

PhD

Attitudes towards Minority Languages:

*An Investigation of Young People's Attitudes towards
Irish and Galician*

by

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**CHAPTER 7 - INTERPRETATION AND DISCUSSION
OF RESULTS**

7. Overview

This chapter summarises patterns in the attitudes of Irish and Galician respondents towards their respective minority language cases and highlights some of the implications of these findings for the vitality of each language. The second part of the chapter looks more specifically at the factors which seem to be influencing the attitudes towards Irish and Galician amongst younger age-groups. These factors are discussed in the context of existing research and their implications assessed. This chapter is followed by overall conclusions on the attitudes revealed in the two sociolinguistic contexts.

7.1. Introduction

A preliminary exploration of the data collected in this research revealed that over three-quarters of Irish and Galician respondents described their general attitude towards their respective minority languages as favourable. While this figure provides an indication of the general level of support for each language amongst the students queried in the current study, it tends to conceal the several possible dimensions of meaning within individual attitudinal responses. A more revealing picture of the type of attitudes held by Irish and Galician students towards their respective minority languages was contained within attitudinal items and questions on a range of specific aspects relating to these languages. From these attitudinal items and questions, two key dimensions of meaning were identified. These dimensions appeared to be common to the general attitudinal structure within which dispositions towards these two minority language cases were defined and understood. The two dimensions contained within a general scale used to measure attitudes towards Irish and Galician formed the core dimensions along which the two minority languages could be compared. Although the identification of subsequent thematic groupings of individual attitudinal items in the study provides further insights into the pattern of language attitudes amongst the two student populations, statistical analysis showed these groupings to be weak and hence they are referred to as 'attitudinal themes' as opposed to attitudinal dimensions. The first part of this chapter provides an overview of the patterns underlying Irish and Galician attitudes towards their respective minority languages and highlights some of the implications of these findings in assessing their future vitality. The second part of the chapter looks more specifically at the factors identified in Chapter 6 which seem to be influencing attitudes towards these two language cases amongst younger sectors of the Irish and Galician population.

7.2. A Scale to Measure Attitudes towards the Minority Language

Eighteen conceptually similar attitudinal items across Irish and Galician responses were combined to form a scale (Attitudes towards the Minority Language Scale (AML Scale)) which was used to measure the strength of support for two minority languages amongst the two student samples. A factor analysis of items contained within this scale identified two clear dimensions of meaning on which this support varied. The first level of meaning was defined by the extent of reported support amongst Irish and Galician respondents for the general societal presence of their respective minority languages. This attitudinal dimension combined items related to the transmission of the minority language to the next generation with more general issues such as the level of passive support for the language within each society as well as direct questioning on the future of the minority language. As an attitudinal dimension it thus represents a broad range of components, incorporating a number of sub-themes which, it was hypothesised, could be considered important determinants in the survival of a minority language. The second attitudinal dimension which emerged from a factor analysis of attitudinal items contained within the AML Scale measured the role of Irish and Galician as symbols of group or ethnic identity. The importance of the language and identity perspective as an attitudinal dimension is based on the already well-established premise that language plays a key role in defining or symbolising a sense of 'ethnic' or group identity, thus making it a valuable resource to be protected.

7.2.1. 'Support for the Societal Presence of the Minority Language' Dimension

The strongly held belief that the future of each of these languages should be ensured through its transmission to the next generation and through government intervention forms the key dimension within which Irish and Galician respondents organise their attitudes towards their respective minority languages. When attitudes towards Irish and Galician are interpreted in this way, dispositions towards these languages tend to be favourable. The results clearly highlight the high level of good-will towards each

minority language amongst these members of the younger generation within both societies.

However, it must also be noted that many of the items contained within this dimension measure passive support for the minority language amongst these students. As previous research has indicated, such support does not necessarily lead to increased language use. Nevertheless, it is generally recognised that passive support is needed to ensure the continued vitality of a minority language as it can provide a form of moral support for those who speak and/or are promoting the language. Mac Donnacha (2000) also makes the point that in order to sustain high levels of investment on the part of language planners or governments over long periods of time, to maintain or revive a minority language, positive attitudes such as those expressed by the Irish and Galician student samples are necessary.

It is, for example, significant that over three-quarters of Irish students disagree with any reduction in financial support for the language from the state. This finding would seem to confirm existing trends in the Irish context where according to the ITÉ report (see Ó Riagáin and Ó Gliasáin 1994: 22) on language attitudes amongst the national population, views about public and state support for Irish appear to be consistently and increasingly positive. Because of differences in the way in which the attitudinal statement was worded in the current study, direct comparisons with the findings of the ITÉ national survey are not possible. Nevertheless, it is reasonable to conclude from the responses presented in Table 64 that the positive attitudes towards state support for the Irish language displayed by the younger age-groups in the present study reflect national trends.

TABLE 64 Attitudes in ITÉ National Survey (1993) and Dublin Student Sample (2003)

Attitudinal Statements		Agree	No Opinion	Disagree
Far less money should be spent reviving Irish, no matter what effect this has on the language	1993	34	9	57
The government should spend less money in the promotion of Irish	2003	15	12	73

In the Galician context, more direct comparisons can be made between responses to a similarly-worded statement included in the present study and in Iglesias-Álvarez's (1998) study of second-level students in Vigo (see Table 65). On a scale of one to five, where one represents most negative attitudes and five the most positive, the high attitudinal ratings of the adolescent groups queried in Iglesias-Álvarez (1998) show remarkable similarities with the late adolescents/young adults queried in the current study. From this comparison, some tentative conclusions can be reached about the high levels of support for the language at the two consecutive life-stages, namely adolescence and the transitional stage to adulthood.

TABLE 65 Attitudes amongst Early and Late Adolescents in Vigo

É una perda de tempo e cartos intentar conserva- lo galego	Mean	Standard Deviation	Mode
Adolescents (Iglesias-Álvarez 1998)	4.54	.83	5
Young Adults (2003 study)	4.44	.75	5

While there does seem to be a general sense of passive support for each minority language, Irish and Galician students tended to display less positive attitudes towards contexts which required more active participation with the language. Additionally, the instrumental value attached to knowing and speaking these languages was found to be lower. It can be noted that, although clear majorities of Irish and Galician respondents explicitly support the societal presence of their respective minority

languages, sizeable minorities adopted a more neutral or negative stance. This is particularly striking in the case of Irish students, one-third of whom showed consistently more negative attitudes towards the societal presence of the Irish language. Of the remaining two-thirds, only one-fifth of these students displayed clearly positive attitudes and almost half tended to adopt a more neutral stance towards the language.

Comparatively, over three-quarters of Galician students had more strongly positive attitudes towards the societal presence of the Galician language and negative attitudes were expressed by less than five per cent of students. Nevertheless, while the proportion of students with explicitly negative views about the societal presence of the minority language is clearly smaller than in the Irish context, it can also be highlighted that sizeable minorities of these young Galicians displayed a more neutral attitude towards their autochthonous language.

7.2.2. 'Language and Identity' Dimension

The second dimension of language attitudes contained within the AML Scale encompasses beliefs about the value of the minority language as a symbol of ethnic or national identity. The language and identity perspective as an attitudinal dimension is based on the well-established premise that language plays an important role in defining or symbolising a sense of 'ethnic' or group identity, thus making it a valuable resource to be protected. Almost two-thirds of Irish students and over four fifths of Galician respondents value their respective minority languages as a means of justifying their sense of difference from other ethnic or national groups.

The three national surveys on the Irish language in Ireland carried out at ten year intervals between 1973 and 1993 indicate that the symbolic role of the Irish language in ethnic identification has continued to be an important element within the Irish people's attitudinal system regarding Irish. However, while differences in the responses between the three surveys are not significant statistically, overall they tend

to register somewhat lower support in the most recently held survey in 1993 (Ó Riagáin 1997: 175). In the 1973 and 1983 surveys 72% and 73% respectively agreed with the statement that 'No real Irish person can be against the revival of Irish' with the level of support dropping to 66% in the 1993 survey. However, the most significant change is the increase in the proportion who disagree that 'to really understand Irish culture, one must know Irish', from a third (36%) in 1973 to a half (51%) in 1993 (Ó Riagáin 1997: 175). Thus what Fishman (1987) refers to as the 'indexical' link between the Irish language and Irish culture would seem to be progressively declining.

While acknowledging methodological differences in the way in which data were collected in the current study compared with national surveys on the Irish language, a comparison of responses to attitudinal items used to measure the language and identity dimension in the Dublin student sample and the 1993 national survey can provide some indication of possible changes in attitudinal trends amongst the current generation. Table 66 shows the responses given to similarly-worded statements relating to the role of Irish in ethnic and cultural identification in the 1993 national survey and the findings from the 2003 Dublin student sample.

TABLE 66 Comparison between Attitudes towards Irish in National and Student Samples

Attitudinal Statements	Year	Agree	No	
			Opinion	Disagree
Without Irish, Ireland would certainly lose its identity as a separate identity	1993	61%	3%	36%
	2003	61%	4%	35%
Ireland would not really be Ireland without Irish speaking people	1993	60%	3%	37%
	2003	62%	4%	34%
No real Irish person can be against the revival of Irish	1993	66%	3%	31%
	2003	56%	9%	35%
To really understand Irish traditions and culture, one must know Irish	1993	46%	3%	51%
	2003	41%	4%	55%

As can be seen from Table 66, the ethnic dimensions of meaning within the attitudinal system continues to be important for Dublin students and no significant changes in the dispositions held by these young people towards the language seem to be taking place. It is worth noting, however, that support for the statement 'No real Irish person can be against the revival of Irish' amongst these students shows a drop of ten percentage points from 66% in 1993 to 56% in 2003. While the number of students who disagree with the statement shows a four per cent increase compared with the national average, the proportion of respondents who have 'no opinion' on the subject increases from 3 to 9 per cent amongst these younger informants. Ó Riagáin and Ó Gliasáin (1984) have previously identified this trend in response types to other attitudinal items included in national surveys on the Irish language. The trend has led the Advisory Planning Committee to conclude that 'a growing number of the population can no longer articulate or easily understand the rationale for particular policy measures directed to maintaining Irish' (APC 1988: 69). Thus, what is seen as an increasingly worrying trend by language planners in Ireland is not that attitudes are becoming explicitly negative but that public opinion is moving towards a passive stance in relation to the Irish language. Indeed, it is evident from index scores discussed in Chapter 5, that although the students surveyed in this study continue to regard Irish as a symbol of identity, attitudes tend to be 'mildly positive' or 'neutral' rather than 'strongly positive'. Finally, very similar to the trend which has emerged in national surveys between 1973 and 1993, whereby the 'indexical' value of Irish seems to be weakening, student responses in this study show a 5 per cent drop in support for the statement that 'To really understand Irish culture and traditions, one must speak Irish' compared with most recent national results (46%).

Because of differences in the way in which questions were worded, direct comparison is not possible between the findings from this Vigo student population and the most recent large-scale survey of the Galician population (see Fernández Rodríguez and Rodríguez Neira 1994, 1995, 1996). However, the general themes contained within certain questions included in both studies allow for some level of comparison. In the *Mapa Sociolingüístico de Galicia* (MSG), the relationship between language and ethnic identity amongst Galicians was tested by asking

respondents if they thought that Galician culture would be lost or maintained if the Galician language ceased to be spoken. As Table 67 shows, a clear majority (72%) of the Galician population agree that loss of the language would also mean loss of their identity. While acknowledging possible differences in responses because of the way in which the statement was worded in the questionnaire distributed to the Vigo student population, it seems at least reasonable to conclude from trends in student responses that the ethnic dimension within these young people's attitudinal system regarding Galician is being maintained given that 88% agree that 'Sen o galego, Galicia perdería a súa identidade propia'. The MSG (1996) also asked Galicians about the relative importance of the language compared with two other factors in defining a Galician identity. Galicians were asked '¿Quen é máis galego?' and given three options to choose from: 'quen vive e traballa aquí', 'o que naceu en Galicia' or 'o que fala galego'. While a minority (16%) relates a sense of Galicianness to language, the report also shows that this figure increases to 30% amongst the younger generation (MSG 1996: 376). This would perhaps explain high levels of support amongst the Vigo student population for the statement that 'A lingua é a compoñente máis importante da identidade galega'. Thus, the fact that 70% of Vigo students consider language to be the most important part of a Galician ethnic identity reflects an already existing trend towards a heightened level of identification with the minority language amongst the younger generation of Galicians.

TABLE 67 Attitudes towards ‘Language and Identity’ in MSG and Student Samples

Attitudinal Statements	Agree	No Opinion	Disagree
Se se deixase de fala-lo galego, a cultura e a identidade de Galicia perderíanse (MSG, 1996)	72%	6%	22%
Sen o galego, Galicia perdería a súa identidade propia (Vigo student sample, 2003)	88%	3%	11%
Quen é máis galego (o quen fala galego) (MSG, 1996)			
All Galicia	15%	8%	77%
16- to 25-age-group	30%	-	70%
A lingua é a compoñente máis importante da identidade galega (Vigo student sample, 2003)	70%	7%	23%

7.3. Attitudinal Themes in Irish and Galician Students’ Response Patterns

While the two dimensions contained within a general scale used to measure attitudes towards Irish and Galician formed the core dimensions along which the two minority languages could be compared, a number of other more minor thematic groupings provide further insights into the pattern of language attitudes amongst the two student populations. As already highlighted in Chapter 5, statistical analysis showed these groupings to be weak and hence they are referred to as ‘attitudinal themes’ as opposed to attitudinal dimensions.

7.3.1. Perceptions about the Minority Language, its Future and its Speakers

An explicit desire to maintain the language and a strong link between language and identity expressed in the two core attitudinal dimensions discussed above, clearly contrasts with a general sense of pessimism amongst students about the eventual survival of their respective minority language. This sense of pessimism is highlighted

by the fact that two-thirds of Vigo students and over three-quarters of Dublin students believe that their respective autochthonous language is in danger of dying out. More particularly in the Irish context, although students are both personally and ideologically committed to the continued survival of the Irish language, many of them seem to be under the impression that this support is not shared by others. A common feature of perceptions about each of these minority languages amongst Irish and Galician students alike is that their respective languages are perceived as old-fashioned.

The presence of such attitudes reflects a trend which has been identified in the three national surveys on the Irish language between 1973 and 1993. As pointed out in the discussion of attitudes towards the language and identity dimension, while acknowledging methodological differences in the way in which data were collected in the three national surveys, a comparison between these results and the sample taken in this research can serve as an indication of possible changes in attitudinal trends within the younger generation. Table 68 shows the responses given to two similarly-worded statements in the 1993 national survey and the current findings from the Dublin student sample. There were some minor differences in the wording of the third item included in the table which need to be considered when comparing results.

TABLE 68 Comparisons between Attitudes towards Irish in National and Student Samples

Attitudinal Statements		Agree %	No Opinion %	Disagree %
Most people don't care one way or the other about Irish	1993	65	3	32
	2003	65	4	31
Most people view all things associated with Irish as too old-fashioned	1993	41	4	55
	2003	53	7	40
If nothing is done about it, Irish will disappear in <i>a generation or two</i>	1993	66	5	29
	2003	72	14	14
If nothing is done to prevent it, Irish will disappear over the <i>next fifty years</i>				

As can be seen in Table 68, the perceptions about low levels of societal support for the Irish language amongst the Irish students' sample seem to fairly accurately reflect the findings of the national survey conducted in 1993. However, the proportion of students agreeing that 'Most people view all things associated with Irish as too old-fashioned' shows a twelve-point increase compared with the 1993 survey. Finally, although direct comparison cannot be made with the final statement in Table 68 because of slight differences in the way the two statements were worded, in general terms, the strongly pessimistic view about the future of the Irish language amongst students in the present study would seem to reflect national trends.

From an analysis of language attitudes amongst Galician students, the findings of the current piece of research would seem to confirm those of the MSG (Fernández Rodríguez and Rodríguez Neira 1996) which has drawn attention to the increasingly positive attitudes towards the language across all sectors of the Galician population as well as the absence of explicit prejudices towards it or its speakers. However, although explicitly negative attitudes towards the language were not detected amongst Vigo students, there was some evidence of more implicit prejudicial beliefs

about the Galician language. As can be seen from responses to the two attitudinal statements in Table 69, despite the explicit recognition amongst Galician respondents of the suitability of Galician for the modern world, it would seem that some of the former stigmas associated with the language continue to exist and are brought to light through the more implicit questioning of respondents about the way others around them view the language.

TABLE 69 Galician Students' Expressed Beliefs Compared with the Perceived Beliefs of Others

Attitudinal Statements	Agree	No	Disagree
	%	Opinion %	%
O galego non é axeitado para os negocios, a ciencia e a tecnoloxía	7	7	86
Para a maioría da xente as cousas relacionadas có galego están pasadas de moda	41	10	49

The contrast between explicitly positive views about the language on the part of young Galicians and their perceptions about the way other Galicians view the language is further confirmed in comments volunteered by students themselves during more in-depth discussions about the language. Adjectives such as 'bruto' (rough) 'feo' (ugly), 'inferior' (inferior), 'inculto' (lacking culture), 'tonto' (stupid) were among the adjectives which frequently appeared in the discourses of these students as the following examples show:

- Eva** ..yo supongo que la gente en las ciudades ...yo creo que la juventud ...algunos no les gusta el idioma por lo del acento...el acento gallego que tenemos..que es más bruto..
- Interviewer** Sí
- Eva** ...y así...y que eso es negativo ¿no?
- Interviewer** Sí.
- Eva** Pues lo que se considera más gallego que solamente es feo ¿no? lo ven como tonto
- [**Eva** I suppose that the people in the cities...I think that the young people... some of them don't like the language because of the accent... the Galician accent that we have...it is rougher
- Interviewer** Yes
- Eva** ...and that way...and that is more negative

Interviewer Yes

David Yo creo que el castellano está ganando...pero muy rapido ...

Interviewer Sí sí ..y ¿por qué está ganando ?

David No sé..supongo que será por lo tipico...lo que es inferior...hablar gallego...no sé...es como más inculto ..es así...de gente menos :preparadas y no sé ..tienes una visión así de ..

[**David** I think that Castilian is winning...very fast...

Interviewer Yes, yes..and why is it winning?

David I don't know...I suppose it is because of the usual...that it is inferior...speaking Galician...I don't know...it is more cultured...and like that...associated with people who are less educated and I don't know...you have a vision like that...]

Ana Pues no lo sé...yo creo que piensan que el gallego es una lengua como para gente de pueblo...tonta que..

Interviewer ¿Sí?

Ana Que no tiene estudios y tal y que::

Interviewer ¿Y hay mucha gente que piensa así?

Ana Yo creo que sí

[**Ana** Well I don't know...I believe that they think that Galician is a language for country people...stupid...

Interviewer Do you think so?

Ana People who do not have an education and that and who...

Interviewer And are there many people who think like that?

Ana Yes, I think there are]

Eliminating these more negative underlying beliefs about the language would seem to be the greatest challenge facing language planners in curbing the ongoing trend of language shift to Castilian amongst the younger generation. The stigmas associated with the language identified in the present study would seem to mirror those identified in previous research on the language attitudes amongst the younger generation of Galicians (see González et al. 2003; Bouzada et al. 2002; Iglesias-Álvarez 2002b).

It can be argued that the perceived lack of societal support for these languages amongst younger people in Irish and Galician society as well as negative stereotypical images associated with their speakers have important repercussions on the possible development of a sense of shared action and co-operation which is necessary in order for collective change to occur.

7.3.2. Case-Specific Attitudinal Themes

A separate group of items was identified from the Irish and Galician data sets containing levels of meaning which appeared to be specific to either Irish or Galician sociolinguistic contexts. Although the future of the language was viewed pessimistically by the majority of Irish students, over three-quarters would seem to believe that, if the Irish language is to survive it will depend on the continued existence of the core Irish-speaking communities of the Gaeltacht. This coincides with a belief also identified in national surveys on the Irish language (see CILAR 1975, Ó Riagáin 1997: 176) and a comparison between national findings and those in the present research (see Table 70) shows a 16 percentage point increase in this belief amongst Dublin students compared with national trends. While not explicitly expressing negative attitudes towards the Irish language, dependence on the Gaeltacht arguably removes people's own sense of personal responsibility for the language.

TABLE 70 Comparisons between Attitudes towards Irish in National and Student Samples

Attitudinal Statements	Year	Agree	No Opinion	Disagree
		%	%	%
If the Gaeltacht dies out, Irish will die out also	1993	62	6	32
	2003	78	4	18

A thematic grouping of items particular to the Galician context relates to perceptions amongst students about the changing profile of the Galician speaker in contemporary Galicia. Because all young Galicians have been exposed to both Galician and Castilian through Galicia's bilingual educational policies in place since the 1980s, use of Galician amongst the younger generation can no longer be associated with an inability to speak Castilian or a lack of education, as had been the case in the past. Many of the older stigmas associated with the language can no longer be used to discriminate against young, well-educated Galicians such as those queried in this study, who are presumed to have equal competence in the two official languages of

the Autonomous Community and perhaps even more especially in the dominant language, Castilian. However, new stigmas would seem to have emerged and in certain social contexts for these students, speaking Galician continues to be stigmatised. Use of Galician amongst younger age-groups, in what have up until recently been regarded as Castilian-speaking spaces such as the city or a job interview, for some students continues to constitute marked or deviant behaviour, associated with a political ideology and support for the Galician Nationalist Party (Bloque Nacionalista Galego (BNG)). The following extract from an interview with Eva, one of the students who participated in the study, further highlights this point:

- Interviewer** Sí ..y ¿en la universidad cuánta gente habla el gallego ?
Eva Más gente ..aquí hay más gente bueno aquí hay muchos también ..galeguistas ¿no?
Interviewer ¿Sí?
Eva También ..un poco nacionalistas quizás
Interviewer Sí ..más gente que habla gallego
Eva Sí sí
Interviewer Y los que no son galeguistas ..¿quienes son ..sabes quienes son los que hablan gallego?
Eva .. pues los que van por las asembleas o muchas historias de huelagas..manifestaciones así ..y hablan siempre en gallego
Interviewer Sí
Eva Y son estos del Partido..del Bloque del BNG
[Interviewer Yes..and in the university, how many people speak Galician?
Eva More people..here there are more people well here there are many supporters of Galician nationalism
Interviewer Is that so?
Eva Also..a bit nationalistic perhaps
Interviewer Yes..more people who speak Galician
Eva Yes yes
Interviewer And those who are not Galician nationalists..who are they?..do you know who speaks Galician?
Eva .. well those who go to meetings and other things like strikes..protests like that..and they always speak Galician
Interviewer Yes
Eva And they are from the Party..from the Bloque from the BNG]

According to Bouzada (2003: 325), historically, Galicia's disadvantaged socio-political position within Spain (which was described in Chapter 3) meant that the use of Castilian in public spheres in Galicia had become a neutral act and as a consequence a much freer act than speaking Galician. Key factors governing the use

or non-use of the minority language are as Dorian (1981) has highlighted in the case of the variety of Scottish Gaelic spoken in East Sunderland, not so much linked to the rewards associated with speaking the dominant language but the 'costs' which are incurred through the use of the minority or subordinate language. Similarly, factors governing the use of Galician amongst Vigo students were not explicitly linked to the rewards associated with speaking Castilian but to the 'costs' which could result from the use of Galician in certain social contexts. One such context described by a student in this study was that of a job interview. Although Alexandra was brought up speaking Castilian by her Galician-speaking parents, like an increasing number of young Galicians, she had made a conscious decision to switch to Galician during her adolescence. Despite the fact that Galician has now become her habitual language, there continue to be contexts in which on a simple cost/reward calculation, for her, speaking Galician appears to cause more problems than it resolves and thus prompts a conscious decision to shift to Castilian:

Alexandra ...eu mañá vou a unha entavista de traballo o pensaría moito antes de facer a entavista en galego

Interviewer Sí..¿por qué ?

Alexandra Pero non porque non o podería facer sino porque sei que a actitude a isa persoa co respecto ao galego ..para empezar vou estar maracada iso va ser..nacionalista radical, o BNG ou que sexa ..xa..non sei como me miraría ..o punto numero dous é que ese señor igual non lle gusta que fale así eu e se traballa para atención ó público vai dicir non porque non quere que atendas a unha persoa en galego .. 'pero cando chegas a miña tenda ou miña ...o restaurante ou iso falas en castelán'

[Alexandra ...if I had a job interview tomorrow I would think twice before speaking Galician in the interview

Interviewer Yes..why?

Alexandra But not because I wouldn't be able to but because I know that the attitudes of that person towards Galician...to begin with I would be branded that would be..radical nationalist, the BNG or whatever..then..I don't know how they would see me..the second point is that that man might not like me speaking that way and if I have to deal with people he would say no because he wouldn't want me to serve somebody in Galician.. 'but when you come to my shop or restaurant or that you speak Castilian'].

The perceived link between speaking Galician and nationalism identified in Alexandra's remarks was confirmed in the questionnaire survey in which almost

three-quarters of all respondents associated the use of Galician amongst young people in an urban context with an explicitly nationalist ideology.

7.3.3. Attitudes towards Interpersonal Use of the Minority Language

Responses to items relating to attitudes towards the use of the minority language point to generally less favourable support when understood within this level of meaning. Despite displays of ideological support and a sense of good-will for these languages, generally respondents were not committed to putting their respective minority language into actual use. Neither Irish nor Galician respondents seemed to be favourably disposed to initiating a conversation in the minority language, despite an explicit desire for increased personal use of the language. The responses given to statements used to measure behavioural intentions in the 1993 ITÉ national sample and the 2003 Dublin student sample are presented in Table 71. The findings from the current study fairly accurately reflect the generally low levels of commitment towards the use of the Irish language found nationally. However, the desire to use the language more often is considerably stronger amongst the Dublin student sample where almost two-thirds express a desire to put the Irish they know into practice.

TABLE 71 Attitudes towards Interpersonal Use of Irish: Comparisons between 1993 National Survey and 2003 Student Sample

Attitudinal Statements	Year	Agree %
I am committed to using Irish as much as I can	1993	19
	2003	23
I wish I could use the Irish I know more often	1993	41
	2003	64
I do not like to begin a conversation in Irish	1993	51
I like to begin a conversation in Irish (disagree)	2003	77

It might also be argued that the perceived ability to speak the minority language may be affecting behavioural intentions towards the language as much as attitudes per se. This is perhaps more relevant to the Irish context than to the Galician, given that the use of Irish is restricted by the small proportion of the population possessing high enough levels of competence in the language to engage in conversational interaction. It could be suggested that the comparatively higher levels of reported ability in the Galician language amongst Vigo students would have a much less constraining effect on linguistic practices.

In explaining the lesser support for the more behaviourist component of language attitudes towards the Irish and Galician languages, many of the items relating to perceptions about the minority language and its speakers might also provide important insights into the social norms which are possibly at work and influential in determining use or non-use of each minority language. It could be hypothesised that the perception amongst both Irish and Galician students that their respective minority languages are viewed as old-fashioned may be significant deterrents to the conversion of generally strong levels of personal and ideological support for these languages into language use. Similarly, the widely held association made by Galician respondents between speaking Galician and Galician nationalism would appear to introduce a social norm which is seen to limit the use of the language in certain

social contexts. Further research would be required, however, to ascertain the validity of these hypotheses.

7.4. Factors Influencing Young People's Attitudes towards Galician and Irish

In Chapter 6 the factors affecting attitudes towards Irish and Galician were outlined and the profile of students with most favourable and least favourable attitudes towards each language case was identified. The following section will begin with a summary of these factors, which will then be followed by a discussion of the current findings in the context of existing research on language attitudes towards Irish and Galician as well as their overall implications for the vitality of the two language cases.

7.4.1. Factors Influencing Young People's Attitudes towards Galician

Overall, differences in the way in which Galician students define their ethnic identity were found to be most predictive of differences in attitudes to Galician on the first attitudinal dimension, 'Support for Societal Presence of the Minority Language'. The more strongly respondents defined their identity in terms of a Galician national collective, the more positive the attitude. The next most predictive factor was political ideology. Those supporting the Galician Nationalist Party, *Bloque Nacionalista Galego* (BNG) were found to be more supportive of the language than those who supported Galician branches of Spain's main political parties or those declaring no political allegiance.

Other factors were also found to be related to language attitudes but to a lesser degree. Students who defined their social class background as working- or middle-class were slightly more favourable towards Galician than those reporting a higher socio-economic background. Attitudinal differences were detected between students who during their formal school years had attended either a public or a private school, with the former displaying more favourable attitudes towards the Galician language.

Support for the language also differed according to the career path being pursued by students, measured as the general area or academic discipline within which students were currently pursuing degree courses. Students taking degree courses in the field of humanities displayed strongest levels of support for the language.

The most predictive background linguistic variable was the degree to which Galician formed part of respondents' 'habitual' linguistic behaviour. It was generally found that the higher the reported habitual use of Galician, the more favourable the attitude tended to be. The next most predictive linguistic variables were closely related to use of and attitudes towards the Galician language within the home domain. Differences in the level of perceived parental support for Galician and usage of the language in the parental home were key influencing variables. The more supportive parents were perceived to have been when respondents were growing up, and the more Galician that was used in the home, the more positive the attitude. Independently of the passive support for the language in the home was the effect of respondents' 'initial' language, defined as the language which they first learned to speak. Students reporting 'Galician' as the language which they first learned to speak displayed significantly more positive attitudes towards the Galician language. The positive effect of intergenerational mother-tongue transmission of the language was also confirmed in an analysis of a separate variable which identified attitudinal differences on the basis of where respondents reported first learning the language. Galician students who reported language reproduction in the home were found to have more favourable attitudes than those who learned the language primarily through formal schooling. However, there were small differences across attitudinal responses based on the intensity of the Galician programme while at school, especially during second-level schooling. Those whose exposure to the language was restricted to Galician as an academic subject only, were found to display somewhat less support for the language than those who had received a more intensive Galician programme in which all or several subjects were conducted through the medium of Galician. Overall, however, the effect of school as a socialisation agent compared to the home was found to be much weaker. While reported ability to understand, speak, read or write in Galician appeared to have a relatively small distinguishing effect in

terms of language attitudes, differences according to whether spoken ability was higher in Galician compared with the contact language, Castilian, were found to be better predictors.

From a combination of general background and linguistic variables it was found that the way in which Galician students defined their ethnic identity as a group, their political ideology and the language used 'habitually' by respondents together explained forty per cent of the variance in students' attitudes. These three variables together were found to be most predictive of and to have the most influential effect on students' attitudes towards Galician, when understood as general levels of support for its societal presence of the language.

A broadly similar set of background and linguistic variables showed significant variations in Galician students' attitudes towards the 'Language and Identity' dimension. As in the case of 'Support for the Societal Presence of the Minority Language' dimension, habitual language and ethnicity were found to be the most predictive variables. However, unlike the first attitudinal dimension where political ideology was also found to be strongly predictive, it was not found to have a strong effect on the attitudinal ratings displayed towards the second dimension. Moreover, many of the background linguistic variables which were found to have minor effects on language attitudes when understood within the first attitudinal dimension of meaning did not have an effect on the 'Language and Identity' dimension.

7.4.2. Discussion of Factors Influencing Attitudes towards Galician

The role of nationalist movements and the conscious organisation of language loyalty resulting from such movements have been credited with upgrading the value of minority languages in many parts of the world (e.g. Roberts and Williams 1980 for Wales; Woolard 1989 and Paulston 1994 for Catalonia). Strong identification with and recognition of a Galician ethnic or national identity amongst Vigo students would seem to have significantly increased the value they attach to the language

compared with those who define their sense of collective identity, partially or fully, in the context of the Spanish State. Moreover, more favourable attitudes towards the language as a result of a strongly-held nationalist sentiment often take on what Smolicz and Secombe (1988) refer to as a *personal positive evaluation* whereby language commitment is put into practice.

The combined link found in this study between ethnicity, habitual language and language attitudes amongst sectors of the younger generation of the Vigo population confirms Iglesias-Álvarez's (1998) finding in her analysis of attitudes amongst second-level students in the city of Vigo. While allowing for methodological differences, a comparison between Iglesias-Álvarez's study of 17-year-olds in the city of Vigo, in their final school year and the 18-24-year-old university students in the current study, provides a basis on which at least tentative conclusions can be drawn in relation to attitudes towards Galician at two different life-stages, namely, late adolescence (Iglesias-Álvarez's study) and the next life stage, which is the transitional stage to adulthood, analysed in the current study. Baker (1992) highlights the importance of such longitudinal research in the area of language attitudes as it helps identify the stages in people's lives during which support for the minority language declines or increases. Identification of these stages provides language planners with more detailed information on the different types of measures needed to maintain language use throughout the life-cycle of individual speakers. It would seem from the findings of both Iglesias-Álvarez's (1998) study and of the current piece of research, that a heightened sense of national consciousness constitutes a key influencing factor in stimulating language loyalty and increased language use amongst both adolescents and young adults in the city of Vigo.

The fact that attitudes are more strongly predicted by students' 'habitual' use of Galician as opposed to the 'initial' or first language in which these Galician students learned to speak in the home is also significant. This finding would seem to indicate that support for the language and loyalty towards it are not necessarily strongest amongst young Galicians whose mother tongue is Galician. Instead, what appears to be more important is the degree to which the language forms part of students'

'habitual' linguistic repertoire, with those reporting predominant or exclusive use of Galician showing most favourable attitudes. This finding points to a possible trend in language shift amongst those brought up speaking Castilian in the home, a trend which is possibly being influenced by the conscious organisation of language loyalty through an ideological orientation towards Galician nationalism.

Along with ethnicity and habitual language, which were identified as the most influential variables in Iglesias-Álvarez's (1998) study, in the present study a third variable was found to play a key role in predicting variability in young people's attitudes towards the Galician language. The findings in the current study revealed that attitudes are also strongly influenced by political ideology and that supporters of the politics of the Galician Nationalist Party (BNG) were most favourable towards the language. It is possible that because of the more advanced age of students in the current study compared with respondents who participated in Iglesias-Álvarez's study (1998), respondents' political ideologies are more consolidated as these students reach maturity. It is possible also that the context of the university itself and social contacts with a wider range of students which this generates, further explain the more important influence of political ideology on the language attitudes of young Galicians in their transition from late adolescence to adulthood.

In explaining the relationship found in this study between identity, habitual language, political ideology and language attitudes, Paulston's (1994) conceptual model for the prediction of maintenance or loss of a minority language provides a particularly useful framework. This conceptual framework has also been used by Del Valle (2000) as a means of understanding the trend towards the substitution of Castilian for Galician in contemporary Galician society as a whole. Paulston's (1994) model, which was discussed in Chapter 1, characterises different types of social mobilisation adopted by minority groups on a four-point continuum ranging from *ethnicity* to *geographic nationalism*. Paulston (ibid.) uses the concept of social mobilisation to describe firstly, the level of recognition amongst members of a minority group of certain cultural features (including language) particular to the group and secondly, the perception that the minority group has of its relation with some dominant 'other'.

