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## **DOCTOR OF PHILOSOPHY**

Factors Influencing Welsh Medium School Pupils' Social Use of Welsh

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**Factors Influencing Welsh Medium School Pupils'  
Social Use of Welsh**

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**2018**

## **ABSTRACT**

During the modern period the Welsh language experienced continual decline, as a result of governmental hostility, lack of official recognition, public apathy and the social upheaval of the industrial revolution.

At the turn of the twentieth century, however, as Welsh became a minority language in Wales, there grew an increasing recognition that the school system was key to the safeguarding and revitalisation of the language. Welsh finally became a compulsory language up to GCSE (16+) level in all state schools in Wales in 1999.

The present research project focusses on the parallel development of Welsh medium education, where all, or almost all, subjects are taught through the medium of Welsh. Although by now over one in five Welsh pupils are educated mainly in Welsh, increasing concerns have been voiced concerning the relatively low level of usage of the language by pupils outside school especially in those areas where Welsh is not widely spoken in the community.

The project involved collecting data using a mixed-methods approach with Year 6 and Year 7 (age 10-12 years) pupils, their parents/guardians and school staff members in schools serving diverse areas of Wales. In the case of pupils, this was followed up by focus group discussions to explore the major issues identified in greater depth.

The findings discussed include the overwhelmingly positive attitude to the Welsh language and culture among all categories of participants and a concern about the availability of opportunities to use Welsh outside school. The keen awareness of Welsh identity is also highlighted, as well as both positive experiences of feeling 'special' and a sense of alienation from a predominantly non-Welsh speaking community in many parts of Wales.

The study concludes with a consideration of the implications of these and other findings and recommendations for future research and evidence-based action.

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# Chapter 1

## Introduction

### ***1.1 Research question***

This dissertation describes a research project designed to answer the research question: ‘What factors influence the language choice of pupils at Welsh medium schools outside of the classroom?’. This introduction will explore some of the background to that question and seek to show why it is important for the future of the Welsh language. The means employed to attempt to answer that question are discussed in the chapter on *Methodology* below.

### ***1.2 International context***

Many researchers in minority language safeguarding and revitalisation consider Wales to be an important model of relative success in this field. This international attention is illustrated, for example, in Crystal (2000) and in the notice taken of the Welsh experience from a Basque perspective in Aldekoa and Gardner (2002) and from the standpoint of Ireland in Ó Riagáin et al. (2008). There was also a particular focus on Wales at the *Raising Our Voices* Indigenous Language Conference in Ontario, Canada, in October 2017, more details of which can be found at pages 20 and 237 below.

### ***1.3 History and present situation of the Welsh language***

The comparative vitality of the Welsh language at the present time must be set within the context of the history of the language, which is one of centuries of circumstances which were far from conducive to its survival. Wales lost its political independence, and any form of official protection for the indigenous language, as long ago as 1282, with the death of Llywelyn, the last indigenous Prince of Wales, who was to be remembered as *Ein Llyw Olaf*, ‘Our Last Leader’. The annexation of Wales by England was completed by legislation enacted in 1536 under Henry VIII who, although the son of Welsh-born Henry Tudor of the Tudor dynasty of Plas Penmynydd, Ynys Môn, decreed

... that from henceforth no person or persons that use the Welsh speech or language shall have or enjoy any manner office or fees within this realm of England, Wales or other the King’s Dominion upon pain of forfeiting the same offices or fees, unless he or they use and exercise the English speech or tongue (Quoted in Jones, G., 1994: 329).

It has been argued that the publication of a Welsh translation, from the original languages, of the complete Bible in 1588, and the fact that it was read aloud in every parish church in Wales (and what were then Welsh speaking parishes over the border in England) every Sunday almost certainly ensured that the language declined only very slowly in the following two centuries, despite official apathy, if not outright antipathy (Morgan, 1988: 64). The most notable example of the latter was what became known as the *Treason of the Blue Books*, to which reference is made in more detail below.

However, economic and social changes during the 1800s, and especially large scale migration to and from Wales as a result of the industrial revolution, ultimately led to Welsh becoming a minority language by the turn of the twentieth century. The Welsh language featured in the United Kingdom's decennial Census for the first time in 1891, when there was still a majority recorded as being able to speak Welsh (Parry, 1999). The Census of 1901, however, saw Welsh reduced to minority language status nationally, with 49.9% of the population recorded as Welsh speaking – although, remarkably, a majority in one county, Merioneth (now rendered more correctly as *Meirionnydd*), were still recorded as being able to speak only Welsh (Herbert and Jones, 1988: 74).

The decline in the percentage of Welsh speakers continued apace during the twentieth century, leaving less than one in five of the inhabitants being able to speak the language by 1991. However, the census of 2001 evidenced a very rare phenomenon in the history of languages in decline in the modern period – the reversal of that decline, with the percentage of Welsh speakers rising from 18.7% in 1991 to 20.2% ten years later (Jones, H., 2012). Yet any optimism this generated for supporters of the Welsh language was to be short-lived, as the census of 2011 was to reveal another decline. Although the overall percentage did not drop back to the 1991 level, the 2011 figures were seen as being symbolically significant in that Welsh became a minority language in two areas which had been viewed until late in the twentieth century as part of *Y Fro Gymraeg*, the Welsh Language Heartland, Ceredigion and Carmarthenshire (Welsh Government, 2012a). *Y Fro Gymraeg* was a term that first appeared in print in 1964 in an article by Owain Owain in *Y Cymro* (The Welshman), the Welsh language weekly newspaper, when much of the western half of Wales was still composed of communities recording

80%+ Welsh speakers (Owain, 1964: 6, Aitchison and Carter, 2000: 43-68). Indeed, it was possible, according to the results of the 1961 Census, to travel from the north of Ynys Môn to the southern coastline at Llanelli without ever leaving an area recording 80% or more of the population as Welsh speaking. The same was true of a journey from the far western tip of the Llŷn Peninsula very nearly to the English border near Oswestry. Yet by 2011, such communities had become scattered and confined to Gwynedd alone, causing consternation among those who were hoping for the continuation, or even the acceleration, of the percentage increase recorded ten years previously. Jonathan Edwards, National Assembly for Wales Member for Carmarthen East and Dinefwr, called the figures 'heartbreaking' (Golwg, 2012). The percentages of Welsh speakers did increase in the capital, Cardiff and, from a very low base, in Monmouthshire, with Caerphilly also recording an increase in the number of people able to speak Welsh, but this was nowhere near enough to detract from the shock of the overall loss for supporters of the Welsh language (Welsh Government, 2012a).

It is important to note here that the decennial censuses rely on self-reporting of ability in the Welsh language and do not record language use. Data on the latter factor is found in the Welsh Government's periodical language use surveys, but as the first such survey did not take place until 2004 they provide only limited longitudinal information thus far.

The findings of the 2011 Census, published in late 2012 and early 2013, were a surprise for most commentators and provoked a lively debate concerning the future of the Welsh language and the strategies which might be used to safeguard it and to achieve a lasting reversal in its decline. The First Minister of Wales, Carwyn Jones, announced, soon after the detailed results had been published, the intention of the Welsh Government to hold a major conference to seek a consensus on the way forward. The map on the next page illustrates the situation revealed, and some of the significant changes as compared to the 2011 figures (Welsh Government, 2013; Golwg, 2012).



Despite declines in the north and West, it is still possible to identify a Welsh speaking ‘heartland’...and there are increasing numbers of Welsh speakers in the south-east

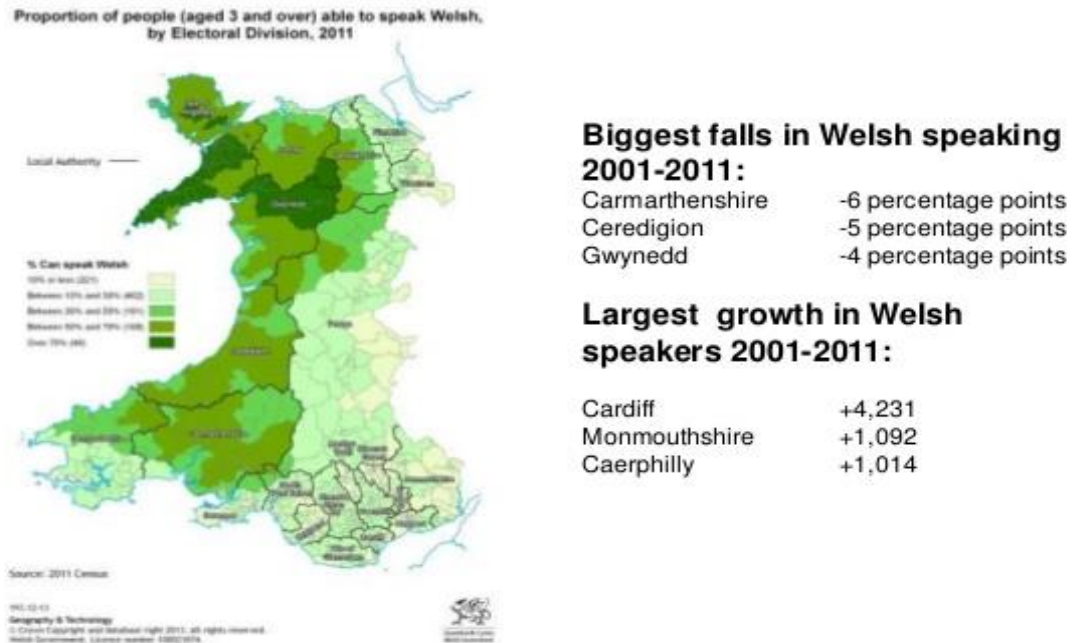


Fig. 1 - Significant changes in percentages and numbers of Welsh speakers 2001-2011

(Source: Welsh Government, 2017a)

Despite these recent setbacks in its fortunes, however, it should be borne in mind that the Welsh language remains the language of the majority over a large geographical portion of Wales, as the map also clearly illustrates. It is the majority language in the counties of Ynys Môn and Gwynedd and of numerous communities beyond those counties. It is also spoken, according to the latest data, by 40.3% of children aged 5 to 15 years old (Welsh Government, 2017b). Given its status in these geographical areas and in that age group, it is arguable that Welsh is more properly termed a ‘minoritised language’ rather than a ‘minority language’ (although, of course, it is spoken only by a minority of the whole population of Wales), the emphasis in the former term being on the effect of public policy and public and private attitudes to the language rather than on percentages of speakers (Amezaga, 2017; Harrison, 2008: 20f).

Of particular significance for the present research, the very first published reaction by the First Minister when the initial results were declared focused on the need to enhance the effectiveness of Welsh medium education, with the First Minister referring candidly to his own children's tendency to use English socially, despite being enrolled at a Welsh medium school (BBC, 2012).

#### ***1.4 The role of education***

Education has, indeed, been pivotal in the history of the Welsh language in the modern period (Davies, 2014; Jenkins, 1997). Well before the advent of state education, many Welsh children and adults had been offered the opportunity to achieve literacy and numeracy in (at least) Welsh and English through the work of the Sunday Schools and the Circulating Schools founded by the pioneering religious educationalist, the Reverend Griffith Jones (1674-1761), of Llanddowror, Carmarthenshire. The Circulating Schools were an innovative concept where those taught in each area then became teachers themselves in their communities, while the pioneering teachers moved on to do similar work in a new area. Thus, in a comparatively short time, a school system could be created over a large area of the country, and these developments resulted in Wales having one of the highest literacy rates in Western Europe by the end of the eighteenth century (Davies, 2007).

Yet in the following century, education was to become more associated with an antagonism towards the Welsh language and culture. An affair which came to be known as *Brad y Llyfrau Gleision* (The Treason of the Blue Books), is still seen as highly significant in the history of Welsh in education, and was cited as such by the writer and academic Saunders Lewis, in his 1962 radio lecture *Tynged yr Iaith* (The Fate of the Language), which has been seen as the major catalyst for the modern campaigns to safeguard and promote the Welsh language (Jones and Thomas, 1983: 132; Davies, 2007: 649). The 'Treason' was the culmination of an investigation, in the 1840s, by Commissioners from London into the state of education in Wales, which concluded that the allegedly dire situation which they found in many communities could, in many cases, be attributed to the prevalence of the Welsh language and the people's lack of ability in English. In their report, published, ironically, in Welsh as well as English, in a series of blue-covered books, the Commissioners were scathing in their denunciation

of the very existence of the Welsh language, alleging that it massively retarded the development of the Welsh nation and was a barrier to both moral and fiscal progress. It was even alleged that there was a causal relationship between the use of the language and the alleged prevalence of sexual immorality and to the rate of illegitimate births in Welsh rural communities (Symons, 1848). This episode is also symptomatic of a derisory attitude to the Welsh language, even on the part of many Welsh speakers themselves, which was to prevail well into the next century.

