
**IRISH LANGUAGE ATTITUDES, COMPETENCE &
USAGE AMONG UNIVERSITY COLLEGE, CORK STAFF**
SOME EMPIRICAL FINDINGS

RESEARCH REPORT

BORD NA GAEILGE,
COLÁISTE NA HOLLSCOILE,
CORCAIGH.

SAMHAIN 1996

RESEARCH DIRECTOR & WRITER:

Professor Máirtín Ó Fathaigh

RESEARCH ASSISTANT:

Aoife Ní Bhraoin

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ACKNOWLEDGMENTS

The writer wishes to thank the following:

- ❑ Bord na Gaeilge, U.C.C. for their interest, encouragement, and positive support
- ❑ Bord na Gaeilge (An Bord Náisiúnta) whose financial assistance defrayed costs associated with research questionnaires, part-time research assistant etc.
- ❑ Donncha Ó hAodha, Cathaoirleach, Bord Na Gaeilge, U.C.C. and Professor Seán Ó Colleáin, Roinn Na Nua Gaeilge, U.C.C. for their patience and insights in commenting on a draft of the report
- ❑ Ms. Mary O'Grady, Secretarial Assistant, Centre for Adult and Continuing Education, for her dedication and professional secretarial skills in dealing with many different tasks from the beginning to completion of the project
- ❑ Mr. Peter Flynn, Computer Centre, for his professional guidance and expertise
- ❑ Ms. Aoife Ní Bhraoin, M.A. for her invaluable contributions as a research assistant
- ❑ Dr. Isobele Ní Riain who translated the report into Irish
- ❑ U.C.C. staff for providing the data in such large numbers

To all of you I express my deep sense of gratitude

Introduction

University College, Cork (U.C.C.), a constituent College of the National University of Ireland, has a long-standing commitment to the promotion of Irish among staff and students. The U.C.C. calendar for 1994-95 states that "Irish should be fostered in the everyday life of the College among staff and students". (U.C.C., 1994, p.5).

Bord na Gaeilge, a statutory Committee of the College since 1974, has the official policy remit in the promotion of Irish. Aonad na Gaeilge Labhartha implements Bord policy and organises an extensive range of Irish language related events and activities for staff and students including:

- ❑ Gaeltacht Scholarship Scheme for Students
- ❑ Irish Language Classes for Staff and Students
- ❑ Public Lecture Series through the Medium of Irish
- ❑ Provision of a Seomra Caidrimh Gaeilge for Staff
- ❑ Foundation of an Irish-speaking Hall of Residence for Students
- ❑ Irish Music Sessions for Staff and Students
- ❑ Provision of Irish Language Journals, Books and other Reading Materials
- ❑ Organisation of week-long and week-end courses in the Corca Dhuibhne Gaeltacht
- ❑ Provision of Translation Services
- ❑ Participation in U.C.C.'s Schools Liaison Programme (Irish Medium Schools)

The purpose of the research project reported here was to survey:

- ❑ Attitudes to Irish among U.C.C. staff
- ❑ Self-reported receptive and productive competence in Irish of U.C.C. staff
- ❑ Participation by staff in Irish language activities
- ❑ Usage of Irish

A questionnaire was distributed to over 900 permanent U.C.C. staff and 551 responses (61%) were received. The gender distribution of respondents presented as 56% male and 44% female. The questionnaire included the following Irish language attitudes, competence and usage:

- ❑ General attitude to Irish
- ❑ Attitude to Irish as an ethnic symbol
- ❑ Attitudes and perceptions regarding the usefulness, viability and future of Irish
- ❑ Attitude to the study of Irish in schools
- ❑ Productive and Receptive competence in Irish, viz.,
 - understanding spoken and written Irish
 - speaking and writing Irish
- ❑ Reading and Listening behaviour
- ❑ Usage of Irish in the work setting
- ❑ Participation in and exposure to Irish language activities
- ❑ Attitudes to non-participation in Irish language activities

This U.C.C. staff profile is examined in the broader context of findings from sociolinguistic research conducted at the national level since 1973. Also, consideration will be given to the role of Bord na Gaeilge (U.C.C.) in the promotion of Irish within the College since 1974.

Irish Language Attitudes, Competence and Usage: The National Perspective, 1973 - 1993

In the past two decades a number of national sociolinguistic surveys have been conducted which sought to delineate patterns and trends in the public's Irish language attitudes, competence and usage. The first major analysis was conducted by the Committee on Irish Language Attitudes Research (CILAR) in 1973 and extensive data was gathered on attitudes towards Irish and Irish language policy. Also, patterns of competency and usage of Irish formed part of the research

design. This report, published in 1975, "established a comprehensive base-line in bilingual research in Ireland which was, and still is, acknowledged to be of major significance, both nationally and internationally. (Ó Riagáin and Ó Gliasáin, 1994, p.1). In 1975 Institiúid Teangeolaíochta Éireann (ITE) undertook to maintain and replicate the substantial CILAR data base and repeated parts of the original CILAR survey in 1983 and 1993. Irish Marketing Surveys (IMS) also conducted a series of national research projects during this period on Irish language attitudes and competence. Additionally, The Economics and Social Research Unit at St. Patrick's College, Maynooth carried out in 1989-'90 a national survey on the Irish language, which included language attitudes, competence and usage. (MacGréil, 1990).

2.1 Irish Language Attitudes

The research conducted by these groups has examined, inter alia:

- ❑ General attitude to Irish
- ❑ Attitudes to Irish as an ethnic symbol
- ❑ Attitudes and perceptions regarding the viability and future of Irish
- ❑ Attitudes towards public and state support for Irish

Table 1 presents data from seven national surveys conducted between 1975 and 1990 which sought to delineate the general attitudes of the public towards the Irish language. In general terms a majority of the public reported favourable attitudes and feelings towards Irish with 56% on average indicating that they were "strongly or somewhat in favour" of Irish. Interestingly, nearly one-third of the public reported neutral feelings towards Irish. This pattern of positive attitude to Irish is maintained in attitudes to Irish as an ethnic symbol. The CILAR Report (1975) claimed that "the average person would seem to place considerable value on the symbolic role of the Irish language in ethnic identification and as a cultural value in and of itself" (p. 29).

TABLE 1

Public Attitude Towards Irish, 1975 - 1990

% Of Respondents Saying:		1990	1985	1982	1980	1979	1978	1975
1. Strongly in favour of Irish	* (21)	19	23	21	19	24	23	19
2. Somewhat in favour	(35)	38	32	36	33	37	33	34
3. No particular feeling	(30)	29	30	31	36	32	30	24
4. Somewhat opposed	(8)	9	7	7	5	4	7	14
5. Strongly opposed	(6)	6	6	6	7	4	7	9

Sources: MacGréil, (1990); Irish Marketing Surveys (1985, 1982, 1980, 1979, 1978); Committee on Irish Language Attitudes Research (1975)

* **Average score over seven surveys**

Table 2 presents findings from three national surveys between 1973 and 1993 which show that a majority of the public in each survey agreed that:

- ❑ No real person can be against the revival of Irish (70% average).
- ❑ Ireland would not really be Ireland without Irish-speaking people (63% average)
- ❑ Without Irish, Ireland would certainly lose its identity as a separate culture (61% average)

However, the data reveal that significant minorities indicated disagreement with these three statements. Further, the decrease in Table 2 in the proportion who agree that "to really understand Irish culture, one must know Irish", from 58% in 1973 to 46% in 1993, marks a downward shift in this attitude set in the twenty year period.

