



National Council for Curriculum and Assessment
An Chomhairle Náisiúnta Curaclaim agus Measúnachta

Foghlaim Ón Nuatheicneolaíocht (FÓN) Project

Project outline, developments and evaluation

November 2009



Contents

1. Introduction	5
2. Project components	9
3. FÓN system details	13
4. School and student involvement	19
5. Evaluation methodology	23
6. Project timeline, data gathering, administration and system usage	29
7. Evaluation findings	41
8. Project costs	85
9. Conclusion and recommendations	89
10. References	95
Appendices	97
Appendix 1: <i>Recommended amendments and additions from MALL, phase one</i>	99
Appendix 2: <i>Student/parent consent form</i>	103
Appendix 3: <i>Teacher consent form</i>	105
Appendix 4: <i>Mobile phone contract template for schools</i>	107
Appendix 5: <i>Student pre-project questionnaire</i>	109
Appendix 6: <i>Teacher pre-project questionnaire</i>	115
Appendix 7: <i>Project Team: School visit observation/data gathering template</i>	121
Appendix 8: <i>Student post-project questionnaire</i>	125
Appendix 9: <i>Teacher post-project questionnaire</i>	129
Appendix 10: <i>Teacher semi-structured interview schedule</i>	135

1. Introduction

The first phase of the Mobile-Assisted Language Learning pilot project was conducted between 12 March and 18 May 2007. The initial six weeks of this period comprised five weeks initial scoping and fitting and one week familiarisation period for teachers. After this period, the project ran with three teachers and 69 second year students in one school for four weeks.

Mobile phones and text-based web chat were employed to facilitate teachers in their planned course of Irish work. Vocabulary was delivered daily by SMS and students logged into a voice prompt system where their responses to questions were recorded for teachers to provide feedback on later. The text-based web chat paired students anonymously to chat (through text) about a teacher-selected topic.

The pilot project was largely successful in fulfilling the aims set out at the start of the project. The aims identified were to investigate the use of ICT to

- promote student oracy in Irish
- increase student motivation
- increase student use of the four skills, reading, writing, speaking and listening, in Irish
- help students progress their Irish competence
- promote the use of Irish for communicating
- assist teachers in assessing students and students in self-assessment.

Students reported speaking more Irish and being more motivated to speak Irish. They remarked on their increased competence with specific references to comprehension, vocabulary, speaking and grammar. Students enjoyed the use of 'new age' technologies to learn and speak Irish and the autonomous learning facilitated by the any time/any place access to the system. The technologies employed didn't represent any barrier to learning, in fact, students reported that their use broke down barriers and that they were more comfortable and confident using them as a medium for learning than more traditional methods.

Teachers commented on students' increased motivation for learning and speaking Irish. They emphasised the positive shift from more teacher-led learning to student-led learning and the student autonomy the system facilitated. Teachers appreciated the new and more interactive way to provide feedback to students and that the system allowed them more contact time with each student, especially those who would usually be quieter in class. Teachers noted that students showed improved self-esteem and confidence in speaking Irish.

The majority of challenges identified by teachers and students related to the workings of the system and ideas for amendments. These have been further examined and amended where possible during this, phase two, of the project (see Section 3 and Appendix 1). Teachers also commented on the extra amount of time which was necessary to provide feedback to all students and participate in the project.

1.1 Phase 2 – the FÓN project

The second phase of MALL was renamed FÓN – Foghlaim Ón Nuatheicneolaíocht / *Learning through new technology*. The aims of MALL, phase one were retained, but the order of these aims was altered slightly to move the assessment aim higher up in priority on the list.

The aims identified were to investigate the use of ICT to

- increase student use of the four skills, reading, writing, speaking and listening, in Irish
- assist teachers in assessing students and students in self-assessment (formative and summative assessment)
- promote student oracy in Irish
- increase student motivation
- help students progress their Irish competence
- promote the use of Irish for communicating

1.2 Project partnership

The FÓN phase of the project continued with partnership between the National Council for Curriculum and Assessment (NCCA) and the National Centre for Technology in

Education (NCTE). Two new project partners participated in this phase of work, Foras na Gaeilge and the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland.

The FÓN phase of work, as for MALL, was overseen by an Advisory Committee comprising representatives from the project partners, the Council for Curriculum, Examinations, Assessment (CCEA), Ratoath College and the State Examinations Commission.

1.3 Use of mobile phones for language learning

More and more literature is becoming available on the use of mobile phones to assist language learning. In most cases, mobile phones have been used in third-level environments. Mobile phones have been used to deliver language-related **SMSs** to students, such as vocabulary, cultural information or course reminders (Levy and Kennedy, 2005; Kennedy and Levy, 2008; Kiernan and Aizawa, 2004; Lu, 2008). The **voice capabilities** of mobile phones have been used to provide learners with assistance and feedback (Twarog and Pereszlenyi-Pinter, 1988), and vocabulary quizzes and translations (Brown, 2001). Mobile phones' **internet browsing** capabilities have also been used. Students accessed **web-pages** adapted for mobile phone access (WAP) which relate to their language learning (Nah, White & Sussex, 2008; Hsu, Wang and Cormac, 2008; Taylor and Gitsaki, 2003), or access target language vocabulary **emails** (Dias, 2002; Stockwell, 2007; Thornton and Houser, 2002, 2003, 2005).

The majority of uses reported relate to delivering course content or language learning materials to student, but do not refer to gathering much student feedback of language production. Very little voice to voice communication was reported, due to scheduling challenges (Kukulska-Hulme and Shield, 2008) or associated costs (Kiernan and Aizawa, 2004). The FÓN project is novel in its approach to using voice-to-voice communication. This feature proved to be the most popular feature among students.

The models of mobile phone integration usually involved students using their personal mobile phones, at their own cost. In some instances, students were reimbursed for costs associated with their mobile phone use for learning (Kukulska-Hulme and Shield,

2008). In some instances, for example in Japan, the use of mobile phones for email is more dominant than SMS, so associated network costs are cheaper than in Europe. Where any student cost is associated with the use of mobile phones in a language-learning environment, issues relating to equality of access should be considered.

Benefits and challenges were associated with mobile phone usage across the literature. The small mobile phone screen and small key-pad for inputting have been cited as challenges and benefits. The small phone screen can limit the amount of text which can be viewed or sent (Stockwell, 2008; Shudong and Higgins, 2006). However, the small screen also ensures that students are sent small, manageable amounts of text (Lu, 2008; Kennedy and Levy, 2008) which are appropriate for beginners. Learners are also encouraged to persist with the use of the target language for a short message rather than reverting to their native language (Kiernan and Aizawa, 2004), which can be the case where longer inputs are required. The difficulties associated with inputting text using a small mobile phone keypad were also cited. This form of text-input has been cited as a benefit for those students which have not yet mastered traditional typing (Kiernan and Aizawa, 2004). Observation of any teenager or young student will reveal that the small mobile phone input key-pad does not present any difficulty or slow down communication.

The benefits associated with mobile phone use for language learning relate to their portability and any time / any place access and use. This benefit extends language learning beyond the limits of the language learning classroom and promotes more autonomous learning. Mobile phones also allow immediacy in communication (Wishart, Ramsden and McFarlane, 2007). Students are also accessible at all times, as they carry their phones with them. This allows language material to be delivered directly to students as soon as it is sent. The majority of students own their own mobile phones (99% of students in the Levy and Kennedy 2005 paper and 96% of students in the Dias 2002 study), which places a miniature computer and its associated features in the pocket of the majority of students (Prensky, 2004). 99% of students participating in FÓN own their own mobile phone.

2. Project components

Mobile phones and networked computers were used during the first phase of the project. While the use of mobile phones for vocabulary SMS delivery and voice prompt recording were successfully trialled, the text-based web chat component proved difficult to trial due to the intermittent internet connection in the pilot project school.

In phase two both of these technologies were employed again, with improvements having been made to the technology underlying their use to ensure a more reliable delivery of the system. An additional use of the mobile phones was integrated for voice to voice conversations between students (intra-school, inter-school and cross-border). Conversations were recorded making each student's recording available for their own teacher to provide feedback on later.

Table 2.1: Students' FÓN technologies and their uses

	Technology	Function	Phase	Description
1	Mobile phone	<ul style="list-style-type: none"> Text Call 	1, 2	SMS word per day
			1 ¹ , 2	Voice-prompt system
			2	Student chat – voice to voice
2	Online student area	Text chat	1 ² , 2	Text-based web chat between pairs of students
		Record of system use and feedback received	2	Record of all recordings made by students over the phone, SMSs received, text chat completed and teacher feedback.

¹ This component within FÓN was more advanced than it was for MALL. Through MALL, students accessed a selection of questions from a pool containing a mixture of questions. Within FÓN, students could access a tailored teacher-created session or practise any one of 10 topics aligned with the Junior Certificate Syllabus and suitable for GCSE study.

² Within MALL, this component was accessed through a student Google email account. Within FÓN, the chat element was accessed through the student's online interface.

Phase two also introduced an improved web interface for teachers and a new interface for students to access information relevant to them. Teachers could use their interface for a variety of purposes including accessing their own students' recordings, initiating chat and prompt sessions for their class(es) and scheduling SMS delivery to their students (see Section 3.1.2). Students could use their interface to access or download their own recordings and any teacher feedback associated with them, listen to sample answers for each prompt in the system, track all of the vocabulary SMSs they have received and access their text chat sessions (see Section 3.1.3).

Table 2.2: Teachers' FÓN technologies and their uses

	Technology	Function	Phase	Description
1	Online teacher area	▪ Text chat	1, 2	Teacher set-up, administration, monitoring and feedback on text chat
		▪ SMS	1, 2	Teacher access to SMS pool, creation of tailored pool, and set-up of schedule and broadcast SMSs
		▪ Voice-prompt	1, 2	Teacher access to student recorded responses, feedback area, set up of tailored teacher sessions, access to pool of pre-recorded prompts and recording of teacher prompts
		▪ Student chat	2	Teacher access to student recorded conversations, feedback area, set up of conversation session, access to pool of pre-recorded prompts and recording of teacher prompts
		▪ Administration	2	Teacher administration of active student sessions, and class and student details within the system.

The content for question prompts, SMS deliveries and text and chat prompts was all led by the teachers involved and customised for their individual class(es). Pools of relevant resources were available to teachers to select appropriate content from (see Section 3.2 for details) but the option to upload or add their own custom content was also available. The FÓN system is outlined further in the following section.

3. FÓN System Details

The evaluation report from the first phase of the pilot project listed a number of recommendations and suggested additions which stemmed from

(1) adjustments to the system which became apparent during the pilot project or were identified as ideal components to the system but which were not possible to integrate within the short project duration

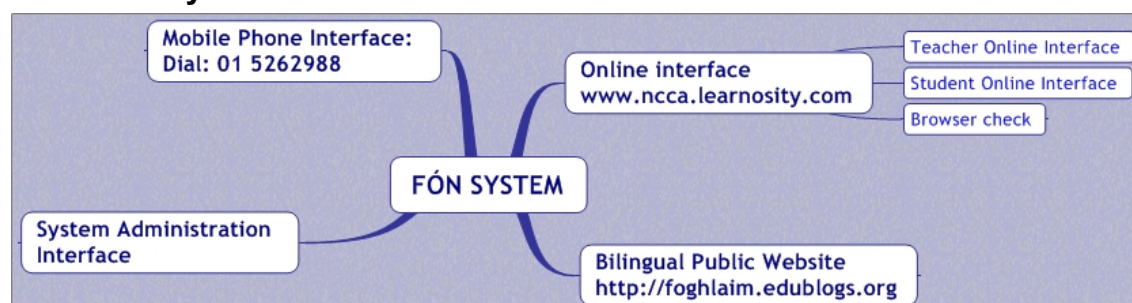
(2) summative feedback from teachers and students.

This list of recommendations and additions (Appendix 1) was adapted to suit the phase two budget. Elements which were feasible to address and adapt within this phase were made to the FÓN specification to overcome challenges identified in MALL, phase one.

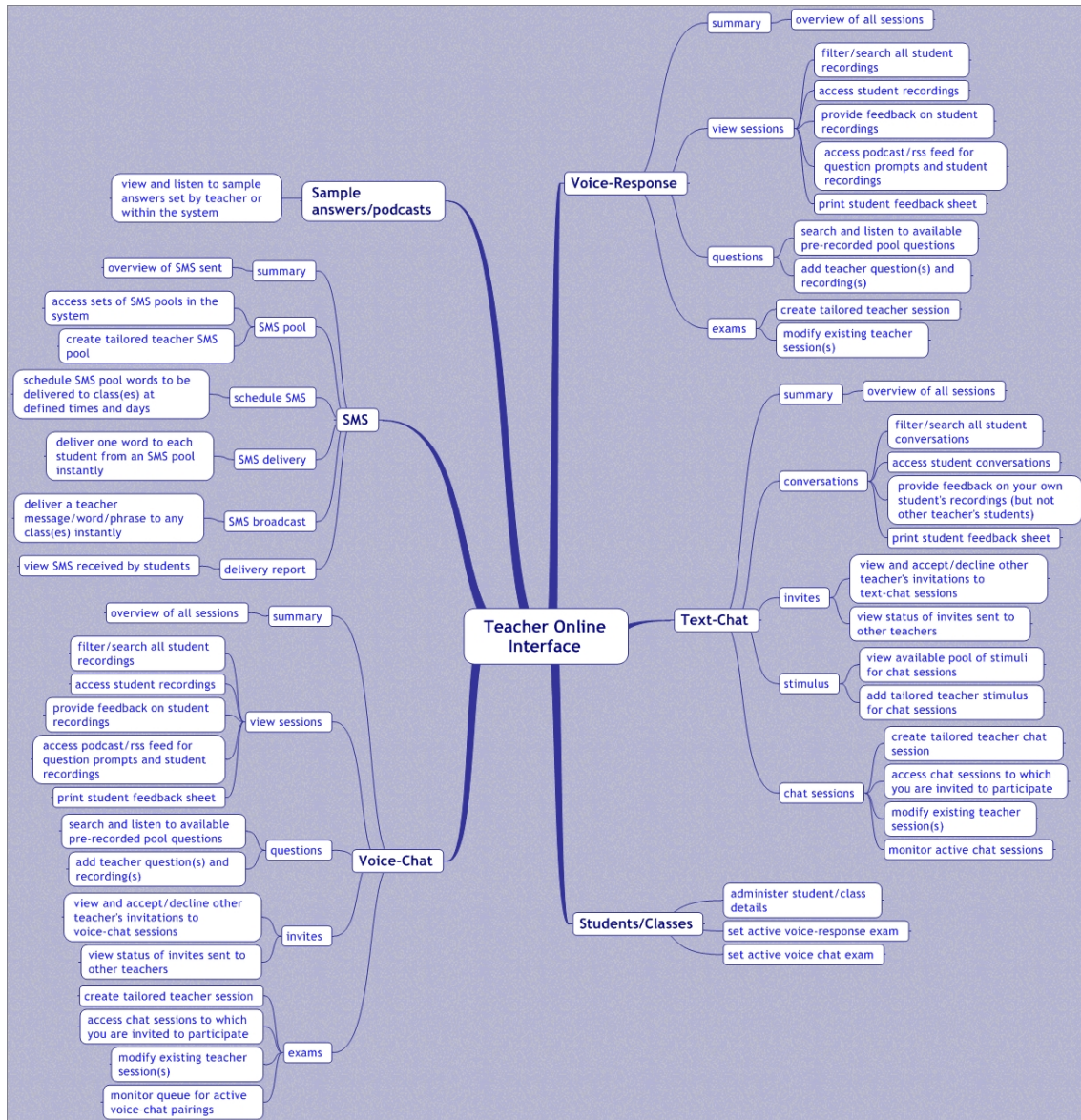
3.1 System specification

The following flow-charts outline the components and options within the FÓN system.

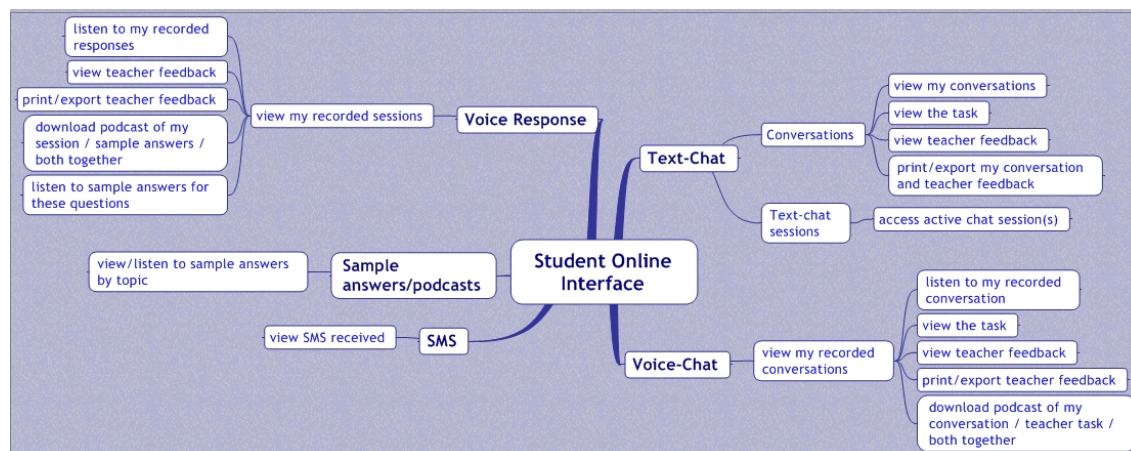
3.1.1 FÓN system overview



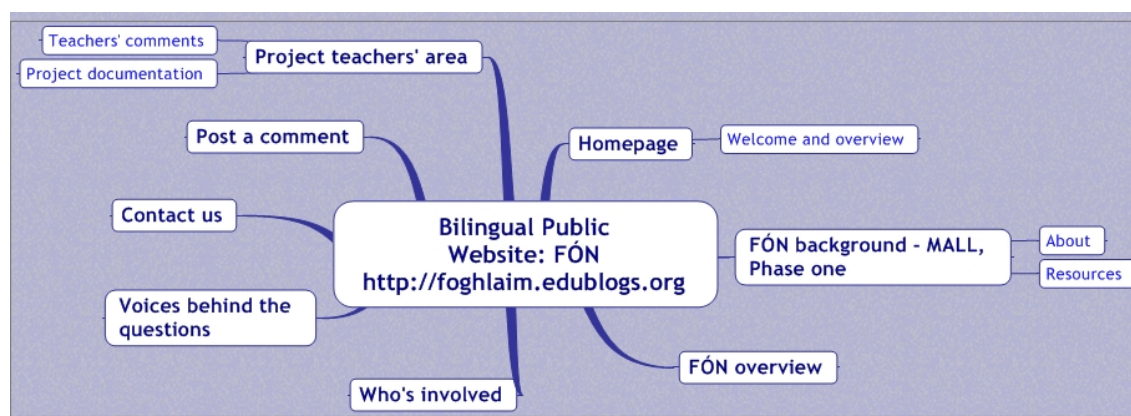
3.1.2 Teacher Interface



3.1.3 Student Interface



3.1.4 Public Website

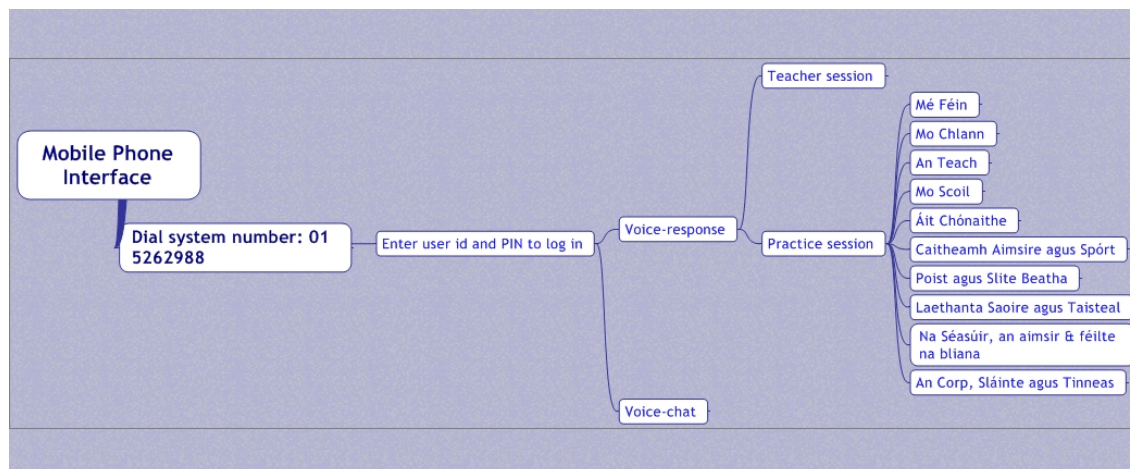


The public website was added to create a bilingual portal and source of information for the public about the FÓN project. The site is built on a blog, which also facilitates its use as a place where teachers could communicate. A secure project teachers' area was created for this purpose and doubled as a location for project documentation.

3.1.5 System Administration Interface

This area could be accessed by project members to manage all system users, log-in details and content for the system.

3.1.5 Mobile Phone Interface



3.2 System content

All content within the system was teacher-created and could be customised by each teacher to suit their class's individual needs. A pool of resources was gathered for and created by project teachers to access and use. Some of these resources were created by teachers involved in MALL, phase one. Teachers also had the option to upload their own content for each project component, so that content could always be tailored by each teacher for his/her own class.

In order to overcome the challenges associated with the volume levels, quality and audibility of audio recordings within the voice-response system in MALL, phase one, all prompts or questions for the voice response component were recorded in a professional recording studio. A variety of Irish speakers participated in the prompt recording – native speakers and second language learners who had varying levels of competence in Irish. All speakers were facilitated in recording the prompts at the studio with the assistance of a fluent Irish speaker. The inclusion of a variety of Irish speakers was to ensure a broad range of speaker types, including variation in gender, dialect and level of ability. National celebrities including Caroline Morahan, Mario Rosenstock, Eanna Ní Lamhna, Fiona Looney and a variety of intercounty footballers and hurlers volunteered their time to act as Irish speakers.

All content within the FÓN system was arranged around ten topics. These ten topics reflected the content of the Junior Certificate Irish syllabus. These topics were also suitable for Irish GCSE study and could be further tailored by the teachers involved to deliver appropriate content to their students.

