

Lost in transition?

**Celtic language revitalization in Scotland and Wales:
the primary to secondary school stage**

Appendices

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In the interests of economy, in both Appendix 2 (Pilot Study) and Appendix 3 (Main Study) the Scottish context is typically used to illustrate the research instruments employed at the primary school stage and the Welsh context is used to illustrate those employed at the secondary school stage. In addition, only the English-language version of research collection instruments that were provided in bilingual form is provided, for reasons of space. The research instruments that were also distributed in the Celtic language are marked with an asterisk. A full appendix, containing copies of the research instruments used in the pilot and main study in both Scotland and Wales is available on request.

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* = Also distributed in Gaelic/Welsh

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Appendix 1 Research Design
A.1 Research Questions

Research Questions Set 1: Choice of medium of instruction at the primary and secondary school stages

- 1.1 What factors influence parental decisions for Celtic-medium education at the primary school level?
- 1.2 What factors influence Celtic-medium pupil decisions regarding language of education for the first year of secondary school?
- 1.3 Do the responses and patterns of response regarding choice differ between (i) the primary and secondary school stages (ii) the Scottish and Welsh contexts?

Research Questions Set 2: Aspects of language relevant to language planning at the primary and early secondary school stages

- 2.1 What are Celtic-medium pupils' patterns of (a) language use (b) perceptions of their linguistic ability (c) identification with the Celtic language and (d) perceptions of the usefulness of the Celtic language for their future at the primary and early secondary school stages?
- 2.2 Do the responses and patterns of response differ between the Scottish and Welsh contexts at the primary school stage? If so, in what ways?
- 2.3 Do the responses and patterns of response shift between the primary and secondary school stages in either the Scottish or the Welsh contexts?

Appendix 2 Pilot Study

Section A Data Collection Instruments – Primary School Stage

A.1 School Level Questionnaire (Dual stream school: Scotland)

I would be grateful if you would complete the questionnaire as fully as possible, but where information is not readily available please just write ‘don’t know’ in the relevant box. Many thanks.

Local Authority Area _____
 School Name _____
 Respondent’s name _____
 Respondent’s position _____
 Respondent’s email _____

Section 1 Primary School Context

(Q1a) Is your school located in a rural, semi-rural or urban location?

Please tick as appropriate:

Rural Semi-rural Urban

(Q1b) What is the total number of pupils in your primary school? _____

(Q1c) How many Gaelic-medium pupils are on your primary school roll? _____

(Q1d) How many teaching and support staff are there in your GME stream? _____

Teachers _____ Nursery Nurses and Classroom Assistants _____

(Q2) Is your Gaelic-medium provision given through:

A fully Gaelic-medium school

A stream of a school which also offers English-medium Education.

A unit in a school which also offers English-medium Education.

Other (Please specify) _____

(Q3) Who determines the language model (that is to say which language is used at which primary levels, or which language is used to teach certain curricular areas)?

A National body If so, which _____

The Local Authority

The school

Other Please specify _____

Section 2 Language model

(Q4) What subjects are taught through Gaelic-medium, and at what primary stages?

English	<input type="checkbox"/>	If so, between primary _____ and _____
Environmental Studies	<input type="checkbox"/>	If so, between primary _____ and _____
Expressive Arts	<input type="checkbox"/>	If so, between primary _____ and _____
Gaelic	<input type="checkbox"/>	If so, between primary _____ and _____
Maths	<input type="checkbox"/>	If so, between primary _____ and _____
Personal & Social Education	<input type="checkbox"/>	If so, between primary _____ and _____
Other (Please Specify) _____		If so, between primary _____ and _____

If your school operates additional or alternative language strategies such as using different ratios of Gaelic to English-medium teaching input at particular primary stages, using Gaelic and English on particular days, or for particular proportions of the school day, then please elaborate upon this below:

(Q5) Is Gaelic used in school out with the classroom context? Yes No
 If yes, in which contexts/for which type of activities:

Section 3 Current Primary Seven Cohort

Section 3.1 Gaelic-medium Pupils

(Q6a) How many Gaelic-medium pupils do you currently have in Primary Seven?__

(Q6b) How many pupils in Gaelic-medium Primary Seven have Gaelic as a first language/use Gaelic in the home? __

(Q7) What percentage of teaching time is conducted in English and what percentage in Gaelic in Primary 7? English _____ % Gaelic _____ %

(Q8a) What percentage of your GME pupils do you believe attain ‘broadly equal competence in Gaelic and English, in all skills by the end of Primary 7’?
(SOED:1993:6)

- | | | | |
|----------------------------|--------------------------|--------------------|--------------------------|
| All (100%) | <input type="checkbox"/> | Some (25-50%) | <input type="checkbox"/> |
| Most (75% or more) | <input type="checkbox"/> | A minority (0-25%) | <input type="checkbox"/> |
| The majority (50% or more) | <input type="checkbox"/> | | |

(Q8b) For those pupils who display differing abilities in Gaelic and English language skills at the end of Primary Seven, which language tends to be weaker?

- English Gaelic

(Q8c) What other languages do the Gaelic-medium pupils learn at primary school?

Section 3.2 English-medium Pupils (If applicable)

(Q9) How many English-medium pupils do you currently have in Primary Seven? ____

(Q10) Which languages do the English-medium pupils learn at Primary School?

Section 4 Available secondary school level provision

Section 4.1 Gaelic-medium Pupils

(Q11a) Which is the intended secondary school for your Gaelic-medium pupils?

(Q11b) Is this:

- A fully Gaelic-medium secondary school
- An English-medium secondary school which teaches several subjects through the medium of Gaelic
If so, which subjects? _____
- An English-medium secondary school which provides Gaelic as a subject for fluent speakers?
- An English-medium secondary school which provides Gaelic as a subject for fluent speakers and for learners?
- An English-medium secondary school which provides Gaelic as a subject for learners only?
- A fully English-medium secondary school with no Gaelic provision?

Other (Please Specify) _____

(Q11c) Are pupils who have been educated through the medium of Gaelic at primary school required to take Gaelic as a subject for fluent speakers at Secondary One and Secondary Two level? Yes No

(Q11d) Do all Gaelic-medium pupils attend this secondary school? Yes No

If no, which secondary school(s) do they opt to attend and why?

Section 4.2 English-medium Pupils

(Q12a) Which is the intended secondary school for your English-medium pupils?

(Q12b) Which languages are available at this secondary school?

Section 5 Support structures for primary-secondary transition

(Q13) What strategies does your school employ to facilitate primary-secondary transition for all pupils?

At a teacher level:

At a pupil level:

(Q14) Are any alternative or additional strategies employed to facilitate the primary-secondary transition of Gaelic-medium educated pupils? Yes No

If yes, please detail below:

(Q15) Are there any specific challenges which you feel mark the transitional stage in your context?

(Q16) In which ways do you think that these challenges might be overcome?

If there are any further comments that you would like to add please use the space provided below:

Thank you for taking the time to complete the questionnaire, your help is very much appreciated.

Please return the questionnaire in the SAE provided by the [date]

You can write about whatever parts of Primary and Secondary School you like, but if you would like a help to get started writing, here are some ideas:

Think about the time that you have spent at [Primary School 1]:

- What you have enjoyed about being at [Primary school 1]?
- For example, what subjects or activities have you liked doing?

What do you think your new secondary school will be like?

- What you are looking forward to about secondary school?
- What things do you think will be the same at secondary school as primary school?
- What things do you think will be different at secondary school?

A.2.2 Gaelic-medium primary pupil interview schedule

My name is Fiona O'Hanlon and I am a student at Edinburgh University. I was just wondering if I could ask you a few questions about primary and secondary school? [If yes].

I'd like to tape record the interview so that I can write down the information later, if that's ok with you? [If not, I can just take written notes]

Anything that you say is anonymous which means your name will not be used. If you don't want to answer any of the questions then just let me know and we will miss that one out or stop the interview.

(1) First of all I was just wondering if you could tell me when you started Gaelic-medium education?

Prompt: Was it in nursery, or Primary One?

Follow up: And have you always been at [Primary School 1]?

(2) When do you use Gaelic at primary school?

*Do you learn all of your subjects through Gaelic or just some subjects? (Which?)
What language do you use at break and lunch times? (to friends/playground supervisor)*

(3) What has primary level Gaelic-medium education been like for you?

How do you feel about having been educated through Gaelic-medium education?

What has been the best bit and if you could change something, what would it be?

At [Primary School 1], there are English-medium classes too. When do you meet up with the English-medium pupils in the school?

Do you take any other languages at primary school?

(4a) Are you going to take Gaelic as a subject in secondary school?

Will you all take Gaelic in first and second year of secondary school?

If so, how do you feel about this?

Do you intend to continue with your Gaelic all through the secondary?

(Standard Grade/Higher/Advanced Higher)

Why do you want to/do not wish to continue with Gaelic?

(4b) Are you going to take any other subjects through Gaelic in secondary school?

What subjects can you take through Gaelic at secondary school?

Which of these will you take? Why?

Would you like to be able to take other subjects using/through the medium of Gaelic at secondary school? If so, which, why?

(4c) Do you wish to continue with or take up any other languages at secondary school?

(5) How do you feel about moving to secondary school?

How do you feel about moving from a Gaelic-medium to an English-medium school environment?

Is there anything that you are really excited about or concerned about?

(6a) When do you use Gaelic out of school?

To family or friends?

Do you watch Gaelic TV or listen to Gaelic radio?

Do you use any other languages out of school? If so, when?

(6b) Would you say that you are stronger in one language than the other or are you equally good at both languages?

You can write about whatever parts of Primary and Secondary School you like, but if you would like a help to get started writing, here are some ideas:

Think about the time that you have spent at Primary School 1:

- What you have enjoyed about being at Primary School 1?
- For example, what subjects or activities have you liked doing?

What do you think your new secondary school will be like?

- What you are looking forward to about secondary school?
- What things do you think will be the same at secondary school as primary school?
- What things do you think will be different at secondary school?

A.3.2 English-medium Scotland primary pupil interview schedule

My name is Fiona O'Hanlon and I am a student at Edinburgh University. I was just wondering if I could ask you a few questions about primary and secondary school? [If yes].

I'd like to tape record the interview so that I can write down the information later, if that's ok with you? [If not, I can just take written notes]

Anything that you say is anonymous which means that your name will not be used. If you don't want to answer any of the questions then just let me know and we will miss that one out or stop the interview.

(1) First of all I was just wondering when you started at this school?

Prompt: Was it in Nursery or in Primary One?

Follow up: And have you always been in the English-medium section?

(2) What has primary school been like for you?

*What has been the best bit and if you could change something, what would it be?
At Primary School 1, there are Gaelic-medium classes too. When do you meet up with the Gaelic-medium pupils in the school?
What do you think about learning Gaelic at school?*

(3) Do you learn any other/modern foreign languages at primary school?

Which ones?

*Does your class teacher teach you these or do specialist teachers come in?
What do you think about learning other languages at primary school?*

(4) What languages do you wish to continue with or take up at secondary school?

*Do you just intend to take these in first and second year of secondary school or do you intend to continue with other languages all through secondary school?
(Standard Grade/Higher/Advanced Higher)
Do you want to take Gaelic for learners at secondary school?*

(5) How do you feel about moving to secondary school?

Is there anything that you are really excited about or concerned about?

(6a) Do you use any languages apart from English out of school?

To family or friends?

Do you watch TV or listen to radio in that language?

(6b) Would you say that you are stronger in one language than the other (i.e. Gaelic as compared with Modern Foreign Language) or are you equally good at both languages?

A.4.1 Gaelic-medium primary teacher interview schedule

My name is Fiona O'Hanlon and I'm doing a PhD into the primary-secondary transition of pupils who learn a minority Celtic language at Primary school. I would like to ask you a few questions about the primary-secondary transition of your Gaelic-medium pupils. Are you happy to answer the questions?

[If yes]

All data would be anonymised. Also, please just let me know if you don't want to answer any questions, and you are free to withdraw from the project at any time.

- (1) I was just wondering if you could tell me a little about the strategies the school uses to try to ensure a smooth primary-secondary transition for all pupils?
(Teacher Level/Pupil Level)
- (2) Are any alternative, or additional strategies employed to by the school or the teachers take to facilitate the primary-secondary transition of Gaelic-medium pupils?

Linguistic

Cultural

Social (integration)

Academic continuity (national tests continue, continue to learn Gaelic until S2?)

- (3) How effective do you believe these strategies to be with regard to preparing Gaelic-medium pupils for the new challenges of Secondary School/the types of challenges you expect secondary school to pose for your Gaelic medium pupils?
- (4) Are there any specific challenges which you feel mark the transitional stage in your context?
- (5) In which ways do you think that these challenges might be overcome?

A.4.2 English-medium Scotland primary teacher interview schedule

My name is Fiona O'Hanlon and I'm doing a PhD into the primary-secondary transition. I would like to ask you a few questions about the primary-secondary transition of your pupils. Are you happy to answer the questions?

[If yes]

All data would be anonymised. Also, please just let me know if you don't want to answer any questions, and you are free to withdraw from the project at any time.

(1) I was just wondering if you could tell me a little about the strategies the school uses to try to ensure a smooth primary-secondary transition for all pupils?
(Teacher Level/Pupil Level)

(2) How effective do you believe these strategies to be with regard to preparing pupils for the new challenges of Secondary School/the types of challenges you expect secondary school to pose for your pupils?

Linguistic

Cultural

Social (integration)

Academic continuity (national tests continue until S2?)

(3) Are there any specific challenges which you feel mark the transitional stage in your context?

(4) In which ways do you think that these challenges might be overcome?

A.5 Primary school observation schedule. (Dual stream school: Scotland)

Visual

School-level

(1) The geographical positioning of the Gaelic unit/department in relation to the rest of the school

Where is the Gaelic unit/department located?

Does such a geographical layout facilitate a notion of equity of the Gaelic unit/department with the rest of the school?

School and Gaelic-unit/department level

(2) To what extent are other languages able to be seen in the school?

e.g.

(2.1) Are there any signs/general information in other languages in the school?

In the main body of the school:

	<i>Yes (describe)</i>	<i>No</i>
<i>Gaelic</i>		
<i>Other languages</i>		

In the Gaelic unit/department:

	<i>Yes (describe)</i>	<i>No</i>
<i>Gaelic</i>		
<i>Other languages</i>		

(2.1.1) Does the order in which the English and the Gaelic come depend on whether you're in the shared part of the school or in the Gaelic-unit/department?

(2.2) Are there examples of pupils' writing in languages other than English pinned on the walls?

In the main body of the school?

	<i>Yes (describe)</i>	<i>No</i>
<i>Gaelic</i>		
<i>Other languages</i>		

In the Gaelic unit/department?

	<i>Yes (describe)</i>	<i>No</i>
<i>Gaelic</i>		
<i>Other languages</i>		

Gaelic-unit/department level

(3) Are the reading books in the library of the Gaelic-unit/classroom:

A good range of factual and fictional material? Yes No

What is the approximate percentage of English to Gaelic texts? _____

What are the sources of the reading texts?
[e.g. Stòrlann, big books, Heinemann etc?]

Auditory

(4) Patterns of English and Gaelic use in the classroom

(4.1) Type of lesson observed

How often, and in what contexts is English used?

(4.2) Interaction

	Classroom	Corridor	Playground
Pupil-pupil interaction			
Teacher-pupil interaction			
Pupil support-pupil interaction			
Teacher-teacher interaction			
Head teacher-pupil interaction			

Atmosphere

What overall impression exists concerning the part that Gaelic plays in the school?

How, and in what ways, does Gaelic contribute to the ethos of the school?

A.6.1 Parental questionnaire: Welsh-medium primary pupils

Parental Questionnaire [Primary School 3]

Please answer the questionnaire as fully as possible. However, if there are any questions that you feel are irrelevant to you, or that you would rather not answer, then just leave them blank. All data is confidential and pupil and parent names are only asked for in order that I might connect the two accounts. Any participant cited in the research would remain anonymous. Many thanks.

Name of Pupil _____

Name of Parent/Guardian _____

(Q1) When did your child join [Primary School 3]?

Nursery: _____

Reception Year: _____

Other [Please specify] _____

(Q2) Do you live in the school’s catchment area? Yes No

If no, how far does your child have to travel in order to attend Welsh-medium primary education? _____ Miles

(Q3) Has your child always been in Welsh-medium education? Yes No

If no, please state the language/languages through which the child was taught until joining Welsh-medium at [Primary School 3] _____

(Q4) When choosing your child’s school, did you have the option to send your child to a English-medium school? Yes No

What factors influenced your decision to send your child to Welsh-medium education?

(Q5) Which other language/languages has your child been learning at primary school?

Did you have a choice in determining what these languages were?

(Q6) Which secondary school will you be sending your child to?

[Secondary School 3] [Secondary School 2]

Other [Please specify] _____

(Q7) Which languages will your child be continuing with, or taking up, at secondary school?

How do you feel about this?

(Q8) Will your child be taking any classes through the medium of Welsh, or any other language, at secondary school?

(Q9) Are you happy with the provision made for your child's primary-secondary transition?

Yes No

If you wish, please give reasons for your answer.

(Q10) Does your child speak or hear any language apart from English out with the school environment? Yes No

If yes, what language/languages does your child speak or hear, and in what contexts?

If you have any further comments, then please use the space provided below (and additional sheets if necessary):

Many thanks for taking the time to complete the questionnaire, your help is very much appreciated.

Fiona O'Hanlon

A.6.2 Parental questionnaire: English-medium Wales pupils

Parental Questionnaire – [Primary School 2]

Please answer the questionnaire as fully as possible. However, if there are any questions that you feel are irrelevant to you, or that you would rather not answer, then just leave them blank. All data is confidential and pupil and parent names are only asked for in order that I might connect the two accounts. Any participant cited in the research would remain anonymous. Many thanks.

Name of Pupil _____

Name of Parent/Guardian _____

(Q1) When did your child join [Primary School 2]?

Nursery: _____

Reception Year: _____

Other [Please specify] _____

(Q2) Do you live in [Primary School 2's] catchment area? Yes No

If no, how far does your child have to travel in order to attend English-medium primary education? _____ Miles

(Q3) Has your child always been in English-medium education? Yes No

If no, please state the language through which the child was taught until joining [Primary School 2] _____

(Q4) When choosing your child's school, did you have the option to send your child to a Welsh-medium school? Yes No

If yes, what factors influenced your decision to educate your child primarily through the medium of English?

(Q5) Which languages has your child been learning at primary school?

Did you have a choice in determining what these languages were?

(Q6) Which secondary school will you be sending your child to?

[Secondary School 2]

[Secondary School 3]

Other [Please specify] _____

(Q7) Which languages will your child be continuing with, or taking up, at secondary school?

How do you feel about this?

(Q8) Will your child be taking any classes through the medium of a language other than English at secondary school?

(Q9) Are you happy with the provision made for your child's primary-secondary transition Yes No

If you wish, please give reasons for your answer.

(Q10) Does your child speak or hear any language apart from English out with the school environment? Yes No

If yes, what language/languages does your child speak or hear, and in what contexts?

If you have any further comments, then please use the space provided below (and additional sheets if necessary):

Many thanks for taking the time to complete the questionnaire, your help is very much appreciated.

Fiona O'Hanlon

Section B Data Collection Instruments – Secondary School Stage
***B.1.1 Welsh-medium secondary pupil questionnaire**

Name _____

Section 1 About you

(Q1) Which primary school did you go to?

[Primary School 3]

Other school

(Q2) What was your first language?

Welsh

Welsh and English

English

Other

(Q3) Does anyone in your family speak Welsh? Yes No

If yes, who?

Section 2 How do you use your languages?

(Q4) In which language do you speak to the following people?

If you have more than one brother/sister/grandmother/grandfather, then please use one tick for each person.

		Always or almost always in Welsh	In Welsh more often than English	In Welsh and English equally	In English more often than Welsh	Always or almost always in English	Other
At home	Father						
	Mother						
	Brothers/ Sisters						
	Grandfathers						
	Grandmothers						
In the classroom	Other pupils in the classroom						
	Teachers in the classroom						
In the school	Other pupils when outside of the classroom (e.g. corridors/ playground)						
	Teachers when outside of the classroom						
Outside of school	Friends outside of school						
	Adults outside of school, e.g. neighbours						

(Q5) In which language do the following people speak to you?

If you have more than one brother/sister/grandmother/grandfather, then please use one tick for each person.

		Always or almost always in Welsh	In Welsh more often than English	In Welsh and English equally	In English more often than Welsh	Always or almost always in English	Other
At home	Father						
	Mother						
	Brothers/ Sisters						
	Grandfathers						
	Grandmothers						
In the classroom	Other pupils in the classroom						
	Teachers in the classroom						
In the school	Other pupils when outside of the classroom (e.g. corridors/ playground)						
	Teachers when outside of the classroom						
Outside of school	Friends outside of school						
	Adults outside of school, e.g. neighbours						

(Q6) Do you do anything out of school that involves Welsh?

For example do you watch television or read books in Welsh?

Do you do sports or music that involve Welsh or are you part of a Welsh youth club?

Section 3 How do you rate your language ability?

(Q7) At the start of Year 8, how good do you think your Welsh is?

(Welsh)	Very Good	Good	Ok	Not so good	Not good
Understanding					
Speaking					
Reading					
Writing					

(Q8) At the start of Year 8, how good do you think your English is?

(English)	Very Good	Good	Ok	Not so good	Not good
Understanding					
Speaking					
Reading					
Writing					

(Q9) At the start of Year 8, how do you think your abilities in Welsh and English compare?

	Better in Welsh than in English	About the same in Welsh and in English	Better in English than in Welsh	I don't know
Reading				
Writing				
Talking				
Listening (Understanding)				

(Q10) At the start of Year 8, how good do you think you are at your Modern Foreign Language (for example French or German)?

	Very Good	Good	Ok	Not so good	Not good
Understanding					
Speaking					
Reading					
Writing					

Section 4 Welsh at secondary school

(Q11) Which Welsh class were you in Year 7?

Welsh First Language *Welsh Second Language*

(Q12) Was Welsh used in registration in Year 7? Yes No

(Q13) Was Welsh used in any of your subjects in Year 7? Yes No

If yes, in which subjects?

Section 5 How would you have liked to have been taught in Year 7?

(Q14) The table below contains a list of secondary school subjects.

If you could have chosen, how would you have preferred to have been taught each subject in Year 7?

<i>Subject</i>	Taught always or almost always in Welsh	Taught using more Welsh than English	Taught in Welsh and English equally	Taught using more English than Welsh	Taught always or almost always in English
English					
Welsh					
Mathematics					
Science					
Design and Technology					
Information & Communication Technology					
History					
Geography					
Modern Foreign					
Art and design					
Music					
Physical Education					
Citizenship					
Religious Education					

B.1.2 Welsh-medium secondary pupil interview schedule

Welsh-medium Year 8 Pupils Interview

My name is Fiona O'Hanlon and I'm a PhD student at Edinburgh University. I'm interested in the move from primary to secondary school of pupils, like yourself, who had been learning Welsh at Primary school and who are now at secondary school. I was just wondering if I could ask you a few questions about your experience of primary-secondary transition, your experience of the first year of Secondary school, and about Welsh at secondary school? Are you happy to answer the questions?

[If Yes]

I'd like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] Would you be happy with me taking written notes?

Anything that you say is anonymous and your name would not be used if your views were quoted in the research. Finally, if you don't want to answer any of the questions then just let me know and we will miss that one out or if you just want to stop completely then just let me know and we'll stop.

Can I just ask for your name first of all?

Name of Pupil _____

Section 1 The Welsh provision you have received at secondary school

You said in your questionnaire that you went to [Primary School 3].

(1) How do you feel about having been at a Welsh-medium primary school?
Did you decide to go there, or did your parents decide to send you there?

Look at Questionnaire Section 1:

If the pupil's first language is not Welsh or English, what is it?

You said in your questionnaire that you have a brother/sister who speaks Welsh.

Are they older or younger than you?

If older: Were they at Welsh-medium education too? Which school are they at now?

If younger: Were they at Welsh-medium primary too?

(2a) And then you transferred up to a Welsh-medium secondary school. Why did you decide to continue learning through Welsh at secondary school?

(2b) Did anyone give you any advice about which subjects to have some Welsh in at secondary school?

For example your teachers, parents, siblings or friends (in your year or in older years)?

What was the nature of that advice? i.e. What did your teachers/parents /siblings/friends say that you should do?

- (3) And do you learn everything through Welsh at secondary school, or do you get a choice about which subjects to learn in Welsh, and which subjects to learn in English?

If they learn everything in Welsh: How do you feel about this?

If they get a choice to take e.g. Maths and Science through English: What language did you decide to learn maths and science through? Why?

Were you given any advice from the school/your parents/your friends regarding this?

- (4a) What has learning (through) Welsh at secondary school been like for you?

What has been the best thing about learning through Welsh at secondary school do you think?

Is there anything that you would change about learning through Welsh at secondary school if you could?

- (4b) Overall, how would you rate your experience of Welsh in secondary education?/Overall, how good do you think it's been being at Welsh-medium education at secondary?

Do you think it has been Excellent/Very Good/Good/Not very good/Poor Why?

- (5) And do you think that you use your Welsh more than you did at primary school, about the same as you did at primary school, or less than you did at primary school now that you are at secondary school?

Is that in the classroom, and in the playground, or in extra-curricular activities? [Cf. Questions 4 and 5 in the questionnaire.]

Now, the last time I came to speak to you, it was just before you transferred up to secondary school, so I'd like to ask you a few questions about coming up to secondary school, if it's ok with you.

Section 2 Primary-secondary transition

- (6) What was coming up to secondary school like for you?

Was there anything you particularly enjoyed?

Was there anything you found particularly difficult or which took time to get used to/or that you weren't expecting?

- (7) And do you remember that before you started secondary school, the primary school and secondary school were doing things to get you ready for secondary school?

*What parts of the **preparation** for secondary school that you got when you were in primary school were helpful to you when you started secondary school?*

And when you started at secondary school, did the school do any things that helped you to settle in?

- (8) Is there anything else that the primary or secondary school could have done, or anything that they could have done better to make coming to secondary school easier for you?

Section 3 Opinions about the available Welsh provision at secondary school

So you've now been at secondary school for a year.

(9a) Do you think secondary school is different from primary school?

If so, in what ways is secondary school different from primary school do you think?

(9b) And is learning through Welsh at secondary school different from learning through Welsh at primary school do you think, or is it just the same?

If so, in what ways is it different? Is it harder?

(9c) Cf. Pupil Questionnaire Q6

You say that you do...out of school that involve Welsh. Are these the same extra-curricular activities that you did at primary school?

Did you do more Welsh activities at primary school or do you do more at secondary school?

How important to you are doing these activities?

Why do you like/why do you not like doing them?

And I'd just like to ask you a few questions about learning languages at secondary school if I may.

(10) You said in your Questionnaire (Question 11) that you were in the Welsh First Language class in Year 7. Did you get a choice of which group to be in, or is everybody at this school in a Welsh First language class?

If pupil got a choice, why did you choose Welsh First Language/Welsh Second Language?

If pupil didn't get a choice, would you have liked a choice between Welsh First Language and Welsh Second Language? Which would you have chosen to be in?

(11a) Could you tell me a little bit about what you've been doing on your Welsh course in secondary school?

(11b) And when you first came up to secondary school, how did you find the Welsh lessons? Were they like the ones you'd had at primary school or were they different?

(i) Did they follow on from the Welsh course/lessons you had at primary school?

(ii) Were they about the same kinds of subject content?

Was there a transition booklet that you started at primary school and finished at secondary school? If so, how did you find that?

(iii) Were they at the right level of difficulty, i.e. Did you do a lot of revision at the start of the year, or not much?

(11c) How often do you get Welsh as a subject per week? And how long is each period?

Is that enough?

(12) And [*cf. questionnaire questions 7-9*] you say that you think that your:

Welsh is better than your English
Welsh and English are about the same
English is better than your Welsh

- (a) Why do you think this is?
 - (b) Is this different to how your languages were at the end of Primary school?
 - (c) Would you like your Welsh and English to be the same (if they're not) or are you happy the way they are?
- How do you think that you could improve your English/your Welsh?*

(13) I understand that you have been learning French in Year 7.

- (a) How do you feel about learning French?
- (b) When did you start learning French?
If primary: How did you find this? Was it useful to have started before secondary?
If secondary: Would you have liked to have started French earlier, i.e. In primary school?
- (c) Do you prefer learning Welsh or French, or do you like learning them the same? Why?
- (d) Do you think that Welsh or French will be more useful for your future, or do you think that they'll be equally useful?
- (e) Will you learn more languages later on in secondary school?
If so, how did you get the information about which languages you can learn at secondary?

Section 4 Your 'ideal' Welsh provision in Year 7

I'd like to ask you a few questions about what your ideal Welsh provision would have been in Year 7 - that's just about what subjects you would like to have learnt in which languages in Year 7 (which you wrote about in Question 14 of your questionnaire) if that's ok.

You said [in Question 14 of your questionnaire] that you would have liked ...[subjects] taught always in Welsh, and [name subjects] through English in Year 7.

- (14) Could you tell me why would you would have liked to learn these subjects through Welsh/mostly in Welsh etc?
Why would you like to learn these subjects through/mostly through Welsh?
Why would you have liked to learn these subjects through/mostly through English?
- (15a) Do you think that there is enough *choice* at secondary school with regard to which language(s) you learn subjects in?

If yes, why?

If no, why would you have liked more choice with regard to the medium of instruction of subjects in Year 7?

(15b) What is your goal for your Welsh?

(16a) I understand that everyone in Wales has to take Welsh from the ages of 5 to 16 in Welsh-medium schools and in English-medium schools. How do you feel about this?

(16b) If somebody said to you now that you could keep going with Welsh next year if you wanted, but that you could stop if you wanted, would you keep going with it?

Why you think/do you not think it's important to keep going with your Welsh at secondary school?

Section 5 Future intentions concerning Welsh

I'd just like to finish by asking about what you think you'll do with your Welsh in the future, if that's ok with you.

(17a) Do you think that you'll take Welsh for GCSE next year?

Why would you/would you not want to continue with Welsh?

Will that be Welsh for First Language speakers?

(17b) Are there any other languages that you would like to do next year?

If so, which? Why?

(18) What do you think about Welsh, and how useful do you think it will be for your future?

(19a) To what extent do you identify with Welsh?

How much is speaking Welsh part of who you are? i.e. Is it part of who you are, or is it just something that you do?

(19b) Do you speak or hear [use] any language apart from English and Welsh?

Yes No

If yes, what language/languages do you speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions.

B.2.1 English-medium Wales secondary pupil questionnaire

Name _____

Section 1 About you

(Q1) Which primary school did you go to?

[Primary School 2] [Primary School 3]

(Q2) What was your first language?

English English and Welsh Welsh Other: _____ (Q3) Does anyone in your family speak Welsh? Yes No If yes, who?
_____**Section 2 Language Use**

(Q4) In which language do you speak to the following people?

If you have more than one brother/sister/grandmother/grandfather, then please use one tick for each person.

		Always or almost always in English	In English more often than Welsh	In English and Welsh equally	In Welsh more often than English	Always or almost always in Welsh	Other
At home	Father						
	Mother						
	Brothers/ Sisters						
	Grandfathers						
	Grandmothers						
In the classroom	Other pupils in the classroom						
	Teachers in the classroom						
In the school	Other pupils when outside of the classroom (e.g. corridors/ playground)						
	Teachers when outside of the classroom						
Outside of school	Friends outside of school						
	Adults outside of school, e.g. neighbours						

(Q5) In which language do the following people speak to you?

If you have more than one brother/sister/grandmother/grandfather, then please use one tick for each person.

		Always or almost always in English	In English more often than Welsh	In English and Welsh equally	In Welsh more often than English	Always or almost always in Welsh	Other
At home	Father						
	Mother						
	Brothers/ Sisters						
	Grandfathers						
	Grandmothers						
In the classroom	Other pupils in the classroom						
	Teachers in the classroom						
In the school	Other pupils when outside of the classroom (e.g. corridors/ playground)						
	Teachers when outside of the classroom						
Outside of school	Friends outside of school						
	Adults outside of school, e.g. neighbours						

(Q6) Do you do anything out of school that involves Welsh?

For example do you watch television or read books in Welsh?

Do you do sports or music that involve Welsh or are you part of a Welsh youth club?

Section 3 How do you rate your language ability?

(Q7a) At the start of Year 8, how good do you think your English is?

	Very Good	Good	Ok	Not so good	Not good
Understanding					
Speaking					
Reading					
Writing					

(Q7b) At the start of Year 8, how good do you think your Welsh is?

	Very Good	Good	Ok	Not so good	Not good
Understanding					
Speaking					
Reading					
Writing					

(Q7c) At the start of Year 8, how good do you think you are at your Modern Foreign Language (for example, French or German)?

	Very Good	Good	Ok	Not so good	Not good
Understanding					
Speaking					
Reading					
Writing					

(Q8) At the start of Year 8, how do you think your abilities in Welsh and your Modern Foreign Language compare?

	Better in Welsh than in Modern Foreign Language	About the same in Welsh and in Modern Foreign Language	Better in Modern Foreign Language than in Welsh	I don't know
Reading				
Writing				
Talking				
Listening (Understanding)				

Section 4 Welsh at secondary school

(Q9) Which Welsh class were you in Year 7?

Welsh First Language

Welsh Second Language

(Q10) Was Welsh used in registration in Year 7? Yes No

(Q11) Was Welsh used in any of your subjects in Year 7? Yes No

If yes, in which subjects?

Section 5 How would you have liked to have been taught in Year 7?

(Q12) The table below contains a list of secondary school subjects. If you could have chosen, how would you have preferred to have been taught each subject in Year 7?

<i>Subject</i>	Taught always or almost always in English	Taught using more English than Welsh	Taught in English and Welsh equally	Taught using more Welsh than English	Taught always or almost always in Welsh
English					
Welsh					
Mathematics					
Science					
Design & Technology					
Information & Communication Technology					
History					
Geography					
Modern Foreign Languages					
Art and design					
Music					
Physical Education					
Citizenship					
Religious Education					

B.2.2 English-medium Wales secondary pupil interview schedule

English-medium Year 8 Pupils – Interview

My name is Fiona O’Hanlon and I’m a PhD student at Edinburgh University. I’m interested in the move from primary to secondary school of pupils, like yourself, who had been learning Welsh at Primary school and who are now at secondary school.

I was just wondering if I could ask you a few questions about your experience of primary-secondary transition, your experience of the first year of Secondary school, and about Welsh at secondary school? Are you happy to answer the questions?

[If Yes]

I’d like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] Would you be happy with me taking written notes?

Anything that you say is anonymous and your name would not be used if your views were quoted in the research. Finally, if you don’t want to answer any of the questions then just let me know and we will miss that one out or if you just want to stop completely then just let me know and we’ll stop.

Can I just ask for your name first of all?

Name of Pupil _____

Section 1 The Welsh provision you have received at secondary school

You said in your questionnaire that you went to [Primary School 2] or [Primary School 3]

Look at Questionnaire Section 1

(i) If the pupil was at [Primary School 3 [Welsh-medium primary]] at primary school, **why** did they decide to go into the English stream in Secondary school?

*And **when** did they move out of the Welsh-medium stream (during primary school or in the first few months of Year 7?)*

(ii) If the pupil’s first language is not Welsh or English, what is it?

(iii) You said in your questionnaire that you have a brother/sister who speaks Welsh. Are they older or younger than you?

If older: Were they at Welsh-medium/English-medium education too? Which school are they at now?

If younger: Were they at Welsh-medium/English-medium primary too?

(1) What has learning Welsh at secondary school been like for you?

(2a) What has been the best thing about learning Welsh at secondary school do you think?

(2b) Is there anything that you would change about learning Welsh at secondary school if you could?

(3) Overall, how would you rate your experience of Welsh in secondary education?

Excellent Very Good Good Not very good Poor

Why?

Section 2 Opinions about the available Welsh provision at secondary school

You said in your Questionnaire (Question 9) that you were in the Welsh First Language/Welsh Second Language class in Year 7.

If pupil is in Welsh First Language (i.e. Was in Welsh-medium Primary/is a Welsh fluent speaker):

(i) Did you get a choice of which group to be in?

If the pupil got a choice, why did you choose Welsh First Language/Welsh Second Language?

If the pupil didn't get a choice, would you have liked one?

Why would you have wanted to be in Welsh second language/Welsh first language?

(4) How often do you get Welsh per week? And how long is each period?

(5) Could you tell me a little bit about what you've been doing on the Welsh course?

(6) When you first came up to secondary school at the beginning of the year, how did you find the Welsh course? Were they like the ones you'd had at primary school or were they different?

(i) Did they follow on from the Welsh course/lessons you had at primary school?

(ii) Were they about the same kinds of subject content?

Was there a transition booklet that you started at primary school and finished at secondary school? If so, how did you find that?

(iii) Were they at the right level of difficulty, i.e. Did you do a lot of revision at the start of the year, or not much?

(7) Apart from in your Welsh lessons, when else have you used Welsh at secondary school?

Is Welsh used as part of any of your other lessons?

If so, does everybody get this, or is it something you chose?

If chosen: did anyone give you any advice about which subjects to have some Welsh in at secondary school? (for example your teachers, parents, siblings or friends?)

What was the nature of the advice/What did your teachers/parents/siblings/friends say that you should do?

(8) Do you think that you use your Welsh more than you did at primary school, about the same as you did at primary school, or less than you did at primary school now that you are at secondary school?

Is that in the classroom, and in the playground, or in extra-curricular activities?

[Cf. Questions 4 and 5 in the questionnaire.]

(9) I understand that you have been learning French in Year 7. How do you feel about learning French?

(b) When did you start learning French?

If primary: How did you find this? Was it useful to have started before secondary?

If secondary: Would you have liked to have started French earlier, i.e. In primary school?

Cf. Questionnaire Questions. 7-9.

(i) If pupil was in English-medium primary:

You say that you think that your:

Welsh is better than your French

Welsh and French are about the same

French is better than your Welsh

Why do you think this is?

(ii) If pupil was in Welsh-medium primary:

You say that you think that your:

Welsh is better than your English

Welsh and English are about the same

English is better than your Welsh

(a) Why do you think this is?

(b) Is this different to how your languages were at the end of Primary school?

(c) Would you like your Welsh and English to be the same (if they're not) or are you happy the way they are?

How do you think that you could improve your English/your Welsh?

(10a) Do you prefer learning Welsh or French or do you like learning them the same? Why?

(10b) Do you think that Welsh or French will be more useful for your future, or do you think that they'll be equally useful?

(10c) Will you learn more languages later on in secondary school?

If so, how did you get the information about which languages you can learn at secondary?

I'd now like to ask you a few questions about your transfer up to secondary school, if it's ok with you.

Section 3 Primary-secondary transition

(11) What was coming up to secondary school like for you?

Was there anything you particularly enjoyed?

Was there anything you found particularly difficult?

If in WM primary: How was it swapping from learning some things in Welsh to learning them in English?

For example, if you were taught a subject through Welsh at primary school and then through English at secondary school, how did you manage with this?

(12) What parts of the preparation for secondary school that you got when you were in primary school were helpful to you for secondary school?

(13) Is there anything else that the primary or secondary school could have done, or anything that they could have done better to prepare you for Secondary school?

Section 4 Your 'ideal' Welsh provision in Year 7

You're now at the start of Year 8, and I would like to ask you a few questions about your ideal Welsh provision for Year 7 which you wrote about in Question 12 of your questionnaire.

You said that you would have liked[subjects] taught always in Welsh, and [name subjects] through English at early secondary school.

(14a) Could you tell me why would you would have liked to learn these subjects through Welsh/mostly in Welsh etc?

Why would you like to learn these subjects through/mostly through Welsh?

Why would you have liked to learn these subjects through/mostly through English?

(14b) Do you think that there is enough Welsh at secondary school?

If yes, why?

If no, why would you have liked more subjects to have been taught partially in Welsh in Year 7?

(14c) What is your goal for your Welsh?

(15a) I understand that everyone in Wales has to take Welsh from the ages of 5 to 16. How do you feel about this?

(15b) If somebody said to you now that you could keep going with Welsh next year if you wanted, but that you could stop if you wanted, would you keep going with it?

Why you think/do you not think it's important to keep going with your Welsh at secondary school?

Section 5 Future intentions concerning Welsh

I'd just like to finish by asking about what you think you'll do with your Welsh in the future, if that's ok with you.

(16a) Do you think that you'll take Welsh for GCSE next year?

Why would you/would you not want to continue with Welsh?

(For pupils from Welsh-medium primary/a Welsh language home background) Will you do Welsh for First Language Speakers, or Welsh for Second Language Speakers do you think?

(16b) Are there any other languages that you would like to do next year?

If so, which? Why?

(17) What do you think about Welsh, and how useful do you think it will be for your future?

(18a) To what extent do you identify with Welsh?

How much is speaking Welsh part of who you are? i.e. Is it part of who you are, or is it just something that you do?

(18b) Do you speak or hear [use] any language apart from English and Welsh?

Yes No

If yes, what language/languages do you speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions.

B.3.1 Welsh-medium secondary teacher interview schedule

Year 7/8 Welsh Teacher – [Secondary School 3]

My name is Fiona O’Hanlon and I’m doing a PhD at Edinburgh University. My research is looking at the primary-secondary transition of pupils who learn a Celtic language at Primary school in Scotland and Wales. I would like to ask you a few questions about the available Welsh provision at secondary school and about the pupils’ primary to secondary school transition, with particular regard to language. Are you happy to answer the questions?

[If yes]

All data is anonymous, and any participants’ views cited in the research would be anonymised. I’d like to tape record the interview so that I can access the information later, is that ok with you?

[If yes]

[If not] Would you be happy with me taking written notes?

Please just let me know if you don’t want to answer any of the questions, and we’ll move on, or stop, as you wish.

Section 1 The available Welsh provision at secondary school

I’d just like to start off by talking a little about the Welsh provision available at secondary school.

(1) I was wondering if you could tell me a little about the available Welsh provision at secondary school in Year 7?

(1a) Available Welsh provision:

Do you teach:

Welsh for First Language speakers only at the Y7 stage?

WFL and Welsh for Second Language Speakers at the Y7 stage?

Are the Welsh-medium pupils:

(i) *obliged/required* to do Welsh for First Language Speakers in Year 7?

If so, why?

National policy/Council level policy/School policy/related to the National Curriculum?

(ii) *advised/encouraged* to do Welsh for First Language Speakers in Year 7?

If so, by whom?

National Level advice, council, primary or secondary school?

Is this advice given to all pupils, or is it dependent on factors e.g. Language of the home, attainment in Welsh.

Why are pupils advised to continue with Welsh First Language?

- (iii) given a *choice* between Welsh for First Language Speakers and Welsh for Second Language Learners in Year 7 (which isn't influenced by the school/council)

What is the nature of the policy requirement regarding the continuation of the pupil's Welsh?

How do you feel about this?

To what extent do you believe the pupils should have choices regarding the level at which they continue with Welsh at the primary to secondary school stage?

- (1b) And how is the Welsh provision timetabled?

How often per week do your pupils get Welsh?

How is this incorporated into the curriculum?

i.e. Do the pupils receive their Celtic language lessons in addition to a Modern Foreign Language?

- (2a) What is the medium of instruction for the rest of the curriculum?

Do you teach:

All other subjects wholly through the medium of Welsh?

All subjects bilingually using Welsh and English?

Some subjects bilingually using Welsh and English?

Any subjects in Welsh or in English? e.g. Maths, Science, MFLs?

Any subjects only in English? e.g. English

- (2b) And what are the pupils' options within such available provision?

At this school pupils are given the option to choose whether to do Maths and Science or a Modern Foreign Language in English or in Welsh?

- (2c) What does the school do to **inform** pupils and parents about the Welsh provision available at secondary school and about the pupils choices within it?

When are the pupils/parents given their options, and when do they have to make a decision regarding this?

- (2d) Does the Council or school give pupils or their parents any **advice** regarding the continuation of their child's Welsh-medium education at secondary school or the medium of instruction of subjects for which pupils have a linguistic choice at secondary school?

If so:

(i) what is the nature of this advice?

i.e. Does the school/council encourage pupils to continue with Welsh-medium education at secondary school? Are pupils encouraged to have Welsh instruction in all subjects, or are they encouraged to make their own decision on the subjects for which there is a linguistic choice?

(ii) what is this advice based on?

i.e. Is it related to achievement in Welsh at Primary Level or the language of the home?

(iii) What reasons are outlined to the parents or pupils for the advice given regarding Welsh-medium education at secondary school level/studying subjects through the medium of Welsh?

Is Welsh language policy framed within an:

- (i) Educational framework (bilingual development, cognitive skills, curricular continuity and progression)
- (ii) A language planning policy framework (increase of Welsh speaker numbers)
- (iii) Both?
- (iv) When and where is such advice given?

Is such advice given informally in class, or does the class teacher/Principal teacher of Gaelic/Head Teacher have a meeting with the pupil or pupil and parent?

If not, so the decision is left entirely to pupil/parent? i.e. School and council does not influence pupil/parental decision.

(3) If linguistic choices exist, what factors do you think influence the decision about the extent to which Welsh is incorporated into a pupil's Year 7 Curriculum (in the sense of choosing a Welsh-medium secondary, the medium of instruction in maths/science/modern foreign language), and (if applicable) whether the pupil studies Welsh First Language or Welsh Second Language?

(Extent to which parental and other stakeholders' views are perceived to influence decision)

(4a) Is Welsh used in any other areas of the school, for example in registration, in assembly, or in extra-curricular activities organized by the school?

Yes No

If yes, in which activities?

Assembly	<input type="checkbox"/>	Homework Club	<input type="checkbox"/>
Staff to pupil communication	<input type="checkbox"/>	After School Club	<input type="checkbox"/>
Pupil to staff communication	<input type="checkbox"/>	The Urdd (Welsh Youth Club)	<input type="checkbox"/>
Pupil to pupil communication	<input type="checkbox"/>	Drama	<input type="checkbox"/>
Signs or notices	<input type="checkbox"/>	Sport	<input type="checkbox"/>
Playground	<input type="checkbox"/>	School Trips	<input type="checkbox"/>

(4b) Does the school have a policy with regard to the use of Welsh around the school?

If so, how is this communicated to the pupils? How is the policy enforced?

(5) And could I ask if you know how this Welsh provision (and language use policy) developed?

Why did the Welsh provision at secondary develop into this?

Why are pupils given the option of Science/maths in Welsh or English?

In Secondary School 3, why is there a 'Welsh in the school grounds' rule?

(6a) How do you feel about the current level of availability of Welsh in the early secondary curriculum?

To what extent do you agree that the current amount of Welsh provision offered at the secondary school promotes the Welsh linguistic development of Welsh-medium pupils?

(6b) How do you feel about the pupils' current options regarding Welsh at the early secondary school stage?

(6c) I understand that all pupils in Wales are required to keep on going with their Welsh until they're 16 due to National level policy. How do you feel about this?

If it's ok with you, I'd now like to ask you a few questions about primary-secondary transition of pupils who were at [Primary School 3] in primary school, and about the continuation of their Welsh from primary to secondary school.

Section 2 Primary-Secondary Transition

(7) Do you accept pupil intakes from more than one Welsh-medium school into [Secondary School 3] or just from [Primary School 3]?

(7a) (i) If more than one WM feeder primary school

(a) Do pupils from different primary schools come to Year 7 with similar backgrounds in learning Welsh as a subject at primary school?

Is there a County level or a National level curriculum, or is what is covered in Welsh First Language Speakers in primary formulated on a school basis?

(b) Do pupils from different primary schools come to Year 7 with similar experiences of Welsh-English primary school language models?

Do all [council] Primary schools employ the same primary school level language model, or are these formulated on a school basis?

(c) Do pupils from different primary schools come to secondary school roughly equally competent in Welsh (factoring for ability)?

If yes, what aspects of the language model do you think enable such linguistic competence at the end of Year 6?

If not, are there any aspects of the language model that you think could be improved?

(ii) *If only one Welsh-medium feeder primary school, [if it is just Primary School 3] so all of the pupils have had the same Welsh-medium experience at Primary school.*

(7b) What percentage of your Welsh-medium pupils do you believe display 'broadly equally competent in all the language skills' at the start of Y7?

(8) With regard to primary-secondary transition at a **pupil** level:

Are any particular strategies employed to try to ensure a smooth primary-secondary transition of these Welsh-medium pupils (for example with regard to language and culture)?

Do the pupils do Welsh when they come up on their induction days?

Do the pupils have transition packs for Welsh?

*Linguistic continuity (Welsh and language of instruction), Cultural continuity
Social continuity, Curricular continuity*

- (9) With regard to provision for primary-secondary transition at a teacher level to what extent does the primary and secondary school liaise with regard to Welsh?

What form does this liaison take?

- (10a) To what extent to which do you consider issues of language and linguistic progression when discussing transition with the primary school?

In Welsh as a subject

Medium of instruction of subjects: for example, if pupils are doing maths and science in English in secondary school and have been doing these in Welsh in primary school, are strategies put in place for this?

- (10b) Are issues of language and linguistic progression for the Welsh-medium pupils solely discussed between the Welsh-medium primary staff and the Welsh secondary teacher, or are they discussed more generally (i.e. with other secondary subject teachers and management) when discussing transition with the primary school?

And with regard to the continuation of the pupils' Welsh from primary to secondary school:

- (11) To what extent do you believe there to be continuity and progression of **Curricular Content** in Welsh First Language between Year 6 and Year 7 for Welsh-medium primary pupils?

To what extent does the Welsh First Language course taught in the first year of secondary school follow on from/provide continuity and progression from the learning in primary school in terms of Curricular content?

Is this curricular continuity:

Specified by the National Curriculum?

Arranged between the primary and secondary schools, e.g. Transition packs, or does each school use their own Year 6 materials and the secondary school starts its own course in Year 7?

- (12) To what extent is there continuity of **methods of teaching and learning language** between Year 6 and Year 7 for the Welsh-medium primary pupils?

To what extent does the Welsh First Language course taught in the first year of secondary school follow on from/provide continuity and progression from the learning in primary school in terms of methods of teaching and learning language? i.e. Are Welsh-medium primary pupils studying Welsh First Language at secondary taught Welsh using solely/mostly Welsh, as they would have been at primary school? Are similar methods of teaching and learning language employed as at primary school, i.e. same types of language activities etc?

- (13) Do you think that the change from primary to secondary school posed any particular challenges for the Welsh-medium pupils?

For example, with regard to the language of instruction, if a pupil got taught a subject in Welsh in Year 6 and then in English in Year 7, do you think that this change in language of teaching medium posed any challenges for your pupils?

Are there any strategies in place at a Local Authority/school level regarding this, for example for language support for vocabulary etc in the transition from Welsh-medium to English-medium teaching of a subject, if required?

(14) How effective do you believe the current primary-secondary transition strategies to be for the Welsh-medium pupils with regard to language?

(15a) In what ways do you think the primary-secondary transition of pupils who have learnt a Celtic language at primary school could be improved?

Can you think of any alternative or additional strategies which would better prepare Welsh-medium primary pupils for secondary school?

(15b) In what ways could the level of primary-secondary continuity with regard to Celtic Language education in Wales be increased?

If I may, I would just like to ask a couple of questions about the pupils' language attitudes and language use in Year 7, and then ask about what you think would be the ideal provision for Welsh at secondary school.

Section 3 Pupil attitudes and Pupil Language use during Year 7

(16) Do you think that the change to the secondary school environment has affected your Welsh-medium pupils' language use of Welsh?

Do you think they use more Welsh in secondary school than at primary school, about the same, or less?

If there is perceived to be a change in pupils' patterns of language use, what factors do you think motivate such a change?

(17a) Do you think that the change to the secondary school environment has affected your Welsh-medium pupils' attitudes towards Welsh? *If so, in what way?*

What are pupils' attitudes towards Welsh like?

Have you noticed a change of attitude during Year 7?

(17b) I understand that all pupils in Wales have to take Welsh as a subject until they're 16. Does this compulsion to take Welsh affect pupil attitude do you think?

(18) Do you think that the change to the secondary school environment has affected your pupils' participation in Welsh-medium extra-curricular activities?

If so, in what way? i.e. Do they participate in fewer activities, or more?

Why do you think that is? [Availability of provision, school ethos.]

Section 4 Ideal Welsh provision at Secondary School

(19a) In your opinion, what would be the 'ideal' Welsh provision at early secondary school level? (If this differs from what is currently provided by the secondary school.) Why?

i.e. Ideally: Should pupils be able to choose what subjects they do in Welsh and English? Why/Why not?

(19b) *If different from existing provision:* which subjects would you like to see provided through the medium of Welsh, partially taught through the medium of Welsh, wholly through the medium of English? Why?

Or, what set of options do they think that pupils should ideally have? Why?

(19c) To what extent would you like such subjects to continue to be provided through the medium of Welsh at Secondary school after Year 8, and beyond?

(20) Have there been requests for a change in the way that Welsh is incorporated into the secondary school curriculum?

If so:

(i) from whom? (Pupils/Rheini/Council Area 2/primary or secondary school teachers?)

(ii) what have been the nature of the wishes?

(iii) what rationale/theoretical principles underpin this?

Educational considerations: i.e. To promote linguistic development/cognitive skills

Language planning considerations, i.e. The increase of speaker numbers to try to revitalize the Welsh language?

(iv) what has been the nature of the discussion and consultation on the incorporation of Welsh into the secondary curriculum of Welsh-medium primary educated pupils?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions.

B.3.2 English-medium Wales secondary teacher interview schedule**Year 7 Welsh Teacher – [Secondary School 2]**

My name is Fiona O’Hanlon and I’m doing a PhD at Edinburgh University. My research is looking at the primary-secondary transition of pupils who learn a Celtic language at Primary school in Scotland and Wales. I would like to ask you a few questions about the available Welsh provision at secondary school and about the pupils’ primary to secondary school transition, with particular regard to language. Are you happy to answer the questions?

[If Yes]

All data is anonymous, and any participants’ views cited in the research would be anonymised. I’d like to tape record the interview so that I can access the information later, is that ok with you?

[If yes]

[If not] Would you be happy with me taking written notes?

Please just let me know if you don’t want to answer any of the questions, and we’ll move on, or stop, as you wish.

Section 1 The available Welsh provision at secondary school

I’d just like to start off by talking a little about the Welsh provision available at secondary school.

(1) I was wondering if you could tell me a little about the available Welsh provision at secondary school in Year 7?

(1a) Available Welsh provision:

Do you teach:

Welsh for First Language speakers and Welsh for Second Language Speakers at the Year 7 stage?

Solely Welsh for Second Language Speakers at the Year 7 stage?

Any other subject through the medium of Welsh?

Any other subject bilingually using Welsh and English?

(1b) *Is Welsh used in any other areas of the school, for example in registration, in assembly, or in extra-curricular activities organized by the school? Yes No*

If yes, in which activities?

Assembly	<input type="checkbox"/>	Homework Club	<input type="checkbox"/>
Staff to pupil communication	<input type="checkbox"/>	After School Club	<input type="checkbox"/>
Pupil to staff communication	<input type="checkbox"/>	The Urdd (Welsh Youth Club)	<input type="checkbox"/>
Pupil to pupil communication	<input type="checkbox"/>	Drama	<input type="checkbox"/>
Signs or notices	<input type="checkbox"/>	Sport	<input type="checkbox"/>
Playground	<input type="checkbox"/>	School Trips	<input type="checkbox"/>

(2) And how is the Welsh provision timetabled?

(2a) How often per week do your pupils get Welsh?

(2b) How is this incorporated into the curriculum? i.e. Do the pupils receive their Celtic language lessons in addition to a Modern Foreign Language?

[Secondary School 02 provides Welsh First Language and Welsh Second Language but does not provide any other subjects through the medium of Welsh or bilingually.]

(3a) Is it correct that English-medium primary pupils with English home language backgrounds take Welsh for Second Language Speakers?

(3b) What about Welsh-medium primary pupils - are they obliged to take Welsh for Fluent speakers at secondary school?

Are the Welsh-medium pupils:

(i) *obliged/required* to do Welsh for First Language Speakers in Year 7?

If so, why?

National policy/Council level policy/School policy/related to the National Curriculum?

(ii) *advised/encouraged* to do Welsh for First Language Speakers in Year 7?

If so, by whom?

National Level advice, council, primary or secondary school?

Is this advice given to all pupils, or is it dependent on factors e.g. Language of the home, attainment in Welsh.

Why are pupils advised to continue with Welsh First Language?

(iii) given a *choice* between Welsh for First Language Speakers and Welsh for Second Language Learners in Year 7 (which isn't influenced by the school/council)

What is the nature of the policy requirement regarding the continuation of the pupil's Welsh?

How do you feel about this?

Do the pupils/parents have to tell the primary school of their decision between Welsh First Language and Welsh Second Language, or do they tell the secondary school directly?

To what extent do you believe the pupils should have choices regarding the level at which they continue with Welsh at the primary to secondary school stage?

(3c) What about English-medium primary pupils with Welsh home language backgrounds?

Are the Welsh speaking English-medium primary pupils:

(i) *obliged/required* to do Welsh for First Language Speakers in Year 7?

If so, why?

National policy/Council level policy/School policy/related to the National Curriculum?

(ii) *advised/encouraged* to do Welsh for First Language Speakers in Year 7?

If so, by whom?

National Level advice, council, primary or secondary school?

Is this advice given to all pupils, or is it dependent on factors e.g. Language of the home, attainment in Welsh?

Why are pupils advised to continue with Welsh First Language?

(iii) given a *choice* between Welsh for First Language Speakers and Welsh for Second Language Learners in Year 7 (which isn't influenced by the school/council)
What is the nature of the policy requirement regarding the continuation of the pupil's Welsh?

How do you feel about this?

Do the pupils/parents have to tell the primary school of their decision between Welsh First Language and Welsh Second Language, or do they tell the secondary school directly?

To what extent do you believe the pupils should have choices regarding the level at which they continue with Welsh at the primary to secondary school stage?

(3d) I understand that all pupils in Wales are required to keep on going with their Welsh until they're 16 due to National level policy. How do you feel about this?

(4) What does the school do to inform pupils and parents about the Welsh provision available at secondary school and, *if applicable*, about the pupils choices within it?

When are the pupils/parents given their options, and when do they have to make a decision regarding this?

(5) If linguistic choices exist, what factors do you think influence the decision about the level at which (Welsh First Language or Welsh Second Language), Welsh is incorporated into a pupil's Year 7 Curriculum?

With regard to the pupils who swapped from Welsh-medium education at primary to English-medium at secondary school, what factors do you think influenced the decision to swap to an EM school?

(6) And could I ask if you know *how* this Welsh provision developed at secondary school?

Why did the Welsh provision at secondary develop into this?

(7) How do you feel about the current level of availability of Welsh in the early secondary curriculum?

To what extent do you agree that the current amount of Welsh provision offered at the secondary school promotes the Welsh linguistic development of:

- (i) English-medium primary pupils with English language home backgrounds*
- (ii) English-medium primary pupils with Welsh language home backgrounds*
- (iii) Welsh-medium primary pupils?*

(8a) How do you feel about the pupils' current options regarding Welsh at the early secondary school stage?

(8b) Does the school have a policy with regard to the use of Welsh around the school?

If so, how is this communicated to the pupils? How is the policy enforced?

If it's ok with you, I'd now like to ask you a few questions about primary-secondary transition of pupils who were at [Primary School 2] and [Primary School 3] in primary school, and about the continuation of their Welsh from primary to secondary school.

Section 2 Primary-secondary Transition

(9a) Do you accept intakes from more than one Welsh-medium school into [Secondary School 2] or just from [Primary School 3]?

(i) If more than one WM feeder primary school

(a) Do pupils from different primary schools come to Year 7 with similar backgrounds in learning Welsh as a subject at primary school?

Is there a County level or a National level curriculum, or is what is covered in Welsh First Language Speakers in primary formulated on a school basis?

(b) Do pupils from different primary schools come to Year 7 with similar experiences of Welsh-English primary school language models?

Do all [council] Primary schools employ the same primary school level language model, or are these formulated on a school basis?

(c) Do pupils from different primary schools come to secondary school roughly equally competent in Welsh (factoring for ability)?

If yes, what aspects of the language model do you think enable such linguistic competence at the end of Year 6?

If not, are there any aspects of the language model that you think could be improved?

What percentage of your Welsh-medium primary educated pupils do you believe display ‘broadly equally competent in all the language skills’ at the start of Y7?

(ii) If only one Welsh-medium feeder primary school, [if it is just Primary School 3] so all of the pupils have had the same Welsh-medium experience at Primary school.

(9b) You accept pupil intakes from several English-medium primary schools to [Secondary School 2].

(i) Do pupils from different primary schools come to Year 7 with similar backgrounds in learning Welsh as a subject at primary school?

Is there a County level or a National level curriculum, or is what is covered in Welsh Second Language Speakers in primary formulated on a school basis?

(ii) Do pupils from different primary schools come to secondary school roughly equally competent in Welsh (factoring for ability)?

If yes, what aspects of the approach to language teaching do you think enable such linguistic competence at the end of Year 6?

If not, are there any aspects of the approach to language teaching that you think could be improved?

(10) With regard to primary-secondary transition at a **pupil** level:

Are any particular strategies employed to try to ensure a smooth primary-secondary transition of your Welsh-medium primary educated pupils? (for example with regard to Welsh/language and culture)?

Do the pupils do Welsh when they come up on their induction days?

Do the pupils have transition packs for Welsh?

Linguistic continuity (Welsh and language of instruction), Cultural continuity

Social continuity, Curricular continuity

(11a) With regard to provision for primary-secondary transition at a **teacher** level: To what extent does the primary and secondary school liaise with regard to Welsh? What form does this liaison take?

(i) For the Welsh-medium primary pupils (in this case from [Primary School 3]. This is potentially important, as the 'expected' secondary school for these pupils would be [Secondary School 3], and thus many of the primary-secondary transition arrangements may be aimed at this.

(ii) For the English-medium primary pupils (from [Primary School 2])?

(11b) To what extent to which do you consider issues of language and linguistic progression when discussing transition with the primary school?

(i) For the Welsh-medium primary pupils, who will be switching from a predominantly Welsh-medium primary curriculum to a predominantly English-medium secondary curriculum. Do strategies exist to support such pupils' linguistic transition with regard to the medium of instruction of subjects? What about linguistic continuity and progression in Welsh First Language as a subject?

(ii) For the English-medium primary pupils, to what extent do you consider issues of language and linguistic progression in Welsh Second Language?

(12) Are issues of language (continuity/discontinuity) and linguistic progression for the Welsh-medium primary pupils solely discussed between the Welsh-medium primary staff and the Welsh secondary teacher, or are they discussed more generally (i.e. with other secondary subject teachers and management) when discussing transition with the primary school?

And with regard to the continuation of the pupils' Welsh from primary to secondary school:

(13) To what extent do you believe there to be continuity and progression of **Curricular Content** between Year 6 and Year 7 for:

(i) English-medium primary pupils with English home language backgrounds (Welsh Second Language)

(ii) English-medium primary pupils with Welsh home language backgrounds

(iii) Welsh-medium primary pupils (WFL)

To what extent do the Welsh Second Language and Welsh First Language courses taught in the first year of secondary school follow on from/provide continuity and progression from the learning in primary school in terms of Curricular content?

Is this curricular continuity:

Specified by the National Curriculum?

Arranged between the primary and secondary schools, e.g. Transition packs, or does each school use their own Year 6 materials and the secondary school starts its own course in Year 7?

(14) To what extent is there continuity of **methods of teaching and learning language** between Year 6 and Year 7 for the:

(i) English-medium primary pupils with English home language backgrounds (Welsh Second Language)

To what extent does the Welsh Second Language course taught in the first year of secondary school follow on from/provide continuity and progression from the learning in primary school in terms of methods of teaching and learning language? Are EM primary pupils (Welsh Second Language) taught Welsh using mostly English or are they taught mostly through the medium of Welsh? The pupils in [Primary School 2] had a Cwrs Trochi (immersion course) for 6 weeks last year...has that influenced the secondary school's approach to the teaching of Welsh?

(ii) English-medium primary pupils with Welsh home language backgrounds

Are different methods of learning and teaching language adopted for Welsh speaking English-medium pupils who are in Welsh Second Language, or Welsh First Language?

(iii) Welsh-medium primary pupils (Welsh First Language)

To what extent does the Welsh First Language course taught in the first year of secondary school follow on from/provide continuity and progression from the learning in primary school in terms of methods of teaching and learning language? i.e. Are Welsh-medium primary pupils studying Welsh First Language at secondary taught Welsh using solely/mostly Welsh, as they would have been at primary school? Are similar methods of teaching and learning language employed as at primary school, i.e. same types of language activities etc? What teaching methodologies are adopted if a Welsh-medium primary pupil opts to do Welsh Second Language at secondary school?

(15) Do you think that the Welsh provision provided in Primary school (for Welsh Second Language) develops the pupils' linguistic abilities sufficiently to facilitate the learning of other subjects through the medium of Welsh?

(16) Do you think that the change from primary to secondary school posed any particular challenges for the Welsh-medium or English-medium pupils?

For example, with regard to the language of instruction, if a pupil got taught a subject in Welsh in Year 6 and then in English in Year 7, do you think that this change in language of teaching medium posed any challenges for your pupils? Are there any strategies in place at a Local Authority/school level regarding this, for example for language support for vocabulary etc in the transition from Welsh-medium to English-medium teaching of a subject, if required?

(17) How effective do you believe the current primary-secondary transition strategies to be with regard to language?

For:

- (i) English-medium primary pupils with English home language backgrounds
- (ii) English-medium primary pupils with Welsh home language backgrounds
- (iii) Welsh-medium primary pupils

(18a) In what ways do you think the primary-secondary transition of pupils who have learnt a Celtic language at primary school could be improved?

Can you think of any alternative or additional strategies which would better prepare Welsh-medium and English-medium primary pupils for Secondary school 2?

(18b) In what ways could the level of primary-secondary continuity with regard to Celtic Language education in Wales be increased?

If I may, I would just like to ask a couple of questions about the pupils' language attitudes and language use in Year 7, and then ask about what you think would be the ideal provision for Welsh at secondary school.

Section 3 Pupil attitudes and Pupil Language use during Year 7

(19) Do you think that the change to the secondary school environment has affected your pupils' language use of Welsh?

- (i) English-medium primary pupils with English home language backgrounds
- (ii) English-medium primary pupils with Welsh home language backgrounds
- (iii) Welsh-medium primary pupils

Do you think they use more Welsh in secondary school than at primary school, about the same, or less?

If there is perceived to be a change in pupils' patterns of language use, what factors do you think motivate such a change?

(20a) Do you think that the change to the secondary school environment has affected your pupils' attitudes towards Welsh? *If so, in what way?*

What are pupils' attitudes towards Welsh like?

Are attitudes different amongst the three pupil groups (English-medium with English language home background, English-medium with Welsh language home background, Welsh-medium?)

Have you noticed a change of attitude during Year 7?

(20b) I understand that all pupils in Wales have to take Welsh as a subject until they are 16. Does this compulsion to take Welsh affect pupil attitude do you think?

Amongst:

- (i) English-medium primary pupils with English home language backgrounds
- (ii) English-medium primary pupils with Welsh home language backgrounds
- (iii) Welsh-medium primary pupils

(20c) Do you think that the change to the secondary school environment has affected your pupils' participation in Welsh-medium extra-curricular activities?

If so, in what way? i.e. Do they participate in fewer activities, or more?

Why do you think that is? [Availability of provision, school ethos.]

Section 4 Ideal Welsh provision at Secondary School

(21a) In your opinion, what would be the ‘ideal’ Welsh provision at early secondary school level? (If this differs from what is currently provided by the secondary school.) Why?

i.e. Ideally: Do you think that pupils should be able to choose whether they do Welsh First Language or Welsh Second Language? Do you think that pupils should be able to choose which subjects they do in Welsh and English or bilingually? Why/Why not?

(21b) *If different from existing provision:* which subjects would you like to see provided through the medium of Welsh, partially taught through the medium of Welsh, wholly through the medium of English? Why?

Or, what set of options do they think that pupils should ideally have? Why?

(21c) To what extent would you like such subjects to continue to be provided through the medium of Welsh at Secondary school after Year 8, and beyond?

(22) I understand that [Secondary School 2] consulted with parents with regard to providing some other subjects through the medium of Welsh, i.e. To move towards a more bilingual secondary school. What considerations motivated such a consultation?

Had there been requests for a change in the way that Welsh is incorporated into the secondary school curriculum?

If so:

(i) from whom? (Pupils/Rheini/Council Area 2/primary or secondary school teachers?)

(ii) what have been the nature of the wishes?

(iii) what rationale/theoretical principles underpin this?

Educational considerations: i.e. To promote linguistic development/cognitive skills Language planning considerations, i.e. The increase of speaker numbers to try to revitalize the Welsh language?

(iv) what has been the nature and process of the discussion and consultation on the incorporation of Welsh into the secondary curriculum of:

English-medium primary pupils with English home language backgrounds

English-medium primary pupils with Welsh home language backgrounds

Welsh-medium primary pupils

Who was consulted? What factors were taken into consideration?

(v) What was the outcome of the consultation?

Will the secondary school be providing some subjects bilingually now?

What would pupil options be regarding taking subjects partially through Welsh or through the medium of Welsh?

Would separate provision be made for Welsh fluent speakers and Welsh learners?

Would the Council/School give advice with regard to studying subjects using Welsh at secondary school?

If so, to all pupils, or to certain pupil groups (e.g. pupils with an aptitude for language, with Welsh at home, who had been in Welsh -medium primary)

What theoretical principles and justifications would underpin such advice? [See (iii)]

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions.

B.4.1 Parental interview schedule: Welsh-medium primary to Welsh-medium secondary pupils

Welsh-medium primary pupils to Welsh-medium Secondary School
[Primary School 3] to [Secondary School 3]

My name is Fiona O’Hanlon and I’m a PhD student at Edinburgh University. My research is looking at the primary-secondary transition of pupils who learn a Celtic language at Primary school in Scotland and Wales. I would like to ask you a few questions about your views of your child’s primary schooling, their primary-secondary transition and about the Welsh provision offered at secondary school level. Are you happy to answer the questions?

[If yes]

I’d like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] *Would you be happy with me taking written notes?*

All data is anonymous, so any participants’ views cited in the research would not be attributed to you, or linked to your child or the school. Please just let me know if you don’t want to answer any of the questions, and we’ll move on, or stop, as you wish.

Section 1 The Welsh provision your child received at primary school

Just to ask a few introductory questions first of all:

(1) When did your child start Welsh-medium education?

- Cylch (Ti a Fi, Meithrin)
- In reception
- Year 1
- Later

And was your child always at [Primary School 3]? Yes No

If not, what language was your child taught through until joining Welsh-medium at [Primary School 3]? _____

(2) Did you live in the school’s catchment area, or did your child have to travel in order to attend Welsh-medium primary education?

If so, how far? _____ Miles

(3) If you don’t mind me asking, why did you choose Welsh-medium education for your child originally?

(4a) And overall, how satisfied were you with the Welsh-medium education provision your child received at primary school?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
Did it meet your child’s needs and your expectations?

(4b) How satisfied were you with the approach taken to teaching Welsh and English at primary school - for example teaching through Welsh in Reception and Year 1, introducing English as a subject in Year 3 and then [describe the nature of the school's language model at the Year 6 stage]? Why?

(c) And do you know how often they got Welsh as a lesson in primary school?

(d) How satisfied were you with the approach taken to the teaching of Welsh as a subject at primary school?

I would like to ask you a few questions about your child's secondary school options if I may.

(5) Did your child have a choice of secondary school? Yes No

[Secondary School 3] - Welsh-medium school

[Secondary School 2] - English-medium school

Why was [Secondary School 3] chosen?

(6a) Could you tell me a little bit about the *process* by which the decision that your child continue with Welsh-medium education in secondary school was made? *i.e. Was the decision led by your child's wishes, your own, or jointly?*

(6b) What factors that influenced your views as a parent as to whether your child should continue to learn through Welsh at Secondary school?

(6c) Were there any different or additional factors which you think influenced your child's views about continuing to learn through Welsh at Secondary school?

Do you feel that your views about your child continuing with Welsh-medium education at secondary school differ from your child's views about it?

(7) Were you or your child given information or advice regarding the continuation of your child's Welsh at secondary school?

(i) If so, could you tell me a little more about this?

Who gave the information or advice?

What format was it in?

If the parent or child was advised: What has been the nature of the advice?

i.e. Were all pupils/parents advised to continue with Welsh-medium secondary education/to take subjects through Welsh at secondary school level [i.e. was the advice generic] or did the advice vary depending on factors such as the child's language abilities at the upper primary school stage/language of the home etc? If the advice was that continuing with Welsh at a secondary school level is a good thing, what were the reasons given for this?

e.g. Educational rationale linked to the development of full bilingualism, educational rationale linked to systems (continuing with a Welsh-medium curriculum), language planning rationale.

- (ii) *If not*, was it expected that the pupil continue in Welsh-medium education, or was the decision regarding the medium of instruction of secondary education left to be a pupil/parental decision?

Section 2 Knowledge of the available Welsh-medium provision at secondary school and factors that influenced decisions about the extent to which the pupil takes Welsh at secondary school

- (8) What options does your child have with regard to taking Welsh, and taking subjects through Welsh at Secondary school?

Child had to take Welsh First Language, but had a choice regarding the medium of instruction of Maths and Science.

- (9a) When did you get this information about the Welsh provision at secondary school?

- (9b) How did you get the information about the Welsh provision available at secondary school?

- (9c) Would you be able to tell me a little about the process by which the decision concerning the subjects your child was going to take through the medium of Welsh was made?

Stakeholders in the decision (i.e. did the child's views and preferences differ from your own/your partner's? If so, how was this negotiated and resolved?)

Factors influencing the decision

- (10) I understand that all pupils in Wales have to keep going with Welsh as a subject until they're 16 under the National Policy whereby Welsh is compulsory between the ages of 5 and 16. How do you feel about this?

Do you think that it should be compulsory for all pupils in Wales to learn Welsh from the ages of 5 to 16? Why/Why not?

Section 3 Satisfaction with current Welsh provision and Ideal Welsh provision

I'd like to ask you a few questions about your satisfaction with the extent of current Welsh provision offered at the Secondary school and about what your ideal provision for Welsh at secondary school would be.

- (11a) How satisfied are you with the *number of subjects* offered through Welsh and through English at secondary school?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
Why?

- (11b) How satisfied are you with *which subjects* the secondary school has chosen to offer through the medium of Welsh/which subjects the secondary school has given choices regarding medium of instruction over in Secondary school?

Why?

- (11c) To what extent do you believe the secondary school's provision for language (Welsh, English) will facilitate the linguistic development of your child?

What is your goal with regard to your child's language ability?

(12a) In your opinion, what would be the 'ideal' provision regarding Welsh in the secondary school at early secondary school level? (If this differs from what is currently provided by the secondary school.) Why?

(12b) Do you think that more subjects should be offered with a choice regarding medium of instruction (i.e. Either through the medium of Welsh, bilingually or through the medium of English) at early secondary school level?

If so, which subjects would you like to see provided bilingually or through the medium of English. Why?

If not, why not?

(12c) And to what extent would you like such subjects to continue to be provided bilingually/through the medium of English at Secondary school after Year 8, and beyond?

(13a) What factors influence your views as a parent as to the extent to which your child should continue to learn through Welsh at Secondary school?

And why do you think that your child should... [Reiterate parent perceptions of the 'ideal' secondary school options for their child.]

(If this links to the parent's discussion of factors influencing the preferred medium of instruction of subjects for their child):

How would you currently assess your child's language ability in Welsh and in English?

i.e. Do you believe your child to be equally competent in Welsh and in English in all four language skills of speaking, listening, reading and writing?

Do you believe them to be bilingual?

(13b) Are there any different or additional factors which you think influence your child's views about the extent to which they wish to continue to learn through the medium of Welsh at Secondary school?

Section 4 Parents' feelings about the provision made for their child's primary-secondary school transition and Linguistic Continuity

May I just ask you a few questions about your child's primary-secondary transition?

(14) In what ways did the primary school and secondary school prepare your child for secondary school, and how did they prepare you, as a parent, for their transition?

Generally (Social continuity, Academic continuity)

(15) Did the school or teachers do anything to prepare the pupils for Secondary school with regard to Welsh?

Linguistic continuity, cultural continuity

Were any strategies employed to ensure a smooth primary-secondary transition of Celtic-medium primary educated pupils with particular regard to language?

- (16) How satisfied were you with the provision made for your child's primary-secondary transition?
(16a) Generally
Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
(16b) With regard to language
Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
How effective do you believe these strategies were with regard to preparing your child for the new challenges of secondary school? Why?
- (17) Do you think that the preparation for the primary-secondary transition could be improved?
If so, in what ways?
(17a) Generally
(17b) With regard to language
i.e. Can you think of any alternative or additional strategies which would better prepare Welsh-medium primary pupils for secondary school?
- (18a) What sort of challenges, if any, did your child face when they started secondary school?
In what ways do you think the challenges of secondary school may be better overcome?
(18b) Do you think that your child's experience of learning Welsh is different at secondary school to how it was at primary school?
(18c) Has the change to the secondary school environment affected your child's language use in any way?
(18d) Do you perceive the change to the secondary school environment to have affected your child's linguistic development in their Celtic language or in English?
(18e) Has the move to secondary school affected the type of extra-curricular activities your child participates in?
Does your child participate in as many Welsh related activities at secondary school as they did at primary school?
If yes, are they the same activities, or have the pupils taken up new Welsh language or cultural activities at secondary school?
If no, what activities have they stopped, why do you think this is?
In what ways do you think the move to secondary school has changed your child's relationship with the school? (with particular regard to language)
(18f) Is the Welsh **cultural provision** in the curriculum (Cwricwlwm Cymreig) important to you?
- (19a) As a parent, do you feel that your relationship with the secondary school is different to your relationship with the primary school?
If so, in what ways?
(19b) Do you think that you have different aims for the outcomes of your child's secondary schooling than you did for your child's primary schooling?

(20) Would you like your child to continue with Welsh at A-level?

If so, why?

What do you think about Welsh and how useful do you think it will be for your child's future?

If not, and if the parent would like them to continue with another language instead - why?

I'd just like to finish by asking you some background information

(i) Is the child that is now in Year 8 your eldest child?

i.e. is it the first child going through this system?

(ii) Do you, your partner, or any members of your [close] family, speak Welsh?

How fluent are you/your partner in Welsh?

More fluent in Welsh than in English

Equally fluent in Welsh and English

Fluent, but my English is better

Only moderately fluent

I understand Welsh but I can't speak it

Just a few words

(Adapted from: McLeod 2005: 5)

Were you given the opportunity to learn Welsh, e.g. parental classes?

(iii) Does your child speak or hear any language apart from English out with the school environment? Yes No

If yes, what language/languages does your child speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions, and can you also please pass on my thanks to your child/[child's name] for speaking to me too, it's been really helpful. I'd be sending on a copy of findings to the school. Thanks so much for your help and I hope your child gets on well for the rest of secondary school.

B.4.2 Parental interview schedule: Welsh-medium primary to English-medium secondary pupils

My name is Fiona O’Hanlon and I’m doing a PhD at Edinburgh University. My research is looking at the primary-secondary transition of pupils who learn a Celtic language at Primary school in Scotland and Wales. I would like to ask you a few questions about your views of your child’s primary schooling, their primary-secondary transition and about the Welsh provision offered at secondary school level. Are you happy to answer the questions?

[If yes]

I’d like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] Would you be happy with me taking written notes?

All data is anonymous, so any participants’ views cited in the research would not be attributed to you, or linked to your child or the school. Please just let me know if you don’t want to answer any of the questions, and we’ll move on, or stop, as you wish.

Section 1 The Welsh provision your child has received at primary school

Just to ask a few introductory questions first of all:

(1) When did your child start Welsh-medium education?

Cylch (Ti a Fi, Meithrin)

In reception

Year 1

Later

And was your child always at [Primary School 3]? Yes No

If not, what language was your child taught through until joining Welsh-medium at [Primary School 3]? _____

(2) Did you live in the school’s catchment area, or did your child have to travel in order to attend Welsh-medium primary education?

If so, how far? _____ miles

(3) If you don’t mind me asking, why did you choose Welsh-medium education for your child originally?

(4a) And overall, how satisfied were you with the Welsh-medium education provision your child received at primary school?

*Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
Did it meet your child’s needs and your expectations?*

(4b) How satisfied were you with the approach taken to teaching Welsh and English at primary school - for example teaching through Welsh in Reception and Year 1, introducing English as a subject in Year 3 and then [describe the nature of the school’s language model at the Year 6 stage]? Why?

(4c) And do you know how often they got Welsh as a lesson in primary school?

I would like to ask you a few questions about your child's secondary school options if I may.

(5) Did your child have a choice of secondary school? Yes No

[Secondary School 2] - English-medium school

[Secondary School 3] - Welsh-medium school

Why was [Secondary School 2] chosen?

(6a) Could you tell me a little bit about the *process* by which the decision that your child transfer to English-medium secondary school was made?

i.e. Was the decision led by your child's wishes, your own, or jointly?

(6b) What factors influenced the decision that your child would move to English-medium at secondary school?

(7) Were you or your child given information or advice regarding the continuation of your child's Welsh at secondary school?

(i) *If so*, could you tell me a little more about this?

Who gave the information or advice?

What format was it in?

If the parent or child was advised: What has been the nature of the advice?

i.e. Were all pupils/parents advised to continue with Welsh-medium secondary education/to take subjects through Welsh at secondary school level [i.e. was the advice generic] or did the advice vary depending on factors such as the child's language abilities at the upper primary school stage/language of the home etc? Were pupils/parents advised to continue with the Welsh First Language course at secondary school?

If the advice was that continuing with Welsh at a secondary school level is a good thing, what were the reasons given for this?

e.g. Educational rationale linked to the development of full bilingualism, educational rationale linked to systems (continuing with a Welsh-medium curriculum), language planning rationale.

(ii) *If not*,

Was it expected that the pupil continue in Welsh-medium education, or was the decision regarding the medium of instruction of secondary education left to be a pupil/parental decision?

Section 2 Parents' feelings about the provision made for their child's primary-secondary school transition and Linguistic Continuity

May I just ask you a few questions about your child's primary-secondary transition?

(8) In what ways did the primary school and secondary school prepare your child for transferring to secondary school, and how did they prepare you, as a parent, for their transition?

- (9) Did the school or teachers do anything additional or different to prepare the Welsh-medium pupils who were transferring to an English-medium school for secondary school?

*Linguistic continuity, cultural continuity, social continuity, academic continuity
Were any strategies employed to ensure a smooth primary-secondary transition of Celtic-medium primary educated pupils with particular regard to language?*

- (10a) How satisfied were you with the provision made for your child's primary-secondary transition?

(10b) Generally

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

(10c) With regard to language

*Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
How effective do you believe these strategies were with regard to preparing your child for the new challenges of secondary school?*

- (11) Do you think that the preparation for the primary-secondary transition of Welsh-medium pupils (moving to English-medium secondary schools) could be improved?

If so, in what ways?

i.e. Can you think of any alternative or additional strategies which would better prepare Welsh-medium primary pupils for English-medium secondary school?

- (12) What sort of challenges, if any, did your child face when they started secondary school?

*For example, did your child face any challenges when transferring from Welsh-medium primary instruction to English-medium secondary instruction?
In what ways do you think the challenges of secondary school may be better overcome?*

Section 3 Knowledge of the available Welsh provision at secondary school and factors that influenced decisions about the extent to which the pupil takes Welsh at secondary school

- (13) What options does your child have with regard to taking Welsh, and taking subjects through Welsh at secondary school?