The nineteenth century was also to see the use of the *Welsh Not*, a rectangular piece of wood, usually bearing the letters ‘W. N.’, which would be hung from the neck of a child heard speaking Welsh at school. The offender could pass on the Welsh Not by betraying another child for speaking the language and the unfortunate child left wearing the device at the end of the school day would be beaten. The use of the Welsh Not was nowhere near as commonplace as the mythology surrounding it suggests, for example, the logbook of a rural school at Trap in Carmarthenshire only records its use for a comparatively short time – possibly suggesting that it did not prove as effective as its proponents had hoped (Trap School, 1866; Davies, 2007; Davies, 2014). Nevertheless, it remains a powerful symbol of cultural oppression for many in Wales today and is often referred to when it is perceived that Welsh speakers are prevented from using their language in particular contexts, such as a workplace. It also echoes very similar techniques used in colonial situations in other parts of the world, such as Kenya (Crystal, 2000). A Mohawk woman from the Six Nations Reserve in Ontario, Canada, recounts how her father was beaten for speaking his native language (‘heathen Indian stuff’) in school (Hendry, 2005: 9). Indeed, the researcher heard two elderly speakers at the *Raising our Voices* conference indigenous language revitalisation in Belleville, Ontario, Canada, in October 2017 recount their experiences of language repression enforced by physical punishment at the residential schools which they were forced to attend.

Despite the denigration of the Welsh language in the *Llyfrau Gleision* and the enthusiasm of a minority of teachers for the Welsh Not, however, the Welsh language was far from having been eradicated in the schools of late Victorian Wales, and there

gradually grew an increasing recognition of the value of mother tongue education, even for the teaching of the English language itself (Davies, 2014).

The turn of the twentieth century, however, saw both a sharper realisation of the very real threat facing the Welsh language, despite its apparent continuing resilience over a large part of the surface area of Wales, and also a growing determination by those who did not wish to witness its demise to take practical steps at least to prevent further Anglicisation. It should nevertheless be recognised that those in leadership roles in Welsh society, even, as has been noted, those who were themselves fluent in Welsh, were by no means unanimous in their support for measures to promote the survival of the language. There were many who agreed with John Jones, *Talhaiarn*, bard and composer of popular ballads, virtually all in Welsh, who believed that the usurpation of the Welsh language by English was as inevitable as the coming of the railways to all parts of Wales (Davies, 2007). An acceptance of the inevitability, and even desirability, of language shift could co-exist with a nostalgic affection for *yr heniaith* (the old language), and there were some who foresaw that it could survive, at least for a time, within limited domains such as religion and folk culture (Jones, 1999). Yet there were others who seemed almost to relish the triumph of Anglicisation. Thus, the Anglican religious commentator J. Vyrnwy Morgan could declare definitively in 1911 that “Anglicisation is inevitable and totally within the next twenty years or so. For Welsh Wales there is no future.” (Morgan, 1911: 324) Morgan may have been proved wrong with regard to timescale, but his prophecy was certainly in line with the observable trends at the time.

One of those who had a very different outlook and who took a very positive view of the language and sought practical means to promote it was Owen Morgan Edwards (1858-1920), who was appointed as the first Chief Inspector of Schools for Wales under the recently established Welsh Education Department, an early example of administrative devolution instigated by the young David Lloyd George. He focussed in particular on the promotion of the Welsh language and culture through the school system and on the eradication of those elements within that system which he saw as militating against the viability of the language. Many of his ideas were incorporated in the Board of Education’s 1927 report *Welsh in Education and Life*, which made

recommendations regarding the further promotion of Welsh through the school system. Significantly, especially in connection with the present research, Edwards was concerned not only about the teaching of Welsh but also about its use in all domains of life, an idea which foreshadowed the present day *Cwricwlwm Cymreig* (Welsh Curriculum) (Herbert and Jones, 1988; Lewis, 2008). There are five elements to the *Cwricwlwm Cymreig*, namely the cultural, economic, environmental and historical aspects, and it includes introducing ‘incidental Welsh’ into all subject areas in English medium schools (Qualifications, Curriculum and Assessment Authority for Wales, 2013). ‘Incidental Welsh’ involves including Welsh vocabulary and greetings throughout the curriculum, such as Welsh numbers in mathematics classes, Welsh commands in physical education and Welsh fauna and flora names in the context of biology.

Owen Edwards’ son, Ifan ab Owen Edwards, would go on to found *Urdd Gobaith Cymru* (translated as ‘the Welsh League of Youth’ but literally meaning ‘the League of Hope of Wales’), an organisation which had the aim of enabling Welsh speaking children and young adults to enjoy a wide range of cultural, sporting and other leisure activities, including holidays at the movement’s two camps, in Glan Llyn, Gwynedd, and Llangrannog, Ceredigion. All the activities were conducted through the medium of Welsh, foreshadowing the Welsh medium education of the present day (Griffith, 1971). The *Urdd*, as it is usually known both in Welsh and English, continues to work on the same principles to this day and will be encountered many times during the course of this dissertation.

It is beyond the scope of this dissertation to consider in detail the role of the Welsh language in the education system in Wales in general, but it should be noted that O M Edwards and those who adopted his principles were generally successful in increasing the profile of Welsh in education, or more accurately, in schools (the status of Welsh in further and higher education remains a challenge to this day), during the twentieth century, although almost the whole of the century was to elapse before the language became a compulsory subject up to the age of 16 in all state schools in 1999 (Lewis, 2008).

### ***1.5 Welsh medium education***

At present, the efficacy of teaching Welsh in English medium schools is the subject of considerable debate, with a new curriculum being planned as this dissertation is being written, but the focus of the present study is on *Welsh medium* education (Davies, 2013; Lewis, 2014; Welsh Government, 2015). The concept of a school in which all subjects (except, usually, English itself) are taught through the medium of Welsh was first put into practice in 1939, with the opening of the first Welsh medium primary school as a private venture in Aberystwyth, a move instigated by Ifan ab Owen Edwards. A Welsh medium state primary school followed in 1947 in Llanelli and the first Welsh medium secondary school was opened in Rhyl, a heavily anglicised seaside town in what was then Flintshire, in 1956 (Duggan et al., 2014; Lewis, 2008).

Since then, there has been a phenomenal growth in Welsh medium education which has been, in the great majority of cases, a matter of parental choice, such that over one in five of all pupils in state schools in Wales are by now being educated wholly or mainly through the medium of Welsh (Redknap et al., 2006). The latest data available (January 2017) reveals that there are by now in Wales the following numbers of Welsh medium schools: 420 primary schools (32.1% of the total), 6 middle schools (60.0% of the total) and 49 secondary schools (24.5% of the total). The number of pupils receiving Welsh medium education stands at: 66,612 in the primary sector (24.1% of the total), 4,247 in the middle sector (46.3% of the total) and 34,986 in the secondary sector (20.0% of the total). The total number of pupils in Welsh medium schools in January 2017 was 105,845, which represents 22.7% of all pupils in state schools (Welsh Government, 2017h: 3-5).

The demand for Welsh medium education also continues to outstrip the supply in many areas. For example, in 2009 a survey of parents in Wrexham County Borough (which recorded 12.9% of the population as able to speak Welsh in the 2011 Census) found that 40% of parents would choose Welsh medium education for their children if the provision were available without the necessity for their children to travel a considerable distance (Office of National Statistics, 2012; Gruffudd, 2012).

As the Welsh medium sector has grown substantially numerically, so also has the complexity of the provision. The Education Act, 2002, had stated that ‘... a school is Welsh-speaking if more than one half of the following subjects are taught (wholly or partly) in Welsh - (a) religious education, and (b) the subjects other than English and Welsh which are foundation subjects in relation to pupils at the school’, but by 2007 the Welsh Government had concluded that a more rigorous categorisation system was required (Welsh Government, 2007: 3).

In summary, this meant that primary schools were to be categorised as Category 1 (‘Welsh-Medium’ – where at least 70% of teaching at Key Stage 2 is through the medium of Welsh, with the language of everyday communication at the school being predominantly Welsh); Category 2 (‘Dual Stream’ - where Welsh and English medium provision is available in parallel on the same site, the Welsh medium provision being in accord with the definition just noted); Category 3 (‘Transitional’ - where between 50% and 70% of the curriculum is taught through the medium of Welsh and where Welsh is the everyday language of communication of the school); Category 4 (‘Predominantly English medium with significant use of Welsh’ - where between 20% and 50% of the curriculum is taught through the medium of Welsh and where English and Welsh are used as appropriate for everyday communication); and Category 5 (‘Predominantly English medium’, where English is the main teaching medium, Welsh is taught as a second language at Key Stage 2 and English is the main language of everyday communication). As the name suggests, Category 3 would normally be a temporary categorisation for a school transitioning into Category 1 or 2. For the purposes of the Government statistics quoted above and in this dissertation in general, the term ‘Welsh medium primary school’ refers to a school in Category 1 or to the Welsh medium provision within a Category 2 school (Welsh Government, 2007: 8-10).

In the case of secondary schools, the categories are: Category 1 (‘Welsh medium’ – all teaching apart from English as a subject is through the medium of Welsh and Welsh is the everyday language of communication); Category 2 (‘Bilingual’), which is subdivided into four sub-categories (2A, 2B, 2C and 2CH) according to the amount of Welsh used in teaching, which may be from 50% to over 80% of the curriculum, with the balance of use of Welsh and English in everyday communication varying

accordingly; Category 3 ('Predominantly English medium with significant use of Welsh' - where between 20% and 49% of the curriculum is taught through the medium of Welsh and where English and Welsh are used as appropriate for everyday communication); and Category 4 ('Predominantly English medium', where English is the main teaching medium, Welsh is taught as a second language up to Key Stage 4 and English is the main language of everyday communication). For the purposes of the Government statistics quoted above and in this dissertation in general, the term 'Welsh medium secondary school' refers to a school in Category 1 or Category 2.

Similar advances in education in minority languages have been seen in many other parts of the world, notably Ireland and the Basque Country (Ó Riagáin et al., 2008; Gardner, 2005). Other countries are at an earlier stage in recognising the value of minority language education and taking action to provide it, although some of those countries, notably Thailand, are already implementing innovative and pioneering practice in the field (Research Institute for Languages and Cultures of Asia, undated). Some of the research which has been done in other bilingual and multilingual societies will be examined in the *Review of Previous Literature and Research* below.

In the early years the Welsh medium schools catered almost exclusively for children from Welsh-speaking homes, that is, the movement was very much a heritage language maintenance model: 'The main aim of these early Welsh-medium schools was to serve children from Welsh speaking homes' (Jones and Martin-Jones, 2008: 49). The Aberystwyth venture in 1939, for example, was at least partly motivated by the perceived threat to an indigenous Welsh speaking community posed by the population movements resulting from the outbreak of the Second World War, particularly an influx of school children evacuated for their own safety from cities in England (Thomas, 2010). The present researcher attended St Paul's Welsh Medium School in Bangor in the early 1960s, when virtually all the pupils were L1 speakers of Welsh. Today, however, particularly in those areas where Welsh is not strong in the community, many of the pupils, and a very large majority at many schools, come from homes where little or no Welsh is spoken, as will be clear from some of the data gathered for the present project. There has also been an increasing need for immersion programmes to accommodate children who move into the more strongly Welsh speaking areas from



outside Wales and who almost invariably have had almost no exposure to Welsh at all. Immersion provision is also available for pupils transferring from the English medium to the Welsh medium sector during their time at school (Lewis, 2008; City of Cardiff, 2017).

Such developments have posed new challenges for education planners and practitioners, especially as regards encouraging the use of the Welsh language outside school is concerned. In the early Welsh medium schools, the need to encourage the speaking of Welsh did not arise as Welsh would naturally be the home language of the great majority, if not all, of the pupils involved. Now, however, not only is Welsh absent in the homes of most pupils at Welsh medium schools outside the strongly Welsh speaking areas but in many communities pupils must be strongly motivated if they are to seek out the comparatively meagre opportunities to use their Welsh at all beyond the school gates (Lewis, 2008; Hodges, 2009). Some of the existing research into the implications of this situation will be examined in the next chapter and the issue of opportunities to use Welsh in the community is discussed at page 223 below.