1. Mé féin (ainm, aois, dath)
2. Mo chlann (uimhreacha pearsanta, clann, tréithe an duine, peataí)
3. An Teach (cineál tí, seomraí, troscán agus trealamh, bia, gairdín, obair tí)
4. Mo scoil (cineál scoile, ábhair scoile, trealamh, áiseanna, éadaí, rialacha, an t-am)
5. Áit chónaithe (áiteanna difriúla, áiseanna, seirbhísí, teoracha, siopaí agus siopadóireacht, clubanna éagsúla, buntáistí)
6. Caithimh aimsire agus spórt (teilifís, spórt, cluiche, traenáil, ceol, uirlisí, ceolchoirm, léitheoireacht, trealamh, na meáin chumarsáide, buntáistí/ míbhuntáistí)
7. Poist agus slite bheatha (poist éagsúla, tréithe an duine, ag cuir isteach ar phost, scileanna an phoist, dualgaisí an phoist, airgead agus coigealtas, an t-am)
8. Laethanta saoire agus taisteal (contaetha, tíortha, teoracha, cineálacha saoire, áiseanna, trealamh, caithimh aimsire ar saoire, aimsir, séasúir, córas taistil, buntáistí an taistil, turasóireacht)
9. Na séasúir, an aimsir agus féilte na bliana (Na séasúir, míonna na bliana, Oíche Shamhna, An Nollaig, Lá 'le Pádraig, An Cháisc, An samhradh, an aimsir, saol na tuaithe, garraíodóireacht, feirmeoireacht)
10. An corp, sláinte agus tinneas (codanna an choirp, comharthaí tinnis, an t-ospidéal, an fiaclóir, cursaí leighis, timpistí).

4. School and student involvement

4.1 Identified schools

The welcome support of Foras na Gaeilge for FÓN led to the need to include schools from Northern Ireland to reflect Foras' all-island brief. 50% of schools involved were based in Northern Ireland and 50% in the Republic of Ireland. Students in schools in Northern Ireland were year 10 students studying Irish for their GCSE exams (taken in Year 12). Students participating in the Republic of Ireland schools were second year students.

Schools in Northern Ireland were identified by Foras na Gaeilge. Schools in the Republic of Ireland included the original pilot school and two other schools, selected in order to meet sample stratification variables (see Section 4.2).

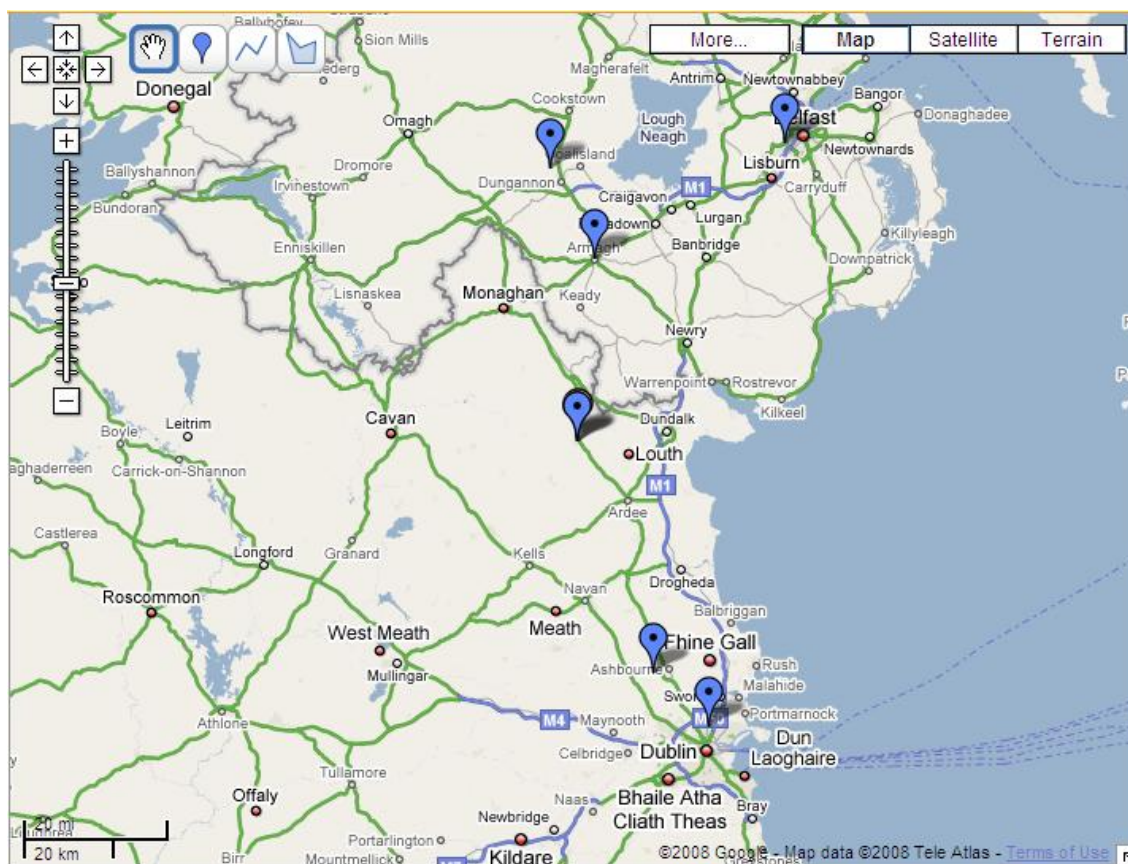
Schools in Northern Ireland

	School Details	Location
1	School U	Armagh
2	School V	Tyrone
3	School W	Belfast

Schools in the Republic of Ireland

	School Details	Location
4	School X	Co. Meath
5	School Y	Co. Monaghan
6	School Z	Dublin

4.1.1 Geographical distribution of identified schools



4.2 School scoping

Stratification of the identified schools included the typology outlined in the table below.

School	Designated disadvantaged / DEIS	Location	ICT *	Gender
School U	~	Urban	Good	Girls
School V	~	Rural	Good	Mixed
School W	~	Urban	Good	Boys
School X	No	Urban	Good	Mixed
School Z	Yes	Urban	Good	Mixed
School Y	No	Urban/rural	Fair	Girls

* Good: 3-4 fully equipped computer labs which were easy to schedule access to
Fair: 1-2 equipped computer labs which were more difficult to schedule access to.

4.3 School participation details

School	Term 1	Term 2
	# Class(es)	# Class(es)
School U	1	1
School V	1	2
School W	1	1
School X	3	3
School Z ³	1	N/A
School Y	1	1
TOTALS	8	8

³ Initially, five classes (24 students in term one and 69 students in term two) were due to participate. This number was reduced to one class in term one due to teachers' school commitments.

5. Evaluation methodology

5.1 Focus of evaluation and project outputs

Data gathering and evaluation were focused on the project aims outlined in Section 1.1. Additional data was also sought to meet particular interests of the project partners, for instance, findings on the impact of mobile phone presence in school and classroom settings. Any adaptations or recommendations for students with special needs were also noted. The evaluation attempted to address the following:

1. Are any gains seen in student competence, motivation and/or volume of spoken Irish being used? Can these gains be attributed to using the technologies?
 - a. Would similar gains in competence be made through more traditional methods?
 - b. Do any increases in motivation decrease as familiarisation occurs?
 - c. Are any increases in volume of spoken language levels attributed to using the technology?
2. How effective are the technologies for teachers' assessment of students formatively and summatively and for students in self-assessment?
3. How effective are the technologies for students in preparing for an oral examination and for teachers in facilitating that preparation?
4. Could this model be used in external assessment such as the Junior Certificate or GCSE examinations? Do the technologies offer possibilities for oral assessment? Does the current project represent a scalable model?
 - a. Could the same model be implemented country-wide? Is this feasible when we examine administration of candidates, types of exams and scaling the technology?
 - b. What measures could be taken to reduce project running costs?
5. Do the technologies offer any added value over more traditional methods of teaching, learning and assessment?
6. What is the impact, if any, of mobile phone presence in the school and classroom?

5.2 Participating and control groups

In order to compare results from those students who used the technologies to those students who did not, the students in each school were divided into two groups. For the first term, October 2008 to February 2009, group 1 in each school participated in the project. Group 2 was maintained as the control group. During the second term, February to May 2009, group 2 participated in the project and group 1 acted as the control group.

Full classes were assigned to each of the two groups. An attempt was also be made to ensure different class levels (higher/ordinary) participated in each of the participating/control groups per school.

Dividing the students to be involved also had the added benefit of easing the extra time burden on teachers per term, reducing project running costs (handsets required, call charges and SMS charges).

All students and their parents were asked to sign consent forms (see Appendix 2) covering their participation to include permission to be photographed and videoed, to have their voices/text conversations recorded, to be observed using the systems in place and to have their teacher's feedback on their production recorded. Permission was also sought to use any gathered data anonymously in print, published, web or promotional materials. All participants were facilitated in opting out at any stage of the project. Each teacher participating was asked to sign a similar consent form (see Appendix 3).

Students and parents were also requested to sign a mobile phone contract (see Appendix 4), which outlined the roles and responsibilities of students and their parents for the project mobile phones which were provided for participating students.

5.3 Gathering evidence

The second phase of the project compared pre- and post- project results as well as gathering data through formative means, as listed in Table 5.3.1 below. This data was stored in hard copy and was transferred to an electronic version for analysis. The language produced by a small sample of students over time (oral responses and oral conversations) were examined at the end of the project to ascertain any gains made by students in competence (see student profiles in Section 7.4). All data gathered was used within the limits of consent gained from participants (see Section 5.2 and Appendix 2 and 3).

Table 5.3.1: FÓN project evaluation instruments employed per term of the project

	Instrument	Pre-project	During the project	Post-project
1	School profile questionnaire			
2	Student questionnaire	attitudinal and competence		attitudinal and competence
3	Teacher questionnaire	perception of students' attitude and competence		students' attitude and competence, teachers' feedback on the project
4	Teacher semi-structured interview			
5	Principal semi-structured interview			feedback on organisational items and school impact
6	Teachers' reflective diary		narrative with entry guidelines	

	Instrument	Pre-project	During the project	Post-project
7	Project team's observations during site visits (school visit template applied)			
8	Impromptu feedback from teachers and students			
9	Students' language produced during the project			

1. A school profile was gathered at the outset of the project to confirm school features in the stratification variables, for example, ICT facilities, number of students in the school and school designation. Other details such as the school's pre-project mobile phone policy were examined.

2. Both the participating students and the control students completed the student questionnaire. The pre-project questionnaire (see Appendix 5) was presented to students at the start of each term. The post-project questionnaire (see Appendix 8) was presented to the participating students after their active period on the project ended.

3. Teachers were also asked to complete pre- and post-project questionnaires (see Appendix 6 and Appendix 9 respectively). Their perceptions of students' attitude and competence were examined as well as their own usual use of ICT for teaching and learning.

4. Teachers were asked to participate in a semi-structured interview at the end of their active term of use. Where schedules allowed, this happened within a group. Where teachers could not be released from school, this happened individually in school.

5. Principals' semi-structured interviews will take place during the FÓN closing meeting on 6 November. It will examine the impact of the project taking place in their schools

(time or any additional pressures). The impact that the technology integration has had in their schools will also be explored.

6. Teachers were asked to keep a narrative reflective diary of their experiences participating in the project. They were especially asked to take note of any observations relating to added challenges or benefits of integrating the technologies into their teaching and learning, the potential of the technologies for student practice and assessment, student reaction to the technologies and any observations about the workings of the system. These elements were noted in an insert at the start of their reflective diaries.

7. The project team kept in regular contact with all participants. They facilitated teacher training at the start of each term of use and carried out school visits to assist with the initial integration and use of the technologies. Further school visits were made to observe the ongoing integration and use of the technologies. In general, 2 visits per school took place after the initial technology integration stage, unless more support was required. All observations relevant to the project aims and evaluation focus were noted. A school visit observation template formed the basis of the data gathered (see Appendix 7).

8. Impromptu feedback was gathered through the project team's interaction with the project participants.

9. Students' language production was captured in the form of audio responses to the voice prompt system and audio conversations in the voice chat system. Profiles were developed which sketch individual student's performances during the course of their active term.

5.4 External validation of evaluation methodology

Dr. Françoise Blin, Dublin City University, validated the FÓN evaluation methodology. This involved checking through the evaluation methodology and instruments to be used and ensuring that they would be sufficient to address the evaluation questions.

Dr. Blin is currently Senior Lecturer in French in the School of Applied Language and Intercultural Studies (SALIS) at Dublin City University and the Associate Dean for Learning Innovation in the Faculty of Humanities and Social Sciences. Dr. Blin is also the Vice-President of the European Association for Computer-Assisted Language Learning (EUROCALL), the co-editor of the ReCALL journal (Cambridge University Press) and the editor of the *Rubrique Pratique et Recherche* for the French speaking e-journal ALSIC. Dr. Blin has published extensively within the Computer-Assisted Language Learning field.

6. Project timeline, data gathering, administration and system usage

This section examines the timeline of the project and data gathering during the two terms of work on the FÓN project. The features of the system which were employed by teachers are outlined along with the volume of use of each feature. The final section describes how the project was administered and issues arising which impact the scalability of the current model of technology integration.

6.1 Project timeline

The initial scoping for the FÓN project started in April 2008, after a second phase of work was approved. Between April and May 2008, initial visits to the identified schools were carried out and a software specification was drawn up for the FÓN system. Between June and September, the software was developed and tested.

The project period was divided into two active terms of use in schools, each term preceded by a teacher training period. During term one, the majority of teachers could attend a single training session, which also facilitated teachers getting to know one another. This session was held in Monaghan Education Centre. Teachers from one school were unable to attend. These teachers were facilitated with an in-school training day.

At the start of term two, it proved more difficult for teachers to be released for training. A larger training session was held for as many teachers as could attend in Monaghan Education Centre, and followed up by two smaller sessions in NCTE training rooms, DCU. The term two training sessions were also used to carry out the teacher semi-structured interviews with term one teachers.

Support was provided during active project periods by the NCCA FÓN team by email and over the phone. School visits were carried out where necessary. Details on administering the project are outlined in Section 6.3 below.

Table 6.1.1: Project timeline

Description	Dates
Project scoping	April 2008
Initial school contact for participation in October 2008	April-May 2008
Software development and testing	May-September 2008
Teacher training, term 1 teachers	October 2008
Active term 1 of use (11 weeks excluding school holidays)	November 2008 – February 2009
Changeover period and teacher training, term 2 teachers	February 2009
Active term 2 of use (11 weeks excluding school holidays)	March 2008 – May 2009
Data inputting, analysis and project evaluation	June – September 2009
FÓN project is awarded a European Award for Languages – the Language Label	25 September 2009

On 25 September, the NCCA and Ratoath College were awarded the European Award for Languages – the Language Label – for their work on the FÓN project. This award is presented in recognition of a project's ability to engage language learners in a manner that is both meaningful and productive, while at the same time promoting a positive attitude towards both the learning and use of the target language. The jury comments for the FÓN project were,

the approach used in this project appears to permeate all aspects of the learning of Irish. Resources are carefully and creatively used....There is clear evidence of student progression....This initiative appears to stimulate interest and enhance motivation.

6.2 Data gathering

Data for each of the evaluation instruments outlined in Section 5 was gathered across term one and term two of system use. During initial school scoping and visits in April and May 2009, school background information was gathered and compiled. As stated in Section 4, this data was used to ensure that the stratification variables for school

selection were met and to plan for any equipment which schools might need to be equipped with.

During the teacher training sessions, teachers were introduced to each of the instruments they and their students would be asked to complete. Colour-coded copies of all instruments were circulated to teachers for personal use and for use with their classes. Teacher and student consent forms and the sample mobile phone contract were also circulated. Return envelopes were also supplied to ease the return of paperwork. Teachers were also supplied with a hardback reflective diary, to record their own observations and thoughts on the project.

During terms one and two, between one and two site visits were carried out to each class to gather informal feedback from teachers and students and to observe classes integrating the FÓN technologies in action. Some of these visits were also used to assist teachers in holding the initial integration class with students, where they tried to use the FÓN technologies for the first time. The school visit observation/data gathering template was used by both project team members. It helped to ensure consistency across data gathered where site visits were carried out by one or other of the team, rather than both together. If initial consent forms and/or pre-project questionnaires had yet to be returned, the project team tried to collect them while on site.

The NCCA project team also maintained their own log of issues arising, questions posed and any items their input was required for.

The term two training session was also used to facilitate the term one teacher semi-structured interviews. As mentioned above, it proved more difficult for teachers to be released during term two of the project, so smaller groups or individual teachers were interviewed where school release allowed. Due to the timing of the end of term two, teacher semi-structured interviews and principal interviews could not be facilitated. These will be held during the FÓN closing meeting on the 6 November and will be used to (1) ensure that no data has been overlooked in this report and (2) plan for the way forward for any extension to the current FÓN project.

As questionnaires were returned from schools, a unique identifier was applied to each one. These identifiers identified the school and class they had originated from and were

later used for cross-tabulation purposes. No student or teacher has been identified in the data presented in the following section.

6.3 Administration of the project

The administration of the project was shared between the NCCA project team, with backup from NCCA administration staff, and the NCTE partner on the project. Details below are provided to account for the administrative work that accompanied the project. This may have implications for scoping the way forward for the FÓN project.

80 mobile phones were available for use from the phase one MALL project. These mobile phones were re-employed in the phase two work. The NCTE partner on the project organised the top up of mobile phones required through the network provider which they use for their own corporate account. A reasonable mobile phone tariff of 0.02 cent per minute was also negotiated for the call costs. As this network provider offers cross-border roaming in Ireland free of charge, the Republic of Ireland provider was used for the contracts for the student mobile phones which would be needed both in the Republic of Ireland and Northern Ireland.

Close checking was required on all telephone bills which were submitted to ensure the correct tariffs were applied to all mobile phone contracts. In some instances, refunds were applied to the project mobile phone account.

The NCTE partner on the project also arranged two school laptops for two teachers in one of the schools where it was difficult for teachers to obtain computer or internet access. All teachers were also supplied with a headset for their work on the project. One computer lab set of headsets (ca. 28) were also purchased for student use in the computer lab when listening back to their responses within their online interface.

The mobile phones had a set of restrictions imposed on them at the network provider level. This meant that the project mobile phones would be restricted so that they only functioned in the ways required by the project. Phones could receive SMS but not send them and phones could only dial out to the project phone number but could not receive calls. Phones could not be used to browse the internet. Roaming was enabled so that

the phones in use in Northern Ireland could be used. It took a period of about three to four weeks for all of these restrictions to be put in place correctly, and even after this time, some difficulties were experienced (see SMS receiving issues outlined below).

The NCCA team administered the mobile phones and associated chargers and assigned them to students. This was a lengthier process than envisaged at the outset. Each student's mobile phone number needed to be tracked so that it could be associated with the student through the system (so that they could receive their own teacher's vocabulary SMS messages). The students themselves were not permitted to know their mobile phone numbers. The phase one phones had been labelled at the end of the first phase of work, so each phone number could be assigned to a new student. The new phones acquired to top up the number of phones for the phase two work (ca. 150 additional phones) did not come with their assigned phone numbers as they used to. Now, when a new phone is bought, it is assigned a SIM card and SIM number, but no mobile phone number is provided until the SIM card is activated. The phone number then arrives by text message when the phone is switched on. This meant that the phones could not be assigned to students straight away. A listing of the SIM numbers and associated phone numbers were obtained from the network provider and needed to be matched to the 12-digit SIM card number. Once this was done, the student phone number could be assigned to a student, logged and the phone and charger labelled for the individual student.

Each of the phone numbers assigned to each student was then inputted to the FÓN system by the developers during term one and by the NCCA project team during term two. The NCCA FÓN team maintained the running list of student names and associated phone numbers and replaced any broken phones or chargers during each term. After term one, all phones were collected back and reassigned to the term two students. This again was quite a lengthy process, as some students had removed the identifying labels on their phones and chargers and each phone needed to be checked to ensure it was working. Once this process was complete and all equipment had been accounted for, the phones were relabelled and reassigned to the term two students.

Realistically, this process could not be maintained on a larger scale than the FÓN phase of work. 230 phones were administered during each term. During one of the

FÓN Advisory Committee meetings, it was suggested that a system similar to a library cataloguing system could be employed to label and keep track of phones. This could be one way to reduce the administrative load of project phones.

The project team, the NCTE partner and some additional NCCA staff received training on the FÓN system from the developers. These people then provided training for each of the teachers on the project during the training days. This mode was employed to save direct training costs from the developer and to ensure that the team could always provide support to the project teachers. It also ensured that each teacher had hands-on help during training sessions. Any issues which were beyond the scope of the team were usually functional issues which were referred to the developers to be amended.

Support was provided for teachers over email, phone and in-school where necessary. All teachers reported that they were *very well* supported by the FÓN project team. They felt that the team were always contactable *during the course of the project – even on a Saturday!* Teachers were positive about the training they received from the FÓN team, as everyone got an opportunity to try out the technologies *hands-on* during the day. Teachers felt that the system offered a lot of functionality and suggested that any future phase would benefit from two separate training days to allow time to consolidate what has been learned in each day. Other suggestions for training were to include a focus on class planning and methods to integrate the FÓN technologies. One teacher suggested that a mentoring system could work well, where teachers already experienced on the project could assist teachers new to the project.

The majority of challenges associated with the system arose during the initial month of the project. These were reported to the developers and amended within 1-2 days. The SMS component of the system was never really fully integrated by teachers as challenges were experienced during the initial months of the project. The network provider over-restricted the mobile phones at the outset, so that they could not receive SMS where they should have been. Their process for resolving these over-restrictions was rather a lengthy one. As a result, some phones were correctly adjusted, while others still remained over-restricted. It was December 2008 before all SMS issues were fully resolved, at which stage, term one teachers had bypassed the use of this feature in the system.

In order to open up the teacher and student online systems for use in schools, the project website needed to be whitelisted on the NCTE schools broadband filter. The same process was required with C2K in Northern Ireland. Some issues arose in schools with the local flash installation required to run all elements of the system, particularly the option for teachers to record questions and the online text-chat component. Attempts were made to assist in getting these installations in place, but often the school set-up did not allow for amendments. A browser check was added to the project website, so any missing plug-ins required could be downloaded on the start page. However, this needed to be carried out by the network administrator in each school.

6.4 System usage

In total, **15,374 calls** were made to the FÓN system which totalled **882 hours of call time**. If these figures are divided across the 368 students who participated in the project, each student made an average of 42 calls to the system and clocked up 2.4 hours call time.

As up to one third of the students participating on the project rarely used the system (they made less than 11 calls), a better average for these figures would divide the numbers across 245 students. This would result in 63 calls per student and 3.6 hours call time.

21% (n=78) of students made less than six calls to the system. A cross-tabulation of data revealed that these students account for the majority of the negative comments in the questionnaire data.

Table 6.4.1: Top five days for number of calls made

Date	Number of calls made	Total duration of calls
12 November 2008	952	42.44 hours
3 December 2008	759	40.73 hours
11 May 2008	444	19 hours
25 February 2009	395	20.28 hours
24 February 2009	387	16.76 hours

Interestingly, the top 20 student users of the system all come from the same two teachers in one school. A breakdown of the top ten students is provided in Table 6.4.2 below.

