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Ollscoil na hÉireann Má Nuad

Early introduction of trilingual education in primary schools in Ireland and Catalonia: a comparative study

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Chapter 2

LANGUAGE ACQUISITION, LANGUAGE EDUCATION AND EUROPEAN LANGUAGE POLICY

Appendix 2.1. Definition of native speaker Davies (2003:210-211)

The native speaker can be characterised by the following traits:

1. The native speaker acquires the L1 of which s/he is a native speaker in childhood.
2. The native speaker has intuitions (in terms of acceptability and productiveness) about his/her Grammar 1.
3. The native speaker has intuitions about those features of the Grammar 2 which are distinct from his/her Grammar 2.
4. The native speaker has a unique capacity to produce fluent spontaneous discourse, which exhibits pauses mainly at clause boundaries (the 'one clause at a time' facility) and which is facilitated by a huge memory stock of complete lexical items. In both production and comprehension the native speaker exhibits a wide range of communicative competence.
5. The native speaker has a unique capacity to write creatively (and this includes, of course, literature at all levels from jokes to epics, metaphor to novels).
6. The native speaker has a unique capacity to interpret and translate into the L1 of which s/he is a native speaker. Disagreements about an individual's capacity are likely to stem from a dispute about the Standard or (standard) Language.

Appendix 2.2. Types of bilingual education according to Baker

Weak types of bilingual education.

- a) Monolingual forms of education for bilinguals.

In the first classification we find *mainstreaming education* on the one side, and *segregationist education* on the other. Whereas in mainstream education minority language speakers are accepted in schools where a majority language is spoken, segregationist schools, as indicated by Baker, typically occur in situations of apartheid and the prohibition is dictated by law.

In the case of mainstream education the following models of education can be found:

- a) *Submersion education*

- b) *Structured immersion*
- c) *ESL (English Second Language)*
- d) *Content-based ESL*
- e) *Pull-out programmes*
- f) *Sheltered English or Sheltered Content Instruction or SDAIE (Specially Designed Academic Instruction in English)*
- g) *Sheltered Content Teaching*

Submersion education relates to minority language students who attend mainstream education schools where a majority language is used as language of instruction. These students, who are not receiving any language support classes, are expected to learn the majority language by contact with their peers and teachers (Baker, 2006). The difficulty of this type of programme is that different students can be at different levels in the same classroom. Some students may have little understanding of the language, spending some months in the classroom without understanding what is being said; others may have already spent some time living in the community and may already have acquired a good grasp of the language (Cummins and Swain, 1986).

Baetens-Beardsmore (1982) also provides an examination of submersion education. In his analysis he reminds us that students involved in this type of programmes usually come from a low socio-economic background, where the parents do not have the capacity to provide their children with support in learning the language, as they do not possess a good mastery themselves. Additionally, the submersion students' L1 has a low-status in the community. Moreover, it must also be highlighted that participation in this programme is never an option for the students, coupled with the fact their teachers can only speak the majority language, motivation is low.

Baker informs us that this model can also be found in the U.S. in another form of submersion education known as *structured immersion programmes*, in which minority language students are not mixed with other types of students, that is, with speakers of the majority language. Teachers, however, do not use the minority language; on the contrary, the minority language is replaced with the majority language. A simplified form of the majority language is, however, used at times and occasional use of the children's own language may be allowed.

In the second type of mainstream education (structured immersion), *withdrawal lessons* or *pullout classes* can take place. This is the case for children who leave their classes for a certain amount of time each day to attend language lessons in the main language in a separate classroom. Although the main objective is to help the students to "catch up" with the majority language as quickly as possible, this method is believed to affect the students' academic performance negatively because of the fact that they miss many hours of curriculum content given in the mainstream class. In the UK this is the case for students whose first language is not English; in Catalonia, even though Catalan can be

considered to be a minority language, it is the language of instruction, as dictated by the law, which means that students who cannot speak it are, on occasion, involved in pull-out classes.

In addition to the *withdrawal lessons*, there is also *sheltered English or sheltered content instruction* or *SDAIE* (*Specially Designed Academic Instruction in English*), where the curriculum may be taught, in English, by using specific materials i.e. visual aids, that are designed to provide support and facilitate the students' learning process. Language students in the US benefit from this initiative as it seeks to make the learning of the language meaningful.

In contrast, we can find *English as second language (ESL)* programmes, where the main goal is to become proficient in the language, and *content-based ESL* programmes, which are designed to enable the student to learn English at the same time as learning curriculum content.

The latter type of programme in the group of monolingual forms of education for bilinguals is *segregationist education*, which, as previously mentioned, covers minority language students who are not allowed in schools for majority language students.

b) Weak forms of bilingual education for bilinguals.

The first distinction in this group can be made between *transitional, mainstream with foreign language teaching* and *separatist* education. *Transitional bilingual education* has as its main goal to bring a child, who has only been in contact with the minority language of the home, in contact with a majority language. The aim is to integrate the student into the society of the dominant language. In this context, the student is allowed to use his or her home language, which is the language of instruction, temporarily, until the student is proficient enough in the majority language to join mainstream education.

Lambert (1976) uses the term 'subtractive' for this type of bilingual education because the L1 is being somehow taken away and replaced by the L2.

Also in this group we find *maintenance bilingual education*, which aims to help the child, who has been brought up in a minority language but is receiving his formal schooling in the majority language, to maintain his first language (static maintenance) or to reinforce it (developmental maintenance or enrichment bilingual education).

A different categorisation is *mainstream education with foreign language teaching*, meaning that a second language is not used as language of instruction, but is taught for a certain number of hours. This is the type of language teaching most widely used in Europe, although, in general, research has revealed that in many countries, where students have been learning the target language for several years, the level of proficiency at the end of compulsory secondary education is not as high as would

be expected. This problem raises once more the issue of adequate usage of methodologies and resources as well as the preparation of second language teachers.

This is the case of Irish primary school children attending mainstream education in Ireland, as explained in Chapter 3; instruction is through the medium of English and Irish, which is rarely the L1 of children attending mainstream schools, is taught for a number of hours as L2.

The last and probably weakest form of all is *separatist education*, which attempts to enhance “monolingualism and monoculturalism” in a society where a majority language is in control, probably with the aim of protecting the language, for political or cultural reasons (Baker, 2006).

Strong types of bilingual education.

c) Strong forms of bilingual education for bilingualism and bi-literacy.

This group can be divided into four sub-categories: *two way/dual language*, *maintenance/heritage language*, *mainstream bilingual education*, and, finally, *immersion education*.

The first form to be discussed is *dual language bilingual education*. This is the concept of a school where minority and majority language speakers are mixed within the classroom in, theoretically, the same proportion. The aim of this type of education is “to produce bilingual, bi-literate and multicultural children” (Baker, 2006: 231).

Schools where this type of education is provided are also known as: *two-way schools*, *two-way immersion*, *two-way bilingual education*, *developmental bilingual education*, *dual language education*, or *double immersion*. These schools seek to create balanced bilinguals. In this respect, both languages are used for instruction in the classroom, and there are multiple benefits to be gained in the mix of children, as the two languages are used continuously both in the classroom environment and in the playground. This enhances acceptance of other cultures and consequently intercultural awareness, as well as inter-group communicative competence.

Nonetheless, it is considered to be more convenient to have more language minority speakers for the well-being of the program, as greater usage of the majority language at school could prove a disadvantage for the minority language users. This occurs because, in general, the majority language has a greater presence in society, in the street and/or in the media. Consequently, a greater use of the minority language in the classroom can help to establish a balance between use inside and outside school.

Finally, it is important to mention that, in this system, the two target languages have the same status in the school, they are both used in teaching content subjects and children study them in all their respective aspects (grammar, vocabulary, syntax, etc.).

In the second strong form of bilingual education, referred to as *heritage language bilingual education*, the mission is to protect and promote the use and knowledge of an ethnic language and its associated culture by using it as a medium of instruction. The main goal is to promote bilingualism through use of both languages, the majority language and the ethnic language. In some cases, the establishment of immersion programs in pre-school has a positive effect in that bilingual education is then required by these children and their families as they move through the system.

Appendix 2.3. Teaching methodologies in second language learning

Grammar Translation Method

This method has also been known as the Classical Method. It first started in the time of Erasmus (1466- 1536) to teach people who studied Latin and Greek. Later, it was adopted from the 1840s until the 1940s. It was based on the learning of grammatical rules, structures, conjugation of verbs and sentence formation with the aim of learning to read and write. Language was learned through literature. The use of the dictionary was very important for the learning of vocabulary and the interpretation of texts throughout written exercises, which required the application of grammatical rules.

In the classroom, the teacher adopted a very authoritarian role, meaning that he/she explained a pattern and gave instructions in relation to it, which the students had to repeat and memorise. There was thus no interaction with the teacher, and even though the language of instruction was the language in question, students did not use it to communicate; the absence of oral work was hence very obvious. In this way, lists of vocabulary to be memorised were given and the reading of complicated classical texts was introduced early, without giving any importance to the context of the texts, which were used as simple exercises. Also, the teacher corrected all errors and assessment was carried out through written tests and translation exercises (Littlewood, 1983 and Larsen- Freeman, 1986 cited in Kiely, L. p.33, 37).

Cultural awareness was learned by way of reading, but not by the teacher's instruction.

Direct Method

Introduced by the German educator Wilhelm Viëtor in the early 1800s, in the Direct Method instruction is only done in the target language and it focuses on oral communication. Active communication is promoted.

Although the student learns to read and write, the teacher emphasizes the development of speaking and listening skills, which makes it a balanced method in terms of the four basic language skills.

The direct method teacher corrects mistakes by encouraging the learner to autocorrect. Alternatively, the teacher may ask another student to undertake the correction. In relation to evaluating what the student has learned, there is no formal way, the teacher continuously seeks feedback from the students as the lessons flows.

Natural Approach Method

Similar to the Direct Method, the Natural Approach Method was introduced in 1866 by Gottlieb Henese and Dr. L. Sauveur in Boston, but was mostly developed by Tracy Terrell, a Spanish teacher who was teaching Spanish in California in the 1970s. Stephen Krashen's input hypothesis added to Terrell's principles of meaningful communication (language is a set of elements, phonemes, phrases, clauses, etc. which form a system that has to be understood to learn the language). Learning takes place from comprehensible input.

This approach is based on five hypotheses:

1. The acquisition/learning hypothesis: language acquisition (an unconscious process developed through using language meaningfully) is different from language learning (consciously learning or discovering rules about a language) and language acquisition is the only way competence in a second language occurs.
2. The monitor hypothesis: conscious learning operates only as a monitor or editor that checks or repairs the output of what has been acquired.
3. The natural order hypothesis: grammatical structures are acquired in a predictable order and it does little good to try to learn them in another order.
4. The input hypothesis: people acquire language best from messages that are just slightly beyond their current competence.
- 5.- The affective filter hypothesis: the learner's emotional state can act as a filter that impedes or blocks input necessary for acquisition.

The focus is on the association of objects and actions with their meaning. To convey that, teachers take into account the students' feelings in the learning process, and they ask them to point at the objects and images. The fundamental belief underpinning this approach is that students will be more relaxed by doing this in the first stage of learning. Then, in a further stage, students will start talking as they feel ready to do so.

Because the aim of the teacher is to make the students feel relaxed in a warm and familiar atmosphere, no correction is provided. The affective filter principle- the student's affective state- can help or otherwise in the language learning process.

Reading Method

This method is associated with Michael West, who wrote *Learning to read a foreign language: an experimental study* in 1926, and Coleman, who wrote *The teaching of modern foreign languages in the United States*, the first of a series of studies that has been carried out over the years for the development of reading skills.

The authors of this method believed that reading was the only and best way for the learning of foreign languages.

Audiovisual method

Approximately a decade after the end of the World War II, European countries recovered their interest in the teaching and learning of foreign languages. The proclamation of the European Cultural Convention at the end of the 1950s, together with meetings held by Heads of Education as well as the Council of Europe in Paris led to the creation of a program that included topics like language learning.

In 1960, Credif, in the first Council of Europe seminar on new methods of language teaching, presented its work, *Le français fondamental*, and its audiovisual course, *Voix et images de France*, which was conceived for adult learners, and also *Bonjour Linear*, for young French learners. Later, the Major Project in Modern Languages, conducted between 1964-1974, meant that research in applied linguistics was expanded in universities and the use of the audio-visual method spread in schools across European countries.

The audio-visual method consists of the presentation of filmstrips and tapes that describe social scenarios in a first phase; due to the absence of the L1, in the second phase the teacher explains the materials through pointing or demonstration, before moving to a language laboratory in which repetition and memorization will occur. The fourth and last phase is of development, in which the language learned is applied in different contexts.

Cognitive Approach Method

Developed as an alternative to the audio-lingual method, the cognitive approach has been considered the modern version of the grammar-translation method. It is based on the understanding of the concepts and definitions and the subsequent establishment of connections, which, if understood, will ensure the acquisition of knowledge.

In other words, this method focuses on the understanding of information and concepts. It takes into account the different processes of thinking, remembering, learning and use of language. By understanding the relation between concepts and by making logical connections, we can control our learning processes. This progression is known as metacognition.

Even though the cognitive approach did not develop as a teaching methodology it is based on the gestalt psychology: learning is understanding the problem as a group of elements which need to be understood. The learning of a foreign language has to occur by learning rules of grammar, central for the acquisition of knowledge. Meaningful practice will be the next step once the concepts have been internalized.

Audio-lingual Method

The Audio-lingual Method originated when, in World War II, America had a need for translators as part of its military operations. The *Army Method* as it was first known, was based on the development of oral and aural skills through very intensive language learning programmes.

The method was developed under the influence of descriptive linguistics and behavioural psychology, from which it adopted many of the principles. Some of these principles include the ideas that learning is a habit formation and that language is a system of patterns that have to be memorized and “over-learned”, starting from the simple structures and moving to more complex ones. Grammar teaching is not provided, it is learned deductively as is any new vocabulary. The use of the native language is not forbidden but L2 use is encouraged at all times. The teacher provides the model for L2 imitation, as in this method the acquisition of native-like behaviour is very important.

Finally, it is important to mention that the acquisition of skills follows in order of importance: listening, speaking, reading and writing.

Community Language Learning Method

This method was developed in the 1970s by Charles Curran, who called it “counselling-learning”, meaning that students were not a class but a group, a community of clients, and the teacher a counsellor. It was at first a general educational method but it was later applied to language learning.

This was one of the first methods that focused on the feelings of the students and assumed they intrinsically had chosen to learn the new language.

In this method, the teacher, who needs to be fluent in the target language and in the students’ mother tongue, establishes personal contact with each one of the members of the class group, although the students also do so among themselves. The idea is to make the students feel

comfortable in an unknown situation and that they do not regard the teacher as a threat or feel anxious in the process of learning a new language.

In the community language learning classroom students sit in a circle, and they start talking in their native language. The teacher repeats what the students say in the L2, which the students then repeat, and continues this with all the students until they gain some vocabulary and thereby become independent of the teacher.

Communicative Approach

This is one of the latest language teaching methods that has been developed. It originated in the 1980s (although it is used nowadays) with a view to teaching students how to use a language and to create communicative competence.

It is on occasion considered more an approach than a method, with a well defined set of practices for the classroom. It is characterised by the use of real communicative situations, the consideration of the students' own experiences and linking activities organised outside the classroom with others inside.

There is a broad variety of activities available to use in the classroom, but this does not mean they all have to be used. We can find, among them: pair work, gap activities, interviews, role-play, etc. All four basic skills are emphasised, but always considering that form is not as important as the functionality of the language.

Silent Way Method

Caleb Gattegno developed this method in the early 1970s, basing it on the principles of cognitive development.

Students play an important role in the language learning process. They formulate their own hypothesis of the rules of the target language, which they later test by applying them. The teacher tries not to interfere in the learning process, stays silent most of the time and undertakes the role of facilitator/stimulator. Interaction among students is encouraged. In terms of those skills that are emphasized, oral skills, good pronunciation and intonation take precedence over writing.

Suggestopedia Method

With a view to encouraging the students to make the most of their mental capacity, Georgi Lozanov, a Bulgarian psychologist introduced this method in the late 1970s. He believed that students were only using a very small percentage of their brain capacity due to psychological barriers

that stopped them from retaining more information. He was of the opinion that optimal conditions were vital for the learning of languages.

He structured his classroom as a relaxing place where baroque music was played, and students sat in soft chairs under subtle lightning, all with the aim of creating an optimal atmosphere for concentration.

Teachers applying the suggestopedia method take full control of the classroom; the student becomes “suggestible” to take in and retain large amounts of material and information.

Total Physical Response Method

James Asher developed this method in the 1960s along the principles of an earlier method established in the 1800s by François Gouin. Asher related this method to the motor ability of the brain, based on the belief that memory increases when motivated by motor activity. He included a series of physical responses to activities based on listening and comprehension before he introduced the oral use of language.

This method is often used among teachers of young learners and beginners due to the simplicity of its principles. Students are expected to have fun in the learning environment. In the first stage, when the teacher asks the student, the latter gives a physical response. In a further stage, the student will use oral communication. The native language is never used and students are evaluated by observation.

Appendix 2.4. Programmes funded by the European Commission on language learning

In the last two decades, the European Commission has embarked upon the development of several education and training initiatives with the ambition that citizens of the common market develop new skills to become competent workers in the Europe of the new Millennium. The organisation of programmes and the course of action have evolved as the number of member states has increased over the years and new challenges have arisen. In the specific area that is of interest for this thesis, language learning, there has also been a historical evolution since the launch of the first programme in this area, the Lingua Programme, in 1989. It is thus worthwhile reviewing the main features that have characterised the so-called Community Actions since their inception.

Knowledge of languages has always been seen as the path to communication and mobility among countries, beneficial for trade and economic growth, which explains why so much emphasis has been given to the promotion of language learning and knowledge of several languages within the Union.

The Lingua Programme, officially introduced on 1st January 1990, had as its objective “to improve the quantity and the quality of language teaching in the European Union” (European Commission, 2001). It was comprised of two phases. In the first one, between 1990 and 1994, the initial objectives were defined under the following lines:

Cooperation between language teacher training institutions and individual training grants for language teachers

Support for in-service training of language teachers

Promotion of language skills in the world of work

Exchanges of young people for language learning

Development of language learning materials for less widely used and less taught languages

In 1995, two new programmes were introduced: the *Socrates* programme of action in the field of education and the *Leonardo da Vinci* programme in the field of vocational training. The Lingua action was reinforced and became part of both programmes. However, it is the Socrates action that is of more interest for this thesis.

The Socrates programme included eight different actions, working in different fields:

1. Comenius: school education
2. Erasmus: higher education
3. Grundtvig: adult education and other education pathways
4. Lingua: learning and teaching of European languages
5. Minerva: information and communication technologies in education
6. Observation and innovation of education systems and policies
7. Joint activities with other European programmes
8. Accompanying measures.

Although Comenius and Erasmus were partly dedicated to the learning of languages, it was Lingua that continued the work initiated in 1990, with five different language actions:

Programmes of cooperation between institutions of language teacher-training

Grants to language teachers for in-service training abroad

Lingua Assistantships for future language teachers in educational establishments

Development of instruments for language learning, teaching and skills assessment

Joint language learning Projects between groups of pupils in different participating countries.

This first phase of the Socrates project ended in 1999 and in the period 2000-2006 the programme was known as Socrates II. Although some changes had been introduced, the learning and teaching of languages remained a priority of the programme and it was dealt with using the Comenius, Erasmus and Grundtvig actions.

“Action 2 (Lingua) takes a strategic approach to the promotion of language learning and linguistic diversity throughout the whole programme. It supports the other Socrates actions through measures designed to encourage and support linguistic diversity throughout the Union, to contribute to an improvement in the quality of language teaching and learning and to promote access to lifelong language learning opportunities appropriate to each individual’s needs. (...) It includes new activities concerned with raising awareness about language learning, motivating citizens to learn languages, improving citizens’ access to language learning opportunities and disseminating information about best practice in language teaching”.

At the end of the year 2006, the European Commission decided to include all the education and training initiatives under a new programme: The *Lifelong Learning Programme (LLP)*, which is to run in the period 2007-2013 and which has been allocated a budget of €7 billion. Its general objective is:

“To contribute through lifelong learning to the development of the Community as an advanced knowledge-based society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference”.

With the promotion of language learning and linguistic diversity as one of its specific objectives, the *LLP* has been designed in a flexible way, so that it can be adapted to any new needs that may emerge within the period of action. The need for “regular monitoring and evaluation between the Commission and the Member States” was also suggested (Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006).

The *Lifelong Learning Programme* currently integrates four sub-programmes, of which only Comenius and Erasmus are of interest for this research:

1. Comenius, for schools
2. Erasmus, for higher education
3. Leonardo da Vinci, for vocational education and training
4. Grundtvig, for adult education.

1. COMENIUS

Comenius is focused on the phase of education between pre-school and primary to secondary school. All the partners of education (pupils, teachers, parents, educational associations, etc.) can participate in it in some way, as it assists the creation of teaching networks, European projects for the training of teaching staff in educational institutions, as well as linguistic and developmental projects at school level. One of its core goals is the promotion of language learning: “Comenius seeks to develop knowledge and understanding among young people and education staff of the diversity of European cultures, languages and values” (European Commission, 2008).

2. ERASMUS

Erasmus is the higher education action. It is focused on university cooperation and the mobility of university students and teachers, as it seeks to enhance the quality and reinforce the European dimension, of higher education.

The *Erasmus* programme for the mobility of university students was established in 1987, with 3,244 students participating in the first year. It took the name of the Dutch humanist and theologian Erasmus de Rotterdam (1465-1536), who lived in many parts of Europe and left his fortune to the University of Basel, which was used in the first university grants.

Erasmus was, at first, only open to twelve countries: Belgium, Denmark, Germany, Greece, Spain, Ireland, France, Italy, the Netherlands, Portugal, Greece, and the United Kingdom. Today, it is open to 31 countries.

Data reveals that since it started in 1987-88 until 2007 1.7 million university students have spent some period abroad in a partner educational third level institution through Erasmus (Brussels, IP/08/736). Also, while the budget for the period 2000-2006 was €950 million, of which €750 million was allocated to student grants, the current annual budget is over €400 million. 90% of European Universities participate, that is to say, more than 3,100 higher education institutions

(European Commission, 2008). The ultimate objective is to reach 3 million Erasmus students by 2012.

Although the mobility of university students constituted the main activity of the first and second phases of the Socrates-Erasmus programme, nowadays it encourages cooperation between university institutions and other public and private organisations, as well as working on student business placement and the preparation of teachers.

The Erasmus programme was awarded the *Prize for Excellence in integrating young people into the workforce* by the NoviaSalcedo Foundation of Bilbao. The award was presented by the Spanish Prince of Asturias on 20 May 2008 (Brussels, IP/08/776).

As part of the Lifelong Learning Programme, a transversal programme caters for all activities related to the language learning and language diversity part of the four main sub-programmes. Known as the Languages Activity Key, its objective is the same as in the first Community Actions:

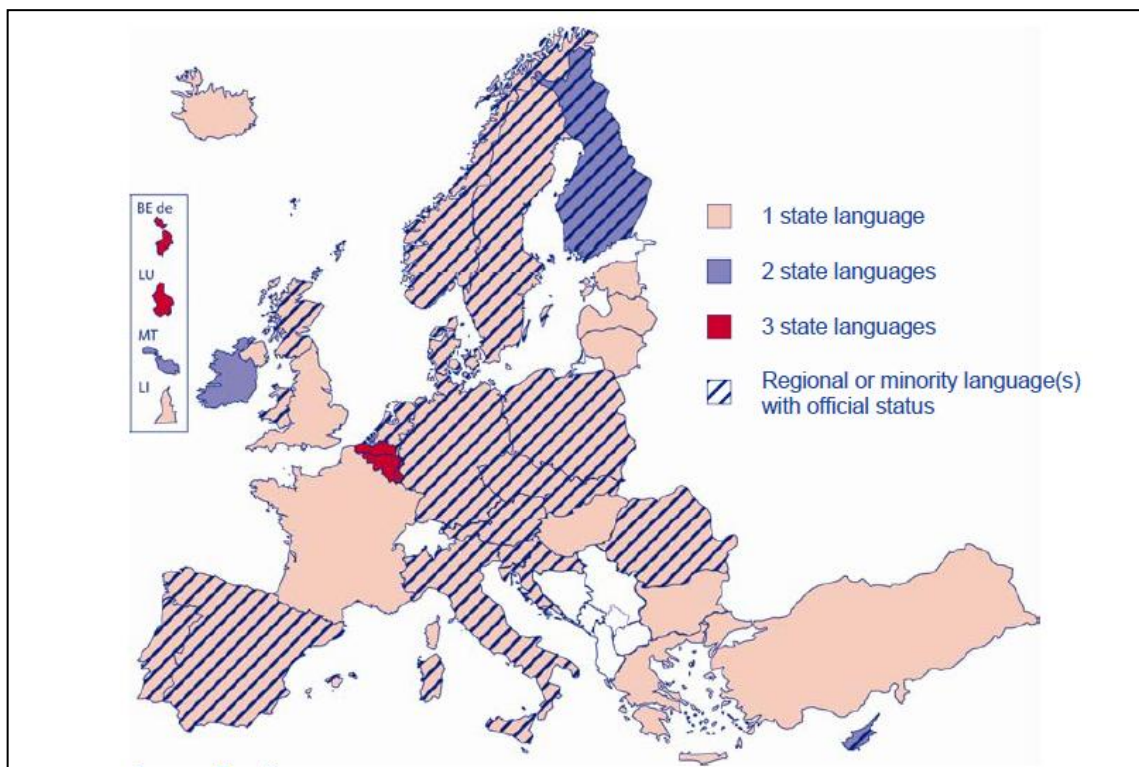
“ To raise awareness of the importance of linguistic skills, boost access to language learning resources and develop teaching materials, supporting:

1. Multilateral projects to develop new language learning materials, including online courses, instruments for language testing, the promotion of language awareness and access to language learning resource.
2. Networks to promote languages policies and disseminate project results and good practices”.

(Lifelong Learning Programme, 2008)

Appendix 2.5. State languages and regional or minority languages with official status in Europe as for 2011.

Map 2.5.1.



Source: Eurostat/Eurydice (2012).

Table 2.5.2.

	State language	Regional and/or minority language with official status		State language	Regional and/or minority language with official status
BE	German, French, Dutch		PL	Polish	Belarusian, Czech, Kashubian, German, Hebrew, Armenian, Karaim, Lithuanian, Romany, Russian, Lemko, Slovak, Tatar, Ukrainian, Yiddish
BG	Bulgarian		PT	Portuguese	Mirandês
CZ	Czech	German, Polish, Romany, Slovak	RO	Romanian	Bulgarian, Czech, German, Greek, Croatian, Hungarian, Polish, Romany, Russian, Slovak, Serbian, Turkish, Ukrainian
DK	Danish	Faroese, German, Greenlandic	SI	Slovenian	Hungarian, Italian
DE	German	Danish, Sorbian	SK	Slovak	Bulgarian, Czech, German, Croatian, Hungarian, Polish, Romany, Rusyn, Ukrainian
EE	Estonian		FI	Finnish, Swedish	Romany, Russian, Sami, Tatar, Yiddish
IE	English, Irish		SE	Swedish	Finnish, Meänkieli, Sami, Romany, Yiddish
EL	Greek		UK-ENG/NIR	English	
ES	Spanish	Catalan, Valencian, Basque, Galician	UK-WLS	English	Welsh
FR	French		UK-SCT	English	Scottish Gaelic
IT	Italian	Albanian, Catalan, German, Greek, French, Friulian, Croatian, Ladin, Occitan, Provençal, Slovenian, Sardinian	IS	Icelandic	
CY	Greek, Turkish	Maronite, Armenian	LI	German	
LV	Latvian		NO	Norwegian (two versions: Bokmål and Nynorsk)	Finnish, Kven, Sami
LT	Lithuanian		TR	Turkish	
LU	German, French, Luxembourgish		HR	Croatian	Albanian, Bosnian, Bulgarian, Czech, German, Hebrew, Hungarian, Italian, Macedonian, Polish, Romanian, Romany, Rusyn, Russian, Montenegrin, Slovak, Slovenian, Serbian, Turkish, Ukrainian
HU	Hungarian	Bulgarian, German, Greek, Croatian, Armenian, Polish, Romanian, Romany and Boyash, Rusyn, Slovak, Slovenian, Serbian, Ukrainian			
MT	Maltese, English				
NL	Dutch	Frisian			
AT	German	Czech, Croatian, Hungarian, Slovak, Slovenian, Romany			

Explanatory note

Figure A1 groups regional, minority and non-territorial languages under the heading 'regional or minority languages'. Regional and minority languages in Figure A1 (continued) are listed according to alphabetical order of their ISO 639-3 code (see <http://www.sil.org/iso639-3/>).

For a definition of 'official language'; 'state language'; 'regional or minority language' and 'non-territorial language', see the Glossary, Statistical Databases and Bibliography section.

Country specific notes

Belgium: The official languages are only used in delimited areas.
Belgium (BE fr, BE nl), Bulgaria, Czech Republic, Denmark, Germany, Estonia, Greece, Spain, Cyprus, France, Hungary, Italy, Latvia, Lithuania, Austria, Portugal, Romania, Slovenia, Slovakia, Finland and Norway: Have granted official language status to their sign language(s).

Source: Eurostat/Eurydice (2012)

Appendix 2.6. The Bologna Process

The foundations of the Bologna process were laid in 1998, when the education ministers of four European countries, France, Germany, Italy and the United Kingdom signed what is known as the Sorbonne Declaration. In this, it was intended to establish a common degree level system at undergraduate and postgraduate level, as well as a common framework of qualifications and cycles of study at the higher level of education that could be shared by all European countries. In this regard, it was envisaged that the mobility of students among participating countries would be facilitated with the application of these measures.

A year later, in 1999, 29 European countries signed the Bologna Declaration, in which the first actual precepts that would bring about a general change in the education systems of all countries involved, were defined. This was the start of the Bologna process. Today, a total of 49 countries have joined this initiative, constituting the newly created European Higher Education Area (EHEA). Nonetheless, the participation of a number of relevant international institutions needs to be highlighted, such as, the European Council, the European Commission, UNESCO-CEPES, the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE), the European Association for Quality Assurance in Higher Education (ENQA), the European Students' Union (ESU). Education International (EI), representing academics, and Business Europe, representing employers' organisations (Eurydice, 2010).

From the inception of the Bologna process, and as part of the objectives of a project of such magnitude, there was a focus on improving the quality of education and the level of competitiveness of the higher level institutions across Europe. It is with this in mind that the European Quality Assurance Register (EQAR) was appointed. Its mission is to follow-up on the external evaluations conducted by the different agencies in charge.

The goals and strategies which are part of the Bologna policy framework have been changing throughout the years and new proposals have been made. Meeting every second year, the ministers in charge of higher education have recently stated their wish that, by 2020, at least 20% of graduates of the EHEA will have spent some time abroad, either studying or training. An agreement has also been reached in other relevant areas, such as the opening of higher education programmes to all social groups.

To achieve these goals, three main tools have been created: the European Credit Transfer and Accumulation system (ECTS), the Diploma Supplement and the National Qualifications Frameworks, closely related to the Framework of Qualifications for the European Higher Education Area. Under these parameters, it has been decided to set up a three-cycle degree structure in higher education, for which it is recommended 3-4 years first-cycle qualifications be offered that would

comprise 180-240 ECTS credits (on the understanding that every academic year consist of 60 ECTS credits). Masters degrees can comprise between 60-120 ETS credits. Doctoral degrees, however, still follow different patterns in different countries and only a very small number of countries are already operating the ECTS system.

The Diploma Supplement is “a standardised template containing a description of the nature, level, context, content and status of the studies completed by the individual noted on the original diploma” (Eurydice, 2010). This document has been designed to offer clarification to employers. It is expected that the Diploma Supplement will be attached to the person’s original certificate of qualifications, and that he/she will obtain it free of charge.

All in all, it is intended to remove any obstacles for the mobility of European citizens within the common area. Once all the countries have completed adapting their framework of qualifications to the Framework of Qualifications for the European Higher Education Area, any citizen should have no difficulty in having his/her present and previous studies recognised within European standards when looking for a job or deciding to move forward in academia.

Appendix 2.7. Year of introduction of foreign language teaching at primary level in some European countries:

Country	Year of introduction of foreign languages
Luxembourg	1912
Belgium (German community)	1940s
Denmark	1958
Sweden	1962
Finland	1970
Germany	1970s
Iceland	1973
Norway	1969
Austria	1983
The Netherlands	1985
Portugal	1989
Spain	1990
Greece	1992
France	1992
Scotland	1993
Liechtenstein	1996
Belgium (French community)	1998
Ireland	Although it is not compulsory, various projects are or have been running
Belgium (Flemish community)	
England	
Wales	
Northern Ireland	
Central and Eastern European countries	1950s
Source: Eurydice, 2001.	

Appendix 2.8. Luxembourg

1. Historical background.

The history of Luxembourg starts in 963, when Siegfried, Count of Ardennes and Carolingian built a castle on the site of the ruins of a stronghold with the name of *Lucilinburbuc* (small fortress) that is believed to have once belonged to the Romans. Chosen because of its strategic location and military importance, the castle developed into a strong fortress where two different classes lived. In the top part there were the knights and soldiers and in the lower part, the artisans and traders. Although it has only been considered a proper city since the second half of the 12th century, Luxembourg remained as a fortress for almost one thousand years, until 1867 (*Le Gouvernement du grand-duché de*

Luxembourg: Ministère de l'Éducation nationale et de la Formation professionnelle (2005); Council of Europe (2005-2006); Chambre de Commerce de Luxembourg (2008).

In the 14th century, the city was extended to the west due to the increase in the number of inhabitants, which has not changed much over time: from 5,000 at the beginning of the 14th century to 8,500 in the 18th century and around 82,000 at present.

Until 1443 the territory of Luxembourg had been an independent autonomy of the German Empire. The first siege of the city took place in 1440 by a surprise assault by the Duke of Burgundy, which led to French forces dominating for almost four hundred years.

In 1815, Luxembourg was raised to the rank of Grand Duchy by the Congress of Vienna and given to the King of Netherlands, William I of Orange-Nassau, with whom relations lasted until 1890. Since the first invasion, the country changed hands several times before acquiring its independence in the Conference of London and being conceded the state of neutrality on 11th May 1867 in the Treaty of London. After nine centuries, all the fortifications were destroyed, giving birth to a new era in the history of Luxembourg and the inevitable expansion of the city. The Constitution was formed in October 1868 and has been modified several times since.

The discovery of iron ore in the nineteenth century, brought many foreigners to the country to work in the mines, giving a great boost to the economy and leading to the creation of a large steel industry, which nowadays controls circa 10% of the world steel market. Additionally, Luxembourg is known internationally for its financial centre, the eighth most important in world rankings. Many European banks prefer to operate in Luxembourg as a result of 1929 fiscal legislation, which made it favourable to Banks and Holding Companies.

Luxembourg was chosen in the Treaty of Paris in 1951 to become the headquarters of the first European Community, the Coal and Steel Community from 1952. Later, in 1957, the Treaty of Rome made Luxembourg as one of the six countries founders of the European Economic Community. In 1992, Luxembourg ratified the Treaty of Maastricht, which substituted the EEC with the EU (European Union) and prepared the path for Monetary Economic Union (1993) and the introduction of the Euro, physically launched as a coin to the market on 1st January 2002 (Chambre de Commerce de Luxembourg, 2008).

2. Luxembourg at present.

Luxembourg is located between France, Belgium and Germany. It is 84km long and 52 km wide and covers an area of 2,586km². Data regarding the population of Luxembourg should be analysed from different perspectives. According to statistic results from Statec, on 1st January 2008 the population of Luxembourg is made up of 483,799 inhabitants, however, 42% of the residents in Luxembourg

do not possess Luxembourgish nationality, resulting in 174 different nationalities cohabiting within the country. Portuguese nationals represent 63.8% of the total foreign national population (Statec, 2004). It is also interesting to note that there are more than 100,000 non-residents working there.

With 9,590 international workers (4.3% of the active population) (Chambre de Commerce de Luxembourg, 2008) Luxembourg, together with Brussels and Strasbourg, hosts 12 European Institutions i.e. The European Court of Justice, The European Investment Bank, The European Court of Auditors, The Secretariat of the European Parliament, The Council of Europe, The European Commission, The Eurostat, The Office for Official Publications of the European Communities, The Translation Centre for the Bodies of the European Union, The Centre of the European Free Trade and of the European Schools and the Community Patent Court, which operates since 2010.

3. Languages of the country.

Luxembourg is a multilingual country where plurilingualism among citizens is a reality and is required for the development of social and professional activities on a day-to-day basis. Although the knowledge of Luxembourgish may seem sufficient to get by within the country, the presence of such a large percentage of foreign nationals (42%), coupled with the small size of the country, as well as its economic dependence on exports and finally, its geographical situation, makes necessary both the knowledge and use of German and French. Nonetheless, the current language situation is a result of the country's history.

Consequently, the great majority of Luxembourgers are fluent in the three official languages of the country: Luxembourgish, German and French and use at least two languages for communication in their workplace. The use of each respective language depends on the situation; whether it is in a private or work context, public or private sector, among nationals or foreign nationals, etc. Luxembourgish, declared the national language of Luxembourgers since the Law of 24th February 1984, is mainly present in the public sector. German is used more in the construction sector and French is strongly present in the construction, trade, industry and services sectors (*Gouvernement du Grand-Duché de Luxembourg*, 2005).

Luxembourgish, is used at oral level in all situations of the everyday life by Luxembourgers. It is also the language used in the Chamber of Deputies. French is the official language of the government, administration, jurisdiction, parliament and education. According to Portante (accessed August 2008): "German, the language traditionally used in written communication is being replaced by Luxembourgish, except in the print media, which is the main area in which German predominates". In summary, the three languages are used regularly and play a very important role in the lives of Luxembourgers.

Data collected by the *Centre d'Etudes de Populations, de Pauvreté et de Politiques Socio-Economiques* in 2006 reveals that Luxembourgish is used as a first language in the work place by 48% of Luxembourgers, whereas French is used by 35%. Other languages such as English, German and Portuguese are the first language for 5% of workers. Among foreign workers, French is the most spoken language (90%), followed by English (54%), German (45%) and Luxembourgish (38%). Foreign national workers learn Luxembourgish progressively and it is normal in second generations to have a full mastery of the language. It is also known that 38% of them can write and 21% can speak Luxembourgish, although one in two has little or no difficulty in understanding the language. Only 15% of foreign national workers, however, use it as first language of communication in the work place.

With regard to the use of Luxembourgish between the public and private sectors, while 81% of people working for public institutions use Luxembourgish as their main language of communication, against 12% who use French and 5% who use German, in the private sector both Luxembourgish and French are used equally, by 40% of workers.

In relation to the knowledge of English, even though it is the fourth language for virtually all Luxembourgers, 75% of workers can understand it, 70% can speak it and 65% can write it.

With regard to the demand within companies for the knowledge of languages, there is generally a requirement for French-English bilingualism in the service sector, although in the industry sector more value is placed on French-German bilingualism. However, companies related to transport and communications are currently demanding quadrilingualism in Luxembourgish-German- French-English. This is reflected in data from 1999, which indicates that 7% of job offers followed this parameter (*Gouvernement Du Grand-Duché de Luxembourg*, 2005).

French is, with no doubt, the language most demanded (50.5%), followed by German (38.6%), English (38%) and Luxembourgish (27.9%) (*Gouvernement Du Grand-Duché de Luxembourg*, 2005).

4. Education system in Luxembourg.

In Luxembourg, the Ministry of Education and Vocational Training is responsible for all matters related to the Curriculum, as well as the training of teachers, school books, timetables and budgetary issues (Eurydice, July 2000). Together with the municipal authorities, this ministry also caters for primary education, as there are no school heads.

In Luxembourg, there are three types of schools, which we can refer to as public (93.007 in 2003-2004), semi-private (3,917) and private (5,740). Public schools are funded by the Government. Semi-private schools are also mainly funded by the Government, although they are governed by private organisations. Private schools, however, receive no public funding. They fall into the category of

international schools, dedicated more to children whose parents are in the country temporarily. They differ from the other two types of schools, which follow the same Curriculum guidelines; instead these follow a different school system (*Gouvernement Du Grand-Duché de Luxembourg*, 2005; 58). The vast majority of schools are, consequently, public-sector schools (93% in 2004).

Before the year 2004 pre-school education could be started voluntarily at the age of 3 but was not compulsory until the age of 4. Reforms in education policy, however, were undertaken with the aim of “promoting social integration and mastery of languages from an early age”, making pre-school education compulsory from the age of 3. The pre-school period is seen, not only as a period of adaptation to the school setting and to other children but as a time of exposure to Luxembourgish before starting more formal education. As seen in the case of Catalan in Catalonia and Irish in Ireland, early complete immersion in the minority language in the pre-school period serves as a period of integration for children coming from migrant families. In the case of Luxembourg, however, it is also taken as a way of preparing students for learning German in future education due to the shared similarities between both languages (*Gouvernement Du Grand-Duché de Luxembourg*, 2005).

Children start primary education at the age of 6, this lasting for 6 years. The *Plan of Studies of 1989*, which substituted the former plan of 1964, regulates this. Secondary education starts at the age of 12 and lasts for 3 years. Education in Luxembourg is therefore compulsory between the ages of 4 and 15.

School stages	Ages
<i>Spillschoul</i> (Pre-primary school)	4-6 years of age
Primary education	6-12 years of age
Secondary Education General Secondary Education Technical Secondary Education	12-15 years of age

Source : (Ministère de l'Education nationale et de la formation professionnelle, 2005)

The language of instruction in pre-school education and the first two years of primary education is Luxembourgish. Children, in this period, are completely immersed in the national language, which is also a minority language. German is introduced as language of instruction in the first year of primary

education and French from the second half of second year (Eurydice, July 2000). While in primary education French stays as a content language (it is taught for three lessons per week in second year and seven lessons per week between third and sixth year) in secondary education it replaces German. All in all, statistics from the European Commission for the school year 2005 show that 82.9% of pupils study two foreign languages; this is, German and French (both compulsory).

A recent publication of the OCDE, *Education at a Glance for Luxembourg (2006)*, highlights some relevant information in relation to evaluating the quality of the education system when compared with those of other European countries. For instance, in primary education the average number of children per class is 15.8, whereas in Europe the average is 24.

Information related to the average number of students who finish their secondary education demonstrates that 50% complete their studies, against the European average of 45%. Moreover, the school time dedicated to the teaching of modern languages for students aged between 9 and 11 is 21% and 20% for students aged 12 to 14. The study compares these percentages with those of other countries, indicating that in England this figure does not exceed 1%, and 10% in France and Germany.

Despite these positive figures, the total number of hours that Luxembourgish children attend school between the ages of 7 and 14 is lower than the European average (6,582 against 6,907). This difference, however, appears in the period between 12 and 14 as, in fact, during the period between 7 and 11 years Luxembourgish students exceed the European average.

Due to the large percentage of foreign nationals with children in the country, the school system offers assistance to these children to help them follow the Curriculum. In reception classes, children spend one school-year learning German and French before moving to the mainstream class. Support classes are dedicated to the learning of German. During interim classes, the lower-cycle curriculum is taught over three years rather than two (Cedefop, 1999). Portuguese-speaking children can also attend integrated classes in pre-primary and primary education (European Commission Directorate General for Education and Culture, 2007).

Student teachers attend a 3-year initial training course in the ISERP (Institute for Higher Studies and Research in Teaching). After this time, they become teachers for pre-school and primary school. They can determine their own methodology in the classroom, as long as it follows the guidelines of the *Primary School Curriculum* (Eurydice, July 2000). Secondary school teachers, however, undertake a four-year initial training course abroad followed by placement back in Luxembourg. The placement period lasts between 30-56 months.

The linguistic situation in Luxembourg is clearly quite complicated. We are presented with a trilingual society that has a minority language as a national language and two very powerful majority

languages also present in all levels of society. Additionally, the presence of a large number of workers with a first language different to those three languages of the country complicates the situation further. Furthermore, data indicates that 70% of families in Luxembourg are monolingual, against only 18% being bilingual. Globalisation, with the increased mobility of people, is also having an impact in this already multilingual society that partly bases the wellbeing of its economy on foreign workers.

The consequences of the new socio-linguistic situation of the country are reflected in the results obtained in education, which show a high level of student underperformance from primary education to secondary education. Many students cannot cope with the demands of the education system, with regard to the acquisition of three languages (Luxembourgish, French and German). The difficulties are greater for children with a mother tongue different to the three languages of instruction. Romance language speaking children such those of Portuguese origin, for example, have great difficulties with Luxembourgish and German. As a consequence, data from 2002-2003 shows that 20.4% of primary school students and 62.6% of secondary school students are one level below. Even more striking is the fact that only 38.4% of students take upper secondary education. This underachievement is clearly affecting both national and non-national students.

An additional issue is the process that students have to follow in order to move from the primary to the secondary cycle. An examination board consisting of different members of the school community make an evaluation of the results obtained by a student, mainly, in French, German and Mathematics to decide whether he/she is ready to move up as well as to determine which education path he/she should follow. As a result, many families chose to send their children to boarding schools abroad, where there will be no pressure to master as many languages with higher chances of acquiring a professional qualification.

The complex language situation of the country consequently requires that a large percentage of the school time is devoted to the teaching of languages. In primary education, for instance, 39.4% is spent teaching languages, in secondary education, 34.4% (Eurydice, 2005). In principle, it would be logical to think that the time devoted to teaching other content subjects i.e. science, mathematics and literature has to be reduced in order to maintain the language goals. As a matter of fact, the *Luxembourg Country Report* (cited in the *Language Education Policy Profile*, 2005-2006:15) states that: “between 1st and 4th class students only receive an introduction to science and study Natural Science, History and Geography in 5th and 6th class at a rate of 1 lesson per week”. This, however, does not correspond with the statement of the summary given by the Ministry of Education of Luxembourg in the press release of September 2008. This claims that the percentage of time dedicated to reading, writing, literature, mathematics and sciences in 9 to 11 year old school children is 49% (50% in Europe) and 42% in 12 to 14 year olds (40% in Europe). The conclusion that can be reached here is that Luxembourg, as well as dedicating a much higher percentage of time to the

teaching of languages in primary education than any other country in Europe, is also above the European average in time allocated to other content subjects. This information can only be explained by the fact that the school hours for children aged 7 to 8 are 10.28% higher than the European average and that the school hours for children 9 to 11 are 4.7% higher. Nevertheless, it would be relevant to establish a comparison using the PISA reports between students' levels of performance in Luxembourg and other European countries to determine the difference in language levels as well as performance in other content subjects as well as the percentages of students reaching third level of education school and student drop out.

The Ministry of Education in Luxembourg, aware of the present challenges, understands the need to apply reforms to education, especially in linguistic policies to remedy the high levels of underachievement: "In the face of an increasing complex and sensitive language situation and because, among other things, of the increasing variety of immigrants, there is an urgent need to readjust language education" (Government Plan for the 2004-2009 Parliament). It is in this regard that reforms in education have been undertaken over the last five years, focused on applying a different approach to language learning by integrating all languages into education programmes and giving greater flexibility to the learning of languages by paying more attention to individual learning rates and capacities. The main goal is to reduce school failure, to foster student excellence and to prepare highly qualified human capital. It is therefore crucial to develop an integrative education system that pays more attention to foreign national children.

With this in mind, the *Plan pour le réajustement de l'enseignement des langues*, released in March 2007, seeks to tackle one of the topics that has been the subject of criticism in several European and national reports. That is, the lack of co-ordination between the three languages of the Curriculum, referred to as having no-consistency between the syllabuses defined for each of the languages, or the teaching methodologies recommended. In addition to this, teachers do not have clear ideas as to the minimum requirements they are expected to demand of their students at each particular level of schooling, which makes the evaluation of students' progression very difficult.

