

The Motivation to Learn Gaelic Among Scottish Adults: a Questionnaire

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Abstract

The revival of Scottish Gaelic (henceforth “Gaelic”) has received much attention over the past years. However, while motivation is a crucial predictor of second language acquisition, there are no instruments yet for identifying attitudes essential to the motivation to learn Gaelic. This study composed a questionnaire that aimed to measure the motivation to learn Gaelic among Scottish adults who do not deem themselves learners of this language. Especially integrativeness, the genuine wish to gain fluency in the target language, the concern for the language’s survival, and the extent to which people see speaking the language as a vital element of their national identity appeared to be important predictors of the motivation to learn Gaelic. These four attitudes formed the subscale of the questionnaire, counting 34 items in total. The questionnaire was completed by 85 participants, after which it was analysed for reliability and adjusted accordingly. The results state that the questionnaire is internally consistent, with a Cronbach’s alpha of .965. In future research, the questionnaire can be adjusted further and used to assess these attitudes across Scotland. In this way, funds and resources for the revival of Gaelic could be spread across regions with regard to the wishes and interest of the local population.

Keywords: motivation, questionnaire, second language learning, Scottish Gaelic

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1. Introduction

In 2018, UNESCO considered Gaelic as “definitely endangered,” with less than 2 percent of the population of Scotland having some skills in the language (Morrison, 2018). Over the past few decades, the Scottish government has been trying to revive the language (O’Hanlon & Paterson, 2015). Reviving a minority language is an enormous task, but it can be done. Today, thousands of people on the Isle of Man are speaking Manx, a language that had been declared officially extinct by UNESCO in 2009. According to David Harrison, who has spent the past 20 years studying endangered languages worldwide, “pride and love for the language” is the key to reviving languages (Whitehead, 2015).

Moreover, McLeod, MacCaluim, and Pollock (2010) argued that adult learners of Gaelic have an important role in bringing back the language and that therefore more attention should be paid to them. Their study focussed on Gaelic learners and their motivations. Indeed, a potential learner’s motivation is important to consider, as it is an indicator of achievement in the target language (Masgoret & Gardner, 2003; Jodai, Zafarghandi, & Tous, 2013). However, there are no recent studies that examine the possible motivation of the average Scottish adult who does not already consider themselves a learner of the language.

By means of a questionnaire, an estimation can be made as to whether Scottish adults who have not yet started learning Gaelic may have the motivation to do so. Questionnaires are efficient and versatile. They are able to measure attitudes respondents may not even be aware of and can decrease biases of interviewer effects and can therefore be more reliable and consistent than interviews (Dörnyei & Taguchi, 2010). Besides, online questionnaires are easy to spread and can quickly gather large amounts of information, which would be crucial for a follow-up study that could potentially be done nation-wide. The current study aims to create and test a questionnaire that could help estimate how likely Scottish adults are to start learning

Gaelic, and could be used by Bòrd na Gàidhlig in a study on a larger scale¹. Bòrd na Gàidhlig is the primary public body in Scotland that promotes and encourages the spread of Gaelic, striving for the language to become an essential part of Scottish society (Bòrd na Gàidhlig, 2020). They could use such a questionnaire to establish what parts of Scotland currently are well motivated to start learning Gaelic, and distribute their attention and resources accordingly.

In the theoretical framework, the complexity of questionnaires as well as the main sources for this questionnaire's content will be expanded on. Next, the method section will explain how the questionnaire was created, how the participants were found and how the results were processed. This is followed by the results section as well as the discussion section.

2. Theoretical Framework

2.1 Socio-Educational Model and Integrativeness

The present study's questionnaire needs to be able to discern people with the motivation to learn Gaelic from people without this motivation. The socio-educational model of second language acquisition as described by Masgoret and Gardner (2003) formed the basis of two of the questionnaire's subscales, as it names such characteristic attitudes. The model aims to map the individual difference variables that are needed for language acquisition, of which motivation is a central element and the driving force behind achieving proficiency in a second language (Gardner, 2010). As neither Gardner (2010) or Masgoret and Gardner (2003) have defined motivation, the current study used the definition by Shell et al. (2010): "the psychological construct that is used to describe those things that impel and sustain us in putting forth effort" (pp. 13-14). The socio-educational model proposes that integrativeness

¹ The researcher has been in touch with Bòrd na Gàidhlig, who have indicated to be interested in the results of the present study.

has a great influence on motivation². Integrativeness can be described as the openness towards the people who speak the target language, and the willingness to communicate with these people. Jodai et al. (2013) found that integrativeness indeed positively correlates with motivation, and that motivation in turn leads to higher achievements in learning the target language. Besides, they found that integrativeness maintains its importance even in settings in which language learners cannot integrate with the target language community. Coetzee-Van Rooy (2006) wrote that integrativeness can be divided into two forms: integrative orientation and integrative motivation. Integrative orientation refers to the genuine and personal interest in the target language community and culture. This is the underlying reason for studying a new language. Alternatively, integrative motivation can be defined as effort and desire to gain proficiency as well as having a positive view of learning the language (p. 438). Apart from the actual effort put into language learning, almost all aspects of integrativeness can be found in non-learners, meaning that this essential part of language learning motivation could be integrated into the questionnaire.

Integrativeness towards the Gaelic community may be present in non-learners, but this is likely to differ greatly between individuals and regions. Despite its small number of speakers, many Scottish people indeed have “imaginative investment in the Gaelic world,” even if they do not speak the language (Crawford, 2003, p. 99). The participants of a 2011 Scottish Government survey had little antipathy and a rather favourable view of Gaelic, even those who did not speak the language at all (Chhim, & Bélanger, 2017). Still, many Scottish people may not feel a strong connection at all. Dunmore (2017) discussed the idea that “the Gaelic language is neither relevant nor appropriate across the entirety of Scotland, and that

² The model proposes that motivation is largely influenced by the same main elements: learning situation attitudes, instrumentality and integrativeness. As the questionnaire is aimed at non-learners, learning situation attitudes cannot be measured. Instrumentality was not included in the questionnaire, as Gaelic is a minority language and its practicality is therefore limited. Moreover, of all the attitudes and orientations that Masgoret & Gardner reviewed in their meta-analysis (2003), instrumental orientation had the “smallest effect size” (p. 198).

there are large parts of the country where Gaelic is neither a pertinent aspect of local history or contemporary culture” (p. 733). Similarly, Jack (2010) protested against the Gaelic signs that are popping up in parts of Scotland where Gaelic is not currently spoken. In this manner, it is certainly not a given that non-learners would feel invested in the Gaelic language. This would make it relevant to define the areas in Scotland where people feel and do not feel connected to the language. Therefore, two subscales of the questionnaire concerned integrativeness towards the Gaelic community and integrative motivation, which contained items inspired by the Attitude/Motivation Test Battery (AMBT) (Gardner, 2004).

2.2 Previously Recorded Motivations

Another manner of finding attitudes that may predict a high motivation to learn a language would be consulting a group of learners of the target language. The report written by McLeod et al. (2010) evaluated the nature of provision for Gaelic learners in Scotland and stated a number of proposals for its development and improvement, identifying primary incentives of these learners by the means of a survey. In their study, the most significant reasons for people to learn Gaelic were “I would be helping to keep Gaelic alive” (17% of the learners) and “As a Scot/someone living in Scotland, I feel I should speak Gaelic” (13%) (2010, p. 25). As these are likely the most common well-motivating reasons to learn Gaelic, these reasons formed the base of two of the questionnaire’s subscales. Naturally, these attitudes are likely to be found among many non-learners as well. Around 40% of the participants of a 2011 survey by the Scottish government said that Gaelic was an essential part of their sense of national identity (Chhim & Bélanger, 2017). Indeed, Paterson and O’Hanlon (2015) found that the role of Gaelic is largely symbolic. In this way, Gaelic is not ascribed value for its limited practical role, as all Gaelic speakers are bilingual, but also for the way it provides a sense of identity.

Based on the literature reviewed above, four subscales were created: *the wish to speak Gaelic*, *the wish to keep Gaelic alive*, *national identity*, and *community and integrativeness* (see Appendix A). These should respectively measure the respondents' interest in learning Gaelic, the urgency they feel regarding the language's survival, the importance the language has to their sense of national identity, and the extent to which they are open to connect with the Gaelic community. Combined, these attitudes should give an indication of the participants' motivation to start learning Gaelic. In the questionnaire, national identity was defined as: "the qualities relating to the nation as a whole that makes it different from other nations." Culture was defined as: "the way of life, especially the general customs, languages and beliefs, of a particular group of people at a particular time." These definitions are based on the definitions of "identity," "national" and "culture" by the Cambridge dictionary (Culture; National; Identity).

2.3 Questionnaires

2.3.1 Item construction. When constructing the questionnaire itself, *Questionnaires in Second Language Research* served as a guide (Dörnyei & Taguchi, 2010). A questionnaire and its responses would need to be analysed with care, as questionnaires are prone to be overestimated in validity and reliability (p. 6). Dörnyei and Taguchi named several issues with regards to questionnaires weaknesses and methods for writing valid items. Questionnaires often have rather straightforward questions and answers so that they are understandable to all the participants and do not require too much time and effort of the participants. Furthermore, not all respondents are equally reliable and motivated. Some respondents may not interpret the questions correctly, they may rush through the questionnaire or leave questions unanswered, either by mistake or because they did not like the question. Sometimes respondents do not understand or misread items. Apart from this, respondents may not be fully literate and therefore struggle with questionnaires in general (p.

7). Also, as the questionnaire progresses, fatigue may set in, causing respondents to fill in answers that are not reliable (p. 9). This is difficult to take into account when constructing a questionnaire, and the best that can be done to avoid misinterpretation is using clear and natural language. Furthermore, writing items relating to wishes and feelings are encouraged (p. 41). Often participants are tempted to deviate from the truth due to social desirability, self-deception, being agreeable or the tendency to overgeneralise (pp. 8-9). Short additions that imply that all answers are valid can neutralise a possible desirability bias and make participants feel more free to express their true opinion (p. 45). While favouring a balance between positively and negatively worded items, Dörnyei and Taguchi advised against negative sentence constructions, as processing the meaning of agreement or disagreement with such an item is more cognitively demanding for participants, making the questionnaire more difficult and less user-friendly (pp. 42-43).

This advice was applied to the questionnaire of this study. In order to overcome the shallow nature of the questionnaire format, this survey offered respondents the opportunity to leave a remark or question. To boost the motivation of the respondents a little, they were informed at the start of the questionnaire that they could win a gift card by filling it in. By making all the questions mandatory, the participants could not overlook any of the statements that were given, as the online questionnaire would not allow them to progress if any of the questions were left unanswered. Each set of items was preceded by a short introduction with phrases that imply there are no right or wrong views and to encourage participants to answer truthfully (e.g. “varies from person to person,” “but to what extent?”, “not everyone”). To avoid the influence of fatigue, the questionnaire as well as its items were kept as concise and straight-forward as possible. In addition, phrases such as “I feel,” “I wish,” and “makes me happy” were used in order to make items more meaningful and interesting. For each subscale,

when possible, half of the items were phrased negatively to avoid steering answers into the positive direction.

2.3.2 Questionnaire structure. Dörnyei and Taguchi (2010) recommended placing questions regarding personal details at the end of questionnaires. This is a better place for these rather uninteresting and sensitive questions, which may otherwise demotivate participants from starting the questionnaire. Once already having finished the questionnaire, however, participants are more likely to answer such questions. They also pointed out that per subscale, there should be at least three to four items (pp. 25-26). In addition, Dörnyei and Taguchi noted that “the meaning of almost any question can be altered by the adjacent questions” (p. 46).

Based on this theory, the items asking for the participants age and gender were placed at the end. For each subscale, eight items were written. In this way, the chances of maintaining reliable subscales after the first validity analyses and revision were more secure. For the subscale *national identity*, an alternative 10 items were created. This was the case because all ten items were deemed too valuable to scratch for the sake of keeping the questionnaire concise. In addition, for the subscales *the wish to keep Gaelic alive* and *national identity*, there was not a fifty-fifty divide in positive and negatively worded items. This was done, because it was too difficult to form items negatively without using the negative construction. Finally, it cannot be guaranteed that the order of the questions in the test did not steer participants' responses. To cancel out any effects of the order of the items within each subscale, their order was randomised.

3. Method

3.1 Participants

Participants of this study were adults who identified as Scottish and did not identify as Gaelic learners (N=85). Participants were found and approached via the University of

Aberdeen's School of Language, Literature, Music and Visual Culture, the social media of the Aparto the Combworks student accommodation in Aberdeen and the social contacts of the researcher. As participants were found through the researcher's own network as well as institutions the researcher had a connection to, this is a convenience sample (Dörnyei & Taguchi, 2010). The total number of questionnaires started was 111, of which 85 were completed (by 20 male and 65 female participants). The respondents had an average age of 23.8 years ($SD=9.8$) (see Appendix B).

3.2 Materials

The questionnaire consisted of four subscales and a total of 34 items (see Appendix A). Dörnyei and Taguchi (2010) recommend leaving out the neutral option, to encourage the participants to cognitively engage with the items more and to increase the dispersion of answers. Therefore, for each item, participants rated their agreement on a 6-point Likert scale (Strongly disagree (1), Disagree (2), Slightly disagree (3), Partly agree (4), Agree (5), Strongly agree (6)). The online questionnaire was created and filled in with LimeSurvey. The collected data was analysed using the software programmes Rstudio and SPSS.

3.3 Procedure

The questionnaire was made and filled in online in LimeSurvey. The link to the questionnaire was shared with the participants via email or social media platforms so that they could access it. The questionnaire was online from May 15th until June 11th 2020. Before starting the survey, participants were shown a welcome text explaining the goal of the study, its requirements, the time it should take them (which was 5 to 10 minutes), and the requirements the study imposed on them. Moreover, they were offered an email address to contact if they had any questions regarding the study and were informed they could quit filling in the questionnaire at any time (see Appendix F). Furthermore, they had to sign an informed consent (see Appendix F) and confirm explicitly that they were 18 to 65 years of

age, identified as Scottish and did not consider themselves to be learners of Gaelic as of yet. This extra question was added to ensure that no participants that did not meet the requirements would start the survey. After submitting the questionnaire, participants were offered a link through which they could enter a draw for Amazon gift cards. The collected data were transferred into a csv file. Items spe5, spe6, spe7, spe8, ali5, ali7, ali8, nat7, nat8, nat9, nat10, com5, com6, com7 and com8 were recoded manually in Excel, as a high score on them in their original form was expected to imply a low motivation to learn Gaelic. The recoded version of this document was only used for the factor analyses and calculation of the Cronbach's alpha, while the graphs and Kendall's tau coefficients were calculated with the original coding of the items. Next, the factor analysis and calculation of Cronbach's alpha was performed using Rstudio, while the calculation of Kendall's tau was done with SPSS. The questionnaire and the interpretation of the data was adjusted based on these results.

3.4 Data Analysis

3.4.1 Factor analysis. Construct validity, meaning that the actual constructs measured by the survey are also the constructs that it was supposed to measure, was evaluated by the means of confirmative factor analysis (CFA). The p -value had to be .05 or higher and the fit measures of TLI and CFI fit-indices had to be .90 or higher. If these requirements were not fulfilled, explorative factor analyses (EFA) followed with an increasing number of factors until the p -value was sufficient. To enhance the interpretation of the factor loadings, an oblique rotation was applied. An oblique rotation allows for the factors to have an effect on each other. As the assumed factors were most likely dependant of each other, an orthogonal rotation would not be trustworthy (Hessen, D., 2019, p. 2). Items were considered a

measurement of a factor if its loading was at least 0.4 or higher on a single factor. If this was not the case, the item was removed, after which a new series of EFA was executed³.

3.4.2 Visual inspection of inter-item correlations. If a factor model did not fit the data, an assessment of the correlations between the items could still be performed. Essentially, this regards the reliability of the instrument, which concerns the accuracy with which the questionnaire measures the determined constructs. This analysis could be performed even if construct validity cannot be assessed, as internal consistency is an element of reliability that is so meaningful, that it can grant the instrument some sense of validity (Dörnyei & Taguchi, 2010). As multi-item scales are only effective when they are internally consistent, it is essential for the items to correlate with each other and the total score of the survey (Dörnyei & Taguchi, 2010). Items scoring .1 to .3 on Kendall's tau were considered to have a low correlation, .3 to .5 have a medium correlation, while items with a correlation of higher than .5 were deemed to have a strong correlation. In addition, these correlations had to be significant with a *p*-value smaller than .05, meaning this correlation is unlikely to have occurred by chance. This step provided an overview, in which most items were expected to correlate with each other, also outside of their assigned subscales.

3.4.3 Cronbach's alpha. The internal consistency and reliability was also evaluated by the means of Cronbach's alpha and the criteria stated by Dörnyei and Taguchi (2010). Each subscale should have a Cronbach's alpha of at least 0.7 in order for it to be deemed reliable. If an item had an item-rest correlation of lower than .3 and brought down the Cronbach's alpha of the subscale, it was deleted. This item analysis could moreover serve as an extra check on the items that appeared to have insufficient correlations during the visual inspection of the inter-item correlation table.

³ This analysis is based on a paper written by the author for the course Assessment and Evaluation that was given at Utrecht University in 2019-2020. This paper was titled "Attitudes Towards Group Work: a Questionnaire" and was submitted on April 10th, 2020.