Table 6.4.2: Breakdown of top ten student users of the FÓN system

	Class	Active term	Time of calls		Voice-response	Voice-chat	Total # sessions
			Earliest	Latest			
1	Class O	Term 2	10.06am	11.41pm	265	7	272
2	Class O	Term 2	7.46am	9.54pm	99	10	109
3	Class N	Term 2	12.06pm	11.21pm	90	16	106
4	Class O	Term 2	7.15am	11.04pm	96	9	105
5	Class O	Term 2	6.43am	11.39pm / 1.20am	88	14	102
6	Class E	Term 1	8.02am	11.40pm	79	20	99
7	Class O	Term 2	7.36am	11.29pm / 1.04am	91	8	99
8	Class O	Term 2	7.58am	10.12pm	79	18	97
9	Class N	Term 2	7.11am	10.30pm	77	19	96
10	Class N	Term 2	12.08pm	10.33pm	75	13	88

The top ten student users of the system mostly used the questions and answers component (voice-response) of the system, but all of them also tried or made good use of the voice-chat component. 22 calls were made to the FÓN system by student 6 above after her active time on the project had ended. This meant that she incurred the call charges herself.

Table 6.4.3: Breakdown of system use per teacher/class

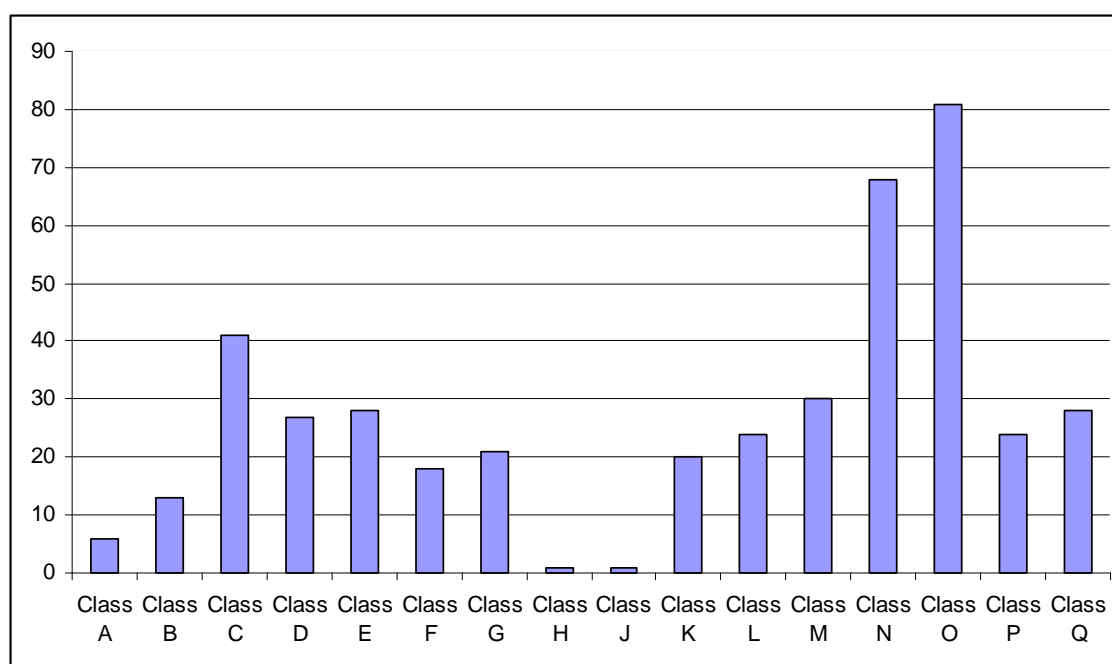
Class	Active term	# Students in class	Voice-response	Voice-chat	Total # sessions	Average # sessions per student
Class A	Term 1	26	80	72	152	6
Class B	Term 1	28	34	338	372	13
Class C	Term 1	24	249	742	991	41
Class D	Term 1	30	638	0	638	27
Class E	Term 1	31	739	140	879	28
Class F	Term 1	16	281	0	281	18
Class G	Term 1	22	317	151	468	21
Class H	Term 1	24	20	2	22	1
Class J	Term 2	21	29	0	29	1
Class K	Term 2	29	92	483	575	20
Class L	Term 2	24	215	364	579	24
Class M	Term 2	25	173	584	757	30
Class N	Term 2	24	1333	307	1640	68
Class O	Term 2	17	1246	133	1379	81
Class P	Term 2	6	139	6	145	24
Class Q	Term 2	21	578	0	578	28

Table 6.4.3 and figure 6.4.1 below outline the usage of the system according to class or teacher. Of note, is that there were three classes which used the system very little: class A, class H and class J. On further investigation, it was revealed that these class teachers experienced local difficulties with the students involved and some disciplinary challenges. Class P was a small class comprising students studying foundation level Irish, some of whom had special educational needs.

The majority of teachers started with using the voice-response (questions and answers) element. This could be due in part to the fact that this component of the system can be used from the outset for students to practise and does not require any teacher set-up or interaction with the system. Five teachers in the sixteen participating favoured the use of the voice-chat element more than the voice-response element at

the outset. As time moved on, teachers contacted the FÓN team to ask for assistance in setting up intra-school and inter-school voice-chat sessions for their students and in collaborating with teachers in other schools so that a voice-chat session could be scheduled between their classes. More teachers seemed to use the voice-chat element in term two.

Figure 6.4.1: Average number of calls per student by class



No teacher participating in either term one or term two made use of the online text-chat component. In gathering feedback from teachers, it seemed that the logistics of scheduling a computer lab combined with trying to match another class's timetable was a challenging endeavour. Teachers needed to monitor text-chat sessions in real time, in contrast to voice-chat sessions. The scheduling issues were compounded by the issues which arose in relation to local flash installations which are required to operate this component (as for teachers recording their own questions mentioned above). In some instances, teachers felt that the FÓN system contained a lot of features, so opted to work with the mobile phone-based ones first.

Teachers used the SMS feature very little in this term of work. This could be attributed to the issues surrounding SMS delivery which were resolved with the network provider in December 2009. Some teachers did use the facility for more administrative tasks –

to remind students to complete their sessions, study or bring their mobile phones to class the next day.

Teachers had varying levels of ability in ICT. All teachers indicated that they had enjoyed using the technologies and described that it was something new that had helped to improve their ICT skills.

The majority of teachers reported that the components of the FON system were easy to use. 100% reported that the voice-response (questions and answers) element was *very easy/easy* to use. 86% said the voice-chat component was *very easy/easy* to use and only 28% that the SMS component was *very easy* or *easy* to use. The latter finding could be attributed to the issues experienced with the network restrictions applied to the phones, described below in Section 7.2.5. No teacher used the online text-chat element with his/her class. 72% of teachers found the online marking and feedback area *very easy/easy* to use. Few teachers used the online area for setting up custom teacher sessions for their students – this was either facilitated by the FÓN project team or teachers asked students to work through the practice area instead.

At the end of term one, two teachers asked whether their classes could continue using the FÓN system. These teachers revealed that students had asked whether they could use their own mobile phones to dial up to the system. They were willing to incur call costs themselves. Further investigation of one of these classes revealed that 13 of the 30 students in the class had logged in multiple times using their own phones and at their own cost since their active project time had ended.

7. Evaluation findings

Findings gathered through teacher semi-structured interview sessions (see Appendix 10) and gathered through education officers' observations and interviews during school visits and throughout both terms of the project (see Appendix 7) are presented below. All data gathered from schools, teachers and students is reported anonymously.

7.1 Response rates

Term two came to an end at the end of May, which is the end of the school year and busy examination time for schools in the Republic of Ireland. For this reason, it was difficult to gather all teacher project questionnaires back and to find a suitable time for term two teacher semi-structured interviews.

To remedy the lack data from term two teachers' semi-structured interviews, there will be a closing meeting for the FÓN project on 6 November, which will include a full teacher focus group session. Principals will also be invited to attend this meeting, so that organisational and administrative load on the school can be examined.

The tables below outline the response rates for term 1, term 2 and both terms combined.

Table 7.1.1: Term one response rates

Teacher	Teacher pre-project	Student pre-project	Teacher reflective diary	Teacher semi-structured interview	Teacher post-project	Student post-project
Class A	Yes	23/26	-	Individual	-	0/26
Class B	-	27/28	-	Session 1	-	26/28
Class C	Yes	24/24	Yes	Session 1	Yes	22/24
Class D	Yes	25/30	Yes	Individual	Yes	27/30
Class E	Yes	29/31	Yes	Session 2	Yes	30/31
Class F	Yes	0/16	-	Session 2	-	16/16
Class G	Yes	22/22	Yes	Session 1	Yes	20/22
Class H	-	10/24	-	-	-	0/24
Response Rates	6/8 75%	160/201 80%	4/8 50%	7/8 88%	4/8 50%	141/201 70%

Table 7.1.2: Term two response rates

Teacher	Teacher pre-project	Student pre-project	Teacher reflective diary	Teacher semi-structured interview	Teacher post-project	Student post-project
Class J	Yes (part B)	20/21	-	-	No	0/21
Class K	No	0/29	-	-	No	26/29
Class L	Yes	21/24	-	-	No	20/24
Class M	Yes	25/25	-	-	yes	19/25
Class N	No	23/24	-	-	Yes	20/24
Class O	Yes	17/17	-	-	Yes	13/17
Class P	Yes	6/6	-	-	No	6/6
Class Q	Yes	21/21	-	-	Yes	20/21
Response Rates	6/8 75%	133/167 80%	-	-	4/8 50%	124/167 74%

Table 7.1.3: Combined response rates

Teacher	Teacher pre-project	Student pre-project	Teacher reflective diary	Teacher semi-structured interview	Teacher post-project	Student post-project
Term 1	6/8 75%	160/201 80%	4/8 50%	7/8	4/8 50%	141/201 70%
Term 2	6/8 75%	133/167 80%	0/8	0/8	4/8 50%	124/167 74%
TOTAL	12/16 75%	293/368 80%	4/16	7/16 44%	8/16 50%	265/368 72%

Twelve of the 16 participating teachers responded to the pre-project questionnaire and eight teachers to the post-project questionnaire. The small number of teachers involved (16 teachers) and responding to the questionnaires (pre-project: N=12; post-project: N=8) should be borne in mind when reading the findings reported below. Teacher data has been reported using counts, rather than percentages. Rich data was gathered through the teacher semi-structured interviews (N=7), site visits (all teachers were visited at least 1-2 times per term) and reflective diaries (N=4).

Feedback from students was gathered through observation, brief whole-class discussions during FÓN team school visits and pre- and post-project questionnaires. 14 of the 16 participating classes responded to the pre-project questionnaire, totalling a response rate of 80% (293/368). 13 of the 16 participating classes responded to the post-project questionnaire, resulting in a response rate of 72% (265/368).

7.2 Teachers' perspectives

The majority of teachers were very positive about the integration of the FÓN system and its associated technologies into their classrooms. Only one teacher out of the 16 teachers participating in the project reported negative student attitudes towards using the technologies. In this instance, according to the teacher the students' levels of motivation towards learning Irish were very low and they used the mobile phones as a source of causing disruption, rather than as learning tools.

7.2.1 Competence, motivation, volume of Irish being spoken

Teachers attributed an increase in student **competence** to the use of the FÓN technologies. Teachers reported noticing increases in student comprehension, familiarity with and comprehension of a variety of Irish accents. They also reported increased vocabulary, increased use of tenses and verbs, and improved fluency. Teachers commented that students were **learning language topics faster** (e.g. Mé féin, mo laethanta saoire) and were more inclined to practise and use their Irish through the FÓN technologies, than they were previously using more traditional methods. The FÓN system provided a mode and incentive for students to sequentially and repetitively practise language topics, leading to improved competence. Teachers noted the students' improving competence in recordings over time. Students progressed from stilted short answers, to more fluent, long and complex answers. Evidence of student improvement will also be included in Section 7.4.

An improvement in teachers' perceptions of levels of student competence was seen between the pre-project and post-project questionnaires. The number of teachers participating was small. Combined with this, the number of post-project respondents was lower than the pre-project respondents, so it was difficult to compare the data using counts. However, few to no teachers placed their students' abilities in the *ok* or *needs some work* categories after the project, where before they had.

Table 7.2.1.1: Pre- and post- project comparison of teachers' perceptions of student competence

	Very good		Good		Ok		Needs some work	
Count(n)	PRE	POST	PRE	POST	PRE	POST	PRE	POST
Speaking	3	3	4	1	2	0	2	0
Listening	1	2	2	2	7	0	0	0
Reading	2	1	4	3	3	0	2	0
Writing	1	2	5	1	2	1	3	0

Pre-project: n=11, missing=1; post-project: n=4, missing=0

Pre=pre-project; post=post-project; diff=difference.

Through the teacher questionnaire, all teachers indicated that they felt the FÓN project had impacted positively on their students' competence. When asked to explain their

answer, they referred to improvements in comprehension and confidence, students being happier to speak in class and the amount of practice students had had in speaking Irish. One teacher said, *Students were very interested and excited to use the mobile phones in class. They were interested – [which] was evident by their use of the phones at home. They wanted to use the phones and listen to other people's answers in every class.*

Teachers noted that the FÓN system provided students with increased opportunities to practise their oral Irish and **take charge of their own learning**. Teachers appreciated the shift from teacher-led learning to more student-led and autonomous learning, mentioning the ease of balancing the teacher's and student's role in teaching and learning. One teacher remarked, *Now I'm facilitating students, rather than lecturing...it's easier to balance each person's role where we're leaning more towards them doing their own work...doing it themselves as opposed to me beating the brush!* Teachers appreciated the option for students to choose their own questions and practice topics. They noted how students could learn and work at their own pace.

Some teachers felt they needed to listen back to and provide feedback on all student responses, where others felt that learning was taking place regardless of how often he/she could check in on student recordings. Teachers also fed back positively about the system being **suitable for all levels of student** and catering to each student's need. Teachers could quickly check which students had or had not completed their homework on the FÓN system.

Teachers praised the FÓN system for providing them with opportunities to **hear all students** in their classes – even the quiet and reserved ones. These opportunities were a source of surprise for teachers, as the shy students were heard clearly and confidently speaking Irish through recordings. The FÓN technologies recorded all students and provided a more anonymous forum for students to speak out. One teacher commented that *it was startling to hear shy students who don't usually open their mouths...but I was able to hear their voices on a regular basis and they were very good on the phone.*

Teachers reported that students were very **excited and positive** about using the technologies for learning and practising Irish and that this excitement didn't diminish as time went on. Teachers noted that students who may have had trouble with the system at the start soon progressed to use the system regularly and enjoy the use of the FÓN technologies to learn/practise Irish. Other teachers also commented on this initial integration phase, stating that stronger students felt that the technologies were getting in the way of them achieving in Irish, until they were comfortable and able to use them. Some teachers suggested that for weaker students or those who have only just begun to learn Irish, that the **instructions** on the mobile phone leading students through the log-in process and on to into their session, might be available in English at the outset and then later available in Irish (or a teacher option made available to switch between the languages).

Improvements were reported between the pre- and post-project questionnaires in teacher's perceptions of students' **levels of enjoyment** for learning Irish. Before the project, half of teachers reported that their students *really enjoy/enjoy learning Irish* and the other half reported that their students *think Irish is ok/don't enjoy learning Irish*. These figures improved in the post-project questionnaire, as all teachers placed their students' levels of enjoyment in the upper two categories – *really enjoy* and *enjoy learning Irish*. One teacher made reference to how her students were more enthusiastic coming into the classroom and always asking *are we using the phones today?* All teachers felt that their students enjoyed Irish more as a result of using the FÓN technologies. Reasons given were that it was a modern way to learn, a new resource and that students *were eager to use their phones as much as possible, logging in at school and themselves at home*. Other teachers referred to students' enjoyment levels being the main reason that they had used their mobile phones so often – *They were eager to use the phones as much as possible and were disappointed when we weren't using them. The number of students who logged on at home without being asked shows the enjoyment students had for the project*.

Most teachers referred to the **novelty-factor** for students in using mobile phones for learning and practising Irish. They mentioned students' familiarity with the technology and how *they can use phones with their eyes closed*. Teachers focused on their own requirement to read their access details from a notebook each time, while students just

knew their usernames and passwords off by heart. Another teacher referred to students' daily personal use of mobile phones and how their use for Irish impacted student enjoyment – *They are so accustomed to using phones every day for social activities that to use it for school enhanced enjoyment.* Another teacher added that the use of technologies which are familiar to students makes the learning more learner-friendly, which *adds to the teaching and learning experience for all.* The addition of a tool which had generally been banned from school, added an extra pull for student use. One teacher reported that students *felt it was a great way of learning Irish – they thought it was great fun to be allowed to use a mobile phone in class!*

In some instances, there was a sense of **competition** among students and classes to see who could complete the most practice sessions and leave as much information as possible in response to a question. Students were reported to be keen to record and re-record their answers to achieve excellence. The majority of teachers remarked on the **increased motivation** levels of their class for learning Irish and using the Irish they had learnt, with one teacher commenting that *motivation went through the roof!* Another teacher focused on how usually, it would be impossible to keep a class focused on listening to and speaking Irish for a full 40 minutes, but that when using the FÓN technologies, students were **fully engaged** and dismissed any interruptions from their classmates if they were mid-session. Initially, teachers reported that some students were self-conscious about responding to questions while in class, but in a very short time, they were responding confidently and competently. In other instances, students asked each other for help in working out what a question meant while completing a session.

All of the teachers reported that their students were more **motivated to learn** Irish while using the FÓN technologies. The reasons given related to enjoyment, improved learning, student attitude, autonomous learning opportunities and the desire to improve. All teachers also reported that students were more **motivated to speak** Irish while using the FÓN technologies. Teachers referred to students wishing to showcase what they had learnt, and the enjoyment and excitement related to speaking with other students through the FÓN system. Teachers also mentioned how students were more confident about their abilities and more willing to ask questions and respond to questions in class.

Teachers also reported on students' **improved confidence** in speaking out in Irish. Many of the teachers' closing comments referred to improved student confidence and building confidence as some of the main benefits of the FÓN technologies.

Teachers indicated that they provided opportunities for students in their class to speak in Irish each day; most specified that they taught through the medium of Irish and students were expected to communicate with them through Irish also. However, teachers reported a marked increase in the amount of Irish that students used of their own accord in class. When asked how often their students used Irish of their own accord in class, more teachers selected *every day* after the project than had before. The majority of teachers reported that students were more open to speaking Irish as a result of their participation in the FÓN project and all teachers reported that students had used more Irish as a result of the FÓN project. Reasons provided included the amount of time students used their mobile phones for practising and talking to other students, the greater need students felt to *be able to answer questions with fluent answers...*, *particularly when they were trying to make an impression* and increased student confidence to speak resulting from so much practice.

7.2.2 Assessment

Teachers reported positively on the use of the FÓN technologies for formatively assessing their students and facilitating student oral practice and self-assessment.

Teachers commented on how the FÓN technologies allowed them to set oral practice sessions for students as homework, where usually, oral homework was difficult to monitor. Teachers were able to **monitor and check in** on student recordings to (1) ensure oral homework had been completed and given adequate student time, (2) check for general student understanding and competence around a topic and (3) check for student competence in different areas of grammar, syntax or language structures. Some teachers mentioned how it was easy to pick up on recurring mistakes across student recordings which could easily be addressed in class. It was then possible to follow through to ensure that the point of note carried into students' future production. Teachers also mentioned how this usually wouldn't be as feasible in a finite class period, as students wouldn't have as much opportunity to 'talk' individually and be observed by the teacher.

Teachers welcomed the new way of accessing student work and **providing feedback** for students. They referred to the interface of listening back to student recordings as *more interesting and easier than working with copybooks*. School logistics in certain instances prevented students from logging into their online spaces from school. In certain cases, students were able to log in from school or home and access their recordings and any associated teacher feedback – which provided a big impetus for students to request that teachers provide feedback. Other teachers, with in-class computer and projector facilities, played back student responses to the full class and the class as a whole constructively analysed the recordings.

Before participating in the project, teachers were surveyed about the assessment methods they generally used for Irish. Teachers referred to observation, questioning, and teacher-designed tasks (homework, essays, written work) and tests (oral and written). The same responses were reported after the project, but also included peer assessment and use of the FÓN technologies. When asked whether participating in the FÓN project had impacted their methods of assessment, the majority of teachers agreed that it had. When asked to elaborate on their answers, teachers made reference to how they can listen to students through the system and analyse student responses to a greater extent than observation during class time allows – *I realise that much more analysis can be made of each students' language abilities through FÓN technologies, e.g. grammar, syntax, vocabulary, sentence construction etc.* Other teachers referred to how they had incorporated students' work, effort and recordings on FÓN into their end of year examination grade, or how the FÓN system gave them an alternative way to assess their students' oral work.

Some teachers felt overwhelmed by the **volume of student recordings** (see Section 7.3 for data on completed student sessions) and obliged to provide feedback on as many of them as possible, especially those teachers who were working alone within their school on the project and did not have other teachers readily available to collaborate with. At the project outset and in learning from MALL findings relating to teacher time, the FÓN team suggested that teachers might provide feedback once per week to students on a session they complete at the end of the week, after a full week of practising. Some teachers were happy to listen back to student recordings to get a

sense of the work being completed, rather than feeling too obliged to provide feedback each time. This point needs to be stressed to term two teachers to ensure that teachers do not feel undue pressure to provide feedback on all student recordings.

Teachers were very positive about students' ability to **self-assess** through the system. They could listen back to their recordings as they were working through a phone session, and re-record any answers they were not happy with until they had perfected them. Further reference was made to the benefit of students re-recording their answers – *students learn most when they hear themselves on the phone and then making their answers better*. Teachers also referred to students' ability to *see how they are doing and want to do better*. In instances where students could access their online interface and teachers had worked with the **sample answers** option, students could compare their own answers to sample answers from a similar level student in their class. Students could practise topics they thought they needed to work harder on, time and time again, until they were satisfied with their achievement in any given topic. As mentioned above, teachers were also positive about students' use of the FÓN technologies to assess their prior knowledge in a topic, before it was covered in class. Teachers referred to students' belief that once they had covered a topic in class, they had exhausted all they needed to know in any given topic. Teachers were reassured that students soon realised when practising a topic through the FÓN system that a topic wasn't necessarily as finite as what was covered in class – there was more to learn.

When asked whether the FÓN technologies provide possibilities for **practising for an oral exam**, whether in-school or state, all teachers agreed that they did. They referred to how it provided a good opportunity for students to learn and make mistakes, and for practical reinforcement before an exam. Teachers stated that they had not altered how they would prepare students for an oral examination, but that the FÓN technologies provided the opportunity for more practice and reinforcement. One teacher stated, *It is the best way I have seen of assessing their oral work*.

When asked whether the technologies provided an **opportunity for conducting an oral exam**, the majority of teachers agreed that they did. In terms of the FÓN technologies being used to facilitate an in-school or state exam, teachers felt that a

number of things would need to be in place to allow students to prepare effectively for exams and be secure in the exam situation:

- the ability to have access to a similar system for practising
- the ability to ensure that a student is who they say they are (suggestions included a supervised room, sign-in before entering a room and authentication by a teacher who knows the student)
- ensuring that the exam is differentiated for different student levels.