Welsh-medium primary pupils must study Welsh First Language but can not take any other subjects through the medium of Welsh at secondary school.

- (14a) When did you get this information about the Welsh provision at secondary school?

- (14b) How did you get the information about the Welsh provision available at secondary school?

- (15) I understand that all pupils in Wales have to keep going with Welsh as a subject until they're 16 under the National Policy whereby Welsh is compulsory between the ages of 5 and 16. How do you feel about this?

Do you think that it should be compulsory for all pupils in Wales to learn Welsh from the ages of 5 to 16? Why/Why not?

Section 4 Satisfaction with current Welsh provision and Ideal Welsh provision

I'd like to ask you a few questions about your satisfaction with the extent of current Welsh provision offered at the secondary school and about what your ideal provision for Welsh at secondary school would be.

(16a) How satisfied are you with the *number of subjects* offered through Welsh at secondary school?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
Why?

(16b) To what extent do you believe the secondary school's provision for language (Welsh, English) will facilitate the linguistic development of your child?

What is your goal with regard to your child's language ability?

(17a) In your opinion, what would be the 'ideal' provision regarding Welsh in the secondary school at early secondary school level? (If this differs from what is currently provided by the secondary school.) Why?

(17b) Do you think that more subjects should be offered with a choice regarding medium of instruction (i.e. Either through the medium of Welsh, bilingually or through the medium of English) at early secondary school level?

If so, which subjects would you like to see provided through the medium of Welsh, bilingually or through the medium of English? Why?

If not, why not?

(17c) And to what extent would you like such subjects to continue to be provided through the medium of Welsh or English or bilingually at secondary school after Year 8, and beyond?

(18a) What factors influence your views as a parent as to the extent to which your child should continue to learn through Welsh at secondary school?

And why do you think that your child should... [Reiterate parent perceptions of the 'ideal' secondary school options for their child.]

(If this links to the parent's discussion of factors influencing the preferred medium of instruction of subjects for their child):

How would you currently assess your child's language ability in Welsh and in English?

i.e. Do you believe your child to be equally competent in Welsh and in English in all four language skills of speaking, listening, reading and writing?

Do you believe them to be bilingual?

(18b) Are there any different or additional factors which you think influence your child's views about the extent to which they wish to continue to learn through the medium of Welsh at secondary school?

Do you feel that your views about your child continuing with Welsh-medium education at secondary school differ from your child's views about it?

(19a) Do you think that your child's experience of learning Welsh is different at secondary school to how it was at primary school?

(19b) Has the change to the secondary school environment affected your child's language use in any way?

(19c) Do you perceive the change to the secondary school environment to have affected your child's linguistic development in their Celtic language or in English?

(19d) Has the move to secondary school affected the type of extra-curricular activities your child participates in?

Does your child participate in as many Welsh related activities at secondary school as they did at primary school?

If yes, are they the same activities, or have the pupils taken up new Welsh language or cultural activities at secondary school?

If no, what activities have they stopped, why do you think this is?

In what ways do you think the move to secondary school has changed your child's relationship with the school? (with particular regard to language)

(19e) Is the Welsh **cultural provision** in the curriculum (Cwricwlwm Cymreig) important to you?

(20) As a parent, do you feel that your relationship with the secondary school is different to your relationship with the primary school?

If so, in what ways?

(20b) Do you think that you have different aims for the outcomes of your child's secondary schooling than you did for your child's primary schooling?

(21) Would you like your child to continue with Welsh at A-level?

If so, why?

What do you think about Welsh and how useful do you think it will be for your child's future?

If not, and if the parent would like them to continue with another language instead – why?

I'd just like to finish by asking you some background information.

(i) Is (the child that is now in Year 8) your eldest child?

i.e. is it the first child going through this system?

(ii) Do you, your partner, or any members of your [close] family, speak Welsh?

How fluent are you/your partner in Welsh?

More fluent in Welsh than in English

Equally fluent in Welsh and English

Fluent, but my English is better

Only moderately fluent

I understand Welsh but I can't speak it

Just a few words

(Adapted from: McLeod 2005: 5)

Were you given the opportunity to learn Welsh, e.g. parental classes?

(iii) Does your child speak or hear any language apart from English out with the school environment? Yes No

If yes, what language/languages does your child speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions, and can you also please pass on my thanks to your child/[child's name] for speaking to me too, it's been really helpful. I'd be sending on a copy of findings to the school. Thanks so much for your help and I hope your child gets on well for the rest of secondary school.

B.4.3 Parental interview schedule: English-medium primary to English-medium secondary pupils

My name is Fiona O'Hanlon and I'm doing a PhD at Edinburgh University. My research is looking at the primary-secondary transition of pupils who learn a Celtic language at Primary school in Scotland and Wales. I would like to ask you a few questions about your views of your child's primary schooling, their primary-secondary transition and about the Welsh provision offered at secondary school level. Are you happy to answer the questions?

[If yes]

I'd like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] Would you be happy with me taking written notes?

All data is anonymous, so any participants' views cited in the research would not be attributed to you, or linked to your child or the school. Please just let me know if you don't want to answer any of the questions, and we'll move on, or stop, as you wish.

Section 1 The Welsh provision your child has received at primary school

Just to ask a few introductory questions first of all:

(1) Was your child always at [Primary School 2]? Yes No

If not, have they always been in an English-medium stream? Yes No

If not, what language was your child taught through until joining English-medium at [Primary School 2]? _____

(2) Did you live in the school's catchment area, or did your child have to travel in order to attend this school?

If so, how far? _____ Miles

(3) If you don't mind me asking, why did you choose English-medium education rather than Welsh-medium education for your child?

(4) And overall, how satisfied were you with the educational provision your child received at primary school?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

Did it meet your child's needs and your expectations?

(5a) I understand that your child also learnt Welsh at primary school. How do you feel about this?

(5b) When did your child start to learn Welsh at primary school?

Cylch (Ti a Fi, Meithrin)

In reception

Year 1

Later

(5c) And do you know how often they got Welsh in primary school?

(5d) How satisfied were you with the *approach* to teaching Welsh to the English-medium stream at primary school? Why?

Cwrs Trochi

How satisfied were you with the content (range and depth of topics covered) of their Welsh lessons at primary school?

I would like to ask you a few questions about your child's secondary school options if I may.

(6) Did your child have a choice of secondary school? Yes No

[Secondary School 2] – English-medium school

[Secondary School 3] – Welsh-medium school

[English-medium pupils who had studied Cwrs Trochi in the year group involved in my pilot study sample did not have the option to attend Secondary School 3.

However, the option to transfer to Welsh-medium secondary education was available to subsequent years of English-medium pupils who had studied Cwrs Trochi in Year 5 and in Year 6]

(i) If the child did have a choice of secondary schools, i.e. if the child is Welsh speaking at home), why was [Secondary School 2] chosen?

Could you tell me a little bit about the *process* by which the decision that your child continue in English-medium secondary school was made?

i.e. Was the decision led by your child's wishes, your own, or jointly?

Section 2 Knowledge of the available Welsh provision at secondary school and factors that influenced decisions about the extent to which the pupil takes Welsh at secondary school

(7) What options does your child have with regard to taking Welsh, and taking subjects through Welsh at secondary school?

(i) If English language home background

English-medium primary pupils typically study Welsh Second Language and cannot take any other subjects through the medium of Welsh at secondary school.

(ii) If Welsh language home background

Do pupils have the option of Welsh First Language or Welsh Second Language?

Apart from the Welsh lessons, is Welsh used in any other part of your child's secondary schooling? Is Welsh used in Registration, Assemblies?

(8a) When did you get this information about the Welsh provision at secondary school?

(8b) How did you get this information about the Welsh provision available at secondary school?

(9) *If your child had a choice regarding taking Welsh First Language or Welsh Second Language would you be able to tell me a little about the process by which the decision concerning the level of Welsh the pupil took (WFL/WSL) was made? i.e. Was the decision led by your child's wishes, your own, or jointly?*

(10a) Were you or your child given information or advice regarding the continuation of your child's Welsh at secondary school?

(i) *If so, could you tell me a little more about this?*

Who gave the information or advice?

What format was it in?

If the parent or child was advised: What has been the nature of the advice?

i.e. Were all Welsh speaking English-medium pupils advised to take Welsh First Language [i.e. was the advice generic] or did the advice vary depending on factors such as the child's language abilities at the upper primary school stage?

If the advice was that such Welsh speaking English-medium pupils taking Welsh First Language at a secondary school level is a good thing, what were the reasons given for this?

e.g. Educational rationale linked to the development of full bilingualism, language planning rationale.

(ii) *If not,*

Was it expected that all the English-medium pupils continue with Welsh Second Language unless Welsh speaking English-medium pupils and their parents made a decision for Welsh First Language at the early secondary school stage?

(10b) I understand that all pupils in Wales have to keep going with Welsh as a subject until they're 16 under the National Policy whereby Welsh is compulsory between the ages of 5 and 16. How do you feel about this?

Do you think that it should be compulsory for all pupils in Wales to learn Welsh from the ages of 5 to 16? Why/Why not?

Section 3 Satisfaction with current Welsh provision and Ideal Welsh provision

I'd like to ask you a few questions about your satisfaction with the extent of current Welsh provision offered at the secondary school and about what your ideal provision for Welsh at secondary school would be.

(11a) How satisfied are you with the available Welsh provision at secondary school? *Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied*
Why?

(11b) To what extent do you believe the secondary school's provision for language (Welsh, English) will facilitate the linguistic development of your child?
What is your goal with regard to your child's language ability?

(12a) In your opinion, what would be the 'ideal' provision regarding Welsh in the secondary school at early secondary school level? (If this differs from what is currently provided by the secondary school.) Why?

(12b) Do you think that more subjects should be offered with a choice regarding medium of instruction (i.e. Either through the medium of Welsh, bilingually or through the medium of English) at early secondary school level?

If so, which subjects would you like to see provided through the medium of Welsh, bilingually or through the medium of English? Why?

If not, why not?

(12c) And to what extent would you like such subjects to continue to be provided through the medium of Welsh or English or bilingually at secondary school after Year 8, and beyond?

(13a) What factors influence your views as a parent as to whether, and if so, the extent to which your child should continue to learn Welsh or through Welsh at secondary school?

And why do you think that your child should... [Reiterate parent perceptions of the 'ideal' secondary school options for their child.]

(If this links to the parent's discussion of factors influencing the preferred medium of instruction of subjects for their child):

How would you currently assess your child's language ability in Welsh and in English?

(13b) Are there any different or additional factors which you think influence your child's views about the extent to which they wish to continue to learn Welsh/using Welsh at secondary school?

Do you feel that your views about your child continuing with Welsh at secondary school differ from your child's views about it?

Section 4 Parents' feelings about the provision made for their child's primary-secondary school transition and Linguistic Continuity

May I just ask you a few questions about your child's primary-secondary transition?

(14) In what ways did the primary school and secondary school prepare your child for secondary school, and how did they prepare you, as a parent, for their transition?

Generally (Social continuity, Academic continuity)

(15) Did the school or teachers do anything additional or different to prepare the pupils for secondary school with regard to Welsh?

Linguistic continuity, cultural continuity.

Were any strategies employed to ensure a smooth primary-secondary transition of pupils with particular regard to language?

(16) How satisfied were you with the provision made for your child's primary-secondary transition?

(16a) Generally

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

(16b) With regard to language

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
How effective do you believe these strategies were with regard to preparing your child for the new challenges of secondary school?

(17) Do you think that the preparation for the primary-secondary transition could be improved?

If so, in what ways?

i.e. Can you think of any alternative or additional strategies which would better prepare primary pupils for secondary school? (Generally, and in relation to language)

(18) What sort of challenges, if any, did your child face when they started secondary school?

If so, in what ways do you think the challenges of secondary school may be better overcome?

(19a) Do you think that your child's experience of learning Welsh is different at secondary school to how it was at primary school?

(19b) Has the change to the secondary school environment affected your child's language use in any way?

(19c) Do you perceive the change to the secondary school environment to have affected your child's linguistic development in their Celtic language or in English?

(19d) Has the move to secondary school affected the type of extra-curricular activities your child participates in?

Does your child participate in as many Welsh related activities at secondary school as they did at primary school?

If yes, are they the same activities, or have the pupils taken up new Welsh language or cultural activities at secondary school?

If no, what activities have they stopped, why do you think this is?

In what ways do you think the move to secondary school has changed your child's relationship with the school? (with particular regard to language)

(19e) Is the Welsh **cultural provision** in the curriculum (Cwricwlwm Cymreig) important to you?

Is it as important as the language provision, or less/more important?

(20a) As a parent, do you feel that your relationship with the secondary school is different to your relationship with the primary school?

If so, in what ways?

(20b) Do you think that you have different aims for the outcomes of your child's secondary schooling than you did for your child's primary schooling?

(21) Would you like your child to continue with Welsh at A-level?

If so, why?

What do you think about Welsh and how useful do you think that it will be for your child's future?

If not, and if the parent would like them to continue with another language instead - why?

I'd just like to finish by asking you some background information

(i) Is (the child that is now in Year 7) your eldest child?

i.e. is it the first child going through this system?

(ii) Do you, your partner, or any members of your [close] family, speak Welsh?

How fluent are you/your partner in Welsh?

More fluent in Welsh than in English

Equally fluent in Welsh and English

Fluent, but my English is better

Only moderately fluent

I understand Welsh but I can't speak it

Just a few words

(Adapted from: McLeod 2005: 5)

Were you given the opportunity to learn Welsh, e.g. parental classes?

(iii) Does your child speak or hear any language apart from English out with the school environment? Yes No

If yes, what language/languages does your child speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions, and can you also please pass on my thanks to your child/[child's name] for speaking to me too, it's been really helpful. I'd be sending on a copy of findings to the school. Thanks so much for your help and I hope your child gets on well for the rest of secondary school.

Section C Characterization of pilot study schools

C.1 Primary school Celtic language Provision¹

Pilot Primary School 1

Primary School 1 is a dual stream school. The school's primary school level language model was identified as having been developed by the 'head teacher or principal Gaelic teacher of the primary school' in the school questionnaire. The school reports that 60-70% of teaching time is conducted through the medium of Gaelic in Primary 7. At the Primary 7 level, English, Gaelic, Mathematics and Religious and Moral Education are taught wholly through Gaelic; Environmental Studies, Expressive Arts and Personal and Social Development are taught predominantly through Gaelic; and Modern Foreign Languages is taught wholly through English.

There is no Gaelic learners' provision at the primary school.

Pilot Primary School 2

The English-medium pupils in Primary School 2 received Welsh Second Language lessons in accordance with national policy from the age of 5. In addition to Welsh lessons, the pupils received aspects of Art and Design, Music and Physical Education through the medium of Welsh from Reception to Year 6 as well as part of registration, news or events and some instructions in class. This school additionally participated in the Welsh Assembly Government's pilot Welsh immersion education programme in which a term of English-medium pupils' education during Key Stage 2 - typically at the upper primary school stage - was provided through the medium of Welsh. The pupils in Primary School 2 received 6 weeks of such Welsh intensive provision in the final term of Year 5 and again in the final term of Year 6. The provision was an 'intensive' Welsh programme in which several subjects are taught through the medium of Welsh, as opposed to an 'immersion' programme, in which over 90% of the curriculum is delivered through Welsh (Estyn 2006: 4) as the teacher notes:

RES I mean ok, there's still a lot of teaching that has to be done in English and to be quite frank a lot of the science that has been taught through the medium of Welsh has almost to be watered down

INT Yeah

RES They just haven't got into the same detail [Teacher. Pilot Primary School 2]

Pilot Primary School 3

Primary School 3 is a designated Welsh-medium school. Welsh is thus the medium of instruction for all elements of the curriculum, with English being introduced as a subject at the end of Key Stage 1. Welsh is the official language of the school and is used in all aspects of daily school life.

¹ The information for these case study school outlines was predominantly derived from schools' responses to the pilot School Level Questionnaire. However, supplementary information from teacher interviews has been provided where it gives information missing from the questionnaire, or where it clarifies information provided in the questionnaire.

C.2 Secondary school Celtic language provision

Secondary School destinations for pupils from Primary School 1

Secondary School 1 offers Gàidhlig as a subject through the medium of Gaelic for those pupils who attended Gaelic-medium education at Primary School 1. The pupils are withdrawn from other subjects in order to receive such Gaelic provision. As one pupil explains:

RES For Gaelic I miss one, I miss either History, Geography or Modern Studies and one French and English lesson a week...I didn't get History at all last year...because in S1 we got one period of History, Geography, and other people in my class lost Modern Studies for the whole year and other people lost Geography

INT Oh right ok I see. And so are you doing History now?

RES I'm doing History now, but I don't get Modern Studies this year.

[Pupil 3.Pilot PS1]

The Gaelic-medium primary educated pupils are obliged to continue with their Gaelic if they transfer to this secondary school, as they often do not live in the secondary school's catchment area, but rather have a place at the school as it is the sole Gàidhlig providing secondary school in the Council area. Thus, the Gaelic-medium primary pupils are only eligible to attend the secondary school if they opt to continue with their Gaelic. The Gaelic-medium primary educated pupils receive a Modern Foreign Language at secondary school in addition to their Gàidhlig lessons.

The English-medium pupils do not receive Gaelic Learners provision, but receive Modern Foreign Language provision.

Secondary School 1 is the sole Gaelic providing secondary school in the council area, and thus pupils' other secondary school options would not provide any Gaelic.

Secondary School destinations for pupils from Primary School 2

The receiver secondary school for the English-medium pupils from Primary School 2 is Secondary School 2 – an English-medium secondary school which provides Welsh Second Language lessons for approximately two and a half hours per week. This secondary school gives pupils the option to be in a Welsh registration class, but does not provide extra-curricular activities through the medium of Welsh.

Although this was not an option for the pupils in my pilot study (who were in Year 6 in 2005-2006), in subsequent years, the English-medium pupils in Primary School 2 who had received Cwrs Trochi [Immersion Course] provision in Year 5 and Year 6 had the option to transfer to Secondary School 3, a Welsh-medium secondary school. The pupils would receive support for such a linguistic transition throughout Year 7 in a Welsh language centre based at the secondary school. Such provision enables a second entry point to Welsh-medium education - at the start of secondary school as well as the start of primary school, and enables pupils to make the transition from Welsh Second Language learners to Welsh Fluent Speakers.

Secondary School destinations for pupils from Primary School 3

The expected secondary school destination for pupils from Primary School 3 is Secondary School 3, a designated Welsh-medium school in which all subjects apart from English are taught through the medium of Welsh. Pupils have the choice of taking maths and science through the medium of Welsh or English, although the school's handbook states that:

‘Pupils who have studied these subjects through the medium of Welsh in Year 6 are encouraged to continue to do so in Year 7.’

All daily aspects of school life are conducted through the medium of Welsh, as are extra-curricular activities.

The alternative secondary school destination for pupils from Primary School 3 is Secondary School 2, an English-medium school whose sole Welsh curricular provision is to teach Welsh as a subject. The school offers Welsh First Language classes for pupils who have attended Welsh-medium education, streamed by pupil ability, as the Welsh teacher explains:

they are then set according to their level of proficiency...there are 10 teaching sets... the first language – eh, there are 4 first language sets and there are 6 second language sets, so roughly then, em, 7A1 and 7B1 are first language above average ability, 7A2 and 7B2 is a smaller set, first language, but pupils who are, if you like, below average, they didn't necessarily reach the required National Curriculum level at the end of Primary school, or maybe they did, but with difficulty, eh, 7A3 and 7B3 are Welsh second language above average - good learners
[Te1.SS2]

Secondary school 2 provides a Welsh registration class for pupils who had attended Welsh-medium education, but does not provide extra-curricular activities through the medium of Welsh.

Section D Pilot Study data and analysis

D.1 Examples of key themes from pupil writing exercises

(i) Excitement about secondary school's new subjects and specialist facilities

Tha mi coimhead air adhart ris an àrd-sgoil air sgath's gum bi tòrr diofar cuspairean againn. (Air an tadhal-trì-latha b'e 'Craft and Design' an fear a b'fhearr leam.)

[Sgoilear 4. Bun-sgoil 1]

[I am looking forward to secondary school because we will have lots of different subjects. (On the three day visit 'Craft and Design' was my favourite one.)]

[Pupil 4.Primary School 1.Gaelic-medium]

Pan ewn i'r ysgol uwchradd byddwn yn cael gweri [gwersi] newydd i be rydyn yn cael nawr, bydd llawer yn yr un pynciau ond byddwn yn dysgu pethau newydd y pynciau newydd bydd gwersi Drama, hefyd bydd y gweri [gwersi] D.T.yn mwy diddorol am fod yna mecanweithiau i defnyddio i torri pren a metal a.y.b.

[Disgyblion 15.Ysgol Gynradd 3]

When we go to secondary school, we will have new lessons compared to what we have now. There will be lots in the same subjects [as before] but we will be learning new things, the new subjects will be Drama lessons, also there will be the D.T lessons, more interesting because there are machines there to use to cut wood and metal and so on.

[Pupil 15.Primary School 3.Welsh-medium]

(ii) Awareness of the academic demands of secondary school

Mae pawb yn edrych ymlaen at symyd lan i'r ysgol uwchradd ond bydd yr ysgol uwchradd llawer mwy ofnus na'r ysgol Gynradd. Mae llawer mwy o gwaith a mwy o gwaith catref, yn yr ysgol uwchradd bydd llawer mwy o bynciau rhai mae pawb yn edrych ymlaen i fel beioleg a gwiddoniath ond bydd mwy o Gwaith a mwy o gwersi mewn un dydd.

[Disgyblion 5.Ysgol Gynradd 3]

[Everyone is looking forward to moving up to secondary school but secondary school will be lots more scary than primary school. There is lots more work and more homework, in the secondary school there will be lots more subjects, some that everyone is looking forward to like biology and science but there will be more work and more lessons in one day.]

[Pupil 5.Primary School 3.Welsh-medium]

I am nerveose [nervous], and I know it will be a lot harder work and home work in [Secondary School 2].

[Pupil 5.Primary School 2.English-medium Wales]

It will be hard to get along with the work but I will manish [manage].

[Pupil 2.Primary School 1.English-medium Scotland]

(iii) Apprehension about getting lost at secondary school

I am quite worried about going up to secondary school and getting lost for the first few weeks as [Secondary School 2] has about 1,350 pupils already, and I am not looking forward to being the youngest children in the school.

[Pupil 3.Primary School 2.English-medium Wales]

D.2 Characteristics of focus groups

Group Dynamics

A dynamic will occur within each group that will affect the way in which the subject is discussed.

Interactions

There will be interactions between group members that may take the form of affirmations, disagreements, conflicts or simply continuation of a previous contribution from another member. These are part of the 'data' and the way in which such interactions take place are a useful source of information. But they will also result in some incomplete or fractured elements in the discussion.

Uneven Coverage

The level and coverage of data available for each participant is likely to be uneven. This will occur within one discussion where each member of the group will speak at varying lengths on different topics, depending on the salience of that subject to them; and across different groups because each group will shape a slightly different agenda depending on the contribution of individual members and the dynamic between them.

Less extensive coverage

Whatever the level of contribution, there will be less coverage/depth of information for each participant than in an individual interview because time has to be 'shared' between the different discussants.

The influence of other views

Group members have the opportunity to hear different or opposing views or other ways of expressing their own arguments. As a consequence, they will modify, refine or extend what they say in the light of the other contributions. This process needs to be investigated in the group forum so that the ways in which views develop can be traced in analysis. It is for this reason that each contribution needs to be attributed to their originator in the verbatim transcript, although obviously in anonymised form.'

(Ritchie, Spencer & O'Connor 2003: 257-8)

D.3 Examples of 'group dynamics' and 'uneven coverage'

Group dynamics

One example of group dynamics 'affecting the way in which a subject is discussed' (Ritchie, Spencer & O'Connor 2003: 257) derives from a focus group with 4 Welsh-medium primary pupils who were transferring to an English-medium secondary school:

- INT So when you go to [Secondary School 2] you'll get Welsh lessons
RES1 Yeah...yeah, but we'll probably be all in Saith W [Seven W]
RES2 Is that one first language
RES3 Our form is Welsh, our form is Welsh...
RES4 I didn't want to be in the Welsh form
RES1 And em there's another girl in our class called [pupil name] and she's going to [Secondary School 2] and her mum's teaching us Welsh
INT Oh is she
RES3 No, she's going to [Secondary School 3]
[Focus Group 3.Primary School 3.Welsh-medium.]

The interaction exhibits how such group dynamics determine the direction of a focus group interview, and preclude expansion on interesting points from individuals, namely why Respondent 4 did not wish to be in a Welsh registration class at secondary school. Another example of 'group dynamics' pertains to a paired interview at with two pupils at the English-medium Wales primary school with one pupil who had swapped out of Welsh-medium education at the middle primary school stage, and one pupil who had moved to Wales in Year 6, and thus had had no experience of Welsh prior to that school year. This pairing – selected by the class teacher - proved an unfortunate one in the discussion of Welsh:

- INT Em, and at [Primary School 2] here you also learn Welsh. How do you feel about learning Welsh?
RES2 Terrible
INT Terrible
RES2 I can't, I can't speak it
INT But isn't that because you only started this year?
RES2 Yup
INT But are you going to [Secondary school 2]?
RES2 Yeah
INT So you're going to have to do Welsh until...
RES1 I'm really good at it and in fact I think it's like really easy for me because I've been in lots and lots of Welsh schools and I'm like the pro Welsh speaker in my family and that and I know loads of Welsh
INT So you find the Welsh easy
[Pupils 6&7.Primary School 2.English-medium Wales]

This interview additionally highlighted pupils' reluctance to share personal experience in a group interview, another aspect of group dynamics:

INT And why did you swap from a Welsh school to an English school?

RES1 Um [pause] I don't know, uh...

INT You don't have to say if you don't want to

RES1 I don't want to say

[Pupils 6&7.Primary School 2.English-medium Wales]

Uneven Coverage

With regard to 'uneven coverage,' the focus group situation can lead to one person's views being represented more than others', as exemplified by a focus group with five Welsh-medium pupils who were all going to a Welsh-medium secondary school:

INT How do you feel about having been educated through Welsh?

RES Yes I mean it's good, because I mean if you live in Wales you should be able to speak the language

INT Yeah, super

RES It's an advantage

INT For...

RES Jobs opportunities and stuff

INT Job wise...super, and so what's been the best thing about primary school?

RES It's like growing up in the middle of Welsh surrounding and like everything's in Welsh instead of...it's like a Welsh-school and people speak Welsh in it, instead of some schools which are Welsh they let people speak English everywhere

INT Yeah

RES The teachers are nice...yeah...the teachers are nice...very kind atmosphere

INT Good good, anything else...or – you don't have to answer every question

RES I think it's because, em, there's lots of nice like friends round here isn't there

RES2 Yeah

INT Mhhhm

[Focus Group 4.Primary School 3.Welsh-medium]

D.4 Examples of data from individual interviews

(i) Experience of primary school

Celtic-medium pupil

- INT And em, what has Gaelic-medium education been like for you?
RES Good, I've met lots of friends and things like that, yeah
INT Super, and if there was one thing that you could pick about it [Gaelic-medium education] that would be the best bit about it what would it be?
RES Like learning a new language, definitely
INT Would there be anything that you would change, or...?
RES Em [pause] well, em, sometimes, you get sort of discouraged sometimes by the teachers because they, like you get into trouble if you don't speak Gaelic in the classroom, and, em, that sort of discourages you, so maybe they should not let you speak English but just like not get you into trouble if you were speaking English...do you see what I mean?
[Pupil 4.Primary School 1.Gaelic-medium]

English-medium pupil

- INT So, what's been the best bit about primary school?
RES Well, the trips really, in Year Six we've had two days at [Secondary School 2] which were fun,
INT That's the secondary school
RES The one I'm going to, yeah...then there've been the trip to Welshpool that I went on, and
INT Mh hmmm
RES I went on, I've only been on a few trips in all the time I've been in this school, one to [place name] Activity centre
INT Was that the one where they taught you Welsh too?
RES Yeah, they taught us some Welsh sometimes, assault course, there were several things like that, I was hoping we could do the canoeing, although I'm not a very good swimmer myself, but anyway, we didn't get round to doing the canoeing.
[Pupil 6.Primary School 2.English-medium]

(ii) Wishes regarding medium of instruction of secondary school subjects

Celtic-medium pupils

- INT Would you like to be able to take other subjects through Gaelic like you have done at primary school or...
RES I don't know, really...eh
INT What subjects would you like....no, go on, sorry...
RES Maybe maths because I've learnt all the names of things in Gaelic and it's kind of hard to have to learn them again in English when I go up to high school
[Pupil 3.Primary School 1.Gaelic-medium]

- INT If you could take other subjects through Gaelic, like if you could take history or geography or maths or something would you, would you want to, or would you want to ...
- RES Um, I'm not sure about that cause I'd, sometimes I like speaking English, so I can speak my own, speak my first language, but sometimes I like learning stuff in Gaelic as well. But I feel that like subjects like maths, you have to learn stuff in English as well, cause if you're going to work in an office or something like later, and everyone else doesn't speak Gaelic you'll need to know all the stuff in English.

[Pupil 2.Primary School 1.Gaelic-medium]

D.5 Stage of commencement of Celtic-medium education, language use and perceived Linguistic ability

(i) Stage of commencement of Celtic-medium education

- INT And [pupil name 1], and can you tell me when you started Welsh-medium education? Were you in reception year or did you start later?
- RES Em, I joined the year above reception
- INT So Year One?
- RES No, you have Meithrin...Meithrin then Derbyn then Year One then Year Two...we have three classes before, we have Derbyn, we have Meithrin Iaith and ...so reception is Derbyn, so you started in Meithrin Iaith...I started in Year Two
- INT Right
- RES [pupil name 2], you started in Meithrin wasn't it – it's like nursery class, the first class...and I started in reception
- [Focus Group 4.Primary School 3.Welsh-medium]

(ii) Language Use

- INT And the last question was sort of when do you use Welsh out of school
- RES All the time
- INT Are you all first language...
- RES Em, well, my dad...my dad talks English at home but my mum is Welsh, my dad is Welsh but he can't spe, he won't speak it, so I speak Welsh to my mum and most of my friends and my cousin, and
- INT English to your dad
- RES English to my dad...
- INT And how about you?
- RES When I'm at home I speak Welsh and French but when I'm with my friends I always speak Welsh
- INT What about you?
- RES Well I speak Welsh all the time really because my parents are Welsh and I'm more safe speaking Welsh
- INT Mh hmm
- RES And your mum, and her mum teaches Welsh as well...at [Secondary School 3]...
- INT Oh right I see, so if she catches you speaking English...
- RES Laughs
- INT What about you, do you speak Welsh...
- RES Yeah I speak Welsh all the time but my dad he learnt Welsh when he was in College but he's like fluent now
- INT Good good, I'm glad to hear it can be done! What about you?
- RES Well, my dad speaks English but he can understand most Welsh, but usually I speak English with him and Welsh with my mum
- INT Super
- RES Well, all my family are Welsh really
- INT So do you speak Welsh most of the time
- [Focus Group 2.Primary School 3.Welsh-medium]

(iii) Perceived Linguistic Ability

- INT So do you think that you're better at Welsh than English, or do you think you're about the same, or do you think that your English is better...
- RES1 Em, I'd say I'm better at Welsh...I dunno, I think they're about the same...they're about the same, but I'm more confident with the Welsh...yeah...because everything, everybody thinks we've got an odd accent now [in English]...yeah (laughs)...when I talk Welsh to like somebody that can't talk Welsh very well or like somebody who's learning it's like I'm learning and I'm talking it wrong
- INT Yeah?
- RES1 Yeah, cause like when I'm talking right to my friends and that my Welsh is fine
- INT Good good, do you think – well, you've got French as well, which one do you think, do you have an order or are they all about the same?
- RES1 All about the same, probably Welsh a bit more because I go to a Welsh school and my friends are Welsh, so probably that one, my grandmother learnt Welsh too
- INT Oh did she, my goodness
- RES2 I think Welsh cause I'm more confident as well speaking Welsh cause I'm really used to talking Welsh at home and in school and everywhere, I only speak English really em in English lessons but sometimes we talk Wenglish – some Welsh and some English (laughs)
- RES3 Yeah I rather, Welsh is just easier really, if you can to talk Welsh cause that's what I'm used to so...
- RES4 Yeah I'm probably better in Welsh but I'm not really bad in English because I speak with my dad in English a lot
- RES5 I'm about the same but I'd rather speak Welsh though because it's like the language I speak (laughs)
- RES3 Cos if we stop speaking Welsh, there's like not many people have got it so it would just die out and nobody would be able to speak it
- INT So you, that's you saying how good you think you are, which language do you prefer?
- RES2 Welsh...welsh...welsh...wenglish, it's easier (laughs)
- INT You can start a new language (laughs).
- [Focus Group 2. Primary School 3.Welsh-medium]

D.6 Language use English-medium pupil

INT And do you use any other languages apart from English out of school?

RES Um, I use Welsh out of school

INT To who?

RES To my mam and to my cous [cousin]

INT Does she speak Welsh?

RES Yeah,

INT Is she from Wales?

RES Yeah

INT Are you're stronger in English than in Welsh or about the same?

RES About the same

INT So you can talk Welsh as well as you can talk English?

RES Yeah

INT Super

[Pupil 2.Primary School 2.English-medium Wales]

D.7 Language use tables

Here are some questions about the language in which you talk to different people, and the language in which certain people talk to you. Please answer as honestly as possible. There are no right or wrong answers. Leave an empty space if a question does not fit your position.

In which language do you speak to the following people?

Choose one of these answers

Always in Welsh

In Welsh more often than English

In Welsh and English about equally

In English more often than Welsh

Always in English

	ALWAYS IN WELSH	IN WELSH MORE OFTEN THAN ENGLISH	IN WELSH AND ENGLISH EQUALLY	IN ENGLISH MORE OFTEN THAN WELSH	ALWAYS IN ENGLISH
1. Father					
2. Mother					
3. Brothers/Sisters					
4. Friends in the Classroom					
5. Friends outside School					
6. Teachers					
7. Friends in the Playground					
8. Neighbours (near my house)					
	(5)	(4)	(3)	(2)	(1)

In which language do the following people speak to you?

	ALWAYS IN WELSH	IN WELSH MORE OFTEN THAN ENGLISH	IN WELSH AND ENGLISH EQUALLY	IN ENGLISH MORE OFTEN THAN WELSH	ALWAYS IN ENGLISH
1. Father					
2. Mother					
3. Brothers/Sisters					
4. Friends in the Classroom					
5. Friends outside School					
6. Teachers					
7. Friends in the Playground					
8. Neighbours (near my house)					
	(5)	(4)	(3)	(2)	(1)

(Baker 1992: 139)

D.8.1 Decisions regarding medium of instruction of subjects: job-related motivations

INT If you could take other subjects through Gaelic, like if you could take History or Geography or Maths or something would you, would you want to, or would you want to...

RES Um, I'm not sure about that cause I'd, sometimes I like speaking English, so I can speak my own, speak my first language, but sometimes I like learning stuff in Gaelic as well. But I feel that like subjects like maths, you have to learn stuff in English as well, cause if you're going to work in an office or something like later, and everyone else doesn't speak Gaelic you'll need to know all the stuff in English.

[Pupil 2.Primary School 1.Gaelic-medium]

D.8.2 Pupil relation of language and identity

INT And you also have to keep going with Welsh until you're sixteen. How do you feel about that, are you?

RES I think I'm happy about that. It makes me feel one of Wales, Welsh people

[Pupil 8.Primary School 2.English-medium Wales]

D.9 Secondary School 2 Primary school level parental questionnaire

The secondary schools in [place name] would like to have the views of parents about the amount of provision for the Welsh language you would prefer in your child’s secondary education. The study of the Welsh language is compulsory in both schools. The questionnaire will assist both schools to respond to the proposed County Language Policy.

[Secondary School 2] currently teaches all subjects in English (except Welsh) but is considering offering the choice of teaching in Welsh for some other subjects. Please return the questionnaire to your primary school by Monday 6th November 2006.

NAME OF YOUR CHILD’S PRIMARY SCHOOL _____

Please indicate by ticking the appropriate box which of the two schools you are most likely to choose for your child.

Secondary School 3 Undecided

Secondary School 2

(Q1) I would like my child to be taught entirely through the medium of the Welsh language.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
---------------------------	--------------	------------------	-----------------	------------------------------

(Q2) The subjects I would prefer to be taught through the medium of English are: (please tick as appropriate)

Maths

Science

Other-please specify

(Q3) I would like my child to be taught mainly in the English language, but with some Welsh language in some subjects other than Maths and Science.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
---------------------------	--------------	------------------	-----------------	------------------------------

(Q4) I do not want my child to be taught any subject (other than Welsh) through the medium of Welsh.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
---------------------------	--------------	------------------	-----------------	------------------------------

Thank you for your time. Your responses will help us to plan for the future. Please return this questionnaire to your child’s class teacher.

Any other comment _____

D.10 Secondary School 2 Secondary school level parental questionnaire

The school is reviewing its provision for the Welsh Language for pupils joining the school in Year 7 in 2007-8. To help the school in this task we would be grateful if you could spare a short time to fill in this questionnaire and give your views on your child's education in Welsh. Please return the form to the school office by Monday 6th November 2006.

Name of primary school attended _____

Current year at Secondary School 2 _____

(Q1) Do you agree or disagree that the opportunities currently available in school for using the language outside Welsh lessons are sufficient? Please tick the appropriate box.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
---------------------------	--------------	------------------	-----------------	------------------------------

(Q2) Would you agree or disagree with your child having some Welsh-medium teaching in other subjects?

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
---------------------------	--------------	------------------	-----------------	------------------------------

(Q3) Are there any subjects which you would have liked your child to be taught through the medium of Welsh if the choice had been available?
(Please ring as appropriate)

- | | | |
|-----------|------------------------|---------------------|
| Maths | Science | History |
| Geography | Drama | French |
| German | Design Technology | Physical Education |
| Art | Music | Religious Education |
| Spanish | Information Technology | |

(Q4) If your child is in a Welsh-medium registration class how satisfied are you with the amount of daily contact with the Welsh language?

MORE THAN SATISFIED	SATISFIED	DISSATISFIED	MORE THAN DISSATISFIED	N/A
--------------------------------	------------------	---------------------	-----------------------------------	------------

(Q5) How satisfied are you that your child is making good progress in Welsh since leaving primary school?

MORE THAN SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	MORE THAN DISSATISFIED
--------------------------------	------------------	------------------	---------------------	-----------------------------------

If you are dissatisfied with the provision for Welsh since leaving primary school, please tell us why.

D.11 Topic index: pilot study data analysis

1. When the pupil started Celtic-medium education
2. When the pupil uses the Celtic language at primary school
3. The pupil's experience of the Celtic language in their primary education
4. Whether the pupil studies any other languages at primary school
5. The pupil's language background
6. Intentions regarding language at secondary school (Celtic language as a subject, Celtic language as a medium of instruction, other languages as subjects.)
7. Reasons for decisions regarding secondary school choice/medium of instruction of secondary schooling
8. Feelings regarding the move to secondary school
9. Use of the Celtic language out with the school
10. Pupil's assessment of their comparative abilities in their languages
11. Pupil comments or questions

D.12 Respondent attributes

Respondent attributes were created in NVivo for subsequent use in coding queries and matrix queries. Nine respondent attributes were used in the pilot study

- (i) Country
- (ii) Gender
- (iii) Local Authority
- (iv) Primary School number
- (v) Respondent type [Pupil, Teacher, Head Teacher, Parent]
- (vi) School stage
- (vii) Secondary school destination
- (viii) Teaching medium & Context Primary [GM, EMS, WM, EMW]
- (ix) Teaching medium secondary school.

Appendix 3 Main study²

Section A Sampling - School Level Questionnaires

***A.1.1 School Level Questionnaire: Covering letter**

Moray House School of Education
The University of Edinburgh
2.13 Simon Laurie House
Holyrood Road, Edinburgh
EH8 8AQ
s0091176@sms.ed.ac.uk
0131 651 6458, 07837 819 713
23rd March 2007

Dear [*Head Teacher Name*],

My name is Fiona O'Hanlon and I am a PhD student at Edinburgh University. My PhD aims to investigate the primary-secondary transition of Gaelic-medium, Welsh-medium and English-medium pupils learning a Celtic language in Scotland and Wales. I am particularly interested in the extent to which Gaelic-medium and Welsh-medium educated primary pupils continue with their Celtic language at secondary school, and the factors motivating this. My research is funded by the Economic and Social Research Council and is supervised by Professor Lindsay Paterson of the School of Education and Dr Wilson McLeod of the Department of Celtic and Scottish Studies.

The first part of my research involves consulting Gaelic-medium providing primary schools in order to find out about the Gaelic-medium and Gaelic Learners provision available, about the amount of Gaelic teaching available at the associated secondary school(s), and about the support structures that the school implements to facilitate the primary-secondary transition of its pupils.

I am thus writing to ask if you, or a member of your staff, would complete the enclosed questionnaire for your Gaelic-medium section. If your school also provides Gaelic Learners in the Primary School (GLPS) I would be grateful if the GLPS questionnaire could also be completed.

Questionnaire data cited in the research findings would not be attributed to individual schools or respondents - school name and respondent names are solely requested in order that I may link the primary school data to its relevant secondary school data.

I am learning both Scottish Gaelic and Welsh as part of my PhD project. I started learning Gaelic during my Research MSc in Education (2004-2005), have now completed An Cùrsa Inntrigidh and am currently undertaking An Cùrsa Adhartais. Both are distance learning courses provided by Sabhal Mòr Ostaig.

I enclose a Stamped Addressed Envelope and would be very grateful if the questionnaire(s) could be returned by the end of April 2007 if at all possible.

If you would prefer to receive the questionnaires in electronic format, then please just send me an email at s0091176@sms.ed.ac.uk

If you have any questions about the research, please do not hesitate to contact me.

Yours gratefully,

Fiona O'Hanlon

² In the interests of economy, the Scottish context is typically used to illustrate the research instruments employed at the primary school stage and the Welsh context is used to illustrate the research instruments employed at the secondary school stage in Appendix 2. Please see Section 4.2.1.4 of the thesis for further details on the necessary minor changes between the data collection instruments employed across the two national contexts.

A.1.2 School Level Questionnaire: Gaelic-medium primary education providers*Gaelic-Medium Primary Questionnaire**

I would be grateful if you would complete the questionnaire as fully as possible, but where information is not readily available please just write 'don't know' in the relevant box. Many thanks.

Local Authority Area _____

School Name _____

Respondent's name _____

Respondent's position _____

Respondent's email _____

Section 1 Primary School Context

(Q1a) How many Gaelic-medium pupils are on your primary school roll? _____

(Q1b) How is the Gaelic-medium organized at primary school level with regard to composite classes?

Primary school level/stage	Individual class (I) or composite (C). If composite, please indicate which year groups are taught in composite classes.
Primary 1	
Primary 2	
Primary 3	
Primary 4	
Primary 5	
Primary 6	
Primary 7	

(Q2) Is your Gaelic-medium provision given through:

A fully Gaelic-medium school

A stream of a school which also offers English-medium education

A unit in a school which also offers English-medium education

Other

If other please specify

(Q3) How was your primary school's current language model developed?

By language model I mean the linguistic strategy used to teach the primary curriculum - the proportion of teaching time conducted in Gaelic and in English at each primary level, or the way in which the two languages are used to teach certain curricular areas at the primary school stages.

By the head teacher/principal teacher of Gaelic/Gaelic teachers in the primary school

By the head teachers/principal teachers of Gaelic/Gaelic teachers in both the primary school and the relevant secondary school

By the Local Authority

By a National body (Please specify _____)

Other

If other please specify:

Section 2 Language model

(Q4) Please tick the linguistic approach (taught wholly through Gaelic, taught predominantly through Gaelic etc) used to teach each curricular area in Primary Seven:

<i>Curricular Area</i>		Taught wholly through Gaelic	Taught predominantly through Gaelic	Taught equally in Gaelic and in English	Taught predominantly through English	Taught wholly through English
Environmental Studies						
Expressive Arts						
Language	English					
	Gaelic					
	Modern Foreign Language					
Mathematics						
Personal and Social Development						
Religious and Moral Education						
Other: _____						

(Q4 Continued) If your school operates additional or alternative language strategies such as using Gaelic and English on particular days/for particular proportions of the school day, or requires that the pupils always speak Gaelic in the classroom, then please elaborate on this below:

(Q5) Is Gaelic used in school out with the classroom context? Yes No

If yes, in which contexts/for which type of activities:

<i>Context/Activity</i>	Yes	No
Assembly		
Staff to pupil communication		
Pupil to staff communication		
Pupil to pupil communication		
Signs or notices		
Playground		
Homework club		
After school club		
Sradagan (Gaelic Youth Club)		
Drama		
Sport		
School trips		

Other (please specify) _____

Section 3 Current Primary Seven Cohort

(Q6) How many pupils in Gaelic-medium Primary Seven have:

(a) solely school based language exposure to Gaelic? _____

(b) school based and home based language exposure to Gaelic? _____

(Q7) What percentage of teaching time is conducted in English and what percentage in Gaelic in Primary 7 English _____ % Gaelic _____ %

(Q8) What percentage of your Gaelic-medium pupils do you believe attain equal competence in Gaelic and English by the end of Primary 7?

	Reading	Writing	Talking	Listening
100%				
75% - 99%				
50% - 74%				
25% - 49%				
0% - 24%				

Section 4 Available secondary school level provision

(Q9a) What secondary school options do your Gaelic-medium pupils have?

Secondary school name 1 _____

Secondary school name 2 _____

Additional secondary schools (please specify) _____

(Q9b) What percentage of your Gaelic-medium Primary 7 pupils typically continue on to these secondary schools?

	Secondary School 1 <i>(the school that most pupils attend)</i>	Secondary School 2	Secondary School 3
100%			
75% - 99%			
50% - 74%			
25% - 49%			
0% - 24%			

(Q9c) What factors do you perceive to be influential in the decision concerning secondary school choice?

(Q10a) What level of Gaelic provision do these schools offer at the Secondary One stage?

	Secondary School 1 <i>(the school most pupils attend)</i>	Secondary School 2 <i>(if applicable)</i>
A secondary school which teaches all subjects through the medium of Gaelic		
A secondary school which teaches several subjects through the medium of Gaelic If so, which subjects? <hr/> <hr/> <hr/>		
A secondary school which provides Gaelic as a subject for fluent speakers?		
A secondary school which provides Gaelic as a subject for fluent speakers and for learners?		
A secondary school which provides Gaelic as a subject for learners only?		
A secondary school with no Gaelic provision?		
Other (Please Specify) <hr/> <hr/> <hr/>		

(Q10b) What factors do you perceive to be influential in decisions concerning the extent to which Gaelic-medium primary pupils incorporate Gaelic into their secondary school curriculum?

(Q11) To what extent do you agree that the Gaelic provision offered at these secondary schools promotes the linguistic development of Gaelic-medium pupils?

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Secondary School 1					
Secondary School 2					

If you wish, please provide reasons for your answer:

(Q12) Are pupils who have been educated through the medium of Gaelic at primary school required to take Gaelic as a subject at these secondary schools?

Secondary School 1: Yes No

Secondary School 2: Yes No

If yes, what is the nature of this requirement?

	Secondary School 1	Secondary School 2
Requirement to take Gaelic for fluent speakers at Secondary One level only		
Requirement to take Gaelic for fluent speakers or for learners at Secondary One level only		
Requirement to take Gaelic for fluent speakers at Secondary One and Secondary Two level		
Requirement to take Gaelic for fluent speakers or for learners at Secondary One and Secondary Two level		

Section 5 Support structures for primary-secondary transition

(Q13) What strategies are employed to facilitate the primary-secondary transition of Gaelic-medium educated pupils?

(Q14) Are any of these strategies for Gaelic-medium primary educated pupils alternative or additional to those employed to facilitate the primary-secondary transition of English-medium primary educated pupils? Yes No

If yes, please detail below

Alternative strategies:

Additional strategies:

(Q15) **For Gaelic-medium primary pupils**, how effective do you believe these primary-secondary transition strategies and existing provision to be in terms of facilitating:

<i>Where 1 = extremely effective and 5 = ineffective</i>		1	2	3	4	5
A smooth transition for pupils in terms of the personal and social dimensions						
Continuity of curricular content	In Gaelic					
	In other continuing subjects					
Curricular progression	In Gaelic					
	In other continuing subjects					
Continuity with regard to methods of learning and teaching	In Gaelic					
	In other continuing subjects					
Appropriate language support (in either Gaelic or English) to enable Gaelic-medium primary pupils to access the secondary curriculum						

(Q16) How would you classify your relationship with this secondary school with regard to Gaelic?

Excellent Very Good Good Fair Poor

(Q17) Are there any specific challenges which you feel mark the transitional stage in your context?

(Q18) In which ways do you think that these challenges might be overcome?

If there are any further comments that you would like to add please use the space provided below:

Thank you for taking the time to complete the questionnaire, your help is very much appreciated.

The next stage of my PhD study will involve me visiting a number of schools for two to three days each to speak to the pupils about their:

- patterns of language use
- experience of Gaelic-medium primary school
- expectations of secondary school
- intentions concerning Gaelic at secondary school.

During such school visits I would also like to consult the views of the staff responsible for the education of Primary Seven pupils about the:

- needs of bilingual pupils in primary-secondary transition,
- appropriateness and effectiveness of existing primary to secondary school strategies
- factors which potentially influence decisions concerning the extent to which Gaelic-medium educated pupils incorporate Gaelic into their secondary school curriculum.

The research will be conducted in accordance with the British Educational Research Association's Ethical Guidelines and the school and participants would not be named if cited in the research findings.

If you do not wish to be contacted further in connection with the research, please tick this box.

If you would like any further information about the research, then please do not hesitate to contact me:

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Room 2.13 Simon Laurie House
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Holyrood Road
Edinburgh
EH8 8AQ
s0091176@sms.ed.ac.uk
0131 651 6458

Please return the questionnaire in the SAE provided. Many thanks.

***A.1.3 School Level Questionnaire: English-medium primary education providers with Gaelic learners provision (within dual stream schools)**

Gaelic Learners in the Primary School Questionnaire

I would be grateful if you would complete the questionnaire as fully as possible, but where information is not readily available please just write 'don't know' in the relevant box. Many thanks.

Local Authority Area _____

School Name _____

Respondent's name _____

Respondent's position _____

Respondent's email _____

Section 1 Current Primary Seven Cohort

(Q1a) How many English-medium pupils do you currently have in Primary 7? _____

(Q1b) How many pupils in English-medium Primary Seven have home based language exposure to Gaelic? _____

(Q2) Is the Gaelic Learners in the Primary School (GLPS) scheme available for the English-medium pupils? Yes No

If yes, at which primary stages is GLPS compulsory or optional?

	Compulsory for English-medium pupils	An option for English-medium pupils
Primary 1	<input type="checkbox"/>	<input type="checkbox"/>
Primary 2	<input type="checkbox"/>	<input type="checkbox"/>
Primary 3	<input type="checkbox"/>	<input type="checkbox"/>
Primary 4	<input type="checkbox"/>	<input type="checkbox"/>
Primary 5	<input type="checkbox"/>	<input type="checkbox"/>
Primary 6	<input type="checkbox"/>	<input type="checkbox"/>
Primary 7	<input type="checkbox"/>	<input type="checkbox"/>

(Q3) For how many years has your school provided GLPS? _____ years

(Q4) Using a rating scale where 1=*Extremely effective* and 5=*Ineffective*, how effective do you believe the GLPS course to be in terms of:

	Effectiveness				
	1	2	3	4	5
Teaching Gaelic <i>reading</i> by the end of Primary 7					
Teaching Gaelic <i>writing</i> by the end of Primary 7					
Teaching Gaelic <i>talking</i> by the end of Primary 7					
Teaching Gaelic <i>listening</i> by the end of Primary 7					
Providing curricular resources <i>appropriate</i> to the various primary school levels					
Providing a <i>range</i> of curricular materials at each stage					
Raising awareness of the Gaelic language					
Developing an interest in the Gaelic language					
Raising awareness of Gaelic culture					
Developing an interest in Gaelic culture					
Promoting closer relations between the English-medium and Gaelic-medium pupils					
Promoting uptake of Gaelic Learners classes at Secondary One level					

If you wish to make any further comment of the effectiveness of GLPS in your school context please use the space provided below

(Q5) Is Gaelic used in school outwith the classroom context? Yes No

If yes, in which contexts/for which type of activities:

<i>Context/Activity</i>	<i>Yes</i>	<i>No</i>
Assembly		
Signs or notices		
Playground		
Homework club		
After school club		
Drama		
Sport		
School trips		
Staff to pupil communication		
Pupil to staff communication		
Pupil to pupil communication		

Other (please specify) _____

Section 2 Available secondary school level provision

(Q6a) What secondary school options do your English-medium GLPS pupils have?

Secondary school name 1 _____

Secondary school name 2 _____

Additional secondary schools (please specify) _____

(Q6b) What percentage of your English-Medium Primary 7 pupils typically continue on to these secondary schools?

	Secondary school 1 <i>(the school that most pupils attend)</i>	Secondary school 2	Secondary school 3
100%			
75% - 99%			
50% - 74%			
25% - 49%			
0% - 24%			

(Q6c) Do these schools provide Gaelic Learners' classes at the Secondary One stage?
 If no, please proceed to Question 9.

	Yes	No
Secondary School number 1		
Secondary School number 2		
Additional Secondary school (if applicable)		

(Q7) Are pupils who have received Gaelic at primary school by means of the GLPS scheme required to take Gaelic as a subject at these secondary schools?

Secondary School 1 Yes No

Secondary School 2 Yes No

If yes, what is the nature of this requirement?

	Secondary School 1	Secondary School 2
Requirement to take Gaelic for learners at Secondary One level only		
Requirement to take Gaelic for learners at Secondary One and Secondary Two level		

(Q8) If a choice is available, what factors do you perceive to be influential in decisions concerning whether GLPS pupils opt to incorporate Gaelic into their early secondary school curriculum?

(Q9) To what extent do you agree that the Gaelic Learners provision offered at these secondary schools at the early secondary stage promotes the linguistic development of GLPS pupils?

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Secondary School 1					
Secondary School 2					

If you wish, please provide reasons for your answer:

Section 3 Support structures for primary-secondary transition

(Q10a) What strategies are employed to facilitate the primary-secondary transition of English-medium educated pupils?

(Q10b) Are any particular strategies employed at the primary-secondary transition stage with regard to GLPS? Yes No

If yes, please detail below

(Q11) *For English-medium primary pupils*, how effective do you believe these primary-secondary transition strategies and existing provision to be in terms of facilitating

<i>Where 1 = extremely effective and 5 = ineffective</i>		1	2	3	4	5
A smooth transition for pupils in terms of the personal and social dimensions						
Continuity of curricular content:	<i>In Gaelic</i>					
	<i>In all other subjects</i>					
Curricular progression	<i>In Gaelic</i>					
	<i>In all other subjects</i>					
Continuity with regard to methods of learning and teaching	<i>In Gaelic</i>					
	<i>In all other subjects</i>					

(Q12) How would you classify your relationship with the secondary schools with regard to provision for Gaelic learners?

	Excellent	Very Good	Good	Fair	Poor
Secondary School 1					
Secondary School 2					

(Q13) Are there any specific challenges which you feel mark the transitional stage in your context?

(Q14) In which ways do you think that these challenges might be overcome?

If there are any further comments that you would like to add please use the space provided below

Thank you for taking the time to complete the questionnaire, your help is very much appreciated.

The next stage of my PhD study will involve me visiting a number of schools for two to three days to speak to the pupils about:

- their patterns of language use
- their experience of Gaelic at primary school
- their expectations of secondary school
- and their intentions concerning Gaelic at secondary school.

During such school visits I would also like to consult the views of the staff responsible for the education of Primary Seven pupils about:

- the needs of pupils in primary-secondary transition
- the appropriateness and effectiveness of existing primary to secondary transition strategies
- the factors which potentially influence decisions concerning the extent to which pupils incorporate Gaelic into their secondary school curriculum.

The research will be conducted in accordance with the British Educational Research Association's Ethical Guidelines and the school and participants would not be named if cited in the research findings.

If you do not wish to be contacted further in connection with the research, please tick this box.

If you would like any further information about the research, then please do not hesitate to contact me:

Fiona O'Hanlon
Room 2.13 Simon Laurie House
Moray House School of Education
Holyrood Road
Edinburgh
EH8 8AQ
s0091176@sms.ed.ac.uk
0131 651 6458

Please return the questionnaire in the SAE provided. Many thanks.

Section B Ethics – Written permissions sought

B.1.1 Local Authority research information document: Scotland (Primary school stage)

PhD Information for [Council name]

Fiona O’Hanlon

Celtic Language Education in Scotland and Wales: policy and practice in primary-secondary transition.

Aims and Objectives

My PhD aims to investigate the nature of the primary-secondary transition experience of Gaelic-medium, Welsh-medium and English-medium pupils learning a Celtic language in Scotland and Wales, with particular regard to language. With regard to the Celtic-medium primary pupils, I am especially interested in the extent to which, and the level at which, Gaelic-medium and Welsh-medium educated primary pupils continue with their Celtic language at secondary school, and the factors influencing such decisions about the language of education.

By the ‘extent to which Gaelic-medium primary pupils continue with their Celtic language at secondary school’ I mean whether a pupil opts:

- to take all available secondary subjects through the medium of Gaelic
- to take some subjects through the medium of Gaelic
- solely to continue with Gaelic as a subject
- not to incorporate Gaelic into their secondary school curriculum at all

By the ‘level at which’ Gaelic-medium primary pupils continue with their Celtic language at secondary school’ I mean whether pupils opt to take Gàidhlig for fluent speakers, or Gaelic for learners at secondary school, if a choice is available.

Methodology

Questionnaires were sent to the head teachers of all 61 Gaelic-medium primary education providers in Scotland. The questionnaire was designed to give information on the available provision for Gaelic-Medium Education (GME) at the primary and secondary school levels, the policies regarding the continuation of the Celtic language (i.e. whether the council requires all Gaelic-Medium (GM) primary pupils to study Gaelic as a subject in Secondary 1/2), and the strategies employed regarding primary-secondary transition.

On the basis of questionnaire returns, and on respondents who said that they were willing to be contacted further in connection with the research, six schools were selected from the Scottish context for school visits. The school visits would involve a two or three day visit in June 2007 to speak to Primary 7 pupils before primary-secondary transition, and a follow up visit to the secondary school in January 2008 to speak to these pupils at the Secondary One stage.

The primary school visits would involve:

Pupils

I would like to ask the Primary Seven pupils to complete a short questionnaire about their language background, their language use, their intentions regarding taking Gaelic/taking subjects through the medium of Gaelic at secondary school, and what their 'ideal' provision of Gaelic at secondary school would be.

I would also like to speak to the pupils individually about their experience of Gaelic at primary school, their expectations of secondary school, and their intentions concerning Gaelic at secondary school. The interviews would be short, and would be tape recorded, with the permission of both parent and pupil. The interviews would be transcribed by me. The interview and questionnaire together should take approximately 15-20 minutes.

Teacher

I would like to speak to the Primary Seven Gaelic and English teachers about the:

- needs of pupils in primary-secondary transition
- appropriateness and effectiveness of existing primary to secondary school strategies, with particular regard to language. (e.g. continuity and progression with regard to curricular content, continuity of methods of learning and teaching)
- factors which potentially influence decisions concerning the extent to which pupils incorporate Gaelic into their secondary school curriculum

Parents

I would like to ask the parents of the Primary 7 pupils to provide a contact telephone number if they are willing to be contacted for a short telephone interview in relation to the research. The parental interview would ask parents about:

- their language background
- their reasons for choosing primary Gaelic-Medium Education (GME) or English-Medium Education (EME) for their child
- their level of satisfaction with the primary provision their child has received, with particular regard to language
- their knowledge of the available Gaelic as a subject and Gaelic-medium provision at secondary school
- whether, and if so, the extent to which their child is going to take Gaelic or subjects through the medium of Gaelic, and (if known) what factors are influencing these decisions
- their satisfaction with the current level of Gaelic as a subject and Gaelic-medium provision at secondary school and their views as to what the 'ideal' provision regarding Gaelic in secondary education would be (if different from what is provided by the secondary school.)
- parents' feelings about the provision made for their child's primary-secondary transition

Parents would be asked if they are willing to participate in a telephone interview in a letter that I will ask the Primary Seven teacher to distribute to the parents via the pupils a week before my school visit. This letter will explain the research, would request the parent's permission that their child participate in the research, and would ask the parent to provide a contact telephone number if they are willing to be contacted in connection with the research. I would ask that the permission slip be returned to the Head Teacher/Primary 7 teacher.

Local Authority Representative/Advisor for Gaelic Education³

If possible, I would like to speak to a representative from the Local Authority (by telephone, or in person if it is more convenient for the respondent) regarding the:

- Council policies and strategies concerning primary to secondary school transition, with particular regard to language
- Council provision for Gaelic as a subject and Gaelic-medium education at the secondary school level
- factors which potentially influence decisions concerning the extent to which Gaelic-medium educated pupils incorporate Gaelic into their secondary school curriculum

All participants would be offered a summary of the research findings which would be distributed following the completion of the research.

The follow up visits to the secondary school in January 2008 would follow the same methodology, and would cover the same topics from a secondary school perspective. (*Details of what the secondary school visit would involve are provided in Appendix A.*)

Additional Information

I hold an up to date Enhanced Disclosure Scotland certificate (issued June 2007), and can provide a photocopy of this document for the Council, if required. I will request the parental permission of all pupils involved in the research, and will not proceed without this. I will additionally ask for the oral consent of all pupils before they participate in the research. All participants would be advised that they are free to withdraw from the project at any time. The school and participants would not be named in the research findings.

The research has been approved by the Moray House School of Education's Ethics Committee and will be conducted in accordance with the British Educational Research Association's Ethical Guidelines.

I have two supervisors who are overseeing the PhD project. My principal supervisor is Professor Lindsay Paterson from the School of Education and my second supervisor is Dr Wilson McLeod of the Department of Celtic and Scottish Studies.

³ Local Authority Advisor interviews were not conducted as sufficiently detailed information was gleaned from Local Authority and School policy documents and from teacher interviews. [Please see Section 4.4.2.4].

I am learning both Scottish Gaelic and Welsh as part of my PhD project. I started learning Gaelic during my Research MSc in Education (2004-2005), and am currently undertaking An Cùrsa Adhartais, a distance learning course provided by Sabhal Mòr Ostaig. Thus, although I would be able to ask my questions in Gaelic and understand pupil responses, I would prefer to conduct interviews in English where possible in order to be able to ask appropriate follow up questions that will enable me to better understand the factors which influence the primary-secondary transition of pupils learning a Celtic language at primary school and the pupils' intentions concerning Gaelic at secondary school.

Appendix A [Part of Appendix 3, B.1.1]

Details of Secondary School visit January 2008

Pupils

I would like to speak to the pupils who participated in the Primary Seven stage of my research in June 2007 about their experience of primary-secondary transition, their experience of the first term of secondary school, and about Gaelic at secondary school. This would, with the permission of parent and pupil, be a one-to-one tape recorded interview.

I would also like to ask the pupils to complete a short language questionnaire very similar to the one they would have completed in Primary 7 about their language use at home and school and their future intentions concerning the incorporation of their Celtic language in the remainder of their secondary schooling. The questionnaire and interview together should take approximately 15-20 minutes.

Teachers

If possible, I would like to speak to the Secondary One level Gaelic and English language teachers about the secondary school's provision for language, the needs of pupils in primary-secondary transition (i.e. are these perceived to be different if the pupil is bilingual), the appropriateness and effectiveness of existing primary to secondary school strategies with particular regard to language (e.g. continuity and progression with regard to curricular content, continuity of methods of learning and teaching), and the factors which potentially influence decisions concerning the extent to which pupils who have studied Gaelic at primary school incorporate Gaelic into their secondary school curriculum. Such interviews should take no longer than 15 minutes.

Head Teacher 4

I would like to ask the head teacher to complete a short questionnaire about the nature of, and perceived effectiveness of, the primary-secondary transition strategies employed in conjunction with their relevant feeder primary school, and about the secondary school's provision for the Gaelic language.

⁴ Head Teacher questionnaires were not employed as sufficiently detailed information was gleaned from teacher interviews and from school policy documents. [Please see Section 4.4.2.4].

Parents

I would also like to consult the views of the parents/guardians of the Secondary One pupils who were learning a Celtic language at primary school. This would involve a short telephone interview in which I would ask about the parent's reflections upon their child's primary-secondary transition, their views of the provision for Gaelic at secondary school level, and their views of their child's language choices. Parents would be asked to provide a contact telephone number on the permission slip at the end of the research information letter if they would be willing to be contacted in connection with the research. I would ask that such a research information letter (in English and in Gaelic) be distributed to the relevant parents via the pupils by the Secondary 1 registration or language teachers.

B.1.2 Local Authority research information document: Wales (Secondary school stage)

PhD Information for [Council name]

Fiona O’Hanlon

Celtic Language Education in Scotland and Wales: policy and practice in primary-secondary transition.

Aims and Objectives

My PhD aims to investigate the nature of the primary-secondary transition experience of Gaelic-medium, Welsh-medium and English-medium pupils learning a Celtic language in Scotland and Wales, with particular regard to language. With regard to the Celtic-medium primary pupils, I am especially interested in the extent to which, and the level at which, Gaelic-medium and Welsh-medium educated primary pupils continue with their Celtic language at secondary school, and the factors influencing such decisions about the language of education.

By the ‘extent to which Welsh-medium primary pupils continue with their Celtic language at secondary school’ I mean whether a pupil opts:

- to take all available secondary subjects through the medium of Welsh
- to take some subjects through the medium of Welsh
- solely to continue with Welsh as a subject

By the ‘level at which’ Welsh-medium primary pupils continue with their Celtic language at secondary school’ I mean whether pupils opt to take Welsh for First Language speakers, or Welsh for Second Language speakers at secondary school, if a choice is available.

Methodology

Questionnaires were sent to the head teachers of all 61 Gaelic-medium primary education providers in Scotland, and to 61 Welsh-medium providing primary schools in Wales. The (Welsh) questionnaire was designed to give information on the available provision for Welsh-Medium Education (WME) at the primary and secondary school levels, the policies regarding the continuation of the Celtic-language (i.e. whether the council requires all Welsh-medium (WM) primary pupils to study Welsh for First Language Speakers as a subject in early secondary school), and the strategies employed regarding primary-secondary transition.

On the basis of questionnaire returns, and on respondents who said that they were willing to be contacted further in connection with the research, four schools were selected from the Welsh context for school visits. The school visits involved a two or three day visit in July 2007 to speak to the Year 6 pupils before their primary-secondary transition, and will involve a follow up visit to the secondary school in February or March 2008 to speak to these pupils at the Year 7 stage.

The primary school visit involved:

Pupils

I asked the Year 6 pupils to complete a short questionnaire about their language background, their language use, their intentions regarding taking Welsh/taking subjects through the medium of Welsh at secondary school, and what their 'ideal' provision of Welsh at secondary school would be. The questionnaire took approximately 10 minutes to complete, and was typically completed in a group. I also spoke to the pupils individually about their experience of Welsh at primary school, their expectations of secondary school, and their intentions concerning Welsh at secondary school. The interviews were short, and were tape recorded, with the permission of both parent and pupil. The interviews took approximately 15 minutes per pupil.

Teacher

I spoke to the Year 6 teacher about the:

- needs of pupils in primary-secondary transition
- appropriateness and effectiveness of existing primary to secondary school strategies, with particular regard to language. (e.g. continuity and progression with regard to curricular content, continuity of methods of learning and teaching)
- factors which potentially influence decisions concerning the extent to which pupils incorporate Welsh into their secondary school curriculum

Parents

I asked the parents of the Year 6 pupils to provide a contact telephone number on their parental permission form if they were willing to be contacted for a short telephone interview in relation with the research. This letter explained the research, requested the parent's permission that their child participate in the research, and asked the parent if they were willing to be contacted by phone in connection with the research. The permission slips were returned to the Head Teacher, Year 6 teacher or school office, in accordance with the school's wishes.

The parental interview asked parents about:

- their language background
- their reasons for choosing primary Welsh-Medium Education (WME) or English-Medium Education (EME) for their child
- their level of satisfaction with the primary provision their child had received, with particular regard to language
- their knowledge of the available Welsh as a subject and Welsh-medium provision at secondary school
- whether, and if so, the extent to which their child was going to take subjects through the medium of Welsh at secondary school, and (if known) what factors are influencing these decisions

- their satisfaction with the current level of Welsh as a subject and Welsh-medium provision at secondary school and their views as to what the 'ideal' provision regarding Welsh in secondary education would be (if different from what is provided by the secondary school.)
- parents' feelings about the provision made for their child's primary-secondary transition

The Secondary School visit (February/March 2008) would involve:

Pupils

I would like to speak to the pupils who participated in the Year 6 stage of my research (in July 2007) about their experience of primary-secondary transition, their experience of the first term of secondary school, and about Welsh at secondary school. This would, with the permission of parent and pupil, be a one-to-one tape recorded interview. The interview would take approximately 15 minutes. I would also like to ask the pupils to complete a short language questionnaire very similar to the one they would have completed in Year 6 about their language use at home and school and their future intentions concerning the incorporation of their Celtic language in the remainder of their secondary schooling. The questionnaire would take approximately 10 minutes, and could either be completed individually or as a class/group.

Teachers

If possible, I would like to speak to the Year 7 Welsh and English language teachers about the needs of pupils in primary-secondary transition (i.e. are these perceived to be different if the pupil is bilingual), the appropriateness and effectiveness of existing primary to secondary school strategies, with particular regard to language (e.g. continuity and progression with regard to curricular content, continuity of methods of learning and teaching) and the factors which pertain to the provision of Welsh as a subject and Welsh-medium education at secondary level. If there is a teacher with specific responsibility for primary-secondary liaison then I would also be grateful if I could speak to them. Such interviews should take approximately 20 minutes.

Head Teacher/Head of the Welsh Department/Teacher 5

I would like to ask a school representative to complete a short questionnaire about the nature of, and perceived effectiveness of, the primary-secondary transition strategies employed in conjunction with their relevant feeder primary school, and about the secondary school's provision for the Welsh language.

⁵ Secondary School level questionnaires were not employed as sufficiently detailed information was gleaned from teacher interviews and from school policy documents. [Please see Section 4.4.2.4].

Parents

I would also like to consult the views of parents/guardians of the Year 7 pupils participating in my study. This would involve a short telephone interview in which I would ask about the parent's reflections upon their child's primary-secondary transition, their views of the provision for Welsh at the secondary school level, and their views of their child's choices regarding, and experiences of, Welsh as a subject and Welsh-medium education at the early secondary school stage. Parents would be asked to provide a contact telephone number on the permission slip at the end of the research information letter if they would be willing to be contacted in connection with the research. I would ask that such parental permission letters (in English and in Welsh) be distributed to the relevant parents via the pupils by the Year 7 registration or language teachers prior to my school visit.

Local Authority Representative/Advisor for Welsh Education⁶

If possible, I would like to speak to a representative from the Local Authority (by telephone, or in person if it is more convenient for the respondent) regarding the:

- Council policies and strategies concerning primary to secondary school transition, with particular regard to language
- Council provision for Welsh as a subject and Welsh-medium education at the secondary school level
- factors which potentially influence decisions concerning the extent to which pupils incorporate Welsh into their secondary school curriculum

All participants would be offered a summary of the research findings which would be distributed following the completion of the research.

Additional Information

I hold an up to date Enhanced Disclosure Scotland certificate (issued November 2007) and can provide a copy of this document for the Council, if required. I will request the parental permission of all pupils involved in the research, and will not proceed without this. I will additionally ask for the oral consent of all pupils before they participate in the research. All participants would be advised that they are free to withdraw from the project at any time. The school and participants would not be named in the research findings.

The research has been approved by the Moray House School of Education's Ethics Committee and will be conducted in accordance with the British Educational Research Association's Ethical Guidelines.

⁶ Local Authority Advisor interviews were not conducted as sufficiently detailed information was gleaned from Local Authority and School policy documents and from teacher interviews. [Please see Section 4.4.2.4].

I have two supervisors who are overseeing the PhD project. My principal supervisor is Professor Lindsay Paterson from the School of Education and my second supervisor is Dr Wilson McLeod of the Department of Celtic and Scottish Studies.

I am learning both Scottish Gaelic and Welsh as part of my PhD project. I started learning Welsh in 2005 and have now completed the First Year of a distance learning BA in Welsh Studies at the University of Wales, Lampeter. Thus, although I would be able to ask my questions in Welsh and understand pupil responses, I would prefer to conduct interviews in English in order to be able to ask appropriate follow up questions that will enable me to better understand the primary-secondary transition of pupils who were learning a Celtic language at primary school and the factors which influence these pupils' decisions concerning Welsh at secondary school.

B.2.1 Head Teacher permission email: Scotland (Primary school stage)

Dear [respondent name],

Many thanks for replying to my questionnaire regarding the primary to secondary transition of pupils learning Gaelic at primary school. I am writing to ask if it would be possible for me to visit your school for two or three days in May or June in order to speak to your Primary 7 Gaelic-medium pupils, some of your English-medium pupils, and their teachers. The school visit would involve:

Pupils

I would like to speak to the pupils about their experience of Gaelic at primary school, their expectations of secondary school and their intentions concerning Gaelic at secondary school in a short individual tape recorded interview. The pupils would then be asked to complete a short language questionnaire about their language background and language use at home and at school. The interview and questionnaire together should take approximately 15 minutes.

Primary 7 teachers

I would like to speak to the Primary 7 teachers about the needs of pupils in primary-secondary transition, the appropriateness and effectiveness of existing primary to secondary school strategies (with particular regard to language), and the factors which potentially influence decisions concerning the extent to which pupils incorporate Gaelic into their secondary school curriculum.

My study is a longitudinal one, and so I would hope to speak to the pupils again after the first term of Secondary One (in January or February 2008) when I would like to ask the pupils about their experience of primary-secondary transition and about their linguistic choices at the Secondary One level. If granted permission to visit the school, I would thus contact the head teacher of [Secondary school name] to ask that I might visit the school in 2008.

The research has been approved by the Moray House School of Education's Ethics Committee and will be conducted in accordance with the British Educational Research Association's Ethical Guidelines. Thus, in addition to the permission that I am currently seeking, I would also request local authority permission, parental permission, and would ask for the verbal consent of all pupils before they participate in the research. All participants would be advised that they are free to withdraw from the project at any time and the school and participants would not be named in the research findings.

I would also like to consult the views of the parents/guardians of Primary 7 pupils learning a Celtic language at primary school. This would involve a short telephone interview in which I would ask about the parent's feelings concerning the Gaelic provision their child has received at primary school, about their satisfaction with the level of Gaelic provision available at secondary school, and about their views regarding their child's choices within such secondary school linguistic options.

Parents would be asked to provide a contact telephone number on the permission slip at the end of the research information letter if they would be willing to be contacted in connection with the research. I would ask, with your permission, that such a research information letter (in English and in Gaelic) be distributed to parents via the pupils by the Primary 7 teachers, and can provide a copy of this for your records.

I am learning both Scottish Gaelic and Welsh as part of my PhD project. I started learning Gaelic during my Research MSc in Education (2004-2005), and am currently undertaking An Cùrsa Adhartais, a distance learning course provided by Sabhal Mòr Ostaig. Thus, although I would be able to ask my questions in Gaelic and understand pupil responses, I would prefer to conduct interviews in English where possible in order to be able to ask appropriate follow up questions that will enable me to better understand the factors which influence the primary-secondary transition of pupils learning a Celtic language at primary school and the pupils' intentions concerning Gaelic at secondary school.

If you give your permission for me to visit the school, I would contact [Local Authority Advisor with responsibility for Gaelic] of [Council name] to request Council Level permission for my school visit.

If you have any questions about the research, please do not hesitate to contact me.

Many thanks,

Fiona O'Hanlon

Fiona O'Hanlon
PhD Student
2.13 Simon Laurie House
Moray House School of Education
University of Edinburgh
Holyrood Road
Edinburgh
EH8 8AQ
0131 651 6458
s0091176@sms.ed.ac.uk

B.2.2 Head Teacher permission email: Wales (Secondary school stage)

Dear [respondent name],

My name is Fiona O'Hanlon and I am a PhD student at Edinburgh University. My research is looking at the primary-secondary transition of pupils who have been learning a Celtic language at primary school in Scotland and Wales.

I visited [Primary School name] in July 2007 and spoke to the Year 6 Welsh-medium and English-medium pupils and their teachers about Welsh at primary school, and about the transfer to secondary school.

I am writing to ask if it would be possible for me to visit [Secondary school name] for four days in February or March 2008 (during the term after your mid-term break) in order to complete the second part of my study, details of which I outline below. Last year, [x number of] pupils who were transferring to [Secondary school name] participated in the research ([x number] from Welsh-medium and [x number] from English-medium), and, if granted your permission to visit the school, I would send you copies of my parental permission letter (in English and in Welsh) for distribution to the parents of these pupils. The parental permission letters would be named for ease of distribution.

I am also happy to send you a copy of my Enhanced Disclosure Certificate (from November 2007), and copies of my pupil questionnaire and interview questions if you require them. I applied for Council Level permission for my school visits to [Primary and secondary school names] and received permission - subject to Head Teacher agreement – from [Council Officer for Welsh Education.] I can also send you a copy of this email if you require it.

The Secondary School Visit would involve:

Pupils

I would like to speak to the pupils who participated in the Year Six stage of my research in July 2007 about their experience of primary-secondary transition, their experience of the first term of secondary school, and about Welsh at secondary school. This would, with the permission of parent and pupil, be a one-to-one tape recorded interview. I would also like to ask the pupils to complete a short language questionnaire very similar to the one they would have completed in Year 6 about their language use at home and school and about their 'ideal' use of Welsh in their secondary schooling. The questionnaire takes about 10 minutes to complete and can either be completed individually, or in a group, and the interview takes approximately 20 minutes per pupil.

Teachers

If possible, I would like to speak to the Year 7 Welsh language teacher about the needs of pupils in primary-secondary transition, the appropriateness and effectiveness of existing primary to secondary school strategies with particular regard to language (e.g. continuity and progression with regard to curricular content, continuity of methods of learning and teaching), and the factors which pertain to the

provision of Welsh as a subject and Welsh-medium education at the secondary school level.

If there is a teacher with specific responsibility for primary-secondary liaison then I would also be grateful if I could speak to them. Such interviews would take approximately 20 minutes, and could be conducted on the phone at a time convenient to the teacher if they were too busy during my school visit.

Head Teacher/Principal Teacher of Welsh/Transition teacher/Teacher⁷

I would also like to ask a school representative to complete a short questionnaire about the nature of, and perceived effectiveness of, the primary-secondary transition strategies employed in conjunction with their relevant feeder primary school, and about the secondary school's provision for the Welsh language.

The research has been approved by the Moray House School of Education's Ethics Committee and will be conducted in accordance with the British Educational Research Association's Ethical Guidelines. Thus, in addition to the head teacher permission that I am currently seeking, I have also received local authority permission, and would further request parental permission and ask for the verbal consent of all pupils before they would again participate in the research. All participants would be advised that they are free to withdraw from the project at any time and the school and participants would not be named in the research findings.

Parents

I would also like to consult the views of the parents or guardians of the Year 7 pupils participating in my study. This would involve a short telephone interview in which I would ask about the parent's reflections upon their child's primary-secondary transition, their views on the provision for the Celtic language at secondary school level, and their views of their child's choices regarding, and experiences of Welsh as a subject and Welsh-medium education at the early secondary school stage. Parents would be asked to provide a contact telephone number on the permission slip at the end of the parental permission letter if they would be willing to be contacted in connection with the research.

I am learning both Scottish Gaelic and Welsh as part of my PhD project. I started learning Welsh in 2005 and have now completed the First Year of a distance learning BA in Welsh Studies at the University of Wales, Lampeter. Thus, although I would be able to ask my questions in Welsh and understand pupil responses, I would prefer to conduct interviews in English in order to be able to ask appropriate follow up questions that will enable me to better understand the primary-secondary transition of pupils who were learning a Celtic language at primary school and the factors which influence these pupils' decisions concerning Welsh at secondary school.

Many thanks for taking the time to consider my request. If you have any questions about the research, please do not hesitate to contact me.

⁷ Secondary School level questionnaires were not employed as sufficiently detailed information was gleaned from teacher interviews and from school policy documents. [Please see Section 4.4.2.4].

Thanks again,

Fiona O'Hanlon

Fiona O'Hanlon
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The University of Edinburgh
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EH8 8AQ
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****B.3.1 Parental permission letter: Scotland (Primary school stage)**



Moray House School of Education
The University of Edinburgh
2.13 Simon Laurie House
Holyrood Road
Edinburgh EH8 8AQ

Email: s0091176@sms.ed.ac.uk
Telephone: 0131 651 6458
07837 819 713
[Date]

Dear Parent/Guardian,

My name is Fiona O'Hanlon and I am a PhD student at Edinburgh University. My PhD aims to investigate the primary-secondary transition experience of Gaelic-medium, Welsh-medium and English-medium pupils learning a Celtic language in Scotland and Wales. I am particularly interested in the extent to which pupils continue with the Celtic language at secondary school, and the factors influencing such decisions about language and education. My research is funded by the Economic and Social Research Council and is supervised by Professor Lindsay Paterson of the School of Education and Dr Wilson McLeod of the Department of Celtic and Scottish Studies.

The first part of my project involves visiting four Gaelic-medium providing primary schools in order to speak to Primary 7 pupils and their teachers. Thus, I intend to visit [Primary School name] for three days on [days and dates] of June 2007, and am writing to request your permission that your child be involved in the research.

I would like to speak to the pupils about their experience of Gaelic at primary school, their expectations of secondary school and their intentions concerning Gaelic at secondary school in a short individual tape recorded interview. The pupils would also be asked to complete a short language questionnaire about their language background and language use at home and at school. The interview and questionnaire together should take approximately 20 minutes.

My study is a longitudinal one, and so I would hope to speak to the pupils again after the first term of Secondary One (in January or February 2008.) I would like to ask the pupils about their experience of primary-secondary transition and about their linguistic choices at Secondary One level.

The research has been approved by the Moray House School of Education's Ethics Committee and will be conducted in accordance with the British Educational Research Association's Ethical Guidelines. Thus, in addition to the parental

permission that I am currently seeking, I will additionally ask for the verbal consent of all pupils before they participate in the research. All participants would be advised that they are free to withdraw from the project at any time and the school and participants would not be named in the research findings. I would be very grateful if you would consider my request to involve your child in the research. I attach a permission slip and would appreciate if you would return it to your child's class teacher in the envelope provided.

I would also like to consult your views as a parent/guardian of a Primary 7 pupil who has learnt a Celtic language at primary school. This would involve a short telephone interview which would ask about your feelings concerning the Gaelic provision your child has received at primary school, about the preparation for your child's primary-secondary transition, and about your satisfaction with the level of Gaelic provision available at secondary school. If you would be willing to be contacted in connection with the research, please provide a contact telephone number on the permission slip below.

I am learning both Scottish Gaelic and Welsh as part of my PhD project. I started learning Gaelic during my Research MSc in Education (2004-2005), and am currently undertaking An Cùrsa Adhartais, a distance learning course provided by Sabhal Mòr Ostaig. Thus, although I would be able to ask my questions in Gaelic and understand pupil responses, I would prefer to conduct interviews in English where possible in order to be able to ask appropriate follow up questions that will enable me to better understand the factors which influence the primary-secondary transition of pupils learning a Celtic language at primary school and the pupils' intentions concerning Gaelic at secondary school.

