University of Strathclyde

Department of Curricular Studies

The Pedagogy and Implementation of Modern Languages in the Primary School: Pupil Attitudes and Teachers' Views

by

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Appendices

2009

TEXT BOUND CLOSE TO THE SPINE IN THE ORIGINAL THESIS

PAGE NUMBERS CLOSE TO THE EDGE OF THE PAGE. SOME ARE CUT OFF

DT/VW

Date

The Headteacher
X Primary School

Dear Headteacher

I was National Development Officer for MLPS from 1992 until 2001. As part of my remit, I was involved in visiting schools across Scotland. I conducted interviews with teachers, headteachers and observed classes. That information gathering was very important in informing the Scottish Executive Education Department of the situation in primary schools and I also reported to the Ministerial Action Group on Languages. You will be aware that Modern Languages are now an integral part of the curriculum.

I now feel that there is a need for more research into what is happening in the primary languages classroom. It would be helpful if we could establish what is happening in the primary language classroom, what the teachers think and what the attitudes of the pupils are towards what we are doing. I have, therefore, embarked on some personal research to look at the current situation.

I have sought the support of your local authority and would now seek your permission to carry out research in your school. I should like to conduct an interview with your P6 MLPS teacher(s). This would take approximately 45/60 minutes. However, I would "repay" the teacher's time by taking the class myself for 45 minutes or so to conduct questionnaires with the pupils. I would also be delighted to do some 15 to 20 minutes of language teaching with the class if that were permissible, although that would not be part of my research.

It is important to stress that I am in no way assessing the teacher, the pupils or the school. Indeed, no pupil, school or local authority will be identified in the report of the research.

.../..

MLPS has reached a critical juncture and I feel it is important to get the views of the teachers on what they are doing and also to get some information from the pupils with regard to their language learning experience. I would not be asking the pupils to comment on the teacher or the school in any way but would want to assess their attitudes to language learning and that would be useful information for MLPS teachers. Although I am attempting to "repay" the teacher's time by taking the class, the teacher would of course be able to remain in the room if she/he wished to do so.

I shall phone you in approximately one week's time to discuss the research further and hope that you will be willing to take part in this important research towards the end of May or in June.

Yours sincerely

Dan Tierney

Dan Tierney
Reader
Department of Language Education

Teachers – semi-structured interview –P6

Name: _____

School: _____

Date of Interview: _____

Generalist/Specialist? Class _____

INTRODUCTION

Thank you very much for helping me with my research. There has been a lot written about MLPS and different "experts" take different views on how it should be tackled. There is clearly no one correct answer and what I am trying to do is to get the views of the practitioners, the primary teachers themselves and to see what the actual reality is. I want to find out how that reality compares with what it says in the documents, the various reports and guidelines that have been written about MLPS. So I am not looking for correct answers, but simply your views so that I can consider them and compare them with what's been written.
I have certain areas which I wish to focus on but before that are there any issues you would like to raise.

_____

_____

_____

_____

1. Aims of MLPS

1.1 I would first like to talk to you about the main aims of MLPS and what you see those as. As I said, the "experts" right across Europe take different views on this matter, so there's no one correct answer. We are no different in Scotland in that respect. I have here some cards which I'd like to show you with some of the aims that people identify for MLPS and to see how you feel about them.

Show card 1.
Some people see it as developing the child's ability in French, to develop what's called the child's linguistic competence, i.e to stick with one language and work on that.
Show card 2 .
Others would argue that the child should have a taste of different languages. Do a little work in maybe 2 or 3 languages.
Show card 3.
A different viewpoint, and this is found in some parts of England for example, is that you develop the child's general awareness of language, not teaching them the language itself but using examples from different languages to show the child how language works, not one specific language but looking at languages in general.
Show card 4.
The fourth argument is that the most important thing no matter what you do, is to develop the confidence of the child, and to build up the child's feeling of security and confidence in attempting to speak a language.

Show card 5.
Others say that, Yes it is important to develop language ability whatever, but the main aim for primary languages is that the child should have a positive attitude to language learning, that the child should enjoy the experience and therefore would be willing to learn languages at a later stage.

Show card 6.
For others the language lesson is an opportunity to develop awareness of cultures, to make pupils aware of similarities and differences.

Show card 7.
And another argument is that the language experience should be used to develop an awareness of European matters, to make the child aware of being, let's say, a citizen of Europe and gain an understanding of other European countries and cultures.

I'd like to know how you feel about those aims, or maybe you have a different aim entirely and that's possible. Can I ask you which of those you would consider to be **your** main aim. Where would you stand in this argument / debate.
(Gently encourage the teacher to read the cards and record order of priority.)

Card

1. Development of linguistic competence in French ❑
2. Encountering languages ❑
3. Development of general language awareness ❑
4. Development of confidence ❑
5. Development of a positive attitude to language learning ❑
6. Development of cultural awareness ❑
7. Development of European awareness ❑

1.2 OK. You have decided that 'x' is your main aim. Could we maybe explore why you said that.
Show card 1.
Has that come about as a kind of national aim for us in Scotland? Has it come from the training programme for example?, or
Show card 2
Is that the advice from the Local Authority? (name the authority) or
Show card 3
Or maybe the school has reached that aim, that's a decision you've come to within the school which is perfectly acceptable obviously. Or
Show card 4
Is it perhaps your personal preference?

(Tick or record order of priority.)

1. That is the National aim/the aim of the Training Programme ❑
2. That is the advice from the local authority ❑
3. That is the school policy ❑
4. That is my personal preference ❑

2. Skills

2.1 I'd now like to spend some time getting your thoughts on the skills of the pupils.

(Tick as appropriate.)

1. Would I be right in thinking that the pupils listen to the language? ❑
2. Speak the language? ❑
3. Do they read the language? Are they involved in reading, seeing the written word and actually reading it? ❑
4. Do they write the language? ❑

2.2 Just to help me understand what happens, can I ask you if that means you spend more time on listening than on writing, or you do more speaking than reading?

(Record order of priority .)

Listening ❑

Speaking ❑

Reading ❑

Writing ❑

2.3 So for you [ ] is the most important. I'd really be interested to know your thinking on that one because again the so-called 'experts' have got different views on it. Why does this get your emphasis?

2.4 You'll know that the Minister set up this high-powered group, all the "highheidyins", on an Action Group for Languages and one of the things that their report recommended was that the pupils should spend 75 minutes per week on language learning. Can we talk about the amount of time devoted to MLPS in your classroom? Can we talk about what actually happens here in school 'y'. Again there's no correct answer, and I'm not saying the Action Group recommendation is the correct one. I just want to find out what is actually happening in school. HMI aren't going to come in and say you're doing too little or too much as a result of my research. They'll never know!

Would you spend

(Tick as appropriate.)

1. less than 30 minutes on MLPS? ❑
2. maybe a bit more, 30 – 45 minutes? ❑
3. maybe 45 – 60 minutes? ❑
4. 60-75 minutes? ❑
5. 75 – 90 minutes perhaps? ❑
6. or, more than 90 minutes? ❑

2.5 Thank you. OK they spend [ ] minutes on MLPS in a week. Roughly how much of that time would be spent

1. listening, about half the time? 'x' minutes?
2. speaking?
3. what about reading?
4. how much time would they spend here in school 'x' doing writing?

(Record % of time pupils spend on)

Listening? _____ Minutes = ❑%

Speaking? _____ Minutes = ❑%

Reading? _____ Minutes = ❑%

Writing? _____ Minutes = ❑%

3. Listening

Now can we talk a little bit about listening.

3.1 So your pupils are listening and you want to see if they understand. Do they show this by *(Show cards)*

Which of these is the one that you use most? You probably just do that anyway but can I ask you to think about it to try to help me work out which of those is the most common activity or common way of pupils showing understanding. Can you put these in an order?

(Record order of priority.)

Card

1. maybe giving an answer in English? ❑
2. or maybe responding in French? ❑
3. or would you ask them to do actions, for example to show you, or to point, or to choose something or to make something or to run somewhere? To show understanding by a physical response? ❑
4. or would you ask them to tick boxes? ❑
5. or draw lines connecting language? ❑
6. or maybe they write down answers in English? ❑
7. or maybe ask them to write down something in French perhaps? ❑

3.2 Now different people take different views about how much the child should be required to speak the modern language. Some teachers say that the child should not be required to say anything for a long period and should just hear the language and do things – should have what is called a silent period and should eventually speak whenever the child feels ready to do so. Another view is that you cannot allow that at this stage, and that you need to encourage the child to respond in French. Which of those views would you feel more close to?

- has the child a right to a silent period, not to have to speak?, or ❑
- do we need to encourage the child to respond? ❑

3.3 Great. Thanks. Maybe I could move on to the kind of listening activities that you do with them. I have more of these cards for you.
Which of these cards, these activities, are the main listening tasks for you? *(Record the order of priority.)*

Card

1. Do they listen to instructions in class? ❑
2. listen to Art & Craft instructions? ❑
3. what about listening to a cassette? Do they do this? ❑
4. what about listening to stories? ❑
5. listening to songs. Do you do much of that? ❑
6. listening to instructions for physical education? ❑
7. listening to play games? ❑

3.4 *Then move on to gently enquire as to why these activities are important to the teacher.*

So 'x' is an important activity for you. It's important that we understand **why** experienced teachers do different activities. Can you give me some insight into your thinking about these activities and **why** they are important to you?

Reasons for these activities

- Listening to class instructions?

_____

- Listening to Art & Craft instructions?

_____

- Listening to a cassette?

_____

- Listening to stories?

_____

- Listening to songs?

_____

- Listening to P.E. instructions?

_____

- Listening to play games?

_____

(Repeat key reasons and say "I am writing down x or y." to ensure key reasons are noted.)

3.5 So listening is important to you / quite important / very important. One last question on that. Do you as an experienced teacher see it that way because *(Show cards and record order of priority.)*

Card

1. it's the skill pupils need most, that they are going to be listening to language more than anything ❑

2. or is it a way of developing their listening skills in general and you're using the foreign language to do that? ❑

3. or do they hear a good model for speaking and that's why it's important? ❑

4. or maybe it builds up the pupil's confidence and that's why you do the listening you do ❑

5. or it may be that they enjoy listening, ❑

6. or maybe there is some other reason. I would be interested to know your views. ❑

4. Speaking

That was great for listening. Can we do something similar now for speaking?

4.1 First of all, let's consider the kind of speaking that they do and which you would do most often?
(Show cards and record the order of priority.)

Card

1. Do they respond to your questions in French? ❑
2. What about speaking French with a neighbour, a partner? ❑
3. Speaking French to play a game perhaps? ❑
4. Speaking French, repeating in chorus after you? ❑
5. What about repetition as an individual after you? Do you do that? ❑
6. And another kind of speaking would be singing songs. Do you do that? ❑

4.2 *Then move on to gently enquire as to why these activities are important to the teacher.*

So 'x' is an important activity for you. It's important that we understand **why** experienced teachers do different activities. Can you give me some insight into your thinking about these activities and **why** they are important to you?

(Reasons for speaking activities.)

1. Respond to questions in French?

   _____

2. Speak French with a partner?

   _____

3. Speak French to play a game?

   _____

4. Repeat in chorus?

   _____

5. Repeat as an individual?

   _____

6. Sing songs?

   _____

(Repeat key reasons and say "I am writing down x or y." to ensure key reasons are noted.)

4.3 Can I just take a moment or so to ask about pronunciation, and if you develop the pronunciation of sounds with the pupils. I'm not saying you should or you should not. I'm just attempting to find out if it happens.
(If teacher says yes try to establish which sounds.)

- Develop pronunciation of particular sounds? ❑

Which? _____

And what about when they make mistakes in pronunciation. I wonder if you correct them?

- would you do that always? ❑
- frequently? ❑
- sometimes? ❑
- or never? ❑

Again, just so that I understand your thinking, what are your views on correcting the pronunciation?

_____

_____

4.4 So speaking is important to you / quite important / very important. One last question on that. Do you as an experienced teacher see it that way because
(Show cards and record order of priority.)

1. It's the skill pupils need most. They'll do more speaking more than anything. That's what's most important. ❑
2. They are at a particularly good age for developing pronunciation and that's why you want them to do a lot of that. ❑
3. They are willing to speak / have a go. ❑
4. It develops their confidence. ❑
5. They enjoy speaking. ❑

Or maybe there's some other reason?

_____

_____

5. Reading

5.1 Earlier we were talking about how they showed understanding of listening and I'd be interested to know how they show understanding of reading. So, for example would they *(Show cards and record order of priority.)* Which way would you use most often?

Card

1. Do something physically - do an action? ❑
2. Or would they tick boxes? ❑
3. Or would they be involved in writing in English? ❑
4. Or would they be writing in French to show understanding? ❑

5.2 This is another area that people have different viewpoints on, so it's important that I get your views – the views of Scottish teachers who are doing the work in classrooms. I'd be interested to know the kind of reading that the pupils are actually doing. How much they're seeing the written word and your thinking behind that. As I've said before, there's no one answer on this matter. People are taking different views and that's why the research is important, and your contribution to that is so valuable. *(Show them cards and record order of priority.)* Which of these cards, these activities, are the main reading tasks for you?

Card

1. If you're doing flashcard work, for example would the pupils see the written word? ❑
2. Do they ever read short text, for example songs, stories? ❑
3. What about reading instructions to do something? To do an action or to make something? ❑
4. Or maybe they read the written word when they're playing games for example Pelmanism with the text as well as picture cards? Do they do that? ❑

5.3 What's your thinking for using these approaches, in showing them the written word for flashcards or getting them to read a short text or instruction, or seeing text in games? Can you help me to understand what's happening there?

(Reasons for reading activities.)

- Show pupils the written word?

_____

- Ask them to read short text?

- Ask them to read instructions?

- Ask them to read text in games?

5.4 We've learned so much from primary teachers in terms of development of language generally. I mean after all you develop the child's first language and I wonder if in foreign languages you make any definite connections between the written form and sound patterns. Would you do that for example?

Yes	No
☐	☐

5.5 *If the teacher has answered yes to 5.4 try to establish which sound patterns are developed in that way.*
Which sound patterns? (if applicable)

5.6 So you attach some importance to reading. Just like I did for listening and speaking it would be useful to get behind your thinking on that and make sure I understand what you, as an experienced teacher, are doing and why you're doing it. Is it because *(Show cards and record order of priority.)*

Card

1. It is the skill they need most? ❑
2. It develops reading skills generally? ❑
3. It helps them to see the written word? ❑
4. It helps to develop awareness of sound patterns? ❑
5. They enjoy reading? ❑

Or maybe there's some other reason?

---

6. Writing

This is maybe the most important part because again teachers and so-called "experts" are all taking different views about it.

6.1 It would be good to know the kind of writing that your pupils are doing. Do they *(Show cards and record order of priority.)* Which of these I wonder do they do most often?

Card

1. Write responses to questions in French? ❑
2. Copy write e.g. vocabulary or sentences into jotters? ❑
3. Write labels or captions? ❑
4. Do some guided writing e.g. about self or family? ❑

6.2 As before I'd like to get your thinking on the **reasons** behind these activities. Can you help me with that?

1. What about writing responses to questions in French? What's your thinking behind that?

   _____

2. Or copywriting?

   _____

3. Writing labels or captions?

   _____

   –

4. Doing some guided writing?

   _____

6.3 Let me explore this issue of writing a little bit more with you, and ask you about the importance of writing as a skill just as I did with listening and writing and speaking. *(Show cards and record the order of priority.)*

1. Maybe you think it is the skill they need most. Would that be your view? ❑
2. Or do you see it developing their writing skills in general terms? ❑
3. Does it help them to consolidate the spoken form? ❑

4. Do you see writing developing their awareness of sound patterns, making the link between the written form and the sound? ❑

5. Or do you consider that they enjoy writing? ❑

6. Or perhaps there's another reason? ❑

---

7. **Knowing about Language**

Thank you very much. It's been very good to get your views and thoughts on these matters. Last section. No right or wrong answers. Just views. So you do not need to give me an answer you think I might be looking for.

7.1 Do you spend any time explaining the language to them? How it works? Grammar or other aspects?
Yes? Which would you do?

7.2 What about them being able to know when to be polite, how to ask for help? Anything like that?

7.3 What about making sentences longer? Using prepositions or adjectives, adverbs. What about anything in that area?

---

8. Finally, are there further observations you would like to make in your own words? Anything special I should know about regarding MLPS here in your classroom?

Thank you very much. As I said at the start your views will not be attributed to you by name. No teacher will be identified in the write up of this work.

8. Continuity into secondary

In a few months time they will be going to secondary. I would like to ask about continuity.

8.1 Please tell me about primary / secondary liaison in this cluster.

_____

_____

_____

_____

8.2 Do you feel that secondary colleagues

Are not interested in the MLPS programme? ❑

Are quite interested in the MLPS programme? ❑

Are very interested in the MLPS programme? ❑

9. Finally, are there further observations you would like to make in your own words? Anything special I should know about regarding MLPS here in your classroom?

_____

_____

_____

Thank you very much. As I said at the start your views will not be attributed to you by name. No teacher will be identified in the write up of this work.

Pupil Questionnaire – Final Draft

Name: _____ **School:** _____ **Class:** _____ **Boy/Girl**

1. SPEAKING

	Do not like	Like a little	Quite like	Like a lot	Favourite
Answering the teacher's questions					
Speaking with a partner					
Speaking when you play a game					
Repeating as a whole class					
Repeating something by yourself					
Singing songs					

What you think about speaking:

_____

_____

_____

2. LISTENING

	Do not like	Like a little	Quite like	Like a lot	Favourite
Listening to instructions					
Listening to the cassette					
Listening to stories					
Listening to songs					
Listening to PE instructions					
Listening to play games					

What you think about listening:

_____

_____

3. READING

	Do not like	Like a little	Quite like	Like a lot	Favourite
Reading words on flashcards					
Reading stories, songs					
Reading instructions					
Reading word cards					

What you think about reading:

4. WRITING

	Do not like	Like a little	Quite like	Like a lot	Favourite
Writing down answers					
Copying down words					
Writing labels or captions					

What you think about writing:

5. LANGUAGES

5.1

	Do not like	Like a little	Quite like	Like a lot	Favourite Subject
French					

What you think about French:

_____

_____

_____

5.2 How did you find learning French?

very easy	easy	average	difficult	very difficult

5.3 Which language you would like to learn: **(Tick only ONE box)**

French		German		Italian		Spanish	

Another language? _____

Why you like/would like that language.

_____

_____

_____

Appendix 4 - Frequencies for ALL P6 schools - Speaking Activities
Answering the teacher's question

Statistics

answer

Boy	N	Valid	259
		Missing	0
	Mean		2.42
	Median		2.00
	Std. Deviation		.810
	Skewness		.060
	Std. Error of Skewness		.151
	Kurtosis		-.474
	Std. Error of Kurtosis		.302
Girl	N	Valid	209
		Missing	0
	Mean		2.73
	Median		3.00
	Std. Deviation		.812
	Skewness		-.126
	Std. Error of Skewness		.168
	Kurtosis		-.522
	Std. Error of Kurtosis		.335

answer

gender1			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1	31	12.0	12.0	12.0
		2	110	42.5	42.5	54.4
		3	96	37.1	37.1	91.5
		4	22	8.5	8.5	100.0
		Total	259	100.0	100.0	
Girl	Valid	1	12	5.7	5.7	5.7
		2	68	32.5	32.5	38.3
		3	93	44.5	44.5	82.8
		4	36	17.2	17.2	100.0
		Total	209	100.0	100.0	

T-Test

Group Statistics

	gender1	N	Mean	Std. Deviation	Std. Error Mean
answer	Boy	259	2.42	.810	.050
	Girl	209	2.73	.812	.056

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
answer	Equal variances assumed	.317	.573	-4.129	466	.000	-.311	.075	-.459	-.163
	Equal variances not assumed			-4.128	444.910	.000	-.311	.075	-.459	-.163

Speaking with a partner

Statistics

partner

.	N	Valid	0
		Missing	53
Boy	N	Valid	229
		Missing	0
	Mean		2.94
	Median		3.00
	Std. Deviation		.960
	Skewness		-.515
	Std. Error of Skewness		.161
	Kurtosis		-.734
	Std. Error of Kurtosis		.320
Girl	N	Valid	186
		Missing	0
	Mean		3.22
	Median		3.00
	Std. Deviation		.887
	Skewness		-.813
	Std. Error of Skewness		.178
	Kurtosis		-.352
	Std. Error of Kurtosis		.355

partner

g2			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	53	100.0		
Boy	Valid	1	21	9.2	9.2	9.2
		2	49	21.4	21.4	30.6
		3	81	35.4	35.4	65.9
		4	78	34.1	34.1	100.0
		Total	229	100.0	100.0	
Girl	Valid	1	8	4.3	4.3	4.3
		2	33	17.7	17.7	22.0
		3	56	30.1	30.1	52.2
		4	89	47.8	47.8	100.0
		Total	186	100.0	100.0	

Mann-Whitney Test

Ranks

	g2	N	Mean Rank	Sum of Ranks
partner	Boy	229	193.21	44245.50
	Girl	186	226.21	42074.50
	Total	415		

Test Statistics[a]

	partner
Mann-Whitney U	17910.500
Wilcoxon W	44245.500
Z	-2.953
Asymp. Sig. (2-tailed)	.003

a. Grouping Variable: g2

Speaking when you play a game

Statistics

Games

.	N	Valid	0
		Missing	14
Boy	N	Valid	249
		Missing	0
	Mean		3.24
	Median		4.00
	Std. Deviation		.937
	Skewness		-1.003
	Std. Error of Skewness		.154
	Kurtosis		-.058
	Std. Error of Kurtosis		.307
Girl	N	Valid	205
		Missing	0
	Mean		3.24
	Median		3.00
	Std. Deviation		.884
	Skewness		-.875
	Std. Error of Skewness		.170
	Kurtosis		-.226
	Std. Error of Kurtosis		.338

Games

g3			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	14	100.0		
Boy	Valid	1	17	6.8	6.8	6.8
		2	35	14.1	14.1	20.9
		3	68	27.3	27.3	48.2
		4	129	51.8	51.8	100.0
		Total	249	100.0	100.0	
Girl	Valid	1	9	4.4	4.4	4.4
		2	34	16.6	16.6	21.0
		3	61	29.8	29.8	50.7
		4	101	49.3	49.3	100.0
		Total	205	100.0	100.0	

Mann-Whitney Test

Ranks

	g3	N	Mean Rank	Sum of Ranks
Games	Boy	249	229.08	57040.00
	Girl	205	225.59	46245.00
	Total	454		

Test Statistics[a]

	Games
Mann-Whitney U	25130.000
Wilcoxon W	46245.000
Z	-.307
Asymp. Sig. (2-tailed)	.759

a. Grouping Variable: g3

Repeating as a whole class

Statistics

class

.	N	Valid	0
		Missing	3
boy	N	Valid	254
		Missing	0
	Mean		2.57
	Median		3.00
	Std. Deviation		1.056
	Skewness		-.087
	Std. Error of Skewness		.153
	Kurtosis		-1.199
	Std. Error of Kurtosis		.304
girl	N	Valid	211
		Missing	0
	Mean		2.91
	Median		3.00
	Std. Deviation		.946
	Skewness		-.456
	Std. Error of Skewness		.167
	Kurtosis		-.739
	Std. Error of Kurtosis		.333

class

g4			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	3	100.0		
boy	Valid	1	50	19.7	19.7	19.7
		2	69	27.2	27.2	46.9
		3	75	29.5	29.5	76.4
		4	60	23.6	23.6	100.0
		Total	254	100.0	100.0	
girl	Valid	1	19	9.0	9.0	9.0
		2	48	22.7	22.7	31.8
		3	78	37.0	37.0	68.7
		4	66	31.3	31.3	100.0
		Total	211	100.0	100.0	

Mann-Whitney Test

Ranks

	g4	N	Mean Rank	Sum of Ranks
class	boy	254	214.40	54457.00
	girl	211	255.39	53888.00
	Total	465		

Test Statistics[a]

	class
Mann-Whitney U	22072.000
Wilcoxon W	54457.000
Z	-3.405
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: g4

Repeating something by yourself

Statistics

self

.	N	Valid	0
		Missing	6
boy	N	Valid	253
		Missing	0
	Mean		2.12
	Median		2.00
	Std. Deviation		1.056
	Skewness		.404
	Std. Error of Skewness		.153
	Kurtosis		-1.126
	Std. Error of Kurtosis		.305
girl	N	Valid	209
		Missing	0
	Mean		2.27
	Median		2.00
	Std. Deviation		1.027
	Skewness		.319
	Std. Error of Skewness		.168
	Kurtosis		-1.025
	Std. Error of Kurtosis		.335

self

g5			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	6	100.0		
boy	Valid	1	95	37.5	37.5	37.5
		2	64	25.3	25.3	62.8
		3	62	24.5	24.5	87.4
		4	32	12.6	12.6	100.0
		Total	253	100.0	100.0	
girl	Valid	1	56	26.8	26.8	26.8
		2	73	34.9	34.9	61.7
		3	47	22.5	22.5	84.2
		4	33	15.8	15.8	100.0
		Total	209	100.0	100.0	

Mann-Whitney Test

Ranks

	g5	N	Mean Rank	Sum of Ranks
self	boy	253	222.63	56326.00
	girl	209	242.23	50627.00
	Total	462		

Test Statistics[a]

	self
Mann-Whitney U	24195.000
Wilcoxon W	56326.000
Z	-1.635
Asymp. Sig. (2-tailed)	.102

a. Grouping Variable: g5

Singing songs

Statistics

singing

.	N	Valid	0
		Missing	5
boy	N	Valid	255
		Missing	0
	Mean		2.80
	Median		3.00
	Std. Deviation		1.119
	Skewness		-.353
	Std. Error of Skewness		.153
	Kurtosis		-1.278
	Std. Error of Kurtosis		.304
girl	N	Valid	208
		Missing	0
	Mean		3.32
	Median		4.00
	Std. Deviation		.894
	Skewness		-1.132
	Std. Error of Skewness		.169
	Kurtosis		.284
	Std. Error of Kurtosis		.336

singing

g6			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	5	100.0		
boy	Valid	1	44	17.3	17.3	17.3
		2	57	22.4	22.4	39.6
		3	59	23.1	23.1	62.7
		4	95	37.3	37.3	100.0
		Total	255	100.0	100.0	
girl	Valid	1	11	5.3	5.3	5.3
		2	27	13.0	13.0	18.3
		3	54	26.0	26.0	44.2
		4	116	55.8	55.8	100.0
		Total	208	100.0	100.0	

Mann-Whitney Test

Ranks

	g6	N	Mean Rank	Sum of Ranks
singing	boy	255	205.35	52363.50
	girl	208	264.68	55052.50
	Total	463		

Test Statistics[a]

	singing
Mann-Whitney U	19723.500
Wilcoxon W	52363.500
Z	-5.050
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: g6

Appendix 5 - Frequencies for ALL P6 schools - Listening activities
Listening to instructions

Statistics

instruct

.	N	Valid	0
		Missing	6
boy	N	Valid	257
		Missing	0
	Mean		2.20
	Median		2.00
	Std. Deviation		.900
	Skewness		.237
	Std. Error of Skewness		.152
	Kurtosis		-.777
	Std. Error of Kurtosis		.303
girl	N	Valid	205
		Missing	0
	Mean		2.51
	Median		2.00
	Std. Deviation		.808
	Skewness		.173
	Std. Error of Skewness		.170
	Kurtosis		-.474
	Std. Error of Kurtosis		.338

instruct

g7			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	6	100.0		
boy	Valid	1	63	24.5	24.5	24.5
		2	99	38.5	38.5	63.0
		3	75	29.2	29.2	92.2
		4	20	7.8	7.8	100.0
		Total	257	100.0	100.0	
girl	Valid	1	17	8.3	8.3	8.3
		2	91	44.4	44.4	52.7
		3	73	35.6	35.6	88.3
		4	24	11.7	11.7	100.0
		Total	205	100.0	100.0	

Mann-Whitney Test

Ranks

	g7	N	Mean Rank	Sum of Ranks
instruct	boy	257	212.35	54573.50
	girl	205	255.51	52379.50
	Total	462		

Test Statistics[a]

	instruct
Mann-Whitney U	21420.500
Wilcoxon W	54573.500
Z	-3.656
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: g7

Listening to the cassette

Statistics

cassette

.	N	Valid	0
		Missing	63
boy	N	Valid	225
		Missing	0
	Mean		2.74
	Median		3.00
	Std. Deviation		1.029
	Skewness		-.384
	Std. Error of Skewness		.162
	Kurtosis		-.974
	Std. Error of Kurtosis		.323
girl	N	Valid	180
		Missing	0
	Mean		2.78
	Median		3.00
	Std. Deviation		1.011
	Skewness		-.295
	Std. Error of Skewness		.181
	Kurtosis		-1.034
	Std. Error of Kurtosis		.360

cassette

g8			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	63	100.0		
boy	Valid	1	37	16.4	16.4	16.4
		2	44	19.6	19.6	36.0
		3	84	37.3	37.3	73.3
		4	60	26.7	26.7	100.0
		Total	225	100.0	100.0	
girl	Valid	1	23	12.8	12.8	12.8
		2	47	26.1	26.1	38.9
		3	57	31.7	31.7	70.6
		4	53	29.4	29.4	100.0
		Total	180	100.0	100.0	

Mann-Whitney Test

Ranks

	g8	N	Mean Rank	Sum of Ranks
cassette	boy	225	201.69	45380.50
	girl	180	204.64	36834.50
	Total	405		

Test Statistics[a]

	cassette
Mann-Whitney U	19955.500
Wilcoxon W	45380.500
Z	-.262
Asymp. Sig. (2-tailed)	.793

a. Grouping Variable: g8

Listening to stories

Statistics

stories

.	N	Valid	0
		Missing	256
boy	N	Valid	124
		Missing	0
	Mean		2.84
	Median		3.00
	Std. Deviation		1.136
	Skewness		-.454
	Std. Error of Skewness		.217
	Kurtosis		-1.225
	Std. Error of Kurtosis		.431
girl	N	Valid	88
		Missing	0
	Mean		3.06
	Median		3.00
	Std. Deviation		1.021
	Skewness		-.779
	Std. Error of Skewness		.257
	Kurtosis		-.555
	Std. Error of Kurtosis		.508

stories

g9			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	256	100.0		
boy	Valid	1	23	18.5	18.5	18.5
		2	22	17.7	17.7	36.3
		3	31	25.0	25.0	61.3
		4	48	38.7	38.7	100.0
		Total	124	100.0	100.0	
girl	Valid	1	10	11.4	11.4	11.4
		2	13	14.8	14.8	26.1
		3	27	30.7	30.7	56.8
		4	38	43.2	43.2	100.0
		Total	88	100.0	100.0	

Mann-Whitney Test

Ranks

	g9	N	Mean Rank	Sum of Ranks
stories	boy	124	102.19	12671.50
	girl	88	112.57	9906.50
	Total	212		