There was thus the need to define clear and coherent contents and objectives for the teaching of languages. Based on the Common European Framework of Reference for Languages (CEFR) the new action plan described in the *Bildungsstandards Sprachen: un document pour l'enseignement et l'apprentissage des langues* establishes the linguistic competencies required at each level together with evaluation guidelines.

The questions that arise relate to the maintenance of a minority language like Luxembourgish. What historical background and government policies are necessary for a language (of such a small country greatly influenced, geographically and politically, by large economic powers) to survive the dominance of two majority languages? What is the attitude of Luxembourgers towards this

situation? What is the position of non-national citizens towards Luxembourgish? Can we educate citizens to appreciate their cultural heritage as well as their national language? What links can we establish with the situation of Irish?

What are the main traits contained in the new education system? What is the place of languages in education? How should foreign nationals be included? Is there a right to the maintenance of one's mother tongue? Who says so?

Appendix 2.9. Average length of foreign language sessions in primary education, in European countries, according to figures obtained in 2001

Country	Length of language sessions
Iceland	40'
Denmark	45'
Germany	45'
Greece	45'
Liechtenstein	45'
Czech Republic	45'
Estonia	45'
Poland	45'
Slovenia	45'
Slovakia	45'
Belgium	50'
Luxembourg	50'
Austria	50'
Portugal	50'
Romania	50'
France	60'
Italy	60'
Spain	55-60'
Ireland	40-45'
Cyprus	40-45'
Latvia	40-45'
Lithuania	35-45'

Source: Eurydice, 2001.

Appendix 2.10. Actions to be taken to establish a European model of language teachers

-A European Benchmark for Language Teacher Training should be developed, to provide a common understanding of the different processes and components involved, and guidelines for good practice.

-An accreditation framework should be established to provide a basis for compatibility, and to recognise flexible routes to the status of qualified teacher at European level.

-A voluntary programme of Quality Assurance should be established at a European level with European factors as guiding principles.

-A support network for language teacher training should be established, based on a small team with the task of building capacity, providing an infrastructure, and offering recognition and long-term continuity for trans-European projects and networks.

-A major European resources service should be established, including a portal web-site, to provide access to information and materials for language teachers and trainers.

- The development of arrangements for dual qualifications should be further encouraged.
- Closer co-operation should be encouraged between training institutions and partner schools, and between education departments and language departments.
- All in-service training courses should be accredited at local or national level.
- An Advisory Group on European Teacher Training should be established to work with national agencies to co-ordinate key aspects of language teacher training.
- European Qualified Language Teacher Status should be introduced, qualifying its holders to teach in any member state, and use the title “European Language Teacher”
- Teacher trainees should be required to achieve agreed levels of linguistic competence corresponding to their specialist, semi-specialist or non-specialist teacher status.
- European Language Mentor status should be introduced to recognise key individuals involved in training.
- Teacher trainees should gain experience of teaching in more than one country.
- Teacher trainees should be able to compile their qualifications by taking different units in different countries.
- Specialist language teachers should be trained to teach more than one language.
- Language teachers should be trained in the skills and approaches necessary to make students aware of their role as European citizens, and more training materials should be developed to support this training.
- All teachers should be trained in using ICT approaches for interactive use with pupils in the classroom.
- Increased training should be provided in bilingual teaching approaches, and pilot projects should be implemented in each country.

Source: The training of teachers of a foreign language: developments in Europe (European Commission, 2002). (Kelly et., 2002).

Appendix 2.11. Percentage of students learning English, French and/or German in Europe at primary level

	EU	Be fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
English	73	10	N.A.	0.2	73.1	61.6	67.3	63.9	N.A.	N.A.	96.1	99.1	N.A.	98.9	56	66.9	73	0
French	4.1	N.A.	N.A.	31.5	1.5	0.6	0	4.2	N.A.	2.9	24.4	5.4	N.A.	1	2.1	0.6	0.3	83.6
German	4	1.1	N.A.	0	3	10.3	0	N.A.	N.A.	0.8	22.4	0.6	N.A.	0.3	0	3.2	0.7	100

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	HR	TR
English	33.7	100	32.3	98.6	88	33	43.8	49	58.4	67.6	N.A.	N.A.	67.8	N.A.	100	90.9	63
French	0.3	0	0	0.4	0.3	0.4	15.7	0	0.1	1.8	2.2	69.5	0.2	N.A.	0	0.6	0
German	22.2	0	0	N.A.	10.7	0	1.4	1.9	4.5	3.7	2.4	7.8	0	N.A.	0	20.8	0

Country codes

EU/EU-27	European Union	PL	Poland
BE	Belgium	PT	Portugal
BE fr	Belgium – French Community	RO	Romania
BE de	Belgium – German-speaking Community	SI	Slovenia
BE nl	Belgium – Flemish Community	SK	Slovakia
BG	Bulgaria	FI	Finland
CZ	Czech Republic	SE	Sweden
DK	Denmark	UK	The United Kingdom
DE	Germany	UK-ENG	England
EE	Estonia	UK-WLS	Wales
IE	Ireland	UK-NIR	Northern Ireland
EL	Greece	UK-SCT	Scotland
ES	Spain		
FR	France	EFTA/EEA countries	The three countries of the European Free Trade Association which are members of the European Economic Area
IT	Italy		
CY	Cyprus		
LV	Latvia	IS	Iceland
LT	Lithuania	LI	Liechtenstein
LU	Luxembourg	NO	Norway
HU	Hungary		
MT	Malta	Candidate countries	
NL	The Netherlands	HR	Croatia
AT	Austria	TR	Turkey

Source: Eurostat, 2012.

Appendix 2.12. Recommended minimum number of hours of compulsory foreign language teaching per academic year at primary level in 2010/2011

	Be fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
Primary	20	121	*	41	53	43	28**	66	***	70	64	43	79	23	54	36	408
2010/2011																	
	HU	MT****	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	HR	TR
	21	127	*	15*****	61	27	116	39	21	38	53	***	38	41	52	53	29
<p>* Compulsory subject with flexible time allocation ** DE Grundschule *** No compulsory foreign languages **** MT Primary</p>																	

Source: Eurostat, 2012.

Chapter 3

HISTORICAL DEVELOPMENTS IN EDUCATION AND LANGUAGE POLICY IN IRELAND

Appendix 3.1. Historical background – From pre-Celtic languages to Early Modern Irish

The history of the Irish language originates in the Celtic era. The Celts settled in Ireland after 500 BC. Very little is known of the pre-Celtic languages. Successful waves of Celts may have spoken either Brittonic¹ or Goidelic, but only the Goidelic branch survived (Foster, 1989; Ó Murchú, 2008). During the close relationship of Ireland with Britain and the Roman Empire up to the fifth century, numerous expeditions were undertaken by Irish dynasties, which led to Celtic becoming the spoken language in Wales, Scotland and south-west Britain. Although the Roman Empire had fallen before any plans of conquering Ireland could be completed, contact between the Celtic language and Latin led to the development of Ogham writing (Greene, 1966). Known to be the oldest form of written Irish, Ogham consists of a series of inscriptions that could be carved in stone or wood (although only stone carvings have been preserved) based on an alphabet of, initially, 20 characters, later 25. These were used in the pagan culture to commemorate family members and for rituals conducted by priests. Although Ogham used Primitive Irish at first, Old Irish was used following the arrival of Christianity.

Ogham compositions date thus from the 4th-7th centuries and can still be found in southern parts of Ireland and Britain, especially in those areas of Wales that had been colonised by the Irish (Connolly, 1998).

In spite of these early events, it is often postulated that Irish history, proper, does not begin until the arrival of Christianity, Latin and literacy, during the fifth century. Until then, Irish, as well as the other languages belonging to the group of Celtic languages, had been transmitted orally across generations. In the sixth century, with the adaptation of the Latin alphabet, the first Irish orthography and manuscripts in Irish appeared (Ó hUiginn, 2008), making it possible for oral literature and traditions from the time of the Gaels to be written down (Corkery, 1968).

The seventh century marked the beginning of a glorious period in Irish history; the monastic schools were pioneers in Europe with their methods of teaching; Latin and Irish were both used

¹ Brittonic, which was the British form of Celtic, is, together with Welsh and Cornish, part of the Brythonic or Brittonic group of Celtic languages. Irish, Scottish Gaelic and Manx form the Gaelic or Goidelic branch of the Celtic languages (Connolly, 1998).

equally by the monks in literary and religious texts: “the church scholars, grammarians (of Latin and Irish), poets, canonists, lawyers, and historians formed a single mandarin caste whose writings, in Latin and in Irish, are the products of a single, if broad-based and broad-minded, ecclesiastical culture” (Foster, 1989:12). This community of people developed an extensive legal system that covered all aspects of society. Known as the Brehon laws², they applied to a wide range of societal activity, including general laws of conduct and theft (Flower in Corkery, 1968).

Nonetheless, the most internationally acclaimed work made in an Irish monastery is the Book of Kells³, dating from circa the late 8th century. The text of this manuscript was written using Vulgar and Classical Latin. The exceptional features of this work are both the use of illuminated letters, usually the initial letters of a text, and the amount of lavishly decorated drawings including both animal and human figures, such as pictures of Christ, the Evangelists, and the Virgin mother and Child (Connolly, 1999; Ruckenstein and Ó Malley, 2004).

The arrival of the Vikings in Ireland, at the end of the eighth century, resulted in the foundation of several port cities (Dublin, Cork, Galway, Waterford, Wexford and Limerick) (Ó hUiginn, 2008). Despite the fact that the Vikings stayed in Ireland until mid 10th century, during which time they significantly influenced religion and commerce related aspects, the effect on the language was small, with only a few words of Old Norse origin being introduced (these were chiefly names of people and places i.e Waterford, Leinster, Munster, and terms related to trading, fishing and sailing) (Foster, 1989). As the language evolved naturally, this leads us to Middle Irish, spoken from the 10th to 13th centuries, which is to be distinguished from Old Irish, spoken from the seventh to the tenth centuries. In fact, the body of literature preserved from this period makes Middle Irish the oldest vernacular literature in Europe, following Greek and Latin (Greene, 1966; Government of Ireland, 2006). From this period, we have *Leabhar na hUidbre*, or *The Book of the Dun Cow*, which is the oldest preserved manuscript written completely in Irish.

The Anglo-Norman invasion, which began in 1167, brought with it a long period of colonisation and settlement across different parts of Ireland as well as the introduction of English common law, with two-thirds of the country being subject to the English Crown by the end of the 13th century. Nonetheless, Gaelic culture (language, habits and laws) remained strong and by the end of the Norman campaign, in the 14th century, the Norman lords and descendants of the first Norman

² The Brehon laws, also known as Gaelic laws, Irish laws or *Feineachus* (as the law system was known among the Gaels), are the most archaic form of law and jurisprudence in Western Europe. Written by the Irish for the Irish, this highly developed legal system, which regulated all strata of society, was in place in the whole of Ireland until the Anglo-Norman invasion and, although changes were made throughout the centuries, until the 17th century in all parts of the country except for the Pale.

³ The Book of Kells is said to have been made at the monastery in Kells (County Meath) by monks from Iona³, who had moved there following the Viking invasion. Although the cover of the book has been lost, the pages have been kept at Trinity College in Dublin since the 17th century.

settlers had long since adopted both Gaelic Irish and their customs until becoming “more Irish than the Irish themselves” (Connolly, 1998; Foster, 1989; Ruckenstein and Ó Malley, 2004). The Irish language spoken from the 13th to the mid 17th century is referred to as either Early Modern or Classical Irish (Greene, 1966).

Despite these invasions and efforts made to replace the Gaelic order, the position of Irish as the dominant language of the island of Ireland thus remained untouched during the Middle Ages. Norman-French was used by the upper-classes and as a literary language whereas English, introduced at the time, was never more than an administrative language, only spoken within the Pale⁴ (Foster, 1989). The progressive Gaelic recovery and the immersion of the Normans⁵ into Irish society was however a cause for concern for English rulers, who, anticipating the unstoppable resurgence of Gaelic domination, established the *Statutes of Kilkenny* of 1366, which enforced the use of English common law and language among Englishmen under the threat of confiscation of lands. They were to “give up their Irish customs” (Corkery, 1968:56). The use of the Irish language was also prohibited in the courts and corporate boroughs (Hindley, 1990; Crowley, 2000).

“It is ordained and established, that every Englishman do use the English language, and be named by an English name, leaving off entirely the manner of naming used language amongst themselves, contrary to this ordinance, and thereof be attainted, his lands and tenements, if he have any, shall be seized into the hands of his immediate lord, until he shall come at one of the places of our Lord the King, and find sufficient surety to adopt and use the English language, and then he shall have restitution of his said lands, by writ issued out of said places”.

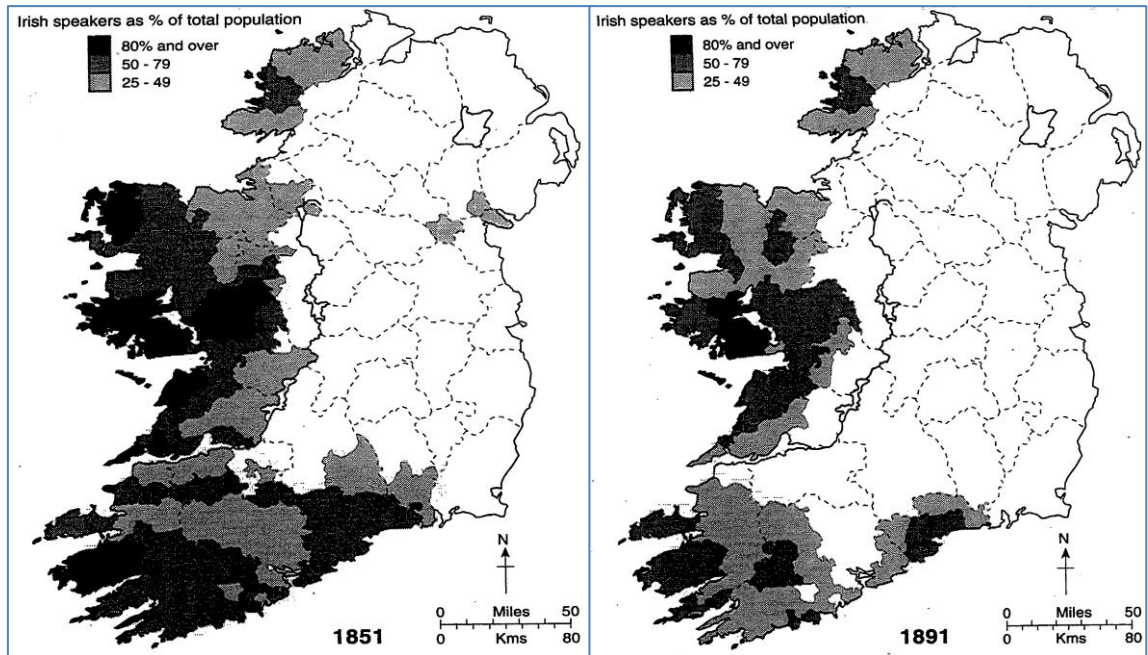
(Statutes of Kilkenny, 1366)

The *Statutes of Kilkenny* were largely unsuccessful. The participation of England in the Hundred Years War drew attention away from Ireland, which resulted in these rules not being applied in any area other than the Pale until its total discontinuation in the 17th century.

⁴ The Pale was a small fortified region on the east coast of Ireland that had succumbed to English domination. This was an area comprising Co. Dublin and parts of Meath, Louth, Kildare and Wicklow. Here, many Gaelic chieftains and peasants had been expelled and English settlers were introduced, bringing with them the English language and English common law, with a centralised Government, its base in Dublin (Hindley, 1990; Crowley, 2000).

⁵ Norman descendants who had integrated with Gaelic customs were also known as Hibernio-Normans (as Hibernia is the classical Latin name for the island of Ireland) or Old English, after the 16th century. The term Anglo-Norman however refers to the descendants of the Normans who had conquered England in 1066.

Appendix 3.2. Map of Irish-speakers, 1851, by baronies, by Brian Ó Cuív



Appendix 3.3. Statistical data on Irish language usage in the period 1851-2006, according to the Central Statistics Office of Ireland

Table 1 – Speakers of Irish in the period 1851-1911

Speakers of Irish in the period 1851-1911			
Year	Number of monoglot speakers of Irish	Percentage of monoglot speakers of Irish with regard to the total population of Ireland	Bilingual speakers
1851	319,602	23,3%	
1891	194,246	5,6%	14,5%
1901	20,953	0,65%	
1911	16,873	0,54%	13,3% - 582,446

Source: Central Statistics Office, Ireland.

Table 2 - Irish speakers and non-Irish speakers of all ages in Ireland 1861-1926

Irish speakers and non-Irish speakers of all ages in Ireland 1861-1926				
Irish Ability	Irish speakers	Non-Irish speakers	Total number of inhabitants	Percentage of Irish speakers
Year				
1861	1,077,087	3.325,024	4,402,111	24.5
1871	804,547	3.248,640	4,053,187	19.8
1881	924,781	2.945,239	3,870,020	23.9
1891	664,387	2.804,307	3,468,694	19.2
1901	619,710	2.602,113	3,221,823	19.2
1911	553,717	2.585,971	3,139,688	17.6

Source: Central Statistics Office, Ireland.

Table - 3 Irish speakers and non-Irish speakers of all ages in Ireland 1861-1926

Irish speakers and non-Irish speakers in Ireland in 1926				
Year	Irish speakers	Non-Irish speakers	Total number of citizens	Percentage of Irish speakers
1926	543,511	2,428,481	2,971,992	18,28%

Source: Central Statistic Office, Ireland. Census 2002.

Table 4 - Percentage of Irish speakers of all ages in each Province, 1861 – 1926

Percentage of Irish speakers of all ages in each Province, 1861 – 1926					
Province	State	Leinster	Munster	Connacht	Ulster (part of)
Year					
1861	24.5	2.4	36	44.8	16.7
1871	19.8	1.2	27.7	39	15.1
1881	23.9	2.1	33.5	44.6	19.5
1891	19.2	1.2	26.2	37.9	17.8
1901	19.2	2.3	25.7	38	20.7
1911	17.6	3.5	22.1	35.5	20.4
1926	18.3	8.8	20.4	31.7	22.9

Source: Central Statistic Office, Ireland. Census 2002

Table 5 - Percentage of Irish speakers aged 3 years and over at each census since 1926

Percentage of Irish speakers aged 3 years and over at each census since 1926					
Province	State	Leinster	Munster	Connacht	Ulster (part of)
Year					
1926	19.3	9.4	21.6	33.3	23.9
1936	23.7	15.9	25.2	36.7	28.3
1946	21.2	15.1	22	33.2	26
1961	27.2	22.2	28.7	37.6	31.4
1971	28.3	24.5	30.6	37.2	29.5
1981	31.6	28.2	34.6	38.8	30.8
1986	31.1	27.4	34.8	38.7	30.1
1991	32.5	28.8	36.5	40.2	31.3
1996	41.1	37.4	45.4	48.2	39.3
2002	41.9	38.2	46.8	48.5	39.4
2006	40.8	37.5	45.4	46.5	38.5

Source: Central Statistics Office, Ireland. Census 2002.

Table 6 - Persons, aged 3 years and over in each Regional Authority Area, classified by ability to speak Irish, 1996

Persons, aged 3 years and over in each Regional Authority Area, classified by ability to speak Irish, 1996					
Ability	Total	Irish speakers	Non-Irish speakers	Not stated	Irish speakers as a percentage of total
Region					
Border	390,778	152,861	219,188	18,729	41.1
Dublin	1,015,290	364,068	584,449	66,773	38.4
Mid-East	332,314	130,432	186,343	15,539	41.2
Midland	196,989	81,768	106,600	8,621	43.4
Mid-West	304,375	144,338	143,649	16,388	50.1
South-East	375,757	152,129	206,146	17,482	42.5
South-West	525,079	237,153	256,583	31,343	48
West	339,066	167,456	155,212	16,398	51.9
State	3,479,648	1,430,205	1,858,170	191,273	43.5

Source: Central Statistic Office. Ireland. Census 1996

Table 7 - Persons aged 3 years and over, classified by age group and ability to speak Irish, 1996

Persons aged 3 years and over, classified by age group and ability to speak Irish, 1996					
Ability	Total	Irish speakers	Non-Irish speakers	Not stated	Irish speakers as a percentage of total
Age Group					
3-4 years	103,955	8,471	76,142	19,342	10
5-9 years	282,943	126,286	135,650	21,007	48.2
10-14 years	326,087	209,954	98,596	17,537	68
15-19 years	339,536	221,561	104,487	13,488	68
20-24 years	293,354	145,000	135,389	12,965	51.7
25-34 years	519,974	186,660	313,758	19,556	37.3
35-44 years	496,117	190,202	287,278	18,637	39.8
45-54 years	412,047	146,045	247,649	18,353	37.1
55-64 years	291,753	90,870	185,387	15,496	32.9
65 and over	413,882	105,156	273,834	34,892	27.7
Total	3,479,648	1,430,205	1,858,170	191,273	43.5

Source: Central Statistics Office. Ireland. Census 1996.

Table 8 - Persons 3 years and over in each County and County Borough within the Gaeltacht, classified by ability to speak Irish, 1996

Persons 3 years and over in each County and County Borough within the Gaeltacht, classified by ability to speak Irish, 1996	
Gaeltacht	Irish speakers as % of total
Cork County	83.7
Donegal County	78.1
Galway County Borough	56.7
Galway County	82.2
Kerry County	82.8
Mayo County	69.7
Meath County	59.5
Waterford County	86.5
All Gaeltacht areas	76.3

Source: Central Statistics Office, Ireland. Census 1996.

Table 9 - Irish speakers aged 3 years and over, classified by frequency of speaking Irish and age group, 1996

Irish speakers aged 3 years and over, classified by frequency of speaking Irish and age group, 1996						
Frequency	Total	Daily	Weekly	Less often	Never	Not stated
Age Group						
3 - 4 years	8,471	4,812	1,214	1,570	296	579
5 - 9 years	126,286	78,109	17,885	19,211	5,762	5,319
10 - 14 years	209,954	117,565	30,231	37,057	16,098	9,003
15 - 19 years	221,561	82,227	27,730	62,479	39,664	9,461
20 - 24 years	145,000	8,149	7,332	65,539	58,767	5,213
25 - 34 years	186,660	13,463	8,570	81,764	77,433	5,430
35 - 44 years	190,202	17,660	11,525	88,918	66,231	5,868
45 - 54 years	146,045	13,468	8,760	71,081	46,634	6,102
55 - 64 years	90,870	8,471	4,996	45,397	27,287	4,719
65 and over	105,156	9,739	5,617	51,632	31,343	6,825

Source: Central Statistics Office, Ireland. Census 1996.

Table 10 - Irish speakers aged 3 years and over in each Regional Authority Area, classified by frequency of speaking Irish, 1996

Irish speakers aged 3 years and over in each Regional Authority Area, classified by frequency of speaking Irish, 1996						
Frequency	Total	Daily	Weekly	Less often	Never	Not stated
Region						
Border	152,861	45,153	14,337	52,141	34,726	6,504
Dublin	364,068	73,388	31,762	137,985	106,791	14,142
Mid-East	130,432	32,646	11,834	47,148	33,882	4,922
Midland	817,68	20,811	6,967	30,107	20,916	2,967
Mid-West	144,338	35,407	11,044	53,234	38,572	6,081
South-East	152,129	38,411	13,192	54,327	40,103	6,096
South-West	237,153	58,838	19,476	88,040	60,245	10,554
West	167,456	49,009	15,248	61,666	34,280	7,253
State	1,430,205	353,663	123,860	524,648	369,515	58,519

Source: Central Statistics Office, Ireland. Census 1996.

Table 11 - Irish speakers aged 3 years and over in each Regional Authority Area, classified by frequency of speaking Irish, 1996

Irish speakers aged 3 years and over in each Regional Authority Area, classified by frequency of speaking Irish, 1996						
Frequency	Total	Daily	Weekly	Less often	Never	Not stated
Region						
Border	152,861	29,53	9,38	34,11	22,72	4,25
Dublin	364,068	20,15	8,72	37,9	22,33	3,88
Mid-East	130,432	25,02	9,07	36,15	25,98	3,77
Midland	81,768	25,45	8,52	36,82	25,58	3,63
Mid-West	144,338	24,53	7,65	36,88	26,72	4,21
South-East	152,129	25,25	8,67	35,71	26,36	4
South-West	237,153	24,81	8,21	37,12	25,40	4,45
West	167,456	29,27	9,10	36,82	20,47	4,33
State	1,430,205	24,73	8,66	36,68	25,83	4,09

Source: Central Statistic Office, Ireland. Census 1996.

Table 12 - Percentage of Irish speakers aged 3 years and over, classified by frequency of speaking Irish and age group, 1996

Percentage of Irish speakers aged 3 years and over, classified by frequency of speaking Irish and age group, 1996						
Frequency	Total	Daily	Weekly	Less often	Never	Not stated
Age Group						
3 - 4 years	8,471	56,80	14,33	18,53	3,49	6,83
5 - 9 years	126,286	61,85	14,66	15,21	4,56	4,21
10 - 14 years	209,954	55,99	14,39	17,65	7,67	4,3
15 - 19 years	221,561	37,11	2,51	28,2	17,9	4,27
20 - 24 years	145,000	5,62	5,05	45,2	40,53	3,6
25 - 34 years	186,660	7,21	4,59	43,8	41,48	2,9
35 - 44 years	190,202	9,28	6,06	46,75	34,82	3,08
45 - 54 years	146,045	9,22	6	48,67	31,93	4,8
55 - 64 years	90,870	9,32	5,5	5	30,03	5,2
65 and over	105,156	9,3	5,34	5,16	29,8	6,49

Source: Central Statistic Office, Ireland. Census 1996.

Table 13 - Irish speakers aged 3 years and over in all Counties and County Boroughs within the Gaeltacht, classified by frequency of speaking Irish, 1996

Irish speakers aged 3 years and over in all Counties and County Boroughs within the Gaeltacht, classified by frequency of speaking Irish, 1996		
All Gaeltacht areas	Total	Percentage
Frequency	61,035	100
Daily	35,275	57,79
Weekly	5,470	8,96
Less often	14,406	23,6
Never	3,482	5,7
Not stated	2,402	3,93

Source: Central Statistic Office, Ireland. Census 1996.

Table 14 - Persons aged 3 years and over in each Regional Authority Area, classified by ability to speak Irish, 2002.

Persons aged 3 years and over in each Regional Authority Area, classified by ability to speak Irish, 2002.					
Irish Ability	Total	Irish speakers	Non-Irish speakers	Not stated	Irish speakers as a percentage of total
Region	Population				
Border	413,463	163,606	242,883	6,974	40.2
Dublin	1,077,980	394,240	650,730	33,010	37.7
Mid-East	392,151	158,208	226,757	7,186	41.1
Midland	214,885	89,571	120,485	4,829	42.6
Mid-West	325,384	156,466	162,614	6,304	49
South-East	405,108	167,392	230,280	7,436	42.1
South-West	556,859	261,542	284,103	11,214	47.9
West	365,165	179,869	179,411	5,885	50.1
State	3,750,995	1,570,894	2,097,263	82,838	42.8

Source: Central Statistics Office, Ireland. Census 2002.

Table 15 - Persons aged 3 years and over, classified by age group and ability to speak Irish, 2002.

Persons aged 3 years and over, classified by age group and ability to speak Irish, 2002.					
Irish Ability	Total	Irish speakers	Non-Irish speakers	Not stated	Irish speakers as a percentage of total
Age Group					
3-4 years	111,422	10,450	91,484	9,488	10.3
5-9 years	264,090	131,016	124,569	8,505	51.3
10-14 years	285,708	191,893	87,469	6,346	68.7
15-19 years	313,188	204,842	104,290	4,056	66.3
20-24 years	328,334	165,520	157,483	5,331	51.2
25-34 years	617,369	237,563	370,037	9,769	39.1
35-44 years	562,890	197,073	357,767	8,050	35.5
45-54 years	480,447	182,187	290,429	7,831	38.5
55-64 years	351,546	119,250	225,166	7,130	34.6
65 years and over	436,001	131,100	288,569	16,332	31.2
Total	3,750,995	1,570,894	2,097,263	82,838	42.8

Source: Central Statistics Office, Ireland. Census 2002.

Table 16 - Persons aged 3 years and over, classified by age group and ability to speak Irish, 1996/2002

Persons aged 3 years and over, classified by age group and ability to speak Irish, 1996/2002		
Ability	Irish speakers as a percentage of total 1996	Irish speakers as a percentage of total 2002
Age Group		
3-4 years	10	10.3
5-9 years	48.2	51.3
10-14 years	68	68.7
15-19 years	68	66.3
20-24 years	51.7	51.2
25-34 years	37.3	39.1
35-44 years	39.8	35.5
45-54 years	37.1	38.5
55-64 years	32.9	34.6
65 and over	27.7	31.2
Total	43.5	42.8

Source: Central Statistics Office, Ireland. Census 1996 and 2002.

Table 17 - Persons aged 3 years and over in each County and City within the Gaeltacht, classified by ability to speak Irish, 2002.

Persons aged 3 years and over in each County and City within the Gaeltacht, classified by ability to speak Irish, 2002.	
Gaeltacht Area	Irish speakers as % of total
Cork County	83.1
Donegal County	74.9
Galway City	54.2
Galway County	78.3
Kerry County	76.7
Mayo County	67.1
Meath County	60.6
Waterford County	77.7
All Gaeltacht Areas	72.6

Source: Central Statistics Office, Ireland. Census 2002.

Table 18 - Persons 3 years and over in each County and County Borough within the Gaeltacht, classified by ability to speak Irish, 1996/2002

Persons 3 years and over in each County and County Borough within the Gaeltacht, classified by ability to speak Irish, 1996/2002		
Gaeltacht	Irish speakers as % of total 1996	Irish speakers as % of total 2002
Cork County	83.7	83.1
Donegal County	78.1	74.9
Galway County Borough	56.7	54.2
Galway County	82.2	78.3
Kerry County	82.8	76.7
Mayo County	69.7	67.1
Meath County	59.5	60.6
Waterford County	86.5	77.7
All Gaeltacht areas	76.3	72.6

Source: Central Statistic Office, Ireland. Census 1996, 2002

Table 19 - Irish speakers aged 3 years and over in each Regional Authority Area, classified by frequency of speaking Irish, 2002

Irish speakers aged 3 years and over in each Regional Authority Area, classified by frequency of speaking Irish, 2002						
Frequency	Total	Daily	Weekly	Less often	Never	Not stated
Region						
Border	163,606	41,753	17,714	57,440	43,071	3,628
Dublin	394,240	73,131	37,307	149,400	127,086	7,316
Mid-East	158,208	34,969	16,029	56,682	47,599	2,929
Midland	89,571	18,512	8,975	33,689	26,553	1,842
Mid-West	156,466	32,306	14,352	59,445	47,405	2,958
South-East	167,392	35,922	16,670	60,870	50,545	3,385
South-West	261,542	56,616	25,022	99,268	75,276	5,360
West	179,869	46,332	18,970	68,506	42,122	3,939
State	1,570,894	339,541	155,039	585,300	459,657	31,357

Source: Central Statistics Office, Ireland. Census 2002.

Table 20 - Percentage of Irish speakers aged 3 years and over in each Regional Authority Area, classified by frequency of speaking Irish, 2002

Percentage of Irish speakers aged 3 years and over in each Regional Authority Area, classified by frequency of speaking Irish, 2002						
Frequency	Total	Daily	Weekly	Less often	Never	Not stated
Region						
Border	163,606	25,52	10,83	35,11	26,33	2,22
Dublin	394,240	18,55	9,46	37,89	32,23	1,85
Mid-East	158,208	22,1	10,13	35,9	30,06	1,85
Midland	89,571	20,67	10,02	37,61	29,54	2,06
Mid-West	156,466	20,65	9,17	38	30,3	1,9
South-East	167,392	21,46	9,96	36,36	30,2	2,02
South-West	261,542	21,65	9,57	37,95	28,78	2,05
West	179,869	25,76	10,55	38,09	23,42	2,19
State	1,570,894	21,61	9,87	37,26	29,26	2

Source: Central Statistics Office. Ireland. Census 2002.

Table 21 - Irish speakers aged 3 years and over, classified by frequency of speaking Irish and age group, 2002

Irish speakers aged 3 years and over, classified by frequency of speaking Irish and age group, 2002						
Frequency	Total	Daily	Weekly	Less often	Never	Not stated
Age Group						
3-4 years	10,450	5,991	2,103	1,782	267	307
5-9 years	131,016	84,377	24,438	15,207	4,124	2,870
10-14 years	191,893	107,957	37,763	29,608	12,492	4,073
15-19 years	204,842	68,382	33,599	58,537	39,694	4,630
20-24 years	165,520	9,111	8,886	73,256	71,142	3,125
25-34 years	237,563	13,727	10,862	99,035	110,389	3,550
35-44 years	197,073	15,982	12,577	88,687	76,924	2,903
45-54 years	182,187	15,046	10,902	88,048	64,655	3,536
55-64 years	119,250	9,304	6,964	62,279	38,065	2,638
65 years and over	131,100	9,664	6,945	68,861	41,905	3,725
Total	1,570,894	339,541	155,039	585,300	459,657	31,357

Source: Central Statistics Office. Ireland. Census 2002.

Table 22 - Irish speakers aged 3 years and over, classified by frequency of speaking Irish and age group, 2002

Irish speakers aged 3 years and over, classified by frequency of speaking Irish and age group, 2002						
Frequency	Total	Daily	Weekly	Less often	Never	Not stated
Age Group						
3-4 years	10,450	57,33	20,12	17,05	2,55	2,94
5-9 years	131,016	64,4	18,65	11,6	3,15	2,19
10-14 years	191,893	56,26	19,68	15,43	6,51	2,12
15-19 years	204,842	33,38	16,4	28,57	19,38	2,26
20-24 years	165,520	5,5	5,37	44,26	42,98	1,89
25-34 years	237,563	5,78	4,57	41,69	46,47	1,49
35-44 years	197,073	8,11	6,38	45	39,03	1,47
45-54 years	182,187	8,26	5,98	48,33	35,49	1,94
55-64 years	119,250	7,80	5,84	52,22	31,92	2,21
65 years and over	131,100	7,37	5,3	52,52	31,96	2,84
Total	1570,894	21,61	9,87	37,26	29,26	2

Source: Central Statistics Office. Ireland. Census 2002.

Table 23 - Irish speakers aged 3 years and over in each County and City within all the Gaeltacht areas, classified by frequency of speaking Irish, 2002

Irish speakers aged 3 years and over in each County and City within all the Gaeltacht areas, classified by frequency of speaking Irish, 2002		
	Total	Percentage
Frequency	62,157	100
Daily	33,789	54,36
Weekly	6,704	10,78
Less often	15,811	25,44
Never	4,515	7,26
Not stated	1,338	2,15

Source: Central Statistics Office. Ireland. Census 2002.

Table 24 - Irish speakers aged 3 years and over in each County and City within the Gaeltacht, classified by frequency of speaking Irish, 2002

Irish speakers aged 3 years and over in each County and City within the Gaeltacht, classified by frequency of speaking Irish, 2002				
	1996		2002	
	Total	Percentage	Total	Percentage
Frequency	61,035	100	62,157	100
Daily	35,275	57.79	33,789	54.36
Weekly	5,470	8.96	6,704	10.78
Less often	14,406	23.6	15,811	25.44
Never	3,482	5.7	4,515	7.26
Not stated	2,402	3.93	1,338	2.15

Source: Central Statistics Office, Ireland. Census 1996 and 2002.

Table 25 - Persons aged 3 years and over in each Regional Authority Area, classified by ability to speak Irish, 2006

Persons aged 3 years and over in each Regional Authority Area, classified by ability to speak Irish, 2006					
Ability	Total	Irish speakers	Non-Irish speakers	Not stated	Irish speakers as a percentage of total
Region					
Border	447,682	173,095	265,636	8,951	39.5
Dublin	1,139,427	410,669	692,107	36,651	37.2
Mid-East	451,357	178,792	262,839	9,726	40.5
Midland	240,004	95,796	137,690	6,518	41
Mid-West	345,947	160,068	178,002	7,877	47.3
South-East	440,566	178,667	252,834	9,065	41.4
South-West	595,630	271,635	310,008	13,987	46.7
West	397,033	188,068	201,058	7,907	48.3
State	4,057,646	1,656,790	2,300,174	100,682	41.9

Source: Central Statistics Office, Ireland. Census 2006.

Table 26 - Persons aged 3 years and over in each Regional Authority Area, classified by ability to speak Irish

Persons aged 3 years and over in each Regional Authority Area, classified by ability to speak Irish			
	Irish speakers as a percentage of total 1996	Irish speakers as a percentage of total 2002	Irish speakers as a percentage of total 2006
Region			
Border	41.1	40.2	39.5
Dublin	38.4	37.7	37.2
Mid-East	41.2	41.1	40.5
Midland	43.4	42.6	41
Mid-West	50.1	49	47.3
South-East	42.5	42.1	41.4
South-West	48	47.9	46.7
West	51.9	50.1	48.3
State	43.5	42.8	41.9

Source: Central Statistic Office. Census 1996, 2002, 2006

Table 27 - Persons aged 3 years and over, classified by age group and ability to speak Irish, 2006

Persons aged 3 years and over, classified by age group and ability to speak Irish, 2006					
Ability	Total	Irish speakers	Non-Irish speakers	Not stated	Irish speakers as a percentage of total
Age Group					
3 - 4 years	120,050	14,773	93,122	12,155	13.7
5 - 9 years	288,325	171,290	105,795	11,240	61.8
10 - 14 years	273,872	194,337	73,846	5,689	72.5
15 - 19 years	290,257	184,847	101,016	4,394	64.7
20 - 24 years	342,475	149,122	186,613	6,740	44.4
25 - 34 years	722,439	264,516	443,726	14,197	37.3
35 - 44 years	623,434	204,541	407,991	10,902	33.4
45 - 54 years	521,813	191,600	321,093	9,120	37.4
55 - 64 years	407,055	138,483	259,891	8,681	34.8
65 years and over	467,926	143,281	307,081	17,564	31.8
Total	4,057,646	1,656,790	2,300,174	100,682	41.9

Source: Central Statistics Office. Ireland. Census 2006.

Table 28 - Persons aged 3 years and over, classified by age group and ability to speak Irish, 1996/2006

Persons aged 3 years and over, classified by age group and ability to speak Irish, 1996/2006			
	Irish speakers as a percentage of total 1996	Irish speakers as a percentage of total 2002	Irish speakers as a percentage of total 2006
Age Group			
3-4 years	10	10.3	13.7
5-9 years	48.2	51.3	61.8
10-14 years	68	68.7	72.5
15-19 years	68	66.3	64.7
20-24 years	51.7	51.2	44.4
25-34 years	37.3	39.1	37.3
35-44 years	39.8	35.5	33.4
45-54 years	37.1	38.5	37.4
55-64 years	32.9	34.6	34.8
65 and over	27.7	31.2	31.8
Total	43.5	42.8	41.9

Source: Central Statistic Office, Ireland. Census 1996, 2002, 2006.

Table 29 - Persons 3 years and over in each County and County Borough within the Gaeltacht, classified by ability to speak Irish, 1996/2002

Persons 3 years and over in each County and County Borough within the Gaeltacht, classified by ability to speak Irish, 1996/2002			
Gaeltacht	Irish speakers as % of total 1996	Irish speakers as % of total 2002	Irish speakers as % of total 2006
Cork County	83.7	83.1	78.8
Donegal County	78.1	74.9	74.5
Galway County Borough	56.7	54.2	50.7
Galway County	82.2	78.3	76.8
Kerry County	82.8	76.7	75.6
Mayo County	69.7	67.1	65.6
Meath County	59.5	60.6	61.7
Waterford County	86.5	77.7	79.5
All Gaeltacht areas	76.3	72.6	91,862 (70.8%)

Source: Central Statistics Office, Ireland. Census 1996, 2002, 2006.

Table 30 - Irish speakers aged 3 years and over in each Regional Authority Area, classified by frequency of speaking Irish, 2006

Irish speakers aged 3 years and over in each Regional Authority Area, classified by frequency of speaking Irish, 2006								
Frequency	Total	Speaks Irish within education system only	Speaks Irish in and out of the education system	Daily (but not in the ed. system)	Weekly (but not in the ed. system)	Less often (but not in the ed. system)	Never	Not stated
Region								
Border	173,095	52,192	3,367 (6,45%)	9,335	10,257	55,644	38,912	3,388
Dublin	410,669	104,743	6,658 (6,35%)	10,720	23,181	147,295	111,746	6,326
Mid-East	178,792	52,689	5,097 (9,67%)	4,479	9,924	59,258	44,898	2,447
Midland	95,796	28,471	1,635 (5,74%)	1,380	5,041	33,423	24,120	1,726
Mid-West	160,068	43,604	1,605 (3,68%)	2,909	8,834	58,452	42,202	2,462
South-East	178,667	53,926	2,649 (4,91%)	3,385	9,595	61,042	45,280	2,790
South-West	271,635	70,840	5,676 (8,01%)	8,012	16,760	98,654	67,296	4,397
West	188,068	46,742	4,918 (10,52%)	13,251	13,497	67,806	38,392	3,462
State	1,656,790	453,207	31,605 (6,97%)	53,471	97,089	581,574	412,846	26,998

Source: Central Statistics Office. Ireland. Census 2006.

Table 31 - Persons aged 3 years and over who speak Irish daily within the education system, in each Regional Authority Area, classified by frequency of speaking Irish outside the education system, 2006

Persons aged 3 years and over who speak Irish daily within the education system, in each Regional Authority Area, classified by frequency of speaking Irish outside the education system, 2006					
Irish Ability	Total	Daily	Weekly	Less often	Never
Region					
Border	3,367	2,284	516	375	192
Dublin	6,658	4,121	1,097	902	538
Mid-East	5,097	2,327	1,070	923	777
Midland	1,635	653	445	358	179
Mid-West	1,605	888	354	259	104
South-East	2,649	1,401	589	430	229
South-West	5,676	3,281	1,070	866	459
West	4,918	3,722	631	410	155
State	31,605	18,677	5,772	4,523	2,633

Source: Central Statistics Office. Ireland. Census 2006.

Table 32 - Irish speakers aged 3 years and over in each County and City within the Gaeltacht, classified by frequency of speaking Irish and age group, 2006

Irish speakers aged 3 years and over in each County and City within the Gaeltacht, classified by frequency of speaking Irish and age group, 2006											
Age Group	Total	3-4 years	5-9 years	10-14 years	15-19 years	20-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65 years and over
All Gaeltacht Areas	64,265	1,226	5,535	5,978	5,860	4,255	7,644	8,458	8,926	7,188	9,195
Daily, speaks Irish within education system only	13,982	509	3,514	3,645	2,407	385	640	695	776	618	793
Speaks Irish also outside education system	5,179	178	1,005	1,053	783	159	385	492	484	330	310
Daily	17,687	332	493	566	821	1,006	2,206	2,778	3,086	2,692	3,707
Weekly	6,564	84	190	258	416	520	885	1,127	1,100	905	1,079
Less often	15,150	85	200	293	940	1,493	2,439	2,524	2,607	2,056	2,513
Never	4,313	1	31	79	385	599	954	698	694	394	478
Not stated	1,390	37	102	84	108	93	135	144	179	193	315

Source: Central Statistics Office, Ireland. Census 2006.

Table 33 - Persons aged 3 years and over who speak Irish daily within the education system in each County and City within the Gaeltacht, classified by frequency of speaking Irish outside the education system, 2006

Persons aged 3 years and over who speak Irish daily within the education system in each County and City within the Gaeltacht, classified by frequency of speaking Irish outside the education system, 2006		
All Gaeltacht Areas	Total	5,179
	Daily	4,828
	Weekly	238
	Less often	94
	Never	19

Source: Central Statistics Office, Ireland. Census 2006.

Table 34 - Irish speakers aged 3 years and over within the Gaeltacht, classified by age group (1996, 2002, 2006)

Irish speakers aged 3 years and over within the Gaeltacht, classified by age group (1996, 2002, 2006)											
Age Group	Total	3-4 years	5-9 years	10-14 years	15-19 years	20-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65 years and over
All Gaeltacht Areas 1996	64,265	1,226	5,535	5,978	5,860	4,255	7,644	8,458	8,926	7,188	9,195
All Gaeltacht Areas 2002	62,157	1,174	5,012	6,335	6,233	3,969	7,380	8,466	8,545	6,117	8,926
All Gaeltacht Areas 2006	61,035	1,111	5,381	7,218	6,436	4,010	6,984	8,332	7,111	5,106	9,346

Source: Central Statistics Office, Ireland. Census 1996, 2002 and 2006.

Table 35 - Irish speakers aged 3 years and over. Frequency of speaking Irish

Irish speakers aged 3 years and over. Frequency of speaking Irish	2006	2011
Speaks Irish daily within the education system only	453,207	519,181
Speaks Irish daily outside the education system	72,148 (1.7%)	77,185 (1.68%)
Speaks Irish weekly outside the education system	102,861	110,642
Speaks Irish less often outside the education system	586,097	613,236
Never speaks Irish outside the education system	415,479	438,782
Not stated	26,998	15,411
Total number of Irish speakers	1,656,790	1,774,437
Total population of Ireland	4,239,848	4,588,252

Source: Central Statistics Office. Census 2011.

Table 36 - Speakers of Irish 3 years and over (Census 2006 and 2011)

Speakers of Irish 3 years and over		
	2006	2011
3 - 4 years	14,773	18,740
5 - 9 years	171,290	198,940
10 - 14 years	194,337	219,292
15 - 19 years	184,847	178,751
20 - 24 years	149,122	128,613
25 - 34 years	264,516	260,880
35 - 44 years	204,541	234,404
45 - 54 years	191,600	196,503
55 - 64 years	138,483	164,361
65 years and over	143,281	173,953
Total number of Irish speakers	1,656,790	1,774,437

Source: Central Statistics Office. Census 2011.

Table 37.1 – Speakers of Irish within and outside the education system (Census 2006-2011)

Ireland	Speaks Irish daily within the education system only		Speaks Irish daily outside the education system	
	2006	2011	2006	2011
3 - 4 yrs.	9,333	12,434	1,769	2,125
5 - 9 yrs.	143,763	169,313	6,225	7,102
10 - 14 yrs.	156,306	180,926	5,574	6,027
15 - 19 yrs.	98,479	103,060	5,743	5,471
20 - 24 yrs.	8,329	8,370	5,183	4,766
25 - 34 yrs.	11,890	17,964	10,275	10,255
35 - 44 yrs.	9,231	10,391	11,115	13,104
45 - 54 yrs.	9,361	9,811	9,525	9,959
55 - 64 yrs.	4,629	5,083	7,446	7,991
65 yrs. and over	1,886	1,829	9,293	10,385

Source: Central Statistics Office. Census 2011.

Table 37.2 - Speakers of Irish by frequency (Census 2006 and Census 2011)

Ireland	Speaks Irish weekly outside the education system		Speaks Irish less often outside the education system		Never speaks Irish outside the education system	
	2006	2011	2006	2011	2006	2011
3 - 4 yrs.	1,371	1,624	1,679	1,915	208	319
5 - 9 yrs.	8,547	8,655	8,128	9,588	2,365	2,975
10 - 14 yrs.	11,043	10,481	12,926	13,658	5,704	6,940
15 - 19 yrs.	12,838	11,058	38,288	33,429	26,407	24,467
20 - 24 yrs.	8,894	8,056	67,183	56,739	56,777	49,324
25 - 34 yrs.	14,306	15,106	113,881	110,091	110,509	105,202
35 - 44 yrs.	14,521	18,221	94,395	105,574	72,561	85,264
45 - 54 yrs.	12,749	13,982	96,112	96,527	60,853	64,536
55 - 64 yrs.	9,116	11,061	74,788	88,279	39,882	50,209
65 yrs. and over	9,476	12,398	78,717	97,436	40,213	49,546

Source: Central Statistics Office (Census 2011).