If you have any questions about the research, please do not hesitate to contact me.

Yours gratefully,

Fiona O'Hanlon

✂.....

[Primary School Name] Parental Permission Slip:

I _____ grant do not grant

permission for my child _____ to participate in Fiona O'Hanlon's research at [Primary School Name] on the [date] or [date] of [month] 2007.

Would you be willing to be contacted by telephone in connection with the research?

Yes No

If yes:

Your contact telephone number: _____

The most convenient time for me to contact you would be:

Many thanks

****B.3.2 Parental permission letter: Wales (Secondary school stage)**



Moray House School of Education
The University of Edinburgh
2.13 Simon Laurie House
Holyrood Road
Edinburgh EH8 8AQ

Email: s0091176@sms.ed.ac.uk
Telephone: 0131 651 6458
07837 819 713
[date]

Dear Parent/Guardian,

My name is Fiona O'Hanlon and I am a PhD student at Edinburgh University. My PhD aims to investigate the primary-secondary transition experience of Gaelic-medium, Welsh-medium and English-medium pupils learning a Celtic language in Scotland and Wales. I am particularly interested in the extent to which, and the level at which, pupils continue with the Celtic language at secondary school, and the factors influencing such decisions about language and education. My research is funded by the Economic and Social Research Council and is supervised by Professor Lindsay Paterson of the School of Education and Dr Wilson McLeod of the Department of Celtic and Scottish Studies.

I spoke to your child in July 2007 during my visit to [Primary School name] which formed part of the primary school stage of my study in Wales. I intend to visit [Secondary School name] between Monday the 21st and Wednesday the 23rd of April to complete the secondary school stage of my study, and am writing to request your permission that your child again be included in the research.

I would like to ask the pupils to complete a language questionnaire about their language background and language use at home and at school, and then would like to speak to the pupils about their experience of primary-secondary transition, their experience of the first term of Secondary school, and about Welsh at secondary school in a short tape recorded interview. The questionnaire would take no more than 10 minutes to complete, and the interview would take approximately 20 minutes.

The research has been approved by the Moray House School of Education's Ethics Committee and will be conducted in accordance with the British Educational Research Association's Ethical Guidelines. Thus, in addition to the parental permission that I am currently seeking, I will also ask for the oral consent of all pupils before they participate in the research. All participants would be advised that they are free to withdraw from the project at any time and the school and participants would not be named in the research findings.

I would be very grateful if you would consider my request to involve your child in the research. I attach a permission slip and would appreciate if you would return it to the school office in the envelope provided.

I would also like to find out about your own views as a parent/guardian of a Year 7 pupil who is learning a Celtic language at secondary school. This would involve a short telephone interview which would ask about your reflections upon your child's primary-secondary transition and upon the Welsh provision offered to your child at secondary school level. If you would be willing to be contacted in connection with the research, please provide a contact telephone number on the permission slip below.

I am learning both Scottish Gaelic and Welsh as part of my PhD project. I started learning Welsh in 2005 and have now completed the First Year of a distance learning BA in Welsh Studies at the University of Wales, Lampeter. Thus, although I would be able to ask my questions in Welsh, I would prefer to conduct interviews in English in order to be able to ask appropriate follow up questions that will enable me to better understand the pupils' primary-secondary transition and their experience of Welsh at secondary school.

If you have any questions about the research, please do not hesitate to contact me.

Yours gratefully,

Fiona O'Hanlon

✂.....

[Secondary School name] - Parental Permission Slip:

I _____ grant do not grant

permission for my child _____ to participate in Fiona O'Hanlon's research at [Secondary School name] on Monday the 21st, Tuesday the 22nd, or Wednesday the 23rd of April 2008.

Would you be willing to be contacted by telephone in connection with the research?

Yes No

If yes:

Contact telephone number _____

Please state the most convenient time for me to contact you:

Many thanks

Section C Data Collection Instruments – Primary School Stage***C.1.1 Gaelic-medium primary pupil questionnaire**

Name _____

Section 1 About you

(Q1) When did you start Gaelic-medium education?

- In nursery
- Primary 1
- Later
- Other

And have you always been at [School name] Primary School? Yes No

(Q2) What was your first language?

- Gaelic
- Gaelic and English
- English
- Other

(Q3) Does anyone in your family speak Gaelic? Yes No

If yes, who?

Section 2 How do you use your languages?

(Q4) In which language do you speak to the following people?

		Always or almost always in Gaelic	In Gaelic more often than English	In Gaelic and English equally	In English more often than Gaelic	Always or almost always in English	Other
At home	Father						
	Mother						
	Brothers/ Sisters						
In the Gaelic classroom	Other pupils in the classroom						
	Teachers in the classroom						
In the school	Other pupils when outside of the Gaelic classroom (e.g. corridors / playground)						
	Teachers when outside of the Gaelic classroom						
Outside of school	Friends outside of school						
	Adults outside of school, e.g. neighbours						

(Q5) In which language do the following people speak to you?

		Always or almost always in Gaelic	In Gaelic more often than English	In Gaelic and English equally	In English more often than Gaelic	Always or almost always in English	Other
At home	Father						
	Mother						
	Brothers/ Sisters						
In the Gaelic classroom	Other pupils in the classroom						
	Teachers in the classroom						
In the school	Other pupils when outside of the Gaelic classroom (e.g. corridors / playground)						
	Teachers when outside of the Gaelic classroom						
Outside of school	Friends outside of school						
	Adults outside of school, e.g. neighbours						

(Q6) What do you do out of school that involves Gaelic?

For example do you watch television or read books in Gaelic? Do you do Sports or Music that involve Gaelic or are you part of a Gaelic youth club?

Section 3 How do you rate your language ability?

(Q7a) At the end of Primary 7, how good do you think your Gaelic is?

(Gaelic)	Very Good	Good	Ok	Not so good	Not good
Understanding					
Speaking					
Reading					
Writing					

(Q7b) At the end of Primary 7, how good do you think your English is?

(English)	Very Good	Good	Ok	Not so good	Not good
Understanding					
Speaking					
Reading					
Writing					

(Q8) At the end of Primary 7, how do you think your abilities in Gaelic and English compare?

	Better in Gaelic than in English	About the same in Gaelic and in English	Better in English than in Gaelic	I don't know
Reading				
Writing				
Talking				
Listening (Understanding)				

Section 4 Gaelic at secondary school

(Q9a) Which Secondary School are you going to?

(Q9b) What subjects does this secondary school teach in Gaelic in S1?

Section 5 Will you continue with Gaelic at secondary school?(Q10) Are you going to continue to study Gaelic as a subject next year? Yes No (Q11) Are you going to take any other subjects in Gaelic in S1? Yes No
If yes, which subjects?

Section 6 How would you like to be taught in S1?

(Q12) The table below contains a list of secondary school subjects. If you could choose, how would you prefer to be taught each subject?

<i>Subject</i>	Taught always or almost always in Gaelic	Taught using more Gaelic than English	Taught in Gaelic and English equally	Taught using more English than Gaelic	Taught always or almost always in English
English					
Gaelic					
Modern Foreign Languages					
Geography					
History					
Modern Studies					
Mathematics					
Biology					
Chemistry					
Physics					
Art					
Business Studies					
C.D.T. (Craft, Design and Technology)					
H.E. (Home Economics)					
I.C.T. (Information and Communication Technology)					
Music					
P.E. (Physical Education)					
P.S.E. (Personal and Social Education)					
R.M.E. (Religious and Moral Education)					

C.1.2 Gaelic-medium primary pupil interview schedule

Gaelic Medium Primary 7 Pupils Interview

My name is Fiona O'Hanlon and I am a PhD student at Edinburgh University. I'm interested in the move from primary to secondary school of pupils, like yourself, who have been learning Gaelic at Primary school. I was just wondering if I could ask you a few questions about primary school, the preparation for secondary school, and Gaelic at secondary school? Are you happy to answer the questions?

[If Yes]

I'd like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] Would you be happy with me taking written notes?

Anything that you say is anonymous which means that your name would not be used if your views were quoted in the research. Finally, if you don't want to answer any of the questions then just let me know and we will miss that one out or stop completely.

Can I just ask for your name first of all?⁸

Section 1 The Gaelic provision you have received at primary school

[Introductory Questions]

Look at Questionnaire Section 1:

(Q1) If the pupil started Gaelic-medium education 'later':

What language were you taught through until joining Gaelic-medium at [school name] _____

(Q2) If the pupil's first language is not Gaelic or English, what is it?

(Q3) If the pupil says that they have a sibling who speaks Gaelic.

You said in your questionnaire that you have a brother/sister who speaks Gaelic. Are they older or younger than you?

If older Were they at GM primary too? Which school are they at now?

If younger Are they in Gaelic-medium primary too?

(1) What has Gaelic-medium education at primary school been like for you?

How do you feel about having been educated through the medium of Gaelic?

(2a) What has been the best thing about learning Gaelic at primary school do you think?

(2b) Is there anything that you would change about learning Gaelic at primary school if you could?

⁸ The pupils were asked for their name (on tape) before the start of the interview in order that there be a checking mechanism for the primary numbering system for the sound files, namely the recording of the pupil's sound file number on their questionnaire (which had their name on it).

(3) Overall, how would you rate your experience of Gaelic-medium primary education?

Excellent Very Good Good Not very good Poor

Why?

You are now getting ready to transfer to secondary school, and I would like to ask you a few questions about your secondary school options.

Section 2 Opinions about the available Gaelic-medium provision at secondary school

(4) You said in your questionnaire [Qu.9(a)] that you are going to [Secondary school name].

Did you have a choice of secondary schools? Yes No

If yes, why did you decide to go to [secondary school name]?

If pupil says 'to continue with Gaelic':

Why do you think it's important to keep going with your Gaelic at secondary school?

(5) You said in your questionnaire [Qu.9b] that you can take [list subjects] through the medium of Gaelic at secondary school.

How did you get this information about the Gaelic provision available at secondary school?

Or You said in your questionnaire that you don't know which subjects you can take through the medium of Gaelic at secondary school. Have you been told anything about this?

(6a) How happy are you with the *number of subjects* offered through Gaelic at secondary school?

If child needs prompted, ask if they are: Extremely happy/Very happy/Happy/Not very happy/Not at all happy

Why?

Do you think that there is enough Gaelic provision offered at secondary school?

(6b) How happy are you with *which* subjects these are? i.e. that it is [list subjects] that the secondary school is offering you through the medium of Gaelic?

If child needs prompted, ask if they are:

Extremely happy/Very happy/Happy/Not very happy/Not at all happy

Why?

To what extent do you believe the secondary provision offered at the secondary schools will make sure that you continue to develop your Gaelic and English?

Do you have a goal with regard to your language ability?

Section 3 The extent to which you intend to take Gaelic at Secondary School and why (what factors are influencing these decisions)

(7) You said in your questionnaire [Qu.10] that you are going to study Gaelic as a subject next year. Are you going to take Gàidhlig for fluent speakers, or Gaelic for learners?

If Gàidhlig for fluent speakers

Are you expected to take Gàidhlig for fluent speakers?

If so, how do you feel about this?

If Gaelic for learners

Why have you chosen to do Gaelic for learners?

Does everybody who has been in Gaelic-medium *have* to take Gaelic in S1 or did you have a choice of whether to take Gaelic in S1?

If yes (we had a choice) why did you choose to take it?

If no (we didn't have a choice) how do you feel about having to take Gaelic in S1?

Would you have liked a choice between Gàidhlig (fluent speakers) and Gaelic (learners)?

If you had the choice of whether or not to take Gaelic as a subject next year, would you choose to keep studying it, or would you stop?

Or You said in your questionnaire [Qu.10] that you are not going to study Gaelic as a subject next year.

Why did you choose not to take it?

In some schools, Gaelic-medium primary pupils have to take Gaelic as a subject in S1. How do you feel about this?

(8) You said in your questionnaire [Qu.11] that you are going to take other subjects [namely...] through Gaelic next year.

If these are all the subjects offered at secondary school:

Why have you decided to take these subjects through the medium of Gaelic?

Do Gaelic-medium primary pupils have to take all available Gaelic-medium provision at secondary school?

If so, how do you feel about this?

If these are not all of the subjects offered in Gaelic at secondary school:

Why have you decided to take these subjects [name] through the medium of Gaelic?

Why have you chosen to study these subjects [name] through the medium of English?

Or You said in your questionnaire [Qu.11] that you are not going to take other subjects through Gaelic next year.

Why did you decide to study subjects other than Gaelic as a subject through English at secondary school?

(9) Did anybody give you any advice about keeping going with your Gaelic next year, or about which subjects to study through Gaelic at secondary school?
*If so, could you tell me about who gave you the advice?
[For example teachers (primary/secondary), parents, siblings or friends?]*

What was the nature of the advice?
*If the advice was that continuing with Gaelic at a secondary school level is a good thing, what reasons were given for this?
When and where were you given this advice?*

*If not, are Gaelic-medium primary pupils expected to, or do they have to take Gàidhlig for fluent speakers as a subject?
Are Gaelic-medium pupils expected to, or do they have to take all available Gaelic-medium provision at secondary school?*

(10) And when it came to making the decision about what subjects you are going to study through Gaelic and English at secondary school, what people and things influenced you?
*Would you be able to tell me a little about how you decided which subjects you are going to take through the medium of Gaelic next year?
i.e. Did you talk to your parents, teachers or friends about it? What things made you want to keep going with Gaelic, or not to keep going with Gaelic?*

Section 4 Your views on the preparation you have received for the transition to secondary school

(Q11a) In what ways has the primary school prepared you for secondary school?
What information have you had from the school about going to secondary school?

(Q11b) Has the school or teachers done anything special (anything different or anything extra) to prepare you as Gaelic-medium pupils for secondary school? e.g. Language – *has the school outlined what Gaelic and Gaelic-medium provision is available at secondary school, and prepared pupils for linguistic transitions in medium of instruction of subjects?*
Culture – has the school outlined secondary school Gaelic activities?
Social – have there been visits to the secondary school, have the pupils had the opportunity to meet Gaelic-medium pupils from other primary schools, English-medium pupils?
Academic – have the teachers prepared you for secondary school work in various subjects?

(Q12a) How do you feel about moving to secondary school?
Is there anything that you are really looking forward to?
Is there anything that you are concerned about or anything that you think you will find challenging?

(12b) [If applicable] How do you feel about moving from a mainly Gaelic-medium to a mainly English-medium school environment?
How do you think it will affect your language use/language development?

(12c) If you get taught a subject through Gaelic at primary school and then through English at secondary school, how do you think you will manage with this?

(13a) What do you think secondary school is going to be like?

How is it going to be different from primary school?

How is it going to be similar to primary school?

(13b) And do you think you will use your Gaelic more, about the same, or less at secondary school than you do at primary school?

When do you think you will use Gaelic at secondary school?

(Q14) How well prepared do you feel for secondary school?

Extremely well-prepared/Very well-prepared/Well-prepared/Not very well-prepared/

Not at all well-prepared

(15) Is there anything that the school could be doing better, or anything else the school could be doing, to prepare you for Secondary school?

e.g. If there was something they said they thought they would find challenging in Q12a, how could this be overcome?

Section 5 'Ideal' Gaelic-medium provision at Secondary School

(16) You said in your questionnaire that you would like [name subjects] to be taught through the medium of Gaelic and [name subjects] through English in Secondary One.

Why would you like to learn these subjects through/mainly through Gaelic?

Why would you like to learn these subjects through/mainly through English?

(17a) Would you like to continue to take Gaelic after Secondary 2 do you think (for example as a subject for Standard Grade/Higher/Advanced Higher?)

(17b) Would you like to continue to study subjects through Gaelic after Secondary 2 do you think?

(17c) Why would you/would you not want to continue with Gaelic or to take subjects through Gaelic at the mid to upper secondary school stage?

(18a) What do you think about Gaelic, and how useful do you think it will be for your future?

(18b) To what extent do you identify with Gaelic? How much is Gaelic part of you/who you are?

Would you class yourself as a Gael?⁹

And you said in your questionnaire [Qu.6] that you do [name] out of school activities in Gaelic. Do you enjoy these?

Or

And you said in your questionnaire [Qu.6] that you don't do any out of school activities in Gaelic. What activities do you do?

⁹ This question was only asked a few times, at the start of the data collection process. The question was subsequently omitted as the pupils typically found it difficult to answer. [Please see Section 4.4.2.1 (4).]

I'd just like to finish by asking you some background information.

Do you speak or hear [use] any language apart from English and Gaelic out with the school environment? Yes No

If yes, what language/languages do you speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions. If you are willing, I would like to come and speak to you again at your secondary school in January/February 2008 to ask you about what moving to secondary school was like.

C.2.1 English-medium Scotland primary pupil questionnaire

Name _____

Section 1 About you

(Q1) When did you start at [School name] Primary School?

- In nursery
 Primary 1
 Later
 Other

And have you always been in the English-medium stream? Yes No

(Q2) What was your first language?

- English
 English and Gaelic
 Gaelic
 Other: _____

(Q3) Does anyone in your family speak Gaelic? Yes No
 If yes, who?

Section 2 Language Use

(Q4) In which language do you speak to the following people?

		Always or almost always in English	In English more often than Gaelic	In English and Gaelic equally	In Gaelic more often than English	Always or almost always in Gaelic	Other
At home	Father						
	Mother						
	Brothers/ Sisters						
In the classroom	Other pupils in the classroom						
	Teachers in the classroom						
In the school	Other pupils when outside of the classroom (e.g. corridors/ playground)						
	Teachers when outside of the classroom						
Outside of school	Friends outside of school						
	Adults outside of school, e.g. neighbours						

(Q5) In which language do the following people speak to you?

		Always or almost always in English	In English more often than Gaelic	In English and Gaelic equally	In Gaelic more often than English	Always or almost always in Gaelic	Other
At home	Father						
	Mother						
	Brothers/ Sisters						
In the classroom	Other pupils in the classroom						
	Teachers in the classroom						
In the school	Other pupils when outside of the classroom (e.g. corridors/ playground)						
	Teachers when outside of the classroom						
Outside of school	Friends outside of school						
	Adults outside of school, e.g. neighbours						

(Q6) Do you do anything out of school that involves Gaelic?

For example do you watch television or read books in Gaelic? Do you do sports or music that involve Gaelic or are you part of a Gaelic youth club?

Section 3 How do you rate your language ability?

(Q7a) At the end of Primary 7, how good do you think your English is?

	Very Good	Good	Ok	Not so good	Not good
Understanding					
Speaking					
Reading					
Writing					

(Q7b) At the end of Primary 7, how good do you think your Gaelic is?

	Very Good	Good	Ok	Not so good	Not good
Understanding					
Speaking					
Reading					
Writing					

(Q7c) At the end of Primary 7, how good do you think your French is?

	Very Good	Good	Ok	Not so good	Not good
Understanding					
Speaking					
Reading					
Writing					

(Q8) At the end of Primary 7, how do you think your abilities in Gaelic and French compare?

	Better in Gaelic than in French	About the same in Gaelic and in French	Better in French than in Gaelic	I don't know
Reading				
Writing				
Talking				
Listening (Understanding)				

Section 4 Gaelic at secondary school

(Q9) Which Secondary School are you going to? _____

(Q10) Are you going to continue to study Gaelic as a subject next year? Yes No

(Q11) Are you going to take any other subjects in Gaelic in S1? Yes No
If yes, which subjects?

Section 5 How would you like to be taught in S1?

(Q12) The table below contains a list of secondary school subjects. If you could choose, how would you prefer to be taught each subject?

Subject	Taught always or almost always in English	Taught using more English than Gaelic	Taught in English and Gaelic equally	Taught using more Gaelic than English	Taught always or almost always in Gaelic
English					
Gaelic					
Modern Foreign Languages					
Geography					
History					
Modern Studies					
Mathematics					
Biology					
Chemistry					
Physics					
Art					
Business Studies					
C.D.T. (Craft, Design and Technology)					
H.E. (Home Economics)					
I.C.T. (Information and Computer Technology)					
Music					
P.E. (Physical Education)					
P.S.E. (Personal and Social Education)					
R.M.E. (Religious and Moral Education)					

C.2.2 English-medium Scotland primary pupil interview schedule

English-medium Primary 7 Pupils Interview

My name is Fiona O’Hanlon and I am a PhD student at Edinburgh University. I’m interested in the move from primary to secondary school of pupils, like yourself, who have been learning Gaelic at Primary school. I was just wondering if I could ask you a few questions about primary school, the preparation for secondary school, and Gaelic at secondary school? Are you happy to answer the questions?

[If Yes]

I’d like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] Would you be happy with me taking written notes?

Anything that you say is anonymous and your name would not be used if your views were quoted in the research. Finally, if you don’t want to answer any of the questions then just let me know and we will miss that one out or stop completely.

*Can I just ask for your name first of all?*¹⁰

Section 1 The Gaelic provision you have received at primary school

[Introductory Questions]

Look at Questionnaire Section 1:

(Q1) If the pupil has not always been in the English-medium stream, why did they move out of the Gaelic-medium stream?

(Q2) If the pupil’s first language is not Gaelic or English, what is it?

(Q3) If the pupil says that they have a sibling who speaks Gaelic

You said in your questionnaire that you have a brother/sister who speaks Gaelic, are they older or younger than you?

If older Were they at English-medium primary too? Which school are they at now?

If younger Are they at English-medium primary too?

(1) What has learning Gaelic at primary school been like for you?

How do you feel about learning Gaelic at primary school?

(2a) What has been the best thing about learning Gaelic at primary school do you think?

(2b) Is there anything that you would change about learning Gaelic at primary school if you could?

¹⁰ The pupils were asked for their name (on tape) before the start of the interview in order that there be a checking mechanism for the primary numbering system for the sound files, namely the recording of the pupil’s sound file number on their questionnaire (which had their name on it).

(3) Overall, how would you rate your experience of Gaelic in primary education?

Excellent Very Good Good Not very good Poor

Why?

You are now getting ready to transfer to secondary school, and I would like to ask you a few questions about your secondary school options.

Section 2 Opinions about the available Gaelic provision at secondary school¹¹

(4) You said in your questionnaire [Qu.9] that you are going to [Secondary School name].

Did you have a choice of secondary schools? Yes No

If yes, why did you decide to go to [secondary school name]?

If pupil says 'to continue with Gaelic':

Why do you think it's important to keep going with your Gaelic at secondary school?

Section 3 The extent to which you intend to take Gaelic at Secondary School and why (what factors are influencing these decisions)

(5) You said in your questionnaire [Qu.10] that you are going to study Gaelic as a subject next year. Will that be Gaelic for learners or Gàidhlig for fluent speakers?

If Gaelic for learners:

Does everybody who has been learning Gaelic at primary school have to take Gaelic in S1, or did you have a choice of whether or not to take Gaelic in S1?

If yes (we had a choice) why did you choose to take it?

If no (we didn't have a choice) How do you feel about having to take Gaelic in S1?

Would you have liked a choice of whether to take Gaelic next year?

If you had the choice of whether or not to take Gaelic as a subject next year, would you choose to keep studying it, or would you stop? Why?

If Gàidhlig for fluent speakers:

Do you have Gaelic at home?

Do you have to do Gàidhlig for fluent speakers, were you advised to do so or did you choose to do so?

Or

You said in your questionnaire [Qu.10] that you are not going to study Gaelic as a subject next year.

Why did you choose not to take it?

If it's because Gaelic is not available at the secondary school How do you feel about this?

¹¹ For English-medium pupils, for whom there is typically no Celtic-medium provision available at secondary school (unless the pupil has Gaelic/Welsh at home) in the schools involved in my study, the question of 'Opinions about the available Gaelic provision at secondary school' is inferred from the pupils' responses to Section 5, the pupils' 'ideal' provision regarding the Celtic language in their Secondary One schooling.

If Gaelic had been available as a subject at [secondary school name], would you have taken it?

In some schools, pupils who have learnt Gaelic at primary school have to take Gaelic as a subject in S1. How do you feel about this?

(5b) Are you going to take French/German next year? How do you feel about this?

(6) And you said in your questionnaire [Qu.11] that you are going to take Gaelic as a subject [if applicable] but that you are going to do all of your other subjects in English next year/not going to take other subjects using Gaelic next year. Is this because Gaelic-medium subjects are not available to you?/Are any subjects available to you to study through Gaelic?

If subjects are available:

Why did you decide to study other subjects through English rather than using some Gaelic at secondary school?

If subjects are not available:

Would you like some secondary school subjects to be available using some Gaelic? Why?/Why not?

Or

You said in your questionnaire [Qu.11] that you are going to take [subjects] using Gaelic next year.

[This will typically be if the English-medium pupil has Gaelic at home]

If these are all the subjects offered using Gaelic at secondary school:

Why have you decided to take these subjects through the medium of Gaelic/using Gaelic?

Do Gaelic speaking English-medium primary pupils have to take all available Gaelic-medium provision at secondary school, or did you choose on a subject by subject basis?

If these are not all of the subjects offered in Gaelic at secondary school:

Why have you decided to take [name subjects] through the medium of Gaelic/using Gaelic?

Why have you chosen to study [name subjects] through the medium of English?

How did you get this information about the Gaelic provision available at secondary school?

(7a) How happy are you with the *number of subjects* offered to English-medium pupils using Gaelic at secondary school?

If child needs prompted, ask if they are: Extremely happy/Very happy/Happy/Not very happy/Not at all happy

Why?

Do you think that there is enough Gaelic provision offered at secondary school?

(7b) [If applicable] How happy are you with *which* subjects these are? i.e. that it is [list subjects] that the secondary school is offering you using Gaelic?

If child needs prompted, ask if they are: Extremely happy/Very happy/Happy/Not very happy/Not at all happy

Why?

(8a) To what extent do you believe the secondary provision offered at the secondary schools will make sure that you continue to develop your Gaelic and English?

(8b) Do you have a goal with regard to your language ability?

(9) Did anybody give you any advice about keeping going with your Gaelic next year, or about taking subjects using Gaelic at secondary school?

If so, could you tell me about who gave you the advice?

[For example teachers (primary/secondary), parents, siblings or friends?]

What was the nature of the advice?

If the advice was that continuing with Gaelic at a secondary school level is a good thing, what reasons were given for this?

When and where were you given this advice?

If not, are English-medium primary pupils expected to, or do they have to take Gaelic as a subject?

If there is any bilingual or Gaelic-medium provision, are English-medium pupils encouraged to take this?

(10) [If applicable] And when it came to making the decision about whether to take Gaelic at secondary school [or what subjects you are going to study using Gaelic at secondary school] what people and things influenced you?

Would you be able to tell me a little about how you decided whether to keep going with Gaelic next year/whether to do Gàidhlig or Gaelic/which subjects to study using Gaelic next year?

i.e. Did you talk to your parents, teachers or friends about it? What things made you want to keep going with Gaelic, or not to keep going with Gaelic?

Section 4 Your views on the preparation you have received for the transition to secondary school

(11) In what ways has the primary school prepared you for secondary school?
What information have you had from the school about going to secondary school?

e.g. Language - has the school outlined what language provision is available at secondary school?

Culture - has the school outlined secondary school activities?

Social - have there been visits to the secondary school, have the pupils had the opportunity to meet pupils from other primary schools?

Academic - have the teachers prepared you for secondary school work in various subjects?

(12a) How do you feel about moving to secondary school?

Is there anything that you are really looking forward to?

Is there anything that you are concerned about or anything that you think you will find challenging?

(12b) How do you think the move from primary to secondary school will affect your language development?

In Gaelic?

In French/German?

(13a) What do you think secondary school is going to be like?

How is it going to be different from primary school?

How is it going to be similar to primary school?

(13b) And do you think you will use your Gaelic more, about the same, or less at secondary school than you do at primary school? When do you think you will use Gaelic at secondary school?

(14) How well prepared do you feel for secondary school?

Extremely well-prepared/Very well-prepared/Well-prepared/Not very well-prepared/Not at all well-prepared

(15) Is there anything that the school could be doing better, or anything else the school could be doing, to prepare you for Secondary school?

e.g. If there was something they said they thought they would find challenging in Q12a, how could this be overcome?

Section 5 'Ideal' Gaelic provision at Secondary School

(16) You said in your questionnaire that you would like [name subjects] to be taught using Gaelic and [name subjects] through English in Secondary One.

Why would you like to learn these subjects using Gaelic?

Why would you like to learn these subjects through English?

(17a) Would you like to continue to take Gaelic after Secondary 2 do you think (as a subject for Standard Grade/Higher/Advanced Higher?)

(17b) [If applicable] Would you like to continue to study subjects using Gaelic after Secondary 2 do you think?

(17c) Why would you/would you not want to continue with Gaelic or to take subjects using Gaelic at the mid to upper secondary school stage?

(18a) What do you think about Gaelic, and how useful do you think it will be for your future?

(18b) To what extent do you identify with Gaelic? How much is Gaelic part of you/who you are?

Would you class yourself as a Gael? ¹²

Integration with Gaelic-medium stream:

When do you meet up with the Gaelic-medium Year 6s? Do you have any classes together?

And you said in your questionnaire [Qu.6] that you do [name] out of school activities in Gaelic. Do you enjoy these?

Or

And you said in your questionnaire [Qu.6] that you don't do any out of school activities in Gaelic. What activities do you do?

¹² This question was only asked a few times, at the start of the data collection process. The question was subsequently omitted as the pupils typically found it difficult to answer. [Please see Section 4.4.2.1 (4).]

I'd just like to finish by asking you some background information.

Do you speak or hear [use] any language apart from English and Gaelic out with the school environment? Yes No

If yes, what language/languages do you speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions. If you are willing, I would like to come and speak to you again at your secondary school in January/February 2008 to ask you about what moving to secondary school was like.

C.3.1 Gaelic-medium primary teacher interview schedule

[Questionnaire referred to in this interview is the School Level Questionnaire: Gaelic-medium education providers. Appendix 3, A.1.2]

Primary 7 Gaelic-medium teacher

My name is Fiona O'Hanlon and I'm doing a PhD at Edinburgh University. My research is looking at the primary-secondary transition of pupils who learn a Celtic language at Primary school in Scotland and Wales. I would like to ask you a few questions about the Gaelic-medium provision at the primary school, the pupils' primary to secondary school transition and the availability of Gaelic at secondary school. Are you happy to answer the questions?

[If Yes]

All data is anonymous, and any participants' views cited in the research would be anonymised. I'd like to tape record the interview so that I can access the information later, is that ok with you?

[If Yes - continue]

[If not] Would you be happy with me taking written notes?

Please just let me know if you don't want to answer any of the questions, and we'll move on, or stop, as you wish.

Section 1 The Gaelic provision at primary school

I'd just like to start off by asking a few questions about the Gaelic provision that is available at this primary school and at the associated secondary schools.

(1a) I was wondering if you could tell me a little about the approach to teaching through Gaelic and English throughout the primary stages in your school/the Gaelic-medium stream/department of your primary school?

So there's an initial Gaelic immersion in Primary 1 and 2, and then from your questionnaire it says that you use Gaelic for [%] of the time in Primary 7 and English for [%] of the time, but what happens between Primary 3 and Primary 7? i.e. When is English introduced? What percentage of teaching time is conducted in Gaelic or English, and what language(s) is/are used to teach particular curricular areas, at particular primary school stages?

(1b) Are different methods of teaching and learning language used with pupils who come to school with Gaelic and those who don't?

i.e. Does the model of language acquisition employed by the primary school change in accordance with whether the child would typically be in an 'Immersion' [i.e. if they were fluent in another language (here typically English) and learning Gaelic] or a 'language maintenance' [i.e. if they came to school with Gaelic] situation?

(2) The questionnaire said (Qu.3) that the school's language model was determined by the Primary or Secondary Head Teacher or Gaelic teacher/Local Authority/National Body. And could I ask if you know why this approach to teaching through Gaelic and English was adopted by this school?

i.e. what theoretical principles and contexts (percentage of Gaelic speakers in area, language background of pupils etc) prompted this choice of model of language acquisition?

(3) The questionnaire said (Qu.8) that the approach to language teaching employed at primary school has been effective in making [100%/75-99%/50-74%, 25-49%, 0-24%] of pupils broadly equally competent in Gaelic and English in all of the language skills.

What aspects of your language model do you think enable such linguistic competence at the end of Primary 7?

Are there any aspects of the language model that you think could be improved?

Section 2 Available Gaelic-medium provision at secondary school

And in relation to the available Gaelic-medium provision at secondary school:

The questionnaire said [Qu.10a] that [Secondary School 1] provides [state level of Gaelic provision] and [Secondary School 2] provides [state level of Gaelic provision].

(4a) How satisfied are you with the *number of subjects* offered through Gaelic at [secondary school 1]?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

Why?

[If applicable] And what about the number of subjects offered in Gaelic at [Secondary School 2]?

(4b) How satisfied are you with *which subjects* the secondary school has chosen to offer through the medium of Gaelic?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

Why?

[If applicable] And what about which subjects are offered in Welsh at [Secondary school 2]?

(4c) Could you tell me a little about the process by which the decisions regarding which subjects the secondary school would provide through Gaelic were made?

What factors were taken into consideration?

(4d) Have there been discussions with the secondary school(s) about the modification of the secondary school's Gaelic provision?

I would like to ask you a few questions about your pupils' options with regard to Gaelic at secondary school.

(5a) Do your Gaelic-medium primary pupils have to take Gaelic as a subject in early secondary school?

If so, what is the nature of the requirement?

i.e. Obligated to take Gàidhlig for fluent speakers in S1 or S2?

Obligated to take Gàidhlig for fluent speakers or Gaelic for learners in S1 or S2?

(5b) And to what extent do the pupils have options with regard to taking other subjects through the medium of Gaelic at secondary school?

i.e. Do the Gaelic-medium primary pupils *have* to take all of the Gaelic-medium provision offered at Secondary One level?

Are pupils *expected* to take as much GM provision as possible at secondary school?

Or do they get to choose their preferred language of instruction on a subject by subject basis?

(5c) *If pupils are obliged or expected to continue with a certain linguistic pathway, for example to take Gàidhlig (fluent speakers) or to take Gaelic-medium secondary school subjects, why is this?*

National Policy/expectation eg. related to the National Curriculum?

Local Authority policy/expectation

Primary school/Secondary school policy/expectation

(6a) *What does the school do to inform pupils or parents about the Gaelic provision available at secondary school and, if applicable, about the pupils choices within it?*

(6b) *Are the Gaelic-medium primary pupils or their parents given any advice with regard to Gaelic-medium pupils continuing to learn through Gaelic at secondary school?*

If so:

(i) *Who gives the advice?*

[For example head teachers or teachers (primary/secondary), older pupils]

(ii) *What is the nature of this advice?*

i.e. Does the school/council encourage all pupils to continue with as much Gaelic-medium education at secondary school, or is the advice based on factors such as achievement in Gaelic at Primary Level or the language of the home?

(iii) *What is the rationale for the advice?*

What reasons are outlined to the parents or pupils for the advice given regarding taking Gàidhlig/Gaelic as a subject at secondary school level and for studying subjects through the medium of Gaelic?

i.e. Is Gaelic language policy framed within an:

(a) *Educational framework (bilingual development, cognitive skills, curricular continuity and progression)*

(b) *A language planning policy framework (increase of Gaelic speaker numbers)*

(c) *Both?*

(iv) *When and where is such advice given?*

Is such advice given informally in class, or does the class teacher/Principal teacher of Gaelic/Head Teacher have a meeting with the pupil or pupil and parent?

If not, so the decision is left entirely to pupil/parent? i.e. School and council does not influence pupil/parental decision.

(7) *To what extent do you believe the pupils should have choices regarding Gaelic at the primary to secondary school stage?*

How do you feel about the current system of requirements and advice in relation to the Gaelic-medium pupils at the primary-secondary school stage?

Section 3 The extent to which the pupils intend to take this provision and why (what factors are influencing these decisions) & Linguistic Continuity

(8) *Have the decisions regarding which subjects (if any) your pupils are going to take through the medium of Gaelic at secondary school been made?*

If yes, would you be able to tell me a little about the process by which such a decision was made?

Do the pupils/parents have to tell the primary school of the decision, or do they tell the secondary school directly?

If not, by which date do such decisions have to be made?

(9) What factors do you think influence the decision regarding the extent to which, [and (if applicable) the level at which - i.e. Gàidhlig or Gaelic], your pupils are going to incorporate Gaelic into their Secondary One level schooling?

For example, to what extent do you think parental views influence the decision?

To what extent do you think that linguistic factors, such as the pupil's linguistic background or use of Gaelic in the home affects the decision?

Section 4 The pupils' primary-secondary school transition

Look at Questionnaire Qu.15:

(10) Do you think that the change from primary to secondary school will pose any particular challenges for your Gaelic-medium pupils?

For example in terms of linguistic continuity and cultural continuity

Language of instruction (Linguistic continuity)

(11) You said in your questionnaire that the secondary school provides [number of] subjects through the medium of Gaelic, namely [name subjects]. So that would mean that there would be continuity of teaching medium for [name subjects] but not for [name subjects] between Primary 7 and Secondary 1.

If there is continuity for all subjects, has it always been the case that there has been continuity of medium of instruction with regard to curricular areas between primary and secondary school?

How do you feel about this?

If there isn't continuity for some subjects:

(a) Do you think that this change in language of teaching medium will pose any challenges for your pupils?

(b) Are there any strategies in place at either a Local Authority or school level regarding this, for example for language support (for vocabulary etc) in the transition from Gaelic-medium to English-medium teaching of a subject, if required?

If pupils learn English through the medium of Gaelic at primary school [Check questionnaire Q4]. Do you think that the pupils' learning English through the medium of English at secondary school will pose any challenges for your pupils?

Language Environment

(12) Do you think that the change to the secondary school environment is going to affect your pupils' language use?

If so, in what way?

Do you think that the pupils will use their Gaelic more at secondary school than they did at primary school, about the same, or less?

If 'more' or 'less' - in what contexts or domains of language use do you think there will be a linguistic shift?

Methods of teaching and learning language - Gàidhlig (fluent speakers) course

(13a) To what extent do you believe that the Gàidhlig (fluent speakers) course provides continuity and progression from the learning in primary school, with regard to:

- (i) curricular content
- (ii) methods of teaching and learning language?

(13b) To what extent do you believe that the Gàidhlig (fluent speakers) course will develop the pupils' linguistic abilities and (if applicable) support the learning of other subjects through the medium of Gaelic?

(14a) What strategies are employed to try to ensure a smooth primary-secondary transition of Gaelic-medium primary educated pupils with particular regard to language and culture?

Linguistic continuity/Cultural continuity/Social continuity/Academic continuity

(14b) To what extent do you consider issues of language and linguistic progression when discussing transition with the secondary school?

What is the nature of your liaison with the secondary school about your Gaelic-medium primary pupils?

(15) In what ways do you think the primary-secondary transition of pupils who have learnt Gaelic at primary school could be improved?

Can you think of any alternative or additional strategies which would better prepare Gaelic-medium primary pupils for secondary school?

In what ways could the level of primary-secondary continuity with regard to Gaelic language education be increased?

Section 5 'Ideal' Gaelic-medium provision at Secondary School

(16a) In your opinion, what would be the 'ideal' Gaelic provision at early secondary school level for Gaelic-medium primary educated pupils? (If this differs from what is currently provided by the secondary school.) Why?

(16b) *If the respondent thinks that more subjects should be offered through the medium of Gaelic at early secondary school level:*

Which subjects would you like to see provided through the medium of Gaelic, or at least partially taught through the medium of Gaelic? Why?

Wholly/Predominantly Gaelic/Equally Gaelic and English/Predominantly English/Wholly English.

(16c) To what extent would you like such subjects to continue to be provided through the medium of Gaelic at Secondary school after Secondary 2, and beyond?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions.

C.3.2 English-medium Scotland primary teacher interview schedule

[Questionnaire referred to is the School Level Questionnaire: Gaelic Learners' Questionnaire Appendix 3, A.1.3]

English-medium Teachers

My name is Fiona O'Hanlon and I am doing a PhD at Edinburgh University. My research is looking at the primary-secondary transition of pupils who learn a Celtic language at Primary school in Scotland and Wales. I would like to ask you a few questions about Gaelic at primary school, the pupils' primary to secondary school transition and Gaelic at secondary school. Are you happy to answer the questions?

[If yes]

All data is anonymous, so any participants' views cited in the research wouldn't be attributed to an individual or school. I'd like to tape record the interview so that I can access the information later, is that ok with you?

[If yes]

[If not] Would you be happy with me taking written notes?

Please just let me know if you don't want to answer any of the questions, and we'll move on, or stop, as you wish.

Section 1 The Gaelic provision at primary school

I'd just like to start off by asking a few questions about the Gaelic provision that is available at this primary school and at the associated secondary schools.

(1a) I was wondering if you could tell me a little about the approach to teaching Gaelic to the English-medium stream at primary school?

When is Gaelic introduced? And is it taught every primary school year after that?

How often do the pupils get Gaelic, and for how much time (i.e. 30 mins/week?)

Is it the Gaelic Learners in the Primary School method that is adopted, or is a different approach adopted? If so, what does this involve?

(1b) Are different methods of teaching and learning language taken for the pupils who come to school with Gaelic and those who don't?

(2) And could I ask if you know why this approach to teaching Gaelic was adopted by this school?

(3a) The questionnaire said (Qu.4) that the approach to language teaching employed at primary school has been [x level of effectiveness] in teaching Gaelic speaking, [x level of effectiveness] in teaching Gaelic listening, [x level of effectiveness] in teaching Gaelic reading and [x level of effectiveness] in teaching Gaelic writing by the end of Primary 7.

Why do you think this is?

i.e. If it is the GLPS system, the focus is on oracy development.

(3b) What aspects of the existing approach to language teaching do you believe enable the development of such linguistic competence by the end of Primary 7?

(3c) Are there any aspects of the approach to language teaching Gaelic employed in your context that you think could be improved?

What changes do you think could be made in order to better promote the pupils' Gaelic linguistic development?

- (4) Are there any Gaelic activities offered at the primary school for Gaelic learners?
- (5) Do the English-medium pupils study other languages, for example, Modern Foreign Languages, at primary school? Is the approach to the teaching and learning of this/these languages the same as that taken for Gaelic?

Section 2 Available Gaelic provision at secondary school

I would like to ask you a few questions about your pupils' options with regard to Gaelic at secondary school:

- (6a) Do your English-medium pupils have the option of studying Gaelic in S1?
If so, what is the nature of their options regarding this. That is to say, are they:
Obliged to take Gaelic in Secondary 1
Obliged to take Gaelic in Secondary 1 and 2
Given the option of whether or not to take Gaelic as a subject at secondary school?

Do English-medium pupils who are Gaelic speakers from home have the option of studying Gàidhlig (fluent speakers)?

If so, are such pupils expected to take this provision?

- (6b) And to what extent do English-medium pupils have options with regard to taking other subjects using Gaelic at secondary school?
Is there provision other than Gaelic (learners) classes for English-medium pupils at the secondary school stage:

(i) who are learners of Gaelic?

If so, how happy are you with the nature of the provision (number of subjects in which Gaelic is used, which subjects these are.)

Could you tell me a little about the process by which the decisions regarding which subjects the secondary school would provide using Gaelic were made?

Have there been negotiations with the secondary schools about providing more subjects through the medium of Gaelic?

(ii) who are speakers of Gaelic, i.e. if you have English-medium pupils who are fluent Gaelic speakers from home?

Are they able to take the Gaelic medium options at secondary school?

If so, are pupils *expected* to take as much secondary provision using Gaelic as possible at secondary school, or do they get to choose their preferred language of instruction on a subject by subject basis?

- (6c) *If English-medium pupils are obliged or expected to continue with a certain linguistic pathway, for example to take Gaelic [learners/fluent speakers] or to take other subjects using Gaelic at secondary school, why is this?*

National Policy/expectation eg. related to the National Curriculum?

Local Authority policy/expectation

Primary school/Secondary school policy/expectation

- (7a) What does the school do to *inform* pupils and parents about the Gaelic provision available at secondary school and, *if applicable*, about the pupils choices within it?

(7b) Are the English-medium primary pupils or their parents given any *advice* with regard to English-medium pupils continuing to learn Gaelic at secondary school (if options are available within this)?

If so:

(i) Who gives the advice?

[For example head teachers or teachers (primary/secondary), older pupils]

(ii) What is the nature of this advice?

i.e. Does the school/council encourage all pupils to continue with Gaelic/as much Gaelic provision as is available at secondary school, or is the advice based on factors such as achievement in Gaelic at primary school level or the language of the home?

(iii) What is the rationale for the advice?

What reasons are outlined to the parents or pupils for the advice given regarding taking Gàidhlig/Gaelic as a subject at secondary school level and for studying subjects using Gaelic at secondary school?

i.e. Is Gaelic language policy framed within an:

(a) *Educational framework (bilingual development, cognitive skills, curricular continuity and progression)*

(b) *A language planning policy framework (increase of Gaelic speaker numbers)*

(c) *Both?*

(iv) When and where is such advice given?

Is such advice given informally in class, or does the class teacher/Gaelic teacher/Head Teacher have a meeting with the pupil or pupil and parent?

If not, so the decision is left entirely to pupil/parent? i.e. School and council does not influence pupil/parental decision.

(8) To what extent do you believe that English-medium pupils should have choices regarding Gaelic at the primary to secondary school stage?

How do you feel about the current system of requirements and advice in relation to the English-medium pupils at the primary-secondary school stage?

Section 3 The extent to which the pupils intend to take this provision and why (what factors are influencing these decisions) & Linguistic Continuity

If the pupils have choices regarding Gaelic at the Secondary 1 stage:

(9) Have the decisions regarding whether (and, if applicable, at which level – Gàidhlig or Gaelic) your pupils will take Gaelic as a subject next year, and (if applicable) whether they will take any subjects using Gaelic in Secondary 1 been made?

If yes, would you be able to tell me a little about the process by which such a decision was made?

Do the pupils/parents have to tell the primary school of the decision, or do they tell the secondary school directly?

How many of your pupils are opting to take Gaelic (learners/fluent speakers) in Secondary 1? Is this what you would have expected?

If not, by which date do such decisions have to be made?

(10) What factors do you think influence the decision regarding whether, [(if applicable) the level at which - Gaelic or Gàidhlig], and if so, the extent to which your pupils will incorporate Gaelic into their Secondary One level schooling?

For example, to what extent do you think parental views influence the decision? To what extent do you think that linguistic factors, such as the pupil's linguistic background or use of Gaelic in the home affects the decision?

Section 4 The pupils' primary-secondary school transition

Look at Questionnaire Q.11:

Methods of teaching and learning language - Gaelic Learners Course:

(11a) To what extent do you believe that the Gaelic Learners language course provides continuity and progression from the learning in primary school, with regard to:

- (i) curricular content
- (ii) methods of teaching and learning language
- (iii) the development of pupils' Gaelic linguistic abilities

(11b) To what extent do you consider issues of language and linguistic progression in Gaelic when discussing transition with the secondary school?

What is the nature of your liaison with the secondary school about your Gaelic in relation to the English-medium pupils?

In relation to the pupils' other languages (if applicable)

(12a) What strategies are employed to try to ensure a smooth primary-secondary transition of your English-medium pupils with particular regard to language and culture?

Linguistic continuity/Cultural continuity/Social continuity/Academic continuity

If pupils learn Gaelic predominantly through English at primary school. Is there a shift to pupils learning Gaelic predominantly through Gaelic at secondary school? If so, how do you think your pupils would cope with this?

(12b) How effective do you believe these primary-secondary transition strategies to be?

(13) In what ways do you think the primary-secondary transition of pupils who have learnt Gaelic at primary school could be improved?

Can you think of any alternative or additional strategies which would better prepare primary pupils for secondary school?

In what ways could the level of primary-secondary continuity with regard to Gaelic language education be increased?

Language Environment

(14) Do you think that the change to the secondary school environment is going to affect your pupils' language use?

If so, in what way?

Do you think that the pupils will use their Gaelic more at secondary school than they did at primary school, about the same, or less?

If 'more' or 'less' - in what contexts or domains of language use do you think there will be a linguistic shift?

Section 5 'Ideal' Gaelic provision at Secondary School

(14a) In your opinion, what would be the 'ideal' Gaelic provision at early secondary school level for Gaelic Learners? (If this differs from what is currently provided by the secondary school.) Why?

(14b) *If the respondent thinks that more subjects should be offered through the medium of Gaelic or bilingually at early secondary school level:*

Which subjects would you like to see provided through the medium of Gaelic, or at least partially taught through the medium of Gaelic. Why?

Wholly/Predominantly Gaelic/Equally Gaelic and English/Predominantly English/Wholly English.

(14c) To what extent would you like such subjects to continue to be provided through the medium of Gaelic or bilingually at Secondary school after Secondary 2, and beyond?

(15) Do the English-medium pupils learning Gaelic integrate with the Gaelic-medium pupils in relation to Gaelic?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions.

C.4.1 Parental Interview Schedule: Gaelic-medium primary pupils

Parental Interview Primary 7 pupils

My name is Fiona O'Hanlon and I am doing a PhD at Edinburgh University. My research is looking at the primary-secondary transition of pupils who learn a Celtic language at Primary school in Scotland and Wales. I would like to ask you a few questions about your views of your child's primary schooling, the preparation for secondary school and the availability of Gaelic at secondary school. Are you happy to answer the questions?

[If Yes]

I'd like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] Would you be happy with me taking written notes?

All data is anonymous, so any participants' views cited in the research would not be attributed to you, or linked to your child or the school. Please just let me know if you don't want to answer any of the questions, and we'll move on, or stop, as you wish.

Section 1 The Gaelic provision your child has received at primary school

Just to ask a few introductory questions first of all:

(1) When did your child start Gaelic-medium education?

In nursery

Primary 1

Later

If 'later', what language was your child taught through until joining Gaelic-medium at [school name] _____

And has your child always been at [primary school name]? Yes No

(2) Do you live in the school's catchment area, or does your child have to travel in order to attend Gaelic-medium primary education?

If so, how far? _____ Miles

(3) If you don't mind me asking, why did you choose Gaelic-medium education for your child?

(4a) And overall, how satisfied have you been with the Gaelic-medium education provision your child has received at primary school?

*Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
Has it met your child's needs and your expectations?*

(4b) How satisfied are you with the approach taken to teaching Gaelic and English at primary school - for example teaching through Gaelic in Primary 1 and 2, introducing English as a subject in [Primary x] and then [describe the nature of the school's language model at the Primary 7 stage]? Why?

Your child is now getting ready to transfer to secondary school, and I would like to ask you a few questions about your child's secondary school options if I may.

(5) Does your child have a choice of secondary school? Yes No

If yes, which secondary school will they be going to?

[Secondary school 1 name] - (Gàidhlig) providing school

[Secondary school 2 name] - English - medium school

Why was [Secondary school x] chosen?

Section 2 Knowledge of the available Gaelic provision at secondary school

(6) To what extent are you aware of your child's options with regard to taking Gaelic, and to taking subjects through Gaelic at secondary school?

Do you know what subjects your child can opt to take through the medium of Gaelic at that secondary school?

(7a) How did you get this information about the Gaelic provision available at secondary school?

Have you had any information from the primary school/secondary school/local authority?

If so, what format was this in?

e.g. Letter, booklet, parents' evening?

(b) When did you get this information?

(8a) How satisfied are you with the *number of subjects* offered through Gaelic at secondary school?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

Why?

(8b) How satisfied are you with *the subjects* the secondary school has chosen to offer through the medium of Gaelic?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

Why?

(8c) To what extent do you believe the language provision (Gaelic, English) offered at secondary school will facilitate the linguistic development of your child?

(8d) What is your goal with regard to your child's language ability?

Section 3 The extent to which your child intends to take this provision and why & Linguistic Continuity

(9) Have you been given information or advice regarding the continuation of your child's Gaelic at secondary school?

(i) *If so*, could you tell me a little more about this?

Who gave the information or advice?

What format was it in? (letter, booklet, parents' evening)

If the parent was advised: What has been the nature of the advice?

i.e. Were all parents advised that their child should continue with Gaelic-medium education/to take subjects through Gaelic at secondary school level [i.e. was the advice generic] or did the advice vary depending on factors such as the child's language abilities at the upper primary school stage/language of the home etc?

If the advice was that continuing with Gaelic at a secondary school level is a good thing, what were the reasons given for this?

e.g. Educational rationale linked to the development of full bilingualism, educational rationale linked to systems (continuing with Gaelic to the end of the 5-14 curriculum), language planning rationale.

(ii) *If not*,

Was it expected that the pupil continue in Gaelic-medium education, or was the decision regarding the medium of instruction of secondary education left to be a pupil/parental decision?

(10a) Do you know if your child intends to take Gaelic as a subject next year?

If so, is taking Gaelic compulsory for all Gaelic-medium primary educated pupils in S1 or S2?

If yes: is this because of a local authority or school policy?

If no: what factors influenced the decision that your child continue to learn Gaelic as a subject at the Secondary One stage?

(10b) Could I ask whether this is Gàidhlig for fluent speakers rather than for learners.

If Fluent Speakers: Is your child obliged to do this?

If Learners: Why?

(11a) And has a decision been made regarding which subjects (if any) your child is going to take through the medium of Gaelic at secondary school?

If yes:

Do you know if your child intends to take any classes (apart from Gaelic as a subject) through the medium of Gaelic at secondary school next year?

If so, what subjects does your child intend to take through the medium of Gaelic in Secondary One?

(11b) Could you tell me a little about the *process* by which such a decision was made?

i.e. Stakeholders in the decision - was the decision led by your child's wishes, your own, or jointly? Did the child's views and preferences differ from your own/your partner's? If so, how was this negotiated and resolved?

(11c) What factors influenced the decision regarding the extent to which your child is going to incorporate Gaelic into their Secondary One level schooling?/ What factors influenced the decision regarding the language of education in early secondary school? [the latter if a choice has been made for a wholly Celtic-medium secondary school].

Was your child given advice from the primary or secondary school regarding the continuation of Gaelic at secondary school? Are pupils expected to take as much Gaelic-medium provision as possible at secondary school?

(12a) What factors influence your views as a parent as to the extent to which your child should continue to learn through Gaelic at Secondary school?

And why do you think that your child should... [Reiterate parent perceptions of the 'ideal' secondary school options for their child.]

i.e. What are your views regarding your child's choices within such secondary school options, and why?

(If this links to the parent's discussion of factors influencing the preferred medium of instruction of subjects for their child):

How would you currently assess your child's language ability in Gaelic and in English?

i.e. Do you believe your child to be equally competent in Gaelic and in English in all four language skills of speaking, listening, reading and writing?

Do you believe them to be bilingual?

(12b) Are there any different or additional factors which you think influence your child's views about the extent to which they wish to continue to learn through the medium of Gaelic at Secondary school?

If so, what are these?

Do you feel that your views about your child continuing with Gaelic at secondary school differ from your child's views about it?

If so, What factors do you think affect your child's views?

Section 4 Parents' feelings about the provision made for their child's primary-secondary school transition

(13) In what ways has the primary school prepared your child for secondary school?

Generally (Cultural continuity, Social continuity, Academic continuity)

With regard to Gaelic (Linguistic continuity)

(14) Are you aware of anything special that the school or teachers have done to prepare its Gaelic-medium pupils for Secondary school?

Were any strategies employed to ensure a smooth primary-secondary transition of Gaelic-medium primary educated pupils with particular regard to language?

(15) How satisfied are you with the provision made for your child's primary-secondary transition?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

How effective do you believe these strategies are with regard to preparing your child for the new challenges of Secondary School? Why?

(16) Do you think that the preparation for the primary-secondary transition of pupils who have learnt a Celtic language at primary school could be improved?

If so, in what ways?

i.e. Can you think of any alternative or additional strategies which would better prepare Gaelic-medium primary pupils for secondary school?

(17) What sort of challenges, if any, do you believe your child will face at Secondary school?

(18a) Do you believe the change to the secondary school environment is going to affect your child's language use in any way?

Do you think that your child will use more Gaelic at secondary school than at primary school, about the same amount of Gaelic or less?

(18b) Do you think that the change to the secondary school environment is going to affect your child's linguistic development in Gaelic or in English?

Section 5 'Ideal' Gaelic-medium provision at Secondary School

(19a) In your opinion, what would be the 'ideal' provision regarding Gaelic in the secondary school at the Secondary One stage? (If this differs from what is currently provided by the secondary school.)

(19b) *If the respondent thinks that more subjects should be offered through the medium of Gaelic or bilingually at the Secondary One stage:*

Which subjects would you like to see provided through the medium of Gaelic, or at least partially taught through the medium of Gaelic?

Why?

(19c) To what extent would you like (such) subjects to continue to be provided through the medium of Gaelic or bilingually at Secondary school after Secondary 2, and beyond?

I'd just like to finish by asking you some background information.

(i) Is the child that you have in P7 just now your eldest child?

i.e. is it the first child going through this system?

(ii) Do you, your partner, or any members of your [close] family, speak Gaelic?

How fluent are you/your partner in Gaelic?

More fluent in Gaelic than in English

Equally fluent in Gaelic and English

Fluent, but my English is better

Only moderately fluent

I understand Gaelic but I can't speak it

Just a few words

(McLeod 2005: 5)

(iii) Does your child speak or hear any language apart from English out with the school environment? Yes No

If yes, what language/languages does your child speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions. If you are willing, I would like to contact you one more time in January/February 2008 to ask for your reflections on your child's primary/secondary transition. I would be distributing a parental permission letter to your child via the secondary school in the same way as I did for the primary.

C.4.2 Parental Interview Schedule: English-medium Scotland primary pupils

English-medium Parental Interview Primary 7 pupils

My name is Fiona O’Hanlon and I am doing a PhD at Edinburgh University. My research is looking at the primary-secondary transition of pupils who learn a Celtic language at Primary school in Scotland and Wales. I would like to ask you a few questions about your views of your child’s primary schooling, the preparation for secondary school and the availability of Gaelic at secondary school. Are you happy to answer the questions?

[If yes]

I’d like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] Would you be happy with me taking written notes?

All data is anonymous, so any participants’ views cited in the research would not be attributed to you, or linked to your child or the school. Please just let me know if you don’t want to answer any of the questions, and we’ll move on, or stop, as you wish.

Section 1 The Gaelic provision your child has received at primary school

Just to ask a few introductory questions first of all:

(1) Has your child always been at [school name] primary school? Yes No

And have they always been in the English-medium stream? Yes No

If not, what language was your child taught through until joining English-medium at [school name] _____

(2) Do you live in the school’s catchment area, or does your child have to travel to attend this school?

If so, how far? _____ Miles

(3) If you don’t mind me asking, why did you choose English-medium education rather than Gaelic-medium education for your child?

(4) And overall, how satisfied have you been with the educational provision your child has received at primary school?

*Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
Did it meet your child’s needs and your expectations?*

(5a) I understand that your child also learns some Gaelic at primary school. How do you feel about this?

(5b) When did your child start to learn Gaelic at primary school?

In nursery

Primary 1

Later

(5c) And do you know how often they got Gaelic lessons at primary school?

(5d) How satisfied are you with the *approach* to teaching Gaelic to the English-medium stream at primary school? Why?

Do you know much about what they do in Gaelic?

How satisfied were you with the content (range and depth of topics covered) of their Gaelic lessons at primary school?

Your child is now getting ready to transfer to secondary school, and I would like to ask you a few questions about your child's secondary school options if I may.

(6) Does your child have a choice of secondary school? Yes No
If yes, which secondary school will they be going to?

[Secondary school 1 name] - English-medium which provides Gaelic as a subject for learners?

[Secondary school 2 name] - English-medium which doesn't provide Gaelic?

Why was [Secondary school x] chosen?

If the child is Gaelic speaking at home and has a choice of joining a Gaelic-medium secondary school, why was [Secondary School x] chosen?

*Could you tell me a little bit about the *process* by which the decision that your child continue in English-medium secondary school was made?*

i.e. Was the decision led by your child's wishes, your own, or jointly?

Section 2 Knowledge of the available Gaelic provision at secondary school

(7a) To what extent are you aware of your child's options with regard to taking Gaelic at secondary school?

(i) If English language home background

Is Gaelic Learners available at secondary school?

If so: Are pupils obliged to take the Gaelic Learners provision in Secondary 1?

If so, is this a Local Authority policy or a school policy? How do you feel about this?

Do pupils have the option to study any of their other subjects using Gaelic?

(ii) If Gaelic language home background

Is Gaelic Learners and Gàidhlig (fluent speakers) available at secondary school?

If so: Do pupils have a choice between Gaelic (learners) and Gaelic (fluent speakers)?

Do pupils have the option to study any of their other subjects using Gaelic?

If so: Is this part of the English-medium pupils' provision (i.e. bilingual subjects, if applicable) or do such pupils have access to the Gaelic-medium options available to the Gaelic-medium primary educated pupils?

(7b) Apart from the Gaelic lessons, will Gaelic be used in any other part of your child's secondary schooling?

i.e. Is Gaelic used in Registration, Assemblies, other secondary school subjects?

(7c) Do the pupils learn a Modern Foreign language at secondary school?

(i) *If pupils learn Gaelic and a MFL:* How do you feel about your child learning Gaelic and a Modern Foreign Language?

(ii) *If Gaelic is instead of a MFL:* How do you feel about your child learning Gaelic as a Modern Language rather than e.g. French?

Did your child have a choice about this? If so - why has your child opted to do Gaelic?

(iii) *If pupils just learn a MFL:* How do you feel about this?

Did your child have a choice about this (i.e. Gaelic or French)?

If so - why has your child opted to do French?

If no Gaelic option was available: Would you have liked there to be Gaelic Learners' provision available at secondary school?

(7a) How did you get this information about the Gaelic provision available at secondary school?

Have you had any information from the primary school/secondary school/local authority?

If so, what format was this in?

e.g. Letter, booklet, parents' evening?

(7b) When did you get this information?

(8a) How satisfied are you with the available Gaelic provision at secondary school?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
Why?

If applicable in terms of *number* of subjects, and *which subjects* these are.

(8b) To what extent do you believe the language provision (Gaelic, English, MFL) offered at secondary school will facilitate the linguistic development of your child?

(8c) What is your goal with regard to your child's language ability?

Section 3. The extent to which your child intends to take this provision and why & Linguistic Continuity

(9) Have you been given information or advice regarding the continuation of your child's Gaelic at secondary school?

(i) *If so*, could you tell me a little more about this?

Who gave the information or advice?

What format was it in? (letter, booklet, parents' evening)

If the parent was advised: What has been the nature of the advice?

i.e. Were all parents advised that their child should continue with Gaelic (learners) at secondary school level [i.e. was the advice generic] or did the advice vary depending on factors such as the child's language abilities at the upper primary school stage/language of the home etc? Is it recommended that Gaelic speaking English-medium pupils take Gàidhlig at secondary school?

If the advice was that continuing with Gaelic at a secondary school level is a good thing, what were the reasons given for this?

e.g. Educational rationale linked to the development of full bilingualism, educational rationale linked to systems (continuing with Gaelic to the end of the 5-14 curriculum), language planning rationale.

(ii) *If not,*

Was it expected that the pupil continue in English-medium education taking Gaelic (learners) as a subject, or was the decision regarding the medium of instruction of secondary education left to be a pupil/parental decision?

(10a) Has a decision been made regarding whether your child will take Gaelic as a subject next year at secondary school?

If so, is taking Gaelic compulsory for all pupils in S1 or S2?

If yes: is this because of a local authority or school policy?

If no: what factors influenced the decision that your child continue to learn Gaelic as a subject at the Secondary One stage?

If pupil is a Gaelic speaker from home: Could I ask whether this is Gàidhlig for fluent speakers rather than for learners?

(10b) Could you tell me a little about the *process* by which such a decision was made?

i.e. Stakeholders in the decision – was the decision led by your child's wishes, your own, or jointly? Did the child's views and preferences differ from your own/your partner's? If so, how was this negotiated and resolved?

(11a) And has a decision been made regarding which subjects (if any) your child is going to take using Gaelic at secondary school?

If yes:

Do you know if your child intends to take any classes (apart from Gaelic as a subject) using Gaelic at secondary school next year?

If so, what subjects does your child intend to take using Gaelic in Secondary One?

Would you be able to tell me a little about the process by which such a decision was made?

(11b) What factors influenced the decision regarding the extent to which [and, if applicable, the level at which – Gaelic (learners) or Gàidhlig (fluent speakers)] your child is going to incorporate Gaelic into their Secondary One level schooling?

Was your child given advice from the primary or secondary school regarding the continuation of Gaelic at secondary school? Are pupils expected to take as much Gaelic provision as possible at secondary school?

(12a) What factors influence your views as a parent as to the extent to which your child should continue to learn Gaelic or using Gaelic at Secondary school?

And why do you think that your child should... [Reiterate parent perceptions of the 'ideal' secondary school options for their child.]

i.e. What are your views regarding your child's choices within such secondary school options, and why?

(If this links to the parent's discussion of factors influencing the preferred medium of instruction of subjects for their child):

How would you currently assess your child's language ability in Gaelic and in English?

(12b) Are there any different or additional factors which you think influence your child's views about the extent to which they wish to continue to learn Gaelic/through the medium of Gaelic at Secondary school?

If so, what are these?

Do you feel that your views about your child continuing with Gaelic at secondary school differ from your child's views about it?

If so, What factors do you think affect your child's views?

Section 4 Parents' feelings about the provision made for their child's primary-secondary school transition

(13a) In what ways has the primary school prepared your child for secondary school?

Generally (Cultural continuity, Social continuity, Academic continuity)

With regard to Gaelic (Linguistic continuity)

(13b) Did the school or teachers do anything additional or different to prepare the pupils for secondary school with regard to Gaelic?

Linguistic continuity, cultural continuity.

Were any strategies employed to ensure a smooth primary-secondary transition of pupils with particular regard to language?

(14) How satisfied are you with the provision made for your child's primary-secondary transition?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

How effective do you believe these strategies are with regard to preparing your child for the new challenges of Secondary School? Why?

(15) Do you think that the preparation for the primary-secondary transition of pupils who have learnt a Celtic language at primary school could be improved?

If so, in what ways?

i.e. Can you think of any alternative or additional strategies which would better prepare primary pupils who have been learning Gaelic at primary school for secondary school?

(16) What sort of challenges, if any, do you believe your child will face at Secondary School?

(17a) Do you believe the change to the secondary school environment is going to affect your child's language use in any way?

Do you think that your child will use more Gaelic at secondary school than at primary school, about the same amount of Gaelic or less?

(17b) Do you think that the change to the secondary school environment is going to affect your child's linguistic development in Gaelic or in English (or in a Modern Foreign Language and in English if there is no Gaelic provision for English-medium pupils at secondary school)?

Section 5 'Ideal' Gaelic provision at Secondary School

(18a) In your opinion, what would be the 'ideal' provision regarding Gaelic in the secondary school at the Secondary One stage? (If this differs from what is currently provided by the secondary school.)

(18b) *If the respondent thinks that more subjects should be offered through the medium of Gaelic or bilingually at the Secondary One stage:*

Which subjects would you like to see provided through the medium of Gaelic, or at least partially taught through the medium of Gaelic?

Why?

(18c) To what extent would you like Gaelic Learners to be provided or subjects to be provided using Gaelic at Secondary school after Secondary 2, and beyond? *e.g. For Standard Grade/Higher*

I'd just like to finish by asking you some background information.

(i) Is the child that is about to go into Secondary 1 your eldest child?

(ii) Do you, your partner, or any members of your [close] family, speak Gaelic?
How fluent are you/your partner in Gaelic?

More fluent in Gaelic than in English

Equally fluent in Gaelic and English

Fluent, but my English is better

Only moderately fluent

I understand Gaelic but I can't speak it

Just a few words

(McLeod 2005: 5)

(iii) Does your child speak or hear any language apart from English out with the school environment? Yes No

If yes, what language/languages does your child speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions. If you are willing, I would like to contact you one more time in January/February 2008 to ask for your reflections on your child's primary/secondary transition. I would be distributing a parental permission letter to your child via the secondary school in the same way as I did for the primary.

Section D Data Collection Instruments - Secondary School Stage

***D.1.1 Welsh-medium secondary pupil questionnaire**

Name _____

Section 1 About you

(Q1) What was your first language?

- Welsh
- Welsh and English
- English
- Other

(Q2) Does anyone in your family speak Welsh? Yes No

If yes, who?

Section 2 How do you use your languages?

(Q3) In which language/languages do you speak to the following people?

If you have more than one brother/sister/grandmother/grandfather, then please use one tick for each person.

		Always in Welsh	Almost always in Welsh	In Welsh more often than English	In Welsh and English equally	In English more often than Welsh	Almost always in English	Always in English	Other
At home	Father								
	Mother								
	Brother(s)/ Sister(s)								
	Grandfather(s)								
	Grandmother(s)								
In the classroom	Other pupils in the classroom	Welsh							
		English							
		Maths							
		Science							
	Teachers in the classroom	Welsh							
		English							
		Maths							
		Science							
In the school	Other pupils when outside of the classroom (e.g. corridors/playground)								
	Teachers when outside of the classroom								
Outside of school	Friends outside of school								
	Adults outside of school, e.g. neighbours								

(Q4) In which language/languages do the following people speak to you?

If you have more than one brother/sister/grandmother/grandfather, then please use one tick for each person.

		Always in Welsh	Almost always in Welsh	In Welsh more often than English	In Welsh and English equally	In English more often than Welsh	Almost always in English	Always in English	Other
At home	Father								
	Mother								
	Brother(s)/ Sister(s)								
	Grandfather(s)								
	Grandmother(s)								
In the classroom	Other pupils in the classroom	Welsh							
		English							
		Maths							
		Science							
	Teachers in the classroom	Welsh							
		English							
		Maths							
		Science							
In the school	Other pupils when outside of the classroom (e.g. corridors/playground)								
	Teachers when outside of the classroom								
Outside of school	Friends outside of school								
	Adults outside of school, e.g. neighbours								

(Q5) Do you do any activities that involve Welsh?

For example do you watch television or read books in Welsh? Do you do sports or music that involve Welsh or are you part of a Welsh youth club?

Section 3 How do you rate your language ability?

(Q6) At the start of Year 7, how good do you think your Welsh is?

(Welsh)	Very Good	Good	Ok	Not so good	Not good
Listening (Understanding)					
Speaking					
Reading					
Writing					

(Q7) At the start of Year 7, how good do you think your English is?

(English)	Very Good	Good	Ok	Not so good	Not good
Listening (Understanding)					
Speaking					
Reading					
Writing					

(Q8) At the start of Year 7, how do you think your abilities in Welsh and English compare?

	Better in Welsh than in English	About the same in Welsh and in English	Better in English than in Welsh	I don't know
Reading				
Writing				
Speaking				
Listening (Understanding)				

(Q9) At the start of Year 7, how good do you think you are at your Modern Foreign Language (for example French or German)?

	Very Good	Good	Ok	Not so good	Not good
Listening (Understanding)					
Speaking					
Reading					
Writing					

Section 4 Welsh at secondary school

(Q10) Which Welsh class are you in?

Welsh First Language

Welsh Second Language

(Q11) Is Welsh used in any of your subjects (apart from in your Welsh class) in Year 7?

Yes No

If yes, in which subjects?

(Q12) Is Welsh used in your registration class?

Yes No

(Q13) Overall, how would you rate your experience of Welsh in your secondary education?

Excellent Very Good Good Not very good Poor

Section 5 How would you like to be taught in Year 7?

(Q14) The table below contains a list of secondary school subjects. If you could choose, how would you prefer to be taught each subject in Year 7?

<i>Subject</i>	Taught always in Welsh	Taught almost always in Welsh	Taught using more Welsh than English	Taught in Welsh and English equally	Taught using more English than Welsh	Taught almost always in English	Taught always in English	Other
English								
Welsh								
Mathematics								
Science								
Design and Technology								
Information Technology								
History								
Geography								
Modern Foreign Languages								
Art								
Music								
Physical Education								
Personal and Social Education (PSE)								
Religious Education (RE)								

D.1.2 Welsh-medium secondary pupil interview schedule

Welsh-medium Primary Pupils – Year 7 Interview

My name is Fiona O’Hanlon and I am a PhD student at Edinburgh University. I’m interested in the move from primary to secondary school of pupils, like yourself, who have been learning Welsh at Primary school and who are now at secondary school. I was just wondering if I could ask you a few questions about what coming up to secondary school was like for you, your experience of the first term of Secondary school, and about Welsh at secondary school? Are you happy to answer the questions?

[If Yes]

I’d like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] Would you be happy with me taking written notes?

Anything that you say is anonymous which means that your name wouldn’t be used in anything and the school’s name wouldn’t be used either. Finally, if you don’t want to answer any of the questions then just let me know and we will miss that one out or if you just want to stop completely then just let me know and we’ll stop.

Can I just ask for your name first of all?¹³

Section 1 The Welsh provision you are receiving at secondary school

Now, the last time I was speaking to you, you were in [Primary School name] [if dual stream primary school] and there are Welsh-medium classes and English-medium classes there, and you were in the Welsh-medium classes, is that right?

(1a) How do you feel about having been in Welsh-medium at primary school?

(1b) Did you decide to go there, or did your parents decide to send you there?

If parents decided: Were you glad to have been in Welsh-medium at primary or would you have liked to have been in English-medium?

Look at Questionnaire Section 1:

If the pupil’s first language is not Welsh or English, what is your first language?

If the pupil says they have a Welsh-speaking sibling: You said in your questionnaire that you have a brother/sister who speaks Welsh.

Are they older or younger than you?

If older: Were they at Welsh-medium education too? Which school are they at now?

If younger: Were they at Welsh-medium primary too?

(2) And then you transferred up to [Secondary school name]. Did you have a choice of secondary school, or does everybody from [Primary school name] come here?

If there was a choice:

Why did you decide to come to [Secondary school name]?

Did anyone give you any advice about which secondary school to choose?

(for example your teachers, parents or friends?)

¹³ The pupils were asked for their name (on tape) before the start of the interview in order that there be a checking mechanism for the primary numbering system for the sound files, namely the recording of the pupil’s sound file number on their questionnaire (which had their name on it).

(3a) And you said on your questionnaire (Qu.11) that you learn [Welsh, (if applicable) list other subjects] through Welsh at secondary school. Did you have to learn all of these subjects through Welsh at secondary school, or did you get a choice about which subjects to learn in Welsh, and which subjects to learn in English?

If the pupils must learn all available subjects in Welsh: How do you feel about this? If there was a choice, which subjects did you have a language choice in? Why did you choose to learn [subjects] in Welsh and [subjects] in English?

(3b) *If pupil is at a Welsh-medium secondary school: Did anyone give you any advice about continuing to learn through Welsh at secondary school? For example your teachers, parents, siblings or friends (in your year or in older years)?*

If pupil is at a dual stream secondary school which has fixed language provision for the Welsh-medium stream: Did anyone give you any advice about continuing to be in the Welsh-medium group at secondary school? For example your teachers, parents, siblings or friends (in your year or in older years)?

If pupil is at a secondary school which offers choices regarding the medium of instruction of subjects: Did anyone give you any advice about which subjects to learn using Welsh at secondary school? For example your teachers, parents, siblings or friends (in your year or in older years)?

(3c) What was the nature of that advice?
i.e. What did your teachers/parents/siblings/friends say that you should do? Was everybody in your primary class expected to keep going with learning through Welsh as much as possible at secondary school?

(3d) Do you think that there is enough *choice* at secondary school with regard to which language(s) you learn subjects in?

If yes, why?

If no, why would you have liked more choice with regard to the medium of instruction of subjects in Year 7? What would you have chosen to do?

(4a) What has learning like this/these subjects through Welsh at secondary school been like for you?

Has it been easy to learn these things through Welsh?

(4b) And is learning through Welsh at secondary school different from learning through Welsh at primary school in Year 6 do you think, or is it just the same? *If it's different, in what ways is it different? Is it harder?*

(4c) *If pupil had to swap from learning a subject/subjects in Welsh at primary school to learning it/them in English at secondary school:*

How was it swapping from learning [subjects] in Welsh in primary school to learning them in English at secondary school?

If pupil had to swap from learning a subject/subjects in English at primary school to learning it/them in Welsh at secondary school:

How was it swapping from learning [subjects] in English in primary school to learning them in Welsh at secondary school?

(4d) And (if applicable) how was it learning new secondary school subjects at secondary school? [Through the medium of Welsh, or through the medium of English.]

(5) And do you think that you use your Welsh more than you did at primary school, about the same as you did at primary school, or less than you did at primary school now that you are at secondary school?

And do you use it the same amount in the same places as well?

For example, in the classroom, and in the playground? [Cf. Qu.3-4 in the questionnaire]

Does the secondary school encourage you to use your Welsh as much as the primary?

Is Welsh used in assemblies, school plays and activities?

(6) *[Cf. Pupil Questionnaire Q5]*

If pupil lists Welsh language activities in Questionnaire Qu.5:

You say that you do [] activities that involves Welsh.

Are these the same type of activities that you did at primary school?

Do you do more [Welsh] clubs and things at secondary school, or did you do more at primary school?

Are there more Welsh clubs available at secondary school than there were at primary school?

Would you like there to be more Welsh activities available at secondary school?

If pupil does not list Welsh language activities in Questionnaire Qu.5:

You say that you don't do any activities that involve Welsh.

Are there Welsh activities available at secondary school?

If so:

Why don't you want to do them? i.e. Do you prefer to do other types of activities, or do you prefer to do to these activities in English?

Would you like there to be different Welsh activities available at secondary school?

If not:

Would you like there to be more Welsh activities available at secondary school?

Did you do any Welsh activities at primary school?

Do you do any clubs or activities that aren't in Welsh?

Now, the last time I came to speak to you, it was just before you transferred up to secondary school, so I'd like to ask you a few questions about coming up to secondary school, if it's ok with you.

Section 2 Primary-secondary transition

(7) What was coming up to secondary school like for you?

Was there anything you particularly enjoyed?

Was there anything you found particularly difficult or that you weren't expecting?

(8a) Do you think secondary school is different from primary school?

If so, in what ways is secondary school different from primary school do you think?

(8b) Do you think that the primary school and the secondary school have a different attitude towards Welsh?

If so, Why?

(9) And do you remember that before you started secondary school, people were doing things to get you ready for secondary school?

What parts of the preparation for secondary school that you got when you were in primary school were helpful to you when you started secondary school?

Did you visit the secondary school, or did any secondary teachers come down to primary school?

And when you started at secondary school, did the school do anything that helped you (to settle in)?

(10) Is there anything else that the primary or secondary school could have done, or anything that they could have done better, to make coming to Secondary school easier for you?

Section 3 Opinions about the available Welsh provision at secondary school and experience of learning languages at secondary school

And I'd just like to ask you a few questions about learning languages at secondary school if I may.

(11) *For pupils who said they were in Welsh First Language [Questionnaire Qu.10]*

You said in your Questionnaire that you were in the Welsh First Language class in Year 7. Did you get a choice of whether to do Welsh First Language or Welsh Second Language or does everybody who comes from a Welsh-medium school have to do Welsh First language?

If pupil got a choice, why did you choose Welsh First Language?

If you didn't get a choice, would you have liked a choice between Welsh First Language and Welsh Second Language? Which would you have chosen to be in? Why?

For pupils who said they were in Welsh Second Language [Questionnaire Qu.10]

You said in your Questionnaire that you were in the Welsh First Language class in Year 7. Did you get a choice of whether to do Welsh First Language or Welsh Second Language or does everybody have to do Welsh Second language?

If pupil got a choice, why did you choose Welsh Second Language?

If you didn't get a choice, would you have liked a choice between Welsh First Language and Welsh Second Language? Which would you have chosen to be in? Why?

(12a) And you learnt Welsh as a subject at primary school too, do you think it's different learning Welsh at secondary school to at primary school?

(i) Is the way the teacher teaches you the same or is it different?

(ii) Do you think that your Welsh lessons were at the right level of difficulty at the start of Year 7?

i.e. Did you do a lot of revision at the start of the year, or not much?

(iii) Did your Welsh lessons follow on from the Welsh course or lessons that you had at primary school?

(iv) Were the secondary school Welsh lessons about the same kinds of subject content?

Was there a transition booklet that you started at primary school and finished at secondary school? If so, how did you find that?

If the pupil struggles with the questions above:

When you first came up to secondary school, how did you find the Welsh lessons/ what was learning Welsh like for you?

i.e. Did you think they were easy or were they difficult?

Were the Welsh lessons at secondary school like the ones you'd had at primary school or were they different?

In what ways are they the same as what you did at primary school?

In what ways are they different from what you did at primary school?

Could you tell me a little bit about what you've been doing on the Welsh course in secondary school?

(12b) How often do you get Welsh as a subject per week? And how long is each period?

Do you think that that is enough?

(13) And [see questionnaire Question 13] you said that overall, your experience of Welsh in secondary education has been [Excellent/Very Good/Good/Not very good/Poor.]

Why is this?

If not 'excellent'

Is there anything that the school could do to make it better?

(14) And [See Questionnaire Qu.8] you say that you think that your:

Welsh is better than your English

Welsh and English are about the same

English is better than your Welsh [in reading/writing/listening/talking]

(a) *Why do you think this is?*

(b) *Is this different to how your languages were at the end of Primary school?*

(c) *If the pupils' does not judge their linguistic skills in Welsh and English to be equal:*

Would you like your Welsh and English to be the same or are you happy the way they are?

How do you think that you could improve your English/your Welsh?

(15) I understand that you have been learning French in Year 7.

(a) How do you feel about learning French?

(b) When did you start learning French?

If primary:

How did you find this?

Was it useful to have started before secondary?

If secondary:

How did you find this?

Would you have liked to have started French earlier, for example in primary school?

(16a) Do you prefer learning any of your languages, e.g. English, Welsh or French, or do you like learning them the same? Why?

(16b) Do you think that any of your languages – English, Welsh or French – will be more useful for your future, or do you think that they'll be equally useful?

(17) Will you learn more languages later on in secondary school?

If so, how did you get the information about which languages you can learn at secondary?

What do you think about these languages?

Section 4 Your 'ideal' Welsh provision in Year 7

I'd like to ask you a few questions about what your ideal Welsh provision would have been in Year 7 (which you wrote about here in your questionnaire) if that's ok?

Now, you said [in Question 14 of your questionnaire] that you would have liked ... [state pupil's preferences as noted on questionnaire i.e. 'to have learnt maths, Welsh and history always in Welsh, to have learnt geography and science using more Welsh than English' etc] in Year 7 if you had had the choice.

(18) Could you tell me why you would have liked to learn these subjects through Welsh/mostly in Welsh etc?

Why would you have liked to learn these subjects through Welsh/mostly through Welsh?

Why would you have liked to learn these subjects through English/mostly through English?

(19a) I understand that everyone in Wales has to take Welsh from the ages of 5 to 16 in Welsh-medium schools and in English-medium schools. How do you feel about this?

(19b) If somebody said to you now that you could keep going with Welsh next year if you wanted, but that you could stop if you wanted, would you keep going with it? Why?

Why you want to/do you not want to keep going with your Welsh at secondary school?

What is your goal for your Welsh?

Section 5 Future intentions concerning Welsh

I'd just like to finish by asking about what you think you'll do with your Welsh in the future, if that's ok with you.

(20a) Do you think that you'll take Welsh for GCSE?

[GCSE Welsh may be compulsory at some secondary schools.]

And after that?

Why would you/would you not want to continue with Welsh?

Will that be Welsh for First Language speakers?

(20b) Are there any other languages that you would like to do for GCSE?

If so, which? Why?

(21) What do you think about Welsh, and how useful do you think it will be for your future?

(22a) To what extent do you identify with Welsh?

How much is speaking Welsh part of who you are? Is it part of who you are, or is it just something that you do?

(22b) Do you speak or hear [use] any language apart from English, Welsh and French? Yes No

If yes, what language/languages do you speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions.