Teachers felt that either the voice response (questions and answers) or voice chat would equally be suitable for an oral examination. Some teachers commented that the optional teacher-created question and answer session would be ideal for an end of term exam. *The students could all complete the test on the same day and then you could correct it at your leisure.* They felt that voice chat would better simulate the current interview scenario. Some teachers felt that facilitating oral examinations in this way would assist quieter and shyer students, as *everyone is intimidated by interviews* and some people might not perform to their optimum under these conditions. Using the FÓN technologies would remove the *daunting one to one oral at the front of the class.*

A small number of teachers felt that the current situation of person to person interview format is better suited to mimicking an actual conversation, as a lot of information can be lost over the phone (e.g. body language, reading the student's comfort levels and understanding).

Teachers from Northern Ireland outlined how the voice-chat component would be similar to how GCSE oral examinations are currently conducted. Heretofore, the class teacher examined each of his/her students in interview format and the recordings were sent out for external assessment. The voice chat component in this instance would eliminate the person to person interview in the first instance but the artefact which is examined would be the same. From 2010 onwards, the Northern Ireland oral GCSE assessment will be conducted and graded by the class teacher. A small sample will be submitted for external grade verification.

Six teachers (two teachers were counted twice as they participated in term one and term two of use) from one project school in the Republic of Ireland indicated that they

currently participated in the optional oral examination at Junior Certificate level. All Northern Ireland schools participate in the GSCE oral examination.

7.2.3 Other benefits reported by teachers

All teachers stated that the FÓN technologies offered added value to teaching and learning. The majority of teachers referred to the positive impact the use of the FÓN technologies had for including **parents** in the learning process. Some students accessed their online interface from home and parents were able to listen back to their child's recordings and see their children using the mobile phones daily. Teachers reported that other parents felt that Irish learning was more visible when they could see how often their children were using their mobile phones to learn and practise their Irish.

Parents are reported to have been very positive about the FÓN project. During parent-teacher meetings, the majority of parents mentioned the project in a positive manner and saw the benefits of using the FÓN technologies. Parents also asked whether the project would be in place again next year. As one teacher reported, *there's an expectation now that the phones will be in place all of the time*. Another teacher reported on the outcome of a parent teacher meeting which took place on the same day as the initial lesson integrating mobile phones – students and parents were very excited and positive about the project, *we're the talk of the school...everyone is talking about the class and their phones!*

In the case of the schools in Northern Ireland where Irish is an optional modern language, teachers reported that the project **raised the profile of Irish** in their schools. As year ten students in Northern Ireland are completing the year prior to their selection of their examination subjects, the FÓN project provided a positive experience for students in learning Irish. Dislike and discomfort surrounding the GCSE oral examination was cited as one reason students provided for not selecting Irish. In these schools, Irish competes with traditionally more attractive subjects like P.E., Art and Drama and teachers reported a positive shift in students' attitudes towards taking Irish as an examination subject.

Most teachers reported positively about the FÓN technologies taking *an Ghaeilge* out of the classroom and into the community and their everyday lives – making it a **living**

language rather than just a subject taught in school. Students used their phones outside of school times, showed their friends and families how the system worked and accessed the system at all hours of the day – some after 10pm and 11pm. The voice chat component was used in intra-school as well as inter-school settings. Teachers reported how students really responded well to this component of the FÓN system and regularly chatted about who they had been paired up with the evening before. They cited this element as an opportunity to provide students with possibilities for meaningful communication with other students also learning Irish and an opportunity to integrate a sociable element to Irish learning

The majority of teachers reported that they would like to continue using the FÓN technologies beyond this phase of work. The teacher who discontinued the project after the initial integration period also reported that he would like to try to integrate the technologies again.

7.2.4 Teachers, technology and teaching

All teachers mentioned an initial **familiarisation stage** with classes where students were taught how to get used to using the FÓN technologies and navigate the Irish phone interface. This initial phase was deemed to be the most time-consuming for teachers as their classes were dominated by the integration of the mobile phones. This period lasted from one to two weeks in most cases during term one and in one instance resulted in the project being discontinued by the teacher.⁴ During term two, the familiarisation period only lasted one to two days for those teachers who had experience of the best way to familiarise their new class with navigating the Irish phone interface or assisting other teachers in their school with the same process. In some cases, this phase lasted longer where teachers had weaker classes than those classes comprising stronger students.

During the initial classes where phones were distributed to students, all teachers noted a period of three to five minutes where students tested their phone capability (could

⁴ This was the instance mentioned at the outset where students had low levels of motivation towards learning Irish and were using mobile phones to cause disruption. These students had only been learning Irish for two years. The teacher felt that the Irish instructions represented a barrier to students for learning Irish and that weaker students were easily discouraged.

they call their friends?) and personalised their screensavers and ring tones. Teachers didn't perceive students as having any difficulty operating their phones or using the FÓN system once they had passed this familiarisation stage.

After this initial familiarisation stage, teachers used different **approaches** to integrate the technologies into their Irish classes. Some teachers predominantly used the technologies to facilitate practice and reinforcement of a topic which was taught in its usual way in class, while others integrated the technologies into the process of teaching a topic. In other classes, the FÓN technologies were used at the outset of a new topic as well as at the end, so that students could realise how much of the new topic they were already familiar with and realise their prior knowledge. A mixture of in-class and at-home use was evident across teacher practice.

During the semi-structured interviews, most teachers mentioned that they changed their practice of integrating the FÓN technologies as they progressed through the project. They moved from allowing the technologies to partially dominate their practice, into using them as an additional tool to help students to practise and reinforce their knowledge. Through the teacher questionnaires, six out of eight teachers reported that they had changed their general teaching practice as a result of their participation in FÓN. These changes included the use of more student-centred tasks, using the FÓN system as the practise and reinforcement tool, and allowing students more autonomy in the topics they practised.

According to the teacher questionnaires, the frequency of the use of the FÓN technologies differed according to their integration. Some teachers used them once a week in class and asked students to use them the same night for homework. Other teachers asked students to use them every night and discussed questions the following day in class. For others, the frequency of use was dependent on when topics were covered in class. Table 7.2.4.1 outlines how often teachers asked students to use the FÓN system at school and at home. Just over half of teachers reported that students used the FÓN technologies more than requested as *some students liked to do extra work*. More detail on the overall frequency of use of the FÓN system was outlined in Section 6.4.

Table 7.2.4.1: Frequency of FÓN system use requested by teachers

Count (n)	Every class	A few times a week	A few times a month	Rarely	Never
i. at school	3	3	2	0	0
ii. at home	3	4	0	0	0

n=7-8, missing=0-1

Teachers referred positively to the way the FÓN technologies could be used to teach elements of Irish which were usually more difficult or less interesting for students, *grammar is usually boring to teach but through the phones, you can make it more interesting to them. Students prefer phones to more traditional methods.*

Before participating in the project, teachers were surveyed about their usual Irish teaching methods and methods that their students enjoyed. All teachers used a variety of approaches and resources, some including ICT. Activities, methods and organisational settings which students favoured included ones which incorporated an alternative tool or resource (e.g. ICT), involved students to be active or interactive in the classroom, and pair and group work. After their participation in the project, the majority of teacher responses relating to teaching methods and resources which students enjoyed best referred to components of the FÓN system, active/interactive activities and the use of ICT. One teacher reported that using the FÓN technologies had been *a really great challenge to my stone-age teaching methodologies! A Renaissance!*

Teachers in Northern Ireland felt that the level of the questions in the system in some instances was too advanced for their students' level, even where the pool questions were differentiated for classes across bonn leibheil, gnáth leibheil and árd leibheil. The wording of questions and dialects of the speakers reading questions were also at odds with what students in Northern Ireland would be familiar with. The FÓN system includes the option for all teachers to record their own questions (through the system or offline and then upload) and add them to teacher-created sessions, so the content can be tailored for each class, regardless of what is contained in the pool of content in the system. The facility to record teacher-created questions through the FÓN system required a particular flash plug-in, which caused some difficulty when accessed from

schools with an older version installed on the school network and where teachers didn't have administration rights on computers to install the updated plug-in.

Teachers liked the monitoring or *big brother* facility the FÓN system facilitated where teachers could check back on student sessions completed and listen back to the standard of their recordings. Teachers mentioned that students kept to topic and performed to their best ability when they realised the teacher could check in on them and listen back to all they recorded over the mobile phone.

During the semi-structured interviews and site visits, teachers reported that aside from the initial familiarisation or integration phase, the majority of teachers reported that they didn't require too much additional **time** to integrate the FÓN technologies into their teaching and planning. However, through the questionnaire, all teachers reported that their participation in the project required more time. Four out of eight teachers reported that they needed an additional **one to two hours per week** to listen back to student recordings, provide feedback, plan their lessons, record their own questions, or install a flash player on their machines (the flash player was needed for recording questions and for the text-chat component which no teachers used). Some teachers mentioned developing additional PowerPoint resources for practising oral topics around the FÓN prompts, but felt that the time invested was worthwhile, as they could reuse them as they would any resource they would create for teaching and share them with other teachers. All teachers reported that the extra time invested was worthwhile. The reasons provided included the option to have questions in the students' own dialects, that *students did excellently as a result* and that students learned a lot from the feedback teachers provided.

The logistics of students having **additional equipment** or hardware which teachers needed to monitor did not present too much additional work for teachers. The majority of teachers reported that students felt it was a privilege to be allowed to use mobile phones for learning and valued having them. Any hardware breakages were reported to the teacher and replaced by the FÓN team. Some teachers reported that the small number of breakages were most likely from overuse rather than misuse. Other teachers felt that the students might not have taken care of their mobile phones as they would their own phone, as they were basic model phones and were often left among

pencil cases or school books where they were easier damaged; *phones were in their bags and getting belted with their books and God knows what else.*

Teachers reported that students sometimes forgot to have mobile phones present for Irish classes, but that they could share phones among students where this happened. Students were reported to have found **other ways to use their phones** personally, beyond the restrictions in place on the phones – they were able to send messages by bluetooth, a feature of the physical handset, rather than a network feature. One teacher referred to doing spot-checks on phones to ensure nothing was saved on them that shouldn't be (for example, bluetooth messages). They also used the alarms and games on their project mobile phones.

Mobile phones were banned from the majority of participating schools or schools had strict mobile phone policies in place prior to the FÓN project. Mobile phones were integrated within the FÓN project in all schools under a **contract of use** which contained sanctions if any misuse was discovered (Appendix 4). Schools localised this contract to their own school context; some schools only allowed mobile phones to be switched on during Irish class, while others allowed them to be used in common areas also (e.g. lunchroom, corridors etc). Only one school reported an incident where disciplinary action was needed. This was the school referred to above in which the teacher discontinued the project after the initial integration phase. Students were using the mobile phones to cause disruption in other subject classes and their mobile phones were confiscated by other teachers. Students in this case did not mind the disciplinary action, as they were not passing over their personal mobile phones. All other schools reported favourably on student conduct with mobile phones in school; four teachers said their presence had had a *positive impact* and four said they had had *no (negative) impact*. In five of the six participating schools, students were allowed to retain their mobile phones for the duration of their participation in the project. In the sixth school, phones were distributed for use during Irish classes only.

7.2.5 Challenges / other

This phase of work presented **very few technical challenges** in comparison to the MALL phase of work. The SMS component presented difficulty at the outset as the network provider which was restricting phone feature use, over-restricted phone SMS-

receiving capabilities which should have been allowed. The provider refunded lost SMS sending costs and was able to resolve the issue by December 2008. As a result of the SMS difficulty, teachers did not rate the SMS component as being as easy to use as the other components. They felt that they had not set up that component properly when SMSs failed to arrive to students.

In the case of one school, the local network mast could only facilitate 50 calls at any one time. This resulted in some dropped calls, which were outside the control of the project. The same school experienced some low network coverage in some areas of their school building.

The FÓN system contained a few **operational bugs at the outset** of the project which became apparent when the system was used on a larger scale by participating teachers and students. These were resolved by the developers as they were reported and realised by the FÓN team through correspondence with teachers. Approximately 98% of the FÓN system was fully operational by November 2009, where any remaining bugs did not impact on the system's day to day use.

The FÓN system has only been out of operation for three days during the project period to date. During this period, students were not able to access any voice-response or voice chat sessions and heard an error message reporting that they did not have any questions left in their session. Students were quick to report this error as they wanted the FÓN system back online. The error was addressed within one day.

As mentioned above, the facility to record teacher-created questions through the FÓN system required a particular **flash plug-in**, which caused some difficulty in certain schools. These issues were resolved in the majority of cases by the FÓN team in collaborating with schools' ICT personnel. In one instance, the local installation was not resolved before the teacher accessed the system from their home computer to complete the task at hand. A browser check was also put in place on the online interface log-in page so that teachers could ensure they had all of the installations required from the outset, and install any they might be missing. This issue was mentioned by one teacher in the context of *anything you didn't like about using the*

FÓN technologies within the post-project questionnaire and one teacher during the semi-structured interviews.

As mentioned above, **few phones were replaced due to breakages**. As each teacher had their own project phone, they were able to provide this phone as a replacement until the student's replacement arrived.

Teachers felt that the FÓN system had **a lot of functionality**. They reported that the initial one-day training session was a little overwhelming. They all felt they could work with all components of the system during the training day, but forgot how to use the components they didn't put into practice straight away. Few teachers referred to the manual to reacquaint themselves with how to work with any one component but did readily contact the FÓN team for support and advice.

Teachers suggested that any future phase of work would benefit from a two-day training session where the focus could also include time for the development of practical methods of integrating the FÓN technologies into the classroom. Further suggestions included breaking up the training content across a few sessions, where teachers would be trained in using one component, then given a period of time to use this component, then progress to a further day for questions and answers on the initial component combined with training on the next component for use. Teachers also felt that a multi-day or multi-session training agenda would facilitate their getting to know each other better.

One teacher indicated that she was not too ICT-literate, but worked well with the technologies and online teacher interface following the training session and with the support of the manuals and the FÓN project team.

Participating **teachers** were **rarely in contact** with one another. Five out of eight teachers reported that they had been in contact with other project teachers, mostly those in the same school or through FÓN training/conference events. As a result, those teachers who were the only ones participating in the FÓN project in their schools or the first teacher in their school to participate, felt isolated and that they were *behind all of the other teachers* in integrating the FÓN technologies. Teachers reported that they

were unlikely to ring a stranger to schedule class voice-chat sessions or to check-in to see how they were doing. Most intra-school contact was facilitated through the FÓN team. The FÓN blog was developed to act as the public face of the project but also to facilitate teacher interaction with one another. However, it was only used by one teacher in one instance.

The challenge of **time** was raised above in Section 7.2.4. Teachers indicated that they required the majority of the extra time to plan for using the technologies and to listen back to student recordings. When teachers were asked whether there was anything they hadn't liked about using the technologies, three out of seven answers mentioned time. However, some of the references were coupled with more positive statements – *Just the amount of time, especially because I knew that the more time I put into it, the better it was for the students*. Other references to time were in the context of the length of time the class were using the technologies for. Teachers indicated that they and the students would have liked to have been participating for a longer time.

7.2.6 Closing comments

Through the project questionnaires and during teacher semi-structured interviews, all teachers reported that they would like to continue using the FÓN technologies beyond the FÓN phase of work. They recommended that all teachers be given scope to use them for a full school year, rather than an 11 week trial period. Teachers felt that the FÓN technologies were invaluable tools for learning, especially for homework, *students chose phone work over ordinary work every time*. Other teachers referred to how they would like to have access to the system for the second year classes which participated during this phase of work in the lead up to their Junior Certificate examinations.

7.3 Students' perspectives

It is important to note that the data showed that students' responses to the system depended on how much they got to use it. Those who had little engagement with the system were likely to report negative responses. The more the students got to use it, the more they liked it.

7.3.1 Competence, motivation, volume of Irish being spoken

Students mentioned how the FÓN technologies had helped them overall with their oral Irish **competence**. Students referred to having more words to choose from, being able to think of the right word to use faster and being able to recognise words that they heard when they hear them outside of the FÓN system. They also mentioned their ability to provide fuller answers to questions on the FÓN system as time went on.

In the pre- and post-project questionnaires, students were asked about their competence in the four skills: speaking, listening, reading and writing. The difference between pre- and post- competence is reported below in Table 7.3.1.1. Before the project, only 8% of students reported that their speaking skills were *very good* and after the project 22% of students reported that their speaking skills were *very good*. 14% of students reported an improvement in their speaking skills categorised as *very good*. 10% more students placed their listening skills at *very good* after the project than they had before it.

Table 7.3.1.1: Pre- and post- project comparison of students' perceived competence

Valid%	Very good			Good			Ok			Needs some work		
	PRE	POST	DIFF	PRE	POST	DIFF	PRE	POST	DIFF	PRE	POST	DIFF
Speaking	8	22	+14	44	47	+3	34	24	-10	11	5	-6
Listening	5	15	+10	45	48	+3	37	28	-9	12	6	-6
Reading	12	17	+5	45	47	+2	29	25	-4	12	8	-4
Writing	13	17	+4	38	44	+6	28	22	-6	16	12	-4

Pre=pre-project; post=post-project; diff=difference. The category *bad* has been omitted.

Pre-project: n=290-292; missing=1-3; post-project: n=262-265, missing=0-3

When students were asked whether their Irish had improved more than usual as a result of taking part in the project, some 73% of students reported that it had. 32% of students said that their **speaking abilities had improved**: they had the opportunity to speak more Irish, had become better at speaking, could produce longer answers, had become more fluent and their pronunciation had improved. One student said, *I feel I have improved because I had the chance to speak and hear Irish more than what I usually would*. Another student said, *because we learned about certain topics inside-out then you actually use them when you ring FÓN but when we didn't do the phone project, it was harder to remember stuff*. Other students referred to how the FÓN system gave them opportunities to speak Irish at home, *...because usually we wouldn't speak much Irish at home, but then using the fón we did and it helped*. Students also made reference to being able to use their Irish in an authentic situation - *it has helped me talk to people in Irish in a real life situation* and improve their fluency as *I can speak more fluently without having to think about what I was going to say*. One student summed up their experience with *... 'cause I realised it's not that hard to talk in Irish*.

A further 19% of students reported that their **comprehension had improved**. One explained this improvement as knowing *what most of the questions meant without checking it*. 17% of students felt they had learnt more Irish than usual and that they were better able to deal with different dialects and accents. 8% of students referred to the **repetition and revision** potential the system offered and 7% to the opportunity the system affords to practise your Irish. One student said, *practice makes perfect*. 7% of students reported that they had learnt more vocabulary. One student said, *I can give fuller answers, understand different questions and have a greater range of Irish vocabulary*. Other answers included students feeling more **motivated** to speak Irish, and feeling more confident about speaking Irish and less pressure when doing so. One student said that *I never would have talked out loud in Irish as much, but now that people have heard me I feel more comfortable*. Others reported that Irish became **easier** through the system (2%), that they could **hear their mistakes** and correct them (2%), and that they could **construct sentences** more easily now (2%). One student said that before the project he could *not form full sentences*.

27% of students reported that their Irish had not improved as a result of using the FÓN system. These students felt that their Irish was already good and that the system had

not helped them to learn. A cross-tabulation of these students with the levels of system usage revealed that the majority of these students had very little use of the FÓN system.

Students were asked to indicate what they thought about Irish. Students indicated where their attitude was placed on the 7-point scale between the positive and negative adjectives on either end of the scale. Small improvements were seen in student attitude towards Irish between the pre- and post- project questionnaires, with increases on the positive characteristic side and reductions on the negative side. Only students' attitudes towards the usefulness of learning Irish stayed static.

Table 7.3.1.2: Comparison of students' attitudes towards Irish before and after the project

Valid%	← Positive (3, 2, 1)		Neutral (0)		Negative → (1, 2, 3)		
	PRE	POST	PRE	POST	PRE	POST	
Enjoyable	75	79	9	10	16	11	Boring
Interesting	76	81	8	8	15	12	Uninteresting
Easy	53	65	18	13	30	22	Difficult
Exciting	47	61	20	25	23	15	Boring
Useful	81	80	7	7	12	13	Useless
Important	82	83	8	8	11	11	Unimportant
Worthwhile	81	83	7	6	12	11	Pointless

Pre=pre-project; post=post-project

Pre-project: n=284-285; missing=8-9; post-project: n=260-262, missing=3-5

Students reported that learning and practising Irish through the FÓN technologies made Irish **more interesting, fun and enjoyable** and allowed them to *learn Irish quicker*. One student described how the FÓN technologies allowed you to *get it into your head quicker and remember it quicker*. Other students discussed how the interactivity of the system allowed them to **learn faster**, *because it's more interactive you learn quicker*. They also mentioned how using the FÓN technologies to learn Irish *feels less like work*. They preferred this mode of learning to *writing it down all of the time, in class and at home* and for completing homework. They felt it was **easier** completing FÓN sessions than traditional written work and better to use their mobile phones than carrying books home and working from books or teacher notes/handouts,

it's easier to learn Irish than from a book. They also referred to only needing to remember to bring their mobile phones home rather than relevant books or notes. They liked that it was a **different way to learn Irish** and that they could listen back to themselves and receive teacher feedback.

Students referred to the **various dialects** and accents they encountered through the FÓN system and how initially they had found it difficult, but that now, they could understand all of the content they heard through the FÓN system. *It helps us understand the accents a lot better, although it takes a bit of getting used to hearing the accents ...* Students encounter different dialects in the Junior Certificate aural examination, but the oral examination is based on standard Irish.

Students reported that they felt **more comfortable** speaking in Irish as a result of using the FÓN technologies for learning and practising Irish. Students also reported that their use of the FÓN technologies made Irish **more interesting**. They liked being able to practise Irish **at any time** and easily through their mobile phone. They also referred to their changing attitude towards learning Irish, *it changes your views on speaking Irish, it gets better.*

Through the post-project questionnaires, students were asked whether they had enjoyed using the FÓN technologies for learning and practising Irish. 88% of students reported that they had enjoyed using them. The reasons provided are listed below in Table 7.3.1.3 and were similar to those provided below in Section 7.3.4 for favouring a learning activity.

