of motivation in the classroom tend to gravitate towards issues relating towards integrative versus instrumental orientation where the former focuses on the benefits of exploration and interest and the latter focuses on external rewards, namely, good Leaving Certificate results. Can learning be based on intrinsic motivation alone or must there be some external feedback? Will students progress in language learning if they rely on interest alone? Or

do extrinsic rewards undermine intrinsic orientation as mentioned earlier?

It is often the case in school settings that students find language learning quite an onerous task if they are not motivated either integratively (intrinsically) or instrumentally (extrinsically) or by a combination of both. The problem is further compounded by the fact that the career prospects of some students are not directly depended on the learning of the target languages, namely, Irish or German. The Assessment of Performance Unit in England (1986) discovered that only 36% of students considered the learning of French would be of value to them. Cook (1991: 73-74) states that:

Teachers of French in England try to compensate for this by cultivating both types of motivation in their students, say by stressing the career benefits that knowledge of a second language may bring, or by building up interest in the foreign culture through exchanges with French schools or samples of French food.

Failing this, language teachers have to simply drift along with their students' motivation while at the same time they must be sufficiently conscious of the problems that their students encounter in language learning. Writers of textbooks must also reflect on what motivates students. Students' motivation is deeply rooted in their minds and cultural backgrounds in which language teachers may find themselves powerless in the face of all other influences when it comes to student motivation.

In this context language teachers must take account of students' attitudes towards the foreign language they are learning and as Cook (1991: 74) would have us to know that 'it is not motivation for learning as such which is important to teaching but motivation for learning a *particular* second language'. Cook illustrates how Chilean refugees who are not very successful at learning English because subconsciously they consider English as resigning themselves to complete exile and as taking from their own Chilean cultural and ethnic identity. The present researcher has noted that Turks in Germany

have the same concerns with regard to their own cultural and ethnic identity and do not wish to be immersed in the German language or culture because some day many of them may wish to return to their homeland. It must be also borne in mind that students often have a particular preference when choosing to study a foreign language which is in keeping with their *weltanschauung*. For example, students may take German because they regard it as a useful language for science and business. A survey conducted by The Linguistic Minorities Project in the United Kingdom (1983) illustrated that monolingual students expressed a preference in order of popularity for studying German, Italian, Spanish and French whereas the European Community Commission reported in 1987 that young people in the European Union expressed a preference for learning English, Spanish, German, French and Italian. In short, language teachers are in a position to influence what language learners think of them as teachers and how they respond to the way the language is being taught. Language teachers are competent and capable of motivating their students by creating successful language learning which will in turn lead to further enhanced motivation, as has been shown so far in this discussion through careful choice of teaching materials and lesson content.

In sum, the 1990s have created a revival of interest in second language motivation (Dörnyei 1998: 121). As already echoed by Little et al. (1994: 16) above, Ellis (1985: 117) comes to the same conclusion in that ‘there is no general agreement about what precisely “motivation” or “attitudes” consist of, nor of the relationship between the two. This is entirely understandable given the abstractness of these concepts, but it makes it difficult to compare theoretical propositions’.

3.6 Approaching the measurement of motivation in second and foreign learning learning in the present study

The study now considers the important variables when approaching the measurement of motivation in language learning. A list of variables which may influence motivation are

outlined below. These variables have a particular significance for the present study in relation to the research question and hypotheses, as already outlined in Chapter 1.

1. Additional exposure in language learning in second level Irish-medium schools and in second level English-medium schools
2. Gender differences in attitudes towards languages as schools subjects
3. Students' attitudes towards the target language community and culture
4. Peer influence
5. Students' attitudes towards the language learning situation
6. The influence of parental attitudes
7. Class anxiety in second and foreign language learning
8. Learner autonomy

1. Additional exposure in language learning in second level Irish-medium schools and in second level English-medium schools

If students have more language exposure to the learning of German and Irish, as in the case with a number of learners in the present study, then it would not be unreasonable to assume that they would be more confident and positive in their attitudes to the relevant languages. For example, it would appear that students in Irish-medium schools achieve a higher level of language competence in Irish than students in English-medium schools (Cummins, 1982; Harris, 1984). This is further corroborated by a study conducted by Kavanagh (1999) which compared Leaving Certificate students in five Irish-medium schools in the Dublin area with a matched sample of students from English-medium schools that indicated substantially higher levels of language competence among learners in Irish-medium schools. It is interesting to note that in Irish-medium schools all students rated their proficiency to speak Irish to be of conversational level or better, as against only 40% of a matched sample from English-medium schools. The data also indicated that 93% of students achieved an 'A' or 'B' in the Junior Certificate, as against only 49% in English-medium schools. Biographical data in Table 4.1 of the

present study seem to confirm Kavanagh's findings in that all students in Irish-medium schools took Higher Level Irish and German in the Junior Certificate.

It would appear from the above data that increased exposure to Irish in Irish-medium schools could generate two positive outcomes: (a) an increased use of the language in homes, as indicated by Ó Riagáin (1997: 257) whereby approximately 70% of parents, especially mothers, claimed that there was an increase in the use of Irish in their homes since their children commenced attending Irish-medium schools, and (b) an increase in Irish-speaking networks among parents. As a result of this increased exposure and use of the language, it would not be unreasonable to assume that this would possibly create a high level of linguistic competence. Hickey (1997: 67) also reports an increase in the use of Irish in the homes of children attending the Naíonraí while Kavanagh (1999) indicated that 66.6% of Irish-medium school students were more optimistic about the revival of Irish, as against 4% of students in English-medium schools.

As far as it can be ascertained, there are no empirical research findings on increased exposure to the learning of German in the form of student exchanges to German speaking countries. We must, therefore, rely on the experiences of student exchanges from the present researcher's own respondents for data. It would appear that students, who participated in these exchanges, were more proficient in the language and had more positive language attitudes when they returned from Germany. More empirical research would need to be conducted in this area on a larger scale so as to draw firm conclusions. Perhaps when we analyse the research findings in the present study, we may find that increased exposure to language learning may result in more positive attitudes.

2. Gender differences in attitudes towards languages as school subjects

According to Junior and Leaving Certificate statistics in Tables 3.1 and 3.2 below, it

would appear that female students are more positively disposed towards language learning than male students. One must sound a note caution here in that there could be valid practical reasons why some boys do not choose languages. Some boys, who are less academic, may see more benefit in taking technical subjects for their future careers than taking foreign languages. It is, therefore, appropriate to consider a comparative analysis of both boys' and girls' attitudes towards second and foreign language learning. Many studies have emphasised the significance of attitudinal variables in the learning of second and foreign languages. Gardner and Lambert (1972); Burstall et al. (1974); Gardner (1985a) have demonstrated that learners, who have positive attitudes towards language learning and its speakers, including their culture, tend to be more successful in language learning than those who have negative attitudes. Gender differences in language learning is one of the important variables in the present study. Powell and Batters (1985) conducted an attitude study among 953 students at the commencement of their second year of French or German in six co-educational comprehensive schools in which the general findings supported the common view that girls have more positive attitudes towards foreign language learning than boys. With regard to the gender gap it would appear that boys and girls have different attitudes not only towards the language learning process itself, but also towards all other subjects in the curriculum, as indicated by Walshe (8 January 2003), Education Editor, for the *Irish Independent*) in the following tables:

Table 3.1 Junior Certificate

Most popular subjects - Junior Cert Exam – results by gender, 2001 (Higher Level)					
Subject	Exam candidates gender		Top grades		Girls lead over boys
	% divide		% A-B-C		
	Boys	Girls	Boys	Girls	% points
Art, Craft and Design	33.1	66.9	74.7	85.4	10.7
Business	44.3	55.7	82.2	83.2	1.0
English	44.6	55.4	62.7	79.7	17.0
French	41.5	58.5	64.8	72.8	8.0
Geography	48.4	51.6	78.8	81.1	2.3
History	47.9	52.1	68.6	70.4	1.8
Home Econ.	7.2	92.8	85.1	94.8	9.7
Irish	40.1	59.9	69.9	82.6	12.7
Maths	48.5	51.5	75.7	78.4	2.7
Science	48.6	51.4	74.0	78.6	4.6
Total subjects	46.4	53.6	74.4	79.6	5.2

Table 3.2 Leaving Certificate

Most popular subjects - Leaving Cert Exam – results by gender, 2001 (Higher Level)					
Subject	Exam candidates gender		Top grades		Girls lead over boys
	% divide		% A-B-C		
	Boys	Girls	Boys	Girls	% points
Art	35.0	65.0	67.6	80.9	13.3
Biology	29.5	70.5	66.7	69.8	3.1
Business	43.8	56.2	65.6	70.0	4.4
Chemistry	43.8	56.2	71.3	78.0	6.7
English	42.1	57.9	71.2	78.6	7.4
French	36.1	63.9	64.2	72.6	8.4
Geography	50.7	49.3	66.6	71.9	5.3
History	52.4	47.6	68.9	71.4	2.5
Home Econ	12.9	87.1	52.1	66.5	14.4
Irish	34.4	65.6	74.0	81.6	7.6
Maths	53.4	46.6	78.2	83.0	4.8
Physics	69.9	30.1	63.0	72.2	9.2
Tech Drawing	92.2	7.8	75.0	73.2	1.8
Total subjects	44.8	55.2	70.7	75.0	4.3

In the light of the above statistics, Elwood and Carlisle (2000 cited by Walshe above) suggest that the style of examinations ‘is partly responsible for the better performance by girls’ and that ‘girls are better prepared than boys when it comes to exams’. The present researcher would concur with Elwood’s and Carlisle’s analysis and would also suggest in addition that boys, the majority of whom have special aptitudes for sports because they attract both national and international status due to high media hype, become more involved in games and hence they have less time than girls for academia. In addition, boys would appear to be more interested in practical subjects,

for example, technical drawing, building construction and engineering which are considered gender specific in favour of boys whereas language learning is perceived as being a more suitable accomplishment for girls.

Having said that, gender differences in language learning are limited and inconclusive despite the considerable volume of anecdotal evidence and polemic discussion on the existence of predestinable biological gender. McDonough and Patterson confirm the popular cliché that ‘girls are better at languages than boys’ when they stated in the *Irish Independent*, 5 November 2002 that ‘girls outperform boys in languages’, as already stated by Walshe above. Gender differences noted in Ireland, however, were similar to those observed in other OECD countries (Organisation for Economic Co-operation and Development), for example, ‘difference in reading literacy in favour of girls were observed in all countries’ (ASTIR 2002: 7). One cannot suggest that girls are more innately endowed with excellence for language learning even though this anecdotal preconception is still quite prevalent today among language teachers.

Other studies have indicated that gender differences are the result of social and cultural pressures, namely, by being good at languages may be perceived as being an admirable quality for girls but not for boys. Burstall et al. (1974: 60) in their assessment on the evaluation of the primary French project in Britain claims that:

...the view that foreign language learning is a more suitable accomplishment for girls than for boys is undoubtedly still current in our society, reinforced by the fact that a knowledge of foreign languages has direct and obvious application to the future employment possibilities open to girls, but is less clearly relevant to those available to boys.

In short, Hirst (1982: 110) claims that any empirical study in this area needs to be carefully analysed when reaching definite conclusions. It would also appear that differences of attitudes between boys and girls stem principally from society which prescribes different norms for each gender. McDonough (1981) claims that language

learning does not seem to contravene the social norms in the case of girls where it does for boys. Dale (1974); Ormerod (1975); Beswick (1976) in their studies concluded that mixed classes polarise students' attitudes. Dale, who carried out a detailed study in 1974 on the educational experience of students in co-educational and single-sex schools, discovered that girls' liking for French increased more in co-educational than in single-sex schools. Additionally, boys in single-sex schools performed better in language learning than boys in co-educational schools. Beswick (1976), who carried out similar investigations with regard to polarisation of students' attitudes in language achievement, monitored seven all-boys' schools and eight co-educational schools. His findings concur with those of Dale and Ormerod above whereby girls in mixed schools performed considerably better than their male counterparts in the same setting. Beswick also claims that girls who reach a high level of language proficiency take 'A' Levels while boys who feel less competent may prefer to discontinue the subject after the first public examination. Many teachers would also claim that perhaps why boys feel less competent in language learning is the fact that they are linguistically and culturally less focused on language learning and perhaps more focused on mathematics, business and science subjects. Burstall et al. (1974: 229) demonstrate that 70% of boys in boys' schools claimed that they like learning French and would like to be able to speak other foreign languages compared with 4% in mixed schools. A significantly higher percentage of boys in mixed schools agree that learning French is a waste of time and find it more difficult than other subjects. Teaching colleagues in co-educational schools in Ireland have remarked that boys feel inhibited whenever they attempt to produce difficult sounds in Irish or German in the presence of girls, especially with regard to preparation for the Leaving Certificate oral examinations in both Irish and German. Beswick (1976) discovered in his study that boys taught in mixed classes in first year improved in their language learning in second year when taught in single-sex classes.

He also states that girls benefited academically from being taught separately. One must also note that Beswick's experiment was carried out on a small scale and hence one cannot reach firm conclusions. It would appear from these studies that the idea of segregation for certain sections of education could after all be beneficial, as indicated in the following comments made by students in the report by Burstall et al. (1974: 230):

I would like to see all girls together and all boys separate, because then the girls would not be scarred to try because boys laugh if you say it wrong. At my last school I felt embarrassed speaking French in front of boys. Now I do better and show more interest, because we are all girls.

With regard to the contrasting effects of single-sex and co-education on subject preference and subject choice, Ormerod (1975) conducted research in subject preference and subject choice among 1,204 students in 19 secondary schools which yielded significant results. This study demonstrates that sex-linked polarisation of subject preference were more acute in mixed than in single-sex schools. The current trend seems to be that there is a greater preference for mathematics and the science subjects in all-girls' schools in comparison with girls in mixed schools. Siraj-Blatchard, however, (1994) suggests that some subjects are undoubtedly considered as gender specific, for example, Higher Level mathematics would be generally regarded as boys' subject in Ireland. Pritchard (1987) compared boys' and girls' attitudes towards French and German. She discovered that while there was a definite perception of French associated with fine wines and tasty cuisine, which are all feminine in orientation, and of German as a more manly language of science and business. Girls describe the sounds of German as harsh and aggressive reflecting the general notion of the German character (Philips 1982: 25). The most widely held view is that German is regarded as a masculine language among boys. Philips (1982) found no direct evidence in the various reasons given by students for their choice of German to suggest that boys consider it as a more masculine language than French. While both boys and girls found German more difficult than French, which is widely acknowledged by language teachers, boys also

found German boring and were less successful at learning German than French. Languages must be considered in the light of the overall curriculum. In Ireland, German is publicly perceived as being more difficult than French and a language for the more academically gifted students because of its syntax and inflectional endings, like that of Irish. With regard to other subjects, for example, many teachers would contend that there are a number of factors that contribute to the popularity of science subjects in all-girls' schools than in mixed schools. Research has demonstrated that boys and girls employ different learning styles and respond differently to various methods and strategies and different teacher behaviour. It would appear that the teaching of science and mathematics is a more difficult task in mixed schools than in single-sex schools. Ormerod (1975: 265) would argue that teachers inadvertently employ teaching methods which are advantageous to boys and disadvantageous to girls, thus confirming girls' opinions that science and mathematics are boys' subjects. It could also be argued that if boys and girls in mathematics and science classes demonstrate different responses to various teaching methods and strategies, including different types of teacher behaviour, then perhaps similar methods could be employed in the second and foreign language class. As Powell (1979: 23) has already argued that 'even the seemingly sensible stress on aural comprehension and (after the audio-visual revolution) the conventional reluctance of teachers to introduce written equivalents of spoken passages and dialogues too soon in learning sequences might be having a negative effect on boys' progress'. Perhaps it would improve the learning situation if boys and girls were taught in single-sex schools which would benefit them both psychologically and academically.

3. Student attitudes towards the target language community and culture

When students are favourably disposed towards learning the target languages, for example, Irish and German, there are two reasons why their motivation is likely to benefit. Firstly, they may wish to have more intensive contact with both speakers of

Irish and German, the extent to which they perceive the need for communication. This is self-evident and is reflected by students of Irish and German from the researcher's own school who participate in Irish language courses in the Gaeltacht and student exchanges to Germany to improve their Irish and German respectively. With regard to some students in situations, however, which do not compel them to have contact with the target language communities, their attitudes may determine whether they perceive any real need for communication. If the first reason is connected with learning the language, the second reason pertains to the nature of the language. It is commonly agreed that there is a close connection between the way learners speak and the way they perceive their own cultural and ethnic identity in their global surroundings (Littlewood 1984: 55). If they acquire new speech patterns and culture, they are to some extent abandoning the markers of their own cultural and ethnic identity so as to acquire the markers of another cultural identity. If students are amenable to this process, then it can have a very positive effect in the language learning process. If students do not identify with the target language community, then it can lead to resentment and negative attitudes which in turn create strong internal barriers against language learning. Only minimum learning will then take place as a result of external compulsion of strict teachers and parents or the fear of failure (ibid. pp.55-56).

The present researcher discovered that there are situations whereby many students in his own school may never have first-hand experience of the target language communities of the Gaeltacht or of a German speaking country. It is highly probable that these students' attitudes towards the target language communities derive an image or perception mainly from their teachers and their language learning materials, as experienced in the classroom. Their image and perception of the target language communities will remain only second hand and will constitute a weak link in language learning compared to that of students who derive direct experience by integrating and

communicating with the target language speakers. In short, students' attitudes would be positively enhanced by visits to the Gaeltacht or by school exchanges to a German speaking country. On the other hand, it is interesting to note that two important studies of foreign language learning conducted by Burstall et al. (1974) and Green (1975) in Great Britain found no conclusive evidence to indicate that language learners' attitudes were a significant factor in language achievement. Burstall et al. (1974), however, conclude that in the area of language learning, as in other areas of learning, nothing succeeds like success. If success generates more success, then one could argue that failure could also produce negative attitudes which in turn could breed more failure.

Attitudes towards the target language communities may be less decisive when second and foreign languages are learnt primarily not for communication with the target language communities but to communicate with others who have learnt the second or foreign language for utilitarian purposes, as in the case of German. Jones, in his study on *Bilingualism in Welsh Education* in 1966, states that attitudes reflect an interest in a language, particularly in relation to learning Welsh as a minority lesser used language, but he also highlights the fact that utilitarian attitudes become stronger as students approach school leaving age with a view to pursuing a career. These utilitarian attitudes are also expressed and confirmed by Baker (1992: 125) in his study of *Attitudes and Language* with regard to the learning of Welsh in second level schools in Wales. On the international front, English is being increasingly studied as a world language serving as a lingua franca in India and other countries not simply to communicate with native speakers of English, but as a language of communication for peoples coming from different countries who do not speak each other's native language. These learners' attitudes towards the English target language community would not exert such an important influence on their learning of English (Littlewood 1984: 56). Perhaps when some Turks learn German as a lingua franca in Germany for utilitarian purposes, one

would not expect their attitudes towards the target language community to exert such a significant influence.

Savignon (1983: 111) claims that 'in discussion of second language learning, attitude has come to include a conscious mental position, as well as a full range of feelings or emotions' as in the case of learning Irish for cultural and ethnic reasons. Little et al. (1994: 16), however, sound a note of caution when they state that where children are concerned, attitudinal variables have been shown to have limited influence on second and foreign language learning, because they are not at the stage of cognitive development and hence they are unable to form an attitude towards the learning task in question. In the words of Macnamara (1973: 37), 'a child suddenly transported from Toronto to Berlin will learn German no matter what he thinks of Germany'. This could also apply to the case of a child suddenly transported from a non-Gaeltacht area to the Gaeltacht who will learn Irish no matter what he or she thinks of the Irish-speaking environment in the Gaeltacht. A study carried out by Genesee and Hamayan (1980: 95-110) demonstrates that there was no relationship between attitudes and achievement in French among six-year-old English speaking Canadians. This can scarcely be said, however, of the Leaving Certificate students of Irish and German in the present study who are at the stage of cognitive development. They soon perceive and evaluate that a language from the beginning as having roughly the same status as other subjects in the school curriculum. It is common knowledge that language teachers are well aware of the importance of positive attitudes in language learning (Little et al. 1994: 16).

It has also been shown that negative attitudes towards speakers of the target language do not have an adverse effect on second language acquisition. This has been demonstrated by Oller et al. (1977: 173-183) when they conducted a study among a group of Mexican American women illustrating that those, who expressed positive attitudes towards

Americans, scored less on cloze tests than those who had negative attitudes. These findings could be explained in terms of social class in that these women came from a low socioeconomic group and possibly they felt that they were a colonised minority. Perhaps their reason for learning English was to improve their economic conditions so as to extricate themselves from their oppressive environment of poverty and ignorance (Gardner 1980: 266). The same could possibly be said for the parents of school going children in nineteenth-century Ireland who co-operated with the National School system to have their children taught English so as to improve their economic and social conditions with a view to acquiring a position in the British civil service or with a view of emigrating to an English-speaking country. Likewise in nineteenth-century Wales, English was considered the road to success and prosperity whereby the utilitarian value of the language was a precondition for prospective employment (Baker 1992: 98).

Chihara and Uller (1978: 55-68) have shown that positive attitudes towards target language speakers were irrelevant in the foreign language environment. They (ibid.) also demonstrated that there were weak correlations between measures of attitudes and achievement among Japanese students learning English as a foreign language in Osaka. Cooper and Fishman (1977) found that this was also true in the case of Israelis learning English as a foreign language. It seems, however, that the positive effects of attitudes towards the target language community on second language learning are more acute where there are greater opportunities to speak the second language such as Irish in the Irish-medium schools in Ireland than there is in the foreign language context for Irish students. Hermann (1980: 247-254), however, found evidence to support the opinion that the learning of a foreign language impacts positively on learners' affective position. If learners have strong ethnic feelings, it is possible that this could lead to lower proficiency levels in the foreign language whereby learners display a greater degree of prejudice towards the target language community than the higher proficiency group.

This was the case with French Canadians learning English in a study carried out by Segalowitz and Gatbobton (1977). Those who were less ethnically orientated were more proficient in articulating English pronunciation. One suspects that people's ethnicity may influence their attitudes and behaviour towards people of other ethnic, cultural or linguistic groups. Beebe (1977: 331-339) shows that a language learner's performance in the target language can be affected by the ethnicity of the listener. In this context, Beebe carried out a study on the Thai language spoken by ethnic Chinese and discovered that it was closer to the Chinese language when the students were speaking to a Chinese interviewer and closer to the Thai language when Thai interviewers were being addressed. It seems, therefore, that speakers modify their use of language either to sound more 'like the speech of the person they are talking to' (convergence) (Richards et al. 1992: 2) or to maintain or emphasise differences between their speech and that of their listeners (divergence). The Social Accommodation Theory articulated by Giles and Powesland (1975) states that changes in attitudes can be deliberately fostered in bilingual or immersion education programmes. If such programmes are to be successful, favourable social conditions, positive parental encouragement and contact with the target language community are necessary components to achieve an enduring change of attitudes which will survive throughout the period of schooling. Otherwise the positive attitudes cultivated initially in the students will be restricted and hampered by conditions outside the school environment. The importance of social and psychological factors in second and foreign language learning is reflected in the fact that there are two relevant theories which account for the role of these factors, namely, Gardner's (1985a) socioeducational model and Schumann's (1978) acculturation model. Gardner's model is socially significant in that the experience in learning a language has implications for personal identity of the learners which demands effective integration of new social and cultural beliefs whereas Schumann's acculturation model claims that social distance and

social proximity between groups are influenced by attitudes of the language learners and that this degree of social distance between groups which will eventually determine the consequence of second and foreign language learning (Acton, 1979).

The present researcher also concurs with Hermann's findings above when she states that students who become well informed about the target language community through their language and cultural studies are less likely to develop negative attitudes towards that community. In short, Hermann's (1980: 252-253) resultative hypothesis counteracts Gardner's motivational hypothesis in the following quotation when she states that:

...according to the motivational hypothesis, lack of interest in identifying with the other culture is supposed to result in linguistic deficiency...but apparently this is not the case. Instead, it seems to be the learner's linguistic failure which accounts for his unfavourable response to the particular ethnolinguistic community. Thus it appears justified to assume that doing poorly in a second language course first elicits an aversion to this subject which is then gradually transferred to the speakers of the target language.

It can be inferred from Hermann's assessment 'that favourable attitudes towards the target language community actually *develop out of* rather than *underlie* success in learning the second language' (Little et al. 1994: 18). In the words of Littlewood (1984: 56) 'nothing succeeds like success'. Success seems to create positive attitudes just as it contributes to enhanced motivation (Strong 1984: 1-14). Savignon's (1983) research findings concur with Hermann's resultative hypothesis in that there were no correlations between attitudes and measures of final achievement among American students learning French at the University of Illinois during their first semester. There was, however, a significant increase in the correlations between their attitudes and achievement as they progressed in language study.

One must also consider with regard to second and foreign language learning that there are a number of other sources of attitudes, as well as the attitudes towards the target language community and culture. For example, differences between individual learners

in relation to other attitudes contribute to variation in language attainment as Spolsky (1969: 271-285) demonstrates in the following:

In a typical language learning situation there are a number of people whose attitudes to each other can be significant: the learners, the teacher, the learner's peers and parents, and the speakers of the language. Each relationship might well be shown to be a factor controlling the learner's motivation to acquire the language.

Peer group pressure has a significant bearing on attitudes towards language learning as will be seen in the next section.

4. Peer influence

With regard to the present study, the current researcher has found down the years that the more positive-attitudinal motivated learners seem to act as leaders in the classroom and it would appear to have a more positive influence on the less motivated learners of Irish and German. Elias-Olivares (1976) conducted a research study which describes how attitudes of peers can affect the learning of a second language by learners. The study illustrates how second generation Mexican American learners of Spanish prefer to speak a Spanish dialect rather than to speak standard Spanish because they are mocked by their peers. It is fair to say that familial influence on language attitudes in relation to minority languages has weakened in modern times as a result of the increasing effects of the mass media in relation to international popular music in the English language. Baker (1992: 109) argues that youth culture and popular music have a relatively strong influence on language attitudes which may be related to groups of young people becoming more Anglicised and less favourable in their attitudes towards minority lesser used languages, Irish being a case in point. The present researcher has noted in Germany that young school going Germans are interested in learning English as a foreign language because they see it as the language of international popular music and computer technology. McGuire (1985: 255) puts it very succinctly when he says that

...urbanisation, population growth, and mass media technology that bring large numbers of homogeneously aged children into contact or expose them to common experiences have produced a distinctive centripetal youth culture as regards art forms, values, and life styles.

In the early teenage years, disco music of the mega stars rarely belongs to the lesser used minority languages like that of the Irish language. Teenagers spend more time with their peer groups whereby relationships become events of the teens rather than that of childhood. The rewards of peer group conformity and popular culture may affect values and attitudes whereby 'teenagers emulate their pop idols from television who rarely speak or represent a minority language' (Baker 1992: 136). Baker (ibid.), however, warns against stereotyping all teenagers as being less favourably disposed in their attitudes towards a minority language. He says that the principal factor in the maintenance of a minority language is not to engage in the popular peer culture but rather to continue in the culture of 'a minority language background and involvement in minority language cultural events provided the anchor to retain a favourable attitude to the minority language' (ibid.). Minority languages do not provide the same status and rewards and self-enhancement of the majority languages, while for others, the minority languages can provide them with reinforcement and self-esteem. In addition to peer influence, it would be in order, therefore, at this stage to discuss student attitudes towards the language learning situation.

5. Students' attitudes towards the language learning situation

This section will discuss learners' attitudes towards the language learning situation in relation to the teacher, the classroom environment, the attractiveness of the teaching materials and the Leaving Certificate course. Additionally, this also includes teaching methods, amount of variety in classroom work and organisation. The attitudes, which teachers manifest towards students in the language classroom, can influence students' language learning in a significant way.

Teaching experience tells us that variation in these factors can control or interfere and also have a positive or negative impact on students' motivation, for example, continuous assessments, examinations, rewards or threats of being dismissed from the language class. Writers of textbooks must also reflect on what motivates students. The level of success achieved by students in language learning is influenced by their attitudes towards these items. Schumann and Schumann (1977: 241-249) claim that if teaching methods are at variance with those of the learners, negative attitudes can become so serious that they may even cause the students to discontinue the study of languages. Brown (1981) claims that attitudes and their implications differ for older and younger language learners.

It is significant to note, that Tucker and Lambert (1973) claim that teachers' attitudes exert by far the greatest influence on students' attitudes towards language learning. Spender (1982) claims that boys attract two thirds more attention and time than girls do in the language learning situation. Teachers contend that it is a tactical device to ask boys questions in order to keep their attention. One could say that much of this attention is negative, since it can arise as a result of discipline problems in the classroom. Sandra (1983) claims that boys have patterns of stereotypical male behaviour which compels teachers into responding in such a way so as to maintain class discipline. Spender (1982), however, claims that the opposite is the case simply because of preferential treatment, boys and girls behave and respond in different ways and have different opinions concerning their position in society. Teachers have different expectations of boys and girls in various subjects and they are praised for different achievements.

6. The influence of parental attitudes

Parental attitudes play a significant role in influencing the development of their children's attitudes towards second and foreign language learning including their

attitudes towards the target language community. Language background enters into the attitude equation, in which the implicit belief is that language in the home plays an important role, as in the words of Baker (1992: 109) 'moderate correlations between language background and attitude have confirmed this'. Baker, however, claims that there is the danger 'that children's attitudes tend to match, or be similar, to their parents, does not imply that one causes the other' (ibid.). It is equally fair to assume that 'a high correspondence may be due to effects of relations, neighbours, friends and school' which may underlie parental attitudes (ibid.). It is also common knowledge that some children have totally opposite views to their parents which could be interpreted as a reaction to parental attitudes. Baker (ibid.) argues that 'parents who are strongly anti-minority language may provoke a pro-minority language reaction in their offspring'. This would appear to be more the exception rather than the rule in that there seems to be a general 'congruence between parental and child language attitudes with mechanisms such as introjection, modelling, identification, rewards and punishments and social comparison, contributing to that congruence' as Baker (ibid.) would argue.

It is worthy of note that Corcoran (1925: 387) claimed that the schools could restore the Irish language 'even without positive aid from the home'. This would seem to suggest that it is of no significance whether parents have positive or negative attitudes towards the target language or even education. Gardner's (1968: 141) research, however, would seem to contradict Corcoran's claim by stating 'just how dynamic and potent the role of the parent might be in the language learning situation'. Conversely, if parents are ethnocentric and have negative attitudes towards the target language communities, then it is highly probable that their children will also display negative attitudes which in turn will have a negative effect on linguistic achievement in second and foreign language learning (ibid.). Gardner (1960) also echoes the same thoughts when he claims that the attitudes of Anglophone students of French in the Canadian setting mirrored their

parents' attitudes towards the French speaking community. Stern (1967) found that children's levels of success in learning the Welsh language was directly influenced by parental attitudes. Gardner (1968: 141) claims that parents play both active and passive roles in their children's attitudes towards language learning. Feenstra (1969: 5-13) found similar findings in the Canadian context whereby children's attainment in French was affected by parental attitudes in the home. Cavanaugh (1976: 50) argues that parental attitudes are reflected in their children. If parents have friends in the target language communities, this will have positive effects on their children's attitudes towards these communities. Harris (1983: 5-34) also found children's achievement in Irish reading was as a result of parental attitudes towards the Irish language. The March edition of the ASTI's (Association of Secondary Teachers of Ireland) magazine, (2002: 8) states that 'students in homes with a positive educational environment also did much better than those from homes with a less favourable educational environment'. The January edition (2005: 6) of the ASTI's magazine also states 'that highly motivated pupils from affluent economic backgrounds have a distinct advantage regardless of the school they attend'. The same magazine quotes the OECD (Organisation for Economic Cooperation and Development) report in that 'the number of books in a household is the best indicator of academic attainment'.

Parents actively and consciously encourage their children to achieve their full potential in the language learning process. In their active-role capacity, parents supervise and monitor their children's homework and language learning performance which in turn reinforce their children's success in language learning achievement. The passive roles of parents are more subtle in the sense that parents may not be fully aware of how their own language attitudes may influence their children's attitudes towards the target language community whose language their children are learning. While parents may actively encourage their children to learn Irish and German or any other foreign

language and to perform well in examinations, these exact same parents may display positive or negative attitudes towards the target language community which ultimately transfer to their children (Gardner 1968: 141-142). Such negative attitudes may reduce the children's motivation to learn and may even give rise to doubts in the children's mind as to whether there is a need for language learning, particularly when parents themselves are not favourably disposed to Irish or German. If such negative attitudes give rise to examination failure, for example, in Irish or German, this may cause parental anger while simultaneously they want their children to be successful in language learning. If children detect negative attitudes in their parents, then the children may justify their position in not wanting to learn the target language, particularly when it is obvious that parents have no need for them or who can progress without them (Gardner 1968: 142). Gardner's research experience with regard to parental attitudes in language learning reflects the present researcher's experience as a language teacher and also that of other language teachers in that negative attitudes in the home can support the justification of children for not wanting to learn second or foreign languages and hence undermine the active role of parents and teachers. Fahy (1988: 440) showed in his findings that 'only one third of learners reported active parental encouragement in relation to learning Irish, and a similar percentage indicated that their parents had favourable, albeit, passive interest in Irish'. Kavanagh (1999: 238) also noted in her findings that parents with high levels of ability to speak and understand Irish sent their children to Irish-medium schools. It is significant to note in Murtagh's study (2003: 12) that where there was active participation on the part of parents 'in the form of encouragement, praise or help with homework, it was associated with more positive pupil attitudes and higher achievement in Irish'.

7. Class anxiety in second and foreign language learning

Littlewood (1984: 97) claims that 'anxiety can hinder learning and make learners

reluctant to express themselves through the second language'. Language anxiety can also be caused by over ambitious teachers in trying to develop natural communication before students are linguistically ready or have the confidence to communicate in the target language. The concept of language anxiety has been described as a state of intense apprehension, a vague fear that has been investigated by a plethora of researchers. Researchers have investigated the significance of learners' intelligence levels, language skills and competence and the amount of learner familiarity with the measurements being employed. Verma and Nijhawan (1976); Beeman, Martin and Myers (1972); Littlewood (1984: 59) claim that increased high levels of anxiety facilitate learning for intelligent learners but hinder motivation for the less intelligent learners. Chastain (1975) claims that the level of class anxiety can depend on the types of teaching methods employed. For example, he reported that test anxiety negatively correlated with achievement in an audio-lingual French programme.

Gaudry and Fitzgerald (1971: 161) conducted research with seventh class learners in Australian schools and concluded that 'while high anxiety was associated with slightly higher performance for the most able children, it was associated with lower performance at all other levels except the centre group where the mean scores were identical'. In short, the role of anxiety as either as a facilitating or debilitating process would appear to be of significance in second and foreign language learning. Gardner, Symthe, Clément and Gliksman (1976) discovered that the relationship between French classroom anxiety and criterion variables in aural and oral fluency among 5,000 students was negatively correlated with all criterion measures. On the one hand, Chastain (1975) found similar findings of negative correlation between anxiety and achievement in an audio-lingual French programme and, on the other hand, he also found a positive correlation between test anxiety and proficiency in German where traditional methods of teaching were used.

It would appear that if anxiety rises above a certain level, then it is an obstacle to language learning, particularly for the less able students who are very much dependent on the teacher. Anxiety can generate a sense of helplessness, alienation and frustration and ultimately lead to indiscipline in the classroom. Fahy (1988: 429) found ‘that the higher the level of anxiety experienced while using Irish in the classroom environment, the lower will be the outcomes of learning’. Murtagh (2003: 152) in her research on Irish found that students with the least levels of class anxiety were students in Irish-medium schools who had most positive attitudes towards learning the language. She (ibid.) also found that students with high levels of class anxiety were students from English-medium schools which would appear to indicate that the more exposure students have to language learning, the lower the level of anxiety. In short, experience tells us as teachers that the level of anxiety can become more acute for some learners than for others, whatever the situation while for other more ably extravert learners it may be a stimulant for language learning. On the one hand, anxiety may hinder language learning and, on the other hand, it can stimulate learners to invest more time and effort in the language learning process which now brings us to the concept of learner autonomy.

8. Learner autonomy

Learner autonomy is not an optional extra in language learning but rather an essential characteristic of all truly successful learners regardless of their age. It is deeply rooted in the capacities that are basic to human nature whereby its development depends not on a particular teaching method but rather on complicated interactive processes that emanate from the teacher’s ongoing commitment to investigate general principles. In short, the development of learner autonomy is incumbent on language teachers to continuously assess their pedagogical approach to teaching (Little, Ridley and Ushioda 2003: 1-2).

With relevance to the present study, however, the self-determination theory of Deci and Ryan (1985) in language learning places special emphasis on fostering learner autonomy in order to influence students' motivation in the classroom. When discussing the concept of learner autonomy it is worth noting the definition according to the *Collins Cobuild Dictionary* states that learner autonomy is “the ability to make your own decisions about what to do” (cited in Little et al. 2003: 4). Students take the initial steps towards learner autonomy when they recognise that they are responsible for their own learning, for example, note-taking in class, homework and the general planning process of learning. This involves ‘a variety of self-regulatory behaviours that develop – *through practice* – as a fully integrated part of the knowledge and skills that are the goal of learning’ (ibid.). With regard to language learning, Little (ibid.) states that ‘the development of autonomy requires that learners use the target language at once as a medium of classroom communication, channel of learning, and tool for reflection’. Rogers (1967: 170) echoes similar thoughts by claiming that learner autonomy is a matter of selecting one's own goals and accepting responsibility for one's actions while Dickinson (1995: 173-174) states that learner autonomy goes hand in hand with the self-determination theory in that language learners take responsibility for their own language learning.

In the age of learner centredness in education since the introduction of the new primary school curriculum in 1971, the appropriate question is not how we as language teachers can motivate our students but how can we encourage and promote learner autonomy and influence our students to motivate themselves? It is perhaps the intrinsic processes along with the classroom environment, therefore, that motivate autonomous language learning. Deci (1978: 198) claims that ‘intrinsically motivated learning will involve trial and error, following one's curiosity, feeling free to learn what interests one, developing one's potential as one experiences it’. Ushioda (1996b: 2) in her research explicitly

states that ‘autonomous language learners are by definition motivated learners’. It would appear that self-motivated students, then, are simply more motivated learners. One could possibly measure learner autonomy by the learners’ commitment to work on their own by undertaking additional work to improve their language competence. In the words of Ushioda (ibid), can we as language teachers help students ‘to generate and sustain the appropriate kind of motivational behaviour that characterizes autonomous learning? Ushioda (ibid) argues that the development of effective and sustained-motivation cannot depend on any externally imposed motivational system of stimuli, goals and rewards in the classroom but rather on the intrinsically motivated drives in order to sustain the momentum for language learning autonomy. In the words of Little (1991: 4):

Autonomy in formal learning contexts is a “capacity – for detachment, critical reflection, decision-making, and independent action”, which presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning.

In short, learner autonomy means taking responsibility for one’s own learning in all its aspects while self-motivation involves taking charge of the affective aspects of that learning experience. Again in the words of Ushioda (1996b), self-appropriated learning is intrinsically motivated learning, and it must engage the learner’s own intrinsic motivation that provides the foundation for autonomous learning before effective self-management of continuous motivation can take place. The analysis of the learner autonomy section of the quantitative and qualitative research instruments in this study will determine to what extent respondents are motivated which may have positive influences on language learning.

3.7 Conclusion

In conclusion the overall evidence emerging from the literature review is that in psychology there is no global theory of motivation that can satisfactorily explain all

aspects of students' motivation with regard to language learning (Baker, 1992). It is difficult to draw definite conclusions due to conflicting empirical methodologies and findings. No review of the literature can be expected to close all the gaps in language attitudes and motivation, it can only attempt to fill some of the space and glimpse the areas yet to be covered. Attitudes and motivation are multifaceted rather than uniformed factors and no available theory to date has yet managed to represent them in their overall complexity. One can only conclude that language researchers need to be cautious when conceptualising and assessing attitude and motivation variables by keeping in mind that a specific motivation concept is only likely to represent a small segment of a more complex psychological construct. There is no room for simplistic approaches to such a complex issue as motivation. Psychologists, therefore, cannot offer us as practising language teachers any tailor-made solutions for the specific motivational problems of particular individual students in the language classroom or in any other language learning environment.

Major applications of motivation have involved investigations of (a) correlations of subtests and composite test scores with indices of language achievement and behavioural intentions to continue language study, (b) the effects of specific programmes on motivational and attitudinal characteristics and (c) the relation of attitudes and motivation to classroom behaviour. The principal approaches in language learning have increasingly adapted language concepts originally used in relation to other disciplines. This approach is likely to remain for the foreseeable future whereby it will provide plenty of scope for future research in language motivation. Many of the components of the current motivational approaches in mainstream psychology discussed in the literature review of this chapter have been validated in certain second and foreign language learning contexts. It is hoped that this will demonstrate an increasingly elaborate synthesis of the various constituents. Much research on motivation for

language learning has emphasised integrative motivation. Motivational research should draw particular attention not only to the importance of the interplay between integrative and instrumental orientation in language learning, but also to qualitative research and how these factors interact with each other.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

The methodology in the present study employs two research instruments, namely, quantitative and qualitative as a means for the collection and analysis of data. The rationale in the present study with regard to attitudes towards and motivation in the learning of Irish as a second language and German as a foreign language by second level students was based on the present researcher's accumulation of a variety of influences and experiences involved in the teaching of both languages at second level. Firstly, the extensive comparative literature on second and foreign language learning indicated the significance of many individual variables. Secondly, there was a need for a research project which would provide a comprehensive study of the relationships between learner, school and home variables, and motivational factors of language learning. Thirdly, over the years the views and opinions of teachers of Irish and German pointed increasingly to the attitudinal and motivational difficulties of students that teachers encounter in the classroom.

With this in mind, the goals of any second or foreign language research are partially linguistic and partially non-linguistic, that is, the linguistic goals focus on developing competence and proficiency in the learners' ability to understand, speak, read and write the target languages, namely, Irish and German in the present study. Many tests can be availed of to test and assess these skills. The present study, however, is primarily concerned with the non-linguistic goals, namely, attitudes and motivation that focus on aspects of improved understanding of the target language community with a desire to continue language learning and an interest in both Irish and German. Hence, it was

decided to employ the well-tested Attitude Motivation Test Battery instrument, which was developed and used extensively by Gardner and his associates in their many quantitative research studies in the past four decades. This instrument was also employed by Fahy (1988); Kavanagh (1999); Murtagh (2003) in their major research studies on the Irish language. The present researcher also took cognisance of the research conducted by Crilly (1987); Slevin (1990); Baker (1992); O' Reilly (1994); Crowley (1996); Stables and Wikely (1999). Cognisance was also taken of Ushioda's (1995) qualitative research which has particular relevance for the present study.

In selecting an overall framework within which to carry out this study, it is important to take cognisance of the theoretical concepts of attitudes and motivation in second and foreign language learning, as described in the previous chapter in the literature review so as to maintain a coherent balance between theoretical and empirical sections of the study. Cohen and Manion (1994) point out that triangulation is a generally accepted means of obtaining various kinds of data from various sources in order to get a clearer picture of the questions being researched. In order to explore as many aspects of the research question as possible, the study employs both quantitative and qualitative research to yield a variety of data from these two perspectives.

4.2 Subjects and context of the study

4.2.1 Quantitative sample

The respondents come from two instructional backgrounds: Irish-medium respondents (N=100) and English-medium respondents (N=300). They are randomly selected from Leaving Certificate classes where there is a balance as far as possible according to school location, age, social background and gender composition. Furthermore, this study of the Leaving Certificate cohort could be replicated at a future date to see if it would produce similar results regarding attitudes to and motivation in language

learning. The sample of 400 respondents, who are taking both German and Irish in this study, were selected from 25-second level schools in Counties Clare, Dublin, Kerry, Limerick and Tipperary so as to make the survey as nationally representative as possible. Since the study is confined to students learning Irish as a second language and German as a foreign language, no native speakers are included in the survey. It was decided to survey the Leaving Certificate student cohort because this group presents a number of advantages over other school groups.

Table 4.1 Biographical details for the combined entire sample of 400 Leaving Certificate respondents in the quantitative research

<ol style="list-style-type: none"> 1. Entire sample of 200 girls and 200 boys were selected for the study. 2. Average age 17.5 years. 3. 300 respondents attended English-medium second level schools while 100 attended Irish-medium second level schools. 4. Of the 400, 92.1% took Higher Level German to Junior Certificate while 83.7% took Higher Level to Leaving Certificate. 5. From the entire sample of 400, 79.1% took Higher Level Irish to Junior Certificate while 72.5% took Higher Level to Leaving Certificate. 6. All 100 Irish-medium respondents, who also attended Irish-medium primary schools, took Higher Level German and Irish to both Junior and Leaving Certificates. 7. Of the entire sample of 400, 10% had additional exposure to German in Germany or in Euro colleges while 41.2% had additional exposure to Irish language courses in the Gaeltacht.
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Leaving Certificate students are reasonably mature to have a comparatively well-informed opinion regarding attitudes to and motivation in language learning. They have had 13 years of exposure to the learning of Irish as a second language and five years of exposure to the learning of German as a foreign language which possibly might make them more reflective in their thinking. From the total population of subjects, two cluster samples of students, who are doing both Irish and German, are recorded so as to obtain an authentic representative sample. One cluster sample of subjects comes from urban areas with high population densities and the other cluster sample comes from rural areas with a more dispersed population. Identity of the subjects and schools are disguised in order to maintain anonymity and confidentiality in the study.

Five Irish-medium schools were selected for a comparative analysis with 20 English-medium schools. It might seem, however, that Irish-medium schools are being over-represented in view of the fact that approximately 3% of the entire country's population use Irish as a means of communication in their day-to-day affairs (Central Statistics Office, 2004). Since 3% of the entire sample of 400 would account for only twelve respondents from Irish-medium schools, it was felt that by selecting such a small number of Irish-medium respondents as against 388 English-medium respondents might weaken the reliability and validity of the sample. The reason for this decision was also taken in light of Kavanagh's (1999) major research study where she compared respondents from five Irish-medium schools with respondents from five English-medium schools. It is also interesting to note that 83.7% were taking Higher Level German as against 72.5% taking Higher Level Irish. This appears to reflect the actual trend. A possible reason for this national trend is the fact that there are two written papers in Leaving Certificate Irish whereas there is only one written paper in German, as shown by a representative number of interviewees (see qualitative data in Appendix C).

4.2.2 Qualitative sample

In addition to the 25-second level schools, twelve respondents were selected from twelve different schools for qualitative data. The quantitative and qualitative research instruments will be discussed in greater detail in sections 4.5 and 4.9 below.

4.3 The rationale underpinning the use of the Attitude Motivation Test Battery as the quantitative research instrument

This section discusses the development and structure of Gardner's (1985a, 1985b) Attitude Motivation Test Battery that was employed in the quantitative research instrument in the light of the literature reviewed in Chapter 3. The Attitude Motivation Test Battery instrument was initially intended to investigate Anglophone students

learning French as a second language in Canada. Gardner devised the original formulations of the major concepts, including the original items, and extended and modified them in 1972, 1985 and 1997. Various uses and adaptations of the Attitude Motivation Test Battery have significant relationships between these affective factors, namely, attitudes and motivation in language learning and it also varies from form to form depending upon the purpose for which it is intended. Researchers, including Fahy (1988); Murtagh (2003), have either adapted or modified the items of the Attitude Motivation Test Battery with regard to Irish and used comparable ones to suit their own particular type of research. In the present study the researcher takes cognisance of the full-scale item development and concern for internal consistency reliability of the scales in the Attitude Motivation Test Battery to suit the Irish context in assessing attitudes and motivation in relation to the learning of Irish and German.

Considerable research has been devoted to studying the relationship between attitudinal-motivational variables and achievements in second and foreign language learning over the past four decades. Gardner and Smythe (1981) claim that previous research into second and foreign language learning dealing with attitudinal-motivational variables and achievement has been characterised by three different approaches. Firstly, researchers such as Jordan (1941); Jones (1966); Randhawa and Korpan (1973); have 'focused on only one or a few attitudinal variables' (Gardner and Smythe 1981: 510) including the role played by attitudes towards the target language community. Secondly, another group of researchers have focused on the inter-relationships among different attitudinal-motivational variables and the relationships of these variables to second language proficiency. These latter research studies consist of two classes where some of the researchers have used measures 'administered for the first time for that particular study, hence the psychometric properties of the measure were either unknown or assessed as part of the study' (ibid.). Thirdly, researchers have used measures and

instruments and demonstrated relationships between attitude measures and some external criteria (such as examination results) which had been previously tested regarding their psychometric properties in different aspects of reliability and validity.

Gardner and Smythe (1981) present data on the initial development of the Attitude Motivation Test Battery while Gardner et al. (1976) furnish data regarding the relationships of the various measures of achievements in the learning of French drawn from many urban areas in Canada. Glikzman (1981) explored and examined similar variables at tertiary level of education in which he emphasises the importance of the relationship between the learners' attitude to the second and foreign language community and language learning whereby individual learners may have different orientations towards language learning, namely, integrative and instrumental orientation.

With regard to the initial developmental stages of the Attitude Motivation Test Battery, a plethora of research was conducted in order to itemise attitudinal variables which are likely to influence the extent to which learners strive to learn a second or a foreign language. Gardner and Smythe (1981: 512) state that researchers 'relied heavily on attitudinal measures developed in this earlier research to provide us with potential items and ideas for potential items'. Nunnally (1978: 92) carefully noted that there were two important standards that need to be taken into account to ensure content validity, '(1) a representative collection of items and (2) "sensible" methods of test construction', that is, a form of validity which is based on 'the degree to which a test measures what it is supposed to measure' (Richards et al. 1992: 304). Therefore, in order to develop a representative cluster of items, one must first establish precisely what is meant by the construct under investigation and then to identify the various elements of the construct with the view to develop the items which are representative of these modes of

expression. The five-point Likert (1932) attitude measuring scale was employed mainly because this would necessitate the identification and development of belief statements which would be more meaningful to respondents who are to be investigated. In short, the Likert-type scale was employed by many researchers such as Tittle and Hill (1970) in the past because it had demonstrated and produced higher reliability coefficients than any other procedures and in the words of Gardner and Symthe (1981: 512) this 'is precisely the procedure we followed in the development of the attitudinal/ motivational test battery'. The construction of such a test needs careful consideration in identifying items that are applicable to certain interest of the respondents. Gardner and Symthe (ibid.) warn against a simple translation of items and change of wording in some items for another target language group, namely, ('substituting "Germans" for "French Canadians" in the Attitude towards French Canadian items, and referring to the resulting scale as Attitudes towards Germans'). They go on to say, however, that 'such "translations" can be done, of course, but careful attention must be paid to the meaningfulness of the resultant "new" items'. Following this *modus operandi*, many items are specifically used to provide a pool for the various constructs.

4.4 The Attitude Motivation Test Battery

As already mentioned, the Attitude Motivation Test Battery was devised and developed by Gardner (1985a, 1985b) to measure attitude/ motivation of Canadians learning French. Gardner's research instrument was adapted with modifications for the present study to measure attitudes towards and motivation in the learning of German and Irish. It can be classified into five categories.

These categories are (1) Motivation, (2) Integrativeness, (3) Attitudes towards the learning situation, (4) Language anxiety, (5) Other attributes (Gardner, Tremblay and Masgoret 1997: 345).

1. Motivation. This is an index of the learners' motivation who (a) want to achieve a particular goal, (b) devote considerable time and effort in achieving the goal and (c) experience satisfaction associated with achieving the goal (Gardner 1985b: 50). One would suspect that these attributes would be correlated with one another but it is also possible that they might not be depending on the circumstances. The index is the sum of scores on attitudes towards learning the language, motivational intensity, desire to learn the language. For example, with a stern and austere teacher in the classroom environment, it is possible that students who are not motivated to learn may do so out of fear and display considerable effort in the learning process. If motivation were defined according to effort, such students would be considered ostensibly motivated in language learning and may even show considerable effort in the language class, even though they have no desire to learn and may find the whole exercise quite distasteful. It has been this researcher's language teaching experience that some students might need Irish and German in the Leaving Certificate to gain entry for a particular course of study at tertiary level. This is another example whereby motivation is elevated to situational considerations as opposed to motivational considerations. In short, given these considerations, motivation is therefore assessed by the Attitude Motivation Test Battery of three different components, namely, (a) Attitudes towards learning the language, (b) Motivational intensity, (c) the Desire to learn the language (Gardner and MacIntyre 1993: 2).

2. Integrativeness. The index of integrativeness consist of attributes that reflect positive affective reactions of the learners towards the other language group or out-groups in general. Since the learning of German and Irish involves acquiring language skills associated with cultural groups, it is suggested that the motivation to learn the target language could involve attitudes towards the target language community or more general attitudes towards other groups. In short, with regard to the Attitude Motivation

Test Battery, three measurements are used, namely, (a) Attitudes towards the target language group, (b) Interest in foreign languages and (c) Integrative orientation (ibid.).

(3) Attitudes towards the learning situation. This concept deals with learners' affective reactions towards the language learning situation and as such it could entail evaluating the language teacher and the language learning materials in the classroom and language course. In the Attitude Motivation Test Battery, there are only two targets, largely because they are more generalisable across different studies. These are (a) Evaluation of the language teacher, and (b) Evaluation of the language course.

(4) Language anxiety. This refers to learners' apprehension in the language class or in settings where the language is used outside the classroom environment which could be considered as having a negative effect on language learning achievement. Depending on the language learning context, it could be possible to identify many such situations. In the Attitude Motivation Test Battery, however, two general measurements are employed, namely, the language class anxiety and the language use anxiety whereby the former refers to anxiety generated specifically in the language class while the latter relates specifically to feelings of anxiety that learners experience in any environment where the learners have to speak the target language. Scovel's (1978: 139) research suggests that the relationship of anxiety to second and foreign language achievement was ambiguous in which he found evidence for positive, negative and occasionally no relationships. He suggests that there might be two kinds of anxiety, namely, facilitating and debilitating anxiety. According to Scovel, 'facilitating anxiety motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behaviour. Debilitating anxiety, in contrast, motivates the learner to flee the new learning task' (ibid.). It could also be argued that the two effects cancel each other within the learner

whereas Gardner (1985a: 33) found evidence to suggest that anxiety confined to language learning itself had a negative influence on language achievement. To conclude, in the Attitude Motivation Test Battery measurement, this category is measured by the language class and language use anxiety scales.

(5) Other attributes. In many studies, some attributes are included in the Attitude Motivation Test Battery measurement that do not fit into the above categories. These are (a) Instrumental orientation, (b) Parental encouragement and (c) Orientation index whereby the various scales are aggregated to produce scores on these general concepts, namely, Motivation, Integrativeness, Attitudes towards the learning context and Language anxiety (ibid).

4.5 The format of the quantitative research questionnaire instrument

The format of the attitude scales for the questionnaire in the present study is contextualised as illustrated below. The 228-item questionnaire instrument is divided into three sections. The first section of the questionnaire, consisting of ten items, deals with biographical details so as to ascertain linguistic, social and demographic data regarding the subjects' background. The second section, which consists of 109 items, deals with German and the third section, which also comprises 109 items, deals with Irish. Both sections of the questionnaire instrument dealing with German and Irish have the same number of items and are worded identical the same so as to maintain reliability and validity throughout. In order to maintain the best possible consistency, the same format is used for both German and Irish. Since attitudes and motivation are complex issues, it was decided to administer a comprehensive number of items in the questionnaire. With regard to German, items from 1-67 and from 94-109 are based on Gardner's questionnaire while items 68-93 dealing with learner autonomy are adapted from Green's (1999) questionnaire which he used in his Hong Kong study on the

learning of English as a foreign language. Green (1999) utilised a five-point multiple-choice scale representing Deci and Ryans's (1985) developmental model of motivational drives in relation to learner autonomy in language learning. Items on the learner autonomy section are also measured by employing the five-point Likert measuring scale so as maintain consistency and to facilitate the respondents' completion of the questionnaire. In relation to Irish, items from 110-176 and from 203-218 again are based on Gardner's questionnaire while items 177-202 again dealing with learner autonomy are based on Green's scale. The words of German and Irish were substituted for 'French' and instead of 'attitudes towards French Canadians' the researcher adapted the words, attitudes towards speakers of German and Irish. The following twelve scales are outlined:

1. Interest in second and foreign languages
2. Attitudes towards speakers of German and Irish
3. Attitudes towards learning German and Irish
4. Integrative orientation
5. Instrumental orientation
6. German and Irish class anxiety
7. Parental encouragement
8. Motivational intensity
9. Desire to learn German and Irish
10. Orientation index
11. Learner autonomy
12. Semantic differential assessment of the German and Irish Leaving Cert. Courses

The measurement of the instrument and the method of scoring is known as factor analysis which identifies clusters of items that are highly correlated with each other and which are tapping into a single underlying dimension of attitude. The scales to

measure these factors and the above variables are presented in the following format. All questionnaire items are presented to the subjects by using the five-point Likert (1932) response scale in parts two and three with the exception of part one items which deal with biographical details. Based on the adapted version of Gardner's (1985a, 1985b) questionnaire, a detailed description of the items are grouped according to scales and are presented in the respondents' questionnaires in a clear logical order without scale titles (see Appendix B). The five-point Likert response options are as follows:

Strongly Disagree= 1 Disagree= 2 Don't Know= 3 Agree=4 Strongly Agree= 5.

In the questionnaire, the subjects circle the appropriate number that best indicates their personal beliefs. Only examples from the questionnaire items are illustrated in the attitude scales to contextualise the instrument.

1. Interest in learning second and foreign languages. This measure comprises ten positively worded items (maximum =50) designed to estimate subjects' general interest in foreign language learning. (e.g. Item ix, 'I enjoy meeting and listening to people who speak other languages').

2. Attitudes towards speakers of German/ Irish. This scale consists of ten-positively worded items about speakers of German and Irish. A high score on this measure (maximum = 50) indicates positive attitudes towards speakers of German and Irish. (e.g. Items 1 and 110, 'I have favourable attitudes towards native speakers of German/Irish').

3. Attitudes towards learning German/ Irish. This ten-item scale contains five positively worded items while five express negative views in order to eliminate response bias. To maintain reliability and validity with Gardner's (1985a, 1985b) and Green's (1999) studies, however, the majority of the questionnaire items were worded positively. A high score (maximum = 50) indicates a positive attitude towards the learning of German/ Irish. (e.g. Positive items 12 and 121, 'I really

enjoy learning German/ Irish'. (e.g. Negative items 16 and 125, 'I hate learning German/ Irish').

4. Integrative orientation. The four items in this scale emphasise the importance of learning German and Irish in order to communicate with speakers of the two languages. A high score in this scale (maximum = 20) indicates that learners endorse integrative orientation and the reasons for learning German and Irish. (e.g. Items 21 and 130, 'Learning German/ Irish can be important for me because it will allow me to be more at ease with speakers of German/ Irish').

5. Instrumental orientation. Subjects are presented with four items which stress the utilitarian value of learning German/ Irish. A high score (maximum = 20) indicates that the subjects endorse the instrumental reasons for learning German and Irish. (e.g. Items 25 and 134, 'Learning German/ Irish can be important for me only because I will need them for my future career').

6. German/ Irish class anxiety. A five-item scale with a high score (maximum = 25) reflecting subjects' degree of discomfort while participating in German and Irish classes. (e.g. Items 29 and 138, 'It embarrasses me to volunteer answers in the German/ Irish class').

7. Parental encouragement. These ten-positively worded items are designed to assess the extent to which subjects feel that their parents support them in their learning of German/ Irish. A high score (maximum = 50) indicates a high level of perceived parental encouragement. (e.g. Items 34 and 143, 'My parents really encourage me to learn German/ Irish').

8. Motivational intensity. This ten-item scale contains five items being positively worded while five express negative views in order to eliminate response bias. A high

score (maximum = 50) represents a high degree of intensity and effort being expended in acquiring the languages. (e.g. Positive items 44 and 153, 'I make a point of trying to understand all the German/ Irish I see and hear'. (e.g. Negative items 49 and 158, 'I don't pay much attention to the feedback I receive in my German/ Irish class').

9. Desire to learn German and Irish. This ten-item scale contains five items being positively worded while five express negative views so as to maintain balance. A high score (maximum = 50) expressing a strong desire to learn German and Irish. (e.g. Positive items 54 and 163, 'I wish I had begun studying German/ Irish at an earlier age'. (e.g. Negative items 60 and 169, 'I sometimes daydream about dropping German/ Irish').

10. Orientation index. In this scale subjects are presented with four possible reasons for learning German and Irish, two of which stress integrative value and two instrumental value. A high score (maximum = 20) expressing strong orientation. (e.g. Items 64 and 173, 'I am learning German/ Irish because I think it will someday be useful in getting a good job').

11. Learner autonomy. Learner autonomy has always been identified as a central trait of the good language learner. This scale, which is not included in the Attitude Motivation Test Battery by Gardner and his associates, contains 26-positively worded items. A high score (maximum = 130) indicates a high degree of learner autonomy. The items used in this scale are adapted from Green's (1999) questionnaire that he employed in a Hong Kong study. (e.g. Items 68 and 177, 'I like working on my own in German/ Irish').

12. Semantic differential assessment of German and Irish Leaving Certificate courses. It was decided to continue using the five-point Likert type measurement in this attitude

scale. The number of items, therefore, in this scale were kept to the minimum due to time constraints of the 40-minute class periods allowed for by school authorities. Four subtests, therefore, are assessed by means of the five-point Likert scale from which four scores are derived. In each sub-scale, two of the items are positively worded while two express negative views so as eliminate bias. These are:

(a) German and Irish course difficulty. Ratings on four items are summed up to provide an estimate (maximum = 20) of the perceived difficulty of the courses. They are easy-difficult, clear-confusing. Two of the items are positively worded while two express negative views. (e.g. Positive items 94 and 203, 'The German/ Irish Leaving Cert. courses are easy'. (e.g. Negative items 95 and 204, 'The German/ Irish Leaving Cert. courses are difficult').

(b) German and Irish course evaluation. Respondents' general evaluative reactions to the German and Irish courses are assessed on four-item scales, two of the items are positively worded while two express negative views. The higher the score (maximum = 20) the more positive respondents' evaluation of the courses are. The items are enjoyable-unenjoyable, rewarding-unrewarding. (e.g. Positive items 98 and 207, 'The German/ Irish Leaving Cert. courses are enjoyable'. (e.g. Negative items 99 and 208, 'The German/ Irish Leaving Cert. courses are unenjoyable').

(c) German and Irish course interest. Four items are summed up so that the higher the score (maximum = 20) the more interest subjects have in the courses. The items are interesting-boring, fascinating-tedious. (e.g. Positive items 102 and 211, 'The German/ Irish Leaving Cert. courses are interesting'. (e.g. Negative items 103 and 212, 'The German/ Irish Leaving Cert. courses are boring').

(d) German and Irish course utility. Four-item scales consist of this subtest. A high

score (maximum = 20) is associated with a high level of perceived utility. The items are necessary-unnecessary, useful-useless. (e.g. Positive items 108 and 217, 'The German/Irish Leaving Cert. courses are useful'. (e.g. Negative items 109 and 218, 'The German/Irish Leaving Cert. courses are useless').

4.6 Reliability and validity in measurement

With regard to any measuring instrument, attention must focus on two properties, namely, reliability and validity. Reliability is the extent to which a test produces similar findings under constant conditions on all occasions or when it is used by different researchers. Richards et al. (1992: 243) defines reliability as 'a measure of the degree to which a test gives consistent results'. There are a number of formulae for assessing the reliability of a measuring instrument which involve two aspects of reliability. The first type considers reliability in terms of the internal consistency of the items comprising the test, namely, the extent to which the scores on the items relate to one another. The second type assesses reliability in terms of the stability of measures obtained from the same research instrument administered on two different occasions such as test/ retest reliability, that is, administering the same test some time after the first. Moser (1969: 204) claims that reliability is not sufficient. He says that 'the other side of the picture is the *validity* of a response, that is, its closeness to the truth which one is trying to ascertain' (ibid.).

The notion of validity is a more complex concept which adverts to the scientific utility of a measuring instrument. It tells us whether an item measures or describes what it is supposed to measure or describe. If an item is unreliable, then it lacks validity but a reliable item is not necessarily valid. Nunnally (1978) claims that a measuring instrument is valid if it does what it is intended to do. He also claims that there are two important factors necessary to ensure content validity. Firstly, in order to generate a

representative collection of items, one must clearly understand what is meant by the construct under investigation whereby the various elements of the construct are delineated and finally items are developed which are representative of this field.

4.6.1 Reliability and validity of the quantitative measuring instrument in the present study

As already mentioned above, the present researcher employed Gardner's (1985a, 1985b) quantitative research instrument based on his Attitude Motivation Test Battery. As already stated in the literature review in Chapter 3, this instrument has been extensively used not only in the Canadian context, but also in various research studies in the United States of America and the Philippines. It has proven to be a reliable instrument and in the words of Skehan (1991: 283), it has withstood the test of time. Fahy (1988) and Murtagh (2003) have employed this instrument in their research on Irish. The researcher has also adapted Green's questionnaire in relation to items on learner autonomy. Green (1999) carried out extensive research with this instrument in Hong Kong on students' attitudes towards English as a foreign language. His questionnaire research instrument has proved itself to be a reliable and valid means of data collection. It was on this basis that the present researcher used it in his study.

4.6.2 Reliability and validity of the qualitative measuring instrument in the present study

The qualitative research instrument is based on Ushioda's (1995) semi-structured interviews. It was decided to adapt her reliable instrument as an interviewing technique with twelve respondents from different schools, that is, one respondent from each of the twelve schools. A similar list of questions for each interviewee was adhered to so as to ensure and maintain reliability and validity of the instrument.

4.7 Piloting the questionnaire research instrument

The 228-item questionnaire was piloted so as to clarify any misunderstanding of the

items that the respondents might have. Initial contact and appointments were made by telephone with the relevant school principals and teachers of Irish and German to obtain their permission, which was kindly granted, to conduct the pilot survey. With regard to the importance of piloting the questionnaire, Youngman (1984: 172-173) describes piloting the questionnaire instrument as a 'small-scale application of the main method' and says it is an integral part of any questionnaire survey. Isaac and Michael (1971: 145) illustrate some of the following advantages of a pilot questionnaire study:

1. It permits preliminary testing of the hypotheses that leads to testing more precise hypotheses in the main study. It may even lead to changing some hypotheses, 'chopping' some and developing new hypotheses when called for.
2. It often provides the researcher with ideas, approaches and clues not foreseen prior to the study. Such ideas and clues greatly increase the chances of obtaining clear-cut findings in the main study.
3. Unforeseen problems revealed in the pilot study may be overcome in redesigning the main study.
4. The pilot study almost always provides enough data for the researcher to make a sound decision on the advisability of going ahead with the main study.
5. Their responses will enable the researcher to revise the questionnaire ready for the main distribution.

Bell (1993: 84) concurs with Youngman on the importance of piloting the questionnaire instrument. She claims that its main aim is

...to get the bugs out of the instrument so that subjects in your main study will experience modifications in completing it and so that you can carry out a preliminary analysis to see whether the wording and format of questions will present any difficulties when the main data is analysed.

By piloting the questionnaire instrument, ambiguity, impressions and assumptions are looked at and considered carefully so that what is written is clearly understandable and the problems addressed. With regard to questionnaire design, the present researcher had in mind Davidson's (1970) advice (cited in Cohen and Manion 1994: 92):

Questionnaire design must minimise potential errors for respondents ... and coders. And since peoples' participation in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their co-operation, and eliciting answers as close as possible to the truth.

When the respondents completed the questionnaire the present researcher asked the respondents the following questions in a focused-group meeting:

1. Were the instructions clear?
2. Were the items unclear or ambiguous? If so, will you say which and why?
3. In your opinion, has any major topic been omitted?
4. Was the layout of the questionnaire clear/ attractive?
5. Any comments?

With these questions in mind, the pilot questionnaire study was conducted in four-randomly selected second level schools in the Munster area in April 2002. Firstly, the main objective of the pilot study was to examine the suitability, feasibility, and the reliability of the selected modified scales from the Attitude Motivation Test Battery, as developed by Gardner including items on learner autonomy from Green's (1999) questionnaire. Secondly, as part of the questionnaire validation process, a meeting with 20 subjects was held immediately after the piloting process to elicit comments regarding the wording of the various items as mentioned above. Cognisance was taken of the average time needed for successful completion which was 40 minutes in total. The respondents encountered no difficulties with the questionnaire and general satisfaction was expressed with phrasing of the items. The subjects, who participated in the pilot questionnaire, were excluded from the revised questionnaire in the study so as to prevent a possible practice effect that might skew the data in the final draft. In addition, a number of school principals including teachers of Irish and German were invited to examine the subjects' questionnaires prior to the pilot study and to comment on the wording and appropriateness for use with Leaving Certificate students of German and Irish. The questionnaire was presented in the Likert format with a range of five options from strongly disagree to strongly agree. These options were assessed with regard to their suitability.

4.8 Distribution of the revised questionnaire research instrument

As in the case of the pilot questionnaire, again initial contact and appointments were established by telephone with the relevant school principals and teachers of German and Irish to obtain permission, which was kindly granted, to conduct the survey proper. The data collection was then undertaken with the prior approval of school principals and agreement of the participating teachers on the understanding that individual and institutional identities would remain confidential and that no items in the questionnaire referred specifically to teachers. The researcher visited the relevant schools on the appointed dates and times and distributed the questionnaires personally during the normal timetabled German classes in September 2002. The respondents completed the questionnaires within 40 minutes which ultimately resulted in a 100% response rate in all the second level schools concerned. Each section was clearly explained to the respondents so as to avoid any ambiguity or misunderstanding with the result that the subjects encountered no difficulties.

4.9 The qualitative research instrument – interviews

(a) Procedure and content

The principal instrument of data elicitation for this study was the detailed questionnaire survey as described above. In addition, however, twelve 15-minute semi-structured interviews were also conducted for the purpose of providing additional qualitative data. According to Cohen and Manion (1994: 273), there are four kinds of interviews, namely, structured interviews, semi-structured interviews, non-directive interviews and focused-group interviews. Semi-structured interviews allow for more flexibility whereby each individual interview can proceed along its own course of development within an overall framework particularly since ‘motivation as a qualitative concept is essentially a dynamic concept’ (Ushioda 1995: 116). In addition, topics, which are averted to by the respondents are developed further during the course of the interviews

with follow-up questions and prompts. Semi-structured interviews in the hands of a skilled interviewer may produce a wealth of valuable research data but such interviews require a great deal of expertise in execution ‘and a great deal of time to analyse’ (Bell 1997: 93-94).

Similar to the administration of the questionnaire instrument, initial contact and appointments were made in September 2003 with the relevant school principals and teachers of German and Irish by telephone to obtain permission, which was kindly given and accepted, to conduct the interviews. Six boys and four girls were selected from English-medium schools while there were two girls selected from Irish-medium schools. All twelve 15-minute interviews based mainly on Ushioda’s (1995) semi-structured interviews were recorded during school hours but mostly during break time so as to create the least disruption to classes. Ushioda (1995) in her study: *Language Learners’ Motivational Thinking: A Qualitative Study* has shown how opened-ended questions in qualitative research can yield rich data and insights in the language learning process. With this in mind, it was decided to employ both types of research instruments in the interest of balance and consistency. The principal format employed in the students’ interviews was as follows: each interview was conducted in English. After initial warm-up pleasantries, the interviewer (present researcher) explained briefly the general context and purpose of the interview. This was done so as to inform the interviewees of the kind of data that was being sought and also that the strictest confidence and anonymity were guaranteed. Therefore, the interviewees were more relaxed and were invited to talk freely in an informal manner. Hence, the face-threatening potential of the interview situation as perceived by the interviewees was reduced to the minimum. The content and structure of the interviews were mainly dictated by the respondents’ own perceived rationale of what motivation in language learning means and also by their identification with the experience in language learning.

During the course of the interviews, however, the present researcher mediated by occasional promptings so as to encourage the respondents to elaborate on points that needed more information. For this purpose, the researcher made use of semi-prepared notes, for example, references dealing with motivational concepts regarding integrative and instrumental motivation in second and foreign language learning. The language used was couched in broadly concrete illustrative terms rather than in abstract theoretical concepts. The reference categories were dictated by the research questions underlying the interviews. For example, the respondents were asked if their motivation to learn Irish was shaped by any personal feelings towards the language as a symbol of cultural and national identity. They were also asked if long-term career goals were relevant to the learning of German and Irish. (All interviews are transcribed in Appendix C).

(b) The merits of the qualitative research instrument

The merits of the qualitative data are designed to support and verify the quantitative data. In this way a variety of data from the two perspectives can be gleaned. Qualitative researchers are concerned with understanding individuals' perceptions with regard to the target language and community. Interviewing techniques can explore and ascertain more details and insights which support the quantitative data. Bell (1997: 6) claims that qualitative researchers 'doubt whether social 'facts' exist and question whether a 'scientific' approach can be used when dealing with human beings'. There are occasions, however, when qualitative researchers utilise 'quantitative techniques, and vice versa' (ibid.), as in the case with the present study. With regard to interviews, Cohen and Manion (1994) claim that the interview is a form of a data collection instrument involving direct verbal interaction between the interviewees and interviewer and as such it can have both advantages and disadvantages. Moser and Kalton (1971: 271) describe the interview as 'a conversation between interviewer and respondents

with a purpose of eliciting certain information from the respondent'. Bell (1997: 91) sounds a note of caution when she states that the interview 'is a highly subjective technique and therefore there is always the danger of bias'. In the words of Selltiz, Jahoda, Deutsch and Cook (1962: 583), 'interviewers are human beings and not machines', that is, their interviewing technique may consciously or unconsciously influence the respondents' replies with the result that interviews may possibly contain an element of bias'.

The 'preparation for interviewing follows much the same procedures as for questionnaires' in that 'topics need to be selected, questions devised, methods of analysis and a schedule prepared and piloted' (Bell 1997: 92). A major advantage of the interviewing instrument, however, is its flexibility, adaptability and the ability to develop issues which arise in the course of the interviewing. A skilful interviewer can pursue ideas, probe responses and investigate motives and opinions for which the questionnaire can never accomplish. For example, if one asks students in the questionnaire, '*Do you like learning Irish?*' They may reply with the answer '*I don't mind it*'. '*I don't mind it*' can have various interpretations and can mean different things to different people. With the interview research instrument, the interviewer could ask a follow-up question, for example, '*What do you mean, I don't mind it?*' This prompt-question could yield more precise information.

In addition, the interaction between the interviewer and interviewee cannot be ignored while the latter may feel restricted in what he or she wants to say and as to what the former wishes to hear. Interviewees may be tempted to give the kind of responses that they think that are expected of them, that is, what the interviewer likes to hear. The halo-effect may also play a role as respondents may wish to provide responses which they believe to be more socially acceptable to the interviewer. Questions must be well

prepared in simple language and written down in order of importance so as to facilitate an easy relationship with the interviewees. Having said that, the present researcher concurs with Bailey and Nunan (1996: 3) in that quantitative and qualitative research methods, as in the case of the present study, maximise the validity and reliability of the data by means of triangulation.

4.10 Procedures and analysis of the quantitative data

The analysis of the 400 questionnaires in this sample was processed by using the five-point Likert (1932) scale: that is, Strongly disagree=1, Disagree=2, Don't know=3, Agree=4, Strongly Agree=5. Since there were 228 items in the questionnaire and to facilitate completion within a 40-minute class period, it was decided to use the five-point scale.

The two-sample *t-test* was employed in Chapter 5 to see if there were significant differences in respondents' attitudes towards German and Irish. In Chapter 6 it was used to see if there were significant differences between attitudes of Irish-medium and English-medium respondents towards the learning of German and Irish. The same procedure was also employed for Chapters 7-9 to determine the significant differences in attitudes between two samples towards language learning.

All responses for each item in all-twelve scales for all five chapters of the analysis were manually computed as follows:

1. The students' responses to each item on all twelve-attitude scales for each of the five chapters of the analysis were calculated in percentages, that is, 100% for each item which were divided between Strongly disagree, Disagree, Don't know, Agree, Strongly agree.
2. The positive mean scores were then obtained by collapsing the strongly agree scales

with the agree scales.

3. The same procedure was also applied to the strongly disagree scales and disagree scales to obtain the negative mean scores.

4. This resulted in there being three scales for the purpose of calculation, that is, Disagree, Don't know and Agree.

5. Richards et al. (1992: 172) state that the mean score is the sum of all the scores divided by the total number of items in the scale. The mean score is the most commonly used and most widely applicable measure of the central tendency of a distribution. Take for example, the attitude scale in Appendix A1, the mean for Table 5.1 regarding interest in second and foreign languages was calculated by adding the total number of ten items (percentages) in the scale and then dividing the sum total by ten which gave the mean score of 67.5%.

Table 5.1 Interest in second and foreign languages in general for the entire sample (N=400)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	2.2%	5%	92.8%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	5.2%	7.5%	87.3%
iii. I wish I could speak a foreign language perfectly.	2.7%	3%	94.3%
iv. I want to read newspapers in a foreign language in the original rather than in translation.	31.5%	31.2%	37.3%
v. I often wish I could understand the news on television and radio in another language.	20.7%	18%	61.3%
vi. I would like to learn a lot of foreign languages.	30.5%	16%	53.5%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	4%	8.3%	87.7%
viii. I would learn a foreign language in school even if it were not required.	30%	19%	51%
ix. I enjoy meeting and listening to people who speak other languages.	21.3%	20%	58.7%
x. Studying a foreign language is an enjoyable experience.	30.3%	17.7%	52%

Scores for **Table 5.1**

Mean: Disagree 17.8%

Agree 67.5%

This procedure was used to calculate the percentages for all-twelve scales for each of

the five chapters of the analysis to arrive at the mean scores for both the Disagree and Agree scales.

6. Negative scores were also used to compare respondents' negative attitudes towards certain items on the attitude scales in each of the five chapters. For example, *'The German Leaving Cert. course is difficult'* as compared with *'The Irish Leaving Cert. course is difficult'*

7. The significant differences between two mean scores from two different samples were then determined by using *t*-test statistics in the analysis of the data. In the discussion of the data in the five chapters, only tables and scales indicating significant differences are presented for analysis.

4.10.1 T-test statistics in the analysis of data

When comparing the mean scores for each of the two variables in each of the five chapters of the analysis, the researcher employed the two sample *t*-test to determine the significant difference between the means on the two sets of scores. Two examples will be given here to illustrate the computation procedure of *t*-test statistics. For example, on page 324 in Appendix A1, the mean score for agree in Table 5.2 is 50.1% for German and the mean score for agree in Table 5.3 (page 325) for Irish is 69.4%. With the aid of a calculator, the researcher then multiplied 50.1%, that is, .501 by the number of respondents (N=400) and arrived at 200.4 for German. He then applied the same procedure to 69.4% for Irish, that is, .694 was multiplied by the number of respondents (N=400) which resulted in 277.6 for Irish. These data were then entered into the *t*-test statistical package to test the difference between students' attitudes towards German and Irish. For example:

	Input	Results of scores
Mean 1:	200.4 German	mean 1 eq: 0.501 (sd = 0,5) (se =0.025)

Mean 2:	277.6 Irish	mean 2 eq: 0.694 (sd = 0.461) (se = 0.0231)
N of Cases 1	400 informants	difference between the means: difference eq: - 0.193 (sd = 0.9573) (se = 0.034)
N of Cases 2	400 informants	95% C1: - 0.2596 < difference < 0.1264 (Wald)
Press calculate		<i>t</i> -value of difference: -5.677; df – t: 792 probability: 0 (left tail pr: 1) doublesided <i>p</i> -value: 0

The *p*-value is less than 0.05 level of significance which is regarded as being statistically significant and inferential of the entire population of the country. For example, on page 339 in Appendix A2, the mean score for agree in Table 6.3 is 61.1% for German for Irish-medium respondents (N=100) and the mean score in Table 6.4 for German for English-medium respondents (N=300) is 46.3%. Again with the aid of a calculator, the researcher multiplied 61.1%, that is, .611 by the number of respondents (N=100) and arrived at 61.1 for German. He then applied the same procedure to 46.3% for German for English-medium respondents (N=300), that is, .463 was multiplied by the number of respondents (N=300) which resulted in 138.9 for German. Again these two scores were entered into the *t*-test statistical package with the purpose of testing the difference between Irish-medium students' attitudes and English-medium students' attitudes towards German. For example:

	Input	Results of scores
Mean 1:	61.1 German	mean 1 eq: 0.611 (sd = 0.488) (se =0.049)
Mean 2:	138.9 German	mean 2 eq: 0.463 (sd = 0.499) (se = 0.0288)
N of Cases 1	100 informants	difference between the means: difference eq: 0.148 (sd = 0.7449) (se = 0.0566)
N of Cases 2	300 informants	95% C1: 0.037 < difference < 0.259 (Wald)
Press calculate		<i>t</i> -value of difference: 2.614; df – t: 173 probability: 0.00488 (left tail pr: 0.99512) doublesided <i>p</i> -value: 0.0098

Again the p -value is less than 0.05 level of significance which is regarded as being statistically significant. The t -test is employed to identify significant differences between two mean scores from two different samples. In short, this was the procedure that was followed for all twelve scales in each of the five chapters of the analysis. The t -test statistics are located for all tables in the Appendices from A1-A5.

4.11 Additional exposure to language learning

Additional exposure to language learning in this study is taken to mean that students participated in school exchanges to Germany including students in attendance at Irish language courses in the Gaeltacht. With regard to German, Irish students attend school in Germany where they also reside with Germany families for the duration of their stay for approximately three weeks. The same procedure applies to the German students coming to Ireland to learn English as a foreign language. They attend school in Ireland and reside with Irish families here for the duration of their stay. Students attending the Euro colleges for German are completely immersed in a German speaking environment, both inside and outside of the language classes. Students attending Irish language courses in the Gaeltacht reside with Irish speaking families. They attend classes in the mornings and participate in recreational activities in the afternoons in an Irish speaking environment. In addition, it was also decided to isolate the 65 Higher Level students of Irish from English-medium schools, who attended Irish language courses in the Gaeltacht, and to compare them to respondents from Irish-medium schools to see if there were significant differences in attitudes towards Irish between the two cohorts in Chapter 9.

4.12 Conclusion

This chapter outlined the respondents and context of the study. It has also described both the quantitative and qualitative research instruments of the study and

contextualised the investigation within the framework of 25-second level schools of which five were Irish-medium schools while the remainder were English-medium schools. It also outlined the purpose of the instruments to elicit students' attitudes to and motivation in the learning of German and Irish. It was for this reason that the students' questionnaire in this study sought to operationalise as many dimensions of attitudes towards the learning of German and Irish. Gardner's (1985a, 1985b) Attitude Motivation Test Battery, notwithstanding the criticisms of other researchers, (see section 3.3 in Chapter 3) has proven to be a reliable instrument in many international studies. Since it has withstood the test of time, it was decided, therefore, to adapt it to the present study. It was also decided to use items from Green's reliable instrument to measure learners' autonomous language learning. The data were analysed and computed manually and also by using *t*-tests statistics. In addition, the explicit theoretical integration of cognitions into the affective motivational domain of language learner variability focuses our attention not only on the importance of quantitative research, but also on qualitative research for the present study. Since Ushioda's (1995) qualitative approach based on semi-structured interviews is a reliable instrument, it was decided to adapt it for the interviews with twelve respondents to accumulate additional data to complement and corroborate the quantitative data. The questionnaire was also piloted to test the instrument for its reliability and validity. It is on the basis of these measuring instruments against the background of the literature review in Chapter 3 that the analysis of data will be assessed in the subsequent chapters.

CHAPTER 5

AN OVERVIEW OF A COMPARATIVE ANALYSIS OF FINDINGS IN GERMAN AND IRISH FOR THE ENTIRE SAMPLE (N=400)

5.1 Introduction

This chapter compares two variables, that is, respondents' attitudes towards German and towards Irish. The mean scores for the two variables are computed by using both manual and *t*-test statistics (see sections 4.10 and 4.10.1 in Chapter 4 of the methodology). The positive mean scores are obtained by collapsing the strongly agree scales with the agree scales. The same procedure is also applied to the strongly disagree scales and disagree scales to obtain the negative mean scores. This resulted in there being three scales for the purpose of calculation, that is Disagree, Don't know and Agree. The mean is the sum of all the scores divided by the total number of items in the scale. This chapter also reports on the testing of the hypothesis that all respondents are more positive towards Irish than they are towards German. The twelve-attitude scales on respondents' 228-item questionnaires, as delineated in Chapter 4, were designed to provide a comprehensive overview of the various factors that contribute to positive attitudes towards and motivation in the learning of German and Irish. Complete tables and statistics for the entire sample are presented in Appendix A1. Only questionnaire items and tables indicating significant differences in respondents' levels of attitudes to and motivation in the learning of German and Irish are presented in this chapter. The numbering of items in the tables refers to those items which are considered to be significant. Items and tables, which are not considered significant, are omitted. The *t*-test statistics measuring technique is employed to establish the statistical significance of the differences between the means on the two sets of scores, that is, for (a) the respondents' attitudes towards German and (b) respondents' attitudes towards Irish.

Finally, the qualitative research data from the twelve interviewees' transcripts in Appendix C are also included so as to corroborate the quantitative findings. Part 1 of the analysis looks at the findings on language learning in general while Part 2 considers the significant differences of each of the findings in the learning of German and Irish. Having analysed the data for the entire sample of 400 respondents, the following significant findings are delineated in Table 5.0 below.

Table 5.0 Comparative analysis of mean scores for German and Irish in the entire sample (N=400)

Interest in 2nd and foreign languages.	Entire sample (N=400) German mean scores.	Entire sample (N=400) Irish mean scores.
Attitudes towards speakers of German and Irish.	67.5%	69.4% <i>p</i> <0.05
Attitudes towards learning German and Irish.	50.1%	50.9% <i>p</i> <0.05
Integrative orientation.	54.6%	57.8% <i>p</i> >0.05
Instrumental orientation.	45.5%	43.2% <i>p</i> >0.05
German and Irish class anxiety.	40.2%	21.7% <i>p</i> <0.05
Parental encouragement.	38.5%	51.7% <i>p</i> <0.05
Motivational intensity.	53.1%	61.6% <i>p</i> <0.05
Desire to learn German and Irish.	52.8%	56.6% <i>p</i> >0.05
Orientation index.	51.2%	55.8% <i>p</i> >0.05
Learner autonomy.	32.1%	47% <i>p</i> <0.05
Semantic differential assessment of the German and Irish courses.	45.7%	53.1% <i>p</i> <0.05

The statistically significant differences are as follows:

1. The majority of respondents appear to be favourably disposed towards language learning in general.
2. One could possibly conclude from the findings that all respondents are generally more positive towards Irish as a symbol of culture and national identity than they are towards German. Respondents learn German mainly for its utilitarian value.
3. Respondents appear to experience less anxiety in the learning of Irish than in the

learning of German.

4. Parents apparently offer more encouragement to their children in the learning of Irish than in the learning of German.

5. Informants exhibit more autonomy as learners of Irish than as learners of German.

6. Respondents seem to be more positive towards the Irish Leaving Certificate course than they are towards the German Leaving Certificate course. Each of these findings will now be discussed in more detail.

5.2 Part 1 - Language learning in general

1. It would appear that the majority of the entire sample are favourably disposed towards language learning in general.

All respondents are non-native speakers of Irish and German in this study. The object of the data measurements in Table 5.1 is to establish a profile of the students' propensity for language learning (see Appendix A1 for full tables).

Table 5.1 Interest in second and foreign languages in general (N=400)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	2.2%	5%	92.8%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	5.2%	7.5%	87.3%
iii. I wish I could speak a foreign language perfectly.	2.7%	3%	94.3%
iv. I want to read newspapers in a foreign language in the original rather than in translation.	31.5%	31.2%	37.3%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	4%	8.3%	87.7%
x. Studying a foreign language is an enjoyable experience.	30.3%	17.7%	52%
Scores for Table 5.1	Mean: Disagree 17.8%		Agree 67.5%

It appears that the majority of respondents in the entire sample are favourably disposed towards language learning in general. The entire sample appears to exhibit high levels of interest in languages for items i-iii and vii while item iv indicates a low positive level of interest as shown above. The entire sample of 400, which consists of 100 respondents

from Irish-medium schools, could possibly account for the relatively high positive mean score of 67.5%. With regard to item iv, it would appear that respondents would prefer *'to read newspapers'* in translation rather than to make the effort to read them *'in the original'*. This might possibly be due to the fact that young people today do not source much information from newspapers but rather from television and the internet. It also appears that *'studying a foreign language'* is not such an *'enjoyable experience'* as indicated by only 52% in item x. One could possibly conclude that these respondents are only learning Irish or a foreign language because they are obliged to do so.

5.3 Part 2 - The German and Irish languages

2. Respondents are more positive towards Irish as a symbol of cultural and national identity than they are towards German. Respondents learn German mainly for its utilitarian value.

The following tables demonstrate the significant differences between German and Irish.

Table 5.2 Attitudes towards speakers of German (N=400)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	9.3%	37%	53.7%
2. I have a favourable attitude towards native speakers of German.	10%	32.7%	57.3%
4. Irish people in general should make a greater effort to learn German.	32.5%	35%	32.5%
5. I like listening to non-native speakers of German.	29.2%	38.3%	32.5%
6. I like listening to native speakers of German.	18.2%	25.3%	55.5%
10. I like to hear German spoken well.	13.2%	19.5%	67.3%
Scores for Table 5.2	Mean: Disagree 18.5%		Agree 50.1%

Table 5.3 Attitudes towards speakers of Irish (N=400)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of Irish.	15.5%	22%	62.5%
2. I have a favourable attitude towards native speakers of Irish.	8.2%	15.3%	76.5%
4. Irish people in general should make a greater effort to learn Irish.	12.5%	8.5%	79%
5. I like listening to non-native speakers of Irish.	25%	25.5%	49.5%
6. I like listening to native speakers of Irish.	15%	12.5%	72.5%
10. I like to hear Irish spoken well.	9%	11.5%	79.5%
Scores for Table 5.3	Mean: Disagree 14.1%		Agree 69.4%

Table 5.2 exhibits a large cluster of neutral responses which possibly echoes Sagarra's

(cited in Ruane 1990: foreword) claims that in ‘Irish schools foreign languages are not core subjects’ which may indicate a certain degree of indifference regarding foreign language learning. What is also noticeable, although not significant, is that respondents have more favourable attitudes towards ‘*native speakers*’ of German/ Irish in item 2 than they have towards ‘*non-native speakers*’ of the two languages in item 1 which shows some developed sense of language awareness. Perhaps they regard native speakers as being more authentic as well as being more proficient in the language than non-native speakers. There is a stark contrast, however, between attitudes towards speakers of German and speakers of Irish for all informants. All respondents appear to be more favourably disposed towards speakers of Irish than they are towards speakers of German. These differences are significant. A substantial majority of respondents (79%) in relation to Irish are in favour of the fact that ‘*Irish people should make a better effort to learn Irish*’. This 79% favourability towards Irish possibly implies the significance of the cultural and national ideal that differentiates us from other nations. This is corroborated by interviewee 3 in the qualitative research when she says that ‘*Irish is part of my culture*’ while interviewee 1 says that ‘*it is our heritage and we should look after it*’.