D.2.1 English-medium Wales secondary pupil questionnaire

Name _____

Section 1 About you

(Q1) What was your first language?

English English and Welsh Welsh Other (Q2) Does anyone in your family speak Welsh? Yes No If yes, who?
_____**Section 2 How do you use your languages?**

(Q3) In which language/languages do you speak to the following people?

If you have more than one brother/sister/grandmother/grandfather, then please use one tick for each person.

		Always in English	Almost always in English	In English more often than Welsh	In English and Welsh equally	In Welsh more often than English	Almost always in Welsh	Always in Welsh	Other
At home	Father								
	Mother								
	Brother(s)/ Sister(s)								
	Grandfather(s)								
	Grandmother(s)								
In the classroom	Other pupils in the classroom	Welsh							
		English							
		Maths							
		Science							
	Teachers in the classroom	Welsh							
		English							
		Maths							
		Science							
In the school	Other pupils when outside of the classroom (e.g. corridors/ playground)								
	Teachers when outside of the classroom								
Outside of school	Friends outside of school								
	Adults outside of school, e.g. neighbours								

(Q4) In which language/languages do the following people speak to you?

If you have more than one brother/sister/grandmother/grandfather, then please use one tick for each person.

		Always in English	Almost always in English	In English more often than Welsh	In English and Welsh equally	In Welsh more often than English	Almost always in Welsh	Always in Welsh	Other
At home	Father								
	Mother								
	Brother(s)/ Sister(s)								
	Grandfather(s)								
	Grandmother(s)								
In the classroom	Other pupils in the classroom	Welsh							
		English							
		Maths							
		Science							
	Teachers in the classroom	Welsh							
		English							
		Maths							
		Science							
In the school	Other pupils when outside of the classroom (e.g. corridors/ playground)								
	Teachers when outside of the classroom								
Outside of school	Friends outside of school								
	Adults outside of school, e.g. neighbours								

(Q5) Do you do any activities that involve Welsh?

For example do you watch television or read books in Welsh? Do you do sports or music that involve Welsh or are you part of a Welsh youth club?

Section 3 How do you rate your language ability?

(Q6) At the start of Year 7, how good do you think your English is?

(English)	Very Good	Good	Ok	Not so good	Not good
Listening (Understanding)					
Speaking					
Reading					
Writing					

(Q7) At the start of Year 7, how good do you think your Welsh is?

(Welsh)	Very Good	Good	Ok	Not so good	Not good
Listening					
Speaking					
Reading					
Writing					

(Q8) At the start of Year 7, how good do you think you are at your Modern Foreign Language (for example French or German)?

	Very Good	Good	Ok	Not so good	Not good
Listening (Understanding)					
Speaking					
Reading					
Writing					

(Q9) At the start of Year 7, how do you think your abilities in Welsh and your Modern Foreign Language compare?

	Better in Welsh than in Modern Foreign Language	About the same in Welsh and in Modern Foreign Language	Better in Modern Foreign Language than in Welsh	I don't know
Reading				
Writing				
Speaking				
Listening				

Section 4 Welsh at secondary school

(Q10) Which Welsh class are you in?

- Welsh First Language
 Welsh Second Language

(Q11) Is Welsh used in any of your subjects (apart from in your Welsh class) in Year 7?

Yes No

If yes, in which subjects?

(Q12) Is Welsh used in your registration class?

Yes No

(Q13) Overall, how would you rate your experience of Welsh in your secondary education?

Excellent Very Good Good Not very good Poor

Section 5 How would you like to be taught in Year 7?

(Q14) The table below contains a list of secondary school subjects. If you could choose, how would you prefer to be taught each subject in Year 7?

<i>Subject</i>	Taught always in English	Taught almost always in English	Taught using more English than Welsh	Taught in English and Welsh equally	Taught using more Welsh than English	Taught almost always in Welsh	Taught always in Welsh	Other
English								
Welsh								
Mathematics								
Science								
Design and Technology								
Information Technology								
History								
Geography								
Modern Foreign Languages								
Art								
Music								
Physical								
Personal and Social Education (PSE)								
Religious Education (RE)								

D.2.2 English-medium Wales secondary pupil interview schedule

English-medium Year 7 Pupils Interview

My name is Fiona O'Hanlon and I am a PhD student at Edinburgh University. I'm interested in the move from primary to secondary school of pupils, like yourself, who had been learning Welsh at Primary school and who are now at secondary school. I was just wondering if I could ask you a few questions about what coming up to secondary school was like for you, your experience of the first term of Secondary school, and about Welsh and other languages at secondary school? Are you happy to answer the questions?

[If Yes]

I'd like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] Would you be happy with me taking written notes?

Anything that you say is anonymous which means that your name wouldn't be used in anything and the school's name wouldn't be used either. Finally, if you don't want to answer any of the questions then just let me know and we will miss that one out or if you just want to stop completely then just let me know and we'll stop.

Can I just ask for your name first of all?¹⁴

Section 1 The Welsh provision you are receiving at secondary school

Now, the last time I was speaking to you, you were at [Primary school name]. And there are Welsh-medium classes and English-medium classes there, and you were in the English-medium classes but learnt some Welsh, is that right?

(1a) How do you feel about having been in English-medium at primary school?

(1b) And who decided that you would go to a English-medium primary - did your parents decide to send you there, or did you decide to go there?

If parents decided: Were you glad to have been in English-medium at primary or would you have liked to have been in Welsh-medium?

Why/why not?

Look at Questionnaire Section 1:

If the pupil's first language is not Welsh or English, what is your first language?

If the pupil says they have a sibling (i.e. if they fill out the 'brother/sister' row of the questionnaire: You said in your questionnaire that you have a brother or a sister.

Are they older or younger than you?

If older: Were they in English-medium education too? Which school are they at now?

If younger: Are they at English-medium primary too?

Do they speak any Welsh? Do they speak Welsh to you?

¹⁴ The pupils were asked for their name (on tape) before the start of the interview in order that there be a checking mechanism for the primary numbering system for the sound files, namely the recording of the pupil's sound file number on their questionnaire (which had their name on it).

(2) And then you transferred up to [Secondary school name]. Did you have a choice of secondary school, or does everybody from [Primary school name] come here?

If there was a choice:

Why did you decide to come to [Secondary school name]?

Did anyone give you any advice about which secondary school to choose?

(for example your teachers, parents or friends?)

(3) And you said on your questionnaire (Qu.10&11) that you learn [Welsh Second Language/Welsh First Language, (if applicable) list other subjects] using Welsh at secondary school.

(3a) Did you have a choice about learning Welsh as a subject at secondary school or does everybody have to study Welsh?

If yes (there was a choice and the pupil chose Welsh Second Language): why did you decide to keep going with it? [*For pupils from Welsh-medium primary or Welsh homes: Why did you choose to do Welsh Second Language?*]

If yes there was a choice (and the pupil chose Welsh First Language): Why did you decide to take Welsh First Language at secondary school?

If no (there was not a choice): How do you feel about having to keep going with Welsh First Language/Welsh Second Language at secondary school?

Would you have liked a choice of whether to keep taking Welsh at secondary school?

[*If Welsh-medium primary or Welsh at home: Would you have liked a choice of Welsh First Language or Welsh Second Language at secondary school?*]

(3b) *If pupil reports studying other subjects using Welsh at secondary school:*

Did you have to learn these subjects using Welsh at secondary school, or did you get a choice about which subjects to learn using Welsh, and which subjects to learn in English?

If the pupils must learn all available subjects in Welsh: How do you feel about this?

If there was a choice, which subjects did you have a language choice in?

Why did you choose to learn [subjects] using Welsh and [subjects] in English?

If pupil does not report studying other subjects using Welsh at secondary school:

And you know how the secondary school teaches some other subjects in Welsh for the Welsh-medium pupils?

Did you get the option to do some of your other subjects using Welsh or were you just offered Welsh as a subject?

If pupil must learn all available subjects in English: How do you feel about this?

If there was a choice, which subjects did you have a language choice in?

Why did you choose to learn [subjects] in English?

(3c) Did anyone give you any advice about continuing with your Welsh or (if applicable) which subjects to learn using Welsh at secondary school?

For example your teachers, parents, siblings or friends (in your year or in older years)?

(3d) *If so*, What was the nature of that advice?

i.e. What did your teachers/parents/siblings/friends say that you should do?

Was everybody in your primary class expected to keep going with learning Welsh/ learning using Welsh as much as possible at secondary school?

(4) Do you think that there is enough *choice* at secondary school in relation to which language(s) you learn subjects in?

If yes, why?

Are you happy with learning most of your subjects through English at secondary school?

If no, why would you have liked more choice with regard to the medium of instruction of subjects in Year 7? What would you have chosen to do?

OR

Do you think that there is enough Welsh at secondary school?

If yes, why?

If no, why not?

(5) *Ok – so you do [Reiterate pupil's secondary school language model: i.e. Most of your subjects through English, Welsh as a subject and French]*

(5a) What has learning like this at secondary school been like for you?

How do you feel about learning through English at secondary school?

(5b) And is learning through English at secondary school different from learning through English/Welsh (*if pupil was at a WM primary*) at primary school do you think, or is it just the same?

If so, in what ways is it different? Is it harder?

If pupil was at a Welsh-medium primary:

(5c) *If pupil had to swap from learning a subject/subjects in Welsh at primary school to learning it/them in English at secondary school:*

How was it swapping from learning [subjects] in Welsh in primary school to learning them in English at secondary school?

(5d) And how was it learning new secondary school subjects at secondary school? [Through the medium of Welsh, or through the medium of English.]

Section 2 Primary-Secondary Transition

Now, the last time I came to speak to you, it was just before you transferred up to secondary school, so I'd like to ask you a few questions about coming up to secondary school, if it's ok with you.

(6) What was coming up to secondary school like for you?

Was there anything you particularly enjoyed?

Was there anything you found particularly difficult or that you weren't expecting?

(7a) Do you think secondary school is different from primary school?

If so, in what ways is secondary school different from primary school do you think?

(7b) Do you think that the primary school and the secondary school have a different attitude towards Welsh?

If so, why?

(8) And do you remember that before you started secondary school, people were doing things to get you ready for secondary school?

What parts of the preparation for secondary school that you got when you were in primary school were helpful to you when you started secondary school?

Did you visit the secondary school, or did any secondary teachers come down to primary school?

And when you started at secondary school, did the school do anything that helped you (to settle in)?

(9) Is there anything else that the primary or secondary school could have done, or anything that they could have done better to make coming to Secondary school easier for you?

Section 3 Opinions about the available Welsh provision at secondary school

And I'd just like to ask you a few questions about learning languages at secondary school if I may.

(10a) You said that you're learning Welsh at secondary school. And you learnt Welsh as a subject at primary school too, do you think it's different learning Welsh at secondary school to at primary school?

(i) Is the way the teacher teaches you the same or is it different?

(ii) Do you think that your Welsh lessons were at the right level of difficulty at the start of Year 7?

i.e. Did you do a lot of revision at the start of the year, or not much?

(iii) Did your Welsh lessons follow on from the Welsh course or lessons that you had at primary school?

(iv) Were the secondary school Welsh lessons about the same kinds of subject content?

Was there a transition booklet that you started at primary school and finished at secondary school? If so, how did you find that?

If the pupil struggles with the questions above:

When you first came up to secondary school, how did you find the Welsh lessons/ what was learning Welsh like for you?

i.e. Did you think they were easy or were they difficult?

Were the Welsh lessons at secondary school like the ones you'd had at primary school or were they different?

In what ways are they the same as what you did at primary school?

In what ways are they different from what you did at primary school?

Could you tell me a little bit about what you've been doing on the Welsh course in secondary school?

(10b) How often do you get Welsh as a subject per week? And how long is each period?

Do you think that that is enough?

(11) And [See Questionnaire Qu. 13] you said that overall, your experience of Welsh in secondary education has been [Excellent/Very Good/Good/Not very good/Poor.]

Why is this?

If not 'excellent'

Is there anything that the school could do to make it better?

(12) And do you think that you use your Welsh more than you did at primary school, about the same as you did at primary school, or less than you did at primary school now that you are at secondary school?

And do you use it the same amount in the same places as well?

For example, in the classroom, and in the playground? [Cf. Questions 3 and 4 in the questionnaire.]

Does the secondary school encourage you to use your Welsh as much as the primary did?

Is Welsh used in assemblies, school plays and activities?

(13) [See Questionnaire Qu.5]

If pupil lists Welsh language activities in Questionnaire Qu.5:

You say that you do [] activities that involves Welsh.

Are these the same type of activities that you did at primary school?

Do you do more [Welsh] clubs and things at secondary school, or did you do more at primary school?

Are there more Welsh clubs available at secondary school than there were at primary school?

Would you like there to be more Welsh activities available at secondary school?

If pupil does not list Welsh language activities in Questionnaire Qu.5:

You say that you don't do any activities that involve Welsh.

Are there Welsh activities available at secondary school?

If so:

Why don't you want to do them? i.e. Do you prefer to do other types of activities, or do you prefer to do to these activities in English?

Would you like there to be different Welsh activities available at secondary school?

If not:

Would you like there to be more Welsh activities available at secondary school?

Did you do any Welsh activities at primary school?

Do you do any other clubs or activities that aren't in Welsh?

(14) I understand that you have also been learning French in Year 7.

(a) How do you feel about learning French?

(b) When did you start learning French?

If primary:

How did you find this?

Was it useful to have started before secondary?

If secondary:

How did you find this?

Would you have liked to have started French earlier, for example in primary school?

(15) (i) *If pupil was in English-medium at primary school:*

And [See Questionnaire Qu. 9] you say that you think that your:

Welsh is better than your French

Welsh and French are about the same

French is better than your Welsh [in reading/writing/listening/talking]

(a) Why do you think this is?

(b) Is this different to how your languages were at the end of Primary school?

(c) *If the pupils' does not judge their linguistic skills in Welsh and their Modern Foreign Language to be equal:*

Would you like your Welsh and Modern Foreign Language to be the same or are you happy the way they are?

If pupil would like to alter the balance of their linguistic competencies:

How do you think that you could improve your Welsh/your Modern Foreign Language?

Do you think there is enough Welsh/Modern Foreign Language provision at secondary school to help you to achieve this?

(ii) *If pupil was in Welsh-medium at primary school:*

And [See Questionnaire Qu. 9] you say that you think that your:

Welsh is better than your English

Welsh and English are about the same

English is better than your Welsh

(a) Why do you think this is?

(b) Is this different to how your languages were at the end of Primary school?

(c) *If the pupils' does not judge their linguistic skills in Welsh and English to be equal:*

Would you like your Welsh and English to be the same or are you happy the way they are?

How do you think that you could improve your English/your Welsh?

(16a) Do you prefer learning any of your languages, e.g. English, Welsh or French, or do you like learning them the same? Why?

(16b) Do you think that any of your languages – English, Welsh or French – will be more useful for your future, or do you think that they'll be equally useful?

(17) Will you learn more languages later on in secondary school?

If so, how did you get the information about which languages you can learn at secondary?

What do you think about these languages?

Section 4 Your 'ideal' Welsh provision in Year 7

I'd like to ask you a few questions about what your ideal Welsh provision would have been in Year 7 (which you wrote about here in your questionnaire) if that's ok?

Now, you said [in Question 14 of your questionnaire] that you would have liked ... [state pupil's preferences as noted on questionnaire i.e. 'to have learnt Welsh equally in Welsh and English and to have learnt PE and music using more English than Welsh, and to have learnt everything else always in English] in Year 7 if you had had the choice.

(18) Could you tell me why you would have liked to learn these subjects like this?

Why would you like to learn these subjects using Welsh?

Why would you have liked to learn these subjects through English?

(19a) And I understand that everyone in Wales has to take Welsh from the ages of 5 to 16 (in Welsh-medium schools and in English-medium schools.) How do you feel about this?

If pupil thinks that pupils should have a choice about continuing with Welsh at secondary

When would you have wanted a choice about whether or not to continue with Welsh?

Why would you have wanted a choice?

(19b) If somebody said to you now that you could keep going with Welsh next year if you wanted, but that you could stop if you wanted, would you keep going with it? Why?

Why you want to/do you not want to keep going with your Welsh at secondary school?

Section 5 Future intentions concerning Welsh

I'd just like to finish by asking about what you think you'll do with your Welsh and other languages in the future, if that's ok with you.

(20a) Do you think that you'll take Welsh for GCSE?

And after that?

Why would you/would you not want to continue with Welsh?

Will that be Welsh for Second Language speakers?

(For pupils from Welsh-medium primary/a Welsh language home background)

Will you do Welsh for First Language Speakers, or Welsh for Second Language Speakers do you think? Why?

If pupil will continue with Welsh after GCSE:

Why do you think that keeping going with learning Welsh at secondary school is important?

If pupil will not continue with Welsh after GCSE:

Do you think it's important to learn Welsh at secondary school?

Why do you/do you not think it's important to keep going with Welsh at secondary school?

What is your goal for your Welsh?

(20b) Are there any other languages that you would like to do for GCSE?

If so, which? Why?

(21) What do you think about Welsh, and how useful do you think it will be for your future?

(22a) To what extent do you identify with Welsh?

How much is speaking Welsh part of who you are? Is it part of who you are, or is it just something that you do?

(22b) Do you speak or hear [use] any language apart from English, Welsh and French? Yes No

If yes, what language/languages do you speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions.

D.3.1 Secondary Welsh teacher interview schedule

Year 7 Welsh Teacher Interview

My name is Fiona O'Hanlon and I am a PhD student at Edinburgh University. My research is looking at the primary-secondary transition of pupils who learn a Celtic language at Primary school in Scotland and Wales, the pupils' experiences of learning Welsh or Gaelic and the factors which influence these pupils choices about learning through their Celtic language at secondary school. I would thus like to ask you a few questions about the available Welsh provision at secondary school and about the pupils' primary to secondary school transition, with particular regard to language. Are you happy to answer the questions?

[If yes]

All data is anonymous, and any participants' views cited in the research would be anonymised. I'd like to tape record the interview so that I can access the information later, is that ok with you?

[If yes]

[If not] Would you be happy with me taking written notes?

Please just let me know if you don't want to answer any of the questions, and we'll move on, or stop, as you wish.

Section 1 The available Welsh provision at secondary school

I'd just like to start off by asking a few questions about the language provision available at early secondary school.

(1) I was wondering if you could tell me a little about the available provision for Welsh as a subject, and for learning subjects through the medium of Welsh in Year 7?

(a) Welsh as a subject

Do you teach: Welsh for First Language speakers only at the Year 7 stage, Welsh for First Language and Welsh for Second Language Speakers, or just Welsh for Second Language speakers?

How often per week do your pupils get Welsh?

(b) Medium of instruction of the rest of the curriculum:

How many subjects do you teach wholly through the medium of Welsh, how many do you teach bilingually in Welsh and English?

Are any subjects offered in either Welsh or in English?

Are any subjects only offered in English?

(2) And what are Welsh-medium and English-medium primary pupils' options within such available provision?

(i) Welsh-medium pupils:

Welsh as a subject:

Are the Welsh-medium primary pupils obliged to do Welsh for First Language Speakers in Year 7?

If so, why?

Is this a National policy, Council level policy, School policy, advice from Estyn?

If not, do Welsh-medium primary pupils have a choice of Welsh First Language and Welsh Second Language, or must they take Welsh Second Language?

Welsh as a medium of instruction:

Do Welsh-medium pupils have to take all available Welsh-medium (and, if applicable, bilingual) provision at secondary school, or are they given options regarding the medium of instruction of any subjects?

If pupils are obliged to do all available provision, why is this?

Do Welsh-medium primary pupils have a choice between the Welsh-medium and English-medium stream at the secondary school stage?

If pupils are given a choice of some subjects, why are pupils given a choice of medium of instruction of these particular subjects?

(ii) English-medium primary pupils:

Welsh as a subject:

Are the English-medium primary pupils obliged to do Welsh for Second Language Speakers in Year 7?

If so, why?

Is this a National policy, Council level policy, School policy, advice from Estyn?

If not, do Welsh speaking English-medium primary pupils have a choice of Welsh First Language and Welsh Second Language, or must they take Welsh First Language?

Welsh as a medium of instruction:

Do English-medium primary pupils have any options with regard to taking curricular subjects using Welsh at the early secondary school stage?

If yes, what are the pupils' options?

If no, why is this? Have there been any calls for the expansion of the secondary school Welsh provision?

(3a) What does the school do to *inform* pupils or parents about the Welsh provision available at secondary school and, (if applicable), about the pupils choices within it?

(b) Are pupils or parents given any *advice* with regard to continuing to learn Welsh, and to learn through Welsh (if applicable) at secondary school?

If so:

(i) Who gives the advice?

[For example national level body, local council, head teachers or teachers (primary or secondary school), older pupils, siblings]

(ii) What is the nature of this advice?

i.e. Does the school/council encourage all pupils to continue with as much Welsh or Welsh-medium education as possible at secondary school, or is the advice based on factors such as medium of instruction at the primary school level, achievement in Welsh at primary level or the language of the home?

(iii) What is the rationale for the advice?

What reasons are outlined to the parents or pupils for the advice given regarding taking Welsh First Language/Welsh Second Language as a subject at secondary school level and for studying subjects through the medium of Welsh?

i.e. Is Welsh language policy framed within an:

(a) Educational framework (bilingual development, cognitive skills, curricular continuity and progression)

(b) A language planning policy framework (increase of Welsh speaker numbers)

(c) Both?

(iv) When and where is such advice given?

Is such advice given informally in class, or does the class teacher/Principal teacher of Welsh/Head Teacher have a meeting with the pupil or pupil and parent?

If not, so the decision is left entirely to the pupil or parent?

i.e. School or council does not influence pupil or parental decision.

(c) Does the advice differ for Welsh-medium primary pupils and English-medium primary pupils?

If so, in what ways does it differ?

Does the advice for English-medium pupils differ according to whether the pupil has Welsh language input at home?

(d) When are the pupils or parents given their options, and when do they have to make a decision regarding this?

(4) And could I ask if you know how and why this Welsh provision developed at secondary?

What was the process of its development?

i.e. Did it develop out of the Welsh-medium provision at the associated primary schools or has there always been Welsh-medium or bilingual educational provision in this area?

Why were [list subjects] chosen to be taught through Welsh?

e.g. Staff linguistic abilities or willingness to deliver their subject in Welsh, or was there a perception that some subjects were more 'suitable' than others to be delivered using Welsh?

Was there a consultation process regarding this?

What is the rationale for the Welsh provision at secondary school?

Educational rationale (pupils may access education/concepts better in Welsh as they've been learning through Welsh at primary school), Bilingualism rationale (development of fuller/balanced bilingualism), Language Revitalisation perspective.

(5a) Is Welsh used in any other areas of the school, for example in registration, in assembly, or in activities/trips organized by the school? Yes No

If yes, in which activities?

(5b) Does the school have a policy with regard to the use of Welsh around the school?

If so, what is this?

How is the policy monitored or enforced?

What is the rationale for the policy?

(5c) To what extent does the school ethos promote Welsh?

If it does, in what ways?

(6) And do the pupils receive their Celtic language lessons in addition to a Modern Foreign Language, or instead of a Modern Foreign Language?

(7a) How do you feel about the current level of availability of Welsh in the early secondary curriculum, and about the pupils options within this?

i.e. How satisfied are you with the *number of subjects* offered through Welsh at secondary school, and how satisfied are you with *which subjects* these are?

(7b) To what extent do you agree that the current amount of Welsh provision offered at the secondary school promotes the Welsh linguistic development of Welsh-medium pupils and English-medium pupils?

Strongly Agree/Agree/Undecided/Disagree/Strongly Disagree

(8) Are there any ways in which you think the provision for Welsh and Welsh-medium education at the early secondary school stage could be improved?

(9) Have there been any requests for change with regard to the provision for Welsh at the early secondary school stage?

If so:

From whom? Pupils, parents (RHAG), local authority, teachers?

What was the nature of the request?

What theoretical principles underpinned the request?

i.e. (i) Educational considerations - to promote linguistic development or cognitive skills, or

(ii) Language planning considerations - the increase of speaker numbers to try to revitalize the Welsh language?

How was such a request negotiated by the school?

i.e. What has been the nature of the discussion and consultation on the incorporation of Welsh into other areas of the secondary school curriculum?

(10) And what are pupils' options and obligations in relation to taking Welsh, and taking subjects through Welsh at the middle and upper secondary school stage?

Welsh as a subject:

Do pupils have the choice of a short course or full course for GCSE Welsh?

Do pupils have to continue with the level of Welsh which they studied at the Year 7 stage (i.e. Welsh First Language, Welsh Second Language) at GCSE level?

How do you feel about the obligation that all pupils study Welsh until the age of 16?

Welsh as a medium of instruction of subjects:

How many subjects are available through the medium of Welsh at the middle and upper secondary school stages?

How happy are you with the number of subjects offered through Welsh, and which subjects these are?

Section 2: Pupils choices within the available Welsh language provision

And with regard to pupils' choices in relation to the available language provision at the start of secondary school:

(11) *(If there is a choice)*

What factors do you think influence the decision about the level at which (Welsh First Language, Welsh Second Language) and the extent to which, pupils incorporate Welsh into their Year 7 Curriculum?

Welsh-medium pupils:

In the sense both of choosing a Welsh-medium secondary school/a bilingual secondary school, and the choices regarding the medium of instruction of individual subjects, if applicable?

For example, to what extent do you think parental views influence the decision?

To what extent do you think that linguistic factors, such as the pupil's linguistic background or use of Welsh in the home affects the decision?

English-medium pupils:

Do you often get Welsh speaking English-medium pupils switching to Welsh First Language or Welsh-medium at secondary school?

Do you ever get English language background English-medium primary pupils (who were learning Welsh at school) swapping to Welsh-medium at secondary school, or does the Welsh Learners Provision at primary school not facilitate that?

Ask what the Welsh-medium and English-medium pupil cohorts are like with regard to linguistic background – i.e. Do most pupils have English as their first language and as the language of the home?

(12) Do you have different expectations about what will be achieved by doing different percentages of Welsh-medium education in the secondary curriculum? *(Some schools have options where pupils can do 40, 60 or 80% of their curriculum in Welsh.)*

If so, are these expectations or outcomes outlined to the parents and pupils?

If it's ok with you, I'd now like to ask you a few questions about primary-secondary transition of pupils who were at [Primary School name], and about the continuation of their Welsh from primary to secondary school.

Section 3 Primary-Secondary Transition

(13) Do you accept pupil intakes from several Welsh-medium schools into [Secondary School name]?

If yes,

(a) Do Welsh-medium pupils from different schools come to Year 7 with different backgrounds in learning through English and Welsh at school, or have all pupils experienced the same language model at primary school?

i.e. Is the primary school language model developed at a council or school level?

(b) Have all Welsh-medium pupils covered the same curriculum in Welsh First Language at primary school?

i.e. Do all primary schools in the local authority employ the same primary school level curriculum and curricular resources for Welsh First Language, or are these formulated on a school basis?

(c) Do all Welsh-medium primary educated pupils come to secondary school roughly equally competent in Welsh (factoring for ability)?

If not, why do you think this is? Are there any aspects of the primary school language model that you think could be improved?

(14a) Have all English-medium pupils covered the same curriculum in Welsh Second Language at primary school?

i.e. Do all primary schools in the local authority employ the same primary school level curriculum and curricular resources for Welsh Second Language, or are these formulated on a school basis?

(b) Do all English-medium primary pupils come to secondary school roughly equally competent in Welsh (factoring for ability)?

i.e. Are all the primary school approaches to Welsh Second Language Teaching equally effective?

*And with regard to primary-secondary transition at a **pupil** level:*

(15) Are any particular strategies employed to try to ensure a smooth primary-secondary transition of your pupils in relation to Welsh?

For example with regard to the medium of instruction of subjects, Welsh as a subject – curricular continuity, and cultural aspects?

Do the pupils do Welsh when they come up on their induction days?

Do the pupils have *transition packs* for Welsh?

*And with regard to provision for primary-secondary transition at a **teacher** level:*

(16a) To what extent does the primary and secondary school liaise with regard to Welsh?

What form does this liaison take?

Does the primary school submit National test Levels or examples of pupils' work to secondary school?

If so, does this information sharing occur for both the Welsh-medium and the English-medium pupils?

Do you visit the primary school?

(16b) To what extent do you consider issues of language and linguistic progression when discussing transition with the primary school?

e.g. continuity of medium of instruction in subjects (e.g. maths), and in Welsh as a subject.

(16c) Is the primary-secondary transition of the pupils the remit of the guidance teacher, the transition teacher or the Welsh teacher, or a combination of these?

If Welsh teacher are these duties (visiting primary schools etc) an official extra part of the teaching remit, and is time allowed for this, or is it done voluntarily?

(16d) Is there joint CPD provision for Welsh for the primary and secondary teachers?

(17) Are issues of language and linguistic progression for the pupils [Welsh-medium or English-medium at primary] solely discussed between the Welsh teaching primary staff and the Welsh secondary teacher, or are they discussed more generally (i.e. with other secondary subject teachers and management)?

And with regard to the continuation of the pupils' Welsh from primary to secondary school:

(18) Do you try to ensure that there is continuity and progression of *curricular content* in Welsh as a subject between Year 6 and Year 7 for pupils?

If so, in what ways?

e.g. Is such curricular continuity and progression facilitated by the National Curriculum, or arranged between the primary and secondary schools, e.g. Transition packs?

If not, so does each feeder primary school use their own Year 6 materials and the Secondary school start its own course in Year 7?

To what extent do the Welsh First Language and Welsh Second Language courses taught in the first year of secondary school provide continuity and progression from the learning in primary school in terms of curricular content?

(19) To what extent is there continuity of *methods of teaching and learning language* between Year 6 and Year 7 for the pupils?

To what extent do the Welsh First Language and Welsh Second Language courses taught in the first year of secondary school provide continuity and progression from primary school in terms of methods of teaching and learning language?

Are Welsh-medium primary pupils studying Welsh First Language at secondary taught Welsh using solely/mostly Welsh, as they would have been at primary school?

Are English-medium primary pupils studying Welsh Second Language at secondary taught Welsh bilingually/mostly using English as they typically would have been at primary school?

Are similar methods of teaching and learning language employed as at primary school, i.e. same types of language activities etc?

(20) To what extent is there progression of individual pupils' learning:

How is the National test level information used by the secondary school in Year 7?

i.e. Are the pupils put into sets for Welsh on the basis of the levels they achieved at primary school?

If the pupils aren't set in Year 7, Are the levels used to inform differentiation of tasks and curricular materials in the Welsh class?

(21) How effective do you believe the current primary-secondary transition strategies to be with regard to language?

(22) Do you think that the change from primary to secondary school posed any particular challenges for the pupils in relation to language?

For example, with regard to the language of instruction, if a pupil got taught a subject in Welsh in Year 6 and then in English in Year 7, do you think that this change in language of teaching medium posed any challenges for your pupils?

Are there any strategies in place at a Local Authority or school level regarding this, for example for language support for vocabulary in the transition from Welsh-medium to English-medium teaching of a subject, if required (by means of, for example, bilingual teaching of the subject at the upper primary school stage)?

(23) In what ways do you think the primary-secondary transition of pupils who have learnt a Celtic language at primary school could be improved?

Can you think of any alternative or additional strategies which would better prepare Welsh-medium or English-medium primary pupils for secondary school?

In what ways could the level of primary-secondary continuity with regard to Celtic language education in Wales be increased?

If I may, I would just like to ask a couple of questions about the available Extra-curricular Welsh activities and the school ethos, and then ask about what you think the ideal provision for Welsh at secondary school would be.

Section 4 Extra-Curricular Activities, School Ethos

(24a) What opportunities do the pupils have out with the classroom to use their Welsh? i.e. What extra-curricular activities are available at the secondary school?

If they mainly talk about traditionally Welsh activities as extra-curricular activities: Why do you focus on these types of activities?

(b) Do you think that the change to the secondary school environment has affected your pupils' participation in Welsh-medium extra-curricular activities?

If so, in what way? i.e. Do they participate in fewer activities, or more?

Why do you think that is? [Availability of provision, school ethos].

(25) Do you think that the change to the secondary school environment has affected your pupils' language use of Welsh?

If so, in what way, why?

Do you think they use more Welsh in secondary school than at primary school, about the same, or less?

If there is perceived to be a change in pupils' patterns of language use, what factors do you think motivate such a change?

(26a) Do you think that the change to the secondary school environment has affected your pupils' attitudes towards Welsh? *If so, in what way?*

What are pupils' attitudes towards Welsh like? (i) from the pupils who were at Welsh-medium primary (ii) from the pupils who were at English-medium primary?

Have you noticed a change of attitude during Year 7?

(26b) I understand that all pupils in Wales have to take Welsh as a subject until they're 16. Does this requirement to take Welsh affect pupil attitude do you think?

(26c) Do you think *parental attitude* to Welsh is different at secondary school to how it is at primary school?

Section 5 Ideal Welsh provision at Secondary School

(27a) In your opinion, what would be the ‘ideal’ Welsh provision at early secondary school level?

(i) for Welsh-medium primary pupils

(ii) for English-medium primary pupils

(If this differs from what is currently provided by the secondary school.) Why?

i.e. what set of options do they think that pupils should ideally have?

(27b) *If the respondent thinks that more subjects should be offered through the medium of Welsh at early secondary school level:*

Which subjects would you like to see provided through the medium of Welsh, or at least partially taught through the medium of Welsh? Why?

Wholly/Predominantly Welsh/Equally Welsh and English/Predominantly English/Wholly English.

(27c) To what extent would you like such subjects to continue to be provided through the medium of Welsh at Secondary school in Year 9, and beyond?

Great, well, that’s all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions.

Ask for school’s Welsh policies and transition policies.

Appendix 4 Sample, Characterization of Cases & Data Collection Timetable

Section A School Sampling

A.1 Primary schools providing Gaelic-medium education in 2006-2007 by Local Authority groups, and characteristics of the Scottish school sample

Council Area	Percentage of Gaelic speakers in Local Authority Area	Number of GM primary providers	Number of GM primary providers as % of the total of GM primary providers	Number of schools in Local Authority Area	Number of GM primary providers as % of the Council's schools	Number of schools in my sample	Ratio of schools in sample to total number of Gaelic providing schools	Number of GM providers with P7 pupils	Ratio of schools in sample to number of GM providers with P7 pupils
CNES	60%	25	40%	38	66%	2	1:12.5	21	1:10.5
Highland	6%	20	32%	184	11%	1	1:20	15	1:15
Argyll and Bute	5%	6	10%	85	7%	1	1:6	5	1:5
Anonymised Other ¹⁵	0.7%	11	18%	1876	5%	2	1:5.5	11	1:5.5
Total	1%	62	100%	2 183	-	6	1:10.3	52	1:11.5

Figures derived from:

General Register Office for Scotland SCROL: *Scotland's Census Results Online*

<http://www.scrol.gov.uk/scrol/common/home.jsp>, (Robertson:2007) and

(Scottish Executive 2007: Table 6.5:52)

¹⁵ This category consists of eleven local authority areas: Aberdeen City, Angus, East Ayrshire, East Dunbartonshire, Edinburgh City, Glasgow City, Inverclyde, North Lanarkshire, Perth & Kinross, South Lanarkshire and Stirling.

A.2 Primary schools providing Welsh-medium education in 2006-2007 by Local Authority, and characteristics of the Welsh school questionnaire and case study school sample

Council Area	Percentage of Welsh speakers in Local Authority Area	Number of WM primary providers	Number of WM primary providers as % of the total of WM primary providers	Number of WM primary providers as % of the Council's schools	Included in the School Level Questionnaire Sample?	Number of schools in my sample	Ratio of primary schools in sample to total number of Welsh medium providing schools
Gwynedd	68%	104	22.3%	98%	Y	1	1:104
Carmarthenshire	49%	83	17.8%	69%	Y	1	1:83
Powys	21%	17	3.6%	16%	Y	1	1:17
Swansea	13%	9	1.9%	10%	Y	1	1:9
Neath Port Talbot	18%	13	2.8%	18%		0	
Isle of Anglesey	59%	48	10.3%	92%		0	
Conwy	29%	26	5.6%	41%		0	
Denbighshire	26%	19	4.1%	37%		0	
Flintshire	14%	5	1.1%	7%		0	
Wrexham	14%	6	1.3%	9%		0	
Ceredigion	51%	66	14.2%	92%		0	
Pembrokeshire	21%	18	3.9%	27%		0	
Bridgend	10%	4	0.9%	7%		0	
The Vale of Glamorgan	11%	5	1.1%	11%		0	
Rhondda, Cynon, Taff	12%	15	3.2%	13%		0	
Merthyr Tydfil	10%	2	0.4%	7%		0	
Caerphilly	11%	9	1.9%	12%		0	
Blaenau Gwent	9%	1	0.2%	3%		0	
Torfaen	11%	2	0.4%	6%		0	
Monmouthshire	9%	2	0.4%	6%		0	
Newport	10%	1	0.2%	2%	Y	0	
Cardiff	11%	11	2.4%	11%		0	
Total	20%	466	100%	31%		4	

Sources: Census figures from Office for National Statistics *Official Labour Market Statistics* (<https://www.nomisweb.co.uk/Default.asp>). Other statistics derived from (WAG:2007:Table 10)

Section B Characterization of case study schools

B.1 Case study schools by category

Category 1 Celtic-medium schools

Two schools in urban areas, which are not strongly Celtic language speaking areas represent this category. 1% of people in the Council area in which the Scottish school is situated are Gaelic speakers. 13% of people in the Council area in which the Welsh school is located are Welsh speakers. With regard to the linguistic nature of the school community, 5% of people in the locality of the Scottish school are Gaelic speakers, and 22% of people in the locality of the Welsh school are Welsh speakers.¹⁶ Both schools are ‘designated’ Celtic-medium schools where the Celtic language is the language of the curriculum and the language of the school. [Primary Schools 4 and 7.]

Category 2 Schools in council areas which have bilingual policies

Category 2 is represented by one school in Gwynedd, and two schools in the Western Isles. Both Councils have bilingual education policies, and both Local Authority areas are strongholds of the Celtic Languages: 60% of people in the Western Isles are Gaelic speakers (Census:2001) and 68% of people in Gwynedd are Welsh speakers (Census:2001). With regard to the linguistic dynamics of the communities in which the case study schools exist, 60% of people in the community surrounding Primary school 2, and 61% of people in the locality surrounding Primary school 3 are Gaelic speakers, whilst 82% of residents in the area surrounding Primary School 10 speak Welsh. My expectation had been that all three schools would be dual stream schools, as the Gwynedd school returned both a Welsh First Language and a Welsh Second Language Questionnaire (the latter of which was to be completed by dual stream schools which provide Welsh learners provision to the English-medium stream). However, the Gwynedd school was a wholly Welsh-medium school and the two schools within Comhairle nan Eilean Siar were dual stream schools. [Primary Schools 2, 3 and 10]

Category 3 Dual stream school in a traditionally Celtic language speaking area

Category 3 is represented by two dual stream schools in Local Authority areas that are reasonably strong Celtic language speaking bilingual areas - Highland and Carmarthenshire. 6% of people in Highland Council are Gaelic speakers (Census:2001) and 49% of people in Carmarthenshire are Welsh speakers (Census:2001). The linguistic dynamics of the localities in which the two schools are located are more similar as 34% of people in the community surrounding Primary school 6 speak Gaelic, and 54% of residents who reside in the area surrounding Primary school 9 speak Welsh. [Primary Schools 6 and 9]

¹⁶ Local Council and community level census information was derived from the General Register Office for Scotland (<http://www.scrol.gov.uk/scrol/common/home.jsp>) in the Scottish context and from the Office for National Statistics (<https://www.nomisweb.co.uk/Default.asp>) in the Welsh context. The local community information was based on the ‘Output Area’ in which the school exists. This is the smallest area for which the Census information offices are willing to give local information, and may consist of several postcode areas.

Category 4 Dual stream school in an area which is not as strongly Celtic language speaking as Category 3

Category 4 is represented by two dual stream schools in Local Authority areas that are not as strongly Celtic language speaking as those in Category 3, namely Argyll and Bute and Powys. 5% of people in Argyll and Bute are Gaelic speakers (Census:2001) and 21% of people in Powys are Welsh speakers. With regard to the percentage of Celtic language speakers in the local areas surrounding the case study schools, 3% of people in the area surrounding Primary School 5 speak Gaelic, whilst 18% of the people in the area surrounding Primary School 8 speak Welsh.
[Primary Schools 5 and 8]

Category 5 Dual stream school with no Celtic language provision for the English-medium stream

Category 5 only exists in Scotland. The category does not pertain to Wales as Welsh became a statutory subject for all pupils in Wales at Key Stages 1-3 (between the ages of 5 to 14) in 1990, and this was extended to Key Stage 4 (ages 14-16) in 1999. The Scottish school exists in a predominantly English speaking area, with only 0.31% of Gaelic speakers in the Council area, and no Gaelic speakers recorded as residing in the local area surrounding the school.
[Primary School 1]

B.2 Outline of case study schools – Primary school stage

Upper primary school language provision and Gaelic-English language model¹⁷

Primary School 1

Primary School 1 is a dual stream school. The school's language model was developed by the principal teacher of Gaelic at the primary school:

Purely and simply, it wasn't a school approach probably, it was myself really that decided that would be the best way to do it.

[Te.001.PS01.GM]

The school reports that 60% of teaching time is conducted through the medium of Gaelic in Primary 7. At the Primary 7 level, Gaelic, Environmental Studies, Expressive Arts, Mathematics, Personal and Social Education and Religious and Moral Education are taught predominantly through Gaelic, English is taught equally in Gaelic and in English, and the pupils' Modern Foreign Language is taught wholly through English.

There is some Gaelic learners' provision at the primary school – in Primary 3 and 4, but there is no Gaelic Learners' provision currently available in upper primary.

Primary School 2

Primary School 2 is a dual stream school whose Primary school language model was developed by the Local Authority. 30% of teaching time is conducted through the medium of Gaelic in Primary 7. In Primary 7 Gaelic is taught predominantly through Gaelic, Environmental Studies, Expressive Arts, English, Personal and Social Development and Religious and Moral Education are taught in Gaelic and English equally, and Mathematics and Modern Foreign Languages are taught predominantly through the medium of English.

Gaelic (Learners) is taught at Primary school 2, but no English-medium pupils participated in the study because of the school visit being timetabled against the Primary 7 pupils' trip to visit the secondary school.

Primary School 3

Primary School 3 is a dual stream school whose language model was developed by the Head Teacher/Principal teacher of Gaelic unit/Gaelic teacher of the primary school and the Local Authority.¹⁸ The school conducts 65% of Primary 7 teaching time through the medium of Gaelic. In Primary 7 Gaelic is taught wholly through the medium of Gaelic, Environmental Studies, Expressive Arts, Mathematics, Personal and Social Development and Religious and Moral Education are taught predominantly through the medium of Gaelic, English is taught using Gaelic and English equally and the Modern Foreign Language is taught in English.

¹⁷ The information for the case study school outlines was predominantly derived from schools' responses to the School-level questionnaire. However, supplementary information from teacher interviews and from project research which I conducted during the PhD period has been included where it gives information missing from the questionnaire, or where it clarifies data provided in the questionnaire.

¹⁸ This response was the result of the respondent ticking two categories within the school level questionnaire. [Appendix 3.A.1.2.Q3]

Gaelic (Learners) is taught at this primary school from Primary 1 to 7, with 45 minutes Gaelic input per week at the upper primary stages. The Gaelic-medium and English-medium pupils also get French in Primary 6 and 7, which is delivered through the medium of English.

Primary School 4

Primary School 4 is a wholly Gaelic-medium school whose language model was developed by the Head Teacher/Principal teacher of Gaelic unit/Gaelic teacher of the primary school. 80% of teaching time is conducted through the medium of Gaelic in Primary 7, with Gaelic, Environmental Studies, Expressive Arts, Mathematics, Personal and Social Education and Religious and Moral Education being taught wholly through Gaelic, and English and Modern Foreign Languages being taught predominantly through the medium of English.

There are no English-medium pupils at this school.

Primary School 5

Primary School 5 is a dual stream school whose language model was developed by the Local Authority. The school conducts 50% of teaching time through the medium of Gaelic in Primary 7, and reports that Gaelic is taught wholly through Gaelic in Primary 7 and that Environmental Studies, Expressive Arts, English, Mathematics, Personal and Social Education and Religious and Moral Education are taught predominantly through Gaelic. Gaelic-medium pupils are receive Modern Foreign Language provision at the mid to upper primary school stages.

English-medium pupils are taught Gaelic in the middle Primary, but their Modern Language provision changes to French at the upper primary stage (Primary 6 and 7).

Primary School 6

Primary School 6 is a dual stream school whose language model was developed by the Local Authority. It conducts 80% of teaching time through the medium of Gaelic in Primary 7, and teaches Gaelic wholly through the medium of Gaelic, Environmental Studies, Mathematics, Personal and Social Development and Religious and Moral Education predominantly through the medium of Gaelic, and Expressive Arts and English in Gaelic and English equally. The Gaelic-medium and English-medium pupils were taught French – through the medium of English – in Primary 6, but have not received such Modern Foreign Language provision in Primary 7 due to a lack of staff with the relevant linguistic competence or Modern Languages in the Primary School training.

The English-medium pupils receive Gaelic lessons (totalling 20 to 30 minutes per week) between Primary 1 and Primary 7.

Primary School 7

Primary School 7 is a Welsh-medium school whose language model was determined by a National Level Body. 90% of teaching time is conducted through the medium of Welsh in Year 6. The school teaches all subjects apart from English wholly through Welsh.¹⁹ English is taught predominantly through the medium of English. There are no English-medium pupils at this school.

Primary School 8

Primary School 8 is a dual stream school whose language model was developed by the headteacher/principal teacher of the Welsh stream/a Welsh teacher at the primary school. No response is provided regarding the percentage of teaching time conducted through the medium of Welsh in Year 6, but the respondent reports that all subjects apart from English are taught wholly through the medium of Welsh in Year 6. English is taught wholly through the medium of English. The English-medium pupils receive two sessions of Welsh per week – totalling approximately 90 minutes – from Athrawon Bro teachers. Such Welsh language lessons are provided all through primary school – from reception to Year 6. The English-medium and Welsh-medium pupils receive two afternoons of French lessons at the end of Year 6 as part of their preparation for secondary school.

Primary School 9

Primary School 9 is a dual stream school whose language model was developed by the Local Authority. The respondent reports that 50% of teaching time is conducted through the medium of Welsh at the Year 6 stage for the Celtic-medium pupils. However, the respondent does not detail the proportion of Welsh used to deliver each of the curricular subjects at the Year 6 stage. The English-medium pupils learn Welsh throughout primary school, and receive approximately 80 minutes of input per week, divided into two 40 minute lessons. Neither the English-medium or the Welsh-medium pupils receive Modern Foreign Language provision at the primary school stage.

Primary School 10

Primary School 10 is a Welsh-medium primary school whose language model was developed by the Local Authority. 60% of teaching time is delivered through the medium of Welsh in Year 6. The school teaches Welsh, Design and Technology, Music and Physical Education wholly through the medium of Welsh, Mathematics, Science, History, Geography, Art and Religious Education predominantly through the medium of Welsh, Information Technology equally in Welsh and in English and English predominantly through the medium of English. No information is provided for Personal and Social Education. There are no English-medium pupils at this school.

¹⁹ Thus, Welsh, Maths, Science, Design and Technology, Information Technology, History, Geography, Art, Music, Physical Education, Religious Education, Personal and Social Education are all taught entirely through Welsh.

B.3 Outline of case study schools – Secondary school stage

This appendix outlines the key aspects of the case study secondary schools' provision for the Celtic language, in order that the range of provision encompassed within the case study schools be outlined (for the purposes of evidencing the sampling procedure), and in order that the reader may have a summary to which they may refer in relation to interview and questionnaire data presented in Chapters 5 and 6. Aspects of schools' provision for the Celtic languages will be outlined in more detail in the Presentation of Findings, and will be discussed in the Discussion of Findings: Chapter 7.

Secondary school destination options for pupils from Primary School 1

Secondary school 1 offers Gàidhlig, History, Geography, Modern Studies and Religious Education through the medium of Gaelic. Gaelic-medium pupils must take all five subjects through the medium of Gaelic in Secondary 1 and Secondary 2. However, the social subjects are provided on a 'rotational' basis, with pupils changing topic each term [Te.021.SS01.GM]. Pupils thus receive a total of six periods of Gaelic-medium provision per week. The school teaches the Gaelic-medium pupils Gàidhlig during the Modern Foreign Language periods, and thus Gaelic-medium pupils do not learn French.

The Gaelic-medium providing secondary school is not the usual receiver school for English-medium pupils from the primary school, and thus the Gaelic-medium primary pupils are only eligible to attend the secondary school if they opt to continue with their Gaelic. There is no Gaelic Learners provision at this school.

Secondary School 1 is the sole Gaelic providing secondary school in the council area, and thus pupils' other secondary school options would not provide any Gaelic.

Secondary school destination options for pupils from Primary School 2

Secondary school 2 offers Gàidhlig and History through the medium of Gaelic. Gaelic is also used in Home Economics, Personal and Social Education, Mathematics, and Science, but the extent to which it is incorporated varies, ranging from Home Economics which is conducted bilingually (oracy and literacy) to Mathematics which solely incorporates incidental informal oral Gaelic. It is council policy that all pupils take Gaelic in Secondary 1 and Secondary 2, and it is expected that pupils who attended Gaelic-medium primary education take Gàidhlig (fluent speakers). If pupils opt to enter the Gaelic-medium stream at secondary school - and there is a 'strong expectation' (Te.022) on the part of the school 'that they should' (Te.022) - they must take the Gaelic-medium provision outlined above during Secondary 1 and Secondary 2. The pupils learn another language in addition to Gàidhlig, and may choose between French and Latin.

Pupils have the option of either attending this six year Secondary School from the start of Secondary School, or attending their local 5-14 school, and then transferring to Secondary School 2 in their third year of Secondary school. The local 5-14 schools available to pupils in Primary School 2 provide Gàidhlig (fluent speakers) but do not provide any other subjects through the medium of Gaelic. However, pupils from Primary School 2 can choose to attend Secondary School 3, which provides subjects through the medium of Gaelic in addition to Gàidhlig as a subject (as detailed below.)

Secondary School 2 offers Gaelic Learners' provision to its English-medium pupils, which they are obliged to take in Secondary 1 and Secondary 2.

Secondary school destination options for pupils from Primary School 3

Secondary School 3 is a 5-14 school which offers Gàidhlig and Geography through the medium of Gaelic. Gaelic is also used in the teaching of History, Home Economics and Technical, with oracy being conducted in Gaelic and literacy based work in English for each of these subjects. All pupils must take Gaelic in Secondary 1 and Secondary 2 in this Local Authority Area, and pupils who have been educated through the medium of Gaelic at the primary school stage are expected to study Gàidhlig (fluent speakers). If pupils choose to enter the Gaelic-medium stream at secondary school they must also take the aforementioned Gaelic provision in other subjects during Secondary 1 and Secondary 2. The pupils receive French in addition to Gàidhlig at secondary school.

The pupils at Primary School 3 have the option of either attending this 5-14 Secondary school and then transferring to Secondary School 2 in Secondary 3, or attending Secondary School 2 from the start of Secondary school.

English-medium pupils at Secondary School 3 have to study Gaelic in Secondary 1 and Secondary 2, in accordance with Council Policy.

Secondary school destination options for pupils from Primary School 4

Secondary School 4 offers all secondary school subjects except for French, Technical, Art, Music and Physical Education through the medium of Gaelic. Such subjects are taught using as much Gaelic as the teacher's linguistic competencies permit. Gaelic-medium pupils must take all available subjects through the medium of Gaelic.

There is no Gaelic Learners provision at this school.

Secondary School 4 is the sole Gaelic providing secondary school in the council area, and thus pupils' other secondary school options would not provide any Gaelic.

Secondary school destination options for pupils from Primary School 5

Secondary School 5 offers Gàidhlig through the medium of Gaelic. The school teaches Gàidhlig during the Modern Language periods, and thus Gaelic-medium pupils have to choose between Gàidhlig and French in Secondary 1 and Secondary 2. There is no Gaelic Learners provision at this school.

Secondary school destination options for pupils from Primary School 6

Secondary school 6 offers Gàidhlig, Mathematics, Science, History, Geography, Modern Studies, Home Economics, Personal and Social Education, and Religious and Moral Education through the medium of Gaelic. It is school policy that all pupils take Gaelic in Secondary 1 and Secondary 2, and it is expected that pupils who attended Gaelic-medium primary education take Gàidhlig (fluent speakers). Gaelic-medium primary pupils are expected to enter the Gaelic-medium stream at secondary school. However, although encouraged to take the full range of Gaelic provision outlined above during Secondary 1 and Secondary 2, pupils can opt to do subjects through the medium of English on a subject by subject basis, in negotiation with the school. Gaelic-medium pupils receive French in addition to Gàidhlig. This is the only secondary school available to the pupils.

English-medium pupils attending Secondary School 6 must study Gaelic (learners) and a Modern Foreign Language during the first two years of secondary school, in accordance with school policy.

Secondary school destination options for pupils from Primary School 7

Secondary School 7.1 is a designated Welsh-medium secondary school where all subjects - except for English and French – are delivered through the medium of Welsh. Pupils must take all available subjects through the medium of Welsh. There is no Welsh Second Language (learners) provision at this school.

This is the expected secondary school for pupils from Primary School 7, but pupils may opt to transfer to Secondary School 7.2, a Welsh-medium school in a neighbouring local authority, or to Secondary School 7.3, an English-medium school in the neighbouring local authority.

Secondary School 7.2 provides every subject except English through the medium of Welsh. Pupils have a choice of medium of instruction with regard to two subjects – Mathematics and Science, which they can opt to study through the medium of Welsh or English. The pupils also learn French. There is no Welsh Second Language provision at this school.

Secondary School 7.3 is an English-medium school. The school's sole Welsh provision is Welsh for Second Language speakers. Thus, if a Welsh-medium pupil from Primary School 7 transfers to this secondary school, they study Welsh for Second Language Speakers.

Secondary school destination options for pupils from Primary School 8

Secondary School 8 is a dual stream school which offers Welsh First Language, Science, Geography, History, Religious Education, Art and Design, Information, Communication Technology, Literacy and Music through the medium of Welsh. The Welsh-medium primary pupils are expected to take Welsh First Language classes, but have the choice of entering the Welsh-medium or the English-medium stream. Welsh-medium secondary pupils must study all of the aforementioned subjects through the medium of Welsh. All pupils receive French in addition to Welsh. Secondary School 8 is the designated Welsh-medium providing secondary school for pupils in the area, and thus is the expected secondary school for Welsh-medium pupils from Primary School 8. The alternative secondary school solely provides Welsh for Second Language Speakers.

Secondary School 8 offers Welsh for Second Language Speakers to its English-medium pupils. English-medium pupils with strong Welsh language abilities or a propensity for language learning are mixed with the Welsh-medium stream for some classes, and thus receive bilingual input in Design Technology, Physical Education, Art and Music.

Secondary school destination options for pupils from Primary School 9

Pupils from Primary School 9 have a choice of two secondary schools – Secondary School 9.1 which is a dual stream school and Secondary School 9.2 which is a bilingual school. The Welsh-medium primary pupils additionally have the option of

Secondary School 9.3, a Welsh-medium school in which all subjects are available through the medium of Welsh, and in which pupils have a choice regarding the medium of instruction of Mathematics and Science.

Secondary School 9.1 is a dual stream school. Pupils who have received a Welsh-medium primary education are automatically placed in the Welsh stream at secondary school and receive Welsh for First Language Speakers and bilingual instruction for ‘practical subjects’ [Te.039.SS9.1] namely Music, Drama, Design Technology and Physical Education. Welsh-medium primary pupils would only be granted admission into the English-medium stream at the insistence of their parents. Pupils in the Welsh-medium stream at Secondary School 9.1 additionally have the option to do History, Geography, Religious Education and Mathematics through the medium of Welsh, and may make the decision regarding the medium of instruction of these subjects on a subject by subject basis.

Pupils from English-medium primary schools are taught Welsh as a Second Language at Secondary School to the age of 16 at Secondary School 9.1, in accordance with National Policy. All pupils receive French in addition to Welsh.

Secondary School 9.2 is a bilingual secondary school, in which Welsh speaking pupils have two options. Pupils may opt to study 40% of their curriculum through the medium of Welsh – mostly practical subjects such as Art, Technology, Physical Education and Drama, or to study 60% of their curriculum through the medium of Welsh, which would additionally include Welsh-medium Geography, History and Religious Education. English, Mathematics and Science would be taught through the medium of English.

The English-medium stream at Secondary School 9.2 study Welsh for Second Language Speakers.

Secondary School 9.4 is an English-medium school which solely provides Welsh for Second Language Speakers. This was a preferred placement for one Celtic-medium primary pupil in my sample.

Secondary school destination options for pupils from Primary School 10

Secondary School 10.1 is the typical secondary school destination for pupils at Primary School 10. The linguistic nature of pupils’ secondary school provision is determined by the language category which they are allocated at the end of primary school. Category A pupils are fluently bilingual in both languages, Category B pupils are stronger in Welsh than in English, C1 and C2 pupils are English dominant, but whilst C1 pupils’ English is a little stronger than their Welsh, C2 pupils’ English is much stronger than their Welsh; these pupils typically have Welsh as a second language. Category F pupils are pupils with additional support/learning needs.

Secondary school 10.1 teaches every subject through the medium of Welsh (with the exception of English as a subject), and this is the provision followed by Category A pupils. Category B pupils undertake modules in their target language (English), and will study a three or four week block of history or science through the medium of English during the school year. Pupils in the C2 category, whose Welsh is much weaker than their English, take approximately 30% of their subjects through the

medium of Welsh, with support provided for the pupils' Welsh learning and a particular focus on the development of Welsh oracy. Pupils in the C2 category have the option to attend a six or seven week intensive Welsh course during Year 7.

Secondary School 10.2 is a Welsh-medium secondary school which teaches all subjects except English through the medium of Welsh. Pupils are categorised into the same four linguistic categories outlined for Secondary School 10.1 above, outlined in Secondary School 10.2's prospectus as:

- Category A** Pupils with the skills expected of a pupil of that age in both Welsh and English.
- Category B** Pupils with the skills expected of a pupil of that age in Welsh but whose English needs some improvement.
- Category C1** Pupils with the skills expected of a pupil of that age in English but whose Welsh needs some improvement.
- Category C2** Pupils with the skills expected of a pupil of that age in English but whose Welsh is limited.

The standard school provision is to teach history, geography, Religious Education, music, art, technology, mathematics, French, Physical Education and Personal Education through the medium of Welsh, and to teach science and Information Technology bilingually. Pupils' needs are accommodated as a variation on the standard provision as required. Amendments to the provision to accommodate the needs of those pupils not in Category A involve: teaching Personal Education through the medium of English to Category B pupils, providing support for C1 and C2 pupils within the context of the Welsh medium classroom – by means of putting all C1 and C2 pupils in a class where the teacher will deliver content bilingually. Category C pupils will do most of their written work in English.

All pupils (in Secondary Schools 10.1 and 10.2) are expected to follow the Welsh First Language course in Year 7 unless they are newcomers (that is to say they arrive in Gwynedd in Years 7, 8 or 9) or if they are Second Language learners who are still at Level 1 or 2 in Welsh Fluent Speakers by the end of Year 6.

B.4 Assessment of primary-secondary Celtic language liaison

The perceived strength of the primary school's relationship with the secondary school regarding the Celtic language was assessed on a five point scale ranging from Excellent to Poor. [Appendix 3,A.1.2.Q16, A.2.2.Q17] The range of responses represented by the case study schools is outlined, before the variety of responses returned by all respondents to the school level questionnaire is presented. The purpose of such a comparison is to show that the schools that were selected to be case studies are broadly typical of the range of responses found in the relevant national sample of providers of Celtic-medium education. The selection of English-medium streams was determined by the prior selection of schools with Celtic-medium provision, as discussed in Section 4.3.3.1. As the English-medium questionnaire data did not constitute part of the school sampling criteria, data from the English-medium questionnaires is not here presented.

Celtic-medium responses

With regard to the case study schools, the responses to the question: 'How would you classify your relationship with this secondary school with regard to Gaelic/Welsh?' ranged from 'excellent' to 'poor' in the Scottish context, with one case study school classifying their relationship with the secondary school as 'excellent,' one as 'very good,' one as 'good,' one as 'fair' and one as 'poor.' The question was not applicable for the remaining Scottish case study school as the first Gaelic-medium primary pupils were yet to transfer to secondary school. The Welsh case study schools were less varied in this respect, with two of the four schools classifying their relationship with the secondary school in relation to Welsh as 'excellent' and one perceiving it to be 'very good.' The fourth case study school did not provide an answer to this questionnaire question.

Such differences between the case study schools in this regard are indicative of a wider set of perceptions in the Celtic-medium questionnaire responses as a whole – where all 14 of the Welsh-medium primary respondents described their relationship with the secondary school in relation to the Celtic Language as 'excellent' or 'very good,' whereas only 15 of the 31 Gaelic-medium respondents chose these options, with the remainder spread across the options 'good' (11 respondents), 'fair' (3 respondents) and 'poor' (2 respondents).

B.5 Perceived effectiveness of primary-secondary transition strategies and current provision in facilitating continuity and progression in Celtic language and in other continuing subjects

The respondents were asked to rate the effectiveness of existing primary-secondary school transition strategies and secondary school provision on a five point scale ranging from 1 = extremely effective to 5 = ineffective.

[Appendix 3,A.1.2. Q15, A.2.2. Q16] For the purposes of this case outline 1 will be interpreted as 'extremely effective,' 2 as 'very effective,' 3 as 'effective,' 4 as 'partially effective' and 5 as 'ineffective.' In each instance, the range of responses represented by the case study schools is outlined, before the variety of responses returned by all respondents to the school level questionnaire is presented in a graph. The purpose of doing this is to show that the schools that were selected to be case studies are broadly typical of the range of responses found in the relevant national sample of providers of Celtic-medium education. The selection of English-medium streams was determined by the prior selection of schools with Celtic-medium provision, as discussed in Section 4.3.3.1, and thus data from the English-medium questionnaires is not here presented.

Interestingly, the three case study respondents who perceived all aspects of their primary-secondary transition to be 'extremely effective' represented Celtic-medium primary schools which fed into Celtic-medium secondary schools. Another key point of note is that all case study respondents perceived the effectiveness of primary-secondary transition strategies with regard to the Celtic language to be as effective as those pertaining to other curricular subjects.

Celtic-medium pupils

(1) A smooth transition for pupils in terms of the personal and social dimensions

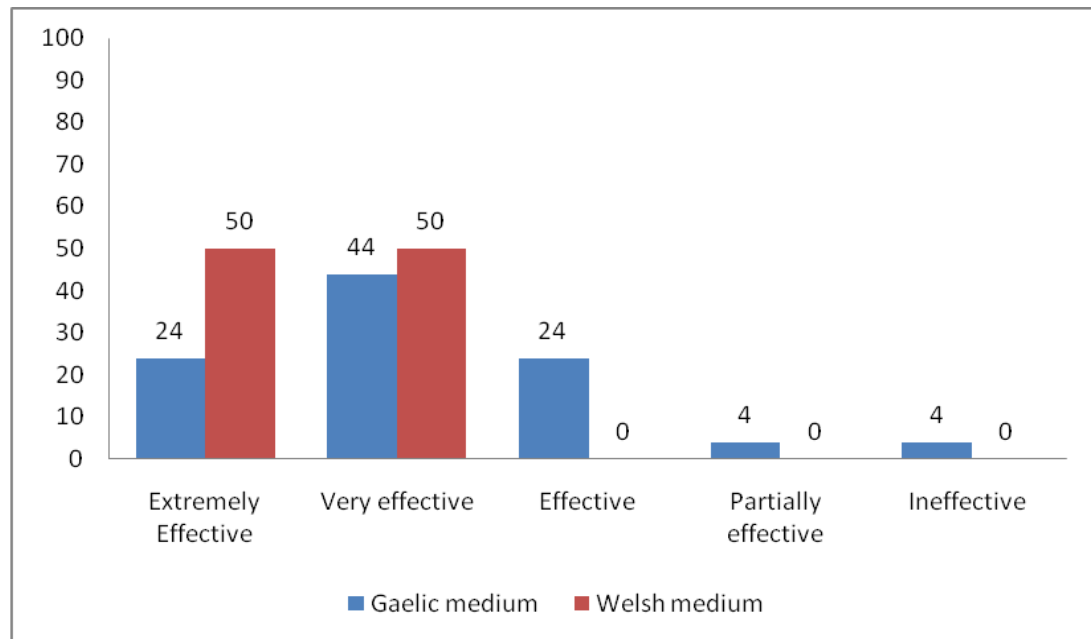
Case Study Schools

Three of the four Welsh-medium case study primary providers perceived their transition strategies to be 'extremely effective' at ensuring a smooth transition for pupils in terms of the personal and social dimensions, with the fourth assessing this as 'very effective.' The Scottish case study schools were slightly less confident in this regard, with 2 schools perceiving their strategies to be 'very effective' and two assessing them as 'effective.' Of the two remaining Scottish schools, one did not provide an answer to this question, and there is one school for whom none of the questions presented in (1) - (5) were applicable, as the 2006-2007 Primary 7 cohort were the first to transfer to secondary school.²⁰ In this, and in all following respects, the case-study schools were broadly typical of the relevant national response. This is exemplified in relation to the perceived effectiveness of primary-secondary transition strategies in facilitating a smooth progression in terms of personal and social aspects in Figure B.5.1, where we can see that the Celtic-medium schools cluster towards the 'effective' end of the graph, and that the assessment is even more positive among Welsh-medium than among Gaelic-medium schools.

²⁰ Thus data for only five Scottish case study schools is presented in each instance.

Figure B.5.1 Celtic-medium questionnaire respondents' perceptions of the extent to which pupils have a smooth transition in terms of the personal and social dimensions

% distribution within each respondent group



n (Gaelic-medium) = 25

n (Welsh-medium) = 14

(2) Continuity of curricular content

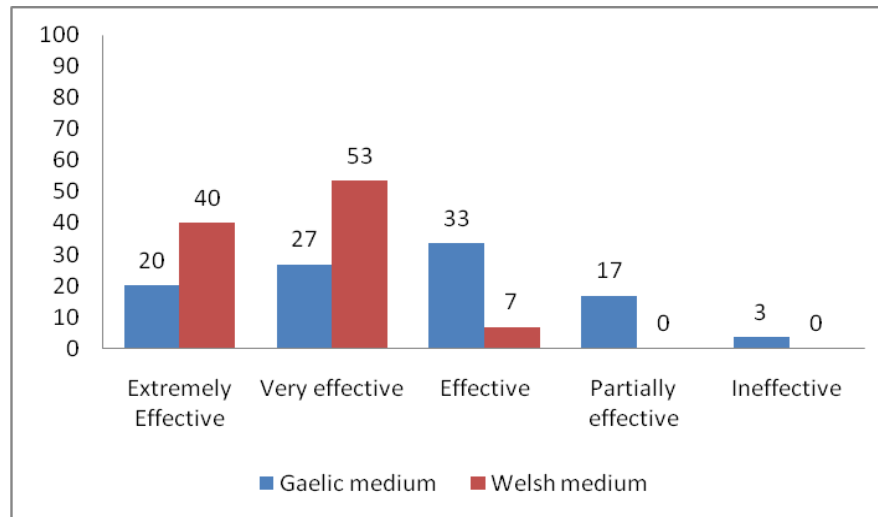
(2.1) Continuity of curricular content in Celtic Language & (2.2) Continuity of curricular content in other continuing subjects

Case Study Schools

The Welsh-medium primary providers were also confident about the efficacy of their primary-secondary transition strategies and Welsh provision in terms of facilitating continuity of curricular content in the Celtic Language and in other continuing subjects. Indeed, two schools deemed their provision to be ‘extremely effective’ in both regards, and two assessed theirs to be ‘very effective.’ The Gaelic-medium primary providers were more varied in their assessments, with one school perceiving their strategies regarding continuity of curricular content in Gaelic, and in other continuing subjects, to be ‘extremely effective,’ one perceiving them to be ‘very effective’ and three respondents choosing the middle category and assessing their strategies as ‘effective.’ Figures B.5.2.1 and B.5.3.1 show that the pattern of perceived effectiveness of primary-secondary transition strategies and linguistic provision in facilitating continuity of curricular content in the Celtic Language and in other continuing subjects returned by the case-study schools broadly reflects that of the national questionnaire sample:

Figure B.5.2 Celtic-medium questionnaire respondents’ perceptions of the extent to which there is continuity of curricular content in the Celtic language between primary and secondary school

% distribution within each respondent group

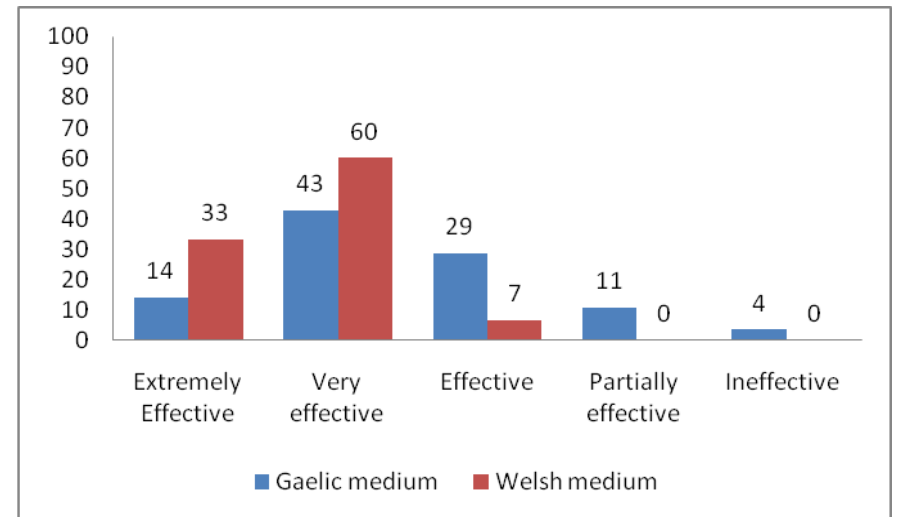


n (Gaelic-medium) = 30

n (Welsh-medium) = 15

Figure B.5.3 Celtic-medium questionnaire respondents’ perceptions of the extent to which there is continuity of curricular content in other continuing subjects between primary and secondary school

% distribution within each respondent group



n (Gaelic-medium) = 28

n (Welsh-medium) = 15

(3) Curricular progression

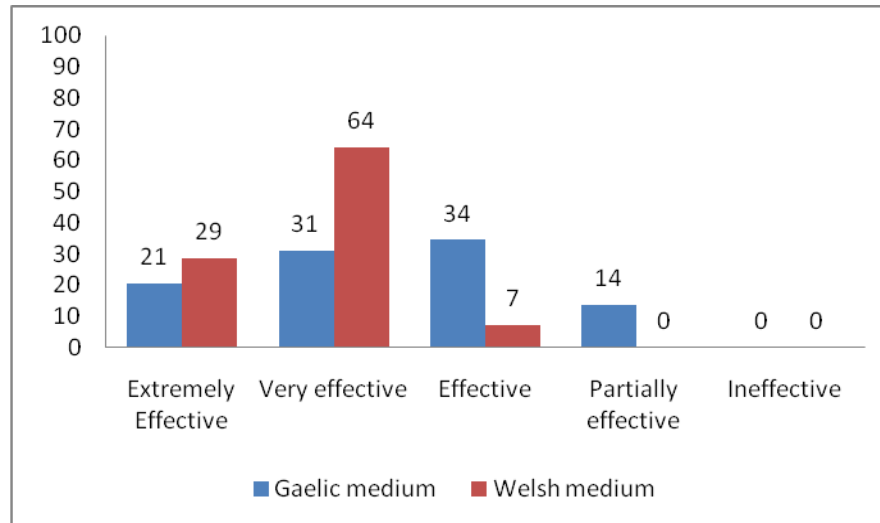
(3.1) Curricular progression in Celtic language & (3.2) Curricular progression in other continuing subjects

Case Study Schools

The patterns of response for curricular *progression* were identical to those outlined in (2) for curricular continuity, save that one Welsh-medium primary provider, who had assessed curricular continuity as ‘very effective’ did not provide an answer to this question. The case study school respondents were, once more, similar to the questionnaire respondents from each national context:

Figure B.5.4 Celtic-medium questionnaire respondents' perceptions of the extent to which there is curricular progression in the Celtic language between primary and secondary school

% distribution within each respondent group

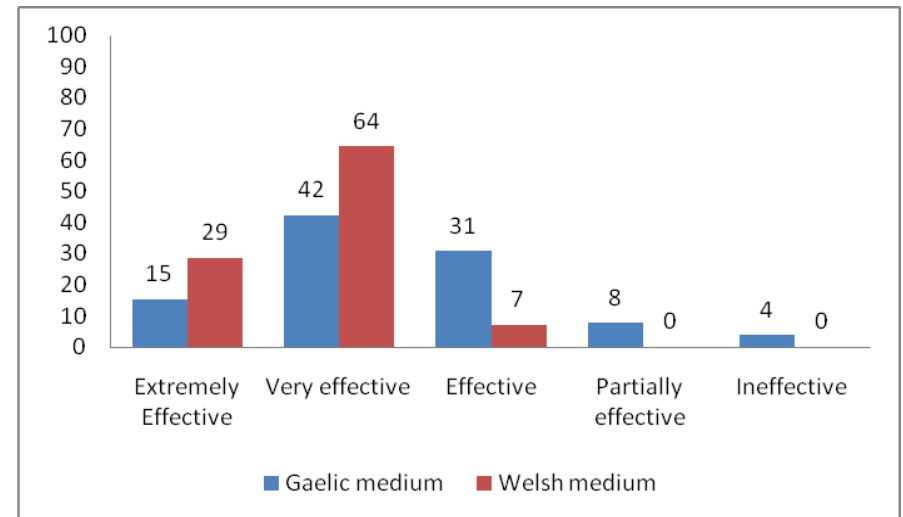


n (Gaelic-medium) = 29

n (Welsh-medium) = 14

Figure B.5.5 Celtic-medium questionnaire respondents' perceptions of the extent to which there is curricular progression in the other continuing subjects between primary and secondary school

% distribution within each respondent group



n (Gaelic-medium) = 26

n (Welsh-medium) = 14

(4) Continuity with regard to methods of learning and teaching

(4.1) Continuity with regard to methods of learning and teaching in the Celtic Language & (4.2) Continuity with regard to methods of learning and teaching in other continuing subjects

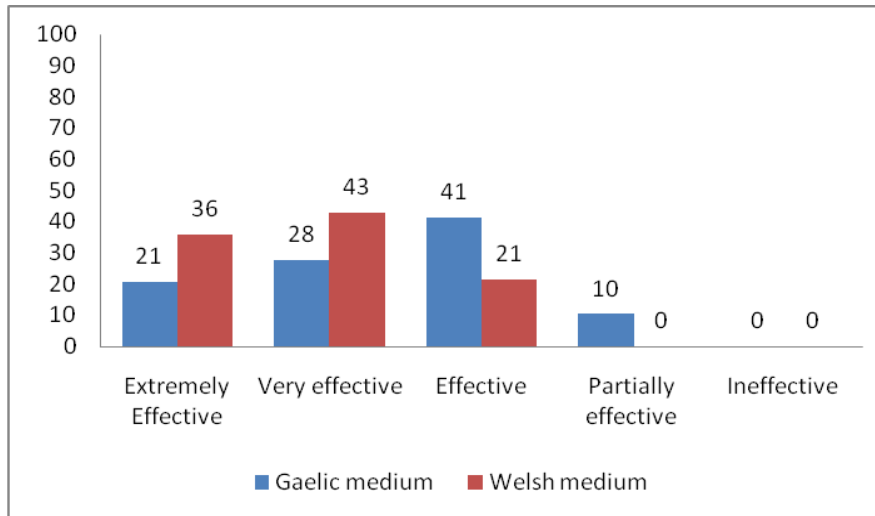
Case Study schools:

The Welsh case study school responses regarding continuity with regard to methods of learning and teaching of the Celtic language, and of other continuing subjects, were the same as for curricular progression in (3) above - namely two schools perceived the strategies and provision to be 'extremely effective,' one perceived them to be 'very effective,' and one school did not provide an answer to this question.

The Scottish case study schools' responses differed from those outlined for continuity of curricular content, and for curricular progression, as one school perceived their provision to be 'very effective' with regard to methods of learning and teaching the Celtic Language and other continuing subjects, where they had perceived it only to be 'effective' with regard to the curricular variables. Thus, whilst one school perceived their strategies to be 'extremely effective' in facilitating continuity with regard to the Celtic language and other continuing subjects, two schools perceived theirs to be 'very effective' and two 'effective.'

Figure B.5.6 Celtic-medium questionnaire respondents' perceptions of the extent to which there is continuity with regard to methods of learning and teaching in the Celtic language

% distribution within each respondent group

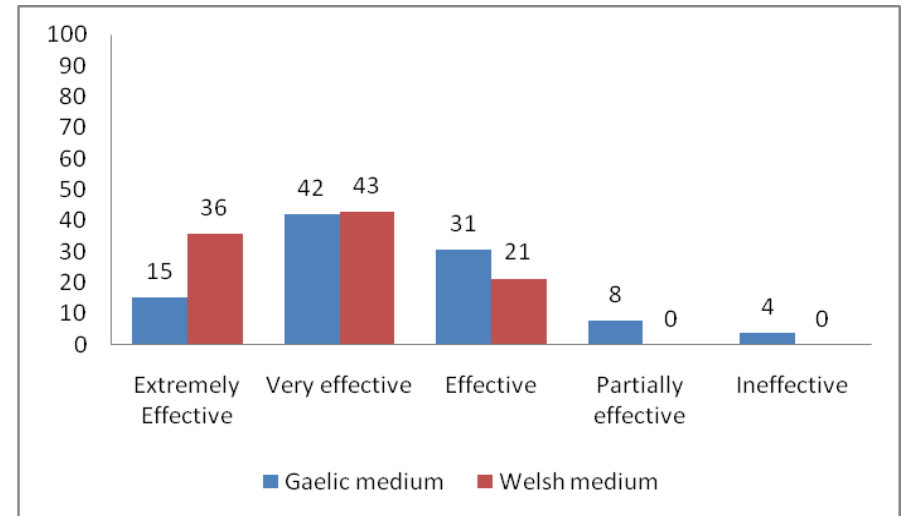


n (Gaelic-medium) = 29

n (Welsh-medium) = 14

Figure B.5.7 Celtic-medium questionnaire respondents' perceptions of the extent to which there is continuity with regard to methods of learning and teaching in other continuing subjects

% distribution within each respondent group



n (Gaelic-medium) = 27

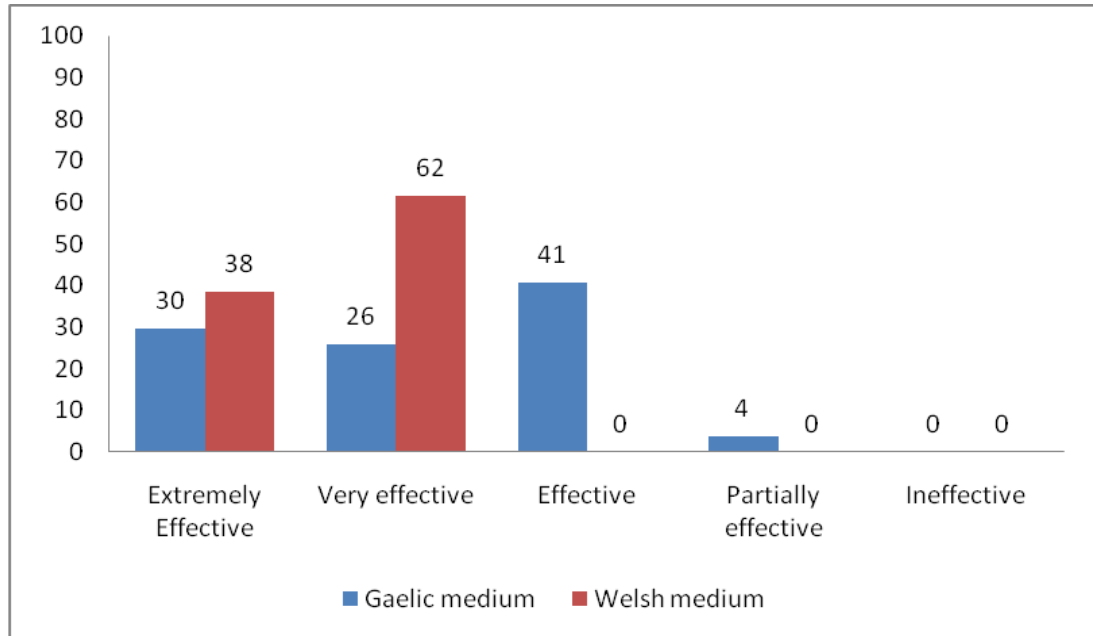
n (Welsh-medium) = 53

(5) Appropriate language support (in either Celtic Language or English) to enable Celtic-medium primary pupils to access the secondary curriculum

Case study schools:

The Welsh-medium schools were confident with regard to the provision of appropriate language support for Celtic-medium pupils in primary-secondary transition, with 2 schools deeming this to be ‘extremely effective,’ one assessing it to be ‘very effective,’ and one school not providing an answer to this question. In the Scottish context, one school judged their provision for this to be ‘extremely effective,’ one to be ‘very effective,’ two to be ‘effective,’ and one school did not provide an answer to this question. It is worthy of note, however, that the three schools who reported their primary-secondary transition strategies and linguistic provision to be ‘extremely effective’ are Celtic-medium primary schools from where the children proceed to Celtic-medium secondary schools; hence the transfer of these pupils is marked by linguistic continuity rather than disjunction, and thus it is perhaps the provision that reduces or precludes a linguistic transition, rather than particularly effective strategies of linguistic support.

Figure B.5.8 Celtic-medium questionnaire respondents' perceptions of the extent to which pupils receive appropriate language support in the transition to secondary school
% distribution within each respondent group



n (Gaelic-medium) = 27

n (Welsh-medium) = 13

Section C Ethics

C.1 Research Conduct Welsh-medium secondary pupil, with Additional Support Needs

- INT And you've said that learning Welsh at secondary school has been excellent for you.
- RES Yeah.
- INT Why has it been excellent do you think? Why has it been excellent at secondary school?
- RES Because I'm working [inaudible]...
- INT Right your experience
- RES Just it's better than...
- INT It's better than at primary.
- RES Yeah.
- INT Okay doke. Well I've only got another one, two, three, four, five questions. But it's up to you whether you want to do the five questions or now or if you want to do them tomorrow morning.
- RES What questions are they?
- INT They are questions, all I would be asking you is why you think you are better in English than in Welsh at reading and writing and listening than Welsh.
- RES Yeah.
- INT And then I would be asking you about what you think about everybody in Wales having to learn Welsh from when they are five to sixteen.
- RES Yeah.
- INT And then I'd be asking you what you think you will do with Welsh in your future really. Are they okay to ask you now or would you prefer to answer tomorrow?
- RES Tomorrow.
- INT Tomorrow, okay that's no problem at all.