TABLE 2

Public Attitudes to Irish as an Ethnic Symbol, 1973-1993

Statement				
	Year	% Agree	% No Opinion	% Disagree
1. No real Irish person can be against the revival of Irish	1973	72	3	25
	1983	73	2	25
	1993	66	3	31
2. Ireland would not really be Irish without Irish-speaking people	1973	64	3	34
	1983	66	2	32
	1993	60	3	37
3. Without Irish, Ireland would certainly lose its identity as a separate culture	1973	58	6	36
	1983	57	2	41
	1993	46	3	51
4. To really understand Irish culture, one must know Irish	1973	58	6	36
	1983	57	2	41
	1993	46	3	51
5. Using the Irish Language would make Ireland more independent of England	1973	41	5	54
	1983	40	4	56
	1993	37	6	57

Source: Ó Riagáin and Ó Gliasáin (1994).

This generally favourable disposition toward Irish (Table 1) and Irish as an ethnic symbol (Table 2) is complemented and sustained in a third set of attitudes towards public and state support for Irish and the rights of Irish speakers.

TABLE 3

Attitudes towards Public and State support for Irish

Statement				
	Year	% Agree	% No Opinion	% Disagree
1. Far less money should be spent reviving Irish, no matter what effect this has on the language	1973	46	6	48
	1983	38	10	52
	1993	34	9	57
2. What the government does about the Irish language is not important to me	1973	46	2	52
	1983	38	2	60
	1993	38	2	60
3. Public leaders should set a good example by using Irish more in the Dáil and public life	1973	55	5	40
	1983	67	4	29
	1993	65	9	26
4. The government should spend more money on improving methods of teaching Irish	1973	58	7	35
	1983	63	6	31
	1993	69	6	25
5. The government should provide all-Irish schools wherever the public want them	1973	70	6	23
	1983	67	5	28
	1993	70	5	25
6. Irish speakers have the right to expect civil servants to be able to speak Irish with them	1973	71	7	22
	1983	80	3	17
	1993	72	6	22
7. The government should encourage and support Irish language organisations	1973	64	8	28
	1983	71	14	15
	1993	78	12	10
7. The government should encourage and support Irish language organisations	1973	64	8	28
	1983	71	14	15
	1993	78	12	10
8. Promoting Irish should be the job of voluntary organisations, not the government	1973	46	12	42
	1983	41	9	50
	1993	38	6	56

Source: Ó Riagáin and Ó Gliasáin, (1994)

Significantly, Table 3 reveals an upward shift towards more state and public support for Irish as indicated in increased proportions of respondents, (i) 64% to

78% agreeing with the statement "the Government should encourage and support Irish language organisations"; (ii) 58% to 69% agreeing that "the Government should spend more money on improving methods of teaching Irish" and (iii) 55% to 65% agreeing that "public leaders should set a good example by using Irish more in the Dáil and public life". Also, a clear majority of respondents endorsed the rights of Irish speakers, with 70% supporting the view that all-Irish schools should be provided "wherever the public wants them", and 72% believing that "Irish speakers have the right to expect civil servants to be able to speak Irish with them". Finally, it is worth noting a positive shift in the view of the public regarding the Government's role in Irish language promotion, with an increase from 42% to 56% between 1973 and 1993 in people disagreeing with the view that "Promoting Irish should be the job of voluntary organisations, not the Government".

In contrast to these generally positive findings indicating broad support for Irish and state and public promotion of the language, a fourth attitude set, viz. attitudes and perceptions regarding the viability and future of Irish, reveal a public pessimism regarding the future status and role of Irish. Two-thirds of the 1993 respondents believed that "if nothing is done about it, Irish will disappear in a generation or two" and a similar proportion believed that "most people just don't care one way or the other about Irish". However, table 4, while confirming a generally pessimistic public stance towards the future of Irish, reveals a softening of this negative attitude and an increase, from 54% to 66%, in the number of people disagreeing with the statement that "Irish is a dead language". Ó Riagáin and Ó Gliasáin (1994) conclude that:

Overall, the 1983 and 1993 surveys confirm the stability of the attitudinal pattern described by CILAR in 1973. The positive role of the Irish language in ethnic identification is still very central, as is public pessimism about the languages future - although it is significantly less pessimistic than formerly. For most part also, views about public and state support for Irish appear to be consistently and increasingly positive. (p. 44)

TABLE 4

Attitudes and perceptions regarding the viability and future of Irish

Statement				
	Year	% Agree	% No Opinion	% Disagree
1. No matter what the government does, attempts to revive are bound to fail	1973	45	9	46
	1983	48	10	42
	1993	47	8	51
2. Irish can be revived as a common means of communication	1973	39	7	54
	1983	41	9	50
	1993	45	4	51
3. Most people just don't care one way or the other about Irish	1973	79	3	18
	1983	78	3	19
	1993	65	3	32
4. Most people see all things associated with Irish as too old-fashioned	1973	47	7	46
	1983	45	6	49
	1993	41	4	55
5. Irish is a dead language	1973	42	4	54
	1983	40	6	54
	1993	31	3	66
6. If nothing is done about it Irish will disappear in a generation or two	1973	71	5	24
	1983	70	5	25
	1993	66	5	29
7. If the Gaeltacht dies out, Irish will die out also	1973	60	7	33
	1983	64	7	29
	1993	62	6	32
8. The Irish language cannot be made suitable for business or science	1973	62	11	28
	1983	55	11	34
	1993	56	6	38

Source: Ó Riagáin and Ó Gliasáin (1994)

2.2 Irish Language Competence

The important relationship between language attitudes, competence and usage has been established in international settings (Gardner, 1985, 1972; Gardner, Lalonde and MacPherson, 1985). Professor William Mackey, of the International Centre for Research on Bilingualism, Quebec, claimed that "although ability does not ensure use, lack of ability certainly guarantees lack of use. The future of Irish depends on

its use and this use cannot be expanded unless skills are improved and maintained" (1977, p.6). A variety of criterion measures have been used to examine competency in Irish, ranging from learner performance in public examinations, learner performance in objective standardised tests, teachers' perceptions of learner proficiency, to self-assessment of competence in Irish. Self-assessment of competence in Irish has featured in the studies conducted by CILAR, the ITE, the IMS and the Economic and Social Research Institute at Maynooth. This is the measure of competence in Irish, which will feature in this report.

Competence in Irish may be divided into four areas:

▣ **Productive Competence in Irish**

- Ability to speak Irish
- Ability to write Irish

▣ **Receptive Competence in Irish**

- Ability to understand spoken Irish
- Ability to understand written Irish

Each of these four sub-skill areas is important in its own right and must feature in a coherent and co-ordinated process of language teaching-learning, moving from receptive competence to productive abilities. Interestingly, it is only in recent years that a formal measure of receptive ability in Irish has featured in the state examination system, viz. the aural comprehension component in the Junior Certificate examination.