Table 38 – Irish speakers aged 3 years and over in the Gaeltacht areas (2011)

Irish Speakers Aged 3 Years and Over in the Gaeltacht Areas (2011)	
All ages	66,238
3 - 4 years	1,410
5 - 9 years	5,570
10 - 14 years	6,222
15 - 19 years	5,520
20 - 24 years	3,873
25 - 29 years	3,609
30 - 34 years	3,986
35 - 39 years	4,514
40 - 44 years	4,435
45 - 49 years	4,412
50 - 54 years	4,559
55 - 59 years	4,306
60 - 64 years	3,845
65 - 69 years	3,087
70 - 74 years	2,295
75 - 79 years	1,864
80 - 84 years	1,420
85 years and over	1,311

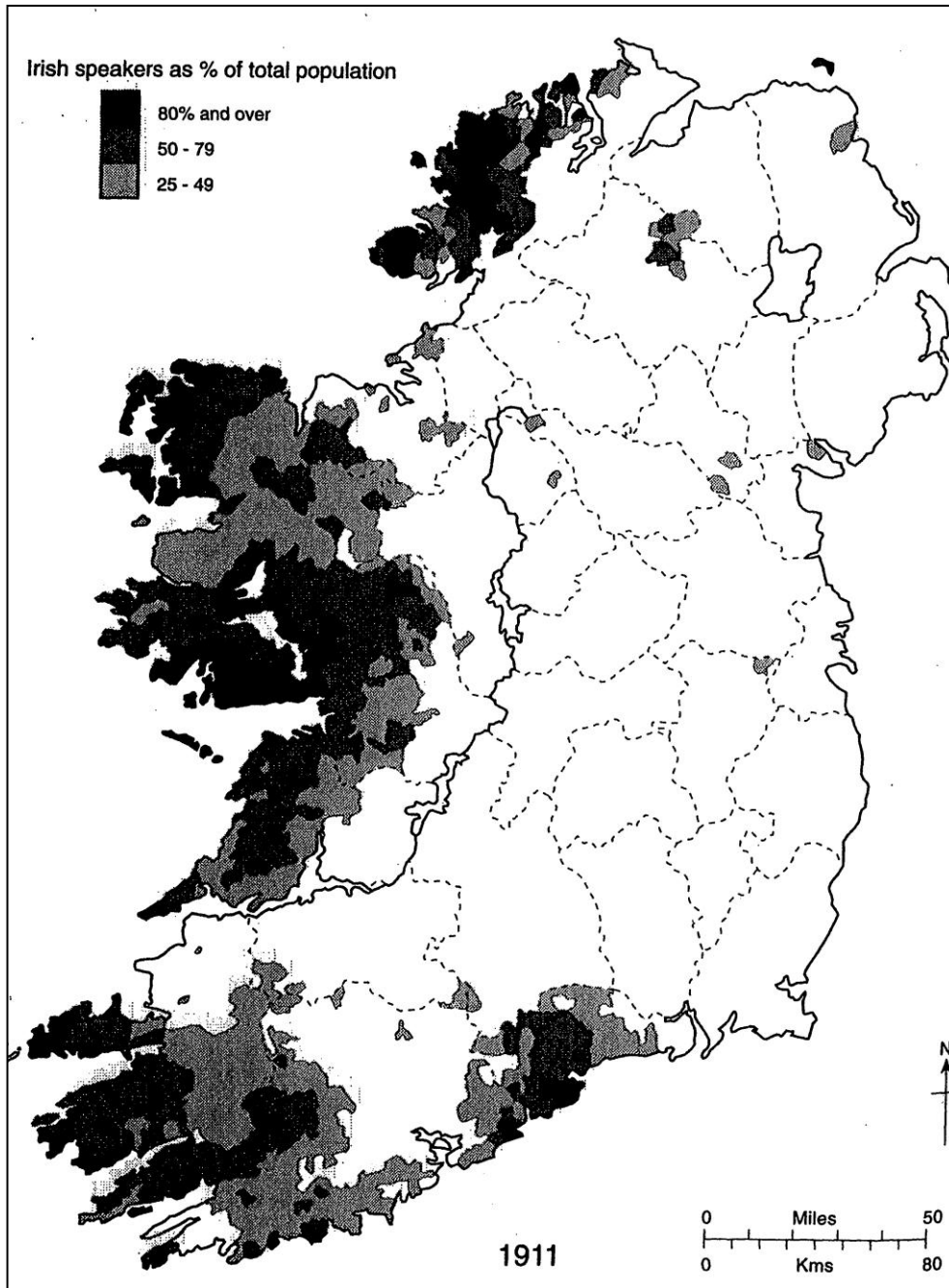
Source: Central Statistics Office. Census 2011.

Table 39 – Speakers of Irish in the Gaeltacht areas (Census 2011) by frequency

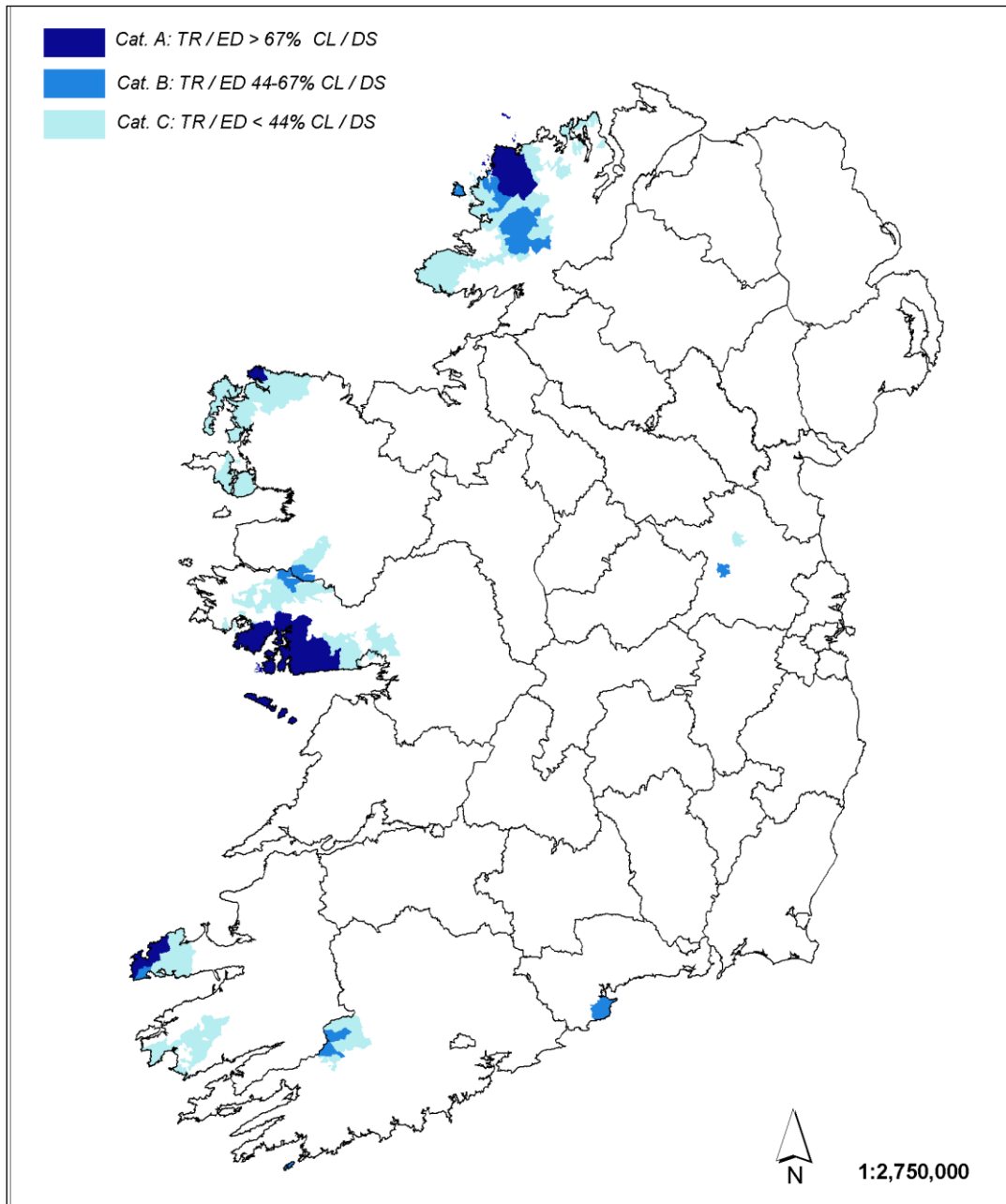
<i>Gaeltacht</i> areas Census 2011	Speaks Irish daily within the education system only	Speaks Irish daily within and outside the education system	Speaks Irish daily outside the education system	Speaks Irish weekly outside the education system	Speaks Irish less often outside the education system	Never speaks Irish outside the education system
All ages	14,518	5,666	17,955	6,531	16,115	4,647
3 - 4 years	630	232	370	71	88	2
5 - 9 years	3,643	1,031	524	151	153	17
10 - 14 years	4,058	1,083	538	196	251	54
15 - 19 years	2,597	773	700	344	771	291
20 - 24 years	319	244	986	488	1,251	535
25 - 29 years	283	188	949	429	1,239	482
30 - 34 years	334	256	1,152	443	1,271	476
35 - 39 years	277	244	1,487	569	1,387	507
40 - 44 years	336	291	1,461	598	1,328	380
45 - 49 years	357	255	1,497	550	1,348	359
50 - 54 years	344	240	1,600	558	1,394	377
55 - 59 years	330	221	1,494	513	1,320	351
60 - 64 years	294	191	1,375	456	1,228	239
65 - 69 years	237	129	1,138	378	957	185
70 - 74 years	168	96	888	275	717	111
75 - 79 years	125	88	722	240	559	100
80 - 84 years	105	63	567	144	430	84
85 years and over	81	41	507	128	423	97

Source: Central Statistics Office. Census 2011.

Appendix 3.4. Map of Irish-speakers, 1911, by district electoral divisions, by Brian Ó Cuív



Appendix 3.5. Map of the classification of Gaeltacht districts according to the number of speakers (Ó Giollagáin et al., 2007)

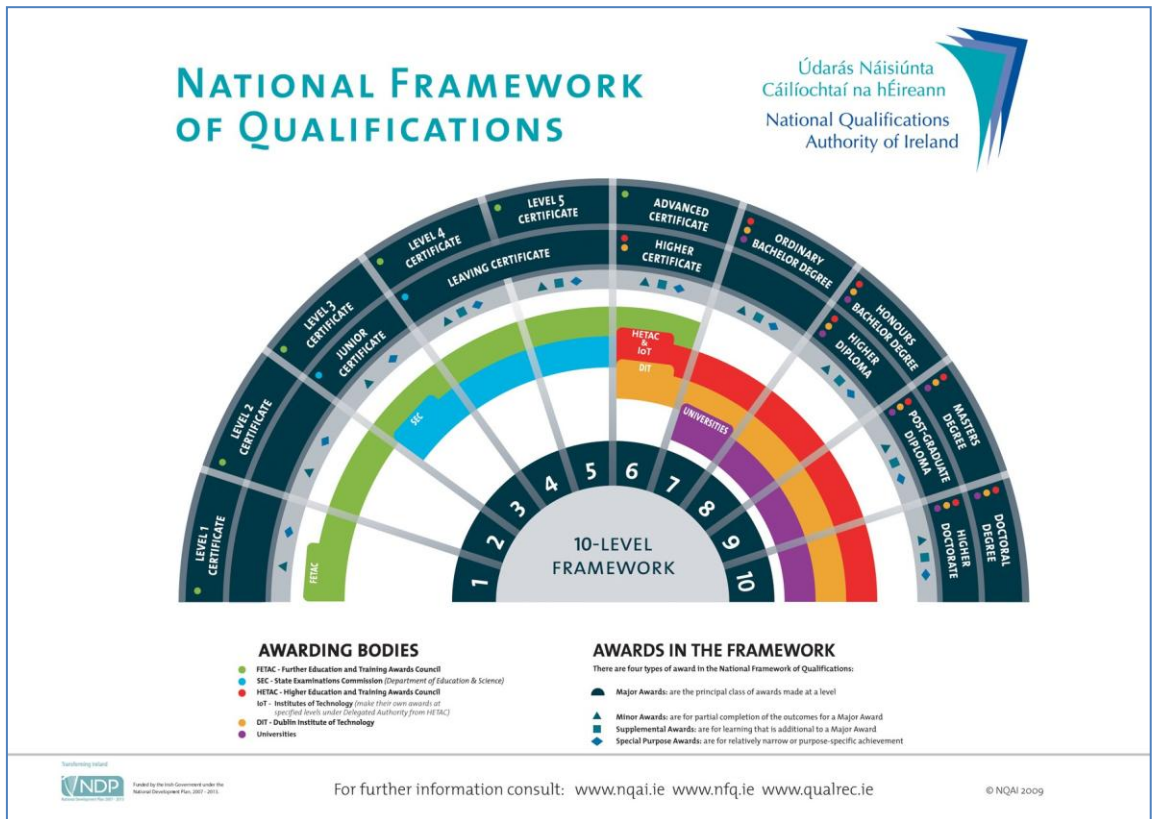


Appendix 3.6. Breakdown of the number of students attending Irish-medium education in Ireland in the period 1991-2010

Bliain / Year	Bunscoileanna / Primary Schools	Iarbunscoileanna / Post-Primary Schools
1990	13,163	2,827
1993	14,782	3,745
1994	15,551	4,078
1995	16,493	4,181
1996	17,627	4,626
1997	18,843	5,055
1998	19,914	5,276
1999	20,981	5,375
2000	22,859	5,387
2001	22,923	5,578
2002	23,890	5,640
2003	24,619	5,941
2004	25,039	6,658
2005	26,603	6,699
2006	27,575	6,778
2007	28,818	7,154
2008	30,105	7,743
2009	31,304	8,158
2010	32,551	8,620
2011	33,954	9,179

Source: www.gaelscoileanna.ie

Appendix 3.7. Irish National Framework of qualifications



Source:

http://www.ucd.ie/registry/academicsecretariat/images/as_progsnfq_lg.jpg

Chapter 4

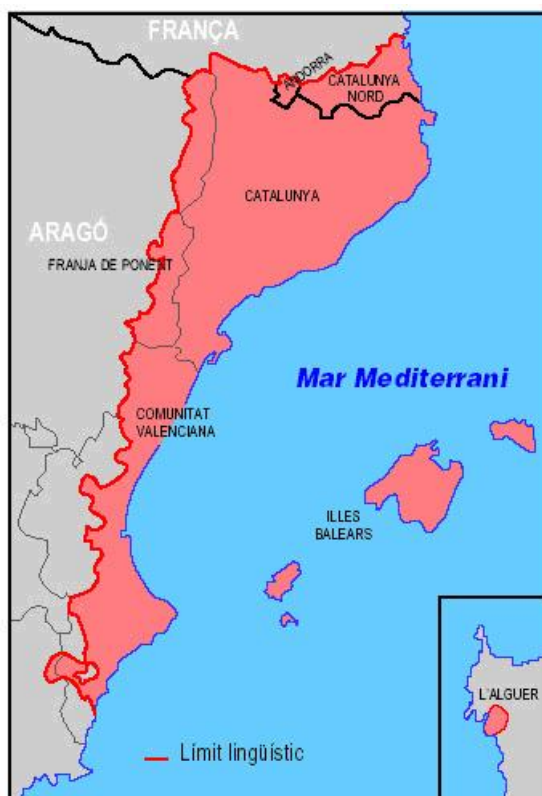
HISTORICAL DEVELOPMENTS IN EDUCATION AND LANGUAGE POLICY IN CATALONIA

Appendix 4.1. Research carried out by Philippe Berger on the publication of books in Valencia in Catalan, Spanish and Latin between 1474-1564

PERIOD	% of publications in Catalan	% of publications in Latin	% of publications in Spanish
1474 -1489	33%	66%	0%
1490 -1506	46%	49%	4%
1510 - 1524	26%	45%	28%
1526 – 1541	15%	34%	51%
1542 – 1564	18%	44%	36%

Source: Ferrando, A. and Nicolau, M. (2000).

Appendix 4.2. Linguistic domain of Catalan.



Source: Generalitat de Catalunya. [www. Gencat.cat](http://www.Gencat.cat).

Appendix 4.3. Distribution of the territory in Catalonia and of the Catalan-speaking population

Distribution of the territory in Catalonia and of the Catalan-speaking population			
Territory	State	(Km2)	Population
Andorra	Andorra	468	78,549
Catalonia	Spain	31,895	7,134,697
Balearic Islands	Spain	5,014	1,001,062
Valencia	Spain	23,291	4,806,908
Franja de Ponent (Aragon)	Spain	3,672	45,357
North Catalonia (France)	France	4,166	422,297
Alguer (Sardinia)	Italy	224	40,257
Total		68,730	13,529,127

Source: Catalonia: Idescat (*Institut d'Estadística de Catalunya*) 2006; Balearic Islands, Valencian Community, "Franja de Ponent": Instituto Nacional de Estadística (INE) 2006; North Catalonia: Institut National de la Statistique et des Études Économiques (INSEE) 2005; Alguer: Instituto Nazionale di Statistica (ISTAT) 2005; Andorra: Govern d'Andorra, 2005. In: *Generalitat de Catalunya*.

Appendix 4.4. Map of the co-official languages in Spain



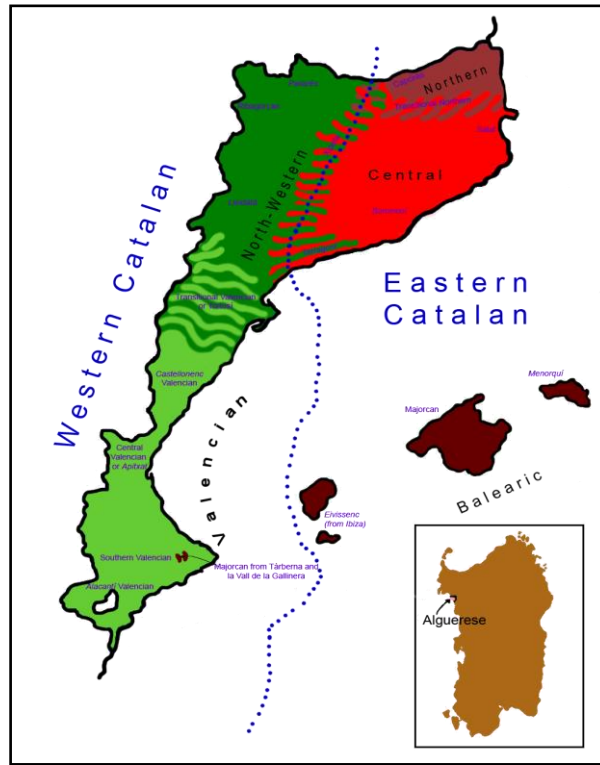
Source: Generalitat de Catalunya, 2001.

Appendix 4.5. Distribution of the population in Autonomous Communities in Spain with more than one official language.

Autonomous Communities in Spain with more than one official language		
Autonomous Community	Population	% with regard to Spain
Catalonia	7,134,697	16%
Balearic Islands	1,001,062	2,2%
Valencia	4,806,908	10,8%
Galicia	2,767,524	6,2%
Basque Country	2,133,684	4,8%
Navarre	601,874	1,3%
Total	18,445,749	41,3%

Source: Instituto Nacional de Estadística (INE). In Generalitat de Catalunya, 2001.

Appendix 4.6. Map of geographical varieties of Catalan



Source:

http://upload.wikimedia.org/wikipedia/commons/c/ce/Dialectal_map_of_Catalan_Language.png

<http://dialectes.blogspot.es/>

Appendix 4.7. Percentage of speakers of Catalan in each area of the Autonomous Community of Catalonia

Knowledge of Catalan by areas in 2007						
Areas	Understand	Can speak	Can read	Can write	Cannot understand	Population 2 years old and older
Àmbit Metropolità	4,451,0	3,495,8	3,407,6	2,632,8	285,9	4.736,9
Comarques Gironines	622,0	516,5	494,5	404,8	57,9	679,9
Camp de Tarragona	526,8	426,9	403,8	312,5	39,3	566,1
Terres de l'Ebre	167,4	149,5	134,1	92,5	11,8	179,2
Àmbit de Ponent	316,8	272,3	260,2	174,9	17,3	334,1
Comarques Centrals	457,6	410,6	388,1	308,0	24,6	482,2
Alt Pirineu i Aran	68,6	59,5	54,8	41,9	2,8	71,4
Catalunya	6,610,2	5,331,0	5,143,1	3,967,5	439,6	7049,9

Source: Institut d'Estadística de Catalunya (Idescat). Enquesta demogràfica 2007.

Appendix 4.8. Sociolinguistic situation in Catalan speaking territories (2007)

Percentage of population that can read and speak Catalan within the Catalan speaking territories (2007)			
Territory	Population	Can speak Catalan	Understands Catalan
Andorra	78,549	78,9%	96%
Catalonia	7,134, 697	84,7%	97,4%
Balearic Islands	1,001,062	74,6%	93,1%
Valencia	4,806,908	53%	75,9%
Franja de Ponent (Aragon)	45,357	88,8%	98,5%
North Catalonia (France)	422,297	37,1%	65,3%
Alguer (Sardinia)	40,257	61,3%	90,1%
Total	13,529,127	9,118,882	11,011,168

Source: Estadística d'usos lingüístics (EUL). Catalonia, 2003. Balearic Islands, North Catalonia, Andorra, Alguer and "Franja d'Aragó", 2004. Valencia: Conselleria d'Educació i Esports. Generalitat Valenciana, 2004. In Generalitat de Catalunya, 2001.

Appendix 4.9. Population living in Catalonia 2 years and over, classified by their L1

Population living in Catalonia (2 years and over) classified by their L1 (2007)						
Year	Catalan	Castilian	Catalan and Castilian	Foreign language	Catalan and/or Castilian and another language	Total
2007	32.2	50.2	7.4	9.3	0.9	100

Source: *Enquesta d'usos lingüístics de la població 2008. Institut d'Estadística de Catalunya (2008).*

Appendix 4.10. Language/s spoken at home in Catalonia (2008)

Language/s spoken at home in Catalonia (2008)						
Place of birth	Only Catalan	More Catalan than Spanish	Both	More Spanish than Catalan	Only Spanish	Only other languages
Catalonia	49.6	4.7	10.2	5.9	29	0.6
Rest of Spain	7	3.1	7.3	7.9	73.2	0.8
Abroad	3.5	..	3	3.7	48.1	40.7
Total	31.6	3.6	8.2	6	42.6	7.9

Source: *Enquesta d'usos lingüístics de la població 2008. Institut d'Estadística de Catalunya (2008).*

Appendix 4.11. Comparison between L1 and the regular language of use in Catalonia in 2008

Comparison between L1 and language of regular use among population 15 and over. Catalonia, 2008.		
Most frequent languages	L1	Regular language of use
Catalan	31.64%	35.64%
Spanish	54.99%	45.92%
Both	3.84%	11.95%
Arab	2.63%	1.88%
Occitan	0.05%	0.03%
Romanic	0.92%	0.53%
Galician	0.59%	..
French	0.5%	0.22%
Portuguese	0.44%	..
Russian	0.33%	..
English	0.36%	..
Other languages	2.89%	2.84%
Not known
Total	100%	100%

Source: *Enquesta d'usos lingüístics de la població 2008. Institut d'Estadística de Catalunya (2008).*

Appendix 4.12. Level of knowledge of Catalan and Castilian of the population in Catalonia (2 years and older) of Spanish nationality.

Level of knowledge of Catalan of the population in Catalonia (2 years and older) of Spanish nationality						
Year	Cannot understand	Understand	Can speak it	Can read it	Can write it	Total
2007	2.5	97.5	83.4	80.2	62.8	100
Units: percentages						

Level of knowledge of Spanish of the population in Catalonia (2 years and older) of Spanish nationality						
Year	Cannot Understand	Understand	Can speak it	Can read it	Can write it	Total
2007	0.5	99.5	98.2	93.8	91.9	100
Units: percentages						

Source: *Institut d'Estadística de Catalunya (Idescat). Enquesta demogràfica 2007.*

Appendix 4.13. Level of knowledge of Spanish and Catalan among the foreign national population in Catalonia (2 years and older)

Level of knowledge of Spanish among foreign national population in Catalonia (2 years and older)						
Year	Cannot Understand	Understand	Can speak it	Can read it	Can write it	Total
2007	4.7	95.3	86.1	77.3	70.6	100
Units: percentages						

Level of knowledge of Catalan among foreign national population in Catalonia (2 years and older)						
Year	Cannot Understand	Understand	Can speak it	Can read it	Can write it	Total
2007	27.7	72.3	30.7	31.2	18.7	100
Units: percentages						

Source: Institut d'Estadística de Catalunya (Idescat). Enquesta demogràfica 2007.

Appendix 4.14. Percentage of population in Catalonia over the age of 2 that cannot understand Catalan

Percentage of population in Catalonia over the age of 2 that cannot understand Catalan	
Year	Percentage
2001	5.52
1996	5.03
1991	6.24
1986	9.37
1981	18.77

Source: Institut d'Estadística de Catalunya (Idescat). Enquesta demogràfica 2007.

Appendix 4.15. Knowledge of English among the Catalan population, in general terms and by age groups

Knowledge of English among Catalan population, in general terms and by age groups					
Year	Understand	Speak	Read	Write	All four language skills
2008	32%	26.4%	27.9%	24.1%	22.4%
Units: percentages					

Source: *Enquesta d'usos lingüístics de la població 2008. Institut d'Estadística de Catalunya (2008).*

Knowledge of English in Catalonia by age groups					
Age groups	Understands	Speaks	Reads	Writes	All four language skills
15 - 19	66.4%	55.2%	60.6%	56.8%	50.8%
20 - 24	57.3%	48.4%	54.2%	48.6%	44.2%
25 - 29	47.7%	41.4%	41.9%	38.6%	35.5%
30 - 34	44.1%	38.2%	38.2%	32.9%	31.4%
35 - 39	42.8%	34.8%	36.8%	30.8%	28.6%
40 - 44	34.9	28.6%	31%	25.9	24.6%
45 - 49	25.7	21%	21.4%	18%	17.4%
50 - 54	21.4%	17.8%	18.1%	13.7%	13.1%
55 - 59	17%	12.5%	13.4%	10.9%	10.8%
60 - 64	15.2%	11.9%	12.1%	9.7%	8.9%
65 years+	7.7%	5.4%	5.6%	4.2%	3.9%
Total	32%	26.4%	27.9%	24.1%	22.4%

Source: *Enquesta d'usos lingüístics de la població 2008. Institut d'Estadística de Catalunya (2008).*

Appendix 4.16. Relevant articles on education of the Catalan Language Planning Act (1983) (Webber & Strubell, 1991 in Hall, 2001)

Article 14

1. Catalan, as Catalonia's own language, is also the language of education at all levels.
2. Children have the right to receive their early instruction in their usual language, be it Catalan or Castilian. The Administration must guarantee this right and provide the means to ensure it can be exercised. Parents and guardians may exercise it in the name of the children, by requiring it to be applied.
3. The teaching of Catalan and Castilian is obligatory at all levels and grades of non-university education.
4. All children in Catalonia, irrespective of their usual language when they first enter school, must be able to use both Catalan and Castilian normally and correctly by the end of their basic education.
5. The Administration must take the necessary measures so that: a) children are not separated into different schools for reasons of language; b) Catalan is used progressively as the pupils' mastery of it increases.

Article 16

1. In centres of higher education staff and students alike have the right, in every case, to express themselves, either orally or in writing, in the official language of their choice.
2. Catalan universities are obliged to offer courses and other means to ensure that all students and teachers who do not understand Catalan may learn it.

Relevant articles on education of the Catalan Language Policy Act (1998) (Hall, 2001).

Article 20

1. Catalan, as Catalonia's own language, is also the language of the education system at all levels and in all forms of education.
2. Education institutions at all levels are to make Catalan the normal vehicle of expression in their teaching and administrative activities, both internal and external.

Article 21

1. Catalan is to be normally used as the language of instruction and learning in non university education.
2. Children have the right to receive their early instruction in their usual language, be it Catalan or Castilian. The Administration must guarantee this right and provide the means to ensure it can be exercised. Parents or guardians may exercise it in the name of their children by requiring it to be applied.
3. The teaching of Catalan and Castilian must be guaranteed sufficient presence in the curricula, so that all children, irrespective of their usual language when they first enter school, can use both official languages normally and correctly by the end of their compulsory education.
4. In post-compulsory education the educational authorities must foster curricular and instructional policies to guarantee that the knowledge and use of both languages is perfected, so that all young people may acquire the instrumental and cultural background proper to such education.
5. Pupils must not be separated into different schools or classes on the basis of their usual language.
6. The diploma of secondary education cannot be granted to any pupil who fails not demonstrate that s/he has the oral and written knowledge of Catalan and Castilian appropriate to this stage.
7. Pupils who have been dispensed from learning Catalan during their education or part of it, or who have received their compulsory education outside Catalonia in circumstances which the government of the Generalitat must establish by regulation, cannot be required to demonstrate their knowledge of Catalan.
8. Students who have entered the Catalan education system late must receive special and additional support in the study of Catalan.

Appendix 4.17. Distribution of the Catalan education system

The classification of educational programmes and levels of education in Catalonia is regulated by the *CINE* (*Classificació Internacional Normalitzada de l'Educació*), which follows the ISCED (International Standard Classification of Education), designed by UNESCO in the 1970s and updated in 1997 (UNESCO, 2011).

EDUCATION SYSTEM IN CATALONIA

Educació Infantil (Pre-school education) ISCED-0 / CINE-0 – It is organised in two periods (from 0-3 and from 3-6); the second one is State funded.

Educació Primària (Primary Education) ISCED-1 / CINE-1 – It is organised in three periods (Cicle inicial, Cicle mitjà i Cicle superior) (ages 6-12, 1st-6th class), with two class levels each. It is compulsory.

Educació Secundària Obligatòria (ESO) (Compulsory Secondary School) ISCED-2 / CINE-2 – It consists of four class levels (ages 12 -16, 1st-4th class) and it is also compulsory. From third year on, the student avails of different curricular paths. On completion of ESO the student receives the GESO certificate, which gives access to post-secondary education.

Educació Secundària Post-obligatòria (ISCED-3 / CINE-3), which offers several options:

a) Programes de Qualificació Professional Inicial (PQPI) (Programmes for Initial Professional Qualification) – These are directed at students older than 16 years of age who have not completed the GESO Certificate. They include three types of courses/ modules:

Professional competences – Module A

General instruction – Module B

Completion of the GESO – Module C

b) Batxillerat (Senior Cycle) – It consists of two years, organised in three academic paths: arts, sciences and technology and humanities and social sciences. The Batxillerat Certificate gives access to third level education.

c) Estudis de Grau Mitjà (Middle Grade Studies) – These studies, divided in three areas, sports, arts and design and vocational training, are directed to people over 17 years of age who have the GESO Certificate. There are also specific entry tests for each course.

On completion of these studies students are awarded the *Títol de tècnic* certificate.

d) Estudis de Grau Superior (Senior Grade Studies) (ISCED-4 / CINE-4) – These studies, also divided in three areas, sports arts and design and vocational training, are directed to students older than 18 years of age who have passed an specific entry test or students who have the *Batxillerat* Certificate or the *Títol de tècnic* Certificate. In some cases, specific entry requirements apply.

On completion of these studies students are awarded the *Títol de tècnic superior* certificate and have the option of accessing third level education (*Estudis de gran*).

e) Third level education – To access this level of education it is necessary to pass one of the existing entry requirements. In general terms, a student completing the Senior Cycle will sit the

Selectivitat examination, equivalent to the Irish Leaving Certificate examination, which works under a point system.

At present, third level education comprises three cycles:

- a) Undergraduate degrees, known as *Estudis de grau*, which can be (ISCED-5 and 6 / CINE- 5 and 6, depending on duration).
- b) Postgraduate courses, known as *Estudis de postgrau* or Masters studies, or *Màster* (ISCED-7 / CINE-7).
- b) Doctoral Studies or *Estudis de Doctorat* (ISCED-8 / CINE-8).

The following link gives access to the classification of the Catalan education system from the Catalan Department of Education:

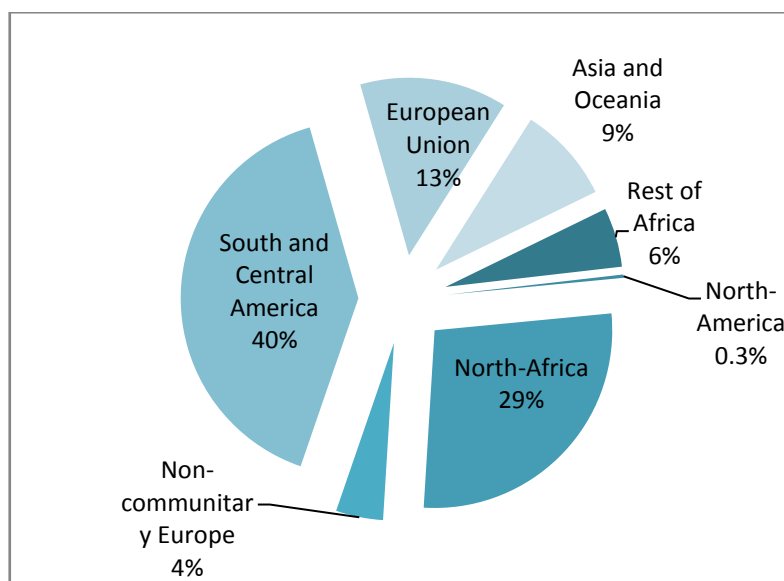
http://www20.gencat.cat/docs/canaleducacio/Home/Estudis/Destacats/documents/sistema_educatiu.pdf

Appendix 4.18. Increase in the number of foreign national students in Catalonia between 2000 and 2010

Increase in the number of foreign national students in Catalonia between 2000 and 2010										
School year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Number of foreign national students	23,778	34,97	51,926	74,491	89,066	106,851	121,622	138,256	151,136	155,845

Source: Departament d'Ensenyament. Generalitat de Catalunya. 2011.

Appendix 4.19. Origin of foreign national students in Catalonia in 2011



Source: Departament d'Ensenyament. Generalitat de Catalunya. 2011.

Appendix 4.20. Number of teachers trained between 2007-2009 for the teaching of foreign languages and typology of courses attended (in Catalonia)

Type of training	2007-2008	2008-2009
Courses in the foreign language in the Official Schools of Languages	2,643	3,139
Intensive Summer Courses in the Official Schools of Languages	1,600	2,116
Intensive Summer Courses abroad	250	480
Comenius	140	
Total	4,633	5,735

Source: Generalitat de Catalunya. Departament d'Ensenyament, 2009.

Number of teachers attending courses at different times of the year (in Catalonia).

Type of training	2007-2008	2008-2009
Training during the school year	1,832	3,205
Summer visits abroad	403	578
Activities in Catalonia in the summer	481	554
Total	2,716	4,337

Source: Generalitat de Catalunya. Departament d'Ensenyament, 2009.

Training offered to teachers of non-language subjects in a third language (in Catalonia).

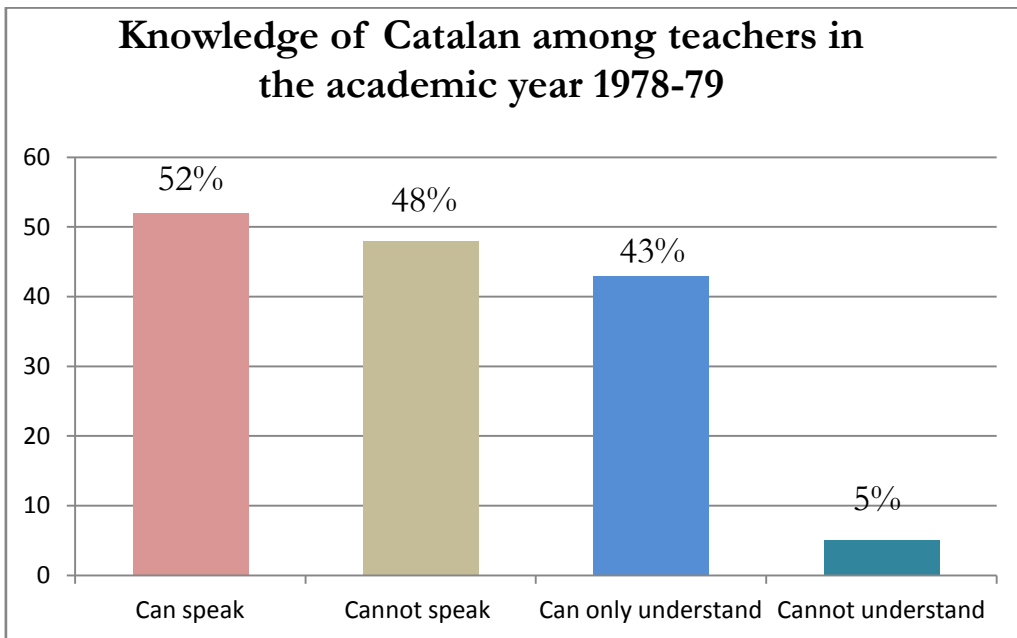
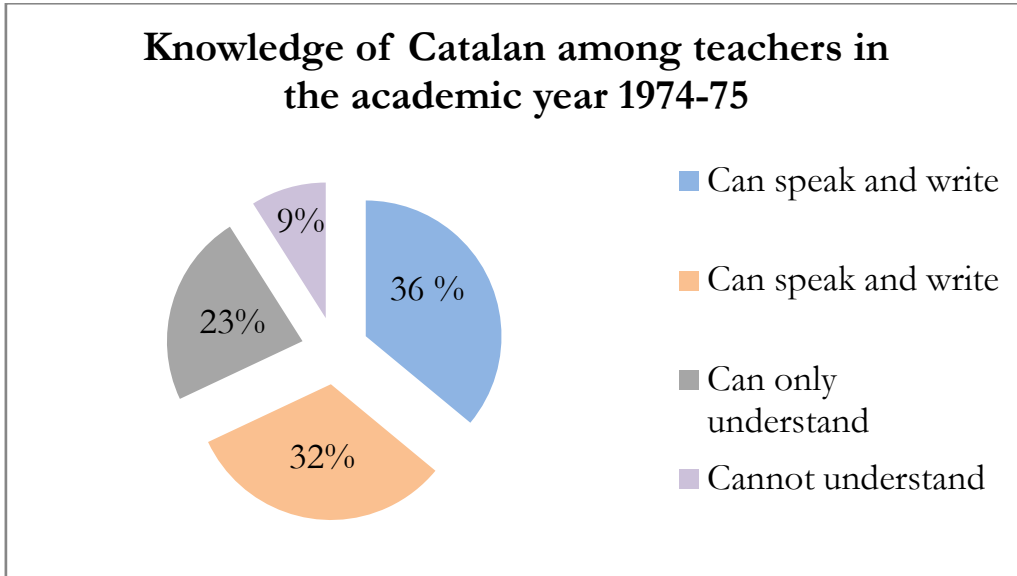
Type of training	2007-2008	2008-2009
Teachers of schools part of the Foreign Languages Project	525	634
3 months visits to Great Britain	46	32
Visits of one school-year abroad	17	12
Specific seminars part of the "Pla de formació de Zona"⁶	100	173
Total	688	851

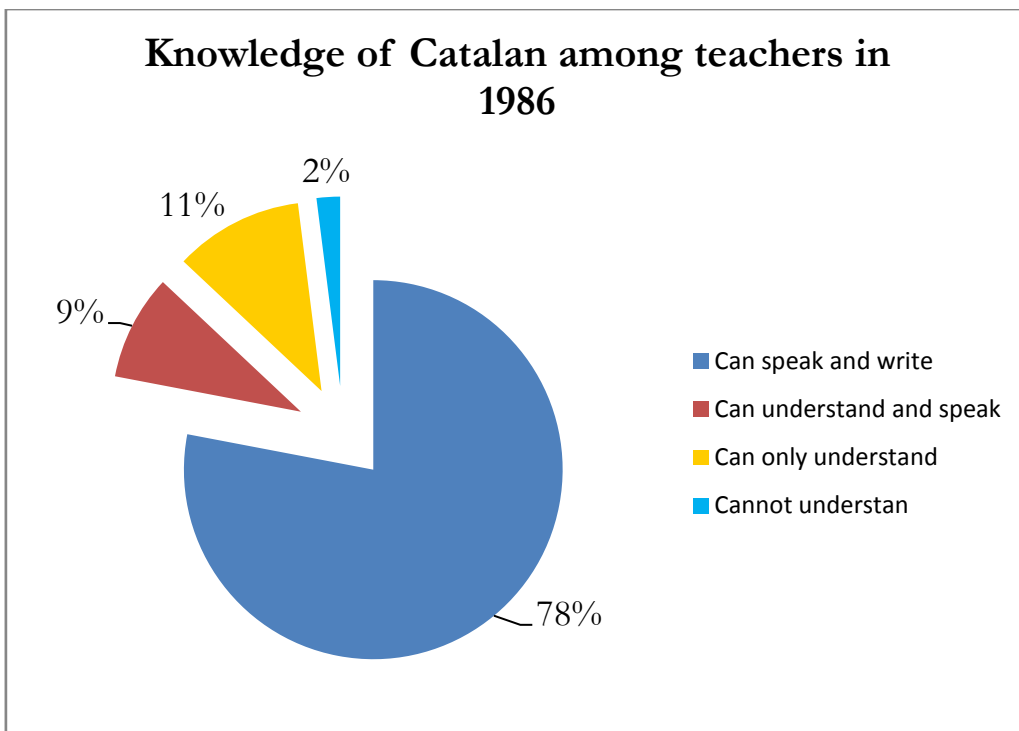
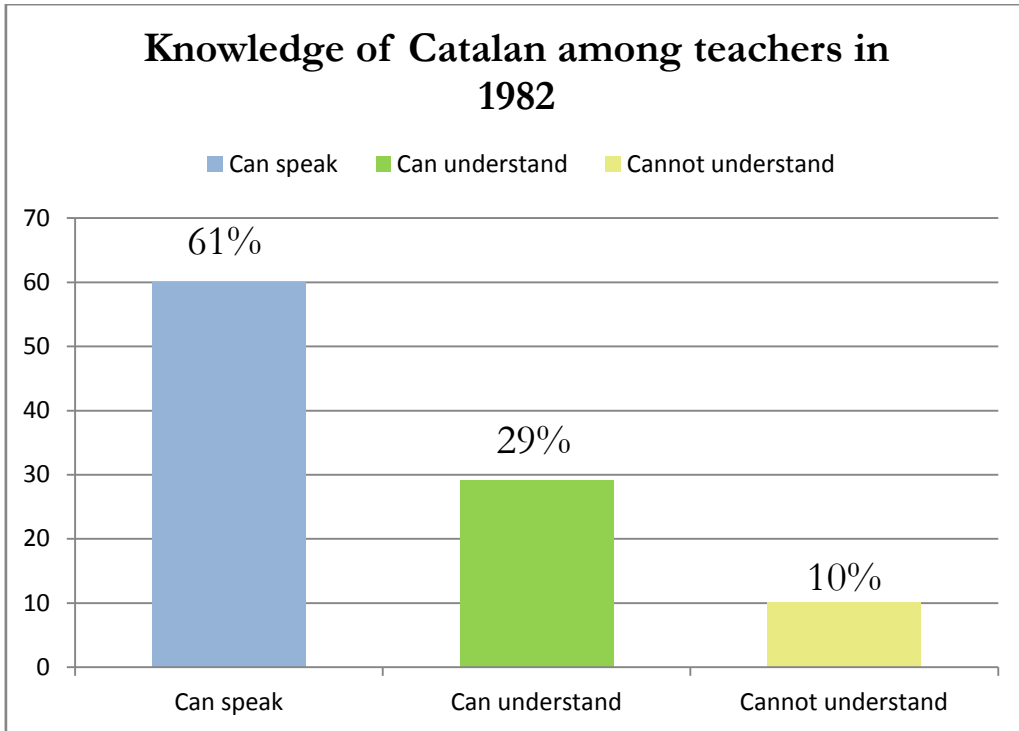
Source: Generalitat de Catalunya. Departament d'Ensenyament, 2009.

⁶ Plan for training by area**. In-service training offered to teachers in schools in the same area.

Appendix 4.21. Evolution in the language competence of teachers from 1974 to 1986

The following table shows the evolution in the language competence of teachers, from 1974 to 1986:





Source: Arenas and Muset, 2008.

Chapter 5

METHODOLOGY FOR THE EMPIRICAL RESEARCH

Appendix 5.1. Questionnaire on the learning of foreign languages in primary schools in Ireland (Gaelscoileanna)

QUESTIONNAIRE ON THE LEARNING OF FOREIGN LANGUAGES IN PRIMARY SCHOOLS IN IRELAND

SECTION A. THE SCHOOL

1- What's your position in the school? The Principal Class teacher
 Visiting language teacher Other

2 - How has your school been designated? Advantaged Disadvantaged

3 - What type of school is it? Urban Rural

4 - How many classes are there per grade in the school?

One Two Three Multi-class

5 - What's the total number of children in the school?

Less than 230 Between 230 and 450 More than 450

6 - Are there foreign languages being taught in the school? ____ If yes, which?

Italian French Spanish German
 Another, specify_____

7 - If there is foreign language teaching in the school, what grade is it introduced?

8 - Is your school participating in the MLPSI? If yes, how long for? _____

9 - Is your school participating of any other language project?

1 Yes, which one? _____
 2 No

10 - Is there a foreign language teacher in the school? If yes, how many? _____

SECTION B. THE FOREIGN LANGUAGE TEACHER.

Please only answer this section in the event **YOU** are teaching foreign language/s in the school (whether as part of the MLPSI or not). Other else, move to section C.

11 - How long have you been teaching foreign languages in Primary Education for?

1 Less than 2 years 2 Between 2-5 years 3 More than 5 years

12 - Which grades do you teach as a foreign language teacher? (choose more than one option if necessary)

1 Junior Infants 3 Senior Infants 5 1st class 7 2nd class
 2 3rd class 4 4th class 6 5th class 8 6th class

13 - How many hours per week do you teach foreign languages in every class?

14 - What type of training have you received for the teaching of foreign languages in Primary Education? (Tick more than one box if necessary)

1 B.Ed. 5 Diploma
 2 Degree 6 In-service training
 3 Evening classes – Participation 7 Evening classes – Certification
 4 Other – please specify _____ 8 None

15 - How useful in your daily teaching practice do you consider to be the preparation you have received? (skip if you haven't got any preparation in the teaching of foreign languages)

1 Very useful 2 Useful 3 Neutral 4 Not very useful

16 - Do you usually receive in-service training in relation to foreign language teaching?

1 Yes, during the school-year (1 or 2 a year)
 2 Yes, during the school-year (more than 2 a year)
 3 Yes, in the summer, when the classes are finished
 4 Yes, in both (school-year and summer)
 5 No (SKIP to question 19)

17 - How useful were the in-service courses in general?

1 Extremely useful 2 Very useful 3 Useful 4 Not very useful

18 - How do you feel in-service courses might be improved?

Providing more 1 Ideas for teaching grammar, writing, etc.
 2 Cultural background
 3 Resources to teaching
 4 Other, please specify _____

19- The materials you use.... (tick as appropriate)

1 Are published materials from one editorial.
 2 Are published materials from different editorials.
 3 Some are published materials and some are made by you.
 4 All are made by you.