Table 7.3.1.3: Reasons provided for student enjoyment of using mobile phones for learning and practising Irish

Reason provided	Valid%
Something different / variety / different to usual methods and activities used	27
Fun / exciting / interesting	27
Learnt more Irish during the activity / improved a particular skill	17
You get to talk to other people / interactive / get to know other people	12
It was easy	9
New / novelty / up to date	5
No pressure	1
Other (including <i>it was a good experience</i>)	1
Sense of achievement / knew more than I thought	1
Can do it at home / any place	1
Increased confidence in speaking	1
Use Irish in a meaningful way / a realistic way	0
TOTAL	102

n=117, missing=48

One student said *because it was a change from just writing essays and always looking in the book. It was something people my age can relate to.* Another said, *I did enjoy using phones, as it made Irish interesting and fun!! For once, I didn't mind doing Irish homework.* Another student mentioned how it had been a *new and exciting way to learn Irish.* Other reasons provided by students referred to their improved learning (17%) - *it was nicer than doing written work constantly and I feel I learnt a lot more.* 12% of students referred to being able to interact with or get to know other people - *it wasn't like work and we got to talk to lots of different people and learn new words.* Another student enjoyed chatting with other people where they had the opportunity to use the language communicatively - *it was like having a conversation with someone speaking Irish.*

22% of students responded negatively to the question on enjoyment. Some felt that the technologies had not helped them to improve their Irish. Others indicated that they had not liked Irish from the outset - *I don't like anything to do with Irish. It's not a good or even interesting subject.* Some students indicated that they had found it difficult to understand sometimes or to use the FÓN system and that this had impacted negatively on their enjoyment levels. One student said, *it is a lot harder to use the fone and going online is easier.* Another said, *it was to difficult to get time for it people do have things to do.* Others referred to the times they were due to log-in in the evenings not suiting

them. One student said, *all the times given I always had things to do so it was annoying.*

Students were asked what they **liked about using mobile phones** for practising Irish. Responses are outlined in Table 7.3.1.4 below.

Table 7.3.1.4: Details of what students liked about using mobile phones for Irish

	Valid%
Speaking to other people in Irish / get to speak Irish	22
It was a fun / interesting / exciting way of learning	20
It helped me to learn and/or practise Irish / improve one or more of the four skills	16
It was different / new / modern	15
It was easier than other ways of learning Irish / less pressure / more anonymous	9
I liked speaking instead of writing	6
I could correct myself / learn from my mistakes / get feedback from the teacher on my mistakes	3
I could hear myself speaking	3
There was a lot of variety	1
I liked using the other phone applications (e.g. alarm clock)	1
It was useful	1
Could talk to classmates I wouldn't usually talk to	1
It gave me more confidence	1
Could log in any time	1
Could go at my own pace	0
Total	100

n=229, missing=36

Students were asked to indicate how often they used Irish in a variety of places—at school, at home, with my friends, with my family, in the community and themselves. Changes of 1% to 6% were seen in the frequency of use in each of these settings, which are not substantial with a sample of this size. The majority of students depend on school for their learning of and exposure to Irish. Students were asked to provide three examples of places where they use their Irish and how they use it in these places. Examples of use are included under each category listed in Table 7.3.1.5 below. Little variation was seen between the pre- and post-project questionnaires in the places Irish was used or student uses of Irish in those places.

Table 7.3.1.5: Examples of places Irish is used and student uses of Irish (pre- and post-project data)

Situations	Example of use
In school	In class When we learn With my teacher Irish week With friends In the corridors
At home / with relatives	With my sister/aunt/parents Homework Watching TV With neighbour Teach my little brother/sister
With friends	Use Irish words mixed in with English Use Irish if we are messing / just for fun With my friend who speaks Irish With friends in school
In the community	In clubs / sports When watching matches In the local shop With my neighbour
In the Gaeltacht	Everyday You have to speak Irish In the shop/class/during activities
By myself	When revising / studying When doing homework
On holidays	So nobody will understand us Taught people we met some Irish phrases / words To confuse people
Online	I would greet people in Irish I'd say slán or conas atá tú?
At mass/church	We say 'Our Father' in Irish Prayers At St. Patrick's Day mass
Watching TV	TG4 The news

Pre-project: n=68-174, missing=19-225; post-project: n=142-246; missing=19-123

After participating in the project, students were asked whether they had **spoken and used more Irish** during the project that they had before it. 78% of students indicated that they had, with 23% of students indicating that they had not.

Students who answered positively outlined that they had more opportunities to speak Irish, where they would not usually have had – at home – *it was enjoyable to do so I looked forward to doing it in the evenings*. Also, the homework assignments differed

from the usual written work to spoken work, which also increased students' use of oral Irish – *I spoke more because instead of writing for homework, I was talking Irish and we don't talk too much without FÓN and we always used to write*. Students also mentioned their incentive to speak Irish more; the FÓN technologies offered them a more real scenario for using their Irish and they got to chat with their friends. Students mentioned how they were *able to ring our friends and talk Irish, something I never would have done*. Students also referred to how they found using the phones fun, which led to their using them more often – *the phones were a motive and reason for speaking Irish and speaking Irish all the time using the phones was fun*. There were also references to increased confidence – which again resulted in students speaking more often. Students also referred to their increased ability to speak Irish which encouraged them to use it more often – *we had a full conversation and I could understand and I was able to speak Irish more freely after using the phone*. One further student mentioned how *it came more naturally, I didn't really have to think about what I was going to say*.

23% of students who felt that they did not speak any more Irish than before the project gave a number of reasons for their answer. They referred to how Irish is already spoken in school and that they did not speak any more Irish outside of school than before. One student said that he spoke the *same amount I would of spoke without the phone*. One of the reasons was that they did not use the FÓN system outside school.

7.3.2 Assessment

Students reported that they liked the feature of being able to listen back to their recorded answer while completing a voice-response session on their mobile phone and re-record their answer if they were not happy with it. Such student feedback indicates a level of **self-assessment** and a measure of quality being attributed by students to their Irish production. One student said, *I can hear my mistakes and try to do better*. Another said, *if you make a mistake, you can redo the question*. One student also referred to his/her knowing *what level of Irish* they have, especially when they compare their ability to students in other schools. One student said, *it's better to speak to other people from other schools to see what their level is and compare it with your own*.

Students also commented on the FÓN technologies facilitating their reinforcement of what had been learned. One student said that *it's a very good way to test yourself on what you learned in class*.

The majority of students mentioned that they felt that the FÓN system assisted them in preparing for oral assessment, as well as helping to improve their overall competence in Irish (see above). They welcomed the new mode of learning and practising Irish.

Students in some classes were also facilitated in hearing other students' recordings if their teacher played back sample answers during a class session. They found this element *interesting*, as they were able to compare the quality of their own answer to a classmate's answer. Similarly, where teachers had made use of the sample answer component and students had accessed their recordings online, comparison of their own recording to a sample answer was possible.

Through the pre- and post- project questionnaires, students were asked how they usually worked out how well they were doing in Irish.

Table 7.3.2.1: Students reporting on how they usually assess their level of Irish

	Valid%	
	PRE	POST
Tests / teacher grades or scores / homework grades	78	62
Self-assessment / ability to respond or talk	22	23
FÓN questions and answers	0	15
Total	100	100

Pre-project: n=286, missing=7; post-project: n=247, missing=18

Before the project, the majority of students (78%) referred to teacher-graded tests, assignments, homework and scores as measures of how well they are doing and progressing in Irish. Just over 1/5 of students (22%) referred to ways they self-assess their level of and progress in Irish, including testing themselves, their level of understanding in class and of assignments, their ability to produce Irish (speak and write), how difficult they perceive a task to be and by comparing themselves to other students.

After the project, students made more direct references to ‘tests’ rather than ‘teacher grades or scores’. Within the FÓN system, ‘tests’ refer to oral question and answer sessions (voice-response). The increase in the count for ‘tests’ or ‘teacher graded’ from the pre-project data could be attributed to the use of ‘tests’ to mean a FÓN Q&A session. Without an opportunity to check-in with students, it is not possible to ascertain whether their references to ‘tests’ were FÓN system sessions or teacher hard-copy tests (they have been categorised as teacher-assigned for this reason).

After the project, 15% of students referred to their use of the FÓN system as a way to work out how well they are doing in Irish. This provides some evidence that the FÓN system gives scope for student assessment through feedback provided by teachers through the FÓN system. Other questions provided evidence of students using the system to self-assess their level of Irish by comparing their level of Irish to other students’ levels and by re-recording their answers until they are happy to submit them.

Through another question relating to assessment in the pre-project questionnaires, 80% of students indicated that they had prepared for an oral Irish exam at some stage. They were asked how they had prepared for this/these exam(s). The open-ended answers were categorised into the descriptions in Table 7.3.3.2 below.

Table 7.3.3.2: Details of how students have prepared for oral examinations

Preparation for an oral examination	Valid %	
	PRE	POST
Practice with someone	26	21
Learn meanings of words	26	0
Repeat / say words / phrases to myself / read out my answers to questions	21	17
Read over my notes / revise / learn the answers to questions	21	27
Write out words /phrases (over and over)	6	6
Listen to a tape	0	6
FÓN	0	18
Other	0	5
TOTAL	100	100

Pre-project: n=224, missing=69 | post-project: n=131-241, missing=24-134

Students showed the variety of learning styles they have through their answers to this question: visual, auditory and kinaesthetic. The post-project questionnaire introduced the FÓN technologies as a method or tool and 18% of students reported using it to

prepare for an oral examination. Students referred to being able to listen back to themselves, record their answers, compare their answers to other students and revise their answers as often as they liked. They specifically referred to the system's ability to allow them to 'talk' to someone, through the recorded questions or answers and/or the voice-chat component. The FÓN system has the potential to facilitate some of the other types of preparation modes mentioned by students: practising with someone, revision and listening.

7.3.3 Other benefits reported by students

The majority of students made some reference to their familiarity with and daily use of mobile phones. They praised the integration of mobile phones into a learning environment. When students first received their mobile phones, they took time to see what functionality the handsets had and continued on to personalise their desktop and ringtones.

Some students reported storing the mobile phones in their school bags with their school books, and only using their phones for the purposes of the project. Other students assimilated the project mobile phones into their day to day routine, and used them for their morning alarm clock, to record themselves using the audio record and also to send Bluetooth messages to one another, reportedly as Gaeilge.

When the FÓN team collected back all term one mobile phones to reassign them to the term two classes, it was necessary to check that each phone was working. It was noted that the vast majority phones had been personalised by students in some way:

- phone setting theme had been altered beyond the standard set supplied with the phone
- images had been saved to the desktop beyond the standard set supplied with the phone
- ringtones had been altered beyond the standard set supplied with the phone
- students had added their names to the desktop.

Students had made use of the Bluetooth feature to transfer multimedia (images, ringtones, themes) from their personal phones to their project phones.

A further benefit was that outside classroom use of Irish was reported. Students referred to speaking more Irish than usual through using the FÓN technologies and how they were using their Irish outside of the classroom, where they would usually only speak Irish during class time or school hours. *At home we are speaking more Irish than before the project began.* Students also referred to speaking Irish with other classes and schools and how they enjoyed using the system because *you get to chat with your friends.* A further related comment referred to how students could *talk to your friends in Irish outside of school.*

Students made reference to their participation in the FÓN project as making them responsible for something - *the phones, your behaviour and your own learning.* They appreciated the any-time access to their phones and learning, *the phones are much easier to carry than books and you can do the tests on questions/answers whenever you want.*

7.3.4 Students, technology and learning

The initial familiarisation or integration stage in classrooms presented no technical difficulty to students; rather it was the Irish navigation of the FÓN instructions which presented some difficulty. Most classes became familiar with the Irish instructions after a few days, and in time, didn't even need to wait for the prompt to press the relevant number on the phone key pad, but were able to cut straight to the session they required.

Until students felt that they could comfortably navigate the Irish instructions and access their learning and practising sessions, some students reported feeling that the FÓN system was holding them back from learning – especially the stronger students. Some of the students who reported enjoying using the FÓN technologies also felt there was a place for the use of more traditional learning tools like the textbook.

Within the student questionnaires, students were asked to describe an Irish learning activity that they had particularly enjoyed and to explain why they had enjoyed it.

Table 7.3.4.1: Classroom activities enjoyed by students

Activities	VALID%	
	PRE	POST
* FÓN project / sessions	0	58
Games: Wordsearches / crossword / vocab games	10	17
Integration of ICT (ppt, Bluetooth, language lab)	18	9
Poetry / song / drama	14	3
Watching films in Irish	7	3
Other	8	3
Pair/group-work	5	2
Going to a quiz	22	1
Film making / weather forecast	4	1
Feis / ceilí	6	0
Debate	4	0
Map work	2	0
TOTAL	100	97

Pre-project: n=227; missing=38; post-project: n=117; missing=48

* indicates a new category introduced in the post-project questionnaires

Categories above with a count of 0 were present in the pre-project questionnaires and are present for comparative purposes.

In most instances, students cited more **active** and/or **goal-orientated work and activities** as something they enjoyed. Students referred to their ability to use the Irish learned through these activities in a practical way – *it was cool to be able to sing it [the National Anthem] in Croke Park on All-Ireland*. In the case of the quiz, the class prepared for a Gael Linn quiz and participated with other schools on the day. Students also cited many activities which involved pairs or groups of students **working together** (debate, pair/group-work) to achieve a shared and practical goal – *we got to interact with other teenagers using Irish in a fun quiz and we got to talk to other people in Irish*. A further group of students referred to preparing a weather forecast and then recording each other presenting the forecast.

Students also reported enjoying more **fun and interesting activities**, which were different from more traditional approaches. Examples provided were watching short films and then discussing them, or the integration of ICT, such as using bluetooth on mobile phones to pass a recorded message among the class (this mobile phone use was already taking place before the school started to participate in the FÓN project), to liven up the activity. Students' comments included, *the quiz was about music, TV and*

films...because it wasn't boring Irish, it was about music and films and because you got to have fun and learn Irish at the same time.

Students also cited activities where they had an incentive to do well – *I liked the féis not because of the medal though they were good incentives, but it was the taking part, felt a sense of achievement at the output of their work – we did a quiz in Irish and it sort of showed me how well I know Irish* or where the activity offered variety or something different to what students were used to – *because it was different than the teacher teaching us in class..*

In the post-project questionnaire, the majority of students (58%) described FÓN as an Irish learning activity they had enjoyed. The inclusion of FÓN for the post-project questionnaire, resulted in many other favoured activities going without mention – those indicated above with lower counts than they obtained within the pre-project questionnaires.

Table 7.3.4.2: Post-project reasons cited for enjoying the activities listed in Table 7.3.4.1

Reason provided	Valid%
Fun / exciting / interesting	25
Something different / new / variety / different to usual methods and activities used	17
Learnt more Irish during the activity / improved a particular skill	16
You get to talk to other people / interactive	14
More autonomous way of learning	8
Get a phone / novelty / new	5
It was easy	5
Use Irish in a meaningful way / a realistic way	4
Sense of achievement	2
Other	2
Incentive to do well	1
TOTAL	99

n=218, missing=47

When it came to FÓN, students' reasons for choosing it as an enjoyable activity were similar to those mentioned for other activities listed in the pre-project questionnaire. Those particularly referring to FÓN cited that the mobile phones could easily be carried home for homework - *it let us use phones to learn Irish. We could carry our homework in our pocket!* Interaction with others and doing something different were also themes

which prevailed after the project were also flagged - *we got to use mobile phones and talk to people from other counties. It was better than written work.* Something different also included how students perceived an activity to be more modern or new - *it's an up to date way in learning Irish and you don't have to sit down and learn it. It does come by listening.* Other students were happy that they had learnt more as a result of taking part in the project - *now in class when the teacher asks me a question I know it off straight away.* The possibility of using Irish outside of the home through talking to another student or answering questions through the FÓ system was also relevant - *I got to use my Irish with other people, as no one else speaks Irish in my family.*

Students were asked to indicate how easy or difficult they had found it to work with each of the components of the FÓN system. The majority of students, 68%, found the questions and answers component of the FÓN system *very easy/easy* to use and 24% *ok* to use. 52% of students found the voice chat component *very easy/easy* to use and 23% *ok* to use. As expected, the majority of students (76%) indicated that they had not used the SMS component. Just over half of the students (51%) had accessed the online area to listen back to their responses and view any teacher feedback. 29% of students indicated that it was *very easy/easy* to use the online interface.

7.3.5 Challenges / other

In one school, students reported having difficulty accessing the FÓN system using their mobile phones. After investigation, it became apparent that the local network receiver could take a maximum capacity of 50 concurrent calls. Once this capacity was reached, any callers over the 50 caller quotient could not be connected. Certain areas of this same school had existing problems with the strength of the mobile phone reception available. In these cases, students were instructed to move nearer the windows and keep trying to connect the call. This proved a successful strategy. These issues did not occur when students dialled the FÓN system from home or outside of school.

As mentioned above, the Irish phone instructions presented some problems during the initial integration phase but were overcome within a few days by most students and within two weeks by all students.

Students referred to their dislike of receiving early morning text messages. Teachers could schedule messages to arrive at any time of the day. When asked if there was anything they did not like about the FÓN project, they said *getting messages really early in the morning*.

Students were asked whether there was anything they did not like about using the mobile phones for learning and practising Irish. Some of the responses corresponded to those referred to above. 18% of students reported finding the dialects difficult to interpret. This was especially relevant for students in schools in Northern Ireland who would not have had as much experience learning Irish as students in the Republic of Ireland. Other answers referred to the time it took to become paired up with another student to chat (14%), the song that was played while you were waiting to be paired (3%) and that students often forgot to log in at the appropriate teacher-defined times in the evening to chat to other students (14%). Other features referred to by students included that students had to talk to other people (3%), that they were scared about losing their phone or charger (3%) and that they did not get to use all of the content or features on the phone (2%).

Some of the challenges listed above were among the recommendations provided by students to make the mobile phone interface easier to use. 33% of students recommended making the log-in process easier. Some students suggested the inclusion of bilingual instructions. 21% of students recommended having the speakers with the same accent as they used themselves only and 13% of students suggested that they be provided with a better, more up to date phone. The mobile phones supplied were chosen to only have the basic features required for use through the project – call and text. Other answers made reference to additional features students wanted to see included – being able to send text messages (SMSs) to other people – or chatting to other schools more frequently.

7.3.6 Closing comments

94% of students recommended that other students be provided with the opportunity to participate in the FÓN project. 25% of students made this recommendation because it makes Irish more fun, enjoyable and interesting. 23% felt that it helped them to learn Irish and it would similarly help someone else. 15% said that it is different and/or better

to other methods and 11% said it is helpful. 9% of students felt that it helps you prepare for your exams.

72% of students indicated that they would like to continue using the FÓN technologies for learning and practising Irish, for the same reasons they gave for recommending the system to others. There were more answers this time relating to how it was a different method of learning which replaced the emphasis usually found on written work and using the textbook.

28% of students indicated that that they would not like to continue using the technologies. They said that the system did not help them with their Irish, that they do not like Irish to begin with and that they prefer the usual methods/tools the teacher uses. It was evident from their responses that while they had some use of the question and answers component, they had little exposure to the voice-chat element of the system.

Students were asked to list any observations they had about using the mobile phones for learning and practising Irish. The majority of responses to this question were positive (54%) or made suggestions (30%), with the lowest number of responses (19%) relating to challenges with using the system. The greatest challenge raised, in 6% of responses, referred to the recordings – their quality, volume, the speakers used and the variety of dialects present. Table 7.3.6.1 below outlines student responses to this question.

Table 7.3.6.1: Students observations about using mobile phones for learning and practising Irish: benefits, challenges and suggestions

Benefits	Count	Valid%
Learnt more Irish / improved my Irish / practised Irish	71	18
I spoke Irish / improved my oral skills	17	4
You get to talk to other people	12	3
I can understand different dialects now	15	4
Other (like it, any time, spoke more Irish, could use it at home)	8	2
It was a fun way to learn	13	3
It was easy to use	26	7
It was different to the usual ways we learn Irish	19	5
You got a mobile phone / the phone had a lot of features I used	7	2
It helps with Irish	8	2
You could hear your answer / fix your mistakes /	6	2

answer		
It was a good experience	3	1
It improves your confidence	7	1
Subtotal	212	54
Challenges		
The recordings: make them clearer / make them slower / only use speakers with the same dialect as us	24	6
Other (instructions, learning curve to use, other people's level of Irish, the level of the questions, forget phone, have to charge the phone, the phone got broken)	14	4
We didn't get to use the other features of the system	5	1
The different speakers and their dialects were hard to understand	4	1
The same questions were asked in different ways	7	1
It would be better to use it for longer and more often	3	1
The SMS didn't work for a long time	3	1
It took some time to log in	6	2
The wait song got a bit annoying	3	1
The signal near our school caused problems	3	1
Subtotal	72	19
Suggestions		
Make the recordings clearer (dialect, speed, volume, more interesting)	29	7
Reduce the number of instructions at the start / make them available in English too	10	3
Make the log-in process easier / faster / shorter wait time	20	5
Be able to send SMS as Gaeilge	8	2
Give out better/newer phones / covers for phones	4	1
Other (add more questions, have the number in the phone already)	2	1
Get more people / schools to take part	5	1
Get the system to call you when it's time to do your homework	2	1
Make it easier to use	4	1
Let us use more features of the system / use the system for a longer period	8	2
Change the song you hear	8	2
Improve the signal near our school	3	1
Change the need to log in to chat at a certain time	2	1
Add more questions	2	1
Other	2	1
Subtotal	109	30
TOTAL	393	103

n=165, missing=100

Final comments from students were generally positive, extending their thanks for being facilitated in participating in the project, or explaining how they thought it was a good project. Others requested that they could use them again or be facilitated in using them for a longer period of time.

7.4 Student profiles examining competence

Any discussion of competence in the report so far has drawn on either teachers' or students' perceptions. No objective measure of student competence was made either before or after the project. While listening to students' recordings over the course of the project gives a sense of improvement in confidence and competence, the profiles below attempt to provide a description of that improvement. In the cases where the FÓN system was used a lot, the improvement was clearly heard. In cases where the FÓN technologies were not widely used, no audible improvement was evident.

The students⁵ chosen for inclusion in the profiles were chosen by the number of times they logged onto the system. A non-representative sample of student profiles from frequent system users is presented.

At the beginning of September 2008, **Máire** was a second year higher level student in the Republic of Ireland. According to her teacher she had average ability in Irish and was struggling to keep up with some of her classmates. She was particularly shy with no particular interest in Irish. She did her homework, worked reasonably hard and wasn't particularly motivated to excel in Irish. In November 2008, Máire and her class began their participation in the FÓN project under the guidance of their teacher. Máire logged into the *voice response* component of the FÓN system for the first time on 11th November 2008. The first question she was asked was *Cathain a bhíonn do bhreithlá ann / when is your birthday?* For several seconds, the rattling and turning of pages can be heard as well as several *ems*. It is clear that this student is unsure what answer to give and is looking through her copy for inspiration. Eventually the answer is given - *tá mo bhreithláar....em...an triochamí na Nollag*. This is grammatically incorrect and it is clear that this student is not fluent in Irish, is unsure of how exactly to answer

⁵ Please note that the student and teacher names used are fictitious, in order to protect the privacy and identity of those chosen for profiling.

the question and lacks confidence in her own ability. On the 13th November after several practice sessions in the meantime, Máire once again logs into the FÓN system. This time however there is a marked improvement in the quality of the answer she gives to the question *Cén fhoireann peile is fearr leat / what is your favourite football team?* The answer she gives to the question is more fluid and is spoken with more confidence, while still slightly incorrect grammatically. Máire's answer is *is fearr liom peil Gaeilic*. On the 19th of November at 21.04 hours, Máire logged into the system for a practice session again. This time however, the improvement is phenomenal. The question posed is *Cad é do dháta breithe / what is your birth date?* The answer Máire gave to this question was *tá mo dháta bhreithe lá ar an tríocha lá de mhí na Nollag or my birthday is on the 30th of December*. This answer is given fluently, fluidly and with confidence. There is no sound of pages being turned or prompts of any sort been given. It is very clear and obvious that this student has practiced a huge amount and has used the FÓN system to her full advantage. Máire dialled up to the FÓN system a total of 99 times, 77 of these were during her active project period and 22 using her own mobile phone. She was the sixth highest user of the system.

