

A review and report on the effectiveness of apps and web games in the area of education through Irish or in the teaching of Irish

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
1 INTRODUCTION & LITERATURE REVIEW	2
1.1 AIMS AND OBJECTIVES	2
1.2 RESEARCH DESIGN AND METHODOLOGY	2
1.3 LITERATURE REVIEW	2
2 DESKTOP RESEARCH	5
2.1 SELECTED WEB GAMES	5
2.2 SELECTED APPS	6
2.3 SELECTED SURVEY AND INTERVIEW POOL	6
3 DATA COLLECTION	8
3.1 SURVEY	8
3.2 INTERVIEW	9
3.3 RESULTS OF INTERVIEWS	9
4 RESEARCH STUDY RESULTS	10
4.1 SUMMARY OF SURVEY RESPONSES	10
4.2 THE GENERAL USE OF WEB GAMES AND APPS	10
4.3 SPECIFIC WEB GAMES PLAYED	11
4.4 SPECIFIC APPS PLAYED	12
4.5 LEARNER EXPERIENCE OF WEB GAMES AND APPS	13
5 ANALYSIS & DISCUSSION	15
5.1 A COMMENT ON THE SURVEY RESPONSE RATE	15
5.2 WEB GAMES VS APPS - PREFERRED	15
5.3 WEB GAMES VS APPS – EFFECTIVE	17
5.4 WEB GAMES AND APPS VS TRADITIONAL METHODS	20
5.5 FUTURE THEMES	20
6 CONCLUSIONS AND RECOMMENDATIONS	21
6.1 CONCLUSIONS	21
6.2 RECOMMENDATIONS	24

APPENDICES

APPENDIX A	Questionnaire Cover Letter/Email and Survey Contents
APPENDIX B	Interview Cover Letter/Email and Themes for questions asked
APPENDIX C	Review of existing web games and apps

EXECUTIVE SUMMARY

This document has been prepared to report on a study of the effectiveness of apps and web games in the area of education through Irish or in the teaching/learning of Irish.

The report details how surveys and interviews were used as quantitative methods of gathering data under three broad headings;

- Apps and web games;
- Effectiveness of apps and web games;
- Effectiveness in education through Irish or in the teaching of Irish.

The raw data was gathered from 'key' groups that are identified in the report.

This raw data was then analysed to see if there were any preferences for web games versus apps, to see if either is more effective, and to see what are the characteristics deemed to make web games and apps more effective.

The analysis showed there to be themes emerging of what characteristics are most important, in the fact that there is no clear winner when choosing between web games or apps, or again when choosing between web games and apps or traditional methods, and the analysis then looks at a few topics that were proposed by responders as useful future themes in the area of education through Irish or in the teaching/learning of Irish.

This analysis was then refined into a number of recommendations on those themes.

This is how the report is laid out;

- Chapter 1 is a Literature review and Introduction that outlines problems and opportunities for the language and how modern technology fits around these.
- Chapter 2 contains details of the main sources of information for the research, containing a review of selected existing web game and apps in the Irish language and also details of an identification of key stakeholders.
- Chapter 3 presents the context of the research that was carried out, the survey and interviews.
- In Chapter 4 the raw results of the research are presented.
- Chapter 5 looks at how this raw data can be analysed and discussed in a broader context and looks at what can be taken from the results and developed with a view to making useful recommendations from the research work.
- The final chapter, Chapter 6, makes recommendations.
- The Appendices present all material developed and used during the research.

1 INTRODUCTION & LITERATURE REVIEW

1.1 AIMS AND OBJECTIVES

This document reviews and reports on the effectiveness of apps and web games in the area of education through Irish or in the teaching/learning of Irish.

A literature review looks at existing web games and apps in the area of education, and then there is an assessment of a range of data that was collected to review and report on how effective web games and apps are in this area.

There is also a review and report on the status of the Irish language which looks at how modern technology is faring as a tool in this particular area of education.

Based on this review and assessment, the final part of the report discusses themes and identifies areas that could benefit from recommendations.

1.2 RESEARCH DESIGN AND METHODOLOGY

The main stages in this report are;

- Secondary research – to identify all possible learners for web games and apps in Irish. This was needed as there are many different types of learners of the Irish language. The research also determined possible types of teachers, both formal and informal, and created a description of them. Included in this group are a selection of people with an interest in other minority languages that hold a similar status to the Irish language in their own regions.

The secondary research identifies learners that should be focused on for the primary research. This is elaborated on in section 2.3.

- Primary research - the questionnaire and the interviews as outlined in sections 3.1 and 3.2.
- Data analysis - analysing the data collected in chapter 5.

1.3 LITERATURE REVIEW

The literature review focusses on;

- The problem
- A desire for a solution
- The potential for web games and apps to be part of this solution

It is worth mentioning at this point the current status of the Irish language. In 2005 the Irish language became an official language of the European Union with Irish first used at a meeting of the EU Council of Ministers in 2007. The Irish Government has adopted a twenty-year strategy for the Language (2010-2030). This was published on 21 December 2010 and was designed to strengthen the language in all areas and greatly increase the number of habitual speakers. The Irish Government continues to monitor and report on the progress of this strategy, the latest report being in September 2014.

1.3.1 The problem

Irish is

- (a) a national language,
- (b) a constitutive dimension of the national identity and
- (c) an object of strong and social recognition,

Despite this, there are concerns about how effectively the Irish language is being taught in schools. Irish is compulsory as a subject throughout the school curriculum including final examinations. Yet there are questions about how effective this teaching is at leading to a reasonable level of communicative ability in the language. The Council of Europe (2008:11) states that in some cases the existing teaching is counterproductive, because, after a few years, many, if not most students from mainstream schools, show a decline of interest in its learning.

Grin et al. (2000) conclude that the three essential measures needed for successful language learning are

- (a) the **capacity to use a given language**;
- (b) **the opportunity to use it**; and
- (c) **the desire to use it**.

1.3.2 (a) The capacity to use Irish

There is clearly an interest in the Irish language and culture around the world. Outside of Ireland, looking at academia for example, this interest includes over 30 third level colleges and universities, (Irish language and Celtic studies programmes - Fiontar, 2009).

- Notre Dame University has an Irish Language and Literature Department;
- In Canada, a 60 acre facility providing all year round Irish language education opened in 2007 (North American Gaeltacht, 2011);
- In Australia, there are Irish classes in several cities throughout the country (Ó Conchubhair, 2008);
- In Great Britain, there are several universities (Aberdeen, Aberystwyth, Edinburgh, Glasgow, and Liverpool) offering Irish as a language course.

This report aims to add to the current understanding of how to be most effective in the area of education through Irish or in the teaching/learning of Irish. In particular, this report investigates the use of web games and apps.

The review and assessment of technology is scarce in the area of education through Irish or in the teaching of Irish. This aim of this research is to rectify that.

1.3.3 (b) The opportunity to use Irish as a language

There are opportunities in the area of education through Irish and in the teaching/learning of Irish. However, there are challenges also, for example, the assumed risks associated with learners feeling they may need to break the sociocultural norms of their linguistic community (as investigated by Goldstein 2003). Goldstein's research reported on how learners feel a need to claim the right to speak outside the classroom.

This theme will be developed and the potential for web games and apps to be used in and outside of the classroom will be looked at. Any reasons that web games and apps are not being used effectively will be identified as will any characteristics or features or themes that are deemed to be more progressive; 'progressive' means that the web games and apps are fast to load, are more reliable to play, do not crash and are a lot more interactive and engaging. These 'progressive' web games and apps are developed with internet led development languages rather than the more traditional native web games and apps that are developed purely for mobile devices. The results are deemed to be more progressive and are more likely to attract learners to use web games and apps in this area of education.

Can web games and apps help pupils to reimagine the Irish language and their relationship to it. Is it possible or realistic, as proposed by Dyson (2003) that we in Ireland 'open up the curriculum to the pleasures and challenges of children's everyday lives and to the multimedia scene'? Can the language curriculum use web games and apps as tools in making space for and productively engaging pupils' social and symbolic resources (Dyson 2003)? This report aims to gather information around this question. Can tools, such as web games and apps, be encouraged as measures to make Irish more enjoyable in the classroom more enjoyable and also encourage the use of Irish outside of school. Baker (2003 & 2011) states that a lack of exposure to the L2 outside of the academic environment (e.g. bilingual education) can affect children's L2 development, as the language becomes associated with the school curriculum but not children's peer culture (see also Ó Duibhir, 2009).

Ní Mhurchadha, (2011) investigates ways of using technology to teach a minority language and enabling pupils to construct identities in their minority languages that go beyond those related to the school. Hornberger (1997) shows that 'language revitalisation is not about bringing a language back, it's about bringing it forward'.

There is access to minority languages through scripted recordings and scripted textbooks, yet at the same time there are advances in technology in other more popular languages. Taking English as the example here in Ireland, there are countless resources available, web games and apps, that children and learners can pick up readily and use in the area of education in that language. While this remains the case, learners will look upon English as a language that signifies 'progress' and will associate it with modernity and advancement (May 1999). The present research will examine this perception, gathering and reporting data looking at the perception of modern technology versus the more traditional teaching methods and it reports on the current status of this.

Murray (2007) shows that computers do not directly mediate learning and that technology cannot become an end in itself; educators should concern themselves 'more with how learners are required to think in completing different tasks'.

This research looks at the above in terms of any features and elements of web games and apps which emerge from the data collection as being considered the most effective in the area of education through Irish or in the teaching of Irish.

This section concludes by pointing out that despite the encouragement and desire identified above, 'The dearth of opportunities to use the language continues to pose one of the more serious challenges to the societal revitalisation of the Irish language' (Council of Europe 2008:15).

1.3.4 (c) The desire to use Irish

It may be the case that web games and apps as communication tools 'have become key technologies which make possible the implementation of social constructivist pedagogies' (Thorne 2005). It is thirteen years since Thorne wrote this. Is it still the case today? Has this potential been developed? Do learners feel that web games and apps are truly effective in the area of education through Irish or in the teaching of Irish?

At the turn of the decade it was reported how 'one of the most enticing benefits of chat for language learners is the positive impact on student participation' (Ní Mhurchadha, S. 2011). 'Chat' in this reference relates to online chat rooms and represents an example of how learners can use modern technology to take their Irish language learning beyond the classroom and boundaries can be pushed out a little. This research will report opinion on whether or not these tools of modern technology are being utilised effectively. And if they are, what are the reasons for this? In simple terms, what are the things that learners like? This is the aim of the data collection, analysis and discussion in this report. Where recommendations can be made they will be.

In 2015 Kathy Hirsh-Pasek, a psychologist in child development and learning, wrote that educational apps "present a significant opportunity for out-of-school, informal learning when designed in educationally appropriate ways," but that "only a handful ... are designed with an eye toward how children actually learn."

Many of the findings in this literature review point to the fact that there is a perception that apps and web games are still uncharted territory for education, and it isn't clear what really helps children learn a language; the characteristics that work for children, as opposed to those that simply entertain them. This will be explored in the report. Data will be gathered from both learners and users and also from developers and owners of web games and apps. Web games and apps that have been identified as being educational will be investigated to see if they indeed have characteristics that are effective, and to see if the people who use these web games and apps feel that the apps are educational. Data will be examined to see if it supports these claims.

Institutes as large as the American Academy of Paediatrics are calling for more-rigorous evaluation of apps that claim to be educational: "Unfortunately, very few of the commercially available apps found in the educational section of app stores have evidence-based design input with demonstrated learning effectiveness."

Some characteristics make web games and apps useful; for example, it is known that memorisation and repetition activities are always useful, but what do learners feel? What are the characteristics that will make a web game or app effective in terms of its being picked up and played regularly? Teachers need to have resources that the learners want to use as well. This report will investigate what learners believe are the characteristics that make web games and apps effective in the classroom and for frequent use in the area of education through Irish and in the teaching/learning of Irish.

2 DESKTOP RESEARCH

This chapter has three separate sections on desktop research into selected web games, selected apps and also into how the survey and the interview pool was identified.

2.1 SELECTED WEB GAMES

A review was carried out on a range of existing and available web games. The aim was to identify and include any web games that were;

- (a) a web game; and
- (b) a game with a sole purpose of developing the use of the Irish language.

4.2.1 http://www.seideansi.ie/	- fine for next stage of analysis
4.2.2 http://www.digitaldialects.com/iPad/Irish.htm	- fine for next stage of analysis
4.2.3 http://www.cula4.com/ga/cluichi - 8 games	- fine for next stage of analysis
4.2.4 http://www.isfeidirliom.ie	- fine for next stage of analysis
4.2.5 http://ccea.org.uk/ - nicurriculum	- fine for next stage of analysis
4.2.6 http://www.easyirish.com	- NOT really a game, so no further analysis
4.2.7 Talkirish.com	- NOT really a game, so no further analysis
4.2.8 http://www.cuadventure.com	- NOT really a game, so no further analysis

This left FIVE web games in the survey.

2.1.1 seideansi.ie

This is developed by Foras na Gaeilge with CCEA and COGG, by CCEA Multimedia. There is a range of digital activities available on this site with the approach set out in the Primary School Curriculum - Irish. It is based on the communicative approach and integrates the four skills – listening, speaking, reading, and writing. There are levels for the following school groups - junior infants, senior infants, first class, second class, third to sixth class.

2.1.2 <http://www.digitaldialects.com/Irish.htm>

This is developed by Digital Dialects and their website features free to use games for learning 80 languages. Within are games for learning phrases, numbers, vocabulary, spelling, verb conjugation and alphabets. This website runs best with Macromedia Flash Player. There are games for Irish in the following categories; phrases and greetings, colours, fruit and vegetables, vocabulary, food, animals, animals 2, vocabulary builder 1 and vocabulary builder 2.

2.1.3 <http://www.cula4.com/ga/cluichi>

Cúla 4, the television channel, also has a website where learners can watch programmes, play games, and enter competitions, with apps linked from the website. In the games there are eight games – An Aimsir, Ag Spraoi le Claude, Traein na nDineasár, Mr. Men, Pocoyo, Tickety Toc, Olly an Veain Bheag Bhán, and Olivia. They are all based around television shows and characters on the TV channel, TG4. An Aimsir, Ag Spraoi le Claude, Traein na nDineasár, Mr. Men, Pocoyo, Tickety Toc, Olly an Veain Bheag Bhán and Olivia.

2.1.4 <http://www.isfeidirliom.ie>

An online course and resource with lesson plans in foundational Irish. All the interactive resources function are in Adobe Flash Player. There are ten lesson plans. Each starts with instructions, then a 'match the empty panels to images' type game. It includes audio and is a drag and drop type game where the learner passes the lesson and gets a score out of thirty.

2.1.5 <http://ccea.org.uk> – NI Curriculum games

CCEA is a unique educational body in the UK, bringing together the three areas of curriculum, examinations and assessment. They advise Government on what should be taught in Northern Ireland's schools and colleges. They monitor standards and they award the exams such as GCSEs, GCE A and AS levels, Entry Level Qualifications and Vocational Qualifications.

There are two sources for web games that seem to be associated with this website;

<http://www.nicurriculum.org.uk/microsite/pl/irish/> has been developed to assist Primary teachers in their classroom. There are three games - Houses and Homes Bugs, Birds and Beasts.

http://www.nicurriculum.org.uk/snass_ar_sceal/

There are two types of web game here, in one type players have to get a certain number of tasks correct, and in the other type they have to see how many correct answers can be given in a time limit of one minute.

Game type 1 - Get the highest score possible in a time, one minute or thereabouts.

Game type 2 - Get through all the questions to pass the level.

2.2 SELECTED APPS

A review was carried out on a range of existing and available apps. The aim was to identify and include in this research any apps that were both;

(a) an App that learners play to develop the use of the Irish language

and

(b) an app that has a fun element, that plays like a game rather than a reference/translate/dictionary

This left five apps for inclusion in the survey.

2.2.1 Zou's App

It was launched in 17/03/14 and is based on the TV series ZOU, it includes storytime, songs, jigsaw puzzles, Bricolage and Colouring. A free version of the App can be downloaded or the full App can be downloaded with all activities.

2.2.2 Olly an Veain Bheag Bhán

This animation series is shown on Cúla4 and features a little van with his friends. Users help Olly fix his friends and deliver packages.

2.2.3 Bia linn

A shopping game where learners help chef Coco find all the ingredients he needs before time runs out!!

2.2.4 Saol Faoi Shráid

Based on the pre-school television series 'Saol Faoi Shráid', on Cúla4 na nÓg, TG4, and available to view on tg4.tv. Users play joining the dots & colouring, karaoke, matching puzzles and a fun game.

2.2.5 An teach mór

Users explore 7 rooms in a virtual house, each room contains tasks and fun challenges, and this early version of the game features only 2 levels. By using a drag and drop approach to learning the learner gets to experience the voice of a fluent speaker help guide them figure out puzzles.

Game works on a single touch and drag method. New Home Button, Main menu and sub scene graphic updates. 2 new interactive multimedia rooms added to the game.

2.3 SELECTED SURVEY AND INTERVIEW POOL

The general web game and app data collection for review process began with an extremely broad scope of learners; there were learners interested in web games and apps from the young to the old. However, the focus of this research was on the effectiveness of apps and Webgames in the area of education through Irish or in the teaching/learning of Irish.

Within that sector there are a range of groups. 'Key learners' are the children in primary schools and secondary schools. A decision was taken not to talk directly with any students for it was felt it would be more appropriate to gather information from their teachers about the behaviour of children and about the effectiveness of the technology. The adult participants in the survey were from Primary and Secondary schools in Ireland. To contact the schools the database held by the Department of Education and Skills was used.

As an extension to these school groups, 'secondary learners' were identified; other interest groups in Ireland with a possible interest in web games and apps in Irish. Included here are, summer schools, the GAA, and Comhaltas - all of whom have it in their mission statement to try and encourage the use of the Irish language.