Again the trend in Tables 5.4 and 5.5 seems to be consistent in that these subjects are more positively disposed towards learning Irish. These students in general do not appear

Table 5.4 Attitudes towards learning German (N=400)

	Disagree	Don't know	Agree
Positively Worded Items			
11. Learning German is really great.	38.3%	17.7%	44%
12. I really enjoy learning German.	37.2%	17.3%	45.5%
13. German is an important part of the school curriculum.	26%	18.3%	55.7%
14. I plan to learn as much German as possible.	28.3%	19.7%	52%
15. I love learning German.	44.2%	18.3%	37.5%
Negatively Worded Items			
19. Learning German is a waste of time.	80%	13.7%	6.3%
Scores for Table 5.4	Mean: Disagree 31%	Agree 50.9%	

Table 5.5 Attitudes towards learning Irish (N=400)

Positively Worded Items	Disagree	Don't know	Agree
11. Learning Irish is really great.	31.5%	20%	48.5%
12. I really enjoy learning Irish.	30.2%	16.3%	53.5%
13. Irish is an important part of the school curriculum.	16.4%	7.8%	75.8%
14. I plan to learn as much Irish as possible.	26%	16.5%	57.5%
15. I love learning Irish.	34%	19.5%	46.5%
Negatively Worded Items			
19. Learning Irish is a waste of time.	76%	9.5%	14.5%

Scores for **Table 5.5**

Mean: Disagree 25.4%

Agree 59.3%

to like learning German as the positive mean score of 50.9% would seem to indicate. Irish, on the other hand, attracts a positive mean score of 59.3% resulting with a *p*-value 0.0167 as being statistically significant and representative of the entire population. The data in Table 5.4 seem to confirm the claims echoed by Stables and Wikely (1999: 28) in that students are not very positive towards learning foreign languages. They cite a study carried out by Harvey and Stables in 1984 in England, that German was relatively unpopular, especially among boys. As against that, however, 80% of respondents do not consider the *'learning of German as a waste of time'* which possibly reflects the utilitarian value of the language. This utilitarian value of German is also confirmed in the qualitative research by interviewee 1 (see Appendix C) when he says that German is the language of business *'in terms of getting a job'* to work in Germany or with a German company in Ireland. He also states that *'it is important to get a good grade in it'*. Of the entire sample of 400, 46.5% have a *'love'* for learning Irish as reflected in item 15 while it is only 37.5% for the same item in German. All 400 respondents are more favourably disposed towards learning Irish than they are towards learning German, as can be observed from items 11-15 and 19 for Irish in Table 5.5. The data emerging here seem to support Ó Fathaigh's (1991) and Murtagh's (2003) findings in that respondents are more positively disposed towards Irish as a symbol of cultural and national identity than they are towards the actual learning of Irish itself in school. The national survey (1975) by the Committee on Irish Language Attitudes Research and the

Institiúid Teangeolaíochta Éireann surveys conducted by Ó Riagáin and Ó Glisáin (1984 and 1994) showed that most students resented having to learn Irish. Kavanagh (1999: 226) in a major study claims that English-medium students resented learning Irish while Irish-medium students were much more positive towards learning the language.

Motivational intensity also highlights the significant differences in respondents' attitudes towards German and Irish as demonstrated in Tables 5.6 and 5.7 below.

Table 5.6 Motivational intensity in German (N=400)

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the German I see and hear.	18.2%	15.3%	66.5%
45. I keep up to date with my German by working on it almost everyday.	43.3%	16%	40.7%
46. When I have a problem with German in class, I always ask the German teacher for help.	37.5%	8.5%	54%
48. When I am learning German, I ignore distractions and stick to the job at hand.	44.3%	23.7%	32%
Negatively Worded Items			
49. I don't pay much attention to the feedback I receive in my German class.	57%	22%	21%
50. I don't bother checking my corrected exercises in my German course.	67.7%	11%	21.3%
52. I have a tendency to give up when our German teacher is explaining something difficult.	59.5%	12.3%	28.2%
53. I can't be bothered in trying to understand the more complex aspects of German Grammar.	53%	11.5%	35.5%
Scores for Table 5.6		Mean: Disagree	31.2% Agree 53.1%

Table 5.7 Motivational intensity in Irish (N=400)

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the Irish I see and hear.	17.5%	12.5%	70%
45. I keep up to date with my Irish by working on it almost everyday.	32%	14.5%	53.5%
46. When I have a problem with Irish in class, I always ask the Irish teacher for help.	26.5%	11.5%	62%
48. When I am learning Irish, I ignore distractions and stick to the job at hand.	36.5%	23%	40.5%
Negatively Worded Items			
49. I don't pay much attention to the feedback I receive in my Irish class.	62%	16.5%	21.5%
50. I don't bother checking my corrected exercises in my Irish course.	71.5%	8%	20.5%
52. I have a tendency to give up when our Irish teacher is explaining something difficult.	72%	9.5%	18.5%
53. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	61.5%	14.2%	24.3%
Scores for Table 5.7		Mean: Disagree	24.6% Agree 61.6%

The proof of motivational intensity is displaying it in action and in the effort expended in the language learning process. This is expressed in items 44, 45, 46, 48, 49, 50, 52 and 53 in Tables 5.6 and 5.7 for German and Irish respectively. Negatively worded items 49, 50, 52 and 53 appear to elicit higher positive responses than the positively worded items for German and Irish. Kavanagh (1999: 208) noted similar responses in her findings for Irish. Motivational intensity for Irish, however, is marked by higher positive attitudes for the same items in Table 5.7. All respondents are significantly more positive towards Irish, as illustrated by the two mean scores in the above tables, that is, 61.6% for Irish and 53.1% for German. Interviewees reported that the reasons for their higher motivational intensity in Irish was that they have been learning Irish for about 13 years plus the fact that Irish is their *'national language* and *'it is a shame if we can't master it'* says interviewee 1. They have only been learning German for five years.

It is worth noting that item 52 for Irish shows that respondents are not prepared *'to give up when our Irish teacher is explaining something difficult'*. Item 52 would appear to indicate the level of intensity and effort that respondents are prepared to invest in the learning of Irish (72%), as opposed to the learning of German which receives only a 59.5% positive response. It appears that the more exposure that students have to language learning, the more positive they are towards the language itself. With regard to Irish, it would seem that they have more self-confidence in themselves as learners and speakers of the language than as learners and speakers of German. Interviewee 2 indicated that she is motivated to learn Irish because she *'really enjoys it'*.

3. Respondents appear to experience less class anxiety in the learning of Irish than in the learning of German.

Littlewood (1984: 97) claims that class anxiety can be a source of hindrance to language learning while Beeman et al. (1972) would argue that anxiety can both aid and hinder the language learning process. Table 5.8 shows 40.2% for German class anxiety as

compared to only 21.7% for Irish class anxiety in Table 5.9 with a p -value 0. This proves that there is a statistically significant difference between the levels of anxiety in German and Irish. There may be three reasons for the low level of anxiety in the Irish class. Firstly, all respondents had 13 years of exposure to learning Irish. Secondly, since the entire sample of 400 consist of 100 respondents from Irish-medium schools, who would have had continuous exposure to the language, this would possibly increase their confidence and self-esteem and reduce the language learning anxiety factor. Thirdly, on a more negative note, it could possibly be due to a relaxed attitude towards Irish, indicating that the language is not very important to them particularly for low ability learners.

Table 5.8 German class anxiety (N=400)

	Disagree	Don't know	Agree
30. I never feel quite sure of myself when I am speaking German in the German class.	30.5%	9.3%	59.2%
31. I always feel that the other students speak German better than I do.	34.5%	19.3%	46.2%
32. I get nervous and confused when I am speaking German in the German class.	41%	12.5%	46.5%
33. I am afraid that the other students will laugh at me when I speak German.	68.7%	9%	22.3%
Scores for Table 5.8	Mean: Disagree 47.4%		Agree 40.2%

Table 5.9 Irish class anxiety (N=400)

	Disagree	Don't know	Agree
30. I never feel quite sure of myself when I am speaking Irish in the Irish class.	65.5%	7%	27.5%
31. I always feel that the other students speak Irish better than I do.	57.5%	13%	29.5%
32. I get nervous and confused when I am speaking Irish in the Irish class.	67.5%	11%	21.5%
33. I am afraid that the other students will laugh at me when I speak Irish.	79%	9.5%	11.5%
Scores for Table 5.9	Mean: Disagree 68.5%		Agree 21.7%

Respondents, on the other hand, have had only five years of exposure to the learning of German. This is also reflected in item 32 '*where respondents get nervous and confused*' when they are speaking German. Interviewee 3 cites that the more language you hear, '*the more competent you become in your ability as you improve in the language*' which possibly reduces language class anxiety. A moderate amount of class anxiety can be good for confident Higher Level students to invest more time and effort in the learning task. Item 30 shows a high level of anxiety (59%) which states that '*I never feel quite*

sure of myself when I am speaking German’ while the corresponding item in Irish illustrates only 27.5% level of anxiety which possibly echoes the thoughts of interviewee 3 above. Item 33, which states that ‘other students will laugh at me when I speak German’, may also account for the high level of German class anxiety. Similar thoughts are echoed in Elias-Olivares’ (1976) research when he states that Mexican American learners of Spanish preferred to speak a Spanish dialect rather than to speak standard Spanish because they were mocked by their peers. Peer pressure possibly accounts for informants’ level of anxiety in German and Irish. This is possibly reflected in item 31 which demonstrates that there is only 29.5% level of anxiety for Irish as compared with 46.2% for the same item in German, that is, ‘other students speak German better than I do’. In the light of the data on class anxiety, one could possibly hypothesise that the optimal levels depends on various factors, such as the learners’ ability or the length of exposure to language learning.

4. It would seem that parents are more favourably disposed towards learning Irish than they are towards learning German.

Respondents reveal a low positive mean score of 38.5% for German in Table 5.10.

Table 5.10 Parental encouragement in German (N=400)

	Disagree	Don’t know	Agree
34. My parents try to help me with my German.	83.3%	3.7%	13%
35. My parents are happy that I am doing German.	6.2%	34.3%	59.5%
41. My parents stress the importance of German for me when I leave school.	62%	16.3%	21.7%
43. My parents urge me to get help from my German teacher if I am having problems with my German.	19%	11.3%	69.7%
Scores for Table 5.10	Mean: Disagree 37.2%		Agree 38.5%

Table 5.11 Parental encouragement in Irish (N=400)

	Disagree	Don’t know	Agree
34. My parents try to help me with my Irish.	44.5%	12%	43.5%
35. My parents are happy that I am doing Irish.	10.2%	14.3%	75.5%
41. My parents stress the importance of Irish for me when I leave school.	50%	22.5%	27.5%
43. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	20.5%	13%	66.5%
Scores for Table 5.11	Mean: Disagree 27.9%		Agree 51.7%

The same 400 respondents exhibit a positive mean score of 51.7% for Irish in Table 5.11, thus indicating a p -value 0.0002 as being statistically significant. Language background enters the attitude equation, in which the implicit belief is that language attitudes in the home plays an important role ‘regardless of the school’ the pupils attend according to the Association of Secondary Teachers of Ireland magazine *Nuacht* (January, 2005: 6). Item 34 only exhibits a positive score of 13% which states that ‘*my parents try to help me with my German*’ while the same item for Irish receives more parental support at 43.5%. It must be also borne in mind, however, that the majority of these parents never studied German at school as German has only become popular since the early 1990s. Parents are significantly ‘*happy*’ in item 35 that their children are doing Irish by a margin of 17% over German. Yet item 43 for German (69.7%), which states that ‘*my parents urge me to get help from my German teacher if I am having problems with my German*’, possibly indicates the utilitarian value that parents attach to the language. While item 35 shows considerable evidence of parental support for the learning of German, it may say more about the socio-economic background of parents, that is, that parents with a professional and business background may see the utilitarian value of learning German as stressed by the Association of Secondary Teachers of Ireland magazine *Nuacht* (January, 2005: 6) with regard to ‘motivated pupils from affluent socio-economic backgrounds’.

The support for Irish in this study is broadly in line with the results of the national survey on Irish by the Committee on Irish Language Attitudes Research (1975) and by the Institiúid Teangeolaíochta Éireann surveys conducted by Ó Riagáin and Ó Gliaáin (1984 and 1994). The above data are also testimony to Gardner and Lambert’s (1968: 141) assertion of the importance of parental encouragement in language learning while Cavanaugh (1976: 50) would argue that parental attitudes are reflected in their children. These data would seem to indicate heretofore that parental attitudes in this study are

more positive towards Irish than towards German. Research conducted by Crilly (1987: 25); O' Reilly (1994: 31); Crowley (1996: 30); Kavanagh (1999: 239); Murtagh (2003: 152) noted that the majority of parents are favourably disposed towards Irish. Parents give a low rating, however, for *'the importance of Irish for me when I leave school'* in item 41 which possibly reflects the low utilitarian value that some parents attach to the language in the wider commercial world. The emerging data in this study also seem to suggest that the opposite is true, particularly when one looks at item 35 which indicates that *'my parents are happy that I am doing Irish'* possibly an indication of the symbolic, cultural and aesthetic value that parents attach to the language.

5. Respondents appear to exhibit more autonomy as learners of Irish than as learners of German.

It was decided to include 26 items on learner autonomy from Green's (1999) attitude scale in the present study so as to make it as inclusive as possible. Again it was decided to use the five-point Likert scale to measure learner autonomy. From initial analysis in Tables 5.12 and 5.13, it would appear that the majority of respondents are not an autonomous cohort of learners since there is a consistent pattern of negative responses.

Table 5.12 Learner autonomy in German (N=400)

	Disagree	Don't know	Agree
68. I like working on my own in German.	42.2%	20.3%	37.5%
71. I like working on my own in German because my teacher teacher advises me to do so.	54%	25.5%	20.5%
72. I like working on my own in German because I need to improve my German.	24%	20%	56%
75. I try out difficult structures and vocabulary to show how good my German is.	61.3%	15%	23.7%
83. I rarely read anything in German apart from my German textbooks.	14%	9.5%	76%
90. If the chance arises, I talk to speakers of German because I enjoy using my German.	39.5%	16%	44.5%
91. If the chance arises, I talk to speakers of German because it improves my German.	32.5%	14%	53.5%
Scores for Table 5.12	Mean: Disagree	50.9%	Agree 32.1%

Table 5.13 Learner autonomy in Irish (N=400)

	Disagree	Don't know	Agree
68. I like working on my own in Irish.	31.5%	18%	50.5%
71. I like working on my own in Irish because my teacher advises me to do so.	42%	23%	35%
72. I like working on my own in Irish because I need to improve my Irish.	27.5%	18%	54.5%
75. I try out difficult structures and vocabulary to show how good my Irish is.	45.2%	16.3%	38.5%
83. I rarely read anything in Irish apart from my Irish textbooks.	37.5%	10.5%	52%
90. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	32.5%	12.5%	55%
91. If the chance arises, I talk to speakers of Irish because it improves my Irish.	32.2%	10.3%	57.5%
Scores for Table 5.13	Mean: Disagree 37.5%		Agree 47%

We have observed so far that learning German is useful for *'getting a job'* as shown by interviewee 3 and that Irish is generally considered as a symbol of cultural and national identity. Ushioda (1996b: 43) claims that students need 'to engage intrinsic motivational processes to support and sustain that long-term goal-directed motivation'. Ushioda's (1996b: 42) assertion confirms that both integrative and instrumental orientation are inclusive, 'rather than as mutually exclusive'. In short, learners can be motivated by a combination of both types of motivation, that is, integrative and instrumental. If we consider items 68 *'working on my own in German and 'Irish'*, it will remind us of the significance of intrinsically motivated learning. According to Deci (1978: 198) 'intrinsically motivated learning will involve trial and error, following one's curiosity, feeling free to learn what interests one, developing one's potential as one experiences it'. It would also appear from the data here that informants lack some of the components of learner autonomy as indicated in items 68, 71, 75 and 83. Again respondents in item 83 *'rarely read anything in German/ Irish apart'* from their textbooks especially in the case of German. Item 83 would appear to correlate with item iv in Table 5.1 in that students are not interested in reading in general. The entire sample of 400, however, appears to be somewhat more autonomous in the learning of Irish than

in the learning of German as can be observed from the findings in Tables 5.12 and 5.13, resulting in a p -value 0 in favour of Irish as being significant. While informants are more positive towards Irish, nevertheless there is a consistent pattern of negative responses even in item 71 when the teacher '*advises me to work on my own*'. One could possibly interpret item 71 as negative learner autonomy, since students are advised by their teachers to work on their own. On the other hand, it would appear that the '*need to improve my German/ Irish*' in item 72 plus talking to '*speakers of German/ Irish*' in items 90 and 91 evoke reasonably positive responses, especially for Irish. Practically all interviewees claim that it '*is easier to learn in class than to work on one's own*'. Interviewee 9 cites that '*you might pick up stuff from the questions they ask*' while interviewee 10 says that '*you have the support from the group and the teacher to help you*'. In short, it would appear that respondents in this sample depend very much upon the teacher to guide and direct them in their language learning which possibly still reflects teacher-centred instruction.

6. Respondents seem to be more positive towards the Irish Leaving Certificate course than they are towards the German Leaving Certificate course.

From an overall analysis of the entire sample for Table 5.14 in relation to German, it would appear that items dealing with '*difficulty*' (94), '*enjoyable*' (98) and '*interesting*' (102) are viewed in a negative light particularly '*difficulty*'. Items dealing with '*rewarding*' (100), '*necessary*' (106) and '*useful*' (108) appear to be evidence of instrumental orientation, perhaps for examination purposes, university entry requirements and job opportunities. On the other hand, it would appear that the 400 respondents are again significantly more positive in their attitudes towards the Irish Leaving Certificate course in Table 5.15 with a positive mean score of 53.1% than they are towards German with a positive mean score of 45.7%, thus showing a p -value 0.0361 level of significance. Having said that, there appears to be a consistent pattern in

respondents' replies to both languages. From the data in Table 5.14, respondents perceived Irish as not having the same level of difficulty as that of German. Item 94 for German was rated as having 76.2% 'difficulty' while Irish was rated as having only 46.5% 'difficulty'.

Table 5.14 Semantic differential assessment of the German Leaving Certificate course (N=400)

	German course difficulty	Disagree	Don't know	Agree
94. The German Leaving Cert. course is difficult.		17.5%	6.3%	76.2%
German course evaluation				
98. The German Leaving Cert. course is enjoyable.		48.2%	22.3%	29.5%
100. The German Leaving Cert. course is rewarding.		21.2%	19.3%	59.5%
German course interest				
102. The German Leaving Cert. course is interesting.		37.2%	15.3%	47.5%
German course utility				
106. The German Leaving Cert. course is necessary.		17.3%	19.7%	63%
108. The German Leaving Cert. course is useful.		10.2%	11.3%	78.5%
Scores for Table 5.14		Mean: Disagree	38.3%	Agree 45.7%

Table 5.15 Semantic differential assessment of the Irish Leaving Certificate course (N=400)

	Irish course difficulty	Disagree	Don't know	Agree
94. The Irish Leaving Cert. course is difficult.		43%	10.5%	46%
Irish course evaluation				
98. The Irish Leaving Cert. course is enjoyable.		37.2%	17.3%	45.5%
100. The Irish Leaving Cert. course is rewarding.		24%	16%	60%
Irish course interest				
102. The Irish Leaving Cert. course is interesting.		35%	15.5%	49.5%
Irish course utility				
106. The Irish Leaving Cert. course is necessary.		21.2%	10.5%	68.3%
108. The Irish Leaving Cert. course is useful.		23.2%	10.3%	66.5%
Scores for Table 5.15		Mean: Disagree	33.4%	Agree 53.1%

It is interesting to note that they find Irish significantly more 'enjoyable' than German. Having said that, there are high negative responses to items 98 and 102 for 'enjoyable' and 'interest' for both languages. On the other hand, German is perceived as being significantly more 'useful' than Irish which possibly reminds us of the utilitarian value of the language.

It would appear from the data analysis that the entire sample of respondents have more positive attitudes towards the Irish Leaving Certificate course. As we have seen from

the biographical data of the 400 respondents in this sample, we will notice that 83.7% took Leaving Certificate Higher Level German whereas only 72.5% took Leaving Certificate Higher Level Irish. In addition, 92.1% took Higher Level German to Junior Certificate while only 83.7% took Higher Level Irish. It appears from these data that German is being studied mainly for its utilitarian value while Irish for its cultural, ethnic and aesthetic value. It must be borne in mind that there are two written papers in Leaving Certificate Irish whereas there is only one written paper in German. This would seem to suggest that there is a significant volume of work in Irish as pointed out by interviewee 1 in the qualitative findings with regard to the *'literature content'* when he states that *'there is a lot of poetry in it'* which has to be *'analysed in detail'*.

5.4 Conclusion

Seven scales out of the eleven measuring attitudes towards German and Irish appear to have *p*-values of less than 0.05 level of statistical significance. This shows that respondents are more favourably disposed towards Irish, as illustrated by Table 5.0 at the beginning of this chapter which are as follows:

- The majority of respondents appear to be favourably disposed towards language learning in general.
- The data analysis would appear to confirm the hypothesis that the entire sample of respondents are more favourably disposed towards Irish as a symbol of cultural and national identity than they are towards German. Respondents learn German mainly for its utilitarian value.
- Respondents appear to experience less anxiety in the learning of Irish than in the learning of German.
- It would also appear that parental encouragement is more positive towards Irish

than towards German.

- While informants are not very autonomous language learners, nevertheless they are significantly more autonomous in learning Irish than they are in learning German.
- Finally, subjects appear to be more favourably disposed towards the Irish Leaving Certificate course than they are towards the German Leaving Certificate course for reasons outlined above.

To conclude, while respondents are positively disposed towards Irish as a symbol of cultural and ethnic identity, yet they are not very positively disposed towards the actual language learning process itself, as also confirmed by Fahy (1988); Kavanagh (1999); Murtagh (2003) in their research studies.

CHAPTER 6

COMPARATIVE ANALYSIS OF FINDINGS FOR IRISH-MEDIUM AND ENGLISH-MEDIUM SCHOOLS

6.1 Introduction

In this chapter the entire sample of 400 respondents is broken down into two variables, namely, Irish-medium second level respondents' and English-medium second level respondents' attitudes towards German and Irish (see sections 4.10 and 4.10.1 in Chapter 4 of the methodology for computation of manual and *t*-test statistics). Again the positive mean scores for agree are obtained by collapsing the strongly agree scales with the agree scales. The same procedure is applied to the strongly disagree scales and disagrees scales to obtain the negative mean scores. The purpose of this chapter, therefore, is to test the hypothesis that Irish-medium second level respondents, as opposed to English-medium second level respondents, are more positive towards the learning of German and Irish. Again the twelve-attitude scales on the respondents' 228-item questionnaires, as delineated in Chapter 4, were designed to provide a comprehensive overview of the various factors that contribute to positive attitudes towards and motivation in the learning of German and Irish. Complete tables and statistics for the two samples are presented in Appendix A2. Only questionnaire items indicating significant differences are presented for analysis to determine respondents' attitudes to German and Irish. The numbering of items in the tables refers to those items which are considered to be significant. Items and tables, which are not considered significant, are omitted. The significant difference between the two mean scores is represented by the *p*-value using the *t*-test statistics measuring technique. Finally, the qualitative research data from the twelve interviewees' transcripts in Appendix C are also included so as to complement and explore additional data in the qualitative

findings. Part 1 of the questionnaire analyses the findings on language learning in general, Part 2 analyses the data on German while Part 3 analyses the findings on Irish. The following eight significant findings, which have emerged from the data analysis in this chapter, as delineated in Table 6.0 below, will be discussed in detail in subsequent tables throughout this chapter.

Table 6.0 Comparative analysis of scores for German and Irish: (a) for Irish-medium respondents (N=100) and (b) for English-medium respondents (N=300)

Interest in 2nd and foreign languages	Irish-medium sample (N=100)		English-medium sample (N=300)		Irish-medium sample (N=100)		English-medium sample (N=300)	
	German	mean scores.	German	mean scores.	Irish	mean scores.	Irish	mean scores.
	74.7%	$p>0.05$	66.2%					
Attitudes towards speakers of German and Irish.	61.1%	$p<0.05$	46.3%		82.2%	$p<0.05$	64.9%	
Attitudes towards learning German and Irish.	60.4%	$p<0.05$	47.4%		77.7%	$p<0.05$	53.1%	
Integrative orientation.	63.7%	$p<0.05$	51.6%		73.7%	$p<0.05$	52.1%	
Instrumental orientation.	47.2%	$p>0.05$	45.8%		56.2%	$P<0.05$	39.7%	
German and Irish class anxiety.	38.6%	$p>0.05$	40.7%		11.8%	$p<0.05$	25.1%	
Parental encouragement.	37.6%	$p>0.05$	38.7%		61%	$p<0.05$	48.5%	
Motivational intensity.	55.1%	$p>0.05$	52.2%		67.3%	$p>0.05$	59.6%	
Desire to learn German and Irish.	55.1%	$p>0.05$	51.2%		70.8%	$p<0.05$	51.9%	
Orientation index.	54%	$p>0.05$	50.3%		67.3%	$p<0.05$	50.5%	
Learner autonomy.	39.3%	$p>0.05$	30.1%		62.5%	$p<0.05$	41.9%	
Semantic differential assessment of German and Irish courses.	52.3%	$p>0.05$	43.1%		65.2%	$p<0.05$	48.8%	

1. It appears from the findings that the Irish-medium sample is generally more positive towards German than the English-medium sample.

2. Integrative orientation appears to be more salient in the learning of German for Irish-

medium informants than it is for English-medium informants.

3. It appears from the data that the Irish-medium sample is generally more positive towards Irish as a symbol of cultural and national identity than that of the English-medium sample.

4. It would appear that Irish-medium respondents are more instrumentally disposed towards Irish than the English-medium respondents.

5. Irish-medium informants experience less Irish class anxiety than English medium-informants.

6. Parental encouragement is more salient for the Irish-medium cohort than for the English-medium cohort.

7. It appears from the findings that Irish-medium respondents are more autonomous language learners than their peers in the English-medium sample.

8. Irish-medium students seem to be more positive towards the Irish Leaving Certificate course than English-medium students.

6.2 Part 1 - Language learning in general

While attitudes towards language learning in general are reasonably high for Irish-medium informants at 74.7% and 66.2% for English-medium informants, there is, however, no statistically significant difference between the two cohorts. The positive mean scores here are generally in line with the findings for Table 5.1 in Chapter 5.

6.3 Part 2 - The German language

1. It appears from the findings that the Irish-medium sample is more positive towards German than the English-medium sample.

In keeping with the trend of the entire sample (N=400) in Chapter 5, all respondents

exhibit a large cluster of neutral responses, especially English-medium respondents. It would appear that there is a certain degree of indifference or negative attitudes towards foreign language learning in general, especially for English-medium respondents. What is also noticeably interesting for all subjects in Tables 6.1 and 6.2 is that they have more favourable attitudes towards ‘*native speakers*’ of German than they have towards ‘*non-native speakers*’ in items 1 and 2. Again respondents prefer to listen to ‘*native speakers of German*’ than to listen to ‘*non-native speakers*’ of the language in items 5 and 6. Interviewee 1 in the qualitative research from an English-medium school claims that ‘*native speakers would have total fluency from birth with natural expression*’.

Table 6.1 Attitudes towards speakers of German for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	7%	30%	63%
2. I have a favourable attitude towards native speakers of German.	7%	25%	68%
5. I like listening to non-native speakers of German.	11%	41%	48%
6. I like listening to native speakers of German.	6%	29%	65%
Scores for Table 6.1	Mean: Disagree 9.8%		Agree 61.1%

Table 6.2 Attitudes towards speakers of German for the English-medium sample (N=300)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	10%	42%	48%
2. I have a favourable attitude towards native speakers of German.	11%	33.3%	57.7%
5. I like listening to non-native speakers of German.	35.3%	37.3%	27.4%
6. I like listening to native speakers of German.	23%	24.6%	52.4%
Scores for Table 6.2	Mean: Disagree 21.7%		Agree 46.3%

As would be expected, there is a positive mean score of 61.1% for Irish-medium respondents as against 46.3% for English-medium respondents, thus resulting in a *p*-value 0.0098 level of significance. Perhaps this is due to the fact that the Irish-medium sample’s continuous exposure to Irish-medium instruction might be impacting positively on the learning of German or on language learning in general. Interviewee 3 claims that this ‘*holds true for people that are good at languages in general*’ and she also states that ‘*if you have a good ear for Irish then you will have a good ear for German*’ while interviewee 6 claims that ‘*if you are good at Irish, you will*

automatically be good at German'. One could tentatively conclude from the comments by interviewees 3 and 6 above that if one were positive and competent in one language, then one could be positive and competent in another language. The literature review indicates that the greater students' proficiency in Irish, the more positive their attitudes will be (Baker, 1992; Ó Riagáin and Ó Gliasáin, 1994).

As a follow-on from attitudes towards speakers of German, Tables 6.3 and 6.4 consider attitudes towards the learning of German for both cohorts. The trend in Tables 6.3 and 6.4 seems to be consistent with the results contained in Tables 6.1 and 6.2, that is, these students in general are not very positive towards learning German, particularly English-medium respondents but yet the Irish-medium sample exhibits more positive attitudes towards learning the language.

Table 6.3 Attitudes towards learning German for the Irish-medium sample (N=100)

Positively Worded Items	Disagree	Don't know	Agree
11. Learning German is really great.	21%	22%	57%
12. I really enjoy learning German.	18%	25%	57%
13. German is an important part of the school curriculum.	14%	27%	59%
14. I plan to learn as much German as possible.	16%	23%	61%
15. I love learning German.	26%	32%	42%
Negatively Worded Items			
19. Learning German is a waste of time.	86%	13%	1%
Scores for Table 6.3	Mean:	Disagree 17%	Agree 60.4%

Table 6.4 Attitudes towards learning German for the English-medium sample (N=300)

Positively Worded Items	Disagree	Don't know	Agree
11. Learning German is really great.	44%	16.3%	39.7%
12. I really enjoy learning German.	43%	15.3%	41.7%
13. German is an important part of the school curriculum.	30%	15.3%	54.7%
14. I plan to learn as much German as possible.	32.3%	18.7%	49%
15. I love learning German.	51%	16%	33%
Negatively Worded Items			
19. Learning German is a waste of time.	78%	14%	8%
Scores for Table 6.4	Mean:	Disagree 35.7%	Agree 47.4%

Irish-medium respondents, however, demonstrate a positive mean score of 60.4% as

against 47.4% for English-medium respondents. While the level of neutral responses in items 11-15 in Tables 6.3 and 6.4 above are not as high as the neutral responses in Tables 6.1 and 6.2, nevertheless they are a concern for teachers of German. If students are not motivated to learn German, it makes it more difficult to teach them. As against this, 86% of Irish-medium respondents and 78% of English-medium respondents in item 19 do not consider the *'learning of German as a waste of time'*. The utilitarian value of the language is supported in the qualitative research findings by interviewee 3 when she says that *'one with German would have a far better chance of getting a job'*. In short, it would appear that the more proficient students are, like that of respondents in the Irish-medium sample, the higher the level of their motivation and self-confidence in language learning, as was also shown by Kavanagh (1999: 272) in her research findings.

2. Integrative orientation appears to be more salient in the learning of German for Irish-medium informants than it is for English-medium informants.

All respondents seem to exhibit a pattern of negative and neutral responses for German

Table 6.5 Integrative orientation in German for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	7%	18%	75%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	5%	12%	83%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	14%	26%	60%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	24%	37%	39%

Scores for **Table 6.5**

Mean: Disagree 12.5%

Agree 63.7%

Table 6.6 Integrative orientation in German for the English-medium sample (N=300)

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	13.3%	20.7%	66%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	13.3%	18.7%	68%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	28%	31%	41%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	39.6%	29%	31.4%

Scores for **Table 6.6**

Mean: Disagree 12.5%

Agree 51.6%

'literature' and *'cultural groups'* in items 23 and 24 respectively. This also appears to be the case for the same items for the entire sample of 400 in Chapter 5 which indicates that German *'literature'* and *'culture groups'* are unappealing to respondents. It is interesting to note that there is a significant difference between items 21 and 22 with items 23 and 24 for all respondents. It would appear that to be *'at ease with Germans'* and *'to speak with speakers of German'* in items 21 and 22 respectively are deemed as having more instrumental value. As previously stated by Siguan and Mackey (1987: 80), 'somebody who learns a language for the purpose of becoming integrated into the group which speaks it may also believe that integration in the new group will have advantages for him and will even help him to rise in society'. This also echoes Green's (1999: 265) assertions, who quotes Deci and Ryan (1985), in that motivational drives are 'dynamic and developmental'. Interviewee 9 states that German *'is very important for getting a job in Germany or with a German company in Ireland'*. Again Irish-medium respondents display a significant positive mean score of 63.7% in Table 6.5 compared to 51.6% for the English-medium sample in Table 6.6. This positive difference in favour of Irish-medium respondents would appear to confirm the hypothesis that Irish-medium instruction is impacting positively on the learning of German as a foreign language.

While Irish-medium informants are more positively disposed towards German, nevertheless there are no statistically significant differences between the two cohorts for the remaining attitude scales for German, as can be observed from Table 6.0 above. A tentative explanation could be due to the fact that Irish-medium respondents have more of an affinity to Irish because of their continuous exposure to the language.

6.4 Part 3 - The Irish language

3. It appears from the findings that the Irish-medium sample is more positive towards Irish as a symbol of cultural and national identity than the English-medium sample.

This section of the analysis tries to ascertain if Irish-medium respondents are more favourably disposed towards speakers of Irish than their counterparts in the English-medium sample. The data show that Irish-medium respondents are significantly more positive towards speakers of Irish than English-medium informants in Tables 6.7 and 6.8. It would appear that all respondents have significantly high positive attitudes 'towards native speakers of Irish' in item 111 and towards the 'Irish language culture' in item 112. It would also appear that both samples consider 'native speakers' of Irish more favourably than 'non-native speakers' in item 110.

Table 6.7 Attitudes towards speakers of Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	11%	12%	77%
111. I have a favourable attitude towards native speakers of Irish.	3%	8%	89%
112. I like the Irish language culture.	5%	5%	90%
113. The Irish people in general should make a greater effort to learn Irish.	5%	3%	92%
116. I admire non-native speakers of Irish.	13%	13%	74%
117. I admire native speakers of Irish.	6%	11%	83%
Scores for Table 6.7	Mean: Disagree 7.1%		Agree 82.2%

Table 6.8 Attitudes towards speakers of Irish for the English-medium sample (N=300)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	17%	25.3%	57.7%
111. I have a favourable attitude towards native speakers of Irish.	10.3%	17.7%	72%
112. I like the Irish language culture.	12%	9.6%	78.4%
113. The Irish people in general should make a greater effort to learn Irish.	15%	10.3%	74.7%
116. I admire non-native speakers of Irish.	15%	22.6%	62.4%
117. I admire native speakers of Irish.	10.3%	15.3%	74.4%
Scores for Table 6.8	Mean: Disagree 16.5%		Agree 64.9%

Additionally, all respondents think 'that Irish people should make a greater effort to learn Irish', as expressed in item 113. This is in stark contrast to attitudes expressed by all respondents towards German in Table 5.2 in Chapter 5. Irish-medium informants admire 'native speakers of Irish' more so than 'non-native speakers', as expressed in items 116 and 117. This is also corroborated by the views of interviewee 1 when he claims that native speakers of Irish 'sound like they own the language as opposed to

somebody trying to learn it'. It would appear, therefore, that there is a substantial majority of respondents in favour of the cultural and ethnic ideal which differentiates the Irish people from other nations, as already confirmed by Fahy (1988: 417). In support of Fahy's (1988) research findings, the importance of the cultural and ethnic ideal as a nation is further emphasised by interviewee 3 in the qualitative research when she says that *'in time I would learn more Irish because it is part of our culture'* and *'it is our national language'*.

Again it would appear that all respondents are more favourably disposed towards learning Irish than they are towards learning German. As expected, Irish-medium respondents display a more positive mean score of 77.7% in Irish as compared to 53.1% for English-medium respondents in Tables 6.9 and 6.10. This appears to bear out Kavanagh's (1999: 225) findings when she claims that attitudes of English-medium respondents 'towards the Irish language was equivocal because their ability in that language was not as good as that of their AIS peers' in Irish-medium schools' (AIS means all-Irish medium schools). In short, this level of ability could possibly account for the disparity in language attitudes. The data emerging here would seem to support Murtagh's (2003: 12) findings in that respondents are more positively disposed towards Irish as a symbol of cultural and ethnic identity than they are towards the actual learning process of Irish itself in school. It is significant to note that Irish-medium respondents think that *'learning Irish is great'* in item 120 and they also *'enjoy learning Irish'* as shown in item 121 which is in contrast to English-medium informants. All respondents considered Irish as *'an important part of the school curriculum'* (item 122) which again contrasts sharply with their attitudes to German. The Irish-medium sample has a positive score of 68% for item 124, *'I love learning Irish'* which is a remarkable contrast for the same item for the English-medium sample with a score of only 39%, thus perhaps reflecting the benefit of continuous exposure to Irish-medium instruction.

Table 6.9 Attitudes towards learning Irish for the Irish-medium sample (N=100)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	13%	10%	77%
121. I really enjoy learning Irish.	11%	14%	75%
122. Irish is an important part of the school curriculum.	5%	7%	88%
123. I plan to learn as much Irish as possible.	9%	15%	76%
124. I love learning Irish.	12%	20%	68%
Negatively Worded Items			
126. I would rather spend my time on subjects other than Irish.	66%	15%	19%
127. I think that learning Irish is dull.	84%	11%	5%
128. Learning Irish is a waste of time.	82%	8%	10%
Scores for Table 6.9	Mean: Disagree 9.9%		Agree 77.7%

Table 6.10 Attitudes towards learning Irish for the English-medium sample (N=300)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	37.3%	23.3%	39.4%
121. I really enjoy learning Irish.	37%	17.6%	45.4%
122. Irish is an important part of the school curriculum.	20.6%	8%	71.4%
123. I plan to learn as much Irish as possible.	31.6%	17%	51.4%
124. I love learning Irish.	41.3%	19.7%	39%
Negatively Worded Items			
126. I would rather spend my time on subjects other than Irish.	42.3%	21.7%	36%
127. I think that learning Irish is dull.	62%	11%	27%
128. Learning Irish is a waste of time.	74%	10%	16%
Scores for Table 6.10	Mean: Disagree 30.7%		Agree 53.1%

Item 126 in Table 6.10 about spending ‘*my time on subjects other than Irish*’ is worthy of comment. This item possibly reflects what Ó Fathaigh (1991) had in mind when he states that while they have positive attitudes towards Irish as a symbol of cultural and ethnic identity, yet they have less positive attitudes towards the actual leaning of the language itself. Ó Fathaigh’s findings are currently shared by many teachers of Irish, that is, it would appear that respondents are high on aspirations but low on the realisation of these aspirations in learning the language, as was also echoed by Murtagh (2003: 152) in her findings. There is a positive response for item 127 indicating a score of 84% for the Irish-medium sample and 62% for the English-medium sample in ‘*that learning Irish is not dull*’. When respondents were asked in item 128, if ‘*learning Irish*

is a waste of time', a significant majority of 82% in the Irish-medium sample and 74% of the English-medium sample reported that it was not *'a waste of time'*. This would seem to suggest that there are grounds for optimism for the language. These data seem to echo the comments of interviewee 3 from an Irish-medium school in the qualitative research findings when she states that the television personality, Hector Ó hEochagáin, *'is making it "cool" to be Irish and to speak Irish'*.

Again the findings in Tables 6.11 and 6.12 show that Irish-medium respondents are significantly more positive towards Irish than their counterparts in the English-medium sample. This may be a feature of language learning in general.

Table 6.11 Integrative orientation in Irish for the Irish-medium sample (N=100)

130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	Disagree 9%	Don't know 20%	Agree 71%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	10%	16%	74%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	12%	11%	77%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	10%	17%	73%
Scores for Table 6.11	Mean: Disagree 10.2%		Agree 73.7%

Table 6.12 Integrative orientation in Irish for the English-medium sample (N=300)

130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish	Disagree 27%	Don't know 19.6%	Agree 53.4%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	27.3%	17.3%	55.4%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	26.6%	17.4%	56%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	36%	20.6%	43.4%
Scores for Table 6.12	Mean: Disagree 29.2%		Agree 52.1%

It is also important to note that the Committee on Irish Language Attitudes Research (1975: 25) reported that Irish was highly valued when expressed in terms of national identity and cultural distinctiveness while school support for learning the language was somewhat negative which was also confirmed by Fahy (1988); Kavanagh (1999); Murtagh (2003) in their findings. The link between attitudes and continuous exposure to

Irish in the Irish-medium sample in contrast to the English-medium sample is exemplified by the difference in the positive mean scores of both cohorts in Tables 6.11 and 6.12. Additionally, Irish-medium schools possibly attract high-ability students which may impact positively not only on Irish language attitudes, but also on attitudes towards German. If one compares the data for all respondents in Tables 6.11 and 6.12 regarding *'speakers of Irish'* with the corresponding data for *'speakers of German'*, in Tables 6.5 and 6.6, one will notice that respondents appear to be more positive towards German than they are towards Irish for these two items. A tentative explanation could be that respondents appear to interpret these items, 21 and 22 as having strong utilitarian value in the case of German while they appear to interpret items 23 and 24 as having integrative type orientation. Again Irish-medium respondents express significantly high levels of integrative orientation in regard *'to arts and literature'* and to *'Irish cultural groups'* which are significantly higher than the English-medium sample.

As mentioned earlier, the desire to learn languages concentrates on the respondents' attitudes towards *'the act of learning the language'* (Dörnyei 1998: 122 who also cites Gardner 1985a: 10).

Table 6.13 Desire to learn Irish for the Irish-medium sample (N=100)

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	50%	14%	36%
164. If it were up to me, I would spend all my of time learning Irish.	45%	20%	35%
167. I wish I were fluent in Irish.	6%	7%	87%

Scores for **Table 6.13**

Mean: Disagree 17.9% Agree 70.8%

Table 6.14 Desire to learn Irish for the English-medium sample (N=300)

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	60.6%	13%	26.4%
164. If it were up to me, I would spend all of my time learning Irish.	69.6%	17.4%	13%
167. I wish I were fluent in Irish.	18%	9%	73%

Scores for **Table 6.14**

Mean: Disagree 35.2% Agree 51.9%

In Table 6.13, the Irish-medium sample exhibits more positive attitudes towards Irish with a positive mean score of 70.8% as compared with 55.1% for German in Table

6.17 in Appendix A2. In addition, the Irish-medium subjects are still more positive than their peers in the English-medium sample (Table 6.14) by a margin of 18.9 percentage points. *Studying Irish at an earlier age*, evinced a significantly lower response of 36% for the Irish-medium cohort and 26.4% for the English-medium cohort than for the corresponding item (54) for German at 75% in Tables 6.17 and 6.18 (see Appendix A2). Perhaps this is another indication of instrumental value on the part of German. This is further reiterated by the twelve interviewees on the importance of German in securing employment. It appears that the majority of respondents would like to commence learning German *'at an earlier age'*, as can be discerned from the above responses for all respondents. *'I wish I were fluent in Irish'* has a high level of agreement at 87% for the Irish medium-sample and 73% for the English-medium sample which are comparable to the same items in Tables 6.17 and 6.18 for German in Appendix A2. Perhaps this could be an indication of the instrumental value of Irish for Irish-medium respondents with regard to certain careers where Irish is a necessary requirement.

4. It seems that Irish-medium respondents are more instrumentally disposed towards Irish than the English-medium respondents.

Pragmatic application of Irish as illustrated in Table 6.15 with a positive mean score of 56.2% for the Irish-medium sample as against 39.7% for the English-medium sample in Table 6.16 appears to indicate that Irish-medium respondents see certain utilitarian value in learning Irish, especially at 55% in terms of its usefulness for *'getting a job'*.

Table 6.15 Instrumental orientation in Irish for the Irish-medium sample of (N=100)

	Disagree	Don't know	Agree
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	22%	23%	55%

Scores for **Table 6.15**

Mean: Disagree 21.2%

Agree 56.2%

Table 6.16 Instrumental orientation in Irish for the English-medium sample (N=300)

	Disagree	Don't know	Agree
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	35.6%	19.4%	45%

Scores for **Table 6.16**

Mean: Disagree 40.8%

Agree 39.7%

It is interesting to note that instrumental orientation in Irish for Irish-medium subjects is higher than that of instrumental orientation for German. On the other hand, instrumental orientation in German for the English-medium sample is higher than instrumental orientation in Irish. It would appear that English-medium respondents attach significantly more utilitarian value in the learning of German than in the learning of Irish, as indicated by a p -value 0.012. The more proficient students are in language, as it seems to be the case in the Irish-medium sample, the higher the level of their motivation will be for language learning (Cummins 1982; Harris 1984; Murtagh 2003). Irish plays more of a daily role in Irish-medium students' lives at school and hence they would see more use for it in their future careers. It is interesting to note that Crilly (1987: 34) demonstrates in his study that respondents, particularly girls, have 'a more positive view of the vocational relevance of Irish'. It is noteworthy that English-medium respondents are significantly more positive towards German in item 27 in Table 6.10 (see Appendix A2) than for item 136 in Table 6.16 for Irish with regard to '*getting a job*'. It is the reverse for Irish-medium respondents, on the other hand, they are more positive towards Irish than they are towards German in terms of '*getting a job*' but the difference is not statistically significant. In short, Irish-medium informants would appear to place more utilitarian value in the learning of Irish for '*getting a job*'.

It does appear that integrative orientation is more dominant than instrumental orientation in this study. Yet it would appear that motivation is a combination of integrative and instrumental that is continuously in a state of flux whereby one cannot isolate one from the other (Green, 1999). In short, it appears 'that the two kinds of orientation do not exclude each other: most learners are motivated by a mixture of integrative and instrumental reasons' (Littlewood 1984: 57). Baker (1992: 34) claims that 'different groups of people from different contexts, different countries may validly interpret the same items in different ways' which might explain some discrepancies that

may exist between integrative and instrumental orientation.

In this scale on orientation index in Tables 6.17 and 6.18, informants are presented with four possible reasons for studying Irish, two of which emphasise its integrative value and two its instrumental value. Again Irish-medium respondents are significantly more positive towards Irish than they are towards German. Additionally, Irish-medium respondents are significantly more positive than English-medium respondents. English-medium respondents give a 44.7% response *'for getting a good job'* in Irish while the same respondents give a significantly more positive response *for getting a good job'* in German at 54.8% for instrumental orientation in Table 6.10 (see Appendix A2).

Table 6.17 Orientation index in Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	29%	24%	47%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	10%	17%	73%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	9%	16%	75%
Scores for Table 6.17		Mean: Disagree 14.2%	Agree 67.3%

Table 6.18 Orientation index in Irish for the English-medium sample (N=300)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	43%	12.3%	44.7%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	33.3%	14.7%	52%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	30%	17.3%	52.7%
Scores for Table 6.18		Mean: Disagree 34.9%	Agree 50.5%

This would seem to indicate that these English-medium respondents attach significantly more utilitarian value to the learning of German, in relation to employment, than they do to the learning of Irish. The evidence appears to support the hypothesis that instrumental orientation is more salient in the learning of German as a foreign language for English-medium respondents. This seems to be the exception, given that all respondents have more overall positive attitudes towards Irish in most sections of the questionnaire. The Irish-medium sample, on the other hand, appears to show more positive attitudes towards Irish at 47% in terms of *'getting a job'* than they show

towards German at 37% in Table 6.19 (see Appendix A2) which gets the lowest score in orientation index for German. With regard to *'heritage'* in item 174, once again highlights the cultural value of Irish for all respondents, particularly for Irish-medium respondents with a score of 73%, as against 46% for the corresponding item in Table 6.19 for German (see Appendix A2). It is interesting to note that all respondents regard *'a knowledge of two languages'* as being *'a better educated person'*, thus perhaps highlighting the concept of language awareness, as indicated by interviewee 1 in the qualitative data when he states that *'learning German as a foreign language makes me aware of the importance of my own language'*. Perhaps this could be interpreted that the learning of German impacts positively on the learning of Irish and vice versa.

5. Irish-medium informants experience less Irish class anxiety than English-medium informants.

On initial examination of the overall percentages, it would appear that all respondents have significantly lower levels of anxiety for Irish in Tables 6.19 and 6.20 than they have for the German class in Tables 6.11 and 6.12 (see Appendix A2).

Table 6.19 Irish class anxiety for the Irish medium sample (N=100)

	Disagree	Don't know	Agree
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	81%	6%	13%
140. I always feel that the other students speak Irish better than I do.	76%	12%	12%
141. I get nervous and confused when I am speaking Irish in the Irish class.	81%	5%	14%
142. I am afraid that the other students will laugh at me when I speak Irish.	83%	9%	8%
Scores for Table 6.19	Mean: Disagree 79.6%		Agree 11.8%

Table 6.20 Irish class anxiety for the English medium sample (N=300)

	Disagree	Don't know	Agree
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	60%	7.3%	32.7%
140. I always feel that the other students speak Irish better than I do.	51.3%	13.3%	35.4%
141. I get nervous and confused when I am speaking Irish in the Irish class.	63.3%	13%	23.7%
142. I am afraid that the other students will laugh at me when I speak Irish.	77.6%	9.4%	13%
Scores for Table 6.20	Mean: Disagree 64.7%		Agree 25.1%

Additionally, the Irish-medium sample in Table 6.19 has a mean score of 11.8% as against 25.1% for the English-medium sample in Table 6.20. It does appear from the

mean scores that Irish-medium respondents have a more positive self-image of themselves as learners of Irish which appears to augur well for the total immersion programme of language learning which again confirms Kavanagh's (1999: 271) and Mutagh's (2003: 154) findings. This appears to confirm the hypothesis that immersion type education generates more positive attitudes not only towards Irish, but also towards language learning in general. These findings also bear out Murtagh's (2003: 152) findings when she concludes that 'the most positive attitudes to learning Irish...as well as the least anxiety in the Irish class, are associated with students in all 'all-Irish' school classes while the least positive attitudes and most anxiety is associated with those studying Ordinary Level Irish in 'ordinary' schools'. '*When I am speaking Irish in the Irish class*' for Irish-medium respondents in Table 6.19, exhibit significantly less Irish class anxiety than that exhibited by English-medium respondents in Table 6.20 which again bears out Murtagh's findings above. It is also worthy of note that all respondents are significantly less '*nervous and confused*' in the Irish class than in the German class for item 32 in Tables 6.11 and 6.12 (see Appendix A2). It appears that all respondents are significantly less sensitive to '*students will laugh at me when I speak Irish*' in the Irish class than in the German class which again shows that respondents are more confident when they speak Irish, particularly Irish-medium informants. However, if we look at the findings in Tables 6.19 and 6.20, we will notice that all respondents show similar patterns of anxiety. Fahy (1988: 427-428) reported 'a substantial minority of students, 37%', as having high levels of Irish class anxiety associated with language 'difficulty and perceived formality in teaching methods can be regarded as negative features of the classroom climate'. Possibly this substantial minority of students (37%) in Fahy's study might have been from English-medium schools taking Ordinary Level Irish. He also found that 'attitudes to Irish and participation in the Irish class were negatively correlated with Irish class anxiety' which would appear to reflect the findings

in Table 6.20 for the English-medium cohort of respondents.

6. Parental encouragement is more salient for the Irish-medium cohort than for the English-medium cohort.

From a cursory examination, Irish-medium respondents have a significant positive mean score of 61% as compared with a positive mean score of 48.5% for the English-medium respondents as shown in Tables 6.21 and 6.22. From this significant difference, it would appear that parents of Irish-medium respondents are more favourably disposed towards Irish than parents of English-medium respondents. In addition, parents of all respondents are significantly more positive towards Irish than towards German as indicated in Tables 6.13 and 6.14 (see Appendix A2). The data on parental attitudes here are perhaps testimony to Gardner’s (1968: 141) assertion when he states ‘just how dynamic and potent the role of the parent might be in the language learning situation’.

Table 6.21 Parental encouragement in Irish for the Irish-medium sample (N=100)

	Disagree	Don’t know	Agree
143. My parents try to help me with my Irish.	38%	17%	45%
144. My parents are happy that I am doing Irish.	5%	7%	88%
150. My parents stress the importance of Irish for me when I leave school.	30%	22%	48%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	21%	16%	63%
Scores for Table 6.21	Mean: Disagree 19.9%		Agree 61.1%

Table 6.22 Parental encouragement in Irish for the English-medium sample (N=300)

	Disagree	Don’t know	Agree
143. My parents try to help me with my Irish.	46.3%	10.3%	43.4%
144. My parents are happy that I am doing Irish.	12.3%	17.3%	70.4%
150. My parents stress the importance of Irish for me when I leave school.	56.6%	23%	20.4%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	20.3%	12%	67.7%
Scores for Table 6.22	Mean: Disagree 30.7%		Agree 48.5%

Cavanaugh (1976: 50) would argue that parental attitudes are reflected in their children. It is also significant to note that Kavanagh (1999: 238) found ‘among the All-Irish School respondents the biggest number and the biggest proportion of fathers and mothers was in the high ability group’ who were mainly white collar workers. In short,

it appears the parents with high ability in spoken Irish tend to send their children to Irish-medium schools according to Kavanagh. Parents are significantly *'happy'* that their children *'are doing Irish'* and *'my parents try to help me with my Irish'*, with 88% for the Irish-medium sample and 70.4% for the English-medium sample. Parents give a low rating, however, for *'the importance of Irish'*, that is, 48% for the Irish-medium sample and only 20.4% for the English-medium sample. This is possibly reflecting the low level of its utilitarian value in the current commercial world. In general, it would appear from the emerging data that the future of Irish as a language of cultural and national importance is encouraging. It is significantly interesting to note that parents lend more assistance in helping their children with 'Irish' than with 'German'. Parents urge their children to get help from the teacher if they are *'having problems'* with their Irish. It is also significant that parents of Irish-medium respondents are even more concerned if their children are *'having problems'* with their German, as shown in Table 6.13 (see appendix A2). This would appear to be indicative of the utilitarian value of German.

7. It appears from the findings that Irish-medium informants are more autonomous language learners than English-medium respondents.

Learner autonomy means taking responsibility for one's own language learning in all its aspects while self-motivation means taking charge of the affective aspects of that learning experience. Informants are presented with 26 items in this dimension of the attitude scale in Tables 6.23 and 6.24. Again from initial impressions of learner autonomy for the two cohorts of respondents it would appear that all respondents are not very autonomous language learners, especially English-medium informants. Irish medium informants appear to be significantly more autonomous in learning Irish with a positive mean score of 62.5% as compared with 41.9% for English-medium informants. It is also interesting to note that respondents are significantly more autonomous in the

learning of Irish than in the learning of German.

Table 6.23 Learner autonomy in Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	14%	21%	65%
184. I try out difficult structures and vocabulary to show how good my Irish is.	22%	18%	60%
185. I try out difficult structures and vocabulary to improve my Irish.	14%	14%	72%
188. I enjoy reading and writing Irish in my own time.	22%	26%	52%
192. I rarely read anything in Irish apart from my Irish textbooks.	50%	16%	34%
193. I try to watch Irish language films and television.	15%	18%	67%
194. When I watch Irish language television in my own time this is because I like Irish language television.	12%	25%	63%
195. I watch Irish language television in my own time this is because I want to gain more exposure to Irish.	6%	22%	72%
196. Watching Irish language television gives me the opportunity to show that I understand Irish.	8%	18%	74%
197. I enjoy listening to Irish when I watch Irish language television.	4%	19%	77%
Scores for Table 6.23	Mean: Disagree 17.9%		Agree 62.5%

Table 6.24 Learner autonomy in Irish for the English-medium sample (N=300)

	Disagree	Don't know	Agree
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	49.3%	18.3%	32.4%
184. I try out difficult structures and vocabulary to show how good my Irish is.	53.3%	15.7%	31%
185. I try out difficult structures and vocabulary to improve my Irish.	43%	113.%	45.7%
188. I enjoy reading and writing Irish in my own time.	66%	14%	20%
192. I rarely read anything in Irish apart from my Irish textbooks.	33%	9%	58%
193. I try to watch Irish language films and television.	44%	12%	44%
194. When I watch Irish language television in my own time this is because I like Irish language television.	53%	10%	37%
195. I watch Irish language television in my own time this is because I want to gain more exposure to Irish.	41.6%	8.4%	50%
196. Watching Irish language television gives me the opportunity to show that I understand Irish.	39.6%	10%	50.4%
197. I enjoy listening to Irish when I watch Irish language television.	43%	11%	46%
Scores for Table 6.24	Mean: Disagree 44.3%		Agree 41.9%

Irish-medium informants also exhibit reasonably high levels of positive attitudes towards 'grammatical structures' and in 'reading and writing' while English-medium respondents exhibit lower positive responses to the corresponding items. Trying 'out difficult structures and vocabulary' receive high positive responses from Irish-medium

informants which is in sharp contrast to English-medium informants, thus illustrating the propensity of Irish-medium students for language learning. One could possibly conclude that Irish-medium respondents are significantly more autonomous in practically all items with very few exceptions. On the other hand, possibly students today are also more orientated and interested in sourcing information on the internet rather than in reading in the traditional sense as stated in item *'I rarely read anything in Irish apart from my Irish textbooks'*. Items 193-197 with regard to watching *'Irish language television'* programmes on TG4 seem to receive reasonable positive responses from the English-medium sample and in particular from the Irish-medium sample. Firstly, the reason being that all students would have access to the Irish language television channel TG4 and secondly, Irish-medium students would possibly have more of a tendency to watch TG4 because of their continuous exposure to Irish in the Irish-medium school environment. Corresponding items for German language television viewing receive significantly lower positive responses of only 39.3% from Irish-medium respondents and 30.1% from English-medium respondents in Tables 6.21 and 6.22 (see Appendix A2). The main reason for such a low positive response would be that not all respondents would have access to German language television. With regard to working on one's own, practically all interviewees in the qualitative research claim that *'it is easier to work in class than it is on one's own'* while interviewee 10 says that *'you have the support from the group and the teacher to help you'*. It is also noteworthy that television viewing of TG4 by Irish-medium respondents is significantly higher than for English-medium respondents.

8. Irish-medium students seem to be more positive towards the Irish Leaving Certificate course than English-medium students.

Irish-medium respondents are significantly more favourably disposed towards the Irish Leaving Certificate course with a positive mean score of 65.2% than the English-

medium sample with a positive mean score of 48.8% as shown in Tables 6.25 and 6.26 respectively. In addition, Irish-medium respondents are also significantly more positive towards the Irish Leaving Certificate course than they are towards the German Leaving Certificate course, as demonstrated in Table 6.23 for German (see Appendix A2).

Table 6.25 Semantic differential assessment of the Irish Leaving Certificate course for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
Irish course difficulty			
203. The Irish Leaving Cert. course is difficult.	51%	17%	32%
Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.	18%	21%	61%
209. The Irish Leaving Cert. course is rewarding.	10%	12%	78%
Irish course interest			
211. The Irish Leaving Cert. course is interesting.	19%	11%	70%
213. The Irish Leaving Cert. course is exciting.	37%	31%	32%
Irish course utility			
215. The Irish Leaving Cert. course is necessary.	8%	14%	78%
217. The Irish Leaving Cert. course is useful.	9%	14%	77%

Scores for **Table 6.25** Mean: Disagree 17.6% Agree 65.2%

Table 6.26 Semantic differential assessment of the Irish Leaving Certificate course for the English-medium sample (N=300)

	Disagree	Don't know	Agree
Irish course difficulty			
203. The Irish Leaving Cert. course is difficult.	40.3%	8.3%	51.4%
Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.	44%	16%	40%
209. The Irish Leaving Cert. course is rewarding.	28.6%	17.4%	54%
Irish course interest			
211. The Irish Leaving Cert. course is interesting.	40.3%	17%	42.7%
213. The Irish Leaving Cert. course is exciting.	66.6%	16%	17.4%
Irish course utility			
215. The Irish Leaving Cert. course is necessary.	25.6%	9.4%	65%
217. The Irish Leaving Cert. course is useful.	28.6%	9.4%	62%

Scores for **Table 6.26** Mean: Disagree 33.8% Agree 48.8%

It would also appear from the emerging data for the Irish-medium informants that positive attitudes towards Irish seem to impact positively on their attitudes towards German. This appears to be a general trend throughout the data analysis in this chapter for Irish-medium respondents. From the data in Tables 6.25 and 6.26, all respondents perceived the Irish Leaving Certificate course as not having the same level of 'difficulty'

as that of the German Leaving Certificate course. Item 94 for German in the English-medium sample was rated as having 79.4% difficulty while Irish was rated as having only 51.4% level of difficulty. The Irish-medium sample, on the other hand, perceive German as being more '*difficult*' with a 68% negative response whereas Irish has only 32% negative response to the same item, possibly due mainly to the fact that Irish is the medium of instruction for these respondents. English-medium informants have a low positive response to Irish as being '*exciting*' at 17.4% which is slightly better than that of German at 14.4% in Table 6.24 (see Appendix A2). The Irish-medium sample finds both German and Irish almost equally interesting at 69% and 70%. Again all respondents regard Irish as being '*necessary*' at 78% for Irish-medium and 65% for the English-medium. Irish-medium informants found Irish '*useful*' at 77% and the English-medium at 62% which indicates a reasonable level of instrumental value. It is worthy of note that English-medium informants found German to be more '*useful*' in Table 6.24 (see Appendix A2) than Irish while Irish-medium informants found both German and Irish equally '*useful*'. These findings for Irish would seem to concur with O' Reilly's (1994: 25) research findings at 62.9% for Irish as being useful.

6.5 Conclusion

The data analysis in this chapter confirms the hypothesis, that Irish-medium respondents are more favourably disposed towards language learning than English-medium respondents, as indicated in all attitude scales. The data appear to demonstrate that Irish-medium instruction is an effective mechanism to increase positive attitudes with a view to reviving the language. Out of all 23 scales in this chapter measuring attitudes towards German and Irish, Irish-medium respondents are significantly more positive in 13 scales which shows that there is an important difference between Irish-medium and English-medium instruction regarding language learning. A summary of the findings is as follows:

- It appears from the findings that the Irish-medium sample is more positive towards German than the English-medium sample.
- Integrative orientation appears to be more salient in the learning of German for Irish-medium informants than it is for English-medium informants.
- It appears from the findings that the Irish-medium sample is generally more positive towards Irish as a symbol of cultural and ethnic identity than that of the English-medium sample.
- Irish-medium respondents appear to be more instrumentally disposed towards Irish than the English-medium respondents. It is also important to note that Irish-medium respondents are more instrumentally disposed towards Irish than they are towards German while the English-medium are more instrumentally disposed towards German than they are towards Irish.
- The data demonstrate that Irish-medium informants experience less Irish class anxiety than English-medium informants.
- Parental encouragement is more salient for the Irish-medium cohort than it is for the English-medium cohort and in addition all parents are more favourably disposed towards Irish than towards German.
- The data also show that Irish-medium informants are more autonomous language learners than their counterparts in the English-medium sample.
- Irish-medium students seem to be more positive towards the Irish Leaving Certificate course than English-medium students.

CHAPTER 7

COMPARATIVE ANALYSIS OF FINDINGS FOR GENDER DIFFERENCES IN MOTIVATION

7.1 Introduction

In this chapter the entire sample of 400 respondents is broken down into two main variables, namely, 200 girls' and 200 boys' attitudes towards German and Irish (see sections 4.10 and 4.10.1 in Chapter 4 of the methodology for computation of manual and *t*-test statistics). Again the positive mean scores for agree are obtained by collapsing the strongly agree scales with the agree scales. The same procedure is applied to the strongly disagree scales and disagrees scale to obtain the negative mean scores. The result being that there are three scales for the purpose of calculation, that is Disagree, Don't know and Agree. The purpose of this chapter is to hypothesise that girls have more positive attitudes towards language learning than boys. Complete tables and statistics for girls (N=200) and boys (N=200) are presented in Appendix A3. Only questionnaire items indicating significant differences are presented here to determine respondents' attitudes to German and Irish. The numbering of items in tables refers to those items which are considered to be significant. Items and tables, which are not considered significant, are omitted. The significant difference between the two mean scores is represented by the *p*-value using the *t*-test statistics quantitative measuring procedure. Finally, data from the interviewees' transcripts for the qualitative analysis in Appendix C is also intended to elucidate general trends in the data, as well as to demonstrate the importance of subjective or individual factors in relation to attitudes. Part 1 analyses the data on language learning in general, Part 2 analyses the findings on German while Part 3 analyses the data on Irish. The following six significant findings, which are depicted in Table 7.0 below, are discussed in detail in the subsequent tables.

Table 7.0 Comparative analysis of mean scores in gender differences for German and Irish: Girls (N=200) Boys (N=200)

Interest in second and foreign languages.	Girls (N=200) German mean 78.8% scores. <i>p</i> <0.05	Boys (N=200) German mean 59.5% scores.	Girls (N=200) Irish mean scores.	Boys (N=200) Irish mean scores.
Attitudes towards speakers of German and Irish.	60.8% <i>p</i> <0.05	38.5%	75.3% <i>p</i> <0.05	63.2%
Attitudes towards learning German and Irish.	58.5% <i>p</i> <0.05	42.5%	65.4% <i>p</i> <0.05	53.1%
Integrative orientation.	61.7% <i>p</i> <0.05	47.5%	66.5% <i>p</i> <0.05	47.4%
Instrumental orientation.	49.4% <i>p</i> >0.05	41.5%	46.8% <i>p</i> <0.05	37.1%
German and Irish class anxiety.	44.8% <i>p</i> >0.05	35.6%	24.9% <i>p</i> >0.05	18.7%
Parental encouragement.	39.7% <i>p</i> >0.05	37.2%	55.6% <i>p</i> >0.05	47.7%
Motivational intensity.	59.9% <i>p</i> <0.05	46.1%	66.4% <i>p</i> <0.05	56.8%
Desire to learn German and Irish.	58% <i>p</i> <0.05	47.4%	60.6% <i>p</i> >0.05	52.8%
Orientation index.	58.8% <i>p</i> <0.05	45%	57.8% <i>p</i> <0.05	45.3%
Learner autonomy.	39.9% <i>p</i> <0.05	28.5%	52.2% <i>p</i> <0.05	26%
Semantic differential assessment of the German and Irish courses.	49% <i>p</i> >0.05	41.9%	53.6% <i>p</i> >0.05	49.8%

1. It appears from the findings that girls demonstrate more propensity for language learning than boys.
2. It would appear that girls are more positive towards German than boys.
3. Integrative orientation appears to be more salient in the learning of German for girls than it is for boys.
4. It appears from the findings that girls are more autonomous language learners of German and Irish than their male colleagues.
5. The data show that girls are more integratively disposed towards Irish as a symbol of cultural and national identity than that of boys.
6. Girls see more instrumental value in learning Irish than boys.

7.2 Part 1 - Language learning in general

1. It appears from the findings that girls have more propensity for language learning than boys.

The general trend illustrated in Tables 7.1 and 7.2 appears to support the findings of Burstall et al. (1974: 60) in 'that foreign language learning is a more suitable accomplishment for girls'. As can be seen from the comparative analysis of gender difference in Table 7.1 for girls and Table 7.2 for boys, it would appear that girls are 16.3% more positively disposed towards language learning with a positive mean score of 75.8% whereas boys have only a positive mean score of 59.5%.

Table 7.1 Interest in second and foreign languages in general for girls (N=200)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	1.5%	4%	94.5%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	3.5%	3%	93.5%
iii. I wish I could speak a foreign language perfectly.	1.5%	1%	97.5%
iv. I want to read newspapers in a foreign language in the original rather than in translation.	20.5%	35.5%	44%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	2.5%	4.5%	93%
Scores for Table 7.1	Mean: Disagree 11.2%	Agree 78.8%	

Table 7.2 Interest in second and foreign languages in general for boys (N=200)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	3%	6%	91%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	7%	12%	81%
iii. I wish I could speak a foreign language perfectly.	4%	5%	91%
iv. I want to read newspapers in a foreign language in the original rather than in translation.	41.5%	27%	31.5%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	5.5%	12%	82.5%
Scores for Table 7.2	Mean: Disagree 24.5%	Agree 59.5%	

The general trend, however, seems to be similar and following the pattern exhibited in the previous two chapters in that all respondents register significantly high positive responses to the item on being able 'to speak the language in that country' and the importance for Irish people to learn other languages. All respondents would like to be

able to speak a foreign language perfectly, particularly girls. The level of motivation, however, is noticeably low for girls with regard to reading newspapers and books '*in the original*' but it is significantly higher than that of boys which is in keeping with the same item (iv) in Chapters 5 and 6. Again it would appear that most students source their information from the internet, as previously mentioned in Chapters 5 and 6. The assumption that girls are better at languages is supported by interviewee 9 in the qualitative research when he states '*that girls take the languages better than boys / you know lads are more mathematically minded*'. The findings here appear to support the findings of Powell and Batters (1985) in that girls are more positively disposed towards language learning than boys, while Callaghan (1998: 2) claims that 'language teaching in our schools is becoming increasingly feminized'. McDonough and Patterson in the *Irish Independent* (5 November 2002) claim that 'girls outperform boys in languages'.

7.3 Part 2 - The German language

2. It would appear that girls are significantly more positive towards German than boys in many attitude scales.

Hirst (1982: 110) claims that any empirical study in the area of gender difference needs to be carefully analysed before reaching definite conclusions because difference of attitudes between girls and boys is determined principally by society. As can be seen in Tables 7.3 and 7.4, girls have a positive mean score of 60.8% towards speakers of German whereas boys have a positive mean score of only 38.5%. Girls are 22.3% more positive as shown by a *p*-value 0 as being highly significant. Boys express little enthusiasm for the fact that '*Irish people in general should make a greater effort to learn German*'. Girls, on the other hand, are significantly more positive at 41%. There appears to be a high level of neutral responses particularly for boys at 39.5% with regard to '*native speakers of German*. This may indicate a certain degree of indifference regarding speakers of German and possibly towards the German language itself in

the light of Sagarra's comments, already cited in Chapter 5.

Table 7.3 Attitudes towards speakers of German for girls (N=200)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	9%	35%	56%
2. I have a favourable attitude towards native speakers of German.	6%	26%	68%
4. Irish people in general should make a greater effort to learn German.	23.5%	35.5%	41%
5. I like listening to non-native speakers of German.	20%	38.5%	41.5%
6. I like listening to native speakers of German.	6.5%	21.5%	72%
10.I like to hear German spoken well.	6%	12.5%	81.5%
Scores for Table 7.3	Mean: Disagree 11.3%	Agree 60.8%	

Table 7.4 Attitudes towards speakers of German for boys (N=200)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	9.5%	43%	47.5%
2. I have a favourable attitude towards native speakers of German.	14%	39.5%	46.5%
4. Irish people in general should make a greater effort to learn German.	45.5%	34.5%	20%
5. I like listening to non-native speakers of German.	38.5%	38%	23.5%
6. I like listening to native speakers of German.	31%	30%	39%
10.I like to hear German spoken well.	20.5%	26.5%	53%
Scores for Table 7.4	Mean: Disagree 26.4%	Agree 38.5%	

Girls, on the other hand, express 68% positive agreement for '*native speakers of German*'. All respondents appear to have more positive attitudes towards '*native speakers of German*' than towards '*non-native speaker*' of the language. Girls like to '*hear German spoken well*' significantly more so than boys. All respondents '*like to listen to native speakers of German*' as opposed '*to non-native speaker*' which appears to be consistent with the findings in the previous two chapters.

Initial analysis of the data in Tables 7.5 and 7.6 would appear to show that girls are significantly more positive towards learning German than boys, as evidenced in these tables. All respondents do not '*really enjoy learning German*' nor they do '*love learning*' the language. Having said that, it is evident that the negatively worded item 19 elicited a high level of endorsement from all informants with regard to learning German as not being '*a waste of time*' which would again appear to emphasise the

utilitarian value of leaning the language. Interviewee 2 claims that *‘I think in general that ‘girls find it easier to learn languages and boys find it easier to learn maths subjects’.*

Table 7.5 Attitudes towards learning German for girls (N=200)

Positively Worded Items	Disagree	Don't know	Agree
11. Learning German is really great.	29.5%	15.5%	55%
12. I really enjoy learning German.	25%	20.5%	54.5%
13. German is an important part of the school curriculum.	20.5%	18%	61.5%
14. I plan to learn as much German as possible.	23%	18.5%	58.5%
15. I love learning German.	34.5%	19.5%	46%
Negatively Worded Items			
19. Learning German is a waste of time.	86.5%	10.5%	3%
Scores for Table 7.5		Mean: Disagree 23.2%	Agree 58.5%

Table 7.6 Attitudes towards learning German for boys (N=200)

Positively Worded Items	Disagree	Don't know	Agree
11. Learning German is really great.	47%	20%	33%
12. I really enjoy learning German.	48.5%	15%	36.5%
13. German is an important part of the school curriculum.	31.5%	18.5%	50%
14. I plan to learn as much German as possible.	33.5%	21.5%	45%
15. I love learning German.	55%	20.5%	24.5%
Negatively Worded Items			
19. Learning German is a waste of time.	73.5%	17%	9.5%
Scores for Table 7.6		Mean: Disagree 38.9%	Agree 42.5%

The findings in the present study would appear to confirm the view that girls are more positive and susceptible to the language learning process. It would also appear from the findings in this chapter that girls are more positive towards German than boys are. This appears to support Slevin's (1990: 48) assertion that 'girls have more positive attitudes than boys' and that 'modern languages are in danger of becoming a female preserve'.

The next scale is designed to measure the intensity of the respondents' motivation to learn German in terms of classroom participation and the importance attributed to having a knowledge of the language. A high score represents informants' self-report of a high degree of effort being expended in acquiring German. As expected, girls again

display significantly more motivational intensity towards learning German with a mean score of positive agreement at 59.9% as against 46.1% for boys in Tables 7.7 and 7.8, thus showing a *p*-value 0.0055 level of significance. In line with the entire sample of 400 respondents in Chapter 5, the patterns and trends are reasonably consistent for all respondents. All respondents want ‘*to understand all the German*’ they see and hear which might be indicative of the utilitarian value they place on the language, particularly female respondents at 72%. Boys exhibit a low level of motivational intensity of 29.5% for keeping ‘*up to date with my German*’ which is the direct antithesis for girls at 52%.

Table 7.7 Motivational intensity in German for girls (N=200)

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the German I see and hear.	16.5%	11.5%	72%
45. I keep up to date with my German by working on it almost everyday.	36%	12%	52%
46. When I have a problem with German in class, I always ask the German teacher for help.	34%	7%	59%
Negatively Worded Items			
50. I don't bother checking my corrected exercises in my German course.	63%	12%	26.5%
52. I have a tendency to give up when our German teacher is explaining something difficult.	63%	12%	25%
53. I can't be bothered in trying to understand the more complex aspects of German Grammar.	63.5%	10.5%	26%
Scores for Table 7.7		Mean: Disagree	25.8%
			Agree 59.9%

Table 7.8 Motivational intensity in German for boys (N=200)

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the German I see and hear.	20.5%	19%	60.5%
45. I keep up to date with my German by working on it almost everyday.	50.5%	20%	29.5%
46. When I have a problem with German in class, I always ask the German teacher for help.	41%	10%	49%
Negatively Worded Items			
50. I don't bother checking my corrected exercises in my German course.	58.5%	15%	26.5%
52. I have a tendency to give up when our German teacher is explaining something difficult.	55.5%	12.5%	32%
53. I can't be bothered in trying to understand the more complex aspects of German Grammar.	42.5%	12.5%	45%
Scores for Table 7.16		Mean: Disagree	37.1%
			Agree 46.1%

It appears that all informants rely on the teacher for assistance if they are having ‘*a*

problem with German’ which would appear to indicate that they regard the teacher as a valuable and important asset in the language learning process. Item 52 indicates the respondents’ resilience to persist in learning the language even if *‘the teacher is explaining something difficult’*, particularly in the case of girls. Again boys show a low level of positive response of 42.5% for *‘aspects of German grammar’* while girls have a reasonably high positive response of 63.5%, possibly displaying more effort being expended on the part of girls in language learning. Negatively phrased items elicited more positive responses than positively phrased items. These are broadly in line with the negatively phrased items in Chapters 5 and 6. Kavanagh (1999: 208) reported similar findings in her study.

The proof of the desire to learn is displaying it in action (Dörnyei 1998: 122). As expected, girls display more desire to learn German with a mean score of positive agreement at 58% in Table 7.9 as compared with 47.4% for boys in Tables 7.10. This means that girls are 10.6% more positive than boys. It is interesting to note that there is a high level of positive agreement for all informants especially for girls to learn *‘German at an earlier age’* perhaps highlighting the utilitarian aspect of the language. All respondents would not be prepared to *‘spend all of my time learning German’*.

Table 7.9 Desire to learn German for girls (N=200)

Positively Worded Items	Disagree	Don’t know	Agree
54. I wish I had begun studying German at an earlier age.	10.5%	7%	82.5%
55. If it were up to me, I would spend all of my time learning German.	71%	21%	8%
57. I would like to learn as much German as possible.	20.5%	16.5%	63%
58. I wish I were fluent in German.	7%	7.5%	85.5%
Negatively Worded Items			
59. Knowing German is not really an important goal in my life.	36.5%	22%	41.5%
60. I sometimes daydream about dropping German.	63.5%	14%	22.5%
61. I find I’m losing any desire I ever had to know German.	64%	10.5%	25.5%
62. I really have little desire to learn German.	68%	9.5%	22.5%
63. I haven’t any great wish to learn more than the basics of German.	65.5%	11%	23.5%

Scores for **Table 7.9**

Mean: Disagree 27.6%

Agree 58%

Table 7.10 Desire to learn German for boys (N=200)

Positively Worded Items	Disagree	Don't know	Agree
54. I wish I had begun studying German at an earlier age.	16.5%	16.5%	67%
55. If it were up to me, I would spend all of my time learning German.	81%	14.5%	4.5%
57. I would like to learn as much German as possible.	29%	18%	53%
58. I wish I were fluent in German.	13%	7.5%	75.5%
Negatively Worded Items			
59. Knowing German is not really an important goal in my life.	32.5%	17.5%	50%
60. I sometimes daydream about dropping German.	49%	14%	37%
61. I find I'm losing any desire I ever had to know German.	50.5%	18.5%	31%
62. I really have little desire to learn German.	55.5%	11.5%	33%
63. I haven't any great wish to learn more than the basics of German.	45.5%	13.5%	37%

Scores for **Table 7.10**

Mean: Disagree 37.2%

Agree 47.4%

If the item were phrased as follows: I would spend *more* of my time learning German, instead of Gardner's version '*all of my time*', it might possibly have evoked a more positive response. On the other hand, all respondents want '*to learn as much German as possible*' and to be '*fluent in German*'. There appears to be a strong link between items 54 and 58, possibly emphasising the utilitarian value of the language.

3. Integrative orientation appears to be more salient in the learning of German for girls than it is for boys.

In support of the hypothesis that girls display significantly more positive attitudes towards language learning, the findings in Tables 7.11 and 7.12 respectively seem to support this view. German literature and culture appear to be unappealing to many informants in this study, particularly in the case of boys.

Table 7.11 Integrative orientation in German for girls (N=200)

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	7.5%	18%	74.5%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	7%	13.5%	79.5%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	18.5%	30%	51.5%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	28.5%	30%	41.5%

Scores for **Table 7.11**

Mean: Disagree 15.4%

Agree 61.7%

Table 7.12 Integrative orientation in German for boys (N=200)

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	16%	22%	62%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	15.5%	20.5%	64%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	30.5%	29.5%	40%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	43%	33%	24%

Scores for **Table 7.12**

Mean: Disagree 26.3%

Agree 47.5%

Perhaps 'art' and 'literature', 'including German cultural groups' may appear somewhat too abstract and as having little relevance to them in their daily lives in Ireland. Interestingly enough respondents furnish more positive responses regarding 'speakers of German' which are broadly in line with the entire sample of 400 in Chapter 5. As already mentioned, all respondents would appear to consider items 21 and 22 as being of a practical nature, that is, being able to 'speak to speakers of German' could possibly be of a benefit to them from a utilitarian perspective.

Again girls display a significantly positive mean score of 58.% (Table 7.13) as compared with 45% for boys (Table 7.14) with a *p*-value 0. It is significant to note that there is no great difference between item 64 with a 56% positive response in Table 7.13 for girls and 60.5% for item 27 in Table 7.9 for German (see Appendix A3) for instrumental orientation with regard 'to getting a good job'. Boys have a higher positive response for the item 'job' in instrumental orientation in Table 7.10 for German (see Appendix A3) than they have for the same item 'job' in orientation index in Table 7.14.

Table 7.13 Orientation index in German for girls (N=200)

	Disagree	Don't know	Agree
64. I am learning German because I think it will someday be useful in getting a good job.	28.5%	15.5%	56%
65. I am learning German because I think it will help me to understand the German language and heritage.	39%	16.5%	44.5%
66. I am learning German because it will permit me to meet and talk with speakers of German.	23%	14.5%	62.5%
67. I am learning German because a knowledge of two languages will make me a better educated person.	15%	12.5%	72.5%

Scores for **Table 7.13**

Mean: Disagree 26.4%

Agree 58%

Table 7.14 Orientation index in German for boys (N=200)

	Disagree	Don't know	Agree
64. I am learning German because I think it will someday be useful in getting a good job.	36.5%	24.5%	39%
65. I am learning German because I think it will help me to understand the German language and heritage.	55.5%	14.5%	30%
66. I am learning German because it will permit me to meet and talk with speakers of German.	40%	15%	45%
67. I am learning German because a knowledge of two languages will make me a better educated person.	29.5%	4.5%	66%
Scores for Table 7.14	Mean: Disagree 40.4%		Agree 45%

As can be seen from the findings, boys are less positive than girls which is consistent with the general trend right throughout the data analysis in this chapter. Again gender differences in favour of girls appear to confirm the hypothesis that they have more positive attitudes towards language learning than boys. While female respondents do not display very high positive attitudes towards *'the German language and heritage'*, nevertheless they are significantly more favourably disposed towards the language than boys. Again all respondents demonstrate significantly positive responses with regard to meeting and talking *'with speakers of German'*. They also consider that having a knowledge of the two languages *'makes me a better educated person'*.

4. Learner autonomy appears to be more popular with girls in the learning of German than it is with boys.

It would appear from the data that the majority of the respondents are not an autonomous group of learners which is broadly in line with Chapters 5 and 6. In line with the hypothesis, girls exhibit a significantly high propensity for learner autonomy than boys with a positive mean score of 39.9% as against 28.5% for boys. There appears to be a consistent pattern with regard to the responses for all respondents in Tables 7.15 and 7.16. It would appear that many individuals in this group of language learners in the present study lack some of the components of learner autonomy. In short, self-appropriate language learning is intrinsically motivated learning and this provides the basis for autonomous language learning.

Table 7.15 Learner autonomy in German for girls (N=200)

	Disagree	Don't know	Agree
68. I like working on my own in German.	44%	15.5%	40.5%
70. I like working on my own in German because I find it enjoyable.	52%	16.5%	31.5%
71. I like working on my own in German because my teacher advises me to do so.	53%	24%	23%
72. I like working on my own in German because I need to improve my German.	19.5%	14%	66.5%
79. I enjoy reading and writing German in my own time.	66%	16.5%	17.5%
82. Reading in German gives me the opportunity to prove that I can understand German.	19%	15%	67%
91. If the chance arises, I talk to speakers of German because it improves my German.	25%	12.5%	62.5%
Scores for Table 7.15	Mean: Disagree	44.1%	Agree 39.9%

Table 7.16 Learner autonomy in German for boys (N=200)

	Disagree	Don't know	Agree
68. I like working on my own in German.	41.5%	26%	32.5%
70. I like working on my own in German because I find it enjoyable.	57.5%	25%	17.5%
71. I like working on my own in German because my teacher advises me to do so.	55%	27%	18%
72. I like working on my own in German because I need to improve my German.	28.5%	26%	45.5%
79. I enjoy reading and writing German in my own time.	80%	11%	9%
82. Reading in German gives me the opportunity to prove that I can understand German.	29.5%	26%	44.5%
91. If the chance arises, I talk to speakers of German because it improves my German.	40.5%	15.5%	44%
Scores for Table 7.16	Mean: Disagree	53.6%	Agree 29.3 %

Interestingly enough the findings for '*I like working on my own*' are broadly in line with the findings of the two previous chapters for all respondents with insignificant differences, that is, there is a link between the findings of Irish-medium respondents in Chapter 6 with the findings for female respondents in this present chapter. The situation is somewhat similar in the case of the English-medium sample in Chapter 6 with that of boys in this chapter for learner autonomy. All respondents exhibit high negative responses, indicating that they do not find German '*enjoyable*' or '*like working on their own*' when the '*teacher advises me to do so*'. Pritchard (1987) showed in her research findings that boys found German boring and not enjoyable. Girls indicate reasonably high positive responses (66.5%) for the '*need to improve my*

German' in comparison with 45.5% for boys for the same item. It is worth noting that only 17.5% of female respondents '*enjoy reading and writing German*' on their own while 67% claim that '*reading in German*' shows that they '*can understand German*'. This phenomenon is equally applicable to male respondents which in turn demonstrates that while they do not derive much enjoyment from reading and writing German, they nevertheless feel that reading and writing German is necessary to improve their competence in the language. Interviewee 6 confirms this lack of desire for learner autonomy when he states that '*it is easier to learn German in a class group than to learn it on your own outside of the classroom*'. Overall it would appear that all respondents in these two samples are somewhat bereft of learner autonomy with regard to German, particularly male informants when one considers the comments made by Deci (1978) and Ushioda (1996b) in the literature review in Chapter 3.

7.4 Part 3 – The Irish language

5. It appears from the data that girls are more integratively disposed towards Irish as a symbol of cultural and ethnic identity than boys.

There is an obvious contrast between attitudes '*towards speakers of German*' and '*speakers of Irish*' for all informants, particularly for female informants when Tables 7.3 and 7.4 for German are compared with Tables 7.17 and 7.18 for Irish. Girls exhibit a significant positive mean score of 75.3% as against 63.2% for boys. It is also interesting to note that boys are 24.7% more favourable '*towards native speakers of Irish*' than they are '*towards native speakers of German*' whereas girls are 14.5% more positively disposed '*towards native speakers of Irish*' than they are '*towards native speakers of German*'. While these differences for boys are significant and more pronounced in the light of the responses received for German, the general pattern seems to persist that male informants are less positive towards both languages than female informants. Additionally, it would also appear that all subjects consider '*native speakers of Irish*'

and *German* more favourably than ‘*non-native speakers*’ of the two languages while girls are more favourably disposed to both types of speakers than boys.

Table 7.17 Attitudes towards speakers of Irish for girls (N=200)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	14%	19%	67%
111. I have a favourable attitude towards native speakers of Irish.	8.5%	11.5%	80%
112. I like the Irish language culture.	10%	5.5%	84.5%
113. The Irish people in general should make a greater effort to learn Irish.	9.5%	5.5%	85%
114. I like listening to non-native speakers of Irish.	22%	24%	54%
115. I like listening to native speakers of Irish.	9%	7.5%	83.5%
117. I admire native speakers of Irish.	6%	9%	85%
119. I like to hear Irish spoken well.	6%	5.5%	88.5%
Scores for Table 7.17	Mean: Disagree 11.2%		Agree 75.3%

Table 7.18 Attitudes towards speakers of Irish for boys (N=200)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	17%	25%	58%
111. I have a favourable attitude towards native speakers of Irish.	8.5%	19%	72.5%
112. I like the Irish language culture.	10.5%	11.5%	78%
113. The Irish people in general should make a greater effort to learn Irish.	15.5%	11.5%	73%
114. I like listening to non-native speakers of Irish.	28%	27.5%	44.5%
115. I like listening to native speakers of Irish.	21%	18%	61%
117. I admire native speakers of Irish.	12.5%	18.5%	69%
119. I like to hear Irish spoken well.	12%	18%	70%
Scores for Table 7.18	Mean: Disagree 17.2%		Agree 63.2%

Perhaps informants regard native speakers more authentic than non-native speakers in the sense that native speakers reflect the culture and the *weltanschauung* of the respective target language communities. It is worth noting that ‘*I like the Irish language culture*’ and that ‘*Irish people should make a greater effort to learn Irish*’ receive high positive responses towards Irish from all respondents, particularly from girls which are in complete contrast to the attitudes expressed by the same respondents towards German for the corresponding items in Tables 7.3 and 7.4. Again the items ‘*listening to native speakers of Irish*’, and ‘*admiring native speakers of Irish*’ confirm respondents’

preferences for native speakers as being more authentic than non-native speakers.

