

Staidéar agus Athbhreithniú Leantach ar Chur i bhFeidhm Shonraíochtaí Gaeilge na Sraithe Sóisearaí (T1 & T2)

TUARASCÁIL EATRAMHACH
Céim a Dó Bliain: 2024-2025

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SEALBHÚ
Lárionad Taighde DCU
um Fhoghlaim agus Teagasc
na Gaeilge

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Nasc chuig: [Tuarascáil Eatramhach: Céim a hAon.](#)

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Nóta Buíochais

Ba mhaith linn ár mbuíochas a ghabháil leis na scoileanna cás-staidéir ar fad a ghlac páirt sa taighde. Gabhaimid buíochas ó chroí leis na príomhoidí agus múinteoirí a thacaigh le heagrú na ngrúpaí fócais, agus leis na scoláirí a ghlac páirt iontu. Roinn siad a gcuid ama agus a gcuid taithí go flaithiúil linn. Táimid iontach buíoch díobh as a bheith páirteach sa taighde. Gabhann muid buíochas leis na múinteoirí Gaeilge a chomhlánaigh an suirbhé agus leis na heagrais ar fad a chabhraigh linn an suirbhé a fhógairt.

Ba mhaith linn ár mbuíochas a ghabháil leis an Dr Conor Scully a d'oibrigh mar chúntóir iardhochtúireachta agus le hEithne Ní Dhubhghaill a d'oibrigh mar chúntóir taighde ar an tionscadal. Gabhann muid buíochas leis an Dr Seán Mac Risteaird agus Pearse Ahern ó fhoireann SEALBHÚ a chabhraigh le gnéithe éagsúla den tuarascáil. Is mór againn cuidiú ár gCoiste Comhairligh chomh maith, is iad sin an Dr Gerry Shiel, an tOllamh Emeritus Pádraig Ó Duibhir agus an Dr Audrey Doyle.

Míle buíochas libh go léir.

Nóta

Tá an leagan Gaeilge den tuarascáil ar fáil ó lch. 1 go lch. 60. Tá an leagan Béarla den tuarascáil ar fáil ó lch. 61 go lch. 122.

Acrainmneacha

- AFMÁ: Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair
- CNCM: An Chomhairle Náisiúnta Curaclaim agus Measúnachta
- F: Freagróir
- MRB: Measúnuithe Rangbhunaithe
- PGSS: Próifíl Ghnóthachtála na Sraithe Sóisearaí
- T1: Teanga 1 (scoileanna Gaeltachta agus scoileanna/aonaid lán-Ghaeilge)
- T2: Teanga 2 (scoileanna a fheidhmíonn trí mheán an Bhéarla agus ina múintear an Ghaeilge mar dhara teanga)

Achoimre Fheidhmeach

Is í seo an dara tuarascáil eatramhach a bhaineann leis an Athbhreithniú Leantach ar Chur i bhFeidhm Shonraíochtaí Gaeilge na Sraithe Sóisearaí (T1 & T2). I mí Mheán Fómhair 2023 choimisiúnaigh an Chomhairle Náisiúnta Curaclaim agus Measúnachta (CNCM) foireann taighdeoirí ó SEALBHÚ: Lárionad Taighde DCU um Fhoghlaim agus Teagasc na Gaeilge chun tabhairt faoin taighde seo. Is staidéar trí bliana atá sa taighde atá ag tógáil ar na sonraí a d'eascair ón *Athbhreithniú luath ar chur i bhfeidhm na Sonraíochtaí Gaeilge T1 agus T2 don tSraith Shóisearach* (Mac Gearailt & Ó Duibhir, 2023). Cuirtear téamaí éiritheacha ó Chéim a Dó (2024/2025) den staidéar trí bliana i láthair sa tuarascáil seo. Is dearadh taighde modhanna measctha ilghnéitheach atá sa taighde a bhfuil sé mar aidhm aige staidéar agus athbhreithniú leantach a dhéanamh ar chur i ngníomh Shonraíochtaí Gaeilge na Sraithe Sóisearaí (T1 agus T2) i scoileanna iar-bunleibhéil i réimsí an teagaisc, na foghlama agus an mheasúnaithe.

Díríonn an taighde go háirithe ar an leagan de na Sonraíochtaí Gaeilge a foilsíodh i Meán Fómhair 2023. Aithnítear gur próiseas diaidh ar ndiaidh atá in aon athrú curaclaim. Tá sé mar aidhm ag an taighde léargais spéisiúla a thabhairt ar gach gné de na sonraíochtaí, agus go n-eascróidh réitigh fhéideartha ó na constaicí a thagann chun cinn agus na sonraíochtaí á gcur i ngníomh. Tabharfar aird ar leith ar an taithí atá ag scoileanna ar an múnla idirdhealaithe don Ghaeilge sa tSraith Shóisearach, chomh maith leis na hathruithe sa chleachtas a d'eascair ó Chreat na Sraithe Sóisearaí (2015). Tabharfaidh an taighde léargais ar an tionchar a bhí ag na hathruithe a cuireadh i bhfeidhm ag eascairt ón aiseolas ón Athbhreithniú Luath.

Bailíodh sonraí cáilíochtúla agus cainníochtúla ag Céim a Dó den taighde. Bailíodh sonraí ó shuirbhé náisiúnta anaithnid le múinteoirí Gaeilge ($n=296$). Chomhlánaigh 266 múinteoirí i suíomhanna scoile T2 agus 30 múinteoirí i scoileanna T1 an suirbhé. Bhí meascán de cheisteanna dúnta agus ceisteanna oscailte sa suirbhé agus mar sin tá saibhreas sna torthaí a chuirtear i láthair. Bailíodh sonraí chomh maith ó ghrúpaí fócais le scoláirí a bhí sa dara bliain ($n=137$) sa 12 scoil chás-staidéir atá ag glacadh páirt sa taighde. Ghlac 58 scoláirí T1 agus 79 scoláirí T2 páirt sna grúpaí fócais a reáchtáladh ar láthair na scoileanna.

Bhí réimse scoileanna páirteach sa taighde a bhí ionadaíoch ar chineálacha éagsúla scoileanna mar shampla - scoileanna beaga, scoileanna móra, scoileanna aonghnéis, scoileanna measctha, scoileanna DEIS, scoileanna tuaithe, scoileanna uirbeacha agus scoileanna príobháideacha. Bhí trí scoil Ghaeltachta, dhá Ghaelcholáiste agus iar-bhunscoil amháin ina raibh sruth lán-Ghaeilge (scoil ina bhfuil roinnt ábhar á dteagasc trí Ghaeilge) san áireamh sna scoileanna T1. Tugtar spléachadh san achoimre fheidhmeach ar chuid de na mórthéamaí éiritheacha a tháinig chun cinn. Moltar an tuarascáil iomlán a léamh chun breis eolais a fháil.

Téamaí Éiritheacha ón Suirbhé le Múinteoirí Gaeilge

Bhí cúig chuid sa suirbhé: Cuid a hAon: Eolas Comhthéascúil; Cuid a Dó: Pleanáil, Teagasc agus Foghlaim, Measúnú agus Tacaíochtaí; Cuid a Trí: Naisc

le Príomhscileanna na Sraithe Sóisearaí agus Cúrsaí Aistrithe; Cuid a Ceathair: Leasuithe ar na Sonraíochtaí ó Mheán Fómhair 2023 agus Cuid a Cúig: Tuairimí na Múinteoirí faoi na sonraíochtaí. Bhí rogha ag múinteoirí ceist a fhreagairt nó gan í a fhreagairt. Léirítear an líon múinteoirí a d'fhreagair gach ceist san anailís i Mír a Trí. Cuirtear na sonraí i láthair mar aon mhórghrúpa amháin agus déantar deighilt idir na torthaí a bhaineann le scoileanna T1 agus T2 nuair a bhí éagsúlacht léirithe sna sonraí.

Bhí 25% de na múinteoirí a freagraíodh a dúirt gur úsáid siad torthaí foghlama na sonraíochtaí mar threoir don phleanáil agus bhí os cionn leath de na freagróirí den tuairim nach raibh na torthaí foghlama soiléir a dhóthain. Léirigh an anailís go raibh an téacsleabhair agus téacsanna litríochta in úsáid mar áiseanna pleanála ag múinteoirí. Ba é an scrúdú deiridh ba mhó a raibh tionchar aige ar an bpleanáil don teagasc agus don fhoghlaim sa rang. Tugadh le fios sa suirbhé go raibh scrúdú deiridh in úsáid mar áis pleanála don teagasc ag mórchuid (not do mhórchuid) na bhfreagróirí (80%, $n=234$). D'fhéadfaí a léamh ó thorthaí an tsuirbhé go raibh cúltionchar ag an scrúdú deiridh ar an bpleanáil agus ar an teagasc agus foghlaim sa rang. Léiríodh fianaise sa suirbhé go raibh múinteoirí ag comhphleanáil lena chéile agus ag roinnt áiseanna le múinteoirí eile taobh istigh agus taobh amuigh den scoil.

Maidir leis an teagasc agus foghlaim sa rang, bhí tromlach na bhfreagróirí den tuairim nach raibh cur i ngníomh na sonraíochtaí ag tacú le scoláirí cumas cumarsáide a fhorbairt sa Ghaeilge agus nach raibh dóthain ama acu chun díriú ar labhairt na Gaeilge sa rang. Bhí céatadán ard de fhreagróirí (79%) a d'aontaigh nó a d'aontaigh go mór gur chuir siad béim ní ba mhó ar an léitheoireacht agus ar an scríbhneoireacht ná scileanna labhartha/ idirghníomhaithe cainte ina gceachtanna Gaeilge. Dar leis na rannpháirtithe, bhí an-chuid ama á chaitheamh acu ar an léitheoireacht agus ar an scríbhneoireacht mar gheall ar an líon litríochta a bhí le clúdach agus toisc nach bhfuil aitheantas i bhfoirm marcanna suimitheacha ag dul do labhairt na teanga. Mar sin féin, léirigh na ceisteanna oscailte (Mír a Ceathair) go raibh straitéisí éagsúla in úsáid ag múinteoirí chun deiseanna idirghníomhaithe cainte a chruthú sa rang, mar shampla, obair bheirte, obair ghrúpa, ról-imirt, díospóireacht, dráma, cur i láthair, ciorcal comhrá, ullmhú do Measúnú

Rangbhunaithe 2 (MRB 2), cluichí agus taifead gutha. De réir na bhfreagróirí a bhí ag teagasc i scoileanna T2, bhí roinnt deiseanna ag scoláirí an Ghaeilge a úsáid taobh amuigh den cheacht ag brath ar an scoil. Chruthaigh scéimeanna tacaíochta don Ghaeilge agus imeachtaí scoile deiseanna d'úsáid na teanga taobh amuigh de na ceachtanna. Leag múinteoirí i gcomhthéacsanna T2 béim ar na tacaíochtaí atá curtha ar fáil ag scéimeanna éagsúla, mar shampla, an scéim *Gaelbhreach* agus an scéim *Gaeilge 24*. Bhí cur chuige scoile uile i bhfeidhm chun tacú le cur chun cinn na Gaeilge i scoileanna T1. Tugadh tacaíocht do na scoláirí inniúlacht a fhorbairt sa Ghaeilge, agus díriodh aird ar shaibhreas teanga agus ar chruinneas teanga a fhorbairt i scoileanna T1.

Maidir le hoiriúnacht na sonraíochtaí do scoláirí a bhfuil réimse cumais iontu, léirigh mórchuid de mhúinteoirí an tuairim nach raibh an tsonraíocht oiriúnach do scoláirí uile na Gaeilge mar gheall ar an mbéim láidir atá curtha ar scileanna léitheoireachta agus scríbhneoireachta seachas ar scileanna labhartha. Mhol múinteoirí go gcuirfí scrúdú cainte ar fáil mar chuid den mheasúnú suimitheach sa tSraith Shóisearach. Bhí siad den tuairim go dtabharfaí tacaíocht ní b'fhéarr do scoláirí éagsúla dá mbeadh níos lú ama ag dul don léitheoireacht/scríbhneoireacht agus níos mó ama ag dul don teanga ó bhéal. Bhí réimse leathan de straitéisí idirdhealaithe á gcur i bhfeidhm ag múinteoirí chun tacú leis na scoláirí mar shampla: idirdhealú trí cheistiúcháin, idirdhealú trí rogha, idirdhealú trí ghrúpáil (obair ghrúpa sa rang), idirdhealú sna tascanna agus sna torthaí foghlama/hionchais agus idirdhealú sa tacaíocht/scafláil.

Léirigh múinteoirí meascán tuairimí faoi na tascanna measúnaithe rangbhunaithe. Mhol cuid de na múinteoirí gur chóir go mbeadh marcanna suimitheacha ag dul dóibh. Taobh amuigh de na tascanna MRB, bhí réimse straitéisí in úsáid ag múinteoirí le measúnú a dhéanamh ar labhairt na Gaeilge, mar shampla: scrúduithe cainte, ceistiúcháin, obair ghrúpa/bheirte agus taifid fuaime. Mhol múinteoirí go láidir go mbeadh scrúdú cainte mar chuid den mheasúnú suimitheach chun: meas a léiriú ar an nGaeilge mar theanga labhartha; spás a chruthú do labhairt na Gaeilge; na scoláirí a ullmhú don scrúdú cainte san Ardteist agus chun tacú leis na scoláirí cumas cumarsáide a bhaint amach i labhairt na Gaeilge.

Fiafraíodh de na múinteoirí faoi na tacaíochtaí reatha atá ar fáil. Bhí cuid de na múinteoirí a bhí sásta leis na tacaíochtaí agus leis an bhforbairt ghairmiúil atá curtha ar fáil. Bhí roinnt múinteoirí den tuairim go bhfáilteoidís roimh bhreis áiseanna agus breis forbartha gairmiúla chun tacú le cur i ngníomh na sonraíochtaí. Roinn múinteoirí eolas faoi na tacaíochtaí a chabhraíonn le cur chun cinn na Gaeilge, mar shampla: áiseanna teagaisc agus acmhainní ar líne, tacaíocht ó mhúinteoirí eile sa scoil, áiseanna ó na Meáin/ na Meáin Shóisialta, forbairt ghairmiúil leanúnach agus tacaíocht ó na heagrais Ghaeilge.

Léirigh na múinteoirí i scoileanna T2 imní faoin leanúnachas san aistriú ón mbunscoil go dtí an iar-bhunscoil. Tháinig sé chun solais sa suirbhé go raibh an-éagsúlacht sna caighdeáin Ghaeilge a bhí ag scoláirí na chéad bhliana i scoileanna T2. Bhain dúshlán leis an difréalú sa chéad bhliain mar gheall ar na caighdeáin éagsúla a bhí ag scoláirí sa Ghaeilge. Léirigh mórchuid de fhreagróirí an tuairim nach raibh sonraíochtaí na Sraithe Sóisearaí ag ullmhú na scoláirí d'fhoghlaim na Gaeilge sa tSraith Shinsearach. Maidir leis na naisc idir na sonraíochtaí agus Príomhscileanna Chreat na Sraithe Sóisearaí, dar leis na múinteoirí, ba iad 'a bheith liteartha' agus 'obair le daoine eile' an dá príomhscil ba mhó ar thacaigh cur i ngníomh na sonraíochtaí leo.

Tá sé mar aidhm ag an taighde iniúchadh a dhéanamh ar thuairimí na múinteoirí i leith na leasuithe a cuireadh i bhfeidhm i mí Mheán Fómhair 2023. Bhí mórchuid de mhúinteoirí (66%) sásta leis an laghdú i líon na dtéacsanna agus bhí mórchuid díobh (68%) sásta go raibh an Phunann Teanga bogtha go dtí an dara bliain. Léiríodh meascán tuairimí maidir leis an treoir uasdátaithe do thasc MRB 2 (Ag Idirghníomhú trí Ghaeilge). Bhí thartfa aon trian de mhúinteoirí: a d'aontaigh; nár aontaigh/eastaontaigh; a d'eastaontaigh go raibh an treoir uasdátaithe úsáideach dóibh.

Tugadh deis do mhúinteoirí a gcuid tuairimí a roinnt faoi na buanna agus na dúshlán ba mhó a bhaineann le cur i ngníomh na sonraíochtaí ag deireadh an tsuirbhé. Ba é a príomhbhuja a tháinig chun cinn ná buanna na litríochta chun deiseanna foghlama a chur ar fáil agus maidir leis an raon téacsanna atá ar fáil. Bhí líon beag múinteoirí (> 10) a scríobh go raibh buanna áirithe ag dul do chur i ngníomh na sonraíochtaí sna réimsí seo a leanas: tascanna

MRB, sairse an mhúinteora, idirghníomhú agus rannpháirtíocht ghníomhach, cruthaitheach sa tsonraíocht, an t-athmhachnamh agus féintheacht an fhoghlaimera agus aitheantas do chainteoirí dúchais Gaeilge agus cultúr na Gaeltachta.

Ba iad na dúshlán ba mhó a d'aithin na múinteoirí ná: labhairt na teanga, an litríocht, an scrúdú deiridh, caighdeán Gaeilge na scoláirí agus na sonraíochtaí féin. Ar an iomlán, bhí múinteoirí den tuairim nach raibh go leor aitheantais ag dul don Ghaeilge labhartha agus nach raibh a dhóthain ama acu chun díriú ar labhairt na teanga. Léirigh cuid de na múinteoirí go raibh an líon litríochta a bhí le clúdach róthrom agus nach raibh an caighdeán Gaeilge ag cuid de na scoláirí chun tairbhe a bhaint as an litríocht. Léirigh múinteoirí an tuairim nach raibh an bhéim ar scileanna léitheoireachta agus scríbhneoireachta oiriúnach do na scoláirí uile. Bhí cuid de na múinteoirí a léirigh míshástacht maidir leis an easpa soiléireachta a bhaineann leis an scrúdú deiridh ó thaobh marcanna de agus ó thaobh ábhair de. Bhain mórdhúshlán le freastal ar an éagsúlacht sna caighdeáin Ghaeilge sa chéad bhliain i scoileanna T2 ach go háirithe, agus léiríodh imní faoin mbearna a shíltear a bhfuil ann idir na caighdeáin ag leibhéal na bunscoile agus ag leibhéal na hiar-bhunscoile. Bhí cuid de na múinteoirí a d'aithin ábhar na sonraíochtaí féin mar dhúshlán. Ba é an príomh-mholadh a bhí ag múinteoirí ná breis béime a chur ar labhairt na Gaeilge trí spás a chruthú dó sa rang agus trí scrúdú cainte a chur ar fáil.

Téamaí éiritheacha ó na Grúpaí Fócais le Scoláirí

Bhí cosúlachtaí agus difríochtaí sna tuairimí a roinnt na scoláirí a bhí ag freastal ar na scoileanna cás-staidéir T1 agus T2. Bhí na scoláirí ar fad d'aon tuairim gur mhaith leo breis deiseanna a bheith acu chun díriú ar labhairt na teanga. Níor bhain dúshlán leis an aistriú ón mbunscoil go dtí an iar-bhunscoil do na scoláirí T1 a ghlac páirt sna grúpaí fócais ó thaobh na Gaeilge de. Dar leis na scoláirí sna scoileanna cás-staidéir T2, bhain an-dúshlán leis an aistriú ón mbunscoil go dtí an iar-bhunscoil mar gheall ar an éagsúlacht i gcaighdeáin Ghaeilge na scoláirí agus iad ag teacht ó bhunscoileanna éagsúla.

Thaitin sé leis na scoláirí sa dá chomhthéacs scoile nuair a bhí deiseanna acu: a bheith gníomhach san fhoghlaim, an teanga a úsáid agus nuair a baineadh leas as an teicneolaíocht mar áis. Thug na scoláirí samplaí de chuir chuige ghníomhacha agus chruthaitheacha a thug deiseanna dóibh an Ghaeilge a úsáid, mar shampla, amhráin, dánta, cluichí teanga, ról-imirt, drámaíocht agus obair thionscnaimh.

Bhí cuid de na scoláirí ar thaitin staidéar ar na téacsanna litríochta leo, go háirithe nuair a bhain na téacsanna le hábhar suime leo agus bhí an téama seo ní ba láidre sna scoileanna cás-staidéir T1. Thuairiscigh cuid de na scoláirí gur chruthaigh na téacsanna éagsúla deiseanna dóibh forbairt a dhéanamh ar a gcuid Gaeilge maidir le forbairt foclóra, eolas ar an gramadach, eolas ar chanúintí agus saibhriú na Gaeilge. Léirigh scoláirí sna scoileanna cás-staidéir T2 tuairimí ní ba dhiúltaí faoin litríocht le hais na scoláirí i scoileanna T1. I gcásanna áirithe, mhínigh scoláirí T2 nach raibh dóthain scileanna teanga acu chun dul i ngleic leis na téacsanna a phlé agus go raibh orthu sléachta a fhoghlaim de ghlannmheabhair mar gheall air sin. Dar leis na scoláirí í i gcuid de na scoileanna cás-staidéir T2, bhí modh an aistriúcháin in úsáid ag múinteoirí agus ag scoláirí chun tacú le scoláirí tuiscint a fháil ar chuid de na téacsanna. Bhí na scoláirí T2 go láidir den tuairim gurbh fhearr leo díriú ar scileanna cumarsáide a fhorbairt sa Ghaeilge agus cheistigh cuid díobh fiúntas fhoghlaim na litríochta dóibh. Bhí spéis mhór ag scoláirí T2 a bheith in ann comhrá a bheith acu trí Ghaeilge. Thaitin gearrscannáin leis na scoláirí sa dá chomhthéacs scoile.

Bhí cuir chuige spreagúla scoile uile i bhfeidhm sna scoileanna cás-staidéir T1 chun tacú le húsáid na Gaeilge. Cuireadh béim scoile uile ar phointí gramadaí ar leith, agus baineadh leas as prionta sa timpeallacht, aoichainteoirí agus comórtais ionscoile chun tacú leis an nGaeilge. D'aithin na scoláirí sa Ghaeltacht go raibh an pobal áitiúil mar áis foghlama dóibhsean. Bhí deiseanna ní ba theoranta ag scoláirí T2 an Ghaeilge a úsáid taobh amuigh den rang/den scoil. Nuair a bhí deis ag scoláirí T1 agus T2 freastal ar chúrsaí Gaeltachta, chuaigh sin i bhfeidhm go mór orthu cé nach raibh na deiseanna seo ar fáil do gach scoláire. Léirigh scoláirí sna scoileanna cás-staidéir T2 gur bhreá leo dá mbeadh breis deiseanna acu an teanga a úsáid. Tháinig tábhacht

an mhúinteora maidir le cur chun cinn na Gaeilge chun cinn mar théama i scoileanna cás-staidéir T2.

Bhí meascán tuairimí ag scoláirí T1 maidir le foghlaim na gramadaí agus chuir cuid de na scoláirí an-spéis sa ghramadach agus bheith ag foghlaim faoi na difríochtaí idir an Ghaeilge chaighdeánach agus an Ghaeilge chanúnach. Léirigh mórchuid de na scoláirí T2 go raibh sé dúshlánach orthu cuimhneamh ar na rialacha gramadaí. Bhí scoláirí i scoileanna cás-staidéir T1 agus T2 ar aon tuairim go raibh orthu díriú ar scileanna léitheoireachta agus scríbhneoireachta sa rang den chuid is mó mar gheall ar: an am teoranta a bhí ag dul don Ghaeilge, an líon litríochta a bhí le clúdach agus an scrúdú deiridh. Bhí na scoláirí ar fad ar aon intinn gur mhaith leo dá mbeadh fócas ní ba mhó ar labhairt na teanga agus dá mbeadh níos mó deiseanna acu tabhairt faoi thascanna gníomhacha. Mhol roinnt scoláirí go gcuirfí scrúdú cainte ar fáil sa tSraith Shóisearach. Cheap cuid de na scoláirí T1 agus T2 go gcruthódh scrúdú cainte níos mó deiseanna chun aird a dhíriú ar labhairt na teanga agus gur bhain tábhacht leis sin. Léirigh na scoláirí T2 gur mhaith leo a bheith in ann gnáthchumarsáid a dhéanamh trí Ghaeilge. Bhí na scoláirí ar fad den tuairim gur bhreá leo dá mbeadh níos mó béime ar labhairt na Gaeilge.

Léirigh scoláirí sa dá chomhthéacs scoile míshástacht faoi éilimh an scrúdaithe dheiridh agus an éiginnteacht a bhain le hábhar an scrúdaithe dar leo. Ní raibh taithí ag mórán de na scoláirí ar na tascanna MRB go fóill ach mhol cuid de na scoláirí gur chóir go mbeadh marcanna suimitheacha ag dul dóibh mar chuid den scrúdú deiridh. Maidir leis an soláthar idirdhealaithe T1 agus T2, bhí na scoláirí den tuairim gur bhain ciall leis an idirdhealú ar bhonn prionsabail cé gur léirigh cuid de na scoláirí sna scoileanna cás-staidéir T1 an tuairim go raibh siad faoi mhíbhuntáiste mar gheall ar an ualach oibre agus an dúshlán a bhaineann le tabhairt faoi shonraíocht T1 sa Ghaeilge agus sa Bhéarla. Ní mór a thabhairt faoi deara nach bhfuil ach aon sonraíocht amháin ann don Bhéarla.

Céim a Trí den Taighde

Tá téamaí éiritheacha ó Chéim a Dó den taighde curtha i láthair sa tuarascáil seo. Tabharfaidh na sonraí a mbaileofar ag Céim a Trí (2025/2026) léargais níos doimhne ar chur i ngníomh shonraíochtaí Gaeilge na Sraithe Sóisearaí ó réimse níos leithne de rannpháirtithe. Baileofar eolas ó gheallsealbhóirí Gaeilge sa chéad chéim eile agus reáchtáfar grúpaí fócais le múinteoirí agus le scoláirí ón tríú bliain sna scoileanna cás-staidéir. Beidh deis ag tuismitheoirí/caomhnóirí sna scoileanna cás-staidéir a gcuid tuairimí a roinnt chomh maith.

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Mír a hAon: Réamhrá

Cuireadh múnla soláthair idirdhealaithe ar fáil do theagasc agus d'fhoghlaim na Gaeilge sa tSraith Shóisearach in 2017. Rinneadh idirdhealú idir na sonraíochtaí Gaeilge do scoileanna T2 (is iad sin scoileanna a fheidhmíonn trí mheán an Bhéarla agus ina múintear an Ghaeilge mar dhara teanga) agus do scoileanna T1 (scoileanna Gaeltachta agus scoileanna/aonaid lán-Ghaeilge) ag leibhéal na Sraithe Sóisearaí. I Meán Fómhair 2023, chun tógáil ar an méid a cuireadh i láthair in *Athbhreithniú luath ar chur i bhfeidhm na Sonraíochtaí Gaeilge T1 agus T2 don tSraith Shóisearach* (Mac Gearailt & Ó Duibhir, 2023), choimisiúnaigh an Chomhairle Náisiúnta Curaclaim agus Measúnachta (CNCM) grúpa taighdeoirí ó SEALBHÚ: Lárionad Taighde DCU um Foghlaim agus Teagasc na Gaeilge chun tabhairt faoi staidéar agus athbhreithniú leantach ar chur i ngníomh na sonraíochtaí Gaeilge. Cuirtear i láthair na sonraí taighde a bailíodh ag Céim a Dó den taighde sa tuarascáil eatramhach seo.

Is tionscadal taighde trí bliana atá i gceist leis an staidéar seo. Tá sé mar aidhm ag an taighde staidéar agus athbhreithniú leantach a dhéanamh ar chur i ngníomh Shonraíochtaí Gaeilge na Sraithe Sóisearaí (T1 agus T2) in iar-bhunscoileanna i réimsí an teagaisc, na foghlama agus an mheasúnaithe. Breathnófar go háirithe ar an taithí atá ag scoileanna ar an múnla idirdhealaithe don Ghaeilge sa tSraith Shóisearach, chomh maith leis na hathruithe sa chleachtas de bharr Chreat na Sraithe Sóisearaí (2015). Baileofar sonraí ó pheirspictíochtaí agus ó thaithí pháirtithe éagsúla.

Is iad seo na príomhcheistanna a threoróidh an taighde le linn na dtrí bliana:

1. *Cad é an taithí atá ag ceannairí scoile, múinteoirí agus scoláirí ar chur i bhfeidhm shonraíochtaí Gaeilge na Sraithe Sóisearaí (T1 & T2) i réimse an teagaisc, na foghlama agus an mheasúnaithe agus cad iad na tuairimí atá acu ina leith?*
2. *Cad é an taithí atá ag páirtithe leasmhara ar na tacaíochtaí atá ar fáil maidir le cur i bhfeidhm an tsoláthair agus na sonraíochtaí, agus cé na constaicí, más ann dóibh, atá ann dá chur i bhfeidhm?*
3. *An dtagann cur i bhfeidhm na sonraíochtaí le réasúnaíocht agus le haidhmeanna na sonraíochtaí uasdátaithe (T1 & T2) don Ghaeilge sa tSraith Shóisearach, agus leis an gCreat don tSraith Shóisearach (2015) ar bhonn níos leithne?*

Freagraíonn na ceistanna taighde go díreach do na critéir a leag an CNCM síos san iarratas ar thairiscintí. Tá trí chéim sa taighde:

- **Céim a hAon 2023/2024:** Grúpaí fócais/agallaimh le múinteoirí iar-bhunscoile Gaeilge agus le ceannairí scoile i scoileanna cás-staidéir.
- **Céim a Dó 2024/2025:** Suirbhé náisiúnta ar líne do mhúinteoirí iar-bhunscoile Gaeilge agus grúpaí fócais le scoláirí i scoileanna cás-staidéir.
- **Céim a Trí 2025/2026:** Grúpaí fócais le scoláirí i scoileanna cás-staidéir, grúpaí fócais/agallaimh le múinteoirí agus gairmithe eile scoile i scoileanna cás-staidéir, suirbhé anaithnid le tuismitheoirí/caomhnóirí i scoileanna cás-staidéir agus aighneachtaí scríofa ó pháirtithe leasmhara a bheidh cuireadh faighte acu.



Cuirfear tuarascáil taighde ar fáil don CNCM go bliantúil ag deireadh gach céime. Táthar ag súil go rachaidh na sonraí taighde a bhailítear chun tairbhe do chur i ngníomh agus do sholáthar Shonraíochtaí Gaeilge na Sraithe Sóisearaí trí phróiseas an taighde. Tá sé meáite san iarratas ar thairiscintí gur chóir go gcabhródh na torthaí a eascraíonn ón taighde seo leis an CNCM cinntí a dhéanamh maidir le cúrsaí curaclaim agus measúnachta, agus go bhféadfadh an taighde tionchar a imirt ar pholasaithe oideachasúla ar bhonn níos leithe.

Is í seo an dara tuairisc eatramhach. Cuirtear i láthair na sonraí cainníochtúla agus cáilíochtúla a bailíodh ó shuirbhé náisiúnta anaithnid le múinteoirí Gaeilge ($n=296$). Bhí 266 freagróirí (90%) ag teagasc in iar-bhunscoileanna meán Bhéarla agus bhí 30 freagróirí (10%) ag teagasc i gcomhthéacs scoile T1. Déantar cur síos ar na téamaí a d'eascair ó ghrúpa fócais le scoláirí a bhí sa dara bliain i 12 scoil chás-staidéir. Bhí scoláirí ó sé scoil T1 ($n=58$) agus sé scoil T2 ($n=79$) páirteach sa taighde. Díríodh ar shampla de scoileanna T1 agus ar shampla de scoileanna T2 le hiniúchadh a dhéanamh ar eispéiris na scoláirí sa dá chomhthéacs scoile T1 agus T2.

Tá cúig mhír sa tuarascáil. Is réamhrá atá sa chéad mhír. Déantar cur síos ar mhodheolaíocht an taighde ag Céim a Dó den taighde sa dara mír. Sa tríú mír cuirtear na téamaí a d'eascair ón suirbhé le múinteoirí i láthair agus déantar plé orthu. Tá na príomhthéamaí a d'eascair ó na grúpa fócais le scoláirí ón dara bliain ($n=137$) i scoileanna T1 agus T2 léirithe i Mír a Ceathair. Mínítear na chéad chéimeanna eile a bheidh san athbhreithniú leantach ar shonraíochtaí Ghaeilge na Sraithe Sóisearaí (T1 & T2) i Mír a Cúig.

Mír a Dó: Modheolaíocht an Taighde

Réamhrá

Déantar cur síos sa mhír seo ar mhodheolaíocht an taighde. Mínítear dearadh an taighde agus na céimeanna a glacadh le Cuid a Dó den taighde a chur i gcrích. Tugtar eolas faoin bpróiseas anailíse a cuireadh i bhfeidhm ar na sonraí cainníochtúla agus cáilíochtúla ón suirbhé; agus ar na sonraí cáilíochtúla a d'eascair ó na grúpaí fócais le scoláirí. Tugtar eolas faoi rannpháirtithe an taighde ag Céim a Dó.

Modheolaíocht an Taighde

Is taighde modhanna measctha ilghnéitheach atá sa staidéar seo. Bainfear leas as réimse uirlisí taighde cainníochtúla agus cáilíochtúla leis na ceisteanna taighde a fhreagairt le linn na dtrí bliana den staidéar. Trí leas a bhaint as an dearadh taighde seo beidh sé d'acmhainn ag an taighde eolas a thabhairt ar an taithí atá ag scoláirí, ag múinteoirí agus ag gairmithe eile scoile ar chur i ngníomh shonraíochtaí Gaeilge na Sraithe Sóisearaí (T1 agus T2). Tabharfaidh an taighde seo léargas ar an taithí atá ag páirtithe leasmhara ar na tacaíochtaí atá ar fáil maidir leis an soláthar agus cur i ngníomh na sonraíochtaí, agus cé na constaicí, más ann dóibh, atá ann don chur i ngníomh. Tabharfar léargas, chomh maith leis sin, sa taighde seo ar an gcaoi a dtagann cur i ngníomh na sonraíochtaí leis an réasúnaíocht agus leis na haidhmeanna atá ann don leagan uasdátaithe de na sonraíochtaí Gaeilge (T1 agus T2) (Meán Fómhair, 2023) ag leibhéal na Sraithe Sóisearaí agus leis an gCreat don tSraith

Shóisearach (2015) ar bhonn níos leithne. Díríodh ar mhórchéist a haon agus ar mhórchéist a trí ag Céim a Dó den taighde; ba iad sin:

- Cad é an taithí atá ag ceannairí scoile, múinteoirí agus scoláirí ar chur i bhfeidhm shonraíochtaí Gaeilge na Sraithe Sóisearaí (T1 agus T2) i réimse an teagaisc, na foghlama agus an mheasúnaithe agus cad iad na tuairimí atá acu ina leith?
- An dtagann cur i bhfeidhm na sonraíochtaí le réasúnaíocht agus le haidhmeanna na sonraíochtaí uasdátaithe (T1 & T2) don Ghaeilge sa tSraith Shóisearach, agus leis an gCreat don tSraith Shóisearach (2015) ar bhonn níos leithne?

[Ag Céim a hAon \(2023-2024\)](#) den taighde (Ní Dhiorbháin & O'Grady, 2025), rinneadh iniúchadh ar an taithí a bhí ag ceannairí scoile agus ag múinteoirí ar chur i ngníomh shonraíochtaí Gaeilge na Sraithe Sóisearaí (T1 & T2) agus ar na tuairimí a bhí acu ina leith. Bailíodh sonraí ó agallaimh le ceannairí scoile ($n=18$), agus ó ghrúpaí fócais le múinteoirí ($n=42$) i 12 scoil chás-staidéir ar fud na tíre. Ag Céim a Dó den taighde (2024-2025), bailíodh na sonraí trí shuirbhé anaithnid le múinteoirí iar-bhunscoile Gaeilge ($n=296$) agus trí ghrúpaí fócais le scoláirí ($n=137$) sna 12 scoil chás-staidéir.

Suirbhé Náisiúnta le Múinteoirí

Bhí sé mar aidhm ag an suirbhé anaithnid eolas a bhailiú faoin taithí atá ag múinteoirí ar chur i ngníomh na sonraíochtaí Gaeilge T1 agus T2 agus faoi na tuairimí atá acu ina leith. Dearadh agus roinneadh an suirbhé tríd an ardán Qualtrics de chuid Ollscoil Chathair Bhaile Átha Cliath (Aguisín A). Rinneadh píolótú ar an suirbhé sular roinneadh é. Bhain tábhacht leis an bpíolótú chun ceisteanna a shoiléiriú. Bhí deis ag rannpháirtithe an suirbhé a líonadh in aon bhabhta amháin nó teacht agus imeacht ón suirbhé. Bhí ar gach rannpháirtí a dtoiliú feasach a léiriú ag tús an tsuirbhé agus níor bailíodh aon eolas inaitheanta ó na rannpháirtithe.

Bhí cúig chuid sa suirbhé. Dhírigh Cuid a hAon ar eolas comhthéacsúil a bhailiú ó na múinteoirí maidir leis an gcineál scoile ina raibh siad ag teagasc agus a dtaithí teagasc go dáta. Dhírigh Cuid a Dó den suirbhé ar thaithí na múinteoirí ar chur i ngníomh na sonraíochta T1/T2 faoi cheithre mhórhéama: (i) pleanáil, (ii) teagasc agus foghlaim, (iii) measúnú agus (iv) tacaíochtaí. Rinneadh iniúchadh ar eochair scileanna na Sraithe Sóisearaí agus pointí aistrithe i gCuid a Trí den suirbhé agus fiosraíodh dearcthaí múinteoirí ar na leasuithe atá curtha i bhfeidhm ó Mheán Fómhair 2023 i gCuid a Ceathair. Bhí deis ag múinteoirí a gcuid tuairimí a nochtadh maidir leis na mórghuanna agus na mórdhúshláin a bhain le cur i ngníomh na sonraíochtaí ag deireadh an tsuirbhé i gCuid a Cúig. Bhí meascán de cheisteanna dúnta agus ceisteanna oscailte sa suirbhé. Bhí deich gceist oscailte sa suirbhé chun deis a thabhairt do mhúinteoirí leathnú a dhéanamh ar a gcuid tuairimí. Rinneadh anailís thuairisciúil (Cohen et al., 2018) ar na ceisteanna dúnta agus rinneadh anailís théamach (Braun & Clarke, 2006; 2022) ar na ceisteanna oscailte. Cuireadh an t-eolas ó na ceisteanna oscailte i scarbhileoga chun anailís ionduchtach a dhéanamh orthu. Chuir na taighdeoirí eolas ar na sonraí trí léamh agus athléamh a dhéanamh orthu. Ina dhiaidh sin, rinneadh códú ar na freagraí trí anailís ionduchtach agus cuireadh na cóid faoi mhórhéamaí. Rinneadh athbhreithniú ar na téamaí ansin chun cruinneas na dtéamaí a chinntiú. Rinneadh códú ar na freagraí líne ar líne mar chéad chéim, breathnaíodh ar mhinicíocht na gcód agus socraíodh na cóid faoi mhórhéamaí ina dhiaidh sin. Rinne an bheirt taighdeoirí códáil ar chuid de na sonraí leo féin agus rinne

siad cros-seiceáil ar na téamaí ina dhiaidh sin chun cur le hiontaofacht an taighde. Tá an cur chuige seo molta chun iontaofacht sonraí a chosaint agus taighdeoirí éagsúla i mbun anailíse (Cohen et al., 2018).

Sampláil agus Scaipeadh an tSuirbhé. Is sampláil bhreithiúnais a cuireadh i bhfeidhm (Cohen et al., 2018) agus tugadh cuireadh do mhúinteoirí iar-bhunscoile Gaeilge fud fad na tíre páirt a ghlacadh sa suirbhé. Osclaíodh an suirbhé i mí Aibreáin agus tugadh ocht seachtaine do rannpháirtithe chun an suirbhé a líonadh. Cuireadh síneadh ama leis an suirbhé chun breis ama a thabhairt do mhúinteoirí. Seoladh cuireadh chun páirt a ghlacadh sa suirbhé chuig gach iar-bhunscoil sa tír. Rinneadh teagmháil le 727 scoil ag úsáid na sonraí teagmhála a bhí ar fáil ón Roinn Oideachais. Scaipeadh an suirbhé trí na meáin shóisialta, trí na heagrais Ghaeilge agus eagrais oideachasúla chomh maith. Seoladh meabhrúchán ríomhphoist chuig scoileanna freisin.

Grúpaí Fócais le Scoláirí

Ghlac 137 scoláirí a bhí sa dara bliain sna scoileanna cás-staidéir páirt sna grúpaí fócais. Tugtar briseadh síos ar líon na scoláirí a ghlac páirt sna grúpaí fócais i dTábla A. Reáchtáladh na grúpaí fócais ar láthair na scoileanna agus fuarthas cead ó thuismitheoirí/caomhnóirí agus ó na scoláirí féin. Ghlac 58 scoláirí T1 agus 79 scoláirí T2 páirt sna grúpaí fócais. Reáchtáladh dhá ghrúpa fócais i dtrí scoil mar gur fheil sé do na scoileanna sin. Tá na ceisteanna a stiúir na grúpaí fócais ar fáil in Aguisín B.

Tábla A: Grúpaí Fócais le Scoláirí

Cód na Scoile	Grúpa Fócais a hAon	Grúpa Fócais a Dó
T1 Scoil A: Gaelcholáiste	10	0
T1 Scoil B: Scoil Ghaeltachta	6	5
T1 Scoil C: Gaelcholáiste	6	0
T1 Scoil D: Scoil Ghaeltachta	8	0
T1 Scoil E: Scoil Ghaeltachta	13	0
T1 Scoil F: Sruth lán-Ghaeilge	10	0
Líon iomlán na scoláirí T1	<i>n</i>=58	
T2 Scoil A	10	0
T2 Scoil B	10	0
T2 Scoil C	10	11
T2 Scoil D	10	0
T2 Scoil E	8	0
T2 Scoil F	11	9
Líon iomlán na scoláirí T2	<i>n</i>=79	
Líon iomlán na scoláirí T1 agus T2	<i>n</i>=137	

Baineadh leas as anailís teimpléid (King, 2012) chun anailís a dhéanamh ar na sonraí ó na grúpaí fócais le scoláirí. Bhain tábhacht le téamaí a aithint roimh ré mar go raibh dualgas ar na taighdeoirí freagairt do na critéir a leag an CNCM síos san iarratas ar thairiscintí. Is anailís struchtúrtha atá san anailís teimpléid a thugann struchtúr don anailís ón tús ach atá solúbtha chomh maith le freagairt do na téamaí éiritheacha. Mar chéad chéim, dhear na taighdeoirí códleabhar (Crabtree & Millar, 1999; King, 2012) a bhí mar theimpléad. Cuireadh anailís dhéaduchtach i bhfeidhm ag úsáid an teimpléid, agus athraíodh an teimpléad de réir na dtéamaí a d'eascair ón anailís ionduchtach. Rinne na taighdeoirí cros-seiceáil ar an anailís chailíochtúil. Is meascán de théamaí déaduchtachta agus ionduchtacha atá curtha i láthair sa tuarascáil.

Conclúid

Rinneadh cur síos ar mhodheolaíocht an taighde sa mhír seo. Cuirtear torthaí ón suirbhé leis na múinteoirí i láthair sa chéad mhír eile.

Mír a Trí: Torthaí ón Suirbhé Náisiúnta

Réamhrá

Cuirtear na torthaí ón suirbhé náisiúnta le múinteoirí Gaeilge i láthair sa mhír seo. Feictear go bhfuil na torthaí curtha in iúl de réir gach coda den suirbhé, mar seo a leanas: Cuid a hAon: Eolas Comhthéacsúil; Cuid a Dó: Pleanáil, Teagasc agus Foghlaim, Measúnú agus Tacaíochtaí; Cuid a Trí: Naisc le Príomhscileanna na Sraithe Sóisearaí agus Cúrsaí Aistrithe; Cuid a Ceathair: Leasuithe ar na Sonraíochtaí ó Mheán Fómhair 2023 agus Cuid a Cúig: Tuairimí na Múinteoirí faoi na sonraíochtaí.

Tá na torthaí uile ón suirbhé curtha i bhfoirm táblaí don léitheoir agus mar sin tá rochtain ag an léitheoir ar na sonraí uimhriúla ar fad a d'eascair ón suirbhé. Tá cuid de na sonraí i bhfoirm graifeanna chomh maith. Cuirtear na torthaí i láthair mar aon mhórghrúpa amháin nó mar aon seit sonraí amháin (n=296). Nuair a bhí éagsúlacht léirithe sna torthaí a bhain le rannpháirtithe ó scoileanna T1 agus na rannpháirtithe ó scoileanna T2, rinneadh idirdhealú ar na torthaí sin. Ní raibh éagsúlacht sna treochtaí idir T1 agus T2 ach i líon beag ceisteanna.

Déantar tráchttaireacht ar na mórpointí a bhain le gach cuid den suirbhé agus ar na mórpointí a bhain le gach aon téama. Ní mór a bheith airdeallach agus an tuairisc á léamh nach sampla ionadaíoch de mhúinteoirí a ghlac páirt sa suirbhé. Níl sin le rá nach bhfuil luach ar na torthaí a ndéantar tuairisciú orthu. Ní mór a thabhairt faoi deara go n-úsáidtear slánuimhreacha agus na torthaí á bplé.

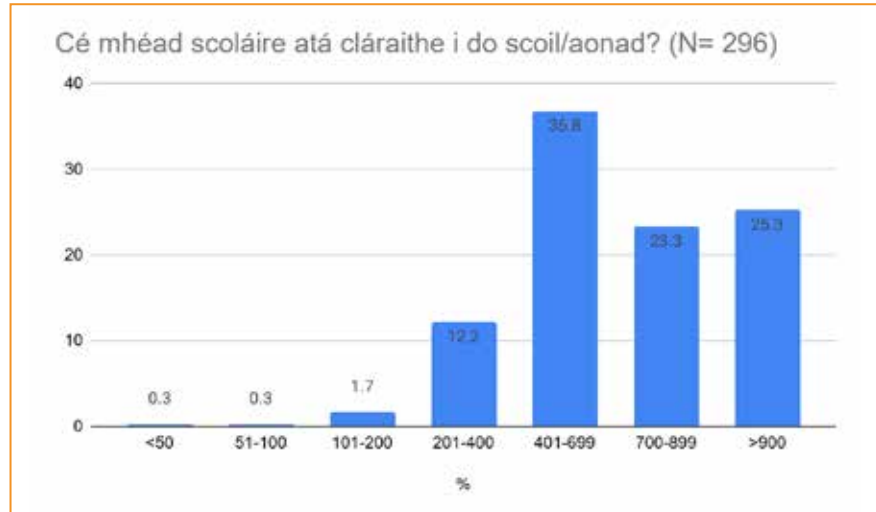
Suirbhé Cuid a hAon: Eolas Comhthéacsúil

Freagróirí an tSuirbhé agus an Comhthéacs Scoile

Bailíodh eolas comhthéacsúil ó na rannpháirtithe i gCuid a hAon den suirbhé. Chomhlánaigh 296 múinteoirí an suirbhé san iomlán. Cé gur chomhlánaigh 296 múinteoirí an suirbhé, bhí rogha acu ceisteanna a fhreagairt nó gan iad a fhreagairt; mar sin níor fhreagair an líon iomlán de mhúinteoirí gach aon cheist. Tá líon na múinteoirí a d'fhreagair gach aon cheist léirithe sa chur síos.

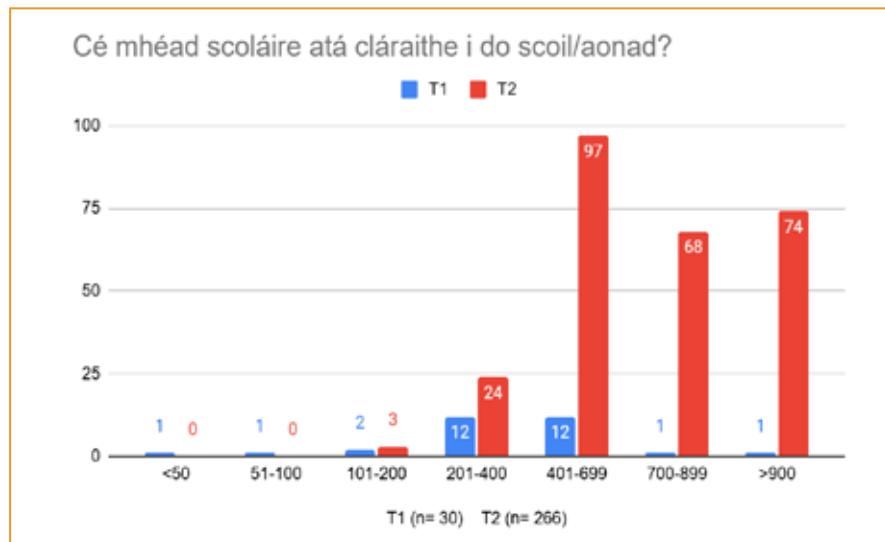
Bhí 266 freagróirí (90%) ag teagasc in iar-bhunscoil mheán-Bhéarla. Bhí 30 freagróirí (10%) ag teagasc i scoileanna T1. Bhí 25 freagróirí (8%) ag teagasc i nGaelcholáiste nó in aonad nó sruth lán-Ghaeilge, bhí 5 freagróirí (2%) ag teagasc i scoil Ghaeltachta. Bhí tromlach na múinteoirí (85%) ag múineadh i scoileanna ina raibh breis is 400 scoláire agus bhí ionadaíocht ann ó mhúinteoirí a bhí ag teagasc i scoileanna níos lú freisin. Léiríonn Fíor 1 líon na scoláirí sna scoileanna ina raibh na múinteoirí ag teagasc agus céatadán na múinteoirí a bhain leis na catagóirí éagsúla.