4. Results

4.1 Factor Analysis

The factor analysis did not provide any interpretable or valid results. The concept of a factor model did not appear to fit the data. Therefore, no adjustments or statements could be made regarding the questionnaire based on this analysis.

4.2 Visual Inspection of Inter-Item Correlations

Most items had a medium to high correlating relationship to the other items (this data can be obtained by contacting the researcher). This was especially the case among the items of the first two subscales (*the wish to learn Gaelic* and *the wish to keep Gaelic alive*), which had high internal correlations as well as the group of spe1 to ali6 as a whole. A few items stood out for their absence in correlation and statistical significance. These were items ali7 (*I feel that the survival of Gaelic is up to its current speakers*), nat10 (*I find English monolinguals and Gaelic-English bilinguals to be equally Scottish*), and com8 (*I would be uncomfortable trying to approach and connect with Gaelic speakers*). These items had little to no correlation with any of the other items, meaning they did not fit well in this questionnaire. Another item with rather little correlation within their subscale was com7 (*The Gaelic community feels rather exclusive to me, rather than welcoming*), which only had weak to medium correlation with a few of the other items in its subscale.

4.3 Cronbach's Alpha

Next, an overview of the items' item-rest correlations was generated (see Appendix E). This overview confirmed that the items ali7, nat10, and com8 had a low item-rest correlation with their subscales, and also had a negative impact on the Cronbach's alpha. These three items were removed, after which another series of item analyses followed, in which com7 also had an item-rest correlation of lower than .3 and an alpha-if-deleted value which was higher than the Cronbach's alpha of its subscale. After deleting com7, a new item

analysis showed no other insufficient items. Now, the final Cronbach's alpha was calculated for each subscale (see table 1). As all subscales as well as the questionnaire as a whole had a Cronbach's alpha of over 0.7, they can be deemed reliable according to this measurement.

Table 1

The Cronbach's Alpha per Subscale

The wish to speak Gaelic	0.934
The wish to keep Gaelic alive	0.897
Nationality	0.883
Community and integrativeness	0.854
Total questionnaire	0.965

4.4 Graphs

The results of the survey can be found in Appendix C. Reviewing the data collected by the different subscales and their items, a few conclusions can be made regarding this sample of participants. First of all, they overall appeared to be interested in learning Gaelic, although most of them did not think it would be their favourite activity. Similarly, they were rather divided on whether they would want the Scottish people to be more educated in other languages rather than Gaelic (see figure 1).

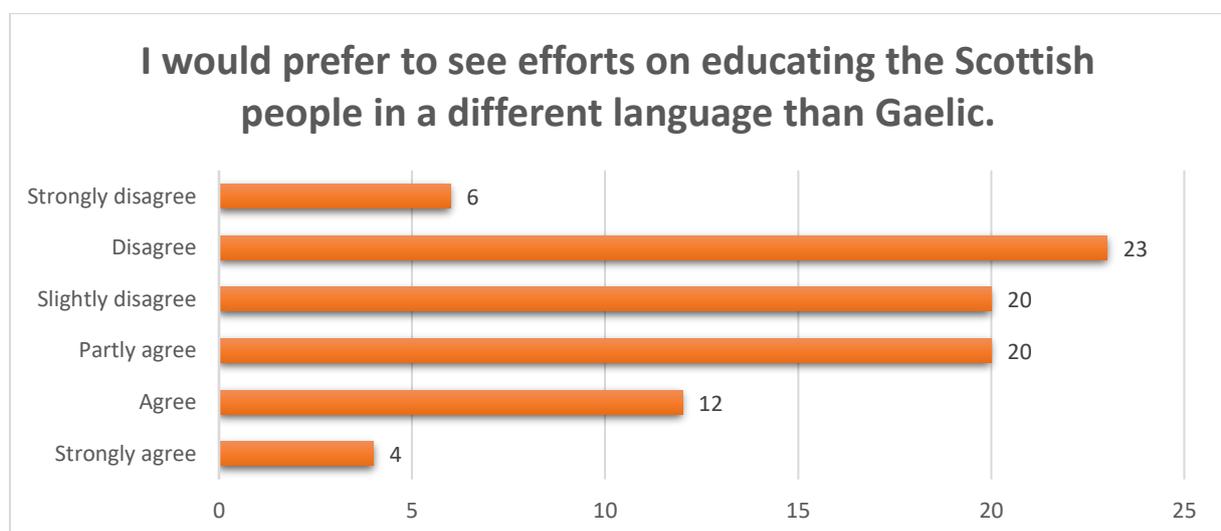


Figure 1. The results of item ali8 from the scale wish to keep Gaelic alive.

Despite this, the respondents overall deemed the survival of the Gaelic language to be important. Although most of them agreed that Gaelic is important to the Scottish identity nation-wide, and felt that the language should be spoken more throughout the country, there was less consensus as to whether all Scottish people should speak it fluently (see figure 2).

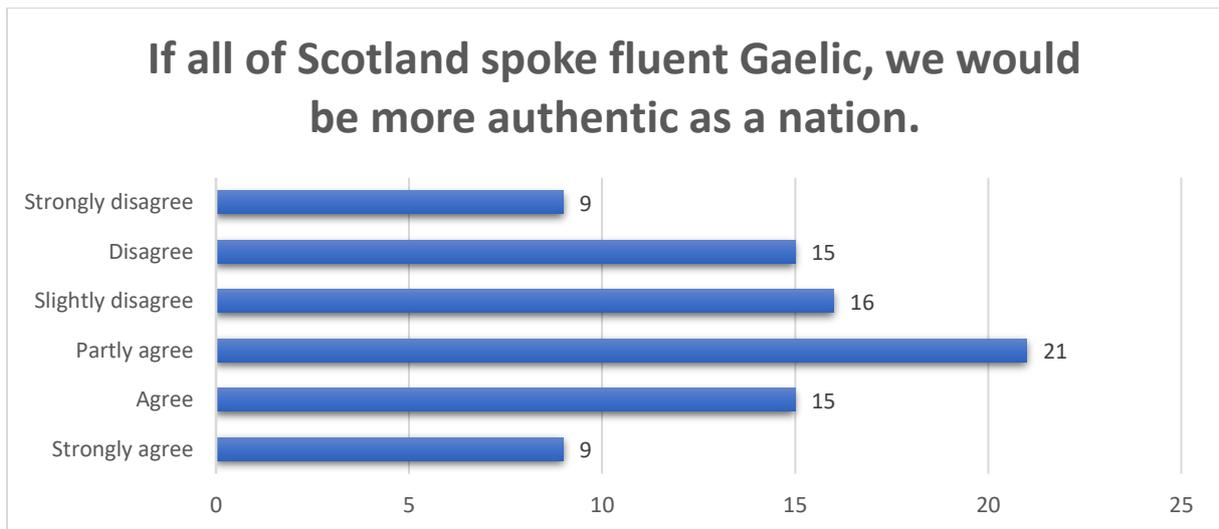


Figure 2. The results of item nat4 from the scale *national identity*.

Finally, when looking at the graphs of the subscale *community and integrativeness*, it appears that the respondents were overall interested in the Gaelic community and would like to be in touch with these people more. Still, many of them felt they would have difficulty to integrate in the community (see figure 3).

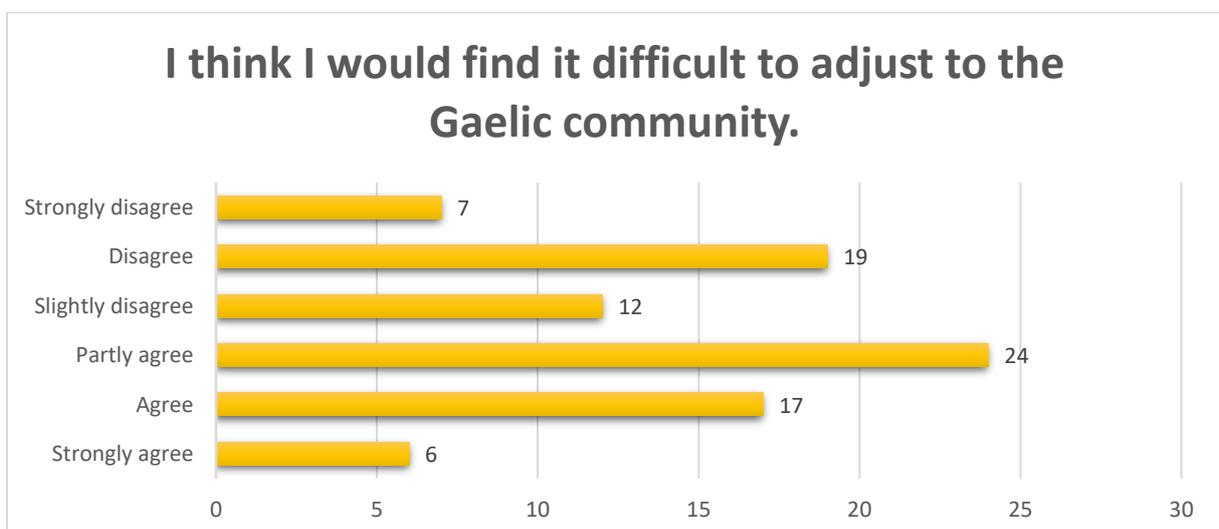


Figure 3. The results of item com6 from the scale community and integrativeness.

4.5 Remarks

At the end of the survey, 26 participants made use of the option to leave a final remark regarding the questionnaire or its topic (see Appendix D). Some remarks regarded support and concern for the Gaelic language or its importance to Scottish culture and identity. Participants 35 and 37 said they loved the idea of Scotland becoming Gaelic-English bilingual. At the same time, participants 5 and 24 noted that other languages or dialects, such as Scots and Doric, may be equally, if not more, important to Scotland, being it nation-wide or region-specific. They said they would like for these languages to receive support and attention as well. Participant 89, on the other hand, said that Gaelic is not important to Scotland, as it has not been a national language since the Middle Ages. At the same time, participants 83 and 103 express their concern for nationalism. They feel that if all of Scotland were to become Gaelic-English bilingual, it may become more exclusive as a country and lose its connection with the rest of the United Kingdom. Similarly, participant 45 had a negative view of the Gaelic community, finding them rather exclusive and “elitist” and therefore feeling that trying to learn their language would be a futile attempt.

A few participants were not interested in Gaelic or had troubles learning it in school, while they did have the motivation to learn other languages, such as French. Participant 84 explained their lack of motivation by the lack of people to speak the language with, and they would rather learn a more widely-spoken language. Still, some participants indicated they would like to start learning Gaelic. However, some of them feel that they do not have the proper resources for it, or they feel they would need more contact with the Gaelic community. A few participants indicated they did not have a clear view of the Gaelic community, as they rarely, if ever, came into contact with these people.

5. Discussion and Conclusion

5.1 Overview

The goal of this study was to create a valid and reliable questionnaire with which the motivation to learn Gaelic could be measured among Scottish people. Four subscales (*wish to learn Gaelic, wish to keep Gaelic alive, national identity, and community an integrativeness*) were composed based on the literature review, forming a questionnaire of 34 items in total. After the analysis of the results of the questionnaire, a few items were removed. Explanations for these items to stand out statistically will be further discussed in this chapter. This discussion will also reflect on the limitations of this study, especially regarding the sample. Next, a conclusion will be drawn regarding the overall validity and reliability of the survey and the results will be compared to the literature. Finally, suggestions are made for future research.

5.2 Removed Items

Four items were removed from the questionnaire, as they decreased the reliability of their subscale. The first item that was deemed insufficient, was ali7 (*I feel that the survival of Gaelic is up to its current speakers*). Surprisingly, the item ali6 (*The Scottish government should actively support the Gaelic language*) did not have to be removed, even though these two items were constructed to be more or less each other's parallel. Still, there is no correlation found between these two items, as Kendall's tau was only -0.025 with a *p*-value of 0.784. Probably, this is the case due to ali6 being interpreted differently. Ali7 may be interpreted as whether or not the Gaelic community has the full responsibility over the survival of Gaelic. This would form a different variable than the other items measure, which essentially concern a participant's wish to keep Gaelic alive. This is distinct from whose actual responsibility this maintenance would be. The subtle difference between ali6 and ali7 in this regard, is that ali6 speaks of "should support," without saying it is the government's obligation to protect the language.

The next item is nat10 (*I find English monolinguals and Gaelic-English bilinguals to be equally Scottish*). Comparing this item to the others in the subscale *national identity*, it is most similar to and correlates most with items nat2 (*Being able to speak Gaelic would make me feel more Scottish*), nat4 (*If all of Scotland spoke fluent Gaelic, we would be more authentic as a nation*), and nat6 (*It is the duty of Scottish people to speak Gaelic*). Of these, the only significant correlation is with nat4, as the *p*-value is below .05 (see table 2).

Regardless, this correlation is weak, as it is less than .3 for both coefficients.

Table 2

Kendall's Tau Correlations With Item Nat10

	Correlation coefficient	<i>p</i>-value
Nat2	-0.116	0.200
Nat4	-0.273	0.002*
Nat6	-0.240	0.008

**Note*: the *p*-value is significant.

As the resemblance between nat10 and nat4 is very close, it is difficult to say why exactly these items still do not correlate strongly. A possible reason could be that the phrasing of nat10 can be interpreted more as an undermining of the identity of English monolingual Scottish people. In this way, this item may offend respondents more than the others, causing it to correlate poorly with the rest of the items.

Finally, the items com7 (*The Gaelic community feels rather exclusive to me, rather than welcoming*) and com8 (*I would be uncomfortable trying to approach and connect with Gaelic speakers*) did not have a sufficient correlation with the rest of the items in the subscale *community and integrativeness*. Most items in this subscale are about interest and the wish to connect more to the Gaelic community, whereas these ones are perhaps too specific in their

formulation. As was indicated in the results, a few participants noted they struggled with this subscale, as they rarely, if ever, had been in contact with the Gaelic community. The statements about having “a favourable view” of or wanting to “interact more” with Gaelic speakers were therefore easier to answer for them than the statements about the Gaelic community being specifically “exclusive” or difficult to approach for the respondents.

5.3 Missing Responses

Dörnyei and Taguchi (2010) wrote that by looking at missing responses, difficult and therefore poor items can also be identified. However, this study made use of an online survey which made every item mandatory and randomised every set of items. This analysis could, therefore, not be performed, as it was impossible to trace an incomplete response back to a single item.

5.4 Range of Responses

An important characteristic of items that was not considered in this study, is that they should have enough dispersion (Dörnyei & Taguchi, 2010). A number of items could in this manner have been deemed poor. These would be items with which the vast majority of the participants (strongly) agreed or disagreed with the statement. Some items, like ali3, ali6, nat1, nat8, and com4 did not have a full coverage of all six answer options, as they miss either strongly agree or strongly disagree (see figures 4 to 8).

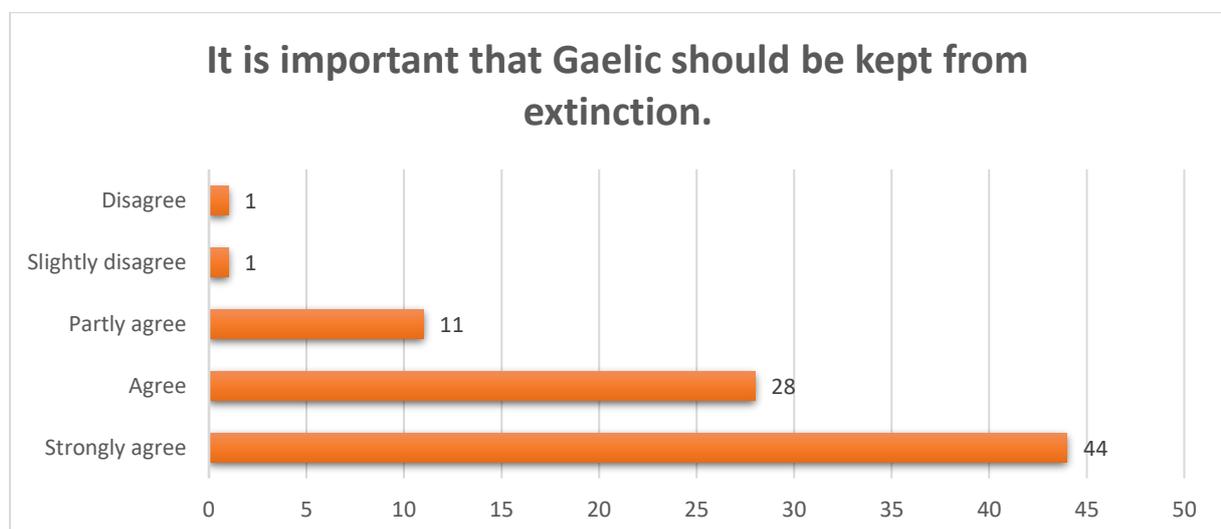


Figure 4. The results of item ali3 from the scale *the wish to keep Gaelic alive*.