In the Galician context, that dominant ‘other’ is the Spanish State of which Galicia, as one of Spain’s Autonomous Communities forms a part. Over one-third of Vigo students defined themselves as Galician compared with the remaining two-thirds who defined their identity partially or exclusively in the context of the Spanish State. The type of social mobilisation which characterises the latter group can be defined as *ethnicity* which, within Paulston’s (ibid.: 30-31) framework, constitutes a form of social mobilisation based on learned behaviour associated with a common past and common cultural values and beliefs but in which there is no perceived power struggle with another ethnic group, which in this case is the Spanish State. Instead they see themselves as part of that political entity. Paulston predicts that the closer a minority group’s social mobilisation comes to *ethnicity* the more likely they are to lose the minority language and to assimilate to the dominant group. This interpretation was supported by comments such as the following which were frequently volunteered by students who defined themselves in terms of a dual identity, as both Galician and Spanish:

- Iria** Porque..jolín porque Galicia pertenece a España y considero que debería ser igual unas que otras [las dos lenguas]
- Interviewer** Sí
- Iria** Completamente igual sí..o sea me parece imprescindible como el hecho de poder relacionarnos con el resto del país.
- [Iria]** Because..because Galicia belongs to Spain and I consider that the two should be equal [the two languages]
- Interviewer** Yes
- Iria** Completely equal yes..that is for me it seems to be essential to be able to relate to the rest of the country]

The stance taken by the majority of these Vigo students reflects what Del Valle (2000: 117) regards as the predominant type of social mobilisation adopted by contemporary Galicians. This also explains the ongoing shift in the direction of Castilian.

However, language use as an aspect of identity increases for minority groups where *ethnicity* turns ‘militant’ (Paulston 1994: 32) and where the form of social mobilisation adopted resembles that of *ethnic movement*, the second point on Paulston’s continuum. In addition to identifying with common cultural values such

as a specific language, the members of minority groups who fall into the *ethnic movement* category see themselves competing with another ethnic majority for scarce goods and resources. As a result, language becomes symbolic of the power struggle between the minority and the dominant group. Vigo students who define themselves as 'galego' would seem to more explicitly recognise their participation in a power struggle with another ethnic group. This type of social mobilisation incorporates the demand for territorial access on the part of the minority group and a possible move towards independence. In this group, Del Valle (2000: 117) includes Galician nationalists, a group which he sees as being well articulated around a political coalition of parties which include the *Bloque Nacionalista Galego* (BNG). Vigo students who define themselves as 'galego' and who are also supportive of the BNG would seem to recognise more explicitly their participation in a power struggle with another ethnic group. As was highlighted in Chapter 3, up until 1993 bi-party politics had been the dominant trend in Galicia, oscillating between Galician branches of Spain's two main political parties – the centre-left *Partido Socialista Obrero Español* (PSOE) and the conservative centre-right *Partido Popular* (PP), with the latter attracting most support amongst the population. Since 1993 however, support for the *Bloque Nacionalista Galego* (BNG) has significantly increased, especially amongst the younger generation and this has brought a third party into the political arena in Galicia and has added a new dynamic to language issues in Galicia.

The more politically idealised sub-group of the Vigo student population appears to move beyond the passive position of *ethnicity* and towards a more militant stance, whereby ideological support for the language is converted to language use. In effect therefore, this sub-group expresses a *personal positive evaluation* (Smolicz and Secombe 1988) of the minority language whereby language commitment is put into practice. This interpretation is also supported by the comments made by students such as Alexandra from the city of Vigo who was brought up speaking Castilian but who, like an increasing number of young urban Galicians, had made a conscious decision to switch to Galician as a result of a heightened sense of national consciousness:

[...] cando vas adquirindo consciencia de onde vives, dos problemas que sufrieron historicamente, te das conta da situación e te das conta que non é normal...que non é loxico que se perde a nosa lingua, a nosa cultura...que ves que por todas partes se están metendo cousas de fóra...entón dices tú pois igual habrá que cambiar de algún xeito entón se ves que a túa lingua se está perdendo que podes facer para evita-lo..pois ¡usa-lo!

[when you begin to become aware of where you live, of the problems that they suffered historically, you realise what the situation is and you realise that it is not normal..that it is not logical to lose our language, our culture..you see everywhere that we are being bombarded with things from outside of Galicia..then you say well perhaps things will have to change in some way then if you see that your language is being lost what can you do to prevent this..well use it!]

It is not always clear, however, if the increased value attached to a minority language as a result of nationalist movements is primarily in terms of the status of the language or the identification of the language as a symbol of group solidarity (Woolard 1989: 122). However, it does seem significant that the 'Support for the Societal Presence of the Minority language' dimension being discussed here contains some 'status-related' aspects of language attitudes. These include attitudes towards the importance of the minority language in the process of social mobility and perceptions about its suitability for the functions of the modern world (see section 5.4.2.1). Significantly, it does not include the more explicitly 'solidarity-related' aspects of language attitudes measured in the second attitudinal dimension of 'Language and Identity'. Nevertheless, the explicit 'solidarity' link between nationalist movements and language loyalty is also confirmed by the fact that ethnicity and habitual language together are most predictive of attitudes towards Galician as a symbol of ethnic or group identity. Significantly, however, political ideology was not found to be strongly predictive of variation in the ethnocultural value of the language amongst Vigo students and thus reduces what could be regarded as the more *militant* aspects of social mobilisation found in the 'Support for the Societal Presence of the Language' dimension discussed above.

While a heightened sense of ethnic identity amongst many of the students at the University of Vigo is leading to an increased sense of loyalty to the minority language, which may in turn be converted into actual language use, as was also

highlighted earlier in the chapter, the link between speaking Galician and a nationalist ideology can also have negative effects on the minority language. In the data there were examples of where, because of the link between speaking Galician and nationalism, use of the language in certain contexts becomes marked or deviant behaviour. The stereotypical image of the neo-Galician speaker is one which would seem to be held by the majority of students within the Vigo university. Therefore, on the one hand, although a nationalist ideology seems to be leading to increased use of Galician amongst young people brought up in Castilian-speaking homes, on the other hand, it can also be seen as a factor which may be inhibiting the incorporation of new speakers and may also be deterring less ideologically minded Galician speakers from using the language or at least using it in social contexts where Castilian was traditionally the more 'acceptable' language.

These ambiguous views about Galician reflect the broader political debates surrounding the language and the dichotomy between the linguistic ideologies promoted by official language policy and by Galician nationalists. The official language policy promoted by the Galician government supports, albeit implicitly, the idea of 'harmonious bilingualism', that is the non-conflictual co-existence of Castilian and Galician within the community (see Regueiro Tenreiro 1999 for a fuller discussion of the concept). In contrast to the official discourse of 'harmonious bilingualism', Galician nationalists tend to view the language contact situation between Galician and Castilian as conflictual and as one in which Galician speakers still remain in a dominated socio-economic position. Galician nationalists therefore tend to be highly critical of official language policy which they see to have been largely inadequate in reversing the process of language shift towards Castilian. In reaction to such criticisms, proponents of official language policy in Galicia condemn what they perceive to be a largely 'radical' approach to resolving the Galician language problem on the part of Galician nationalists. This approach is seen as 'radical' because it supports a reversal to monolingualism in Galician through positive discrimination in favour of the language.

The politicisation of the language question in Galicia has potentially positive repercussions for the language in that it stimulates debate alongside other important social issues such as unemployment, poverty, health services, etc. However, as the findings of the current research illustrate, the Autonomous Galician administration and the Galician nationalists' simultaneous undermining of each other's linguistic ideologies in their ultimate pursuit of political power is also having some negative repercussions on the language. The link between speaking Galician and Galician nationalism is one of the outcomes of this political confrontation. Arguably, the promotion of 'harmonious bilingualism' by the Galician Administration and its criticism of the 'language conflict' paradigm make the majority of Galicians less consciously defensive about language issues in Galicia and subsequently more accepting of Castilian as the seemingly value-neutral language.

Although ethnicity, political ideology and habitual language were found to be most predictive of variability in attitudes towards Galician, other variables were also shown to have an effect, albeit a smaller one. As well as having independent effects on language attitudes, many of these more 'minor' background variables were also found to be strongly related to each other. An analysis of these relationships provided interesting insights into the complex set of interrelated factors which seem to be both directly and indirectly influencing attitudes towards the Galician language amongst Vigo students. The factors which will be discussed here relate to the variability of attitudes towards Galician on the basis of the type of school attended by respondents, distinguishing between students who had attended a privately- or publicly-run school in Galicia.

In explaining why attitudes towards Galician are more positive amongst those who had attended a public school as opposed to a privately-run one, many of the variables identified as having an independent effect on language attitudes were also found to be strongly related to the type of school attended by respondents. One such variable was place of origin, where socio-geographic differences amongst students from different school types were found to have a further explicative role. In general, students who had attended privately-run schools tended to have grown up in more

urbanised settings such as Vigo or one of Galicia's other main cities. Therefore, the slightly less favourable attitudes expressed by students who had attended such schools can also be related to the fact that they grew up in sociolinguistic environments in which Castilian was generally the most widely used language. The dominant language of the schools they attended was in a majority of cases found to be Castilian with the inclusion of Galician as an academic subject only. Comparatively, in the case of those who attended public schools, Galician was found to have been used with more intensity and extended to other academic subjects beyond that of a language class in Galician. Bouzada, Fernández Paz and Lorenzo (2002) recent large-scale study of the extent to which Galician is used within the Galician primary school education, highlights the different intensity with which Galician is used in public schools compared with private ones, not only in the classroom, but in the whole administrative functioning of these schools. It is significant that while 96% of publicly-run schools reported using Galician for the purposes of school administration, this figure decreases to 52% in the case of privately-run ones (*ibid.* 2002: 133).

The linguistic profile of Vigo students who had attended either school type also differed in a number of respects. Those who had been educated in a privately-run institution, for example, were less likely to report having learned Galician in the home than those who had attended a public school. The relationship between the home and the school is also evident in the fact that students who attended privately-run schools tended to perceive the attitudes of their parents towards Galician less positively as well as reporting lower levels of use of the language than students educated through public schooling.

What seems clear from the relationship between these variables is the strong link between linguistic behaviours and attitudes within the home and those at school. It is difficult to determine whether, on the one hand, the more pro-Galician ethos to which public schools would seem to be linked, comes about as a result of the linguistic and demographic profile of its pupils or if on the other hand, such schools are nurturing grounds for support for the language amongst the younger generation. Less

favourable attitudes towards Galician on the part of students who attend privately-run schools may be influenced by the more limited exposure to Galician in their homes and social environment. The fee-paying nature of privately-run schools in Galicia draws on more middle- to upper-middle class sectors of Galician society. These constitute social groups for whom the use of the Galician language has tended to be lowest (MSG 1995). Therefore, to some extent the socio-demographic and linguistic profile of those entering these schools may be determining the degree to which Galician is included in the school curriculum. Bouzada, Fernández Paz and Lorenzo's (2002) study points to the desire on the part of schools to adapt to the demands of parents, thus suggesting that the home has to some degree a causal effect on the language of the school. According to Bouzada, Fernández Paz and Lorenzo (2002):

[...] neste tipo de colexios [private schools], posiblemente polos prexuízos das familias do alumnado, ou mesmo por decisión consciente do centro, que utilizaría este feito para distinguirse dos centros públicos, o galego adoita ten unha presenza cativa, e, en moitos casos, non se cumpre a letra, nin moito menos o espírito da lexislación (Bouzada, Fernández Paz and Lorenzo 2002: 274).
[in these types of schools [private schools] (possibly because of the prejudices held by pupils' families or even because of the conscious decision of the centre and as a means of distinguishing themselves from public centres) Galician holds a precarious position and in many instances the legislation is not adhered to].

While language attitudes amongst Galician students were found to differ between students who had attended a public or a private school, it must be reiterated that these differences remained secondary compared with the role of ethnicity, political ideology and habitual language described above. Moreover, the number of students who had attended a private school accounted for one-third of all students. The majority of Vigo students surveyed in the current study had attended a publicly-run school. Therefore the less favourable attitudes expressed by this sub-sector of the Vigo student population represent a minority trend, albeit an influential one in terms of the less positive status-enhancing effects it possibly has for the language. Moreover, as Bouzada, Fernández Paz and Lorenzo's (2002) analysis of the presence of Galician in Galician schools highlights, although the general trend points to the more favourable position of Galician in public schools, there are also differentiating

levels of use of and attitudes towards the Galician language within both public and private schools themselves. These nuances, which are less visible in the quantitative research method adopted here, tend to be more readily detected through more micro-level analysis with a more qualitative research focus.

7.4.3. Concluding Remarks

Recruiting new Galician speakers from the younger generation of urban, educated Galicians such as the Vigo students in this study, the majority of whom were brought up in Castilian-speaking homes, poses a serious challenge to language planners and educators in Galicia. Under the largely voluntary conditions mandated by the official bilingualism permitted by the central Spanish government and promoted by the Galician Administration there has been a change in language attitudes, especially amongst the younger generation, but such attitudes are not being converted into language use. The analysis of the language attitudes of this sample of students at the University of Vigo highlights the positive effect that top-down language policies are having on the language attitudes of young, educated and predominantly urban sectors of Galician society. Over three-quarters of these students support the societal presence of the language and almost ninety per cent value the language as a symbol of ethnic identity. Only a minority of students expressed an explicit lack of support for the language. Yet the largely favourable dispositions towards the language are not matched by any marked increase in language use amongst these groups. A closer analysis of these attitudes indicates that although the majority of students express positive support for the Galician language, only in the case of less than one-fifth of students are attitudes strongly positive. The majority of students express a mildly positive or neutral attitude towards the language. It would seem that the crucial step towards behavioural change amongst certain young Galicians requires more consolidated support for the language similar to that expressed by one-fifth of the students in the current sample.

From the findings of this research it would appear that the increased language use as a result of more consolidated positive attitudes is strongly influenced by bottom-up

language movements which are tied up with the ideologies of Galician nationalism. The ethnic symbolism of the Galician language which has emanated from these ideologies, would therefore appear to be assisting in the recruitment of some new Galician speakers amongst respondents from non-Galician speaking homes amongst the younger generation. The findings of this study indicate that this recruitment seems to be taking place amongst younger, middle-class, educated sectors of Galician society, social groups who, as Woolard (1991: 63) points out, are both socially and psychologically situated to 'make a leap in identification' and in establishing a strong Galician identity through their new language behaviour. These bottom-up movements which are bringing about changes in linguistic practices would seem to be stimulated by dissatisfaction with the top-down attempts of the Galician Administration to increase the societal presence of Galician and to curb the ongoing shift to Castilian.

7.4.4. Factors Influencing Young people's Attitudes towards Irish

A significantly different set of factors appears to be influencing attitudes towards the minority language in the Irish context. Overall, career path, which was found to have a more 'minor' effect in the Galician context, was in fact most predictive of differences in attitudes towards Irish as measured by the first attitudinal dimension, 'Support for the Societal Presence of the Minority Language'. Those pursuing degrees in the humanities were found to have more positive attitudes than students pursuing studies in the three other academic disciplines of technology, business and science. Other factors were also found to have an effect on language attitudes but to a lesser degree. These included political ideology, where those who supported the politics of the more nationalistically-oriented Sinn Féin party were found to be more strongly supportive of the Irish language than those who supported any of Ireland's other main political parties. Finally, gender differences also played a minor role where female students were found to be slightly more favourable towards the language than male students.

Overall, and in contrast to the Galician context, in the case of Irish students background linguistic variables seemed to be more strongly predictive of attitudes towards the minority language. As in the Galician sample, however, the degree to which the minority language was spoken habitually tended to be strongly predictive of attitudes related to support for the presence of the Irish language within Irish society. Students reporting the inclusion of the language to some degree in their linguistic repertoire displayed more favourable attitudes than those reporting monolingual behaviour in English. The attitudes of parents and the degree to which Irish was used with them while the respondent was growing up had a substantial effect on language attitudes, with those reporting favourable attitudes on the part of parents displaying highest levels of support for the societal presence of the language. Also important, but to a lesser extent, was respondents' perceived ability in the language, the intensity to which Irish was included in the school curriculum, and academic performance in Irish while at school.

The most predictive model of attitudinal variation in the first attitudinal dimension amongst Irish students contained four variables: habitual language, the career path being pursued by respondents, parental attitudes and academic performance at school. Together these four variables explained 31 per cent of the variance in attitudinal responses amongst Irish students.

Many of the background variables which were shown to have an effect on language attitudes, measured according to the first attitudinal dimension, also had significant effects on the 'Language and Identity' dimension. However, some variables which had been found to be highly predictive of attitudes towards support for the societal presence of language had a much more minor effect on attitudes towards Irish as a symbol of ethnic identity. For example, the intensity of the school programme in Irish while at school was found to be predictive of attitudes towards Irish on the first dimension but had no significant effect on the second. Career path, habitual language and ability to speak Irish constitute the three most salient variables and together account for only seven per cent of the total variance in student ratings of this attitudinal dimension.

7.4.5. Discussion of Factors Influencing Attitudes towards Irish

While ethnicity and political ideology were found to be most predictive of attitudes towards the Galician language, these variables were shown to have a small effect in the Irish context. As we have seen, amongst Vigo students, ethnicity was a key distinguishing variable in terms of language attitudes where the minority language was symbolic of tensions between the Spanish core and the Galician periphery. This is not the case, however, amongst Irish students where it could be said that the need to express their identity through cultural symbols such as language is weakened by the undisputed status of the Irish Republic as an independent political entity which has been an independent state since 1922. Although political independence did not prevent the continuation of strong economic and cultural influences from Great Britain and above all England, it removed the more explicit elements of the non-autochthonous centre of power. Paulston (1994) suggests that political independence in the Irish context removed the sense of urgency surrounding the Irish language question. The potential boundary demarcating function of the Irish language as a means of distinguishing 'us' from 'them', which had been reinforced by Irish cultural nationalists at the end of the nineteenth century, was therefore weakened. This perhaps explains why the perceived need of what Eastman (1984) refers to as the *Language use identity* function of Irish only becomes important when, as one Irish student volunteered:

[...] if you go abroad and if you speak to anybody say like you are in France and you are speaking French and they'd hear your accent...they'd all ...hey you are English...no I'm Irish...it's a big thing you know...it's your culture...it's your heritage...like I don't know it would be much better like because it separates us like...like down in Corsica...supposed to speak French but loads speak Corsican because they want to speak to themselves like....

Thus it is only when ethnic distinctions become blurred and when a specifically Irish identity expressed through the English language is confused with that of the former dominant 'other' that the demarcating function of Irish is drawn upon.

Even though, on a political level, statehood has been consolidated in the Irish Republic, discourses of uncompleted nationhood continue to circulate in Irish society, albeit in a more implicit way. These underlying discourses take the form of claims on the Six Counties of Northern Ireland. Despite the official abandonment of such claims at a political level, references to these claims still exist in both the Republic of Ireland and among certain sectors of the population of Northern Ireland explicitly voiced through Sinn Féin, the political wing of the Provisional I.R.A. The appropriation of cultural symbols, including the Irish language, by the more radical elements within Irish nationalism especially in the violent events in Northern Ireland, brought nationalism as an ideology itself into question, as well as one of its key constituent symbols, the Irish language (Tovey et al. 1989; Watson 2003). However, the ceasefire and positive peace initiatives which have followed, according to Mac Gréil (1996) explain an improvement in attitudes towards Sinn Féin, and support for the political party amongst voters in the Republic of Ireland which has increased over recent elections (see Maillot 2005). Of the sample of students queried in this research, seven per cent supported the politics of Sinn Féin, close to the ten per cent or so level of support for the party at a national level.

Of particular interest for our current purposes is the finding that respondents who support Sinn Féin are shown to have significantly more favourable attitudes towards the societal presence of Irish than respondents who support any of the other main political parties. The more positive attitudes of the latter sub-group could be allocated the category of *ethnic movement*, or *ethnicity* turned 'militant' within Paulston's (1994) continuum for the prediction of maintenance or loss of minority languages, which has been discussed in the Galician context above. The move towards *ethnic movement* or even *ethnic nationalism*, in which there are demands for political independence on the part of the ethnic group, is closely linked to the role of Sinn Féin in the politics of Northern Ireland where the explicit presence of the dominant 'other' has increased the role of language as a symbol of political tensions with the British government and as a more important demarcating function. This support does not lead, however, to a higher *positive evaluative function* of the language (Smolicz and Secombe 1988) found amongst Galician students, whereby

positive attitudes are converted to active language use. Students who support the politics of Sinn Féin were not any more likely to report some use of Irish than supporters of other political parties.

It is also interesting to note that, although over forty per cent of respondents in this study saw no political party as being supportive of the Irish language, almost as many students identified support for the language with the more nationalistically-oriented Sinn Féin party. This would seem to suggest some level of association between the political aims of Sinn Féin and the Irish language amongst a substantial number of these students. It must, however, be reiterated that, although real differences were found in the level of support expressed by supporters of Sinn Féin amongst the students queried in the current piece of research, these differences were found to be small and more detailed investigation would be required to further substantiate these claims.

Quite generally, and particularly when compared with the Galician context, language is not a political issue in Ireland. The Advisory Planning Commission (APC) for the Irish language has previously remarked that despite a continuing high commitment to ethnic and cultural valuations of Irish, the language is not an issue of great significance to most Irish people in their everyday perceptions of politics and political goals (APC 1988: 68). The general absence of political debate about the Irish language question also helps explain the fact that when asked about what they thought were the attitudes of other people they knew, over half of the Irish respondents described attitudes as neutral or were simply unable to comment on other people's views on the language. Unlike the Galician context where language issues play a more significant political role, it would appear that issues related to the Irish language are not the subject of debate or discussion for the majority of these students. This fact in turn explains the increase in the proportions of respondents within the Irish student sample who 'don't know' or have 'no opinion' on many of the issues relating to Irish, reflecting an emerging trend also noted in national surveys on the Irish language (see Ó Riagáin and Ó Gliaáin 1984; Ó Riagáin 1997: 191). This lack of debate leads to a paradoxical situation in which despite strong

personal and ideological commitment to the Irish language amongst respondents in the study, many seem to be of the opinion that such commitment is not shared by others. This of course limits the potential for organised interest groups to take root and the collective pressure for action which could be subsequently brought to bear on the state.

One such group in the Irish context which acted collectively in favour of the Irish language and which appears to have brought about changes for the language was the *Gaelscoil* or all-Irish language school movement. While, in the majority of schools in Ireland, the Irish language is taught as an academic subject only, three per cent of schools offer immersion-type programmes in which classes are taught through the medium of Irish with English as an academic subject only. The earlier generation of all-Irish schools was established as part of national language policy in the 1930s and 1940s. However, Irish-immersion schools which were established since 1965 were as a result of initiatives on the part of interested parents. Therefore, the ethos of these schools is also different to that of the majority of schools in Ireland where Irish is taught as a subject only. Of the students queried in the current research, seven per cent had attended one of these all-Irish schools, therefore exceeding national proportions who attend these schools. The higher than average presence of individuals who attended one of these schools in the present study can perhaps be attributed to the fact that university students in Ireland tend to be predominantly middle-class. As was already pointed out, these social sectors have also tended to be most closely associated with Irish-language schooling, although there is also some evidence that this might be changing.

As a sub-group, students who attended all-Irish schools were found to have more strongly consolidated positive attitudes towards the Irish language than those who had attended mainstream schools where Irish was taught as a subject only. This confirms Kavenagh's (1999) study in which she found that students in all-Irish schools were more optimistic regarding the future of Irish than those attending an 'ordinary' school where Irish was taught to them as a subject only. The impact of the home on language attitudes is also significant in that a strong link was found to exist

between strongly positive home attitudes and having attended an all-Irish school. A strong relationship was also found between the intensity of the Irish programme at school and the degree to which the Irish language forms part of respondents' habitual language practices. For example, those who had attended an all-Irish school were more likely to use some Irish than those from mainstream schools where Irish was taught as a subject only. Therefore, there is a *positive evaluative value use* (Smolicz and Secombe 1988) given to Irish where positive attitudes amongst those who attended a *Gaelscoil* or all-Irish school are converted to language use, something which is achieved to a much lesser extent amongst those who had attended a mainstream school. The findings of the present study confirm those of CILAR (1975) and point to the importance of all-Irish schools in building community use of the language. The report emphasises that:

Such schools not alone serve as instruments for increasing ability levels, they also serve a social function in providing important foci for the families they serve (CILAR 1975: 339-40).

Higher levels of reported use amongst students who had attended an all-Irish school are also likely to be related to their higher levels of spoken ability in the language. Almost two-thirds of respondents who had attended an all-Irish school reported high levels of spoken ability in Irish compared with approximately one-tenth of students who had attended a mainstream school, where Irish was taught as a subject only. There is a body of evidence showing that all-Irish primary schools, for instance, have higher levels of achievement in terms of reading and speaking abilities in the language compared with 'ordinary' schools (see Harris 1984) which are as high as similar age-groups in core Irish-speaking Gaeltacht schools (Harris and Murtagh 1987). This trend was already identified in CILAR's (1975) national survey. Kavenagh's (1999) comparison of second-level pupils in all-Irish and mainstream schools also confirms this general pattern. Murtagh (2003: 15) concludes that a combination of high levels of confidence in their ability to speak Irish as well as more positive attitudes towards the language, may be important factors in helping to maintain high levels of motivation in the long term amongst those exposed to all-Irish schooling.

It is significant, however, that the ‘Gaelscoil effect’ is cancelled out in the case of the second attitudinal dimension, ‘Language and Identity’ where the ethnocultural value attached to Irish does not differ between students who had attended a *Gaelscoil* and those exposed to Irish as a subject only. Therefore, it does not seem to be language loyalty based on the ‘solidarity’ value which is necessarily prompting many students who had attended all-Irish schools to use the language. The value of Irish as a national symbol seems to be shared by all students, irrespective of the intensity of the Irish language programme at school. Moreover, the ‘solidarity’ function of language amongst Irish students was found to be only weakly related to any level of use of Irish. What emerges from an analysis of some of the discourses produced by a sample of students who had attended an all-Irish school is that a positive disposition towards the minority language which is converted into language use has as much to do with the construction of an individual identity on the part of these students as with a collective Irish ethnic identity as the following excerpts would seem to suggest:

Respondent 4 Déanann sé tú a sheasamh amach do na daoine eile na daoine ón ngnáth ó na coláistí eile agus cuireann sé béim ar...

[It makes you stand out from others ..from the ordinary from other colleges and it emphasises...]

Respondent 1 Yeah is ábhar spéise é...like is ceist eile a bheidh siad ag cur san agallamh

[Yeah it’s an interesting topic ...like it’s another question that they can ask you in the interview]

Respondent 4 Taispeánann sé go bhfuil tú ag iarraidh í a fhoghlaim duit féin

[It shows that you want to learn it for yourself]

Respondent 1 Breathnaíonn daoine air go bhfuil sé deacair ..oh bhí sé sin an deacair so gur

[People see it as something difficult ..oh that was difficult and that..]

Respondent 6 I mo thuairm táim an-bhródúil go bhfuilim in ann labhairt as Gaeilge... taitníonn an taobh sin you know like nuair a smaoiníonn daoine ort ná ‘tá Gaeilge aici’.. like bhí clann mór agam like colceatharacha agus mar sin de.. agus nuair a bhíonn siadsan ag plé orm like ceisteanna faoi leith.. so like seasaim amach mar gheall ar an ghaeilge agus taitníonn sé sin liom...

[I think that I am very proud that I can speak Irish ...I like that side of it you know like when other people think about you or ‘she has Irish’.. like I come from a big family and like cousins and things like that.. and when they’re describing me like questions like that.. so like I stand out because of Irish and I like that..]

In the Irish context where English has become the language of the majority of the population, the minority language would seem to be used by this sub-group of students to symbolise an authentic individuality, allowing them to 'stand out' and as an expression of difference, reflecting a heightened concern about self-realisation and identity. Tovey and Share (2003: 334) see this concern about identity as a trend which is characteristic of late modernity where '...individuals ... pursue a 'project of the self' (Giddens 1991) and look for distinctive ways to express and symbolise individuality'.

Comparatively, however, the discourses which took the form of a group discussion with students who had attended a mainstream school, suggest that the Irish language is functioning as what Eastman (1984) terms an 'associated language' in that it is of high symbolic value but rarely if ever used. The discourses of students who had attended an all-Irish school seem to move beyond the high-ground ideological discourse which predominated the discourses of students who had attended a mainstream school and thus beyond the predominantly ritualistic function of the language.

While many of the background variables discussed thus far provide important insights into the interplay between some of the factors which seem to be affecting attitudes towards Irish, the most predictive variables of language attitudes were, however, found to be contained within a combination of four key variables. These include the career path being pursued by the respondent, the habitual use of Irish, parental attitudes towards the language and academic achievement in the language as a school subject. Students pursuing degrees in the humanities were found to be most supportive of general societal presence of the Irish language. More negative attitudes were expressed by students within the area of technology, business and science. Students reporting high academic performance in the language while at school differed significantly in their attitudes from those who had taken a less academically-demanding syllabus in Irish as an examination subject at the end of their formal

second-level schooling. Positive attitudes on the part of parents tended also to be related to higher levels of support amongst those respondents, pointing to the effect of home socialisation on attitudes towards the language. This confirms findings for CILAR (1975) in which a correlation was found between home support for the language and attitudes towards it. Harris and Murtagh (1999) have also shown higher levels of parental encouragement to be associated with more positive pupil attitudes or motivation to learn Irish. Finally, positive attitudes towards Irish were also related to higher levels of inclusion of the language in students' habitual repertoire.

While the strong predictive power of ethnicity and political ideology would seem to point in the direction of attitudes being shaped from bottom-up nationalist movements in Galicia, attitudes towards Irish are more directly influenced by top-down linguistic policies, specifically language policies in the area of education. In this respect it is significant that attitudes towards Irish are heavily influenced by examination performance in the language as an academic subject at school. Those reporting highest levels of support for the language were students who had achieved high academic grades in Irish as a school subject. As outlined in Chapter 3, the majority of post-primary school students in Ireland are required to take two public examinations – the Junior Certificate (formerly the Inter Certificate) and the Leaving Certificate. The first is generally taken mid-way through post-primary school at the age of fifteen and the second is taken at the end of second-level schooling around the age of seventeen. In the case of the Leaving Certificate, students have the choice of following a 'Higher' level syllabus (which is considered academically more demanding) and a 'Lower' level syllabus. Within the conventions of Irish examinations, only those who sit the 'Higher' level paper and achieve at least a grade C (corresponding to 55 per cent) can be awarded an 'Honours' grade. Survey research in 1983 and 1993 (see Ó Riagáin 1997: 197-198) has previously highlighted the link between ability to speak Irish and examination performance. The findings of the 1993 ITÉ survey found that, of those who stay long enough in the education system to take the Leaving Certificate examination, 53 per cent who had achieved an 'Honours' grade claimed high levels of speaking ability in Irish (i.e. 'native speaker' or 'most conversations'). Comparatively, only 12 per cent of those who reported a

'Pass' grade in this examination claimed such levels of spoken ability in the language.

In the current study, examination performance in Irish was also found to have a significant effect on self-assessed ability in the language with over three-quarters of those who had achieved the higher grade in Irish at school claiming medium to high ability in the language. Comparatively, these levels of ability are reported by only one-third of those who had taken lower-level Irish in their final examination in post-primary school. Again the relationship between examination certification in Irish and self-assessed ability in the language found in this study mirrors national trends (see Ó Riagáin and Ó Gliasáin 1984, 1993; Ó Riagáin 1997: 195). Although high examination performance does not necessarily lead to increased use of Irish, students who had achieved an 'Honours' grade in the language at school were found to be more likely to include the language as part of their habitual linguistic practices. Almost forty per cent of students who reported high examination performance in Irish as a school subject claimed some current use of the language, compared with only fourteen per cent in the case of those reporting lower examination performance in the subject. Therefore, a higher level of confidence in their ability to speak Irish, which is strongly related to their examination performance, tends to produce more favourable attitudes amongst these students which in turn prompts some degree of language use.

As might be expected, those who had taken the higher level course in Irish tended to perceive the language as less difficult than those taking lower level courses in the language at school. Although under one-third of 'Honours' students perceive Irish as a difficult school subject, this seems to be the case amongst two-thirds of those who had received lower levels of examination certification in Irish. Additionally, those who perceived the language as difficult at school were also most highly critical of the way in which the language was taught to them at school as well as the type of material that was used. While over half of students who reported an 'Honours' grade in Irish were dissatisfied with the type and way in which the Irish language was taught as a school subject, this proportion increases to eighty per cent in the case of

students with a 'Pass' grade in the language. Therefore, more generally negative experience of the language while at school through lower levels of academic achievement in the language, difficulties encountered in learning it and dislike for the teaching methods and material in the language, were associated with lower level of support for the language.

Previous research on the Irish language has pointed to the perception of Irish as a difficult school subject (see Hannan et al. 1983: 34) and, as a result, Higher level Irish tends to be studied by pupils with high levels of achievement in all subjects, including Irish (APC 1986: 26; Ó Riagáin 1997: 208). Access to higher education in Ireland is very competitive and is attained on the basis of grades awarded in examination results at the end of secondary education. Thus the very fact that respondents queried in this study have reached higher education highlights their generally high level of academic ability. However, of these high-achieving students, it is significant that about forty per cent report lower examination certification in Irish, two-thirds of whom in turn also report low spoken ability in the language. This confirms a trend already identified in the report by the Advisory Planning Committee (1986) which points to a significant proportion of pupils who seem to select lower level courses in Irish but who do in fact have the academic ability to attain a place at university. As the current study has found, lower academic performance in the language at school amongst these students seems to be having an effect on their level of support for the language, ability and usage.

An important feature of examination performance in Irish which has also been identified in previous research, is its close relationship with gender. While almost three-quarters of the female students queried in the current study achieved an 'Honours' grade in Irish, less than half of their male counterparts achieved a similar grade. When assessed in conjunction with national figures, however, the overall examination performance of both male and female students in the current study remains comparatively high. According to the Department of Education Statistical Reports, only one-tenth of boys who took the examination paper in Irish in 1991 achieved an 'Honours' grade while one-fifth of all girls did (see Ó Riagáin 1997:

205). Murtagh (2003) also points to this continued gender imbalance and notes that in 2000, 65% of females had taken the Higher level course in Irish compared with 35% of male pupils. Nevertheless, the differences in examination performance according to gender found in this study would appear to reflect national trends.