[Pu.052.SS10.WM]

Section D Characterization of Celtic-medium pupil sample

D.1 Pupil participation by school/distribution of pupils across school categories

Context	Primary School Number	School Category	CM Pupils in sample
Scotland	01	5	2
Scotland	02	2	6
Scotland	03	2	4
Scotland	04	1	11
Scotland	05	4	4
Scotland	06	3	1
Total			28

Context	Primary School Number	School Category	CM Pupils in sample
Wales	07	1	23
Wales	08	4	8
Wales	09	3	11
Wales	10	2	15
Total			57

D.2 Celtic-medium parental participation rate by school

Primary School Number	School Category	GM Pupils in sample	Number of parental interviews conducted	Participation rate
01	5	2	2	100%
02	2	6	4	67%
03	2	4	3	75%
04	1	11	9	82%
05	4	4	4	100%
06	3	1	1	100%
Total (Scotland)		28	23	82%

Primary School Number	School category	WM Pupils in sample	Number of parental interviews conducted ²¹	Participation rate
07	1	23	12	52%
08	4	8	6	75%
09	3	11	8	73%
10	2	15	14	93%
Total (Wales)		57	40	70%

²¹ A total of 25 parents of Gaelic-medium pupils and 49 parents of Welsh-medium pupils expressed willingness to be contacted for an interview in connection with the research, and provided a telephone number for this purpose. Interviews were conducted with 23 of 25 (92%) of the potential Gaelic-medium parents, and with 40 of 49 (82%) of the potential Welsh-medium parental respondents. Respondents having provided an incorrect number or being un-contactable by phone at their preferred time were the primary reasons for non-conduction of interviews.

D.3 English-medium parental participation rate by school

Primary School Number	EM Pupils in sample	Number of parental interviews conducted	Participation rate
PS03	1	1	100%
PS05	11	5	45%
PS06	5	1	20%
Total (Scotland)	17	7	41%

Primary School Number	EM Pupils in sample	Number of parental interviews conducted ²²	Participation rate
PS08	16	9	56%
PS09	18	8	44%
Total (Wales)	34	17	50%

²² Telephone interviews were conducted with all 7 parents of English-medium Scotland pupils who had provided contact details, and with 17 of the 21 (81%) English-medium Wales parental respondents who had expressed a willingness to be contacted for an interview in connection with the research.

Section E Timetable

E.1 Timetable of data collection

June 2006		Scottish Primary pilot study
26 th	June	Pilot Primary School Visit (Dual-stream school)
July 2006		Welsh Primary pilot study
19 th	July	Pilot Primary School Visit (English-medium school)
20 th	July	Pilot Primary School Visit (Welsh-medium school)
February 2007		Distribution of School Level Questionnaire.
June 2007		Scottish primary school visits (main study)
11 th	June	Primary School 1
12 th	June	Primary School 2
27 th - 28 th	June	Primary School 3
18 th - 20 th	June	Primary School 4
7 th - 8 th	June	Primary School 5
25 th - 26 th	June	Primary School 6
July 2007		Welsh primary school visits (main study)
2 nd - 4 th	July	Primary School 7
5 th -6 th & 9 th	July	Primary School 8
11 th - 13 th	July	Primary School 9
16 th & 18 th	July	Primary School 10
October 2007		Secondary school pilot study visits (Scotland & EM Wales)
12 th	October	Pilot Secondary School Visit (English-medium school, with Gàidhlig as a subject for Gaelic-medium primary pupils and no Gaelic provision for English-medium primary pupils.)
15 th -17 th	October	Pilot Secondary School Visit (English-medium school with Welsh Second Language provision)
November 2007		Secondary School pilot study visit (WM Wales)
26 th -28 th	November	Pilot Secondary School Visit (Welsh-medium school)

Jan-Feb 2008

14 th	January	Secondary School 1
21 st & 22 nd	January	Secondary School 2
23 rd	January	Secondary School 3
1 st , 4 th & 5 th	February	Secondary School 4
28 th & 29 th	January	Secondary School 5
16 th & 17 th	January	Secondary School 6

Secondary School Scottish school visits

March-April 2008

3 rd - 5 th	March	Secondary School 7.1
28 th	April	Secondary School 7.2
6 th	March	Secondary School 7.3
14 th - 17 th	April	Secondary School 8
9 th - 10 th	April	Secondary School 9.1
8 th	April	Secondary School 9.2
29 th	April	Secondary School 9.4
21 st - 23 rd	April	Secondary School 10.1
24 th	April	Secondary School 10.2

Secondary School Welsh school visits²³

May 2008

27th - 28th May

School visit to increase English-medium Scotland pupil sample (Primary school stage)

Re-visit to Primary School 5

November 2008

24th - 25th November

School visit to increase English-medium Scotland pupil sample (Secondary school stage)

Follow up Secondary school visit -
Secondary School 5.

²³ Secondary School 9.3 was not visited as no pupil opted to attend this school. It has a number as it was often referred to in pupil interviews.

Appendix 5 Data Management and Analysis

Section A Data Management – Qualitative Data

A.1 Respondent Sub-Groups

Respondent ‘sub-groups’ were created as a combination of respondent type, medium of instruction and school stage. There were a total of 20 respondent sub-groups, and thus 20 sets: 12 at the Primary School stage and 8 at the secondary school stage.

School Stage	Respondent Type	Medium of Instruction	Context	Respondent Sub-Group
Primary School Stage	Pupils	Celtic-medium	Scotland	Gaelic-medium primary pupils
			Wales	Welsh-medium primary pupils
		English-medium	Scotland	English-medium Scotland primary pupils
			Wales	English-medium Wales primary pupils
	Parents	Celtic-medium	Scotland	Parents of Gaelic-medium pupils
			Wales	Parents of Welsh-medium pupils
		English-medium	Scotland	Parents of English-medium Scotland pupils
			Wales	Parents of English-medium Wales pupils
	Teachers	Celtic-medium	Scotland	Teachers of Gaelic-medium primary pupils
			Wales	Teachers of Welsh-medium primary pupils
		English-medium	Scotland	Teachers of English-medium Scotland primary pupils
			Wales	Teachers of English-medium Wales primary pupils
Secondary School Stage	Pupils	Celtic-medium	Scotland	Gaelic-medium secondary pupils
			Wales	Welsh-medium secondary pupils
		English-medium	Scotland	English-medium Scotland secondary pupils
			Wales	English-medium Wales secondary pupils
	Teachers	Celtic-medium	Scotland	Secondary Gaelic Teachers
			Wales	Secondary Welsh Teachers
		English-medium	Scotland	Transition teachers in Scotland
			Wales	Transition teachers in Wales

A.2 Attributes

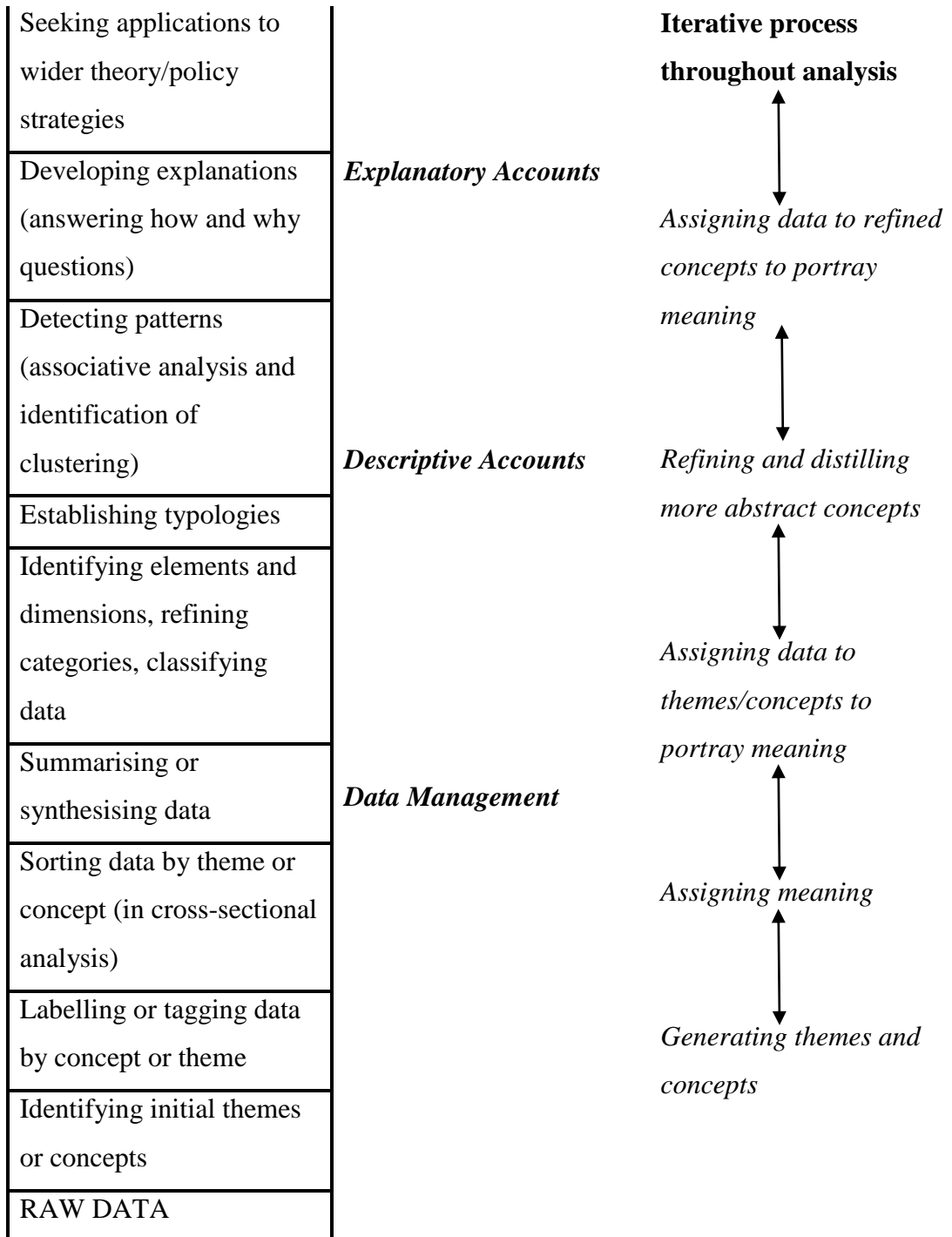
Each interview transcript was categorised by eleven attributes:

Attribute number	Attribute	Variables
1	Country	Scotland
		Wales
2	Gender	Male
		Female
3	Local Authority	Local Authorities 1 to 10
4	Primary School Number	Primary schools 1 to 10
5	Respondent type	Pupil
		Parent
		Teacher
6	School stage	Primary
		Secondary

Attribute number	Attribute	Variables
7	Secondary school number	Secondary Schools 1 to 10
8	Teaching medium Primary School	Gaelic-medium
		Welsh-medium
		English-medium Scotland
		English-medium Wales
		GM then EMS
	WM then EMW	
9	Teaching medium Secondary School	Gàidhlig
		Gaelic
		Welsh First Language
		Welsh Second Language
10	Late Starter	In case study primary school at start of primary
		Joined case study primary later than Primary 1/Reception
11	Case group	An attribute which enabled the data pertinent to one pupil to be grouped by means of the primary school level pupil interview, the secondary school level pupil interview, and the parental interview all being allocated the same case group code.

Section B Framework Analysis Stage 1 – Familiarization

B.1 The Analytic Hierarchy



(Spencer, Ritchie and O'Connor 2003: 212)

B.2 Initial Overview Framework (examples of primary and secondary school pupil data)²⁴

Background information

Pupil Level Variables				
Primary School Pupil	Respondent type	Pr Med	Respondent's Gender	Started GME
Pu.001.PS01.GM.	Pupil	GM	Female	Nursery

Primary School Level Pupil Questionnaire information

Always at case study primary school? If no, Primary/Year started at this school.	First Language	Does anyone in family speak Gaelic/Welsh?	Language use in primary school (Output) (Q4)	Language use in Primary school (Input) (Q5)
Yes	English	No	<p>At home: Father/Mother/Brothers or Sisters - Always/Almost always in English.</p> <p>In the Gaelic Classroom: Other pupils - Gaelic and English equally. Teachers - always/almost always in Gaelic.</p> <p>In the School: Other pupils: always/almost always English, Teachers: always/almost always Gaelic. Outside of school: Friends - always/almost always English, Adults (e.g. neighbours) - Gaelic and English equally.</p>	<p>At home: Father/Mother - Always/almost always in English. Brother - in English more often than Gaelic.</p> <p>In the Gaelic Classroom: Other pupils - Gaelic and English equally. Teachers - Always/almost always in Gaelic.</p> <p>In the school: Other pupils - always/almost always in English, Teachers - In English more often than Gaelic. Outside of school: Friends - always/almost always Gaelic. Adults - always/almost always English.</p>

²⁴ The detailed School level data incorporated into the Initial Overview Framework is not here detailed, as its presentation may compromise the anonymity of the school, and of the pupil here presented.

Activities out of school that involve Gaelic (Q6)	Perception of linguistic ability (Qs7&8)	Knowledge of subjects secondary school teaches in Gaelic (Q9b)	Intention to continue with Gaelic next year? (Q10)	Intention to take other subjects through Gaelic next year? (Q11)	How pupil would like to be taught in S1 (Q12)
Goes to the Mod. Watches De a Nis?	<p>Gaelic - understanding (good), speaking (very good), reading (ok), writing (good.)</p> <p>English - understanding (very good), speaking (very good), reading (very good), writing (very good.)</p> <p>Comparison of languages - reading (better in English than Gaelic), writing (about the same in Gaelic and English), talking (better in English than in Gaelic), listening (about the same in Gaelic and in English.)</p>	I don't know	Yes	Yes - maths, Gaelic	<p>Always/almost always in Gaelic - Gaelic.</p> <p>Gaelic and English equally - History, Mathematics, Biology, Chemistry, Art, CDT, HE, ICT, Music, PE, RME. Always/almost always in English - English, MFL, Geography, Modern Studies, Physics, Business Studies, PSE.</p>

Interview Prior to induction day? Y/N	Siblings? (If yes, older/younger?) Are/were they at CME primary too?			
Yes	Y. Younger. GME.			

Primary School Interview Sections 1 and 3

Section 1 Gaelic provision received at primary school

What has Gaelic-medium education at primary school been like for you? (Q1)	What has been the best thing about learning Gaelic at primary school do you think? (Q2a)	Is there anything that you would change about learning Gaelic at primary school if you could? (Q2b)	Overall, how would you rate your experience of Gaelic-medium primary education? Excellent Very Good Good Not very good Poor. Why? (Q3)
<p>1. She found it 'fun' talking to her brother in Gaelic, and 'reading his books with him when he was doing Gaelic.' 2. For herself, GME has been 'fun' 'I like learning new things' 'I like it when we're talking' She finds it 'funny' when her teacher code mixes English and Gaelic by accident when doing an English story 'we're going to write a story an-diugh' 'so we have a laugh in the class sometimes.'</p>	<p>That I can carry it on all through my life I think so that I've got like a second language.'</p>	<p>Not really no...cos I really like it, it's fun.'</p>	<p>Very good. 'Because...it's not excellent because I've had like my ups and downs when I've got stuck and stuff and it's hard, but 'very good' because I think some of it's quite easy and some of it's quite hard and it's just in between.'</p>
<p><i>1. Respondent enjoyed engaging with her brother in Gaelic. She would have been the only one able to do this as her family don't speak Gaelic. 2. Fun/enjoyment at being in GME, fun learning new things, fun talking Gaelic. Have a laugh in the class sometimes - at code mixing, or informality in Gaelic classrooms (theme), closer relationship between teacher and pupil?</i></p>			

Section 3 The extent to which the pupil intends to take Gaelic at Secondary School and why

<p>Pupils intentions regarding Gaelic as a subject in S1. (a) whether they intend to take Gaelic in S1 (b) whether they intend to take Gaidhlig or Gaelic (c) did they have a choice regarding Gaelic in S1? How do they feel about this? (Q7)</p>	<p>(a) Pupil's intentions regarding taking subjects other than Gaelic through the medium of Gaelic in S1. (b)Why have you decided to take these subjects through the medium of Gaelic? (c) Why have you chosen to study these subjects through the medium of English (rather than through Gaelic)? (Q8)</p>	<p>Have you been given any information or advice about keeping on going with your Gaelic at secondary school/what subjects to study through Gaelic at secondary school? If so, Who gave the advice concerning the continuation of Gaelic at secondary school? (school/parents/friends) What was the nature of the advice? When and where were you given this advice? (Q9)</p>	<p>When it came/comes to making the decision about what subjects you are going to study through Gaelic and English at secondary school, what people and things influenced/would influence you? (Q10)</p>
<p>(a) 'Yep' [decisively said] she's going to keep going with Gaelic next year. (b) I suggested she'd be doing Gaelic for fluent speakers when she was hesitant and unsure if she'd be doing Gaelic for fluent speakers or for learners. She responded: 'Aye, cos I've been doing it for seven years now so' (c) Yes, they get to choose regarding Gaelic in S1 she thinks. She's choosing to continue with it 'because I enjoy it and it's good to learn a second language so you can carry on through your lives and stuff.'</p>	<p>(a) maths (b) (c) 'because I think that when you're doing maths it's good to understand it in English and in Gaelic, Because we've got English textbooks at the moment and I don't know a lot of Gaelic words for maths, so...I thought I would try that maybe...so that I could get better at it.</p>	<p>1.Yes, she's been given advice. Friends: 'My friend em, [friend's name], em goes to SS01 and she started doing Gaelic just for learners and she says it was very hard...'I don't know if it was for learners or for fluent speakers she went to, but em she says that it was really difficult...so I was thinking about it and then I thought no I'll do it to see how it is for a year and'...'see if I still like it.' 2. Parents: 'Well, my mum and my dad kinda have made me come in to the Gaelic school so and they says it's excellent cos I mean my dad's dad talks just like hello and stuff' 'So he thought that it would give him [inaudible] to talk to and stuff'</p>	<p>1.'Em, history and [pause] geography I think, the two' - would be the ones she would take 'Because I think they will be hard and easy like the Gaelic is to, like to kind of, as I said, I would change if I didn't like it after seco...after first year or second year.' 2. I asked her what she meant by they will be hard and easy like the Gaelic, and she said: 'some words would kind of be hard and I didn't understand the Gaelic and some would be good in English, so.'</p>

Secondary School Level Pupil Questionnaire Information

Secondary School Pupil	Has there been a change in (a) what the pupil says their first language is (b) if anyone/who in their family speaks Gaelic/Welsh (c) their language use in terms of output and input (d) their perception of their linguistic ability in Gaelic, English and comparatively (e) their wishes concerning medium of instruction of subjects in S1.	Do you do any activities that involve Gaelic? (Q5)	(a) Level at which pupil studies Gaelic/Welsh at secondary school (b) is Gaelic/Welsh used in any of the pupil's subjects (apart from the Celtic language itself) (c) Is Gaelic used in registration? (Qus. 10, 11, 12)	Pupil's assessment of their experience of Gaelic/ Welsh in their secondary education. (Q13)	Pupil's assessment of their MFL (If applicable) (Questionnaire Q9)
Pu.001.SS 01.GFS.	(a) Still English (b) Still no (c) In terms of her output, she's reduced the 'other pupils in the classroom' from Gaelic and English equally to almost always in English (in the Gaelic class). She's reduced to teachers in the classroom from 'always/almost always in Gaelic to 'Gaelic and English equally' and she's reduced teachers when out of the classroom from 'always/almost always Gaelic' to 'always in English' and adults out of school from 'Gaelic and English equally' to 'always in English'. (d) Her assessment of Gaelic is the same except Speaking has reduced from very good to good. Assessment of English is the same. Perception of comparative ability has changed from about the same in Gaelic and English at writing and understanding, and better in English at reading and talking, to moving the writing across to 'better in English than in Gaelic too.' (e) Between the end of P7 and the end of the first term of S1 the 11 subjects that she wanted taught bilingually she now wants taught always in English. Now only wants Gaelic to be taught with any Gaelic in it.	Sometimes I read Books in Gaelic.'	(a) Gaidhlig (fluent speakers) (b) She reports 'no' – that Gaelic isn't used in any of her subjects except Gaelic itself, but it is used in history, geography, RME, PSE and modern studies. [See later – she classes this all as 'Gaelic' in her head, rather than as distinct subjects. Or Ca. from the same school does this] (c) She says 'no', Gaelic is not used in registration. Nor is it used in assembly she says in her interview. (Line 101)	Good.	N/A

Secondary School Interview Sections 1 and 4

Section 1 The Gaelic provision the pupil is receiving at secondary school

<p>(a) Which subjects pupil said they learn through Gaelic at secondary school. [Questionnaire Qu11] (b) Did you get a choice about which subjects to learn in Gaelic, and which subjects to learn in English? If yes, why did you pick these subjects? Were you given any advice from the school/your parents/your friends regarding this? If no, so does everybody who was in the Gaelic-medium at your primary school have to go into the Gaelic stream at secondary? How do you feel about this? (c) Do you think that there is enough choice at secondary school with regard to which language you learn subjects in? Why/why not? Would you have liked more choice with regard to the medium of instruction of subjects in Secondary 1? Why/Why not? (Q3)</p>	<p>(a) What has learning these subjects through Gaelic at secondary school been like for you? (b) And is learning through Gaelic at secondary school different from learning through Gaelic at primary school do you think, or is it just the same? (c) How was it swapping from learning some things in Gaelic to learning them in English? For example, if you were taught a subject through Gaelic at primary school and then through English at secondary school, how did you manage with this? (Q4)</p>
<p>(a) She said that Gaelic wasn't used in any of her subjects [but it is used in history, geography, modern studies, RME and PSE] but in her interview she says 'it's just like Gaelic in R.E and stuff.' When asked what other subjects she gets taught in Gaelic she says 'history, modern studies' and I prompted geography. (b) 'no' she didn't get a choice about learning these in Gaelic - if you're in the Gaelic stream you learn these subjects in Gaelic. Nor did they get a choice about whether they would go into the Gaelic stream or not at secondary school – 'I think it was automatic.' (c) Yes, she would have liked to have more choice regarding medium of instruction of subjects in S1 (she says this in line 58.) (And in L358)</p>	<p>(a) (b) 'I would like it better in English because it's hard to understand in, like I know that in primary I done it in all the subjects but just sometimes it's em harder here to really understand, like R.E and stuff because we never got it a lot.' She said earlier that learning through Gaelic at secondary school was 'a little bit harder' 'just using bigger words.' (lines 14 and 16) She said that there was a 'jump' in difficulty in Gaelic from primary to secondary (L128). I asked if it happened in Gaelic and history and geography, she said: 'yeah, because we never, we never used to get a lot of - like our topics would have been history most of the time, but we never really got like a lot of R.E. and we never got a lot of kind of the different subjects we get here' in primary school. In primary school the teacher 'started talking in Gaelic and then she kind of transferred into English' for RE, so the pupil didn't have the Gaelic RE vocabulary in S1. (c) She learned maths in Gaelic at primary and English at secondary: 'It was different words, because, I mean, you feel embarrassed to talk about it, but you</p>

	<p>know how like minus and subtract I kind of, I was like 'what do they words mean' because I knew them as, like in the Gaelic word and stuff so...'(L161) But, by Jan of S1 'but I've kind of got it now' 'I'm getting good at maths in English as well' (L168) Art 'because some of the language I don't really understand a lot cos like art we done that in Gaelic and sometimes I don't understand a lot of it' as she'd done it in Gaelic in primary and English in secondary. 'because it's like, from doing most of my subjects in English, no, Gaelic, from doing them in English, kind of mixes up a lot.' (L288)</p>
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(d) Experience of other subjects [English]	Is there anything else that the primary or secondary school could have done, or anything that they could have done better to make coming to Secondary school easier for you? (Q10)
<p>(d) English - 'it was hard because you went in, you learn more in English than I thought there was to it' (L244) 'like metaphors and things' 'and similes, I never knew anything about them until I came here and most people did' (L249) 'I never got taught about metaphors or similes in like primary so I came up here and I didn't understand what they're talking about... and they give you like revision homework of what you've probably done...I was, I had to ask my dad and it was the most simplest thing' (L259ff) I asked 'do you feel as if you're at the same level as the other English pupils now?' and she said 'I'm still, I think I'm still a little bit behind...but I'm catching up.' I asked 'does the school give you any support with that?' she said 'no.' They haven't done things about metaphors and similes in Gaelic in primary, or by the sounds of it in secondary, so it's not like she can just transfer the knowledge of the concepts. English teacher doesn't know that this pupil went through Gaelic-medium primary education: INT 'does your English teacher...does she know that you speak Gaelic too?' RES'I don't think so' 'I: no?' 'R: no [laughs]' 'I: You just go in and do English' 'R: yeah' (L103-108)</p>	<p>1. Maths - 'if we kind of got, like, kind of taught/got it in both languages' - It would have been easier to have been taught maths bilingually at primary school 'like instead of doing it all in Gaelic we done it some in Gaelic and some in English' 'it'd be better.' 2. 'I think maybe somebody to come round with me to just explain everything' (ie. a teacher going round with the GM pupils saying that means this in Gaelic etc) 'so that I could understand it better than I would understand it any other time' (L416) for 'probably just two weeks.' (L418)</p>

And you learnt Gaelic as a subject at primary school too, do you think it's different learning Gaelic at secondary school than at primary school? When you first came up to secondary school, how did you find the Gaelic lessons? (a) Is the way the teacher teaches you the same or is it different? [teaching methods] (b) Do you think that your Gaelic lessons at the right level of difficulty, ie. Did you do a lot of revision at the start of the year, or not much? [progression] (c) Did your Gaelic lessons follow on from the Gaelic course/lessons you had at primary school? [curriculum continuity] i.e. same kinds of subject content? Was there a transition booklet? (Q12)

'I thought Gaelic, Gaelic would be just the same but it was different, it was harder' (Line 114) [Respondent volunteered this as a response to 'what was coming up to secondary school like for you?' so it was forefront in her mind.] I asked what made it harder 'just about the words and understanding what they meant - that's about it, yeah.'

(a) Different way of teaching Gaelic at secondary? 'yeah, I would say so.' In what ways is it different? 'like the way he teaches like with our work in front of us so we can follow instead of the teacher holding the work and showing us as we sit down in a circle'

(c) (b) 'I think there was a big jump like I went from easy kind of mediate Gaelic in primary to like hard' Curriculum Continuity – 'the topics were different, we don't really get, we get like five topics for each of the different subjects we do and em, well not five each subject, like one for each' 'about like how many subjects are in Gaelic we get one of each' 'but em, like we only got one topic in primary...for like the space of two months, three months.' She finds Gaelic at secondary harder than Gaelic at primary. I asked why. She said: 'it was like Gaelic was much easier because you started off from the beginning and you worked your way through, but then you just took a big, big jump into secondary and it was hard [respondent hits her hand on the desk on 'hard']' (L330) S1s are sometimes taught with the S2s for Gaelic. I asked her if that made it harder and she said: 'well, yeah, because we've got this book it's about Vikings and two people and they get stuck and all the words that are in it you're like, 'I've never heard of that before' (L337) [The teacher said some of the Gaelic curricular materials were direct translations from English and were difficult in terms of vocabulary.]

Section 4 Pupil's preferred Gaelic provision in Secondary 1

(a) Summary of pupil's ideal Gaelic provision in S1 (b) Could you tell me why you would have liked to learn these subjects like this (through Gaelic/mostly in Gaelic etc)?

(a) She'd like to just do 'Gaelic learning words and stuff...like instead of doing history and geography and things it would be better if it was just like Gaelic instead of all the other things' (Lines 51 and 53. So she brought this up early in the interview herself.) Gaelic always in Gaelic, but she'd like to learn everything else in English. (b) 'because Gaelic's much harder and I've fallen behind in my English and stuff so, you know, if I just get Gaelic in Gaelic it would be much easier' I asked her what she meant by her falling behind in her English and she said: 'cos I don't, **like reading in stuff I'm not really good at it all and different like, I can't really explain it but, it's harder to grasp everything in English, but saying that Gaelic is hard as well**' (L320) I asked if doing all subjects in English in S1 would help her to catch up on her English: 'yeah, it was kind of like, it's kind of hard because we've been doing Gaelic in primary and then doing English, just doing English instead of doing some stuff like em, it's hard to explain because if I say that Gaelic is hard to understand because it's harder in secondary, but English is much harder for me to grasp in because I've been doing English [Gaelic] in primary' (L323) Confirms comment in (b) below. Learning through English would 'help me understand it a little bit more until sixth year because Gaelic, Gaelic kind of, I'm not meaning it in a horrible way, but it kind of got in the way of my English a little bit' (L341) 'in primary, we didn't really get a lot of English, and like I never got taught a lot of English so it would be better to start with English with most of my subjects apart from Gaelic' (L343) She'd like learning through English to start 'in secondary because, well because I done it up to primary 7 I know kind of a lot of Gaelic from that but I didn't really get a lot of English so I'd like it in English' (L347)

Section C Framework Analysis: Stage 2 – Identifying a thematic framework

C.1 Topics: Gaelic-Medium Respondents' Interview Schedules

C.1.1 Gaelic-medium Primary 7 pupil interview schedule

Gaelic Medium Primary 7 Pupils Interview

My name is Fiona O'Hanlon and I am a PhD student at Edinburgh University. I'm interested in the move from primary to secondary school of pupils, like yourself, who have been learning Gaelic at Primary school. I was just wondering if I could ask you a few questions about primary school, the preparation for secondary school, and Gaelic at secondary school? Are you happy to answer the questions?

[If Yes]

I'd like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] Would you be happy with me taking written notes?

Anything that you say is anonymous which means that your name would not be used if your views were quoted in the research. Finally, if you don't want to answer any of the questions then just let me know and we will miss that one out or stop completely.

Can I just ask for your name first of all?²⁵

Section 1 The Gaelic provision you have received at primary school

[Introductory Questions]

Look at Questionnaire Section 1:

(Q1) If the pupil started Gaelic-medium education 'later':

What language were you taught through until joining Gaelic-medium at [school name] _____

(Q2) If the pupil's first language is not Gaelic or English, what is it?

Free Node 008 Pupils' siblings' school and language choices

(Q3) If the pupil says that they have a sibling who speaks Gaelic.

You said in your questionnaire that you have a brother/sister who speaks Gaelic. Are they older or younger than you?

If older Were they at GM primary too? Which school are they at now?

If younger Are they in Gaelic-medium primary too?

Topic 2 Experience of primary school, and of language at primary school

(1) What has Gaelic-medium education at primary school been like for you?

How do you feel about having been educated through the medium of Gaelic?

(2a) What has been the best thing about learning Gaelic at primary school do you think?

²⁵ The pupils were asked for their name (on tape) before the start of the interview in order that there be a checking mechanism for the primary numbering system for the sound files, namely the recording of the pupil's sound file number on their questionnaire (which had their name on it).

(2b) Is there anything that you would change about learning Gaelic at primary school if you could?

(3) Overall, how would you rate your experience of Gaelic-medium primary education?

Excellent Very Good Good Not very good Poor

Why?

You are now getting ready to transfer to secondary school, and I would like to ask you a few questions about your secondary school options.

Section 2 Opinions about the available Gaelic-medium provision at secondary school

Topic 3 Reasons for school and language choices at secondary school level

(4) You said in your questionnaire [Qu.9(a)] that you are going to [Secondary school name].

Did you have a choice of secondary schools? Yes No

If yes, why did you decide to go to [secondary school name]?

If pupil says 'to continue with Gaelic':

Why do you think it's important to keep going with your Gaelic at secondary school?

Topic 3.1 Awareness of secondary school Celtic language options and obligations

Topic 3.2 Information and advice about secondary school Celtic language obligations and options

(5) You said in your questionnaire [Qu.9(b)] that you can take [list subjects] through the medium of Gaelic at secondary school.

How did you get this information about the Gaelic provision available at secondary school?

Or You said in your questionnaire that you don't know which subjects you can take through the medium of Gaelic at secondary school. Have you been told anything about this?

Topic 3.3 Satisfaction with secondary school Celtic language obligations and options

(6a) How happy are you with the *number of subjects* offered through Gaelic at secondary school?

If child needs prompted, ask if they are: Extremely happy/Very happy/Happy/Not very happy/Not at all happy

Why? –Do you think that there is enough Gaelic provision offered at secondary school?

(6b) How happy are you with *which* subjects these are? i.e. that it is [list subjects] that the secondary school is offering you through the medium of Gaelic?

If child needs prompted, ask if they are: Extremely happy/Very happy/Happy/Not very happy/Not at all happy

Why?

Topic 8 *Language, identity and future*²⁶

To what extent do you believe the secondary provision offered at the secondary schools will make sure that you continue to develop your Gaelic and English?

Do you have a goal with regard to your language ability?

Section 3 The extent to which you intend to take Gaelic at Secondary School and why (what factors are influencing these decisions)

Topic 3 *Reasons for school and language choices at secondary school level*

Topic 3.1 *Awareness of secondary school Celtic language options and obligations*

Topic 3.3 *Satisfaction with Secondary school celtic language obligations and options*

(7) You said in your questionnaire [Qu.10] that you are going to study Gaelic as a subject next year. Are you going to take Gàidhlig for fluent speakers, or Gaelic for learners?

If Gàidhlig for fluent speakers

Are you expected to take Gàidhlig for fluent speakers? If so, how do you feel about this?

If Gaelic for learners

Why have you chosen to do Gaelic for learners?

Does everybody who has been in Gaelic-medium *have* to take Gaelic in S1 or did you have a choice of whether to take Gaelic in S1?

If yes (we had a choice) why did you choose to take it?

If no (we didn't have a choice) How do you feel about having to take Gaelic in S1? Would you have liked a choice between Gàidhlig (fluent speakers) and Gaelic (learners)?

If you had the choice of whether or not to take Gaelic as a subject next year, would you choose to keep studying it, or would you stop?

Or You said in your questionnaire [Qu.10] that you are not going to study Gaelic as a subject next year.

Why did you choose not to take it?

In some schools, Gaelic-medium primary pupils have to take Gaelic as a subject in S1. How do you feel about this?

²⁶ The subsequent questions are coded under 'Topic 8: Language, Identity and Future' although they relate to linguistic ability as Topic 9 'Perceptions of linguistic ability' concerns pupils' current assessment of their linguistic competence (either at the late primary or early secondary school stage). As these questions ask for an assessment of *future* linguistic ability they are categorised under Topic 8.

Topic 3 Reasons for school and language choices at secondary school level

Topic 3.1 Awareness of secondary school Celtic language options and obligations

Topic 3.3 Satisfaction with Secondary school celtic language obligations and Options

(8) You said in your questionnaire [Qu.11] that you are going to take other subjects [namely...] through Gaelic next year.

If these are all the subjects offered at secondary school:

Why have you decided to take these subjects through the medium of Gaelic?

Do Gaelic-medium primary pupils have to take all available Gaelic-medium provision at secondary school?

If so, how do you feel about this?

If these are not all of the subjects offered in Gaelic at secondary school:

Why have you decided to take these subjects [name] through the medium of Gaelic?

Why have you chosen to study these subjects [name] through the medium of English?

Or You said in your questionnaire [Qu.11] that you are not going to take other subjects through Gaelic next year.

Why did you decide to study subjects other than Gaelic as a subject through English at secondary school?

Topic 3.2 Information and advice about secondary school Celtic language obligations and options

(9) Did anybody give you any advice about keeping going with your Gaelic next year, or about which subjects to study through Gaelic at secondary school?

If so, could you tell me about who gave you the advice?

[For example teachers (primary/secondary), parents, siblings or friends?]

What was the nature of the advice?

If the advice was that continuing with Gaelic at a secondary school level is a good thing, what reasons were given for this?

When and where were you given this advice?

If not, are Gaelic-medium primary pupils expected to, or do they have to take Gàidhlig for fluent speakers as a subject?

Are Gaelic-medium pupils expected to, or do they have to take all available Gaelic-medium provision at secondary school?

Topic 3 Reasons for school and language choices at secondary school level

(10) And when it came to making the decision about what subjects you are going to study through Gaelic and English at secondary school, what people and things influenced you?

Would you be able to tell me a little about how you decided which subjects you are going to take through the medium of Gaelic next year?

i.e. Did you talk to your parents, teachers or friends about it? What things made you want to keep going with Gaelic, or not to keep going with Gaelic?

Section 4 Your views on the preparation you have received for the transition to secondary school

Topic 4.1 Primary-secondary transition provisions

(Q11a) In what ways has the primary school prepared you for secondary school?
What information have you had from the school about going to secondary school?

Topic 4.2 Differentiation for Celtic-medium at primary-secondary transition

(Q11b) Has the school or teachers done anything special (anything different or anything extra) to prepare you as Gaelic-medium pupils for secondary school?

e.g. Language – *has the school outlined what Gaelic and Gaelic-medium provision is available at secondary school, and prepared pupils for linguistic transitions in medium of instruction of subjects?*

Culture – *has the school outlined secondary school Gaelic activities?*

Social – *have there been visits to the secondary school, have the pupils had the opportunity to meet Gaelic-medium pupils from other primary schools, English-medium pupils?*

Academic – *have the teachers prepared you for secondary school work in various subjects?*

Topic 4.3 Feelings regarding the transfer to secondary school and expectations of secondary school

(Q12a) How do you feel about moving to secondary school?

Is there anything that you are really looking forward to?

Is there anything that you are concerned about or anything that you think you will find challenging?

(12b) [If applicable] How do you feel about moving from a mainly Gaelic-medium to a mainly English-medium school environment?

How do you think it will affect your language use/language development?

(12c) If you get taught a subject through Gaelic at primary school and then through English at secondary school, how do you think you will manage with this?

(13a) What do you think secondary school is going to be like?

How is it going to be different from primary school?

How is it going to be similar to primary school?

Topic 6 Language use

(13b) And do you think you will use your Gaelic more, about the same, or less at secondary school than you do at primary school?

When do you think you will use Gaelic at secondary school?

Topic 4.4 Satisfaction with the primary-secondary transition provision

(Q14) How well prepared do you feel for secondary school?

Extremely well-prepared/Very well-prepared/Well-prepared/Not very well-prepared/
Not at all well-prepared

Topic 4.5 Improvements in primary-secondary transition

(15) Is there anything that the school could be doing better, or anything else the school could be doing, to prepare you for Secondary school?

e.g. If there was something they said they thought they would find challenging in Q12a, how could this be overcome?

Section 5 'Ideal' Gaelic-medium provision at Secondary School

Topic 7 Preferred Celtic language provision in Secondary 1/Year 7

(16) You said in your questionnaire that you would like [name subjects] to be taught through the medium of Gaelic and [name subjects] through English in Secondary One.

Why would you like to learn these subjects through/mainly through Gaelic?

Why would you like to learn these subjects through/mainly through English?

Topic 8 Language, identity and future

(17a) Would you like to continue to take Gaelic after Secondary 2 do you think (for example as a subject for Standard Grade/Higher/Advanced Higher?)

(17b) Would you like to continue to study subjects through Gaelic after Secondary 2 do you think?

(17c) Why would you/would you not want to continue with Gaelic or to take subjects through Gaelic at the mid to upper secondary school stage?

(18a) What do you think about Gaelic, and how useful do you think it will be for your future?

(18b) To what extent do you identify with Gaelic? How much is Gaelic part of you/who you are? Would you class yourself as a Gael?²⁷

Topic 6 Language use

And you said in your questionnaire [Qu.6] that you do [name] out of school activities in Gaelic. Do you enjoy these?

Or

And you said in your questionnaire [Qu.6] that you don't do any out of school activities in Gaelic. What activities do you do?

I'd just like to finish by asking you some background information.

Do you speak or hear [use] any language apart from English and Gaelic out with the school environment? Yes No

If yes, what language/languages do you speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions. If you are willing, I would like to come and speak to you again at your secondary school in January/February 2008 to ask you about what moving to secondary school was like.

²⁷ This question was only asked a few times, at the start of the data collection process. The question was subsequently omitted as the pupils typically found it difficult to answer. [Please see Section 4.4.2.1 (4).]

C.1.2 Parent of Gaelic-medium pupil interview schedule

Parental Interview Primary 7 pupils

My name is Fiona O’Hanlon and I am doing a PhD at Edinburgh University. My research is looking at the primary-secondary transition of pupils who learn a Celtic language at Primary school in Scotland and Wales. I would like to ask you a few questions about your views of your child’s primary schooling, the preparation for secondary school and the availability of Gaelic at secondary school. Are you happy to answer the questions?

[If Yes]

I’d like to tape record the interview so that I can remember the information later, is that ok with you?

[If not] Would you be happy with me taking written notes?

All data is anonymous, so any participants’ views cited in the research would not be attributed to you, or linked to your child or the school. Please just let me know if you don’t want to answer any of the questions, and we’ll move on, or stop, as you wish.

Section 1 The Gaelic provision your child has received at primary school

Just to ask a few introductory questions first of all:

Free node 002 When pupil started Celtic-Medium/English-medium education

(1) When did your child start Gaelic-medium education?

In nursery

Primary 1

Later

If ‘later’, what language was your child taught through until joining Gaelic-medium at [school name] _____

And has your child always been at [primary school name]? Yes No

(2) Do you live in the school’s catchment area, or does your child have to travel in order to attend Gaelic-medium primary education?

If so, how far? _____ Miles

Topic 1 Reasons for medium of instruction at primary school

(3) If you don’t mind me asking, why did you choose Gaelic-medium education for your child?

Topic 2 Experience of primary school, and of language at primary school

(4a) And overall, how satisfied have you been with the Gaelic-medium education provision your child has received at primary school?

*Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
Has it met your child’s needs and your expectations?*

(4b) How satisfied are you with the approach taken to teaching Gaelic and English at primary school - for example teaching through Gaelic in Primary 1 and 2, introducing English as a subject in [Primary x] and then [describe the nature of the school's language model at the Primary 7 stage]? Why?

Your child is now getting ready to transfer to secondary school, and I would like to ask you a few questions about your child's secondary school options if I may.

Topic 3 Reasons for school and language choices at secondary school level

(5) Does your child have a choice of secondary school? Yes No

If yes, which secondary school will they be going to?

[Secondary school 1 name] – (Gàidhlig) providing school

[Secondary school 2 name] – English - medium school

Why was [Secondary school x] chosen?

Section 2 Knowledge of the available Gaelic provision at secondary school

Topic 3.1 Awareness of secondary school Celtic language options and obligations

(6) To what extent are you aware of your child's options with regard to taking Gaelic, and to taking subjects through Gaelic at secondary school?

Do you know what subjects your child can opt to take through the medium of Gaelic at that secondary school?

Topic 3.2 Information and advice about secondary school Celtic language obligations and options

(7a) How did you get this information about the Gaelic provision available at secondary school?

Have you had any information from the primary school/secondary school/local authority?

If so, what format was this in?

e.g. Letter, booklet, parents' evening?

(b) When did you get this information?

Topic 3.3 Satisfaction with secondary school Celtic language obligations and Options

(8a) How satisfied are you with the *number of subjects* offered through Gaelic at secondary school?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

Why?

(8b) How satisfied are you with *the subjects* the secondary school has chosen to offer through the medium of Gaelic?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

Why?

*Topic 8 Language, identity and future*²⁸

(8c) To what extent do you believe the language provision (Gaelic, English) offered at secondary school will facilitate the linguistic development of your child?

(8d) What is your goal with regard to your child's language ability?

Section 3 The extent to which your child intends to take this provision and why & Linguistic Continuity

Topic 3.2 Information and advice about secondary school Celtic language obligations and options

(9) Have you been given information or advice regarding the continuation of your child's Gaelic at secondary school?

(i) *If so*, could you tell me a little more about this?

Who gave the information or advice?

What format was it in? (letter, booklet, parents' evening)

If the parent was advised: What has been the nature of the advice?

i.e. Were all parents advised that their child should continue with Gaelic-medium education/to take subjects through Gaelic at secondary school level [i.e. was the advice generic] or did the advice vary depending on factors such as the child's language abilities at the upper primary school stage/language of the home etc?

If the advice was that continuing with Gaelic at a secondary school level is a good thing, what were the reasons given for this?

e.g. Educational rationale linked to the development of full bilingualism, educational rationale linked to systems (continuing with Gaelic to the end of the 5-14 curriculum), language planning rationale.

(ii) *If not*, was it expected that the pupil continue in Gaelic-medium education, or was the decision regarding the medium of instruction of secondary education left to be a pupil/parental decision?

Topic 3 Reasons for school and language choices at secondary school level

(10a) Do you know if your child intends to take Gaelic as a subject next year?

If so, is taking Gaelic compulsory for all Gaelic-medium primary educated pupils in S1 or S2?

If yes: is this because of a local authority or school policy?

If no: what factors influenced the decision that your child continue to learn Gaelic as a subject at the Secondary One stage?

(10b) Could I ask whether this is Gàidhlig for fluent speakers rather than for learners.

If Fluent Speakers: Is your child obliged to do this?

If Learners: Why?

²⁸ Please see Footnote 12.

Topic 3 Reasons for school and language choices at secondary school level

(11a) And has a decision been made regarding which subjects (if any) your child is going to take through the medium of Gaelic at secondary school?

If yes:

Do you know if your child intends to take any classes (apart from Gaelic as a subject) through the medium of Gaelic at secondary school next year?

If so, what subjects does your child intend to take through the medium of Gaelic in Secondary One?

(11b) Could you tell me a little about the *process* by which such a decision was made?

i.e. Stakeholders in the decision – was the decision led by your child’s wishes, your own, or jointly? Did the child’s views and preferences differ from your own/your partner’s? If so, how was this negotiated and resolved?

(11c) What factors influenced the decision regarding the extent to which your child is going to incorporate Gaelic into their Secondary One level schooling?/

What factors influenced the decision regarding the language of education in early secondary school? [the latter if a choice has been made for a wholly Celtic-medium secondary school].

Was your child given advice from the primary or secondary school regarding the continuation of Gaelic at secondary school? Are pupils expected to take as much Gaelic-medium provision as possible at secondary school?

Topic 3 Reasons for school and language choices at secondary school level

(12a) What factors influence your views as a parent as to the extent to which your child should continue to learn through Gaelic at Secondary school?

And why do you think that your child should... [Reiterate parent perceptions of the ‘ideal’ secondary school options for their child.]

i.e. What are your views regarding your child’s choices within such secondary school options, and why?

(If this links to the parent’s discussion of factors influencing the preferred medium of instruction of subjects for their child):

How would you currently assess your child’s language ability in Gaelic and in English?

i.e. Do you believe your child to be equally competent in Gaelic and in English in all four language skills of speaking, listening, reading and writing?

Do you believe them to be bilingual?

(12b) Are there any different or additional factors which you think influence your child’s views about the extent to which they wish to continue to learn through the medium of Gaelic at Secondary school?

If so, what are these?

Do you feel that your views about your child continuing with Gaelic at secondary school differ from your child’s views about it?

If so, What factors do you think affect your child’s views?

Section 4 Parents' feelings about the provision made for their child's primary-secondary school transition

Topic 4.1 Primary-secondary transition provisions

(13) In what ways has the primary school prepared your child for secondary school?
Generally (Cultural continuity, Social continuity, Academic continuity)
With regard to Gaelic (Linguistic continuity)

Topic 4.2 Differentiation for Celtic-Medium at primary-secondary transition

(14) Are you aware of anything special that the school or teachers have done to prepare its Gaelic-medium pupils for Secondary school?
Were any strategies employed to ensure a smooth primary-secondary transition of Gaelic-medium primary educated pupils with particular regard to language?

Topic 4.4 Satisfaction with the primary-secondary transition provision

(15) How satisfied are you with the provision made for your child's primary-secondary transition?
Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied
How effective do you believe these strategies are with regard to preparing your child for the new challenges of Secondary School? Why?

Topic 4.5 Improvements in primary-secondary transition

(16) Do you think that the preparation for the primary-secondary transition of pupils who have learnt a Celtic language at primary school could be improved?
If so, in what ways?
i.e. Can you think of any alternative or additional strategies which would better prepare Gaelic-medium primary pupils for secondary school?

Topic 4.3 Feelings regarding the transfer to secondary school and expectations of secondary school

(17) What sort of challenges, if any, do you believe your child will face at Secondary school?

Topic 6 Language use

(18a) Do you believe the change to the secondary school environment is going to affect your child's language use in any way?
Do you think that your child will use more Gaelic at secondary school than at primary school, about the same amount of Gaelic or less?

Topic 8 Language, identity and future²⁹

(18b) Do you think that the change to the secondary school environment is going to affect your child's linguistic development in Gaelic or in English?

Section 5 'Ideal' Gaelic-medium provision at Secondary School

Topic 7 Preferred Celtic language provision in Secondary 1/Year 7

(19a) In your opinion, what would be the 'ideal' provision regarding Gaelic in the secondary school at the Secondary One stage? (If this differs from what is currently provided by the secondary school.)

²⁹ Please see footnote 12.

(19b) *If the respondent thinks that more subjects should be offered through the medium of Gaelic or bilingually at the Secondary One stage:*

Which subjects would you like to see provided through the medium of Gaelic, or at least partially taught through the medium of Gaelic?

Why?

Topic 8 Language, identity and future

(19c) To what extent would you like (such) subjects to continue to be provided through the medium of Gaelic or bilingually at Secondary school after Secondary 2, and beyond?

I'd just like to finish by asking you some background information.

(i) Is the child that you have in P7 just now your eldest child?

i.e. is it the first child going through this system?

Topic 6 Language use

(ii) Do you, your partner, or any members of your [close] family, speak Gaelic?

How fluent are you/your partner in Gaelic?

More fluent in Gaelic than in English

Equally fluent in Gaelic and English

Fluent, but my English is better

Only moderately fluent

I understand Gaelic but I can't speak it

Just a few words

(McLeod 2005: 5)

(iii) Does your child speak or hear any language apart from English out with the school environment? Yes No

If yes, what language/languages does your child speak or hear, and in what contexts?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions. If you are willing, I would like to contact you one more time in January/February 2008 to ask for your reflections on your child's primary/secondary transition. I would be distributing a parental permission letter to your child via the secondary school in the same way as I did for the primary.

C.1.3 Gaelic-medium primary teacher interview schedule

[Questionnaire referred to in this interview is the School Level Questionnaire: Gaelic-medium education providers. Appendix 3, A.1.2]

Primary 7 Gaelic-medium teacher

My name is Fiona O'Hanlon and I'm doing a PhD at Edinburgh University. My research is looking at the primary-secondary transition of pupils who learn a Celtic language at Primary school in Scotland and Wales. I would like to ask you a few questions about the Gaelic-medium provision at the primary school, the pupils' primary to secondary school transition and the availability of Gaelic at secondary school. Are you happy to answer the questions?

[If Yes]

All data is anonymous, and any participants' views cited in the research would be anonymised. I'd like to tape record the interview so that I can access the information later, is that ok with you?

[If Yes - continue]

[If not] Would you be happy with me taking written notes?

Please just let me know if you don't want to answer any of the questions, and we'll move on, or stop, as you wish.

Section 1 The Gaelic provision at primary school

I'd just like to start off by asking a few questions about the Gaelic provision that is available at this primary school and at the associated secondary schools.

Topic 2 Experience of primary school, and of language at primary school

(1a) I was wondering if you could tell me a little about the approach to teaching through Gaelic and English throughout the primary stages in your school/the Gaelic-medium stream/department of your primary school?

So there's an initial Gaelic immersion in Primary 1 and 2, and then from your questionnaire it says that you use Gaelic for [%] of the time in Primary 7 and English for [%] of the time, but what happens between Primary 3 and Primary 7? i.e. When is English introduced? What percentage of teaching time is conducted in Gaelic or English, and what language(s) is/are used to teach particular curricular areas, at particular primary school stages?

(1b) Are different methods of teaching and learning language used with pupils who come to school with Gaelic and those who don't?

i.e. Does the model of language acquisition employed by the primary school change in accordance with whether the child would typically be in an 'Immersion' [i.e. if they were fluent in another language (here typically English) and learning Gaelic] or a 'language maintenance' [i.e. if they came to school with Gaelic] situation?

Topic 1 Reasons for medium of instruction at primary school

(2) The questionnaire said (Qu.3) that the school's language model was determined by the Primary or Secondary Head Teacher or Gaelic teacher/Local Authority/National Body. And could I ask if you know why this approach to teaching through Gaelic and English was adopted by this school?

i.e. what theoretical principles and contexts (percentage of Gaelic speakers in area, language background of pupils etc) prompted this choice of model of language acquisition?

Topic 9 Perceptions of linguistic ability

Topic 2 Experience of primary school, and of language at primary school

(3) The questionnaire said (Qu.8) that the approach to language teaching employed at primary school has been effective in making [100%/75-99%/50-74%, 25-49%, 0-24%] of pupils broadly equally competent in Gaelic and English in all of the language skills.

What aspects of your language model do you think enable such linguistic competence at the end of Primary 7?

Are there any aspects of the language model that you think could be improved?

Section 2 Available Gaelic-medium provision at secondary school

And in relation to the available Gaelic-medium provision at secondary school:

Topic 3.1 Awareness of secondary school Celtic language options and obligations

The questionnaire said [Qu.10a] that [Secondary School 1] provides [state level of Gaelic provision] and [Secondary School 2] provides [state level of Gaelic provision].

Topic 3.3 Satisfaction with secondary school Celtic language obligations and options

(4a) How satisfied are you with the *number of subjects* offered through Gaelic at [secondary school 1]?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

Why?

[If applicable] And what about the number of subjects offered in Gaelic at [Secondary School 2]?

(4b) How satisfied are you with *which subjects* the secondary school has chosen to offer through the medium of Gaelic?

Extremely satisfied/Very satisfied/Satisfied/Not very satisfied/Not at all satisfied

Why?

[If applicable] And what about which subjects are offered in Welsh at [Secondary school 2]?

Topic 3 Reasons for school and language choices at secondary school level

(4c) Could you tell me a little about the process by which the decisions regarding which subjects the secondary school would provide through Gaelic were made?

What factors were taken into consideration?

Topic 7 Preferred Celtic language provision in Secondary 1/Year 7

(4d) Have there been discussions with the secondary school(s) about the modification of the secondary school's Gaelic provision?

I would like to ask you a few questions about your pupils' options with regard to Gaelic at secondary school.

Topic 3.1 Awareness of secondary school Celtic language options and obligations

(5a) Do your Gaelic-medium primary pupils have to take Gaelic as a subject in early secondary school?

If so, what is the nature of the requirement?

i.e. Obligated to take Gàidhlig for fluent speakers in S1 or S2?

Obligated to take Gàidhlig for fluent speakers or Gaelic for learners in S1 or S2?

(5b) And to what extent do the pupils have options with regard to taking other subjects through the medium of Gaelic at secondary school?

i.e. Do the Gaelic-medium primary pupils *have* to take all of the Gaelic-medium provision offered at Secondary One level?

Are pupils *expected* to take as much GM provision as possible at secondary school?

Or do they get to choose their preferred language of instruction on a subject by subject basis?

Topic 3 Reasons for school and language choices at secondary school level

(5c) *If pupils are obliged or expected to continue with a certain linguistic pathway, for example to take Gàidhlig (fluent speakers) or to take Gaelic-medium secondary school subjects, why is this?*

National Policy/expectation eg. related to the National Curriculum?

Local Authority policy/expectation

Primary school/Secondary school policy/expectation

Topic 3.2 Information and advice about secondary school Celtic language obligations and options

(6a) What does the school do to *inform* pupils or parents about the Gaelic provision available at secondary school and, *if applicable*, about the pupils choices within it?

(6b) Are the Gaelic-medium primary pupils or their parents given any *advice* with regard to Gaelic-medium pupils continuing to learn through Gaelic at secondary school?

If so:

(i) Who gives the advice?

[For example head teachers or teachers (primary/secondary), older pupils]

(ii) What is the nature of this advice?

i.e. Does the school/council encourage all pupils to continue with as much Gaelic-medium education at secondary school, or is the advice based on factors such as achievement in Gaelic at Primary Level or the language of the home?

(iii) What is the rationale for the advice?

What reasons are outlined to the parents or pupils for the advice given regarding taking Gàidhlig/Gaelic as a subject at secondary school level and for studying subjects through the medium of Gaelic?

i.e. Is Gaelic language policy framed within an:

(a) *Educational framework (bilingual development, cognitive skills, curricular continuity and progression)*

(b) *A language planning policy framework (increase of Gaelic speaker numbers)*

(c) *Both?*

(iv) When and where is such advice given?

Is such advice given informally in class, or does the class teacher/Principal teacher of Gaelic/Head Teacher have a meeting with the pupil or pupil and parent?

If not, so the decision is left entirely to pupil/parent? i.e. School and council does not influence pupil/parental decision.

Topic 3.3 Satisfaction with secondary school Celtic language obligations and Options

(7) To what extent do you believe the pupils should have choices regarding Gaelic at the primary to secondary school stage?

How do you feel about the current system of requirements and advice in relation to the Gaelic-medium pupils at the primary-secondary school stage?

Section 3 The extent to which the pupils intend to take this provision and why (what factors are influencing these decisions) & Linguistic Continuity

Topic 3.1 Awareness of secondary school Celtic language options and obligations

(8) Have the decisions regarding which subjects (if any) your pupils are going to take through the medium of Gaelic at secondary school been made?

If yes, would you be able to tell me a little about the process by which such a decision was made?

Do the pupils/parents have to tell the primary school of the decision, or do they tell the secondary school directly?

If not, by which date do such decisions have to be made?

Topic 3 Reasons for school and language choices at secondary school level

(9) What factors do you think influence the decision regarding the extent to which, [and (if applicable) the level at which – i.e. Gàidhlig or Gaelic], your pupils are going to incorporate Gaelic into their Secondary One level schooling?

To what extent do you think parental views influence the decision?

To what extent do you think that linguistic factors, such as the pupil's linguistic background or use of Gaelic in the home affects the decision?

Section 4 The pupils' primary-secondary school transition

Look at Questionnaire Qu.15:

Topic 4.3 Feelings regarding the transfer to secondary school and expectations of secondary school

(10) Do you think that the change from primary to secondary school will pose any particular challenges for your Gaelic-medium pupils?

For example in terms of linguistic continuity and cultural continuity

Topic 5.2 Experience of Celtic language as a medium of instruction of subjects at secondary school, and is learning through the Celtic language different at secondary school to what it was like at primary school?

Language of instruction (Linguistic continuity)

(11) You said in your questionnaire that the secondary school provides [number of] subjects through the medium of Gaelic, namely [name subjects]. So that would mean that there would be continuity of teaching medium for [name subjects] but not for [name subjects] between Primary 7 and Secondary 1.

If there is continuity for all subjects, has it always been the case that there has been continuity of medium of instruction with regard to curricular areas between primary and secondary school?

How do you feel about this?

If there isn't continuity for some subjects:

(a) Do you think that this change in language of teaching medium will pose any challenges for your pupils?

Topic 4.2 Differentiation for Celtic-medium at primary-secondary transition

(b) Are there any strategies in place at either a Local Authority or school level regarding this, for example for language support (for vocabulary etc) in the transition from Gaelic-medium to English-medium teaching of a subject, if required?

If pupils learn English through the medium of Gaelic at primary school [Check questionnaire Q4]. Do you think that the pupils' learning English through the medium of English at secondary school will pose any challenges for your pupils?

Topic 6 Language use

Language Environment

(12) Do you think that the change to the secondary school environment is going to affect your pupils' language use?

If so, in what way?

Do you think that the pupils will use their Gaelic more at secondary school than they did at primary school, about the same, or less?

If 'more' or 'less' – in what contexts or domains of language use do you think there will be a linguistic shift?

Topic 5.3 Experience of the Celtic language as a subject at secondary school, and is learning the Celtic language as a subject different at secondary school to what it was like at primary school?

Methods of teaching and learning language – Gàidhlig (fluent speakers) course

(13a) To what extent do you believe that the Gàidhlig (fluent speakers) course provides continuity and progression from the learning in primary school, with regard to:

- (i) curricular content
- (ii) methods of teaching and learning language?

Topic 9 Perceptions of linguistic ability

Topic 8 Language, identity and future

(13b) To what extent do you believe that the Gàidhlig (fluent speakers) course will develop the pupils' linguistic abilities and (if applicable) support the learning of other subjects through the medium of Gaelic?

Topic 4.1 Primary-secondary transition provisions

Topic 4.2 Differentiation for Celtic-medium at primary-secondary transition

(14a) What strategies are employed to try to ensure a smooth primary-secondary transition of Gaelic-medium primary educated pupils with particular regard to language and culture?

Linguistic continuity/Cultural continuity/Social continuity/Academic continuity

(14b) To what extent do you consider issues of language and linguistic progression when discussing transition with the secondary school?

What is the nature of your liaison with the secondary school about your Gaelic-medium primary pupils?

Topic 4.5 Improvements in primary-secondary transition

(15) In what ways do you think the primary-secondary transition of pupils who have learnt Gaelic at primary school could be improved?

Can you think of any alternative or additional strategies which would better prepare Gaelic-medium primary pupils for secondary school?

In what ways could the level of primary-secondary continuity with regard to Gaelic language education be increased?

Section 5 'Ideal' Gaelic-medium provision at Secondary School

Topic 7 Preferred Celtic language provision in Secondary 1/Year 7

(16a) In your opinion, what would be the 'ideal' Gaelic provision at early secondary school level for Gaelic-medium primary educated pupils? (If this differs from what is currently provided by the secondary school.) Why?

(16b) *If the respondent thinks that more subjects should be offered through the medium of Gaelic at early secondary school level:*

Which subjects would you like to see provided through the medium of Gaelic, or at least partially taught through the medium of Gaelic? Why?

Wholly/Predominantly Gaelic/Equally Gaelic and English/Predominantly English/Wholly English.

Topic 8 Language, identity and future

(16c) To what extent would you like such subjects to continue to be provided through the medium of Gaelic at Secondary school after Secondary 2, and beyond?

Great, well, that's all I wanted to ask you, is there anything that you would like to ask me?

Thank you very much for taking the time to answer my questions.

C.2 Initial Conceptual Framework

- 1 Reasons for school choice/choice of medium of instruction of schooling (primary school)
- 2 Experience of Celtic language education at primary school
- 3 Reasons for Celtic language choices at secondary School
 - 3.1 Awareness of secondary school Celtic language options and obligations
 - 3.2 Information and advice about secondary school Celtic language obligations and options
 - 3.3 Satisfaction with secondary school Celtic language obligations and options
 - 3.4 Improvements in information and advice regarding secondary school Celtic Language provision
- 4 Primary-secondary transition
 - 4.1 Preparation for primary-secondary transition
 - 4.2 Differentiation for Celtic-medium at primary-secondary transition
 - 4.3 Challenges at primary-secondary transition
 - 4.4 Satisfaction with the primary-secondary transition provision and sense of preparedness for Secondary school
 - 4.5 Improvements in primary-secondary transition
 - 4.6 Expectations of secondary school
 - 4.7 Experience of primary-secondary transition
- 5 Experience of Celtic language in education at secondary school
 - 5.1 Experience of secondary school, (e.g. differences between primary and secondary school) and secondary school's perceived awareness/attitude towards the Celtic language
 - 5.2 Experience of Celtic language as a medium of instruction of subjects at secondary school, and is learning through the Celtic language different at secondary school to what it was like at primary school?
 - 5.3 Experience of the Celtic language as a subject at secondary school, and is learning the Celtic language as a subject different at secondary school to what it was like at primary school?
 - 5.4 Experience of Modern foreign languages at secondary school
 - 5.5 Comparison of experience of learning Celtic language and Modern foreign language
 - 5.6 Improvements in language in education at secondary school
- 6 Language use
- 7 Preferred Celtic language provision in Secondary 1/Year 7
- 8 Language, identity and future

Section D Framework Analysis: Stage 3 – Indexing

D.1 Free nodes

Free node 001	About the study
Free node 002	When pupil started Celtic-Medium/English-medium education
Free node 003	Reflections on questions and method
Free node 004	Feedback from respondents
Free node 005	Issues and factors in providing Celtic-medium subjects at secondary school
Free node 006	Sociolinguistics of Gaelic and Welsh
Free node 007	Change in language ability
Free node 008	Pupils' siblings' school and language choices

Section E Framework Analysis: Stage 4 – Charting/Sorting

E.1 Example of indexed data: Gaelic-medium parents' reasons for choosing Celtic-medium primary education

Query Name: CQ1.GM.Par.T1.ReasonsCMEPrimary.

Results: CQ1.Res.GMPar.T1.ReasonsCMEPrimary.

Properties: Code: 'T1: Reasons CME at Primary' in Set 'GM Parents'

Sources: 23³⁰

References: 25

Last Run on: 11/01/2009 17.27

[<Documents\Interviews\Pu.001.Par.PS01.GM.>](#) - § 1 reference coded
[4.00% Coverage]

Reference 1 - 4.00% Coverage

- INT And if you don't mind me asking, why did you choose Gaelic-medium education for your child originally?
- RES Em, originally we were told it was smaller class sizes
- INT Uh huh
- RES And it would help them with their, what's the word I'm looking for...ability to speak out, and also if they wanted to learn other languages when they are older, it keeps that part of the brain active apparently, that was the main choices [laughs]
- INT So, yeah, for all those reasons
- RES Yeah, and plus my husband is from [place name], so
- INT Oh right, so there's sort of links there as well
- RES Yeah

[<Documents\Interviews\Pu.006.Par.PS2.GM.>](#) - § 1 reference coded
[2.26% Coverage]

Reference 1 - 2.26% Coverage

- INT And if you don't mind me asking why did you choose Gaelic medium education for your child?
- RES It was just something I believed in quite strongly. I thought it would be good for *her*. I knew that class sizes were, it was more likely to be a smaller class as well. And I just felt that she's quite a bright child and that she would be able to handle it okay, so.

³⁰ A random sample of 7 the 23 parental responses is presented for illustrative purposes.

[<Documents\Interviews\Pu.012.Par.PS04.GM.>](#) - § 2 references coded
[4.01% Coverage]

Reference 1 - 2.46% Coverage

INT And if you don't mind me asking why did you choose Gaelic-medium education for your child?
RES Because my mother's from the Highlands.
INT Uh huh
RES And my sister's kids all went and so did my four daughters...
INT Yip
RES So that's why

Reference 2 - 1.55% Coverage

RES Because unfortunately *we* didn't go to a Gaelic school.

[<Documents\Interviews\Pu.016.Par.PS04.GM.>](#) - § 1 reference coded
[1.44% Coverage]

Reference 1 - 1.44% Coverage

INT And if you don't mind me asking, why did you choose Gaelic-medium education for your child?
RES Ha ha ha! Her father is obsessed! [both laugh] Her father was ... he wanted ... it was something he felt very strongly about and wanted to pursue. He is a Gaelic learner and, well, to the point that he is now fluent I think.
INT Super, so he wanted her to have it at school?
RES Yes, uh huh.

[<Documents\Interviews\Pu.020.Par.PS05.GM.>](#) - § 1 reference coded
[5.02% Coverage]

Reference 1 - 5.02% Coverage

RES Well it all came about in a very roundabout way but to cut a long story short the local primary school in [place name] was going to be closing and it went right to June 30th before they decided in fact that it *was* going to be kept open but they couldn't guarantee for how long.
INT Right
RES The next available school was in [place name] and we weren't comfortable about her going there. We'd heard some stories, I don't know whether they were true or not but rumours anyway of things which were being ongoing situations, bullying etc so we didn't want there. We heard about Gaelic medium education through the local paper, went to a meeting about it, sounded too good to be true so we really had to make a decision in the February of that year, so we decided to try for it

- INT Right
- RES And quite a few of her peers through nursery and what not were also, their parents were also contemplating it so we thought well the children who were talking about going we *knew* and she knew and obviously we felt that well it was more or less going to be private education. There was only going to be five of them altogether.
- INT So when you say that the people at her nursery were thinking about it was that an English medium nursery or Gaelic medium nursery?
- RES English there was no Gaelic medium nursery at the time
- INT And you said that it sounded too good to be true, in what respect?
- RES Well the booklet that came out which I can't remember what it is. I could possibly dig it out and it had a picture of a tree on the front. It was a sort of rather glossy-ish booklet came out and it said that certainly by the time they reached, attained P, Primary 7, they would be starting to stretch ahead of their English educated counterparts.
- INT Counterparts, yep
- RES Also that the class sizes would be no more than 15 pupils to one teacher which we liked the idea of because it was in keeping you know she's a country born child...and wasn't used to large numbers of children, so we thought the focus would have been better for her.
- INT yep
- RES But it was within a larger school so therefore she had the experience of being in a small group within a larger group.

[<Documents\Interviews\Pu.024. Par.PS06.GM.>](#) - § 1 reference coded
[3.49% Coverage]

Reference 1 - 3.49% Coverage

- INT And if you don't mind me asking why did you choose Gaelic medium education for your child?
- RES Well a couple, well main reasons were to give, to give [pupil name] a, an extra string to her bow basically, you know when she, you know, and maybe give her an extra opportunity maybe when she leaves school or wants to come back to [place name], job wise as well.
- INT Aha.
- RES And also to give her a better understanding of the Gaelic culture, the background of, you know, if she was to, you know, even reading poetry or trying to understand music and where things have come from. So that was the two main reasons. But also as well, you know, hearing from different people that, you know, how an extra language helps them to go on to, you know, learn further languages. It makes it easier in that respect as well. But eh, so there was that as well so...

<Documents\Interviews\Pu.026. Par.PS03.GM.> - § 1 reference coded

[2.14% Coverage]

Reference 1 - 2.14% Coverage

- INT Why did you choose Gaelic medium education for [pupil name] originally?
- RES Why did I chose Gaelic medium education, I suppose that's the multi dollar question? Why did I choose Gaelic medium um well [long pause], well I suppose the primary motive would have been because I was a Gaelic speaker,
- INT Mh hmm
- RES My parents before me and the generations before that
- INT Yep
- RES And I felt that that was an important background for him to have - it's his own background
- INT Mm hmm
- RES Yep so I felt that the school would strengthen that
- INT Uh huh, that's grand
- RES That's one of the reasons, I suppose I also felt that two windows on the world was, is really useful wherever you go

E.2 Example of thematic matrix Sample of Welsh-medium parents³¹

Parent	1. Reasons for choosing CME	2. Experience of Celtic Lang Education	3. Reasons for Language Choice at Secondary School	3.1. Awareness of Secondary School (SS) Celtic Language Options	3.2. Information and Advice about Celtic Language at Secondary School	3.3. Satisfaction with Celtic Language options at Secondary School	3.4. Improvements in information and advice about Celtic Language at SS	4. Primary-Secondary Transition	4.1. Preparation for primary-secondary transition	4.2. Differentiation for Celtic-medium pupils at primary-secondary transition	4.3. Expectation child will face challenges in pri-sec transition?	4.4. Satisfaction with primary-secondary transition provisions	4.5. Improvements in primary-secondary transition	5. Experience of Celtic language in education at secondary school	6. Language Use	7. Ideal Celtic language provision at secondary school	8. Language, Identity, and Future	9. Language out-with school	Issues/factors in providing Celtic-medium education at secondary school	Older siblings?	Started Secondary School?	Why not asked questions/Notes on responses
Pu.029.Par.PS07.WM.	√	√	√	√	√	√	×	×	√	n/a	Not asked	√	√	√	√	√	√	√	×	Y	Y	*1 ³²
Pu.044.Par.PS07.WM.	√	√	√	√	√	√	×	×	√	√	√	√	√	×	√	√	√	√	×	N	N	
Pu.048.Par.PS7.WM.	√	√	√	√	√	√	×	×	√	n/a	√	√	√	√	√	√	√	√	×	Y	N	*5
Pu.052.Par.PS08.WM.	√	√	√	√	√	√	√	×	√	√	√	√	√	×	√	√	√	√	×	Y	N	
Pu.057.Par.PS08.WM.	√	√	√	√	√	√	√	×	√	√	√	√	√	√	√	√	√	√	×	N	N	*7
Pu.062.Par.PS09.WM.	√	√	√	√	√	√	×	×	√	√	√	√	√	√	√	√	√	√	×	Y	Y	*12
Pu.069.Par.PS09.WM.	√	√	×	√	√	√	×	×	√	√	√	√	×	√	√	√	√	√	×	Y	Y	*15
Pu.073.Par.PS10.WM.	√? *18	√	√	√	√	√	√	×	√	×	√	√	√	×	√	√	√	√	×	N	Y	
Pu.078.Par.PS10.WM.	√	√	√	√	√	√	×	×	√	×	√	√	√	×	√	√	√	√	×	N	N	*25
Pu.082.Par.PS10.WM.	√	√	√	√	√	√	×	×	√	×	√	√	√	√	√	√	√	√	×	N	N	*29

³¹ A random sample of 10 the 40 parental responses is presented for illustrative purposes.

³² The asterisk plus number indicates that there is a comment associated with a parent's interview. Such comments typically relate why a parent has not been asked a question, or are used to highlight a particularly notable piece of data.

Appendix 6 Validity and Reliability

Section A Validity

A.1 Threats to Internal Validity³³

1. History

‘History is a threat when an observed effect might be due to an event which takes place between the pretest and posttest, when this event is not the treatment of research interest.’

2. Maturation

‘This is a threat when an observed effect might be due to the respondent’s growing older, wiser, stronger, more experienced, and the like between pretest and posttest and when this maturation is not the treatment of research interest.’

3. Testing

‘This is a threat when an effect might be due to the number of times particular responses are measured. In particular, familiarity with a test can sometimes enhance performance because items and error responses are more likely to be remembered at later testing sessions.’

4. Instrumentation

‘This is a threat when an effect might be due to a change in the measuring instrument between pretest and posttest and not to the treatment’s differential impact at each time interval. Thus, instrumentation is involved when human observers become more experienced between a pretest and posttest or when a test shifts in metric at different points. The latter can happen, for instance, if intervals are narrower at the end of a scale than at the midpoint, resulting in so called ceiling or basement effects.’

5. Statistical regression

‘This is a threat when an effect might be due to respondents’ being classified into experimental groups at, say, the pretest on the basis of pretest scores or correlates of pretest scores. When this happens and measures are unreliable, high pretest scorers will score relatively lower at the posttest and low pretest scorers will score higher. It would be wrong to attribute such differential ‘change’ to a treatment because it might be due to statistical regression.’

6. Selection

‘This is a threat when an effect may be due to the difference between the kinds of people in one experimental group as opposed to another. Selection is therefore pervasive in quasi-experimental research, which is defined in terms of different groups receiving different treatments as opposed to probabilistically equivalent groups receiving treatments as in the randomized experiment.’

³³ The threats to internal validity that pertain to my research are discussed in Section 4.7.1.

7. Mortality

‘This is a threat when an effect may be due to the different kinds of persons who dropped out of a particular treatment group during the course of an experiment. This results in a selection artifact, since the experimental groups are then composed of different kinds of persons at the posttest.’

8. Interactions with Selection

‘Many of the foregoing threats to internal validity can interact with selection to produce forces that might spuriously appear as treatment effects. Among these are selection-maturation, selection-history and selection-instrumentation. Selection-maturation results when experimental groups are maturing at different speeds... Selection-history results from the various treatment groups coming from different settings so that each group could experience a unique local history that might affect outcome variables... Selection-instrumentation occurs when different groups score at different mean positions on a test whose intervals are not equal.’

9. Ambiguity about the direction of causal influence

‘It is possible to imagine a situation in which all plausible third-variable explanations of an A-B relationship have been ruled out and where it is not clear whether A causes B or B causes A... This particular threat is not salient in most experiments since the order of the temporal precedence is clear.’

10. Diffusion or Imitation of Treatments

‘When treatments involve informational programs and when the various experimental (and control) groups can communicate with each other, respondents in one treatment group may learn information intended for others. The experiment may therefore become invalid because there are no planned differences between experimental and control groups.’

11. Compensatory Equalization of Treatments

‘When the experimental treatment provides goods or services generally believed to be desirable, there may emerge administrative and constituency reluctance to tolerate the focused inequality that results.’

12. Compensatory rivalry by respondents receiving less desirable treatments

‘Where the assignment of persons or organizational units to experimental and control conditions is made public (as it frequently must be), conditions of social competition may be generated. The control group, as the natural underdog, may be motivated to reduce or reverse the expected difference.’

13. Resentful demoralization of respondents receiving less desirable treatments

‘When an experiment is obtrusive, the reaction of a no-treatment control group or groups receiving less desirable treatments can be associated with resentment and demoralization, as well as with compensatory rivalry. This is because persons in the less desirable treatment groups are often relatively deprived when compared to others... in an educational setting, teachers or students could ‘lose heart’ or become angry and ‘act up.’ Any of these forces could lead to a posttest difference between treatment and no treatment groups, and it would be quite wrong to attribute the difference to the planned treatment.’

(Cook & Campbell 1979: 51-55)

A.2 Threats to External Validity

1. Interaction of Selection and Treatment

‘In which categories of person can a cause-effect relationship be generalized? Can it be generalized beyond the groups used to establish the initial relationship – to various racial, social, geographical, age, sex or personality groups? Even when respondents belong to a target class of interest, systematic recruitment factors lead to findings that are only applicable to volunteers, exhibitionists, hypochondriacs, scientific do-gooders, those who have nothing else to do, and so forth. One feasible way of reducing this bias is to make co-operation in the experiment as convenient as possible.’

2. Interaction of Setting and Treatment

‘Can a causal relationship obtained in a factory be obtained in a bureaucracy, in a military camp, or on a university campus? The solution here is to vary settings and to analyze for a causal relationship within each. This threat is of particular relevance to organizational psychology since its settings are on such disparate levels as the organization, the small group and the individual. When can we generalize from any one of these units to the others?’

3. Interaction of History and Treatment

To which periods of the past and future can a particular causal relationship be generalized? Sometimes an experiment takes place on a very special day (e.g. when a president dies), and the researcher is left wondering whether he would have obtained the same cause-effect relationship under more mundane circumstances. Even when circumstances are relatively more mundane, we still cannot logically extrapolate findings from the present to the future. Yet, while logic can never be satisfied, ‘commonsense’ solutions for short-term historical effects lie either in replicating the experiment at different times, or in conducting a literature review to see if prior evidence exists which does not refute the causal relationship.’

(Cook & Campbell 1979: 73-74)

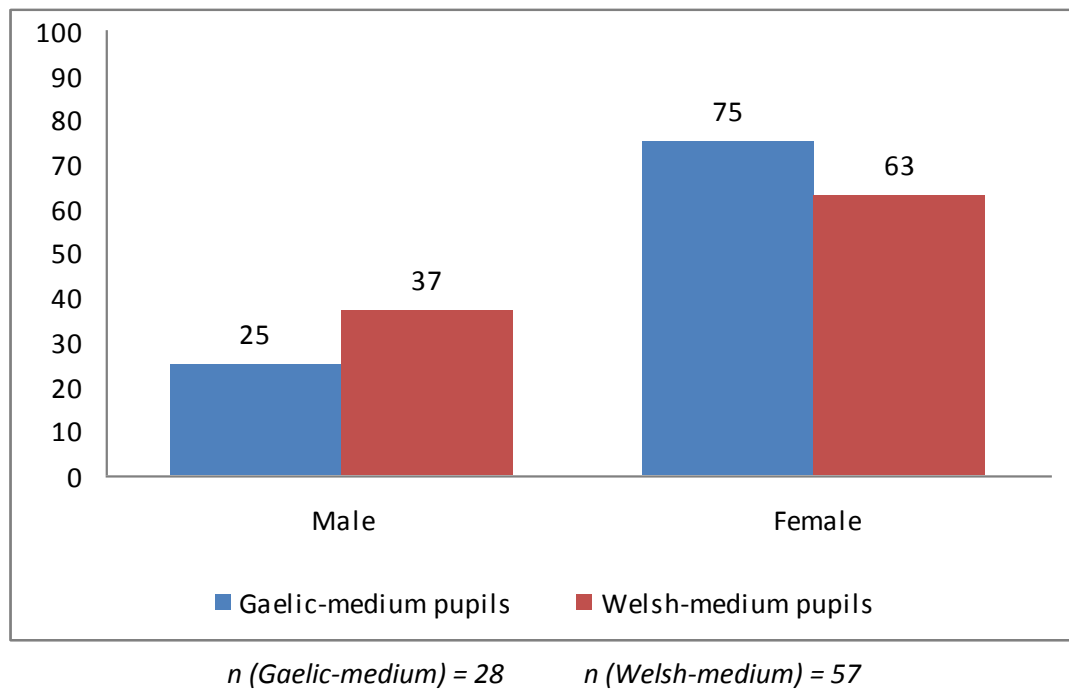
Section B Characterization of Celtic-medium pupil sample

B.1 Gender

In each graph, the columns represent the percentage of a particular pupil group (Gaelic-medium pupils or Welsh-medium pupils) which fall into that category. Such a method has been adopted – despite pupil numbers in the Gaelic-medium pupil group being relatively small – for ease of visual comparison. However, the tests used to assess whether there are statistically significant differences between pupil groups are appropriate for - and indeed take account of – such small pupil numbers where they occur.

Figure B.1.1 Celtic-medium pupils' gender (P7/Y6)

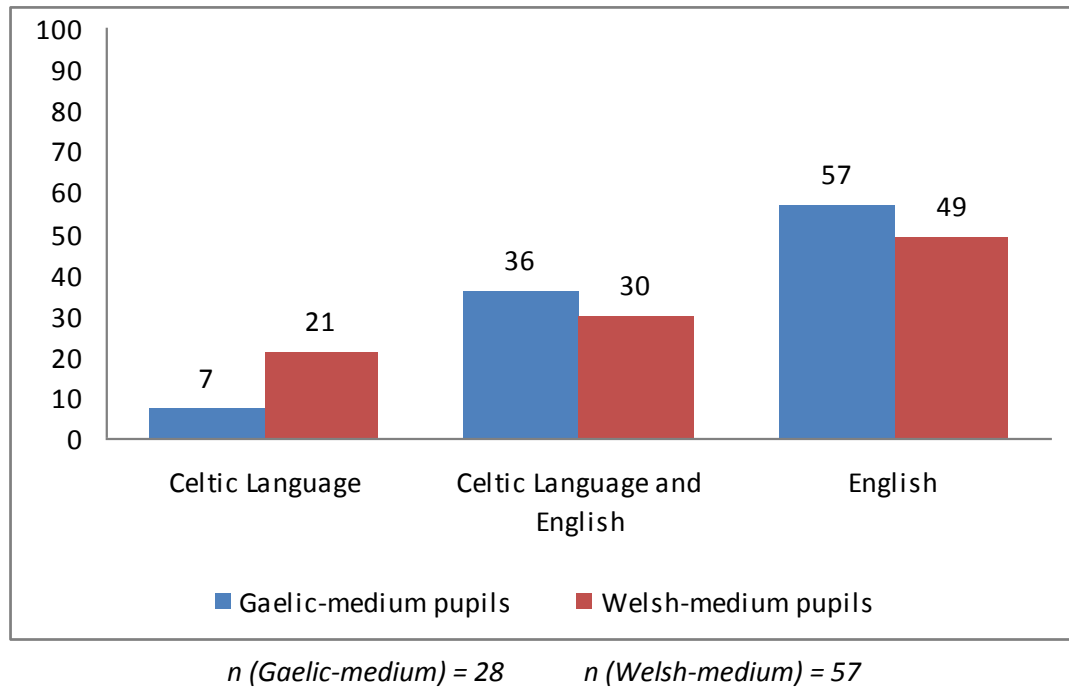
% distribution within each pupil group



$$\chi^2 = 1.192, df = 1, p = 0.275, n = 85$$

B.2 First Language

Figure B.2.1 Celtic-medium pupils' reported first language (P7/Y6)
% distribution within each pupil group

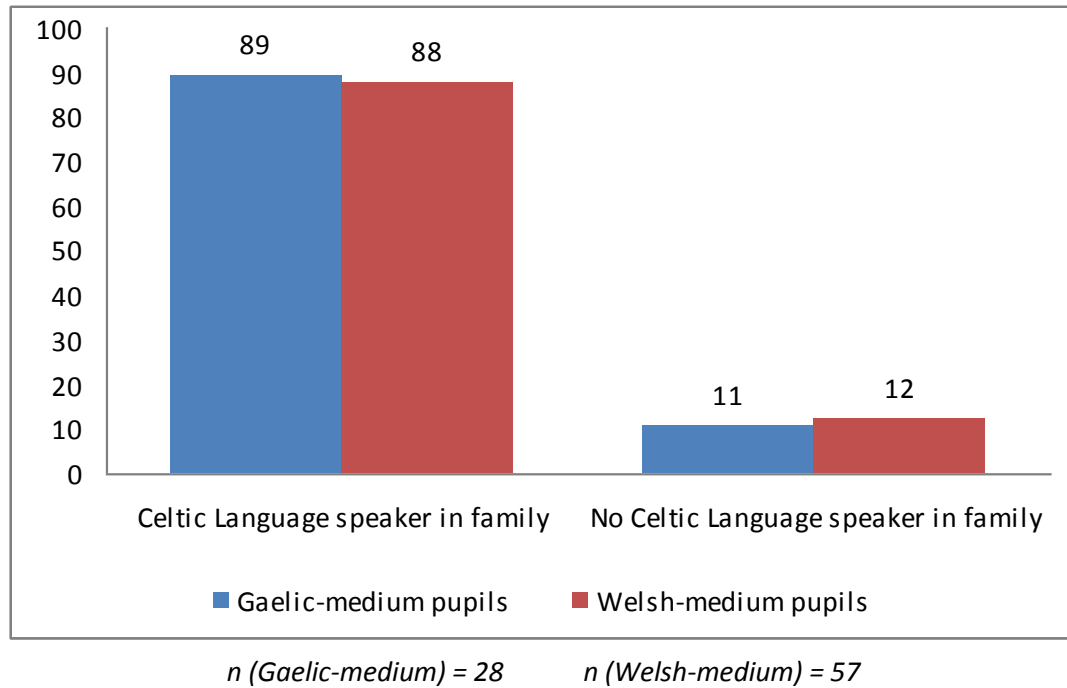


$\chi^2 = 2.644, df = 2, p = 0.267, n = 85$

B.3 Family language background

B.3.1 Celtic language speaker in family?