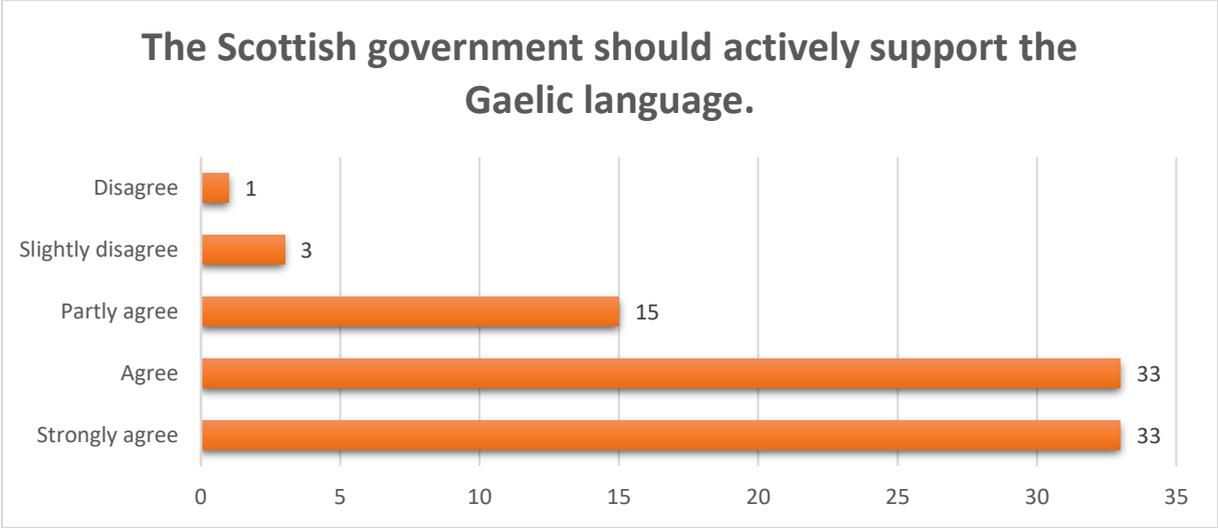


Figure 5. The results of item ali6 from the scale *the wish to keep Gaelic alive*.

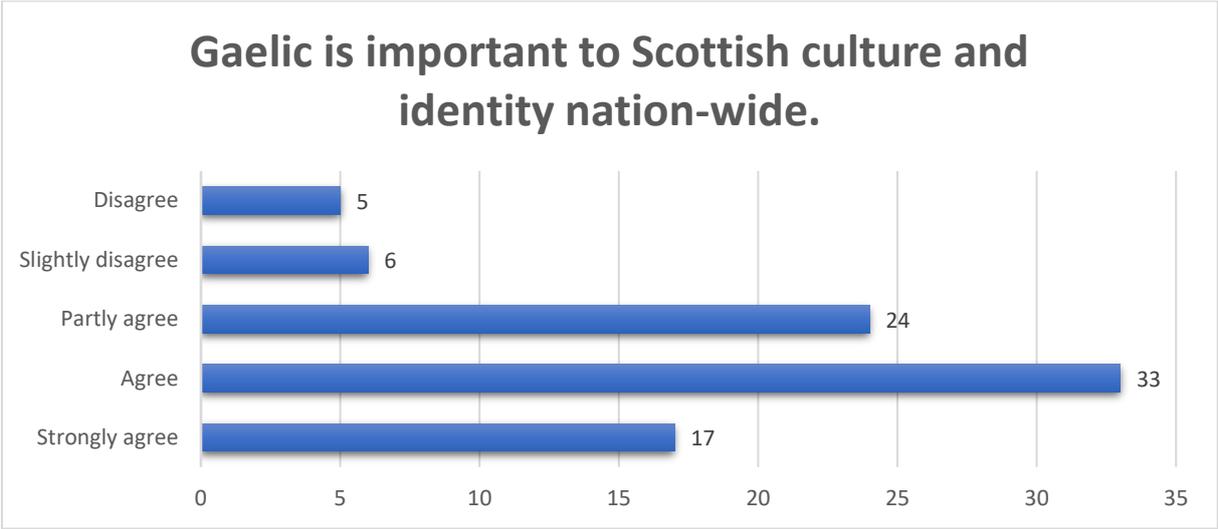


Figure 6. The results of item nat1 from the scale *national identity*.

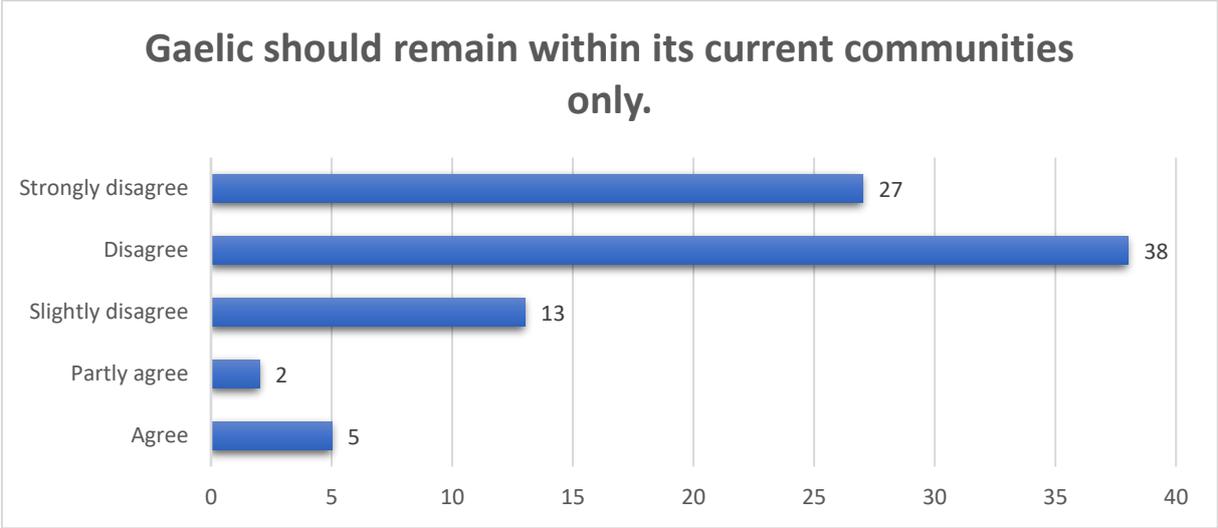


Figure 7. The results of item nat8 from the scale *national identity*.

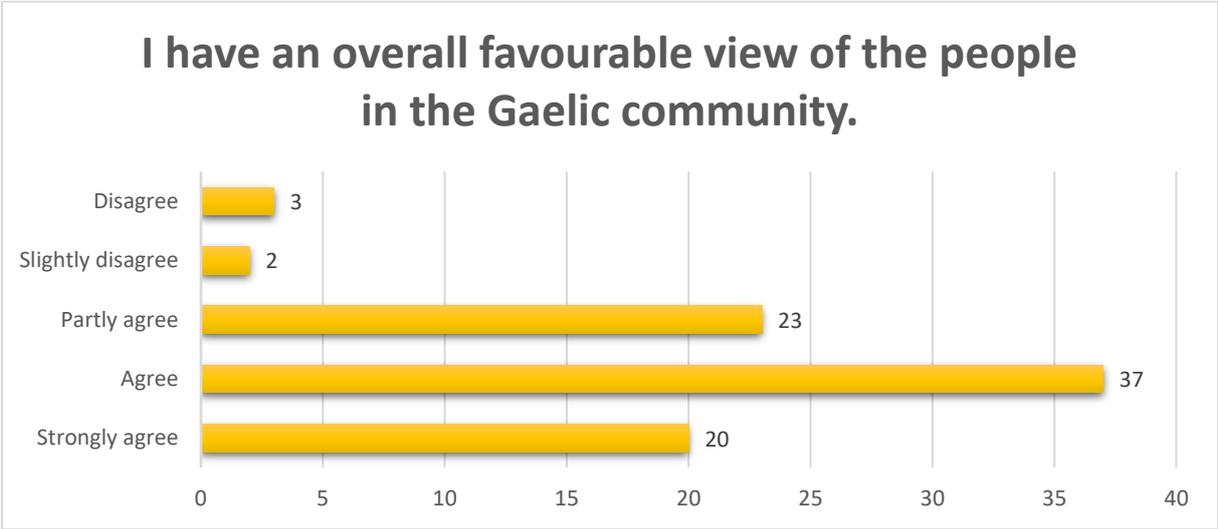


Figure 8. The results of item com4 from the scale *community and integrativeness*.

This could mean that these items were not characteristic enough, and thus not informative enough. Still, a low variety in responses could be an honest representation of the sample. For this reason, this study did not remove any of the items with a seemingly low dispersion. Most of the respondents of the questionnaire were young adult women attending university, of which subjects of humanities in particular. Therefore, they were more likely to be open to the idea of learning a new languages in general. This estimation was based on the demographic information collected by the survey itself, as well as the nature of the organisations that helped spread the survey.

5.5 Final Review of the Questionnaire

Dörnyei and Taguchi (2010) wrote that internal consistency is not a replacement for validity assessment. However, since if all the items could be proved to measure the same construct, the chances are rather high that this construct is the one that the questionnaire was designed to assess. Therefore, despite the fact that Cronbach's alpha as a measurement for reliability as well as validity is not an impeccable method, this questionnaire is likely to be sufficiently valid as well as reliable.

A suggestion for a change in the questionnaire is to add a 'neutral' response. A few respondents said they missed this answer option. Although there is good reason for this answer option to be left out (Dörnyei & Taguchi, 2010), this may mean that the answers 'slightly disagree' and especially 'partly agree' should be treated with some caution and scepticism, as the participants checking these boxes may have felt neutral about the statement and filled in these options as a default.

5.6 Reflection on the Constructs

Overall, the results were in line with the theory regarding motivation that was discussed in the theoretical framework. This theory claimed that integrativeness is an important indicator of motivation for second language learning (Masgoret & Gardner, 2003; Gardner, 2010; Coetzee-Van Rooy, 2006; Jodai et al. 2013). The correlations found between the items of the subscales *wish to keep Gaelic alive* and *community and integrativeness* confirm that the interest in learning a language is indeed connected to a person's interest in the community that this language belongs to. Likewise, both of the main motivations to learn Gaelic found in the study of McLeod' et al. (2010), which formed the base of the subscales *wish to keep Gaelic alive* and *national identity*, correlated positively with the interest in learning Gaelic.

5.7 Views on Gaelic

The finding of the 2011 survey that few Scottish people feel hostile towards the Gaelic community (Chhim & Bélanger, 2017) and that they often have “imaginative investment in the Gaelic world” (Crawford, 2003, p. 99) can be recognised in the results of this study, as most participants indicated to be interested in the Gaelic community and felt that the Gaelic language is important to their national identity. Most respondents also claimed to be concerned for the language’s survival and to be interested in learning it. Meanwhile, the comment by participant 89 also represents the outlook on the Gaelic language as unsuitable to impose onto the whole of Scotland, an ideology as was described by Dunmore (2017).

Furthermore, it is interesting to note that two participants feared that a Gaelic-English bilingual Scotland would become overly nationalistic and exclusive. Similarly, Dunmore (2017) found that learners of Gaelic often struggle to learn the language, as Gaelic speakers tend to display snobbery over linguistic correctness and in turn refuse to talk to beginning learners. This proud behaviour displays well that bilingualism across Scotland may certainly inspire nationalist and discriminative attitudes.

Moreover, the small size of the Gaelic community appears to hinder the language’s revival like a vicious circle. As the Gaelic community essentially resides in the islands of Scotland and is incredibly small, it should be pointed out that it would be close to impossible to have thousands of Gaelic learners integrate into this community. Indeed, this notion is confirmed by the remarks mentioning the respondents’ struggles with the *community and integrativeness* items, with one participant saying that “there are so few Gaelic speakers in the country (especially in [her] region) that [she has] only ever met one Gaelic speaker (briefly).” The fact that the majority of respondents of this study indicated that they would rather learn a different language instead, can be explained by the remarks left by some of them, which mentioned the limited practical use for the language as well as the lack of learning resources. Moreover, most of the students interviewed by Dunmore did not entirely integrate with the

Gaelic community and rarely identified as ‘Gaels’. Regardless, Dunmore as well as the socio-educational model stressed the importance of social identification through the target language (Masgoret & Gardner, 2003; Gardner, 2010; Jodai et al., 2013; Coetzee-Van Rooy, 2006). Therefore, if Gaelic is to be revived and spread throughout Scotland, new kinds of Gaelic communities, that do not identify as Gaels, are more likely to emerge and should be supported. Nonetheless, this discussion only concerns the responses and remarks from a small sample of Scottish people, which is far from representative of Scottish adults in general and should therefore not be interpreted as such.

5.8 Reflections and Suggestions for Future Research

In future research, this questionnaire can be used and adjusted further. Nevertheless, questionnaires usually require long periods of evaluating, adjusting and piloting before they can be deemed sufficient (Dörnyei & Taguchi 2010). Doubtlessly, the present research showed that when creating a questionnaire, much time, patience and constant evaluation is necessary. As a questionnaire’s piloting largely depends on the respondents, a balance has to be found between waiting for potential respondents and institutions to reply, and sending them reminders. Of course, a researcher should not come across as pushy or impatient. At the same time, they should also make sure their questionnaire reaches enough respondents in a reasonable period of time.

In future studies, another attempt could be made at a factor analysis or a principal component analysis. Possibly, this analysis failed to be performed with the data of the present study, as the number of respondents (N=85) was too low. This is due to an estimation mistake of the researcher, who quit looking for respondents when roughly 50 participants had completed the questionnaire. In hindsight, it turned out that this survey would have required well over a hundred replies in order for such an analysis to be performed (Knekta, Runyon, & Eddy, 2019). Furthermore, while in this study, the participant sample was not diverse and in

that way was not likely to have a big range of responses, a future study with a more diverse sample could review the dispersion per item better. New studies could also add a subscale which would ask respondents, learners as well as non-learners, how much initiative they already have taken to learn Gaelic. It could then be tested what effect the constructs measured by this survey have on a person's motivation as well as their actual efforts in learning the Gaelic language.

Acknowledgements

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Appendices

Appendix A: The Items of the Questionnaire

Subscale 1: the wish to learn and speak Gaelic

-
- | | |
|-------------|--|
| spe1 | I would like to be able to speak Gaelic at a basic level. |
| spe2 | I could see myself spending some of my free time on (online) Gaelic classes. |
| spe3 | The idea of being able to speak Gaelic makes me happy. |
| spe4 | I think that I would enjoy learning Gaelic. |
| spe5 | I would rather spend time studying a different language than Gaelic. |
| spe6 | I would rather use my time for other things than learning Gaelic. |
| spe7 | I rather dislike the Scottish Gaelic language. |
| spe8 | The idea of being able to speak Gaelic leaves me indifferent. |

Subscale 2: the wish to keep Gaelic alive

-
- | | |
|--------------|---|
| ali1 | The low number of Gaelic speakers in Scotland upsets me. |
| ali2 | I wish Gaelic had more learners. |
| ali3 | It is important that Gaelic should be kept from extinction. |
| ali4 | I would like to help in some form to keep Gaelic alive. |
| ali5 | I am indifferent to the state of Gaelic. |
| ali6 | The Scottish government should actively support the Gaelic language. |
| ali7* | I feel that the survival of Gaelic is up to its current speakers. |
| ali8 | I would prefer to see efforts on educating the Scottish people in a different language than Gaelic. |

Subscale 3: national identity

-
- | | |
|-------------|---|
| nat1 | Gaelic is important to Scottish culture and identity nation-wide. |
| nat2 | Being able to speak Gaelic would make me feel more Scottish. |
| nat3 | Most Scottish people should have basic skills in Gaelic. |