High performance in Irish at school was also closely related to the type of studies currently being pursued by students. Students pursuing degrees in the humanities were found to have outperformed those in the three other academic disciplines of technology, business and science. The most striking differences were between humanities and technology students. While almost three-quarters of humanities students were found to have taken the most academically-demanding course in Irish at school, only about one-third of students in the area of technology had done so. The demographic profile of humanities and technology students also reflects a gender bias between the two disciplines where the majority of those in the humanities are female students compared with technology which is predominantly male. This gender bias (which is common to these academic disciplines quite generally), further explains the concentration of positive attitudes in the humanities student group and less favourable support found amongst students within the field of technology. Arguably, the more positive attitudes of humanities students are strongly influenced by the fact that, at school, Irish is taught to the majority of students purely as a language subject and therefore possibly has the connotation of a 'female' subject, associated with language learning in general. Maths, science and technology, have tended to be classified as more 'male' subjects. These connotations might further explain the lower levels of support for the language amongst technology students.

Ó Riagáin (1997: 214) points out that, although the overall numbers in the population exposed to the Irish language at school have increased as a result of expansion in post-primary education since the 1960s in Ireland, such quantitative increases have concealed an ongoing decline in performance in Irish as an examination subject. He also points out that, because the expansion in post-primary education participation has now run its course, the continued reliance on current schooling procedures as a means of generating linguistic competence places Irish in a very vulnerable position.

As has already been noted in Chapter 4, previous research would seem to indicate that the declining examination performance in Irish is not confined only to academically weaker pupils but also includes high academic achievers, as seems to be confirmed in the current study. This trend highlights a shift in language attitudes amongst the educated middle-class sectors of Irish society, where support and use of the language were found to have been highest. These sectors, as the present findings confirm, now seem to be adopting a more calculating attitude towards Irish (APC 1988) as a school subject. This calculation seems to enter into play in the differences found between humanities students and those pursuing degrees in the three other academic disciplines of business, science and technology.

Humanities students as an academic group displayed most positive attitudes towards Irish, reported highest certification of examination performance in the language and reported highest levels of language use. At the other end of the spectrum were technology students who showed least positive attitudes, generally lower certification of examination performance in the language and higher incidence of monolingual behaviour with no use of Irish. Humanities students, amongst whom are likely to be found potential cultural and teaching professionals of the future, seem to be the single group which recognises some potential use for the language for career purposes. Although only less than one-fifth of the student sample perceived Irish as a form of what Bourdieu (1991) terms 'cultural capital' which can be used to access the Irish labour market, half of students taking degrees in the humanities saw some potential in the language in terms of their future career prospects. This compares with about one-tenth of business, science or technology students.

7.4.6. Concluding Remarks

Although the expansion in education since the 1960s broadened the class base of Irish speakers, those sectors of the population reporting high levels of ability in Irish are still more likely to be found in the higher social classes than the lower. The university students queried in the current study tended to report higher levels of ability in the language as compared with national figures, higher levels of

examination performance in the language at school and higher levels of active use. The continued existence of social polarisation in language abilities in Irish can be explained by the fact that the process of social mobility, which since the 1960s has come to be associated with high educational qualifications, continues to be regulated by linguistic policies, namely the continued requirement for all state schools to teach Irish on the curriculum and the requirement for a knowledge of Irish in order to access the National University of Ireland. These are policies which are likely to have influenced the generally higher reported ability in Irish and higher academic performance in the language as a school subject amongst the university students queried in the current study. However, there are signs that the weakening of language policies in Irish through the removal of the compulsory passing of Irish in state examinations and the broader choice of higher education colleges available to upwardly mobile sectors of the population is reducing the level of support for the language amongst higher social groups, notably amongst technology students. Given the existing negative perceptions about the suitability of the Irish language for the functioning of a modern society which were identified in this research and within Irish society in general, lower levels of support amongst the potential technological professionals of the future helps to further maintain such prejudicial beliefs.

Conclusion

The main aim of this study has been to compare language attitudes towards two of Europe's lesser-used languages – Irish, spoken in the Republic of Ireland and Galician, spoken in the Autonomous Community of Galicia in the north-western part of Spain. In doing so, the study has attempted to shed some light on the vitality of each language and its future survival prospects. To fulfil these objectives, a quantitative sociolinguistic questionnaire was distributed to a sample of 817 Irish and 725 Galician students attending university institutions in the cities of Dublin and Vigo, Ireland's and Galicia's major cities. Through an analysis of these particular sub-sectors of Irish and Galician societies, insights were gained into the types of language attitudes held by young, educated and predominantly middle-class groups, who it was argued would be likely to have an important role in securing the future of these languages.

The results of the survey confirm general levels of support for these two languages amongst Irish and Galician students alike. The majority of students queried in the study expressed high levels of good-will towards their respective minority languages, supported measures to ensure the continued presence of these languages within each society and favoured the transmission of these languages to the next generation. The majority also valued these languages as symbols in defining a sense of ethnic or group identity. Nevertheless, although clear majorities of Irish and Galician respondents rate their respective minority languages positively when understood in the context of support for its presence within society and as a symbol of ethnic identity, sizeable minorities, particularly amongst Irish students, hold consistently more negative attitudes towards the minority language. Almost one-third of Irish students has clearly negative attitudes towards support for the societal presence of the Irish language and towards the view of Irish as a symbol of ethnic identity. Of the remaining two-thirds, only one-fifth of students show clearly positive attitudes towards the societal presence of the language and almost half adopt a more neutral stance. Comparatively, over half of Galician students had more strongly positive attitudes towards the societal presence of the Galician language, while negative

attitudes were expressed by less than five per cent of students. Over two-thirds of these students expressed a strongly favourable attitude towards the Galician language as a symbol of ethnic identity and just over one-tenth were found to have negative attitudes. Nevertheless, while the proportion of Galician students with negative views about the minority language is clearly smaller than in the Irish context, sizeable minorities of Galician students were found to display a more neutral attitude towards the Galician language. There was also evidence in the study of more negative underlying perceptions amongst Irish and Galician students about the viability of their respective minority language in the modern world and their long-term survival prospects.

An analysis of the factors influencing language attitudes amongst Irish and Galician student groups highlighted important differences between the two sociolinguistic contexts. Most favourable attitudes amongst Galician students were found amongst students whose political and ethnic allegiances were most closely related to the ideal of Galician as opposed to a Spanish national identity. Positive attitudes towards Galician as a result of a strongly-held nationalist sentiment also seemed to be contributing to changes in language behaviour, leading to some increase in the use of the language. Nevertheless, despite the positive effect of nationalist movements in Galicia in recruiting Galician speakers amongst certain younger members of the population, there was also some evidence from the study that the ethnic signalling value which has been attributed to the language may at the same time be limiting its use by less politicised and ideologically-minded students.

In contrast to the Galician context where the minority language would seem to be symbolic of tensions between the Galician periphery and the Spanish core, such tensions were found to be largely absent in the case of Irish, reflecting the undisputed status of the Irish Republic as an independent political entity and the absence of an explicit politically dominant 'other'. Although there was some evidence of more consolidated support for the Irish language amongst supporters of the more explicitly nationalist politics of Sinn Féin, this was found to be a *minor tendency*. The factors most influencing language attitudes amongst Irish students appeared to be related to

their experience with the language within the Irish education system. The level of support for Irish was affected by students' academic performance in Irish as an examination subject at school, which in turn was found to govern their ability to speak and, ultimately, to use the language. School experience with Irish was closely linked to attitudes towards the language within the home and possibly the importance of the minority language in the social trajectory which parents encourage their children to follow. Most positive consolidated support for Irish was found amongst students pursuing degree courses in the humanities while more negative attitudes were amongst students of technology, business and science. These differences would seem to further reinforce existing prejudicial beliefs about the suitability of the language for the world of business, science and technology.

Although attitudes towards these two language cases have already been extensively examined from various perspectives and several findings in this research confirm those of previous investigations, it is our contention that the monitoring of these attitudes constitutes an ongoing endeavour. This study therefore has sought to contribute to this endeavour by focusing specifically on the type of attitudes held by university Irish and Galician students in Ireland's and Galicia's largest cities. In doing so, we have gained insights into the language attitudes of young, educated, and predominantly urban middle-class sectors of Irish and Galician society in their transitional life-stage between adolescence and adulthood. O'Donnell highlights the importance of this life-stage in the process of language planning and notes that:

The researchers agree that there exists a "window of opportunity" for recruitment to minority or dominated languages, and we could associate this with the general age of "courtship", pair-bonding, marriage, and living in *union libre* (to use an eclectic terminology) (O'Donnell 2000: 240).

However, as many researchers in the area of attitudinal research have also argued, there is an urgent need for more longitudinal studies. Such studies can help us to further understand the process of attitudinal change itself, as well as the social conditions under which such changes occur at different life-stages.

Through a comparative approach, the current research sought to provide a broader and more objective framework within which to analyse these languages, than can be achieved through single-case studies. The comparative approach sought to bring the dimension of external critique to the discipline which as Ó Laoire (1996a: 51, 1996b) points out, acts as a safeguard 'against a discussion that may be flavoured by an over-introspective paralysis of analysis'. Further building on the already growing number of cross-national comparative studies on minority language related issues, can also be particularly illuminating in identifying the factors affecting attitudes towards these languages across different sociolinguistic contexts. The contribution offered in the current study and other comparative research projects can ultimately be used to develop a typological framework within which such factors can be better understood.

Because of the macro-analytical and comparative focus of this research, the findings presented here are discussed in terms of broad attitudinal trends rather than detailed analysis of specific attitudinal items. In many respects the rather ambitious scope of what has intended to be rigorous comparative analysis of young people's attitudes in two sociolinguistic contexts has made generalisation as opposed to specification necessary. While this has meant that many interesting facets of the Irish and Galician contexts could not be fully explored, it is hoped that their identification in this thesis might stimulate subsequent research. The general attitudinal trends identified amongst the groups of Irish and Galician students queried in the present study also provide the basis for further research. Such trends might be tested, for example, in the case of other student populations within the Irish and Galician contexts and, more generally, across other sociolinguistic contexts where other minority languages are spoken.

While it is indeed unrealistic to think that attitudinal support alone is sufficient to ensure the survival of a minority language, the presence of such support is nonetheless a critical factor in determining the conditions necessary for its continued vitality. Knowing about and understanding these attitudes and the factors which are

determining them provide important guidelines for language planners, educators and policy makers who are in a position of intervene and stimulate behavioural changes.

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APPENDICES

APPENDIX A

- IRISH QUESTIONNAIRE (ENGLISH VERSION)
- IRISH QUESTIONNAIRE (IRISH VERSION)
- GALICIAN QUESTIONNAIRE (GALICIAN VERSION)

Questionnaire Number _____

I am carrying out a survey of people's opinions about languages and especially about the Irish language. I want to find out exactly what students think and only the help of people like yourself in answering these questions makes this work possible. I can assure you that all answers will be treated in the strictest possible confidence. I am interested in the number of students who think in various ways, not in any individual's views as such.

Please complete the following questions by **circling the answer** which corresponds to you.

1. Sex	2. Age
Male..... 1 Female..... 2	_____

3. Where did you grow up?
Ireland 1 Place name (specify)..... County (specify)
Northern Ireland 2 Outside of Ireland 3

4. Which of the following best describes the place in which you grew up?	5. Which of the following best describes your family's social position?
City 1 Town 2 Village/ Countryside 3	Working Class 1 Lower Middle Class 2 Middle Class 3 Upper Middle Class 4 Higher Social Class 5

6. In the place where you grew up, how much Irish was spoken there?

	Always	Sometimes	Rarely	Never	Don't Know
In the Street	1	2	3	4	9
In Shops	1	2	3	4	9
At Church	1	2	3	4	9

7. How long have you been living in Dublin?	8. During the college year do you live away from home?
Always lived here 1 Since started University 2 Since secondary school 3 Do not live in Dublin 4	Yes 1 (Go to 9) No 2 (Skip to 10)

9. If the answer is 'yes', how often do you go home?

Every Week	1
Every Two Weeks	2
Once a Month	3
During Holidays	4
Few Times a Year	5
Never	6

10. Place in which your parents were born		
	Father	Mother
Ireland	1	1
Place name (specify)	.....	.....
County (specify)	.....	.....
Northern Ireland	2	2
Outside Ireland	3	3

11. Which one of the following terms best describes the way you usually think of yourself?	
Anglo-Irish	1
Irish	2
British	3
Northern Irish	4
European	5
Other (Specify).....	6
Don't Know	9

12. In your home when you were growing up how much Irish was used between the following people?						
	<i>Irish Only</i>	<i>More Irish than English</i>	<i>Both Equally</i>	<i>More English than Irish</i>	<i>English Only</i>	<i>Don't Know</i>
Father & mother	1	2	3	4	5	9
Father & you	1	2	3	4	5	9
Mother & you	1	2	3	4	5	9
Brothers/Sisters & you	1	2	3	4	5	9
Maternal grandparents	1	2	3	4	5	9
Maternal grandparents & you	1	2	3	4	5	9
Paternal grandparents	1	2	3	4	5	9
Paternal grandparents & you	1	2	3	4	5	9

13. I'd like your reactions to the following general statements about the Irish language. They are all matters of opinion and I'd just like to know which opinions you agree/disagree with.						
	<i>Agree strongly</i>	<i>Agree mildly</i>	<i>Disagree mildly</i>	<i>Disagree strongly</i>	<i>No opinion</i>	<i>don't know</i>
<i>1. The Irish language is not suitable for business science and technology</i>	1	2	3	4	5	9
<i>2. No real Irish person can be against the revival of Irish</i>	1	2	3	4	5	9
<i>3. To really understand Irish traditions and culture, one must know Irish.</i>	1	2	3	4	5	9

	<i>Agree strongly</i>	<i>Agree mildly</i>	<i>Disagree mildly</i>	<i>Disagree strongly</i>	<i>No opinion</i>	<i>don't know</i>
<i>4. If the Gaeltacht dies out Irish will die out also</i>	1	2	3	4	5	9
<i>5. Irish will never become the common means of communication in Ireland</i>	1	2	3	4	5	9
<i>6. It is better for people to speak Irish badly than not at all</i>	1	2	3	4	5	9
<i>7. The ads on TG4 should be in Irish</i>	1	2	3	4	5	9
<i>8. The measures adopted by the government to promote the use of Irish were a failure</i>	1	2	3	4	5	9
<i>9. If nothing is done to prevent it, Irish will disappear over the next fifty years</i>	1	2	3	4	5	9
<i>10. Most people just don't care one way or the other about Irish</i>	1	2	3	4	5	9
<i>11. Without Irish, Ireland would certainly lose its identity as a separate culture</i>	1	2	3	4	5	9
<i>12. The government should spend less money in the promotion of Irish</i>	1	2	3	4	5	9
<i>13. It is more useful to learn a continental language than to learn Irish</i>	1	2	3	4	5	9
<i>14. Most people view all things associated with Irish as too old-fashioned</i>	1	2	3	4	5	9
<i>15. The Irish language is dying out</i>	1	2	3	4	5	9
<i>16. Ireland would not really be Ireland without Irish speaking people</i>	1	2	3	4	5	9
<i>17. Attempts to keep Irish alive are a waste of time and money</i>	1	2	3	4	5	9

	<i>Agree strongly</i>	<i>Agree mildly</i>	<i>Disagree mildly</i>	<i>Disagree strongly</i>	<i>No opinion</i>	<i>don't know</i>
18. Irish people should speak more Irish	1	2	3	4	5	9
19. Shop signs should be in Irish	1	2	3	4	5	9
20. The language of the Irish is Irish not English	1	2	3	4	5	9
21. Everyone who comes to live in Ireland should learn Irish	1	2	3	4	5	9
22. Irish is a prestigious language	1	2	3	4	5	9
23. Language is the most important part of the Irish identity	1	2	3	4	5	9
24. The Irish spoken in the Gaeltacht is the real Irish	1	2	3	4	5	9
25. In Ireland more Irish should be used in advertisements	1	2	3	4	5	9
26. Irish speakers living outside the Gaeltacht are very nationalistic	1	2	3	4	5	9

14. What is/ was your father's main profession? (Please be as precise as possible e.g. labourer on building site, director of large company, supervisor, primary school teacher etc.)

.....

.....

.....

15. Does your father have his own business/farm?		16. How many employees does he have?	
Yes	1 (GO TO 16)	None	1
No	2 (SKIP to 18)	1-10	2
		11-50	3
		More than 50	4
		Don't Know	9

17. How many acres of land does he have?

Under 30 acres	1
30-49	2
50-100	3
Over 100	4
Don't know	9

18. What is/ was your mother's main profession? (Please be as precise as possible e.g. labourer on building site, director of large company, supervisor, primary school teacher etc.)

.....

.....

.....

19. Does your mother have her own business/farm?		20 How many employees does she have?	
Yes	1 (GO TO 20)	None	1
No	2 (SKIP to 22)	1-10	2
		11-50	3
		More than 50	4
		Don't Know	9

21. How many acres of land does she have?

Under 30 acres	1
30-49	2
50-100	3
Over 100	4
Don't know	9

22. Thinking about your early education, how much Irish did you do in primary and post-primary school?

	PRIMARY	POST-PRIMARY
All Irish	1	1
Some subjects through Irish	2	2
Irish as a subject only	3	3
No Irish at all	4	4

23. Thinking of your post-primary education, what type of school did you attend? (If you attended more than one, what was the <u>main</u> school type attended?)		24. Who ran the post-primary school?	
Secondary School	1	Lay Run	1
Vocational School	2	Religious Order	2
Comprehensive School	3		
School Outside Ireland	4		

25. In the Leaving Cert., what grade did you get in Irish?		26. In school did you find Irish as a subject easy or difficult compared to other subjects?	
Grade C or higher (Honours)	1	Easy	1
Pass (Honours Paper)	2	Difficult	2
Grade C or higher (Pass Paper)	3	Neither	3
Pass (Pass Paper)	4	Don't Know	9
Fail	5		
Did not do the Exam	6		
Do not recall	9		

27. Where did you first learn to speak Irish?	
Family	1
School	2
Neighbours	3
Friends	4
Others (specify)	5

28. Thinking of your parents' education, how far did your mother and father go in school?		
	Father	Mother
No schooling	1	1
Primary Certificate	2	2
Left Post-primary without Cert.	3	3
Group Cert.	4	4
Inter Cert.	5	5
Leaving Cert.	6	6
Some third-level (no qualification)	7	7
National Teacher	8	8
University Degree	9	9
Other 3 rd level	10	10

29. When you were growing up how would you describe your parents' attitudes towards the Irish language?	
Strongly in favour	1
Somewhat in favour	2
Somewhat opposed	3
Strongly Opposed	4
No particular feelings	5
Don't Know	9

30. Did your parents want you to learn Irish at school? And how about yourself, did you want to learn Irish at school?			
	Father	Mother	You
No	1	1	1
Didn't Care	2	2	2
Yes, so as to get a job	3	3	3
Yes, to have Irish for its own sake	4	4	4
Yes, to pass exams	5	5	5
Don't know	9	9	9

31. In general, during your school years, did you like the type of Irish course you were taught in school?	
Yes	1
No	2
Can't Recall	9

32. Why did you like or dislike the courses?

.....

.....

.....

33. Did you like the way in which Irish was taught to you?	
Yes	1
No	2
Can't Recall	9

34. What did you like or dislike about the way it was taught?

.....

.....

.....

35. What would you say best describes your general attitude to the Irish language while still at school?		36. What are your attitudes now?	
Strongly in favour	1	Strongly in favour	1
Somewhat in favour	2	Somewhat in favour	2
Somewhat opposed	3	Somewhat opposed	3
Strongly opposed	4	Strongly opposed	4
No particular feelings	5	No particular feelings	5
Can't recall	9	Can't recall	9

37. If your feelings have changed since your school days, what brought about this change?

.....

.....

.....

38. At any stage during your school years did you:				
(a) Speak Irish frequently outside of school?	YES	1	NO	2
(b) Spend any time learning Irish in the Gaeltacht?	YES	1	NO	2

39. What language do you think children should learn in the home? And in school?		
	At Home	At School
Irish Only	1	1
More Irish than English	2	2
Both Equally	3	3
More English than Irish	4	4
English Only	5	5
Other (Specify) _____	6	6
Don't Know	9	9

40. If you were starting to raise a family today, how much Irish would you use with your children in the home?	
Irish Only	1
More Irish than English	2
Both Equally	3
More English than Irish	4
English Only	5
Other (Specify) _____	6
Don't Know	9

41. Explain your decision:

.....

.....

.....

42. Would you send your children to an all-Irish school if there were one located near your home?			
	Yes	No	Don't know
Primary	1	2	9
Secondary	1	2	9

43. In what language did you yourself first learn to speak?	
Irish	1
Both Irish & English	2
English	3
Other _____	4
Can't Recall	9

44. What is the title of your current degree course? (e.g.) Business Studies..	45. In what year of your degree are you?
.....	First year 1
.....	Second year 2
	Third year 3
	Fourth year 4

46. With whom do you live during the college year?	47. In your current place of residence, what language (s) do you speak ?
Parents 1	Irish Only 1
Other Family Members 2	More Irish than English 2
Other Students 3	Both Equally 3
Friends 4	More English than Irish 4
Partner 5	English Only 5
Alone 6	Other (Specify) _____ 9
Other (specify)	

48. Since you have begun university, has the degree to which you use Irish changed in any way ?	49. If your use of Irish has changed, what brought about this change ?
I use more Irish now (GO TO 49) 1	Influence of friends 1
I use less Irish now (GO TO 49) 2	Change in ideology 2
No change (SKIP TO 50) 3	Influence of partner 3
Don't Know 9	Other (specify) _____ 4

50. Since you left school have you done any Irish language courses ?	51. Are you currently in a relationship ?
Yes 1	Yes 1 (GO to 52)
No 2	No 2 (SKIP to 56)
Can't Recall 9	Don't Know 9

52. What does your partner do ?	53. Where was he/she born ?
In employment 1	Ireland 1
Student 2	Place name (specify).....
Works and studies 3	County (specify).....
Unemployed 4	Northern Ireland 2
Other 5	Outside Ireland 3

54. What language do you speak together?	55. How would you describe your partner's attitude towards the Irish language ?
Irish Only 1	Strongly in favour 1
More Irish than English 2	Somewhat in favour 2
Both Equally 3	Somewhat opposed 3
More English than Irish 4	Somewhat opposed 4
English Only 5	No particular feelings 5
Other (Specify) _____ 6	Can't recall 9
Don't Know 9	

56. Since you left school, have you done the following: often, several times, never

	Often	Several times	Never
Tried to learn or improve your Irish	1	2	3
Done any writing in Irish	1	2	3
Used Irish in conversation	1	2	3
Participated in any activities or clubs that used Irish	1	2	3
Spent time learning Irish in the Gaeltacht	1	2	3

57. Do you do any of the following daily, a few times a week, less often or never?

	Daily	Few times a week	Less often	Never
Read a daily Irish newspaper (in English)	1	2	3	4
Read a British newspaper	1	2	3	4
Read Irish language columns in daily newspapers	1	2	3	4
Read Irish language newspapers	1	2	3	4
Read books in Irish	1	2	3	4
Watch programmes in Irish on TV	1	2	3	4
Watch any TV at home	1	2	3	4
Listen to radio programmes in Irish	1	2	3	4
Listen to radio programmes in English	1	2	3	4

58. Do you go to any activities where any Irish is used?

	YES	NO
Irish music sessions/ concerts	1	2
Irish dances	1	2
Sports events	1	2
Irish language associations	1	2
Clubs	1	2
Private parties	1	2
Other (specify)	1	2

59. If you do not go to activities where Irish is used, what is the main reason that you do not go?

Don't have enough time	1
Just not interested	2
Don't speak Irish well enough	3
No such activities in this area	4
Other (specify) _____	5
N/A	9

60. How important is a knowledge of Irish in your future career ?		66. With these friends used you speak...	
Not important	1	Irish Only	1
Of little importance	2	More Irish than English	2
Some importance	3	Both Equally	3
Fairly important	4	More English than Irish	4
Very important	5	English Only	5
Don't know	9	Other (Specify) _____	9
62. Do you expect to have a higher or lower socio-economic position than your parents ?		67. In what language do you speak to your college friends ?	
Higher	1	Irish Only	1
Lower	2	More Irish than English	2
The same	3	Both Equally	3
Don't Know	9	More English than Irish	4
		English Only	5
		Other (Specify) _____	9
63. When you finish university where do you expect you will live ?		68. How would you rate the general attitude of your college friends towards the Irish language ?	
Ireland	1	Irish Only	1
Northern Ireland	2	More Irish than English	2
Abroad	3	Both Equally	3
Don't Know	9	More English than Irish	4
		English Only	5
		Other (Specify) _____	9
64. If you live in Ireland will it be in...		69. Thinking of university students in general, how would you rate their attitude towards Irish ?	
Big city	1	• They like Irish more than English	1
Town	2	• They like Irish as much as English	2
Village/countryside	3	• Don't care which or whether about Irish	3
Don't know	9	• They prefer English to Irish	4
		• They don't like Irish	5
		• Don't know	9
65. Since you finished secondary school, how often do you see your school friends ?		69. Thinking of university students in general, how would you rate their attitude towards Irish ?	
Everyday	1	• They like Irish more than English	1
Once a week	2	• They like Irish as much as English	2
Once a month	3	• Don't care which or whether about Irish	3
During holidays	4	• They prefer English to Irish	4
Few times a year	5	• They don't like Irish	5
Never	6	• Don't know	9

70. Do you think the university as an institution favours the Irish language ?		71. Since you finished secondary school have you done anything to improve your Irish ?	
Strongly in favour	1	No, I am sufficiently competent in Irish	1
Somewhat in favour	2	No, I am not interested	2
Somewhat opposed	3	No, I don't need Irish	3
Somewhat opposed	4	No, would like to but no time	4
No particular feelings	5	Yes, I don't want to lose it	5
		Other (specify).....	6

72. Did you use Irish in conversation today? And over the last week?		
	Today	Past Week
Yes	1	1
No	2	2
Can't recall	3	3

73. If the answer is yes (in either case), with whom did you use Irish?		
	YES	NO
College friends	1	2
Friends outside college	1	2
Lecturers	1	2
Relatives	1	2
Family	1	2
Partner	1	2
Other		(specify)

74. (a) Which of the following political parties do you most support? (b) Which do you think is most supportive of the Irish language?		
	(a)	(b)
Fianna Fáil	1	1
Fine Gael	2	2
Labour	3	3
Workers Party	4	4
Sinn Féin	5	5
Progressive Democrats	6	6
Green Party	7	7
Other (specify).....	8	8
None	9	9

75. What is your parent's annual income?	
Less than 10,000 Euro	1
Between 10,000 and 14,000 Euro	2
Between 15,000 and 20,000 Euro	3
Between 20,000 and 25,000 Euro	4
Between 25, 000 and 30,000 Euro	5
Between 30,000 and 40,000 Euro	6
Between 40,000 and 50,000 Euro	7
More than 50,000 Euro	8
Don't Know	9

76. Do you work as well as study?		77. Is Irish ever used in the place where you work?	
Study only	1 (SKIP to 79)	Irish Only	1
Work and study	2 (GO to 77)	More Irish than English	2
		Both Equally	3
		More English than Irish	4
		English only	5
		Don't Know	9

79. Which of the following statements is true of you? Answer TRUE to those which are true of you and FALSE to those which are not.			
• I am committed to using Irish as much as I can	True	1	False 2
• I wish I could use the Irish I know more often	True	1	False 2
• People in my circle of friends just don't use Irish	True	1	False 2
• I like to begin a conversation in Irish	True	1	False 2
• I do not like speaking Irish when others are present who do not know Irish	True	1	False 2
• I do not like speaking Irish with people who may know Irish better than I do	True	1	False 2
• I prefer to speak English with people who do not understand Irish	True	1	False 2
• I don't like speaking Irish with people whose Irish is different to mine	True	1	False 2

80. How would you rate your current ability to understand, speak, read and write Irish?				
	High Ability	Medium Ability	Low Ability	No Ability
Understand Irish	1	2	3	4
Speak Irish	1	2	3	4
Read Irish	1	2	3	4
Write Irish	1	2	3	4

81. What language do you speak better?		83. Are you aware of an Irish language officer in DCU?	
Irish	1	No	1
Both equally	2	Yes, but don't know his/her functions	2
English	3	Yes, I know his/her functions	3
Don't know	9	Yes, have used the services	4
82. In what language do you usually speak?		84. Compared with secondary school, how would you rate the use of Irish amongst university students?	
Irish Only	1	Irish used less	1
More Irish than English	2	Same	2
Both Equally	3	Irish used more	3
More English than Irish	4	Don't know	9
English Only	5		
Other (Specify) _____	6		
Don't Know	9		

85. With regard to the future of the Irish language, which of the following would you like to see happen? Select ONLY ONE of the following.	
a. The Irish language should be discarded and forgotten	1
b. Irish should be preserved for its cultural value only	2
c. Irish should be preserved only in the Gaeltacht	3
d. Ireland should be bilingual, with English as its principal language	4
e. Ireland should be bilingual, with Irish as its principal language	5
f. Irish should be the principal language	6
g. Don't care	7
h. Don't know	9

PLEASE NOTE ANY ADDITIONAL COMMENTS YOU WISH TO MAKE ON THE SUBJECT IN THE SPACE BELOW

THANK YOU FOR YOUR COOPERATION

Uimhir

An aidhm atá leis an gceistneoir seo ná eolas a bhailiú faoi dhearcadh (attitudes) na daoine faoin ghaeilge. Tá leagan béarla agus leagann gaeilge den cheistneoir ar fáil. Ní gá ach ceann amháin a líonadh isteach.

Léigh na ceistanna thíos agus cuir ciorcal timpeall ar cheann amháin de na huimhreacha atá os comhair gach abairte

1. Gnéis		2. Cén aois thú?
Fireann	1	
Baineann	2	

3. Cén áit in ar tógadh tú?	
In Éirinn	1
Ainm na háite/ baile (sonraigh).....	
Contae (sonraigh).....	
Tuaisceart Éireann	2
Thar lear	3

4. Conas a chuirféis síos ar an áit inar tógadh thú?		5. Cad é príomh stádas eacnamaíochta do mhuintir?	
Cathair	1	Lucht oibre (working class)	1
Baile	2	Idir lucht oibre agus meánaicme (lower middle class)	2
Baile bheag/ faoin tuath	3	Meánaicme (Middle Class)	3
		Idir meánaicme agus uasalaicme (upper middle class)	4
		Uasalaicme (upper class)	5

6. San áit inar tógadh tú, an labhartar Gaeilge.....?					
	I gcónaí	O am go ham	Go fíor hiondúil	Ní labhartar Gaeilge ar chor ar bith	Ní cuimhin liom
Sna sráide	1	2	3	4	9
Sna siopaí	1	2	3	4	9
San eaglais	1	2	3	4	9

7. Cé mhéad ama a bhfuil cónaí ort i mBaile Átha Cliath?		8. I rith an chúrsa an bhfuil cónaí ort sa bhaile?	
Is as Baile Átha Cliath dom ó dhúchas	1	Tá	1 (Téigh ar aghaidh go ceist 10)
Ó thosaigh mé an Ollscoil	2	Níl	2 (Téigh ar aghaidh go ceist 9)
Ó thosaigh mé an mheán scoil	3		
Níl cónaí orm i mBaile Átha Cliath	4		

9. Mura bhfuil cónaí ort as bhaile, cé chomh minic a théann tú abhaile?	
Gach seachtain	1
Gach coicís	2
Uair amháin sa mhí	3
I rith na laethanta saoire	4
Cúpla uair sa bhliain	5
Ní théim abhaile ar chor ar bith	6

10. Áit bhreithe d'athar agus do mháthair?		
	Athair	Máthair
In Éirinn	1	1
Ainm na háite/ baile (sonraigh)	.....	.....
Contae (sonraigh)	.....	.....
Tuaisceart Éireann	.....	2
Thar lear	2	3
	3	

11. Roghnaigh ceana amháin de na tearmaí seo a leanas chun cur síos ort féin	
Angá-Éireanach	1
Éireanach	2
Sasanach	3
Ó thuaisceart Éireann	4
Eorpach	5
Eile (Sonraigh).....	6
Níl a fhios agam	9

12. Nuair a bhí tú óg, cén teanga a úsáideadh idir na daoine seo a leanas ?						
	Gaeilge amháin	Níos mó Gaeilge ná Béarla	An dá cheann	Níos mó Béarla ná Gaeilge	Béarla amháin	Ní cuimhin liom
Athair & Máthair le chéile	1	2	3	4	5	9
D'athar agus tú féin	1	2	3	4	5	9
Do mháthar agus tú féin	1	2	3	4	5	9
Deartháireacha, deirfiúireacha agus tú féin	1	2	3	4	5	9
Seanathair, seanmháthair le chéile (tuismitheoirí do mháthar)	1	2	3	4	5	9
Seanathair, seanmháthair agus tú féin (tuismitheoirí do mháthar)	1	2	3	4	5	9
Seanathair, seanmháthair le chéile (tuismitheoirí d'athar)	1	2	3	4	5	9
Seanathair, seanmháthair agus tú féin (tuismitheoirí d'athar)	1	2	3	4	5	9

13. Léigh na ráitis thíos faoin ghaeilge. Cuir ciorcal timpeall ar cheann amháin de na hultmhreacha atá os comhair gach abairte. Sula dtosaíonn tú, féach ar an eochair:

1=aontaím amach is amach leis an ráiteas seo
2=aontaím den chuid is mó leis an ráiteas seo
3=easaontaím den chuid is mó leis an ráiteas seo
4=easaontaím amach is amach leis an ráiteas seo
5=níl aon tuairm agam faoi
9=níl a fhios agam

1. Níl an ghaeilge oiriúnach do ghnó, teicneolaíocht ná eolaíocht.	1	2	3	4	5	9
2. Ní féidir le fíorghael bheith i gcoinne athbheochan na Gaeilge.	1	2	3	4	5	9
3. Chun na tradisiúin agus an cultúr gaelach a thuiscint, is gá Gaeilge a bheith agat.	1	2	3	4	5	9
4. Gan an ghaeltacht ní féidir an ghaeilge a choméad beo.	1	2	3	4	5	9
5. Ní úsáidfear riamh an ghaeilge mar príomhtheanga sa tír seo.	1	2	3	4	5	9
6. Tá sé níos fearr an ghaeilge a labhairt go lofa ná gan í a labhairt ar chor ar bith.	1	2	3	4	5	9
7. Ba chóir go mbeadh níos mó fógraíocht as Gaeilge ar TG4.	1	2	3	4	5	9
8. Theip ar an rialtais i bpolasaí teangacha.	1	2	3	4	5	9
9. Muna ndéanfar rud éigin, taobh istigh de 50 bliain beidh an ghaeilge marbh.	1	2	3	4	5	9
10. Is cuma le cuid mhór daoine faoin ghaeilge	1	2	3	4	5	9
11. Gan an ghaeilge, caillfear ionannas gaelach.	1	2	3	4	5	9
12. Ba chóir don rialtais níos lú airgid a chaitheamh ar an nGaeilge.	1	2	3	4	5	9
13. Tá sé níos úsáidaigh teanga iasachta a fhoghlaim ná an ghaeilge a fhoghlaim.	1	2	3	4	5	9

- 1=aontaím amach is amach leis an ráiteas seo
 2=aontaím den chuid is mó leis an ráiteas seo
 3=easaontaím den chuid is mó leis an ráiteas seo
 4=easaontaím amach is amach leis an ráiteas seo
 5=níl aon tuairm agam faoi
 9=níl a fhios agam

14. Don chuid is mó de na daoine, tá gach rud atá ag baint leis an ghaeilge sean-nósach nó seanaimseartha.	1	2	3	4	5	9
15. Tá an ghaeilge ag fáil bháis.	1	2	3	4	5	9
16. Ní bheadh an tír seo Éireannach ina iomláine gan Gaeilgeoirí/daoine a labhraíonn an ghaeilge	1	2	3	4	5	9
17. Is cur amú airigid agus ama an ghaeilge a choiméad bheo	1	2	3	4	5	9
18. Ba chóir go labharódh na daoine níos mó Gaeilge sa tír seo	1	2	3	4	5	9
19. Ba cheart go mbeadh comhartha siopaí (shop signs) as Gaeilge.	1	2	3	4	5	9
20. Ní hé béarla teanga na nGael ach an ghaeilge	1	2	3	4	5	9
21. Ba chóir dos na daoine a bhfuil cónaí orthu sa tír seo an ghaeilge a fhoghlaim	1	2	3	4	5	9
22. Tá clú agus cáil ag baint leis an ghaeilge	1	2	3	4	5	9
23. Sí an teanga an rud is tábhachtaí do ionannas Éireannach.	1	2	3	4	5	9
24. Sí an ghaeilge a labhartar sa ghaeltacht an fíor ghaeilge.	1	2	3	4	5	9
25. Sa tír seo, ba cheart go mbeadh níos mó fograíocht as Gaeilge.	1	2	3	4	5	9
26. Go minic, is daoine níos náisiúnaí (nationalist) iad na gaeilgeoirí taobh amuigh den ghaeltacht.	1	2	3	4	5	9

<p>14. Cén tsí bheatha atá (a bhí) ag d'athar? (Somraigh le do thoil mar shampla BAINISTEOIR SIOPA MIONDÍOLA, CONRAITHEOIR FOIRGNÍOCHTA, MÚINTEOIR MEÁNSCOILE, INNEALTÓIR LEICTREACH, FOIRTHAÍ FOIRGNEORA agus rí.)</p> <p>.....</p> <p>.....</p>
--

15. An bhfuil a ghnó /feirm féin aige?		16. Cé mhéad daoine a bhfuil fostaithe aige?	
Tá	1 (Téigh go 16 nó 17)	Níl duine ar bith	1
Níl	2 (Téigh go 18)	1-10	2
		11-50	3
		Níos mó ná 50	4
		Níl a fhios agam	9

17. Más feirmeoir nó oibrí feirme é, sonraigh méid na feirme.	
Níos lú ná 30 acraí	1
1-10	2
11-50	3
Níos mó ná 100	4
Níl a fhios agam	9

18. Cén tsí bheatha atá (a bhí) ag do mháthar? (Sonraigh le do thoil mar shampla BAINISTEOIR SIOPA MIONDÍOLA, CONRAITHEOIR FOIRGNÍOCHTA, MÚINTEOIR MEÁNSCOILE, INNEALTÓIR LEICTREACH, SOIRTHAÍ FOIRGNEORA agus rl.)
.....
.....
.....