Test Statistics[a]

	stories
Mann-Whitney U	4921.500
Wilcoxon W	12671.500
Z	-1.277
Asymp. Sig. (2-tailed)	.202

a. Grouping Variable: g9

Listening to songs

Statistics

songs

.	N	Valid	0
		Missing	35
boy	N	Valid	248
		Missing	0
	Mean		2.87
	Median		3.00
	Std. Deviation		1.087
	Skewness		-.465
	Std. Error of Skewness		.155
	Kurtosis		-1.114
	Std. Error of Kurtosis		.308
girl	N	Valid	185
		Missing	0
	Mean		3.20
	Median		4.00
	Std. Deviation		.960
	Skewness		-.896
	Std. Error of Skewness		.179
	Kurtosis		-.357
	Std. Error of Kurtosis		.355

songs

g10			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	35	100.0		
boy	Valid	1	38	15.3	15.3	15.3
		2	50	20.2	20.2	35.5
		3	66	26.6	26.6	62.1
		4	94	37.9	37.9	100.0
		Total	248	100.0	100.0	
girl	Valid	1	13	7.0	7.0	7.0
		2	31	16.8	16.8	23.8
		3	47	25.4	25.4	49.2
		4	94	50.8	50.8	100.0
		Total	185	100.0	100.0	

Mann-Whitney Test

Ranks

	g10	N	Mean Rank	Sum of Ranks
songs	boy	248	201.51	49975.00
	girl	185	237.76	43986.00
	Total	433		

Test Statistics[a]

	songs
Mann-Whitney U	19099.000
Wilcoxon W	49975.000
Z	-3.157
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: g10

Listening to PE instructions

Statistics

physed

.	N	Valid	0
		Missing	367
boy	N	Valid	61
		Missing	0
	Mean		2.64
	Median		3.00
	Std. Deviation		1.184
	Skewness		-.189
	Std. Error of Skewness		.306
	Kurtosis		-1.475
	Std. Error of Kurtosis		.604
girl	N	Valid	40
		Missing	0
	Mean		3.05
	Median		3.00
	Std. Deviation		.876
	Skewness		-.583
	Std. Error of Skewness		.374
	Kurtosis		-.373
	Std. Error of Kurtosis		.733

physed

g11			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	367	100.0		
boy	Valid	1	15	24.6	24.6	24.6
		2	12	19.7	19.7	44.3
		3	14	23.0	23.0	67.2
		4	20	32.8	32.8	100.0
		Total	61	100.0	100.0	
girl	Valid	1	2	5.0	5.0	5.0
		2	8	20.0	20.0	25.0
		3	16	40.0	40.0	65.0
		4	14	35.0	35.0	100.0
		Total	40	100.0	100.0	

Mann-Whitney Test

Ranks

	g11	N	Mean Rank	Sum of Ranks
physed	boy	61	47.38	2890.00
	girl	40	56.53	2261.00
	Total	101		

Test Statistics[a]

	physed
Mann-Whitney U	999.000
Wilcoxon W	2890.000
Z	-1.597
Asymp. Sig. (2-tailed)	.110

a. Grouping Variable: g11

Listening to play games

Statistics

games2

.	N	Valid	0
		Missing	3
boy	N	Valid	265
		Missing	0
	Mean		3.26
	Median		4.00
	Std. Deviation		.919
	Skewness		-.924
	Std. Error of Skewness		.150
	Kurtosis		-.316
	Std. Error of Kurtosis		.298
girl	N	Valid	200
		Missing	0
	Mean		3.33
	Median		4.00
	Std. Deviation		.856
	Skewness		-1.165
	Std. Error of Skewness		.172
	Kurtosis		.613
	Std. Error of Kurtosis		.342

games2

g12			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	3	100.0		
boy	Valid	1	13	4.9	4.9	4.9
		2	47	17.7	17.7	22.6
		3	63	23.8	23.8	46.4
		4	142	53.6	53.6	100.0
		Total	265	100.0	100.0	
girl	Valid	1	10	5.0	5.0	5.0
		2	21	10.5	10.5	15.5
		3	63	31.5	31.5	47.0
		4	106	53.0	53.0	100.0
		Total	200	100.0	100.0	

Mann-Whitney Test

Ranks

	g12	N	Mean Rank	Sum of Ranks
games2	boy	265	230.51	61085.00
	girl	200	236.30	47260.00
	Total	465		

Test Statistics[a]

	games2
Mann-Whitney U	25840.000
Wilcoxon W	61085.000
Z	-.506
Asymp. Sig. (2-tailed)	.613

a. Grouping Variable: g12

Appendix 6 - Frequencies for ALL P6 - Reading Activities
Reading words on flashcards

Statistics

flcards

.	N	Valid	0
		Missing	3
boy	N	Valid	251
		Missing	0
	Mean		2.55
	Median		3.00
	Std. Deviation		1.012
	Skewness		-.091
	Std. Error of Skewness		.154
	Kurtosis		-1.079
	Std. Error of Kurtosis		.306
girl	N	Valid	214
		Missing	0
	Mean		2.74
	Median		3.00
	Std. Deviation		.859
	Skewness		-.229
	Std. Error of Skewness		.166
	Kurtosis		-.580
	Std. Error of Kurtosis		.331

flcards

g13			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	3	100.0		
boy	Valid	1	47	18.7	18.7	18.7
		2	70	27.9	27.9	46.6
		3	84	33.5	33.5	80.1
		4	50	19.9	19.9	100.0
		Total	251	100.0	100.0	
girl	Valid	1	17	7.9	7.9	7.9
		2	63	29.4	29.4	37.4
		3	93	43.5	43.5	80.8
		4	41	19.2	19.2	100.0
		Total	214	100.0	100.0	

Mann-Whitney Test

Ranks

	g13	N	Mean Rank	Sum of Ranks
flcards	boy	251	222.00	55721.50
	girl	214	245.90	52623.50
	Total	465		

Test Statistics[a]

	flcards
Mann-Whitney U	24095.500
Wilcoxon W	55721.500
Z	-2.003
Asymp. Sig. (2-tailed)	.045

a. Grouping Variable: g13

Reading stories, songs

Statistics

stories2

.	N	Valid	0
		Missing	239
boy	N	Valid	128
		Missing	0
	Mean		2.41
	Median		2.00
	Std. Deviation		1.068
	Skewness		.071
	Std. Error of Skewness		.214
	Kurtosis		-1.236
	Std. Error of Kurtosis		.425
girl	N	Valid	101
		Missing	0
	Mean		2.76
	Median		3.00
	Std. Deviation		1.011
	Skewness		-.273
	Std. Error of Skewness		.240
	Kurtosis		-1.036
	Std. Error of Kurtosis		.476

stories2

g14			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	239	100.0		
boy	Valid	1	33	25.8	25.8	25.8
		2	34	26.6	26.6	52.3
		3	37	28.9	28.9	81.3
		4	24	18.8	18.8	100.0
		Total	128	100.0	100.0	
girl	Valid	1	13	12.9	12.9	12.9
		2	27	26.7	26.7	39.6
		3	32	31.7	31.7	71.3
		4	29	28.7	28.7	100.0
		Total	101	100.0	100.0	

Mann-Whitney Test

Ranks

	g14	N	Mean Rank	Sum of Ranks
stories2	boy	128	105.62	13519.50
	girl	101	126.89	12815.50
	Total	229		

Test Statistics[a]

	stories2
Mann-Whitney U	5263.500
Wilcoxon W	13519.500
Z	-2.496
Asymp. Sig. (2-tailed)	.013

a. Grouping Variable: g14

Reading instructions

Statistics

instru2

.	N	Valid	0
		Missing	96
boy	N	Valid	206
		Missing	0
	Mean		2.14
	Median		2.00
	Std. Deviation		.988
	Skewness		.428
	Std. Error of Skewness		.169
	Kurtosis		-.874
	Std. Error of Kurtosis		.337
girl	N	Valid	166
		Missing	0
	Mean		2.30
	Median		2.00
	Std. Deviation		1.006
	Skewness		.269
	Std. Error of Skewness		.188
	Kurtosis		-.992
	Std. Error of Kurtosis		.375

instru2

g15			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	96	100.0		
boy	Valid	1	65	31.6	31.6	31.6
		2	71	34.5	34.5	66.0
		3	47	22.8	22.8	88.8
		4	23	11.2	11.2	100.0
		Total	206	100.0	100.0	
girl	Valid	1	41	24.7	24.7	24.7
		2	59	35.5	35.5	60.2
		3	41	24.7	24.7	84.9
		4	25	15.1	15.1	100.0
		Total	166	100.0	100.0	

Mann-Whitney Test

Ranks

	g15	N	Mean Rank	Sum of Ranks
instru2	boy	206	178.90	36853.00
	girl	166	195.93	32525.00
	Total	372		

Test Statistics[a]

	instru2
Mann-Whitney U	15532.000
Wilcoxon W	36853.000
Z	-1.585
Asymp. Sig. (2-tailed)	.113

a. Grouping Variable: g15

Reading word cards

Statistics

wordcards

.	N	Valid	0
		Missing	27
boy	N	Valid	240
		Missing	0
	Mean		2.50
	Median		3.00
	Std. Deviation		1.047
	Skewness		-.066
	Std. Error of Skewness		.157
	Kurtosis		-1.183
	Std. Error of Kurtosis		.313
girl	N	Valid	201
		Missing	0
	Mean		2.85
	Median		3.00
	Std. Deviation		.939
	Skewness		-.420
	Std. Error of Skewness		.172
	Kurtosis		-.701
	Std. Error of Kurtosis		.341

wordcards

g16			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	27	100.0		
boy	Valid	1	54	22.5	22.5	22.5
		2	60	25.0	25.0	47.5
		3	79	32.9	32.9	80.4
		4	47	19.6	19.6	100.0
		Total	240	100.0	100.0	
girl	Valid	1	20	10.0	10.0	10.0
		2	46	22.9	22.9	32.8
		3	80	39.8	39.8	72.6
		4	55	27.4	27.4	100.0
		Total	201	100.0	100.0	

Mann-Whitney Test

Ranks

	g16	N	Mean Rank	Sum of Ranks
wordcards	boy	240	202.37	48568.50
	girl	201	243.25	48892.50
	Total	441		

Test Statistics[a]

	wordcards
Mann-Whitney U	19648.500
Wilcoxon W	48568.500
Z	-3.493
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: g16

Appendix 7 - Frequencies for ALL P6 - Writing Activities
Writing down answers

Statistics

answer2

.	N	Valid	0
		Missing	33
boy	N	Valid	233
		Missing	0
	Mean		2.56
	Median		3.00
	Std. Deviation		1.041
	Skewness		-.109
	Std. Error of Skewness		.159
	Kurtosis		-1.152
	Std. Error of Kurtosis		.318
girl	N	Valid	202
		Missing	0
	Mean		2.74
	Median		3.00
	Std. Deviation		.944
	Skewness		-.205
	Std. Error of Skewness		.171
	Kurtosis		-.889
	Std. Error of Kurtosis		.341

answer2

g17			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	33	100.0		
boy	Valid	1	46	19.7	19.7	19.7
		2	61	26.2	26.2	45.9
		3	75	32.2	32.2	78.1
		4	51	21.9	21.9	100.0
		Total	233	100.0	100.0	
girl	Valid	1	21	10.4	10.4	10.4
		2	60	29.7	29.7	40.1
		3	72	35.6	35.6	75.7
		4	49	24.3	24.3	100.0
		Total	202	100.0	100.0	

Mann-Whitney Test

Ranks

	g17	N	Mean Rank	Sum of Ranks
answer2	boy	233	208.94	48682.50
	girl	202	228.45	46147.50
	Total	435		

Test Statistics[a]

	answer2
Mann-Whitney U	21421.500
Wilcoxon W	48682.500
Z	-1.680
Asymp. Sig. (2-tailed)	.093

a. Grouping Variable: g17

Copying down words

Statistics

copy

.	N	Valid	0
		Missing	42
boy	N	Valid	227
		Missing	0
	Mean		2.61
	Median		3.00
	Std. Deviation		1.073
	Skewness		-.186
	Std. Error of Skewness		.162
	Kurtosis		-1.211
	Std. Error of Kurtosis		.322
girl	N	Valid	199
		Missing	0
	Mean		2.79
	Median		3.00
	Std. Deviation		.934
	Skewness		-.368
	Std. Error of Skewness		.172
	Kurtosis		-.713
	Std. Error of Kurtosis		.343

copy

g18			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	42	100.0		
boy	Valid	1	47	20.7	20.7	20.7
		2	51	22.5	22.5	43.2
		3	73	32.2	32.2	75.3
		4	56	24.7	24.7	100.0
		Total	227	100.0	100.0	
girl	Valid	1	21	10.6	10.6	10.6
		2	48	24.1	24.1	34.7
		3	81	40.7	40.7	75.4
		4	49	24.6	24.6	100.0
		Total	199	100.0	100.0	

Mann-Whitney Test

Ranks

	g18	N	Mean Rank	Sum of Ranks
copy	boy	227	204.55	46432.00
	girl	199	223.71	44519.00
	Total	426		

Test Statistics[a]

	copy
Mann-Whitney U	20554.000
Wilcoxon W	46432.000
Z	-1.670
Asymp. Sig. (2-tailed)	.095

a. Grouping Variable: g18

Writing labels or captions

Statistics

labels

.	N	Valid	0
		Missing	37
boy	N	Valid	227
		Missing	0
	Mean		2.42
	Median		2.00
	Std. Deviation		1.075
	Skewness		.105
	Std. Error of Skewness		.162
	Kurtosis		-1.244
	Std. Error of Kurtosis		.322
girl	N	Valid	204
		Missing	0
	Mean		2.72
	Median		3.00
	Std. Deviation		1.030
	Skewness		-.171
	Std. Error of Skewness		.170
	Kurtosis		-1.156
	Std. Error of Kurtosis		.339

labels

g19			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	37	100.0		
boy	Valid	1	56	24.7	24.7	24.7
		2	66	29.1	29.1	53.7
		3	58	25.6	25.6	79.3
		4	47	20.7	20.7	100.0
		Total	227	100.0	100.0	
girl	Valid	1	28	13.7	13.7	13.7
		2	61	29.9	29.9	43.6
		3	56	27.5	27.5	71.1
		4	59	28.9	28.9	100.0
		Total	204	100.0	100.0	

Mann-Whitney Test

Ranks

	g19	N	Mean Rank	Sum of Ranks
labels	boy	227	200.49	45510.50
	girl	204	233.26	47585.50
	Total	431		

Test Statistics[a]

	labels
Mann-Whitney U	19632.500
Wilcoxon W	45510.500
Z	-2.823
Asymp. Sig. (2-tailed)	.005

a. Grouping Variable: g19

Appendix 8 - Frequencies for ALL P6 schools
Overall Attitudes

Statistics

attitude

.	N	Valid	0
		Missing	8
boy	N	Valid	247
		Missing	0
	Mean		2.80
	Median		3.00
	Std. Deviation		1.084
	Skewness		-.466
	Std. Error of Skewness		.155
	Kurtosis		-1.063
	Std. Error of Kurtosis		.309
girl	N	Valid	213
		Missing	0
	Mean		3.23
	Median		3.00
	Std. Deviation		.922
	Skewness		-1.067
	Std. Error of Skewness		.167
	Kurtosis		.237
	Std. Error of Kurtosis		.332

attitude

g20			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	8	100.0		
boy	Valid	1	45	18.2	18.2	18.2
		2	39	15.8	15.8	34.0
		3	83	33.6	33.6	67.6
		4	80	32.4	32.4	100.0
		Total	247	100.0	100.0	
girl	Valid	1	16	7.5	7.5	7.5
		2	23	10.8	10.8	18.3
		3	69	32.4	32.4	50.7
		4	105	49.3	49.3	100.0
		Total	213	100.0	100.0	

Mann-Whitney Test

Ranks

	g20	N	Mean Rank	Sum of Ranks
attitude	boy	247	206.48	51001.00
	girl	213	258.35	55029.00
	Total	460		

Test Statistics[a]

	attitude
Mann-Whitney U	20373.000
Wilcoxon W	51001.000
Z	-4.413
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: g20

Perception of difficulty

Statistics

difficulty

.	N	Valid	0
		Missing	6
boy	N	Valid	247
		Missing	0
	Mean		3.05
	Median		3.00
	Std. Deviation		.970
	Skewness		.037
	Std. Error of Skewness		.155
	Kurtosis		.122
	Std. Error of Kurtosis		.309
girl	N	Valid	215
		Missing	0
	Mean		2.75
	Median		3.00
	Std. Deviation		.981
	Skewness		.182
	Std. Error of Skewness		.166
	Kurtosis		.067
	Std. Error of Kurtosis		.330

difficulty

g21			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	6	100.0		
boy	Valid	very easy	16	6.5	6.5	6.5
		easy	41	16.6	16.6	23.1
		average	126	51.0	51.0	74.1
		difficult	43	17.4	17.4	91.5
		very difficult	21	8.5	8.5	100.0
		Total	247	100.0	100.0	
girl	Valid	very easy	23	10.7	10.7	10.7
		easy	55	25.6	25.6	36.3
		average	101	47.0	47.0	83.3
		difficult	24	11.2	11.2	94.4
		very difficult	12	5.6	5.6	100.0
		Total	215	100.0	100.0	

T-Test

Group Statistics

	g21	N	Mean	Std. Deviation	Std. Error Mean
difficulty	boy	247	3.05	.970	.062
	girl	215	2.75	.981	.067

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
difficulty	Equal variances assumed	2.464	.117	3.245	460	.001	.295	.091	.116	.474
	Equal variances not assumed			3.242	449.815	.001	.295	.091	.116	.474

Appendix 9 - Anovas for P6 High and Low FME
Speaking Activities - Answering the Teacher's Questions

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	129
	3.00	High	121
Gender	1.00	Boy	132
	2.00	Girl	118

Descriptive Statistics

Dependent Variable: Answering the teacher's questions

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.4857	.73707	70
	Girl	2.8475	.76143	59
	Total	2.6512	.76701	129
High	Boy	2.5484	.86228	62
	Girl	2.6949	.83572	59
	Total	2.6198	.84908	121
Total	Boy	2.5152	.79584	132
	Girl	2.7712	.79969	118
	Total	2.6360	.80629	250

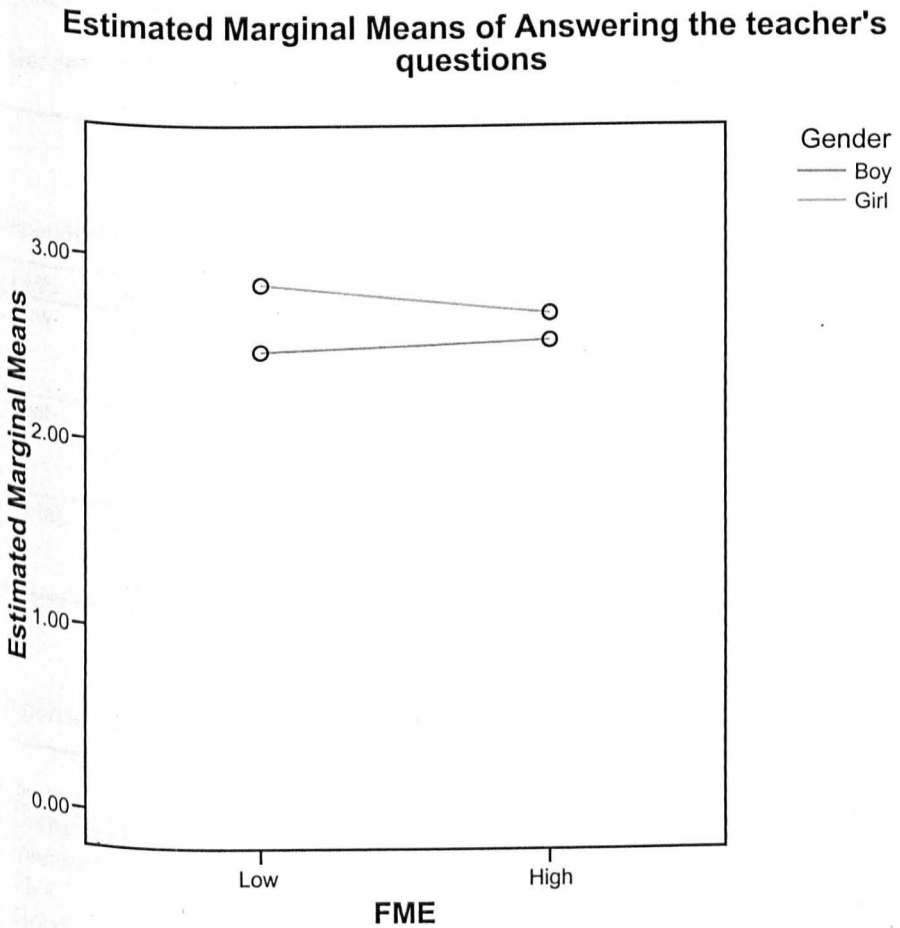
Tests of Between-Subjects Effects

Dependent Variable: Answering the teacher's questions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.900[a]	3	1.633	2.560	.056
Intercept	1739.333	1	1739.333	2725.738	.000
FME	.126	1	.126	.197	.658
Gender	4.017	1	4.017	6.295	.013
FME * Gender	.720	1	.720	1.129	.289
Error	156.976	246	.638		
Total	1899.000	250			
Corrected Total	161.876	249			

a. R Squared = .030 (Adjusted R Squared = .018)

Profile Plots



Speaking with a partner

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	129
	3.00	High	120
Gender	1.00	Boy	131
	2.00	Girl	118

Descriptive Statistics

Dependent Variable: Speaking with a partner

FME	Gender	Mean	Std. Deviation	N
Low	Boy	3.1286	.91559	70
	Girl	3.2373	.87767	59
	Total	3.1783	.89660	129
High	Boy	2.8525	1.12303	61
	Girl	3.0339	1.03334	59
	Total	2.9417	1.07918	120
Total	Boy	3.0000	1.02282	131
	Girl	3.1356	.96001	118
	Total	3.0643	.99388	249

Tests of Between-Subjects Effects

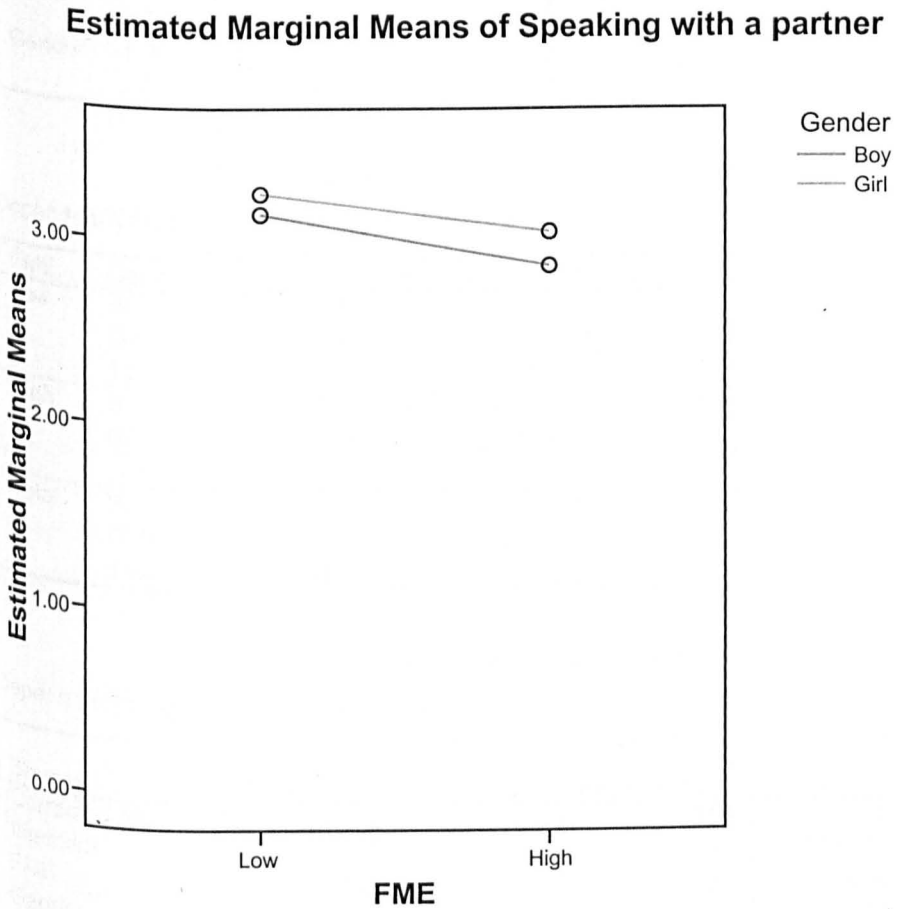
Dependent Variable: Speaking with a partner

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.847[a]	3	1.616	1.648	.179
Intercept	2324.601	1	2324.601	2371.793	.000
FME	3.560	1	3.560	3.633	.058
Gender	1.304	1	1.304	1.330	.250
FME * Gender	.082	1	.082	.084	.773
Error	240.125	245	.980		
Total	2583.000	249			
Corrected Total	244.972	248			

a. R Squared = .020 (Adjusted R Squared = .008)

Speaking with a partner

Profile Plots



Speaking when you play a game

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	129
	3.00	High	115
Gender	1.00	Boy	127
	2.00	Girl	117

Descriptive Statistics

Dependent Variable: Speaking when you play a game

FME	Gender	Mean	Std. Deviation	N
Low	Boy	3.2143	.84943	70
	Girl	3.3898	.80979	59
	Total	3.2946	.83295	129
High	Boy	3.4211	.84404	57
	Girl	3.2241	.95593	58
	Total	3.3217	.90368	115
Total	Boy	3.3071	.84995	127
	Girl	3.3077	.88534	117
	Total	3.3074	.86530	244

Tests of Between-Subjects Effects

Dependent Variable: Speaking when you play a game

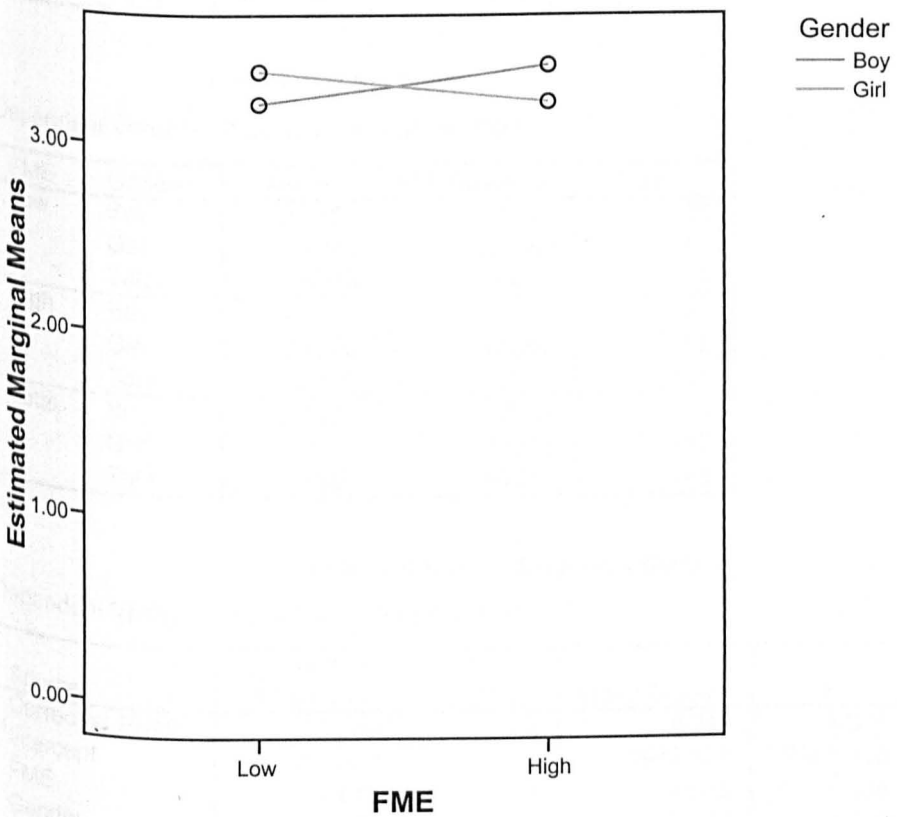
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.146[a]	3	.715	.955	.415
Intercept	2658.950	1	2658.950	3549.199	.000
FME	.026	1	.026	.034	.854
Gender	.007	1	.007	.009	.924
FME * Gender	2.101	1	2.101	2.805	.095
Error	179.801	240	.749		
Total	2851.000	244			
Corrected Total	181.947	243			

a. R Squared = .012 (Adjusted R Squared = -.001)

Speaking when you play a game

Profile Plots

Estimated Marginal Means of Speaking when you play a game



Repeating as a whole class

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	129
	3.00	High	120
Gender	1.00	Boy	131
	2.00	Girl	118

Descriptive Statistics

Dependent Variable: Repeating as a whole class

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.6429	1.06371	70
	Girl	3.2203	.72082	59
	Total	2.9070	.96373	129
High	Boy	2.5574	.99204	61
	Girl	2.7966	.96096	59
	Total	2.6750	.98016	120
Total	Boy	2.6031	1.02791	131
	Girl	3.0085	.87213	118
	Total	2.7952	.97665	249

Tests of Between-Subjects Effects

Dependent Variable: Repeating as a whole class

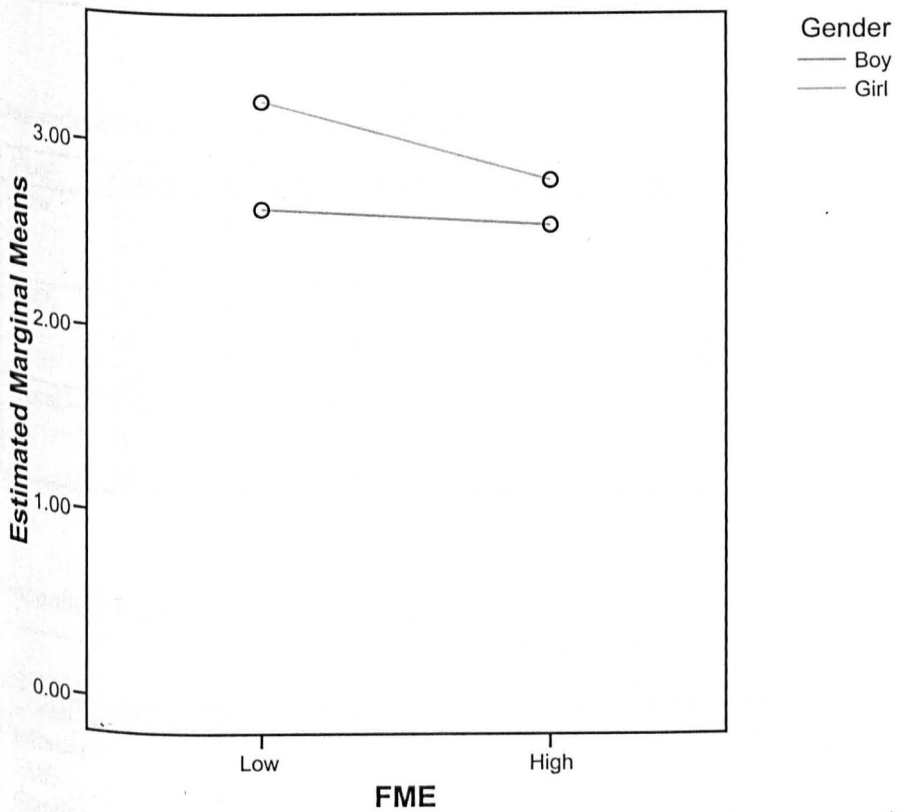
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	15.739[a]	3	5.246	5.821	.001
Intercept	1948.438	1	1948.438	2161.838	.000
FME	4.015	1	4.015	4.455	.036
Gender	10.329	1	10.329	11.460	.001
FME * Gender	1.772	1	1.772	1.966	.162
Error	220.816	245	.901		
Total	2182.000	249			
Corrected Total	236.554	248			

a. R Squared = .067 (Adjusted R Squared = .055)