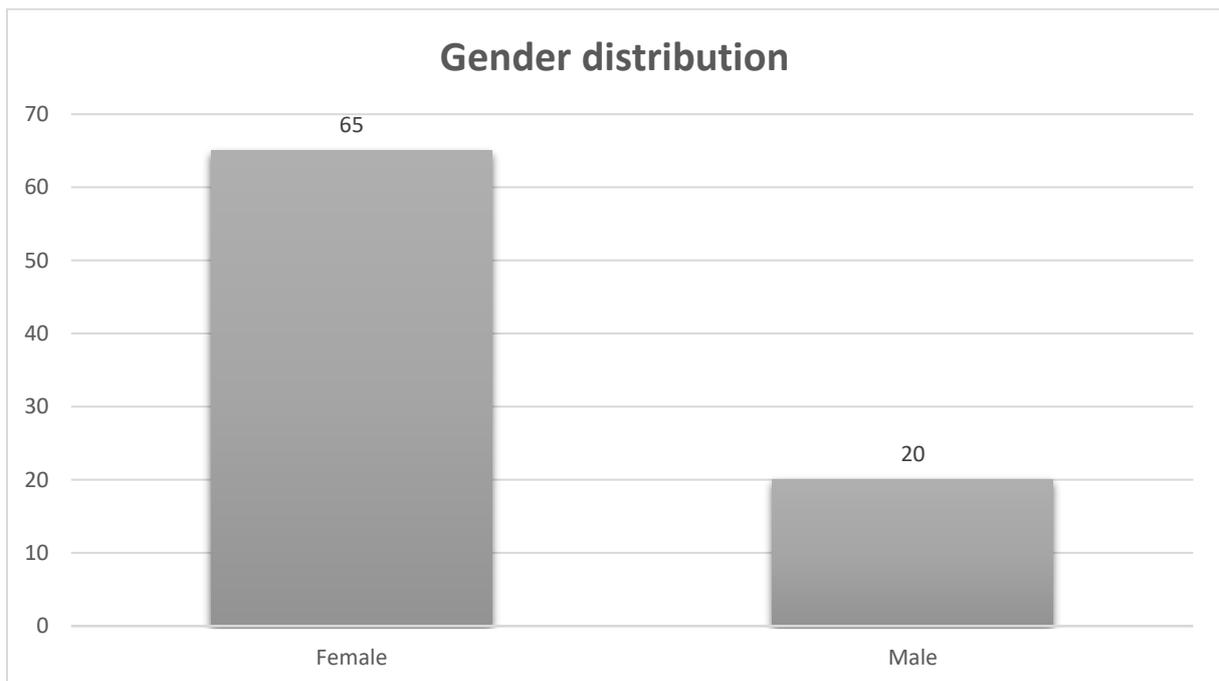
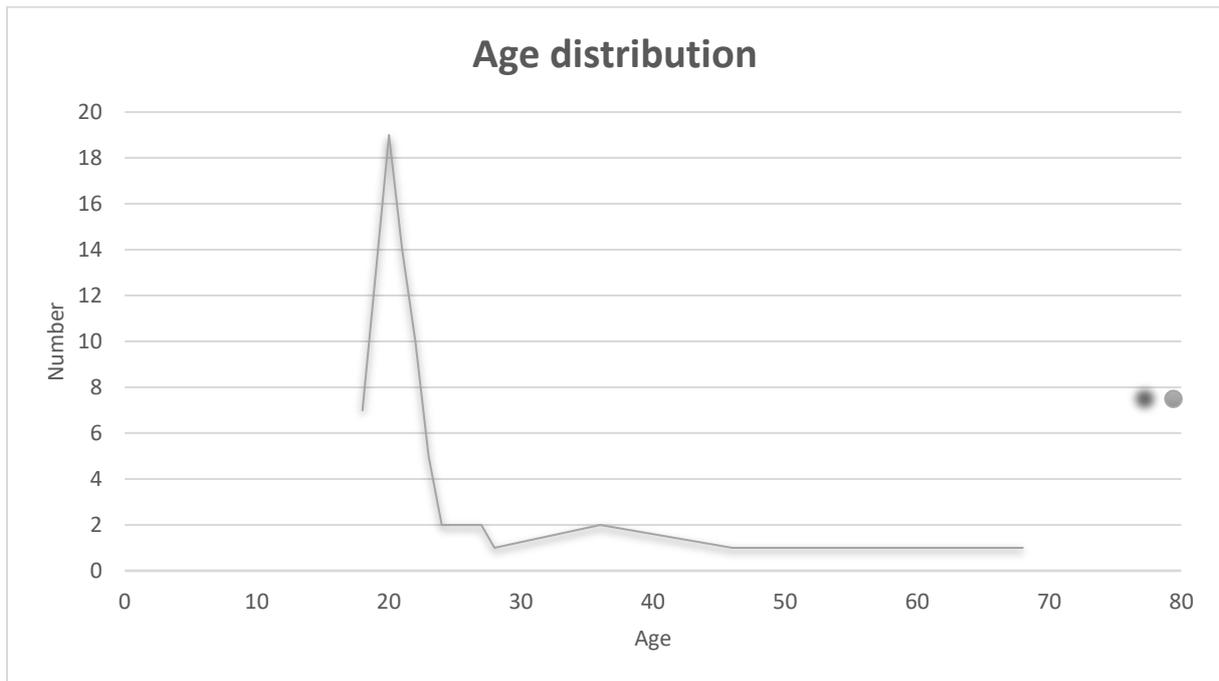
- nat4** If all of Scotland spoke fluent Gaelic, we would be more authentic as a nation.
- nat5** As a Scot, I feel somewhat ashamed of my limited proficiency in Gaelic.
- nat6** It is the duty of Scottish people to speak Gaelic.
- nat7** Striving for Gaelic-English bilingualism nation-wide is essentially wasting time and resources.
- nat8** Gaelic should remain within its current communities only.
- nat9** If my region were to become English-Gaelic bilingual over the next decades, this would be unauthentic.
- nat10*** I find English monolinguals and Gaelic-English bilinguals to be equally Scottish.

Subscale 4: community and integrativeness

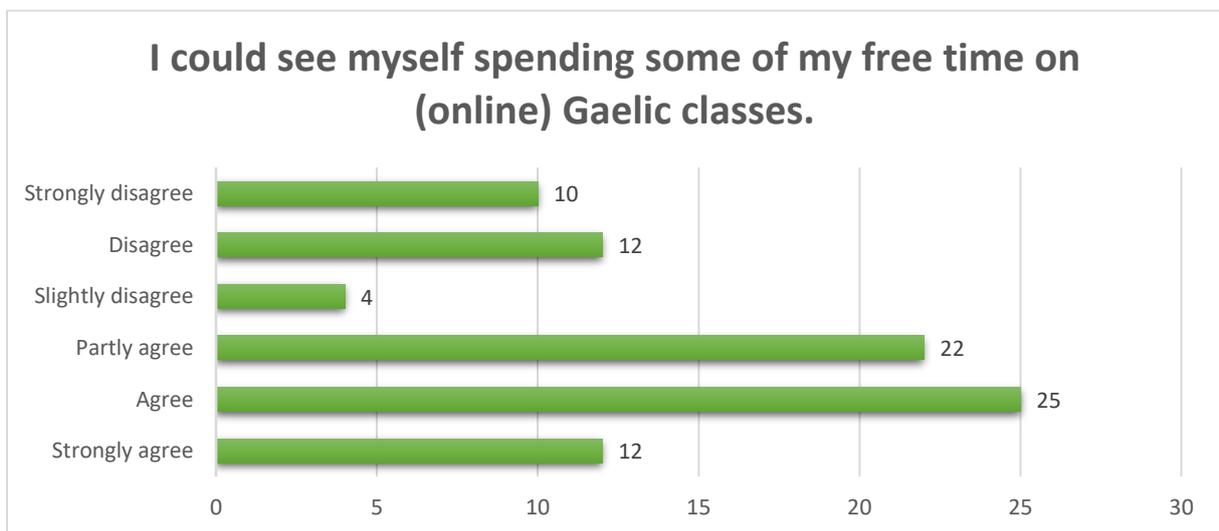
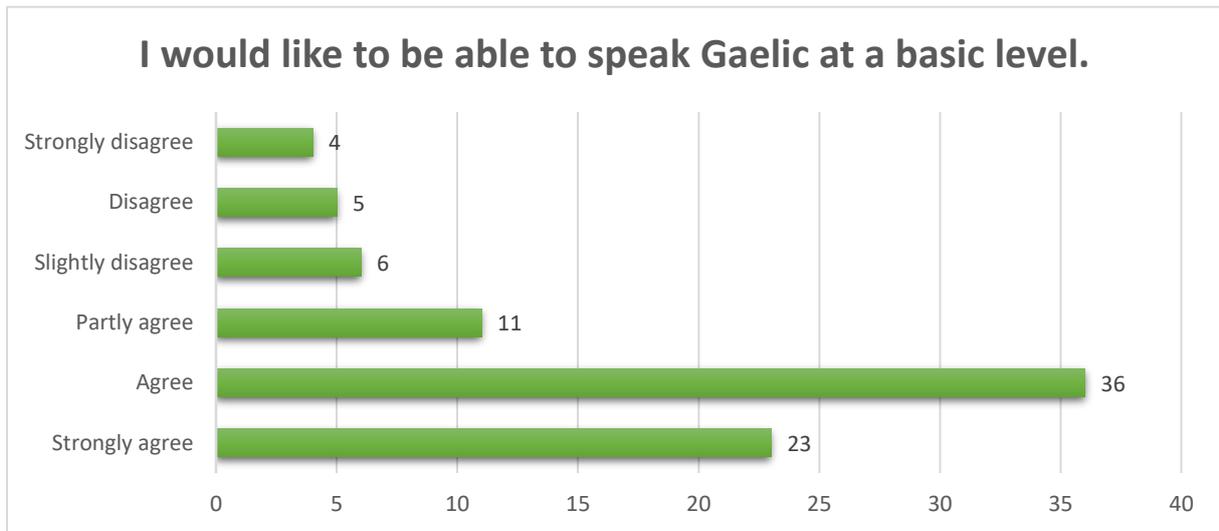
-
- com1** I would like to interact more with people from the Gaelic community.
- com2** I would like to feel more connected to Gaelic speakers.
- com3** I would like to have a friend who is a fluent Gaelic speaker.
- com4** I have an overall favourable view of the people in the Gaelic community.
- com5** I have little curiosity regarding the Gaelic community.
- com6** I think I would find it difficult to adjust to the Gaelic community.
- com7*** The Gaelic community feels rather exclusive to me, rather than welcoming.
- com8*** I would be uncomfortable trying to approach and connect with Gaelic speakers.

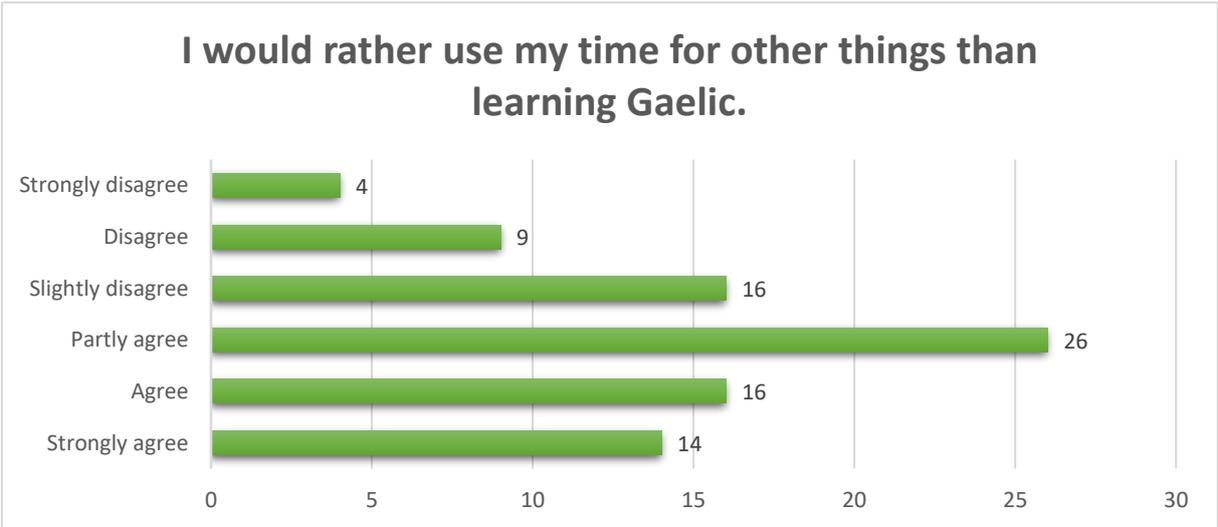
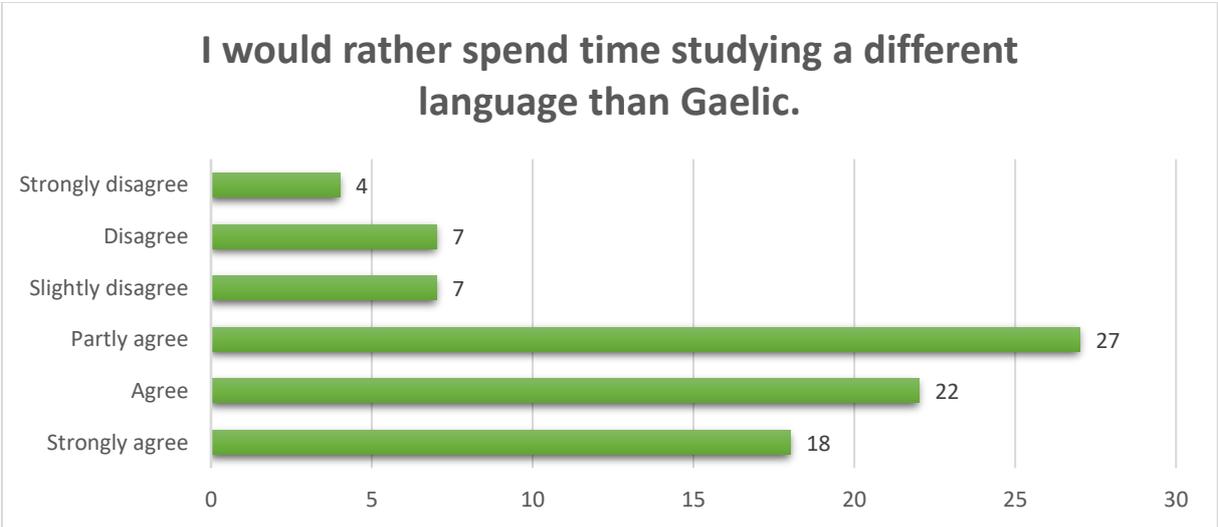
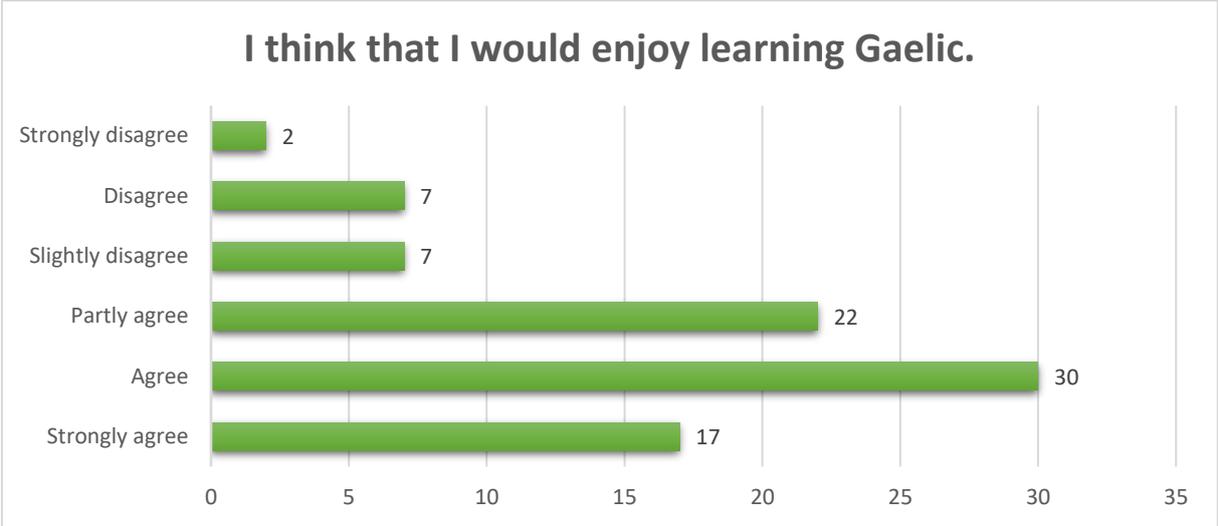
**Note: this item was removed from the questionnaire after the reliability analysis.*