19. An bhfuil a gnó /feirm féin aici?		21. Más feirmeoir nó oibrí feirme í, sonraigh méid na feirme.	
Tá	1 (Téigh go 20 nó 21)	Níos lú ná 30 acraí	1
Níl	2 (Téigh go 22)	1-10	2
		11-50	3
		Níos mó ná 100	4
		Níl a fhios agam	9

20. Cé mhéad daoine a bhfuil fostaithe aici?	
Níl duine ar bith	1
1-10	2
11-50	3
Níos mó ná 50	4
Níl a fhios agam	9

22. Cén teanga a úsáideadh i do bhunscoil agus do mheánscoil?		
	BUNSCOIL	MEÁNSCOIL
Gaeilge ar fad	1	1
Roinnt ábhair trí ghaeilge	2	2
Gaeilge mar ábhar amháin	3	3
Ní raibh aon ghaeilge	4	4

23. Céin saghas scoile a bhí ann?		25. San ardteist céin grád a fuair tú?	
Méanscoil	1	C nó níos airde (Ardleibhéal)	1
Scoil gairmoideachais	2	Pas (Ardleibhéal)	2
Scoil phobail	3	C nó níos airde (Gnáth leibhéal)	3
Scoil Thar lear	4	Pas (Gnáth leibhéal)	4
		Theip orm	5
		Ní dhearna mé an scrudú	6
		Ní cuimhin liom	9
24. An scoil a bhí ann?		26. Ar scoil an raibh an ghaeilge?	
Neamheaglaiseach (lay run)	1	Éasca	1
Eaglaiseach	2	Deacair	2
		Ní raibh sí éasca ná deacair	3
		Ní cuimhin liom	9

27. Conas ar fhoghalim tú an ghaeilge ?	
Sa bhaile	1
As scoil	2
Na comharsanna	3
Le mo chairde	4
Eile (léirigh)	5

28. Cad é an leibhéal oideachais is airde atá ag do thuismitheoirí?		
	athair	máthair
Gan oideachas	1	1
Bunoideachas	2	2
Gan teastas meánscoile	3	3
Teastas grúpa	4	4
Meánteist	5	5
Ardeist	6	6
Triú leibhéal (ach níor chríochnaigh)	7	7
Múinteoir náisiúnta (National Teacher)	8	8
Céim Ollscoile	9	9
Triú leibhéal eile	10	10

29. Nuair a bhí tú óg, céin saghas dearcadh a bhí ag do thuismitheoirí faoin ghaeilge?	
Fábharach amach is amach	1
Fábharach den chuid is mó	2
Mífhábharach den chuid is mó	3
Mífhábharach amach is amach	4
Gan aon tuairmaí faoi	5
Níl a fhios agam	9

30. Ar theastaigh ó d'athar agus do mháthar an ghaeilge a bheith agat ar scoil? Agus ar theastaigh uait féin?

	Athair	Máthair	Tú féin
Níor theastaigh	1	1	1
Ba chuma liom	2	2	2
Theastaigh uaim chun obair a fháil	3	3	3
Theastaigh uaim mar is í ár teanga í	4	4	4
Theastaigh uaim, le go mbainfinn amach na scrúdaithe	5	5	5
Eile (sonraigh) _____	6	6	6
Níl a fhios agam	9	9	9

31. I rith do bhlianta scoile, ar thaithin an cúrsa Gaeilge leat?

Thaithin	1
Níor thaithin	2
Ní cuimhin liom	3

32. Mínigh cén fáth ar thathin nó nár thaithin sé leat.

.....

33. Ar thaithin conas ar múineadh an ghaeilge leat ar scoil?

Thaithin	1
Níor thaithin	2
Ní cuimhin liom	3

34. Mínigh cén fáth.

.....

35. I rith do bhlianta scoile cén dearcadh a bhí agat faoin ghaeilge?		36. Anois cén dearcadh atá agat?	
Fábharach amach is amach	1	Fábharach amach is amach	1
Fábharach den chuid is mó	2	Fábharach den chuid is mó	2
Mífhábharach den chuid is mó	3	Mífhábharach den chuid is mó	3
Mífhábharach amach is amach	4	Mífhábharach amach is amach	4
Gan aon tuairmaí faoi	5	Gan aon tuairmaí faoi	5
Níl a fhios agam	9	Níl a fhios agam	9

37. Sa chás gur athraigh do dhearcadh, léirigh cén fáth ar athraigh sé?

.....

38. I rith do bhlianta scoile.....			
(a) Ar labhair tú Gaeilge taobh amuigh den scoil?	labhair	1	níor labhair 2
(b) Ar chaith tú tréimhse sa Ghaeltacht ag foghlaim na Gaeilge?	chaith	1	níor chaith 2

39. Ba cheart cén teanga a úsáid le páistí sa bhaile? Ar scoil?		
	Sa bhaile	Ar Scoil
Gaeilge amháin	1	1
Níos mó Gaeilge ná Béarla 50/50	2	2
Níos mó Béarla ná Gaeilge	3	3
Béarla amháin	4	4
Eile (sonraigh) _____	5	5
Níl a fhios agam	6	6
	9	9

40. Dá mbeadh clann agat féin, cé mliéid Gaeilge a labharófá le do chuid páistí sa bhaile?	
Gaeilge amháin	1
Níos mó Gaeilge ná Béarla 50/50	2
Níos mó Béarla ná Gaeilge	3
Béarla amháin	4
Eile (sonraigh) _____	5
Níl a fhios agam	6
	9

41. Mínaigh cén fáth.

.....

42. An gcuirfeá do leanaí chuig scoil lénghaelach?			
	Sea	Ní shea	Níl a fhios
Bunscoil	1	2	9
Meánscoil	1	2	9

43. Cad í an chéad teanga a labhair tú sa bhaile?	
Gaeilge	1
Gaeilge & Béarla	2
Béarla	3
Eile	4
Ní cuimhin liom	9

44. Cén chéim atá á bhalnt amach agat anois?		50. Ó chríochnaigh tú an mhéan scoil an ndearna tú aon chúsa ghaeilge?	
.....		Rinne	1
.....		Ní dhearna	2
45. An bhfuil tú sa		51. An bhfuil páirtí (partner) agat?	
Chéad bhliain	1	Tá	1 (Téigh go to 52)
Dara bhliain	2	Níl	2 (Lean go 56)
Triú bhliain	3		
Ceathrú bhliain	4		
46. I rith an chúrsa cé hiad na daoine atá ina gcónaí leat?		52. Cad a dhéanann sé/sí?	
Tuisthmitheoirí	1	Ag obair	1
Gaol eile	2	Ina mhac/mac léinn	2
Micléinn	3	Ag obair agus ag stáidéar	3
Cairde	4	Dífhostaithe	4
Páirtí	5	Eile	5
I m'aonar	6		
Eile	7		
47. I d'áit chónaithe anois, cén teanga a labhraíonn tú leis na daoine sa teach?		53. Cad í a áit bhréithe?	
Gaeilge amháin	1	In Éirinn	1
Níos mó Gaeilge ná béarla	2	Ainm na háite/ baile	
50/50	3	(sonraigh) _____	
Níos mó béarla ná Gaeilge	4	Contae (sonraigh) _____	
Béarla amháin	5	Tuaisceart Éireann	2
Eile (sonraigh) _____	6	Thar lear	3
48. I gcomparáid leis an mhéan scoil, an úsáideann tú níos mó Gaeilge anois?		54. Nuair a bhíonn sibh le chéile, cén teanga a úsáideann sibh ?	
Níos mó Gaeilge anois (Téigh go 49)	1	Gaeilge amháin	1
Níos lú Gaeilge anois (Téigh go 49)	2	Níos mó Gaeilge ná béarla	2
Gan athrú (LEAN GO 50)	3	50/50	3
Níl a fhios agam	9	Níos mó béarla ná Gaeilge	4
		Béarla amháin	5
		Eile (sonraigh) _____	6
49. Dá mba rud é gur athraigh, léirigh cén fáth....		55. Cén dearcadh atá aige/aici faoin ghaeilge dár leat?	
Comhairle mo chuid cairde	1	Fábharach amach is amach	1
Ideolaíocht nua	2	Fábharach den chuid is mó	2
Dearach mo phartnéir	3	Mífhábharach den chuid is mó	3
Eile (sonraigh) _____	4	Mífhábharach amach is amach	4
_____		Gan aon tuairmaí faoi	5
		Níl a fhios agam	9

56. Ó chriochnaigh tú an mhéanseoil cé chomh minic a rinne tú na rudaí seo a leanas?

	Go minic	Ní chomh minic sin	Ariamh
Rinne mé iarracht mo chuid ghaeilge a fheabhsú	1	2	3
Scríobhneoireacht as ghaeilge	1	2	3
Labhair mé as ghaeilge	1	2	3
Ghlac mé páirt i gcumann ina úsáidtear Gaeilge	1	2	3
Chaith mé tréimhse sa Ghaeltacht	1	2	3

57. Cé chomh minic is a dhéann tú na rudaí seo a leanas?

	Go laethúil	Go seachtainiúil	Ní chomh minic sin	Ní dhéanaim riamh
Nuachtán Éireannach a léamh (as Béarla)	1	2	3	4
Nuachtán Sasanach a léamh	1	2	3	4
Píosaí nuachta as Gaeilge sna nuachtáin	1	2	3	4
Nuachtán Gaeilge a léamh	1	2	3	4
Leabhair as Gaeilge a léamh	1	2	3	4
Teilifís as Gaeilge a fheiceál	1	2	3	4
Teilifís as béarla a fheiceál	1	2	3	4
Éisteacht le raidió as Gaeilge	1	2	3	4
Éisteacht le raidió as béarla	1	2	3	4

58. An nglacann tú páirt in imeachtaí ina núsáidtear Gaeilge?

	glacann	ní ghlacann
Seisiún cheoil	1	2
Ranganna rince	1	2
Cluichí	1	2
Conradh na Gaeilge	1	2
Cumann gaelacha eile	1	2
Cóisir	1	2
Eile (léirigh)	1	2

59. Muna nglacann tú páirt sna himeachtaí sin, léirigh cén fáth?

Níl an tam agam	1
Níl suim agam	2
Níl Gaeilge líofa agam	3
Nil rudaí mar sin le fáil i mo cheanntar	4
Eile (léirigh) _____	5
N/a	9

60. Nuair a chríochnóidh tú do chéim san ollscoil cén obair ar mhaith leat a dhéanamh? (déan cur síos cruinn)	65. Ó chríochnaigh tú an mhéan scoil, cé chomh minic a bhuaileann tú le do chairde scoile?																						
<p>.....</p> <p>.....</p>	<table border="0"> <tr><td>Gach lá</td><td>1</td></tr> <tr><td>Uair amháin sa tseachtain</td><td>2</td></tr> <tr><td>Uair sa mhí</td><td>3</td></tr> <tr><td>I rith na laethanta saoire</td><td>4</td></tr> <tr><td>Uair sa bhliain</td><td>5</td></tr> <tr><td>Ní bhuailim leo</td><td>6</td></tr> </table>	Gach lá	1	Uair amháin sa tseachtain	2	Uair sa mhí	3	I rith na laethanta saoire	4	Uair sa bhliain	5	Ní bhuailim leo	6										
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Uair sa mhí	3																						
I rith na laethanta saoire	4																						
Uair sa bhliain	5																						
Ní bhuailim leo	6																						
61. An bhfuil an ghaeilge tábhachtach don obair sin?	66. Le do chuid cairde scoile cén teanga a d'úsáid sibh le chéile?																						
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62. An gceppann tú go mbeidh stádas eacnamaíochta níos airde agat ná mar atá ag do thuistmitheoirí?	67. Le do chairde san ollscoil, cén teanga a labhraíonn tú den chuid is mó																						
<table border="0"> <tr><td>Níos airde</td><td>1</td></tr> <tr><td>Níos ísle</td><td>2</td></tr> <tr><td>Mar an gcéanna</td><td>3</td></tr> <tr><td>Níl a fhios</td><td>9</td></tr> </table>	Níos airde	1	Níos ísle	2	Mar an gcéanna	3	Níl a fhios	9	<table border="0"> <tr><td>Gaeilge amháin</td><td>1</td></tr> <tr><td>Níos mó Gaeilge ná béarla 50/50</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>Níos mó béarla ná Gaeilge</td><td>4</td></tr> <tr><td>Béarla amháin</td><td>5</td></tr> <tr><td>Eile (sonraigh) _____</td><td>6</td></tr> </table>	Gaeilge amháin	1	Níos mó Gaeilge ná béarla 50/50	2	3	3	Níos mó béarla ná Gaeilge	4	Béarla amháin	5	Eile (sonraigh) _____	6		
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Eile (sonraigh) _____	6																						
63. Nuair a chríochnóidh tú an cúrsa, cén áit a gceapann tú go mbeidh cónaí ort?	68. Cén dearcadh atá ag do chairde faoin ghaeilge?																						
<table border="0"> <tr><td>In Éirinn</td><td>1</td></tr> <tr><td>Tuaisceart Éireann</td><td>2</td></tr> <tr><td>Thar lear</td><td>3</td></tr> <tr><td>Níl a fhios agam</td><td>9</td></tr> </table>	In Éirinn	1	Tuaisceart Éireann	2	Thar lear	3	Níl a fhios agam	9	<table border="0"> <tr><td>Fábharach amach is amach</td><td>1</td></tr> <tr><td>Fábharach den chuid is mó</td><td>2</td></tr> <tr><td>Mífhábharach den chuid is mó</td><td>3</td></tr> <tr><td>Mífhábharach amach is amach</td><td>4</td></tr> <tr><td>Gan aon tuairmaí faoi</td><td>5</td></tr> <tr><td>Níl a fhios agam</td><td>9</td></tr> </table>	Fábharach amach is amach	1	Fábharach den chuid is mó	2	Mífhábharach den chuid is mó	3	Mífhábharach amach is amach	4	Gan aon tuairmaí faoi	5	Níl a fhios agam	9		
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Níl a fhios agam	9																						
64. Dá mbeadh cónaí ort sa tír seo, b'fhearr leat bheith i do chónaí	69. Maidir leis na miocléinn eile sa choláiste, cén saghas dearcadh atá acu faoin ghaeilge?																						
<table border="0"> <tr><td>Cathair</td><td>1</td></tr> <tr><td>Baile</td><td>2</td></tr> <tr><td>Baile bheag/ faoin tuath</td><td>3</td></tr> <tr><td>Níl a fhios agam</td><td>9</td></tr> </table>	Cathair	1	Baile	2	Baile bheag/ faoin tuath	3	Níl a fhios agam	9	<table border="0"> <tr><td>Is fearr leo an ghaeilge</td><td>1</td></tr> <tr><td>Is maith leo an ghaeilge agus an béarla</td><td>2</td></tr> <tr><td>Is cuma leo an ghaeilge</td><td>3</td></tr> <tr><td>Is fearr leo an béarla</td><td>4</td></tr> <tr><td>Is fuath leo an ghaeilge</td><td>5</td></tr> <tr><td>Níl a fhios agam</td><td>9</td></tr> </table>	Is fearr leo an ghaeilge	1	Is maith leo an ghaeilge agus an béarla	2	Is cuma leo an ghaeilge	3	Is fearr leo an béarla	4	Is fuath leo an ghaeilge	5	Níl a fhios agam	9		
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70. Ó thaobh cúrsaí teanga de, an gceapann tú go bhfuil an ollscolaíocht ar son nó i gcoine na Gaeilge?

Fábharach amach is amach	1
Fábharach den chuid is mó	2
Mífhábharach den chuid is mó	3
Mífhábharach amach is amach	4
Gan aon tuairmaí faoi	5
Níl a fhios agam	9

71. Ó chríochnaigh tú an mhéanscoil, an ndearna tú rud ar bith chun do chuid ghaeilge a fheabhsú?

Ní dhearna mar tá Gaeilge líofa agam	1
Ní dhearna mar níl suim agam sa ghaeilge	2
Ní dhearna mar níl an ghaeilge ag teastáil uaim	3
Ní dhearna mar níl an t-am agam	4
Rinne, mar ní mhaith liom í a chailleadh	5
Eile (sonraigh)	6

72. Ar labhair tú as ghaeilge inniu? An tseachtain seo caite?

	Inniu	An tseachtain seo caite
Labhair	1	1
Níor labhair	2	2

73. Ar labhair tú Gaeilge le.....

	Labhair	Níor labhair
Cairde sa choláiste	1	2
Cairde taobh amuigh den choláiste	1	2
Léachtóirí	1	2
Gaol	1	2
Mo chlann	1	2
Mo phairtnéar	1	2
Eile (sonraigh)	1	2

74. (a) Do na páirtithe polaitiúla seo a leanas, cén páirtí a dtacaíonn tú leis?

(b) I do thuarim cén pháirtí atá ag déanamh an chuid is mó don ghaeilge?

	(a)	(b)
Fianna Fáil	1	1
Fine Gael	2	2
An Lucht Oibre	3	3
Sinn Féin	4	4
Progressive Democrats	5	5
An Comhaontas Glas	6	6
Eile (sonraigh).....	7	7
Ceann ar bith	9	9

75. Cé mhéad airgid a tulleann do thuistmtheoirí gach bliain?

Níos lú ná 10,000 euro	1
Idir 10,000 and 14,000 euro	2
Idir 15,000 and 20,000 euro	3
Idir 20,000 and 25,000 euro	4
Idir 25, 000 and 30,000 euro	5
Idir 30,000 and 40,000 euro	5
Idir 40,000 and 50,000 euro	7
Níos mó ná 50,000 euro	8
Níl a fhios agam	9

76. An bhfuil post páirt aimsithe agat?

Níl	1 (LEAN GO 79)
Tá	2 (TEIGH GO 77)

77. Cé teanga a úsáidtear san obair sin?

Gaeilge amháin	1
Níos mó Gaeilge ná Béarla 50/50	2
Níos mó Béarla ná Gaeilge	3
Béarla amháin	4
Eile (sonraigh)	5
	6

78. Cad é dearcadh na ndaoine san obair sin faoin Ghaeilge?

Fábharach amach is amach	1
Fábharach den chuid is mó	2
Mífhábharach den chuid is mó	3
Mífhábharach amach is amach	4
Gan aon tuairmáí faoi	5
Níl a fhios agam	9

79. Freagair fíor nó nach fíor do na ráitis seo a leanas.

	Fíor	Nach Fíor
• Úsáidim an ghaeilge chomh minic agus is féidir liom	1	2
• Ba mhaith liom mo chuid ghaeilge a úsáid níos mó	1	2
• I mo ghrúpa de cairde ní úsáidtear an ghaeilge	1	2
• Is maith liom tús a chur le comhrá as ghaeilge	1	2
• Ní maith liom an ghaeilge a úsáid nuair a bhíonn daoine eile ann nach dtuigeann an ghaeilge	1	2
• Ní mhaith liom Gaeilge a labhairt le daoine atá níos 2 líofa ná mise		1
• B'fhéarr liom Béarla a labhairt le daoine nach dtuigeann an ghaeilge	1	2
• Ní mhaith liom an ghaeilge a labhairt le daoine nach úsáideann an cháunúint chéanna liomsa	1	2
• Ní mhaith liom an ghaeilge a labhairt le daoine nach bhfuil líofa sa teanga	1	2

80. Cén caighdeán Gaeilge atá agat ?				
	Ar fheabhas	Go maith	Cuíosach	Lag
An Ghaeilge a thuiscint	1	2	3	4
An Ghaeilge a labhairt	1	2	3	4
An Ghaeilge a léamh	1	2	3	4
An Ghaeilge a scríobh	1	2	3	4

81. Cén teanga is fearr a labharfóinn tú?		83. An bhfuil sé ar eolas agat go bhfuil oifigeach ghaeilge sa choláiste seo?	
Gaeilge	1	Níl	1
Gaeilge & Béarla	2	Tá ach níl a fhios agam cad a dhéanann sé/sí	2
Béarla	3	Tá agus tá a fhios agam cad a dhéanann sé/sí	3
Níl a fhios agam	4	Bhain mé úsáid as	4
82. Cén teanga a labharfóinn tú de ghnáth ?		84. I comparáid leis an mhéan scoil, cé mhéad Gaeilge atá á úsáid ag na mic léinn sa choláiste?	
Gaeilge amháin	1	Níos lú Gaeilge	1
Níos mó Gaeilge ná béarla	2	Tá sé mar an gcéanna	2
50/50	3	Níos mó Gaeilge	3
Níos mó béarla ná Gaeilge	4	Níl a fhios agam	9
Béarla amháin	5		
Eile (sonraigh)	6		

85. Cén todhachaí ar mháth leat a fheiceáil don ghaeilge ? Romhnaigh ceann amháin	
a. Dearmad a dhéanamh ar an nGaeilge	1
b. An ghaeilge a choimeád mar go bhfuil luach cultúrtha aici	2
c. An ghaeilge a choimeád sa ghaeltacht amháin	3
d. Tír dátheangach agus an béarla mar príomh theanga	4
e. Tír dátheangach agus an ghaeilge mar phríomhtheanga	5
f. An ghaeilge mar phríomhtheanga	6
g. Is cuma liom	7
h. Níl a fhios agam	9

Tuairmí breise: Tabhair anseo fhios, le do thoil, aon tuairmí breise atá agat faoin ghaeilge i láthair na huair

Go raibh maith agat
Questionario No.

Estou a realizar en Irlanda e Galicia unha enquisa sobre o uso das linguas irlandesa e galega e os factores que inflúen no mesmo. Para a miña investigación é de sumo interese coñecer as túas ideas e opinións ó respecto. Por iso, se es tan amable, agradeceríache que me contestases ás seguintes preguntas (é importante que contestes con sinceridade; o cuestionario é anónimo e as respostas só serán utilizadas con fines científicos).

Rodea un círculo a opción escollida.

1. Sexo		2. Idade	
Home	1	_____ anos	
Muller	2		

3. ¿Onde te criaches?	
Galicia	1
Lugar	
Concello	
Provincia.....	
Resto de España	2
Fóra de España	3

4. ¿Como describirías o lugar onde te criaches?		5. ¿A que clase social dirías que pertence a túa familia?	
É unha cidade	1	Baixa	1
É unha vila	2	Mediabaixa	2
É unha aldea	3	Media	3
Outro _____	4	Mediaalta	4
		NS/NC	9

6. No lugar onde te criaches, ¿falabas galego?					
	Sempre	Ás veces	Raras veces	Nunca	NS/NC
Na rúa	1	2	3	4	9
Nas tendas	1	2	3	4	9
Na igrexa	1	2	3	4	9

7. ¿Canto tempo levas vivindo en Vigo?		8. ¿Durante o curso universitario vives fóra da túa casa?	
Dende sempre	1	Si	1 (pasar á pregunta 9)
Dende que empecei a universidade	2	Non	2 (saltar á pregunta 10)
Dende o instituto	3		
Non vivo en Vigo	4		

9. Se a resposta é "si", ¿cada canto tempo volves a túa casa?	
Cada semana	1
Cada dúas semanas	2
Unha vez ó mes	3
Durante as vacacións	4
Algunhas veces ó ano	5
Nunca	6

10. Lugar de nacemento dos teus pais:		
	Pai	Nai
Galicia	1	1
Lugar	.....	.....
Concello	.....	.....
Provincia	2	2
Resto de España	3	3
Fóra de España		

11. ¿Cómo definirías a túa identidade?	
Considérome preferentemente español	1
Considérome preferentemente galego	2
Considérome tanto español coma galego	3
Considérome preferentemente galego-portugués	4
Considérome preferentemente europeo	5
Outras (especificar).....	6
NS/NC	9

12. Cando eras pequeno/a ¿que lingua utilizaban as seguintes persoas da túa familia?						
	Só galego	Máis galego cá castelán	As dúas iguais	Máis castelán cá galego	Só castelán	NS/NC
Os pais entre eles	1	2	3	4	5	9
O teu pai contigo	1	2	3	4	5	9
A túa nai contigo	1	2	3	4	5	9
Os teus irmáns contigo	1	2	3	4	5	9
Os teus avós maternos entre eles	1	2	3	4	5	9
Os teus avós maternos contigo	1	2	3	4	5	9
Os teus avós paternos entre eles	1	2	3	4	5	9
Os teus avós paternos contigo	1	2	3	4	5	9

13. Con relación ós seguintes enunciados, hai quen está de acordo con eles e quen está en desacordo. En concreto, ¿cal é a túa opinión ó respecto? Rodea cun circulo a opción escollida.						
	Totalmente de acordo	Bastante de acordo	Bastante en desacordo	Moi en desacordo	sen opinión	NS/NC
1. O galego non é axeitado para os negocios, a ciencia e a tecnoloxía	1	2	3	4	5	9
2. Un galego verdadeiro non pode estar en contra dun rexurdimento da lingua galega	1	2	3	4	5	9

	Totalmente de acordo	Bastante de acordo	Bastante en desacordo	Moi en desacordo	sen opinión	NS/NC
<i>3. Para entende-las tradicións e a cultural galega é necesario saber falar galego</i>	1	2	3	4	5	9
<i>4. A desaparición do galego está relacionada coa desaparición das zonas rurais</i>	1	2	3	4	5	9
<i>5. A extensión do galego a tódolos ámbitos non é posible</i>	1	2	3	4	5	9
<i>6. E mellor falar galego mal ca non falalo</i>	1	2	3	4	5	9
<i>7. As políticas lingüísticas promovidas dende o goberno da Xunta foron un fracaso na promoción e na recuperación social do galego</i>	1	2	3	4	5	9
<i>8. O goberno galego debe gastar menos na promoción da lingua galega</i>	1	2	3	4	5	9
<i>9. Se non se fai nada por remedialo o galego desaparecerá antes de 50 anos</i>	1	2	3	4	5	9
<i>10. A maioría da poboación de Galicia non está interesada no galego</i>	1	2	3	4	5	9
<i>11. Sen o galego, Galicia perdería a súa identidade e a súa cultura propia</i>	1	2	3	4	5	9
<i>12. E mellor dedicar tempo a aprender unha lingua estranxeira ante có galego</i>	1	2	3	4	5	9
<i>13. Para a maioría da xente as cousas relacionadas co galego están pasadas de moda</i>	1	2	3	4	5	9
<i>14. O galego é unha lingua en extinción/ameazada</i>	1	2	3	4	5	9
<i>15. Galicia non sería Galicia sen os falantes de galego</i>	1	2	3	4	5	9

	Totalmente de acordo	Bastante de acordo	Bastante en desacordo	Moi en desacordo	Sen opinión	NS/NC
16. É unha perda de tempo e de cartos intentar conserva-lo galego	1	2	3	4	5	9
18. Os letreiros do exterior e do interior das tendas deben estar en galego	1	2	3	4	5	9
19. A lingua dos galegos é o galego antes có castelán	1	2	3	4	5	9
20. A xente de fóra de Galicia que vén vivir aquí debe aprender galego	1	2	3	4	5	9
21. O galego é unha lingua prestixiada	1	2	3	4	5	9
22. A lingua é a componente máis importante da identidade galega	1	2	3	4	5	9
23. A xente nova nas zonas urbanas que fala galego adoita ser máis nacionalista	1	2	3	4	5	9
24. O galego das aldea é o galego autentico	1	2	3	4	5	9

14. ¿Cal é/era a profesión do teu pai? (concreta o máis posible; por exemplo: capataz de Citroën, funcionario do concello, empregado do sector servicios, etc.)

.....

15. ¿Ten o teu pai o seu propio negocio?		16. Se a resposta e si, ¿cantos empregados ten?	
Non	1 (saltar á pregunta 17)	Ningún	1
Si	2 (pasar á pregunta 16)	1-10	2
		11-50	3
		Máis de 50	4
		Non sei	9

17. ¿Cal é/era a profesión da túa nai? (concreta o máis posible; por exemplo: capataz de Citroën, funcionario do concello, empregado do sector servicios, etc.)

.....

18. ¿Ten a túa nai o seu negocio?		19. Se a resposta é si, ¿cantos empregados ten?	
Non	1 (saltar á pregunta 20)	Ningún	1
Si	2 (pasar á pregunta 19)	1-10	2
		11-50	3
		Máis de 50	4
		Non sei	9

20. Cando estabas na escola, ¿que querían os teus pais que fixieras de maior?	
Estudiar unha carreira	1
Entrar directamente no mercado laboral	2
Non me lembro/Non sei	3

21. ¿Cal era o presenza do galego na túa escola (educación primaria)?	
Todo era en galego	1
Algunhas materias eran en galego	2
Só era en galego a materia de lingua e literatura galega	3
Non había ningunha materia en galego	4

22. Despois da escola primaria, ¿Cal foi o uso do galego nas clases do instituto?	
Todo era en galego	1
Algunhas materias eran en galego	2
Só era en galego a materia de lingua e literatura galega	3
Non había ningunha materia en galego	4

23. A maior parte da miña escolarización foi nun centro....		26. No exame final da selectividade, ¿que nota sacaches na asignatura de lingua galega?	
Privado	1	Sobresaliente	1
Público	2	Notable	2
		Aprobado	3
		Non apto/suspenso	4
		Non fixen o exame	5
		NS/NC	9
24. A maior parte da miña escolarización foi nun centro....		27. Comparado coas outras materias escolares o galego foi para ti...	
Laico	1	Fácil	1
Relixioso	2	Difícil	2
		Nin fácil nin difícil	3
		NS/NC	9
25. ¿Como aprendiches a falar galego?			
Familia	1		
Escola	2		
Veciños	3		
Amistades	4		
Outros	5 (especificar)		

28. ¿Que estudos teñen feitos os teus pais?

	Pai	Nai
Ningún	1	1
Primarios incompletos	2	2
Primarios completos	3	3
F.P.	4	4
Bacharelato	5	5
Carreira Grado Medio	6	6
Carreira Grado Superior	7	7
Outros	8	8
NS/NC	9	9

29. Na túa casa de pequeno/a ¿como describirías as actitudes dos teus pais cara ó galego?

Moi favorables	1
Bastante favorables	2
Bastante desfavorables	3
Moi desfavorables	4
Indiferente	5
NS/NC	9

30. ¿Os teus pais querían que aprendéra-lo galego na escola? E ti, ¿querías aprende-lo galego na escola?

	Pai	Nai	Ti
Non	1	1	1
Indiferente	2	2	2
Si			
↓			
para conseguir un traballo	3	3	3
por se-la lingua de Galicia	4	4	4
Por outras razóns	5	5	5
(Especificar			

31. En xeral, durante os teus anos de escolarización, ¿gustáronche as clases DE galego?

Si	1
Non	2

32. ¿Por qué?

.....

33. ¿E a maneira de impartir esa materia?