### ***1.6 The ‘disappearing’ young Welsh speakers***

There is, moreover, one very striking body of evidence which challenges the popular perception of the ‘success’ of Welsh medium education, and that is found in the detail of the Census data relating to the Welsh language. A major cause for optimism for supporters of the Welsh language in the figures for both 1991 and 2001 was the very significant ‘peak’ recorded for the 5-15 age group, which by 2001 had reached 40.8%, more than a third higher than ten years previously and double the percentage of Welsh speakers across all age groups (Welsh Assembly Government, 2003; Jones, 2012). As already noted, the 2011 Census revealed what was, for most observers, a surprising drop in the total percentage of people able to speak Welsh, but the most significant findings, for the purposes of the present research, relate to children and young adults. While the percentage for 5 to 15 year olds remained high, falling only slightly to 40.3%, the figure for the 20-44 age group remained virtually the same as that recorded in 2001, at 15.6%, thus there seemed to be no continuation of the 5 to 15 peaks for either 1991 or 2001 into the age group which should have contained the vast majority of those respondents in 2011 (Office of National Statistics, 2012).

The inescapable conclusion is that the majority of those recorded as being able to speak Welsh during their school years are somehow being ‘lost’ by the time of the next Census. There is also considerable anecdotal evidence, in the form of adults who mention that they received their education through the medium of Welsh but who are no longer willing to attempt to speak it, and personal stories such as that of Evan Harris (2013), who states ‘All my education from age 3 to 16 was in Welsh – I scored top marks in Welsh language and literature exams – but I can no longer speak it.’ In Harris’ case, his Welsh medium education seems also to have done little for his attitude to the language, which is unswervingly negative in the article cited, as the title *Home Truths: the decline of the Welsh language* suggests. (Harris, 2013)

There are, of course, several possible reasons for the apparent disappearance of these Welsh speakers, including parental over-reporting and the effects of inward and outward migration (Jones, 2007). However, the anecdotal evidence and the very concrete results of the research outlined in the next chapter suggest strongly that the lack of use of Welsh outside the classroom during people’s school years may well be leading to complete abandonment of the language for many after leaving school.

As a postscript to the above discussion, the very latest figures available suggest that there may have been another increase in the percentage of school age children able to speak Welsh. The Pupil Level Annual Schools Census (PLASC) for 2017 records parents reporting 48.8% of schoolchildren aged five years and older as either being fluent in Welsh or as being able to speak the language, but not fluently (a figure which must, of course, be considered against the background of possible parental over-reporting) (Welsh Government, 2017c). However, the PLASC records parents as reporting only 10.4% of those reported as being able to speak Welsh actually using the language at home, a startling disparity which further underlines the need for substantial research into actual usage such as that carried out for the present project (Welsh Government, 2017d).

### ***1.7 The research project***

In seeking to identify the factors which influence the use or non-use of Welsh socially, this study will focus on Year 6, the last year of primary schooling, and Year 7, the first year of secondary school. The reason for that focus is that there is some

evidence of a shift in language use occurring at this point of transition when, for example, a child might move from a small primary school, where the linguistic ethos might be more easily influenced by teachers and close peer relationships, to a large secondary school, where such influences could be radically diluted (Redknap et al., 2006; Williams, C.H., 2014).

It is the children themselves who will be at the centre of this research, and their own views and experiences will be collated by means of both written questionnaires and the opportunity for oral input in focus groups. However, the other people who are likely to shape an important role in shaping children's linguistic choices will also be included, namely parents, teachers and other school staff, such as catering staff (who might easily be overlooked but who may be found to have a significant role). Although not included within the formal data gathering, note is also taken of the potentially vital role of community workers involved in promoting the language such as *Menter Iaith* (Language Initiative – part public-funded bodies by now established in all parts of Wales to promote the use of Welsh in all sectors) and Urdd staff members and volunteers. Further detail on these matters will be found in the *Methodology* chapter below.

The present research project is primarily limited to discovering the factors influencing the language choices made, in social contexts, by children in Welsh medium education – it does not seek to provide detailed answers to the issue of the lack of use of the language outside school, which is increasingly being seen as the next major challenge for those who are seeking to ensure Welsh has a future as a living language in the community. Nevertheless, it is envisaged that the findings of this research will provide pointers towards concrete and innovative strategies for language revitalisation in Wales and beyond and lay the foundations for further research to evaluate those possibilities, as will be seen from the concluding chapter of this dissertation. It may also help in the task of identifying which of the interventions which are already being implemented in Wales and elsewhere are most likely to be effective. Although the research and the analysis of its findings will adhere to rigorous academic standards it is certainly not the researcher's intent that it should be merely an 'academic' exercise in the pejorative, limiting sense of that term in common parlance – it is research which is

intended to have an impact on policy at the national, regional and local levels. The issue of the impact of the project, both realised and potential, is explored further in the *Conclusions* to this thesis.

It is also pertinent to note that the researcher's personal motivation for applying for a studentship from the Economic and Social Research Council to carry out research in this field stems from his own experience as Chair of Governors at a Welsh medium primary school and as a Parent Governor at a Welsh medium secondary school in an area where Welsh has little presence in the community at large and as a parent of a child who has been educated through the medium of Welsh from pre-school age to the sixth form. This experience has shown on many occasions that English is clearly the language of choice for informal discourse for the vast majority of the pupils at the schools concerned, even when those pupils are L1 speakers of Welsh.

### ***1.8 Looking to the future***

It is certainly not surprising that Wales is the focus of international interest in the light of the experience that has been built up here in the field of minoritised language preservation and revitalisation over the best part of a century. It would also not be difficult to list major areas of success in those endeavours, notably in terms of achieving official recognition and status for Welsh, ensuring that it has a secure place in the printed press, in broadcasting and in on-line media, and in extending the language's domains of use. It is true, also, that the profile of the Welsh language in education, in both Welsh medium and English medium schools, has risen remarkably in the last fifty years, and is likely to rise even further with the advent of the new curriculum for Wales (Thomas and Williams, 2013; Welsh Government, 2017).

Perhaps most importantly of all, since its establishment in 1999, the Welsh language has come to enjoy cross-party support in the National Assembly for Wales and is by now a mainstream consideration in all the devolved policy areas (as exemplified, in the case of health and social services, in Welsh Government (2016)). The Welsh Government's latest Welsh language strategy (discussed in detail at p60 below) notes that under the pioneering Wellbeing of Future Generations (Wales) Act 2015:

specified public bodies covering the whole of Wales are required to work towards seven well-being goals, one of which is ‘A Wales of vibrant culture and thriving Welsh language’; and the system for planning Welsh-medium education provision also has a statutory basis. Welsh Government is under a duty to promote and facilitate the use of Welsh and work towards the well-being goals (Welsh Government, 2017f: 6).

Nevertheless, there remain major challenges, and the present project aims to contribute to the task of addressing one of those challenges – that of discovering why Welsh, while increasingly present in the classroom, is so often left behind as the school gates close, whether at the end of each school day or at the end of that phase in a young person’s life.

## Chapter 2

### Review of Previous Literature and Research

#### *2.1 Introduction*

This review of previous literature and research will consider research and other written sources in related areas within Wales and relevant material from other countries where similar issues are being addressed, notably other Celtic countries and the Basque country. There will also be a brief consideration of literature relevant to the proposed impact of the research, that is, issues related to implementing strategies for modifying pupils' social use of a minoritised language.

It should be noted that many more examples of other literature, studies and sources are also referenced elsewhere in this dissertation, particularly in the *Discussion* chapter. The present chapter serves to discuss in more detail examples of some of the types of literature and research which are most relevant to the present research question.

#### *2.2 Challenges for Welsh medium education*

Lewis (2008) provides a summary of the challenges facing Welsh medium education, which remain relevant today, including:

- The fact that teachers have to adapt to the differing needs of such diverse groups of pupils as those from homes where both parents speak Welsh and Welsh is the natural mode of communication, those from homes where only one parent or guardian out of two can speak Welsh and pupils recently arrived from outside Wales who have no experience at all of the Welsh language and culture. [Note that henceforward in this thesis, for the sake of brevity, the terms 'parent' and 'parents' will include also the meaning of 'guardian' or 'guardians' respectively.]
- The difficulty of categorising schools linguistically, given that 'The nature of Welsh medium provision in schools varies between and within authorities' (Lewis, 2008: 78). The present research seeks to reflect that diversity in the variety of schools from which its participants are drawn.
- The fact that policy and practice also vary widely between different areas, reflecting a historic lack of central planning in the field. Although the Welsh

Government, as discussed in the previous chapter, has issued guidance on categorisation of schools (for example, Welsh Government, 2007), exactly what a ‘Welsh medium’ or ‘Welsh speaking’ school looks like will vary from place to place. Indeed, it is only comparatively recently that a more coordinated approach has emerged in practice. A statutory requirement that each local authority should produce a Welsh in Education Strategic Plan (WESP) was introduced in 2013 and the effectiveness of these was recently reviewed (Welsh Government, 2015a; Roberts, 2017).

- Especially at the time Lewis’ paper was written, there was a paucity of research into all aspects of Welsh medium and bilingual education in Wales. Lewis outlines a project designed to address this need, focussing in particular on the teaching and learning of Welsh within the classroom, under the auspices of the then newly established Centre for Research in Bilingualism in Theory and Practice at Bangor University. This research would include consideration of the newly emerging pedagogy of *translanguaging*, a technique whereby text in one language is discussed in another, which was developed in Wales by Cen Williams, who first coined the equivalent Welsh term *trawsieithu* (Lewis, 2008; Lewis et al., 2012). The technique is by now well established internationally and is generating increasing attention academically (Gorter, 2014; Garcia and Wei, 2014; Cenoz and Gorter, 2015). It is discussed further at page 57 below.
- The challenge of ensuring that Welsh is not seen only as the language of school and not of the community, which is, of course, the main focus of the present study (Lewis, 2008).

The Welsh Language Commissioner’s Annual Report for 2016-17 also notes that there remains the challenge of maintaining and increasing the numbers of children receiving Welsh medium education, noting that although numbers in nursery education continue to increase, there has been no significant corresponding increase in recent years in the primary and secondary sectors (suggesting that children are being lost from the Welsh medium system after nursery age) (Huws, 2017).

### ***2.3 Use of Welsh beyond the school years***

A report commissioned by the Welsh Government, and published in 2017, *Welsh Language Transmission and Use in Families: Research into Conditions Influencing Welsh Language Transmission and Use in Families*, confirms that there is a problem of a lack of use of the Welsh language beyond their school years by people who have been educated through the medium of Welsh, especially in the more Anglicised areas. The authors ‘found that the use of English tended to be automatic for respondents who attended Welsh-medium education but who had parents who spoke English’, yet they found attitudes to the language to be generally positive – this apparent dichotomy between attitude and usage will surface at several points in the present dissertation (Evas et al., 2017: 123). The authors also found that these parents who did not use Welsh themselves were very often keen that their own children receive Welsh medium education: ‘It was thus as the language of *education* rather than the language of the *home* which Welsh tended to be discussed prior to the child entering the education system’ and they add ‘The desire among such respondents to send their children to Welsh-medium schools but not speak Welsh in the home corresponds to the notion of intergenerational language donation rather than transmission ...’ (Italics original) (Evas et al., 2017: 123f). This scenario accords with the present researcher’s own experience as a Welsh medium primary school governor of seeing parents who themselves were educated at that school but who no longer have the confidence to use Welsh seeking places there for their children.

### ***2.4 School study***

Turning to the role of the schools themselves, the Welsh Government commissioned a study in 2010 in several Welsh medium secondary schools in South West Wales, in response to the fact that ‘Welsh medium education produces twice as many speakers as the family. However, the apparent success of the system in creating more Welsh speakers has not been matched by an increase in social use by young people outside the classroom.’ (Lewis and Smallwood, 2010: 1 – this quotation, from the abstract, is in English in the original but all further quotations from this paper are translated from the original Welsh.)



The research involved 500 pupils in years 7, 9 and 11 and sought to discover:

- Exactly what factors affected the pupils' use of Welsh;
- What were their general attitudes to the language;
- What had led to the development of those attitudes;
- What would make Welsh more appealing to them and their friends.