Béibhín is a year 10 student based in a school in Northern Ireland. In November 2008 she had been a learner of Irish for 2 years. She was an outgoing type of student full of self-confidence and very different in personality from **Máire**. Béibhín found learning languages particularly easy and was thinking of choosing Irish as a subject for her GCSE exams, which she is due to take in June 2010. Béibhín first logged onto the FÓN system on the 4th December 2008 at 13.46 in the afternoon. On listening to the recording it is clear that this was during class time as the background noise includes the voice of the teacher in question and also the voices of other students. The question posed is *An maith leat an scoil seo / do you like this school? Cén fáth / why?* Niamh answers with *Tá mé ar scoil Y⁶ or I am attending Y school*. The answer doesn't answer the question posed. This student logs into the FÓN system on numerous occasions on that date of 4th December 2008, but does not log into the voice response component again until the 26th January 2009. On that date, Béibhín continues to practice the same topic *An Scoil / School*. The question posed on this occasion was *Cé mhéad scolaire atá ag freastal ar an scoil / how many students attend this school?* The answer given

⁶ School name was removed to maintain the anonymity of the students and schools being described.

was fluid, fluent and was answered without hesitation, *Tá níos mó ná cúig céad scoláire ar an scoil seo / there are more than five hundred students attending this school*. The student has obviously practised her spoken Irish but has not logged into the FÓN system very often. On listening to the voice chat component of the FÓN system, this student has logged in several times, but spoke English and when she did practise her Irish, it was only the topic *An Scoil / School* that she practised. She improved greatly in the period from early December 2008 to the end of January 2009 and a huge improvement can be seen in the quality of answers given. Béibhín logged into the system a total of 79 times during her active phase on the project.

Róise is a year ten student in a school in Northern Ireland. This student logged into the FÓN system a large number of times in term 1 but unfortunately never gave any answers. On 23rd January 2009, Róise completed a practice session on *An Teach / the House*. She was asked to *Ainmnigh seomraí an tí / name the rooms in the house*. She gave an extensive answer without prompts and there is no evidence to be heard of pages being turned etc. The answer is fluid, fluent and given without hesitation. *Thíos staighre tá....seomra suí, cistin, seomra bia, trí seomra folctha agus leithreas. Thuas staighre tá seomra súgartha, seomra gréine, ceithre seomra leapa agus seomra gléasta*. In English this translates as *Downstairs, there is a sitting room, kitchen, dining room, three bathrooms and a toilet. Upstairs there is a playroom, a sunroom, 4 bedrooms and a dressing room*. This is a very long and comprehensive answer, given without hesitation or confusion. It is obvious that this student has been practising, even if there are few saved recordings of her doing so. Róise logged into the FÓN system a total of 60 times during her active term on the project.

Rónán is a second year student in the same school as Máire. According to his teacher, he was a shy quiet student at the beginning of his participation in FÓN. He logged on for the first time on the 11th November 2008. His answers at the beginning of term 1 of the project are monosyllabic and short. When asked in November *Cén dáta breithe atá agat / What date is your birthday?*, he answered with a simple *mí Bealtaine / May*. A month later on the 15th of December Rónán was asked *Cén dath ar do chuid gruaige / what colour is your hair?* Rónán moved on from the monosyllables to giving more information than was necessary by answering *Tá dath donn ar mo chuid gruaige, tá mo ghruaig gearr / my hair is brown and my hair is short*. His answers at the beginning of

the project are short and stilted whereas by the end of the project the answers he gives are more complex longer and he uses more vocabulary. Rónan and Máire went from being shy students lacking in confidence and practising their Irish at 11pm to presenting their opinions on the FÓN system and showing their skills at a conference full of educators. The school attended by both of these students had huge participation in the FÓN project, with their class logging into the FÓN system more than a thousand times in a two month period. They practised every topic on the system and showed a huge improvement transforming from shy retiring students with low self-confidence in Irish, and limited oral ability to students who spoke positively to a room full of educators and policy makers about their experience of FÓN. Rónán himself logged into the FÓN system a total of 56 times during his active term.

Oisín is a second year Foundation Level student. He is one of six students in a class with special educational needs. His class participated in the project in term two, namely from February 2009 until May 2009. According to Oisín's teacher, at the beginning of the project he had very little interest in Irish, had a low level of ability and just about managed a monosyllabic answer. He logged on to the system for the first time on the 25th of February at 14.37. One question he was asked was *Cad is ainm duit / what is your name?* He didn't attempt to answer this question. Later on that afternoon, Oisín logged into the system a number of times. On several occasions he made no attempt at the questions but turning pages can be heard as well as background noise. At 14.44 he attempted one question *Cad is ainm duit/ what is your name?* He gave a very stilted and tentative answer *Oisín....is...ainm...dom / Oisín...is...my...name*. Oisín logged in several times over the course of the phase of the project and a very slow, gradual but steady improvement can be heard in his progress throughout term 2 of the project. On the 23rd of March, he logged into the system at 22.07 to practise. He was asked *Cén aois thú / how old are you?* He answered without hesitation *Tá mé ceithre bliana déag d'aois / I am 14 years old*. This is a very simple easy answer but for a student of this ability, it is answered clearly and fluidly, and the progress and improvement can be clearly heard at this stage. Oisín logged into the FÓN system a total of 25 times during his active term on the project.

The profiles outlined above dip into just a few of the many recordings these students left on the FÓN system. The FÓN project led to an increase in teacher focus on oral

Irish work. Improvements in student competence are evident through students' improving fluency and ability to respond to questions posed.

Of note across the findings from teachers and students presented in this Section is that the teacher and student viewpoints relating to competence, motivation, volume of Irish spoken, enjoyment and additional benefits concur with one another.

8. Project costs

Funds for this phase of work were secured from Foras na Gaeilge, NCTE and NCCA. The project budget was assigned to the period April 2008 to December 2009, the end of the calendar budget year at NCCA. Phone call costs and equipment acquired were paid for directly by the NCTE within their budget allocation to the project. NCTE also covered some teacher travel and substitution costs associated with teacher training. All costs have been detailed below together.

Table 8.1.1: Costs associated with the FÓN project April 2008 to October 2009

Category	Description	2008	2009	Total
Set up costs	Software licence fee	33,578	30,500	64,078
	Server costs	6,423	8,570	14,993
	SMS bundle	610		610
	100 system call lines	11,923		11,923
	Recording system content (studio costs and catering)	592		592
	Laptops and headsets	2,631		2,631
	SUBTOTAL	55,757	39,070	94,827
Expenses	NCCA staff T&S	2,559	4,756	7,315
	Teacher training costs (room and catering)	318	293	611
	Teacher T&S	3,600	382	3,982
	Translation	762		762
	Gift vouchers (for voice volunteers and students/teachers attending conference)	505	230	735
	IT expenses	60	31	91
	Misc. expenses		14	14
	SUBTOTAL	7,804	5,706	13,510
Running costs	Phone call costs (including credited SMS and call costs)	4,730	18,384	23,114
	SUBTOTAL	4,730	18,384	23,114
TOTAL COSTS		68,291	63,160	131,451

T&S=Travel and subsistence

The closing FÓN meeting on 6 November will incur some teacher T&S, room booking and catering costs. These will be added to the costs above when finalised.

The phase one MALL project cost a total of €55.2k to run. Between both phases of work, May 2007 to September 2009, €186.7k has been invested.

Set-up costs incurred the majority of costs for the project period. Running expenses and phone costs were quite small in comparison. The licence fee covers use of the software until September 2010. If any further work is to be carried out using the current version of the technologies, it would prove most economical for the work to be carried out between October 2009 and September 2010.

The per-student costs are outlined below. It should be noted that over half of the schools did not make full use of the FÓN system, so the mobile phones those students were assigned were incurring a rental charge, but no calls were being made.

Table 8.1.2: Project cost per head – including set-up costs

Total project cost	Total number of students	Cost per student
€131,451	368	€357.20

Naturally, where the per-head cost is calculated over the total costs including set-up costs and expenses, the more students who participate, the less the per-head costs amount to. In this instance, the variable student costs as a ratio to set-up and expenses are 5:1.

If we examine the variable student costs per head, they are extremely low. Table 8.1.3 below contains the per-student cost excluding the set-up costs and project expenses. This per-student cost amounts to the phone rental fee and average call costs per student. As the total student cohort was divided into two groups, this cost represents the cost associated with a student participating on the project for their active 11-week period.

Table 8.1.3: Project cost per head – excluding set-up costs and expenses

Variable project costs	Total number of students	Cost per student
€23,114	368	€63

The final per-student cost to be calculated indicates what it would cost per student, for the system to be employed for a further period of use before September 2010. In this instance, smaller set-up costs would be incurred (call lines €12k and support €36k) as the licence fee is paid to September 2010, similar levels of expenses would be incurred and the per-student call costs would remain similar. A reduction in the number of students participating would reduce costs.

Table 8.1.4: Cost of running the project with the same number of students to September 2010

Set up costs	48,000
Project expenses	13,500
Variable student costs (63 per student x368 students)	23,000
Total project cost	84,500
Total cost per student is €230	

The mobile phone rental charge is quite significant in comparison to the call costs. If students were to use their own mobile phones and dial a freephone system number, running costs would be reduced by approximately one third.

9. Conclusion and recommendations

9.1 Conclusions

This report has shown that the FÓN project has been successful in achieving its aims. As a result of using the FÓN technologies in a blended school environment, which includes traditional methods and the integration of the FÓN technologies:

- student **competence** in Irish has increased across the four skills: listening, speaking, reading and writing. Teachers and students perceived improvements in competence in speaking and fluency, as well as increased vocabulary, improved comprehension, increased use of tenses and verbs and improved ability to construct sentences.
- student **motivation** for using and speaking Irish has improved
- students' levels of **enjoyment** for learning and practising Irish through the technologies have improved
- students' use of **oral Irish** has increased
- students have had the opportunity to practise their oral Irish effectively and to engage in **meaningful and authentic communication** with other students
- students have had the opportunity to gauge their level of Irish against other students and to make a judgement on their standard of Irish (**self-assessment**)
- teachers have had the opportunity to tailor **oral language practice and assessment** for their students
- teachers have been able to facilitate all levels of student in **formative and summative** oral language **assessment**
- teachers have had the opportunity to **listen to all students** in their classes, above and beyond what can usually be facilitated in a normal classroom setting.

The FÓN project also succeeded in bringing Irish **outside the boundaries of the classroom and school**, for students whose usual exposure to Irish is confined to these domains.

The introduction of mobile phones to the classroom and school where they may otherwise have been banned did not have any negative impact on the school or

classroom environment. The FÓN technologies did not represent any barrier to student learning, rather it was an enhancement.

FÓN represented the second phase of work in integrating mobile phones into the teaching, learning and assessment of Irish. The initial phase of work, MALL, also featured teachers reporting improvements in student competence and motivation and teachers' positive responses to the use of the technologies for learning and assessment. Adjustments which were made to improve the MALL system, proved successful in eliminating these issues for FÓN.

Findings showed that the technology alone was not the key to improved student achievement and motivation – it was how teachers integrated the technologies which impacted the student results. When teachers did not make full use of the system, or used it very little, there was little benefit for students. To this end, the following recommendations focus on the optimal route for progressing the FÓN project.

The reasons and recommendations relating to a third phase of work are outlined below.

8.2 Recommendations

The reported benefits of using the FÓN technologies have been documented. The next stage of work should

(1) focus on the potential of the technologies to directly support the assessment of oral language in the state examinations

AND

(2) solidify good practice and guidelines for the best use of the technologies for learning, practising and assessing Irish throughout the school year

AND

(3) investigate the costs associated with modifying the current model of the FÓN project, to make it more cost effective and suitable for system-wide implementation.

The FÓN system is available licence free for the academic year 2009/2010. This would constitute a substantial saving in running the project into a third phase of work. Estimated costs for each of the options individually and together are provided below.

Recommendation 1

Investigate the use of the FÓN technologies in one pilot school which participated in the FÓN project to facilitate real Junior Certificate oral Irish examinations.

One school in the Republic of Ireland participating in the FÓN project indicated that they participated in the optional oral examination for Junior Certificate. NCCA could collaborate with the State Examinations Commission (SEC) to devise a plan for the FÓN technologies to be used in this school to facilitate the optional oral examination in 2010 for the forthcoming third year students (those who would have used the FÓN technologies as second year students during the FÓN project during the academic year 2008/9). In this way, the use of the FÓN technologies could be tested in a real examination scenario in schools.

If it were possible to continue to collaborate with schools in Northern Ireland and with CCEA, the potential for the FÓN technologies to be used to facilitate the GCSE oral Irish examination on a pilot basis could also be investigated.

This option assumes that the students and teachers to be involved in any such examination would have access to the FÓN technologies during the year leading up to the examination. This would allow students to practise for their oral examinations through the same mode as they would take it in 2010.

Associated costs

Set up costs	48,000
Project expenses	13,500
Variable student costs (€63 per student x 125 students across 6 classes in one school)	7,875
Total project cost	69,375
Total cost per student would be €555	

Recommendation 2

Gather evidence of good practice in the use and integration of the FÓN technologies for Irish from one active project school so a full set of supporting and practical materials can be made available to other teachers.

In general, the greatest uptake and use of the FÓN technologies was in those schools which devised good ways to get students used to using the technologies and good ways of integrating the mobile phones into their daily teaching and learning. One example comes from the same school indicated in recommendation 1 which takes the optional oral examination for Junior Certificate. Teachers in this school introduced students to how to navigate the phone interface to access questions and chat with other students within one to two class sessions. Other teachers and students reported difficulty with this process, which lasted up to two weeks. If these good practices and methodologies could be observed and recorded, they could contribute to spreading good practice in the use and integration of the FÓN technologies.

Further work could be done with the schools which exhibited good practice through FÓN, during the academic year 2009/2010, to devise:

- additional user guides for navigating the FÓN system
- examples of good practice in introducing the FÓN technologies to a new class
- teacher resource materials with samples of what has worked well for teachers in using the FÓN technologies as a tool for teaching, learning and practising Irish
- evidence of good practice from students, on their use of the FÓN technologies.

These resources would be essential in supporting schools into the future, should the FÓN technologies become an option for facilitating oral examinations, or indeed, be made available to more students, teachers and schools for day to day use into the future.

Associated costs

If the same school was asked to partake in this area of work, no additional costs above those outlined in recommendation 1 would be incurred. This would involve 6 teachers and 125 third year students in one school.

Recommendation 3

Cost alternative options for scaling the current model, so that the FÓN technologies can be made available at a lower cost and to more schools.

Introducing the current model to more schools would increase the number of schools and students benefiting from the integration of the technologies, but would not add to the knowledge which has been generated about how well these technologies work and contribute to the teaching and learning of Irish. What could be gathered in this scenario is evidence of how effectively the FÓN technologies can be integrated into a greater variety of settings.

It is worth noting that teachers from schools around Ireland have contacted NCCA about participating in the FÓN project in the 2009/2010 school year and beyond. These requests have come from Irish teachers. Within schools which participated in the FÓN project, requests have come from teachers of other languages and subjects (for example, Business Studies), to have access to the technologies for their classes.

Running costs of the FÓN project included

1. the FÓN technology licence fee and set-up costs
2. costs associated with training and supporting teachers (project expenses)
3. variable phone rental and call costs.

This recommendation would involve examining and testing alternative methods of delivering the FÓN technologies to more schools at a lower cost. The model of the FÓN project cost €357 per student where set-up (#1 above) and project expenses (#2 above) were also accounted for. If we simply examine the direct student cost (variable costs, #3 above), the per-student cost was €63. Neither of these per head costs is sustainable on a system-wide level. It should be noted, however, that the more students that participate, the less the per-student cost would be.

Examples of how to reduce running costs include the availability of a freephone number, which students can use from home (from a landline or their own mobile phones). Supporting materials (potentially gathered through recommendation 2), would

allow students to be familiarised with the process of using the FÓN technologies, without the need for mobile phones in the classroom.

A further option to reduce running costs would be to form a partnership with one of the mobile phone network providers, to eliminate phone rental and call costs to the FÓN system.

Alternatively, schools might adapt their mobile phone policies to allow students to use their own mobile phones for teaching and learning. 99% of students participating in the FÓN project owned their own mobile phone.

A partnership could also be established with the FÓN technology suppliers, which would make the system freely available to schools during the school year, but which the SEC / DES would pay for each official examination which was facilitated through the system. Alternatively, the DES and/or SEC could contract a software development company to develop a custom solution for use in this scenario, which would then be owned by these organisations. This system would incur support fees, server costs, project expenses (teacher training, T&S etc.) and variable call charge costs per student. In the longer term, this option could prove more sustainable.

These recommendations are coming at a time when there are no resources within NCCA or SEC for developmental work of this kind. Any investment in this context needs to be on the basis of system need. In this scenario, moving ahead on the examination work would seem to make the most sense in the short term. In the longer term, the development of a DES owned system would seem to be the most cost effective way to proceed. Guidelines on good practice in using the current system might be deferred until any new system was in place.

10. References

- Brown, E. (Ed.) (2001). Mobile learning explorations at the Stanford learning lab. *Speaking of Computers*, 55. Stanford, CA: Board of Trustees of the Leland Stanford Junior University.
- Dias, J. (2002). Cell phones in the classroom: Boon or bane? [Part 2] *C@lling Japan* 10(3), 8-13 . The Newsletter of the JALT-CALL Special interest Group.
- Hsu, H., Wang, S. & Cormac, L. (2008). Using audioblogs to assist English-language learning: An investigation into student perception. *Computer Assisted Language Learning* 21(2), 181-198.
- Kennedy, C. & Levy, M. (2008). L'italiano al telefonino: Using SMS to support beginners' language learning. *ReCALL* 20(3), 315-330.
- Kiernan, P. J. & Aizawa, K. (2004). Cell phones in task-based learning. Are cell phones useful language learning tools? *ReCALL* 16(1), 71-84.
- Kukulska-Hulme, A. & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL* 20(3), 271-289
- Levy, M. & Kennedy, C. (2005). Learning Italian via mobile SMS. In: Kukulska-Hulme, A and Traxler, J. (eds) *Mobile Learning: A handbook for educators and trainers*. London: Routledge.
- Lu, M. (2008). Effectiveness of vocabulary learning via mobile phone. *Journal of Computer Assisted Learning* 24(6), 515-525.
- Nah, K. C., White, P. & Sussex, R. (2008). The potential of using a mobile phone to access the Internet for learning EFL listening skills within a Korean context. *ReCALL* 20(3), 331-347.

Prensky, M. (2004). What can you learn from a cell phone? – Almost anything! Retrieved June 3, 2009 from <http://www.marcprensky.com/writing/>

Shudong, W. & Higgins, M. (2006). Limitations of Mobile Phone Learning. *The JALTCALL journal* 2(1), 3-14.

Stockwell, G. (2007). Vocabulary on the Move: Investigating an intelligent mobile phone-based vocabulary tutor. *Computer Assisted Language Learning* 20(4), 365-383.

Stockwell, G. (2008). Investigating Learner Preparedness for and usage patterns of mobile learning. *ReCALL* 20(3), 253-270

Taylor, R. P. & Gitsaki, C. (2003). Teaching WELL in a computerless classroom. *Computer Assisted Language Learning*, 16(4), 275-294.

Thornton, P. and Houser, C. (2002). M-learning in transit. In P. Lewis (Ed.), *The changing face of CALL* (pp. 229-243). Lisse, The Netherlands: Swets and Zeitlinger.

Thornton, P. and Houser, C. (2003). Using mobile web and video phones in English language teaching: Projects with Japanese college students. In B. Morrison, C. Green, & G. Motteram (Eds.), *Directions in CALL: Experience, experiments and evaluation* (pp. 207-224). Hong Kong: English Language Centre, Hong Kong Polytechnic University.

Thornton, P. and Houser, C. (2005). Using mobile phones in English education in Japan. *Journal of Computer Assisted Language Learning*, 21, 217-228.

Twarog, L. and Pereszlenyi-Pinter (1988). Telephone-assisted language study and Ohio University: A report. *The Modern Language Journal*, 72, 426-434.

Wishart, J., Ramsden, A., McFarlane, A. (2007). PDAs and Handhelds: ICT at your side and not in your face. *Technology, Pedagogy and Education*, 16(1), 95-110.

Appendices

Appendix 1: Recommended amendments and additions from MALL, phase one

1. Recommended amendments

Software system

- allow individual teacher log in to access only their class responses
- identify students by name rather than number within the teachers' interface and only one name should be assigned to each student
- automatically average grades on students' feedback sheets for recorded responses within that set of responses (and not include non-responses in the equation)
- allow more user-friendly entry of teacher feedback. Default settings should be set at 'marked' to reduce volume of *clicking* required
- facilitate teachers in moving students between levels. The system should default to allow students to move to the next level where they have completed all questions in any given level. Teachers can reset this student's level when they are providing feedback to the student.
- ensure faster PDF generation of student feedback booklets or batch generation on a class basis rather than on an individual student basis
- facilitate teachers in uploading their own questions and levels within questions. They should also be enabled to change these questions / levels at any stage
- ensure audio prompts are of good quality – clear, timely and of correct volume
- integrate chat window into customised language learning interface where a prompt and direction can be provided alongside students' chat screen
- increase capacity for more concurrent calls; the previous ratio of call capacity to number of students of 1:2 (30:69) was too low
- ensure more robust call function to eliminate dropped calls.

System content

- increase the number of questions centred around students' everyday interests and lives.

2. Recommended additions

Software system

- integrate voice to voice conversation / human to human (via VOIP, for example, Skype)
- integrate tandem e-mailing
- include avatar / photo and pseudonyms to accompany students' identities in text-based web chat application
- provide exemplary response selection to accompany students' downloaded responses. This exemplary response could be another student's response from the same class. It can be played alongside a student's own response for comparison
- develop a dedicated project website around existing teacher interface with the following components
 - project presence for public access
 - student log-in
 - teacher log-in
 - admin log-in
- Student should use the same username and PIN to log-in to any of the project components. Likewise, teachers and the MALL project team should only need one username and password for all components.

3 Additional recommendations

- provide technical support for schools in implementing the technologies. Teachers should not be made responsible for maintenance of equipment or infrastructure (for example, internet connection)
- provide **dedicated time** each week for all staff in a school involved in any expansion of the project to meet and discuss progression
- establish a strategic plan and language rules for all classes to be involved
- facilitate teachers and students in participating in any further pilot projects for a longer period of time. This would decrease teacher pressure and allow students more time to integrate the technologies

A pool of pre-recorded question prompts should be available for all teachers to select their chosen questions for the mobile phone prompt system. Chosen questions can be appended with their own recorded questions.