Gustoume	1
Non me gustou	2

34. ¿Por qué?

.....

35. ¿E gustouche recibir-las clases de ciencias sociais, matemáticas etc. EN galego?

Si	1
Non	2
NS/NC	3

36. ¿Como describiría-la túa actitude cara á lingua galega durante os teus anos escolares?		37. E agora ¿como é a túa actitude?	
Moi favorabl	1	Moi favorable	1
Bastante favorable	2	Bastante favorable	2
Bastante desfavorable	3	Bastante desfavorable	3
Moi desfavorable	4	Moi desfavorable	4
Indiferente	5	Indiferente	5
Non sei	9	Non sei	9

38. Se houbo algún cambio nas túas actitudes dende entón ¿cales son as razóns deste cambio?

.....

39. Na túa opinión ¿que lingua se lles debe aprender ós nenos en casa? E, ¿na escola?		
	Na casa	Na escola
Só galego	1	1
Máis galego cá castelán	2	2
As dúas iguais	3	3
Máis castelán cá galego	4	4
Só castelán	5	5
Outra	6	6
NS/NC	9	9

40. E ti mesma/o, se tiveras fillos ¿canto galego utilizarías con eles na casa?	
Só galego	1
Máis galego cá castelán	2
As dúas iguais	3
Máis castelán cá galego	4
Só castelán	5
Outra	6
NS/NC	7

41. Explica a túa decisión:

.....

42. ¿Se houbera unha escola onde se impartirán tódalas materias en galego perto da túa casa, mandarías ós teus fillos a esa escola?				48. Dende que comezaches a universidade, ¿cambiou o teu uso de galego?	
	Si	Non	NS/NC	Falo máis galego agora	1
Primaria	1	2	9	Falo meno galego agora	2
Secundaria	1	2	9	Non cambiou	3
43. ¿En que lingua aprendéches a falar?				NS/NC	4
44. ¿Que carreira estás facendo na universidade?				49. Se cambiou o teu uso, ¿por que houbo este cambio?	
Galego	1			Motivos profesionais	1
Dúas	2			Polos amigos	2
Castelán	3			Pola ideoloxía	3
Outra	4			Pola influencia da parella	4
NS/NC	9			Outros (especificar)	5
45. ¿En que curso estás agora?				50. ¿Participaches nalgún curso de lingua galega organizado pola Universidade de Vigo?	
				Si	1
				Non	2
				NS/NC	3
46. ¿Con quen vives durante o curso universitario?				51. ¿Neste momento tes parella?	
Primeiro	1			Si	1 (Pasar a pregunta 52)
Segundo	2			Non	2 (Saltar a pregunta 57)
Terceiro	3				
Cuarto	4				
Quinto	5				
47. ¿No teu lugar actual de residencia en que lingua(s) falas?				52. ¿Que fai a túa parella?	
Cos meus pais	1			Traballa	1
Con outros familiares	2			Estudia	2
Con outros estudantes	3			Traballa e estudia	3
Con amigos	4			Parado	4
Coa miña parella	5			Outro	9
Só	6				
Outros (especificar)	9				
48. ¿Onde naceu?					
Só galego	1			Galicia	1
Máis galego cá castelán	2			Lugar	
50/50	3			Concello	
Máis castelán cá galego	4			Provincia	
Só castelán	5			Resto de España	2
				Fóra de España	3

54. ¿Que lingua falades entre vós?		55. ¿Que lingua se fala na zona onde naceu a túa parella?	
Só galego	1	Só galego	1
Máis galego cá castelán	2	Máis galego cá castelán	2
As dúas iguais	3	As dúas iguais	3
Máis castelán cá galego	4	Máis castelán cá galego	4
Só castelán	5	Só castelán	5
Outra	6	Outra	6
56. ¿Como describirías a actitude da túa paralla cara á lingua galega?			
Moi favorable	1		
Bastante favorable	2		
Bastante desfavorable	3		
Moi desfavorable	4		
Indiferente	5		
Non sei	9		

57. ¿Cada canto fas as seguintes cousas?				
	Cada día	Algunhas veces á semana	Con menor frecuencia	Nunca
Ler un xornal galego (en castelán)	1	2	3	4
Ler un xornal español	1	2	3	4
Ler artigos en galego nos xorais	1	2	3	4
Ler prensa en galego	1	2	3	4
Ler libros en galego	1	2	3	4
Ver programas en galego na tele	1	2	3	4
Ver a tele en casa	1	2	3	4
Escoita-la radio en galego	1	2	3	4
Escoita-la radio en castelán	1	2	3	4

58. Despois de remata-la carreira, ¿En que cres que vas traballar?	59. ¿Que importancia cres que ha te-lo dominio do galego para a túa futura vida profesional?	
.....	Ningunha	1
.....	Pouca	2
.....	Algunha	3
.....	Bastante	4
	Moita	5
	NS/NC	9

60. ¿Cre que a túa clase social será máis alta ou máis baixa cá dos teus pais?		61. ¿Cando acabes a carreira onde pensas que vas vivir?	
Máis alta	1	En Galicia	1
Máis baixa	2	Fóra de Galicia	2
Igual	3	Fóra de España	3
Non sei	9	NS/NC	9
62. ¿Se pensas vivir en Galicia sería ...		63. Dende que remataches a escola secundaria, ¿cada canto ves ós teus amigos do instituto?	
Nunha das cidades galegas	1	Cada día	1
Nunha vila de Galicia	2	Unha vez a semana	2
Nunha aldea de Galicia	3	Unha vez ó mes	3
NS/NC	9	Durante as vacacións	4
		Algunhas veces ó ano	5
		Nunca	6
64. Cos amigos do Instituto falabas...		65. ¿Cos teus amigos da universidade que lingua falas?	
Só galego	1	Só galego	1
Máis galego cá castelán	2	Máis galego cá castelán	2
As dúas iguais	3	As dúas iguais	3
Máis castelán cá galego	4	Máis castelán cá galego	4
Só castelán	5	Só castelán	5
NS/NC	9	NS/NC	9
66. ¿Como describiría-la actitude dos teus amigos universitarios cara á lingua galega?		67. Pensando nos estudantes universitarios en xeral, ¿que cres que pensas con respecto ó galego?	
Moi favorable	1	Gústalles moito o galego, máis aínda có castelán	1
Bastante favorable	2	Gústalles o galego tanto coma o castelán	2
Bastante desfavorable	3	Gústalles o galego pero prefiren o castelán	3
Moi desfavorable	4	O galego restútalles indiferente	4
Indiferente	5	Gústalles moito máis o castelán có galego	5
Non sei	9	O galego non lles gusta nada	6
		NS/NC	9

68. Na túa opinión, ¿o ambito universitario é un ambito que favorece o galego ou non?		69. ¿Cres que a universidade promove o galego?	
É moi favorable	1	Moito	1
É bastante favorable	2	Bastante	2
É bastante desfavorable	3	Pouco	3
É moi desfavorable	4	Nada	4
Indiferente	5	NS/NC	9
NS/NC	9		

70. Dende que acabaches o instituto, ¿intentaches mellora-lo teu galego?

Non porque o meu galego é suficiente bo	1
Non porque non me interesa	2
Non porque non vou necesita-lo galego	3
Si porque non o quero perder	4

71. ¿Utilizaches o galego nalgunha conversa onte? E, ¿na última semana?

	Onte	Na última semana
Si	1	2
Non	1	2
Non me lembro	1	2

72. Se a resposta é si (calquera das dúas), ¿con quen utilizaches o galego? (resposta múltiple)

Amigos da universidade	1
Amigos fóra da universidade	2
Profesores	3
Parentes	4
A familia	5
A parella	6
Outro	7

73. Das seguintes opcións políticas, ¿con cal simpatizas máis?

BNG	1
EU-UG	2
PP	3
PSOE	4
Outros	5
NS/NC	9

74. ¿Cal destes partidos políticos eres que apoia máis o galego?

BNG	1
EU-UG	2
PP	3
PSOE	4
Outros	5
NS/NC	9

75. Nunha escala de 0 a 10 puntos, onde o 0 significa moi nacionalista e 10 moi españolista, ¿onde te situarías?

0	1	2	3	4	5	6	7	8	9	10	NS
Moi										Moi	
Nacionalista										Españolista	

76. ¿Que nivel de ingresos mensuais dirías que entran na túa casa?

Menos de 300 euros	1
De 300 a 500 euros	2
De 500 a 700 euros	3
De 700 a 1000 euros	4
De 1000 a 1500 euros	5
De 1500 a 2000 euros	6
De 2000 a 2500 euros	7
Máis de 2500 euros	8
NS/NC	9

77. Neste momento...

Só estudio	1 (saltar a pregunta 80)
Estudio e traballo	2 (pasar a pregunta 78)

78. No sitio onde traballas, ¿cal é o use do galego?

Só galego	1
Máis galego cá castelán	2
As dúas iguais	3
Máis castelán cá galego	4
Só castelán	5
NS/NC	9

79. ¿Cales son as actitudes doutros traballadores?

Moi favorable	1
Bastante favorable	2
Bastante desfavorable	3
Moi desfavorable	4
Indiferente	5
Non sei	9

80. Contesta SI ou NON as seguintes frases

• Uso o galego sempre que podo	Si	1	Non	2
• Ogallá pudiera utiliza-lo galego máis a miúdo	Si	1	Non	2
• O meu círculo de amistades non utiliza o galego	Si	1	Non	2
• Prefiro falar castelán con persoas que non entenden o galego	Si	1	Non	2
• Prefiro non falar galego cando hai persoas que o fallan mellor ca min	Si	1	Non	2
• Gústame comezar unha conversa en galego	Si	1	Non	2
• Non me gusta falar galego co xente que utiliza unha variedade diferente á miña	Si	1	Non	2

81. ¿Cal é o teu dominio do galego? (Pregúntase pola CAPACIDADE e non polo uso)				
	Moito	Bastante	Pouco	Nada
Entender	1	2	3	4
Falar	1	2	3	4
Ler	1	2	3	4
Escribir	1	2	3	4

82. ¿Dos seguintes colectivos, ¿que porcentaxe aproximadamente cres que fala galego?						
	0%	25%	50%	75%	100%	NS/NC
Labregos						
Estudiantes						
Políticos						
Marifeiros						
Profesores						
Banqueiros						
Intelectuais						
Avogados						
Camareiros						
Funcionarios						
Xente maior						
Xente nova						
Xente das zonas rurais						
Xente das cidades						
Xente das vilas						

83. ¿Que lingua dominas mellor actualmente?		85. ¿Tes coñecemento do Servicio de Normalización Lingüística da Universidade de Vigo?	
Galego	1	Non	1
As dúas	2	Si pero descoñezo as súas funcións	2
Castelán	3	Si coñezo as súas funcións	3
		Utilicei os seus servicios	4
84. ¿Que lingua falas habitualmente?		86. ¿Comparado có instituto, ó teu parecer ¿cal é o uso do galego entre estudantes na universidade?	
Só galego	1	Menor	1
Máis galego cá castelán	2	Igual	2
As dúas iguais	3	Maior	3
Máis castelán cá galego	4	NS/NC	9
Só castelán	5		
NS/NC	9		

87. ¿Cal das seguintes actividades fas durante o teu tempo libre e que lingua utilizas nestas actividades? (Marca só as actividades que fas?)

	Só galego	Máis galego có castelán	As dúas iguais	Máis castelán có galego	Só castelán	NS/NC
Igrexa	1	2	3	4	5	9
Asistir a actos culturais	1	2	3	4	5	9
Ir ó teatro	1	2	3	4	5	9
Ir a clases de baile	1	2	3	4	5	9
Afiliación a grupos políticos estudiantís	1	2	3	4	5	9
Ir a concertos	1	2	3	4	5	9
Ir ó cine	1	2	3	4	5	9
Escoitar música	1	2	3	4	5	9
Asistir a cursos e conferencias	1	2	3	4	5	9
Participar nas actividades de deportivos	1	2	3	4	5	9
Pertencer ó voluntariado	1	2	3	4	5	9
Ir de farra	1	2	3	4	5	9
Ir de excursión	1	2	3	4	5	9
Outros (especificar) _____	1	2	3	4	5	9

88. En canto ó futuro do galego, ¿que che gustaría que acontecera?

Elixe SÓ UNHA

- | | |
|---|---|
| a. O galego debe ser abandonado e olvidado | 1 |
| b. Debería ser preservado só polo valor cultural | 2 |
| c. O galego debería ser preservado unicamente nas zonas rurais | 3 |
| d. Galicia tería que ser bilingüe e o galego a súa lingua principal | 4 |
| e. Galicia tería que ser bilingüe e o castelán a súa lingua principal | 5 |
| f. O galego debería ser a única lingua de Galicia | 6 |
| g. Son indiferente | 7 |
| h. Non sei | 9 |

Moitas gracias pola túa colaboración

APPENDIX B

- FREQUENCY TABLES : ATTITUDES TOWARDS IRISH
- FREQUENCY TABLES : ATTITUDES TOWARDS GALICIAN

FREQUENCY TABLES: ATTITUDES TOWARDS IRISH (UNWEIGHTED)

13/1. The Irish language is not suitable for business, science and technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	165	20,2	20,2	20,2
	Mildly Agree	255	31,2	31,2	51,4
	Don't Know	74	9,1	9,1	60,5
	Mildly Disagree	207	25,3	25,3	85,8
	Strongly Disagree	116	14,2	14,2	100,0
	Total	817	100,0	100,0	

13/2. No real Irish person can be against the revival of Irish

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	124	15,2	15,2	15,2
	Mildly Disagree	168	20,6	20,6	35,7
	Don't Know	68	8,3	8,3	44,1
	Mildly Agree	246	30,1	30,1	74,2
	Strongly Agree	211	25,8	25,8	100,0
	Total	817	100,0	100,0	

13/3. To really understand Irish traditions and culture, one must know Irish

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	206	25,2	25,2	25,2
	Mildly Disagree	238	29,1	29,1	54,3
	Don't Know	31	3,8	3,8	58,1
	Mildly Agree	221	27,1	27,1	85,2
	Strongly Agree	121	14,8	14,8	100,0
	Total	817	100,0	100,0	

13/4. If the Gaeltacht dies out Irish will die out also

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	352	43,1	43,1	43,1
Mildly Agree	284	34,8	34,8	77,8
Don't Know	32	3,9	3,9	81,8
Mildly Disagree	99	12,1	12,1	93,9
Strongly Disagree	50	6,1	6,1	100,0
Total	817	100,0	100,0	

13/5. Irish will never become the common means of communication in Ireland

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	496	60,7	60,7	60,7
Mildly Agree	223	27,3	27,3	88,0
Don't Know	24	2,9	2,9	90,9
Mildly Disagree	63	7,7	7,7	98,7
Strongly Disagree	11	1,3	1,3	100,0
Total	817	100,0	100,0	

13/6. It is better to speak Irish badly than not at all

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	43	5,3	5,3	5,3
Mildly Disagree	92	11,3	11,3	16,5
Don't Know	43	5,3	5,3	21,8
Mildly Agree	325	39,8	39,8	61,6
Strongly Agree	314	38,4	38,4	100,0
Total	817	100,0	100,0	

13/7. The ads on TG4 should be in Irish

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree Strongly	312	38,2	38,6	38,6
	Agree Mildly	240	29,4	29,7	68,3
	Don't Know	117	14,3	14,5	82,8
	Disagree Strongly	102	12,5	12,6	95,4
	Disagree Mildly	37	4,5	4,6	100,0
	Total	808	98,9	100,0	
Missing	System	9	1,1		
Total		817	100,0		

13/8. The measures adopted by the government to promote the use of Irish were a failure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	287	35,1	35,1	35,1
	Mildly Agree	305	37,3	37,3	72,5
	Don't Know	106	13,0	13,0	85,4
	Mildly Disagree	97	11,9	11,9	97,3
	Strongly Disagree	22	2,7	2,7	100,0
	Total	817	100,0	100,0	

13/9. If nothing is done to prevent it, Irish will disappear over the next fifty years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	347	42,5	42,5	42,5
	Mildly Agree	272	33,3	33,3	75,8
	Don't Know	55	6,7	6,7	82,5
	Mildly Disagree	105	12,9	12,9	95,3
	Strongly Disagree	38	4,7	4,7	100,0
	Total	817	100,0	100,0	

13/10. Most people don't care one way or the other about Irish

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	211	25,8	25,8	25,8
Mildly Agree	309	37,8	37,8	63,6
Don't Know	34	4,2	4,2	67,8
Mildly Disagree	192	23,5	23,5	91,3
Strongly Disagree	71	8,7	8,7	100,0
Total	817	100,0	100,0	

13/11. Without Irish, Ireland would lose its identity as a separate identity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	121	14,8	14,8	14,8
Mildly Disagree	162	19,8	19,8	34,6
Don't Know	28	3,4	3,4	38,1
Mildly Agree	241	29,5	29,5	67,6
Strongly Agree	265	32,4	32,4	100,0
Total	817	100,0	100,0	

13/12. The government should spend less money in the promotion of Irish

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	48	5,9	5,9	5,9
Mildly Agree	72	8,8	8,8	14,7
Don't Know	93	11,4	11,4	26,1
Mildly Disagree	232	28,4	28,4	54,5
Strongly Disagree	372	45,5	45,5	100,0
Total	817	100,0	100,0	

13/13. It is more useful to learn a continental language than to learn Irish

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	358	43,8	43,8	43,8
Mildly Agree	305	37,3	37,3	81,2
Don't Know	23	2,8	2,8	84,0
Mildly Disagree	74	9,1	9,1	93,0
Strongly Disagree	57	7,0	7,0	100,0
Total	817	100,0	100,0	

13/14. Most people view all things associated with Irish as too old fashioned

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	94	11,5	11,5	11,5
Mildly Agree	339	41,5	41,5	53,0
Don't Know	58	7,1	7,1	60,1
Mildly Disagree	212	25,9	25,9	86,0
Strongly Disagree	114	14,0	14,0	100,0
Total	817	100,0	100,0	

13/15. The Irish language is dying out

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	320	39,2	39,2	39,2
Mildly Agree	358	43,8	43,8	83,0
Don't Know	14	1,7	1,7	84,7
Mildly Disagree	94	11,5	11,5	96,2
Strongly Disagree	31	3,8	3,8	100,0
Total	817	100,0	100,0	

13/16. Ireland would not really be Ireland without Irish speaking people

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	104	12,7	12,7	12,7
Mildly Disagree	166	20,3	20,3	33,0
Don't Know	33	4,0	4,0	37,1
Mildly Agree	283	34,6	34,6	71,7
Strongly Agree	231	28,3	28,3	100,0
Total	817	100,0	100,0	

13/17. Attempts to keep Irish alive are a waste of time and money

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	44	5,4	5,4	5,4
Mildly Agree	70	8,6	8,6	14,0
Don't Know	40	4,9	4,9	18,8
Mildly Disagree	236	28,9	28,9	47,7
Strongly Disagree	427	52,3	52,3	100,0
Total	817	100,0	100,0	

13/18. Irish people should speak more Irish

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	42	5,1	5,1	5,1
Mildly Disagree	67	8,2	8,2	13,3
Don't Know	39	4,8	4,8	18,1
Mildly Agree	293	35,9	35,9	54,0
Strongly Agree	376	46,0	46,0	100,0
Total	817	100,0	100,0	

13/19. Shop signs should be in Irish

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	116	14,2	14,2	14,2
Mildly Disagree	217	26,6	26,6	40,8
Don't Know	77	9,4	9,4	50,2
Mildly Agree	204	25,0	25,0	75,2
Strongly Agree	203	24,8	24,8	100,0
Total	817	100,0	100,0	

13/20. The language of the Irish is Irish not English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	80	9,8	9,8	9,8
Mildly Disagree	170	20,8	20,8	30,6
Don't Know	70	8,6	8,6	39,2
Mildly Agree	208	25,5	25,5	64,6
Strongly Agree	289	35,4	35,4	100,0
Total	817	100,0	100,0	

13/21. Everyone who comes to live in Ireland should learn Irish

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	307	37,6	37,6	37,6
Mildly Disagree	263	32,2	32,2	69,8
Don't Know	44	5,4	5,4	75,2
Mildly Agree	116	14,2	14,2	89,4
Strongly Agree	87	10,6	10,6	100,0
Total	817	100,0	100,0	

13/22. Irish is a prestigious language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	59	7,2	7,2	7,2
Mildly Disagree	115	14,1	14,1	21,3
Don't Know	130	15,9	15,9	37,2
Mildly Agree	269	32,9	32,9	70,1
Strongly Agree	244	29,9	29,9	100,0
Total	817	100,0	100,0	

**13/23. Language is the most important part of the Irish
identity**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	186	22,8	22,8	22,8
Mildly Disagree	278	34,0	34,0	56,8
Don't Know	52	6,4	6,4	63,2
Mildly Agree	193	23,6	23,6	86,8
Strongly Agree	108	13,2	13,2	100,0
Total	817	100,0	100,0	

13/24. The Irish spoken in the Gaeltacht is the real Irish

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	227	27,8	27,8	27,8
Mildly Agree	248	30,4	30,4	58,1
Don't Know	151	18,5	18,5	76,6
Mildly Disagree	136	16,6	16,6	93,3
Strongly Disagree	55	6,7	6,7	100,0
Total	817	100,0	100,0	

13/25. In Ireland more Irish should be used in advertisements

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree Strongly	273	33,4	33,5	33,5
Agree Mildly	273	33,4	33,5	67,1
Don't Know	88	10,8	10,8	77,9
Disagree Strongly	112	13,7	13,8	91,6
Disagree Mildly	68	8,3	8,4	100,0
Total	814	99,6	100,0	
Missing System	3	,4		
Total	817	100,0		

**13/26. Irish speakers living outside the Gaeltacht are very
nationalistic**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	96	11,8	11,8	11,8
Mildly Agree	198	24,2	24,2	36,0
Don't Know	344	42,1	42,1	78,1
Mildly Disagree	122	14,9	14,9	93,0
Strongly Disagree	57	7,0	7,0	100,0
Total	817	100,0	100,0	

26. In school did you find Irish as a subject easy or difficult compared to other subjects?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Easy	248	30,4	31,2	31,2
	Difficult	355	43,5	44,6	75,8
	Neither Easy nor Difficult	193	23,6	24,2	100,0
	Total	796	97,4	100,0	
Missing	Don't know	14	1,7		
	Not taken	5	,6		
	Non Response	2	,2		
	Total	21	2,6		
Total		817	100,0		

30 (a) Did your father want you to learn Irish at school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	27	3,3	3,8	3,8
	Didn't care	111	13,6	15,5	19,3
	Yes, so as to get a job	22	2,7	3,1	22,4
	Yes, to have Irish for its own sake	345	42,2	48,3	70,7
	Yes, to pass exams	209	25,6	29,3	100,0
	Total	714	87,4	100,0	
Missing	Don't know	92	11,3		
	Not applicable	1	,1		
	Non Response	9	1,1		
	System	1	,1		
	Total	103	12,6		
Total		817	100,0		

30 (b) Did your mother want you to learn Irish at school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	23	2,8	3,2	3,2
	Didn't care	83	10,2	11,5	14,7
	Yes, so as to get a job	17	2,1	2,4	17,1
	Yes, to have Irish for its own sake	354	43,3	49,2	66,3
	Yes, to pass exams	242	29,6	33,7	100,0
	Total	719	88,0	100,0	
Missing	Don't know	91	11,1		
	Non Response	4	,5		
	System	3	,3		
	Total	98	12,0		
Total		817	100,0		

30 (c) Did you want to learn Irish at school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	90	11,0	11,3	11,3
	Didn't care	98	12,0	12,3	23,7
	Yes, so as to get a job	10	1,2	1,3	24,9
	Yes, to have Irish for its own sake	373	45,7	47,0	71,9
	Yes, to pass exams	223	27,3	28,1	100,0
	Total	794	97,2	100,0	
Missing	Don't know	16	2,0		
	Not applicable	1	,1		
	Non Response	5	,6		
	System	1	,1		
	Total	23	2,8		
Total		817	100,0		

31. In general, during your school years, did you like the type of Irish course you were taught in school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	244	29,9	30,2	30,2
	No	507	62,1	62,7	92,9
	Can't recall	57	7,0	7,1	100,0
	Total	808	98,9	100,0	
Missing	Not Applicable	7	,9		
	Non Response	1	,1		
	System	1	,1		
	Total	9	1,1		
Total		817	100,0		

33. Did you like the way in which Irish was taught to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	244	29,9	29,9	29,9
	No	507	62,1	62,1	91,9
	Can't recall	57	7,0	7,0	98,9
	Not applicable	9	1,1	1,1	100,0
	Total	817	100,0	100,0	

35. Attitudes to Irish while at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly opposed	65	8,0	8,0	8,0
	Somewhat opposed	116	14,2	14,2	22,2
	No particular feelings	99	12,1	12,1	34,3
	Somewhat in favour	267	32,7	32,7	67,0
	Somewhat opposed	270	33,0	33,0	100,0
	Total	817	100,0	100,0	

35. Current attitude towards Irish

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly opposed	37	4,5	4,5	4,5
Somewhat opposed	47	5,8	5,8	10,3
No particular feelings	100	12,2	12,2	22,5
Somewhat in favour	280	34,3	34,3	56,8
Strongly opposed	353	43,2	43,2	100,0
Total	817	100,0	100,0	

39 (a) What language do you think children should learn in the home?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid English Only	126	15,4	15,4	15,4
More English than Irish	283	34,6	34,6	50,1
Both	335	41,0	41,0	91,1
More Irish than English	58	7,1	7,1	98,2
English Only	15	1,8	1,8	100,0
Total	817	100,0	100,0	

39 (b) What language do you think children should learn in school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid English Only	72	8,8	8,8	8,8
More English than Irish	256	31,3	31,3	40,1
Both	338	41,4	41,4	81,5
More Irish than English	113	13,8	13,8	95,3
English Only	38	4,7	4,7	100,0
Total	817	100,0	100,0	

40. If you were starting to raised a family today, how much Irish would you use with your children in the home?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid English Only	191	23,4	23,4	23,4
More English than Irish	365	44,7	44,7	68,1
Both	193	23,6	23,6	91,7
More English than Irish	56	6,9	6,9	98,5
English Only	12	1,5	1,5	100,0
Total	817	100,0	100,0	

42 (a) Would you send your children to an all-Irish primary school if there were one located near your home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	469	57,4	57,7	57,7
	No	218	26,7	26,8	84,5
	Don't know	126	15,4	15,5	100,0
	Total	813	99,5	100,0	
Missing	Non Response	1	,1		
	System	3	,4		
	Total	4	,5		
Total		817	100,0		

42 (b) Would you send your children to an all-Irish secondary school if there were one located near your home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	267	32,7	32,8	32,8
	No	370	45,3	45,5	78,4
	Don't know	176	21,5	21,6	100,0
	Total	813	99,5	100,0	
Missing	Non Response	1	,1		
	System	3	,4		
	Total	4	,5		
Total		817	100,0		

55. How would you describe your partner's attitude towards the Irish language?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly in favour	55	6,7	17,6	17,6
	Mildly in favour	75	9,2	24,0	41,7
	No particular feelings	135	16,5	43,3	84,9
	Mildly opposed	34	4,2	10,9	95,8
	Strongly Opposed	13	1,6	4,2	100,0
	Total	312	38,2	100,0	
Missing	Not Applicable	505	61,8		
Total		817	100,0		

61. How important is a knowledge of Irish in your future career?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not important	467	57,2	57,2	57,2
Little importance	184	22,5	22,5	79,7
Some importance	117	14,3	14,3	94,0
Fairly important	32	3,9	3,9	97,9
Very important	17	2,1	2,1	100,0
Total	817	100,0	100,0	

68. How would you rate the general attitude of your college friends towards the Irish language?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly in favour	64	7,8	7,8	7,8
Mildly in favour	218	26,7	26,7	34,5
No particular feelings	437	53,5	53,5	88,0
Mildly opposed	67	8,2	8,2	96,2
Strongly Opposed	31	3,8	3,8	100,0
Total	817	100,0	100,0	

69. Thinking of university students in general, how would you rate their attitude towards Irish?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Like Irish more	18	2,2	2,2	2,2
Like both	80	9,8	9,8	12,0
Don't care	200	24,5	24,5	36,5
Prefer English	259	31,7	31,7	68,2
Dislike Irish	54	6,6	6,6	74,8
Don't know	206	25,2	25,2	100,0
Total	817	100,0	100,0	

70. Do you think the university as an institution favours the Irish language?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly in favour	61	7,5	7,5	7,5
Mildly in favour	250	30,6	30,6	38,1
No particular feelings	374	45,8	45,8	83,8
Mildly opposed	105	12,9	12,9	96,7
Strongly Opposed	27	3,3	3,3	100,0
Total	817	100,0	100,0	

71. Since you finished secondary school have you done anything to improve your Irish?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No, sufficiently competent	113	13,8	13,8	13,8
No, not interested	189	23,1	23,1	37,0
Don't need Irish	128	15,7	15,7	52,6
No time	270	33,0	33,0	85,7
Yes, don't want to lose it	58	7,1	7,1	92,8
Other	59	7,2	7,2	100,0
Total	817	100,0	100,0	

78. What are the attitudes of your work mates towards the Irish language?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly in Favour	13	1,6	3,0	3,0
Somewhat in Favour	66	8,1	15,4	18,5
Somewhat Opposed	23	2,8	5,4	23,8
Strongly Opposed	19	2,3	4,4	28,3
No particular feelings	230	28,2	53,7	82,0
Don't know	77	9,4	18,0	100,0
Total	428	52,4	100,0	
Missing Not Applicable	357	43,7		
Non Response	10	1,2		
System	22	2,7		
Total	389	47,6		
Total	817	100,0		

79 (a) I am committed to using Irish as much as I can

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	195	23,9	23,9	23,9
False	576	70,5	70,5	94,4
Don't know	46	5,6	5,6	100,0
Total	817	100,0	100,0	

79 (b) I wish I could use the Irish I know more often

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	533	65,2	65,2	65,2
False	238	29,1	29,1	94,4
Don't know	46	5,6	5,6	100,0
Total	817	100,0	100,0	

79 (c) People in my circle of friends do not use Irish

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	593	72,6	72,6	72,6
False	179	21,9	21,9	94,5
Don't know	45	5,5	5,5	100,0
Total	817	100,0	100,0	

79 (d) I like to begin a conversation in Irish

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	143	17,5	17,5	17,5
False	627	76,7	76,7	94,2
Don't know	47	5,8	5,8	100,0
Total	817	100,0	100,0	

**79 (e) I do not like speaking when others are present
who do not know Irish**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	324	39,7	39,7	39,7
False	444	54,3	54,3	94,0
Don't know	49	6,0	6,0	100,0
Total	817	100,0	100,0	

**79 (g) I prefer to speak English with people who do not
understand Irish**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	680	83,2	83,2	83,2
False	84	10,3	10,3	93,5
Don't know	53	6,5	6,5	100,0
Total	817	100,0	100,0	

**79 (h) I don't like speaking Irish with people whose
Irish is different to mine**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	239	29,3	29,3	29,3
False	517	63,3	63,3	92,5
Don't know	61	7,5	7,5	100,0
Total	817	100,0	100,0	

85. With regard to the future of the Irish language, which of the following would you like to see happen?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Discarded and forgotten	12	1,5	1,5	1,5
	Cultural value only	178	21,8	21,8	23,3
	Gaeltacht only	32	3,9	3,9	27,2
	Bilingual English main language	325	39,8	39,8	67,0
	Bilingual Irish main language	148	18,1	18,1	85,1
	Irish main language	30	3,7	3,7	88,7
	Don't Know/Don't Care	92	11,3	11,3	100,0
	Total	817	100,0	100,0	

**FREQUENCY TABLES : ATTITUDES TOWARDS GALICIAN
(UNWEIGHTED)**

**13/1. O galego non é axeitado para os negocios, a ciencia e a
tecnoloxía**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	1,1	1,1	1,1
	Mildly Agree	40	5,5	5,5	6,6
	No Opinion	44	6,1	6,1	12,7
	Mildly Disagree	124	17,1	17,1	29,8
	Strongly Disagree	509	70,2	70,2	100,0
	Total	725	100,0	100,0	

**13/2. Un galego verdadeiro non pode estar en contra dun
rexurdimento da lingua galega**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	57	7,9	7,9	7,9
	Mildly Disagree	59	8,1	8,1	16,0
	No Opinion	101	13,9	13,9	29,9
	Mildly Agree	199	27,4	27,4	57,4
	Strongly Agree	309	42,6	42,6	100,0
	Total	725	100,0	100,0	

**13/3. Para entende-las tradicións e a cultura galega é
necesario saber falar galego**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	120	16,6	16,6	16,6
	Mildly Disagree	249	34,3	34,3	50,9
	No Opinion	23	3,2	3,2	54,1
	Mildly Agree	242	33,4	33,4	87,4
	Strongly Agree	91	12,6	12,6	100,0
	Total	725	100,0	100,0	

13/4. A desaparición do galego está relacionada coa desaparición das zonas rurais

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	64	8,8	8,8	8,8
Mildly Disagree	133	18,3	18,3	27,2
No Opinion	30	4,1	4,1	31,3
Mildly Agree	406	56,0	56,0	87,3
Strongly Agree	92	12,7	12,7	100,0
Total	725	100,0	100,0	

13/5. A extensión do galego a tódolos ámbitos non é posible

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	23	3,2	3,2	3,2
Mildly Agree	81	11,2	11,2	14,3
No Opinion	27	3,7	3,7	18,1
Mildly Disagree	234	32,3	32,3	50,3
Strongly Disagree	360	49,7	49,7	100,0
Total	725	100,0	100,0	

13/6. E mellor falar galego mal ca non falalo

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	105	14,5	14,5	14,5
Mildly Disagree	146	20,1	20,1	34,6
No Opinion	94	13,0	13,0	47,6
Mildly Agree	249	34,3	34,3	81,9
Strongly Agree	131	18,1	18,1	100,0
Total	725	100,0	100,0	

13/7. As políticas lingüística promovidas dende o goberno da Xunta foron un fracaso na promoción e na recuperación social do galego

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	169	23,3	23,3	23,3
Mildly Agree	258	35,6	35,6	58,9
No Opinion	159	21,9	21,9	80,8
Mildly Disagree	106	14,6	14,6	95,4
Strongly Disagree	33	4,6	4,6	100,0
Total	725	100,0	100,0	

13/8. O goberno debe gastar menos na promoción da lingua galega

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	18	2,5	2,5	2,5
Mildly Agree	26	3,6	3,6	6,1
No Opinion	61	8,4	8,4	14,5
Mildly Disagree	211	29,1	29,1	43,6
Strongly Disagree	409	56,4	56,4	100,0
Total	725	100,0	100,0	