Fíor 1: Líon na Scoláirí sna Scoileanna



Tugann Fíor 2 briseadh síos de líon na scoláirí de réir na múinteoirí a bhí ag teagasc i scoileanna T1 agus i scoileanna T2. Feictear nach raibh múinteoir T1 amháin ag múineadh i scoil ina raibh níos mó ná 900 scoláirí inti, i gcomparáid le 74 múinteoirí T2.

Fíor 2: Líon na Scoláirí sna Scoileanna T1 agus T2

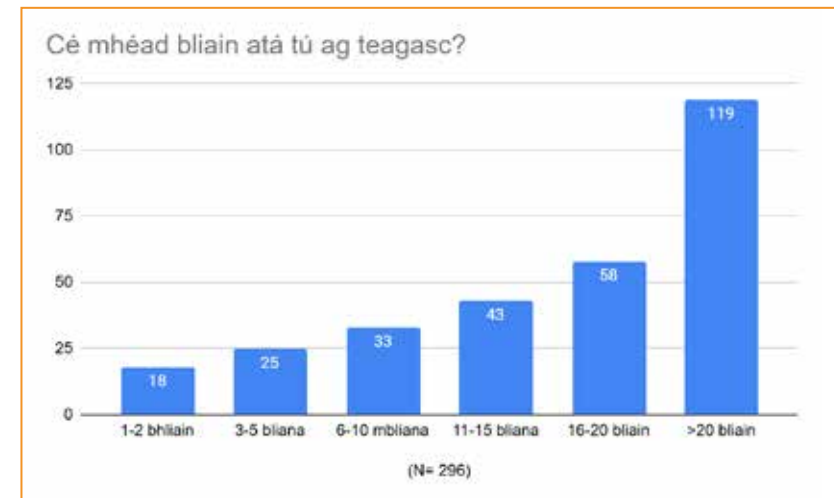


Taithí Teagaisc

Bhí idir bliain agus 10 mbliana taithí teagaisc ag 26% de fhreagróirí; bhí idir 11-20 bliain de thaithí teagaisc ag 34% de fhreagróirí agus bhí breis is 20 bliain de thaithí teagaisc ag 40% de na freagróirí. Tá eolas maidir le taithí teagaisc na múinteoirí léirithe i bhFíor 3.

Ba mhúinteoirí iad 94% de na freagróirí. D'fhreagair príomhoide amháin agus seisear príomhoidí tánaisteacha an suirbhé; chláraigh deichniúr "eile" mar fhreagra. Bhí taithí ag an bpríomhoide agus na príomhoidí tánaisteacha ar theagasc na sonraíochta. Maidir leis an gcatagóir "eile" ba phoist mhúinteoireachta a bhí i gceist freisin, mar shampla, múinteoirí a raibh post freagrachta acu. Baintear úsáid as an téarma 'múinteoir' sa tuarascáil le cur síos a dhéanamh ar fhreagraí agus tuairimí na múinteoirí ar fad beag beann ar an bpost a bhí acu.

Fíor 3: Blianta de Thaithí Teagaisc na Múinteoirí



Taithí ar na Sonraíochtaí Gaeilge

D'fhreagair 296 múinteoirí an cheist a bhain lena dtaithí ar na sonraíochtaí agus bhí deis ag freagróirí níos mó ná rogha amháin a dhéanamh, idir a dtaithí ar an tsonraíocht T1 nó a dtaithí ar an tsonraíocht T2 nó a dtaithí ar an dá shonraíocht. Bhí taithí ag tromlach na bhfreagróirí ar leaganacha 2017 agus 2023 de Shonraíochtaí Gaeilge na Sraithe Sóisearaí. Bhí taithí ag 70% de fhreagróirí ar an leagan 2017 de na sonraíochtaí agus bhí taithí ag 95% de fhreagróirí ar an leagan 2023 de na sonraíochtaí Gaeilge (T1 agus T2). Bhí taithí ag 38 múinteoirí (13%) ar an tsonraíocht T1 amháin agus bhí taithí ag 224 múinteoirí ar an tsonraíocht T2 amháin (76%). Dúirt 20 múinteoirí (7%) go raibh taithí acu ar an dá shonraíocht T1 agus T2. Breathnaítear ar na torthaí ó Chuid a Dó anois a bhain le Pleanáil, Teagasc agus Foghlaim, Measúnú agus Tacaíochtaí.

Suirbhé Cuid a Dó: Pleanáil, Teagasc agus Foghlaim, Measúnú agus Tacaíochtaí

Déantar na torthaí a phlé de réir an leagan amach a bhí ar an gceistneoir. Fiafraíodh de na múinteoirí: *Cé chomh láidir is a aontaíonn nó a easaontaíonn tú leis na ráitis seo a leanas maidir le do thaithí ag cur Shonraíocht Ghaeilge na Sraithe Sóisearaí (T1 & T2) (Leagan Meán Fómhair 2023) i bhfeidhm?* Bhain na ráitis leis na téamaí seo a leanas: (i) pleanáil, (ii) teagasc agus foghlaim, (iii) measúnú agus (iv) tacaíochtaí. Déantar tráchteaireacht ar na freagraí agus cuirtear iad i láthair i bhfoirm tábla nó graif. Pléitear na difríochtaí idir comhthéacsanna T1 agus T2 má thainig siad chun solais agus léirítear an plé ar na difríochtaí idir comhthéacsanna T1/T2 mar fhotheideal. Déantar plé ar na téamaí a thainig chun cinn sna ceisteanna oscailte agus léirítear sna foteidil nuair atá ceist oscailte á plé.

Pleanáil

Bhain ceist a haon le pleanáil agus feictear briseadh síos de thuairimí na múinteoirí i dTábla B. Taispeántar an líon múinteoirí a d'fhreagair an cheist tar éis gach ráitis. Bhí leath na múinteoirí ($n=145$) a d'easaontaigh nó a d'eastaonaigh go mór go raibh na torthaí foghlama in úsáid acu mar threoir don phleanáil. Maidir le soiléireacht na dtorthaí foghlama, bhí 28% de mhúinteoirí ($n=82$) a d'aontaigh/d'aontaigh go mór go raibh na torthaí foghlama soiléir dóibh agus bhí 52% de mhúinteoirí ($n=153$) a d'easaontaigh/d'easaontaigh go mór.

Bhí breis is leath de na múinteoirí ag comhphleanáil le múinteoirí agus gairmithe eile ar bhonn rialta ($n=160$). Bhí tromlach de mhúinteoirí (86%, $n=254$) ag roinnt áiseanna le múinteoirí eile taobh istigh dá scoil féin, agus bhí áiseanna á roinnt ag 44% de mhúinteoirí ($n=127$) le múinteoirí eile taobh amuigh den scoil freisin. Léiríodh mar sin, go raibh áiseanna á roinnt ag go leor múinteoirí ar bhonn rialta agus go raibh áiseanna á roinnt ní ba mhinice taobh istigh den scoil ná lasmuigh di. De réir na dtorthaí atá léirithe anseo, bhí céatadán réasúnta ard de mhúinteoirí a d'aontaigh/a d'aontaigh go mór gur bhain siad leas as an téacsleabhar (66%), agus téacsanna litríochta (67%) agus iad i mbun pleanála.

Tugadh le fios sa suirbhé go raibh scrúdú deiridh in úsáid mar áis phleanála don teagasc ag mórchuid na bhfreagróirí (80%, $n=234$). Ní raibh ach 6% de mhúinteoirí ($n=18$) a d'easaontaigh nó a d'eastaonaigh go mór gur bhain siad leas as an scrúdú deiridh chun a gcuid teagaisc a phleanáil. D'fhéadfaí a léamh ar na torthaí mar sin go bhfuil cúltonchar ag an measúnú suimitheach ar an bpleanáil agus ar an teagasc agus foghlaim sa rang.

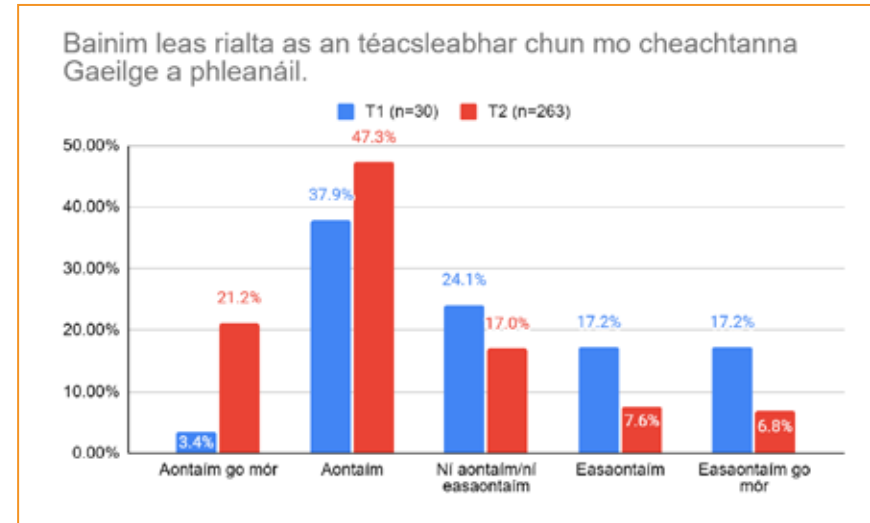
Tábla B: Pleanáil do Mhúineadh na Gaeilge

Ráiteas	1	2	3	4	5
(1) Aontaim go mór; (2) Aontaim; (3) Ní aontaim/ní easaontaim; (4) Easaontaim; (5) Easaontaim go mór.					
Treoraíonn na torthaí foghlama atá sa tsonraíocht mo chuid pleanála ar bhealach éifeachtach. (n=293)	8 2.7%	65 22.2%	75 25.6%	76 26.0%	69 23.5%
Tá na torthaí foghlama atá sa tsonraíocht soiléir domsa mar mhúinteoir. (n=294)	10 3.4%	72 24.5%	59 20.0%	96 32.7%	57 19.4%
Bím ag pleanáil mo cheachtanna Gaeilge le múinteoirí agus le gairmithe eile go rialta. (n=293)	50 17.1%	110 37.5%	50 17.1%	56 19.1%	27 9.2%
Roinnim áiseanna le múinteoirí eile i mo scoil go rialta. (n=294)	124 42.2%	130 44.2%	24 8.2%	12 4.0%	4 1.4%
Roinnim áiseanna le múinteoirí eile taobh amuigh den scoil. (n=292)	32 11.0%	95 32.5%	59 20.2%	64 21.9%	42 14.4%
Bainim leas rialta as an téacsleabhar chun mo cheachtanna Gaeilge a phleanáil. (n=293)	57 19.5%	136 46.4%	52 17.7%	25 8.5%	23 7.9%
Úsáidim an litríocht (téacsanna) chun mo chuid teagaisc a phleanáil. (n=292)	41 14.0%	156 53.4%	37 12.7%	44 15.1%	14 4.8%
Úsáidim an scrúdú deiridh chun mo chuid teagaisc a phleanáil. (n=291)	105 36.1%	129 44.3%	39 13.4%	15 5.2%	3 1.0%
Tá neart ama agam chun tabhairt faoin bpleanáil do theagasc agus foghlaim na Gaeilge. (n=293)	1 0.3%	20 6.8%	30 10.2%	91 31.1%	151 51.6%
Dearaim féin mo nótaí teagaisc agus m'áiseanna teagaisc. (n=293)	133 45.4%	132 45.1%	17 5.8%	9 3.0%	2 0.7%

Múinteoirí i gComhthéacsanna Scoile T1 agus T2

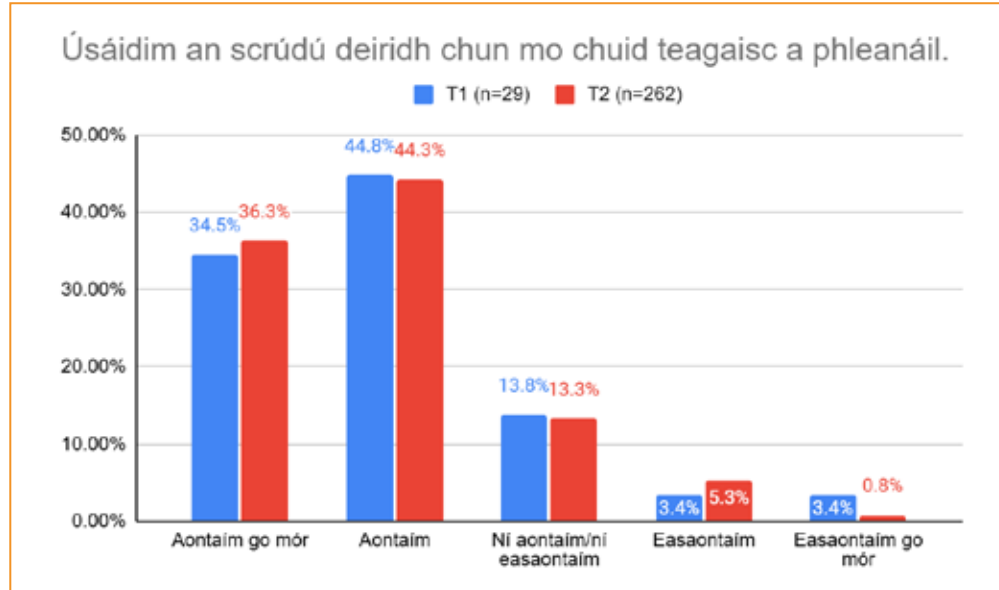
Ar an iomlán, ní raibh difríochtaí móra idir múinteoirí T1 agus T2 sa chuid seo den suirbhé. Cé go raibh an téacsleabhar in úsáid ag céatadán ní b'airde de mhúinteoirí T2 chun tacú lena gcuid pleanála i gcomparáid le múinteoirí T1, (Féach Fíor a 4), ní raibh an díriocht suntasach ó thaobh staitistice de.

Fíor 4: Úsáid an Téacsleabhair mar Áis Phleanála



Mar atá léirithe i bhFíor 5, ba é an scrúdú deiridh an áis ba mhó a d'imir tionchar ar chúrsaí pleanála sa dá chomhthéacs scoile. Ní mór a thabhairt faoi deara go bhfuil na freagraí ó scoileanna T1 bunaithe ar líon rannpháirtithe ní ba lú.

Fíor 5: Úsáid an Scrúdaithe Dheiridh don Phleanáil don Teagasc



Teagasc agus Foghlaim

Tá trí shnáithe sa tSonraíocht is iad sin, cumas cumarsáide, feasacht teanga agus chultúrtha agus féinfheasacht an fhoghlaim. Cuirtear béim ar leith sa tsonraíocht ar chumas cumarsáide agus scileanna idirghníomhaithe cainte a fhorbairt. Feictear briseadh síos de thuairimí na múinteoirí maidir le teagasc agus foghlaim i dTábla C. Taispeántar an líon múinteoirí a léirigh a dtuairimí tar éis gach ráitis.

De réir na hanailíse ar an gcuid seo den suirbhé bhí tromlach na bhfreagróirí (73%) den tuairim nach raibh cur i ngníomh na sonraíochta ag tacú leis na scoláirí cumas cumarsáide a fhorbairt sa Ghaeilge. Léirigh mórchuid na múinteoirí (84%) an tuairim nach raibh dóthain ama acu chun díriú ar fhorbairt scileanna cainte sa rang, agus bhí 79% de mhúinteoirí a d'aontaigh nó a d'aontaigh go mór go gcuireann siad níos mó béime ar an léitheoireacht agus ar an scríbhneoireacht ná fhorbairt scileanna cainte/idirghníomhaithe teanga. D'fhéadfaí a léamh ar na torthaí gur bhain dúshlán le cumas cumarsáide a fhorbairt.

Bhí 21% de na freagróirí a d'aontaigh nó a d'aontaigh go mór go raibh ag éirí le cur i ngníomh na sonraíochtaí tacú leis na scoláirí i gcoitinne maidir le feasacht teanga a fhorbairt. Bhí os cionn leath de na freagróirí a d'easaontaigh nó a d'easaontaigh go mór go raibh ag éirí le cur i ngníomh na sonraíochtaí tacú leis na scoláirí i gcoitinne maidir le feasacht teanga (57%) a fhorbairt. Bhí tuairim is leath na múinteoirí a d'easaontaigh nó a d'easaontaigh go mór go raibh cur i ngníomh na sonraíochtaí ag tacú leis an scoláirí i gcoitinne feasacht chultúrtha (51%) agus féinfheasacht foghlaim a fhorbairt (53%). D'fhéadfaí a léamh ó na torthaí go mbeadh breis tacaíochtaí de dhíth chun tacú le scoláirí rath a bhaint amach sna trí shnáithe den tsonraíocht.

Bhí an Ghaeilge in úsáid mar theanga teagaisc ag mórchuid de mhúinteoirí (69%), sa rang agus bhí an Ghaeilge in úsáid ag líon níos lú scoláirí (24%) ná múinteoirí. Ní mór a thabhairt faoi deara go raibh 32% ($n=94$) de mhúinteoirí a roghnaigh ní aontaim/ní easaontaim maidir leis an ráiteas: *"Is í an Ghaeilge an teanga a úsáideann na scoláirí sa rang."* Aithnítear sna sonraíochtaí go dtacaíonn an léitheoireacht agus scríbhneoireacht le fhorbairt scileanna teanga na scoláirí. Is ábhar imní é, áfach, nár shíl ach mionlach de mhúinteoirí go raibh ag éirí leis na scoláirí i gcoitinne cumas cumarsáide (10%) agus muintín (11%) á fhorbairt sa Ghaeilge agus na sonraíochtaí á gcur i ngníomh.

Tábla C: Tuairimí na Múinteoirí maidir le Teagasc agus Foghlaim

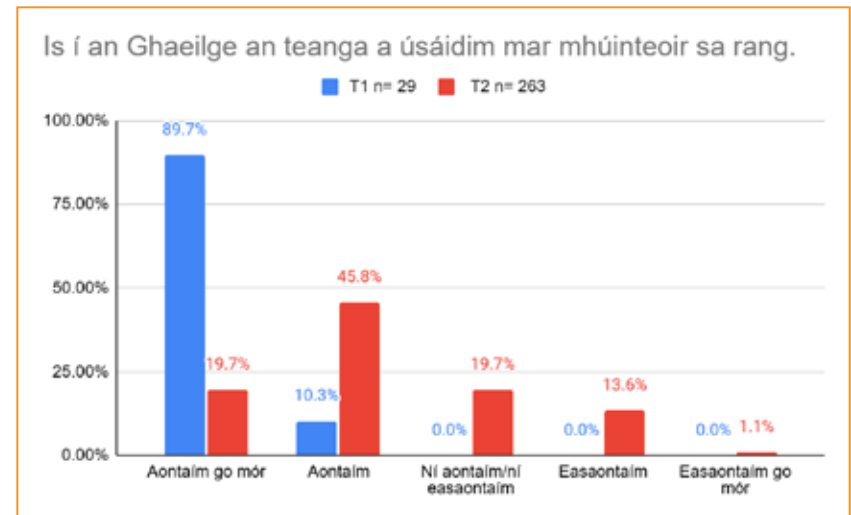
(1) Aontaím go mór; (2) Aontaím; (3) Ní aontaím/ní easaontaím; (4) Easaontaím; (5) Easaontaím go mór.

Ráiteas	1	2	3	4	5
Tá cur i ngníomh na sonraíochta(i) ag tacú leis na scoláirí i gcoitinne cumas cumarsáide a fhorbairt sa Ghaeilge. (n=294)	3 1.0%	27 9.2%	50 17%	92 31.3%	122 41.5%
Tá cur i ngníomh na sonraíochta(i) ag tacú leis na scoláirí i gcoitinne feasacht teanga a fhorbairt. (n=293)	4 1.4%	57 19.5%	64 21.8%	92 31.4%	76 25.9%
Tá cur i ngníomh na sonraíochta(i) ag tacú leis na scoláirí i gcoitinne feasacht chultúrtha a fhorbairt. (n=294)	4 1.4%	71 24.1%	69 23.5%	82 27.9%	68 23.1%
Tá cur i ngníomh na sonraíochta(i) ag tacú leis na scoláirí i gcoitinne féinfheasacht a fhorbairt orthu féin mar fhoghlaiméoirí. (n=294)	3 1.0%	59 20.0%	76 25.9%	84 28.6%	72 24.5%
Tá cur i ngníomh na sonraíochta(i) ag tacú leis na scoláirí i gcoitinne muinín a fhorbairt sa Ghaeilge. (n=294)	4 1.4%	29 9.9%	49 16.6%	96 32.7%	116 39.4%
Is í an Ghaeilge an teanga a úsáidim mar mhúinteoir sa rang. (n=292)	78 26.7%	123 42.1%	52 17.8%	36 12.3%	3 1.0%
Is í an Ghaeilge an teanga a úsáideann na scoláirí sa rang. (n=292)	18 6.2%	51 17.5%	94 32.2%	100 34.2%	29 9.9%
Tá go leor ama agam chun díriú ar fhorbairt scileanna cainte na scoláirí sa tSraith Shóisearach. (n=293)	3 1.0%	15 5.1%	28 9.6%	77 26.3%	170 58.0%
Cuirim béim ar léitheoireacht agus ar scríbhneoireacht i gceachtanna Gaeilge. (n=293)	65 22.2%	175 59.7%	34 11.6%	17 5.8%	2 0.7%
Cuirim níos mó béime ar léitheoireacht agus scríbhneoireacht ná scileanna labhartha/ idirghníomhaithe cainte i mo cheachtanna Gaeilge. (n=294)	102 34.7%	129 43.9%	36 12.3%	21 7.1%	6 2.0%

Múinteoirí i gComhthéacsanna Scoile T1 agus T2

Bhí difríocht shuntasach idir múinteoirí i gcomhthéacsanna scoile T1 agus T2 maidir le húsáid na Gaeilge ag an múinteoir sa rang. Bhí 100% de mhúinteoirí T1 (n=29) a d'aontaigh go mór nó a aontaigh gurb í an Ghaeilge an teanga a d'úsáid siad sa rang, i gcomparáid le 66% (n=172) de mhúinteoirí T2 a d'aontaigh nó a d'aontaigh go mór leis an ráiteas céanna. Tá na difríochtaí idir na múinteoirí i gcomhthéacsanna scoile T1 agus T2 léirithe i bhFíor 6.

Fíor 6: Úsáid na Gaeilge ag Múinteoirí sa Rang



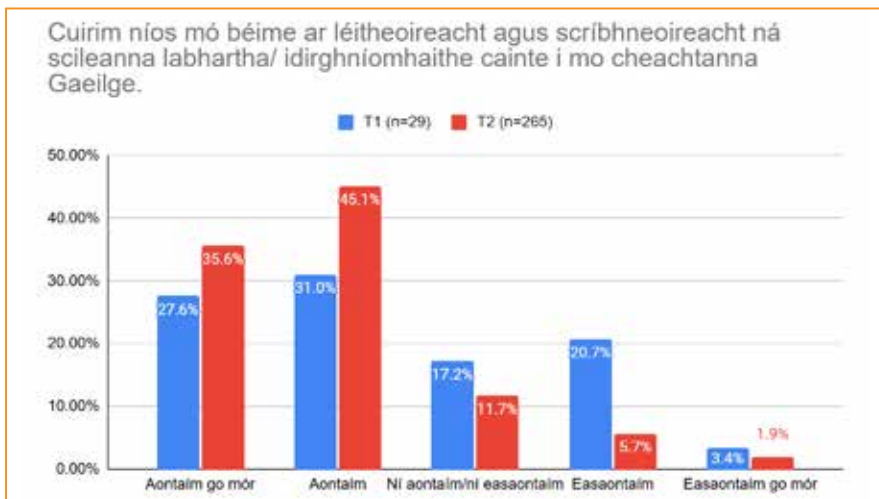
Bhí difríocht mhór idir an dá chomhthéacs scoile maidir le húsáid na Gaeilge ag scoláirí sa rang (n=292). Ní raibh ach 3% (n=1) de mhúinteoirí T1 a d'easaontaigh nó a d'easaontaigh go mór gurb í an Ghaeilge an teanga a úsáideann na scoláirí sa rang i gcomparáid le 49% (n=128) de na múinteoirí T2. Tá na difríochtaí idir úsáid na Gaeilge ag scoláirí T1 agus T2 laistigh den rang léirithe i bhFíor 7.

Fíor 7: Úsáid na Gaeilge ag Scoláirí sa Rang



Bhí difríocht idir freagraí na múinteoirí i scoileanna T1 agus i scoileanna T2 ($n=294$) maidir leis an ráiteas: *Cuirim níos mó béime ar léitheoireacht agus scríbhneoireacht ná scileanna labhartha/ idirghníomhaithe cainte i mo cheachtanna Gaeilge.* Bhí céatadán ní b'airde de mhúinteoirí T2 (81%) a d'aontaigh nó a d'aontaigh go mór leis an ráiteas, i gcomparáid le 59% de mhúinteoirí T1. Ní mór a thabhairt faoi deara go raibh an líon freagróirí T1 ní ba lú.

Fíor 8: Béim ar an Léitheoireacht agus Scríbhneoireacht i gComparáid le Labhairt na Teanga



Ceist Oscailte: Labhairt na Gaeilge agus Idirghníomhú Cainte

Fiafraíodh de na múinteoirí: *An gcuireann tú béim ar labhairt na Gaeilge agus ar idirghníomhú cainte go rialta i gceachtanna Gaeilge? Tabhair samplaí le do thoil.* Scríobh 272 múinteoirí (245 múinteoirí T2 agus 27 múinteoirí T1) ráiteas. Ba léir ó fhreagraí an tsuirbhé go raibh roinnt mhaith múinteoirí ag iarraidh béim a leagan ar fhorbairt scileanna labhartha na Gaeilge sa rang. Ba é an príomh-mhódh a d'úsáid na múinteoirí chun idirghníomhú cainte a chur chun cinn ná trí obair bheirte agus obair ghrúpa ($n=95$). Chruthaigh go leor múinteoirí deiseanna do labhairt na teanga trí thopaicí a phlé i mbeirteanna, gníomhaíochtaí ar nós - "smaoinigh, péirigh, roinnt" nó trí chomhrá ranga agus trí chomhrá beirte. Ba léir go raibh an Ghaeilge in úsáid mar theanga an tseomra ranga ag roinnt múinteoirí. Thug roinnt múinteoirí le fios gur thug siad treoracha i nGaeilge agus gur spreag siad na scoláirí le ceisteanna a chur i nGaeilge. Thuairiscigh cuid de na múinteoirí gur thosaigh siad ceachtanna le comhrá gairid i nGaeilge, bhí comhráití neamhfhoirmiúla acu leis na scoláirí nó bhíodh comhrá acu faoin deireadh seachtaine i roinnt ranganna ar an Luan. Ba iad na straitéisí eile a ndearna na múinteoirí tuairisciú orthu ná: ról-imirt, díospóireacht, dráma, cur i láthair, ciorcal comhrá, ullmhú do MRB 2, cluichí agus taifead gutha. Dúirt mionlach de na múinteoirí go raibh scrúdú cainte ionscoile ar siúl acu.

Is gá a thabhairt faoi deara nach raibh na straitéisí chun tacú le labhairt na Gaeilge in úsáid go rialta i gcuid de na ranganna de cheal ama mar atá léirithe sa ráiteas seo:

- Cuirim, déanaim obair bheirte agus obair ghrúpa. Ach de cheal easpa scrúdaithe béil agus an iomarca ama caite leis an litríocht ar fad a chlíúdach, ní chaitear an oiread ama agus ba chóir ar labhairt na Gaeilge agus ar idirghníomhú cainte. (Freagróir [F]:61, T2)*

Thuairiscigh roinnt múinteoirí ($n=57$) nach raibh dóthain ama acu chun díriú ar scileanna labhartha na Gaeilge sa tSraith Shóisearach. Bhí go leor múinteoirí

go láidir den tuairim go raibh orthu mórchuid an ama á chaitheamh ar an léitheoireacht agus scríbhneoireacht mar gheall ar an ualach litríochta a bhí le clúdach agus mar gheall nach raibh scrúdú cainte sa tSraith Shóisearach. Bhí go leor múinteoirí den tuairim go raibh dualgas orthu na scoláirí a réiteach don scrúdú scríofa agus mar sin nach raibh dóthain ama acu chun díriú ar labhairt na teanga sa rang. “Nuair atá 100% don scrúdú deiridh ag dul ar scríobh agus léamh, tá sé de dhualgas orm scoláirí a réiteach dó sin.” (F:160, T2)

Ba léir go raibh an fócas ar an léitheoireacht agus ar an scríbhneoireacht ní ba láidre sa dara bliain agus sa tríú bliain mar gheall ar chúlthionchar an scrúdaithe. Bhí cuid de na múinteoirí den tuairim nach raibh dóthain ama i dtrí uair an chloig sa tseachtain le deiseanna labhartha/idirghníomhaithe cainte a fhorbairt. Léirigh go leor múinteoirí frustrachas agus imní faoin gcóras reatha ó thaobh labhairt na teanga.

- *Cuirim. Obair bheirte, scrúduithe cainte ranga. Ach ní bhíonn am ann an méid ama agus atá ag teastáil a chaitheamh ar obair labhartha mar gheall ar an ualach litríochta atá le clúdach. Sa tríú bliain mar gheall nach bhfuil scrúdú cainte ann, bíonn an bhéim ar fad ar an litríocht agus ar scríobh in áit labhairt na teanga ionas go n-éireoidh le daltaí sa scrúdú. Bheadh seo difriúil dá mbeadh scrúdú cainte ann agus dá mbeadh marcanna don scrúdú cainte ag dul i dtreo an scrúdú deiridh. (F:123, T2)*

Cé go raibh go leor múinteoirí a rinne iarracht béim a chur ar labhairt na teanga, bhí breis is 10% de mhúinteoirí a d'fhreagair nár chuir siad béim ar bith ar fhorbairt scileanna labhartha mar gheall nach raibh marcanna suimitheacha ag dul dó. Dúshlám eile a tháinig aníos mar bhac ar ghníomhaíochtaí idirghníomhaithe cainte sa Ghaeilge ná cumas agus muinín na scoláirí i gcásanna áirithe. Bhí roinnt freagróirí den tuairim nach raibh caighdeán sách ard ag na scoláirí sa Ghaeilge agus iad ag fágáil na bunscoile. Scríobh líon beag múinteoirí gur mhaith leo breis acmhainní chun tacú le forbairt scileanna labhartha sa Ghaeilge.

Ceist Oscailte: Úsáid na Gaeilge ar Scoil

Fiafraíodh de na rannpháirtithe: *An bhfuil deis ag na foghlaimoirí an teanga a úsáid go rialta ar scoil? Tabhair samplaí le do thoil.* Ní mór a thabhairt faoi deara go moltar sa tsonraíocht go mbeadh deis ag scoláirí a bheith mar bhaill de ‘phobal teanga’ lasmuigh de na ceachtanna foirmiúla teanga. Scríobh 260 múinteoirí ráiteas. Bhain 233 freagra le scoileanna T2 agus 27 freagra le scoileanna T1. Pléitear na freagraí a bhain leis na scoileanna T2 ar dtús báire. Thuairiscigh cuid de na múinteoirí i scoileanna T2 ($n=52$) go raibh an Ghaeilge in úsáid i gceachtanna Gaeilge trí cheisteanna, ról-imirt agus obair bheirte mar atá tuairiscithe cheana féin. Scríobh cuid de na múinteoirí ($n=54$) gur chruthaigh imeachtaí Sheachtain na Gaeilge deiseanna breise d’úsáid na teanga. Ba léir go raibh an Ghaeilge in úsáid ar bhonn neamhfhoirmiúil taobh amuigh den cheacht Gaeilge i roinnt scoileanna T2, mar shampla, do bheannachtaí, fógraí scoile agus mar theanga chumarsáide ag múinteoirí Gaeilge eatarthu féin agus leis na scoláirí. Dúirt roinnt múinteoirí ($n=33$) gur chruthaigh scéimeanna ar nós *Gaeilge 24*, *Gaelbhrtach*, comórtais díospóireachta agus comórtais ionscoile deiseanna sa bhreis chun an teanga a úsáid agus go dtacaíonn na scéimeanna le cur chun cinn na teanga i scoileanna T2. Ba léir nach raibh an Ghaeilge in úsáid go rialta in an-chuid scoileanna taobh amuigh den rang Gaeilge mar a léiríonn an ráiteas seo: “*I ndáiríre, ní bhíonn. Déanaimid Gaeilge 24 gach bliain agus bíonn Seachtain na Gaeilge iontach againn ar scoil, ach ní thagheann siad deis mhór í a úsáid go laethúil.*” (F:20, T2)

Taobh amuigh den cheacht Gaeilge, agus Seachtain na Gaeilge, thuairiscigh múinteoirí go raibh iarrachtaí eile ar bun i roinnt scoileanna mar shampla: Tae & Plé, Clubanna Gaeilge, Coistí Gaeilge agus ciorcail chainte/chomhrá ag am lóin. Mheas cuid de na múinteoirí go raibh sé deacair scoláirí a spreagadh le teacht chuig cuid de na himeachtaí Gaeilge agus tháinig ceist na féinmhuiníne chun cinn mar bhac ar rannpháirtíocht in imeachtaí Gaeilge. Níor luaigh ach cúpla múinteoir T2 go raibh deis ag scoláirí dul ar thuras scoile a bhain leis an nGaeilge nó ar thuras chun na Gaeltachta.

D'fhéadfaí a léamh ar na torthaí go raibh níos mó deiseanna ag scoláirí an Ghaeilge a úsáid i scoileanna áirithe T2 i gcomparáid le scoileanna eile. Ní raibh baint idir méid na scoile, is é sin an líon scoláirí agus múinteoirí, agus an cur chuige scoile uile i leith na Gaeilge. Bhí scoileanna beaga agus móra araon ina raibh an-iarrachtaí ar bun acu an Ghaeilge a chur chun cinn ar bhonn scoile uile. Bhí scoileanna eile ann nár chuir mórán deiseanna sa bhreis ar fáil do scoláirí an Ghaeilge a úsáid de réir freagraí na múinteoirí. Mar shampla, léiríonn an chéad ráiteas eile go raibh an-chuid iarrachtaí scoile uile ar bun i scoil amháin T2 chun úsáid na teanga a chur chun cinn ach léiríonn an ráiteas ina dhiaidh sin go raibh deiseanna úsáide na teanga níos teoranta i scoil eile T2.

- *Gaeilge 24: Spreagtar daltaí le Gaeilge a labhairt ar feadh 24 uair an chloig – deis iontach don tumoideachas neamhfhoirmiúil. Club Gaeilge: Cruthaítear spás neamhoifigiúil do dhaltaí chun cluichí, ceol, agus comhrá a dhéanamh trí Ghaeilge. Coiste Gaeilge: Tugann sé guth do dhaltaí i gcur chun cinn na Gaeilge sa scoil trí imeachtaí a eagrú agus comharthaíocht a fheabhsú. Seachtain na Gaeilge: Ceiliúradh náisiúnta a thugann ardán do gach dalta páirt a ghlacadh i ngníomhaíochtaí Gaeilge – m.sh. tráth na gceist, céilí, díospóireachtaí, agus taispeántais ealaíne. Féile an Fhómhair: Féile chruthaitheach a d'fhéadfadh díriú ar théamaí cultúrtha trí mheán na Gaeilge. (F:143, T2)*

- *Níl seachas an rang Gaeilge. Seachtain na Gaeilge b'fhéidir. (F:268, T2)*

Scríobh líon ard de mhúinteoirí T2 ($n=125$) nach raibh deiseanna rialta ag na scoláirí an teanga a úsáid go rialta nó nach raibh deis acu í a úsáid taobh amuigh den cheacht Gaeilge. Mheas go leor múinteoirí nach raibh a dhóthain spáis cruthaithe chun díriú ar labhairt na teanga mar gheall ar an ualach litríochta a bhí le clúdach ag scoláirí na Sraithe Sóisearaí. Léirigh cúpla múinteoir an tuairim nach raibh dóthain ama dírithe ar cheachtanna Gaeilge agus nárbh leor trí rang sa tseachtain chun labhairt na teanga a chur chun cinn.

Úsáid na Gaeilge i Scoileanna T1. Dar ndóigh, mhínigh freagróirí i scoileanna T1 gurb í an Ghaeilge príomhtheanga chumarsáide na scoile. Mar sin féin, dúirt cúpla freagróir go raibh sé dúshlánach riail na Gaeilge a chur i bhfeidhm mar theanga an tsóisialaithe taobh amuigh de na ranganna. Thuairiscigh múinteoirí go raibh iarrachtaí ar bun i scoileanna T1 chun spreagadh sa bhreis a thabhairt do na scoláirí an Ghaeilge a labhairt agus a bheith bródúil aisti. Is iad seo samplaí de na tionscnaimh a scríobh na múinteoirí: duaiseanna, cumann Gaelach, díospóireachtaí, an scéim *Gaelbhreach*, clubanna lóin, ciorcail chomhrá agus aoichainteoirí.

Ceist Oscailte: Oiriúnacht na Sonraíochtaí do Scoláirí a bhfuil réimse cumais iontu

Cuireadh an cheist a leanas sa suirbhé: *An oireann cur i ngníomh na sonraíochtaí do scoláirí a bhfuil réimse cumais iontu sa Ghaeilge? Tabhair míniú le do thoil.* Scríobh 247 múinteoirí (221 múinteoirí T2 agus 26 múinteoirí T1) ráiteas. Breathnaítear ar na freagraí ó na múinteoirí a bhí ag teagasc i scoil T2 ar dtús.

Scríobh go leor de na múinteoirí T2 ($n=148$) nach raibh cur i ngníomh na sonraíochtaí oiriúnach do scoláirí a bhfuil réimse cumais iontu ó thaobh na Gaeilge de. Léirigh mórchuid de na múinteoirí T2 an tuairim nach raibh an bhéim ar an litríocht (léitheoireacht agus scríbhneoireacht) oiriúnach do gach dalta agus go raibh an cúrsa ródheacair do scoláirí airithe, mar atá léirithe sna ráitis seo:

- *Ní oireann, tá an litríocht an-deacair do na scoláirí a bhíonn ag streachailt leis an teanga. (F:65, T2)*

- *Ní oireann cur i ngníomh na sonraíochtaí do scoláirí a bhíonn ag streachailt / le riachtanais bhreise / easpa féinmhuiníne / imní srl. (F:101, T2).*

Ba léir ó na freagraí go raibh scoláirí áirithe ag streachailt go mór leis an nGaeilge mar gheall ar an mbéim láidir atá curtha ar an litríocht agus an measúnú suimitheach scríofa.

- *Ní oireann. Tá an-bhéim ag an gcúrsa ar an litríocht agus bíonn an-chuid den scrúdpháipéar ag díriú air freisin. Ní oireann sé sin gach duine, go háirithe na daltaí a bhíonn ag streachailt leis an nGaeilge. An-deacair muintín a bheith acu. (R:19, T2)*

Bhí cuid de na múinteoirí den tuairim go raibh cur i ngníomh na sonraíochtaí oiriúnach do scoláirí ardleibhéil amháin, nó scoláirí a raibh scileanna láidre acadúla acu. Bhí múinteoirí eile den tuairim go raibh an tsonraíocht ródheacair do na scoláirí ag an ardleibhéal go fiú.

Mar atá meáite i gcodanna eile den anailís, bhí múinteoirí den tuairim nach raibh go leor ama nó aitheantais ag dul do scileanna labhartha na teanga agus gur bhain dúshlán le cur chuige ionchuimsitheach a sholáthar dá réir. Mhol roinnt de na múinteoirí go gcuirfí cúrsa bonnleibhéal ar fáil sa Ghaeilge agus go mbeadh scrúdú cainte mar chuid den mheasúnú suimitheach chun cur chuige níos ionchuimsithí a éascú. Ba léir ó chuid de na freagraí go raibh sé deacair ar mhúinteoirí freastal ar an réimse cumais a bhí ina ranganna Gaeilge agus nach raibh a dhóthain tacaíochtaí breise ann don Ghaeilge. Scríobh cúpla múinteoir go raibh caighdeán íseal ag cuid de na scoláirí sa Ghaeilge agus iad ag aistriú ón mbunscoil. Léirigh cuid de na freagróirí míshástacht maidir leis an tsonraíocht féin - ag míniú go raibh sí doiléir, teibí agus róleathan, dar leo. Léirigh roinnt múinteoirí T2 míshástacht leis an scrúdú agus na marcanna deiridh mar gheall go raibh sé chomh deacair sin ar scoláirí ardghrád a bhaint amach.

Léirigh cúpla múinteoir an tuairim go raibh saoirse agus roghanna ar fáil, agus gur chabhraigh soláthar an dá leibhéal leo freastal ar réimse scoláirí. Is a mhalairt de thuairimí a bhí ag mórchuid de na múinteoirí áfach. Bhí mionlach (n=30) de na múinteoirí T2 den tuairim go raibh cur i ngníomh na sonraíochta oiriúnach do scoláirí a raibh réimse cumais iontu. Luaigh siadsan gur cúrsa

leathan atá ann agus go bhféadfaí an tsonraíocht a chur in oiriúint do scoláirí éagsúla trí roghanna éagsúla a thabhairt. ‘Oireann. Gníomhaíochtaí éagsúla chun spriocanna a bhaint amach. (F:272, T1). Aithníodh gur cabhraigh an dá leibhéal - ardleibhéal agus gnáthleibhéal freisin maidir le freastal ar scoláirí a raibh cumais éagsúla acu sa Ghaeilge. ‘Sea toisc an dá leibhéal a bheith ann’. (F:77, T2).

Scoileanna T1. Maidir leis na múinteoirí a bhí ag teagasc i scoileanna T1, bhí mórchuid acu den tuairim go raibh an tsonraíocht thar a bheith dúshlánach do scoláirí a bhfuil riachtanais bhreise oideachais acu agus do scoláirí nach raibh scileanna láidre léitheoireachta agus scríbhneoireachta acu mar gheall ar an mbéim láidir atá curtha ar an litríocht. “Ní chreidim go bhfeileann na sonraíochtaí do chuile réimse cumais agus measaim go mbíonn deacrachtaí ollmhóra ag daltaí níos laige leis an litríocht.” (F:280, T1). Mhínigh freagróir amháin ó scoil Ghaeltachta go raibh an tsonraíocht ródhúshlánach do scoláirí nuathagtha.

Léirigh cuid de na múinteoirí díomá nach raibh deis ag scoláirí a scileanna labhartha a léiriú trí scrúdú cainte agus léirigh siad míshástacht freisin leis an gcóras grádála: “Ní oireann. Tá an litríocht i bhfad ródheacair, agus níl am agam na scileanna labhartha a fhorbairt i gceart. Do scoláirí láidre ó thaobh na cainte de, is beag aitheantas a thugtar do seo i scrúdú deiridh na Sraithe Sóisearaí.” (F:281, T1). Bhí mionlach de mhúinteoirí a cheap gur oir an tsonraíocht T1 do scoláirí a bhfuil réimse cumais iontu, mar a bhí amhlaidh i scoileanna T2.

Ceist Oscailte: Straitéisí maidir le hIrdhealú

Fiafraíodh de na rannpháirtithe: *Conas a dhéanann tú do cheachtanna a dhifreáil le freastal ar scoláirí ar réimse cumais. Tabhair samplaí le do thoil.* Scríobh 248 múinteoirí ráiteas (223 múinteoirí T2 agus 25 múinteoirí T1). Is léir ó na freagraí go raibh réimse leathan modhanna idirdhealaithe á gcur i bhfeidhm ag múinteoirí chun tacú le scoláirí sa Ghaeilge. Ba léir ó na freagraí a scríobh na múinteoirí go raibh straitéisí réamhghníomhacha pleanáilte acu roimh ré acu chun tacú le foghlaim Ghaeilge na scoláirí. Bhí réimse modhanna

idirdhealaithe i bhfeidhm ag múinteoirí aonair mar a léiríonn an ráiteas seo:

- *Déanaim mo cheachtanna a dhifreáil chun freastal ar scoláirí le réimse cumais trí thascanna le leibhéal éagsúla deacrachta a thairiscint, tacaíochtaí breise a sholáthar, foghlaim chomhoibríoch a spreagadh, modhanna éagsúla teagaisc a úsáid, agus rogha a thabhairt do dhaltaí conas a léiríonn siad a bhfoghlaim, ionas go mbíonn gach scoláire in ann dul chun cinn a dhéanamh ag a luas féin. (F:143, T2)*

Ba iad na modhanna idirdhealaithe ba mhó a bhí in úsáid ná: idirdhealú trí cheistiúcháin, idirdhealú trí rogha, idirdhealú trí ghrúpáil (grúpaí beaga sa rang), idirdhealú trí thascanna, idirdhealú sna torthaí foghlama/sna hionchais agus idirdhealú sa tacaíocht/ scafláil. Scríobh cúpla freagróir faoin tábhacht a bhaineann le haithne mhaith a chur ar scoláirí chun an teagasc agus foghlaim a chur in oiriúint dóibh. Rinneadh sruthú ar ranganna de réir leibhéal i roinnt scoileanna ach is léir go raibh straitéisí idirdhealaithe/difearáilte i bhfeidhm laistigh de nach mór gach uile rang-ghrúpa. Cuireadh béim ach go háirithe ar idirdhealú trí cheistiúcháin, roghanna a thabhairt do scoláirí agus obair bheirte.

Feictear i dTábla D samplaí de na modhanna idirdhealaithe a bhí in úsáid ag múinteoirí

Tábla D: Straitéisí Idirdhealaithe/Difearáilte a bhí in úsáid ag Múinteoirí

Idirdhealú trí Cheistiúcháin	Leibhéal éagsúla ceisteanna - ceisteanna níos dúshlánaí/níos bunúsaí; roghanna faoi bheith ag freagairt ó bhéal nó i scríbhinn; rogha a thabhairt sna ceisteanna; deiseanna a thabhairt ceisteanna a fhreagairt/ceisteanna a chur; éagsúlacht sa líon ceisteanna a bhí le freagairt
Idirdhealú trí Roghanna	Roghanna a thabhairt maidir le tasc (mar shampla, roghchlár), maidir le próiseas agus maidir le toradh na hoibre (mar shampla, scríbhneoireacht, líníocht, taifead); rogha a thabhairt maidir leis an ngrúpáil, ról sa ghrúpa agus obair le piaraí; roghanna a thabhairt maidir le hobair bhaile
Idirdhealú trí Ghrúpáil	Grúpáil de réir cumais, leas a bhaint as obair ghrúpa/obair bheirte chun tacú leis an bhfoghlaim; plean suíocháin a ullmhú roimh ré; tacaíocht bhreise a thabhairt do ghrúpaí ar leith.
Idirdhealú sna tascanna; Idirdhealú sna torthaí foghlama/sna hionchais	Ionchais éagsúla; critéir reatha éagsúla; tascanna difriúla - tascanna níos éasca/níos deacra, roghanna maidir le tascanna teanga ó bhéal, tascanna léitheoireachta & scríbhneoireachta; idirdhealú maidir leis an méid atá le léamh/le scríobh; obair bhaile éagsúil a thabhairt do scoláirí; idirdhealú maidir le hábhair na dtascanna, ábhar na gceachtanna agus modhanna éagsúla measúnaithe.
Idirdhealú sa tacaíocht/ scafláil	Íomhánna a chur le focail/teanga; ag míniú agus ag simpliú an ábhair; nótaí ar leibhéal éagsúla a thabhairt; nótaí a chur ar fáil ar <i>Google classroom</i> ; eochairfhocail a thabhairt/a mhíniú roimh ré; frámaí abairte/tús abairte a thabhairt; breis threorach a thabhairt; breis tacaíochta a thabhairt; frásaí a thabhairt; mata focal/frásaí a úsáid; taifead de phíosa léitheoireachta a chur ar fáil; aiseolas taifeadta a chur ar fáil; freagraí samplacha ar leibhéal éagsúla a thabhairt; acmhainní éagsúla, mar shampla, leagan simplithe de théacsanna a chur ar fáil; úsáid foclóra; próiseas na scríbhneoireachta - ag dréachtú agus ag athdhreachtú; athrá agus ag dul siar rialta. Luaigh cúpla freagróir go raibh tascanna breise/ ceachtanna breise do scoláirí ar ardchumas agus/nó scoláirí a bhfuil tacaíocht de dhíth orthu.