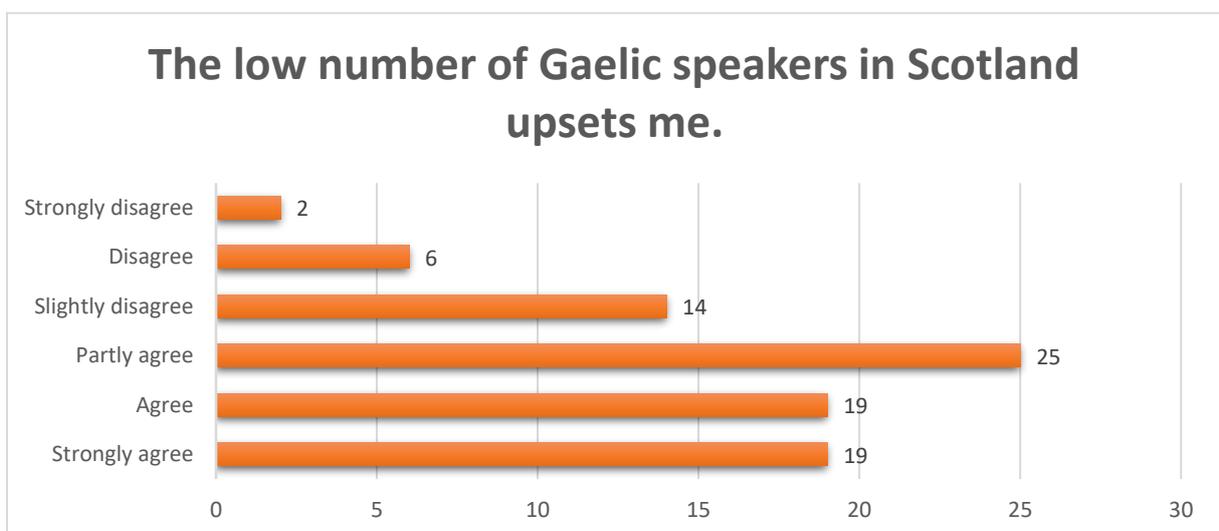
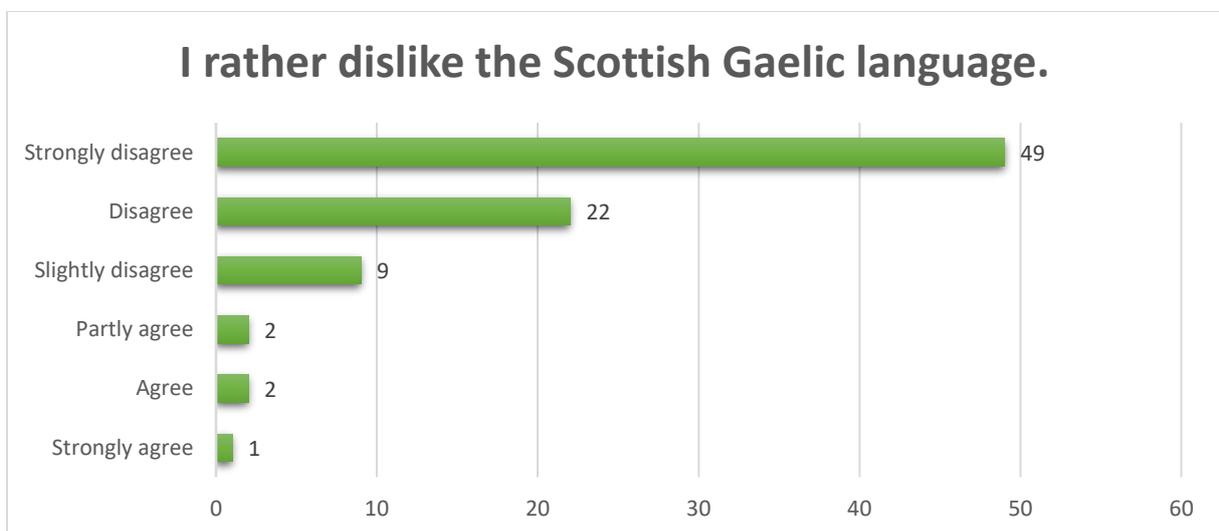
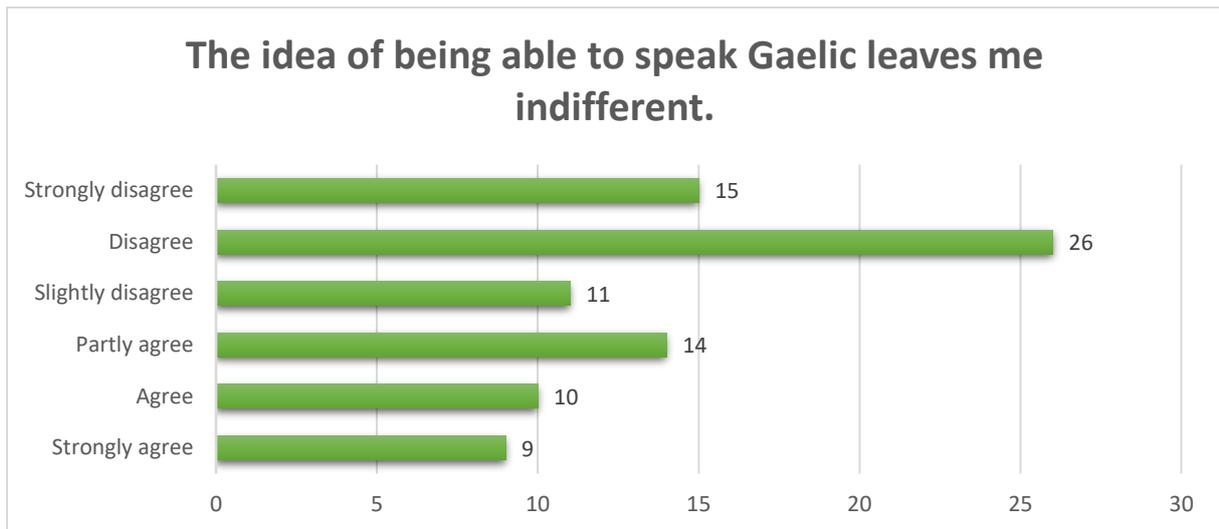
Appendix B: Participants' Demographics

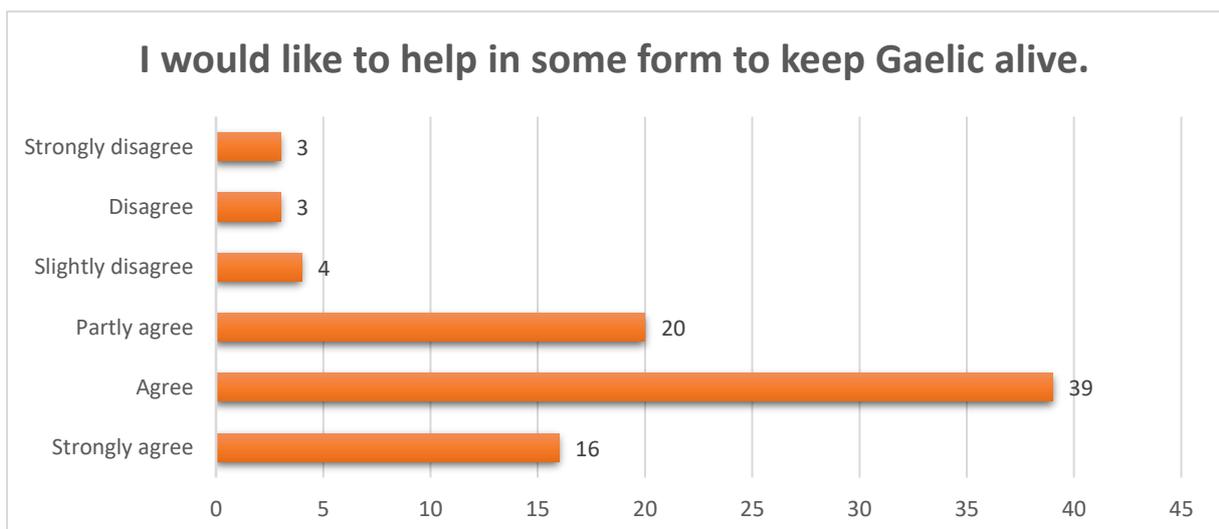
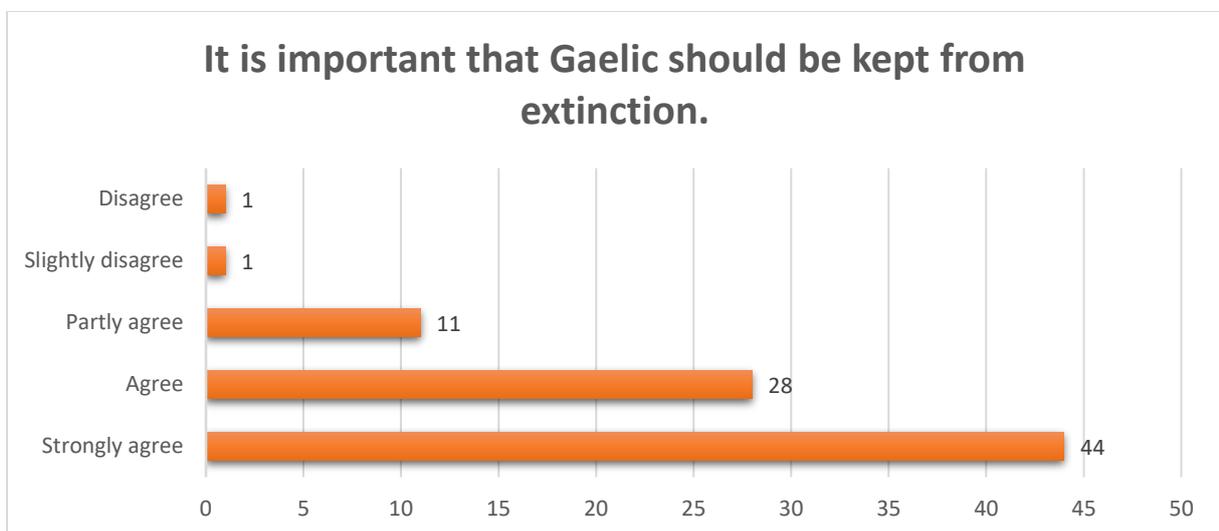
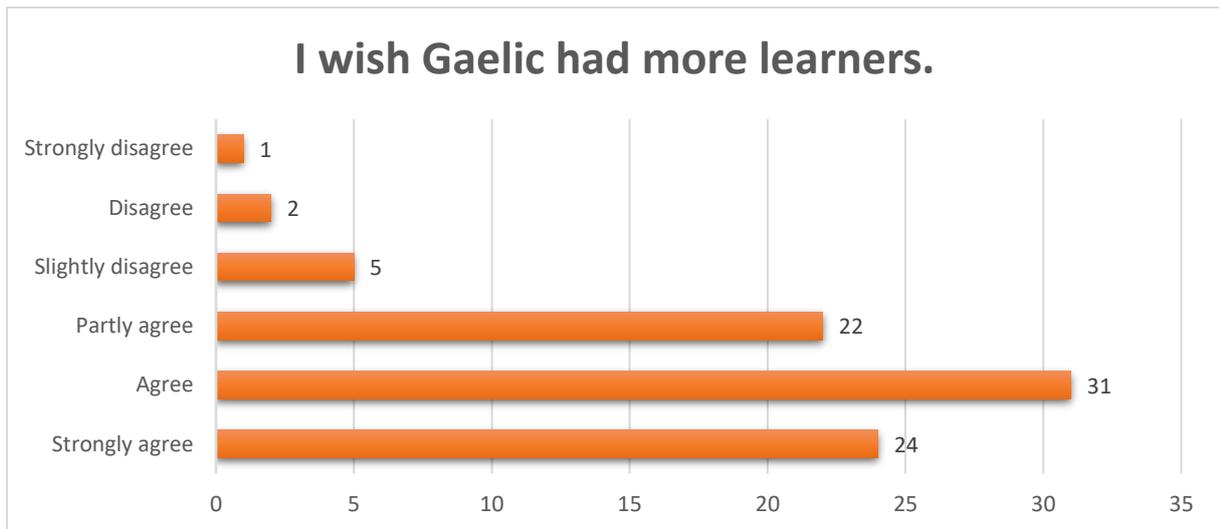


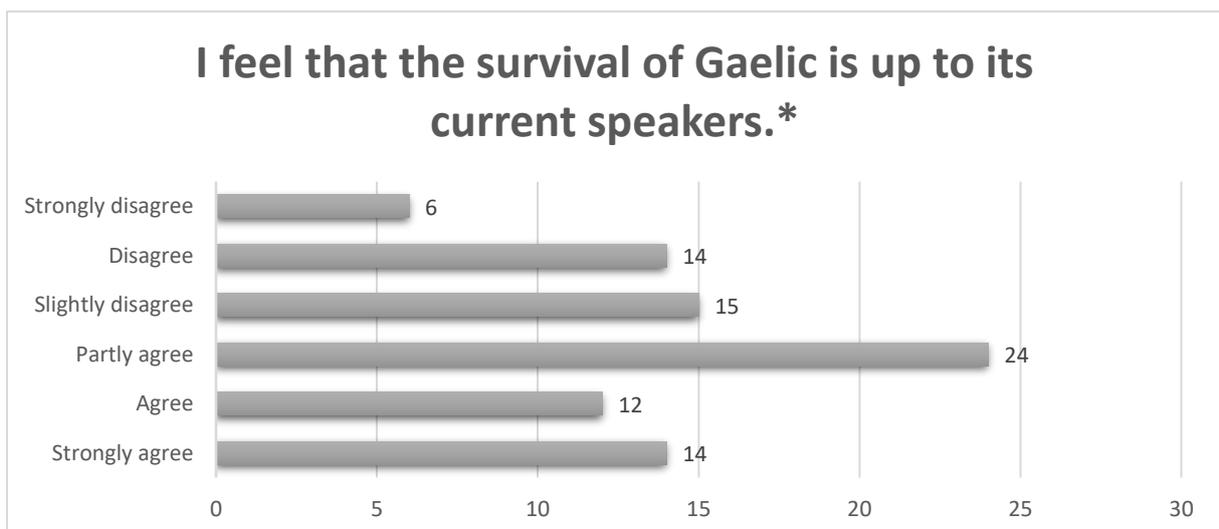
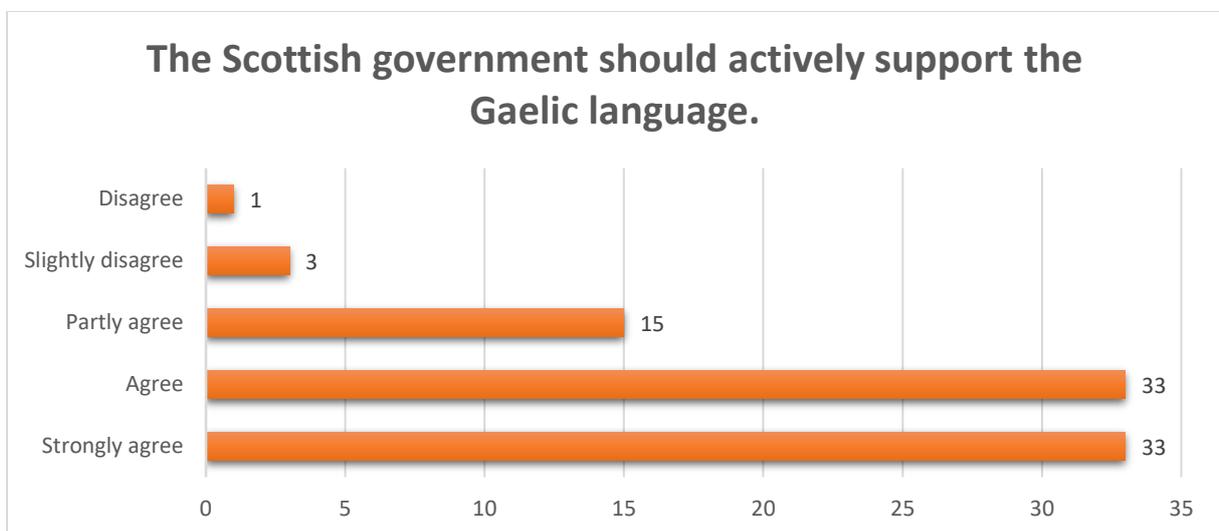
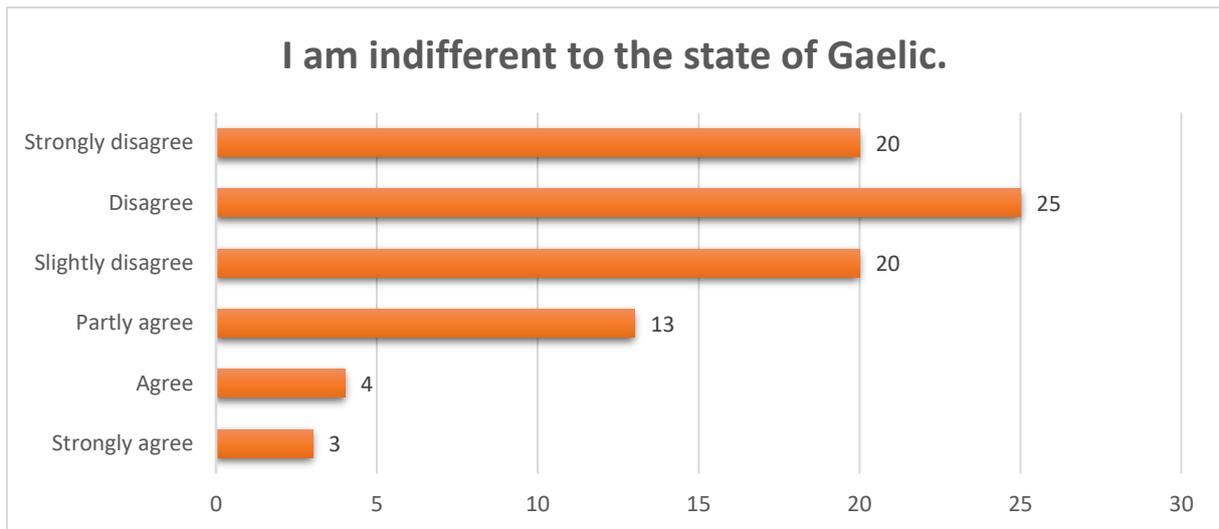
Appendix C: Questionnaire Results