Figure B.3.1 Celtic-medium pupils' report of family language background in terms of whether there is a Celtic language speaker in the family (P7/Y6)
% distribution within each pupil group

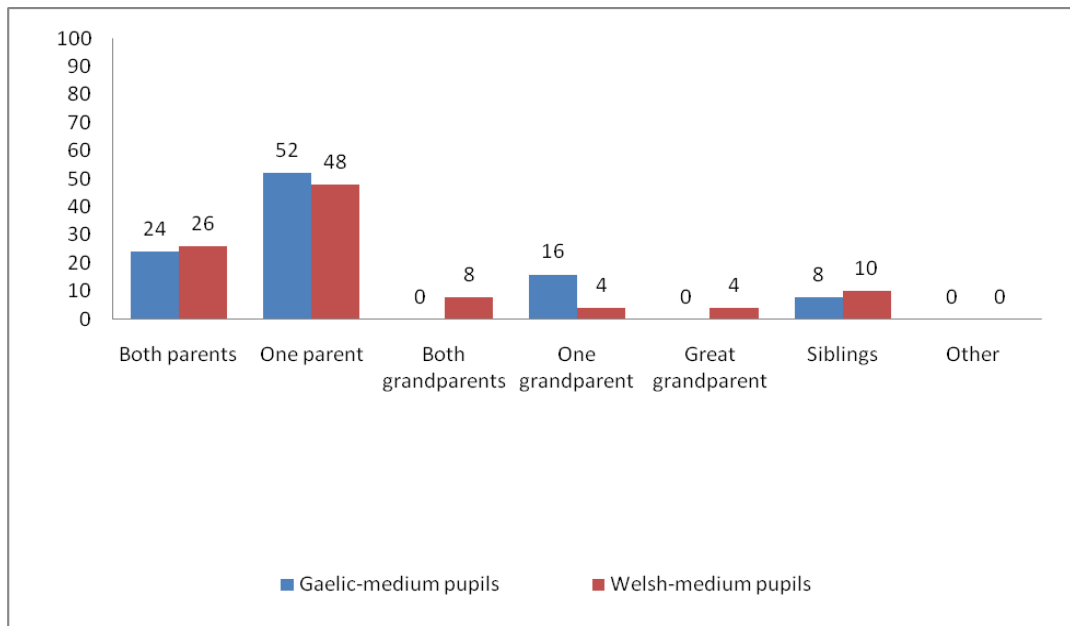


$$\chi^2 = 0.044, df = 1, p = 0.833, n = 85$$

B.3.2 Closest Celtic language speaking family relative (if Celtic language speaker in family)

This variable represents more detailed information on the family language background for those pupils who have a Celtic Language speaker in their family. The information is derived from the qualitative data provided in answer to the question ‘Does anyone in your family speak Gaelic/Welsh? If yes, who?’ and, for clarity of categorization, and data presentation, only one value was taken for each pupil. The answers were coded in the order of – Parent(s), Grandparent(s), Great grand parent, Siblings, Other. That is to say, if the mother and grandmother were mentioned, this was coded as ‘One parent.’ Thus, in many cases the value for ‘one parent’ encompasses the mother’s/father’s side of the family. The ‘Other’ category encompassed ‘Aunt,’ ‘Great Uncle’ and ‘Cousin.’

Figure B.3.2 Celtic-medium pupils’ reported family language background: Celtic language speakers (P7/Y6)
% distribution within each pupil group



n (Gaelic-medium) = 25 n (Welsh-medium) = 50

$\chi^2 = 6.152, df = 5, p = 0.292, n = 75$

B.3.3 Gender distribution within ‘one Celtic language speaking parent’ and ‘one Celtic language speaking grandparent’ response categories (Celtic-medium pupil responses)

		Gaelic-medium	Welsh-medium
One Celtic language speaking parent ³⁴	Mother	9	10
	Father	4	14
Total		13	24

It is typically the mother who speaks the Celtic Language in families where there is one parent reported as a Celtic language speaker in the Gaelic-medium pupil sample, whilst it is most often the father in the Welsh-medium pupil sample.

³⁴ Two of the Gaelic-medium pupils qualified their mother’s linguistic competence by saying that she is ‘learning’ and ‘only has a wee bit.’ The Welsh-medium pupils qualified their answers with ‘a little’ in 3 cases with regard to the mother, and in 2 cases with regard to the father.

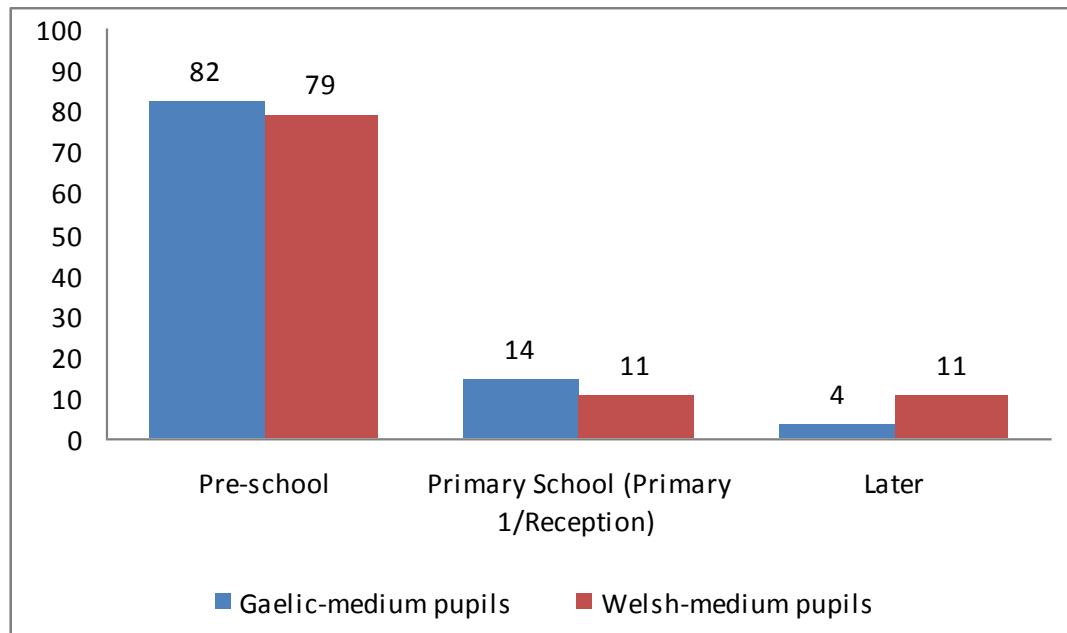
		Gaelic-medium	Welsh-medium
One Celtic language speaking grandparent	Grandmother	4	1
	Grandfather	0	1
Total		4	2

It is always the grandmother who is reported as speaking the Celtic Language amongst the ‘One Grandparent’ responses from the Scottish Celtic-medium pupil sample, whilst one grandmother and one grandfather are cited for the analogous category by the Welsh-medium pupil sample.

B.4 Stage of commencement of Celtic-medium education

Figure B.4.1 Celtic-medium pupils’ reported stage of commencement of Celtic-medium education (P7/Y6)

% distribution within each pupil group



n (Gaelic-medium) = 28

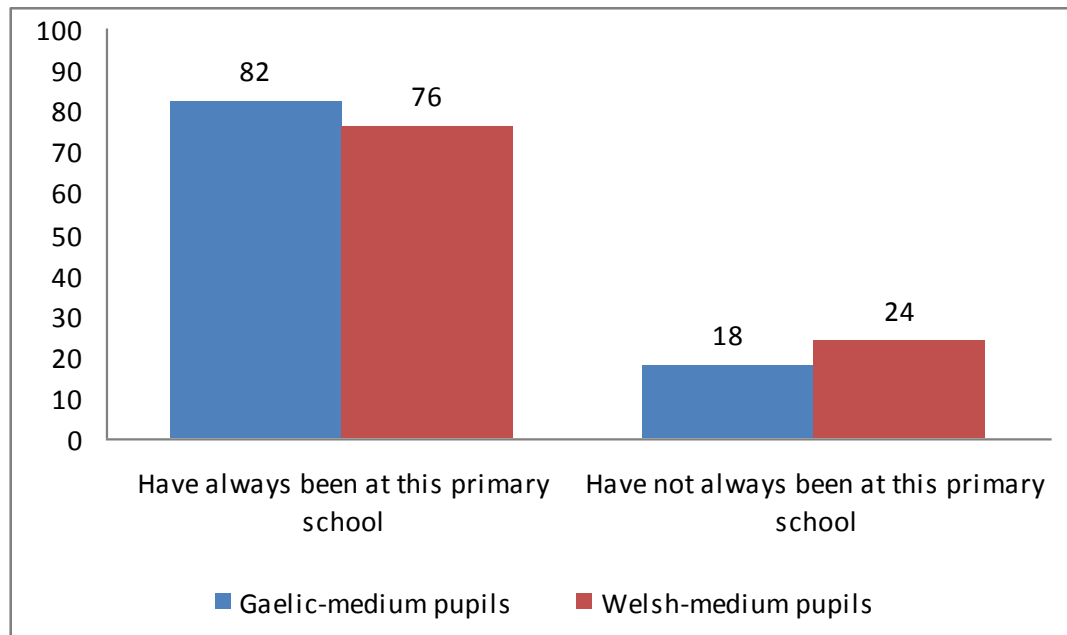
n (Welsh-medium) = 57

$$\chi^2 = 1.352, df = 2, p = 0.509, n = 85$$

B.5 Continuity of primary school provider in primary schooling

Figure B.5.1 Celtic-medium pupils' reported continuity in Celtic-medium education (primary school provider) (P7/Y6)

% distribution within each pupil group



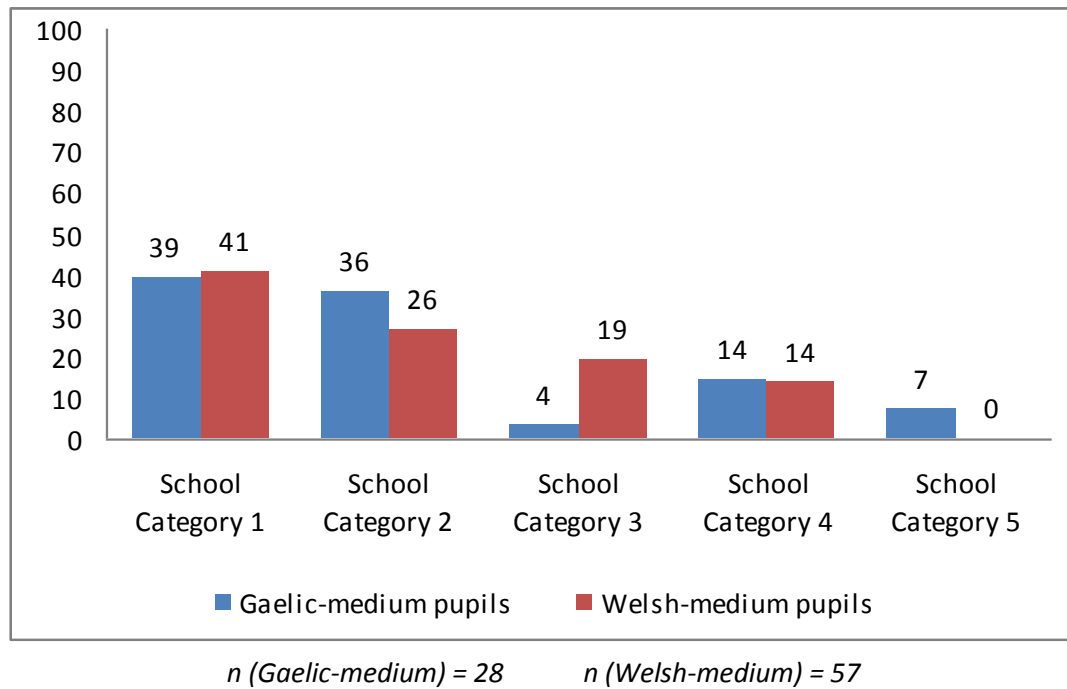
n (Gaelic-medium) = 28

n (Welsh-medium) = 55

$\chi^2 = 0.365$, $df = 1$, $p = 0.546$, $n = 83$

B.6 Distribution of pupil respondents across school categories

Figure B.6.1 Celtic-medium pupils by school category (P7/Y6) ³⁵
% distribution within each pupil group

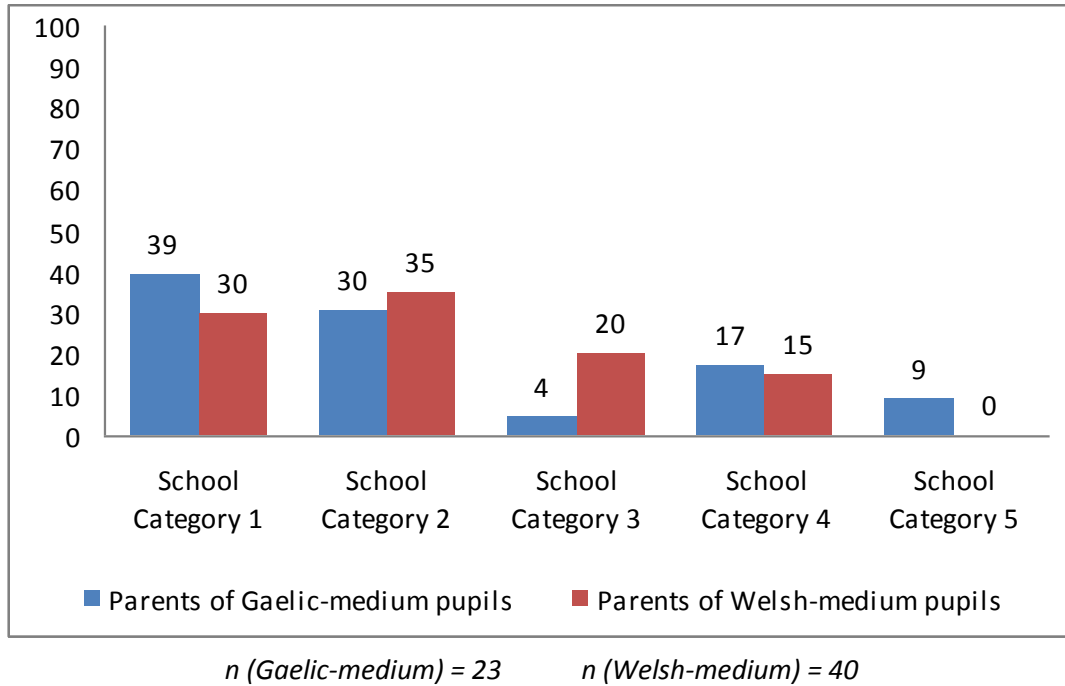


$\chi^2 = 3.862, df = 3, p = 0.277, n = 83$

³⁵ The ‘pupil participation by school’ figures that form the basis of this graph are presented in Appendix 4, D.1.

B.7 Distribution of parent respondents across school categories

Figure B.7.1 Parents of Celtic-medium pupils by school category (P7/Y6)
% distribution within each parent group



$\chi^2 = 2.977$, $df = 3$, $p = 0.395$, $n = 61$.

B.8 Participation rate by Local Authority area of Primary school attended: Gaelic-medium pupils

*Pupils in Gaelic-medium education in sample schools' Local Authorities (2006-2007)*³⁶

Council Area	Number of GM pupils (Total in P1-P7) in Local Authority's schools	Number of GM pupils in Local Authority as a % of GM pupils nationally	Number of pupils in Gaelic medium P7 in Local Authority Area	Number of P7 GM pupils in Local Authority as a % of GM P7 pupils nationally	Number of P7 pupils in the sample	Number of pupils in the Local Authority sample as a percentage of the total sample for this study
CNES	495	24%	74	28 %	10	36%
Highland	701	33%	92	34%	1	4%
Argyll and Bute	144	7%	21	8%	4	14%
Other ³⁷	752	36%	81	30%	13	46%
Total	2092	100%	268	100%	28	100%

(Roberston, 2007)

B.9 Participation rate by Local Authority area of Primary school attended: Welsh- medium pupils

*Pupils in Welsh-medium education in sample schools' Local Authorities (2006-2007)*³⁸

Council Area	Number of WM pupils (Total in Reception to Year 6) in Local Authority's schools	Number of WM pupils as a % of Welsh-medium pupils nationally	Number of pupils in Welsh-medium Y6 in Local Authority Area	Number of pupils as % of total number of pupils in WM Y6 nationally	Number of Y6 pupils in the sample	Number of pupils in the Local Authority sample as a percentage of the total sample for this study
Gwynedd	7271	14%	1202	19%	15	26%
Carmarthenshire	5916	11%	1006	16%	11	19%
Powys	1242	2%	194	3%	8	14%
Swansea	1521	3%	231	4%	23	40%
Total (in sample Local Authority schools)	15950	...	2633	...	57	100
Total (Nationally)	53,342	100%	6452	100%

(Welsh Assembly Government, 2007: Table 5)

³⁶ Due to the grouping of Local Authorities for anonymity purposes, this table represents the national sample of Gaelic-medium schools.

³⁷ Local Authorities A and B are grouped under 'Other' for these purposes, both in order to protect the anonymity of schools, and in order that the characteristics of the pupil sample, as compared with the National Gaelic-medium pupil distribution, be more clearly evidenced.

³⁸ Unlike the Gaelic-medium table in Appendix B.8, the table representing the sample of Celtic-medium pupils in the case study schools does not represent the national picture. The national picture is represented in Appendix 4.A.2.

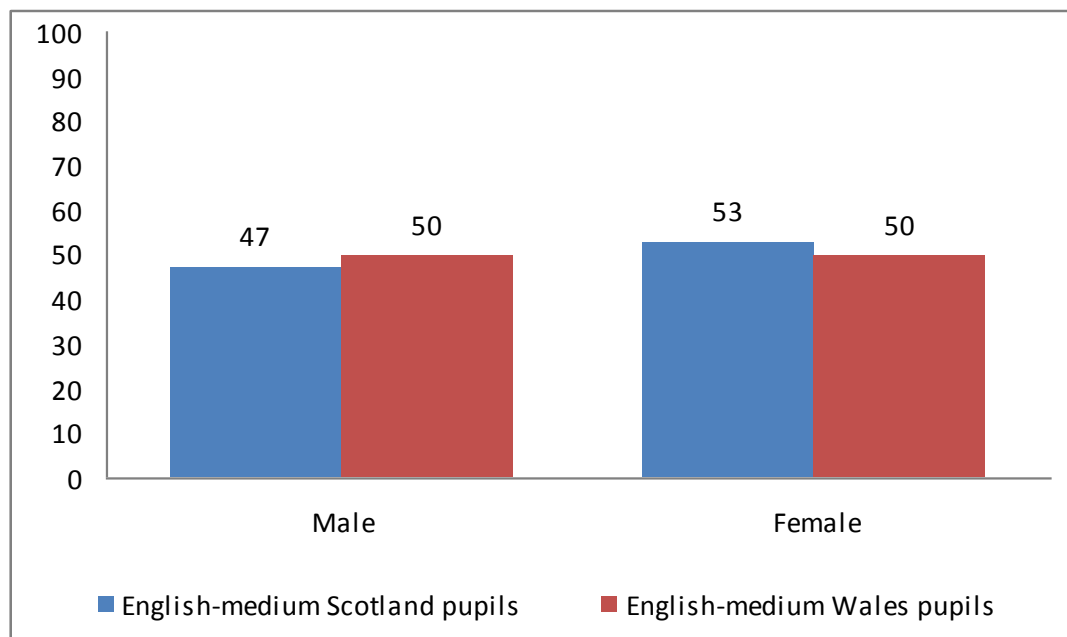
Section C Characterization of English-medium pupil sample

C.1 Gender

In each graph, the columns represent the percentage of a particular pupil group (English-medium Scotland pupils or English-medium Wales pupils) that fall into that category. Such a method has been adopted – despite pupil numbers in the English-medium pupil groups being relatively small – for ease of visual comparison. However, the tests used to assess whether there are statistically significant differences between pupil groups are appropriate for – and indeed take account of – such small pupil numbers where they occur.

Figure C.1.1 English-medium pupils' gender (P7/Y6)

% distribution within each pupil group



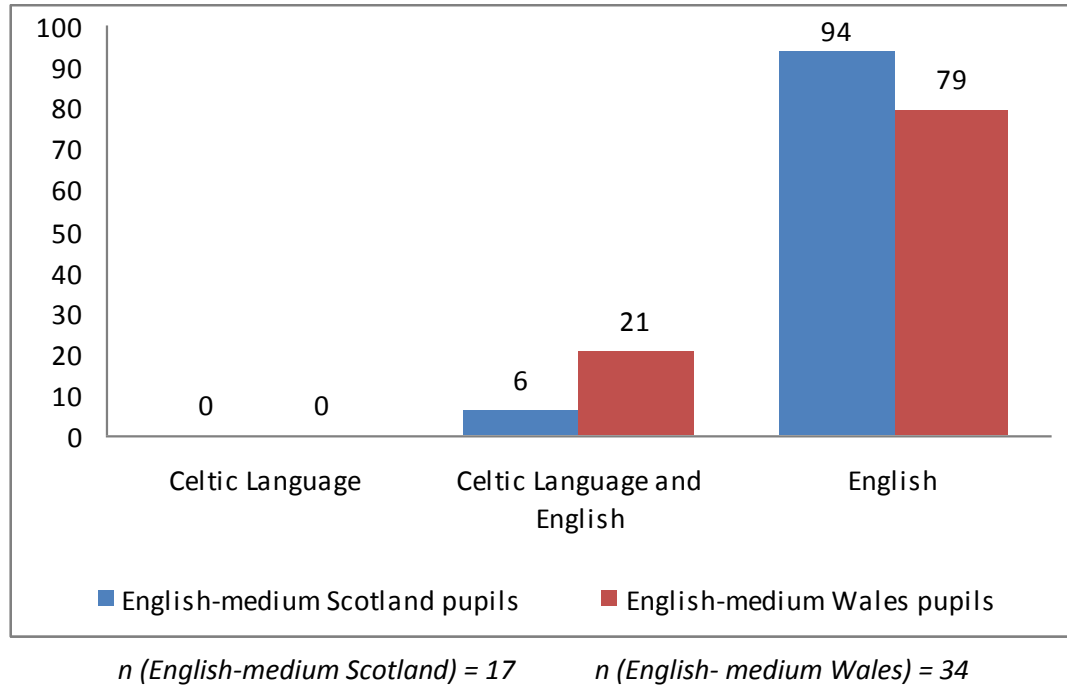
n (English-medium Scotland) = 17

n (English-medium Wales) = 34

$$\chi^2 = 0.039, df = 1, p = 0.843, n = 51$$

C.2 First language(s)

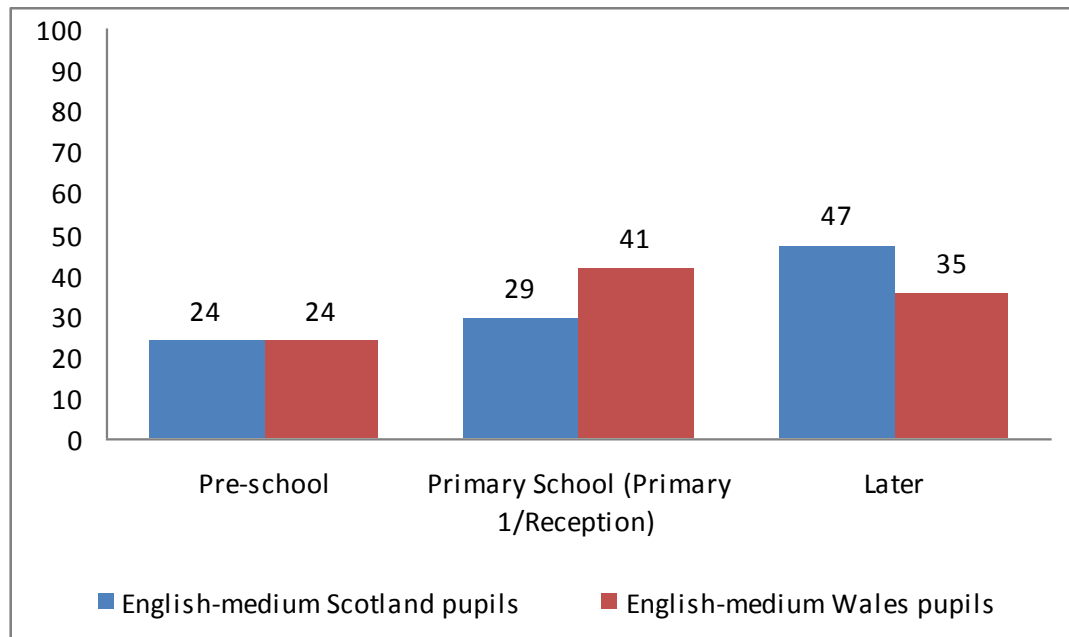
Figure C.2.1 English-medium pupils' reported first language (P7/Y6)
% distribution within each pupil group



$\chi^2 = 1.853$, *df* = 1, *p* = 0.173, *n* = 51

C.3 Stage of commencement of primary education at case study school

Figure C.3.1 English-medium pupils' reported stage of commencement of primary education at the case study school (P7/Y6)
% distribution within each pupil group



n (English-medium Scotland) = 17

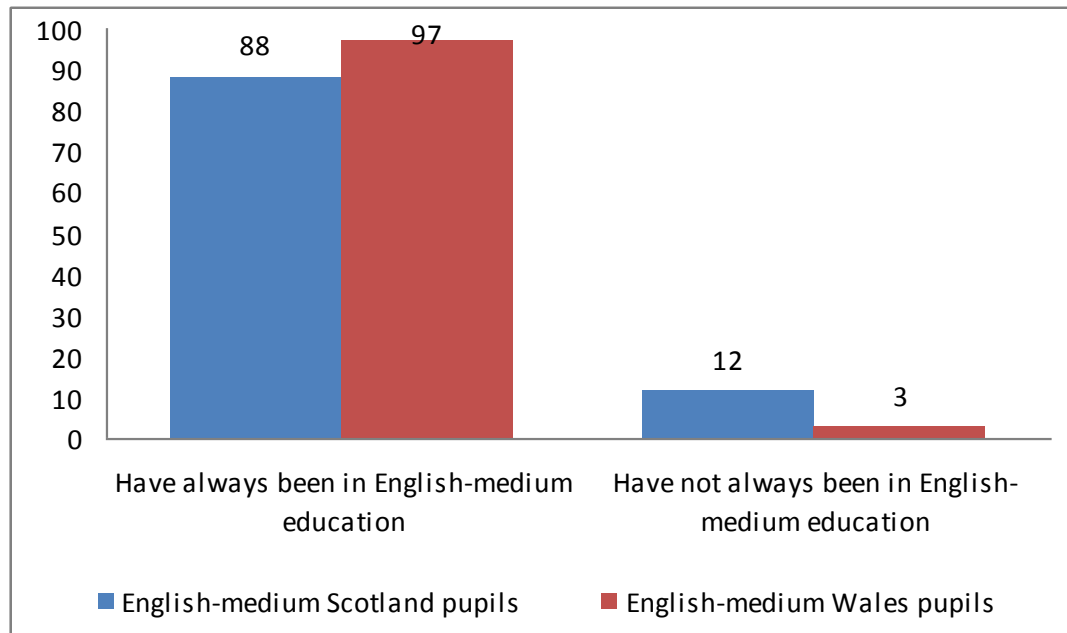
n (English-medium Wales) = 34

$\chi^2 = 0.821$, *df* = 2, *p* = 0.663, *n* = 51

C.4 Medium of instruction of primary schooling

Figure C.4.1 English-medium pupils' reported medium of instruction of primary school level education (P7/Y6)

% distribution within each pupil group



n (English-medium Scotland) = 17

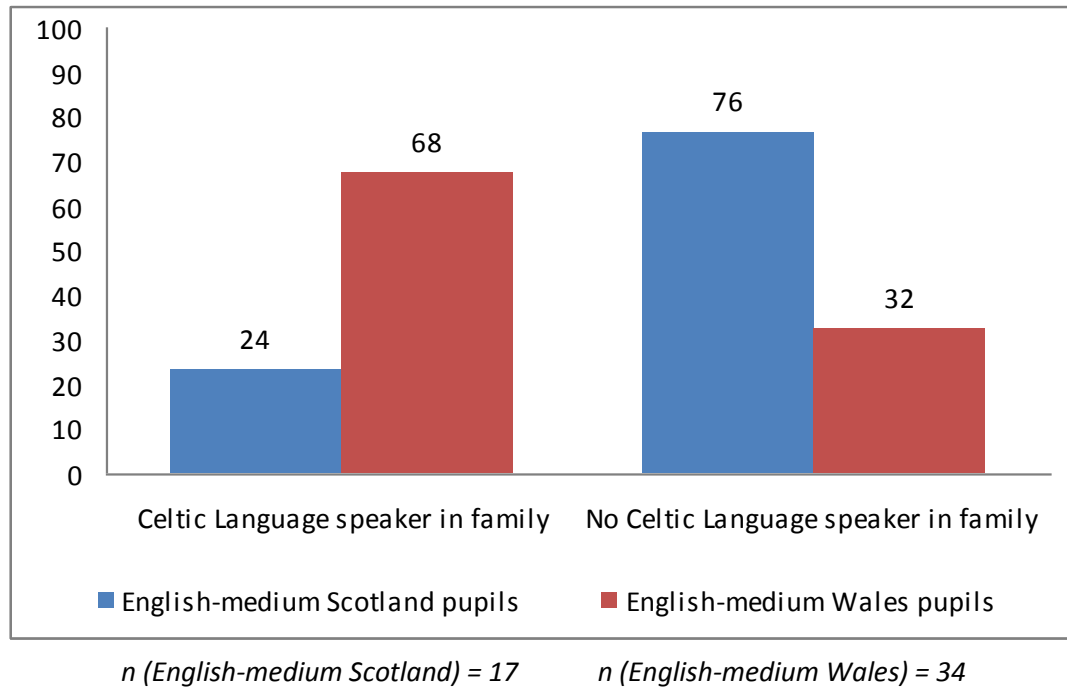
n (English-medium Wales) = 33

$\chi^2 = 1.518, df = 1, p = 0.218, n = 50.$

C.5 Family language background

C.5.1 Celtic language speaker in the family?

Figure C.5.1 English-medium pupils' reported family language background (P7/Y6)
% distribution within each pupil group

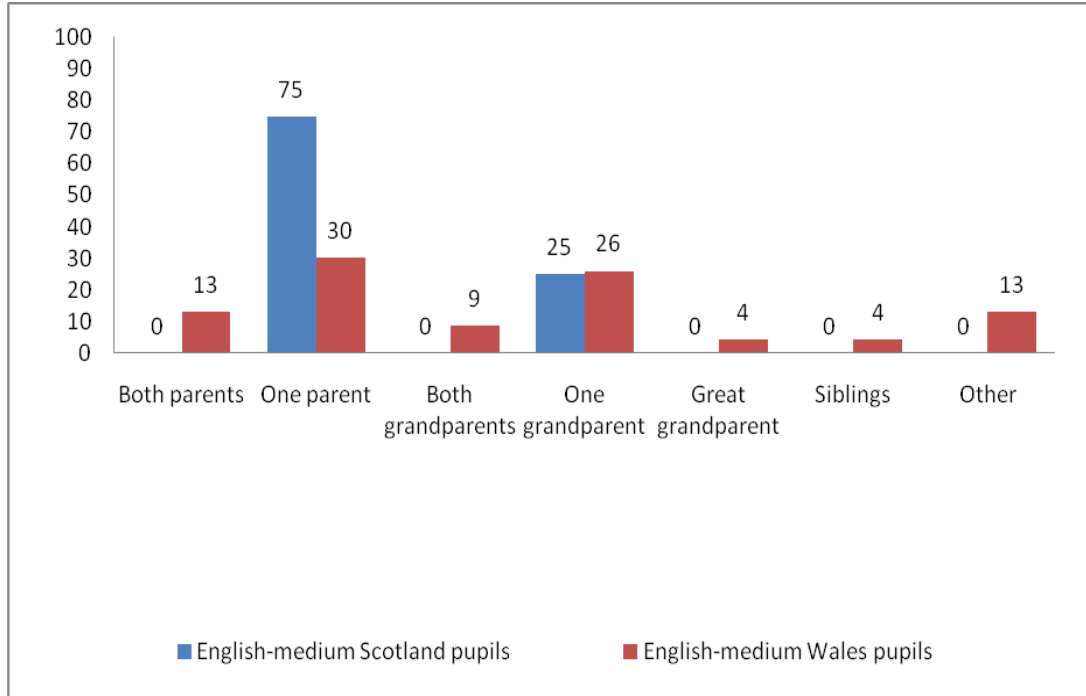


$\chi^2 = 8.854, df = 1, p = 0.003, n = 51$

C.5.2 Closest Celtic language speaking family relative (if Celtic language speaker in family)

Figure C.5.2 English-medium pupils' reported family language background: Celtic language speakers (P7/Y6)

% distribution within each pupil group



n (English-medium Scotland) = 4

n (English-medium Wales) = 23

C.5.3 Gender distribution within 'one Celtic language speaking parent' and 'one Celtic language speaking grandparent' response categories: (English-medium pupil responses)

		English-medium Scotland	English-medium Wales
One Celtic language speaking parent ³⁹	Mother	2	6
	Father	1	1
Total		3	7

It is typically the mother who speaks the Celtic Language in English-medium Wales and English-medium Scotland families where there is one parent reported as a Celtic language speaker in the sample.

³⁹ One of the English-medium Scotland pupils qualified their answer for their Mother speaking Gaelic with 'my mum speaks a bit.' One of the English-medium Wales pupils qualified their answer with 'my mother speaks a little Welsh.'

		English-medium Scotland	English-medium Wales
One Celtic language speaking grandparent	Grandmother	1	3
	Grandfather	0	3
Total		1	6

The number of grandmothers and grandfathers cited in the English-medium Wales pupil sample is equal. Only one pupil in the English-medium Scotland sample reports having one Gaelic speaking grandparent, and it is their grandmother.

Appendix 7 Language Use

Section A Celtic-medium pupils' language output – primary and secondary school variables

For each aspect of language use, pupil response is presented by pupil group (Gaelic-medium pupils, Welsh-medium pupils) and by school stage (primary or secondary). The data is presented in percentage terms for ease of comparison between the pupil groups.

The results of Gamma tests - used to investigate whether there was a difference between the patterns of response returned by the Gaelic-medium and Welsh-medium pupils on a particular aspect of language use at a specific school stage (the final year of primary school or the first year of secondary school) – are presented below the graphs representing the primary and secondary school data for that variable respectively.

The results of Wilcoxon Tests – which investigated whether there were statistically significant shifts in patterns of language use over time within the Gaelic-medium and Welsh-medium pupil groups – are subsequently presented.

A.1 Celtic-medium pupils' language use to friends outside of school⁴⁰

Figure A.1.1 Celtic-medium pupils' reported language use to friends outside of school (P7/Y6)

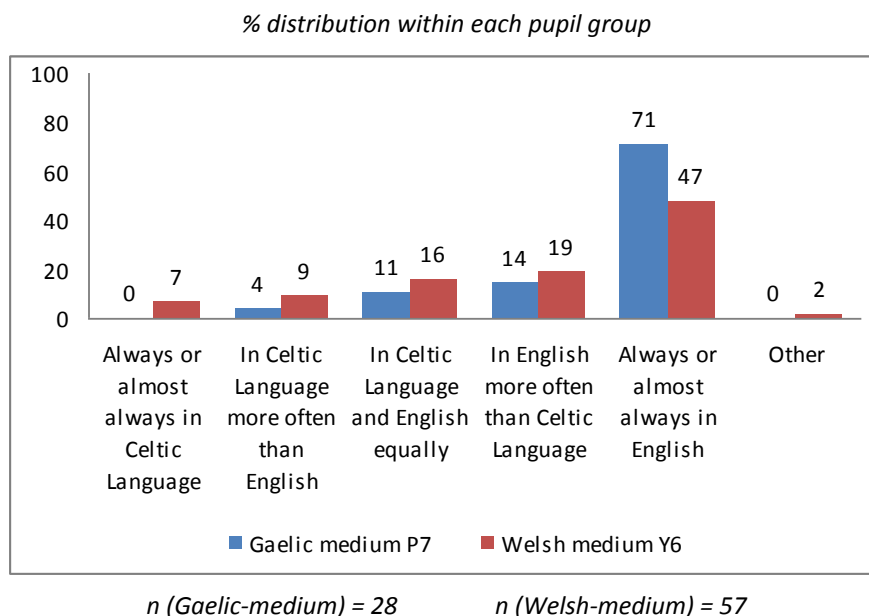
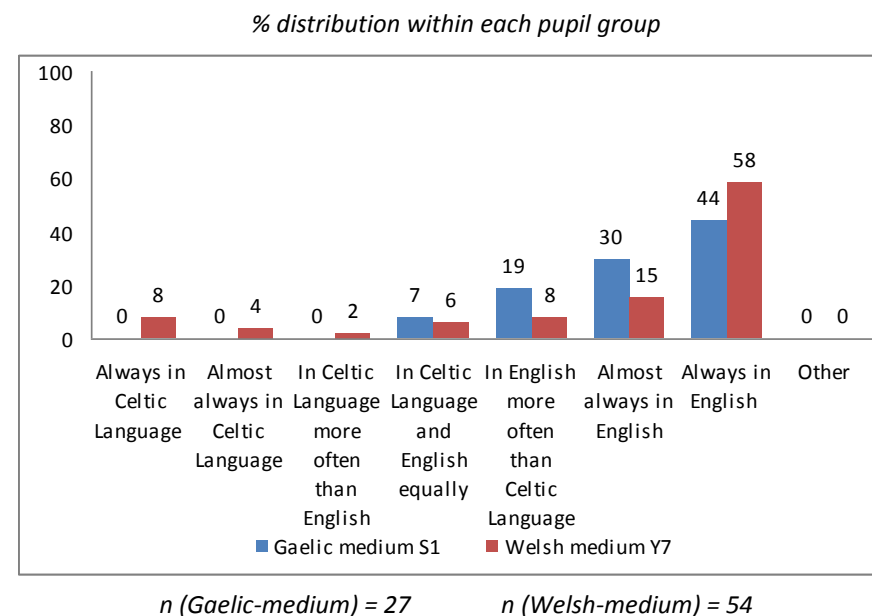


Figure A.1.2 Celtic-medium pupils' reported language use to friends outside of school (S1/Y7)



Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.435, p = 0.016$	$\gamma = 0.092, p = 0.607$

Wilcoxon tests

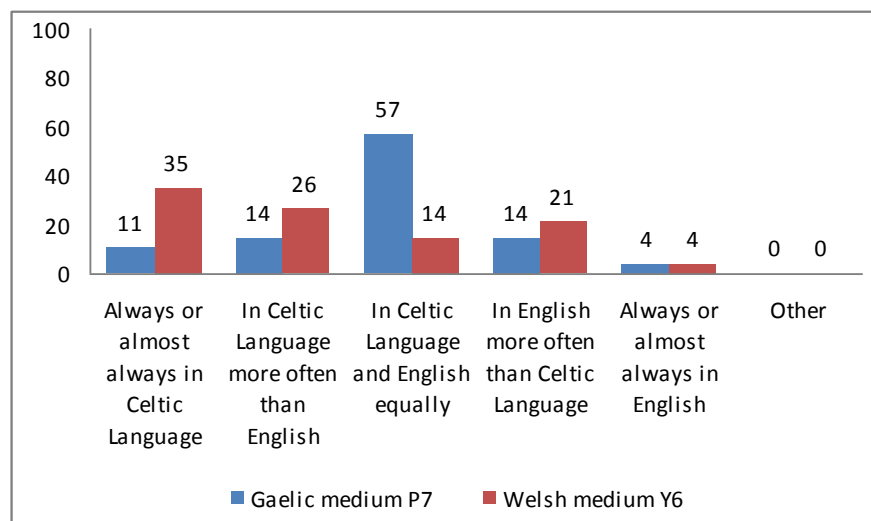
Gaelic-medium pupils	$z = -0.690, p = 0.490, n = 27$
Welsh-medium pupils	$z = -1.487, p = 0.137, n = 54$

⁴⁰ In Figure A.1.2, and in other graphs which display distributions of responses, percentages may add up to more than 100 because of rounding.

A.2 Celtic-medium pupils' language use to other pupils in the Celtic language classroom

Figure A.2.1 Celtic-medium pupils' reported language use to other pupils in the Celtic Language Classroom (P7/Y6)

% distribution within each pupil group

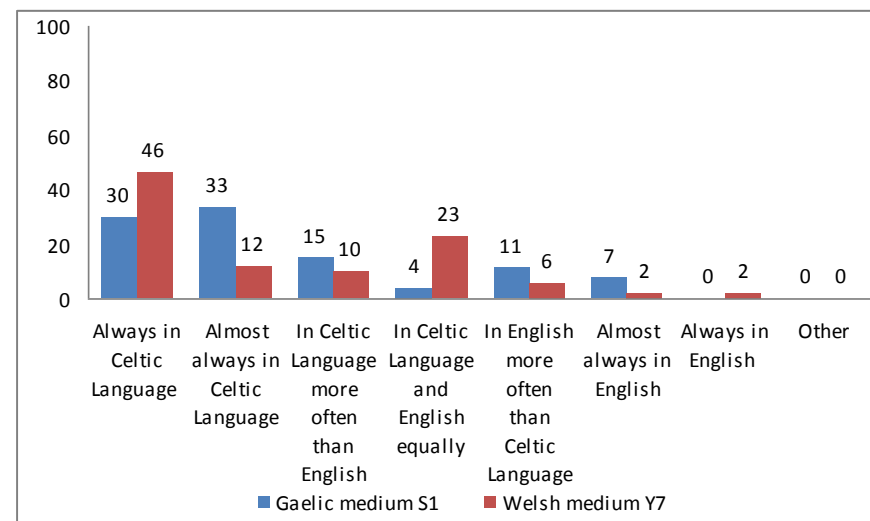


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.2.2 Celtic-medium pupils' reported language use to other pupils in the Celtic Language Classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 53

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.336$ $p = 0.023$	$\gamma = -0.098$, $p = 0.549$

Wilcoxon tests

Gaelic-medium pupils	$z = -3.057$, $p = 0.002$, $n = 27$
Welsh-medium pupils	$z = -2.259$, $p = 0.024$, $n = 53$

A.2.3. Shifts in pupil response regarding their language use to other pupils in the Celtic language classroom between the primary and secondary school stages: Gaelic-medium and Welsh-medium pupils

Gaelic-medium pupils

Table A.2.3.1 Reported language use to other pupils in the Celtic language classroom (Gaelic-medium Primary 7)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	2	0	7	1	1	11
CNES	1	2	5	2	0	10
Argyll and Bute	0	0	2	1	0	3
LA B	0	0	2	0	0	2
Highland	0	1	0	0	0	1
Total (Count)	3	3	16	4	1	27
% of total	11.1%	11.1%	59.3%	14.8%	3.7%	100%

Table A.2.3.2 Reported language use to other pupils in the Celtic language Classroom (Gaelic-medium Secondary 1)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	7	1	1	2	0	11
CNES	7	2	0	1	0	10
Argyll and Bute	3	0	0	0	0	3
LA B	0	0	0	0	2	2
Highland	0	1	0	0	0	1
Total (Count)	17	4	1	3	2	27
% of total	63.0%	14.8%	3.7%	11.1%	7.4%	100%

The three primary pupils who reported that they spoke to other pupils in the classroom ‘always or almost always’ in Gaelic maintained this pattern of language use into secondary school.

Of the three pupils who reported that they spoke ‘more Gaelic than English’ to other pupils in the primary classroom, one maintained this pattern of language use at secondary school, and two perceived that they had increased their Gaelic language use, and reported that they speak ‘always or almost always in Gaelic’ at secondary school.

Sixteen pupils reported that they spoke ‘Gaelic and English equally’ to other pupils during the final year of primary school, but interestingly, none of these pupils gave this answer at the secondary school stage. Eleven of these pupils’ secondary school responses reported that they used more Gaelic to other pupils in the Celtic Language Classroom than they had reported themselves using at primary

school - with two pupils perceiving that their language use was now ‘in more Gaelic than English’ and 9 that they were now ‘always or almost always in Gaelic.’ Five of these pupils gave a response at secondary school level that indicated that their perceived language use had moved towards English - with 3 pupils reporting using ‘more English than Gaelic’ and 2 ‘always or almost always in English.’

Of the four pupils who reported ‘in English more often than Gaelic’ at primary school, all shifted in the direction of Gaelic at secondary school, one to ‘in Gaelic more often than English’ and three to ‘always or almost always in Gaelic.’

The one Gaelic-medium pupil who reported their language use to other pupils in the classroom as ‘always or almost always in English’ revised their pattern of language use to ‘in Gaelic and English equally’ at the secondary school stage.

Welsh-medium pupils

Table A.2.3.3 Reported language use to other pupils in the Celtic language classroom (Welsh-medium Year 6)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
Swansea	11	5	2	3	1	22
Gwynedd	6	5	0	2	0	13
Carmarthenshire	1	1	3	4	1	10
Powys	1	3	2	2	0	8
Total (Count)	19	14	7	11	2	53
% of total	35.8%	26.4%	13.2%	20.8%	3.8%	100%

Table A.2.3.4 Reported language use to other pupils in the Celtic language classroom (Welsh-medium Year 7)

Data for pupils who participated at both the primary and secondary school stages⁴¹

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
Swansea	15	1	4	2	0	22
Gwynedd	9	2	2	0	0	13
Carmarthenshire	5	1	2	0	2	10
Powys	2	1	4	1	0	8
Total (Count)	31	5	12	3	2	53
% of total	58.5%	9.4%	22.6%	5.7%	3.8%	100%

Of the 19 primary pupils who said they used ‘always or almost always Welsh’ to other pupils in the Celtic language classroom 15 re-categorised their language use as such in secondary school, and 4 perceived that it had dropped to Welsh and English equally.

⁴¹ In this, and in subsequent tables presenting shifts in language patterns amongst the Welsh-medium pupil group (in which 6 pupils moved Local Authority area between primary and secondary school), pupils’ secondary school data is presented by their primary school Local Authority area.

Of the 14 primary pupils who used 'Welsh more than English' to other pupils in the Celtic language classroom, 8 perceived that their language use had increased - to 'Always or almost always in Welsh' by secondary school, three perceived that it was still 'Welsh more than English,' whilst 3 believed it to now be 'Welsh and English equally.'

Of the 7 primary pupils who reported their language use to other pupils in this linguistic domain as 'Welsh and English equally,' 4 perceived that it had increased to 'always or almost always in Welsh' at secondary school, 2 perceived it still to be 'Welsh and English equally' and 1 pupil reported that their language use had dropped to 'English more than Welsh.'

Of the 11 pupils who reported their language use in this domain as 'English more than Welsh,' 8 of these pupils reported a higher level of Celtic language use to pupils in the Celtic Language classroom at the secondary school stage. 4 pupils reported their language use as 'always or almost always in Welsh,' 2 as 'Welsh more than English' and 2 as 'Welsh and English equally.' 1 pupil gave the same categorisation for their secondary school language use to other pupils as they had at primary, and 2 pupils' categorised their secondary school language use in this regard as 'always or almost always in English,' a decrease in Celtic language use as compared with their primary school answer.

The 2 pupils who reported their language use to other pupils in the Celtic language classroom as 'always or almost always in English' both reported an increase in their Welsh use in the Welsh classroom at secondary school, to 'Welsh and English equally' and 'English more than Welsh' respectively.

A.3 Celtic-medium pupils' language use to other pupils when outside of the classroom

Figure A.3.1 Celtic-medium pupils' reported language use to other pupils when outside of the classroom (e.g. corridors/playground) (P7/Y6)

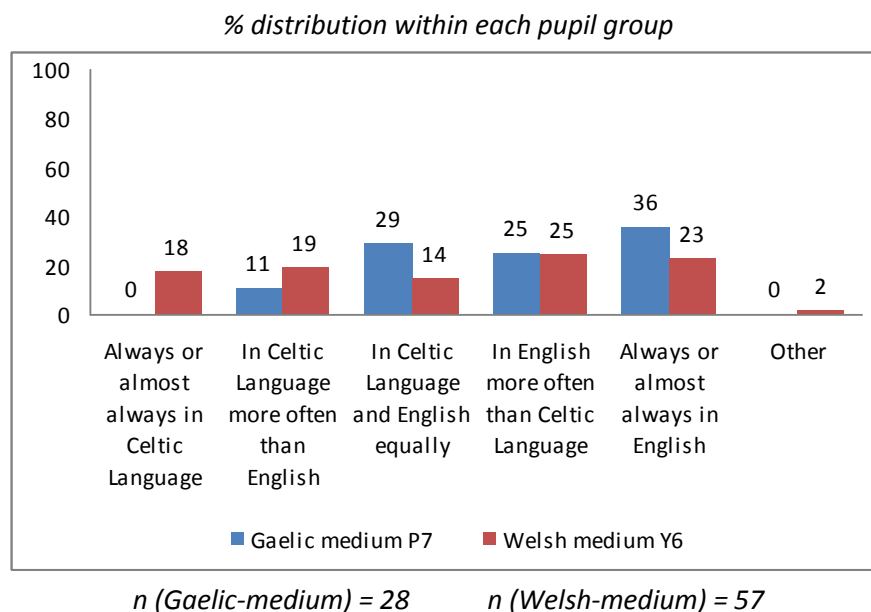
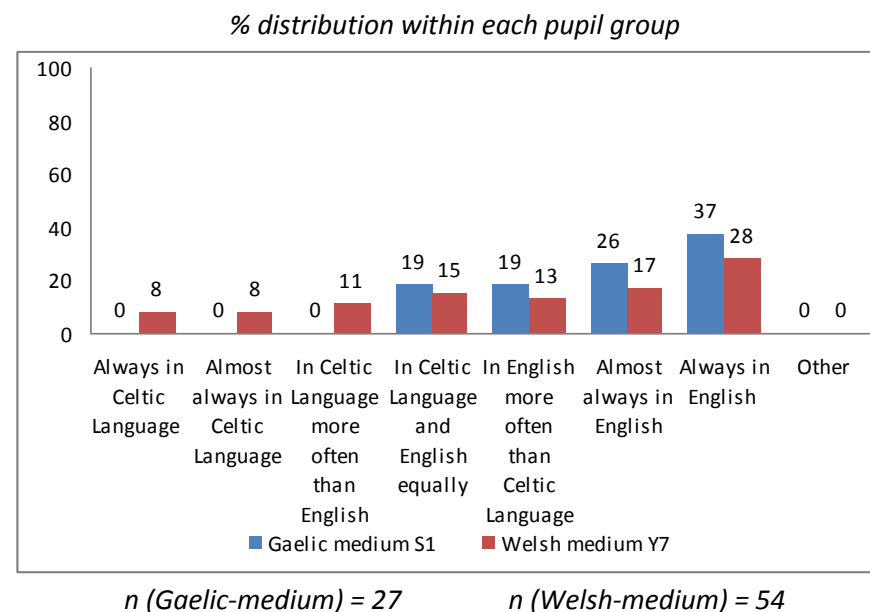


Figure A.3.2 Celtic-medium pupils' reported language use to other pupils when outside of the classroom (e.g. corridors/playground) (S1/Y7)



Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.337, p = 0.024$	$\gamma = -0.335, p = 0.025$

Wilcoxon tests

Gaelic-medium pupils	$z = -2.765, p = 0.006, n = 27$
Welsh-medium pupils	$z = -1.196, p = 0.232, n = 54$

A.3.3 Shifts in pupil response regarding their language use to other pupils when outside of the classroom between the primary and secondary school stages: Gaelic-medium pupils

Table A.3.3.1 Reported language use to other pupils when outside of the classroom (Gaelic-medium Primary 7)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	0	3	4	2	2	11
CNES	0	0	3	3	4	10
Argyll and Bute	0	0	0	0	3	3
LA B	0	0	0	1	1	2
Highland	0	0	0	1	0	1
Total (Count)	0	3	7	7	10	27
% of total	0%	11.1%	25.9%	25.9%	37.0%	100%

Table A.3.3.2 Reported language use to other pupils when outside of the classroom (Gaelic-medium Secondary 1)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	0	0	5	2	4	11
CNES	0	0	0	3	7	10
Argyll and Bute	0	0	0	0	3	3
LA B	0	0	0	0	2	2
Highland	0	0	0	0	1	1
Total (Count)	0	0	5	5	17	27
% of total	0%	0%	18.5%	18.5%	63.0%	100%

Of the 3 primary pupils who reported their language use to other pupils in school (when outside of the classroom) to be ‘in Gaelic more often than English,’ all three reported a decrease in language use at the secondary school stage. One pupil reported their language use to be ‘in Gaelic and English equally’ and two ‘in English more often than Gaelic.’

Of the 7 primary pupils who reported their language use to other pupils in the corridors and playground to be ‘in Gaelic and English equally,’ 3 reiterated this assessment at the secondary school stage, and 4 reported that their Celtic language use had decreased. One pupil reported their secondary school language use in this regard to be ‘in English more often than Gaelic’ and 3 judged it to be ‘always or almost always in English.’

Of the 7 primary pupils who reported their language use in this linguistic context to be ‘in English more than Gaelic,’ 1 reported a higher level of Celtic language use at the secondary school stage (‘in Gaelic and English equally’), whilst the other 6 pupils reported a decrease in

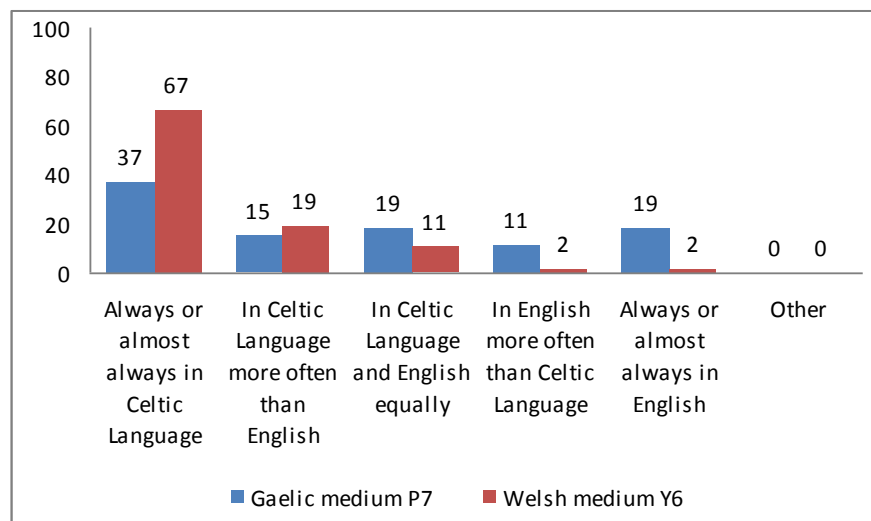
their level of Celtic language use. One of these six pupils reported their secondary school language use to pupils in the school when outside of the classroom to be ‘in English more often than Gaelic,’ but in five cases the Celtic language use was reported to have decreased more dramatically - to ‘always or almost always in English.’

Nine of the 10 primary pupils who reported their language use to other pupils in the corridors and playground to be ‘always or almost always in English’ reiterated this assessment of their language use patterns at the secondary school stage. One pupil perceived their Celtic language use to have increased slightly, to ‘in English more often than Gaelic.’

A.4 Celtic-medium pupils' language use to teachers in the school when outside of the classroom

Figure A.4.1 Celtic-medium pupils' reported language use to teachers when outside of the classroom (P7/Y6)

% distribution within each pupil group

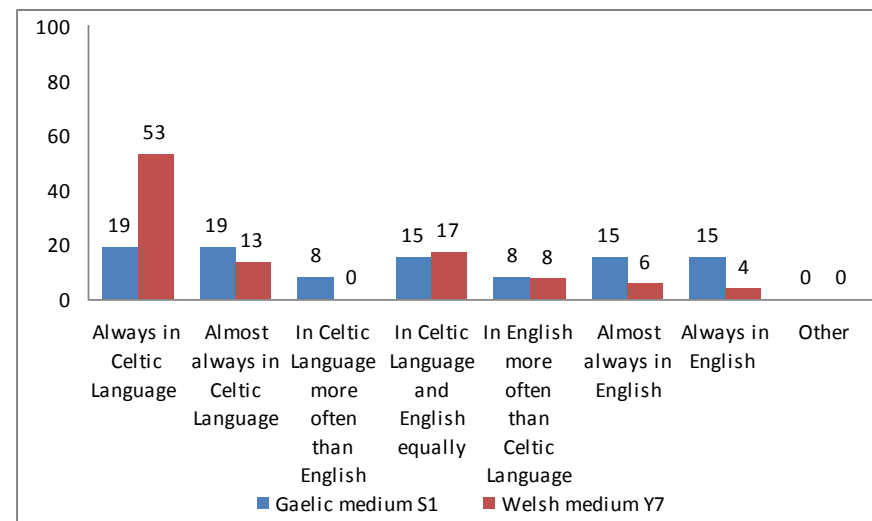


n (Gaelic-medium) = 27

n (Welsh-medium) = 57

Figure A.4.2 Celtic-medium pupils' reported language use to teachers when outside of the classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 26

n (Welsh-medium) = 54

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.564, p = 0.002$	$\gamma = -0.464, p = 0.002$

Wilcoxon tests

Gaelic-medium pupils	$z = -1.069, p = 0.285, n=26$
Welsh-medium pupils	$z = -1.929, p = 0.054, n = 54$

A.4.3 Shifts in pupil response regarding their language use to teachers when outside of the classroom between the primary and secondary school stages: Welsh-medium pupils

Table A.4.3.1 Reported language use to teachers when outside of the classroom (Welsh-medium Year 6)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
Swansea	19	3	0	0	0	22
Gwynedd	12	1	0	0	0	13
Carmarthenshire	1	5	4	0	1	11
Powys	3	2	2	1	0	8
Total (Count)	35	11	6	1	1	54
% of total	64.8%	20.4%	11.1%	1.9%	1.9%	100%

Table A.4.3.2 Reported language use to teachers when outside of the classroom (Welsh-medium Year 7)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
Swansea	19	0	0	0	3	22
Gwynedd	12	0	1	0	0	13
Carmarthenshire	2	0	5	2	2	11
Powys	3	0	3	2	0	8
Total (Count)	36	0	9	4	5	54
% of total	66.7%	0%	16.7%	7.4%	9.3%	100%

Of the 35 primary pupils who said they used ‘always or almost always Welsh’ to teachers when outside of the classroom 29 re-categorised their language use as such in secondary school. Of the 6 pupils whose language use shifted, 2 secondary school pupils reported that their language use in this regard was now ‘Welsh and English equally,’ 1 that it was ‘English more than Welsh,’ and 3 that it was ‘always or almost always in English.’ The three pupils who returned the latter shift –from ‘always or almost always in Welsh’ to ‘always or almost always in English’ were the pupils who switched from Welsh-medium to English-medium education at the secondary school stage.

Of the 11 primary pupils who used ‘Welsh more than English’ to teachers in the school when outside of the classroom, 6 perceived that their language use had increased – to ‘Always or almost always in Welsh’ by secondary school. The other 5 pupils judged that their language use in this regard had shifted towards English. 2 reported that it was now ‘Welsh and English equally,’ 1 that it was ‘English more than Welsh’ and 2 that it was ‘Always or almost always in English.’

Of the 6 primary pupils who reported their language use to teachers in the corridors and playground to be ‘Welsh and English equally,’ 4 judged this still to be the case in secondary school. 1 pupil reported that their Celtic language use had increased to ‘always or almost always in Welsh’ whilst another pupil reported it to have decreased – to ‘in English more often than Welsh.’

The primary pupil who reported their language use in this domain as ‘English more than Welsh’ believed this still to be the case at secondary school, whilst the pupil who reported their language use to teachers in the school to be ‘always or almost always in English’ at the primary school stage revised this to ‘Welsh and English equally’ when assessing their language use in this context at the secondary school level.

A.5 Celtic-medium pupils' language use to their mothers

Figure A.5.1 Celtic-medium pupils' reported language use to their mothers (P7/Y6)

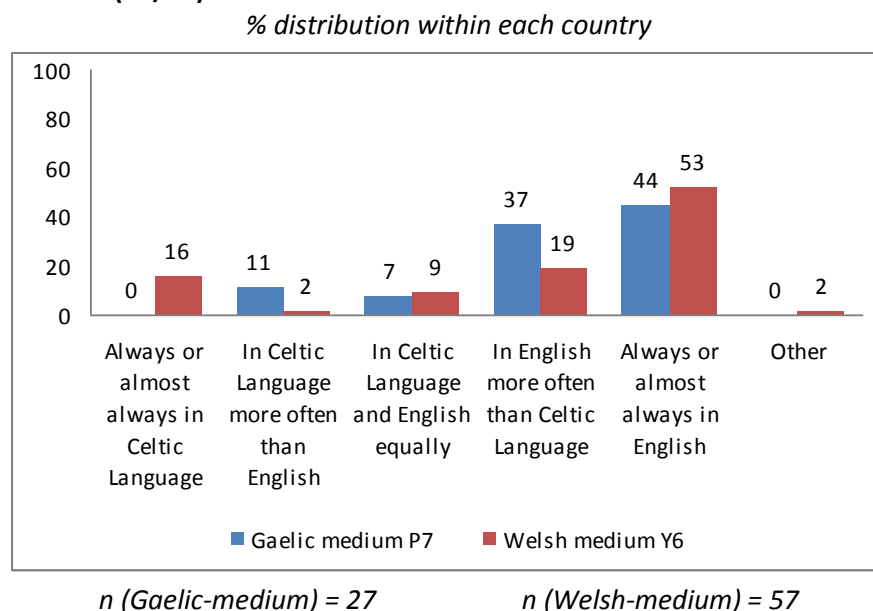
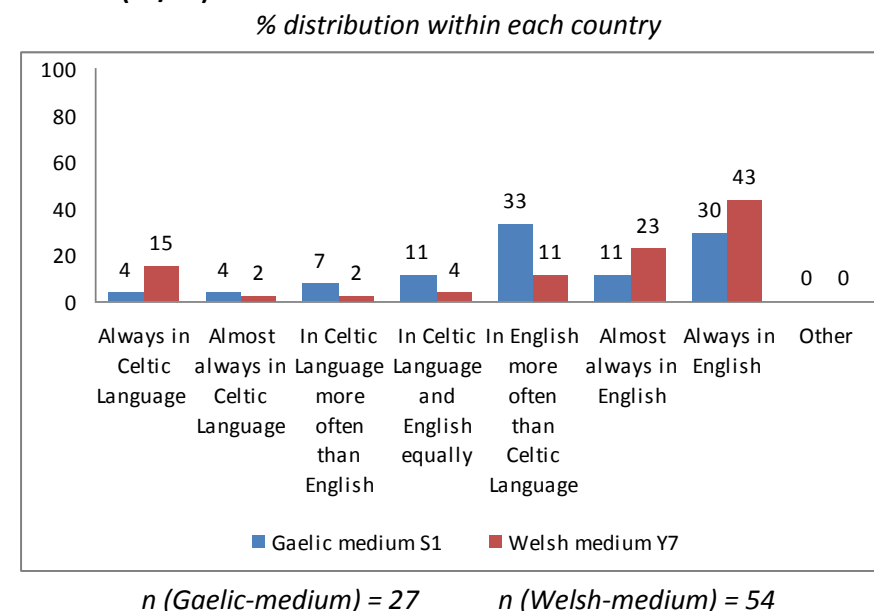


Figure A.5.2 Celtic-medium pupils' reported language use to their mothers (S1/Y7)



Gamma tests

Primary school stage	Secondary school stage
$\gamma = 0.011, p = 0.951$	$\gamma = 0.196, p = 0.225$

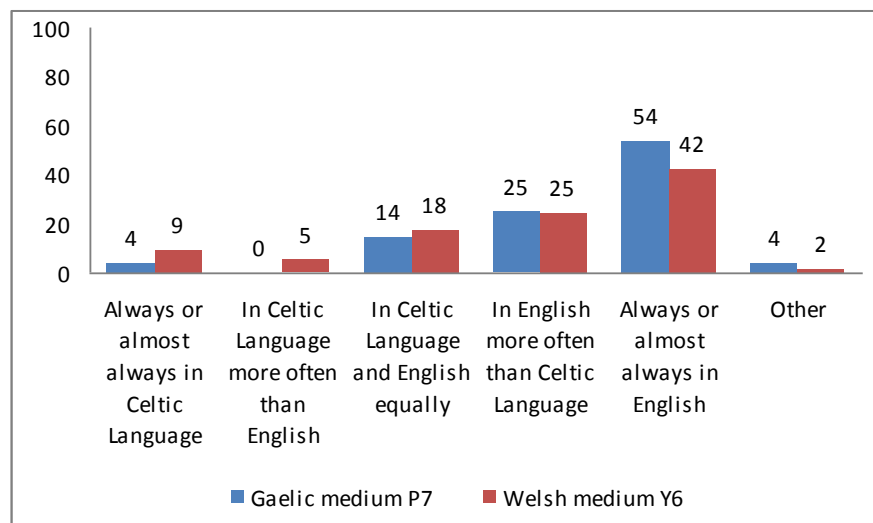
Wilcoxon tests

Gaelic-medium pupils	$z = -1.032, p = 0.302, n = 26$
Welsh-medium pupils	$z = -0.037, p = 0.971, n = 54$

A.6 Celtic-medium pupils' language use to adults outside of school

Figure A.6.1 Celtic-medium pupils' reported language use to adults outside of school, e.g. neighbours (P7/Y6)

% distribution within each pupil group

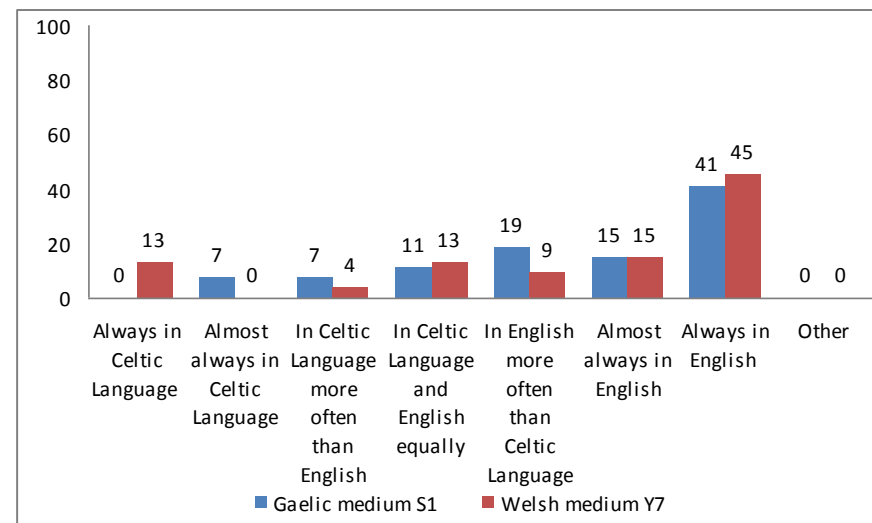


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.6.2 Celtic-medium pupils' reported language use to adults outside of school, e.g. neighbours (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.265, p = 0.141$	$\gamma = 0.008, p = 0.960$

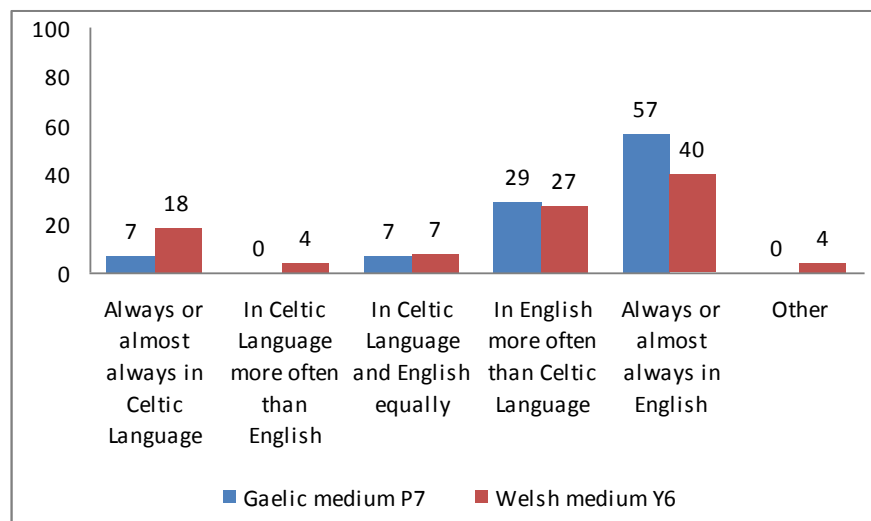
Wilcoxon tests

Gaelic-medium pupils	$z = -1.417, p = 0.156, n = 27$
Welsh-medium pupils	$z = -0.317, p = 0.752, n = 54$

A.7 Celtic-medium pupils' language use to their fathers

Figure A.7.1 Celtic-medium pupils' reported language use to their fathers (P7/Y6)

% distribution within each pupil group

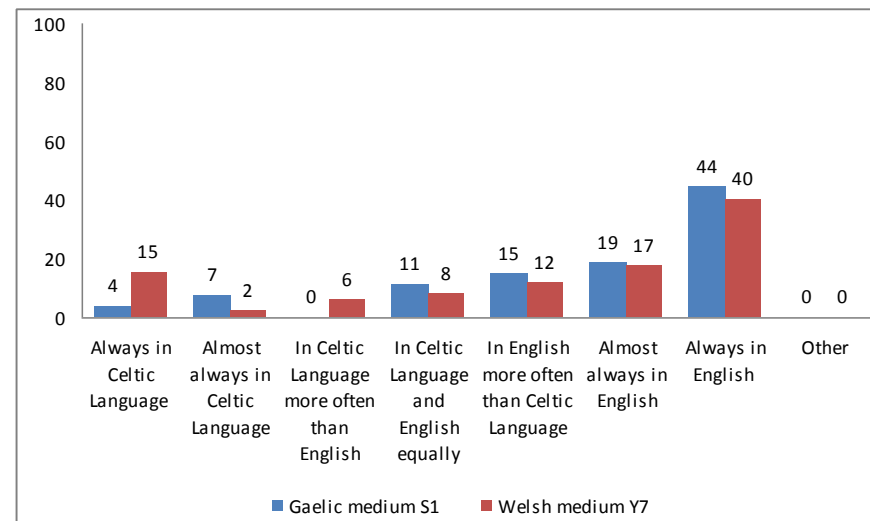


n (Gaelic-medium) = 28

n (Welsh-medium) = 55

Figure A.7.2 Celtic-medium pupils' reported language use to their fathers (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 53

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.317, p = 0.076$	$\gamma = -0.127, p = 0.447$

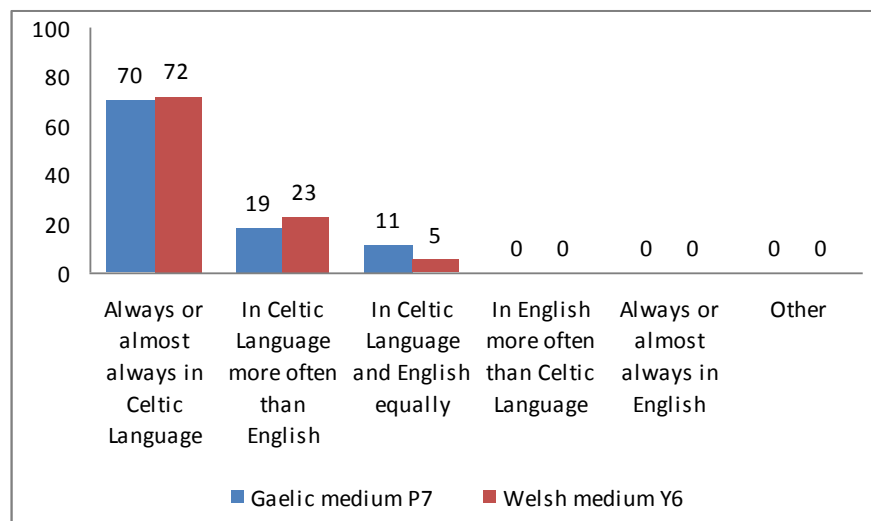
Wilcoxon tests

Gaelic-medium pupils	$z = -0.632, p = 0.527, n = 27$
Welsh-medium pupils	$z = -0.079, p = 0.937, n = 52$

A.8 Celtic-medium pupils' language use to teachers in the Celtic language classroom

Figure A.8.1 Celtic-medium pupils' reported language use to teachers in the Celtic Language Classroom (P7/Y6)

% distribution within each pupil group

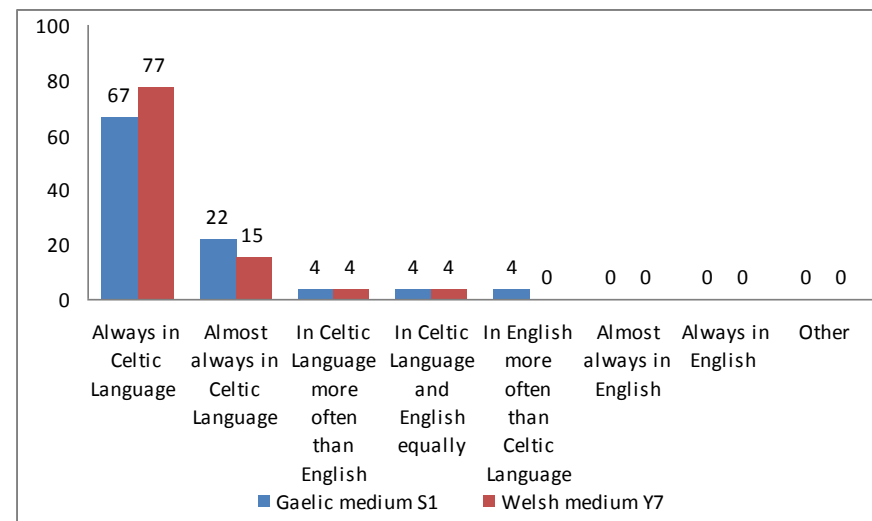


n (Gaelic-medium) = 27

n (Welsh-medium) = 57

Figure A.8.2 Celtic-medium pupils' reported language use to teachers in the Celtic Language Classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.070, p = 0.776$	$\gamma = -0.245, p = 0.315$

Wilcoxon tests

Gaelic-medium pupils	$z = -0.866, p = 0.386, n = 27$
Welsh-medium pupils	$z = -2.289, p = 0.022, n = 54$

A.8.3. Shifts in pupil response regarding their language use to teachers in the Celtic language classroom between the primary and secondary school stages: Welsh-medium pupils

Table A.8.3.1 Reported language use to teachers in the Celtic language classroom (Welsh-medium Year 6)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
Swansea	18	4	0	0	0	22
Gwynedd	12	1	0	0	0	13
Carmarthenshire	2	6	3	0	0	11
Powys	6	2	0	0	0	8
Total (Count)	38	13	3	0	0	54
% of total	70.4%	24.1%	5.6%	0%	0%	100%

Table A.8.3.2 Reported language use to teachers in the Celtic language classroom (Welsh-medium Year 7)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
Swansea	20	1	1	0	0	22
Gwynedd	13	0	0	0	0	13
Carmarthenshire	10	0	1	0	0	11
Powys	7	1	0	0	0	8
Total (Count)	50	2	2	0	0	54
% of total	92.6%	3.7%	3.7%	0%	0%	100%

Of the 38 pupils who reported speaking to their teacher ‘always or almost always in Welsh’ in the Celtic language classroom at the primary school stage, 35 reiterated this pattern of language use at the secondary school stage. In relation to the remaining three pupils, two assessed that they spoke to their Celtic language teacher in ‘Welsh more often than English’ at the secondary school stage, and one that they spoke in ‘Welsh and English equally.’ This last pupil was a pupil who switched from a Welsh-medium primary to an English-medium secondary school.

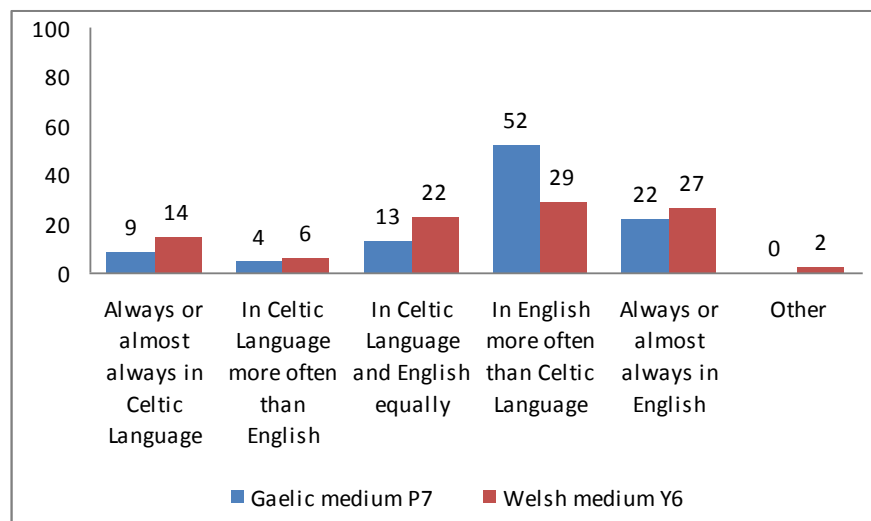
None of the 13 pupils who spoke to their primary teachers ‘in Welsh more often than English’ in Year 6 reported this pattern of language use at the Year 7 stage. In 12 of 13 cases, the pupils’ assessments of their language use had increased to ‘Always or almost always in Welsh’ by the secondary school stage. One pupil judged their language use to have decreased, to ‘Welsh and English equally.’

The 3 primary pupils who had assessed their language use to teachers in the Celtic language classroom as ‘Welsh and English equally’ all reported themselves to speak ‘Always or almost always in Welsh’ to their Year 7 teachers in the Celtic language classroom.

A.9 Celtic-medium pupils' language use to their siblings

Figure A.9.1 Celtic-medium pupils' reported language use to their siblings (P7/Y6)

% distribution within each pupil group

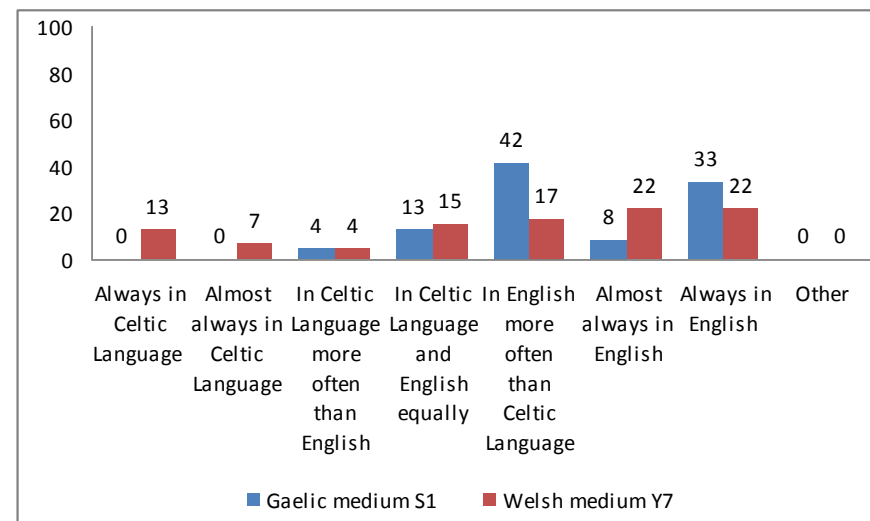


n (Gaelic-medium) = 23

n (Welsh-medium) = 49

Figure A.9.2 Celtic-medium pupils' reported language use to their siblings (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 24

n (Welsh-medium) = 47

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.130, p = 0.469$	$\gamma = -0.248, p = 0.129$

Wilcoxon tests

Gaelic-medium pupils	$z = -2.066, p = 0.039, n = 23$
Welsh-medium pupils	$z = -0.072, p = 0.942, n = 45$

A.9.3 Shifts in pupil response regarding their language use to their siblings between the primary and secondary school stages: Gaelic-medium pupils

Table A.9.3.1 Reported language use to siblings (Gaelic-medium Primary 7)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	1	1	2	3	1	8
CNES	1	0	0	6	2	9
Argyll and Bute	0	0	0	2	1	3
LA B	0	0	0	1	1	2
Highland	0	0	1	0	0	1
Total (Count)	2	1	3	12	5	23
% of total	8.7%	4.3%	13.0%	52.2%	21.7%	100%

Table A.9.3.2 Reported language use to siblings (Gaelic-medium Secondary 1)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	0	1	2	2	3	8
CNES	0	0	1	5	3	9
Argyll and Bute	0	0	0	2	1	3
LA B	0	0	0	0	2	2
Highland	0	0	0	1	0	1
Total (Count)	0	1	3	10	9	23
% of total	0%	4.3%	13.0%	43.5%	39.1%	100%

Of the two Primary 7 pupils who reported that they spoke ‘always or almost always Gaelic’ to their siblings, one reported ‘Gaelic more often than English’ at the secondary school stage, and the other reported a larger shift in their language use towards English, to ‘in English more often than Gaelic.’

The primary pupil who reported that they spoke ‘more Gaelic than English’ to their siblings revised this assessment to ‘in English more often than Gaelic’ at the secondary school stage.

Of the three primary pupils who reported that they spoke ‘Gaelic and English equally’ to their siblings, one pupil reported the same pattern of language use at secondary school, but the other two pupils reported a drop in the amount of Gaelic language use, to ‘in English more often than Gaelic’ in one case, and to ‘always or almost always in English’ in the other.