Attitudes to learning Irish in Tables 7.19 and 7.20 are again in complete contrast to that expressed for German in Tables 7.5 and 7.6. High positive responses from all respondents indicate that there is a substantial majority in favour of learning Irish, possibly with the cultural and ethnic ideal in mind (Murtagh 2003: 12). Female respondents exhibit a positive mean score of 65.4% as against 53.1% for male

Table 7.19 Attitudes towards learning Irish for girls (N=200)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	29%	14%	57%
121. I really enjoy learning Irish.	27%	14.5%	58.5%
122. Irish is an important part of the school curriculum.	12%	6%	82%
124. I love learning Irish.	30.5%	16%	53.5%
Negatively Worded Items			
125. I hate learning Irish.	72.5%	6.5%	21%
126. I would rather spend my time on subjects other than Irish.	54%	15%	31%
127. I think that learning Irish is dull.	73%	11%	16%
128. Learning Irish is a waste of time.	83.5%	7%	9.5%
129. When I leave school, I shall give up learning Irish because I am not interesting in it.	58%	17%	25%
Scores for Table 7.19		Mean: Disagree 22.4%	Agree 65.4%

Table 7.20 Attitudes towards learning Irish for boys (N=200)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	33.5%	26%	40.5%
121. I really enjoy learning Irish.	34%	19%	47%
122. Irish is an important part of the school curriculum.	12%	6%	82%
124. I love learning Irish.	37.5%	23.5%	39%
Negatively Worded Items			
125. I hate learning Irish.	59.5%	16%	24.5%
126. I would rather spend my time on subjects other than Irish.	42.5%	25%	32.5%
127. I think that learning Irish is dull.	62%	11%	27%
128. Learning Irish is a waste of time.	68.5%	12.5%	19.5%
129. When I leave school, I shall give up learning Irish because I am not interesting in it.	50%	22%	28%
Scores for Table 7.20		Mean: Disagree 28.7%	Agree 53.1%

respondents, resulting in a p -value 0.012 level of significance. The data in the present study seem to confirm O' Reilly's (1994: 24) findings of 73.3% favourability towards learning Irish. Respondents appear not to find '*learning Irish really great*' or '*really enjoy learning Irish*', particularly male respondents which again possibly bears out Murtagh's (2003: 152) findings in that while respondents have high aspirations towards Irish as a symbol of cultural and national identity, nevertheless they are not very positive towards the actual learning of the language itself. On the other hand, all respondents regard Irish as a significant '*part of the school curriculum*' than that of German for the corresponding items in Tables 7.5 and 7.6. Again '*I hate learning Irish*' evinced higher positive responses from all respondents as against '*I love learning Irish*'. A significant majority of 83.5% of girls and 68.5% of boys reported that the learning of Irish was not '*a waste of time*' which is an encouraging trend. In the light of the utilitarian value of German for the corresponding items in Tables 7.5 and 7.6, 86.5% of girls and 73.5% of boys consider learning German as not being '*a waste of time*'. It is worthy of note that 58% of female respondents would continue '*learning Irish*' as against 50% of male respondents.

Again girls have a positive mean score of 66.5% in Table 7.21 as against 48.3% for boys in Tables 7.22 which results in a p -value 0.0001 in favour of girls. Integrative orientation in '*the arts*' and '*literature*' and '*the activities of other Irish cultural groups*' attests to the perceived link between language and national identity.

Table 7.21 Integrative orientation in Irish for girls (N=200)

130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	Disagree 17.5%	Don't know 14%	Agree 68.5%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	17%	14%	69%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	16.5%	14.5%	69%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	22%	18.5%	59.5%
Scores for Table 7.21	Mean: Disagree 18.3%	Agree 66.5%	

Table 7.22 Integrative orientation in Irish for boys (N=200)

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	27.5%	25.5%	47%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	29%	20%	51%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	29.5%	17%	53.5%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	37%	21%	42%

Scores for **Table 7.22**

Mean: Disagree 26.3% Agree 48.3%

With regard to *'speakers of Irish'*, girls evinced high positive levels of attitudes that correspond with the same items in Table 6.5 for Irish-medium schools in Chapter 6. Interestingly enough, it would appear that items 130 and 131 regarding *'speakers of German'* for boys correspond to the same items for the English-medium sample in Chapter 6. In line with the pattern of responses throughout the questionnaire in relation to the findings, girls demonstrate that they have more favourable attitudes towards Irish.

Girls display a positive mean score of 66.4% in Table 7.23 as compared with 56.8% for boys in Table 7.24, resulting in a significant difference in favour of girls. Motivational intensity is significantly more positive for Irish than it is for German for all respondents. All respondents *'make a point of trying to understand all the Irish'* they see and hear. This appears to correspond with item (44) for German in Tables 7.7 and 7.8. Many respondents would rely on the teacher *'for help'* more so for Irish than for German. This could be an indication that they place more emphasis in the learning of Irish, especially

Table 7.23 Motivational intensity in Irish for girls (N=200)

	Disagree	Don't know	Agree
Positively Worded Items			
153. I make a point of trying to understand all the Irish I see and hear.	15%	12%	73%
155. When I have a problem with Irish in class, I always ask the teacher for help.	23%	9.5%	67.5%
Negatively Worded Items			
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	78.5%	6%	15.5%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	68.5%	10%	21.5%

Scores for **Table 7.23**

Mean: Disagree 21.3% Agree 66.4%

Table 7.24 Motivational intensity in Irish for boys (N=200)

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	20.5%	12.5%	67%
155. When I have a problem with Irish in class, I always ask the Irish teacher for help.	30%	13.5%	56.5%
Negatively Worded Items			
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	65.5%	13.5%	21%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	54%	19%	27%

Scores for **Table 7.24**

Mean: Disagree 28.2% Agree 56.8%

female respondents. Again informants are not prepared 'to give up' when the teacher is explaining something difficult in Irish. Boys indicate a low level of positive response of 54% for trying to learn 'aspects of Irish grammar' while girls have a reasonably high positive response of 68.5%. This possibly displays more positive attitudes towards language learning on the part of girls. As already mentioned, this is reminiscent of the assertion made by Pritchard (1987: 65) in that language learning 'is likely to reinforce the male perception that languages are a girl's subject'. From the above data, one cannot suggest that girls are more innately endowed with excellence for language learning even though this anecdotal preconception is still quite prevalent today among language teachers. Interviewee 1 would argue that girls being better at languages 'is a stereotyped view' while interviewee 9 claims 'there is a kind of a preconception that girls take the languages better than boys'. Despite these comments by interviewees 1 and 9, the findings indicate that girls expend more time and effort in language learning.

6. Girls see more instrumental value in learning Irish than boys.

Girls demonstrate significantly more favourable attitudes towards Irish with a positive mean score of 46.8% in Table 7.25 as against 37.1% in Table 7.26 for boys. All respondents are positively disposed towards learning Irish which 'will make me a more knowledgeable person'. This score appears to correspond to item (135) for Irish-medium respondents in Table 6.31 (see Appendix A2). Girls perhaps may see Irish

as being more *'useful in getting a job'* where it plays a central role. On the other hand, they express a more positive response (60.5%) to the corresponding item (27) for German in Table 7.9 in Appendix A3 with regard to *'getting a job'*.

Table 7.25 Instrumental orientation in Irish for girls (N=200)

	Disagree	Don't know	Agree
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	10%	20%	70%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	22%	23%	55%

Scores for **Table 7.25** Mean: Disagree 35.5% Agree 46.8%

Table 7.26 Instrumental orientation in Irish for boys (N=200)

	Disagree	Don't know	Agree
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	27.6%	17%	55.4%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	35.6%	19.4%	45%

Scores for **Table 7.26** Mean: Disagree 40.5% Agree 37.1%

All respondents express more positive responses to instrumental orientation in German than in Irish but this is not statistically significant. As already discussed in Chapter 6, we saw that the level of integrative orientation is much more dominant than the level of instrumental orientation for both German and Irish in this study. Perhaps the utilitarian value of Irish for all respondents indicates that there is not a significantly implicit perception in the utilitarian value of the language for job opportunities, as was also reported in O' Reilly's study (1994: 26) and Crowley's study (1996: 26).

In orientation index informants are presented with four possible reasons for learning Irish with two of the items emphasising integrative value and two emphasising instrumental value. As expected, girls demonstrate a positive mean score of 57.8% in Table 7.27 as compared with only 45.3% in Table 7.28 for boys.

Table 7.27 Orientation index in Irish for girls (N=200)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	44.5%	11.5%	44%

Scores for **Table 7.27** Mean: Disagree 27.1% Agree 57.8%

Table 7.28 Orientation index in Irish for boys (N=200)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	54%	19%	27%

Scores for **Table 7.28** Mean: Disagree 33.7% Agree 45.3%

This is supported by Fahy's (1988: 417) research findings in the case of Irish when he states that 'the female population surveyed was more positively oriented towards Irish'. Fahy (ibid.) found that 'gender difference was significant for eight of the nine scales he employed. This general pattern for the entire sample of 400 in Chapter 5 seems to be reflected in these two tables for both girls and boys, as we have already observed from the breakdown of the analysis. Boys have a somewhat higher positive response (46.5%) in German for item 27 in Table 7.10 (see Appendix A3) with regard *'to getting a good job'* than they have for *'getting a good job'* in orientation index for Irish. This seems to confirm the hypothesis that instrumental type orientation is more salient in the learning of German, as already confirmed by the majority of the interviewees in the qualitative research. Additionally, gender differences in this study appear to confirm the hypothesis that girls have more positive attitudes towards language learning which in turn, as was already discussed, is supported by the findings in the literature review by Pritchard (1987) and Callaghan (1998). Again all respondents have significantly more positive attitudes for getting a *'job'*, in orientation index for German (Tables 7.13 and 7.14) than they have for orientation index for Irish in Tables 7.27 and 7.28 and also in item 27 in Table 7.9 for German (see Appendix A3). It is also interesting to note that girls give a 60.5% positive response *'for getting a good job'* in Table 7.9 (see Appendix A3) for German as against only 44% for the corresponding item in Table 7.27 for Irish. On the other hand, all informants would appear to have more overall positive attitudes towards Irish in all others sections of the questionnaire with the exception of the items dealing directly with jobs as discussed above.

Again it would appear that the majority of the respondents are not very autonomous language learners which is also consistent with the general pattern in the previous two chapters. The breakdown between male and female respondents in Tables 7.29 and 7.30 reveal that girls are significantly more autonomous in the learning of Irish than that

of boys.

Table 7.29 Learner autonomy in Irish for girls (N=200)

	Disagree	Don't know	Agree
185. I try out difficult structures and vocabulary to improve my Irish.	32.5%	7%	60.5%
188. I enjoy reading and writing Irish in my own time.	53%	15.5%	31.5%
192. I rarely read anything in Irish apart from my Irish textbooks.	42%	7.5%	50.5%
193. I try to watch Irish language films and television.	33.5%	11%	55.5%
194. When I watch Irish language television in my own time this is because I like Irish language television.	39.5%	14%	46.5%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	26%	11.5%	62.5%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	27%	12%	61%
197. I enjoy listening to Irish when I watch Irish language television.	27%	10%	63%
Scores for Table 7.29	Mean: Disagree 34.6%	Agree 52.5%	

Table 7.30 Learner autonomy in Irish for boys (N=200)

	Disagree	Don't know	Agree
185. I try out difficult structures and vocabulary to improve my Irish.	39%	17%	44%
188. I enjoy reading and writing Irish in my own time.	57%	18.5%	24.5%
192. I rarely read anything in Irish apart from my Irish textbooks.	32.5%	14%	53.5%
193. I try to watch Irish language films and television.	40%	16%	44%
194. When I watch Irish language television in my own time this is because I like Irish language television.	46%	13.5%	40.5%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	39.5%	12%	48.5%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	36.5%	12%	51.5%
197. I enjoy listening to Irish when I watch Irish language television.	39.5%	16%	44.5%
Scores for Table 7.30	Mean: Disagree 44.3%	Agree 41.9%	

It is interesting to note that female respondents are 12.3% more autonomous in the learning of Irish than they are in the learning of German in Table 7.15. While all respondents are not very autonomous learners, yet it would appear that they want to improve their Irish, as indicated in item (185) *'I try out difficult structures and vocabulary to improve my Irish'*. This is significantly better than for the same item (76) in German, in Tables 7.15 and 7.16. Again as we have seen for German in Tables 7.15 and 7.16, all respondents, particularly boys, are negative in their attitudes towards

'reading and writing German in my own time'. On a more positive note, items 193-197 in regard to watching *'Irish language television in my own time'*, TG4 received more favourable responses from all respondents, particularly from girls. In the light of the above analysis on learner autonomy, it would appear that it depends very much on language learners themselves to participate consciously and actively in language learning and to take responsibility for managing, affecting and controlling their own language learning (Ushioda 1996b: 2). Their ability for self-motivational autonomy depends very much on language teachers to ensure that students become more involve personally from the earliest stages in the language learning process.

7.5 Conclusion

The data in this chapter confirm the hypothesis that female respondents are more favourably disposed towards German and Irish than their male counterparts as delineated in the attitude scales. Out of all 23 scales measuring attitudes towards German and Irish, girls are significantly more positive than boys in 15 scales, as can be observed from Table 7.0 at the beginning of this chapter and also in the subsequent detailed discussion of the relevant tables that are of statistical significance. The significant findings, therefore, are as follows:

- It appears from the findings that girls have more propensity for languages than boys.
- Integrative orientation appears to be more salient in the learning of German for girls than it is for boys.
- Girls see more instrumental value in learning German than boys.
- While all respondents are not very autonomous in the learning of German and Irish, nevertheless girls appear to be more autonomous than boys.

- It appears from the findings that girls are more integratively disposed towards Irish as a symbol of cultural and ethnic identity than boys are.

In conclusion, girls have less German and Irish class anxiety while their parents are more supportive of them in language learning. It also appears that girls are more positive towards German and Irish Leaving Certificate courses and they also see more instrumental value in learning German and Irish than boys. Additionally, the qualitative data from Appendix C would appear to corroborate and support the quantitative data in these findings.

CHAPTER 8

A COMPARATIVE ANALYSIS OF ATTITUDES TO GERMAN AND IRISH AMONG HIGHER AND ORDINARY LEVEL RESPONDENTS

8.1 Introduction

This chapter focuses on a comparative analysis of attitudes to German and Irish among Higher and Ordinary Level respondents. The sample consists of 335 Higher and 65 Ordinary Level respondents taking Leaving Certificate German, including 290 Higher and 110 Ordinary Level respondents taking Leaving Certificate Irish. The mean scores for the two variables are computed by using both manual and *t*-test statistics (see sections 4.10 and 4.10.1 in Chapter 4 of the methodology). The positive mean scores are obtained by collapsing the strongly agree scales with the agree scales. The same procedure is applied to the strongly disagree and disagree scales to obtain the negative mean scores. The mean score is the sum of all the scores divided by the total number of items (see Chapter 4 for computation of data). The significant differences are then determined by using the *t*-test statistics in the analysis of the data. This chapter hypothesises that there are significant differences in attitudes between Higher and Ordinary Level students of German and Irish. Since all respondents have been learning Irish for 13 years and German for five years, and since no comparative study has been conducted on German and Irish, no appropriate language attitude test is available to assess their level of attitudes towards the two languages. Therefore, it was decided in this study to use Higher and Ordinary Level students' attitudes as a barometer to determine the significant differences between the two cohorts. All tables and statistics for this chapter are presented in Appendix A4. Only questionnaire items and tables indicating significant differences are presented in this chapter. Again the numbering of items in the tables refers to those items which are considered to be significant. Items

and tables, which are not considered significant, are omitted. Data from the interviewees' transcripts for the qualitative findings are located in Appendix C which corroborate the quantitative data. Part 1 analyses the data on languages in general, Part 2 analyses the findings on German while Part 3 looks at the data on Irish. The following significant findings seem to emerge from the data as delineated in Table 8.0 below.

Table 8.0 Comparative analysis of mean scores of attitudes to German and Irish among Higher and Ordinary Level respondents

Interest in 2nd and foreign languages in general.	Higher Level (N=335) German mean scores. 71.8% $p<0.05$	Ordinary Level (N=65) German mean scores. 52.1%	Higher Level (N=290) Irish mean scores.	Ordinary Level (N=110) Irish mean scores.
Attitudes towards speakers of German and Irish.	55.1% $p<0.05$	34.6%	79.1% $p<0.05$	52.7%
Attitudes towards learning German and Irish.	55.6% $p<0.05$	29.8%	71.1% $p<0.05$	53.1%
Integrative orientation.	61.7% $p<0.05$	40.5%	69.5% $p<0.05$	35.7%
Instrumental orientation.	46.5% $p<0.05$	30.2%	50.2% $p<0.05$	33%
German and Irish class anxiety.	39% $p>0.05$	52%	17.8% $p>0.05$	29.8%
Parental encouragement.	40% $p>0.05$	30.1%	57.3% $p>0.05$	38.9%
Motivational intensity.	57.5% $p<0.05$	32%	67% $p<0.05$	46.9%
Desire to learn German and Irish.	57.7% $p>0.05$	45.8%	65.8% $p<0.05$	36.8%
Orientation index.	56% $p<0.05$	30.2%	63% $p<0.05$	35.7%
Learner autonomy.	39.4% $p<0.05$	22.6%	57.1% $p<0.05$	29.5%
Semantic differential assessment of the German and Irish courses.	48.9% $p>0.05$	33.1%	59% $p<0.05$	37.9%

1. It appears from the findings that Higher Level students have more positive attitudes towards language learning than Ordinary Level students.
2. Integrative orientation appears to be more salient in the learning of German for Higher Level students than for Ordinary Level students.
3. Higher Level students appear to be more instrumentally disposed towards learning German than Ordinary Level students.

4. It would appear that Higher Level students are more autonomous language learners of German than Ordinary Level students.

5. It appears from the data that Higher Level students are more integratively disposed to Irish as a symbol of cultural and ethnic identity than Ordinary Level students.

6. Higher Level informants are more instrumentally disposed towards Irish.

7. It would appear that Higher Level students are more autonomous language learners of Irish than Ordinary Level students.

8. Higher Level students appear to be more positive towards the Irish Leaving Certificate course than Ordinary Level students.

8.2 Part 1 - Language learning in general

1. It appears from the findings that Higher Level students have more positive attitudes towards language learning than Ordinary Level students.

It must be noted in the case of German and Irish in this study, as outlined in Table 4.1 in Chapter 4, that 83.7% of respondents took Higher Level German in the Leaving Certificate while 72.5% took Higher Level Irish. It would appear that Higher Level respondents in Table 8.1 have significantly more positive attitudes towards language learning in general giving a significant positive mean score of 71.8% in Table 8.1 as against 52.1% in Table 8.2 for Ordinary Level respondents.

Table 8.1 Interest in language learning in general for Higher Level informants (N=335)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	1%	5%	94%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	4%	6%	90%
iii. I wish I could speak a foreign language perfectly.	2%	1%	97%
iv. I want to read newspapers in a foreign language in the original rather than in translation.	29%	30%	41%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	3%	5%	92%
Scores for Table 8.1	Mean: Disagree 14.8%		Agree 71.8%

Table 8.2 Interest in language learning in general for Ordinary Level informants (N=65)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	3%	12%	85%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	12%	7%	81%
iii. I wish I could speak a foreign language perfectly.	8%	10%	82%
iv. I want to read newspapers in a foreign language in the original rather than in translation.	40%	38%	22%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	9%	23%	68%

Scores for **Table 8.2**

Mean: Disagree 28.8% Agree 52.1%

From this general observation, it would appear that Higher Level students have more positive attitudes towards language learning, as indicated in items i-ii and vii than Ordinary Level informants. It appears that Higher Level students experience more success and progress and hence derive more enjoyment from the experience of language learning. Again in keeping with the responses in the previous three chapters, all respondents prefer to read newspapers *'in translation'* rather than *'in the original'*. There appears to be a consistent pattern that all respondents *'would like to be able to speak the language of the people in that country'* if they were visiting it. Again the lower the level of language learning ability, the lower the level of motivation for language learning, as exhibited by Ordinary Level respondents in Table 8.2. For example, from informal discussions with interviewee 12 (Ordinary Level student of German and Irish) in the qualitative research remarked that he was *'not interested'* in learning German while he was slightly more interested in learning Irish. Additionally, a representative number of interviewees, who were taking Higher Level Irish but taking Ordinary Level German, remarked that they were more positive and motivated to learn Irish because they felt that it was worth the effort since they were taking the Higher Level course to obtain points. They stated that they were less motivated to learn German because they only needed a *'pass'* for university entry requirements. In short, it would appear that Higher Level language learning generally creates more positive attitudes and incentives among learners whereas those taking the Ordinary Level are less positive.

The present researcher has noted this phenomenon in his own language classes since he teaches both languages. We must also keep in mind that the Higher Level cohort in this chapter contains 100 respondents from Irish-medium schools which could possibly account for the significant differences in attitudes between the two cohorts, as we have noted in Chapter 6 with Irish-medium respondents.

8.3 Part 2 - The German language

- Integrative orientation - it would appear that Higher Level students are more positive towards German than Ordinary Level students.

This part of the analysis measures respondents' attitudes in Tables 8.3 and 8.4, towards speakers of German. It is hardly surprising, given Higher Level students' propensity for language learning, that they would have a significant positive mean score of 55.1% in comparison with 34.6% for Ordinary Level respondents. In keeping with the consistent trend in the previous chapters, all informants have more positive attitudes 'towards native speakers of German' than they have towards 'non-native speakers'.

Table 8.3 Attitudes towards speakers of German for Higher Level informants (N=335)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	8%	35%	57%
2. I have a favourable attitude towards native speakers of German.	8%	30%	62%
4. Irish people in general should make a greater effort to learn German.	30%	38%	32%
5. I like listening to non-native speakers of German.	22%	40%	38%
6. I like listening to native speakers of German.	12%	28%	60%
10. I like to hear German spoken well.	8%	19%	73%
Scores for Table 8.3	Mean: Disagree 14.3%		Agree 55.1%

Table 8.4 Attitudes towards speakers of German for Ordinary Level informants (N=65).

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	14%	58%	28%
2. I have a favourable attitude towards native speakers of German.	18%	49%	33%
4. Irish people in general should make a greater effort to learn German.	44%	35%	21%
5. I like listening to non-native speakers of German.	48%	29%	23%
6. I like listening to native speakers of German.	38%	19%	43%
10. I like to hear German spoken well.	25%	23%	52%
Scores for Table 8.4	Mean: Disagree 21.7%		Agree 34.6%

Again the level of consistency is most noticeable in that respondents prefer to listen to *'native speakers'* than to listen to *'non-native speakers'*. As previously mentioned, they possibly consider native speakers more genuine and truly representative of the language, as stated by interviewee 1 when he claims that native speakers *'sound as if they own the language as opposed to somebody trying to learn it'*. In item 4 where *'Irish people in general should make a greater effort to learn German'*, evinces low positive responses, particularly from Ordinary Level informants, which again is broadly in line with item 4 in Chapters 5, 6 and 7. Interestingly enough, all respondents *'like to hear German spoken well'*, particularly Higher Level respondents.

Again Higher Level respondents are significantly more disposed towards learning German with a positive mean score of 55.6% in Table 8.5 as compared with 29.8% in Table 8.6 for Ordinary Level respondents. The difference between the two samples demonstrates a *p*-value 0.0021 in favour of Higher Level respondents. Higher Level respondents register only 39% for *'I love learning German'*, yet the negatively worded item *'I hate learning German'* attracts 62% in favour of learning the language. Kavanagh (1999: 208) also noted that negatively worded items in her study on Irish elicited the highest levels of positive responses from respondents. This pattern of high responses was also evident in the national surveys on Irish in 1975, 1984 and 1994. Higher Level respondents with a positive score of 60% are more favourably disposed towards learning *'as much German as possible'* as compared with only 25% for Ordinary Level respondents for the same item. Interviewee 12 typifies this low level of motivation when he says that *'I am not interested in languages'* and in addition he has a *'poor'* attitude towards German which he considers *'boring'*. Ordinary Level interviewees 11 and 12 demonstrate a lack of motivation and *'interest'* and find the language *'boring'* and not *'exciting'*. German would appear to be a reasonably *'important part of the school curriculum'* for Higher Level respondents at 55% while it

is only 28% important for Ordinary Level respondents.

Table 8.5 Attitudes towards learning German for Higher Level informants (N=335)

Positively Worded Items	Disagree	Don't know	Agree
13. German is an important part of the school curriculum.	18%	27%	55%
14. I plan to learn as much German as possible.	20%	20%	60%
15. I love learning German.	37%	24%	39%
Negatively Worded Items			
16. I hate learning German.	62%	14%	24%
18. I think that learning German is dull.	62%	15%	23%
19. Learning German is a waste of time.	85%	11%	4%
20. When I leave school, I shall give up learning German entirely because I am not interested in it.	46%	28%	26%
Scores for Table 8.5	Mean:	Disagree 24.4%	Agree 55.6%

Table 8.6 Attitudes towards learning German for Ordinary Level informants (N=65)

Positively Worded Items	Disagree	Don't know	Agree
13. German is an important part of the school curriculum.	56%	16%	28%
14. I plan to learn as much German as possible.	60%	15%	25%
15. I love learning German.	70%	10%	20%
Negatively Worded Items			
16. I hate learning German.	32%	8%	60%
18. I think that learning German is dull.	36%	21%	43%
19. Learning German is a waste of time.	59%	21%	20%
20. When I leave school, I shall give up learning German entirely because I am not interested in it.	21%	22%	57%
Scores for Table 8.6	Mean:	Disagree 55.6%	Agree 29.8%

The data indicate that *'learning German is not dull'* for Higher Level respondents at 62% whereas 43% of Ordinary Level informants found it *'dull'*. This also shows that the higher the course level chosen, the greater the level of positive attitudes towards the language learning process. A significantly high positive score of 85% for Higher Level respondents considers learning German as not being *'a waste of time'* as against 59% for Ordinary Level respondents. Crowley (1996: 25) found similar findings when contrasting the difference between Higher with Ordinary Level students in her research in relation to attitudes towards Irish. As already mentioned in the literature review, Lukmani (1972: 261-273) discovered similar findings in India when she researched the

relationship between language levels in English as a foreign language among Mahratta high school students. Item 19, namely, learning German is not *'a waste of time'* appears to support the hypothesis that instrumental type orientation is a salient feature in learning the language, particularly for Higher Level respondents. It is significant to note that only 46% of Higher Level informants would be interested in keeping up their German when they *'leave school'*. These findings are consistent with the findings in the previous three chapters of the analysis. For many respondents it would appear that German is important for third level entry requirements and also to secure points in the Leaving Certificate, as pointed out by interviewee 1 who took German and Irish. He states that *'it is important to get a good grade in it, points are the main thing at the end of the day'*.

Higher Level informants display significantly more positive attitudes towards learning German with a positive mean score of 61.7% in Table 8.7 as compared with 40.5% in Table 8.8 for Ordinary Level informants in integrative orientation.

Table 8.7 Integrative orientation in German for Higher Level informants (N=335)

21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	Disagree 7%	Don't know 19%	Agree 74%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	7%	14%	79%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	19%	25%	56%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	30%	32%	38%
Scores for Table 8.7		Mean: Disagree 15.7 %	Agree 61.7%

Table 8.8 Integrative orientation in German for Ordinary Level informants (N=65)

21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	Disagree 22%	Don't know 20%	Agree 58%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	21%	34%	45%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	37%	30%	33%
24. Learning German can be important for me because I will be able to take part in activities of German cultural groups.	38%	36%	26%
Scores for Table 8.8		Mean: Disagree 29.5%	Agree 40.5%

Again the item ‘*speaking German*’ could possibly imply the utilitarian value of the language which perhaps echoes Dörnyei’s (1998: 121) thoughts in that extrinsic rewards can be combined with, or can lead to, intrinsic motivation’. In line with the findings in the previous three chapters, it appears that the ‘*arts*’ and taking ‘*part in the activities of German cultural groups*’ is unappealing to most informants, particularly Ordinary Level. It would also appear that Ordinary Level students’ language ability impacts negatively on attitudes towards language learning as already typified by interviewee 11.

Tables 8.9 and 8.10 measure the intensity of the respondents’ motivation to learn German in terms of classroom participation and importance attributed to a knowledge of the language. Gardner and MacIntyre (1993: 2) and Dörnyei (1998: 122) emphasised the importance of motivational intensity in language learning.

Table 8.9 Motivational intensity in German for Higher Level informants (N=335)

Positively Worded Items	Disagree	Don’t know	Agree
44. I make a point of trying to understand all the German I see and hear.	13%	15%	72%
46. When I have a problem with German in class, I always ask the German teacher for help.	26%	10%	64%
Negatively Worded Items			
50. I don’t bother checking my corrected exercises in my German course.	71%	12%	17%
52. I have a tendency to give up when our German teacher is explaining something difficult.	66%	11%	23%
53. I can’t be bothered in trying to understand the more complex aspects of German Grammar.	59%	12%	29%
Scores for Table 8.9		Mean: Disagree 26.2%	Agree 57.5%

Table 8.10 Motivational intensity in German for Ordinary Level informants (N=65)

Positively Worded Items	Disagree	Don’t know	Agree
44. I make a point of trying to understand all the German I see and hear.	35%	25%	40%
46. When I have a problem with German in class, I always ask the German teacher for help.	50%	9%	41%
Negatively Worded Items			
50. I don’t bother checking my corrected exercises in my German course.	52%	13%	35%
52. I have a tendency to give up when our German teacher is explaining something difficult.	25%	18%	57%
53. I can’t be bothered in trying to understand the more complex aspects of German Grammar.	20%	9%	71%
Scores for Table 8.10		Mean: Disagree 50.2%	Agree 32 %

As expected, Higher Level respondents display a significantly high level of motivational intensity towards learning German with a positive mean score of 57.5% for Higher Level respondents as compared with only 32% for Ordinary Level respondents. All respondents *'make a point of trying to understand all the German'* they see and hear, particularly Higher Level informants. Higher Level respondents show their persistence at learning German, even when the teacher *'is explaining something difficult'* with a score of 66%. It is interesting to note that Ordinary Level informants are not as positive as indicated by a score of only 25%. Their level of language ability is at a lower level or possibly the fact that some are only taking Ordinary Level regardless of their language learning ability. It is interesting to note that *'the more complex aspects of German grammar'* in Table 8.9 receive a positive response of 59% from Higher Level respondents which again is in complete contrast to Ordinary Level respondents at only 20% for the same item in Table 8.10. This low level of positive response would appear to indicate their lack of language ability in trying to cope *'with more complex issues of grammar'*. As can be observed from all items in the above tables, Higher Level respondents are significantly more positive language learners. This again appears to demonstrate that the higher the course level chosen, the higher the level of positive motivation in language learning, as shown by Murtagh in the case of Irish (2003: 152).

- Higher Level students appear to be more instrumentally disposed towards learning German than Ordinary Level students.

Higher Level respondents have a significant positive mean score of 46.5% in Table 8.11 whereas Ordinary Level respondents have a positive mean score of 30.2% in Table 8.12.

Table 8.11 Instrumental orientation in German for Higher Level informants (N=335)

	Disagree	Don't know	Agree
26. Learning German can be important for me because it will make me a more knowledgeable person.	14%	12%	74%
27. Learning German can be important for me because I think it will someday be useful in getting a good job.	22%	28%	50%

Scores for **Table 8.11**

Mean: Disagree 29%

Agree 46.5%

Table 8.12 Instrumental orientation in German for Ordinary Level informants (N=65)

26. Learning German can be important for me because I think it will make me a more knowledgeable person.	Disagree 38%	Don't know 24%	Agree 38%
27. Learning German can be important for me because I think it will someday be useful in getting a good job.	32%	27%	41%
Scores for Table 8.12	Mean: Disagree 45.7%		Agree 30.2%

Learning German '*will make me...more knowledgeable*' receives 74% from Higher Level informants while learning the language is also considered '*useful in getting a good job*', which displays reasonably positive responses. This appears to indicate the utilitarian value of German, which is further corroborated by interviewee 12 of Ordinary Level German, when he asserts that '*I want to get a job in Germany*'.

Data in orientation index for Tables 8.13 and 8.14 would appear to corroborate the data in instrumental orientation to learn German.

Table 8.13 Orientation index in German for Higher Level informants (N=335)

64. I am learning German because I think it will someday be useful in getting a good job.	Disagree 30%	Don't know 22%	Agree 48%
65. I am learning German because I think it will help me to understand the German language and heritage.	42%	15%	43%
66. I am learning German because it will permit me to meet and talk with speakers of German.	22%	16%	62%
67. I am learning German because a knowledge of the two languages will make me a better educated person.	18%	11%	71%
Scores for Table 8.13	Mean: Disagree 28%		Agree 56%

Table 8.14 Orientation index in German for Ordinary Level informants (N=65)

64. I am learning German because I think it will someday be useful in getting a good job.	Disagree 36%	Don't know 20%	Agree 44%
65. I am learning German because I think it will help me to understand the German language and heritage.	65%	14%	21%
66. I am learning German because it will permit me to meet and talk with speakers of German.	59%	13%	28%
67. I am learning German because a knowledge of the two languages will make me a better educated person.	44%	20%	36%
Scores for Table 8.14	Mean: Disagree 53.2%		Agree 30.2%

Again initial observations appear to show that there is a significant 25.8% difference between Higher and Ordinary Level respondents which again seems to suggest that there is a low level of motivation on the part of Ordinary Level respondents. This

difference is demonstrated by a p -value 0.0001 level of significance. Informal discussions with interviewee 11 taking Ordinary Level German, who was interested in taking up an apprenticeship for a trade, expressed the view that German was not on his list of priorities for employment purposes and in addition, language learning was not important for him. This could possibly explain the reason for his low positive attitudes towards language learning. It is interesting to note that there is a strong link between item 64 'getting a good job' in orientation index and item 27 in instrumental orientation in Tables 8.11 and 8.12 for all respondents, thus indicating the element of the utilitarian value of the language. Again the item on 'heritage' elicited a low positive response, particularly from Ordinary Level informants which appears to be unappealing to them.

4. Higher Level students appear to be more autonomous language learners of German than Ordinary Level students.

Consistent with the previous chapters of the data analysis, it appears that the majority of the informants in Tables 8.15 and 8.16 are not autonomous language learners, particularly Ordinary Level informants. Higher Level informants express a positive mean score of 39.4% for autonomy compared to 22.6% for Ordinary Level informants.

Table 8.15 Learner autonomy in German for Higher Level informants (N=335)

	Disagree	Don't know	Agree
68. I like working on my own in German.	35%	23%	42%
70. I like working on my own in German because I find it enjoyable.	38%	25%	37%
80. My German teacher advises me to read German in my own time.	41%	14%	45%
91. If the chance arises, I talk to speakers of German because it improves my German.	23%	15%	62%
Scores for Table 8.15	Mean: Disagree 42.3%		Agree 39.4%

Table 8.16 Learner autonomy in German for Ordinary Level informants (N=65)

	Disagree	Don't know	Agree
68. I like working on my own in German.	71%	12%	17%
70. I like working on my own in German because I find it enjoyable.	72%	10%	18%
80. My German teacher advises me to read German in my own time.	47%	12%	41%
91. If the chance arises, I talk to speakers of German because it improves my German.	56%	11%	33%
Scores for Table 8.16	Mean: Disagree 65.4%		Agree 22.6%

While Higher Level respondents express a 42% preference for '*working on their own in German*', Ordinary Level respondents, on the other hand, exhibit a significantly lower level of 17% autonomy for the same item. This seems to demonstrate that the higher the course level chosen, the higher the level of learner autonomy. Again if one subjects item 70 '*I like working on my own in German because I find it enjoyable*' to analysis, one would suspect that respondents working on their own do not derive much enjoyment in language learning, especially Ordinary Level respondents who appear to be less positive. Again it appears that Higher Level respondents want to speak with speakers of German so as to '*improve my German*'. It would appear that these findings are broadly in line with the corresponding items in Tables 7.15 and 7.16 in Chapter 7 with regard to male and female language attitudes. Interviewees 4, 5, 6 (Higher Level respondents) and interviewee 12 (Ordinary Level respondent) expressed similar thoughts in that they would prefer to learn in class rather than to learn on their own. One would expect Higher Level respondents to be much more autonomous in their language learning in light of their higher level language ability. These findings here for Higher Level respondents perhaps echo Deci and Ryan's (1985) model of language learning in that identified regulation in a school setting would be learners undertaking voluntary autonomous language learning in the form of some kind of a self-directed programme of additional study. Learners would see it as in some way important to be proficient as possible in the target language. In short, Higher Level respondents in this present study reveal higher levels of learner autonomy than Ordinary Level respondents.

While Higher Level respondents have less German class anxiety and have more desire to learn German, more positive parental encouragement and are also more positive towards the German Leaving Certificate course, nevertheless the differences between Higher and Ordinary Levels are not statistically significant (see Appendix A4).

8.4 Part 3 - The Irish language

5. It appears from the data that Higher Level students are more positive towards Irish as a symbol of cultural and ethnic identity than Ordinary Level students.

This section analyses 290 Higher and 110 Ordinary Level respondents taking Leaving Certificate Irish. The findings on Irish in this chapter hypothesise that there are significant differences between Higher and Ordinary Level respondents in the learning of Irish. There is a significant difference between attitudes towards speakers of German and speakers of Irish for all informants, particularly for Higher Level respondents as can be observed from Tables 8.17 and 8.18 when compared with Tables 8.3 and 8.4 for German.

Table 8.17 Attitudes towards speakers of Irish for Higher Level informants (N=290)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	12%	17%	71%
111. I have a favourable attitude towards native speakers of Irish.	6%	10%	84%
113. The Irish people in general should make a greater effort to learn Irish.	6%	6%	88%
114. I like listening to non-native speakers of Irish.	7%	17%	76%
115. I like listening to native speakers of Irish.	8%	8%	84%
116. I admire non-native speakers of Irish.	12%	18%	70%
117. I admire native speakers of Irish.	6%	10%	84%
Scores for Table 8.17	Mean: Disagree 7.9%		Agree 79.1%

Table 8.18 Attitudes towards speakers of Irish for Ordinary Level informants (N=110)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	20%	32%	48%
111. I have a favourable attitude towards native speakers of Irish.	14%	22%	64%
113. The Irish people in general should make a greater effort to learn Irish.	27%	11%	62%
114. I like listening to non-native speakers of Irish.	39%	31%	30%
115. I like listening to native speakers of Irish.	28%	25%	47%
116. I admire non-native speakers of Irish.	18%	26%	56%
117. I admire native speakers of Irish.	18%	19%	63%
Scores for Table 8.18	Mean: Disagree 24%		Agree 52.7%

This again supports the hypothesis that respondents are more favourably disposed towards Irish as a symbol of cultural and national identity. Higher Level respondents have a significant positive mean score of 79.1% compared with 52.7% for Ordinary

Level respondents. Consistent with the findings in the previous three chapters, many respondents regard native ‘*speakers of Irish*’ as being more authentic than ‘*non-native speakers*’. Native speakers reflect the culture and the traditions of the target language community. Additionally, there is a very positive response to the item that ‘*Irish people should make a greater effort to learn Irish*’ which is in complete contrast to attitudes expressed for the corresponding items in Tables 8.3 and 8.4 for German which are 55.1% (Higher Level) and 34.6% (Ordinary Level) respectively. Likewise, respondents prefer ‘*listening to native speakers of Irish*’ (item 115) than ‘*listening to non-native speakers of Irish*’ (item 114). It is also worth noting that respondents appear to have greater admiration ‘*for native speakers of Irish*’ than they have for ‘*non-native speakers*’. Again these data appear to be consistent with the general trends of the previous three chapters.

Higher Level respondents have a positive mean score of 71.1% as compared to 36.5% for Ordinary Level respondents in Tables 8.19 and 8.20 respectively. The findings for Irish are in complete contrast with the findings for German in Tables 8.5 and 8.6 where Higher Level respondents report 55.6% and Ordinary Level 29.8% which again is in tandem with the general trend of the analysis to date. These findings seem to confirm Crilly’s (1987: 29) findings where attitudes towards learning Irish ‘may be said to be

Table 8.19 Attitudes towards learning Irish for Higher Level informants (N=290)

Positively Worded Items	Disagree	Don’t know	Agree
120. Learning Irish is really great.	13%	18%	69%
121. I really enjoy learning Irish.	17%	16%	67%
122. Irish is an important part of the school curriculum.	10%	6%	84%
123. I plan to learn as much Irish as possible.	15%	15%	70%
124. I love learning Irish.	20%	20%	60%
Negatively Worded Items			
128. Learning Irish is a waste of time.	80%	9%	11%
129. When I leave school, I shall give up learning Irish entirely, I am not interesting in it.	66%	17%	17%
Scores for Table 8.19	Mean: Disagree	14.8%	Agree 71.1%

Table 8.20 Attitudes towards learning Irish for Ordinary Level informants (N=110)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	56%	18%	26%
121. I really enjoy learning Irish.	37%	15%	29%
122. Irish is an important part of the school curriculum.	29%	9%	62%
123. I plan to learn as much Irish as possible.	47%	24%	29%
124. I love learning Irish.	63%	19%	18%
Negatively Worded Items			
128. Learning Irish is a waste of time.	60%	14%	26%
129. When I leave school, I shall give up learning Irish entirely, I am not interesting in it.	30%	13%	57%

Scores for **Table 8.20**

Mean: Disagree 48.3%

Agree 36.5%

highly influenced by level of ability'. This is also echoed by Crowley's (1996: 19) research findings. Since all respondents are significantly more positive towards Irish than towards German, this would appear to augur well for the status of Irish. If one looks at all the items in the two tables for all respondents and compare them with the corresponding items in Tables 8.5 and 8.6 for German, one will notice that they are significantly more positive in all items for Irish than they are for German. It would also appear from item 129 that Irish is more important for Higher Level respondents in a post school situation than German. It is noticeably higher but the difference is not considered significant to draw any inference. This could possibly be in view of the fact that Irish will be a recognised working language of the EU from 2007 (Collins cited in the *Irish Independent*, 25 February 2004, Dublin). Perhaps item 129 could be interpreted as having elements of both integrative and instrumental types of orientation which reminds us again of Littlewood's (1984: 57) assertions in that 'it is clear that the two kinds of orientation do not exclude each other.

5. It appears from the data that Higher Level students are more integratively disposed to Irish as a symbol of cultural and ethnic identity than Ordinary Level students.

As expected, Higher Level respondents exhibit a significantly positive mean score of 69.5% in Table 8.21 as compared with 35.7% in Table 8.22 for Ordinary Level

respondents. Integrative orientation for Irish regarding aspects of Irish ‘*literature*’ and ‘*cultural groups*’ is noticeably higher than integrative orientation for German for the same items in Tables 8.7 (61.7%) and 8.8 (40.5%). Higher Level respondents are 23.8% more positive than the Ordinary Level respondents which would again appear to confirm Fahy’s (1988) findings on attitude levels.

Table 8.21 Integrative orientation in Irish for Higher Level informants (N=290)

130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	Disagree 14%	Don’t know 18%	Agree 68%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	14%	16%	70%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	12%	11%	77%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	18%	19%	63%
Scores for Table 8.21		Mean: Disagree 14.5%	Agree 69.5%

Table 8.22 Integrative orientation in Irish for Ordinary Level informants (N=110)

130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	Disagree 43%	Don’t know 22%	Agree 35%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	43%	20%	37%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	40%	21%	39%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	49%	21%	30%
Scores for Table 8.22		Mean: Disagree 46.2%	Agree 35.7%

In short, it is also worth noting that ‘*to be more at ease with Germans or people who speak German*’ in Tables 8.7 (74%) and 8.8 (58%) receive higher positive responses than for the same items in Tables 8.21 and 8.22 for Irish, although the differences are not very significant. This appears to confirm the argument made earlier in Tables 8.7 and 8.8 that these items appear to be interpreted as having a strong element of instrumental value.

Consistent with the general trend, motivational intensity is more positive for Irish than it is for German for all respondents, particularly for Higher Level respondents, as can be observed from Tables 8.23 and 8.24. Higher Level respondents appear to show more

positive attitudes towards learning Irish, as also demonstrated by Murtagh (2003) in her research findings. They reflect more positive motivational intensity with a positive mean score of 67% as against 46.9% for Ordinary Level informants showing a *p*-value 0.0003. It is important to note that all informants are more positive in most items, as illustrated in Tables 8.23 and 8.24 than they are for German in Tables 8.9 and 8.10.

Table 8.23 Motivational intensity in Irish for Higher Level informants (N=290)

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	11%	9%	80%
154. I keep up to date with my Irish by working on it almost everyday.	24%	14%	62%
155. When I have a problem with Irish in class, I always ask the teacher for help.	24%	9%	67%
156. I really work hard to learn Irish.	18%	15%	67%
Negatively Worded Items			
158. I don't pay much attention to the feedback I receive in my Irish class.	63%	18%	19%
159. I don't bother checking my corrected exercises in my Irish course.	74%	9%	17%
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	74%	11%	15%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	64%	16%	20%

Scores for **Table 8.23**

Mean: Disagree 19.6% Agree 67%

Table 8.24 Motivational intensity in Irish for Ordinary Level informants (N=110)

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	35%	18%	47%
154. I keep up to date with my Irish by working on it almost everyday.	52%	13%	35%
155. When I have a problem with Irish in class, I always ask the Irish teacher for help.	30%	15%	55%
156. I really work hard to learn Irish.	41%	21%	38%
Negatively Worded Items			
158. I don't pay much attention to the feedback I receive in my Irish class.	46%	20%	34%
159. I don't bother checking my corrected exercises in my Irish course.	62%	5%	33%
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	65%	10%	25%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	46%	16%	38%

Scores for **Table 8.24**

Mean: Disagree 30.8% Agree 46.9%

This is particularly true for Higher Level informants. In relation to motivational intensity, it is interesting to note that all interviewees in the qualitative research are

motivated to learn Irish because it is their '*national language and culture*'. Other interviewees consider it important from a utilitarian perspective, that is, they '*want to secure points*' in the Leaving Certificate, particularly Higher Level respondents.

In addition to motivational intensity is the desire to learn Irish. As anticipated, Higher Level informants display more desire to learn Irish with a significantly positive mean score of agreement at 65.8% in Table 8.25 as compared with 36.8% for Ordinary Level

Table 8.25 Desire to learn Irish for Higher Level informants (N=290)

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	52%	16%	32%
164. If it were up to me, I would spend all of my time learning Irish.	56%	20%	24%
165. I want to learn Irish so well that it will become second nature to me.	16%	7%	77%
166. I would like to learn as much Irish as possible.	12%	10%	78%
167. I wish I were fluent in Irish.	9%	7%	84%
Negatively Worded Items			
168. Knowing Irish is not really an important goal in my life.	65%	11%	24%
169. I sometimes daydream about dropping Irish.	72%	12%	16%
170. I find I'm losing any desire I ever had to know Irish.	75%	10%	15%
171. I really have little desire to learn Irish.	76%	7%	17%
172. I haven't any great wish to learn more than the basics of Irish.	75%	11%	14%
Scores for Table 8.25		Mean: Disagree 23.1%	Agree 65.8%

Table 8.26 Desire to learn Irish for Ordinary Level informants (N=110)

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	63%	15%	22%
164. If it were up to me, I would spend all of my time learning Irish.	77%	14%	9%
165. I want to learn Irish so well that it will become second nature to me.	51%	23%	26%
166. I would like to learn as much Irish as possible.	47%	15%	38%
167. I wish I were fluent in Irish.	33%	9%	58%
Negatively Worded Items			
168. Knowing Irish is not really an important goal in my life.	41%	14%	45%
169. I sometimes daydream about dropping Irish.	45%	18%	37%
170. I find I'm losing any desire I ever had to know Irish.	43%	11%	46%
171. I really have little desire to learn Irish.	45%	17%	38%
172. I haven't any great wish to learn more than the basics of Irish.	41%	12%	47%
Scores for Table 8.26		Mean: Disagree 48.4%	Agree 36.8%

informants in Table 8.26. This again bears out the stated hypothesis that Higher Level respondents are more positive than Ordinary Level respondents in language learning. Higher Level respondents exhibit a strong desire to be *'fluent in Irish'* and want to *'learn as much Irish as possible'* so well *'that it will become second nature'* to them. Again items 168-172 illustrate similar positive attitudes. On the one hand, it would appear from the data analysis that *'knowing Irish'* (65%) for Higher Level respondents is a more important goal in life than *'knowing German'*, as can be observed from Table 8.17 in Appendix A4. On the other hand, knowing German is significantly more important than knowing Irish for Ordinary Level respondents at 61% (see Appendix A4).

6. Higher Level students place more instrumental value in learning Irish than Ordinary Level students.

Higher Level respondents exhibit a significant positive mean score of 50.2% as against 33% for Ordinary Level respondents with a *p*-value 0.0015. Consistent with the general pattern of responses throughout the findings, Higher Level respondents are more positive than Ordinary Level respondents, as can be seen from the findings in Tables 8.27 and 8.28.

Table 8.27 Instrumental orientation in Irish for Higher Level informants (N=290)

	Disagree	Don't know	Agree
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	14%	18%	68%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	33%	20%	47%
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	25%	22%	53%

Scores for **Table 8.27**

Mean: Disagree 30%

Agree 50.2%

Table 8.28 Instrumental orientation in Irish for Ordinary Level informants (N=110)

	Disagree	Don't know	Agree
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	44%	16%	40%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	37%	20%	43%
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	57%	20%	23%

Scores for **Table 8.28**

Mean: Disagree 46.7%

Agree 33%

Again this indicates that the higher the level of students' language ability, the more positive their attitudes will be towards language learning, as already reported in Kavanagh (1999) and Murtagh (2003). While there is a slightly higher level of positive instrumental orientation for Higher Level Irish than there is for German, nevertheless 'getting a good job' for German in Table 8.11 receives a slightly more positive response than for the corresponding item in Irish, though it is not considered significant. This once again highlights the utilitarian value of German. Consistent with general trends, as previously mentioned in Chapter 6, the level of integrative orientation is much more apparent than the level of instrumental orientation in this study for both German and Irish. Again this is possibly reminiscent of Siguan's and Mackey's (1987) assessment in that language learning can be a combination of both integrative and instrumental orientation.

For orientation index, informants are presented with four possible reasons for learning Irish.

Table 8.29 Orientation index in Irish for Higher Level informants (N=290)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	39%	18%	43%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	18%	13%	69%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	16%	13%	71%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	14%	17%	69%
Scores for Table 8.29		Mean: Disagree 21.7%	Agree 63%

Table 8.30 Orientation index in Irish for Ordinary Level informants (N=110)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	40%	20%	40%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	49%	16%	35%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	53%	15%	32%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	45%	19%	36%
Scores for Table 8.30		Mean: Disagree 46.7%	Agree 35.7%

Again Higher Level respondents display a strong desire to learn Irish with a significant positive mean score of agreement at 63% in Table 8.29 as compared with 35.7% in Table 8.30 for Ordinary Level respondents. It is worthy of note that the scores for item 64 in orientation index for German is higher than for the same item in orientation index for Irish for all respondents although the differences are not significant but it is, however, an indicator. This again seems to confirm the argument that instrumental type orientation is more dominant in the learning of German in relation to questionnaire items on jobs. Again it is also interesting to observe in the data that the higher the positive attitudes towards Irish for Higher Level respondents, the higher the positive impact this seems to have on attitudes towards German. Additionally, a representative number of interviewees also claim that there is a bi-directional impact in the language learning process. For example, interviewee 4 (Higher Level respondent) claimed that by learning *'one language can help you to learn another language, I have been learning Irish since I was five, you are used to having classes in Irish and you get used to language learning'*. Higher Level respondents express high positive attitudes *'to understand the Irish language and heritage'* which is indicative of the cultural and ethnic ideal of being Irish. Interviewee 1 (Higher Level respondent) expresses this very succinctly when he states that Irish is *'is our national language and it is a shame if we can't master it'*. The Ordinary Level respondents have significantly less positive attitudes towards the same item.

7. Higher Level students appear to be more autonomous in the learning of Irish than Ordinary Level students.

It would appear from the data in learner autonomy that there are significant differences between Higher Level informants with a positive mean score of 62.5% in Table 8.31 as compared with 29.5% in Table 8.32 for Ordinary Level informants. All respondents, and in particular Higher Level respondents, like *'to try out difficult structures and*

vocabulary to improve’ their Irish. This is demonstrated by a positive score of 64% for Higher Level respondents, possibly with an integrative and instrumental motive in mind. Consistent with the entire sample of 400 in Chapter 5, all respondents have low positive responses towards *‘reading’* and *‘writing in their own time’*.

Table 8.31 Learner autonomy in Irish for Higher Level informants (N=290)

	Disagree	Don’t know	Agree
185. I try out difficult structures and vocabulary to improve my Irish.	24%	12%	64%
188. I enjoy reading and writing Irish in my own time.	39%	22%	39%
192. I rarely read anything in Irish apart from my Irish textbooks.	41%	12%	47%
193. I try to watch Irish language films and television.	25%	13%	62%
194. When I watch Irish language television in my own time this is because I like Irish language television.	28%	18%	54%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	19%	14%	67%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	19%	12%	69%
197. I enjoy listening to Irish when I watch Irish language television.	17%	15%	68%
Scores for Table 8.31	Mean: Disagree 17.9%	Agree 62.5%	

Table 8.32 Learner autonomy in Irish for Ordinary Level informants (N=110)

	Disagree	Don’t know	Agree
185. I try out difficult structures and vocabulary to improve my Irish.	54%	15%	31%
188. I enjoy reading and writing Irish in my own time.	80%	8%	12%
192. I rarely read anything in Irish apart from my Irish textbooks.	18%	7%	75%
193. I try to watch Irish language films and television.	64%	14%	22%
194. When I watch Irish language television in my own time this is because I like Irish language television.	65%	12%	23%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	60%	9%	31%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	55%	13%	32%
197. I enjoy listening to Irish when I watch Irish language television.	63%	6%	31%
Scores for Table 8.32	Mean: Disagree 57.5%	Agree 29.5%	

Higher Level respondents in items 193-197 have more favourable attitudes towards watching the *‘Irish language television’* channel TG4 than Ordinary Level respondents. Again it would not be unreasonable to assume that many of the Higher Level respondents in this study are from Irish-medium schools and would perhaps be more

autonomous in Irish than respondents from English-medium schools. It would appear from item 121 in Table 8.19 that Higher Level respondents '*really enjoy learning Irish*' (67%) than '*reading and writing Irish in my own time*' in Table 8.31 (39%). It appears that Higher Level informants would be more inclined to avail of the opportunity to speak Irish than they would be to avail of the opportunity to speak German because of their level of confidence in the language while Ordinary Level informants express no particular preferences.

8. It appears from the findings that Higher Level students appear to be more positive towards the Irish Leaving Certificate course than their Ordinary Level colleagues.

Higher Level respondents report a significantly positive mean score of 59% in Table 8.33 as against 37.9% in Table 8.34 for Ordinary Level respondents. This low level of positive response on the part of Ordinary Level respondents seems to support the hypothesis that a low level of language ability in students does not create very positive attitudes towards language learning, as already pointed out by Murtagh (2003). This may result in that Ordinary Level students do not enjoy language learning. Interviewee 12, who took Ordinary Level German and Irish, stated that '*I am not really interested in any of the languages because I find them hard and boring*' and they '*are not very important for me*'. In short, he does not require languages for his future career. Yet he says that he '*would prefer to pass Irish than to pass German because I am doing it longer*' which shows that he has a slight interest in the language which perhaps plays some part in his national identity: '*I would like to be able speak Irish better*'. Kavanagh (1999: 226) in her findings found that 77.6% of English-medium respondents resented learning Irish as opposed to 50.9% for Irish-medium respondents. However, the present study indicates that Ordinary Level respondents found Irish significantly less difficult and more enjoyable than German, as indicated in items 203 and 207 compared with items 94 and 98 in Tables 8.23 and 8.24 for

German (see Appendix A4).

Table 8.33 Semantic differential assessment of the Irish Leaving Certificate course for Higher Level informants (N=290)

	Disagree	Don't know	Agree
Irish course difficulty			
203. The Irish Leaving Cert. course is difficult.	38%	12%	50%
Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.	26%	19%	55%
209. The Irish Leaving Cert. course is rewarding.	17%	14%	69%
Irish course interest			
211. The Irish Leaving Cert. course is interesting.	27%	13%	60%
213. The Irish Leaving Cert. course is exciting.	51%	25%	24%
Irish course utility			
215. The Irish Leaving Cert. course is necessary.	13%	11%	76%
217. The Irish Leaving Cert. course is useful.	14%	12%	74%
Scores for Table 8.33		Mean: Disagree 26.8%	Agree 59%

Table 8.34 Semantic differential assessment of the Irish Leaving Certificate course for Ordinary Level informants (N=110)

	Disagree	Don't know	Agree
Irish course difficulty			
203. The Irish Leaving Cert. course is difficult.	33%	12%	55%
Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.	59%	14%	27%
209. The Irish Leaving Cert. course is rewarding.	38%	19%	43%
Irish course interest			
211. The Irish Leaving Cert. course is interesting.	49%	18%	33%
213. The Irish Leaving Cert. course is exciting.	69%	16%	15%
Irish course utility			
215. The Irish Leaving Cert. course is necessary.	38%	9%	53%
217. The Irish Leaving Cert. course is useful.	42%	9%	49%
Scores for Table 8.34		Mean: Disagree 48.6%	Agree 37.9%

A representative number of interviewees in the qualitative research claim that German is somewhat more difficult than Irish. The findings for Higher Level students appear to show that Higher Level students ‘*enjoy learning Irish*’ and also find Irish more ‘*rewarding*’. Ordinary Level respondents find German more ‘*rewarding*’ and more ‘*useful*’. Having said that, it would appear that lower language learning ability impacts negatively on language attitudes, as in the case of the Ordinary Level cohort in this study. One could possibly conclude, then, that Higher Level students experience more success and progress and hence enjoy language learning as indicated above. In general,

all respondents in the present study are more positive towards learning Irish than they are towards learning German, particularly Higher Level students which is consistent with the general trend since the beginning of the data analysis in the previous chapters. Again German receives a higher positive response to questionnaire items indicating the dimension of instrumental type orientation in relation to jobs. The majority of interviewees in the qualitative research indicated that there is a wider literature content in Higher Level Irish than in Higher Level German. For example, interviewee 1 stated that there is more *'work and literature content'* which *'is a difficult aspect for the Leaving Certificate'* in Irish. The comments of interviewee 1 are supported by Ó Dubhthaigh's (1978: 29) comments with regard to the excess amount of Irish literature (see literature review in chapter 3). Comparing all single items in Tables 8.33 and 8.34 for Irish with all single items in Tables 8.23 and 8.24 for German (see Appendix A4) one will notice that practically all respondents have more positive attitudes towards the Irish Leaving Certificate course.

8.5 Conclusion

The findings in this chapter confirm the hypothesis that there are significant differences between Higher and Ordinary Level students' attitudes towards language learning in general as we have observed from the findings. From semi-structured interviews with respondents in the qualitative research, Ordinary Level respondents remarked that they do not have the same incentive to learn German or Irish as they found language learning difficult and boring and particularly if German or Irish are not important for their future careers in terms of employment. This was indicated by interviewee 12 above. Additionally, informal discussions with interviewees, who were taking Higher Level Irish and Ordinary Level German, remarked that they were more positive and motivated to learn Irish because they felt that the Higher Level course was a source of motivation for them to work harder and to *'put in the effort'* while they expressed reservations

regarding the substantial literature content in Irish. Respondents taking Ordinary Level German were less motivated to learn German because of the attitude '*sure I am only doing pass*'. This scenario arises when students are taking six Higher Level subjects and one Ordinary Level subject, for example, in either Irish or German. This results in less effort and time being expended in the Ordinary Level subject which may impact negatively on motivation to learn the language. As one interviewee pointed out, '*why should I kill myself when I know that I need only a pass in the language to get into college*'. In addition, academically weak students with a low level of language learning ability find it difficult to cope in the language class, particularly in large classes of 30-plus students. This would appear to impact negatively on their attitudes towards language learning in general. If there were smaller classes, it would possibly create a better personal and learning atmosphere for academically weaker students. In short, it would appear that Higher Level language learning creates more positive attitudes among learners. It is important to keep in mind that the Higher Level cohort contains 100 respondents from Irish-medium schools which could possibly account for the significant differences in attitudes between the two levels.

Of the 23 scales measuring attitudes towards German and Irish in this chapter, 19 scales indicated that Higher Level respondents are significantly more positive towards German and Irish than Ordinary Level respondents. The following are the significant findings:

- It appears from the findings that Higher Level students have more positive attitudes towards language learning than Ordinary Level students.
- Integrative orientation appears to be more salient in the learning of German for Higher Level students than for Ordinary Level.
- It would appear that Higher Level students are more instrumentally disposed

towards learning German than Ordinary Level students.

- Higher Level students appear to be more autonomous language learners of German and Irish than Ordinary Level students.
- It also appears from the data that Higher Level students are generally more integratively disposed towards Irish as a symbol of cultural and ethnic identity than Ordinary Level students.
- Higher Level respondents are more instrumentally disposed towards Irish than Ordinary Level respondents.
- Finally, it appears that Higher Level students appear to be more positive towards the Irish Leaving Certificate course than their Ordinary Level peers.

CHAPTER 9

ADDITIONAL EXPOSURE TO THE LEARNING OF GERMAN AND IRISH

9.1 Introduction

Definition of additional exposure to language learning is explained in Chapter 4 of the methodology. In this study 40 students had additional exposure to the learning of German in total, of which six had been on school exchanges to Germany, 20 have been on school tours to that country while 14 had attended German courses in the Euro language colleges in Ireland. These 40 respondents with additional exposure to German are then compared to 360 respondents who had no additional exposure to the language. Four Irish-medium and two English-medium respondents participated in school exchanges to Germany. It must be also borne in mind here that opportunities are much more limited in the case of German for additional exposure to the language than it is for Irish. From the questionnaire data and from the semi-structured interviews, it would appear that respondents on student exchanges have more positive attitudes towards German than those students who attended the Euro colleges in Ireland or those who had been on school tours to Germany.

Additionally, from the entire sample of 400, this chapter also compares the findings of additional exposure to Irish for 165 students who attended Irish language courses in the Gaeltacht to 235 students who had no additional exposure to Irish. Those who attended Irish language courses in the Gaeltacht consist of 70 respondents from Irish-medium schools, 65 Higher Level students and 30 Ordinary Level students from English-medium schools. Students who embark on additional language learning would generally appear to be more motivated language learners. All tables and statistics for the present chapter are presented in Appendix A5. Only items and tables with significant findings

are presented here to determine the difference between the two cohorts with regard to their levels of attitudes and motivation in language learning. Data from the interviewees' transcripts in Appendix C are also included to corroborate the quantitative findings. As practising language teachers, experience tells us that additional exposure to language learning generally increases students' overall language learning ability often resulting in increased integrative and instrumental levels of motivation. Part 1 analyses the respondents' attitudes towards language learning in general, Part 2 analyses the data on German while Part 3 analyses the findings on Irish. This chapter hypothesises that respondents with additional exposure to language learning may create more positive attitudes towards language learning. Having analysed the data for additional exposure to language learning, the following significant findings seem to emerge as illustrated in Table 9.0 below.

Table 9.0 Comparative analysis of positive mean scores for additional exposure to the learning of German and Irish

Interest in 2nd and foreign languages in general.	Additional exposure (N=40) German mean scores. 70.2% $P>0.05$	Non-additional exposure (N=360) German mean scores	Additional exposure (N=165) Irish mean scores.	Non-additional exposure (N=235) Irish mean scores.
Attitudes towards speakers of German and Irish.	47.5% $p>0.05$	49.3%	78.7% $p<0.05$	53.5%
Attitudes towards learning German and Irish.	59.5% $p>0.05$	49.3%	71.6% $p<0.05$	37.9%
Integrative orientation.	56.2% $p>0.05$	52%	65.5% $p<0.05$	45.5%
Instrumental orientation.	46.8% $p>0.05$	44.8%	43.9% $p>0.05$	40.5%
German and Irish class anxiety.	21.5% $p<0.05$	42.1%	17.3% $p<0.05$	29.5%
Parental encouragement.	45.7% $p>0.05$	36.4%	59.1% $p<0.05$	36.5%
Motivational intensity.	58.5% $p>0.05$	51.5%	66.1% $p<0.05$	48.6%
Desire to learn German and Irish.	60% $p>0.05$	51.1%	64.1% $p<0.05$	44.3%
Orientation index.	50.6% $p>0.05$	50.4%	60.5% $p<0.05$	42.4%
Learner autonomy.	39.1% $p>0.05$	32.3%	53.5% $p<0.05$	34.8%
Semantic differential assessment of the German and Irish L.C courses.	46.7% $p>0.05$	44.8%	59.1% $p<0.05$	42.7%

1. Respondents with additional exposure to German appear to experience less class anxiety than respondents with no additional exposure to the language.
2. It appears from the data that informants with additional exposure to Irish are more positive towards the language as a symbol of cultural and ethnic identity than informants with no additional exposure.
3. Respondents with additional exposure to Irish appear to experience less class anxiety than respondents with no additional exposure to the language.
4. Parental encouragement is more salient for the cohort with additional exposure to Irish than it is for the cohort with no additional exposure to the language.
5. It appears from the findings that respondents with additional exposure to Irish are more autonomous language learners than their counterparts with no additional exposure to the language.
6. Finally, respondents with additional exposure to Irish seem to be more positive towards the Irish Leaving Certificate course than those with no additional exposure to the language.

9.2 Part 1 - Language learning in general

Again the numbering of items in the tables refers to those questionnaire items which are considered to be significant. Items and tables, which are not considered significant, are omitted. While all respondents with additional exposure to language learning in general in Tables 9.1 and 9.2 (see Appendix A5) are more positive than respondents with no additional exposure to language learning, there is, however, no statistically significant difference between the two cohorts, as can be observed from Table 9.0 above. Possibly had all 40 respondents participated in student exchanges to Germany, it might have

resulted in a statistically significant difference between the two cohorts. Since only an insignificant number of six respondents out of the total sample of 400 respondents participated in school exchanges to Germany, it was felt that such a small sample of six would be insufficient to compare with the remaining sample of 394 respondents. It was decided, therefore, to combine those six informants with the 20 informants who went on school tours to Germany including those 14 informants who attended German language courses in the Euro colleges in Ireland and to incorporate them into one variable.

9.3 Part 2 - The German language

1. Respondents with additional exposure to German appear to experience less class anxiety than respondents with no additional exposure to the language.

Respondents in this study with additional exposure to learning German report a significantly low level of class anxiety at 21.5% in Table 9.1 as against a high level of 42.1% in Table 9.2 for those with no additional exposure to the language.

Table 9.1 German class anxiety for informants with additional exposure to German (N=40)

	Disagree	Don't know	Agree
29. It embarrasses me to volunteer answers in the German class.	77.5%	7.5%	15%
30. I never feel quite sure of myself when I am speaking German in the German class.	52.5%	10%	37.5%
31. I always feel that other students speak German better than I do.	47.5%	25%	27.5%
32. I get nervous and confused when I am speaking German in the German class.	70%	15%	15%
33. I am afraid that the other students will laugh at me when I speak German.	77.5%	10%	12.5%

Scores for **Table 9.1**

Mean: Disagree 65% Agree 21.5%

Table 9.2 German class anxiety for informants with no additional exposure to German (N=360)

	Disagree	Don't know	Agree
29. It embarrasses me to volunteer answers in the German class.	55.7%	18%	26.3%
30. I never feel quite sure of myself when I am speaking German in the German class.	29.1%	8.6%	62.3%
31. I always feel that other students speak German better than I do.	32.7%	18%	49.3%
32. I get nervous and confused when I am speaking German in the German class.	38.3%	12.7%	49%
33. I am afraid that the other students will laugh at me when I speak German.	66.5%	9.7%	23.8%

Scores for **Table 9.2**

Mean: Disagree 44.4% Agree 42.1%

The difference between the two population proportions represents a *p*-value 0.002 as

being significant. It would appear from the data in the qualitative analysis that respondents who had additional language exposure have gained more confidence as speakers of German. This is illustrated by interviewee 3, which is representative of all the interviewees, when she comments that *'the more language you hear, the more you pick up/ the more competent you become in your own ability as you improve in the language'*. Interviewee 1, who was also on a student exchange to Germany, says that additional exposure *'improved my fluency and the natural vibes you pick up from the German people, you can't pick them up from being in a classroom'*. In short, additional exposure and immersion in the target language community seems to reduce the level of language anxiety and increase fluency in the language classroom. It would appear from the above findings that the more exposure that learners have to German, the more confidence they appear to have in their ability to speak the language and hence reduce the level of language anxiety.

While respondents with additional exposure to German are more positive in all attitude scales to the language, the statistical differences, however, are not significant. Again we must bear in mind that only six respondents were on student exchanges to Germany while those, who attended Euro colleges or participated in school tours to Germany, would not possibly have had the same language exposure. They would generally have very little contact with the target language community. In short, this might account for the insignificant differences between the two cohorts of respondents. Had all 40 respondents participated in a three-week school exchange to Germany, it might possibly have resulted in significantly statistical differences in the remaining attitudes scales.

9.4 Part 4 - The Irish language

2. It appears from the data that informants with additional exposure to Irish are significantly more positive towards the language as a symbol of cultural and ethnic identity than informants with no additional exposure to the language.

It is significant to note that informants attending Irish language courses in the Gaeltacht were also taking Higher Level Irish to the Leaving Certificate. This also included 70 respondents from Irish-medium schools which could possibly account for high positive attitudes towards Irish in all attitude scales, as opposed to respondents who did not attend Irish language courses in the Gaeltacht.

Table 9.3 Attitudes towards speakers of Irish for respondents with additional exposure to Irish language courses in the Gaeltacht (N=165)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	12.5%	15%	72.5%
111. I have a favourable attitude towards native speakers of Irish.	7.5%	10%	82.5%
112. I like the Irish language culture.	5.6%	3.7%	90.7%
113. The Irish people in general should make a greater effort to learn Irish.	6.2%	4.3%	89.5%
114. I like listening to non-native speakers of Irish.	17.5%	26.2%	56.3%
115. I like listening to native speakers of Irish.	10%	8.7%	81.3%
116. I admire non-native speakers of Irish.	11.2%	19.3%	69.5%
117. I admire native speakers of Irish.	5.6%	10%	84.4%
118. I like speaking to non-native speakers of Irish.	12.5%	22.5%	65%
Scores for Table 9.3	Mean: Disagree 9.2%		Agree 78.7%

Table 9.4 Attitudes towards speakers of Irish for respondents with no additional exposure to Irish language courses in the Gaeltacht (N=235)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	23.4%	31.9%	44.7%
111. I have a favourable attitude towards native speakers of Irish.	15.4%	23.4%	61.2%
112. I like the Irish language culture.	17.5%	14.3%	68.2%
113. The Irish people in general should make a greater effort to learn Irish.	23.4%	13.2%	63.4%
114. I like listening to non-native speakers of Irish.	39.3%	31.3%	29.4%
115. I like listening to native speakers of Irish.	24.4%	21.8%	53.8%
116. I admire non-native speakers of Irish.	20.2%	27.1%	52.7%
117. I admire native speakers of Irish.	15.9%	21.2%	62.9%
118. I like speaking to non-native speakers of Irish.	35.1%	31.9%	33%
Scores for Table 9.4	Mean: Disagree 23%		Agree 53.5%

There is a significant difference between attitudes towards speakers of Irish at 78.7% for students with additional exposure to Irish as compared with only 47.5% for speakers of German in Table 9.3 (see Appendix A5). All 40 respondents, who had

additional exposure to German, are also included in the 165 respondents who had additional exposure to Irish. While these differences are significant and more pronounced in the light of the responses received for Irish in Table 9.3, nevertheless a similar pattern seems to persist in this chapter, as is the case in the previous four chapters, in that respondents are more positive towards *'native speakers of Irish'*. This is again reflected in items 114-118. It must be also borne in mind that many of these 165 respondents had participated a number of times in Irish language courses in the Gaeltacht during the course of their second level education. In short, students would have more additional exposure to Irish than they would have to German. Interviewee 1 also claims that *'speaking with native speakers would definitely improve your language'*. Native speakers reflect the culture and *weltanschauung* of the target language community. It is noteworthy that *'the Irish language culture'* attracts a very high level of support from Higher Level respondents which possibly epitomises the concept of Irish as being a symbol of *'our cultural and ethnic identity'*. It is self-evident that increased exposure to native speakers of Irish and Irish culture is associated with more positive attitudes towards the language as exemplified by respondents who attended Irish language courses in the Gaeltacht. This is also confirmed by Kavanagh's findings (1999: 229) in relation to Irish-medium instruction. In short, all respondents with additional exposure to Irish are significantly more positive for all items in Table 9.3.

Again there are significant differences between those attending Irish language courses in the Gaeltacht with a positive mean score of 71.6% in Table 9.5 as against 37.9% in Table 9.6 for those with no additional exposure. Data from all interviewees in the qualitative research state that Irish is our language and part of our cultural heritage and *'we should not let that slip'*. Interviewee 2 appears to be more intrinsically motivated to learn the language when she says that *'I really enjoy it'* rather than learning it to secure

points in the Leaving Certificate. This is possibly testimony to the comments expressed by Dörnyei (2001: 47) when he claims that a learner is intrinsically motivated when he or she performs a task for its own sake in order to experience satisfaction in a particular activity.

Table 9.5 Attitudes towards learning Irish for respondents with additional exposure to Irish language courses in the Gaeltacht (N=165)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	16.8%	18.2%	65%
121. I really enjoy learning Irish.	20.6%	13.7%	65.7%
122. Irish is an important part of the school curriculum.	10.6%	8.1%	81.3%
123. I plan to learn as much Irish as possible.	18.7%	13.2%	68.1%
124. I love learning Irish.	22.5%	18.1%	59.4%
Negatively Worded Items			
125. I hate learning Irish.	76.2%	10.6%	13.2%
126. I would rather spend my time on subjects other than Irish.	63.1%	15.6%	21.3%
127. I think that learning Irish is dull.	83.9%	6.8%	9.3%
128. Learning Irish is a waste of time.	85.7%	7.5%	6.8%

Scores for **Table 9.5**

Mean: Disagree

15.5%

Agree 71.6%

Table 9.6 Attitudes towards learning Irish for respondents with no additional exposure to Irish language courses in the Gaeltacht (N=235)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	48.4%	27.1%	24.5%
121. I really enjoy learning Irish.	45.7%	21.8%	32.5%
122. Irish is an important part of the school curriculum.	26%	11.1%	62.9%
123. I plan to learn as much Irish as possible.	39.8%	24.4%	35.8%
124. I love learning Irish.	54.2%	28.7%	17.1%
Negatively Worded Items			
125. I hate learning Irish.	44.8%	19.1%	36.1%
126. I would rather spend my time on subjects other than Irish.	25.1%	27.6%	47.3%
127. I think that learning Irish is dull.	46.9%	17%	36.1%
128. Learning Irish is a waste of time.	58.6%	16.4%	25%

Scores for **Table 9.6**

Mean: Disagree

40%

Agree 37.9%

While it would appear in this study that the element of integrative orientation is the main impetus for learning Irish, nevertheless we must not forget that instrumental orientation has a part to play in the learning of Irish, as indicated by the findings for

Irish-medium respondents in Chapter 6. This is particularly true when it comes to securing points in the Leaving Certificate for entry to university and for respondents' future careers. Again all respondents with additional exposure are significantly more positive in all items in comparison with their opposite numbers with no additional exposure to the language. Respondents with additional exposure to the Irish language in the Gaeltacht are also significantly more positive towards Irish than the cohort of respondents who had additional exposure to German as outlined in Table 9.27 (see Appendix A5). Additional exposure is very much reflected by respondents in that they do not perceive Irish as being 'dull' or as 'a waste of time'. As against this, it is also significant to note that the two items 'learning Irish is really great' and 'I really enjoy learning Irish' elicit only 24.5% and 32.5% respectively from informants with no additional exposure to the language. This once again highlights the low positive attitudes towards the actual learning of the language itself on the part of participants who had no additional exposure. However, all respondents regard 'Irish is an important part of the school curriculum', particularly respondents with additional exposure to the language.

Respondents attending Irish language courses have a significant positive mean score of 65.5% in Table 9.7 as against 45.5% in Table 9.8 for respondents with no additional exposure to Irish. This seems to support the hypothesis that increased exposure to

Table 9.7 Integrative orientation in Irish for respondents with additional exposure to Irish language courses in the Gaeltacht (N=165)

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	16.2%	18.8%	65%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	16.8%	16.4%	66.8%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	14.3%	14.3%	71.4%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	20%	21.2%	58.8%

Scores for **Table 9.7**

Mean: Disagree 16.8% Agree 65.5%

Table 9.8 Integrative orientation in Irish for respondents with no additional exposure to Irish language courses in the Gaeltacht (N=235)

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	36.1%	23.9%	40%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	34%	23.9%	42.6%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	38.8%	19.1%	42.1%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	20.3%	22.3%	57.4%

Scores for **Table 9.8**

Mean: Disagree 32.3%

Agree 45.5%

language learning results in more integrative orientation (Spolsky, 1969; Baker, 1992). Integrative orientation for Irish with regard to aspects of Irish *'literature'* and *'cultural groups'* is noticeably higher than integrative orientation for the same items for German in Table 9.7 (see Appendix A5). It is also worth noting that respondents give a higher positive response to *'speakers of German'* in Table 9.7 (see Appendix A5) than to *'speakers of Irish'* in Table 9.7, an observation which was made earlier in Table 8.7 in Chapter 8 (see Appendix A4). It would appear that this item could possibly be interpreted as having instrumental type orientation which reminds us again of the thoughts echoed by Dörnyei (2001).

In addition to integrative orientation is the orientation index scale which consists of both integrative and instrumental type items. Respondents attending Irish language courses in the Gaeltacht report a positive mean score of 60.5% in Table 9.9 as compared with 42.4% in Table 9.10 for respondents with no additional exposure to the language. While respondents with additional exposure are more positive towards Irish than towards German, the difference, however, is not considered statistically significant. Practically all interviewees reiterate the claim when they state that if you are good at one language you will be good at other languages. Interviewee 3 states that *'if you have a good ear for languages, say you have a good ear for Irish or if you have a good ear for French then naturally you are going to have a good ear for German'*. Interviewee 2

states that *'when you can see that you have a certain level of German you begin to connect with Irish, the word structures are similar and some of the words are similar'*.

Table 9.9 Orientation index for respondents with additional exposure to Irish language courses in the Gaeltacht (N=165)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	33.1%	18.7%	48.2%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	23.1%	14.3%	62.6%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	18.1%	13.7%	68.2%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	20%	16.8%	63.2%
Scores for Table 9.9	Mean: Disagree 23.5%		Agree 60.5%

Table 9.10 Orientation index for respondents with no additional exposure to Irish language courses in the Gaeltacht (N=235)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	32.4%	22%	45.6%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	40.4%	17%	42.6%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	40.9%	19.1%	40%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	35.6%	22.8%	41.6%
Scores for Table 9.10	Mean: Disagree 37.3%		Agree 42.4%

The item *'heritage'* attracts a reasonably high positive response of 62.6% from respondents with additional exposure to the language whereas respondents with no additional exposure to Irish report only 42.6% which again shows the positive effect of additional exposure in an immersion context of language learning. Again with the remaining two items dealing with *'speakers of Irish'* and the *'two languages will make me a better educated person'* evince high positive responses for respondents with additional exposure than they do for respondents with no additional exposure to Irish.

Motivational intensity would appear to be significantly more positive for respondents with additional exposure to Irish language courses at 66.1% in Table 9.11 as compared with 48.6% in Table 9.12 for respondents with no additional exposure to Irish. Motivational intensity for additional exposure to German in Table 9.15 (see Appendix

A5) is lower at 58.5% but the difference, however, is not considered statistically significant.

Table 9.11 Motivational intensity in Irish for respondents with additional exposure to Irish language courses in the Gaeltacht (N=165)

	Disagree	Don't know	Agree
Positively Worded Items			
153. I make a point of trying to understand all the Irish I see and hear.	14.3%	6.2%	79.5%
155. When I have a problem with Irish in class, I always ask the teacher for help.	28.7%	8.1%	63.2%
156. I really work hard to learn Irish.	21.8%	18.2%	60%
Negatively Worded Items			
159. I don't bother checking my corrected exercises in my Irish course.	76.3%	6.2%	17.5%
160. I tend to approach my Irish homework in a random and unpleasant manner.	71.9%	7.5%	20.6%
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	76.3%	7.5%	16.2%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	70.7%	10%	19.3%
Scores for Table 9.11	Mean: Disagree 22%	Agree 66.1%	

Table 9.12 Motivational intensity in Irish for respondents with no additional exposure to Irish language courses in the Gaeltacht (N=235)

	Disagree	Don't know	Agree
Positively Worded Items			
153. I make a point of trying to understand all the Irish I see and hear.	27%	17.5%	55.4%
155. When I have a problem with Irish in class, I always ask the Irish teacher for help.	30.8%	17%	52.2%
156. I really work hard to learn Irish.	33.5%	22.3%	44.2%
Negatively Worded Items			
159. I don't bother checking my corrected exercises in my Irish course.	61.1%	13.4%	25.5%
160. I tend to approach my Irish homework in a random and unpleasant manner.	54.3%	13.8%	31.9%
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	65.3%	11.7%	23%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	44.3%	22.8%	32.9%
Scores for Table 9.12	Mean: Disagree 32.4%	Agree 48.6%	

It is interesting to note that respondents in Table 9.11 are much more positive towards learning '*aspects of Irish grammar*' than they are towards learning '*aspects of German grammar*' in Table 9.15 (see Appendix A5). This is also borne out by interviewee 9 when he claims that '*German grammar and the sentence structure*' is more difficult than '*Irish grammar*'. Again respondents have had 13 years of exposure in learning Irish to become familiar with Irish grammar. One can observe that respondents in Irish

language courses in the Gaeltacht ‘*work hard to learn Irish*’ than respondents who did not attend Irish language courses. It would appear that 23% of respondents with no additional exposure to Irish would be inclined ‘*to give up when our Irish teacher is explaining something difficult*’ whereas 30% would ‘*give up when our German teacher is explaining something difficult*’ (see Appendix A5). Looking at all items in Tables 9.11 and 9.12, it would appear that all students with additional exposure to Irish are significantly more positive than students with no additional exposure to the language.

In conjunction with items on motivational intensity which focus on effort and time expended in language learning, the desire to learn the language concentrates on the informants’ attitudes towards the actual language learning process (Gardner 1985a: 10). In line with consistency, respondents with additional exposure to Irish language courses in the Gaeltacht display more desire to learn Irish with a positive mean score of agreement at 64.1% in Table 9.13 as compared with 44.3% in Table 9.14 for respondents with no additional exposure.

Table 9.13 Desire to learn Irish for respondents with additional exposure to Irish language courses in the Gaeltacht (N=165)

Positively Worded Items	Disagree	Don’t know	Agree
163. I wish I had begun studying Irish at an earlier age.	54.3%	15.7%	30%
167. I wish I were fluent in Irish.	8.7%	6.3%	85%
Negatively Worded Items			
172. I haven’t any great wish to learn more than the basics of Irish.	74.5%	11.2%	14.3%
Scores for Table 9.13		Mean: Disagree 24.5%	Agree 64.1%

Table 9.14 Desire to learn Irish for respondents with no additional exposure to Irish language courses in the Gaeltacht (N=235)

Positively Worded Items	Disagree	Don’t know	Agree
163. I wish I had begun studying Irish at an earlier age.	48.5%	21.2%	30.3%
167. I wish I were fluent in Irish.	23.9%	10.1%	66%
Negatively Worded Items			
172. I haven’t any great wish to learn more than the basics of Irish.	44.3%	19.6%	36.1%
Scores for Table 9.14		Mean: Disagree 37.7%	Agree 44.3 %

All respondents express a positive score of 30% towards learning ‘*Irish at an earlier age*’ as against a significantly positive score of 75% for learning German in Table 9.17

(see Appendix A5). This would appear to be an indication of the utilitarian value of German over Irish. It is interesting to observe that fluency evinces the same positive responses for both Irish and German, possibly indicating the desire to be absolutely fluent in both languages which is reminiscent of the comments made by interviewee 1 earlier. Respondents in Irish language courses in the Gaeltacht, on the other hand, have more of a *'wish to learn more than the basics of Irish'* than respondents with no additional exposure to the language, possibly implying the level of language ability. The findings here are broadly in line with previous chapters of the analysis. Murtagh (2003: 152) seems to arrive at similar findings when she claims 'that while students were not negative towards Irish neither did they invest great personal effort in learning it'. While respondents with additional exposure to Irish are more positive towards Irish than respondents with additional exposure to German, the difference is, however, not considered statistically significant.

3. Respondents with additional exposure to Irish appear to experience less class anxiety than respondents with no additional exposure to the language.

Irish class anxiety for respondents, who attended Irish language courses in the Gaeltacht, is significantly lower at 17.3% in Table 9.15 as compared with 29.5% in Table 9.16 for respondents with no additional exposure. It is fairly consistent in the data analysis of this study that the more exposure students have towards language learning, the lower the level of their anxiety in Irish as compared to respondents who did not attend Irish language courses in the Gaeltacht. This would seem to suggest that they have more confidence in themselves as learners of Irish than as learners of German, particularly those respondents with no additional exposure to German (see Appendix A5). When one compares all the items in Table 9.15 with all the items in Table 9.16, one will notice that there is an overall significant difference in favour of respondents with additional exposure to Irish compared to those who had no additional exposure to

the language.

Table 9.15 Irish class anxiety for respondents with additional exposure to language courses in the Gaeltacht (N=165)

	Disagree	Don't know	Agree
138. It embarrasses me to volunteer answers in the Irish class.	77.5%	6.2%	16.3%
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	72.5%	7.5%	20%
140. I always feel that the other students speak Irish better than I do.	64.7%	10.6%	24.7%
141. I get nervous and confused when I am speaking Irish in the Irish class.	78.2%	6.8%	15%
142. I am afraid that the other students will laugh at me when I speak Irish.	84.9%	4.3%	10.8%

Scores for **Table 9.15**

Mean: Disagree 75.7%

Agree 17.3%

Table 9.16 Irish class anxiety for respondents with no additional exposure to language courses in the Gaeltacht (N=235)

	Disagree	Don't know	Agree
138. It embarrasses me to volunteer answers in the Irish class.	59.7%	12.7%	27.6%
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	53.3%	10.6%	36.1%
140. I always feel that the other students speak Irish better than I do.	45.4%	14.8%	39.8%
141. I get nervous and confused when I am speaking Irish in the Irish class.	56.5%	14.3%	29.2%
142. I am afraid that the other students will laugh at me when I speak Irish.	71.4%	13.8%	14.8%

Scores for **Table 9.16**

Mean: Disagree 57.2%

Agree 29.5%

It is also interesting to note that the effects of peer pressure does not appear to have very negative effects as exemplified in the item that '*other students will laugh at me when I am speaking Irish in the Irish class*', that is, 10.8% for informants who attended Irish language courses in the Gaeltacht and 14.8% for respondents with no additional exposure to Irish. The corresponding item (23.8%) for German elicited more negative responses, particularly from informants with no additional exposure to German in Table 9.2.

4. Parental encouragement is more salient for the cohort with additional exposure to Irish than it is for the sample with no additional exposure to the language.

Respondents attending Irish language courses in the Gaeltacht reflect more parental positive attitudes towards learning Irish as expressed by the positive mean score of 59.1% in Table 9.17 compared to 36.5% in Table 9.18 for respondents with no

additional exposure to the language. This difference shows a p -value 0 which again confirms the hypothesis that additional exposure to Irish is associated with more positive attitudes towards the language.

Table 9.17 Parental encouragement in Irish for respondents with additional exposure to Irish language courses in the Gaeltacht (N=165)

	Disagree	Don't know	Agree
143. My parents try to help me with my Irish.	36.8%	9.3%	53.9%
144. My parents are happy that I am doing Irish.	8.2%	4.3%	87.5%
150. My parents stress the importance of Irish for me when I leave school.	50%	18.2%	31.8%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	18.8%	14.4%	66.8%
Scores for Table 9.17	Mean: Disagree 24.4%		Agree 59.1%

Table 9.18 Parental encouragement in Irish for respondents with no additional exposure to Irish language courses in the Gaeltacht (N=235)

	Disagree	Don't know	Agree
143. My parents try to help me with my Irish.	37.3%	20.7%	42%
144. My parents are happy that I am doing Irish.	19.1%	27.1%	53.8%
150. My parents stress the importance of Irish for me when I leave school.	40%	31.9%	28.1%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	26.5 %	18.6%	54.9%
Scores for Table 9.18	Mean: Disagree 33.3%		Agree 36.5%

It is also possible that additional exposure to Irish could lead to an increased use of Irish in homes as indicated by Ó Riagáin (1997: 257) whereby 70% of parents, especially mothers, claimed that there was an increased use of Irish in their homes since their children commenced attending Irish-medium schools. All interviewees in the qualitative research would *'definitely'* recommend additional exposure to language learning, as epitomised by interviewee 4 when she states that *'they are exposed to the language all day/ it would help/ you know'*. It is noteworthy that parental encouragement for item *'my parents help me with my Irish'* in Table 9.17 is reasonably high at 53.9%. This is an indication of the effort and support that parents will accord their children in learning the language. The same item for German in Table 9.13 (see Appendix A5), on the other hand, receives less parental support. This could be due to the fact that the majority of parents themselves may never have learned German and hence they would be unable to help their children. It is noteworthy that respondents are significantly more positive

towards German in Table 9.13 (see Appendix A5) with regard to getting *'help from my German teacher if I am having problems with my German'* than they are towards Irish in the corresponding item in Table 9.17. This would appear to show that parents attach more utilitarian value to the learning of German.

5. It appears from the findings that respondents with additional exposure to Irish are more autonomous language learners than their counterparts with no additional exposure to the language.