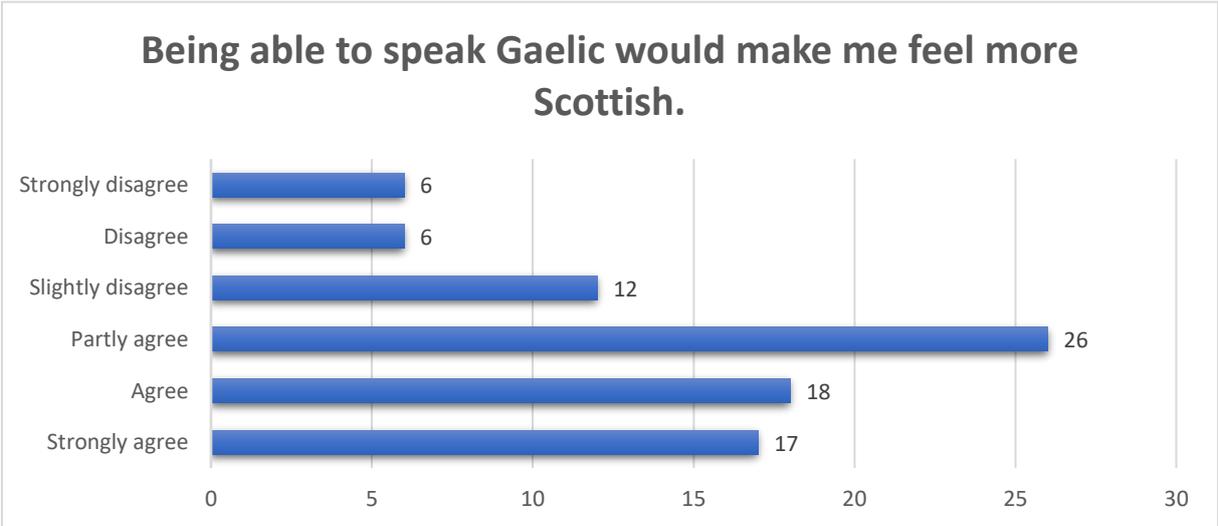
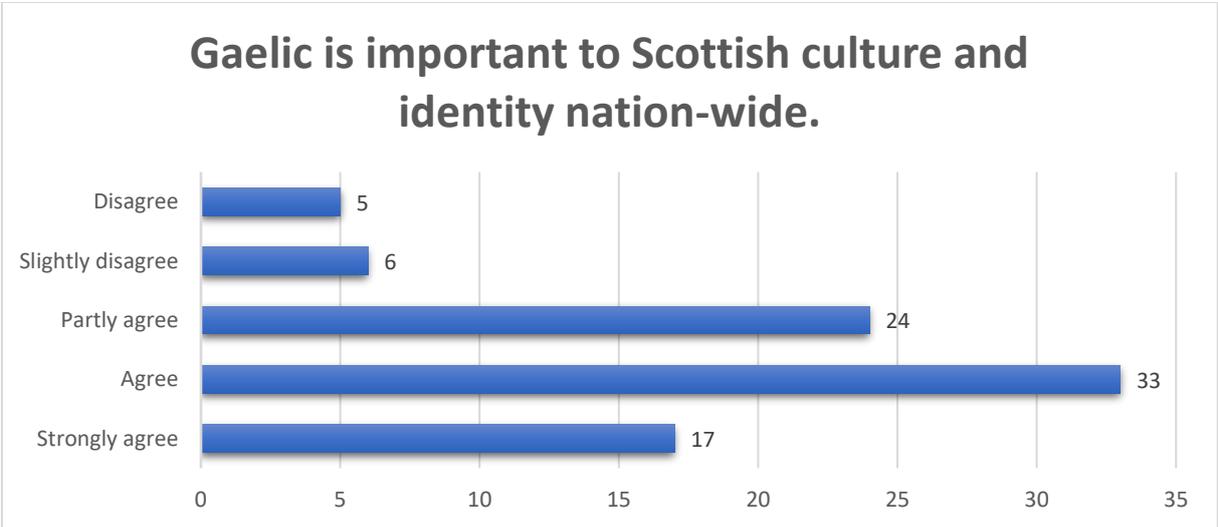
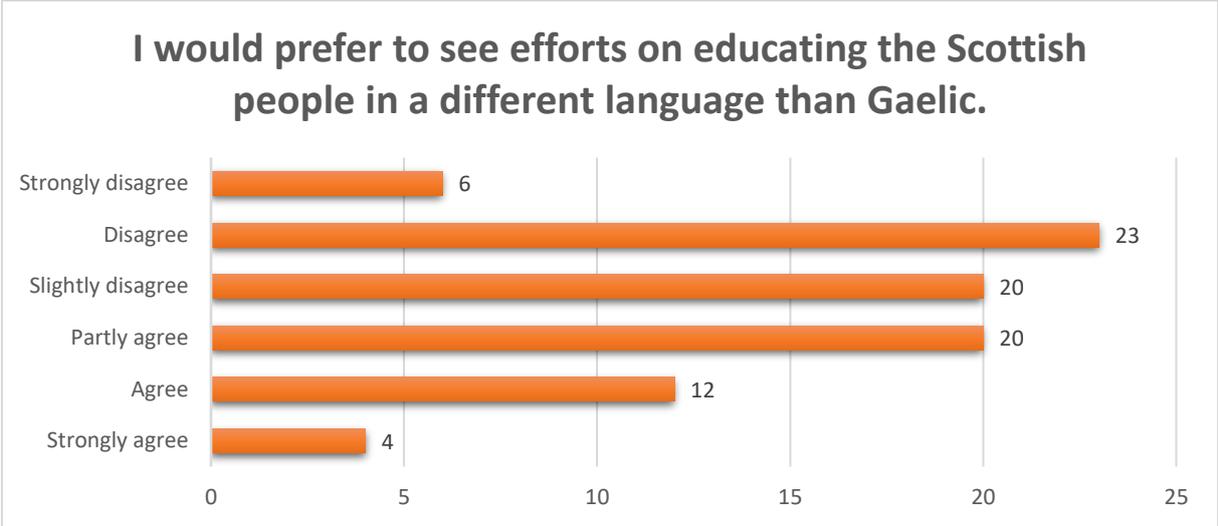


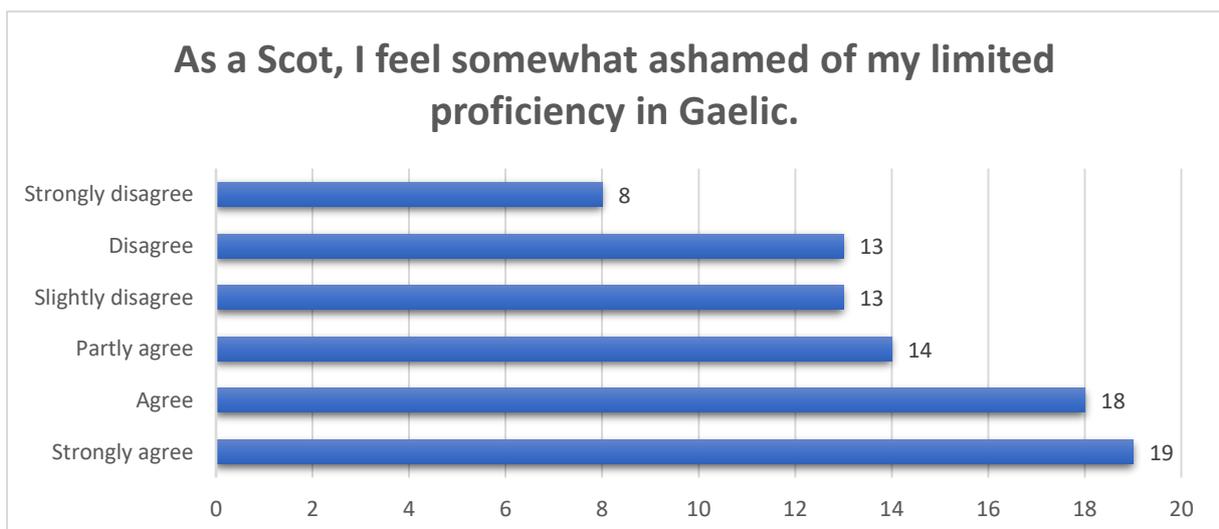
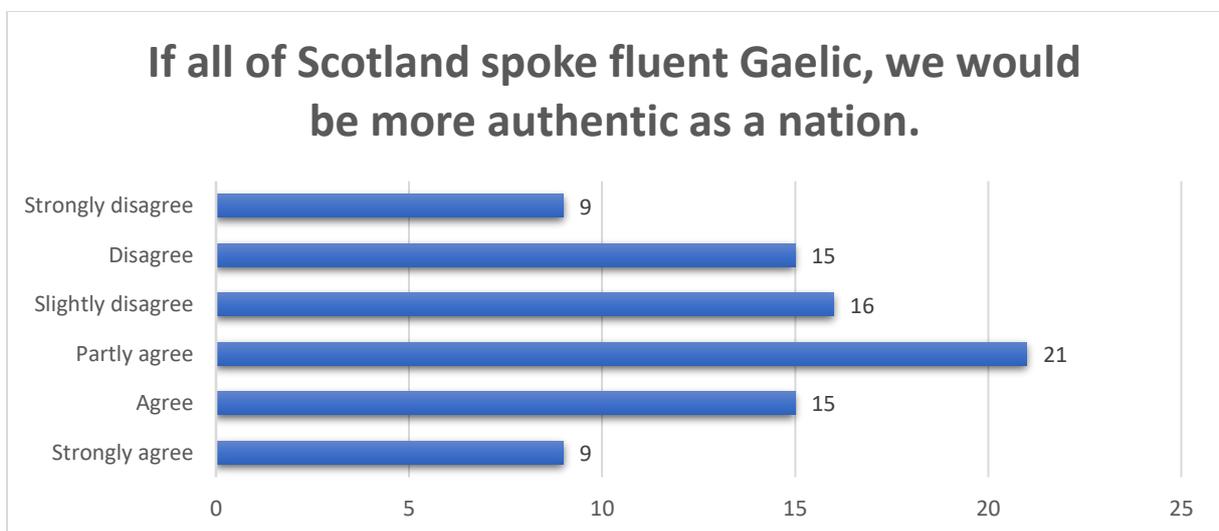
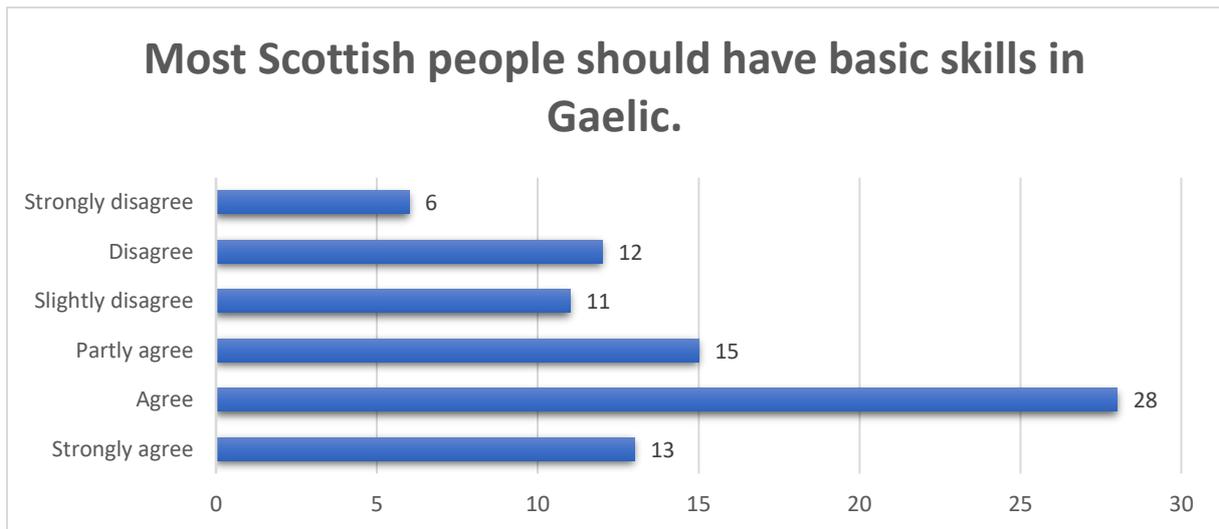


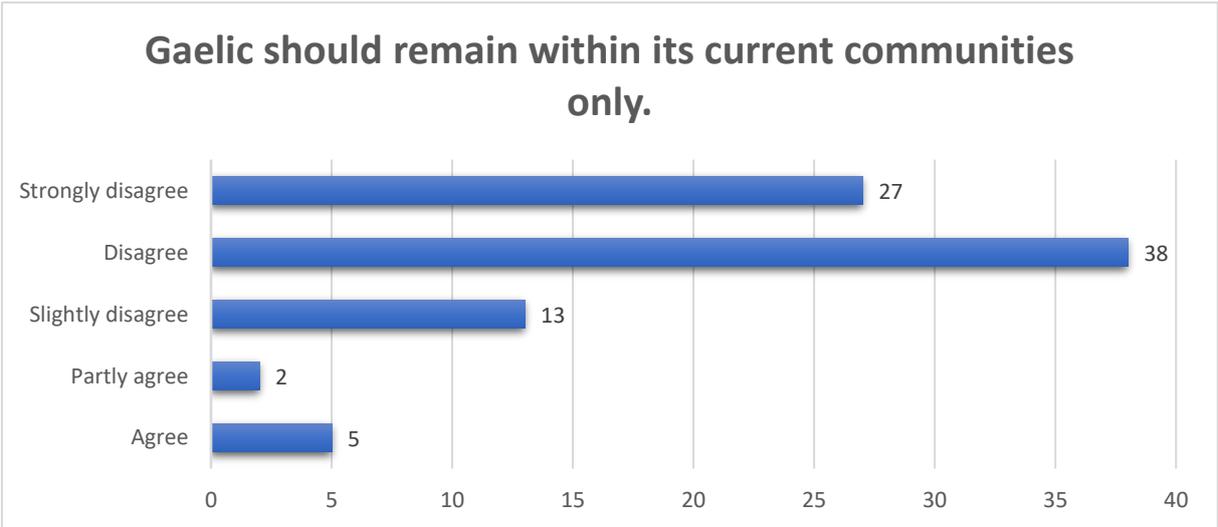
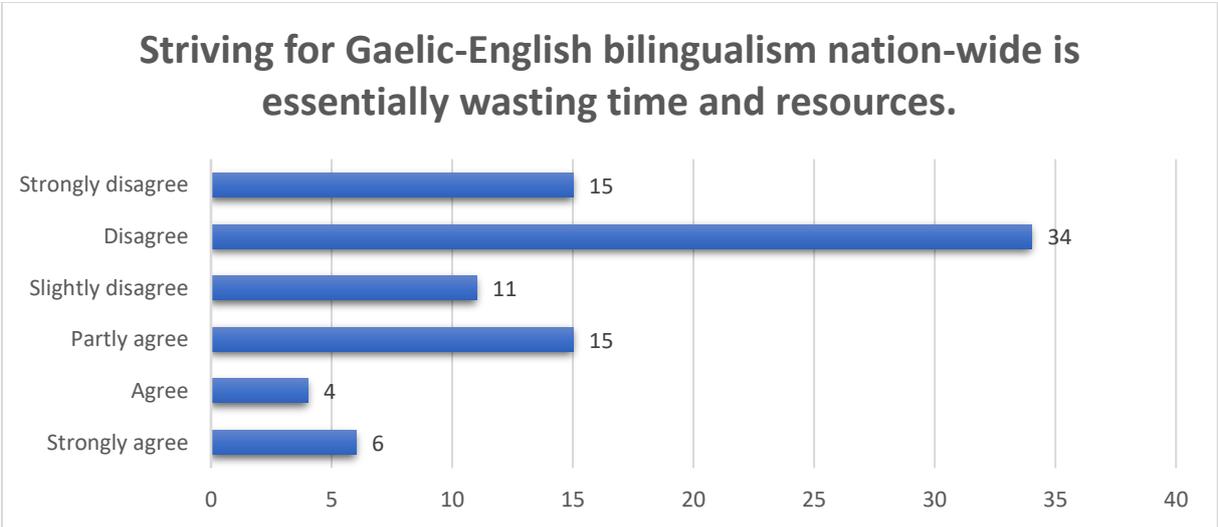
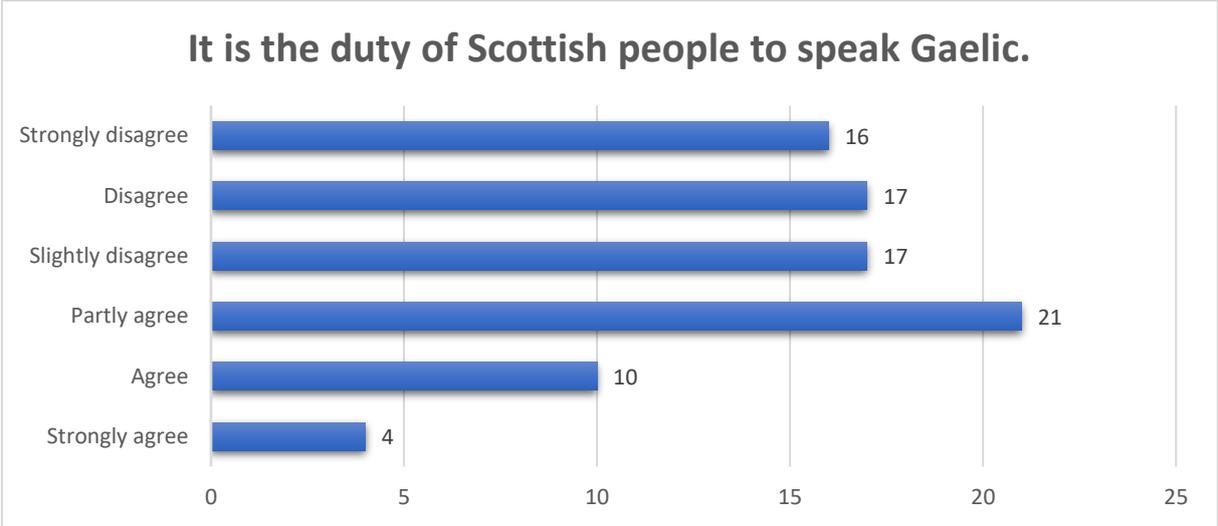