A third group of people in this research are those who may have already some experience in the development of apps or web games.

Interviewees were, in no particular order, Comhaltas members, GAA members, members of Conradh Na Gaeilge and of Coláiste Lurgan, and web game and app developers who have experience in the development of web games and apps.

In each case, when collecting responses from these key people there were details recorded to file as to what they said and felt.

In the reporting of these conversations and opinions, subjects' contributions to this research are confidential, as much as is possible, in order to safeguard subjects' privacy.

3 DATA COLLECTION

The primary research was carried out by interview and by a survey questionnaire.

The aims were to

- identify learners specific opinions about web games, apps, any trends
- identify learners specific needs and requirements.
- find out if the web games or apps are seen as useful for the survey recipients or not.
- develop an opinion on what is wrong, as well as right, with existing web games and apps
- identify, if possible, any learners choices, and preferences,
- seek data on any other web games and apps identified not included in sections 2.1 and 2.1

The results are intended to be written into results, analysis, discussion and recommendations, as outlined below.

- the general use of web games and apps
- specific web games and apps played
- learner experience of web games and apps

3.1 SURVEY

3.1.1 Questionnaire Preparation

A survey questionnaire was developed in two stages, firstly, a survey was created for trial by a very small group, then a full survey was created and issued to all schools in Ireland.

For preparation and issue of the survey, the website “Survey Monkey” (www.surveymonkey.com) was used.

To get some feedback on the survey, how long it would take to fill out and to get an advance view on the quality and usefulness of the feedback, a test survey was completed by six teachers. This showed how some of the questions could be refined. It also gave an indication of the average time spent per respondent which could then be referred to in the cover letter.

There were 19 questions in the trial survey with four sections to cover the general use of web games and apps, specific web games played, specific apps played, and finally learner experience of web games and apps.

The trial survey was made up of two multiple-choice questions, nine check boxes with option to add open ended text questions, five matrix/rating scale questions, and three open ended comment box questions. Twelve questions provided an opportunity to include additional qualitative comments.

The trial survey did not throw up any new questions, nor were any questions dropped or removed. There was a section added to allow respondents to leave an email address for further information. There was also a ‘thank you’ feature added for any respondents that completed the survey.

The full survey was then prepared and administered via email with the cover letter prepared, see APPENDIX A for both the full survey and the cover letter.

3.1.2 Questionnaire Issue

E-mail was used as much as possible to reduce printing and postage costs, and also because e-mail has a higher rate of response versus the more traditional postage option, since the option to answer questions on participants' own time made them much more likely to respond.

The main survey was distributed by e-mail using a contact list taken from the website of the Department of Education and Skills, the list for all Primary and Secondary Schools 2016-2017. The survey was sent out to all schools in Ireland. The list holds 3113 primary schools and 698 post primary schools. On 23rd November 2017 all recipients were asked to complete a digital questionnaire by 14th December.

There was also a link sent out through Gaelscoileanna Teoranta, who were very helpful in disseminating a link to the survey through their newsletter, Facebook page, Twitter and website.

A reminder e-mail was sent on 7th December to all recipients that had NOT completed the survey.

3.2 INTERVIEW

In January and February 2018 interviews were held over the phone or in person, face to face.

Initial contact was made, in each case, by e-mail to arrange a time and location, if relevant, that was most suitable. One or two of the people contacted felt there were better placed organisations that could be spoken to and provided contacts. A refusal was accepted and those who did so were not pressed or pressurised for an interview. Contact was then made with the suggested potential interviewee.

There were many questions per interview but the meetings and conversations moved at a pace and on average the interviews lasted only ten to fifteen minutes.

The list of questions below is a pooled list. Most questions were asked at most interviews, but depending on the person (*from the selected survey and interview pool mentioned earlier SECTION 2.3*) being interviewed some other questions were less applicable and not asked. More detail on the approach, letter/email and the structure of the interview as well as a full pooled list of all possible interview questions, is given in Appendix B.

3.2.1 The general use of web games and apps (their organisation)

Does (your organisation) ever use web games or apps in the area of education through Irish or in the teaching of Irish?

If YES, why they think web games and apps are effective and they use them.

If NO, why they don't think people use web games and apps or consider them to be effective.

What would boost the profile of web games and apps in the area of education through Irish or in the teaching of Irish? (Road shows, pamphlets, leaflets, newsletters)

3.2.2 Specific web games and apps played

For apps and web games that your organisation uses, any feedback on what works or does not work? What features that appeared most effective.

3.2.3 User experience of web games and apps

How do they differentiate the effectiveness of web games versus apps?

What do they see as the benefit of a web game or an app in the area of education rather than traditional methods – what would be a normal web game and app they are aware of versus an educational app.

3.3 RESULTS OF INTERVIEWS

While the chapter to follow, chapter 4, looks at the initial survey results, it is less useful to do this for the interview results. It has been decided to move straight to the analysis of the interview feedback, rather than try and pool the results. The analysis is therefore included in Chapter 5, and contributes to the overall Discussion, Conclusions and Recommendations.

4 RESEARCH STUDY RESULTS

4.1 SUMMARY OF SURVEY RESPONSES

The survey was sent to 3811 schools and got 197 responses, an overall response rate of 5%.

For the 197 responses, this is the breakdown:

- 153 Primary School teachers, (78% of total responses),
- 29 Post-primary teachers, (15% of total responses), and
- 15 responses came as a result of the request sent out by Gaeloideachas (7% of total responses).

Response rate can be calculated for the primary schools and also post primary schools where there was a set number of recipients.

For primary schools, there were 153 respondents from 3113 e-mails sent, a 4.9% response rate.

For the post-primary schools' e-mail list there were 29 respondents from 698 e-mails sent, a 4.2% response rate.

4.2 THE GENERAL USE OF WEB GAMES AND APPS

For learner preference between web games and apps when using the Internet in the area of education through Irish or in the teaching/learning of Irish, there is little difference in the results.

By far the most frequent response here was 'no preference' with 90 responses, or 45%.

After that, the most popular choice was for those who strongly prefer web games which accounted for 21%. This was followed next by those who 'strongly prefer Applications' at 15%.

Of the remaining choices, there was very little difference between those who had a preference for either web games or apps, with percentages of 9% and 8.5% respectively.

The results were similar in the question of which format is considered more effective. There was again a high 43%, 'no preference' response.

After that the results were all again very close,

- web games being clearly more effective, 9%,
 - web games being slightly more effective, 14.5%,
- applications being clearly more effective 18%,
- applications slightly more effective 15.5%.

There was no clear winner for the question what reasons do you have for you considering either to be more effective?

- I am more used to this format 23%
- This format is more available on more devices than the other 29%
- This format is faster 13%
- Students are more familiar with this format 29%
- This format is easier to use in a classroom environment 47%
- There is a greater variety of activities on this format 20%
- Other 26%

Responses to an open-ended question here highlighted that many schools have too few resources, whiteboards, iPads or computer devices to use web games or apps. It was also pointed out that apps may be too clunky, have trackers, may be better than web games in the context of unreliable internet speeds, buffering, broadband costs and availability. Apps ability to be played offline are a clear bonus.

Respondents answered about how they find out about new web games and apps as follows;

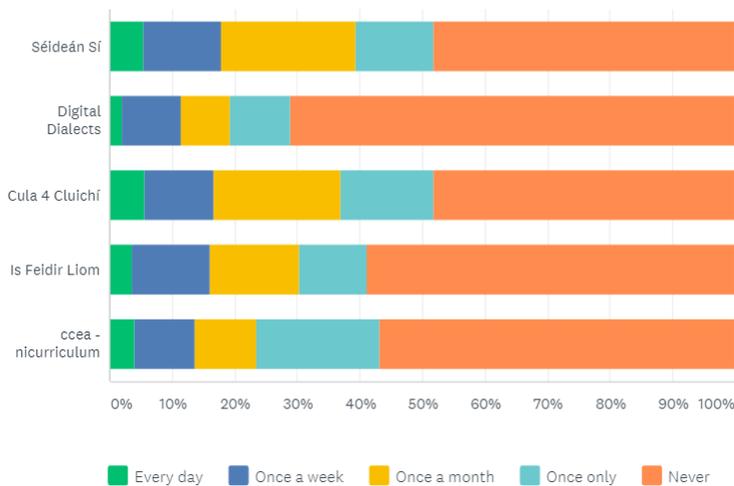
- Curriculum 17%
- School newsletters 12%
- Chat forums, Online Reviews 38%
- Social Networks 46%
- From the students themselves 15%
- Random keyword search on the app store or Google play 47%
- Other 22%

Responses to an open-ended question here highlighted that respondents listed other ways of finding out about new web games and apps formally through CPD, and also informally through word of mouth from other teachers and school colleagues.

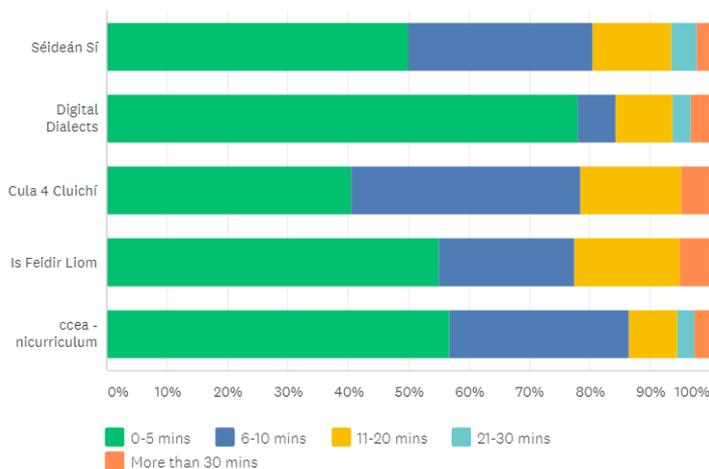
There was also a belief that teachers were ‘not using enough of either really’ and also that ‘there should be department approved apps and resources available’.

4.3 SPECIFIC WEB GAMES PLAYED

How regularly are the following WEB GAMES played? There were very few responses to indicate that the web games are being played either daily or even once a week or once a month. Out of listed web games, each was used at least once across the survey sample, but the majority of responses were that they never played the listed web games. The table below details these apps and number of times each was used.



For the average duration spent on the following WEB GAMES the majority of respondents use web games for 5 minutes or less.



For the Séideán Sí games, there was a very even spread of responses with none of the games getting any clear advantage over the others. Respondents have played these web games as follows;

- Junior infants - Cluiche Meaitseála 39%, Caith do Léim 23%, Clíceáil ar an bpictiúr 29%
- Senior infants - Roghnaigh an focal 23%, déan abairtí 19%
- First Class - Tóraíocht Taisce 29%, Ord agus Eagar 19%, Cluiche na Lachan 16%
- Second Class - Roghnaigh an abairt ceart 19%, Cluiche Cátaí 19%, Litriú 26%
- Third Class to Sixth Class - Consain agus Gutaí 23%, Gutaí 32%, Ainmfhocail 32%, Ainmfhocal & Briathar 32%, Siollaí & an Aimsir Láithreach 35%, An Aimsir Láithreach 39%, An Aimsir Chaite. 42%

For the Digital Dialects games, there was little difference in which web games were played;

- Phrases and greetings 46%, Colours 46%, Fruit and vegetables 23%, Vocabulary 31%, Food 23% , Animals 1 and Animals 2 15%, Vocabulary builder (1 & 2) 23%.

For the Cúla4 games, there was one very popular web game which 80% of respondents said they have played. After that, there was a very even spread of responses with none of the games getting any clear advantage. Respondents have played these web games;

- An Aimsir 80%, Ag Sprea le Claude 30%, Traein na nDineasár 27%, Mr. Men 12%, Pocoyo 19%, Tickety Toc 19%, Olly an Veain Bheag Bhán 27%, Olivia 15%

For the three CCEA NI Curriculum games, there was a very even spread of responses over two of these with the third at a clear disadvantage when compared with the others. Respondents have played these web games;

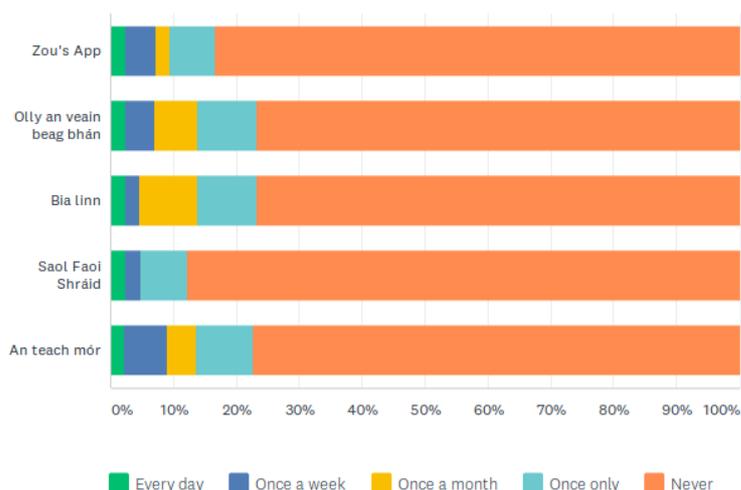
- Game type 1 - Get the highest score possible in a time 50%
- Game type 2 - Get through all the questions to pass the level 55%
- Game type 3 - Houses and Homes Bugs, Birds and Beasts 14%

Responses to an open-ended question here asked about any other web games not included and the following responses were obtained;

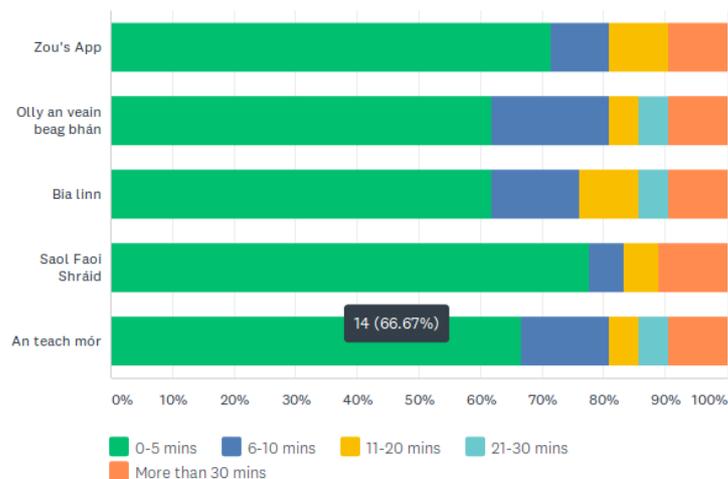
- 'Kahoot was popular played once a fortnight, 1/2 class or 10mins at end of a class.'
- 'Quizlet was mentioned 10 min before end of class'
- 'Folens online abair liom, edcolearning, Sín é and Bèal Beo'
- 'CBeebies site, since removed had interactive games for junior infant's level in Irish.'
- 'Shopping mall building game 'Who wants to be a millionaire'.'
- 'Duolingo'.
- 'Abair liom games linked with book'.
- 'Bua na cainte'

4.4 SPECIFIC APPS PLAYED

How regularly are the following apps played? There were very few responses to indicate that the apps are being played either daily or even once a week or once a month.



For the average duration spent on the following apps, it was clear that the majority of respondents use apps for 5 minutes or less.



An open-ended question here asked about any other apps not included, and the following responses were obtained;

- Kahoot,
- quizlet,
- Duolingo,
- teanglann,
- Cód na Gaeilge,
- NI curriculum,
- cúl 4 / tg4 ipad apps,
- Bua na cainte.
-

4.5 LEARNER EXPERIENCE OF WEB GAMES AND APPS

Respondents were asked about what attributes they consider to be the most effective means of maintaining interest for students with the following results;

- Good Graphics & Audio 65%
- Sense of achievement (leader boards, scores) 65%
- Ability to share on social media 12%
- Level of Challenge (multi – level, increasing difficulty) 75%

Respondents were asked what was the major factor in why they use particular web games rather than others.

- You know about them 50%
- They are linked to the curriculum 55%
- They look fun 42%
- They look challenging 31%
- They look easy 5%
- Good Reviews 28%
- Interesting Icon 2%
- Recommended by Friend 31%
- Free 60%

The next question was simply asking respondents how effective they consider each of the listed web games in the area of education through Irish or in the teaching of Irish?

Web Games

- Extremely effective 16%,
- Very effective 30%,
- moderately effective 36%,
- slightly effective 11%

Apps

- Extremely effective 8%,
- Very effective 38%,
- moderately effective 32%,
- slightly effective 11%

An open-ended question was asked about any vocabulary they feel would be useful for future WEB GAMES and apps (eg – occupations, weather etc..), the following are noted;

- Occupations, directions, feelings, verbs adjectives, shapes, activities,
- Áit chónaithe, ar saoire, timpiste, tine, cóisir, ceolchoirm, na topaicí ón sraith pictiúr Ardteiste
- Teamaí an Churaclam: Mé Féin, Ar scoil, Caitheamh Aimsire, An Aismir, Laethanta Saoire, Sa Bhaile, Éadaí, Ócaidí Speisialta, Bia, Siopaí, spóirt, rudaí a bhfuil sraitheanna focal ag baint leo, foirmeacha ceisteacha freisin, Frasaí álainn.
- An app that gets the pupils speaking out loud, weather, hobbies, my family, my area, seasonal games (halloween etc), Feasts and Festivals, Sport, cinema, at home, themes of curriculum

Respondents were asked if they had seen any of the following observed benefits to using web games and apps in the area of education through Irish or in the teaching of Irish with the following results, and here are their responses;

- Increased vocabulary in general conversation 33%
- Increased confidence in using the language 54%
- Increased use of Irish while playing 48%
- Greater interaction with other students 36%

5 ANALYSIS & DISCUSSION

This chapter provides an overall analysis and discussion of all the results. It starts with a short review and comment of the response rate to the online survey. After that the analysis and discussion is then based on the survey and the interview findings.