The consistent trend of the emerging data analysis seem to support the view that respondents with additional exposure to Irish display more positive attitudes towards Irish, as reflected by a positive mean score of 53.5% in Table 9.19 compared to 34.8% in Table 9.20 for respondents with no additional exposure. Learner autonomy is relatively low even for respondents with additional exposure to Irish language courses in the Gaeltacht which seems to support the views of all interviewees when they state that *'it is easier to learn in a class group than to learn on your own outside of the classroom'*. Interviewee 2 puts it very succinctly when she states that *'you need to be focused'*, *'it is much easier with the teacher'* while interviewee 4 says *'I don't mind but I would prefer to work in class'*. In class they would have the support of the teacher if

Table 9.19 Learner autonomy in Irish for respondents with additional exposure to Irish language courses in the Gaeltacht (N=165)

	Disagree	Don't know	Agree
188. I enjoy reading and writing Irish in my own time.	49.3%	21.2%	29.5%
192. I rarely read anything in Irish apart from my Irish textbooks.	43.2%	10.6%	6.2%
193. I try to watch Irish language films and television.	23.2%	12.5%	64.3%
194. When I watch Irish language television in my own time this is because I like Irish language television.	32.5%	11.8%	55.7%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	21.2%	10%	68.8%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	21.8%	10.6%	67.6%
197. I enjoy listening to Irish when I watch Irish language television.	22.5%	12.5%	65%
Scores for Table 9.19	Mean: Disagree 31.7%	Agree 53.5%	

Table 9.20 Learner autonomy in Irish for respondents with no additional exposure to Irish language courses in the Gaeltacht (N=235)

	Disagree	Don't know	Agree
188. I enjoy reading and writing Irish in my own time.	51.7%	18%	30.3%
192. I rarely read anything in Irish apart from my Irish textbooks.	35.1%	14.3%	50.6%
193. I try to watch Irish language films and television.	55.8%	17%	27.2%
194. When I watch Irish language television in my own time this is because I like Irish language television.	61.1%	23.4%	15.5%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	56.3%	15.4%	28.3%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	54.2%	17%	28.8%
197. I enjoy listening to Irish when I watch Irish language television.	48.9%	19.1%	32%
Scores for Table 9.20	Mean: Disagree 44.1%		Agree 34.8%

they have language difficulties. Respondents with additional exposure to German appear to have low positive responses with regard to learner autonomy (see Appendix A5). Consistent with the four previous chapters, items in regard to watching the *'Irish language television'* TG4 received a more favourable response from all respondents which is significantly higher for Irish than for German (see Appendix A5). Respondents with additional language exposure are significantly more positive towards Irish than they are towards German.

6. Respondents with additional exposure to Irish seem to be more positive towards the Irish Leaving Certificate course than respondents with no additional exposure to the language.

Respondents in Irish language courses in the Gaeltacht register a significant positive mean score of 59.1% in Table 9.21 as compared with 42.7% in Table 9.22 for respondents with no additional exposure. While respondents with additional exposure are more positive towards Irish than towards German, however, the difference is not considered statistically significant. Again in line with the findings in the previous chapters, informants consider *'the Irish Leaving Certificate course'* less difficult than *'the German Leaving Certificate course'* (see Appendix A5). To confirm the findings in the previous four chapters, all informants appear to find learning Irish more *'enjoyable'*,

'rewarding' and 'interesting', than for the same items in German.

Table 9.21 Semantic differential assessment of the Irish Leaving Certificate course for respondents with additional exposure to Irish language courses in the Gaeltacht (N=165)

	Disagree	Don't know	Agree
Irish course difficulty			
203. The Irish Leaving Cert. course is difficult.	38.1%	11.2%	50.7%
Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.	27.5%	17.5%	55%
209. The Irish Leaving Cert. course is rewarding.	19.3%	16.2%	64.5%
Irish course interest			
211. The Irish Leaving Cert. course is interesting.	30%	10.6%	59.4%
213. The Irish Leaving Cert. course is exciting.	58.7%	18.7%	22.6%
Irish course utility			
215. The Irish Leaving Cert. course is necessary.	15.6%	10%	74.4%
217. The Irish Leaving Cert. course is useful.	15%	8.2%	76.8%
Scores for Table 9.21	Mean: Disagree 28.2%		Agree 59.1%

Table 9.22 Semantic differential assessment of the Irish Leaving Certificate course for respondents with no additional exposure to Irish language courses in the Gaeltacht (N=235)

	Disagree	Don't know	Agree
Irish course difficulty			
203. The Irish Leaving Cert. course is difficult.	37.2%	13.8%	51%
Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.	52.1%	21.2%	26.7%
209. The Irish Leaving Cert. course is rewarding.	32%	22.3%	45.7%
Irish course interest			
211. The Irish Leaving Cert. course is interesting.	23.5%	21.8%	54.7%
213. The Irish Leaving Cert. course is exciting.	51.7%	25.5%	22.8%
Irish course utility			
215. The Irish Leaving Cert. course is necessary.	26.5%	14.8%	58.7%
217. The Irish Leaving Cert. course is useful.	36.7%	15.9%	47.4%
Scores for Table 9.22	Mean: Disagree 39.2%		Agree 42.7%

Respondents with additional exposure to Irish language courses in the Gaeltacht find both German and Irish equally useful while respondents with no additional exposure find German (see Appendix A5) more useful than Irish. It appears that respondents with additional exposure place more cultural and aesthetic value on Irish than respondents with no additional exposure to the language. Respondents with no additional exposure to Irish language courses in the Gaeltacht find German more 'necessary' and more 'useful' in Table 9.24 in Appendix A5 than Irish, as exhibited for the same items in Table 9.22 above.

9.5 Comparative analysis of Higher Level respondents from English-medium schools in additional exposure to Irish with Irish-medium respondents

In view of the generally high positive attitudes of the 165 respondents who attended Irish language courses in the Gaeltacht as indicated in the above analysis, it was decided to isolate the 65 Higher Level students of Irish from English-medium schools and to compare them to students from Irish-medium schools to see if there were significant differences in attitudes towards Irish between the two cohorts (see Appendix A5). Having compared both sets of data, it was learned that while Irish-medium respondents have more positive attitudes towards Irish, there were, however, no significant differences between the two cohorts of respondents as indicated in Table 9.23 below.

Table 9.23 Comparative analysis of positive mean scores for Irish-medium respondents with Higher Level English-medium respondents who had additional exposure to Irish language courses in the Gaeltacht

	Irish-medium respondents (N=100) - mean scores for Irish.	HL English-medium respondents (N=65) with additional exposure to Irish language courses in the Gaeltacht - mean scores for Irish.
Attitudes towards speakers of Irish.	82.2% <i>p</i> >0.05	77.4%
Attitudes towards learning Irish	77.7% <i>p</i> >0.05	69.1%
Integrative orientation.	73.7% <i>p</i> >0.05	64.9%
Instrumental orientation.	56.2% <i>p</i> >0.05	45%
Irish class anxiety.	11.8% <i>p</i> >0.05	21.5%
Parental encouragement.	61% <i>p</i> >0.05	60.9%
Motivational intensity.	67.3% <i>p</i> >0.05	67.1%
Desire to learn Irish.	70.8% <i>p</i> >0.05	65.5%
Orientation index.	67.3% <i>p</i> >0.05	57.4%
Learner autonomy.	62.5% <i>p</i> >0.05	54.4%
Semantic differential assessment of the Irish L.C course.	65.2% <i>p</i> >0.05	54.4%

It does appear that additional exposure is associated with more positive attitudes towards language learning (see Tables 9.47 – 9.57 for a comparative analysis in Appendix A5). A sizeable majority of these Higher Level respondents from English-medium schools have participated in Irish language courses in the Gaeltacht on three or

more occasions. From this cohort, it is also interesting to note that of the 65 Higher Level respondents from English-medium schools, 54% were girls and 46% were boys. The female cohort of the 65 respondents demonstrated more positive attitudes towards Irish than boys in this sample as was also indicated in Chapter 7 on gender differences. It is well documented that Irish-medium respondents express more positive attitudes towards the utility of Irish (see Chapter 6) and especially towards its importance as a symbol of cultural and national identity than English-medium respondents (see Chapter 6 in the present study and Kavanagh 1999: 229). Kavanagh (*ibid*), however, in her study, did not compare additional exposure to Irish language courses in the Gaeltacht for Higher Level respondents from English-medium schools with Irish-medium respondents. In the context of the present study, it would appear from the findings that the more exposure that students have towards language learning, the more positive and competent they will be in their language learning ability (Baker, 1992). These are interesting findings in favour of additional exposure to Irish language courses in the Gaeltacht for students from English-medium schools. Irish-medium respondents, on the other hand, have a major advantage over English-medium respondents in that they are continuously exposed to the language in the school environment. In the words of Murtagh (2003: 106) extra-school use of Irish for Higher Level respondents from English-medium schools ‘mainly involved contact with Irish through summer courses in the *Gaeltacht*, watching Irish language TV or using Irish as a secret code, for example, when on holidays abroad’. In the light of these findings one can hypothesise that there are no significant differences in attitudes between Higher Level respondents from English-medium schools attending Irish language courses in the Gaeltacht and Irish-medium respondents as demonstrated by the *t*-test statistics measuring technique in Table 9.23 above.

9.6 Conclusion

The findings emerging in this chapter confirm the hypothesis that additional exposure to German and Irish generates more positive attitudes towards the language learning process. Since only six respondents participated in student exchanges to Germany, it was felt that this number was insignificant to compare with the rest of sample (N=394). It was therefore decided to combine these six respondents with those who attended Euro colleges as well as those who went on school tours to Germany. It is possible to conclude, therefore, that this could be sufficient reason for such a low statistical difference between respondents with additional exposure to German and those with no additional exposure to the language. Respondents attending Euro colleges might perhaps be more interested in the utilitarian value of language learning to improve their German and to secure high points in the Leaving Certificate and not necessarily having any intrinsic motives for learning the language. Respondents visiting Germany on school tours may not necessarily speak much German since they would be speaking only English among themselves and, hence, would not sample the cultural flavour of the language or come into close contact with the target language community. All 23 scales measuring attitudes towards German and Irish in this chapter indicated that additional exposure to language learning was more positive than no-additional exposure to language learning, as has been noticed in case of Irish. Eleven scales, however, indicated that additional exposure to language learning was statistically significant, as indicated by Table 9.0 at the beginning of this chapter. It is interesting to note that respondents, who had no additional exposure to either German or Irish were slightly more positive towards German in terms of securing employment than they were towards Irish. In addition, as indicated in the findings above in Table 9.23, 65 Higher Level informants from English-medium schools exhibited high levels of positive attitudes towards the language because of additional exposure to Irish language courses

in the Gaeltacht which compared favourably with informants from Irish-medium schools in that there were no significant differences between the two cohorts. A summary of the findings is as follows:

- Respondents with additional exposure to German and Irish appear to experience less class anxiety than respondents with no additional exposure to the language.
- It appears from the data that informants with additional exposure to Irish are more positive towards the language as a symbol of cultural and ethnic identity than those with no additional exposure.
- Parental encouragement is more salient for the cohort with additional exposure to learning Irish than it is for the cohort with no additional exposure.
- The findings show that respondents with additional exposure to Irish are more autonomous language learners than their counterparts with no additional exposure to the language.
- Respondents with additional exposure to Irish seem to be more positive towards the Irish Leaving Certificate course than respondents with no additional exposure.

The data on the learning of Irish also corroborate the hypothesis that integrative type orientation is more salient in the learning of Irish as a symbol of cultural and national identity, particularly for respondents with additional language exposure. The findings would also confirm the hypothesis that instrumental type orientation seems to be more salient in the learning of German for utilitarian purposes. Table 9.23 also demonstrates that there are no statistically significant differences in attitudes towards Irish between Higher Level respondents from English-medium schools and respondents from Irish-medium schools.

CHAPTER 10

SUMMARY AND CONCLUSIONS

10.1 Introduction

This chapter summarises and discusses the main findings of this exploratory research study which assessed Leaving Certificate students' attitudes towards the learning of Irish as a second language and German as a foreign language in 25-second level schools of which five were Irish-medium schools. Section 10.2 briefly outlines the historical and curricular positions of Irish and German in second level schools from 1922 to recent times. Section 10.3 presents and evaluates the relevance and importance of the literature review on attitudes to and motivation in language learning while section 10.4 outlines the methodology. Section 10.5 assesses the findings of Chapters 5-9 in the light of the research question and the literature review which underpin the five hypotheses. Section 10.6 looks at the general implications of language learning while section 10.7 considers the limitations of the study. Finally, section 10.8 concludes with recommendations for further research.

10.2 Historical and curricular positions of Irish and German

Chapter 2 contextualised the historical and curricular positions of Irish and German in second level schools with regard to the teaching and learning of both languages. This chapter also took cognisance of research on public attitudes towards Irish carried out by Bord na Gaeilge (1986); the Committee on Language Attitudes Research (1975); the Institiúid Teangeolaíochta Éireann studies conducted by Ó Riagáin and Ó Glisáin (1984 and 1994) including major studies conducted by Fahy (1988); Kavanagh (1999) and Murtagh (2003). In general, empirical studies, including the present study, demonstrated that the central attitudinal reasons for learning Irish are historical and

cultural in that the language is considered as an emblem of cultural and national identity (Fahy 1988; Kavanagh, 1999 and Murtagh, 2003). As we have also seen in Chapter 2, the teaching and learning of Irish seemed to be bedevilled by poor motivation over the years not only by the negative legacy inherited from the nineteenth century, which is well documented by Wall (1969); Devlin (1973); Edwards (1985); Hindley (1990), but also by the type of government and educational policies that were implemented to revive the language since the foundation of the Irish Free State in 1922. These restoration policies became incrementally more vague and diluted, providing only empty rhetoric according to the Irish National Teachers' Organisation (1985: 2). In short, the restoration of the language was left to the schools and they alone could not restore it without assistance from the leadership role of the State.

As early as the 1940s the Irish National Teachers' Organisation was highly critical and questioned the merits of the government's restoration policies which in turn had a negative effect on the teaching and learning of Irish. Additionally, Macnamara (1966) in his well-publicised research findings on Irish-medium primary schools concluded that pupils were eleven months behind in arithmetic than those pupils in English-medium schools. Ó Buachalla (1984: 90) explicitly states that the training colleges and national schools were 'jettisoning Irish as a serious curricular element' and consequently the language never received due recognition and planning. This chain of events partly resulted in a reduction in Irish-medium instruction in both primary and second level schools. Public disquiet with regard to the way Irish was being taught in the schools ultimately led to curriculum reform in the primary schools in 1970 with the introduction of the communicative approach to language teaching and learning in second level schools in the 1980s. The syllabi for both primary and second level schools, therefore, became aligned with meaningful language teaching and learning, thus creating a context for more positive attitudes to language learning in both Irish and foreign languages.

With regard to German, the emphasis placed on the teaching of Irish in second level schools since the foundation of the Irish Free State in 1922 led to a decline in the teaching of German as a foreign language as echoed by Fischer (1996: 466) when he states that *'Der Niedergang des Deutschen als Schulfach beschleunigt sich, als die Freistaatregierung das Bildungswesen übernahm'* [the decline of German as a school subject accelerated when the Irish Free State assumed control of the Irish education system, Researcher's translation]. It would also appear that there were negative attitudes towards the teaching and learning of the language in the wake of two world wars as echoed by the Department of Education's *Report* (1945/ 46: 8) when it states that *'an dá chogadh, thug said an Ghearmáinis gan morán rachairte uirthi ins na scolacha'* [the two world wars led to the decline of German in the schools, Researchers' translation]. This may have militated against the uptake of the language in second level schools up to the 1960s. Economic expansion in trade between Ireland and Germany led to rapid growth in student up-take rates of German in the late 1980s because of the apparent utilitarian value of the language for employment purposes not only in Germany, but also with German companies in Ireland. By 1987 twelve times as many students took French in second level schools as German, even though Ireland exported £724 million worth of goods to Germany as compared with only £527 million to France. Hans-Peter Müller, chairman of the Deutsche Commerzbank, noted that German companies have exported €15 billion of goods and services to Ireland and invested more than €9 billion (Creaton, 2005). This increase in trade with Germany from the 1980s led to an increase in student take-up rates in German in the schools (Ruane 1990: 81-93; Varilly 1990: 7).

In conclusion, Irish and German are taught within a communicative paradigm using the languages for communicative purposes with a view to motivating learners. Learners can come into contact with native speakers of Irish and German not only on tape and the visual media, but also through authentic reading materials and the internet. This also

includes exposure to the target language communities in the form of school exchanges to Germany and attendance at Irish language courses in the Gaeltacht.

10.3 Summary of issues from literature review

As can be seen in Chapter 3, there is no global theory of motivation that can satisfactorily explain all the facets of student motivation with regard to language learning. It is difficult to draw definite conclusions due to conflicting empirical methodologies and findings conducted in various parts of the world. As pointed out by Baker (1992), no review of the literature can be expected to close all the gaps in language attitudes and motivation. It can only attempt to fill some of the spaces and glimpse the areas yet to be covered. Attitudes and motivation are multifaceted rather than uniformed factors and no available theory to date has yet managed to represent them in their overall complexity. One can only conclude that language researchers need to be cautious when conceptualising and assessing attitude and motivation variables by keeping in mind that a specific motivation concept is only likely to represent a segment of a more complex psychological construct. There is no room for simplistic approaches to such a complex issue as motivation. Psychologists, therefore, cannot offer us as practising language teachers any tailor-made solutions for specific motivational problems of particular individual students in the language classroom or in any other language learning environment.

Teachers and researchers contend that motivation is one of the key factors that influence the rate of success in second and foreign language learning. As already stated in the literature review, it provides the principal impetus ‘to sustain the long-term effort to master a second language’ (Gardner and Lambert 1972: 15). Gardner and Lambert (1972: 3) would argue that one’s ‘motivation to learn is thought to be determined by his attitudes toward the other group and toward foreign people in general’. They (ibid.) also

stated that ‘language attitudes may have an effect on second or foreign language learning’, which affect motivation. Until the 1990s motivation in the social psychological tradition was inspired and dominated by the influential works of Gardner and his colleagues whereby it was initially seen as a relatively static learner characteristic. The 1990s heralded a shift in thought on motivation in language learning by researchers in many parts of the world who reopened the research agenda on attitudes and motivation. This renewed interest, which resulted in a plethora of both theoretical and empirical research studies, led to the adaptation from mainstream psychology of a number of cognitive and situation-specific variables to the existing model. This created an air of eclecticism in second and foreign language motivation since there was insufficient discussion of the interrelationship of the new scientific terms (Dörnyei 1998: 117).

In light of these developments in attitudes to and motivation in language leaning, the present researcher incorporated much of the theory initiated by the social psychologists, Gardner and his associates, and also included dynamic developments in motivational psychology in the works of Deci and Ryan (1985); Ushioda (1995); Green (1999); Dörnyei (1998 and 2001). It would also appear from the literature review that motivation is a multifaceted and complex construct and the different approaches illustrate the complexity of the issue. These diverse approaches to motivation do not necessarily conflict with each other, but rather enrich our understanding of the concept, provided they are adequately integrated (Dörnyei (2001: 7).

Finally, this approach is likely to remain for the foreseeable future whereby it will provide scope for future research in language motivation. Many of the components of the current motivational approaches in mainstream psychology discussed in the literature review in Chapter 3 have been validated in certain second and foreign

language learning contexts. It is hoped that this will demonstrate an increasingly elaborate synthesis of the various constituents. Much research on motivation for language learning has emphasised integrative motivation. Motivational research in language learning drew particular attention to the importance of the interplay between integrative and instrumental orientation for language learning and how these two factors interact with each other as in the case with the present study. The review of the literature also drew attention to the importance of investigating different dimensions of motivational factors within a broader attitude motivation system. It stated that attitudes and motivation could acquire different shades and degrees of personal meaning depending on the context in which they are employed. It was for this reason that the students' questionnaire sought to operationalise as many dimensions of attitudes as possible towards the learning of German and Irish.

10.4 Methodology

The methodology, which was discussed in Chapter 4, employed two research instruments, namely, quantitative and qualitative to elicit students' attitudes to the learning of German and Irish in 25-second level schools of which five were Irish-medium schools. The twelve-scale quantitative research instrument, which consisted of 228 items, took cognisance of the questionnaire items employed by Gardner (1985b); Fahy (1988); Green (1999); Murtagh (2003). The analysis of the 400 questionnaires in Chapters 5-9 were processed by using the five-point Likert (1932) measuring scale: that is, Strongly disagree=1, Disagree=2, Don't know=3, Agree=4, Strongly Agree=5. It was decided to employ the five-point Likert scale instead of the seven-point scale due to time constraints imposed by schools authorities (see sections 4.10 and 4.10.1 in Chapter 4). The positive mean scores for each scale were obtained by collapsing the strongly agree scales with the agree scales. The same procedure was applied to the strongly disagree scales and disagree scales to obtain the negative mean scores. This

resulted in there being three scales for each table for the purpose of computation, that is, 'Disagree', 'Don't know' and 'Agree'. The mean score therefore is the sum of all the scores in the scale divided by the total number of items in the scale. 'The mean score is the most commonly used and most widely applicable measure of the central tendency of a distribution (Richards et al. 1992: 172). When comparing the mean scores for each of the two main variables in each of the five chapters of the analysis, the researcher employed the *t*-test statistics quantitative procedure for determining the statistically significant difference between the means on the two sets of scores from the two different samples. In short, the primary aim of the study was to determine the significant differences between two positive mean scores from two different samples for all twelve scales in each of the five chapters of the analysis.

The qualitative research instrument, which was adapted from Ushioda's (1995) research, involved semi-structured interviews with twelve respondents from different schools. The purpose of the qualitative instrument was to elicit additional data so as to verify and corroborate the quantitative findings.

As was seen in the literature review, the Attitude Motivation Test Battery instrument was developed, validated and standardised by Gardner and Lambert in numerous studies in Canada, United States of America and the Philippines. Since the Attitude Motivation Test Battery has proven to be a reliable self-report research instrument, which has withstood the test of time (Skehan 1991: 283), despite the various constructive criticisms, it was decided therefore to adapt it in the present study to measure students' attitudes towards the learning of German and Irish. It was also decided to adapt some items from Green's (1999) questionnaire to measure learner autonomy using the five-point Likert scale. It was on the basis of these measuring instruments against the background of the literature review including the research question and the hypotheses

that the data analysis was assessed.

10.5 Overview of findings

This study addressed five main hypotheses in section 1.4 of Chapter 1 which were underpinned by the research question in the course of the analysis: Are there any significant quantifiable differences in the attitudes of Leaving Certificate students towards the learning of German and Irish? The analysis of data was discussed in light of the findings in Chapters 6-9.

Hypothesis 1. Respondents are generally more positive towards Irish than they are towards German.

Hypothesis 2. Irish-medium students have more integrative and instrumental levels of orientation in the learning of German and Irish than English-medium students.

Hypothesis 3. Girls have more positive attitudes towards language learning than boys.

Hypothesis 4. Higher Level respondents have more positive attitudes towards German and Irish than Ordinary Level students.

Hypothesis 5. Additional exposure to the learning of German and Irish increases integrative and instrumental levels of motivation.

The findings in Chapter 5 showed that seven scales out of eleven measuring attitudes towards German and Irish have *p*-values of less than 0.05 of statistical significance in Table 5.0 (see Chapter 5). The findings also confirmed the stated hypothesis that the majority of respondents were more favourably disposed towards Irish (59.3%) than they were towards German (50.1%) while they experienced less anxiety in the learning of Irish (21.7%) than in the learning of German (40.2%). Parental encouragement, as reflected by the informants, was significantly more positive towards Irish (51.7%) than

towards German (38.5%). While informants were not very autonomous language learners, nevertheless they were significantly more autonomous in the learning of Irish (47%) than they were in the learning of German (32.1%). Finally, the majority of subjects were significantly more positive towards the Irish Leaving Certificate course than they were towards the German Leaving Certificate course. Respondents found Irish more enjoyable, interesting, exciting, less difficult and less boring than German. Studies conducted by the Committee on Irish Attitudes Language Research (1975); Institiúid Teangeolaíochta Éireann surveys by Ó Riagáin and Ó Gliasáin (1984 and 1994); Fahy (1988); Ó Fathaigh (1991); O' Reilly (1994); Crowley (1996); Kavanagh (1999); Ní Laoire (2003); Murtagh (2003) demonstrated that respondents were more positive towards Irish as a symbol of cultural and national identity but they were less positive towards the actual learning of the language itself which also echoed the findings in the present study.

It must be also noted that respondents from English-medium schools in the quantitative research attached more utilitarian value to the learning of German than to the learning of Irish, as also demonstrated by interviewees in the qualitative research. As previously mentioned in the literature review, when Gardner and Lambert (1972) carried out research in a Filipino multilingual society they discovered that students placed a high instrumental value on the learning of English as a foreign language. It would appear that the learning of English as a foreign language in the Philippines would be similar to learning German as a foreign language in the Irish context whereby students are, for the most part, instrumentally motivated to learn the language.

The data analysis in Chapter 6 confirmed the hypothesis, that Irish-medium respondents were significantly more disposed towards language learning than their English-medium counterparts, as indicated by the attitude scales in Table 6.0 (see Chapter 6). Out of the

23 scales in this chapter measuring attitudes towards German and Irish, Irish-medium respondents were significantly more positive in 13 scales which showed that there is a significant difference between Irish-medium and English-medium instruction regarding language learning, as demonstrated by Kavanagh (1999) and Murtagh (2003). The findings also demonstrated that the Irish-medium sample was significantly more positive towards German than the English-medium sample, as was indicated in their attitudes towards speakers of German and towards the actual learning of the language itself. It was noted in Chapter 6 that integrative type orientation was more salient in the learning of German and Irish for Irish-medium informants than it was for English-medium informants. This also indicated that the Irish-medium sample was more positive towards Irish as a symbol of cultural and national identity than the English-medium sample. As expected Irish-medium respondents were more instrumentally disposed towards Irish and they also experienced less Irish class anxiety than their English-medium peers (see Table 6.0 in Chapter 6). The present findings with regard to class anxiety in Irish were also echoed by Murtagh's (2003) findings on language anxiety in relation to respondents in Irish-medium schools. While parental encouragement was more salient for the Irish-medium cohort than for the English-medium cohort in the learning of Irish, the findings also showed that Irish-medium informants were significantly more autonomous language learners than their English-medium counterparts in the learning of Irish. Again Irish-medium students were more positive towards the Leaving Certificate course in Irish with a mean score of 65.2% than English-medium students at 48.8%, as might be expected considering Irish-medium students' continuous exposure to the language.

Items, for example, seeking respondents' opinions on the utilitarian value of German in relation to jobs evoked positive responses, particularly from English-medium students which was again confirmed by interviewees. It is interesting to note that Irish-medium

respondents saw more utilitarian value in the learning of Irish rather than in the learning of German with regard to seeking employment. The data in the present study confirmed Murtagh's (2003) findings in that Irish-medium respondents were more positive towards Irish than English-medium informants. Since Irish-medium informants were more positive towards Irish, these positive attitudes seemed to have a positive impact on their attitudes towards learning German, which was reiterated and confirmed by interviewee 1 (see Appendix C). Interviewee 8 also stated that *'if you are good at one language, the chances are that you will be good at another language'*. As respondents in Irish-medium schools are continuously exposed to Irish-medium instruction, one would expect these respondents to be more positive towards language learning. In light of the findings in Chapter 6, Irish-medium instruction appears to produce high levels of positive attitudes towards second and foreign language learning. Fishman (1991: 138) claims that the maintenance and fostering of Irish cannot be achieved as a language being taught as a single subject but rather as a medium of instruction for all subjects.

The findings in Chapter 7 confirmed the hypothesis that female respondents were more favourably disposed towards German and Irish than their male counterparts. Out of 23 scales measuring attitudes towards German and Irish, girls were significantly more positive than boys in 15 scales, as can be observed from Table 7.0 in Chapter 7. The findings here confirmed the view that girls have more propensity for language learning (75.8%) than boys (59.5%) which confirmed Pritchard's (1987) findings that girls have more favourable attitudes towards language learning. McDonough and Paterson (2002) confirmed the popular view that girls are better at languages than boys. Gender difference observed in Ireland were similar to those observed in other OECD countries. In the present study girls were more positive towards German and Irish than boys as demonstrated in all attitude scales. Integrative orientation was significantly more salient in the learning of German and Irish for girls than it was for boys. This demonstrates that

girls are more positive towards Irish as a symbol of cultural and national identity. While all respondents were not autonomous language learners, nevertheless learner autonomy was more popular with girls in the both languages, particularly Irish, than it was for boys. Girls also demonstrated that they saw more instrumental value in the learning of Irish (46.8%) than boys at 37.1%. Additionally, the qualitative data from the interviewees in Appendix C corroborated and supported the quantitative findings in relation to gender differences in the learning of German and Irish. In addition, the findings in this chapter confirmed the comments echoed by Powell and Batters (1985) in that girls are more positively disposed towards language learning than boys. One cannot suggest, however, that girls are more innately endowed with excellence for language learning even though this anecdotal preconception is still quite prevalent today among language teachers. In short, Hirst (1982: 110) claims that any empirical study in this area of gender difference in relation to language learning needs to be carefully analysed when reaching definite conclusions. It would appear that difference in language attitudes between boys and girls stem principally from society which prescribes different norms for each gender. McDonough (1981) claims that language learning does not seem to contravene the social norms in the case of girls whereas it does for boys.

Since all respondents have been learning Irish for 13 years and German for five years, and since no comparative study has been conducted on German and Irish, no appropriate language attitude test is available to assess their level of attitudes towards the two languages. Therefore, it was decided in this study to use Higher and Ordinary Level students' attitudes as a barometer to determine the significant differences between the two cohorts. The data in Chapter 8 indicated that there were significant differences between Higher and Ordinary Level students' attitudes towards language learning which confirmed the hypothesis that Higher Level informants have more positive attitudes

towards German and Irish than Ordinary Level respondents. Of the 23 scales measuring attitudes towards German and Irish, 19 scales indicated that Higher Level respondents were significantly more positive towards German and Irish. Higher Level respondents demonstrated more positive attitudes towards language learning in general with a significantly high positive mean score of 71.8% over Ordinary Level students at 52.1%. Integrative orientation was more salient in the learning of German and Irish for Higher Level students than for Ordinary Level in which Higher Level students were also more positive towards Irish as a symbol of cultural and national identity. The symbol of cultural and national identity was a dominant feature for all respondents in the data analysis but more particularly for Higher Level respondents. Positive attitudes towards cultural and national identity in these findings did not translate into positive attitudes towards learning the language itself. These findings were also confirmed by Ó Fathaigh's (1991) research findings where he stated that while respondents were more positive towards Irish as a symbol of cultural and national identity, there were not, however, positive towards the actual learning of the language itself. While Higher Level respondents were more instrumentally disposed towards learning German and Irish than Ordinary Level students they were also more autonomous language learners of German and Irish than their Ordinary Level counterparts (see Table 8.0 in Chapter 8). Finally, Higher Level students were more positive towards the Irish Leaving Certificate course than their Ordinary Level peers, thus demonstrating that they found *'The Irish Leaving Certificate course enjoyable, rewarding, interesting and exciting'*. Crowley (1996: 28) revealed similar findings in her research study in which Higher Level respondents demonstrated more positive attitudes on all items in the questionnaire than Ordinary Level respondents. She also noted that Ordinary Level respondents experienced more class anxiety in Irish and that they also expressed less confidence with regard to their ability to speak the language. While the category of Higher Level respondents in the

present study also contained 100 respondents from Irish-medium schools, it must be borne in mind that these students have an advantage over their peers from English-medium schools. Irish-medium respondents have more opportunities to speak Irish both in and outside of school which in turn is associated with more positive attitudes towards the language. Murtagh (2003: 152) made the same observation in her research study in relation to Irish-medium respondents when she stated that Irish-medium respondents made 'greater use of the language outside of school'.

Ordinary Level students were more positively disposed towards Irish than they were towards German. Not only were Higher Level respondents more positive towards the Irish Leaving Certificate course than Ordinary Level respondents, they were also happier with their experience of the Irish Leaving Certificate course than with the German Leaving Certificate course. Some Ordinary Level respondents perceived both German and Irish as having very little utilitarian value for them, particularly those respondents who wanted to take up manual employment that does not require a language as a prerequisite for apprenticeships. For example, interviewee 12, who took Ordinary Levels in both languages in the Leaving Certificate stated that *'I am not really interested in any of the languages because I find them hard and boring and learning German or Irish is not very important for me'*. In short, this indicated that some Ordinary Level respondents do not consider German or Irish as being of significant value to them in their future careers while the findings in Table 8.46 showed the level of *'difficulty'* they encountered in item 203 (55%). Yet interviewee 12 stated that he *'would prefer to pass Irish than to pass German'* because *'I am doing Irish longer'* which showed that he saw some integrative value in the language. It does play some part in his identity: *'I would like to be able speak Irish better'*. From the quantitative and qualitative findings, language difficulty and low levels of ability appeared to be the principal obstacles to positive attitudes in language learning on the part of Ordinary

Level respondents.

The findings in Chapter 9 confirmed the hypothesis that additional exposure to German and Irish generated more positive attitudes towards the language learning process. Out of a total of 40 respondents, who had additional exposure to German, only six respondents participated in student exchanges to Germany while the remainder attended Euro colleges in Ireland or went on school tours to Germany. The findings confirmed that the six respondents, who participated in school exchanges to Germany, had very positive attitudes towards the language as a result of additional exposure. It was also possible to conclude that since an insignificant number participated in school exchanges to Germany, that this could possibly account for the low significant difference between respondents with additional exposure to German and those who had no additional exposure to the language. Respondents attending Euro colleges might perhaps be more interested in the utilitarian value of securing points in the Leaving Certificate and not necessarily having any great intrinsic motive for learning the language. Respondents visiting Germany on school tours may not necessarily speak much German since they would be speaking English among themselves and, hence, would not sample the cultural flavour of the language or come into close contact with the target language community. In short, all 23 scales measuring attitudes towards German and Irish in this chapter indicated that students with additional exposure to language learning were more positive than students with no additional exposure to language learning. Eleven scales, however, indicated that additional exposure to language learning was statistically significant.

The findings demonstrated that respondents with additional exposure to German and Irish experienced less class anxiety than respondents with no additional exposure. This is not surprising since additional exposure would give them more self-confidence in themselves as language learners. Informants, who attended Irish language courses in the

Gaeltacht, were more positive towards the language as a symbol of cultural and national identity, as was exhibited in their positive responses to speakers of Irish and to the learning of the language itself. Not surprising, parental encouragement was more salient for the cohort that participated in Irish language courses in the Gaeltacht, as demonstrated by the positive mean score of 59.1% as against 36.5% for those respondents who had no additional exposure. Stern (1967) also found that children's levels of success in the learning of Welsh was directly influenced by parental attitudes. Gardner (1968: 14) states that parents can play an active role in their children's attitudes towards language learning while Cavanaugh (1976: 50) would argue that parental attitudes are reflected in their children. One could possibly conclude that students, who attend Irish language courses in the Gaeltacht, are generally influenced by their parents. The findings also showed that respondents with additional exposure were also more autonomous learners of Irish than their counterparts with no additional exposure to the language. This is not surprising, given that 100 respondents were from Irish-medium schools taking Higher Level Irish and 70 of them had participated frequently in Irish language courses in the Gaeltacht. Finally, respondents with additional exposure to Irish are more positive towards the Irish Leaving Certificate course as demonstrated by their high level of positive responses to finding the course '*enjoyable*', '*interesting*' and '*exciting*', thus showing high levels of integrative orientation towards the language. The findings here were supported by interviewee 1 when he stated that more exposure to the learning of German and Irish '*would definitely improve your language*' which was also corroborated by interviewee 2 when she claimed that '*it would help the oral aspects of it*'.

In view of the generally high positive attitudes of the 165 respondents who attended Irish language courses in the Gaeltacht in the above analysis, which consisted of 70 Irish-medium respondents, it was also decided to compare Higher Level respondents

from English-medium schools with the 100 respondents from Irish-medium schools to see if there were significant differences in attitudes towards Irish between the two cohorts (see Tables 9.47 – 9.57 for a comparative analysis of data in Appendix A5). Having compared both sets of data, it was learned that while the Irish-medium respondents had more positive attitudes towards Irish, there were, however, no significant differences between the two cohorts of respondents.

It does appear that additional exposure to Irish language courses in the Gaeltacht for Higher Level respondents from English-medium schools does create more positive attitudes towards language learning. As already noted, the majority of these Higher Level respondents from English-medium schools have participated in Irish language courses in the Gaeltacht on three or more occasions. From this cohort, it was also interesting to note that of the 65 Higher Level respondents from English-medium schools, 54% were girls and 46% were boys. This female cohort (54%) of the 65 respondents demonstrated more positive attitudes towards Irish than boys in this sample, as was also indicated in Chapter 7 on gender differences in language learning. It is also well documented that Irish-medium respondents expressed more positive attitudes towards the utility of Irish (see Chapter 6) and especially towards its importance as a symbol of cultural and national identity than English-medium respondents (see Chapter 6 and Kavanagh's research 1999: 229). In the context of the present study, it would appear from the findings that the more exposure that students have towards language learning, the more positive they will be in their language learning ability (Baker, 1992). These are interesting findings with regard to positive attitudes towards Irish for Higher Level respondents from English-medium schools in the current study, given that Irish-medium respondents have a major advantage over them in that they are continuously exposed to the language in the school environment. Again in the words of Murtagh (2003: 106), extra-school use of Irish for Higher Level

respondents from English-medium schools ‘mainly involved contact with Irish through summer courses in the *Gaeltacht*, watching Irish language TV or using Irish as a secret code, for example, when on holidays abroad’. In the light of these findings one can hypothesise that there are no significant differences between Higher Level respondents from English-medium schools, who attend Irish language courses in the *Gaeltacht*, and Irish-medium respondents. Finally, these findings could be of particular relevance to curriculum designers, educators and Irish language organisations.

10.6 General implications for language learning

The findings in the present study demonstrated that Irish-medium schools produce high levels of positive attitudes towards Irish. While Irish-medium respondents are more positive in general towards Irish than towards German, nevertheless, they are significantly more positive towards German than English-medium respondents. It is significant to note from the findings in the present study that Irish-medium respondents attach more utilitarian value to Irish than to German. It is also interesting to note that significantly favourable attitudes towards Irish as a second language may transfer to German as a foreign language. While the majority of respondents are positively disposed towards Irish as a symbol of cultural and national identity, they are not, however, favourably disposed towards the actual learning and use of the language, as demonstrated by Fahy (1988); Kavanagh (1999); Murtagh (2003). Since the overall findings indicated that respondents were more positively disposed towards Irish than towards German, nevertheless a higher percentage of respondents in this study took Higher Level German in the Leaving Certificate examination as already noted in Table 4.1 in Chapter 4. One of the reasons for this, as suggested by interviewee 1, is the fact that there ‘*is a requirement to learn a lot of poetry and text and the course is very broad*’ in Irish. This appears to discourage many students from taking Leaving Certificate Higher Level Irish whereas the volume of work in German is somewhat less

with only one written paper. Ó Dubhthaigh's (1978: 29) claims that *'má tá aon rud ag marú na Gaeilge sna hiarbhunscoileanna is í an litríocht atá á dhéanamh sin. Cuirtear an oiread sin litríochta faoi bhráid na ndaltaí nach bhfuil ullamh dá leithéid go dtuigtear dóibh gur ghnó dodhéanta dóibh é Gaeilge a fhoghlaim'* [if there is one thing that is killing Irish in post-primary schools, it is the literature. The pupils, who are not ready to absorb so much literature, think that it is an impossible task for them to learn the language, Researcher's translation]. From the data analysis in this study, as confirmed by most interviewees, it would appear that the literature content has negative implications for Irish which may possibly discourages many students from taking the Higher Level in the Leaving Certificate. In short, more emphasis should be placed on the actual learning of the language in terms of its aural, oral and written components to boost its communicative and utilitarian value. The best means of increasing the utilitarian value of the language is to incorporate it more into the commercial life of the country. In the words of Baker (1992: 110) 'a language that has no place in daily business, administration and transactions, is likely to be linked with attitude decline'.

The role and status of German, on the other hand, has been characterised by pendular movement with periods of growth, enthusiasm and increased use, contrasting sharply with decline, apathy and significant decrease in student take-up rates. Despite its popularity in the mid-1990s, German has declined somewhat in second level schools in recent times (Hughes, 1999). This is possibly due to the economic boom in the Irish economy and hence has led to a decline in the number of Irish people seeking employment in Germany. However, German as a foreign language is studied primarily for its utilitarian value in the area of business and science which was reflected by all interviewees in this study in relation to jobs. Gardner and Lambert (1972: 141) also found that Filipino students approached the study of English as a foreign language with an instrumental orientation for the purpose of securing jobs. In relation to the Irish

context, another factor that is militating against student take-up rates of German in recent times is overcrowding in the school curriculum (Murphy, 2002). New subjects have been added to the curriculum in recent times which is reducing contact hours not only in the teaching of German, but also in the teaching of Irish. The result being that German is either dropped altogether or is put opposite another high profile subject on the curriculum in which the students have to make a choice. These are issues that have to be addressed sooner rather than later if languages are to remain as core subjects in the curriculum.

10.7 Limitations of the study

There are some limitations in the present research study. Firstly, since the questionnaire as a data collection instrument is based on self-reports and one of the principal data sources of the study, it is not always possible to determine whether respondents furnish accurate responses (Oller, 1977). Skehan (1991: 283), on the other hand, claims that Gardner has set a standard for the use of self-report instruments in the field of second and foreign language learning which has withstood the test of time. The halo-effect could possibly play a role as respondents may provide responses which they believe to be more socially acceptable, especially with interviewees in the qualitative research. In short, questionnaire and interview responses have to be taken at face value. It is much harder to design 'a really good questionnaire than might be imagined' (Bell 1997: 75). An open-ended questionnaire was outside the scope of this research project, considering the large number of items that were employed to amass such a large volume of data. With regard to interviews as a data collection instrument, Selltitz et al. (1962: 583) claim that 'interviewers are human beings and not machines', that is, their interviewing technique may consciously or unconsciously influence the respondents' replies with the result that interviews may possibly contain some elements of bias. Perhaps a further study might furnish additional data to see if respondents' language attitudes have

changed or have remained static. For example, respondents could be surveyed in third year and then followed up by a subsequent survey in sixth year. This method could possibly produce more interesting data and thus increase validity by reducing the margin of error. Since all respondents in this study were in their final year at school, it would be virtually impossible to track them at a later date either at home or abroad. It was decided to survey respondents in the Leaving Certificate cohort, as they would have more experience of language learning after 13 years of schooling. Finally, despite these limitations, the findings on language attitudes and motivation in this study were in keeping in large measure with extensive research conducted by Burstall (1975); Lukmani (1972); Fahy (1988); Kavanagh (1999) and Murtagh (2003).

10.8 Recommendations for further study

In conclusion, this research study was primarily exploratory in nature, it has been a useful exercise in identifying areas for further study with regard to attitudes towards second and foreign language learning for two reasons. Firstly, a further study could be conducted among Junior Certificate students at a later date in second level schools using the same two instruments, namely, quantitative and qualitative. Secondly, a follow-up study could be embarked upon two years subsequent to the first study with a view to comparing the two emerging sets of data from the same respondents. It would be interesting to see if attitudes towards the learning of German and Irish had changed in the interim. Baker (1992), however, conducted a large scale-study in relation to the Welsh language and he concluded that respondents' attitudes changed with maturation. He also found that positive attitudes towards the Welsh language declined with age. As has been noted in the literature review in Chapter 4, Dörnyei (2001: 41) argues 'that motivation is not a relatively constant state but rather a more dynamic entity that changes over time' which confirms Baker's assessment (1992). Baker (1992) noted that between the ages of ten and 15 years, students became less favourable towards Welsh,

as they realised that the language had little utilitarian value in the wider commercial world with regard to careers. In the words of Baker (1992: 106) ‘research is needed on changes that may occur at different periods (e.g. in the 20s, around the 40s, as older age is reached)’. The issue of maturation has received little attention in relation to language attitudes which is all the more reason that this is an area for further study.

If a study were carried out in the case of Irish as a lesser-used minority language, it might produce interesting data that could be compared with Baker’s (1992) study on Welsh. In addition, it would be also interesting to explore further the reason why respondents are more favourably disposed towards Irish as a symbol of cultural and national identity on the one hand, and to explore in detail why they are not favourably disposed towards the actual learning of the language on the other hand. Attention should focus on the more specific aspects with regard to motivation in language learning. Consistent with the dynamic concept of attitudes and motivation, as delineated by Dörnyei (2001), it would be possible to design a research instrument that would be sensitive to all shades of attitudes towards language learning.

Finally, it would appear that the revival of the Irish language depends in large measure on Irish-medium schools, as noted from the findings in Chapter 6. Murtagh (2003: 15) claims that ‘the positive outcomes emerging from present day immersion programmes must be acknowledged and the fact that the present revival of all-Irish medium education is bottom-up driven, rather than top-down (State) driven, is further grounds for optimism in relation to its capacity to endure over time’. If Irish-medium schools continue to increase on the basis of parental and public pressure, then the future of the Irish language is positive because the political powers of the day, will always ‘run with what is popular’. Clearly, Irish-medium instruction in the present study appears to guarantee a high level of positive attitudes in language learning but again this is only

part of the equation. The education system cannot be expected to revive the language on its own. It must be acknowledged that the lack of opportunities to speak and use Irish outside the classroom is a crucial factor in its decline in the general community. This once again echoes Baker's (1992: 110) thoughts when he states that 'a language that has no place in daily business, administration and transaction, is likely to be linked with attitude decline'. If Irish were the *modus operandi* in public transaction and discourse, then this might increase the utilitarian value of the language. It is only in the last decade that the Irish language television channel, TG4, was established to interest the general public in the language. In addition, there is currently no daily Irish language newspaper. In short, if Irish is to survive, the Irish people will have to do more than pay lip service to a linguistic icon as reflected in the findings of this study, as well as in the findings of Kavanagh (1999) and Murtagh (2003). It is not sufficient to have positive attitudes towards the language but efforts must be expended in the actual learning of the language both in and outside of school, and speaking it as a living language.

Regarding recommendations for teachers confronting the problem of demotivated students as referred to in Chapter 1, the researcher would like to append the following. Ushioda (1996b: 2) would argue that teachers could facilitate students to generate and sustain the appropriate kind of motivational behaviour that characterises language learning. Alison (1993), on the other hand, would argue that the solution for demotivated students is that teachers have to be motivated to motivate their students. Second and foreign language teachers should have a genuine interest in the culture of the target language communities. Teachers should also see that the teaching of a foreign language as making an important contribution to international education. It is clear, however, that such motives involve a complex interplay between, on the one hand, each individual's attitudes and, on the other hand, his or her expectations of what teaching as a career involves within his or her own culture.

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APPENDIX A1

TABLES AND STATISTICS FOR CHAPTER 5

AN OVERVIEW OF A COMPARATIVE ANALYSIS OF FINDINGS IN GERMAN AND IRISH FOR THE ENTIRE SAMPLE (N=400)

Part 1 - Languages in general

Table 5.1 Interest in second and foreign languages in general for the entire sample (N=400)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	2.2%	5%	92.8%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	5.2%	7.5%	87.3%
iii. I wish I could speak a foreign language perfectly.	2.7%	3%	94.3%
iv. I want to read newspapers in a foreign language in the original rather than in translation.	31.5%	31.2%	37.3%
v. I often wish I could understand the news on television and radio in another language.	20.7%	18%	61.3%
vi. I would like to learn a lot of foreign languages.	30.5%	16%	53.5%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	4%	8.3%	87.7%
viii I would learn a foreign language in school even if it were not required.	30%	19%	51%
ix I enjoy meeting and listening to people who speak other languages.	21.3%	20%	58.7%
x. Studying a foreign language is an enjoyable experience.	30.3%	17.7%	52%

Scores for **Table 5.1**

Mean: Disagree 17.8%

Agree 67.5%

Part 2 - The German and Irish languages

Table 5.2 Attitudes towards speakers of German for the entire sample (N=400)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	9.3%	37%	53.7%
2. I have a favourable attitude towards native speakers of German.	10%	32.7%	57.3%
3. I like the German language culture.	21%	27.3%	51.7%
4. Irish people in general should make a greater effort to learn German.	32.5%	35%	32.5%
5. I like listening to non-native speakers of German.	29.2%	38.3%	32.5%
6. I like listening to native speakers of German.	18.2%	25.3%	55.5%
7. I admire non-native speakers of German.	12.2%	27.5%	60.3%
8. I admire native speakers of German.	21%	34.7%	44.3%
9. I like speaking to non-native speakers of German.	19%	35.3%	45.7%
10. I like to hear German spoken well.	13.2%	19.5%	67.3%

Scores for **Table 5.2**

Mean: Disagree 18.5%

Agree 50.1%

Table 5.3 Attitudes towards speakers of Irish for the entire sample (N=400)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of Irish.	15.5%	22%	62.5%
2. I have a favourable attitude towards native speakers of Irish.	8.2%	15.3%	76.5%
3. I like the Irish language culture.	10.2%	8.3%	81.5%
4. The Irish people in general should make a greater effort to learn Irish.	12.5%	8.5%	79%
5. I like listening to non-native speakers of Irish.	25%	25.5%	49.5%
6. I like listening to native speakers of Irish.	15%	12.5%	72.5%
7. I admire non-native speakers of Irish.	14.2%	20.3%	65.5%
8. I admire native speakers of Irish.	9.2%	14.3%	76.5%
9. I like speaking to non-native speakers of Irish.	22.2%	26.3%	51.5%
10. I like to hear Irish spoken well.	9%	11.5%	79.5%

Scores for **Table 5.3**

Mean: Disagree 14.1%

Agree 69.4%

	Input	t-test statistics for Tables 5.2 and 5.3
Mean 1	200.4 German	mean 1 eq: 0.501 (sd = 0.5) (se = 0.025)
Mean 2	277.6 Irish	mean 2 eq: 0.694 (sd = 0.461) (se = 0.0231)
difference between means:		
(400 respondents in Table 5.2)		difference eq: - 0.193 (sd = 0.9573) (se = 0.034)
(400 respondents in Table 5.3)		95% CI: - 0.2596 < difference < 0.1264 (Wald)
		t- value of difference: -5.677; df – t: 792
		probability: 0 (left tail pr: 1)
		doublesided p- value: 0

Table 5.4 Attitudes towards learning German for the entire sample (N=400)

	Disagree	Don't known	Agree
Positively Worded Items			
11. Learning German is really great.	38%	17.3%	44%
12. I really enjoy learning German.	37.2%	17.3%	45.5%
13. German is an important part of the school curriculum.	26%	18.3%	55.7%
14. I plan to learn as much German as possible.	28.3%	19.7%	52%
15. I love learning German.	44.2%	18.3%	37.5%
Negatively Worded Items			
16. I hate learning German.	55.7%	14.3%	30%
17. I would rather spend my time on subjects other than German.	41%	18.5%	40.5%
18. I think that learning German is dull.	55.3%	15%	29.7%
19. Learning German is a waste of time.	80%	13.7%	6.3%
20. When I leave school, I shall up give learning German entirely because I am not interested in it.	42.3%	27.7%	30%

Scores for **Table 5.4**

Mean: Disagree 31%

Agree 50.9%

Table 5.5 Attitudes towards learning Irish for the entire sample (N=400)

Positively Worded Items	Disagree	Don't know	Agree
11. Learning Irish is really great.	31.5%	20%	48.5%
12. I really enjoy learning Irish.	30.2%	16.3%	53.5%
13. Irish is an important part of the school curriculum.	16.4%	7.8%	75.8%
14. I plan to learn as much Irish as possible.	26%	16.5%	57.5%
15. I love learning Irish.	34%	19.5%	46.5%
Negatively Worded Items			
16. I hate learning Irish.	66%	11.5%	22.5%
17. I would rather spend my time on subjects other than Irish.	48.5%	20%	31.5%
18. I think that learning Irish is dull.	67.5%	11%	21.5%
19. Learning Irish is a waste of time.	76%	9.5%	14.5%
20. When I leave school, I shall give up learning Irish entirely because I am not interested in it.	54%	19.5%	26.5%

Scores for **Table 5.5** Mean: Disagree 25.4% Agree 59.3%

Input **t-test statistics for Tables 5.4 and 5.5**
Mean 1 **203.6 German** mean 1 eq: 0.509 (sd = 0.5) (se = 0.025)
Mean 2 **237.2 Irish** mean 2 eq: 0.593 (sd = 0.491) (se = 0.0246)
difference between means:
(400 respondents in Table 5.4) difference eq: - 0.084 (sd = 0.9898) (se = 0.035)
(400 respondents in Table 5.5) 95% CI: - 0.1527 < difference < 0.0153 (Wald)
t- value of difference: -2.397; df – t: 797
probability: 0.991626 (left tail pr: 0.00837)
doublesided p- value: 0.0167

Table 5.6 Integrative orientation in German for the entire sample (N=400)

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	11.3%	20%	68.7%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	11.3%	17%	71.7%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	24.5%	29.2%	46.3%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	35.2%	31.3%	33.5%

Scores for **Table 5.6** Mean: Disagree 20.8% Agree 54.6%

Table 5.7 Integrative orientation in Irish for the entire sample (N=400)

21. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish	Disagree	Don't know	Agree
	22.2%	19.3%	58.5%
22. Learning Irish can be important for me because it will allow me to to meet and speak with speakers of Irish.	23%	17%	60%
23. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	23%	15.7%	61.3%
24. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	29.2%	19.3%	51.5%
Scores for Table 5.7	Mean: Disagree 24.3%	Agree 57.8%	

Input **t-test statistics for Tables 5.6 and 5.7**

Mean 1 **218.4 German** mean 1 eq: 0.546 (sd = 0.498) (se = 0.0249)

Mean 2 **231.2 Irish** mean 2 eq: 0.578 (sd = 0.494) (se = 0.0247)

difference between means:
 (400 respondents in Table 5.6) difference eq: - 0.032 (sd = 0.9905) (se = 0.0351)

(400 respondents in Table 5.7) 95% CI: - 0.1007 < difference < 0.0367 (Wald)

t- value of difference: - 0.913; df – t: 797

probability: 0.819146 (left tail pr: 0.18085)

doublesided p- value: 0.3617

Table 5.8 Instrumental orientation in German for the entire sample (N=400)

25. Learning German can be important for me only because I will need it for my future career.	Disagree	Don't know	Agree
	50.5%	24%	25.5%
26. Learning German can be important for me because it will make me a more knowledgeable person.	14.2%	18.3%	67.5%
27. Learning German can be important for me because I think it will someday be useful in getting a job.	20.2%	25.3%	54.5%
28. Learning German can be important for me because other people will respect me more if I have a knowledge of the language.	39.3%	24.7%	36%
Scores for Table 5.8	Mean: Disagree 31.3%	Agree 45.5%	

Table 5.9 Instrumental orientation in Irish for the entire sample (N=400)

25. Learning Irish can be important for me only because I will need it for my future career.	Disagree	Don't know	Agree
	51.5%	21.5%	27%
26. Learning Irish can be important for me because it will make me a more knowledgeable person.	23.5%	17.5%	59%
27. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	35.5%	19.5%	45%
28. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	36.5%	21.5%	42%
Scores for Table 5.9	Mean: Disagree 36.7%	Agree 43.2%	

Input **t-test statistics for Tables 5.8 and 5.9**

Mean 1 **182.0 German** mean 1 eq: 0.455 (sd = 0.498) (se = 0.0249)

Mean 2 **172.8 Irish** mean 2 eq: 0.432 (sd = 0.495) (se = 0.0248)

difference between means:
 (400 respondents in Table 5.8) difference eq: 0.023 (sd = 0.9921) (se = 0.0351)
 (400 respondents in Table 5.9) 95% CI: - 0.0458 < difference < 0.0918 (Wald)
 t- value of difference: 0.655; df – t: 797
 probability: 0.256355 (left tail pr: 0.74364)
 doublesided p- value: 0.5127

Table 5.10 German class anxiety for the entire sample (N=400)

	Disagree	Don't know	Agree
29. It embarrasses me to volunteer answers in the German class.	62.5%	11%	26.5%
30. I never feel quite sure of myself when I am speaking German in the German class.	30.5%	10.3%	59.2%
31. I always feel that other students speak German better than I do.	34.5%	19.3%	46.2%
32. I get nervous and confused when I am speaking German in the German class.	41%	12.5%	46.5%
33. I am afraid that the other students will laugh at me when I speak German.	68.7%	9%	22.3%
Scores for Table 5.10	Mean: Disagree 47.4%		Agree 40.2%

Table 5.11 Irish class anxiety for the entire sample (N=400)

	Disagree	Don't know	Agree
29. It embarrasses me to volunteer answers in the Irish class.	73.2%	8.3%	18.5%
30. I never feel quite sure of myself when I am speaking Irish in the Irish class.	65.5%	7%	27.5%
31. I always feel that other students speak Irish better than I do.	57.5%	13%	29.5%
32. I get nervous and confused when I am speaking Irish in the Irish class.	67.5%	11%	21.5%
33. I am afraid that the other students will laugh at me when I speak Irish.	79%	9.5%	11.5%
Scores for Table 5.11	Mean: Disagree 68.5%		Agree 21.7%

	Input	t-test statistics for Tables 5.10 and 5.11
Mean 1	160.8 German	mean 1 eq: 0.402 (sd = 0.49) (se = 0.0245)
Mean 2	86.8 Irish	mean 2 eq: 0.217 (sd = 0.412) (se = 0.0206)

difference between means:
 (400 respondents in Table 5.10) difference eq: 0.185 (sd = 0.8917) (se = 0.032)
 (400 respondents in Table 5.11) 95% CI: 0.1222 < difference < 0.2478 (Wald)
 t- value of difference: 5.776; df – t: 775
 probability: 0 (left tail pr: 1)
 doublesided p- value: 0

Table 5.12 Parental encouragement in German for the entire sample (N=400)

	Disagree	Don't know	Agree
34. My parents try to help me with my German.	83.3%	3.7%	13%
35. My parents are happy that I am doing German.	6.2%	34.3%	59.5%
36. My parents would like me to keep up my German.	15.3%	38%	46.7%
37. My parents think that I should give more time to my German.	32.2%	38.8%	29%
38. My parents really encourage me to learn German.	31.3%	28%	40.7%
39. My parents show a lot of interest in anything to do with my German school course.	50%	30.5%	19.5%
40. My parents encourage me to practise my German.	37%	19.5%	43.5%
41. My parents stress the importance of German for me when I leave school.	62%	16.3%	21.7%
42. My parents feel that I should really try to learn German.	36.3%	22%	41.7%
43. My parents urge me to get help from my German teacher if I am having problems with my German.	19%	11.3%	69.7%

Scores for **Table 5.12**

Mean: Disagree 37.2%

Agree 38.5%

Table 5.13 Parental encouragement in Irish for the entire sample (N=400)

	Disagree	Don't know	Agree
34. My parents try to help me with my Irish.	44.5%	12%	43.5%
35. My parents are happy that I am doing Irish.	10.2%	14.3%	75.5%
36. My parents would like me to keep up my Irish.	18.2%	20.3%	61.5%
37. My parents think that I should give more time to my Irish.	30%	29.5%	40.5%
38. My parents really encourage me to learn Irish.	22.5%	21.5%	56%
39. My parents show a lot of interest in anything to do with my Irish school course.	33.2%	29.3%	37.5%
40. My parents encourage me to practice my Irish.	25.5%	18%	56.5%
41. My parents stress the importance of Irish for me when I leave school.	50%	22.5%	27.5%
42. My parents feel that I should really try to learn Irish.	25.2%	21.3%	52.5%
43. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	20.5%	13%	66.5%

Scores for **Table 5.13**

Mean: Disagree 27.9%

Agree 51.7%

Input

Mean 1 **154.0 German** **t-test statistics for Tables 5.12 and 5.13**
 mean 1 eq: 0.385 (sd = 0.487) (se = 0.0244)

Mean 2 **206.8 Irish**
 mean 2 eq: 0.517 (sd = 0.5) (se = 0.025)

difference between means:
 (400 respondents in Table 5.12) difference eq: - 0.132 (sd = 0.9848) (se = 0.0349)

(400 respondents in Table 5.13) 95% CI: - 0.2004 < difference < 0.0636 (Wald)

t- value of difference: - 3.785; df – t: 797

probability: 0.999918 (left tail pr: 0.00008)

doublesided *p*- value: 0.0002

Table 5.14 Motivational intensity in German for the entire sample (N=400)

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the German I see and hear.	18.2%	15.3%	66.5%
45. I keep up to date with my German by working on it almost everyday.	43.3%	16%	40.7%
46. When I have a problem with German in class, I always ask the German teacher for help.	37.5%	8.5%	54%
47. I really work hard to learn German.	32.2%	22.3%	45.5%
48. When I am learning German, I ignore distractions and stick to the job at hand.	44.3%	23.7%	32%
Negatively Worded Items			
49. I don't pay much attention to the feedback I receive in my German class.	57%	22%	21%
50. I don't bother checking my corrected exercises in my German course.	67.7%	11%	21.3%
51. I tend to approach my German homework in a random and unpleasant manner.	54.7%	14%	31.3%
52. I have a tendency to give up when our German teacher is explaining something difficult.	59.5%	12.3%	28.2%
53. I can't be bothered in trying to understand the more complex aspects of German Grammar.	53%	11.5%	35.5%

Scores for **Table 5.14**

Mean: Disagree 31.2%

Agree 53.1%

Table 5.15 Motivational intensity in Irish for the entire sample (N=400)

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the Irish I see and hear.	17%	12.5%	70%
45. I keep up to date with my Irish by working on it almost everyday.	32%	14.5%	53.5%
46. When I have a problem with Irish in class, I always ask the Irish teacher for help.	26.5%	11.5%	62%
47. I really work hard to learn Irish.	24%	18.5%	57.5%
48. When I am learning Irish, I ignore distractions and stick to the job at hand.	36.5%	23%	40.5%
Negatively Worded Items			
49. I don't pay much attention to the feedback I receive in my Irish class.	62%	16.5%	21.5%
50. I don't bother checking my corrected exercises in my Irish course.	71.5%	8%	20.5%
51. I tend to approach my Irish homework in a random and unpleasant manner.	65.5%	9.5%	25%
52. I have a tendency to give up when our Irish teacher is explaining something difficult.	72%	9.5%	18.5%
53. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	61.5%	14.2%	24.3%

Scores for **Table 5.15**

Mean: Disagree 24.6%

Agree 61.6%

Input
212.4 German

t-test statistics for Tables 5.14 and 5.15
 mean 1 eq: 0.531 (sd = 0.499) (se = 0.025)

Mean 2 246.4 Irish
 mean 2 eq: 0.616 (sd = 0.486)(se = 0.0243)

difference between means:
 (400 respondents in Table 5.14) difference eq: - 0.085 (sd = 0.9839) (se = 0.0348)

(400 respondents in Table 5.15) 95% CI: - 0.1533 < difference < 0.0167 (Wald)

t- value of difference: - 2.44; df – t: 797

probability: 0.992556 (left tail pr: 0.00744)

doublesided p- value: 0.0149

Table 5.16 Desire to learn German for the entire sample (N=400)

Positive worded items	Disagree	Don't know	Agree
54. I wish I had begun studying German at an earlier age.	13.2%	11.3%	75.5%
55. If it were up to me, I would spend all of my time learning German.	76%	17.5%	6.5%
56. I want to learn German so well that it will become second nature to me.	37.5%	22.5%	40%
57. I would like to learn as much German as possible.	24.7%	17.3%	58%
58. I wish I were fluent in German.	10%	9.5%	80.5%
Negatively Worded Items			
59. Knowing German is not really an important goal in my life.	34.4%	19.8%	45.8%
60. I sometimes daydream about dropping German.	56.5%	14%	29.5%
61. I find I'm losing any desire I ever had to know German.	57.5%	14.3%	28.2%
62. I really have little desire to learn German.	62.5%	10.3%	27.2%
63. I haven't any great wish to learn more than the basics of German.	57.5%	12.3%	30.2%
Scores for Table 5.16		Mean: Disagree 32.2%	Agree 52.8%

Table 5.17 Desire to learn Irish for the entire sample (N=400)

Positive worded items	Disagree	Don't know	Agree
54. I wish I had begun studying Irish at an earlier age.	58%	13.5%	28.5%
55. If it were up to me, I would spend all of my time learning Irish.	63.5%	18%	18.5%
56. I want to learn Irish so well that it will become second nature to me.	28.5%	11.5%	60%
57. I would like to learn as much Irish as possible.	24%	11.3%	64.7%
58. I wish I were fluent in Irish.	15%	8.5%	76.5%
Negatively Worded Items			
59. Knowing Irish is not really an important goal in my life.	56.5%	12.5%	31%
60. I sometimes daydream about dropping Irish.	66%	14%	20%
61. I find I'm losing any desire I ever had to know Irish.	65.5%	11.3%	23.2%
62. I really have little desire to learn Irish.	66%	11%	23%
Scores for Table 5.17		Mean: Disagree 30.8%	Agree 56.6%

Input **t-test statistics for Tables 5.16 and 5.17**

Mean 1 **211.2 German** mean 1 eq: 0.528 (sd = 0.499) (se = 0.025)

Mean 2 **226.4 Irish** mean 2 eq: 0.566 (sd = 0.496) (se = 0.0248)

difference between means:
 (400 respondents in Table 5.16) difference eq: - 0.038 (sd = 0.9936) (se = 0.0352)

(400 respondents in Table 5.17) 95% CI: - 0.1069 < difference < 0.0309 (Wald)

t- value of difference: - 1.08; df – t: 797

probability: 0.859854 (left tail pr: 0.14015)

doublesided *p*- value: 0.2803

Table 5.18 Orientation index in the learning of German for the entire sample (N=400)

	Disagree	Don't know	Agree
64. I am learning German because I think it will someday be useful in getting a good job.	32.5%	20%	47.5%
65. I am learning German because I think it will help me to understand the German language and heritage.	47.2%	15.3%	37.5%
66. I am learning German because it will permit me to meet and talk with speakers of German.	31.2%	14.3%	54.5%
67. I am learning German because a knowledge of two languages will make me a better educated person.	22.2%	11.3%	66.5%

Scores for **Table 5.18** Mean: Disagree 33.3% Agree 51.2%

Table 5.19 Orientation index in the learning of Irish for the entire sample (N=400)

	Disagree	Don't know	Agree
64. I am learning Irish because I think it will someday be useful in getting a good job.	35.5%	15.3%	49.2%
65. I am learning Irish because I think it will help me to understand the Irish language and heritage.	27.2%	15.3%	57.5%
66. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	27.5%	14.5%	58%
67. I am learning Irish because a knowledge of two languages will make me a better educated person.	24.5%	17%	58.5%

Scores for **Table 5.19** Mean: Disagree 28.6% Agree 55.8%

Input **t-test statistics for Tables 5.18 and 5.19**

Mean 1 **204.8 German** mean 1 eq: 0.512 (sd = 0.5) (se = 0.025)

Mean 2 **223.2 Irish** mean 2 eq: 0.558 (sd = 0.497) (se = 0.0249)

difference between means:
 (400 respondents in Table 5.18) difference eq: - 0.046 (sd = 0.9952) (se = 0.0352)

(400 respondents in Table 5.19) 95% CI: - 0.1151 < difference < 0.0231 (Wald)

t- value of difference: - 1.306; df – t: 797

probability: 0.903983 (left tail pr: 0.09602)

doublesided *p*- value: 0.192

Table 5.20 Learner autonomy in German for the entire sample (N=400)

	Disagree	Don't know	Agree
68. I like working on my own in German.	42.2%	20.3%	37.5%
69. I like working on my own in German because I find it rewarding.	42.2%	23.3%	34.5%
70. I like working on my own in German because I find it enjoyable.	54.3%	20.2%	25.5%
71. I like working on my own in German because my teacher advises me to do so.	54%	25.5%	20.5%
72. I like working on my own in German because I need to improve my German.	24%	20%	56%
73. If I did not work on my own in German, I would feel I was missing an opportunity.	44.2%	27.3%	28.5%
74. I like the challenge of learning and using new grammatical structures and vocabulary in German.	43.3%	19%	37.7%
75. I try out difficult structures and vocabulary to show how good my German is.	61.3%	15%	23.7%
76. I try out difficult structures and vocabulary to improve my German.	44.3%	15%	40.7%
77. I try to speak German outside of class time.	57.2%	10.3%	32.5%
78. I use German outside of class because my teacher advises me to do so.	71.3%	14.7%	14%
79. I enjoy reading and writing German in my own time.	73.2%	14.3%	12.5%
80. My German teacher advises me to read German in my own time.	45.5%	12%	42.5%
81. I want to improve my German reading skills in my own time.	48.2%	18.3%	33.5%
82. Reading in German gives me the opportunity to prove that I can understand German.	23.2%	20.3%	56.5%
83. I rarely read anything in German apart from my German textbooks.	14%	10%	76%
84. I try to watch German films and television.	62.2%	12.3%	25.5%
85. When I watch German television in my own time this is because I like German television.	70.2%	13.3%	16.5%
86. I watch German television in my own time because I want to gain more exposure to German.	59.5%	12%	28.5%
87. Watching German television gives me the opportunity to show that I can understand German.	52.2%	16.3%	31.5%
88. I enjoy listening to German when I watch German television.	60.3%	14%	25.7%
89. My teacher of German advises me to watch German television.	61%	15.5%	23.5%
90. If the chance arises, I talk to speakers of German because I enjoy using my German.	39.5%	16%	44.5%
91. If the chance arises, I talk to speakers of German because it improves my German.	32.5%	14%	53.5%
92. If the chance arises, I talk to speakers of German to prove that I can speak German.	40.5%	20%	39.5%
93. If the chance arises, I talk to speakers of German because I want to know about German speaking countries and make friends there.	43%	19.5%	37.5%
Scores for Table 5.20	Mean: Disagree	50.9%	Agree 32.1%

Table 5.21 Learner autonomy in Irish for the entire sample (N=400)

	Disagree	Don't know	Agree
68. I like working on my own in Irish.	31.5%	18%	50.5%
69. I like working on my own in Irish because I find it rewarding.	35.2%	18.3%	46.5%
70. I like working on my own in Irish because I find it enjoyable.	42.5%	17.5%	40%
71. I like working on my own in Irish because my teacher advises me to do so.	42%	23%	35%
72. I like working on my own in Irish because I need to improve my Irish.	27.5%	18%	54.5%
73. If I did not work on my own in Irish, I would feel I was missing an opportunity.	40.2%	21.3%	38.5%
74. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	40.5%	19%	40.5%
75. I try out difficult structures and vocabulary to show how good my Irish is.	45.2%	16.3%	38.5%
76. I try out difficult structures and vocabulary to improve my Irish.	35.5%	12%	52.5%
77. I try to speak Irish outside of class time.	43.5%	11%	45.5%
78. I use Irish outside of class because my teacher advises me to do so.	54.2%	15.5%	30.3%
79. I enjoy reading and writing Irish in my own time.	55%	17%	28%
80. My teacher of Irish advises me to read Irish in my own time.	34.3%	12.5%	53.2%
81. I want to improve my Irish reading skills in my own time.	40%	16.5%	43.5%
82. Reading in Irish gives me the opportunity to prove that I can understand Irish.	25.5%	12%	62.5%
83. I rarely read anything in Irish apart from my Irish textbooks.	37.5%	10.5%	52%
84. I try to watch Irish language films and television.	35.2%	15.3%	49.5%
85. When I watch Irish language television in my own time this is because I like Irish language television.	42.2%	13.3%	44.5%
86. I watch Irish language television in my own time because I want to gain more exposure to Irish.	32.6%	11.6%	55.8%
87. Watching Irish language television gives me the opportunity to show that I can understand Irish.	31.5%	12%	56.5%
88. I enjoy listening to Irish when I watch Irish language television.	33.5%	13%	53.5%
89. My teacher of Irish advises me to watch Irish language television.	30.5%	12.5%	57%
90. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	32.5%	12.5%	55%
91. If the chance arises, I talk to speakers of Irish because it improves my Irish.	32.2%	10.3%	57.5%
92. If the chance arises, I talk to speakers of Irish to prove that I can speak Irish.	36%	16.5%	47.5%
93. If the chance arises, I talk to speakers of Irish because I want to know about the Gaeltacht regions and make friends.	41%	20.5%	38.5%

Scores for **Table 5.21**

Mean: Disagree 37.5% Agree 47%

Input
 Mean 1 **128.4 German** *t*-test statistics for Tables 5.20 and 5.21
 mean 1 eq: 0.321 (sd = 0.467) (se = 0.0234)
 Mean 2 **188.0 Irish** mean 2 eq: 0.47 (sd = 0.499) (se = 0.025)
 difference between means:
 (400 respondents in Table 5.20) difference eq: - 0.149 (sd = 0.9632) (se = 0.0342)
 (400 respondents in Table 5.21) 95% CI: - 0.216 < difference < 0.082 (Wald)
t- value of difference: - 4.36; df – t: 794
 probability: 0.999993 (left tail pr: 0.00001)
 doublesided *p*- value: 0

Table 5.22 Semantic differential assessment of the German Leaving Certificate course for the entire sample (N=400)

	German course difficulty	Disagree	Don't know	Agree
94. The German Leaving Cert. course is difficult.		17.5%	6.3%	76.2%
95. The German Leaving Cert. course is easy.		82.5%	7.5%	10%
96. The German Leaving Cert. course is clear.		33.2%	19.3%	47.5%
97. The German Leaving Cert. course is confusing.		45.7%	11.3%	43%
German course evaluation				
98. The German Leaving Cert. course is enjoyable.		48.2%	22.3%	29.5%
99. The German Leaving Cert. course is unenjoyable.		37.3%	18%	44.7%
100. The German Leaving Cert. course is rewarding.		21.2%	19.3%	59.5%
101. The German Leaving Cert. course is unrewarding.		60.5%	19.3%	20.2%
German course interest				
102. The German Leaving Cert. course is interesting.		37.2%	15.3%	47.5%
103. The German Leaving Cert. course is boring.		45%	13%	42%
104. The German Leaving Cert. course is exciting.		64.3%	18%	17.7%
105. The German Leaving Cert. course is tiring.		27%	23%	50%
German course utility				
106. The German Leaving Cert. course is necessary.		17.3%	19.7%	63%
107. The German Leaving Cert. course is unnecessary		67.2%	18.8%	14%
108. The German Leaving Cert. course is useful.		10.2%	11.3%	78.5%
109. The German Leaving Cert. course is useless.		78%	13.5%	8.5%
Scores for Table 5.22		Mean: Disagree	38.3%	Agree 45.7%

Table 5.23 Semantic differential assessment of the Irish Leaving Certificate course for the entire sample (N=400)

	Irish course difficulty	Disagree	Don't know	Agree
94. The Irish Leaving Cert. course is difficult.		43%	10.5%	46.5%
95. The Irish Leaving Cert. course is easy.		46.5%	12%	41.5%
96. The Irish Leaving Cert. course is clear.		27%	13.5%	59.5%
97. The Irish Leaving Cert. course is confusing.		58.2%	14.3%	27.5%
	Irish course evaluation			
98. The Irish Leaving Cert. course is enjoyable.		37.2%	17.3%	45.5%
99. The Irish Leaving Cert. course is unenjoyable.		52.3%	15.2%	32.5%
100. The Irish Leaving Cert. course is rewarding.		24%	16%	60%
101. The Irish Leaving Cert. course is unrewarding.		59.5%	17%	23.5%
	Irish course interest			
102. The Irish Leaving Cert. course is interesting.		35%	15.5%	49.5%
103. The Irish Leaving Cert. course is boring.		53.5%	13.3%	33.2%
104. The Irish Leaving Cert. course is exciting.		59.5%	19.5%	21%
105. The Irish Leaving Cert. course is tiring.		31.2%	11.3%	57.5%
	Irish course utility			
106. The Irish Leaving Cert. course is necessary.		21.2%	10.5%	68.3%
107. The Irish Leaving Cert. course is unnecessary.		71.5%	10.5%	18%
108. The Irish Leaving Cert. course is useful.		23.2%	10.3%	66.5%
109. The Irish Leaving Cert. course is useless.		69%	8.5%	22.5%

Scores for **Table 5.23**

Mean: Disagree 33.4% Agree 53.1%

	Input	t-test statistics for Tables 5.22 and 5.23
Mean 1	182.8 German	mean 1 eq: 0.457 (sd = 0.498) (se = 0.0249)
Mean 2	212.4 Irish	mean 2 eq: 0.531 (sd = 0.499) (se = 0.025)
		difference between means:
(400 respondents in Table 5.22)		difference eq: - 0.074 (sd = 0.9959) (se = 0.0353)
(400 respondents in Table 5.23)		95% CI: - 0.1431 < difference < - 0.0049 (Wald)
		t- value of difference: -2.099; df – t: 797
		probability: 0.981932 (left tail pr: 0.01807)
		doublesided p- value: 0.0361

APPENDIX A2

TABLES AND STATISTICS FOR CHAPTER 6

COMPARATIVE ANALYSIS OF FINDINGS FOR IRISH-MEDIUM AND ENGLISH-MEDIUM SCHOOLS

Part 1 - Languages in general

Table 6.1 Interest in second and foreign languages in general for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	1%	6%	93%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	5%	6%	89%
iii. I wish I could speak a foreign language perfectly.	2%	1%	97%
iv. I want to read newspapers in a foreign language in the original rather than in translation.	26%	29%	45%
v. I often wish I could understand the news on television and radio in another language.	14%	14%	72%
vi. I would like to learn a lot of foreign languages.	21%	19%	60%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	1%	6%	93%
viii. I would learn a foreign language in school even if it were not required.	18%	14%	68%
ix. I enjoy meeting and listening to people who speak other languages.	16%	17%	67%
x. Studying a foreign language is an enjoyable experience.	19%	18%	63%
Scores for Table 6.1	Mean:	Disagree 12.3%	Agree 74.7%

Table 6.2 Interest in second and foreign languages in general for the English-medium sample (N=300)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	2.6%	4.6%	92.8%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	5.3%	8%	86.7%
iii. I wish I could speak a foreign language perfectly.	3%	3.6%	93.4%
iv. I want to read newspapers in a foreign language in the original rather than in translation.	31.6%	26%	42.4%
v. I often wish I could understand the news on television and radio in another language.	23%	19.3%	57.7%
vi. I would like to learn a lot of foreign languages.	33.6%	15%	51.4%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	5%	9%	86%
viii. I would learn a foreign language in school even if it were not required.	34%	20.6%	45.4%
ix. I enjoy meeting and listening to people who speak other languages.	23%	21%	56%
x. Studying a foreign language is an enjoyable experience.	35%	16.6%	48.4%

Scores for **Table 6.2**

Mean: Disagree 19.6%

Agree 66.2%

Mean 1 **Input**
74.7

t-test statistics for Tables 6.1 and 6.2
mean 1 eq: 0.747 (sd = 0.435) (se = 0.0437)

Mean 2 **198.6**

mean 2 eq: 0.662 (sd = 0.473) (se = 0.0274)

(100 respondents in Table 6.1) difference between means:
difference eq: 0.085 (sd = 0.6947) (se = 0.0513)

(300 respondents in Table 6.2) 95% CI: - 0.0156 < difference < 0.1856 (Wald)

t- value of difference: 1.656; df – t: 183

probability: 0.049808 (left tail pr: 0.95019)

doublesided *p* - value: 0.0996

Part 2 - The German language

Table 6.3 Attitudes towards speakers of German for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German	7%	30%	63%
2. I have a favourable attitude towards native speakers of German.	7%	25%	68%
3. I like the German language culture.	16%	22%	62%
4. Irish people in general should make a greater effort to learn German.	24%	44%	32%
5. I like listening to non-native speakers of German.	11%	41%	48%
6. I like listening to native speakers of German.	6%	29%	65%
7. I admire non-native speakers of German.	5%	19%	76%
8. I admire native speakers of German.	10%	34%	56%
9. I like speaking to non-native speakers of German.	9%	27%	64%
10.I like to hear German spoken well.	3%	20%	77%

Scores for **Table 6.3**

Mean: Disagree 9.8%

Agree 61.1%

Table 6.4 Attitudes towards speakers of German for the English-medium sample (N=300)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	10%	42%	48%
2. I have a favourable attitude towards native speakers of German.	11%	31.3%	57.7%
3. I like the German language culture.	22%	29.6%	48.4%
4. Irish people in general should make a greater effort to learn German.	38%	32%	30%
5. I like listening to non-native speakers of German.	35.3%	37.3%	27.4%
6. I like listening to native speakers of German.	23%	24.6%	52.4%
7. I admire non-native speakers of German.	14.6%	30.4%	55%
8. I admire non-native speakers of German.	24%	35.4%	40.4%
9. I like speaking to non-native speakers of German.	22.3%	38%	39.7%
10.I like to hear German spoken well.	16.7%	19.3%	64%

Scores for **Table 6.4**

Mean: Disagree 21.7%

Agree 46.3%

	Input	t-test statistics for Tables 6.3 and 6.4
Mean 1	61.1	mean 1 eq: 0.611 (sd = 0.488) (se = 0.049)
Mean 2	138.9	mean 2 eq: 0.463 (sd = 0.499) (se = 0.0288)
		difference between means:
(100 respondents in Table 6.3)		difference eq: 0.148 (sd = 0.7449) (se = 0.0566)
(300 respondents in Table 6.4)		95% CI: 0.037 < difference < 0.259 (Wald)
		t- value of difference: 2.614; df – t: 173
		probability: 0.00488 (left tail pr: 0.99512)
		doublesided p- value: 0.0098

Table 6.5 Attitudes towards learning German for the Irish-medium sample (N=100)

Positively Worded Items	Disagree	Don't know	Agree
11. Learning German is really great.	21%	22%	57%
12. I really enjoy learning German.	18%	25%	57%
13. German is an important part of the school curriculum.	14%	27%	59%
14. I plan to learn as much German as possible.	16%	23%	61%
15. I love learning German.	26%	32%	42%
Negatively Worded Items			
16. I hate learning German.	70%	12%	18%
17. I would rather spend all my time on subjects other than German.	50%	25%	25%
18. I think that learning German is dull.	72%	17%	11%
19. Learning German is a waste of time.	86%	13%	1%
20. When I leave school, I shall give up learning German entirely because I am not interested in it.	50%	30%	20%

Scores for **Table 6.5**

Mean: Disagree 17%

Agree 60.4%

Table 6.6 Attitudes towards learning German for the English-medium sample (N=300)

Positively Worded Items	Disagree	Don't know	Agree
11. Learning German is really great.	44%	16.3%	39.7%
12. I really enjoy learning German.	43%	15.3%	41.7%
13. German is an important part of the school curriculum.	30%	15.3%	54.7%
14. I plan to learn as much German as possible.	32.3%	18.7%	49%
15. I love learning German.	51%	16%	33%
Negatively Worded Items			
16. I hate learning German.	51%	15%	34%
17. I would rather spend all my time on subjects other than German.	38%	16.3%	45.7%
18. I think that learning German is dull.	49.6%	14.4%	36%
19. Learning German is a waste of time.	78%	14%	8%
20. When I leave school, I shall give up learning German entirely because I am not interested in it.	39.6%	27%	33.4%

Scores for **Table 6.6**

Mean: Disagree 35.7%

Agree 47.4%

	Input	t-test statistics for Tables 6.5 and 6.6
Mean 1	60.4	mean 1 eq: 0.604 (sd = 0.489) (se = 0.0492)
Mean 2	142.2	mean 2 eq: 0.474 (sd = 0.499) (se = 0.0289)
		difference between means:
(100 respondents in Table 6.5)		difference eq: 0.13 (sd = 0.7464) (se = 0.0568)
(300 respondents in Table 6.6)		95% CI: 0.0187 < difference < 0.2413 (Wald)
		t- value of difference: 2.29; df – t: 172

probability: 0.011586 (left tail pr: 98841)

doublesided *p*- value: 0.0232

Table 6.7 Integrative orientation in German for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	7%	18%	75%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	5%	12%	83%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	14%	26%	60%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	24%	37%	39%
Scores for Table 6.7	Mean: Disagree 12.5%	Agree 63.7%	

Table 6.8 Integrative orientation in German for the English-medium sample (N=300)

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	13.3%	20.7%	66%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	13.3%	18.7%	68%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	28%	31%	41%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	39.6%	29%	31.4%
Scores for Table 6.8	Mean: Disagree 23.5%	Agree 51.6%	

	Input	<i>t</i>-test statistics for Tables 6.7 and 6.8
Mean 1	63.7	mean 1 eq: 0.637 (sd = 0.481) (se = 0.0483)
Mean 2	154.8	mean 2 eq: 0.516 (sd = 0.5) (se = 0.0289)
		difference between means:
(100 respondents in Table 6.7)		difference eq: 0.121 (sd = 0.7431) (se = 0.0561)
(300 respondents in Table 6.8)		95% CI: 0.0111 < difference < 0.2309 (Wald)
		<i>t</i> - value of difference: 2.158; df – t: 175
		probability: 0.016052 (left tail pr: 0.98395)
		doublesided <i>p</i> - value: 0.0321

Table 6.9 Instrumental orientation in German for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
25. Learning German can be important for me only because I will need it for my future career.	48%	22%	30%
26. Learning German can be important for me because it will make me a more knowledgeable person.	10%	22%	68%
27. Learning German can be important for me because I think it will someday be useful in getting a good job.	21%	29%	50%
28. Learning German can be important for me because other people will respect me more if I have a knowledge of the language.	33%	29%	38%
Scores for Table 6.9	Mean: Disagree 28%	Agree 47.2%	

Table 6.10 Instrumental orientation in German for the English-medium sample (N=300)

	Disagree	Don't know	Agree
25. Learning German can be important for me only because I will need it for my future career.	51.3%	21.7%	27%
26. Learning German can be important for me because it will make me a more knowledgeable person.	16%	17.7%	66.3%
27. Learning German can be important for me because I think it will someday be useful in getting a good job.	20.6%	24.6%	54.8%
28. Learning German can be important for me because other people will respect me more if I have a knowledge of the language.	41.3%	23.3%	35.4%
Scores for Table 6.10	Mean: Disagree 32.3%		Agree 45.8%

Mean 1 **Input** **t-test statistics for Tables 6.9 and 6.10**
 Mean 1 **47.2** mean 1 eq: 0.472 (sd = 0.499) (se = 0.0502)

Mean 2 **137.4** mean 2 eq: 0.458 (sd = 0.498) (se = 0.0288)

difference between means:
 (100 respondents in Table 6.9) difference eq: 0.014 (sd = 0.75) (se = 0.0576)

(300 respondents in Table 6.10) 95% CI: - 0.0989 < difference < 0.1269 (Wald)

t- value of difference: 0.243; df – t: 169

probability: 0.404007 (left tail pr: 0.59599)

doublesided p- value: 0.808

Table 6.11 German class anxiety for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
29. It embarrasses me to volunteer answers in the German class.	64%	9%	27%
30. I never feel quite sure of myself when I am speaking German in the German class.	35%	11%	54%
31. I always feel that the other students speak German better than I do.	35%	20%	45%
32. I get nervous and confused when I am speaking German in the German class.	42%	16%	42%
33. I am afraid that the other students will laugh at me when I speak German.	67%	8%	25%
Scores for Table 6.11	Mean: Disagree 48.6%		Agree 38.6%

Table 6.12 German class anxiety for the English-medium sample (N=300)

	Disagree	Don't know	Agree
29. It embarrasses me to volunteer answers in the German class.	62%	11.6%	26.4%
30. I never feel quite sure of myself when I am speaking German in the German class.	29.3%	9.3%	61.4%
31. I always feel that the other students speak German better than I do.	34%	19.3%	46.7%
32. I get nervous and confused when I am speaking German in the German class.	41%	11%	48%
33. I am afraid that the other students will laugh at me when I speak German.	69.3%	9.3%	21.4%
Scores for Table 6.12	Mean: Disagree 47.1%		Agree 40.7%

Input
Mean 1 **38.6**
Mean 2 **122.1**

t-test statistics for Tables 6.11 and 6.12
mean 1 eq: 0.386 (sd = 0.487) (se = 0.0489)
mean 2 eq: 0.407 (sd = 0.491) (se = 0.0284)

difference between means:
(100 respondents in Table 6.11) difference eq: - 0.021 (sd = 0.737) (se = 0.0563)
(300 respondents in Table 6.12) 95% CI: - 0.1314 < difference < 0.0894 (Wald)

t- value of difference: - 0.373; df – t: 171
probability: 0.645053 (left tail pr: 0.35495
doublesided p- value: 0.7099

Table 6.13 Parental encouragement in German for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
34. My parents try to help me with my German.	81%	4%	15%
35. My parents are happy that I am doing German.	5%	32%	63%
36. My parents would like me to keep up my German.	13%	40%	47%
37. My parents think that I should give more time to my German.	34%	42%	24%
38. My parents really encourage me to learn German.	29%	30%	41%
39. My parents show a lot of interest in anything to do with my German school course.	39%	41%	20%
40. My parents encourage me to practice my German.	39%	31%	35%
41. My parents stress the importance of German for me when leave school.	64%	15%	21%
42. My parents feel that I should really try to learn German.	42%	22%	36%
43. My parents urge me to get help from my German teacher if I am having problems with my German.	17%	9%	74%
Scores for Table 6.13	Mean: Disagree 35.8%		Agree 37.6%

Table 6.14 Parental encouragement in German for the English-medium sample (N=300)

	Disagree	Don't know	Agree
34. My parents try to help me with my German.	84%	3.7%	12.3%
35. My parents are happy that I am doing German.	7%	35.6%	57.4%
36. My parents would like me to keep up my German.	16.6%	37.4%	46%
37. My parents think that I should give more time to my German.	31.6%	37.6%	30.8%
38. My parents really encourage me to learn German.	32.6%	27.4%	40%
39. My parents show a lot of interest in anything to do with my German school course.	53.6%	26.6%	19.8%
40. My parents encourage me to practise my German.	38%	15.3%	46.7%
41. My parents stress the importance of German for me when I leave school.	61.3%	16.7%	22%
42. My parents feel that I should really try to learn German.	34.3%	22%	43.7%
43. My parents urge me to get help from my German teacher if I am having problems with my German.	19.6%	12%	68.4%
Score for Table 6.14	Mean: Disagree 37.8%		Agree 38.7%

	Input	t-test statistics for Tables 6.13 and 6.14
Mean 1	37.6	mean 1 eq: 0.376 (sd = 0.484) (se = 0.0487)
Mean 2	116.1	mean 2 eq: 0.387 (sd = 0.487) (se = 0.0282)
		difference between means:
(100 respondents in Table 6.13)		difference eq: - 0.011 (sd = 0.7315) (se = 0.056)
(300 respondents in Table 6.14)		95% CI: - 0.1208 < difference < 0.0988 (Wald)
		t- value of difference: - 0.196; df – t: 170
		probability: 0.577606 (left tail pr: 0.42239)
		doublesided p- value: 0.8448

Table 6.15 Motivational intensity in German for the Irish-medium sample (N=100)