Measúnú

Breathnaítear ar chúrsaí measúnaithe sa chuid seo. Bhí taithí ag tromlach na múinteoirí ar MRB 1: An Phunann Teanga agus ar MRB 2: Ag Idirghníomhú trí Ghaeilge. Bhí taithí ag 88% ($n=258$) de mhúinteoirí ar an bPunann Teanga agus bhí taithí ag 98% ($n=287$) de mhúinteoirí ar MRB 2.

Tá tuairimí na bhfreagróirí maidir le measúnú léirithe i dTábla E. Léiríonn na freagraí meascán de dhearcthaí i dtaobh na Measúnuithe Rangbhunaithe. Bhí 27% a d'aontaigh nó a d'aontaigh go mór gur chabhraigh an Phunann Teanga le scoláirí machnamh a dhéanamh ar a gcuid foghlama agus go raibh fiúntas ag baint léi; bhí 38% de fhreagróirí den tuairim go gcabhraíonn MRB 2 leis na scoláirí scileanna idirghníomhaithe cainte a fhorbairt agus go raibh fiúntas ag baint leis. Bhí céatadán áirithe de mhúinteoirí idir dhá chomhairle faoi MRB 1 (22%) agus MRB 2 (14%). Bhí os cionn leath de mhúinteoirí (56%) den tuairim nár chabhraigh na tascanna MRB leo aiseolas a thabhairt do thuismitheoirí/ chaomhnóirí. Cé go raibh 50% a d'easaontaigh nó a d'easaontaigh go mór go raibh na cruinnithe AFMÁ tairbheach, bhí 28% de fhreagróirí dearfach fúthu agus bhí 22% nár aontaigh nó nár easaontaigh leis an ráiteas.

Ba é an toradh ba shuntasá sa chuid seo ná go raibh 92% ($n=270$) de mhúinteoirí den tuairim go raibh tionchar ag an scrúdú deiridh ar an teagasc agus ar an bhfoghlaim sa rang. Bhí 40% de fhreagróirí ag aontú nó ag aontú go mór go raibh naisc shoiléire idir an scrúdú agus cur i ngníomh na sonraíochtaí; ach sin ráite, bhí 43% ag easaontú leis an ráiteas céanna.

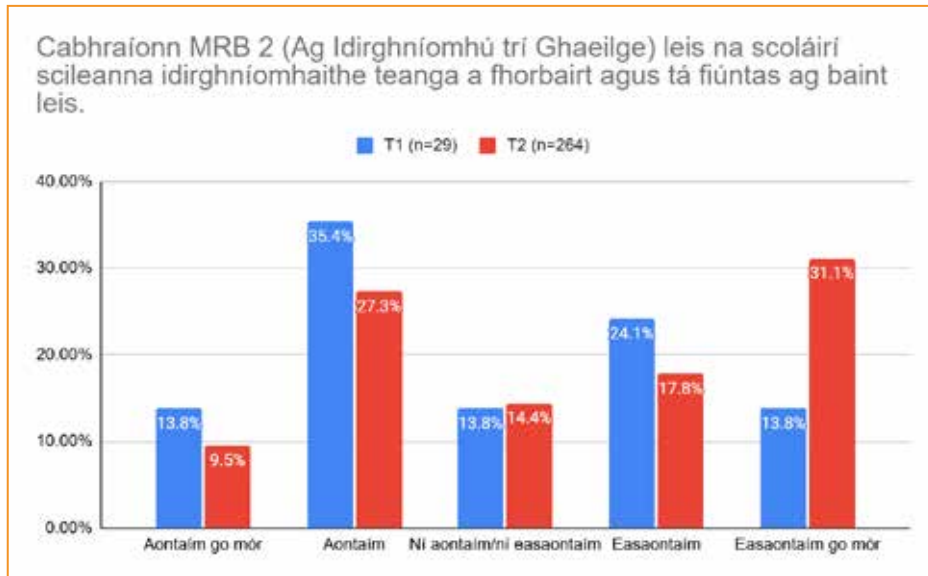
Tábla E: Tuairimí na múinteoirí maidir le Measúnú

(1) Aontaím go mór; (2) Aontaím; (3) Ní aontaím/ní easaontaím; (4) Easaontaím; (5) Easaontaím go mór.

Ráiteas	1	2	3	4	5
Cabhraíonn an Phunann (MRB1 An Phunann Teanga) leis na scoláirí machnamh a dhéanamh ar a gcuid foghlama & tá fiúntas ag baint léi. ($n=292$)	16 5.5%	62 21.2%	65 22.3%	61 20.9%	88 30.1%
Cabhraíonn MRB 2 (Ag Idirghníomhú trí Ghaeilge) leis na scoláirí scileanna idirghníomhaithe teanga a fhorbairt agus tá fiúntas ag baint leis. ($n=293$)	29 9.9%	82 28.0%	42 14.3%	54 18.4%	86 29.4%
Cabhraíonn na tascanna MRB liom aiseolas a thabhairt do scoláirí agus a dtuistí/ gcaomhnóirí ar foghlaim na Gaeilge. ($n=294$)	9 3.1%	70 23.8%	52 17.7%	77 26.2%	86 29.3%
Tá na cruinnithe AFMÁ tairbheach dom mar mhúinteoir. ($n=293$)	16 5.5%	66 22.5%	65 22.2%	58 19.8%	88 30.0%
Tá tionchar ag an scrúdú deiridh ar an teagasc agus foghlaim sa rang. ($n=293$)	170 58.0%	100 34.1%	12 4.1%	5 1.7%	6 2.1%
Tá naisc shoiléire idir an scrúdú deiridh agus cur i ngníomh na sonraíochtaí sa rang. ($n=294$)	40 13.6%	78 26.5%	49 16.7%	73 24.8%	54 18.4%

Múinteoirí i gComhthéacsanna T1 agus T2. Bhí nach mór leath de na rannpháirtithe T1 (49%) ag aontú nó ag aontú go mór go gcabhraíonn MRB 2 (Ag Idirghníomhú trí Ghaeilge) leis na scoláirí scileanna idirghníomhaithe teanga a fhorbairt agus go bhfuil fiúntas ag baint leis. I gcomparáid leis seo, bhí líon ní ba lú de mhúinteoirí T2 (37%) a d'aontaigh nó a d'aontaigh go mór leis an ráiteas céanna. Tá an briseadh síos le feiceáil i bhFíor 9.

Fíor 9: MRB2 (Ag Idirghníomhú trí Ghaeilge) agus forbairt scileanna idirghníomhaithe teanga na scoláirí



Ceist Oscailte: Measúnú ar Labhairt na Gaeilge

Fiafraíodh de na múinteoirí: *Conas a dhéanann tú measúnú ar labhairt na Gaeilge i rith na bliana? Tabhair míniú le do thoil.* Scríobh 276 múinteoirí ráiteas (249 múinteoirí T2 agus 27 múinteoirí T1). Ba léir ó na freagraí go raibh réimse leathan modhanna measúnaithe á gcur i bhfeidhm ag múinteoirí chun tacú le measúnú ar labhairt na Gaeilge i rith na bliana. Déantar tuairisciú ar fhreagraí na múinteoirí i scoileanna T2 agus i scoileanna T1 le chéile. Bhain múinteoirí aonair leas as réimse modhanna measúnaithe mar a léiríonn na ráitis seo:

- *Comhrá leis na daltaí, ag iarraidh orthu ceisteanna a phlé, obair ghrúpa, píar mheasúnú (F:113, T1)*
- *Déanaim iarracht cur i láthair nó rólghlacadh a dhéanamh leis na ranganna ard leibhéil. Ach, is minic nach mbíonn an t-am agam éisteacht le gach dalta. Déanaim scrúduithe béil agus cur i láthair leis an ngnáth leibhéal. Go laethúil, déanaimid a lán léitheoireachta agus oibrímid ar fhoghraíocht go rialta. Glaonn siad amach a n-obair bhaile go rialta agus glaonn siad amach aiseolas ón obair ghrúpa. Bíonn obair bheirte ar siúl go minic freisin. (F:248, T2)*

Bhraith múinteoirí ar mhodhanna measúnaithe neamhfhoirmiúla den chuid is mó chun measúnú a dhéanamh ar Ghaeilge labhartha na scoláirí. Bhain formhór na múinteoirí úsáid as tascanna labhartha nó cumarsáide éagsúla. Léirítear i dTábla F na modhanna measúnaithe ba mhó a chuir na múinteoirí i bhfeidhm. Ba iad scrúduithe cainte, ceistiúcháin, taifead agus obair ghrúpa/bheirte na modhanna measúnaithe ba choitianta.

Tábla F: Modhanna Measúnaithe ar Labhairt na Gaeilge

- Scrúdú cainte rialta sa rang
- Ceistiúchán neamhfhoirmiúil
- Cuir i láthair
- Scrúdú cainte foirmiúil ag an Nollaig nó ag deireadh na bliana
- Taifead Fuaime
- Obair bheirte/ ghrúpa
- Rólghlacadh
- Obair bhaile
- MRB2 trialach
- Léitheoireacht os ard
- Píar-mheasúnú

Scríobh roinnt múinteoirí faoi straitéisí measúnaithe foirmitheacha agus úsáid aiseolais cheartaithigh. Mar shampla:

- Measúnú foirmitheach ó ghníomhaíochtaí ranga agus obair bhaile. Tionscnaimh agus punann ranga, e.g. físeáin a thairfead ar an stíl “réamhaisnéis na haimsire” chun measúnú a dhéanamh ar fhuaimniú. (F:180, T2)

- Breathnóireacht an mhúinteora. Mothaím go bhfuil eagla ar na daltaí botúin a dhéanamh nuair atá siad ag labhairt os comhair gach duine sa rang. Mar sin tugaim deis dóibh a bheith ag obair i mbeirteanna. Bíim ag éisteacht leo nuair a táim ag siúl thart. Úsáidim aiseolais ceartaitheach chun a scileanna labhartha a fheabhsú. (F:147, T2)

Scríobh cúpla freagróir faoi ghníomhaíochtaí éagsúla a úsáideann siad, mar shampla cleamhnas gasta nó “cairdeas faoi luas”, tráth na gceist; cluichí nó ag iarraidh ar scoláirí léamh os ard chun measúnú a dhéanamh ar fhoghraíocht na Gaeilge. Scríobh líon beag múinteoirí faoin tábhacht a bhaineann le féinmhuinín na scoláirí a chur chun cinn agus aiseolas á thabhairt agus faoi aiseolas difreáilte a thabhairt do scoláirí.

- Ceartaím fuaimniú den chuid is mó. Cothaím muinín chomh fada agus is féidir” (F:166, T2)
- Cheartóinn botúin i slíte difriúla - cheartóinn just na botúin is bunúsaf do na daltaí is laige mar tá sé níos tábhachtaí muinín agus taitneamh a spreagadh iontu, ach do na daltaí níos cumasaí, bheinn níos déine ar an gcruinneas. (F:138, T2)

Cé gur thuairiscigh líon mór freagróirí go raibh siad ag baint úsáid as modhanna éagsúla measúnaithe chun measúnú a dhéanamh ar labhairt na Gaeilge, scríobh mionlach de mhúinteoirí nach raibh a dhóthain ama acu: “Ní dhéanaimid measúnú ar labhairt na Gaeilge mar níl an t-am againn díriú isteach ar an scrúdú deiridh agus ag déanamh na MRB.” (F109, T2). Bhí líon an-bheag de mhúinteoirí a scríobh nach ndéanann siad measúnú ar labhairt na Gaeilge mar gheall: nach bhfuil scrúdú béil mar chuid den scrúdú deiridh sa tríú bliain; nach bhfuil béim ar an nGaeilge labhartha sa tSraith Shóisearach, go bhfuil siad ag díriú ar an méid litríochta atá le clúdach agus nach n-aithníonn na

daltaí nó na tuistí/caomhnóirí an tábhacht a bhaineann leis. “Ní dhéanaim mar níl an t-am agam. agus níl suim ag na daltaí mar ní rud tábhachtach é ina súile mar níl béaltriail sa scrúdú deiridh” (F:286, T2). Ní mór a thabhairt faoi deara go ndearna mórchuid de na múinteoirí measúnú ar labhairt na Gaeilge sa rang agus ba mhionlach beag de mhúinteoirí a scríobh nach ndearna siad measúnú ar bith ar labhairt na Gaeilge.

Ceist Oscailte: Moltaí na Múinteoirí maidir le Measúnú

Fiafraíodh de na múinteoirí: *An bhfuil aon mholadh agat maidir le measúnú?* D’fhreagair 234 múinteoirí an cheist (210 múinteoirí T2 agus 24 múinteoirí T1). Ba é an phríomh-mholadh a rinne na múinteoirí ($n=144$; 62%) ná gur chóir go mbeadh scrúdú béil mar chuid den mheasúnú suimitheach sa Ghaeilge ag leibhéal na Sraithe Sóisearaí. Is díol spéise é gur scríobh 20 múinteoirí eile gur gá béim ní ba mhó a chur ar labhairt na teanga cé nár luaigh siad scrúdú cainte go díreach.

- Caithfear i bhfad níos mó béime a chur ar an nGaeilge labhartha agus an scil seo a bheith lárnach sa mheasúnú a dhéantar ag deireadh na sraithe sóisearaí. Níl na múinteoirí chun an bhéim a chur ar an nGaeilge labhartha mura bhfuil sé lárnach sa mheasúnú stáit. Tuigim an costas ach caithfear rud éigin a dhéanamh faoi seo. (F:57, T2)

D’fhreagair 210 múinteoirí ó scoileanna T2 an cheist seo. As na múinteoirí a d’fhreagair, mhol 61% gur cheart scrúdú béil foirmiúil ($n=128$) a thabhairt isteach mar chuid de scrúdú Gaeilge na Sraithe Sóisearaí.

- Tá sé fíor thábhachtach go mbeidh scrúdú béil foirmiúil tugtha ar ais isteach don 3ú bliain. Mura bhfuil scrúdú béil mar chuid den scrúdú deiridh ní bheidh measúnú ar an gcaint déanta mar chuid den mheasúnú sa 1ú 2ú bl srl agus an teachtaireacht atá, agus a bheidh, soiléir do scoláirí ná nach bhfuil an scil sin tábhachtach go leor measúnú a dhéanamh uirthi. (F:231, T2)

Scríobh 24 múinteoirí ó scoileanna T1 ráiteas agus mhol 67% acu ($n=16$) gur chóir scrúdú cainte a thabhairt isteach sa mheasúnú suimitheach sa tSraith Shóisearach.

- Ba cheart scrúdú béil a bheith ann dóibh ionas go dtuigeann siad tábhacht na teanga. “Beatha teanga í a labhairt” agus caithfidimid ár dteanga a choimeád beo ach níl an córas/cúrsa faoi láthair ag cabhrú le múinteoirí an Ghaeilge a spreagadh. (F:298, T1)*

Mhol na múinteoirí go mbeadh scrúdú cainte mar chuid den mheasúnú suimitheach chun meas a léiriú ar an nGaeilge mar theanga labhartha, chun spás a chruthú do labhairt na Gaeilge, chun na scoláirí a ullmhú don scrúdú cainte san Ardteistiméireacht agus chun tacú leis na scoláirí cumas cumarsáide a bhaint amach i labhairt na Gaeilge. Mhol múinteoirí gur bealach a bheadh sa scrúdú cainte chun labhairt na Gaeilge a chothú. D’aithin cuid de na múinteoirí chomh maith gur gá díriú ar labhairt na Gaeilge chun tacú le cumas cumarsáide na scoláirí ag pointí aistrithe, ba iad sin an t-aistriú ón mbunscoil go dtí an iar-bhunscoil agus an t-aistriú ón tSraith Shóisearach go dtí an tSraith Shinsearach. Scríobh roinnt múinteoirí go raibh an bhéim ar an litríocht sa scrúdú deiridh ag baint ó dheiseanna fhorbairt na Gaeilge labhartha sa rang.

- Thig leo píosa a scríobh faoi dheireadh an úrscéil Cúpla nó tréithe Fhinn sa scéal Fionn agus an Fathach ach níl siad ábalta caint faoin gceoltóir is fearr leo nó buntáistí an spóirt mar nach bhfuair mór seans é a chhlúdach. Tá an chuid is mó de dhaltáí ag iarraidh an teanga a labhairt agus cé go n-aontaíom le litríocht mar chuid lárnach d’oideachas, níl an teanga acu iad féin a chur in iúl mar go bhfuil barraíocht litríochta ar an gcúrsa. (F:256, T2)*

Measúnuithe Rangbhunaithe

Scríobh mionlach de mhúinteoirí faoi na tascanna MRB. Sna cásanna seo bhí cuid de na múinteoirí den tuairim gur chóir deireadh a chur leis na tascanna MRB. Dar leo, bhí siad ag cur brú sa bhreis ar scoláirí agus ní raibh fiúntas ag baint leo. Luaigh líon beag múinteoirí go raibh uirlisí aistriúcháin nó an intleacht shaorga in úsáid ag scoláirí.

An Scrúdú Deiridh

Rinne roinnt bheag múinteoirí moltaí maidir leis an scrúdú deiridh. Mhol seachtar múinteoirí gur chóir an scrúdú a cheangal le Teastas Eorpach na Gaeilge nó leis An Fráma Comónta Eorpach do Theangacha. Mhol seachtar múinteoirí gur chóir treoracha ní ba shoiléire a thabhairt maidir leis an scrúdú - mar shampla breis eolais maidir le dáileadh na marcanna agus ábhar an scrúdaithe. Ní mór a thabhairt faoi deara go raibh cuid de na múinteoirí T1 agus T2 araon den tuairim go raibh an scrúdú deiridh ródheacair do roinnt chuid mhaith dá scoláirí. Féachtar ar thacaíochtaí maidir le teagasc agus foghlaim na Gaeilge sa chéad chuid eile.

Tacaíochtaí

Breathnaítear ar thuairimí múinteoirí i leith na dtacaíochtaí atá ar fáil dóibh chun na sonraíochtaí a chur i ngníomh sa chuid seo. Tá tuairimí na bhfreagróirí léirithe i dTábla G. Léiríodh meascán tuairimí i dtaobh na forbartha gairmiúla le 43% de fhreagróirí ($n=293$) ag léiriú na tuairime go raibh a dhóthain forbartha gairmiúla faighte acu chun na sonraíochtaí a chur i ngníomh. Bhí nach mór leath de na múinteoirí (48%) muiníneach i dtaobh a gcuid inniúlachta chun an tsonraíocht a chur i ngníomh. D’fháilteodh céatadán ard de mhúinteoirí (72%) roimh bhreis forbartha gairmiúla chun tacú lena gcuid straitéisí teagaisc sa Ghaeilge. Bhí 30% de fhreagróirí ($n=293$) ag baint leas as ábhar tacaíochta ar shuíomh gréasáin an CNCM agus bhí 59% de fhreagróirí in ann teacht ar na téacsanna. Ní mór a thabhairt faoi deara go bhféadfadh téacsleabhair a bheith curtha san áireamh mar áis ag múinteoirí sa fhreagra seo. Bhí os cionn leath

de na múinteoirí (61%) den tuairim go raibh téacsanna ar fáil i rogha canúintí. Bhí 30% de mhúinteoirí sásta leis an rogha téacsanna sa tSraith Shóisearach, cé go raibh 44% de mhúinteoirí ag easaontú nó ag easaontú go mór leis an ráiteas céanna.

Ba iad na torthaí is suntasaí anseo ná go raibh 82% de fhreagróirí den tuairim gur mhaith leo breis áiseanna chun tacú lena gcuid pleanála agus lena gcuid teagaisc sa Ghaeilge agus go raibh 72% de mhúinteoirí ar mhaith leo forbairt ghairmiúil chun feabhas a chur ar a straitéisí teagaisc sa Ghaeilge. D'fhéadfaí a léamh ó na torthaí cé go raibh cuid de na múinteoirí sásta leis na tacaíochtaí agus forbairt ghairmiúil atá curtha ar fáil, go bhfáilteodh mórchuid de na freagróirí roimh bhreis áiseanna agus deiseanna chun tacú lena gcuid straitéisí teagaisc sa Ghaeilge.

Tábla G: Tuairimí Múinteoirí maidir leis na Tacaíochtaí do Theagasc agus Foghlaim na Gaeilge

(1) Aontaím go mór; (2) Aontaím; (3) Ní aontaím/ní easaontaím; (4) Easaontaím; (5) Easaontaím go mór.

Ráiteas	1	2	3	4	5
Tá a dhóthain forbartha gairmiúla faighte agam leis na sonraíochtaí Gaeilge a chur i ngníomh. (n=293)	30 10.2%	96 32.8%	55 18.8%	48 16.4%	64 21.8%
Bainim leas as an ábhar tacaíochta do mhúinteoirí ar shuíomh gréasáin an CNCM. (n=293)	15 5.1%	73 24.9%	74 25.36%	85 29.0%	46 15.7%
Ba mhaith liom níos mó áiseanna chun tacú le mo chuid pleanála agus teagaisc. (n=292)	152 52.1%	88 30.1%	29 9.9%	16 5.5%	7 2.4%
Táim in ann teacht ar na téacsanna. (n=293)	46 15.7%	125 42.7%	54 18.4%	38 13.0%	30 10.2%
Táim sásta leis an rogha téacsanna. (n=292)	20 6.8%	67 23.0%	77 26.4%	70 24.0%	58 19.9%
Táim sásta go bhfuil téacsanna ar fáil i gcanúintí éagsúla. (n=292)	36 12.3%	142 48.6%	88 30.1%	13 4.5%	13 4.5%
Mothaím muiníneach maidir le mo chuid inniúlachta an tsonraíocht a chur i ngníomh. (n=291)	35 12.0%	106 36.4%	70 24.1%	52 17.9%	28 9.6%
Ba mhaith liom forbairt ghairmiúil a fháil chun tacú le mo chuid Gaeilge. (n=292)	47 16.1%	80 27.4%	53 18.2%	53 18.2%	59 20.2%
Ba mhaith liom forbairt ghairmiúil chun feabhas a chur ar mo straitéisí teagaisc sa Ghaeilge. (n=292)	90 30.8%	121 41.4%	38 13.0%	23 7.9%	20 6.9%

Ceist Oscailte: Tacaíochtaí a Chabhraíonn le Cur Chun Cinn na Gaeilge

Cuireadh ceist ar na múinteoirí sa suirbhé: *Cad iad na tacaíochtaí a chabhraíonn leat an Ghaeilge a chur chun cinn (laistigh agus lasmuigh den rang)? Tabhair samplaí.* Scríobh 214 múinteoirí ráiteas (190 múinteoirí T2 agus 24 múinteoirí T1). Rinneadh anailís ar na freagraí ó mhúinteoirí i scoileanna T2 agus ó mhúinteoirí i scoileanna T1 leo féin; ní raibh difríocht idir na freagraí ach amháin maidir le forbairt ghairmiúil leanúnach. Cuirtear na sonraí ó mhúinteoirí T1 agus ó mhúinteoirí T2 i láthair mar aon ghrúpa amháin.

Ba iad na tacaíochtaí ba mhó a d'aithin na múinteoirí ná:

(i) *Áiseanna teagaisc agus acmhainní ar líne (n=82)*

(ii) *Tacaíocht ó mhúinteoirí eile sa scoil (n=54)*

(iii) *Áiseanna ó na Meáin/na Meáin Shóisialta (n=46)*

(iv) *Forbairt Ghairmiúil Leanúnach (n=24)*

(v) *Na hEagrais Ghaeilge (n=22)*

Ba iad áiseanna teagaisc agus acmhainní ar líne an tacaíocht ba mhó a chabhraigh le múinteoirí an Ghaeilge a chur chun cinn sa rang. Ba iad na príomhshamplaí a roinn na múinteoirí ná: *TG4 Foghlaim*, cluichí, “*Úsáidim Jenga le huimhreacha agus tá ceist/focal bunaithe ar an topaic ar an mbileog*” (F:86, T2). Léiríonn Tábla H liosta de na háiseanna teagaisc agus áiseanna ar líne a thug na múinteoirí mar shamplaí.

Tábla H: Samplaí de Thacaíochtaí - Áiseanna Teagaisc agus Acmhainní ar líne

- *TG4 Foghlaim*
- *Cluichí - cluichí boird, cluichí teanga, cluichí digiteacha ar líne mar shampla, Blooket, Kahoot*
- *Áiseanna agus nótaí ó mhúinteoirí eile*
- *Téacsleabhair*
- *A nótaí teagaisc féin*
- *Tuairisc.ie*
- *Snas.ie*
- *Straitéisí Teagaisc - mar shampla tascanna foghlama tascbhunaithe/gníomhaíochtaí éagsúla*
- *YouTube*
- *An Tairseach*
- *Molscéal*
- *Pleananna agus Scéimeanna ar líne*
- *Staighre*
- *Foclóirí ar líne*
- *Vifax*
- *Suíomh Gréasáin an CNCM*
- *Duolingo*
- *Scoilnet*

Tacaíocht ó mhúinteoirí eile. Ba é tacaíocht ó mhúinteoirí eile an dara téama ba mhó maidir le tacaíochtaí do mhúinteoirí ($n=54$). Ba léir ó na ráitis a scríobh na múinteoirí go bhfuair siad tacaíochtaí ó chomhghleacaithe eile ina scoil agus/nó ó mhúinteoirí eile taobh amuigh den scoil maidir le smaointí agus eolas a roinnt faoi straitéisí teagaisc. Scríobh cuid de na múinteoirí go raibh comhráití gairmiúla le múinteoirí eile mar thacaíocht dóibh maidir le cur chun cinn na Gaeilge chomh maith le labhairt na Gaeilge le múinteoirí eile.

- *Na múinteoirí Gaeilge a oibríonn liom. Is Gaeilgeoirí muid uile agus labhraímid Gaeilge i gcónaí agus cloiseann na daltaí gur teanga bheo í. (F:245, T2)*

- Labhraíom leis na múinteoirí nuatheangacha i mo scoil le fáil amach na straitéisí agus na háiseanna atá in úsáid acu féin. Tugaim féin agus múinteoir Gearmáinise i mo scoil cuairt ar ranganna a chéile cúpla uair sa bhliain le barr feabhais a chur ar ár gcuid scileanna. (F:57, T2)

Áiseanna ó na Meáin/Meáin Shóisialta. Scríobh 21% de na múinteoirí ($n=46$) gur bhain siad leas as na meáin/na meáin shóisialta mar áis. Bhí roinnt múinteoirí ag baint leas as cainéil teilifíse, clár raidió agus podchraoltaí. Luadh TG4, RTÉ Raidió na Gaeltachta, an Nuacht RTÉ agus Cúla 4 ach go háirithe. Ba é an leathanach Facebook “Múinteoirí na Gaeilge” an ais ba mhó ar an meáin shóisialta a luaigh na múinteoirí. Scríobh líon beag múinteoirí faoi thionchair Instagram chomh maith.

Forbairt Ghairmiúil Leanúnach. Scríobh 25 múinteoirí T2 go raibh an fhorbairt ghairmiúil leanúnach mar thacaíocht dóibh. Níor luaigh na múinteoirí T1 an fhorbairt ghairmiúil leanúnach mar thacaíocht. Ba iad samplaí den tacaíocht ghairmiúil a luadh ná: ceardlanna Oide ar líne nó ar an láthair, an Tionóil Teagasc agus cúrsaí sna hIonaid Oideachais.

Tacaíocht ó na hEagrais Ghaeilge. Scríobh 10% ($n=22$) de na múinteoirí go raibh na hEagrais Ghaeilge mar thacaíocht. I gcásanna áirithe, mhol na múinteoirí níos mó ná aon eagrais amháin agus mhol siad na háiseanna, imeachtaí, scéimeanna agus comórtais a chur siad ar fáil do mhúinteoirí. Thug na múinteoirí moladh do na heagrais seo, mar shampla, An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta, Gael Linn, Conradh na Gaeilge, An Gréasán do Mhúinteoirí Gaeilge, Foras na Gaeilge agus an tÁisaonad, Coláiste Ollscoile Naomh Mhuire Béal Feirste.

Cur Chun Cinn na Gaeilge taobh amuigh den Cheacht Gaeilge. Scríobh roinnt múinteoirí faoi thacaíochtaí a spreag úsáid na Gaeilge taobh amuigh den cheacht Gaeilge. Léiríonn Tábla I cuid de na himeachtaí scoile a spreagann úsáid na Gaeilge taobh amuigh den cheacht dar leis na múinteoirí. Ní mór a chur san áireamh go dtugann na hEagrais Ghaeilge tacaíocht do go leor de na himeachtaí scoile.

Tábla I: Tacaíochtaí do Chur Chun Cinn na Gaeilge taobh amuigh den Cheacht

- Seachtain na Gaeilge
- Imeachtaí trí Ghaeilge sa scoil (e.g. aoichainteoirí/pop up Gaeltacht srl)
- Gaelbhrtach
- Club Gaelach/Coiste na Gaeilge
- Comórtais, mar shampla, iriseoirí an lae amárach, díospóireachtaí, maoiniú le dul chun na Gaeltachta
- Gaeilge 24
- Turais chun na Gaeltachta
- Coláistí samhraidh

Ní mór a thabhairt faoi deara gur scríobh líon beag múinteoirí faoin tábhacht a bhaineann le cultúr agus bainistíocht na scoile chun ról dearfach a chothú i leith na teanga. Scríobh cúigear múinteoirí gur thacaigh póstaer agus comharthaíocht trí Ghaeilge le cur chun cinn na teanga taobh amuigh den cheacht.

Ceist Oscailte: Tacaíochtaí a Mholfadh na Múinteoirí

Fiafraíodh de na múinteoirí: *Cad iad na tacaíochtaí ar mhaith leat chun an Ghaeilge a chur chun cinn (laistigh & lasmuigh den rang). Tabhair moltaí.* Scríobh 188 múinteoirí ráiteas (165 múinteoirí T2 agus 23 múinteoirí T1). Tháinig trí mhórhéama chun cinn san anailís, ba iad sin: (i) Forbairt Ghairmiúil Leanúnach/Deiseanna Foghlama Gairmiúla; (ii) Áiseanna don Ghaeilge agus (iii) Eolas a Roinnt agus Cumarsáid le Múinteoirí.

Forbairt Ghairmiúil Leanúnach (FGL)/Deiseanna Foghlama Gairmiúla. Scríobh cuid de na múinteoirí go bhfáilteoidís roimh bhreis deiseanna chun cur lena gcuid eolais agus lena scileanna gairmiúla trí fhorbairt ghairmiúil ar ardchaighdeán. Bhí spéis ag múinteoirí éagsúla i dtopaicí mar: “*Tuilleadh tacaíochtaí maidir le haonaid spéisiúla a phleanáil agus maidir le múineadh na litríochta ar bhealach nuálach/spéisiúil do dhaltaí. Straitéisí don ghramadach a mhúineadh*” (F:292, T1). Rinneadh anailís ar na topaicí a mbeadh spéis ag múinteoirí iontu agus tá moltaí na múinteoirí léirithe i dTábla J.

Tábla J: Moltaí na Múinteoirí maidir le Forbairt Ghairmiúil Leanúnach (FGL)

Straitéisí Teagasc

Eolas Ginearálta faoi Ghaeilge na Sraithe Sóisearaí

FGL do chomhthéacsanna T1

An litríocht mar áis don phleanáil agus don teagasc

FGL dírithe ar na scileanna don scrúdú deiridh, na cineálacha ceisteanna a d'fhéadfadh teacht chun cinn ar an scrúdú agus conas an scrúdú deiridh a cheangal leis na haonaid foghlama.

Straitéisí Tacaíochtaí do scoláirí a bhfuil riachtanais bhreise oideachais acu agus modhanna difreála sa rang

Straitéisí theagasc na gramadaí

Úsáid na teicneolaíochta sa rang

Áiseanna don Ghaeilge. Léirigh cuid de na freagróirí gur mhaith leo breis áiseanna don Ghaeilge. Mhol cuid de na múinteoirí go gcuirfí breis áiseanna, mar shampla, téacsleabhair a bheadh oiriúnach don chomhthéacs T1, pacáiste áiseanna le póstaeir agus comharthaíochta i nGaeilge, bileoga oibre agus níos mó físeán idirghníomhacha. Mhol cúpla múinteoir i scoileanna T2 gur mhaith leo níos mó gearrscannán agus gur fiú breis maoinithe agus scoláireachtaí a chur ar fáil chun freastal ar chúrsaí Gaeltachta nó chun dul ar thurais chun na Gaeltachta.

Eolas a Roinnt agus Cumarsáid le Múinteoirí. Mhol líon beag de na múinteoirí go gcuirfí na háiseanna ar fad a bhaineann le Gaeilge na Sraithe Sóisearaí ar fáil in aon áit amháin. *“An t-eolas go léir ar fáil go héasca in aon áit amháin gan a bheith ag cuardach agus ag déanamh scrúdú ar na hacmhainní, go bhfuil muinín agam as cad atá ar fáil.”* (F:34, T2). Moladh go mbeadh rochtain ag múinteoirí ar na téacsanna molta agus dualgais, chomh maith le treoirlínte don teagasc. *“Gach píosa litríochta a bheith ar fáil ar aon suíomh idirlín amháin le hacmhainní dírithe ar chumais dhifriúla na ndaltaí.”* (F:286, T1)

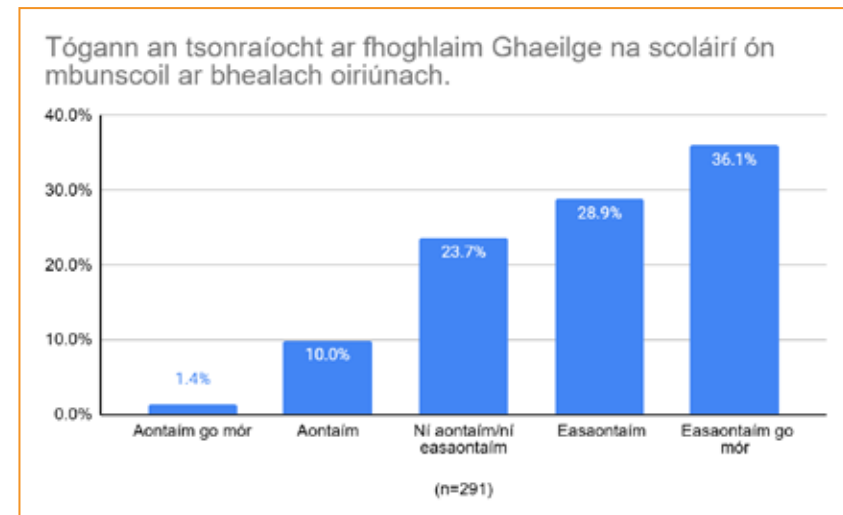
Mhol cuid bheag de na múinteoirí gur mhór leo breis threorach maidir leis an scrúdú deiridh, mar shampla, critéir reatha, samplaí d'obair a thuilleann ardmharcanna, treoir maidir le ceisteanna, níos mó páipéar samplacha agus eiseamláirí de na tascanna MRB ag leibhéal éagsúla. *“Níos mó samplaí den obair mhaith atá á lorg acu.”* (F:14, T2)

Suirbhé Cuid a Trí: Cúrsaí Aistrithe agus Naisc le Príomhscileanna Chreat na Sraithe Sóisearaí

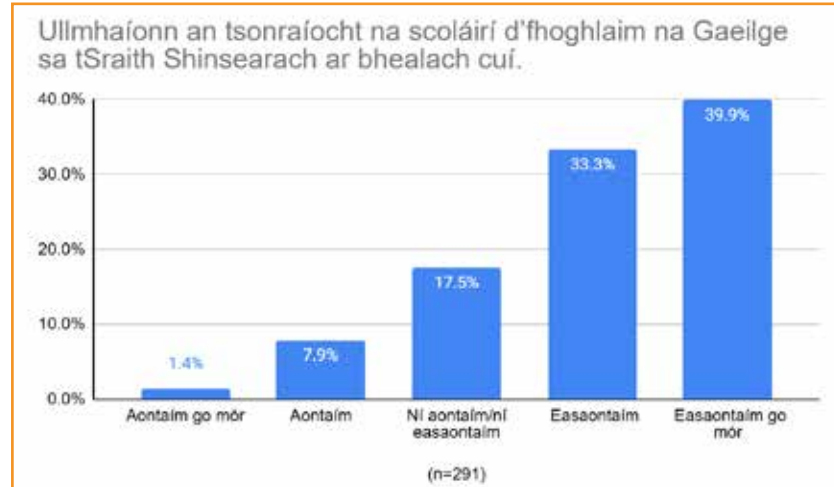
Cúrsaí Aistrithe

Féachtar sa chuid seo ar thuairimí na múinteoirí ar an aistriú ón mbunscoil go dtí an iar-bhunscoil (Fíor 10), chomh maith leis an aistriú ón tSraith Shóisearach go dtí an tSraith Shinsearach (Fíor 11). Bhí mórchuid de na múinteoirí den tuairim nach raibh an tsonraíocht ag tógáil ar an nGaeilge a d'fhoghlaim na scoláirí sa bhunscoil. Ní raibh ach mionlach de fhreagróirí (11%) a mheas go raibh an tsonraíocht ag tógáil ar Ghaeilge na scoláirí agus iad ag aistriú ón mbunscoil. Toradh suntasach eile atá léirithe anseo ná go raibh mórchuid de fhreagróirí (73%) a shíl nach raibh sonraíochtaí na Sraithe Sóisearaí ag ullmhú na scoláirí d'fhoghlaim na Gaeilge sa tSraith Shinsearach. Tá níos mó eolais maidir leis na dúshlán a bhain le cúrsaí aistrithe sa chuid den suirbhé a bhain le tuairimí na múinteoirí i leith na ndúshlán a bhain le cur i ngníomh na sonraíochtaí.

Fíor 10: An tAistriú ón mBunscoil



Fíor 11: An tAistriú go dtí an tSraith Shinsearach



Naisc le Príomhscileanna Chreat na Sraithe Sóisearaí

Fiosraíodh tuairimí na múinteoirí faoin nasc idir na sonraíochtaí Gaeilge agus príomhscileanna na Sraithe Sóisearaí (Féach Tábla K). Tá ocht bpríomhscil aitheanta i gCreat na Sraithe Sóisearaí, is iad sin: A bheith cruthaitheach, A bheith Uimheartha, A bheith Liteartha, Cumarsáid, Eolas agus Smaointeoireacht a bhainistiú, Mé féin a Bhainistiú, Fanacht Folláin agus Obair le Daoine eile. Dar le freagróirí an tsuirbhé ba iad na príomhscileanna ba mhó a dtacaíonn na sonraíochtaí Gaeilge leo ná: a bheith liteartha agus obair le daoine eile. D'aontaigh 43% de mhúinteoirí gur thacaigh na sonraíochtaí leis an bpríomhscil 'a bheith liteartha' a fhorbairt, agus d'aontaigh 51% gur thacaigh na sonraíochtaí leis an bpríomhscil 'obair le daoine eile'. Dar leis na múinteoirí, ba iad na príomhscileanna ba mhó nach raibh cur i ngníomh na sonraíochtaí ag tacú leo ná: fanacht folláin (65%), cumarsáid (62%), a bheith cruthaitheach (56%) agus a bheith uimheartha (53%). D'fhéadfaí a léamh ar na torthaí seo go raibh béim ní ba mhó ar scileanna litearthachta ná scileanna cumarsáide a fhorbairt agus na sonraíochtaí á gcur i ngníomh.

Tábla K: Naisc idir na Sonraíochtaí Gaeilge agus Príomhscileanna na Sraithe Sóisearaí

(1) Aontaím go mór; (2) Aontaím; (3) Ní aontaím/ní easaontaím; (4) Easaontaím; (5) Easaontaím go mór.

Ráiteas	1	2	3	4	5
Tógann an tsonraíocht ar fhoghlaim Ghaeilge na scoláirí ón mbunscoil ar bhealach oiriúnach. (n=291)	4 1.4%	29 10.0%	69 23.7%	84 28.9%	105 36.1%
Ullmhaíonn an tsonraíocht na scoláirí d'fhoghlaim na Gaeilge sa tSraith Shinsearach ar bhealach cuí. (n=291)	4 1.4%	23 7.9%	51 17.5%	97 33.3%	116 39.9%
Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "A bheith cruthaitheach" a fhorbairt. (n=291)	3 1.0%	70 24.1%	54 18.6%	77 26.5%	87 29.9%
Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "a bheith liteartha" a fhorbairt. (n=291)	7 2.4%	119 40.9%	68 23.4%	46 15.8%	51 17.5%
Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "A bheith uimheartha" a fhorbairt. (n=291)	3 1.0%	56 19.2%	77 26.5%	84 28.9%	71 24.4%
Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "cumarsáid" a fhorbairt. (n=290)	6 2.1%	49 16.9%	55 19.0%	88 30.3%	92 31.7%
Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "Eolas agus smaointeoireacht a bhainistiú". (n=290)	3 1.0%	90 31.0%	78 26.9%	55 19.0%	64 22.1%
Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "mé féin a bhainistiú". (n=291)	8 2.8%	57 19.6%	95 32.6%	68 23.4%	63 21.6%
Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "Fanacht folláin" a fhorbairt. (n=289)	3 1.0%	34 11.8%	65 22.5%	87 30.1%	100 34.6%
Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "Obair le daoine eile" a fhorbairt. (n=290)	19 6.6%	129 44.5%	58 20.0%	45 15.5%	39 13.4%

Suirbhé Cuid a Ceathair: Leasuithe ar Shonraíochtaí Gaeilge na Sraithe Sóisearaí

Ag eascairt ón Athbhreithniú luath ar chur i bhfeidhm na Sonraíochtaí Gaeilge T1 agus T2 don tSraith Shóisearach (Mac Gearailt & Ó Duibhir, 2023) rinneadh leasuithe ar Shonraíochtaí Gaeilge T1 agus T2 na Sraithe Sóisearaí agus Socruithe Measúnaithe do na tascanna MRB 1 agus 2 i Meán Fómhair 2023 (Imlitir 0015/2023, An Roinn Oideachais, 2023). Bhain na leasuithe leis na cohóirt scoláirí 2022/25 agus 2023/26. Cuireadh breis ábhar tacaíochta ar fáil do MRB2. Laghdaíodh an líon litríochta a bhí le clúdach chun breis deiseanna a thabhairt do scoláirí scileanna labhartha agus idirghníomhaithe cainte a fhorbairt sa Ghaeilge. Rinneadh leasú ar théacsanna liteartha dualgais chomh maith. Tá na leasuithe léirithe i dTábla L. Tá imlitir uasdátaithe 0086/2024 ar fáil anois bunaithe ar athbhreithniú an CNCM ar na liostaí téacsanna.

Tábla L: Na Príomhathruithe don Chohóirt Scoláirí 2023-2026 (T1 agus T2)

- Laghdú ar íoslíon na dtéacsanna liteartha a mholtar don chéad bhliain T2
- Laghdú ar íoslíon na dtéacsanna liteartha dualgais don dara bliain agus don tríú bliain T1 agus T2
- Leasuithe ar an raon seánraí don dara bliain agus don tríú bliain T1
- Leasuithe ar an raon seánraí don chéad bhliain, don dara bliain agus don tríú bliain T2
- Bíonn MRB 1 ar siúl sa dara bliain
- MRB 2 athshamhlaithe i dtreoirínte measúnaithe athbhreithnithe

Tugadh deis do na freagróirí a dtuairimí a léiriú maidir leis na leasuithe atá curtha i bhfeidhm ag eascairt ón aiseolas *An tAthbhreithniú Luath*. Tá na tuairimí seo léirithe i dTábla M. Bhí mórchuid de mhúinteoirí (66%) a d'aontaigh nó a d'aontaigh go mór leis an ráiteas: *Táim sásta leis an laghdú ar líon na dtéacsanna ó Mheán Fómhair 2023*. Bhí tromlach de na mhúinteoirí (69%) a d'aontaigh nó a d'aontaigh go mór leis an ráiteas: *Táim sásta go bhfuil MRB 1 (An Phunann Teanga) bogtha go dtí an dara bliain*. Léiríodh meascán tuairimí

maidir leis an treoir uasdátaithe do MRB 2. D'fhéadfaí a léamh go raibh leibhéal réasúnta ard de shástachta faoi chuid na leasuithe a cuireadh i bhfeidhm.

Tábla M: Leasuithe ar na Sonraíochtaí

(1) Aontaím go mór; (2) Aontaím; (3) Ní aontaím/ní easaontaím; (4) Easaontaím; (5) Easaontaím go mór.

Ráiteas	1	2	3	4	5
Táim sásta leis an laghdú ar líon na dtéacsanna ó Mheán Fómhair 2023. (n=291)	83 28.5%	110 37.8%	45 15.5%	32 11%	21 7.2%
Táim sásta go bhfuil MRB 1 (An Phunann Teanga) bogtha go dtí an dara bliain. (n=290)	75 25.9%	124 42.8%	54 18.6%	17 5.9%	20 6.9%
Tá an treoir uasdátaithe maidir le MBR2 (Ag Idirghníomhú trí Ghaeilge) úsáideach dom mar mhúinteoir. (n=291)	25 8.6%	78 26.8%	103 35.4%	51 17.5%	34 11.7%

Suirbhé Cuid a Cúig: Buanna agus Dúshláin

Ceist Oscailte: Buanna

Ghlac 159 múinteoirí leis an deis an cheist oscailte (Ceist 23) faoi bhuanna na sonraíochtaí a fhreagairt. Cuireadh ceist ar na múinteoirí: *"Tabhair sampla de na trí bhua is mó a bhaineann le cur i ngníomh na sonraíochtaí Gaeilge (T1 agus T2) dar leatsa"*. D'fhreagair 22 múinteoirí T1 agus 137 múinteoirí T2. Bhí cuid de na freagróirí a scríobh faoi dhúshláin seachas buanna (n=28). Ní raibh difríocht idir na buanna a luaigh múinteoirí T1 agus T2. Níor scríobh ach líon an-bheag de mhúinteoirí T1 faoi bhuanna na sonraíochtaí.

Ba é an príomhbhua a tháinig aníos ná: buanna teagaisc agus foghlama a bhaineann leis an litríocht (n=55).

Buanna na Litríochta. Mhol cuid de na múinteoirí na téacsanna atá ar fáil. Léirigh siad an tuairim go raibh téacsanna nua-aimseartha ar an gcúrsa a bhí oiriúnach do dhaoine óga agus a bhain lena n-ábhair spéise. Luadh an soláthar téacsanna i gcanúintí éagsúla mar bhua chomh maith. Dar le cuid de na múinteoirí, ba léir gur thaitin scríbhneoirí agus téacsanna áirithe leis na daltaí agus go raibh feabhas tagtha ar an réimse téacsanna a bhí ar fáil:

- *Tá an litríocht níos oiriúnaí do dhaoine óga, tá sé go maith do dhaltaí láidre, is deas an rud é go bhfuil an litríocht agus píosa eile ar fáil sna canúintí difriúla. (F:163, T2)*
- *Téacsanna nua aimseartha gur féidir leis na daltaí ionannú leo, eg Cúpla. (F:103, T2)*
- *Is maith leis na daltaí na téacsanna cosúil le Katfish agus Cúpla. Bíonn fuinneamh sa rang agus iad sin á ndéanamh againn. (F:41, T2)*
- *Tugtar deis chun díriú ar réimse níos leithne téacsanna litríochta ná mar a bhíodh i gceist. Tá níos mó béime ar fheasacht teanga a fhorbairt. Béim ar chomhtháthú litríochta agus ábhair eile (F:292, T1)*

Bhí tuairimí dearfacha ag cuid de na rannpháirtithe faoin rogha seánraí agus téacsanna agus bhí siad sásta go raibh amhráin, gearrscannáin agus gearrscéalta curtha san áireamh:

- *Taitníonn an litríocht (méid áirithe) leis na daltaí, na gearrscannáin go háirithe - an t-úrscéal agus na gearrscéalta. (F:271, T1)*

Buanna eile a tháinig chun cinn ag líon beag rannpháirtithe ná:

- Measúnuithe Rangbhunaithe
- Saoirse an mhúinteora
- Idirghníomhú agus rannpháirtíocht ghníomhach

- Cruthaitheach sa tsonraíocht
- An tAthmhachnamh agus an fhéinfhoghlaim
- Aitheantas do chainteoirí dúchais agus cultúr na Gaeltachta

Measúnuithe Rangbhunaithe. Bhí roinnt rannpháirtithe a d'aithin an tasc MRB 2 mar bhua, mar shampla: *Braithim go bhfuil MRB2 mar chuid mhaith den chúrsa.* (F:286, T1). Bhí líon beag múinteoirí a cheap gur chabhraigh MRB2 leo béim a chur ar scileanna labhartha sa rang. Sin ráite, moladh gur chóir go mbeadh marcanna suimitheacha ag dul dó le haitheantas a thabhairt don obair agus chun na scoláirí a spreagadh:

- *Is maith liom an tasc cumarsáideach ach ní bhaineann sé le haon rud agus tá fhios ag na scoláirí. (F:21, T2)*
- *Fiúntas éigin ag baint le MRB2 - cur i láthair ranga atá ann i ndáiríre, ach ní leor é. (F:231, T2)*

Bhí cúpla múinteoir den tuairim gur bhain buanna leis an bpunann mar shampla, deiseanna maidir le cruthaitheacht ($n=5$), deiseanna scileanna a fhorbairt ($n=1$) agus deiseanna bród a chothú san fhoghlaim ($n=1$).