Appendix 2: Student/Parent Consent Form

Foirm Toilithe do Mhic Léinn agus do Thuismitheoirí

Teideal:	Tionscadal FÓN
Taighdeoir CNCM:	Katrina Keogh / Judith Ní Mhurchú

Ainm an mhic léinn: _____

- Tá an tionscadal FÓN** ag triail fóin phóca agus comhrá idirlín a úsáid le mic léinn agus múinteoirí i 6 scoil tras-teorainn, chun cabhrú le mic léinn a gcumas Gaeilge a fheabhsú, mar aon le féin-mheasúnú a dhéanamh. Cabhróidh an tionscadal le múinteoirí measúnú chun foghlama agus measúnú den bhfoghlaim a dhéanamh chomh maith.
- Má aontaím páirt a ghlacadh sa tionscadal seo**, bainfidh mé úsáid as **fóin phóca agus comhrá ar líne chun cleachtadh agus measúnú a dhéanamh ar mo chumas Gaeilge**. Iarrfar orm úsáid a bhaint as an teicneolaíocht seo i m'fhoghlaim agus i m'úsáid laethúil na Gaeilge.
- Glacfaidh mé páirt sa tionscadal seo le linn** na scoilbhliana 2008/09.
- Déanfar mo ghuth, mo chuid Gaeilge scríofa, agus aiseolas** múinteora i leith mo chuid oibre a thaifeadh trí chóras tionscadal FÓN. Is féidir fístéip nó grianghraf díom a dhéanamh leis an teirmeolaíocht chomh maith. Tuigim go mbeidh an CNCM, na baill de choiste comhairleach FÓN, múinteoirí, mic léinn, agus an pobal in ann éisteacht le mo ghuth taifeadta, breathnú ar mo phictiúr agus an t-aiseolas múinteora, ach ní bheidh a fhios acu cén duine atá i gceist.
- Tuigim go mbainfear úsáid as na taifeadtaí fuaime, as an téacs, as aiseolas an mhúinteora agus as grianghraif/fistéipeanna a ndearnadh go h-anaithnid** taobh istigh den tionscadal FÓN, agus in ábhair bholscaireachta mar gheall ar an tionscnamh. Tuigim go bhfuil an seans ann go mbainfear úsáid as mo ghuth taifeadta, mo théacsanna agus aiseolas an mhúinteora i leith mo chuid oibre i gcomhair cúiseanna oideachasúla, i gcló, go leictreonach agus ar líne.
- Is féidir liom **ceisteanna a chur faoi mo rannpháirtíocht sa tionscadal FÓN** agus freagrófar na ceisteanna seo. Is féidir liom ceisteanna a phlé, am ar bith, le
Katrina Keogh, Oifigeach Oideachais, CNCM, 24 Cearnóg Mhuirfean, BÁC2.
Fón: 01-7996417 / 087 1213958, Facs: 01-6617180, R-phost: katrina.keogh@ncca.ie
- Tuigim go bhfuil **mo rannpháirtíocht toilteanach**. Fad is atá an tionscadal ag leanúint ar aghaidh is féidir liom mo chead a aistarraingt muna dteastaíonn uaim go mbainfear úsáid as mo ghuth, mo théacs, mo phictiúr nó aiseolas an mhúinteora i leith mo chuid oibre, trí dul i dteagmháil leis an gCNCM. Tuigim chomh maith gur féidir liom diúltú muna dteastaíonn uaim páirt a ghlacadh i gcodanna áirithe den tionscadal.
 - Tuigim an t-eolas a tugadh dom. Tá freagraí mo cheisteanna faoin tionscadal agus faoi mo rannpháirtíocht féin faighte agam. Tuigim chomh maith go bhfaighidh mé cóip den fhoirm seo.

Ainm an mhic léinn
(Ceannlitreacha le do thoil)

Síniú an mhic léinn

Dáta

Ainm an tuismitheora
(Ceannlitreacha le do thoil)

Síniú an tuismitheora

Dáta

Taighdeoir CNCM:

- Deimhním gur leanadh an próiseas ceart ceadaithe chun an t-eolas a chur in iúl. D'fhreagair mé ceisteanna an rannpháirtithe chomh fada agus arbh fhéidir liom.

Ainm

Síniú

Dáta

Informed Consent Form for Students and Parents

Project Title:	FÓN Project
NCCA Researcher:	Katrina Keogh / Judith Ní Mhurchú

Student's name: _____

1. **The FÓN project** is trialling the use of mobile phones and internet chat with students and teachers in 6 cross-border schools to assist students in improving their competence in Irish and in self-assessment and their teachers in formative and summative assessment of their students.
2. **If I agree to participate in this project**, I will use **mobile phones and internet chat to learn, practise and assess my Irish**. I will be asked to include these technologies in the course of my daily Irish learning and use.
3. **My participation in this project will take** place during the 2008/9 school year.
4. **My voice, my written Irish and associated teacher feedback will be recorded through the FÓN project's system**. I may also be photographed/videoed using the technologies. I understand that the NCCA, members of the FÓN Advisory Committee, teachers, students and the public will be able to listen to my recorded voice, see my image and see associated teacher feedback, but they will not know whos voice, image, written text or feedback it is.
5. **I understand that the audio recordings, text, teacher feedback and photos/videos gathered will be used** anonymously within the FÓN project and within promotional materials surrounding the project. My recorded voice, text and teacher feedback may also be used anonymously for educational and promotional purposes including print, electronic and web-based materials.
6. I may ask any **questions about my participation in the FÓN project** and these questions will be answered. I can discuss any other questions I may have, at any time, with
Katrina Keogh, Education Officer, NCCA, 24 Merrion Square, Dublin 2.
Phone: 01-7996417 / 087 1213958, Fax 01-6617180, Email: katrina.keogh@ncca.ie
7. I understand that **my participation is voluntary**. I am free to remove permission for my voice, text, image and teacher feedback to be used through the course of this project and its promotion at any time, by contacting NCCA. I also know that I may decline to participate in any particular elements of the project if I so wish.
 - I understand the information given to me. I have received answers to my questions about the project and my participation. I understand that I will receive a signed copy of this consent form.

Student name Student signature Date _____
(Use All Capital Letters)

Parent name Parent signature Date _____
(Use All Capital Letters)

NCCA Researcher:

- I certify that the informed consent procedure has been followed, and that I have answered any questions from the participant as fully as possible.

Name Signature Date _____

Appendix 3: Teacher Consent Form

Foirm Toilithe do Mhúinteoirí

Teideal:	Tionscadal FÓN
Taighdeoir CNCM:	Katrina Keogh / Judith Ní Mhurchú

Ainm an mhúinteora: _____

8. **Tá an tionscadal FÓN** ag triail fóin phóca agus comhrá idirlín a úsáid le mic léinn agus múinteoirí i 6 scoil tras-teorainn, chun cabhrú le mic léinn a gcumas Gaeilge a fheabhsú, mar aon le féin-mheasúnú a dhéanamh. Cabhróidh an tionscadal le múinteoirí measúnú chun foghlama agus measúnú den bhfoghlaim a dhéanamh chomh maith.
9. **Má aontaím páirt a ghlacadh sa tionscadal seo**, bainfidh mé agus mo mhic léinn úsáid as **fóin phóca agus comhrá ar líne chun cleachtadh agus measúnú a dhéanamh ar an nGaeilge**. Iarrfar orm úsáid a bhaint as an teicneolaíocht seo i dteagasc laethúil na Gaeilge.
10. **Glacfaidh mé páirt sa tionscadal seo le linn** na scoilbhliana 2008/09.
11. **Déanfar mo ghuth, mo chuid Gaeilge scríofa, agus aiseolas múinteora i leith mo chuid oibre a thaifeadadh trí chóras tionscadal FÓN**. Coimeadfar aon ábhar spreagthach atá uaslódáilte, mar sin ba chóir go mbeadh an t-ábhar sin saor ó chóipcheart. Tugaim cóipcheart don CNCM d'aon ábhar atá uaslódáilte. Is féidir fístéip nó grianghraf díom a dhéanamh leis an teicneolaíocht chomh maith. Tuigim go mbeidh an CNCM, na baill de choiste comhairleach FÓN, múinteoirí, mic léinn, agus an pobal in ann éisteacht le mo ghuth taifeadta, breathnú ar aon aiseolas, breathnú ar mo phictiúr agus féachaint ar an ábhar spreagthach ach ní bheidh a fhios acu cén duine atá i gceist. Iarrfar orm dialann machnamhach a choinneáil agus ceistneoirí a líonadh le linn an tionscadail.
12. **Tuigim go mbainfear úsáid as na taifeadtaí fuaime, as an téacs, as aiseolas an mhúinteora agus as grianghraif/fístéipeanna a ndearnadh go h-anaithnid** taobh istigh den tionscadal FÓN, agus in ábhair bholscaireachta mar gheall ar an tionscnamh. Tuigim go bhfuil an seans ann go mbainfear úsáid as mo ghuth taifeadta, mo théacsanna agus aiseolas an mhúinteora i leith mo chuid oibre i gcomhair cúiseanna oideachasúla, i gcló, go leictreonach agus ar líne.
13. Is féidir liom **ceisteanna a chur faoi mo rannpháirtíocht sa tionscadal FÓN** agus freagróir na ceisteanna seo. Is féidir liom ceisteanna a phlé, am ar bith, le
 Katrina Keogh, Oifigeach Oideachais, CNCM, 24 Cearnóg Mhuirfean, BÁC2.
 Fón: 01-7996417 / 087 1213958, Facs: 01-6617180, R-phost: katrina.keogh@ncca.ie
14. Tuigim go bhfuil **mo rannpháirtíocht toilteanach**. Fad is atá an tionscadal ag leanúint ar aghaidh is féidir liom mo chead a aistarraingt muna dteastaíonn uaim go mbainfear úsáid as mo ghuth, mo théacs, mo phictiúr nó aiseolas an mhúinteora i leith mo chuid oibre, trí dul i dteagmháil leis an gCNCM. Tuigim chomh maith gur féidir liom diúltú muna dteastaíonn uaim páirt a ghlacadh i gcodanna áirithe den tionscadal.
 - Tuigim an t-eolas a tugadh dom. Tá freagraí mo cheisteanna faoin tionscadal agus faoi mo rannpháirtíocht féin faighte agam. Tuigim chomh maith go bhfaighidh mé cóip den fhoirm seo.

 Ainm
 (Ceannlitreacha le do thoil)

 Síniú

 Dáta

Taighdeoir CNCM:

- Deimhním gur leanadh an próiseas ceart ceadaithe chun an t-eolas a chur in iúl. D'fhreagair mé ceisteanna an rannpháirtithe chomh fada agus arbh fhéidir liom.

 Ainm

 Síniú

 Dáta

Informed Consent Form for Teachers

Project Title:	FÓN Project
NCCA Researcher:	Katrina Keogh / Judith Ní Mhurchú

Teacher's name: _____

8. **The FÓN project** is trialling the use of mobile phones and internet chat with students and teachers in 6 cross-border schools to assist students in improving their competence in Irish and in self-assessment and their teachers in formative and summative assessment of their students.
9. **If I agree to participate in this project**, I and my students will use **mobile phones and internet chat to learn, practise and assess Irish**. I will be asked to include these technologies in the course of my Irish teaching.
10. **My participation in this project will take** place during the 2008/9 school year.
11. **My voice, my written Irish and associated feedback will be recorded through the FÓN project's system**. Any **stimulus material** uploaded to the FÓN system should be creative commons or copyright free as it will also be recorded and retained. I assign copyright of any personally created/sourced and uploaded materials to NCCA. I may also be photographed/videoed using the technologies. I understand that the NCCA, members of the FÓN Advisory Committee, teachers, students and the public will be able to listen to my recorded voice, see my image, see associated feedback and view any uploaded stimulus material anonymously. I will also be requested to complete questionnaires and a reflective diary for the duration of the project. These will be anonymously available to all groups mentioned above.
12. **I understand that the audio recordings, feedback, stimulus information, evaluation data and photos/videos gathered will be used** anonymously within the FÓN project and within promotional materials surrounding the project. These items may also be used anonymously for educational and promotional purposes including print, electronic and web-based materials.
13. I may ask any **questions about my participation in the FÓN project** and these questions will be answered. I can discuss any other questions I may have, at any time, with
Katrina Keogh, Education Officer, NCCA, 24 Merrion Square, Dublin 2.
Phone: 01-7996417 / 087 1213958, Fax 01-6617180, Email: katrina.keogh@ncca.ie
14. I understand that **my participation is voluntary**. I am free to remove permission for my voice, feedback, image, stimulus information and evaluation data to be used through the course of this project and its promotion at any time, by contacting NCCA. I also know that I may decline to participate in any particular elements of the project if I so wish.
 - I understand the information given to me. I have received answers to my questions about the project and my participation. I understand that I will receive a signed copy of this consent form.

Name Signature Date
(Use All Capital Letters)

NCCA Researcher:

- I certify that the informed consent procedure has been followed, and that I have answered any questions from the participant as fully as possible.

Name Signature Date

Appendix 4: Mobile Phone Contract Template for Schools

<Insert school crest/name here>

Mobile Phone Contract

Student / Parent phone contract

I agree to all of the following rules and sanctions:

- I will follow the teachers' instructions at all times.
- I will be responsible for the care and use of my mobile phone and charger while I have them during the project.
- I will only use my mobile phone in Irish class, during breaktimes and at home.
- I will be very careful with my mobile phone and charger.
- I will report any problems immediately to my Irish teacher.
- I will pay for any damage or loss I am responsible for.
- I will not remove any labels / stickers from my mobile phone or charger.
- I will not interfere with the internal components of my mobile phone.

Sanctions:

- If any of the rules are broken then the student will be withdrawn from the project.

Signature: _____
Student

Class: _____ Date: _____

Signature: _____
Parent

Date: _____

<Insert school crest/name here>

Conradh Fóin Phóca

Conradh Mic Léinn / Tuismitheoirí

Aontaím leis na rialacha agus leis na smachtbhannaí seo a leanas:

- Leanfaidh mé treoracha an mhúinteora i gcónaí.
- Beidh mé freagrach as úsáid agus as cúram m'fhón póca le linn an tionscadail.
- Bainfidh mé úsáid as m'fhón póca le linn an ranga Gaeilge, ag am sosa agus sa bhaile **amháin**.
- Beidh mé an-chúramach leis an bhfón póca agus leis an luchtaire.
- Inseoidh mé do mo mhúinteoir Gaeilge láithreach, má tá aon fhadhbanna agam leis an bhfón.
- Má tá mé freagrach as aon damáiste nó cailteanas íocfaidh mé as.
- Ní bhainfidh mé aon lipéid den bhfón nó den luchtaire.
- Ní chuirfidh mé isteach ar aon pháirt inmheánach de m'fhón póca.

Smachtbhannaí:

- Má bhristear aon cheann de na rialacha, tarraingeofar an mac léinn siar ón tionscadal.

Síniú: _____
Mac Léinn

Rang: _____ Dáta: _____

Síniú: _____
Tuismitheoir

Dáta: _____



Appendix 5: Student Pre-Project Questionnaire

Student questionnaire: pre-project

1a. Teacher's name

1b. Class name

--	--

2. How would you rate your own **level** of Irish in each of these areas?

	Very good	Good	Ok	Needs some work	Bad
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How do you usually work out **how well** you are doing in Irish?

--

4. Please circle the relevant number in each case below to reflect **what you think about Irish?**

i	Enjoyable	3	2	1	0	1	2	3	Boring
ii	Interesting	3	2	1	0	1	2	3	Uninteresting
iii	Easy	3	2	1	0	1	2	3	Difficult
iv	Exciting	3	2	1	0	1	2	3	Boring
v	Useful	3	2	1	0	1	2	3	Useless
vi	Important	3	2	1	0	1	2	3	Unimportant
vii	Worthwhile	3	2	1	0	1	2	3	Pointless

5. Describe an **Irish learning activity** that you particularly enjoyed.

Please explain why you found this activity so enjoyable/interesting

6. **How often** do you **use** your Irish in each of these places?

	Everyday	A few times a week	A few times a month	Rarely	Never
At school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At home with my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Describe situations where you use Irish and give examples of how you use it in each case

Situation/place	Example(s)
At home	<i>We speak Irish at dinner time I watch TG4 every night</i>

8a. Have you ever **prepared for** an oral Irish exam? Yes ☐ No ☐

b. If yes, **how** did you prepare for the oral Irish exam?

9a. Do you have your own mobile phone? Yes ☐ No ☐

b. If yes, rank which features you **use most often** to least often, starting with 1 for most often.

Text ___ Call ___ Internet ___ Camera ___ MP3 player ___
Radio ___ Games ___ Other? _____

c. Which mobile phone network are you with?

Meteor ☐ Vodafone ☐ O2 ☐ 3 ☐ T-Mobile ☐ Orange ☐
Other? ☐ (Please specify) _____

10a. Computer access

	At home	At school	Elsewhere?	I don't have access
Please tick the place(s) you have access to a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where?	<input type="checkbox"/>
Do you have internet access in any of these places?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where?	<input type="checkbox"/>

10b. Do you use the computer for the following and where?

	At home	At school	Elsewhere?	I don't use computers for this
Checking and sending email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where?	<input type="checkbox"/>
Shopping online (e.g. flights or concert tickets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where?	<input type="checkbox"/>
Completing assignments for school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where?	<input type="checkbox"/>
Social networking (e.g. Bebo or Facebook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where?	<input type="checkbox"/>
Researching/finding information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where?	<input type="checkbox"/>
Managing my music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where?	<input type="checkbox"/>
Podcasting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where?	<input type="checkbox"/>
Chatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where?	<input type="checkbox"/>
Other _____ (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where?	<input type="checkbox"/>

11. How would you **rate yourself** at each of the following?

	Very good	Good	Ok	Needs some work	Bad
Typing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surfing the web	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcasting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chatting online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Do you have your own MP3 player (e.g. an iPod)? Yes ☐ No ☐13. I know internet safety rules ... Yes ☐ No ☐

Ceistneoir Mic Léinn: Réamh-thionscadail

1a. Ainm an mhúinteora

1b. Rang

--	--

2. I do thuairim féin, cén caighdeán Gaeilge atá agat?

	An mhaith	Maith	Ceart go leor	Obair ag teastáil	Go dona
Labhairt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Éisteacht	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Léitheoireacht	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scríobhnóireacht	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Conas a mheasann tú do dhul chun cinn féin sa Ghaeilge?

--

4. Céard é do thuairim faoin nGaeilge? Cuir ciorcal thart an uimhir cuí thíos.

i	Taitneamhach	3	2	1	0	1	2	3	Leadránach
ii	Suimiúl	3	2	1	0	1	2	3	Uninteresting
iii	Éasca	3	2	1	0	1	2	3	deacair
iv	Spreagúil	3	2	1	0	1	2	3	leadránach
v	Úsáideach	3	2	1	0	1	2	3	Neamhúsáideach
vi	Tábhachtach	3	2	1	0	1	2	3	Míthábhachtach
vii	Fiúntach	3	2	1	0	1	2	3	díchéilleach

5. Déan cur síos ar ghníomhaíocht trí Ghaeilge a bhain tú sult as.

Tabhair fáth le do fhreagra.

6. Cé chomh mhinic is a úsáideann tú do chuid Gaeilge sna háiteanna seo a leanas?

	Gach lá	Cúpla uair in aghaidh na seachtaine	Cúpla uair in aghaidh na míosa	Go h-annamh	Riamh
Ar scoil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Le mo chairde	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sa bhaile le mo chlann	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sa phobal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liom Féin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eile?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Déan cur síos ar thréimhsí a mbaineann tú úsáid as an nGaeilge agus tabhair samplaí den chaoi a úsáideann tú í.

Suíomh/Áit	Sampla(i)
Sa bhaile	Labhraímid Gaeilge ag am dinnéir Breathnaíom ar TG4 gach óíche

8a. Ar réitigh tú riamh do Bhéaltrial sa Ghaeilge? Réitigh ☐ Níor réitigh ☐
 b. Má réitigh, céard a rinne tú chun tú féin a ullmhú?

9a. An bhfuil fón póca de do chuid féin agat? Tá ☐ Níl ☐
 b. Má tá, cuir na gnéithe éagsula den fhón in ord de réir mar a úsáideann tú iad.
 Téacs ___ Glaoch ___ Idirlíon ___ Ceamara ___
 Seinnteoir MP3 ___ Raidio ___ Cluichí ___ Eile? ___

c. Cen gréasán fóin a bhfuil tú le?
 Meteor ☐ Vodafone ☐ O2 ☐ 3 ☐ T-Mobile ☐ Orange ☐
 Eile? ☐ (Tabhair sonraí) _____

10a. Rochtain Ríomhairíeachta

	Sa bhaile	Ar scoil	Áit eile?	Níl fail agamsa ar ríomhairí
Cuir tic san áit atá fáil agat ar ríomhairí	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit?	<input type="checkbox"/>
An bhfuil rochtain idirlín agat in aon áit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit?	<input type="checkbox"/>

10b. An mbaineann tú úsáid as an ríomhaire chun na nithe seo a leanas a dhéanamh?

	Sa bhaile	Ar scoil	Áit eile?	Ní úsáidim ríomhairí don ghné seo
Ríomhphost a sheoladh agus a fháil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit?	<input type="checkbox"/>
Siopadóireacht ar líne (m.sh. ticéid nó eitilte a cheannach)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit?	<input type="checkbox"/>
Chun tascanna scoile a chríochnú	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit?	<input type="checkbox"/>
Láithreán líonraithe shóisialta (m.sh. Bebo nó Facebook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit?	<input type="checkbox"/>
Taighde/ eolas a fháil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit?	<input type="checkbox"/>
Bainistíocht a dhéanamh ar mo cheol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit?	<input type="checkbox"/>
Podchraoladh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit?	<input type="checkbox"/>
Comhrá idirlín	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit?	<input type="checkbox"/>
Eile? _____ (sonraigh le do thoil)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit?	<input type="checkbox"/>

11. Rátaigh tú féin sna nithe seo a leanas!

	An mhaith	Go maith	Ceart go leor	Obair ag teastáil	Go dona
Clóscríobh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ag scimeáil ar an idirlíon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podchraoladh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comhrá idirlín	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. An bhfuil seinnteoir MP3 agat (m.sh. iPod)?

Tá ☐Níl ☐

13. An bhfuil tú eolach ar rialacha slándála idirlíne?

Tá ☐Níl ☐

Appendix 6: Teacher Pre-Project Questionnaire

Teacher questionnaire

PART A – this part to be completed per class

1. School

2. What class level do the details below pertain to?

3. How would you rate your class's **level** of Irish in each of these areas?

	Very good	Good	Ok	Needs some work	Bad
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How much do you think your class **enjoy** learning Irish?