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the German I see and hear.	11%	15%	74%
45. I keep up to date with my German by working on it almost everyday.	42%	21%	37%
46. When I have a problem with German in class, I always ask the German teacher for help.	25%	11%	64%
47. I really work hard to learn German.	30%	29%	41%
48. When I am learning German, I ignore distractions and stick to the job at hand.	47%	22%	31%
Negatively Worded Items			
49. I don't pay much attention to the feedback I receive in my German class.	59%	26%	15%
50. I don't bother checking my corrected exercises in my German course.	70%	13%	17%
51. I tend to approach my German homework in a random and unpleasant manner.	59%	20%	21%
52. I have a tendency to give up when our German teacher is explaining something difficult.	61%	14%	25%
53. I can't be bothered in trying to understand the more complex aspects of German Grammar.	55%	17%	28%
Scores for Table 6.15		Mean: Disagree 26.1%	Agree 55.1%

Table 6.16 Motivational intensity in German for the English-medium sample (N=300)

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the German I see and hear.	21.3%	15.3%	63.4%
45. I keep up to date with my German by working on almost everyday.	43.6%	14.4%	42%
46. When I have a problem with German in class, I always ask the German teacher for help.	41.8%	7.6%	50.6%
47. I really work hard to learn German.	33%	20%	47%
48. When I am learning German, I ignore distractions and stick to the job at hand.	44%	23.6%	32.4%
Negatively Worded Items			
49. I don't pay much attention to the feedback I receive in my German class.	56.3%	20.7%	23%
50. I don't bother checking my corrected exercises in my German course.	66.3%	10.3%	23.4%
51. I tend to approach my German homework in a random and unpleasant manner.	53.3%	12%	34.7%
52. I have a tendency to give up when our German teacher is explaining something difficult.	58.6%	11.6%	29.8%
53. I can't be bothered in trying to understand the more complex aspects of German Grammar.	52.3%	9.7%	38%
Scores for Table 6.16		Mean: Disagree 33.2%	Agree 52.2%

Mean 1 **Input** **t-test statistics for Tables 6.15 and 6.16**
 Mean 1 **55.1** mean 1 eq: 0.551 (sd = 0.497) (se = 0.05)

Table 6.21 Learner autonomy in German for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
68. I like working on my own in German.	32%	24%	44%
69. I like working on my own in German because I find it rewarding.	37%	17%	46%
70. I like working on my own in German because I find it enjoyable.	42%	30%	28%
71. I like working on my own in German because my teacher advises me to do so.	46%	32%	22%
72. I like working on my own in German because I need to improve my German.	17%	26%	61%
73. If I did not work on my own in German, I would feel I was missing an opportunity.	45%	24%	31%
74. I like the challenge of learning and using new grammatical structures and vocabulary in German.	32%	20%	48%
75. I try out difficult structures and vocabulary to show how good my German is.	47%	19%	34%
76. I try out difficult structures and vocabulary to improve my German.	34%	17%	49%
77. I try to speak German outside of class time.	49%	17%	34%
78. I use German outside of class because my teacher advises me to do so.	62%	20%	18%
79. I enjoy reading and writing German in my own time.	70%	16%	14%
80. My German teacher advises me to read German in my own time.	32%	18%	50%
81. I want to improve my German reading skills in my own time.	44%	19%	37%
82. Reading in German gives me the opportunity to prove that I can understand German.	17%	28%	55%
83. I rarely read anything in German apart from my German textbooks.	12%	15%	73%
84. I try to watch German films and television.	56%	17%	27%
85. When I watch German television in my own time this is because I like German television.	66%	11%	23%
86. I watch German television in my own time because I want to gain more exposure to German.	52%	15%	33%
87. Watching German television gives me the opportunity to show that I can understand German.	47%	17%	36%
88. I enjoy listening to German when I watch German television.	49%	18%	33%
89. My teacher of German advises me to watch German television.	51%	13%	36%
90. If the chance arises, I talk to speakers of German because I enjoy using my German	31%	17%	52%
91. If the chance arises, I talk to speakers of German because it improves my German.	24%	19%	57%
92. If the chance arises, I talk to speakers of German to prove that I can speak German.	36%	28%	36%
93. If the chance arises, I talk to speakers of German because I want to know about German speaking countries and make friends there.	32%	23%	45%

Scores for **Table 6.21**

Mean: Disagree 40.8% Agree 39.3%

Table 6.22 Learner autonomy in German for the English-medium sample (N=300)

	Disagree	Don't know	Agree
68. I like working on my own in German.	46.3%	19.7%	34%
69. I like working on my own in German because I find it rewarding.	44.6%	26%	29.4%
70. I like working on my own in German because I find it enjoyable.	59%	17.6%	23.4%
71. I like working on my own in German because my teacher advises me to do so.	56.6%	23.4%	20%
72. I like working on my own in German because I need to improve my German.	26.3%	19.3%	54.4%
73. If I did not work on my own in German, I would feel I was missing an opportunity.	44.3%	28.3%	27.4%
74. I like the challenge of learning and using new grammatical structures and vocabulary in German.	47%	18.6%	34.4%
75. I try out difficult structures and vocabulary to show how good my German is.	66.6%	13.6%	19.8%
76. I try out difficult structures and vocabulary to improve my German.	48.3%	14.3%	37.4%
77. I try to speak German outside of class time.	60.6%	8.4%	31%
78. I use German outside of class because my teacher advises me to do so.	74.3%	13%	12.7%
79. I enjoy reading and writing German in my own time.	74.3%	13.7%	12%
80. My German teacher advises me to read German in my own time.	50%	10%	40%
81. I want to improve my German reading skills in my own time.	50%	18%	32%
82. Reading in German gives me the opportunity to prove that I can understand German.	26%	18%	56%
83. I rarely read anything in German apart from my German textbooks.	14.6%	7.4%	78%
84. I try to watch German films and television.	65%	11%	24%
85. When I watch German television in my own time this is because I like German television.	72%	14.6%	13.4%
86. I watch German television in my own time because I want to gain more exposure to German.	62%	11%	27%
87. Watching German television gives me the opportunity to show that I can understand German.	54.3%	16%	29.7%
88. I enjoy listening to German when I watch German television.	64.6%	12.6%	22.8%
89. My teacher of German advises me to watch German television.	64.3%	16.3%	19.4%
90. If the chance arises, I talk to speakers of German because I enjoy using my German.	42.6%	15.6%	41.8%
91. If the chance arises, I talk to speakers of German because it improves my German.	35.6%	12.4%	52%
92. If the chance arises, I talk to speakers of German to prove that I can speak German.	42%	17.3%	40.7%
93. If the chance arises, I talk to speakers of German because I want to know about German speaking countries and make friends there.	46.6%	18%	35.4%

Scores for **Table 6.22**

Mean: Disagree 53.8% Agree 30.1%

Input
 Mean 1 **39.3** **t-test statistics for Tables 6.21 and 6.22**
 mean 1 eq: 0.393 (sd = 0.488) (se = 0.0491)
 Mean 2 **90.3** mean 2 eq: 0.301 (sd = 0.459) (se = 0.0265)
 difference between means:
 (100 respondents in Table 6.21) difference eq: 0.092 (sd = 0.7053) (se = 0.0556)
 (300 respondents in Table 6.22) 95% CI: - 0.0169 < difference < 0.2009 (Wald)
 t- value of difference: 1.656; df – t: 161
 probability: 0.049928 (left tail pr: 0.95007)
 doublesided p- value: 0.0999

Table 6.23 Semantic differential assessment of the German Leaving Certificate course for the Irish-medium sample (N=100)

	German course difficulty	Disagree	Don't know	Agree
94. The German Leaving Cert. course is difficult.		20%	12%	68%
95. The German Leaving Cert. course is easy.		81%	5%	14%
96. The German Leaving Cert. course is clear.		30%	24%	46%
97. The German Leaving Cert. course is confusing.		46%	12%	42%
German course evaluation				
98. The German Leaving Cert. course is enjoyable.		27%	27%	46%
99. The German Leaving Cert. course is unenjoyable.		53%	20%	27%
100. The German Leaving Cert. course is rewarding.		14%	15%	71%
101. The German Leaving Cert. course is unrewarding.		71%	18%	11%
German course interest				
102. The German Leaving Cert. course is interesting.		16%	15%	69%
103. The German Leaving Cert. course is boring.		58%	21%	21%
104. The German Leaving Cert. course is exciting.		49%	25%	26%
105. The German Leaving Cert. course is tiring.		45%	28%	27%
German course utility				
106. The German Leaving Cert. course is necessary.		17%	23%	60%
107. The German Leaving Cert. course is unnecessary		62%	24%	14%
108. The German Leaving Cert. course is useful.		12%	11%	77%
109. The German Leaving Cert. course is useless		74%	15%	11%

Scores for **Table 6.23**

Mean: Disagree 29.1% Agree 52.3%

Table 6.24 Semantic differential assessment of the German Leaving Certificate course for the English-medium sample (N=300)

	Disagree	Don't know	Agree
German course difficulty			
94. The German Leaving Cert. course is difficult.	16.3%	4.3%	79.4%
95. The German Leaving Cert. course is easy.	83.3%	8%	8.7%
96. The German Leaving Cert. course is clear.	34.6%	18.4%	47%
97. The German Leaving Cert. course is confusing.	45%	11.6%	43.4%
German course evaluation			
98. The German Leaving Cert. course is enjoyable.	56%	21%	23%
99. The German Leaving Cert. course is unenjoyable.	32%	17.3%	50.7%
100. The German Leaving Cert. course is rewarding.	24.3%	21%	54.7%
101. The German Leaving Cert. course is unrewarding.	57%	19.6%	23.4%
German course interest			
102. The German Leaving Cert. course is interesting.	45%	16%	39%
103. The German Leaving Cert. course is boring.	40.6%	10.4%	49%
104. The German Leaving Cert. course is exciting.	70%	15.6%	14.4%
105. The German Leaving Cert. course is tiring.	21%	21%	58%
German course utility			
106. The German Leaving Cert. course is necessary.	18%	18%	64%
107. The German Leaving Cert. course is unnecessary	69.6%	16.4%	14%
108. The German Leaving Cert. course is useful.	10%	11.3%	78.7%
109. The German Leaving Cert. course is useless.	79.3%	13%	7.7%

Scores for **Table 6.24** Mean: Disagree 41.6% Agree 43.1%

Input	t-test statistics for Tables 6.23 and 6.24
Mean 1 52.3	mean 1 eq: 0.523 (sd = 0.499) (se = 0.0502)
Mean 2 129.3	mean 2 eq: 0.431 (sd = 0.495) (se = 0.0286)
	difference between means:
(100 respondents in Table 6.23)	difference eq: 0.092 (sd = 0.7471) (se = 0.0576)
(300 respondents in Table 6.24)	95% CI: - 0.0208 < difference < 0.2048 (Wald)
	t- value of difference: 1.599; df – t: 168
	probability: 0.056172 (left tail pr: 94383)
	doublesided p- value: 0.1123

Part 2 - The Irish language

Table 6.25 Attitudes towards speakers of Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	11%	12%	77%
111. I have a favourable attitude towards native speakers of Irish.	3%	8%	89%
112. I like the Irish language culture.	5%	5%	90%
113. The Irish people in general should make a greater effort to learn Irish.	5%	3%	92%
114. I like listening to non-native speakers of Irish.	10%	20%	70%
115. I like listening to native speakers of Irish.	6%	5%	89%
116. I admire non-native speakers of Irish.	13%	13%	74%
117. I admire native speakers of Irish.	6%	11%	83%
118. I like speaking to non-native speakers of Irish.	10%	22%	68%
119. I like to hear Irish spoken well.	2%	8%	90%
Scores for Table 6.25	Mean: Disagree 7.1%		Agree 82.2%

Table 6.26 Attitudes towards speakers of Irish for the English-medium sample (N= 300)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	17%	25.3%	57.7%
111. I have a favourable attitude towards native speakers of Irish.	10.3%	17.7%	72%
112. I like the Irish language culture.	12%	9.6%	78.4%
113. The Irish people in general should make a greater effort to learn Irish.	15%	10.3%	74.7%
114. I like listening to non-native speakers of Irish.	30%	27.6%	42.4%
115. I like listening to native speakers of Irish.	18%	15.3%	66.7%
116. I admire non-native speakers of Irish.	15%	22.6%	62.4%
117. I admire native speakers of Irish.	10.3%	15.3%	74.4%
118. I like speaking to non-native speakers of Irish.	26.6%	28.4%	45%
119. I like to hear Irish spoken well.	11.3%	13%	75.7%
Scores for Table 6.26	Mean: Disagree 16.5%		Agree 64.9%

Input

Mean 1 **82.2**

Mean 2 **194.7**

t-test statistics for Tables 6.25 and 6.26

mean 1 eq: 0.822 (sd = 0.383) (se = 0.0384)

mean 2 eq: 0.649 (sd = 0.477) (se = 0.0276)

difference between means:

(100 respondents in Table 6.25) difference eq: 0.173 (sd = 0.6827) (se = 0.0471)

(300 respondents in Table 6.26) 95% CI: 0.0806 < difference < 0.2654 (Wald)

t- value of difference: 3.67; df – t: 209

probability: 0.000153 (left tail pr: 0.99985)

doublesided p- value: 0.0003

Table 6.27 Attitudes towards learning Irish for the Irish-medium sample (N=100)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	13%	10%	77%
121. I really enjoy learning Irish.	11%	14%	75%
122. Irish is an important part of the school curriculum.	5%	7%	88%
123. I plan to learn as much Irish as possible.	9%	15%	76%
124. I love learning Irish.	12%	20%	68%
Negatively Worded Items			
125. I hate learning Irish.	86%	8%	6%
126. I would rather spend all my time on subjects other than German.	66%	15%	19%
127. I think that learning Irish is dull.	84%	11%	5%
128. Learning Irish is a waste of time.	82%	8%	10%
129. When I leave school, I shall give up learning Irish entirely because I am not interested in it.	75%	16%	9%

Scores for **Table 6.27**

Mean: Disagree 9.9%

Agree 77.7%

Table 6.28 Attitudes towards learning Irish for the English-medium sample (N=300)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	37.3%	23.3%	39.4%
121. I really enjoy learning Irish.	37%	17.6%	45.4%
122. Irish is an important part of the school curriculum.	20.6%	8%	71.4%
123. I plan to learn as much Irish as possible.	31.6%	17%	51.4%
124. I love learning Irish.	41.3%	19.7%	39%
Negatively Worded Items			
125. I hate learning Irish.	59.3%	12.3%	28.4%
126. I would rather spend all my time on subjects other than Irish.	42.3%	21.7%	36%
127. I think that learning Irish is dull.	62%	11%	27%
128. Learning Irish is a waste of time.	74%	10%	16%
129. When I leave school, I shall up give learning Irish entirely because I am not interested in it.	47%	20.6%	32.4%

Scores for **Table 6.28**

Mean: Disagree 30.7%

Agree 53.1%

	Input	t-test statistics for Tables 6.27 and 6.28
Mean 1	77.7	mean 1 eq: 0.777 (sd = 0.416) (se = 0.0418)
Mean 2	159.3	mean 2 eq: 0.531 (sd = 0.499) (se = 0.0289)
		difference between means:
(100 respondents in Table 6.27)		difference eq: 0.246 (sd = 0.7182) (se = 0.0506)
(300 respondents in Table 6.28)		95% CI: 0.1468 < difference < 0.3452 (Wald)
		t- value of difference: 4.859; df – t: 201

probability: 0.000001 (left tail pr: 1)

doublesided *p*- value: 0

Table 6.29 Integrative orientation in Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	9%	20%	71%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	10%	16%	74%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language	12%	11%	77%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	10%	17%	73%

Scores for **Table 6.29** Mean: Disagree 10.2% Agree 73.7%

Table 6.30 Integrative orientation in Irish for the English-medium sample (N=300)

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	27%	19.6%	53.4%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	27.3%	17.3%	55.4%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	26.6%	17.4%	56%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	36%	20.6%	43.4%

Scores for **Table 6.30** Mean: Disagree 29.2% Agree 52.1%

	Input	t-test statistics for Tables 6.29 and 6.30
Mean 1	73.7	mean 1 eq: 0.737 (sd = 0.44) (se = 0.0442)
Mean 2	156.3	mean 2 eq: 0.521 (sd = 0.5) (se = 0.0289)
		difference between means:
(100 respondents in Table 6.29)		difference eq: 0.216 (sd = 0.7266) (se = 0.0526)
(300 respondents in Table 6.30)		95% CI: 0.1128 < difference < 0.3192 (Wald)
		<i>t</i> - value of difference: 4.104; df – t: 190
		probability: 0.000031 (left tail pr: 0.99997)
		doublesided <i>p</i> - value: 0.0001

Table 6.31 Instrumental orientation in Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
134. Learning Irish can be important for me only because I will need it for my future career.	36%	24%	40%
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	10%	20%	70%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	22%	23%	55%
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	17%	23%	60%

Scores for **Table 6.31** Mean: Disagree 21.2% Agree 56.2%

Table 6.32 Instrumental orientation in Irish for the English-medium sample (N=300)

	Disagree	Don't know	Agree
134. Learning Irish can be important for me only because I will need it for my future career.	57%	20.3%	22.7%
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	27.6%	17%	55.4%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	35.6%	19.4%	45%
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	43%	21%	36%

Scores for **Table 6.32** Mean: Disagree 40.8% Agree 39.7%

Input	t-test statistics for Tables 6.31 and 6.32
Mean 1 56.2	mean 1 eq: 0.562 (sd = 0.496) (se = 0.0499)
Mean 2 119.1	mean 2 eq: 0.397 (sd = 0.489)(se = 0.0283)
	difference between means: (100 respondents in Table 6.31) difference eq: 0.165 (sd = 0.7395) (se = 0.0571)
	(300 respondents in Table 6.32) 95% CI: 0.0531 < difference < 0.2769 (Wald)
	t- value of difference: 2.89; df – t: 167
	probability: 0.002166 (left tail pr: 0.99783)
	doublesided p- value: 0.0043

Table 6.33 Irish class anxiety for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
138. It embarrasses me to volunteer answers in the Irish class.	77%	11%	12%
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	81%	6%	13%
140. I always feel that the other students speak Irish better than I do.	76%	12%	12%
141. I get nervous and confused when I am speaking Irish in the Irish class.	81%	5%	14%
142. I am afraid that the other students will laugh at me when I speak Irish.	83%	9%	8%

Scores for **Table 6.33** Mean: Disagree 79.6% Agree 11.8%

Table 6.34 Irish class anxiety for the English-medium sample (N=300)

	Disagree	Don't know	Agree
138. It embarrasses me to volunteer answers in the Irish class.	71.3%	7.7%	21%
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	60%	7.3%	32.7%
140. I always feel that the other students speak Irish better than I do.	51.3%	13.3%	35.4%
141. I get nervous and confused when I am speaking Irish in the Irish class.	63.3%	13%	23.7%
142. I am afraid that the other students will laugh at me when I speak Irish.	77.6%	9.4%	13%

Scores for **Table 6.34** Mean: Disagree 64.7% Agree 25.1%

Input
 Mean 1 **11.8** **t-test statistics for Tables 6.33 and 6.34**
 mean 1 eq: 0.118 (sd = 0.323) (se = 0.0324)
 Mean 2 **75.3** mean 2 eq: 0.251 (sd = 0.434) (se = 0.0251)
 difference between means:
 (100 respondents in Table 6.33) difference eq: - 0.133 (sd = 0.6151) (se = 0.0408)
 (300 respondents in Table 6.34) 95% CI: - 0.213 < difference < - 0.053 (Wald)
 t- value of difference: - 3.257; df – t: 226
 probability: 0.999353 (left tail pr: 0.00065)
 doublesided *p*- value: 0.0013

Table 6.35 Parental encouragement in Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
143. My parents try to help me with my Irish.	38%	17%	45%
144. My parents are happy that I am doing Irish.	5%	7%	88%
145. My parents would like me to keep up my Irish.	7%	8%	85%
146. My parents think that I should give more time to my Irish.	39%	34%	27%
147. My parents really encourage me to learn Irish.	12%	15%	73%
148. My parents show a lot of interest in anything to do with my Irish school course.	19%	31%	50%
149. My parents encourage me to practice my Irish.	14%	19%	67%
150. My parents stress the importance of Irish for me when I leave school.	30%	22%	48%
151. My parents feel that I should really try to learn Irish.	14%	22%	64%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	21%	16%	63%
Scores for Table 6.35	Mean: Disagree 19.9%		Agree 61.0%

Table 6.36 Parental encouragement in Irish for the English-medium sample (N=300)

	Disagree	Don't know	Agree
143. My parents try to help me with my Irish.	46.3%	10.3%	43.4%
144. My parents are happy that I am doing Irish.	12.3%	17.3%	70.4%
145. My parents would like me to keep up my Irish.	22%	24.6%	53.4%
146. My parents think that I should give more time to my Irish.	27%	28.3%	44.7%
147. My parents really encourage me to learn Irish.	25.6%	24%	50.4%
148. My parents show a lot of interest in anything to do with my Irish school course.	38.6%	29%	32.4%
149. My parents encourage me to practice my Irish.	29%	17.6%	53.4%
150. My parents stress the importance of Irish for me when I leave school.	56.6%	23%	20.4%
151. My parents feel that I should really try to learn Irish.	29.3%	21.7%	49%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	20.3%	12%	67.7%
Scores for Table 6.36	Mean: Disagree 30.7%		Agree 48.5%

	Input	t-test statistics for Tables 6.35 and 6.36
Mean 1	61.0	mean 1 eq: 0.61 (sd = 0.488) (se = 0.049)
Mean 2	145.5	mean 2 eq: 0.485 (sd = 0.5) (se = 0.0289)
		difference between means:
(100 respondents in Table 6.35)		difference eq: 0.125 (sd = 0.7462) (se = 0.0567)
(300 respondents in Table 6.36)		95% CI: 0.0139 < difference < 0.2361 (Wald)
		t- value of difference: 2.206; df – t: 173
		probability: 0.014219 (left tail pr: 0.98578)
		doublesided p- value: 0.0284

Table 6.37 Motivational intensity in Irish for the Irish-medium sample (N=100)

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	8%	9%	83%
154. I keep up to date with my Irish by working on it almost everyday.	23%	12%	65%
155. When I have a problem with Irish in class, I always ask the Irish teacher for help.	21%	8%	71%
156. I really work hard to learn Irish.	16%	16%	68%
157. When I am learning Irish, I ignore distractions and stick to the job at hand.	25%	22%	53%
Negatively Worded Items			
158. I don't pay much attention to the feedback I receive in my Irish class.	58%	21%	21%
159. I don't bother checking my corrected exercises in my Irish course.	70%	9%	21%
160. I tend to approach my Irish homework in a random and unpleasant manner.	67%	11%	22%
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	69%	15%	16%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	69%	15%	16%
Scores for Table 6.37		Mean: Disagree 18.9%	Agree 67.3%

Table 6.38 Motivational intensity in Irish for the English-medium sample (N=300)

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	21%	13.3%	65.7%
154. I keep up to date with my Irish by working on it almost everyday.	35%	15.3%	49.7%
155. When I have a problem with Irish in class, I always ask the Irish teacher for help.	28.3%	12.7%	59%
156. I really work hard to learn Irish.	27.3%	18.7%	54%
157. When I am learning Irish, I ignore distractions and stick to the job at hand.	40.6%	23.4%	36%
Negatively Worded Items			
158. I don't pay much attention to the feedback I receive in my Irish class.	63.3%	14.7%	22%
159. I don't bother checking my corrected exercises in my Irish class.	72%	7.6%	20.4%
160. I tend to approach my Irish homework in a random and unpleasant manner.	65.3%	8.7%	26%
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	73%	8%	19%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	58.6%	14.4%	27%
Scores for Table 6.38		Mean: Disagree 26.6%	Agree 59.6%

Input
Mean 1 **67.3** **t-test statistics for Tables 6.37 and 6.38**
mean 1 eq: 0.673 (sd = 0.469) (se = 0.0471)

Mean 2 **178.8** mean 2 eq: 0.596 (sd = 0.491) (se = 0.0284)

difference between means:
(100 respondents in Table 6.37) difference eq: 0.077 (sd = 0.7283) (se = 0.0548)

(300 respondents in Table 6.38) 95% CI: - 0.0304 < difference < 0.1844 (Wald)

t- value of difference: 1.405; df – t: 176

probability: 0.081242 (left tail pr: 0.91876)
doublesided p- value: 0.1625

Table 6.39 Desire to learn Irish for the Irish-medium sample (N=100)

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	50%	14%	36%
164. If it were up to me, I would spend all of my time learning Irish.	45%	20%	35%
165. I want to learn Irish so well that it will become second nature to me.	6%	7%	87%
166. I would like to learn as much Irish as possible.	4%	14%	82%
167. I wish I were fluent in Irish.	6%	7%	87%
Negatively Worded Items			
168. Knowing Irish is not really an important goal in my life.	73%	10%	17%
169. I sometimes daydream about dropping Irish.	80%	11%	9%
170. I find I'm losing any desire I ever had to know Irish.	73%	13%	14%
171. I really have little desire to learn Irish.	78%	9%	13%
172. I haven't any great wish to learn more than the basics of Irish.	77%	8%	15%

Scores for **Table 6.39**

Mean: Disagree 17.9%

Agree 70.8%

Table 6.40 Desire to learn Irish for the English-medium sample (N=300)

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	60.6%	13%	26.4%
164. If it were up to me, I would spend all of my time learning Irish.	69.6%	17.4%	13%
165. I want to learn Irish so well that it will become second nature to me.	36%	13%	51%
166. I would like to learn as much Irish as possible.	30.6%	10.4%	59%
167. I wish I were fluent in Irish.	18%	9%	73%
Negatively Worded Items			
168. Knowing Irish is not really an important goal in my life.	51.3%	13%	35.7%
169. I sometimes daydream about dropping Irish.	61.3%	15%	23.7%
170. I find I'm losing any desire I ever had to know Irish.	62.6%	11%	26.4%
171. I really have little desire to learn Irish.	62%	11.6%	26.4%
172. I haven't any great wish to learn more than the basics of Irish.	60.3%	14.7%	25%

Scores for **Table 6.40**

Mean: Disagree 35.2%

Agree 51.9%

Input **t-test statistics for Tables 6.39 and 6.40**

Mean 1 **70.8** mean 1 eq: 0.708 (sd = 0.455) (se = 0.0457)

Mean 2 **155.7** mean 2 eq: 0.519 (sd = 0.5) (se = 0.0289)

difference between means:
 (100 respondents in Table 6.39) difference eq: 0.189 (sd = 0.732) (se = 0.0538)

(300 respondents in Table 6.40) 95% CI: 0.0835 < difference < 0.2945 (Wald)

t- value of difference: 3.51; df – t: 184

probability: 0.00028 (left tail pr: 0.99972)

doublesided *p*- value: 0.0006

Table 6.41 Orientation index in the learning of Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	29%	24%	47%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	10%	17%	73%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	9%	17%	74%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	9%	16%	75%

Scores for **Table 6.41** Mean: Disagree 14.2% Agree 67.3%

Table 6.42 Orientation index in the learning of Irish for the English-medium sample (N=300)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	43%	12.3%	44.7%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	33.3%	14.7%	52%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	33.3%	14%	52.7%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	30%	17.3%	52.7%

Scores for **Table 6.42** Mean: Disagree 34.9% Agree 50.5%

Input **t-test statistics for Tables 6.41 and 6.42**

Mean 1 **67.3** mean 1 eq: 0.673 (sd = 0.469) (se = 0.0471)

Mean 2 **151.5** mean 2 eq: 0.505 (sd = 0.5) (se = 0.0289)

difference between means:
 (100 respondents in Table 6.41) difference eq: 0.168 (sd = 0.7382) (se = 0.0551)

(300 respondents in Table 6.42) 95% CI: 0.06 < difference < 0.276 (Wald)

t- value of difference: 3.05; df – t: 179

probability: 0.001304 (left tail pr: 0.9987)

doublesided *p*- value: 0.0026

Table 6.43 Learner autonomy in Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
177. I like working on my own in Irish.	10%	22%	68%
178. I like working on my own in Irish because I find it rewarding.	12%	23%	65%
179. I like working on my own in Irish because I find it enjoyable.	18%	24%	58%
180. I like working on my own in Irish because my teacher advises me to do so.	34%	26%	40%
181. I like working on my own in Irish because I need to improve my Irish.	23%	21%	56%
182. If I did not work on my own in Irish, I would feel I was missing an opportunity.	31%	27%	42%
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	14%	21%	65%
184. I try out difficult structures and vocabulary to show how good my Irish is.	22%	18%	60%
185. I try out difficult structures and vocabulary to improve my Irish.	14%	14%	72%
186. I try to speak Irish outside of class time.	19%	13%	68%
187. I use Irish outside of class because my teacher advises me to do so.	39%	18%	43%
188. I enjoy reading and writing Irish in my own time.	22%	26%	52%
189. My teacher of Irish advises me to read Irish in my own time.	22%	21%	57%
190. I want to improve my Irish reading skills in my own time.	13%	19%	68%
191. Reading in Irish gives me the opportunity to prove that I can understand Irish.	9%	15%	76%
192. I rarely read anything in Irish apart from my Irish textbooks.	50%	16%	34%
193. I try to watch Irish language films and television.	15%	18%	67%
194. When I watch Irish language television in my own time this is because I like Irish language television.	12%	25%	63%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	6%	22%	72%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	8%	18%	74%
197. I enjoy listening to Irish when I watch Irish language television.	4%	19%	77%
198. My teacher of Irish advises me to watch Irish language television.	19%	18%	63%
199. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	8%	14%	78%
200. If the chance arises, I talk to speakers of Irish because it improves my Irish.	12%	9%	79%
201. If the chance arises, I talk to speakers of Irish to prove that I can speak Irish.	14%	20%	66%
202. If the chance arises, I talk to speakers of Irish because I want to know about the Gaeltacht regions and make friends.	16%	22%	62%
Scores for Table 6.43	Mean: Disagree	44.3%	Agree 62.5%

Table 6.44 Learner autonomy in Irish for the English-medium sample (N=300)

	Disagree	Don't know	Agree
177. I like working on my own in Irish.	39%	16.7%	44.3%
178. I like working on my own in Irish because I finding it rewarding.	43%	16.7%	40.3%
179. I like working on my own in Irish because I find it enjoyable.	51%	15%	34%
180. I like working on my own in Irish because my teacher advises me to do so.	44.6%	22%	33.4%
181. I like working on my own in Irish because I need to improve my Irish.	29.3%	17%	53.7%
182. If I did not work on my own in Irish, I would feel I was missing an opportunity.	43.3%	19.7%	37%
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	49.3%	18.3%	32.4%
184. I try out difficult structures and vocabulary to show how good my Irish is.	53.3%	15.7%	31%
185. I try out difficult structures and vocabulary to improve my Irish.	43%	11.3%	45.7%
186. I try to speak Irish outside of class time.	51.3%	10.3%	38.4%
187. I use Irish outside of class because my teacher advises me to do so.	59.3%	14.7%	26%
188. I enjoy reading and writing Irish in my own time.	66%	14%	20%
189. My teacher of Irish advises me to read Irish in my own time.	30%	18.6%	51.4%
190. I want to improve my Irish reading skills in my own time.	49%	16%	35%
191. Reading in Irish gives me the opportunity to prove that I can understand Irish.	31%	11%	58%
192. I rarely read anything in Irish apart from my Irish textbooks.	33%	9%	58%
193. I try to watch Irish language films and television.	44%	12%	44%
194. When I watch Irish language television in my own time this is because I like Irish language television.	53%	10%	37%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	41.6%	8.4%	50%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	39.6%	10%	50.4%
197. I enjoy listening to Irish when I watch Irish language television.	43%	11%	46%
198. My teacher of Irish advises me to watch Irish language television.	34%	11%	55%
199. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	40.3%	12.3%	47.4%
200. If the chance arises, I talk to speakers of Irish because it improves my Irish.	39.3%	10.7%	50%
201. If the chance arises, I talk to speakers of Irish to prove that I can speak Irish.	43.3%	15%	41.7%
202. If the chance arises, I talk to speakers of Irish because I want to know about the Gaeltacht regions and make friends.	49.3%	20.3%	30.4%
Scores for Table 6.44	Mean: Disagree	44.3%	Agree 41.9%

Input
 Mean 1 **62.5** **t-test statistics for Tables 6.43 and 6.44**
 mean 1 eq: 0.625 (sd = 0.484) (se = 0.0487)
 Mean 2 **125.7** mean 2 eq: 0.419 (sd = 0.493) (se = 0.0285)
 difference between means:
 (100 respondents in Table 6.43) difference eq: 0.206 (sd = 0.7379) (se = 0.0562)
 (300 respondents in Table 6.44) 95% CI: 0.0959 < difference < 0.3161 (Wald)
 t- value of difference: 3.667; df – t: 172
 probability: 0.000167 (left tail pr: 0.99983
 doublesided *p*- value: 0.0003

Table 6.45 Semantic differential assessment of the Irish Leaving Certificate course for the Irish-medium sample (N=100)

	Irish course difficulty	Disagree	Don't know	Agree
203. The Irish Leaving Cert. course is difficult.		51%	17%	32%
204. The Irish Leaving Cert. course is easy.		32%	18%	50%
205. The Irish Leaving Cert. course is clear.		14%	18%	68%
206. The Irish Leaving Cert. course is confusing.		71%	16%	13%
	Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.		18%	21%	61%
208. The Irish Leaving Cert. course is unenjoyable.		65%	23%	12%
209. The Irish Leaving Cert. course is rewarding.		10%	12%	78%
210. The Irish Leaving Cert. course is unrewarding.		70%	15%	15%
	Irish course interest			
211. The Irish Leaving Cert. course is interesting.		19%	11%	70%
212. The Irish Leaving Cert. course is boring.		68%	16%	16%
213. The Irish Leaving Cert. course is exciting.		37%	31%	32%
214. The Irish Leaving Cert. course is tiring.		50%	23%	27%
	Irish course utility			
215 The Irish Leaving Cert. course is necessary.		8%	14%	78%
216. The Irish Leaving Cert. course is unnecessary.		79%	14%	7%
217. The Irish Leaving Cert. course is useful.		9%	14%	77%
218. The Irish Leaving Cert. course is useless.		76%	11%	13%
Scores for Table 6.45	Mean:	Disagree 17.6%	Agree 65.2%	

Table 6.46 Semantic differential assessment of the Irish Leaving Certificate course for the English-medium sample (N=300)

	Irish course difficulty	Disagree	Don't know	Agree
203. The Irish Leaving Cert. course is difficult.		40.3%	8.3%	51.4%
204. The Irish Leaving Cert. course is easy.		51.3%	10%	38.7%
205. The Irish Leaving Cert. course is clear.		31.3%	12%	56.7%
206. The Irish Leaving Cert. course is confusing.		54.3%	13.7%	32%
	Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.		44%	16%	40%
208. The Irish Leaving Cert. course is unenjoyable.		47%	13.3%	39.7%
209. The Irish Leaving Cert. course is rewarding.		28.6%	17.4%	54%
210. The Irish Leaving Cert. course is unrewarding.		56.3%	17.7%	26%
	Irish course interest			
211. The Irish Leaving Cert. course is interesting.		40.3%	17%	42.7%
212. The Irish Leaving Cert. course is boring.		47.6%	12.6%	39.8%
213. The Irish Leaving Cert. course is exciting.		66.6%	16%	17.4%
214. The Irish Leaving Cert. course is tiring.		24.3%	7.7%	68%
	Irish course utility			
215 The Irish Leaving Cert. course is necessary.		25.6%	9.4%	65%
216. The Irish Leaving Cert. course is unnecessary.		69.3%	9%	21.7%
217. The Irish Leaving Cert. course is useful.		28.6%	9.4%	62%
218. The Irish Leaving Cert. course is useless.		66.6%	7.4%	26%

Scores for **Table 6.46**

Mean: Disagree 33.8%

Agree 48.8%

	Input	t-test statistics for Tables 6.45 and 6.46
Mean 1	65.2	mean 1 eq: 0.652 (sd = 0.476) (se = 0.0479)
Mean 2	146.4	mean 2 eq: 0.488 (sd = 0.5) (se = 0.0289)

difference between means:

(100 respondents in Table 6.45) difference eq: 0.164 (sd = 0.7412) (se = 0.0557)

(300 respondents in Table 6.46) 95% CI: 0.0548 < difference < 0.2732 (Wald)

t- value of difference: 2.945; df – 177

probability: 0.001839 (left tail pr: 0.99816)

doublesided p- value: 0.0037

APPENDIX A3

TABLES AND STATISTICS FOR CHAPTER 7

COMPARATIVE ANALYSIS OF FINDINGS FOR GENDER DIFFERENCES

Part 1 - Languages in general

Table 7.1 Interest in second and foreign languages in general for a comparative analysis of gender differences, girls (N=200)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	1.5%	4%	94.5%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	3.5%	3%	93.5%
iii. I wish I could speak a foreign language perfectly.	1.5%	1%	97.5%
iv. I want to read newspapers and books of a foreign language in the original rather than in translation.	20.5%	35.5%	44%
v. I often wish I could understand the news on television and radio in another language.	9.5%	17.5%	73%
vi. I would like to learn a lot of foreign languages.	22.5%	17.5%	60%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	2.5%	4.5%	93%
viii. I would learn a foreign language in school even if it were not required.	18.5%	17.5%	64%
ix. I enjoy meeting and listening to people who speak other languages.	10%	17%	73%
x. Studying a foreign language is an enjoyable experience.	22%	12.5%	65.5%
Scores for Table 7.1	Mean: Disagree 11.2%	Agree 75.8%	

Table 7.2 Interest in second and foreign languages in general for a comparative analysis of gender differences, boys (N=200)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	3%	6%	91%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	7%	12%	81%
iii. I wish I could speak a foreign language perfectly.	4%	5%	91%
iv. I want to read newspapers and books of a foreign language in the original rather than in translation.	41.5%	27%	31.5%
v. I often wish I could understand the news on television and radio in another language.	32%	18.5%	49.5%
vi. I would like to learn a lot of foreign languages.	38.5%	14.5%	47%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	5.5%	12%	82.5%
viii. I would learn a foreign language in school even if it were not required.	41.5%	20.5%	38%
ix. I enjoy meeting and listening to people who speak other languages.	32.5%	23%	44.5%
x. Studying a foreign language is an enjoyable experience.	40%	21.5%	38.5%

Scores for **Table 7.2**

Mean: Disagree 24.5%

Agree 59.5%

Mean 1 **Input**
151.6

t-test statistics for Tables 7.1 and 7.2
mean 1 eq: 0.758 (sd = 0.428) (se = 0.0304)

Mean 2 **119.0**

mean 2 eq: 0.595 (sd = 0.491)(se = 0.0348)

(200 respondents in Table 7.1) difference between means:
difference eq: 0.163 (sd = 0.9107) (se = 0.0461)

(200 respondents in Table 7.2) 95% CI: 0.0727 < difference < 0.2533 (Wald)

t- value of difference: 3.538; df – t: 390

probability: 0.000225 (left tail pr: 0.99978)

doublesided p- value: 0.0004

Part 2 - The German language

Table 7.3 Attitudes towards speakers of German for a comparative analysis of gender differences, girls (N=200)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	9%	35%	56%
2. I have a favourable attitude towards native speakers of German.	6%	26%	68%
3. I like the German language culture.	13%	22%	65%
4. The Irish people in general should make a greater effort to learn German.	23.5%	35.5%	41%
5. I like listening to non-native speakers of German.	20%	38.5%	41.5%
6. I like listening to native speakers of German.	6.5%	21.5%	72%
7. I admire non-native speakers of German.	4%	22.5%	73.5%
8. I admire native speakers of German.	11.5%	31.5%	57%
9. I like speaking to non-native speakers of German.	13%	34.5%	52.5%
10. I like to hear German spoken well.	6%	12.5%	81.5%

Scores for **Table 7.3**

Mean: Disagree 11.3% Agree 60.8%

Table 7.4 Attitudes towards speakers of German for a comparative analysis of gender differences, boys (N=200)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	9.5%	43%	46.5%
2. I have a favourable attitude towards native speakers of German.	14%	39.5%	46.5%
3. I like the German language culture.	29%	33%	38%
4. The Irish people in general should make a greater effort to learn German.	45.5%	34.5%	20%
5. I like listening to non-native speakers of German.	38.5%	38%	23.5%
6. I like listening to native speakers of German.	31%	30%	39%
7. I admire non-native speakers of German.	20.5%	32.5%	47%
8. I admire native speakers of German.	30.5%	31.5%	57%
9. I like speaking to non-native speakers of German.	25%	36%	39%
10. I like to hear German spoken well.	20.5%	26.5%	53%

Scores for **Table 7.4**

Mean: Disagree 26.4% Agree 38.5%

	Input	t-test statistics for Tables 7.3 and 7.4
Mean 1	121.6	mean 1 eq: 0.608 (sd = 0.488) (se = 0.0346)
Mean 2	77.0	mean 2 eq: 0.385 (sd = 0.487) (se = 0.0345)
		difference between means: difference eq: 0.223 (sd = 0.9723) (se = 0.0487)
		(200 respondents in Table 7.3)
		(200 respondents in Table 7.4) 95% CI: 0.1275 < difference < 0.3185 (Wald)

t - value of difference: 4.575; $df - t$: 397

probability: 0.000003(left tail pr: 1)

doublesided p - value: 0

Table 7.5 Attitudes towards learning German for a comparative analysis of gender differences, girls (N=200)

Positively Worded Items	Disagree	Don't know	Agree
11. Learning German is really great.	29.5%	15.5%	55%
12. I really enjoy learning German.	25%	20.5%	54.5%
13. German is an important part of the school curriculum.	20.5%	18%	61.5%
14. I plan to learn as much German as possible.	23%	18.5%	58.5%
15. I love learning German.	34.5%	19.5%	46%
Negatively Worded Items			
16. I hate learning German.	66.5%	10.5%	23%
17. I would rather spend all my time on subjects other than German.	49%	19%	32%
18. I think that learning German is dull.	62.5%	17.5%	20%
19. Learning German is a waste of time.	86.5%	10.5%	3%
20. When I leave school, I shall give up learning German entirely because I am not interested in it.	48.5%	30%	21.5%
Scores for Table 7.5	Mean: Disagree 23.2%	Agree 58.5%	

Table 7.6 Attitudes towards learning German for a comparative analysis of gender differences, boys (N=200)

Positively Worded Items	Disagree	Don't know	Agree
11. Learning German is really great.	47%	20%	33%
12. I really enjoy learning German.	48.5%	15%	36.5%
13. German is an important part of the school curriculum.	31.5%	18.5%	50%
14. I plan to learn as much German as possible.	33.5%	21.5%	45%
15. I love learning German.	55%	20.5%	24.5%
Negatively Worded Items			
16. I hate learning German.	45%	18%	37%
17. I would rather spend all my time on subjects other than German.	33%	18%	49%
18. I think that learning German is dull.	48%	12.5%	39.5%
19. Learning German is a waste of time.	73.5%	17%	9.5%
20. When I leave school, I shall give up learning German entirely because I am not interested in it.	36%	25.5%	38.5%
Scores for Table 7.6	Mean: Disagree 38.9%	Agree 42.5%	

	Input	t-test statistics for Tables 7.5 and 7.6
Mean 1	117.0	mean 1 eq: 0.585 (sd = 0.493) (se = 0.0349)
Mean 2	85.0	mean 2 eq: 0.425 (sd = 0.494) (se = 0.035)

difference between means:
 (200 respondents in Table 7.5) difference eq: 0.16 (sd = 0.9846) (se = 0.0494)
 (200 respondents in Table 7.6) 95% CI: 0.0633 < difference < 0.2567 (Wald)
t- value of difference: 3.242; df – t: 397
 probability: 0.000644 (left tail pr: 99936)
 doublesided *p*- value: 0.0013

Table 7.7 Integrative orientation in German for a comparative analysis of gender differences, girls (N=200)

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	7.5%	18%	74.5%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	7%	13.5%	79.5%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	18.5%	30%	51.5%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	28.5%	30%	41.5%
Scores for Table 7.7	Mean: Disagree 15.4%		Agree 61.7%

Table 7.8 Integrative orientation in German for a comparative analysis of gender differences, boys (N=200)

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	16%	22%	62%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	15.5%	20.5%	64%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	30.5%	29.5%	40%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	43%	33%	24%
Scores for Table 7.8	Mean: Disagree 26.3%		Agree 47.5%

	Input	<i>t</i>-test statistics for Tables 7.7 and 7.8
Mean 1	123.4	mean 1 eq: 0.617 (sd = 0.486) (se = 0.0345)
Mean 2	95.0	mean 2 eq: 0.475 (sd = 0.499) (se = 0.0354)
(200 respondents in Table 7.7)		difference between means: difference eq: 0.142 (sd = 0.9828) (se = 0.0493)
(200 respondents in Table 7.8)		95% CI: 0.0454 < difference < 0.2386 (Wald) <i>t</i> - value of difference: 2.882; df – t: 397 probability: 0.002079 (left tail pr: 0.099792) doublesided <i>p</i> - value: 0.0042

Table 7.9 Instrumental orientation in German for a comparative analysis of gender differences, girls (N=200)

	Disagree	Don't know	Agree
25. Learning German can be important for me only because I will need it for my future career.	48%	25.5%	26.5%
26. Learning German can be important for me because it will make me a more knowledgeable person.	12%	13.5%	74.5%
27. Learning German can be important for me because I think it will someday be useful in getting a good job.	17.5%	22%	60.5%
28. Learning German can be important for me because other people will respect me more if I have a knowledge of the language.	36.5%	27.5%	36%
Scores for Table 7.9	Mean: Disagree 28.5%		Agree 49.4%

Table 7.10 Instrumental orientation in German for a comparative analysis of gender differences, boys (N=200)

	Disagree	Don't know	Agree
25. Learning German can be important for me only because I will need it for my future career.	53%	22.5%	24.5%
26. Learning German can be important for me because it will make me a more knowledgeable person.	17%	24%	59%
27. Learning German can be important for me because I think it will someday be useful in getting a good job.	24%	29.5%	46.5%
28. Learning German can be important for me because other people will respect me more if I have a knowledge of the language.	42%	22%	36%
Scores for Table 7.10	Mean: Disagree 34.0%		Agree 41.5%

	Input	t-test statistics for Tables 7.9 and 7.10
Mean 1	98.8	mean 1 eq: 0.494 (sd = 0.5) (se = 0.0354)
Mean 2	83.0	mean 2 eq: 0.415 (sd = 0.493) (se = 0.0349)
(200 respondents in Table 7.9)		difference between means: difference eq: 0.079 (sd = 0.9901) (se = 0.0496)
(200 respondents in Table 7.10)		95% CI: - 0.0183 < difference < 0.1763 (Wald)
		t- value of difference: 1.592; df – t: 397
		probability: 0.056115 (left tail pr: 0.94388)
		doublesided p- value: 0.1122

Table 7.11 German class anxiety for a comparative analysis of gender differences, girls (N=200)

	Disagree	Don't know	Agree
29. It embarrasses me to volunteer answers in the German class.	57%	12%	31%
30. I never feel quite sure of myself when I am speaking German in the German class.	26%	11%	63%
31. I always feel that the other students speak German better than I do.	35.5%	15%	51.5%
32. I get nervous and confused when I am speaking German in the German class.	37%	11%	52%
33. I am afraid that the other students will laugh at me when I speak German.	64%	9.5%	26.5%
Scores for Table 7.11	Mean: Disagree 43.9%		Agree 44.8%

Table 7.12 German class anxiety for a comparative analysis of gender differences, boys (N=200)

	Disagree	Don't know	Agree
29. It embarrasses me to volunteer answers in the German class.	68%	10%	22%
30. I never feel quite sure of myself when I am speaking German in the German class.	35.5%	8.5%	56%
31. I always feel that the other students speak German better than I do.	35%	24%	41%
32. I get nervous and confused when I am speaking German in the German class.	45.5%	13.5%	41%
33. I am afraid that the other students will laugh at me when I speak German.	73.5%	8.5%	18%
Scores for Table 7.12	Mean: Disagree 51.5%		Agree 35.6%

Mean 1 **Input**
89.6

t-test statistics for Tables 7.11 and 7.12
mean 1 eq: 0.448 (sd = 0.497) (se = 0.0353)

Mean 2 **71.2**

mean 2 eq: 0.356 (sd = 0.479) (se = 0.0339)

difference between means:

(200 respondents in Table 7.11) difference eq: 0.092 (sd = 0.9731) (se = 0.0488)

(200 respondents in Table 7.12) 95% CI: - 0.0037 < difference < 0.1877 (Wald)

t- value of difference: 1.885; df – t: 397

probability: 0.030008 (left tail pr: 0.96999)

doublesided p- value: 0.06

Table 7.13 Parental encouragement in German for a comparative analysis of gender differences, girls (N=200)

	Disagree	Don't know	Agree
34. My parents try to help me with my German.	83.5%	2.5%	14%
35. My parents are happy that I am doing German.	6%	33.5%	60.5%
36. My parents would like me to keep up my German.	16.5%	39.5%	44%
37. My parents think that I should give more time to my German.	37%	41%	22%
38. My parents really encourage me to learn German.	28.5%	24.5%	47%
39. My parents show a lot of interest in anything to do with my German school course.	43.5%	33%	23.5%
40. My parents encourage me to practise my German.	34.5%	19%	46.5%
41. My parents stress the importance of German for me when I leave school.	60%	17%	23%
42. My parents feel that I should really try to learn German.	35%	23%	42%
43. My parents urge me to get help from my German teacher if I am having problems with my German.	16%	10%	74%
Scores for Table 7.13	Mean: Disagree 36.1%		Agree 39.7%

Table 7.14 Parental encouragement in German for a comparative analysis of gender differences, boys (N=200)

	Disagree	Don't know	Agree
34. My parents try to help me with my German.	83%	5%	12%
35. My parents are happy that I am doing German.	7%	36%	57%
36. My parents would like me to keep up my German.	15%	36.5%	48.5%
37. My parents think that I should give more time to my German.	27.5%	36.5%	36%
38. My parents really encourage me to learn German.	35%	31.5%	33.5%
39. My parents show a lot of interest in anything to do with my German school course.	56%	27.5%	16.5%
40. My parents encourage me to practise my German.	39.5%	19.5%	41%
41. My parents stress the importance of German for me when I leave school.	64%	15.5%	20.5%
42. My parents feel that I should really try to learn German.	37.5%	21%	41.5%
43. My parents urge me to get help from my German teacher if I am having problems with my German.	22%	12.5%	65.5%
Scores for Table 7.14	Mean: Disagree 38.7%	Agree 37.2%	

Input	t-test statistics for Tables 7.13 and 7.14
Mean 1 79.4	mean 1 eq: 0.397 (sd = 0.489) (se = 0.0347)
Mean 2 74.2	mean 2 eq: 0.372 (sd = 0.483)(se = 0.0342)
	difference between means:
(200 respondents in Table 7.13)	difference eq: 0.026 (sd = 0.9699) (se = 0.0486)
(200 respondents in Table 7.14)	95% CI: - 0.0693 < difference < 0.1213 (Wald)
	t- value of difference: 0.535; df – t: 397
	probability: 0.296536 (left tail pr: 70346)
	doublesided p- value: 0.5931

Table 7.15 Motivational intensity in German for a comparative analysis of gender differences, girls (N=200)

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the German I see and hear.	16.5%	11.5%	72%
45. I keep up to date with my German by working on it almost everyday.	36%	12%	52%
46. When I have a problem with German in class, I always ask the German teacher for help.	34%	7%	59%
47. I really work hard to learn German.	22.5%	23%	54.5%
48. When I am learning German, I ignore distractions and stick to the job at hand.	39%	23.5%	37.5%
Negatively Worded Items			
49. I don't pay much attention to the feedback I receive in my German class.	62%	24%	14%
50. I don't bother checking my corrected exercises in my German course.	76%	7%	17%
51. I tend to approach my German homework in a random and unpleasant manner.	59.5%	13%	27.5%
52. I have a tendency to give up when our German teacher is explaining something difficult.	63%	12%	25%
53. I can't be bothered in trying to understand the more complex aspects of German Grammar.	63.5%	10.5%	26%
Scores for Table 7.15		Mean: Disagree 25.8%	Agree 59.9%

Table 7.16 Motivational intensity in German for a comparative analysis of gender differences, boys (N=200)

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the German I see and hear.	20.5%	19%	60.5%
45. I keep up to date with my German by working on it almost everyday.	50.5%	20%	29.5%
46. When I have a problem with German in class, I always ask the German teacher for help.	41%	10%	49%
47. I really work hard to learn German.	42%	21.5%	36.5%
48. When I am learning German, I ignore distractions and stick to the job at hand.	50.5%	23%	26.5%
Negatively Worded Items			
49. I don't pay much attention to the feedback I receive in my German class.	52%	20.5%	27.5%
50. I don't bother checking my corrected exercises in my German course.	58.5%	15%	26.5%
51. I tend to approach my German homework in a random and unpleasant manner.	50%	15%	35%
52. I have a tendency to give up when our German teacher is explaining something difficult.	55.5%	12.5%	32%
53. I can't be bothered in trying to understand the more complex aspects of German Grammar.	42.5%	12.5%	45%
Scores for Table 7.16		Mean: Disagree 37.1%	Agree 46.1%

Input

t-test statistics for Tables 7.15 and 7.16

Input
 Mean 1 **116.0** **t-test statistics for Tables 7.17 and 7.18**
 mean 1 eq: 0.58 (sd = 0.494) (se = 0.035)
 Mean 2 **94.8** mean 2 eq: 0.474 (sd = 0.499) (se = 0.0354)
 difference between means:
 (200 respondents in Table 7.17) difference eq: 0.106 (sd = 0.9903) (se = 0.0496)
 (200 respondents in Table 7.18) 95% CI: 0.0087 < difference < 0.2033 (Wald)
 t- value of difference: 2.135; df – t: 397
 probability: 0.016673 (left tail pr: 0.98333)
 doublesided p- value: 0.0333

Table 7.19 Orientation index in the learning of German for a comparative analysis of gender differences, girls (N=200)

	Disagree	Don't know	Agree
64. I am learning German because I think it will someday be useful in getting a good job.	28.5%	15.5%	56%
65. I am learning German because I think it will help me to understand the German language and heritage.	39%	16.5%	44.5%
66. I am learning German because it will permit me to meet and talk with speakers of German.	23%	14.5%	62.5%
67. I am learning German because a knowledge of two languages will make me a better educated person.	15%	12.5%	72.5%
Scores for Table 7.19	Mean: Disagree 26.4%		Agree 58.8%

Table 7.20 Orientation index in the learning German for a comparative analysis of gender differences, boys (N=200)

	Disagree	Don't know	Agree
64. I am learning German because I think it will someday be useful in getting a good job.	36.5%	24.5%	39%
65. I am learning German because I think it will help me to understand the German language and heritage.	55.5%	14.5%	30%
66. I am learning German because it will permit me to meet and talk with speakers of German.	40%	15%	45%
67. I am learning German because a knowledge of two languages will make me a better educated person.	29.5%	4.5%	66%
Scores for Table 7.20	Mean: Disagree 40.4%		Agree 45%

Input
 Mean 1 **117.6** **t-test statistics for Tables 7.19 and 7.20**
 mean 1 eq: 0.588 (sd = 0.492) (se = 0.0349)
 Mean 2 **90.0** mean 2 eq: 0.45 (sd = 0.497) (se = 0.0353)
 difference between means:
 (200 respondents in Table 7.19) difference eq: 0.138 (sd = 0.9872) (se = 0.0495)
 (200 respondents in Table 7.20) 95% CI: 0.041 < difference < 0.235 (Wald)
 t- value of difference: 2.789; df – t: 397
 probability: 0.002772 (left tail pr: 0.99723)
 doublesided p- value: 0.0055

Table 7.21 Learner autonomy for a comparative analysis of gender differences in the learning of German, girls (N=200)

	Disagree	Don't know	Agree
68. I like working on my own in German.	44%	15.5%	40.5%
69. I like working on my own in German because I find it rewarding.	40%	20.5%	39.5%
70. I like working on my own in German because I find it enjoyable.	52%	16.5%	31.5%
71. I like working on my own in German because my teacher advises me to do so.	53%	24%	23%
72. I like working on my own in German because I need to improve my German.	19.5%	14%	66.5%
73. If I did not work on my own in German, I would feel I was missing an opportunity.	43%	27.5%	29.5%
74. I like the challenge of learning and using new grammatical structures and vocabulary in German.	39%	19%	42%
75. I try out difficult structures and vocabulary to show how good my German is.	57.5%	16.5%	26%
76. I try out difficult structures and vocabulary to improve my German.	38.5%	16.5%	45%
77. I try to speak German outside of class time.	53%	9%	38%
78. I use German outside of class because my teacher advises me to do so.	66%	16.5%	17.5%
79. I enjoy reading and writing German in my own time.	66.5%	17.5%	16%
80. My German teacher advises me to read German in my own time.	41.5%	11%	47.5%
81. I want to improve my German reading skills in my own time.	37.5%	20%	42.5%
82. Reading in German gives me the opportunity to prove that I can understand German.	18%	15%	67%
83. I rarely read anything in German apart from my German textbooks.	12.5%	10.5%	77%
84. I try to watch German films and television.	60.5%	10.5%	29%
85. When I watch German television in my own time this is because I like German television.	63.5%	17%	19.5%
86. I watch German television in my own time because I want to gain more exposure to German.	54%	9.5%	36.5%
87. Watching German television gives me the opportunity to show that I can understand German.	46%	12.5%	41.5%
88. I enjoy listening to German when I watch German television.	53%	13%	34%
89. My teacher of German advises me to watch German television.	57.5%	12.5%	30%
90. If the chance arises, I talk to speakers of German because I enjoy using my German.	32.5%	18%	49.5%
91. If the chance arises I talk to speakers of German because it improves my German.	25%	12.5%	62.5%
92. If the chance arises, I talk to speakers of German to prove that I can speak German.	37.5%	21.5%	41%
93. If the chance arises, I talk to speakers of German because I want to know about German speaking countries and make friends there.	35.5%	18.5%	46%
Scores for Table 7.21	Mean: Disagree	44.1%	Agree 39.9%

Table 7.22 Learner autonomy for a comparative analysis of gender differences in the learning of German, boys (N=200)

	Disagree	Don't know	Agree
68. I like working on my own in German.	41.5%	26%	32.5%
69. I like working on my own in German because I find it rewarding.	45.5%	27%	27.5%
70. I like working on my own in German because I find it enjoyable.	57.5%	25%	17.5%
71. I like working on my own in German because my teacher advises me to do so.	55%	27%	18%
72. I like working on my own in German because I need to improve my German.	28.5%	26%	45.5%
73. If I did not work on my own in German, I would feel I was missing an opportunity.	46%	27%	27%
74. I like the challenge of learning and using new grammatical structures and vocabulary in German.	47.5%	19%	33.5%
75. I try out difficult structures and vocabulary to show how good my German is.	66%	13.5%	20.5%
76. I try out difficult structures and vocabulary to improve my German.	51%	13.5%	5.5%
77. I try to speak German outside of class time.	62.5%	12%	25.5%
78. I use German outside of class because my teacher advises me to do so.	76.5%	13%	10.5%
79. I enjoy reading and writing German in my own time.	80%	11%	9%
80. My German teacher advises me to read German in my own time.	49.5%	13%	37.5%
81. I want to improve my German reading skills in my own time.	59.5%	16.5%	24%
82. Reading in German gives me the opportunity to prove that I can understand German.	29.5%	26%	44.5%
83. I rarely read anything in German apart from my German textbooks.	15.5%	8%	76.5%
84. I try to watch German films and television.	65%	14.5%	20.5%
85. When I watch German television in my own time this is because I like German television.	77.5%	10.5%	12%
86. I watch German television in my own time because I want to gain more exposure to German.	65%	14.5%	20.5%
87. Watching German television gives me the opportunity to show that I can understand German.	59%	20%	21%
88. I enjoy listening to German when I watch German television.	68.5%	15%	16.5%
89. My teacher of German advises me to watch German television.	64.5%	18.5%	17%
90. If the chance arises, I talk to speakers of German because I enjoy using my German.	47%	14%	39%
91. If the chance arises, I talk to speakers of German because it improves my German.	40.5%	15.5%	44%
92. If the chance arises, I talk to speakers of German to prove that I can speak German.	43.5%	18.5%	38%
93. If the chance arises, I talk to speakers of German because I want to know about German speaking countries and make friends there.	50.5%	20%	29.5%
Scores for Table 7.22	Mean: Disagree	53.6%	Agree 29.3%

Input

Mean 1 **79.8**

Mean 2 **58.6**

t-test statistics for Tables 7.21 and 7.22

mean 1 eq: 0.399 (sd = 0.49) (se = 0.0347)

mean 2 eq: 0.293 (sd = 0.455) (se = 0.0323)

difference between means:
 (200 respondents in Table 7.21) difference eq: 0.106 (sd = 0.9406) (se = 0.0473)

(200 respondents in Table 7.22) 95% CI: 0.0133 < difference < 0.1987 (Wald)

t- value of difference: 2.242; df – t: 395

probability: 0.012737 (left tail pr: 0.98726)

doublesided p- value: 0.0255

Table 7.23 Semantic differential assessment of the German Leaving Certificate course for a comparative analysis of gender differences, girls (N=200)

	Disagree	Don't know	Agree
German course difficulty			
94. The German Leaving Cert. course is difficult.	18%	6%	76%
95. The German Leaving Cert. course is easy.	85.5%	5.5%	9%
96. The German Leaving Cert. course is clear.	34.5%	17.5%	48%
97. The German Leaving Cert. course is confusing.	46%	12.5%	41.5%
German course evaluation			
98. The German Leaving Cert. course is enjoyable.	40.5%	25%	34.5%
99. The German Leaving Cert. course is unenjoyable.	43.5%	17.5%	39%
100. The German Leaving Cert. course is rewarding.	18%	21%	61%
101. The German Leaving Cert. course is unrewarding.	65%	18.5%	16.5%
German course interest			
102. The German Leaving Cert. course is interesting.	30.5%	17.5%	52%
103. The German Leaving Cert. course is boring.	53%	13.5%	33.5%
104. The German Leaving Cert. course is exciting.	68.5%	16.5%	15%
105. The German Leaving Cert. course is tiring.	28%	21%	51%
German course utility			
106. The German Leaving Cert. course is necessary.	15%	16.5%	68.5%
107. The German Leaving Cert. course is unnecessary	75%	16%	9%
108. The German Leaving Cert. course is useful.	6.5%	9.5%	84%
109. The German Leaving Cert. course is useless.	83.5%	11.5%	5%
Scores for Table 7.23	Mean: Disagree 35.6%	Agree 49%	

Table 7.24 Semantic differential assessment of the German Leaving Certificate course for a comparative analysis of gender differences, boys (N=200)

	German course difficulty	Disagree	Don't know	Agree
94. The German Leaving Cert. course is difficult.		16.5%	6.5%	77%
95. The German Leaving Cert. course is easy.		80%	9%	11%
96. The German Leaving Cert. course is clear.		32.5%	22%	45.5%
97. The German Leaving Cert. course is confusing.		44.5%	11%	44.5%
	German course evaluation			
98. The German Leaving Cert. course is enjoyable.		57%	20%	23%
99. The German Leaving Cert. course is unenjoyable.		31%	18.5%	50.5%
100. The German Leaving Cert. course is rewarding.		25.5%	18%	56.5%
101. The German Leaving Cert. course is unrewarding.		56%	20%	24%
	German course interest			
102. The German Leaving Cert. course is interesting.		45%	14%	41%
103. The German Leaving Cert. course is boring.		37%	12.5%	50.5%
104. The German Leaving Cert. course is exciting.		61%	19.5%	19.5%
105. The German Leaving Cert. course is tiring.		26%	24.5%	49.5%
	German course utility			
106. The German Leaving Cert. course is necessary.		20.5%	22%	57.5%
107. The German Leaving Cert. course is unnecessary		60.5%	20.5%	19%
108. The German Leaving Cert. course is useful.		14.5%	13%	72.5%
109. The German Leaving Cert. course is useless.		72.5%	15.5%	12%

Scores for **Table 7.24**

Mean: Disagree 41.4%

Agree 41.9%

Mean 1 **Input**
98.0

t-test statistics for Tables 7.23 and 7.24
mean 1 eq: 0.49 (sd = 0.5) (se = 0.0354)

Mean 2 **83.8**

mean 2 eq: 0.419 (sd = 0.493) (se = 0.035)

difference between means:

(200 respondents in Table 7.23) difference eq: 0.071 (sd = 0.9907) (se = 0.0497)

(200 respondents in Table 7.24) 95% CI: - 0.0263 < difference < 0.1683 (Wald)

t- value of difference: 1.43; df – t: 397

probability: 0.076797 (left tail pr: 0.9232)

doublesided p- value: 0.1536

Part 3 - The Irish language

Table 7.25 Attitudes towards speakers of Irish for a comparative analysis of gender differences, girls (N=200)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	14%	19%	67%
111. I have a favourable attitude towards native speakers of Irish.	8.5%	11.5%	80%
112. I like the Irish language culture.	10%	5.5%	84.5%
113. The Irish people in general should make a greater effort to learn Irish.	9.5%	5.5%	85%
114. I like listening to non-native speakers of Irish.	22%	24%	54%
115. I like listening to native speakers of Irish.	9%	7.5%	83.5%
116. I admire non-native speakers of Irish.	11%	18.5%	70.5%
117. I admire native speakers of Irish.	6%	9%	85%
118. I like speaking to non-native speakers of Irish.	16%	29%	55%
119. I like to hear Irish spoken well.	6%	5.5%	88.5%
Scores for Table 7.25	Mean: Disagree 11.2%	Agree 75.3%	

Table 7.26 Attitudes towards speakers of Irish for a comparative analysis of gender differences, boys (N=200)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	17%	25%	58%
111. I have a favourable attitude towards native speakers of Irish.	8.5%	19%	72.5%
112. I like the Irish language culture.	10.5%	11.5%	78%
113. The Irish people in general should make a greater effort to learn Irish.	15.5%	11.5%	73%
114. I like listening to non-native speakers of Irish.	28%	27.5%	44.5%
115. I like listening to native speakers of Irish.	21%	18%	61%
116. I admire non-native speakers of Irish.	18%	22%	60%
117. I admire native speakers of Irish.	12.5%	18.5%	69%
118. I like speaking to non-native speakers of Irish.	29%	24.5%	46.5%
119. I like to hear Irish spoken well.	12%	18%	70%
Scores for Table 7.26	Mean: Disagree 17.2%	Agree 63.2%	

Input	t-test statistics for Tables 7.25 and 7.26
Mean 1 150.6	mean 1 eq: 0.753 (sd = 0.431) (se = 0.0306)
Mean 2 126.4	mean 2 eq: 0.632 (sd = 0.482) (se = 0.0342)
	difference between means:
(200 respondents in Table 7.25)	difference eq: 0.121 (sd = 0.9071) (se = 0.0457)
(200 respondents in Table 7.26)	95% CI: 0.0313 < difference < 0.2107 (Wald)
	t- value of difference: 2.645; df – t: 393
	probability: 0.004254 (left tail pr: 0.99575)

doublesided *p*- value: 0.0085

Table 7.27 Attitudes towards learning Irish for a comparative analysis of gender differences, girls (N=200)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	29%	14%	57%
121. I really enjoy learning Irish.	27%	14.5%	58.5%
122. Irish is an important part of the school curriculum.	12%	6%	82%
123. I plan to learn as much Irish as possible.	23%	14.5%	62.5%
124. I love learning Irish.	30.5%	16%	53.5%
Negatively Worded Items			
125. I hate learning Irish.	72.5%	6.5%	21%
126. I would rather spend all of my time on subjects other than Irish.	54%	15%	31%
127. I think that learning Irish is dull.	73%	11%	16%
128. Learning Irish is a waste of time.	83.5%	7%	9.5%
129. When I leave school, I shall give up learning Irish entirely because I am not interested in it.	58%	17%	25%

Scores for **Table 7.27**

Mean: Disagree 22.4%

Agree 65.4%

Table 7.28 Attitudes towards learning Irish for a comparative analysis of gender differences, boys (N=200)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	33.5%	26%	40.5%
121. I really enjoy learning Irish.	34%	19%	47%
122. Irish is an important part of the school curriculum.	12%	6%	82%
123. I plan to learn as much Irish as possible.	29%	18.5%	52.5%
124. I love learning Irish.	37.5%	23.5%	39%
Negatively Worded Items			
125. I hate learning Irish.	59.5%	16%	24.5%
126. I would rather spend all of my time on subjects other than Irish.	42.5%	25%	32.5%
127. I think that learning Irish is dull.	62%	11%	27%
128. Learning Irish is a waste of time.	68.5%	12.5%	19.5%
129. When I leave school, I shall give up learning Irish entirely because I am not interested in it.	50%	22%	28%

Scores for **Table 7.28**

Mean: Disagree 28.7%

Agree 53.1%

	Input	<i>t</i>-test statistics for Tables 7.27 and 7.28
Mean 1	130.8	mean 1 eq: 0.654 (sd = 0.476) (se = 0.0337)
Mean 2	106.2	mean 2 eq: 0.531 (sd = 0.499) (se = 0.0354)
(200 respondents in Table 7.27)		difference eq: 0.123 (sd = 0.9715) (se = 0.0488)
(200 respondents in Table 7.28)		95% CI: 0.0274 < difference < 0.2186 (Wald)

t- value of difference: 2.523; df – t: 397

probability: 0.006017 (left tail pr: 0.99398)

doublesided *p*- value: 0.012

Table 7.29 Integrative orientation in Irish for a comparative analysis of gender differences, girls (N=200)

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	17.5%	14%	68.5%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	17%	14%	69%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	16.5%	14.5%	69%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	22%	18.5%	59.5%
Scores for Table 7.29	Mean: Disagree 18.3%		Agree 66.5%

Table 7.30 Integrative orientation in Irish for a comparative analysis of gender differences, boys (N=200)

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	17.5%	14%	68.5%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	29%	20%	51%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	29.5%	17%	53.5%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	37%	21%	42%
Scores for Table 7.30	Mean: Disagree 26.3%		Agree 48.3%

	Input	<i>t</i>-test statistics for Tables 7.29 and 7.30
Mean 1	133.0	mean 1 eq: 0.665 (sd = 0.472) (se = 0.0335)
Mean 2	95.0	mean 2 eq: 0.483 (sd = 0.5) (se = 0.0354)
difference between means:		
(200 respondents in Table 7.29)		difference eq: 0.182 (sd = 0.9681) (se = 0.0486)
(200 respondents in Table 7.30)		95% CI: 0.0867 < difference < 0.2773 (Wald)

t- value of difference: 3.774; df – t: 396

probability: 0.999895 (left tail pr: 0.00011)

doublesided *p*- value: 0.0002

Table 7.31 Instrumental orientation in Irish for a comparative analysis of gender differences, girls (N=200)

	Disagree	Don't know	Agree
134. Learning Irish can be important for me only because I will need it for my future career.	49%	18%	33%
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	19%	15%	66%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	36.5%	16%	47.5%
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	37.5%	21.5%	41%

Scores for **Table 7.31** Mean: Disagree 35.5% Agree 46.8%

Table 7.32 Instrumental orientation in Irish for a comparative analysis of gender differences, boys (N=200)

	Disagree	Don't know	Agree
134. Learning Irish can be important for me only because I will need it for my future career.	54.5%	24.5%	21%
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	27.5%	20.5%	52%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	44.5%	23%	32.5%
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	35.5%	21.5%	43%

Scores for **Table 7.32** Mean: Disagree 40.5% Agree 37.1%

Input **t-test statistics for Tables 7.31 and 7.32**

Mean 1 **93.6** mean 1 eq: 0.468 (sd = 0.499) (se = 0.0354)

Mean 2 **74.2** mean 2 eq: 0.371 (sd = 0.483) (se = 0.0342)

difference between means:
 (200 respondents in Table 7.31) difference eq: 0.097 (sd = 0.9792) (se = 0.0491)

(200 respondents in Table 7.32) 95% CI: 0.0007 < difference < 0.1933 (Wald)

t- value of difference: 1.975; df – t: 397

probability: 0.024409 (left tail pr: 0.97559)

doublesided p- value: 0.0488

Table 7.33 Irish class anxiety for a comparative analysis of gender differences, girls, (N=200)

	Disagree	Don't know	Agree
138. It embarrasses me to volunteer answers in the Irish class.	72.5%	7%	20.5%
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	66%	3.5%	30.5%
140. I always feel that the other students speak Irish better than I do.	53.5%	11.5%	35%
141. I get nervous and confused when I am speaking Irish in the Irish class.	62.5%	13%	24.5%
142. I am afraid that the other students will laugh at me when I speak Irish.	78%	8%	14%

Scores for **Table 7.33** Mean: Disagree 66.5% Agree 24.9%

Table 7.34 Irish class anxiety for a comparative analysis of gender differences, boys, (N=200)

	Disagree	Don't know	Agree
138. It embarrasses me to volunteer answers in the Irish class.	73%	10%	17%
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	64.5%	10.5%	25%
140. I always feel that the other students speak Irish better than I do.	61.5%	14.5%	24%
141. I get nervous and confused when I am speaking Irish in the Irish class.	73%	9%	18%
142. I am afraid that the other students will laugh at me when I speak Irish.	80%	10.5%	9.5%

Scores for **Table 7.34** Mean: Disagree 70.4% Agree 18.7%

Input **t-test statistics for Tables 7.33 and 7.34**
Mean 1 **49.8** mean 1 eq: 0.249 (sd = 0.432) (se = 0.0307)
Mean 2 **37.4** mean 2 eq: 0.187 (sd = 0.39) (se = 0.0276)
difference between means:
(200 respondents in Table 7.33) difference eq: 0.062 (sd = 0.817) (se = 0.0412)
(200 respondents in Table 7.34) 95% CI: - 0.0187 < difference < 0.1427 (Wald)
t- value of difference: 1.506; df – t: 393
probability: 0.066404 (left tail pr: 0.9336)
doublesided *p*- value: 0.1328

Table 7.35 Parental encouragement in the learning of Irish for a comparative analysis of gender differences, girls, (N=200)

	Disagree	Don't know	Agree
143. My parents try to help me with my Irish.	45%	9.5%	45.5%
144. My parents are happy that I am doing Irish.	9.5%	13%	77.5%
145. My parents would like me to keep up my Irish.	18.5%	19%	62.5%
146. My parents think that I should give more time to my Irish.	28.5%	23.5%	48%
147. My parents really encourage me to learn Irish.	19.5%	18.5%	62%
148. My parents show a lot of interest in anything to do with my Irish school course.	30%	30.5%	39.5%
149. My parents encourage me to practice my Irish.	23%	15%	62%
150. My parents stress the importance of Irish for me when I leave school.	49%	22%	29%
151. My parents feel that I should really try to learn Irish.	24%	21%	55%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	15.5%	10%	74.5%

Scores for **Table 7.35** Mean: Disagree 26.3% Agree 55.6%

Table 7.36 Parental encouragement in the learning of Irish for a comparative analysis of gender differences, boys (N=200)

	Disagree	Don't know	Agree
143. My parents try to help me with my Irish.	43.5%	14.5%	42%
144. My parents are happy that I am doing Irish.	11.5%	16.5%	72%
145. My parents would like me to keep up my Irish.	18%	22%	60%
146. My parents think that I should give more time to my Irish.	31.5%	36%	32.5%
147. My parents really encourage me to learn Irish.	25%	25%	50%
148. My parents show a lot of interest in anything to do with my Irish school course.	37.5%	28.5%	34%
149. My parents encourage me to practice my Irish.	27.5%	21%	51.5%
150. My parents stress the importance of Irish for me when I leave school.	51%	26.5%	22.5%
151. My parents feel that I should really try to learn Irish.	27%	22.5%	50.5%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	25.5%	16%	58.5%
Scores for Table 7.36	Mean: Disagree 29.8%	Agree 47.7%	

Input

Mean 1 **111.2**

Mean 2 **95.4**

t-test statistics for Tables 7.35 and 7.36

mean 1 eq: 0.556 (sd = 0.497) (se = 0.0352)

mean 2 eq: 0.477 (sd = 0.499) (se = 0.0354)

difference between means:

(200 respondents in Table 7.35) difference eq: 0.079 (sd = 0.9938) (se = 0.0498)

(200 respondents in Table 7.36) 95% CI: - 0.0186 < difference < 0.1766 (Wald)

t- value of difference: 1.586; df – t: 397

probability: 0.056784 (left tail pr: 0.94322)

doublesided p- value: 0.1136

Table 7.37 Motivational intensity in the learning of Irish for a comparative analysis of gender differences, girls (N=200)

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	15%	12%	73%
154. I keep up to date with my Irish by working on it almost everyday.	29.5%	11.5%	59%
155. When I have a problem with Irish in class, I always ask the Irish teacher for help.	23%	9.5%	67.5%
156. I really work hard to learn Irish.	23.5%	16.5%	60%
157. When I am learning Irish, I ignore distractions and stick to the job at hand.	38%	22%	40%
Negatively Worded Items			
158. I don't pay much attention to the feedback I receive in my Irish class.	68%	18.5%	13.5%
159. I don't bother checking my corrected exercises in my Irish course.	77.5%	9%	13.5%
160. I tend to approach my Irish homework in a random and unpleasant manner.	71.5%	8.5%	20%
161. I have a tendency to give up when our Irish teacher is explaining some difficult.	78.5%	6%	15.5%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	68.5%	10%	21.5%
Scores for Table 7.37	Mean: Disagree 21.3%	Agree 66.4%	

Table 7.38 Motivational intensity in the learning of Irish for a comparative analysis of gender differences, boys, (N=200)

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	20.5%	12.5%	67%
154. I keep up to date with my Irish by working on it almost everyday.	34.5%	17.5%	48%
155. When I have a problem with Irish in class, I always ask the Irish teacher for help.	30%	13.5%	56.5%
156. I really work hard to learn Irish.	25.5%	19.5%	55%
157. When I am learning Irish, I ignore distractions and stick to the job at hand.	35.5%	24%	40.5%
Negatively Worded Items			
158. I don't pay much attention to the feedback I receive in my Irish class.	56%	14%	30%
159. I don't bother checking my corrected exercises in my Irish course.	65.5%	7%	27.5%
160. I tend to approach my Irish homework in a random and unpleasant manner.	60%	10%	30%
161. I have a tendency to give up when our Irish teacher is explaining some difficult.	65.5%	13.5%	21%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	54%	19%	27%
Scores for Table 7.38	Mean: Disagree 28.2%	Agree 56.8%	

Input

t-test statistics for Tables 7.37 and 7.38

Mean 1 **132.8** mean 1 eq: 0.664 (sd = 0.472) (se = 0.0335)

Mean 2 **113.6** mean 2 eq: 0.568 (sd = 0.495) (se = 0.0351)

difference between means:
 (200 respondents in Table 7.37) difference eq: 0.096 (sd = 0.9645) (se = 0.0484)

(200 respondents in Table 7.38) 95% CI: 0.0011 < difference < 0.1909 (Wald)

t- value of difference: 1.984; df – t: 397

probability: 0.024012 (left tail pr: 0.97599)

doublesided *p*- value: 0048

Table 7.39 Desire to learn Irish for a comparative analysis of gender differences, girls (N=200)

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	56%	9%	35%
164. If it were up to me, I would spend all of my time learning Irish.	61%	19%	20%
165. I want to learn Irish so well that it will become second nature to me.	28.5%	9.5%	62%
166. I would like to learn as much Irish as possible.	22%	10%	68%
167. I wish I were fluent in Irish.	12.5%	7%	80.5%
Negatively Worded Items			
168. Knowing Irish is not really an important goal in my life.	58.5%	8%	33.5%
169. I sometimes daydream about dropping Irish.	71%	10.5%	18.5%
170. I find I'm losing any desire I ever had to know Irish.	70.5%	8%	21.5%
171. I really have little desire to learn Irish.	69.5%	7.5%	23%
172. I haven't any great wish to learn more than the basics of Irish.	71%	10%	19%

Scores for **Table 7.39** Mean: Disagree 29.5% Agree 60.6%

Table 7.40 Desire to learn Irish for a comparative analysis of gender differences, boys (N=200)

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	60%	17.5%	22.5%
164. If it were up to me, I would spend all of my time learning Irish.	66%	17%	17%
165. I want to learn Irish so well that it will become second nature to me.	28.5%	13.5%	58%
166. I would like to learn as much Irish as possible.	26%	12.5%	61.5%
167. I wish I were fluent in Irish.	17.5%	2%	80.5%
Negatively Worded Items			
168. Knowing Irish is not really an important goal in my life.	55%	16.5%	28.5%
169. I sometimes daydream about dropping Irish.	61%	17.5%	21.5%
170. I find I'm losing any desire I ever had to know Irish.	60.5%	14.5%	25%
171. I really have little desire to learn Irish.	62.5%	14.5%	23%
172. I really haven't any wish to learn more than the basics of Irish.	58%	16%	26%

Scores for **Table 7.40** Mean: Disagree 32.2% Agree 52.8%

Input **t-test statistics for Tables 7.39 and 7.40**

Mean 1 **121.2** mean 1 eq: 0.606 (sd = 0.489) (se = 0.0346)

Mean 2 **105.6** mean 2 eq: 0.528 (sd = 0.499) (se = 0.0354)

difference between means:
 (200 respondents in Table 7.39) difference eq: 0.078 (sd = 0.9852) (se = 0.0494)

(200 respondents in Table 7.40) 95% CI: - 0.0188 < difference < 0.1748 (Wald)

t- value of difference: 1.579; df – t: 397

probability: 0.057513 (left tail pr: 0.94249)

doublesided *p*- value: 0.115

Table 7.41 Orientation index in the learning of Irish for a comparative analysis of gender differences, girls (N=200)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	44.5%	11.5%	44%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	21.5%	18.5%	60%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	22%	12.5%	65.5%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	20.5%	17.5%	62%

Scores for **Table 7.41** Mean: Disagree 27.1% Agree 57.8%

Table 7.42 Orientation index in the learning of Irish for a comparative analysis of gender differences, boys (N=200)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	54%	19%	27%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	33.5%	17%	49.5%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	32.5%	17%	50.5%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	29%	16.5%	54.5%

Scores for **Table 7.42** Mean: Disagree 33.7% Agree 45.3%

Input **t-test statistics for Tables 7.41 and 7.42**

Mean 1 **115.6** mean 1 eq: 0.578 (sd = 0.494) (se = 0.035)

Mean 2 **97.2** mean 2 eq: 0.453 (sd = 0.498) (se = 0.0353)

difference between means:
 (200 respondents in Table 7.41) difference eq: 0.125 (sd = 0.9892) (se = 0.0496)

(200 respondents in Table 7.42) 95% CI: 0.0278 < difference < 0.2222 (Wald)

t- value of difference: 2.521; df – t: 397

probability: 0.006045 (left tail pr: 0.99396)

doublesided *p*- value: 0.0121

Table 7.43 Learner autonomy for a comparative analysis of gender difference in the learning of Irish, girls (N=200)

	Disagree	Don't know	Agree
177. I like working on my own in Irish.	28.5%	14.5%	57%
178. like working on my own in Irish because I find it rewarding.	33%	15.5%	51.5%
179. I like working on my own in Irish because I find it enjoyable.	38.5%	16.5%	45%
180. I like working on my own in Irish because my teacher advises me to do so.	41.5%	21.5%	37%
181. I like working on my own in Irish because I need to improve my Irish.	23%	16.5%	60.5%
182. If I did not work on my own in Irish, I would feel I was missing an opportunity.	43%	19%	38%
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	37%	15%	48%
184 I try out difficult structures and vocabulary to show how good my Irish is.	44%	15%	41%
185. I try out difficult structures and vocabulary to improve my Irish.	32.5%	7%	60.5%
186. I try to speak Irish outside of class time.	40%	9%	51%
187. I use Irish outside of class because my teacher advises me to do so.	50%	16.5%	33.5%
188. I enjoy reading and writing Irish in my own time.	53%	15.5%	31.5%
189. My teacher of Irish advises me to read Irish in my own time.	29.5%	11.5%	59%
190. I want to improve my Irish reading skills in my own time.	38%	14.5%	47.5%
191. Reading in Irish gives me the opportunity to prove that I can understand Irish	23%	8.5%	68.5%
192. I rarely read anything in Irish apart from my Irish textbooks.	42%	7.5%	50.5%
193. I try to watch Irish language films and television.	33.5%	11%	55.5%
194. When I watch Irish language television in my own time this is because I like Irish language television.	39.5%	14%	46.5%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	26%	11.5%	62.5%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	27%	12%	61%
197. I enjoy listening to Irish when I watch Irish language television.	27%	10%	63%
198. My teacher of Irish advises me to watch Irish language television.	22%	10.5%	67.5%
199. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	30%	7.5%	62.5%
200. If the chance arises, I talk to speakers of Irish because it improves my Irish.	25.5%	10.5%	64%
201. If the chance arises, I talk to speakers of Irish to prove that I can speak Irish.	34.5%	13%	52.5%
202. If the chance arises, I talk to speakers of Irish because I want to know about the Gaeltacht regions and make friends there.	39%	19%	42%
Scores for Table 7.43	Mean: Disagree	34.6%	Agree 52.2%

Table 7.44 Learner autonomy for a comparative analysis of gender difference in the learning of Irish, boys (N=200)

	Disagree	Don't know	Agree
177. I like working on my own in Irish.	35%	21.5%	43.5%
178. I like working on my own in Irish because I find it rewarding.	37.5%	21%	41.5%
179. I like working on my own in Irish because I find it enjoyable.	47%	18%	35%
180. I like working on my own in Irish because my teacher advises me to do so.	42.5%	24.5%	33%
181. I like working on my own in Irish because I need to improve my Irish.	32.5%	19.5%	48%
182. If I did not work on my own in Irish, I would feel I was missing an opportunity.	37.5%	24%	38.5%
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	44%	23%	33%
184. I try out difficult structures and vocabulary to show how good my Irish is.	47%	18%	35%
185. I try out difficult structures and vocabulary to improve my Irish.	39%	17%	44%
186. I try to speak Irish outside of class time.	46.5%	13%	40.5%
187. I use Irish outside of class because my teacher advises me to do so.	58.5%	14.5%	27%
188. I enjoy reading and writing Irish in my own time.	57%	18.5%	24.5%
189. My teacher of Irish advises me to read Irish in my own time.	40%	13.5%	46.5%
190. I want to improve my Irish reading skills in my own time.	42%	19%	39%
191. Reading in Irish gives me the opportunity to prove that I can understand Irish.	28%	15.5%	56.5%
192. I rarely read anything in Irish apart from my Irish textbooks.	32.5%	14%	53.5%
193. I try to watch Irish language films and television.	40%	16%	44%
194. When I watch Irish language television in my own time this is because I like Irish language television.	46%	13.5%	40.5%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	39.5%	12%	48.5%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	36.5%	12%	51.5%
197. I enjoy listening to Irish when I watch Irish language television.	39.5%	16%	44.5%
198. My teacher of Irish advises me to watch Irish language television.	38.5%	15%	46.5%
199. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	34.5%	18%	47.5%
200. If the chance arises, I talk to speakers of Irish because it improves my Irish.	25.5%	10.5%	64%
201. If the chance arises, I talk to speakers of Irish to prove that I can speak Irish.	37.5%	19.5%	43%.
202. If the chance arises, I talk to speakers of Irish because I want to know about the Gaeltacht regions and make friends there.	43%	22.5%	34.5%
Scores for Table 7.44	Mean: Disagree	40.3%	Agree 26%

Input
 Mean 1 **104.4**
 Mean 2 **52.0**

t-test statistics for Tables 7.43 and 7.44
 mean 1 eq: 0.522 (sd = 0.5) (se = 0.0354)
 mean 2 eq: 0.26 (sd = 0.439) (se = 0.0311)

difference between means:
 (200 respondents in Table 7.43) difference eq: 0.262 (sd = 0.93) (se = 0.047)

(200 respondents in Table 7.44) 95% CI: 0.1699 < difference < 0.3541 (Wald)

t- value of difference: 5.574; df – t: 391

probability: 0 (left tail pr: 1)

doublesided *p*- value: 0

Table 7.45 Semantic differential assessment of the Irish Leaving Certificate course for a comparative analysis of gender difference in the learning of Irish, girls (N=200)

	Disagree	Don't know	Agree
Irish course difficulty			
203. The Irish Leaving Cert. course is difficult.	37.5%	8%	54.5%
204. The Irish Leaving Cert. course is easy.	67%	8.5%	24.5%
205. The Irish Leaving Cert. course is clear.	28%	10.5%	61.5%
206. The Irish Leaving Cert. course is confusing.	60%	13.5%	26.5%
Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.	36%	18%	46%
208. The Irish Leaving Cert. course is unenjoyable.	54%	15.5%	30.5%
209. The Irish Leaving Cert. course is rewarding.	21%	13%	66%
210. The Irish Leaving Cert. course is unrewarding.	65%	15%	20%
Irish course interest			
211. The Irish Leaving Cert. course is interesting.	35.5%	14%	50.5%
212. The Irish Leaving Cert. course is boring.	56.5%	10%	33.5%
213. The Irish Leaving Cert. course is exciting.	67.5%	14%	18.5%
214. The Irish Leaving Cert. course is tiring.	29.5%	10.5%	60%
Irish course utility			
215 The Irish Leaving Cert. course is necessary.	20.5%	9.5%	70%
216. The Irish Leaving Cert. course is unnecessary.	74.5%	8%	17.5%
217. The Irish Leaving Cert. course is useful.	21%	10%	69%
218. The Irish Leaving Cert. course is useless.	75%	7%	18%

Scores for **Table 7.45**

Mean: Disagree 34.8% Agree 53.6%

Table 7.46 Semantic differential assessment of the Irish Leaving Certificate course for a comparative analysis of gender difference in the learning of Irish, boys (N=200)

	Irish course difficulty	Disagree	Don't know	Agree
203. The Irish Leaving Cert. course is difficult.		33.5%	11%	55.5%
204. The Irish Leaving Cert. course is easy.		54%	13.5%	32.5%
205. The Irish Leaving Cert. course is clear.		26%	16.5%	57.5%
206. The Irish Leaving Cert. course is confusing.		57%	15%	28%
	Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.		39%	16.5%	44.5%
208. The Irish Leaving Cert. course is unenjoyable.		49%	16%	35%
209. The Irish Leaving Cert. course is rewarding.		27%	19%	54%
210. The Irish Leaving Cert. course is unrewarding.		54.5%	19%	26.5%
	Irish course interest			
211. The Irish Leaving Cert. course is interesting.		34.5%	17%	48.5%
212. The Irish Leaving Cert. course is boring.		49%	17%	34%
213. The Irish Leaving Cert. course is exciting.		51%	25.5%	23.5%
214. The Irish Leaving Cert. course is tiring.		32%	12.5%	55.5%
	Irish course utility			
215 The Irish Leaving Cert. course is necessary.		22%	11.5%	66.5%
216. The Irish Leaving Cert. course is unnecessary.		69%	12.5%	18.5%
217. The Irish Leaving Cert. course is useful.		26.5%	11%	62.5%
218. The Irish Leaving Cert. course is useless.		63%	9.5%	27.5%