The survey questions were, as can be seen from the results, presented in three clear thematic sections; the general use of web games and apps, the specific web games and apps played, and learner experience of web games and apps.

The interviews required a slightly more flexible framework as the interviewees ranged from learners to developers to Irish language interest groups. The method of analysis that was used is called emergent analysis. This is where three or four sweeps of analysis were carried out on the results as they came in.

Subtle themes emerged from this thematic analysis of the raw data. There had been guiding themes as outlined in the literature review, and the survey and interview questions had been set up to try and develop these themes. Other themes were also discovered in addition to previous knowledge.

In this section the analysis of themes is presented.

5.1 A COMMENT ON THE SURVEY RESPONSE RATE

It is not difficult to provide a "typical" or "normal" response rate with 'ALL' surveys, since many different factors contribute. Response rates vary greatly depending on the target audience and the nature of the research. A scan of the internet can throw up all kinds of guidelines on how best to judge survey response rates, with 'SurveyGizmo' text indicating that within an organisation, *internal* surveys will generally receive a 30-40% response rate (or more) on average, compared to an average 10-15% response rate for external surveys.

For this research, the survey response rate was 5%. This figure cannot be thought of as anything other than low, or poor. In spite of this last comment the survey was structured as well as it could be structured and it was sent to an appropriate group. The best means were used through an online survey with surveymonkey to give the survey a good chance of getting responses. Despite the low percentage, the actual number of responses was well over 100. Looking at this as the quantum of data received from the survey rather than as a percentage, this still gives a good data set to continue with the analysis. The very low response rate is as much a function of the very high number of recipients to whom the survey was sent.

5.2 WEB GAMES VS APPS - PREFERRED

In the area of education through Irish or in the teaching of Irish - are web games preferred or are apps preferred?

Survey responses to see whether there was a preference for web games or apps demonstrated no clear preference at all between web games and apps.

The presented choice between the two also gave a 'no preference' option.

A review of this overall response shows the 'no preference' being selected almost half of the times.

The survey results that sought an opinion on the effectiveness of web games and apps were analysed next. There was a small preference for web games with 21% of responses 'strongly preferring' these versus 15% for apps, with very little difference between those that chose they 'slightly prefer' either web games or apps, with 9% and 8.5% respectively.

This small preference towards web games could be taken as an encouragement to promote these more and to make some conclusions and recommendations based on this figure, but the difference is not significant. The slight perceived preference should also be taken in the context of the open question responses where the survey asked for reasons for choosing. Here, many of the explanations actually point to there being a little more risk in the logistics of using internet based web games versus downloaded apps. This directed analyses of what respondents chose to be the reasons for their considering either to be more effective, from the survey results, showed that the capacity to use the format in a classroom environment scored the highest, with it being almost double the other responses.

Written feedback to an open ended question showed that while the speed of the connection response (this format is faster) was not always selected, there were responses given to an open ended question that indicate this is in fact quite important as the respondents commented on how apps may be better than web games in the context of unreliable internet speeds, buffering, broadband costs and availability, claiming that apps ability to be played offline are a clear bonus.

On the preference between web game and apps, there was a slightly higher response for web games, but other written comments showed preference for apps which somewhat negates this 'slight preference'. The overall response for which format is considered more effective thus shows neither web games nor apps as being clearly selected as being more effective.

In the area of education through Irish or in the teaching of Irish – is there one web game or one app that is played more frequently and/or for longer than any other web game or app?

There were a lot of responses for web games and apps as 'never played'.

When asked how long, the time most popular was the '0-5 minutes'.

For how regularly are web games and apps played, there were very few responses to indicate that the web games or apps are being played either daily or even once a week or once a month. Many of the listed web games and apps were tried once only, or once a month at best. There were very few that were being played every day, or every week.

Looking at the results, the majority of responses showed that the web games and apps listed were never played at all, or played once a month at best. Those schools that did play the web games and apps responded that the vast majority spend from 0 to 5 minutes per session. Some sessions were chosen to run between 6 and 10 minutes with very few lasting more than 11 minutes.

This shows that neither web games nor apps are played much and while a negative view of this may be that there is a limited window for the use of web games and apps in the area of education through Irish, this could also be viewed as an opportunity, as there is potential there to be harnessed.

For the Séideán Sí games, the very even spread of responses with none of the games getting any clear advantage over the others shows that each of the games are equally received, none appear to have any features that should be extracted and promoted for future versions.

- Junior infants - Cluiche Meaitseála 39%, Caith do Léim 23%, Clíceáil ar an bpictiúr 29%
- Senior infants - Roghnaigh an focal 23%, déan abairtí 19%
- First Class - Tóraíocht Taisce 29%, Ord agus Eagar 19%, Cluiche na Lachan 16%
- Second Class - Roghnaigh an abairt cheart 19%, Cluiche Cártáí 19%, Litriú 26%
- Third Class to Sixth Class - Consain agus Gutaí 23%, Gutaí 32%, Ainmfhocail 32%, Ainmfhocal agus Briathar 32%, Siollaí agus an Aimsir Láithreach 35%, An Aimsir Láithreach 39%, An Aimsir Chaite 42%

The spread of responses across the five classes, (Junior, Senior, First, Second, Third-Sixth), was very steady, with a slight preference for the 'Third Class to Sixth Class' group, 'An Aimsir Chaite' in particular.

Looking at the classes' themselves, there is little preference evident between the games available for a given class. Take 'First class' responses to this item, 29% of those that have played any Séideán Sí games responded that they have played 'Tóraíocht Taisce', this is the highest percentage supported response for this class, yet the lowest or least frequently supported received 16%.

The results can be ranked as follows:

- First Class - Cluiche na Lachan 16%,
- Senior infants - déan abairtí 19%,
- First Class - Ord agus Eagar 19%,
- Second Class - Roghnaigh an abairt cheart 19%,
- Second Class - Cluiche Cártáí 19%,
- Junior infants - Caith do Léim 23%,
- Senior infants - Roghnaigh an focal 23%,

- Third Class to Sixth Class - Consain agus Gutáí 23%,
- Second Class – Litriú 26%,
- First Class - Tóraíocht Taisce 29%,
- Junior infants - Clíceáil ar an bpictiúr 29%,
- Third Class to Sixth Class – Gutáí 32%,
- Third Class to Sixth Class – Ainmfhocail 32%,
- Third Class to Sixth Class - Ainmfhocail agus Briathar 32%,
- Third Class to Sixth Class - Siollaí agus an Aimsir Láithreach 35%,
- Junior infants - Cluiche Meaitseála 39%,
- Third Class to Sixth Class - An Aimsir Láithreach 39%,
- Third Class to Sixth Class - An Aimsir Chaite 42%

A similar pattern was observed in the Digital Dialects results. Responses to the Digital Dialects games showed that respondents preferred Phrases-greetings, Colours (45%) and vocabulary (30%) but that they liked the themes of food, fruit and vegetables with both animals' games being selected the least with 15% having played this.

For the Cúla4 games there was a preference for the theme 'An Aimsir' with the response to this recording having significantly more responses at 80% than the next nearest, 'Ag Spraoi le Claude' with 31%. The score for 'An Aimsir' may reflect this being popular as it is on both the web game and the app versions.

Of the web games and apps selected, no one web game or app emerged as a clearly preferred one.

5.3 WEB GAMES VS APPS – EFFECTIVE

Are web games and apps believed to be effective in the area of education through Irish or in the teaching of Irish?

Examination shows that the vast majority of respondents had a positive attitude towards web games and apps. Across both, 68% of respondents thought that *web games and apps are effective* as a means of education through Irish.

When asked for a little more detail on this, and to put this into a rating of the overall effectiveness of web games in the area of education through Irish, the respondent's results were between 'very effective' and 'moderately effective', these bands making up 66% of opinion - there is scope to improve on this.

Equally, the overall effectiveness of apps in the area of education through Irish was found to be, based on the responses, between 'very effective' and 'moderately effective', these bands making up 70% of opinion – again demonstrating some scope for improvement here.

There were similar findings from the data gathered at interview stage where it was felt across the board that web games and apps are effective because of 'feeling modern' and of giving a modern feel to the language, and this harnesses all means, including modern technology, to provide materials that are perceived to be entertaining. It was felt that this idea needs to be sold in a positive light to change people's mind-sets; the way Irish has been taught for the past 40 years has people reluctant to believe that the language can be learned in any kind of an interesting manner. It was commented in more than one interview that modern technology and media are the right way to reverse this trend, and that web games and apps are a more natural way for learners to access material and to interact. It was commented that learners would prefer to do their learning/homework online, and that increasingly, children and learners use tablets more and more.

All that positive feedback did come with a slight warning in one of the interviews where the interviewee felt that in some cases that modern technology can present problems if it is of poor quality, or if the programming is too strict, so that there can be little wriggle room with words that may mean other things, or where a learner has a word for something that is not the exact form of the word presented.

In light of the mostly positive commentary and feedback balanced with a slight warning with regard to considerations of quality and flexibility, it is a finding of this research that *web games and apps can be PART of the solution in making the language more attractive and more interesting to learners.*

Language learners will not use a website or web game or app on its own as a stand alone learning programme but they may form part of the overall picture, they may supplement a learning programme.

A number of respondents linked the inability of web games and apps to be effective with the fact that there are often varying levels of competence in learners who may be using the same resource, be it a web game or app. In particular, a number of interviews expanded on what is or is not considered to be effective, and on the topic of 'what level of competence' to assume for learners. The learner's level of competence is a challenge to the effectiveness of web games and apps in the area of education through Irish; there seem to be only two levels, the beginner and the competent speaker. Ordinarily a certain level of competence needs to be assumed in the end learner. If this is not gauged correctly then the web game or app becomes less effective.

One example of this was given for a group that meets weekly and speaks Irish. The dynamic of the group means that a basic web game or app may not be of interest to the more competent speakers, whereas a complicated web game or app may be off-putting for beginners. Another example was given where the competent speaker group is represented by a given school year in a Gaeltacht area versus that same year of a school group in a standard school class taught predominantly through English. This perceived split may cause issues where one group will be almost too good for the web game and app, and in the case of the non-Irish language speakers they will have no interest in Irish language web games and apps.

**What characteristics were found to be important for a web game or app to be effective?
Curriculum, action/challenge, fun, conversation, personalisation.**

In the interviews, many interviewees returned to 'what makes a web game or app effective'. There was also a section of the survey, the learner experience section, which asked what factors were preferred and why people use particular web games rather than the others. This is one area where emergent analysis of the survey results and interview material led to the formation of a series of characteristics that could be used to make BOTH web games and apps more effective in the area of education through Irish. After further analysis these many comments were grouped into a number of individual discussion points. In this section each individual discussion point will be given a number as later in the report recommendations will be made regarding them.

1) In terms of structure, web games and apps need to be *relevant to the curriculum* – they should have a greater overlap with the curriculum. This finding could be applied to the Cúla4 results where 'An Aimsir' (a topic that would be on any learners curriculum) was more preferred than 'Ag Spraoi le Claude' which is a more game type experience.

2) From the remaining responses, two themes emerged: that existing awareness about the web games or apps is an important factor, and also that being 'fun' scores quite highly, albeit this being a difficult factor to define as it is quite subjective. One of the bigger items that was seen to be a key success factor in web games and *apps is the need to have action*. This point was clearly stated best by one web game developer who believed that web games and apps may be almost too tame, mild or placid in the area of education. It was felt that for a web game or app to be effective it ought to meet the demands of the learners who will play it. There may be a need for action in any web game or app so that it can be an effective means of reaching people who use modern technology and who have become used to playing graphic adventure games with a certain element or level of gore and violence.

In terms of structure, web games and apps need to be more active with more action and speed in them.

Complicated terminology is best avoided in the games and plenty of examples should be given in order to illustrate the various points.

Web games and apps should be very easy for both learners and teachers (if there are teachers involved). Players should be able to pick up apps or web games and play them from the start, and should not require any learning curve or introductory training. This can be seen in the CCEA NI games where those with a greater level of challenge were preferred. For the three CCEA NI Curriculum games, two of the game types were more popular, indicating that the third type may be the least effective format. The preferred two games were *those with a challenge to them*, either to get a high score in a given time, or to meet a certain challenge to pass the level. It is noteworthy here that the third CCEA game type - Houses and Homes Bugs, Birds and Beasts scored a lot lower than the other two game types with just 14%.

To examine the learner experience of web games and apps, a separate set of analyses was carried out. In terms of what attributes are considered to make a web game or app most effective, many of the responses (75%) related to the content of the web game or app itself and the level of challenge and others (65%) to resulting sense of achievement. There was a strong response to indicate the need for good graphics and audio.

3) Web games and apps need to be more fun. Games must not require or push learners to think, they ought to be simple, light, like candy crush, flappy birds etc. Games must engage with the learner. Web games and apps need to focus fully on practice; learners need to be able to speak and hone in on their pronunciation.

4) What is needed is *conversation; learners need to be able to talk*.

At the interview stage the issue of dialects was raised. There are three major dialects in Irish. There are three areas where these dialects are spoken; Munster (Cúige Mumhan), Connacht (Cúige Chonnacht) and Ulster (Cúige Uladh). In many cases subtle differences between the dialects can be picked up in the stress, intonation, vocabulary and structural features. The results of this are that some speakers pronounce words slightly differently, despite the fact that in many cases the spelling may be the same. This has been reported as a constraint as to how effective web games and apps are in the area of education through Irish.

5) A final point that arose in the interviews was that *web games and apps offer a great opportunity to cater to the individual needs of the learners because they can be personalised*. When there are different levels of language competence in a class there may be more of a need for a teacher to prepare material that caters for the different learners' needs and also to manage a class and activities that cater for all those needs and to ensure that there is interaction between the different levels of Irish speaking and that learners get the most from the experience.

Personalising a game or app is a very attractive option because learners have access to a web game or app and work at their own pace, rather than at that of other learners in the class. Personalisation in this context is the capacity for a web game or app to give users the content, experience, or functionality that matches their needs or interests. This may be, for language learners, that an individual's progress determines and adjusts the level of challenge according to that profile or may be a web game or app that can be dipped in and out of, but the app or web game remembers information about a user. In each case the web game or app makes the change based on the identity of the user.

Personalisation provides motivation for learners to work whenever they feel is the best time for them, straight after school, after sports training, or last thing in the evening.

In the area of education through Irish or in the teaching of Irish, web games and apps were found to be particularly effective because they provided feedback immediately; the web game or app makes the correction straight away rather than waiting (e.g. – for the next meeting of a group, school the next day...).

How do learners find out about web games and apps that may be effective?

Learners find out about games and apps on chat forums online or else through CPD, or word of mouth from other teachers or from school colleagues. Survey results therefore point very much to verbal means, recommendations from others and learning about web games and apps that others feel are effective.

At interview stage it was stated that finding web games and apps is difficult.

Word of mouth was how most people discovered them, with online searches in second place. However, even though the online searches were popular, the problem here was that they can be much hit and miss in terms of how reliable the quality of the search results turn out to be.

It was felt that while there are many organisations that now have various bona fide roles in the Irish language, *there is not one body that is recognised by the people who were interviewed as being 'the go to' place for information in the area of education* in Irish. In no particular order, and with the hope of not offending any of the following bodies, but for demonstration purposes, it can be seen that all the bodies have a genuine interest and role in the promotion of education through Irish or in the teaching of Irish.

- An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta
- CCEA (noting this is Northern Ireland)
- Conradh Na Gaeilge
- Department of Arts, Heritage and the Gaeltacht
- Education.ie
- Fondúireacht na Gaeilge
- Foras Na Gaeilge
- Gaeilge.ie
- Gaelscoileanna
- Údarás na Gaeltachta

This report fully accepts that each of these has a role that may be separate to all others. The point being made here is that to any beginner or someone new to the area of education in Irish, it is not entirely clear which of these bodies they should go to.

On this general area, a point was made about the potential for exploring content that people will watch on YouTube, and this should be explored. In one interview the conversation turned to a Minecraft YouTube channel in Irish that was very popular, but in that instance the children that were watching the channel were too advanced for the content of the tutorial and lost interest in the technical details of what the player/skin was building. Until that moment YouTube as a communication channel was very successful in terms of the Irish language, giving an indication of potential communication avenues....

5.4 WEB GAMES AND APPS VS TRADITIONAL METHODS

Is there a preference for web games and apps over traditional methods?

In the area of education through Irish or in the teaching of Irish there was a spread across the observed benefits to using web games and apps. There was a slight leaning towards how they increased confidence (55%) and also increased use of the language (48%). The increase in the use of the language was while learners were playing the web games and apps rather than in general conversation. These two benefits were followed at 36% by a greater observed interaction with other students. Increased vocabulary in general conversation was reported as the fourth most prevalent benefit, accounting for 33% of responses.

In interviews the theme “modern technology versus traditional methods” was discussed. The discussion revealed that every interviewee did not feel that modern technology is a more effective method of teaching the Irish language; web games and apps are effective, but interviewees believed that nothing beats a class and a teacher. This shows that interaction is very important, being able to interact with others who are also learning the language. Having a teacher, or being in a class environment with a teacher, gives a much better experience for learning languages. In learning a new language, one interviewee’s opinion of the measure of effectiveness was that the content is 20% of the success and that the facilitator is 80%. A good facilitator brings sense of rapport to the group, along with enthusiasm.

It is worth noting at this point that there was concern over the use of modern technology, in so far as there have to be resources supplied for this to be effective. At the survey stage, many schools said that they have too few resources, whiteboards, iPads or computer devices to use either web games or apps. Learners may feel that there are limited opportunities to use web games and apps. The limited availability of appropriate materials poses challenges in terms of how participants in this research felt web games and apps can be effective in the area of education through Irish or in the teaching of Irish.

5.5 FUTURE THEMES

There was a strong response to the question about themes which might make future web games and apps more effective in the area of education through Irish or in the teaching of Irish.