Saoirse an mhúinteora. Bhí líon beag múinteoirí ($n=10$) a thug moladh don tsaoirse ghairmiúil a bhíonn ag múinteoirí mar chuid de chur i ngníomh na sonraíochtaí, mar shampla, go bhfuil deiseanna acu cuir chuige éagsúla a úsáid, agus téacsanna agus topaicí éagsúla a roghnú: *“Tá a lán saoirse ag an múinteoir aonaid oibre a phleanáil bunaithe ar na snáithe.”* (F:178, T1) *“Saoirse an mhúinteora chun ranganna a chruthú bunaithe ar chumas agus suimeanna na ndaltaí. (F:256, T2)*

Idirghníomhú agus rannpháirtíocht ghníomhach. Mhol cuid de na múinteoirí ($n=9$) go raibh deiseanna ag scoláirí tabhairt faoi obair bheirte agus obair ghrúpa agus gur thacaigh seo leo a bheith ní ba rannpháirtí agus ní ba ghníomhaí sa rang.

Cruthaitheacht sa tsonraíocht. Bhí roinnt bheag múinteoirí ($n=7$) a scríobh go raibh deis ag scoláirí a bheith ag smaoineamh agus a bheith cruthaitheach.

An tAthmhachnamh agus an Fhéinfhoghlaim. Bhí líon beag múinteoirí ($n=7$) den tuairim go raibh deis ní b'fhearr ag scoláirí machnamh a dhéanamh ar a gcuid oibre:

- *Tugann sé deis do na dalta athbhreithniú a dhéanamh ar a gcuid oibre agus a bhfoghlaim. (F:191, T2)*

Aitheantas do Chainteoirí Dúchais agus Cultúr na Gaeltachta. Bhí líon beag múinteoirí a scríobh go raibh nasc idir an tsonraíocht T1 agus cultúr na Gaeltachta mar go dtugtar aitheantas don chainteoir dúchais.

38 Ceist Oscailte: Dúshlán

Tugadh deis do rannpháirtithe a gcuid tuairimí a roinnt maidir leis na dúshlán ba mhó a bhain le cur i ngníomh na sonraíochtaí T1 agus T2. Féachtar ar thuairimí na múinteoirí i leith na ndúshlán a bhain leis an gcur i ngníomh sa chuid seo.

D'fhreagair 211 múinteoirí an cheist seo. Rinneadh anailís ar na freagraí ó mhúinteoirí i scoileanna T2 agus ó mhúinteoirí i scoileanna T1 astu féin. Ar an iomlán, léiríodh na dúshlán chéanna sa dá chomhthéacs scoile agus tugtar samplaí ón dá chomhthéacs anseo. Ba iad na dúshlán ba mhó maidir le cur i ngníomh na sonraíochtaí a tháinig chun solais sa suirbhé ná: (i) labhairt na teanga ($n=101$); (ii) an litríocht ($n=102$); (iii) an scrúdú deiridh ($n=53$); (vii) caighdeán Gaeilge na scoláirí ($n=39$); agus (v) na sonraíochtaí féin ($n=35$).

Scríobh go leor múinteoirí faoin dúshlán a bhain leis an litríocht. Sna freagraí seo léirigh na múinteoirí imní faoin méid litríochta a bhí le clúdach. Cheap cuid díobh nach raibh seo indéanta taobh den achar ama a bhí ag dul don Ghaeilge. Léirigh roinnt múinteoirí an tuairim nach raibh an bhéim láidir seo ar an litríocht oiriúnach ach do na scoláirí ab acadúla amháin. Nocht roinnt múinteoirí an tuairim nach raibh go leor Gaeilge ag na scoláirí sa chéad bhliain

chun tabhairt faoi staidéar a dhéanamh ar théamaí litríochta agus go mbeadh sé ní ba fhiúntaí dóibhsean díriú ar chumas cumarsáide sa Ghaeilge. Léirigh cuid de na múinteoirí frustrachas chomh maith nach raibh sé soiléir riamh cén saghas ceiste faoin litríocht a thioctadh aníos ar an scrúdpháipéar. Ba léir ó na freagraí go raibh an-chuid ama á chaitheamh sna ranganna ar an litríocht mar gheall ar an líon a bhí le clúdach agus mar gheall ar chúltionchar ón scrúdú deiridh. Bhí roinnt múinteoirí den tuairim nach raibh spéis ag scoláirí sa litríocht. Nochtadh an tuairim go raibh an saghas seo béime ar an litríocht ag tiontú cuid de na scoláirí in éadan na Gaeilge agus ag cothú nósanna a bhaineann le freagraí a fhoghlaim de ghlanmheabhair toisc nach raibh na scileanna teanga cuí ag go leor scoláirí chun plé a dhéanamh ar an litríocht. Ar an iomlán, léiríodh an tuairim go raibh an saghas seo fócais ar an litríocht ródheacair do go leor scoláirí. Bhí cúpla múinteoir den tuairim go mbeadh roghnú ábhair/topaicí na ba fhiúntaí.

- *An iomarca béime ar fad ar an Litríocht, arís go háirithe don Ardleibhéal. Ag súil le scoláirí a chur ag caint/ag plé na litríochta trí mheán na Gaeilge nuair nach bhfuil siad ábalta nó sásta é sin a dhéanamh trí mheán an Bhéarla fiú an chuid is mó den am. Míréadúil ar fad. (F:285, T2)*

- *An iomarca béime ar an litríocht, níl go leor ama le scileanna teanga a fhorbairt. Ní oibríonn an treoir a thugtar gur cheart don fhoghlaim uile eascirt ón litríocht go praiticiúil. B'éigean dúinn filleadh go cur chuige téamach, in ainneoin go moltar dúinn gan seo a dhéanamh. (F:265, T2)*

Ba é an príomhdhúshlán a d'aithin go leor de na múinteoirí ná nach raibh go leor béime ar labhairt na teanga agus nach raibh go leor aitheantais ag dul dó. Léirigh na freagraí nach raibh go leor spáis cothaithe chun díriú ar labhairt na teanga sa rang mar gheall ar an méid litríochta a bhí le clúdach agus toisc nach bhfuil scrúdú cainte mar chuid den mheasúnú suimitheach sa tSraith Shóisearach. Léirigh an-chuid múinteoirí míshástacht faoi seo mar go raibh siad den tuairim gur cheart agus gur chóir díriú ar labhairt na Gaeilge chun úsáid na Gaeilge a spreagadh mar theanga bheo. Ardaíodh an tuairim

nach raibh an easpa béime ar labhairt na teanga sa rang agus sa mheasúnú oiriúnach do an-chuid scoláirí. Mhol cuid mhaith de na múinteoirí gur chóir go mbeadh scrúdú cainte mar chuid den mheasúnú suimitheach chun labhairt na Gaeilge a chur chun cinn agus chun tacú leis na scoláirí ullmhú don scrúdú cainte sa tSraith Shinsearach:

• *Níl go leor ama tugtha do labhairt na Gaeilge. Ba chóir go mbeadh béaltriall ann agus marcanna ag dul leis. Spreagfadh seo na daltaí chun iarracht níos mó a dhéanamh leis an Ghaeilge sa rang agus taobh amuigh. (F:278, T1)*

• *Ceann de na dúshláin is mó ná nach bhfuil aon mheasúnú béil mar chuid den scrúdú stáit. Tá sé deacair tuiscint a fháil ar conas is féidir linn cumarsáid a chur i gcoirlár an churaclaim agus ag an am céanna neamhaird a dhéanamh ar an scil is cumarsáidí dá bhfuil ann – an labhairt. Bíonn cuid mhór daltaí láidir ó bhéal ach ní léirítear a gcumas sa mhéid a chuirtear san áireamh don mharc deiridh. (F:285, T1)*

Dar ndóigh bhí an-cheangal idir na téamaí a bhain le labhairt na teanga agus an litríocht. Tháinig constaicí ama chun cinn sa dá fhreagra. Léirigh roinnt freagróirí nach raibh go leor ama in dhá rang nó trí rang sa tseachtain chun an cúrsa a chlúdach nó chun dul chun cinn suntasach a dhéanamh ó thaobh na Gaeilge de.

Rud eile a tháinig chun cinn san anailís ná na dúshláin a bhain leis an scrúdú deiridh. Bhí roinnt múinteoirí den tuairim go raibh an scrúdú ródheacair, go raibh na ceisteanna ró-oscailte, ba dheacair iad a thuar agus go raibh sé iontach deacair tacú leis na scoláirí ullmhú don scrúdú mar gheall air sin. Léirigh cúpla freagróir míshástacht faoin gcóras grádála chomh maith agus iad den tuairim go raibh sé thar a bheith deacair gradam a thuilleamh. Bhí múinteoirí T1 agus T2 den tuairim chéanna. Ní mór a thabhairt faoi deara go ndearnadh athrú ar bhandaí grád na Sraithe Sóisearaí i mí Aibreáin 2025 (An Roinn Oideachais & Óige, 2025). Beidh an líon céanna bandaí grád ann agus a bhí roimhe seo agus na ceithre thuarisceoir grád is fearr (Gradam,

Arduiltteanas, Tuillteanas, agus Gnóthaithe) á ndáileadh go cothrom i mbandaí de chúig phointe dhéag céatadán. Beidh dhá thuarisceoir grád eile ann - *gnóthaithe go páirteach* agus *neamhghrádaithe* a bheidh dáilte ar na bandaí grád 0-20 agus 20-40. Táthar ag súil go bhfaigheadh níos mó scoláirí tuairisceoirí níos airde sa Ghaeilge mar thoradh ar an athrú seo.

Mar atá luaite cheana, dúshlán spéisiúil a tháinig chun cinn san anailís ná go raibh cuid de na múinteoirí T2 den tuairim nach raibh an caighdeán cuí ag scoláirí agus iad ag fágáil na bunscoile chun tabhairt faoin tsonraíocht Ghaeilge sa tSraith Shóisearach. I gcásanna áirithe, scríobh múinteoirí i scoileanna T2 go raibh orthu tosú ón tús le lucht na chéad bhliana agus bunstruchtúir na teanga a theagasc dóibh. Bhí cuid de na múinteoirí T2 den tuairim mar sin go raibh an-bhearna idir an bhunscoil agus an iar-bhunscoil maidir le caighdeán na Gaeilge:

• *Cumas na ndaltaí ag teacht isteach sa mheánscoil. Ní bhíonn na haimsirí acu. Fadhbanna móra le comhréir. Deacair anailís a dhéanamh ar litríocht agus tuairimí a chur in iúl nuair nach mbíonn na bunchlocha acu. (F:102 T2)*

Léirigh cuid de na múinteoirí míshástacht faoi ábhar na sonraíochtaí. I gcásanna áirithe shíl múinteoirí go raibh na sonraíochtaí róleathan, doiléir agus go raibh an iomarca torthaí foghlama iontu. Cheap cuid de na múinteoirí nach raibh naisc shoiléire idir an tsonraíocht, an cleachtas ranga agus an scrúdú deiridh.

Maidir leis an dúshlán a bhfuil tuairisciú déanta orthu anseo, ba léir go raibh idirnasctacht eatarthu, mar shampla, an dúshlán a bhaineann le plé a dhéanamh ar an litríocht do go leor scoláirí, caighdeán Gaeilge na scoláirí, an easpa béime ar labhairt na teanga, constaicí ama agus pointí aistrithe.

Mír a Ceathair: **Tuairisc ar na Grúpaí Fócais**

Tá an mhír seo roinnte in dhá chuid. Pléitear na téamaí a d'eascair ó na grúpaí fócais le scoláirí sna scoileanna cás-staidéir T1 ar dtús. Breathnaítear ina dhiaidh sin ar na téamaí a d'eascair ó na grúpaí fócais leis na scoláirí sna scoileanna cás-staidéir T2. Mar a míníodh sa chaibidil ar an modheolaíocht, baineadh leas as an anailís teimpléid chun anailís a dhéanamh ar na sonraí ó na grúpaí fócais. Cuirtear meascán de théamaí déaduchtacha, is iad sin na téamaí a aithníodh roimh ré agus téamaí ionduchtacha i láthair sa mhír seo. Mínítear na téamaí atá faoi chaibidil ag tús gach coda.

Grúpaí Fócais leis na Scoláirí i gComhthéacsanna T1

Déantar cur síos sa mhír seo ar na príomhthéamaí a d'eascair ó na grúpaí fócais le scoláirí i scoileanna T1 ($n=58$). Breathnaítear ar eispéiris na scoláirí faoi na mórthéamaí seo a leanas:

- Tuairimí na scoláirí faoi chur i ngníomh na sonraíochta
- An t-aistriú ón mbunscoil
- Snáithe na Sonraíochta - Cumas Cumarsáide, Feasacht Teanga agus Chultúrtha, Féinfheasacht an Fhoghlaim
- Staidéar ar Litríocht na Gaeilge
- Úsáid na Teicneolaíochta
- Measúnú
- Úsáid na Gaeilge taobh amuigh den rang

- Spreagthaí chun an Ghaeilge a chur chun cinn
- Moltaí Éiritheacha na Scoláirí agus Tuairimí na scoláirí maidir leis an Soláthar Idirdhealaithe.

Ba í an Ghaeilge príomhtheanga bhaile nó comhtheanga bhaile cuid de na scoláirí a ghlac páirt sna grúpaí fócais T1. Bhí an Béarla mar theanga bhaile ag scoláirí eile agus bhí teanga bhaile seachas Gaeilge nó Béarla ag mionlach beag de na scoláirí.

Tuairimí na Scoláirí faoi Chur i nGníomh na Sonraíochta T1

Iarradh ar na scoláirí labhairt faoi na gnéithe den tsonraíocht a thaitin leo nó nár thaitin leo ag tús na ngrúpaí fócais. Léirigh na scoláirí tuairimí dearfacha faoi na gnéithe de chur i ngníomh na sonraíochta a thaitin leo. Labhair go leor scoláirí faoi dhánta, amhráin, gearrscéalta nó gearrscannáin a thaitin leo agus déantar tuairisciú ar na tuairimí sin faoin téama litríocht na Gaeilge. Thaitin sé leis na scoláirí nuair a bhí deiseanna acu a bheith gníomhach san fhoghlaim. Mar shampla, labhair scoláirí i Scoil A (Gaelcholáiste) faoi dhráma a rinne siad sa Ghaeilge sa chéad bhliain agus a chuaigh i bhfeidhm go mór orthu. Mhínigh scoláirí eile gur thaitin sé leo nuair a bhí deis acu a bheith ag obair i ngrúpaí agus/nó tionscadail a dhéanamh. Mar shampla, chruthaigh scoláirí i Scoil F (Sruth lán-Ghaeilge) físeán faoi chibearbulaíocht bunaithe ar thaighde a rinne siad sa rang agus thug scoláirí i Scoil B (Scoil Ghaeltachta) faoi thionscadal faoin stair i gceantar Gaeltachta. Léirigh na scoláirí tuairimí dearfacha maidir le húsáid na teicneolaíochta mar thaca d'fhoghlaim na Gaeilge.

Léirigh go leor scoláirí tuairimí diúltacha faoin méid ama a chaitear ar an léitheoireacht agus scríbhneoireacht i ranganna Gaeilge. Bhí go leor de na scoláirí den tuairim go raibh an-chuid ama caite sna ceachtanna Gaeilge ag léamh nó ag scríobh. Nocht scoláirí an tuairim gur cuireadh béim ar an ullmhúchán don scrúdú suimitheach sa Ghaeilge sa rang agus gur bhain sé seo ón am don chaint agus plé nó tascanna gníomhacha. Léiríodh meascán tuairimí faoin ngramadach ach ba léir go raibh foghlaim na gramadaí an-dúshlánach do chuid mhaith de na scoláirí. Chuir cuid de na scoláirí spéis sa ghramadach agus bhí spéis ag cuid de na scoláirí Gaeltachta ach go háirithe a bheith ag foghlaim faoi na difríochtaí idir an chanúint agus an caighdeán. Léirigh roinnt scoláirí tuairimí diúltacha faoin staidéar ar an litríocht mar gheall ar chuid de na téacsanna féin agus an méid litríochta a bhí le clúdach acu.

Bhí mórchuid na scoláirí den tuairim gur mhaith leo dá gcuirfí béim ní ba mhó ar labhairt na Gaeilge sa tSraith Shóisearach agus dá mbeadh níos mó deiseanna acu díriú ar labhairt na Gaeilge sna ceachtanna Gaeilge.

An tAistriú ón mBunscoil

Ar an iomlán, bhí na scoláirí T1 sásta leis an aistriú ón mbunscoil go dtí an iar-bhunscoil ó thaobh chaighdeán na Gaeilge de agus ó thaobh fhoghlaim na Gaeilge de. D'fhreastail na scoláirí sa Ghaeltacht ar bhunscoil Ghaeltachta agus d'aistrigh na scoláirí sna Gaelcholáistí ó bhunscoileanna lán-Ghaeilge: “*Bhí sé ar an leibhéal ceart. Ní raibh sé ródheacair. Thuig chuile dhuine gach rud.*” (Scoil B, Scoil Ghaeltachta). Léirigh na scoláirí sa sruth díomá áfach, maidir lena gcumas ó thaobh chruinneas na Gaeilge de, agus iad ag tosú ar an gcéad bhliain san iar-bhunscoil.

Snáithe 1: Cumas Cumarsáide

Is iad na scileanna teanga a thagann faoi chumas cumarsáide sna sonraíochtaí ná labhairt, éisteacht, léitheoireacht, scríbhneoireacht agus idirghníomhú cainte. Bhí scoláirí den tuairim go raibh tionchar láidir ag an scrúdú suimitheach ar na gníomhaíochtaí a rinne siad sa rang agus gur caitheadh neart ama ag ullmhú do cheisteanna a d'fhéadfadh teacht aníos

ar an scrúdpháipéar. Ba léir gur caitheadh an-chuid ama ar an léitheoireacht agus scríbhneoireacht ach go háirithe, agus gur mhaith leis na scoláirí níos mó deiseanna a bheith acu chun ábhar a phlé nó chun tabhairt faoi thascanna idirghníomhacha. Bhí scoláirí in dhá scoil den tuairim go raibh difríocht idir an chéad bhliain agus an dara bliain agus go raibh deis ní ba mhó díriú ar labhairt na Gaeilge sa chéad bhliain. Thug scoláirí samplaí de thascanna ranga ina raibh siad gníomhach agus a chuir lena gcumas cumarsáide, mar shampla: plé grúpa a dhéanamh ar dhán, físeán a dhearadh bunaithe ar thionscadail, cur i láthair a ullmhú ar *powerpoint* bunaithe ar thopaic, blaganna a scríobh faoin úrscéal, deireadh nua a scríobh, ealaín a dhéanamh ag freagairt do dhán, dán a chumadh, frámaí scríbhneoireachta a úsáid agus tionscadail ghrúpa a dhéanamh.

- *Is cuimhin liom i mBliain 1, bhí muid ag déanamh “Yu Ming” rinne muid deireadh nua a scríobh. I mbliana fosta do Sheachtain na Gaeilge ag cumadh dáin fosta le focail áirithe. (Gaelcholáiste, Scoil A)*

Ba léir áfach nach raibh a dhóthain ama ag dul do na cuir chuige a bhí na ba ghníomhaí agus ní ba chruthaithí. I gcásanna áirithe bhain dúshlán le caighdeán Gaeilge na dtéacsanna agus mhínigh scoláirí gur chaith siad go leor ama ag iarraidh iad a thuiscint. Thuairiscigh na scoláirí gur chuir an méid oibre a bhí le clúdach agus an t-ullmhúchán don scrúdú isteach ar an méid ama a bhí ag dul don phlé nó idirghníomhú teanga.

Snáithe 2: Feasacht Teanga & Feasacht Chultúrtha

Léiríodh meascán tuairimí faoi fhoghlaim na gramadaí agus ba léir go raibh foghlaim na gramadaí an-dúshlánach do go leor de na scoláirí “*Tá sé ródheacair. Tá sé a lán just chun é a chuimhniú*” (Sruth lán-Ghaeilge, Scoil F). D'aithin scoláirí sna scoileanna Gaeltachta gur bhain dúshlán leis an gcaighdeán a fhoghlaim mar gheall ar an difear idir an Ghaeilge chaighdeánach agus a gcanúint féin, agus mar gheall ar an difear idir labhairt

agus scríobh na Gaeilge. Mhínigh cuid de na scoláirí go raibh orthu a bheith ag machnamh ar chruinneas na teanga agus iad ag scríobh.

- *Bíonn rialacha istigh sa scríbhneoireacht nach mbíonn i gceist sa chaint. Rud éigin difriúil le scríobh ná a d`fhoghlaim tú ón lá a rugadh tú. Agus tá a fhios agam cad ina thaobh go bhfuil an caighdeán curtha i bhfeidhm. Toisc go bhfuil na canúintí difriúil, caithfidh slf Chun teacht le chéile, muid ar fad. AchTá sé dúshlánach! (Scoil Ghaeltachta, Scoil E)*

Chuir cuid de na scoláirí an-spéis sa ghramadach agus ba léir gur thaitin sé leo na rialacha a fhoghlaim agus eolas follasach a bheith acu ar struchtúr na teanga.

- *Is maith liomsa foghlaim faoin ngramadach. Bhuel, maidir leis an gcanúint ina labhraímid ó lá go lá, tá a fhios agat go ndeirimid rudaí ar shlí difriúil ó atá ceart leis an ngramadach. Mar, ní thuigeann tú na rudaí a bhíonn tú ag rá mícheart agus difriúil ó tá ceart ó thaobh na leabhar de. (Scoil D, Scoil Ghaeltachta)*

Thuairiscigh na scoláirí go raibh meascán de chuir chuige i bhfeidhm chun gramadach a fhoghlaim. I gcásanna áirithe bhí na scoláirí ag forbairt straitéisí chun cabhrú leo cuimhneamh ar na rialacha, ag déanamh dul siar go rialta agus ag aimsiú patrúin i gcomhthéacs. I gcásanna eile bhí na scoláirí ag scríobh síos rialacha sa rang. Luaigh cuid de na scoláirí gur chabhraigh sé leo na rialacha gramadaí a fheiceáil ar phóstaer i dtimpeallacht na scoile.

Léirigh scoláirí go raibh spéis acu foghlaim faoi chanúintí éagsúla agus gur bhain tábhacht leis seo chun a bheith in ann daoine in áiteanna eile a thuiscint. *“Cabhraíonn sé le foghlaim agus a fheiceáil cén chaoi a bhfuil an Ghaeilge timpeall an tír, cén chaoi a bhfuil daoine eile á labhairt. Más an teanga céanna é, bíonn bealachaí difriúla é a labhairt. (Scoil D, Scoil Ghaeltachta).*

Bhí naisc idir na scoileanna Gaeltachta agus an pobal áitiúil agus d'aithin na scoláirí gur chruthaigh na ceantair ina raibh siad lonnaithe deis dóibh an Ghaeilge a labhairt mar theanga phobail. Bhí an Ghaeilge á labhairt ag na scoláirí Gaeltachta sa bhaile, ar scoil agus sa phobal. I scoil Ghaeltachta amháin, tugadh deis d'áionna ón gceantar teacht isteach agus labhairt faoin nGaeilge ina saolta nó faoi na buntáistí a thug an Ghaeilge dóibh. Bhí nasc idir scoil Ghaeltachta amháin agus scoil Ghaeltachta eile agus thaitin sé go mór leis na scoláirí dul ar cuairt chuig an nGaeltacht eile.

Nuair a bhí deiseanna ag na scoláirí i scoileanna T1 taobh amuigh den Ghaeltacht freastal ar chúrsa Gaeltachta nó dul ar thuras chun na Gaeltachta, ba léir go raibh tionchar an-dearfach aige seo ar dhearcadh na scoláirí. *“Tá, like, na siopaí trí Ghaeilge, tá gach rud trí Ghaeilge freisin. Tá, like, na rudaí ar an bóthar. Nuair a deireann siad STAD, sin as Gaeilge. Tá tú ag léamh Gaeilge, tá tú ag cloisteáil Gaeilge, 24/7” (Scoil C, Gaelcholáiste).* Léirigh cuid de na scoláirí taobh amuigh den Ghaeltacht go bhfáilteoidís roimh bhreis deiseanna chun freastal ar chúrsaí Gaeltachta chun go mbeadh deis acu a bheith tumtha sa Ghaeilge.

Snáithe 3: Féinfheasacht an Fhoghlaimeora

Déanfar tuilleadh iniúchta ar an snáithe a bhaineann le féinfheasacht an fhoghlaimeora sa tríú bliain den taighde. Ag an bpointe seo den taighde, níor tháinig féinfheasacht an fhoghlaimeora chun cinn mar mhórhéama sna samplaí den chleachtas ranga a roinn na scoláirí leis na taighdeoirí. Ba léir go raibh an teicneolaíocht in úsáid mar áis chun cur le féinfheasacht na bhfoghlaimeoirí. Bhí cluichí digiteacha in úsáid chun cabhrú le scoláirí dul siar a dhéanamh ar an bhfoghlaim agus chun aiseolas a chur ar fáil dóibh. Baineadh leas as an teicneolaíocht chun díriú ar shainghnéithe den teanga - pointí gramadaí mar shampla agus/nó chun tuiscint a chinntiú ar chuid de na téacsanna. Bhí na leibhéil is deacra de *Duolingo* in úsáid i gcuid de na scoileanna T1 chun cabhrú le scoláirí dul siar agus treisiú a dhéanamh ar phointí gramadaí. D'úsáid múinteoirí agus scoláirí uirlisí foclóireachta ar líne chomh maith. Cabhraíonn uirlisí foclóireachta le scoláirí scoileanna

neamhspleácha teanga a fhorbairt mar go mbíonn siad sa tóir ar an eolas iad féin. Bhí obair thionscadail ar siúl i gcuid de na scoileanna, rud a thabharfadh deis do na scoláirí scileanna féinfheasachta a fhorbairt mar go mbíonn gnéithe éagsúla den tionscadal le roinnt idir na scoláirí sa ghrúpa agus toisc go mbíonn próiseas de pheanáil, dréachtú, athdhréachtú agus cur i láthair i gceist. Luaigh cuid de na scoláirí go sonrach go raibh téacsanna ón litríocht ag cabhrú leo cur lena bhfeasacht teanga, mar sin, ba léir gur aithin cuid de na scoláirí go bhféadfaidís a gcuid teanga a fhorbairt trí théacsanna Gaeilge a léamh. Is samplaí iad seo de bhealaí ina raibh féinfheasacht fhoghlaiméora á forbairt ag an gcéim seo den taighde. Bheifí ag súil go dtiocfadh tuilleadh samplaí chun cinn sa chéad chéim eile den taighde.

Staidéar ar Litríocht na Gaeilge

Roinn na scoláirí a gcuid tuairimí faoi chuid de na téacsanna a ndearnadh siad staidéar orthu. Thug siad samplaí de dhánta, amhráin, úrscéalta, agus gearrscannáin a thaitin leo. Thaitin sé leis na scoláirí nuair a bhí ceangal idir an téacs agus a saolta féin; mar shampla, nuair a bhí déagóirí sa scéal nó má bhain an téacs le hábhar suime leo. Thaitin sé leo nuair a bhí an scéal nua-aimseartha, má bhí teannas sa scéal agus nuair a bhí an teanga ar an leibhéal ceart, gan a bheith ródheacair nó ró-éasca. Labhair go leor de na scoláirí faoin gearrscéal *An Cluiche Mór* mar shampla.

- *Bhí An Cluiche Mór maith dúinn mar imríonn mé camogie agus imríonn daoine eile iománaíocht.* (Scoil A, Gaelcholáiste)

- *Tá sé suimiúil agus bíonn tú ag iarraidh a fháil amach céard a tharlós. Ní bheadh a fhios agat céard atá chun tarlú.* (Scoil B, Scoil Ghaeltachta)

Dar le cuid de na scoláirí, chabhraigh staidéar ar na téacsanna litríochta leo forbairt a dhéanamh a gcuid teanga, trí fhoclóir agus nathanna nua a fhoghlaim, an ghramadach a fhoghlaim i gcomhthéacs agus foghlaim faoi chanúintí éagsúla.

- *An Mianadóir agus Daideo, sin an dhá scéal mar na rudaí a bhfuil ag tarlú, tá siad ábhartha iad a léamh i nGaeilge so tá sé just go deas a bheith ag léamh trí Ghaeilge. Tá sé go deas go bhfuil Gaeilge sách láidir sa phrós seo go bhfuil muid ag foghlaim trí Ghaeilge seachas trí Bhéarla. Tá sé deas go bhfuil muidne difriúil agus go bhfuil muid in ann a bheith ag forbairt trí teanga na tíre.* (Scoil D, Scoil Ghaeltachta)

- *Tugann sé níos mó stór focal dúinn. Tá focla nua á fhoghlaim againn m.sh. léigh muid úrscéal darb ainm 'Pinkie sa nGaeltacht' agus bhí sé i gcanúint difriúil do chanúint XXXX agus d`fhoghlaim muid focla úrnua mar bhí muid ag léamh scéal i gcanúint difriúil.* (Scoil B, Scoil Ghaeltachta)

Thaitin dánta agus amhráin le go leor de na scoláirí agus roinn siad samplaí de dhánta agus amhráin a thaitin leo. Dar le cuid de na scoláirí, bhí sé ní b'éasca dánta/amhráin a fhoghlaim mar gheall ar an rithim, go raibh athrá iontu agus toisc go raibh siad éasca le cleachtadh agus le cuimhneamh orthu.

Thaitin na gearrscannáin le tromlach na scoláirí. Mhínigh siad go raibh na gearrscannáin éasca le tuiscint agus gur cineál sos a bhí iontu ón léitheoireacht agus scríbhneoireacht. Thuairiscigh scoláirí go raibh sé éasca dul siar ar na gearrscannáin má chaill siad rang mar gheall go raibh rochtain acu orthu go héasca ar líne agus go raibh ábhar maith tacaíochta ar fáil.

Bhí cuid de na scoláirí den tuairim go raibh an iomarca litríochta le clúdach acu agus gur chuir an líon litríochta a bhí le clúdach brú orthu. Thuairiscigh cuid de na scoláirí go raibh cuid de na téacsanna ródheacair dóibh, go raibh siad as dáta agus nach raibh siad in ann léamh siar orthu go neamhspleách.

- *Bhain mé triail as é - na caibidil a léamh arís ach just, ach ní dhearna sé aon chiall agus bhí sé dialect - canúint Gaeilge difriúil freisin. Ach, níor thuig mé é céad faoin gcéad agus ansin bhí mé chomh cailte.* (Scoil C, Gaelcholáiste)

Ba léir gur ghlac sé an-chuid ama cuid de na téacsanna a léamh agus go raibh ar mhúinteoirí am a chaitheamh ag míniú na teanga. D'fhéadfaí a léamh ar na torthaí go bhfuil buanna ag baint le staidéar a dhéanamh ar an litríocht agus leis an rogha seánraí atá ar fáil. Ní mór machnamh a dhéanamh ar an líon litríochta atá le clúdach agus ar ábharthacht na dtéacsanna do ranganna agus do scoláirí éagsúla. Is léir go bhfuil téacsanna éagsúla feiliúnach do chomhthéacsanna éagsúla foghlama agus d'fhoghlaiméoirí éagsúla.

Úsáid na Teicneolaíochta

Bhí an teicneolaíocht in úsáid mar áis chun tacú le foghlaim na Gaeilge i mórchuid de na scoileanna cás-staidéir T1. Baineadh leas as *Kahoot!*, *Blooket* agus *Quizlet* ar bhonn rialta. Thuairiscigh scoláirí gur oibrigh siad ar thascanna aonair agus nó/grúpa bunaithe ar an ngramadach, forbairt foclóra agus ceisteanna a bhain leis na téacsanna litríochta. Samplaí eile d'úsáid na teicneolaíochta ná: *iMovie* a úsáid le físeán a dhéanamh, cur i láthair *Powerpoint* a úsáid do chur i láthair, blaganna a scríobh, podchraoladh a dhéanamh, foclóirí ar líne agus teacht ar áiseanna ar líne. Bhain scoláirí i scoil amháin leas as Duolingo. Roghnaigh siad na leibhéil ba dheacra chun cleachtadh a dhéanamh ar a gcuid gramadaí. Bhí na scoláirí dearfach faoi úsáid na teicneolaíochta mar áis.

Measúnú

Breathnaítear ar an measúnú faoi dhá théama, is iad sin na measúnuithe rangbhunaithe agus an scrúdú deiridh. Bhí taithí ag scoláirí i dtrí scoil ar Mheasúnú Rangbhunaithe a hAon: An Phunann Teanga. Léirigh cuid de na scoláirí gur chuir na tascanna MRB brú sa bhreis orthu. Ba í an tuairim ba láidre a léiríodh ná gur chóir go mbeadh marcanna suimitheacha ag dul do na tascanna MRB mar gheall ar an ualach oibre a bhain leo.

- *Ba chuma linn an MRB a dhéanamh, l' d say, dá mbeadh marcannaí ag dul dó ach is é an rud atá ag cur isteach ormsa ná go bhfuil sé ag tógáil ón fhoghlaim agus nach bhfuil tada ag dul dó, go bhfuil sé ag*

tógáil suas seachtain nó coicís den curaclam ó na rudaí a chaitheas muid a fhoghlaim agus obair a chur isteach iontu. (Scoil B, Scoil Ghaeltachta)

Thuairiscigh cuid de na scoláirí gur mhothaigh siad gur obair in aisce a bhí sna tascanna MRB toisc nach raibh marcanna ag dul dóibh. Léiríodh an tuairim i scoil amháin freisin go bhféadfadh scoláirí uirlisí ar nós *Google Translate* nó *ChatGPT* a úsáid chun ullmhú do thasc MRB agus go dtabharfadh scrúdú cainte léargas ní b'fhéarr ar chumas sa Ghaeilge. Ní raibh taithí ag aon duine de na scoláirí ar MRB 2: *An Tasc Idirghníomhaithe Teanga* go fóill agus iad ag glacadh páirt sna grúpaí fócais. Tugtar faoi MRB 2 sa tríú bliain den tSraith Shóisearach agus bhí na grúpaí fócais le scoláirí ar siúl le scoláirí ón dara bliain nach raibh deis acu tabhairt faoi MRB 2 go fóill. Baileofar breis eolais faoi na tascanna MRB don tríú tuairisc a bhaineann leis an taighde seo.

Ba léir go raibh an-tionchar ag an measúnú suimitheach ar an teagasc agus foghlaim sa rang agus go raibh na scoláirí á n-ullmhú sa rang i dtreo an scrúdaithe dheiridh. Léirigh cuid de na scoláirí míshástacht leis an éiginnteacht faoi cheisteanna an scrúdaithe. Cé go raibh an-chuid dua curtha isteach san fhoghlaim acu, bhí siad buartha nach mbeadh an t-eolas úsáideach don scrúdú. Rinne go leor de na scoláirí moladh láidir go mbeadh scrúdú cainte mar chuid den mheasúnú suimitheach sa tSraith Shóisearach. Thuairiscigh siad go raibh gá le scrúdú cainte chun aitheantas a thabhairt do scileanna labhartha na Gaeilge agus chun spás a chruthú sa rang chun díriú ar fhorbairt na scileanna cainte.

Úsáid na Gaeilge Taobh Amuigh den Cheacht

Ba í an Ghaeilge teanga chumarsáide na scoile sna scoileanna T1 ar fad, seachas sa sruth lán-Ghaeilge a bhí lonnaithe in iar-bhunscoil mheán-Bhéarla. Bhí roinnt Gaeilge in úsáid ag cuid de na scoláirí sna Gaelcholáistí sa bhaile agus bhí an Ghaeilge in úsáid sa bhaile, ar scoil agus sa phobal ag na scoláirí Gaeltachta. Bhí cur chuige scoile uile i bhfeidhm sna scoileanna, rud a

thacaigh le cur chun cinn na Gaeilge trí chomórtais éagsúla, díriú ar na botúin ba choitianta, agus prionta sa timpeallacht, mar shampla seanfhocail agus tomhas a réiteach.

Chuir pobal na Gaeltachta deiseanna sa bhreis ar fáil maidir leis an saibhriú agus an normalú teanga.

- *Agus tá baint ollmhór leis an Ghaeilge leis an gcultúr áitiúil - peil Ghaelach, rásaí báid, iad sin uilig. Tá baint ollmhór leis an Ghaeilge leis agus bíonn muintir na háite den chuid is mó ag labhairt Gaeilge acu agus ag na féilte. Tá sé go deas an Ghaeilge a fheiceáil agus na daoine leis na traidisiúin uilig” (Scoil D, Scoil Ghaeltachta).*

Bhí úsáid na Gaeilge taobh amuigh den scoil ní ba theoranta do na scoláirí sna Gaelcholáistí ach thuairiscigh siad gur bhain siad roinnt úsáide aisti sa bhaile le tuismitheoirí nó le siblíní agus nuair a bhí siad ag imirt spóirt le cairde ón scoil.

Spreagthaí don Ghaeilge

Bhí neart spreagthaí i bhfeidhm chun tacú le chur chun cinn na Gaeilge sna scoileanna T1 mar shampla:

- Coiste Gaeilge
- An scéim *Gaelbhreach* - Coiste Gaelbhrechtach
- Imeachtaí scoile - Tráth na gCeist, céilithe
- Aíonna Áitiúla a labhair faoi thábhacht na Gaeilge nó na buntáistí a bhaineann le heolas ar an nGaeilge dóibh
- Aíonna - filí, amhránaithe, scríbhneoirí
- Comórtais Éagsúla
- Duaiseanna d'iarrachtaí sa Ghaeilge- dearbhan don lón nó do shiopa áitiúil
- Turais Scoile

- Turais chun na Gaeltachta
- Imeachtaí idir scoileanna - imeachtaí spóirt agus cairde pinn
- *Gaeilge 24, Gaelbhreach*
- Timpeallacht Ábhar Shaibhir i bPrionta le fócas ar leith a bhain le cruinneas nó le saibhriú na teanga
- Seachtain na Gaeilge

Bhí deis ag na scoláirí a bheith páirteach i gcur chun cinn na Gaeilge trí pháirt a ghlacadh sna coistí Gaeilge nó sa choiste *Gaelbhreach*. Bhí córas cairde pinn i bhfeidhm i scoil amháin agus bhí deis ag scoláirí casadh leis na cairde pinn tar éis dóibh scríobh chucu. Chuaigh seo i bhfeidhm go mór orthu:

- *Bhí cairde pinn againn chomh maith, ag scríobh go dtí Gaelcholáiste XXX. Seachtain ó shin chuamar suas go dtí na scoile chun bualadh leo. Chaitheamar an lá ag déanamh spóirt agus ag labhairt. Bhí Tráth na gCeist chomh maith agus bhí sé sin an-taitneamhach agus bhíodar san ag teacht chugainne chomh maith agus bhí céilf againn. (Scoil E, Scoil Ghaeltachta)*

Ba léir ó thuairiscí na scoláirí go ndearnadh an-iarracht dearchtaí dearfacha a chothú i leith na teanga ar bhonn uile scoile taobh amuigh den rang.

Tuairimí na Scoláirí faoin Soláthar Idirhealaithe

Tugadh deis do na scoláirí a gcuid tuairimí a roinnt faoin soláthar idirdhealaithe T1/T2 sa tSraith Shóisearach. Ar bhonn prionsabail, d'aontaigh go leor de na scoláirí gur chóir go mbeadh sonraíocht éagsúil ann do na scoileanna T1 mar gheall go mbeadh na scoláirí T1 ní ba líofa sa Ghaeilge i gcomparáid leis na scoláirí a fhreastalaíonn ar iar-bhunscoileanna a fheidhmíonn trí meán an Bhéarla. Bhí scoláirí T1 den tuairim go raibh buntáiste acu ó thaobh chumas cumarsáide sa Gaeilge.

Ar an láimh eile, bhí go leor de na scoláirí den tuairim nach raibh an soláthar reatha cothrom ar scoláirí T1 mar gheall ar an ualach oibre a bhí le clúdach acu agus mar gheall go bhfuil sé chomh deacair orthu gradam a bhaint amach sa Ghaeilge. Bhí mórchuid de na scoláirí den tuairim go raibh siad faoi mhíbhuntáiste mar gheall ar an soláthar do na scoileanna T1.

- *Tá i bhfad níos mó le déanamh againn. Tá muid líofa but tá i bhfad níos mó de gach rud le déanamh againn. (Scoil A, Gaelcholáiste) Tá sé i bhfad níos deacra dúinne gradam a fháil. Ní shileann muid go bhfuil sé rófhéarálte. (Scoil A, Gaelcholáiste)*

D'ardaigh na scoláirí sna trí scoil Ghaeltachta an pointe gur bhain dúshlán le sonraíocht T1 a dhéanamh sa Ghaeilge agus sa Bhéarla agus cheistigh siad sin. Is éard a bhí i gceist acu ná nach bhfuil rogha T2 sa Bhéarla.

- *Níl aon fhadhb agamsa i ndáiríre leis an bpáipéar T1 atá le déanamh sa nGaeilge; is smaoinemh maith é i ndáiríre mar go bhfuil sé ag déanamh an cúrsa níos oiriúnaí do dhaoine ar chainteoirí dúchais iad ach cén fáth nach ndéanaimid páipéar T2 sa mBéarla nuair a chaitheas muid teanga nua a fhoghlaim le haghaidh an Teastas Sóisearach (Sraith Shóisearach) i gcomparáid le na daoine a labhraíonn Béarla agus go bhfuil páipéar níos éasca acub sin sa nGaeilge. (Scoil D, Scoil Ghaeltachta)*

Tógadh an pointe freisin go raibh sé dúshlánach ar scoláirí a bhí nuathagtha tabhairt faoin tsonraíocht T1.

Moltaí Éiritheacha ó na Scoláirí i gComhthéacsanna T1

Is iad na mórmoltaí éiritheacha a roinn na na scoláirí T1 ná: (i) scrúdú cainte a bheith mar chuid den mheasúnú suimitheach sa tSraith Shóisearach agus (ii) cur leis na tacaíochtaí atá ar fáil.

Scrúdú Cainte. Is é an príomh-mholadh a bhí ag na scoláirí ná gur chóir go mbeadh scrúdú cainte mar chuid den mheasúnú suimitheach sa tSraith Shóisearach. Mhol scoláirí go gcuirfí scrúdú cainte ar fáil chun go gcruthófaí níos mó deiseanna cainte agus plé sa rang agus go bhfaighidís aitheantas do na scileanna labhartha a bhí sealbhaithe acu.

- *Ceapaimse go gcuirfeadh sé ar mo chompond mé mar gur cainteoir dúchais mé i gcomparáid leis an staidéar a chaithfidh tú a dhéanamh le haghaidh scrúdú scríofa. Thabharfadh sé seans dúinn an Ghaeilge atá againn a chur i dtreo an teastas sóisearach mar go bhfuilimid ag fás suas á labhairt. (Scoil D, Scoil Ghaeltachta)*

D'aithin na scoláirí chomh maith gur scileanna éagsúla iad scileanna scríbhneoireachta agus scileanna labhartha na Gaeilge agus mhol siad gur chóir go mbeadh deis ag scoláirí a gcuid eolais ar an nGaeilge agus caighdeán na Gaeilge a léiriú tríd an gcaint: “Agus b`fhéidir go bhfuil duine éigin níos fearr ag labhairt ó bhéal seachas sa scríobh agus ní chionn tú é sin i scrúduithe. Ní chionn tú go bhfuil siad go maith ag labhairt go líofa” (Scoil E, Scoil Ghaeltachta). Mhínigh cuid de na scoláirí chomh maith gur chóir béim níos mó a leagan ar labhairt na Gaeilge mar gurb í labhairt na teanga an scil chumarsáide is tábhachtaí dar leo:

- *Má tá tusa ag iarraidh a bheith ag caint le duine éicint as Gaeilge, ba cheart go mbeadh cleachtas déanta agat féin ar an chaint agus ar an chumarsáid seachas a bheith ag déanamh scrúduithe scríbhneoireachta nach bhfuil in ann cúnamh a thabhairt duit sa saol ag iarraidh a bheith i dteagmháil le daoine eile. (Scoil D, Scoil Ghaeltachta)*

Breis Tacaíochtaí. Dúirt cuid de na scoláirí go bhfáilteoidís roimh bhreis tacaíochtaí, mar shampla closleabhair as Gaeilge, breis téacsanna áitiúla agus téacsleabhar. Ba mhór ag cuid de na scoláirí dá mbeadh breis tacaíochta ar fáil chun cabhrú leo an sainfhoclóir a bhain leis na hábhair eile a fhoghlaim trí

Ghaeilge. Baineann an moladh seo le breis tacaíochtaí d'fhoghlaim ábhair eile trí Ghaeilge. Mhíneadh cuid de na scoláirí go raibh cuid den téarmaíocht sna hábhair eile dúshlánach dóibh. Féachtar ar na téamaí a d'eascair ó na grúpaí fócais le scoláirí i gcomhéacsanna T2 anois.

Grúpaí Fócais leis na Scoláirí i gComhthéacsanna T2

Pléitear na príomhthéamaí a d'eascair ó na grúpaí fócais le scoláirí in iar-bhunscoileanna T2 sa chuid seo. Breathnaítear ar eispéiris na scoláirí faoi na mórhéamaí seo a leanas:

- Tuairimí na Scoláirí faoi Chur i nGníomh na Sonraíochta
- An tAistriú ón mbunscoil
- Snáithe na Sonraíochta - Cumas Cumarsáide, Feasacht Teanga agus Chultúrtha, Féinfheasacht an Fhoghlaim
- Staidéar ar Litríocht na Gaeilge
- Úsáid na Teicneolaíochta
- Measúnú
- Úsáid na Gaeilge taobh amuigh den Cheacht
- Tábhacht an Mhúinteora
- Moltaí na Scoláirí
- Tuairimí na Scoláirí maidir leis an Soláthar Idirhealaithe.

Reáchtáladh na grúpaí fócais le scoláirí T2 trí mheán an Bhéarla. Bhí an Béarla agus teangacha a bhí éagsúil ón mBéarla/ón nGaeilge mar theangacha baile ag na scoláirí T2.

Tuairimí na Scoláirí faoi Chur i nGníomh na Sonraíochta T2

Is léir ón anailís ar na grúpaí fócais gur thaitin sé leis na scoláirí nuair a bhí deis acu a bheith gníomhach san fhoghlaim agus nuair a bhí deis acu an

Ghaeilge a labhairt. Thug na scoláirí samplaí de chuir chuige ghníomhacha - mar shampla, cluichí agus obair bheirte/ghrúpa - a chabhraigh leo an Ghaeilge a úsáid sa rang. Tugtar tuilleadh samplaí faoin téama Cumas Cumarsáide. Bhain cuid de na scoláirí sult as cuid de na téacsanna. Bhain na scoláirí leas as an teicneolaíocht mar áis agus thaitin sin leo. Bhí an-tionchar ag réamhthaitin na scoláirí ar fhoghlaim na Gaeilge sa bhunscoil ar an n-eispéiris foghlama san iar-bhunscoil.

Bhí scoláirí d'aon ghuth gur mhaith leo breis deiseanna a bheith acu chun díriú ar labhairt na Gaeilge. Bhí na scoláirí go láidir den tuairim gur mhaith leo a bheith in ann Gaeilge a labhairt. Bhí go leor de na scoláirí ag streachailt leis an obair ar an litríocht mar dar leo, ní raibh go leor teanga acu chun an t-ábhar a phlé. Chothaigh an brú chun an litríocht a chlúdach agus a bheith ullamh don scrúdú claonadh i measc na scoláirí abairtí nó sleachta samplacha a fhoghlaim de ghlanmheabhair. Léirigh na scoláirí tuairimí diúltacha faoin méid scríbhneoireachta a bhí le déanamh acu sna ceachtanna Gaeilge.