Scores for **Table 7.46**

Mean: Disagree 35%

Agree 49.8%

	Input	t-test statistics for Tables 7.45 and 7.46
Mean 1	107.2	mean 1 eq: 0.536 (sd = 0.499) (se = 0.0354)
Mean 2	99.6	mean 2 eq: 0.498 (sd = 0.5) (se = 0.0354)
		difference between means:
(200 respondents in Table 7.45)		difference eq: 0.038 (sd = 0.9962) (se = 0.0499)
(200 respondents in Table 7.46)		95% CI: - 0.0599 < difference < 0.1359 (Wald)
		t- value of difference: 0.761; df – t: 397
		probability: 0.223556 (left tail pr: 0.77644)
		doublesided p- value: 0.4471

APPENDIX A4

TABLES AND STATISTICS FOR CHAPTER 8

COMPARATIVE ANALYSIS OF ATTITUDES TOWARDS GERMAN AND IRISH AMONG HIGHER AND ORDINARY LEVEL RESPONDENTS

Comparative analysis between 335 respondents taking Higher Level German and 65 respondents taking Ordinary Level German to Leaving Certificate including a comparative analysis between 290 respondents taking Higher Level Irish and 110 respondents taking Ordinary Level Irish to Leaving Certificate

Part I – Languages in general

Table 8.1 Interest in second and foreign languages in general for respondents taking Higher Level Leaving Certificate German (N=335)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	1%	5%	94%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	4%	6%	90%
iii. I wish I could speak a foreign language perfectly.	2%	1%	97%
iv. I want to read newspapers in a foreign language in the original rather than in translation.	29%	30%	41%
v. I often wish I could understand the news on television and radio in another language.	17%	17%	66%
vi. I would like to learn a lot of foreign languages.	25%	17%	58%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	3%	5%	92%
viii I would learn a foreign language in school even if it were not required.	24%	17%	59%
ix I enjoy meeting and listening to people who speak other languages.	18%	19%	63%
x. Studying a foreign language is an enjoyable experience.	25%	17%	58%
Scores for Table 8.1	Mean: Disagree 14.8%	Agree 71.8%	

Table 8.2 Interest in second and foreign languages in general for respondents taking Ordinary Level Leaving Certificate German (N=65)

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	3%	12%	85%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	12%	7%	81%
iii. I wish I could speak a foreign language perfectly.	8%	10%	82%
iv. I want to read newspapers in a foreign language in the original rather than in translation.	40%	38%	22%
v. I often wish I could understand the news on television and radio in another language.	31%	16%	53%
vi. I would like to learn a lot of foreign languages.	45%	18%	37%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	9%	23%	68%
viii. I would learn a foreign language in school even if it were not required.	51%	26%	23%
ix. I enjoy meeting and listening to people who speak other languages.	36%	23%	41%
x. Studying a foreign language is an enjoyable experience.	53%	18%	29%

Scores for **Table 8.2**

Mean: Disagree 28.8% Agree 52.1%

	Input	t-test statistics for Tables 8.1 and 8.2
Mean 1	240.53	mean 1 eq: 0.718 (sd = 0.45) (se = 0.0246)
Mean 2	33.865	mean 2 eq: 0.521 (sd = 0.5) (se = 0.0624)
(335 respondents in Table 8.1)		difference between means: difference eq: 0.197 (sd = 0.6158) (se = 0.0667)
(65 respondents in Table 8.2)		95% CI: 0.0663 < difference < 0.3277 (Wald)
		t- value of difference: 2.955; df – t: 85
		probability: 0.001948 (left tail pr: 0.99805)
		doublesided p- value: 0.0039

Part 2 - The German Language

Table 8.3 Attitudes towards speakers of German for respondents taking Higher Level Leaving Certificate German (N=335)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	8%	35%	57%
2. I have a favourable attitude towards native speakers of German.	8%	30%	62%
3. I like the German language culture.	18%	26%	56%
4. Irish people in general should make a greater effort to learn German.	30%	38%	32%
5. I like listening to non-native speakers of German.	22%	40%	38%
6. I like listening to native speakers of German.	12%	28%	60%
7. I admire non-native speakers of German.	8%	22%	70%
8. I admire native speakers of German.	15%	36%	49%
9. I like speaking to non-native speakers of German.	14%	32%	54%
10. I like to hear German spoken well.	8%	19%	73%

Scores for **Table 8.3**

Mean: Disagree 14.3%

Agree 55.1%

Table 8.4 Attitudes towards speakers of German for respondents taking Ordinary Level Leaving Certificate German (N=65)

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speaker of German.	14%	58%	28%
2. I have a favourable attitude towards native speakers of German.	18%	49%	33%
3. I like the German language culture.	31%	33%	36%
4. Irish people in general should make a greater effort to learn German.	44%	35%	21%
5. I like listening to non-native speakers of German.	48%	29%	23%
6. I like listening to native speakers of German.	38%	19%	43%
7. I admire non-native speakers of German.	27%	26%	47%
8. I admire native speakers of German.	36%	30%	34%
9. I like speaking to non-native speakers of German.	31%	40%	29%
10. I like to hear German spoken well.	25%	23%	52%

Scores for **Table 8.4**

Mean: Disagree 31.2%

Agree 34.6%

Mean 1 **Input**
184.585

t-test statistics for Tables 8.3 and 8.4
mean 1 eq: 0.551 (sd = 0.497) (se = 0.0272)

Mean 2 **22.49**

mean 2 eq: 0.346 (sd = 0.476) (se = 0.0595)

(335 respondents in Table 8.3) difference between means:
difference eq: 0.205 (sd = 0.6272) (se = 0.065)

(65 respondents in Table 8.4) 95% CI: 0.0777 < difference < 0.3323 (Wald)

t- value of difference: 3.156; df – t: 93

probability: 0.001033 (left tail pr: 0.99897)

doublesided *p*- value: 0.0021

Table 8.5 Attitudes towards learning German for respondents taking Higher Level Leaving Certificate German (N=335)

	Disagree	Don't know	Agree
11. Learning German is really great.	30%	20%	50%
12. I really enjoy learning German.	28%	20%	52%
13. German is an important part of the school curriculum.	18%	27%	55%
14. I plan to learn as much German as possible.	20%	20%	60%
15. I love learning German.	37%	24%	39%
Negatively Worded Items			
16. I hate learning German.	62%	14%	24%
17. I would rather spend all my time on subjects other than German.	45%	21%	34%
18. I think that learning German is dull.	62%	15%	23%
19. Learning German is a waste of time.	85%	11%	4%
20. When I leave school, I shall give up learning German entirely because I am not interested in it.	46%	28%	26%

Scores for **Table 8.5**

Mean: Disagree 24.4%

Agree 55.6%

Table 8.6 Attitudes towards learning German for respondents taking Ordinary Level Leaving Certificate German (N=65)

	Disagree	Don't know	Agree
11. Learning German is really great.	61%	12%	27%
12. I really enjoy learning German.	66%	8%	26%
13. Irish is an important part of the school curriculum.	56%	16%	28%
14. I plan to learn as much German as possible.	60%	15%	25%
15. I love learning German.	70%	10%	20%
Negatively Worded Items			
16. I hate learning German.	32%	8%	60%
17. I would rather spend all my time on subjects other than German.	24%	13%	63%
18. I think that learning German is dull.	36%	21%	43%
19. Learning German is a waste of time.	59%	21%	20%
20. When I leave school, I shall give up learning German entirely because I am not interested in it.	21%	22%	57%

Scores for **Table 8.6**

Mean: Disagree 55.6%

Agree 29.8%

Mean 1 **Input**
186.26

***t*-test statistics for Tables 8.5 and 8.6**
mean 1 eq: 0.556 (sd = 0.497) (se = 0.0272)

Mean 2 **19.37**

mean 2 eq: 0.298 (sd = 0.457) (se = 0.0572)

difference between means:

(335 respondents in Table 8.5) difference eq: 0.258 (sd = 0.6152) (se = 0.0629)

(65 respondents in Table 8.6) 95% CI: 0.1347 < difference < 0.3813 (Wald)

t- value of difference: 4.102; df – t: 95

probability: 0.000042 (left tail pr: 0.99996)

doublesided *p*- value: 0.0001

Table 8.7 Integrative orientation for respondents taking Higher Level Leaving Certificate German (N=335)

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	7%	19%	74%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	7%	14%	79%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	19%	25%	56%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	30%	32%	38%

Scores for **Table 8.7**

Mean: Disagree 15.7%

Agree 61.7%

Table 8.8 Integrative orientation for respondents taking Ordinary Level Leaving Certificate German (N=65)

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	22%	20%	58%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	21%	34%	45%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	37%	30%	33%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	38%	36%	26%

Scores for **Table 8.8**

Mean: Disagree 29.5%

Agree 40.5%

Mean 1 **Input**
206.695

***t*-test statistics for Tables 8.7 and 8.8**
mean 1 eq: 0.617 (sd = 0.486) (se = 0.0266)

Mean 2 **26.325**

mean 2 eq: 0.405 (sd = 0.491) (se = 0.0614)

(335 respondents in Table 8.7)

difference between means:
difference eq: 0.212 (sd = 0.6304) (se = 0.0664)

(65 respondents in Table 8.8)

95% CI: 0.0818 < difference < 0.3422 (Wald)

t- value of difference: 3.191; df – t: 90

probability: 0.000978 (left tail pr: 0.99902)

doublesided *p*- value: 0.002

Table 8.9 Instrumental orientation for respondents taking Higher Level Leaving Certificate German (N=335)

	Disagree	Don't know	Agree
25. Learning German can be important for me only because I will need it for my future career.	48%	26%	26%
26. Learning German can be important for me because it will make me a more knowledgeable person.	14%	12%	74%
27. Learning German can be important for me because I think it will someday be useful in getting a good job.	22%	28%	50%
28. Learning German can be important for me because other people will respect me more if I have a knowledge of the language.	32%	32%	36%

Scores for **Table 8.9** Mean: Disagree 29% Agree 46.5%

Table 8.10 Instrumental orientation for respondents taking Ordinary Level Leaving Certificate German (N=65)

	Disagree	Don't know	Agree
25. Learning German can be important for me only because I will need it for my future career.	60%	18%	22%
26. Learning German can be important for me because it will make me a more knowledgeable person.	38%	24%	38%
27. Learning German can be important for me because I think it will someday be useful in getting a good job.	32%	27%	41%
28. Learning German can be important for me because other people will respect me more if I have a knowledge of the language.	53%	27%	20%

Scores for **Table 8.10** Mean: Disagree 45.7% Agree 30.2%

	Input	t-test statistics for Tables 8.9 and 8.10
Mean 1	155.775	mean 1 eq: 0.465 (sd = 0.499) (se = 0.0273)
Mean 2	19.63	mean 2 eq: 0.302 (sd = 0.459) (se = 0.0574)
(335 respondents in Table 8.9)		difference between means: difference eq: 0.163 (sd = 0.6176) (se = 0.0631)
(65 respondents in Table 8.10)		95% CI: 0.0393 < difference < 0.2867 (Wald)
		t- value of difference: 2.582; df – t: 95
		probability: 0.005608 (left tail pr: 0.99439)
		doublesided p- value: 0.0112

Table 8.11 German class anxiety for respondents taking Higher Level Leaving Certificate German (N=335)

	Disagree	Don't know	Agree
29. It embarrasses me to volunteer answers in the German class.	63%	11%	26%
30. I never feel quite sure of myself when I am speaking German in the German class.	33%	10%	57%
31. I always feel that the other students speak German better than I do.	36%	19%	45%
32. I get nervous and confused when I am speaking German in the German class.	43%	13%	44%
33. I am afraid that the other students will laugh at me when I speak German.	69%	8%	23%

Scores for **Table 8.11** Mean: Disagree 48.8% Agree 39%

Table 8.12 German class anxiety for respondents taking Ordinary Level Leaving Certificate German (N=65)

	Disagree	Don't know	Agree
29. It embarrasses me to volunteer answers in the German class.	49%	16%	35%
30. I never feel quite sure of myself when I am speaking German in the German class.	22%	6%	72%
31. I always feel that the other students speak German better than I do.	18%	16%	66%
32. I get nervous and confused when I am speaking German in the German class.	31%	12%	57%
33. I am afraid that the other students will laugh at me when I speak German.	63%	7%	30%
Scores for Table 8.12	Mean: Disagree 36.6%	Agree 52%	

Input
Mean 1 **130.65**

t-test statistics for Tables 8.11 and 8.12
mean 1 eq: 0.39 (sd = 0.488) (se = 0.0267)

Mean 2 **33.8**
mean 2 eq: 0.52 (sd = 0.5) (se = 0.0624)

difference between means:
(335 respondents in Table 8.11) difference eq: - 0.13 (sd = 0.6374) (se = 0.0675)

(65 respondents in Table 8.12) 95% CI: - 0.2622 < difference < 0.0022 (Wald)

t- value of difference: - 1.927; df – t: 89

probability: 0.971936 (left tail pr: 02806)

doublesided p- value: 0.0561

Table 8.13 Parental encouragement for respondents taking Higher Level Leaving Certificate German (N=335)

	Disagree	Don't know	Agree
34. My parents try to help me with my German.	83%	4%	13%
35. My parents are happy that I am doing German.	5%	31%	64%
36. My parents would like me to keep up my German.	14%	39%	47%
37. My parents think that I should give more time to my German.	32%	41%	27%
38. My parents really encourage me to learn German.	30%	30%	40%
39. My parents show a lot of interest in anything to do with my German school course.	43%	33%	24%
40. My parents encourage me to practise my German.	33%	24%	43%
41. My parents stress the importance of German for me when I leave school.	61%	16%	23%
42. My parents feel that I should really try to learn German.	36%	21%	43%
43. My parents urge me to get help from my German teacher if I am having problems with my German.	16%	10%	74%
Scores for Table 8.13	Mean: Disagree 35.3%	Agree 40%	

Table 8.14 Parental encouragement for respondents taking Ordinary Level Leaving Certificate German (N=65)

	Disagree	Don't know	Agree
34. My parents try to help me with my German.	81%	7%	12%
35. My parents are happy that I am doing German.	13%	53%	34%
36. My parents would like me to keep up my German.	25%	43%	32%
37. My parents think that I should give more time to my German.	32%	36%	32%
38. My parents really encourage me to learn German.	38%	31%	31%
39. My parents show a lot of interest in anything to do with my German school course.	58%	30%	12%
40. My parents encourage me to practise my German.	42%	20%	38%
41. My parents stress the importance of German for me when I leave school.	76%	7%	17%
42. My parents feel that I should really try to learn German.	48%	22%	30%
43. My parents urge me to get help from my German teacher if I am having problems with my German.	24%	13%	63%

Scores for **Table 8.14**

Mean: Disagree 43.7%

Agree 30.1%

	Input	t-test statistics for Tables 8.13 and 8.14
Mean 1	134.0	mean 1 eq: 0.4 (sd = 0.49) (se = 0.0268)
Mean 2	19.565	mean 2 eq: 0.301 (sd = 0.459) (se = 0.0573)
		difference between means:
(335 respondents in Table 8.13)		difference eq: 0.099 (sd = 0.6115) (se = 0.0629)
(65 respondents in Table 8.14)		95% CI: - 0.0242 < difference < 0.2222 (Wald)
		t- value of difference: 1575; df – t: 94
		probability: 0.059919 (left tail pr: 0.94008)
		doublesided p- value: 0.1198

Table 8.15 Motivational intensity for respondents taking Higher Level Leaving Certificate German (N=335)

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the German I see and hear.	13%	15%	72%
45. I keep up to date with my German by working on it almost everyday.	40%	18%	42%
46. When I have a problem with German in class, I always ask the German teacher for help.	26%	10%	64%
47. I really work hard to learn German.	30%	25%	45%
48. When I am learning German, I ignore distractions and stick to the job at hand.	43%	22%	35%
Negatively Worded Items			
49. I don't pay much attention to the feedback I receive in my German class.	61%	23%	16%
50. I don't bother checking my corrected exercises in my German course.	71%	12%	17%
51. I tend to approach my German homework in a random and unpleasant manner.	60%	15%	25%
52. I have a tendency to give up when our German teacher is explaining something difficult.	66%	11%	23%
53. I can't be bothered in trying to understand the more complex aspects of German Grammar.	59%	12%	29%

Scores for **Table 8.15**

Mean: Disagree 26.2% Agree 57.5%

Table 8.16 Motivational intensity for respondents taking Ordinary Level Leaving Certificate German (N=65)

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the German I see and hear.	35%	25%	40%
45. I keep up to date with my German by working on it almost everyday.	62%	14%	24%
46. When I have a problem with German in class, I always ask the German teacher for help.	50%	9%	41%
47. I really work hard to learn German.	42%	22%	36%
48. When I am learning German, I ignore distractions and stick to the job at hand.	58%	25%	17%
Negatively Worded Items			
49. I don't pay much attention to the feedback I receive in my German class.	35%	27%	38%
50. I don't bother checking my corrected exercises in my German course.	52%	13%	35%
51. I tend to approach my German homework in a random and unpleasant manner.	30%	16%	54%
52. I have a tendency to give up when our German teacher is explaining something difficult.	25%	18%	57%
53. I can't be bothered in trying to understand the more complex aspects of German Grammar.	20%	9%	71%

Scores for **Table 8.16**

Mean: Disagree 50.2% Agree 32%

Mean 1 **Input**
192.625

t-test statistics for Tables 8.15 and 8.16
mean 1 eq: 0.575 (sd = 0.494) (se = 0.027)

Input **t-test statistics for Tables 8.17 and 8.18**

Mean 1 **193.295** mean 1 eq: 0.577 (sd = 0.494) (se = 0.027)

Mean 2 **29.77** mean 2 eq: 0.458 (sd = 0.498) (se = 0.0623)

difference between means:
 (335 respondents in Table 8.17) difference eq: 0.119 (sd = 0.6402) (se = 0.0674)

(65 respondents in Table 8.18) 95% CI: -0.0132 < difference < 0.2512 (Wald)

t- value of difference: 1.765; df – t: 90

probability: 0.040608 (left tail pr: 0.95939)

doublesided *p*- value: 0.0812

Table 8.19 Orientation index for respondents taking Higher Level Leaving Cert. German (N=335)

	Disagree	Don't know	Agree
64. I am learning German because I think it will someday be useful in getting a good job.	30%	22%	48%
65. I am learning German because I think it will help me to understand the German language and heritage.	42%	15%	43%
66. I am learning German because it will permit me to meet and talk with speakers of German.	22%	16%	62%
67. I am learning German because a knowledge of two languages will make me a better educated person.	18%	11%	71%
Scores for Table 8.19	Mean: Disagree 28%		Agree 56%

Table 8.20 Orientation index for respondents taking Ordinary Level Leaving Cert. German (N=65)

	Disagree	Don't know	Agree
64. I am learning German because I think it will someday be useful in getting a good job.	36%	20%	44%
65. I am learning German because I think it will help me to understand the German language and heritage.	65%	14%	21%
66. I am learning German because it will permit me to meet and talk with speakers of German.	59%	13%	28%
67. I am learning German because a knowledge of two languages will make me a better educated person.	44%	20%	36%
Scores for Table 8.20	Mean: Disagree 53.2%		Agree 30.2%

Input **t-test statistics for Tables 8.19 and 8.20**

Mean 1 **187.6** mean 1 eq: 0.56 (sd = 0.496) (se = 0.0272)

Mean 2 **19.63** mean 2 eq: 0.302 (sd = 0.459) (se = 0.0574)

difference between means:
 (335 respondents in Table 8.19) difference eq: 0.258 (sd = 0.616) (se = 0.0631)

(65 respondents in Table 8.20) 95% CI: 0.1344 < difference < 0.3816 (Wald)

t- value of difference: 4.09; df – t: 95

probability: 0.000043 (left tail pr: 0.99996)

doublesided *p*- value: 0.0001

Table 8.21 Learner autonomy for respondents taking Higher Level Leaving Cert. German (N=335)

	Disagree	Don't know	Agree
68. I like working on my own in German.	35%	23%	42%
69. I like working on my own in German because I find it rewarding.	40%	21%	39%
70. I like working on my own in German because I find it enjoyable.	38%	25%	37%
71. I like working on my own in German because my teacher advises me to do so.	47%	29%	24%
72. I like working on my own in German because I need to improve my German.	19%	20%	61%
73. If I did not work on my own in German, I would feel I was missing an opportunity.	42%	27%	31%
74. I like the challenge of learning and using new grammatical structures and vocabulary in German.	37%	19%	44%
75. I try out difficult structures and vocabulary to show how good my German is.	54%	19%	27%
76. I try out difficult structures and vocabulary to improve my German.	39%	16%	45%
77. I try to speak German outside of class time.	54%	13%	33%
78. I use German outside of class because my teacher advises me to do so.	68%	16%	16%
79. I enjoy reading and writing German in my own time.	72%	15%	13%
80. My German teacher advises me to read German in my own time.	41%	14%	45%
81. I want to improve my German reading skills in my own time.	45%	18%	37%
82. Reading in German gives me the opportunity to prove that I can understand German.	20%	24%	56%
83. I rarely read anything in German apart from my German textbooks.	14%	11%	75%
84. I try to watch German films and television.	56%	13%	31%
85. When I watch German television in my own time this is because I like German television.	65%	15%	20%
86. I watch German television in my own time because I want to gain more exposure to German.	48%	14%	38%
87. Watching German television gives me the opportunity to show that I can understand German.	43%	15%	42%
88. I enjoy listening to German when I watch German television.	49%	16%	35%
89. My teacher of German advises me to watch German television.	54%	13%	33%
90. If the chance arises, I talk to speakers of German because I enjoy using my German.	30%	17%	53%
91. If the chance arises, I talk to speakers of German because it improves my German.	23%	15%	62%
92. If the chance arises, I talk to speakers of German to prove that I can speak German.	36%	24%	40%
93. If the chance arises, I talk to speakers of German because I want to know about German speaking countries and make friends there.	32%	21%	47%
Scores for Table 8.21	Mean: Disagree	42.3%	Agree 39.4%

Table 8.22 Learner autonomy for informants taking Ordinary Level Leaving Cert. German (N=65)

	Disagree	Don't know	Agree
68. I like working on my own in German.	71%	12%	17%
69. I like working on my own in German because I find it rewarding.	57%	20%	23%
70. I like working on my own in German because I find it enjoyable.	72%	10%	18%
71. I like working on my own in German because my teacher advises me to do so.	65%	20%	15%
72. I like working on my own in German because I need to improve my German.	43%	26%	31%
73. If I did not work on my own in German, I would feel I was missing an opportunity.	55%	24%	21%
74. I like the challenge of learning and using new grammatical structures and vocabulary in German.	60%	16%	24%
75. I try out difficult structures and vocabulary to show how good my German is.	85%	3%	12%
76. I try out difficult structures and vocabulary to improve my German.	71%	5%	24%
77. I try to speak German outside of class time.	75%	4%	21%
78. I use German outside of class because my teacher advises me to do so.	78%	12%	10%
79. I enjoy reading and writing German in my own time.	79%	7%	14%
80. My German teacher advises me to read German in my own time	47%	12%	41%
81. I want to improve my German reading skills in my own time.	64%	22%	14%
82. Reading in German gives me the opportunity to prove that I can understand German.	34%	25%	41%
83. I rarely read anything in German apart from my German textbooks.	23%	1%	76%
84. I try to watch German films and television.	82%	8%	10%
85. When I watch German television in my own time this is because I like German television.	81%	7%	12%
86. I watch German television in my own time because I want to gain more exposure to German.	86%	3%	11%
87. Watching German television gives me the opportunity to show that I can understand German.	77%	4%	19%
88. I enjoy listening to German when I watch German television.	78%	8%	14%
89. My teacher of German advises me to watch German television.	73%	6%	21%
90. If the chance arises, I talk to speakers of German because I enjoy using my German.	66%	17%	17%
91. If the chance arises, I talk to speakers of German because it improves my German	56%	11%	33%
92. If the chance arises, I talk to speakers of German to prove that I can speak German.	58%	12%	30%
93. If the chance arises, I talk to speakers of German because I want to know about German speaking countries and make friends there.	66%	15%	19%
Scores for Table 8.22	Mean: Disagree 65.4%	Agree 22.6%	

Mean 1	Input 131.99	t-test statistics for Tables 8.21 and 8.22 mean 1 eq: 0.394 (sd = 0.489) (se = 0.0267)
Mean 2	14.69	mean 2 eq: 0.226 (sd = 0.418) (se = 0.0523)
difference between means:		
(335 respondents in Table 8.21)		difference eq: 0.168 (sd = 0.5864) (se = 0.0583)
(65 respondents in Table 8.22)		95% CI: 0.0536 < difference < 0.2824 (Wald)
t- value of difference: 2.88; df – t: 101		
probability: 0.002434 (left tail pr: 0.99757)		
doublesided p- value: 0.0049		

Table 8.23 Semantic differential assessment of the German Leaving Certificate course for respondents taking Higher Level Leaving Certificate German (N=335)

	German course difficulty	Disagree	Don't know	Agree
94. The German Leaving Cert. course is difficult.		18%	8%	74%
95. The German Leaving Cert. course is easy.		83%	6%	11%
96. The German Leaving Cert. course is clear.		32%	19%	49%
97. The German Leaving Cert. course is confusing.		47%	11%	42%
German course evaluation				
98. The German Leaving Cert. course is enjoyable.		44%	25%	31%
99. The German Leaving Cert. course is unenjoyable.		43%	20%	37%
100. The German Leaving Cert. course is rewarding.		17%	18%	65%
101. The German Leaving Cert. course is unrewarding.		66%	18%	16%
German course interest				
102. The German Leaving Cert. course is interesting.		27%	17%	56%
103. The German Leaving Cert. course is boring.		50%	17%	33%
104. The German Leaving Cert. course is exciting.		60%	20%	20%
105. The German Leaving Cert. course is tiring.		34%	23%	43%
German course utility				
106. The German Leaving Cert. course is necessary.		17%	18%	65%
107. The German Leaving Cert. course is unnecessary		68%	19%	13%
108. The German Leaving Cert. course is useful.		10%	9%	81%
109. The German Leaving Cert. course is useless		79%	12%	9%
Scores for Table 8.23		Mean: Disagree 34.8%		Agree 48.9%

Table 8.24 Semantic differential assessment of the German Leaving Certificate course for respondents taking Ordinary Level Leaving Certificate German (N=65)

	German course difficulty	Disagree	Don't know	Agree
94. The German Leaving Cert. course is difficult.		16%	5%	79%
95. The German Leaving Cert. course is easy.		76%	12%	12%
96. The German Leaving Cert. course is clear.		43%	26%	31%
97. The German Leaving Cert. course is confusing.		30%	18%	52%
	German course evaluation			
98. The German Leaving Cert. course is enjoyable.		70%	13%	17%
99. The German Leaving Cert. course is unenjoyable.		22%	9%	69%
100. The German Leaving Cert. course is rewarding.		37%	18%	45%
101. The German Leaving Cert. course is unrewarding.		46%	20%	34%
	German course interest			
102. The German Leaving Cert. course is interesting.		59%	11%	30%
103. The German Leaving Cert. course is boring.		31%	3%	66%
104. The German Leaving Cert. course is exciting.		70%	15%	15%
105. The German Leaving Cert. course is tiring.		18%	29%	53%
	German course utility			
106. The German Leaving Cert. course is necessary.		27%	24%	49%
107. The German Leaving Cert. course is unnecessary		55%	26%	19%
108. The German Leaving Cert. course is useful.		15%	29%	56%
109. The German Leaving Cert. course is useless		56%	34%	10%

Scores for **Table 8.24**

Mean: Disagree 48.6%

Agree 33.1%

Mean 1 **Input**
163.815

t-test statistics for Tables 8.23 and 8.24
mean 1 eq: 0.489 (sd = 0.5) (se = 0.0274)

Mean 2 **21.515**

mean 2 eq: 0.331 (sd = 0.471) (se = 0.0588)

(335 respondents in Table 8.23) difference between means:
difference eq: 0.158 (sd = 0.6255) (se = 0.0644)

(65 respondents in Table 8.24) 95% CI: 0.0317 < difference < 0.2843 (Wald)

t- value of difference: 2.452; df – t: 94

probability: 0.008092 (left tail pr: 0.99191)

doublesided p- value: 0.0162

Part 3 - The Irish Language

Comparative analysis between 290 respondents taking Higher Level Irish and 110 Ordinary Level respondents taking Ordinary Level Irish to Leaving Certificate

Table 8.25 Attitudes towards speakers of Irish for respondents taking Higher Level Leaving Certificate Irish (N=290)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	12%	17%	71%
111. I have a favourable attitude towards native speakers of Irish.	6%	10%	84%
112. I like the Irish language culture.	6%	5%	89%
113. The Irish people in general should make a greater effort to learn Irish.	6%	6%	88%
114. I like listening to non-native speakers of Irish.	7%	17%	76%
115. I like listening to native speakers of Irish.	8%	8%	84%
116. I admire non-native speakers of Irish.	12%	18%	70%
117. I admire native speakers of Irish.	6%	10%	84%
118. I like speaking to non-native speakers of Irish.	13%	24%	63%
119. I like to hear Irish spoken well.	3%	10%	87%

Scores for **Table 8.25**

Mean: Disagree 7.9% Agree 79.1%

Table 8.26 Attitudes towards speakers of Irish for respondents taking Ordinary Level Leaving Certificate Irish (N=110)

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	20%	32%	48%
111. I have a favourable attitude towards native speakers of Irish.	14%	22%	64%
112. I like the Irish language culture.	17%	20%	63%
113. The Irish people in general should make a greater effort to learn Irish.	27%	11%	62%
114. I like listening to non-native speakers of Irish.	39%	31%	30%
115. I like listening to native speakers of Irish.	28%	25%	47%
116. I admire non-native speakers of Irish.	18%	26%	56%
117. I admire native speakers of Irish.	18%	19%	63%
118. I like speaking to non-native speakers of Irish.	38%	32%	30%
119. I like to hear Irish spoken well.	21%	15%	64%

Scores for **Table 8.26**

Mean: Disagree 24% Agree 52.7%

	Input	t-test statistics for Tables 8.25 and 8.26
Mean 1	229.39	mean 1 eq: 0.791 (sd = 0.407) (se = 0.0239)
Mean 2	57.97	mean 2 eq: 0.527 (sd = 0.499) (se = 0.0478)
		difference between means: (290 respondents in Table 8.25) difference eq: 0.264 (sd = 0.6877) (se = 0.0533)
		(110 respondents in Table 8.26) 95% CI: 0.1596 < difference < 0.3684 (Wald)

t - value of difference: 4.957; $df - t$: 166

probability: 0.000001 (left tail pr: 1)

doublesided p - value: 0

Table 8.27 Attitudes towards learning Irish for respondents taking Higher Level Leaving Certificate Irish (N=290)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	13%	18%	69%
121. I really enjoy learning Irish.	17%	16%	67%
122. Irish is an important part of the school curriculum.	10%	6%	84%
123. I plan to learn as much Irish as possible.	15%	15%	70%
124. I love learning Irish.	20%	20%	60%
Negatively Worded Items			
125. I hate learning Irish.	79%	10%	11%
126. I would rather spend all my time on subjects other than Irish.	58%	20%	22%
127. I think that learning Irish is dull.	78%	10%	12%
128. Learning Irish is a waste of time.	80%	9%	11%
129. When I leave school, I shall give up learning Irish entirely because I am not interested in it.	66%	17%	17%

Scores for **Table 8.27**

Mean: Disagree 14.8%

Agree 71.1%

Table 8.28 Attitudes towards learning Irish for respondents taking Ordinary Level Leaving Certificate Irish (N=110)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	56%	18%	26%
121. I really enjoy learning Irish.	56%	15%	29%
122. Irish is an important part of the school curriculum.	29%	9%	62%
123. I plan to learn as much Irish as possible.	47%	24%	29%
124. I love learning Irish.	63%	19%	18%
Negatively Worded Items			
125. I hate learning Irish.	34%	15%	51%
126. I would rather spend all my time on subjects other than Irish.	33%	13%	54%
127. I think that learning Irish is dull.	44%	12%	44%
128. Learning Irish is a waste of time.	60%	14%	26%
129. When I leave school, I shall give up learning Irish entirely because I am not interested in it.	30%	13%	57%

Scores for **Table 8.28**

Mean: Disagree 48.3%

Agree 36.5%

Mean 1 **Input**
206.19

t -test statistics for Tables 8.27 and 8.28
mean 1 eq: 0.711 (sd = 0.453) (se = 0.0267)

Mean 2 **40.15**

mean 2 eq: 0.365 (sd = 0.481) (se = 0.0461)

difference between means:
 (290 respondents in Table 8.27) difference eq: 0.346 (sd = 0.725) (se = 0.0531)
 (110 respondents in Table 8.28) 95% CI: 0.242 < difference < 0.45 (Wald)
t- value of difference: 6.521; df – t: 186
 probability: 0 (left tail pr: 1)
 doublesided *p*- value: 0

Table 8.29 Integrative orientation for respondents taking Higher Level Leaving Certificate Irish (N=290)

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	14%	18%	68%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	14%	16%	70%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	12%	11%	77%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	18%	19%	63%

Scores for **Table 8.29** Mean: Disagree 14.5% Agree 69.5%

Table 8.30 Integrative orientation for respondents taking Ordinary Level Leaving Certificate Irish (N=110)

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	43%	22%	35%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	43%	20%	37%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	40%	21%	39%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	49%	21%	30%

Scores for **Table 8.30** Mean: Disagree 46.2% Agree 35.7%

	Input	<i>t</i>-test statistics for Tables 8.29 and 8.30
Mean 1	201.55	mean 1 eq: 0.695 (sd = 0.46) (se = 0.0271)
Mean 2	39.27	mean 2 eq: 0.357 (sd = 0.479) (se = 0.0459)

difference between means:
 (290 respondents in Table 8.29) difference eq: 0.338 (sd = 0.7316) (se = 0.0531)
 (110 respondents in Table 8.30) 95% CI: 0.234 < difference < 0.442 (Wald)
t- value of difference: 6.367; df – t: 189
 probability: 0.000001 (left tail pr: 1)
 doublesided *p*- value: 0

Table 8.31 Instrumental orientation for respondents taking Higher Level Leaving Certificate Irish (N=290)

	Disagree	Don't know	Agree
134. Learning Irish can be important for me only because I will need it for my future career.	48%	19%	33%
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	14%	18%	68%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	33%	20%	47%
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	25%	22%	53%

Scores for **Table 8.31** Mean: Disagree 30% Agree 50.2%

Table 8.32 Instrumental orientation for respondents taking Ordinary Level Leaving Certificate Irish (N=110)

	Disagree	Don't know	Agree
134. Learning Irish can be important for me only because I will need it for my future career.	49%	25%	26%
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	44%	16%	40%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	37%	20%	43%
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	57%	20%	23%

Scores for **Table 8.32** Mean: Disagree 46.7% Agree 33%

	Input	t-test statistics for Tables 8.31 and 8.32
Mean 1	145.58	mean 1 eq: 0.502 (sd = 0.5) (se = 0.0294)
Mean 2	36.3	mean 2 eq: 0.33 (sd = 0.47) (se = 0.045)
difference between means:		
(290 respondents in Table 8.31)		difference eq: 0.172 (sd = 0.7731) (se = 0.0536)
(110 respondents in Table 8.32)		95% CI: 0.067 < difference < 0.277 (Wald)
		t- value of difference: 3.209; df – t: 208
		probability: 0.000772 (left tail pr: 0.99923)
		doublesided p- value: 0.0015

Table 8.33 Irish class anxiety for respondents taking Higher Level Leaving Cert. Irish (N=290)

	Disagree	Don't know	Agree
138. It embarrasses me to volunteer answers in the Irish class.	74%	9%	17%
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	73%	6%	21%
140. I always feel that the other students speak Irish better than I do.	66%	11%	23%
141. I get nervous and confused when I am speaking Irish in the Irish class.	74%	8%	18%
142. I am afraid that the other students will laugh at me when I speak Irish.	82%	8%	10%

Scores for **Table 8.33** Mean: Disagree 73.8% Agree 17.8%

Table 8.34 Irish class anxiety for respondents taking Ordinary Level Leaving Cert. Irish (N=110)

	Disagree	Don't know	Agree
138. It embarrasses me to volunteer answers in the Irish class.	69%	8%	23%
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	50%	10%	40%
140. I always feel that the other students speak Irish better than I do.	45%	14%	41%
141. I get nervous and confused when I am speaking Irish in the Irish class.	55%	15%	30%
142. I am afraid that the other students will laugh at me when I speak Irish.	71%	14%	15%

Scores for **Table 8.34**

Mean: Disagree 58%

Agree 29.8%

	Input	t-test statistics for Tables 8.33 and 8.34
Mean 1	51.62	mean 1 eq: 0.178 (sd = 0.383) (se = 0.0225)
Mean 2	32.78	mean 2 eq: 0.298 (sd = 0.457) (se = 0.0438)
		difference between means: (290 respondents in Table 8.33) difference eq: - 0.12 (sd = 0.6396) (se = 0.0491)
		(110 respondents in Table 8.34) 95% CI: - 0.2161 < difference < 0.0239 (Wald)
		t- value of difference: - 2.446; df – t: 169
		probability: 0.992275 (left tail pr: 0.00773)
		doublesided p- value: 0.0155

Table 8.35 Parental encouragement for respondents taking Higher Level Leaving Certificate Irish (N=290)

	Disagree	Don't know	Agree
143. My parents try to help me with my Irish.	39%	14%	47%
144. My parents are happy that I am doing Irish.	7%	8%	85%
145. My parents would like me to keep up my Irish.	12%	16%	72%
146. My parents think that I should give more time to my Irish.	33%	31%	36%
147. My parents really encourage me to learn Irish.	16%	19%	65%
148. My parents show a lot of interest in anything to do with my Irish school course.	25%	30%	45%
149. My parents encourage me to practice my Irish.	17%	21%	62%
150. My parents stress the importance of Irish for me when I leave school.	42%	23%	35%
151. My parents feel that I should really try to learn Irish.	19%	22%	59%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	19%	14%	67%

Scores for **Table 8.35**

Mean: Disagree 22.9%

Agree 57.3%

Table 8.36 Parental encouragement for respondents taking Ordinary Level Leaving Certificate Irish (N=110)

	Disagree	Don't know	Agree
143. My parents try to help me with my Irish.	44%	13%	43%
144. My parents are happy that I am doing Irish.	16%	28%	56%
145. My parents would like me to keep up my Irish.	30%	28%	42%
146. My parents think that I should give more time to my Irish.	34%	34%	32%
147. My parents really encourage me to learn Irish.	37%	26%	37%
148. My parents show a lot of interest in anything to do with with my Irish school course.	49%	27%	24%
149. My parents encourage me to practice my Irish.	42%	18%	40%
150. My parents stress the importance of Irish for me when I leave school.	63%	16%	21%
151. My parents feel that I should really try to learn Irish.	35%	25%	40%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	27%	19%	54%

Scores for **Table 8.36**

Mean: Disagree 37.7 %

Agree 38.9%

Mean 1 **Input**
166.17

t-test statistics for Tables 8.35 and 8.36
mean 1 eq: 0.573 (sd = 0.495) (se = 0.0291)

Mean 2 **42.79**

mean 2 eq: 0.389 (sd = 0.488) (se = 0.0467)

difference between means:

(290 respondents in Table 8.35) difference eq: 0.184 (sd = 0.7738) (se = 0.0548)

(110 respondents in Table 8.36) 95% CI: 0.0766 < difference < 0.2914 (Wald)

t- value of difference: 3.357; df – t: 199

probability: 0.000462 (left tail pr: 0.99954)

doublesided p- value: 0.0009

Table 8.37 Motivational intensity for respondents taking Higher Level Leaving Certificate Irish (N=290)

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	11%	9%	80%
154. I keep up to date with my Irish by working on it almost everyday.	24%	14%	62%
155. When I have a problem with Irish in class, I always ask the Irish teacher for help.	24%	9%	67%
156. I really work hard to learn Irish.	18%	15%	67%
157. When I am learning Irish, I ignore distractions and stick to the job in hand.	28%	24%	48%
Negatively Worded Items			
158. I don't pay much attention to the feedback I receive in my Irish class.	63%	18%	19%
159. I don't bother checking my corrected exercises in my Irish course.	74%	9%	17%
160. I tend to approach my Irish homework in a random and unpleasant manner.	70%	10%	20%
161. I have a tendency to give up when our Irish teacher is explaining some difficult.	74%	11%	15%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	64%	16%	20%

Scores for **Table 8.37**

Mean: Disagree 19.6% Agree 67%

Table 8.38 Motivational intensity for respondents taking Ordinary Level Leaving Certificate Irish (N=110)

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	35%	18%	47%
154. I keep up to date with my Irish by working on it almost everyday.	52%	13%	35%
155. When I have a problem with Irish in class, I always ask the Irish teacher for help.	30%	15%	55%
156. I really work hard to learn Irish.	41%	21%	38%
157. When I am learning Irish, I ignore distractions and stick to the job in hand.	54%	21%	25%
Negatively Worded Items			
158. I don't pay much attention to the feedback I receive in my Irish class.	46%	20%	34%
159. I don't bother checking my corrected exercises in my Irish course.	62%	5%	33%
160. I tend to approach my Irish homework in a random and unpleasant manner.	50%	12%	38%
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	65%	10%	25%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	46%	16%	38%

Scores for **Table 8.38**

Mean: Disagree 30.8% Agree 46.9%

	Input	t-test statistics for Tables 8.37 and 8.38
Mean 1	194.3	mean 1 eq: 0.67 (sd = 0.47) (se = 0.0277)
Mean 2	51.59	mean 2 eq: 0.469 (sd = 0.499) (se = 0.0478)
		difference between means:

(290 respondents in Table 8.37) difference eq: 0.201 (sd = 0.7519) (se = 0.055)

(110 respondents in Table 8.38) 95% CI: 0.0932 < difference < 0.3088 (Wald)

t- value of difference: 3.654; df – t: 186

probability: 0.000173 (left tail pr: 0.99983)

doublesided *p*- value: 0.0003

Table 8.39 Desire to learn Irish for respondents taking Higher Level Leaving Cert. Irish (N=290)

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	52%	16%	32%
164. If it were up to me, I would spend all of my time learning Irish.	56%	20%	24%
165. I want to learn Irish so well that it will become second nature to me.	16%	7%	77%
166. I would like to learn as much Irish as possible.	12%	10%	78%
167. I wish I were fluent in Irish.	9%	7%	84%
Negatively Worded Items			
168. Knowing Irish is not really an important goal in my life.	65%	11%	24%
169. I sometimes daydream about dropping Irish.	72%	12%	16%
170. I find I'm losing any desire I ever had to know Irish.	75%	10%	15%
171. I really have little desire to learn Irish.	76%	7%	17%
172. I haven't any great wish to learn more than the basics of Irish.	75%	11%	14%

Scores for **Table 8.39**

Mean: Disagree 23.1%

Agree 65.8%

Table 8.40 Desire to learn Irish for respondents taking Ordinary Level Leaving Cert. Irish (N=110)

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	63%	15%	22%
164. If it were up to me, I would spend all my time learning Irish.	77%	14%	9%
165. I want to learn Irish so well that it will become second nature to me.	51%	23%	26%
166. I would like to learn as much Irish as possible.	47%	15%	38%
167. I wish I were fluent in Irish.	33%	9%	58%
Negatively Worded Items			
168. Knowing Irish is not really an important goal in my life.	41%	14%	45%
169. I sometimes daydream about dropping Irish.	45%	18%	37%
170. I find I'm losing any desire I ever had to know Irish.	43%	11%	46%
171. I really have little desire to learn Irish.	45%	17%	38%
172. I haven't any great wish to learn more than the basics of Irish.	41%	12%	47%

Scores for **Table 8.40**

Mean: Disagree 48.4%

Agree 36.8%

	Input	<i>t</i>-test statistics for Tables 8.39 and 8.40
Mean 1	190.82	mean 1 eq: 0.658 (sd = 0.474) (se = 0.0279)
Mean 2	40.48	mean 2 eq: 0.368 (sd = 0.482) (se = 0.0462)

difference between means:
 (290 respondents in Table 8.39) difference eq: 0.29 (sd = 0.7485) (se = 0.0538)
 (110 respondents in Table 8.40) 95% CI: 0.1846 < difference < 0.3954 (Wald)
t- value of difference: 5.394; df; – t: 193
 probability: 0 (left tail pr: 1)
 doublesided *p*- value: 0

Table 8.41 Orientation index for respondents taking Higher Level Leaving Cert. Irish (N=290)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	39%	18%	43%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	18%	13%	69%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	16%	13%	71%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	14%	17%	69%

Scores for **Table 8.41** Mean: Disagree 21.7% Agree 63%

Table 8.42 Orientation index for respondents taking Ordinary Level Leaving Cert. Irish (N=110)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	40%	20%	40%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	49%	16%	35%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	53%	15%	32%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	45%	19%	36%

Scores for **Table 8.42** Mean: Disagree 46.7% Agree 35.7%

	Input	<i>t</i>-test statistics for Tables 8.41 and 8.42
Mean 1	182.7	mean 1 eq: 0.63 (sd = 0.483) (se = 0.0284)
Mean 2	39.27	mean 2 eq: 0.357 (sd = 0.479) (se = 0.0459)

difference between means:
 (290 respondents in Table 8.41) difference eq: 0.273 (sd = 0.7566) (se = 0.0538)
 (110 respondents in Table 8.42) 95% CI: 0.1676 < difference < 0.3784 (Wald)
t- value of difference: 5.078; df – t: 198
 probability: 0 (left tail pr: 1)
 doublesided *p*- value: 0

Table 8.43 Learner autonomy for respondents taking Higher Level Leaving Cert. Irish (N=290)

	Disagree	Don't know	Agree
177. I like working on my own in Irish.	20%	20%	60%
178. I like working on my own in Irish because I find it rewarding.	23%	20%	57%
179. I like working on my own in Irish because I find it enjoyable.	29%	20%	51%
180. I like working on my own in Irish because my teacher advises me to do so.	36%	25%	39%
181. I like working on my own in Irish because I need to improve my Irish.	26%	17%	57%
182. If I did not work on my own in Irish, I would feel I was missing an opportunity.	34%	23%	43%
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	28%	20%	52%
184. I try out difficult structures and vocabulary to show how good my Irish is.	33%	15%	52%
185. I try out difficult structures and vocabulary to improve my Irish.	24%	12%	64%
186. I try to speak Irish outside of class time.	25%	12%	63%
187. I use Irish outside of class because my teacher advises me to do so.	45%	17%	38%
188. I enjoy reading and writing Irish in my own time.	39%	22%	39%
189. My teacher of Irish advises me to read Irish in my own time.	27%	14%	59%
190. I want to improve my Irish reading skills in my own time.	27%	17%	56%
191. Reading in Irish gives me the opportunity to prove that I can understand Irish.	14%	13%	73%
192. I rarely read anything in Irish apart from my Irish textbooks.	41%	12%	47%
193. I try to watch Irish language films and television.	25%	13%	62%
194. When I watch Irish language television in my own time this is because I like Irish language television.	28%	18%	54%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	19%	14%	67%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	19%	12%	69%
197. I enjoy listening to Irish when I watch Irish language television.	17%	15%	68%
198. My teacher of Irish advises me to watch Irish language television.	24%	13%	63%
199. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	19%	13%	68%
200. If the chance arises, I talk to speakers of Irish because it improves my Irish.	20%	9%	71%
201. If the chance arises, I talk to speakers of Irish to prove that I can speak Irish.	20%	18%	62%
202. If the chance arises, I talk to speakers of Irish because I want to know about the Gaeltacht regions and make friends there.	27%	21%	52%
Scores for Table 8.43	Mean: Disagree 26.5%	Agree 57.1%	

Table 8.44 Learner autonomy for respondents taking Ordinary Level Leaving Cert. Irish (N=110)

	Disagree	Don't know	Agree
177. I like working on my own in Irish.	54%	16%	30%
178. I like working on my own in Irish because I find it rewarding.	59%	14%	27%
179. I like working on my own in Irish because I find it enjoyable.	67%	15%	18%
180. I like working on my own in Irish because my teacher advises me to do so.	54%	18%	28%
181. I like working on my own in Irish because I need to improve my Irish.	6%	19%	45%
182. If I did not work on my own in Irish, I would feel I was missing an opportunity.	56%	21%	23%
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	64%	16%	20%
184. I try out difficult structures and vocabulary to show how good my Irish is.	61%	11%	28%
185. I try out difficult structures and vocabulary to improve my Irish.	54%	15%	31%
186. I try to speak Irish outside of class time.	66%	10%	24%
187. I use Irish outside of class because my teacher advises me to do so.	75%	9%	16%
188. I enjoy reading and writing Irish in my own time.	80%	8%	12%
189. My teacher of Irish advises me to read Irish in my own time.	51%	12%	37%
190. I want to improve my Irish reading skills in my own time.	64%	13%	23%
191. Reading in Irish gives me the opportunity to prove that I can understand Irish.	46%	11%	43%
192. I rarely read anything in Irish apart from my Irish textbooks.	18%	7%	75%
193. I try to watch Irish language films and television.	64%	14%	22%
194. When I watch Irish language television in my own time this is because I like Irish language television.	65%	12%	23%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	60%	9%	31%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	55%	13%	32%
197. I enjoy listening to Irish when I watch Irish language television.	63%	6%	31%
198. My teacher of Irish advises me to watch Irish language television.	49%	10%	41%
199. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	59%	10%	31%
200. If the chance arises, I talk to speakers of Irish because it improves my Irish.	56%	14%	30%
201. If the chance arises, I talk to speakers of Irish to prove that I can speak Irish.	55%	16%	29%
202. If the chance arises, I talk to speakers of Irish because I want to know about the Gaeltacht regions and make friends there.	64%	19%	17%

Scores for **Table 8.44**

Mean: Disagree 57.5% Agree 29.5%

Input
 Mean 1 **165.59** **t-test statistics for Tables 8.43 and 8.44**
 mean 1 eq: 0.571 (sd = 0.495) (se = 0.0291)
 Mean 2 **32.45** mean 2 eq: 0.295 (sd = 0.456) (se = 0.0437)
 difference between means:
 (290 respondents in Table 8.43) difference eq: 0.276 (sd = 0.7618) (se = 0.0523)
 (110 respondents in Table 8.44) 95% CI: 0.1735 < difference < 0.3785 (Wald)
 t- value of difference: 5.277; df – t: 212
 probability: 0 (left tail pr: 1)
 doublesided p- value: 0

Table 8.45 Semantic differential assessment of the Irish Leaving Certificate course for respondents taking Higher Level Leaving Certificate Irish (N=290)

	Disagree	Don't know	Agree
Irish course difficulty			
203. The Irish Leaving Cert. course is difficult.	38%	12%	50%
204. The Irish Leaving Cert. course is easy.	50%	13%	37%
205. Irish Leaving Cert. course is clear.	21%	15%	64%
206. Irish Leaving Cert. course is confusing.	65%	14%	21%
Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.	26%	19%	55%
208. The Irish Leaving Cert. course is unenjoyable.	61%	18%	21%
209. The Irish Leaving Cert. course is rewarding.	17%	14%	69%
210. The Irish Leaving Cert. course is unrewarding.	67%	15%	18%
Irish course interest			
211. The Irish Leaving Cert. course is interesting.	27%	13%	60%
212. The Irish Leaving Cert. course is boring.	62%	13%	25%
213. The Irish Leaving Cert. course is exciting.	51%	25%	24%
214. The Irish Leaving Cert. course is tiring.	38%	15%	47%
Irish course utility			
215 The Irish Leaving Cert. course is necessary.	13%	11%	76%
216. The Irish Leaving Cert. course is unnecessary.	78%	10%	12%
217. The Irish Leaving Cert. course is useful.	14%	12%	74%
218. The Irish Leaving Cert. course is useless.	76%	8%	16%
Scores for Table 8.45	Mean: Disagree 26.8%		Agree 59%

Table 8.46 Semantic differential assessment of the Irish Leaving Certificate course for respondents taking Ordinary Level Leaving Certificate Irish (N=110)

	Irish course difficulty	Disagree	Don't know	Agree
203. The Irish Leaving Cert. course is difficult.		33%	12%	55%
204. The Irish Leaving Cert. course is easy.		65%	10%	25%
205. Irish Leaving Cert. course is clear.		37%	16%	47%
206. Irish Leaving Cert. course is confusing.		45%	17%	38%
	Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.		59%	14%	27%
208. The Irish Leaving Cert. course is unenjoyable.		30%	15%	55%
209. The Irish Leaving Cert. course is rewarding.		38%	19%	43%
210. The Irish Leaving Cert. course is unrewarding.		42%	21%	37%
	Irish course interest			
211. The Irish Leaving Cert. course is interesting.		49%	18%	33%
212. The Irish Leaving Cert. course is boring.		37%	8%	55%
213. The Irish Leaving Cert. course is exciting.		69%	16%	15%
214. The Irish Leaving Cert. course is tiring.		22%	11%	67%
	Irish course utility			
215 The Irish Leaving Cert. course is necessary.		38%	9%	53%
216. The Irish Leaving Cert. course is unnecessary.		53%	12%	35%
217. The Irish Leaving Cert. course is useful.		42%	9%	49%
218. The Irish Leaving Cert. course is useless.		53%	8%	39%

Scores for **Table 8.46** Mean: Disagree 48.6% Agree 37.9%

	Input	t-test statistics for Tables 8.45 and 8.46
Mean 1	171.1	mean 1 eq: 0.59 (sd = 0.492) (se = 0.0289)
Mean 2	41.69	mean 2 eq: 0.379 (sd = 0.485) (se = 0.0465)

difference between means:
 (290 respondents in Table 8.45) difference eq: 0.211 (sd = 0.7695) (se = 0.0545)

(110 respondents in Table 8.46) 95% CI: 0.1041 < difference < 0.3179 (Wald)

t- value of difference: 3.869; df – t: 199

probability: 0.000074 (left tail pr: 0.99993)

doublesided p- value: 0.0001

APPENDIX A5

TABLES AND STATISTICS FOR CHAPTER 9

COMPARATIVE ANALYSIS OF FINDINGS FOR ADDITIONAL EXPOSURE TO GERMAN AND IRISH

Sample of 40 respondents from the entire sample of 400 respondents who had additional exposure to learning German including 165 respondents attending Irish language courses in the Gaeltacht

Part 1 - Language learning in general

Table 9.1 Interest in second and foreign languages for 40 respondents with additional exposure to learn German

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	5%	2.5%	92.5%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	7.2%	7.8%	85%
iii. I wish I could speak a foreign language perfectly.	2.5%	2.5%	95%
iv. I want to read newspapers and books of a foreign language in the original rather than in translation.	30%	32.5%	37.5%
v. I often wish I could understand the news on television and radio in another language.	27.5%	10%	62.5%
vi. I would like to learn a lot of foreign languages.	25%	20%	55%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	5%	2.5%	92.5%
viii. I would learn a foreign language in school even if it were not required.	35%	10%	55%
ix. I enjoy meeting and listening to people who speak other languages.	17.5%	7.5%	75%
x. Studying a foreign language is an enjoyable experience.	30%	17.5%	52.5%
Scores for Table 9.1	Mean: Disagree 18.4%	Agree 70.2%	

Table 9.2 Interest in second and foreign languages for 360 respondents with no additional exposure to learn German

	Disagree	Don't know	Agree
i. If I were visiting a foreign country, I would like to be able to speak the language of the people in that country.	1.9%	4.4%	93.7%
ii. Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages.	4.7%	7.1%	88.2%
iii. I wish I could speak a foreign language perfectly.	2.7%	2.7%	94.6%
iv. I want to read newspapers and books of a foreign language in the original rather than in translation.	30.8%	32.7%	36.5%
v. I often wish I could understand the news on television and radio in another language.	20.2%	18.3%	61.5%
vi. I would like to learn a lot of foreign languages.	30.5%	16.6%	52.9%
vii. If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English.	4.4%	7.7%	87.9%
viii. I would learn a foreign language in school even if it were not required.	29.7%	15.3%	55%
ix. I enjoy meeting and listening to people who speak other languages.	21.9%	21.3%	56.8%
x. Studying a foreign language is an enjoyable experience.	31.9%	17.2%	50.9%

Scores for **Table 9.2**

Mean: Disagree 17.8%

Agree 67.3%

Mean 1 **Input**
28.08

t-test statistics for Tables 9.1 and 9.2
mean 1 eq: 0.702 (sd = 0.457) (se = 0.0732)

Mean 2 **242.28**

mean 2 eq: 0.673 (sd = 0.469) (se = 0.0248)

(40 respondents in Table 9.1)

difference between means:
difference eq: 0.029 (sd = 0.5327) (se = 0.0764)

(360 respondents in Table 9.2)

95% CI: - 0.1208 < difference < 0.1788 (Wald)

t- value of difference: 0.379; df – t: 48

probability: 0.353851 (left tail pr: 0.64615)

doublesided p- value: 0.7077

Part 2 - The German language

Table 9.3 Attitudes towards speakers of German for 40 respondents with additional exposure to learn German

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German	10%	37.5%	52.5%
2. I have a favourable attitude towards native speakers of German.	22.5%	22.5%	55%
3. I like the German language culture.	27.5%	27.5%	45%
4. The Irish people in general should make a greater effort to learn German.	32.5%	37.5%	30%
5. I like listening to non-native speakers of German.	32.5%	37.5%	30%
6. I like listening to native speakers of German.	17.5%	25%	57.5%
7. I admire non-native speakers of German.	7.5%	37.5%	55%
8. I admire native speakers of German.	20%	42.5%	37.5%
9. I like speaking to non-native speakers of German.	17.5%	37.5%	45%
10. I like to hear German spoken well.	7.5%	25%	67.5%
Scores for Table 9.3		Mean: Disagree 19.5%	Agree 47.5%

Table 9.4 Attitudes towards speakers of German for 360 respondents with no additional exposure to learn German

	Disagree	Don't know	Agree
1. I have a favourable attitude towards non-native speakers of German.	12.2%	37.5%	50.3%
2. I have a favourable attitude towards native speakers of German.	10%	32.2%	57.8%
3. I like the German language culture.	20.2%	27.5%	52.3%
4. The Irish people in general should make a greater effort to learn German.	36.2%	32.2%	31.6%
5. I like listening to non-native speakers of German.	30.6%	37.5%	31.9%
6. I like listening to native speakers of German.	19.7%	25.5%	54.8%
7. I admire non-native speakers of German.	13%	26.3%	60.7%
8. I admire native speakers of German.	21.6%	34.4%	44%
9. I like speaking to non-native speakers of German.	19.5%	35.5%	45%
10. I like to hear German spoken well.	15.2%	19.4%	65.4%
Scores for Table 9.4		Mean: Disagree 19.8%	Agree 49.3%

	Input	t-test statistics for Tables 9.3 and 9.4
Mean 1	19.0	mean 1 eq: 0.475 (sd = 0.499) (se = 0.08)
Mean 2	159.48	mean 2 eq: 0.493 (sd = 0.497) (se = 0.0262)
		difference between means:
(40 respondents in Table 9.3)		difference eq: 0.032 (sd = 0.5762) (se = 0.0832)
(360 respondents in Table 9.4)		95% CI: - 0.131 < difference < 0.195 (Wald)
		t- value of difference: 0.385; df – t: 47

probability: 0.351062 (left tail pr: 0.64894)

doublesided *p*- value: 0.7021

Table 9.5 Attitudes towards learning German for 40 respondents with additional exposure to learn German

Positively Worded Items	Disagree	Don't know	Agree
11. Learning German is really great.	27.5%	17.5%	55%
12. I really enjoy learning German.	32.5%	12.5%	55%
13. German is an important part of the school curriculum.	27.5%	12.5%	60%
14. I plan to learn as much German as possible.	25%	15%	60%
15. I love learning German.	40%	17.5%	42.5%
Negatively Worded Items			
16. I hate learning German.	62.5%	7.5%	30%
17. I would rather spend all my time on subjects other than German.	57.5%	15%	27.5%
18. I think that learning German is dull.	62.5%	7.5%	30%
19. Learning German is a waste of time.	87.5%	10%	2.5%
20. When I leave school, I shall give up learning German entirely because I am not interested in it.	52.5%	22.5%	25%
Scores for Table 9.5		Mean: Disagree 26.7%	Agree 59.5%

Table 9.6 Attitudes towards learning German for 360 respondents with no additional exposure to learn German

Positively Worded Items	Disagree	Don't know	Agree
11. Learning German is really great.	40%	17.7%	42.3%
12. I really enjoy learning German.	37.5%	17.2%	45.3%
13. German is an important part of the school curriculum.	26.6%	19.1%	54.3%
14. I plan to learn as much German as possible.	29.4%	18%	52.6%
15. I love learning German.	47.6%	19.7%	32.7%
Negatively Worded Items			
16. I hate learning German.	54.3%	15.5%	30.2%
17. I would rather spend all my time on subjects other than German.	39.2%	20%	40.8%
18. I think that learning German is dull.	54%	16.9%	29.1%
19. Learning German is a waste of time.	78.8%	13.5%	7.7%
20. When I leave school, I shall give up learning German entirely because I am not interested in it.	40.1%	28%	31.9%
Scores for Table 9.6		Mean: Disagree 32.9%	Agree 49.3%

	Input	<i>t</i>-test statistics for Tables 9.5 and 9.6
Mean 1	23.8	mean 1 eq: 0.595 (sd = 0.491) (se = 0.0786)
Mean 2	177.48	mean 2 eq: 0.493 (sd = 0.5) (se = 0.0264)

difference between means:

(40 respondents in Table 9.5) difference eq: 0.102 (sd = 0.5705) (se = 0.082)
 (360 respondents in Table 9.6) 95% CI: - 0.0587 < difference < 0.2627 (Wald)
 t- value of difference: 1.244; df – t: 48
 probability: 0.110729 (left tail pr: 0.88927)
 doublesided p- value: 0.2215

Table 9.7 Integrative orientation for 40 respondents with additional exposure to learn German

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	17.5%	20%	62.5%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	12.5%	12.5%	75%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	22.5%	35%	42.5%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	32.5%	22.5%	45%

Scores for **Table 9.7** Mean: Disagree 21.2% Agree 56.2%

Table 9.8 Integrative orientation for 360 respondents with no additional exposure to learn German

	Disagree	Don't know	Agree
21. Learning German can be important for me because it will allow me to be more at ease with Germans or people who speak German.	11.9%	19.4%	68.7%
22. Learning German can be important for me because it will allow me to meet and speak with speakers of German.	11.6%	18%	70.4%
23. Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	28.3%	34.1%	37.6%
24. Learning German can be important for me because I will be able to take part in the activities of German cultural groups.	37.2%	31.3%	31.5%

Scores for **Table 9.8** Mean: Disagree 22.2% Agree 52%

	Input	t-test statistics for Tables 9.7 and 9.8
Mean 1	22.48	mean 1 eq: 0.562 (sd = 0.496) (se = 0.0794)
Mean 2	187.2	mean 2 eq: 0.52 (sd = 0.5) (se = 0.0264)
		difference between means:
(40 respondents in Table 9.7)		difference eq: 0.042 (sd = 0.5746) (se = 0.0827)
(360 respondents in Table 9.8)		95% CI: - 0.1202 < difference < 0.2042 (Wald)
		t- value of difference: 0.508; df – t: 48
		probability: 0.307439 (left tail pr: 0.69256)
		doublesided p- value: 0.6149

Table 9.9 Instrumental orientation for 40 respondents with additional exposure to learn German

	Disagree	Don't know	Agree
25. Learning German can be important for me only because I will need it for my future career.	40%	27.5%	32.5%
26. Learning German can be important for me because it will make me a more knowledgeable person.	10%	17.5%	72.5%
27. Learning German can be important for me because I think it will someday be useful in getting a good job.	20%	35%	45%
28. Learning German can be important for me because other people will respect me more if I have a knowledge of the language.	40%	22.5%	37.5%

Scores for **Table 9.9**

Mean: Disagree 27.5% Agree 46.8%

Table 9.10 Instrumental orientation for 360 respondents with no additional exposure to learn German

	Disagree	Don't know	Agree
25. Learning German can be important for me only because I will need it for my future career.	51.8%	23.8%	24.4%
26. Learning German can be important for me because it will make me a more knowledgeable person.	15.2%	18.8%	66%
27. Learning German can be important for me because I think it will someday be useful in getting a good job.	21.3%	25%	53.7%
28. Learning German can be important for me because other people will respect me more if I have a knowledge of the language.	38.6%	26.1%	35.3%

Scores for **Table 9.10**

Mean: Disagree 31.7% Agree 44.8%

	Input	t-test statistics for Tables 9.9 and 9.10
Mean 1	18.72	mean 1 eq: 0.468 (sd = 0.499) (se = 0.0799)
Mean 2	161.28	mean 2 eq: 0.448 (sd = 0.497) (se = 0.0262)
		difference between means:
(40 respondents in Table 9.9)		difference eq: 0.02 (sd = 0.5761) (se = 0.0831)
(360 respondents in Table 9.10)		95% CI: - 0.1429 < difference < 0.1829 (Wald)
		t- value of difference: 0.241; df – t: 48
		probability: 0.405474 (left tail pr: 0.59453)
		doublesided p- value: 0.8109

Table 9.11 German class anxiety for 40 respondents with additional exposure to learn German

	Disagree	Don't know	Agree
29. It embarrasses me to volunteer answers in the German class.	77.5%	7.5%	15%
30. I never feel quite sure of myself when I am speaking German in the German class.	52.5%	10%	37.5%
31. I always feel that the other students speak German better than I do.	47.5%	25%	27.5%
32. I get nervous and confused when I am speaking German in the German class.	70%	15%	15%
33. I am afraid that other students will laugh at me when I speak German.	77.5%	10%	12.5%

Scores for **Table 9.11**

Mean: Disagree 65% Agree 21.5%

Table 9.12 German class anxiety for 360 respondents with no additional exposure to learn German

	Disagree	Don't know	Agree
29. It embarrasses me to volunteer answers in the German class.	55.7%	18%	26.3%
30. I never feel quite sure of myself when I am speaking German in the German class.	29.1%	8.6%	62.3%
31. I always feel that the other students speak German better than I do.	32.7%	18%	49.3%
32. I get nervous and confused when I am speaking German in the German class.	38.3%	12.7%	49%
33. I am afraid that other students will laugh at me when I speak German.	66.5%	9.7%	23.8%
Scores for Table 9.12	Mean: Disagree 44.4%		Agree 42.1%

Input
Mean 1 **8.6**

t-test statistics for Tables 9.11 and 9.12
mean 1 eq: 0.215 (sd = 0.411) (se = 0.0658)

Mean 2 **151.56**
mean 2 eq: 0.421 (sd = 0.494) (se = 0.0261)

difference between means:
(40 respondents in Table 9.11) difference eq:- 0.206 (sd = 0.5064) (se = 0.07)

(360 respondents in Table 9.12) 95% CI: - 0.3432 < difference < 0.0688 (Wald)

t- value of difference: - 2.944; df – t: 52

probability: 0.997511 (left tail pr: 0.00249)

doublesided p- value: 0.005

Table 9.13 Parental encouragement for 40 respondents with additional exposure to learn German

	Disagree	Don't know	Agree
34. My parents try to help me with my German.	67.5%	10%	22.5%
35. My parents are happy that I am doing German.	7.5%	17.5%	75%
36. My parents would like me to keep up my German.	7.5%	35%	57.5%
37. My parents think that I should give more time to my German.	32.5%	37.5%	30%
38. My parents really encourage me to learn German.	35%	27.5%	37.5%
39. My parents show a lot of interest in anything to do with my German school course.	52.5%	12.5%	35%
40. My parents encourage me to practise my German.	37.5%	15%	47.5%
41. My parents stress the importance of German for me when I leave school.	66%	12%	22%
42. My parents feel that I should really try to learn German.	42.5%	7.5%	50%
43. My parents urge me to get help from my German teacher if I am having problems with my German	17.5%	2.5%	80%
Scores for Table 9.13	Mean: Disagree 36.6%		Agree 45.7%

Table 9.14 Parental encouragement for 360 respondents with no additional exposure to learn German

	Disagree	Don't know	Agree
34. My parents try to help me with my German.	85.1%	4.7%	10.2%
35. My parents are happy that I am doing German.	6.9%	36.6%	56.5%
36. My parents would like me to keep up my German.	16.6%	37.5%	45.9%
37. My parents think that I should give more time to my German.	33.7%	39.7%	26.6%
38. My parents really encourage me to learn German.	31.6%	30.5%	37.9%
39. My parents show a lot of interest in anything to do with my German school course.	50.7%	31.6%	17.7%
40. My parents encourage me to practise my German.	37.2%	20%	42.8%
41. My parents stress the importance of German for me when I leave school.	63.7%	14.7%	21.6%
42. My parents feel that I should really try to learn German.	36.3%	22.7%	41%
43. My parents urge me to get help from my German teacher if I am having problems with my German	18.8%	12.5%	68.7%

Scores for **Table 9.14**

Mean: Disagree 38%

Agree 36.8%

	Input	t-test statistics for Tables 9.13 and 9.14
Mean 1	18.28	mean 1 eq: 0.457 (sd = 0.498) (se = 0.0798)
Mean 2	132.48	mean 2 eq: 0.368 (sd = 0.482) (se = 0.0255)
(40 respondents in Table 9.13)		difference between means: difference eq: 0.089 (sd = 0.5703) (se = 0.0828)
(360 respondents in Table 9.14)		95% CI: - 0.0732 < difference < 0.2512 (Wald)
		t- value of difference: 1.075; df – t: 47
		probability: 0.142524 (left tail pr: 0.85748)
		doublesided p- value: 0.285

Table 9.15 Motivational intensity for 40 respondents with additional exposure to learn German

Positively Worded Items	Disagree	Don't know	Agree
44.I make a point of trying to understand all the German I see and hear.	20%	12.5%	67.5%
45.I keep up to date with my German by working on it almost everyday.	45%	12.5%	42.5%
46. When I have a problem with German in class, I always ask the German teacher for help.	30%	7.5%	62.5%
47. I really work hard to learn German.	30%	20%	50%
48.When I am learning German, I ignore distractions and stick to the job at hand.	42.5%	15%	42.5%
Negatively Worded Items			
49. I don't pay much attention to the feedback I receive in my German class.	60%	17.5%	22.5%
50. I don't bother checking my corrected exercises in my German course.	62.5%	10%	27.5%
51.I tend to approach my German homework in a random and unpleasant manner.	67.5%	7.5%	25%
52. I have a tendency to give up when our German teacher is explaining something difficult.	72.5%	10%	17.5%
53. I can't be bothered in trying to understand the more complex aspects of German Grammar.	57.5%	10%	32.5%

Scores for **Table 9.15**

Mean: Disagree 29.2% Agree 58.5%

Table 9.16 Motivational intensity for 360 respondents with no additional exposure to learn German

Positively Worded Items	Disagree	Don't know	Agree
44. I make a point of trying to understand all the German I see and hear.	18.3%	16.6%	65.1%
45. I keep up to date with my German by working on it almost everyday.	45.4%	15.8%	38.8%
46. When I have a problem with German in class, I always ask the German teacher for help.	38.6%	9.1%	52.3%
47. I really work hard to learn German.	33%	22.7%	44.3%
48. When I am learning German, I ignore distractions and stick to the job at hand.	45.7%	23.8%	30.5%
Negatively Worded Items			
49. I don't pay much attention to the feedback I receive in my German class.	55.1%	23.3%	21.6%
50. I don't bother checking my corrected exercises in my German course.	65.9%	11.1%	23%
51. I tend to approach my German homework in a random and unpleasant manner.	53.4%	13.6%	33%
52. I have a tendency to give up when our German teacher is explaining something difficult.	57.3%	12.7%	30%
53. I can't be bothered in trying to understand the more complex aspects of German Grammar.	52.8%	10%	37.2%

Scores for **Table 9.16**

Mean: Disagree 32.5% Agree 51.5%

	Input	t-test statistics for Tables 9.15 and 9.16
Mean 1	23.4	mean 1 eq: 0.585 (sd = 0.493) (se = 0.0789)
Mean 2	185.4	mean 2 eq: 0.515 (sd = 0.5) (se = 0.0264)
		difference between means: difference eq: 0.07 (sd = 0.5719) (se = 0.0822)

(360 respondents in Table 9.16) 95% CI: - 0.0912 < difference < 0.2312 (Wald)

t- value of difference: 0.851; df – t: 48

probability: 0.200316 (left tail pr: 0.79968)

doublesided *p*- value: 0.4006

Table 9.17 Desire to learn German for 40 respondents with additional exposure to learn German

Positively Worded Items	Disagree	Don't know	Agree
54. I wish I had begun studying German at an earlier age.	12.5%	12.5%	75%
55. If it were up to me, I would spend all of my time learning German.	80%	15%	5%
56. I want to learn German so well that it will become second nature to me.	30%	17.5%	52.5%
57. I would like to learn as much German as possible.	17.5%	12.5%	70%
58. I wish I were fluent in German.	2.5%	12.5%	85%
Negatively Worded Items			
59. Knowing German is not really an important goal in my life.	42.5%	17.5%	40%
60. I sometimes daydream about dropping German.	72.5%	17.5%	10%
61. I find I'm losing any desire I ever had to know German.	65%	12.5%	22.5%
62. I really have little desire to learn German.	70%	7.5%	22.5%
63. I haven't any great wish to learn more than the basics of German.	62.5%	15%	22.5%

Scores for **Table 9.17**

Mean: Disagree 26% Agree 60%

Table 9.18 Desire to learn German for 360 respondents with no additional exposure to learn German

Positively Worded Items	Disagree	Don't know	Agree
54. I wish I had begun studying German at an earlier age.	15.2%	11.6%	73.2%
55. If it were up to me, I would spend all of my time learning German.	77.3%	17.7%	5%
56. I want to learn German so well that it will become second nature to me.	39.1%	23.6%	37.3%
57. I would like to learn as much German as possible.	26.1%	18.8%	55.1%
58. I wish I were fluent in German.	11.1%	10.2%	78.7%
Negatively Worded Items			
59. Knowing German is not really an important goal in my life.	34.5%	21.1%	44.4%
60. I sometimes daydream about dropping German.	53.7%	15.2%	31.1%
61. I find I'm losing any desire I ever had to know German.	55.7%	15.2%	29.1%
62. I really have little desire to learn German.	62.6%	10.5%	26.9%
63. I haven't any great wish to learn more than the basics of German.	55.6%	12.2%	32.2%

Scores for **Table 9.18**

Mean: Disagree 33.2% Agree 51.1%

Input

***t*-test statistics for Tables 9.17 and 9.18**

Table 9.21 Learner autonomy for 40 respondents with additional exposure to learn German

	Disagree	Don't know	Agree
68. I like working on my own in German.	32.5%	25%	42.5%
69. I like working on my own in German because I find it rewarding.	35%	27.5%	37.5%
70. I like working on my own in German because I find it enjoyable.	45%	20%	35%
71. I like working on my own in German because my teacher advises me to do so.	40%	30%	30%
72. I like working on my own in German because I need to improve my German.	12.5%	22.5%	65%
73. If I did not work on my own in German, I would feel I was missing an opportunity.	30%	30%	40%
74. I like the challenge of learning and using new grammatical structures and vocabulary in German.	40%	22.5%	37.5%
75. I try out difficult structures and vocabulary to show how good my German is.	57.5%	15%	27.5%
76. I try out difficult structures and vocabulary to improve my German.	42.5%	10%	47.5%
77. I try to speak German outside of class time.	50%	10%	40%
78. I use German outside of class because my teacher advises me to do so.	57.5%	25%	17.5%
79. I enjoy reading and writing German in my own time.	80%	5%	15%
80. My German teacher advises me to read German in my own time.	52.5%	7.5%	40%
81. I want to improve my German reading skills in my own time.	47.5%	12.5%	40%
82. Reading in German gives me the opportunity to prove that I can understand German.	22.5%	15%	62.5%
83. I rarely read anything in German apart from my German textbooks.	20%	5%	75%
84. I try to watch German films and television.	65%	12.5%	22.5%
85. When I watch German television in my own time this is because I like German language television.	75%	12.5%	12.5%
86. I watch German television in my own time because I want to gain more exposure to German.	65%	7.5%	27.5%
87. Watching German television gives me the opportunity to show that I can understand German.	57.5%	10%	32.5%
88. I enjoy listening to German when I watch German television.	65%	7.5%	27.5%
89. My teacher of German advises me to watch German television.	55%	20%	25%
90. If the chance arises, I talk to speakers of German because I enjoy using my German.	30%	15%	60%
91. If the chance arises, I talk to speakers of German because it improves my German.	22.5%	15%	62.5%
92. If the chance arises, I talk to speakers of German to prove that I can speak German.	37.5%	15%	47.5%
93. If the chance arises, I talk to speakers of German because I want to know about German speaking countries and make friends there.	40%	12.5%	47.5%
Scores for Table 9.21	Mean: Disagree	45.2%	Agree 39.1%

Table 9.22 Learner autonomy for 360 respondents with no additional exposure to learn German

	Disagree	Don't know	Agree
68. I like working on my own in German.	43.8%	21.1%	35.1%
69. I like working on my own in German because I find it rewarding.	50%	19.2%	30.8%
70. I like working on my own in German because I find it enjoyable.	56.8%	20.2%	23%
71. I like working on my own in German because my teacher advises me to do so.	57.3%	25.5%	17.2%
72. I like working on my own in German because I need to improve my German.	24.4%	20.5%	55.1%
73. If I did not work on my own in German, I would feel I was missing an opportunity.	46.4%	27.5%	26.1%
74. I like the challenge of learning and using new grammatical structures and vocabulary in German.	45.9%	18%	36.1%
75. I try out difficult structures and vocabulary to show how good my German is.	64.8%	14.4%	20.8%
76. I try out difficult structures and vocabulary to improve my German.	46.8%	14.1%	39.1%
77. I try to speak German outside of class time.	61.5%	9.7%	28.8%
78. I use German outside of class because my teacher advises me to do so.	76.2%	12.7%	11.1%
79. I enjoy reading and writing German in my own time.	74.5%	15%	10.5%
80. My German teacher advises me to read German in my own time.	47.4%	13.8%	38.8%
81. I want to improve my German reading skills in my own time.	50.1%	18.8%	31.1%
82. Reading in German gives me the opportunity to prove that I can understand German.	23.8%	22.8%	53.4%
83. I rarely read anything in German apart from my German textbooks.	17.2%	7.5%	75.3%
84. I try to watch German films and television.	64.8%	11.1%	24.1%
85. When I watch German television in my own time this is because I like German television.	72.3%	13%	14.7%
86. I watch German television in my own time because I want to gain more exposure to German.	60.1%	13.3%	26.6%
87. Watching German television gives me the opportunity to show that I can understand German.	53.4%	15.8%	30.8%
88. I enjoy listening to German when I watch German television.	60.1%	15.8%	24.1%
89. My teacher of German advises me to watch German television.	64.5%	14.4%	21.1%
90. If the chance arises, I talk to speakers of German because I enjoy using my German.	42.2%	17.5%	40.3%
91. If the chance arises, I talk to speakers of German because it improves my German.	33.3%	16.1%	50.6%
92. If the chance arises, I talk to speakers of German to prove that I can speak German.	41.1%	20.8%	38.1%
93. If the chance arises, I talk to speakers of German because I want to know about German speaking countries and make friends there.	42.3%	19.4%	38.3%

Scores for **Table 9.22**

Mean: Disagree 50.8% Agree 32.3%

Table 9.24 Semantic differential assessment of the German Leaving Certificate course for 360 respondents with no additional exposure to learn German

	German course difficulty	Disagree	Don't know	Agree
94. The German Leaving Cert. course is difficult.		16.3%	6.3%	77.4%
95. The German Leaving Cert. course is easy.		85.1%	7.2%	7.7%
96. The German Leaving Cert. course is clear.		32.2%	19.1%	48.7%
97. The German Leaving Cert. course is confusing.		45.7%	11.6%	42.7%
	German course evaluation			
98. The German Leaving Cert. course is enjoyable.		52.3%	21.9%	25.8%
99. The German Leaving Cert. course is unenjoyable.		35.5%	18%	46.5%
100. The German Leaving Cert. course is rewarding.		20.8%	18.3%	60.9%
101. The German Leaving Cert. course is unrewarding.		61.2%	19.7%	19.1%
	German course interest			
102. The German Leaving Cert. course is interesting.		37.2%	17.7%	45.1%
103. The German Leaving Cert. course is boring.		48.2%	13.8%	38%
104. The German Leaving Cert. course is exciting.		67.6%	17.2%	15.2%
105. The German Leaving Cert. course is tiring.		23.6%	23.3%	53.1%
	German course utility			
106. The German Leaving Cert. course is necessary.		18.8%	18.8%	62.4%
107. The German Leaving Cert. course is unnecessary		66.8%	18.8%	14.4%
108. The German Leaving Cert. course is useful.		10.2%	13.3%	76.5%
109. The German Leaving Cert. course is useless.		78.4%	14.1%	7.5%

Scores for **Table 9.24** Mean: Disagree 38.9% Agree 44.8%

Mean 1 **Input** **18.68** *t*-test statistics for Tables 9.23 and 9.24
 mean 1 eq: 0.467 (sd = 0.499) (se = 0.0799)

Mean 2 **161.28** mean 2 eq: 0.448 (sd = 0.497) (se = 0.0262)

(40 respondents in Table 9.23) difference between means:
 difference eq: 0.019 (sd = 0.576) (se = 0.0831)

(360 respondents in Table 9.24) 95% CI: - 0.1439 < difference < 0.1819 (Wald)

t- value of difference: 0.229; df t: 48

probability: 0.410107 (left tail pr: 0.58989)

doublesided *p*- value: 0.8202

Part 3 - The Irish Language

Table 9.25 Attitudes towards speakers of Irish for 165 respondents who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	12.5%	15%	72.5%
111. I have a favourable attitude towards native speakers of Irish.	7.5%	10%	82.5%
112. I like the Irish language culture.	5.6%	3.7%	90.7%
113. The Irish people in general should make a greater effort to learn Irish.	6.2%	4.3%	89.5%
114. I like listening to non-native speakers of Irish.	17.5%	26.2%	56.3%
115. I like listening to native speakers of Irish.	10%	8.7%	81.3%
116. I admire non-native speakers of Irish.	11.2%	19.3%	69.5%
117. I admire native speakers of Irish.	5.6%	10%	84.4%
118. I like speaking to non-native speakers of Irish.	12.5%	22.5%	65%
119. I like to hear Irish spoken well.	4.3%	8.1%	87.6%
Scores for Table 9.25	Mean: Disagree 9.2%	Agree 78.7%	

Table 9.26 Attitudes towards speakers of Irish for 235 respondents who did not attend Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	23.4%	31.9%	44.7%
111. I have a favourable attitude towards native speakers of Irish.	15.4%	23.4%	61.2%
112. I like the Irish language culture.	17.5%	14.3%	68.2%
113. The Irish people in general should make a greater effort to learn Irish.	23.4%	13.2%	63.4%
114. I like listening to non-native speakers of Irish.	39.3%	31.3%	29.4%
115. I like listening to native speakers of Irish.	24.4%	21.8%	53.8%
116. I admire non-native speakers of Irish.	20%	27.1%	52.7%
117. I admire native speakers of Irish.	15.9%	21.2%	62.9%
118. I like speaking to non-native speakers of Irish.	35.1%	31.9%	33%
119. I like to hear Irish spoken well.	15.4%	18%	66.6%
Scores for Table 9.26	Mean: Disagree 23%	Agree 53.5%	

Input

Mean 1 **129.855**

Mean 2 **125.725**

t-test statistics for Tables 9.25 and 9.26

mean 1 eq: 0.787 (sd = 0.409) (se = 0.032)

mean 2 eq: 0.535 (sd = 0.499) (se = 0.0326)

difference between means:

(165 respondents in Table 9.25) difference eq: 0.252 (sd = 0.8976) (se = 0.0455)

(235 respondents in Table 9.26) 95% CI: 0.1627 < difference < 0.3413 (Wald)

t- value of difference: 5.533; df – t: 388

probability: 0 (left tail pr: 1)

doublesided *p*- value: 0

Table 9.27 Attitudes towards learning Irish for 165 respondents who attended Irish language courses in the Gaeltacht

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	16.8%	18.2%	65%
121. I really enjoy learning Irish.	20.6%	13.7%	65.7%
122. Irish is an important part of the school curriculum.	10.6%	8.1%	81.3%
123. I plan to learn as much Irish as possible.	18.7%	13.2%	68.1%
124. I love learning Irish.	22.5%	18.1%	59.4%
Negatively Worded Items			
125. I hate learning Irish.	76.2%	10.6%	13.2%
126. I would rather spend all my time on subjects other than Irish.	63.1%	15.6%	21.3%
127. I think that learning Irish is dull.	83.9%	6.8%	9.3%
128. Learning Irish is a waste of time.	85.7%	7.5%	6.8%
129. When I leave school, I shall give up learning Irish entirely because I am not interested in it.	68.2%	16.2%	15.6%

Scores for **Table 9.27**

Mean: Disagree 15.5%

Agree 71.6%

Table 9.28 Attitudes towards learning Irish for 235 respondents who did not attend Irish language courses in the Gaeltacht

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	48.4%	27.1%	24.5%
121. I really enjoy learning Irish.	45.7%	21.8%	32.5%
122. Irish is an important part of the school curriculum	26%	11.1%	62.9%
123. I plan to learn as much Irish as possible.	39.8%	24.4%	35.8%
124. I love learning Irish.	54.2%	28.7%	17.1%
Negatively Worded Items			
125. I hate learning Irish.	44.8%	19.1%	36.1%
126. I would rather spend all my time on subjects other than Irish.	25.1%	27.6%	47.3%
127. I think that learning Irish is dull.	46.9%	17%	36.1%
128. Learning Irish is a waste of time.	58.6%	16.4%	25%
129. When I leave school, I shall give up learning Irish entirely because I am not interested in it.	31.5%	27.1%	41.4%

Scores for **Table 9.28**

Mean: Disagree 40%

Agree 37.9%

Mean 1 **Input** **118.14** *t*-test statistics for **Tables 9.27 and 9.28**
mean 1 eq: 0.716 (sd = 0.451) (se = 0.0352)

Mean 2 **89.065** mean 2 eq: 0.379 (sd = 0.485) (se = 0.0317)

difference between means:

(165 respondents in Table 9.27) difference eq: 0.337 (sd = 0.9071) (se = 0.0473)

(235 respondents in Table 9.28) 95% CI: 0.2444 < difference < 0.4296 (Wald)

t- value of difference: 7.13; df – t: 368

probability: 0 (left tail pr: 1)

doublesided *p*- value: 0

Table 9.29 Integrative orientation for 165 respondents who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	16.2%	18.8%	65%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	16.8%	16.4%	66.8%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	14.3%	14.3%	71.4%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	20%	21.2 %	58.8%

Scores for **Table 9.29**

Mean: Disagree 16.8%

Agree 65.5%

Table 9.30 Integrative orientation for 235 for respondents who did not attend Irish language Gaeltacht courses

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	36.1%	23.9%	40%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	34%	23.4%	42.6%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	38.8%	19.1%	42.1%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	20.3%	22.3%	57.4%

Scores for **Table 9.30**

Mean: Disagree 32.3%

Agree 45.5%

	Input	<i>t</i>-test statistics for Tables 9.29 and 9.30
Mean 1	108.075	mean 1 eq: 0.655 (sd = 0.475) (se = 0.0371)
Mean 2	106.925	mean 2 eq: 0.455 (sd = 0.498) (se = 0.0326)

difference between means:

(165 respondents in Table 9.29) difference eq: 0.2 (sd = 0.9382) (se = 0.0492)

(235 respondents in Table 9.30) 95% CI: 0.1035 < difference < 0.2965 (Wald)

t- value of difference: 4.062; df – t: 363

probability: 0.00003 (left tail pr: 0.99997)

doublesided *p*- value: 0.0001

Table 9.31 Instrumental orientation for 165 respondents who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
134. Learning Irish can be important for me only because I will need it for my future career.	49.3%	23.2%	27.5%
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	17.5%	20%	62.5%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	35.7%	22.5%	41.8%
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	31.8%	24.3%	43.9%

Scores for **Table 9.31**

Mean: Disagree 33.5% Agree 43.9%

Table 9.32 Instrumental orientation for 235 respondents who did not attend Irish language Gaeltacht courses

	Disagree	Don't know	Agree
134. Learning Irish can be important for me only because I will need it for my future career.	42.9%	24.2%	32.9%
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	37.2%	22.3%	40.5%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	39.4%	21.3%	39.0%
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	24.4%	26.2%	49.4%

Scores for **Table 9.32**

Mean: Disagree 35.7% Agree 40.5%

	Input	t-test statistics for Tables 9.31 and 9.32
Mean 1	72.435	mean 1 eq: 0.439 (sd = 0.496) (se = 0.0388)
Mean 2	95.175	mean 2 eq: 405 (sd = 0.491) (se = 0.0321)
difference between means:		
(165 respondents in Table 9.31)		difference eq: 0.034 (sd = 0.9398) (se = 0.0502)
(235 respondents in Table 9.32)		95% CI: - 0.0644 < difference < 0.1324 (Wald)
		t- value of difference: 0.678; df – t: 350
		probability: 0.750529 (left tail pr: 0.24947)
		doublesided p- value: 0.4989

Table 9.33 Irish class anxiety for 165 respondents who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
138. It embarrasses me to volunteer answers in the Irish class.	77.5%	6.2%	16.3%
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	72.5%	7.5%	20%
140. I always feel that the other students speak Irish better than I do.	65.7%	9.6%	24.7%
141. I get nervous and confused when I am speaking Irish in the Irish class.	78.2%	6.8%	15%
142. I am afraid that the other students will laugh at me when I speak Irish.	84.9%	4.3%	10.8%