The responses are listed, rather than being elaborated on, as they are topics in themselves and require little explanation. Where there were responses that could be grouped this was done, for example putting sports with hobbies, ceolchoirm with cinema etc.

- occupations, directions, feelings, verbs adjectives, shapes,
- sports & hobbies & activities/caitheamh aimsire/spóirt,
- ar saoire, Laethanta Saoire,
- timpiste,
- ceolchoirm, Cinema, ar scoil,
- na topaicí ón tsraith pictiúr árdteistiméireachta mé féin,
- an aimsir/weather,
- sa bhaile/at home, áit chónaithe, my area, Siopaí, my family, Éadaí, Bia,
- Ócaidí Speisialta seasonal games (halloween etc), Feasts and Festivals, cóisir,

6 CONCLUSIONS AND RECOMMENDATIONS

6.1 CONCLUSIONS

The aim of this study was to examine the effectiveness of apps and Webgames in the area of education through Irish or in the teaching of Irish.

The general use of apps and web games, specific uses of apps and web games, and also the learner experience for apps and web games was assessed by survey and interview.

A range of analysis looked at which format was used more, for how long each time, and which features were considered to be most effective and what were the observed benefits of apps and web games.

Future themes for apps and web games was also assessed.

The discussion section of this work groups all the results into the following themes;

(a) Between web games and apps, which is preferred, which more effective, and is there one web game or app that is played more than others?

(b) Certain characteristics were found to be important for a web game or app to be effective. Action, challenge, curriculum, personalisation.

(c) How do learners find out about web games and apps that may be effective?

(d) Is there a preference for web games and apps over traditional methods?

6.1.1 Point (a)

There is no web game or app that is preferred, more effective or played more than others – there is no clear preference - both have a place.

This study has looked, in a number of ways, at whether web games or apps are more effective, in the area of education through Irish or in the teaching of Irish.

The analysis and discussion section has shown the belief that web games and apps in equal measure have the ability to promote the use of the Irish Language using modern technology.

The responses to questions aimed at showing differences between web games and apps showed little in terms of preference, and the responses were similarly inconclusive in the analysis of the survey results that were aimed at finding differences between which web games and apps were considered to be more effective. Although responses for both the use of web games and the use of apps was significant, analysis revealed no significant differences between either formats as the number of responses for each format was so similar.

Web games and apps are a learning tool, for encouragement, rather than a means in themselves. Web games and apps give learners another outlet or option to enter a learning experience at their time of choice, offering an option to learn on their own time, to hear their language in a casual setting.

The conclusion here in terms of web games VERSUS apps is that it is less a case of which is more effective, but instead, it is more a case of working with BOTH web games and apps.

With that in mind, it is then a case of looking at what shared characteristics are deemed to be most useful for BOTH web games and apps in the area of education through Irish or in the teaching of Irish.

6.1.2 Point (b)

Link to curriculum is crucial

As noted in both the survey results and the interview answers, results suggest that any material or tool that is produced for use in the area of education in the Irish language *must be relevant to the curriculum*. This was the most important consideration for respondents; that the web game or app link the content to the curriculum.

Challenge and action are important characteristics in web games and apps

Both survey and interview responses pointed to a strong need for action and interaction. When asked questions around these characteristics in terms of importance the responses were agreement for 'the level of challenge' for 75% of respondents and the 'resulting sense of achievement' for 65% of respondents.

For the three CCEA NI Curriculum games, the two games that were preferred were those with a challenge to them, either to get a high score in a given time, or to meet a certain challenge to pass the level.

Web games and apps need to have action, to be perceived by learners as being 'good and snappy'. It is almost the case that web games and apps need to distract learners by giving the illusion of quick progress and challenge. At interview stage it was pointed out that learners, particularly early and mid teenagers have an expectation or familiarity with violence in their use of games and modern technology. In the area of education through Irish or in the teaching of Irish, this, in my opinion, is not an option so my recommendation here is that web games and apps in this field need to replace the violence with speedy interactive game play and challenges.

Personalisation makes web games and apps very effective (noting level of competence)

Web games and apps offer great opportunities for personalisation if made effective by intelligent design and development of their content as discussed earlier. Personalisation is particularly possible when web games and apps allow for modular learning, the capacity to stop and pick up, to pass tasks but to be able to repeat blocks of language.

The personalisation feature of modular learning has massive potential to overcome one of the barriers that was identified during the data collection stage of this work which was the question of what level of competence to assume for learners. This report recommends that the design of web games and apps in this area must ensure that the design has characteristics that offer this personalisation. Developers should make a web game or app that can be played by beginners or by competent learners. If that target is met then the developer must look at other characteristics already mentioned, to ensure there is a level of challenge for all users.

Web games and apps can make the language more enticing through being as personalised and flexible as possible, for example, when progress can be recorded and revisited. Additional flexibility comes with web games and apps in the instant feedback as the corrections could be coded in to the game, so the users would not have to wait until the next day in school.

People should be exposed to the language with proper encouragement, using their Irish in various settings. Promotion should encourage the youth, and not so youthful, alike, to develop their language capabilities using web games and apps.

Conversation is crucial to the concept of education in the Irish language (noting three dialects)

Appropriate materials and activities need to be developed that can promote the development of conversational and spoken Irish in each of the three recognised dialects

Regarding each of the three recognised dialects it is an option to create all audio materials in one dialect alone or an option to create all audio materials in all three dialects. In either case, and where possible, web games and apps should present and promote audio and spoken word with images and written text.

Conversational use of the language has been consistently been held up as a target for any web game or app, reinforced where possible with written text and images.

6.1.3 Point (c)

How do learners find out about web games and apps that may be effective?

Although people have positive attitudes towards the use of web games and apps in this area, there is still a lot of uncertainty as to where to look for advice or material. My analysis has shown that there is not one body that is recognised as being the 'go to' place for information in the area.

Those schools that did play the web games and apps responded that the vast majority of pupils spend from 0 to 5 minutes per session. Some sessions were chosen to run between 6 and 10 minutes with very few lasting more than 11 minutes. This shows that there is a limited window for the use of web games and apps. The majority of responses showed that the web games and apps listed were never played at all, indicating the need to make many schools aware of these resources. Were this awareness to be properly harnessed, analysis shows that there is a willingness to use web games.

In the discussion around the best places to find more information about web games and apps it was touched on how there are some very useful resources, but equally that there are too many sources of information so that in any general key word search on the internet there are too many options with few giving precise information.

6.1.4 Point (d)

Is there a preference for web games and apps over traditional methods?

There may be a bias in these results in that they were taken from a relatively technology savvy pooling group, who completed the survey online! It makes sense that participants who might be partial and open to completing an online survey would find modern technology to be a means to an end and say that is useful and more deserving of promotion and use rather than more traditional methods.

While the classroom is the most interactive area, there are people all round the world interested in Irish, and they have not all the opportunity for this interaction. In this instance, web games and apps may be all they have and are very important. This point ties in with a lengthy discussion earlier about learner experience of web games and apps and how it depends on the demographics of the group. The older groups still prefer the traditional methods. Even in these groups, web games and apps can be effective in supporting new topics or ways of learning for a group if used appropriately.

The research here has shown that web games and apps can have a positive effect in the area of education through the Irish language, and that it can help to enhance people's perception of the language as being modern and encourage conversation and use outside of the more regular classroom environment.

The research recommends that the teaching of Irish should be use technology in all areas of education through Irish or in the teaching of Irish and for those in education to have an input to this technology. The traditional 'chalk and talk' methods can be complimented by web games and apps. It should not be a 'versus' scenario but more of a blended approach.

6.2 RECOMMENDATIONS

To boost survey responses – for future research

The first recommendation for this research relates to the issue of what might be perceived to be a poor response rate to the survey. The survey was brief enough and it was made clear how long respondents ought to spend on it, having already trialled it with a small group. The survey response rate may have fallen in not having any clear value for recipients – the survey was relying on the good will of an already very busy sector.

For future surveys, *it is recommended, if possible and appropriate, to consider the offering of a modest incentive for anybody that completes a survey.* The initial costings of this research did not allow for incentives. Perhaps future 'costing build up' or pricing of any future research, which will rely on some voluntary survey work, should include costing of some modest survey response incentive.

Another recommendation for future survey work is, *as the closing date of the survey approaches, send a reminder to those who haven't completed the survey.* This was done only once with this survey, the researcher could have been a little more persistent but preferred to remain on the polite side of annoying and did not want to pester teachers and principals, knowing that they are a busy group.

Web games or apps? There is no clear preference - both have a place

When analysis was done on the results of the use of web game VERSUS apps, and also on their perceived effectiveness it showed no major difference in either survey or interview. The discussion and conclusions regarding the effectiveness of web games and apps tried to develop this further but found that there is no clear preference for one over the other.

This study recommends that in future research there is little to be gained in comparing one against the other, rather it highlights the importance of examining the potential shared characteristics that both should strive to have.

This should try and include as many of the following:

- Personalisation (noting level of competence)
- Link to curriculum is crucial
- Conversation is crucial (noting three dialects)
- Challenge and action is in important characteristic (noting repetition)

There is an opportunity for web games and apps.

Web games and apps are not played very often in school, nor are they played for very long. This study has shown that there is a belief that web games and apps are very popular media for being effective in the area of education through Irish or in the teaching of Irish. Each of these items alone could be fleshed out as an individual research item.

Why are web games and apps not played more in school, specifically, what are the barriers and how can these be overcome?

This research highlights the importance of *further examining this finding, looking at why web games and apps are not being used more often and for longer.* It was clear that there is a feeling that web games and apps COULD BE more effective.

Is it a matter of ensuring that certain characteristics, as identified in this study, are part of whatever web game and app is developed and promoted in this area?

Is it a matter of providing digital resources alone, or is there a risk that these resources may not be used by (already very busy) teaching staff?

One recommendation for web games and apps is that *there be some flexibility built into the development*, that learners of the language are not intimidated by the need to get everything entirely correct at each stage and that the web game or app be able to reward a good effort and allow progress, noting that there are learners of varying levels of competence.

In the area of education through the Irish language or in the area of Irish promotion of web games and apps could be better and clearer in terms of responsibility

It was discussed earlier how the promotion or funding/backing for web games or apps could be better. This in itself is not a ground breaking recommendation. There is a more targeted recommendation however that came up from one particular interview:

The recommendation is that the needs of both parties, namely, those funding/backing the resource and those developing it, should be communicated clearly, and that this should happen at an early stage of the process when the terms of any backing can be established.

If this communication occurs too late in the process it may result in conflict with both the promoter or funder/backer and the developer feeling that neither has achieved what they first imagined from the agreement.

This next recommendation is again quite a sweeping recommendation and may appear a little futile as the recommendation will appear aspirational. In spite of this, the recommendation is that

it would be best if the role of education in the area of Irish was given in its entirety to one body.

Other bodies that wish to assist must then defer to this body, point people towards it and promote it, but promote this body as the place to go to, rather than extolling their own virtues.

A final recommendation for future research on this theme of promotion and communication is that consideration be given to a review of the promotion of any existing tools in the area of education through Irish. A good example of this would be the work going on both at DCU and also Trinity College in the area of the Irish language speech and language technology using CALL (Computer-Assisted Language Learning). While the researcher did not have time to delve in any great depth into this work, anything discovered about it was very encouraging:

This area should be developed through further research to see if there are successful practices from it that can be applied to the teaching of the Irish language.

Themes for future web games and apps.

It is a recommendation of this report that *the following themes be considered for any future web games or apps:*

- Occupations, directions, feelings, verbs adjectives, shapes,
- Sports & hobbies & activities/caitheamh aimsire/spóirt,
- ar saoire, Laethanta Saoire,
- timpiste,
- ceolchoirm, Cinema, ar scoil,
- na topaicí ón sraith pictiúr árdteistiméireachta mé féin,
- an aismir/weather,
- sa bhaile/at home, áit chónaithe, my area, Siopaí, my family, Éadaí, Bia,
- Ócaidí Speisialtaseasonal games (halloween etc), Feasts and Festivals, cóisir,

6.2.1 Summary

The following are recommendations from this research work on the subject of 'Effectiveness of apps and Webgames in the area of education through Irish or in the teaching of Irish'.

- if possible and appropriate, consider the offering of a modest incentive for anybody that completes surveys.
- as the closing date of the survey approaches it is a good idea to remind those who haven't completed the survey.
- future research should develop the potential shared characteristics that BOTH web games and apps should have, including as many of following:
 - o Personalisation (noting level of competence)
 - o Link to curriculum is crucial
 - o Conversation is crucial (noting three dialects)
 - o Challenge and action is in important characteristic (noting repetition)
- future research should investigate reasons for the finding that web games and apps are neither being used often nor for long.
- future research should investigate if success in this field is a matter of providing digital resources alone, or is there a possibility that these resources may not be used by (already very busy) teaching staff?
- there should be some flexibility built into the development of web games and apps; they should not be too rigid
- the needs of both parties, namely, those funding/backing the resource and those developing it, should be communicated clearly, and that this should happen at an early stage of the process when the terms of any backing can be established.
- it would be best if the role of education in the area of Irish was given in its entirety to one body.
- in the area of CALL (Computer-Assisted Language Learning) further research should be carried out to see if there are successful practices from this work that could be applied to the teaching of the Irish language.
- the listed themes at the end of section 6.2 above be considered for any future web games or apps in the area of education through Irish or in the teaching of Irish.

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APPENDIX A

- 1) QUESTIONNAIRE COVER LETTER/EMAIL
AND**
- 2) SURVEY CONTENTS**

1) Questionnaire Cover Letter/Email

EMAIL SUBJECT: apps and Webgames in education through Irish/teaching Irish

EMAIL HEADING: 20 questions - the effectiveness of apps and Webgames in the area of education through Irish or in the teaching of Irish

EMAIL TEXT

Dia Duit, Hello,

I am writing this email to ask for your help in completing a short online survey. There are 19 questions across four pages. I have already tested the survey and from 6 respondents tested the average time take to complete the survey was 4 minutes.

Your input will inform a report that I am preparing 'on the effectiveness of apps and Webgames in the area of education through Irish or in the area of teaching Irish'. The report is funded by and for submission to An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta, (COGG). The Comhairle's role relates to both primary and post-primary education and the three main areas of work are: The provision of teaching resources; The provision of support services; and Research. Their mission statement is 'to fulfil effectively, professionally and at a high standard the responsibilities of An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta for the development of the Gaeltacht and Irish medium sector and the teaching of Irish in all schools'.

Any assistance you can give by completing the survey will help inform possible measures to make Irish in the classroom more enjoyable and possibly to encourage Irish outside of school. The emergence of web games and apps is one such opportunity to use the language while harnessing technology, giving more legitimacy, a means of seeing the language as progressive and modern. My research is looking at this opportunity, collecting and analysing data concerning how apps and Webgames are currently used by Irish speakers, and any potential to improve on the current level of usage.

The people I am asking to complete the survey are any teachers that may use web games or apps as tools in teaching the Irish language to pupils.

Please try and complete the survey by no later than 14th December 2017.

The output of the research will be a report back to COGG with all the results of the questionnaires including analysis, conclusions and recommendations. While the general results will be presented in the report, no personal or company details will be included with the research, it will be stated that all participation was voluntary and that all answers will be treated confidentially.

Thank you in advance for taking the time to complete this survey. I value the information you have provided. Your responses will contribute to my analysis and may assist with harnessing modern technology in the teaching of Irish in a most effective manner.

If you have any questions please forward these to survey@tapafocail.ie and I will try and respond within 24 hours.

*Kind Regards,
Aidan.*

2) Survey Contents

General use of web games and/or apps (4 questions)

Q1 What do you prefer when using the Internet in the area of education through Irish or in the area of teaching Irish? Please chose one only.

<i>Strongly prefer web games</i>	
<i>Slightly prefer web games</i>	
<i>Strongly prefer Applications</i>	
<i>Slightly prefer Applications</i>	
<i>No preference</i>	

Q2 Do you consider one format more effective than the other? Please chose one only.

<i>web games clearly more effective</i>	
<i>web games slightly more effective</i>	
<i>Applications clearly more effective</i>	
<i>Applications slightly more effective</i>	
<i>No preference</i>	

Q3 What are the reasons for your considering either to be more effective? Chose as many as you agree with, skip if you agree with none!

<i>I am more used to this format</i>	
<i>This format is more available on more devices than the other</i>	
<i>This format is faster</i>	
<i>Students are more familiar with this format</i>	
<i>This format is easier to use in a classroom environment</i>	
<i>There is a greater variety of activities on this format</i>	
<i>Other, please specify;</i>	

Q4 How do you find out about new web games and apps that you then play?
Chose as many as are relevant, skip question if none apply.

<i>Curriculum</i>	
<i>School newsletters</i>	
<i>Chat forums, Online Reviews</i>	
<i>Social Networks</i>	
<i>From the students themselves</i>	
<i>Random keyword search on the app store or Google play</i>	
<i>Other, please specify;</i>	

Your experience of WEB GAMES (8 questions)

Q5 How regularly are the following WEB GAMES played? Chose one response per line.

	<i>Every day</i>	<i>Once a week</i>	<i>Once a month</i>	<i>Once only</i>	<i>Never</i>
<i>Séideán Sí</i>					
<i>Digital Dialects</i>					
<i>Cula 4 Cluichí</i>					
<i>Is Féidir Liom</i>					
<i>ccea - nicurriculum</i>					

Q6 What is the average duration spent on the following WEB GAMES? Chose one response per line, skip question if none apply.

	0-5 mins	6-10 mins	11-20 mins	21-30 mins	More than 30 mins
Séideán Sí					
Digital Dialects					
Cula 4 Cluichí					
Is Féidir Liom					
ccea - nicurriculum					

Q7 If you have played Séideán Sí, which of the games did/do you play? Chose only those you play, skip all others.