An tAistriú ón mbunscoil

Bhí an-éagsúlacht sna tuairimí a léirigh na scoláirí maidir leis an aistriú ón mbunscoil go dtí an iar-bhunscoil ó thaobh fhoghlaim na Gaeilge de. Ba léir go raibh an t-aistriú ag brath go mór ar an gcaighdeán Gaeilge a bhí acu ón mbunscoil agus go raibh difríocht an-mhór idir na bunscoileanna agus idir múinteoirí bunscoile aonair ó thaobh theagasc na Gaeilge de. Cheap scoláirí áirithe go raibh an t-aistriú go breá agus go raibh roinnt dul siar ar obair na bunscoile ar siúl acu sna ceachtanna Gaeilge sa chéad bhliain. Cheap scoláirí eile a mhalairt áfach, agus léirigh siadsan an tuairim go raibh foghlaim na Gaeilge san iar-bhunscoil an-deacair dóibh agus nach raibh go leor Gaeilge foghlamtha acu sa bhunscoil. Is díol spéise é go raibh scoláirí a d'fhreastail ar bhunscoileanna T1 den tuairim go raibh a gcaighdeán Gaeilge tite go mór ó thosaigh siad in iar-bhunscoil mheán-Bhéarla. Cé go raibh an tsonraíocht T2 éasca dóibh siúd a d'fhreastail ar bhunscoileanna T1, mhothaigh siad go raibh a gcuid Gaeilge ag dul i léig mar gheall ar easpa deiseanna chun an teanga a úsáid. Taispeánann na ráitis seo cuid de na tuairimí éagsúla a roinn na scoláirí:

- *I learned a lot of Irish back in primary school, so it was easy enough for me when I came into first year. (T2 Scoil A)*
- *I'd say like if I was taught more Irish in primary school, it would have probably been easier. (T2 Scoil E)*
- *It was very different because, like I spoke Irish every day in school (bunscoil T1). And then it was like junior infants basically, when I came into first year, so it was very different and I think I lost a lot of my Irish. (T2 Scoil A)*

Mórhéama a d'eascair ón bplé ná na dúshláin a bhaineann le hidirdhealú sa chéad bhliain in iar-bhunscoileanna T2 mar gheall ar na caighdeáin éagsúla atá ag scoláirí sa Ghaeilge. D'aithin na scoláirí féin go raibh sé iontach dúshlánach ar mhúinteoirí teacht ar leibhéal comónta don teagasc. Cé go raibh 'dul siar' i gceist sa chéad bhliain do chuid de na scoláirí dúirt siad go raibh scoláirí áirithe 'cailte'. Cheistigh cuid de na scoláirí ar chóir rangú a dhéanamh ar ghrúpaí na chéad bhliana de réir chaighdeán na Gaeilge chun go mbeadh scoláirí in ann dul chun cinn a dhéanamh ag a leibhéal féin:

- *I didn't go to a Gaelscoil, that's T1. I noticed when I came here that the levels of Irish, like, not just between the people who went to Gaelscoils and normal schools, it's wildly different. (T2 Scoil D)*
- *We're all just, like, at completely different levels and it's, like, unfair to be in the same class. Like, some people are just so far ahead and we are learning the same things. (T2 Scoil D)*

Bhí cuid de na scoláirí den tuairim freisin nár thuig siad an múinteoir má bhí sé/sí ag labhairt i nGaeilge mura raibh taithí acu ar theagasc na Gaeilge trí Ghaeilge ón mbunscoil. Rinne cuid de na scoláirí comparáid idir foghlaim na Gaeilge agus foghlaim na nuatheangacha iasachta sa chéad bhliain. Tógadh an pointe go raibh sé ní b'éasca díriú ar scileanna labhartha sna teangacha eile mar gheall go raibh na scoláirí ag tosú ar aon leibhéal amháin.

An Chéad Bhliain agus an Dara Bliain

Bhí mórchuid de na scoláirí den tuairim go raibh na ceachtanna Gaeilge ní ba dhúshlánaí sa dara bliain i gcomparáid leis na ceachtanna sa chéad bhliain mar gheall ar an méid ábhair a bhí le clúdach. Fuarthas gur cuireadh an-bhéim ar an scríbhneoireacht agus ar fhreagairt do théacsanna litríochta i scríbhinn i mórchuid de na ceachtanna: *"I'd say we're expected to, like, like to do a lot more writing, a lot more chunk learning. You know that we're chunk-learning and the questions are more difficult"* (T2 Scoil C). Fuarthas go raibh níos mó ama á chaitheamh ag léamh agus ag scríobh i nGaeilge sna ceachtanna sa dara bliain agus go raibh níos lú ama á chaitheamh ar labhairt na teanga le hais na chéad bhliana.

Snáithe 1: Cumas Cumarsáide

Tá cúig scil teanga luaite sa tsonraíocht a bhaineann le cumas cumarsáide - is iad sin: éisteacht, labhairt, léitheoireacht, scríbhneoireacht agus idirghníomhú cainte. Ba léir gur bhain na scoláirí an-sult as a bheith gníomhach ag úsáid na Gaeilge. Cé gur caitheadh an-chuid ama ar an léitheoireacht agus ar an scríbhneoireacht, sa dara bliain ach go háirithe, roinn scoláirí i ngach scoil samplaí de chuir chuige ghníomhacha mar atá léirithe sa liosta seo:

- Comhrá beirte faoi thopaic, mar shampla "mé féin". *"Well, sometimes our textbook it's, like, turn to the person next to you and discuss and that's kind of good, but it's more like gives you a question and then you both give your answer."* (T2 Scoil B)
- Obair Bheirte
- Obair Ghrúpa - anailís ar théacs nó obair ar léamhthuisct i ngrúpa
- Ról-imirt/ drámaíocht bunaithe ar an litríocht: *"We did a short story like a while ago and then we. It was like a script and then we like, read out loud in class. We had, like, people playing different parts"* (T2 Scoil A). *"I think in Catfish, I like the pair work. Like having to read the monologue out loud to each other."* (T2 Scoil E)

- Cluichí - Biongó, *Speed dating*, Cluichí cuimhne, cluichí aistriúcháin, cluichí meaitseála
- Cluichí digiteacha - *Blooket*, *Kahoot*
- Díospóireachtaí

Bhí an-nasc idir na gníomhaíochtaí éisteachta, léitheoireachta agus scríbhneoireachta agus ullmhú don scrúdú deiridh. Nochtadh an tuairim go raibh an chluastuiscint deacair mar gheall go raibh canúintí láidre ag na hurlabhraithe. I gcásanna áirithe, d'úsáid múinteoirí aistriúchán go Béarla chun téacsanna a mhíniú agus d'aistrigh na scoláirí foclóir go Béarla freisin mar thacaíocht. Bhí go leor de na scoláirí den tuairim gur bhain an-dua leis an méid scríbhneoireachta a bhí le déanamh sna ceachtanna Gaeilge. Bhí scoláirí i ngach scoil d'aon tuairim gur mhaith leo níos mó deiseanna a bheith acu an Ghaeilge a labhairt agus scoileanna idirghníomhaithe cainte a fhorbairt sa Ghaeilge.

- *The writing has improved but I don't think there's enough work done on, like, speaking, like, pronunciation, not enough on spoken interaction. There's just a lot of, like, writing and I feel like if I was actually going to, like, the Gaeltacht, I wouldn't be, like, writing essays. I'd be actually talking to them. (T2 Scoil B)*

Snáithe 2: Feasacht Teanga agus Chultúrtha

Bhí na scoláirí den tuairim go raibh gramadach na Gaeilge an-dúshlánach toisc go raibh an-chuid rialacha le cuimhneamh orthu. *"There`s a lot of different grammar rules and we don`t really learn a lot of them specifically. So, it`s really hard to remember it all"* (T2 Scoil A). D'fhoghlaim mórchuid de na scoláirí an ghramadach trí phatrúin a scríobh síos agus a athscríobh don chleachtadh. Mhíniigh scoláirí i scoil amháin gur chabhraigh sé leo rím a úsáid mar straitéis cuimhne. Mhíniigh scoláirí eile go raibh sé cabhrach dóibh nuair a bhí patrúin ghramádaí á dtaispeáint ar phóstaer sa rang. *"I think posters on Irish is a very efficient method and very helpful. You can use colours or different, like, pictures.*

It can be very, very helpful to, like, help you remember it" (T2 Scoil D). I gcuid de na scoileanna cás-staidéir, bhí scrúduithe gramadaí ar siúl go rialta chun cabhrú leis na scoláirí dul siar ar na patrúin ghramádaí.

Níor thug na scoláirí an-chuid samplaí faoin téama a bhain le feasacht chultúrtha. Bhí deis ag scoláirí i scoil amháin dul ar thuras scoile chun na Gaeltachta. Bhí taithí ag cúpla scoláire ar chúrsaí Gaeltachta agus mhíniigh siad gur chabhraigh an taithí sin leo a bheith tumtha sa teanga agus deiseanna cainte a fháil. Bhí pleananna ag cúpla scoláire dul go dtí an Ghaeltacht sa samhradh chun deis sa bhreis a fháil an Ghaeilge a fhoghlaim. *"I am going to the Gaeltacht this year. Yeah, it's just to, like, improve it and especially my speaking"* (T2 Scoil B). Thacaigh Seachtain na Gaeilge le cur chun cinn chultúr na Gaeilge chomh maith.

Snáithe 3: Féinfheasacht an Fhoghlaim

Déanfar tuilleadh iniúchta ar an snáithe a bhaineann le féinfheasacht an fhoghlaim sa tríú bliain den taighde. Ag an bpointe seo den taighde, níor tháinig féinfheasacht an fhoghlaim chun cinn mar mhórhéama sna samplaí den chleachtas ranga a roinn na scoláirí leis na taighdeoirí. Ba léir go raibh an teicneolaíocht in úsáid mar áis chun cur le féinfheasacht na bhfoghlaim. Bhí cluichí digiteacha in úsáid chun cabhrú le scoláirí dul siar a dhéanamh ar an bhfoghlaim agus chun aiseolas a chur ar fáil dóibh. Baineadh leas as an teicneolaíocht chun díriú ar an ngramadach agus chun measúnú a dhéanamh ar thuiscint na scoláirí ar chuid de na téacsanna. Ba léir gur thaitin na cluichí digiteacha leis na scoláirí mar go bhfuair siad aiseolas láithreach agus toisc go raibh siad in ann dul siar a dhéanamh ar an obair go rialta. Mar ab amhlaidh leis na scoláirí i scoileanna T1, bhí uirlisí foclóireachta digiteacha in úsáid sna scoileanna cás-staidéir T2. *"There is a website called Foclóir that you get words off of, so if you're stuck for a verb or something, you don't know what the meaning is, you can look it up."* (T2 Scoil C). Luaigh roinnt bheag scoláirí gur chabhraigh scrúduithe ranga leo dul siar a dhéanamh ar an obair agus spriocanna foghlama a shocrú, mar shampla, thuig siad ó aiseolas

an scrúdaithe gur gá dóibh díriú ar ghné éigin den chúrsa. Bheifí ag súil go dtiocfadh tuilleadh samplaí d'fhéinfheasacht an fhoghlaim chun cinn sa chéad chéim eile den taighde.

Staidéar ar Litríocht na Gaeilge

Thug cuid de na scoláirí samplaí de théacsanna a thaitin leo. Bhí spéis ag cuid de na scoláirí i dtéacsanna ina raibh na téamaí bainteach le saol na ndéaga nó má bhí greann nó teannas sa téacs. *"Catfish, like, it's very interesting. Like you don't know what's going to happen. It's dramatic."* *"I like the novel Cúpla because it's about teenagers and I feel that I can relate to it."* *"The story our class is doing at the minute An Cluiche Mór. I think it reflects well back to me because I'm big into, like, hurling and stuff - sports."* (T2 Scoil A). Bhí cuid de na scoláirí den tuairim gur fhoghlaim siad foclóir nua tríd an staidéar a rinne siad ar na téacsanna. Mhínigh scoláire amháin gur thaitin dánta leis mar go raibh struchtúr ann agus míniú tugtha sa téacsleabhar. Bhí modh an aistriúcháin in úsáid i roinnt scoileanna chun cabhrú leis na scoláirí téacsanna a thuiscint. Thaitin gearrscannáin leis na scoláirí a raibh taithí acu orthu agus nochtadh an tuairim gur modh spreagúil atá iontu le Gaeilge a fhoghlaim.

- I think they do help in promoting interest in the language amongst us really. That's not just for reading poems and things that we're not realistically going to be doing outside of secondary school. (T2 Scoil D)*

Léirigh scoláirí an tuairim go raibh an iomarca téacsanna litríochta le clúdach acu agus gur ghlac an staidéar ar na téacsanna sin an-chuid ama sa rang. Cé gur fhoghlaim na scoláirí foclóir nua trí na téacsanna, bhí tromlach láidir de na scoláirí den tuairim nach raibh an t-eolas seo cabhrach dóibh chun cumarsáid a dhéanamh trí Ghaeilge. *"But like it doesn't like teach you to, like, hold a conversation with anyone. There is some, like learning different words and their meanings as they said but aside from that, there's no real conversational benefit"* (T2 Scoil A). Léirigh an-chuid scoláirí an tuairim nach raibh go leor Gaeilge acu chun plé a dhéanamh ar na téacsanna litríochta agus mar gheall air sin go raibh orthu freagraí samplacha a chur de ghlanmheabhair.

- I can't remember it all. If you speak Irish, you can, kind of structure it, but it's just kind of learning stuff because we don't really like know how to say it. (T2 Scoil B).*

Úsáid na Teicneolaíochta

Thug scoláirí samplaí d'úsáid na teicneolaíochta mar áis chun tacú leo sa Ghaeilge. Bhí foclóirí ar líne in úsáid ag go leor scoláirí chun tacú le litriú agus cruinneas na gramadaí. Luadh uirlis aistriúcháin agus úsáid na hintleachta saorga i scoil amháin mar áis thacaíochta do scoláirí do scríbhneoireacht sa Ghaeilge. Bhí cluichí digiteacha ar nós Quizlet, Kahoot agus Blooket in úsáid agus thaitin na cluichí leis na scoláirí. Bhí Duolingo in úsáid ag roinnt scoláirí chomh maith.

- Blooket. It was quite enjoyable. We did Blooket again this year. That's like, that's kind of one way to learn I guess. That's kind of also competitive as well. That's like people who have won already still want to win. (T2 Scoil D)*

Measúnú

Ní raibh taithí ag na scoláirí sna scoileanna cás-staidéir T2 ar na tascanna MRB go fóill. Mar atá faoi láthair, tugann scoláirí faoi MBR 1 ag deireadh an dara bliain ach tá rogha acu tabhairt faoi MRB 1 nó gan tabhairt faoi. Ghlac scoláirí ón dara bliain páirt sna grúpaí fócais agus is sa tríú bliain den tSraith Shóisearach a réachtálar MRB 2. É sin ráite, nochtadh an tuairim gur chóir go mbeadh marcanna suimitheacha ag dul do na tascanna MRB chun cuid den bhrú a bhaint ón scrúdú deiridh. Mhol cuid de na scoláirí gur chóir go mbeadh scrúdú cainte sa Ghaeilge sa tSraith Shóisearach.

Bhí cúltonchar an scrúdaithe dheiridh le feiceáil tríd an mbéim ar an léitheoireacht agus scríbhneoireacht. Ba mhór ag scoláirí T2 dá mbeadh breis deiseanna acu an Ghaeilge a labhairt agus foghlaim conas comhrá a dhéanamh trí Ghaeilge. *"Some of us, like I don't want to know how to, like,*

make a proper conversation in Irish, but then I know how to I know how to like, recite an essay about social media and that just doesn't... That doesn't really make sense" (T2 Scoil B).

Úsáid na Gaeilge Taobh Amuigh den Cheacht

Dar leis na scoláirí, bhí teagmháil shrianta ag tromlach acu leis an nGaeilge taobh amuigh de na ceachtanna Gaeilge agus taobh amuigh den scoil. Tugadh moladh do Sheachtain na Gaeilge mar chur chuige ionscoile chun cultúr agus teanga na Gaeilge a chur chun cinn. Aithníodh na tréimhsí sa Ghaeltacht mar bhealach chun cur le teagmháil na scoláirí leis na nGaeilge, cé nach raibh an deis seo ag gach scoláire. Luaigh scoláire amháin go raibh an Ghaeilge ní ba fheiceálaí taobh amuigh den scoil mar gheall ar ghrúpaí ceoil - mar shampla, *Kneecap* - ach bhí scoláirí eile den tuairim nach raibh próifíl fheiceálach ag an nGaeilge taobh amuigh den scoil den chuid is mó.

Tábhacht an Mhúinteora

Tháinig tábhacht an mhúinteora maidir le foghlaim na Gaeilge chun cinn sna grúpaí fócais i scoileanna T2. Luaigh scoláirí tábhacht an mhúinteora maidir leis an gcaighdeán Gaeilge a bhí sealbhaithe acu ón mbunscoil. *"Yeah, we were like, very Irish focused, like, not a lot of other subjects. She loved Irish - our teacher in primary"* (T2 Scoil B). Luaigh scoláirí múinteoirí mar thacaí agus spreagadh dóibh ag foghlaim na Gaeilge: *"XXX is very good at speaking Irish. She has, like, a nice accent. You can kind of get used to it and try and do it yourself."* (T2 Scoil F). Leagtar béim ar an ról riachtanach atá ag múinteoirí i dteagasc agus i bhfoghlaim na Gaeilge sna sonraíochtaí.

Tuairimí na Scoláirí faoin Soláthar Idirdealaithe

Nocht scoláirí T2 an tuairim gur chóir go mbeadh sonraíocht éagsúil ann do scoileanna T1 agus scoileanna T2. Dúirt siad go raibh caighdeán Gaeilge ní b'airde ag scoláirí T1 ó thaobh líofacht sa teanga de. Mhol cuid de na scoláirí

gur chóir do scoláirí T2 breis ama a chaitheamh ar chumas cumarsáide a fhorbairt sa teanga roimh dóibh díriú ar an litríocht.

Moltaí Éiritheacha na Scoláirí i gComhthéacsanna T2

Is iad na mór-mholtaí éiritheacha a bhí ag na scoláirí T2 ná: (i) breis béime a chur ar chumas cumarsáide a fhorbairt sa Ghaeilge labhartha trí chuir chuige ghníomhacha; (ii) scrúdú cainte a bheith mar chuid den mheasúnú suimitheach sa tSraith Shóisearach, agus (iii) cur le deiseanna úsáide na Gaeilge trí chéile.

Cumas Cumarsáide agus Cuir Chuige Ghníomhacha. Bhí na scoláirí T2 ar aon intinn gur mhaith leo níos mó ama a chaitheamh ar fhorbairt scileanna labhartha sa Ghaeilge: *"Speaking more so we can have a conversation, not just, like, answer an exam question about a poem or a story"* (T2 Scoil A). *"Probably just put more, like, speaking in, you know. You're not gonna be really writing stuff in Irish, you know. If you're going to be using it, you're going to be speaking it"* (T2 Scoil C). Cheap scoláirí go mbeadh siad níos muiníní ó thaobh na Gaeilge de dá mbeadh siad ní ba chompordaí ag labhairt na teanga. Mhol na scoláirí go mbeadh breis deiseanna acu cumas cumarsáide a fhorbairt agus gur mhaith leo go mbeadh breis deiseanna acu foghlaim trí chluichí agus gníomhaíochtaí eile spráúla.

Scrúdú Cainte. Mhol cuid de na scoláirí go mbeadh scrúdú cainte mar chuid den mheasúnú suimitheach chun breis aitheantais a thabhairt do labhairt na teanga agus go mbainfí cuid den bhrú díobh mura raibh lánmharcanna ag dul don scrúdú deiridh. Luadh scrúdú cainte mar ullmhúchán do scrúdú cainte na hArdteiste chomh maith.

Deiseanna úsáide na Gaeilge. Mhol na scoláirí go gcuirfí leis na deiseanna atá acu an Ghaeilge a úsáid, mar shampla, trí Ghaeilge a labhairt ag am lóin, dul ar thurais trí Ghaeilge agus úsáid na teanga go neamhfhoirmiúil.

Conclúid

Rinneadh cur síos sa mhír seo ar na téamaí éiritheacha a d'eascair ó na grúpaí fócais le scoláirí. Breathnaítear ar na chéad chéimeanna eile a bheidh san Athbhreithniú Leantach ar Shonraíochtaí Gaeilge na Sraithe Sóisearaí sa chéad mhír eile.

Mír a Cúig: Na Chéad Chéimeanna Eile agus Céim a Trí

Rinneadh cur síos sa tuarascáil seo ar na príomhthéamaí a d'eascair ó Chéim a Dó den taighde ar chur i ngníomh Shonraíochtaí Gaeilge na Sraithe Sóisearaí (T1&T2). Cuireann na téamaí seo leis an eolas atá curtha i láthair sa chéad tuarascáil eatramhach (Ní Dhiorbháin & O' Grady, 2025). Tá suimiú ar na torthaí a bhaineann le Céim a Dó ar fáil san Achoimre Fheidhmeach ag tús na tuarascála seo. Baileofar eolas ó mhúinteoirí, ó scoláirí, ó thuismitheoirí agus ó chaomhnóirí sna scoileanna cás-staidéir T1 agus T2. Baileofar eolas chomh maith ó eagrais Ghaeilge agus ó eagrais oideachasúla a bhfuil baint acu le teagasc agus foghlaim na Gaeilge ag leibhéal na hiar-bhunscoile. Déanfar suimiú sa chéad tuairisc eile ar na téamaí ar fad a tháinig chun solais le linn an taighde trí bliana. Déanfar moltaí sa chéad tuairisc eile bunaithe ar na sonraí a tháinig chun cinn le linn an staidéir fhadtréimhsigh ar chur i ngníomh Shonraíochtaí Ghaeilge na Sraithe Sóisearaí (T1 &T2).

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Aguisín A: Suirbhé

Cuid a hAon: Eolas Comhthéacsúil

1. Cé mhéad bliain atá tú ag teagasc?

- 1-2 bhliain
- 3-5 bliana
- 6-10 mbliana
- 11-15 bliana
- 16-20 bliain
- >20 bliain

2. Cén cineál scoile ina múineann tú?

- Iar-bhunscoil a mhúineann trí mheán an Bhéarla
- Iar-bhunscoil Ghaeltachta
- Iar-bhunscoil lán-Ghaeilge /Gaelcholáiste (Iasmuigh den Ghaeltacht)
- Aonad lán-Ghaeilge in iar-bhunscoil
- Sruth lán-Ghaeilge in iar-bhunscoil
- Ionad Ógtheagmhála
- Scoil Speisialta

3. Cé acu sonraíocht Sraithe Sóisearaí a bhfuil taithí agat uirthi? (Roghnaigh gach ceann is cu)

- Sonraíocht T1 (leagan Meán Fómhair 2023)
- Sonraíocht T2 (leagan Meán Fómhair 2023)
- An dá Shonraíocht, T1 agus T2 (leaganacha Meán Fómhair 2023)
- Sonraíocht T1 (leagan 2017)
- Sonraíocht T2 (leagan 2017)
- L2LP T1
- L2LP T2

4. Cé mhéad scoláire atá cláraithe i do scoil/aonad?

- <50
- 51-100
- 101-200
- 201-400
- 401-699
- 700 - 899
- >900

5. Cén post atá agat i do scoil faoi láthair?

- Múinteoir Gaeilge
- Príomhoide
- Príomhoide Tánaisteach
- Cúntóir Teanga
- Cúntóir Riachtanas Speisialta
- Eile (sonraigh le do thoil)

6. Cad iad na leibhéil chúrsaí a mhúineann tú sa Ghaeilge sa tSraith Shóisearach, faoi láthair? (Roghnaigh gach leibhéal a mhúineann tú le do thoil.)

- Bliain a haon
- Bliain a Dó - Ardleibhéal
- Bliain a Dó - Rang measctha (ardleibhéal & gnáthleibhéal)
- Bliain a Dó - Gnáthleibhéal
- Bliain a Trí - Ardleibhéal
- Bliain a Trí - Rang measctha (ardleibhéal & gnáthleibhéal)
- Bliain a Trí -Gnáthleibhéal
- Clár ag leibhéal a dó (L2LP)
- Nílím ag múineadh ranga sa tSraith Shóisearach faoi láthair

Cuid a Dó

Sa chuid seo den suirbhé ba mhaith linn díriú ar thaithí mhúinteoirí ar chur i ngníomh na sonraíochta T1 & T2 a foilsíodh i Meán Fómhair 2023.

Cé chomh láidir is a aontaíonn nó a easaontaíonn tú leis na ráitis seo a leanas maidir le do thaithí ag cur Shonraíocht Ghaeilge na Sraithe Sóisearaí (T1 & T2) (Leagan Meán Fómhair 2023) i bhfeidhm?

(1) Aontaím go mór; (2) Aontaím; (3) Ní aontaím/ní easaontaím; (4) Easaontaím; (5) Easaontaím go mór.

Pleanáil

- 7.1. Treoraíonn na torthaí foghlama atá sa tsonraíocht mo chuid pleanála ar bhealach éifeachtach.
- 7.2. Tá na torthaí foghlama atá sa tsonraíocht soiléir domsa mar mhúinteoir.
- 7.3. Bíim ag pleanáil mo cheachtanna Gaeilge le múinteoirí agus le gairmithe eile go rialta.
- 7.4. Roinnim áiseanna le múinteoirí eile i mo scoil go rialta.
- 7.5. Roinnim áiseanna le múinteoirí eile taobh amuigh den scoil.
- 7.6. Bainim leas rialta as an téacsleabhar chun mo cheachtanna Gaeilge a phleanáil.
- 7.7. Úsáidim an litríocht (téacsanna) chun mo chuid teagaisc a phleanáil.
- 7.8. Úsáidim an scrúdú deiridh chun mo chuid teagaisc a phleanáil.
- 7.9. Tá neart ama agam chun tabhairt faoin bpleanáil do theagasc agus foghlaim na Gaeilge.
- 7.10. Dearaim féin mo nótaí teagaisc agus m'áiseanna teagaisc.

Teagasc agus Foghlaim

(1) Aontaím go mór; (2) Aontaím; (3) Ní aontaím/ní easaontaím; (4) Easaontaím; (5) Easaontaím go mór

- 8.1. Tá cur i ngníomh na sonraíochta(i) ag tacú leis na scoláirí i gcoitinne cumas cumarsáide a fhorbairt sa Ghaeilge.
- 8.2. Tá cur i ngníomh na sonraíochta(i) ag tacú leis na scoláirí i gcoitinne feasacht teanga a fhorbairt.
- 8.3. Tá cur i ngníomh na sonraíochta(i) ag tacú leis na scoláirí i gcoitinne feasacht chultúrtha a fhorbairt.
- 8.4. Tá cur i ngníomh na sonraíochta(i) ag tacú leis na scoláirí i gcoitinne féinfheasacht a fhorbairt orthu féin mar fhoghlaiméoirí.
- 8.5. Tá cur i ngníomh na sonraíochta(i) ag tacú leis na scoláirí i gcoitinne muinín a fhorbairt sa Ghaeilge.
- 8.6. Is í an Ghaeilge an teanga a úsáidim mar mhúinteoir sa rang.
- 8.7. Is í an Ghaeilge teanga an teanga úsáideann na scoláirí sa rang.
- 8.8. Tá go leor ama agam chun díriú ar fhorbairt scileanna cainte na scoláirí sa tSraith Shóisearach.
- 8.9. Cuirim béim ar léitheoireacht agus ar scríbhneoireacht i gceachtanna Gaeilge.
- 8.10. Cuirim níos mó béim ar léitheoireacht agus scríbhneoireacht ná scileanna labhartha/idirghníomhaithe cainte i mo cheachtanna Gaeilge.
9. An gcuireann tú béim ar labhairt na Gaeilge agus ar idirghníomhú cainte go rialta i gceachtanna Gaeilge? Tabhair samplaí le do thoil.
10. An bhfuil deis ag na foghlaiméoirí an teanga a úsáid go rialta ar scoil? Tabhair samplaí le do thoil.
11. Oireann cur i ngníomh na sonraíochta(i) do scoláirí a bhfuil réimse cumais iontu sa Ghaeilge. Tabhair míniú le do thoil.

12. Conas a dhéanann tú do cheachtanna a dhifreáil le freastal ar scoláirí ar réimse cumais? Tabhair samplaí le do thoil.

Measúnú

(Tuigimid nach mbeidh taithí ag gach múinteoir ar MRB1 (An Phunann Teanga))

13. An bhfuil taithí agat ar an bPunann Teanga? Tá / Níl

14. An bhfuil taithí agat ar MRB 2? Tá / Níl

(1) Aontaím go mór; (2) Aontaím; (3) Ní aontaím/ní easaontaím; (4) Easaontaím; (5) Easaontaím go mór

15.1. Cabhraíonn an Phunann (MRB1 An Phunann Teanga) leis na scoláirí machnamh a dhéanamh ar a gcuid foghlama & tá fiúntas ag baint léi.

15.2. Cabhraíonn MRB 2 (Ag Idirghníomhú trí Ghaeilge) leis na scoláirí scileanna idirghníomhaithe teanga a fhorbairt agus tá fiúntas ag baint leis.

15.3. Cabhraíonn na tascanna MRB liom aiseolas a thabhairt do scoláirí agus a dtuistí/gcaomhnóirí ar fhoghlaim na Gaeilge.

15.4. Tá na cruinnithe AFMÁ tairbheach dom mar mhúinteoir.

15.5. Tá tionchar ag an scrúdú deiridh ar an teagasc agus foghlaim sa rang.

15.6. Tá naisc shoilire idir an scrúdú deiridh agus cur i ngníomh na sonraíochtaí sa rang.

16. Conas a dhéanann tú measúnú ar labhairt na Gaeilge i rith na bliana? Tabhair míniú le do thoil.

17. An bhfuil aon mholadh agat maidir le measúnú?

Tacaíochtaí

(1) Aontaím go mór; (2) Aontaím; (3) Ní aontaím/ní easaontaím; (4) Easaontaím; (5) Easaontaím go mór

18.1. Tá a dhóthain forbartha gairmiúla faighte agam leis na sonraíochtaí Gaeilge a chur i ngníomh.

18.2. Bainim leas as an ábhar tacaíochta do mhúinteoirí ar shuíomh gréasáin an CNCM.

18.3. Ba mhaith liom níos mó áiseanna chun tacú le mo chuid pleanála agus teagaisc.

18.4. Táim in ann teacht ar na téacsanna.

18.5. Táim sásta leis an rogha téacsanna.

18.6. Táim sásta go bhfuil téacsanna ar fáil i gcanúintí éagsúla.

18.7. Mothaím muiníneach maidir le mo chuid inniúlachta an tsonraíocht a chur i ngníomh.

18.8. Ba mhaith liom forbairt ghairmiúil a fháil chun tacú le mo chuid Gaeilge.

18.9. Ba mhaith liom forbairt ghairmiúil chun feabhas a chur ar mo straitéisí teagaisc sa Ghaeilge.

19. Cad iad na tacaíochtaí a chabhraíonn leat an Ghaeilge a chur chun cinn (laistigh & lasmuigh den rang)? Tabhair samplaí.

20. Cad iad na tacaíochtaí a ba mhaith leat chun an Ghaeilge a chur chun cinn (laistigh & lasmuigh den rang). Tabhair moltaí.

Cuid a Trí:

Breathnaítear sa chuid seo den suirbhé ar naisc le príomhscileannana na Sraithe Sóisearaí.

Léirigh faoi mar a aontaíonn tú nó mar a easaontaíonn tú leis na ráitis seo a leanas. (1) Aontaím go mór; (2) Aontaím; (3) Ní aontaím/ní easaontaím; (4) Easaontaím; (5) Easaontaím go mór

- 21.1. Tógann an tsonraíocht ar fhoghlaim Ghaeilge na scoláirí ón mbunscoil ar bhealach oiriúnach.
- 21.2. Ullmhaíonn an tsonraíocht na scoláirí d'fhoghlaim na Gaeilge sa tSraith Shinsearach ar bhealach cuí.
- 21.3. Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "A bheith cruthaitheach" a fhorbairt.
- 21.4. Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "a bheith liteartha" a fhorbairt.
- 21.5. Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "A bheith uimheartha" a fhorbairt.
- 21.6. Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "cumarsáid" a fhorbairt
- 21.7. Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "Eolas agus smaointeoireacht a bhainistiú"
- 21.8. Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "mé féin a bhainistiú".
- 21.9. Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "Fanacht folláin" a fhorbairt
- 21.10. Tacaíonn an tSonraíocht Ghaeilge le scoláirí an phríomhscil "Obair le daoine eile" a fhorbairt

Cuid 4

Leasuithe ar na Sonraíochtaí ó Mheán Fómhair 2023

- 22.1. Táim sásta leis an laghdú ar líon na dtéacsanna ó Mheán Fómhair 2023.
- 22.2. Táim sásta go bhfuil MRB 1 (An Phunann Teanga) bogtha go dtí an dara bliain.
- 22.3. Tá an treoir uasdátaithe maidir le MBR2 (Ag Idirghníomhú trí Ghaeilge) úsáideach dom mar mhúinteoir.

Cuid a Cúig

Peirspictíochtaí agus Ceisteanna Oscailte

23. Tabhair sampla de na trí bhua is mó a bhaineann le cur i ngníomh na sonraíochtaí Gaeilge (T1 agus T2) dar leatsa. (Beidh srian 1500 litir ar d'fhreagra)
24. Tabhair sampla de na trí dhúshlán is mó a bhaineann le cur i ngníomh na sonraíochtaí Gaeilge T1 agus T2 dar leatsa. Beidh srian 1500 litir ar d'fhreagra)

Aguisín B: Ceisteanna do na Grúpaí Fócais

- Cén chuid den chúrsa Gaeilge sa tSraith Shóisearach is mó a thaitníonn libhse agus cén fath?
- An bhfuil aon chuid den chúrsa Gaeilge sa tSraith Shóisearach nach dtaitníonn libh agus cén fáth?
- Conas mar a bhí an t-aistriú ón mbunscoil go dtí an iar-bhunscoil daoibh ó thaobh na Gaeilge de? Cad a bhí difriúil/mar an gcéanna? An raibh an cúrsa Gaeilge an bhliain seo caite éasca, deacair nó ar an leibhéal ceart?
- An mbeadh moltaí agaibh le cabhrú leis an aistriú ón mbunscoil ó thaobh fhoghaim na Gaeilge de?
- Nuair a bhí sibh sa chéad bhliain, cad iad na bealaí (m.sh. cluichí, gníomhaíochtaí sa rang) is mó a chabhraigh leat Gaeilge a fhoghlaim/nó a thaitin libh?
- Inis dom faoi cheacht Gaeilge a thaitin go mór libh/a chabhraigh libh foghlaim?
- Cumas cumarsáide (labhairt na Gaeilge/ idirghníomhú cainte): Cad iad na tascanna is mó a chabhraíonn libh le labhairt na Gaeilge Tabhair samplaí? An nglacann sibh páirt i dtascanna teanga sa rang (mar shampla obair bheirte, obair ghrúpa)

- An mbíonn deis agaibh an Ghaeilge a labhairt le daoine eile sa rang, tabhair samplaí. An úsáideann sibh an Ghaeilge taobh amuigh den rang, tabhair samplaí * idirdhealú
- Feasacht teanga (eolas ar phatrún na teanga) agus cultúir (eolas ar chultúr na Gaeilge agus ar chultúir/teangacha eile): Conas a fhoghlaimíonn sibh gramadach na Gaeilge? Conas a fhoghlaimíonn sibh faoi chultúr na Gaeilge?
- An gcabhraíonn staidéar ar an litríocht (téacsanna éagsúla) libh Gaeilge a fhoghlaim - conas?
- Cad iad na téacsanna is mó a thaitníonn libh agus cén fáth? (tabhair samplaí - dánta, amhráin, scéalta)
- Tabhair samplaí de ghníomhaíochtaí ranga (ó bhéal, sa léitheoireacht, sa scríbhneoireacht, i d'aonar, le duine nó le daoine eile) a rinne sibh bunaithe ar an litríocht/ téacsanna?
- Cad a cheap sibh faoi MBR 1 (An Phunann Teanga) - cad a d'fhoghlaim sibh? Cad a bhí éifeachtach/go maith faoi ó thaobh na foghlama teanga?
- An dóigh leat go bhfuil feabhas ag teacht ar do scileanna sa Ghaeilge scileanna éisteachta/ labhartha/léitheoireachta/scríbhneoireachta / idirghníomhaithe cainte (caint le daoine eile) ó thosaigh tú sa chéad bhliain? Conas agus cén fáth?
- Tuairimí faoin soláthar idirdhealaithe - Cad iad na tuairimí atá agaibh maidir leis an soláthar idirdhealaithe (T1/T2)?
- An bhfuil aon rud a dhéanfadh foghlaim na Gaeilge níos fearr duitse nó do scoláirí eile? Ar mhaith libh aon rud eile a rá?

A Study and Continuing Review of the Implementation of Junior Cycle Irish Specifications (T1 & T2)

INTERIM REPORT
Phase Two • Year: 2024-2025

Aisling Ní Dhiorbháin and Sarah O’Grady



SEALBHÚ
Lárionad Taighde DCU
um Fhoghlaim agus Teagasc
na Gaeilge

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Link to: [Interim Report: Phase One](#).

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<https://www.dcu.ie/sealbhú/staidear>

Thank you note

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Thank you all very much.

Please note that this report is a translation of the original report which was written in Irish.

Nóta/Note

The Irish version of the report is available from p. 1 to 60. The English version of the report can be found from page 61 to 122.

Acronyms

- SLAR: Subject Learning and Assessment Review
- NCCA: National Council for Curriculum and Assessment
- R: Respondent
- F: Freagróir
- CBA: Classroom-Based Assessments
- JCPA: Junior Cycle Profile of Achievement
- T1: Language 1 (Gaeltacht schools and Irish-medium schools/units)
- T2: Language 2 (English-medium schools where Irish is taught as a second language)

Executive Summary

This is the second interim report associated with the Study and Continuing Review of the Implementation of Junior Cycle Irish Specifications (T1 & T2). The National Council for Curriculum and Assessment (NCCA) commissioned a team of researchers from SEALBHÚ: DCU Research Centre for the Learning and Teaching of Irish to undertake this research in September 2023. The research is a three-year study building on the data arising from the *Early enactment review of Junior Cycle Irish L1 and L2* (Mac Gearailt & Ó Duibhir, 2023). This report presents emerging themes from Phase Two (2024/2025) of the three-year study. The research has a mixed methods multi-dimensional design which aims to conduct a study and ongoing review of the enactment of Junior Cycle Irish Specifications (T1 and T2) in post-primary schools in the areas of teaching, learning and assessment.

The research focuses in particular on the version of the Irish language specifications published in September 2023. It is recognised that any curricular change is a gradual process. The research aims to provide interesting insights into all aspects of the specifications, and it is anticipated that potential solutions will arise in response to obstacles identified during the enactment of the specifications. Particular attention will be paid to schools' experience of the model of differentiation for Irish at Junior Cycle, as well as to the changes in practice arising from the Junior Cycle Framework (2015). The research will provide insights into the impact of the changes implemented arising from the feedback from the *Early Review*.

Qualitative and quantitative data were collected at Phase Two of the research. Data were collected from an anonymous national survey with Irish teachers

($n=296$). 266 teachers in T2 school settings and 30 teachers in T1 schools completed the survey. The survey contained a mix of closed and open-ended questions, and therefore there is richness in the findings presented. Data were also collected from focus groups with second year students ($n=137$) in the 12 case study schools participating in the research. 58 T1 students and 79 T2 students took part in the focus groups which were held on site in the schools.

The research involved a range of schools representative of a diversity of school contexts, for example - small schools, large schools, single-sex schools, mixed schools, DEIS schools, rural schools, urban schools and private schools. Three Gaeltacht schools, two Gaelcholáiste and one post-primary school with an Irish-medium stream (a school in which a number of subjects are taught through Irish) were included in the T1 case study schools. The executive summary provides an overview of some of the main emerging themes. Readers are directed to the full report for more detailed information.

Emerging Themes from the Survey with Irish-Language Teachers

The survey consisted of five parts: Part One: Contextual Information; Part Two: Planning, Teaching and Learning, Assessment and Supports; Part Three: Links to Junior Cycle Key Skills and Transitions; Part Four: Amendments to the Specifications since September 2023 and Part Five: Teachers' views on the specifications. Teachers had the option of whether to answer a question or not. The number of teachers who responded to each question is shown in the

analysis in Section Three. The data are presented as one main group and the results for T1 and T2 schools are differentiated when a variation was identified in the data.

A quarter of the teachers who responded stated that they used the learning outcomes of the specifications as a guide for planning yet over half of the respondents were of the opinion that the learning outcomes were not sufficiently clear. The analysis showed that the textbook and literary texts were used as planning resources by teachers. The final examination had the greatest impact on planning for teaching and learning in class. The survey indicated that the final examination was used as a planning resource for the majority of respondents (80%, $n=234$). It may be interpreted from the survey findings that the final examination has a backwash effect on planning, teaching and learning in class. Survey data showed that teachers were co-planning and sharing resources with other teachers both inside and outside of school.

In relation to teaching and learning in class, a majority of respondents were of the opinion that the enactment of the specifications did not support students to develop communicative competence in Irish and that they did not have sufficient time to focus on spoken Irish in class. A high percentage of respondents (79%) agreed or strongly agreed that they placed greater emphasis on reading and on writing than on speaking/spoken interaction in their Irish lessons. According to respondents, they were spending a lot of time on reading and on writing due to the volume of literature to be covered and the lack of recognition in the form of summative marks that are allocated to speaking the Irish. However, the open questions (Section Four) showed that teachers were using a variety of strategies to create opportunities for spoken interaction in class, for example, pair work, group work, role play, debate, drama, presentations, conversation circles - *ciorcail chomhrá*, preparation for Classroom-based Assessment (CBA) 2, games and voice recordings. According to the respondents teaching in T2 schools, students had some opportunities to use Irish outside of class depending on the school. Support schemes for Irish and school events created opportunities to use Irish outside of lessons. Teachers in T2 schools noted the value of support schemes such as *Gaelbhreach* and *Gaeilge24*. In T1 schools, a whole-school approach was

in place to support the promotion of Irish. These approaches aimed to support student proficiency, richness of language and grammatical accuracy in Irish.

Regarding the appropriateness of the specifications for students with a range of abilities, many teachers expressed the view that the specifications were not suitable for all students of Irish, due to the strong emphasis placed on reading and writing skills rather than on speaking skills. Teachers recommended that an oral examination be part of the summative assessment in Junior Cycle. They were of the opinion that less time allocated to reading/writing and more time allocated to oral work would support a greater diversity of students. Teachers were implementing a wide range of differentiation strategies to support students for example: differentiation through questioning, differentiation through choice, differentiation through grouping (group work in class), differentiation through tasks and learning outcomes/expectations, as well as differentiated support/scaffolding.

Teachers expressed a range of views on the CBAs. Some teachers suggested that they should be awarded summative marks. Outside of the CBAs, teachers used a range of strategies to assess spoken Irish such as: oral exams, questionnaires, group/pair work and audio recordings. Teachers strongly recommended that an oral examination be part of the summative assessment; to show respect for Irish as a spoken language; to create a space for speaking Irish; to prepare the students for the oral examination in the Leaving Certificate and to support the students to achieve communicative competence in spoken Irish.

The teachers were asked about the current supports available. Some of the teachers were satisfied with the supports and with the professional development available. Some teachers expressed the opinion that they would welcome additional resources and professional development to support the enactment of the specifications. Teachers shared information about supports that help promote the Irish language for example: teaching resources and online resources, support from other teachers in the school, resources from Media/Social Media, continuing professional development and support from Irish language organisations.

Teachers in T2 schools expressed concerns about continuity in the transition from primary to post-primary. The survey found that the Irish language standards of first-year students in T2 schools varied greatly. Differing levels of competency among students in first year created challenges in terms of differentiation. Many respondents expressed the view that the Junior Cycle specifications were not preparing students for the learning of Irish at Senior Cycle. Regarding links between the specifications and the Key Skills of the Junior Cycle Framework, the two main skills that were most supported by the enactment of the specifications according to teachers were 'being literate' and 'working with others'.

The research aims to explore teachers' views on the amendments put in place in September 2023. Many teachers (66%) were satisfied with the reduction in the number of texts to be studied and many teachers (69%) were satisfied that the Language Portfolio was now in second year. Mixed views were expressed regarding the updated guidance for the CBA 2 (Interacting through Irish) with approximately one third of teachers: agreeing; neither agreeing or disagreeing; or disagreeing that the updated guidance was useful.

Teachers were given an opportunity to share their views on the main strengths and challenges of enacting the specifications at the end of the survey. The main strength which emerged was the advantages of literature in terms of offering learning opportunities and the range of texts available. A small number of teachers (>10) wrote that there were certain merits associated with the enactment of the specifications namely: CBAs, teacher agency, interaction and active participation, creativity, reflection and learner self-awareness, as well as recognition of native speakers of Irish and Gaeltacht culture.

The main challenges identified by teachers were: spoken Irish, literature, the final examination, students' standard of Irish and the specifications themselves. Overall, teachers were of the opinion that there was not enough recognition for spoken Irish and that they did not have enough time to focus on oral Irish. Some of the teachers indicated that the volume of literature to be covered was too heavy and that some students did not have a sufficient standard of Irish to benefit from studying literature. Teachers expressed the view that the emphasis

on reading and on writing skills was not appropriate for all students. Some of the teachers expressed dissatisfaction with the lack of clarity regarding the final examination in terms of marks and content. It emerged that it was a significant challenge for teachers to cater for the diversity of standards of Irish in first year in T2 schools in particular, and concerns were raised about a perceived gap in standards at primary and post-primary level. Some of the teachers identified the content of the specifications themselves as a challenge. The main recommendation from teachers was to place more emphasis on speaking Irish by creating a space for this in class and by providing an oral examination.

Emerging themes from the Focus Groups with Students

There were similarities and differences in the views shared by students attending the T1 and T2 case study schools. All students agreed that they would like to have more opportunities to focus on speaking Irish. The transition from primary to post-primary was not a challenge for the T1 students who took part in the T1 focus groups. According to students, the transition from primary to post-primary school in the T2 case study schools was very challenging due to the diversity in students' standards in Irish coming from different primary schools.

Students in both school contexts enjoyed when they had opportunities to be active in learning and in using the language, and when technology was used as a resource. The students gave examples of active and creative approaches that gave them opportunities to use Irish, for example, songs, poems, language games, role-play, drama and project work.

Some of the students enjoyed the study of the literary texts, particularly when they were relevant to their interests, and this theme was stronger in the T1 case study schools. Some students reported that the variety of texts created opportunities for them to develop vocabulary, knowledge of grammar, knowledge of dialects and richness of Irish. Students in T2 case study schools had more negative views regarding the literature compared with students

in T1 schools. In some cases, T2 students explained that they did not have sufficient language skills to engage with the texts and that they had to rote learn passages because of this. According to the students, translation was used by teachers and by students in some of the T2 case study schools as a method to support students in understanding some of the texts. The T2 students were strongly of the opinion that they would prefer to focus on developing communicative skills in Irish and some of them questioned the value of learning literature. T2 students expressed a strong interest in being able to have a conversation in Irish. Students in both school contexts enjoyed short films.

Motivational whole-school approaches were used to support the use of Irish in T1 case study schools. This included the use of print in the environment, an all-school focus on particular grammar points, guest speakers and in-school competitions related to Irish. Students in the Gaeltacht recognised that the local community was a learning resource for them. T2 students had more limited opportunities to use Irish outside of class/school. When T1 and T2 students did have the opportunity to attend Gaeltacht courses, this had a big impact on them, even though these opportunities were not available to all students. Students in T2 case study schools indicated that they would love to have more opportunities to use the language. The importance of the role of the teacher in the promotion of the Irish emerged as a theme in T2 case study schools.

T1 students shared mixed views about learning grammar. Some students were very interested in grammar and in learning about the differences between standardised Irish and 'canúintí' (dialects). Most of the T2 students found that it was challenging for them to remember grammatical rules in Irish. Students in T1 and T2 case study schools agreed that they had to focus mainly on reading and writing skills in class due to the limited time allocated to Irish, the amount of literature to be covered and the final examination. All students agreed that they would like to focus on speaking Irish and that they would like more opportunities to participate in active language tasks. Some students recommended that an oral examination be provided at Junior Cycle. Some T1 and T2 students were of the opinion that an oral examination would create

greater opportunities to focus on oral Irish and that this was important. T2 students wanted to be able to communicate in Irish in everyday situations. All students indicated that they wanted a greater focus on oral Irish.

Students in both school contexts expressed dissatisfaction with the demands of the final examination and the uncertainty they felt related to its content. Many of the students did not have experience of the CBA. Some students suggested that CBAs should be awarded summative marks as part of the final exam. In relation to the differentiated provision for T1 and T2 contexts, students were of the opinion that in principle, this differentiation made sense. However, some of the students in the T1 case study schools expressed the view that they were at a disadvantage due to the workload and the additional challenge of undertaking a T1 specification in both Irish and English. Please note that there is only one specification for English at Junior Cycle.