Repeating as a whole class

Profile Plots

Estimated Marginal Means of Repeating as a whole class



Repeating something by yourself

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	128
	3.00	High	118
Gender	1.00	Boy	129
	2.00	Girl	117

Descriptive Statistics

Dependent Variable: Repeating something by yourself

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.2714	1.02039	70
	Girl	2.2414	.92358	58
	Total	2.2578	.97404	128
High	Boy	2.1525	1.06372	59
	Girl	2.2034	1.11076	59
	Total	2.1780	1.08314	118
Total	Boy	2.2171	1.03804	129
	Girl	2.2222	1.01804	117
	Total	2.2195	1.02648	246

Tests of Between-Subjects Effects

Dependent Variable: Repeating something by yourself

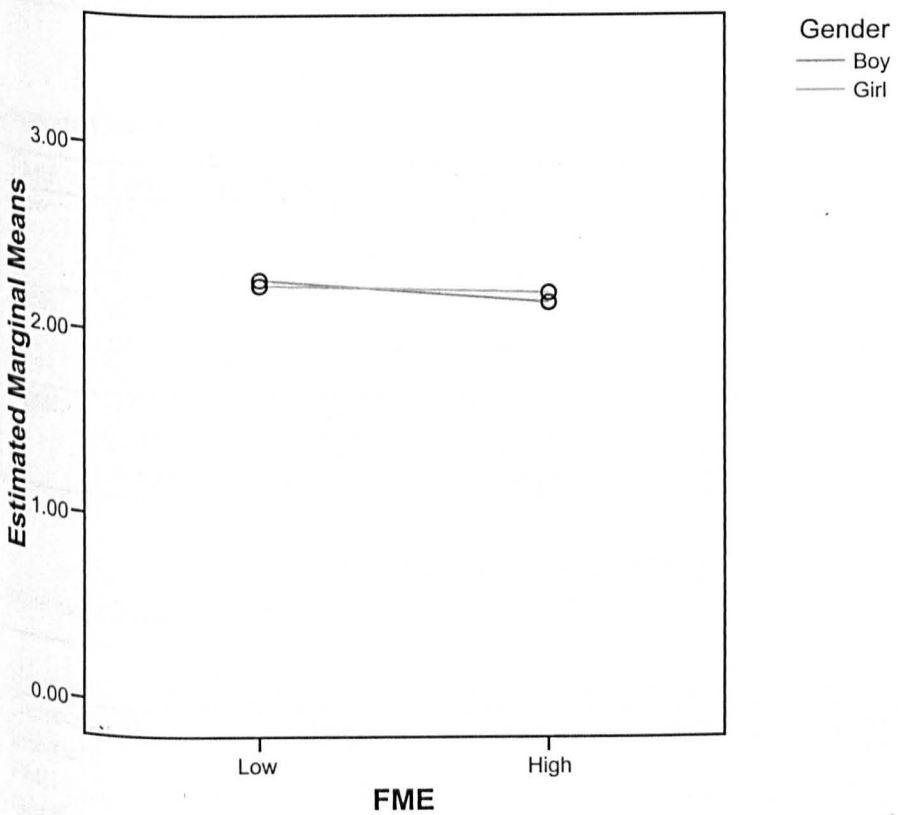
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.496[a]	3	.165	.155	.926
Intercept	1202.202	1	1202.202	1129.179	.000
FME	.376	1	.376	.353	.553
Gender	.007	1	.007	.006	.937
FME * Gender	.100	1	.100	.094	.759
Error	257.650	242	1.065		
Total	1470.000	246			
Corrected Total	258.146	245			

a. R Squared = .002 (Adjusted R Squared = -.010)

Repeating something by yourself

Profile Plots

Estimated Marginal Means of Repeating something by yourself



Singing songs

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	129
	3.00	High	119
Gender	1.00	Boy	130
	2.00	Girl	118

Descriptive Statistics

Dependent Variable: Singing songs

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.9286	1.06759	70
	Girl	3.3898	.71960	59
	Total	3.1395	.94987	129
High	Boy	2.6167	1.04300	60
	Girl	3.0678	.99766	59
	Total	2.8403	1.04137	119
Total	Boy	2.7846	1.06374	130
	Girl	3.2288	.88105	118
	Total	2.9960	1.00403	248

Tests of Between-Subjects Effects

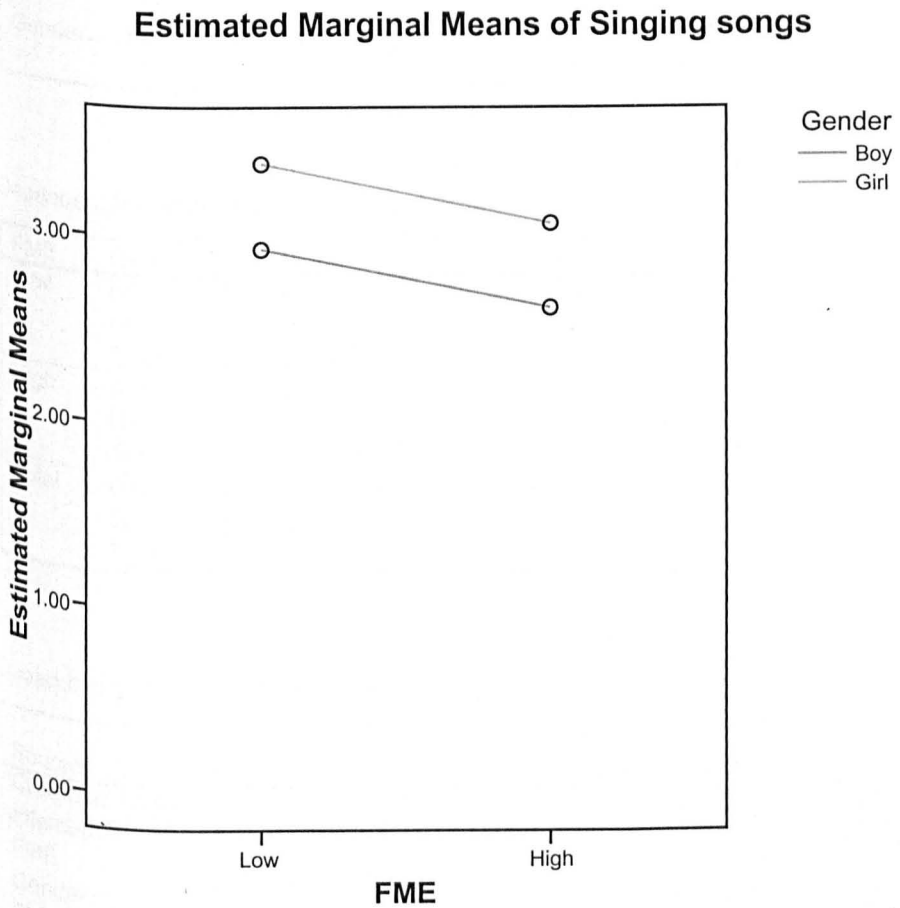
Dependent Variable: Singing songs

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	18.407[a]	3	6.136	6.493	.000
Intercept	2221.546	1	2221.546	2350.751	.000
FME	6.197	1	6.197	6.557	.011
Gender	12.836	1	12.836	13.583	.000
FME * Gender	.002	1	.002	.002	.967
Error	230.589	244	.945		
Total	2475.000	248			
Corrected Total	248.996	247			

a. R Squared = .074 (Adjusted R Squared = .063)

Singing songs

Profile Plots



Appendix 10 - Anovas for P6 High and Low FME Listening Activities - Listening to Instructions

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	129
	3.00	High	120
Gender	1.00	Boy	131
	2.00	Girl	118

Descriptive Statistics

Dependent Variable: Listening to instructions

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.3857	.80385	70
	Girl	2.6271	.82834	59
	Total	2.4961	.82086	129
High	Boy	2.3115	.94058	61
	Girl	2.5593	.81518	59
	Total	2.4333	.88625	120
Total	Boy	2.3511	.86757	131
	Girl	2.5932	.81898	118
	Total	2.4659	.85185	249

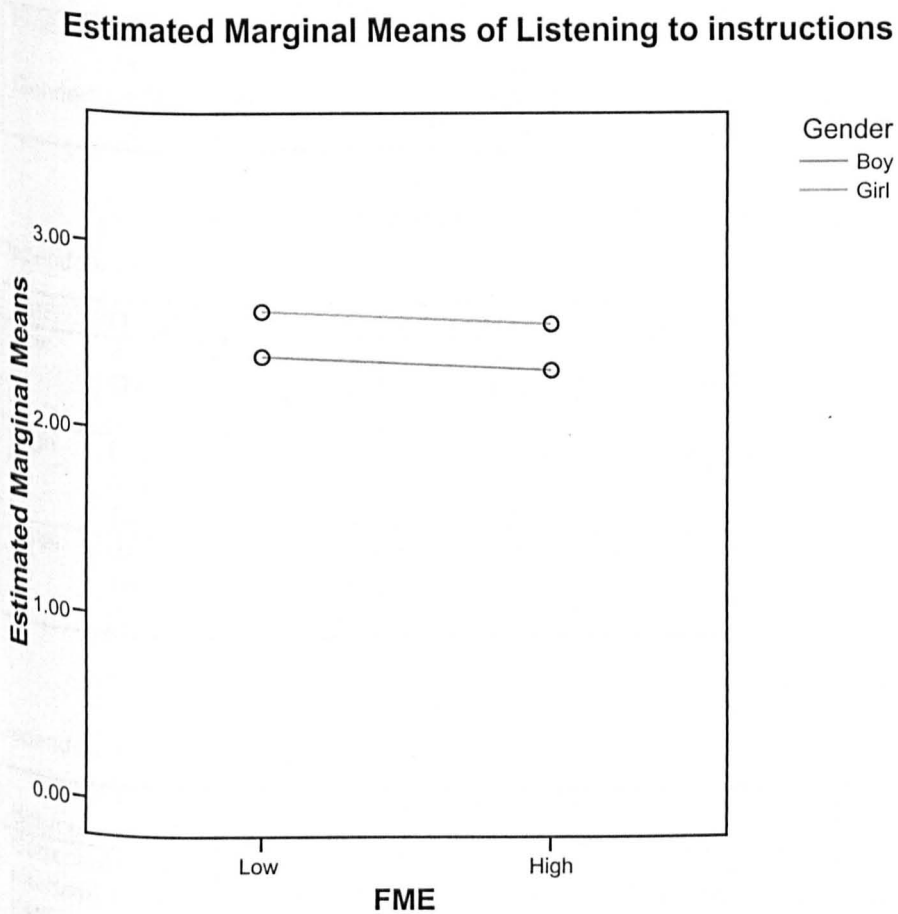
Tests of Between-Subjects Effects

Dependent Variable: Listening to instructions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.953[a]	3	1.318	1.834	.141
Intercept`	1512.697	1	1512.697	2105.664	.000
FME	.312	1	.312	.435	.510
Gender	3.707	1	3.707	5.160	.024
FME * Gender	.001	1	.001	.001	.976
Error	176.007	245	.718		
Total	1694.000	249			
Corrected Total	179.960	248			

a. R Squared = .022 (Adjusted R Squared = .010)

Profile Plots



Listening to the cassette

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	125
	3.00	High	114
Gender	1.00	Boy	126
	2.00	Girl	113

Descriptive Statistics

Dependent Variable: Listening to the cassette

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.8551	.91194	69
	Girl	2.8750	.83258	56
	Total	2.8640	.87385	125
High	Boy	2.5088	1.08764	57
	Girl	2.6140	1.08157	57
	Total	2.5614	1.08109	114
Total	Boy	2.6984	1.00614	126
	Girl	2.7434	.97081	113
	Total	2.7197	.98778	239

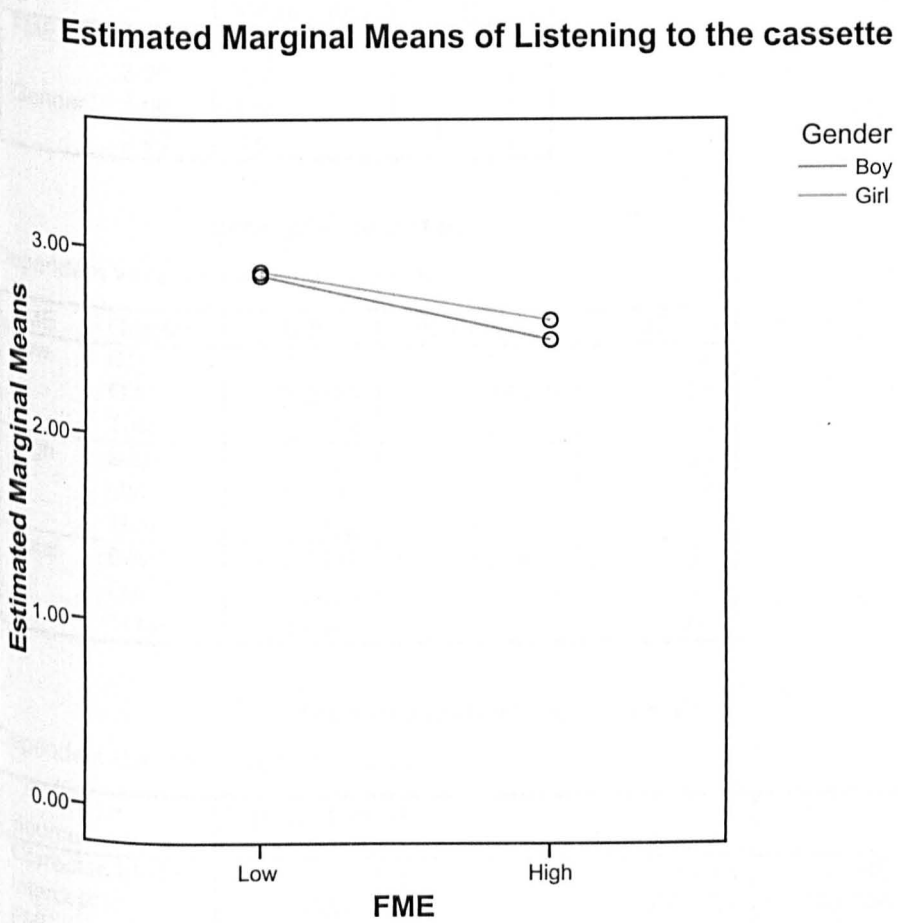
Tests of Between-Subjects Effects

Dependent Variable: Listening to the cassette

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5.787[a]	3	1.929	2.002	.114
Intercept	1746.577	1	1746.577	1812.681	.000
FME	5.468	1	5.468	5.675	.018
Gender	.232	1	.232	.241	.624
FME * Gender	.108	1	.108	.112	.738
Error	226.430	235	.964		
Total	2000.000	239			
Corrected Total	232.218	238			

a. R Squared = .025 (Adjusted R Squared = .012)

Profile Plots



Listening to stories

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	45
	3.00	High	53
Gender	1.00	Boy	53
	2.00	Girl	45

Descriptive Statistics

Dependent Variable: Listening to stories

FME	Gender	Mean	Std. Deviation	N
Low	Boy	3.0000	.97802	24
	Girl	3.3810	.86465	21
	Total	3.1778	.93636	45
High	Boy	2.6897	1.13715	29
	Girl	2.6667	1.12932	24
	Total	2.6792	1.12273	53
Total	Boy	2.8302	1.06943	53
	Girl	3.0000	1.06600	45
	Total	2.9082	1.06574	98

Tests of Between-Subjects Effects

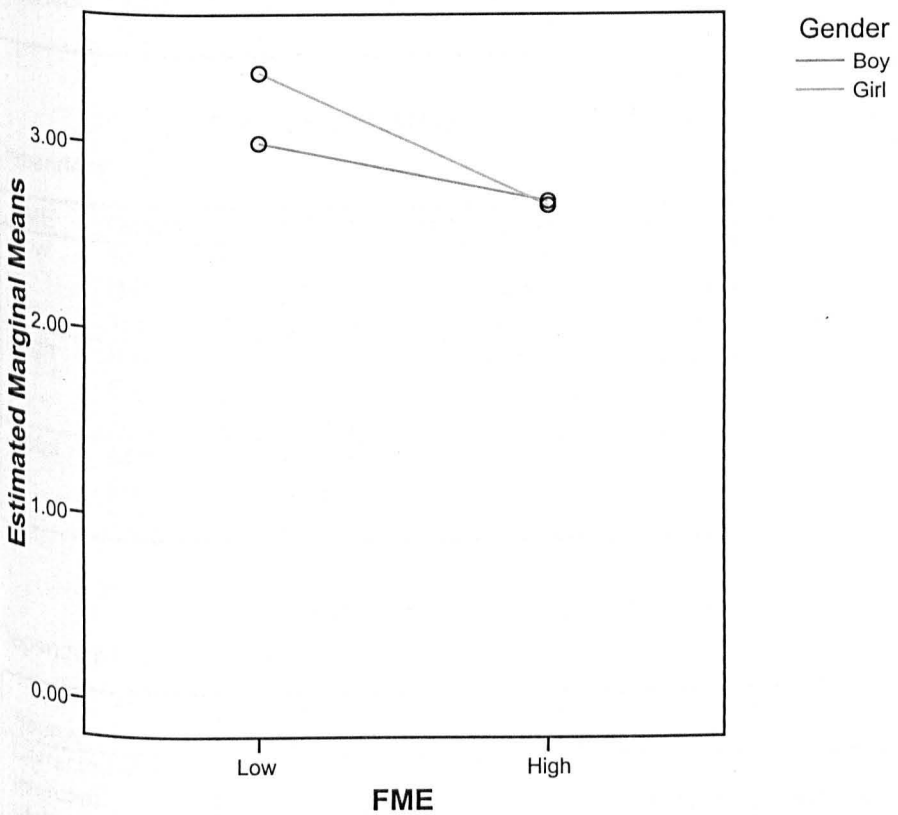
Dependent Variable: Listening to stories

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7.681[a]	3	2.560	2.348	.078
Intercept	832.735	1	832.735	763.734	.000
FME	6.346	1	6.346	5.820	.018
Gender	.775	1	.775	.710	.401
FME * Gender	.986	1	.986	.905	.344
Error	102.493	94	1.090		
Total	939.000	98			
Corrected Total	110.173	97			

a. R Squared = .070 (Adjusted R Squared = .040)

Profile Plots

Estimated Marginal Means of Listening to stories



Listening to songs

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	127
	3.00	High	98
Gender	1.00	Boy	121
	2.00	Girl	104

Descriptive Statistics

Dependent Variable: Listening to songs

FME	Gender	Mean	Std. Deviation	N
Low	Boy	3.0580	.98345	69
	Girl	3.3103	.84203	58
	Total	3.1732	.92663	127
High	Boy	2.5385	1.07487	52
	Girl	2.8913	1.15909	46
	Total	2.7041	1.12341	98
Total	Boy	2.8347	1.05156	121
	Girl	3.1250	1.01146	104
	Total	2.9689	1.04108	225

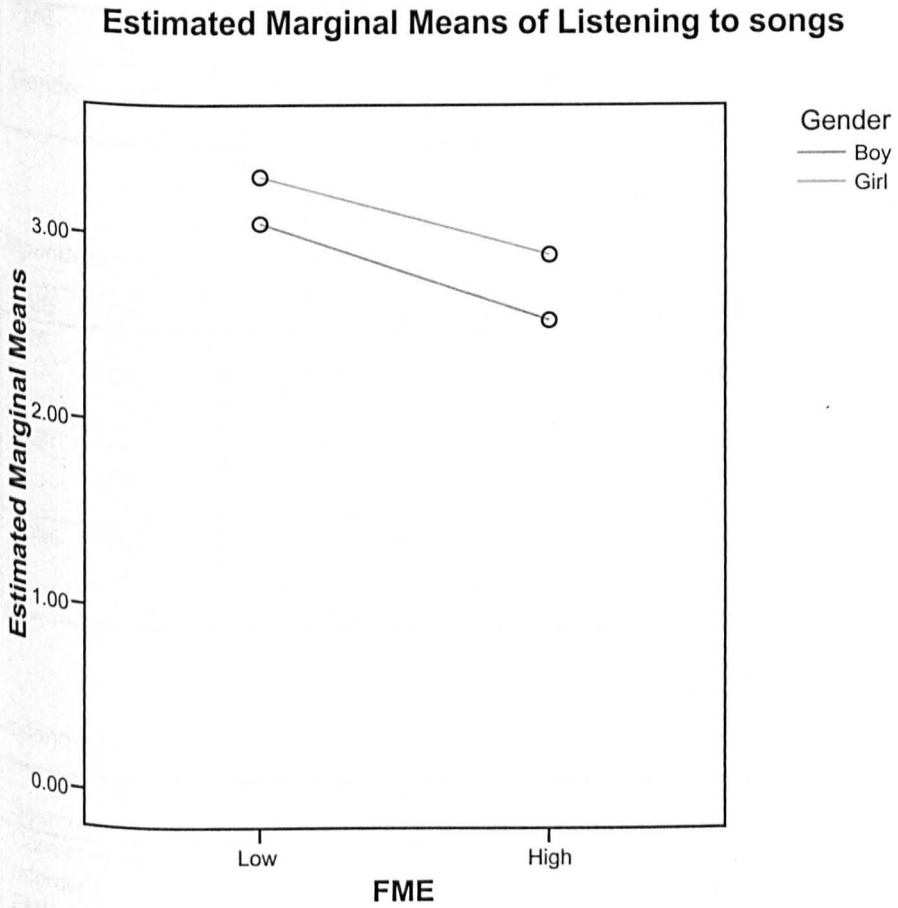
Tests of Between-Subjects Effects

Dependent Variable: Listening to songs

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	17.221[a]	3	5.740	5.624	.001
Intercept	1914.539	1	1914.539	1875.822	.000
FME	12.116	1	12.116	11.871	.001
Gender	5.038	1	5.038	4.936	.027
FME * Gender	.139	1	.139	.136	.713
Error	225.562	221	1.021		
Total	2226.000	225			
Corrected Total	242.782	224			

a. R Squared = .071 (Adjusted R Squared = .058)

Profile Plots



Listening to PE instructions

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	21
	3.00	High	25
Gender	1.00	Boy	23
	2.00	Girl	23

Descriptive Statistics

Dependent Variable: Listening to PE instructions

FME	Gender	Mean	Std. Deviation	N
Low	Boy	3.0909	.94388	11
	Girl	3.3000	.67495	10
	Total	3.1905	.81358	21
High	Boy	2.8333	1.19342	12
	Girl	3.1538	.80064	13
	Total	3.0000	1.00000	25
Total	Boy	2.9565	1.06508	23
	Girl	3.2174	.73587	23
	Total	3.0870	.91472	46

Tests of Between-Subjects Effects

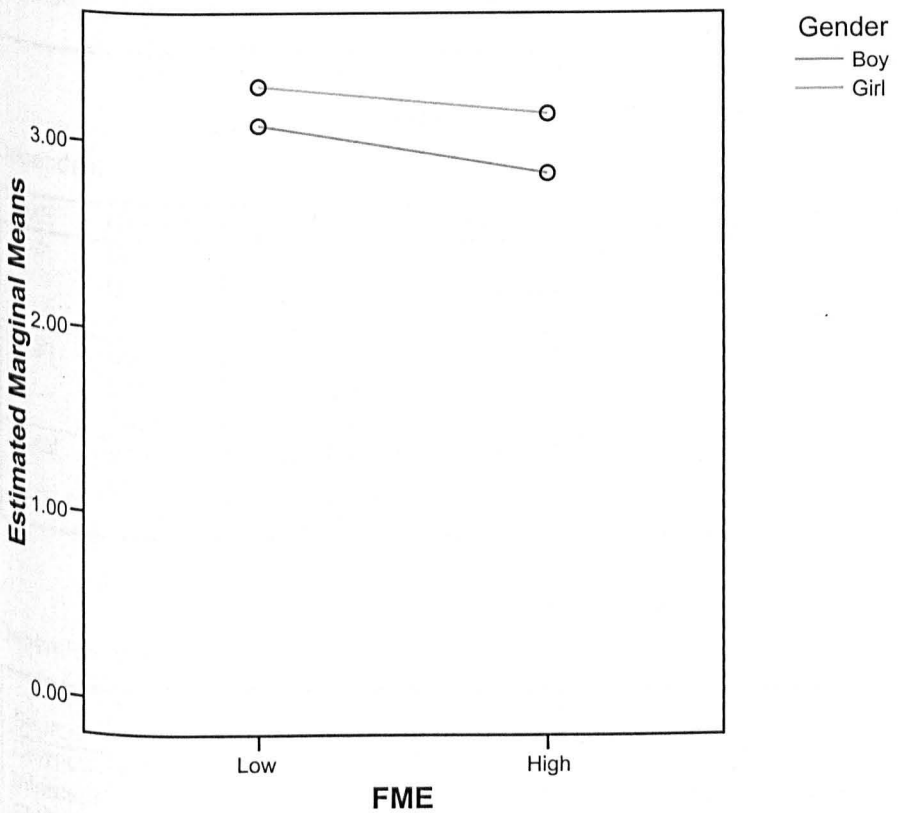
Dependent Variable: Listening to PE instructions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.284[a]	3	.428	.494	.688
Intercept	436.310	1	436.310	503.877	.000
FME	.464	1	.464	.536	.468
Gender	.799	1	.799	.922	.342
FME * Gender	.035	1	.035	.041	.841
Error	36.368	42	.866		
Total	476.000	46			
Corrected Total	37.652	45			

a. R Squared = .034 (Adjusted R Squared = -.035)

Profile Plots

Estimated Marginal Means of Listening to PE instructions



Listening to play games

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	128
	3.00	High	119
Gender	1.00	Boy	132
	2.00	Girl	115

Descriptive Statistics

Dependent Variable: Listening to play games

FME	Gender	Mean	Std. Deviation	N
Low	Boy	3.4429	.79191	70
	Girl	3.4828	.80003	58
	Total	3.4609	.79271	128
High	Boy	3.3387	.88602	62
	Girl	3.2456	.89204	57
	Total	3.2941	.88637	119
Total	Boy	3.3939	.83582	132
	Girl	3.3652	.85153	115
	Total	3.3806	.84157	247

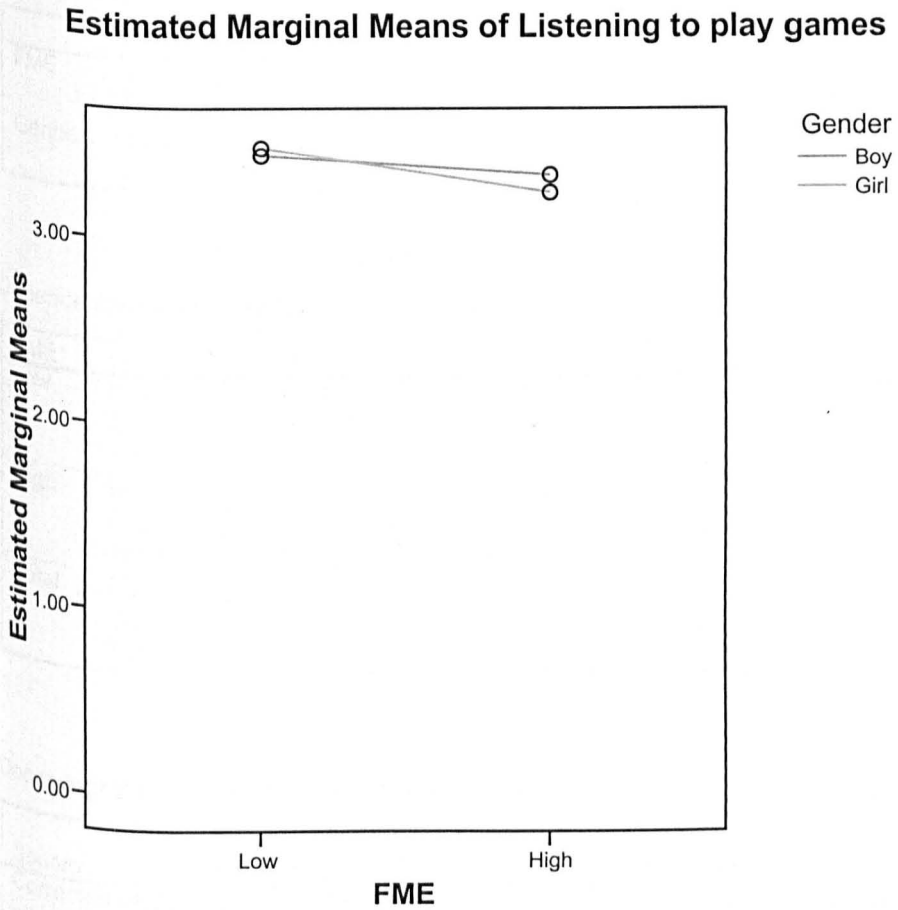
Tests of Between-Subjects Effects

Dependent Variable: Listening to play games

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.024[a]	3	.675	.952	.416
Intercept	2799.364	1	2799.364	3950.260	.000
FME	1.787	1	1.787	2.521	.114
Gender	.043	1	.043	.061	.805
FME * Gender	.271	1	.271	.383	.537
Error	172.203	243	.709		
Total	2997.000	247			
Corrected Total	174.227	246			

a. R Squared = .012 (Adjusted R Squared = -.001)

Profile Plots



Appendix 11 - Anovas for P6 High and Low FME Reading Activities - Reading words on flashcards

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	129
	3.00	High	121
Gender	1.00	Boy	132
	2.00	Girl	118

Descriptive Statistics

Dependent Variable: Reading words on flashcards

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.6714	.91242	70
	Girl	3.0169	.62949	59
	Total	2.8295	.81129	129
High	Boy	2.5968	.99934	62
	Girl	2.8814	.98409	59
	Total	2.7355	.99807	121
Total	Boy	2.6364	.95128	132
	Girl	2.9492	.82532	118
	Total	2.7840	.90588	250

Tests of Between-Subjects Effects

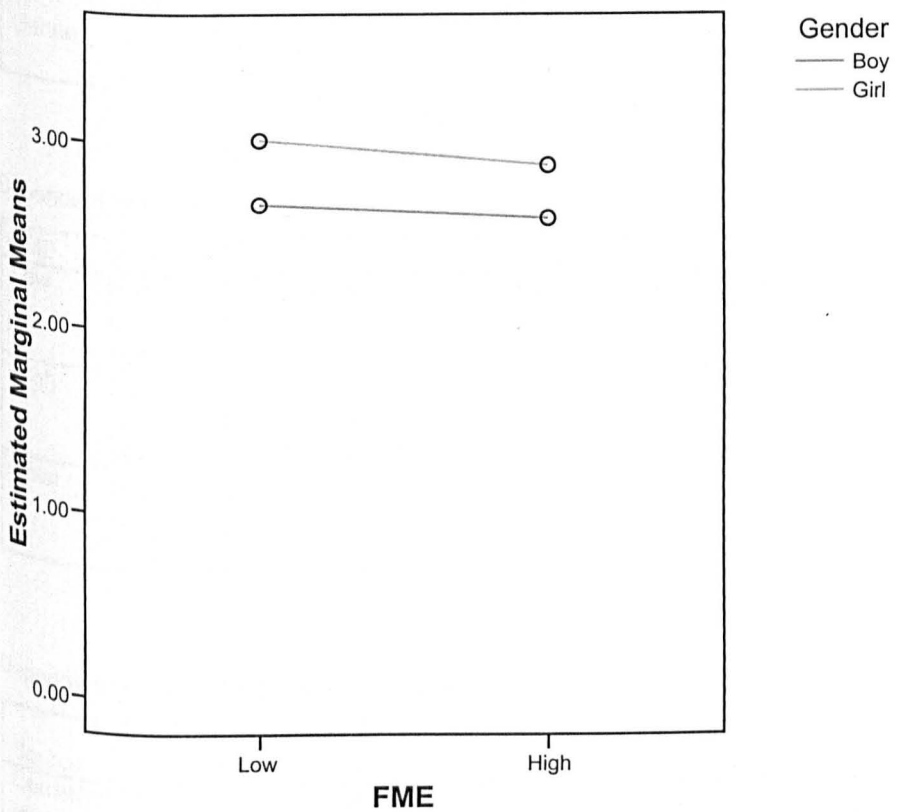
Dependent Variable: Reading words on flashcards