Junior infants - Cluiche Meaitseála	
Junior infants - Caith do Léim	
Junior infants - Clíceáil ar an bpictiúr	
Senior infants - Roghnaigh an focal	
Senior infants - déan abairtí.	
First Class - Tóraíocht Taisce	
First Class - Ord agus Eagar	
First Class - Cluiche na Lachan	
Second Class - Roghnaigh an abairt cheart	
Second Class - Cluiche Cartaí	
Second Class - Litriú	
Third Class to Sixth Class - Consain agus Gutaí	
Third Class to Sixth Class - Gutaí	
Third Class to Sixth Class - Ainmfhocaíl	
Third Class to Sixth Class - Ainmfhocal agus Briathar	
Third Class to Sixth Class - Siollaí agus an Aimsir Láithreach	
Third Class to Sixth Class - An Aimsir Láithreach	
Third Class to Sixth Class - An Aimsir Chaite.	

Q8 If you have played Digital Dialects, which of the games did/do you play? Chose only those you play, skip all others.

Phrases and greetings	
Colours	
Fruit and vegetables	
Vocabulary	
Food	
Animals 1 and Animals 2	
Vocabulary builder 1 and Vocabulary Builder 2	

Q9 If you have played Cula 4, which of the games did/do you play?
Chose only those you play, skip all others.

An Aimsir	
Ag Spraoi le Claude	
Traein na nDineasár	
Mr. Men	
Pocoyo	
Tickety Toc	
Olly an Veain Bheag Bhán	
Olivia	

Q10 If you have played on the CCEA NI Curriculum, which of the games did/do you play?
Chose only those you play, skip all others.

Game type 1 - Get the highest score possible in a time	
Game type 2 - Get through all the questions to pass the level.	
Game type 3 - Houses and Homes Bugs, Birds and Beasts.	

Q11 Please list any OTHER WEB GAMES you have played in the area of education through Irish or in the area of teaching Irish and indicate how frequently and for how long. Skip if not applicable.

Other, please specify:

Your experience of APPS (8 questions)

Q12 How regularly are the following APPS played? Chose one response per line.

	<i>Every day</i>	<i>Once a week</i>	<i>Once a month</i>	<i>Once only</i>	<i>Never</i>
<i>Zou's App</i>					
<i>Olly an Veain Bheag Bhán</i>					
<i>Bia linn</i>					
<i>Saol Faoi Shráid</i>					
<i>An teach mór</i>					

Q13 What is the average duration spent on the following APPS? Chose one response per line, skip question if none apply.

	<i>0-5 mins</i>	<i>6-10 mins</i>	<i>11-20 mins</i>	<i>21-30 mins</i>	<i>More than 30 mins</i>
<i>Zou's App</i>					
<i>Olly an Veain Bheag Bhán</i>					
<i>Bia linn</i>					
<i>Saol Faoi Shráid</i>					
<i>An teach mór</i>					

Q14 Please list any OTHER APPS you have played in the area of education through Irish or in the area of teaching Irish and indicate how frequently and for how long. Skip if not applicable.

Other, please specify:

User experience of WEB GAMES and APPS (5 questions)

Q15 What attributes do you consider to be the most effective means of maintaining interest for students? Chose as many as are relevant, skip if you agree with none!

<i>Good Graphics & Audio</i>	
<i>Sense of achievement (leader boards, scores)</i>	
<i>Ability to share on social media</i>	
<i>Level of Challenge (multi – level, increasing difficulty)</i>	
<i>Other LIKES/areas that can be improved (please specify)</i>	

Q16 What is the major factor in why you use particular web games rather than the others? Chose as many as are relevant, skip if you agree with none!

<i>You know about them</i>	
<i>They are linked to the curriculum</i>	
<i>they look fun</i>	
<i>they look challenging</i>	
<i>they look easy</i>	
<i>Good Reviews</i>	
<i>Interesting Icon</i>	
<i>Recommended by Friend</i>	
<i>Free</i>	
<i>Other (please specify)</i>	

Q17 How effective do you consider each of the listed web games in the area of education through Irish or in the area of teaching Irish?

	Extremely effective	Very effective	Moderately effective	Slightly effective	Not at all effective
<i>Web Games</i>					
<i>apps</i>					

Q18 Please list below any vocabulary sets you feel would be useful for future WEB GAMES and apps (eg – occupations, weather etc..). Skip if not applicable.

Please specify:

Q19 Have you seen any of the following observed benefits to using web games and apps in the area of education through Irish or in the area of teaching Irish? Chose as many as are relevant.

<i>Increased vocabulary in general conversation</i>	
<i>Increased confidence in using the language</i>	
<i>Increased use of Irish while playing</i>	
<i>Greater interaction with other students</i>	
<i>Other observed benefits (please specify)</i>	

APPENDIX B
1) INTERVIEW COVER LETTER/EMAIL
AND
2) THEMES FOR QUESTIONS ASKED

1) Interview Cover Letter/Email

XXXXXXXX a chara,

Aidan Harney is my name and I am writing this email to ask if I can chat to you with your role xxxxxxxxxxx for xxxxxxxxxxx, and specifically to try and arrange for us to meet at a location and time that would suit you best.

I am asking you for about 20 mins with you and run a few questions past you any time that suits would be great.

I am working on a report that is being funded by COGG and will be submitted asap (ideally early this year).

The theme is the effectiveness of apps and Webgames in the area of education through Irish or in the area of teaching Irish. I have already carried out a literature review and a round of surveys. I am now carrying out some interviews.

I expect this interview will last 20 minutes.

The interview results will be written into a report, results, analysis, discussion and conclusions.

- the general use of web games and apps
- specific web games and apps played
- learner experience of web games and apps

Is there anyone in Xxxxxx that was involved with xxxxxxxxxxx that would be well placed to have a chat around these themes?

I will paste in a few of the questions that I hope to ask, you will see they may seem fairly casual and open questions but I will combine this with some survey results and this will be very useful for me to report back to COGG. In terms of any interview style, I hope to be able to manage our meeting to be more of a chat than an interview.

If it looks a little complicated to meet up in a place, I can do the interview using Starleaf, (voice and video conferencing app), or just over the phone, whatever suits you best.

Can I please ask you to do one of the following three things?

- 1 – reply to me with agreement to meet up and propose any time and place as a starter and we can go into more detail
- 2 – reply to me with agreement in principle but naming someone more appropriate in xxxxxx
- 3 – reply to say that this is not likely to happen and that I ought leave you alone (and please say this if you want, I would prefer to get a polite (or otherwise!) refusal rather than be unsure if the email was read or arrived...

Any queries, call me on 08xxxxxxxx.

GRMA.

Aidan

2) Themes for questions asked

Note that not every question was asked for every interview, some were aimed more at certain groups

For example developers were asked about success rates of their web games and apps, learners were not...

Another example, any groups that already have a web game or app, I would mention this in my introductory 'speech' to the interview where I outline my goals and the agenda, I would say 'why I am talking to you is I was drawn to the role of xxxxxxx role as xxxxxxx and xxxxxxxxxxx. I am particularly interested in any experience you may have with your own web games and apps, including xxxxxx and xxxxxxxxxxx.'

I ended each interview by giving the interviewee an opportunity to ask any questions of me and my research.

Then I concluded with the following 'speech'.

"That is all that I have to ask. Thanks again for your time. I intend to collate all the outputs into a report that I hope to submit to COGG in late February. Any interview findings will not be allocated to any company or person, the results and recommendations will be generalised."

general use of web games and apps.

In your experience with the development of xxxxxx, how did you decide that a web games or apps would be a useful option in the area of education through Irish or in the area of teaching Irish?

or

In your role in the area of education through Irish xxxxxx, do you ever use web games or apps in the area of education through Irish or in the area of teaching Irish?

or

In xxxxxxxxxxx, do you ever use web games or apps in the area of education through Irish or in the area of teaching Irish?

Their use of web games and apps as an organisation. Is there any particular group, age group, club, branch, members, which embraces technology the most in assisting learning. Is there a 'best or most proactive group', age group, club, branch, members, which embraces technology the most in assisting learning? When do these meet and how often?

Why they think web games and apps are effective and they use them. Do you follow any blog that promote the area of education through Irish or in the area of teaching Irish? How?

What would boost the profile of web games and apps in the area of education through Irish or in the area of teaching Irish? (road shows, pamphlets, leaflets, newsletters)?

specific web games and apps played

Any feedback on what works or does not work in the design of the web games and apps that you are aware of 'being out there'?

What did you look for in the design of the web games and apps that you are aware xxxxxx have produced?

Do you or your organisation see a role for web games and apps in the future area of education through the Irish language?

How interested do you think your members would be in a web based game or App?

Within your organisation, do you think there is a section that would be more likely to use web games and apps versus any other section??

For the web game/app xxxxxx, the app download rate is in the xxxxx bracket. Do you view it as a success?

Do you think xxxxxx will continue to produce web games and apps as a way of being effective in the area of education in Irish?

learner experience of web games and apps

How do they differentiate the effectiveness of web games versus apps?

Is there a difference in any way for a web game or app to be obtained for learners?

What do they see as the benefit of a web game or an app in the area of education rather than traditional methods – what would be a normal web game and app they are aware of versus an educational app.

Have any other branches expressed an interest in what you are trying to do for the language?

What would you do differently again if you were to do again – development, marketing etc..if you could change things, what would they change.

For any Irish language activities that your group DOES do, be that web games or apps or traditional methods, what works or does not work, what is the most effective way to reach this group, what is wrong, as well as right

APPENDIX C

REVIEW OF EXISTING WEB GAMES AND APPS

CONTENTS

WEB GAMES REVIEWED

seideansi.ie - Junior infants, senior infants, first class, second class, third to sixth class.

www.digitaldialects.com/Irish.htm - phrases and greetings, colours, fruit and vegetables, vocabulary, food, animals, animals 2, vocabulary builder 1 and vocabulary builder 2.

<http://www.cula4.com/ga/cluichi> - An Aimsir, Ag Spraoi le Claude, Traein na nDineasár, Mr. Men, Pocoyo, Tickety Toc, Olly an Veain Bheag Bhán and Olivia.

<http://www.isfeidirliom.ie>

<http://ccea.org.uk> – NI Curriculum games- <http://www.nicurriculum.org.uk/microsite/pl/irish/index.asp>, - http://www.nicurriculum.org.uk/snags_ar_sceal/

Easyirish.com

www.talkirish.com

www.cuadventure.com – In Cú Chulainn's footsteps

APPS REVIEWED

Bua Na Cainte

Babóg Baby

Cúla caint 1

Cúla caint 2

Cúla caint 3

Scéal an lae 1

Scéal an lae 2

Abair leat & Abairleat web page

abairleatoide

OIDE 2k17

TG Lurgan

RG Lurgan

Céad briathar & Céad briathar free

Greann Gaeilge

LingoBrain – Irish

Buntús cainte

Enjoy Irish

Fuaim-U Free/Fuaim-U/Fuaim-C Free/Fuaim-C

Duolingo

Briathra na Gaeilge.

Briathra

Briathra fully conjugates over 150 Irish verbs in a range of tenses.

Collins Pocket Irish Dictionary

Irish - English dictionary – focloir.ie

tearma.ie - An Irish dictionary

Irish Translator

Istudy Gaelic (Irish) Study Buddy

Get The Focal - Gael fón – Gael fón free

Phrase of the day.

Nemo Irish Gaelic.

Focail me

Bitesize irish

Céad briathra focail.

WEBGAMES REVIEWED – seideansi.ie

This is developed by Foras na Gaeilge with CCEA and COGG, by CCEA Multimedia.

There is a range of digital activities available on this site based on what is already available in the printed and developed program in *Séideán Sí*. The course comes with the approach set out in the Primary School Curriculum - Irish. It is based on the communicative approach and integrates the four skills – listening, speaking, reading, writing.

There are levels for the following school groups

- Junior infants, senior infants, first class, second class, third to sixth class.
- Junior infants - Cluiche Meaitseála
- Junior infants - Caith do Léim
- Junior infants - Clíceáil ar an bpictiúr
- Senior infants - Roghnaigh an focal
- Senior infants - déan abairtí.
- First Class - Tóraíocht Taisce
- First Class - Ord agus Eagar
- First Class - Cluiche na Lachan
- Second Class - Roghnaigh an abairt cheart
- Second Class - Cluiche Cártáí
- Second Class - Litriú
- Third Class to Sixth Class - Consain agus Gutaí
- Third Class to Sixth Class - Gutaí
- Third Class to Sixth Class - Ainmfhocail
- Third Class to Sixth Class - Ainmfhocail agus Briathar
- Third Class to Sixth Class - Siollaí agus an Aimsir Láithreach
- Third Class to Sixth Class - An Aimsir Láithreach
- Third Class to Sixth Class - An Aimsir Chaite.

JUNIOR INFANTS

Junior infants - Cluiche Meaitseála

– children have to select the correct word from a selection of four words to match an image and the correct word must be dragged and dropped. This is timed and the children must get 8 correct to continue.

Strengths - It has words, it has audio, it is timed.

Weaknesses - There is no reward or just play again.

Junior infants - Caith do Léim, Céim 1 & Céim 2

– it focusses on one featured word, but there are three words presented on screen, one of which is the featured word and the learner must click on the featured word to progress. The child must click on ten featured words to pass.

Strengths - It has words, it has audio.

Weaknesses - There is no reward or score board, just play again. It is slow.

Junior infants - Cliceáil ar an bpictiúr

There are four mini games here – each is timed. There are three images shown as well as a sentence. The sentence relates to one of the three images. The child has to click on the correct image to progress. The child has to get 8 right to pass.

Strengths - It has words, it has audio. It has a time penalty for incorrect answers. The images are interesting.

Weaknesses - There is no way to gauge progress, how many did you get right or wrong? The same sequence of sentences is presented for every game.

Summary of junior infants. There are three main game types, **Cluiche Meaitseála, Caith do Léim, Cliceáil ar an bpictiúr**

- Game 1 - Cluiche Meaitseála – timed drag and drop, correct word from a selection of four words to match an image. 8 correct to pass.
- Game 2 - Caith do Léim – focussing on one featured word, there are three words presented on screen, one of which is the featured and the learner must click on this word to progress, clicking different words ten times to pass.
- Game 3 - Cliceáil ar an bpictiúr. There are four mini games here – each is timed. There are three images shown as well as a sentence. The sentence relates to one of the three images. Click on the correct image to progress. 8 correct to pass.

SENIOR INFANTS

Senior infants - Teaghlach Liam

roghnaigh an focal – timed drag and drop correct character/person from a selection of four to match an image. 6 right to pass.

Strengths - It uses known characters. It is timed. It is clear how many one needs to get right to pass the level. Good background, changes to represent passing time of day.

Weaknesses - Users need to know the characters by name.

Senior infants - An maith leat...?

Game 1 - roghnaigh an focal – timed drag and drop correct food item from a selection of four to match an image. 6 right to pass.

Strengths - It uses known characters. It is timed. It is clear how many one needs to get right to pass the level. Game 2 - déan abairtí – a four word sentence appears then gets broken into the four words that the learner then needs to reassemble in the correct order.

Strengths - The images help. The audio is good. It develops sentences which is good progress.

Weaknesses - It is not clear what the rules are, how many times can you get it wrong before game over. It is not timed so not too exciting.

Senior infants - Fliuch Báite

roghnaigh an focal – timed drag and drop correct clothes item from a selection of four to match an image. 6 right to pass.

Strengths - It is timed. It is clear how many one needs to get right to pass the level.

Senior infants - Peata Áine

Game 1 - roghnaigh an focal – timed drag and drop correct everyday item from a selection of four to match an image. 6 right to pass.

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Weaknesses - It could benefit from a greater range of vocabulary and uses a limited set of words, four or five words at a time only.

Game 2 - déan abairtí – a four word sentence appears then gets broken into the four words that the learner then needs to reassemble in the correct order.

Strengths - The images help the game play. The audio is good. It develops sentences which is good progress.

Senior infants - Cé leis...?

roghnaigh an focal – timed drag and drop correct toy or clothes item from a selection of four to match an image. 6 right to pass.

Strengths - It is timed. It is clear how many one needs to get right to pass the level.

Weaknesses - It is a bad game, it uses a limited set of words, four or five words at a time only.

Senior infants – Daideo

Game 1 - roghnaigh an focal – timed drag and drop correct activity being carried out by Daideo from a selection of four to match an image. 6 right to pass.

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Weaknesses - It could benefit from a greater range of vocabulary and uses a limited set of words, four or five words at a time only.

Game 2 - déan abairtí – a seven word sentence appears and then gets broken into the seven words that the learner needs to reassemble in the correct order.

Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Is féidir liom

Game 1 - roghnaigh an focal – timed drag and drop correct activity that 'I like' being carried out from a selection of four to match an image. 6 right to pass.

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Weaknesses - It could benefit from a greater range of vocabulary and uses a limited set of words, four or five words at a time only.

Game 2 - déan abairtí – a four word sentence appears and then gets broken into the four words that the learner then needs to reassemble in the correct order.

Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Cáit sa chistin

Game 1 - roghnaigh an focal – timed drag and drop correct item that ‘I need to get’ from a selection of four to match an image. 6 right to pass.

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Weaknesses - It could benefit from a greater range of vocabulary and uses a limited set of words, four or five words at a time only.

Game 2 - déan abairtí – a mixed word sentence appears and then gets broken into the mixed words that the learner then needs to reassemble in the correct order.

Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Na trí mhuicín

Game 1 - roghnaigh an focal – timed drag and drop correct item that ‘I own’ from a selection of four to match an image. 6 right to pass.

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Weaknesses - It could benefit from a greater range of vocabulary and uses a limited set of words, four or five words at a time only.

Game 2 - déan abairtí – a mixed word sentence appears and then gets broken into the mixed words that the learner then needs to reassemble in the correct order.

Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants – Sneachta

déan abairtí – a mixed word sentence appears and then gets broken into the mixed words that the learner then needs to reassemble in the correct order.

Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Cé atá ann?

déan abairtí – a mixed word sentence appears and then gets broken into the mixed words that the learner then needs to reassemble in the correct order.

Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Mo Chuid Oibre

Game 1 - roghnaigh an focal – timed drag and drop correct occupation from a selection of six to match an image. 6 right to pass.

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Weaknesses - It could benefit from a greater range of vocabulary and uses a limited set of words, six occupations only.

Game 2 - déan abairtí – a mixed word sentence appears and then gets broken into the mixed words that the learner then needs to reassemble in the correct order.

Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Na trí Bhéar

Game 1 - roghnaigh an focal – timed drag and drop correct cartoon character/person from a selection of six to match an image. 6 right to pass.

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Weaknesses - It could benefit from a greater range of vocabulary and uses a limited set of words, six cartoon characters only.

Game 2 - déan abairtí – a mixed word sentence appears, 'I am xxxx' and then gets broken into the mixed words that the learner needs to reassemble in the correct order.

Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Daideo ag siopadóireacht

Game 1 - roghnaigh an focal – timed drag and drop correct item 'what Daideo bought' from a selection of six to match an image. 6 right to pass.

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Game 2 - déan abairtí– a mixed word sentence appears, 'Daideo did xxxx' and then gets broken into the mixed words that the learner needs to reassemble in the correct order.

Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Mo phictiúr

Game 1 - roghnaigh an focal – timed drag and drop correct item 'what Róisín made' from a selection of six to match an image. 6 right to pass.

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Senior infants - Sciob salach

Game 1 - roghnaigh an focal – timed drag and drop correct 'who/what the dog saw' from a selection of six to match an image. 6 right to pass.

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Game 2 - déan abairtí– a mixed word sentence appears concerning the dog, and then gets broken into the mixed words that the learner then needs to reassemble in the correct order.

Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Bróga Cháit

Game 1 - roghnaigh an focal – timed drag and drop correct 'who/what was given to the girl' from a selection of six to match an image. 6 right to pass.

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Senior infants - Stop an bus!

Game 1 - roghnaigh an focal – timed drag and drop correct 'who/what did the boy open' from a selection of six to match an image. 6 right to pass.

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Senior infants - Seomra Nua

Game 1 - roghnaigh an focal – timed drag and drop correct item I am asking 'am I allowed to get

Strengths - The timer creates action and the game makes it clear how many one needs to get right to pass the level.

Senior infants - Córas Taistil

Game 1 - roghnaigh an focal – timed drag and drop correct 'once can travel by xxxx' from a selection of six to match an image. 6 right to pass.

Senior infants - Sciob dána

- déan abairtí – a mixed word sentence appears concerning something about the dog, and then gets broken into the mixed words that the learner needs to reassemble in the correct order.
Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Cé atá ag caint?

- déan abairtí – a mixed word sentence appears concerning some school class setting, and then gets broken into the mixed words that the learner needs to reassemble in the correct order.
Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Eoin ar an teilifís

- déan abairtí – a mixed word sentence appears concerning some chap on the television, then gets broken into the mixed words that the learner then needs to reassemble in the correct order.
Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Sciob agus an cat

- déan abairtí– a mixed word sentence appears concerning a cat and a dog, and then gets broken into the mixed words that the learner then needs to reassemble in the correct order.
Strengths - The images help. The audio is good. It develops sentences which is good progress.

Senior infants - Dul siar

– a summary game against the clock where the learner needs to click on an image once a text word appears on the screen. The text and images are based on the vocabulary learned through the games for this level.
Strengths - The clock image, sound and coding is excellent. There is a score given.
Weaknesses - The score is lost then, rather than entered into a score board or sent to email etc.

Summary of senior infants. There are two main game types, **roghnaigh an focal** and **déan abartaí**.

Game 1 - roghnaigh an focal is where the learner plays a timed drag and drop correct item from a selection to match an image. 6 right to pass.

Game 2 - déan abairtí – a mixed word sentence appears and then gets broken into the mixed words that the learner needs to reassemble in the correct order.

First class – step 1

Treasure hunt – underwater scuba – the learner uses the mouse or taps the screen to move a scuba diver up or down the screen to come into contact with items. Once an item has been contacted, the learner has to click on the name of the item from a list of six items.

Strengths - It is interesting the first time. There are things to avoid as well as to try and contact.

Order and order. A sentence is shown then disappears. The learner is presented with the sentence but the words are jumbled up. The learner needs to scroll down each word individually until the entire sentence is correct and then submit the sentence to pass to the next sentence.

Strengths - It gives a good range of vocabulary – most sentences have four or five words and there are normally three options for each word. The images and the graphics are good. The rewards are well set out.

Weaknesses - It gets stale quite quickly.

NOTE – There is a version of the game called Sciob lá fliuch which works. For all the others, they call up the same version of Cciob Lá Fliuch, rather than the version they show on the image, which should be as listed here (Mam sa sneachta; Brídín Bhocht; Duibhín agus Báinín; Bronntanas do Mham; Rudaí a chonaic mé; Sciob ar strae; An bhfaca tú Daidí?; Cé hiad seo?; Bia Folláin; Am Lóin ar scoil; Sciob agus an chuileog; Dialann Ainnín aimsire; Caisleán Cháit; An Spideog) all of which open up the version of the game for Sciob Lá Fliuch.

First class – step 2

Treasure hunt – hang gliding – the learner uses the mouse or taps the screen to move a hang glider up or down on the screen to come into contact with items. Once an item has been contacted, the learner has to click on the name of the item from a list of six items.

Strengths - It is interesting the first time. There are things to avoid as well as to try and contact. It has a nice flute audio backing.

Weaknesses - It is a little lacking in interaction. There is no real challenge.

Order and order. A sentence is shown then disappears. The learner is presented with the sentence but the words are jumbled up. The learner needs to scroll down each word individually until the entire sentence is correct and then submit the sentence to pass to the next sentence.

Strengths - It gives a good range of vocabulary – most sentences have four or five words and there are normally three options for each word. The images and the graphics are good. The rewards are well set out.

Weaknesses - It gets stale quite quickly.

All the versions that are shown on the menu page work well. These are (An bhfaca tú mo shliotar?; Cití agus an Scáthán; Léiní, an Ceoltóir; Mo Mhála Scoile; Scoil na Sí; An Ghráinneog sa Ghairdín; Daideo; Léiní, an Gadaí; Ó Mhaidin go hOíche; Tabharfaidh mise aire duit; An Pota Leitean Draíochta; Léiní agus Séimí; Liathróid Bhreá; Raic sa Siopa; Táimid mór le chéile)

NOTE – on Céim 2 when the game ends the screen reverts automatically back to céim 1.

ALSO – do the sentences have any connection to the image and title of each game – no connection apparent.

First class – step 3

Treasure hunt – flying saucer – the learner uses the mouse or taps the screen to move a flying saucer up or down on the screen to come into contact with items. Once contacted, the learner has to click on the name of the item from a list of six items.

Strengths - It is interesting the first time. There are things to avoid as well as to try and contact. It has a nice flute audio backing.

Weaknesses - It is a little lacking in interaction. There is no real challenge.

Order and order. A sentence is shown then disappears. The learner is presented with the sentence but the words are jumbled up. The learner needs to scroll down each word individually until the entire sentence is correct and then submit the sentence to pass to the next sentence.

Strengths - It gives a good range of vocabulary – most sentences have four or five words and there are normally three options for each word. The images are good and the graphics. The rewards are well set out.

Weaknesses - It gets stale quite quickly.

All the versions that are shown on the menu page work well. These are (Peata Sioráif; A Mhamó Dhil; Cá bhfuil mo bhricfeasta?; Cearc an Phrompa; An Corcán Óir; Hiúdaí; Cá bhfuil mo dhinnéar?; Jimín ar an bpláinéad Trug; Peata Béir; Rainn agus Amhráin; Cliabhán d'Ailbhe; Coinnigh Greim Air; Garraí na Scoile; Seachain tú féin!; Tabhair Aire Mhaith Dó)

NOTE – on Céim 3 at the end of the game, the screen reverts automatically back to Céim 1.

ALSO – do the sentences have any connection to the image and title of each game – no connection apparent.

First class – step 4 - Litríú

A word is presented with a missing letter. Ducks go by with letters on them. The learner clicks on the right duck. There are three levels of difficulty – so you can get one, two or three throws, the gameplay is the same otherwise.

Strengths - It is interesting the first time. There are things to avoid as well as to try and contact. It has a nice flute audio backing.

Weaknesses - It is a little lacking in interaction. There is no real challenge. There are five versions of this for different levels but they are very similar with little variation.

NOTE – on Céim 4 when the game ends, the screen reverts automatically back to Céim 1.

Summary of First Class

There are three main game types, **Tóraíocht Taisce, Ord agus Eagar, Cluiche na Lachan.**

- Game 1 - Tóraíocht Taisce.
A learner uses the mouse or taps the screen to move a vessel up or down on the screen to come into contact with items. Once contacted, the learner has to click on the name of the item from a list of six items.
- Game 2 - Ord agus Eagar.
A sentence is shown then disappears. The learner is presented with the sentence but the words are jumbled up. The learner needs to scroll down each word individually until the entire sentence is correct and then submit the sentence to pass to the next sentence.
- Game 3 - Cluiche na Lachan.
A word is presented with a missing letter. Ducks go by with letters on them. The learner clicks on the right duck. There are three levels of difficulty – so you can get one, two or three throws, the gameplay is the same otherwise.

SECOND CLASS

Second class – step 1 – Roghnaigh an abair ceart.

There is an image presented and also four sentences. One of the sentences represents what is happening in the image. The user clicks on the correct sentence to get a tick. With four ticks the learner passes the next level.

All the versions that are shown on the menu page work well. These are (Cóisir na gCearc, Léiní i bPáras, Gruama an tSíog Ghránna, Misneach, An Carnabhal, A Chaitín Mí-Abha, Cat na Caillí)

Strengths - It gets learners working on entire sentences.

Weaknesses - It is a bad game – no real interaction or excitement, just click on a sentence and it is right or wrong, little thrill really or competition, there is no timer and you get a result that is out of four, depending on how many you get right or wrong.

Second class – step 1 - Cluiche Cártaí

There are pairs of words written on to cards. There are three levels, “easy”, “medium” and “hard”. For “easy” there are eight cards, so four pairs of words. For “medium” there are twelve cards so six pairs, and for “hard” there are sixteen cards, so eight pairs of words. The words appear on the cards for two seconds and then disappear. A timer starts and the learner has to match up the words as quickly as possible.

All the versions that are shown on the menu page work well. These are (Cóisir na gCearc, Léiní i bPáras, Cat na Caillí, Misneach, An Carnabhal, Gruama an tSíog Ghránna, A Chaitín Mí-Abha, Murach an Traenáil ar Fad).

Strengths - It is a challenge to match the pairs. The countdown clock creates a bit of excitement.

Second class – step 2 – Roghnaigh an abairt cheart.

Same rules as second class step 1 but learner needs to get 6 sentences correct to pass the level.

The vocabulary sets are changed. These are (Cá bhfuil Cóilín?, Uirlisí Ceoil, Slán Sábháilte, An dtabharfaidh tú ann mé?, Cá bhfuil Aoibheann?, Mamó Fadó, Ná lig dóibh éalú!)

Second class – step 2 - Cluiche Cártaí

Same as second class step 1 with different vocabulary sets. These are (Cá bhfuil Cóilín?, Uirlisí Ceoil, Slán Sábháilte, An dtabharfaidh tú ann mé?, Cá bhfuil Aoibheann?, Mamó Fadó, Ná lig dóibh éalú!)

Second class – step 3 – Roghnaigh an abairt cheart.

Same rules as second class step 1 but learner needs to get 8 sentences correct to pass the level.

The vocabulary sets are changed. These are (Na Beacha Meala, Ní haon saighdiúir mise!, Bean ó Dhia, Ar Thóir an Óir, Cad é sin?)

Second class – step 3 - Cluiche Cártaí

Same as second class step 1 but with different vocabulary sets. These are (Na Beacha Meala, Ní haon saighdiúir mise!, Bean ó Dhia, Ar Thóir an Óir, Cad é sin?)

Second class – step 4 - litriú

A word appears but it is missing letters. Then little rabbits pop up from holes and they are holding letters. Once you see the rabbit with the correct letters to finish the word you click that rabbit. It is against a countdown timer of one minute and an incorrect guess incurs a loss of three seconds.

There are a few variations of vocabulary in different games. These are:

(Cnuaschonsain - br/cr/dr/fr - gr/pr/sr/tr, Défhoghair - ia/ea/eo/ua - cl/bl/gl, Deirí Focal – ón/óg/ín/án/ach - pl/sl/fl, Dul siar)

Strengths - The countdown timer and the time penalties are a good addition.

Weaknesses - There is a bit of waiting around for the right rabbit, if the first rabbit has the wrong letter, the learner has to wait, so not as interactive as it could be.

Summary of Second Class

There are three main game types, **Roghnaigh an abairt cheart, Cluiche Cartaí, Litríú**

- Game 1 - Roghnaigh an abairt cheart. There is an image presented and also four sentences. One of the sentences represents what is happening in the image. The learner clicks on the correct sentence to get a tick. On getting four ticks the learner passes the level.
- Game 2 - Cluiche Cartaí. There are pairs of words written on to cards. The words appear on the cards for two seconds and then disappear. A timer starts and the learner has to match up the words as quickly as possible.
- Game 3 - Litríú. A word appears but it is missing letters. Then little rabbits pop up from holes and they are holding letters. Once learners sees the rabbit with the correct letters to finish the word they click on that rabbit. It is against a countdown timer of one minute and an incorrect guess incurs a loss of three seconds.

THIRD CLASS TO SIXTH CLASS

Rang a Trí – Rang a Sé - Consain agus Gutaí

There are three games here - Gutaí, Consain, scór!, Ciseáin na litreacha, Litriugh é

For Gutaí, Consain, scór! there are two goals in view, one for vowels and one for consonants. A letter appears and when the learner clicks on the letter an arrow appears and it is moving from one goal to the other. The letter is a vowel OR a consonant. When the arrow is pointing at the appropriate goal, the learner releases the mouse button and the ball moves to the net. If the ball letter had been a vowel and the ball goes into the vowel net then the learner scores a point and this is shown on a score board. The learner needs to score ten points. Weaknesses - There is no timer. The arrow moves very slowly between the two goals so there is a lot of waiting around. Not a lot to be learned, only the Irish words for vowel and consonant really.

For Ciseáin na litreacha there are two washing baskets in view, one for vowels and one for consonants. A word appears on a washing line. The word is made up by each of its letters being written on an item of clothes. The learner needs to take each letter of the word by taking the item of clothes from the line and dropping it into the appropriate basket. The letter is a vowel OR a consonant. When the item is dropped into the appropriate basket then the learner scores a point and this is shown on a score board. The learner needs to get six words correct in a row to pass the game. Strengths - The graphics are good and make the game interesting. Weaknesses - There is no timer. It is not very exciting. There is not a lot to be learned, only the Irish words for vowel and consonant really.

For Litriugh é an image of an item appears and the learner needs to spell it out by typing letters. The learner gets points for a correct answer. There are ten items to get right or wrong. Strengths - It is good to be typing. Weaknesses - There is no timer. It is not very exciting. If a word is typed incorrectly, there is no correction to say what it should have been. The learner must know the word, how to spell it and how to type all letter characters of the Irish alphabet.

Rang a Trí – Rang a Sé – Gutaí

There are four games here - Ciseáin na ngutaí, Gutaí le caora, Gutaí Leathana agus Caola, Litriugh é

For Ciseáin na Gutaí there are three baskets in view, one each for words where the vowel is at the start, middle or end of the word. There is a word that appears. The learner needs to click on the appropriate basket, depending on, for the word shown, where the vowel is situated. The game is timed and the number of correct words is shown on the screen. Each game lasts sixty seconds. At the end of the game a panel appears to show what words were correctly put into what baskets. Strengths - It is easy to click on a basket. The timer is a good feature. Weaknesses - It can be played by just looking at letters rather than needing to learn any vocabulary.

For Gutaí le caora there are two sheep pens in view, one for broad vowels and one for slender vowels. A vowel appears and when the learner clicks on the letter an arrow appears and it is moving from one sheep's pen to the other. The letter is a broad or a slender vowel. When the arrow is pointing at the appropriate sheep's pen, the learner releases the mouse button and the sheep moves to the pen. If the vowel goes to the right pen then the learner scores a point and this is shown on a score board. The learner gets ten vowels. Strengths - It is interesting to play, the first time. Weaknesses - There is no timer. The arrow moves very slowly between the two goals so there is a lot of waiting around. There is not a lot to be learned, only which Irish vowels are broad and which are slender.

For Gutaí Leathana agus Caola there are two baskets in view, one for broad vowels and one for slender vowels. There is a word that appears. The learner needs to click on the appropriate basket, depending on, for what type of vowel is in the word shown. The game is timed and the number of correct words is shown on the screen. Each game lasts sixty seconds. At the end of the game a panel appears to show what words were correctly put into what baskets. Strengths - It is easy to click on a basket. The timer is a good feature. Weaknesses - It can be played by just looking at letters rather than needing to learn any vocabulary. It can also be guessed and new words appear straight away, so a learner can click on the same basket repeatedly and get the game over.

For Litriugh é there is an empty watering can located below a tap. There is a word on the screen with letters missing and there is a panel of vowels. The missing letters need to be selected from the vowels then the learner submits the answer. If the answer is correct the can gets filled up by one tenth each time until it is full.

Strengths - The graphics are interesting. Weaknesses - It is very dull. The reward for completing a word with one missing letter is the same as the reward for a word with two and three missing letters.