Phase Three of the Research

This report presents emerging themes from Phase Two of the research. The data collected at Phase Three (2025/2026) will provide further insights into the enactment of Junior Cycle Irish specifications from a wider range of participants. In the next phase, information will be gathered from Irish language stakeholders and focus groups will be held with teachers and third year students in case study schools. Parents/guardians in the schools will also have the opportunity to share their views.

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Section One: Introduction

A model of differentiated provision for the teaching and learning of Irish at Junior Cycle was provided in 2017. A differentiation was made between the Irish specifications for T2 schools (English-medium schools where Irish is taught as a second language), and for T1 schools (Gaeltacht schools and Irish-medium schools/units) at Junior Cycle. In September 2023, following on from the *Early enactment review of Junior Cycle Irish L1 and L2* (Mac Gearailt & Ó Duibhir, 2023), the National Council for Curriculum and Assessment (NCCA) commissioned a group of researchers from SEALBHÚ: DCU Research Centre for the Learning and Teaching of Irish to undertake a study and ongoing review of the enactment of Irish language specifications. The data collected at Phase Two of the research is presented in this interim report.

This is a three-year research project which aims to study and provide an ongoing review of the enactment of Junior Cycle Irish Specifications (T1 and T2) in post-primary schools in the areas of teaching, learning and assessment. In particular, consideration will be given to schools' experience of the model of differentiated provision for Irish at Junior Cycle, as well as the changes in practice due to the Junior Cycle Framework (2015). Data will be collected from the perspectives and experiences of different parties.

The main questions that will guide the research over the three years are:

- 1. What are school leaders, teachers and students' experiences of the implementation of the Junior Cycle Irish language specifications (T1 & T2) in the areas of teaching, learning and assessment, and what are their opinions regarding this?*
- 2. What are stakeholders' experiences of the supports available in relation to the implementation of and provision for the specifications, and what obstacles if any exist?*
- 3. Does the implementation of the specifications align with the rationale and aims of the updated specifications for Junior Cycle Irish (T1 & T2), and the Framework for Junior Cycle (2015) more broadly?*

The research questions correspond directly to the criteria set out by the NCCA in the invitation to tender. There are three phases in the research:

- **Phase One 2023/2024:** Focus groups/interviews with post-primary Irish teachers and school leaders in case study schools.
- **Phase Two 2024/2025:** National online survey for post-primary Irish teachers and focus groups with students in case study schools.
- **Phase Three 2025/2026:** Focus groups with students in case study schools, focus groups/interviews with teachers and other school professionals in case study schools, anonymous surveys with parents/guardians in case study schools and written submissions from invited stakeholders.



A research report will be provided to the NCCA annually at the end of each phase. It is expected that the research data collected will be of benefit to the enactment and provision of Junior Cycle Irish Specifications. It was stated in the Call for Tenders that findings arising from this research should assist the NCCA in making decisions regarding curriculum and assessment, and that the research could have a wider impact on educational policies.

This is the second interim report. Quantitative and qualitative data collected from an anonymous national survey with Irish language teachers ($n=296$) are presented. Two hundred and sixty-six respondents (90%) were teaching in an English-medium post-primary school and 30 respondents (10%) were teaching in a T1 context. Themes arising from focus groups with second-year students in 12 case study schools are explored. Students from six T1 schools ($n=58$) and six T2 schools ($n=79$) participated in the research. The research focused on a sample of T1 and T2 schools to investigate students' experiences in both school contexts.

This report contains five sections. The first section is an introduction. The methodology of the research at Phase Two of the research is described in the second section. Themes arising from the survey with teachers are presented and discussed in Section Three. The main themes arising from the focus groups with second year students ($n=137$) in T1 and T2 schools are presented in Section Four. The next steps in the study and ongoing review of the enactment of Junior Cycle Irish specifications (T1 & T2) are presented in Section Five.

Section Two: Research Methodology

Introduction

This section describes the research methodology. The research design and steps undertaken to complete Phase Two of the research are explained. Information is given about the process of analysis of quantitative and qualitative survey data and the analysis of qualitative data gathered from focus groups with students. Information is presented about the research participants at Phase Two.

Research Methodology

This is a mixed methods multidimensional research study. A range of quantitative and qualitative research tools will be used to answer the research questions during the three years of the study. Using this research design, the research will have the potential to provide information about the experiences of students, teachers and other school professionals in implementing the Junior Cycle Irish specifications (T1 and T2). The research will provide insights into the experiences of stakeholders regarding the supports available in relation to the provision and enactment of the specifications, and what obstacles, if any, exist. The research will also provide an insight into how the enactment of the specifications aligns with the rationale and aims of the updated September 2023 version of the Junior Cycle Irish specifications (T1 & T2) and with the Framework for Junior Cycle (2015) more broadly. Main research questions, one and three, were addressed at Phase Two of the research, namely:

- What are school leaders, teachers and students' experiences of the implementation of the Junior Cycle Irish language specifications (T1 & T2) in the areas of teaching, learning and assessment, and what are their opinions regarding this?
- Does the implementation of the specifications align with the rationale and aims of the updated specifications for Junior Cycle Irish (T1 & T2), and the Framework for Junior Cycle (2015) more broadly?

[Phase One \(2023-2024\)](#) of the research (Ní Dhiorbháin & O'Grady, 2025) explored the experiences and views of school leaders and teachers regarding the enactment of Junior Cycle Irish specifications (T1 & T2). Data were collected from interviews with school leaders ($n=18$), and from focus groups with teachers ($n=42$) in 12 case study schools nationwide. At Phase Two of the research (2024-2025), data were collected through an anonymous survey with post-primary Irish teachers ($n=296$) and through focus groups with students ($n=137$) in the 12 case study schools.

National Survey with Teachers

The aim of the anonymous survey was to gather information about teachers' experiences and views on the enactment of the T1 and T2 Irish specifications. The survey was designed and shared through Dublin City University's Qualtrics platform (Appendix A). The survey was piloted before dissemination. Participants had the opportunity to complete the survey in one sitting or to come and go from the survey. All participants were required to give their

informed consent at the beginning of the survey and no identifiable information was collected from participants.

The survey had five parts. Part One focused on collecting contextual information from teachers on the type of school they were teaching in and their teaching experience to date. Part Two of the survey focused on teachers' experience of the enactment of the T1/T2 specification under four major themes: (i) Planning, (ii) Teaching and Learning, (iii) Assessment, and (iv) Supports. The Junior Cycle key skills and points of transition were explored in Part Three of the survey and teachers' views on the amendments implemented since September 2023 were explored in Part Four. Teachers had the opportunity to express their views on the main strengths and challenges of the enactment of the specifications at the end of the survey in Part Five. The survey contained a mix of closed and open questions. It included ten open-ended questions to allow teachers to elaborate on their views. The closed questions were analysed using descriptive analysis (Cohen, et al., 2018) and the open-ended questions were analysed using thematic analysis (Braun & Clarke, 2006; 2022). The information from the open-ended questions was placed in spreadsheets for inductive analysis. The researchers familiarised themselves with the data by reading and rereading the data. The responses were then coded using inductive analysis, codes were subsequently set under main themes which were then reviewed for accuracy. Both of the researchers coded some of the data separately and they then cross-checked themes in order to support the reliability of the research. This approach is recommended to ensure the reliability of data analysis when there are different coders (Cohen et al., 2018).

Sampling and Dissemination of the Survey. Purposive sampling was implemented (Cohen et al., 2018) and all post-primary teachers of Irish were invited to participate in the survey. The survey was launched in April and remained open for a period of eight weeks. The timeline for the survey was extended to allow teachers more time to participate. An invitation to participate in the survey was sent to all post-primary schools. 727 schools were contacted using the contact details available from the Department of Education. The survey was also disseminated through social media, Irish language and educational organisations. An email reminder was also sent to schools.

Focus Groups with Students

One hundred and thirty-seven second year students in case study schools participated in the focus groups. A breakdown of the number of students participating in the focus groups is given in Table A. The focus groups were held on site, in schools and consent was provided by parents/guardians, as well as assent from the students themselves. 58 T1 and 79 T2 students participated in the focus groups. Two focus groups were held in three of the schools as this suited the case study school in question. Focus group questions are shown in Appendix B.

Table A: Focus Groups with Students

School Code	Focus Group One	Focus Group Two
T1 School A: Gaelcholáiste	10	0
T1 School B: Gaeltacht School	6	5
T1 School C: Gaelcholáiste	6	0
T1 School D: Gaeltacht School	8	0
T1 School E: Gaeltacht School	13	0
T1 School F: Sruth lán-Ghaeilge	10	0
Total number of T1 students	n=58	
T2 School A	10	0
T2 School B	10	0
T2 School C	10	11
T2 School D	10	0
T2 School E	8	0
T2 School F	11	9
Total number of T2 students	n=79	
Total number of T1 and T2 students	n=137	

Template analysis (King, 2012), was used to analyse the data from focus groups with students. Prior identification of themes was important as the researchers were obliged to respond to the criteria set out by the NCCA in the Call for Tenders. Template analysis is a structured analysis that provides a structure from the outset, but is also flexible to respond to emerging themes. As a first step, the researchers designed a codebook (Crabtree & Millar, 1999; King, 2012) as an initial template. Deductive analysis was applied using the template, which was then amended to reflect themes which emerged from the inductive analysis. The researchers cross-checked the qualitative data analysis. The final presentation of themes from focus groups comprises both deductive and inductive themes.

Conclusion

The methodology of the research was described in this section. Results from the survey with teachers are presented in the next section.

Section Three: Survey Findings

Introduction

Findings from the national survey with Irish teachers are presented in this section. Findings are presented according to each part of the survey, as follows: Part One: Contextual Information; Part Two: Planning, Teaching and Learning, Assessment and Supports; Part Three: Links to Junior Cycle Key Skills and Points of Transition; Part Four: Amendments to the Specifications, September 2023 and Part Five: Teachers' views on the specifications.

All survey data are presented in the form of tables for the reader, so they can access all the quantitative data gathered in the survey. Some of the data is also presented in graph form. Findings are presented as one main group or data set ($n=296$). Findings from participants in T1 schools are differentiated from those in T2 schools when there was a variance in the findings. Patterns between T1 and T2 schools were different in a small number of questions only.

The main findings from each part of the survey are reported as well as the main themes arising. Readers should be mindful when interpreting this report that the survey is not based on a representative sample of teachers. This is not to say that findings reported are not of value. An English language translation has been provided for all of the statements as the survey was conducted through Irish. Please note that round numbers are used in the discussion of findings.

Survey Part One: Contextual Information

Survey Respondents and School Context

Contextual information was collected from the participants in Part One of the survey. A total of 296 teachers completed the survey. Teachers had the option of whether or not to answer questions; so the overall number of teachers did not answer every question. The number of teachers who answered each question is indicated in the report.

Two hundred and sixty-six respondents (90%) were teaching in an English-medium post-primary school. 30 respondents (10%) were teaching in T1 schools. 25 respondents (8%) were teaching in a Gaelcholáiste or in an Irish-medium unit or stream, 5 respondents (2%) were teaching in a Gaeltacht school. The majority of teachers (85%), were teaching in schools with over 400 students and there was also representation from teachers teaching in smaller schools. Figure 1 shows the number of students in the schools in which the respondents were teaching, as well as the percentage of teachers linked with school size.

Figure 1: Number of Students in Schools

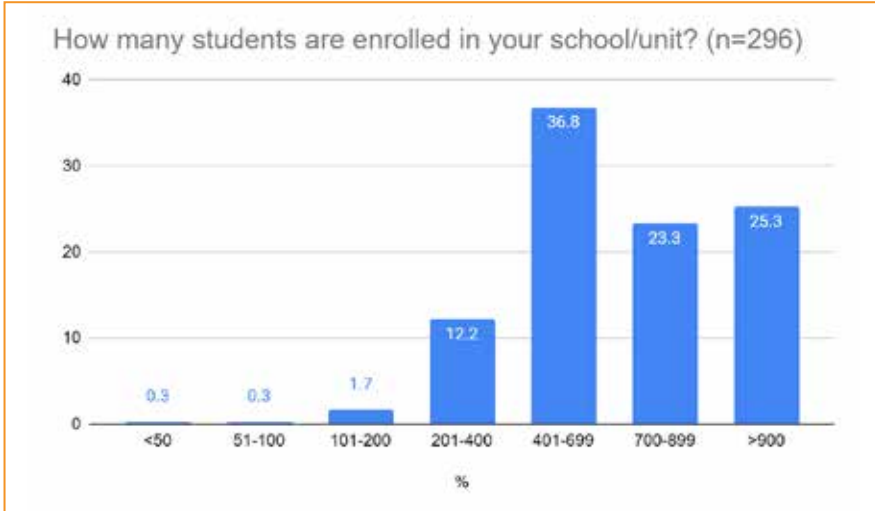
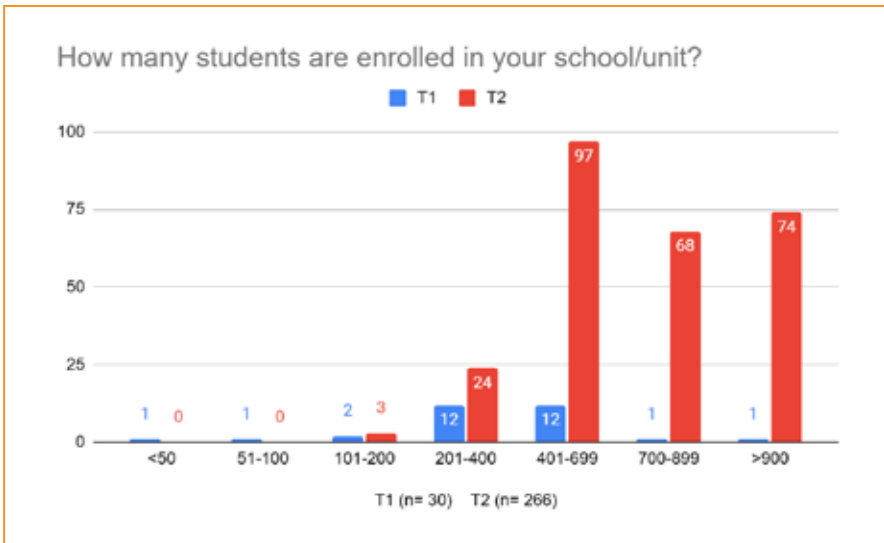


Figure 2 gives a breakdown of the number of students in T1 and T2 schools linked with the number of respondents. Only one T1 respondent was teaching in a school with more than 900 students, compared to 74 T2 teachers.

Figure 2: Number of Students in T1 and T2 Schools



Teaching Experience

In terms of teaching experience, 26% of respondents had between one and 10 years' experience; 34% of respondents had between 11-20 years' teaching experience and 40% of respondents had over 20 years' teaching experience. Information regarding the teaching experience of teachers is shown in Figure 3.

Regarding the survey respondents, 94% of respondents were teachers. One principal and six deputy principals responded to the survey, and ten respondents selected 'other'. The principal and deputy principals had experience of teaching the specification. The category of 'other' was also related to teaching posts, for example teachers holding a post of responsibility. The term 'teacher' is used to describe the responses and opinions of all teachers throughout the report regardless of their role.

Figure 3: Years of Teachers' Teaching Experience



Experience with the Specifications

Two hundred and ninety-six teachers answered the question related to their experience with the specifications. Respondents had the opportunity to make more than one choice, namely experience with the T1 or T2 specification or experience with both specifications. The majority of respondents had experience with both the 2017 and 2023 versions of Junior Cycle Irish Specifications; 70% of respondents had experience of the 2017 version of the specifications, and 95% of respondents had experience of the 2023 version of the Irish specifications (T1 and T2). Thirty-eight teachers (13%) had experience teaching the T1 specification and 224 teachers had experience teaching the T2 specification (76%). Twenty teachers (7%) stated that they had experience of both T1 and T2 specifications. The findings from Part Two related to Planning, Teaching and Learning, Assessment and Supports are now presented.

Survey Part Two: Planning, Teaching and Learning, Assessment and Supports

The layout of the presentation of findings here follows the layout of the questionnaire. The teachers were asked: *To what extent do you agree or disagree with the following statements regarding your experience of implementing the Junior Cycle Irish Specification (T1 & T2) (September 2023 Version)?* These statements related to (i) planning, (ii) teaching and learning, (iii) assessment and (iv) supports. Responses from teachers are discussed and presented below in table or figure format. Where differences emerged between T1 and T2 contexts, this is discussed and indicated in subheadings. Open-ended questions relating to these themes are also explored. Headings indicate when data from open-ended questions are explored.

Planning

Question One focused on planning and Table B shows a breakdown of the teachers' views. The number of teachers who responded to the question is shown after each statement. Half of the teachers ($n=145$) disagreed or strongly disagreed that they were using the learning outcomes to guide their planning. In terms of the clarity of the learning outcomes, 28% of teachers ($n=82$) agreed/strongly agreed that the learning outcomes were clear to them and 52% of teachers ($n=153$) disagreed/strongly disagreed with this statement.

More than half of the teachers were co-planning with teachers and other professionals on a regular basis ($n=160$). A majority of teachers (86%, $n=254$) shared resources with other teachers within their own school, while 44% of teachers ($n=127$) also shared resources with other teachers outside of school. Thus it emerged that many teachers were sharing resources on a regular basis and that resources were being shared more often inside rather than outside the school. According to the findings shown here, a relatively high percentage of teachers agreed/strongly agreed that they use the textbook (66%), and literary texts (67%) when planning.

The survey indicates that the final examination was used as a planning resource for teaching by the majority of respondents (80%, $n=234$). Only 6% of teachers ($n=18$) disagreed or strongly disagreed that they used the final examination to plan their teaching. It may therefore be interpreted from the results that the final examination has a backwash effect on planning, teaching and learning in class.

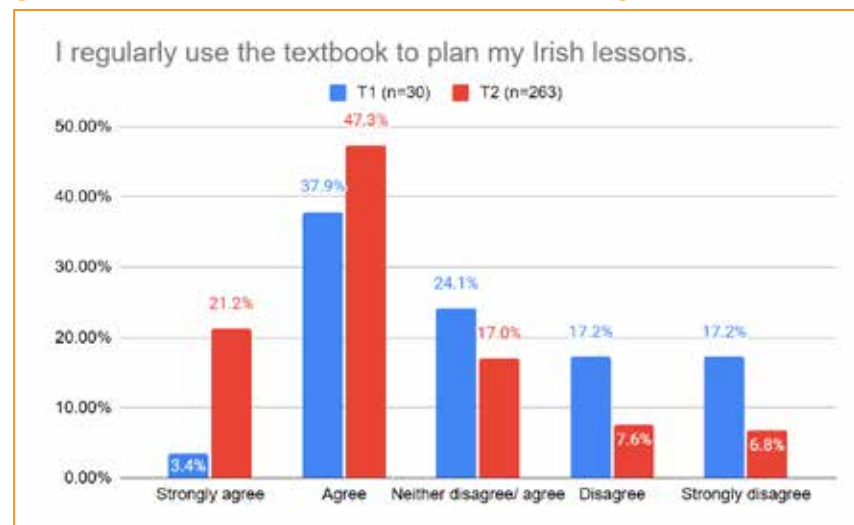
Table B: Planning for Teaching Irish

Statement	1	2	3	4	5
(1) Strongly agree; (2) I agree; (3) I do not agree/disagree; (4) I disagree; (5) I strongly disagree.					
The learning outcomes in the specification guide my planning in an effective way. (n=293)	8 2.7%	65 22.2%	75 25.6%	76 26.0%	69 23.5%
The learning outcomes in the specification are clear to me as a teacher. (n=294)	10 3.4%	72 24.5%	59 20.0%	96 32.7%	57 19.4%
I regularly plan my lessons in Irish with teachers and other professionals. (n=293)	50 17.1%	110 37.5%	50 17.1%	56 19.1%	27 9.2%
I share resources with other teachers in my school on a regular basis. (n=294)	124 42.2%	130 44.2%	24 8.2%	12 4.0%	4 1.4%
I share resources with other teachers outside of school. (n=292)	32 11.0%	95 32.5%	59 20.2%	64 21.9%	42 14.4%
I regularly use the textbook to plan my lessons. (n=293)	57 19.5%	136 46.4%	52 17.7%	25 8.5%	23 7.9%
I use the literature (texts) to plan my teaching. (n=292)	41 14.0%	156 53.4%	37 12.7%	44 15.1%	14 4.8%
I use the final examination to plan my teaching. (n=291)	105 36.1%	129 44.3%	39 13.4%	15 5.2%	3 1.0%
I have enough time to plan for the teaching and learning of Irish. (n=293)	1 0.3%	20 6.8%	30 10.2%	91 31.1%	151 51.6%
I design my own teaching notes and resources. (n=293)	133 45.4%	132 45.1%	17 5.8%	9 3.0%	2 0.7%

Teachers in T1 and T2 School Contexts

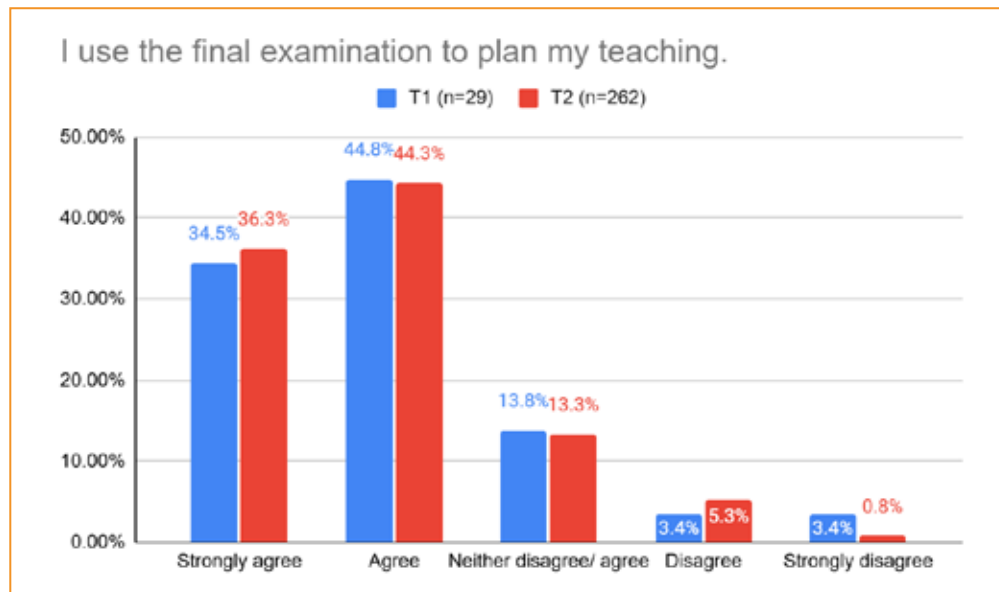
Overall, there were no major differences between T1 and T2 teachers in this part of the survey. While a higher percentage of teachers in T2 schools reported using the textbook to support them in their planning compared to T1 teachers (see Figure 4), the difference is not statistically significant.

Figure 4: Use of Textbook as a Resource for Planning



The final examination was the main factor that influenced planning in both school contexts as shown in Figure 5. It should be noted that the responses from T1 schools are based on a smaller number of participants.

Figure 5: The use of the Final Examination for Planning of Teaching



Teaching and Learning

The Specification has three strands: communicative competence, language and cultural awareness and learner self-awareness. The specification places particular emphasis on developing communication competence and spoken interaction skills. Table C shows a breakdown of teachers' views on teaching and learning. The number of teachers who expressed their views is shown after each statement.

According to the analysis of this part of the survey, a majority of respondents (73%) considered that the enactment of the specification was not supporting students to develop communicative competence in Irish. A majority of teachers (84%) expressed the view that they did not have enough time to focus on developing speaking skills in class, while 79% of teachers agreed or strongly agreed that they place more emphasis on reading and on writing than on the development of speaking/interactive language skills. These findings may indicate that developing communicative competence in Irish is challenging.

Regarding the enactment of the specifications, 21% of respondents agreed or strongly agreed that the enactment of the specifications was successful in supporting students in general to develop language awareness. Over half of respondents disagreed or strongly disagreed that the enactment of the specifications was successful in supporting students in general to develop language awareness (57%). Around half of teachers disagreed or strongly disagreed that the enactment of the specifications was supporting students in general to develop cultural awareness (51%) and learner self-awareness (53%). It may be interpreted from the results that additional supports would be needed to help students achieve success in the three strands of the specification.

Irish was used as a language of instruction by most teachers (69%) in class and Irish was used in class by a smaller percentage of students (24%). It must be noted that 32% ($n=94$) of teachers choose to neither agree/disagree with the statement: "*Irish is the language used by students in class.*" It is recognised that reading and writing support the development of students' language skills in the specifications. However, it is concerning that only a minority of teachers thought that students in general were successful in developing communicative competence (10%) and confidence (11%) in Irish through the enactment of the specifications.

Table C: Teachers' Views on Teaching and Learning

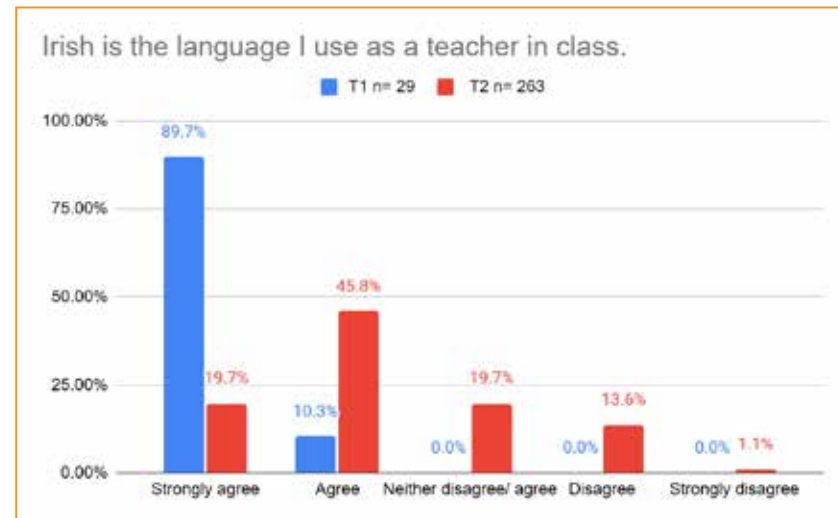
(1) Strongly agree; (2) I agree; (3) I do not agree/disagree; (4) I disagree; (5) I strongly disagree.

Statement	1	2	3	4	5
The enactment of the specification(s) is supporting students in general to develop a communicative competence in Irish. (n=294)	3 1.0%	27 9.2%	50 17%	92 31.3%	122 41.5%
The enactment of the specification(s) is supporting students in general to develop language awareness. (n=293)	4 1.4%	57 19.5%	64 21.8%	92 31.4%	76 25.9%
The enactment of the specification(s) is supporting students in general to develop cultural awareness. (n=294)	4 1.4%	71 24.1%	69 23.5%	82 27.9%	68 23.1%
The enactment of the specification(s) is supporting students in general to develop self-awareness as learners. (n=294)	3 1.0%	59 20.0%	76 25.9%	84 28.6%	72 24.5%
The enactment of the specification(s) is supporting students in general to develop confidence in Irish. (n=294)	4 1.4%	29 9.9%	49 16.6%	96 32.7%	116 39.4%
Irish is the language I use as a teacher in class. (n=292)	78 26.7%	123 42.1%	52 17.8%	36 12.3%	3 1.0%
Irish is the language used by students in class. (n=292)	18 6.2%	51 17.5%	94 32.2%	100 34.2%	29 9.9%
I have enough time to focus on the development of students' speaking skills at Junior Cycle. (n=293)	3 1.0%	15 5.1%	28 9.6%	77 26.3%	170 58.0%
I focus on reading and writing in Irish lessons. (n=293)	65 22.2%	175 59.7%	34 11.6%	17 5.8%	2 0.7%
I place more emphasis on reading and writing than on speaking skills/ spoken interaction skills in my Irish lessons. (n=294)	102 34.7%	129 43.9%	36 12.3%	21 7.1%	6 2.0%

Teachers in T1 and T2 Contexts

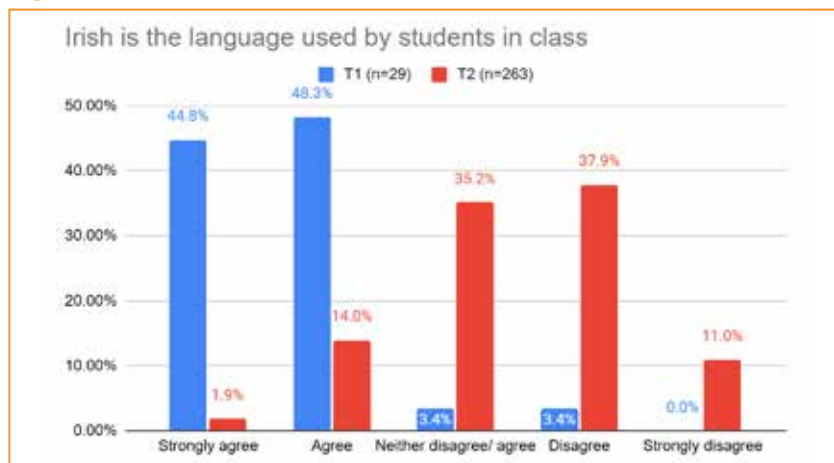
There was a significant difference between teachers in T1 and T2 school contexts regarding the use of Irish by the teacher in class. 100% of T1 teachers (n=29) agreed or strongly agreed that Irish was the language they used in class, compared to 66% (n=172) of T2 teachers who agreed or strongly agreed with the same statement. The differences between teachers in T1 and T2 school contexts are shown in Figure 6.

Figure 6: Teachers' use of Irish in Class



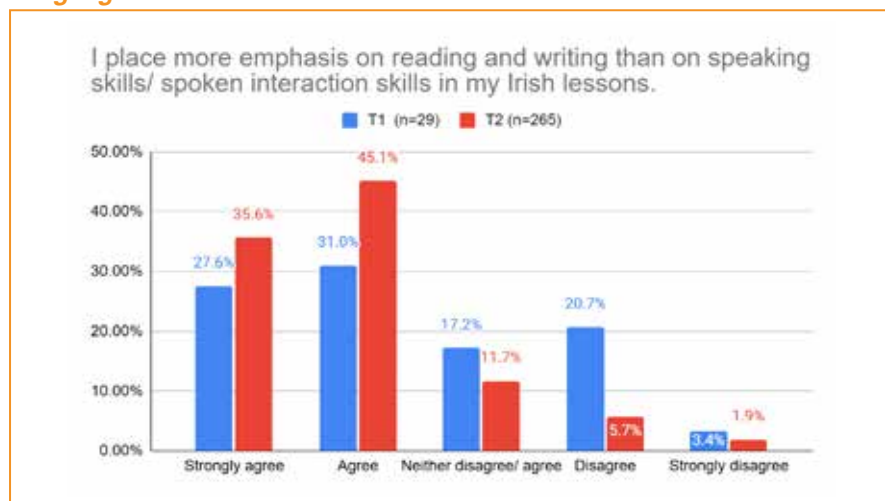
The two school contexts also differed greatly in relation to the use of Irish by students in class (n=292). Only 3% (n=1) of T1 teachers disagreed or strongly disagreed that Irish is the language used by students in class, compared with 49% (n=128) of T2 teachers. The differences regarding the use of Irish in class by T1 and T2 students are shown in Figure 7.

Figure 7: Students' use of Irish in Class



There was a difference between responses from teachers in T1 schools and T2 schools ($n=294$) regarding the statement: *I place more emphasis on reading and writing than speaking skills/spoken interaction in my Irish lessons.* A higher percentage of T2 teachers (81%) agreed or strongly agreed with the statement, compared to 59% of T1 teachers. It must be noted that there was a smaller number of T1 respondents.

Figure 8: Emphasis on Reading and Writing in Comparison with Speaking the Language



Open-ended Question: Spoken Irish and Spoken Interaction

The teachers were asked: *Do you focus on speaking Irish and on spoken interaction in Irish lessons on a regular basis? Please give examples.* Two hundred and seventy-two teachers (245 T2 teachers and 27 T1) wrote a statement. It was clear from submitted responses that many teachers wanted to emphasise the development of oral Irish skills in class. The main method used by teachers to promote spoken interaction was through pair and group work ($n=95$). Many teachers created opportunities for speaking the language through discussing topics in pairs, activities such as - “think, pair, share” or through class and pair conversations. It was clear that Irish was used as the language of the classroom by some teachers. Some teachers indicated that they gave instructions in Irish and encouraged the students to ask questions in Irish. Some of the teachers reported that they: started lessons with a short conversation in Irish, had informal conversations with students in Irish or had conversations about the weekend in class on Monday. Other strategies reported by teachers were: role-play, debate, drama, presentations, *ciorcail chomhrá*, preparation for CBA 2, games and audio recordings. A minority of teachers said they conducted an in-school oral examination.

It is important to note that the strategies to support the use of Irish were not regularly used in some classes due to lack of time as outlined in this statement:

• *Cuirim, déanaim obair bheirte agus obair ghrúpa. Ach de cheal easpa scrúdaithe béil agus an iomarca ama caite leis an litríocht ar fad a chúlúdach, ní chaitear an oiread ama agus ba chóir ar labhairt na Gaeilge agus ar idirghníomhú cainte. (Freagróir [F]:61, T2)*

• *[I do pair work and group work. But in the absence of an oral examination and too much time spent covering all of the literature, there is not as much time spent on speaking Irish and on spoken interaction. (Respondent [R]:61, T2)]*

Some teachers ($n=57$) reported that they did not have enough time to focus on speaking skills in Irish at Junior Cycle. Many teachers were strongly of the opinion that they had to spend most of their time on reading and writing because of the volume of literature to be covered and because there was no oral examination at Junior Cycle. Many teachers were of the opinion that they were obliged to prepare the students for the written examination and that as a result they did not have sufficient time to focus on speaking the language in class.

• *Nuair atá 100% don scrúdú deiridh ag dul ar scríobh agus léamh, tá sé de dhualgas orm scoláirí a réiteach dó sin. (F:160, T2)*

• *[When 100% of the final examination is writing and reading, it is my duty to prepare students for that. (R:160, T2)]*

The focus on reading and writing was stronger in second and third year due to the backwash effect of the exam. Some teachers felt that there was not enough time in three hours a week to create opportunities to promote speaking and spoken interaction. Many teachers expressed frustration and concern about the current system with regards to spoken Irish.

• *Cuirim. Obair bheirte, scrúduithe cainte ranga. Ach ní bhíonn am ann an méid ama agus atá ag teastáil a chaitheamh ar obair labhartha mar gheall ar an ualach litríochta atá le clúdach. Sa tríú bliain mar gheall nach bhfuil scrúdú cainte ann, bíonn an bhéim ar fad ar an litríocht agus ar scríobh in áit labhairt na teanga ionas go n-éireoidh le daltaí sa scrúdú. Bheadh seo difriúil dá mbeadh scrúdú cainte ann agus dá mbeadh marcanna don scrúdú cainte ag dul i dtreo an scrúdú deiridh. (F:123, T2)*

• *[I do. Pair work, oral exams in class. But there isn't time to devote as much time as is necessary to spoken work due to the amount of literature to be covered. Due to the absence of an oral exam, the emphasis is on literature and writing in third year rather than speaking the language so that students can pass the exam. This would be*

different if there were an oral examination and if marks for the oral exam were going towards the final examination. (R:123, T2)]

While many teachers tried to emphasise speaking Irish, more than 10% of teachers responded that they did not put any emphasis on the development of oral skills because there are no summative marks awarded for oral Irish. In certain cases, students' competence and confidence was a barrier to oral/ interactive activities through Irish. Some respondents were of the opinion that students did not have a sufficiently high standard in Irish when leaving primary school. A small number of teachers wrote that they would like more resources to support the development of oral skills in Irish.

Open-ended Question: Use of Irish at School

Participants were asked: *Do students have the opportunity to use the language on a regular basis at school? Please give examples.* It is of note that it is recommended in both specifications that students should be given the opportunity to participate in a 'language community' 'pobal teanga' outside of formal language lessons. Statements were written by 260 teachers; 233 responses related to T2 schools and 27 responses related to T1 schools. First of all, responses relating to the T2 schools are discussed. Some teachers in T2 schools ($n=52$) reported that Irish was used in Irish lessons through questions, role play, pair work as already reported. Some of the teachers ($n=54$) wrote that events during *Seachtain na Gaeilge* created additional opportunities for language use. It was clear that Irish was used informally outside the Irish lesson in some T2 schools, for example, through greetings, school announcements and as a language of communication by Irish teachers among themselves and with students. Some teachers ($n=33$) stated that schemes such as *Gaeilge 24*, *Gaelbhreach*, debating competitions and in-school competitions have created additional opportunities to use Irish and that these schemes support the promotion of the language in T2 schools. It was clear that Irish was not used regularly in many schools outside of the Irish class as this statement shows:

- *I ndáiríre, ní bhíonn. Déanaimid Gaeilge 24 gach bliain agus bíonn Seachtain na Gaeilge iontach againn ar scoil, ach ní fhaigheann siad deis mhór í a úsáid go laethúil. (F:20, T2).*
- *[Seriously, it isn't. We do Gaeilge 24 every year and we have a wonderful Seachtain na Gaeilge in school, but they don't get much opportunity to use it every day. (R:20, T2)]*

Aside from Irish class and Seachtain na Gaeilge, teachers reported that there were other initiatives in some schools such as: Tae & Plé, Irish Clubs, Irish Language Committees and discussion/conversation circles (ciorcail chomhrá) at lunchtime. Some teachers found it difficult to encourage students to attend some of the Irish language events and the question of self-confidence emerged as a barrier to participation in Irish language events. Only a few T2 teachers mentioned that students had the opportunity to go on a school trip related to Irish or on a trip to the Gaeltacht.

It may be interpreted from the findings that students had more opportunities to use Irish in certain T2 schools than in others. A whole-school approach to Irish was not related to the size of school, i.e. number of students and teachers. Both large schools and small schools made great efforts to promote Irish on a whole-school basis. There were other schools that did not provide many additional opportunities for students to use Irish according to teachers' responses. For example, the next statement shows that there were many school-wide efforts in one T2 school to promote the use of the language while the subsequent statement shows that opportunities to use the language were more limited in another T2 school.

- *Gaeilge 24: Spreagtar daltaí le Gaeilge a labhairt ar feadh 24 uair an chloig – deis iontach don tumoideachas neamhfhoirmiúil. Club Gaeilge: Cruthaítear spás neamhoifigiúil do dhaltaí chun cluichí, ceol, agus comhrá a dhéanamh trí Ghaeilge. Coiste Gaeilge: Tugann sé guth do dhaltaí i gcur chun cinn na Gaeilge sa scoil trí imeachtaí a eagrú agus comharthaíocht a fheabhsú. Seachtain na*

Gaeilge: Ceiliúradh náisiúnta a thugann ardán do gach dalta páirt a ghlacadh i ngníomhaíochtaí Gaeilge – m.sh. tráth na gceist, céilí, díospóireachtaí, agus taispeántais ealaíne. Féile an Fhómhair: Féile chruthaitheach a d'fhéadfadh díriú ar théamaí cultúrtha trí mheán na Gaeilge. (F:143, T2)

- *[Gaeilge 24: Students are encouraged to speak Irish for 24 hours – a great opportunity for informal immersion education. Irish Club: An unofficial space is created for students to play games, music, and have conversations through Irish. Irish language committee: It gives students a voice in the promotion of Irish in the school by organising events and improving signage. Seachtain na Gaeilge: A national celebration that gives every student a platform to participate in Irish language activities - e.g. quizzes, céilís, debates, and art exhibitions. Autumn Festival: A creative festival that could focus on cultural themes through the medium of Irish. (R:143, T2)]*

- *Níl seachas an rang Gaeilge. Seachtain na Gaeilge b'fhéidir. (F:268, T2)*
- *[It's not (used) other than in the class. Possibly Seachtain na Gaeilge. (R:268, T2)]*

A high number of T2 teachers ($n=125$) wrote that the students did not have regular opportunities to use the language on a regular basis or that they did not have an opportunity to use Irish outside of the Irish lesson. Many teachers considered that there was not enough space to focus on speaking the language due to the volume of literature to be covered by Junior Cycle students. A few teachers expressed the view that there was not enough time devoted to Irish lessons and that three classes per week was insufficient to promote the speaking of the language.

Use of Irish in T1 schools. Respondents in T1 schools explained that Irish is the primary language of communication in the school. However, a few respondents said that it was challenging to enforce 'riail na Gaeilge' as the

language of socialisation outside of classes. Teachers reported that efforts were underway in T1 schools to further encourage students to speak and to take pride in this. Examples of the teachers' initiatives include: prizes, Irish society (Cumann Gaelach), debates, *the Gaelbhrratach scheme*, lunch clubs, conversation circles and guest speakers.

Open-ended Question: Suitability of the Specifications for Students with a range of abilities

The following question was posed in the survey: *Is the enactment of the specification(s) suitable for students with a range of abilities in Irish? Please explain.* Two hundred and forty-seven teachers (221 T2 and 26 T1) responded. First of all, the responses from teachers who were teaching in T2 schools are discussed.

Many T2 teachers ($n=148$) wrote that the enactment of the specifications was not suitable for students with a range of ability in Irish. Most T2 teachers expressed the view that the emphasis on literature (reading and writing) was not suitable for all students and that the course was too difficult for some students, as shown in these statements:

• *Ní oireann, tá an litríocht an-deacair do na scoláirí a bhíonn ag streachailt leis an teanga. (F:65, T2)*

• *[It isn't suitable, the literature is very difficult for students who struggle with the language. (R:65, T2)]*

• *Ní oireann cur i ngníomh na sonraíochtaí do scoláirí a bhíonn ag streachailt / le riachtanais bhreise / easpa féinmhuiníne / imní srl. (F:101, T2).*

• *[The implementation of the specifications does not suit students who struggle/ students with additional needs/students who lack confidence/have anxiety etc. (R:101, T2)]*

It was clear from the responses that some students were really struggling with Irish due to the strong emphasis placed on the literature and the summative written assessment.

• *Ní oireann. Tá an-bhéim ag an gcúrsa ar an litríocht agus bíonn an-chuid den scrúdpháipéar ag díriú air freisin. Ní oireann sé sin gach duine, go háirithe na daltaí a bhíonn ag streachailt leis an nGaeilge. An-deacair muinín a bheith acu. (R:19, T2)*

• *[It isn't suitable. The course places a strong emphasis on literature and a lot of the examination paper focuses on it too. That doesn't suit everyone, especially students who struggle with Irish. It's very difficult for them to have confidence. (F:19, T2)]*

Some teachers were of the opinion that the enactment of the specifications was suitable for higher-level students only, or for students with strong academic skills. Other teachers were of the opinion that the specification was too difficult even for students taking the higher-level examination.

As discussed in other parts of the analysis, teachers felt that there was not enough time to dedicate to speaking Irish and that there was not enough recognition for speaking skills, which also caused challenges in terms of providing an inclusive approach to teaching Irish. Some teachers recommended that a foundational level course be provided in Irish and that an oral examination should form part of the summative assessment in order to facilitate a more inclusive approach. Some of the responses showed that it was difficult for teachers to cater for the range of abilities in Irish classes and that there were not enough extra supports for Irish. A few teachers wrote that some of the students had a low standard of Irish when transferring from primary school. Some respondents expressed dissatisfaction with the specification itself - explaining that it was, in their view, vague, abstract and too broad. Some T2 teachers expressed dissatisfaction with the final examination and the final marks as it was too difficult for students to achieve higher grades.

A few teachers expressed the view that the freedom and options provided by the specifications as well as the differentiated provision helped them to cater for a range of students. However, the majority of teachers did not share this view. A minority ($n=30$) of T2 teachers considered that the implementation of the specification was appropriate for students with a range of abilities. They mentioned that it was a broad course which allowed for different choices “Oireann. Gníomhaíochtaí éagsúla chun spriocanna a bhaint amach” (F:272, T1). ‘[It suits different activities to achieve different goals’ (F:272, T1).] The two levels - higher level and ordinary level were also noted as supporting learners with different abilities in Irish. ‘Sea toisc an dá leibhéal a bheith ann’ (F:77, T2). ‘Yeah, because there are two levels’ (F:77, T2).

T1 schools. Many of the teachers in T1 contexts felt that the specification was extremely challenging for students with additional educational needs and for students who didn’t have strong reading and writing skills due to the strong emphasis placed on the literature. “Ní chreidim go bhfeileann na sonraíochtaí do chuile réimse cumais agus measaim go mbíonn deacrachtaí ollmhóra ag daltaí níos laige leis an litríocht” (F:280, T1) [I do not believe that the specifications suit all ranges of ability and I think that students who are weaker have huge difficulties with the literature. (R:280, T1)] One respondent from a Gaeltacht school explained that the specification was too challenging for newcomer students.

Some of the teachers expressed disappointment that students did not have the opportunity to demonstrate their speaking skills through an oral examination and they also expressed dissatisfaction with the grading system: “Ní oireann. Tá an litríocht i bhfad ródheacair, agus níl am agam na scileanna labhartha a fhorbairt i gceart. Do scoláirí láidre ó thaobh na cainte de, is beag aitheantas a thugtar do seo i scrúdú deiridh na Sraithe Sóisearaí.” (F:281, T1). [“It is not suitable (for all students). Writing is too difficult, and I don’t have time to develop the speaking skills properly. For students who have strong spoken skills, little recognition is given to this in the final Junior Cycle examination (R:281, T1)]. A minority of teachers indicated that the T1 specification was suitable for students with a range of abilities, as was the case in T2 school contexts.

Open-ended Question: Differentiation Strategies

Participants were asked: *How do you differentiate your lessons to accommodate students with a range of abilities. Please give examples.* Out of the 248 teachers that wrote a statement, there were 223 T2 teachers and 25 T1 teachers. It is clear from the responses that teachers were implementing a wide range of differentiation strategies to support students in Irish. It was evident from the responses written by the teachers that they had planned proactive strategies in advance of class to support students’ learning of Irish. Individual teachers adopted a range of differentiation strategies as is evidenced in this statement:

- *Déanaim mo cheachtanna a dhifreáil chun freastal ar scoláirí le réimse cumais trí thascanna le leibhéal éagsúla deacrachta a thairiscint, tacaíochtaí breise a sholáthar, foghlaim chomhoibríoch a spreagadh, modhanna éagsúla teagaisc a úsáid, agus rogha a thabhairt do dhaltaí conas a léiríonn siad a bhfoghlaim, ionas go mbíonn gach scoláire in ann dul chun cinn a dhéanamh ag a luas féin. (F:143, T2)*
- *[I differentiate my lessons to accommodate students with a range of abilities by offering tasks with different levels of difficulty, providing additional supports, encouraging collaborative learning, using different teaching methods, and offering students a choice in how they demonstrate their learning, so that each student can progress at their own pace. (R:143, T2)]*

The most widely used differentiation strategies were: differentiation through questioning, differentiation by choice, differentiation through grouping (small groups in class), differentiation by task, differentiated learning outcomes/expectations and differentiation through supports/scaffolds. A few respondents wrote about the importance of getting to know students well in order to adapt teaching and learning to their needs. Classes were streamed by level in some

schools, but it is clear that differentiation strategies were in place within almost all class groups. Particular emphasis was placed on differentiation through questioning, differentiation by choice and the use of pair work. Table D shows examples of differentiation strategies used by teachers.

Table D: Strategies of Differentiation used by Teachers

Differentiation through Questioning	Different levels of questions - more challenging/basic questions; options for responding orally or in writing; giving a choice of questions; giving opportunities to answer questions/ask questions; variation in the number of questions to be answered.
Differentiation By Choice	Providing options of tasks (for example, choice boards/menu of tasks), choice regarding the process and outcome of work (for example, writing, drawing, recording); providing a choice of grouping, roles in the group and work with peers; providing homework options.
Differentiation through Grouping	Grouping according to ability, using group/pair work to support learning; preparing a seat plan in advance of lessons; providing additional support to particular groups.
Differentiation by task; Differentiated learning outcomes/ expectations.	Differentiated expectations; differentiated success criteria; different tasks - easier/more difficult tasks, choice regarding oral language reading and writing tasks; differentiation in the amount of reading/writing; giving students different homework; differentiation with regard to the subject of tasks, the content of lessons and differentiated means of assessment.
Differentiation through supports/scaffold	Adding images to words/language; explaining and simplifying content; giving notes at different levels; providing notes on Google classroom; providing/explaining keywords in advance of lessons; giving sentence frames/the start of sentences; providing further guidance; further support; provide phrasing; using word mats/phrases; providing audio recordings of a piece of reading; providing audio recorded feedback; providing sample responses at different levels; providing various resources, for example, a simplified version of texts; the use of dictionaries; the writing process - drafting and redrafting and regular revision. A few respondents mentioned that there were additional tasks/ lessons for higher achieving students and/or for students in need of support.