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6.821[a]	3	2.274	2.832	.039
Intercept`	1938.812	1	1938.812	2414.745	.000
FME	.687	1	.687	.856	.356
Gender	6.173	1	6.173	7.689	.006
FME * Gender	.058	1	.058	.072	.789
Error	197.515	246	.803		
Total	2142.000	250			
Corrected Total	204.336	249			

a. R Squared = .033 (Adjusted R Squared = .022)

Profile Plots

Estimated Marginal Means of Reading words on flashcards



Reading stories, songs

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	68
	3.00	High	35
Gender	1.00	Boy	55
	2.00	Girl	48

Descriptive Statistics

Dependent Variable: Reading stories, songs

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.4444	.93944	36
	Girl	2.8437	.88388	32
	Total	2.6324	.92888	68
High	Boy	2.8421	1.01451	19
	Girl	2.3750	1.25831	16
	Total	2.6286	1.13981	35
Total	Boy	2.5818	.97546	55
	Girl	2.6875	1.03464	48
	Total	2.6311	.99990	103

Tests of Between-Subjects Effects

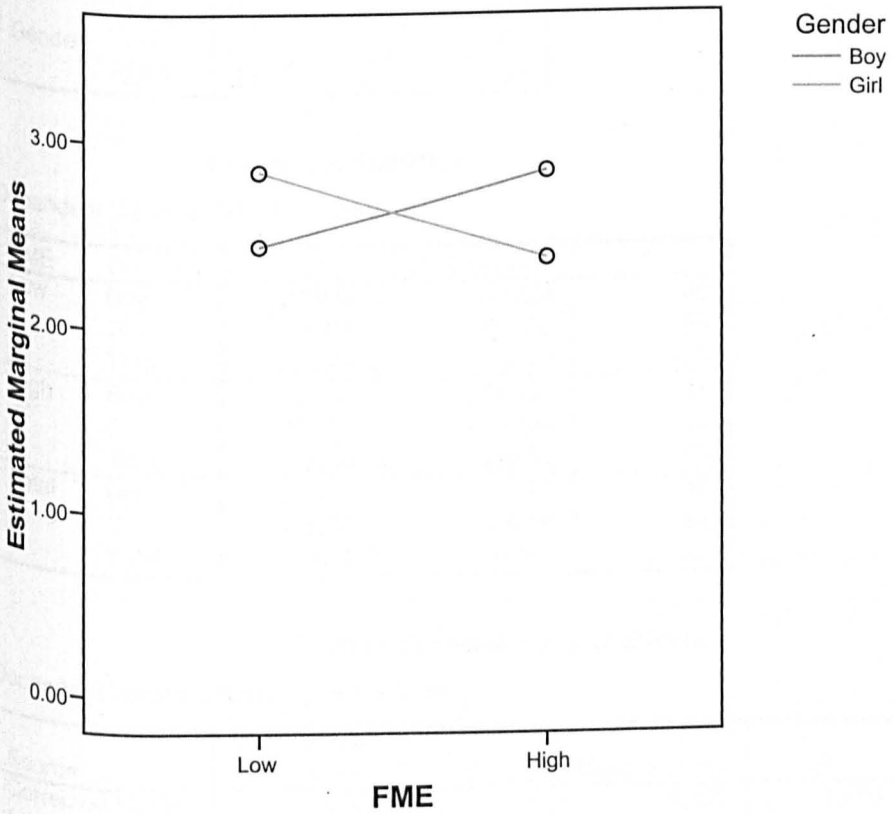
Dependent Variable: Reading stories, songs

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.597[a]	3	1.532	1.558	.205
Intercept	633.680	1	633.680	644.196	.000
FME	.029	1	.029	.029	.864
Gender	.026	1	.026	.027	.870
FME * Gender	4.310	1	4.310	4.382	.039
Error	97.384	99	.984		
Total	815.000	103			
Corrected Total	101.981	102			

a. R Squared = .045 (Adjusted R Squared = .016)

Profile Plots

Estimated Marginal Means of Reading stories, songs



Reading instructions

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	125
	3.00	High	55
Gender	1.00	Boy	97
	2.00	Girl	83

Descriptive Statistics

Dependent Variable: Reading instructions

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.0909	.83624	66
	Girl	2.4915	.91676	59
	Total	2.2800	.89443	125
High	Boy	2.2581	1.06357	31
	Girl	2.2083	1.14129	24
	Total	2.2364	1.08804	55
Total	Boy	2.1443	.91275	97
	Girl	2.4096	.98818	83
	Total	2.2667	.95485	180

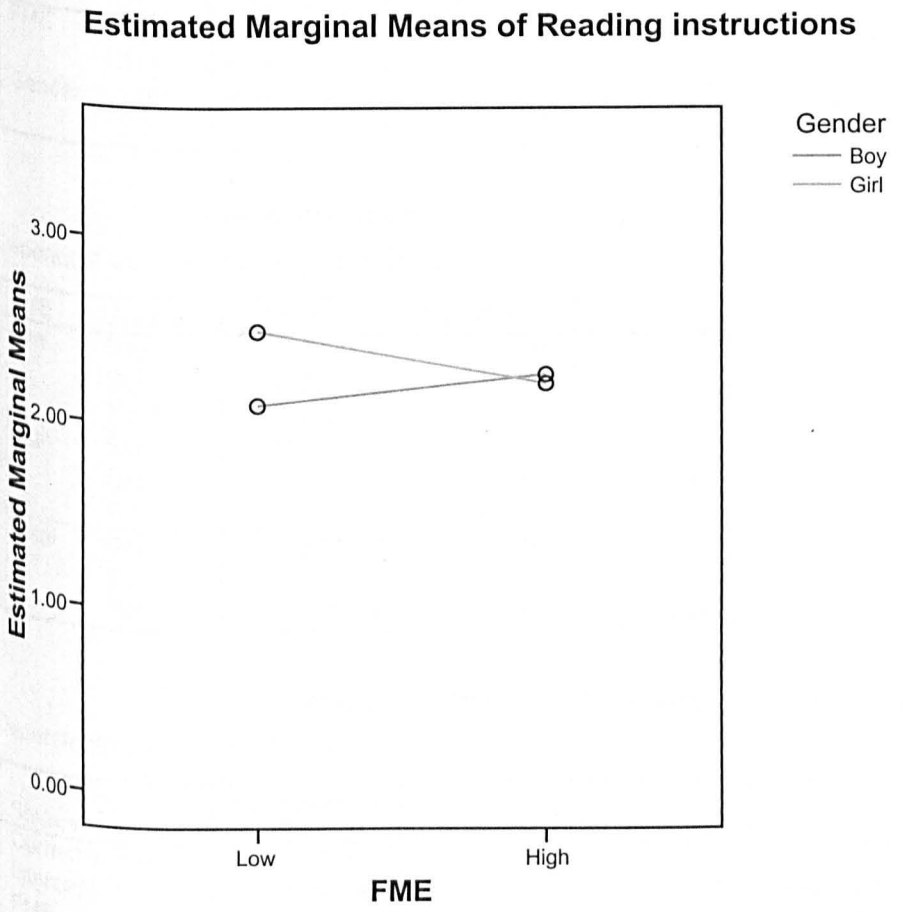
Tests of Between-Subjects Effects

Dependent Variable: Reading instructions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5.106[a]	3	1.702	1.895	.132
Intercept	772.281	1	772.281	859.750	.000
FME	.127	1	.127	.141	.707
Gender	1.161	1	1.161	1.293	.257
FME * Gender	1.913	1	1.913	2.130	.146
Error	158.094	176	.898		
Total	1088.000	180			
Corrected Total	163.200	179			

a. R Squared = .031 (Adjusted R Squared = .015)

Profile Plots



Reading wordcards

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	129
	3.00	High	102
Gender	1.00	Boy	124
	2.00	Girl	107

Descriptive Statistics

Dependent Variable: Reading word cards

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.6429	.90146	70
	Girl	2.9322	.82763	59
	Total	2.7752	.87714	129
High	Boy	2.7407	1.08480	54
	Girl	2.8542	1.01036	48
	Total	2.7941	1.04681	102
Total	Boy	2.6855	.98250	124
	Girl	2.8972	.91047	107
	Total	2.7835	.95366	231

Tests of Between-Subjects Effects

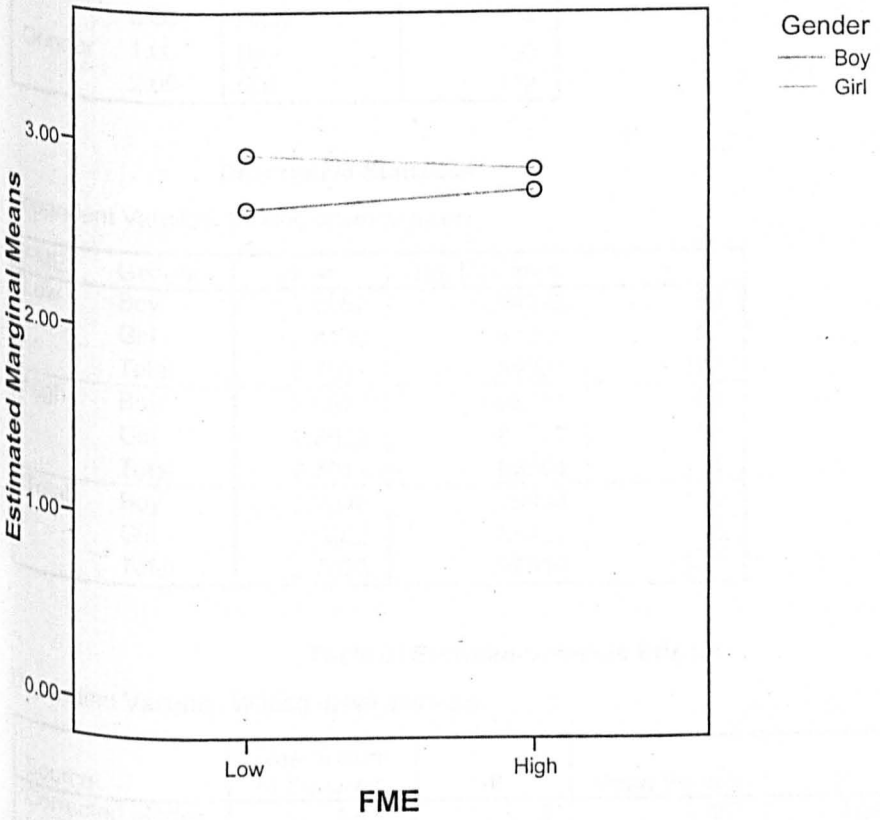
Dependent Variable: Reading word cards

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.028[a]	3	1.009	1.111	.345
Intercept	1767.587	1	1767.587	1946.363	.000
FME	.006	1	.006	.006	.938
Gender	2.298	1	2.298	2.531	.113
FME * Gender	.438	1	.438	.483	.488
Error	206.150	227	.908		
Total	1999.000	231			
Corrected Total	209.177	230			

a. R Squared = .014 (Adjusted R Squared = .001)

Profile Plots

Estimated Marginal Means of Reading word cards



Appendix 12 - Anovas for P6 High and Low FME Writing Activities - Writing down answers

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	128
	3.00	High	114
Gender	1.00	Boy	130
	2.00	Girl	112

Descriptive Statistics

Dependent Variable: Writing down answers

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.6087	.94273	69
	Girl	2.8136	.84025	59
	Total	2.7031	.89934	128
High	Boy	2.5574	1.05711	61
	Girl	2.8679	.87789	53
	Total	2.7018	.98601	114
Total	Boy	2.5846	.99444	130
	Girl	2.8393	.85481	112
	Total	2.7025	.93919	242

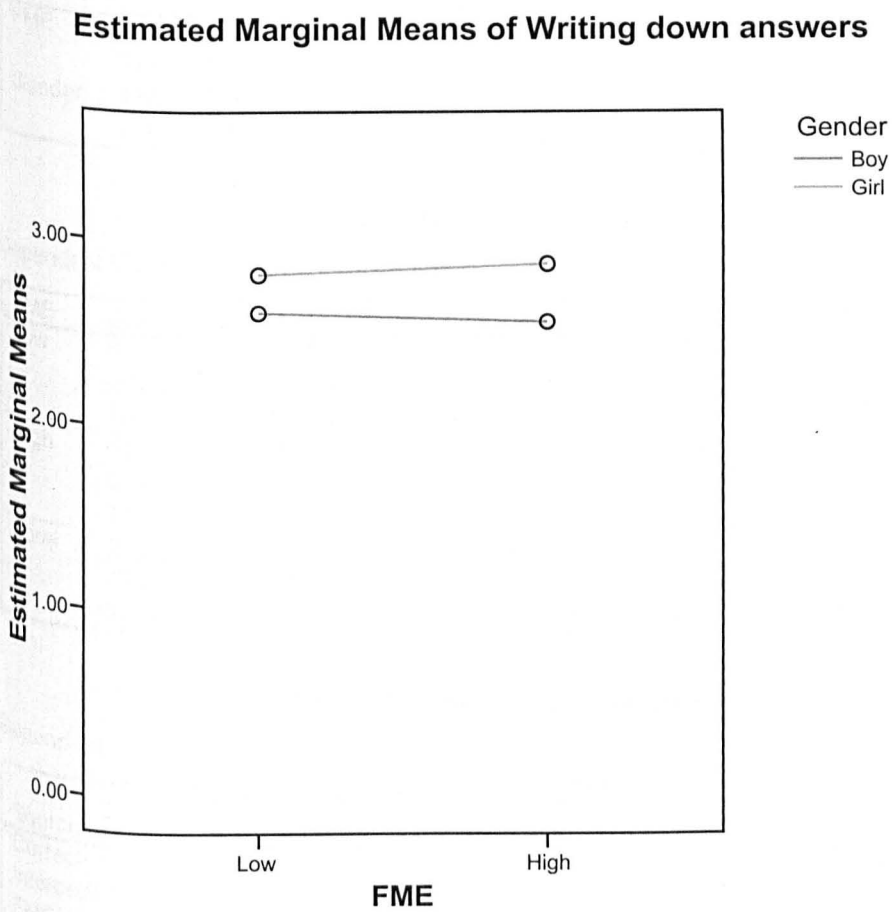
Tests of Between-Subjects Effects

Dependent Variable: Writing down answers

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.070[a]	3	1.357	1.549	.203
Intercept	1764.074	1	1764.074	2013.584	.000
FME	.000	1	.000	.000	.990
Gender	3.983	1	3.983	4.546	.034
FME * Gender	.167	1	.167	.191	.662
Error	208.509	238	.876		
Total	1980.000	242			
Corrected Total	212.579	241			

a. R Squared = .019 (Adjusted R Squared = .007)

Profile Plots



Copying down words

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	129
	3.00	High	116
Gender	1.00	Boy	129
	2.00	Girl	116

Descriptive Statistics

Dependent Variable: Copying down words

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.7429	1.00269	70
	Girl	3.2542	.82197	59
	Total	2.9767	.95578	129
High	Boy	2.4407	1.08709	59
	Girl	2.6667	.95119	57
	Total	2.5517	1.02444	116
Total	Boy	2.6047	1.04895	129
	Girl	2.9655	.93186	116
	Total	2.7755	1.00949	245

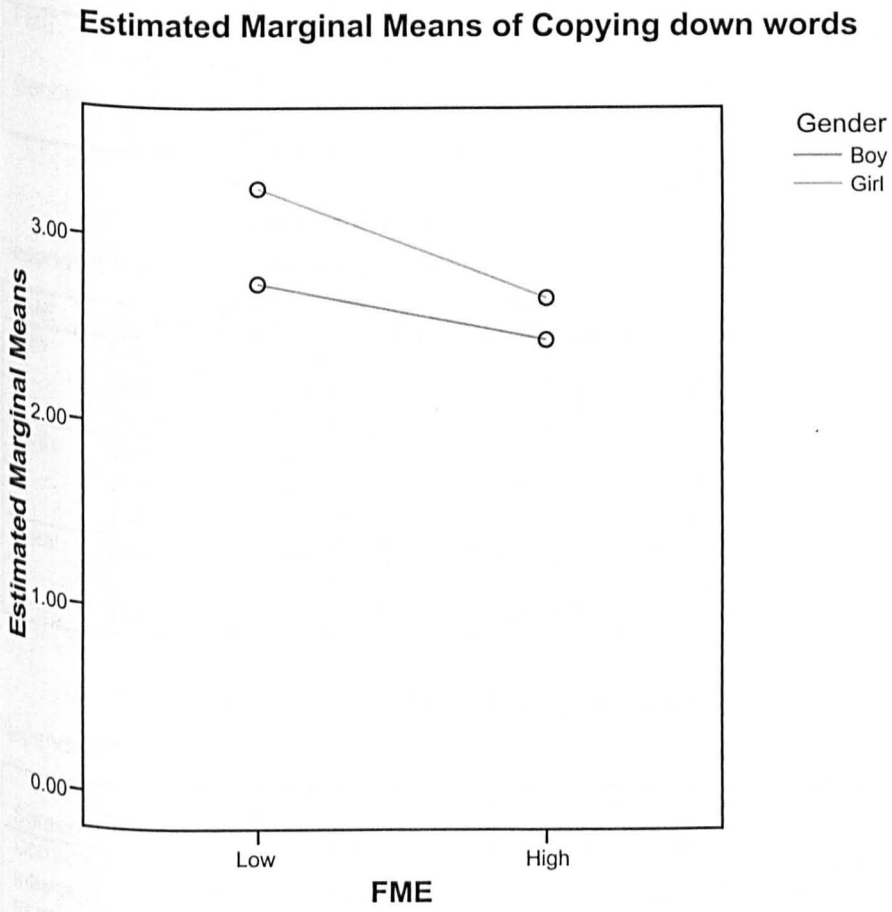
Tests of Between-Subjects Effects

Dependent Variable: Copying down words

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	20.886[a]	3	6.962	7.367	.000
Intercept	1876.047	1	1876.047	1985.044	.000
FME	12.044	1	12.044	12.744	.000
Gender	8.272	1	8.272	8.753	.003
FME * Gender	1.239	1	1.239	1.311	.253
Error	227.767	241	.945		
Total	2136.000	245			
Corrected Total	248.653	244			

a. R Squared = .084 (Adjusted R Squared = .073)

Profile Plots



Writing labels or captions

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	127
	3.00	High	114
Gender	1.00	Boy	127
	2.00	Girl	114

Descriptive Statistics

Dependent Variable: Writing labels or captions

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.4265	.95129	68
	Girl	2.7966	.92438	59
	Total	2.5984	.95336	127
High	Boy	2.5593	1.07111	59
	Girl	2.6909	1.01603	55
	Total	2.6228	1.04238	114
Total	Boy	2.4882	1.00685	127
	Girl	2.7456	.96681	114
	Total	2.6100	.99443	241

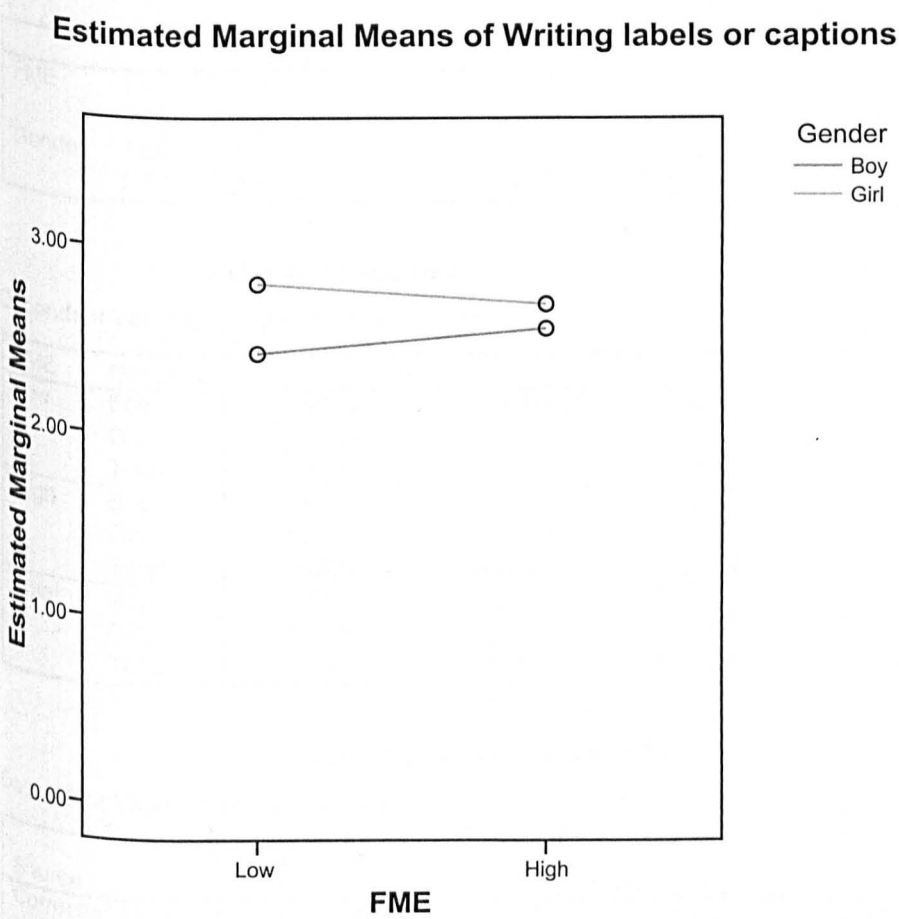
Tests of Between-Subjects Effects

Dependent Variable: Writing labels or captions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.857[a]	3	1.619	1.650	.178
Intercept	1642.414	1	1642.414	1674.350	.000
FME	.011	1	.011	.011	.916
Gender	3.769	1	3.769	3.842	.051
FME * Gender	.852	1	.852	.869	.352
Error	232.480	237	.981		
Total	1879.000	241			
Corrected Total	237.336	240			

a. R Squared = .020 (Adjusted R Squared = .008)

Profile Plots



Appendix 13 - Anovas for P6 High and Low FME Overall Attitudes

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	129
	3.00	High	121
Gender	1.00	Boy	132
	2.00	Girl	118

Descriptive Statistics

Dependent Variable: Do you like learning french

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.8714	.97685	70
	Girl	3.5085	.72808	59
	Total	3.1628	.92526	129
High	Boy	2.6613	1.07037	62
	Girl	3.2373	.93475	59
	Total	2.9421	1.04321	121
Total	Boy	2.7727	1.02332	132
	Girl	3.3729	.84526	118
	Total	3.0560	.98832	250

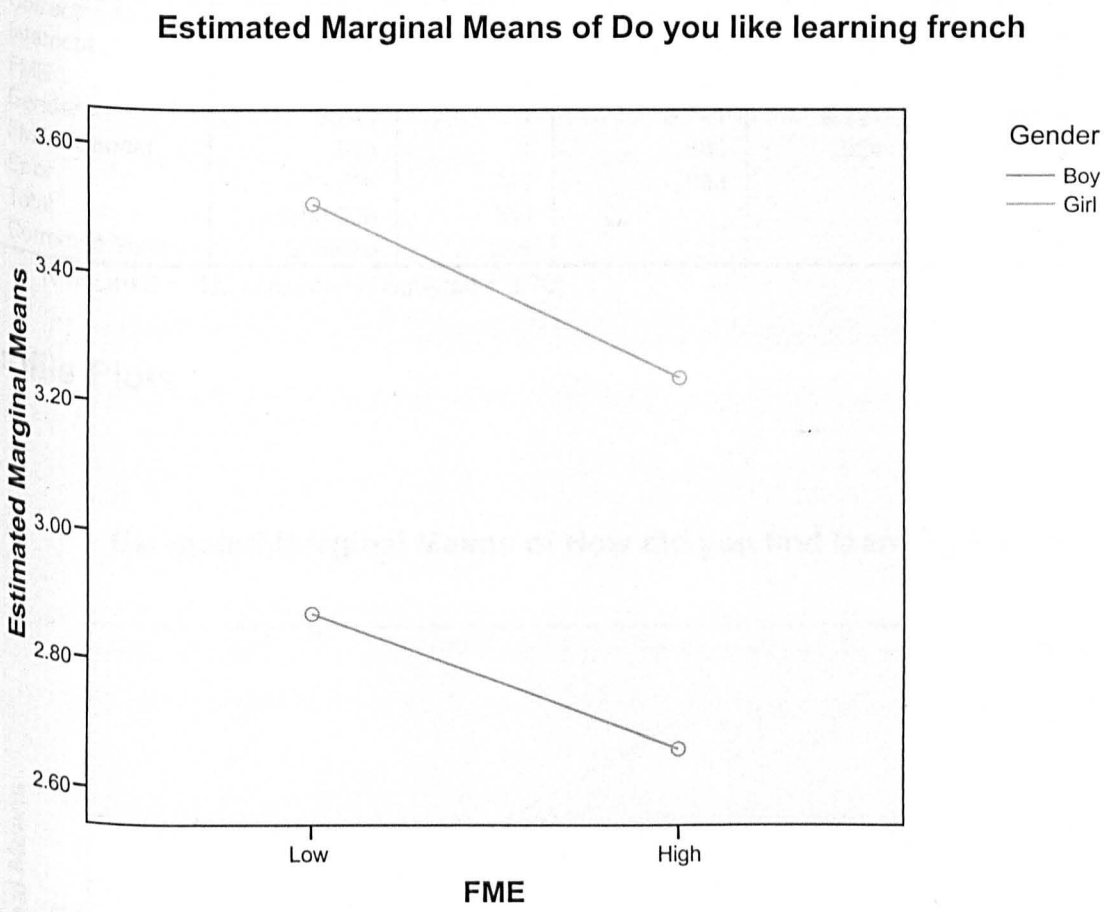
Tests of Between-Subjects Effects

Dependent Variable: Do you like learning french

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	26.062[a]	3	8.687	9.841	.000
Intercept	2344.176	1	2344.176	2655.572	.000
FME	3.602	1	3.602	4.081	.044
Gender	22.880	1	22.880	25.919	.000
FME * Gender	.058	1	.058	.066	.798
Error	217.154	246	.883		
Total	2578.000	250			
Corrected Total	243.216	249			

a. R Squared = .107 (Adjusted R Squared = .096)

Profile Plots



Perception of difficulty

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	129
	3.00	High	121
Gender	1.00	Boy	132
	2.00	Girl	118

Descriptive Statistics

Dependent Variable: How did you find learning French

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.9857	.87630	70
	Girl	2.4915	.85848	59
	Total	2.7597	.89944	129
High	Boy	3.3065	1.09528	62
	Girl	3.0508	1.07357	59
	Total	3.1818	1.08781	121
Total	Boy	3.1364	.99443	132
	Girl	2.7712	1.00776	118
	Total	2.9640	1.01530	250

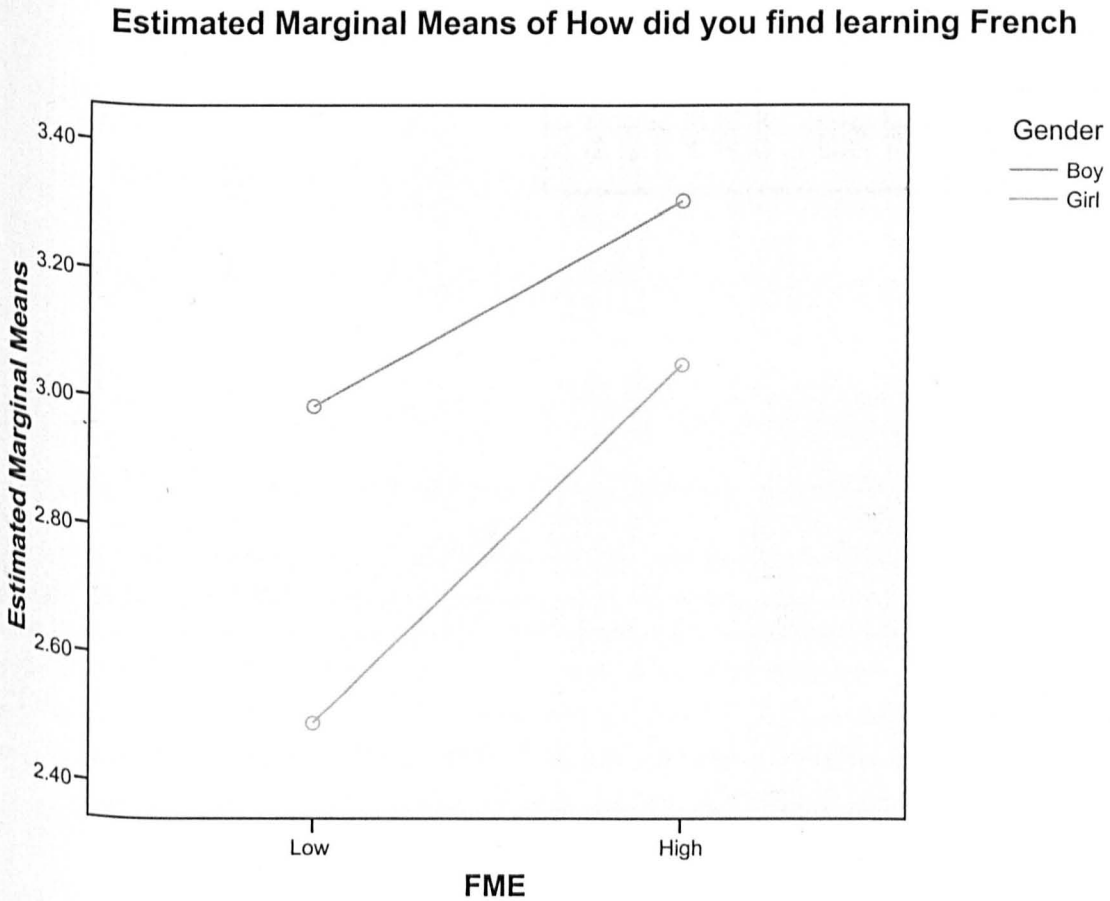
Tests of Between-Subjects Effects

Dependent Variable: How did you find learning French

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	20.920[a]	3	6.973	7.276	.000
Intercept	2177.728	1	2177.728	2272.350	.000
FME	12.043	1	12.043	12.566	.000
Gender	8.741	1	8.741	9.121	.003
FME * Gender	.885	1	.885	.924	.337
Error	235.756	246	.958		
Total	2453.000	250			
Corrected Total	256.676	249			

a. R Squared = .082 (Adjusted R Squared = .070)