Rang a Trí – Rang a Sé - Ainmfhocail

There are two games here - Ainmfhocail, Litriugh é

For Ainmfhocail there are five balloons with words on them. Three of the five words are nouns. The learner must click on the nouns then these get added to a display board. The learner must get twelve nouns on the display board to pass the round. Three incorrect words, that are not nouns, and the learner loses the round.

Strengths - It is easy to click on a balloon. It gets the learner thinking in detail what is or is not a noun.

Weaknesses - There is no timer or real way to record a score other than passing or not passing the round.

For Litriugh é there is a power bar. There is an expression on the screen with a word missing and a voice reads out the sentence. The learner needs to listen for the missing word and then spell it in to the blank spaces. After an number of these words, the learner's score is presented, marking the end of the game.

Strengths - The graphics are interesting.

Weaknesses - The learner must hear the word correctly then know how to spell it correctly, which is a bit tough. There is no option to play again on this game. The same sentences are used in repeat games, they could do with having more variety. The layout of the keyboard of letters is a little strange. It attempts to resemble a computer keyboard but is neither one thing nor another.

Rang a Trí – Rang a Sé - Ainmfhocail agus Briathar

There are three games here - Ag snámh le Briathra, Ciseáin na bhfocal, Litriugh é

For Ag snámh le Briathra there are five air bubbles underwater with words on them. Three of the five words are verbs. The learner must click on the verbs and then these get added to a display board. The learner must get twelve verbs on the display board to pass the round. The learner loses the round after three incorrect words that are not verbs.

Strengths - It is easy to click on an air bubble. It gets the learner thinking in detail what is or is not a verb.

Weaknesses - There is no timer or real way to record a score other than passing or not passing the round.

For Ciseáin na bhfocail there is an "easy" version and a "hard" version – the learner selects a version at the start of the game. For "easy", there are two baskets in view, one for verbs and one for nouns. A sentence appears on screen with two words lit up with a white background, one is a verb and the other is a noun. The learner needs to take each of these two words and drag and drop it into the appropriate basket. When the word is dropped into the appropriate basket then the learner gets an oxygen tank filled up with a tenth of its volume in oxygen, so that ten correct answers and this is a pass in the game.

Strengths - The graphics are good and make the game interesting.

Weaknesses - There is no timer. It is not very exciting. The audio is quite slow so the gameplay can pass out the audio with words dropped into the baskets more quickly than the audio gets read out...

For Litriugh é the learner first chooses one of two characters. There is then a screen with both characters at the bottom of a rope, under the water. There is an expression on the screen with a word missing and a voice reads out the sentence. The learner needs to listen for the missing word and then spell it into the blank spaces. If correct then the character chosen by the learner climbs up the rope. At intervals the other character, a computer one, climbs the other rope. The learner is trying to get to the top of the rope before the computer character.

Strengths - The graphics are interesting. The two characters introduce an element of competition.

Weaknesses - The learner must hear the word correctly and then know how to spell it correctly, which is a bit tough. The same sentences are used in repeat games, there could do with being more of a variety. The layout of the keyboard of letters is a little strange. It attempts to resemble a computer keyboard but is neither one thing nor another.

Rang a Trí – Rang a Sé - Siollaí agus an Aimsir Láithreach

There are three games here - Snap na siollaí, Caol le caol/Leathan le leathan, Litriugh é

For Snap na siollaí there are two cards that appear and there is a snap button. If the words have the same number of syllables in them then the learner must click snap. There are three categories of words, those with one, two and three syllables. There is a timer counting down from 60 seconds. The learner's gets a score depending how many words that are matched in the time allowed.

Strengths - It is clearly laid out on the screen and well presented. It is relatively simple to play. It gives good exposure to words with various syllables.

Weaknesses - It is easy to just guess. The timer is not relevant really as there is no ability to go faster or slower, the number of words will be determined by the game, and the potential to score highly is quite limited as each word gets a set amount of time regardless of speed of the learner. The learner could be twenty seconds waiting for a match, with nothing to do.

For Caol le caol/Leathan le leathan there are two cards that appear and there is a snap button. The words are two halves of a longer word. The halves can be joined if the vowels match up, slender to slender, broad to broad. If they do match up then the learner must click snap. There is a timer counting down from 60 seconds. The learner's gets a score depending how many words that are matched in the time allowed.

Strengths - It is clearly laid out on the screen and well presented. It is relatively simple to play. It gives good exposure to words with various syllables.

Weaknesses - It is easy to just guess. The timer is not relevant really as there is no ability to go faster or slower, the number of words will be determined by the game, and the potential to score highly is quite limited as each word gets a set amount of time regardless of speed of the learner. The learner could be twenty seconds waiting for a match, with nothing to do.

For Litrigh é there is a sentence that has the first word with the letters blanked out. The sentence is read aloud then the learner needs to spell out the word using their keyboard. The learner gets ten words. The learner gets a score of 100 points per correct word and gets a medal at the end depending on their score.

Strengths - You get a cheer even if you spell the word wrong!

Weaknesses - The learner can just keep asking for clues till the word is spelled out, so learner can avoid thought. There is no timer on this so it can take a long time. The words can be tricky to spell. It is difficult to navigate back through letters if the learner makes an error and wants to fix a letter.

Rang a Trí – Rang a Sé - An Aimsir Láithreach

There are three games here - Rás sa spás, An rás abhaile, Aimsigh na péirí.

For Rás na spás there is a sentence that has the first word blanked out. The sentence is read aloud. There are three boxes with a word in each box. The boxes are the same word but in three different tenses, past, present and future. The learner needs to click the appropriate tense to pass the screen. The learner needs to get as many right out of ten screens that are presented and gets a score from ten at the end.

Strengths - It is easy to play, the words are presented in the boxes. The learner gets only one chance so this is good and avoids mindless guessing until correct.

Weaknesses - The tense that is to be guessed is always the present tense so it gets quite predictive.

For An Rás abhaile a sentence has the first word blanked out. The sentence is read aloud. There are three boxes with a word in each box. The boxes are the same word but in three different tenses, past, present and future. The learner needs to click and drag the appropriate tense into the space in the sentence to pass the screen. The learner needs to get as many right out of ten screens that are presented and gets a score from ten at the end.

Strengths - The learner gets only one chance so this is good and avoids mindless guessing until correct. There is a timer per screen which introduces a competitive edge.

Weaknesses - Dragging and dropping the words needs to be very accurate or the game will not register it. The tense that is to be guessed is always the present tense so it gets quite predictive.

For Aimsigh na péirí there are half words written onto cards. There are twelve cards and this makes six pairs. The words appear on the cards for two seconds and then disappear. A timer starts and the learner has to match up the words as quickly as possible.

Strengths - It is a challenge to match the pairs. The countdown clock creates a bit of excitement.

Weaknesses - It is a bad game – it is difficult to remember exactly which endings should go with which beginnings.

Rang a Trí – Rang a Sé - An Aimsir Chaite

There are two games here - Aimsigh an aimsir chaite, Cluiche na lachan.

For Aimsigh an aimsir chaite there are two conveyor belts on the move with random words on each belt. The learner has three balls to throw and the balls hit the words. If the word is a verb in the past tense then the learner gets a score. If not, then the learner loses a turn, one of the three balls is lost.

Strengths - It is interesting the first time. There are things to avoid as well as to try and hit.

Note – there is a little glitch whereby the learner loses the first two balls if they are a good shot or not, then the learner keeps the third ball for as many shots as needed. The game takes 5 seconds to get the words on the screen even after the clock begins to count down.

For Cluiche na lachan there are two conveyor belts on the move with random words on a duck on each belt. The learner needs to click on any of the ducks that have a word in the past tense. There is a timer.

Strengths - It is interesting the first time. There are things to avoid as well as to try and hit.

Weaknesses - It is very lacking in interaction. There is no real challenge. The learner can just click on all the ducks, nothing happens to the time and the learner then sits watching the same ducks passing by. The time length of the games exceeds the number of ducks that pass in that time.

Summary of Third Class to Sixth Class

There are seven sets of main game types, **Consain agus Gutaí, Gutaí, Ainmfhocail, Ainmfhocal agus Briathar, Siollaí agus an Aimsir Láithreach, An Aimsir Láithreach, An Aimsir Chaite.**

Within these there are mini games.

Junior infants - Cluiche Meaitseála
Junior infants - Caith do Léim
Junior infants - Clíceáil ar an bpictiúr

Senior infants - Roghnaigh an focal
Senior infants - déan abairtí.

First Class - Tóraíocht Taisce
First Class - Ord agus Eagar
First Class - Cluiche na Lachan

Second Class - Roghnaigh an abairt cheart
Second Class - Cluiche Cártáí
Second Class - Litriú

Third Class to Sixth Class - Consain agus Gutaí
Third Class to Sixth Class - Gutaí
Third Class to Sixth Class - Ainmfhocail
Third Class to Sixth Class - Ainmfhocal agus Briathar
Third Class to Sixth Class - Siollaí agus an Aimsir Láithreach
Third Class to Sixth Class - An Aimsir Láithreach
Third Class to Sixth Class - An Aimsir Chaite.

WEBGAMES REVIEWED – www.digitaldialects.com/Irish.htm

This is developed by Digital Dialects and their website features free to use games for learning 80 languages. Within are games for learning phrases, numbers, vocabulary, spelling, verb conjugation and alphabets. This website runs best with Macromedia Flash Player. There are games for Irish in the following categories; phrases and greetings, colours, fruit and vegetables, vocabulary, food, animals, animals 2, vocabulary builder 1 and vocabulary builder 2.

For phrases and greetings - Before this game the learner gets a screen of vocabulary to learn then clicks to 'play game'. There are instructions in English for each round.

There is a phrase presented in Irish and three boxes with a phrase in English. The learner needs to click the appropriate English phrase for each of the three phrases in Irish one by one to pass the screen and click next. There are screens of three words each time repeated until all phrases are done. There are ten levels and then the game ends and the learner chooses to play again or return to a home menu with all the games available to play.

Strengths - It is easy to understand. It moves along nice and quickly.

Weaknesses - There is no score, or timer, or any indication at what stage the game is at, nor how many levels there are, nor how many screens. The ending is very flat, simply play again or home to all games.

For colours - Before this game the learner gets a chance to run through screens for each colour to learn and then clicks to 'play game'. There are instructions in English for each round.

There is a one word colour on screen in plain text and then the background changes to four quadrants of different colours. One of these is the word and the learner clicks on the correct quadrant. After three of these there are two words for colours, then the learner must identify these two to pass this level. After about fifteen levels there are then three colours presented in text. The learner needs to get three from three for about five more levels and then the game ends and the learner chooses to play again or return to a home menu with all the games available to play.

Strengths - It is easy to understand. It moves along nice and quickly and gets more challenging. The images are easy to click on. There are secondary graphic effects that fill in any dead time, like when the learner is waiting to know if they were correct.

Weaknesses - There is no score, or timer, or any indication at what stage the game is at, nor how many levels there are, nor how many screens. The ending is very flat, simply play again or home to all games. If the learner is not paying full attention to the colours when those are shown they have no hint after the background changes to the four quadrants, the colour list was shown and is gone.

For fruit and vegetables - Before this game the learner gets a chance to run through screens for each colour to learn then clicks to 'play game'. There are instructions in English for each round.

There is a table with about eighteen items that are all fruit or vegetable and there is a one word box presented. The learner must choose the item that the word represents. If a wrong item is clicked then the background changes to an image of the correct word, then the learner is returned to the word to retry. The learner continues to choose fruit and vegetables until all chosen. Once all are gone, there is chance to go to home, to play again or learn the words with their individual items.

Strengths - It is easy to understand. It moves along nice and quickly. The screens are good when the learner gets it incorrect and good also to return the learner to that point again. The images are easy to click on.

Weaknesses - The ending is very flat, simply play again, learn words or home to all games.

Note – after the game, if the learner chooses to learn words then the learner is presented with the list of images, there is not an option to go home, only to play game again, this is okay at the start but when the learner is presented with this at the end, if they want to go home there is not this option. Only play again, or reset the webpage.

For vocabulary - Before this game the learner gets a screen of vocabulary to learn and then clicks to 'play game'. There are instructions at the start of the game.

There is a one word item of vocabulary presented in Irish and images below. The learner needs to click the appropriate image for each of the three items of vocabulary in Irish one by one to pass the screen and click next. The word appears beside the image to show it has been selected. There are screens of three new words each time repeated until all the three images are selected. There are ten levels and then the game ends and the learner chooses to play again or to go home.

Strengths - It is easy to understand. It moves along nice and quickly. The images are easy to click on.

Weaknesses - There is no score, or timer, or any indication at what stage the game is at for how many levels there are, how many screens. The ending is very flat, simply play again or home to all games.

For food - Before this game the learner gets a chance to run through screens for each food to learn and then clicks to 'play game'. There are instructions in English for each round.

There is a table with about eighteen items that are all food and one word is presented. The learner must choose the item that the word represents. If a wrong item is clicked then the background changes to an image of the correct word, then the learner is returned to the word to retry. The learner continues to choose food until all are chosen. Once all are gone, there is a chance to go to home, to play again or learn the words with their individual items.

Strengths - It is easy to understand. It moves along nice and quickly. The screens are good when the learner gets it incorrect and good also to return the learner to that point again. The images are easy to click on.

Weaknesses - The ending is very flat, the learner simply plays again, learns words or goes home to all games. Note – after the game, if the learner chooses to learn words then the learner is presented with the list of images, there is not an option to go home, only to play game again, this is okay at the start but when the learner is presented with this at the end, if they want to go home this option does not exist. The only option is to play again, or reset the webpage.

For animals & animals 2 - Before this game the learner gets a screen of vocabulary to learn then clicks to 'play game'. There is one screen of instructions in English before the game starts.

There is a phrase presented in Irish and three coloured boxes with a picture of an animal. The learner needs to click the appropriate picture for each animal presented in Irish one by one to pass the screen and click to the next. The word appears beside the image to show it has been selected. There are screens of three new words each time repeated until all the three images are selected.

There are about ten levels and then the game ends and the learner chooses to play again or go to home.

Strengths - It is easy to understand. It moves along nice and quickly.

Weaknesses - There is no score, or timer, or any indication at what stage the game is at nor how many levels there are, nor how many screens. The ending is very flat, simply play again or home to all games.

For vocabulary builder 1 & 2 - Before this game the learner gets a screen of vocabulary to learn then clicks to 'play game'.

There is a one word item of vocabulary presented in Irish and a grid of words below. Within that grid there are four words and then blank spaces besides these words. The one word of vocabulary will be one of the four words so the learner must click on a red arrow beside the word shown. This is done for four words shown and the learner clicks next. There are screens of four new words each time repeated until all the four cells are filled and so on until the end of the game. When the game ends the learner chooses to play again or go to home.

Strengths - It is well structured.

Weaknesses - There is no score, or timer, or any indication at what stage the game is at nor how many levels there are, nor how many screens. The ending is very flat, the learner simply plays again or goes home to all games. It is a very basic game.

WEBGAMES REVIEWED – <http://www.cula4.com/ga/cluichi>

Cúla 4 is an Irish language programming block and a stand-alone television channel for Irish speaking children in the Republic of Ireland. As well as the TV channel, they have a website where learners can watch programmes, play games, and enter competitions. They also have apps linked from the website.

In the games section there are eight WEB GAMES –

An Aimsir, Ag Spraoi le Claude, Traein na nDineasár, Mr. Men, Pocoyo, Tickety Toc, Olly an Veain Bheag Bhán and Olivia.

They are all based around television shows and characters on the TV channel, TG4.

For An Aimsir –

A screen appears with the instructions in Irish for the learner to ‘make their own forecast’ and the learner clicks a play button in a circle to go to the game. The next screen asks the learner to select one of the four weather seasons. The learner is then presented with a map of Ireland and a range of twelve weather phenomena and can drag these images across on to the map of Ireland.

Strengths - The map of Ireland is good. The game teaches basic terms for the seasons and the weather. It is easy to return and play again for a different season.

Weaknesses - There is no aim, no score, no timer. The words never have any associated audio. The images cannot be removed so they stay on screen.

For Ag Spraoi le Claude -

After a cartoon sketch introduction the learner is presented with a screen and can click on different things for different games. There are games for stair, fuaimeanna, ag péinteáil, ag comhaireamh, cairde agus clann, ceoil and cuimhne. Each of these loads up and has its own instructions.

Stair is a story that is read out, page by page with associated pictures.

For Fuaimeanna there is the noise an animal makes and two images are presented, the learner needs to click on the appropriate noise to make an animal image move on.

For Ag péinteáil a page opens with seven PDF images that the learner can select and then print off and colour in or paint in their own time.

For Ag comhaireamh learners are presented with a screen with items and are asked ‘can you see an xxxx’ and they must select the item on the screen. The game seems to go on for a long time. It is not very exciting at all, it gets repetitive quickly.

For ceoil there is a screen with a backing track and characters that make different noises when clicked on.

For Cairde agus clann the learner is shown a little portrait image of a few of Claude’s family and friends. If the learner clicks on one of these then a story is read out about that character for the learner to watch and hear.

For Cuimhne the learner plays a game of snap or pairs where there are four, then six, then eight cards and the learner needs to match up the pairs. The images are never read out as such so this is a visual game and appears to go on forever, and there are just more and more pairs to match up without any apparent goal to be achieved.

For Traein na nDineasár –

There is a section with information in the Irish language about Dinosaurs.

There is a lot of mixed content, games, colouring and other activities. It has very many options in the web game and gameplay. The graphics and sound effects are good. There is Irish language text, stories and audio.

For Mr. Men –

Select one of many characters and play a game with audio in the Irish language or print off colouring pages. The audio is good with different characters having different Irish language audio for their own games. Some have a little bit of Irish, others have a lot of Irish, Miss Cainteach is worthy of mention here! The game play is interactive for all the characters, again with some having games that are more or less exciting or more or less difficult than others, the learner must select the character and see what 'their game' is in each case. The graphics are good and sharp. The characters are familiar and have their characteristics.