20- Could you please evaluate available teaching materials for the teaching of foreign languages by ticking one box in every row?

Materials	HIGH	MEDIUM	POOR	VERY POOR
QUALITY				

QUANTITY				
VARIETY				
AVAILABILITY				

21- Which percentage of the lesson do you spend speaking in the target language?

- 1 Less than 30% 2 30% - 50 % 3 50% - 80% 4 80% - 100%

22 - Do you think you have enough resources for planning your class? 1 Yes 2 No

23 - Please tick the materials you use in your lessons:

- 1 Image items (posters, murals, photographs, etc.)
 2 Library of books in the target language
 3 Tapes, CD Rom, Video.
 4 Board games in the target language.
 5 Flashcards.
 6 Textbook
 7 Colouring pencils, scissors, markers, card board.
 8 Multimedia computer
 9 Language laboratory
 10 Overhead Projector.
 11 Other – please specify _____

24 - Please state what additional resources, if any, you would like to be provided with

25 - As a foreign language teacher, what are the main difficulties related to the teaching of a foreign language in Primary Education? (Planning, implementation in the classroom, coordination with the Curriculum, use of materials, children’s attitudes, etc.)

27 - Which type of activities do you do more often in your lessons (use more than one box if necessary).

- 1 Mechanical activities
 2 Visual activities
 3 Contextualized activities
 4 Interactive/communicative activities
 5 Imitative activities
 6 Other, please state _____

SECTION C. THE LEARNING OF A THIRD LANGUAGE.

28 - Do you think children would enjoy learning a foreign language as L3?

- 1 Yes 2 No

29 - Do you think parents have a positive attitude to their children learning a foreign language?

- 1 Yes 2 No 3 I don’t know

30 - Do you think the learning of English and Irish is compatible with the learning of a foreign language (3rd language)?

1 Yes

2 No

3 I don't know

31 - Do you think children exposed to different languages (namely English and Irish) develop a more positive attitude and have a better predisposition for the learning of languages?

1 Yes

2 No

3 I don't know

32 - Do you think children with good skills in their first language/s in terms of writing, reading and oral skills will perform better in the learning of a foreign language, or on the contrary, do you think the ability to perform well in one language doesn't have any influence in the learning of a new language?

33 - Which language, English or Irish, would appear to be the more often used by children in the L3 or foreign language learning process?

1 English

2 Irish

3 I don't know

34 - Do you think the teaching of foreign languages in Primary Education should be compulsory in Ireland? Why?

SECTION D. EARLY INTRODUCTION OF FOREIGN LANGUAGE TEACHING

35 - What do you think of the statement: "The younger the child starts learning a foreign language the better"? What age do you think it is the most appropriate for children to start learning a foreign language?

36 - Do you agree with the teaching of a foreign language from the early years of Primary Education? If yes, what supports do you think are necessary to implement this?

37 - What do you think parents' attitude towards the teaching of a foreign language in the early years of Primary Education are?

38 - What age do you think would be the most appropriate for children in Primary Schools in Ireland to start learning a foreign language?

39- Is there any reason why you would not agree with the introduction of foreign language learning in the low years of Primary Education?

FINALLY....

- Are there any comments you would like to make in relation to the early learning of foreign languages?

THANK YOU!

Appendix 5.2. Questionnaire on the learning of foreign languages in primary schools in Ireland (Schools part of the MLPSI)

QUESTIONNAIRE ON THE LEARNING OF FOREIGN LANGUAGES IN PRIMARY SCHOOLS IN IRELAND

SECTION A. THE SCHOOL

1- What's your position in the school?

- 1 The Principa
 2 Visiting teacher
 3 Class teacher
 4 Staff teacher
 5 Other, please specify _____

2 - How has your school been designated? 1 Advantaged 2 Disadvantaged

3 - What type of school is it? 1 Urban 2 Rural

4 - The school belongs to the group of....

- 1 Gaelscoileanna 2 Multidenominational schools 3 National Schools

5 - How many classes are there per grade in the school?

- 1 One 2 Two 3 Three 4 Multi-class

6 - What's the total number of children in the school?

- 1 Less than 230 2 Between 230 and 450 3 More than 450

7 - Are there foreign languages being taught in the school? ___ If yes, which one/s?

- 1 Italian 2 French 3 Spanish 4 German 5 Another, specify _____

8 - If there is foreign language teaching in the school, what grade is it introduced?

9 - Is your school participating in the MLPSI? If yes, how long for? _____

10 - Is your school participating of any other language project?

- 1 Yes, which one? _____
 2 No

11 - Is there a foreign language teacher in the school? If yes, how many? _____

SECTION B. THE FOREIGN LANGUAGE TEACHER.

12 - How long have you been teaching in Primary Education for?

- 1 Less than 2 years 2 Between 2-5 years 3 More than 5 years

13 - How long have you been teaching as part of MLPSI?

- 1 Less than 2 years 2 Between 2-5 years 3 More than 5 years

14 - Which grades do you teach as a foreign language teacher? (choose more than one option if necessary)

- 1 Junior Infants 3 Senior Infants 5 1st class 7 2nd class
 2 3rd class 4 4th class 6 5th class 8 6th class

15 - How many hours per week do you teach foreign languages in every class?

16 - What type of training have you received for the teaching of foreign languages in Primary Education? (Tick more than one box if necessary)

- 1 B.Ed.
 2 Degree
 3 Evening classes – Participation
 4 Other – please specify _____
 5 Diploma
 6 In-service training
 7 Evening classes – Certification
 8 None

17 - How useful in your daily teaching practice do you consider to be the preparation you have received?

- 1 Very useful 2 Useful 3 Neutral 4 Not very useful

18 - Do you receive in-service training in relation to foreign language teaching?

- 1 Yes, during the school-year (1 or 2 a year)
 2 Yes, during the school-year (more than 2 a year)
 3 Yes, in the summer, when the classes are finished
 4 Yes, in both (school-year and summer)
 5 No (SKIP to question 27)

19 - How useful were the in-service courses in general?

- 1 Extremely useful 2 Very useful 3 Useful 4 Not very useful

20 - How do you feel in-service courses might be improved?

- Providing more
- 1 Ideas for teaching grammar, writing, etc.
 2 Cultural background
 3 Resources to teaching
 4 Other, please specify _____

21 - Have you gone abroad to study the foreign language taught in school? (only answer if you are a non-native speaker)

- 1 Yes. How long? _____
 2 No. Why? _____

22- The materials you use.... (tick as appropriate)

- 1 Are published materials from one editorial.
- 2 Are published materials from different editorials.
- 3 Some are published materials and some are made by you.
- 4 All are made by you.

23- Could you please evaluate available teaching materials for the teaching of foreign languages by ticking one box in every row?

Materials	HIGH	MEDIUM	POOR	VERY POOR
QUALITY				
QUANTITY				
VARIETY				
AVAILABILITY				

24- Which percentage of the lesson do you spend speaking in the target language?

- 1 Less than 30%
- 2 30% - 50 %
- 3 50% - 80%
- 4 80% - 100%

25 - Do you think you have enough resources for planning your class?

- 1 Yes
- 2 No

26 - Please tick the materials you use in your lessons:

- 1 Image items (posters, murals, photographs, etc.)
- 2 Library of books in the target language
- 3 Tapes, CD Rom, Video. ”.
- 4 Board games in the target language. .
- 5 Flashcards.
- 6 Textbook
- 7 Colouring pencils, scissors, markers, card board.
- 8 Multimedia computer
- 9 “Language laboratory
- 10 Overhead Projector
- 11 Other – please specify _____

27 - Please state what additional resources, if any, you would like to be provided with

28 - As a foreign language teacher, what are the main difficulties related to the teaching of a foreign language in Primary Education? (Planning, implementation in the classroom, coordination with the Curriculum, use of materials, children’s attitudes, etc.)

29 - Which type of activities do you make in your lessons (use more than one box if necessary).

- 1 Mechanical activities
- 2 Visual activities
- 3 Contextualized activities
- 4 Interactive/communicative activities
- 5 Imitative activities
- 6 Other, please state _____

SECTION C. THE LEARNING OF A THIRD LANGUAGE.

30 - Do you think children would enjoy learning a foreign language as L3?

- 1 Yes 2 No
-

31 - Do you think parents have a positive attitude to their children learning a foreign language?

- 1 Yes 2 No 3 I don't know
-

32 - Do you think the learning of English and Irish is compatible with the learning of a foreign language (3rd language)?

- 1 Yes 2 No 3 I don't know
-

33 - Do you think children exposed to different languages (namely English and Irish) develop a more positive attitude and have a better predisposition for the learning of languages?

- 1 Yes 2 No 3 I don't know
-

34 - Do you think children with good skills in their first language/s in terms of writing, reading and oral skills will perform better in the learning of a foreign language, or on the contrary, do you think the ability to perform well in one language doesn't have any influence in the learning of a new language?

35 - Which language, English or Irish, would appear to be the more often used by the children in the L3 or foreign language learning process?

- 1 English 2 Irish 3 I don't know
-

36 - Do you think the teaching of foreign languages in Primary Education should be compulsory in Ireland? Why?

SECTION D. EARLY INTRODUCTION OF FOREIGN LANGUAGE TEACHING

37 - What do you think of the statement: "The younger the child starts learning a foreign language the better"? What age do you think it is the most appropriate for children to start learning a foreign language?

38 - Do you agree with the teaching of a foreign language from the early years of Primary Education? If yes, what supports do you think are necessary to implement this?

39 - What do you think parents' attitude towards the teaching of a foreign language in the early years of Primary Education are?

40 - What age do you think would be the most appropriate for children in Primary Schools in Ireland to start learning a foreign language?

41- Is there any reason why you would not agree with the introduction of foreign language learning in the low years of Primary Education?

FINALLY....

- Are there any comments you would like to make in relation to the early learning of foreign languages?

THANK YOU!

- 4 Neutral
 5 Not very useful

13- Have you passed “les oposicions”? _____ Are you a civil servant? _____

14- Which grades do you teach as a foreign language teacher? (Choose more than one option if necessary)

- 1 Pre-school (0-3 yrs).Hrs/week:
 2 Pre-school (3-6 yrs).Hrs/week:
 3 First cycle (6-8 yrs).Hrs/week:
 4 Medium Cycle (8-10). Hrs/week:
 5 Superior Cycle (10-12). Hrs/week:

15- Do you receive in-service courses related with the teaching of foreign languages in a regular basis?

- 1 Yes 2 No

16- How useful in your daily teaching practice are the in-service courses in general?

- 1 Extremely useful
 2 Very useful
 3 Useful
 4 Neutral
 5 Not very useful

17- Could you please evaluate available teaching materials for the teaching of foreign languages by ticking one box in every row?

MATERIALS	HIGH	MEDIUM	STANDARD	POOR	VERY POOR	NOT APPLICABLE
QUALITY						
QUANTITY						
VARIETY						
AVAILABILITY						

18- Do you think that you have enough resources for planning your class? Please, state what additional resources, if any, you would like to be provided with:

19- As a foreign language teacher, what are the main difficulties related with the teaching of a foreign language in Primary Education? (Planning, implementation in the classroom, coordination with the Curriculum, use of materials, etc.)

20- How difficult is it for you to achieve your main goals as a foreign language teacher?

- 1 Very difficult 2 Difficult 3 Neutral 4 Easy 5 Very easy

SECTION C. THE FOREIGN LANGUAGES PROJECT

21- Do you know the Foreign Languages Project (Projecte de Llengües Estrangeres)?

1 Yes 2 No

22- Is your school participating in this project? 1 Yes 2 No

If your answer was YES in the above question:

23- What do you think are the advantages of participating in the project? Is there any aspect you think that could be improved?

24- Which of the four main areas of the project has your school chosen?

- 1 Introduction of English in pre-school education, at the age of 4.
 2 Introduction of English through the use of new technologies (ICT).
 3 Acquisition of oral skills in the use of English
 4 Learning of English through CLIL.
 5 Other, please specify _____
-

25- If your project is based on the inclusion of the CLIL methodology, which grade is CLIL introduced ? Also, which subject/s is/are being taught in English?

26- Where do you think are you getting more support from? (tick more than one option if appropriate)

- 1 The Principal and teachers of your school
 2 The Centre de Recursos de Llengües Estrangeres
 3 Other- please specify _____
 4 Not applicable
-

27- What is the weekly time allocated to the project?

- 1 1 hour/week 2 2 hours/week 3 3 or more hours/week
-

28- If you are NOT participating in the Foreign Languages Project because your school is semi-private or private. Would you like to participate?

- 1 Yes 2 No 3 I don't know
-

29- Do you think this project should be opened to all schools?

- 1 Yes 2 No 3 I don't know

SECTION E. THE LEARNING OF A THIRD LANGUAGE

30- Children in Primary Schools in Catalonia learn Catalan and Spanish. Do you think this situation of bilingual education affects the learning of a third language in some way?

- 1 Yes, in a positive way
 2 Yes, in a negative way
 3 No, I think children in bilingual education programmes learn a foreign language the same way than children in a monolingual education programme

4 I don't know

31- Do you think that the learning of a foreign language is affecting negatively the mastery of Catalan and Spanish, i.e in terms of time allocation in the Curriculum? Do you think the three languages get enough time?

- Do you think at the end of Primary Education children master a good level of proficiency in Catalan and Spanish, leaving aside socio-economic factors?

31- If you have answered no, which language do you think is the weaker in your school?

1 Spanish 2 Catalan

32- Do you think the initial training of foreign language teachers in bilingual communities should be different than in monolingual communities? Why?

- How would you describe the level of English/French that children acquire by the end of Primary Education in relation to the number of years they have been in contact with the language?

1 Very high 2 High 3 Medium 4 Low 5 Very low

- Do you think children with the ability to speak two languages (Catalan and Spanish) can learn a third language somehow easier than monolingual children?

1 Yes 2 No 3 I don't know 4 Other reason _____

- Do you think children with good skills in their first language/s in terms of writing, reading and oral skills will perform better in the learning of a foreign language, or on the contrary, do you think the ability to perform well in one language doesn't have any influence in the learning of a new language?

- Which language, Spanish or Catalan, do you think would appear to be the more often used by the children in their cognitive process of the learning of the L3?

-In your opinion, what is the best age for the introduction of the teaching of a third language in a bilingual context like Catalonia? Why?

SECTION F. THE EARLY INTRODUCTION OF FOREIGN LANGUAGE TEACHING

- From your experience, do you agree with the statement: “The younger a child starts learning a foreign language the better”? Why?

- What is your opinion about lowering the starting age for the learning of a foreign language from the age of 9 to 6 with the implementation of the new law LOCE? Do you think children will achieve a higher level of the foreign language by starting earlier?

- Do you agree with the teaching of a foreign language from pre-school education? If yes, what supports do you think are necessary to implement it at a national level in terms of teacher training, adaptability of the School Curriculum and resources available (staff, materials, etc.)?

- What do you think is the parents’ attitude towards their children learning a foreign language and, especially, from pre-school education?

AND FINALLY....

- Are there any comments you would like to make in relation to the early learning of foreign languages?

THANK YOU!!

Appendix 5.4. Research questions on open questions in questionnaires in Gaelscoileanna and MLPSI schools

- 1.- Main difficulties that foreign language teachers encounter in their teaching practice.
- 2.- Additional resources that teachers would like to be provided with.
- 3.- Influence, if any, that teachers think may have the good knowledge of the first/s language/s over the learning of a third language?
- 4.- Opinion of teachers about the necessity of making the learning of foreign languages in Primary Schools in Ireland compulsory.
- 5.- Appropriate age for children to initiate the learning of foreign languages within the school context.
- 6.- Opinion about the learning of a foreign language, L3, from the early years of Primary Education.
- 7.- Necessary supports for the implementation of early foreign language learning in Primary Education.
- 8.- What teachers think is the parents' attitude towards the learning of a foreign language from the early years.
- 9.- Additional comments/opinions from the teachers.

Appendix 5.5. Classification of the answers obtained from the open questions in questionnaires in Gaelscoileanna

GAELSCOILEANNA

***Q24.** Please state what additional resources, if any, you would like to be provided with*

Q1⁷- Material suitable for children

Q2- N/A

Q3- N/A

Q4- N/A

Q5- Irish/ Foreign language resources

⁷ Entries marked Q1, Q2, Q3, etc. are in fact the responses obtained from Respondent 1, Respondent 2, Respondent 3, etc.

Q6- 1 comprehensive text book that will be used by all German teachers

Q7- N/A

Q8- N/A

Q9- N/A

Q10- N/A

Q11- I would love a suitable text-book

Q12- Software

Q13- N/A

Q14- N/A

Q15- N/A

Q16- N/A

Q17- N/A

Q18- N/A

Q19- Weekly magazine as in “cartoons”

Q20- N/A

Q21- Posters, ready made flashcards

Q22- Q53- N/A

Q89- Videos, posters, dvds cultural content

Q90- Videos and dvds, culture, life, traditions

Q91- Material from school. School didn't provide anything

Q25.- As a foreign language teacher, what are the main difficulties related to the teaching of a foreign language in Primary Education? (Planning, implementation in the classroom, coordination with the Curriculum, use of materials, children's attitudes, etc.).

Q1-Too little time allocated to teach the language; 45' is too short!

Q6-Coordination with Curriculum- not enough time to liaise with class teacher Q7- No provision in Curriculum

Q11-The main difficulty is that there is such a short amount of time allocated to the teaching of the foreign language

Q19- Time

Q21- Availability of time

Q22- Time

Q31- I think coming once a week is not enough. The best results are achieved if the teacher comes twice a week

Q32- Coordination with the curriculum/Lack of resources/Limited time to teach another subject-school day is already overloaded.

Q35- Time available. FLS come at the end of the day.

Q36- Lack of time in an already crowded curriculum

Q45- Lack of time

Q50- "Double planning"- Leaving work for my own class for the other teacher/teachers, as well as doing the Italian lesson.

Q89- Lack of time

Q90- Lack of time, no real support from teachers

Q91- No material provided by school. Very little time.

Q32.- Do you think children with good skills in the first language/s in terms of writing, reading and oral skills will perform better in the learning of a foreign language, or on the contrary, do you think the ability to perform well in one language doesn't have any influence in the learning of a new language?

Q1- They have better chances to be good to associate and compare the three languages

Q2- Orally no difference

Reading and writing- if good in me will be also in others

Q3-Yes, learning languages should begin with children at a young age. Q4- Agree with the former opinion Q5-All languages help each other

Q6- Yes, I think if children are bilingual they will find it easier to acquire another

Q7- Yes, such skills transfer from one language to another

Q8-I agree with the first statement

Q9-I think children who are competent in one language would perform better in the learning of a foreign language

Q10-I agree with part one of the statement.

Q11-Neutral

Q12- Agree with first statement

Q13- I don't think that the ability to perform well in one language has an influence in the learning of a new language

Q14- Language skills transfer from one language to another

Q15- Yes

Q16- Perform better

Q17- N/A

Q18- I think that learning a third language is definitely easier one two languages have been grasped.

Q19- Obviously- transfer of skills

Q20- Yes

Q21- They perform better

Q22- Yes

Q23- Yes, all that (...in terms of writing, reading and oral skills will perform better, in the learning of a foreign language)-

Q24- Yes, children with good understanding,listening and speaking skills in one language transfer the skills to another language early.

Q25- Since we already work bilingually to good effect there is no reason to believe that working on a third language would be anything other than beneficial.

Q26- Has a positive influence

Q27- Yes, I do think they will perform better.

Q28- Most definitely has positive influence

Q29- Ability transfers

Q30- Yes, good skills

Q31- Yes

Q32- Children with good skills in their first language will perform better in the learning of a foreign language

Q33- Depends on the individual. In the case of Irish and English standards would be equal

Q34- Yes

Q35- Good skills transfer easily

Q36- The former, all language skills if acquired properly are interrelated between languages.

Q37- I believe that facility in one language enhances success in acquiring a 2nd and 3rd language.

Q38- I believe that a typical Gaelscoil child (bilingual) performs extremely well in the acquisition of a foreign language.

Q39- Definetely. Skills transfer from one language to another. Cummins reports/ Dr. Hickey studies, etc.....

Q40- Too complex to answer in brief.

Q41- yes

Q42- Skills transfer between languages. Children with high literacy skills in their first language have an advantage from the start...

Q43- Performing well in one language has a huge positive influence on learning a new language.

Q44- N/A

Q45- I agree with the former statement.

Q46- Yes, I think a good foundation in a first language is very important in acquiring a new language.

Q47- The more languages the children can learn ar an early age the better their ability to learn further languages appears.

Q48- N/A

Q49- The ability to perform well in one language does have a positive influence in the learning of a new language.

Q50- usually there is a correlation. One difference is that L3 is mostly oral, so children with writing/ spelling difficulties don't find themselves far behind.

Q51- N/A

Q52- I think the ability to perform well in one language does have an influence in the learning of a new language.

Q89- Absolutely, I think if they have good skills in one language they'll be god at other languages

Q90- The better the skills in one language the better the acquisition and the easier the learning of another one.

Q91- Yes, better acquisition of skills

Q34- *Do you think the teaching of foreign languages in Primary Education should be compulsory in Ireland? Why?*

Q1- Yes, because the learning of a L3 language is above all a cultural experience and it is going to help their language and results in school

Q2- No- the system is already too loaded. Facilities not sufficient.

Q3- No. It should be encouraged. But I think that Irish having been Compulsory for so long has had a very negative effect and has fostered a dislike for our own native language. Instead Irish and foreign languages should be encouraged and taught in a positive way.

Q4- Only if the school day and school year are extended to accommodate the extra subject!

Q5- The curriculum is overloaded already!

Q6- Not really. I think not starting the foreign language until post primary school would be more exciting and more appealing to the students. The freshness and newness of the subject would have a more mature appeal.

Q7- No, but should be structured if taught.

Q8- Yes

Q9- Personally, yes. Children are learning more than three languages in our schools without any great difficulty.

Q10- Yes, I think the children would enjoy it. Although I have reservations about how children with learning difficulties and poor linguistic ability would cope with a third language. I feel that average to above average children would cope well and benefit from L3.

Q11- Yes. Very good for intellectual development.

Q12- Yes

Q13- No. Children have enough subjects and other issues to contend with

Q14- Yes. Ireland is behind other countries in terms of ability to speak other languages. As the world is getting “smaller” (internet, travel, etc.) the need to communicate with people of other countries is getting greater.

Q15- Yes. Irish citizens have only English and we are very ignorant when it comes to foreign languages.

Q16- No

Q17- No. The Curriculum is overloaded and other subject would loose allocated time.

Q18- Yes, but in a fun and enjoyable way. It broadens their outlook on other cultures and would raise standards at 2nd level.

Q19- I don't think Irish is correctly taught as a primary language and this needs to be addressed prior to commencing a third language

Q20- Yes. All European countries speak their own language, another European language and also English. It is an embarrassment to Irish Education that children speak English (badly), Irish (just about) and no other language. Children are like sponges when it comes to learning

Q21- Yes, because it's a great help when they begin language in secondary school

Q22- Yes, broaden their horizons.

Q23- Yes, part of EU. A third or fourth language is not a burden

Q24- Yes, children learn a language easily at younger ages.

Q25- No. Compulsion doesn't work with the teaching of Irish so there is no reason to believe that it would work with a third language. Irish people do not like compulsion.

Q26- I think it should be voluntary.

Q27- No, because the curriculum is already very detailed.

Q28- Yes, it challenges the brain and gives us insight into cultures. Improves thinking skills

Q29- – gradual please is for acceptance.

Q30- no

Q31- Yes, because children pick up a language quicker when they are young.

Q32- No, because the teachers are not qualified to teach it and they don't have the time. It would only work if a qualified foreign language teacher was employed in every school.

Q33- Personally yes because it is important to get a good grasp before they go to secondary, when they learn younger it's not an issue. People will probably say though that the primary curriculum is overloaded as it is so it could be a controversial issue.

Q34- N/A

Q35- Yes. It is no burden to carry

Q36- Yes, but not to the detriment of English or Irish language teaching. It gives them a feel for another language and open their minds to the fact that we are not a monolingual Europe- i.e. where English is the working language.

Q37- Yes, we live in a global society facility in a second European language greatly enhances our global outlook and ultimately our employability.

Q38- Yes, it is relatively easy for children to acquire a 2nd and 3rd language up to the age of 9 approx.! Therefore this is the best age to introduce new languages and to ensure success.

Q39- Language acquisition N.B

Most appropriate when children are young and successful. ...early Primary School. 2nd class?

Q40- Yes. As European citizens it is important not to be purely English speaking with some Irish.

Q41- Yes. Very beneficial.

Q42- No. Compulsion does not work. Gaelscoileanna are optional and work. A Project with gaelscoileanna for a 3rd language in Senior Classes would be successful.

Q43- Yes, on a competitive and cultural basis.

Q44- No, I feel if adequate time were given to English and Irish additional languages can be introduced in second level.

Q45- Yes

Q46- Yes, especially now that children are travelling to foreign countries.

Q47- Yes, it would improve proficiency at languages in general and have benefits at 2nd level.

Q48-N/A

Q49- No, there should be a choice in learning a foreign language. Children should concentrate on learning their Irish language in primary schools and a more positive attitude to the learning of Irish should be encouraged particularly by the Government.

Q50- No. Administration, provision of teachers etc would be a nightmare. It would be nice, though, as the younger children take well to learning an L3.

Q51- Prepare children for life as Europeans.

Q52- It's important that the proper resources are available to schools and that fully qualified language teachers are made available to schools before language programmes could be made compulsory.

Q89- Yes, same opportunities as rest of European children

Q90- Yes, because they are in disadvantage compared to other kids in Europe

Q91- Yes, equality with other EU countries

Q35.- *What do you think of the statement: "The younger the child starts learning a foreign language the better"? What age do you think it is the most appropriate for children to start learning a foreign language?*

Q1- When they are in 1st class

Q2- The younger the better, particularly oral. Maybe before 7 years.

Q3- N/A

Q4- 3 years

Q5-From birth!!

Q6-Same answer as in q.34

Q7-6-7 years

Q8-From early age- 4/5 years.

Q9- Would support children learning a foreign language or becoming bi-lingual from 5 years of age

Q10-I agree with the statement. Four years of age.

Q11-I agree- the younger the better.

Q12- 10 years.

Q13- About 10 years of age

Q14- I think children benefit from starting as young as possible once it is done in the correct way- 6-7 years old

Q15-Four/five

Q16- A second language- 5 years.

Q17- Children soak in foreign languages at early age and are not self conscious

Q18- I believe it's essential that children grasp the first two languages (English and Irish) and then begin with the 3rd

Q19- Very young or at age 10- 12 when a student has mastered reading and writing skills transfer would be (?)

Q20- 7

Q21- First class- I agree 100% with the statement

Q22- 8/9

Q23- Senior Infants

Q24- 4 years! – I totally agree

Q25- N/A

Q26- The younger the better

Q27- I agree- age 6-7

Q28- N/A

Q29- In our particular situation 2nd class.

Q30- From start of school

Q31- 6-7 years old

Q32- Probably in pre-school if possible

Q33- N/A

Q34- I agree- Junior Infants

Q35- When L1 is being started

Q36- 5th – 6th classes- 11+ 12

Q37 - I think that once a child has mastered fluency in the first language- orally is the ideal time.

Q38-- In a Gaelscoil: Gaelige for first 4 years, foreign language from 5th year onwards

Q39- Should be acquiring/not learning

Immersion language learning 2nd class + ?

Q40- ASAP

Q41- As young as possible but I think as the 3rd language probably 6 as 2nd language began at 4/5

Q42- The Senior classes at primary level. There is no evidence to suggest any great advantage for starting earlier. Those who start at 12 years old catch up.

Q43- Seven in the case of Gaelscoileanna.

Q44- ASAP

Q45- At younger ages the children seem to have a great ability for picking up new languages. 6?

Q46- I agree. As soon as children start school they should be exposed to irish and another foreign language.

Q47- Agree strongly/ Should start in Junior classes in Primary school

Q48- 7

Q49- 12

Q50- 7-8

Q51- Age 6-7

Q52- Children at a young age are very open to learning languages.

Q89- True- 4-5 years old

Q90- True, 4-5 years

Q91- Yes, 4-5 years of age

***Q36.-** Do you agree with the teaching of a foreign language from the early years of Primary Education? If yes, what supports do you think are necessary to implement this?*

Q1-N/A

Q2-N/A

Q3-N/A

Q4-Yes. A native speaker/Materials/extra time allocated

Q5-Immersion education is the best way to learn a language

Q6-Same answer as in q.34

Q7-Yes, resources, teachers. Curriculum overloaded!- Teach subject (s) through language.
Eg. PE, music, etc.

Q8-Yes, A simple pack of songs, rhymes, posters would be very helpful for class teachers.

Q9-Yes, finance and resources and a set curriculum should be provided.

Q10-Yes. A foreign language teacher and resources like games, cds, posters, dvds.

Q11-Yes. I think the present supports are excellent.

Q12- N/A

Q13- No

Q14- A dedicated language teacher who is trained in the area of teaching a foreign to Primary school children not just a B.A.

Q15- Yes. Trained FL Teacher/Plenty of resources.

Q16- NO. Two languages at that age is enough (English and Irish)

Q17-Yes, our children are learning two languages at the moment with no difficulty.

Q18- No- give time to grasp English and Irish

Q19- Not necessarily

Q20- Yes

- Q21- Resources, in-service training language...in all colleges as part of teacher training.
- Q22- Funds and Time
- Q23- Yes, I do. Fluency and continuity by the teacher/s is a success. Immersion/lots of exposure
- Q24- Yes. Appropriate training. Inservice and resources.
- Q25- N/A
- Q26- Yes. I.e. English and Irish
- Q27- Yes. Foreign language teachers are essential to implement this.
- Q28- N/A
- Q29- Specialised teachers, support material, in-service training
- Q30- Yes. Foreign language support teachers.
- Q31- Yes I agree.
- Q32- Yes, qualified teachers.
- Q33- N/A
- Q34- Yes. Staff required
- Q35- Yes, time and teacher quality
- Q36- No
- Q37- Yes. Enthusiastic teachers- native teachers if possible and equipment
- Q38- Teachers with language...in-service for these teachers- a strong network of support systems
- Q39- Videos/ DVDS/ ICT CD roms/Posters/ CDS/ Visual/Audio, etc.
- Q40- Yes. Teacher training. Curricular time
- Q41- Yes, experience
- Q42- Teachers of a 3rd language should be fluent in that language
- Q43- Yes, the facility of interchanging language is at the heart of Gaelscolaiocht and a similar approach would be necessary
- Q44- Yes, but not at the expense of other subjects
- Q45- I think it may be the best to wait until R2 or R3
- Q46- Yes- Don't know

Q47- Yes, resources, extra language support teachers/ specialist teachers/ teacher training

Q48- Teachers

Q49- N/A

Q50- No, but only for logistical reasons

Q51- Trained teachers shared between schools or training available for suitable permanent teachers

Q52- Full immersion is most suitable than formal language classes at a young age.

Q89- Yes, specific language training, good textbooks.

Q90- Yes, training, better material

Q91- Yes, support from teachers, principals,...

Q37.- What do you think parents' attitude towards the teaching of a foreign language in the early years of Primary Education are?

Q1-I think they have a positive attitude

Q2-Positive

Q3-N/A

Q4-Positive

Q5-They would be delighted

Q6-Positive if that's what the school offers.

Q7-Positive

Q8-Very positive

Q9-From 5 years of age

Q10-I would introduce L3 at four years of age.

Q11-They desire the foreign language

Q12- Excellent

Q13- Late Primary will suffice

Q14-Positive

Q15- Positive. You only have to look at the Gaelscoileanna attendances.

Q16- Positive as more people travel abroad now.

- Q17- Positive
- Q18- Very positive but weary of children in Special education
- Q19- Don't know
- Q20- Unsure
- Q21- Positive
- Q22- Positive
- Q23- Positive- They want everything/anything to develop their children
- Q24- Very positive as they realise children are like sponges!
- Q25- N/A
- Q26- Positive
- Q27- Very positive
- Q28-N/A
- Q29- Positive
- Q30- Positive
- Q31- They are very happy that their child are learning a foreign language
- Q32- Positive if it wouldn't infringe on the other subjects in the curriculum
- Q33- N/A
- Q34- Positive
- Q35- I don't know
- Q36- Very positive but...it is an ideal
- Q37- I think it would be very positive, a large percentage of our pupils now holiday in Spain, would love to have basic fluency
- Q38- When parents understand that children have a peak acquisition period they are enthusiastic about learning of foreign language
- Q39- Very positive/ see rewards + benefits of "immersion" education
- Q40- Positive
- Q41- Very positive
- Q42- Parents in the ordinary school system have been negatively conditioned as a consequence of irish language Teaching Policy

Q43- I would think they are positive

Q44- Very positive

Q45- Mixed attitudes

Q46- Very positive. From experience here, parents seem to have the attitude the earlier the better

Q47- Very positive

Q48- Positive

Q49- Parents would be in favour of it but teachers have enough subject matter to teach

Q50- Probably busy enough with Irish as L2- they might think L3 would be overloading the kids.

Q51- Open, receptive, welcoming

Q52- Parents are always very positive but they would require more than “lip-service”.

Q89- Not involved but no opportunity for them to interact with languages or language teacher.

Q90- They are good but they are not really involved

Q91- No contact with language teacher. Don't know.

Q38.- *What age do you think it would be the most appropriate for children in Primary Schools in Ireland to start learning a foreign language?*

Q1-When they are 6 or 7 years old.

Q2- Considering workload already- 4th.

Q3- N/A

Q4-7 years

Q5-As early as possible but Irish is more important.

Q6- As already happens- in 5th class.

Q7- 6-7 years

Q8- 4 or 5

Q9- From 5 years of age

Q10- I would introduce L3 at four years of age.

Q11-The younger the better- as I said already

Q12- End of Primary School

Q13- 10 years of age

Q14- 7 or 8 years

Q15- 4/5 years

Q16- 10 years.

Q17- 7 years

Q18- 3rd class

Q19- Either 4+5 or 10- 12

Q20- 7

Q21- 7/8 years

Q22- 8/9 years

Q23- 2nd language Junior infants- at 6 years. Usually Irish at 4

Q24- 4 years

Q25- N/A

Q26- N/A

Q27- Age 6-7

Q28- N/A

Q29- 7/8

Q30- First class- 6/7

Q31- 6/7 years old

Q32- As early as possible

Q33- N/A

Q34- 4 years

Q35- They start with two E+ I so 7/8 for L3

Q36- 11-12 years

Q37- First class- 6 years of age

Q38- 8 years

Q39- 2nd class +

Q40- 4

Q41- As young as possible but I think as the 3rd lang. prob. 6 as 2nd lang. began at 4/5

Q42- Teaching a subject through the foreign language at senior Primary level

Q43- Seven

Q44- 4- should be an additional subject in afternoon

Q45- 8

Q46- 4 or 5

Q47- Before 6 years of age

Q48- Gaelscoil 1st class

Q49- 12

Q50- 7/8/9

Q51- 6/7 years

Q52- As we haven't introduced a foreign language to classes lower than 4th class it's difficult to say

Q89- 4/5

Q90- 4-5

Q91- No

Q39.- *Is there any reason why you would not agree with the introduction of foreign language learning in the low years of Primary Education?*

Q1- No

Q2- No

Q3-N/A

Q4-N/A

Q5-Overloaded curriculum

Lack of foreign language teachers with Irish-unable to teach in all Irish schools.

Q6-I would prefer the children to have good oral language and comprehension and conversation in English and in Irish before commencing a third language Q7-No

Q8-N/A

Q9-No reason

Q10-A foreign language would be difficult for children with speech and language difficulties in the low years of Primary Ed.

Q11-No

Q12-No

Q13- No

Q14- No, as long as the correct resources are put in place. Cannot and should not be just a P.R exercise for Dept of Ed. + schools

Q15- No

Q16- 2 languages is enough for early years.

Q17- Two languages is sufficient

Q18- It's essential that the Dept and the teaching profession get the teaching and learning of English and Irish right first.

Q19- In Gaelscoileanna and Scoileanna Gaeltachta children will have a good command of Irish but if a third lang. is introduced too soon in English speaking schools, Irish language teaching will suffer in an already overcrowded curriculum

Q20- No

Q21- No

Q22- Lack of time

Q23- No

Q24- N/A

Q25- N/A

Q26- We are a Gaelscoil. The introduction of another language in a school like ours should not happen before 5t-6th

Q27- No

Q28- N/A

Q29- Depends on particular school. Here we have 2 full years of immersion in Irish. You would need one year of English then (Rang 3) before introducing another lang.

Q30- No

Q31-N/A

Q32- Some children may not have grasped some of the skills of their first language

Q33- N/A

Q34- No

Q35- No

Q36- Lack of time in curriculum. Lack of foreign language teachers in “...” + thus some schools with more advantages than others.

Q37- Not in Infants. Children need time to settle into school and learn basic literacy in mother tongue.

Q38- In a Gaelscoil we need the children to master Gaeilge- the language of instruction and learning in the school. Therefore I believe that the first 4 years should be devoted to mastery of Gaeilge and then at beginning of 5th school years I would introduce the foreign language.

Q39- In our situation “Galescoil” we’re already introducing the 2nd language through immersion in Junior Infants.
Staggered start with another language more favourable.

Q40- No

Q41- No

Q42- We are not good language teachers generally. Ordinary schools prove this with regard to Irish teaching

Q43- No

Q44- No

Q45- I feel that they should have the opportunity to learn their native language (Gaeilge) before L3 is introduced

Q46- No

Q47- No

Q48- No

Q49- Too much on curriculum already

Q50- Only as in 36 + 37 above. No for logistical reasons. Probably busy enough dealing with Irish as L2- they (parents) might think L3 would be overloading the kids.

Q51- No

Q52- No. It would have to be well organised, consistent approach and well resourced.

Q89- No

Q90- No

Q91- No

- Are there any comments you would like to make in relation to the early learning of foreign languages?

Q2- Often children might not continue it after primary.

Q4- The methodology is of utmost importance. Total immersion and oral language only for first two years.

Q6- All covered as per above questioning and answers Q8- The teacher who comes to teach French to classes III-VI (a native French speaker) has commented that the children in our Gaelscoil pick up the language much quicker than in other Primary schools.

Q9- We as a staff fully support the introduction of modern languages in the curriculum

Q10- It has been proven in Educational studies that young children cope very well with three languages. They have the ability to absorb/assimilate different languages.

Q11- The scheme is working excellently in my school

Q14- Timetable needs to be altered- discretionary time cannot be put forward as the solution. Also resources need to be put into the teaching of Irish before vast expenditure on L3.

Q18- Should definitely take place in all schools versus at 3rd class beginning.

Q21- It should be compulsory- it's a great benefit to the children

Q22- The Primary ed. System in Ireland is the worst funded in Europe. It is very difficult to implement the curriculum due to lack of funds and support.

Q23- You would need the class teacher to be fluent/like in Gaelscoileanna to reinforce any specialist teacher/s.

The model of Gaelscoileanna would be ideal to put the immersion system in place.

At the moment giving an hour a week to 5th and 6th classes is pretty ineffective. Needs to be introduced at 3rd class or a minimum having consolidated the Irish by then.

Q32- It cannot be introduced in Primary schools without proper planning, structures and qualified teachers

Q35- Our school is unique: since 1917 French has been part of our curriculum. It is a recognised part of Soil Bhrídes Reputation.

Q36- It is important but am afraid if a culture "...” whereby we look at Europe for Spanish, French and German and neglect our own languages English and especially Irish. I believe and have heard also from our own French native teacher here that the children who are bilingual with English and Irish are very “poor” to acquiring a 3rd language. This “crea” must be understood in bringing a 3rd language at Primary level.

Q37- To succeed it will have to be financed. A native tongue teacher employed in a large school or cluster of smaller schools would be the ideal. Disadvantaged schools should not be overlooked-language whether it be second or third.

Q38- early learning of a foreign language is in my opinion vital and should be compulsory.

Q40- Language is like sport. You may be an expert at football but skills and abilities can transfer to other games/activities. We tend to view language in a monolingual setting and miss the potential and opportunity to transfer skills. Primitive tribes and cultures were more inclined to be trilingual because of necessity.

Q42- We need a national Language Policy to be developed for all languages

Q43- The structure of limited access to foreign language teaching is unsatisfactory.

Q44- Learning of foreign languages very beneficial- however current primary curriculum very intense- very little time available

Q47- The communicative language approach (+ immersion) as practiced by the Gaelscoileanna is working and should be implemented throughout the system.

Q48- It is not introduced globally, children who learn French, for example, will find themselves starting all over again at Secondary School with children who haven't yet been introduced to the language

Q51- Provide investment for training of teachers and all necessary resources.

Q91- The sooner the better

Appendix 5.6. Classification of the answers obtained from the open questions in questionnaires in schools part of the MLPSI.

SCHOOLS PART OF THE MLPSI

***Q27.-** Please state what additional resources, if any, you would like to be provided with*

Q54⁸- More creative ideas (games) that are attractive for the pupils

Q56-Workbooks/Tapes/Boardgames

Q57-Computer, overhead projector

Q58- Classroom for Spanish with computer

Q59- Basic text books and scrapbooks-with which children can assemble a book in the target language

Q60- Classroom for Spanish with computer

Q61- Own CD player/own recorder

Q62- Textbook

Q63- Check answers with Knocjea NS: Ballyneety, co.limerick

Q67- A resource pack for each topic that needs to be covered

Q68- CD Roms

Q70-I would like original material- comics-posters, advertisements, school books, etc.

Q71- None-get material from Goethe Institute in Dublin

Q74- CD, Video, board games

Q75- Library of books in target language. Multimedia computer. More music resources in French

Q77- Library books

Q78- Time to use all!

⁸ Entries marked Q54, Q56, Q57, etc. are in fact the responses obtained from Respondent 54, Respondent 56, Respondent 57, etc.

Q80- Posters, games, signs for school-colourful signs for Christmas, Easter, holidays, etc

Q81- Library of books

Q82- Books/Maps/Photographs- money for card/markers/etc.

Q83- Workbooks, more books (cds music songs)videos

Q85- French newspapers/ comics. French activity books

Q86- More sponsorship to do cultural exchanges.

Q88- Reasonable DVD or Videos

Q92- Songs on tapes with the words printed out.

Q28.- *As a foreign language teacher, what are the main difficulties related to the teaching of a foreign language in Primary Education? (Planning, implementation in the classroom, coordination with the Curriculum, use of materials, children's attitudes, etc.).*

Q54- There are no specific guidelines as to what level of French the pupils should have after two years. The pupils don't seem to take it serious enough (I'll study it when I have to in Secondary School)

Q55- Fitting the language into a very full curriculum

Q56- There is lack of materials in school, specifically related to Modern Language learning.

Q57- Coordination with the curriculum

Implementation of modern foreign languages from early age. Ex: 2nd, 3rd class.

Q58- We do not start early enough. Ideally we should teach from 3rd onwards.

Q59-Planning and timetabling the target language when so many other "core subjects are

Q60- We do not start early enough. Ideally we should teach from 3rd onwards

Q61- Children's attitudes

Q62- Coordination with the curriculum

Q64- As a visiting teacher I find it more difficult to work within the school

Q65- In an ideal situation the foreign language teacher would be the class teacher so that a) cross-curricular

b) time distributed evenly "into" week

Q66- The big problem is to teach only one hour per week to the same class. It is necessary more continuity.

Q67- Implementation in the classroom and use of materials

Q68- Co-ordination with curriculum which is already overloaded.

Q69- Coordinating with curriculum, children's behaviour= classroom management

Q70- Very little difficulties! The parents approve wholeheartedly the children have a sense of self esteem. There is an abundance of material to use-wonderful poetry, etc. It's far easier to teach than Irish

Q71- Implementation in the classroom

Q72- Time in overloaded curriculum. Differing abilities of children.

Q73- Not taught in local secondary schools

Q74 Materials

Q75- Planning (I teach Junior Infants and have to swap with 5th and 6th class teacher for MLPSI)

Lack of quality resources.

Q76- Implementation in the classroom

Q77- Coordination with the curriculum. Children's attitudes.

Q78- Time in school. If something is neglected-it will seen as extra curricular rather than part of curriculum

Q79- As I am a visiting teacher, coordination with the Curriculum would be the greatest difficulty

Q80- All of above (Posters, games, signs for school-colourful signs for Christmas, Easter, holidays, etc.).

Q81- Cluster arrangement (travelling teacher)

Q82- Co-ordination with the Curriculum. Use of materials/ attitudes.

Q83- Planning

Q84- Length of class time- very little per week.

Q86- Time! Lack of in the curriculum

Q87- Same as "54"

Q88- Very mixed ability, but it is not really a problem

Q92- Even though my supervisor advised me not to teach from textbooks, I find at times it is nice for the kids to see colourful pictures and their words. For this school in Cobh there are textbooks provided but in my 2nd school outside of Cobh there are none.

Q93- Lack of materials

Q34.- *Do you think children with good skills in the first language/s in terms of writing, reading and oral skills will perform better in the learning of a foreign language, or on the contrary, do you think the ability to perform well in one language doesn't have any influence in the learning of a new language?*

Q54- The motivation and the attitude towards learning L3 is the main factor!

Q55- Yes, as a rule those with good language skills in L1 will be good at L2, L3, etc. However- attitudes at home/peers about the language in question are a serious consideration.

Q56- Children with good skills in their first language tend to perform better on Contextualized Activities. All children can perform well orally.

Q57- Good skills with perform better

Q58- Not necessarily

Q59- I feel that children with good skills in their first language will perform better in the learning of a new language.

Q60- Children who have good language skill in first language should do well in any other language because they use the same skills

Q62- I don't know.

Q64- It doesn't have any influence but those who have another language apart from English are better at learning another foreign language.

Q65- Obviously, children who perform well in one language perform well in other languages

Q66- Yes

Q67- It depends on the way the language is taught. Some children who do not excel at Irish for example perform very well in a foreign language.

Q68- Not sure

Q69- Children with good skills perform better

Q70- I find that children of lesser ability can really enjoy L3 as it is mainly oral and they can master a good deal as the standard expected is not as high as in the mother tongue.

Q72- Yes. Transfer of skills from one language to another is easier if your ability in a first language is good previously.

Q73- The more knowledge at linguistic matters (languages) the easier it is to learn more.

Q74-good skills in one language transfer to and assist the learning of another languages

Q75- The ability to perform well in one language has a very definite influence in the learning of a new language

Q76- Children with good skills in their first languages generally perform better in the learning of a foreign language

Q77- Will perform better

Q78- I agree with first statement- for some grammatical parts I have used the 3 languages very successfully. Often find they can do something in French and not do it in Irish!

Q79- The ability to perform well in one language influences the ability to perform well in another language

Q80- Speaking as a parent, my 15 years old daughter is gifted at English, very good at Irish and fair at French. I was raised speaking Irish, learned English at school and was always weak at French. Linguistic intelligence is more likely indicator of success.

Q81- Children with good skills in their first language will perform better in the learning of a foreign language

Q82- good skills make it easy

Q83- I think that if children are good in one language they are generally good at other languages

Q84- To develop an interest in the language and culture of the country creates the desire to learn that language

Q86- I do think the skills achieved in their first language contribute to their success in acquiring 2nd and 3rd language.

Q88- If the child has a language ability it is not important in what language

Q92- I think if one child is one with one language he/she would be well able to grasp a second language. It suits them and their brains seem to understand the concept of a language

Q93- I think it doesn't have much to do.

Q36.- Do you think the teaching of foreign languages in Primary Education should be compulsory in Ireland? Why?

Q54-Yes! Pupils often wonder why they have to learn French. They don't take it seriously (mess in the class). It would change their attitude towards other languages.

Q55- Yes, it helps to learn a language at an early age.

Q56- Yes. If children are introduced to languages at a young age they perform better at secondary level and can easily learn other languages later on.