The research was carried out by means of questionnaires and focus groups, with a variety of activities being offered in all the schools during the lifetime of the project, aimed at enhancing the social use of Welsh.

Among the findings were the following:

- Patterns of language use seem to have been established in years 5 and 6 in the primary school.
- Thereafter, the Welsh language seems to have been associated more and more with learning, structure and compulsion.
- Role models were important, with sports teachers being especially influential. Welsh language skills seemed to be enhanced when the language was perceived as being secondary to the activity itself.
- There was evidence of a change in attitude and a more mature evaluation of language choice in the sixth form.
- Pupils' self-assessment of their attitude to, and use of Welsh, (on a scale from 1 – using Welsh all the time to 10 – rejecting Welsh completely) showed a significant shift towards lower figures (that is, a greater willingness to use Welsh) between the initial self-assessment and that at the end of the main project. 'What is also interesting about these findings is the desire among the pupils to increase their overall use of Welsh.' (Lewis and Smallwood 2010: 2f)

Based on these findings, the researchers proceeded to conduct further in-depth work in a sample of three of the schools, which entailed a whole school approach, including consideration of policies and procedures and involving teaching and ancillary staff, parents and pupils. Each of these schools, in consultation with the researchers, developed a Framework and Action Plan for enhancing the informal use of Welsh. (This approach, and guidelines developed by Lewis and Smallwood based on this in-depth

work, which are discussed in detail below, are reminiscent of the language ‘normalisation’ projects in the Basque country, as described in the discussion of Gardner and Zalbide (2005) below.)

Action undertaken in these three schools included a ‘Quizdom’ at a school summer fair, which revealed that 71% of the parents who responded believed it was ‘very important’ that their children spoke Welsh outside the classroom (although the corollary statistic, that 29%, a substantial minority, did not believe this to be very important, is not discussed) and a language games club, which proved to be very popular, to enhance the Welsh vocabulary and language skills of less able pupils in Year 7. There was a particular emphasis on the mentoring role of the sixth formers for younger pupils and the important contribution of ancillary staff, a group whose importance in terms of influencing language use is often overlooked.

Each school also produced a matrix to reveal the balance between rewards and sanctions in connection with the use or non-use of Welsh, central to which was ‘the aim of nurturing the pupil’s healthy relationship with the Welsh language’ (Lewis and Smallwood, 2010: 5). The authors note that the matrix had proved ‘so popular in the schools that considerable potential can be seen in offering the matrix nationally, tailored specifically to the needs of individual schools’ (Lewis and Smallwood, 2010: 7).

Several other points from this study are particularly relevant to the present research:

- The researchers report that some ancillary staff members, parents and children felt excluded by the standard and the formality of the Welsh used by the school. This is a factor which may well not have received sufficient attention in research thus far.
- The researchers are critical of teaching staff members’ behaviour in terms of not using enough Welsh informally themselves, noting that this may be the result of the fact that ‘Welsh has only been a “school/education” language for many members of the workforce in our schools by now’ (Lewis and Smallwood, 2010: 6).
- The researchers comment that ‘pupils were not often given the opportunity to discuss language use and identity within the present educational system’ (Lewis

and Smallwood, 2010: 6). It will be important in the present study to be aware of the relationship there may be between the depth of pupils' awareness of their Welsh cultural identity and their willingness or reticence to use Welsh.

- Finally, the title the authors give to their paper, *Ymbweru er mwyn Gweithredu* (Empowerment for Action) is indicative of their analysis, and that of the present researcher, that, ultimately, it must be the pupils themselves who have to lead in any process of behavioural change related to language use (Lewis and Smallwood, 2010).

### ***2.5 Social use of Welsh by pupils in Gwynedd and beyond***

A study which considers many of the same issues as are addressed in the present research was conducted by Thomas and Roberts in 2011. Their research, involving 145 eight to eleven year old pupils at 16 bilingual primary schools in Gwynedd, investigated the attitude of schoolchildren in Welsh medium education to the Welsh language and the level to which they used the language socially outside of the classroom.

Although the attitude of the children towards bilingualism was generally positive, their willingness to use Welsh outside school was less clear. Even in areas with more than 70% able to speak Welsh in the community, only 49% of the participants reported speaking Welsh 'always' or 'mostly' with their friends, while the corresponding figure was only 19.4% in areas with fewer than 70% Welsh speakers. When set against home language backgrounds of Welsh only, English and Welsh and English only, the figures for regular use of Welsh with friends were 63.1%, 22.1% and 2.6% respectively (Thomas and Roberts, 2011).

Thomas et al. (2014) consider the attitudes and practices in connection with the Welsh language of 98 children attending primary schools in four counties in Wales, using questionnaires and focus groups to elicit data. All the children in this study were from homes where English was the dominant language. The researchers recognise that 'Although education systems are successful in developing minority language competence, they fall short of providing for the productive social and communal integration of young people as speakers of the minority language outside school' and seek to discover some of the reasons why this is so (Thomas et al., 2014: 1f).

Their conclusions, as relevant to the present study, were:

- As the children in all four counties self assessed their ability in Welsh as significantly lower than their ability in English, the researchers questioned whether this factor might have a significant impact on their level of use of Welsh.
- Although L2 children did not avoid using Welsh in class, the response of teachers to their attempts to use the language was important.
- The children generally favoured English over Welsh and, interestingly, indicated a desire for greater use of English as a medium of instruction in Welsh medium schools, a finding which may suggest the benefit of a greater use of techniques such as translanguaging which, in the Welsh context, would expose the pupils more of the time to both languages in the classroom.
- The pupils themselves did have clear ideas concerning what factors could increase their use of Welsh, mainly focussed on an increased availability of Welsh within their environment (Thomas et al., 2014).

## ***2.6 ‘When school is not enough’***

Edwards and Newcombe (2005) recognise one of the core issues for the present research in the title of their study of language transmission between the generations in Wales: ‘When school is not enough’. As the authors note in the Introduction to their paper, it is unsurprising that efforts to safeguard and to enhance the use of endangered languages have relied heavily on education as this is a field that can be directly influenced by public policy. It is far more difficult, however, to influence patterns of language use in the personal, familial sphere. However, one way in which this has been attempted in Wales is by means of the *Twf* initiative, which aimed to encourage the transmission and acquisition of the Welsh language by involving the families themselves, even before the children were born.

Since the *Twf* project, which was focussed mainly on the Early Years stage, is not a focus of the present research (the project as a whole was evaluated by Irvine et al. (2008) for the Welsh Language Board), it will not be discussed any further detail here. However, points made by Edwards and Newcombe which are pertinent to the present study include:

- The authors note several examples of studies which criticise an over-reliance on education in seeking to reverse language shift, including by Fishman (1991), to which further reference is made below. They also quote from Fishman (1996) a story from the childhood of the Irish psychologist John MacNamara, telling of his sister asking him, after he had been scolded for not using his school-learned Irish in a local shop, ‘Is Irish really for talking?’, echoing a comment which the present author has heard, from a pupil in Welsh medium education, to the effect that since the Welsh language is now ‘safe’ that there is no longer any need to speak it! (Edwards and Newcombe, 2005: 300f)
- While the statistics noted by the authors clearly illustrate the success of Welsh medium education in increasing the numbers of school children who are able to speak Welsh, there are also figures which sound a note of caution, for example, the statistic that 40% of children educated through the medium of Welsh at the primary level did not proceed to Welsh medium secondary education at the time the study was done.
- Introducing the Welsh language to a home where English (or, indeed, another language) has previously been used exclusively requires a strong degree of commitment, particularly given the all-pervasive dominance of English in the media and public life in general.
- The Twf project, in particular, has been pioneering in terms of social inclusion, whereas much of the effort to promote Welsh in the home has, historically, been directed mainly at the ‘traditional’ middle-class family (Edwards and Newcombe, 2005: 307f). This comment is echoed in recently expressed concerns that Welsh medium education as a whole may appeal mainly to a limited stratum of society (Jones, S., 2017, discussed at p239 below).

The Twf project has by now been superseded by *Cymraeg for Kids*, which seeks to involve parents more actively in their children’s journey into Welsh medium education (Welsh Government, 2015b). The role of parents in influencing their children’s linguistic choices will be a major focus of the present research project.

## ***2.7 Lessons from adult learners' experiences***

Although the present research is concerned with school pupils, research involving adult L2 learners may also offer evidence which is relevant to this dissertation's focus of interest. An extended study in this area is found in Lynda Newcombe's volume, *Social Context and Fluency in L2 Learners – The Case of Wales*, focussing in particular on learners' usage of Welsh within the community and drawing on a wide range of studies involving adult learners, mainly, but not exclusively, in the Cardiff area, which the author refers to as the 'Adult Welsh Learners' Project' (AWLP) (Newcombe, 2007: 10f). Throughout the study, 'Emphasis is placed ... on the importance of consolidating the learning that takes place in class through use in the community' (Newcombe, 2007: 14).

The following points from Newcombe's data and analysis are noted as being particularly relevant to the present study:

- The reluctance of native speakers to use Welsh for any extended length of time with the learners.
- The difficulty of moving from speaking English to Welsh with people with whom a relationship had previously been established through the medium of English, for example, family members.
- The learners' lack of confidence conversing with L1 speakers.
- The need, especially in those parts of Wales where Welsh is not a community language, for learners actively to seek opportunities to use Welsh.
- The tutor is seen as having a key role in motivating learners to practise their Welsh within the community. Also, one of Newcombe's main findings involves the importance of equipping learners with the practical skills to be able to practise their Welsh effectively outside the classroom, for example, in being able to deal with L1 speakers who are reluctant to use the language with them. These findings could suggest that teachers at Welsh medium schools may need to be more proactive in encouraging and enabling pupils to make use of their Welsh outside school. This issue will be explored further in considering the findings of the present research and in the recommendations arising from it.
- Conversely, L1 speakers need to be educated in how to assist L2 speakers effectively in practising their Welsh (Newcombe, 2007).

## ***2.8 Rhymney Valley study***

Hodges (2009) looks beyond the school years by interviewing in depth four males and four females aged 21-23 who had all experienced Welsh medium education in the Rhymney Valley up to the age of 18. All had attended the same class at Ysgol Cwm Rhymni, the only Welsh medium secondary school in the valley, which had over a thousand pupils by 2005. The participants were from a variety of linguistic backgrounds in the home. Despite the very small sample size, some very interesting data was gathered from the individuals involved, which could inform larger scale research on the same lines (see p273 below).

Notwithstanding the growth of Welsh medium education in the area, ability in Welsh remains low in the Rhymney Valley, the percentage able to speak Welsh being just over 11% at the 2001 Census. ‘Naturally occurring’ opportunities for the participants to use Welsh would, therefore, have been limited. What seems surprising, at first sight, however, is that little use was made of the language even in the homes of the two participants in the sample who had two parents who were Welsh speakers. As the author recognises, this may have been because of the pressure to assimilate to the highly English-dominant external environment. Yet at the same time, the families involved ‘possessed a high level of “Welsh cultural awareness” and were supporters of chapels, choirs and other local Welsh-medium events’ (Hodges, 2009: 22). The same dichotomy between attitude and (linguistic) practice is echoed in Nicholas (2009), discussed below. It also relates to the comment made by Lewis and Smallwood (2010) noted above, on the lack of opportunities to address issues of cultural identity within the school curriculum.

In families where neither of the parents spoke Welsh or where only one did (which was the case for just one of the participants) it is less surprising that the use of Welsh between Welsh speaking siblings was not extensive, partly out of ‘language politeness’ – not wishing to exclude parents who could not understand the language. Interestingly, ‘although the siblings generally spoke English together, they tended to use Welsh with each other when using SMS messaging and e-mail’ (Hodges, 2009: 22f).

The research revealed that the participants' social use of Welsh declined as they progressed through the school system even as their use of Welsh in school increased. In the case of one of the participants who had two Welsh speaking parents, this included increasingly using English with his father, as both became more involved in sporting activities where English was the norm (which is indicative of the power of the 'normality' of English to affect even well-established linguistic practice between close relatives). A pair of siblings who had used solely Welsh in communicating with each other when younger had turned to using English as well. 'The sample felt that English was the status language, whereas Welsh was firmly locked within the educational sphere.' On moving on to higher education 'they stopped using Welsh every day unlike during their period of compulsory phase education' (Hodges, 2009: 25f).