Of the 12 primary pupils who reported that they spoke ‘more English than Gaelic’ to their siblings, 7 perceived that they had maintained this pattern of language use into secondary school, 3 perceived that they had shifted towards English and now used ‘always or almost always English,’ and 2 pupils’ responses indicate a perceived increase in Gaelic language use to siblings, to ‘Gaelic and English equally.’

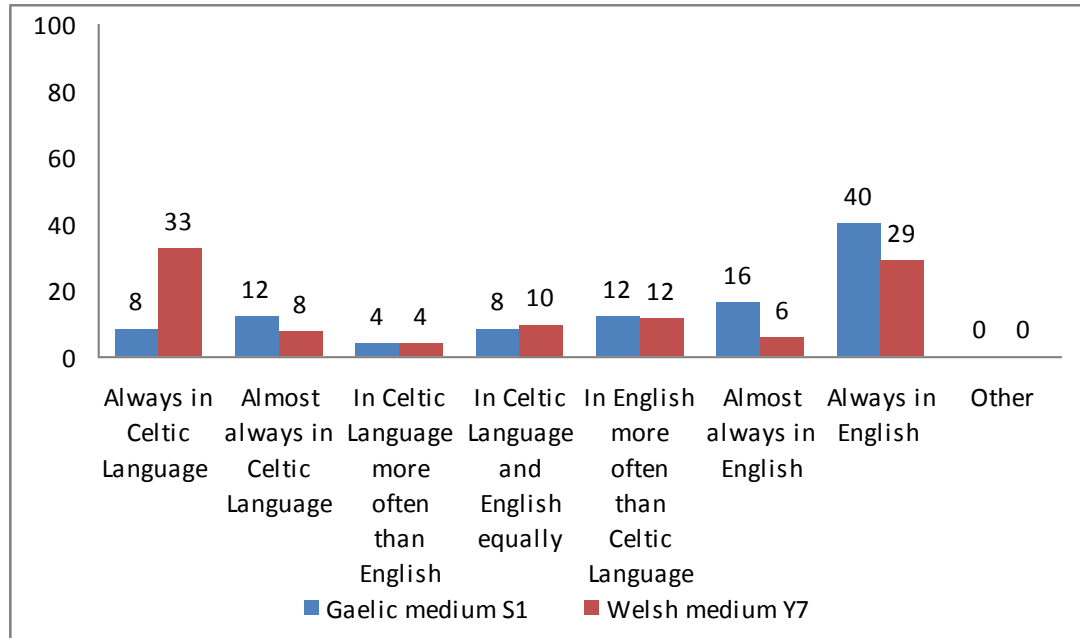
Gaelic-medium primary pupils perceived that they communicated with their siblings ‘always or almost always in English,’ and all five gave the same answer at the secondary school level.

Section B Celtic-medium pupils' language output – secondary school variables

B.1 Celtic-medium pupils' language use to pupils in the Mathematics classroom

Figure B.1.1 Celtic-medium pupils' reported language use to pupils in the Mathematics classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 25

n (Welsh-medium) = 53

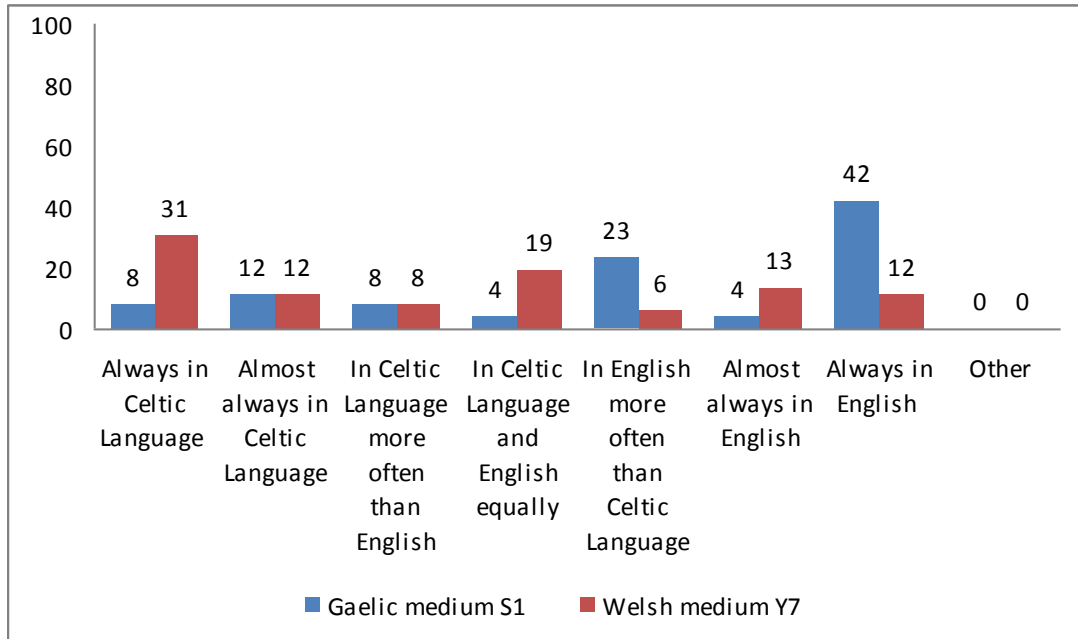
Gamma test

Secondary school stage
$\gamma = -0.333, p = 0.031$

B.2 Celtic-medium pupils' language use to pupils in the Science classroom

Figure B.2.1 Celtic-medium pupils' reported language use to pupils in the Science classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 26

n (Welsh-medium) = 53

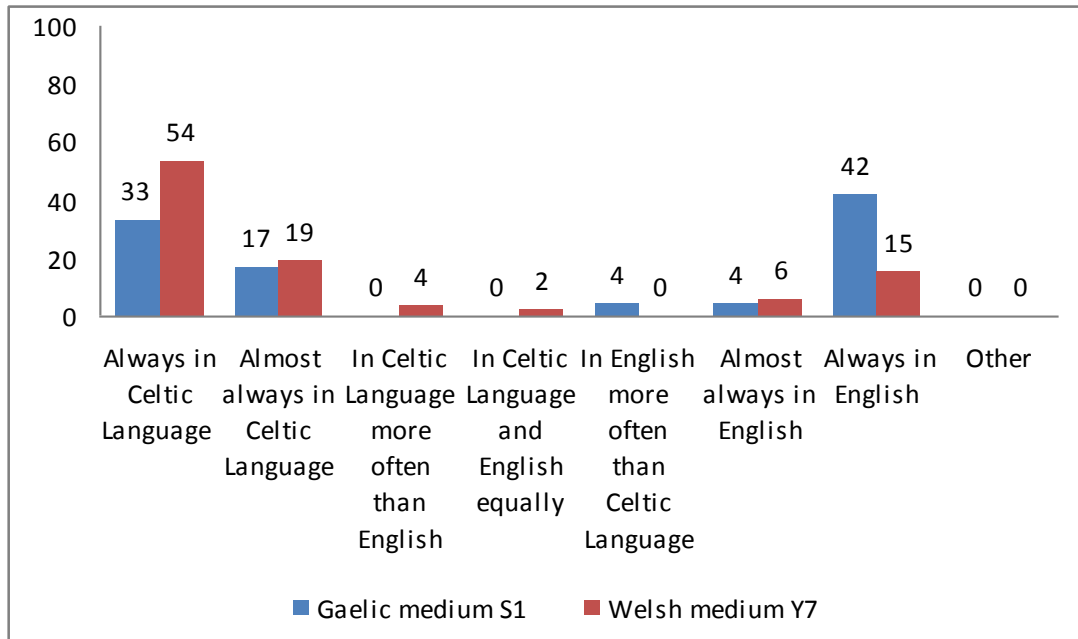
Gamma test

Secondary school stage
$\gamma = -0.474, p = 0.001$

B.3 Celtic-medium pupils' language use to teachers in the Science classroom

Figure B.3.1 Celtic-medium pupils' reported language use to teachers in the Science classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 24

n (Welsh-medium) = 53

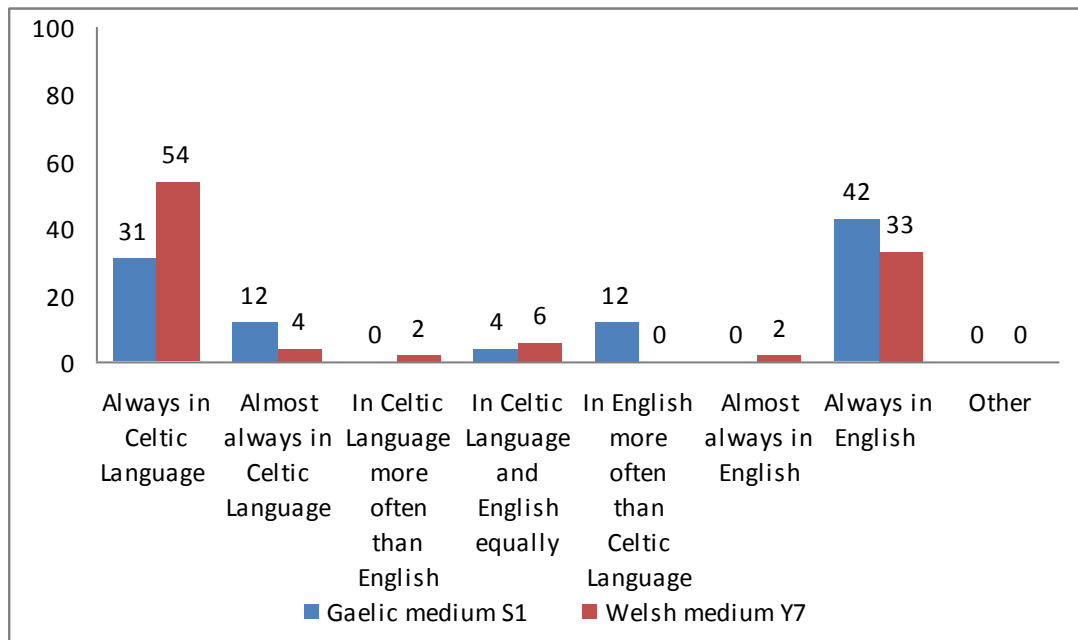
Gamma test

Secondary school stage
$\gamma = -0.407, p = 0.030$

B.4 Celtic-medium pupils' language use to teachers in the Mathematics classroom

Figure B.4.1 Celtic-medium pupils' reported language use to teachers in the Mathematics classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 26

n (Welsh-medium) = 53

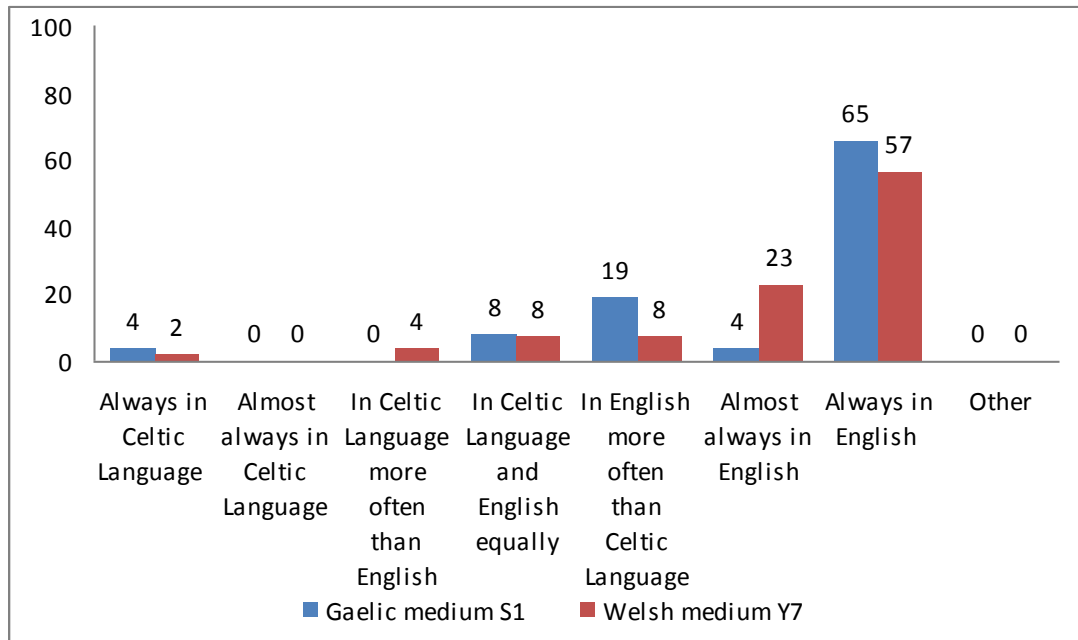
Gamma test

Secondary school stage
$\gamma = -0.292, p = 0.106$

B.5 Celtic-medium pupils' language use to pupils in the English classroom

Figure B.5.1 Celtic-medium pupils' reported language use to other pupils in the English classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 26

n (Welsh-medium) = 54

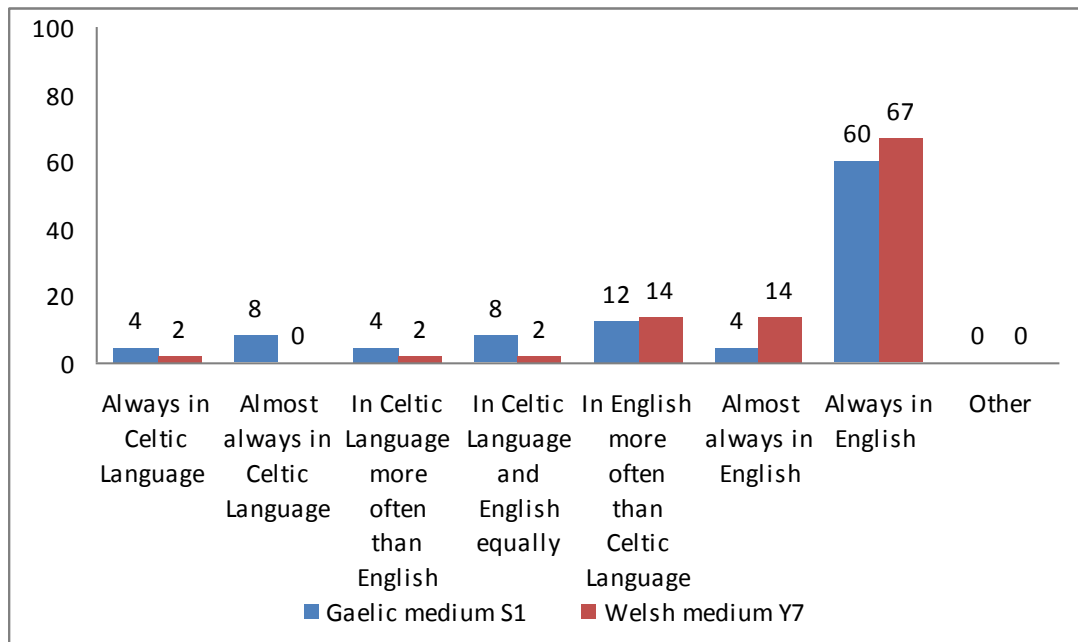
Gamma test

Secondary school stage
$\gamma = -0.071, p = 0.732$

B.6 Celtic-medium pupils' language use to teachers in the English classroom

Figure B.6.1 Celtic-medium pupils' reported language use to teachers in the English classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 25

n (Welsh-medium) = 52

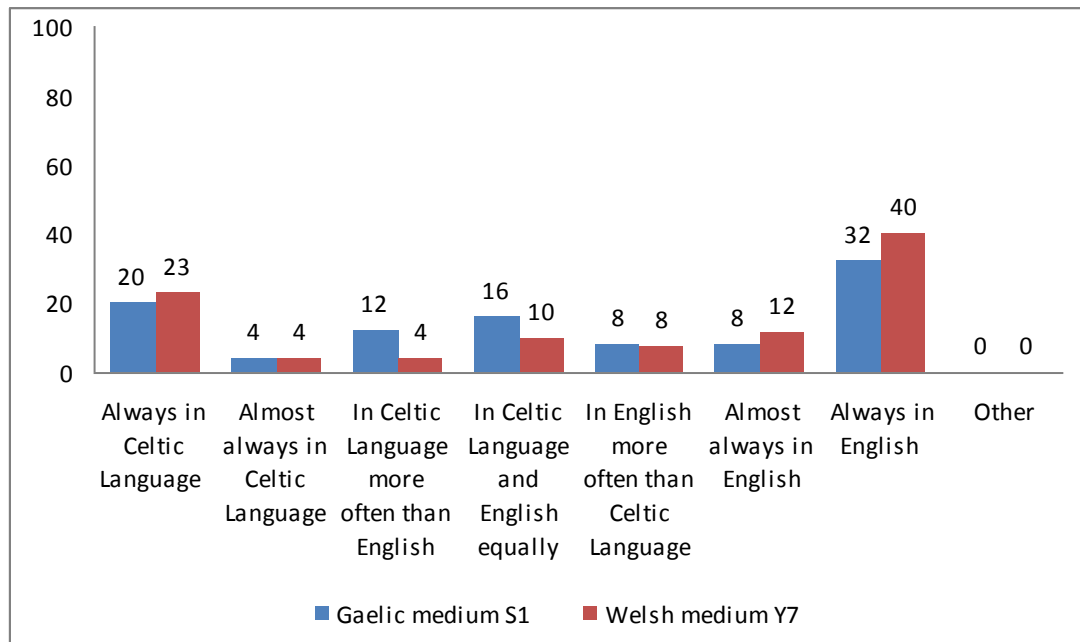
Gamma test

Secondary school stage
$\gamma = 0.233, p = 0.298$

B.7 Celtic-medium pupils' language use to grandmothers

Figure B.7.1 Celtic-medium pupils' reported language use to their grandmothers (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 25

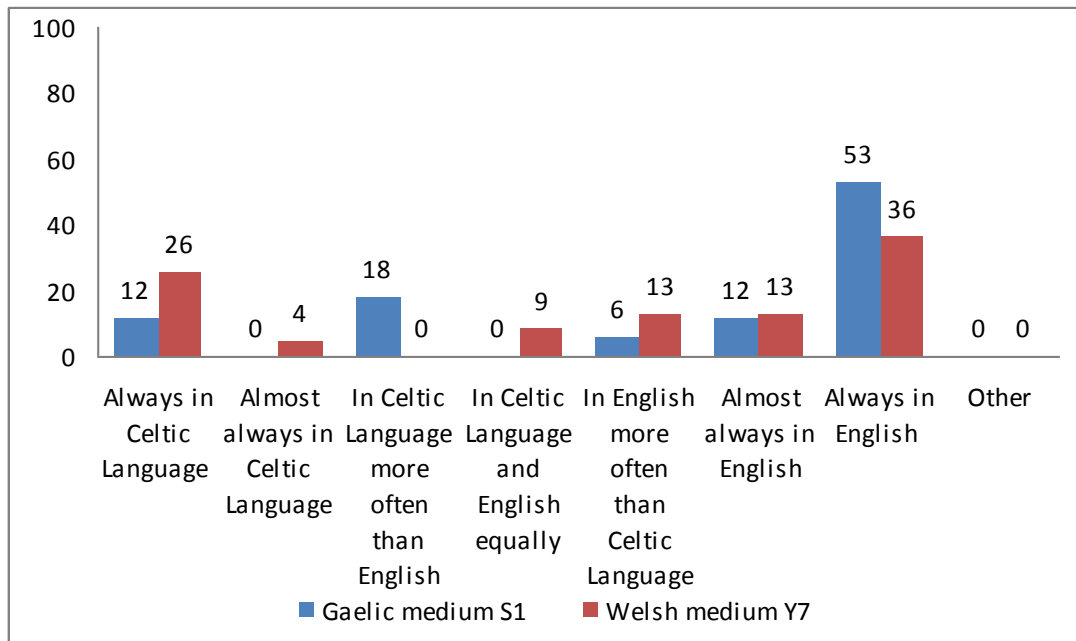
n (Welsh-medium) = 53

Gamma test

Secondary school stage
$\gamma = 0.105, p = 0.533$

B.8 Celtic-medium pupils' language use to grandfathers

Figure B.8.1 Celtic-medium pupils' reported language use to their grandfathers (S1/Y7)
% distribution within each pupil group



n (Gaelic-medium) = 17

n (Welsh-medium) = 48

Gamma test

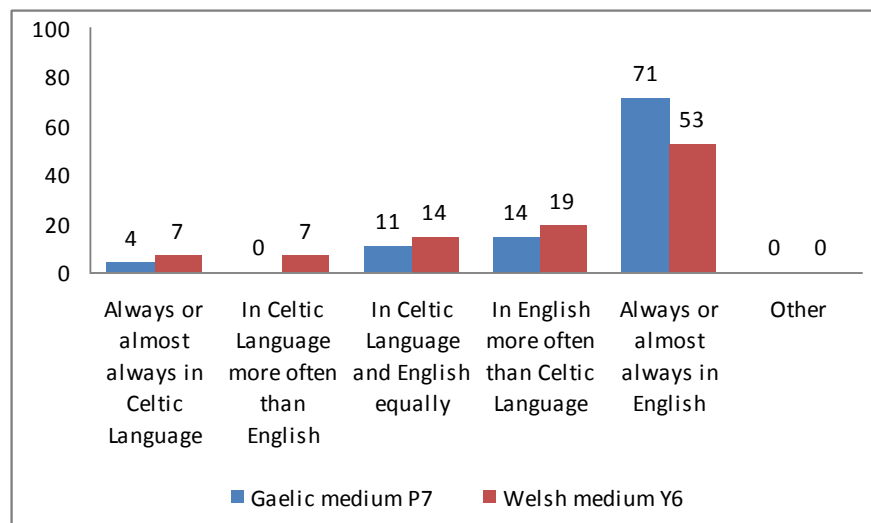
Secondary school stage
$\gamma = -0.252, p = 0.213$

Section C Language input (Celtic-medium pupils) – primary and secondary school variables

C.1 Celtic-medium pupils’ reports of language use from friends outside of school

Figure C.1.1 Celtic-medium pupils’ reports of language use from friends outside of school (P7/Y6)

% distribution within each pupil group

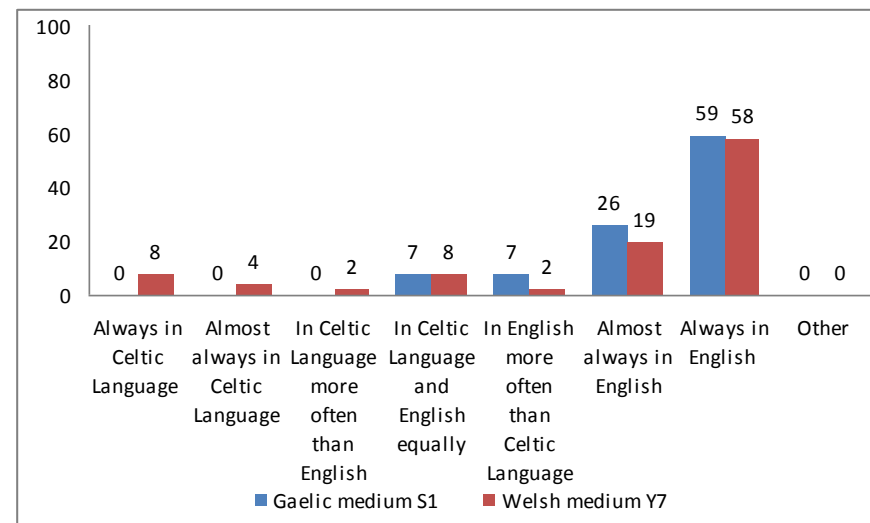


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure C.1.2 Celtic-medium pupils’ reports of language use from friends outside of school (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 53

Gamma tests:

Primary school stage	Secondary school stage
$\gamma = -0.359, p = 0.059$	$\gamma = -0.118, p = 0.540$

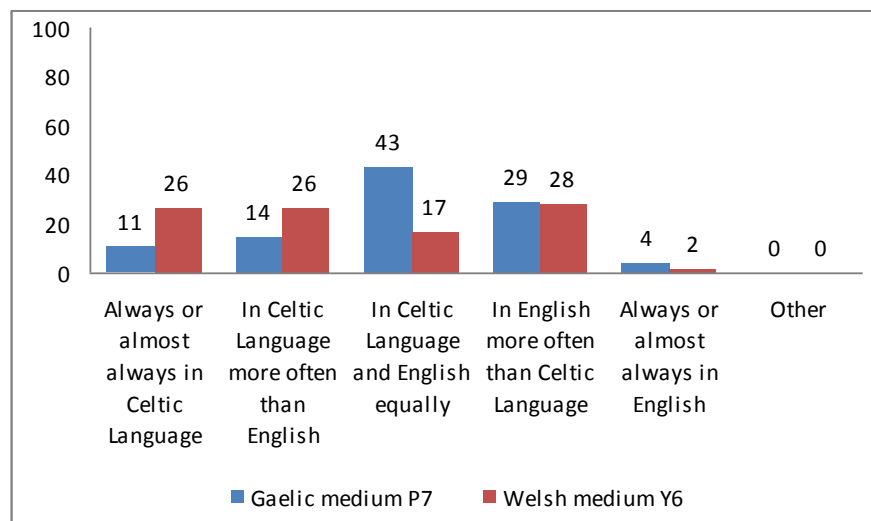
Wilcoxon tests

Gaelic-medium pupils	$z = -1.150, p = 0.250, n = 27$
Welsh-medium pupils	$z = -1.076, p = 0.282, n = 53$

C.2 Celtic-medium pupils' reports of language use from other pupils in the Celtic language classroom

Figure C.2.1 Celtic-medium pupils' reports of language use from other pupils in the Celtic language classroom (P7/Y6)

% distribution within each pupil group

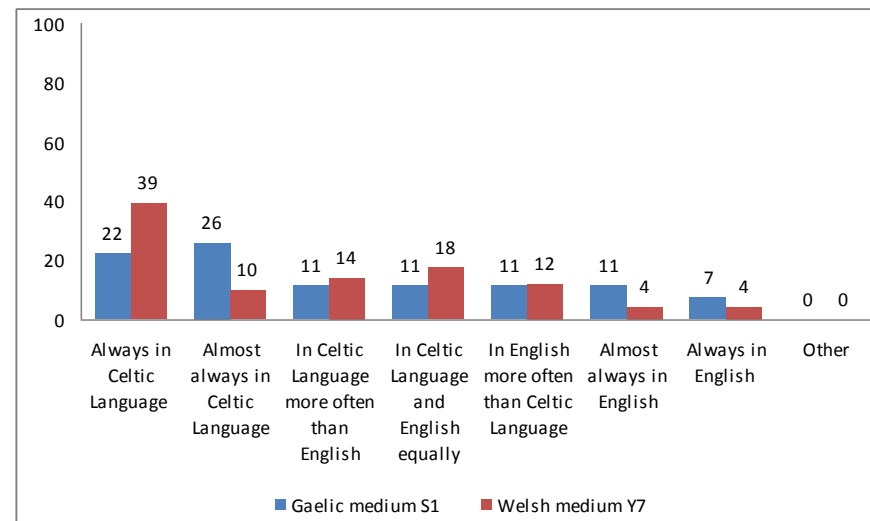


n (Gaelic-medium) = 28

n (Welsh-medium) = 53

Figure C.2.2 Celtic-medium pupils' reports of language use from other pupils in the Celtic language classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 52

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.279, p = 0.078$	$\gamma = -0.175, p = 0.274$

Wilcoxon tests

Gaelic-medium pupils	$z = -1.906, p = 0.057, n = 27$
Welsh-medium pupils	$z = -2.064, p = 0.039, n = 48$

C.2.3 Shifts in pupil response regarding their reported language use from other pupils in the Celtic language classroom between the primary and secondary school stages: Welsh-medium and Gaelic-medium pupils

Welsh-medium pupils

Table C.2.3.1 Reported language use from other pupils in the Celtic language classroom (Welsh-medium Year 6)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
Swansea	7	6	3	3	0	19
Gwynedd	4	3	2	3	1	13
Carmarthenshire	1	1	3	4	0	9
Powys	0	3	1	3	0	7
Total (Count)	12	13	9	13	1	48
% of total	25%	27.1%	18.8%	27.1%	2.1%	100%

Table C.2.3.2 Reported language use from other pupils in the Celtic language classroom (Welsh-medium Year 7)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
Swansea	10	2	3	3	1	19
Gwynedd	9	3	0	1	0	13
Carmarthenshire	5	1	0	1	2	9
Powys	1	0	6	0	0	7
Total (Count)	25	6	9	5	3	48
% of total	52.1%	12.5%	18.8%	10.4%	6.3%	100%

The biggest reported shift in other pupils' language use towards the Welsh-medium respondents between primary and secondary school was towards 'always or almost always in the Celtic Language.'

Of the 12 primary pupils who reported other pupils to speak to them 'Always or almost always in Welsh' in the Celtic language classroom, 9 reiterated this pattern of language use at the secondary school stage. One pupil modified their perception to 'in Welsh more often than English', one to 'in Welsh and English equally' and one to 'in English more often than Welsh.'

Of the 13 pupils who reported that other pupils speak to them 'in Welsh more often than English', only two reiterated this reported language use at the secondary school stage. Six pupils increased their perception of the amount of Welsh other pupils used to them to 'Always or almost always in Welsh' in relation to the secondary Celtic language classroom, whilst 5 reduced their perception of the amount of Welsh used in this context – 3 to 'in Welsh and English equally' and 2 to 'in English more often than Welsh.'

also tended to report a higher level of Celtic language use at the secondary school stage. Indeed, 6 of the 9 pupils reported pupils' language use to them in the secondary school Celtic language classroom to be 'always or almost always in Welsh.' One pupil re-iterated their primary school level perception that the language use was 'Welsh and English equally' whilst the other two pupils reported a lower level of Welsh language use from other pupils in the Celtic language classroom at secondary as compared with primary – one now reporting this to be 'English more often than Welsh' and one 'Always or almost always in English.'

10 of the 13 primary pupils who reported that other pupils speak to them 'in English more often than Welsh' in the Celtic classroom also reported a higher level of Celtic language use at the secondary school stage. 3 secondary school pupils reported the language use to be 'always or almost always in Welsh,' 3 reported 'Welsh more often than English' and 4 now assessed other pupils language use to them to be 'Welsh and English equally.' With regard to the remaining three pupils, one reported the same level of language use at secondary as at primary, and 2 reported other pupils' language use to them to have shifted from 'English more often than Welsh' to 'always or almost always in English' in this linguistic domain between the primary and secondary school stages.

The one pupil who reported other pupils' language use to them in the Celtic language classroom to be 'always or almost always in English' reported this to be 'always or almost always in Welsh' at the secondary school stage.

Gaelic-medium pupils**Table C.2.3.3 Reported language use from other pupils in the Celtic language classroom (Gaelic-medium Primary 7)***Data for pupils who participated at both the primary and secondary school stages*

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	2	1	6	1	1	11
CNES	1	2	3	4	0	10
Argyll and Bute	0	0	1	2	0	3
LA B	0	0	1	1	0	2
Highland	0	0	1	0	0	1
Total (Count)	3	3	12	8	1	27
% of total	11.1%	11.1%	44.4%	29.6%	3.7%	100%

The biggest reported shift in other pupils' language use towards the Gaelic-medium respondents between primary and secondary school was also towards 'always or almost always in the Celtic language.'

Of the 3 pupils who reported other pupils speaking to them 'always or almost always in Gaelic' at the primary school stage, two reiterated this pattern of language use at the secondary school stage, and one pupil shifted their perception to 'in English more often than Gaelic.'

All 3 of the primary pupils who reported other pupils to speak to them 'in Gaelic more often than English' had shifted their perception to 'Always or almost always in Gaelic' by the secondary school stage.

Of the 12 primary pupils who reported other pupils speaking to them in 'Gaelic and English equally' in the Celtic language classroom, 7 increased their assessment of other pupils' Celtic language use in this domain at the secondary school stage. 6 pupils now reported pupils to speak 'Always or almost always in Gaelic' and one reported 'Gaelic more often than English.' One pupil maintained their perception of 'Gaelic and English equally' and four reduced their perceptions of other pupils' language use to them in the Celtic language classroom between the primary and secondary school stages – with 2 perceiving it to be 'English more often than Gaelic' and 2 'Always or almost always in English' at the secondary school stage.

Table C.2.3.4 Reported language use from other pupils in the Celtic language classroom (Gaelic-medium Secondary 1)*Data for pupils who participated at both the primary and secondary school stages*

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	5	1	1	3	1	11
CNES	6	1	2	0	1	10
Argyll and Bute	2	0	0	0	1	3
LA B	0	0	0	0	2	2
Highland	0	1	0	0	0	1
Total (Count)	13	3	3	3	5	27
% of total	48.1%	11.1%	11.1%	11.1%	18.5%	100%

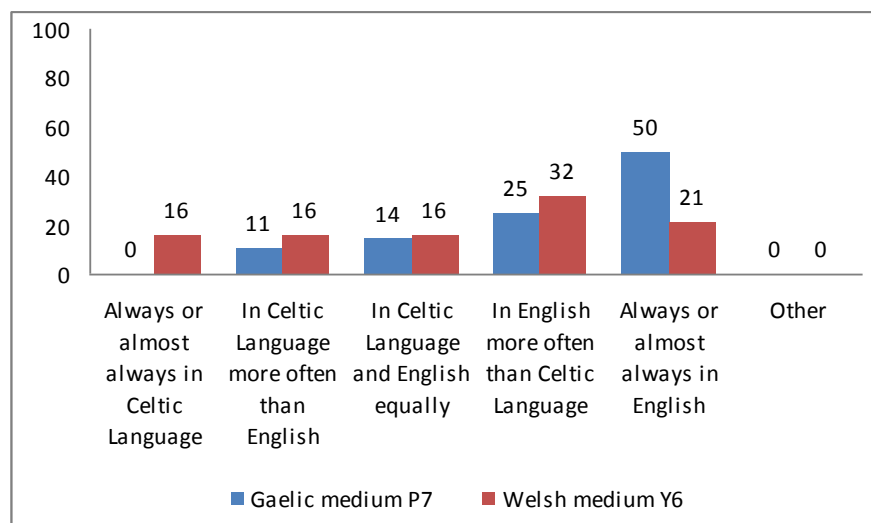
Of the 8 primary pupils who reported other pupils' language use to them in the Celtic language classroom to be 'in English more often than Gaelic', 5 increased their perceptions of other pupils' Celtic language use in this domain at the secondary school stage. Two secondary pupils now reported other pupils' language use to be 'Always or almost always in Gaelic,' 1 reported it to be 'Gaelic more often than English' and 2 assessed it to be 'Gaelic and English equally.' Three pupils reduced their perception of other pupils' Celtic language use to them in the Celtic language classroom from 'English more often than Gaelic' to 'Always or almost always in English' between the primary and secondary school stages.

The pupil who reported other pupils' language use to her to be 'always or almost always in English' at the primary school stage revised this to 'in Gaelic more often than English' at the secondary school stage.

C.3 Celtic-medium pupils' reports of language use from other pupils when outside of the classroom

Figure C.3.1 Celtic-medium pupils' reports of language use from other pupils when outside of the Celtic language classroom (e.g. corridors/playground) (P7/Y6)

% distribution within each pupil group

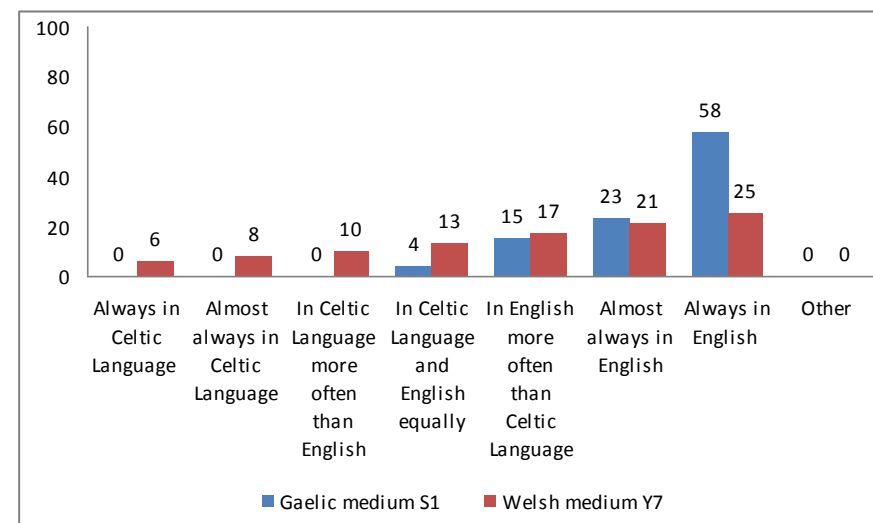


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure C.3.2 Celtic-medium pupils' reports of language use from other pupils when outside of the classroom (e.g. corridors/playground) (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 26

n (Welsh-medium) = 53

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.482, p = 0.001$	$\gamma = -0.605, p = 0.000$

Wilcoxon tests

Gaelic-medium pupils	$z = -2.950, p = 0.003, n = 26$
Welsh-medium pupils	$z = -1.632, p = 0.103, n = 53$

C.3.3 Shifts in pupil response regarding their reported language use from other pupils when outside of the classroom between the primary and secondary school stages: Gaelic-medium pupils

Table C.3.3.1 Reported language use from other pupils when outside of the Celtic language classroom (Gaelic-medium Primary 7)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	0	3	2	2	3	10
CNES	0	0	1	3	6	10
Argyll and Bute	0	0	0	0	3	3
LA B	0	0	0	0	2	2
Highland	0	0	0	1	0	1
Total (Count)	0	3	3	6	14	26
% of total	0%	11.5%	11.5%	23.1%	53.8%	100%

Table C.3.3.2 Reported language use from other pupils when outside of the Celtic language classroom (Gaelic-medium Secondary 1)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	0	0	1	4	5	10
CNES	0	0	0	0	10	10
Argyll and Bute	0	0	0	0	3	3
LA B	0	0	0	0	2	2
Highland	0	0	0	0	1	1
Total (Count)	0	0	1	4	21	26
% of total	0%	0%	3.8%	15.4%	80.8%	100%

Gaelic-medium pupils perceive a shift towards English in other pupils' language use to them when in the school out with the Celtic language classroom between the Primary 7 and Secondary 1 stages.

All three of the pupils who perceived other pupils' language use to them in the school when outside of the Celtic language classroom to be 'in Gaelic more often than English' at the primary school stage reduced their perception of this at the secondary school stage, with 1 secondary pupil perceiving the pattern of language input now to be 'Gaelic and English equally' and 2 perceiving it to be 'English more often than Gaelic.'

All three of the primary pupils who perceived other pupils' language use to them in the school (e.g. corridors and playground) to be 'Gaelic and English equally' also reduced their perception of the amount of Celtic language used at the secondary school stage, with 1 pupil reporting the pattern of language input now to be 'in English more often than Gaelic' and 2 reporting it to be 'Always or almost always in English.'

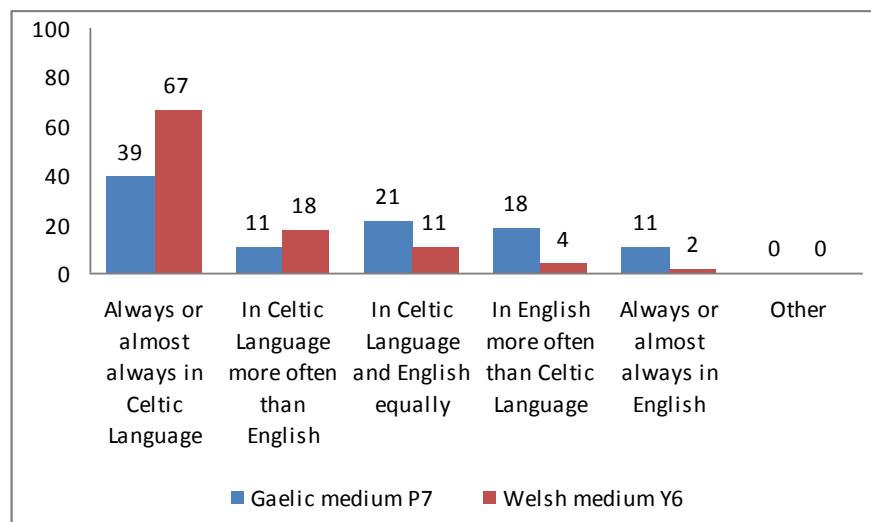
All 6 of the primary pupils who reported other pupils' language use in this linguistic domain to be 'in English more often than Gaelic' revised their perceptions to 'Always or almost always in English at the secondary school stage.'

Thirteen of the 14 Gaelic-medium primary pupils who reported other pupils' language use to them in the school when outside of the Gaelic classroom to be 'Always or almost always in English' reiterated this perception at the secondary school stage, but 1 pupil revised their perception of other pupils' language use in this regard to 'in English more often than Gaelic.'

C.4 Celtic-medium pupils' reports of language use from teachers in the school when outside of the classroom

Figure C.4.1 Celtic-medium pupils' reports of language use from teachers when outside of the Celtic Language classroom (P7/Y6)

% distribution within each pupil group

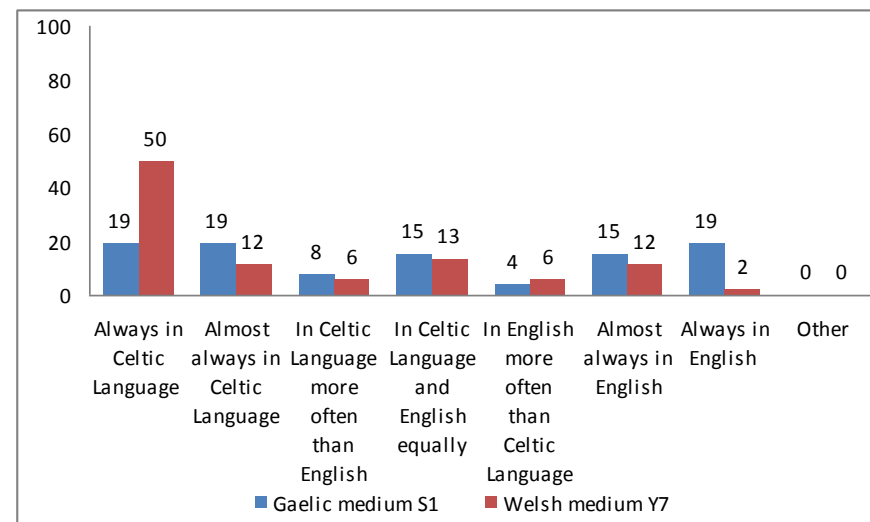


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure C.4.2 Celtic-medium pupils' reports of language use from teachers when outside of the classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 26

n (Welsh-medium) = 53

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.529, p = 0.003$	$\gamma = -0.440, p = 0.004$

Wilcoxon tests

Gaelic-medium pupils	$z = -1.440, p = 0.150, n = 26$
Welsh-medium pupils	$z = -2.064, p = 0.039, n = 53$

C.4.3 Shifts in pupil response regarding their language use from teachers when outside of the classroom between the primary and secondary school stages: Welsh-medium pupils

Table C.4.3.1 Reported language use from teachers outside of the Celtic language classroom (Welsh-medium Year 6)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
Swansea	20	2	0	0	0	22
Gwynedd	11	1	1	0	0	13
Carmarthenshire	2	3	3	1	1	10
Powys	2	4	1	1	0	8
Total (Count)	35	10	5	2	1	53
% of total	66.0%	18.9%	9.4%	3.8%	1.9%	100%

Table C.4.3.2 Reported language use from teachers outside of the Celtic language classroom (Welsh-medium Year 7)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
Swansea	19	0	0	0	3	22
Gwynedd	10	2	1	0	0	13
Carmarthenshire	2	1	3	2	2	10
Powys	2	0	3	1	2	8
Total (Count)	33	3	7	3	7	53
% of total	62.3%	5.7%	13.2%	5.7%	13.2%	100%

Of the 35 primary pupils who report that their teachers speak to them ‘always or almost always in Welsh’ when outside of the Celtic language classroom, 25 provide the same response in secondary school. Of the remaining ten pupils, three report teachers’ language use to them at secondary school to have decreased to ‘Welsh more than English,’ two report ‘Welsh and English equally’ and five report it to be ‘always or almost always in English.’ Of the five pupils who report a shift in teachers’ language use from ‘always or almost always in Welsh’ to ‘always or almost always in English’ between the primary and secondary school stages, three have moved from a Welsh-medium primary to an English-medium secondary.

Ten primary pupils categorised their teacher’s language use to them in school when outside of the Celtic language classroom as ‘Welsh more often than English.’ Six of these pupils reported a higher level of Celtic language use at the secondary school stage, namely ‘always or almost always in Welsh,’ whilst 4 reported a lower level of Celtic language input at the secondary school stage – 3 reported their secondary teachers’ language use to be ‘Welsh and English equally’ and 1 reported it to be ‘English more than Welsh.’

Of the 5 pupils who report being spoken to ‘in Welsh and English equally’ by teachers in the primary school when outside of the classroom, 1 reiterated this perception at the secondary school stage. 2 pupils report more Welsh language input from teachers in the school (e.g. in the corridors and playground) at the secondary school stage – reporting secondary teachers to speak to them ‘always or almost always in Welsh,’ whilst two secondary pupils report a lower level of Welsh language input from teachers in the school than at the primary school stage, namely ‘always or almost always in English.’

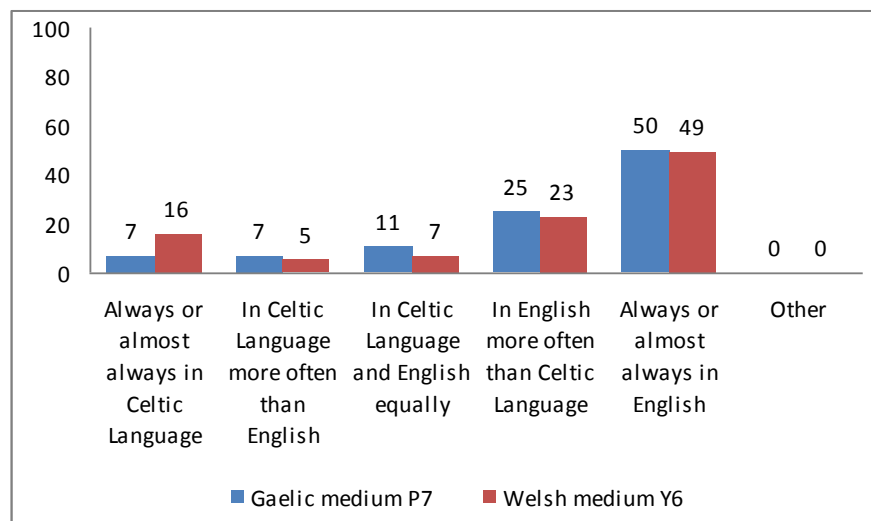
Two Welsh-medium pupils report teachers to speak to them in ‘English more often than Welsh’ when outside of the classroom at the primary school stage, and one maintains this perception of teachers’ language use into secondary school. The other reports an increase in the amount of Welsh spoken to her in this linguistic domain between the primary and secondary school stages, and reported teachers to speak to her in ‘Welsh and English equally’ when outside of the Celtic language classroom at the secondary school stage.

The pupil who reported teachers speaking to him ‘always or almost always in English’ in the school at the Year 6 stage reports teachers’ patterns of language use in this domain to be ‘in English more often than Welsh’ in Year 7.

C.5 Celtic-medium pupils' reports of language use from their mothers

Figure C.5.1 Celtic-medium pupils' reports of language use from their mothers (P7/Y6)

% distribution within each pupil group

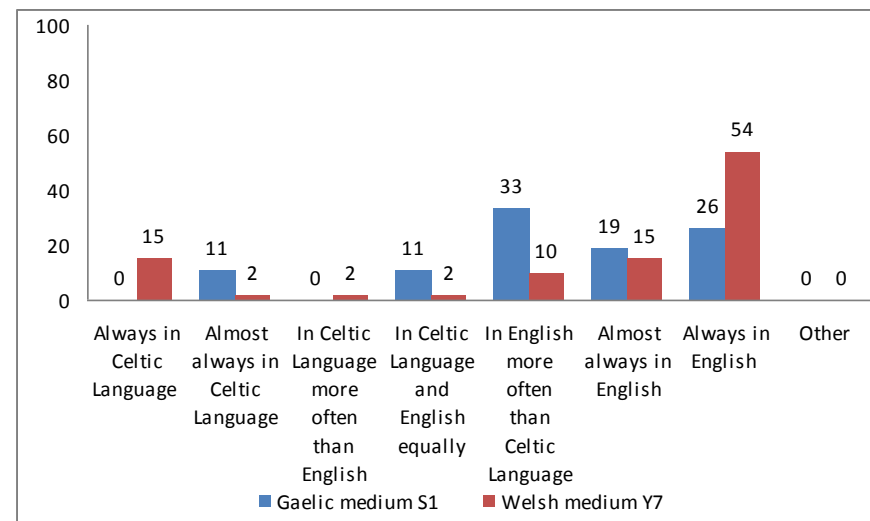


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure C.5.2 Celtic-medium pupils' reports of language use from their mothers (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 53

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.062, p = 0.728$	$\gamma = 0.282, p = 0.073$

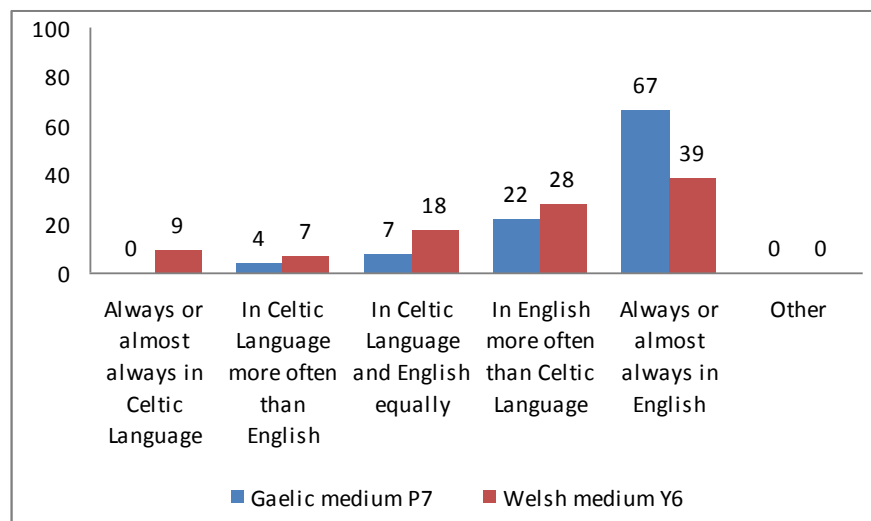
Wilcoxon tests

Gaelic-medium pupils	$z = -0.042, p = 0.967, n = 27$
Welsh-medium pupils	$z = -1.366, p = 0.172, n = 53$

C.6 Celtic-medium pupils' reports of language use from adults outside of school

Figure C.6.1 Celtic-medium pupils' reports of language use from adults outside of school, e.g. neighbours (P7/Y6)

% distribution within each pupil group

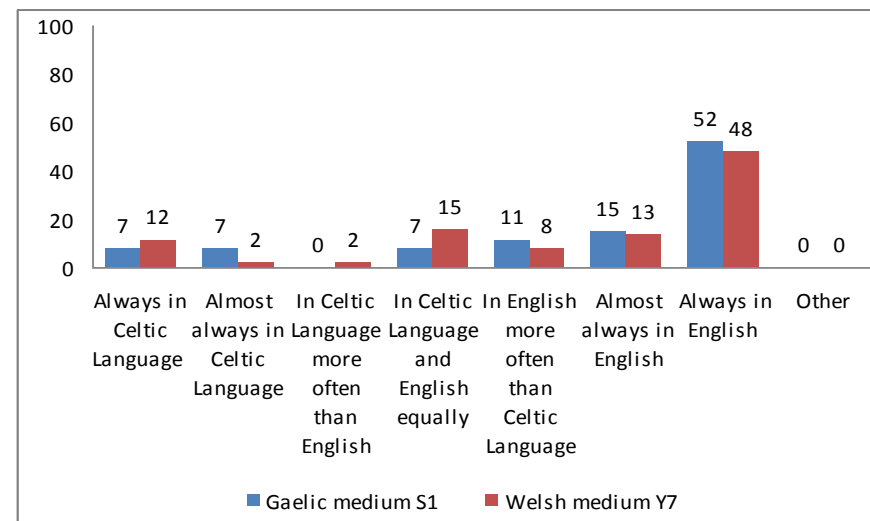


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure C.6.2 Celtic-medium pupils' reports of language use from adults outside of school, e.g. neighbours (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 53

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.500, p = 0.003$	$\gamma = -0.085, p = 0.635$

Wilcoxon tests

Gaelic-medium pupils	$z = -1.997, p = 0.046, n = 27$
Welsh-medium pupils	$z = -0.623, p = 0.533, n = 53$

C.6.3 Shifts in pupil response regarding their reported language use from adults outside of school between the primary and secondary school stages: Gaelic-medium pupils

Table C.6.3.1 Reported language use from adults out of school (Gaelic-medium Primary 7)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Other	Total
LA A	0	0	1	1	8	1	11
CNES	0	1	1	4	4	0	10
Argyll and Bute	0	0	0	0	3	0	3
LA B	0	0	0	0	2	0	2
Highland	0	0	0	1	0	0	1
Total (Count)	0	1	2	6	17	1	27
% of total	0%	3.7%	7.4%	22.2%	63.0%	3.7%	100%

Table C.6.3.2 Reported language use from adults out of school (Gaelic-medium Secondary 1)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	2	0	0	0	9	11
CNES	2	0	2	2	4	10
Argyll and Bute	0	0	0	0	3	3
LA B	0	0	0	0	2	2
Highland	0	0	0	1	0	1
Total (Count)	4	0	2	3	18	27
% of total	14.8%	0%	7.4%	11.1%	66.7%	100%

The primary pupil who reported that adults addressed her in ‘Gaelic more often than English’ when outside of school increased her assessment of adults’ language use in this domain at the secondary school stage to ‘always or almost always in Gaelic.’

The two Gaelic-medium primary pupils who reported adults’ language use to them when outside of school to be ‘Gaelic and English equally’ also reported an increase in neighbours’ and other adults’ Celtic language use to them between the primary and secondary school stages, with both pupils reporting such language use to be ‘always or almost always in Gaelic’ at the secondary school stage.

Six primary pupils reported adults to speak to them ‘in English more often than Gaelic’ when outside of school. The secondary school responses of these pupils exhibited linguistic shifts in both directions, with one pupil’s secondary school response marking an increase in adults’ reported language use to ‘in Gaelic and English equally,’ and two pupils’ answers marking a shift towards English to ‘always or almost always in English.’ Three pupils provided the same response at the primary and secondary school stages.

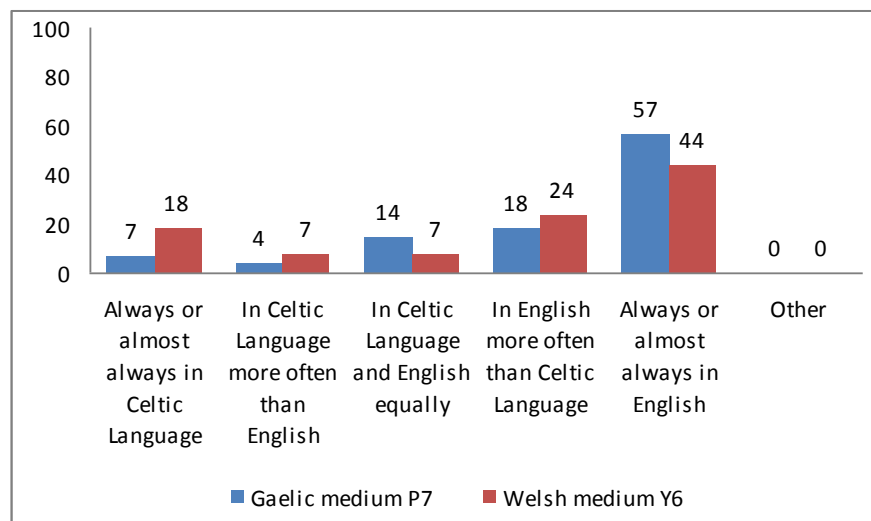
Seventeen primary pupils judged that adults spoke to them ‘always or almost always in English’ at primary school and 15 reported the same pattern of language use at secondary school. The remaining two pupils’ secondary school responses marked an increase in the reported amount of Gaelic input from adults outside of school to ‘in Gaelic and English equally’ and ‘always or almost always in Gaelic’ respectively.

The pupil who answered ‘other’ in relation to this variable at primary reported adults to speak to her ‘always or almost always in English’ when she was outside of school at the secondary school stage.

C.7 Celtic-medium pupils' reports of language use from their fathers

Figure C.7.1 Celtic-medium pupils' reports of language use from their fathers (P7/Y6)

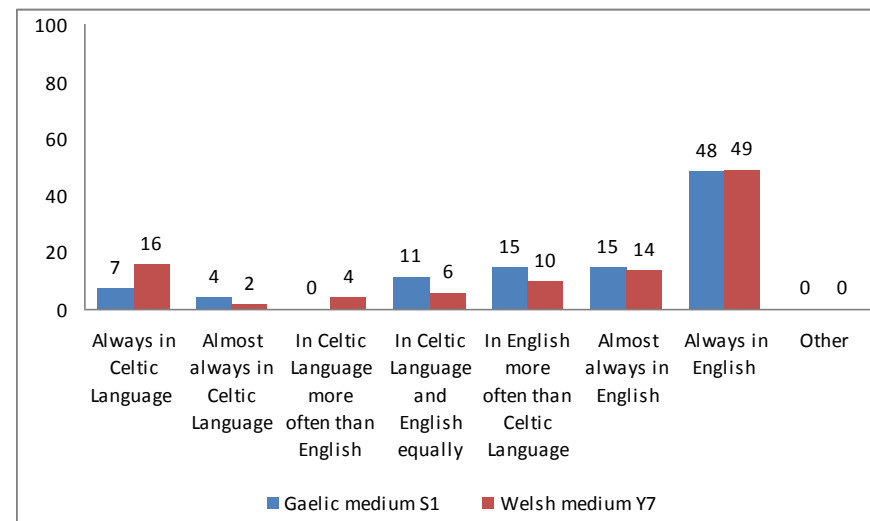
% distribution within each pupil group



n (Gaelic-medium) = 28 *n* (Welsh-medium) = 55

Figure C.7.2 Celtic-medium pupils' reports of language use from their fathers (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 27 *n* (Welsh-medium) = 52

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.241, p = 0.172$	$\gamma = -0.045, p = 0.799$

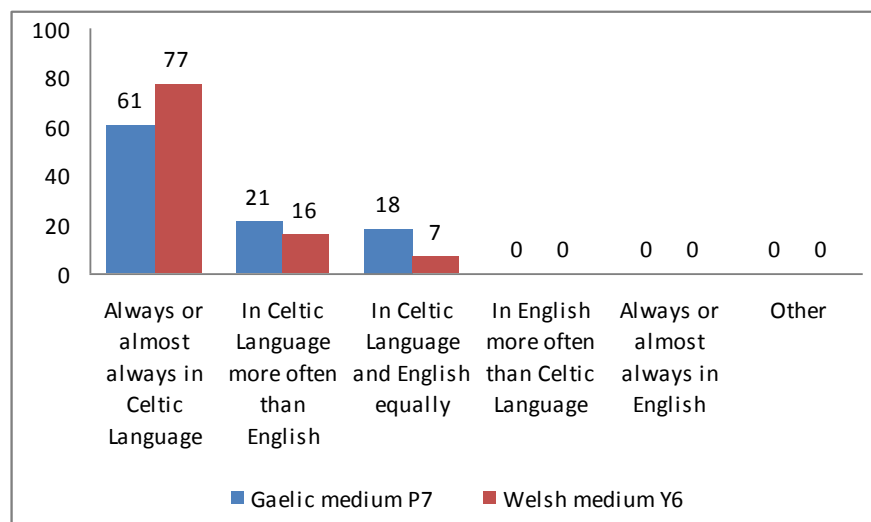
Wilcoxon tests

Gaelic-medium pupils	$z = -0.632, p = 0.527, n = 27$
Welsh-medium pupils	$z = -1.245, p = 0.213, n = 51$

C.8 Celtic-medium pupils' reports of language use from teachers in the Celtic language classroom

Figure C.8.1 Celtic-medium pupils' reports of language use from teachers in the Celtic language classroom (P7/Y6)

% distribution within each pupil group

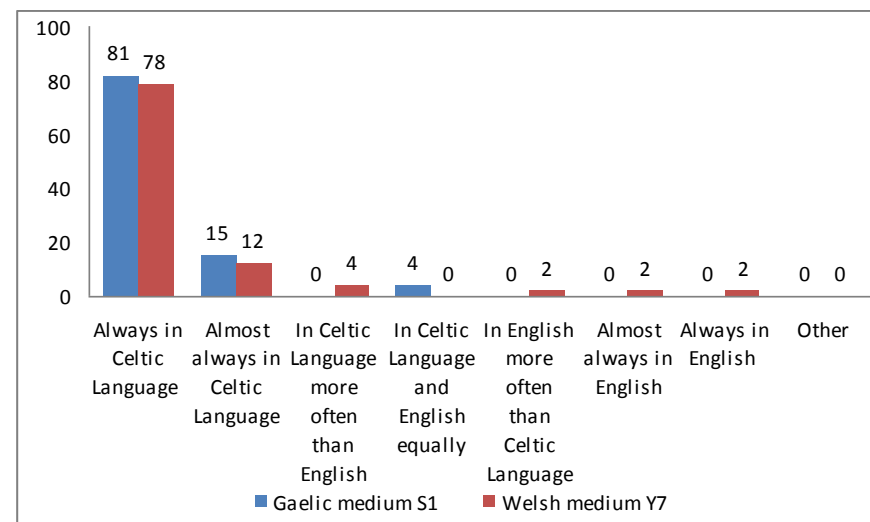


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure C.8.2 Celtic-medium pupils' reports of language use from teachers in the Celtic language classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 52

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.367, p = 0.109$	$\gamma = 0.121, p = 0.657$

Wilcoxon tests

Gaelic-medium pupils	$z = -2.697, p = 0.007, n = 27$
Welsh-medium pupils	$z = -0.522, p = 0.602, n = 52$

C.8.3 Shifts in pupil response regarding their reported language use from teachers in the Celtic language classroom between the primary and secondary school stages: Gaelic-medium pupils

Table C.8.3.1 Reported language use from teachers in the Celtic language classroom (Gaelic-medium Primary 7)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	8	1	2	0	0	11
CNES	4	3	3	0	0	10
Argyll and Bute	3	0	0	0	0	3
LA B	1	1	0	0	0	2
Highland	0	1	0	0	0	1
Total (Count)	16	6	5	0	0	27
% of total	59.3%	22.2%	18.5%	0%	0%	100%

Table C.8.3.2 Reported language use from teachers in the Celtic language classroom (Gaelic-medium Secondary 1)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	11	0	0	0	0	11
CNES	9	0	1	0	0	10
Argyll and Bute	3	0	0	0	0	3
LA B	2	0	0	0	0	2
Highland	1	0	0	0	0	1
Total (Count)	26	0	1	0	0	27
% of total	96.3%	0%	3.7%	0%	0%	100%

The largest reported shift in teachers' language use towards the Gaelic-medium respondents in the Celtic language classroom between primary and secondary school was towards 'always or almost always in the Celtic language.'

All 16 of the primary pupils who reported teachers to speak to them 'always or almost always in Gaelic' in the Gaelic classroom reiterated this pattern of language use at the secondary school stage.

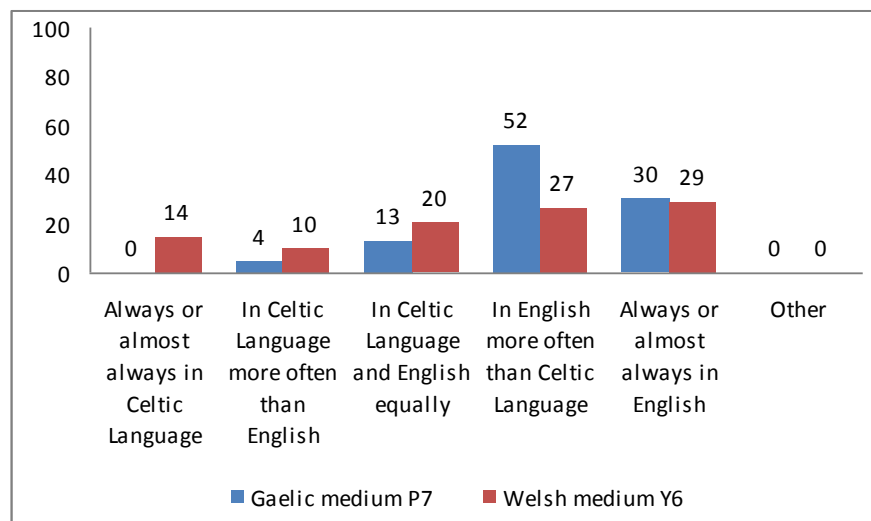
Five of the 6 primary pupils who had reported teachers to speak to them 'in Gaelic more often than English' in the Celtic language classroom at the primary school stage increased the level of reported Celtic language use to 'Always or almost always in Gaelic' at the secondary school stage. One pupil reported the level of Gaelic language input to fall in this linguistic domain in the move from primary to secondary school, with the pupil reporting the teacher to speak to him in 'Gaelic and English equally' at the secondary school stage.

All 5 of the primary pupils who had reported their teacher to speak to them ‘in Gaelic and English equally’ in the Celtic language classroom at the primary school stage reported the level of Celtic language input in this domain to have increased to ‘always or almost always in the Celtic language’ at the secondary school stage.

C.9 Celtic-medium pupils' reports of language use from their siblings

Figure C.9.1 Celtic-medium pupils' reports of language use from their siblings (P7/Y6)

% distribution within each pupil group

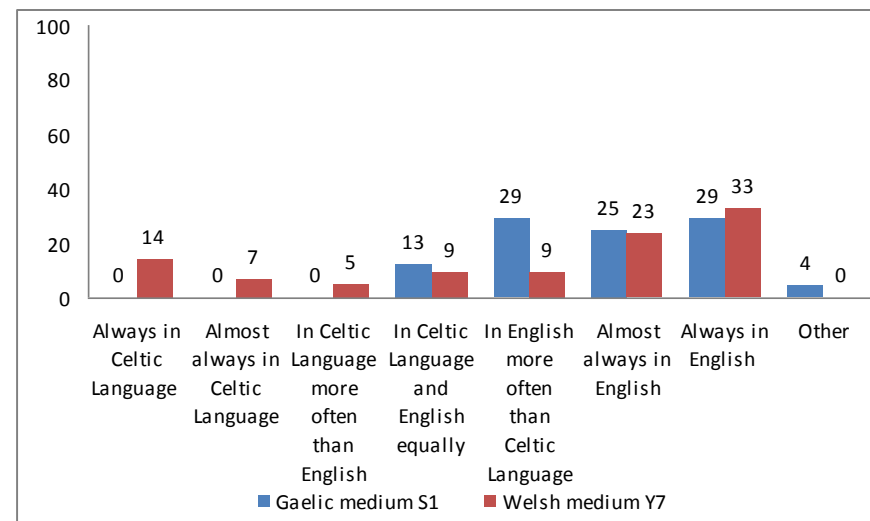


n (Gaelic-medium) = 23

n (Welsh-medium) = 49

Figure C.9.2 Celtic-medium pupils' reports of language use from their siblings (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 24

n (Welsh-medium) = 44

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.317, p = 0.060$	$\gamma = -0.150, p = 0.376$

Wilcoxon tests

Gaelic-medium pupils	$z = -2.132, p = 0.033, n = 23$
Welsh-medium pupils	$z = -1.772, p = 0.076, n = 43$

C.9.3 Shifts in pupil response regarding their reported language use from their siblings between the primary and secondary school stages: Gaelic-medium pupils

Table C.9.3.1 Reported language use from siblings (Gaelic-medium Primary 7)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Total
LA A	0	1	2	4	1	8
CNES	0	0	1	5	3	9
Argyll and Bute	0	0	0	1	2	3
LA B	0	0	0	1	1	2
Highland	0	0	0	1	0	1
Total (Count)	0	1	3	12	7	23
% of total	0%	4.3%	13.0%	52.2%	30.4%	100%

Table C.9.3.2 Reported language use from siblings (Gaelic-medium Secondary 1)

Data for pupils who participated at both the primary and secondary school stages

	Always or almost always Celtic Language	Celtic Language more often than English	CL and Eng Equally	Eng more than CL	Always or almost always in English	Other	Total
LA A	0	0	2	2	4	0	8
CNES	0	0	0	4	4	1	9
Argyll and Bute	0	0	1	0	2	0	3
LA B	0	0	0	0	2	0	2
Highland	0	0	0	1	0	0	1
Total (Count)	0	0	3	7	12	1	23
% of total	0%	0%	13%	30.4%	52.2%	4.3%	100%

The Gaelic-medium primary pupil who reported that their sibling(s) speak to them ‘in Gaelic more often than English’ revised this to ‘in English more often than Gaelic’ at the secondary school stage.

Of the 3 primary pupils who reported that their siblings speak to them ‘in Gaelic and English equally’, two pupils still perceived this to be the case in secondary school, but one pupil’s perception of their siblings’ language use to them had decreased to ‘in English more often than Gaelic.’

Of the 12 primary pupils who perceived their siblings’ language use to be ‘in English more often than Gaelic,’ five still perceived this to be the case in secondary school. However, seven pupils perceived their siblings’ language use to them to have decreased to ‘always or almost always in English’ by the secondary school stage.

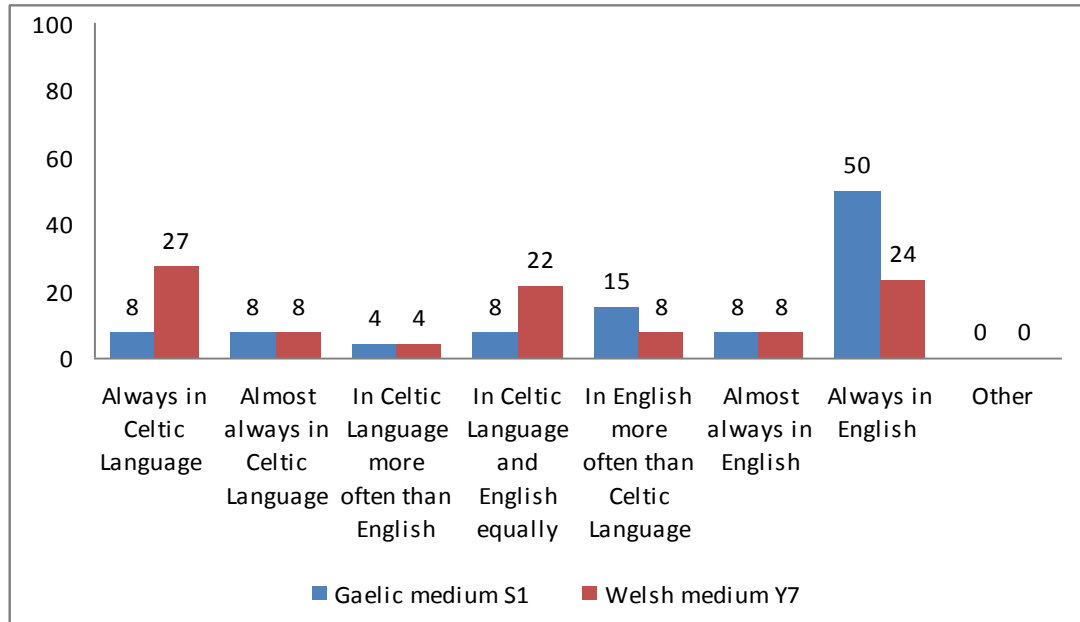
Of the 7 Gaelic-medium primary pupils who perceived their siblings to speak to them ‘always or almost always in English,’ five still perceived this to be the case at the secondary school stage, one revised their assessment to ‘other,’ and one pupil reported an increase in their siblings’ Gaelic language use to them between primary and secondary school, to ‘in Gaelic and English equally.’