Self-assessed competence in speaking Irish has been examined by CILAR and the ITE by asking respondents to rate their ability to speak Irish in normal conversations. Table 5 indicates that, over a twenty year period, there has been no major shift in ability to speak Irish. One half of respondents in each survey revealed their inability to speak Irish, 40% indicated that they could manage "a few simple sentences or parts of conversations", and just 10% felt that their speaking ability

extended to "most conversations or native speaker status". However, competence levels in spoken Irish claimed for the parents of respondents revealed significant intergenerational improvement "primarily within the middle ranges of ability. The long term improvement in the proportion of very competent bilinguals (points 5 and 6 on scale) has been of quite modest proportions and the rate of increase appears to be slowing" (Ó Riagáin, 1988, p.37).

TABLE 5

Self-Assessed Ability To Speak Irish, 1973 - 1993

	1973 %	1983 %	1993 %
1. No Irish	21	16	18
2. The odd word	27	32	32
3. A few simple sentences	22	19	17
4. Parts of conversations	17	20	22
5. Most conversations	10	10	9
6. Native speaker ability	3	3	2

Source: Ó Riagáin and Ó Gliasáin (1994)

A similar pattern of increased competence in Irish at the middle range is evident in Table 6 which presents data from two surveys in Dublin in 1989 and 1973. Respondents reporting "middling and not so fluent" levels of competence increased by over 20% in this period. Also, significant decreases, -18% and -5%, occurred in the numbers of respondents reporting that they had "only a little" or "no Irish", respectively. MacGréil (1990) attributes the relatively low numbers of the public claiming to be "fluent" and "very fluent" to the limited societal opportunities for speaking the language in extra-school contexts. Indeed, throughout the period since 1922 the hiatus which has developed between the competency levels of

secondary bilinguals (school-generated) and opportunities for usage continues to be an obstruction to fuller Irish language development and promotion in the broader society.

TABLE 6

Self-Perceived Competence in Irish, 1973 - 1989

	1989 %	1973 %	Change %
1. Very fluent	3	$\left. \begin{array}{c} \{ \\ 7 \\ \} \end{array} \right\}$	+4
2. Fluent	8		
3. Middling	22	$\left. \begin{array}{c} \{ \\ 18 \\ \} \end{array} \right\}$	+20
4. Not so Fluent	16		
5. Only a Little	32	50	-18
6. None	20	25	-5

Source: MacGréil (1990).

It is worth noting here the differential impact of personal and demographic characteristics on self-perceived speaking competence in Irish. For example, research projects conducted by IMS revealed a high relationship between age and reported competence in spoken Irish and confirms the CILAR (1975) pattern "of declining ability as age increases" (p. 134). Also, the differential distribution of self-assessed competency in spoken Irish associated with social class was evident in the IMS surveys with respondents from the higher social group ABCI substantially more often reporting being fluent in Irish than those from the lower DEF groups. A

positive link between level of education and self-assessed competence in spoken Irish was discerned by MacGréil (1990). Gender differences were not reported on in these surveys. CILAR and I.T.E. sought also to discern respondents' competence to "read Irish without resort to help from a dictionary, teacher, friend etc." (Ó Riagáin and Ó Gliasáin, 1994, p.7). Similar to Irish speaking ability, half of the 1993 population reported "little or no reading ability in Irish". However, as Table 7 indicates, there has been a gradual increase in Irish reading abilities over the twenty year period and "more than twice as many respondents claimed high reading ability as claimed high speaking ability (24% to 11%)". (Ó Riagáin and Ó Gliasáin, 1994, p. 7). Interestingly, this trend of improved receptive (understanding) competence in Irish is similar to primary school teachers' perception of pupil achievement in Irish, which indicates that a 75% success rate had been achieved in enabling "most of the pupils to understand Irish" and 54% success rate in enabling "most of the pupils to read in Irish" (Irish National Teachers' Organisation, 1985). Table 8 reveals lower levels of success with the productive language skills of speaking and writing Irish.

TABLE 7

Ability To Read Irish, 1973 - 1993

What is your ability to read Irish?	1973 %	1983 %	1993 %
1. Cannot read any Irish	27	20	20
2. Can recognise a few words only	27	28	30
3. Can read with much help	12	14	8
4. Can read with some help	15	16	18
5. Can read with almost no help	13	15	18
6. Can read as well, or better than English	6	7	6

Source: Ó Riagáin and Ó Gliasáin (1994)

TABLE 8

Primary Teachers' Perceptions of Pupil Achievement in Irish (1985)

Skills achieved with most pupils	
	%
1. Enable most pupils to understand Irish	75
2. Enable most pupils to converse in Irish	32
3. Enable most pupils to read in Irish	54
4. Enable most pupils to write in Irish	33
5. Stimulate most pupils interest in the Irish language and culture	25

Source: Irish National Teachers' Organisation, 1985

2.3 Irish Language Usage

The lack of congruence between affective dimensions of language attitudes, learner ability in the language, and behavioural commitment to language usage has been examined in different international research projects (Acton, 1979; Aronson, 1973; Bartley, 1968, 1970; Feenstra and Gardner, 1968). Dissonance between positive attitudes and Irish language usage was discerned in the 1975 report of CILAR where it was claimed that:

general attitude to Irish is least related to the extent to which the language is used. People may be highly favourable towards Irish while personally never uttering a single word of Irish. Commitment to the language is more highly associated with its use than is attitude Expectedly, the most important single factor in Irish usage is ability in the language (p. 173).

MacGréil (1990) presents evidence from two surveys which established that "the level of use of Irish is much lower than the level of perceived competence" (p. 12).

Table 9 reveals a decline over a fifteen year period in the declared frequency of use of Irish on a daily and weekly basis. However, and in keeping with the trend delineated earlier in relation to improve "middle" levels of competence in Irish, a substantial increase was noted in regard to "occasional" use of Irish (+ 11%). Over 70% of respondents across the data set "rarely" or "never" used Irish. The absence of societal opportunities to use Irish "must result in a high proportion of people losing their ability to speak it with ease" (MacGréil, 1990, p.13). Interestingly, these two studies revealed the differential influence of level of education and occupational status on Irish language usage. Half of the respondents from the third-level graduate and higher occupational status sub-samples used Irish "occasionally or more often" (in contrast to 28% in the main survey group), and almost 25% used Irish on a weekly basis or more frequently (in contrast to 10% in the 1988-'89 main survey group).

TABLE 9

Declared Frequency of Usage of Irish, 1973 - 1990

"How frequently would you say you use Irish, i.e., read, listen to or speak?"			
Declared Frequency	Dublin Sub-Sample 1989	Dublin Survey 1972-73	Change %
1. Daily	4.5%	7.0%	-2.5
2. Weekly	1.1%	9.1%	-8
3. Occasionally	19.5%	8.6%	+11
4. Rarely	22.6%	23.4%	0.8
5. Never	52.3%	52.0%	+0.3

Source: MacGréil, (1990).

The CILAR and ITE surveys also provide valuable insights into the public's usage of Irish, covering:

speaking, listening, reading and writing activities, ranging from general conversation to a variety of contexts and domains, such as the home, the workplace, religious services, the mass media, social and recreational activities

(Ó Riagáin and Ó Gliasáin, 1994, p. 11).