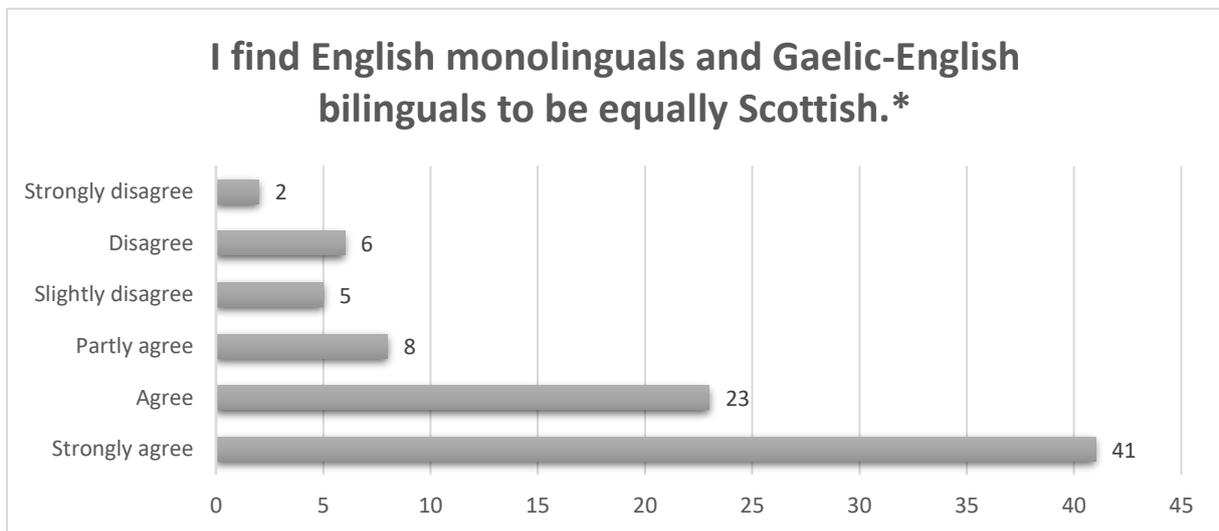
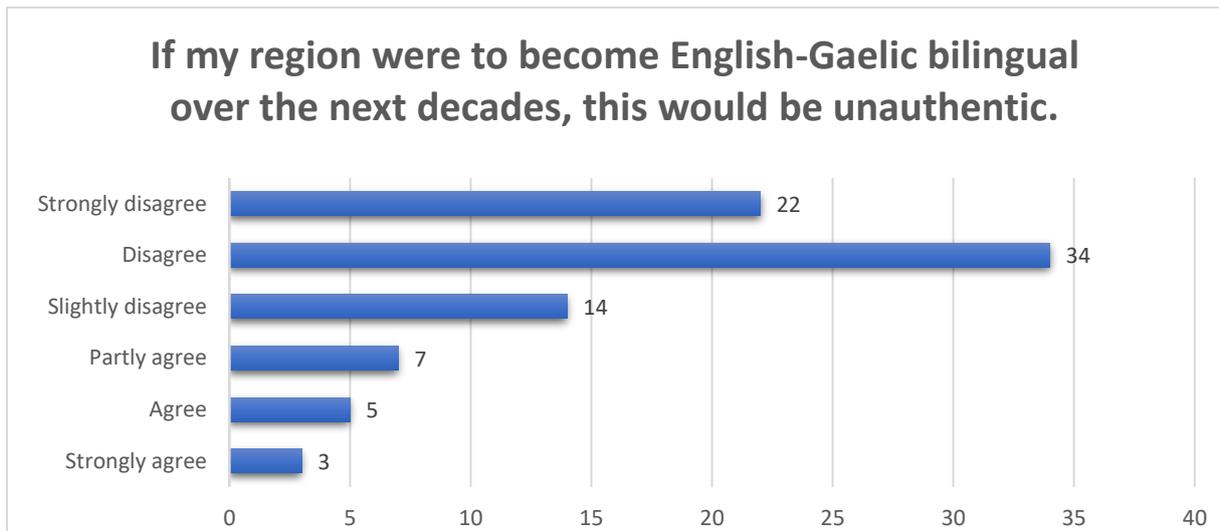


*Note: this item was removed from the questionnaire after the reliability analysis.

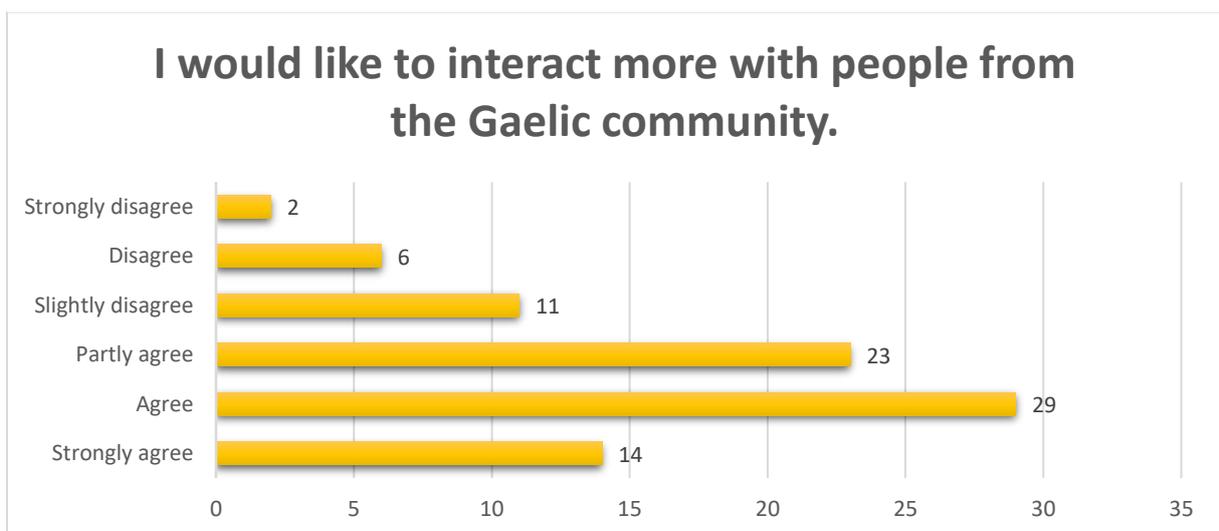


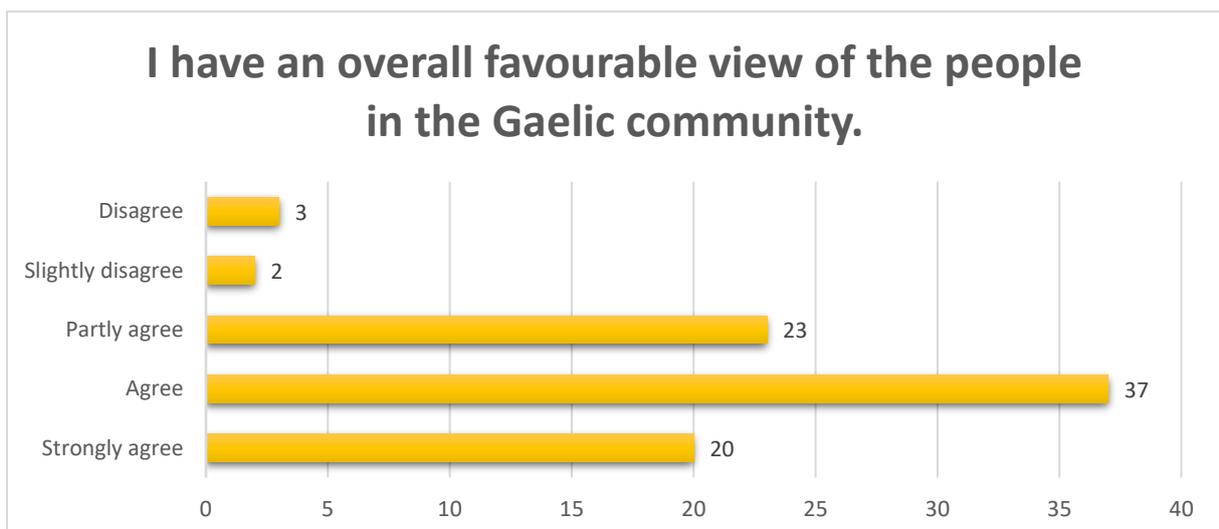
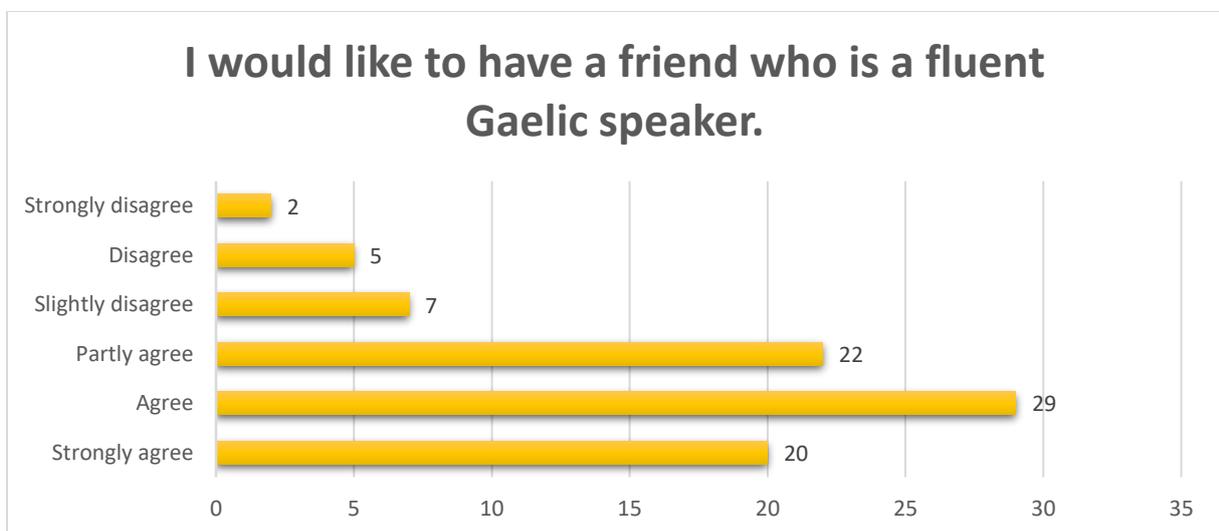
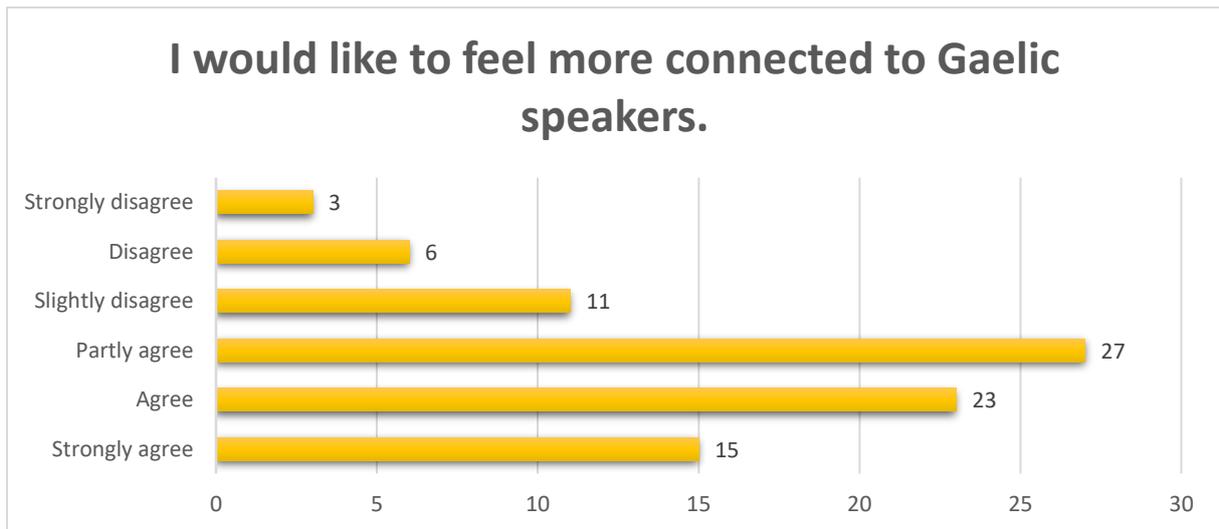


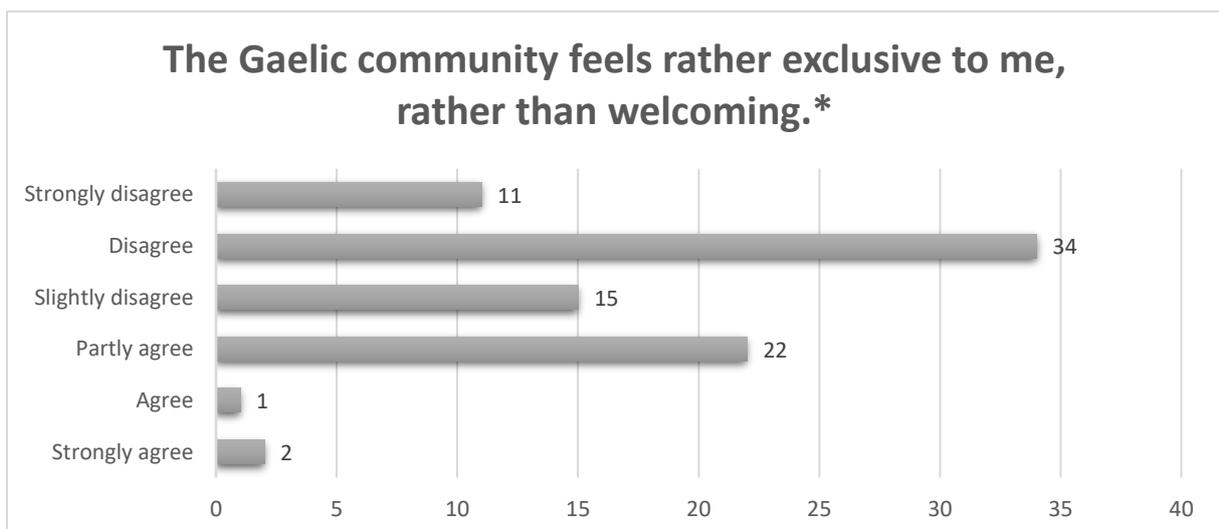
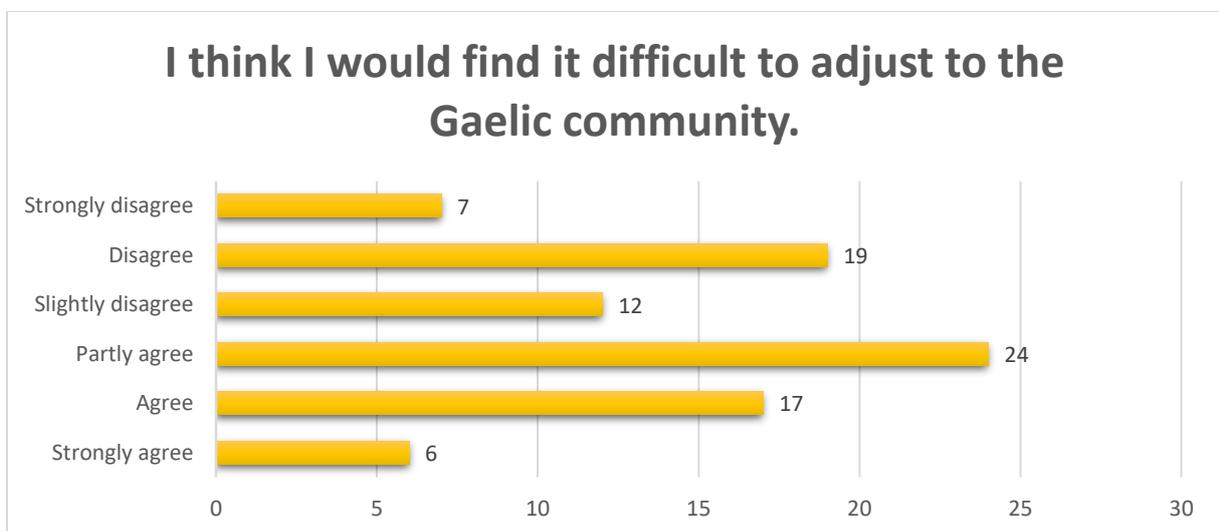
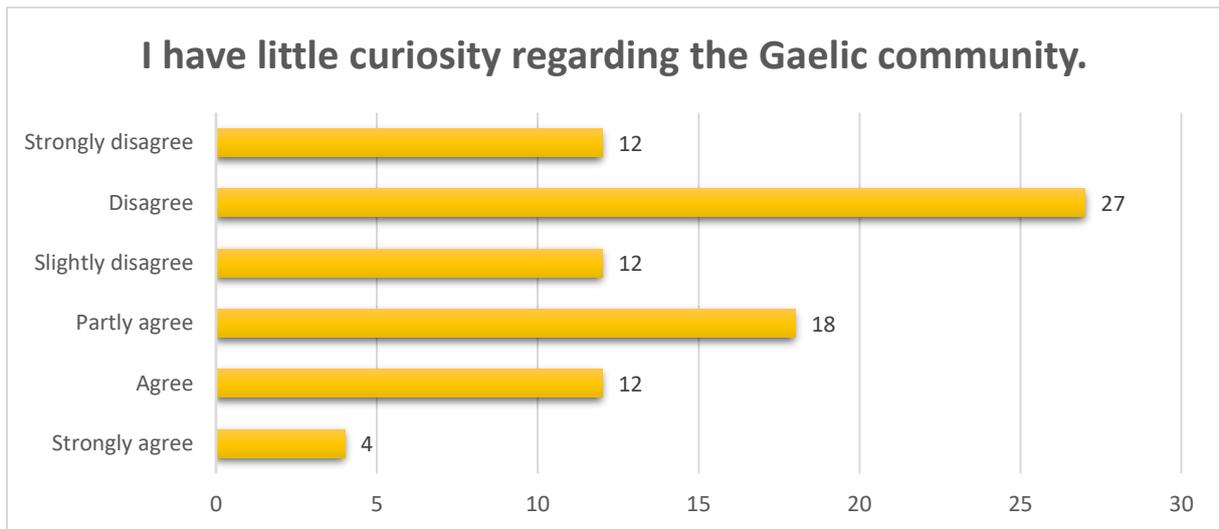




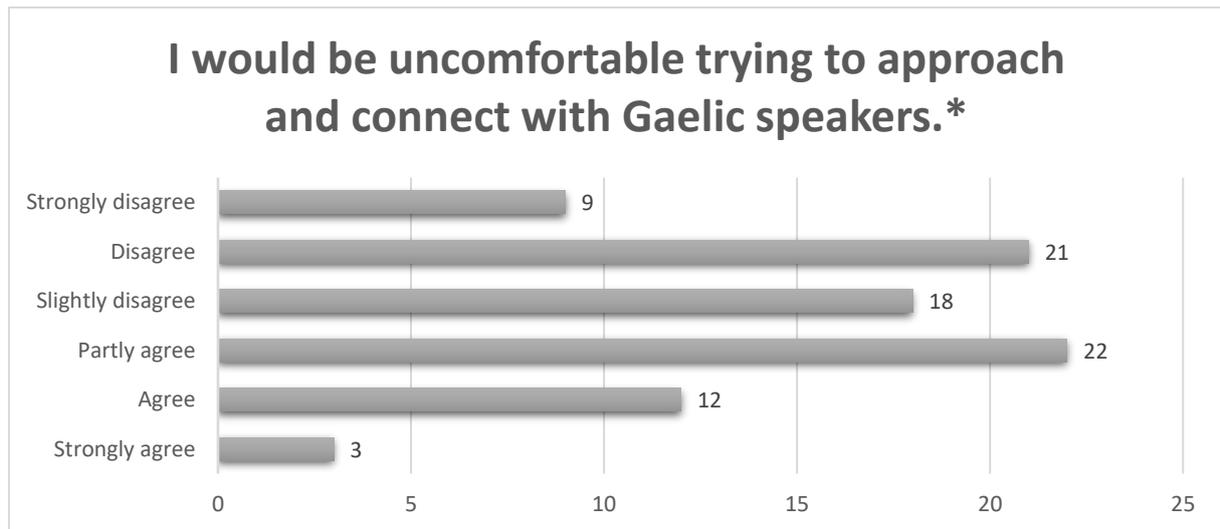
*Note: this item was removed from the questionnaire after the reliability analysis.