For Pocoyo –

There is a game, Uimhreacha Draíochta and interactive digital colouring in Sárphéinteáil agus dathúchán. The game is a painting in numbers and counting game. It is not difficult to play and is good at getting learner's familiar with mouse control where the numbers need to be traced or outlined. It is a good game, it is interactive and the graphics are good. There is limited enough Irish language audio, a little in the game menu but not a lot in the gameplay itself.

For Tickety Toc –

This is a good interactive game played with the mouse. There are levels which the learner must progress through with each level having a story. Learners use the keyboard arrows to navigate which is good at getting them familiar with using a computer keyboard. The graphics are good. It could be more exciting and can be repetitive. There could be more audio; there is limited enough Irish language audio, with a little in the game menu but not a lot in the gameplay itself.

For Olly an Veain Bheag Bhán –

There are four options on the menu. Glan carr Olly. Dathú. Míreanna Mearaí. Cas leis an gcríú. The gameplay is relatively intuitive and the graphics and sound effects are good. There is Irish language text, stories and audio in all games. Some of the games have limited audio and are played to a soundtrack alone but Cas leis an gcríú for example has a lot of Irish language audio for learner's to hear and learn.

For Olivia –

There is a lot of good interactive mixed content, games, colouring and other activities. There is a timed game with a score. It has very many options in the web game and gameplay. The graphics and sound effects are good with a very familiar backing track being played at all times. There is a good amount of Irish language text, with stories and audio throughout all the games.

WEBGAMES REVIEWED – <http://www.isfeidirliom.ie>

An online course and resources with lesson plans.

'Is Féidir Liom - I can ' (IFL) is a course in foundational Irish for adults who have never learned Irish before or who have little or no understanding of the language.

All of the interactive resources were designed to function in Adobe Flash Player which, like Adobe Reader, is standard on most older laptops and PCs but not so on iPads, iPods or iPhones. IFL works best in Google Chrome, which has integrated Flash Player. If you want to use Adobe Flash Player in other browsers, you'll need to separately download the Adobe Flash Player for those browsers. (Note: Mozilla Firefox does not correctly display the IFL Homepage.)

If you are using it, eliminate the need to use scroll bars by reducing the size of your screen in your browser. If you have broadband you should be able to enjoy the full functionality of the resources. They all work equally well on interactive white boards or projected onto screens. The interactivity is coded into the software. If possible use a mouse rather than a laptop touch pad. The resources will also respond well to touch-sensitive white boards but children would need to leave their desks to touch the white board

There are TEN lesson plans. In each case the web game starts with a screen for instructions. The next screen shows ten empty panels and ten images. The learner clicks on the panel and an audio is heard for one of the ten images. The learner drags and drops the image into the panel and gets either a tick and nice correct bell sound or gets a red X and a harsh incorrect sound.

This happens for three screens whereby the learner passes the lesson and gets a score out of thirty.

Strengths - The panels get shuffled every game. It is easy to play and moves along very nicely. It is well presented and there is a good range of levels. There are in fact a vast vault of game options, it is almost overwhelming!

Weaknesses - It is not ideal how the game ends very abruptly. The images are a varied, rather than some constant theme throughout. The audio can at times be quite difficult to hear.

CCEA is a unique educational body in the UK, bringing together the three areas of curriculum, examinations and assessment. They advise Government on what should be taught in Northern Ireland's schools and colleges. They monitor standards and they award the exams such as GCSEs, GCE A and AS levels, Entry Level Qualifications and Vocational Qualifications.

There are two sources for web games that are associated with this website;

- <http://www.nicurriculum.org.uk/microsite/pl/irish/index.asp>

- http://www.nicurriculum.org.uk/snas_ar_sceal/

<http://www.nicurriculum.org.uk/microsite/pl/irish/>.

This is material that has been developed to assist Primary teachers to develop and integrate an element of language teaching into their classroom. It includes web games in Irish, as well as French, German and Spanish.

In the Irish language web game, there are stories and rhymes and other content including three games - Houses and Homes Bugs, Birds and Beasts, Whatever the weather. Each web game has a lot of interactive content, with good graphics and good audio. Houses and homes is a timed game with Irish language audio. The web games gives useful Irish vocabulary.

http://www.nicurriculum.org.uk/snas_ar_sceal/

There are two types of web game here, in one type learners have to get a number of tasks correct, and in the other type learners see how many correct answers can get in a time limit of one minute.

Game type 1 – Learners have to get the highest score possible in a time, one minute or thereabouts. Generally there are three, four or five images that represent different things such as emotions or actions and the learner is presented with the text for one of these images. The learner must click on the appropriate image and get a tick. A variation is where there are pairs on panels presented, the text and an image of the action that need to be paired off. The learner must get as many of these correct as possible in a given time. This is the gameplay for each of the following separate and individual web games on www.nicurriculum.org.uk;
Cad é mar atá an aimsir?
Cad é a rinne tú?
Cad é an réamhfhocal atá de dhíth?
Cuir síos air!

Strengths - The graphics are good and well presented. The game is time based and so is exciting. There is also a time penalty for getting an incorrect answer, exciting again.

Weaknesses - The end is a little flat, there is only a medal; bronze, silver or gold. There could be a better way of presenting progress.

Game type 2 – The learner has to get through all the questions to pass the level. Generally there is an image, and then there is a sentence with a missing word. There are three words on the screen and the learner must click and drag the correct word to the blank, missing bit of the sentence. This is the gameplay for each of the following separate and individual web games on www.nicurriculum.org.uk;
Faigh an t-am is fearr..
Cad é mar a mhothaíonn tú?
Cad é atá siad a dhéanamh?
Cad é an dath atá air?
Cén aois thú?
Tá mé i mo...

Strengths - The graphics are good and well presented.

Weaknesses - The game can get a little repetitive and thus is lacking in interaction. For some levels the learner needs to do the same action 27 times to pass. This gets dull. It can be difficult to drag and drop the word into the exact space, and if it is a little way off then it does not register, so this can be frustrating. For some of the games the learner needs to be able to read the text, to know which is the appropriate word to drag and drop in to the sentence. The games can be a little on the long side, there is no timer.

WEBGAMES REVIEWED – Easyirish.com

EasyIrish.com is a website dedicated to the learning of the Irish language by offering FREE podcasts and information.

The site also provides information on learning tips, local classes, discussions, quizzes, current issues and so forth. The web page has a drop down menu called 'learner' which has podcasts, media, games and links. In the games there are THREE GAMES an EasyIrish Quiz 1, and EasyIrish Quiz 2 and an EasyIrish Crosfhocal.

For EasyIrish Quiz 1 & 2

There is a question presented with an expression in English and the learner is asked how this is said in Irish. There are three possible answers presented, Irish expressions, and the learner needs to click the tick box beside the correct Irish expression.

After the ten questions the results are shown, there is a list of numbers from 1 to 10 and they are green or red, depending if they have been answered correctly or incorrectly. Clicking on any of the numbers will bring up the correct answer in green with the two incorrect options in red.

Strengths - It is easy to understand. It moves nicely.

Weaknesses - There is no timer. The ending is very flat, presenting a result only. It is a very basic game.

Note – questions five, six, seven and nine of quiz one asks the learner to describe a picture but the picture does not load up, just a line of code, so the link is broken.

Note – questions three, four, six, seven and nine of quiz two asks the learner to describe a picture but the picture does not load up, just a line of code, so the link is broken.

For EasyIrish Crosfhocal

The learner sees crossword grid and must click on any of the lines of the crossword, all of which are blank. The learner then sees a word in English and a series of blanks for the letters and the learner must type in, using their computer keyboard, all the letters for that word and then click submit. Once all the words are filled in, the learner clicks 'check puzzle' and will be told how many errors there were and how many incomplete words there are, then the game is over.

Strengths - It is relatively easy to play.

Weaknesses - There is no timer. The ending is very flat, presenting a result only. It is a very basic game.

There is only a chance to learn about ten words of vocabulary. To play again the learner gets the same words, the same grid.

Buntús Cainte is a course in Irish with two digital versions, the Buntús Cainte MP3 course and the Buntús Cainte online interactive course.

The MP3 course enables learner's from anywhere in the world to purchase and download Buntús Cainte to an iPod, iPhone or iPad. Each lesson is a half hour of learning, with illustrations, interactive quizzes and roleplays with supporting grammar notes to engage the learner.

There are 60 x 30 minute lessons.

There are interactive games here, wordflash and quizzes. Players are asked to login or to join for free.

WEBGAMES REVIEWED – www.cuadventure.com – In Cú Chulainn's footsteps

This is a web game by name but is far more complex than any of the others reviewed above. It is a multi level action computer game based on the adventures of Cú Chulainn and features music from Clannad, Kila and Sharon Shannon. Micheal O Muircheartaigh provides a voiceover in English and in Irish.

The game can be played in both Irish and English, swapping and mixing both languages and is aimed for children aged between eight and 12, and perhaps slightly older.

It was developed by the company, Duineacu.

Users find information related to Irish culture including music, literature, sports and legends. It is a 3D adventure played in the third person, driven by mouse clicks or taps on the screen. A licence to play the game is bought online or in an editable school version where there can be changes made by teachers to the content, the voiceovers and the text.

APPS REVIEWED –

Bua Na Cainte
Babóg Baby
Cúla caint 1
Cúla caint 2
Cúla caint 3
Scéal an lae 1
Scéal an lae 2
Abair leat & Abairleat web page
abairleatoide
OIDE 2k17
TG Lurgan
RG Lurgan
Céad briathar & Céad briathar free
Greann Gaeilge
LingoBrain – Irish
Buntús cainte
Enjoy Irish
Fuaim-U Free/Fuaim-U/Fuaim-C Free/Fuaim-C
Duolingo

Briathra na Gaeilge.
Briathra
Briathra fully conjugates over 150 Irish verbs in a range of tenses.
Collins Pocket Irish Dictionary
Irish - English dictionary – focloir.ie
tearma.ie - An Irish dictionary
Irish Translator
Istudy Gaelic (Irish) Study Buddy
Get The Focal - Gael fón – Gael fón free
Phrase of the day.
Nemo Irish Gaelic.
Focail me
Bitesize irish
Céad briathra focail.

Bua Na Cainte

Bua na Cainte an interactive Irish Language Programme from The Educational Company of Ireland. It is more of a package than a web game. Each Language Programme is made up of three components, a pupil's book, a teacher's book and Interactive Online Resources (web games). It was not included in this analysis as access to the web games is not really public, rather they are part of a wider package.

Bábóg Baby

Bábóg Baby uses Irish, Welsh, English and Scots Gaelic speaking teddybears to educate babies, toddlers and children. BB Bear has 33 words – 10 numbers, colours and shapes. Bábóg baby products include an animation series based on the bear called BB and Bella.

Cúla caint 1

Launched October 2011, this includes over 100 Irish language words relating to weather, animals, vehicles and parts of the body. There is also a painting page. It includes the spoken word as well as an image.

Cúla caint 2

Another 100 words with images and sounds for Alphabet, Numbers, Colours, Food and Clothes.

Cúla caint 3

2013 – Another 100 words, images, sounds. The Beach, the Farm, the Forest and the City.

Scéal an lae 1

Based on a TG4 series, the App features the book 'An Coileach Codlatach' by FutaFata.com. Users can listen to the story being read, watch the video of the story being read or read along themselves.

Scéal an lae 2

Based on a TG4 series, the App features the book 'Ceol na gCat' by FutaFata.com. Users can listen to the story being read, watch the video of the story being read or read along themselves.

Abair leat & Abairleat web page

A minority language Messaging App to extend the Gaeltacht experience by further facilitating social engagement as Gaeilge. The immediate-term objectives are:

Publish a minimum viable version that will be freely available in both App & Play Stores. Initiate promotional & awareness campaign, gather feedback and outline a strategy for future development.

Presently the AbairLeat! team consists of:

Coláiste Lurgan – Project Management developmental phase. Elon University of Communication – Design / Promotion / Branding. ADAPT Centre, DCU – Irish predictive text and language usage assessment components. SuperPixels – Mobile & Web Agency – Building main platform framework. All software development will be open source.

abairleatoide

11 sections comprised of a series of tasks/exercises with an option of an online class. Teachers /class managers give feedback on recorded work. There are 5 task types. Green Tasks: Listen, record and compare pronunciation, rhythm and intonation. Red Tasks: Exercises in the audio material of each lesson. Blue Tasks: Users record answers to questions and compare to suggested correct ones. Yellow Tasks: Video material. Grey Tasks: Subtitled video learning. Players are asked to login or can play as guest.

OIDE 2k17

Users play/record/playback sounds. Users can also practice their pronunciation skills.

This web app has a Questions and Answers format and learning goals. It uses functional, everyday Gaeilge, and a conversational approach with learning goals and exercises. There is also pronunciation with individual audio.

TG Lurgan

Popular music videos in Irish, providing entertainment and language learning. Song and verse in the Irish language.

RG Lurgan

Internet radio station on-air 24/7. A mix of DJ shows and “shuffle plays” of popular songs as Gaeilge to help expand vocabulary and slang/typical phrases in the Irish language.

Céad briathar & Céad briathar free

100 common verbs in five tenses. Useful for essay writing, exam preparation, grammar homework and developed by Saibhreas na Gaeilge. It includes

- Irish phrases
- proverbs and vocabulary,
- similes,
- common phrases and proverbs in Irish/English,
- core vocabulary for GCSE and A Level Irish,
- Search function.

There are also a few word games; - Líon isteach na bearnaí – fill in the blanks - Aimsigh an focal atá ar iarraidh – Find the missing word - Aimsigh an t-aistriuchán - Match the translation.

Greann Gaeilge

An app for verbs and prepositional pronouns with a Today widget, an Apple Watch app, Glance, and Complications, and a tvOS version for Apple TV. Greann Gaeilge supports all the latest features, including Slide Over, Split Screen Multitasking, iPhone 6S Plus (in landscape), Apple Watch, including a Glance, & 2 Complications, as well as Apple TV.

LingoBrain – Irish

App for Android smartphones and tablets providing vocabulary. Pota focal based dictionary with over 7500 words. There is also a multiple choice vocabulary test.

Buntús cainte

Irish-language learning programme. 60 interactive lessons and quizzes in 30 hours. Language is presented in words, sentences, and conversations.

Enjoy Irish

This is designed for the adult learner and is based on the book & CD of the same name available from: www.siopagaeilge.ie. The learner can listen to native speakers while reading the Irish language text of the short role-plays, prompted by the optional English translation, if desired. The learner can choose one short conversation from each role-play every day and revise the previous day's lesson.

Fuaim-U Free/Fuaim-U/Fuaim-C Free/Fuaim-C

Fuaim-U is an Irish phonics game that follows a phonic programme that begins with basic CVC words and progresses to longer words, multisyllabic words, words with aspiration and lenition, broad and slender words and then the variations of spelling for the long vowel sounds. COGG has provided funding for the development of these apps.

Duolingo

A freemium language-learning platform that includes a language-learning website and app, as well as a digital language proficiency assessment exam. The app is available on iOS, Android and Windows 8 and 10 platforms with about 150 million registered learner's across the world.

Briathra na Gaeilge.

Over 500 Irish verbs, and translations, of first conjugation, second conjugation and irregular verbs. There are sample sentences, a search function, and a practice area with interactive games - Meaitseáil an Briathar - Match the Verb, Litrígh an Briathar - Spell the Verb, Críochnaigh an Abairt - Complete the Sentence

Briathra

Briathra fully conjugates over 150 Irish verbs in a range of tenses.

Collins Pocket Irish Dictionary

This dictionary includes gender, word type (noun, verb, etc.), plural and genitive forms, and examples of usage. There are games, such as “Hangman,” as well as flashcards and a “Word of the Day” feature. There are 47,000 references and 69,500 translations. It also has advanced search and language tools. It can be used offline mode and it is Ad-free.

Irish - English dictionary – focloir.ie

Irish - English and English - Irish dictionary which contains 25658 words. Offline mode.

Tearma.ie - An Irish dictionary

Translator developed by Fiontar, DCU in collaboration with An Coiste Téarmaíochta, Foras na Gaeilge.

Irish Translator

English/Irish or Irish/English Translator for sentences, phrases with text-to-speech, history tracking, social networks (Facebook, Twitter, WhatsApp, Instagram) or SMS, Bluetooth, Email or Wi-Fi. Free but requires an internet connection (3G, 4G, LTE, Wi-fi) to connect to the translation server.

Istudy Gaelic (Irish) Study Buddy

Helps a learner to learn basic Gaelic vocabulary in two modes: “Study” (which is a flashcard system) and “Test” (multiple-choice vocabulary tests). Offline version. Scottish version.

Get The Focal - Gael fón – Gael fón free

English/Irish and Irish/English Translator with over 13,000 translations checked by Foras na Gaeilge. Offline version. Sound file translations, online search contents of tearma.ie and Ó Donail’s dictionary.

Phrase of the day.

‘Frása an lae’ Application contains 366 everyday phrases, pronunciations and translations with an offline version, approved by the Irish language board and voiced by Colm Ó Snodaigh of Kíla.

Nemo Irish Gaelic.

Audio available offline. Users record themselves saying a phrase and then hear their voice next to the teacher’s. Nemo targets the words and phrases with novel sections such as “If You Only Learn 10 Things”, “If You Only Learn 50 Things”, and “If You Only Learn 100 Things”. There are sections for beginners, Intermediate learner’s and advanced students.

Focail me

99 funny, useful (and insulting!) words and phrases with audio recordings and Irish humour.

Bitesize irish

176 lessons, e-mail learning support, Private Facebook group, monthly conversational practice, audio, grammar, phonetic prompting guide.

Céad briathra focail

Translator website, features include a Glossary and Irish → English dictionary intended primarily for learner’s of Irish and for speakers of Irish as a second language. It contains over 6,000 entries covering the basic vocabulary of the language.