Assessment

Issues related to assessment are considered in this section. The majority of teachers had experience with CBA 1: The Language Portfolio - 88% ($n=258$) and CBA 2: Interacting through Irish - 98% ($n=287$). Respondents' opinions regarding assessment are shown in Table E. The responses reflect a mix of views on the Classroom-Based Assessments. With regard to the Language Portfolio, 27% of teachers agreed or strongly agreed that the portfolio helps students to reflect on their learning and that it was of value; 38% of respondents were of the opinion that CBA 2 helps students to develop oral interaction skills and that it was of value. A certain percentage of teachers were in two minds, neither agreeing or disagreeing that CBA 1 (22%) and CBA 2 (14%) were of value. Over half of teachers (56%) were of the opinion that the CBAs did not help them provide feedback to parents/guardians. While 50% disagreed or strongly disagreed that the SLAR meetings were beneficial, 28% of respondents were positive about them and 22% neither agreed or disagreed with the statement.

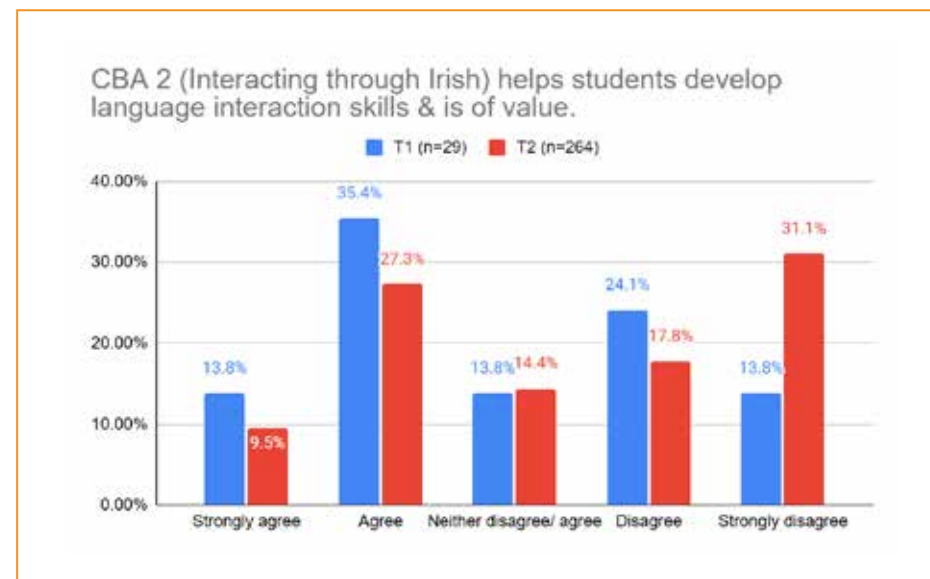
The most significant finding in this section was that 92% of teachers ($n=270$) felt that the final examination impacted on teaching and learning in class. 40% of respondents agreed or strongly agreed that there were clear links between the examination and the implementation of the specification, however, 43% disagreed with the same statement.

Table E: Teachers' views on Assessment

(1) Strongly agree; (2) I agree; (3) I do not agree/disagree; (4) I disagree; (5) I strongly disagree.

Statement	1	2	3	4	5
The Portfolio (CBA 1 the Language Portfolio) helps students reflect on their learning and it is of value. (n=292)	16 5.5%	62 21.2%	65 22.3%	61 20.9%	88 30.1%
CBA 2 (Interacting through Irish) helps students develop language interaction skills and is of value. (n=293)	29 9.9%	82 28.0%	42 14.3%	54 18.4%	86 29.4%
The CBAs help me to give feedback to students and their parents/guardians about learning Irish. (n=294)	9 3.1%	70 23.8%	52 17.7%	77 26.2%	86 29.3%
The SLAR meetings are beneficial to me as a teacher. (n=293)	16 5.5%	66 22.5%	65 22.2%	58 19.8%	88 30.0%
The final examination has an impact on teaching and learning in class. (n=293)	170 58.0%	100 34.1%	12 4.1%	5 1.7%	6 2.1%
There are clear links between the final examination and the enactment of the specifications in class. (n=294)	40 13.6%	78 26.5%	49 16.7%	73 24.8%	54 18.4%

Teachers in T1 and T2 Contexts. Almost half of T1 participants (49%) agreed or strongly agreed that CBA 2 (Interacting through Irish) helps students' language interaction skills and that it is of value. In comparison, a smaller number of T2 teachers (37%) agreed or strongly agreed with the same statement. The breakdown is shown in Figure 9.

Figure 9: CBA2 (Interacting through Irish) and the development of students' language interaction skills

Open-ended Question: Assessment of Spoken Irish

Teachers were asked: *How do you assess the use of spoken Irish throughout the year? Please explain.* In response, 276 teachers wrote a statement which included 249 T2 teachers and 27 T1 teachers. It was evident from the responses that teachers were implementing a wide range of methods to support the assessment of spoken Irish throughout the year. Teachers' responses in T2 schools and T1 schools are reported together. Individual teachers used a range of assessment methods as is shown in the following statements:

- *Comhrá leis na daltaí, ag iarraidh orthu ceisteanna a phlé, obair ghrúpa, píar mheasúnú (F:113, T1)*
- *[Chat with the students, asking them to discuss questions, group work, peer assessment. (R:113, T1)]*

- Déanaim iarracht cur i láthair nó rólghlacadh a dhéanamh leis na ranganna ard leibhéal. Ach, is minic nach mbíonn an t-am agam éisteacht le gach dalta. Déanaim scrúduithe béil agus cur i láthair leis an ngnáth leibhéal. Go laethúil, déanaimid a lán léitheoireachta agus oibrímid ar fhoghraíocht go rialta. Glaonn siad amach a n-obair bhaile go rialta agus glaonn siad amach aiseolas ón obair ghrúpa. Bíonn obair bheirte ar siúl go minic freisin. (F:248, T2)

- [I try to do a presentation or a role-play with the higher-level classes. I often don't have the time to listen to everyone. I do oral examinations and presentations with ordinary level classes. On a daily basis, we do a lot of reading and we regularly work on pronunciation. They call out (say) their homework on a regular basis and report feedback from group work. Pair work is also often used. (R:248, T2)]

Teachers relied mainly on informal assessment methods to assess students' spoken Irish. Most of the teachers used a variety of speaking or communication tasks. Table F shows the main assessment methods implemented by teachers. Oral examinations, questioning, recordings and group/pair work were the most common means of assessment.

Table F: Assessment of Spoken Irish

- **Regular oral tests in class**
- **Informal questioning**
- **Presentations**
- **Formal oral exams at Christmas or at the end of the year**
- **Audio recordings**
- **Pair/group work**
- **Role-play**
- **Homework**
- **Mock CBA 2**
- **Reading aloud**
- **Peer assessment**

Some teachers wrote about formative assessment strategies and the use of corrective feedback. For example:

- *Measúnú foirmitheach ó ghníomhaíochtaí ranga agus obair bhaile. Tionscnaimh agus punann ranga, e.g. físeáin a thairfead ar an stíl "réamhaisnéis na haimsire" chun measúnú a dhéanamh ar fhuaimniú. (F:180, T2)*

- [Formative assessment of class activities and homework. Class projects and portfolios, e.g. recording videos on the "weather forecast" to assess pronunciation. (R:180, T2)]

- *Breathnóireacht an mhúinteora. Mothaím go bhfuil eagla ar na daltaí botúin a dhéanamh nuair atá siad ag labhairt os comhair gach duine sa rang. Mar sin tugaim deis dóibh a bheith ag obair i mbeirteanna. Bím ag éisteacht leo nuair a táim ag siúl thart. Úsáidim aiseolais ceartaitheach chun a scileanna labhartha a fheabhsú. (F:147, T2)*

- [Teacher observation. I feel like the students are afraid to make mistakes when they are speaking in front of everyone in the class. So I give them the opportunity to work in pairs. I listen to them when I am walking around. I use corrective feedback to improve their speaking skills. (R:147, T2)]

A few respondents wrote about different activities they use, such as 'speed dating' or 'cairdeas faoi luas'/'speed friendship', quizzes; games or asking students to read aloud to assess pronunciation of Irish. A small number of teachers wrote about the importance of promoting students' self-confidence and about providing differentiated feedback to students.

- *Ceartaím fuaimniú den chuid is mó. Cothaím muinín chomh fada agus is féidir" (F:166, T2)*

- [I correct pronunciation mostly. I try to build confidence as much as possible. (R:166, T2)]

- *Cheartóinn botúin i slíte difriúla - cheartóinn just na botúin is bunúsaí do na daltaí is laige mar tá sé níos tábhachtaí muinín agus taitneamh a spreagadh iontu, ach do na daltaí níos cumasaí, bheinn níos déine ar an gcrúinneas. (F:138, T2)*

- *[I would correct mistakes in different ways - I would correct the more basic mistakes for the weaker students as it is more important to instill confidence and enjoyment, but for the more competent students, I would be tougher on accuracy. (R:138, T2)]*

While a large number of respondents reported using different methods of assessment for spoken Irish, a minority of teachers wrote that they did not have enough time: “Ní dhéanaimid measúnú ar labhairt na Gaeilge mar níl an t-am againn díriú isteach ar an scrúdú deiridh agus ag déanamh na MRB.” (F:109, T2) [We don’t assess spoken Irish because we don’t have time with focusing on the final exam and doing the CBAs (R:109, T2)]. A very small number of teachers wrote that they do not assess spoken Irish at all for the following reasons: an oral examination is not part of the final third year examination; there is no emphasis on spoken Irish at Junior Cycle, they are focusing on the amount of literature that needs to be covered, and parents/guardians do not recognise the importance of spoken Irish. “Ní dhéanaim mar níl an t-am agam. agus níl suim ag na daltaí mar ní rud tábhachtach é ina súile mar níl béaltrial sa scrúdú deiridh” (F:286, T2). [I do not do it (assess oral Irish) because I don’t have the time and the students aren’t interested. It’s not important in their eyes because there is no oral examination in the final assessment (R:286, T2)]. It should be noted that the majority of teachers did assess spoken Irish in class and that it was a minority of teachers who stated that they didn’t assess spoken Irish at all.

Open-ended Question: Teachers’ Recommendations regarding Assessment

Teachers were asked: *Do you have any suggestions for assessment?* A total of 234 teachers answered the question (210 T2 teachers and 24 T1 teachers). The main recommendation from teachers ($n=144$; 62%) was that an oral examination should be part of the summative assessment in Irish at Junior Cycle level. It is of note that an additional 20 teachers wrote that there is a need to place more emphasis on speaking the language, although they did not explicitly mention an oral exam.

- *Caithfear i bhfad níos mó béime a chur ar an nGaeilge labhartha agus an scil seo a bheith lárnach sa mheasúnú a dhéantar ag deireadh na sraithe sóisearaí. Níl na múinteoirí chun an bhéim a chur ar an nGaeilge labhartha mura bhfuil sé lárnach sa mheasúnú stáit. Tuigim an costas ach caithfear rud éigin a dhéanamh faoi seo. (F:57, T2)*

- *[Much more emphasis must be placed on spoken Irish and this skill must be central to the assessment at the end of the Junior Cycle. Teachers are not going to put an emphasis on spoken Irish unless it is central to the state assessment. I understand the cost but something needs to be done about this. (R:57, T2)]*

A total of 210 teachers from T2 schools responded to this question. Of the teachers who responded, 61% suggested that a formal oral examination ($n=128$) should be introduced as part of the Junior Cycle Irish examination.

- *Tá sé fíor thábhachtach go mbeidh scrúdú béil foirmiúil tugtha ar ais isteach don 3ú bliain. Mura bhfuil scrúdú béil mar chuid den scrúdú deiridh ní bheidh measúnú ar an gcaint déanta mar chuid den mheasúnú sa 1ú 2ú bl srl agus an teachtaireacht atá, agus a bheidh, soiléir do scoláirí ná nach bhfuil an scil sin tábhachtach go leor measúnú a dhéanamh uirthi. (F:231, T2)*

- *[It is very important that a formal oral examination is reintroduced for 3rd year. If an oral examination is not part of the final examination then the assessment of spoken language will not feature in 1st, 2nd year etc., and the message that is, and will be clear to students, is that this skill (speaking) is not important enough to be assessed. (R:231, T2)]*

Out of the 24 T2 teachers who wrote a statement, 67% ($n=16$) recommended that an oral examination should be introduced as part of the summative assessment at Junior Cycle.

- *Ba cheart scrúdú béil a bheith ann dóibh ionas go dtuigeann siad tábhacht na teanga. “Beatha teanga í a labhairt” agus caithfimid ár dteanga a choimeád beo ach níl an córas/cúrsa faoi láthair ag cabhrú le múinteoirí an Ghaeilge a spreagadh. (F:298, T1)*

- *[There should be an oral examination for them so that they understand the importance of the language. “Beatha Teanga í a Labhairt” and we need to keep our language alive but the system/course is not currently helping teachers to encourage the use of Irish. (R:298, T1)]*

Teachers recommended that an oral examination be part of the summative assessment to show respect for Irish as a spoken language, to create space for speaking Irish, to prepare the students for the oral examination at Leaving Certificate and to support students to achieve communicative competency in spoken Irish. Teachers suggested that the oral examination would be a way to foster the speaking of Irish. Some of the teachers also recognised the need to focus on speaking Irish to support students’ ability to communicate at points of transition, namely the transition from primary to post-primary and the transition from Junior Cycle to Senior Cycle. Some teachers wrote that the emphasis on literature in the final examination was detracting from opportunities to develop spoken Irish in class.

- *Thig leo píos a scríobh faoi dheireadh an úrscéil Cúpla nó tréithe Fhinn sa scéal Fionn agus an Fathach ach níl siad ábalta caint faoin gceoltóir is fearr leo nó buntáistí an spóirt mar nach bhfuair mé seans é a chlúdach. Tá an chuid is mó de dhaltáí ag iarraidh an teanga a labhairt agus cé go n-aontaím le litríocht mar chuid lámach d’oideachas, níl an teanga acu iad féin a chur in iúl mar go bhfuil barraíocht litríochta ar an gcúrsa. (F:256, T2)*

- *[They can write a piece by the end of the novel Cúpla or Finn’s attributes in the story Fionn and the Giant but they can’t talk about their favourite musician or the benefits of sport because I didn’t get a chance to cover it. Most students want to speak the language and although I agree with literature as an integral part of education, they do not have the language to express themselves because there is too much literature on the course. (R:256, T2)]*

Classroom-Based Assessments

A minority of teachers wrote about the CBAs. In these cases, some of the teachers were of the opinion that the CBAs should be discontinued because they were putting extra pressure on students and that they were not worthwhile. A small number of teachers mentioned that students were using translation tools or Artificial Intelligence.

Final Examination

A small number of teachers offered recommendations for the final examination. Seven teachers suggested that the examination should be linked with Teastas na Gaeilge or the Common European Framework of Reference for Languages. Seven teachers suggested that clearer instructions should be given in relation to the examination - for example, more information about the distribution of marks as well as the content of the examination. It is of note that some teachers in T1 and T2 contexts considered that the final examination was too difficult for some/many of their students. Supports for the teaching and learning of Irish are explored in the next section.

Supports

Teachers' views on the supports available to them regarding the enactment of the specifications are considered in this section. Respondents' views are shown in Table G. Teachers shared a variety of views concerning professional development with 43% of respondents ($n=293$) expressing the view that they had received sufficient professional development to enact the specifications. Almost half of teachers (48%) were confident about their capacity to enact the specification. A high percentage of teachers (72%) would welcome further professional development to support their teaching strategies in Irish. 30% of respondents ($n=293$) were using supporting material on the NCCA website and 59% of respondents were able to access the necessary texts. It should be noted that teachers may have included textbooks as resources in this response. Over half of teachers (61%) were of the opinion that texts were available in a range of dialects. Regarding the choice of texts, 30% of teachers were satisfied with the choice of Junior Cycle texts, while 44% of teachers disagreed or strongly disagreed with the same statement.

The most significant findings in this section was that 82% of respondents were of the opinion that they would like more resources to support their planning and teaching of Irish, and that 72% of teachers would like professional development to improve their teaching strategies in Irish. It could be interpreted from the results that while some teachers were satisfied with the supports and professional development provided, many respondents would welcome more resources and opportunities to support their teaching strategies in Irish.

Table G: Teachers' views on the Supports for the Teaching and Learning of Irish

(1) Strongly agree; (2) I agree; (3) I do not agree/disagree; (4) I disagree; (5) I strongly disagree.

Statement	1	2	3	4	5
I have received sufficient professional development to enact the Irish language specifications. ($n=293$)	30 10.2%	96 32.8%	55 18.8%	48 16.4%	64 21.8%
I use the support material for teachers on the NCCA website. ($n=293$)	15 5.1%	73 24.9%	74 25.36%	85 29.0%	46 15.7%
I would like more resources to support my planning and teaching. ($n=292$)	152 52.1%	88 30.1%	29 9.9%	16 5.5%	7 2.4%
I am able to access the texts. ($n=293$)	46 15.7%	125 42.7%	54 18.4%	38 13.0%	30 10.2%
I'm satisfied with the choice of texts. ($n=292$)	20 6.8%	67 23.0%	77 26.4%	70 24.0%	58 19.9%
I am satisfied that texts are available in different dialects. ($n=292$)	36 12.3%	142 48.6%	88 30.1%	13 4.5%	13 4.5%
I feel confident in my capacity to enact the specification. ($n=291$)	35 12.0%	106 36.4%	70 24.1%	52 17.9%	28 9.6%
I would like professional development to support my Irish. ($n=292$)	47 16.1%	80 27.4%	53 18.2%	53 18.2%	59 20.2%
I would like professional development to improve my teaching strategies in Irish. ($n=292$)	90 30.8%	121 41.4%	38 13.0%	23 7.9%	20 6.9%

Open-ended Question: Supports for the Promotion of the Irish Language

Teachers were asked: *What supports help you to promote Irish (inside and outside of class)? Give an example.* 214 teachers wrote a statement (190 T2 teachers and 24 T1 teachers). The responses from teachers in T2 and T1 schools were analysed separately, the responses differed only in relation to continuing professional development. Data from T1 teachers and T2 teachers are presented together.

The supports most recognised by teachers were:

(i) Teaching resources and online resources (n=82)

(ii) Support from other teachers in school (n=54)

(iii) Media/Social Media resources (n=46)

(iv) Continuing Professional Development (n=24)

(v) Irish Language Organisations (n=22)

Teaching resources and online resources were the main support that helped teachers to promote Irish in class. The main examples shared by teachers were: *TG4 Foghlaim* and games, “*Úsáidim Jenga le huimhreacha agus tá ceist/focal bunaithe ar an topaic ar an mbileog*” (F:86, T2) [“*I use Jenga with numbers and there is a question/word based on a topic on the sheet*” (R:86, T2)]. Table H presents a list of the teaching resources and online resources provided by teachers as examples.

Table H: Examples of Supports - Teaching Resources and Online Supports

- *TG4 Foghlaim*
- Games - board games, language games, online digital games for example, *Blooket, Kahoot*
- Resources and notes from other teachers
- Textbooks
- Teachers’ own teaching notes
- *Tuairisc.ie*
- *Snas.ie*
- Teaching Strategies - such as task-based learning tasks/various activities
- YouTube
- *An Tairseach*
- *Molscéal*
- Online Plans and Schemes
- *Staighre*
- Online dictionaries
- *Vifax*
- *NCCA website*
- *Duolingo*
- *Scoilnet*

Support from other teachers. Support from other teachers was the second main theme regarding supports for teachers (n=54). It was evident from the statements written by teachers that they received support from other colleagues in their school and/or from teachers outside the school regarding sharing ideas and information about teaching strategies. Some of the teachers recognised professional conversations with other teachers as a support in the promotion of Irish as well as speaking Irish with other teachers.

• *Na múinteoirí Gaeilge a oibríonn liom. Is Gaeilgeoirí muid uile agus labhraímid Gaeilge i gcónaí agus cloiseann na daltaí gur teanga bheo í. (F:245, T2)*

• *[The teachers who work with me. We are all Irish speakers and we always speak Irish and the pupils hear that it is a living language. (R:245, T2)]*

• *Labhraím leis na múinteoirí nuatheangacha i mo scoil le fáil amach na straitéisí agus na háiseanna atá in úsáid acu féin. Tugaim féin agus múinteoir Gearmáinise i mo scoil cuairt ar ranganna a chéile cúpla uair sa bhliain le barr feabhais a chur ar ár gcuid scileanna. (F:57, T2)*

• *[I speak to the modern language teachers in my school to find out the strategies and resources they are using. A German teacher in my school and I visit each other's classes a few times a year to improve our skills. (R:57, T2)]*

Media/Social Media Resources. In relation to use of media/social media, 21% of teachers ($n=46$) reported using media/social media as a resource. Some teachers were using TV channels, radio programmes and podcasts. TG4, RTÉ Raidió na Gaeltachta, Nuacht RTÉ and Cúla 4 were mentioned in particular. The Facebook page “Múinteoirí na Gaeilge” was the social media resource most mentioned by the teachers. A small number of teachers also wrote about influencers on Instagram.

Continuous Professional Development. Continuous professional development was mentioned as a support by 25 T2 teachers. This was not mentioned by T1 teachers. Examples of professional support offered were: online or in-person workshops with Oide, Tionóil Teagasc and courses at Education Centres.

Support from Irish Language Organisations. Some teachers, 10% ($n=22$) recognised Irish language organisations as a support. In some cases, teachers mentioned more than one organisation and praised the resources, events, schemes and competitions they provided to teachers. Teachers commended organisations, such as, An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta, Gael Linn, Conradh na Gaeilge, An Gréasán do Mhúinteoirí Gaeilge, Foras na Gaeilge and An tÁisaonad, St. Mary's University College Belfast.

Promotion of the Irish language outside the Irish lesson. Some teachers wrote about supports that encourage the use of Irish outside the Irish lesson. Table I illustrates some of the school events that encourage the use of Irish

outside of lessons according to the teachers. It should be noted that many of the school events are supported by the Irish Language Organisations.

Table I: Supports for the Promotion of Irish outside the Lesson

- Seachtain na Gaeilge
- Irish events in school (e.g. guest speakers/pop up Gaeltacht etc)
- Gaelbhratach
- Irish Club/Irish Committee
- Competitions, for example, iriseoirí an lae amárach, debates, funding to go to the Gaeltacht
- Gaeilge 24
- Trips to the Gaeltacht
- Summer courses (Gaeltacht courses)

It should be noted that a small number of teachers wrote about the importance of school culture and management in fostering a positive role for the language. Five teachers wrote that posters and signage through Irish supported the promotion of the language outside of lessons.

Open-ended Question: Supports Recommended by Teachers

The teachers were asked: *What supports would you like to promote the Irish language (inside and outside of class). Give recommendations.* Out of the 188 teachers who wrote a statement there were 165 T2 teachers and 23 T1 teachers. Three major themes emerged in the analysis, namely: (i) Continuing Professional Development/Professional Learning Opportunities; (ii) Resources for Irish and (iii) Sharing of Information and Communication with Teachers.

Continuing Professional Development (CPD)/Professional Learning Opportunities. Some of the teachers wrote that they would welcome more opportunities to develop their professional knowledge and skills through high-quality professional development. Different topics appealed to different teachers such as: *“Tuilleadh tacaíochtaí maidir le haonaid spéisiúla a phleanáil agus maidir le múineadh na litríochta ar bhealach nuálach/spéisiúil do dhaltaí.*

Straitéisí don ghramadach a mhúineadh” (F:292, T1) [“More supports to plan interesting units and how to teach literature in an innovative/interesting way for students. Strategies for teaching grammar” (R:292, T1)]. Topics for professional learning of interest to teachers were analysed and teachers’ recommendations are presented in Table J.

Table J: Teachers’ Recommendations for Continuing Professional Development (CPD)

- Teaching Strategies
- General Information about Junior Cycle Irish
- CPD for T1 contexts
- Literature as a resource for planning and teaching
- CPD focused on the skills for the final examination, the types of questions that may arise in the examination and how to link the final examination with units of learning.
- Support Strategies for students with additional educational needs and differentiation methods in class
- Strategies for teaching grammar
- Use of technology in class

Resources for Irish. Some respondents indicated that they would like more resources for Irish. Some teachers suggested that additional resources be provided, for example, textbooks appropriate to the T1 context, a pack of resources with posters and signage in Irish, worksheets and more interactive videos. A few teachers in T2 schools suggested that they would like more short films and that more funding and scholarships should be made available to support students to attend Gaeltacht courses or to go on trips to the Gaeltacht.

Sharing Information and Communicating with Teachers. A small number of teachers recommended that all resources relating to Junior Cycle Irish should be available in one place. “*An t-eolas go léir ar fáil go héasca in aon áit amháin gan a bheith ag cuardach agus ag déanamh scrúdú ar na hacmhainní, go bhfuil muinín agam as cad atá ar fáil.*” (F:34, T2) [“All the information readily available in one place without searching and examining the resources, that I could trust what is available.” (R:34, T2)]. It was recommended that teachers

have access to the recommended and prescribed texts, as well as guidelines for teaching. “*Gach píosa litríochta a bheith ar fáil ar aon suíomh idirlín amháin le hacmhainní dírithe ar chumais dhifriúla na ndaltaí.*” (F:286, T1) [“Each piece of literature available on a single website with resources focused on students’ different abilities.” (R:286, T1)]

A small number of teachers recommended that they would like more guidance on the final examination, for example, success criteria, examples of work that are awarded high marks, guidance on questions, more sample papers and examples of the CBAs at different levels. “*Níos mó samplaí den obair mhaith atá á lorg acu.*” (F:14, T2) [“More examples of good work they are looking for.” (R:14, T2)]

Survey Part Three: Transition Points and Links to Junior Cycle Key Skills

Transition Points

This section focuses on teachers’ views on the transition from primary school to post-primary school (Figure 10), as well as the transition from Junior Cycle to Senior Cycle (Figure 11). A majority of teachers were of the opinion that the specification was not building on the Irish learned by the students in primary school. Only a minority of respondents (11%) considered that the specification was building on students’ Irish as they transferred from primary school. Another significant finding shown here is that a high percentage of respondents (73%) thought that the Junior Cycle specifications were not preparing students for the learning of Irish at Senior Cycle. Challenges regarding transition points are further expanded on in the section of the survey related to teachers’ opinions on the challenges of enacting the specification.

Figure 10: Transition from Primary School

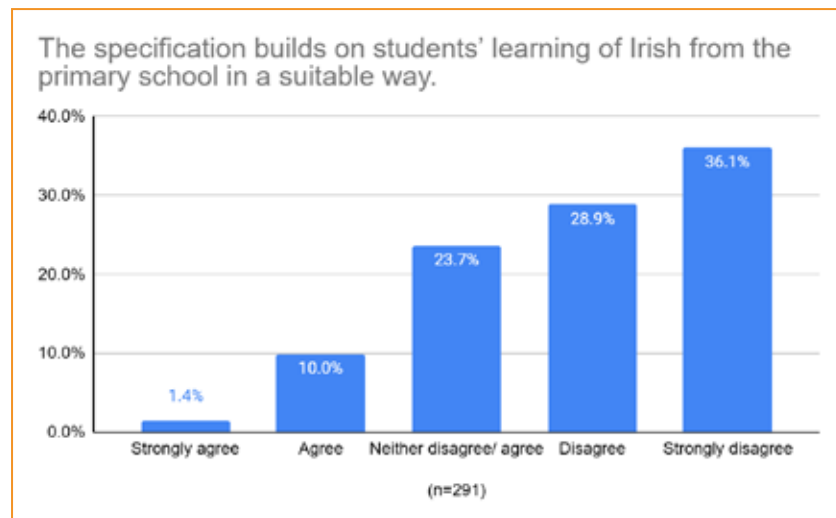
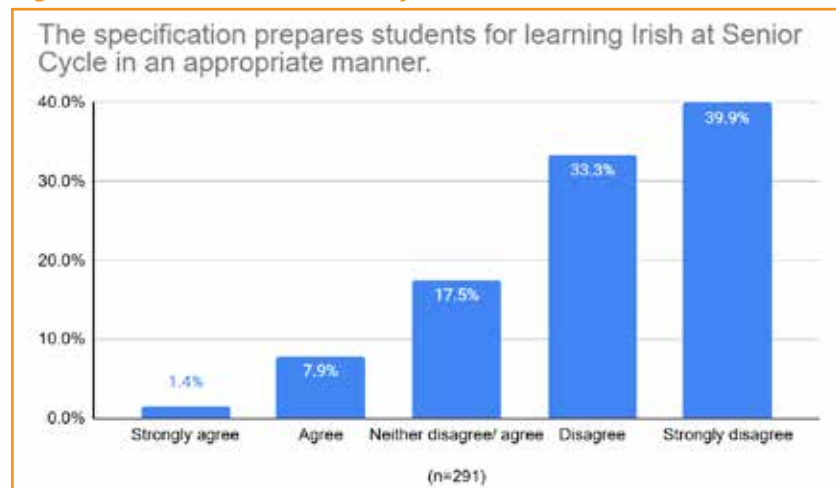


Figure 11: Transition to Senior Cycle



Links to Junior Cycle Framework Key Skills

The teachers' views on the link between the Irish specifications and the Junior Cycle key skills were explored (See Table K). There are eight key skills identified in the Junior Cycle Framework, namely: Being creative, being numerate, being literate, communicating, managing information and thinking, managing myself, staying well and working with others. According to survey respondents, the key skills that are most supported by the Irish language specifications are: Being literate and working with others. With regard to literacy skills, 43% of teachers agreed that the specifications supported the development of the key skill 'to be literate', while 51% agreed that the specifications supported the key skill of 'working with others'. According to the teachers, the key skills that were not supported by the enactment of the specifications were: staying well (65%) communicating (62%), being creative (56%) and being numerate (53%). It could be interpreted from these findings that there was a greater emphasis on developing literacy skills rather than communicative skills in the enactment of the specifications.

Table K: Links between Irish Language Specifications and Junior Cycle Key Skills

(1) Strongly agree; (2) I agree; (3) I do not agree/disagree; (4) I disagree; (5) I strongly disagree.

Statement	1	2	3	4	5
The specification builds on students' learning of Irish from the primary school in a suitable way. (n=291)	4 1.4%	29 10.0%	69 23.7%	84 28.9%	105 36.1%
The specification prepares students for the learning of Irish at Senior Cycle in an appropriate way. (n=291)	4 1.4%	23 7.9%	51 17.5%	97 33.3%	116 39.9%
The Irish Language Specification supports students in developing the key skill "Being creative". (n=291)	3 1.0%	70 24.1%	54 18.6%	77 26.5%	87 29.9%
The Irish Language Specification supports students in developing the key skill "Being literate". (n=291)	7 2.4%	119 40.9%	68 23.4%	46 15.8%	51 17.5%
The Irish Language Specification supports students in developing the key skill "Being numerate". (n=291)	3 1.0%	56 19.2%	77 26.5%	84 28.9%	71 24.4%
The Irish Language Specification supports students in developing the key skill "Communicating". (n=290)	6 2.1%	49 16.9%	55 19.0%	88 30.3%	92 31.7%
The Irish Language Specification supports students in the key skill "Managing information and thinking". (n=290)	3 1.0%	90 31.0%	78 26.9%	55 19.0%	64 22.1%
The Irish Language Specification supports the students of the key skill "Managing myself". (n=291)	8 2.8%	57 19.6%	95 32.6%	68 23.4%	63 21.6%
The Irish Language Specification supports students in developing the key skill "Staying well". (n=289)	3 1.0%	34 11.8%	65 22.5%	87 30.1%	100 34.6%
The Irish Language Specification supports students in developing the key skill "Working with others". (n=290)	19 6.6%	129 44.5%	58 20.0%	45 15.5%	39 13.4%

Survey Part Four: Amendments to Junior Cycle Irish Specifications

Amendments were made to Junior Cycle Irish Specifications (T1 and T2) and Assessment Arrangements for CBA 1 and 2 in response to the *Early enactment review of Junior Cycle Irish L1 and L2* (Mac Gearailt & Ó Duibhir, 2023) in September 2023 (Circular 0015/2023, Department of Education, 2023). The amendments concerned the student cohorts 2022/25 and 2023/26. Further supporting material was provided for CBA2. The amount of literature to be covered was reduced to give students more opportunities to develop oral language skills and spoken interaction in Irish. The list of prescribed literary texts were also amended. Amendments are shown in Table L. An updated circular 0086/2024 is now available based on the revision of the texts by the NCCA.

Table L: Main Amendments for the 2023-2026 Cohort of Students T1 and T2

- Reduction in the minimum number of literary texts recommended for the first year T2
- Reduction in the minimum number of prescribed literary texts for the second and third years T1 and T2
- Amendments to the range of genres for second and third year T1
- Amendments to the range of genres for first year, second year and third year T2
- CBA 1 takes place in the second year
- CBA 2 reimagined in revised assessment guidelines T1 and T2

Respondents were given an opportunity to express their views on the amendments put in place arising from the feedback of the *Early enactment review of Junior Cycle Irish L1 and L2*. These views are reflected in Table M. Many teachers (66%) agreed or strongly agreed with the statement; *I am satisfied with the decrease in the number of texts since September 2023*. A majority of teachers (69%) agreed or strongly agreed with the statement: *I am satisfied that CBA 1 (The Language Portfolio) has moved to second year*. A mix of views was expressed on the updated guidance for CBA 2. These findings could be interpreted as showing a relatively high level of satisfaction with the amendments to the specifications.

Table M: Amendments to the Specifications

(1) Strongly agree; (2) I agree; (3) I do not agree/disagree; (4) I disagree; (5) I strongly disagree.

Statement	1	2	3	4	5
I am satisfied with the reduction in the number of texts since September 2023. (n=291)	83 28.5%	110 37.8%	45 15.5%	32 11%	21 7.2%
I am satisfied that CBA 1 (The Language Portfolio) has moved to second year. (n=290)	75 25.9%	124 42.8%	54 18.6%	17 5.9%	20 6.9%
The updated guidance for CBA 2 (Interacting through Irish) is useful to me as a teacher. (n=291)	25 8.6%	78 26.8%	103 35.4%	51 17.5%	34 11.7%

Survey Part Five: Strengths and Challenges

Open-ended Question: Strengths

Regarding the merits or strengths of the specifications, 159 teachers took the opportunity to answer the open question (question 23): "Please give an example of the three main strengths associated with the enactment of the Irish specifications (T1 and T2)". There were 22 responses from T1 teachers and 137 responses from T2 teachers. Some respondents wrote about challenges rather than strengths in this section (n=28). There was no difference in the strengths mentioned by T1 and T2 teachers. Only a very small number of T1 teachers wrote about the strengths of the specifications. A main strength identified was: benefits for teaching and learning associated with the literature (n=55).

Strengths of Literature. Some of the teachers praised the texts available. They expressed the view that the modern texts on the course were suitable for young people and related to their interests. The provision of texts in a variety of dialects was also mentioned as a virtue. It was evident that students liked certain writers and texts, and that the range of available texts had improved, according to some of the teachers:

• Tá an litríocht níos oiriúnaí do dhaoine óga, tá sé go maith do dhaltáí láidre, is deas an rud é go bhfuil an litríocht agus píosa eile ar fáil sna canúintí difriúla. (F:163, T2)

• [The literature is more suitable (now) for young people, it is good for strong students, it is nice that the literature and other pieces are available in different dialects. (R:163, T2)]

• Téacsanna nua aimseartha gur féidir leis na daltaí ionannú leo, e.g. Cúpla. (F:103, T2)

• [Modern texts that students can identify with, e.g. Cúpla. (R:103, T2)]

• Is maith leis na daltaí na téacsanna cosúil le Katfish agus Cúpla. Bíonn fuinneamh sa rang agus iad sin á ndéanamh againn. (F:41, T2)

• [The pupils like the texts like Katfish and Cúpla. There is energy in the class when we are covering these (R:41, T2)]

• Tugtar deis chun dlíú ar réimse níos leithne téacsanna litríochta ná mar a bhíodh i gceist. Tá níos mó béime ar fheasacht teanga a fhorbairt. Béim ar chomhtháthú litríochta agus ábhair eile (F:292, T1)

• [It provides an opportunity to focus on a wider range of literary texts than before. More emphasis is placed on language awareness. Emphasis on the integration of literature and other subjects (R:292, T1)]

Some of the participants had positive views on the selection of genres and texts and were satisfied that songs, short films and short stories were included:

• Taitníonn an litríocht (méid áirithe) leis na daltaí, na gearscannáin go háirithe - an t-úrsceál agus na gearscéalta. (F:271, T1)

• [The pupils enjoy the literature (a certain amount), especially the short films - the novel and the short stories. (R:271, T1)]

Other strengths mentioned by a small number of participants were:

- Classroom-based assessments
- Teacher agency
- Active interaction and participation
- Creativity in the specification
- Reflection and Learner Self-Awareness
- Recognition of native speakers and culture in the Gaeltacht

Classroom-Based Assessments. Some participants identified CBA 2 as a strength, for example: *Braithim go bhfuil MRB2 mar chuid mhaith den chúrsa (F:286, T1) [I feel that CBA2 is a good part of the course. (R:286, T1)].* There were a small number of teachers who thought that CBA2 supported them to emphasise speaking skills in class. That said, it was suggested that it should be awarded summative marks to acknowledge students' work and to encourage students:

• *Is maith liom an tasc cumarsáideach ach ní bhaineann sé le haon rud agus tá fhios ag na scoláirí. (F:21, T2)*

• *[I like the communicative task but it's not associated with anything and the students know that. (R:21, T2)]*

• *Fiúntas éigin ag baint le MRB2 - cur i láthair ranga atá ann i ndáiríre, ach ní leor é. (F:231, T2)*

• *[CBA2 has some merit - it's really a class presentation, but it's not enough. (R:231, T2)]*

A few teachers were of the opinion that the portfolio CBA1 had merits such as opportunities for creativity ($n=5$), developing skills opportunities ($n=1$) and fostering opportunities to create pride in learning ($n=1$).

Teacher Agency. A small number of teachers ($n=10$) praised the teacher agency as a part of the enactment of the specifications, for example, that teachers have opportunities to use different approaches, and choose different

texts and topics: *"Tá a lán saoirse ag an múinteoir aonaid oibre a phleanáil bunaithe ar na snáithe" (F:178, T1). [Teachers have a lot of freedom to plan units of work based on the strands" (R:178, T1)]. "Saoirse an mhúinteora chun ranganna a chruthú bunaithe ar chumas agus suimeanna na ndaltaí" (F:256, T2). [Teachers' agency to create lessons based on students' abilities and interests. (R:256, T2)].*

Active interaction and participation. Some of the teachers ($n=9$) suggested that students had opportunities to engage in pair and group work and that this supported them to be more involved and active in class.

Creativity in the specification. A small number of teachers ($n=7$) wrote that students had the opportunity to think and be creative.

Reflection and Learner Self-Awareness. A small number of teachers ($n=7$) considered that students had a greater opportunity to reflect on their work:

• *Tugann sé deis do na dalta athbhreithniú a dhéanamh ar a gcuid oibre agus a bhfoghlaím. (F:191, T2)*

• *[It enables students to review their work and learning. (R:191, T2)]*

Recognition of Native Speakers and Culture in the Gaeltacht. A small number of teachers wrote that there was a link between the T1 specification and Gaeltacht culture as recognition is given to native speakers.

Open-ended Question: Challenges

Participants were given the opportunity to share their views on the main challenges of enacting the T1 and T2 specifications. Teachers' views on the challenges are discussed here.

A total of 211 teachers responded to this question. Responses from teachers in T2 schools and teachers in T1 schools were analysed separately. In general, the same challenges were reflected in both school contexts and examples from both contexts are given below. The main challenges in enacting the

specifications shown in the survey were: (i) speaking the language (n=101); (ii) the literature (n=102); (iii) the final examination (n=53); (vii) students' standard of Irish (n=39); and (v) the specifications themselves (n=35).

Many teachers wrote about the challenges associated with literature. In these responses, teachers expressed concern about the amount of literature to be covered. Some teachers felt that this was not achievable within the time frame allocated to Irish. Some teachers expressed the view that this strong emphasis on literature was only suitable for the most academic students. Some teachers expressed the view that students in first year did not have enough Irish to undertake the study of literary themes and that it would be more worthwhile to focus on their ability to communicate in Irish. Some teachers also expressed frustration that it was never clear what kind of question about literature would come up on the examination paper. It was evident from the responses that classes were spending a lot of time on literature due to the amount of literature to be covered and the backwash from the final examination. Some teachers were of the opinion that students were not interested in literature. The opinion was expressed that this emphasis on literature was turning some of the students against Irish and fostering a practice of rote learning as many students did not have sufficient language skills to discuss the literature. Overall, teachers were of the opinion that this sort of a focus on literature was too difficult for many students. A few teachers were of the opinion that using subjects/topics would be more worthwhile.

• *An iomarca béime ar fad ar an Litríocht, arís go háirithe don Ardleibhéal. Ag súil le scoláir a chur ag caint/ag plé na litríochta trí mheán na Gaeilge nuair nach bhfuil siad ábalta nó sásta é sin a dhéanamh trí mheán an Bhéarla fiú an chuid is mó den am. Míréadúil ar fad. (F:285, T2)*

• *[Too much emphasis on literature, especially for the Higher level. Expecting students to talk/discuss literature through the medium of Irish when they are even unable or unwilling to do so through the medium of English most of the time. Totally unrealistic. (R:285, T2)]*

• *An iomarca béime ar an litríocht, níl go leor ama le scileanna teanga a fhorbairt. Ní oibríonn an treoir a thugtar gur cheart don fhoghlaim uile eascairt ón litríocht go practiciúil. B'éigean dúinn filleadh go cur chuige téamach, in ainneoin go moltar dúinn gan seo a dhéanamh. (F:265, T2)*

• *[Too much emphasis on literature, not enough time to develop language skills. The guidance provided that all learning should stem from literature does not work in a practical way. We had to return to a thematic approach, despite the fact that we are advised not to do this. (R:265, T2)]*

The main challenge identified by many teachers was that there was not enough emphasis on speaking the language and not enough recognition for spoken Irish. Responses showed that there was not enough space to focus on speaking Irish in class due to the volume of literature to be covered, and the fact that an oral examination is not part of the summative assessment at Junior Cycle. Many teachers expressed dissatisfaction about this, as they were of the opinion that the focus should be on speaking Irish to encourage the use of Irish as a living language. The view was expressed that the lack of emphasis on speaking the language both in class and through assessment was not suitable for very many students. Many of the teachers recommended that an oral examination should form part of the summative assessment to promote the speaking of Irish and to support the students in preparing for an oral examination at Senior Cycle:

• *Níl go leor ama tugtha do labhairt na Gaeilge. Ba chóir go mbeadh béaltriall ann agus marcanna ag dul leis. Spreagfadh seo na daltaí chun iarracht níos mó a dhéanamh leis an Ghaeilge sa rang agus taobh amuigh. (F:278, T1)*

• *[There is not enough time allocated to spoken Irish. There should be an oral test with marks. This would encourage the students to make more of an effort with Irish language inside and outside of class. (R:278, T1)]*

Phase Two

• *Ceann de na dúshláin is mó ná nach bhfuil aon mheasúnú béil mar chuid den scrúdú stáit. Tá sé deacair tuiscint a fháil ar conas is féidir linn cumarsáid a chur i gcoirlár an churaclaim agus ag an am céanna neamhaird a dhéanamh ar an scil is cumarsáidí dá bhfuil ann – an labhairt. Bíonn cuid mhór daltaí láidir ó bhéal ach ní léirítear a gcumas sa mhéid a chuirtear san áireamh don mharc deiridh. (F:285, T1).*

• *[One of the biggest challenges is that there is no oral assessment as part of the state exam. It is difficult to understand how we can put communication at the heart of the curriculum while ignoring the most communicative skill of all - speaking. Many students are strong orally but their ability is not reflected in what is taken into account for the final mark. (R:285, T1)]*

There was a strong connection between the themes of speaking Irish and the literature. Time constraints were raised in these responses. Some respondents indicated that there was not enough time to cover the course or to make significant progress on Irish in two or three classes a week.

Another challenge that emerged in the analysis was the final examination. Some teachers were of the opinion that the exam was too difficult, that the questions were too open and difficult to predict and that this made it very difficult to support the students to prepare for the exam. A few respondents also expressed dissatisfaction with the grading system and considered that it was extremely difficult to achieve a 'gradam' [distinction]. Both T1 and T2 teachers expressed this view. It is important to note that the Junior Cycle grade bands were changed in April 2025 (Department of Education & Youth, 2025). There will be the same number of grade bands as before with the top four grade descriptors (Distinction, Higher Merit, Merit, and Achieved) being evenly distributed in bands of fifteen percentage points. There are two further grade descriptors - *Partially Achieved* and *Non graded* and these are distributed across grade bands 0-20 and 20-40. It is envisaged that more students will achieve higher grade descriptors in Irish as a result of this change.

As previously discussed, an interesting challenge that emerged in the analysis was that some T2 teachers were of the opinion that students did not have the appropriate standard of Irish when leaving primary school to undertake the Junior Cycle Irish specification. In some cases, teachers in T2 schools wrote that they had to start from the very beginning with first year students and teach them the basic structures of the language. Some T2 teachers were of the opinion that there was a significant gap between primary and post-primary school regarding the standard of Irish:

• *Cumas na ndaltaí ag teacht isteach sa mheánscoil. Ní bhíonn na haimsirí acu. Fadhbanna móra le comhréir. Deacair anailís a dhéanamh ar litríocht agus tuairimí a chur in iúl nuair nach mbíonn na bunchlocha acu. (F:102 T2)*

• *[Competency of students coming into secondary school. They don't know the tenses. There are major problems with syntax. It is difficult to analyse literature and express opinions when they don't have the basic structures. (R:102 T2)]*

Some of the teachers expressed dissatisfaction with the content of the specifications. In some cases, teachers thought that the specifications were too broad, unclear and that there were too many learning outcomes. Some teachers felt that there were no clear links between the specification, classroom practice and the final examination.

With regard to the challenges discussed in this section, there are clear connections across themes, for example, the challenge of discussing literature for many students, the students' standard of Irish, the lack of emphasis on speaking Irish, time constraints and transition points.

Section Four: Report on Focus Groups

This section is divided into two parts. First of all, themes arising from focus groups with students in the T1 case study schools are discussed. Themes arising from focus groups with T2 students are then explored. Students in T1 schools spoke in Irish and an English language translation of student quotes has been provided here. As explained in the methodology chapter, template analysis was used to analyse the data from the focus groups. A mixture of deductive themes, i.e. the themes previously identified, and inductive themes are presented in this section. The themes discussed are presented at the beginning of each section.

Focus Groups with Students in the T1 Context

This paragraph describes the main themes arising from the focus groups with students in T1 schools ($n=58$). Students' experiences are discussed under the following main themes:

- Students' views on the enactment of the specification
- The transition from primary school
- Strands of the Specification - Communicative Competence, Language and Cultural Awareness and Learner Self-awareness
- Study of Literature
- Use of Technology
- Assessment

- Use of Irish outside class
- Incentives for the promotion of Irish
- Student Opinions and Recommendations regarding differentiated provision.

Irish was the home language or one of the home languages of some of the students who took part in the T1 focus groups. Other students had English as a home language and a small minority had a home language other than Irish or English.

Students' Views on the Enactment of the T1 Specification

At the beginning of the focus groups, students were asked to discuss aspects of the specification that they enjoyed or did not enjoy. Students expressed positive views on aspects of the enactment of the specification that they enjoyed. Many students spoke about poems, songs, short stories or short films that they enjoyed, and these views are further discussed under the theme of literature. Students reported that they enjoyed when they had opportunities to be active in their learning. For example, students in Scoil A (Gaelcholáiste) spoke about a play they did in Irish in first year and that had a positive influence on them. Other students explained that they enjoyed when they had the opportunity to work in groups and/or do projects. Students in Scoil F (Irish-medium Stream) for example, created a video about cyberbullying based on research that they did in class and students in Scoil B (Scoil Ghaeltachta) did a project about history in a particular Gaeltacht area. Students expressed positive views on the use of technology as a support for the learning of Irish.

Many students expressed negative views about the amount of time spent on reading and writing in Irish lessons. Many students were of the opinion that a large amount of time was spent on reading and writing in Irish lessons. Students expressed the view that an emphasis was placed on preparation for the summative examination and that this detracted from time for talk and discussion or active tasks. Students expressed a variety of views regarding grammar but it was clear that learning grammar was very challenging for many of the students. Some of the students were interested in grammar and in particular some of the students in Gaeltacht schools were interested in learning about the differences between dialect and standardised Irish. Some students expressed negative views about studying literature due to some of the texts as well as the amount of literature to be covered. The majority of students were of the opinion that they would like to see a greater emphasis on speaking Irish at Junior Cycle and that they wanted more opportunities to focus on speaking Irish in Irish lessons.