*Note: this item was removed from the questionnaire after the reliability analysis.



**Note:* this item was removed from the questionnaire after the reliability analysis.

Appendix D: Participants' Remarks

ID	Gender	Age	Remark
1	Male	22	More emphasis needs to be made on the reason Gaelic as a language almost died out, anglicisation nearly wiped it out to the point that people defend the idea that it should not be taught as it has no reason to exist now. In order to allow for further development of the language this has to be acknowledged by bodies and taught as a means to understand how languages almost become extinct.
5	Female	27	I want Gaelic to be saved 100%, but also want similar efforts for Scots as a language to really enhance both aspects of Scottish culture.
12	Female	36	In case it affects results, my own background is in language motivation (so I am familiar with some of the concepts being applied). Also, I have not lived in Scotland for nearly 20 years (although I still have many ties there, visit frequently and identify as Scottish).
14	Female	23	I'm saddened by the "cringe" so many Scots have in terms of national identity, Scottishness in general and of course the negative attitudes towards Gàidhlig.
35	Female	18	I love the idea of the Scottish population being bilingual in Gaelic. I think it would be effective to teach it from primary school age, but I don't think we could convince anyone older

than that to take a keen interest in it, sadly. People are a bit too stuck in their ways.

- 36 Male 20 I don't know much about the Gaelic community, so I struggled to answer if they were welcoming and similar questions.
- 37 Female 22 I've long had an interest in learning Gaelic, even just to a basic level to understand the names of hills and things when I'm outdoors. I also have a strong memory of visiting a scout group in Iceland when I was younger and wishing so strongly that we had a 'secret' language to talk to each other in in front of the Icelandic scouts who would switch between English and Icelandic. In short, I would have loved some basic Gaelic education in school. Now, I have discovered that I can learn languages myself and don't need to be in school (a rather late realisation I know!) and would be very interested in doing an online Gaelic course at some point in life. Interesting topic of study!
- 42 Female 24 The region I am from has predominantly Doric speakers, and I have a lot more desire to become more fluent in Doric than I do in Gaelic. I grew up in an environment where my friends and family spoke in Doric, however, it was strongly discouraged in schools and formal settings so I have lost my ability to speak it the way I used to. I do, however, still understand it. Whilst I support the movement to reintegrate Gaelic, I think it is equally important to not reject local dialects or they will be lost too. Also, being able to speak more Doric would definitely make me

- feel more Scottish and more connected to my local communities. Despite the debates surrounding whether Doric, and more broadly, Scots, is a dialect or a language, I think that the majority of Scottish people would agree that learning Scots and its variations is more important to us than learning Gaelic.
- 44 Female 20 I don't feel excluded from the community, however (much like with any language), I feel uncomfortable and offended when people speak Gaelic in company so you cannot understand what they're saying. I think it's really rude.
- 45 Female 18 The Gaelic community is very secluded and elitist against non-Gaelic speakers, so I would not try to learn Gaelic, because there is no point.
- 51 Male 22 Some of the questions are worded a bit funky and took me a second read to make sure I was reading it right, just a thought for next time.
- 52 Female 20 I think that more effort should be put into the education of young people in other languages in Scotland and bilingualism from a young age makes it easier to learn other languages. Therefore, the introduction of Gaelic into the curriculum from a young age would, as well as keeping the language from dying out, allow children to feel more confident in attempting to learn another language and hopefully encourage the pursue of such skills in their future
- 63 Female 18 I have done National 5 Gaelic (Learners) at school and achieved grade A, but I didn't enjoy it at all. Even after receiving an A, I

- don't remember any of it, despite remembering the Spanish/French I learned in school. I can't even remember how to say "hello."
- 66 Female 23 There could be research done about any half-Scottish and half-Latino people.
- 69 Female 22 It might have helped to have a neutral option, as there were some questions I had no inclinations about.
- 72 Female 21 I studied Gaelic for 2 years and thoroughly enjoyed it. However, I have since forgotten the majority of what I learned since stopping to focus on another language due to a lack of exposure to Gaelic and lack of resources for self-teaching.
- 81 Female 20 I already have a few friends and am close with their families who are fluent in Gaelic, and I think it is great, but have never had any desire to learn the language, whereas I have learned French, Italian, Spanish, and German.
- 83 Female 19 I consider myself to be half-Scottish and half-English. Although I do believe in the protection of minority languages, I worry that the enforcement of Gaelic in schools or universities would alienate other people like me from the Scottish part of their identity, if Scots felt that our English side made us less Scottish and thus less welcome to learning the language. On the similar note, if half-Scots like me were overly encouraged to speak Gaelic to hide their English identity, that may alienate them from the English part. One must be careful.

- 84 Female 21 Why would I learn Gaelic if I can learn a language like Spanish or French which loads of other countries speak. It's the same as why would I learn Welsh if the only place that speaks Welsh is Wales, and hardly anyone speaks it anyway? I don't like the idea of Gaelic becoming extinct, but I also think it's not essential or really that helpful nowadays - just like Latin and Hebrew are really not that helpful, unless you want to study theology or archaeology.
- 88 Female 20 Lots of the questions ask about my opinions on the Gaelic speaking community and if I feel motivated to speak it myself, which was a little difficult to answer, because there are so few Gaelic speakers in the country (especially in my region) that I've only ever met one Gaelic speaker (briefly), and because of this I've not experienced a lot of motivation to learn the language, as I would have very little opportunity to use it. If there was a nationwide educational effort to learn the national language (like in Ireland or Wales), I'd definitely feel more motivated to learn.
- 89 Female 21 There is limited evidence to suggest that Gaelic was ever spoken nationwide, and significant parts of Scotland stopped speaking it in the Middle Ages, so it doesn't make sense to re-introduce it nationwide.
- 95 Female 56 Great to see this very important subject being researched.
- 103 Female 22 I have a close friend who speak fluent Gaelic and her and her family are fully involved in the Gaelic community and it is

something that I admire and almost wish was more part of our culture.

- 106 Female 20 I do not speak a word of Gaelic, but I feel it is important to keep it alive, and I would love to learn it.
- 108 Female 19 Being Scottish, I feel like Gaelic should at least be encouraged in schools. I live in the Shetland Isles where we have our own dialect (it's nearly a language but not quite) and it's been such a struggle to keep it alive within the younger generations, and I fear the same has happened with Gaelic. It may not be currently useful, but it would be a great way to connect with our culture
- 109 Female 19 I feel as though promoting a Gaelic speaking Scotland would only apply to those who are strongly for an independent Scotland. If Gaelic were widely spoken in Scotland, it would lead to the isolation of those from other parts of the UK, for example if Gaelic were taught in Scottish schools but not English schools. Gaelic has survived to a greater extent in the islands, etc., due to a limited number of international citizens, however, having grown up near Edinburgh and now living in Aberdeen, both of which having greater diversity, I do not feel any less Scottish. I believe it is not in the ability to speak Gaelic which would make me feel more Scottish, but taking an interest in the history of Scotland as a whole.
-

Appendix E: Item Analyses per Subscale

If an item had an item-rest correlation of lower than .3 and if the coefficient alpha would increase if it was deleted, the item was removed from the subscale. After this, a new item analysis would follow. For the complete series of item analyses, contact the researcher.

Item Analysis for Subscale *the Wish to Speak Gaelic*

	Item-rest correlation	Cronbach's alpha if deleted
spe1	.8538864	.9197244
spe2	.7990899	.9243277
spe3	.8391113	.9207574
spe4	.8277053	.9221664
spe5	.7103291	.9300400
spe6	.7951112	.9240260
spe7	.5718987	.9384420*
spe8	.7920653	.9250789

Note: Cronbach's alpha for the subscale is 0.934

**Note:* the Cronbach's alpha would increase if this item was deleted.

Item Analysis for Subscale *the Wish to Keep Gaelic Alive*

	Item-rest correlation	Cronbach's alpha if deleted
ali1	.7180891	.8217272
ali2	.7790385	.8181012
ali3	.6348873	.8379067
ali4	.6700553	.8287943
ali5	.7941652	.8111670
ali6	.6748269	.8329769

ali7	.1808858*	.8968513**
ali8	.5708802	.8408948

Note: Cronbach's alpha for the subscale is 0.855

**Note:* the item-rest correlation is lower than .3.

***Note:* the Cronbach's alpha would increase if this item was deleted.

Item Analysis for Subscale *National Identity*

	Item-rest correlation	Cronbach's alpha if deleted
nat1	.59635977	.8472081
nat2	.64618507	.8407779
nat3	.79115364	.8266763
nat4	.60551752	.8444263
nat5	.68336619	.8370697
nat6	.67059352	.8386391
nat7	.67318682	.8383816
nat8	.39424992	.8600255
nat9	.55397615	.8488514
nat10	.08987058*	.8830085**

Note: Cronbach's alpha for the subscale is 0.861

**Note:* the item-rest correlation is lower than .3.

***Note:* the Cronbach's alpha would increase if this item was deleted.

Item Analysis for Subscale *Community and Integrativeness*

	Item-rest correlation	Cronbach's alpha if deleted
com1	.7193512	.7538718

com2	.6368238	.7657715
com3	.7068318	.7556639
com4	.6242386	.7754516
com5	.5564793	.7786864
com6	.4982470	.7881546
com7	.3030404	.8127870**
com8	.2038756*	.8302848**

Note: Cronbach's alpha for the subscale is 0.806

**Note:* the item-rest correlation is lower than .3.

***Note:* the Cronbach's alpha would increase if this item was deleted.

Appendix F: Welcome Text, Informed Consent, and End Message**Welcome text**

Motivation to Learn Gaelic

This questionnaire was designed to measure attitudes that may contribute to the motivation to learn Scottish Gaelic (henceforth 'Gaelic'). It consists of four sets of items that discuss opinions on Gaelic, the Scottish national identity and Scottish culture. The questionnaire should take about 5 to 10 minutes to fill in.

I am Celine Giepmans, a BA student of English Language and Culture at Utrecht University and I am conducting this research for my final dissertation. I am kindly asking you to contribute to this study. By participating, you have a chance to win one of three Amazon gift cards of 10 pounds each. The option to enter this raffle will be given when submitting the questionnaire.

This study particularly concerns adults who identify as Scottish (multiple nationalities are not a problem) and do not consider themselves to be learners of Gaelic at the moment. At the end of the questionnaire, your age and gender will be asked for statistical analyses.

If you have any questions regarding the survey at any point, feel free to contact me via c.r.w.m.giepmans@students.uu.nl. You are free to quit the questionnaire at any time.

There are 8 questions in this survey.

Informed consent

Survey data policy

All data is treated confidentially and processed anonymously. This means that the results of the survey cannot be traced back to you. The data is used only for this study.

End message

Thank you for filling in the questionnaire. Your contribution is highly appreciated.

Through the following link you can enter the raffle for the Amazon gift cards:

<https://survey1.fss.uu.nl/index.php/797486?lang=en>

In this manner, your email address cannot be linked to your answers, ensuring anonymity.

Appendix G: Layout of the Questionnaire



Motivation to Learn Gaelic

This questionnaire was designed to measure attitudes that may contribute to the motivation to learn Scottish Gaelic (henceforth 'Gaelic'). It consists of four sets of items that discuss opinions on Gaelic, the Scottish national identity and Scottish culture. The questionnaire should take about **5 to 10 minutes** to fill in.

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There are 8 questions in this survey.

I give my consent to participate in this study anonymously.

[Show policy](#)

Survey data policy

All data is treated confidentially and processed anonymously. This means that the results of the survey cannot be traced back to you. The data is used only for this study.

Accept Close

Next



Requirements

*I agree with the following statements:

🗳️ *Check all that apply*

🗳️ **Please select at least 3 answers**

- I am between 18 and 65 years old.
- I identify (amongst others) as Scottish.
- I do NOT consider myself to be learner of Gaelic (yet).

Next



Attitudes and opinions

*The interest in languages differs from person to person. These items concern your potential wish to achieve a certain level of proficiency in Gaelic specifically.

Please rate your agreement regarding the following statements.

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
I would like to be able to speak Gaelic at a basic level.	<input type="radio"/>					
I rather dislike the Scottish Gaelic language.	<input type="radio"/>					
I would rather use my time for other things than learning Gaelic.	<input type="radio"/>					
I would rather spend time studying a different language than Gaelic.	<input type="radio"/>					
I could see myself spending some of my free time on (online) Gaelic classes.	<input type="radio"/>					
The idea of being able to speak Gaelic leaves me indifferent.	<input type="radio"/>					
I think that I would enjoy learning Gaelic.	<input type="radio"/>					
The idea of being able to speak Gaelic makes me happy.	<input type="radio"/>					

Next



Attitudes and opinions

*Over the past decades, the Gaelic language has received help from the Scottish government to be maintained within its communities. Still, not everyone sees the virtue in this help. The following items concern your interest in keeping the Gaelic language alive.

Please rate your agreement regarding the following statements.

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
I would like to help in some form to keep Gaelic alive.	<input type="radio"/>					
The Scottish government should actively support the Gaelic language.	<input type="radio"/>					
I feel that the survival of Gaelic is up to its current speakers.	<input type="radio"/>					
It is important that Gaelic should be kept from extinction.	<input type="radio"/>					
I am indifferent to the state of Gaelic.	<input type="radio"/>					
The low number of Gaelic speakers in Scotland upsets me.	<input type="radio"/>					
I would prefer to see efforts on educating the Scottish people in a different language than Gaelic.	<input type="radio"/>					
I wish Gaelic had more learners.	<input type="radio"/>					

Next



Attitudes and opinions

*When learning a new language, a wish to integrate in the community where it is spoken is a great motivator. These next items concern your view of the Gaelic community, which is also referred to as Gaelic speakers.

Please rate your agreement regarding the following statements.

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
I would be uncomfortable trying to approach and connect with Gaelic speakers.	<input type="radio"/>					
The Gaelic community feels rather exclusive to me, rather than welcoming.	<input type="radio"/>					
I would like to feel more connected to Gaelic speakers.	<input type="radio"/>					
I have an overall favourable view of the people in the Gaelic community.	<input type="radio"/>					
I would like to interact more with people from the Gaelic community.	<input type="radio"/>					
I think I would find it difficult to adjust to the Gaelic community.	<input type="radio"/>					
I have little curiosity regarding the Gaelic community.	<input type="radio"/>					
I would like to have a friend who is a fluent Gaelic speaker.	<input type="radio"/>					

Next



Final data

*What is your gender?

📌 Choose one of the following answers

Male

Female

Other

Next



Final data

*What is your age in years?

ⓘ Only numbers may be entered in this field.

Next



Final data

If you have any questions or remarks at all, you can leave them here. They may help when reviewing the questionnaire and its results. (Optional)

Submit



Thank you for filling in the questionnaire. Your contribution is highly appreciated.

Through the following link you can **enter the raffle for the Amazon gift cards:**

<https://survey1.fss.uu.nl/index.php/797486?lang=en>

In this manner, your email address cannot be linked to your answers, ensuring anonymity.