13/9. Se non se fai nada por remedialo o galego desaparecerá antes de 50 anos

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	115	15,9	15,9	15,9
Mildly Agree	234	32,3	32,3	48,1
No Opinion	78	10,8	10,8	58,9
Mildly Disagree	205	28,3	28,3	87,2
Strongly Disagree	93	12,8	12,8	100,0
Total	725	100,0	100,0	

13/10. A maioría da poboación de Galicia non está interesada no galego

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	25	3,4	3,4	3,4
Mildly Agree	248	34,2	34,2	37,7
No Opinion	52	7,2	7,2	44,8
Mildly Disagree	299	41,2	41,2	86,1
Strongly Disagree	101	13,9	13,9	100,0
Total	725	100,0	100,0	

13/11. Sen o galego, Galicia perdería a súa identidade e súa cultura propia

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	24	3,3	3,3	3,3
Mildly Disagree	47	6,5	6,5	9,8
No Opinion	16	2,2	2,2	12,0
Mildly Agree	229	31,6	31,6	43,6
Strongly Agree	409	56,4	56,4	100,0
Total	725	100,0	100,0	

13/12. E mellor dedicar tempo a aprender unha lingua estranxeira antes có galego

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	43	5,9	5,9	5,9
Mildly Agree	104	14,3	14,3	20,3
No Opinion	65	9,0	9,0	29,2
Mildly Disagree	226	31,2	31,2	60,4
Strongly Disagree	287	39,6	39,6	100,0
Total	725	100,0	100,0	

13/13. Para a maioría da xente as cousas relacionadas co galego están pasadas de moda

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	43	5,9	5,9	5,9
Mildly Agree	269	37,1	37,1	43,0
No Opinion	68	9,4	9,4	52,4
Mildly Disagree	219	30,2	30,2	82,6
Strongly Disagree	126	17,4	17,4	100,0
Total	725	100,0	100,0	

13/14. O galego é unha lingua en extinción/ameazada

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	119	16,4	16,4	16,4
Mildly Agree	348	48,0	48,0	64,4
No Opinion	26	3,6	3,6	68,0
Mildly Disagree	174	24,0	24,0	92,0
Strongly Disagree	58	8,0	8,0	100,0
Total	725	100,0	100,0	

13/15. Galicia non sería Galicia sen os falantes de galego

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	38	5,2	5,2	5,2
Mildly Disagree	79	10,9	10,9	16,1
No Opinion	20	2,8	2,8	18,9
Mildly Agree	270	37,2	37,2	56,1
Strongly Agree	318	43,9	43,9	100,0
Total	725	100,0	100,0	

13/16. E unha perda de tempo e de cartos intentar conserva-lo galego

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	,4	,4	,4
Mildly Agree	22	3,0	3,0	3,4
No Opinion	18	2,5	2,5	5,9
Mildly Disagree	168	23,2	23,2	29,1
Strongly Disagree	514	70,9	70,9	100,0
Total	725	100,0	100,0	

13/17. Os galegos terían que falar máis galego

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	15	2,1	2,1	2,1
Mildly Disagree	54	7,4	7,4	9,5
No Opinion	55	7,6	7,6	17,1
Mildly Agree	238	32,8	32,8	49,9
Strongly Agree	363	50,1	50,1	100,0
Total	725	100,0	100,0	

13/18. Os letreiros do exterior e do interior das tendas deben estar en galego

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	44	6,1	6,1	6,1
Mildly Disagree	108	14,9	14,9	21,0
No Opinion	111	15,3	15,3	36,3
Mildly Agree	249	34,3	34,3	70,6
Strongly Agree	213	29,4	29,4	100,0
Total	725	100,0	100,0	

13/19. A lingua dos galegos é o galego antes có castelán

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	75	10,3	10,3	10,3
Mildly Disagree	118	16,3	16,3	26,6
No Opinion	105	14,5	14,5	41,1
Mildly Agree	201	27,7	27,7	68,8
Strongly Agree	226	31,2	31,2	100,0
Total	725	100,0	100,0	

13/20. A xente de fóra de Galicia que ven vivir aquí debe aprender galego

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	143	19,7	19,7	19,7
Mildly Disagree	230	31,7	31,7	51,4
No Opinion	73	10,1	10,1	61,5
Mildly Agree	216	29,8	29,8	91,3
Strongly Agree	63	8,7	8,7	100,0
Total	725	100,0	100,0	

13/21. O galego é unha lingua prestixiada

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	74	10,2	10,2	10,2
Mildly Disagree	238	32,8	32,8	43,0
No Opinion	122	16,8	16,8	59,9
Mildly Agree	189	26,1	26,1	85,9
Strongly Agree	102	14,1	14,1	100,0
Total	725	100,0	100,0	

13/22. A lingua é a compoñente máis importante da identidade galega

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	28	3,9	3,9	3,9
Mildly Disagree	123	17,0	17,0	20,8
No Opinion	47	6,5	6,5	27,3
Mildly Agree	315	43,4	43,4	70,8
Strongly Agree	212	29,2	29,2	100,0
Total	725	100,0	100,0	

13/23. A xente nova nas zonas urbanas que fala galego adoita ser máis nacionalista

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	196	27,0	27,0	27,0
	Mildly Agree	325	44,8	44,8	71,9
	No Opinion	82	11,3	11,3	83,2
	Mildly Disagree	87	12,0	12,0	95,2
	Strongly Disagree	35	4,8	4,8	100,0
	Total	725	100,0	100,0	

13/24. O galego das aldeas é o galego autentico

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	156	21,5	21,5	21,5
	Mildly Agree	227	31,3	31,3	52,8
	No Opinion	75	10,3	10,3	63,2
	Mildly Disagree	200	27,6	27,6	90,8
	Strongly Disagree	67	9,2	9,2	100,0
	Total	725	100,0	100,0	

27. Comparado coas outras materias escolares o galego foi para ti...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fácil	402	55,4	55,8	55,8
	Nin fácil nin difícil	273	37,7	37,9	93,8
	Difícil	45	6,2	6,3	100,0
	Total	720	99,3	100,0	
Missing		5	,7		
Total		725	100,0		

30 (a) ¿O teu pai quería que aprendérase-lo galego na escola?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Non	14	1,9	1,9	1,9
Indiferente	312	43,0	43,0	45,0
Si para conseguir un traballo	9	1,2	1,2	46,2
Si por se-la lingua de Galicia	324	44,7	44,7	90,9
Outra	66	9,1	9,1	100,0
Total	725	100,0	100,0	

30 (b) ¿A túa nai quería que aprendérase-lo galego na escola?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Non	19	2,6	2,6	2,6
Indiferente	312	43,0	43,0	45,7
Si para conseguir un traballo	11	1,5	1,5	47,2
Si por se-la lingua de Galicia	312	43,0	43,0	90,2
Outra	71	9,8	9,8	100,0
Total	725	100,0	100,0	

30 (c) E ti ¿quería que aprende-lo galego na escola?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Non	24	3,3	3,3	3,3
Indiferente	214	29,5	29,5	32,8
Si para conseguir un traballo	17	2,3	2,3	35,2
Si por se-la lingua de Galicia	385	53,1	53,1	88,3
Outra	85	11,7	11,7	100,0
Total	725	100,0	100,0	

33. ¿E a maneira de impartir esa materia?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Si	498	68,7	69,8	69,8
	Non	215	29,7	30,2	100,0
	Total	713	98,3	100,0	
Missing	Total	12	1,7		
Total		725	100,0		

**35. ¿E gustouche recibir las clases de ciencias sociais,
matemáticas en galego?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Si	429	59,2	76,7	76,7
	Non	130	17,9	23,3	100,0
	Total	559	77,1	100,0	
Missing	Not applicable	166	22,9		
Total		725	100,0		

36. Actitudes cara á lingua galega durante os teus anos escolares

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moi favorable	180	24,8	24,8	24,8
	Bastante favorable	351	48,4	48,4	73,2
	Indiferente	129	17,8	17,8	91,0
	Bastante desfavorable	48	6,6	6,6	97,7
	Moi desfavorable	17	2,3	2,3	100,0
	Total	725	100,0	100,0	

37. Actitude cara á lingua galega agora

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Moi favorable	241	33,2	33,2	33,2
Bastante favorable	314	43,3	43,3	76,6
Indiferente	133	18,3	18,3	94,9
Bastante desfavorable	27	3,7	3,7	98,6
Moi desfavorable	10	1,4	1,4	100,0
Total	725	100,0	100,0	

39 (a) ¿Que lingua se lles debe aprender ós nenos en casa?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Só galego	39	5,4	5,4	5,4
Máis galego cá castelán	118	16,3	16,3	21,7
As dúas iguais	479	66,1	66,1	87,7
Máis castelán cá galego	47	6,5	6,5	94,2
Só castelán	20	2,8	2,8	97,0
Non sei	22	3,0	3,0	100,0
Total	725	100,0	100,0	

39 (b) ¿Que lingua se lles debe aprender ós nenos na escola?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Só galego	9	1,2	1,2	1,2
Máis galego cá castelán	107	14,8	14,8	16,0
As dúas iguais	540	74,5	74,5	90,5
Máis castelán cá galego	46	6,3	6,3	96,8
Só castelán	14	1,9	1,9	98,8
Non sei	9	1,2	1,2	100,0
Total	725	100,0	100,0	

40. Se tiveras fillos ¿canto galego utilizarías con eles na casa?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Só galego	78	10,8	10,8	10,8
	Máis galego cá castelán	97	13,4	13,4	24,1
	As dúas iguais	285	39,3	39,3	63,4
	Máis castelán cá galego	166	22,9	22,9	86,3
	Só castelán	80	11,0	11,0	97,4
	Non sei	19	2,6	2,6	100,0
	Total	725	100,0	100,0	

42 (a) ¿Se houbera unha escola onde se impartirían tódalas materias en galego perto da túa casa, mandarías ós teus fillos a esa escola? [primaria]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Si	341	47,0	47,0	47,0
	Non	211	29,1	29,1	76,1
	Non sei	173	23,9	23,9	100,0
	Total	725	100,0	100,0	

42 (b) ¿Se houbera unha escola onde se impartirían tódalas materias en galego perto da túa casa, mandarías ós teus fillos a esa escola? [secundaria]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Si	311	42,9	42,9	42,9
	Non	215	29,7	29,7	72,6
	Non sei	199	27,4	27,4	100,0
	Total	725	100,0	100,0	

56. ¿Como describirías a actitudes da túa parella cara á lingua galega?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moi favorable	103	14,2	28,9	28,9
	Bastante favorable	118	16,3	33,1	62,1
	Indiferente	116	16,0	32,6	94,7
	Bastante desfavorable	12	1,7	3,4	98,0
	Moi desfavorable	7	1,0	2,0	100,0
	Total	356	49,1	100,0	
Missing	Not Applicable	369	50,9		
Total		725	100,0		

59. ¿Que importancia cres que ha te-lo domino do galego para a túa futura vida profesional?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ningunha	48	6,6	6,6	6,6
	Pouca	195	26,9	26,9	33,5
	Algunha	204	28,1	28,1	61,7
	Bastante	160	22,1	22,1	83,7
	Moita	77	10,6	10,6	94,3
	Non sei	41	5,6	5,6	100,0
	Total	725	100,0	100,0	

66. Actitude dos amigos universitarios cara á lingua galega

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moi favorable	103	14,2	14,2	14,2
	Bastante favorable	335	46,2	46,2	60,4
	Indiferente	127	17,5	17,5	77,9
	Bastante desfavorable	84	11,6	11,6	89,5
	Moi desfavorable	25	3,4	3,4	93,0
	Non sei	51	7,0	7,0	100,0
	Total	725	100,0	100,0	

67. Pensando nos estudantes universitarios en xeral, ¿que cres que
pensas con respecto ó galego?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Gústalles moito o galego máis aínda có galego?	74	10,2	10,2	10,2
	Gústalles o galego tanto coma o castelán	145	20,0	20,1	30,3
	Gústalles o galego pero prefiren o castelán	271	37,4	37,5	67,9
	O galego resútalles indiferente	71	9,8	9,8	77,7
	Gústalles moito máis o castelán có galego	55	7,6	7,6	85,3
	O galego non lles gusta nada	9	1,2	1,2	86,6
	Non sei	97	13,4	13,4	100,0
	Total	722	99,6	100,0	
Missing		3	,4		
Total		725	100,0		

68. ¿O ámbito universitario é un ámbito que favorece o galego ou non?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	É moi favorable	96	13,2	13,3	13,3
	É bastante favorable	349	48,1	48,3	61,6
	É bastante desfavorable	131	18,1	18,1	79,8
	É moi favorable	29	4,0	4,0	83,8
	É indiferente	87	12,0	12,0	95,8
	Non sei	30	4,1	4,2	100,0
	Total	722	99,6	100,0	
Missing		3	,4		
Total		725	100,0		

69. ¿Cres que a universidade promove o galego?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moito	84	11,6	11,6	11,6
	Bastante	277	38,2	38,3	49,9
	Pouco	291	40,1	40,2	90,2
	Nada	35	4,8	4,8	95,0
	Non sei	36	5,0	5,0	100,0
	Total	723	99,7	100,0	
Missing		2	,3		
Total		725	100,0		

70. Dende que acabaches o instituto ¿intentaches mellora-lo teu galego?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non porque o meu galego é suficientemente bo	332	45,8	47,2	47,2
	Non porque non me interesa	83	11,4	11,8	59,0
	Non porque non vou necesita-lo galego	27	3,7	3,8	62,9
	Si porque non o quero perder	255	35,2	36,3	99,1
	Non hai tempo	3	,4	,4	99,6
	Non hai oportunidade	2	,3	,3	99,9
	Outra	1	,1	,1	100,0
	Total	703	97,0	100,0	
Missing		22	3,0		
Total		725	100,0		

79. No sitio onde traballas, ¿cales son as actitudes doutros traballadores?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moi favorable	13	1,8	14,6	14,6
	Bastante favorable	37	5,1	41,6	56,2
	Bastante desfavorable	8	1,1	9,0	65,2
	Moi desfavorable	3	,4	3,4	68,5
	Indiferente	17	2,3	19,1	87,6
	Non sei	11	1,5	12,4	100,0
	Total	89	12,3	100,0	
Missing	Not Applicable	636	87,7		
Total		725	100,0		

80 (a) Uso o galego sempre que podo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Si	279	38,5	38,5	38,5
	Non	436	60,1	60,1	98,6
	Non sei	10	1,4	1,4	100,0
	Total	725	100,0	100,0	

80 (b) Ogallá pudiera utiliza-lo galego máis a miúdo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Si	424	58,5	58,5	58,5
	Non	272	37,5	37,5	96,0
	Non sei	29	4,0	4,0	100,0
	Total	725	100,0	100,0	

80 (c) O meu círculo de amizades non utiliza o galego

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Si	400	55,2	55,2	55,2
	Non	310	42,8	42,8	97,9
	Non sei	15	2,1	2,1	100,0
	Total	725	100,0	100,0	

80 (d) Prefiro falar castelán con persoas que non entenden o galego

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Si	677	93,4	93,4	93,4
	Non	41	5,7	5,7	99,0
	Non sei	7	1,0	1,0	100,0
	Total	725	100,0	100,0	

80 (e) Prefiro non falar galego cando hai persoas que o falan mellor ca min

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Si	86	11,9	11,9	11,9
	Non	627	86,5	86,5	98,3
	Non sei	12	1,6	1,6	100,0
	Total	725	100,0	100,0	

80 (f) Gústame comezar unha conversa en galego

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Si	267	36,8	36,8	36,8
	Non	420	57,9	57,9	94,7
	Non sei	38	5,3	5,3	100,0
	Total	725	100,0	100,0	

80 (g) Non me gusta falar galego co xente que utiliza unha variedade diferente á miña

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Si	105	14,5	14,5	14,5
	Non	602	83,0	83,0	97,5
	Non sei	18	2,5	2,5	100,0
	Total	725	100,0	100,0	

88. En canto ó futuro do galego, ¿que che gustaría que acontecera?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Abandonado	3	,4	,4	,4
	Valor cultural	55	7,6	7,6	8,0
	Zonas rurais	1	,1	,1	8,1
	Bilingüe galego	460	63,4	63,4	71,6
	Bilingüe castelán	122	16,8	16,8	88,4
	Galego a única lingua	35	4,8	4,8	93,2
	Indiferente	24	3,3	3,3	96,6
	Non sei	25	3,4	3,4	100,0
	Total	725	100,0	100,0	

APPENDIX C

- ATTITUDINAL SCALES
- RELIABILITY ANALYSES
- SCREE PLOTS

Attitudinal Items and Questions Included in Irish and Galician Attitudinal Scales

1. The Irish language is not suitable for business, science and technology (Q.13/1)
O galego non é axeitado para os negocios, a ciencia e a tecnoloxía (Q.13/1)
2. No real Irish person can be against the revival of Irish (Q.13/2)
Un galego verdadeiro non pode estar en contra dun rexurdimento da lingua galega (13/2)
3. To really understand Irish traditions and culture, one must know Irish (Q.13/3)
Para entende-las tradicións e a cultural galega é necesario saber falar galego (Q.13/3)
4. If the Gaeltacht dies out Irish will die out also (Q.13/4)
A desaparición do galego está relacionada coa desaparición das zonas rurais (Q.13/4)
5. Irish will never become the common means of communication in Ireland (Q.13/5)
A extensión do galego a tódolos ámbitos non é posible (Q.13/5)
6. It is better to speak Irish badly than not at all (Q.13/6)
É mellor falar galego mal ca non falalo (Q.13/6)
7. The measures adopted by the government to promote the use of Irish were a failure (Q.13/8)
As políticas lingüísticas promovidas dende o goberno da Xunta foron un fracaso na promoción e na recuperación social do galego (Q.13/7)
8. The government should spend less money in the promotion of Irish (Q.13/12)
O goberno galego debe gastar menos na promoción da lingua galega (Q.13/8)
9. If nothing is done to prevent it, Irish will die out over the next fifty years (Q.13/9)
Se non se fai nada por remedialo o galego desaparecerá antes de 50 anos (Q.13/9)
10. Most people just don't care one way or the other about Irish (Q.13/14)
A maioría da poboación de Galicia non está interesada no galego (Q.13/10)
11. Without Irish, Ireland would lose its identity as a separate culture(Q.13/11)
Sen o galego, Galicia perdería a súa identidade e a súa cultura propia (Q.13/11)
12. It is more useful to learn a continental language than to learn Irish (Q.13/13)
É mellor dedicar tempo a aprender unha lingua estranxeira ante có galego (Q.13/12)
13. Most people view all things associated with Irish as too old-fashioned (Q.13/14)
Para a maioría da xente as cousas relacionadas có galego están pasadas de moda (Q.13/13)
14. The Irish language is dying out (Q.13/15)

- O galego é unha lingua en extinción (Q.13/14)
15. Ireland would not really be Ireland without Irish-speaking people (Q.13/16)
Galicia non sería Galicia sen os falantes de galego (Q.13/15)
16. Attempts to keep Irish alive are a waste of time and money (Q.13/17)
É unha perda de tempo e de cartos intentar conserva-lo galego (Q.13/16)
17. Irish people should speak more Irish (Q.13/18)
Os galegos terían que falar máis galego (Q.13/17)
18. Shop signs should be in Irish (Q.13/19)
Os letreiros do exterior e do interior das tendas deben estar en galego (Q.13/18)
19. The language of the Irish is Irish not English (Q.13/20)
A lingua dos galegos é o galego antes có castelán (Q.13/19)
20. Everyone who comes to live in Ireland should learn Irish (Q.13/21)
A xente de fóra de Galicia que vén vivir aquí debe aprender galego (Q.13/20)
21. Irish is a prestigious language (Q.13/22)
O galego é unha lingua prestixiada (Q.13/21)
22. Language is the most important part of the Irish identity (Q.13/23)
A lingua é a componente máis importante da identidade galega (Q.13/22)
23. Irish people living outside the Gaeltacht are very nationalistic (Q.13/26)
A xente nova nas zonas urbanas que fala galego adoita ser máis nacionalista (Q.13/23)
24. The Irish spoken in the Gaeltacht is the real Irish (Q.13/24)
O galego das aldeas é o galego auténtico (Q.13/24)
25. How important is a knowledge of Irish in your future career? (Q.61)
¿Que importancia cres que ha te-lo dominio do galego para a túa futura vida profesional? (Q. 59)
26. What language do you think children should learn in the home? (Q.39a)
Na túa opinión ¿que lingua se lles debe aprender ós nenos en casa? (Q.39a)
27. What language do you think children should learn in school? (Q.39b)
Na túa opinión ¿que lingua se lles debe aprender ós nenos na escola? (Q.39b)
28. If you were starting to raise a family today, how much Irish would you use with your children in the home? (Q.40)
E ti mesmo/a, se tiveras fillos, ¿canto galego utilizarías con eles na casa? (Q.40)
29. Desired future for the Irish language (Q.85)
O futuro do galego (Q.88)

TABLE I. Reliability Analysis Scale for Attitudinal Items in Irish sample

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
1	80,7772	238,8327	,5234	,8459
2	80,2901	243,2479	,3983	,8499
3	80,8274	246,9224	,3081*	,8530
4	81,5643	264,6359	-,0759	,8629
5	81,9816	248,4862	,4531	,8492
6	79,6499	250,6224	,3014*	,8526
7	81,5018	260,9856	,0265	,8592
8	79,6095	240,8339	,5568	,8455
9	81,5594	262,9208	-,0319	,8615
10	81,0845	251,2073	,2412	,8547
11	80,1493	239,5831	,4665	,8476
12	81,6181	244,9447	,4421*	,8487
13	80,7050	253,0097	,2039	,8556
14	81,6291	251,6748	,2928	,8527
15	80,1444	239,2659	,5014	,8465
16	79,4578	239,9765	,5975	,8445
17	79,5043	239,0297	,6486	,8433
18	80,4015	233,3582	,6349	,8420
19	80,0404	238,2226	,5305	,8456
20	81,3170	241,6359	,4598	,8479
21	79,9572	243,9577	,4536*	,8483
22	80,8935	239,7742	,4974	,8467
23	80,7870	265,0820	-,0899	,8616
24	81,1567	266,0563	-,1108	,8640
25	80,0514	241,1297	,5873	,8450
26	80,7356	237,3785	,6419	,8429
27	80,4431	240,2373	,5899	,8447
28	81,1787	239,0587	,6165	,8439
29	81,7430	247,8579	,3611	,8510

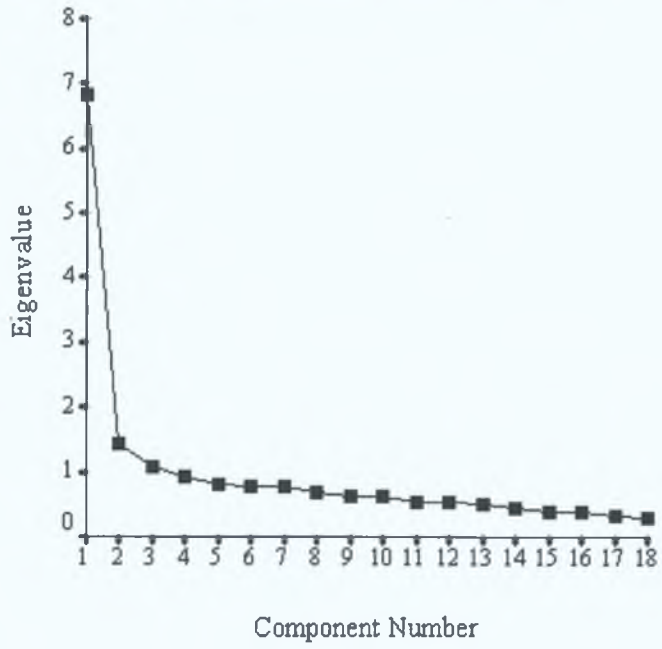
Alpha = .8549

TABLE II. Reliability Analysis Scale for Attitudinal Items in Galician Sample

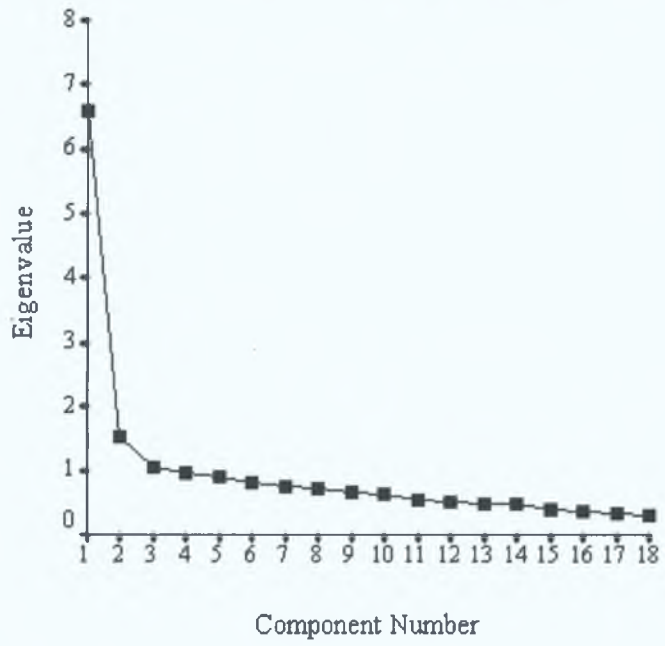
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
1	97,7766	157,7483	,5212	,7925
2	98,3862	157,5026	,3624	,7971
3	99,3641	157,4998	,3299*	,7987
4	98,8207	170,5976	-,0467	,8144
5	98,1338	157,1271	,4349	,7943
6	99,0607	158,0377	,3173*	,7993
7	99,8593	173,4277	-,1394	,8173
8	97,9407	157,6360	,5030	,7928
9	99,3752	173,2707	-,1282	,8199
10	98,9945	165,9889	,1058	,8080
11	97,9614	156,9571	,4896	,7927
12	98,4331	152,1906	,5432*	,7886
13	99,1145	166,6678	,0710	,8103
14	99,6828	169,9324	-,0282	,8143
15	98,2386	153,7814	,5296	,7898
16	97,6634	159,9860	,5510	,7939
17	98,0607	153,1786	,6556	,7865
18	98,6138	151,1462	,6004	,7862
19	98,7434	147,8291	,6370	,7830
20	99,5145	155,2916	,4180	,7944
21	99,2648	162,3220	,2095	,8041
22	98,5021	154,4354	,5152	,7906
23	100,0469	165,7216	,1247	,8069
24	99,5572	171,7775	-,0857	,8180
25	97,8262	156,8095	,5418	,7915
26	98,4138	161,4004	,5278	,7954
27	98,4179	164,2547	,4212	,7989
28	98,9572	152,4167	,5493	,7885
29	98,9614	158,1007	,3775	,7965

Alpha = .8048

Scree Plot: Irish Sample



Scree Plot: Galician Sample



APPENDIX D

- STATISTICAL NOTES FOR ANOVA RESULTS
- ANOVA TESTS : GALICIAN SAMPLE
- ANOVA TESTS : IRISH SAMPLE

Statistical Notes on the Interpretation of ANOVA Results

The F value (F ratio) referred to in the formulae for the interactions is the ratio of explained to unexplained variance in an analysis of variance, that is, the ratio of the *between-group* variance to the *within-group* variance. It is used to indicate whether or not differences between the group means are attributable to sampling error (De Vaus 2002: 290). In general, the smaller the samples (and/or the fewer of them), the bigger the F-ratio required in order to attain significance.

The symbol 'p' is the probability value, which tests the likelihood that a statistical result would have been obtained by chance alone. Statistical significance in this study was tested at the $p < 0.05$ level, meaning that a result was accepted as being statistically significant if it was shown that the probability (p) of its occurring by chance was less than one in twenty, or 5%. The bigger the difference between the responses, the more confidently the null hypothesis (i.e. that there is no difference between the means of the populations from which the samples are drawn), can be rejected.

It is, however, important to remember that statistical significance does not necessarily imply practical or theoretical significance (i.e. that it reveals something meaningful about the study). A large sample size such as that used for in this study (817 Irish respondents and 725 Galicians) can often lead to results that are statistically significant, even when they might be otherwise quite inconsequential (Pallant 2001: 175). An analysis of the Eta Squared value in the last column in ANOVA tables presented in Chapter 6, is indicative of 'effect size' or 'strength of association'. This figure indicates the relative magnitude of the difference between mean scores. According to Tabachnick and Fidell (1996: 53) (cited in Pallant 2001: 175) it describes the 'amount of the total variance that is predictable from knowledge of the levels of the independent variable.' To interpret the strength of Eta Squared values, the widely accepted guidelines of Cohen (1988) are applied where .01 will be

taken to mean a small effect, .06 a medium effect and .14, a large effect.

One of the assumptions of analysis of variance tests is that samples are obtained from populations with equal variances. This means that the variability of scores for each of the groups is similar. To test this criterion, a Levene test for equality of variances was conducted on both Irish and Galician samples. Although in the majority of cases, sub-group variances were found to be equal ($p < 0.05$), in some instances (especially in the Galician sample), the homogeneity of variance assumption was violated. When the equal variance is not assumed a number of corrective methods are possible. One such method involves resorting to non-parametric tests (Cramer 1998: 73). The latter however, are considered less powerful than parametric tests (such as ANOVA) and are less likely to detect when there is a statistically significant relationship between two or three variables or conditions. A second corrective strategy which can be applied when variances are found to be unequal involves transforming the data so as to make variances equal. However, Field and Hole (2003: 176) point out that this method is often found to have little effect on the data. An alternative to the two aforementioned methods involves the application of a more stringent significance level (Pallant 2001: 205). This is the method adopted here, where significance levels of .01 as opposed to .05 are used for evaluating non-homogeneous results.

Post hoc tests for multiple comparisons were used to explore within group differences once an overall F-ratio was found to be significant. A *Scheffé* post hoc test is the method which was used in this study. Of the post hoc statistical tests which can be used, it is one of the most widely used in samples which assume equal variance for groups. As a test, it constitutes the most cautious method for reducing the risk of a Type 1 error (i.e. rejecting the null hypothesis when it is in fact true) (Pallant 2001: 175). Where unequal variance is not assumed, the Games-Howell procedure is used. The latter, according to Field and Hole (2003: 178), offers the best performance when population variances are found not to be equal.

ANOVA TESTS : GALICIAN SAMPLE

Descriptives: Gender

FACTOR1

	N	Mean	Std. Deviation
Male	326	2,91	,652
Female	397	3,00	,507
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
13,916	1	721	,000

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,280	1	1,280	3,841	,050
Within Groups	239,849	720	,333		
Total	241,128	721			

Descriptives: Age

FACTOR1

	N	Mean	Std. Deviation
17-19	200	2,98	,486
20-21	205	2,96	,569
Over 21	318	2,94	,635
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
3,903	2	720	,021

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,191	2	,095	,285	,752
Within Groups	240,938	719	,335		
Total	241,128	721			

Descriptives: Occupation of Father

FACTOR1

	N	Mean	Std. Deviation
Professionals	310	2,90	,609
Service workers	88	2,97	,541
Skilled Manual	115	3,03	,623
Unskilled Manual	164	3,04	,483
Total	677	2,96	,577

Test of Homogeneity of Variances

FACTOR1

Levene

Statistic	df1	df2	Sig.
2,795	3	673	,040

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,903	3	,968	2,929	,033
Within Groups	222,308	673	,330		
Total	225,210	676			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

(I) OCCUPATION	(J) OCCUPATION	Mean Difference (I-J)	Std. Error	Sig.
FATHER Professionals	FATHER Service workers	-,08	,067	,661
	Skilled Manual	-,13	,068	,222
	Unskilled Manual	-,15	,051	,022
Service workers	Professionals	,08	,067	,661
	Skilled Manual	-,05	,082	,916
	Unskilled Manual	-,07	,069	,740
Skilled Manual	Professionals	,13	,068	,222
	Service workers	,05	,082	,916
	Unskilled Manual	-,02	,069	,995
Unskilled Manual	Professionals	,15	,051	,022
	Service workers	,07	,069	,740
	Skilled Manual	,02	,069	,995

Descriptives: Occupation of Mother

FACTOR1

	N	Mean	Std. Deviation	Std. Error
Professionals	170	2,93	,569	,044
Service workers	102	2,94	,653	,065
Skilled Manual	32	3,03	,470	,083
Unskilled Manual	384	2,98	,569	,029
Total	688	2,96	,578	,022

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
1,663	3	684	,174

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,474	3	,158	,472	,702
Within Groups	228,830	684	,335		
Total	229,304	687			

Descriptives: Education of Father

FACTOR1

	N	Mean	Std. Deviation
Primary	322	2,96	,600
Middle Secondary	70	3,07	,438
Secondary	117	3,01	,462
Third-Level	184	2,93	,645
Total	692	2,97	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
4,573	3	688	,004

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,195	3	,398	1,195	,311
Within Groups	229,399	688	,333		
Total	230,594	691			

Descriptives: Education of Mother

FACTOR1

	N	Mean	Std. Deviation
Primary	402	2,96	,589
Middle Secondary	46	3,13	,450
Secondary	120	2,93	,583
Third-Level	138	2,97	,569
Total	706	2,97	,577

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
,921	3	702	,430

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,398	3	,466	1,403	,241
Within Groups	232,749	701	,332		
Total	234,147	704			

Descriptives: Place of Origin

FACTOR1

	N	Mean	Std. Deviation
City	379	2,93	,557
Town	181	3,01	,559
Village	134	3,07	,552
Outside	28	2,53	,834
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
5,273	3	719	,001

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,697	3	2,566	7,892	,000
Within Groups	233,431	718	,325		
Total	241,128	721			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

(I) ORIGIN	(J) ORIGIN	Mean Difference (I-J)	Std. Error	Sig.
City	Town	-,08	,050	,339
	Village	-,14	,056	,052
	Outside	,39	,159	,085
Town	City	,08	,050	,339
	Village	-,06	,063	,791
	Outside	,48*	,162	,028
Village	City	,14	,056	,052
	Town	,06	,063	,791
	Outside	,54*	,164	,012
Outside	City	-,39	,159	,085
	Town	-,48*	,162	,028
	Village	-,54*	,164	,012

*. The mean difference is significant at the .01 level.