Table 10, a composite presentation of some of the research findings from the 1973, 1983 and 1993 surveys, indicates that a large majority of respondents (70% - 80%) do not use Irish, even at minimal-lower levels; listen to Irish language radio programmes; read Irish language newspapers, magazines or books; or use Irish in their domestic settings. Additional salient findings from these three surveys include:

- Between one sixth and one fifth of respondents reported having used Irish "often" or several times since leaving school. However, this proportion was halved to approximately 10% when the sample was asked about use of Irish in the preceding week.
- Increases between 1973 and 1993 in attendances at Irish music sessions and concerts (often/sometimes 7% to 22%); Irish dances (often/sometimes 7% to 14%).
- Ó Riagáin and Ó Gliasáin (1994) conclude that despite significant variations in the amount of Irish used in such events "respondents experience a greater exposure to Irish, if not always a greater personal use of it, by attending them" (p.17).

Summary

The research findings presented thus far in relation to Irish language attitudes, competence and usage of Irish among the general public reveal:

- A positive general attitude to Irish, positive feelings about the value and importance of Irish as an ethnic symbol and cultural marker, and support for government promotion of Irish. While the majority of the population are pessimistic regarding the viability and future role and status of Irish, this level of pessimism has reduced and there has been movement towards a more positive position.
- One tenth of the public report high levels of speaking competence in Irish, two fifths report "middle" levels of speaking competence, and one half report little or no speaking competence in Irish. Over twice as many respondents reported high levels of reading competence in Irish as did those reporting similar competence levels in speaking Irish.
- A substantial majority of the public do not use Irish in a variety of domains and contexts. Additionally, the majority of the population do not have exposure to the language through different leisure activities and events, and only a very small minority (2% - 3%) frequent Irish language associations and clubs.

TABLE 10

Irish Language Use, 1973 - 1993

A. Speaking Irish in the Workplace		%			
		At Least Weekly	Less than Weekly	Never	Not at Work
At present do you speak Irish while at work?	1973	2	5	45	47
	1983	3	3	44	50
	1993	2	3	42	53

B. Use of Irish in the Home		Always/Often	Occasionally	Seldom	Never
At present, how often does anyone in your home/residence speak any Irish?	1973	3	10	10	77
	1983	5	10	16	69
	1993	3	10	16	71

C. Reading in Irish, 1993		Daily/Few Times Weekly	Less Often	Never
Do you read:				
Irish language column in daily newspapers?		5	11	84
Irish language newspapers or magazines?		2	5	93
Books in Irish?		1	6	93

D. Audiences for Irish on Television and Radio, 1993		Daily/Few Times Weekly	Less Often	Never
Do you:				
Watch programmes in Irish on TV?		12	28	60
Listen to Radio na Gaeltachta?		4	11	85
Listen to other Irish programmes in Irish?		5	11	84

Sources: CILAR, 1975, Ó Riagáin and Ó Gliasáin, 1994.

3. Irish Language Attitudes, Competence and Usage among University College, Cork Staff

The research for this seminal research project among U.C.C. staff was conducted in 1993 when a questionnaire was posted to over 900 employees of the College. A relatively high response rate (61%) ensured that the data findings would allow a representative profile of Irish language attitudes, competence and usage within the staff complement of U.C.C. to be compiled. The questionnaire included questions and

dimensions from other research projects thus allowing comparisons to be made with national findings. Also, the data was examined with regard to:

- ❑ Gender differences
- ❑ differences between respondents participating and not participating in Irish language activities in College
- ❑ differences between respondents strongly agreeing or strongly disagreeing with the statement "Without Irish, Ireland would certainly lose its identity as a separate culture".

All U.C.C. staff categories were included in the questionnaire distribution.

3.1 Irish Language Attitudes of U.C.C. Staff

U.C.C. staff report a more positive general attitude to Irish than that reflected in national surveys. Table 11 reveals that 76% of staff feel either "strongly in favour" (36%) or "somewhat in favour" (40%) of Irish in contrast to the 21% and 35% on average in these categories, respectively, in seven national surveys between 1975 and 1990. Also, the small minority (8%) either "somewhat opposed" or "strongly opposed" to Irish is lower than the 14% in the national surveys. Just 16% revealed neutral feelings about Irish (30% in national surveys). Confirmation of this strong positive set of attitudes/feelings about Irish is evident also in Table 11 where 55% of U.C.C. staff report that they would feel "very sorry" if learning Irish at school was discontinued, in contrast to 34% of the public expressing the same feeling. Also the "neutral" category in U.C.C. is just one-third of the national population figures in relation to this issue (6% in contrast to 18%).

Significantly 58% of males and 42% of females expressed themselves as being "strongly in favour of Irish". Also, 61% of respondents who had participated in Irish language activities at U.C.C. expressed themselves as "strongly in favour" of Irish in contrast to the 25% of the non-participant group.

TABLE 11

1. U.C.C. Staff Attitudes towards Irish

Question: Which of these statements best describes the way you feel about the Irish language today?		
% of respondents saying:	U.C.C.	Public *
1. Strongly in favour	36	21
2. Somewhat in favour	40	35
3. No particular feeling	16	30
4. Somewhat opposed	5	8
5. Strongly opposed	3	6

2. U.C.C. Staff Attitudes toward children doing Irish in school

Question: How would you feel if most Irish children stopped doing Irish in school?		
% of respondents saying:	U.C.C.	Public *
1. Very glad about it	6	4
2. A little glad	4	5
3. No particular feeling	6	18
4. A little sorry	29	39
5. Very sorry	55	34

* Average result over three national surveys

Attitudes to Irish as an ethnic symbol were examined using question items from the CILAR and ITE research projects. Significantly, Table 12 reveals that a large majority of staff (86%) perceive the Irish language as an important cultural asset; a clear majority (63%) value Irish as a marker of cultural identity, and (58%) confirm the important nexus between knowledge of Irish and understanding Irish culture. However, the existence of significant minorities (35% and, 36%) expressing contrary opinion in relation to the latter two areas, respectively should be noted. Also, just 44% of U.C.C. staff agree with the statement that "no real Irish person can be against the revival of Irish", in contrast to 70% on average of respondents in the national surveys. Interestingly, twice as many females than males (45% to 27%) "strongly agreed" that the Irish language represented a badge of cultural identity, and a similar

pattern (52% to 27%) presented in the views of participants and non-participants in Irish language activities.

TABLE 12

U.C.C. Staff Attitudes to Irish as an Ethnic Symbol

Statement	% Agree	% No Opinion	% Disagree
1. No real Irish person can be against the revival of Irish	* 44 (70)	* 10 (3)	* 46 (27)
2. Without Irish, Ireland would certainly lose its identity as a culture	63 (61)	2 (4)	35 (35)
3. Irish is an important cultural asset	86 (-)	4 (-)	10 (-)
4. To really understand traditional Irish culture, one must know Irish	58 (53)	6 (4)	36 (43)
5. Ireland would not really be Ireland without Irish speaking people	47 (63)	7 (3)	46 (34)

* Average result from the CILAR and ITE national surveys in brackets

Attitudes and perception regarding the usefulness, viability and future of Irish were examined in the research project. Table 13 indicates that nearly one-fifth (18%) of U.C.C. staff perceive Irish as being "extremely or very useful in daily life". However, a clear majority (64%) do not attach any usefulness to the language. U.C.C. staff appear to be more positive and less fatalistic regarding the viability and future of Irish than the general public as reflected in 70% (58% in national surveys) disagreeing with the statement that "Irish is a dead language" and 56% disagreeing with the view that attempts to revive Irish are bound to fail, regardless of government efforts (46% in national surveys). Also, a 10% difference in the two data groups is manifest in regard to respondents perceiving Irish as too old fashioned.