Transition from Primary School

Overall, the T1 students were happy with the transition from primary to post-primary school in terms of the standard of Irish and learning Irish. All of the students in the Gaeltacht-based case study schools had attended Gaeltacht primary schools and students in Gaelcholáistí had transferred from Irish-medium primary schools: *“Bhí sé ar an leibhéal ceart. Ní raibh sé ródheacair. Thuig chuile dhuine gach rud”* (Scoil B, Scoil Ghaeltachta). *[It was at the right level. It wasn't too difficult. Everyone understood everything* (School B, Gaeltacht School)]. However, the students in the Irish-stream expressed disappointment with their competency with regard to grammatical accuracy as they began their first year in post-primary school.

Strand 1: Communicative Competence

The language skills that fall within the strand of communicative competence in the specifications are: spoken production, listening, reading, writing and spoken interaction. Students were of the opinion that the summative examination had a strong impact on activities in class and that plenty of

time was spent preparing for questions that may appear on the exam paper. It was evident that reading and writing activities were particularly time-consuming and that students would like to have more opportunities to discuss topics or engage in interactive tasks. Students in two schools felt that there was a difference between first year and second year and that there was a greater opportunity to focus on speaking Irish in the first year. Students gave examples of class tasks in which they were active and that supported their communicative competency, for example: a group discussion about a poem, designing a video based on a project, preparing a presentation on *Powerpoint* based on a topic, writing blogs about a novel, writing a new ending, responding to poetry through art, composing a poem, using writing frames and participating in group projects.

- *Is cuimhin liom i mbliain 1, bhí muid ag déanamh “Yu Ming (is ainm dom)” rinne muid deireadh nua a scríobh. I mbliana fosta do Sheachtain na Gaeilge ag cumadh dáin fosta le focail áirithe. (Gaelcholáiste, Scoil A)*
- *[I remember in first year, we were studying “Yu Ming (is ainm dom)” we wrote a new ending. We also composed poems with certain words this year for Seachtain na Gaeilge (Gaelcholáiste, Scoil A)].*

It was evident however that there was not enough time to engage in the more active and creative approaches. In some cases the standard of Irish in texts was challenging and students explained that they spent a lot of time trying to understand them. Students reported that the amount of work to be covered and the preparation for the exam negatively impacted on time for discussion or spoken interaction.

Strand 2: Language & Cultural Awareness

A mix of views were expressed about the learning of grammar and it emerged that the learning grammar was very challenging for many of the students *“Tá sé ródheacair. Tá sé a lán just chun é a chuimhniú.”* (Sruth lán-Ghaeilge, Scoil

F) [*It is too difficult. It's a lot to just remember.*] (Irish-medium Stream, School F.) Students in Gaeltacht schools found that learning standardised Irish was challenging because of the difference between standardised Irish and their own dialect, and also because of the difference between grammar in spoken and written Irish. Some of the students explained that they had to reflect on grammatical accuracy while writing.

- *Bíonn rialacha istigh sa scríbhneoireacht nach mbíonn i gceist sa chaint. Rud éigin difriúil le scríobh ná a d'fhoghlaim tú ón lá a rugadh tú. Agus tá a fhios agam cad ina thaobh go bhfuil an caighdeán curtha i bhfeidhm. Toisc go bhfuil na canúintí difriúil, caithfimid slí Chun teacht le chéile, muid ar fad. AchTá sé dúshlánach!* (Scoil Ghaeltachta, Scoil E)
- [*There are rules in the writing that do not apply in the speech. You need to write something that is different than you learned from the day you were born. I know what the standard is. Because the dialects are different, we have to have a way.... To come together, all of us. But... it's challenging!*] (Gaeltacht School, School E)

Some of the students were very interested in grammar and enjoyed learning rules and having explicit knowledge of the structure of the language.

- *Is maith liomsa foghlaim faoin ngramadach. Bhuel, maidir leis an gcanúint ina labhraímid ó lá go lá, tá a fhios agat go ndeirimid rudaí ar shlí difriúil ó atá ceart leis an ngramadach. Mar, ní thuigeann tú na rudaí a bhíonn tú ag rá mícheart agus difriúil ó tá ceart ó thaobh na leabhar de.* (Scoil D, Scoil Ghaeltachta)
- [*I like to learn about grammar. Well, when it comes to the dialect which we speak day to day, you know that we say things differently from what is right grammar wise. Because, you don't understand what you're saying is inaccurate and different from what is accurate in books.*] (School D, Gaeltacht School)]

Students reported that there were a combination of approaches used when learning grammar. In some cases, students were developing strategies to help them to recall the rules, through regular revision and finding patterns in context. In other cases, the students were writing down rules in class. Some of the students mentioned that it helped them to see grammar rules on posters in school.

Students indicated that they were interested in learning about different dialects and that this was important to be able to understand people in other places. *"Cabhraíonn sé le foghlaim agus a fheiceáil cén chaoi a bhfuil an Ghaeilge timpeall an tír, cén chaoi a bhfuil daoine eile á labhairt. Más an teanga céanna é, bíonn bealacháí difriúla é a labhairt"* (Scoil D, Scoil Ghaeltachta). [*It helps to learn and see how the Irish language is around the country, how others are speaking it. If it's the same language, there are different ways to speak it* (School D, Gaeltacht School).]

There were links between the Gaeltacht schools and the local community, and students recognised that the areas in which they lived created an opportunity for them to speak Irish as a community language. Irish was spoken by Gaeltacht students at home, at school and in the community. In one Gaeltacht school, guests from the area were given the opportunity to come into school and talk about the Irish language in their lives or the benefits of knowing Irish for them. One of the Gaeltacht schools had linked with another Gaeltacht school, and students really enjoyed visiting the other Gaeltacht area.

When the students in T1 schools outside the Gaeltacht had opportunities to attend a Gaeltacht course or to go on a trip to the Gaeltacht, this had a very positive impact on students' attitudes. *"Tá, like, na siopaí trí Ghaeilge, tá gach rud trí Ghaeilge freisin. Tá, like, na rudaí ar an bóthar. Nuair a deireann siad STAD, sin as Gaeilge. Tá tú ag léamh Gaeilge, tá tú ag cloisteáil Gaeilge, 24/7"* (Scoil C, Gaelcholáiste). [*Yes, like, the shops are through Irish, everything is through Irish as well. Yes, like, the signs on the road. When they say STAD, that's in Irish. You are reading Irish, you are hearing Irish, 24/7.*] (Scoil C, Gaelcholáiste).] Some students outside the Gaeltacht indicated that they would welcome more opportunities to attend Gaeltacht courses so that they would have an opportunity to be immersed in Irish.

Strand 3: Learner's self-awareness

The strand of learner's self-awareness will be explored further in the third year of the study. At this point of the research, learner's self awareness did not emerge as a main theme in the samples of classroom practice shared by the students with the researchers. It was evident that technology was utilised to support students to develop self-awareness as language learners. Digital games were used to support students to revise work and to provide them with feedback. Technology was beneficial to support students to focus on specific linguistic structures and/or to ensure their understanding of some of the texts. Some students in T1 schools were using the most difficult levels of Duolingo to revise and to consolidate their knowledge of grammar. Teachers and students also used dictionary tools in Irish. Dictionary tools can support independent learning as students search for information themselves. Students in some schools participated in project work which gave them an opportunity to develop some language learner self-awareness skills as the project was divided among the group and they were involved in a process of planning, drafting, redrafting and presentation. Some students also explicitly noted that reading texts in Irish supported their language awareness, it was therefore evident that some students realised that they could develop their knowledge of Irish through reading texts in Irish. These are some examples of the development of language learners' self-awareness at this point of the research. It would be expected that further examples of language learner's self-awareness will emerge in the next stage of the research.

Study of Literature in Irish

Students shared their views on some of the texts they studied. They gave examples of poems, songs, novels, and short films that they enjoyed. Students enjoyed when the text was relevant to their own lives; for example, when teenagers were in the story or if the text was related to their interests. They enjoyed modern stories, when there was tension in a story, and when the language was at the right level, being neither too difficult nor too easy. For example, many of the students spoke about the short story *An Cluiche Mór*.

• *Bhí An Cluiche Mór maith dúinn mar imríonn mé camogie agus imríonn daoine eile iománaíocht. (Scoil A, Gaelcholáiste)*

• *[An Cluiche Mór was good for us because I play camogie and others play hurling. (School A, Gaelcholáiste)]*

• *Tá sé suimiúil agus bíonn tú ag iarraidh a fháil amach céard a tharlós. Ní bheadh a fhios agat céard atá chun tarlú. (Scoil B, Scoil Ghaeltachta)*

• *[It's interesting and you want to know what's going to happen. You don't know what's going to happen. (School B, Gaeltacht School)]*

According to some students, studying different texts helped their language development, through learning new vocabulary and expressions, learning grammar in context and learning about different dialects.

• *An Mianadóir agus Daideo, sin an dhá scéal mar na rudaí a bhfuil ag tarlú, tá siad ábhartha iad a léamh i nGaeilge so tá sé just go deas a bheith ag léamh trí Ghaeilge. Tá sé go deas go bhfuil Gaeilge sách láidir sa phrós seo go bhfuil muid ag foghlaim trí Ghaeilge seachas trí Bhéarla. Tá sé deas go bhfuil muidne difriúil agus go bhfuil muid in ann a bheith ag forbairt trí teanga na tíre. (Scoil D, Scoil Ghaeltachta)*

• *[An Mianadóir and Daideo, that's two stories because of the things that are happening, they are relevant to read in Irish so it's nice just to be reading through Irish. It's nice to know that we're learning Irish rather than English. It is nice that we are different and that we are able to develop through the language of the country. (School D, Gaeltacht School)]*

• *Tugann sé níos mó stór focal dúinn. Tá focla nua á fhoghlaim againn m.sh. léigh muid úrscéal darb ainm 'Pinkie sa nGaeltacht' agus bhí sé i gcanúint difriúil do chanúint XXXX agus d`fhoghlaim muid focla úrnua mar bhí muid ag léamh scéal i gcanúint difriúil. (Scoil B, Scoil Ghaeltachta)*

- *[It gives us more vocabulary. We are learning new words e.g. we read a novel called 'Pinkie in the Gaeltacht' and it was in a different dialect for the XXXX dialect and we learned totally new words because we were reading a story in a different dialect. (School B, Gaeltacht School)]*

Many of the students enjoyed poems and songs and shared examples that they liked. Some students found it easier to learn poems/songs because of the rhythm and repetition, and because they were easy to practise and remember.

The majority of students enjoyed the short films. They explained that they were easy to understand and that the short films were a kind of a break from reading and writing. Students reported that it was easy to revise the short films if they missed a class because they had easy access to them online and that there was good support material available.

Some students felt that they had too much literature to cover and that this volume of literature put them under pressure. Certain students reported that some of the texts were too difficult for them, that they were outdated and that they were unable to read them independently.

- *Bhain mé triail as é - na caibidil a léamh arís ach just, ach ní dhearna sé aon chiall agus bhí sé dialect - canúint Gaeilge difriúil freisin. Ach, níor thuig mé é céad faoin gcéad agus ansin bhí mé chomh cailte. (Scoil C, Gaelcholáiste)*

- *[I tried it - to read the chapters again but it just made no sense and it was the dialect - a different Irish dialect too. But, I didn't understand it one hundred percent, I was so lost. (Scoil C, Gaelcholáiste)]*

It was evident that it took a lot of time to read some of the texts and that teachers had to spend time explaining the language. These results could be interpreted as showing that there are benefits associated with studying the language and with the choice of genres provided. Consideration should be given to the volume of literature to be covered and the relevance of texts for different classes and students. It is clear that different texts are suitable for different learning contexts/different learners.

Use of Technology

Technology was used as a resource to support the learning of Irish in most of the T1 case study schools. *Kahoot!*, *Blooket* and *Quizlet* were used on a regular basis. Students reported working on individual and/or group assignments based on grammar, vocabulary development and questions related to the literature. Other examples of the use of technology were: *iMovie* to make videos, the use of powerpoint for presentations, writing blogs, podcasts, online dictionaries and finding online resources. Students in one school used Duolingo. They chose the more difficult levels to practise their grammar. Students were positive about the use of technology as a resource.

Assessment

Assessment is explored under two themes, namely classroom-based assessments and the final examination. Students in three schools had experience of Classroom-Based Assessment One: The Language Portfolio. Some of the students indicated that the CBA tasks put extra pressure on them. The strongest opinion expressed was that summative marks should be awarded for the CBAs due to the workload involved.

- *Ba chuma linn an MRB a dhéanamh, l`d say, dá mbeadh marcannaí ag dul dó ach is é an rud atá ag cur isteach ormsa ná go bhfuil sé ag tógáil ón fhoghlaim agus nach bhfuil tada ag dul dó go bhfuil sé ag tógáil suas seachtain nó coicís den curaclam ó na rudaí a chaitheas muid a fhoghlaim agus obair a chur isteach iontu. (Scoil B, Scoil Ghaeltachta)*

- *[I'd say, we wouldn't mind doing the the CBA if there were marks going for it but what's bothering me is that it's taking time from learning and nothing is going for it, it's taking a week or a fortnight from the curriculum that we have to learn and put work into. (School B, Gaeltacht School)]*

Some students reported that they felt that the CBAs were a waste of work as there were no marks awarded for them. The point was raised in one school that students could use tools such as *Google Translate* or *ChatGPT* to prepare for a CBA whereas an oral Irish examination would give a better insight into proficiency in Irish. None of the students taking part in the focus groups had experience with CBA 2: *Interacting through Irish*. CBA 2 is undertaken in the third year of Junior Cycle and the focus groups with students were held with second year students who had not yet had the opportunity to undertake CBA 2. More information on the CBAs will be gathered in the third report related to this research.

It emerged that the summative assessment had a big impact on teaching and learning in class and that the students were preparing for the final examination in class. Some students expressed dissatisfaction with the lack of clarity around exam questions. Although students had put a lot of effort into their learning, they were concerned that what they had learned would not be useful for the exam. Many students strongly recommended that an oral examination form part of the summative assessment at Junior Cycle. They reported that an oral examination was necessary to give recognition to spoken Irish and to create space in class to focus on the development of oral skills.

Use of the Irish language outside the lesson

Irish was the communicative language of the school in all T1 schools except in the Irish-medium strand which was based in an English-medium post-primary school. Some of the students in Gaelcholáistí used some Irish at home and students in the Gaeltacht used Irish at home, at school and in the community. A whole school approach was adopted in T1 schools to support the promotion of Irish through various competitions, focusing on common grammatical mistakes, and the use of print in the environment - showing proverbs or puzzles to be solved, for example.

The community in the Gaeltacht provided additional opportunities for language enrichment and normalisation of the use of Irish.

• *[Agus tá baint ollmhór leis an Ghaeilge leis an gcultúr áitiúil - peil Ghaelach, rásaí báid, iad sin uilig. Tá baint ollmhór leis an Ghaeilge leis agus bíonn muintir na háite den chuid is mó ag labhairt Gaeilge acu agus ag na féiltí. Tá sé go deas an Ghaeilge a fheiceáil agus na daoine leis na traidisiúin uilig]* (Scoil D, Scoil Ghaeltachta).

• *[And Irish is very much associated with local culture - Gaelic football, boat races, all of that. Irish is totally linked with it and the locals mostly speak Irish at events and at the festivals. It is nice to see Irish and the people with all of the traditions]* (School D, Gaeltacht School)].

The use of Irish outside the school was more limited for the students in the Gaelcholáistí but they reported that they used Irish at home with parents or siblings and when they were playing sports with friends from the school.

Incentives for Irish

There were many incentives in place to support the promotion of Irish in T1 schools such as:

- Irish Language Committees
- *Gaelbhratach* scheme - *Gaelbhratach* Committee
- School events - Quiz, céilithe
- Local Guests who spoke about the importance of Irish or the benefits of knowing Irish for them
- Guests - poets, singers, writers
- Various Competitions
- Rewards for efforts in the Irish - voucher for lunch or a local shop
- School Trips
- Trips to the Gaeltacht
- Events between schools - sporting events and pen-friends
- *Gaeilge 24*
- A print-rich environment with a particular focus on linguistic accuracy or enrichment
- Seachtain na Gaeilge

Students had the opportunity to participate in the promotion of the Irish through participating in the Irish committees or in the *Gaelbhratach* committee. One school had pen-pals and students had the opportunity to meet their pen-pals after having written to them. Students really enjoyed this:

- *Bhí cairde pinn againn chomh maith, ag scríobh go dtí Gaelcholáiste XXXX. Seachtain ó shin chuamar suas go dtí na scoile chun bualadh leo. Chaitheamar an lá ag déanamh spóirt agus ag labhairt. Bhí Tráth na gCeist chomh maith agus bhí sé sin an-taitneamhach agus bhíodar san ag teacht chugainne chomh maith agus bhí céill againn. (Scoil E, Scoil Ghaeltachta)*
- *[We also had pen-friends, writing to Gaelcholáiste XXXX. A week ago we went to school to meet them. We spent the day playing sports and talking. We also had a quiz and it was really enjoyable and they were coming to us as well and we had a céill. (School E, Gaeltacht School)]*

It was evident from students' reports that a great deal of effort was made to develop positive attitudes towards Irish on a whole school basis outside of class.

Students' views on Differentiated Provision

Students were given an opportunity to share their views on the differentiated provision of T1/T2 at Junior Cycle. Many of the students agreed that there should be a different specification for T1 schools, in principle, as the T1 students would be more fluent in Irish than the students attending English-medium post-primary schools. T1 students were of the opinion that they had an advantage in terms of competence in Irish.

On the other hand, many of the students were of the opinion that the current provision was not fair to T1 students because of the workload they had to cover and because it is so difficult for them to achieve a *gradam* [distinction] in Irish.

Many students felt that they were at a disadvantage due to the differentiated provision for T1 schools.

- *Tá i bhfad níos mó le déanamh againn. Tá muid líofa but tá i bhfad níos mó de gach rud le déanamh againn. (Scoil A, Gaelcholáiste) Tá sé i bhfad níos deacra dúinne *gradam* a fháil. Ní shileann muid go bhfuil sé rófhéarálite. (Scoil A, Gaelcholáiste).*
- *[We have much more to do. We are fluent but we have much more of everything to do (Scoil A, Gaelcholáiste). It is much more difficult for us to get a distinction. We don't think it's very fair (School A, Gaelcholáiste)].*

Students in the three Gaeltacht schools raised the point that undertaking a T1 specification in both Irish and English was challenging and they questioned this. Hence, they were indicating that there is not a T2 specification for English.

- *Níl aon fhadhb agamsa i ndáiríre leis an bpáipéar T1 atá le déanamh sa nGaeilge; is smaoineamh maith é i ndáiríre mar go bhfuil sé ag déanamh an cúrsa níos oiriúnaí do dhaoine ar chainteoirí dúchais iad ach cén fáth nach ndéanaimid páipéar T2 sa mBéarla nuair a chaitheas muid teanga nua a fhoghlaim le haghaidh an Teastas Sóisearach (Sraith Shóisearach) i gcomparáid le na daoine a labhraíonn Béarla agus go bhfuil páipéar níos éasca acub sin sa nGaeilge. (Scoil D, Scoil Ghaeltachta)*
- *[I really have no problem doing the T1 paper in Irish; it's a good idea because it's making the course more suitable for native speakers but why don't we do a T2 paper in English when we need to learn new language for the Junior Cycle compared to people who speak English and have an easier paper in Irish. (School D, Gaeltacht School)]*

The point was also made that it is challenging for newcomer students to undertake the T1 specification.

Emerging Recommendations from Students in T1 Contexts

The main emerging recommendations of T1 students were: (i) to include an oral examination as part of the summative assessment at Junior Cycle and (ii) to increase the supports available.

Oral Examination. The main recommendation from students was that an oral examination should form part of the summative assessment for Irish at Junior Cycle. Students recommended that an oral examination be provided to create more opportunities for talking and discussion in class and that they be given recognition for the oral skills they had acquired.

• *Ceapaimse go gcuirfeadh sé ar mo chomord mé mar gur cainteoir dúchais mé i gcomparáid leis an staidéar a chaithfidh tú a dhéanamh le haghaidh scrúdú scríofa. Thabharfadh sé seans dúinn an Ghaeilge atá againn a chur i dtreo an teastas sóisearach mar go bhfullimid ag fás suas á labhairt. (Scoil D, Scoil Ghaeltachta)*

• *[I think it would put me more at ease as a native speaker compared to the study you have to do for a written exam. It would give us a chance to put the Irish we have towards the Junior Certificate because we are growing up speaking the language. (School D, Gaeltacht School)]*

The students also recognised that writing and speaking are different skills and recommended that students should have the opportunity to demonstrate their knowledge and standard of Irish through speaking the language: “*Agus b`fhéidir go bhfuil duine éigin níos fearr ag labhairt ó bhéal seachas sa scríobh agus ní chionn tú é sin i scrúduithe. Ní chionn tú go bhfuil siad go maith ag labhairt go líofa*” (Scoil E, Scoil Ghaeltachta) [*And maybe someone is better at speaking than at writing and you don't see that in exams. You don't see that they can speak fluently* (School E, Gaeltacht School)]. Some of the students also explained that more emphasis should be placed on speaking Irish as speaking is the most important communication skill:

• *Má tá tusa ag iarraidh a bheith ag caint le duine éicint as Gaeilge, ba cheart go mbeadh cleachtas déanta agat féin ar an chaint agus ar an chumarsáid seachas a bheith ag déanamh scrúduithe scríbhneoireachta nach bhfuil in ann cúnamh a thabhairt duit sa saol ag iarraidh a bheith i dteagmháil le daoine eile. (Scoil D, Scoil Ghaeltachta)*

• *[If you want to talk to someone in Irish, you should have practised speaking and communicating yourself rather than doing written exams that can't help you in life if you want to connect with other people. (School D, Gaeltacht School)]*

More Supports. Some of the students said they would welcome more supports such as audiobooks in Irish, more local texts and textbooks. Some students would also welcome support to help them to learn the subject specific vocabulary related to the other subjects in Irish. This recommendation concerns further support for learning other subjects through Irish. Some students explained that some of the terminology related to other subjects was challenging. The themes that emerged from the focus groups with students in T2 contexts are now presented.

Focus Groups with Students in T2 Contexts

The main themes arising from the focus groups with students in T2 post-primary schools are discussed in this section. Students' experiences are explored under the following main themes:

- Students' views on the Enactment of the Specification
- Transition from Primary School
- Strands of the Specification - Communication Competence, Language and Cultural Awareness and Learner Self-awareness
- Study of Literature
- Use of Technology

- Assessment
- Use of Irish Outside the Lesson
- The Importance of the Teacher
- Students' Recommendations and Opinions about Differentiated Provision.

Focus groups with students in T2 case study schools were conducted through English. T2 students had English and/or languages other than Irish or English as home languages.

Student views on the implementation of the T2 Specification

It is evident from the analysis of focus groups that the students enjoyed when they had the opportunity to be active in their learning and when they had the opportunity to speak Irish. Students shared examples of active approaches - such as, games and pair/group work - that helped them use Irish in class. More examples are discussed under the theme of Communicative Competence. Some of the students enjoyed some of the texts. The students benefitted from the use of technology and they enjoyed this. Students' prior experiences of learning Irish in primary school had a huge impact on their learning experiences in post-primary school.

Students agreed that they would like to have more opportunities to focus on speaking Irish. They were all in agreement that they wanted to be able to speak Irish. Many of the students struggled with the work based on the literature because, in their opinion, they did not have enough language to discuss the content. The pressure to cover the literature and to be prepared for the exam fostered a tendency among students to memorise sentences or sample extracts. The students expressed negative views about the amount of writing they had to do in Irish lessons.

Transition from Primary School

Students' opinions on the transition from primary to post-primary school varied greatly in relation to the learning of Irish. It was clear that the transition

was highly dependent on the standard of Irish they had from primary school and that there was a huge difference across primary schools and between individual teachers at primary level in terms of the teaching of Irish. Some students thought that the transition was fine and that there was some revision of the work from primary school in Irish lessons in first year. However, other students thought otherwise, and they expressed the view that learning Irish in post-primary school was very difficult for them as they had not learned enough Irish in primary school. Interestingly, students who attended T1 primary schools were of the opinion that their standard of Irish had really fallen since they started in an English-medium post-primary school. While the T2 specification was easy for those who attended T1 primary schools, they felt that their Irish was disimproving due to the lack of opportunities to use Irish. These following statements reflect some of the variance in opinions shared by the students:

- *I learned a lot of Irish back in primary school, so it was easy enough for me when I came into first year. (T2 Scoil A)*
- *I'd say like if I was taught more Irish in primary school, it would have probably been easier. (T2 Scoil E)*
- *It was very different because, like I spoke Irish every day in school (bunscoil T1). And then it was like junior infants basically, when I came into first year, so it was very different and I think I lost a lot of my Irish. (T2 Scoil A)*

A main theme arising from the discussion was the challenge of differentiation in first year in T2 post-primary schools due to students' varying standards in Irish. Students themselves recognised that it was very challenging for teachers to find a common level for teaching. While first year involved 'revision' for some students, students said that certain students were 'lost'. Some students questioned whether first year groups should be ranked according to their standard of Irish so that students could progress at their own level:

Phase Two

- *I didn't go to a Gaelscoil, that's T1. I noticed when I came here that the levels of Irish, like, not just between the people who went to Gaelscoils and normal schools, it's wildly different. (T2 Scoil D)*
- *We're all just, like, at completely different levels and it's, like, unfair to be in the same class. Like, some people are just so far ahead and we are learning the same things. (T2 Scoil D)*

Some students were also of the opinion that they did not understand the teacher if he/she was speaking in Irish if they had not experienced the teaching of Irish through Irish in primary school. Some of the students compared the learning of Irish to the learning of Modern Foreign Languages in first year. They raised the point that it was easier to focus on speaking in modern foreign languages as students were starting at a common level.

First and Second Year

Most students felt that Irish lessons were more challenging in second year than in the first year, due to the amount of material to be covered. It emerged that a great emphasis was placed on writing and responding to literary texts through writing in the majority of lessons: *"I'd say we're expected to, like, like to do a lot more writing, a lot more chunk learning. You know that we're chunk-learning and the questions are more difficult"* (T2 Scoil C). It was found that more time was being spent reading and writing in Irish and less time on speaking Irish in second year compared with first year.

Strand 1: Communicative Competence

The specification outlines five language skills related to communicative competence - listening, spoken production, reading, writing and spoken interaction. It was clear that the students enjoyed actively using Irish. Even though a lot of time was spent on reading and writing, especially in second year, students in each school shared examples of active approaches as illustrated in this list:

- Conversations in pairs on a topic, for example "Myself": *"Well, sometimes our textbook it's, like, turn to the person next to you and discuss and that's kind of good, but it's more like it gives you a question and then you both give your answer."* (T2 Scoil B)
- Pair work
- Group work - analysis of a text or working on a reading comprehension in groups
- Role-play/drama based on the literature: *"We did a short story like a while ago and then we. It was like a script and then we like, read out loud in class. We had, like, people playing different parts"* (T2 Scoil A). *"I think in Catfish, I like the pair work. Like having to read the monologue out loud to each other."* (T2 Scoil E)
- Games - Biongó, *Speed dating*, Memory games, translation games, matching games
- Digital games - *Blooket, Kahoot*
- Debates

Listening, reading and writing activities were very much linked to preparing for the final examination. The view was raised that the listening comprehension was difficult because of the strong dialects spoken. In some cases, teachers translated to English to explain texts and students also translated words to English as a support. Many students found that the amount of writing to be done in the Irish lessons was very difficult. Students in all schools were of the opinion that they would like to have more opportunities to speak Irish and to develop spoken interaction skills in Irish.

- *The writing has improved but I don't think there's enough work done on, like, speaking, like, pronunciation, not enough on spoken interaction. There's just a lot of, like, writing and I feel like if I was actually going to, like, the Gaeltacht, I wouldn't be, like, writing essays. I'd be actually talking to them. (T2 School B)*

Strand 2: Language and Cultural Awareness

Students found Irish grammar to be very challenging because there were a lot of rules to remember. *“There’s a lot of different grammar rules and we don’t really learn a lot of them specifically. So, it’s really hard to remember it all”* (T2 Scoil A). Most students learned grammar by writing down and rewriting patterns for practice. Students in one school explained that it helped them to use rhyme as a memory strategy. Other students explained that it was helpful for them when grammar patterns were shown on posters in class. *“I think posters in Irish is a very efficient method and very helpful. You can use colours or different, like, pictures. It can be very, very helpful to, like, help you remember it”* (T2 Scoil D). There were regular grammar tests in some of the case study schools to help students to revise grammatical patterns.

The students did not give many examples related to the theme of cultural awareness. Students in one school had the opportunity to go on a school trip to the Gaeltacht. A few students had experience of Gaeltacht courses and explained that this experience helped them to be immersed in the language and created opportunities for speaking. A small number of students had plans to go to the Gaeltacht in the summer for an additional opportunity to learn Irish. *“I am going to the Gaeltacht this year. Yeah, it’s just to, like, improve it and especially my speaking”* (T2 Scoil B). Seachtain na Gaeilge also supported the promotion of Irish culture.

Strand 3: Learner’s Self-awareness

The theme of language learner’s self awareness will be explored further in year three of the research. At this point of the research, learner’s self-awareness did not emerge as a strong theme from the examples of classroom practice that the students shared with the researchers. It was evident that technology was used as a resource to support language learners’ self-awareness. Digital games were used to help students to revise material and to provide them with feedback. Technology was used to support students to focus on grammar and to assess their understanding of some of the texts. It

was evident that students enjoyed these games as they received immediate feedback and they could revise material regularly. As was the case with students in T1 school contexts, digital dictionary tools were in use in T2 case-study schools. *“There is a website called Foclóir that you get words off of, so if you’re stuck for a verb or something, you don’t know what the meaning is, you can look it up”* (T2 Scoil C). A small number of students mentioned that class tests supported them to revise work and to set learning goals, for example, due to the feedback from the test they knew to focus on a particular aspect of the course. It is envisaged that further examples of learner self-awareness will emerge at the next stage of the research.

Study of Literature in Irish

Some of the students gave examples of texts that they enjoyed. Some of the students were interested in texts when the themes were related to the teenage years or if there was humour or tension in the text. *“Cattfish, like, it’s very interesting. Like you don’t know what’s going to happen. It’s dramatic.” “I like the novel Cúpla because it’s about teenagers and I feel that I can relate to it.” “The story our class is doing at the minute, An Cluiche Mór. I think it reflects well back to me because I’m big into, like, hurling and stuff - sports”* (T2 Scoil A). Some students felt that they had learned a new vocabulary through their studying of texts. One student explained that he liked poems because they were structured and that an explanation was provided in the textbook. The method of translation was used in some schools to help students understand texts. The students who had experience with the short films enjoyed them and relayed that this was a motivating way to learn Irish.

- *I think they do help in promoting interest in the language amongst us really. That’s not just for reading poems and things that we’re not realistically going to be doing outside of secondary school.* (T2 Scoil D)

Students expressed the view that they had too many texts to cover and that studying the texts took up a lot of time in class. While students learned new vocabulary through the texts, a large majority of students were of the opinion

that this knowledge was not useful to help them to communicate through Irish. *“But like it doesn’t, like, teach you to, like, hold a conversation with anyone. There is some, like learning different words and their meanings as they said but aside from that, there’s no real conversational benefit”* (T2 Scoil A). Many students were of the opinion that they did not have enough Irish to discuss the literary texts and that they had to memorise sample answers because of this.

- *I can’t remember it all. If you speak Irish, you can, kind of structure it, but it’s just kind of learning stuff because we don’t really like know how to say it.* (T2 School B)

Use of Technology

Students gave examples of the use of technology as a resource to support them in Irish. Many students used online dictionaries to support spelling and grammatical accuracy. Translation tools and the use of artificial intelligence were mentioned in one school as a support for writing in Irish. Digital games such as *Quizlet*, *Kahoot* and *Blooket* were in use in schools and students enjoyed these games. *Duolingo* was also used by some students.

- *Blooket. It was quite enjoyable. We did Blooket again this year. That’s like, that’s kind of one way to learn I guess. That’s kind of also competitive as well. That’s like people who have won already still want to win.* (T2 School D)

Assessment

Students in the T2 case study schools did not have experience of the CBAs. Currently, students undertake CBA 1 at the end of second year but they currently have the option of whether or not to undertake CBA 1. Students from second year participated in the focus groups and CBA 2 is held in the third year of Junior Cycle. Nevertheless, the opinion was expressed that summative marks should be awarded for CBAs to remove some of the pressure from the final examination. Some of the students recommended that there should be an oral examination in Irish at Junior Cycle.

The backwash from the final examination was evident due to the emphasis placed on reading and writing. T2 students indicated that they would greatly appreciate more opportunities to speak Irish and to learn how to have a conversation in Irish. *“Some of us, like I don’t want to know how to, like, make a proper conversation in Irish, but then I know how to, I know how to like, recite an essay about social media and that just doesn’t... That doesn’t really make sense”* (T2 Scoil B).

Use of Irish outside the lesson

According to the students, the majority of them had very limited contact with Irish outside of Irish lessons and outside of school. *Seachtain na Gaeilge* was praised as an in-school approach for promoting Irish language and culture. Time in the Gaeltacht was recognised as a means of increasing students’ contact with the Irish language, although not all students had this opportunity. One student mentioned that the Irish language was more visible outside the school due to music groups - such as, *Kneecap*, but other students were of the opinion that the Irish language did not really have a visible profile outside of school.

The Importance of the Teacher

The importance of the teacher in the learning of Irish emerged in the focus groups in T2 schools. Students mentioned the importance of the teacher in relation to the standard of Irish they had acquired from primary school. *“Yeah, we were like, very Irish focused, like, not a lot of other subjects. She loved Irish - our teacher in primary”* (T2 Scoil B). Students spoke about teachers providing support and encouragement for them to learn Irish: *“XXX is very good at speaking Irish. She has, like, a nice accent. You can kind of get used to it and try and do it yourself”* (T2 Scoil F). The critical role the teacher plays in the teaching and learning of Irish is emphasised in the specifications.

Students' views on Differentiated Provision

T2 students expressed the view that there should be a different specification for T1 schools and T2 schools. They stated that T1 students would have had a higher standard of Irish in terms of fluency. Some of the students suggested that T2 students should spend more time developing a communicative competence in the language before they focused on literature.

Emerging Recommendations from Students in T2 Contexts

The main emerging recommendations of the T2 students were to: (i) place a greater emphasis on developing communication competence in spoken Irish through active approaches; (ii) have an oral examination as part of the summative assessment in Junior Cycle, and (iii) to increase overall opportunities for the use of Irish.

Communicative Competence and Active Approaches. T2 students agreed that they would like to spend more time on developing oral skills in Irish: *“Speaking more so we can have a conversation, not just, like, answer an exam question about a poem or a story”* (T2 Scoil A). *“Probably just put more, like, speaking in, you know. You’re not gonna be really writing stuff in Irish, you know. If you’re going to be using it, you’re going to be speaking it”* (T2 Scoil C). Students thought that they would be more confident in Irish if they were more comfortable speaking the language. Students suggested that they should have more opportunities to develop communication skills and that they would like to have more opportunities to learn through games and other fun activities.

Oral Examination. Some of the students recommended that an oral examination should form part of the summative assessment to give greater recognition to the spoken language and to relieve some of the pressure from the full marks going towards the final exam. An oral examination was also mentioned as preparation for the oral examination at Leaving Certificate.

Opportunities for use. Students recommended increasing the opportunities they had to use Irish, for example by speaking Irish at lunchtime, going on Irish language trips and the informal use of Irish.

Conclusion

Emerging themes arising from the focus groups with students were presented in this section. Section Five explains the next steps in the ongoing review of Junior Cycle Irish Specifications (T1 & T2).

Section Five: **Next Steps and Phase Three**

The main themes that emerged from Phase Two of the research on the enactment of Junior Cycle Irish Specifications (T1& T2) were presented in this report. These themes add to the data presented in the first interim report (Ní Dhíorbháin & O'Grady, 2025). A summary of the main findings from Phase Two of the research can be found in the executive summary of the start of the report. Phase Three of the research will be carried out in the school year 2025/2026. Data will be collected from teachers and students in T1 and T2 case study schools, and from parents and guardians in these schools. Data will also be gathered from Irish language organisations and educational organisations that are associated with the teaching and learning of Irish at post-primary level. A summary of the main themes that emerged over the three years of the research will be presented in the next report. The report will also include recommendations based on the data that emerged during the longitudinal study on the enactment of Junior Cycle Irish language specifications (T1 &T2).

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Appendix A: Survey

Part One: Contextual Information

1. How many years have you been teaching?

- 1-2 years
- 3-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- >20 years

2. What kind of school do you teach?

- A post-primary school that teaches through the medium of English
- Gaeltacht Post-Primary School
- Post-primary Irish-medium post-primary school /Gaelcholáiste (outside the Gaeltacht)
- Irish-medium unit in post-primary school
- Irish-medium stream in post-primary school
- Youthreach Centre
- Special School

3. Which Junior Cycle specification do you have experience with? (Select all appropriate)

- T1 Specification (September 2023 version)
- T2 Specification (September 2023 version)
- Both Specifications T1 and T2 (September 2023 versions)
- T1 Specification (2017 version)
- T2 Specification (2017 version)
- L2LP T1
- L2LP T2

4. How many students are enrolled in your school/unit?

- <50
- 51-100
- 101-200
- 201-400
- 401-699
- 700 - 899
- >900

5. What is your current position at your school?

- Irish teacher
- Principal
- Deputy Principal
- Language Assistant
- Special Needs Assistant
- Other (please specify)

6. What levels of courses do you currently teach in Irish at Junior Cycle? (Please select each level you teach.)

- Year One
- Year Two - Higher Level
- Year Two - Mixed class (Higher Level & Ordinary Level)
- Year Two - Ordinary Level
- Year 3 - Higher Level
- Year Three - Mixed class (Higher Level & Ordinary Level)
- Year Three - Ordinary Level
- Level Two Learning Programme (L2LP)
- I am not currently teaching a class at Junior Cycle

Part Two

In this part of the survey we would like to focus on teachers' experience of enacting the T1 & T2 specification that was published in September 2023.

To what extent do you agree or disagree with the following statements regarding your experience of implementing the Junior Cycle Irish Specification (T1 & T2) (September 2023 version)?

(1) Strongly agree; (2) I agree; (3) I do not agree/disagree; (4) I disagree; (5) I strongly disagree.

Planning

- 7.1. The learning outcomes in the specification guide my planning in an effective way.
- 7.2. The learning outcomes in the specification are clear to me as a teacher.
- 7.3. I regularly plan my lessons in Irish with teachers and other professionals.
- 7.4. I share resources with other teachers in my school on a regular basis.
- 7.5. I share resources with other teachers outside of school.
- 7.6. I regularly use the textbook to plan my lessons.
- 7.7. I use the literature (texts) to plan my teaching.
- 7.8. I use the final examination to plan my teaching.
- 7.9. I have enough time to plan for the teaching and learning of Irish.
- 7.10. I design my own teaching notes and resources.

Teaching and Learning

(1) Strongly agree; (2) I agree; (3) I do not agree/disagree; (4) I disagree; (5) Strongly disagree

- 8.1. The enactment of the specification(s) is supporting students in general to develop a communicative competence in Irish.
- 8.2. The enactment of the specification(s) is supporting students in general to develop language awareness.
- 8.3. The enactment of the specification(s) is supporting students in general to develop cultural awareness.
- 8.4. The enactment of the specification(s) is supporting students in general to develop self-awareness as learners.
- 8.5. The enactment of the specification(s) is supporting students in general to develop confidence in Irish.
- 8.6. Irish is the language I use as a teacher in class.
- 8.7. Irish is the language used by students in class.
- 8.8. I have enough time to focus on the development of students' speaking skills at Junior Cycle.
- 8.9. I focus on reading and writing in Irish lessons.
- 8.10. I place more emphasis on reading and writing than on speaking skills/spoken interaction skills in my Irish lessons.
9. Do you focus on speaking Irish and interactive speaking in Irish lessons on a regular basis? Please give examples.
10. Do learners have the opportunity to use the language on a regular basis at school? Please give examples.
11. Is the enactment of the specification(s) suitable for students with a range of abilities in Irish? Please explain.
12. How do you differentiate your lessons to accommodate students with a range of abilities? Please give examples.

Assessment

(We understand that not all teachers will have experience with CBA1 (Language Portfolio))

13. Do you have experience of the language portfolio? Yes/No

14. Do you have experience of CBA 2? Yes/ No

(1) Strongly agree; (2) I agree; (3) I do not agree/disagree; (4) I disagree; (5) Strongly disagree

15.1. The Portfolio (CBA 1 The Language Portfolio) helps students reflect on their learning and it is of value.

15.2. CBA 2 (Interacting through Irish) helps students develop language interaction skills and is of value.

15.3. The CBAs help me to give feedback to students and their parents/guardians about learning Irish.

15.4. The SLAR meetings are beneficial to me as a teacher.

15.5. The final examination has an impact on teaching and learning in class.

15.6. There are clear links between the final examination and the enactment of the specifications in class.

16. How do you assess the use of spoken Irish throughout the year? Please explain.

17. Do you have any suggestions for assessment?

Supports

(1) Strongly agree; (2) I agree; (3) I do not agree/disagree; (4) I disagree; (5) Strongly disagree

18.1. I have received sufficient professional development to enact the Irish language specifications.

18.2. I use the support material for teachers on the NCCA website.

18.3. I would like more resources to support my planning and teaching.

18.4. I am able to access the texts.

18.5. I'm satisfied with the choice of texts.

18.6. I'm satisfied that the texts are available in different dialects.

18.7. I feel confident in my capacity to enact the specification.

18.8. I would like professional development to support my Irish.

18.9. I would like professional development to improve my teaching strategies in Irish.

19. What supports help you to promote Irish (inside and outside of class)? Give examples.

20. What supports would you like to promote the Irish language (inside and outside of class)? Give recommendations.

Part Three:

This section of the survey looks at links to Junior Cycle Key Skills.

Please indicate how you agree or disagree with the following statements. I am very much in agreement; (2) I agree; (3) I do not agree/disagree; (4) I disagree; (5) Strongly disagree.

21.1. The specification builds on students' learning of Irish from primary school in a suitable way.

21.2. The specification prepares students for the learning of Irish at Senior Cycle in an appropriate way.

- 21.3. The Irish Language Specification supports students in developing the key skill “Being creative”.
- 21.4. The Irish Language Specification supports students in developing the key skill “Being literate”.
- 21.5. The Irish-Language Specification supports students in developing the key skill “Being numerate”.
- 21.6. The Irish Language Specification supports students in developing the key skill “Communicating”
- 21.7. The Irish Language Specification supports students in the key skill “Managing information and thinking”
- 21.8. The Irish Language Specification supports the students of the key skill “Managing myself”.
- 21.9. The Irish Language Specification supports students in developing the key skill “Staying well”
- 21.10. The Irish Language Specification supports students in developing the key skill “Working with others”

Part 4

Amendments to the Specifications from September 2023

- 22.1. I am satisfied with the reduction in the number of texts since September 2023.
- 22.2. I am satisfied that CBA 1 (The Language Portfolio) has moved to second year.
- 22.3. The updated guidance for CBA 2 (Interacting through Irish) is useful to me as a teacher.

Part Five

Perspectives and Open-ended Questions

23. Please give an example of the three main strengths associated with the enactment of the Irish language specifications (T1 and T2). (Your response will be restricted to 1500 characters)
24. Please give an example of the three main challenges associated with the enactment of the Irish language specifications (T1 and T2). (Your response will be restricted to 1500 characters)

Appendix B: Focus Group Questions

- *Cén chuid den chúrsa Gaeilge sa tSraith Shóisearach is mó a thaitníonn libhse agus cén fath? [Which part of the Irish language course at Junior Cycle do you like the most and why?]*
- *An bhfuil aon chuid den chúrsa Gaeilge sa tSraith Shóisearach nach dtaitníonn libh agus cén fáth? [Is this any part of the Junior Cycle that you do not enjoy and why?]*
- *Conas mar a bhí an t-aistriú ón mbunscoil go dtí an iar-bhunscoil daoibh ó thaobh na Gaeilge de? Cad a bhí difriúil/mar an gcéanna? An raibh an cúrsa Gaeilge an bhliain seo caite éasca, deacair nó ar an leibhéal ceart? [How was the transition from primary school to post-primary school for you in terms of Irish? What was different/same? Was the Irish course in First Year easy, difficult or at the right level?]*
- *An mbeadh moltaí agaibh le cabhrú leis an aistriú ón mbunscoil ó thaobh fhoghaím na Gaeilge de? [Would you have any suggestions to help with the transition from primary school in terms of learning Irish?]*
- *Nuair a bhí sibh sa chéad bhliain, cad iad na bealaí (m.sh. cluichí, gníomhaíochtaí sa rang) is mó a chabhraigh leat Gaeilge a fhoghlaim/nó a thaitin libh? [When you were in the first year, what ways (e.g. games, activities in class) helped you learn Irish the most/or did you like it the most?]*

Phase Two

- *Inis dom faoi cheacht Gaeilge a thaitin go mór libh/a chabhraigh libh foghlaim? [Tell me about an Irish lesson this year that you really enjoyed or was really effective in helping you to learn?]*
- *Cumas cumarsáide (labhairt na Gaeilge/ idirghníomhú cainte): Cad iad na tascanna is mó a chabhraíonn libh le labhairt na Gaeilge Tabhair samplaí? An nglacann sibh páirt i dtascanna teanga sa rang (mar shampla obair bheirte, obair ghrúpa). [Communication skills (speaking Irish/spoken interaction with others): What tasks help you the most to speak Irish? Give examples? Do you take part in language tasks in class (for example pair work, group work)]*
- *An mbíonn deis agaibh an Ghaeilge le labhairt le daoine eile sa rang, tabhair samplaí. An úsáideann sibh an Ghaeilge taobh amuigh den rang, tabhair samplaí. * idirdhealú. [Do you have the opportunity to speak Irish with other people in the class, give examples? Do you use Irish outside of class, give examples? * differentiation]*
- *Feasacht teanga (eolas ar phatrún na teanga) agus cultúir (eolas ar chultúr na Gaeilge agus ar chultúir/teangacha eile): Conas a fhoghlaimíonn sibh gramadach na Gaeilge? Conas a fhoghlaimíonn sibh faoi chultúr na Gaeilge? [Language awareness (knowledge of the pattern of the language) and culture (knowledge of Irish culture and other cultures/languages): How do you learn Irish grammar? How do you learn about Irish culture?]*
- *An gcabhraíonn staidéar ar an litríocht (téacsanna éagsúla) libh Gaeilge a fhoghlaim - conas? [Does studying literature (various texts) help you to learn Irish - how?]*
- *Cad iad na téacsanna is mó a thaitníonn libh agus cén fáth? (tabhair samplaí - dánta, amhráin, scéalta). [Which texts do you like the most and why? (give examples - poems, songs, stories)]*
- *Tabhair samplaí de ghníomhaíochtaí ranga (ó bhéal, sa léitheoireacht, sa scríbhneoireacht, i d'aonar, le duine nó le daoine eile) a rinne sibh bunaithe ar an litríocht/téacsanna? [Give examples of class activities that you have done based on literature/texts? (oral, reading, writing, working on your own, with someone or with others)]*
- *Cad a cheap sibh faoi MBR 1 (An Phunann Teanga) - cad a d'fhoghlaim sibh? Cad a bhí éifeachtach/go maith faoi ó thaobh na foghlama teanga? [What did you think about MBR 1 (The Language Portfolio) - what did you learn from it? What was effective/good about it in terms of language learning?]*
- *An dóigh leat go bhfuil feabhas ag teacht ar do scileanna sa Ghaeilge scileanna éisteachta/labhartha/léitheoireachta/scríbhneoireachta/ idirghníomhaithe cainte (caint le daoine eile) ó thosaigh tú sa chéad bhliain? Conas agus cén fáth? [Do you think that your skills in Irish listening/ speaking/reading/writing/speech interaction (talking with other people) have improved since you started in First Year? How and why?]*
- *An bhfuil aon rud a dhéanfadh foghlaim na Gaeilge níos fearr duitse nó do scoláirí eile? [Is there anything that would make learning Irish better for you or other students?]*
- *Tuairimí faoin soláthar idirdhealaithe - Cad iad na tuairimí atá agaibh maidir leis an soláthar idirdhealaithe (T1/T2)? [Opinions on Differentiated Provision - What are your thoughts about the differentiated provision T1/T2?]*
- *Ar mhaith libh aon rud eile a rá? [Do you want to say anything else?]*