Descriptives: Self-Defined Social Class

FACTOR1

	N	Mean	Std. Deviation
Lower	77	3,10	,448
Middle	523	2,98	,571
Upper	108	2,79	,640
Total	708	2,96	,575

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
7,829	2	705	,000

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4,767	2	2,384	7,330	,001
Within Groups	228,931	704	,325		
Total	233,698	706			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

(I) recoded social class	(J) recoded social class	Mean Difference (I-J)	Std. Error	Sig.
Lower	Middle	,13	,057	,069
	Upper	,31*	,080	,000
Middle	Lower	-,13	,057	,069
	Upper	,18	,066	,017
Upper	Lower	-,31*	,080	,000
	Middle	-,18	,066	,017

*. The mean difference is significant at the .01 level.

Descriptives: School Type

FACTOR1

	N	Mean	Std. Deviation
Private	261	2,82	,651
Public	462	3,04	,516
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
25,862	1	721	,000

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8,454	1	8,454	26,161	,000
Within Groups	232,674	720	,323		
Total	241,128	721			

Descriptives: Career Path

FACTOR1

	N	Mean	Std. Deviation
Humanities	168	3,14	,532
Technology	194	2,87	,628
Business	166	2,95	,554
Sciences	197	3,05	,518
Total	725	3,00	,569

Test of Homogeneity of Variances

FACTOR1

Levene	Statistic	df1	df2	Sig.
	5,072	3	721	,002

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,384	3	2,461	7,825	,000
Within Groups	226,773	721	,315		
Total	234,156	724			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

(I) Career Path	(J) Career Path	Mean Difference (I-J)	Std. Error	Sig.
Humanities	Technology	,27*	,061	,000
	Business	,19*	,059	,007
	Sciences	,10	,055	,291
Technology	Humanities	-,27*	,061	,000
	Business	-,08	,062	,593
	Sciences	-,17	,058	,017
Business	Humanities	-,19*	,059	,007
	Technology	,08	,062	,593
	Sciences	-,09	,057	,343
Sciences	Humanities	-,10	,055	,291
	Technology	,17	,058	,017
	Business	,09	,057	,343

*. The mean difference is significant at the .01 level.

Descriptives: Political Ideology

FACTOR1

	N	Mean	Std. Deviation
PSOE	108	2,87	,655
PP	60	2,56	,772
BNG	220	3,24	,311
None	335	2,88	,573
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene	Statistic	df1	df2	Sig.
	34,282	3	719	,000

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29,345	3	9,782	33,162	,000
Within Groups	211,784	718	,295		
Total	241,128	721			

Multiple Comparisons

Dependent Variable: FACTOR1

Games-Howell

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
Political Ideology	PSOE	,31	,118	,047
	BNG	-,36*	,066	,000
	None	-,01	,070	,999
PP	PSOE	-,31	,118	,047
	BNG	-,67*	,102	,000
	None	-,32	,104	,017
BNG	PSOE	,36*	,066	,000
	PP	,67*	,102	,000
	None	,36*	,038	,000
None	PSOE	,01	,070	,999
	PP	,32	,104	,017
	BNG	-,36*	,038	,000

*. The mean difference is significant at the .01 level.

Descriptives: Ethnicity

FACTOR1

	N	Mean	Std. Deviation
Galician	238	3,23	,291
Both	355	2,96	,471
Spanish	106	2,38	,886
European	20	2,87	,540
Total	719	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
75,528	3	715	,000

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	53,514	3	17,838	68,328	,000
Within Groups	186,398	714	,261		
Total	239,912	717			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

(I) ETHNIC	(J) ETHNIC	Mean Difference (I-J)	Std. Error	Sig.
Galician	Both	,27*	,031	,000
	Spanish	,85*	,088	,000
	European	,36	,121	,036
Both	Galician	-,27*	,031	,000
	Spanish	,58*	,090	,000
	European	,09	,122	,888
Spanish	Galician	-,85*	,088	,000
	Both	-,58*	,090	,000
	European	-,50*	,147	,029
European	Galician	-,36	,121	,036
	Both	-,09	,122	,888
	Spanish	,50*	,147	,029

*. The mean difference is significant at the .01 level.

Descriptives: Ability to Write Galician

FACTOR1

	N	Mean	Std. Deviation
High	307	3,02	,571
Medium	295	2,95	,564
Low	120	2,83	,611
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
1,706	2	720	,182

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,203	2	1,602	4,840	,008
Within Groups	237,925	719	,331		
Total	241,128	721			

Multiple Comparisons

Dependent Variable: FACTOR1

Scheffe

(I) WRITE	(J) WRITE	Mean Difference (I-J)	Std. Error	Sig.
High	Medium	,08	,047	,275
	Low	,19*	,062	,009
Medium	High	-,08	,047	,275
	Low	,11	,062	,185
Low	High	-,19*	,062	,009
	Medium	-,11	,062	,185

*. The mean difference is significant at the .05 level.

Descriptives: Ability to Read Galician

FACTOR1

	N	Mean	Std. Deviation
High	433	2,99	,588
Medium	202	2,97	,522
Low	88	2,77	,621
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
2,602	2	720	,075

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,523	2	1,761	5,330	,005
Within Groups	237,606	719	,330		
Total	241,128	721			

Multiple Comparisons

Dependent Variable: FACTOR1

Scheffe

(I) READ	(J) READ	Mean Difference (I-J)	Std. Error	Sig.
High	Medium	,02	,049	,922
	Low	,22*	,067	,005
Medium	High	-,02	,049	,922
	Low	,20*	,073	,027
Low	High	-,22*	,067	,005
	Medium	-,20*	,073	,027

*. The mean difference is significant at the .05 level.

Descriptives: Ability to Speak Galician

FACTOR1

	N	Mean	Std. Deviation
High	278	3,03	,585
Medium	326	2,98	,543
Low	119	2,76	,615
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
2,082	2	720	,125

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,975	2	2,987	9,134	,000
Within Groups	235,154	719	,327		
Total	241,128	721			

Multiple Comparisons

Dependent Variable: FACTOR1

Scheffe

(I) SPEAK	(J) SPEAK	Mean Difference (I-J)	Std. Error	Sig.
High	Medium	,05	,047	,566
	Low	,26*	,063	,000
Medium	High	-,05	,047	,566
	Low	,21*	,061	,002
Low	High	-,26*	,063	,000
	Medium	-,21*	,061	,002

*. The mean difference is significant at the .05 level.

**Descriptives: Ability to
Understand Galician**

FACTOR1

	N	Mean	Std. Deviation
High	603	3,01	,549
Medium	120	2,72	,660
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
11,388	1	721	,001

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8,029	1	8,029	24,801	,000
Within Groups	233,099	720	,324		
Total	241,128	721			

Descriptives: Language Spoken Better

FACTOR1

	N	Mean	Std. Deviation
Galician	40	3,32	,309
Both Equally	324	3,05	,539
Castilian	359	2,84	,604
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
10,798	2	720	,000

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13,032	2	6,516	20,540	,000
Within Groups	228,096	719	,317		
Total	241,128	721			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

(I) language spoken better	(J) language spoken better	Mean Difference (I-J)	Std. Error	Sig.
Galician	Both Equally	,26*	,057	,000
	Castilian	,48*	,058	,000
Both Equally	Galician	-,26*	,057	,000
	Castilian	,21*	,044	,000
Majority Language	Galician	-,48*	,058	,000
	Both Equally	-,21*	,044	,000

*. The mean difference is significant at the .01 level.

Descriptives: Use of Galician in Primary School

FACTOR1	N	Mean	Std. Deviation
All Galician	22	3,16	,409
Some subjects Galician	440	3,00	,537
Galician as subject only	236	2,92	,615
No Galician	25	2,53	,816
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1	Levene Statistic	df1	df2	Sig.
	6,908	3	719	,000

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6,492	3	2,164	6,622	,000
Within Groups	234,637	718	,327		
Total	241,128	721			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

(I) Use of Galician in primary school	(J) Use of Galician in primary school	Mean Difference (I-J)	Std. Error	Sig.
All Galician	Some subjects Galician	,16	,090	,291
	Galician as a subject only	,25	,096	,067
	No Galician	,63*	,186	,009
Some subjects through Minority	All Minority Galician as a subject only	-,16	,090	,291
	Galician as a subject only	,08	,047	,304
	No Galician	,47	,167	,046
Language as a subject only	All Minority	-,25	,096	,067
	Some subjects Galician	-,08	,047	,304
	No Galician	,38	,170	,134
No Galician	All Minority	-,63*	,186	,009
	Some subjects Galician	-,47	,167	,046
	Galician as a subject only	-,38	,170	,134

*. The mean difference is significant at the .01 level.

Descriptives: Use of Galician in Post-Primary School

FACTOR1

	N	Mean	Std. Deviation
All Galician	11	3,30	,311
Some subjects Galician	541	3,00	,556
Galician as subject only	170	2,82	,633
Total	721	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
5,601	2	718	,004

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,448	2	2,724	8,315	,000
Within Groups	235,200	718	,328		
Total	240,648	720			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

(I) Use of Galician in secondary school	(J) Use of Galician in secondary school	Mean Difference (I-J)	Std. Error	Sig.
All Galician	Some subjects through Galician	,30	,099	,030
	Galician as subject only	,48*	,107	,001
Some subjects through Galician	All Galician	-,30	,099	,030
	Galician as subject only	,18*	,054	,003
Galician as subject only	All Galician	-,48*	,107	,001
	Some subjects through Galician	-,18*	,054	,003

*. The mean difference is significant at the .01 level.

**Descriptives: Domain of
Acquisition of Galician**

FACTOR1

	N	Mean	Std. Deviation
Family	453	3,06	,500
School	244	2,77	,663
Other	21	2,99	,574
Total	718	2,96	,579

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
16,962	2	715	,000

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13,973	2	6,987	22,057	,000
Within Groups	226,160	714	,317		
Total	240,134	716			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

(I) Domain of Acquisition	(J) Domain of Acquisition	Mean Difference (I-J)	Std. Error	Sig.
Family	School	,30*	,048	,000
	Other	,07	,128	,837
School	Family	-,30*	,048	,000
	Other	-,22	,133	,233
Other	Family	-,07	,128	,837
	School	,22	,133	,233

*. The mean difference is significant at the .01 level.

**Descriptives: Parental Attitudes
towards Galician**

FACTOR1

	N	Mean	Std. Deviation
Negative	245	2,74	,668
Positive	478	3,07	,490
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
37,033	1	721	,000

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17,908	1	17,908	57,762	,000
Within Groups	223,220	720	,310		
Total	241,128	721			

**Descriptives: Language First Learned
to Speak**

FACTOR1

	N	Mean	Std. Deviation
Galician	94	3,21	,401
Both	262	3,04	,505
Castilia n	368	2,84	,632
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
19,890	2	720	,000

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13,328	2	6,664	21,033	,000
Within Groups	227,801	719	,317		
Total	241,128	721			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

(I) Language first learned to speak	(J) Language first learned to speak	Mean Difference (I-J)	Std. Error	Sig.
Galician	Both	,17*	,052	,004
	Castilian	,37*	,053	,000
Both	Galician	-,17*	,052	,004
	Castilian	,21*	,045	,000
Castilian	Galician	-,37*	,053	,000
	Both	-,21*	,045	,000

*. The mean difference is significant at the .01 level.

Descriptives: Parental Use of Galician

FACTOR1	N	Mean	Std. Deviation
Galician Only	210	3,14	,406
More Galician	90	3,05	,531
Both Equally	63	2,88	,633
More Castilian	141	2,96	,571
Castilian Only	215	2,77	,660
Total	718	2,96	,577

Test of Homogeneity of Variances

FACTOR1	Levene Statistic	df1	df2	Sig.
	13,525	4	713	,000

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15,750	4	3,938	12,583	,000
Within Groups	222,807	712	,313		
Total	238,557	716			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

(I) Parental Use of Galician	(J) Parental Use of Galician	Mean Difference (I-J)	Std. Error	Sig.
Galician Only	More Galician	,09	,063	,576
	Both Equally	,27	,085	,019
	More Castilian	,18	,056	,013
	Castilian Only	,37*	,053	,000
More Galician	Galician Only	-,09	,063	,576
	Both Equally	,17	,098	,384
	More Castilian	,09	,074	,771
	Castilian Only	,28*	,072	,001
Both Equally	Galician Only	-,27	,085	,019
	More Galician	-,17	,098	,384
	More Castilian	-,09	,093	,876
	Castilian Only	,10	,092	,796
More Castilian	Galician Only	-,18	,056	,013
	More Galician	-,09	,074	,771
	Both Equally	,09	,093	,876
	Castilian Only	,19	,066	,032
Castilian Only	Galician Only	-,37*	,053	,000
	More Galician	-,28*	,072	,001
	Both Equally	-,10	,092	,796
	More Castilian	-,19	,066	,032

*. The mean difference is significant at the .01 level.

**Descriptives: Grade in Galician as
School Subject**

FACTOR1

	N	Mean	Std. Deviation
High	58	2,99	,580
Middle	353	2,99	,544
Pass	198	2,90	,639
Fail	13	2,69	,663
Not do exam	10	2,80	,735
Total	633	2,95	,586

Test of Homogeneity of Variances

FACTOR1

Levene			
Statistic	df1	df2	Sig.
1,716	4	628	,145

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,329	4	,582	1,704	,147
Within Groups	214,207	627	,342		
Total	216,536	631			

Descriptives: Habitual Use of Galician

FACTOR1

	N	Mean	Std. Deviation
Galician Only	45	3,33	,305
More Galician	44	3,25	,360
Both Equally	87	3,18	,308
More Castilian	353	3,02	,530
Castilian Only	194	2,61	,664
Total	723	2,96	,578

Test of Homogeneity of Variances

FACTOR1

Levene			
Statistic	df1	df2	Sig.
16,489	4	718	,000

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39,338	4	9,835	34,944	,000
Within Groups	201,790	717	,281		
Total	241,128	721			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

(I) Language	(J) Language	Mean Difference (I-J)	Std. Error	Sig.
spoken habitually Galician Only	More Galician	,08	,071	,826
	Both Equally	,15	,056	,079
	More Castilian	,31*	,053	,000
	Castilian Only	,72*	,066	,000
More Galician	Galician Only	-,08	,071	,826
	Both Equally	,07	,064	,796
	More Castilian	,23*	,061	,003
	Castilian Only	,64*	,072	,000
Both Equally	Galician Only	-,15	,056	,079
	More Galician	-,07	,064	,796
	More Castilian	,16*	,043	,002
	Castilian Only	,57*	,058	,000
More Castilian	Galician Only	-,31*	,053	,000
	More Galician	-,23*	,061	,003
	Both Equally	-,16*	,043	,002
	Castilian Only	,41*	,055	,000
Castilian Only	Galician Only	-,72*	,066	,000
	More Galician	-,64*	,072	,000
	Both Equally	-,57*	,058	,000
	More Castilian	-,41*	,055	,000

*. The mean difference is significant at the .01 level.

**Three-Way Anova Ethnicity, Political Ideology and Habitual Language
Tests of Between-Subjects Effects**

Dependent Variable: FACTOR1

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	89,754 ^a	34	2,640	12,707	,000	,387
Intercept	1728,22	1	1728,2	8318,7	,000	,924
Ethnicity (E)	6,970	2	3,485	16,775	,000	,047
Political Ideology (I)	7,957	3	2,652	12,767	,000	,053
Habitual Language (H)	8,591	2	4,295	20,676	,000	,057
E * I	4,709	6	,785	3,777	,001	,032
E* H	3,896	4	,974	4,688	,001	,027
I * H	1,037	6	,173	,832	,545	,007
E * I * H	2,687	11	,244	1,176	,300	,019
Error	142,309	685	,208			
Total	6526,40	720				
Corrected Total	232,063	719				

a. R Squared = ,387 (Adjusted R Squared = ,356)

Descriptives: Gender

FACTOR2

	N	Mean	Std. Deviation
Male	326	2,90	,843
Female	397	2,97	,717
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
8,248	1	721	,004

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,848	1	,848	1,407	,236
Within Groups	433,939	720	,603		
Total	434,787	721			

Descriptives

FACTOR2

	N	Mean	Std. Deviation
17-19	200	3,11	,715
20-21	205	2,97	,752
Over 21	318	2,82	,809
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
4,578	2	720	,011

ANOVA

FACTOR2	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10,102	2	5,051	8,552	,000
Within Groups	424,685	719	,591		
Total	434,787	721			

Multiple Comparisons

Dependent Variable: FACTOR2
Games-Howell

(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.
17-19	20-21	,14	,073	,151
	Over 21	,28*	,068	,000
20-21	17-19	-,14	,073	,151
	Over 21	,15	,069	,084
Over 21	17-19	-,28*	,068	,000
	20-21	-,15	,069	,084

*. The mean difference is significant at the .01 level.

Descriptives: Occupation of Father

FACTOR2	N	Mean	Std. Deviation
Professionals	310	2,92	,812
Service workers	88	3,01	,672
Skilled Manual	115	3,03	,732
Unskilled Manual	164	2,96	,762
Total	677	2,96	,769

Test of Homogeneity of Variances

FACTOR2	Levene Statistic	df1	df2	Sig.
	1,819	3	673	,142

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,330	3	,443	,748	,524
Within Groups	398,827	673	,593		
Total	400,157	676			

Descriptives: Occupation of Mother

FACTOR2

	N	Mean	Std. Deviation
Professionals	170	2,96	,789
Service workers	102	2,95	,787
Skilled Manual	32	3,01	,723
Unskilled Manual	384	2,94	,777
Total	688	2,95	,777

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
,888	3	684	,447

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,163	3	,054	,089	,966
Within Groups	415,039	684	,607		
Total	415,202	687			

Descriptives: Education of Father

FACTOR2

	N	Mean	Std. Deviation
Primary	322	3,02	,697
Middle Secondary	70	2,83	,917
Secondary	117	3,02	,724
Third-Level	184	2,80	,864
Total	692	2,95	,778

Test of Homogeneity of Variances

FACTOR2

Levene				
Statistic	df1	df2	Sig.	
5,693	3	688	,001	

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,246	3	2,415	4,040	,007
Within Groups	411,295	688	,598		
Total	418,541	691			

Multiple Comparisons

Dependent Variable: FACTOR2

Games-Howell

(I) education of father	(J) education of father	Mean Difference (I-J)	Std. Error	Sig.
Primary	Middle Secondary	,19	,116	,347
	Secondary	,00	,078	1,000
	Third-Level	,22	,075	,019
Middle Secondary	Primary	-,19	,116	,347
	Secondary	-,20	,129	,430
	Third-Level	,02	,127	,998
Secondary	Primary	,00	,078	1,000
	Middle Secondary	,20	,129	,430
	Third-Level	,22	,093	,085
Third-Level	Primary	-,22	,075	,019
	Middle Secondary	-,02	,127	,998
	Secondary	-,22	,093	,085

Descriptives: Education of Mother

FACTOR2

	N	Mean	Std. Deviation
Primary	402	3,00	,760
Middle Secondary	46	2,79	,789
Secondary	120	3,04	,653
Third-Level	138	2,76	,879
Total	706	2,95	,776

Test of Homogeneity of Variances

FACTOR2

Levene				
Statistic	df1	df2	Sig.	
5,895	3	702	,001	

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8,226	3	2,742	4,622	,003
Within Groups	415,874	701	,593		
Total	424,099	704			

Multiple Comparisons

Dependent Variable: FACTOR2
Games-Howell

(I) education of mother	(J) education of mother	Mean Difference (I-J)	Std. Error	Sig.
Primary	Middle Secondary	,21	,123	,319
	Secondary	-,04	,071	,942
	Third-Level	,24	,084	,023
Middle Secondary	Primary	-,21	,123	,319
	Secondary	-,25	,131	,228
	Third-Level	,03	,139	,997
Secondary	Primary	,04	,071	,942
	Middle Secondary	,25	,131	,228
	Third-Level	,28	,096	,019
Third-Level	Primary	-,24	,084	,023
	Middle Secondary	-,03	,139	,997
	Secondary	-,28	,096	,019

Descriptives: Self-Defined Social Class

FACTOR2

	N	Mean	Std. Deviation
Lower	77	2,88	,730
Middle	523	2,94	,780
Upper	108	2,96	,821
Total	708	2,94	,780

Test of Homogeneity of Variances

FACTOR2

Levene				
Statistic	df1	df2	Sig.	
1,067	2	705	,345	

ANOVA

FACTOR2

	Sum of		Mean		
	Squares	df	Square	F	Sig.
Between Groups	,331	2	,165	,271	,763
Within Groups	429,815	704	,611		
Total	430,146	706			

Descriptives: School Type

FACTOR2

			Std.
	N	Mean	Deviation
Private	261	2,88	,825
Public	462	2,97	,746
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene				
Statistic	df1	df2	Sig.	
1,831	1	721	,176	

ANOVA

FACTOR2

	Sum of		Mean		
	Squares	df	Square	F	Sig.
Between Groups	1,371	1	1,371	2,278	,132
Within Groups	433,415	720	,602		
Total	434,787	721			

Descriptives: Place of Origin

FACTOR2

	N	Mean	Std. Deviation
City	379	2,82	,821
Town	181	3,05	,725
Village	134	3,16	,640
Outside	28	2,84	,764
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
5,284	3	719	,001

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14,267	3	4,756	8,120	,000
Within Groups	420,519	718	,586		
Total	434,787	721			

Multiple Comparisons

Dependent Variable: FACTOR2
Games-Howell

(I) ORIGIN	(J) ORIGIN	Mean Difference (I-J)	Std. Error	Sig.
City	Town	-,23*	,068	,004
	Village	-,33*	,070	,000
	Outside	-,01	,149	1,000
Town	City	,23*	,068	,004
	Village	-,10	,077	,549
	Outside	,22	,153	,494
Village	City	,33*	,070	,000
	Town	,10	,077	,549
	Outside	,32	,154	,178
Outside	City	,01	,149	1,000
	Town	-,22	,153	,494
	Village	-,32	,154	,178

*. The mean difference is significant at the .01 level.

Descriptives: Career Path

FACTOR2

	N	Mean	Std. Deviation
Humanities	168	3,16	,615
Technology	194	2,83	,826
Business	166	2,90	,788
Sciences	197	3,11	,688
Total	725	3,00	,746

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
5,646	3	721	,001

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13,551	3	4,517	8,354	,000
Within Groups	389,833	721	,541		
Total	403,384	724			

Multiple Comparisons

Dependent Variable: FACTOR2
Games-Howell

(I) Career Path	(J) Career Path	Mean Difference (I-J)	Std. Error	Sig.
Humanities	Technology	,33*	,076	,000
	Business	,26*	,077	,005
	Sciences	,05	,068	,853
Technology	Humanities	-,33*	,076	,000
	Business	-,07	,085	,836
	Sciences	-,27*	,077	,002
Business	Humanities	-,26*	,077	,005
	Technology	,07	,085	,836
	Sciences	-,20	,078	,050
Sciences	Humanities	-,05	,068	,853
	Technology	,27*	,077	,002
	Business	,20	,078	,050

*. The mean difference is significant at the .01 level.

Descriptives: Political Ideology

FACTOR2

	N	Mean	Std. Deviation
PSOE	108	2,77	,816
PP	60	2,82	,818
BNG	220	3,17	,710
None	335	2,87	,766
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
1,495	3	719	,215

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17,661	3	5,887	10,133	,000
Within Groups	417,126	718	,581		
Total	434,787	721			

Multiple Comparisons

Dependent Variable: FACTOR2

Scheffe

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
Political PSOE	Political PP	-,05	,123	,986
	BNG	-,40*	,090	,000
	None	-,10	,084	,707
PP	PSOE	,05	,123	,986
	BNG	-,36*	,111	,016
	None	-,05	,107	,969
BNG	PSOE	,40*	,090	,000
	PP	,36*	,111	,016
	None	,30*	,066	,000
None	PSOE	,10	,084	,707
	PP	,05	,107	,969
	BNG	-,30*	,066	,000

*. The mean difference is significant at the .05 level.

Descriptives: Ethnicity

FACTOR2

	N	Mean	Std. Deviation
Galician	238	3,26	,568
Both	355	2,83	,769
Spanish	106	2,74	,874
European	20	2,19	1,105
Total	719	2,94	,778

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
20,054	3	715	,000

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	44,820	3	14,940	27,396	,000
Within Groups	389,374	714	,545		
Total	434,194	717			

Multiple Comparisons

Dependent Variable: FACTOR2

Games-Howell

(I) ETHNIC	(J) ETHNIC	Mean Difference (I-J)	Std. Error	Sig.
Galician	Both	,43*	,055	,000
	Spanish	,52*	,093	,000
	European	1,08*	,248	,002
Both	Galician	-,43*	,055	,000
	Spanish	,09	,094	,768
	European	,65	,248	,074
Spanish	Galician	-,52*	,093	,000
	Both	-,09	,094	,768
	European	,55	,259	,170
European	Galician	-1,08*	,248	,002
	Both	-,65	,248	,074
	Spanish	-,55	,259	,170

*. The mean difference is significant at the .01 level.

Descriptives: Ability to Write

FACTOR2

	N	Mean	Std. Deviation
High	307	2,97	,776
Medium	295	2,94	,789
Low	120	2,88	,747
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
,325	2	720	,722

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,726	2	,363	,601	,549
Within Groups	434,061	719	,604		
Total	434,787	721			

Descriptives: Ability to Read Galician

FACTOR2

	N	Mean	Std. Deviation
High	433	2,93	,817
Medium	202	2,94	,742
Low	88	3,02	,635
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
5,456	2	720	,004

ANOVA

FACTOR2

	Sum of	df	Mean	F	Sig.
	Squares		Square		
Between Groups	,593	2	,296	,491	,612
Within Groups	434,194	719	,604		
Total	434,787	721			

Descriptives: Ability to Speak Galician

FACTOR2

	N	Mean	Std.
			Deviation
High	278	3,05	,767
Medium	326	2,88	,781
Low	119	2,86	,762
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene

Statistic	df1	df2	Sig.
,107	2	720	,898

ANOVA

FACTOR2

	Sum of	df	Mean	F	Sig.
	Squares		Square		
Between Groups	5,033	2	2,517	4,211	,015
Within Groups	429,753	719	,598		
Total	434,787	721			

Multiple Comparisons

Dependent Variable: FACTOR2
Scheffe

(I) SPEAK	(J) SPEAK	Mean Difference (I-J)	Std. Error	Sig.
High	Medium	,16*	,063	,034
	Low	,19	,085	,085
Medium	High	-,16*	,063	,034
	Low	,02	,083	,958
Low	High	-,19	,085	,085
	Medium	-,02	,083	,958

*. The mean difference is significant at the .05 level.

Descriptives: Ability to Understand Galician

FACTOR2

	N	Mean	Std. Deviation
High	603	2,96	,785
Medium	120	2,85	,725
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene			
Statistic	df1	df2	Sig.
1,054	1	721	,305

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,309	1	1,309	2,174	,141
Within Groups	433,478	720	,602		
Total	434,787	721			

Descriptives: Language Spoken Better

FACTOR2

	N	Mean	Std. Deviation
Minority Language	40	3,36	,435
Both Equally	324	3,07	,696
Majority Language	359	2,78	,835
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene	Statistic	df1	df2	Sig.
	12,683	2	720	,000

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21,604	2	10,802	18,797	,000
Within Groups	413,183	719	,575		
Total	434,787	721			

Multiple Comparisons

Dependent Variable: FACTOR2

Games-Howell

(I) language spoken better	(J) language spoken better	Mean Difference (I-J)	Std. Error	Sig.
Galician	Both Equally	,29*	,079	,001
	Castilian	,58*	,081	,000
Both Equally	Galician	-,29*	,079	,001
	Castilian	,29*	,059	,000
Castilian	Galician	-,58*	,081	,000
	Both Equally	-,29*	,059	,000

*. The mean difference is significant at the .01 level.

Descriptives: Use of Galician in Primary School

FACTOR2

	N	Mean	Std. Deviation
All Galician	22	3,33	,458
Some subjects Galician	440	3,00	,757
Galician as subject only	236	2,83	,813
No Galician	25	2,69	,770
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
2,727	3	719	,043

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9,393	3	3,131	5,285	,001
Within Groups	425,394	718	,592		
Total	434,787	721			

Multiple Comparisons

Dependent Variable: FACTOR2
Games-Howell

(I) Use of Galician in primary school	(J) Use of Galician in primary school	Mean Difference (I-J)	Std. Error	Sig.
All Galician	Some subjects Galician	,33	,104	,019
	Galician as subject only	,50*	,111	,000
	No Galician	,64*	,183	,006
Some subjects through Minority	All Galician	-,33	,104	,019
	Galician as subject only	,17	,064	,039
	No Galician	,31	,160	,228
Galician as subject only	All Galician	-,50*	,111	,000
	Some subjects Galician	-,17	,064	,039
	No Galician	,14	,164	,822
No Galician	All Galician	-,64*	,183	,006
	Some subjects Galician	-,31	,160	,228
	Galician as subject only	-,14	,164	,822

*. The mean difference is significant at the .01 level.

Descriptives: Use of Galician in Post-Primary School

FACTOR2

	N	Mean	Std. Deviation
All Galician	11	3,08	,635
Some subjects Galician	541	2,96	,787
Galician as subject only	170	2,89	,741
Total	721	2,94	,774

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
,917	2	718	,400

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,809	2	,404	,673	,510
Within Groups	431,024	718	,600		
Total	431,832	720			

Descriptives: Domain of Acquisition

FACTOR2

	N	Mean	Std. Deviation
Family	453	3,00	,728
School	244	2,81	,864
Other	21	3,21	,540
Total	718	2,94	,778

Test of Homogeneity of Variances

FACTOR2

Levene

Statistic	df1	df2	Sig.
9,040	2	715	,000

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,415	2	3,708	6,206	,002
Within Groups	426,555	714	,597		
Total	433,970	716			

Multiple Comparisons

Dependent Variable: FACTOR2
Games-Howell

(I) Domain of	(J) Domain of	Mean Difference (I-J)	Std. Error	Sig.
Acquisition Family	Acquisition School	,19*	,065	,009
	Other	-,21	,124	,220
School	Family	-,19*	,065	,009
	Other	-,40	,131	,012
Other	Family	,21	,124	,220
	School	,40	,131	,012

*

The mean difference is significant at the .01 level.

Descriptives: Parental Use of Galician

FACTOR2

	N	Mean	Std. Deviation
Galician Only	210	3,17	,624
More Galician	90	2,77	,837
Both Equally	63	3,13	,557
More Castilian	141	2,95	,807
Castilian Only	215	2,74	,854
Total	718	2,94	,778

Test of Homogeneity of Variances

FACTOR2

Levene	Statistic	df1	df2	Sig.
	9,535	4	713	,000

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24,491	4	6,123	10,646	,000
Within Groups	409,480	712	,575		
Total	433,971	716			

Multiple Comparisons

Dependent Variable: FACTOR2
Games-Howell

(I) Parental Use of Galician	(J) Parental Use of Galician	Mean Difference (I-J)	Std. Error	Sig.
Galician Only	More Galician	,39*	,098	,001
	Both Equally	,03	,083	,994
	More Castilian	,22	,081	,053
	Castilian Only	,43*	,072	,000
More Minority Language	Castilian Only	-,39*	,098	,001
	Both Equally	-,36	,113	,016
	More Castilian	-,17	,112	,537
	Castilian Only	,04	,106	,996
Both Equally	Castilian Only	-,03	,083	,994
	More Galician	,36	,113	,016
	More Castilian	,19	,098	,322
	Castilian Only	,40*	,091	,000
More Majority Language	Castilian Only	-,22	,081	,053
	More Galician	,17	,112	,537
	Both Equally	-,19	,098	,322
	Castilian Only	,21	,090	,129
Majority Only	Castilian Only	-,43*	,072	,000
	More Galician	-,04	,106	,996
	Both Equally	-,40*	,091	,000
	More Castilian	-,21	,090	,129

*. The mean difference is significant at the .01 level.

Descriptives: Parental Attitudes towards Galician

FACTOR2

	N	Mean	Std. Deviation
Negative	245	2,75	,828
Positive	478	3,04	,730
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
9,225	1	721	,002

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13,362	1	13,362	22,829	,000
Within Groups	421,425	720	,585		
Total	434,787	721			

Descriptives: Language First Learned to Speak

FACTOR2

	N	Mean	Std. Deviation
Minority	94	3,24	,582
Both	262	2,97	,729
Majority	368	2,85	,831
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene	Statistic	df1	df2	Sig.
	10,563	2	720	,000

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11,879	2	5,940	10,098	,000
Within Groups	422,908	719	,588		
Total	434,787	721			

Multiple Comparisons

Dependent Variable: FACTOR2
Games-Howell

(I) Language first learned to speak	(J) Language first learned to speak	Mean Difference (I-J)	Std. Error	Sig.
Galician	Both	,27*	,075	,001
	Castilian	,39*	,074	,000
Both	Galician	-,27*	,075	,001
	Castilian	,12	,063	,119
Castilian	Galician	-,39*	,074	,000
	Both	-,12	,063	,119

*. The mean difference is significant at the .01 level.

Descriptives: Habitual Use of Galician

FACTOR2

	N	Mean	Std. Deviation
Galician Only	45	3,27	,442
More Galician	44	3,27	,628
Both Equally	87	3,20	,584
More Castilian	353	2,97	,725
More Castilian	194	2,61	,907
Total	723	2,94	,776

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
12,926	4	718	,000

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36,478	4	9,119	16,416	,000
Within Groups	398,309	717	,556		
Total	434,787	721			

Multiple Comparisons

Dependent Variable: FACTOR2

Games-Howell

(I) Language	(J) Language	Mean Difference (I-J)	Std. Error	Sig.
spoken habitually Galician Only	More Galician	,00	,115	1,000
	Both Equally	,07	,091	,925
	More Castilian	,30*	,076	,002
	Castilian Only	,66*	,093	,000
More Galician	Galician Only	,00	,115	1,000
	Both Equally	,07	,113	,964
	More Castilian	,30	,102	,039
	Castilian Only	,66*	,115	,000
Both Equally	Galician Only	-,07	,091	,925
	More Galician	-,07	,113	,964
	More Castilian	,22	,074	,024
	Castilian Only	,58*	,090	,000
More Castilian	Galician Only	-,30*	,076	,002
	More Galician	-,30	,102	,039
	Both Equally	-,22	,074	,024
	Castilian Only	,36*	,076	,000
Castilian Only	Galician Only	-,66*	,093	,000
	More Galician	-,66*	,115	,000
	Both Equally	-,58*	,090	,000
	More Castilian	-,36*	,076	,000

*. The mean difference is significant at the .01 level.