No discernible differences between male and female respondents were evident in relation to this attitude set. However, nearly four times as many participants than non-participants in Irish language activities reported Irish as being "extremely useful/very useful" in daily life (37% as against 10%). Also, 37% of respondents who attributed high attachment to Irish as a symbol of cultural identity perceived Irish as being "extremely useful/very useful", in contrast to just 1% of the group of respondents expressing the opposite view.

TABLE 13

U.C.C. Staff Attitude & Perceptions Regarding the Usefulness, Viability and Future of Irish

	Extremely Useful	Very Useful	Don't Know	Not Useful	Not at all Useful
1. How would you rate the usefulness of the Irish language in daily life?	4%	14%	18%	47%	17%
Statement			% Agree	% No Opinion	% Disagree
No matter what the government does, attempts to revive Irish are bound to fail			* 36 (45)	* 8 (9)	* 56 (46)
Irish is a dead language			24 (38)	6 (4)	70 (58)
If the Gaeltacht dies out, Irish will die out also			54 (62)	9 (7)	37 (31)
Most people see all things associated with the Gaeltacht as too old fashioned			34 (44)	17 (6)	49 (50)

* Average result from the three national surveys in brackets

This attitudinal profile provides firm evidence of (a) strong and positive support among U.C.C. staff for Irish and (b) that the pattern of responses are substantially more positive, less fatalistic and less pessimistic than those expressed by the general public, especially in regard to general attitude to Irish, attitude to learning Irish in school, attitudes to Irish as an ethnic symbol, and perceptions about the viability of Irish.

3.2 Irish Language Competence of U.C.C. Staff

The research project sought to examine staff competence in Irish using four dimensions of language ability, viz.

- ❑ Self-assessed ability to understand spoken Irish
- ❑ Self-assessed ability to read Irish
- ❑ Self-assessed ability to speak Irish
- ❑ Self-assess ability to write Irish

In this manner, it was possible to establish levels of receptive and productive competencies in Irish. Table 14 presents an overview of the findings juxtaposed, where possible, with data from national surveys. The first major finding related to the substantially higher levels of self-assessed competence in understanding, reading and speaking Irish among U.C.C. staff than those pertaining in the general population. This is particularly true in the case of understanding spoken Irish with 72% of staff (31% in national surveys), reporting competence in the three higher categories and 67% of staff (37% of public) indicating competence in the similar categories of reading Irish. Significantly, these high levels of receptive (passive) competence in Irish among staff are not matched in the same high terms by their productive (active) language skills in speaking and writing the language. However, a majority of staff (52%) report competence in speaking Irish in the three higher levels (in contrast to 30% in national surveys) and 35% report a similar competence in writing Irish at these levels.

TABLE 14

Irish Language Competence of U.C.C. Staff

Which of these statements best describes your ability:	% of Respondents % Disagree	
	U.C.C.	* Public
1. To understand Irish?		
a. Cannot understand any Irish	4	21
b. Can understand the odd word	9	27
c. Can understand a few simple sentences	15	21
d. Can understand parts of conversations	38	18
e. Can understand most conversations	24	11
f. Can understand native speakers	10	2
2. To speak Irish?		
a. Cannot speak any	8	26
b. Can speak a few words only	40	49
c. Can speak fairly well	35	22
d. Can speak quite well	11	5
e. Can speak fluently	6	3
3. To read Irish?		
a. Cannot read any Irish	6	23
b. Can recognise a few words only	10	28
c. Can read with much help	17	12
d. Can read with some help	33	16
e. Can read with almost no help	25	15
f. Can read as well or better than English	9	6
4. To write Irish?		
a. Cannot write any Irish	12	
b. Can write a few words only	14	
c. Can write simple sentences	39	
d. Can write fairly well	22	
e. Can write quite well	10	
f. Can write as well or better than English	3	

* National Surveys

Interestingly, some gender differences manifested themselves in these competence areas with nearly three times as many males (14%) as females (5%) indicating "native speaker fluency" in understanding spoken Irish, and over twice as many males (5%) as females (2%) claiming to write Irish "as well or better than English". Not unexpectedly, perhaps, major differences in competency levels were discerned

between participants and non-participants in Irish language activities, viz.:

- ❑ 24 % of participants (4% of non-participants) claimed native speaker understanding of spoken Irish
- ❑ 15% of participants (2% of non-participants) claimed to be able to speak Irish fluently
- ❑ 20% of participants (4% of non-participants) reported to be able to read Irish "as well or better than English"
- ❑ 10% of the participants (1% of non-participants) indicated being able "to write Irish as well or better than English"

Also significant differences were indicated in the two sub-groups attributing high or low value to Irish as an ethnic symbol, viz.:

- ❑ 18% of the high ethnic identity group (3% of low group) reported native speaker ability in understanding spoken Irish
- ❑ 10% of the high ethnic identity group (2% of low group) indicated being able to speak Irish fluently

3.3 Irish Language Usage among U.C.C. Staff

The third element in this tripartite conceptualisation of Irish language behaviour related to usage of the language, participation in Irish language activities within U.C.C., and attitudes to non-participation in these activities. Interestingly, while 34% of staff reported participation in an Irish language course at U.C.C. or elsewhere, 54% indicated a willingness to participate in the future. Nearly one third of respondents had attended "activities at U.C.C. where Irish was used". Further analysis of this group of participants in Table 15 indicates the popularity of Irish music sessions in the "Seomra Caidrimh" (57% often/sometimes/used to go), Éigse Uí Riordáin (31% often/sometimes/used to go), and Spraoi Cois Laoi (31% often/sometimes/used to go). Also, Table 15 shows respondents' main reasons for not attending Irish language activities at U.C.C. as inadequate time to attend (51%), and a personal feeling of inadequacy in speaking Irish (19%).

TABLE 15

Participation and Attitudes to Non-Participation in Irish Language Activities in U.C.C.				
	Often	Sometimes	Used to Go	Never
1. Irish Music programmes in <i>Seomra Caidrimh</i>	4%	31%	22%	43%
2. An Chuallacht	2%	5%	12%	81%
3. Éigse Uí Riordáin	10%	18%	3%	69%
4. Spraoi Cois Laoi	8%	15%	8%	69%
What is the main reason that you do not attend Irish language activities at U.C.C.?				%
1. Find such activities boring				9
2. Don't speak Irish well enough				19
3. Don't have enough time				51
4. Don't like people associated with Irish speaking activities				4
5. Not applicable				17

Interestingly, just 22% of the national population in 1993 reported attending Irish music sessions/concerts "often/sometimes", in contrast to 35% of U.C.C. staff indicating the same level responses. In contrast to these relatively high levels of "passive" use of Irish and exposure to the language, just 8% of staff reported "active" language use, i.e. speaking Irish at the very often (3%) and fairly often (5%) levels, with the vast majority, 92%, rarely (28%) or never (64%) speaking Irish in their work setting. 13% of staff reported hearing Irish spoken at work on a very often (4%) and fairly often (9%) basis while 86% rarely (38%) or never (48%) heard Irish spoken at work. However, it should be noted that these levels of Irish use at work are clearly higher than the levels reported in the recent I.T.E. national survey.