Scores for Table 9.33

Mean: Disagree 75.7% Agree 17.3%

Table 9.34 Irish class anxiety for 235 respondents who did not attend Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
138. It embarrasses me to volunteer answers in the Irish class.	59.7%	12.7%	27.6%
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	53.3%	10.6%	36.1%
140. I always feel that the other students speak Irish better than I do.	45.4%	14.8%	39.8%
141. I get nervous and confused when I am speaking Irish in the Irish class.	56.5%	14.3%	29.2%
142. I am afraid that the other students will laugh at me when I speak Irish.	71.4%	13.8%	14.8%
Scores for Table 9.34	Mean: Disagree 57.2%	Agree 29.5%	

Input

Mean 1 **28.545**

Mean 2 **69.325**

t-test statistics for Tables 9.33 and 9.34

mean 1 eq: 0.173 (sd = 0.378) (se = 0.0295)

mean 2 eq: 0.295 (sd = 0.456) (se = 0.0298)

difference between means:
 (165 respondents in Table 9.33) difference eq: - 0.122 (sd = 0.8235) (se = 0.0419)

(235 respondents in Table 9.34) 95% CI: - 0.204 < difference < 0.04 (Wald)

t- value of difference: -2.915; df – t: 387

probability: 0.998115 (left tail pr: 0.00189)

doublesided p- value: 0.0038

Table 9.35 Parental encouragement for 165 respondents who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
143. My parents try to help me with my Irish.	36.8%	9.3%	53.9%
144. My parents are happy that I am doing Irish.	8.2%	4.3%	87.5%
145. My parents would like me to keep up my Irish.	14.3%	15.7%	70%
146. My parents think that I should give more time to my Irish.	36.2%	27.5%	36.3%
147. My parents really encourage me to learn Irish.	17.5%	14.3%	68.2%
148. My parents show a lot of interest in anything to do with my Irish school course.	23.7%	25.6%	50.7%
149. My parents encourage me to practice my Irish.	17.5%	16.8%	65.7%
150. My parents stress the importance of Irish for me when I leave school.	50%	18.2%	31.8%
151. My parents feel that I should really try to learn Irish.	21.2%	18.2%	60.6%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	18.8%	14.4%	66.8%
Scores for Table 9.35	Mean: Disagree 24.4%	Agree 59.1%	

Table 9.36 Parental encouragement for 235 respondents who did not attend Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
143. My parents try to help me with my Irish.	37.3%	20.7%	42%
144. My parents are happy that I am doing Irish.	19.1%	27.1%	53.8%
145. My parents would like me to keep up my Irish.	23.9%	31.9%	44.2%
146. My parents think that I should give more time to my Irish.	43.6%	46.2%	10.2%
147. My parents really encourage me to learn Irish.	38.8%	32.9%	28.3%
148. My parents show a lot of interest in anything to do with my Irish school course.	28.2%	36.7%	35.1%
149. My parents encourage me to practice my Irish.	39.3%	26%	34.7%
150. My parents stress the importance of Irish for me when I leave school.	40%	31.9%	28.1%
151. My parents feel that I should really try to learn Irish.	37.2%	30.8%	32%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	26.5%	18.6%	54.9%
Scores for Table 9.36	Mean: Disagree 33.3%	Agree 36.5%	

Input

Mean 1 **97.515**

Mean 2 **85.775**

t-test statistics for Tables 9.35 and 9.36

mean 1 eq: 0.591 (sd = 0.492) (se = 0.0384)

mean 2 eq: 0.365 (sd = 0.481) (se = 0.0315)

difference between means:

(165 respondents in Table 9.35) difference eq: 0.226 (sd = 0.9242) (se = 0.0495)

(235 respondents in Table 9.36) 95% CI: 0.129 < difference < 0.323 (Wald)

t- value of difference: 4.565; df – t: 348

probability: 0.000004 (left tail pr: 1)

doublesided p- value: 0

Table 9.37 Motivational intensity for 165 respondents who attended Irish language courses in the Gaeltacht

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	14.3%	6.2%	79.5%
154. I keep up to date with my Irish by working on it almost everyday.	30%	12.5%	57.5%
155. When I have a problem with Irish in class, I always ask the teacher for help.	28.7%	8.1%	63.2%
156. I really work hard to learn Irish.	21.8%	18.2%	60%
157. When I am learning Irish, I ignore distractions and stick to the job at hand.	33.7%	23.7%	42.6%
Negatively Worded Items			
158. I don't pay much attention to the feedback I receive in my Irish class.	63.1%	18.2%	18.7%
159. I don't bother checking my corrected exercises in my Irish course.	76.3%	6.2%	17.5%
160. I tend to approach my Irish homework in a random and unpleasant manner.	71.9%	7.5%	20.6%
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	76.3%	7.5%	16.2%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	70.7%	10%	19.3%
Scores for Table 9.37		Mean: Disagree 22%	Agree 66.1%

Table 9.38 Motivational intensity for 235 respondents who did not attend Irish language courses in the Gaeltacht

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	27.1%	17.5%	55.4%
154. I keep up to date with my Irish by working on it almost everyday.	42.5%	19.6%	37.9%
155. When I have a problem with Irish in class, I always ask the Irish teacher for help.	30.8%	17%	52.2%
156. I really work hard to learn Irish.	33.5%	22.3%	44.2%
157. When I am learning Irish, I ignore distractions and stick to the job in hand.	48.9%	29.2%	21.9%
Negatively Worded Items			
158. I don't pay much attention to the feedback I receive in my Irish class.	50.1%	21.2%	28.7%
159. I don't bother checking my corrected exercises in my Irish course.	61.1%	13.4%	25.5%
160. I tend to approach my Irish homework in a random and unpleasant manner.	54.3%	13.8%	31.9%
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	65.3%	11.7%	23%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	44.3%	22.8%	32.9%
Scores for Table 9.38		Mean: Disagree 32.4%	Agree 48.6%

	Input	t-test statistics for Tables 9.37 and 9.38
Mean 1	109.065	mean 1 eq: 0.661 (sd = 0.473) (se = 0.037)
Mean 2	114.21	mean 2 eq: 0.486 (sd = 0.5) (se = 0.0327)
		difference between means:

(165 respondents in Table 9.37) difference eq: 0.175 (sd = 0.9396) (se = 0.0492)

(235 respondents in Table 9.38) 95% CI: 0.0786 < difference < 0.2714 (Wald)

t- value of difference: 3.557; df – t: 364

probability: 0.000215 (left tail pr: 0.99978)

doublesided *p*- value: 0.0004

Table 9.39 Desire to learn Irish for 165 respondents who attended Irish language courses in the Gaeltacht

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	54.3%	15.7%	30%
164. If it were up to me, I would spend all of my time learning Irish.	63.1%	19.3%	17.6%
165. I want to learn Irish so well that it will become second nature to me.	17.5%	10.7%	71.8%
166. I would like to learn as much Irish as possible.	16.2%	10.6%	73.2%
167. I wish I were fluent in Irish.	8.7%	6.3%	85%
Negatively Worded Items			
168. Knowing Irish is not really an important goal in my life.	61.3%	10%	28.7%
169. I sometimes daydream about dropping Irish.	75.7%	11.2%	13.1%
170. I find I'm losing any desire I ever had to know Irish.	75%	10%	15%
171. I really have little desire to learn Irish.	76.9%	8.1%	15%
172. I haven't any great wish to learn more than the basics of Irish.	74.5%	11.2%	14.3%
Scores for Table 9.39	Mean: Disagree 24.5%	Agree 64.1%	

Table 9.40 Desire to learn Irish for 235 respondents who did not attend Irish language courses in the Gaeltacht

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	48.5%	21.2%	30.3%
164. If it were up to me, I would spend all of my time learning Irish.	61.8%	22.3%	15.9%
165. I want to learn Irish so well that it will become second nature to me.	44.6%	15.9%	39.5%
166. I would like to learn as much Irish as possible.	25%	13.2%	61.8%
167. I wish I were fluent in Irish.	23.9%	10.1%	66%
Negatively Worded Items			
168. Knowing Irish is not really an important goal in my life.	38.9%	20.2%	40.9%
169. I sometimes daydream about dropping Irish.	48.5%	22.3%	29.2%
170. I find I'm losing any desire I ever had to know Irish.	46.3%	18.6%	35.1%
171. I really have little desire to learn Irish.	51.7%	15.9%	32.4%
172. I haven't any great wish to learn more than the basics of Irish.	44.3%	19.6%	36.1%
Scores for Table 9.40	Mean: Disagree 37.7	Agree 44.3%	

Input

***t*-test statistics for Tables 9.39 and 9.40**

Mean 1 **105.765** mean 1 eq: 0.641 (sd = 0.48) (se = 0.0375)

Mean 2 **104.105** mean 2 eq: 0.443 (sd = 0.497) (se = 0.0325)

difference between means:
 (165 respondents in Table 9.39) difference eq: 0.198 (sd = 0.939) (se = 0.0494)

(235 respondents in Table 9.40) 95% CI: 0.1011 < difference < 0.2949 (Wald)

t- value of difference: 4.005; df – t: 360

probability: 0.000038 (left tail pr: 0.99996)

doublesided *p*- value: 0.0001

Table 9.41 Orientation index for 165 respondents who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	33.1%	18.7%	48.2%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	23.1%	14.3%	62.6%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	18.1%	13.7%	68.2%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	20%	16.8%	63.2%
Scores for Table 9.41	Mean: Disagree 23.5%		Agree 60.5%

Table 9.42 Orientation index for 235 respondents who did not attend Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	32.4%	22%	45.6%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	40.4%	17%	42.6%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	40.9%	19.1%	40%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	35.6%	22.8%	41.6%
Scores for Table 9.42	Mean: Disagree 37.3%		Agree 42.4%

Input **t-test statistics for Tables 9.41 and 9.42**

Mean 1 **99.825** mean 1 eq: 0.605 (sd = 0.489) (se = 0.0382)

Mean 2 **99.64** mean 2 eq: 0.424 (sd = 0.494) (se = 0.0323)

difference between means:
 (165 respondents in Table 9.41) difference eq: 0.181 (sd = 0.9404) (se = 0.0499)

(235 respondents in Table 9.42) 95% CI: 0.0832 < difference < 0.2788 (Wald)

t- value of difference: 3.629; df – t: 355

probability: 0.000162 (left tail pr: 0.99984)

doublesided *p*- value: 0.0003

Table 9.43 Learner autonomy for 165 respondents who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
177. I like working on my own in Irish.	26.3%	18.7%	55%
178. I like working on my own in Irish because I find it rewarding.	33.2%	16.2%	50.6%
179. I like working on my own in Irish because I find it enjoyable.	36.8%	19.5%	43.7%
180. I like working on my own in Irish because my teacher advises me to do so.	43.1%	24.3%	32.6%
181. I like working on my own in Irish because I need to improve my Irish.	28.7%	18.1%	53.2%
182. If I did not work on my own in Irish, I would feel I was missing an opportunity.	42.5%	18.2%	39.3%
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	31.2%	23.1%	45.7%
184. I try out difficult structures and vocabulary to show how good my Irish is.	37.5%	20%	42.5%
185. I try out difficult structures and vocabulary to improve my Irish.	28.7%	11.3%	60%
186. I try to speak Irish outside of class time.	36.8%	9.4%	53.8%
187. I use Irish out of class because my teacher advises me to do so.	53.2%	11.8%	35%
188. I enjoy reading and writing Irish in my own time.	49.3%	21.2%	29.5%
189. My teacher of Irish advises me to read Irish in my own time.	31.3%	13.7%	55%
190. I want to improve my Irish reading skills in my own time.	36.8%	13.7%	49.5%
191. Reading in Irish gives me the opportunity to prove that I can understand Irish.	15.6%	11.8%	72.6%
192. I rarely read anything in Irish apart from my Irish textbooks.	43.2%	10.6%	46.2%
193. I try to watch Irish language films and television.	23.2%	12.5%	64.3%
194. When I watch Irish language television in my own time this is because I like Irish language television.	32.5%	11.8%	55.7%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	21.2%	10%	68.8%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	21.8%	10.6%	67.6%
197. I enjoy listening to Irish when I watch Irish language television.	22.5%	12.5%	65%
198. My teacher of Irish advises me to watch Irish language television.	26.8%	11.4%	61.8%
199. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	20%	9.3%	70.7%
200. If the chance arises, I talk to speakers of Irish because it improves my Irish.	23.7%	8.1%	68.2%
201. If the chance arises, I talk to speakers of Irish to prove that I can speak Irish.	29.3%	13.1%	57.6%
202. If the chance arises, I talk to speakers of Irish because I want to know about the Gaeltacht regions and make friends there.	31.2%	20.6%	48.2%
Scores for Table 9.43	Mean: Disagree 31.7%	Agree 53.5%	

Table 9.44 Learner autonomy for 235 for respondents who did not attend Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
177. I like working on my own in Irish.	42.5%	26.5%	31%
178. I like working on my own in Irish because I find it rewarding.	23%	25.5%	51.5%
179. I like working on my own in Irish because I find it enjoyable.	29.9%	27.1%	43%
180. I like working on my own in Irish because my teacher advises me to do so.	26.7%	28.1%	45.2%
181. I like working on my own in Irish because I need to improve my Irish.	35.6%	23.9%	40.5%
182. If I did not work on my own in Irish, I would feel I was missing an opportunity.	25.6%	30.3%	44.1%
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	36.8%	25%	38.2%
184. I try out difficult structures and vocabulary to show how good my Irish is.	38.9%	20.2%	40.9%
185. I try out difficult structures and vocabulary to improve my Irish.	52.1%	16.4%	31.5%
186. I try to speak Irish outside of class time.	58.5%	16.4%	25.1%
187. I use Irish outside of class because my teacher advises me to do so.	49.6%	21.2%	29.2%
188. I enjoy reading and writing Irish in my own time.	51.8%	17.9%	30.3%
189. My teacher of Irish advises me to read Irish in my own time.	45.7%	14.3%	40%
190. I want to improve my Irish reading skills in my own time.	56.3%	21.8%	21.9%
191. Reading in Irish gives me the opportunity to prove that I can understand Irish.	37.2%	18%	44.8%
192. I rarely read anything in Irish apart from my Irish textbooks.	35.1%	14.3%	50.6%
193. I try to watch Irish language films and television.	55.8%	17%	27.2%
194. When I watch Irish language television in my own time this is because I like Irish language television.	61.1%	23.4%	15.5%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	56.3%	15.4%	28.3%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	54.2%	17%	28.8%
197. I enjoy listening to Irish when I watch Irish language television.	48.9%	19.1%	32%
198. My teacher of Irish advises me to watch Irish language television.	44.6%	17%	38.4%
199. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	51.5%	21.8%	26.7%
200. If the chance arises, I talk to speakers of Irish because it improves my Irish.	48.4%	15.4%	36.2%
201. If the chance arises, I talk to speakers of Irish to prove that I can speak Irish.	47.3%	23.9%	28.8%
202. If the chance arises, I talk to speakers of Irish because I want to know about the Gaeltacht regions and make friends there.	36.3%	26.5%	37.2%
Scores for Table 9.44	Mean: Disagree 44.1%	Agree 34.8%	

Input
 Mean 1 **88.275** **t-test statistics for Tables 9.43 and 9.44**
 mean 1 eq: 0.535 (sd = 0.499) (se = 0.0389)
 Mean 2 **81.76** mean 2 eq: 0.348 (sd = 0.476) (se = 0.0311)
 difference between means:
 (165 respondents in Table 9.43) difference eq: 0.1871 (sd = 0.9207) (se = 0.0497)
 (235 respondents in Table 9.44) 95% CI: 0.0896 < difference < 0.2845 (Wald)
 t- value of difference: 3.76; df – t: 342
 probability: 0.000101 (left tail pr: 09999)
 doublesided *p*- value: 0.0002

Table 9.45 Semantic differential assessment of the Irish Leaving Certificate course for 165 respondents who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
Irish course difficulty			
203. The Irish Leaving Cert. course is difficult.	38.1%	11.2%	50.7%
204. The Irish Leaving Cert. course is easy.	56.2%	10%	33.8%
205. The Irish Leaving Cert. course is clear.	22.5%	14.3%	63.2%
206. The Irish Leaving Cert. course is confusing.	71.2%	13.1%	15.7%
Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.	27.5%	17.5%	55%
208. The Irish Leaving Cert. course is unenjoyable.	63.7%	13.7%	22.6%
209. The Irish Leaving Cert. course is rewarding.	19.3%	16.2%	64.5%
210. The Irish Leaving Cert. course is unrewarding.	66.8%	18.8%	14.4%
Irish course interest			
211. The Irish Leaving Cert. course is interesting.	30%	10.6%	59.4%
212. The Irish Leaving Cert. course is boring.	61.8%	12.5%	25.7%
213. The Irish Leaving Cert. course is exciting.	58.7%	18.7%	22.6%
214. The Irish Leaving Cert. course is tiring.	37.5%	13.1%	49.4%
Irish course utility			
215 The Irish Leaving Cert. course is necessary.	15.6%	10%	74.4%
216. The Irish Leaving Cert. course is unnecessary.	78.1%	8.7%	13.2%
217. The Irish Leaving Cert. course is useful.	15%	8.2%	76.8%
218. The Irish Leaving Cert. course is useless.	79.3%	5%	15.7%
Scores for Table 9.45	Mean: Disagree 28.2%		Agree 59.1%

Table 9.46 Semantic differential assessment of the Irish Leaving Certificate course for 235 respondents who did not attend Irish language courses in the Gaeltacht

	Irish course difficulty	Disagree	Don't know	Agree
203. The Irish Leaving Cert. course is difficult.		37.2%	11.8 %	51%
204. The Irish Leaving Cert. course is easy.		53.7%	11.8 %	32%
205. The Irish Leaving Cert. course is clear.		38.2%	18%	43.8%
206. The Irish Leaving Cert. course is confusing.		39.5%	19.1%	41.4%
	Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.		52.1%	21.2%	26.7%
208. The Irish Leaving Cert. course is unenjoyable.		53.1%	21.8%	25.1%
209. The Irish Leaving Cert. course is rewarding.		32%	22.3%	45.7%
210. The Irish Leaving Cert. course is unrewarding.		45.8%	22%	32.2%
	Irish course interest			
211. The Irish Leaving Cert. course is interesting.		23.5%	21.8%	54.7%
212. The Irish Leaving Cert. course is boring.		38.4%	15.4%	46.2%
213. The Irish Leaving Cert. course is exciting.		51.7%	25.5%	22.8%
214. The Irish Leaving Cert. course is tiring.		30.8%	12.7%	56.5%
	Irish course utility			
215 The Irish Leaving Cert. course is necessary.		26.5%	14.8%	58.7%
216. The Irish Leaving Cert. course is unnecessary.		56.5%	15.9%	27.6%
217. The Irish Leaving Cert. course is useful.		36.7%	15.9%	47.4%
218. The Irish Leaving Cert. course is useless.		50.6%	13.9%	35.5%

Scores for **Table 9.46**

Mean: Disagree 39.2%

Agree 42.7%

	Input	t-test statistics for Tables 9.45 and 9.46
Mean 1	97.515	mean 1 eq: 0.591 (sd = 0.492) (se = 0.0384)
Mean 2	100.345	mean 2 eq: 0.427 (sd = 0.495) (se = 0.0323)

difference between means:

(165 respondents in Table 9.45) difference eq: 0.164 (sd = 0.9425) (se = 0.0501)

(235 respondents in Table 9.46) 95% CI: 0.0659 < difference < 0.2621 (Wald)

t- value of difference: 3.276; df – t: 354

probability: 0.000583 (left tail pr: 0.99942)

doublesided p- value: 0.0012

Additional data for a comparative analysis of 65 Higher Level respondents from English-medium schools, who attended Irish language courses in the Gaeltacht, with Irish-medium schools

Table 9.47 Attitudes towards speakers of Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
110. I have a favourable attitude toward non-native speakers of Irish.	11%	12%	77%
111. I have a favourable attitude toward native speakers of Irish.	3%	8%	89%
112. I like the Irish language culture.	5%	5%	90%
113. The Irish people in general should make a greater effort to learn Irish.	5%	3%	92%
114. I like listening to non-native speakers of Irish.	10%	20%	70%
115. I like listening to native speakers of Irish.	6%	5%	89%
116. I admire non-native speakers of Irish.	13%	13%	74%
117. I admire native speakers of Irish.	6%	11%	83%
118. I like speaking to non-native speakers of Irish.	10%	22%	68%
119. I like to hear Irish spoken well.	2%	8%	90%

Scores for **Table 9.47**

Mean: Disagree 7.1%

Agree 82.2%

Table 9.48 Attitudes towards speakers of Irish for 65 Higher Level respondents from English-medium schools who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
110. I have a favourable attitude towards non-native speakers of Irish.	11.2%	15%	73.8%
111. I have a favourable attitude towards native speakers of Irish.	6.2%	10%	83.8%
112. I like the Irish language culture.	6.2%	0%	93.8%
113. The Irish people in general should make a greater effort to learn Irish.	10%	5%	85%
114. I like listening to non-native speakers of Irish.	20%	23.7%	56.3%
115. I like listening to native speakers of Irish.	7.5%	7.5%	85%
116. I admire non-native speakers of Irish.	16.2%	18.7%	65.1%
117. I admire native speakers of Irish.	6.2%	11.2%	82.6%
118. I like speaking to non-native speakers of Irish.	12.5%	25%	62.5%
119. I like to hear Irish spoken well.	3.7%	10%	86.3%

Scores for **Table 9.48**

Mean: Disagree 9.9%

Agree 77.4%

Mean 1 **Input**
82.2

t-test statistics for Tables 9.47 and 9.48
mean 1 eq: 0.822 (sd = 0.383) (se = 0.0384)

Mean 2 **50.31**

mean 2 eq: 0.774 (sd = 0.418) (se = 0.0523)

difference between means:

(100 respondents in Table 9.47) difference eq: 0.048 (sd = 0.7293) (se = 0.0645)

(65 respondents in Table 9.48) 95% CI: -0.0783 < difference < 0.1743 (Wald)
t- value of difference: 0.745; df – t: 128

probability: 0.771059 (left tail pr: 0.22894)

doublesided *p*- value: 0.4579

Table 9.49 Attitudes towards learning Irish for the Irish-medium sample (N=100)

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	13%	10%	77%
121. I really enjoy learning Irish.	11%	14%	75%
122. Irish is an important part of the school curriculum.	5%	7%	88%
123. I plan to learn as much Irish as possible.	9%	15%	76%
124. I love learning Irish.	12%	20%	68%
Negatively Worded Items			
125. I hate learning Irish.	86%	8%	6%
126. I would rather spend all my time on subjects other than German.	66%	15%	19%
127. I think that learning Irish is dull.	84%	11%	5%
128. Learning Irish is a waste of time.	82%	8%	10%
129. When I leave school, I shall give up learning Irish entirely because I am not interested in it.	75%	16%	9%

Scores for **Table 9.49**

Mean: Disagree 9.9%

Agree 77.7%

Table 9.50 Attitudes towards learning Irish for 65 Higher Level respondents from English-medium schools who attended Irish language courses in the Gaeltacht

Positively Worded Items	Disagree	Don't know	Agree
120. Learning Irish is really great.	18.7%	26.2%	55.1%
121. I really enjoy learning Irish.	21.2%	12.5%	66.3%
122. Irish is an important part of the school curriculum.	13.7%	5%	81.3%
123. I plan to learn as much Irish as possible.	22.5%	10%	67.5%
124. I love learning Irish.	20%	18.7%	61.3%
Negatively Worded Items			
125. I hate learning Irish.	76.3%	11.2%	12.5%
126. I would rather spend all my time on subjects other than Irish.	60%	15%	25%
127. I think that learning Irish is dull.	72.5%	7.5%	20%
128. Learning Irish is a waste of time.	86.3%	6.2%	7.5%
129. When I leave school, I shall give up learning Irish entirely because I am not interested in it.	65%	15%	20%

Scores for **Table 9.50**

Mean: Disagree 18.1%

Agree 69.1%

Mean 1 **Input**
77.7

t-test statistics for Tables 9.49 and 9.50
mean 1 eq: 0.777 (sd = 0.416 (se = 0.0418)

Mean 2 **44.915**

mean 2 eq: 0.691 (sd = 0.462) (se = 0.0578)

difference between means:

(100 respondents in Table 9.49) difference eq: 0.086 (sd = 0.7969) (se = 0.0708)

(65 respondents in Table 9.50) 95% CI: -0.0528 < difference < 0.2248 (Wald)

t-value of difference: 1.214; df – t: 126

probability: 0.885995 (left tail pr: 0.114)

doublesided *p*-value: 0.228

Table 9.51 Integrative orientation in Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	9%	20%	71%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	10%	16%	74%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language	12%	11%	77%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	10%	17%	73%

Scores for **Table 9.51**

Mean: Disagree 10.2%

Agree 73.7%

Table 9.52 Integrative orientation for 65 Higher Level respondents from English-medium schools who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	17.5%	11.2%	71.3%
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	18.7%	17.5%	63.8%
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	15%	13%	72%
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish cultural groups.	23.7%	23.7%	52.6%

Scores for **Table 9.52**

Mean: Disagree 18.7%

Agree 64.9%

Input

***t*-test statistics for Tables 9.51 and 9.52**

Mean 1 **73.7**

mean 1 eq: 0.737 (sd = 0.44 (se = 0.0442)

Mean 2 **42.185**

mean 2 eq: 0.649 (sd = 0.477) (se = 0.0597)

difference between means:

(100 respondents in Table 9.51) difference eq: -0.088 (sd = 0.8376) (se = 0.0738)

(65 respondents in Table 9.52) 95% CI: -0.0566 < difference < 0.2326 (Wald)

t-value of difference: 1.193; df – t: 128

probability: 0.882536 (left tail pr: 0.11746)

doublesided *p*-value: 0.2349

Table 9.53 Instrumental orientation in Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
134. Learning Irish can be important for me only because I will need it for my future career.	36%	24%	40%
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	10%	20%	70%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	22%	23%	55%
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	17%	23%	60%

Scores for **Table 9.53**

Mean: Disagree 21.2%

Agree 56.2%

Table 9.54 Instrumental orientation for 65 Higher Level respondents from English medium-schools who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
134. Learning Irish can be important for me only because I will need it for my future career.	58.7%	20%	21.3%
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	10%	17.5%	72.5%
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	42.5%	21.2%	36.3%
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	30%	20%	50%

Scores for **Table 9.54**

Mean: Disagree 35.3%

Agree 45%

	Input	t-test statistics for Tables 9.53 and 9.54
Mean 1	56.2	mean 1 eq: 0.562 (sd = 0.496 (se = 0.0499)
Mean 2	29.25	mean 2 eq: 0.45 (sd = 0.497) (se = 0.0622)
		difference between means:
(100 respondents in Table 9.53)		difference eq: 0.112 (sd = 0.9254) (se = 0.0792)
(65 respondents in Table 9.54)		95% CI: -0.0432 < difference < 0.2672 (Wald)
		t- value of difference: 1.415; df – t: 136
		probability: 0.919803 (left tail pr: 0.0802)
		doublesided p- value: 0.1604

Table 9.55 Irish class anxiety for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
138. It embarrasses me to volunteer answers in the Irish class.	77%	11%	12%
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	81%	6%	13%
140. I always feel that the other students speak Irish better than I do.	76%	12%	12%
141. I get nervous and confused when I am speaking Irish in the Irish class.	81%	5%	14%
142. I am afraid that the other students will laugh at me when I speak Irish.	83%	9%	8%

Scores for **Table 9.55**

Mean: Disagree 79.6%

Agree 11.8%

Table 9.56 Irish class anxiety for 65 Higher Level respondents from English-medium schools who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
138. It embarrasses me to volunteer answers in the Irish class.	72.5%	6.2%	21.3%
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	68.8%	6.2%	25%
140. I always feel that the other students speak Irish better than I do.	58.8%	10%	31.2%
141. I get nervous and confused when I am speaking Irish in the Irish class.	71.3%	8.7%	20%
142. I am afraid that the other students will laugh at me when I speak Irish.	81.3%	8.7%	10%
Scores for Table 9.56	Mean: Disagree 70.5%		Agree 21.5%

Input
Mean 1 **11.8**

t-test statistics for Tables 9.55 and 9.56
mean 1 eq: 0.118 (sd = 0.323) (se = 0.0324)

Mean 2 **13.975**
mean 2 eq: 0.215 (sd = 0.411) (se = 0.0514)

difference between means:
(100 respondents in Table 9.55) difference eq: -0.097 (sd = 0.6433) (se = 0.0603)

(65 respondents in Table 9.56) 95% CI: -0.2152 < difference < 0.0212 (Wald)

t- value of difference: -1.608; df – t: 113

probability: 0.055085(left tail pr: 0.94492)

doublesided p- value: 0.1102

Table 9.57 Parental encouragement in Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
143. My parents try to help me with my Irish.	38%	17%	45%
144. My parents are happy that I am doing Irish.	5%	7%	88%
145. My parents would like me to keep up my Irish.	7%	8%	85%
146. My parents think that I should give more time to my Irish.	39%	34%	27%
147. My parents really encourage me to learn Irish.	12%	15%	73%
148. My parents show a lot of interest in anything to do with my Irish school course.	19%	31%	50%
149. My parents encourage me to practice my Irish.	14%	19%	67%
150. My parents stress the importance of Irish for me when I leave school.	30%	22%	48%
151. My parents feel that I should really try to learn Irish.	14%	22%	64%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	21%	16%	63%
Scores for Table 9.57	Mean: Disagree 19.9%		Agree 61%

Table 9.58 Parental encouragement for 65 Higher Level respondents from English-medium schools who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
143. My parents try to help me with my Irish.	31.2%	8.7%	60.1%
144. My parents are happy that I am doing Irish.	10%	3.7%	86.3%
145. My parents would like me to keep up my Irish.	16.2%	13.7%	70.1%
146. My parents think that I should give more time to my Irish.	30%	22.5%	47.5%
147. My parents really encourage me to learn Irish.	20%	18.7%	61.3%
148. My parents show a lot of interest in anything to do with my Irish school course.	23.7%	23.7%	52.6%
149. My parents encourage me to practice my Irish.	15%	15%	70%
150. My parents stress the importance of Irish for me when I leave school.	50%	20%	30%
151. My parents feel that I should really try to learn Irish.	18.7%	20%	61.3%
152. My parents urge me to get help from my Irish teacher if I am having problems with my Irish.	17.5%	12.5%	70%

Scores for **Table 9.58** Mean: Disagree 23.2% Agree 60.9%

	Input	t-test statistics for Tables 9.57 and 9.58
Mean 1	61.0	mean 1 eq: 0.61 (sd = 0.488 (se = 0.049)
Mean 2	39.585	mean 2 eq: 0.609 (sd = 0.488) (se = 0.061)
difference between means:		
(100 respondents in Table 9.57)		difference eq: -0.001 (sd = 0.9002) (se = 0.0777)
(65 respondents in Table 9.58)		95% CI: -0.1514 < difference < 0.1534 (Wald)
		t- value of difference: -0.013; df – t: 136
		probability: 0.505126 (left tail pr: 0.49487)
		doublesided p- value: 0.9897

Table 9.59 Motivational intensity in Irish for the Irish-medium sample (N=100)

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	8%	9%	83%
154. I keep up to date with my Irish by working on it almost everyday.	23%	12%	65%
155. When I have a problem with Irish in class, I always ask the Irish teacher for help.	21%	8%	71%
156. I really work hard to learn Irish.	16%	16%	68%
157. When I am learning Irish, I ignore distractions and stick to the job at hand.	25%	22%	53%
Negatively Worded Items			
158. I don't pay much attention to the feedback I receive in my Irish class.	58%	21%	21%
159. I don't bother checking my corrected exercises in my Irish course.	70%	9%	21%
160. I tend to approach my Irish homework in a random and unpleasant manner.	67%	11%	22%
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	69%	15%	16%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	69%	15%	16%

Scores for **Table 9.59**

Mean: Disagree 18.9%

Agree 67.3%

Table 9.60 Motivational intensity for 65 Higher Level respondents from English-medium schools who attended Irish language courses in the Gaeltacht

Positively Worded Items	Disagree	Don't know	Agree
153. I make a point of trying to understand all the Irish I see and hear.	16.2%	3.7%	80.1%
154. I keep up to date with my Irish by working on it almost everyday.	26.2%	10%	63.8%
155. When I have a problem with Irish in class, I always ask the teacher for help.	28.7%	10%	61.3%
156. I really work hard to learn Irish.	20%	15%	65%
157. When I am learning Irish, I ignore distractions and stick to the job at hand.	33.7%	25%	41.3%
Negatively Worded Items			
158. I don't pay much attention to the feedback I receive in my Irish class.	63.8%	8.7%	27.5%
159. I don't bother checking my corrected exercises in my Irish course.	77.6%	6.2%	16.2%
160. I tend to approach my Irish homework in a random and unpleasant manner.	75.1%	6.2%	18.7%
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	77.5%	5%	17.5%
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	66.3%	12.5%	21.2%

Scores for **Table 9.60**

Mean: Disagree 22.5%

Agree 67.1%

	Input	t-test statistics for Tables 9.59 and 9.60
Mean 1	61.0	mean 1 eq: 0.673 (sd = 0.469 (se = 0.0471))
Mean 2	39.585	mean 2 eq: 0.671 (sd = 0.47) (se = 0.0587)

difference between means:

(100 respondents in Table 9.59) difference eq: 0.002 (sd = 0.8747) (se = 0.0748)

(65 respondents in Table 9.60) 95% CI: -0.1446 < difference < 0.1486 (Wald)

t-value of difference: 0.027; df – t: 136

probability: 0.510617 (left tail pr: 0.48938)

doublesided *p*-value: 0.9788

Table 9.61 Desire to learn Irish for the Irish-medium sample (N=100)

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	50%	14%	36%
164. If it were up to me, I would spend all of my time learning Irish.	45%	20%	35%
165. I want to learn Irish so well that it will become second nature to me.	6%	7%	87%
166. I would like to learn as much Irish as possible.	4%	14%	82%
167. I wish I were fluent in Irish.	6%	7%	87%
Negatively Worded Items			
168. Knowing Irish is not really an important goal in my life.	73%	10%	17%
169. I sometimes daydream about dropping Irish.	80%	11%	9%
170. I find I'm losing any desire I ever had to know Irish.	73%	13%	14%
171. I really have little desire to learn Irish.	78%	9%	13%
172. I haven't any great wish to learn more than the basics of Irish.	77%	8%	15%

Scores for **Table 9.61**

Mean: Disagree 17.9%

Agree 70.8%

Table 9.62 Desire to learn Irish for 65 Higher Level respondents from English-medium schools who attended Irish language courses in the Gaeltacht

Positively Worded Items	Disagree	Don't know	Agree
163. I wish I had begun studying Irish at an earlier age.	53.7%	15%	31.3%
164. If it were up to me, I would spend all of my time learning Irish.	65%	22.5%	12.5%
165. I want to learn Irish so well that it will become second nature to me.	22.5%	3.7%	74.8%
166. I would like to learn as much Irish as possible.	12.5%	6.2%	81.3%
167. I wish I were fluent in Irish.	7.5%	2.7%	88.8%
Negatively Worded Items			
168. Knowing Irish is not really an important goal in my life.	63.8%	6.2%	30%
169. I sometimes daydream about dropping Irish.	73.8%	11.2%	15%
170. I find I'm losing any desire I ever had to know Irish.	77.6%	8.7%	13.7%
171. I really have little desire to learn Irish.	76.3%	6.2%	17.5%

Scores for **Table 9.62**

Mean: Disagree 24.9%

Agree 65.5%

Mean 1 **70.8**

***t*-test statistics for Tables 9.61 and 9.62**
mean 1 eq: 0.708 (sd = 0.455) (se = 0.0457)

Mean 2 **42.575**

mean 2 eq: 0.655 (sd = 0.475) (se = 0.0594)

difference between means:
 (100 respondents in Table 9.61) difference eq: 0.053 (sd = 0.857) (se = 0.0745)
 (65 respondents in Table 9.62) 95% CI: -0.0929 < difference < 0.1989 (Wald)
t- value of difference: 0.712; df – t: 132
 probability: 0.760696 (left tail pr: 0.2393)
 doublesided *p*- value: 0.4786

Table 9.63 Orientation index in Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	29%	24%	47%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	10%	17%	73%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	9%	17%	74%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	9%	16%	75%

Scores for **Table 9.63** Mean: Disagree 14.2% Agree 67.3%

Table 9.64 Orientation index for 65 Higher Level respondents from English-medium schools who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
173. I am learning Irish because I think it will someday be useful in getting a good job.	58.7%	15%	26.3%
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	21.2%	11.2%	67.6%
175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	21.2%	6.6%	72.2%
176. I am learning Irish because a knowledge of two languages will make me a better educated person.	21.2%	15%	63.8%

Scores for **Table 9.64** Mean: Disagree 30.5% Agree 57.4%

	Input	<i>t</i>-test statistics for Tables 9.63 and 9.64
Mean 1	67.3	mean 1 eq: 0.673 (sd = 0.469) (se = 0.0471)
Mean 2	37.1	mean 2 eq: 0.571 (sd = 0.495) (se = 0.0619)

difference between means:
 (100 respondents in Table 9.63) difference eq: 0.1022 (sd = 0.8862) (se = 0.0773)
 (65 respondents in Table 9.64) 95% CI: -0.0492 < difference < 0.2537 (Wald)
t- value of difference: 1.323; df – t: 131
 probability: 0.906325 (left tail pr: 0.09368)
 doublesided *p*- value: 0.1874

Table 9.65 Learner autonomy in Irish for the Irish-medium sample (N=100)

	Disagree	Don't know	Agree
177. I like working on my own in Irish.	10%	22%	68%
178. I like working on my own in Irish because I find it rewarding.	12%	23%	65%
179. I like working on my own in Irish because I find it enjoyable.	18%	24%	58%
180. I like working on my own in Irish because my teacher advises me to do so.	34%	26%	40%
181. I like working on my own in Irish because I need to improve my Irish.	23%	21%	56%
182. If I did not work on my own in Irish, I would feel I was missing an opportunity.	31%	27%	42%
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	14%	21%	65%
184. I try out difficult structures and vocabulary to show how good my Irish is.	22%	18%	60%
185. I try out difficult structures and vocabulary to improve my Irish.	14%	14%	72%
186. I try to speak Irish outside of class time.	19%	13%	68%
187. I use Irish outside of class because my teacher advises me to do so.	39%	18%	43%
188. I enjoy reading and writing Irish in my own time.	22%	26%	52%
189. My teacher of Irish advises me to read Irish in my own time.	22%	21%	57%
190. I want to improve my Irish reading skills in my own time.	13%	19%	68%
191. Reading in Irish gives me the opportunity to prove that I can understand Irish.	9%	15%	76%
192. I rarely read anything in Irish apart from my Irish textbooks.	50%	16%	34%
193. I try to watch Irish language films and television.	15%	18%	67%
194. When I watch Irish language television in my own time this is because I like Irish language television.	12%	25%	63%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	6%	22%	72%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	8%	18%	74%
197. I enjoy listening to Irish when I watch Irish language television.	4%	19%	77%
198. My teacher of Irish advises me to watch Irish language television.	19%	18%	63%
199. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	8%	14%	78%
200. If the chance arises, I talk to speakers of Irish because it improves my Irish.	12%	9%	79%
201. If the chance arises, I talk to speakers of Irish to prove that I can speak Irish.	14%	20%	66%
202. If the chance arises, I talk to speakers of Irish because I want to know about the Gaeltacht regions and make friends.	16%	22%	62%
Scores for Table 9.65	Mean: Disagree	44.3%	Agree 62.5%

Table 9.66 Learner autonomy for 65 Higher Level respondents from English-medium schools who attended Irish language courses in the Gaeltacht

	Disagree	Don't know	Agree
177. I like working on my own in Irish.	28.7%	16.2%	55.1%
178. I like working on my own in Irish because I find it rewarding.	35%	16.2%	48.8%
179. I like working on my own in Irish because I find it enjoyable.	43.7%	10%	46.3%
180. I like working on my own in Irish because my teacher advises me to do so.	42.5%	21.2%	36.3%
181. I like working on my own in Irish because I need to improve my Irish.	26.2%	12.5%	61.3%
182. If I did not work on my own in Irish, I would feel I was missing an opportunity.	37.5%	11.2%	51.3%
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	35%	20%	45%
184. I try out difficult structures and vocabulary to show how good my Irish is.	43.7%	12.5%	43.8%
185. I try out difficult structures and vocabulary to improve my Irish.	27.5%	10%	62.5%
186. I try to speak Irish outside of class time.	38.7%	8.7%	52.6%
187. I use Irish outside of class because my teacher advises me to do so.	47.2%	15%	37.8%
188. I enjoy reading and writing Irish in my own time.	52.5%	25%	22.5%
189. My teacher of Irish advises me to read Irish in my own time.	27.5%	10%	62.5%
190. I want to improve my Irish reading skills in my own time.	38.7%	13.7%	47.6%
191. Reading in Irish gives me the opportunity to prove that I can understand Irish.	20%	8.7%	71.3%
192. I rarely read anything in Irish apart from my Irish textbooks.	38.7%	10%	51.3%
193. I try to watch Irish language films and television.	30%	12.5%	57.5%
194. When I watch Irish language television in my own time this is because I like Irish language television.	37.5%	6.2%	56.3%
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	25%	2.5%	72.5%
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	27.5%	2.5%	70%
197. I enjoy listening to Irish when I watch Irish language television.	27.5%	8.7%	63.8%
198. My teacher of Irish advises me to watch Irish language television.	21.2%	7.5%	71.3%
199. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	25%	7.5%	67.5%
200. If the chance arises, I talk to speakers of Irish because it improves my Irish.	25%	7.5%	67.5%
201. If the chance arises, I talk to speakers of Irish to prove that I can speak Irish.	38.7%	11.2%	50.1%
202. If the chance arises, I talk to speakers of Irish because I want to know about the Gaeltacht regions and make friends there.	38.7%	17.5%	43.8%
Scores for Table 9.66	Mean: Disagree 33.8%	Agree 54.4%	

Input
 Mean 1 **62.5** *t*-test statistics for Tables 9.65 and 9.66
 mean 1 eq: 0.625 (sd = 0.484 (se = 0.0487))
 Mean 2 **35.36** mean 2 eq: 0.544 (sd = 0.498) (se = 0.0623)
 difference between means:
 (100 respondents in Table 9.65) difference eq: 0.081 (sd = 0.9088) (se = 0.0785)
 (65 respondents in Table 9.66) 95% CI: -0.0728 < difference < 0.2348 (Wald)
t- value of difference: 1.032; df – t: 134
 probability: 0.847986 (left tail pr: 0.15201)
 doublesided *p*- value: 0.304

Table 9.67 Semantic differential assessment of the Irish Leaving Certificate course for the Irish-medium sample (N=100)

	Irish course difficulty	Disagree	Don't know	Agree
203. The Irish Leaving Cert. course is difficulty.		51%	17%	32%
204. The Irish Leaving Cert. course is easy.		32%	18%	50%
205. The Irish Leaving Cert. course is clear.		14%	18%	68%
206. The Irish Leaving Cert. course is confusing.		71%	16%	13%
	Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.		18%	21%	61%
208. The Irish Leaving Cert. course is unenjoyable.		65%	23%	12%
209. The Irish Leaving Cert. course is rewarding.		10%	12%	78%
210. The Irish Leaving Cert. course is unrewarding.		70%	15%	15%
	Irish course interest			
211. The Irish Leaving Cert. course is interesting.		19%	11%	70%
212. The Irish Leaving Cert. course is boring.		68%	16%	16%
213. The Irish Leaving Cert. course is exciting.		37%	31%	32%
214. The Irish Leaving Cert. course is tiring.		50%	23%	27%
	Irish course utility			
215 The Irish Leaving Cert. course is necessary.		8%	14%	78%
216. The Irish Leaving Cert. course is unnecessary.		79%	14%	7%
217. The Irish Leaving Cert. course is useful.		9%	14%	77%
218. The Irish Leaving Cert. course is useless.		76%	11%	13%

Scores for **Table 9.67**

Mean: Disagree 17.6%

Agree 65.2%

Table 9.68 Semantic differential assessment of the Irish Leaving Certificate course for 65 Higher Level respondents from English-medium schools who attended Irish language courses in the Gaeltacht

	Irish course difficulty	Disagree	Don't know	Agree
203. The Irish Leaving Cert. course is difficult.		32.5%	5%	67.5%
204. The Irish Leaving Cert. course is easy.		71.3%	10%	18.7%
205. The Irish Leaving Cert. course is clear.		28.7%	12.5%	58.8%
206. The Irish Leaving Cert. course is confusing.		62.5%	10%	27.5%
	Irish course evaluation			
207. The Irish Leaving Cert. course is enjoyable.		33.7%	13.7%	52.6%
208. The Irish Leaving Cert. course is unenjoyable.		63.8%	7.5%	28.7%
209. The Irish Leaving Cert. course is rewarding.		27.5%	13.7%	58.8%
210. The Irish Leaving Cert. course is unrewarding.		66.3%	13.7%	20%
	Irish course interest			
211. The Irish Leaving Cert. course is interesting.		33.7%	11.2%	55.1%
212. The Irish Leaving Cert. course is boring.		33.7%	13.7%	52.6%
213. The Irish Leaving Cert. course is exciting.		68.8%	13.7%	17.5%
214. The Irish Leaving Cert. course is tiring.		30%	6.2%	63.8%
	Irish course utility			
215 The Irish Leaving Cert. course is necessary.		22.5%	1.2%	76.3%
216. The Irish Leaving Cert. course is unnecessary.		83.8%	2.5%	13.7%
217. The Irish Leaving Cert. course is useful.		13.7%	7.5%	78.8%
218. The Irish Leaving Cert. course is useless.		82.5%	5%	12.5%

Scores for **Table 9.68**

Mean: Disagree 36.6% Agree 54.4%

Mean 1 **Input**
65.2

t-test statistics for Tables 9.67 and 9.68

mean 1 eq: 0.652 (sd = 0.476 (se = 0.0479)

Mean 2 **35.36**

mean 2 eq: 0.544 (sd = 0.498) (se = 0.0623)

difference between means:

(100 respondents in Table 9.67) difference eq: 0.108 (sd = 0.8978) (se = 0.078)

(65 respondents in Table 9.68) 95% CI: -0.049 < difference < 0.2609 (Wald)

t- value of difference: 1.384 df – t: 132

probability: 0.91536 (left tail pr: 0.08464)

doublesided p- value: 0.1693

APPENDIX B

Student Questionnaire

I am currently conducting an in-depth doctoral research study in applied linguistics at the Institute of Technology Tralee, Co. Kerry. Your co-operation would be very much appreciated if you would answer all the questions in this questionnaire. Your answers are for academic research purposes only and the strictest confidence and anonymity are guaranteed. Part I of the questionnaire deals with biographical details; part 2 deals with German and part 3 deals with Irish.

PART 1 – BIOGRAPHICAL DETAILS

Please tick where appropriate

- i. Male () Female ()
- ii. What age are you? I6 () 17 () 18 () 19 () 20 ()
- iii. Did you attend an all-Irish primary school? Yes () No ()
- iv. What type of second level school are you attending? An all-Irish Secondary? ()
Secondary? () Vocational? () Comprehensive? () Community? ()
- v. What level of German did you study for the Junior Cert? Higher () Ordinary ()
- vi. What level of Irish did you study for the Junior Cert? Higher () Ordinary ()
- vii. What level of German are you studying for the Leaving? Higher () Ordinary ()
- viii. What level of Irish are you studying for the Leaving? Higher () Ordinary ()
- ix. Did you attend any of the following?
 - (a) Have you been on a student exchange to a German speaking country? Yes () No ()
 - (b) Have you been on a school tour to Germany? () Yes No ()
 - (c) Have you attended a German language course in a Euro college? () Yes No ()
 - (d) Have you participated in an Irish language course in the Gaeltacht? () Yes No ()
- x. How many years are you studying German? ()
- xi. How many years are you studying Irish in total including the primary school? ()

ON A SCALE OF 1 TO 5, PLEASE INDICATE YOUR VIEW ON EACH OF THE FOLLOWING STATEMENTS BY CIRCLING THE APPROPRIATE NUMBER. THERE ARE NO RIGHT OR WRONG ANSWERS SINCE MANY PEOPLE HAVE DIFFERENT OPINIONS.

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

- | | | | | | | |
|-------|---|---|---|---|---|---|
| i. | If I were visiting a foreign country, I would like to be able to speak the language of the people in that country. | 1 | 2 | 3 | 4 | 5 |
| ii. | Even though Ireland is relatively far from countries speaking other languages, it is important for Irish people to learn other languages. | 1 | 2 | 3 | 4 | 5 |
| iii. | I wish I could speak a foreign language perfectly. | 1 | 2 | 3 | 4 | 5 |
| iv. | I want to read newspapers and books in a foreign language in the original rather than in translation. | 1 | 2 | 3 | 4 | 5 |
| v. | I often wish I could understand the news on television and radio in another language. | 1 | 2 | 3 | 4 | 5 |
| vi. | I would like to learn a lot of foreign languages. | 1 | 2 | 3 | 4 | 5 |
| vii. | If I planned to live in another country, I would make a greater effort to learn the language even though I could get along in English. | 1 | 2 | 3 | 4 | 5 |
| viii. | I would learn a foreign language in school even if it were not required. | 1 | 2 | 3 | 4 | 5 |
| ix. | I enjoy meeting and listening to people who speak other languages. | 1 | 2 | 3 | 4 | 5 |
| x. | Studying a foreign language is an enjoyable experience. | 1 | 2 | 3 | 4 | 5 |

THE GERMAN LANGUAGE

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | I have a favourable attitude towards non-native speakers of German. | 1 | 2 | 3 | 4 | 5 |
| 2. | I have a favourable attitude towards native speakers of German. | 1 | 2 | 3 | 4 | 5 |
| 3. | I like the German language culture. | 1 | 2 | 3 | 4 | 5 |
| 4. | The Irish people in general should make a greater effort to learn German. | 1 | 2 | 3 | 4 | 5 |
| 5. | I like listening to non-native speakers of German. | 1 | 2 | 3 | 4 | 5 |

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

6.	I like listening to native speakers of German.	1	2	3	4	5
7.	I admire non-native speakers of German.	1	2	3	4	5
8.	I admire native speakers of German.	1	2	3	4	5
9.	I like speaking to non-native speakers of German.	1	2	3	4	5
10.	I like to hear German spoken well.	1	2	3	4	5
11.	Learning German is really great.	1	2	3	4	5
12.	I really enjoy learning German.	1	2	3	4	5
13.	German is an important part of the school curriculum.	1	2	3	4	5
14.	I plan to learn as much German as possible.	1	2	3	4	5
15.	I love learning German.	1	2	3	4	5
16.	I hate learning German.	1	2	3	4	5
17.	I would rather spend my time on subjects other than German.	1	2	3	4	5
18.	I think that learning German is dull.	1	2	3	4	5
19.	Learning German is a waste of time.	1	2	3	4	5
20.	When I leave school, I shall up give learning German entirely because I am not interested in it.	1	2	3	4	5
21.	Learning German can be important for me because it will allow me to be more at ease with speakers of German.	1	2	3	4	5
22.	Learning German can be important for me because it will allow me to meet and speak with speakers of German.	1	2	3	4	5
23.	Learning German can be important for me because it will enable me to understand the arts and literature in the German language.	1	2	3	4	5
24.	Learning German can be important for me because I will be able to take part in the activities of German language cultural groups.	1	2	3	4	5

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

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|--|---|---|---|---|---|
| 25. Learning German can be important for me only because I will need it for my future career. | 1 | 2 | 3 | 4 | 5 |
| 26. Learning German can be important for me because it will make me a more knowledgeable person. | 1 | 2 | 3 | 4 | 5 |
| 27. Learning German can be important for me because I think it will someday be useful in getting a good job. | 1 | 2 | 3 | 4 | 5 |
| 28. Learning German can be important for me because other people will respect me more if I have a knowledge of the language. | 1 | 2 | 3 | 4 | 5 |
| 29. It embarrasses me to volunteer answers in the German class. | 1 | 2 | 3 | 4 | 5 |
| 30. I never feel quite sure of myself when I am speaking German in the German class. | 1 | 2 | 3 | 4 | 5 |
| 31. I always feel that the other students speak German better than I do. | 1 | 2 | 3 | 4 | 5 |
| 32. I get nervous and confused when I am speaking German in the German class. | 1 | 2 | 3 | 4 | 5 |
| 33. I am afraid that the other students will laugh at me when I speak German. | 1 | 2 | 3 | 4 | 5 |
| 34. My parents try to help me with my German. | 1 | 2 | 3 | 4 | 5 |
| 35. My parents are happy that I am doing German. | 1 | 2 | 3 | 4 | 5 |
| 36. My parents would like me to keep up my German. | 1 | 2 | 3 | 4 | 5 |
| 37. My parents think that I should give more time to my German. | 1 | 2 | 3 | 4 | 5 |
| 38. My parents really encourage me to learn German. | 1 | 2 | 3 | 4 | 5 |
| 39. My parents show a lot of interest in anything to do with my German school course. | 1 | 2 | 3 | 4 | 5 |
| 40. My parents encourage me to practise my German. | 1 | 2 | 3 | 4 | 5 |
| 41. My parents stress the importance of German for me when I leave school. | 1 | 2 | 3 | 4 | 5 |
| 42. My parents feel that I should really try to learn German. | 1 | 2 | 3 | 4 | 5 |

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

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|---|---|---|---|---|---|
| 43. My parents urge me to get help from the teacher if I am having problems with my German. | 1 | 2 | 3 | 4 | 5 |
| 44. I make a point of trying to understand all the German I see and hear. | 1 | 2 | 3 | 4 | 5 |
| 45. I keep up to date with my German by working on it almost everyday. | 1 | 2 | 3 | 4 | 5 |
| 46. When I have a problem with German in class, I always ask the German teacher for help. | 1 | 2 | 3 | 4 | 5 |
| 47. I really work hard to learn German. | 1 | 2 | 3 | 4 | 5 |
| 48. When I am learning German, I ignore distractions and stick to the job at hand. | 1 | 2 | 3 | 4 | 5 |
| 49. I don't pay much attention to the feedback I receive in my German class. | 1 | 2 | 3 | 4 | 5 |
| 50. I don't bother checking my corrected exercises in my German course. | 1 | 2 | 3 | 4 | 5 |
| 51. I tend to approach my German homework in a random and unpleasant manner. | 1 | 2 | 3 | 4 | 5 |
| 52. I have a tendency to give up when our German teacher is explaining something difficult. | 1 | 2 | 3 | 4 | 5 |
| 53. I can't be bothered in trying to understand the more complex aspects of German Grammar. | 1 | 2 | 3 | 4 | 5 |
| 54. I wish I had begun studying German at an earlier age. | 1 | 2 | 3 | 4 | 5 |
| 55. If it were up to me, I would spend all of my time learning German. | 1 | 2 | 3 | 4 | 5 |
| 56. I want to learn German so well that it will become second nature to me. | 1 | 2 | 3 | 4 | 5 |
| 57. I would like to learn as much German as possible. | 1 | 2 | 3 | 4 | 5 |
| 58. I wish I were fluent in German. | 1 | 2 | 3 | 4 | 5 |
| 59. Knowing German is not really an important goal in my life. | 1 | 2 | 3 | 4 | 5 |
| 60. I sometimes daydream about dropping German. | 1 | 2 | 3 | 4 | 5 |

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

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|--|---|---|---|---|---|
| 61. I find I'm losing any desire I ever had to know German. | 1 | 2 | 3 | 4 | 5 |
| 62. Honestly, I really have little desire to learn German. | 1 | 2 | 3 | 4 | 5 |
| 63. I haven't any great wish to learn more than the basics of German. | 1 | 2 | 3 | 4 | 5 |
| 64. I am learning German because I think it will someday be useful in getting a good job. | 1 | 2 | 3 | 4 | 5 |
| 65. I am learning German because I think it will help me to understand the German language and heritage. | 1 | 2 | 3 | 4 | 5 |
| 66. I am learning German because it will permit me to meet and talk with more speakers of German. | 1 | 2 | 3 | 4 | 5 |
| 67. I am learning German because a knowledge of the language will make me a better educated person. | 1 | 2 | 3 | 4 | 5 |
| 68. I like working on my own in German. | 1 | 2 | 3 | 4 | 5 |
| 69. I like working on my own in German because I find it rewarding. | 1 | 2 | 3 | 4 | 5 |
| 70. I like working on my own in German because I find it enjoyable. | 1 | 2 | 3 | 4 | 5 |
| 71. I like working on my own in German because my teacher advises me to do so. | 1 | 2 | 3 | 4 | 5 |
| 72. I like working on my own in German because I need to improve my German. | 1 | 2 | 3 | 4 | 5 |
| 73. If I did not work on my own in German I would feel I was missing an opportunity. | 1 | 2 | 3 | 4 | 5 |
| 74. I like the challenge of learning and using new grammatical structures and vocabulary in German. | 1 | 2 | 3 | 4 | 5 |
| 75. I try out difficult structures and vocabulary to show how good my German is. | 1 | 2 | 3 | 4 | 5 |
| 76. I try out difficult structures and vocabulary to improve my German. | 1 | 2 | 3 | 4 | 5 |
| 77. I try to speak German outside of class time. | 1 | 2 | 3 | 4 | 5 |
| 78. I use German outside of class because my teacher advises me to do so. | 1 | 2 | 3 | 4 | 5 |

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

79. I enjoy reading and writing German in my own time.	1	2	3	4	5
80. My German teacher advises me to read German in my own time.	1	2	3	4	5
81. I want to improve my German reading skills in my own time.	1	2	3	4	5
82. Reading in German gives me the opportunity to prove that I can understand German.	1	2	3	4	5
83. I rarely read anything in German apart from my German textbooks.	1	2	3	4	5
84. I try to watch German films and television.	1	2	3	4	5
85. When I watch German television in my own time this is because I like German television.	1	2	3	4	5
86. I watch German television in my own time because I want to gain more exposure to German.	1	2	3	4	5
87. Watching German television gives me the opportunity to show that I can understand German.	1	2	3	4	5
88. I enjoy listening to German when I watch German television.	1	2	3	4	5
89. My teacher of German advises me to watch German television.	1	2	3	4	5
90. If the chance arises, I talk to speakers of German because I enjoy using my German.	1	2	3	4	5
91. If the chance arises, I talk to speakers of German because it improves my German.	1	2	3	4	5
92. If the chance arises, I talk to speakers of German to prove that I can speak German.	1	2	3	4	5
93. If the chance arises, I talk to speakers of German because I want to know about German speaking countries and make friends there.	1	2	3	4	5
94. The German Leaving Cert. course is easy.	1	2	3	4	5
95. The German Leaving Cert. course is difficult.	1	2	3	4	5
96. The German Leaving Cert. course is clear.	1	2	3	4	5

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

97. The German Leaving Cert. course is confusing.	1	2	3	4	5
98. The German Leaving Cert. course is enjoyable.	1	2	3	4	5
99. The German Leaving Cert. course is unenjoyable.	1	2	3	4	5
100. The German Leaving Cert. course is rewarding.	1	2	3	4	5
101. The German Leaving Cert. course is unrewarding.	1	2	3	4	5
102. The German Leaving Cert. course is interesting.	1	2	3	4	5
103. The German Leaving Cert. course is boring.	1	2	3	4	5
104. The German Leaving Cert. course is exciting.	1	2	3	4	5
105. The German Leaving Cert. course is tiring.	1	2	3	4	5
106. The German Leaving Cert. course is necessary.	1	2	3	4	5
107. The German Leaving Cert. course is unnecessary	1	2	3	4	5
108. The German Leaving Cert. course is useful.	1	2	3	4	5
109. The German Leaving Cert. course is useless.	1	2	3	4	5

THE IRISH LANGUAGE

110. I have a favourable attitude towards non-native speakers of Irish.	1	2	3	4	5
111. I have a favourable attitude towards native speakers of Irish.	1	2	3	4	5
112. I like the Irish language culture.	1	2	3	4	5
113. The Irish people in general should make a greater effort to learn Irish.	1	2	3	4	5
114. I like listening to non-native speakers of Irish.	1	2	3	4	5
115. I like listening to native speakers of Irish.	1	2	3	4	5
116. I admire non-native speakers of Irish.	1	2	3	4	5
117. I admire native speakers of Irish.	1	2	3	4	5
118. I like speaking to non-native speakers of Irish.	1	2	3	4	5
119. I like to hear Irish spoken well.	1	2	3	4	5

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

120. Learning Irish is really great.	1	2	3	4	5
121. I really enjoy learning Irish.	1	2	3	4	5
122. Irish is an important part of the school curriculum.	1	2	3	4	5
123. I plan to learn as much Irish as possible.	1	2	3	4	5
124. I love learning Irish.	1	2	3	4	5
125. I hate learning Irish.	1	2	3	4	5
126. I would rather spend my time on subjects other than Irish.	1	2	3	4	5
127. I think that learning Irish is dull.	1	2	3	4	5
128. Learning Irish is a waste of time.	1	2	3	4	5
129. When I leave school, I shall give up learning Irish entirely because I am not interested in it.	1	2	3	4	5
130. Learning Irish can be important for me because it will allow me to be more at ease with speakers of Irish.	1	2	3	4	5
131. Learning Irish can be important for me because it will allow me to meet and speak with speakers of Irish.	1	2	3	4	5
132. Learning Irish can be important for me because it will enable me to understand the arts and literature in the Irish language.	1	2	3	4	5
133. Learning Irish can be important for me because I will be able to take part in the activities of other Irish language cultural groups.	1	2	3	4	5
134. Learning Irish can be important for me only because I will need it for my future career.	1	2	3	4	5
135. Learning Irish can be important for me because it will make me a more knowledgeable person.	1	2	3	4	5
136. Learning Irish can be important for me because I think it will someday be useful in getting a good job.	1	2	3	4	5
137. Learning Irish can be important for me because other people will respect me more if I have a knowledge of the language.	1	2	3	4	5

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

138. It embarrasses me to volunteer answers in the Irish class.	1	2	3	4	5
139. I never feel quite sure of myself when I am speaking Irish in the Irish class.	1	2	3	4	5
140. I always feel that the other students speak Irish better than I do.	1	2	3	4	5
141. I get nervous and confused when I am speaking Irish in the Irish class.	1	2	3	4	5
142. I am afraid that the other students will laugh at me when I speak Irish.	1	2	3	4	5
143. My parents try to help me with my Irish.	1	2	3	4	5
144. My parents are happy that I am doing Irish.	1	2	3	4	5
145. My parents would like me to keep up my Irish.	1	2	3	4	5
146. My parents think that I should give more time to my Irish.	1	2	3	4	5
147. My parents really encourage me to learn Irish.	1	2	3	4	5
148. My parents show a lot of interest in anything to do with my Irish school course.	1	2	3	4	5
149. My parents encourage me to practice my Irish.	1	2	3	4	5
150. My parents stress the importance of Irish for me when I leave school.	1	2	3	4	5
151. My parents feel that I should really try to learn Irish.	1	2	3	4	5
152. My parents urge me to get help from the teacher if I am having problems with my Irish.	1	2	3	4	5
153. I make a point of trying to understand all the Irish I see and hear.	1	2	3	4	5
154. I keep up to date with my Irish by working on it almost everyday.	1	2	3	4	5
155. When I have a problem with Irish in class, I always ask the Irish teacher for help.	1	2	3	4	5
156. I really work hard to learn Irish.	1	2	3	4	5

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

157. When I am learning Irish, I ignore distractions and stick to the job at hand.	1	2	3	4	5
158. I don't pay much attention to the feedback I receive in my Irish class.	1	2	3	4	5
159. I don't bother checking my corrected exercises in my Irish course.	1	2	3	4	5
160. I tend to approach my Irish homework in a random and unpleasant manner.	1	2	3	4	5
161. I have a tendency to give up when our Irish teacher is explaining something difficult.	1	2	3	4	5
162. I can't be bothered in trying to understand the more complex aspects of Irish Grammar.	1	2	3	4	5
163. I wish I had begun studying Irish at an earlier age.	1	2	3	4	5
164. If it were up to me, I would spend all of my time learning Irish.	1	2	3	4	5
165. I want to learn Irish so well that it will become second nature to me.	1	2	3	4	5
166. I would like to learn as much Irish as possible.	1	2	3	4	5
167. I wish I were fluent in Irish.	1	2	3	4	5
168. Knowing Irish is not really an important goal in my life.	1	2	3	4	5
169. I sometimes daydream about dropping Irish.	1	2	3	4	5
170. I find I'm losing any desire I ever had to know Irish.	1	2	3	4	5
171. Honestly, I really have little desire to learn Irish.	1	2	3	4	5
172. I haven't any great wish to learn more than the basics of Irish.	1	2	3	4	5
173. I am learning Irish because I think it will someday be useful in getting a good job.	1	2	3	4	5
174. I am learning Irish because I think it will help me to understand the Irish language and heritage.	1	2	3	4	5

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

175. I am learning Irish because it will permit me to meet and talk with more speakers of Irish.	1	2	3	4	5
176. I am learning Irish because a knowledge of the language will make me a better educated person.	1	2	3	4	5
177. I like working on my own in Irish.	1	2	3	4	5
178. I like working on my own in Irish because I find it rewarding.	1	2	3	4	5
179. I like working on my own in Irish because I find it enjoyable.	1	2	3	4	5
180. I like working on my own in Irish because my teacher advises me to do so.	1	2	3	4	5
181. I like working on my own in Irish because I need to improve my Irish.	1	2	3	4	5
182. If I did not work on my own in Irish, I would feel I was missing an opportunity.	1	2	3	4	5
183. I like the challenge of learning and using new grammatical structures and vocabulary in Irish.	1	2	3	4	5
184. I try out difficult structures and vocabulary to show how good my Irish is.	1	2	3	4	5
185. I try out difficult structures and vocabulary to improve my Irish.	1	2	3	4	5
186. I try to speak Irish outside of class time.	1	2	3	4	5
187. I use Irish outside of class because my teacher advises me to do so.	1	2	3	4	5
188. I enjoy reading and writing Irish in my own time.	1	2	3	4	5
189. My teacher of Irish advises me to read Irish in my own time.	1	2	3	4	5
190. I want to improve my Irish reading skills in my own time.	1	2	3	4	5
191. Reading in Irish gives me the opportunity to prove that I can understand Irish.	1	2	3	4	5
192. I rarely read anything in Irish apart from my Irish textbooks.	1	2	3	4	5

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

193. I try to watch Irish language films and television.	1	2	3	4	5
194. When I watch Irish language television in my own time this is because I like Irish language television.	1	2	3	4	5
195. I watch Irish language television in my own time because I want to gain more exposure to Irish.	1	2	3	4	5
196. Watching Irish language television gives me the opportunity to show that I can understand Irish.	1	2	3	4	5
197. I enjoy listening to Irish when I watch Irish language television.	1	2	3	4	5
198. My teacher of Irish advises me to watch Irish language television.	1	2	3	4	5
199. If the chance arises, I talk to speakers of Irish because I enjoy using my Irish.	1	2	3	4	5
200. If the chance arises, I talk to speakers of Irish because it improves my Irish.	1	2	3	4	5
201. If the chance arises, I talk to speakers of Irish to prove that I can speak Irish.	1	2	3	4	5
202. If the chance arises, I talk to speakers of Irish because I want to know about the Gaeltacht regions and make friends there.	1	2	3	4	5
203. The Irish Leaving Cert. course is difficult.	1	2	3	4	5
204. The Irish Leaving Cert. course is easy.	1	2	3	4	5
205. Irish Leaving Cert. course is clear.	1	2	3	4	5
206. Irish Leaving Cert. course is confusing.	1	2	3	4	5
207. The Irish Leaving Cert. course is enjoyable.	1	2	3	4	5
208. The Irish Leaving Cert. course is unenjoyable.	1	2	3	4	5
209. The Irish Leaving Cert. course is rewarding.	1	2	3	4	5
210. The Irish Leaving Cert. course is unrewarding.	1	2	3	4	5
211. The Irish Leaving Cert. course is interesting.	1	2	3	4	5
212. The Irish Leaving Cert. course is boring.	1	2	3	4	5

Strongly Disagree =1 Disagree =2 Don't Know =3 Agree =4 Strongly Agree =5

213. The Irish Leaving Cert. course is exciting.	1	2	3	4	5
214. The Irish Leaving Cert. course is tiring.	1	2	3	4	5
215. The Irish Leaving Cert. course is necessary.	1	2	3	4	5
216. The Irish Leaving Cert. course is unnecessary.	1	2	3	4	5
217. The Irish Leaving Cert. course is useful.	1	2	3	4	5
218. The Irish Leaving Cert. course is useless.	1	2	3	4	5

Go raibh míle maith agat as an ceistneoir seo a líonadh.

Ich danke Ihnen, dass Sie diesen Fragebogen ausgefüllt haben.

APPENDIX C

INTERVIEW TRANSCRIPTS ON MOTIVATIONAL PROFILES OF LEARNERS

Interviewee 1

German

(Sixth year Leaving Certificate male student, studying Higher Level German and Irish in an English-medium second level school.

[Interviewer - How important is German to you in getting a job in Germany or with a German company in Ireland?]

Respondent. I suppose it has greater importance when I leave school in terms of getting a job / if you are going to work in Germany it is very unlikely a company would take you on unless you are able to speak German / and if you were working with a German company in Ireland it would be necessary to communicate in German / although it might not be absolutely necessary in Ireland but it would be an advantage.

[Interviewer – Why are you learning German?]

Respondent. In this school we had a choice between French and German at the end of first year / German was the language that appealed to me as a business language with companies throughout the world / it would have a more of an impact on my life if I continued with the language.

[Interviewer – So you say German is the language of business?]

Respondent. Most definitely in terms of getting a job.

[Interviewer – How important is German for getting points in the Leaving Certificate?]

Respondent. It is quite important because of the number of subjects we have to do / if you are any way good at German it is important to get a good grade in it / as points are the main thing at the end of the day.

[Interviewer – You did French and German in first year. Why did you choose German?]

Respondent. Why did I choose German? Well! In both languages, I was equally adept at / I saw German as having more of an effect on my life as being a business language and it has that more appeal.

[Interviewer – Do you think that if you had more classes in German and more access to German language television that this would improve your standard of German?]

Respondent. I think we have a good number of German classes in the week / I think that German television would definitely improve my fluency.

[Interviewer – Do you have German language television?]

Respondent. We don't, no / I think it might be an advantage / and when I was in Germany I watched German television and it was useful / especially the news bulletins.

[Interviewer – Would more exposure to the language create more positive attitudes and improve your confidence in the language that would make you feel more at ease with it?]

Respondent. I think natural exposure would let you see the language as less of an exam focused subject/ more exposure speaking to Germans and watching German television / that kind of thing as opposed to seeing it as an exam subject that you have to get done at the end of the day.

[Interviewer – Have you ever been on a student exchange to Germany?]

Respondent. I have / after the Junior Certificate I was on a student exchange as a result of the Junior Certificate results I got and it was a very interesting experience / three weeks with a German family.

[Interviewer – Has this given you more confidence in the language?]

Respondent. Definitely, it has improved my fluency and the natural vibes you pick up from the German people / you can't pick them up from being in a classroom situation.

[Interviewer – Would you like the German way of life and to live in Germany?]

Respondent. I would be interested in living in Germany for a while / maybe not for the rest of my life / I enjoyed the experience of being there/ and the way their society operates / there were very nice people and it was a very interesting place to stay.

[Interviewer – Would you recommend that learners of German should participate in school exchanges to improve their German?]

Respondent. Definitely. It has a very good advantage especially with regard to German for the Leaving Certificate oral examination.

[Interviewer- Are there any other reasons why you are doing German?]

Respondent. As you know I need a foreign language to get into university / to broaden my horizon and learn a bit of a new culture.

[Interviewer – What aspect of German do you find particularly interesting and appealing?]

Respondent. I suppose some of the topics we have to deal with for the Leaving Certificate / the grammatical structures are interesting / German is a very precise and organised structure / slightly different to English in that line.

[Interviewer – How would you describe your attitude to learning German and what motivates you to learn and to master the language?]

Respondent. I suppose I am interested in learning German and motivation comes from the fact that we need to do well in the Leaving Certificate / given that it is one of our required subjects / at the end of day we need to put in a good bit of effort to achieve a good grade / there is a high standard there.

[Interviewer – Do you spend more time learning German than learning Irish?]

Respondent. I would say I spend more time learning German than Irish / I would say so.

[Interviewer – Why would you?]

Respondent. I suppose of it being seen as important / we took up German in first year whereas we had Irish carried through from primary school and therefore we need to make up the lost time / we really need an equal standard in both languages.

[Interviewer – Is language learning a female business in that girls are better and more prepared to learn languages than boys?]

Respondent. I don't think so. That is a stereotyped view / a good few boys are interested in learning German and take up the language and put a good amount of interest into it / I know that even the trip that I was on to Germany there were more girls than boys / it might be that girls are more adept at learning languages but I don't think that applies to everybody.

[Interviewer – Are you doing Higher Level German?]

Respondent. Yes. Higher Level German.

[Interviewer - What do you find difficult in the Leaving Certificate German course?]

Respondent. Some of the writing aspects of the language are difficult, e.g. *Äusserung zum Thema* (expression on theme) or something like that.

[Interviewer – Could you elaborate?]

Respondent. Maybe various topics that would apply in the sense that there is not much time allocated for them / it can be difficult to think of topics to write on in an exam situation / writing can be difficult / the time constraints and the fact that the vocabulary that might be needed / you might not be able to think of it immediately.

[Interviewer - How fluent would you like to be in German?]

Respondent. I would like to be able to speak German at a reasonable standard to make myself understood in Germany and carry on a conversation with native Germans without feeling totally out of place.

[Interviewer - While students are more positive towards learning Irish, yet a larger percentage take Higher Level German than Irish. Why is this the case?]

Respondent. Actually I see it here in school / a lot of people see Irish / they like it because it is their national language / they see it as a difficult subject and there seems to be an attitude there / that it is OK to drop down to pass / even though they might be able to achieve an honour / but they feel that the effort needed may not be warranted / because it does not gain as much recognition at the end of the day. If you can get your Higher Level German, it seems to have more weight in that sense and people seem to place more emphasis on learning foreign languages as a opposed to learning Irish.

[Interviewer – There are two papers in Irish and one in German?]

Respondent. Yes. There is a lot more work in the Irish.

[Interviewer – What part of the course would that be?]

Respondent. Learning poetry / we don't have to do poetry in German whereas Irish has a very wide literature content.

[Interviewer - Do you like learning German on your own outside of class time?]

Respondent. Yes, I like to go back over the verb tenses and to make sure that I know them well / the little extra practice can give you more confidence and make you more comfortable doing things in class.

[Interviewer - Do you think you need to be more motivated and focused to work on your own outside of class?]

Respondent. Definitely, you need to have a good focus towards what you want to achieve / on the other hand, it is easier to learn verbs and vocabulary on your own because you can say them out loud on your own.

[Interviewer - Is it easier to learn German in a class group than to learn it on your own outside of the classroom environment?]

Respondent. Obviously in a class group you have the teacher to help you and it is a great advantage but often times the actual learning of vocabulary and tenses are often easier to straighten out in your mind on your own.

[Interviewer - Do attitudes towards learning German impact on attitudes towards learning Irish and in what way?]

Respondent. They definitely do/ the case endings are similar in ways and it is very easy to get confused especially when you are speaking / the words can be very similar because you are using them in the same kind of order / you can often be speaking in German and the Irish words of what you are going to say and the Irish constructions of sentences come into your mind as opposed to German, e.g *uhr* (time) and *uair* (hour) in Irish.

[Interviewer – Would you have language interference?]

Respondent. Yes, and it is more so than in English / you don't seem to think of much in English when you are speaking German as you do of Irish / if I am speaking in German, I would wind up saying more Irish words out of place than English words / if I got confused with words they would be more likely to be Irish words.

[Interviewer – Why would think that is the case?]

Respondent. I don't know. The sentence structure is similar / the words follow the same kind of pattern.

[Interviewer – Are there phonological surface similarities between German and Irish?]

For example, words like 'nicht' in German and 'inis' in Irish. Do these similarities help you in any way?] Phonology means the sounds of words in a language.]

Respondent. There are definitely similarities in sounds but not having the same meaning and Irish and German are more guttural types of languages more so than English or French. I don't know about helping you / but pronunciation wise it does help you / you have to practice Irish and you know how to pronounce words in this fashion but maybe they lead to confusion.

[Interviewer – Does learning German motivate you to learn Irish and vice versa and in what way?]

Respondent. I suppose when we have a grasp of our national language and we are learning another language we would like to be able to show that we can be proficient in both. You know what I mean. Given the fact that it works both ways / that if you can learn German you should definitely be able to speak your national language. Learning German as a foreign language makes me aware of the importance of my own language.

[Interviewer – If you are good at Irish, does it automatically follow that you can be good at German or if you are good at German then can you be automatically good at Irish?]

Respondent. Not in all cases / in a lot of cases I would say yes. If you put a reasonable amount of effort into both languages and I suppose as well the teaching that is given to you in both languages

[Interviewer – Do you think that learning Irish as a second language and German as a foreign language are complementary to each other in that they both have positive effects on each other?]

Respondent. I suppose it is useful when you are learning both of them as apposed to learning one language / it gives you more of a focus and you can compare and contrast them which is helpful.

Irish

[Interviewer – How important is Irish to you in getting a job in Ireland?]

Respondent. If I were looking for a job in the civil service, then Irish would be useful but if you are not heading towards a civil service job or that / then it is not very useful.

[Interviewer – Why are learning Irish in school?]

Respondent. Firstly, it is compulsory and it is our national language and it is a shame if you leave school and you can't speak it. We should not let that slip. It is our heritage and we should look after it.

[Interviewer – Are you learning Irish to obtain sufficient points in the Leaving Certificate?]

Respondent. I think at this stage that it should be one of the more difficult subjects to get points in for the Leaving Certificate and again it is important to have a good range

of subjects and if anything goes wrong on the day, Irish is always the one we hope to do reasonably well in.

[Interviewer – Do you think that it is more difficult to get an A1 in Leaving Certificate Higher Level Irish than it is to get an A1 in Leaving Certificate Higher Level German?]

Respondent. I would say it is slightly more difficult than German just from my personal experience because of the work and literature content.

[Interviewer – Do you think that if you had more classes in Irish and watch more Irish language programmes on TG4 that this would greatly improve your standard of Irish?]

Respondent. I think it would and again it would improve your fluency and maybe give you more in the area of sound for the language / TG4 is useful in that respect / and then again having more classes in Irish / we have classes everyday of the week which is probably about as much we can fit in.

[Interviewer – Would more exposure to the language improve your confidence?]

Respondent. It probably would / yes / speaking with native speakers would definitely improve your language.

[Interviewer – Have you ever participated in Irish language courses in the Gaeltacht?]

Respondent. I have not been to the Gaeltacht but I know people who come from the Gaeltacht / I have been staying with them for about a week and I have spoken with them in Irish/ I speak to them on a regular basis / so I have a fair bit of contact with native speakers.

[Interviewer – Has this given you more confidence in the language?]

Respondent. Definitely, if you could speak Irish for a few minutes a week just to improve you fluency/ it all adds up.

[Interviewer – Would you recommend that learners of Irish should participate in Irish language courses in the Gaeltacht to improve their Irish?]

Respondent. I think some contact with native speakers would definitely be a good thing / whether that be courses in the Gaeltacht or people that they know in the Gaeltacht / some immersion in the language is good.

[Interviewer – Are you very motivated by the challenge to master the language?]

Respondent. I suppose, definitely yes / it is as I have said before our national language / and it is a shame if we can't master it.

[Interviewer – What particular aspects of Irish do you find particularly interesting and appealing?]

Respondent. It is quite contrasting I suppose/ I would find the literature content interesting but also difficult. It is a difficult aspect for the Leaving Certificate / it is also interesting to read poetry or prose that is of an Irish character.

[Interviewer – Do you think that native speakers of Irish and German are more authentic than non-native speakers and in what way?]

Respondent. I would say so / Yes definitely, native speakers of Irish sound like they own the language as opposed to somebody trying to learn it / if you know what I mean / like maybe not necessarily people who have come from Germany or from the Gaeltacht / people who have spent a lot of time in the Gaeltacht or in Germany and who have become immersed in the language / they would be good as native speakers. Native speakers would have total fluency from birth with natural expressions.

[Interviewer – How would you describe your attitude to learning Irish and what motivates you to learn the language?]

Respondent. Again the importance of the language as being our national language.

[Interviewer – When you are doing your homework, do you spend more time at Irish than at German?]

Respondent. I would probably say more at German / to go over grammar and it requires time to get up to the same level as Irish / I suppose.

[Interviewer – Have you more positive attitudes towards Irish than you have towards German and why?]

Respondent. I don't think so / I think it would be about equal.

[Interviewer - Why are you doing Higher Level Irish?]

Respondent. I have always done Higher Level Irish. I did well in the Junior Certificate / I think it would be a shame not to do it for the Leaving Certificate.

[Interviewer - What do you find difficult in the Leaving Certificate Irish course?]

Respondent. Again the literature content and there is a lot of poetry in it although the poetry is printed on the paper but you have to analyse it in detail.

[Interviewer - How fluent would you like to be in Irish?]

Respondent. I would like to be able to speak it fluently with native speakers. Again like the German I would like to be able come out of school and to be able to speak it fluently.

[Interviewer - Do you think that to be able to understand Irish literature and culture gives us a better understanding of our Irish identity as a nation?]

Respondent. Definitely, it is an integral part of our Irish heritage and identity.

[Interviewer - Is Irish identity important to you and are you proud to be able to speak Irish that reflects this identity?]

Respondent. I am proud of it / it is our country / it is our heritage / we don't come from anywhere else / this is where we come from / this is us so to speak.

[Interviewer - Do you like learning Irish on your own outside of class time?]

Respondent. Again I suppose it would be nice / to be honest I don't have much time to dedicate to it outside of class

[Interviewer – Would you spend more time with Irish than with German outside of class time?]

Respondent. I probably would spend more time doing German because I have only been doing it for five years.

[Interviewer - Do you think that if you did extra work on your own in Irish that it would improve your grades in exams?]

Respondent. Probably would.

[Interviewer - Do you think you need to be more motivated and focused to work on your own in Irish outside of class time?]

Respondent. Definitely / you need to be focused and self-disciplined.

[Interviewer - Is it easier to learn Irish in a class group than to learn it on your own outside of the classroom environment?]

Respondent Again the teacher is important in explaining difficult aspects of the course.

[Interviewer - How often would you watch TG4 and does it help you to understand the language?]

Respondent. Maybe I try to get to watch it twice a week / the *nuacht* (news) or Irish programmes of interest to me / like that.

Interviewee 2

German

Sixth year Leaving Certificate female student, studying Higher Level German and Irish in an Irish-medium school.

[Interviewer - How important is German to you in getting a job in Germany or with a German company in Ireland?]

Respondent. Well I want to study German in the University and to do media studies and I would like to have German if I went to Germany to get a job there / like maybe presenting on the radio / I really enjoy the language and would like to use it with the job.

[Interviewer – Are there any other reasons as to why you are learning German in school?]

Respondent. We have a choice of subjects in first year to choose from and we have the option between business or German and I am a lot more language orientated than orientated towards business subjects or maths and I really enjoyed it.

[Interviewer – You would like to become a journalist?]

Respondent. Something in that line / television presenter or newsreader or something like that on the radio in Ireland or in Germany.

[Interviewer – How important is German for getting points in the Leaving Certificate?]

Respondent. For me it is probably the most important subject / I got an A in it in my Junior Certificate and it is what I am counting on in getting high points in my Leaving Cert.

[Interviewer – Do you think that if you had more classes in German and more access to German language television that this would improve your standard of German?]

Respondent. Definitely / if we got to watch German language television at home or listen to German radio / it would give us more language that we could use in everyday situations.

[Interviewer – Do you have German language television?]

Respondent. I don't have access to German television but I could find some German radio stations.

[Interviewer – Would more exposure to the language create more positive attitudes and improve your confidence in the language that would make you feel more at ease with it?]

Respondent. I think so, yeah / I think that if I watched maybe German soaps on television / I would know the colloquial language to use in conversation / I would be more confident.

[Interviewer – Have you ever been on a student exchange to Germany?]

Respondent. Yeah, I have been in Germany for two weeks in Wiesbaden.

[Interviewer – Has this given you more confidence in the language?]

Respondent. Definitely, I want to back before my Leaving Certificate again / I learned more in those 15 days than I did in four years in school.

[Interviewer – Why do you say you learned more in 15 days than you learned in class?]

Respondent. Because in class you concentrate more on the grammar side of things and learning that but in Germany you would pick up vocabulary you would not have to learn because you would be discussing it with somebody and using it without consciously being aware of what you were going to say.

[Interviewer – Would you like the German way of life and to live in Germany?]

Respondent. Ah I admire their way of life but I don't know if I could live it / it is very punctual and timetabled / it is a beautiful country.

[Interviewer – Would you recommend that learners of German should participate in school exchanges to improve their German?]

Respondent. Definitely/ I would recommend it to anybody and I can't think of the downside of it other than not getting on well with the family / other than that learning the language it is the best way.

[Interviewer- Are there any other reasons why you are doing German?]

Respondent. Not really / I would like to learn as many languages as possible / I enjoy languages / I actually like German / I don't find it difficult / one of the easiest subjects that I have.

[Interviewer – What particular aspect of German do you find particularly interesting and appealing?]

Respondent. The language itself / I like the word structure / I just find it easier to understand and I find it easier to break it down / I suppose it is quite similar to English in certain ways.

[Interviewer – How would you describe your attitude to learning German and what motivates you to learn and to master the language?]

Respondent. I don't know, I love to be fluent in it more so than in English or Irish.

[Interviewer – Do you spend more time learning German than learning Irish?]

Respondent. I would say pretty much equal because I was doing Irish since I was four / so I would not be concentrating that much on the Irish.

[Interviewer – Is language learning a female business in that girls are better and more prepared at learning languages than boys?]

Respondent. I think in general that girls find it easier to learn languages and boys find it easier to learn maths.

[Interviewer – Is that not a stereotype view?]

Respondent. Oh it is a total stereotype / from what I have seen from my friends.

[Interviewer – Are you doing Higher Level German?]

Respondent. Yes, Higher Level German.

[Interviewer - What do you find difficult in the Leaving Certificate German course?]

Respondent. There are two questions on the paper I find difficult / *Angewandte Matematik* (applied grammar) questions and the *Äusserung zum Thema* (opinion of issue) / I find that difficult.

[Interviewer – Why would you say that the Äusserung zum Thema is difficult?]

Respondent. It is not that it is difficult but it is time consuming because you have to write out the answer and construct sentences.

[Interviewer - How fluent would you like to be in German?]

Respondent. I would love to be totally fluent in German.

[Interviewer - While students are more positive towards learning Irish in general, yet a larger percentage take Higher Level German than Irish. Why is this the case?]

Respondent. Well! To be honest I think German would be a lot more useful to have in the future than Irish would be as a lot more people speak German than they would Irish / as a first language Irish people speak it only in Ireland / German is spoken in other countries as well / you know like / they are interest in Irish because it is our native language. As well as that, there are two papers in Irish and only one in German.

[Interviewer – There are two papers in Irish and one in German?]

Respondent. Yes, there is a lot more work in Irish.

[Interviewer – What part of the course would that be?]

Respondent. Learning poetry / we don't have to do poetry in German. Irish has a very wide literature content.

[Interviewer - Do you like learning German on your own outside of class time?]

Respondent. I enjoy my homework and reading the text and if something comes up on television in German I would listen to it.

[Interviewer - Do you think you need to be more motivated and focused to work on your own outside of class?]

Respondent. Definitely / personally I have to be under pressure or have a deadline to work at my best.

[Interviewer - Is it easier to learn German in a class group than to learn it on your own outside of the classroom environment?]

Respondent. Oh, it is much easier with the teacher.

[Interviewer - Do attitudes towards learning German impact on attitudes towards learning Irish and in what way?]

Respondent. Yeah, I think as you go on maybe not so much in the Junior cycle but in the Leaving Cert. you can definitely see once you have a certain level of German you begin to connect with Irish that the word structures are similar and some of the words are similar / it does definitely help / but I suppose to be honest my level of Irish is quite high and I would need it to help me in German.

[Interviewer – Do you see any language interference between Irish and German?]

Respondent. I am doing French for the Leaving Cert. as well and it is those two languages I get mixed up with / not Irish.

[Interviewer – Why would think that is the case?]

Respondent. If you have similar sounds / this may cause interference.

[Interviewer – Are there phonological surface similarities between German and Irish? For example, words like ‘nicht’ in German and ‘inis’ in Irish. Do these similarities help you in any way?] Phonology means the sounds of words in a language?]

Respondent. I don’t know if it would help but it would definitely not confuse me / but sometimes I can connect them to each other.

[Interviewer – Does learning German motivate you to learn Irish and vice versa and in what way?]

Respondent. I would say they don’t have any impact on each other / I don’t think so, no.

[Interviewer – If you are good at Irish, does it automatically follow that you can be good at German or if you are good at German that you can automatically be good at Irish?]

Respondent. I am sure it would make it a lot easier but a lot of people pick up Irish at a high level in first year and at the same time they are learning German.

[Interviewer – Do you think that the two languages complement each other?]

Respondent. Yes.

Irish

[Interviewer – How important is Irish to you in getting a job in Ireland?]

I think so / for me personally it is important/ I would like to do media studies and there is a course in UCG / I would like to do that which involves Irish / just a one-year course and I would like to do media studies through Irish / and I would love that / it is after all my native language.

[Interviewer – Are you learning Irish to obtain sufficient points in the Leaving Certificate?]

Respondent. No, because I really enjoy it.

[Interviewer – Do you think that it is more difficult to get an A1 in Leaving Certificate Higher Level Irish than it is to get an A1 in Leaving Certificate Higher Level German?]

Respondent. Yeah, definitely it is more difficult to get an A1 in Higher Level Irish than an A1 in Higher Level German because there are two papers in Irish and there is more poetry and a wider literature content in Irish.

[Interviewer – Do you think that if you had more classes in Irish and watch more Irish

language programmes on TG4 that this would greatly improve your standard of Irish?]

Respondent. I think we have a lot of Irish programmes on TG4 and I don't think a lot of students would choose to watch them but I think if they wanted to watch these programmes / I am sure they would get better in the language.

[Interviewer – Would more exposure to the language improve your confidence?]