Profile Plots



Appendix 14 - Frequencies and Tests for ALL P7 schools - Speaking Activities
Answering the teacher's questions

Statistics

Answering the teacher's questions

Boy	N	Valid	247
		Missing	1
	Mean		2.4049
	Median		2.0000
	Std. Deviation		.75308
	Skewness		-.018
	Std. Error of Skewness		.155
	Kurtosis		-.354
	Std. Error of Kurtosis		.309
Girl	N	Valid	258
		Missing	0
	Mean		2.4612
	Median		2.0000
	Std. Deviation		.76934
	Skewness		.234
	Std. Error of Skewness		.152
	Kurtosis		-.318
	Std. Error of Kurtosis		.302

Answering the teacher's questions

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	26	10.5	10.5	10.5
		2.00	109	44.0	44.1	54.7
		3.00	98	39.5	39.7	94.3
		4.00	14	5.6	5.7	100.0
		Total	247	99.6	100.0	
	Missing	System	1	.4		
	Total		248	100.0		
Girl	Valid	1.00	20	7.8	7.8	7.8
		2.00	123	47.7	47.7	55.4
		3.00	91	35.3	35.3	90.7
		4.00	24	9.3	9.3	100.0
		Total	258	100.0	100.0	

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Answering the teacher's questions	Boy	247	2.4049	.75308	.04792
	Girl	258	2.4612	.76934	.04790

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Answering the teacher's questions	Equal variances assumed	.155	.694	-.832	503	.406	-.05638	.06778	-.18955	.07679
	Equal variances not assumed			-.832	502.750	.406	-.05638	.06775	-.18949	.07673

Speaking with a partner

Statistics

Speaking with a partner

Boy	N	Valid	247
		Missing	1
	Mean		3.0891
	Median		3.0000
	Std. Deviation		.84594
	Skewness		-.618
	Std. Error of Skewness		.155
	Kurtosis		-.319
	Std. Error of Kurtosis		.309
Girl	N	Valid	258
		Missing	0
	Mean		3.1899
	Median		3.0000
	Std. Deviation		.78827
	Skewness		-.735
	Std. Error of Skewness		.152
	Kurtosis		.057
	Std. Error of Kurtosis		.302

Speaking with a partner

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	11	4.4	4.5	4.5
		2.00	45	18.1	18.2	22.7
		3.00	102	41.1	41.3	64.0
		4.00	89	35.9	36.0	100.0
		Total	247	99.6	100.0	
	Missing	System	1	.4		
	Total		248	100.0		
Girl	Valid	1.00	8	3.1	3.1	3.1
		2.00	36	14.0	14.0	17.1
		3.00	113	43.8	43.8	60.9
		4.00	101	39.1	39.1	100.0
		Total	258	100.0	100.0	

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Speaking with a partner	Boy	247	245.18	60560.50
	Girl	258	260.48	67204.50
	Total	505		

Test Statistics[a]

	Speaking with a partner
Mann-Whitney U	29932.500
Wilcoxon W	60560.500
Z	-1.266
Asymp. Sig. (2-tailed)	.206

a. Grouping Variable: Gender

Repeating as a whole class

Statistics

Repeating as a whole class

Boy	N	Valid	245
		Missing	3
	Mean		2.5878
	Median		3.0000
	Std. Deviation		.95678
	Skewness		.002
	Std. Error of Skewness		.156
	Kurtosis		-.958
	Std. Error of Kurtosis		.310
Girl	N	Valid	253
		Missing	5
	Mean		2.9684
	Median		3.0000
	Std. Deviation		.85854
	Skewness		-.394
	Std. Error of Skewness		.153
	Kurtosis		-.635
	Std. Error of Kurtosis		.305

Repeating as a whole class

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	32	12.9	13.1	13.1
		2.00	87	35.1	35.5	48.6
		3.00	76	30.6	31.0	79.6
		4.00	50	20.2	20.4	100.0
		Total	245	98.8	100.0	
	Missing	System	3	1.2		
	Total		248	100.0		
Girl	Valid	1.00	12	4.7	4.7	4.7
		2.00	61	23.6	24.1	28.9
		3.00	103	39.9	40.7	69.6
		4.00	77	29.8	30.4	100.0
		Total	253	98.1	100.0	
	Missing	System	5	1.9		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Repeating as a whole class	Boy	245	221.27	54211.50
	Girl	253	276.84	70039.50
	Total	498		

Test Statistics[a]

	Repeating as a whole class
Mann-Whitney U	24076.500
Wilcoxon W	54211.500
Z	-4.516
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Gender

Repeating something by yourself

Statistics

Repeating something by yourself

Boy	N	Valid	237
		Missing	11
	Mean		1.9198
	Median		2.0000
	Std. Deviation		.91475
	Skewness		.562
	Std. Error of Skewness		.158
	Kurtosis		-.756
	Std. Error of Kurtosis		.315
Girl	N	Valid	246
		Missing	12
	Mean		2.0000
	Median		2.0000
	Std. Deviation		.94329
	Skewness		.530
	Std. Error of Skewness		.155
	Kurtosis		-.744
	Std. Error of Kurtosis		.309

Repeating something by yourself

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	97	39.1	40.9	40.9
		2.00	74	29.8	31.2	72.2
		3.00	54	21.8	22.8	94.9
		4.00	12	4.8	5.1	100.0
		Total	237	95.6	100.0	
	Missing	System	11	4.4		
	Total		248	100.0		
Girl	Valid	1.00	91	35.3	37.0	37.0
		2.00	82	31.8	33.3	70.3
		3.00	55	21.3	22.4	92.7
		4.00	18	7.0	7.3	100.0
		Total	246	95.3	100.0	
	Missing	System	12	4.7		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Repeating something by yourself	Boy	237	236.52	56055.50
	Girl	246	247.28	60830.50
	Total	483		

Test Statistics[a]

	Repeating something by yourself
Mann-Whitney U	27852.500
Wilcoxon W	56055.500
Z	-.895
Asymp. Sig. (2-tailed)	.371

a. Grouping Variable: Gender

Speaking when you play a game

Frequencies

Statistics

Speaking when you play a game

Boy	N	Valid	247
		Missing	1
	Mean		3.1336
	Median		3.0000
	Std. Deviation		.87557
	Skewness		-.667
	Std. Error of Skewness		.155
	Kurtosis		-.464
	Std. Error of Kurtosis		.309
Girl	N	Valid	256
		Missing	2
	Mean		3.0898
	Median		3.0000
	Std. Deviation		.84234
	Skewness		-.489
	Std. Error of Skewness		.152
	Kurtosis		-.669
	Std. Error of Kurtosis		.303

Speaking when you play a game

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	11	4.4	4.5	4.5
		2.00	47	19.0	19.0	23.5
		3.00	87	35.1	35.2	58.7
		4.00	102	41.1	41.3	100.0
		Total	247	99.6	100.0	
	Missing	System	1	.4		
	Total		248	100.0		
Girl	Valid	1.00	8	3.1	3.1	3.1
		2.00	56	21.7	21.9	25.0
		3.00	97	37.6	37.9	62.9
		4.00	95	36.8	37.1	100.0
		Total	256	99.2	100.0	
	Missing	System	2	.8		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Speaking when you play a game	Boy	247	256.76	63418.50
	Girl	256	247.41	63337.50
	Total	503		

Test Statistics[a]

	Speaking when you play a game
Mann-Whitney U	30441.500
Wilcoxon W	63337.500
Z	-.767
Asymp. Sig. (2-tailed)	.443

a. Grouping Variable: Gender

Singing songs

Statistics

Singing songs

Boy	N	Valid	246
		Missing	2
	Mean		2.5407
	Median		3.0000
	Std. Deviation		1.10858
	Skewness		-.140
	Std. Error of Skewness		.155
	Kurtosis		-1.320
	Std. Error of Kurtosis		.309
Girl	N	Valid	252
		Missing	6
	Mean		2.8889
	Median		3.0000
	Std. Deviation		1.10934
	Skewness		-.484
	Std. Error of Skewness		.153
	Kurtosis		-1.161
	Std. Error of Kurtosis		.306

Singing songs

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	62	25.0	25.2	25.2
		2.00	47	19.0	19.1	44.3
		3.00	79	31.9	32.1	76.4
		4.00	58	23.4	23.6	100.0
		Total	246	99.2	100.0	
	Missing	System	2	.8		
	Total		248	100.0		
Girl	Valid	1.00	40	15.5	15.9	15.9
		2.00	50	19.4	19.8	35.7
		3.00	60	23.3	23.8	59.5
		4.00	102	39.5	40.5	100.0
		Total	252	97.7	100.0	
	Missing	System	6	2.3		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Singing songs	Boy	246	226.89	55814.00
	Girl	252	271.58	68437.00
	Total	498		

Test Statistics[a]

	Singing songs
Mann-Whitney U	25433.000
Wilcoxon W	55814.000
Z	-3.595
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Gender

Appendix 15 - Frequencies and Tests for ALL P7 schools - Listening Activities
Listening to instructions

Statistics

Listening to instructions

Boy	N	Valid	242
		Missing	6
	Mean		2.2355
	Median		2.0000
	Std. Deviation		.83386
	Skewness		.313
	Std. Error of Skewness		.156
	Kurtosis		-.402
	Std. Error of Kurtosis		.312
Girl	N	Valid	256
		Missing	2
	Mean		2.3945
	Median		2.0000
	Std. Deviation		.78504
	Skewness		.206
	Std. Error of Skewness		.152
	Kurtosis		-.328
	Std. Error of Kurtosis		.303

Listening to instructions

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	44	17.7	18.2	18.2
		2.00	115	46.4	47.5	65.7
		3.00	65	26.2	26.9	92.6
		4.00	18	7.3	7.4	100.0
		Total	242	97.6	100.0	
	Missing	System	6	2.4		
	Total		248	100.0		
Girl	Valid	1.00	27	10.5	10.5	10.5
		2.00	122	47.3	47.7	58.2
		3.00	86	33.3	33.6	91.8
		4.00	21	8.1	8.2	100.0
		Total	256	99.2	100.0	
	Missing	System	2	.8		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Listening to instructions	Boy	242	235.60	57016.00
	Girl	256	262.64	67235.00
	Total	498		

Test Statistics[a]

	Listening to instructions
Mann-Whitney U	27613.000
Wilcoxon W	57016.000
Z	-2.258
Asymp. Sig. (2-tailed)	.024

a. Grouping Variable: Gender

Listening to the cassette

Statistics

Listening to the cassette

Boy	N	Valid	201
		Missing	47
	Mean		2.3781
	Median		2.0000
	Std. Deviation		1.03263
	Skewness		.042
	Std. Error of Skewness		.172
	Kurtosis		-1.174
	Std. Error of Kurtosis		.341
Girl	N	Valid	207
		Missing	51
	Mean		2.4638
	Median		2.0000
	Std. Deviation		.95399
	Skewness		.003
	Std. Error of Skewness		.169
	Kurtosis		-.923
	Std. Error of Kurtosis		.337

Listening to the cassette

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	52	21.0	25.9	25.9
		2.00	52	21.0	25.9	51.7
		3.00	66	26.6	32.8	84.6
		4.00	31	12.5	15.4	100.0
		Total	201	81.0	100.0	
	Missing	System	47	19.0		
	Total		248	100.0		
Girl	Valid	1.00	37	14.3	17.9	17.9
		2.00	68	26.4	32.9	50.7
		3.00	71	27.5	34.3	85.0
		4.00	31	12.0	15.0	100.0
		Total	207	80.2	100.0	
	Missing	System	51	19.8		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Listening to the cassette	Boy	201	199.82	40164.50
	Girl	207	209.04	43271.50
	Total	408		

Test Statistics[a]

	Listening to the cassette
Mann-Whitney U	19863.500
Wilcoxon W	40164.500
Z	-.822
Asymp. Sig. (2-tailed)	.411

a. Grouping Variable: Gender

Listening to stories

Statistics

Listening to stories

Boy	N	Valid	126
		Missing	122
	Mean		2.4206
	Median		2.0000
	Std. Deviation		.96626
	Skewness		.147
	Std. Error of Skewness		.216
	Kurtosis		-.920
	Std. Error of Kurtosis		.428
Girl	N	Valid	116
		Missing	142
	Mean		2.6983
	Median		3.0000
	Std. Deviation		1.04856
	Skewness		-.241
	Std. Error of Skewness		.225
	Kurtosis		-1.131
	Std. Error of Kurtosis		.446

Listening to stories

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	23	9.3	18.3	18.3
		2.00	47	19.0	37.3	55.6
		3.00	36	14.5	28.6	84.1
		4.00	20	8.1	15.9	100.0
		Total	126	50.8	100.0	
	Missing	System	122	49.2		
	Total		248	100.0		
Girl	Valid	1.00	19	7.4	16.4	16.4
		2.00	29	11.2	25.0	41.4
		3.00	36	14.0	31.0	72.4
		4.00	32	12.4	27.6	100.0
		Total	116	45.0	100.0	
	Missing	System	142	55.0		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Listening to stories	Boy	126	112.46	14170.00
	Girl	116	131.32	15233.00
	Total	242		

Test Statistics[a]

	Listening to stories
Mann-Whitney U	6169.000
Wilcoxon W	14170.000
Z	-2.174
Asymp. Sig. (2-tailed)	.030

a. Grouping Variable: Gender

Listening to songs

Statistics

Listening to songs

Boy	N	Valid	222
		Missing	26
	Mean		2.6081
	Median		3.0000
	Std. Deviation		1.03536
	Skewness		-.095
	Std. Error of Skewness		.163
	Kurtosis		-1.151
	Std. Error of Kurtosis		.325
Girl	N	Valid	218
		Missing	40
	Mean		2.9679
	Median		3.0000
	Std. Deviation		.99948
	Skewness		-.466
	Std. Error of Skewness		.165
	Kurtosis		-.997
	Std. Error of Kurtosis		.328

Listening to songs

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	38	15.3	17.1	17.1
		2.00	65	26.2	29.3	46.4
		3.00	65	26.2	29.3	75.7
		4.00	54	21.8	24.3	100.0
		Total	222	89.5	100.0	
	Missing	System	26	10.5		
	Total		248	100.0		
Girl	Valid	1.00	19	7.4	8.7	8.7
		2.00	55	21.3	25.2	33.9
		3.00	58	22.5	26.6	60.6
		4.00	86	33.3	39.4	100.0
		Total	218	84.5	100.0	
	Missing	System	40	15.5		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Listening to songs	Boy	222	199.47	44281.50
	Girl	218	241.92	52738.50
	Total	440		

Test Statistics[a]

	Listening to songs
Mann-Whitney U	19528.500
Wilcoxon W	44281.500
Z	-3.644
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Gender

Listening to PE instructions

Statistics

Listening to PE instructions

Boy	N	Valid	103
		Missing	145
	Mean		2.8544
	Median		3.0000
	Std. Deviation		.97425
	Skewness		-.415
	Std. Error of Skewness		.238
	Kurtosis		-.825
	Std. Error of Kurtosis		.472
Girl	N	Valid	90
		Missing	168
	Mean		2.8111
	Median		3.0000
	Std. Deviation		.95863
	Skewness		-.392
	Std. Error of Skewness		.254
	Kurtosis		-.760
	Std. Error of Kurtosis		.503

Listening to PE instructions

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	11	4.4	10.7	10.7
		2.00	24	9.7	23.3	34.0
		3.00	37	14.9	35.9	69.9
		4.00	31	12.5	30.1	100.0
		Total	103	41.5	100.0	
	Missing	System	145	58.5		
	Total		248	100.0		
Girl	Valid	1.00	10	3.9	11.1	11.1
		2.00	21	8.1	23.3	34.4
		3.00	35	13.6	38.9	73.3
		4.00	24	9.3	26.7	100.0
		Total	90	34.9	100.0	
	Missing	System	168	65.1		
	Total		258	100.0		

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Listening to PE instructions	Boy	103	2.8544	.97425	.09600
	Girl	90	2.8111	.95863	.10105

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Listening to PE instructions	Equal variances assumed	.027	.869	.310	191	.757	.04326	.13953	-.23196	.31848
	Equal variances not assumed			*.310*	*188.307*	*.757*	*.04326*	*.13938*	*-.23168*	*.31820*

Listening to play games

Statistics

Listening to play games

Boy	N	Valid	240
		Missing	8
	Mean		3.2792
	Median		3.5000
	Std. Deviation		.84906
	Skewness		-.941
	Std. Error of Skewness		.157
	Kurtosis		.012
	Std. Error of Kurtosis		.313
Girl	N	Valid	252
		Missing	6
	Mean		3.2540
	Median		3.0000
	Std. Deviation		.78772
	Skewness		-.680
	Std. Error of Skewness		.153
	Kurtosis		-.463
	Std. Error of Kurtosis		.306

Listening to play games

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	9	3.6	3.8	3.8
		2.00	35	14.1	14.6	18.3
		3.00	76	30.6	31.7	50.0
		4.00	120	48.4	50.0	100.0
		Total	240	96.8	100.0	
	Missing	System	8	3.2		
	Total		248	100.0		
Girl	Valid	1.00	4	1.6	1.6	1.6
		2.00	42	16.3	16.7	18.3
		3.00	92	35.7	36.5	54.8
		4.00	114	44.2	45.2	100.0
		Total	252	97.7	100.0	
	Missing	System	6	2.3		
	Total		258	100.0		

NPar Tests

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Listening to play games	Boy	240	250.85	60205.00
	Girl	252	242.35	61073.00
	Total	492		

Test Statistics[a]

	Listening to play games
Mann-Whitney U	29195.000
Wilcoxon W	61073.000
Z	-.720
Asymp. Sig. (2-tailed)	.472

a. Grouping Variable: Gender

Appendix 16 - Frequencies and Tests for ALL P7 schools - Reading Activities
Reading words on flashcards

Statistics

Reading words on flashcards

Boy	N	Valid	240
		Missing	8
	Mean		2.5083
	Median		3.0000
	Std. Deviation		.91016
	Skewness		-.075
	Std. Error of Skewness		.157
	Kurtosis		-.785
	Std. Error of Kurtosis		.313
Girl	N	Valid	248
		Missing	10
	Mean		2.7258
	Median		3.0000
	Std. Deviation		.88933
	Skewness		-.164
	Std. Error of Skewness		.155
	Kurtosis		-.745
	Std. Error of Kurtosis		.308

Reading words on flashcards

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	36	14.5	15.0	15.0
		2.00	79	31.9	32.9	47.9
		3.00	92	37.1	38.3	86.3
		4.00	33	13.3	13.8	100.0
		Total	240	96.8	100.0	
	Missing	System	8	3.2		
	Total		248	100.0		
Girl	Valid	1.00	21	8.1	8.5	8.5
		2.00	78	30.2	31.5	39.9
		3.00	97	37.6	39.1	79.0
		4.00	52	20.2	21.0	100.0
		Total	248	96.1	100.0	
	Missing	System	10	3.9		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Reading words on flashcards	Boy	240	228.89	54934.00
	Girl	248	259.60	64382.00
	Total	488		

Test Statistics[a]

	Reading words on flashcards
Mann-Whitney U	26014.000
Wilcoxon W	54934.000
Z	-2.533
Asymp. Sig. (2-tailed)	.011

a. Grouping Variable: Gender

Reading stories, songs

Statistics

Reading stories, songs

Boy	N	Valid	142
		Missing	106
	Mean		2.2042
	Median		2.0000
	Std. Deviation		1.02824
	Skewness		.374
	Std. Error of Skewness		.203
	Kurtosis		-1.004
	Std. Error of Kurtosis		.404
Girl	N	Valid	142
		Missing	116
	Mean		2.7254
	Median		3.0000
	Std. Deviation		.99034
	Skewness		-.179
	Std. Error of Skewness		.203
	Kurtosis		-1.041
	Std. Error of Kurtosis		.404

Reading stories, songs

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	43	17.3	30.3	30.3
		2.00	47	19.0	33.1	63.4
		3.00	32	12.9	22.5	85.9
		4.00	20	8.1	14.1	100.0
		Total	142	57.3	100.0	
	Missing	System	106	42.7		
	Total		248	100.0		
Girl	Valid	1.00	17	6.6	12.0	12.0
		2.00	43	16.7	30.3	42.3
		3.00	44	17.1	31.0	73.2
		4.00	38	14.7	26.8	100.0
		Total	142	55.0	100.0	
	Missing	System	116	45.0		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Reading stories, songs	Boy	142	122.62	17412.00
	Girl	142	162.38	23058.00
	Total	284		

Test Statistics[a]

	Reading stories, songs
Mann-Whitney U	7259.000
Wilcoxon W	17412.000
Z	-4.228
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Gender

Reading instructions

Statistics

Reading instructions

Boy	N	Valid	212
		Missing	36
	Mean		2.1226
	Median		2.0000
	Std. Deviation		.87842
	Skewness		.436
	Std. Error of Skewness		.167
	Kurtosis		-.480
	Std. Error of Kurtosis		.333
Girl	N	Valid	220
		Missing	38
	Mean		2.2182
	Median		2.0000
	Std. Deviation		.86412
	Skewness		.248
	Std. Error of Skewness		.164
	Kurtosis		-.613
	Std. Error of Kurtosis		.327

Reading instructions

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	54	21.8	25.5	25.5
		2.00	94	37.9	44.3	69.8
		3.00	48	19.4	22.6	92.5
		4.00	16	6.5	7.5	100.0
		Total	212	85.5	100.0	
	Missing	System	36	14.5		
	Total		248	100.0		
Girl	Valid	1.00	47	18.2	21.4	21.4
		2.00	94	36.4	42.7	64.1
		3.00	63	24.4	28.6	92.7
		4.00	16	6.2	7.3	100.0
		Total	220	85.3	100.0	
	Missing	System	38	14.7		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Reading instructions	Boy	212	209.22	44355.00
	Girl	220	223.51	49173.00
	Total	432		

Test Statistics[a]

	Reading instructions
Mann-Whitney U	21777.000
Wilcoxon W	44355.000
Z	-1.263
Asymp. Sig. (2-tailed)	.207

a. Grouping Variable: Gender

Reading wordcards

Statistics

Reading word cards

Boy	N	Valid	216
		Missing	32
	Mean		2.5370
	Median		3.0000
	Std. Deviation		.93437
	Skewness		-.057
	Std. Error of Skewness		.166
	Kurtosis		-.856
	Std. Error of Kurtosis		.330
Girl	N	Valid	211
		Missing	47
	Mean		2.7393
	Median		3.0000
	Std. Deviation		.89086
	Skewness		-.238
	Std. Error of Skewness		.167
	Kurtosis		-.681
	Std. Error of Kurtosis		.333

Reading word cards

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	32	12.9	14.8	14.8
		2.00	71	28.6	32.9	47.7
		3.00	78	31.5	36.1	83.8
		4.00	35	14.1	16.2	100.0
		Total	216	87.1	100.0	
	Missing	System	32	12.9		
	Total		248	100.0		
Girl	Valid	1.00	19	7.4	9.0	9.0
		2.00	61	23.6	28.9	37.9
		3.00	87	33.7	41.2	79.1
		4.00	44	17.1	20.9	100.0
		Total	211	81.8	100.0	
	Missing	System	47	18.2		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Reading word cards	Boy	216	201.40	43502.50
	Girl	211	226.90	47875.50
	Total	427		

Test Statistics[a]

	Reading word cards
Mann-Whitney U	20066.500
Wilcoxon W	43502.500
Z	-2.244
Asymp. Sig. (2-tailed)	.025

a. Grouping Variable: Gender

Appendix 17 - Frequencies and Tests for ALL P7 schools - Writing Activities
Writing down answers

Statistics

Writing down answers

Boy	N	Valid	242
		Missing	6
	Mean		2.4298
	Median		2.0000
	Std. Deviation		.97117
	Skewness		.118
	Std. Error of Skewness		.156
	Kurtosis		-.955
	Std. Error of Kurtosis		.312
Girl	N	Valid	255
		Missing	3
	Mean		2.5412
	Median		3.0000
	Std. Deviation		.92498
	Skewness		.014
	Std. Error of Skewness		.153
	Kurtosis		-.843
	Std. Error of Kurtosis		.304

Writing down answers

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	45	18.1	18.6	18.6
		2.00	87	35.1	36.0	54.5
		3.00	71	28.6	29.3	83.9
		4.00	39	15.7	16.1	100.0
		Total	242	97.6	100.0	
	Missing	System	6	2.4		
	Total		248	100.0		
Girl	Valid	1.00	34	13.2	13.3	13.3
		2.00	92	35.7	36.1	49.4
		3.00	86	33.3	33.7	83.1
		4.00	43	16.7	16.9	100.0
		Total	255	98.8	100.0	
	Missing	System	3	1.2		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Writing down answers	Boy	242	240.63	58233.50
	Girl	255	256.94	65519.50
	Total	497		

Test Statistics[a]

	Writing down answers
Mann-Whitney U	28830.500
Wilcoxon W	58233.500
Z	-1.324
Asymp. Sig. (2-tailed)	.186

a. Grouping Variable: Gender

Copying down words

Statistics

Copying down words

Boy	N	Valid	246
		Missing	2
	Mean		2.4878
	Median		2.5000
	Std. Deviation		.96355
	Skewness		-.007
	Std. Error of Skewness		.155
	Kurtosis		-.950
	Std. Error of Kurtosis		.309
Girl	N	Valid	254
		Missing	4
	Mean		2.7165
	Median		3.0000
	Std. Deviation		.95261
	Skewness		-.152
	Std. Error of Skewness		.153
	Kurtosis		-.951
	Std. Error of Kurtosis		.304

Copying down words

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	43	17.3	17.5	17.5
		2.00	80	32.3	32.5	50.0
		3.00	83	33.5	33.7	83.7
		4.00	40	16.1	16.3	100.0
		Total	246	99.2	100.0	
	Missing	System	2	.8		
	Total		248	100.0		
Girl	Valid	1.00	27	10.5	10.6	10.6
		2.00	80	31.0	31.5	42.1
		3.00	85	32.9	33.5	75.6
		4.00	62	24.0	24.4	100.0
		Total	254	98.4	100.0	
	Missing	System	4	1.6		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Copying down words	Boy	246	234.35	57650.00
	Girl	254	266.14	67600.00
	Total	500		

Test Statistics[a]

	Copying down words
Mann-Whitney U	27269.000
Wilcoxon W	57650.000
Z	-2.567
Asymp. Sig. (2-tailed)	.010

a. Grouping Variable: Gender

Writing labels or captions

Statistics

Writing labels or captions

Boy	N	Valid	219
		Missing	29
	Mean		2.4840
	Median		3.0000
	Std. Deviation		.93528
	Skewness		-.123
	Std. Error of Skewness		.164
	Kurtosis		-.873
	Std. Error of Kurtosis		.327
Girl	N	Valid	229
		Missing	29
	Mean		2.6856
	Median		3.0000
	Std. Deviation		.94906
	Skewness		-.110
	Std. Error of Skewness		.161
	Kurtosis		-.946
	Std. Error of Kurtosis		.320

Writing labels or captions

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	39	15.7	17.8	17.8
		2.00	64	25.8	29.2	47.0
		3.00	87	35.1	39.7	86.8
		4.00	29	11.7	13.2	100.0
		Total	219	88.3	100.0	
	Missing	System	29	11.7		
	Total		248	100.0		
Girl	Valid	1.00	25	9.7	10.9	10.9
		2.00	75	29.1	32.8	43.7
		3.00	76	29.5	33.2	76.9
		4.00	53	20.5	23.1	100.0
		Total	229	88.8	100.0	
	Missing	System	29	11.2		
	Total		258	100.0		

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Writing labels or captions	Boy	219	212.13	46456.00
	Girl	229	236.33	54120.00
	Total	448		

Test Statistics[a]

	Writing labels or captions
Mann-Whitney U	22366.000
Wilcoxon W	46456.000
Z	-2.070
Asymp. Sig. (2-tailed)	.038

a. Grouping Variable: Gender

Appendix 18 - Frequencies and Tests for ALL P7 schools
Overall Attitudes

Statistics

Do you like learning french

Boy	N	Valid	245
		Missing	3
	Mean		2.6612
	Median		3.0000
	Std. Deviation		.96852
	Skewness		-.149
	Std. Error of Skewness		.156
	Kurtosis		-.958
	Std. Error of Kurtosis		.310
Girl	N	Valid	258
		Missing	0
	Mean		2.8915
	Median		3.0000
	Std. Deviation		.91456
	Skewness		-.337
	Std. Error of Skewness		.152
	Kurtosis		-.814
	Std. Error of Kurtosis		.302

Do you like learning french

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	32	12.9	13.1	13.1
		2.00	74	29.8	30.2	43.3
		3.00	84	33.9	34.3	77.6
		4.00	55	22.2	22.4	100.0
		Total	245	98.8	100.0	
	Missing	System	3	1.2		
	Total		248	100.0		
Girl	Valid	1.00	18	7.0	7.0	7.0
		2.00	69	26.7	26.7	33.7
		3.00	94	36.4	36.4	70.2
		4.00	77	29.8	29.8	100.0
		Total	258	100.0	100.0	

Mann-Whitney Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Do you like learning french	Boy	245	235.25	57636.50
	Girl	258	267.91	69119.50
	Total	503		

Test Statistics[a]

	Do you like learning french
Mann-Whitney U	27501.500
Wilcoxon W	57636.500
Z	-2.635
Asymp. Sig. (2-tailed)	.008

a. Grouping Variable: Gender

Perception of difficulty

Statistics

How did you find learning French

Boy	N	Valid	245
		Missing	3
	Mean		3.0735
	Median		3.0000
	Std. Deviation		.79619
	Skewness		.162
	Std. Error of Skewness		.156
	Kurtosis		.487
	Std. Error of Kurtosis		.310
Girl	N	Valid	255
		Missing	3
	Mean		2.8745
	Median		3.0000
	Std. Deviation		.86939
	Skewness		-.044
	Std. Error of Skewness		.153
	Kurtosis		.395
	Std. Error of Kurtosis		.304

How did you find learning French

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Boy	Valid	1.00	5	2.0	2.0	2.0
		2.00	43	17.3	17.6	19.6
		3.00	137	55.2	55.9	75.5
		4.00	49	19.8	20.0	95.5
		5.00	11	4.4	4.5	100.0
		Total	245	98.8	100.0	
	Missing	System	3	1.2		
	Total		248	100.0		
Girl	Valid	1.00	17	6.6	6.7	6.7
		2.00	54	20.9	21.2	27.8
		3.00	137	53.1	53.7	81.6
		4.00	38	14.7	14.9	96.5
		5.00	9	3.5	3.5	100.0
		Total	255	98.8	100.0	
	Missing	System	3	1.2		
	Total		258	100.0		

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
How did you find learning French	Boy	245	3.0735	.79619	.05087
	Girl	255	2.8745	.86939	.05444

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
How did you find learning French	Equal variances assumed	2.079	.150	2.666	498	.008	.19896	.07464	.05231	.34561
	Equal variances not assumed			2.670	496.866	.008	.19896	.07451	.05257	.34535

Appendix 19 - Anovas for P7 High and Low FME Speaking Activities - Answering the Teacher's Questions

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	171
	3.00	High	110
Gender	1.00	Boy	138
	2.00	Girl	143

Descriptive Statistics

Dependent Variable: Answering the teacher's questions

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.4070	.65759	86
	Girl	2.3765	.70671	85
	Total	2.3918	.68061	171
High	Boy	2.5577	.77746	52
	Girl	2.4828	.90304	58
	Total	2.5182	.84302	110
Total	Boy	2.4638	.70617	138
	Girl	2.4196	.79090	143
	Total	2.4413	.74948	281