They really enjoy learning Irish ☐ They enjoy learning Irish ☐ They think Irish is ok ☐

They don't enjoy learning Irish ☐ They really don't enjoy learning Irish ☐

If appropriate, please give a reason for your answer

5. What **teaching methods and/or tools** do you usually **use** with this class?

6. Which **teaching methods and/or tools** do these students **respond best to** or **enjoy most**?

7. How often, if ever, would you usually **integrate technology** for the following...?

	Every class	A few times a week	A few times a month	Rarely	Never
i. Preparing for Irish lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If relevant, how?					
ii. Within your Irish teaching or class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If relevant, how?					

8. What **forms of assessment** do you usually use with this class (e.g. observation, questioning, teacher-designed tasks and tests)?

9. Does your school participate in Irish oral examinations at Junior Certificate level?

Yes ☐ No ☐

If yes, **how** would you usually help students to prepare for an oral exam?

10a. **How often** do you provide this class with an opportunity to speak Irish in class?

Every class ☐ A few times a week ☐ A few times a month ☐ Rarely ☐ Never ☐

b. How often does this class use Irish of their own accord in class?

Every class ☐ A few times a week ☐ A few times a month ☐ Rarely ☐ Never ☐

11. Are you aware of any **other places** where students might **use or practise their Irish**?

Ceistneoir Múinteora**Cuid A – le líonadh do gach rang**

1. Scoil

--

2. Cén leibhéal ranga ata i gceist anseo? (Ardleibhéal/Gnáthleibhéal/Bonnleibhéal)

--

3. I do thuairim, cén caighdeán Gaeilge atá ag an rang sna míreanna seo a leanas?

	An Mhaith	Maith	Ceart go leor	Obair ag teastáil	Go Dona
Labhairt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cluastuiscint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Léitheoireacht	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scríobh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. I do thuairim, an dtaitníonn foghlaim na Gaeilge le do mhic léinn?

Is aoibhinn leo foghlaim na Gaeilge ☐ Is maith leo foghlaim na Gaeilge ☐
 Ceapann said go bhfuil Gaeilge ceart go leor ☐ Ní maith leo foghlaim na Gaeilge ☐
 Ní thaitníonn foghlaim na Gaeilge leo in aon chor ☐

Tabhair fáth le do fhreagra!

--

5. Cén modhanna teagaisc/ uirlisí a úsáideann tú de ghnáth leis an rang seo?

--

6. Cén modhanna teagaisc/ uirlisí a thaitníonn leis na mic léinn don chuid is mó?

--

7. Cé chomh minic is a úsáideann tú an teicneolaíocht chun a leanas a dhéanamh?

	Gach rang	Cúpla uair sa tseachtain	Cúpla uair sa mhí	Go h-annamh	Riamh
i. Chun ceachtanna Gaeilge a ullmhú	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Más oiriúnach, conas?					
ii. Sa rang nó sa mhúinteoireacht?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Más oiriúnach, conas?					

8. Conas a dhéabann tú measúnú ar an rang seo de ghnáth? (m.sh. breathnúcháin, ceistiúcháin, scrúdaithe, tascanna a ullmhaíonn tú féin)?

--

9. An dtugann do scoil faoin mBéaltrial roghnach don Teastas Sóisearach?

Sea ☐ Ní hea ☐

Más ea, conas a chabhraíonn tú leis na Mic Léinn ullmhúcháin a dhéanamh don mhír Bhéil?

10a. **Cé chomh minic** is a thugann tú deis don rang seo Gaeilge a chleachtadh sa rang?

Gach rang ☐ Cúpla uair in aghaidh na seachtaine ☐ Cúpla uair in aghaidh na míosa ☐ Go h-annamh ☐ Riamh ☐

b. Cé chomh minic is a úsáideann an rang seo Gaeilge as a stuaim féin?

Gach rang ☐ Cúpla uair in aghaidh na seachtaine ☐ Cúpla uair in aghaidh na míosa ☐ Go h-annamh ☐ Riamh ☐

11. An bhfuil tú eolach faoi na h-áiteanna eile gur féidir leis na Mic Léinn a gcuid Gaeilge a labhairt/ a chleachtadh iontu?

PART B – teacher's own use of technology. This part to be completed once.

12. Do you own a mobile phone? Yes ☐ No ☐
 b. If yes, which of its feature(s) do you use?
 Text ☐ Call ☐ Internet ☐ Camera ☐ MP3 player ☐
 Radio ☐ Games ☐ Other? ☐ _____

13a. Computer access

	At home	At school	Elsewhere?	I don't have access
Please tick the place(s) you have access to a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where? _____	<input type="checkbox"/>
Do you have internet access in any of these places?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where? _____	<input type="checkbox"/>

13b. Do you use the computer for the following and where?

	At home	At school	Elsewhere?	I don't use computers for this
Checking and sending email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where? _____	<input type="checkbox"/>
Shopping online (e.g. flights or concert tickets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where? _____	<input type="checkbox"/>
Completing assignments for school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where? _____	<input type="checkbox"/>
Social networking (e.g. Bebo or Facebook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where? _____	<input type="checkbox"/>
Researching/finding information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where? _____	<input type="checkbox"/>
Managing my music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where? _____	<input type="checkbox"/>
Podcasting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where? _____	<input type="checkbox"/>
Chatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where? _____	<input type="checkbox"/>
Other _____ (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Where? _____	<input type="checkbox"/>

14. How would you **rate yourself** at each of the following?

	Very good	Good	Ok	Needs some work	Bad
Typing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surfing the web	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcasting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chatting online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Do you have your own MP3 player (e.g. an iPod)? Yes ☐ No ☐

16. Are you aware of your school's internet safety rules or acceptable use policy?
 Yes ☐ No ☐

CUID B – An úsáid a bhaineann an múinteoir as an teicneolaíocht go ginearálta
Le líonadh isteach uair amháin.

12. An bhfuil fón póca agat? Tá ☐ Níl ☐
 b. Más ea, Cén gné(ithe) a bhaineann tú úsáid as(tu)?
 Téacs ☐ Glaoch ☐ Idirlíon ☐ Ceamara ☐ Seinnteoir MP3 ☐
 Raidió ☐ Cluichí ☐ Eile? ☐ _____

13a. Rochtain Ríomhairíeachta

	Sa bhaile	Ar scoil	Áit eile?	Níl fáil agama ar ríomhairí
Cuir tic san áit atá fáil agat ar ríomhairí	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit? _____	<input type="checkbox"/>
An bhfuil rochtain idirlín agat in aon áit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit? _____	<input type="checkbox"/>

13b. An mbaineann tú úsáid as an ríomhaire chun na nithe seo a leanas a dhéanamh?

	Sa bhaile	Ar scoil	Áit eile?	Ní úsáidim ríomhairí don ghné seo
Ríomhphost a sheoladh agus a fháil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit? _____	<input type="checkbox"/>
Siopadóireacht ar líne (m.sh. ticéid nó eitilte a cheannach)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit? _____	<input type="checkbox"/>
Chun tascanna scoile a chríochnú	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit? _____	<input type="checkbox"/>
Láithreán líonraithe shóisialta (m.sh. Bebo nó Facebook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit? _____	<input type="checkbox"/>
Taighde/ eolas a fháil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit? _____	<input type="checkbox"/>
Bainistíocht a dhéanamh ar mo cheol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit? _____	<input type="checkbox"/>
Podchraoladh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit? _____	<input type="checkbox"/>
Comhrá idirlín	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit? _____	<input type="checkbox"/>
Eile? _____ (sonraigh le do thoil)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Cén áit? _____	<input type="checkbox"/>

14. Rátaigh tú féin sna nithe seo a leanas!

	An-mhaith	Go maith	Ceart go leor	Obair ag teastáil	Go dona
clóscríobh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ag scimeáil ar an idirlíon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podchraoladh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comhrá idirlín	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. An bhfuil seinnteoir MP3 agat (m.sh. iPod)? Tá ☐ Níl ☐

16. An bhfuil tú eolach ar rialacha sábháilteachta idirlíne na scoile nó ar pholasaí úsáide inghlactha na scoile? Tá ☐ Níl ☐

Appendix 7: Project Team: School Visit Observation/Data Gathering Template

FÓN school visit observation template

School	
Teacher	
Class	
Date	

Teachers

	Question	Answer / observation
1	How have you been finding working on the FÓN project?	
2	What components have you been able to integrate? How often would you integrate them and how?	<input type="checkbox"/> Voice-response <input type="checkbox"/> Text-chat <input type="checkbox"/> Voice-chat <input type="checkbox"/> SMS Comments:
2a	Have you been in touch with any other teachers on the project? Why were you in touch?	<input type="checkbox"/> Yes <input type="checkbox"/> No Which teacher/s? To exchange ideas / arrange voice or text chat sessions
3	Do you think the integration of the phones has impacted students' competence? How?	<input type="checkbox"/> Positively <input type="checkbox"/> Negatively Comments:
4	Do you think the integration of the phones online area have impacted students' motivation? How?	<input type="checkbox"/> Positively <input type="checkbox"/> Negatively Comments:
5	Are students using more Irish than before?	
6	Have you altered how you teach content in class in any way to fit in better with the project? If yes, is it a positive or negative shift?	
7	What are the benefits of the FÓN technologies?	
8	What are the challenges, if any, of the	

	FÓN technologies?	
9	Does the integration require a lot of extra time? How much?	
10	Any added value of the FÓN technologies? If you could continue using these technologies beyond the project time – would you?	
11	Have the students had any problems integrating the technologies?	
12		
13		
14		
15	Other observations?	

Students

	Question	Answer / observation
1	How have you been finding working on the FÓN project?	
2	Which bits have you been using?	<input type="checkbox"/> Voice-response <input type="checkbox"/> Text-chat <input type="checkbox"/> Voice-chat <input type="checkbox"/> SMS <input type="checkbox"/> Online area to listen back to recordings Comments:
3	Do you think the phones/online area have helped you learn more Irish than usual? How?	<input type="checkbox"/> Positively <input type="checkbox"/> Negatively Comments:
4	Do you enjoy learning Irish more now or do you feel the same as you did before the project?	<input type="checkbox"/> Positively <input type="checkbox"/> Negatively Comments:
5	Are you speaking and using your Irish more now than before the project?	
6	What do you like about learning Irish using phones/online area?	
6a	What's your favourite thing about using the phones/online area?	
7	Is there anything you don't like about learning Irish using phones/online area?	
8	Do you find it easy/hard	

	to use the phones/online area?	
9	How often would you use your phones/online area?	
10	Any added value of the phones/online area? If you could continue using these technologies beyond the project time – would you?	
11	Do you think it's good being able to listen back to yourself on the online area?	
12	Would you feel more comfortable talking to someone in Irish now or equally as comfortable as before the project?	
13	Where do you keep your phones and how do you use them?	
14	Have you found any other way to use your phone apart from learning and practising Irish?	
15		
16		
17		
18		
19	Other observations?	

General notes:

Appendix 8: Student post-project questionnaire

Student questionnaire: Post-project

1a. Teacher's name

1b. Class name

--	--

2. How would you rate your own **level** of Irish in each of these areas?

	Very good	Good	Ok	Needs some work	Bad
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Do you feel your Irish has improved more than usual as a result of taking part in the project?

Yes ☐ Same as before ☐ No ☐

Please give a reason for your answer

--

4. How do you usually work out **how well** you are doing in Irish?

--

5. Please circle the relevant number in each case below to reflect **what you think about Irish?**

i	Enjoyable	3	2	1	0	1	2	3	Boring
ii	Interesting	3	2	1	0	1	2	3	Uninteresting
iii	Easy	3	2	1	0	1	2	3	Difficult
iv	Exciting	3	2	1	0	1	2	3	Boring
v	Useful	3	2	1	0	1	2	3	Useless
vi	Important	3	2	1	0	1	2	3	Unimportant
vii	Worthwhile	3	2	1	0	1	2	3	Pointless

6. Describe an **Irish learning activity** that you particularly enjoyed.

--

Please explain why you found this activity so enjoyable/interesting

--

7. Did you **enjoy** using mobile phones and/or online chat for learning and practising Irish?Yes ☐ No ☐

Please give a reason for your answer

--

8. **How often** do you **use** your Irish in each of these places?

	Everyday	A few times a week	A few times a month	Rarely	Never
At school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Describe situations where you use Irish and give examples of how you use it in each case

Situation/place	Example(s)
At home	<i>We speak Irish at dinner time</i> <i>I watch TG4 every night</i>

10. Did you find that you **spoke and used more Irish** during the project than you did before?

Yes ☐ Same as before ☐ No ☐

Please give a reason for your answer

--

11. Describe ways you think would be effective for preparing for an oral Irish exam

1.	
2.	
3.	

12. I know internet safety rules ... Yes ☐ No ☐

FÓN System Usage

13. Which of the following elements of the FÓN system did you use and how often?

	Everyday	A few times a week	A few times a month	Rarely	Never
Mobile Phone					
Question and answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chat with someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary SMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online interface					
Online text chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online student area for listening back to my recordings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What did you **like** about using mobile phones and online chat for learning and practising Irish?

--

15. Was there **anything you didn't like** about using the mobile phones and online for learning and practising Irish?

--

16. How easy or hard did you find it to use each of the elements of the FÓN system?

	Very Easy	Easy	Ok	Hard	Very hard	I didn't use this
Mobile Phone						
Question and answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chat with someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary SMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online interface						
Online text chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online student area for listening back to my recordings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Where did you generally keep your project mobile phone (e.g. in your school bag, pocket)?

--

18. Would you have any suggestions for making any of the following interfaces easier to use?

Mobile phones	Online chat

19. Did you find any other uses for your project mobile phone other than for learning and practising Irish? Yes ☐ No ☐

If yes, please give details

--

General

20. Would you recommend that other students be given an opportunity to use mobile phones and online chat for learning and practising Irish? Yes ☐ No ☐

Please give a reason for your answer

--

21. Would you like to continue using mobile phones and online chat for learning and practising Irish? Yes ☐ No ☐

Please give a reason for your answer

--

22. List three **observations** about using the **mobile phones and/or online chat** (benefits, challenges, things to change / improve...)

	Mobile phones	Online chat
1		
2		
3		

23. Any other comments / suggestions?

--

Appendix 9 : Teacher post-project questionnaire

Teacher questionnaire: Post-project

1. School

2. Irish project class(es)

--	--

Competence

3. How would you rate your class's **level** of Irish in each of these areas?

	Very good	Good	Ok	Needs some work	Bad
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Do you think the integration of mobile phones and/or online chat has impacted your students' competence in Irish in a positive or negative way? Positive way ☐ Negative way ☐

Please explain your answer:

--

Enjoyment and motivation

5. How much do you think your class **enjoy** learning Irish? (*Please tick one option*)They really enjoy learning Irish ☐ They enjoy learning Irish ☐ They think Irish is ok ☐They don't enjoy learning Irish ☐ They really don't enjoy learning Irish ☐

If appropriate, please give a reason for your answer

--

6. Do you think students enjoyed learning Irish more using the FÓN technologies?

Yes ☐ Same as before ☐ No ☐

Please explain your answer:

--

7. Do you think students were more of less motivated to **learn** Irish while using the FÓN technologies? More motivated ☐ Same as before ☐ Less motivated ☐

Please explain your answer

--

8. Do you think students were more of less motivated to **speak** Irish while using the FÓN technologies? More motivated ☐ Same as before ☐ Less motivated ☐

Please explain your answer

--

Methods and frequency of use

9. Which **teaching methods and/or tools** do these students **respond best to** or **enjoy most**?

--

11. How often, if ever, do you **integrate technology** for the following...?

	Every class	A few times a week	A few times a month	Rarely	Never
i. Preparing for Irish lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If relevant, how?					
ii. Within your Irish teaching or class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If relevant, how?					

12. How did you integrate the FÓN technologies into your classroom and teaching?

13. Did you alter how you usually teach and facilitate learning as a result of integrating the FÓN technologies? Yes ☐ No ☐

Please explain your answer:

13b. If yes, do you feel you will continue to use these methods? Yes ☐ No ☐

Please explain your answer:

14. **How often** do you provide this class with an opportunity to speak Irish in class?

Every class ☐ A few times a week ☐ A few times a month ☐ Rarely ☐ Never ☐

15. How often does this class use Irish of their own accord in class?

Every class ☐ A few times a week ☐ A few times a month ☐ Rarely ☐ Never ☐

16. Are you aware of any **other places** where students might **use or practise their Irish**?

17. Do you feel students are more or less open to speaking and using Irish as a result of the integration of the FÓN technologies? More open ☐ Same as before ☐ Less open ☐

18. Do you think that students used more Irish through the integration of the FÓN technologies than before? Yes ☐ No ☐

Please explain your answer:

19. How often did you ask students to use the FÓN technologies in each of these places?

	Every day	A few times a week	A few times a month	Rarely	Never
i. At school					
ii. At home					

20. Did you find that students used the FÓN technologies ...

More than requested ☐ As much as requested ☐ Less than requested ☐

Please provide details

Assessment

21. What **forms of assessment** do you use with this class (e.g. observation, questioning, teacher-designed tasks and tests)?

--

22. Has the integration of the FÓN technologies impacted in any way on how you assess your students? Yes ☐ No ☐

Please give a reason for your answer:

--

23. Do you think the FÓN technologies offer possibilities for ...

	Yes	No	Please explain your answer
practising for an oral exam	<input type="checkbox"/>	<input type="checkbox"/>	
conducting an oral exam	<input type="checkbox"/>	<input type="checkbox"/>	

24. Have you altered how you usually prepare students for oral language use and/or oral exams as a result of participating in the project? Yes ☐ No ☐

Please give a reason for your answer:

--

25. Did you assign any end of term/year marks to students for their use of the FÓN technologies?

Yes ☐ No ☐

If yes, please describe

--

Teacher time

26. Did the integration of the FÓN technologies require extra time? Yes ☐ No ☐

If yes,

b. please provide an estimate of the additional time you invested each week:

_____ hours

c. please indicate what required additional time and how long in each case.

	Item	Length of time
1		
2		
3		

d. Do you feel that any extra time invested during the course of the project was worthwhile? Yes ☐ No ☐

Please give a reason for your answer:

--

FÓN System Usage

27. Which of the following elements of the FÓN system did you use yourself/with students and how often?

	Everyday	A few times a week	A few times a month	Rarely	Never
Mobile Phone					
Question and answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chat with someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary SMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online interface					
Online text chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online area for listening back to student recordings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online area for setting up student sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. What did you **like** about using mobile the FÓN technologies for teaching and facilitating Irish?

29. Was there **anything you didn't like** about using the FÓN technologies for teaching and facilitating Irish?

30. Did your students experience any difficulties working with the FÓN technologies?

Yes ☐ No ☐

Please give a reason for your answer:

31. Did the presence of mobile phones in the classroom and around school have any positive or negative impact? Positive ☐ No impact ☐ Negative ☐

Please provide details:

32. Did you find any additional uses for the FÓN technologies in your classroom? Yes ☐ No ☐

If yes, please describe the additional use(s)

33. How easy or hard did you find it to use each of the elements of the FÓN system yourself/with students?

	Very Easy	Easy	Ok	Hard	Very hard	I didn't use this
Mobile Phone						
Question and answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chat with someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary SMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online interface						
Online text chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online area for listening back to student recordings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online area for setting up student sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. Would you have any suggestions for making any of the following interfaces easier to use?

Mobile phones	Online chat	Online interface (setting up sessions, listening back)

35. How well do you feel you were supported by the project team during the project?

Very well ☐ Adequately ☐ Not very well ☐

Please explain your answer

36. Would you have any suggestion for the project team about how best to support new teachers on the project in the next phase?

--

37. Did you enjoy working with the technologies? Yes ☐ No ☐

Please explain your answer

--

38. Did your students enjoy working with the technologies? Yes ☐ No ☐

Please explain your answer

--

General

39. Do you feel that the FÓN technologies offer any added value to teaching and learning?

Yes ☐ No ☐

Please give a reason for your answer?

--

40. If you could continue to use these technologies with your class(es), would you?

Yes ☐ No ☐

Please give a reason for your answer?

41. During your participation in the project, did you make contact with any other teachers on the project? Yes ☐ No ☐

If yes, what was the reason for contacting them??

42. List three of the main *benefits*, of integrating the mobile phones and/or online chat

	Mobile phones	Online chat
1		
2		
3		

43. List three of the main *challenges*, if any, of integrating the mobile phones and/or online chat

	Mobile phones	Online chat
1		
2		
3		

44. Any additional comments/suggestions?

Appendix 10: Teacher semi-structured interview schedule

Teaching and learning, time, impact

1. How have you been finding working on the FÓN project?
2. What components have you been able to integrate?

Voice-response

- Voice-chat
 - Tex-chat
 - SMS
 - Online interface for students
 - Other ?
3. How often would you integrate them and how?
 4. Was there much contact between you all? How? (Phone, email, via NCCA people)
 5. Why were you in touch?
 6. Do you think the integration of the phones has impacted students' competence?
How?
 7. Do you think the integration of the phones online area has impacted students' motivation? How?
 8. Are students using/speaking more Irish than before? Within the classroom or outside of the classroom?
 9. Did you integrate the use of the project components for graded assessment?
(where students were examined/continuously assessed for internal Christmas/Summer grades through their FÓN usage or sessions?)
 10. Do you think the FÓN system offers possibilities for
 - Practising for an oral exam?
 - Conducting an oral exam?
 11. Have you altered how you teach content in class in any way to fit in better with the project? If yes, is it a positive or negative shift?
 12. What happened on the first day in the classroom when you gave the phones to the students? How did you introduce them to working with the phones? What was your initial feeling and what was the initial feedback from students?
 13. What are the benefits of the FÓN technologies?

14. What are the challenges, if any, of the FÓN technologies?
15. Does the integration require a lot of extra time? How much?
 - How did you manage the feedback on recorded responses – mark all, or certain sessions?
16. Any added value of the FÓN technologies? If you could continue using these technologies beyond the project time – would you?
17. Have the students had any problems integrating the technologies? How did they react to the phones? Any feedback on the instructions on the phones being through Irish?
18. Was the presence of mobile phones in the school positive or was there any negative feedback from other teachers/school personnel?
19. Did you experience any malfunctions with the physical mobile phones/chargers? If yes, did this present any difficulties?
20. Were students inclined to complete any homework assignments given? Was there a greater impetus through using the phones?
21. Did you use the blog or access any of the content on it?
22. Other observations?

FÓN system evaluation

1. How did you find using the online interface?
2. Was there a lot to learn and get your head around to start with? Was the learning curve too steep? If yes, can you suggest any better ways to integrate the technologies...phased integration of each of the components?
3. Any elements that were particularly difficult to get used to using?
4. Any elements which were particularly easy to navigate and use?
5. Any elements which didn't function properly?
6. Any suggestions for improvements to the system?
7. How did you find the support which was available to you? Did you contact Judith/Katrina at any stage to get some help/ask questions?
8. What would be the best form of support for new teachers on the project (phone, email, visits)? Any suggestions to help new teachers ease into using the system readily?