Despite the provision of some Welsh language leisure time activities by bodies such as the local Menter Iaith, Urdd Gobaith Cymru and the Welsh chapels, most of the participants' leisure time activities at the time of interview occurred through the medium of English and there was little interest in watching S4C, the Welsh language television channel. Indeed, the group felt that the young people of the Rhymney Valley felt 'estranged' from the Welsh language media – and engagement with Wales-based English language media such as Radio Wales was also low. Clearly, the pressure (explicit or otherwise) to conform to the dominant culture had proved difficult to resist.

Two of the participants were using mainly Welsh in their workplaces while two said they were using Welsh and English equally. Those who did use Welsh at work felt that it increased their confidence in the language but the researcher notes that since this was in a more formal context it may have echoed their earlier experience of Welsh within the education system. She also notes that most of those using Welsh in the workplace were working in Cardiff, highlighting the drawing power of the capital for young Welsh speakers, thus further depleting the number of Welsh speakers in their home communities.

As Hodges recognises in her conclusion, her research exemplifies a clear need for a coordinated, holistic approach, from a language planning perspective, extending beyond the promotion of Welsh in the educational system, but including that aspect as core to



reversing language shift. This relates to issues regarding language planning at the micro level (involving individuals and communities) and the macro level (government and governmental agencies) and the relationship between them. A detailed discussion of these issues is beyond the scope of this dissertation but it will nevertheless be clear that its findings will be relevant to such a discussion. At the very least it is clear that the individual and community must have a sense of ‘ownership’ of any initiatives taken if they are to have a reasonable chance of success (Baldauf, 2006; Mac Giolla Chríost, 2008; (Hodges, 2009).

## ***2.9 Welsh on electronic media***

It is interesting to compare Hodges’ comment concerning a somewhat greater use of Welsh in written social communication as compared to oral interaction with the findings of research by Cunliffe et al. (2013). They carried out a one-year, mixed methods study of the use of English and Welsh on social networks by 50 pupils, in years 9 to 13, from each of four Welsh medium secondary schools, two in the North West of Wales and two in the South East. The research was carried out by means of questionnaires followed by focus groups where some of the issues highlighted in the questionnaire responses could be explored further.

Although the researchers found that, generally, the modality had little significant effect on language use, they also comment that ‘respondents who used both Welsh and English orally with a particular friend were much more likely to use English with them in electronic communications’ (Cunliffe et al., 2013: 345). This would seem to suggest that, where pupils switch between the languages orally, they will tend to shift to the English pole in the electronic context. This finding was true for all four schools in the study. This tendency is confirmed in the part of the study concentrating on Facebook where, for example, they found that where the pupils’ home language was English, 73% used mainly English on Facebook and where the home language was Welsh, 41.9% used Welsh but, and most significantly, where both languages were used at home, 69.6% used mainly English – little different to the figure for English-only homes.

Some of the comments made by participants echo Lewis and Smallwood’s findings concerning the identification of Welsh with the school domain, most notably: ‘*If it’s*

*something [on Facebook] to do with school work I'll do it in Welsh, because my school work is in Welsh. If it's something to do with going out, I'll do it in English, because English is the language of my friends that I go out with.'* (Cunliffe et al., 2013: 358 – italics original, translated from the Welsh response.)

Although the researchers discuss the availability of a Welsh language interface on Facebook, they do not seem to have researched quantitatively whether this had any effect on the language used for posting and messaging. Research in New Zealand which does record such an effect is noted at p230 below.

Despite the predominance of English, the researchers suggest that the fact that Welsh does have a clear presence on the internet should be seen as a 'relative success story', quoting one of the participants in their study: '*Our Facebook is a Welsh section of the Internet, where our friends speak Welsh.*' (Cunliffe et al., 2013: 358 – italics in original, translated from the Welsh response.) They also note 'that Welsh-medium schools are particularly important for establishing social networks with a high density of Welsh-speakers when this density may not be reflected in the wider local community (particularly in the South East)' (Cunliffe et al., 2013: 345). A similar potential of social networks to aid Welsh learners is noted on the next page.

## **2.10 'The Welsh Knot'**

In contrast to the above findings, and echoing Hodges' comment, research for the television programme, *The Welsh Knot*, comparing the use of Welsh socially by pupils at Ysgol Dyffryn Nantlle, Gwynedd, in one of the most strongly Welsh speaking areas in Wales, and pupils of Ysgol Bryn Tawe, Swansea, where the language is much less prominent in the community, apparently revealed a slightly greater preference for Welsh in electronic communication as opposed to speech (Williams, 2010). However, the present researcher has been unable to access the original data and so is unable to verify this finding and it must also be recognised that the research was presented in a television programme rather than within a formal academic context.

The one thing that is clear is that the issue of language preference in electronic communication and on social media is a complex one. It is, however, a field which is

deserving of further research, particularly if Crystal's assertion that 'An endangered language will progress if its speakers can make use of electronic technology' is an accurate prediction (Crystal, 2000: 141). Its potential for providing informal practice for those learning Welsh is also recognised, as by Jones (2015: 1): 'Social media has the potential to support Welsh language learning by providing resources wherever the learner is (particularly if they live in a non-Welsh speaking area or outside Wales completely) and by supporting web-based learning communities'. This would be equally true for Welsh medium school pupils who may lack confidence in the informal register of Welsh (see p222 below).

### ***2.11 Fishman and reversing language shift***

Turning now to consider literature in the international context, it will be useful to consider briefly the critique in Fishman (1991) of approaches which are over-reliant on the education system to revitalise minority languages. Fishman looks at several contexts where attempts have been made at reversing language shift ('RLS' in his text), involving languages as diverse as Navajo, Irish Gaelic and Australian Aboriginal languages. He postulates a scheme consisting of several 'stages' of language revitalisation. It would be superfluous to consider the details of all those stages here, but stage 6, the encouragement of the use of the threatened language in the home and the community, is seen as a particularly important one. Within that vital stage, Fishman sees the family as a key component:

It is precisely because stage 6 is such a crucial stage, the stage of daily, intergenerational, informal oral interaction, that it requires full appreciation and extra-careful attention. The core of this stage is the family (although, given demographic concentration, a community of families can be envisaged). The family is an unexpendable bulwark of RLS (Fishman, 1991: 94).

Unsurprisingly, Fishman views efforts at language revitalisation that ignore or undervalue the importance of the 'home-family-neighborhood-community' continuum as a waste of resources and effort, facing 'the danger of permanently tilting at dragons (the schools, the media, the economy) rather than squarely addressing the immediate locus of the intergenerational transmission of Xish' [Xish being the language which it is sought to safeguard] (Fishman, 1991: 95).

Fishman certainly does not argue that the use of the education system is irrelevant to reversing language shift. On the contrary, it is itself a crucial component of any revitalisation programme – but he insists that it must be seen in conjunction with efforts to maintain and enhance the familial and communal use of the language, and it is that language bridge between the educational context and home/community that is a central issue for the present research project (Fishman, 1991).

Fishman's approach to RLS has been criticised by other specialists in this field. Just as Fishman argued strongly against an over-dependence on the school system, so others have argued that he himself placed too much stress on the role of the family in language maintenance and revitalisation (Hornberger and King, 2001). From a Welsh perspective, Evas (2008) argues for a greater weighting for the role of external dynamics, especially in the socioeconomic arena. Other critics find Fishman's underlying worldview to be unrealistically conservative, such that his descriptions and prescriptions for RLS are skewed to align with that somewhat 'cosy' scenario, viewing language shift, in whichever direction, as too 'evolutionary' and linear (Williams, 1992; Darquennes, 2007).

It remains the present researcher's view that, despite apparently valid critical evaluations, such as those noted above, Fishman's analysis and guidelines for practice remain a useful starting point, and the relative value of the family focus as compared with external factors will be considered further in the *Discussion* chapter of this thesis. The present author's understanding of RLS in the light of Fishman's work is well summarised by Ferguson (2006: 32f): 'Intervention targeted at the societal functions of language, usually involves simultaneous activity across several social domains: the workplace, local government, the family/home, the law and education.' The remainder of this section of the literature review will, therefore, concentrate on texts which address that area.

## ***2.12 The Basque experience***

Gardner and Zalbide (2005) describe the situation of the Basque language in the Basque Autonomous Community (BAC), which is the portion of the Basque homeland lying within Spain, in the post-Franco era. A three-tier system has developed, graded

according to the status given to Basque within the school. In ‘model A’, the education is in Spanish with Basque taught as a subject, model B uses both Spanish and Basque as media of education while in model D education is through the medium of Basque, with Spanish as a subject. (There is no ‘model C’ as the letter ‘C’ does not occur in Basque.) While in the early years of the implementation of this system model A was the most popular, parental choice came more and more to favour model D.

While recognising that the school system has certainly contributed to the growth in the numbers of Basque speakers, the authors are concerned about the level of pupils’ exposure to Basque outside the classroom, recognising that the whole of their exposure to the language in class amounts to ‘approximately 3% of a model A student’s waking hours, 8% in model B and 14% in model D’ (Gardner and Zalbide 2005: 68f).

Gardner and Zalbide lay great stress on the vital role of efforts to enhance the use of Basque beyond the classroom. Firstly, they note the implementation of policies to ‘normalise’ the use of Basque within the general life of the school, which has been a statutory duty for schools since 1993:

Many schools do this by adopting a Basque language normalization project. These projects, in effect micro language policy making for individual schools, have arisen from a widespread awareness that schools need consciously to revise their language behavior to ensure that all possible stimuli are being provided to pupils not only to learn the language, but to use it (Gardner and Zalbide, 2005: 62).

Considering the promotion of the use of Basque within the community, the authors note that ‘while considerable investment has been channelled into language planning in the community in general, little work is at present being done to ensure that the education initiative feeds back into intergenerational language transmission; relatively few steps have been taken to ensure the continuation of the work of the school into the Basque speaker’s adult life at home and in the local community’ (Gardner and Zalbide, 2005: 70). The authors are particularly concerned that young people leaving school may not continue to use Basque as adults: ‘the bottleneck for Basque RLS lies outside the school rather than within it’ (Gardner and Zalbide, 2005: 70). A similar challenge for Welsh medium education has already been noted in the discussion of the research by Evas et al. (2017) and Hodges (2009) above.

Aldekoa and Gardner (2002), although writing 15 years ago, describe in detail the process which has become widespread in the Basque medium school system since then, aimed at achieving normalisation of the Basque language in schools. They note at the outset that ‘Achieving spontaneous, informal use of the minority language at breaktime seems to be implicitly regarded as the acid test of successful language planning at the school level’ (Aldekoa and Gardner, 2002: 5). Among the key features of the normalisation process which they describe are:

- The use of a comprehensive computer application to assess quantitatively the level of use of Basque in the school, within four categories, ‘knowledge and presence of the language, oral use, written use and overall use’. Use of the language within class is included as well as assessment of the ‘linguistic landscape’ of the school, that is, how visible (and audible) the Basque language is in the school as a whole. The application produces a graphic summary of the linguistic situation, including, crucially, a comparison between levels of knowledge and actual use. The school then produces a normalisation plan on the basis of this evidence (Aldekoa and Gardner, 2002: 5, 11).
- A normalisation committee in each school oversees the implementation of the normalisation plan. A questionnaire is completed at the end of each year assessing the effectiveness of the scheme.
- A teacher at each school is designated project leader, with their teaching workload reduced in order to enable them to fulfil this role effectively.
- Older pupils and parents are fully engaged in the planning and implementation of the normalisation plan.

Although they are encouraged by the fact that ‘through the coordination of different participants, teachers in many schools have learnt of new ways of tackling the problem of helping convert pupils’ knowledge of the language into use of it’, the authors admit that, at the time they were writing, there had been no academically rigorous research to evaluate the success of these projects. They also sound a note of caution that such initiatives of themselves ‘cannot overcome societal dynamics in favour of the dominant language’ (Aldekoa and Gardner, 2002: 18, 22). However effective, and necessary, normalisation efforts within schools might be, they must be complemented by parallel action to reverse language shift within the community.