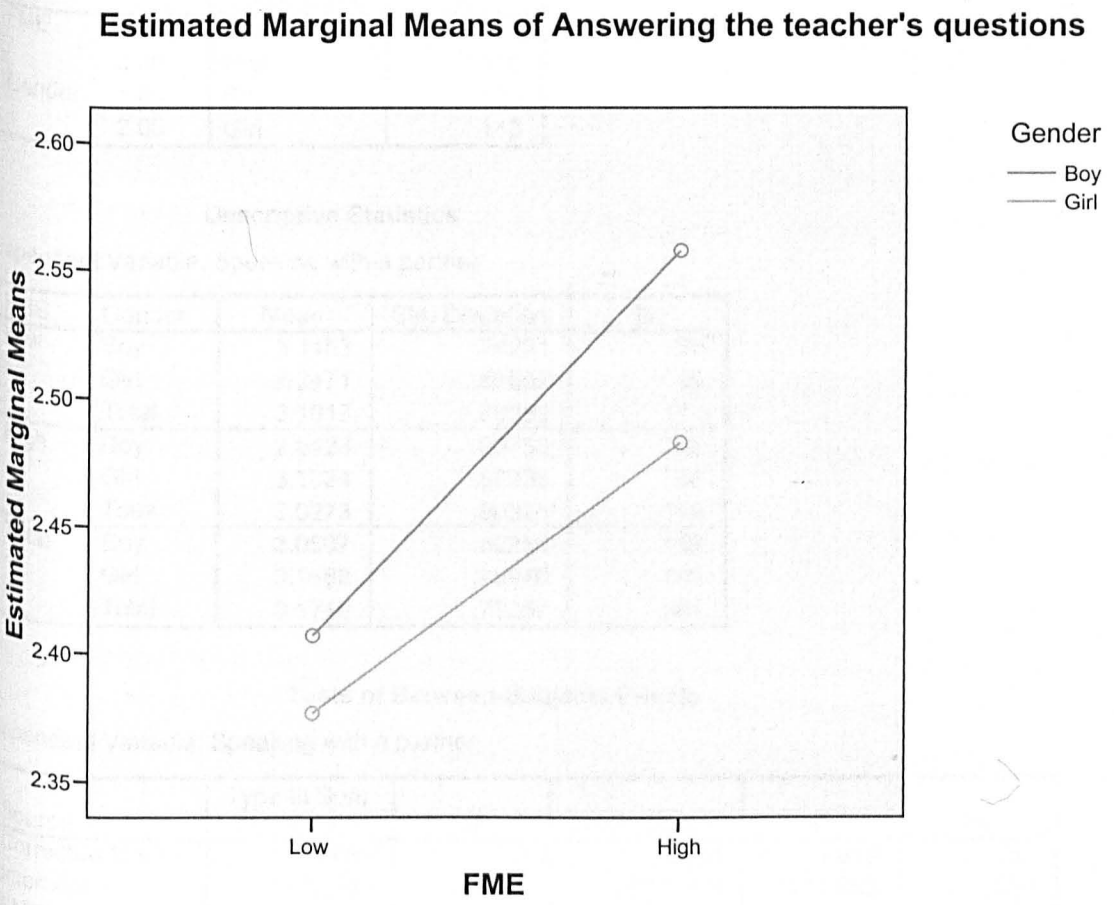
Tests of Between-Subjects Effects

Dependent Variable: Answering the teacher's questions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.263[a]	3	.421	.747	.525
Intercept	1612.117	1	1612.117	2862.202	.000
FME	1.103	1	1.103	1.959	.163
Gender	.186	1	.186	.330	.566
FME * Gender	.033	1	.033	.059	.809
Error	156.018	277	.563		
Total	1832.000	281			
Corrected Total	157.281	280			

a. R Squared = .008 (Adjusted R Squared = -.003)

Profile Plots



Speaking with a partner

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	171
	3.00	High	110
Gender	1.00	Boy	138
	2.00	Girl	143

Descriptive Statistics

Dependent Variable: Speaking with a partner

FME	Gender	Mean	Std. Deviation	N
Low	Boy	3.1163	.74231	86
	Girl	3.2471	.67092	85
	Total	3.1813	.70869	171
High	Boy	2.9423	.93753	52
	Girl	3.1034	.87238	58
	Total	3.0273	.90320	110
Total	Boy	3.0507	.82234	138
	Girl	3.1888	.75946	143
	Total	3.1210	.79257	281

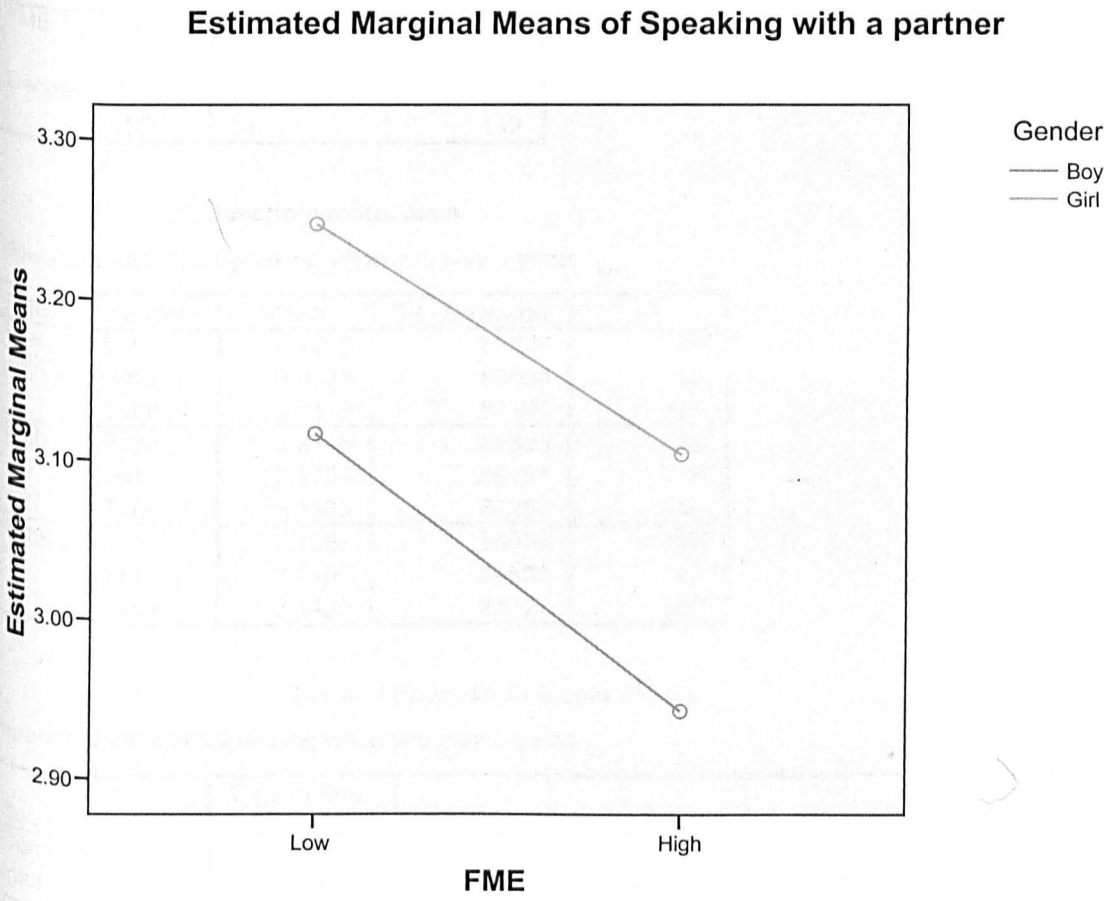
Tests of Between-Subjects Effects

Dependent Variable: Speaking with a partner

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.031[a]	3	1.010	1.619	.185
Intercept	2572.225	1	2572.225	4121.983	.000
FME	1.685	1	1.685	2.700	.101
Gender	1.423	1	1.423	2.281	.132
FME * Gender	.015	1	.015	.025	.875
Error	172.855	277	.624		
Total	2913.000	281			
Corrected Total	175.886	280			

a. R Squared = .017 (Adjusted R Squared = .007)

Profile Plots



Speaking when you play a game

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	170
	3.00	High	110
Gender	1.00	Boy	138
	2.00	Girl	142

Descriptive Statistics

Dependent Variable: Speaking when you play a game

FME	Gender	Mean	Std. Deviation	N
Low	Boy	3.1395	.82836	86
	Girl	3.0833	.83894	84
	Total	3.1118	.83161	170
High	Boy	3.2115	.89303	52
	Girl	3.1724	.86121	58
	Total	3.1909	.87257	110
Total	Boy	3.1667	.85079	138
	Girl	3.1197	.84620	142
	Total	3.1429	.84727	280

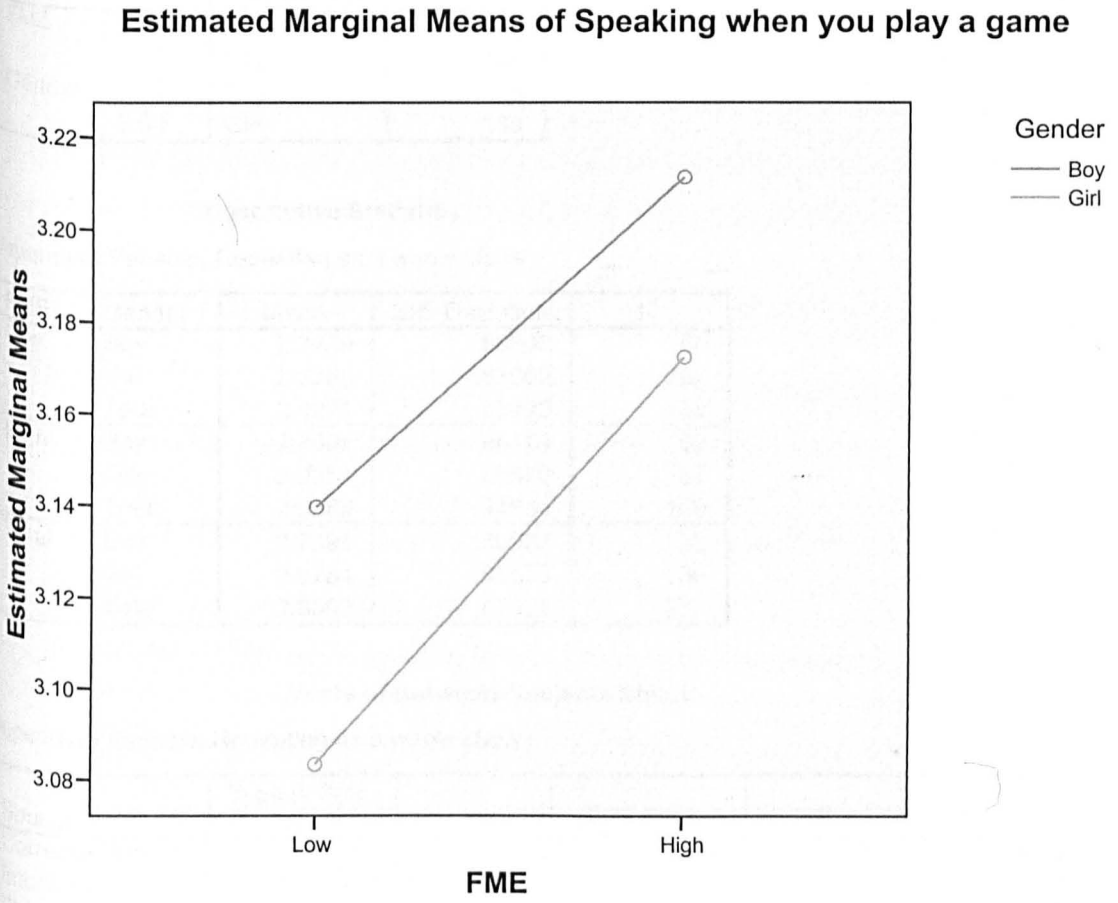
Tests of Between-Subjects Effects

Dependent Variable: Speaking when you play a game

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.595[a]	3	.198	.274	.844
Intercept	2648.653	1	2648.653	3660.793	.000
FME	.432	1	.432	.598	.440
Gender	.151	1	.151	.209	.648
FME * Gender	.005	1	.005	.007	.935
Error	199.691	276	.724		
Total	2966.000	280			
Corrected Total	200.286	279			

a. R Squared = .003 (Adjusted R Squared = -.008)

Profile Plots



Repeating as a whole class

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	168
	3.00	High	109
Gender	1.00	Boy	138
	2.00	Girl	139

Descriptive Statistics

Dependent Variable: Repeating as a whole class

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.7209	.86298	86
	Girl	2.9390	.83662	82
	Total	2.8274	.85469	168
High	Boy	2.7692	.94174	52
	Girl	3.0351	.88570	57
	Total	2.9083	.91834	109
Total	Boy	2.7391	.89037	138
	Girl	2.9784	.85523	139
	Total	2.8592	.87954	277

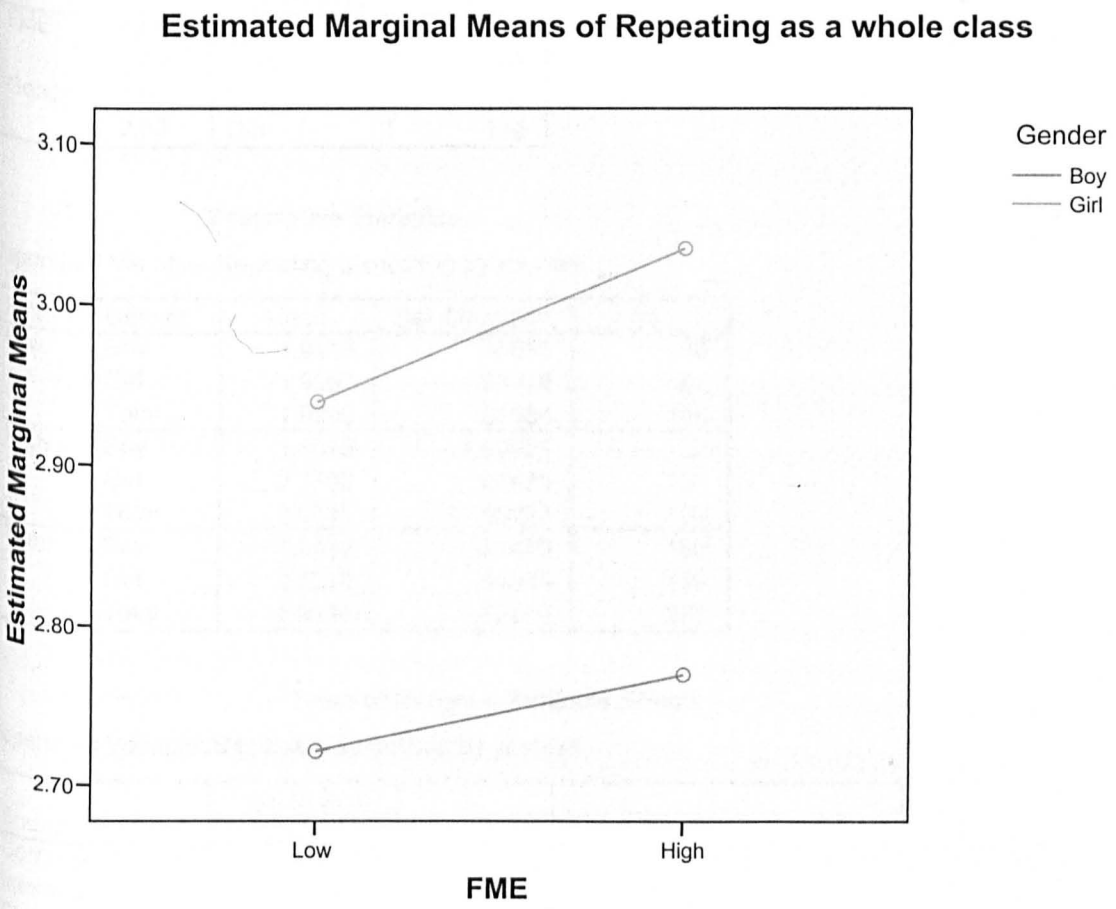
Tests of Between-Subjects Effects

Dependent Variable: Repeating as a whole class

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.351[a]	3	1.450	1.893	.131
Intercept	2168.888	1	2168.888	2830.905	.000
FME	.344	1	.344	.449	.503
Gender	3.865	1	3.865	5.045	.026
FME * Gender	.038	1	.038	.049	.825
Error	209.158	273	.766		
Total	2478.000	277			
Corrected Total	213.509	276			

a. R Squared = .020 (Adjusted R Squared = .010)

Profile Plots



Repeating something by yourself

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	169
	3.00	High	108
Gender	1.00	Boy	138
	2.00	Girl	139

Descriptive Statistics

Dependent Variable: Repeating something by yourself

FME	Gender	Mean	Std. Deviation	N
Low	Boy	1.9419	.85893	86
	Girl	1.9157	.91338	83
	Total	1.9290	.88354	169
High	Boy	1.9615	1.00901	52
	Girl	2.1786	.97435	56
	Total	2.0741	.99253	108
Total	Boy	1.9493	.91478	138
	Girl	2.0216	.94384	139
	Total	1.9856	.92850	277

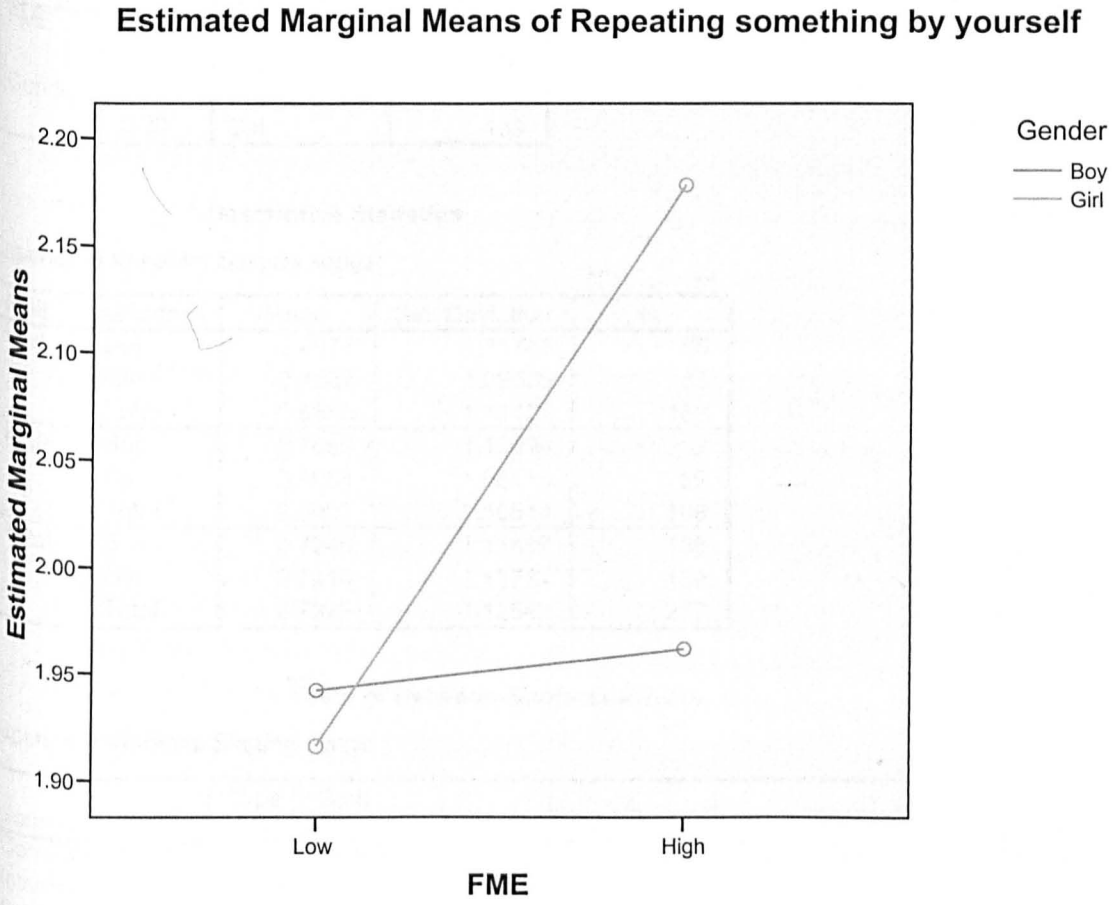
Tests of Between-Subjects Effects

Dependent Variable: Repeating something by yourself

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.686[a]	3	.895	1.039	.376
Intercept	1052.632	1	1052.632	1221.512	.000
FME	1.314	1	1.314	1.525	.218
Gender	.599	1	.599	.695	.405
FME * Gender	.974	1	.974	1.130	.289
Error	235.256	273	.862		
Total	1330.000	277			
Corrected Total	237.942	276			

a. R Squared = .011 (Adjusted R Squared = .000)

Profile Plots



Singing songs

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	169
	3.00	High	108
Gender	1.00	Boy	138
	2.00	Girl	139

Descriptive Statistics

Dependent Variable: Singing songs

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.6977	1.11745	86
	Girl	2.4337	1.09536	83
	Total	2.5680	1.11127	169
High	Boy	2.7692	1.13094	52
	Girl	3.1964	1.05175	56
	Total	2.9907	1.10644	108
Total	Boy	2.7246	1.11897	138
	Girl	2.7410	1.13787	139
	Total	2.7329	1.12648	277

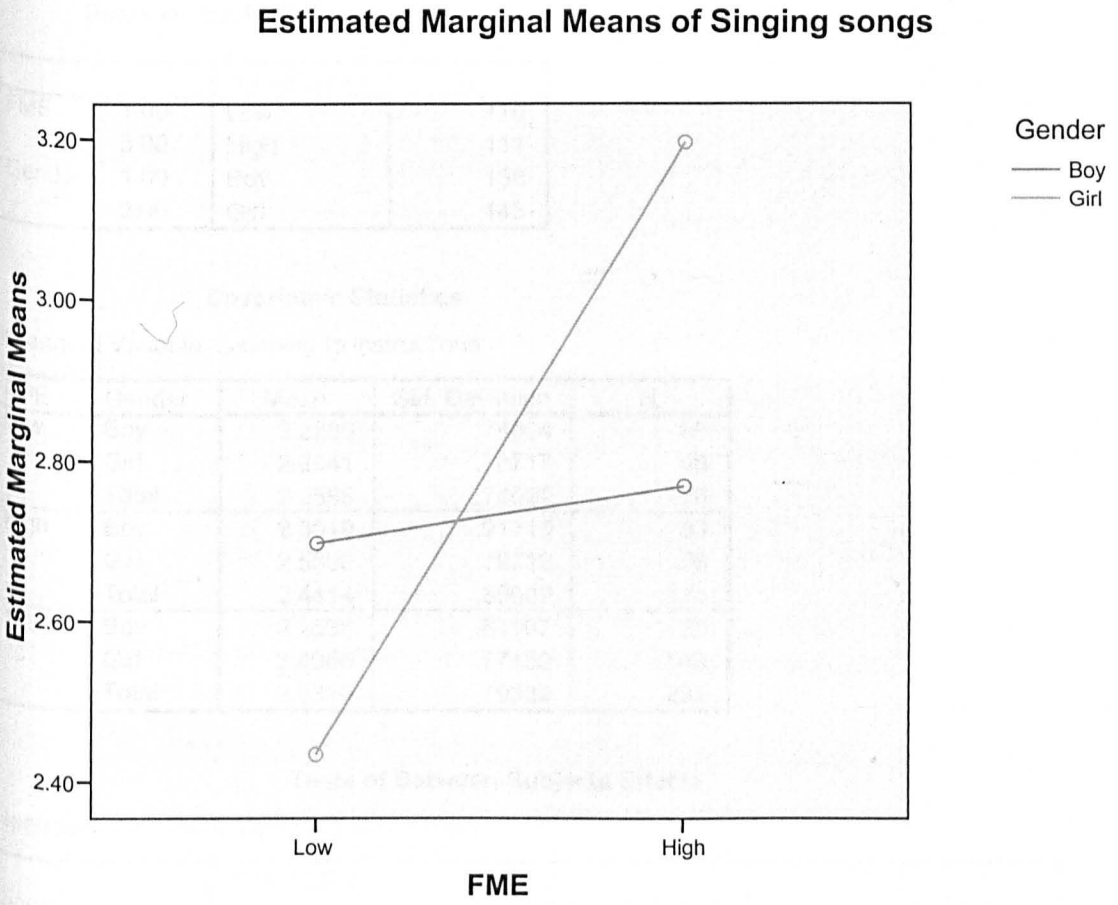
Tests of Between-Subjects Effects

Dependent Variable: Singing songs

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	19.636[a]	3	6.545	5.405	.001
Intercept	2026.610	1	2026.610	1673.541	.000
FME	11.454	1	11.454	9.458	.002
Gender	.439	1	.439	.362	.548
FME * Gender	7.861	1	7.861	6.492	.011
Error	330.595	273	1.211		
Total	2419.000	277			
Corrected Total	350.231	276			

a. R Squared = .056 (Adjusted R Squared = .046)

Profile Plots



Appendix 20 - Anovas for P7 High and Low FME Listening Activities - Listening to Instructions

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	170
	3.00	High	111
Gender	1.00	Boy	138
	2.00	Girl	143

Descriptive Statistics

Dependent Variable: Listening to instructions

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.2235	.74604	85
	Girl	2.2941	.73717	85
	Total	2.2588	.74027	170
High	Boy	2.3019	.91115	53
	Girl	2.5690	.79719	58
	Total	2.4414	.86007	111
Total	Boy	2.2536	.81107	138
	Girl	2.4056	.77130	143
	Total	2.3310	.79332	281

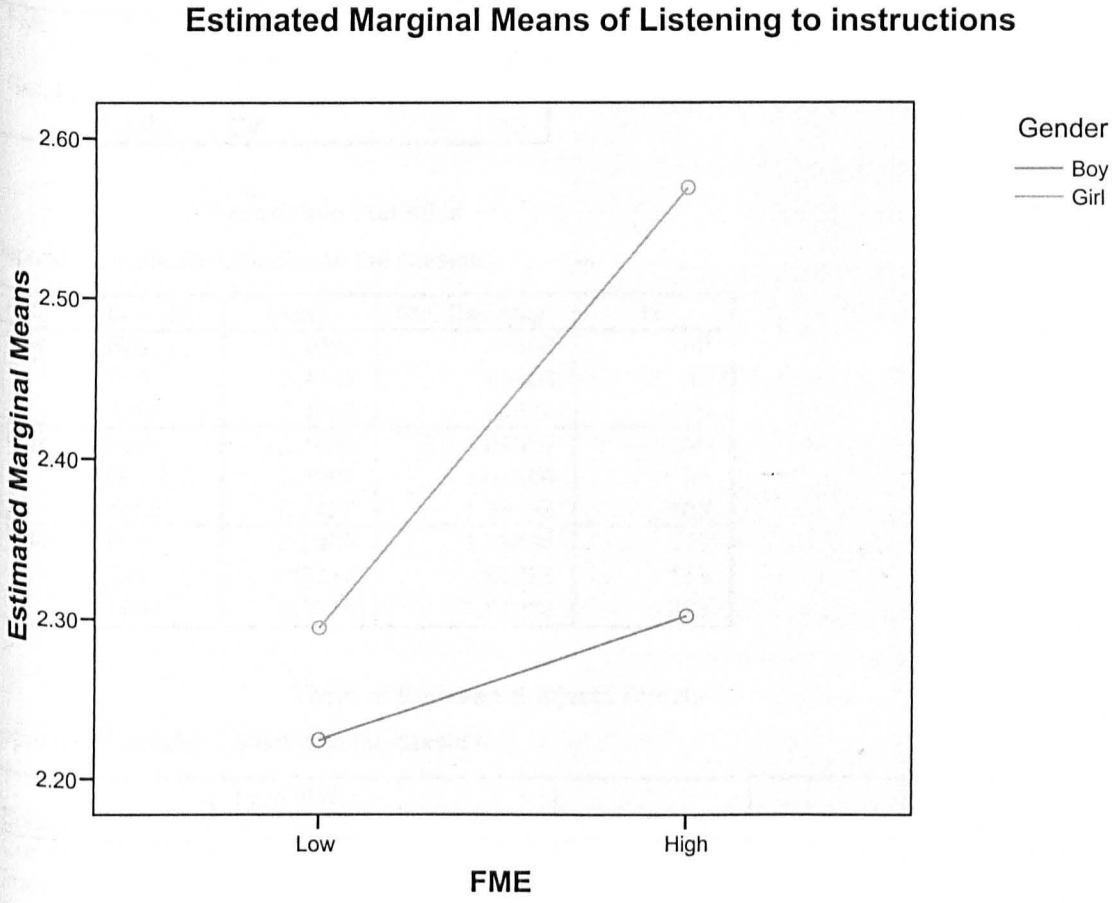
Tests of Between-Subjects Effects

Dependent Variable: Listening to instructions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.427[a]	3	1.476	2.379	.070
Intercept	1477.965	1	1477.965	2383.066	.000
FME	2.092	1	2.092	3.373	.067
Gender	1.912	1	1.912	3.083	.080
FME * Gender	.647	1	.647	1.044	.308
Error	171.794	277	.620		
Total	1703.000	281			
Corrected Total	176.221	280			

a. R Squared = .025 (Adjusted R Squared = .015)

Profile Plots



Listening to the cassette

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	120
	3.00	High	103
Gender	1.00	Boy	110
	2.00	Girl	113

Descriptive Statistics

Dependent Variable: Listening to the cassette

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.4000	.99490	60
	Girl	2.4167	.94406	60
	Total	2.4083	.96577	120
High	Boy	2.1600	1.07590	50
	Girl	2.3208	1.05199	53
	Total	2.2427	1.06150	103
Total	Boy	2.2909	1.03468	110
	Girl	2.3717	.99278	113
	Total	2.3318	1.01219	223