Interestingly, 57% of females and 43% of males attended Irish language courses, and 23% of females and 14% of males advanced "don't speak Irish well enough" as the main reason why they did not attend Irish language activities at U.C.C. Also, 16% of the sub-group attributing value to Irish as an ethnic symbol speak Irish at work very often (8%)/fairly often (8%), in contrast to no respondents (0%) from the low ethnic symbol group. 71% of the high ethnic value group were willing to participate in Irish language activities in contrast to 21% from the other group. 22% of participants (2% for non-participants) in Irish language activities report speaking Irish very often (10%) and fairly often (12%) while at work.

Summary

In general U.C.C. staff reveal:

- ❑ a strong and positive attitudinal profile of support for Irish in general terms; positive attitudes to Irish as an ethnic symbol; strong belief in the future of the language and in learning Irish in school. This set of attitudes was substantially more positive and less pessimistic about Irish than that revealed in national surveys.
- ❑ higher levels of self-assessed receptive and productive competencies in Irish and higher levels of Irish language use and exposure than those of the general public. However, U.C.C. staff reveal higher levels of "passive" language usage than their "active" engagement with Irish.

4. The Role of Bord Na Gaeilge, 1974 - 1994

The first formal meeting of Bord Na Gaeilge (An Bord) was held on the 15th May, 1974 and was attended by:

President:	Dr. D. MacCárthaigh
Registrar:	Professor T. Ó Ciardha Professor R.A. Breatnach Professor D. Ó Mathúna Professor P. Ó Riain Professor S. Ó Tuama Pádraig Tyers

In the 20 year period since that inaugural meeting An Bord has made pivotal and proactive contributions in relation to the role and status of Irish in U.C.C. Its activities and areas of policy interest extended far beyond according a mere token and ritualistic status to Irish within College. In contrast to the "deinstitutionalisation" of Irish at the national level in the 1970's, the establishment of An Bord as a statutory body within U.C.C. in 1974 ensured that Irish was accorded high status in the activities and deliberations of College. In the main, An Bord seems to have adopted a consensual approach to Irish language promotion at U.C.C. and the minutes of An Bord meetings reveal a myriad of efforts to work positively and closely with different College bodies and structures, from Governing Body and Academic Council to Heads of Department, individual staff members and students interests. However, some occasions did arise when An Bord felt obliged to adopt a more "reactive" or protectionist stance to ensure that the language retained its status. The overview provided here of some of the policy issues and promotional initiatives of An Bord will serve to contextualise the positive profile of staff findings reported in the last section.

Statute 95, Chapter 1, as amended by **Statute 140**, Chapter II, sets out the duties of An Bord as follows:

- a) to make proposals to the Governing Body in relation to the provision of courses which include instruction through Irish leading to university degrees or other distinctions of the University and of the College, in subjects or disciplines in which such instruction is already provided through English.

- b) to make proposals to the Governing Body in relation to the establishment of courses of instruction through Irish in areas or disciplines in which courses are not provided through English.
- c) to make proposals to the Governing Body in relation to the provision of adequately trained staff who will be capable of conducting and teaching such courses through Irish.
- d) to make proposals to the Governing Body in relation to extending and improving the use of Irish in the College generally.

The rationale of An Bord's role in the promotion of Irish in the College was based on the premise, adopted by Governing Body that:

Bilingualism is an acceptable concept to most Irish people, and to some extent both Irish and English are part of the fabric of modern Irish society. A University institution, which is educating its students to take part in and to be leaders of that society, should take whatever positive action open to it to educate its graduate for this role.

(Bord Na Gaeilge, 1977, p.1)

Additionally, An Bord noted that a considerable amount of goodwill to Irish existed among staff, attributable in part to previous initiatives under the auspices of the Governing Body, and asserted that it wished "to build upon this existing good will, and to strengthen it gradually with the aid of policies which will be acceptable to both staff and students" (Bord Na Gaeilge, 1977, p.1). These "general principles" characterised much of the work of An Bord and emphasised inclusivity, consensus building, and cooperative endeavour. Indeed, prior to the establishment of An Bord a considerable range of activities had been provided under the auspices of An Teaglann and An Bord had a solid platform on which to build.

During the twenty-year period, a number of recurring themes and activities featured in the deliberations and planning of An Bord. Many meetings considered the development of an Irish-medium programme of studies for students. An Bord engaged in discussions with a wide range of interests in relation to the development of a dedicated under-graduate programme, viz. An Léann Dúchais.

An Advisory group of An Bord brought forward proposals regarding the promotion of Irish in the everyday life of College. Discussions and planning meetings were initiated between An Bord and the national (statutory) Bord Na Gaeilge. Attention was focused on the publication of Irish language texts. A Seomra Caidrimh (an Irish language staff Common Room) was established in order to promote Irish within the ambience of College. Irish language classes which had been provided by An Teanglann, were expanded for staff and for the public and the need for bilingual signage in the campus environment was brought to the attention of College authorities on a number of occasions. Also, An Bord brought forward a proposal to acquire a premises in the Corca Dhuibhne Gaeltacht (Dún Chíomhaín) and organised Irish language public lectures on a wide range of topics.

Throughout the period An Bord developed a close and positive working relationship with the staff of Aonad Na Gaeilge Labhartha, (formerly An Teanglann), who implemented the policy and initiatives of An Bord. It may be argued that the success of An Bord in developing a bilingual atmosphere on campus and in promoting Irish as an integral and natural part of the life and work of College is reflected in the positive findings in staff attitudes, competence and usage reported earlier. ~~The Annual Report, 1993 - 1994,~~ of Bord Na Gaeilge reflects a wide range of Irish language activities and initiatives, each of which constituted an important part of a coherent language promotion and planning process. These include the establishment of an Irish language residential Centre, which was intended to create an Irish language speaking student community on campus. Participation in U.C.C.'s Schools' Liaison Programme generated "very positive results in the context of College's relation with Irish language schools and in that of the bilingual life of College". (Bord Na Gaeilge, 1994, p.10). Data on the numbers attending Irish language classes revealed that over 700 learners attended a wide range of classes the previous year 1992 - 1993, more than double the number attending in 1987 - '88. (See Table in appendix 1), 100 students participated in the one-week and two-week Gaeltacht scholarship scheme, 21 week-end courses were organised at Dún

Chíomháin, and 18 staff members and their families spent a period of one week each at An Dún "in order to regain fluency in the language while at the same time enjoying some of the other attractions of the West Kerry Gaeltacht". (Bord Na Gaeilge, 1995, p.10).

Important factors in the success of An Bord's work were the manner in which Bord members adopted a very focused role, the integration of policies into broader College deliberations, and the activist part played by College Officers. For example, each meeting in the first three or four years of the life of An Bord was chaired by the then President Dr. D. MacCárthaigh, and he also took a very "hands on" and activist interest in bringing policy initiatives to practical fruition. An Bord also emphasised the importance attached to the need for the Higher Education Authority to develop an integrated policy on Irish in the N.U.I. system. Equally, College authorities and structures cooperated with An Bord when anxieties were expressed regarding the status of Irish vis-a-vis other modern languages in the Commerce degree and also in Legal Studies, thus ensuring that Irish was accorded parity of esteem and featured in the subject selection of these student cohorts. Also, An Bord has emphasised the importance attaching to Irish as an obligatory subject in the matriculation requirements of the National University of Ireland (NUI), and pointed out the diminution of status and motivational reduction which would occur if such a requirement for intending NUI applicants was to be removed.