Q57- No. Curriculum is already overloaded

- Q58- Yes, as it gives children in disadvantaged areas the same opportunities.
- Q59- Many people holiday abroad- Receptiveness to modern languages in school is essential
- Q60- Starting a 3rd language young is good but you can't keep putting more subjects in the same length day without losing out on something
- Q61- No, not compulsory- Curriculum is already overcrowded
- Q62- Yes. We are part of the EU
- Q64- Yes, it should be. There are many different nationalities in Ireland and it's a way of broaden the children's minds regarding languages. It'll be a way of taking it more seriously in the schools
- Q65- Children pick up languages better at a younger age
- Q66- Yes, because we are part of the EU
- Q67- Yes, as members of the EU it is important that young Irish people should have a high level of comprehension in a foreign language
- Q68- Not at present-no time as curriculum is overloaded already. Ideally yes!
- Q69- Yes. Time to explore a new language without pressure like in secondary school; early start with foreign language makes it easier for pupils to learn that language; more motivated then in secondary school
- Q70- I'd hesitate to make it so. Irish suffered so much in the early days when teachers had to learn it to teach it. That legacy is still there. Rather let it be something freely chosen.
- Q71- I think to learn a foreign language should be compulsory, because it is easier to learn a foreign language when you start at an early age.
- Q72- No. Having Irish already in Curriculum puts us in a unique position where children are already learning a second language
- Q73- Yes. EU participation- cultural wisdom, but we'd need a longer day and specialised teachers.
- Q75- Yes- it encourages development of all areas of the brain
- Q76- No- some children are more language orientated than others. Compulsory teaching of language doesn't work. I.e. Irish
- Q77-Yes. Irish children lag behind their European counterparts.
- Q78- Yes, because is EUC. No because extra demand on teachers who may not have a language.
- Q79-Yes, because we are an European country and it is good to communicate in another person's language

Q80- No- it would immediately cause further stress with inclusion of children with Dyslexia, children with low incidence needs who are struggling. Curriculum is overloaded. Children who have challenges with linguistic are struggling.

Q81- Yes- Ireland is part of greater European picture- do equip our own children with skills to complete in our Global Europe

Q82- Multi cultural society/ travel/job prospects/ relations

Q83- No. It's up to the individual school to decide and I think that's the way it should be.

Q84- Very important- heads to a greater desire to travel and confidence to travel

Q86- Yes. If our children are to be on an equal footing with our European partners-they must acquire at least 1 foreign language

Q88- Children pick it up without difficulties at the age of 10, before it is exam subject in Secondary School. It gives them the basis and they settle in the L3.

Q92- I think it would benefit children as it introduces them to a fresh new subject is seen as fun and as a pleasure, whereas in secondary school they are introduced into a new language with homework tests and see it as part of the timetable. At least in primary schools they appreciate its novelty and will look forward to learning more in secondary school

Q93- Yes, it is a great opportunity itself and moreover seeing how many different languages are spoken in Ireland nowadays.

Q37.- What do you think of the statement: "The younger the child starts learning a foreign language the better"? What age do you think it is the most appropriate for children to start learning a foreign language?

Q54- As soon as they are able to. Young children seem to be very enthusiastic about learning different languages. The older they get the less enthusiastic.

Q55- Pre-school/Primary

From personal experience of bilingual children-creates no difficulties

Q56- From the age of eight one they have learned how to write and read successfully

Q57- Infant level

Q58- Around 7

Q59- In school, I consider that children aged about 8 and upwards are very fast to learn.

Q60- Yes

Q62- As early as possible- Junior Infants

Q64- I agree with the statement, although it depends a lot on how it is taught.

Q65- Children should learn a foreign language in Junior Infants

Q66- 4 years or as soon as possible

Q67- In many European countries children start learning a foreign language in their first year and I think this is appropriate

Q68- As early as possible

Q69- 2nd and 3rd class in primary school

Q70- Depends on what you mean by this (learning a foreign language). Unstructured informal fun learning can begin very early. I'd introduce a foreign language in Infants!!

Q71- I agree with this statement and I think children should start learning a foreign language at the age of five or six.

Q72- Ideally, as early as possible in the home because a child finds it easier then when they come to school

Q73- 6 yrs. Children I feel should learn the basics of 1 mother tongue before acquiring another

Q75- I agree with this statement. Children should start learning a foreign language as young as possible-pres-school

Q76- Junior Infants

Q77- 5-6

Q78- 8-9 years. Did undertake learning of French songs to under 8 years and greeting no bother.

Q79- It depends whether it is in the home or at school; at school around the age of 7-8.

Q80- 7 years research tells or before to learn vowel sounds of new language

Q81-3rd class (8/9 years)

Q82- 8+- They accept it readily and are less self-conscious

Q83- 7 years

Q84- 3rd and 4th class

Q86- Infants at least

Q88- In school situation 10 years is a very good age after they have settled in English and Irish

Q92- I think as soon as a child is born is the best but where that is not possible, it's important even in senior infants, 4/5 years, to hear simple greetings like "ciao", "grazie". They are on the best path to learn more and more.

Q93- I kind of agree but I think the way of teaching is more important.

***Q38.-** Do you agree with the teaching of a foreign language from the early years of Primary Education? If yes, what supports do you think are necessary to implement this?*

Q54- Yes

Q55- Yes, teacher training

Age appropriate materials.

Q56- Fun workbooks. Tapes-Flaschards.

Q57-No

Q59-I think that middle classes are probably the best time to begin teaching children-lots of coloured pictures, games and flash cards in the foreign language

Q60- Teachers fluent in the language

Q62- Fluent, qualified teachers before curriculum time to accommodate the new language

Q64- Yes, but you, as a teacher, really need to know what you are doing in order not to make the kids bored.

Q65- Extra teachers, extra in-service, extra language resources.

Q66- Yes, resources and teachers

Q67-Qualified language teachers should be employed to teach the foreign language

Q68- Yes! More resources more part time teachers or maybe full time shared between schools

Q69- Yes. Proper training for visiting teachers, who have no degree in teaching. Opportunity to those teachers to get a recognised qualification within the Irish Education System

Q70- Yes. Enthusiastic teachers. Nothing more important/ Teacher training to cover. TFL. Grants for equipment, materials, etc. Government support is critical.

Q72- In an ideal world, yes. However, not in school today as curriculum already overloaded.

Q73- Yes, native teacher (trained).

Q75- Yes. In-service education for teachers of young children and resources for teaching the target language to young children would be vital

Q76- Mixed feelings

Q77- More support from the Department of Education. Support from Principals and Teachers.

Q78- Qualified teachers are greatest resources! Early years and under 7??

Q79- Financial, in-service training, equipment.

Q80- No

Q81- No

Q83- Yes, a sanctioned foreign language teacher

Q86- Yes- a dedicated foreign language teacher.

Q88- No

Q92- Definitely, it lets the child understand different cultures and ways of thinking. Little labels on the items in class is helpful to imprint it in their mind. Where the seasons are in Irish, the Italian could be shown too.

Q93- Yes, but as I mentioned before it's more important the way it is taught.

***Q39.-** What do you think parents' attitude towards the teaching of a foreign language in the early years of Primary Education are?*

Q54- They seem to be very supportive and think it is great

Q55- I think it would be positive

Q56- I think parents are very positive.

Q57- Encouraging

Q59- They love it!!

Q60- Not great-too much to do as it is.

Q62-I think that they would be supportive

Q65- Parents would be pleased

Q66- Positive

Q67- I would imagine parents would welcome it as long as an appropriate length of time is spent on the language- in relation to children's age

Q68- Positive

Q69- As long as it is fun and their children enjoy it, parents are very open to it and support it

Q70- I think as long as it was portrayed as an enjoyable and well worthwhile activity, parents would be well disposed towards it. I think teachers' attitudes might lean towards "we have already far too much to do!" (I sympathise with them)

Q71- Some parents would love for their children to learn a foreign language, some my think it is not necessary, because English is spoken in a lot of countries.

Q72- Mixed views

Q73- probably feel it's too much and children might get mixed up!

Q75- Generally positive. However they should be made aware of the importance of foreign language learning for young children

Q76- Most parents would have a positive attitude

Q77- Very mixed-from "Don't care" to very interested

Q78- Depends on background. When I started teaching French some objected.

Q79- It depends on the parents' background or level of education and motivation –yes and no

Q80- Would see it as overload-need more time to dialogue in English as children have less exposure to adults at home due to work.

Q81- Introduce one new language at a time. i.e Gaelge and later on a foreign language

Q82- Need re-assurance. Very heavy curriculum load at present

Q83- Very positive

Q84- Parents fell the earlier the foreign language is introduced the better for their children

Q86- Very positive

Q88- I don't know

Q92- Very positive. I don't meet the parents but from talking to friends with children, they think it's a start. We have never received as kids and especially with the mix and culture/races in Ireland it opens the child's mind to other cultures

Q93- They are happy with it

Q40.- *What age do you think it would be the most appropriate for children in Primary Schools in Ireland to start learning a foreign language?*

Q54- First/Second class

Q55- First class

Q56- 8 years once they can read and write

Q57- 10-11

Q58- 7

Q59- 8+

Q60- 8-9

Q62- As in 3rd above

Q64- 1st year of Primary

Q65- Junior Infants

Q66- 4 years

Q67- Junior Infant level- approximately 1 hr per week.

Q68- First class

Q69- 2nd class

Q70- As I said, Infants- with the right teachers!

Q71- please see question 37 (I agree with this statement and I think children should start learning a foreign language at the age of five or six)

Q72- 9

Q73- see question 37- 6 yrs. Children I feel should learn the basics of 1 mother tongue before acquiring another

Q75- 4-6 yrs

Q76- Junior Infants

Q77- 5-6

Q78- 8+

Q79- Around the age of 7 and 8

Q80- 10

Q81- 8/9 years

Q82- 8+

Q83- 8 years

Q84- 7-8 years

Q86- 4/5

Q88-10

Q92- Senior infants. I call in every week for 3 minutes before my classes. (...) Inst...to teach them little expressions and Italian gestures and brush up on what they have already been taught.

Q93- From 3 or 4 grade.

Q41.- Is there any reason why you would not agree with the introduction of foreign language learning in the low years of Primary Education?

Q55- No

Q56- The lower years-would only have an oral lesson- song-tapes-games. Picture associated teaching and role play

Q57- Curriculum overloaded

Q59- In Irish schools having Irish as well as English is sufficient. I feel that oral work in both should be increased, and introducing a foreign language then would cut down on time available for this.

Q60- Lack of time. There are already 11 subject areas to be covered.

Q62- No

Q65- Ireland is unique in that we already learn two languages. There would be a lot of time constraints.

Q66- No

Q67-No

Q68- No

Q70- The present Curriculum is already impossibly overloaded. No teacher could cover it al, I think we need to think about specialist teachers in some subjects.

Q71- none

Q72- of 38 (In an ideal world, yes. However, not in school today as curriculum already overloaded).

Q73- No.

Q75- No

Q76- No

Q77- No

Q78- Trying to make them literate in mother tongue can be enough-depending

Q79- Most children are introduced to a 2nd language, i.e. Irish, so with same children they may bet confused

Q80- see n.36 and n.39 No- it would immediately cause further stress with inclusion of children with Dyslexia, children with low incidence needs who are struggling. Curriculum is overloaded. Children who have challenges with linguistic are struggling.

Would see it as overload-need more time to dialogue in English as children have less exposure to adults at home due to work.

Q81- Schools are struggling to cope with the needs of students-special education, etc. So I feel it is too soon to overburden schools but also young students.

Q82- Curriculum load

Q83- Yes, I think that in the early years the pupils and parents are trying to get to grips with Irish and English and I think that's enough

Q84- No reason

Q86- No!

Q88- Would be mixed up with the other 2 languages

Q92- No, don't see any reason not to. Young children are very proud when they tell their parents some words in Italian the parents don't know. It impresses their parents and the child loves to learn more. The fact that Italian isn't Irish has a sense of novelty the child loves.

- Are there any comments you would like to make in relation to the early learning of foreign languages?

Q55- I really think language teaching in Irish school has a long way to go, but I would love to see a discussion on how languages are taught as separate entities in Irish schools.

Q59-Children learn faster when younger

Q62- Currently, the school day is overcrowded and the teaching week could be expanded by at least two hours.

Q64- It's very important to motivate the children from the beginning and make them see it not as another subject but as something useful, put it into context

Q65- Children should learn languages of the future- Mandarin and Spanish.

Q68- The earlier the better

Q69- Children are very enthusiastic about the new language but also very interested in the culture of the country which language they learn.

Q70- If we can teach Irish we can teach another language. Actually were we to cut down on Irish time and make it more relevant to the present situation we might have more time for foreign languages. Also the teaching methods in the foreign language situation can hugely help the teaching of Irish. A practical example, if you make a flashcard say for "teach" put "hans" and "house" on the same card. The way you teach a poem, etc. can be used in all

three languages. But until we have willing enthusiastic teachers and government support we'll get nowhere!

Q75- No- but will look forward to reading your thesis!! Good luck!!

Q79- Great enthusiasm at first and had to keep up momentum. In-service really helps.

Q80- Need more time after-school, weekend and summer camps to early years.

Q82- Make public aware. Provide support- resources and finance.

Q84-The Modern Language “interactive” is a immense value for the children in my school. In secondary the children when tested have in general far higher grades than schools who are nor part of the initiative

Q86- I think we will have to encourage more exchange projects and catch up hugely in the early learning of foreign languages.

Q92- I think it's important that lessons are taught in a fun and friendly way. Everything I teach the class I try to make a game out of it so they learn in a fun way, which in my opinion has more lasting impact. I find using table quizzes to encourage the children to participate in a friendly competition and encourage them to think faster for their team.

Appendix 5.7. Research questions on open questions in questionnaires in Catalonia

- 1.- Teachers' opinions of the resources available for planning their lessons.
- 2.- Main difficulties that foreign language teachers encounter in their teaching practice.
- 3.- Advantages that the Foreign Languages Project offers to its participating schools.
- 4.- Areas for improvement within the Foreign Languages Project.
- 5.- Time allocation in the Curriculum for the three languages. Do teachers think they get enough time?
- 6.- Teachers' opinions of the fact that foreign language learning is compulsory in Primary Education. Do they think the same goals could be achieved if it was optional?
- 7.- Teachers' opinions of the teaching of a foreign language through Content Language Integrated Learning.
- 8.- Initial training of teachers in monolingual and bilingual communities in Spain. Should it be different?
- 9.- Which language, Spanish or Catalan, is more used in the acquisition process of the L3?
- 10- Influence that the good domain of a first language can have in the learning of a new language.
- 11.- Appropriate age for the introduction of a third language in a bilingual context like Catalonia.

- 12.- Agreement in that the earlier a child learns a language the best.
- 13.- Teachers' opinion on lowering the age in which children are introduced to the L3 with the new law (LOCE).
- 14.- Will children acquire a higher level of proficiency by the end of Primary Education by starting the L3 at the age of 6 than they did before?
- 15.- Teachers' opinions on the introduction of the L3 from pre-school education.
- 16.- Necessary supports for the introduction of foreign language learning at national level.
- 17.- What teachers think is the parents' attitude towards the learning of a foreign language from the early years.
- 18.- Additional comments from teachers about the early learning of foreign languages

Appendix 5.8. Classification of the answers obtained from the open questions in questionnaires in schools in Catalonia

***Q18⁹**- Do you think you have enough resources for planning your class? Please, state what additional resources, if any, you would like.*

Q1- Enough

Q2- I have enough resources

Q3- Yes, I have

Q4- Yes, I do. To have a lab

Q5- We would like to have more previous experiences

Q6- Yes, I do

Q7- I'd like to have "jornades de llengües estrangeres" from time to time to exchange experiences and I'd like to have the opportunity to listen and speak English more frequently out of school.

Q8- Yes, I have, but I am going to prepare my level for the "oposiciones" (to get an advanced level) in a private academy (Oxford house-BCN).

Q9- Yes

Q10- Yes

Q11- Yes

Q12- Yes, I have enough resources

⁹ Entries marked Q1, Q2, Q3, etc. are in fact the responses obtained from Respondent 1, Respondent 2, Respondent 3, etc.

Q13- No, I need resources about computer teaching in English

Q15- Yes, I think so. My problem is time to prepare (English is only a part of my activity plan), especially oral activities. And to coordinate with the other English teacher.

Q16- Yes, I do

Q17- Yes, I do

Q18- Yes

Q19- Yes

Q20- Yes

Q21- It is difficult to find resources in English for very young learners in Catalonia

Q22- Yes, I think I have got enough resources

Q23- I have resources for English language. For science and Geography I have to develop them

Q24- Yes, I do

Q25- Yes

Q26- I think I have enough

Q27- Yes

Q28- I have enough resources

Q29- I have enough resources. Sometimes I don't have enough time though.

Q30- Aula d'idiomes amb ordinadors, diversos jocs i llibres de lectura.

Q31- Si. Language classroom with computers, games and books.

Q32- In average I have enough but I miss more songs, adapted DVDs and software. I work in another school with an interactive whiteboard and the children love it!

Q33- Yes

Q34- I would like to split groups to practice oral expression

Q35- I have enough resources but I would need more time

Q36- Yes, we have got many

Q37- An English language classroom (library corner, audio-visual resources, TV and DVD, visual support on walls,...).

Q38- I think we have enough resources, but I miss an English language classroom.

Q39- No. More videos, games, readers, magazines, CDs, posters, flashcards.

Q40- No, I haven't got enough resources.

Q41- No, I would like an English classroom exclusively.

Q42- I have enough resources but I think it is very important to have an specific English classroom.

Q43- We have many resources in the net.

Q44- I would like to have an English room in the school.

Question 19- As a foreign language teacher, what are the main difficulties related within the teaching of a foreign language in Primary Education (planning, implementation in the classroom, coordination with the curriculum, use of materials, etc.)?

Q1- Implementation in the classroom because of lack of discipline

Q2- The students attitudes

Q3- We would need much more time to prepare material and to prepare some additional activities for diversity.

Q4- The continuous entrance of new students (all year long) with different levels.

Q5- Planning

Q6- Implementation in the classroom

Q7- Space: I would like an English classroom to keep all the material, to create corners..../number of students per class- groups of 20-26- too much

Q8- Implementation in the classroom and the use of foreign language only as a subject. I think TEFL would be taught in usual scholar situations. Playground, sports, art, maths,...

Q9- To have enough time to plan

Q10- Portar-lo a terme a la classe pels diferents nivells I la diversitat dels alumnes

Q11- Implantacio a la classe pels diferents nivells dels alumnes

Q12- The main difficulties are in not having an English context to do the activities and we have to invent real contexts all the time

Q15- Time to prepare. Spaces, too. If you don't have an English classroom (it's our case). We are growing a new school. This is an added problem.

Q16- It would be great to have another subject in English

- Q17- English is only a language in the school, not in the street, on the TV,...
- Q18- Mother language influence
- Q19- Influence of mother language
- Q20- Implementation in the classroom (different ages and levels in every group)
- Q21- Timetable is one of the difficulties we have, as English is optional until 8 years and we take class only once a week.
- Q22- To deal with diversity in the classroom. I find it especially useful working in "corners" alone or in pairs to help them but with the whole class is not so easy.
- Q23- N/A
- Q24- Coordination with the Curriculum
- Q25- Implementation in the classroom
- Q26- Implementation in the classroom
- Q27- Implementation in the classroom
- Q28- Planning with another teacher. We need more time.
- Q29- The size of the groups. Two years ago I was working in a ZER and I think that is much better teaching to small groups.
- Q30- El nombre d'alumnes per classe. Falta d'atencio.
- Q31- The number of students per class.
- Q32- Implementation in the classroom, in particular in P3 when the Catalan tutor is also around. Children get confused. But in general, children identify English with me.
- Q34- Planning motivating activities that encourage my students to speak.
- Q35- Children speaking English
- Q36- Big groups to teach
- Q37- The time of exposure to the foreign language is not enough. The number of students per class is too high.
- Q38- We have number of students per class, so speaking is the hardest skill for them.
- Q39- Implementation in the classroom
- Q40- I haven't got enough resources (songs, books,...)
- Q41- N/A
-

Q42- The main difficult that I see in this subject is the quantity of pupils for class. It's impossible to dedicate enough time for oral expression.

Q43- To assess the students' speech.

Q44- We don't have enough time to teach English, one hour per week is a very short time.

Q23- *Which do you think are the advantages of participating in the project? Is there any aspect you think it could be improved?*

Q1- Children get the chance to get more in contact with the foreign language

Q2- N/A

Q3- We have to think how to improve the daily teaching practice

Q4- To have more hours/ I don't know

Q5- Children start learning the language before and they have more options to listen and practice it.

Q6- Resources, courses and money

Q7- The school gets more resources, students start learning and speaking earlier in a foreign language

Q8- I think that the teaching of a foreign language would begin since Nursery Ed. With daily routines

Q9- Support from the Government, courses for the teachers.

Q10- More hours per week and more teachers

Q11- Mes hores per setmana i mes professors de reforç

Q12- There is an improvement of English language in children and we can do different activities and use new methodologies

Q15- n/a

Q16- To get other opinions in service courses and the innovation in ICT

Q17- To get some preparation, in-service courses and to know some experiences from other schools

Q18- Advantages: resources, more English hours in the school

Q19- More English hours in the school, more resources

Q20- N/A

Q21- The public resources we have, as money and as teachers training. From my point of view more teacher training should be done in schools to improve our English level.

Q22- Use of new technologies, working in small groups, using English in non- English classes,...

Q23- More resources (teachers, materials, courses for in-service teachers, cohesion among the teachers,...)

Q24- We haven't found differences because we have been doing the same things for many years

Q25- To know other experiences in other schools

Q26- The main advantage is to have one more teacher of English at school

Q28- I am not participating in the project.

Q29- Advantages: more teachers in the school; money to buy materials. It could be improved: more free time (without class) to prepare the activities.

Q30- Els diners van molt bé per comprar material per la classe. Tot i així, crec que la maleta d'idiomes no té massa funcionalitat.

Q31- The money is very good to buy materials for the classroom.

Q35- Oral language. How to motivate children to speak English.

Q36- We are able to participate in interesting courses; we get good resources and more teachers in the school.

Q37- n/a

Q38- n/a

Q39- n/a

Q40- n/a

Q41- n/a

Q42- n/a

Q43- n/a

Q44- n/a

Q25- *If your project is based on CLIL, which grade is the CLIL introduced? Also, which subject/s are being taught in English?*

Q1- 5th and 6th-we teach science

Q2- Science in Superior Cycle (5th and 6th)

Q12- This year (2006-2007) is based on 6th grade and they do Arts and Crafts/

Q21- We introduce Maths in the fifth grade

Q22- Maths in Superior Cycle

Q23- Medium Cycle, Superior Cycle, cross-curricular content of Science

Q26- Art in First and Second Cycle

***Q31-** Do you think that the learning of a foreign language is affecting negatively the mastery of Catalan and Spanish, i.e. in terms of time allocation in the Curriculum? Do you think the three languages get enough curricular time?*

Q1- Yes, I do think we get enough time to teach the three. By no means teaching English affects the learning of the other 2 languages

Q2- No. Yes, of course

Q3- I think the three languages get enough curricular time

Q4- No, I don't/ Yes, I do.

Q5- We think it's a positive learning

Q6- Not negatively. Yes, I do.

Q7- It is not affecting negatively Catalan and Spanish Curriculum. They get enough time. Conditions can be improved.

Q8- I said that I think that English language would be taught as a "vehicular" language in the curricular areas.

Q9- Yes, I think there's no problem in the acquisition of the three languages

Q10- No, in terms of time between them, but Catalan gets more hours than Spanish and English.

Q11- No, I don't. No, because Catalan has more hours.

Q13- No, I don't. I think we need more hours of English because we don't have a context in this language as Catalan and Spanish have.

Q15- Yes, it's difficult to put all we have to in the curriculum. I think it's a good solution "playing" with hours: games hour in English, for instance, or the "TIC" ones....

Q16- No, it doesn't affect negatively. Yes, it is enough time.

Q17- No, I think it doesn't affect. Yes, they do

Q18- No, the learning of a foreign language does not affect negatively.

Q19- Doesn't affect.

Q20- No. Yes.

Q21- I don't think the learning of a foreign language affects the mastery of Catalan and Spanish. I think English should have more serious but shorter.

Q22- I don't think that the English learning affects Catalan or Spanish learning negatively. More time should be given to all language teaching, not only English.

Q23- Could be

Q24- It depends on the age.

Q25- I think the learning of a foreign language affects positively, but the time in the class is limited.

Q26- I think that none of the 3 languages are getting enough curricular time, but particularly English and Spanish.

Q27- No

Q28- I don't think that the learning of a foreign language is affecting negatively.

Q29- I don't think that the teaching of a foreign language is affecting negatively the L1 and L2.

Q30- No, tenim moltes sessions d'angles, que no afecten l'aprenentatge del Catala.

Q31- Crec que no, ja que en aquesta escola ja es dediquen moltes sessions a l'angles. Tot i així, no afecta a l'aprenentatge del catala.

Q32- I think that the more input children get in English at school the better, as this will be the only English they will learn. At home and in the street they will be exposed most of the time to Catalan and Spanish.

Q33- Yes

Q34- No. Maybe we need more time for English.

Q35- Three languages are good. Children can learn lots of languages.

Q36- The three languages get enough time to be learnt. Catalan and Spanish are not negatively affected.

Q37- No, I don't think so. No.

Q38- I don't think so. Referring to the Curricular time, Catalan gets too much time comparing with English.

Q39- a) no (not affected negatively) b) yes (the three languages get enough time)

Q40- I don't think that the learning of a foreign language is affecting negatively the mastery of Catalan and Spanish. The three languages get enough time.

Q41- Yes, I do (are affected negatively). No, I don't (they don't get enough time).

Q42- I think that the English subject needs more time for the Curricular time.

Q43- Actually, it's interesting to get a foreign language but it may make some confusions when spelling (writing). I think we have not time enough, which is necessary.

Q44- I don't think that learning a third language can affect negatively the mastery of Catalan and Spanish. We need more time to teach English.

Q32- *Do you agree with that the learning of a foreign language is compulsory in the Primary School Curriculum? Do you think the same goals could be achieved if it was the schools' choice whether to teach them or not?*

Q1- It should be compulsory!! No, maybe they would dedicate more time to other subjects.

Q3- I agree with the idea that it must be compulsory.

Q4- Yes, I do/ No, I don't

Q5- We agree

Q6- Yes, I do/ No, I don't

Q7- Yes, I agree.

Q8-Yes, I agree.

Q9- I think it should be compulsory. It is necessary learning a foreign language.

Q10- I think that learning a foreign language has to be compulsory

Q11- Yes, I agree

Q12- Yes, I agree. I am not sure.

Q15- I think in Primary (or before) we achieve the important things better than after: a) phonetics, oral level b) like the language, love it, without doubt if you are ok or not for languages

Q16- I agree

Q17- I agree

Q18- I agree. Not the same goals.

Q19- Yes, I agree. Not the same goals

Q20- Yes/Yes

Q21- I agree with the fact that foreign language is compulsory in Primary Education

Q22- I agree with the fact that English learning is compulsory. I suppose it would be although it wasn't compulsory.

Q23- I agree with the learning of foreign language in Pre-school. No, I prefer it to be compulsory.

Q24- I agree with that it is compulsory, but not at the younger ones.

Q26- I agree with that the learning of a foreign language is compulsory.

Q27- Yes/No

Q28- I agree with that.

Q29- I think it should be compulsory

Q30- Si, ha de ser obligatori.

Q31- Segons la meva opinio crec que es important que sigui obligatori.

Q32- If it was a choice we will end up with middle class trilingual education and working class bilingual, which would lead to social inequality. I agree with it being compulsory.

Q34- I think that the foreign language must be compulsory not the schools' choice.

Q35- N/A

Q36- I don't think so

Q37- I think it must be compulsory. All students in Catalonia should finish Primary Education with a minimum level of English. For an equality fact.

Q38- In my opinion, the learning of a foreign language in the Primary must be compulsory. For the second question, my answer is no (not the same goals could be achieved).

Q39- Yes

Q40- Yes, I agree.

Q41- I don't know. Yes, I do.

Q42- Yes, I do, and I think that children are able to learn another third language.

Q43- No, I consider it should be compulsory.

Q44- I am not very sure about this.

Q33- *Do you think at the end of Primary Education children master a good level of proficiency in Catalan and Spanish, leaving aside socio-economic factors?*

Q1- Yes, more or less (can we leave aside socio-economic factors?)

Q2- No

Q3- They can achieve a good level in Catalan and English.

Q4- Yes, I do

Q5- We don't agree. Socio-economic factors are very important.

Q6- Yes, I do. In our village they have a better Catalan level but not everyone here does.

Q7- Yes, but it would be much better if students read more. They only read at school.

Q8- No, I don't think so. The methodology isn't so good in my opinion to get that good level.

Q9- Yes

Q10- In general they speak better than they write, but the level is not very high.

Q11- Normally they speak better than they write both languages

Q13- No, I don't

Q15- I don't know, but "leaving aside "these factors I doubt it. I would like the answer to be yes, but Primary now finishes at 12, and it's early...

Q16- Yes, I do.

Q17- Yes, I think so

Q18- Yes.

Q19- Yes

Q20- Yes

Q21- No, I think they should master better language. Some new methodology could be introduced.

Q22- NO

Q23- Not in all areas. Some rural areas are mainly Catalan speaking; in other areas Spanish is the main language

Q25- Yes, I think they've got a good level but it depends on other factors, like external influences.

Q26- I think they master an enough level of proficiency, but socio-economic factors can't be left aside.

Q27- No

Q28- It depends on the children

Q29- It depends on the type of school (in some of them Spanish is L1 for the children, whereas in others Catalan is L1).

- Q30- La situacio socio-economica a la nostra escola no afavoreix l'aprenentatge del catala.
- Q31- La situacio socio –economica no afavoreix el domini de la llengua catalana.
- Q32- I think it is improving in comparison with previous years but it's true the levels of literacy are decreasing. However in oral terms I think they master a good level.
- Q33- Normal
- Q34- The proficiency in Spanish is good but I don't think the same for Catalan
- Q35- N/A
- Q36- Yes I do.
- Q37- N/A
- Q38- Not exactly
- Q39- I don't know it for sure because I am not teaching Catalan or Spanish, but I think No.
- Q40- Yes
- Q41- I think it depends on the place where they live.
- Q42- The majority of pupils in Primary Education finish with a good level in both languages.
- Q43- Not exactly.
- Q44- Not in primary education. They achieve the proficiency level at Secondary.

Q35- *What is your opinion about the learning of a foreign language through the teaching of a content subject (CLIL)? Is there any reason why you wouldn't agree with the introduction of this learning methodology?*

- Q1- I think it's an excellent idea. There are no reasons not to agree.
- Q2- Students just learn specific vocabulary in the new foreign language
- Q3- I agree with the introduction of this learning methodology, but it is not easy and schools need to prepare it really well if they decide to do it.
- Q4- It is needed to be known by all the staff.
- Q5- No, we think it's the best option.
- Q6- It is interesting. You have to have the right teacher and to be careful with the contents.
- Q7- I agree with it, but English must be easily available for teachers in the mass media for example, to keep it alive every day

Q8- I am absolutely sure that this is the best way.

Q9- It's a very good idea, but it's difficult to put it in practice, due to the teachers' lack of preparation.

Q10- I think the language must be taught and then use it to teach another subject. If not, the vocabulary used is very limited, poor.

Q11- Millor estudiar la llengua i després usar-la en diferents assignatures pero si tenim poques hores d'angles tambe podem introduir-la en una assignatura diferent.

Q13- It depends on the subject. But I think most of the children don't have the right level to follow these lessons.

Q12- It depends on the subject. But I think most of the children don't have the right level to follow the lessons.

Q15- I agree if teachers are very coordinated, and contents very prepared, and if it's for children a help, not a handicap. Always contents that they already know in L1.

Q16- It's interesting, but it must be a school project.

Q17- It's interesting, but it must be a project of the school

Q18- I think it is very positive for the learning of the English language

Q19- It's positive for the learning of English

Q20- I think is a good methodology

Q21- No, I agree with this methodology. I would like to teach science in English. However, I am not sure when (in which grade) it should be.

Q22- I think students get to speak English without being worried about grammar. They focus on communication and, in fact, this is language

Q23- I agree with CLIL methodology but teachers need to know in deep about it and time is necessary to develop the materials.

Q26- I totally agree with CLIL

Q27- I think it would be positive. The problem can be that teachers are not prepared.

Q28- I think it is important to introduce CLIL, but there are important contents and they are difficult to teach in the foreign language.

Q29- Yes, I think that the names of basic/important concepts should be taught in Catalan, not in a foreign language.

Q30- Crec que es molt positiu, pero hauria d'estar reflectit al curriculum

Q31- L'opinio es positiva, pero hauria d'estar reflectit al curriculum.

Q32- Yes, I agree. If our objective is to educate trilingual children we need to teach them and use the three languages not only as a goal but as a means without taking into account the specific content.

Q34- I think it's an interesting experience but I'm not sure about the results.

Q35- I agree.

Q36- I agree with CLIL, but I think students should get a good level of foreign language.

Q37- I think it is a good idea, especially if the subjects are Arts or PE or even one session of Maths. Socio-linguistics situation of school must be taken into account.

Q38- I think it is a good idea, but it is essential to bear in mind the characteristics of each centre.

Q39- Difficult

Q40- I am not sure if it's possible because the teachers here have not got enough preparation.

Q41- It's quite difficult pupils learn lessons in Catalan or Spanish, which are mother tongues, imagine studying in English.

Q42- I don't know

Q43- I think we may not assure the minimum contents and capabilities in the subjects, which have been taught in the foreign language.

Q44- N/A

Q36- *Do you think the initial training of foreign language teachers in bilingual communities should be different than in monolingual communities? Why?*

Q1- No, because I don't think that a different methodology should be used just because you are bilingual, especially if both are Romanic languages.

Q2- No

Q4- I don't know.

Q5- No, we don't

Q6- No, I don't

Q7- I think it should be the same

Q8- It should be different because in the monolingual communities children have only a pattern of linguistic structures, pronunciation....and the learning of a 2nd language will be more difficult for them.

Q9- The only aspect is that teachers must be competent in the two languages.

Q10- No

Q11- No.

Q12- I don't know.

Q13- I don't know

Q15- Yes, at least to take in account the children are in front of more languages. It also depends on grammatical structures, if they are common or not in some of the languages.

Q16- I don't know.

Q17- I don't know.

Q18- Yes, for bilingual societies it is easier to acquire a foreign language.

Q19- Yes for bilingual communities it is easier to acquire a language.

Q20- No

Q21- I have never thought about it but generally I do not think so, although mastering two languages can facilitate the process.

Q22- No, I think it should be the same.

Q23- No, I think that the initial training is for most of the Universities old fashioned.

Q24- Yes, because they are not obliged to learn another grammar structure of language.

Q25- Yes, because they are used to change the language easily.

Q26- I don't think that the initial training should be different.

Q27- It mustn't be different.

Q28- Sí, cal coneixer, encara que minimament, totes dues llengües.

Q29- No, I don't. It is very different to teach an L2 to a child (Catalan or Spanish, depending on the mother tongue) and teaching a foreign language.

Q30- No hi ha d'haver diferencies.

Q31- No hi ha d'haver diferencies.

Q32- I think so because they face some moments of "linguistic confusion" which require specific training. At the moment, I follow my intuition but I'm not sure it's the best way for the child.

Q33- No

Q34- No

Q35- N/A

Q36- Not necessarily. Resources and motivation, planning lessons are the same.

Q37- I don't think so.

Q38- I don't think so.

Q39- Yes, because maybe kids are more used to getting different inputs.

Q40- N/A

Q41- No, I think it's the same kind of training.

Q42- I think it's better because the three languages have a lot of common words that they can compare.

Q43- No

Q44- Not necessarily.

Q37- *How would you describe the level of English that children acquire by the end of Primary education in relation with the number of years they have been in contact with the language? What is the main reason for this?*

Q1- Medium- Teachers' lack of English knowledge

Q2- Medium- Because they have been learning three languages at the same time since they were 3.

Q3- High

Q4- High- The more they are exposed to the foreign language the more they learn.

Q5- Low- They don't use English out of the school.

Q6- Medium- They have good comprehension skills and they have to improve their English "production".

Q7- Medium- Number of pupils per class.

Q8- Low- The methodology most of the times.

Q9- Medium

Q10- Low- They cannot use the language out of the school.

Q11- Low- Few hours at school and they can't practice out of the school.

Q12- Low- the lack of a genuine English context.

Q13- Low- the lack of a genuine English context.

Q15- Low- Language is something alive, more than some ... of guide activities. We love to create a real need in the children. And I find it difficult inside a timetable.

Q16- Because their only contact with English is in the school

- Q17- Medium- They only listen English at school
- Q18- High- The introduction at P3 and the methodology
- Q19- High- The introduction at P3 and the methodology
- Q20- Medium
- Q21- Low- The frequency of the sessions.
- Q22-Medium- Lack of effort in general
- Q23- High- Medium
- Q24- Medium
- Q25- Medium- Not much time in foreign language weekly timetable
- Q26- Medium- There is not enough time passed since the new innovations appeared
(more hours of English, half groups, CLIL).
- Q27- Low- They are not interested in “anything”
- Q28- Low- Little effort.
- Q29- Low- Methodology
- Q30- I don't know. Methodology? Teachers?
- Q31- Low- factors socio-economics i culturals
- Q32- Low- There is not enough time devoted to English and the use of English outside the class is not encouraged by parents sometimes! (because they don't speak it either!).
- Q33- Low- They have only 3 hours a week
- Q34- Low- Their oral skills are not very good.
- Q35- Medium
- Q36- Low- They are only in contact with the language at school.
- Q37- Very low- Time of exposure per week; large classes...
- Q38- Very low- A lack of time; large classes
- Q39- Medium
- Q40- Low- In the classroom there are 25 pupils more or less (too much, isn't it?)
- Q41- Medium- They only practice English at school, not at home
- Q42- Medium
-

Q43- Low- a lack of time

Q44- Low- They are only in contact with English at school. No videos, no speaking in the street.

Q38- *Which language, Spanish or Catalan, do you think it would appear to be the more often used by the children in their cognitive process of the learning of the L3?*

Q1- Spanish or Catalan, depending on their mother tongue.

Q2- Spanish or Catalan, depending on their mother tongue

Q3- In our case, Catalan

Q4- Catalan

Q5- It depends on the language they use at home

Q6- It depends on what you are learning. For instance, it is easier to compare Catalan pronunciation with English, but the time is easier in Spanish.

Q7- Catalan, if their mother tongue is Catalan

Q8- Catalan is nearer to English than Catalan.

Q9- Depending on their mother tongue

Q10- In this school we teach using Catalan but they use Spanish.

Q11- Spanish.

Q12- Catalan

Q13- Catalan

Q15- The mother tongue; the one which they have more interiorised. Perhaps with exceptions: specific vocabulary they have learnt at school.

Q16- Catalan: because it is the main language in the school.

Q17- Catalan, because is the main language in the school.

Q18- Spanish

Q19- Spanish

Q20- Catalan

Q21- To me it depends on the first language of each child.

Q22- Spanish

Q23- Catalan

Q25- Catalan

Q26- In our school is Catalan because we always try to make them to look for meanings into Catalan more than into Spanish.

Q27- Catalan

Q28- All

Q29- Both of them

Q30- A la nostra escola, el castella.

Q31- En aquesta escola, l'espanyol

Q32- In our school probably Spanish as most of the families are Spanish speakers

Q33- Spanish

Q34- Spanish

Q35- Catalan

Q36- Catalan

Q37- It depends on children's mother tongue

Q38- Their mother tongue

Q39- Catalan

Q40- Spanish

Q41- Catalan

Q42- Both

Q43- The mother tongue (Spanish or Catalan)

Q44- Catalan

Q40- *Do you think children with a good domain of his first language/s in terms of writing, reading and oral skills will perform better in the learning of a foreign language, or on the contrary, you think the ability to perform well in one language doesn't have any influence in the learning of a new language?*

Q1- A good language domain will always help to acquire a 2nd/3rd language. The more languages you speak, the easier it is.

Q2- I think it doesn't have any influence in the learning of a new language.

Q3- When children have a good domain of their first language they find much easier learning a foreign language.

Q4- I agree with the first part of the statement.

Q5- We think that all the learning process is related.

Q6- If children have a good domain of the 1st language usually they have a good domain of a 2nd and 3rd language.

Q7- Yes, good skills in one language influence positively in the foreign language learning.

Q8- Yes, I agree with the first part of the text.

Q9- If a child has a good acquisition of his first language will have a better competence in the foreign language.

Q10- Yes, I do.

Q11- Yes, I do.

Q12- He/She will perform better in the language of a foreign language.

Q15- I'm not sure, but I think a good domain in a language makes easier the learning of another, in spite of they could love different structures. And the more language, the more capacity to acquire structures, too.

Q16- I agree with the first one (good domain of his/her language) performs better learning.

Q17- Yes, I think children with a good domain of his first language will perform better in the learning of a foreign language.

Q18- Yes, they will perform better.

Q19- Yes, they will perform better.

Q20- Yes.

Q21- Not only the ability of domain the different in their first language could help to learn a foreign language but other factors as motivation, context, and meaningful situations will influence it.

Q22- I think a good domain of the language is useful for acquisition of a 2nd, but not necessary. Both can improve side by side.

Q23- I think there is a relation but it is not determining.

Q24- First they must know their own language properly

Q25- Children with a good domain of their first language can learn easily the L3.

Q26- The good domain of a first language helps a lot.

Q27- Sí, facilita l'aprenentatge.

Q27-Good domain in a language- better in others.

Q28- I think so

- Q29- I think that the knowledge of all the languages a person speaks are related.
- Q30- Crec que pot influir i facilitar la feina d'aprendre una nova llengua pero no es l'unic factor que hi influeix.
- Q31- Crec que si que els ajudara a aprendre una nova llengua.
- Q32- Yes, they will perform better as they will be able to apply the learning strategies of their L1 and in the case of Catalan and Spanish there are phonological similarities. Pronunciation will be better.
- Q33- Five years old
- Q34- I think a good domain of the first language is very important.
- Q35- It will perform better
- Q36- I think yes
- Q37- I think they do perform better
- Q38- In my view, if you have a good domain of your first language, it will be easier to learn a new one.
- Q39- I think children with a good domain of his first language will probably perform better in the learning of a foreign language.
- Q40- Yes, I think that children with a good domain of his first language perform better in the learning of a foreign language.
- Q42- It depends on the children. In a class the majority of them can do it
- Q43- Obviously, if you have your own learning abilities developed you have many possibilities.
- Q44- Maybe you have your brain more structured, but I don't know.
-

Q41- In your opinion, what is the best age for the introduction of the teaching of a third language in a bilingual context like Catalonia? Why?

- Q1- P3. There is no reason why I should think that being bilingual could affect the starting age for introducing the 3rd language.
- Q2- I think at 3-4 years.
- Q3- Pre-school and 1st cycle of Primary Education. They are more motivated and it is easier for them to get the new content.
- Q4- I don't know.
- Q5- . Pre-school. Young learners are less shy.
- Q6- 7-8 years old.

- Q7- 4-5 years old oral skills. They have more input for further learning.
- Q8- Nursery Education (with rhymes, songs, games, etc.)
- Q9- The earlier the better.
- Q10- 6 years. They don't get embarrassed and learn quite quickly.
- Q11- P4, because it is easier for children.
- Q12- P5 level.
- Q15- 4-5. At 3 they are adapting to lots of things. A new school...They need more time of parents than curricular areas. And we don't let them!
- Q16- Pre-school
- Q17- Pre-school
- Q18- As soon as possible.
- Q19- As soon as possible.
- Q20- About 4/5 years old.
- Q21- In terms of oral skills, the earlier the better, if the contact is constant in 30 minutes sessions.
- Q22- P3, because children will get a better pronunciation.
- Q23- Between P4 and 1st cycle, a lot depends on the methodology.
- Q24- From 10 to 12, because they know the own language much better.
- Q25- 5 or 6 years, because is better to ensure the correct Catalan domain.
- Q26- The good domain of a first language helps a lot.
- Q27- As soon as possible. From 3 years is ok.
- Q27b- El més aviat possible
- Q28- 5 years old. They love learning a new language
- Q29- 6 years old. They are very enthusiastic about learning a foreign language. It's like a game for them.
- Q30- A partir de 6 anys, abans s'ha de treballar mes la llengua maternal i els hàbits.
- Q31- Crec que a cicle inicial es bon moment d'introduir l'angles, ja que comencen a tenir un coneixement de la llengua establert.
- Q32- The earlier the better. I would introduce it in nursery schools as it is already happening in Catalonia but of course these schools should be available to everybody.
-

Q33- 5 years old

Q34- First cycle. Students are very motivating and they have a good domain of their first language.

Q35- P3. They have an open mind and a good memory. They repeat what they listen to.

Q36- As young as possible.

Q37- I think any age is good as long as the method, the planning and the organization of the language teaching is appropriate.

Q38- Just orally, the 1st grade

Q39- I think the earlier the better, because young children learn very quickly.

Q40- 3 years old, because they enjoy learning another language and they learn quickly.

Q41- At the age of 10-12 because the brain is more structured.

Q42- I think they can start the third language at 3 years old.

Q43- Just orally, the 1st grade.

Q44- N/A

Q42- From your experience, do you agree with the statement: "The younger a child starts learning a foreign language the best"?

Q1- Yes, due to brain plasticity.

Q2- I agree with it because the younger children are able to absorb and keep the new information in the brain.

Q3- Yes. In Pre-school and 1st cycle of Primary Education they are more motivated and it is easier for them to assimilate new content.

Q4- No, I don't agree. It is too simple.

Q5- They are more open minded. They enjoy playing with the new language.

Q6- No, I don't. I prefer to start later but more intensively.

Q7- Yes, because they have more input and they are more open to L3. In upper grades they feel more confident in the English class.

Q8- Yes, because children can learn easier at earlier stages.

Q9- Yes, I see it every day. With 4-5 year olds they are more motivated and they achieve better the aim proposed.

Q10- I would start at 6 years.

Q12- Yes, because they are not ashamed by anything. They are more receptive.

Q15- In general, yes, but depending too on emotional factors. They are wasting out of home more hours for this reason. The, I think the language could wait.

Q16- Yes, I do. Because they live the language in a natural way.

Q17- Yes, they live the learning of English in a natural way.

Q18- Yes. Because they acquire it better and faster.

Q19- Yes. They acquire better the learning of English.

Q20- Not always. In my opinion children need to speak and understand their mother language correctly.

Q21- As I stated in the previous question this is true only in oral skills as very young children feel free to produce and have the ability to pronounce better.

Q22- Because they don't have a pre-established idea.

Q23- Depends on the methodology and the activities provided.

Q24- No.

Q25- Not necessarily. It depends on the English project, the conditions of the children and the teachers.

Q26- I only agree with that if you are able to provide enough time to learn and a great frequency.

Q27- I agree, because they learn without knowing the "reasons".

Q27b- Sí, practican millor la fonètica

Q28- No, it depends on the child.

Q29- It depends on the way they learn the foreign language

Q30- No, l'edat no es un factor decisiu, sino que usar diferents metodes d'exposicio a la llengua, en alters arees, a la TV, etc. La llengua s'ha d'extrapolar per ser apresada millor i mes rapid.

Q31- No. Crec que primer han d'haver assolit una mica la llengua mare i en el cas de Catalunya, el castellà.

Q32- Yes. Lenneberg gave evidence that there exists a "critical period" to learn a foreign language which starts at 6, therefore the earlier the more plasticity the brain has and the easier to learn.

Q33- Yes, because the learning is easier.

Q34- Yes. They are more receptive and they learn faster. They have less problems with pronunciation and intonation.

Q35- I agree because they have a good memory. They repeat what they listen to.