Ortega et al. (2015) carried out a qualitative study, using focus groups, involving 35 participants in the 18-55 age range, of ‘new speakers’ of Basque (the ‘euskaldunberri’ as they are known in Basque) – that is, those who had learned the language through pathways other than the family or the community. Concentrating on the younger speakers, who had acquired the language through Basque immersion schools (and who therefore most closely parallel the participants in the present study) it appears to the present researcher that the following points are most relevant to the focus of this thesis:

- In contrast to older participants, who were very much aware of the era when Basque was suppressed under the Franco regime, for the younger new speakers, Basque had been a ‘given’ part of their lives from an early age, and a language presented in a positive light. The authors summarise how the possible implications of this factor were evidenced in their data: ‘in their discourse many younger new speakers do not perceive Basque to be in a vulnerable situation and therefore do not have a great commitment to use the language in daily life’ (Ortega et al., 2015: 91). There is an echo here of the attitude noted at p38 above, where the very success of Welsh revitalization efforts diminishes the impetus to use the language. It also relates to the next item of research to be discussed, concerning new speakers of the Hopi language.
- Some participants express a sense of frustration with a lack of opportunities to use Basque in those communities where it is not the majority language. A similar issue in relation to opportunities to use Welsh will be encountered frequently in the data from the present project, and is discussed in detail at p223 below.
- Even those participants who had been immersed in a Basque medium education system since the age of two or three still self-identified as ‘euskaldunberri’, paralleling the self-perception of many participants in the present study as L2 speakers of Welsh (p99 below). This perception could also be linked to ‘the widespread tendency to link native speakers with values of authenticity and by extension with a more legitimate linguistic identity’ (Ortega et al., 2015: 96).
- Ortega et al. discuss at length perceptions of linguistic authenticity with regard to differences in the type of Basque spoken by those who acquired the language in the home and the new speakers, for example, the fact that those who learn the language at school tend not to acquire a local dialect. Similar issues did not arise

explicitly in the present study, but the possibility of a lack of confidence in the informal register of Welsh may be a related phenomenon (see page 222 below).

### ***2.13 'I live Hopi, I just don't speak it'***

At first sight, the context described by Nicholas (2009), that of the 12,000 Native American Hopi people of North-east Arizona, is far removed from the Welsh situation, yet there are striking parallels. For example, while the Hopi language is still widely spoken across all generations, it is by now a language under serious threat, with English being the dominant language in at least half of the 347 households surveyed by the researcher. The awareness, and practice, of a distinctly Hopi way of life remains strong, yet Hopi youth are becoming fully immersed in the English language and American culture through exposure to modern media. At the same time, echoing the history of Wales, the school system that was once instrumental in undermining Hopi language and culture is by now being used in efforts to reverse that linguistic and cultural shift.

Nicholas herself was brought up as a native Hopi speaker but tells how she ceased speaking the language at the age of eight 'coinciding with a humiliating school experience related to my lack of proficiency in English'. However, she was able to recover enough of her Hopi to be able to carry out her study as what she terms an 'Insider Researcher' (Nicholas, 2009: 324).

The main parallels with the Welsh situation are to be found in the attitudes of the young people of the *Hopiit*, as the Hopi people refer to themselves. Nicholas worked in depth with three Hopi young people aged 19 years of age, Dorian, Jared and Justin. Only Justin professed to be a proficient speaker of Hopi, although he also preferred to be interviewed through the medium of English. Yet all three were clearly committed to the Hopi culture and way of life. Dorian, for example, had a vision for establishing a school of theatre arts for the promotion of Hopi culture and Jared felt indebted to the strict disciplinary code of his ethnic community for keeping him from becoming involved in substance abuse and the other negative aspects of gang culture.

In matters of language, however, Nicholas' research highlights the same dichotomy between belief/attitude and practice that several studies, such as that by Thomas and



Roberts (2011), described above, as well as anecdotal evidence, have revealed in Wales – and which will be a major topic in the *Discussion* chapter of this dissertation. This is encapsulated in the quotation from Dorian included in the title of Nicholas’ article, ‘I live Hopi, I just don’t speak it’. It is true that Dorian does not profess to be proficient in Hopi in terms of ability, yet, as already noted, even Justin, who is proficient, prefers to use English. At the same time, all three research participants express a commitment to the language specifically, as being a vital part of the living Hopi heritage. As Dorian puts it, ‘If you don’t know it [the Hopi language], you don’t really understand [Hopi culture].’ [Parenthesised text in original.] (Nicholas, 2009: 321, 326f)

Dorian provides an example from her own experience. Song is very important in Hopi culture and is incorporated in many of the rituals accompanying life events, planting and harvesting, etc. Dorian describes taking part in the women’s ritual basket dance and having to ask her aunt what the words meant. She could recognise isolated words, but ‘The rest, it’s like a puzzle, and I don’t have the missing pieces’ (Nicholas, 2009: 331f).

Despite recognising the threats, all three participants express optimism about the future of the Hopi way of life, As Justin puts it, ‘Since you’re Hopi, you’re brought up that way; you just can’t let it go. It’s just gonna be too hard.’ (Nicholas, 2009: 333) Nicholas, of course, only presents the views and practices of three people and it is impossible to know how representative they are of Hopi young people as a body. The research does, nevertheless pose some important questions. If Hopi culture is so fundamental to this community, and the Hopi language is such an indispensable part of that culture, then why have two of the young people interviewed not taken advantage of the ample opportunities now presented to them to learn it effectively? Even more pointedly in the case of Justin, having learned the language, why does he not use it as a natural means of communication with other Hopi speakers? The same type of questions, framed within a Welsh context, are also key to the present project.

## ***2.14 The Gaelscoelianna in Ireland***

Coady and Ó Laoire (2002) consider the realities of revitalisation strategies for the Irish language through the *Gaelscoelianna* - Irish medium schools. This is a

comprehensive evaluation, including such issues as availability of textbooks in Irish and pupil-teacher ratios, however the following points are particularly relevant to the present study:

- A report by the Commission on the Restoration of the Irish Language had warned as early as 1963 ‘that revitalization would be retarded until such time as a practical day-to-day use of the language outside of the schools was encouraged and fostered, a factor that was largely ignored in the early planning policies’ (Coady and Ó Laoire, 2002: 144). Despite the Government of the Irish Republic adopting a policy of seeking to increase the number of Gaelscoelianna and encouraging the social use of Irish in certain areas, include the geographical area of the Gaeltacht – the majority Irish speaking communities – by the mid-1970s there had been a loss of focus on Irish as a language of everyday communication: ‘Learning the language as an exercise in marking some kind of political symbolic use was now underscored’ (Coady and Ó Laoire, 2002: 145). Again, a situation is encountered where a seemingly positive attitude towards a minoritised language could co-exist with a lack of emphasis on its actual use.
- The Gaelscoelianna that were established from the mid-1970s onwards were opened in response to parental demand – just as in the case of most Welsh-medium schools – in contrast to the previous Government-established Irish medium schools.
- In Coady and Ó Laoire’s study in 2000, 66% of the pupils attending Gaelscoelianna came from homes where no Irish was spoken.
- The study revealed considerable pessimism among teachers regarding the potential for revitalisation through the schools, with 62.2% (up from 44.3% in a 1974 survey) disagreeing or strongly disagreeing with the statement: ‘Revival will come about as a normal means of communication through Irish-medium schools’ (Coady and Ó Laoire, 2002: 153).
- The authors’ perception is that there is a lack of political will to encourage the societal use of Irish beyond the small core of ‘native’ speakers. This may seem to be in stark contrast to the situation in Wales, given the Government’s stated aim there of doubling the number of Welsh speakers by 2050, as discussed below. However, the present research may reveal whether or not the actual practice in Wales is achieving results which are in reality very far removed from

the Irish experience in terms of encouraging the use of the indigenous language by children and young people within the community.

### ***2.15 Use of Gaelic by former Gaelic-medium school pupils in Scotland***

As recounted by Dunmore (2017), in a paper based on his doctoral research (Dunmore, 2015) Gaelic medium education has a much shorter history than either the Welsh or Irish equivalent, but it shares with the latter, and, to a considerable degree, the former, the deficiency that policymakers have not paid ‘adequate attention to language acquisition and socialisation at the home-community level’ (Dunmore, 2017: 727).

Nevertheless, Gaelic medium education (referred to as ‘GME’ in Dunmore’s paper) is seen by the Scottish Government and others as potentially a very effective tool in the overall revitalisation of the language, especially in the light of the fact that although the percentage of reported Gaelic speakers in general fell by 2.2% between the 2001 and 2011 Censuses, the under 25 age group saw a rise of 8.6% (Dunmore, 2017: 728). This optimism may well bear comparison with what is said in the *Introduction* to this thesis concerning the corresponding Welsh Census returns (page 26).

Dunmore also comments on the dearth of research involving former participants in minority language immersion education anywhere, a gap which his study of 130 former GME pupils (and, indeed, the present study) aims partly to fill. By means of questionnaires, and follow-up interviews in the case of 46 participants, Dunmore sought to elicit information about the participants’ present use of Gaelic, and in particular their ‘language ideologies’, that is, their beliefs about language as they impact, consciously or unconsciously, on their use of language. The participants were all aged between 24 and 34 at the time they took part in the research.

Only 10 of the 46 interviewees said that they used Gaelic daily, and that mostly in the course of their work, with use in the home or other social settings being very infrequent across the sample.

Another issue which is of relevance to the present research was the connection between language and identity. This is complicated in the case of Gaelic by

controversies regarding the place of the language in Scottish national identity, specifically issues of the relevance of Gaelic to the Lowlands as opposed to the Highlands and Islands. Dunmore encountered many in his study who seemed to doubt the relevance of their use of Gaelic to their Scottish identity. This ambivalence has no exact parallel in Wales, but is related to the issue of whether ability in Welsh is the mark of ‘true Welshness’ (see page 239 below).

Dunmore’s conclusion that it ‘appears clear that if immersion students do not develop a strong sense of community belonging through their use of the target (Xish) language within the domains of school and home during childhood, they are unlikely to continue to use it extensively after school, or pass it on to their own children’ is also pertinent to considerations of the interface between language and identity in Wales and its implications for continued use of the language beyond school age, as it will be explored in considering the findings of the present research (Dunmore, 2017: 737).

### ***2.16 Strategies to increase the social use of Welsh***

Although schools throughout Wales have experimented with a great variety of strategies aimed at enhancing pupils’ social use of Welsh in school and beyond, it appears that there has been comparatively little attempt to base these strategies on evidence obtained through academically rigorous research. This review of extant literature and research will conclude with a discussion of one such attempt at an evidence-based strategy, a brief consideration of other factors impacting on practical efforts to encourage the social use of Welsh among young people, including the possible impact of translanguaging strategies, and an illustration of how the school and community contexts are addressed within an overarching scheme to double the number of Welsh speakers in Wales.

The findings from the intensive (three school) stage of Lewis and Smallwood’s research, discussed above, form the basis of an unpublished ‘outline of guidelines for planning the use of informal Welsh in [secondary] schools’. The paper reflects the authors’ conviction that ‘planning for language use outside lessons should be just as careful and thorough as that for language use within lessons’. (Lewis and Smallwood 2011: 1f – all quotations from this paper translated from the original Welsh.)

Among the strategies proposed are:

- Creating a Whole School Framework for language use, following the model piloted in the three schools in the study, based on thorough research into present patterns of language use at the school.
- Establishing focus groups of pupils, parents, staff (including ancillary staff), governors and primary head teachers.
- Establishing and maintaining ‘linguistic honesty’, defined as ‘ensuring that teachers, pupils and everyone involved in the life of the school share in meeting the challenge of being a Welsh medium or bilingual comprehensive school in a bilingual Wales’.
- An analysis of the type of Welsh spoken by the pupils, which could reveal, for example, that they had ample experience of formal, subject-specific Welsh, but ‘had not had sufficient opportunity to encounter, develop and use more informal, conversational language’.
- Establishing language use principles, including, for example, that all members of staff are consistent in their implementation of the agreed guidelines.
- Implementing a Language Support Cycle, meaning that clear steps are in place to encourage the informal use of Welsh and to address situations where individual pupils or groups of pupils fail to follow the school’s guidelines. This would not mean merely instituting a simplistic scheme of sanctions but would include steps such as discussing language psychology in PSE classes, for which rigorous training in that field would be required for the staff members involved. The Cycle would be fundamental to the implementation of the Whole School Framework.
- Establishing subsidiary Departmental Language Schemes.
- The Whole School Framework would be overseen by a working group with representation from all relevant parties.
- Establishing, implementing and monitoring meaningful Language Contracts between school and home.
- Giving older pupils the responsibility of encouraging and mentoring younger pupils in the informal use of Welsh.

- Ensuring close links with the community is seen as key, especially with bodies such as the *Mentrau Iaith*, which are seen as key players in encouraging the use of Welsh in all aspects of the life of the community.
- Providing effective and easy to use tools for pupils to self-assess their use of Welsh (Lewis and Smallwood, 2011).