The broad range of initiatives outlined above related very closely to the statutory duties of An Bord and were consistent with the thrust of the three major headings of policy proposals outlined by An Bord in 1977, viz.

- ❑ Practical training in spoken Irish for staff and students who wish to avail of it, and (as a facet of the College's educational services to the community) for groups of adult outside College.
- ❑ An environment providing occasions in the life and work of the College in which Irish can naturally be used.

- Academic courses and activities through Irish.

(Bord Na Gaeilge, 1977, p.1)

In this manner, the rationale and policy of An Bord defined the Irish language activities promoted in the College rather than vice versa.

(Further details of policy proposals are outlined in Appendix 2).

5. Conclusion

University College, Cork is almost unique in the Irish third-level University sector in the manner in which the Irish language is positively and formally promoted among staff and students, the only other comparable institution being University College, Galway. U.C.C. staff present evidence of a profile of Irish language attitudes, competence and usage which is clearly more positive and higher than national averages. While it is not possible at this stage of the research project to conclusively link this profile with the work of An Bord, it appears reasonable to assert that the status and visibility of Irish, within the range of formal and informal activities in College, is attributable to the policy initiatives of An Bord over the past twenty years. Thus, the work of An Bord has served to provide a bilingual ambience and environment within which these attitudes, competencies, and usage can grow and flourish. It is intended to survey U.C.C. staff on a regular basis, thus providing data, patterns and insights regarding Irish language attitudes, competence and usage every 3 - 4 years.

The U.C.C. staff profile presents evidence regarding a number of Irish language behavioural features which may be of value to An Bord in its promotion and planning activities in the years ahead. For example, it would seem important to embrace, in as far as is possible, a broad understanding of the concept 'language useage', so as to ensure that staff, possessed of receptive competence in Irish, feel as much part of the Irish language community as those staff evidencing higher levels of productive (speaking and writing) abilities in the language. It is worth recalling that nearly one-fifth of staff presented "a personal feeling of inadequacy in speaking Irish" as the primary reason for not attending Irish language activities in the College. It may be argued that receptive bilingualism is an important and key element and stage in the promotion of the broader concept 'bilingualism' in any society or community of people. Translation of "passive" usage of Irish and a positive attitudinal profile into more "active" engagement with the language will be

a challenge for An Bord in the future. However, a substantial foundation for this work is already in place as a direct result of its role in the past two decades.

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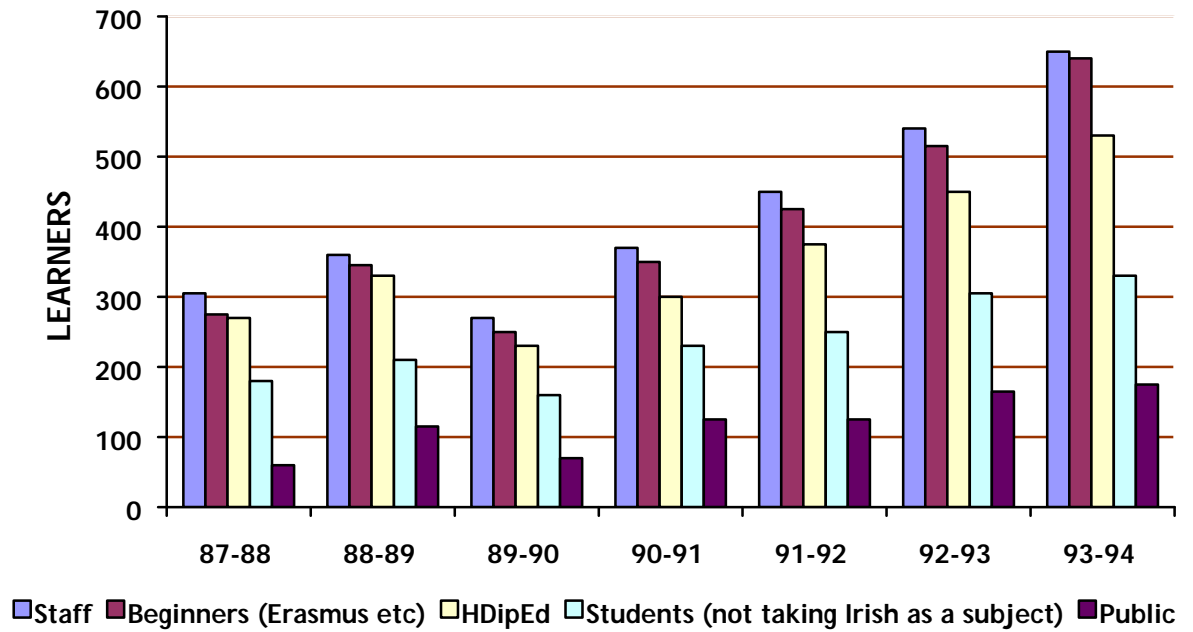
7. Appendices

APPENDIX 1

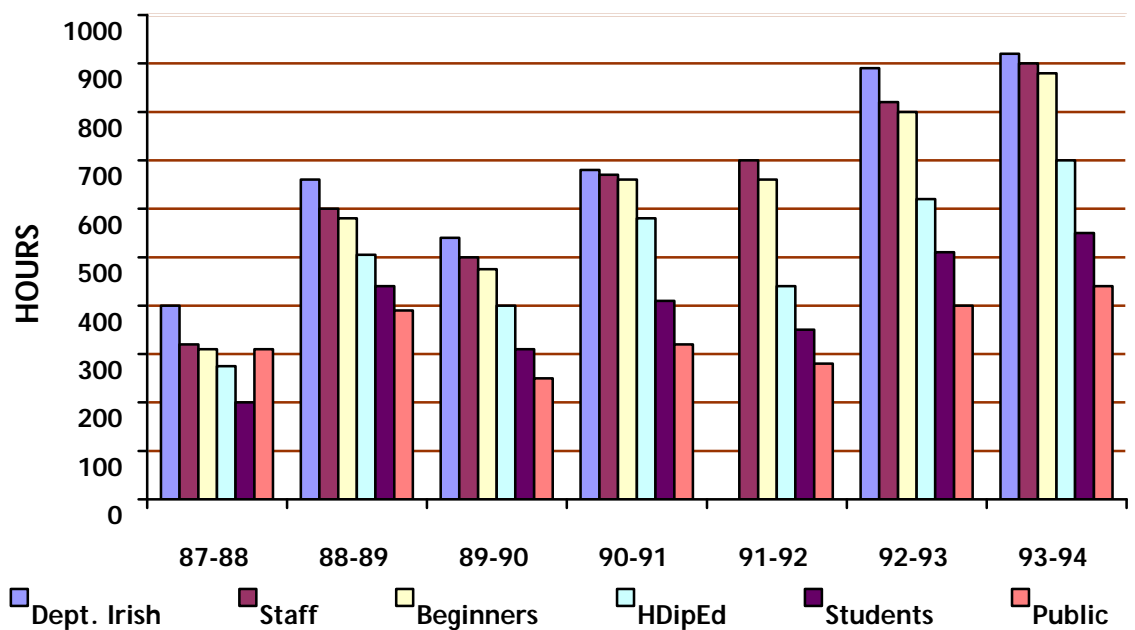
Irish Language Courses, 1987 - 1994

(legends read from left to right)

TOTAL STUDENT NUMBERS



TOTAL TEACHING HOURS



APPENDIX 2

Policy Proposals of Bord Na Gaeilge.