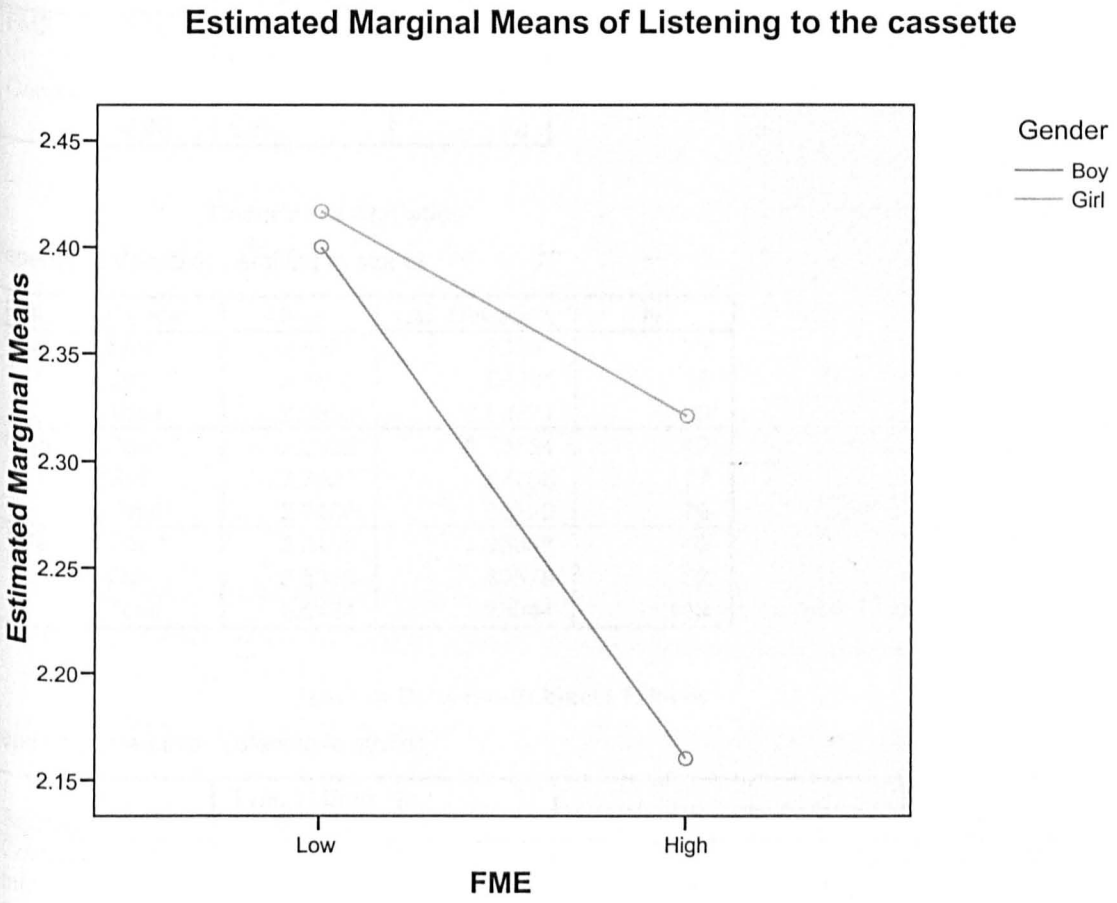
Tests of Between-Subjects Effects

Dependent Variable: Listening to the cassette

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.193[a]	3	.731	.711	.546
Intercept	1197.237	1	1197.237	1164.015	.000
FME	1.563	1	1.563	1.519	.219
Gender	.436	1	.436	.424	.516
FME * Gender	.288	1	.288	.280	.598
Error	225.251	219	1.029		
Total	1440.000	223			
Corrected Total	227.444	222			

a. R Squared = .010 (Adjusted R Squared = -.004)

Profile Plots



Listening to stories

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	39
	3.00	High	79
Gender	1.00	Boy	66
	2.00	Girl	52

Descriptive Statistics

Dependent Variable: Listening to stories

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.4583	.83297	24
	Girl	2.1333	.83381	15
	Total	2.3333	.83771	39
High	Boy	2.5952	1.03734	42
	Girl	2.7027	.87765	37
	Total	2.6456	.96128	79
Total	Boy	2.5455	.96368	66
	Girl	2.5385	.89578	52
	Total	2.5424	.93044	118

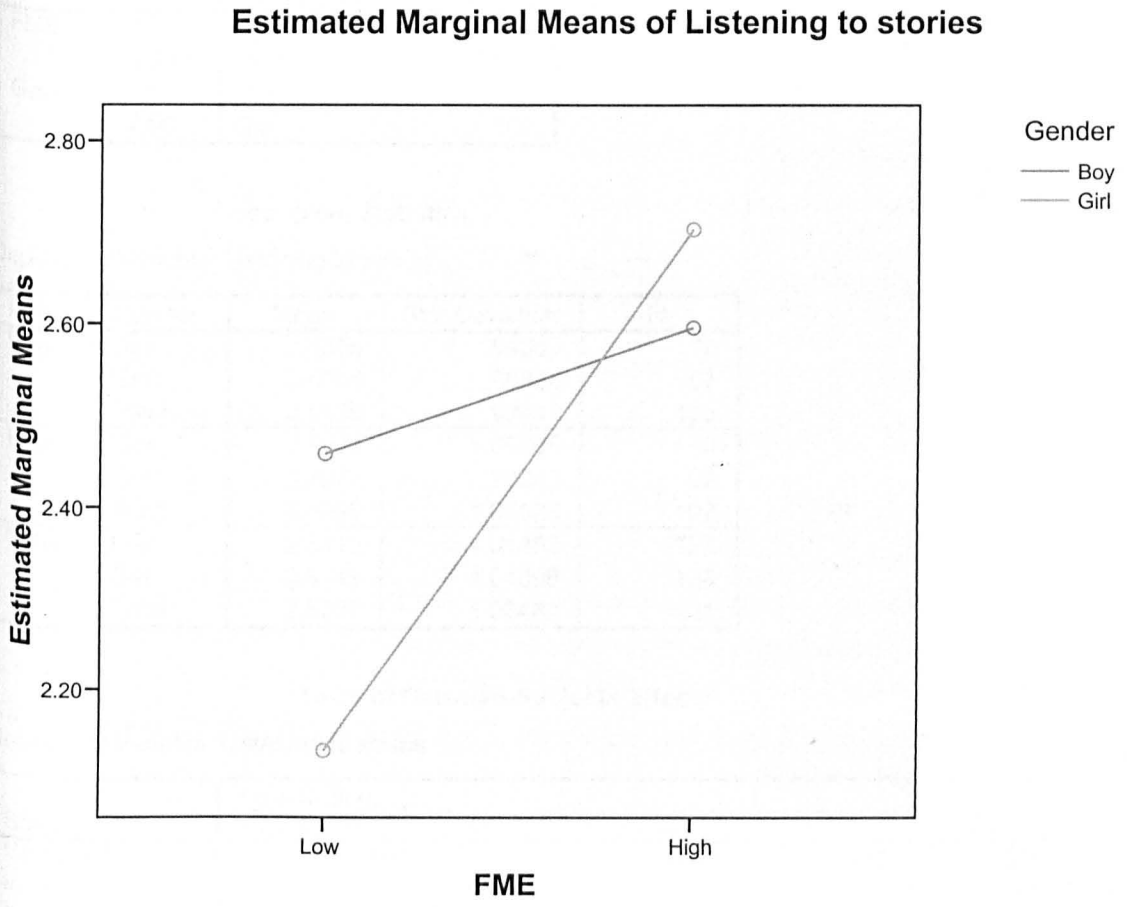
Tests of Between-Subjects Effects

Dependent Variable: Listening to stories

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.748[a]	3	1.249	1.460	.229
Intercept	614.465	1	614.465	718.154	.000
FME	3.134	1	3.134	3.663	.058
Gender	.297	1	.297	.347	.557
FME * Gender	1.175	1	1.175	1.373	.244
Error	97.540	114	.856		
Total	864.000	118			
Corrected Total	101.288	117			

a. R Squared = .037 (Adjusted R Squared = .012)

Profile Plots



Listening to songs

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	129
	3.00	High	102
Gender	1.00	Boy	122
	2.00	Girl	109

Descriptive Statistics

Dependent Variable: Listening to songs

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.4306	.94685	72
	Girl	2.4035	.90356	57
	Total	2.4186	.92447	129
High	Boy	2.7000	1.09265	50
	Girl	3.3077	.98097	52
	Total	3.0098	1.07625	102
Total	Boy	2.5410	1.01352	122
	Girl	2.8349	1.04096	109
	Total	2.6797	1.03482	231

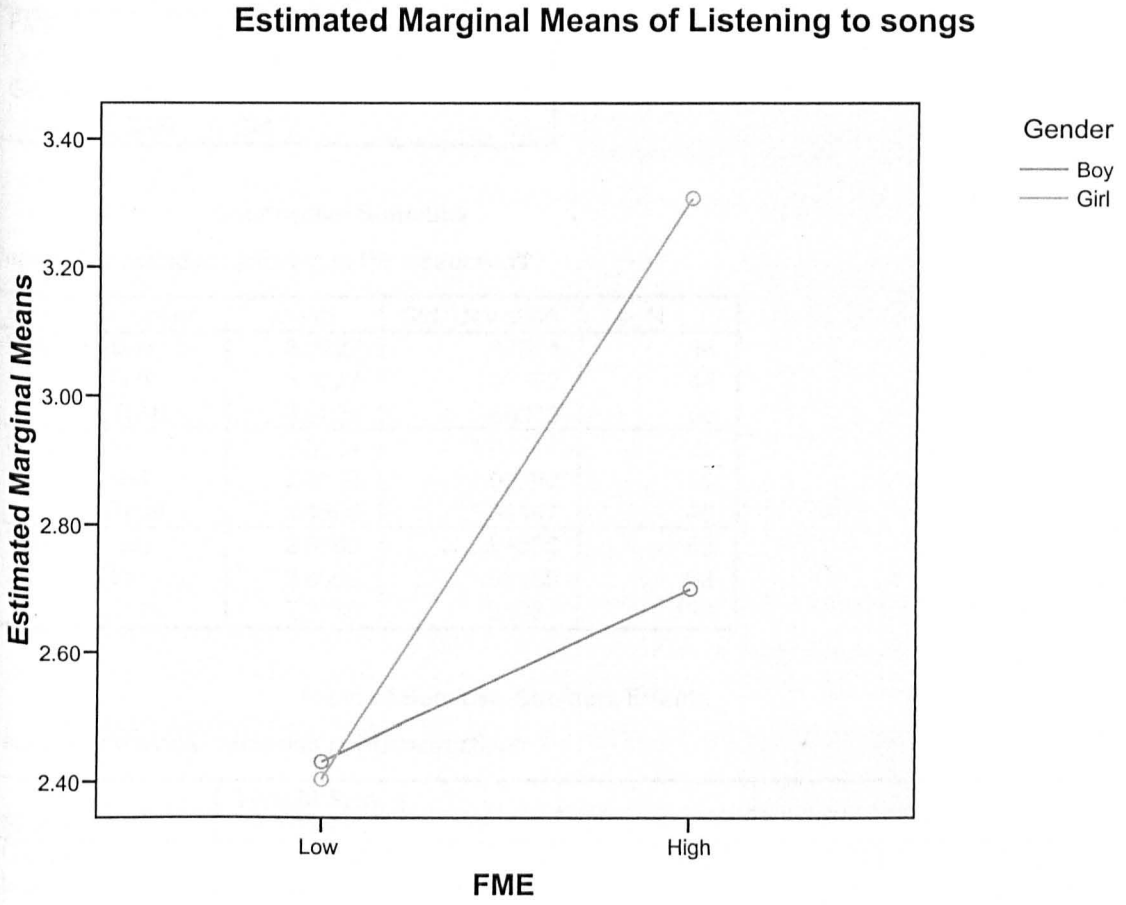
Tests of Between-Subjects Effects

Dependent Variable: Listening to songs

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	29.345[a]	3	9.782	10.235	.000
Intercept	1663.428	1	1663.428	1740.493	.000
FME	19.492	1	19.492	20.395	.000
Gender	4.771	1	4.771	4.992	.026
FME * Gender	5.702	1	5.702	5.966	.015
Error	216.949	227	.956		
Total	1905.000	231			
Corrected Total	246.294	230			

a. R Squared = .119 (Adjusted R Squared = .108)

Profile Plots



Listening to PE instructions

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	88
	3.00	High	40
Gender	1.00	Boy	65
	2.00	Girl	63

Descriptive Statistics

Dependent Variable: Listening to PE instructions

FME	Gender	Mean	Std. Deviation	N
Low	Boy	3.0227	.87574	44
	Girl	3.0227	.90190	44
	Total	3.0227	.88379	88
High	Boy	2.5714	1.02817	21
	Girl	2.3158	1.00292	19
	Total	2.4500	1.01147	40
Total	Boy	2.8769	.94386	65
	Girl	2.8095	.98139	63
	Total	2.8438	.95931	128

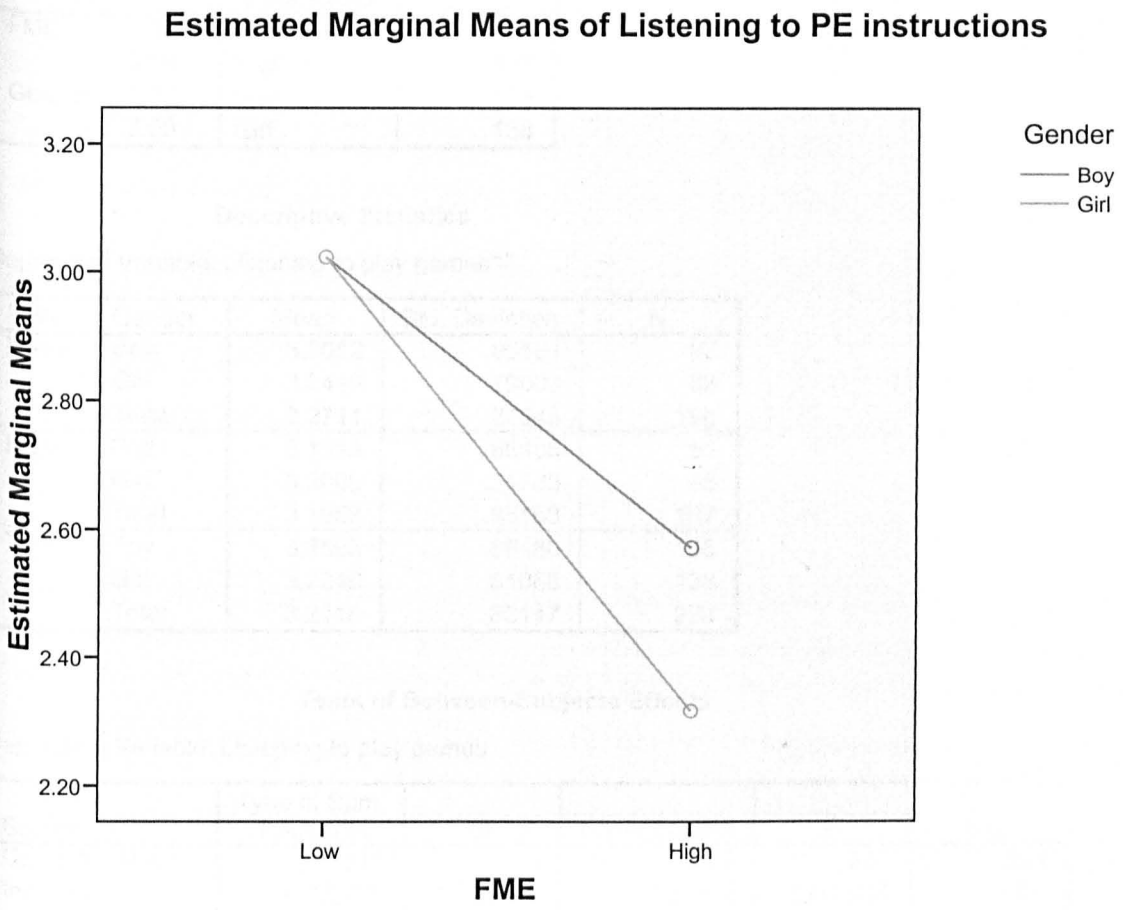
Tests of Between-Subjects Effects

Dependent Variable: Listening to PE instructions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9.672[a]	3	3.224	3.729	.013
Intercept	820.309	1	820.309	948.842	.000
FME	9.207	1	9.207	10.650	.001
Gender	.449	1	.449	.519	.473
FME * Gender	.449	1	.449	.519	.473
Error	107.203	124	.865		
Total	1152.000	128			
Corrected Total	116.875	127			

a. R Squared = .083 (Adjusted R Squared = .061)

Profile Plots



Listening to play games

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	166
	3.00	High	107
Gender	1.00	Boy	135
	2.00	Girl	138

Descriptive Statistics

Dependent Variable: Listening to play games

FME	Gender	Mean	Std. Deviation	N
Low	Boy	3.3012	.85161	83
	Girl	3.2410	.79003	83
	Total	3.2711	.81946	166
High	Boy	3.1923	.86406	52
	Girl	3.2000	.84765	55
	Total	3.1963	.85163	107
Total	Boy	3.2593	.85486	135
	Girl	3.2246	.81068	138
	Total	3.2418	.83147	273

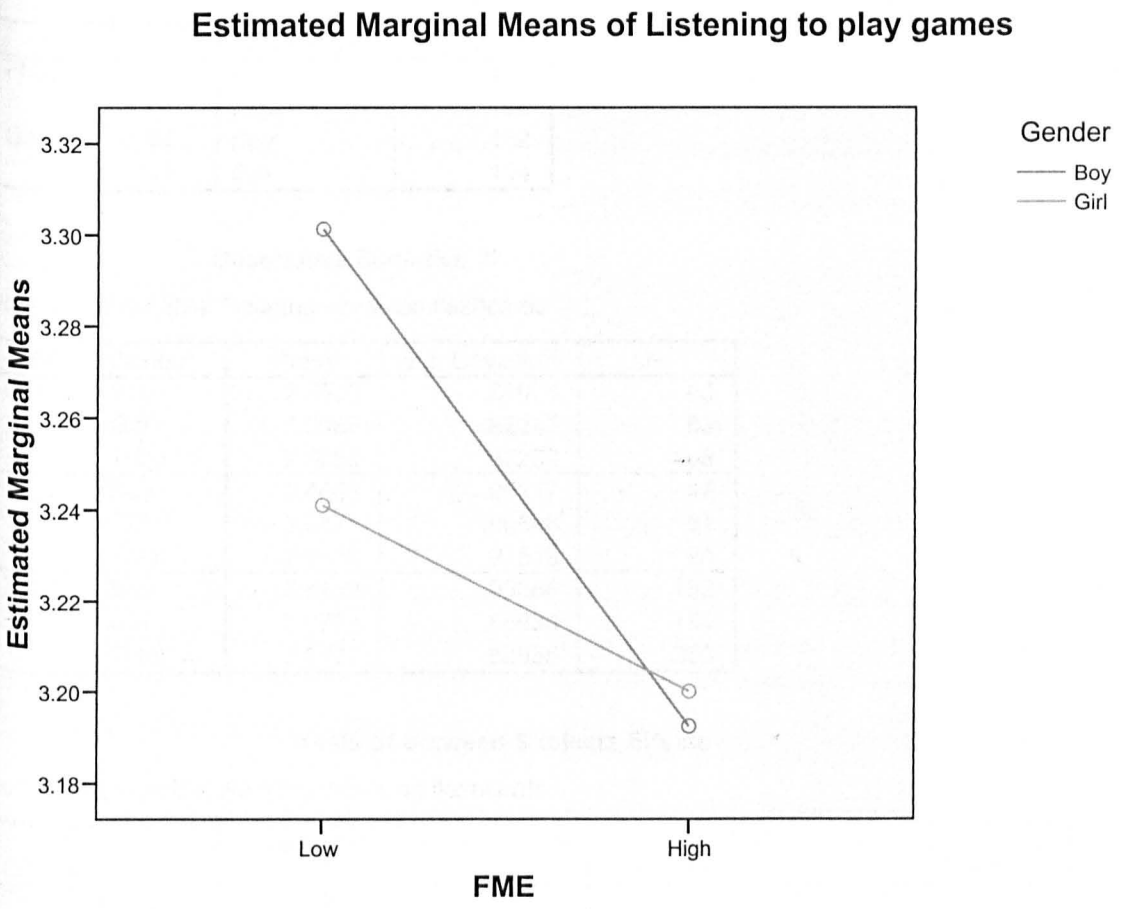
Tests of Between-Subjects Effects

Dependent Variable: Listening to play games

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.516[a]	3	.172	.247	.863
Intercept	2719.939	1	2719.939	3901.634	.000
FME	.365	1	.365	.524	.470
Gender	.045	1	.045	.064	.800
FME * Gender	.075	1	.075	.108	.743
Error	187.528	269	.697		
Total	3057.000	273			
Corrected Total	188.044	272			

a. R Squared = .003 (Adjusted R Squared = -.008)

Profile Plots



Appendix 21 Anovas for P7 High and Low FME Reading Activities - Reading words on Flashcards

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	168
	3.00	High	98
Gender	1.00	Boy	132
	2.00	Girl	134

Descriptive Statistics

Dependent Variable: Reading words on flashcards

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.5529	.87974	85
	Girl	2.6988	.82247	83
	Total	2.6250	.85252	168
High	Boy	2.4468	.95117	47
	Girl	2.6471	.99646	51
	Total	2.5510	.97518	98
Total	Boy	2.5152	.90364	132
	Girl	2.6791	.88938	134
	Total	2.5977	.89855	266

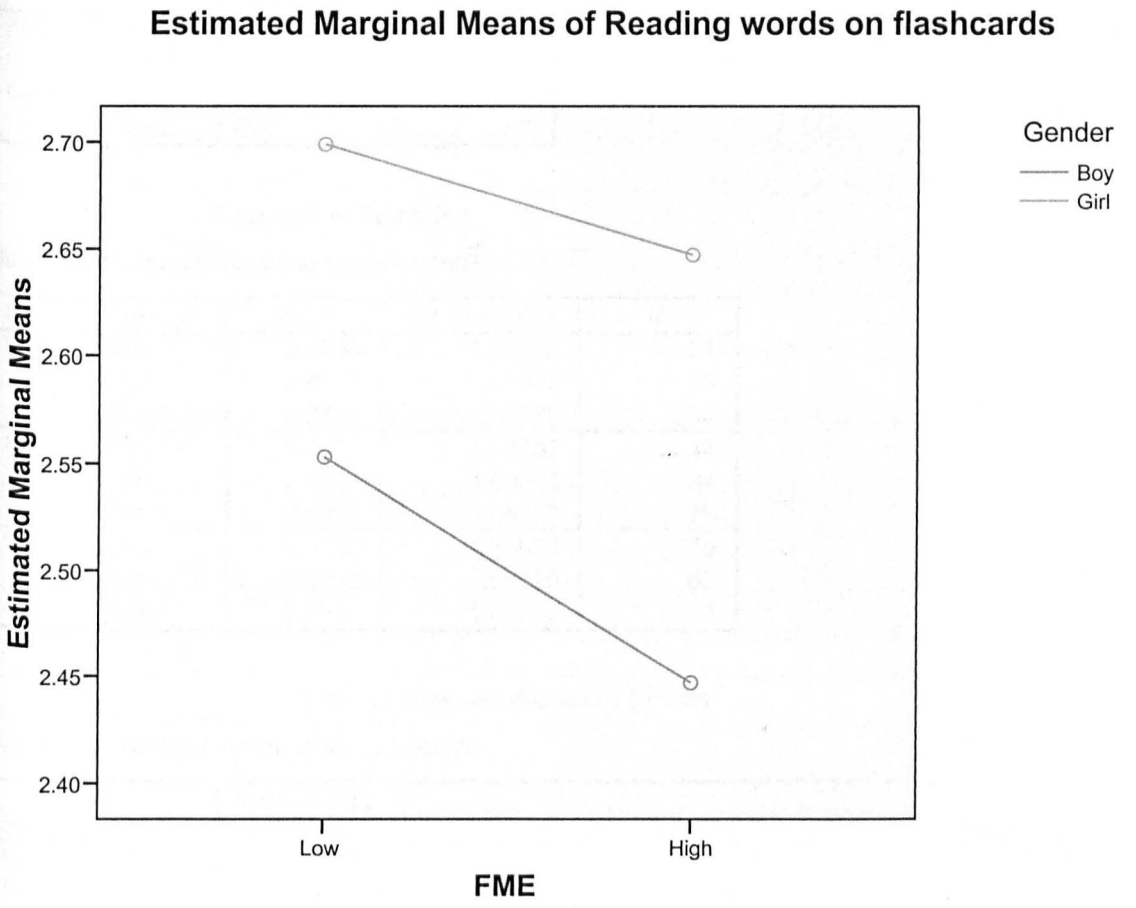
Tests of Between-Subjects Effects

Dependent Variable: Reading words on flashcards

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.213[a]	3	.738	.913	.435
Intercept	1654.342	1	1654.342	2046.972	.000
FME	.385	1	.385	.477	.491
Gender	1.852	1	1.852	2.291	.131
FME * Gender	.046	1	.046	.057	.812
Error	211.746	262	.808		
Total	2009.000	266			
Corrected Total	213.959	265			

a. R Squared = .010 (Adjusted R Squared = -.001)

Profile Plots



Reading stories, songs

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	64
	3.00	High	78
Gender	1.00	Boy	75
	2.00	Girl	67

Descriptive Statistics

Dependent Variable: Reading stories, songs

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.2903	1.00643	31
	Girl	2.4545	.93845	33
	Total	2.3750	.96773	64
High	Boy	2.4318	1.08687	44
	Girl	2.7941	1.00843	34
	Total	2.5897	1.06217	78
Total	Boy	2.3733	1.04975	75
	Girl	2.6269	.98220	67
	Total	2.4930	1.02277	142

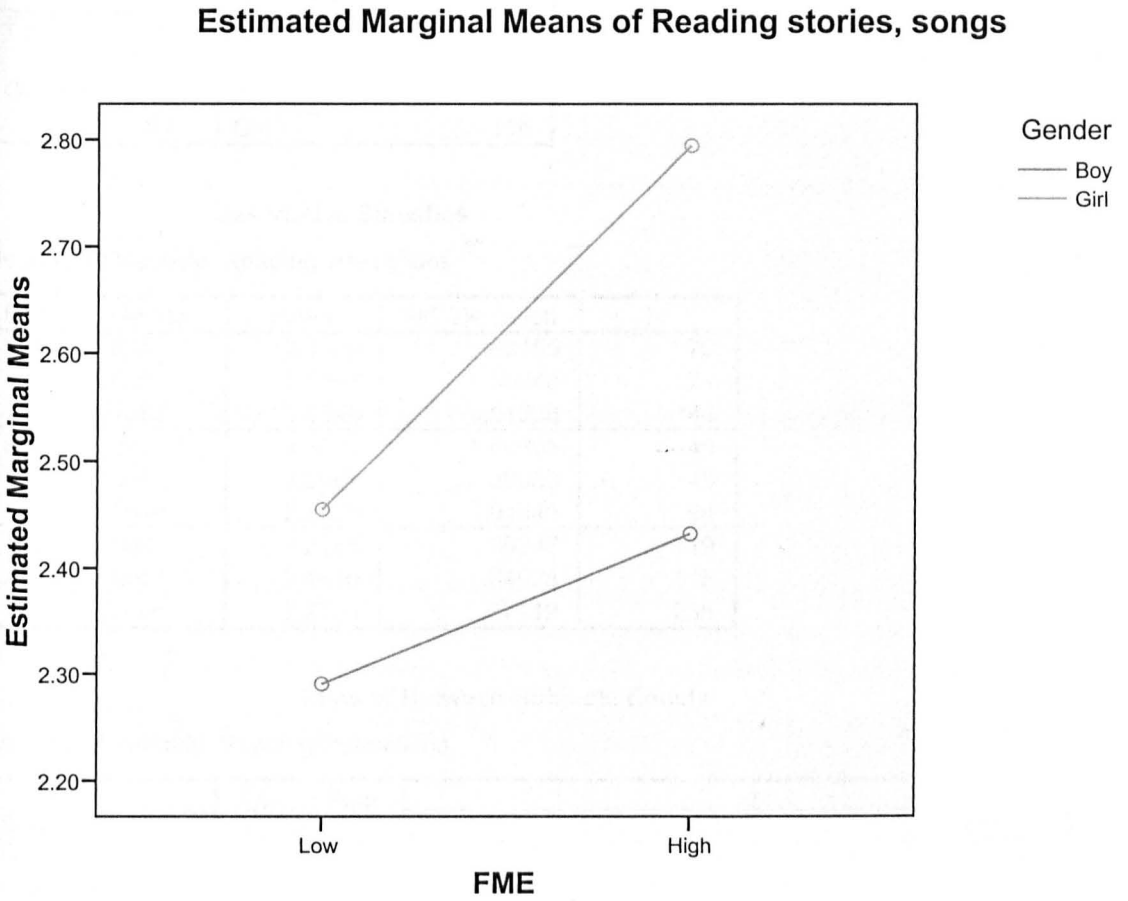
Tests of Between-Subjects Effects

Dependent Variable: Reading stories, songs

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.570[a]	3	1.523	1.471	.225
Intercept	866.755	1	866.755	836.899	.000
FME	2.018	1	2.018	1.948	.165
Gender	2.417	1	2.417	2.334	.129
FME * Gender	.342	1	.342	.330	.566
Error	142.923	138	1.036		
Total	1030.000	142			
Corrected Total	147.493	141			

a. R Squared = .031 (Adjusted R Squared = .010)

Profile Plots



Reading instructions

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	141
	3.00	High	94
Gender	1.00	Boy	119
	2.00	Girl	116

Descriptive Statistics

Dependent Variable: Reading instructions

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.1429	.82155	70
	Girl	2.1268	.80940	71
	Total	2.1348	.81258	141
High	Boy	2.3265	1.00805	49
	Girl	2.2667	.88933	45
	Total	2.2979	.94845	94
Total	Boy	2.2185	.90347	119
	Girl	2.1810	.84028	116
	Total	2.2000	.87119	235

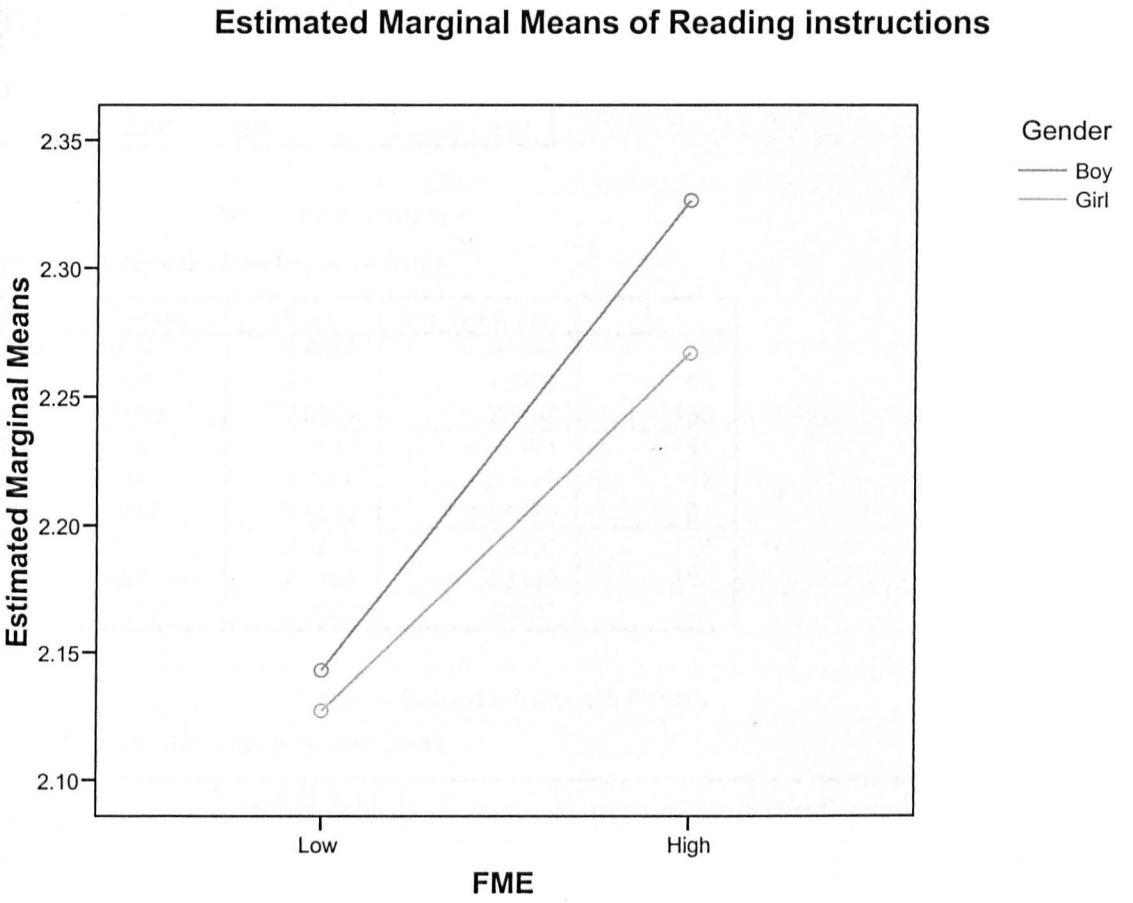
Tests of Between-Subjects Effects

Dependent Variable: Reading instructions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.594[a]	3	.531	.697	.555
Intercept	1106.321	1	1106.321	1451.997	.000
FME	1.475	1	1.475	1.935	.166
Gender	.081	1	.081	.107	.744
FME * Gender	.027	1	.027	.035	.851
Error	176.006	231	.762		
Total	1315.000	235			
Corrected Total	177.600	234			

a. R Squared = .009 (Adjusted R Squared = -.004)