Two-Way Anova Ethnicity, Habitual Language

Tests of Between-Subjects Effects

Dependent Variable: FACTOR2

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	57,089 ^a	8	7,136	13,369	,000	,131
Intercept	3318,61	1	3318,6	6217,0	,000	,897
Ethnicity (E)	18,087	2	9,044	16,942	,000	,045
Habitual Language (H)	5,786	2	2,893	5,419	,005	,015
E * H	3,862	4	,966	1,809	,125	,010
Error	379,526	711	,534			
Total	6665,06	720				
Corrected Total	436,615	719				

^a. R Squared = ,131 (Adjusted R Squared = ,121)

ANOVA TESTS: IRISH SAMPLE

Descriptives: Career Path

FACTOR1

	N	Mean	Std. Deviation
Humanities	202	3,37	,750
Technology	187	2,74	,674
Business	292	2,91	,706
Sciences	136	2,99	,748
Total	817	3,00	,752

Test of Homogeneity of Variances

FACTOR1

Levene	Statistic	df1	df2	Sig.
	,776	3	813	,508

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43,122	3	14,374	27,956	,000
Within Groups	418,007	813	,514		
Total	461,129	816			

Multiple Comparisons

Dependent Variable: FACTOR1

Scheffe

(I) Domain of study	(J) Domain of study	Mean Difference (I-J)	Std. Error	Sig.
Humanities	Technology	,63*	,073	,000
	Business	,46*	,066	,000
	Sciences	,38*	,080	,000
Technology	Humanities	-,63*	,073	,000
	Business	-,17	,067	,090
	Sciences	-,25*	,081	,023
Business	Humanities	-,46*	,066	,000
	Technology	,17	,067	,090
	Sciences	-,08	,074	,773
Sciences	Humanities	-,38*	,080	,000
	Technology	,25*	,081	,023
	Business	,08	,074	,773

*. The mean difference is significant at the .05 level.

Descriptives: Gender

FACTOR1

	N	Mean	Std. Deviation
Male	394	2,81	,743
Female	416	3,10	,712
Total	810	2,96	,742

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
1,146	1	808	,285

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17,886	1	17,886	33,781	,000
Within Groups	427,803	808	,529		
Total	445,689	809			

Descriptives: Age

FACTOR1

	N	Mean	Std. Deviation
17-19	427	2,93	,756
20-21	260	3,02	,696
Over 21	124	2,92	,786
Total	810	2,96	,742

Test of Homogeneity of Variances

FACTOR1

Levene	Statistic	df1	df2	Sig.
	2,066	2	807	,127

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,439	2	,719	1,307	,271
Within Groups	444,250	807	,550		
Total	445,689	809			

Descriptives: Ethnicity

FACTOR1

	N	Mean	Std. Deviation
Irish	748	2,98	,732
Anglo-Irish	18	2,77	,869
European	26	2,66	,890
Total	792	2,96	,742

Test of Homogeneity of Variances

FACTOR1

Levene	Statistic	df1	df2	Sig.
	1,322	2	789	,267

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,243	2	1,622	2,954	,053
Within Groups	432,545	788	,549		
Total	435,789	790			

Descriptives: Political Ideology

FACTOR1	N	Mean	Std. Deviation
FF	147	2,91	,734
FG	65	2,83	,786
SF	62	3,42	,638
Others	110	3,02	,758
None	426	2,92	,726
Total	810	2,96	,742

Test of Homogeneity of Variances

FACTOR1	Levene Statistic	df1	df2	Sig.
	,983	4	805	,416

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15,829	4	3,957	7,411	,000
Within Groups	429,860	805	,534		
Total	445,689	809			

Multiple Comparisons

Dependent Variable: FACTOR1
Scheffe

(I) Political Ideology	(J) Political Ideology	Mean Difference (I-J)	Std. Error	Sig.
FF	FG	,08	,109	,968
	SF	-,51*	,110	,000
	Others	-,12	,092	,811
	None	-,01	,070	1,000
FG	FF	-,08	,109	,968
	SF	-,59*	,129	,000
	Others	-,20	,114	,563
	None	-,09	,097	,929
SF	FF	,51*	,110	,000
	FG	,59*	,129	,000
	Others	,39*	,116	,022
	None	,50*	,099	,000
Others	FF	,12	,092	,811
	FG	,20	,114	,563
	SF	-,39*	,116	,022
	None	,11	,078	,764
None	FF	,01	,070	1,000
	FG	,09	,097	,929
	SF	-,50*	,099	,000
	Others	-,11	,078	,764

*. The mean difference is significant at the .05 level.

Descriptives: Occupation of Father

FACTOR1

	N	Mean	Std. Deviation
Professional	437	2,97	,729
Services	83	2,92	,800
Skilled Manual	137	3,00	,714
Unskilled manual	106	2,95	,742
Total	763	2,97	,735

Test of Homogeneity of Variances

FACTOR1

Levene			
Statistic	df1	df2	Sig.
,688	3	759	,560

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,385	3	,128	,237	,871
Within Groups	411,327	759	,542		
Total	411,712	762			

Descriptives: Occupation of Mother

FACTOR1	N	Mean	Std. Deviation
Professional	291	3,02	,760
Services	216	2,94	,702
Skilled Manual	8	3,03	,842
Unskilled manual	272	2,92	,738
Total	787	2,96	,738

Test of Homogeneity of Variances

FACTOR1	Levene Statistic	df1	df2	Sig.
	,728	3	783	,536

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,518	3	,506	,930	,426
Within Groups	426,091	783	,544		
Total	427,609	786			

Descriptives: Self-Defined Social Class

FACTOR1

	N	Mean	Std. Deviation
Lower	188	2,98	,767
Middle	433	2,98	,702
Upper	169	2,91	,773
Total	790	2,96	,733

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
1,999	2	787	,136

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,684	2	,342	,635	,530
Within Groups	423,552	786	,539		
Total	424,236	788			

Descriptives: School Type

FACTOR1

	N	Mean	Std. Deviation
Secondary	732	2,96	,738
Vocational/Comprehensive	64	3,03	,803
Total	795	2,96	,743

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
1,305	1	793	,254

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,295	1	,295	,534	,465
Within Groups	437,809	793	,552		
Total	438,104	794			

Descriptives: Place of Origin

FACTOR1

	N	Mean	Std. Deviation
City	375	2,93	,751
Town	163	2,99	,762
Country	257	2,99	,707
Total	795	2,96	,739

Test of Homogeneity of Variances

FACTOR1

Levene

Statistic	df1	df2	Sig.
,926	2	792	,396

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,833	2	,417	,762	,467
Within Groups	432,470	791	,547		
Total	433,303	793			

Descriptives: Ability to Write Irish

FACTOR1

	N	Mean	Std. Deviation
High	98	3,38	,740
Medium	294	3,06	,761
Low/none	418	2,79	,676
Total	810	2,96	,742

Test of Homogeneity of Variances

FACTOR1

Levene

Statistic	df1	df2	Sig.
3,272	2	807	,038

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	32,261	2	16,130	31,486	,000
Within Groups	413,428	807	,512		
Total	445,689	809			

Multiple Comparisons

Dependent Variable: FACTOR1
Games-Howell

		Mean Difference	Std. Error	Sig.
(I) WRITE	(J) WRITE	(I-J)		
High	Medium	,32*	,087	,001
	Low/none	,59*	,082	,000
Medium	High	-,32*	,087	,001
	Low/none	,27*	,055	,000
Low/none	High	-,59*	,082	,000
	Medium	-,27*	,055	,000

*. The mean difference is significant at the .01 level.

Descriptives: Ability to Speak Irish

FACTOR1

	N	Mean	Std. Deviation
High	128	3,36	,718
Medium	331	3,02	,720
Low/none	351	2,75	,701
Total	810	2,96	,742

Test of Homogeneity of Variances

FACTOR1

Levene

Statistic	df1	df2	Sig.
,155	2	807	,857

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	37,165	2	18,582	36,708	,000
Within Groups	408,524	807	,506		
Total	445,689	809			

Multiple Comparisons

Dependent Variable: FACTOR1
Scheffe

(I) SPEAK	(J) SPEAK	Mean Difference (I-J)	Std. Error	Sig.
High	Medium	,34*	,074	,000
	Low/none	,61*	,073	,000
Medium	High	-,34*	,074	,000
	Low/none	,27*	,055	,000
Low/none	High	-,61*	,073	,000
	Medium	-,27*	,055	,000

*. The mean difference is significant at the .05 level.

Descriptives: Ability to Read Irish

FACTOR1

	N	Mean	Std. Deviation
High	160	3,31	,733
Medium	376	2,99	,711
Low/none	274	2,71	,701
Total	810	2,96	,742

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
,250	2	807	,779

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36,513	2	18,256	36,006	,000
Within Groups	409,176	807	,507		
Total	445,689	809			

Multiple Comparisons

Dependent Variable: FACTOR1
Scheffe

(I) READ	(J) READ	Mean Difference (I-J)	Std. Error	Sig.
High	Medium	,31*	,067	,000
	Low/none	,59*	,071	,000
Medium	High	-,31*	,067	,000
	Low/none	,28*	,057	,000
Low/none	High	-,59*	,071	,000
	Medium	-,28*	,057	,000

*. The mean difference is significant at the .05 level.

Descriptives: Ability to Understand Irish

FACTOR1	N	Mean	Std. Deviation
High	170	3,32	,741
Medium	389	3,01	,710
Low/none	251	2,65	,665
Total	810	2,96	,742

Test of Homogeneity of Variances

FACTOR1	Levene Statistic	df1	df2	Sig.
	2,327	2	807	,098

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	46,746	2	23,373	47,280	,000
Within Groups	398,943	807	,494		
Total	445,689	809			

Multiple Comparisons

Dependent Variable: FACTOR1
Scheffe

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
Understand High	Understand Medium	,31*	,065	,000
	Low/none	,67*	,070	,000
Medium	High	-,31*	,065	,000
	Low/none	,36*	,057	,000
Low/none	High	-,67*	,070	,000
	Medium	-,36*	,057	,000

*. The mean difference is significant at the .05 level.

Descriptives: Language Spoken Better

FACTOR1

	N	Mean	Std. Deviation
Irish/both	42	3,61	,780
English	769	2,92	,724
Total	810	2,96	,742

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
,229	1	808	,633

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18,496	1	18,496	34,983	,000
Within Groups	427,193	808	,529		
Total	445,689	809			

Descriptives: School Grade in Irish Examination

FACTOR1	N	Mean	Std. Deviation
Honours	432	3,13	,710
Pass	342	2,77	,728
Fail/Not done	30	2,72	,776
Total	804	2,96	,742

Test of Homogeneity of Variances

FACTOR1	Levene Statistic	df1	df2	Sig.
	,167	2	801	,847

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26,502	2	13,251	25,539	,000
Within Groups	415,588	801	,519		
Total	442,089	803			

Multiple Comparisons

Dependent Variable: FACTOR1
Scheffe

(I) GRADE	(J) GRADE	Mean Difference (I-J)	Std. Error	Sig.
Honours	Pass	,36*	,052	,000
	Fail/Not done	,41*	,136	,010
Pass	Honours	-,36*	,052	,000
	Fail/Not done	,06	,137	,922
Fail/Not done	Honours	-,41*	,136	,010
	Pass	-,06	,137	,922

*

The mean difference is significant at the .05 level.

Descriptives: Use of Irish in Primary School

FACTOR1

	N	Mean	Std. Deviation
All Irish	52	3,58	,685
Some Subjects Irish	75	3,26	,683
Irish as Subject Only	665	2,88	,717
No Irish	18	2,71	,821
Total	809	2,96	,740

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
,529	3	805	,663

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31,973	3	10,658	20,866	,000
Within Groups	411,169	805	,511		
Total	443,142	808			

Multiple Comparisons

Dependent Variable: FACTOR1
Scheffe

(I) Use of Irish in primary school	(J) Use of Irish in primary school	Mean Difference (I-J)	Std. Error	Sig.
All Irish	Some subjects	,33	,129	,091
	Irish			
	Irish as subject only	,70*	,103	,000
Some subjects through Irish	No Irish	,87*	,198	,000
	All Irish	-,33	,129	,091
	Irish as subject only	,37*	,087	,000
Irish as subject only	No Irish	,54*	,190	,042
	All Irish	-,70*	,103	,000
	Some subjects	-,37*	,087	,000
No Irish	Irish			
	No Irish	,17	,173	,812
	All Irish	-,87*	,198	,000
	Some subjects	-,54*	,190	,042
	Irish			
	Irish as subject only	-,17	,173	,812

*. The mean difference is significant at the .05 level.

Descriptives: Use of Irish in Post-Primary School

FACTOR1

	N	Mean	Std. Deviation
All Irish	39	3,72	,539
Some subjects Irish	12	3,36	,752
Irish as subject only	742	2,92	,725
No Irish	16	2,54	,742
Total	809	2,96	,740

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
2,318	3	805	,074

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28,563	3	9,521	18,488	,000
Within Groups	414,579	805	,515		
Total	443,142	808			

Multiple Comparisons

Dependent Variable: FACTOR1
Scheffe

(I) Use of Irish	(J) Use of Irish	Mean Difference (I-J)	Std. Error	Sig.
in post-primary All Irish	Some subjects	,37	,236	,495
	Irish	,80*	,118	,000
	No Irish	1,18*	,213	,000
Some subjects Irish	All Irish	-,37	,236	,495
	Irish as subject only	,44	,208	,223
	No Irish	,81*	,273	,032
Irish as subject only	All Irish	-,80*	,118	,000
	Some subjects	-,44	,208	,223
	Irish	,38	,181	,231
No Irish	All Irish	-1,18*	,213	,000
	Some subjects	-,81*	,273	,032
	Irish as subject only	-,38	,181	,231

*. The mean difference is significant at the .05 level.

Descriptives: Domain of Acquisition

FACTOR1	N	Mean	Std. Deviation
Family	113	3,43	,657
School	668	2,87	,717
Other	29	3,07	,915
Total	810	2,96	,742

Test of Homogeneity of Variances

FACTOR1
Levene

Statistic	df1	df2	Sig.
5,447	2	807	,004

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	30,809	2	15,404	29,964	,000
Within Groups	414,880	807	,514		
Total	445,689	809			

Multiple Comparisons

Dependent Variable: FACTOR1
Scheffe

(I) Domain of Acquisition	(J) Domain of Acquisition	Mean Difference (I-J)	Std. Error	Sig.
Family	School	,56*	,073	,000
	Other	,37*	,149	,049
School	Family	-,56*	,073	,000
	Other	-,19	,136	,365
Other	Family	-,37*	,149	,049
	School	,19	,136	,365

*. The mean difference is significant at the .05 level.

Descriptives: Parental Use of Irish

FACTOR1

	N	Mean	Std. Deviation
Irish	24	3,56	,632
More English	115	3,29	,678
English	664	2,88	,733
Total	803	2,96	,743

Test of Homogeneity of Variances

FACTOR1
Levene

Statistic	df1	df2	Sig.
2,366	2	800	,094

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25,285	2	12,642	24,199	,000
Within Groups	417,951	800	,522		
Total	443,235	802			

Multiple Comparisons

Dependent Variable: FACTOR1
Scheffe

(I) Parental Use of Irish	(J) Parental Use of Irish	Mean Difference (I-J)	Std. Error	Sig.
Irish	More English	,28	,161	,232
	English	,68*	,149	,000
More English	Irish	-,28	,161	,232
	English	,41*	,073	,000
English	Irish	-,68*	,149	,000
	More English	-,41*	,073	,000

*. The mean difference is significant at the .05 level.

Descriptives: Parental Attitudes

FACTOR1	N	Mean	Std. Deviation
Negative	306	2,64	,687
Positive	504	3,15	,708
Total	810	2,96	,742

Test of Homogeneity of Variances

FACTOR1	Levene Statistic	df1	df2	Sig.
	,972	1	808	,325

ANOVA

FACTOR1	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	49,463	1	49,463	100,87	,000
Within Groups	396,226	808	,490		
Total	445,689	809			

Descriptives: Language First Learned to Speak

FACTOR1

	N	Mean	Std. Deviation
Minority	14	3,64	,600
Both	33	3,42	,691
Majority	764	2,93	,735
Total	810	2,96	,742

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
1,715	2	807	,181

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14,136	2	7,068	13,217	,000
Within Groups	431,553	807	,535		
Total	445,689	809			

Multiple Comparisons

Dependent Variable: FACTOR1
Scheffe

(I) Language first learned to speak	(J) Language first learned to speak	Mean Difference (I-J)	Std. Error	Sig.
Irish	Both	,22	,234	,649
	English	,71*	,199	,002
Both	Irish	-,22	,234	,649
	English	,49*	,130	,001
English	Irish	-,71*	,199	,002
	Both	-,49*	,130	,001

*. The mean difference is significant at the .05 level.

Descriptives: Habitual Language

FACTOR1

	N	Mean	Std. Deviation
Some Irish	209	3,50	,623
All English	567	2,78	,691
Total	776	2,97	,744

Test of Homogeneity of Variances

FACTOR1

Levene Statistic	df1	df2	Sig.
5,484	1	774	,019

ANOVA

FACTOR1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	78,686	1	78,686	173,54	,000
Within Groups	350,941	774	,453		
Total	429,627	775			

**Four-Way Anova Career Path, Grade, Parental Attitude and
Habitual Language**

Tests of Between-Subjects Effects

Dependent Variable: FACTOR1

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	134,192 ^a	31	4,329	10,775	,000
Intercept	2343,90	1	2343,9	5834,1	,000
Career Path (C)	6,497	3	2,166	5,390	,001
Grade (G)	1,498	1	1,498	3,728	,054
Parental Attitudes (PA)	12,232	1	12,232	30,447	,000
Habitual Language (H)	13,913	1	13,913	34,632	,000
C * G	,561	3	,187	,466	,706
C * PA	,414	3	,138	,343	,794
G * PA	,352	1	,352	,876	,350
C * G * P	1,467	3	,489	1,217	,302
C* H	,320	3	,107	,266	,850
G * H	,183	1	,183	,454	,501
C* G * H	,686	3	,229	,570	,635
PA * H	,553	1	,553	1,375	,241
C* PA * H	,321	3	,107	,266	,850
G * PA * H	5,1E-03	1	5,E-03	,013	,911
C* G * PA * H	1,212	3	,404	1,006	,390
Error	288,460	718	,402		
Total	7279,83	750			
Corrected Total	422,652	749			

a. R Squared = ,317 (Adjusted R Squared = ,288)

Descriptives: Gender

FACTOR2

	N	Mean	Std. Deviation
Male	394	2,89	,866
Female	416	3,10	,797
Total	810	3,00	,837

Test of Homogeneity of Variances

FACTOR2

Levene	Statistic	df1	df2	Sig.
	2,207	1	808	,138

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8,551	1	8,551	12,371	,000
Within Groups	558,501	808	,691		
Total	567,052	809			

Descriptives: Age

FACTOR2

	N	Mean	Std. Deviation
17-19	427	3,00	,842
20-21	260	3,05	,865
Over 21	124	2,91	,755
Total	810	3,00	,837

Test of Homogeneity of Variances

FACTOR2

Levene	Statistic	df1	df2	Sig.
	3,463	2	807	,032

ANOVA

FACTOR2	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,609	2	,804	1,148	,318
Within Groups	565,443	807	,701		
Total	567,052	809			

Descriptives: Occupation of Father

FACTOR2	N	Mean	Std. Deviation
Professionals	310	2,92	,812
Service workers	88	3,01	,672
Skilled Manual	115	3,03	,732
Unskilled Manual	164	2,96	,762
Total	677	2,96	,769

Test of Homogeneity of Variances

FACTOR2	Levene Statistic	df1	df2	Sig.
	1,819	3	673	,142

ANOVA

FACTOR2	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,330	3	,443	,748	,524
Within Groups	398,827	673	,593		
Total	400,157	676			

Descriptives: Occupation of Mother

FACTOR2	N	Mean	Std. Deviation
Professionals	170	2,96	,789
Service workers	102	2,95	,787
Skilled Manual	32	3,01	,723
Unskilled Manual	384	2,94	,777
Total	688	2,95	,777

Test of Homogeneity of Variances

FACTOR2

Levene				
Statistic	df1	df2	Sig.	
,888	3	684	,447	

ANOVA

FACTOR2

	Sum of		Mean		
	Squares	df	Square	F	Sig.
Between Groups	,163	3	,054	,089	,966
Within Groups	415,039	684	,607		
Total	415,202	687			

Descriptives: Education of Father

FACTOR2

	N	Mean	Std.
			Deviation
Primary	322	3,02	,697
Middle Secondary	70	2,83	,917
Secondary	117	3,02	,724
Third-Level	184	2,80	,864
Total	692	2,95	,778

Test of Homogeneity of Variances

FACTOR2

Levene				
Statistic	df1	df2	Sig.	
5,693	3	688	,001	

ANOVA

FACTOR2

	Sum of		Mean		
	Squares	df	Square	F	Sig.
Between Groups	7,246	3	2,415	4,040	,007
Within Groups	411,295	688	,598		
Total	418,541	691			

Multiple Comparisons

Dependent Variable: FACTOR2
Games-Howell

(I) education of father	(J) education of father	Mean Difference (I-J)	Std. Error	Sig.
Primary	Middle Secondary	,19	,116	,347
	Secondary	,00	,078	1,000
	Third-Level	,22	,075	,019
Middle Secondary	Primary	-,19	,116	,347
	Secondary	-,20	,129	,430
	Third-Level	,02	,127	,998
Secondary	Primary	,00	,078	1,000
	Middle Secondary	,20	,129	,430
	Third-Level	,22	,093	,085
Third-Level	Primary	-,22	,075	,019
	Middle Secondary	-,02	,127	,998
	Secondary	-,22	,093	,085

Descriptives: Education of Mother

FACTOR2

	N	Mean	Std. Deviation
Primary	402	3,00	,760
Middle Secondary	46	2,79	,789
Secondary	120	3,04	,653
Third-Level	138	2,76	,879
Total	706	2,95	,776

Test of Homogeneity of Variances

FACTOR2

Levene	Statistic	df1	df2	Sig.
	5,895	3	702	,001

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8,226	3	2,742	4,622	,003
Within Groups	415,874	701	,593		
Total	424,099	704			

Multiple Comparisons

Dependent Variable: FACTOR2
Games-Howell

(I) education of mother	(J) education of mother	Mean Difference (I-J)	Std. Error	Sig.
Primary	Middle Secondary	,21	,123	,319
	Secondary	-,04	,071	,942
	Third-Level	,24	,084	,023
Middle Secondary	Primary	-,21	,123	,319
	Secondary	-,25	,131	,228
	Third-Level	,03	,139	,997
Secondary	Primary	,04	,071	,942
	Middle Secondary	,25	,131	,228
	Third-Level	,28	,096	,019
Third-Level	Primary	-,24	,084	,023
	Middle Secondary	-,03	,139	,997
	Secondary	-,28	,096	,019

Descriptives: Place of Origin

FACTOR2

	N	Mean	Std. Deviation
City	375	3,01	,841
Town	163	3,07	,843
Country	257	2,95	,819
Total	795	3,00	,834

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
,074	2	792	,928

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,367	2	,684	,982	,375
Within Groups	550,846	791	,696		
Total	552,214	793			

Descriptives: Ethnicity

FACTOR2

	N	Mean	Std. Deviation
Irish	748	3,00	,831
Anglo-Irish	18	3,12	,939
European	26	2,63	,905
Total	792	2,99	,838

Test of Homogeneity of Variances

FACTOR2

Levene	Statistic	df1	df2	Sig.
	,567	2	789	,568

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,713	2	1,857	2,655	,071
Within Groups	551,140	788	,699		
Total	554,854	790			

Descriptives: Political Ideology

FACTOR2

	N	Mean	Std. Deviation
FF	147	3,09	,863
FG	65	3,02	,695
SF	62	3,11	,964
Others	110	2,97	,821
None	426	2,96	,832
Total	810	3,00	,837

Test of Homogeneity of Variances

FACTOR2

Levene	Statistic	df1	df2	Sig.
	1,471	4	805	,209

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,942	4	,735	1,050	,381
Within Groups	564,110	805	,701		
Total	567,052	809			

Descriptives: School Type

FACTOR2

	N	Mean	Std. Deviation
Secondary	732	3,00	,838
Vocational/Comprehensive	64	3,04	,780
Total	795	3,00	,833

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
,593	1	793	,441

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,113	1	,113	,162	,687
Within Groups	550,871	793	,695		
Total	550,984	794			

Descriptives: Career Path

FACTOR2

	N	Mean	Std. Deviation
Humanities	202	2,95	,852
Technology	187	2,89	,809
Business	292	3,12	,826
Sciences	136	2,97	,861
Total	817	3,00	,838

Test of Homogeneity of Variances

FACTOR2

Levene				
Statistic	df1	df2	Sig.	
,305	3	813	,822	

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,210	3	2,403	3,450	,016
Within Groups	566,328	813	,697		
Total	573,538	816			

Multiple Comparisons

Dependent Variable: FACTOR2
Scheffe

(I) Career Path	(J) Career Path	Mean Difference (I-J)	Std. Error	Sig.
Humanities	Technology	,06	,085	,934
	Business	-,18	,076	,155
	Sciences	-,03	,093	,993
Technology	Humanities	-,06	,085	,934
	Business	-,23*	,078	,034
	Sciences	-,08	,094	,853
Business	Humanities	,18	,076	,155
	Technology	,23*	,078	,034
	Sciences	,15	,087	,410
Sciences	Humanities	,03	,093	,993
	Technology	,08	,094	,853
	Business	-,15	,087	,410

*. The mean difference is significant at the .05 level.

Descriptives: Ability to Write Irish

FACTOR2

	N	Mean	Std. Deviation
High	98	3,38	,831
Medium	294	3,05	,804
Low/none	418	2,88	,833
Total	810	3,00	,837

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
,263	2	807	,769

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20,816	2	10,408	15,377	,000
Within Groups	546,236	807	,677		
Total	567,052	809			

Multiple Comparisons

Dependent Variable: FACTOR2

Scheffe

(I) WRITE	(J) WRITE	Mean Difference (I-J)	Std. Error	Sig.
High	Medium	,33*	,096	,003
	Low/none	,50*	,092	,000
Medium	High	-,33*	,096	,003
	Low/none	,17*	,063	,027
Low/none	High	-,50*	,092	,000
	Medium	-,17*	,063	,027

*. The mean difference is significant at the .05 level.

Descriptives: Ability to Read Irish

FACTOR2

	N	Mean	Std. Deviation
High	160	3,29	,804
Medium	376	2,98	,809
Low/none	274	2,85	,853
Total	810	3,00	,837

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
,432	2	807	,649

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19,882	2	9,941	14,662	,000
Within Groups	547,170	807	,678		
Total	567,052	809			

Multiple Comparisons

Dependent Variable: FACTOR2
Scheffe

(I) READ	(J) READ	Mean Difference (I-J)	Std. Error	Sig.
High	Medium	,31*	,078	,000
	Low/none	,44*	,082	,000
Medium	High	-,31*	,078	,000
	Low/none	,13	,065	,128
Low/none	High	-,44*	,082	,000
	Medium	-,13	,065	,128

*. The mean difference is significant at the .05 level.

Descriptives: Ability to Speak Irish

FACTOR2

	N	Mean	Std. Deviation
High	128	3,29	,814
Medium	331	3,07	,799
Low/none	351	2,83	,845
Total	810	3,00	,837

Test of Homogeneity of Variances

FACTOR2

Levene	Statistic	df1	df2	Sig.
	,749	2	807	,473

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	22,033	2	11,016	16,312	,000
Within Groups	545,019	807	,675		
Total	567,052	809			

Multiple Comparisons

Dependent Variable: FACTOR2

Scheffe

(I) SPEAK	(J) SPEAK	Mean Difference (I-J)	Std. Error	Sig.
High	Medium	,22*	,085	,037
	Low/none	,46*	,085	,000
Medium	High	-,22*	,085	,037
	Low/none	,24*	,063	,001
Low/none	High	-,46*	,085	,000
	Medium	-,24*	,063	,001

*. The mean difference is significant at the .05 level.

Descriptives: Ability to Understand Irish

FACTOR2

	N	Mean	Std. Deviation
High	170	3,25	,816
Medium	389	2,99	,808
Low/none	251	2,84	,857
Total	810	3,00	,837

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
,652	2	807	,521

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16,941	2	8,470	12,426	,000
Within Groups	550,111	807	,682		
Total	567,052	809			

Multiple Comparisons

Dependent Variable: FACTOR2

Scheffe

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
UNDERSTAND High	UNDERSTAND Medium	,25*	,076	,004
	UNDERSTAND Low/none	,41*	,082	,000
Medium	High	-,25*	,076	,004
	Low/none	,15	,067	,071
Low/none	High	-,41*	,082	,000
	Medium	-,15	,067	,071

*. The mean difference is significant at the .05 level.

Descriptives: Language Spoken Better

FACTOR2

	N	Mean	Std. Deviation
Irish/both	42	3,46	,770
English	769	2,97	,834
Total	810	3,00	,837

Test of Homogeneity of Variances

FACTOR2

Levene	Statistic	df1	df2	Sig.
	1,519	1	808	,218

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9,185	1	9,185	13,303	,000
Within Groups	557,867	808	,690		
Total	567,052	809			

Descriptives: Use of Irish in Primary School

FACTOR2

	N	Mean	Std. Deviation
All Irish	52	3,22	,820
Some subjects Irish	75	3,02	,765
Irish as subject only	665	2,99	,838
No Irish	18	2,80	1,025
Total	809	3,00	,836

Test of Homogeneity of Variances

FACTOR2

Levene	Statistic	df1	df2	Sig.
	1,204	3	805	,307

ANOVA

FACTOR2	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,279	3	1,093	1,568	,196
Within Groups	561,289	805	,697		
Total	564,568	808			

Descriptives: Use of Irish in Post-Primary School

FACTOR2	N	Mean	Std. Deviation
All Irish	39	3,20	,943
Some subjects Irish	12	3,22	,779
Irish as subject only	742	2,99	,824
No Irish	16	2,92	1,110
Total	809	3,00	,836

Test of Homogeneity of Variances

FACTOR2	Levene Statistic	df1	df2	Sig.
	2,207	3	805	,086

ANOVA

FACTOR2	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,365	3	,788	1,129	,336
Within Groups	562,203	805	,698		
Total	564,568	808			

Descriptives: Grade in Irish at School

FACTOR2

	N	Mean	Std. Deviation
Honours	432	3,11	,827
Pass	342	2,88	,822
Fail/Not done	30	2,81	,981
Total	804	3,00	,838

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
1,312	2	801	,270

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10,983	2	5,492	7,948	,000
Within Groups	553,451	801	,691		
Total	564,434	803			

Multiple Comparisons

Dependent Variable: FACTOR2
Scheffe

(I) GRADE	(J) GRADE	Mean Difference (I-J)	Std. Error	Sig.
Honours	Pass	,23*	,060	,001
	Fail/Not done	,30	,157	,161
Pass	Honours	-,23*	,060	,001
	Fail/Not done	,07	,158	,897
Fail/Not done	Honours	-,30	,157	,161
	Pass	-,07	,158	,897

*. The mean difference is significant at the .05 level.

Descriptives: Domain of Acquisition

FACTOR2

	N	Mean	Std. Deviation
Family	113	3,26	,781
School	668	2,96	,835
Other	29	2,83	,926
Total	810	3,00	,837

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
,703	2	807	,496

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9,669	2	4,834	6,999	,001
Within Groups	557,383	807	,691		
Total	567,052	809			

Multiple Comparisons

Dependent Variable: FACTOR2
Scheffe

(I) Domain of Acquisition	(J) Domain of Acquisition	Mean Difference (I-J)	Std. Error	Sig.
Family	School	,30*	,084	,002
	Other	,43*	,173	,044
School	Family	-,30*	,084	,002
	Other	,13	,158	,708
Other	Family	-,43*	,173	,044
	School	-,13	,158	,708

*. The mean difference is significant at the .05 level.

Descriptives: Parental Use of Irish

FACTOR2

	N	Mean	Std. Deviation
Irish	24	3,30	,747
More English	115	3,21	,832
English	664	2,95	,835
Total	803	3,00	,838

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
,347	2	800	,707

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8,957	2	4,479	6,465	,002
Within Groups	554,251	800	,693		
Total	563,208	802			

Multiple Comparisons

Dependent Variable: FACTOR2
Scheffe

(I) Parental Use of Irish	(J) Parental Use of Irish	Mean Difference (I-J)	Std. Error	Sig.
Irish	More English	,08	,186	,901
	English	,35	,172	,132
More English	Irish	-,08	,186	,901
	English	,26*	,084	,008
English	Irish	-,35	,172	,132
	More English	-,26*	,084	,008

*. The mean difference is significant at the .05 level.

**Descriptives: Parental Attitudes
towards Irish**

FACTOR2

	N	Mean	Std. Deviation
Negative	306	2,80	,845
Positive	504	3,12	,808
Total	810	3,00	,837

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
2,581	1	808	,109

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20,456	1	20,456	30,239	,000
Within Groups	546,596	808	,676		
Total	567,052	809			

**Descriptives: Language First Learned
to Speak**

FACTOR2

	N	Mean	Std. Deviation
Minority	14	3,15	,512
Both	33	3,26	,917
Majority	764	2,99	,837
Total	810	3,00	,837

Test of Homogeneity of Variances

FACTOR2

Levene Statistic	df1	df2	Sig.
2,924	2	807	,054

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,752	2	1,376	1,968	,140
Within Groups	564,300	807	,699		
Total	567,052	809			

Descriptives: Habitual Language

FACTOR2

	N	Mean	Std. Deviation
Some Irish	209	3,22	,752
All English	567	2,92	,856
Total	776	3,00	,839

Test of Homogeneity of Variances

FACTOR2

Levene

Statistic	df1	df2	Sig.
7,890	1	774	,005

ANOVA

FACTOR2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13,101	1	13,101	19,059	,000
Within Groups	532,035	774	,687		
Total	545,135	775			

Test of Homogeneity of Variances

FACTOR2

Levene

Statistic	df1	df2	Sig.
,912	3	800	,435

Three-Way ANOVA Career Path, Habitual Language and Ability to Speak Irish

Tests of Between-Subjects Effects

Dependent Variable: FACTOR2

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	41,677 ^a	23	1,812	2,697	,000
Intercept	3012,65	1	3012,6	4484,1	,000
Career Path (C)	11,884	3	3,961	5,896	,001
Habitual Language (H)	3,159	1	3,159	4,702	,030
Ability to Speak (S)	6,243	2	3,122	4,646	,010
C * H	1,525	3	,508	,757	,519
C * S	5,521	6	,920	1,370	,224
H * S	1,966	2	,983	1,463	,232
C * H * S	4,527	6	,755	1,123	,347
Error	509,266	758	,672		
Total	7606,16	782			
Corrected Total	550,943	781			

a. R Squared = ,076 (Adjusted R Squared = ,048)