Respondent. Yeah, I am sure it would for conversational skills / it would help the oral aspect of it.

[Interviewer – Have you ever participated in Irish language courses in the Gaeltacht?]

Respondent. I have.

[Interviewer – Has this given you more confidence in the language?]

Respondent. No, I don't think it helped me / not really, no. I went to a Gaelscoil in primary school / so my standard of Irish was quite high / it did not help me but at the same time that is not to say that I didn't learn something / if you could speak Irish for a few minutes a week just to improve you fluency / it all adds up.

[Interviewer – If you had not gone to a Gaelscoil in primary school, would it have helped you?]

Respondent. Definitely, it would have helped me if I had not gone to a Gaelscoil in primary school.

[Interviewer – Would you recommend that learners of Irish should participate in Irish language courses in the Gaeltacht to improve their Irish?]

Respondent. Yes, definitely / because it does not only just help the speaking part of the language itself / it also helps with the cultural aspect as well.

[Interviewer – Are you very motivated by the challenge to master the language?]

Respondent. Definitely, definitely.

[Interviewer – What particular aspects of Irish do you find particularly interesting and appealing?]

Respondent. *Stair na Gaeilge* (History of the Irish language) / I love the history of the language / like the folklore and the Fianna.

[Interviewer – Do you think that native speakers of Irish and German are more authentic than non-native speakers and in what way?]

Respondent. I suppose they are / they would have the *nathanna cainte* (phrases) that we would have to learn / native speakers of Irish would have better Irish than non-native speakers who have learned Irish to become teachers of Irish. But non-native speakers would possibly be better teachers because they would understand the difficulties that learners of Irish would have / the same would apply to German.

[Interviewer – How would you describe your attitude to learning Irish and what motivates you to learn the language?]

Respondent. My attitude to learning Irish / well I am learning it because I love the language / the sound of it / and the speaking of it / and if this generation would start learning it then it would be used more widely in everyday life.

[Interviewer – When you are doing your homework, do you spend more time at Irish than at German?]

Respondent. I would probably spend more time doing Irish.

[Interviewer – Have you more positive attitudes towards Irish than you have towards German and why?]

Respondent. I would say my attitudes to both would be similar.

[Interviewer - Why are you doing Higher Level Irish?]

Respondent. I like the literature and language.

[Interviewer - What do you find difficult in the Leaving Certificate Irish course?]

Respondent. I don't think anything is really difficult / maybe the fact that there is a lot of poetry and stories to be learnt / just memory work.

[Interviewer - How fluent would you like to be in Irish?]

Respondent. I would love to be fluent with native speakers. Again like the German I would like to be able come out of school and to be able to speak it fluently.

[Interviewer – Would you prefer to be more fluent in German than in Irish?]

Respondent. I would prefer to be more fluent in German because in the long term it would be a lot more useful for me to be fluent in German than in Irish.

[Interviewer - Do you think that to be able to understand Irish literature and culture gives us a better understanding of our Irish identity as a nation?]

Respondent. Yes, definitely.

[Interviewer - Is Irish identity important to you and are you proud to be able to speak Irish that reflects this identity?]

Respondent. It is very important to me / I am patriotic / it is a symbol of our cultural identity.

[Interviewer - Do you like learning Irish on your own outside of class time?]

Respondent. Yes.

[Interviewer – Would you spend more time with Irish or German outside of class time?]

Respondent. I would spend more time on German.

[Interviewer - Do you think that if you did extra work on your own in Irish that it would improve your grades in exams?]

Respondent. Yes.

[Interviewer - Do you think you need to be more motivated and focused to work on your own in Irish outside of class time?]

Respondent. Yes.

[Interviewer - Is it easier to learn Irish in a class group than to learn it on your own outside of the classroom environment?]

Respondent. I would say it is the same but you need to be focused.

[Interviewer - How often would you watch TG4 and does it help you to understand the language?]

Respondent. Maybe two or three times a week / the *nuacht* or Irish programmes of interest to me / something like that.

Interviewee 3

German

(Sixth year Leaving Certificate female student, studying Higher Level German and Irish in an Irish-medium school.

[Interviewer - How important is German to you in getting a job in Germany or with a German company in Ireland?]

Respondent. I think it is very important in order to be in with a chance of getting a job in Germany or with a German company in Ireland / you know if two candidates of equal ability versus each other and if one has German and the other has no German / the one with German would have a far better chance of getting a job.

[Interviewer – Are there any other reasons as to why you are learning German in school?]

Respondent. I am learning German in school because I guess that I always had a *grá* (love) for languages / I am also studying French and I am completing my Leaving Cert. through the medium of Irish as well / so I guess it is a natural progression for me to have German / and I think it would perhaps be another string to my bow to have an extra language.

[Interviewer – How important is German for getting points in the Leaving Certificate?]

Respondent. I guess / I don't think I would single out one particular subject to say that it is more important or less important as regards getting points / I think there are all of equal importance in getting points in the Leaving Cert.

[Interviewer – You said you are doing French, would you prefer French to German?]

Respondent. I think I might be swayed a bit more towards French / I guess purely from a sound point of view/ I quite like the way the French language sounds / putting it in very simple terms / I have also been to France and I quite like the French culture / I think I would be slightly swayed towards French.

[Interviewer – Do you think that if you had more classes in German and more access to German language television that this would improve your standard of German?]

Respondent. Yes, definitely / like anything else, the more you are exposed to it, the better you can improve yourself in that discipline / you would pick up more of it.

[Interviewer – Do you have German language television?]

Respondent. I don't, have access to German television in the home / in the school the teacher might show a bit of the news in German but that would be it. I was in Germany last summer working / so I watched a lot of German television there.

[Interviewer – Would more exposure to the language create more positive attitudes and improve your confidence in the language that would make you feel more at ease with it?]

Respondent. Almost definitely / I guess like the previous question / the more of the language you hear, the more you pick up / the more competent you become in your own ability as you improve in the language.

[Interviewer – You said you have been on a student exchange to Germany, has this given you more confidence in the language?]

Respondent. Almost definitely, I guess in that situation / I was living with a family for three weeks / and they did not have a huge grasp of the English language / therefore it was incumbent on me to speak German all the time / so it greatly improved my German and improved my confidence in the language.

[Interviewer – What are the things you would pick up in Germany that you would not pick up in the German class here in Ireland?]

Respondent. I guess when I was over in Germany/ it was living everyday life and doing the normal things with the family / you know, going on a little day trip / outings and what have you / I guess basically you pick up stuff / perhaps you would not normally cover in a classroom / I guess in the classroom it is different part of your life / it is not like been at home with your family / so I think you are more open to pick up more stuff / you are more relaxed and you are not in school.

[Interviewer – Would you like the German way of life and to live in Germany?]

Respondent. Ah I would like the German way of life / I would like to live there / perhaps not for ever / the Germans are very nice people / certainly the ones I have come across / I think they have a very regimental way of doing things and I think I would prefer a more relaxed culture.

[Interviewer – Would you recommend that learners of German should participate in school exchanges to improve their German?]

Respondent. Most definitely yes / I even find myself that within the classroom situation now, I think I am ahead of the others.

[Interviewer- Are there any other reasons why you are doing German?]

Respondent. I pick up German because I am interested in it.

[Interviewer – What particular aspect of German do you find particularly interesting and appealing?]

Respondent. It is hard to put my finger on it / at the end of day I am in school and I treat it as another subject / you still have to do homework in it. The pronunciation is not as hard as French / I would find that easier / that would be a benefit in the German language.

[Interviewer – How would you describe your attitude to learning German and what motivates you to learn and to master the language?]

Respondent. I guess like any other subject in school / you know I feel good about myself and I have tried my best / that goes for any subject in school / if I were going over to Germany again I would feel more confident and better within myself.

[Interviewer – Do you spend more time learning German than learning Irish?]

Respondent. I have been in an Irish-medium school since first year and / I think I have a much better grasp of the Irish language / I would not have to sit down and study it like I would have to study German grammar per se / yes, I would spend more time learning German.

[Interviewer – Is language learning a female business in that girls are better and more prepared at learning languages than boys?]

Respondent. I guess it is hard for me to tell because I go to an Irish-medium school and I did not study German in the primary school / so I don't really know myself / on average they say that girls pick up languages better than boys.

[Interviewer – Is that not a stereotype view?]

Respondent. Yes, it is.

[Interviewer – Are you doing Higher Level German?]

Respondent. Yes, Higher Level German.

[Interviewer - What do you find difficult in the Leaving Certificate German course?]

Respondent. Sometimes the grammar can be quite hard and that is the most difficult thing I would find about it.

[Interviewer - How fluent would you like to be in German?]

Respondent. I would not say that I am totally fluent by any manner of means but after having spent three weeks as an exchange student I would feel quite confident.

[Interviewer - While students are more positive towards learning Irish, yet a larger percentage take Higher Level German than Irish. Why is this the case?]

Respondent. Well! I don't really know because generally speaking in our school all students take Higher Levels in all subjects / that is the way it is in our school.

[Interviewer - Is there more work in Irish than in German?]

Respondent. There are two papers in Irish and perhaps students feel that there is more work in Irish than in German / more essay writing in Irish than in German.

[Interviewer - Do you like learning German on your own outside of class time?]

Respondent. I guess I am studying towards my Leaving Cert. at the moment so I can't spend too much time on any one given subject I feel I have to spread it out / I have six other subjects as well / so I have to say no, not really / I do the amount I have to do to get by and to do well / at this point in time I don't do extra.

[Interviewer - Do you think you need to be more motivated and focused to work on your own outside of class?]

Respondent. Yes, I think you have to be outside the classroom situation / outside the normal course of work you have to.

[Interviewer - Is it easier to learn German in a class group than to learn it on your own outside of the classroom environment?]

Respondent. Well from my point of view I would find it easier to work within the classroom environment / I get encouragement from other people and listening to other people as well.

[Interviewer - Do attitudes towards learning German impact on attitudes towards learning Irish and in what way?]

Respondent. I think that holds true for people that are good at languages in general I don't think you can relate it specifically back to Irish / I think that if you have a good ear for languages / say you have a good ear for Irish or if you have a good ear for French then naturally you are going to have a good ear for German / I think I have a good ear for languages in general / I don't find them too hard to be honest.

[Interviewer - Do you see any language interference between Irish and German in that when you are speaking German, the odd Irish word tends to interfere with the flow of German?]

Respondent. I think it can be sometimes hard, particularly if you are studying four different languages for the Leaving Cert. / you know English, Irish, French and German / I think language interference comes into play more so between French and German as

distinct / you know between German and Irish / sometimes you can be mixed up / that happens if you are after doing a French class in school and than go straight into a German class.

[Interviewer – Are there phonological surface similarities between German and Irish? For example, words like ‘nicht’ in German and ‘inis’ in Irish. Do these similarities help you in any way?] Phonology means the sounds of words in a language?]

Respondent. To be honest our German teacher has never drawn much similarities between Irish and German / I think it depends on the teacher to draw those similarities / in some instances / yes, it would be helpful.

[Interviewer – Does learning German motivate you to learn Irish and vice versa and in what way?]

Respondent. I guess I never really thought about that / no, I would not say so.

[Interviewer – If you are good at Irish, does it automatically follow that you can be good at German or if you are good at German then you can be automatically good at Irish?]

Respondent. I think so because like I said before / if you have a good ear for languages / you know / you are going to be good at languages in general.

[Interviewer – Do you think that the two languages complement each other?]

Respondent. To be honest I have never drawn any analogy between any of them as to the effects they have on each other.

Irish

[Interviewer – How important is Irish to you in getting a job in Ireland?]

Respondent. Not hugely important I would say / I like the language / but in the context of getting a job / I don't think you are going to be asked about the Irish language / I would not say so / it depends on what the job is.

[Interviewer – Why do you think you are learning Irish in school?]

Respondent. From my point of view, Irish is part of my culture and I think it is quite bad that we as an Irish nation are not speaking it as our first language / I don't think a huge amount of people like Irish or can speak Irish to a great extent outside of people that are going to school.

[Interviewer – Are you learning Irish to obtain sufficient points in the Leaving Certificate?]

Respondent. In our school you have to do Irish for the Leaving Cert. / ye, you are going to try to get as many points as possible out of it like you would do with any other language.

[Interviewer – Do you think that it is more difficult to get an A1 in Leaving Certificate

Higher Level Irish than it is to get an A1 in Leaving Certificate Higher Level German?]

Respondent. I think it is probably harder to get an A1 in Higher Level Irish than it is to get an A1 in Higher Level German / just from my own point of view / it is just the fact that people have been learning Irish for years and a higher standard is expected of them. German is a more a recent thing with them in the syllabus.

[Interviewer – Do you think that if you had more classes in Irish and watch more Irish language programmes on TG4 that this would greatly improve your standard of Irish?]

Respondent. Definitely, I guess Hector Ó hEochagáin (TV personality) is making it cool to be Irish and to speak Irish / yes, definitely.

[Interviewer – Would more exposure to the language improve your confidence?]

Respondent. Yes, definitely the more you are exposed to the language, the more you are going to learn.

[Interviewer – Have you ever participated in Irish language courses in the Gaeltacht?]

Respondent. Yes, I was in the Gaeltacht in Co. Chiarraí when I was in primary school for one summer.

[Interviewer – Has this given you more confidence in the language?]

Respondent. To be honest we did not learn a huge amount of Irish because we only had classes in the morning and in the afternoons and in the evenings we spoke a lot of English / it was not very regimented.

[Interviewer – Would you recommend that learners of Irish should participate in Irish language courses in the Gaeltacht to improve their Irish?]

Respondent. I think it would be better if you were older / you know / than to be at a primary school age / at least then you are there and you want to learn it.

[Interviewer – Are you very motivated by the challenge to master the language?]

Respondent. Yes, I would be no more so than for any of my other Leaving Cert subjects/ but in time I would learn more Irish because it is part of our culture / when I have more time.

[Interviewer – What particular aspects of Irish do you find particularly interesting and appealing?]

Respondent. To be honest, I like poetry in general that appeals to me the most.

[Interviewer – Do you think that native speakers of Irish and German are more authentic than non-native speakers and in what way?]

Respondent. Ah definitely / sure they have grown up with it / 100% definitely / they have a very good grasp of the language.

[Interviewer – How would you describe your attitude to learning Irish and what motivates you to learn the language?]

Respondent. It is our national language.

[Interviewer – When you are doing your homework, do you spend more time at Irish than at German?]

Respondent. I would probably spend more time at German because I have a good grasp of Irish.

[Interviewer – Have you more positive attitudes towards Irish than you have towards German and why?]

Respondent. I guess I would have slightly more positive attitudes towards Irish because I am Irish and as a person and I have quite an interest in Irish culture.

[Interviewer - Why are you doing Higher Level Irish?]

Respondent. I got an A in Higher Level in my Junior Cert. and I would like to do Higher Level Irish in my Leaving Cert.

[Interviewer - What do you find difficult in the Leaving Certificate Irish course?]

Respondent. I would not be totally good at writing essays / so I always found it a bit challenging to write good Irish essays.

[Interviewer – How fluent would you like to be in Irish?]

Respondent. I would be fairly fluent in Irish because I am doing all my subjects through Irish / so I would have a very good grasp of the language.

[Interviewer - Do you think that to be able to understand Irish literature and culture gives us a better understanding of our Irish identity as a nation?]

Respondent. Yes, definitely if you read back the stories from writers of the past / I think it gives us a good insight into the past / it is part of our culture.

[Interviewer - Is Irish identity important to you and are you proud to be able to speak Irish that reflects this identity?]

Respondent. Yes, I am definitely proud to be Irish and it is quite important to me.

[Interviewer - Do you like learning Irish on your own outside of class time?]

Respondent. To be honest, I don't have time / I am quite busy with the Leaving Cert.

[Interviewer – Would you spend more time learning Irish than learning German outside of class time?]

Respondent. I think I would spend more time with Irish because we get more essays.

[Interviewer - Do you think that extra work on your own in Irish would improve your grades in exams?]

Respondent. Yes, it would / but that would go for any other subject that I would do for the Leaving Cert.

[Interviewer - Do you think you need to be more motivated and focused to work on your own in Irish outside of class time?]

Respondent. Yes, definitely because it is one step extra you have to take and you take it on yourself.

[Interviewer - Is it easier to learn Irish in a class group than to learn it on your own outside of the classroom environment?]

Respondent. I would think so, I would find it easier in a class situation.

[Interviewer - How often would you watch TG4 and does it help you to understand the language?]

Respondent. I might watch it now and again / it helps me to understand the language.

Interviewee 4

German

(Sixth year Leaving Certificate female student, studying Higher Level German and Irish in an English-medium second level school.

[Interviewer - How important is German to you in getting a job in Germany or with a German company in Ireland?]

Respondent. Not very important at all / I don't need it for my future career because I am going to study music.

[Interviewer – Why are you learning German?]

Respondent. I like German / I think it is easier than French / everything is pronounced the way it is spelt / that is a good thing.

[Interviewer – How useful is German?]

Respondent. It is very useful for all different types of jobs particularly business / it is good to learn German.

[Interviewer – How important is German for getting points in the Leaving Certificate?]

Respondent. I think it would be easy to do well in German in the Leaving Cert. / if you are interested in the subject you will do it and therefore you will get more points in it.

[Interviewer – You did French and German in first year. Why did you choose German?]

Respondent. I did French in first year and then I dropped it because I preferred German

/ I found French a lot harder than German. Well!

[Interviewer – Is the grammar as difficult in French as it is in German?]

The grammar in German is difficult but not terribly difficult.

[Interviewer – Do you think that if you had more classes in German and more access to German language television that this would improve your standard of German?]

Respondent. Yes, if we had more classes in German it would.

[Interviewer – Do you have German language television?]

Respondent. No.

[Interviewer – Would more exposure to the language create more positive attitudes and improve your confidence in the language that would make you feel more at ease with it?]

Respondent. Yes, I think so, it could / yes.

[Interviewer – Have you ever been on a student exchange to Germany?]

Respondent. No, but I went on a school trip to Germany for a week.

[Interviewer – Has this given you more confidence in the language?]

Respondent. I attempted to speak it when I was there in restaurants and things like that but the people were speaking very fast and they kind of laugh at you when you are speaking it slowly / but we were there to speak it slowly.

[Interviewer – Would you like the German way of life and to live in Germany?]

Respondent. I found the people very rude and I would not like to live there.

[Interviewer – Would you recommend that learners of German should participate in school exchanges to improve their German?]

Respondent. Oh yes, I think it would be a really good idea / but you have to be over there for a quite a long time with a family.

[Interviewer- Are there any other reasons why you are doing German?]

Respondent. I just like it.

[Interviewer – What particular aspect of German do you find particularly interesting and appealing?]

Respondent. I don't know / I just like it as a subject / I like learning it.

[Interviewer – How would you describe your attitude to learning German and what motivates you to learn it and to master the language?]

Respondent. I am interested in it.

[Interviewer – Do you spend more time learning German than learning Irish?]

Respondent. Definitely more time learning German.

[Interviewer – Why would you?]

Respondent. I am more interested in learning German / I don't really like Irish.

[Interviewer – Is language learning a female business in that girls are better and more prepared at learning languages than boys?]

Respondent. I would not say that learning languages is open to everybody.

[Interviewer – Are you doing Higher Level German?]

Respondent. Yes, Higher Level German.

[Interviewer - What do you find difficult in the Leaving Certificate German course?]

Respondent. The only thing that stands out is that we have these comprehensions and it can be difficult to understand the whole thing / they are very long / the questions they ask are very detailed / there is not enough of time to answer them / that is the only problem I have.

[Interviewer - How fluent would you like to be in German?]

Respondent. I would like to be able to speak German like English / that would be really good.

[Interviewer - While students are more positive towards learning Irish, yet a larger percentage take Higher Level German than Irish. Why is this the case?]

Respondent. I am surprised at that because a lot of people I know don't like Irish / Irish is harder than German / the Irish course is very long / there are two papers in Irish and only one in German / in German you learn about the language / in Irish there is a lot of poetry and prose.

[Interviewer - Do you like learning German on your own outside of class time?]

Respondent. I don't mind / but I would prefer to work in class.

[Interviewer - Do you think you need to be more motivated and focused to work on your own outside of class?]

Respondent. You have to be more motivated to work on your own.

[Interviewer - Is it easier to learn German in a class group than to learn it on your own outside of the classroom environment?]

Respondent. It is easier to learn it in class because you have the teacher to help you.

[Interviewer - Do attitudes towards learning German impact on attitudes towards learning Irish and in what way?]

Respondent. Yes, learning one language can help you to learn another language / I have been learning Irish since I was five / you are used to having classes in Irish and you get used to learning languages.

[Interviewer – Would you have language interference?]

Respondent. Yes, that can happen / even when I was practising for my German oral last week / I was after finishing my Irish oral / you would be still thinking in Irish.

[Interviewer – Are there phonological surface similarities between German and Irish? For example, words like ‘nicht’ in German and ‘inis’ in Irish. Do these similarities help you in any way?] Phonology means the sounds of words in a language?]

Respondent. I don't think so / no.

[Interviewer – Does learning German motivate you to learn Irish and vice versa and in what way?]

Respondent. No.

[Interviewer – Why not?]

Respondent. Ah, I like German and I don't like Irish.

[Interviewer – If you are good at Irish, does it automatically follow that you can be good at German or if you are good at German can you be automatically good at Irish?]

Respondent. If you are good at languages in general you should be good at German and Irish.

Irish

[Interviewer – How important is Irish to you in getting a job in Ireland?]

Respondent. I don't need Irish to get a job.

[Interviewer – What kind of a job would Irish get you?]

Respondent. You need Irish to become a primary school teacher / for the gardaí and the civil service.

[Interviewer – Why do think that you are learning Irish in school?]

Respondent. I suppose people want to maintain the Irish cultural.

[Interviewer – Are you learning Irish to obtain sufficient points in the Leaving Certificate?]

Respondent. No, I don't need high points in the Leaving Cert.

[Interviewer – Do you think that it is more difficult to get an A1 in Leaving Certificate Higher Level Irish than it is to get an A1 in Leaving Certificate Higher Level German?]

Respondent. I think it would be harder to get an A1 in Higher Level Irish / I was actually talking to our career guidance teacher / he was telling me that more people get A's in German than they do in Irish.

[Interviewer – Do you think that if you had more classes in Irish and watch more Irish language programmes on TG4 that this would greatly improve your standard of Irish?]

Respondent. I would not watch Irish programmes on TG4 / no / but if I did, it would improve my Irish.

[Interviewer – Would more exposure to the language improve your confidence?]

Respondent. Yeah, I think so.

[Interviewer – Have you ever participated in Irish language courses in the Gaeltacht?]

Respondent. No.

[Interviewer – Would you recommend that learners of Irish should participate in Irish language courses in the Gaeltacht to improve their Irish?]

Respondent. Yeah, because they are exposed to the language all day / it would help them / you know.

[Interviewer – Are you very motivated by the challenge to master the language?]

Respondent. No.

[Interviewer – What particular aspects of the Irish course do you find particularly interesting and appealing?]

Respondent. I don't like it really and I find it too long.

[Interviewer – Do you think that native speakers of Irish and German are more authentic speakers than non-native speakers and in what way?]

Respondent. Native speakers are more authentic / definitely / they are surrounded by the language everyday.

[Interviewer – How would you describe your attitude to learning Irish and what motivates you to learn the language?]

Respondent. I don't like Irish but I want to get a good grade in it in the Leaving Cert.

[Interviewer – When you are doing your homework, do you spend more time at Irish than at German?]

Respondent. More time at German.

[Interviewer – Have you more positive attitudes towards Irish than you have towards German and why?]

Respondent. I have more positive attitudes towards German.

[Interviewer - You are doing Higher Level Irish?]

Respondent. Yes.

[Interviewer - What do you find difficult in the Leaving Certificate Irish course?]

Respondent. We have a lot of poetry and stories to learn and sections of *Stair na Teanga* and Peig.

[Interviewer - How fluent would you like to be in Irish?]

Respondent. If it would help me with my exams. I would like to be fluent / but that is all.

[Interviewer - Do you think that to be able to understand Irish literature and culture gives us a better understanding of our Irish identity as a nation?]

Respondent. Really yes / I am from Ireland.

[Interviewer - Is Irish identity important to you and are you proud to be able to speak Irish that reflects this identity?]

Respondent. I am proud to be Irish / but it is not a great big deal to me.

[Interviewer - Do you like learning Irish on your own outside of class time?]

Respondent. No.

[Interviewer - Do you think that if you did extra work on your own in Irish that it would improve your grades in exams?]

Respondent. Yeah, it would.

[Interviewer - Do you think you need to be more motivated and focused to work on your own in Irish outside of class time?]

Respondent. Yeah.

[Interviewer - Is it easier to learn Irish in a class group than to learn it on your own outside of the classroom environment?]

Respondent. Yeah, because you have the teacher to help you.

[Interviewer - How often would you watch TG4 and does it help you to understand the language?]

Respondent. Never.

Interviewee 5

German

(Sixth year Leaving Certificate female student, studying Higher Level German and Irish in an English-medium second level school.

[Interviewer - How important is German to you in getting a job in Germany or with a German company in Ireland?]

Respondent. I find it very important because I have an advantage straight away and I spend quite a bit of time in Germany even though a lot of Germans have good English / it is right and proper that you can speak German back to them.

[Interviewer – Why are you learning German?]

Respondent. My mother is German so / we always had an interest in it and since we were young they tried to bring us up bilingual and I like the language.

[Interviewer – What advantages has German?]

Respondent. For certain careers / translator / teacher / and anything to with business.

[Interviewer – How important is German for getting points in the Leaving Certificate?]

Respondent. Ah, I would be hoping as having it as one of my six subjects / I would be depending quite a bit on it for good marks.

[Interviewer – Did you do French?]

Respondent. I did French for only one year and then I gave it up in second year.

[Interviewer – Why did you give up French?]

Respondent. Ah, I think maybe I had enough / I think it is quite confusing to have four languages.

[Interviewer – Do you think that if you had more classes in German and more access to German language television that this would improve your standard of German?]

Respondent. Definitely / listening helps a lot / we have quite a few videos at home to listen to the language.

[Interviewer – Do you have German language television?]

Respondent. No, not at the moment.

[Interviewer – Would more exposure to the language create more positive attitudes and improve your confidence in the language which would make you feel more at ease?]

Respondent. Oh definitely yeah / people who have done exchanges/ I really feel that they have an advantage / a couple of students have gone on French exchanges / it has an advantage for the orals.

[Interviewer – Have you ever been on a student exchange to Germany?]

Respondent. I have gone to visit friends in Germany many times.

[Interviewer – Has this given you more confidence in the language?]

Respondent. Oh definitely / because you are using it in a totally different atmosphere / is it not like book German / it is much more natural.

[Interviewer – Would you like the German way of life and to live in Germany?]

Respondent. Ah, it is very disciplined and organised / there are always on time/ sometimes the Irish would find it a bit tough / they would not be use to it / it does not bother me any more / personally I like it because I am use to it / the Germans are very up front / you know where you stand with them / the work gets done.

[Interviewer – Would you recommend that learners of German should participate in school exchanges to improve their German?]

Respondent. Yes, definitely it does help / my friends come to my house to speak with my mother and to have a natural everyday conversation.

[Interviewer- Are there any other reasons why you are doing German?]

Respondent. Well, for university and I want to study law with German once I finish school.

[Interviewer – What particular aspect of German do you find particularly interesting and appealing?]

Respondent. Well the grammar is very difficult but I think before I started learning grammar in school I would have said it much more naturally and now I have been asked to think about it and understand it and I find myself making a lot more mistakes than when I was younger / nobody would teach you mentally how to speak English and how to put a sentence together.

[Interviewer – How would you describe your attitude to learning German and what motivates you to learn and to master the language?]

Respondent. Ah well at home I suppose / Mama always gives out to us in German and we answer back in English.

[Interviewer – Do you spend more time learning German than learning Irish?]

Respondent. No / I would spend more time learning Irish.

[Interviewer – Why would you?]

Respondent. Because I think German would come more naturally to me and I would use it more in speech but Irish would be more book work than natural learning.

[Interviewer – Is language learning a female business in that girls are better at learning

languages than boys?]

Respondent. Ah I would not say that / it depends on the exposure / I mean in our house now / my brother he has lost a lot of his fluency because he has not gone back for a couple of years to Germany / he doesn't like it at all / he can't handle the German lifestyle at all. He understands everything but the speech is getting more difficult.

[Interviewer – Are you doing Higher Level German?]

Respondent. Yeah, Higher Level German.

[Interviewer - What do you find difficult in the Leaving Certificate German course?]

Respondent. Ah, the grammar.

[Interviewer – How fluent would you like to be in German?]

Respondent. Very/ the whole point that after next year I will spend the year in Germany and I hope to be more or less fluent when I get back.

[Interviewer - While students are more positive towards learning Irish, yet a larger percentage take Higher Level German than Irish. Why is this the case]

Respondent. I find that odd now / we have two pass Irish classes when I come to think of it / maybe it is the poetry and the stories / whereas you have no poetry in German / there are two papers in Irish.

[Interviewer - Do you like learning German on your own outside of class time?]

Respondent. Yeah, I prefer to learn it in class because I can speak German.

[Interviewer - Do you think you need to be more motivated and focused to work on your own outside of class?]

Respondent. No, I am quite happy to work on my own / I don't mind.

[Interviewer - Is it easier to learn German in a class group than to learn it on your own outside of the classroom environment?]

Respondent. No, I don't like learning in the class / but it is something to do with weaker students who don't speak it maybe the way I do / you are hearing a different kind of dialect which doesn't help you.

[Interviewer - Do attitudes towards learning German impact on attitudes towards learning Irish and in what way?]

Respondent. Other than the confusion / but if you are good at languages they are bound to have a positive effect on each other.

[Interviewer – Are there phonological surface similarities between German and Irish? For example, words like 'nicht' in German and 'inis' in Irish. Do these similarities help you in any way?] Phonology means the sounds of words in a language?]

Respondent. It is possible / but I have thought of it / my Irish would be quite good but not half as good as German.

[Interviewer – If you are good at Irish, does it automatically follow that you can be good at German or if you are good at German does it automatically follow that you can be good at Irish?]

Respondent. Yes / normally if you are good at one this will have an effect on the other.

Irish

[Interviewer – How important is Irish to you in getting a job in Ireland?]

Respondent. I would not rank it very highly / I have never attempted to get a job here. You need it for university / the civil service.

[Interviewer – Why do think that you are learning Irish in school?]

Respondent. Why are we learning Irish / I was in Wales a short while ago / I never realised how widespread the language actually is / I always thought they spoke English / I suppose they are trying to revise Irish over here as well / it is compulsory / in this school if you gave students the option / they would probably want to do Irish / that is the impression I get.

[Interviewer – Are you learning Irish to obtain sufficient points in the Leaving Certificate?]

Respondent. Yes.

[Interviewer – Do you think that it is more difficult to get an A1 in Leaving Certificate Higher Level Irish than it is to get an A1 in Leaving Certificate Higher Level German?]

Respondent. If you work at Irish you will / but there is more work in Irish / German is more structured and manageable / you can prepare a little more for the German.

[Interviewer – Do you think that if you had more classes in Irish and watch more Irish language programmes on TG4 that this would greatly improve your standard of Irish?]

Respondent. Definitely I mean we have Irish five days a week / I don't watch TG4 but I would listen to the *nuacht* (news).

[Interviewer – Would more exposure to the language improve your confidence?]

Respondent. Oh definitely yeah / if you have enough time / so much homework to do.

[Interviewer – Have you ever participated in Irish language courses in the Gaeltacht?]

Respondent. No, never / I never had time.

[Interviewer – Would this give you more confidence in the language if you did?]

Respondent. I think so but I would question it / I have never been really there / so I

can't really say.

[Interviewer – Would you recommend that learners of Irish should participate in Irish language courses in the Gaeltacht to improve their Irish?]

Respondent. Definitely.

[Interviewer – Are you very motivated by the challenge to master the language?]

Respondent. Yes, personally I like languages / it is different from the sciences and the maths.

[Interviewer – What particular aspects of Irish do you find particularly interesting and appealing?]

Respondent. I like the sound of the language / in the way the sentence structures are quite different / if you directly translated them they would be quite unusual.

[Interviewer – Do you think that native speakers of Irish and German are more authentic than non-native speakers, and in what way?]

Respondent. Yeah / Germans would speak English in a different way than the way we would speak English / there is the slang and book language / there are completely different and the same applies to Irish. I like languages / if I were doing chemistry I would do a language to break it up a bit.

[Interviewer – When you are doing your homework, do you spend more time at Irish than at German?]

Respondent. Definitely Irish.

[Interviewer – Have you more positive attitudes towards Irish than you have towards German and why?]

Respondent. No / German would come more natural and it would be easier for me than the Irish would be / lately I have become more fluent in Irish because we are learning it since we were four.

[Interviewer - You are doing Higher Level Irish?]

Respondent. Yes.

[Interviewer - What do you find difficult in the Leaving Certificate Irish course?]

Respondent. The Higher Level poetry is quite difficult / the Ordinary Level poetry is fine.

[Interviewer - How fluent would you like to be in Irish?]

Respondent. It would not be as important for me as German because I think I could see myself spending a lot more time in Germany than in Ireland but I would still like to be fluent in Irish.

[Interviewer - Do you think that to be able to understand Irish literature and culture gives us a better understanding of our Irish identity as a nation?]

Respondent. Ah I don't / I would not have so much of an identity with Ireland because I have the two parents, one Irish and one German. I would not feel strongly about the nationality side of it / I have dual nationality.

[Interviewer - Do you like learning Irish on your own outside of class time?]

Respondent. I would prefer learning within the class / the teacher speaks a lot and I listen to her / you pick up a lot more / I have the German at home to listen to and the Irish in class.

[Interviewer – Would you spend more time with Irish outside of class time?]

Respondent. Yeah, yeah I would say so / maybe not studying it so much / speaking it in natural everyday situations / I would study more Irish at home.

[Interviewer - Do you think that if you did extra work on your own in Irish that it would improve your grades in exams?]

Respondent. Yeah, yeah definitely.

[Interviewer - Do you think you need to be more motivated and focused to work on your own in Irish outside of class time?]

Respondent. Yeah, languages in particular / if you are speaking it / you think there should be somebody speaking it back to you / you have to motivate yourself to speak on your own.

[Interviewer - Is it easier to learn Irish in a class group than to learn it on your own outside of the classroom environment?]

Respondent. Speaking Irish, I would rather do in a class group.

[Interviewer - How often would you watch TG4 and does it help you to understand the language?]

Respondent. Never.

Interviewee 6

German

(Sixth year Leaving Certificate male student, studying Higher Level German and Irish in an English-medium second level school.

[Interviewer - How important is German to you in getting a job in Germany or with a German company in Ireland?]

Respondent. I don't know if I would like to get a job in Germany / I would prefer to stay in Ireland / it could be important in getting a job with a German company in Ireland all right.

[Interviewer – Why are you learning German?]

Respondent. It is a lot easier than French like / the tapes are a lot easier / you need a language to get into colleges.

[Interviewer – How important is German for getting points in the Leaving Certificate?]

Respondent. An A or B maybe / if I work hard enough I might get an A.

[Interviewer – You did French and German in first year. Why did you choose German?]

Respondent. Because I thought that German would be a lot easier.

[Interviewer – Do you think that if you had more classes in German and more access to German language television that this would improve your standard of German?]

Respondent. I would say definitely.

[Interviewer – Do you have German language television?]

Respondent. No.

[Interviewer – Would more exposure to the language create more positive attitudes and improve your confidence in the language that would make you feel more at ease with it?]

Respondent. I would say definitely / it would surely.

[Interviewer – Have you ever been on a student exchange to Germany?]

Respondent. No, but I have contact with Germans here in school and I speak a little bit of German with them / a kind of messing, like.

[Interviewer – The fact that you speak to the native German students here in the school, would this give you more confidence in the language?]

Respondent. If you understand something, you get more confidence / definitely.

[Interviewer – Would you like the German way of life and to live in Germany?]

Respondent. Ah, I would not mind but I would prefer Irish people.

[Interviewer – Would you recommend that learners of German should participate in school exchanges to improve their German?]

Respondent. Definitely a good idea like for the oral examination.

[Interviewer- Are there any other reasons why you are doing German?]

Respondent. It is good to know a language because you want to get into college.

[Interviewer – What particular aspect of German do you find particularly interesting]

and appealing?]

Respondent. I don't know the speaking part of it like / the oral.

[Interviewer – How would you describe your attitude to learning German and what motivates you to learn the language?]

Respondent. I like learning German / the grammar is the hardest part / if it were not for grammar it would be easy enough / the letter is not bad.

[Interviewer – Do you spend more time learning German than learning Irish?]

Respondent. No, there is a lot in the Irish course because there are two papers.

[Interviewer – Is language learning a female business in that girls are better at learning languages than boys?]

Respondent. I don't think so / well, I never noticed it really.

[Interviewer – Are you doing Higher Level German?]

Respondent. Yes, Higher Level German.

[Interviewer - What do you find difficult in the Leaving Certificate German course?]

Respondent. The grammar and comprehension.

[Interviewer - How fluent would you like to be in German?]

Respondent. I would like to be totally fluent, like.

[Interviewer - While students are more positive towards learning Irish, yet a larger percentage take Higher Level German than Irish. Why is this the case?]

Respondent. Irish is a lot harder as I say / you would be expected to have a high standard than in German. They prefer Irish because they are Irish / and like, most people know about the English and the wars that were in Ireland.

[Interviewer - Do you like learning German on your own outside of class time?]

Respondent. The only reason I would do it is for the Leaving or whatever / I would not do it for the love of it.

[Interviewer - Do you think you need to be more motivated to work on your own outside of class?]

Respondent. For the Leaving Cert. / there is a lot of motivation needed.

[Interviewer - Is it easier to learn German in a class group than to learn it on your own outside of the classroom?]

Respondent. You can get bored enough in class at times / when you are working on you

own you can take a break when you want to.

[Interviewer - Do attitudes towards learning German impact on attitudes towards learning Irish and in what way?]

Respondent. If you have a natural ability for languages and some people do. They have an influence each other directly/ if you are good at Irish you will automatically be good at German.

[Interviewer – Would you have language interference?]

Respondent. There can be confusion between Irish words and German words when you are speaking German / for example ‘uair’ in Irish and ‘uhr’ in German.

[Interviewer – Are there phonological surface similarities between German and Irish? For example, words like ‘nicht’ in German and ‘inis’ in Irish. Do these similarities help you in any way?] Phonology means the sounds of words in a language?]

Respondent. I don’t think so, no / it can be unhelpful.

[Interviewer – Does learning German motivate you to learn Irish and vice versa and in what way?]

Respondent. No, not really / I would be more motivated to learn the science subjects.

Irish

[Interviewer – How important is Irish to you in getting a job in Ireland?]

Respondent. I don’t think it is important except you want to become a garda or a teacher.

[Interviewer – Why do think that you are learning Irish in school?]

Respondent. I don’t know if I would give it up if I had a choice / like in the primary school somebody said if you destroy the language you destroy the country and the English were trying to get rid of the language the whole time / I thought about that and if you get rid of it, it would be bad and we have worked so hard to get it back.

[Interviewer – Are you learning Irish to obtain sufficient points in the Leaving Certificate?]

Respondent. It could be one of my main subjects / I think the marking is really hard / you would think you would have a good essay done.

[Interviewer – Do you think that it is more difficult to get an A1 in Leaving Certificate Higher Level Irish than it is to get an A1 in Leaving Certificate Higher Level German?]

Respondent. Definitely, yeah.

[Interviewer – Do you think that if you had more classes in Irish and watch more Irish language programmes on TG4 that this would greatly improve your standard of Irish?]

Respondent. More Irish classes definitely, I don't know about watching TG4 like / we have been told to do that but I don't think it helps that much.

[Interviewer – Would more exposure to the language improve your confidence?]

Respondent. Definitely, yeah.

[Interviewer – Have you ever participated in Irish language courses in the Gaeltacht?]

Respondent. Yeah.

[Interviewer – Has this given you more confidence in the language?]

Respondent. Not really, she was not strict enough like / we were mostly speaking English.

[Interviewer – Would you recommend that learners of Irish should participate in Irish language courses in the Gaeltacht to improve their Irish?]

Respondent. Definitely, if they took it serious.

[Interviewer – Are you very motivated by the challenge to master the language?]

Respondent. I don't know / I don't think so / maybe / it is good to know it.

[Interviewer – What particular aspects of Irish do you find particularly interesting and appealing?]

Respondent. I don't know / the *Stair na Teanga* is interesting enough.

[Interviewer – Do you think that native speakers of Irish and German are more authentic than non-native speakers and in what way?]

Respondent. I would say definitely they know more about Irish and German.

[Interviewer – How would you describe your attitude to learning Irish and what motivates you to learn the language?]

Respondent. It is part of our culture.

[Interviewer – When you are doing your homework, do you spend more time at Irish than at German?]

Respondent. I would because there is a way more to do in Irish.

[Interviewer – Have you more positive attitudes towards Irish than you have towards German and why?]

Respondent. Probably Irish because I have been doing it for so long but I would be more motivated to learn German because it is important.

[Interviewer - Why are you doing Higher Level Irish?]

Respondent. To get points.

[Interviewer - What do you find difficult in the Leaving Certificate Irish course?]

Respondent. The literature questions / they are marked really hard.

[Interviewer - How fluent would you like to be in Irish?]

Respondent. I would like to be very fluent, like.

[Interviewer - Do you think that to be able to understand Irish literature and culture gives us a better understanding of our Irish identity as a nation?]

Respondent. I would yeah, yeah.

[Interviewer - Is Irish identity important to you and are you proud to be able to speak Irish that reflects this identity?]

Respondent. It is definitely important to me.

[Interviewer - Do you like learning Irish on your own outside of class time?]

Respondent. I would not say like / but I would give myself extra work for the Leaving Cert.

[Interviewer - Do you think that if you did extra work on your own in Irish that it would improve your grades in the Leaving Cert?]

Respondent. It would surely.

[Interviewer - Do you think you need to be more motivated to work on your own in Irish outside of class time?]

Respondent. I think I am not doing too bad.

[Interviewer - Is it easier to learn Irish in a class group than to learn it on your own outside of the classroom environment?]

Respondent. It is probably easier in class.

[Interviewer - How often would you watch TG4 and does it help you to understand the language?]

Respondent. Sometimes, not often.

Interviewee 7

German

(Sixth year Leaving Certificate male student, studying Higher Level German and Irish in an English-medium second level school.

[Interviewer - How important is German to you in getting a job in Germany or with a

German company in Ireland?]

Respondent. It is very important because I am going to do law and German in Cork and journalism after that / I want to travel / you know.

[Interviewer – Why are you learning German?]

Respondent. I like it / I found it easy since the start.

[Interviewer – Why do people learn German?]

Respondent. It is useful to get into college and if you want to travel.

[Interviewer – You did French and German in first year. Why did you choose German?]

Respondent. I was stronger at German than at French / I like it more.

[Interviewer – Do you think that if you had more classes in German and more access to German language television that this would improve your standard of German?]

Respondent. Yeah, I think so.

[Interviewer – Do you have German language television?]

Respondent. No.

[Interviewer – Would more exposure to the language create more positive attitudes and improve your confidence that would make you feel more at ease with it?]

Respondent. Yeah, it would.

[Interviewer – Have you ever been on a student exchange to Germany?]

Respondent. No.

[Interviewer – If you were on an exchange would it give you more confidence?]

Respondent. It would because when you are over there on your own, you have to speak it.

[Interviewer – Would you like the German way of life of what you know of it so far from reading about it and would you like to live in Germany?]

Respondent. I would like to try it for a year.

[Interviewer – Would you recommend that learners of German should participate in school exchanges to improve their German?]

Respondent. Definitely yeah.

[Interviewer – What particular aspect of German do you find particularly interesting and appealing?]

Respondent. It is widely spoken I suppose and it is useful.

[Interviewer – How would you describe your attitude to learning German and what motivates you to learn the language?]

Respondent. I want to learn German / I suppose the fact I am going to use it after college.

[Interviewer – Do you spend more time learning German than learning Irish?]

Respondent. I would say I spend more time learning Irish because there is more in Irish poetry and prose.

[Interviewer – Is language learning a female business in that girls are better at learning languages than boys?]

Respondent. The first I have heard of it.

[Interviewer – Are you doing Higher Level German?]

Respondent. Yes, Higher Level German.

[Interviewer - What do you find difficult in the Leaving Certificate German course?]

Respondent. Grammar I suppose.

[Interviewer - How fluent would you like to be in German?]

Respondent. As fluent as I can be.

[Interviewer - While students are more positive towards learning Irish, yet a larger percentage take Higher Level German than Irish. Why is this the case?]

Respondent. I suppose they are more positive towards Irish because Irish is their native language / there is more work in Irish / we don't have to do poetry in German.

[Interviewer - Do you like learning German on your own outside of class time?]

Respondent. Yeah.

[Interviewer - Do you think you need to be more motivated to work on your own outside of class?]

Respondent. If you want to do it / you have to be more focused to work on your own.

[Interviewer - Is it easier to learn German in a class group than to learn it on your own outside of the classroom environment?]

Respondent. It is easier in the classroom.

[Interviewer - Do attitudes towards learning German impact on attitudes towards learning Irish and in what way?]

Respondent. They would / probably because if you like Irish you will like languages / therefore you would be positive towards learning German then.

[Interviewer – Would you have language interference?]

Respondent. No really, but it can happen / it can happen / yeah.

[Interviewer – Are there phonological surface similarities between German and Irish? For example, words like ‘nicht’ in German and ‘inis’ in Irish. Do these similarities help you in any way?] Phonology means the sounds of words in a language?]

Respondent. They would help with the pronunciation anyway.

[Interviewer – Does learning German motivate you to learn Irish and vice versa and in what way?]

Respondent. Like I said already if you are good at Irish you will be good at languages.

[Interviewer – If you are good at Irish, does it automatically follow that you can be good at German or if you are good at German that you can be automatically good at Irish?]

Respondent. If you have the ability, you will be but if you have not the ability, you won't be.

Irish

[Interviewer – How important is Irish to you in getting a job in Ireland?]

Respondent. It is important for going to college / that is all except you want to join an Garda Síochána.

[Interviewer – Why do think that you are learning Irish in school?]

Respondent. Because it is compulsory and it is our native language.

[Interviewer – Are you learning Irish to obtain sufficient points in the Leaving Certificate?]

Respondent. It probably would be one of my main subjects.

[Interviewer – Do you think that it is more difficult to get an A1 in Leaving Certificate Higher Level Irish than it is to get an A1 in Leaving Certificate Higher Level German?]

Respondent. It probably would be because Irish is a wider course.

[Interviewer – Do you think that if you had more classes in Irish and watch more Irish language programmes on TG4 that this would greatly improve your standard of Irish?]

Respondent. It would improve it all right.

[Interviewer – Would more exposure to the language improve your confidence?]

Respondent. Yeah.

[Interviewer – Have you ever participated in Irish language courses in the Gaeltacht?]

Respondent. I haven't, no.

[Interviewer – If you had, would this give you more confidence in the language?]

Respondent. I suppose it would.

[Interviewer – Would you recommend that learners of Irish should participate in Irish language courses in the Gaeltacht to improve their Irish?]

Respondent. For more experience it would be good anyway.

[Interviewer – Are you very motivated by the challenge to master the language?]

Respondent. Yes, I have to be to get points.

[Interviewer – What aspects of Irish do you find particularly interesting?]

Respondent. Stair na Teanga.

[Interviewer – Do you think that native speakers of Irish and German are more authentic than non-native speakers and in what way?]

Respondent. They are because they are speaking the language since they were children.

[Interviewer – When you are doing your homework, do you spend more time at Irish than at German?]

Respondent. Irish because there is more work.

[Interviewer – Have you more positive attitudes towards Irish than you have towards German and why?]

Respondent. About equal.

[Interviewer - Are you doing Higher Level Irish?]

Respondent. Yes.

[Interviewer - What do you find difficult in the Leaving Certificate Irish course?]

Respondent. Grammar and literature, I suppose.

[Interviewer - How fluent would you like to be in Irish?]

Respondent. Fluent enough to keep a conversation going.

[Interviewer - Do you think that to be able to understand Irish literature and culture gives us a better understanding of our Irish identity as a nation?]

Respondent. Yeah, I think so.

[Interviewer - Is Irish identity important to you and are you proud to be able to speak Irish that reflects this identity?]

Respondent. Yeah.

[Interviewer - Do you like learning Irish on your own outside of class time?]

Respondent. I would say so.

[Interviewer – Would you spend more time with Irish than with German outside of class time?]

Respondent. I probably would because there is more work in Irish.

[Interviewer - Do you think that if you did extra work on your own in Irish that it would improve your grades in exams?]

Respondent. Yeah, it probably would.

[Interviewer – Do you think you need to be more motivated to work on your own in Irish outside of class time?]

Respondent. You do, yeah.

[Interviewer - Is it easier to learn Irish in a class group than to learn it on your own outside of the classroom?]

Respondent. Yeah.

[Interviewer - How often would you watch TG4 and does it help you to understand the language?]

Respondent. A fair bit, about three times a week.

Interviewee 8

German

(Sixth year Leaving Certificate female student, studying Higher Level German and Irish in an English-medium second level school.

[Interviewer - How important is German to you in getting a job in Germany or with a German company in Ireland?]

Respondent. I want to do nursing so / if I wanted to go to Germany it would be better paid there.

[Interviewer – Why are you learning German?]

Respondent. Ah I much preferred it to French and I loved it when I did my Junior Cert. / so I want to stay doing it / it broadens your horizon and it is an extra language to have.

[Interviewer – How important is German for getting points in the Leaving Certificate?]

Respondent. It is one of my better subjects so it is very important for me.

[Interviewer – You did French and German in first year. Why did you choose German?]

Respondent. Yes, up to Junior Cert.

[Interviewer – Why did you choose German for the Leaving Cert?]

Respondent. It was the teacher that influenced me and I had a better knowledge of German at the end of third year than I had in French.

[Interviewer – Do you think that if you had more classes in German and more access to German language television that this would improve your standard of German?]

Respondent. It would yeah because you would be listening to it all the time.

[Interviewer – Do you have German language television?]

Respondent. No.

[Interviewer – Would more exposure to the language create more positive attitudes and improve your confidence that would make you feel more at ease with it?]

Respondent. Yeah

[Interviewer – Have you ever been on a student exchange to Germany?]

Respondent. No, but I have been to Germany twice on school tours to Berlin and Munich.

[Interviewer – Has this given you more confidence in the language?]

Respondent. Yeah, it has because we have had the opportunity to talk to the people.

[Interviewer – Would you like the German way of life and to live in Germany?]

Respondent. Yeah, I would, it is a lovely country / I loved it.

[Interviewer – Would you recommend that learners of German should participate in school exchanges to improve their German?]

Respondent. Yeah, I would.

[Interviewer – What particular aspect of German do you find particularly interesting?]

Respondent. I love the tape work / I find the reading comprehensions hard.

[Interviewer – Do you spend more time learning German than learning Irish?]

Respondent. Probably not / I find German easier than Irish / I would spend more time

learning Irish.

[Interviewer – Is language learning a female business in that girls are better at learning languages than boys?]

Respondent. Not necessarily, no.

[Interviewer – Are you doing Higher Level German?]

Respondent. Yes, Higher Level German.

[Interviewer - What do you find difficult in the Leaving Certificate German course?]

Respondent. The comprehensions are the most difficult part.

[Interviewer – How fluent would you like to be in German?]

Respondent. I love to be able speak it perfectly.

[Interviewer - While students are more positive towards learning Irish, yet a larger percentage take Higher Level German than Irish. Why is this the case?]

Respondent. I think because that there is a lot of people/ you know/ when they come into secondary schools first they might be bored with Irish already from doing it in primary school. German is a new thing and then you get into the mindset of not liking Irish / there is more work in Irish / poetry is more time consuming.

[Interviewer - Do you like learning German on your own outside of class time?]

Respondent. Yeah, I do / for example, the Äusserung zum Thema and revision.

[Interviewer - Do you think you need to be more motivated to work on your own outside of class?]

Respondent. Yeah, you do because otherwise you would not keep at it.

[Interviewer - Is it easier to learn German in a class group than to learn it on your own outside of the classroom environment?]

Respondent. Yes, it is better because the teacher would talk to you in German.

[Interviewer - Do attitudes towards learning German impact on attitudes towards learning Irish and in what way?]

Respondent. If you are good at one language the chances are that you will good at another language.

[Interviewer – Are there phonological surface similarities between German and Irish? For example, words like ‘nicht’ in German and ‘inis’ in Irish. Do these similarities help you in any way?] Phonology means the sounds of words in a language?]

Respondent. No they don't / there are more of an interference.

[Interviewer – Does learning German motivate you to learn Irish and vice versa and in what way?]

Respondent. No, I think there are very different.

[Interviewer – If you are good at Irish, does it automatically follow that you can be good at German or if you are good at German then you can be automatically good at learning Irish?]

Respondent. Yes, again if you are good at one language you will be good at the other / that is, if you have a flair for languages.

Irish

[Interviewer – How important is Irish to you in getting a job in Ireland?]

Respondent. It is not very important for me/ it is for primary teaching and the gardaí.

[Interviewer – Why do think that you are learning Irish in school?]

Respondent. It is compulsory and it is our native language.

[Interviewer – Are you learning Irish to obtain sufficient points in the Leaving Certificate?]

Respondent. Yeah, it would be one of my better subjects.

[Interviewer – Do you think that it is more difficult to get an A1 in Leaving Certificate Higher Level Irish than it is to get an A1 in Leaving Certificate Higher Level German?]

Respondent. It would be harder to get it in Irish / more work.

[Interviewer – Do you think that if you had more classes in Irish and watch more Irish language programmes on TG4 that this would greatly improve your standard of Irish?]

Respondent. Yeah, I think it would and I watch TG4 sometimes anyway.

[Interviewer – Would more exposure to the language improve your confidence?]

Respondent. Yeah, I would be less nervous and more confident.

[Interviewer – Have you ever participated in Irish language courses in the Gaeltacht?]

Respondent. No, but I did revision courses in Irish for the oral Irish.

[Interviewer – Has this given you more confidence in the language?]

Respondent. Yes, it did.

[Interviewer – Would you recommend that learners of Irish should participate in Irish language courses in the Gaeltacht to improve their Irish?]

Respondent. Yeah, I would.

[Interviewer – Are you very motivated by the challenge to learn the language?]

Respondent. Yeah, I would like to be fluent in it.

[Interviewer – What particular aspects of Irish do you find particularly interesting?]

Respondent. I find the tape work more difficult in Irish than I do in German / I want to improve that / sometimes we might be listening to Donegal Irish which is difficult.

[Interviewer – Do you think that native speakers of Irish and German are more authentic than non-native speakers and in what way?]

Respondent. Yes, they have the proper accents and pronunciation of words.

[Interviewer – How would you describe your attitude to learning Irish and what motivates you to learn the language?]

Respondent. I would have a positive attitude and it motivates me / I just want to be fluent.

[Interviewer – When you are doing your homework, do you spend more time at Irish than at German?]

Respondent. I would spend more time at Irish because there is more work in it.

[Interviewer – Have you more positive attitudes towards Irish than you have towards German and why?]

Respondent. I am more positive towards German because it is easier for me.

[Interviewer - Why are you doing Higher Level Irish?]

Respondent. I have always done Higher Level Irish and I did well in the Junior Certificate / I think it would be a shame not to do it for the Leaving Certificate.

[Interviewer - What do you find difficult in the Leaving Certificate Irish course?]

Respondent. The questions on the prose and poetry.

[Interviewer - Do you think that to be able to understand Irish literature and culture gives us a better understanding of our Irish identity as a nation?]

Respondent. It does / if you are not doing history as a subject.

[Interviewer - Is Irish identity important to you and are you proud to be able to speak Irish that reflects this identity?]

Respondent. Yeah.

[Interviewer - Do you like learning Irish on your own outside of class time?]

Respondent. Not so much as German

[Interviewer – Would you spend more time on Irish than on German outside of class time?]

Respondent. I would spend more time in Irish because there is more work.

[Interviewer - Do you think that if you did extra work on your own in Irish that it would improve your grades in the exams?]

Respondent. It would yeah.

[Interviewer - Do you think you need to be more motivated to work on your own in Irish outside of class time?]

Respondent. Yes, you do.

[Interviewer - Is it easier to learn Irish in a class group than to learn it on your own outside of the classroom?]

Respondent. It is easier in class because you have the help of the teacher.

[Interviewer - How often would you watch TG4 and does it help you to understand the language?]

Respondent. A couple nights a week / it does help.

Interviewee 9

German

(Sixth year Leaving Certificate male student, studying Higher Level German and Irish in an English-medium second level school.

[Interviewer - How important is German to you in getting a job in Germany or with a German company in Ireland?]

Respondent. I would say having the language is very important for getting a job in Germany or with a German company in Ireland. From past experience my sister went to Germany and she is fluent in German and she found it very easy to get a job there.

[Interviewer – Why are you learning German?]

Respondent. First of all we have to do a foreign language / once you go on to secondary school you are given a year of French and German in first year and then we have to make a choice at the end of first year / I picked German because I found it a lot more interesting than French and easier to speak and I liked it a lot better.

[Interviewer – Would you regard German as the language of business and science?]

Respondent. I have always been told that particularly in Ireland where Germans set up companies here / so it is the language to have.

[Interviewer – How important is German for getting points in the Leaving Certificate?]

Respondent. Firstly, that would be my first aim / now that I have been doing it for five years I have grown really to enjoy speaking it and I might consider doing it in a third level capacity.

[Interviewer – What would you do with German in third level?]

Respondent. I would probably pick something to do with linguistics with German.

[Interviewer – Do you think that if you had more classes in German and more access to German language television that this would improve your standard of German?]

Respondent. It would / I have been on a German course before / we watched films in German and not so much as class work / these were popular films and you find yourself enjoying them by learning German.

[Interviewer – Would more exposure to the language create more positive attitudes and improve your confidence that would make you feel more at ease with it?]

Respondent. Yeah / basically speaking the more German you can get, the more confident and positive and more motivated you will be when you are speaking it.

[Interviewer – Have you ever been on a student exchange to Germany?]

Respondent. No, but I have been to a Euro college several times?

[Interviewer – Has this given you more confidence in the language?]

Respondent. Without a doubt because in a course like this / there is an enjoyment aspect there but there are still strict rules in that German must be spoken at all times / say if you do a student exchange to Germany / Germans have quite good English / so there is a possibility you might not get enough German spoken with the German family because the Germans want to improve their English all the time.

[Interviewer – Would you like the German way of life and to live in Germany from your experience in the Euro college?]

Respondent. Well, from meeting the Germans at the course / I would have to say that there are similarities and contrasts in the way that the Germans are very punctual but they still enjoy the same pop music as we do.

[Interviewer – Would you recommend that learners of German should participate in school exchanges or participate in a Euro college course to improve their German?]

Respondent. Yeah, I would recommend it highly from my own personal experience.

[Interviewer – Are there any other reasons why you are doing German?]

Respondent. My sister did German and she advised me to study the language.

[Interviewer – Are you motivated by the challenge to master the language?]

Respondent. I am, yes / the motivation this year was the oral Leaving Cert. in German. This motivates us in class as a whole when we are practising spoken German.

[Interviewer – What particular aspect of German do you find particularly appealing?]

Respondent. Definitely the spoken language.

[Interviewer – Why is that?]

Respondent. Well, with any language I suppose / the purpose of it is to be able to speak it and use it with the natives and I found this interesting to be able to hold a conversation with native Germans.

[Interviewer – Do you think that native speakers of German are more authentic in speaking the language than non-native speakers?]

Respondent. Definitely / with the German course we were on / you could clearly notice the difference between the Irish speakers of German and the native Germans / their mannerism / you know the different sayings are a lot more natural when native Germans speak German.

[Interviewer – Do you spend more time learning German than learning Irish?]

Respondent. I would say so yeah / I focus a little bit more on German / although the Irish course is different because you have to spend more time in learning the literature rather than the language itself.

[Interviewer – Is language learning a female business in that girls are better at learning languages than boys?]

Respondent. There is a kind of a preconception that girls take the languages better than boys / you know lads are more mathematically minded / I disagree with that / in general there is a tendency that girls do foreign languages but for our own school personally speaking there is a huge interest in learning German in our class.

[Interviewer – Out of your list of subjects for the Leaving Certificate, which subject do you give the least priority to?]

Respondent. Least priority / it could possibly be accounting because first of all my father is an accountant and the subject comes a lot easier easy to me and I don't have focus too much on it.

[Interviewer – What subject would you give the most priority to?]

Respondent. Most priority would definitely be maths which require a lot of study.

[Interviewer – Are you doing Higher Level German and why?]

Respondent. Well, the points I require for to get place in college / I would not contemplate doing an Ordinary Level subject.

[Interviewer - What do you find difficult in the Leaving Certificate German course?]

Respondent. Ah, definitely the grammar and the sentence structure.

[Interviewer – How fluent would you like to be in German?]

Respondent. I certainly like to be able to hold a conversation with a native speaker but I don't think I would be technically brilliant in every aspect.

[Interviewer – What part of the German Leaving Certificate course is motivationally relevant to you and why?]

Respondent. The orals motivate us to speak German among ourselves / with the letters there is room for a certain creativity in them / learning words and that stuff.

[Interviewer - While students are more positive towards learning Irish, yet a larger percentage take Higher Level German than Irish. Why is this the case?]

Respondent. With Irish there is a requirement to learn a lot of poetry and text and the course is very broad and you are expected to have a better understanding of Irish / you have been studying it since you were five or six / there are two papers in the Leaving Cert. Irish and only one in German.

[Interviewer – Is the German course more structured than that of Irish?]

Respondent. Ah, I would so / more organised and for the simple reason is that the Irish course is so long and so broad and it is very hard to keep it all under control whereas with the German it is a lot more structured and easier to handle.

[Interviewer – Do you think that understanding German literature and culture have any practical benefits for you?]

Respondent. I don't have much exposure to the literary aspect of the language, the Leaving Cert. course is a lot more practical in German in terms of use.

[Interviewer - Do you like learning German on your own outside of class time?]

Respondent. Yes, I learn it with my sister because she is fluent in German/ she helps me with vocabulary and grammar.

[Interviewer - Do you think that by doing extra work on your own in German would improve your grades in the examinations?]

Respondent. Definitely / ah / any work that you do at home consolidates everything you have learned in class.

[Interviewer - Do you think that you need to be more motivated and focused to work on your own outside of class?]

Respondent. Yes, you have to be self-disciplined and well organised.

[Interviewer - Is it easier to learn German in a class group than to learn it on your own outside of the classroom?]

Respondent. I would think so because everybody is participating in class/ you might pick up stuff from the questions they ask.

[Interviewer - Do attitudes towards learning German impact on attitudes towards learning Irish and in what way or do attitudes towards learning Irish impact on attitudes towards learning German?]

Respondent. O.K, you have both Irish and German orals to think of and you have to think of both of them at the one time / and if you are going to study both on the one night / you really have to study German at the start and Irish at the end / not to get confused when you are studying two languages at the one time.

[Interviewer – Are there phonological surface similarities between German and Irish? For example, words like ‘nicht’ in German and ‘inis’ in Irish. Do these similarities help you in any way? Phonology means the sounds of words.]

Respondent. These similarities would help pronunciation of being aware how words sound in Irish and then relate them to German / there are more of an interference.

[Interviewer – Would these similarities of pronunciation confuse you?]

Respondent. Now and again so long as you are focused and you know which language you are speaking / I don't really have that much of a problem.

[Interviewer – Does learning German motivate you to learn Irish and vice versa and in what way?]

Respondent. I would not think so / when you are learning one language you give little thought to the other.

[Interviewer – If you are good at Irish, does it automatically follow that you can be good at German or if you are good at German, does that mean that you can automatically be good at Irish?]

Respondent. If you have a tendency towards languages and learning a foreign language / it can be helpful / I would agree / if you have a leaning towards languages regardless what language it is / you are going to learn it.

[Interviewer – Do you think that learning Irish as a second language and German as a foreign language are complementary to each other in that they both can have positive effects on each other?]

Respondent. Well, people that call Irish as a second language and it is the language you grow with / but the way it is structured in school / it is viewed as a foreign language / so I find very little difference between Irish and German from the learning point of view.

Irish

[Interviewer – How important is Irish to you in getting a job in Ireland?]

Respondent. I would not think it is greatly important although I would like to keep on Irish / but it is not important for my career from the point of view of its use.

[Interviewer – Why do think that you are learning Irish in school?]

Respondent. It is important to do Irish and to keep alive our traditions / our heritage and our culture and ten years down the line I would like to be comfortable speaking Irish and not just for school purposes / if you don't learn it in school you won't have the motivation to learn it afterwards.

[Interviewer – Are you learning Irish to obtain sufficient points in the Leaving Certificate?]

Respondent. Yeah, I am learning Irish to get the points in the Leaving Cert.

[Interviewer – Do you think that if you had more classes in Irish and watch more Irish language programmes on TG4 that this would greatly improve your standard of Irish?]

Respondent. I think so, yes / like German the more exposure you can get to the spoken language the more of it will stick in your mind.

[Interviewer – Would more exposure to the language improve your confidence?]

Respondent. Ah, again I would have to say yes because once you hear it / basically it is the repetition of getting it into your ear.

[Interviewer – Have you ever participated in Irish language courses in the Gaeltacht?]

Respondent. I have.

[Interviewer – Has this given you more confidence in the language?]

Respondent. Yes, it has / the first time I went to a kind of a mediocre set up that did not really influence me but I went back again the second time and my Irish greatly improved.

[Interviewer – Would you like the Gaeltacht way of life and to live there?]

Respondent. Ah, it is nice for a period of time in the summer but I can't imagine myself staying there.

[Interviewer – Would you recommend that learners of Irish should participate in Irish language courses in the Gaeltacht to improve their Irish?]

Respondent. Oh yes, definitely.

[Interviewer – Are you very motivated by the challenge to learn the language?]

Respondent. I am motivated / maybe not to master it but to maintain my level of Irish so that I would be able to speak it in the future.

[Interviewer – Do you think that native speakers of Irish are more authentic than non-native speakers and in what way?]

Respondent. Definitely, they speak it day in and day out and it is their language / their

accents are a lot more convincing / no matter how good a non-native speaker of Irish is he will not be as good as a native speaker / native speakers reflect the culture and traditions of the Gaeltacht / the traditional Irish music is very much alive.

[Interviewer – How would you describe your attitude to learning Irish and what motivates you to learn the language?]

Respondent. My attitudes towards learning Irish would be positive and the motivation is obviously to get the points in the Leaving.

[Interviewer – When you are doing your homework, do you spend more time at Irish than at German?]

Respondent. Yes, definitely I would spend more time at Irish because it is much wider than German.

[Interviewer – What particular aspects of Irish do you find interesting and appealing?]

Respondent. Well, I enjoy essay writing and compositions / it gives you a chance to express your views / spoken Irish in class.

[Interviewer – Have you more positive attitudes towards Irish than you have towards German and why?]

Respondent. I have more positive attitudes towards German because I simply just prefer it.

[Interviewer - Why are you doing Higher Level Irish?]

Respondent. Higher Level Irish is a challenge and it is not a burden / so you know there is not much point doing Ordinary Level when you can do Higher Level.

[Interviewer - What do you find difficult in the Leaving Certificate Irish course?]

Respondent. I find the length and the amount of poetry especially / *Stair na Teanga* and *Stair na Litriochta* (history of the literature).

[Interviewer – How fluent would you like to be in Irish?]

Respondent. I would like to have a reasonable standard of Irish and to be able to speak it down the line.

[Interviewer – Do you think that to be able to speak Irish has advantages in getting a job?]

Respondent. If you are looking for a job in the civil service and teaching.

[Interviewer - Do you think that understanding Irish literature and culture gives us a better understanding of our Irish identity as a nation?]

Respondent. Definitely because a lot of the literature and culture gives a better understanding of ourselves as a people.

[Interviewer - Is Irish identity important to you and are you proud to be able to speak Irish that reflects this identity?]

Respondent. I am very proud that I am Irish / I would not like to be regarded as British when I go abroad / it is better to say you are Irish and to be able to speak the language.

[Interviewer - Do you like learning Irish on your own outside of class time?]

Respondent. I do / I have been to the Gaeltacht and we speak Irish at home as well at times.

[Interviewer - Do you think that if you did extra work on your own in Irish that it would improve your grades in exams?]

Respondent. It would certainly improve your grades.

[Interviewer - Do you think you need to be more motivated to work on your own in Irish outside of class time?]

Respondent. I would think so, yes.

[Interviewer - Is it easier to learn Irish in a class group than to learn it on your own outside of the classroom?]

Respondent. Yes, definitely.

[Interviewer - How often would you watch TG4 and does it help you to understand the language?]

Respondent. I would watch it three or four times a week / mainly for sports and I find the sports programmes very good and it helps me with the vocabulary and phrases.

Interviewee 10

German

(Sixth year Leaving Certificate male student, studying Higher Level German and Irish in an English-medium second level school.)

[Interviewer - How important is German to you in getting a job in Germany or with a German company in Ireland?]

Respondent. Well it is very important / it is important to speak the language / I would probably be looking for a job in Germany.

[Interviewer – Why are you learning German?]

Respondent. We had a choice between French or German / German is a more practical language than French / German is the language of business and it has more use.

[Interviewer – How important is German for getting points in the Leaving Certificate?]

Respondent. It would not be my strongest subject but I need it to get into third level.

[Interviewer – Do you think that if you had more classes in German and more access to German language television that this would improve your standard of German?]

Respondent. Ah, I would say so definitely / the more you listen to it the better you become at it.

[Interviewer – Do you have German language television?]

Respondent. I don't.

[Interviewer – Would more exposure to the language create more positive attitudes and improve your confidence in the language that would make you feel more at ease with it?]

Respondent. I would think so you know / if you are better at the subject, you are more likely to like it.

[Interviewer – Have you ever been on a student exchange to Germany?]

Respondent. No, I have not been on a student exchange but I have been on a visit to Germany and I have attended the Euro college.

[Interviewer – Has this given you more confidence in the language?]

Respondent. Ah, it has definitely and it has improved my fluency.

[Interviewer – Would you like the German way of life and to live in Germany?]

Respondent. Yeah, my father can speak German / but the German way of life is more regimental and a lot more exact.

[Interviewer – Would you recommend that learners of German should participate in school exchanges to improve their German?]

Respondent. Definitely / it is a big part of it / there is no point in having the language unless you are going to use it.

[Interviewer - Are there any other reasons why you are doing German?]

Respondent. Not really, but just to get points in the Leaving Cert.

[Interviewer – Are you motivated to master the language?]

Respondent. I would be more concerned in getting points in the Leaving than mastering the language.

[Interviewer – Would you be more motivated in maths?]

Respondent. Yeah, I would.

[Interviewer – What particular aspect of German do you find particularly interesting and appealing?]

Respondent. I suppose to learn a new language and to communicate with people / oral and aural German would be important.

[Interviewer – Do you think that native speakers of German are more authentic in speaking the language than non-native speakers?]

Respondent. Definitely, it is more important to understand them than non-native speakers because they reflect the culture of the language.

[Interviewer – How would you describe your attitude to learning German and what motivates you to learn and to master the language?]

Respondent. Ah well / I am not terribly positive towards German / it is not my favourite subject but I would prefer it to French / I think it is important all the same.

[Interviewer – Do you spend more time learning German than learning Irish?]

Respondent. Ah, about the same length of time / I would say. I would say I spend more time learning German than Irish / I would say so.

[Interviewer – What particular aspects of German do you particularly find difficult?]

Respondent. The grammar is very difficult / word order and that kind of thing.

[Interviewer – Is language learning a female business in that girls are better at learning languages than boys?]

Respondent. Ah I don't think so / I think it depends on the person more so than anything else.

[Interviewer – Out of the list of subjects for the Leaving Certificate which one would you give the most priority to?]

Respondent. I suppose geography / I suppose / I don't find it that hard / I would give priority to maths because you get more points for Higher Level maths.

[Interviewer – Are you doing Higher Level German?]

Respondent. Yes. Higher Level German.

[Interviewer - How fluent would you like to be in German?]

Respondent. I would like to be fluent in German / most definitely like / you know.

[Interviewer - While students are more positive towards learning Irish, yet a larger percentage take Higher Level German than Irish. Why is this the case?]

Respondent. I would say that there is a higher standard in Irish than in German / you are learning Irish since you were four and you don't start learning German until you are about twelve years old / there is a lot more work in Irish in the literature and there is only one paper for Leaving Cert. German.

[Interviewer – Do you think that to be able to speak German has practical advantages in getting a job in Germany or with a German company in Ireland?]

Respondent. Yeah, definitely / if you are going to communicate with Germans / it is an advantage.

[Interviewer - Do you like learning German on your own outside of class time?]

Respondent. Yes, sometimes / I find it a lot easier to get out the book and figure it out myself.

[Interviewer - Do you think that by doing extra work on your own in German would improve your grads in the exam?]

Respondent. Oh, definitely / the more you do, the better your German becomes.

[Interviewer - Do you think that you need to be more motivated to work on your own outside of class?]

Respondent. Yeah, you definitely need to be more focused and motivated.

[Interviewer - Is it easier to learn German in a class group than to learn it on your own outside of the classroom?]

Respondent. Yes, you have support from the group and the teacher to help you.

[Interviewer - Do attitudes towards learning German impact on attitudes towards learning Irish and in what way?]

Respondent. I would think so because you are thinking in the same way like / if you are doing a German aural test / Irish words would come into your head.

[Interviewer – Are there phonological surface similarities between German and Irish? For example, words like ‘nicht’ in German and ‘inis’ in Irish. Do these similarities help you in any way? Phonology means the sounds of words in a language?]

Respondent. I would not make that natural similarity between the two / I would not associate them with each other.

[Interviewer – Does learning German motivate you to learn Irish and vice versa and in what way?]

Respondent. I suppose it would / once you get into languages and if you are good at languages you will be motivated.

Irish

[Interviewer – How important is Irish to you in getting a job in Ireland?]

Respondent. You need Irish to get a job in the civil service or if you want to do law but it is not important for me.

[Interviewer – Why do think that you are learning Irish in school?]

Respondent. I suppose it is part of our culture and part of our heritage and it is important to us as a people / it is the first official language / it is important to keep it.

[Interviewer – Are you learning Irish to obtain sufficient points in the Leaving Certificate?]

Respondent. Yeah, I am doing Higher Level Irish.

[Interviewer – Do you think that if you had more classes in Irish and watch more Irish language programmes on TG4 that this would greatly improve your standard of Irish?]

Respondent. Yeah, definitely / like German the more you have the better.

[Interviewer – Would more exposure to the language improve your confidence?]

Respondent. Definitely.

[Interviewer – Have you ever participated in Irish language courses in the Gaeltacht?]

Respondent. Yes, three times.

[Interviewer – Has this given you more confidence in the language?]

Respondent. Definitely, it improved my Irish very much.

[Interviewer – Would you like the Gaeltacht way of life and to live in the Gaeltacht?]

Respondent. I would not like to live in the Gaeltacht / I would like to go there during the summer / I could not see myself living there.

[Interviewer – Would you recommend that learners of Irish should participate in Irish language courses in the Gaeltacht to improve their Irish?]

Respondent. Definitely yes / everybody should go there at least once.

[Interviewer – Are you very motivated by the challenge to master the language?]

Respondent. Yeah, I am certainly motivated to improve my Irish.

[Interviewer – What particular aspects of Irish do you find particularly interesting?]

Respondent. I like the aural work and I like the feedback.

[Interviewer – Do you think that native speakers of Irish and German are more authentic than non-native speakers and in what way?]

Respondent. There are a lot more authentic than non-native Irish speakers / but a lot of Irish people speak Irish outside the Gaeltacht than in the Gaeltacht.

[Interviewer – Would you prefer to be taught by a native speaker of Irish than a non-native speaker of Irish?]

Respondent. I would not have any preferences / it would not make a difference.

[Interviewer – Do native speakers of Irish reflect the traditions and culture of the Gaeltacht community?]

Respondent. Yeah, they probably do / they are a lot more involved in the culture.

[Interviewer – How would you describe your attitude to learning Irish and what motivates you to learn the language?]

Respondent. I have positive attitudes towards learning Irish because I have been in the Gaeltacht three times / I would have more positive attitudes towards German.

[Interviewer – When you are doing your homework, do you spend more time at Irish than at German?]

Respondent. Yeah, I get a lot of Irish homework every night.

[Interviewer - What do you find difficult in the Leaving Certificate Irish course?]

Respondent. There is a lot of work to do / everything has to be covered in great detail / there is a lot of literature / a lot of revision.

[Interviewer - How fluent would you like to be in Irish?]

Respondent. Ah, reasonably fluent / I prefer to be more fluent in German than in Irish/ it is a lot more practical.

[Interviewer – What part of the Irish Leaving Certificate course is motivationally relevant to you?]

Respondent. Fluency.

[Interviewer - Is Irish identity important to you and are you proud to be able to speak Irish that reflects this identity?]

Respondent. Yes this is one of the reasons why we are learning Irish / it is part of our culture and heritage.

[Interviewer - Do you like learning Irish on your own outside of class time?]

Respondent. Not particularly, no.

[Interviewer - Do you think that if you did extra work on your own in Irish that it would improve your grades in exams?]

Respondent. Yeah, definitely you can probably learn a lot better on your own.

[Interviewer - Do you think you need to be more motivated to work on your own in Irish outside of class time?]

Respondent. Yeah, definitely you need to be very focused.

[Interviewer - Is it easier to learn Irish in a class group than to learn it on your own outside of the classroom?]

Respondent. It is easier to learn among students than on your own.

[Interviewer - How often would you watch TG4 and does it help you to understand the language?]

Respondent. I would watch it two or three times a week / I watch the rugby matches.

Interviewee 11

German

(Sixth year Leaving Certificate male student, studying Ordinary Level German and Irish in an English-medium second level school.)

[Interviewer - How important is German to you in getting a job in Germany or with a German company in Ireland?]

Respondent. I want to join the Air Corps/ so it is important to me/ I want to get a job in Germany.

[Interviewer – Why are you learning German?]

Respondent. I found it easier than French in first year.

[Interviewer – What did you find easier in German?]

Respondent. A lot of the words are like English.

[Interviewer – Is German the language of careers and business?]

Respondent. Yes.

[Interviewer – How important is German for getting points in the Leaving Certificate?]

Respondent. I am not too good at German/ I work at it.

[Interviewer – Do you think that if you had more classes in German and more access to German language television that this would improve your standard of German?]

Respondent. Yes.

[Interviewer – Do you have German language television?]

Respondent. No.

[Interviewer – Would more exposure to the language create more positive attitudes and improve your confidence in the language which would make you feel more at ease with it?]

Respondent. It would.

[Interviewer – Have you ever been on a student exchange to Germany?]

Respondent. No.

[Interviewer – Would you like the German way of life from what you see on television and to live in Germany?]

Respondent. I would be interested in living in Germany for a while because there is a better standard of living there.

[Interviewer – Would you recommend that learners of German should participate in school exchanges to improve their German?]

Respondent. It would be something different from school and it would improve their German.

[Interviewer- Are there any other reasons why you are doing German?]

Respondent. No.

[Interviewer – What particular aspect of German do you find particularly interesting?]

Respondent. The German way of life.

[Interviewer – Do you find the language interesting?]

Respondent. Yes, a kind of.

[Interviewer – How would you describe your attitude to learning German and what motivates you to learn the language?]

Respondent. I really want to learn it because I want to work in Germany.

[Interviewer – Do you spend more time learning German than learning Irish?]

Respondent. Yeah, German.

[Interviewer – Why would you?]

Respondent. I found Irish not an attractive language.

[Interviewer – Is German boring?]

Respondent. A bit. Irish is more boring.

[Interviewer – Why is it more boring than German?]

Respondent. I don't see the reason for learning it.

[Interviewer – Is language learning a female business in that girls are better at learning languages than boys?]

Respondent. No. It is down to the person.

[Interviewer - What do you find difficult in the Leaving Certificate German course?]

Respondent. Putting sentences together and the grammar.

[Interviewer - How fluent would you like to be in German?]

Respondent. Enough to get by in it.

[Interviewer - While students are more positive towards learning Irish, yet a larger percentage take Higher Level German than Irish. Why is that?]

Respondent. I think that Irish is a lot more difficult than German. There is less interest in learning it and more literature in Irish.

[Interviewer - Do you like learning German on your own outside of class time?]

Respondent. Not really/ I prefer to learn in class.

[Interviewer - Do attitudes towards learning German impact on attitudes towards learning Irish and in what way?]

Respondent. No.

Interviewer – Do you like German?]

Respondent. I like German but I don't like Irish.

[Interviewer – Why don't you like learning Irish?]

Respondent. I feel that learning it is a waste of time.

[Interviewer – Is Irish not your native language?]

Respondent. Yeah.

[Interviewer – Would you find any interference from Irish when you are learning German?]

Respondent. Yeah, a lot.

[Interviewer – If you are good at Irish, does it automatically follow that you can be good at German or if you are good at German then you can automatically be good at learning Irish?]

Respondent. No.

Irish

[Interviewer – How important is Irish to you in getting a job in Ireland?]

Respondent. Not really.

[Interviewer – Why are you learning Irish in school?]

Respondent. It is compulsory/ If I had a choice I would not learn Irish/ if I had a choice I would learn German.

[Interviewer – Are you learning Irish to obtain sufficient points in the Leaving Certificate?]

Respondent. No, I am doing Ordinary Level in Irish and English.

[Interviewer – Do you think that it is more difficult to get an A1 in Leaving Certificate Irish than it is to get an A1 in Leaving Certificate Level German?]

Respondent. It would be easier in German/ when you loose interest in Irish it would be more difficult in Irish to get a high mark.

[Interviewer – Do you watch Irish language programmes on TG4?]

Respondent. No.

[Interviewer – Would you recommend that pupils watch TG4 to improve their Irish?]

Respondent. I would, yeah.

[Interviewer – Have you ever participated in Irish language courses in the Gaeltacht?]

Respondent. No.

[Interviewer – Would you recommend that learners of Irish should participate in Irish language courses in the Gaeltacht to improve their Irish?]

Respondent. Yeah, if they want to.

[Interviewer – Would this improve their attitudes towards Irish?]

Respondent. I would think so.

[Interviewer – Are you motivated by the challenge to learn Irish?]

Respondent. No.

[Interviewer – What particular aspects of Irish do you find particularly interesting and appealing?]

Respondent. The history of the language. For example the 1916 Rising/ to get Ireland back from England.

[Interviewer – Do you think that native speakers of Irish and German are more authentic than non-native speakers and in what way?]

Respondent. Native speakers speak the language better because they are fluent.

[Interviewer – When you are doing your homework, do you spend more time at Irish than at German?]

Respondent. I would spend more time at my German homework.

[Interviewer – Have you more positive attitudes towards Irish than you have towards German and why?]

Respondent. I don't think so / I think it would be about equal.

[Interviewer - Why are you doing Ordinary Level Irish?]

Respondent. I have found Higher Level Irish difficult/ I did Higher Level Irish for the Junior Cert. and I got a D.

[Interviewer - What do you find difficult in the Leaving Certificate Irish course?]

Respondent. The vocabulary and grammar.

[Interviewer – Would you like to be fluent in Irish?]

Respondent. I would like to be able to speak it fluently.

[Interviewer - Do you think that understanding Irish literature and culture gives us a better understanding of our Irish identity as a nation?]

Respondent. Yeah.

[Interviewer - Is Irish identity important to you and are you proud to be able to speak Irish that reflects this identity?]

Respondent. I am proud of it.

[Interviewer – Why are you proud of being Irish?]

Respondent. I was born in Ireland and a knowledge of Irish would help.

[Interviewer - Do you like learning Irish on your own outside of class time?]

Respondent. No.

[Interviewer - Do you think that if you did extra work on your own in Irish that it would improve your grades in exams?]

Respondent. Yeah.

[Interviewer – Do you think you need to be more motivated and focused to work on

your own in Irish outside of class time?]

Respondent. Yeah.

[Interviewer - Is it easier to learn Irish in a class group than to learn it on your own outside of the classroom environment?]

Respondent. In a class group, yeah, because you have the teacher to help you.

[Interviewer - How often would you watch TG4?]

Respondent. Never.

Interviewee 12

German

(Sixth year Leaving Certificate male student, studying Ordinary Level German and Irish in an English-medium second level school.

[Interviewer - How important is German to you in getting a job in Germany or with a German company in Ireland?]

Respondent. No very important.

[Interviewer – Why are you learning German?]

Respondent. I chose German at the end of first year because I thought it was easier.

[Interviewer – How important is German for getting points in the Leaving Certificate?]

Respondent. Not very important for me.

[Interviewer – Do you think that if you had more classes in German and more access to German language television that this would improve your standard of German?]

Respondent. No, not really, I am not really interested in any of the languages because I find them too hard and boring.

[Interviewer – Do you have German language television?]

Respondent. No

[Interviewer – Would more exposure to the language create more positive attitudes and improve your confidence that would make you feel more at ease with it?]

Respondent. It would.

[Interviewer – Have you ever been on a student exchange to Germany?]

Respondent. No.

[Interviewer – Would you like the German way of life from what you see on television

and to live in Germany?]

Respondent. I can't say that I would because I don't like the language and I find the language boring.

[Interviewer – Would you recommend that learners of German should participate in school exchanges to improve their German?]

Respondent. Yeah, of course if they want to improve their language.

[Interviewer – What particular aspect of German do you find particularly interesting?]

Respondent. None.

[Interviewer – How would you describe your attitude to learning German and what motivates you to learn the language?]

Respondent. Poor.

[Interviewer – Do you spend more time learning German than learning Irish?]

Respondent. I spend more time learning Irish.

[Interviewer – Why would you spend more time learning Irish?]

Respondent. I liked it when I was young but I was not good at it.

[Interviewer – Is language learning a female business in that girls are better at learning languages than boys?]

Respondent. I think so/ but this is an attitude.

[Interviewer - What do you find difficult in the Leaving Certificate German course?]

Respondent. Verbs and grammar.

[Interviewer - How fluent would you like to be in German?]

Respondent. Yeah, but I don't have much interest in it.

[Interviewer - While students are more positive towards learning Irish, yet a larger percentage take Higher Level German than Irish. Why is this the case?]

Respondent. They do Higher Level because they want get into college.

[Interviewer - Do you like learning German on your own outside of class time?]

Respondent. No.

[Interviewer - Do you think you need to be more motivated and focused to work on your own outside of class?]

Respondent. It is easier to learn in class.

[Interviewer - Do attitudes towards learning German impact on attitudes towards learning Irish and in what way?]

Respondent. Possibly.

[Interviewer – Would you have language interference?]

Respondent. Yes, sometimes.

[Interviewer – Why would you think that is the case?]

Respondent. I don't know. The sentence structures are similar in ways/ the words follow the same kind of pattern.

[Interviewer – Does learning German motivate you to learn Irish and vice versa and in what way?]

Respondent. I suppose it would if you were interested enough.

[Interviewer – If you are good at Irish, does it automatically follow that you can be good at German or if you are good at German then you can be automatically good at Irish?]

Respondent. Not in all cases / in a lot of cases I would say yes/ if you work hard enough at them.

[Interviewer – Do you think that learning Irish as a second language and German as a foreign language are complementary to each other in that they both have positive effects on each other?]

Respondent. Not really/ I have never really thought about it much.

Irish

[Interviewer – How important is Irish to you in getting a job in Ireland?]

Respondent. It is not really important/ I would like to pass it/ I would prefer to pass Irish than to pass German/ I am doing Irish longer.

[Interviewer – Why do think that you are learning Irish in school?]

Respondent. If I could drop it I would/ I would not bother with it.

[Interviewer – Are you learning Irish to obtain sufficient points in the Leaving Certificate?]

Respondent. Yeah, but if I fail it/ I try to pick points in other subjects

[Interviewer – Do you think that it is more difficult to get an A1 in Leaving Certificate Higher Level Irish than it is to get an A1 in Leaving Certificate Higher Level German?]

Respondent. No, it would be harder to get an A1 in German.

[Interviewer – Do you think that if you had more classes in Irish and watch more Irish language programmes on TG4 that this would greatly improve your standard of Irish?]

Respondent. Yeah, you would be listening to the accents and hearing new words.

[Interviewer – Do you find Irish boring?]

Respondent. Sometimes, and sometimes I would find it interesting/ it is not really enjoyable or exciting but I like spoken Irish.

[Interviewer – Have you ever participated in Irish language courses in the Gaeltacht?]

Respondent. No.

[Interviewer – Would you recommend that learners of Irish should participate in Irish language courses in the Gaeltacht to improve their Irish?]

Respondent. I think so if it would help them.

[Interviewer – What particular aspects of Irish do you find particularly interesting?]

Respondent. Irish is important for our culture/ but the English language has taken over the whole world.

[Interviewer – Do you think that native speakers of Irish and German are more authentic than non-native speakers and in what way?]

Respondent. Yes. If you were brought up with the language then you would be a better speaker of the language.

[Interviewer – When you are doing your homework, do you spend more time with Irish?]

Respondent. Yes because I am that little bit more interested in Irish/ I have more positive attitudes towards Irish than towards German.

[Interviewer - What do you find difficult in the Leaving Certificate Irish course?]

Respondent. I find putting the sentences together, difficult.

[Interviewer – Do you find that Irish is useful?]

Respondent. No, unless you are interested in doing law.

[Interviewer - Would you like to be fluent in Irish?]

Respondent. I would like to be fluent in Irish, more so than in German.

[Interviewer - Do you think that to be able to understand Irish literature and culture gives us a better understanding of our Irish identity as a nation?]

Respondent. Yeah, I would say so.

[Interviewer - Is Irish identity important to you and are you proud to be able to speak Irish that reflects this identity?]

Respondent. It would be/ I would like to be able speak Irish better.

[Interviewer - Do you like learning Irish on your own outside of class time?]

Respondent. No because I find it difficult to understand it without the teacher/ there would be more discipline in class.

[Interviewer - Do you think that if you did extra work on your own in Irish that it would improve your grades in exams?]

Respondent. It probably would, but I would need a tutor to help me.

[Interviewer - Is it easier to learn Irish in a class group than to learn it on your own outside of the classroom environment?]

Respondent Yeah, but I have never try to learn it outside of class.

[Interviewer - How often would you watch TG4 and does it help you to understand the language?]

Respondent. Not very often but I would never sit down and watch it for long.