Section D Language input (Celtic-medium pupils) – secondary school variables

D.1 Celtic-medium pupils’ reports of language use from pupils in the Mathematics classroom

Figure D.1.1 Celtic-medium pupils’ reports of language use from other pupils in the Mathematics classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 26

n (Welsh-medium) = 52

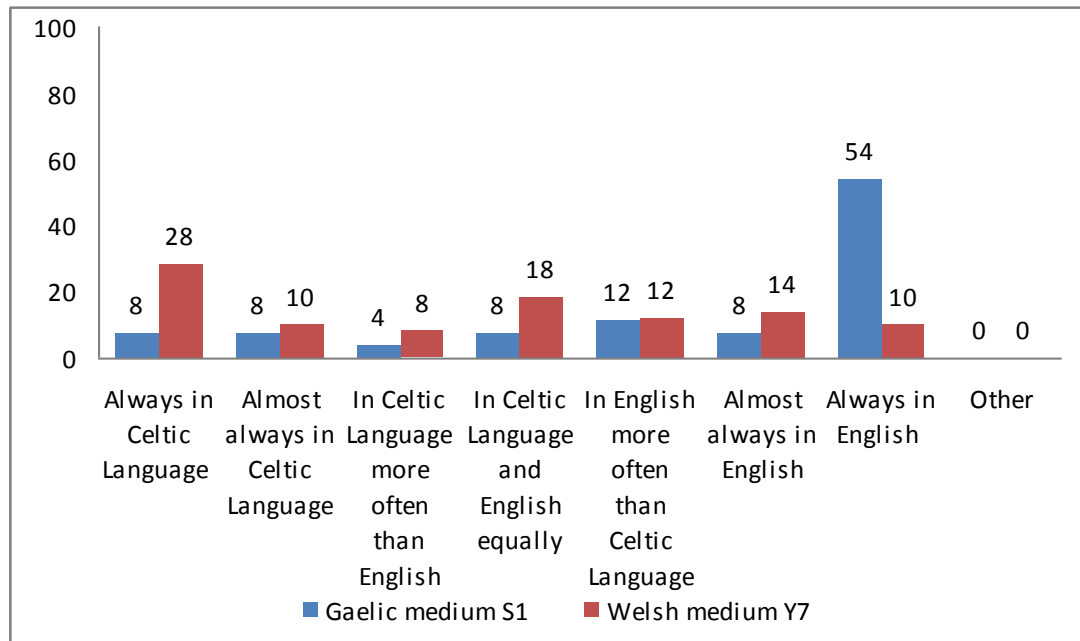
Gamma tests

Secondary school stage
$\gamma = -0.449, p = 0.003$

D.2 Celtic-medium pupils' reports of language use from pupils in the Science classroom

Figure D.2.1 Celtic-medium pupils' reports of language use from other pupils in the Science classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 26

n (Welsh-medium) = 51

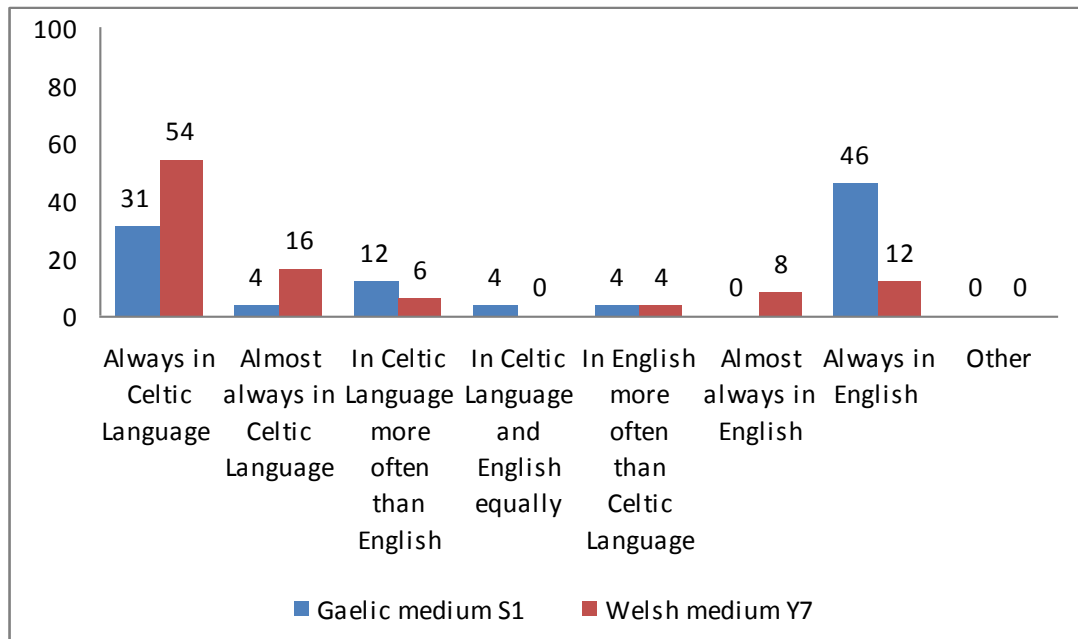
Gamma tests

Secondary school stage
$\gamma = -0.573, p = 0.000$

D.3 Celtic-medium pupils' reports of language use from teachers in the science classroom

Figure D.3.1 Celtic-medium pupils' reports of language use from teachers in the Science classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 26

n (Welsh-medium) = 51

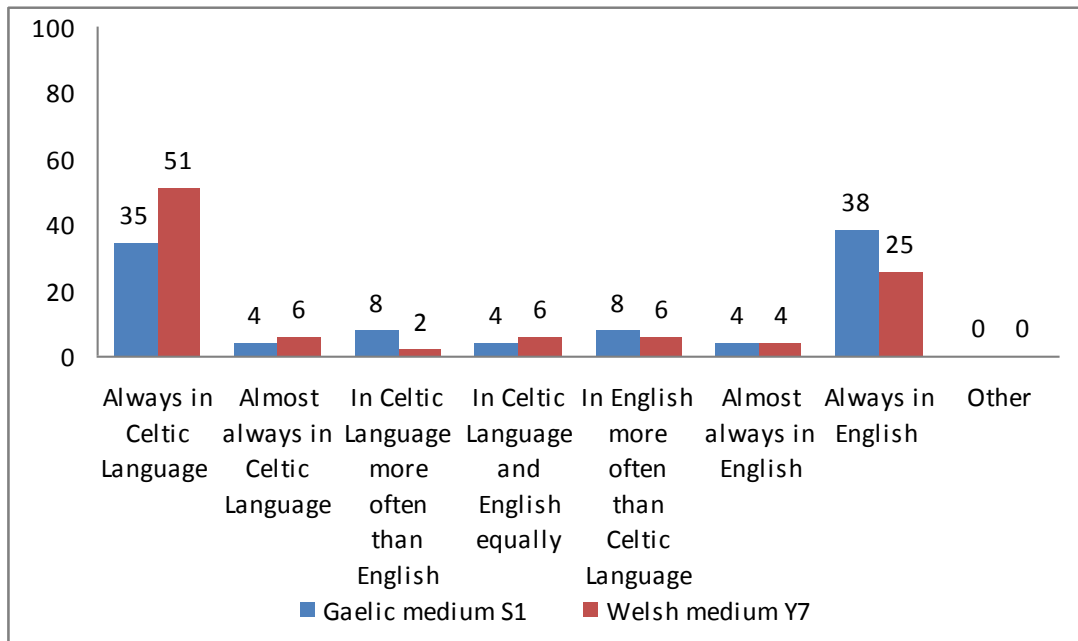
Gamma tests

Secondary school stage
$\gamma = -0.482, p = 0.005$

D.4 Celtic-medium pupils' reports of language use from teachers in the Mathematics classroom

Figure D.4.1 Celtic-medium pupils' reports of language use from teachers in the Mathematics classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 26

n (Welsh-medium) = 52

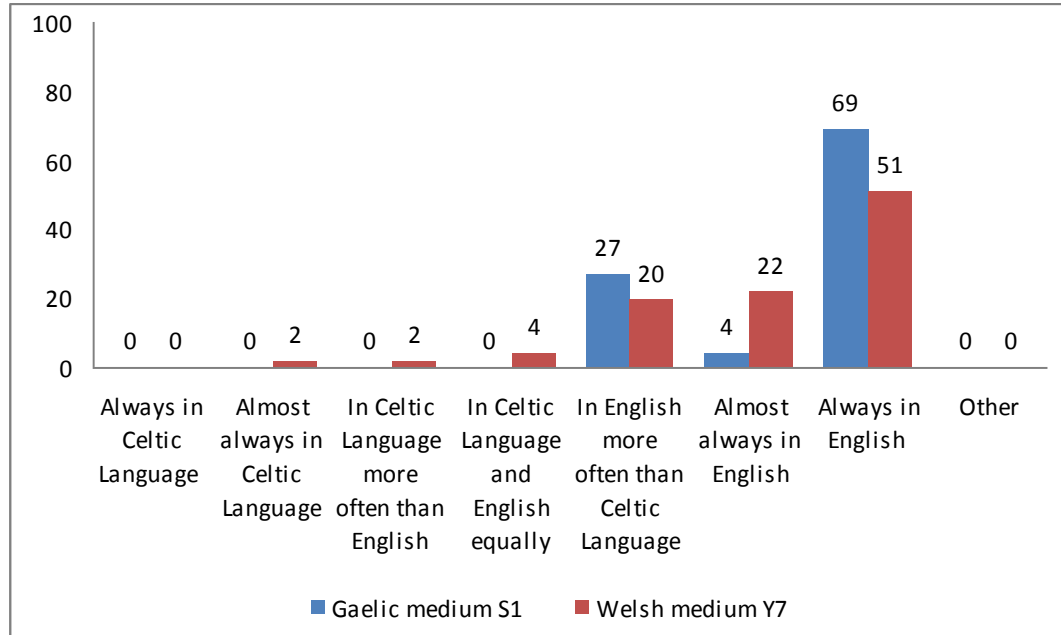
Gamma tests

Secondary school stage
$\gamma = -0.260, p = 0.152$

D.5 Celtic-medium pupils' reports of language use from pupils in the English classroom

Figure D.5.1 Celtic-medium pupils' reports of language use from other pupils in the English classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 26

n (Welsh-medium) = 52

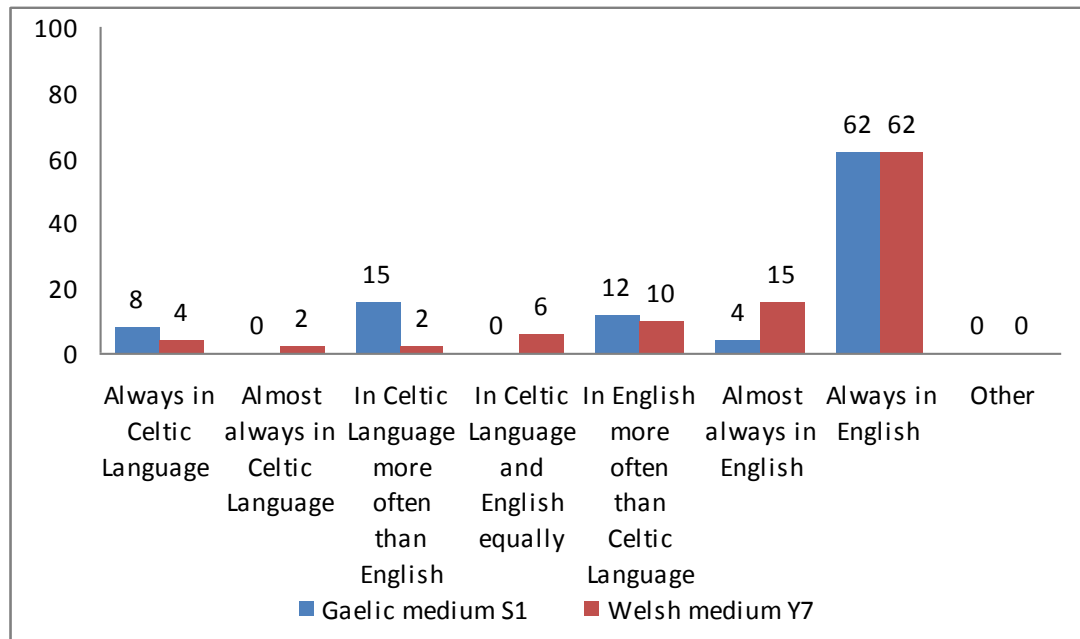
Gamma tests

Secondary school stage
$\gamma = -0.266, p = 0.200$

D.6 Celtic-medium pupils' reports of language use from teachers in the English classroom

Figure D.6.1 Celtic-medium pupils' reports of language use from teachers in the English classroom (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 26

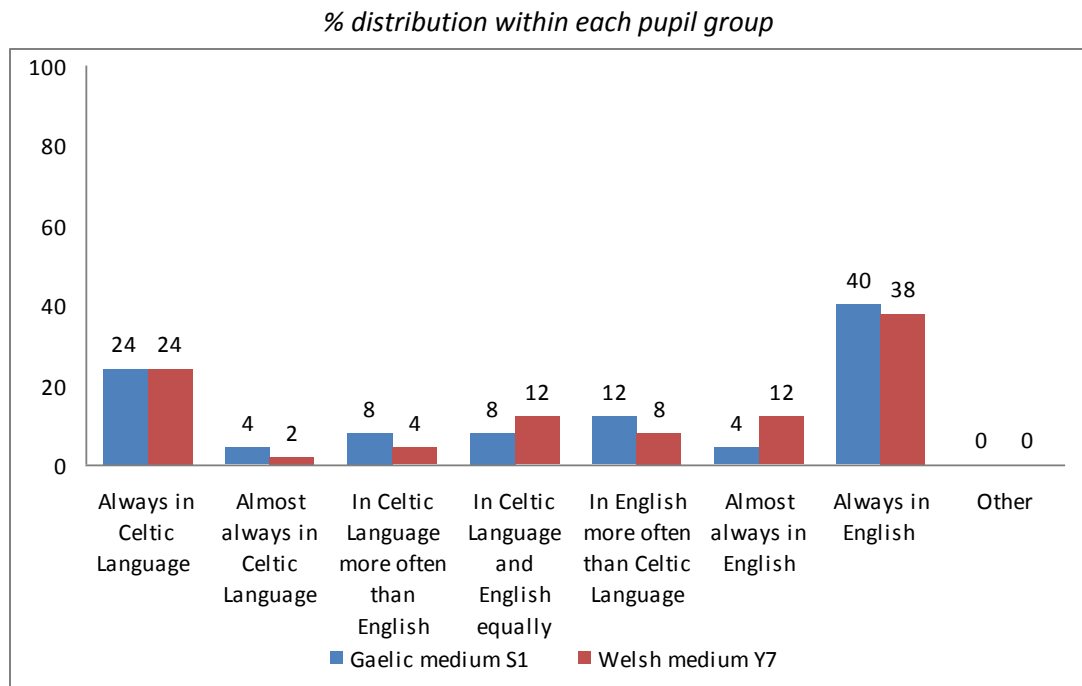
n (Welsh-medium) = 53

Gamma tests

Secondary school stage
$\gamma = 0.098, p = 0.646$

D.7 Celtic-medium pupils' reports of language use from their grandmothers

Figure D.7.1 Celtic-medium pupils' reports of language use from their grandmothers (S1/Y7)



n (Gaelic-medium) = 25

n (Welsh-medium) = 57

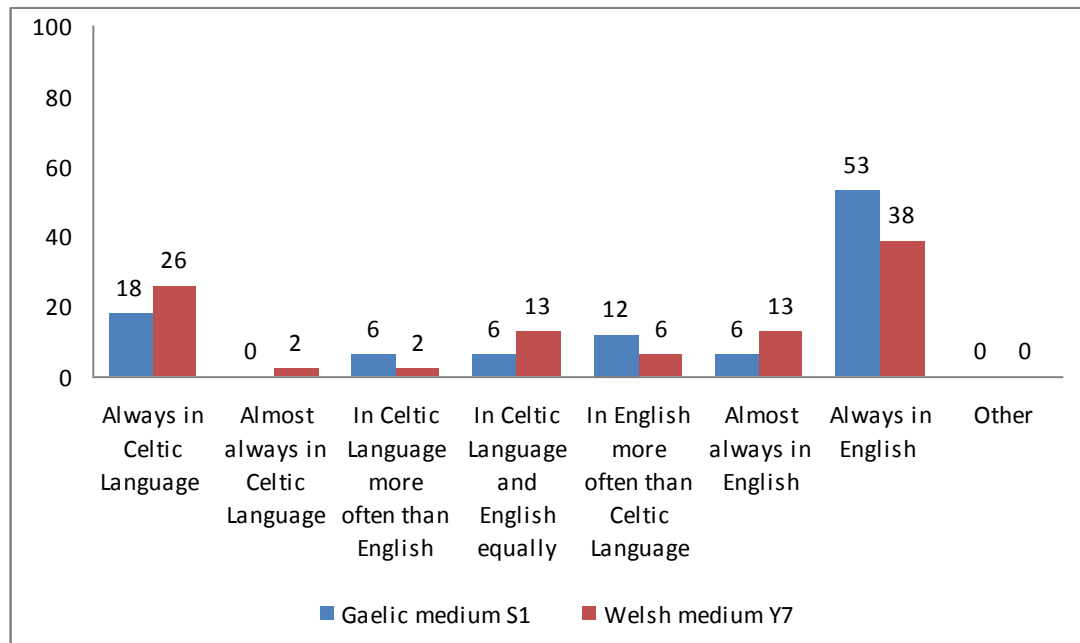
Gamma tests

Secondary school stage
$\gamma = 0.022, p = 0.903$

D.8 Celtic-medium pupils' reports of language use from their grandfathers

Figure D.8.1 Celtic-medium pupils' reports of language use from their grandfathers (S1/Y7)

% distribution within each pupil group



n (Gaelic-medium) = 17

n (Welsh-medium) = 48

Gamma tests:

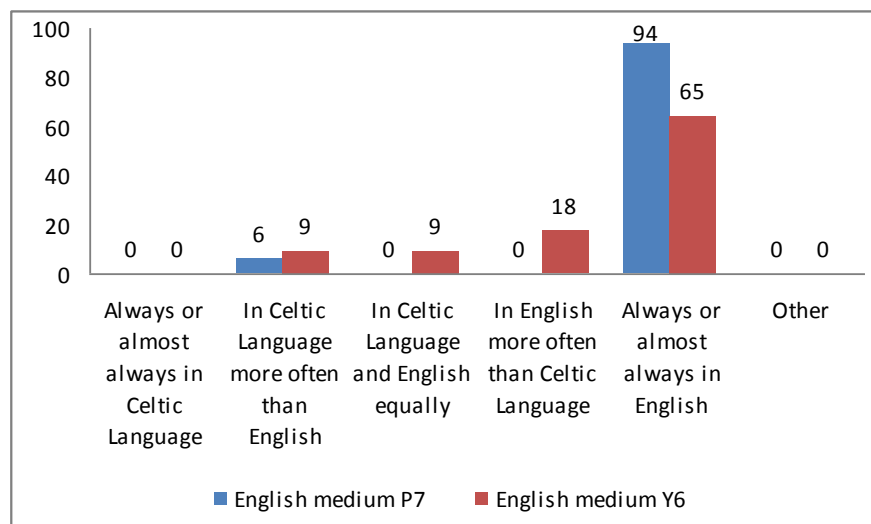
Secondary school stage
$\gamma = -0.206, p = 0.330$

Section E Aspects of English-medium pupils' language use – primary and secondary school variables

E.1 English-medium pupils' reports of language use from adults outside of school

Figure E.1.1 English-medium pupils' reports of language use from adults outside of school, e.g. neighbours (P7/Y6)

% distribution within each pupil group

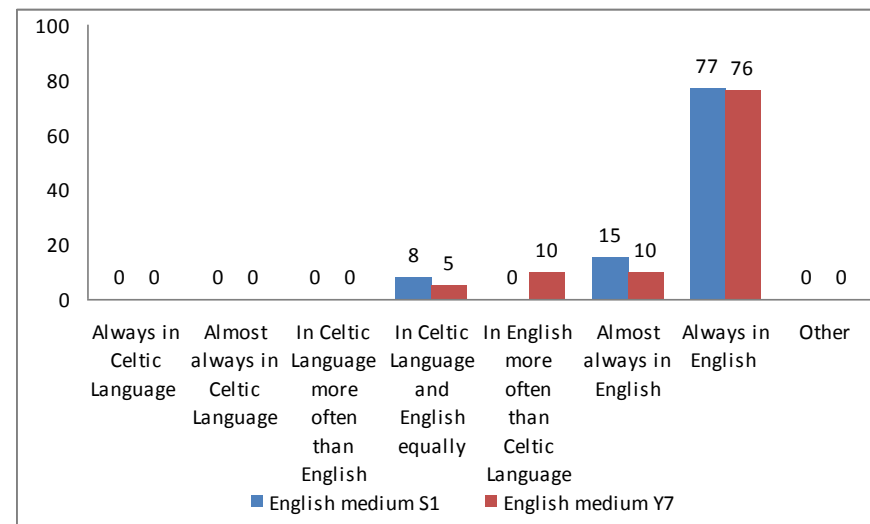


n (English medium Scotland) = 17

n (English medium Wales) = 34

Figure E.1.2 English-medium pupils' reports of language use from adults outside of school, e.g. neighbours (S1/Y7)

% distribution within each pupil group



n (English medium Scotland) = 13

n (English medium Wales) = 21

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.722, p = 0.011$	$\gamma = -0.037, p = 0.922$

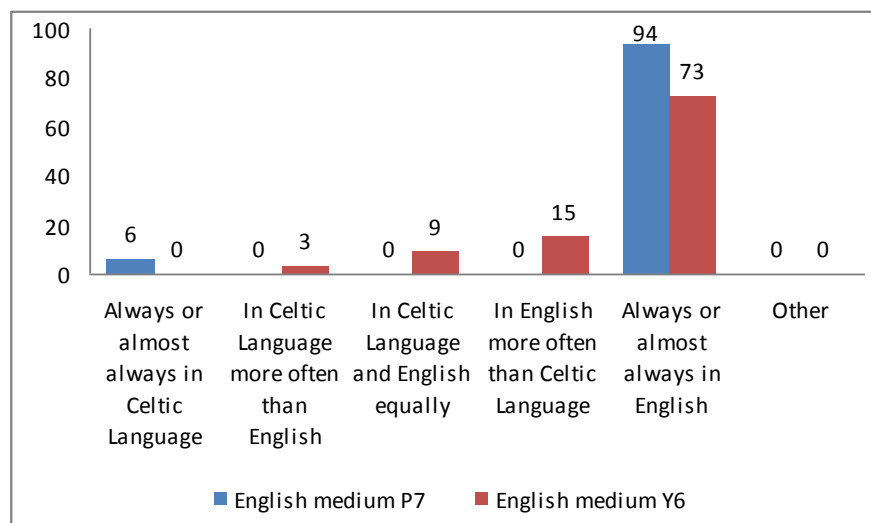
Wilcoxon tests

English-medium Scotland pupils	$z = -1.000, p = 0.317, n = 13$
English-medium Wales pupils	$z = -1.667, p = 0.096, n = 21$

E.2 English-medium pupils' reports of language use to adults outside of school

Figure E.2.1 English-medium pupils' reported language use to adults outside of school, e.g. neighbours (P7/Y6)

% distribution within each pupil group

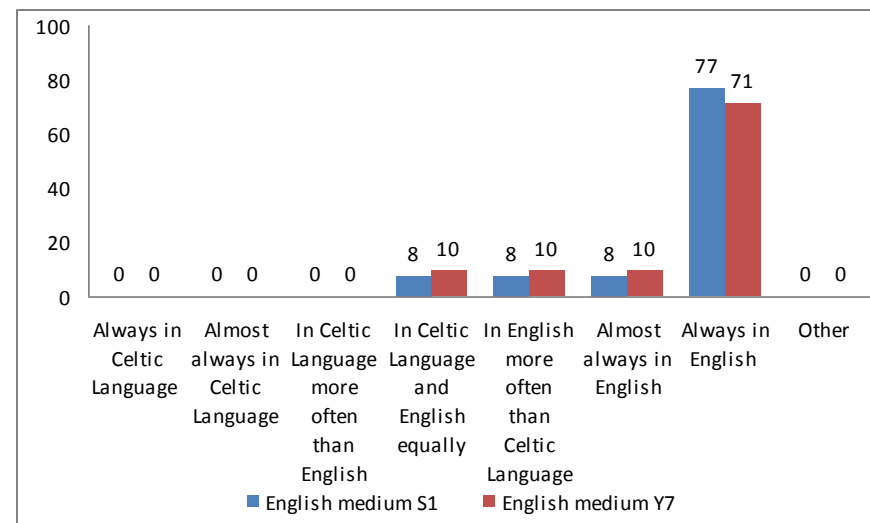


n (English medium Scotland) = 17

n (English medium Wales) = 33

Figure E.2.2 English-medium pupils' reported language use to adults outside of school, e.g. neighbours (S1/Y7)

% distribution within each pupil group



n (English medium Scotland) = 13

n (English medium Wales) = 21

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.627, p = 0.059$	$\gamma = -0.128, p = 0.723$

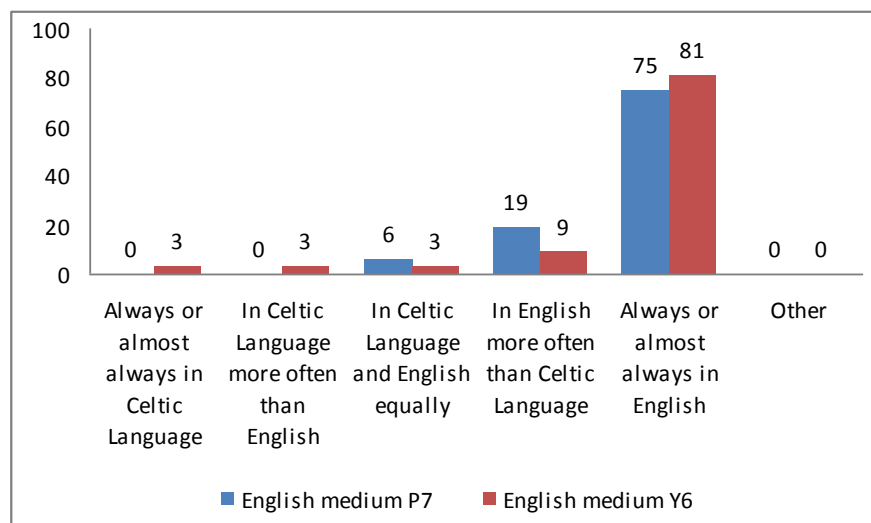
Wilcoxon tests

English-medium Scotland pupils	$z = -0.447, p = 0.655, n = 13$
English-medium Wales pupils	$z = -0.877, p = 0.380, n = 20$

E.3 English-medium pupils' reports of language use from their siblings

Figure E.3.1 English-medium pupils' report of language use from their siblings (P7/Y6)

% distribution within each pupil group

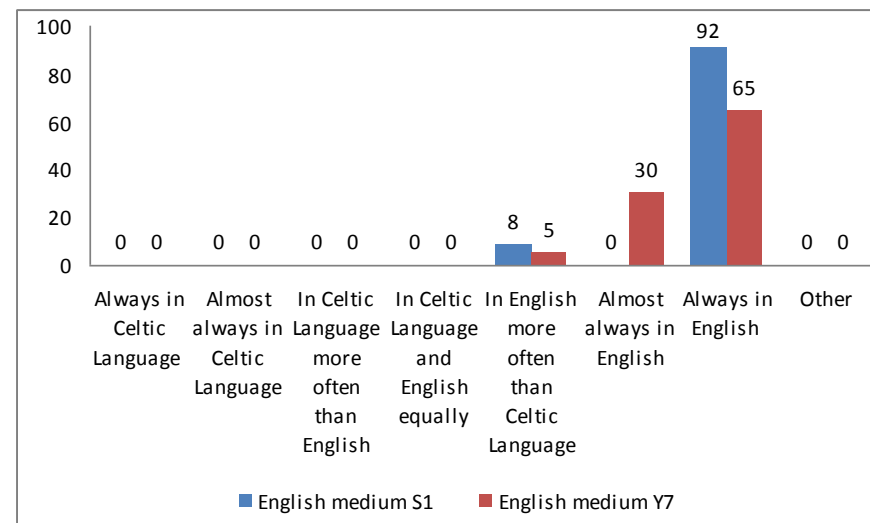


n (English medium Scotland) = 16

n (English medium Wales) = 32

Figure E.3.2 English-medium pupils' report of language use from their siblings (S1/Y7)

% distribution within each pupil group



n (English medium Scotland) = 12

n (English medium Wales) = 20

Gamma tests

Primary school stage	Secondary school stage
$\gamma = 0.126, p = 0.712$	$\gamma = -0.604, p = 0.096$

Wilcoxon tests

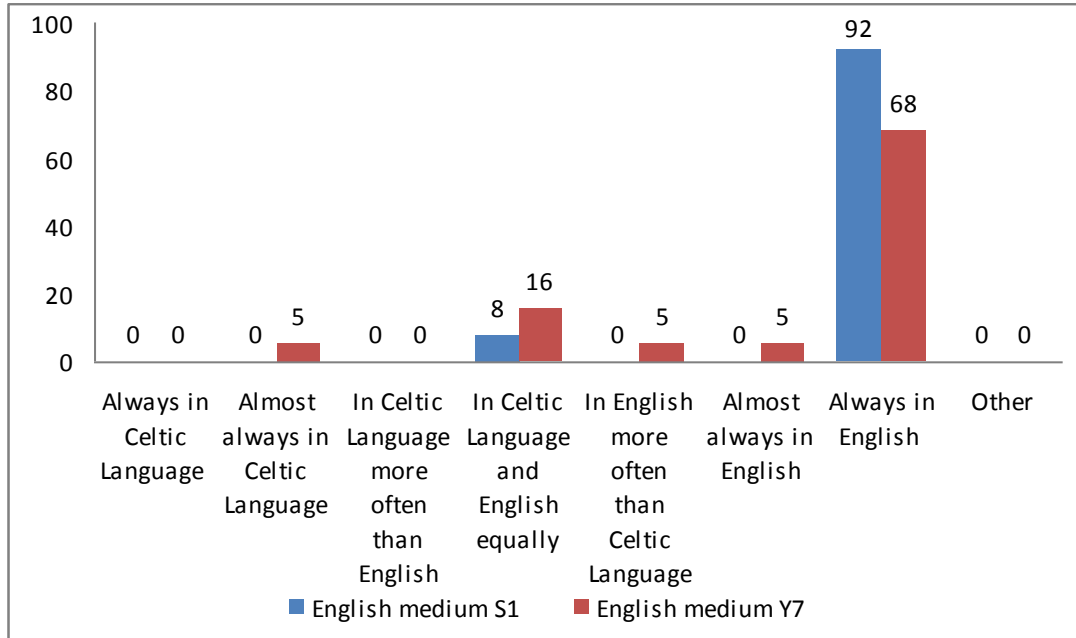
English-medium Scotland pupils	$z = -1.633, p = 0.102, n = 12$
English-medium Wales pupils	$z = -1.625, p = 0.104, n = 20$

Section F Language input (English-medium pupils) – secondary school variables

F.1 English-medium pupils’ reports of language use from their grandfathers

Figure F.1.1 English-medium pupils’ reports of language use from their grandfathers (S1/Y7)

% distribution within each pupil group



n (English medium Scotland) = 13

n (English medium Wales) = 19

Gamma tests

Secondary school stage
$\gamma = -0.659, p = 0.075$

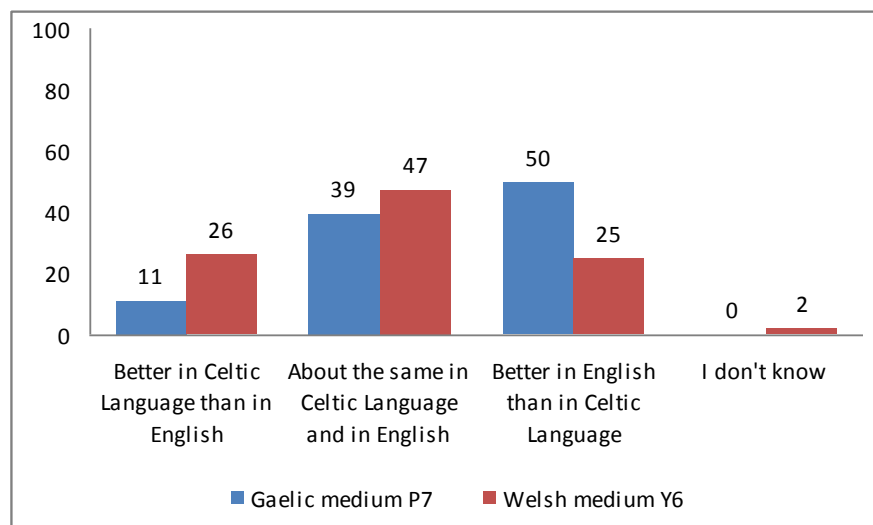
Appendix 8 Perceived linguistic ability

Section A Celtic-medium pupils' perceived linguistic ability – primary and secondary school variables

A.1 Celtic-medium pupils' perceived comparative linguistic ability in writing in their Celtic language and English

Figure A.1.1 Celtic-medium pupils' perceived comparative ability in writing the Celtic Language and English P7/Y6

% distribution within each pupil group

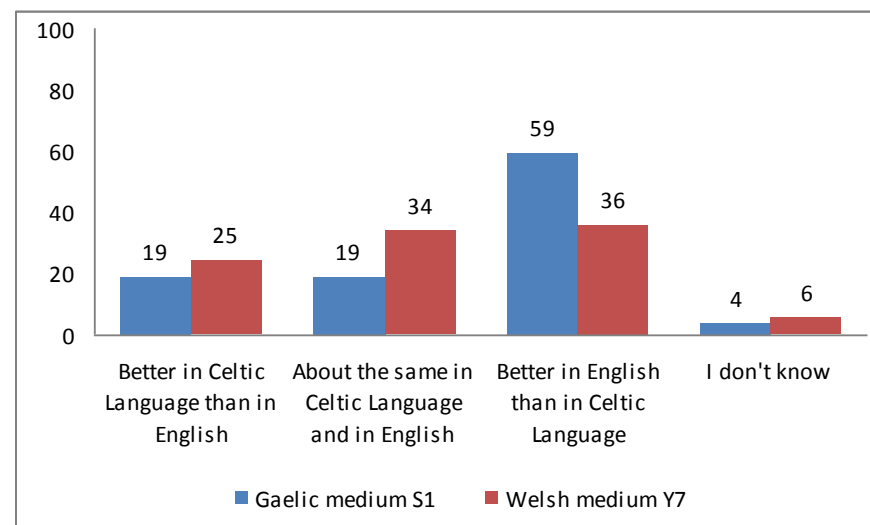


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.1.2 Celtic-medium pupils' perceived comparative ability in writing the Celtic Language and English S1/Y7

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma Tests

Primary school stage	Secondary school stage
$\gamma = -0.462, p = 0.010$	$\gamma = -0.334, p = 0.093$

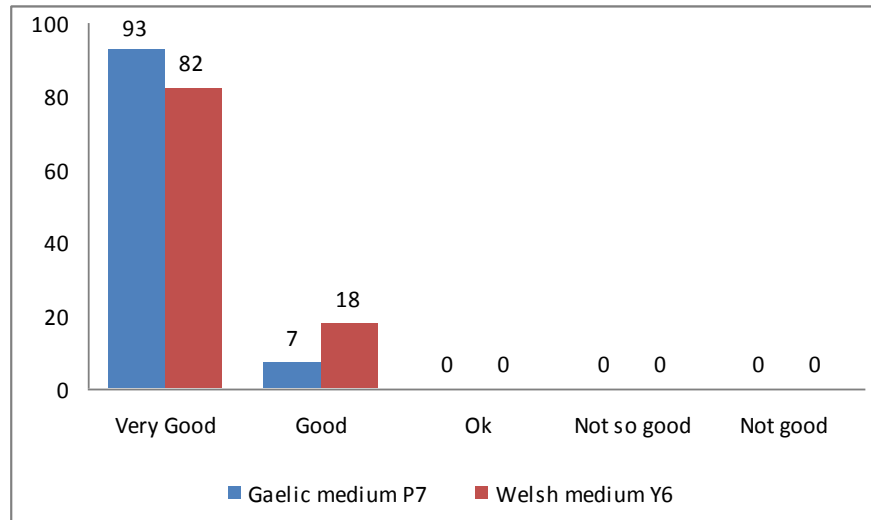
Wilcoxon tests

Gaelic-medium pupils	$z = -0.577, p = 0.564, n = 27$
Welsh-medium pupils	$z = -1.331, p = 0.183, n = 54$

A.2 Celtic-medium pupils' perceived ability in speaking English

Figure A.2.1 Celtic-medium pupils' perceived ability in speaking English P7/Y6

% distribution within each pupil group

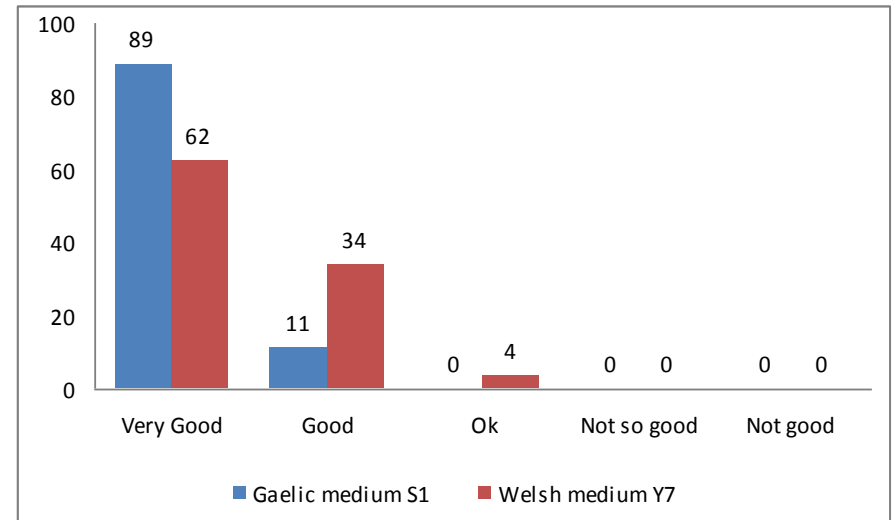


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.2.2 Celtic-medium pupils' perceived ability in speaking English S1/Y7

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma tests

Primary school stage	Secondary school stage
$\gamma = 0.469, p = 0.140$	$\gamma = 0.662, p = 0.003$

Wilcoxon tests

Gaelic-medium pupils	$z = -0.447, p = 0.655, n = 27$
Welsh-medium pupils	$z = -3.273, p = 0.001, n = 54$

A.2.3 Shifts in pupil response regarding their perceived linguistic ability in speaking English between the primary and secondary school stages: Welsh-medium pupils

Table A.2.3.1 Perceived ability in speaking English (Welsh-medium Year 6)

Data for pupils who participated at both the primary and secondary school stages

	Very good	Good	Ok	Not so good	Not good	Total
Swansea	19	3	0	0	0	22
Gwynedd	10	3	0	0	0	13
Carmarthenshire	9	2	0	0	0	11
Powys	8	0	0	0	0	8
Total (Count)	46	8	0	0	0	54
% of total	85.2%	14.8%	0%	0%	0%	100%

Table A.2.3.2 Perceived ability in speaking English (Welsh-medium Year 7)

Data for pupils who participated at both the primary and secondary school stages

	Very good	Good	Ok	Not so good	Not good	Total
Swansea	10	11	1	0	0	22
Gwynedd	9	3	1	0	0	13
Carmarthenshire	7	4	0	0	0	11
Powys	7	1	0	0	0	8
Total (Count)	33	19	2	0	0	54
% of total	61.1%	35.2%	3.7%	0%	0%	100%

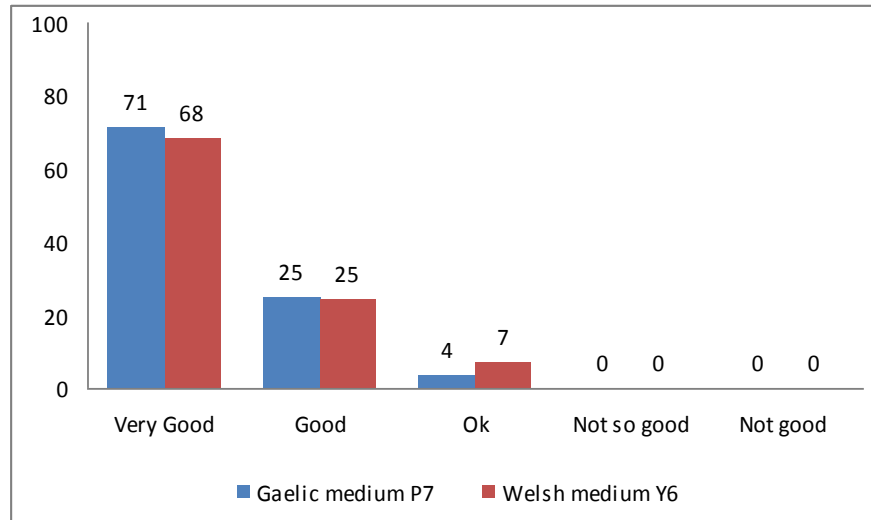
Of the 46 Welsh-medium pupils who assessed their abilities in English speaking as ‘very good’ in primary school, 31 re-assessed their abilities as such in secondary school, 14 re-assessed themselves as ‘good,’ and one pupil’s perception of their abilities in English speaking dropped two levels to ‘ok’ between the primary and secondary school stages.

Of the 8 Welsh-medium pupils who assessed their English speaking competencies as ‘good’ in Year 6, 5 still believed this to be the case in Year 7. Two pupils gained confidence in their English speaking abilities between the primary and secondary school stages, perceiving them to be ‘very good’ in Year 7, whilst one pupil’s perception of their ability in this regard decreased to ‘ok’ at the secondary school stage.

A.3 Celtic-medium pupils' perceived ability in reading English

Figure A.3.1 Celtic-medium pupils' perceived ability in reading English P7/Y6

% distribution within each pupil group

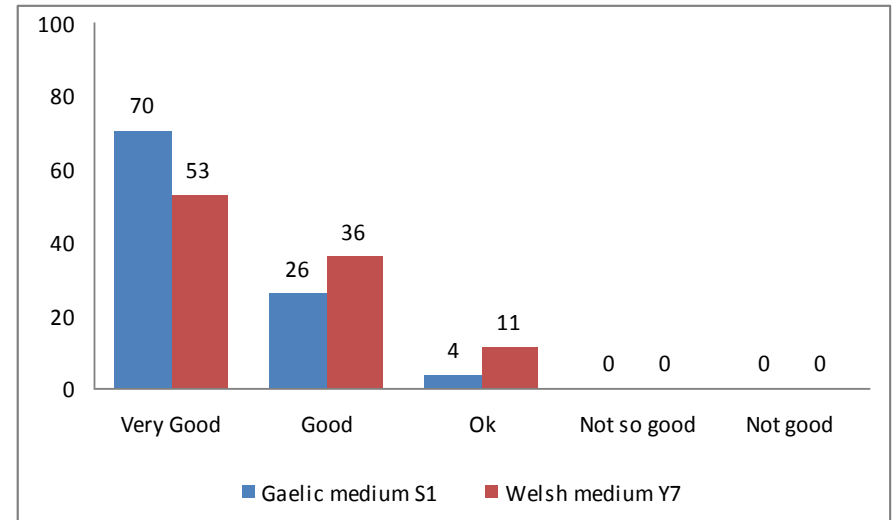


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.3.2 Celtic-medium pupils' perceived ability in reading English S1/Y7

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma tests

Primary school stage	Secondary school stage
$\gamma = 0.087, p = 0.712$	$\gamma = 0.361, p = 0.088$

Wilcoxon tests

Gaelic-medium pupils	$z = -0.250, p = 0.803, n = 27$
Welsh-medium pupils	$z = -2.134, p = 0.033, n = 54$

A.3.3 Shifts in pupil response regarding their perceived linguistic ability in reading English between the primary and secondary school stages: Welsh-medium pupils

**Table A.3.3.1 Perceived ability in reading English
(Welsh-medium Year 6)**

Data for pupils who participated at both the primary and secondary school stages

	Very good	Good	Ok	Not so good	Not good	Total
Swansea	13	8	1	0	0	22
Gwynedd	7	4	2	0	0	13
Carmarthenshire	9	1	1	0	0	11
Powys	7	1	0	0	0	8
Total (Count)	36	14	4	0	0	54
% of total	66.7%	25.9%	7.4%	0%	0%	100%

**Table A.3.3.2 Perceived ability in reading English
(Welsh-medium Year 7)**

Data for pupils who participated at both the primary and secondary school stages

	Very good	Good	Ok	Not so good	Not good	Total
Swansea	12	8	2	0	0	22
Gwynedd	6	7	0	0	0	13
Carmarthenshire	5	4	2	0	0	11
Powys	5	1	2	0	0	8
Total (Count)	28	20	6	0	0	54
% of total	51.9%	37.0%	11.1%	0%	0%	100%

Of the 36 Welsh-medium pupils who assessed their ability in English reading as ‘very good’ in primary school, 26 re-assessed themselves as such in secondary school, 8 re-assessed themselves as ‘good,’ and two pupils’ perceptions of their linguistic ability in English reading decreased by two levels to ‘ok’ between the primary and secondary school stages.

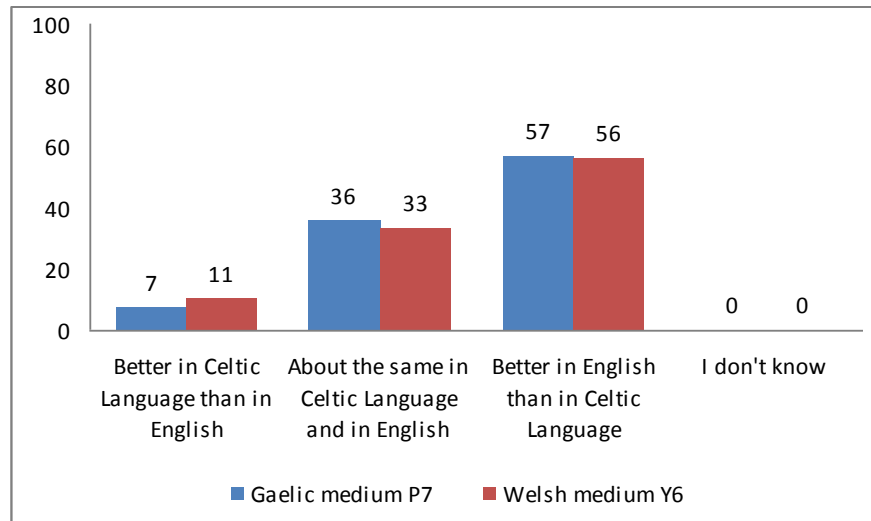
Fourteen pupils assessed their English reading competencies as ‘good’ in Year 6, and 10 of these pupils re-assessed their ability as such in Year 7. Of the remaining four pupils, 2 gained in confidence in English reading between the primary and secondary school stages, believing their ability to be ‘very good’ in Year 7. The other 2 pupils’ perception of their ability in this linguistic skill decreased to ‘ok’ at the secondary school stage.

Of the 4 primary pupils who assessed their English reading as ‘ok’, 2 re-assessed their ability as such after the first term of secondary school, and 2 perceived that their ability in this regard had improved to ‘good’.

A.4 Celtic-medium pupils' perceived comparative linguistic ability in reading their Celtic language and English

Figure A.4.1 Celtic-medium pupils' perceived comparative ability in reading their Celtic language and English P7/Y6

% distribution within each pupil group

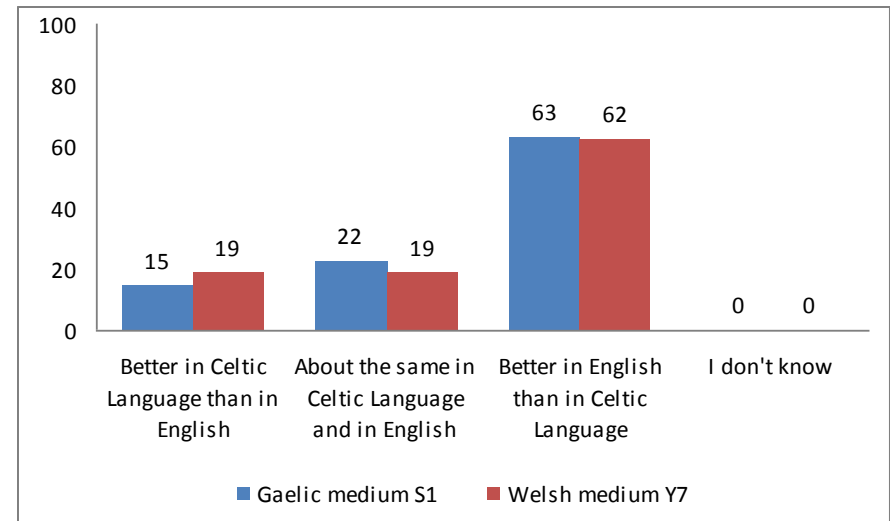


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.4.2 Celtic-medium pupils' perceived comparative ability in reading their Celtic language and English S1/Y7

% distribution within each group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma Tests

Primary school stage	Secondary school stage
$\gamma = -0.043, p = 0.837$	$\gamma = -0.039, p = 0.857$

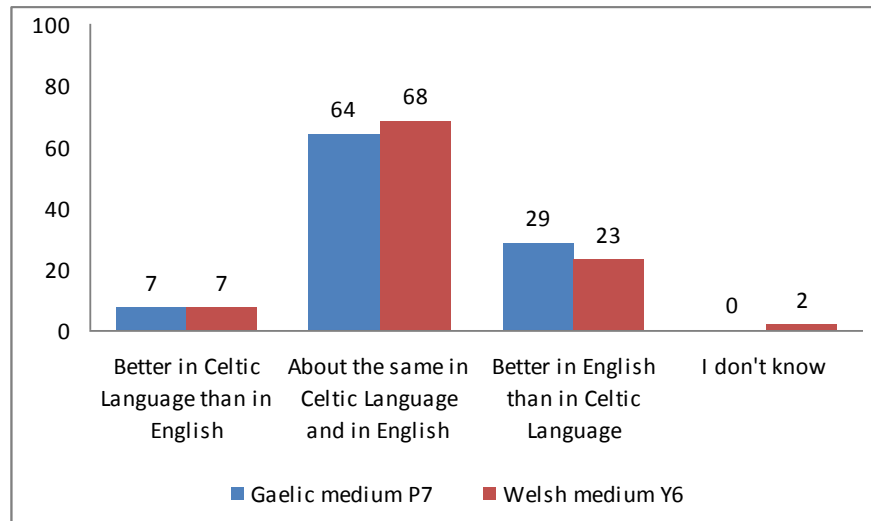
Wilcoxon tests

Gaelic-medium pupils	$z = -0.304, p = 0.763, n = 27$
Welsh-medium pupils	$z = -0.304, p = 0.761, n = 54$

A.5 Celtic-medium pupils' perceived comparative linguistic ability in understanding their Celtic language and English

Figure A.5.1 Celtic-medium pupils' perceived comparative ability in understanding their Celtic Language and English P7/Y6

% distribution within each pupil group

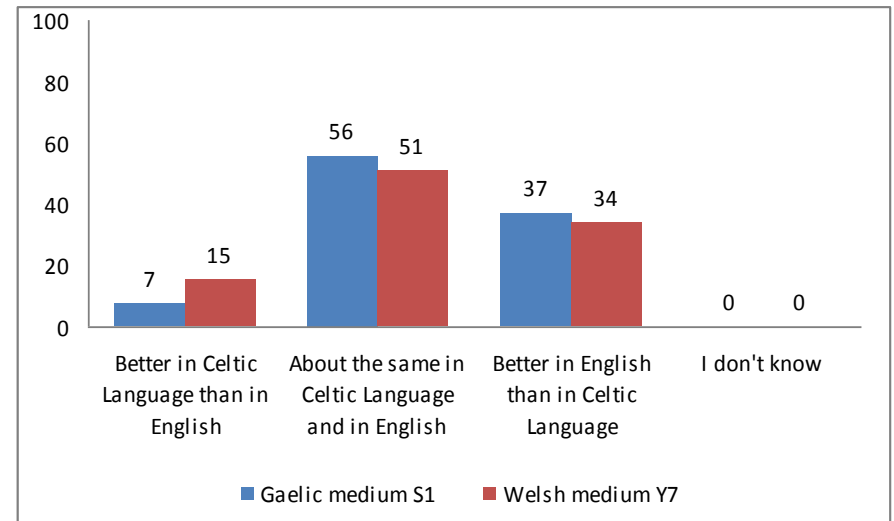


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.5.2 Celtic-medium pupils' perceived comparative ability in understanding their Celtic Language and English S1/Y7

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.103, p = 0.656$	$\gamma = -0.133, p = 0.519$

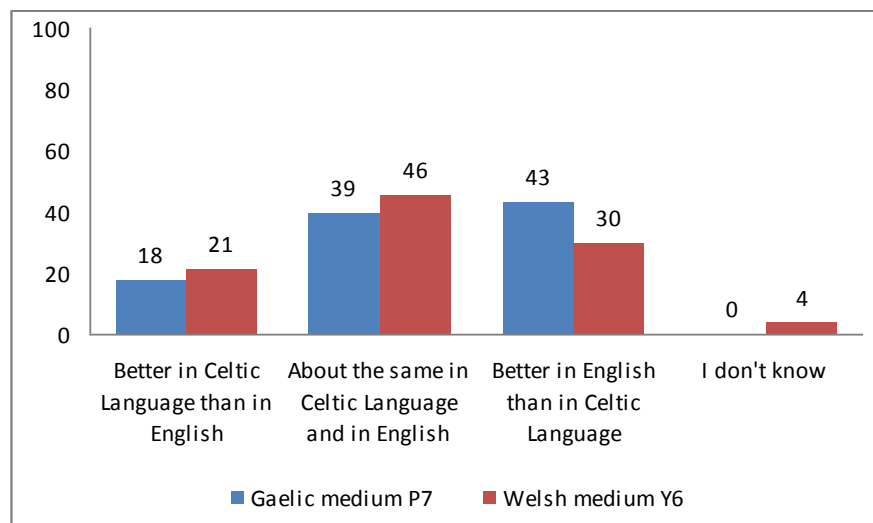
Wilcoxon tests

Gaelic-medium pupils	$z = -0.707, p = 0.480, n = 27$
Welsh-medium pupils	$z = -0.200, p = 0.842, n = 54$

A.6 Celtic-medium pupils' perceived comparative linguistic ability in speaking their Celtic language and English

Figure A.6.1 Celtic-medium pupils' perceived comparative ability in speaking their Celtic language and English P7/Y6

% distribution within each group

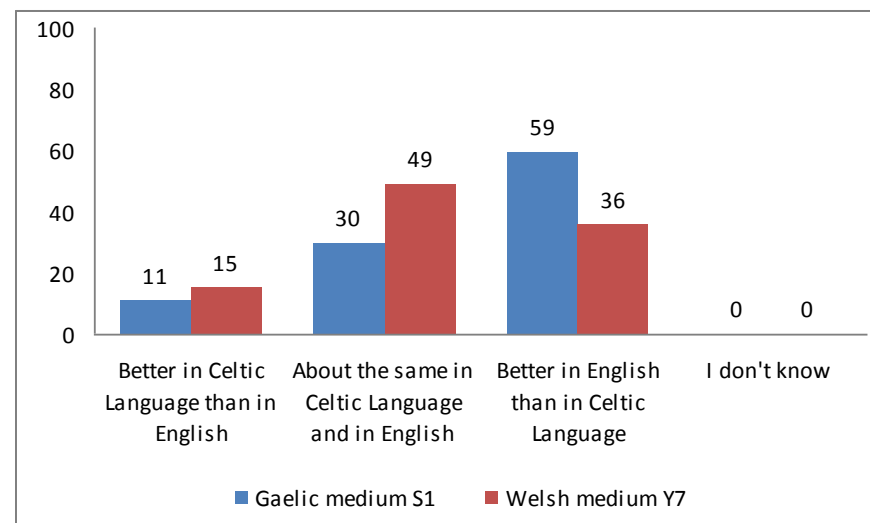


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.6.2 Celtic-medium pupils' perceived comparative ability in speaking their Celtic language and English S1/Y7

% distribution within each group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma tests

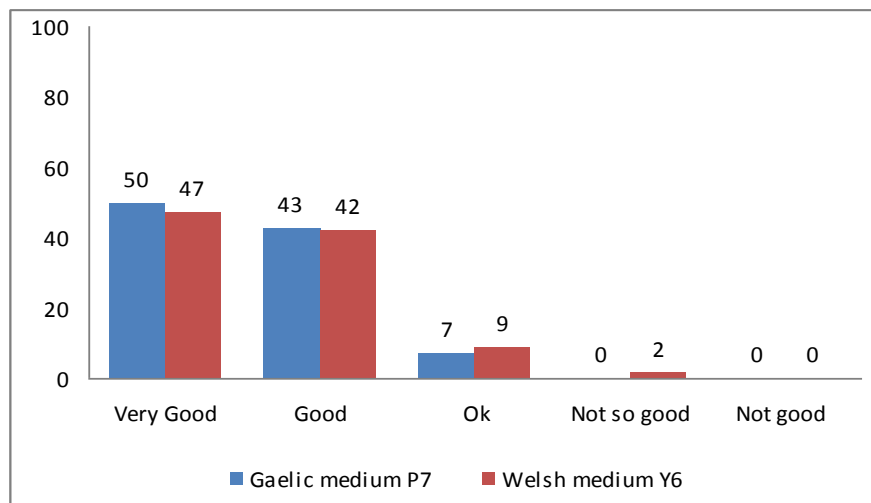
Primary school stage	Secondary school stage
$\gamma = -0.188, p = 0.335$	$\gamma = -0.359, p = 0.071$

Wilcoxon tests

Gaelic-medium pupils	$z = -1.355, p = 0.175, n = 27$
Welsh-medium pupils	$z = -0.029, p = 0.977, n = 54$

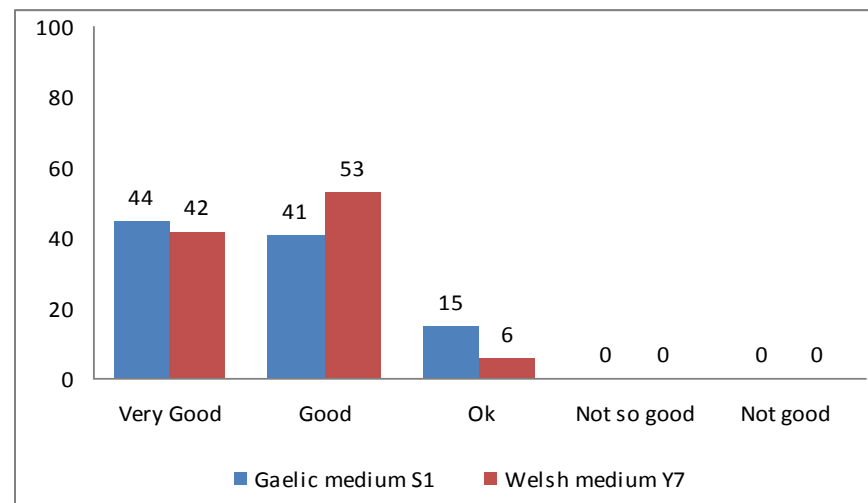
A.7 Celtic-medium pupils' perceived ability in understanding their Celtic language

Figure A.7.1 Celtic-medium pupils' perceived ability in understanding their Celtic language P7/Y6⁴²
% distribution within each pupil group



n (Gaelic-medium) = 28 *n* (Welsh-medium) = 57

Figure A.7.2 Celtic-medium pupils' perceived ability in understanding their Celtic language S1/Y7
% distribution within each pupil group



n (Gaelic-medium) = 27 *n* (Welsh-medium) = 54

Gamma tests

Primary school stage	Secondary school stage
$\gamma = 0.074, p = 0.718$	$\gamma = -0.044, p = 0.840$

Wilcoxon tests

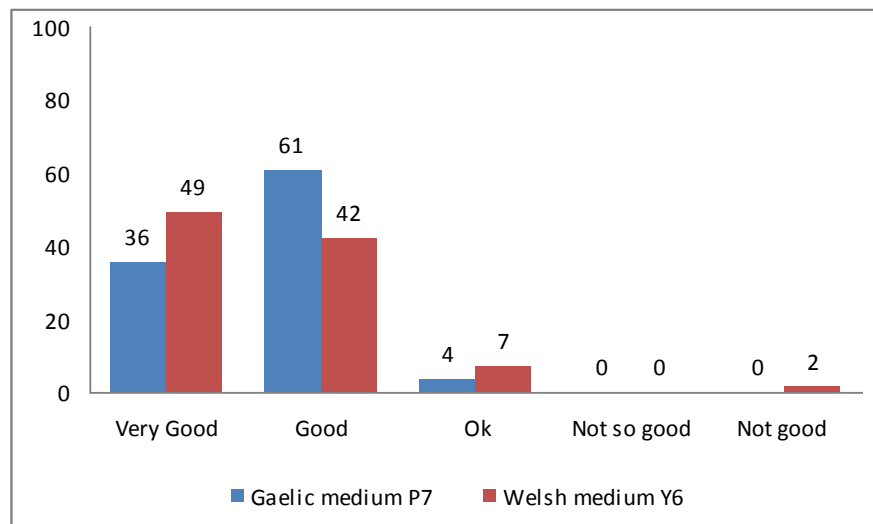
Gaelic-medium pupils	$z = -1.069, p = 0.285, n = 27$
Welsh-medium pupils	$z = -0.122, p = 0.903, n = 54$

⁴² The Welsh-medium pupil who reports that they are 'not so good' at understanding the Celtic Language is a late starter to the Welsh-medium system, having joined in Year 3.

A.8 Celtic-medium pupils' perceived ability in speaking their Celtic language

Figure A.8.1 Celtic-medium pupils' perceived ability in speaking their Celtic language P7/Y6

% distribution within each pupil group

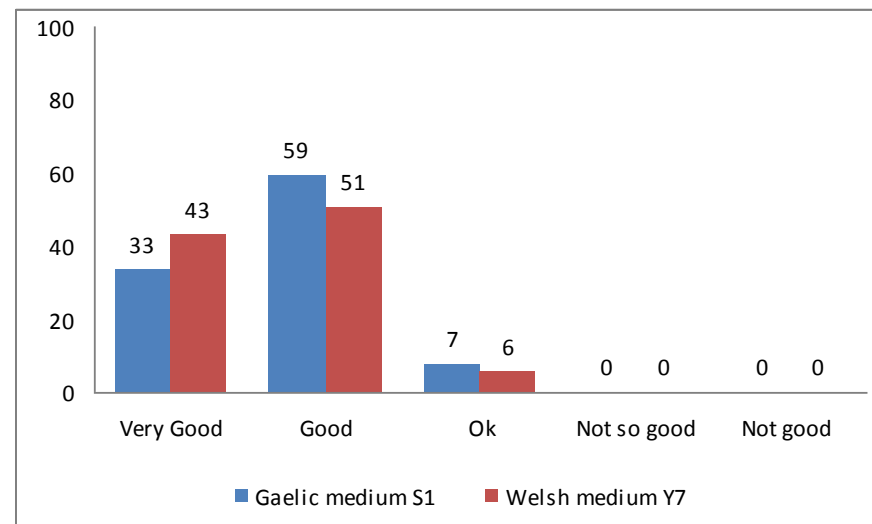


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.8.2 Celtic-medium pupils' perceived ability in speaking their Celtic language S1/Y7

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.168, p = 0.407$	$\gamma = -0.191, p = 0.379$

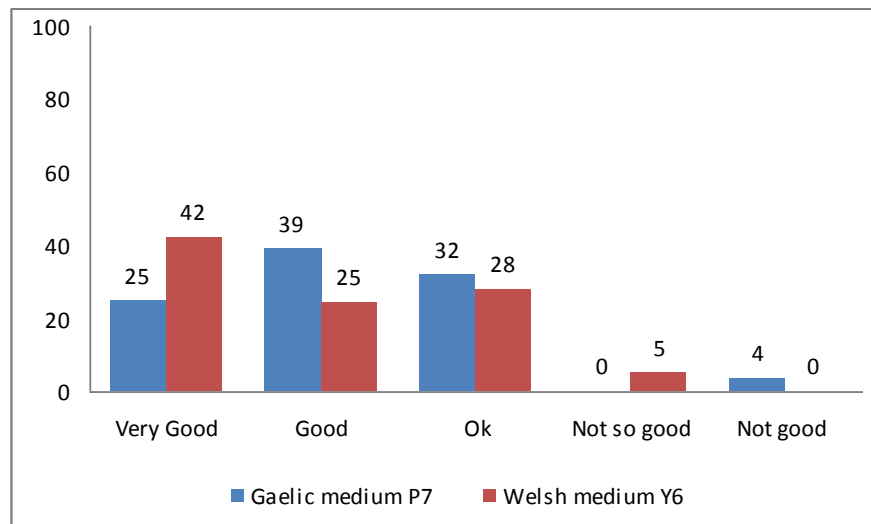
Wilcoxon tests

Gaelic-medium pupils	$z = -0.577, p = 0.564, n = 27$
Welsh-medium pupils	$z = -0.321, p = 0.749, n = 54$

A.9 Celtic-medium pupils' perceived ability in reading their Celtic language

Figure A.9.1 Celtic-medium pupils' perceived ability in reading their Celtic language P7/Y6

% distribution within each pupil group

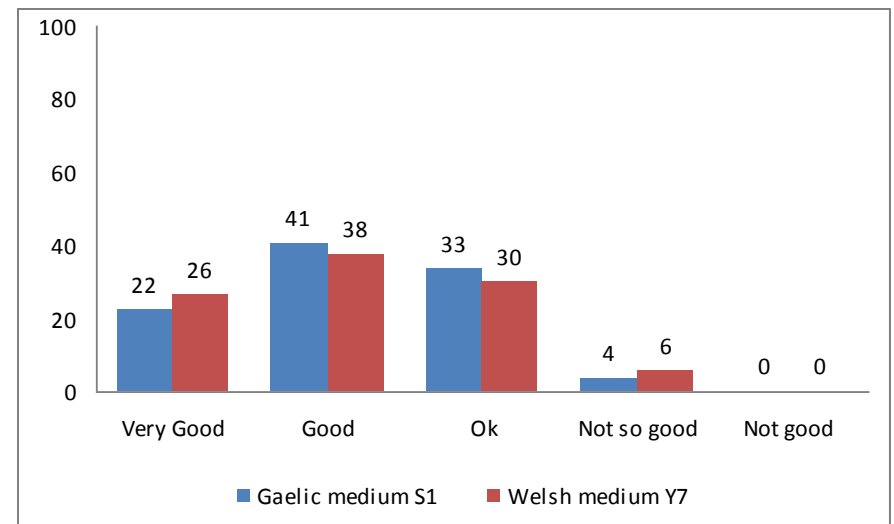


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.9.2 Celtic-medium pupils' perceived ability in reading their Celtic language S1/Y7

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.171, p = 0.320$	$\gamma = -0.041, p = 0.826$

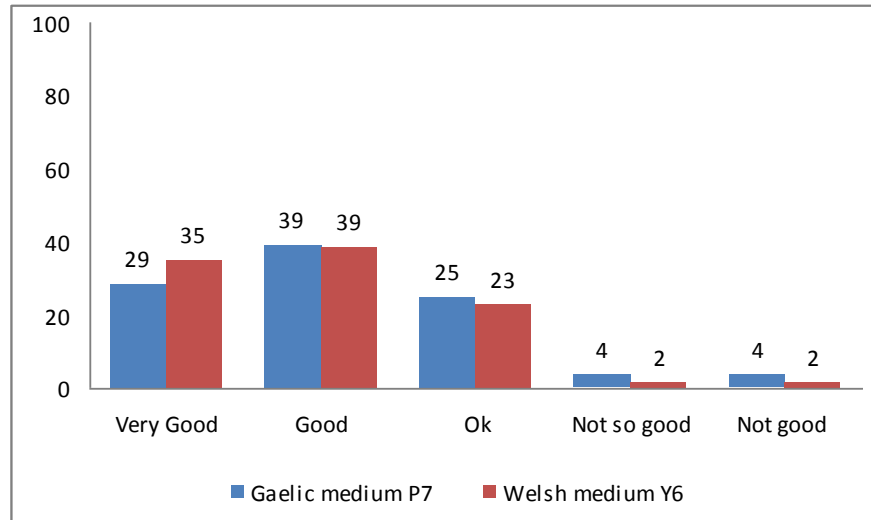
Wilcoxon tests

Gaelic-medium pupils	$z = -0.302, p = 0.763, n = 27$
Welsh-medium pupils	$z = -1.288, p = 0.198, n = 54$

A.10 Celtic-medium pupils' perceived ability in writing their Celtic language

Figure A.10.1 Celtic-medium pupils' perceived ability in writing their Celtic language P7/Y6

% distribution within each pupil group

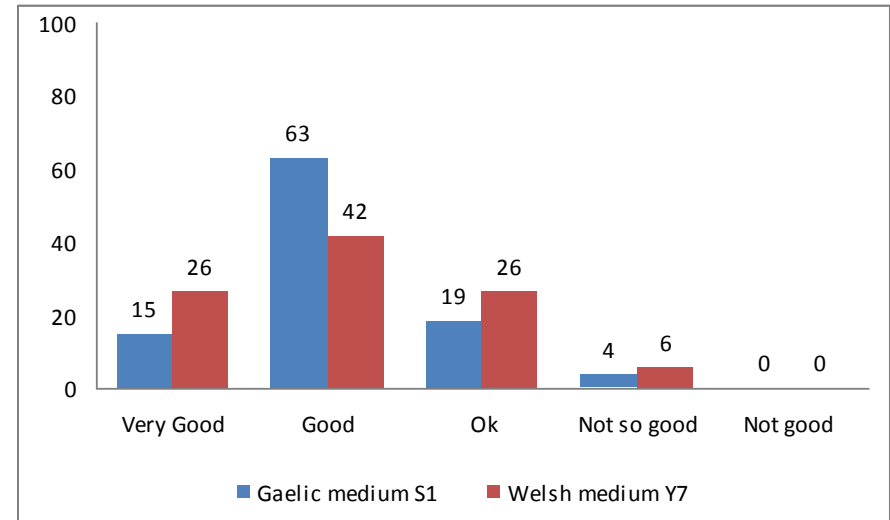


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.10.2 Celtic-medium pupils' perceived ability in writing their Celtic language S1/Y7

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.135, p = 0.459$	$\gamma = -0.009, p = 0.963$

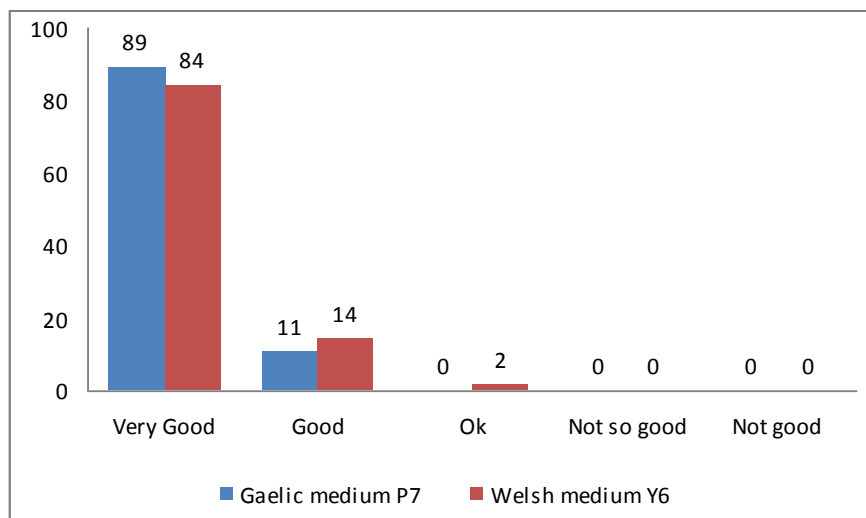
Wilcoxon tests

Gaelic-medium pupils	$z = -0.540, p = 0.589, n = 27$
Welsh-medium pupils	$z = -1.095, p = 0.273, n = 54$

A.11 Celtic-medium pupils' perceived ability in understanding English

Figure A.11.1 Celtic-medium pupils' perceived ability in understanding English P7/Y6

% distribution within each pupil group

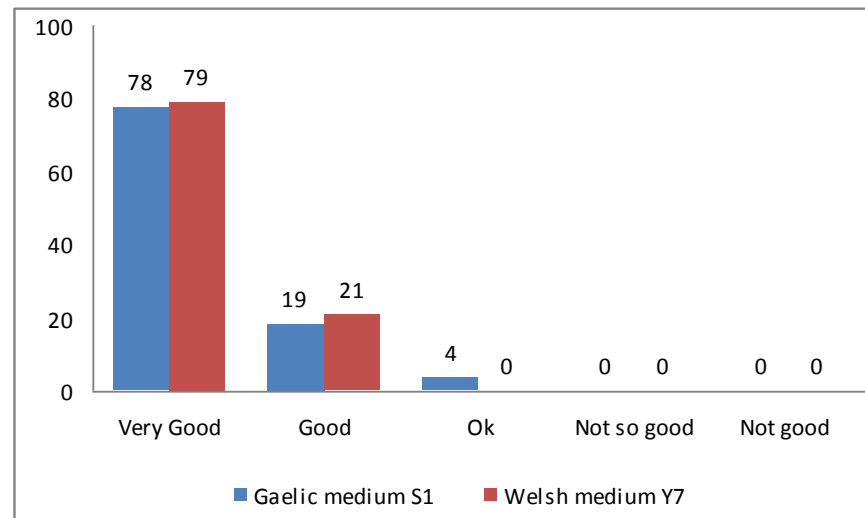


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.11.2 Celtic-medium pupils' perceived ability in understanding English S1/Y7

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma tests

Primary school stage	Secondary school stage
$\gamma = 0.226, p = 0.486$	$\gamma = -0.065, p = 0.821$

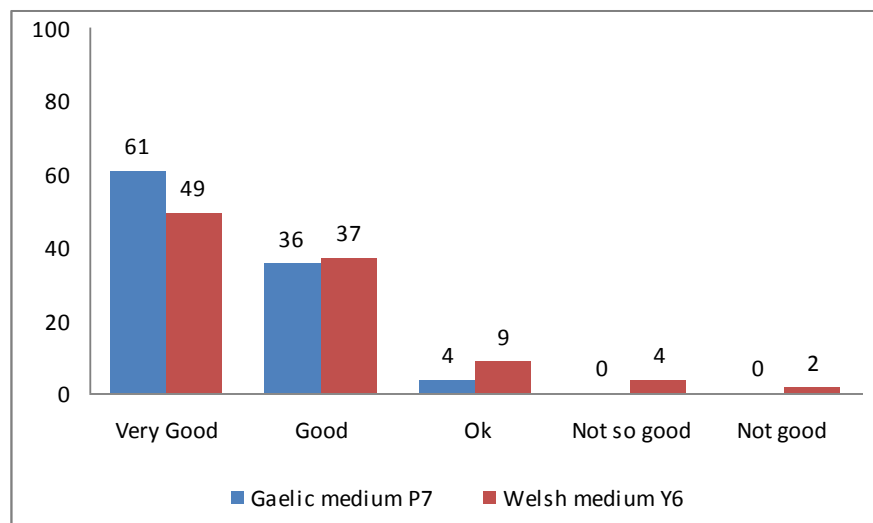
Wilcoxon tests

Gaelic-medium pupils	$z = -1.265, p = 0.206, n = 27$
Welsh-medium pupils	$z = -1.387, p = 0.166, n = 54$

A.12 Celtic-medium pupils' perceived ability in writing English

Figure A.12.1 Celtic-medium pupils' perceived ability in writing English P7/Y6

% distribution within each pupil group

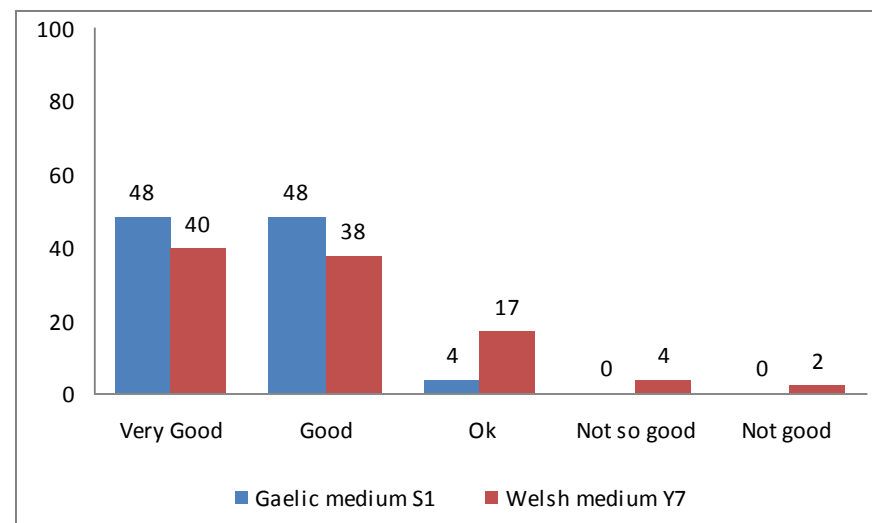


n (Gaelic-medium) = 28

n (Welsh-medium) = 57

Figure A.12.2 Celtic-medium pupils' perceived ability in writing English S1/Y7

% distribution within each pupil group



n (Gaelic-medium) = 27

n (Welsh-medium) = 54

Gamma tests

Primary school stage	Secondary school stage
$\gamma = 0.273, p = 0.169$	$\gamma = 0.294, p = 0.117$

Wilcoxon tests

Gaelic-medium pupils	$z = -1.414, p = 0.157, n = 27$
Welsh-medium pupils	$z = -1.665, p = 0.096, n = 54$

A.12.3 Shifts in pupil response regarding their perceived linguistic ability in writing English between the primary and secondary school stages: Welsh-medium pupils

Table A.12.3.1 Perceived ability in writing English (Welsh-medium Year 6)

Data for pupils who participated at both the primary and secondary school stages

	Very good	Good	Ok	Not so good	Not good	Total
Swansea	7	11	3	1	0	22
Gwynedd	5	5	1	1	1	13
Carmarthenshire	8	2	1	0	0	11
Powys	8	0	0	0	0	8
Total (Count)	28	18	5	2	1	54
% of total	51.9%	33.3%	9.3%	3.7%	1.9%	100%

Table A.12.3.2 Perceived ability in writing English (Welsh-medium Year 7)

Data for pupils who participated at both the primary and secondary school stages

	Very good	Good	Ok	Not so good	Not good	Total
Swansea	7	9	4	1	1	22
Gwynedd	6	6	1	0	0	13
Carmarthenshire	5	3	2	1	0	11
Powys	3	3	2	0	0	8
Total (Count)	21	21	9	2	1	54
% of total	38.9%	38.9%	16.7%	3.7%	1.9%	100%

Of the 28 primary pupils who perceived themselves to be ‘very good’ at English writing, 16 still believed themselves to be so at the secondary school stage. The remaining 12 pupils became less confident of their English writing abilities between the primary and secondary school stages. Nine pupils’ perceptions of their abilities in English writing decreased to ‘good’ between Year 6 and Year 7, and 3 pupils’ perceptions of their abilities in this regard decreased to ‘ok.’

Nine of the 18 pupils who perceived their linguistic abilities in English writing to be ‘good’ at the primary school stage re-iterated this perception at the secondary school stage. Of the remaining 9 pupils, 5 perceived that their abilities in English writing had increased – to ‘very good’ – between the primary and secondary school stages, whilst 4 perceived their abilities in this linguistic regard to have decreased – to ‘ok’ in 3 cases and to ‘not so good’ in one instance.

Three of the 5 primary pupils who perceived their abilities in English writing to be ‘ok’ at the primary school stage re-iterated this perception at the secondary school stage. With regard to the remaining two pupils, 1 perceived their English writing abilities to have increased to ‘good’ after the first term of secondary school whilst the other perceived them to have declined to ‘not good.’

One of the 2 pupils who perceived their English writing abilities to be ‘not so good’ at primary school maintained that perception at the secondary school stage, whilst the other perceived their abilities to have increased to ‘good.’

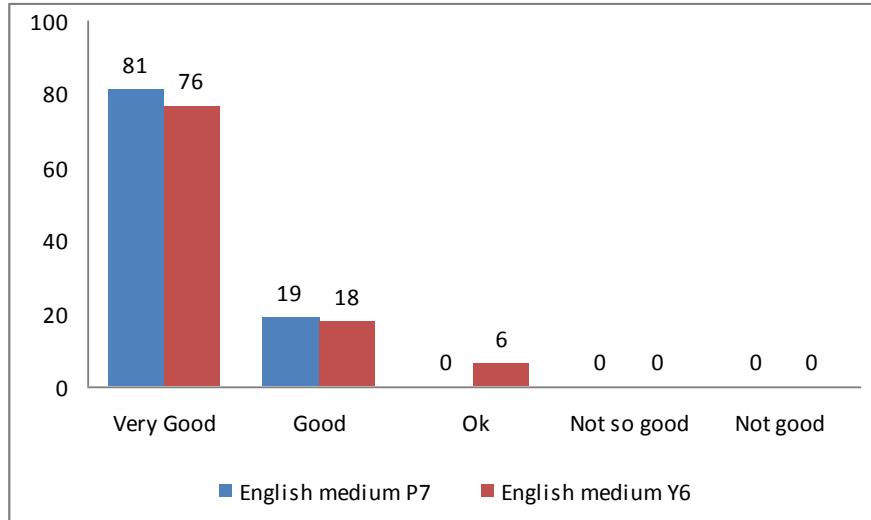
The pupil who had perceived their ability in English writing to be ‘not good’ revised their assessment to ‘good’ at the secondary school stage.

Section B English-medium pupils' perceived linguistic ability – primary and secondary school variables

B.1 English-medium pupils' perceived ability in speaking English

Figure B.1.1 English-medium pupils' perceived ability in speaking English P7/Y6⁴³

% distribution within each pupil group



n (English medium Scotland) = 16

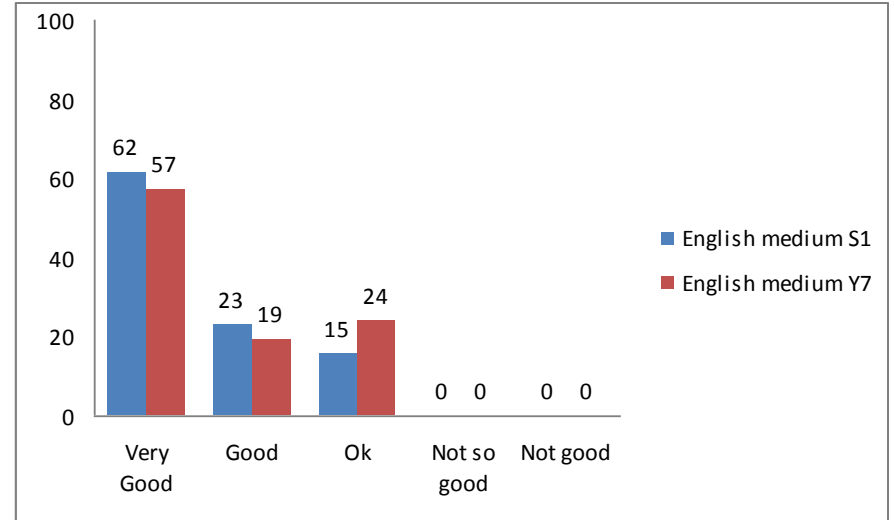
n (English medium Wales) = 34

Gamma tests

Primary school stage	Secondary school stage
$\gamma = 0.170, p = 0.623$	$\gamma = 0.123, p = 0.693$

Figure B.1.2 English-medium pupils' perceived ability in speaking English S1/Y7

% distribution within each pupil group



n (English medium Scotland) = 13

n (English medium Wales) = 21

Wilcoxon tests

English-medium Scotland pupils	$z = -1.633, p = 0.102, n = 12$
English-medium Wales pupils	$z = -1.739, p = 0.073, n = 21$

⁴³ The two pupils who assessed their abilities as 'ok' at the Year 6 stage have additional support needs.

B.1.3 Shifts in pupil response regarding their perceived linguistic ability in speaking English between the primary and secondary school stages: English-medium Wales pupils

Table B.1.3.1 Perceived ability in speaking English (English-medium Year 6)

Data for pupils who participated at both the primary and secondary school stages

	Very good	Good	Ok	Not so good	Not good	Total
Carmarthenshire	10	0	0	0	0	10
Powys	7	3	1	0	0	11
Total (Count)	17	3	1	0	0	21
% of total	81%	14.3%	4.8%	0%	0%	100%

Table B.1.3.2 Perceived ability in speaking English (English-medium Year 7)

Data for pupils who participated at both the primary and secondary school stages

	Very good	Good	Ok	Not so good	Not good	Total
Carmarthenshire	6	3	1	0	0	10
Powys	6	1	4	0	0	11
Total (Count)	12	4	5	0	0	21
% of total	57.1%	19.0%	23.8%	0%	0%	100%

Of the 17 English-medium Wales pupils who assessed their English speaking abilities as ‘very good’ at the Year 6 stage, 10 still believed themselves to be so after the first term of secondary school. The remaining 7 pupils became less confident of their English speaking abilities between the primary and secondary school stages, with 4 pupils decreasing their assessment of their abilities to ‘good’ and 3 to ‘ok’ at the Year 7 level.

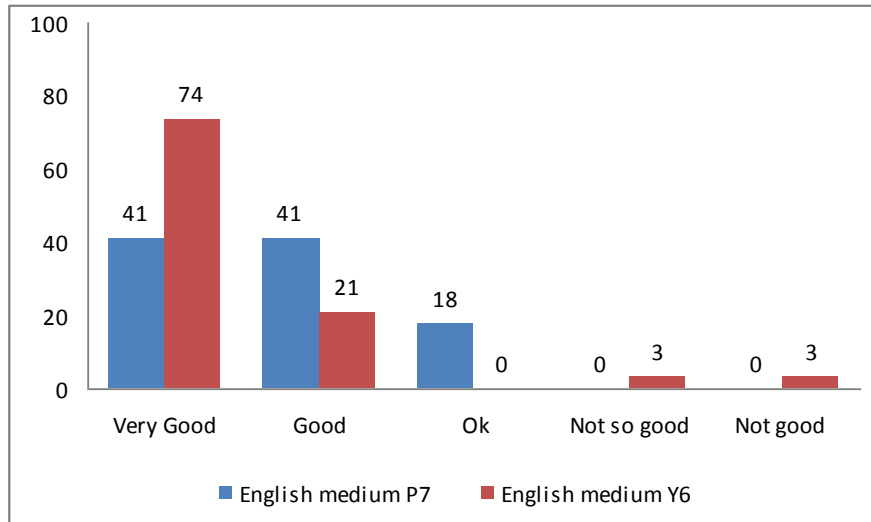
Of the 3 pupils who perceived themselves to be ‘good’ at speaking English in Year 6, two lost confidence in their abilities and assessed themselves to be ‘ok’ in this linguistic regard at the Year 7 level. The remaining pupil re-assessed their English speaking ability as ‘very good’ after the first term of secondary school.

The pupil who perceived himself to be ‘ok’ at speaking English at primary school believed himself to be ‘very good’ in this linguistic regard at the secondary school stage.

B.2 English-medium pupils' perceived ability in reading English

Figure B.2.1 English-medium pupils' perceived ability in reading English P7/Y6

% distribution within each pupil group

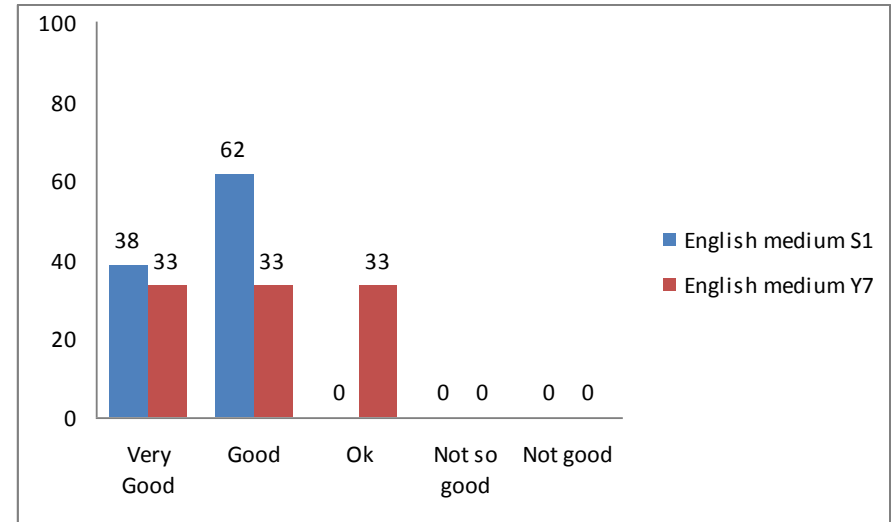


n (English medium Scotland) = 17

n(English medium Wales) = 34

Figure B.2.2 English-medium pupils' perceived ability in reading English S1/Y7

% distribution within each pupil group



n (English medium Scotland) = 13

n(English medium Wales) = 21

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.573, p = 0.003$	$\gamma = -0.818, p = 0.000$

Wilcoxon tests

English-medium Scotland pupils	$z = -0.577, p = 0.564, n = 13$
English-medium Wales pupils	$z = -2.164, p = 0.030, n = 21$

B.2.3 Shifts in pupil response regarding their perceived linguistic ability in reading English between the primary and secondary school stages: English-medium Wales pupils

Table B.2.3.1 Perceived ability in reading English (English-medium Year 6)

Data for pupils who participated at both the primary and secondary school stages

	Very good	Good	Ok	Not so good	Not good	Total
Carmarthenshire	10	0	0	0	0	10
Powys	5	5	0	1	0	11
Total (Count)	15	5	0	1	0	21
% of total	71.4%	23.8%	0%	4.8%	0%	100%

Table B.2.3.2 Perceived ability in reading English (English-medium Year 7)

Data for pupils who participated at both the primary and secondary school stages

	Very good	Good	Ok	Not so good	Not good	Total
Carmarthenshire	4	3	3	0	0	10
Powys	3	4	4	0	0	11
Total (Count)	7	7	7	0	0	21
% of total	33.3%	33.3%	33.3%	0%	0%	100%

The English-medium Wales pupils' responses display a decrease in pupil confidence in their English reading abilities between the primary and secondary school stages.

Of the 15 English-medium Wales pupils who reported their English reading ability to be 'very good' in Year 6, only 6 pupils still perceived this to be the case in Year 7. The remaining nine pupils lost confidence in their English reading abilities in the move from primary to secondary school. Four pupils re-assessed their abilities in English reading as 'good' in Year 7, and 5 revised their assessment of their linguistic abilities in this regard to 'ok.'

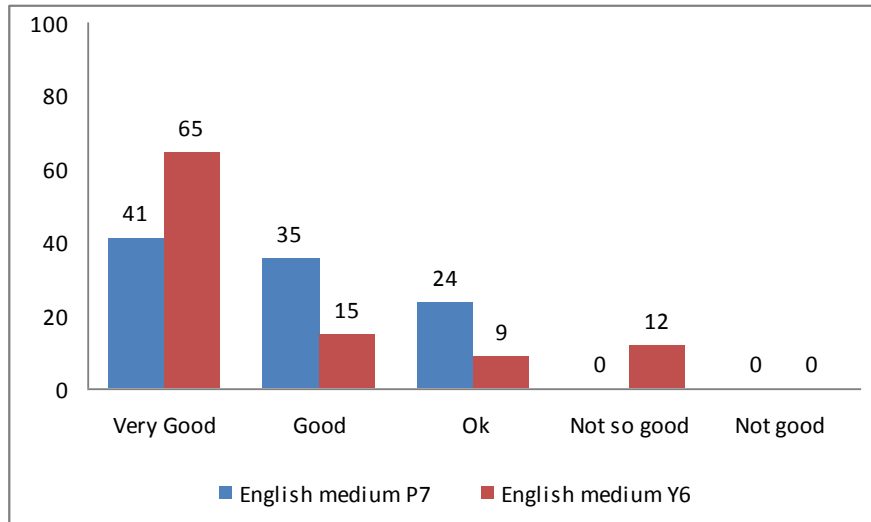
Of the 5 pupils who perceived their English reading abilities to be 'good' at primary school, 3 still believed this to be the case in Year 7, with 2 pupils lowering their assessment of their abilities in this regard to 'ok.'

The pupil who perceived his English reading abilities to be 'not so good' in Year 6 revised his assessment to 'very good' at the Year 7 stage.

B.3 English-medium pupils' perceived ability in writing English

Figure B.3.1 English-medium pupils' perceived ability in writing English P7/Y6

% distribution within each pupil group

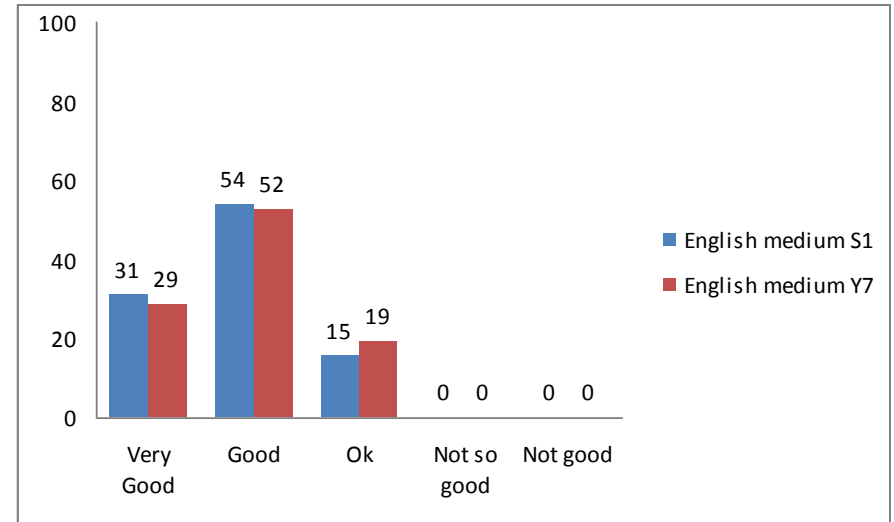


n (English medium Scotland) = 17

n (English medium Wales) = 34

Figure B.3.2 English-medium pupils' perceived ability in writing English S1/Y7

% distribution within each pupil group



n (English medium Scotland) = 13

n (English medium Wales) = 21

Gamma tests

Primary school stage	Secondary school stage
$\gamma = -0.257, p = 0.262$	$\gamma = 0.073, p = 0.810$

Wilcoxon tests

English-medium Scotland pupils	$z = -0.302, p = 0.763, n = 13$
English-medium Wales pupils	$z = -1.050, p = 0.294, n = 21$