Q36- Yes I do. There are many reasons: children are open minded, they love learning and having new experiences, phonetics,...

Q37- Yes I don, but with proper conditions: enough time of exposure, good phonetics model....otherwise this statement has no sense.

Q38- Yes, I do. Children have surprising abilities to acquire a new language. The younger they are, less effort, consciously, they make.

Q39- Yes, but I am not teaching in pre-school.

Q40- Yes

Q41- Yes and no. Yes in oral comprehension but no in grammar aspects.

Q42- Because they have much more time to repeat all the concepts, vocabulary until they use them normally.

Q43- More or less. They are more receptive

Q44- In my opinion the younger a child starts learning English the best pronunciation they get.

***Q43-** What is your opinion about lowering the starting age for the learning of a foreign language from the age 9 to 6 with the implementation of the new law LOCE? Do you think children will achieve a higher level in the foreign language by starting earlier?*

Q1- Of course!! The earlier the better!

Q2- I think so

Q3- I told you before! Not necessary.

Q5- We don't really know, but we have serious doubts about it.

Q6- No, I don't. Perhaps they will improve their pronunciation.

Q7- Yes, for the same reasons as before.

Q8- Yes, but not with any method.

Q9- Yes.

Q10- Yes, at least at understanding (comprehension).

Q11- They understand more things, more routines.

Q12- I think it is better to start at the age of six, but I am not sure if at the end they would achieve the same level.

Q15- - Depending on this implementation. I presume if we work a lot oral skills, yes. Children at this age are not ashamed of speaking without knowing a lot

Q16- I agree. It's possible to achieve a higher level but it depends on other factors.

Q17- I agree. It's possible that they will achieve a higher level.

Q18- It's a good idea. It's running now. Yes.

Q19- It's start in this community.

Q20- Yes.

Q21- Depending on the methodology used, the number of sessions per week and the frequency of them.

Q22- Yes.

Q23- Yes, if challenging activities are provided and if good methodology guides the teaching.

Q24- No, absolutely not.

Q25- Yes

Q26- Yes, I agree with lowering the starting age from 9 to 6.

Q27- I think it could be a good thing, but if teachers and parents don't begin to "require" for more responsibility...it will be difficult.

Q27b- En general, sí.

Q28- It is more input for them and with a good methodology it is possible that they achieve a good level, but it depends on the child.

Q29- Yes, if we focus on songs, oral games (listening and speaking). They pronounce the new words as the model (teacher, cd,...). They are not influenced by spelling.

Q30- Penso que començar als 6 anys es positiu perquè els nens encara no tenen vergonya per expressar-se, però no abans. No crec que sigui l'únic factor a tenir en compte per aconseguir un nivell més alt.

Q31- Crec que es bo començar a primer, ja que els nens no tenen por a equivocar-se. No crec que com més aviat comencin sigui millor.

Q32- I couldn't agree more.

Q33- I think so.

Q34- Yes

Q35- Yes, I do. P3 is a good age to start.

Q36- Yes, I think so.

Q37- It can be possible if taking into account the statements mentioned above (with proper conditions)

Q38- A higher level in the foreign language is going to be possible. If we take into account proper conditions: enough time of exposure, less students per class...

Q39- Yes, I think so.

Q40- I think children will achieve a higher level in the foreign language if they start earlier.

Q41- Maybe

Q42- Yes I do.

Q43- Yes they are ready to get many inputs. Later on they should organise and structure them.

Q44- The level they achieve is the same, but they have better pronunciation.

***Q44-** Do you agree with the teaching of a foreign language from pre-school education? If yes, what supports do you think are necessary to implement it at a national level in terms of teachers training, adaptability of the school Curriculum and resources available? (staff, materials, etc.)?*

Q1- Yes, teachers in pre-school should receive training in the foreign language. Primary English teachers might find it difficult to teach very young students.

Q2- I think the materials are fundamental.

Q5- All the school must be included in the CLIL education.

Q6- No, I don't.

Q7- Yes, but much more teacher training is necessary. The teachers of the project do it well, but they have to search materials.

Q8- Yes, of course.

Q9- In my school it's what we are doing, but we need more support from the Government.

Q10- Not at the first levels. Perhaps from P5.

Q11- Yes, staff

Q12- Yes from P5 level. It would be necessary a good teacher training in Pre-school level and qualified staff. Also materials for these ages.

Q15- Games, games, games, songs, etc. same things they love in their L1. Toys...

Q16- Yes, I agree. Resources: qualified teacher, good use of material.

Q17- Yes, I agree. They are necessary teachers training, but there are resources available.

Q18- Yes. Teachers, materials, and training.

Q19- Yes, I agree. Training, teachers and materials.

Q20- Yes, staff basically.

Q21- Yes, I agree in teaching a foreign language in pre-school. To do it more teacher training will be needed, and more teachers to implement it.

Q22- Yes, I agree. Staff pre-training.

Q23- I agree, materials, in-service courses, new Curriculum design.

Q24- No, I don't

Q25- No in Catalonia

Q26- I agree with the teaching from pre-school but pre-school teachers must be trained to do this, all of them

Q27- I agree. I think nowadays we can find supports in our schools. More materials and teachers.

Q27b- Sí, personal ben ben preparat o nadiu.

Q28- I agree.

Q29- I agree if teachers are prepared (I'm not!) and if the English class takes place for a short period of time and at least 3 or 4 times per week.

Q30- No hi estic d'acord.

Q31- No hi estic d'acord. Tot i que començar a P5 trobo que no es molt negatiu.

Q32- Yes, I do. There should be specific teacher training programmes but first of all enough "well-trained" teachers with a "good" level of English.

Q33- Materials

Q34- No

Q35- Material and skills

Q36- Yes, I do. We need teachers with a high level in oral language and resources adapted to the age of the pupils.

Q37- Other non-English speaking countries don't start as early and the level of English is much better. So, what's really wrong here?

Q38- In pre-school education, children are too young. The 1st grade is the best one.

Q39- Yes, but we need more resources.

Q40- Yes, I agree. I think it is necessary that the teacher has many resources (songs, games, cards,...)

Q41- Yes, staff and material

Q42- Yes, I do.

Q43- No, and otherwise, teachers should be very experimental, with many resources and strategies.

Q44- We need materials, an English room,...

Q45- *What do you think is the parents' attitude towards their children learning a foreign language and especially from pre-school education?*

Q1- I think it's positive.

Q2- I think it's not quite positive

Q3- They like it a lot

Q4- It is always necessary the support from the parents

Q5- They like it and they help us.

Q6- They are very interested.

Q7- They think it's good and positive.

Q8- Good. They love the idea.

Q9- They are pleased with it.

Q10- I think they are for.

Q11- The parents' attitude is for learning.

Q12- Parents' attitude is very positive.

Q15- Sometimes they are a bit obsessed. I find it negative. If not, it's ok.

Q16- They agree. They love it!

Q17- They agree.

Q18- They agree with it.

Q19- The attitude is very positive.

Q20- They are happy and very interested.

Q21- Parents expect their children to learn the language automatically and they go depressed when the progress they hope it is not achieved.

Q22- They are interested. They know their own difficulties and they think that if their children start earlier they will have less problems.

Q23- In favour, it's a social demand but parents do not audit on the quality of the teaching.

Q24- They are quite silly nowadays.

Q25- I hope they have to give all the support as soon as possible, like the other subjects.

Q26- They like it.

Q27- Parents want English as soon as possible.

Q27b-D'acceptació; de vegades de col.laboració.

Q28- They agree to start in the first stages.

Q29- They want that their children start as early as possible. They think it's better.

Q30- Depen de la condicio socio-economica de cada familia. Per a la majoria l'actitud es positiva, pero per d'altres es indiferent.

Q31- Segons la situacio socio-economica. En general els interessa que aprenguin l'angles.

Q32- I think in general it is very positive but most parents don't speal any English so they can't encourage their children's productions.

Q33- They want it.

Q34- Their attitude is very positive.

Q35- To motivate them and try to use the language (if they know it) as often as possible.

Q36- Parents want their children to learn a foreign language.

Q37- I think they believe too much in "the younger the better".

Q38- It depends on the family. Some of them are very interested in the learning of their children and the rest think that English is not going to be the solution for their lives.

Q39- Positive

Q40- They think it is very important.

Q41- They learn a good pronunciation.

Q42- I think they are happy with their activity in the class

Q43- They should be responsible, with teachers, encourage children and play with them in the foreign language.

Q44- They completely agree with that.

Q46- *Is there any comment you would like to make in relation to the early learning of foreign languages?*

Q1- I think it's very important to master a foreign language and it's well known that ar early stages children love the capacity of learning a language in a more natural way.

Q7- I agree, but more resources and conditions are needed.

Q10- Si no hi ha una continuïtat en l'ensenyament de la llengua, no val la pena començar. Millor fer més hores en un nivell que dedicar una hora a la setmana als petits.

Q11- I think is better for students but we need more staff

Q12- I think more planning it's necessary before teaching at low levels.

Q15- Last summer I went to a course in Barcelona, for teachers, in North-american Institute, for young learners. I found it superb. And thinks like your study, your work about the subject, I find them very positive. I agree the possibility to think about all that. Thanks a lot and BONA SORT!

Q16- We value it in a positive way.

Q17- We value in a positive way the early learning in our school.

Q20- It's necessary to start as soon as possible to learn English.

Q21- Two different aspects. The first is the methodology used with them that have to be taken into account and the second is the school organisation in terms of timetable as three or four short sessions are needed to do a meaningful program for very young learners.

Q22- When you teach at secondary school sometimes you wonder what the students have been doing all those years studying English. Fortunately, some are far better than students used to be some years ago.

Q23- We are teaching with language and time must be devoted to it not to cut, colour or paste. Oral activities have to be varied and appealing for pupils.

Q24- I've told my opinion, don't you think?

Q25- Catalonia is a social reality with two languages, but not exactly a bilingual society. We have to plan the L3 introduction with very much care.

Q27- In my opinion early learning of foreign languages is really positive!! The problem is "negative attitude" people have in front of school in general.

Q32- I think it is a great idea but it needs to be well and thoroughly planned and unfortunately it is not working so well because there is a lack of English well-trained teachers. I'm a living example a I am covering this post in pre-school but I 'm a secondary school English teacher, so unfortunately I did not have specific training for this post previously.

Q35- P3 is important to initiate their third language knowledge.

Q36- As a teacher it is nice and great experience to teach in pre-school. They learn a lot and enjoy it!!

Q37- Well, the most important is that young and especially very young learners enjoy and love English lessons.

Q41- I think it's difficult to be a tri-lingual country.

Appendix 5.9. Letter sent to principals in Gaelscoileanna and schools part of the MLPSI to take part in a personal interview

7, Glenside, Annacotty

Co.Luimnigh

30th August

A Máire Ní Mhiacháin, chára

My name is Elena Prats. I come from Barcelona, Spain. In 2001 I finished my Bachelor Degree in Education in Blanquerna Faculty of Education, Barcelona. I worked for a number of years in different schools throughout Barcelona, and three years ago I moved to Limerick, Ireland. I am currently studying a Master of Arts in Education in Mary Immaculate College, University of Limerick. My thesis topic is on early introduction of foreign languages in Primary schools in Europe and more specifically in Ireland.

The main goal of my research is to highlight the issues concerning the teaching and learning of foreign languages in Primary Schools. More specifically, I am investigating the early introduction of a third language (4-6 years). Therefore, the reason I write is because I would like to make an appointment to ask you few questions about the teaching of languages in your school and your impressions of the teaching of modern languages in Primary Education.

I would be very grateful if you would meet me for about 20 minutes. The results of this interview will be very valuable to my research. I will call you on the telephone in the next days with a view to setting up an appointment.

Thank you.

Is mise le meas,

Elena Prats

Elena.prats@mic.ul.ie

Tlf. 087 12 62 995

Appendix 5.10. List of questions put to principals in Gaelscoileanna

History of the school

1. When did the school start operating?
2. What was the number of children at the start?
3. What was the number of teachers at the start?
4. Was the community actively involved in the creation of the school?
5. Were the parents involved in the organisation of the school?
6. What was the origin of the children/families?
7. What was the language origin of the children/families?
8. What was the rationale for the foundation of the school?

The school today

1. What is the number of children for the school year 2006-2007? Is there a bigger/smaller demand?
2. What is the current number of teachers in the school?
3. What is the role of the parents in the school nowadays?
4. Is the community participating of the life of the school?
5. What is the origin of the children/families? Do they come from the area?
6. What is the language origin of the families?
7. What percentage of children speak Irish at home as part of their daily lives?
8. In what percentage do you think the school's children speak Irish at home?
9. Are the parents supportive and collaborative?
10. What is the language of use amongst teachers in the classroom and outside the classroom? And amongst children?
11. Has there been any change in the language usage throughout the years?
12. How do you think Gaelscoils are different from English medium schools leaving aside the fact of languages?

The Principal

1. How long have you been working in the school? Has it always been as Principal?
2. Have you worked in other schools before? What positions did you join?
3. What was your main motivation to work in an Irish-medium school?
4. Can you tell me what qualifications are you in possession of?

5. How long have you been involved in Education?
6. What is your level of Irish? Would you define yourself as a native like speaker?
7. How did you learn Irish?
8. Where do you come from?
9. Do you speak Irish with the staff members of the school? At all times?
10. Do you think you get to speak Irish sufficiently in your daily life?
11. Would you like Irish to be spoken regularly in all the Country?
12. What do you think of the Government's policies in Education supporting and encouraging the use of the Irish language? Do you agree?
13. What is your point of view of the use of the Irish language in Ireland? Would you change anything?
14. Do you think children in Gaelscoils have a better appreciation of their own cultural heritage than children in English medium schools would have?
15. What is your opinion of the introduction of a foreign language in Primary Education?
16. Do you think learning a new language is a way of enriching the children's knowledge of other cultures and countries (cultural awareness)?
17. Do you think the skills a child learn in L3 development further complement L1 and L2 development (language awareness)?
18. Do you agree with the sentence: "Raising awareness about the links that exist between languages helps to improve overall literacy skills as children extend their knowledge about how languages are related and how they are structured"?
19. Do you think it would be possible to integrate a modern language in the existent Primary School Curriculum in terms of time availability for planning and implementation of an integrative approach?
20. In relation to the time allocated to the teaching of modern languages, do you think it represents a big challenge for the implementation of the Curriculum as a whole, or it could be possible with a good redistribution of the time allocated to other subjects?
21. What is your opinion about the early start in the learning of a new language? Which positive/negative implications do you think there are in an early start?
22. Do you think Irish Medium Schools have less capacity for the introduction of modern languages than English Medium schools?

23. Do you think children acquire the same language skills in Irish and English by the end of Primary Education?
24. In Catalonia, the region I come from in Spain, the Catalan language was forbidden for over 40 years under Franco's dictatorship. However, the use of Catalan nowadays has been normalized amongst Catalan citizens, being known and used by a 90% of the population. It is also the vehicular language of instruction in pre-school and Primary Education and it is regularly used in Secondary School and Third Level of Education.
- Do you think Ireland will be in the same situation in the future? How do you see the future of the Irish language?

Appendix 5.11. Letter sent to principals in schools in Catalonia inviting foreign language teachers to be part of the personal interview process

Limerick, 8 d'octubre del 2006

Estimat Director/Directora,

El meu nom és Elena Prats. L'any 2001 vaig acabar la meva diplomatura en Magisteri a la Universitat Blanquerna de Barcelona. Des de l'any 2003 visc a Irlanda, a una ciutat de la costa oest anomenada Limerick, on studio un Màster en investigació educativa a Mary Immaculate College, la Facultat d'Educació de la Universitat de Limerick. El títol és (traduït de l'anglès): Introducció primerenca d'educació trilingüe a les Escoles de Primària d'Irlanda i Catalunya: acostament a una realitat a Europa.

Així doncs, el projecte en què em trobo immersa pretèn fer un estudi comparatiu entre dos sistemes educatius, l'un a Catalunya i l'altre a Irlanda, en què dues llengües oficials, una majoritària i una minoritària, s'ensenyen i son llengües vehiculars a l'ensenyament primari.

És per això que li demano la seva col·laboració en el meu projecte per mitjà d'una entrevista que faria a el/la mestre/a de llengües estrangeres de l'escola cap a finals d'aquest mes. L'entrevista no durarà més de 30 minuts, i la confidencialitat de les dades recollides quedarà garantida en tot moment.

Espero trucar-lo/la setmana vinent per poder confirmar la participació de la seva escola en l'entrevista i poder així establir una data i una hora que a vostès els sigui convenient.

Atentament,

Elena Prats

elena.prats@mic.ul.ie

Mary Immaculate College

University of Limerick

Appendix 5.12. Questions put to foreign language teachers in schools in Catalonia as part of the personal interviewing process

ENTREVISTA MESTRES DE LENGUA ESTRANGERA A ESCOLES DE CATALUNYA

Preguntes sobre el /la mestra:

1. Quants anys fa que treballa a l'escola?
2. Quants anys fa que treballa de mestre/a de llengües estrangeres?
3. A quina edat s'introdueix la llengua estrangera a l'escola?
4. Quants/es mestres d'educació estrangera hi ha a l'escola?
5. L'escola, participa o ha participat en algun projecte relacionat amb l'aprenentatge de llengües estrangeres?
6. Si és que sí, en que consisteix? Com està funcionant?
7. Què en pensa de la introducció de la llengua estrangera al primer curs d'educació primària?
 - Creu que es beneficiarà pels alumnes?
 - Quin benefici, si algun, creu que els alumnes treuran?
 - Què en pensa vostè de la introducció de la llengua estrangera a l'educació infantil?
8. Creu que els alumnes adquireixen un bon nivell d'anglès al llarg de l'educació primària?
9. Pensa que el Currículum de llengües estrangeres s'adapta a les necessitats dels alumnes i a la realitat de les escoles catalanes?
10. Creu que es destinen prou hores a l'ensenyament de llengües estrangeres?

11. De quina manera creu que el bilinguisme afecta l'aprenentatge d'una llengua estrangera?
12. Creu que els nens amb coneixement de dues o més llengües tenen més/menys facilitat per a l'aprenentatge de llengües?
13. Quina importància creu que es dona a l'aprenentatge de llengües a l'escola? Creu que és suficient, o pel contrari, creu que hauria de rebre més impuls?
14. Creu que les famílies donen suport a l'aprenentatge de llengües estrangeres?
15. Creu que els mestres de llengües estrangeres reben suficient preparació a nivell universitari? Creu que la formació rebuda l'ha ajudat en l'exercici de la seva professió?
16. Hi ha algun aspecte que canviaria del pla d'estudis que els mestres de llengües estrangeres segueixen?
17. En quant a la coordinació entre l'educació primària i la secundària de l'ensenyament de llengües estrangeres, creu que és bona?
18. Hi ha algun aspecte en el que vostè creu que hi ha alguna deficiència i que creu que podria ser millorat d'alguna manera?
19. Com a mestre/a de llengües estrangeres, participa en algun curs al llarg de l'any, o bé a l'estiu? Creu que estan ben planificats?
20. Ha tingut mai l'oportunitat de viatjar a algun país de parla anglesa per aprendre/millorar la llengua?
21. Creu que Catalunya, i Espanya es diferencien de la resta de països europeus en quant al coneixement i aprenentatge de llengües estrangeres en algun aspecte?

Appendix 5.13. Cover letter of the questionnaires sent to MLPSI schools and Gaelscoileanna

University of Limerick

Limerick, November 2006

Dear Principal,

My name is Elena Prats. I come from Barcelona, Spain. In 2001 I finished my Bachelor Degree in Education in Blanquerna Faculty of Education, Barcelona. I worked for a number of years in different schools throughout Barcelona, and three years ago I moved to Ireland, Limerick. I am currently studying a Masters Arts in Education in Mary Immaculate College, University of Limerick looking at the early introduction of foreign languages in Primary Education in schools in Europe and more specifically in Ireland.

The main goal of my research is to highlight the issues concerning the teaching and learning of foreign languages in Primary Schools and to a greater extent the early introduction of a third language (4-6 years).

The reason why I am writing to you is because I have prepared a questionnaire as part of my research project that I am hoping to send to a total of 200 Primary Schools in the country between Gaelscoileanna and schools participating of the Modern Languages in Primary Schools Initiative. My intention is to find out about teachers' opinions in relation to my topic of research: the early teaching and learning of foreign languages. Therefore, I would very much appreciate if the teacher of the school in modern languages would complete it.

As you will see, the questionnaire has been numbered, so there is no need for the teacher to reveal his/her name. Therefore, all information gathered will be confidentially and anonymously treated.

The estimated time to complete the questionnaire is twenty minutes approximately but the response will greatly contribute to the collection of data for my research. I am enclosing a stamped and addressed envelope for the teacher to be used.

Please contact me if you have any queries.

Yours faithfully,

Elena Prats
elena.prats@mic.ul.ie
Mary Immaculate College

Appendix 5.14. Cover letter of the questionnaires sent to schools in Catalonia.

(English version)

Limerick, September 2006

Dear Principal,

My name is Elena Prats. In 2001 I finished my Bachelor Degree in Education, with the specialisation in Music teaching, in Blanquerna Faculty of Education, Barcelona. I worked for a number of years in different schools throughout Barcelona, and three years ago I moved to Ireland, Limerick, a city in the west coast of the Country. I am currently working as a pre-school teacher and I am studying a Masters Arts in Education in Mary Immaculate College, University of Limerick. This Masters is by research and its topic is as it follows: Early introduction of trilingual education in Primary Schools in Ireland and Catalonia: an approach to a reality in Europe.

The main goal of my research is to highlight the main issues concerning the teaching and learning of foreign languages in Primary Schools and to a greater extend the early introduction of a third language (4-6 years).

My intention is to be aware and to understand how the teaching of foreign languages in Primary Schools in Catalonia occurs due to the situation of bilingual education and bilingualism in the Catalan's society. I am aware of the great impulse that the Catalan Government is giving for the improvement in the teaching and learning of foreign languages, as well as of the different projects which are being carried in public and semi-private schools.

The situation in Ireland is, however, very different to the reality in Catalan schools. By law, children in Primary Education must learn English and Irish, both official languages of the Country. Some schools are doing immersion in Irish, for which Irish is the working language in these schools. Nevertheless, census figures indicate that only less than a 10% of the total Irish population speaks Irish in a daily basis.

Therefore, the project in which I am immersed aims to do a comparative study between two realities that have many similarities, like the use of two official languages (a national language and a minority language), but that are very different at the same time.

It is for this reason that I am asking you to collaborate in my project through the completion of a questionnaire that is attached to this letter. I would be very grateful if the foreign language teacher could complete it. In the event that the school has more than one foreign language teacher, I will be delighted to send another copy to you.

As you will see, I am including a stamped and addressed envelope. The name of the school and of any of the participants in the questionnaire won't be revealed or published at any time, and all the information will be confidentially treated.

Finally, I would like to sincerely thank you for helping me in this project. Please do not hesitate to contact me if you have any queries.

Yours faithfully,

Elena Prats
elena.prats@mic.ul.ie
Mary Immaculate College
University of Limerick

(Catalan version)

Limerick, novembre del 2006

Estimat Mestre/a de Llengües estrangeres,

El meu nom és Elena Prats. L'any 2001 vaig acabar la meva diplomatura en Magisteri a la Universitat Blanquerna de Barcelona. Des de l'any 2003 visc a Irlanda, a una ciutat de la costa oest anomenada Limerick, on studio un Màster per investigació a Mary Immaculate College, la Facultat d'Educació de la Universitat de Limerick. El títol és (traduït de l'anglès): Introducció primerenca d'educació trilingüe a les Escoles de Primària d'Irlanda i Catalunya: acostament a una realitat a Europa.

Així doncs, el projecte en què em trobo immersa pretèn fer un estudi comparatiu entre dos sistemes educatius, l'un a Catalunya i l'altre a Irlanda, en què dues llengües oficials, una majoritària i una minoritària s'ensenyen i són llengües vehiculars a l'ensenyament primari.

És per això que li demano la seva col.laboració en el meu projecte per mitjà d'un qüestionari que ve adjunt amb aquesta carta. Veurà que hi ha dues còpies del mateix qüestionari, pel cas de que hi hagi dos mestres de llengües estrangeres.

Juntament amb el qüestionari, trobarà un sobre i un segell amb la meva adreça. El nom de l'escola o de cap de les persones participants en el qüestionari no seràn publicades en cap moment, pel que la informació rebuda serà tractada de forma totalment anònima i confidencial.

Finalment voldria expressar-li el meu sincer agraïment per ajudar-me en la realització d'aquest projecte i demanar-li que no dubti en contactar amb mi en cas de necessitat.

Aprofito la vinentesa per saludar-lo/a.

Elena Prats
elena.prats@mic.ul.ie
Mary Immaculate College
University of Limerick

Chapter 6

FINDINGS FROM THE SURVEY STUDY

Appendix 6.1. Statistical results from the close questions in Irish questionnaires

Figure 1 - Categorisation of the schools.

N=95

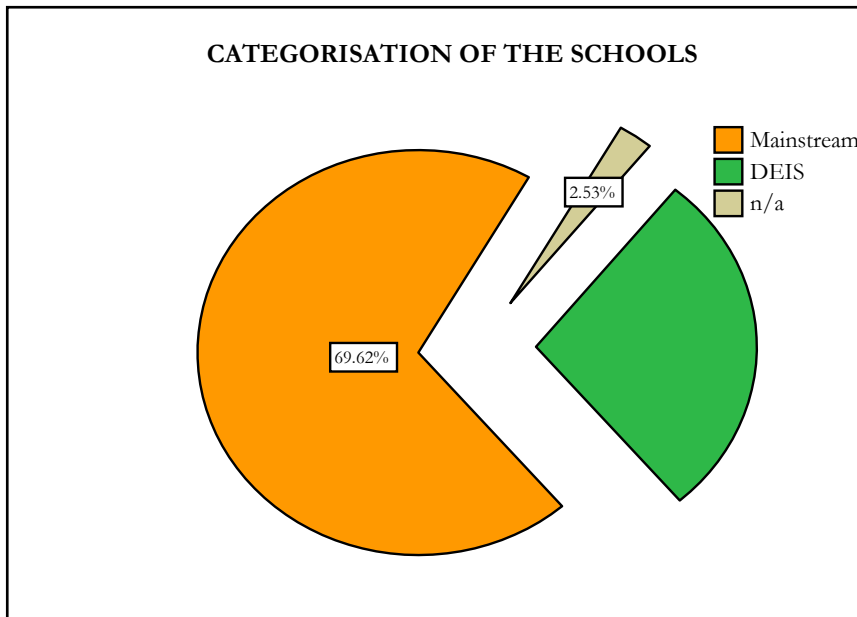


Figure 2 - Type of schools

N=95

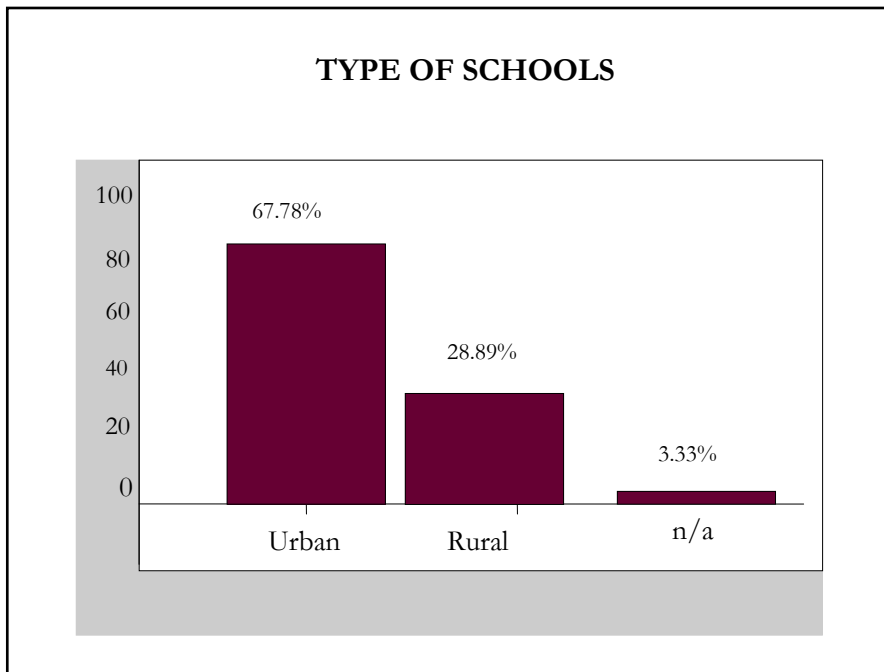


Figure 3 - Number of students in the schools

N=95

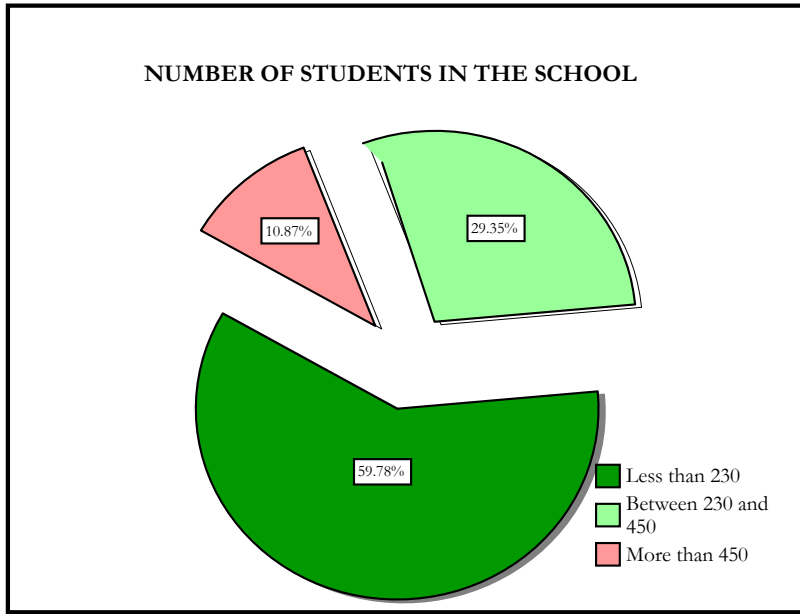


Figure 4 – Number of classes per grade in the schools

N=95

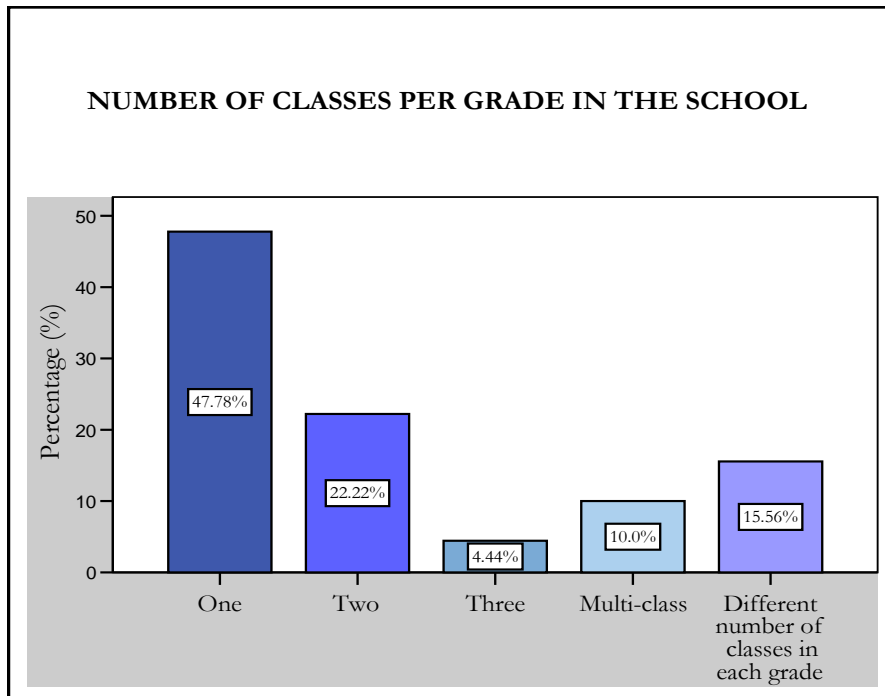


Figure 5 – What is your position in the school?

N=95

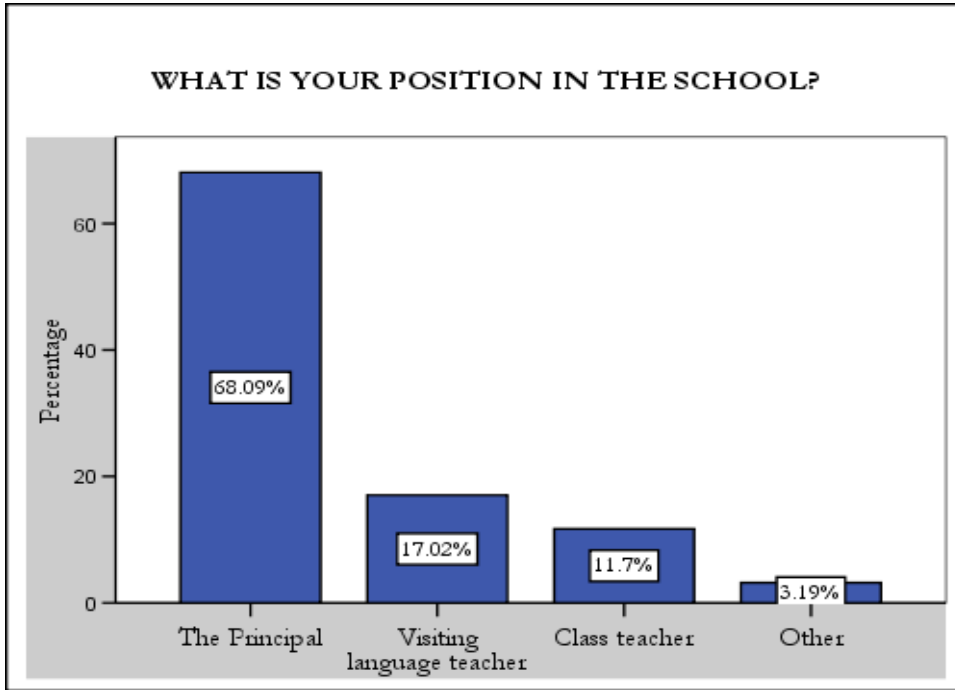


Figure 6 – MLPSI respondents

N=42

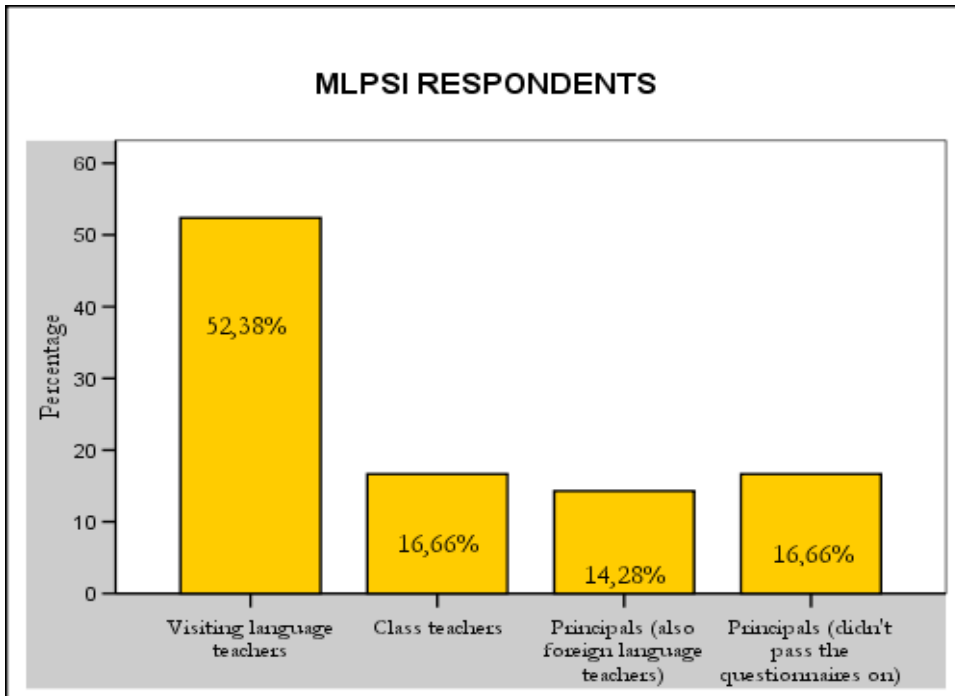


Figure 7 – MLPSI respondents including Gaelscoileanna.

N=53

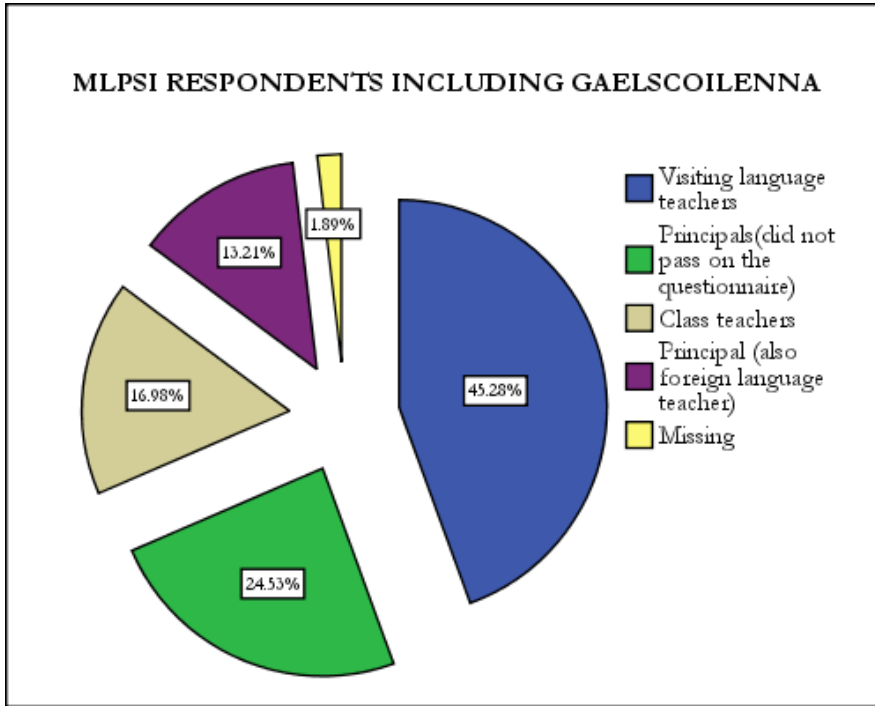


Figure 8 – Respondents of Gaelscoileanna with foreign languages.

N=23

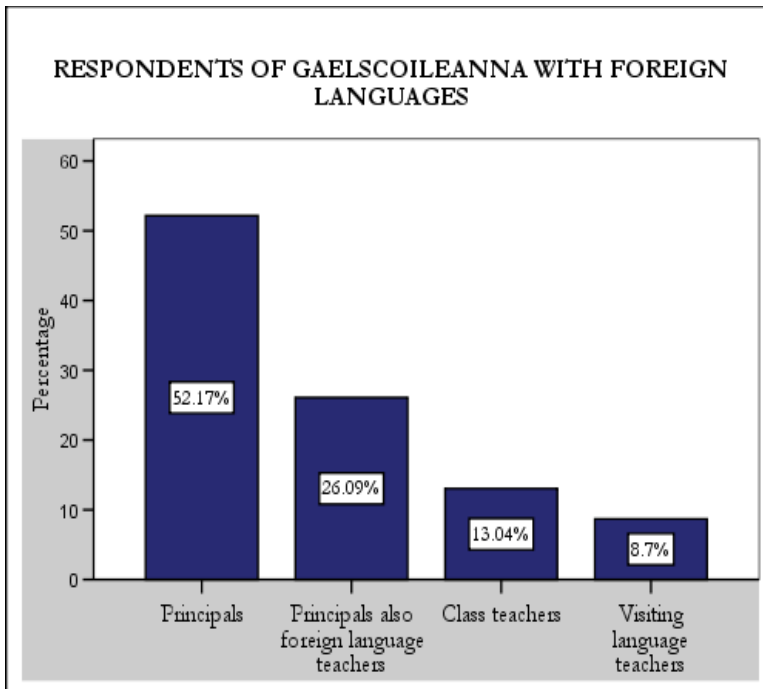


Figure 9 – Respondents from Gaelscoileanna and MLPSI where foreign languages are taught.

N=76

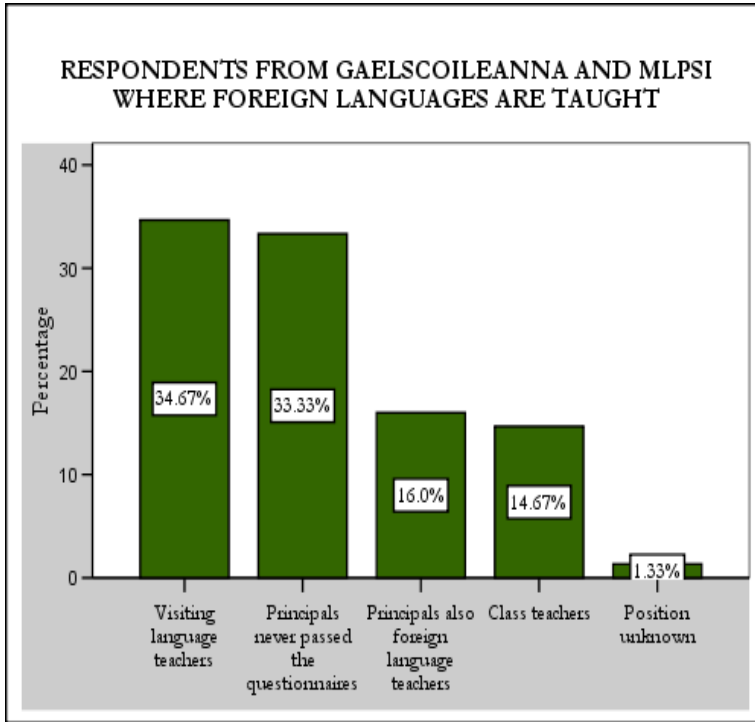


Figure 10 - Respondents from Gaelscoileanna and MLPSI where foreign languages are taught (1).

N=76

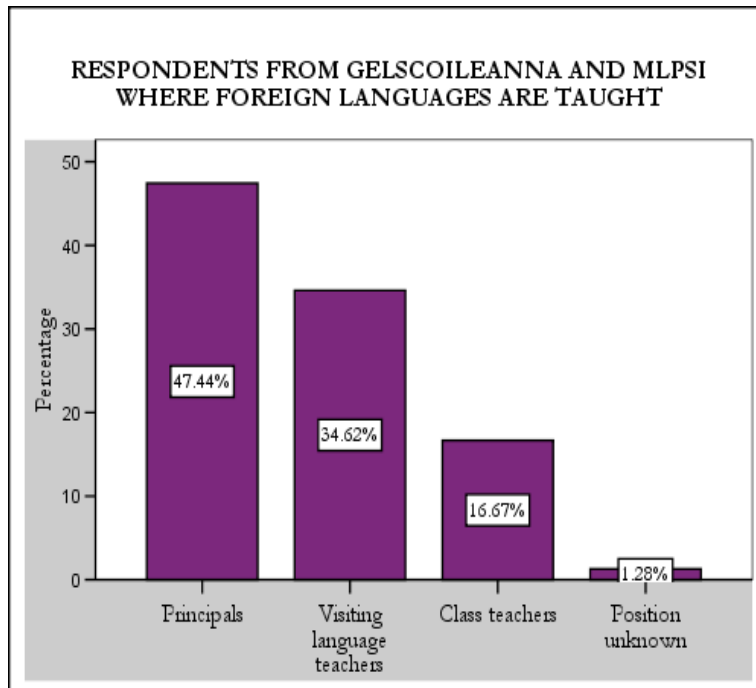


Figure 11 – Percentage of schools participating in the MLPSI

N=95

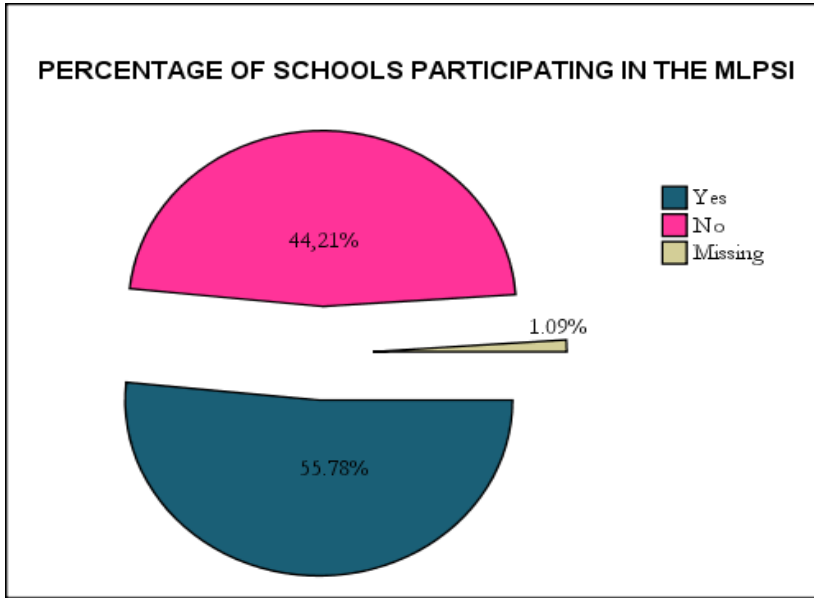


Figure 12 – Percentage of schools participating in a language project other than MLPSI.

N=95

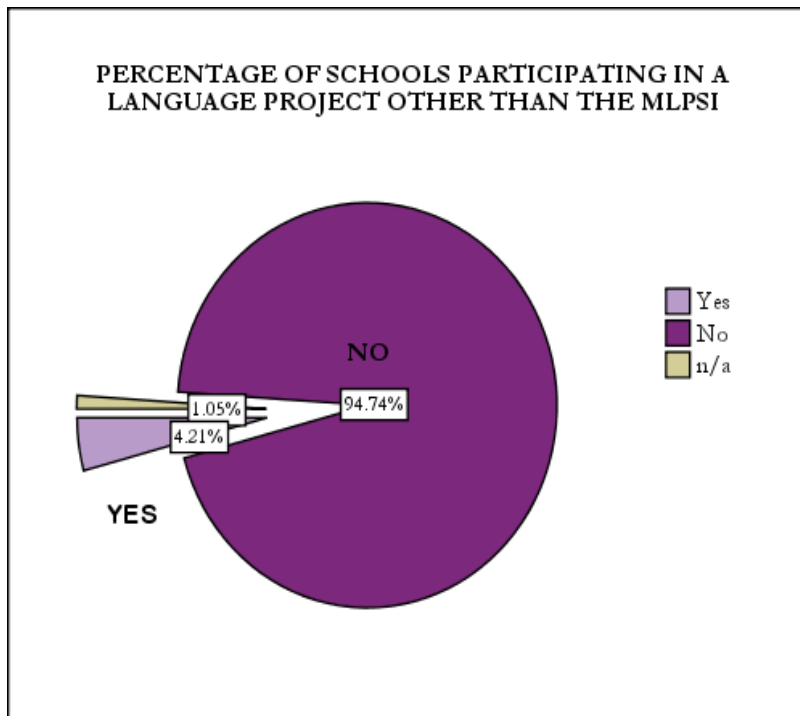


Figure 13 – Percentage of Gaelscoileanna teaching foreign languages.