Profile Plots



Reading word cards

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	139
	3.00	High	94
Gender	1.00	Boy	121
	2.00	Girl	112

Descriptive Statistics

Dependent Variable: Reading word cards

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.4865	.81498	74
	Girl	2.7846	.73935	65
	Total	2.6259	.79193	139
High	Boy	2.3617	1.11171	47
	Girl	2.7660	.93745	47
	Total	2.5638	1.04273	94
Total	Boy	2.4380	.93891	121
	Girl	2.7768	.82429	112
	Total	2.6009	.89990	233

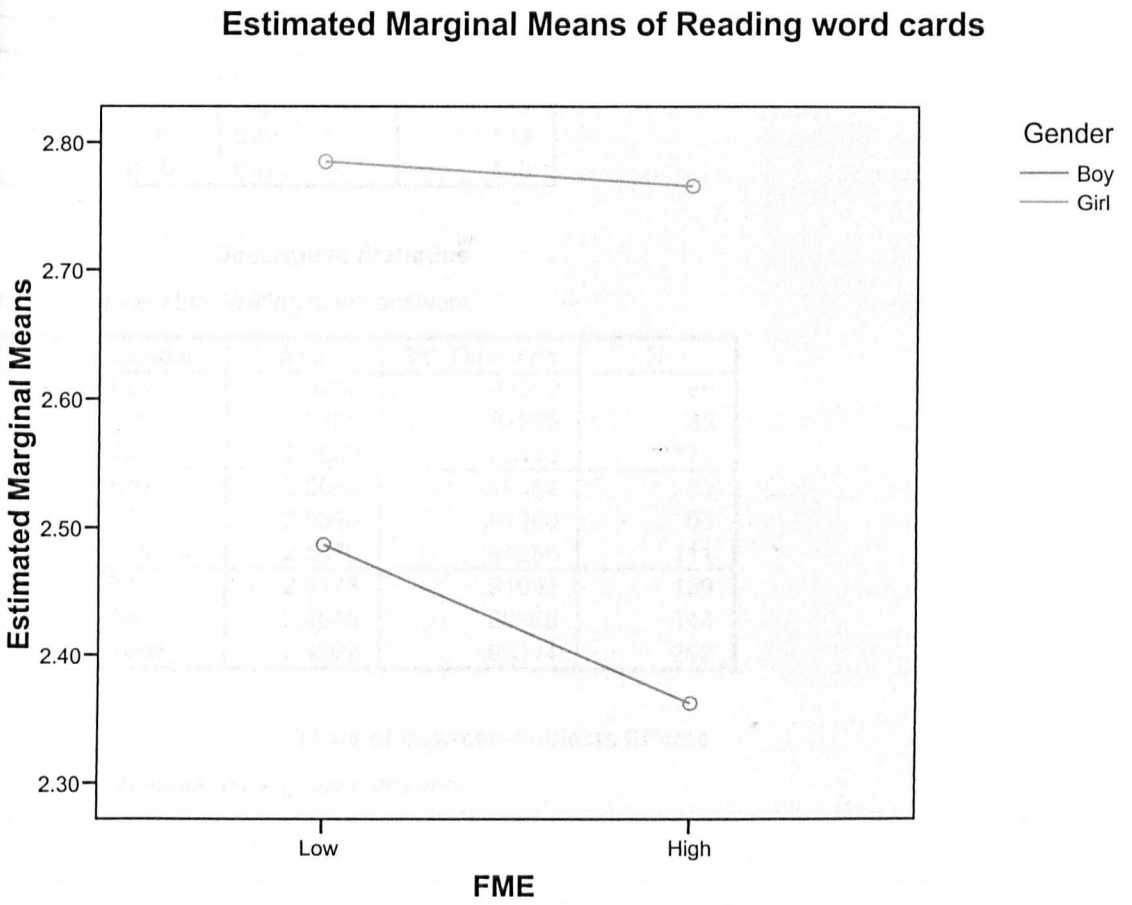
Tests of Between-Subjects Effects

Dependent Variable: Reading word cards

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7.132[a]	3	2.377	3.012	.031
Intercept	1513.397	1	1513.397	1917.413	.000
FME	.288	1	.288	.365	.546
Gender	6.905	1	6.905	8.748	.003
FME * Gender	.158	1	.158	.200	.655
Error	180.748	229	.789		
Total	1764.000	233			
Corrected Total	187.880	232			

a. R Squared = .038 (Adjusted R Squared = .025)

Profile Plots



Appendix 22 - Anovas for P7 High and Low FME Writing Activities - Writing down answers

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	171
	3.00	High	111
Gender	1.00	Boy	139
	2.00	Girl	143

Descriptive Statistics

Dependent Variable: Writing down answers

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.3256	.86012	86
	Girl	2.3765	.87255	85
	Total	2.3509	.86415	171
High	Boy	2.5660	.99052	53
	Girl	2.5690	.91980	58
	Total	2.5676	.94985	111
Total	Boy	2.4173	.91603	139
	Girl	2.4545	.89385	143
	Total	2.4362	.90344	282

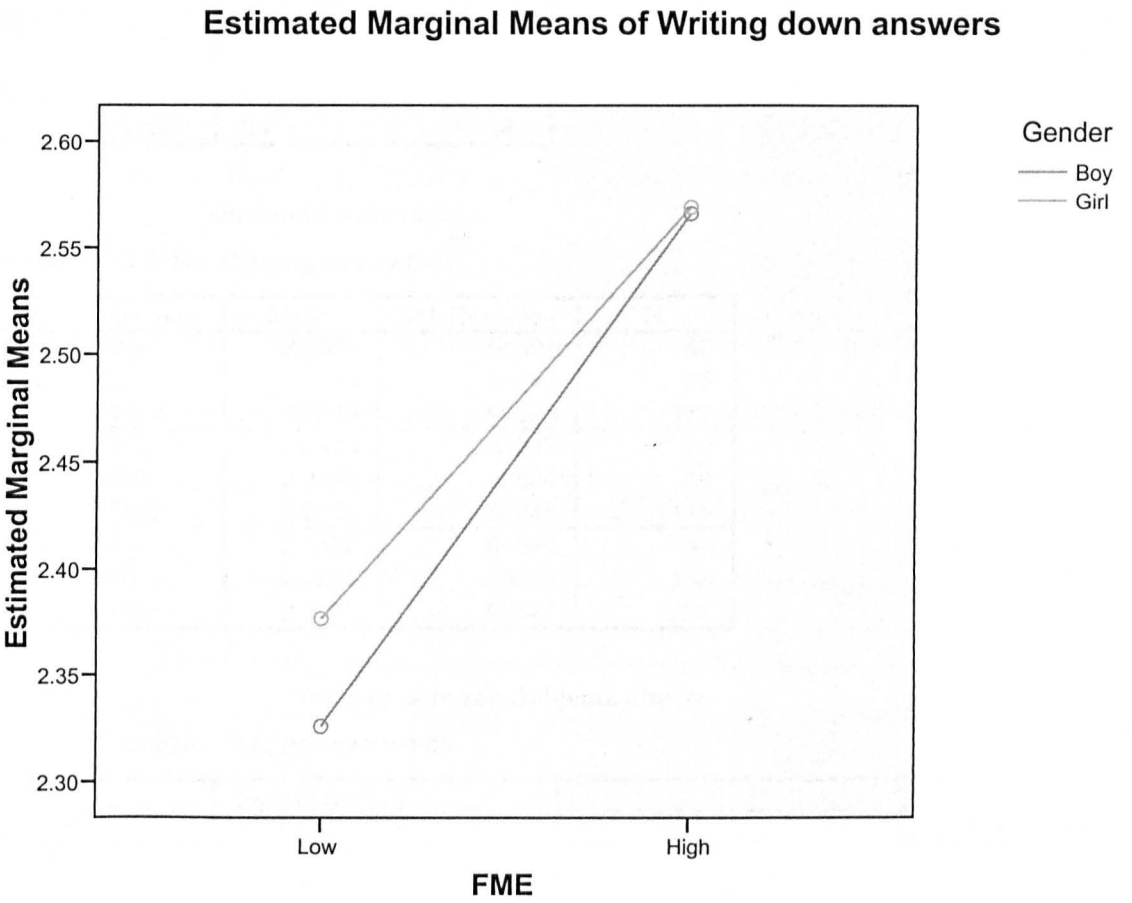
Tests of Between-Subjects Effects

Dependent Variable: Writing down answers

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.271[a]	3	1.090	1.341	.261
Intercept	1626.295	1	1626.295	1999.782	.000
FME	3.150	1	3.150	3.874	.050
Gender	.049	1	.049	.060	.807
FME * Gender	.039	1	.039	.048	.828
Error	226.080	278	.813		
Total	1903.000	282			
Corrected Total	229.351	281			

a. R Squared = .014 (Adjusted R Squared = .004)

Profile Plots



Copying down words

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	171
	3.00	High	111
Gender	1.00	Boy	139
	2.00	Girl	143

Descriptive Statistics

Dependent Variable: Copying down words

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.5581	.95307	86
	Girl	2.6118	.86043	85
	Total	2.5848	.90593	171
High	Boy	2.6415	.94247	53
	Girl	2.8793	.93804	58
	Total	2.7658	.94345	111
Total	Boy	2.5899	.94649	139
	Girl	2.7203	.89918	143
	Total	2.6560	.92347	282

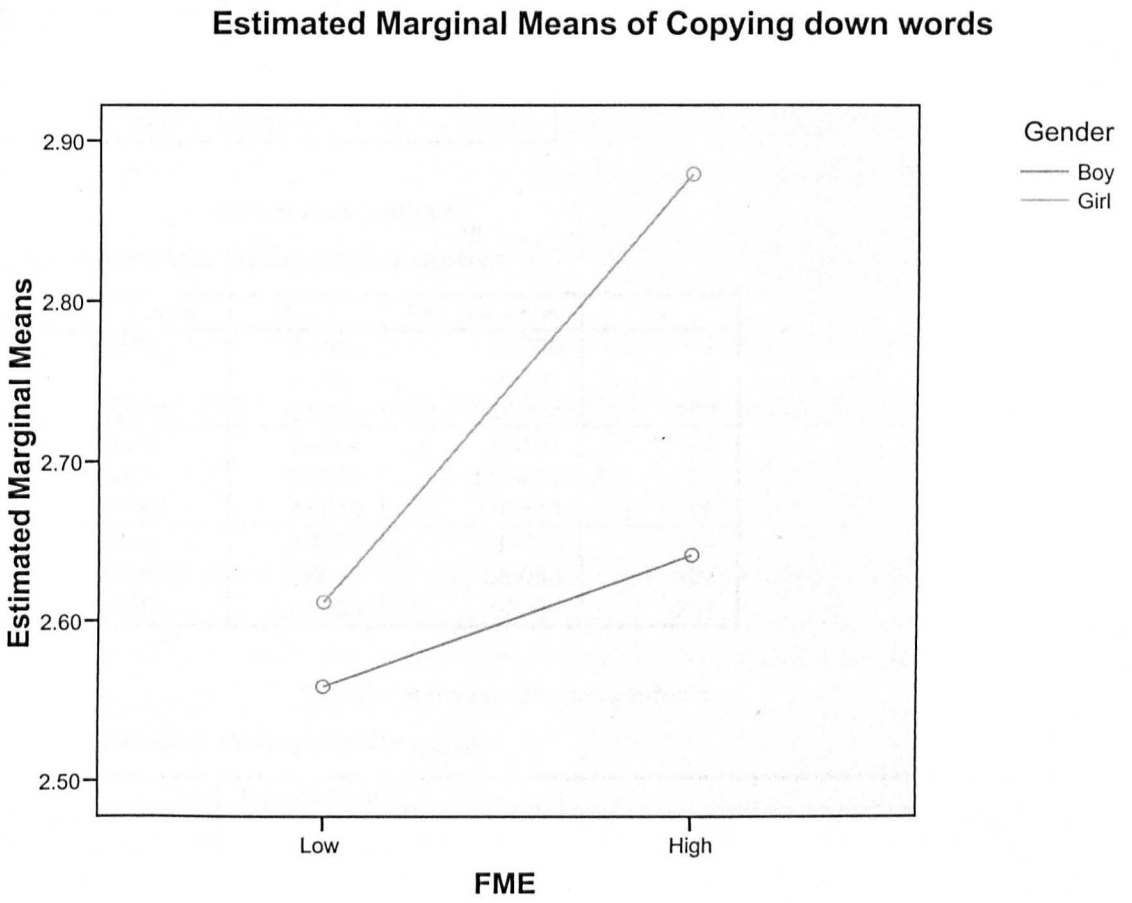
Tests of Between-Subjects Effects

Dependent Variable: Copying down words

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.893[a]	3	1.298	1.530	.207
Intercept	1920.805	1	1920.805	2265.125	.000
FME	2.070	1	2.070	2.441	.119
Gender	1.427	1	1.427	1.683	.196
FME * Gender	.570	1	.570	.672	.413
Error	235.741	278	.848		
Total	2229.000	282			
Corrected Total	239.635	281			

a. R Squared = .016 (Adjusted R Squared = .006)

Profile Plots



Writing labels or captions

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	153
	3.00	High	98
Gender	1.00	Boy	124
	2.00	Girl	127

Descriptive Statistics

Dependent Variable: Writing labels or captions

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.4805	.91206	77
	Girl	2.6053	.89560	76
	Total	2.5425	.90312	153
High	Boy	2.4894	.88151	47
	Girl	2.6078	1.05978	51
	Total	2.5510	.97518	98
Total	Boy	2.4839	.89700	124
	Girl	2.6063	.96080	127
	Total	2.5458	.93000	251

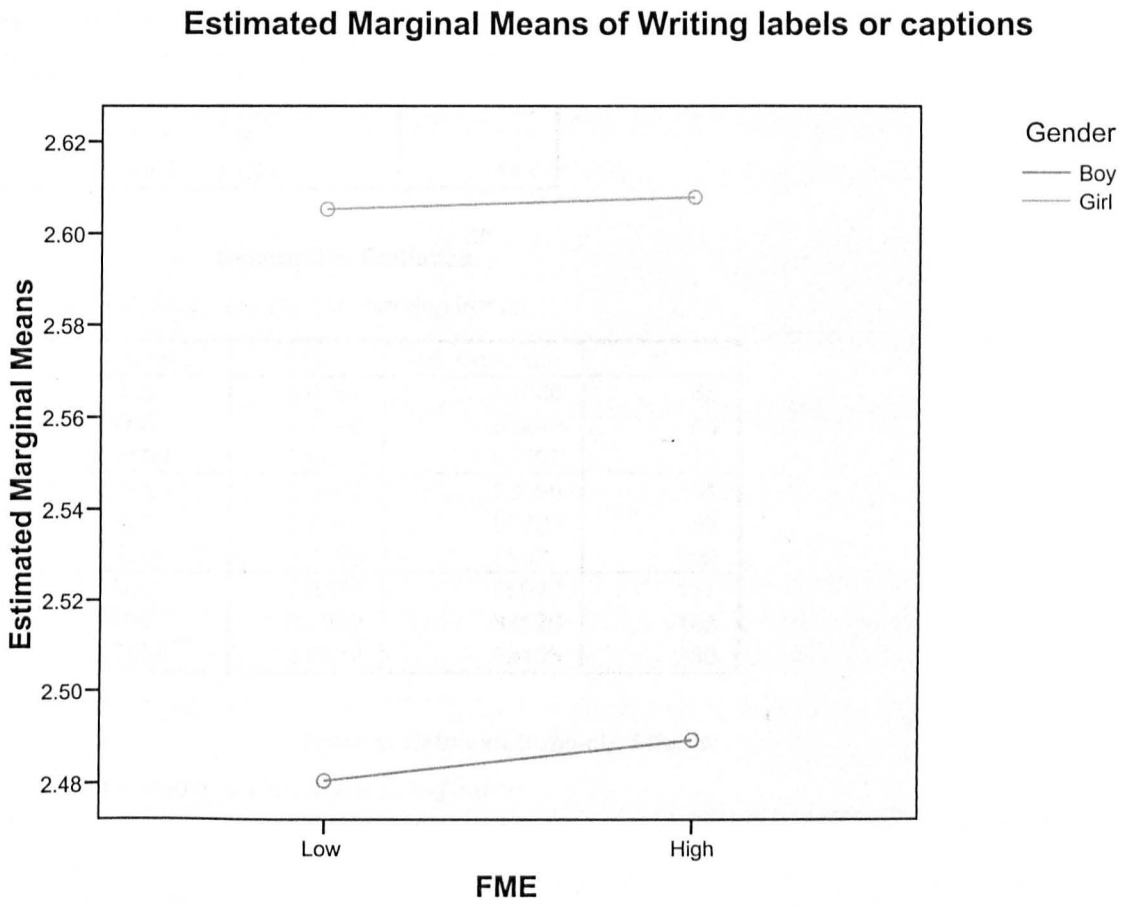
Tests of Between-Subjects Effects

Dependent Variable: Writing labels or captions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.943[a]	3	.314	.361	.782
Intercept	1546.983	1	1546.983	1774.918	.000
FME	.002	1	.002	.002	.962
Gender	.883	1	.883	1.013	.315
FME * Gender	.001	1	.001	.001	.979
Error	215.280	247	.872		
Total	1843.000	251			
Corrected Total	216.223	250			

a. R Squared = .004 (Adjusted R Squared = -.008)

Profile Plots



Appendix 23 - Anovas for High and Low FME Overall Attitudes

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	171
	3.00	High	109
Gender	1.00	Boy	137
	2.00	Girl	143

Descriptive Statistics

Dependent Variable: Do you like learning french

FME	Gender	Mean	Std. Deviation	N
Low	Boy	2.4767	.99086	86
	Girl	2.7294	.86449	85
	Total	2.6023	.93607	171
High	Boy	2.6667	.93095	51
	Girl	2.8621	.90705	58
	Total	2.7706	.91927	109
Total	Boy	2.5474	.96992	137
	Girl	2.7832	.88126	143
	Total	2.6679	.93155	280

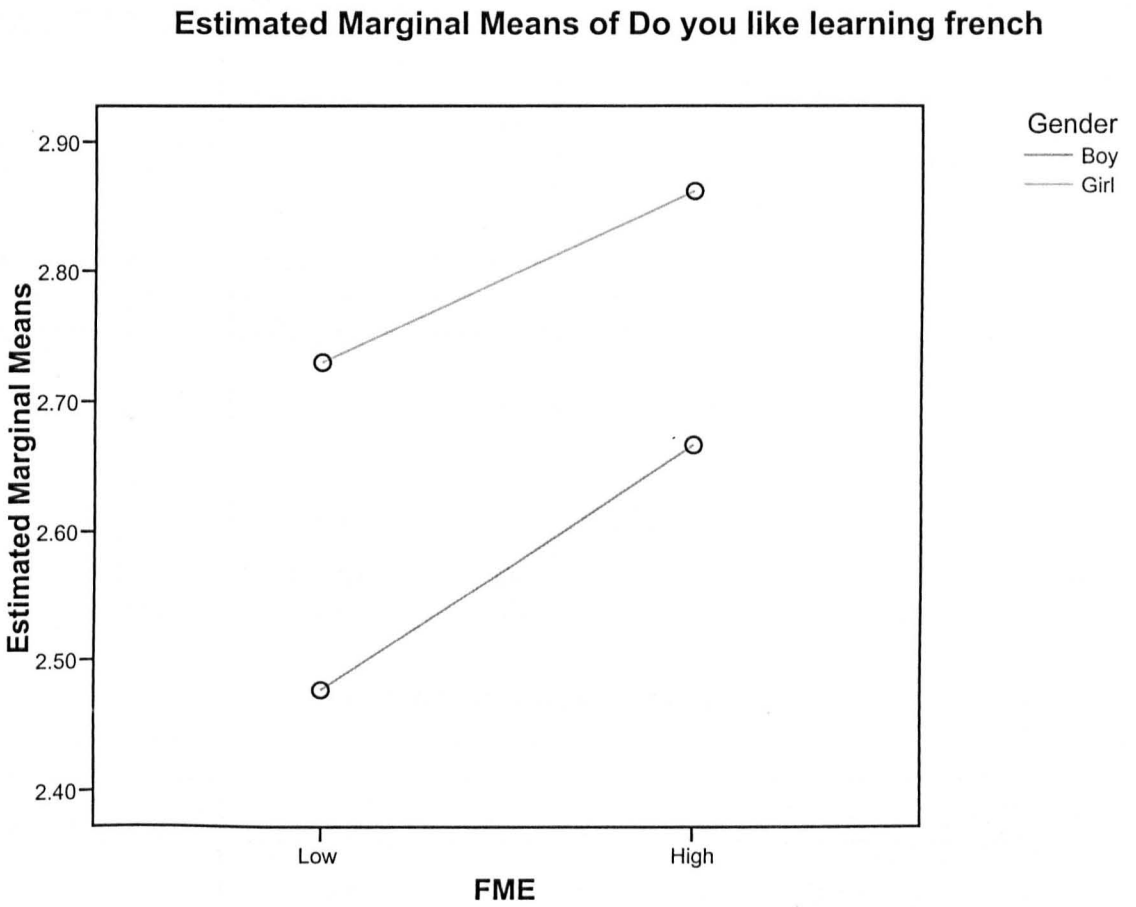
Tests of Between-Subjects Effects

Dependent Variable: Do you like learning french

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5.651[a]	3	1.884	2.199	.088
Intercept	1912.921	1	1912.921	2232.795	.000
FME	1.727	1	1.727	2.016	.157
Gender	3.333	1	3.333	3.890	.050
FME * Gender	.054	1	.054	.064	.801
Error	236.460	276	.857		
Total	2235.000	280			
Corrected Total	242.111	279			

a. R Squared = .023 (Adjusted R Squared = .013)

Profile Plots



Perception of difficulty

Between-Subjects Factors

		Value Label	N
FME	1.00	Low	171
	3.00	High	110
Gender	1.00	Boy	139
	2.00	Girl	142

Descriptive Statistics

Dependent Variable: How did you find learning French

FME	Gender	Mean	Std. Deviation	N
Low	Boy	3.0233	.75110	86
	Girl	2.8471	.79441	85
	Total	2.9357	.77571	171
High	Boy	3.1698	.91433	53
	Girl	2.9298	.92311	57
	Total	3.0455	.92256	110
Total	Boy	3.0791	.81707	139
	Girl	2.8803	.84620	142
	Total	2.9786	.83639	281

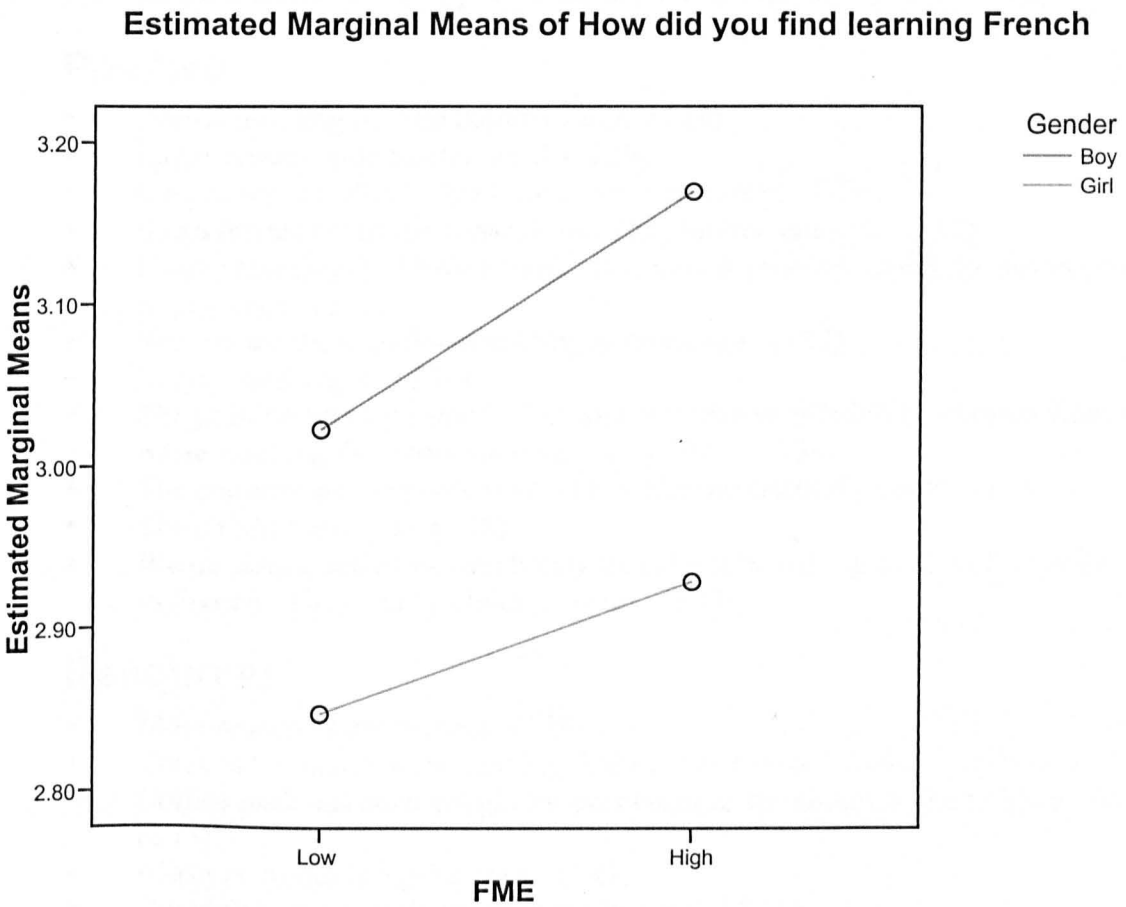
Tests of Between-Subjects Effects

Dependent Variable: How did you find learning French

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.716[a]	3	1.239	1.785	.150
Intercept	2395.806	1	2395.806	3453.638	.000
FME	.879	1	.879	1.268	.261
Gender	2.896	1	2.896	4.175	.042
FME * Gender	.068	1	.068	.098	.754
Error	192.156	277	.694		
Total	2689.000	281			
Corrected Total	195.872	280			

a. R Squared = .019 (Adjusted R Squared = .008)

Profile Plots



P7. Question 1 - Key Issues. Example of Coding

Positive

- I enjoy teaching it. The pupils love it. (T24)
- I love French, volunteered for it. (T26)
- Course was excellent. We have enough resources. (T26)
- It is a fun aspect of the curriculum. The children enjoy it. (T30)
- I enjoy teaching it. I love French. It is very rewarding seeing the development of language. (T31)
- We can see the benefits of starting at this stage. (T32)
- I enjoy teaching it. (T34)
- The training was very good. The materials are very helpful. The last 7 days while teaching the tutors were very supportive. (T36)
- The children are very receptive. They like the cultural aspects. (T36)
- The children enjoy it. (T38)
- We do songs, activities which they would not be willing to do in P7 but it is cool in French. They can be children again. (T43)

Resources

- More resources are needed. (T28)
- There is too much in the training folder. The Council folder is sufficient. The Collins pack has been bought by the cluster as the children like to have a book. (T33)
- Glasgow folder is a great pack. (T41)
- Bought Glasgow pack which is really good. (T42)

Time Factor

- It is 90 mins out of p.s. curriculum. We need evidence to show it is working. Has become another core thing and we need to know it is worth it. (T23)
- They are changing it. They want more written work. There is not enough time to get through the content. It was based on S & L initially. The allotted time is not sufficient now there is more emphasis on writing. It was communication. W means something different. (T23)
- There is too much content in the pack and pressure on time. We should start at P5 to get through the content. (T24)
- I am a lot less happy about teaching French because of the time constraints. We need more time to do writing. We need to start earlier. There is too much pressure. (T24)
- Supposed to do 90 mins but we cannot. (T26)
- 45 min p.w. is given….. There is curricular overload. (T27)
- Too much in the curriculum & Fr slips because of English, Maths etc (T28)
- We need to know what happens in S1. If it is done again in S1 we are wasting valuable curricular time. (T28)
- There is pressure on the curriculum. It is not dropped but pushed to fit it all in. (T32)
- There is not enough time. It gets put on the side eg. for school show. (T33)
- We have introduced new units from the Glasgow pack so new vocabulary has been added to the core. P6 is not nearly enough. It should be in P5. There is

too much to get through in P6/P7. There is not enough time to consolidate. The T/T is so crammed full. (T34)

- If there is staff absence, French is the first to go as DHT needs to cover class or take over from the HT. (T35)
- Would like to start P4/P5 to give more time for each topic. There is pressure to get everything done. (T35)
- We missed out some of P6 because of teacher and curricular complications last session. (T36)
- We need time to review resources. They are bought speculatively. (T36)
- This is new pressure, added pressure. There is not enough time to do everything. We are having to find an extra slice in the day. (T37)
- There are unrealistic expectations from external sources like HMI. There is not enough time in the day for what we are trying to achieve. (T37)
- There have been t/t problems so we have not done it for a couple of months. (T38)
- Teacher absence impacts on training eg. teacher going on school trip to York. (T42)

Time/Earlier Start

- Hopefully, it will go down further in P5. (T25)
- It should go down to P4. (T30)
- We should be starting at an earlier age. The younger are more motivated. (T40)

Time/ Work factor

- The changes are worthwhile but I am worried about the speed of changes with new packs and there is a need to review resources. (T25)
- We need time to build up resources. (T27)
- There is a need for time to meet with other colleagues teaching French. (T31)

Changing priorities

- We need to know if we are getting results. We need research. They are moving the goalposts. It should be about confidence building. (T23)
- Is this where this W thing has come from? (T23)
- They are changing it. They want more written work. There is not enough time to get through the content. It was based on S & L initially. The allotted time is not sufficient now there is more emphasis on writing. It was communication. W means something different. (T24)
- It was all meant to be fun. Now with 5-14 coming in there is assessment. It is not what it started as. It is becoming more formal. I have concerns about that. Formality should be in the sec. (T26)
- We need to have guidelines as to exactly what we should be doing. Should they be writing or speaking it? (T38)
- It is far more formal now. It has been hijacked. Fun was how it was introduced and it has become more formal. W. was not what it was when I started it. (T43)