It would be extremely interesting, from the point of view of the present research project, to examine evidence of the results of implementing the above guidelines but the present researcher has been unable to find any such evidence in the public domain.

A comprehensive report has been produced on Gwynedd Council's strategies aimed at *Increasing the Social Use of the Welsh Language among Children and Young People in Gwynedd's Secondary Schools* (Trywydd, 2014). The categories of data gathered in many instances parallel those gathered for the present project and, within Gwynedd, the sample size is impressive, involving all 14 secondary schools in the county and including 440 pupils in focus groups, 772 pupils responding through 'Qwizdom' devices and 350 adults (including teachers and other school staff members, parents and governors) in focus groups and other types of meetings.

Though much of interest could be said about the very large amount of data gathered, the focus in this review will be on the recommendations made, as they relate to increasing the pupils' use of Welsh beyond the classroom:

- The report recommends that there should be a strategic commitment at county level to ensure that all the schools purposefully aim 'to increase their social use of Welsh in formal and informal situations' and that the impact of such measures is monitored. This is in line with the 'Language Charter' strategy already being implemented in the primary sector (Trywydd, 2014: 53).
- It is suggested that schools should provide additional support to 'latecomers' to the Welsh language after they have undergone intensive immersion in the county's Language Centres. This includes considering 'matching a pupil with a pupil/member of teaching /ancillary staff to develop confidence when speaking socially' (Trywydd, 2014:56).

- The importance is noted of ensuring that pupils are able to access leisure and other services through the medium of Welsh. This includes ensuring that not only are sport coaches and others leading activities able to speak Welsh, but that they actually use it. The schools themselves are also urged to provide more extra-curricular activities to encourage the use of Welsh, including ‘Informal sessions for pupils to converse in Welsh’ (Trywydd, 2014: 66). The crucial role of opportunities to speak Welsh in the community is highlighted by the results of the present research - see page 223 below.
- There is an emphasis on the role all members of staff, not only teachers, can play in encouraging pupils’ use of Welsh. It is recommended that all staff are offered language awareness training and that Welsh lessons are made available to those who do not speak the language and refresher courses for those who lack confidence in using the language. It is recognised that ‘A lack of commitment to use Welsh (staff to staff, staff to pupils) can be counter-productive to any other efforts made by the school to promote Welsh’ (Trywydd, 2014: 66).
- The active involvement of the pupils themselves is seen as being a key component of any strategy to increase their social use of Welsh. A Language Use Forum should be established for pupils and a pupil ‘of strong personality and convictions’ should be appointed to hold the Welsh Language Portfolio on the School Council (Trywydd, 2014: 63).
- The report recommends that issues of national and cultural identity are included within the Personal and Social Education curriculum and that an ‘honest dialogue’ on language use is encouraged (Trywydd, 2014: 66).
- The involvement of parents is seen as a vital component of any strategy to increase pupils’ social use of Welsh – there must be a sense of partnership between school and parents.
- It is recommended that a governor is designated to be responsible for encouraging informal use of Welsh throughout the school and that it is the duty of the ‘Full Governing Body to keep a regular eye on language use’ (Trywydd, 2014: 67).

There are clear parallels between the recommendations of this report and those made by Lewis and Smallwood (2011), discussed previously. The strategy is also the closest

approximation of which the present author is aware in Wales to the language profiling and normalisation strategies required in Basque medium schools. It is therefore certainly worthy of consideration as a possible pattern for research and action in other parts of Wales.

Mention has already been made of translanguaging in its simplest form, as a pedagogical technique involving discussion of text in one language in another language. However, it has been seen as potentially a much more widely applicable tool to enhance competence in minoritised languages and to increase the use of those languages although, as will be seen, the potential risks it may pose to those languages needs also to be recognised.

As Jones (2017) points out, the field of translanguaging is becoming increasingly diverse and complex, and for that reason, this discussion will consider specifically the Welsh and the Basque contexts, and note only those points which seem most relevant to the focus of the present research:

- It is often the case in bilingual or multilingual educational settings that a fairly rigid separation is maintained between the languages concerned: ‘In the Basque Autonomous Community, students with Basque as the language of instruction also study Spanish and English, but the idea is to establish hard boundaries between languages and to keep them separate at all times’ (Cenoz and Gorter, 2017: 910). Translanguaging represents a significant departure from this norm.
- ‘Spontaneous’ or ‘universal’ translanguaging ‘refers to the reality of bi/multilingual usage in naturally occurring contexts where boundaries between languages are fluid and constantly shifting’ (Cenoz and Gorter 2017: 904). As such, it is closely related to code-switching, and it is what bilinguals do when, for example, when a Welsh speaker relates in Welsh what he or she has read in an English language newspaper. The question that arises is whether this reality should be legitimised in the educational sphere and seen as a valid tool to enhance the societal use of minoritised languages.
- Jones (2017) and Cenoz and Gorter (2017) note how observers in many contexts have expressed concerns that translanguaging may in fact pose a real threat to minority language revitalization when it involves a strong majority language and



a weaker minority language – as opposed to being used between two strong languages, such as French and English in Quebec.

- In both the Basque and the Welsh situations, however, the authors consider that translanguaging may be utilised for the benefit of the ‘weaker’ language, as Jones explains from the Welsh perspective: ‘Bilingual education for the empowerment of a minority language must protect a space for the minoritized language, while at the same time creating a bilingual space in which the minority language (Welsh) can interact with the majority language (English)’ (Jones, B., 2017: 208). The role of other strategies to maximise the benefits of translanguaging for the minority language, and to minimize its risks, is also noted in both sources, for example, the use of teacher ‘cues’ as to what language to use and when, and linking ‘spontaneous’ translanguaging to what happens in the classroom (Jones, B., 2017: 208; Cenoz and Gorter, 2017: 909).
- The issue of translanguaging did not arise explicitly from the data gathered during the present research project. Nevertheless, the present researcher recognise that both classroom based and more ‘universal’ translanguaging could potentially play a valid role in enhancing pupils’ social use of Welsh. In this connection, Jones notes an interesting example, where the headteacher at a secondary school ‘in a Welsh-medium secondary school in anglicised North East Wales’ mentions teaching a mathematics lesson to a group of Year 7 children, involving producing a scale plan of their home. The teacher found that they had ‘no trouble with the mathematics at all, but there was a problem when they were asked to label the rooms; “dining room”, no idea about “ystafell fwyta”.’ That is, vocabulary the informal register of Welsh was unfamiliar to these children (Jones, B., 2017: 212f). The issue of possible lack of confidence in the informal register is discussed at page 222 below. The ways in which translanguaging could be used to address this issue (for example, by ‘bridging’ between Welsh in an academic context and less formal usage, as occurred, presumably unintentionally, in the example above) could well be worthy of further investigation.

It has already been noted several times in the above discussions that the most difficult domains in which to reverse language shift are within the general community and the

family. It is therefore not surprising that the focus of work in this field hereto has generally not been in these areas. As Edwards and Newcombe (2005) recognise, ‘The reasons for the relatively low profile of the family in language transmission are self-evident: first, it is easier to plan and achieve increases in the number of speakers through bilingual education; second, families are difficult to reach and influence.’ (Edwards and Newcombe, 2005: 299) Since their research was carried out, however, there has been an increasing recognition that there must be a serious engagement with these challenges if Welsh (together with many other minoritised languages) is to survive as a living language of community.

Evas et al. (2014), in reviewing the work of the Mentrau Iaith and Language Action Plans throughout Wales and the Aman Tawe Language Promotion Scheme in particular, evidence a degree of frustration among those working in these fields with the imbalance between the amount of work put in and the results in terms of actual increased use of the language ‘on the street’. Partly, this is seen as being owing to the fragmentary nature of the work being done by several organisations in the same geographic areas and language domains – there is a sense of a distinct lack of coordination, a view also echoed in Hodges (2009). In particular, it is noted how the vital involvement of local authorities in mainstreaming the promotion of the language is often missing or inadequate:

... at present, specific policy is being drawn up around it [the Welsh language] without it being given sufficient consideration in other areas that could impact on its use (e.g. housing, town and country planning to name but a few). It is time that the Welsh language becomes central to policy making and brought in from the margins of the minds of Welsh administrators. The immensity of this task should not be underestimated (Evas et al., 2014: 70).

It is the present author’s view that few of those within local government who could be acting to encourage the greater use of Welsh within the community understand the complexity of what is required to achieve the necessary behavioural and attitudinal change. Alternatively, and especially at a time of financial constraint, those who could be taking action are simply not willing to face the immensity of the challenge.

Any proposed strategies for enhancing the social use of Welsh by school pupils will also need, ultimately, to take note of the increasingly large body of research which has

built up in recent years in the field of behavioural change, including extensive work commissioned by the UK Government, which has sought to utilise the findings of such research to influence behaviour in such areas as smoking. The key sources are noted by Darnton (Undated) and researchers in Wales such as Jeremy Evas and Diarmait Mac Giolla Chríost are also active in this field, particularly in connection with the ‘Nudge’ theory of positive reinforcement, popularised by Thaler and Sunstein (2008).

It is beyond the scope of this dissertation to consider this vast and complex field in detail (although further reference is made to it as part of the discussion of this project’s findings at page 229) yet the present author cannot emphasise too strongly its importance to any further research regarding pupils’ informal use of Welsh and the evaluation of guidelines and strategies to enhance that area, which is vital if it is to survive as a living language of community.

Finally, this review will consider the Welsh Government’s strategy aimed at doubling the number of Welsh speakers in Wales in a little over 30 years, *Cymraeg 2050 – a million Welsh speakers* (Welsh Government, 2017f). This follows on from two previous strategies, *Iaith Pawb – A National Action Plan for a Bilingual Wales*, launched in 2003, and *A living language: a language for living – Welsh Language Strategy 2012–17* (Welsh Assembly Government, 2003; Welsh Government, 2012b). Given the decline in the percentages of Welsh speakers in almost all parts of Wales recorded at the 2011 Census (p16 above), the first strategy cannot be viewed as having succeeded, despite its attempt at a holistic approach, as proclaimed in its title *Iaith Pawb* – ‘Everyone’s Language’. The latest strategy must be viewed, therefore, as extremely ambitious, aiming as it does not only to halt the decline but to engender a massive turnaround in the fortunes of the Welsh language. As the First Minister and the Minister for Lifelong Learning and Welsh Language put it explicitly in their Introduction to the strategy:

By raising our expectations and adopting an ambitious vision we have the potential to change the future outlook for the language. Together, we can enable the Welsh language to grow, and create a truly bilingual Wales with a living language for all (Welsh Government, 2017f: 3).

It is beyond the scope of this dissertation to discuss the strategy in its entirety, but the following points are noted which are of particular relevance to the focus of the present project:

- The three themes of the strategy, ‘Increasing the number of Welsh speakers’, ‘Increasing the use of Welsh’ and ‘Creating favourable conditions – infrastructure and context’ are all relevant to the situations considered in the present study (Welsh Government, 2017f: 5, 28). Furthermore, they are considered as being in a cyclic interdependent relationship, which in the view of the present researcher reflects the reality of the challenge facing those who would see the Welsh language survive and thrive.
- The strategy is founded on a strong research base, from the work of Fishman (1991) onwards. It takes note, for example, of work by O’Rourke, Pujolar and others on the experience of people who have come to be new speakers of an indigenous language in various contexts through channels other than the home or community exposure, which is exactly the situation of many pupils in Welsh medium education (O’Rourke et al., 2015).
- The emphasis throughout is on creating new *speakers* rather than people who may have the ability to speak Welsh but do not use the language in daily life, one of the stated targets being ‘The percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10 per cent (in 2013–15) to 20 per cent by 2050’ (Welsh Government, 2017f: 11).
- Education is seen as core to the strategy, including the creation of an additional 150 Welsh language nursery groups, increasing the proportion of children in Welsh medium education to 40% (from about 22.2% at present) by 2050, and ensuring the more effective teaching of Welsh as a subject in the English medium sector so that 70% of all pupils will leave school able to speak Welsh by 2050. The document recognises the challenge these targets pose in terms of teacher recruitment and training, and promises ‘greater attention to training on Welsh-medium and Welsh language pedagogy and methodology, in order to ensure that the skills and knowledge of the workforce are informed by evidence about effective immersion methods and Welsh-medium and bilingual teaching’ (Welsh Government, 2017f: 48).