N=53

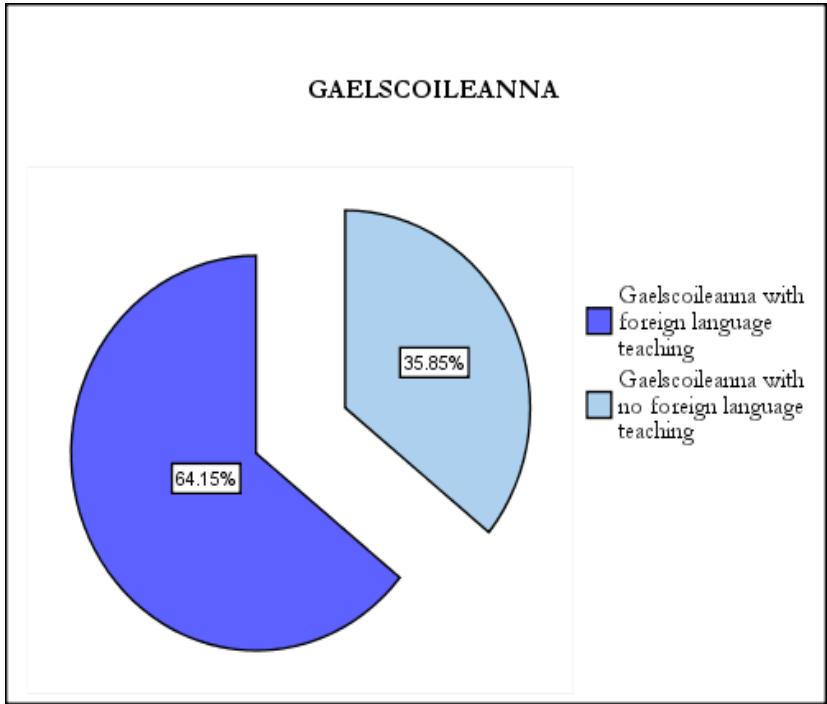


Figure 14 – Breakdown of Gaelscoileanna.

N=53

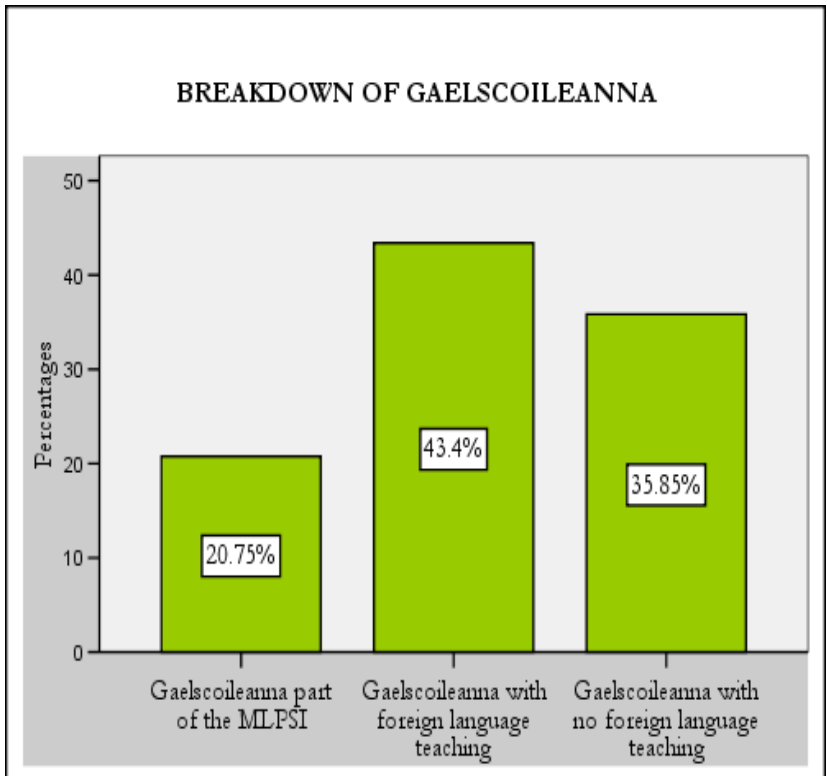


Figure 15 – Total percentage of schools with foreign language teaching
N=95

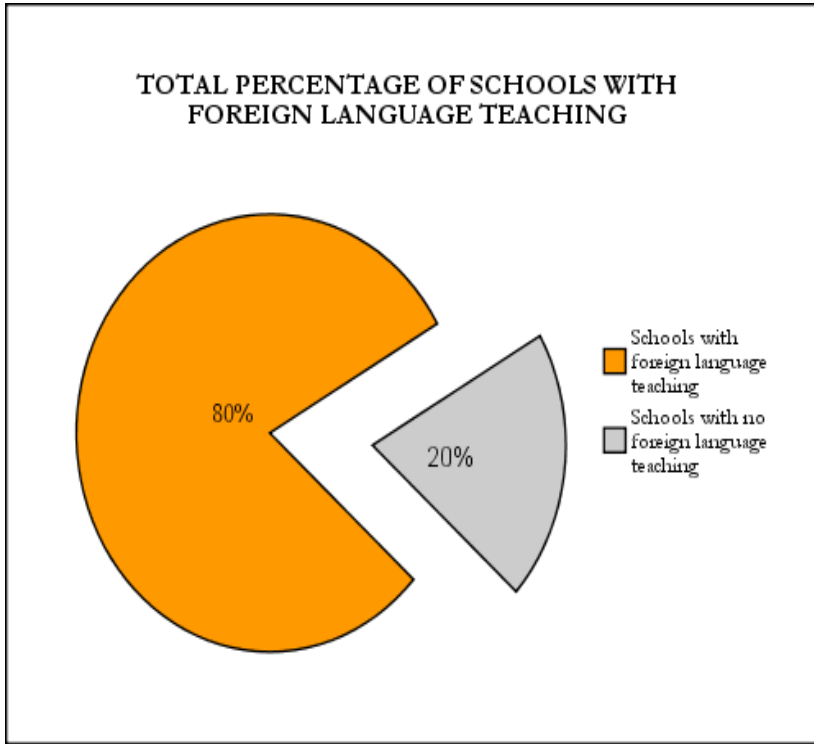


Figure 16 – Classification of schools part of the MLPSI
N=53

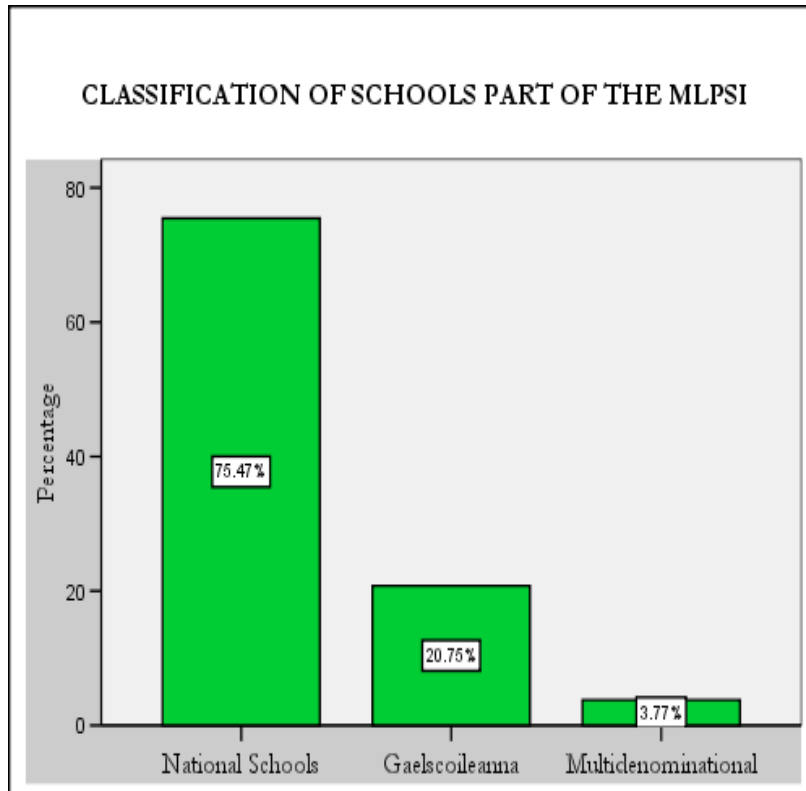


Figure 17 – Number of foreign languages in the schools

N=76

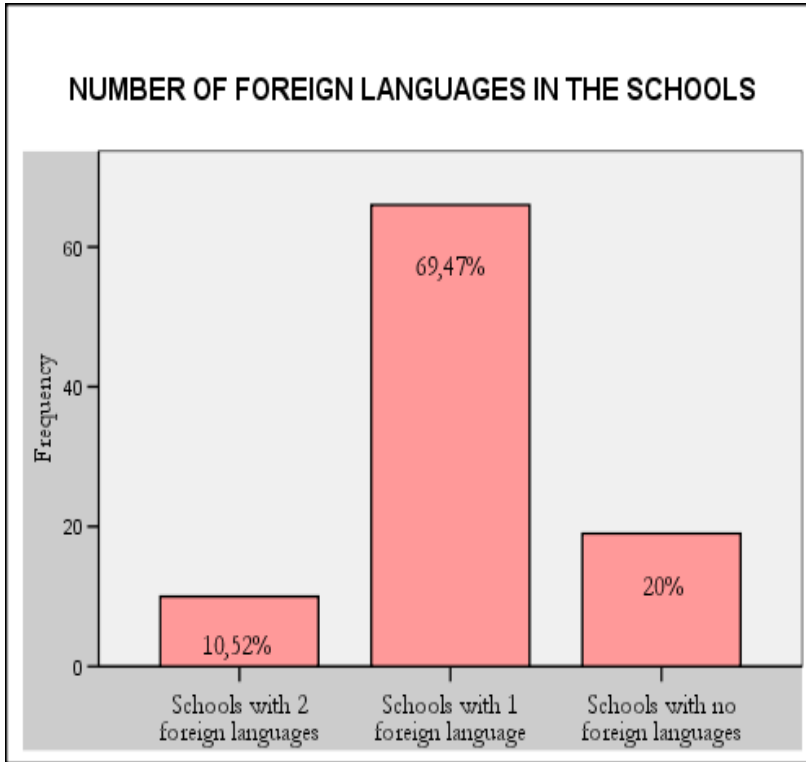


Figure 18 – Number of foreign languages in the schools

N=95

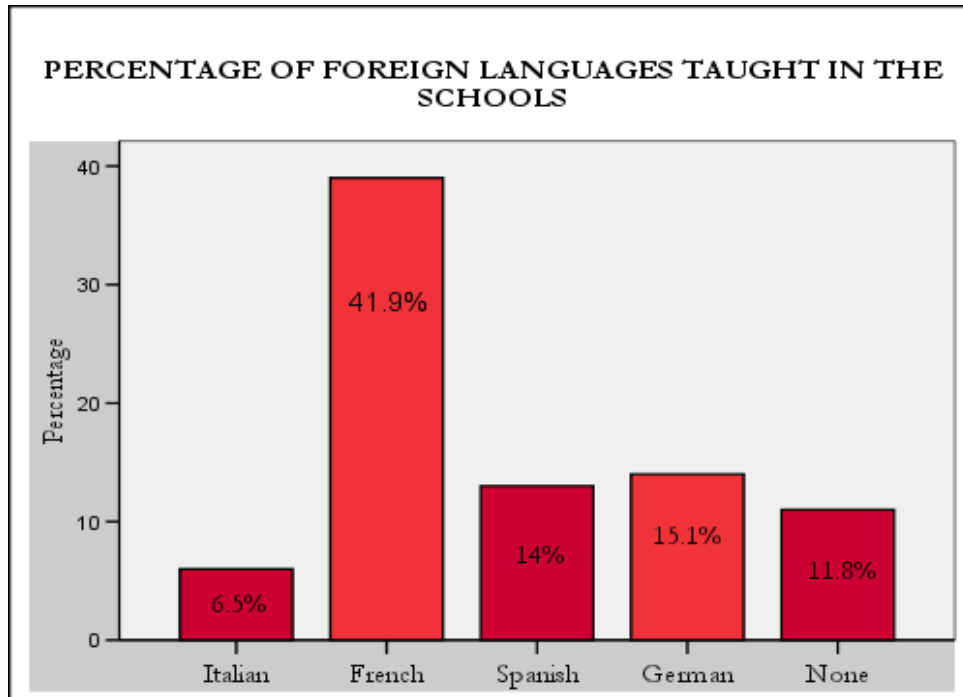


Figure 19 – Respondents' years of experience in the field of foreign language teaching.

N=56

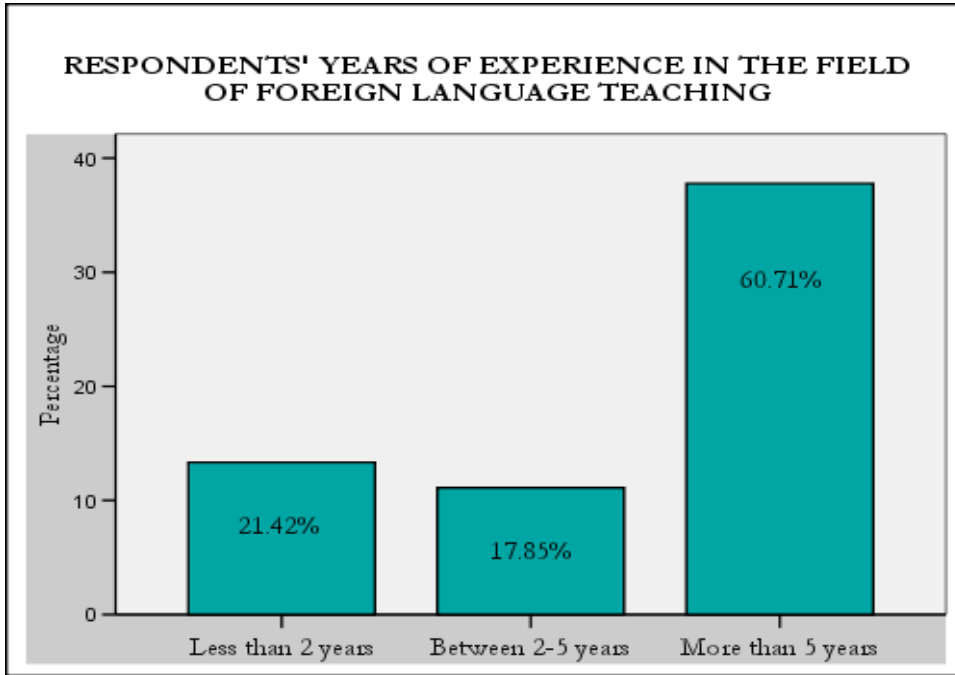


Figure 20 – Level of usefulness, according to teachers, of the pre-service preparation they have received

N=53

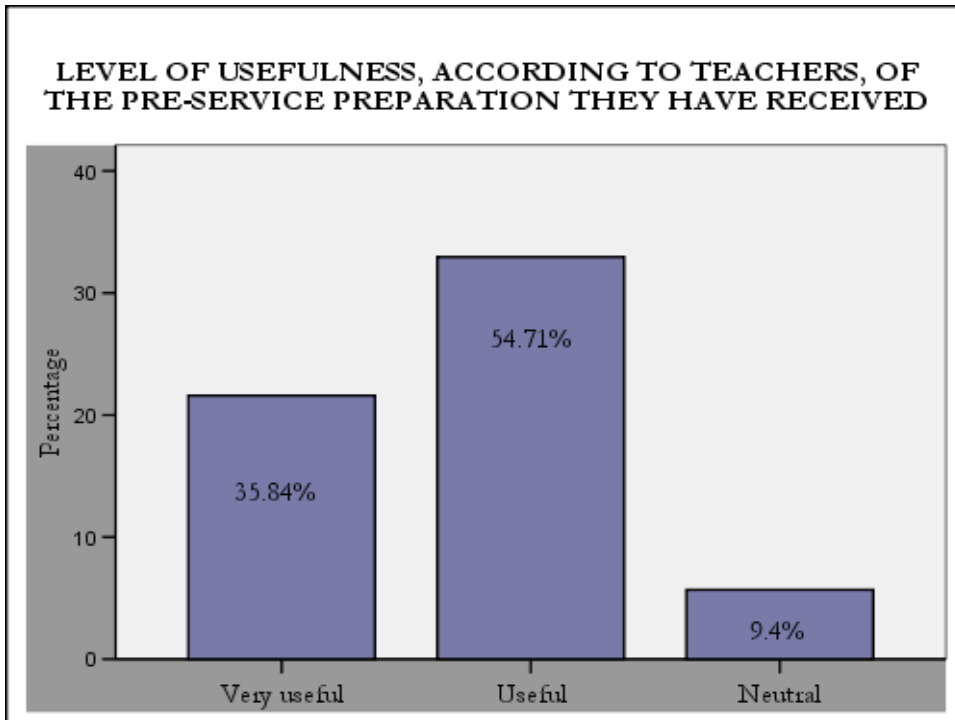


Figure 21 – Percentage of teachers who receive in-service training in relation to foreign language teaching

N=57

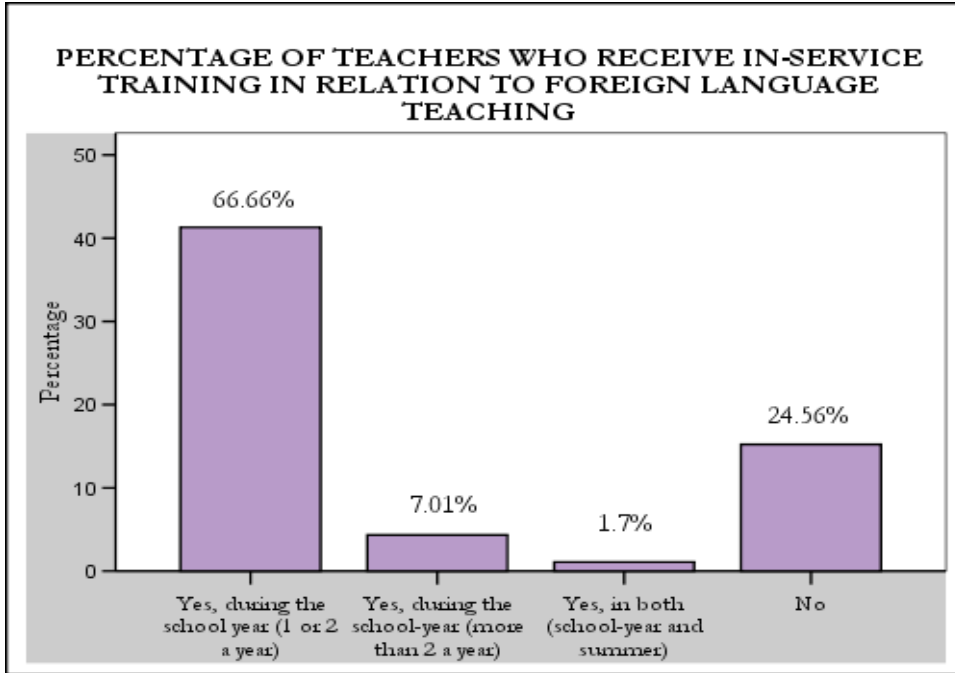


Figure 22 – Teachers' evaluation of the usefulness of the in-service courses

N=44

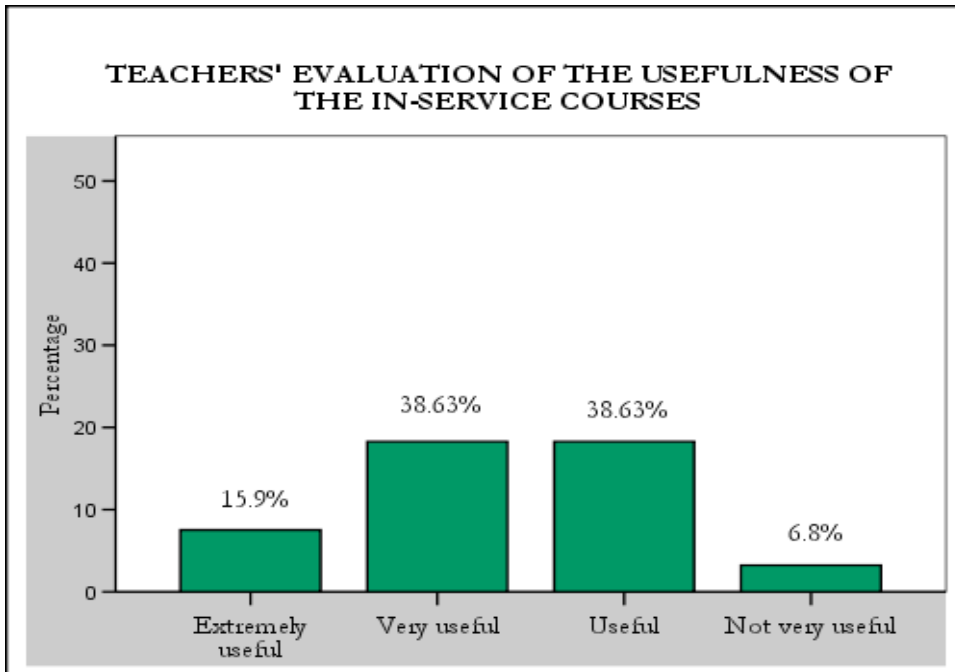


Figure 23 – Percentage of time teachers spend speaking in the target language in class.

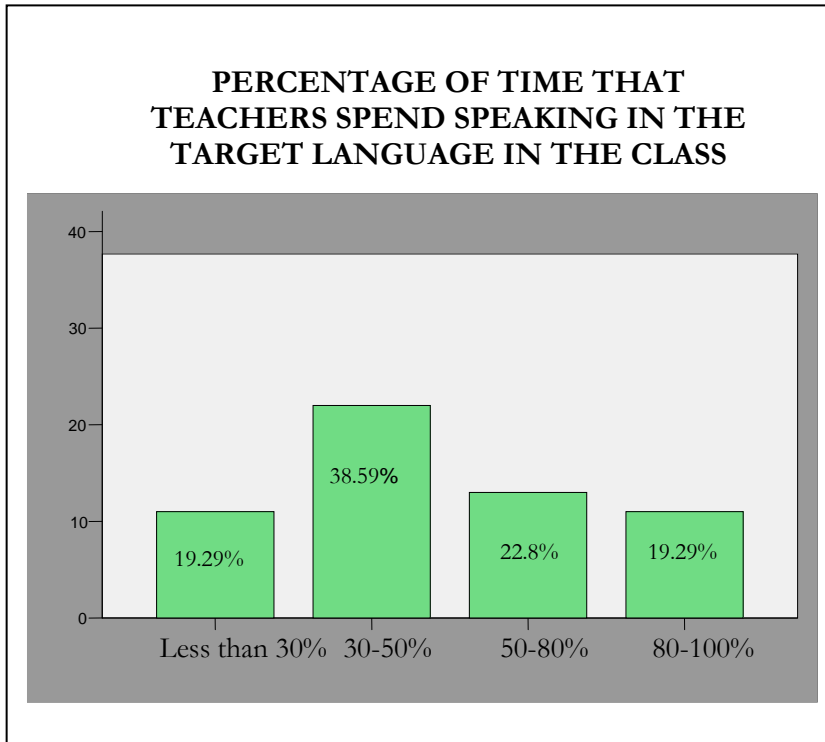


Figure 24 – Opinions of teachers about the attitude they think parents have to their children learning a foreign language. Is it positive?

N= 93

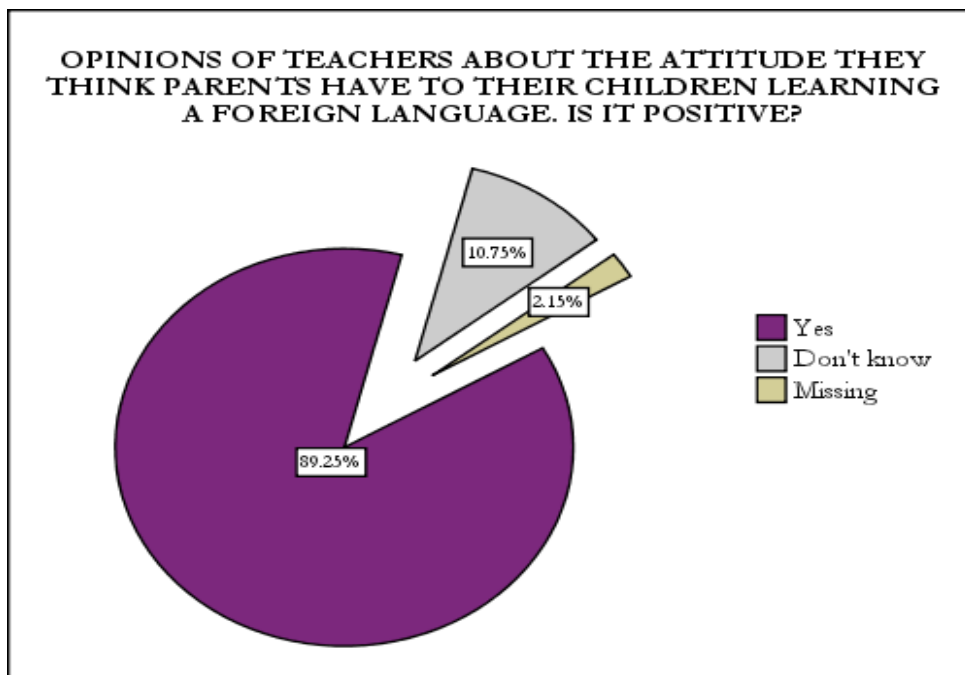


Figure 25 – Do you think children would enjoy learning a foreign language as L3?

N= 95

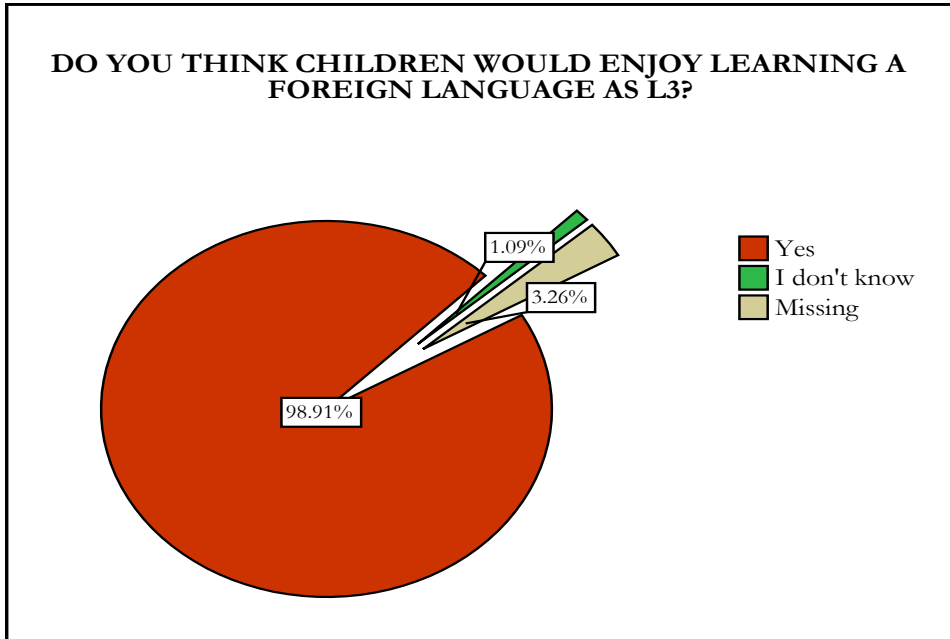


Figure 26 – Do you think the learning of English and Irish is compatible with the learning of a foreign language in primary education?

N=95

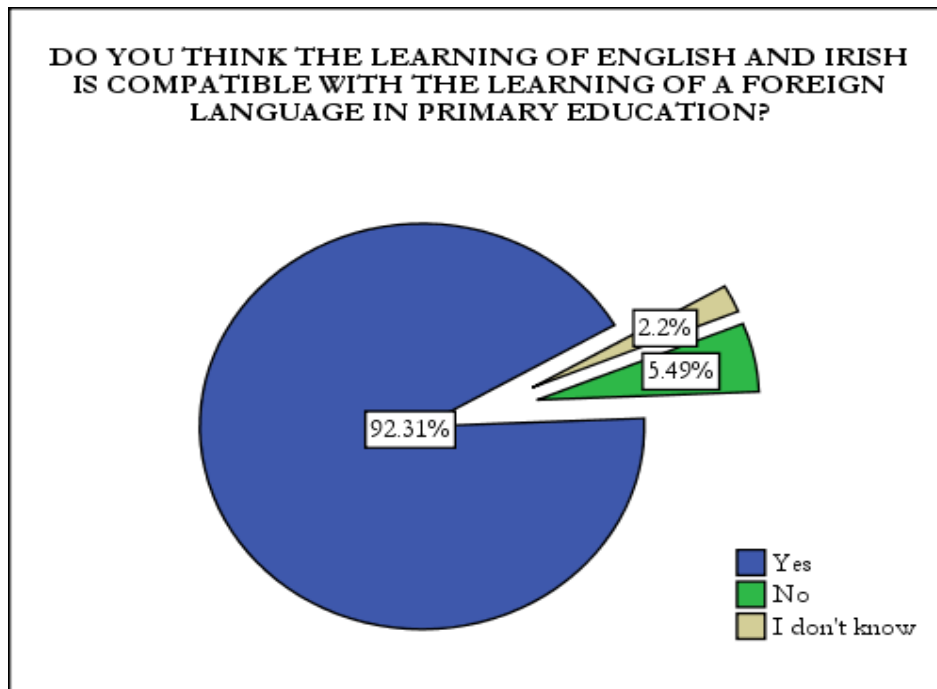


Figure 27 – Which language, English or Irish, would appear to offer more cross-linguistic influences with the third language?

N=95

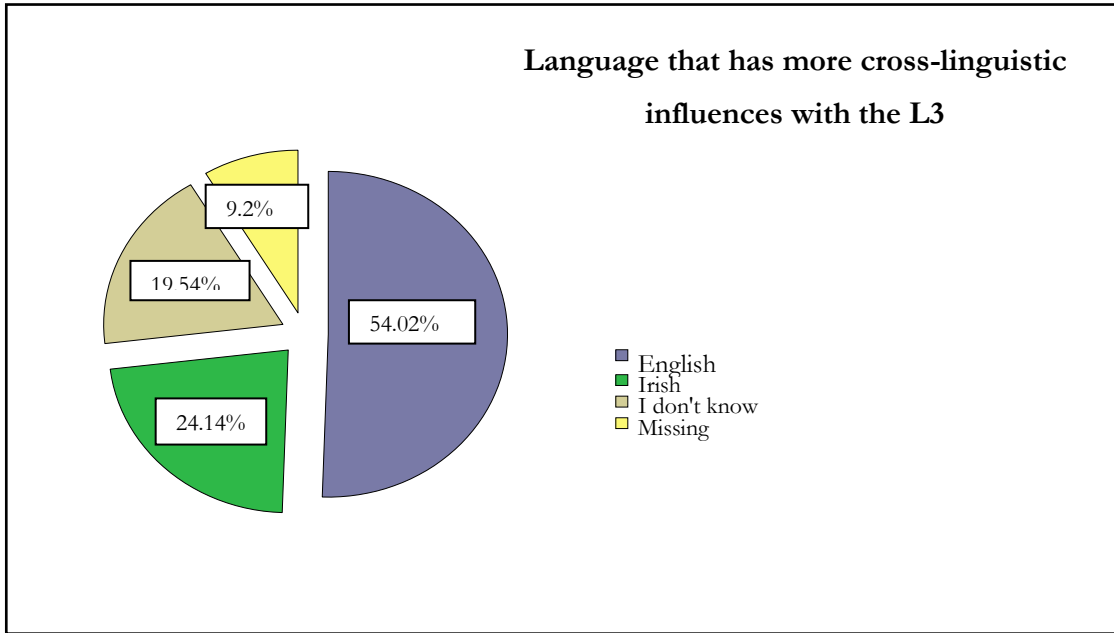


Figure 28 – Do you think you have enough resources for planning your class?

N=76

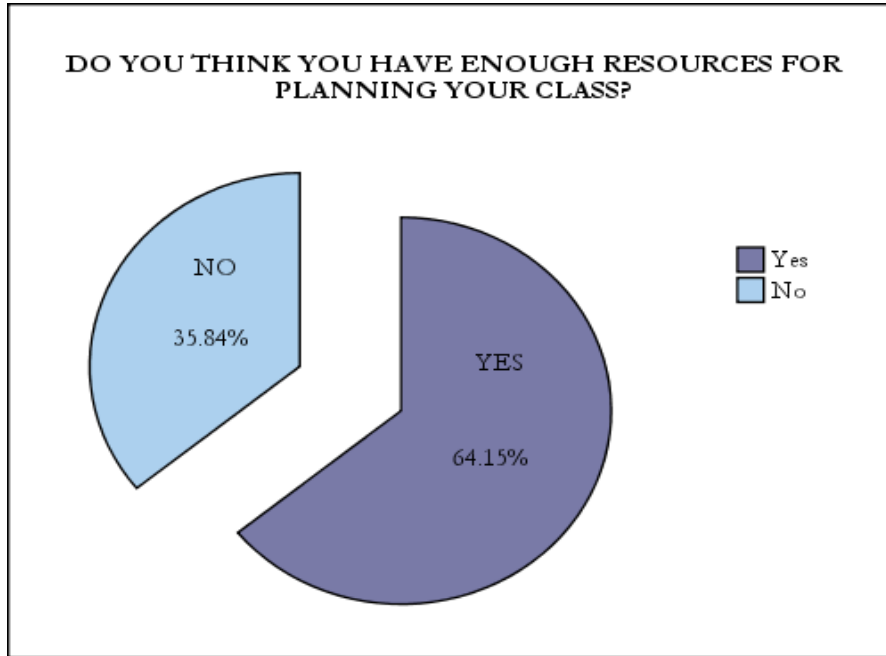


Figure 29 – Quality of materials used by teachers

N=53

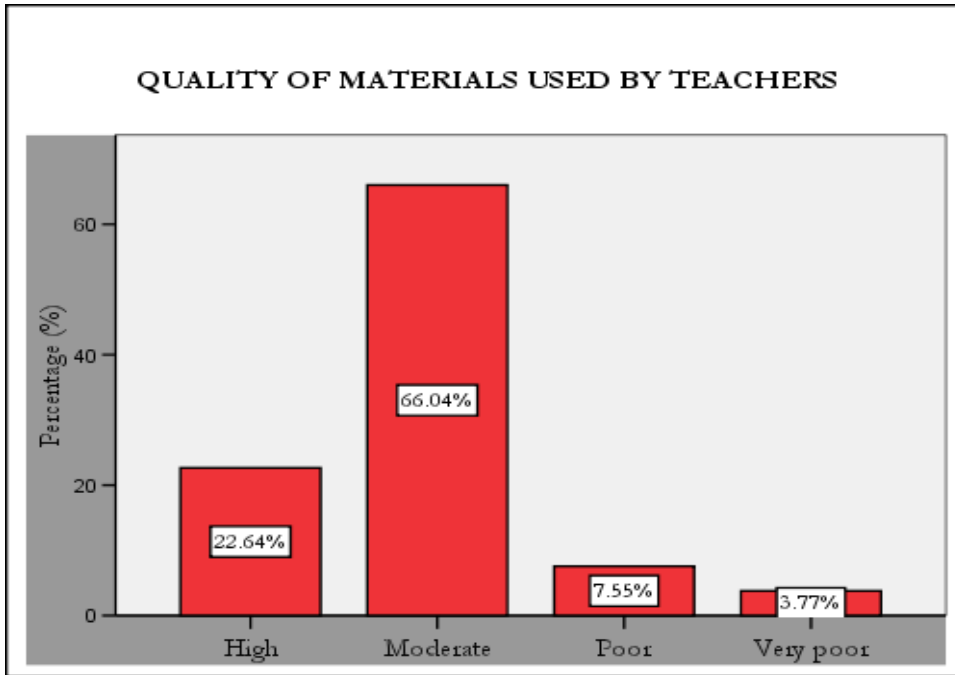


Figure 30 – Quantity of materials available for teachers

N=53

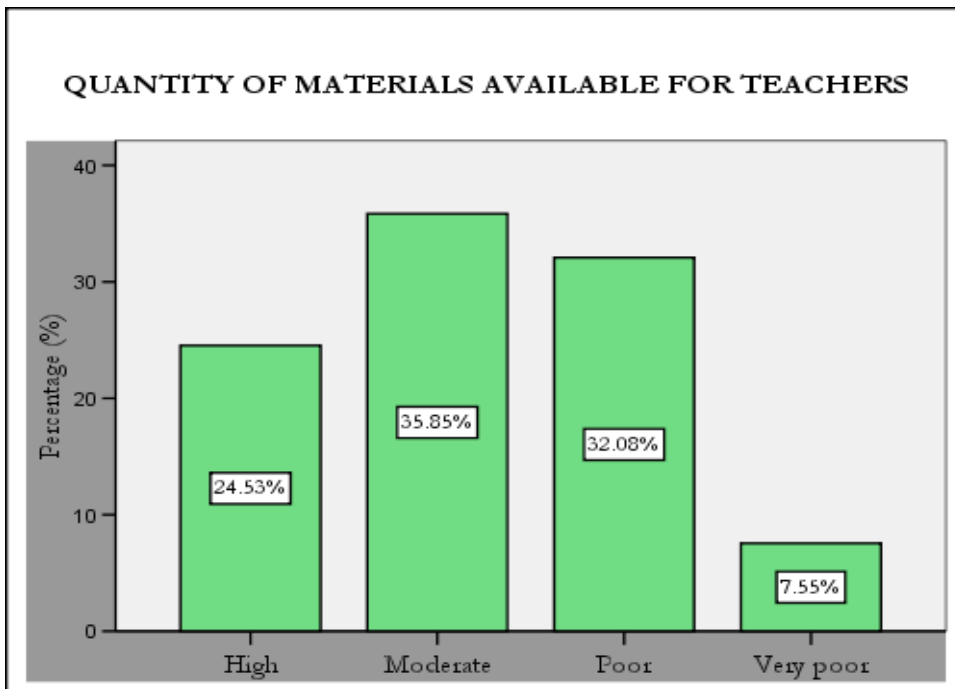


Figure 31 – Variety of materials for the foreign language class

N=53

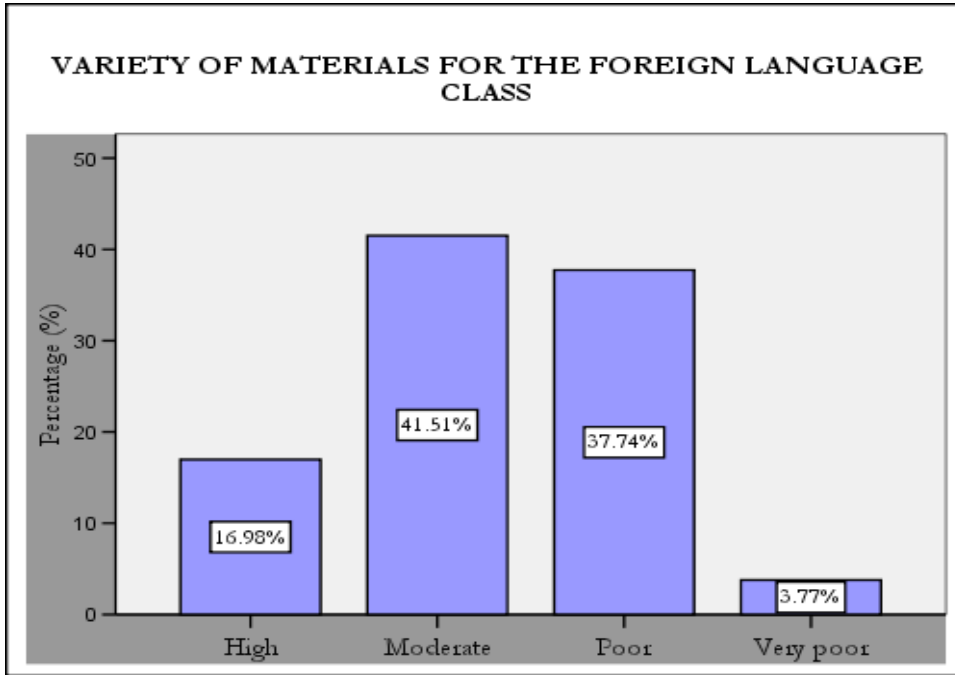
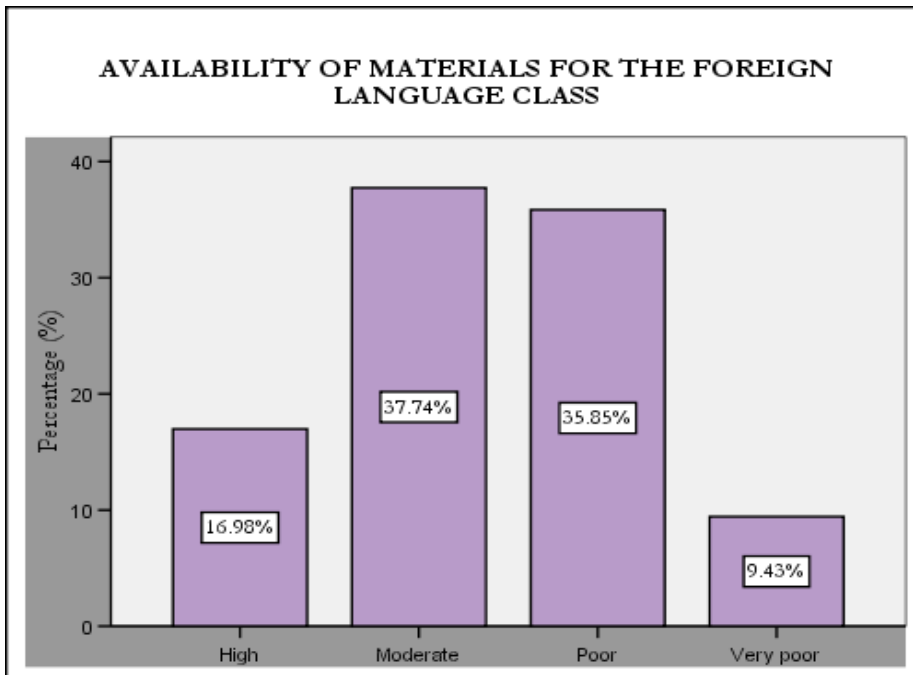


Figure 32 – Availability of materials for the foreign language class

N=53



Appendix 6.2. Statistical results from the close questions in Catalan questionnaires

Figure 33 – Types of schools

N=44

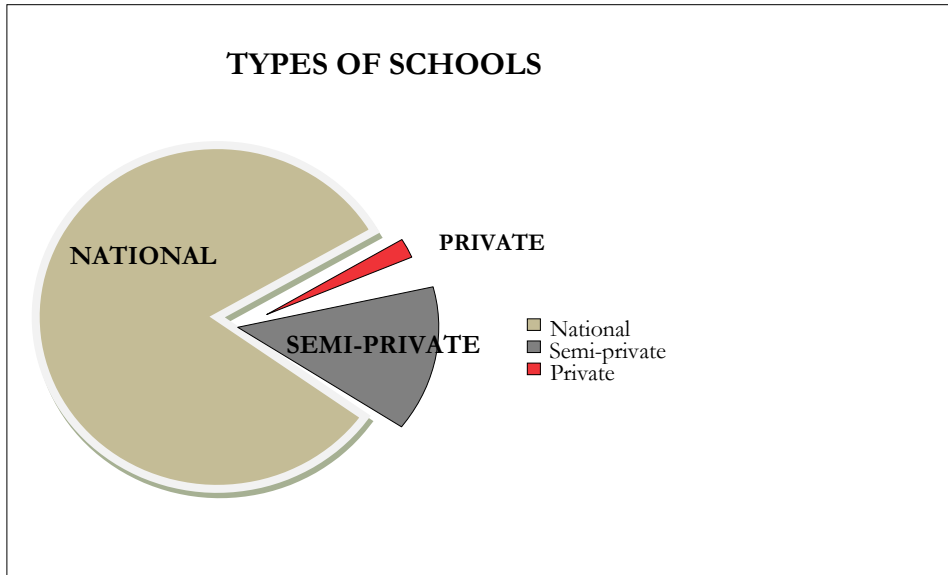


Figure 34 – Location of schools in Catalonia

N=44

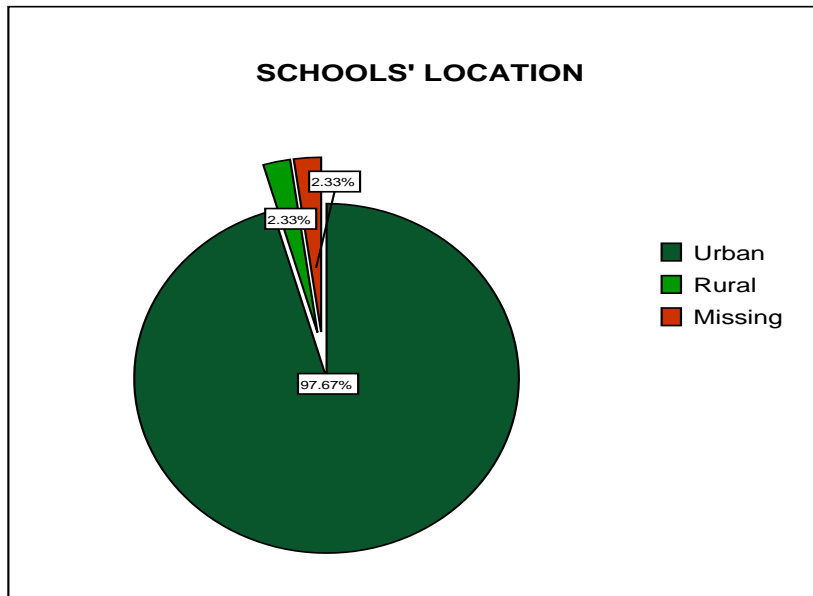


Figure 35 – Total number of students in the schools (including pre-school and primary education)

N=44

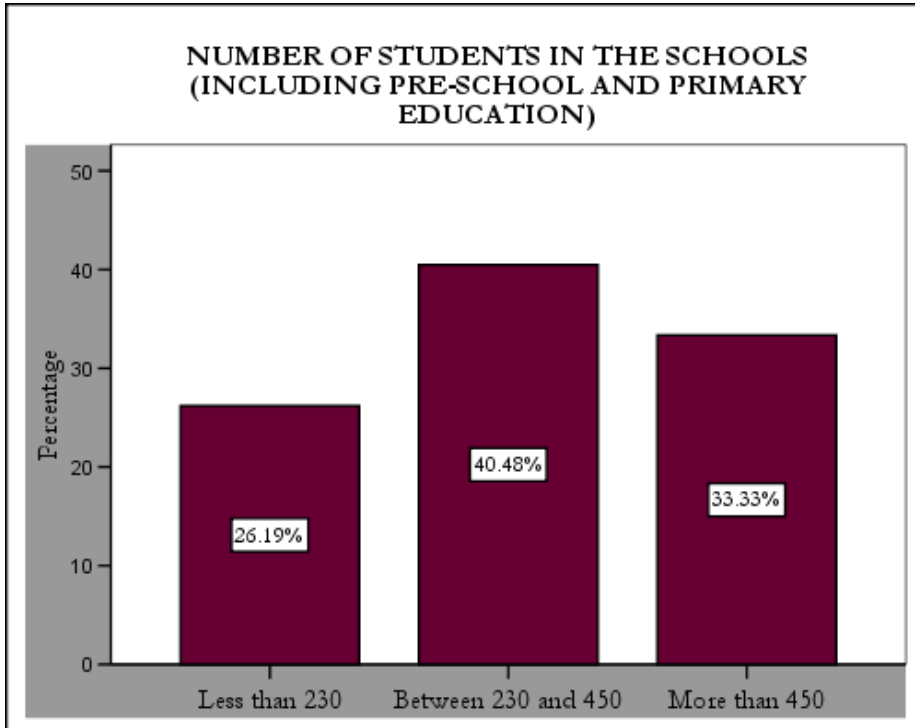


Figure 36 – Number of classes per grade in the schools

N=44

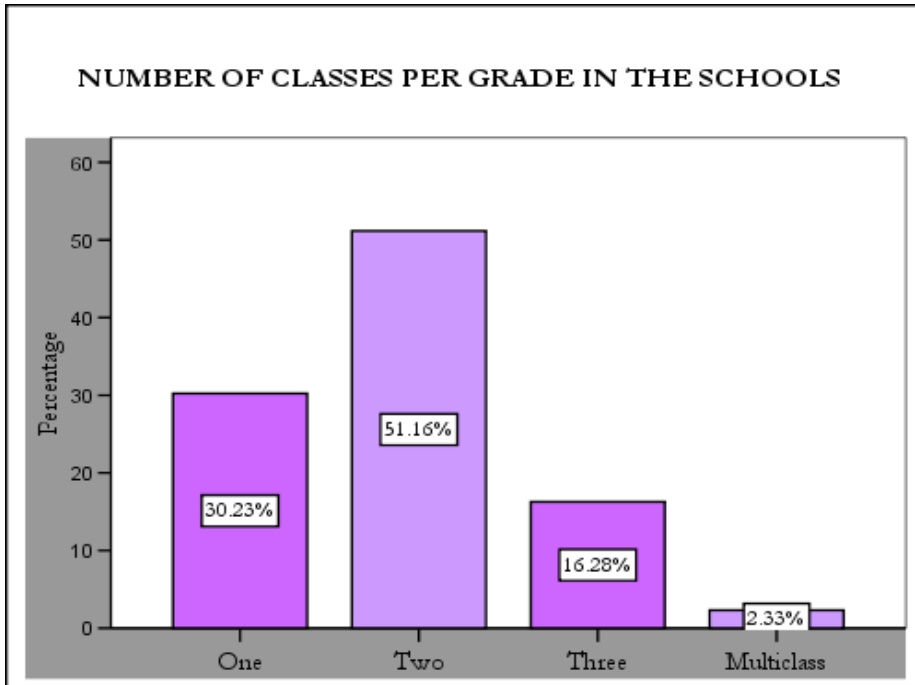


Figure 37 – Position of the respondents in the school

N=44

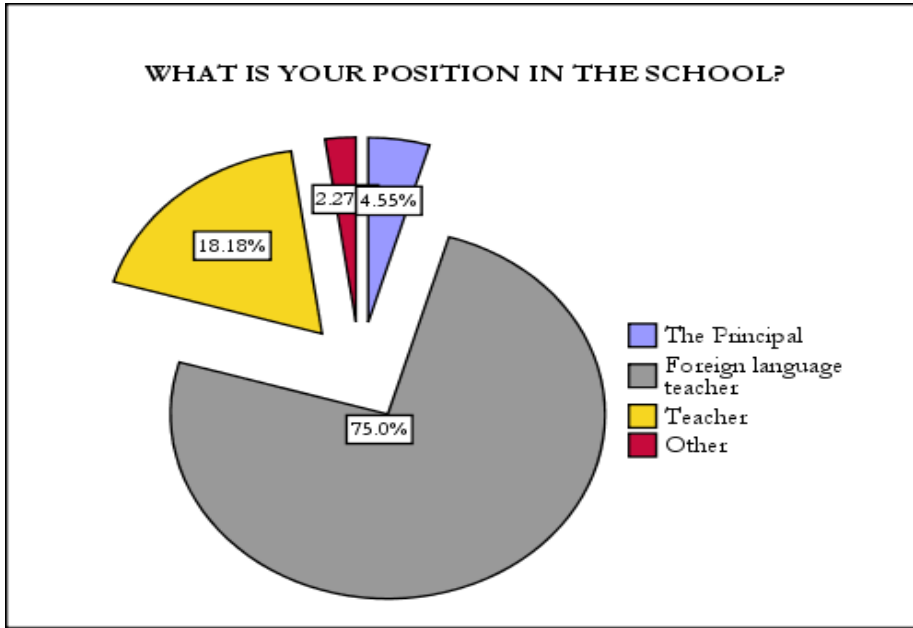


Figure 38 – Years of experience teaching foreign languages in primary education

N= 44

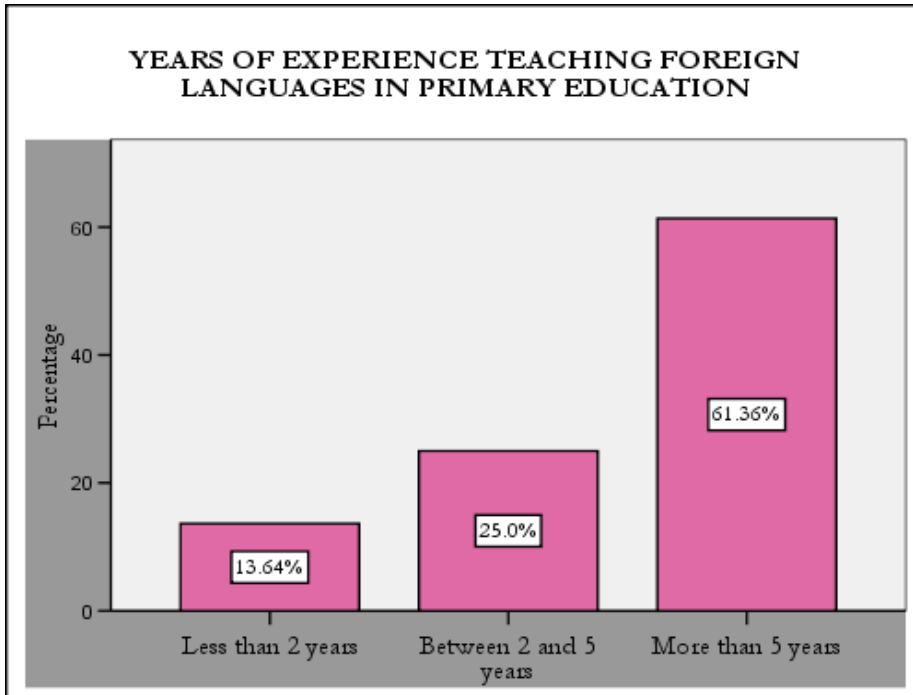


Figure 39 – Percentage of teachers who have passed the *oposicions*.