General Principles

Bilingualism is an acceptable concept to most Irish people, and to some extent both Irish and English are part of the fabric of modern Irish society. A University institution, which is educating its students to take part in and to be leaders of that society, should take whatever positive actions open to it to educate its graduates for this role. Already the College Calender states that it is the College policy "that Irish should be fostered in the everyday life of the College among staff and students". It is evident that, due in some part to schemes already begun under the auspices of the Governing Body, a considerable amount of goodwill already exists among staff and students. Bord na Gaeilge wishes to build upon this existing goodwill, and to strengthen it gradually with the aid of policies which will be acceptable to both staff and students. The proposals we make are in line with the statute establishing Bord na Gaeilge and fall under the following three headings:

1. Practical Training:

1.1 Academic Staff:

- 1.1.1 That seminars and courses, combining language training with an introduction to the Irish milieu, be established in Dún Chíomháin for academic staff and their spouses.
- 1.1.2 That the Teanglann* courses in spoken Irish already available be extended and made available to the spouses of academic staff.
- 1.1.3 That special provision, by way of College courses and/or residence in Dún Chíomháin, be made for the academic staff who are lecturing in the Irish and Cognate Studies programme and for their families.
- 1.1.4 That under terms laid down by Bord na Gaeilge, Dún Chíomháin be made available for short stays to all academic staff members (and their families) who wish to improve their Irish; otherwise, in selecting participants from the academic staff for the courses in Dún Chíomháin, that first preference be given in general to those who have followed Teanglann courses.

1.2 Administrative Staff:

- 1.2.1 That the Teanglann courses in spoken Irish for administrative staff be developed.
- 1.2.2 That courses be provided in future for newly appointed administrative staff as part of their year's training.
- 1.2.3 That, as in 1.1.4 above, Dún Chíomháin be made available for short stays to all administrative staff members (and their families) who wish to improve their Irish; otherwise, in selecting participants from the Administrative Staff for the courses in Dún Chíomháin, that first preference be given in general to those who have followed Teanglann courses.

1.3 Students

- 1.3.1 That the Teanglann courses in spoken Irish already being provided be developed and diversified gradually so as to cope with beginners, students with an average ability in Irish, and special students who, with suitable training, could become highly proficient in spoken Irish.
- 1.3.2 That the scheme of Gaeltacht scholarships be strengthened and diversified. Scholarships, usually of two weeks duration, might be given for up to four weeks to special students who are approaching high proficiency in the spoken language. A certain proportion of the scholarships should be allotted to students who had followed Teanglann courses and to postgraduates.
- 1.3.3 That courses be provided in Dún Chíomháin for particular groups of students (where possible from a single department) who may be expected to come together naturally in the life of the College.
- 1.3.4 That a special Teanglann course be offered to H.Dip. students who have taken Irish as a degree subject, as a special effort towards improving the standard of spoken Irish in school teaching.
- 1.3.5 That special provision be made to provide courses and/or short residential periods in Dún Chíomháin for Honours and Postgraduate students of the Irish Department, and for students in the Irish and Cognate Studies course.
- 1.3.6 That Dún Chíomháin's facilities be offered whenever possible to any other College students who wish to improve their Irish. In general however it will be expected that such students should have spent some time previously in a Gaeltacht home.

1.4 Groups of Adults outside College

- 1.4.1 That the existing Teanglann courses for adult learners be maintained and if possible extended.
- 1.4.2 That in-service courses for teachers of Irish be provided, possibly with the cooperation of the Government Department of Education or any other government agency such as the State Bord na Gaeilge.
- 1.4.3 That special provision already being made in Dún Chíomháin for those adults who have taken Teanglann courses be continued.
- 1.4.4 That consideration be given to allowing members of other academic institutes, or of extra-collegiate cultural groups, the use of Dún Chíomháin, provided that such use does not interfere with plans for its use by College groups.

2. Towards a Bilingual Environment

- 2.1 That if possible social functions where Irish might normally be spoken be provided for staff and students (to one at least of which functions college officers and governors might be invited). These functions, as a general rule, might best be organized on the basis of departmental or other existing groups.
- 2.2 That in future allocation of space the Governing Body take into account the principle that departments which do some or all of their work through Irish should be placed together, with a view to providing a natural bilingual milieu in College.
- 2.3 That public notices in College be as a general rule bilingual; a detailed policy in this regard should be worked out between Bord na Gaeilge and the relevant College Officers. That individual members of the Academic Staff be circulated with a view to finding out to what extent bilingual nameplates would be acceptable to them. That the present policy whereby all College Stationery is provided with bilingual headings be continued. Bord na Gaeilge should consult with the relevant College Officers with a view to providing
 - a) facilities for student registration in Irish,
 - b) a selection of bilingual College administration forms, and
 - c) an appropriate element of Irish in public adverts by College.
- 2.4 That Bord na Gaeilge consult with the relevant College Officers with a view to facilitating the use of Irish in selected focal points of College business (such as the Library, the Registrar's Office, the Telephone Exchange, the Enquiry Office).
- 2.5 That consideration be given to the institution of an annual prize scheme for those among students and administrative staff who have undertaken the most worthwhile initiatives in furthering spoken Irish in College life.
- 2.6 That Bord na Gaeilge consult with An Chuallacht with a view to assisting them in certain projects (such as Seachtain na Gaeilge).

Academic Courses and Activities through Irish

- 3.1 That the existing academic programme through Irish (Irish Cultural Studies) be kept under review and, if possible, gradually extended.
- 3.2 That Bord na Gaeilge consult with the U.C.C. Department of Education and other relevant departments as to whether it would be feasible to develop a substantial course (allied to research activity) on the practical and theoretical aspects of bilingualism.
- 3.3 That Bord na Gaeilge consult with the U.C.C. Department of Education as to which sections of their H.Dip. course might be given through Irish.
- 3.4 That Bord na Gaeilge consult with the Cork University Press as to what initiatives it might take with regard to publishing in Irish.

3.5 That Bord na Gaeilge seek to provide special lectures and seminars to foster an awareness of cultural and linguistic problems relevant to the Irish situation. When re-adopting the above policy in January 1989, the Governing Body also decided:

4. A H.E.A. Policy for Irish

4.1 That College urgently press for an integrated H.E.A. policy on Irish in the National University of Ireland. That it be indicated in particular in such a policy what provisions might best be made for teaching academic courses through Irish in U.C.C. and what scholarships/grants could be made available to students who would pursue these courses.

5. That Bord na Gaeilge submit a yearly report to the Governing Body indicating progress made on the main policy areas outlined above.

* In 1991 a re-organisation of the role of An Teanglann was effected and Aonad na Gaeilge Labhartha now deals exclusively with Irish language courses and activities.

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