N= 44

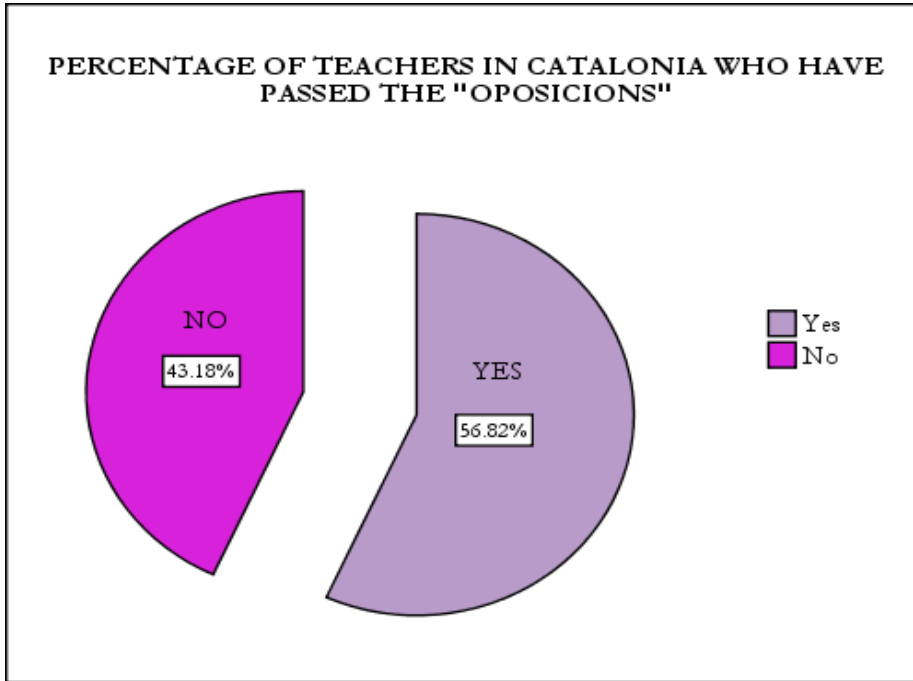


Figure 40 – Percentage of teachers who are civil servants

N= 44

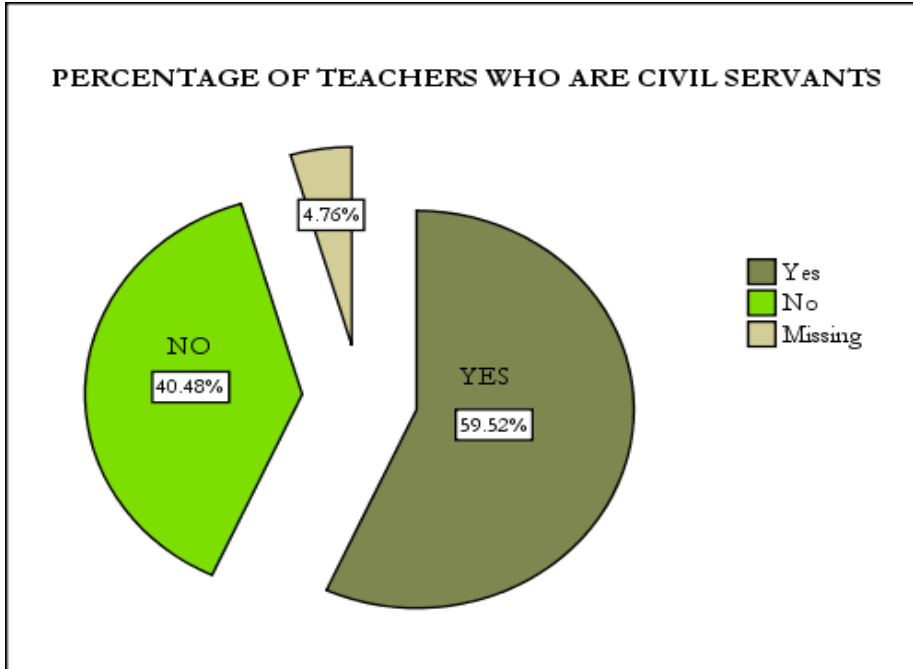


Figure 41 – Level of usefulness, according to teachers in Catalonia, of the pre-service preparation they have received.

N= 44

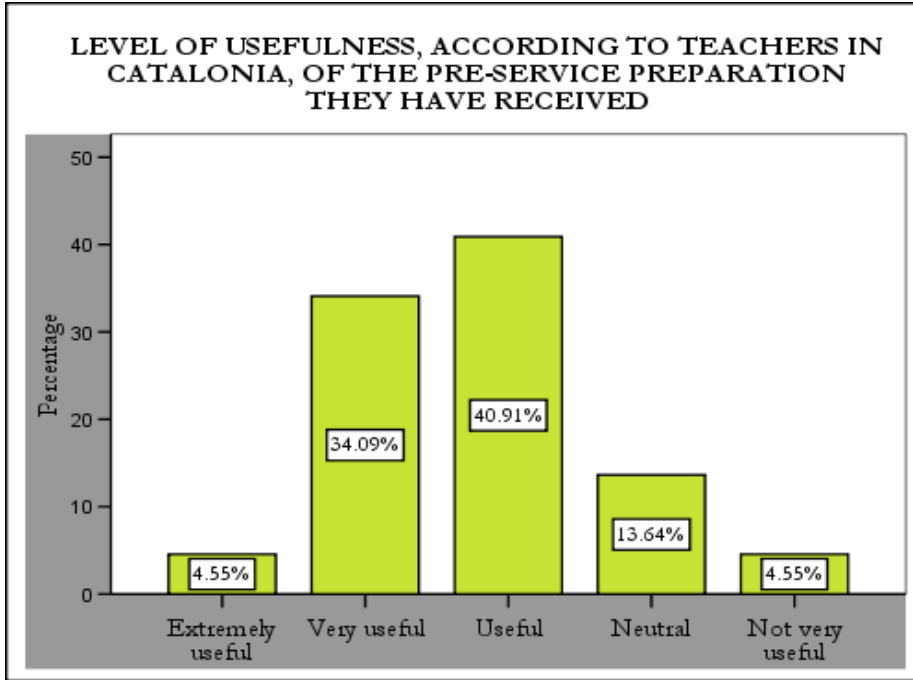


Figure 42 – Do you receive in-service courses related to the teaching of foreign languages on a regular basis?

N= 44

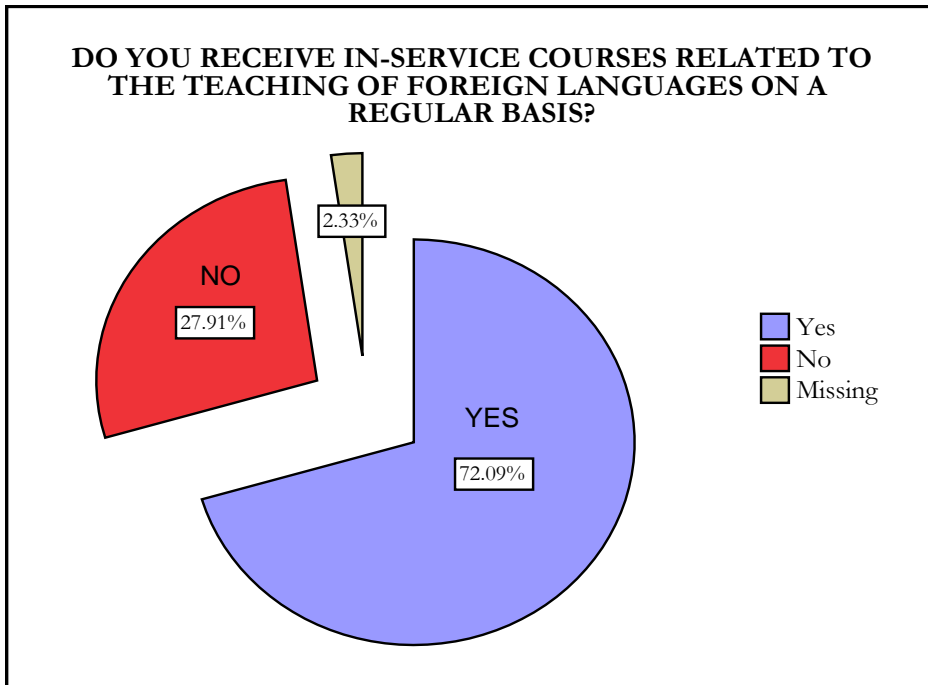


Figure 43 - Teachers' evaluation of the usefulness of the in-service courses

N= 44

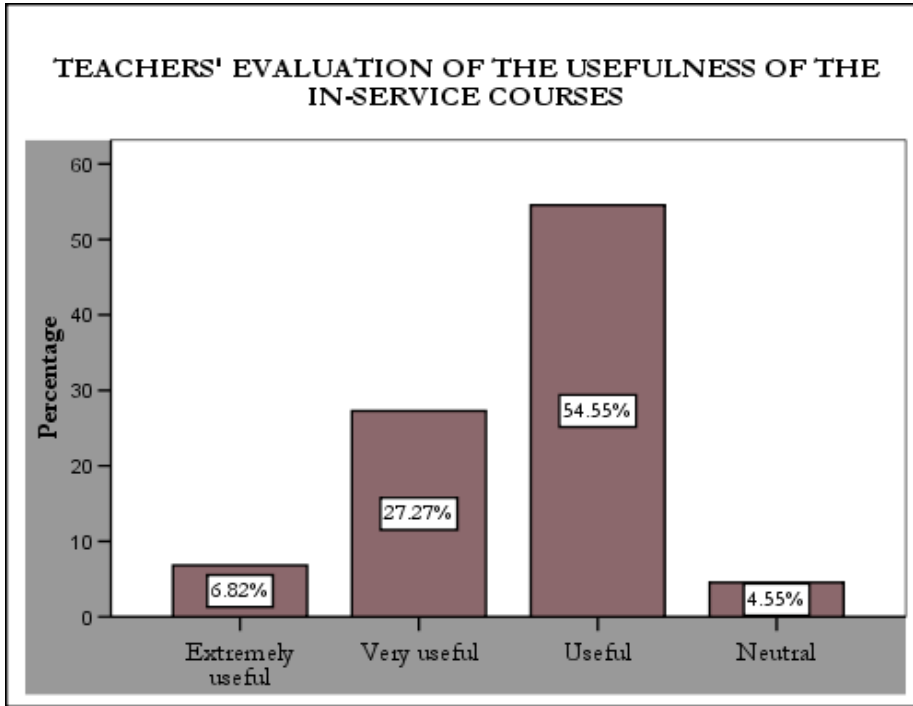


Figure 44 – Level of difficulty in the achievement of goals defined for the foreign language class.

N= 44

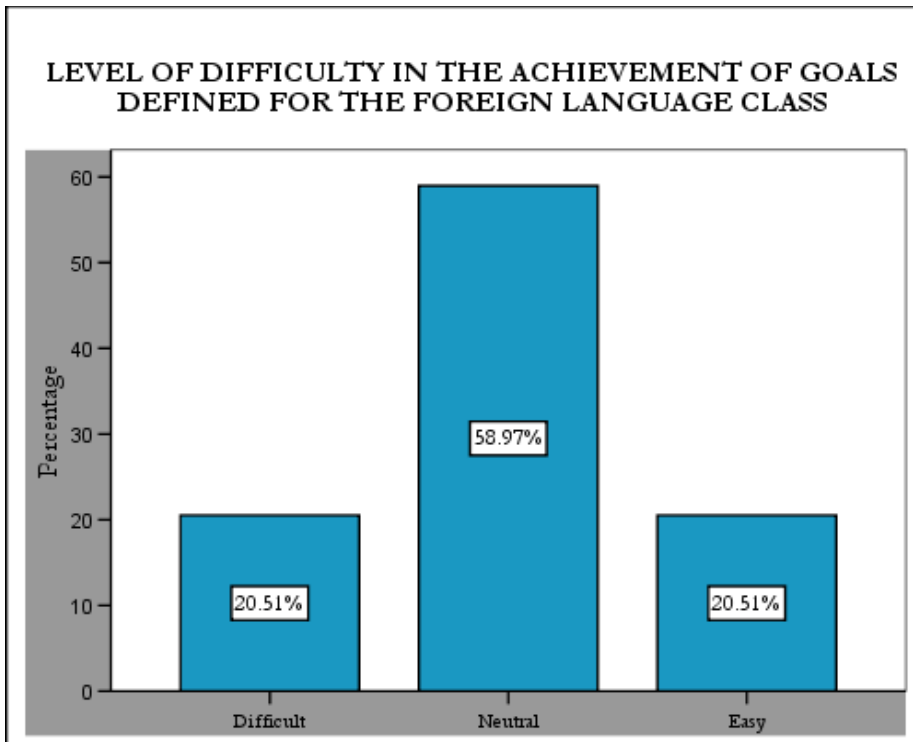


Figure 45 – Foreign languages taught in the schools
N= 44

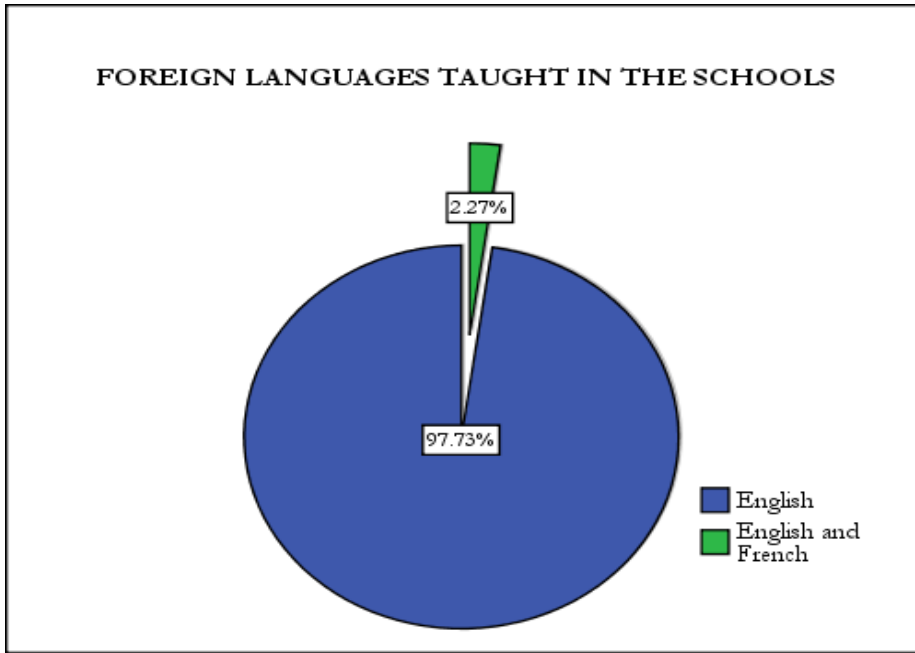


Figure 46 – Age of introduction of a foreign language as L3 in schools
N=44

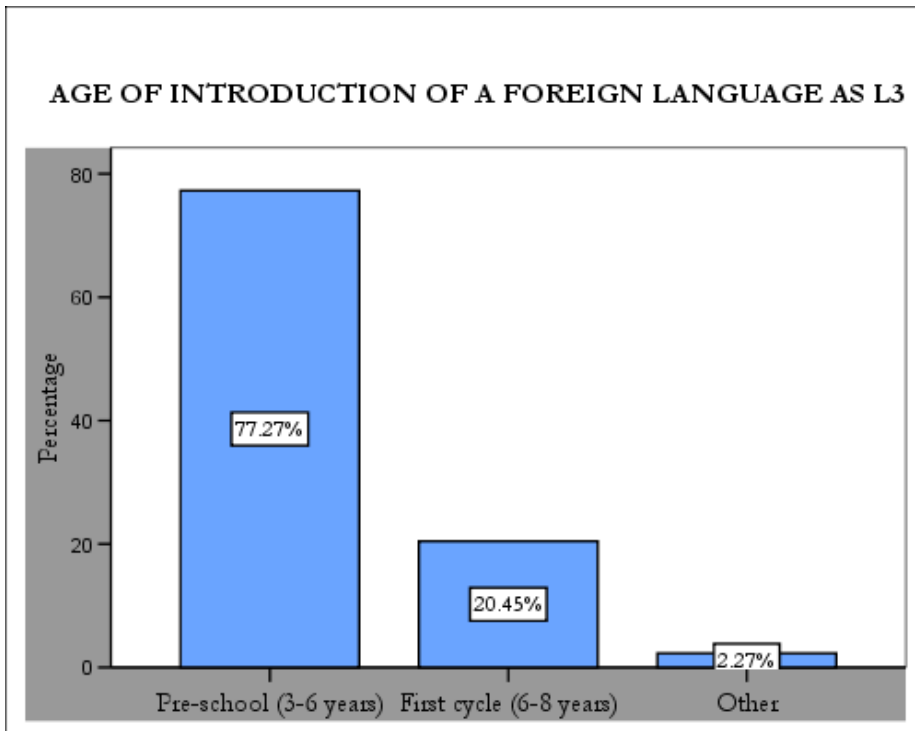


Figure 47 – Year of introduction of foreign languages in pre-school education (3-6 years).

N=34

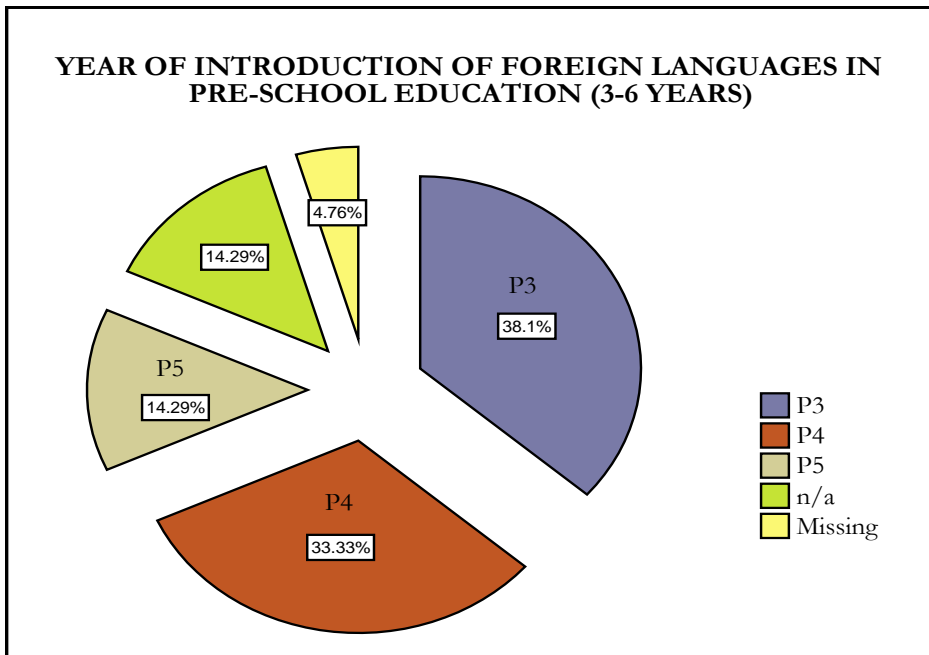


Figure 48 – Level of English at the end of primary education

N= 42

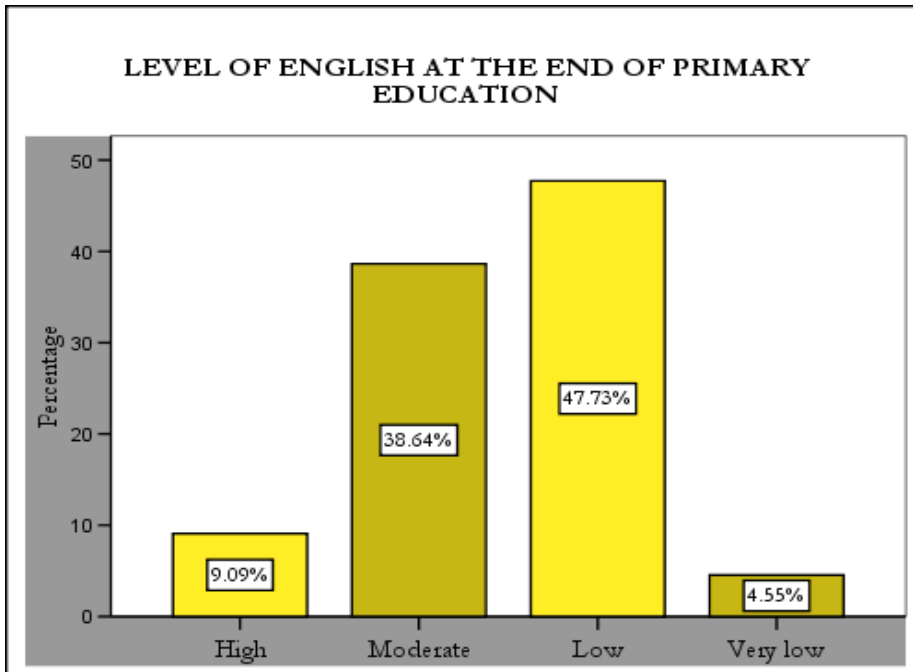


Figure 49 – Do you think bilingual education in Catalonia affects the learning of a third language in some way?

N= 44

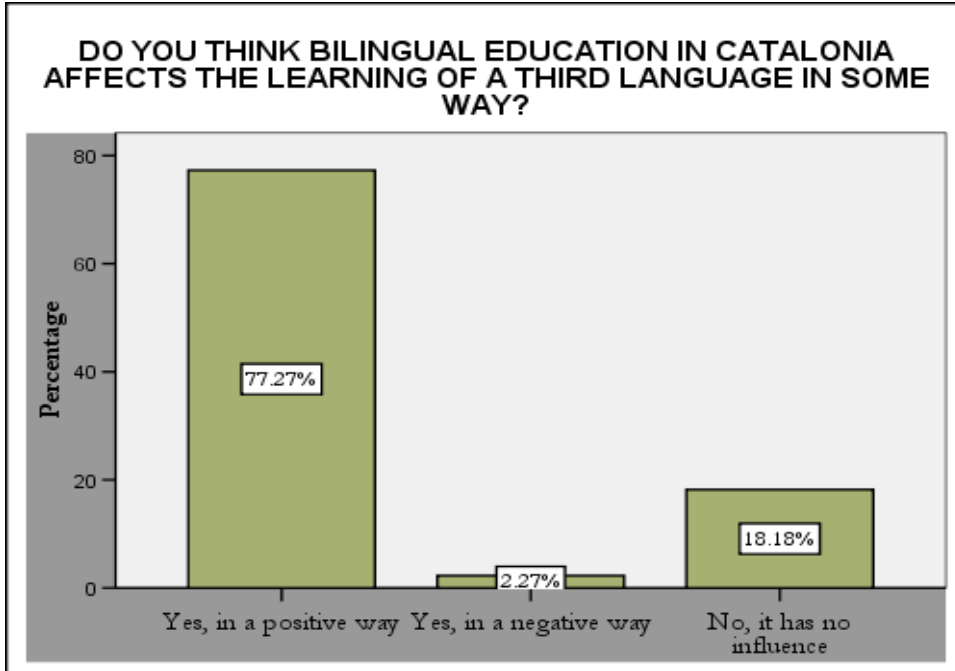


Figure 50 – Do you think children with the ability to speak two languages (Catalan and Spanish) can learn a third language somehow more easily than monolingual children?

N= 42

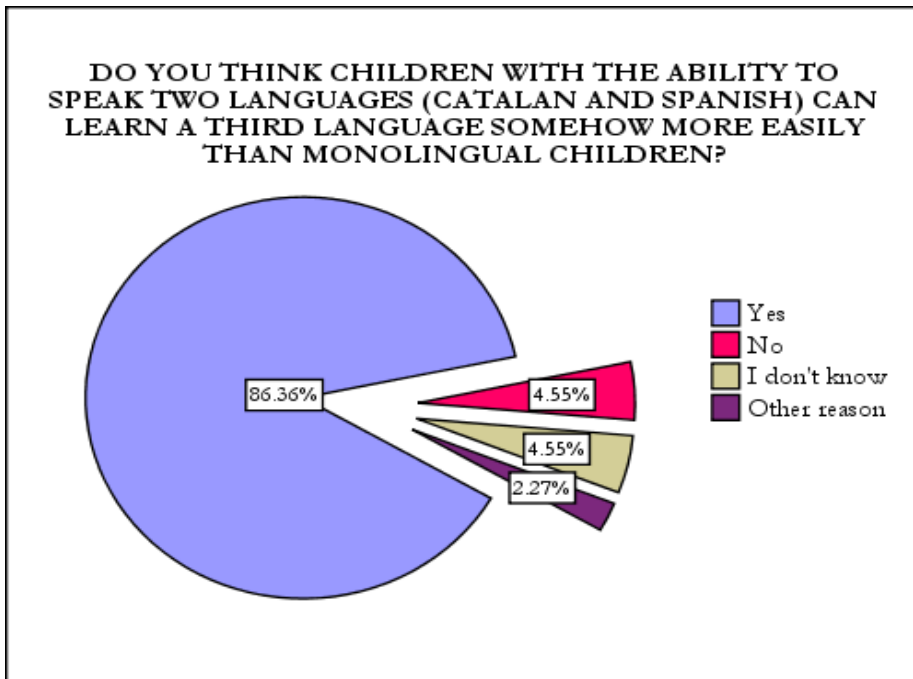


Figure 51 – Do you think the Foreign Languages Project should be open to all schools?

N= 43

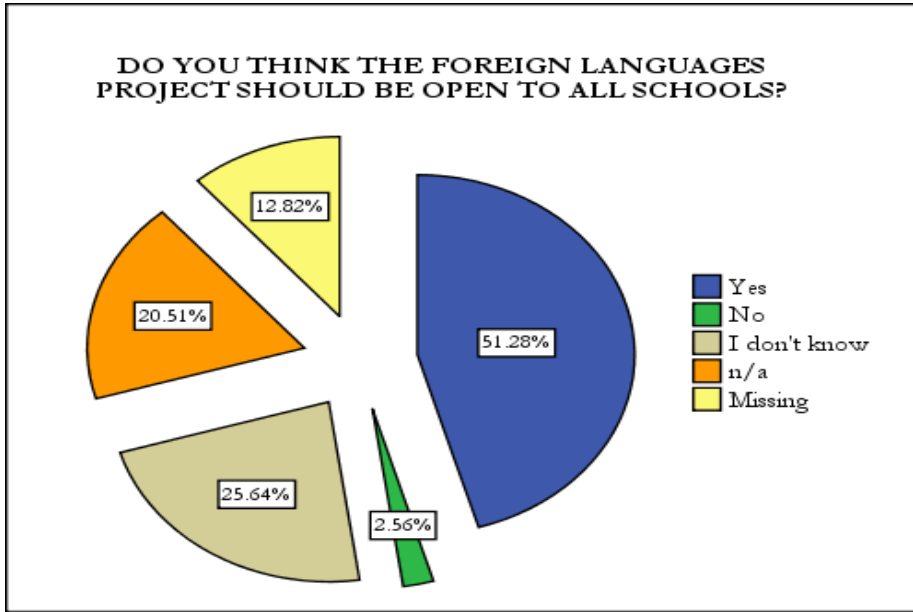


Figure 52 – Quality of materials used by teachers

N= 44

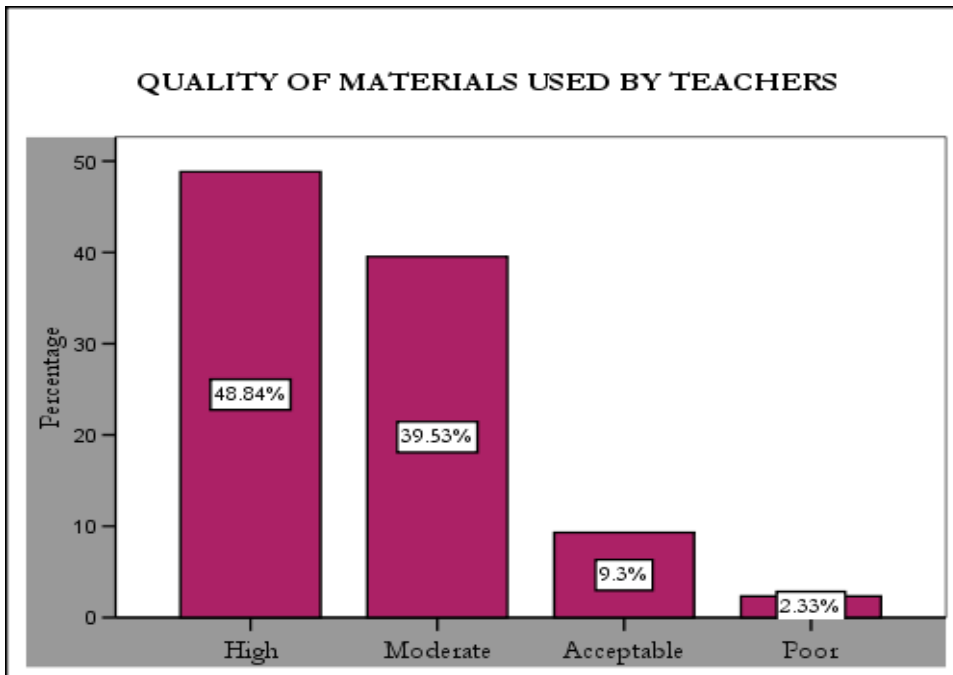


Figure 53 – Quantity of materials available for teachers

N= 44

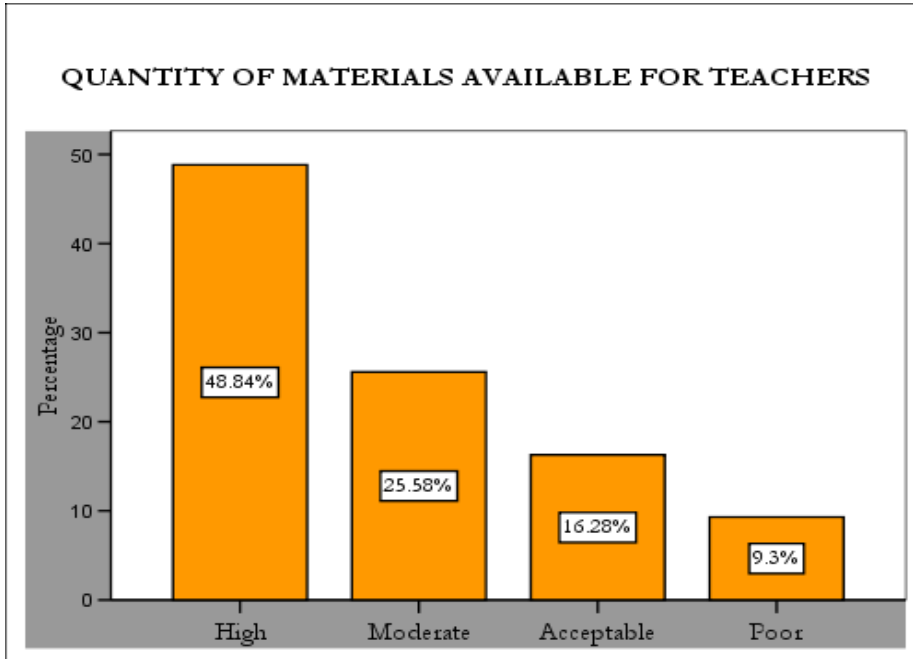


Figure 54 – Variety of materials for the foreign language class

N= 44

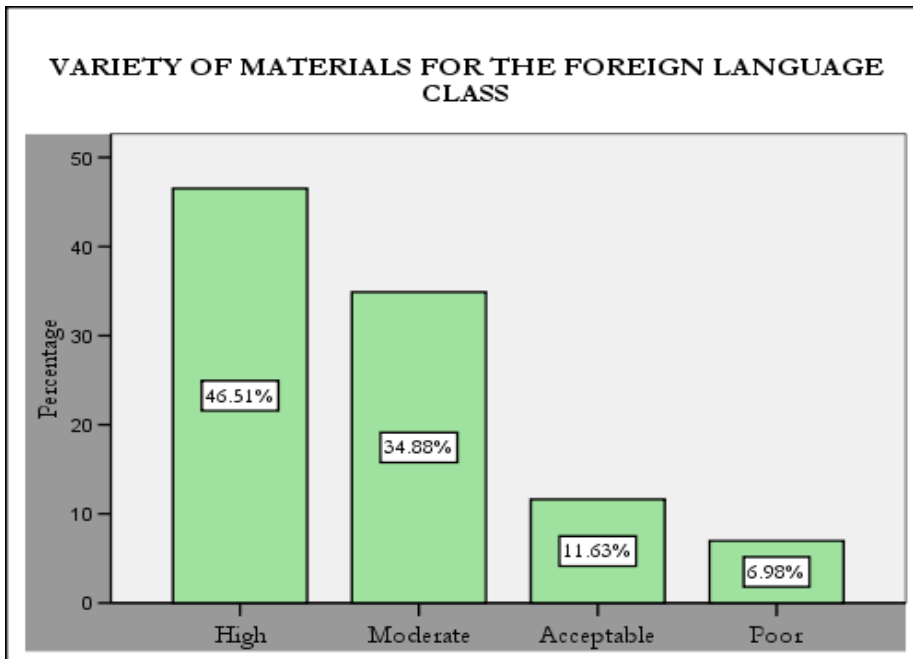
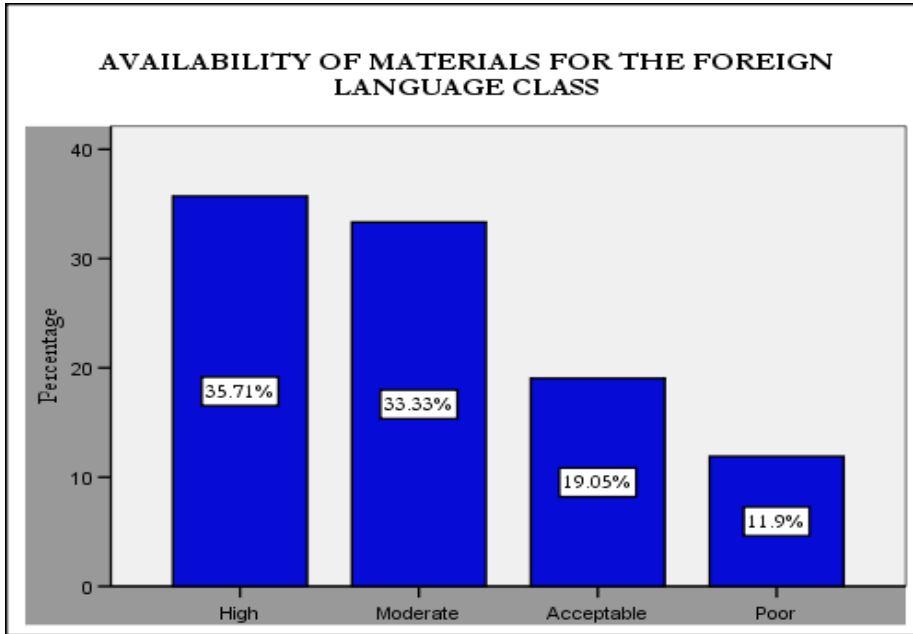


Figure 55 – Availability of materials for the foreign language class

N= 44



Appendix 6.3. Pre-service and in-service preparation of respondents of the survey study conducted in Ireland.

PERSON	QUALIFICATIONS	COURSES HE/SHE TEACHES
Gaelscoileanna also part of the MLPSI		
Principal	In-service	French 3 rd -6 th class
Class teacher	Other/in-service training	Italian 5 th -6 th -1hr/w
6 Principals	N.A.	Not known
Class teacher	Diploma+Degree+In-service	Juniors-3 rd class- 15'/w 4-6 th class – 1.5hr/w
Visiting lang. teacher	B.Ed+Degree+In-service	5 th -6 th class
Class teacher	Diploma + In-service + Evening Classes	5 th - 6 th class- 1.5 hr/w
Principal (in substitution of 2 foreign lang. teachers)	N.A.	French and German from 1 st class
Gaelscoileanna teaching foreign languages (Not part of the MLPSI)		
Visiting language teacher	In-service+ 30hr language course	Spanish 1 st -4 th class- 30'/w
Visiting language teacher	None	French 1 st -3 rd class - 30'/w
Principal	Diploma in primary French	French 6 th class 1hr/week
Principal (instead of lang. teacher)	N.A.	French 1 st class
Principal (instead of foreign lang. teacher)	N.A.	French 5 th class
Principal	Diploma	French 4 th -6 th class -1.5hr/w
Class teacher (instead of foreign lang. teacher)	Native speaker	French 3 rd – 6 th class
Principal	Diploma	French + German 3 rd -6 th class
Principal (instead of Comenius foreign lang. teacher)	N.A.	French 3 rd -6 th class - 2hrs/w
Principal	B.Ed.	French 4 th -6 th class – 1.5hr/w
Class teacher	Not known	French 5 th class
Principal (instead of 2 foreign lang. teachers)	N.A.	French + Spanish from 1 st class
Class teacher	None	Informal oral French in 3 rd class
Principal (instead of foreign lang. teacher)	N.A.	French from 5 th class
2 foreign lang. teach.	Not known	French and German – 3 rd -6 th

FINDINGS FROM THE SURVEY STUDY

		class
Principal (instead of foreign lang. teacher)	N.A.	French and Spanish from 3 rd class
Class teacher	None	French 4 th -6 th class – 1.5hr/w
Principal (instead of foreign lang. teacher)	N.A.	French from 1 st class
German foreign language teacher Class teachers teaching French	Qualified foreign language teacher Qualifications of class teachers unknown	French and German 2 block sessions of 8 weeks- 1.5 hr/lesson
MLPSI schools		
Principal (also foreign lang. teacher)	Degree	Spanish 5 th -6 th class- 1.5hr/w
Foreign lang. teacher	German national	German 5 th -6 th class- 2x1.5hr/w
Visiting foreign lang. teacher	Degree + In-service	French 3 rd -6 th class- 1.5hr/w
Principal- foreign lang. teacher	B.Ed+In-service+Diploma	Spanish 4 th -6 th class 1.5-2hr/w
Principal foreign lang. teacher	Degree	German 5 th -6 th class– 1.5hr/w
Foreign lang. teacher	Degree	Italian+ Spanish 5 th -6 th class – 1.5h/w
Principal (also foreign lang. teacher)	Goethe Institute (Diploma in teaching foreign language)	German- 1.5hr/w
Principal (instead of foreign lang. teacher)	N.A.	German 5 th -6 th class
Principal (instead of foreign lang. teacher)	N.A.	Span. 5 th -6 th class - 1 hr/w
Principal (instead of foreign lang. teacher)	N.A.	Span. 4 th -5 th class - 1hr/w
Foreign lang. teacher	Degree+ In-service+ Night classes	Spanish from 3 rd class
Visiting foreign lang. teacher	n.a.	German 5 th -6 th class – 1.5 hr/w
Visiting foreign lang. teacher	Diploma In-service Degree	Spanish 3 rd -4 th class – 30'/w 5 th -6 th class– 1.5 hr/w
Visiting foreign lang. teacher	none	French 5 th -6 th class 2x45'/w
Visiting foreign lang. teacher	B.Ed.+degree	German 5 th -6 th class -1.5hr/w
Visiting foreign lang. teacher	Diploma+in-service	Spanish 5 th -6 th class - 1.5 hr/w
Visiting foreign lang. teacher	In-service	German 5 th -6 th class - 1.5hr/w
Visiting foreign lang. teacher	Diploma	Italian 5 th -6 th class-1.5 hr/w
Visiting foreign lang. teacher	Diploma + in-service	Spanish 5 th - 6 th class - 1.5hr/w
Visiting foreign lang. teacher	Diploma+Higher diploma in Education	Spanish 5 th -6 th class - 3 hr/w
Visiting foreign lang. teacher	Degree	French 5 th -6 th class- 1.5 hr/w
Visiting foreign lang. teacher	in-service training	German 5 th -6 th class - 1 hr/w

FINDINGS FROM THE SURVEY STUDY

Visiting foreign lang. teacher	German native speaker	German 5 th -6 th class- 1.5hr/w
N.a.	Degree + in-service	Span. 5 th -6 th class - 2h/w
Visiting foreign lang. teacher	Degree+ masters 1year abroad summer	German 5 th -6 th class - 1.5hr/w
Visiting foreign lang. teacher	In-service 1year Erasmus	Italian 5 th -6 th class - 1hr/w
Visiting foreign lang. teacher	1 summer Diploma + In-service	German 5 th -6 th class - 1.5hr/w
Visiting foreign lang. teacher	French native speaker	French 5 th -6 th class - 1.5hr/w
Visiting foreign lang. teacher	In-service	German 5 th -6 th class - 1.5hr/w
Visiting foreign lang. teacher	Degree+Diploma+in-service	French 5 th -6 th class - 1.5hr/w
Visiting foreign lang. teacher	German native speaker	German 5 th -6 th class - 1.5 hr/w
Principal+ class teacher+ Visiting foreign lang. teacher	Evening classes + Diploma + In-service	French 4 th -6 th class - 1.5hr/w
Class teacher	Degree+Diploma+in-service	Spanish 5 th -6 th class- 1.5hr/w
Class teacher+ Foreign lang. teacher		Spanish 5 th -6 th class - 1hr/w
Class teacher- foreign lang. teacher	Degree + in-service+ Time living in France	French 5 th -6 th class - 1.5 hr/w
Class teacher- foreign lang. teacher	B.Ed.+ in-service + periods of <3weeks in France	French 5 th -6 th class - < 1hr/w
Class teacher	B.Ed + FRENCH to degree level	French 5 th -6 th class - 1.5hr/w
Visiting foreign lang. teacher (shared between 3 schools)	In-service + courses of the Department of Education	Spanish 5 th -6 th class - 1hr/w