- The strategy recognises the vital importance of the second theme, and of enabling and encouraging the use of Welsh in the workplace, in service provision and, crucially from the point of view of the present study, socially in the community, where the aim is to ‘embed positive language use practices supported by formal and informal opportunities to use Welsh socially’ (Welsh Government, 2017f: 43). Note is taken of the findings of Hodges et al. (2015 – see p225 below) regarding the community use of Welsh and recognises that, for schoolchildren, the lack of opportunities to speak the language socially risks reinforcing ‘a perception of Welsh as a language of the classroom, rather than the language of society, work and enjoyment’ (Welsh Government, 2017f: 56).
- The holistic ethos of the strategy includes taking what is termed a ‘life-course’ approach, viewing the Welsh learner’s journey as a narrative through life and seeking to address both the opportunities and the challenges on that journey (Welsh Government, 2017f: 17).
- It is recognised that the safeguarding of the economic well-being of communities is a vital prerequisite to the maintenance and promotion of the Welsh language, for instance, to limit the effect of outward migration of young Welsh speakers from the remaining Welsh language heartlands.
- Digital technology is seen as providing important tools for the implementation of the strategy.
- The strategy is a strategy for the whole of Wales, that recognises the diverse linguistic contexts across the nation: ‘Our vision is to secure favourable circumstances throughout the country that support language acquisition and use of Welsh language skills’ (Welsh Government, 2017f: 7).

It is impossible to come to a judgement as to how realistic the strategy is and how likely it is to achieve its aims, without further in-depth study of the details and an evaluation of its early implementation. One element which the present researcher found to be surprising by its absence was any mention of language profiling and normalisation work – although it is recognised that this factor may be implicit in the sections on language planning and research. At the very least, however, it can be said that this document presents the most ambitious and comprehensive strategy for the safeguarding and promotion of the Welsh language ever conceived. The way its implementation responds to the opportunities and challenges of the next three decades will be of the

utmost importance for Wales and many other minoritised language contexts throughout the world, including those considered in this review and elsewhere in this dissertation.

## **Chapter 3**

### **Methodology**

#### ***3.1 Introduction***

This chapter will present the methodology employed for the whole project and the rationale for the approaches taken. Other points regarding detailed methodology, will be noted in subsequent chapters, especially the *Results and Analysis* chapter, since it was felt that it would be more convenient to note such matters at the same time as the data to which they are relevant is being considered.

Suggestions are made in the *Conclusions* to this dissertation concerning ways in which the researcher, having completed the project, considered that the methodology could have been enhanced.

#### ***3.2 Factors considered***

##### ***3.2.1 Research question***

As suggested in the *Introduction* to this dissertation, the research question can be put very simply, arising from the author's experience as a parent of a child in Welsh medium education and a Governor at a Welsh medium secondary school and Chair of Governors at a Welsh medium primary school in Wrexham, North-east Wales. The question itself bears repeating here: 'What factors influence the language choice of pupils at Welsh medium schools outside of the classroom?'.

A more detailed discussion of the background to the research project is contained in the *Introduction* to this dissertation, but it may be noted again that the immediate context of the research, that is, Welsh medium education, is viewed as being one of the key tools in ensuring the survival of Welsh as a living community language. Yet it is being recognised that, while undoubtedly furthering the acquisition of the language, such education may not be yielding the desired results in terms of actual increased of Welsh by children and young people outside school (or even outside the classroom), which is being seen more and more as a key aim of contemporary language strategies and language planning activities, for example the Welsh Government's *Cymraeg 2050* strategy, just discussed in the last chapter.

### ***3.2.2 Selection of factors***

The factors chosen for study were those that could provide the most relevant evidence in response to the research question. Firstly, there were those factors within the direct experience of the pupils, their parents and school staff members on which the participants could self-report in questionnaires and (in the case of pupils) in focus group discussions. These included, for example, parents' ability in Welsh and their use of the language and parents' and pupils' attitude to the Welsh language and culture. Other factors which were noted were those which could be derived from publicly available statistical data, such as decennial Census returns. Details of these can be found in the summary tables of school profiles at page 76 below and in the tabulated results summaries in the next chapter. The *Review of Previous Literature and Research* also informed the choice of factors on which to focus, for example, the emphasis in Thomas and Roberts (2011) on home language background and the investigation by Nicholas (2009) into the apparent contradictions between young people's attitudes towards the Hopi language and culture and their level of use of the indigenous language.

The original intention was also to evaluate possible interventions to encourage the social use of Welsh but it was realised at an early stage that to include this further work would be beyond the capacity of a single doctoral research project, although mention is made in subsequent chapters of some actual and potential interventions to that end. It was also recognised from consideration of previous research in the field, as discussed in the *Review of Previous Literature and Research*, that a thorough understanding of the relevant factors is a necessary prerequisite to any programme of intervention. Thus, the intention of the researcher is that the present project may serve as part of the evidential base for consideration of possible interventions aimed at increasing pupils' social use of Welsh, including informing the Welsh Government's language planning strategies.

### ***3.3 Methodological strands***

The rationale for the mixed methods approach adopted during core data collection is discussed below (page 67), but the methodology for the project as a whole involved four distinct strands. Firstly, extensive background work was done to discover and access previous research relevant to the subject, which included research in associated fields in Wales, such as the investigations of Thomas and Roberts into bilingual children's



classroom and social use of Welsh in Gwynedd (Thomas and Roberts, 2011), and connected research in minority language contexts in other parts of the world, such as Nicholas' research with her own people, the Hopi of Arizona (Nicholas, 2009). Some of the most relevant previous research is discussed in detail in the *Review of Previous Literature and Research* above.

The second methodological strand, which operated parallel to the first, involved meeting with acknowledged specialists and practitioners in relevant fields, introducing them to the present research project and gathering information and advice from their own experience and studies. As in the case of previous published research, the specialists involved included both those working within the Welsh context and those working internationally. Since this activity did not form part of the formal, and anonymous, data gathering for the project, information gained directly from those contacts is not presented in any part of this dissertation, but some of the meetings did lead the researcher to published material featured in the *Review of Previous Literature and Research* and elsewhere in this dissertation.

The third strand involved study visits to contexts in other countries which reflected issues similar to those encountered in Wales, to observe those issues and some of the solutions being proposed and/or implemented. Again, these visits did not form part of the formal data gathering process and so are not presented as evidence (except by reference to publications and conference documentation and presentations) but are noted in summary form in the *Conclusions* to this dissertation at page 266 below.

This background work continued throughout the life of the project, as further research and practice is occurring continually in this field and related areas, with increasing interest in Wales and elsewhere in the issue of the social use of Welsh by schoolchildren and, indeed, people of all ages.

The fourth strand was the data gathering and analysis.

### ***3.4 Research approach***

With regard to the core research for the project itself, the researcher has taken a largely positivistic stance, seeking explanations for the linguistic behaviour of the participants in the study from information supplied by them, their parents and school staff members, together with contextual information about the schools themselves. The approach is also inductive in that no hypothesis or hypotheses are set out at the commencement to be tested. It is rather, conducted with a completely open view as to what causative or other factors might emerge from the analysis of the data, as is befitting to the necessarily multi-layered and complex nature of research in this field (Bryman, 2006).

Data was gathered in individual schools and clusters, selected in order to represent a wide diversity of linguistic and demographic contexts, the selection process being explained detail at page 71 below. There is also an exploration of the effect of some individual factors and combinations of factors across the full set of data.

As already explained (at page 27 above) Years 6 and 7 were chosen for study because the transition from the primary to the secondary sector may also be a period of linguistic shift. All pupils who were present to complete questionnaires were included in the study. The process of selection for the subsequent focus groups is explained at page 84 below.

Regarding the data to be gathered, it became clear early in the life of the project that a mixed methods approach would be the most satisfactory, given that in order to answer the research question satisfactorily, information would be required of both a quantitative nature, such as regarding levels of competence in the Welsh language, and of a clearly qualitative form, such as expressions of opinion and attitude to evidence the role of awareness of Welsh identity in language choice. This reflects the present trend in educational and associated research towards a pragmatic approach, where the nature of the research and the research question guide the choice of method(s) (Robson, 2002).

### **3.5 Data gathering**

The methodology adopted for the data gathering within the present project, therefore, was as follows:

#### **3.5.1 Ethical considerations**

A summary of the methodology and copies of all the documentation to be issued were presented before any data was gathered to the Ethics Committee of the College of Business, Law, Education and Social Sciences of Bangor University for their approval, which was granted following some discussion and amendments in connection with confidentiality issues. Note was also taken of the relevant content in works such as Cohen et al. (latest edition 2018).

The confidentiality requirements centred in particular around pupils' potential concerns regarding teachers or parents becoming aware of individuals' responses to the questions in the questionnaire, which could be especially acute owing to the sensitivity of the research area for pupils at Welsh medium schools and the present media interest in the field, including, in connection with this specific research project, by BBC Radio Cymru (2015). There might therefore be a fear that disclosure of negative responses could result in negative consequences for the pupils involved, resulting in a possible skewing of responses if confidentiality could not be assured. The researcher also recognised that parents and school staff members too would be more likely to report their practices and attitudes accurately if their confidentiality were assured.

This was ultimately achieved throughout the project by means of the use of *noms de plume* or nicknames, used because it was necessary for the researcher (alone) to be able to identify participants at particular stages in the process of data gathering and to be able to link pupils and parents in individual case cross-analysis. Thus, each pupil noted only his or her nickname on the questionnaire, but could be cross-identified by means of a separate pupil details form (attached as Appendix 2) for the purposes of forming focus groups, further details concerning which can be found below. Similarly, parents were asked to note their children's *nom de plume* on their questionnaires. No actual names of participating schools or individuals have been used in this dissertation or in any other published material and none will be used in any future published materials. Every

attempt has been made, also, to avoid the possibility of schools being identified as a result of any other information contained within this dissertation.

The whole data gathering exercise was carried out in compliance with the ethics guidelines of the College of Business, Law, Education and Social Sciences of Bangor University, and also with the British Educational Research Association's Ethical Guidelines for Educational Research (British Educational Research Association, 2011).

### ***3.5.2 Pilot project***

Before the commencement of core data gathering, a pilot project was carried out with a sample of 20 Year 6 pupils at a Welsh medium primary school and 20 Year 7 pupils at a Welsh medium secondary school, both in North-east Wales. The experience gained from the pilot project resulted in some simplification of the confidentiality procedures, with the agreement of the Ethics Committee, and the decision to seek to arrange for pupil questionnaires to be completed in class rather than taken home, a process which had resulted in a very low return rate (such that less than 25% of the Year 6 questionnaires, and none of the Year 7 questionnaires, were returned) in the pilot project. Since these two schools were not involved in the core data gathering and subsequent analysis, they were not subject to the strict confidentiality procedures applying to the main data gathering exercise and pupils were therefore able to take part in an edition of the BBC Radio Cymru *Manylu* series, focussing on the use of Welsh outside of the classroom, which included discussion with pupils of both schools in a focus group situation. These discussions served as pilots for the focus group arrangements within the main research project (BBC Radio Cymru, 2015).

### ***3.5.3 Questionnaires***

The administration of the questionnaires is described below, following discussion of the school profiles and the process of selection. The decision to make use of questionnaires was based on two factors, namely their efficacy in previous research in this field, as evidenced in the *Review of Previous Literature and Research* above, and also on the case made in methodological literature for their use, such as in Bryman (2006) and Cohen et al. (2018).

For the present researcher, the main points in favour of the use of questionnaires in data gathering were as follows:

- Questionnaires allow for both quantitative (Likert-type) questions and ‘open’ questions which enable participants to respond in their own words (Bryman, 2006; Reja et al., 2003).
- With the use of a nom de plume system, questionnaires allow for complete confidentiality beyond the researcher’s own requirements for cross-matching as part of the data analysis (Dörnyei and Taguchi, 2010).
- Questionnaires can be administered in a variety of ways, for example, at home or in a classroom in school time (Dörnyei and Taguchi, 2010; Malhotra, 2010).
- Scrutiny of questionnaires enables the researcher to choose participants for further research, for example, in the organisation of focus groups, on the basis of appropriate criteria (Krueger, 1998).

There are, of course, potential disadvantages to using questionnaires, those most relevant to the present research project (together with the researcher’s response to them) being:

- The risk of data being skewed because only potential participants who are interested returning questionnaires, or of participants only answering questions in which they were interested, was not an important issue with regard to the pupil questionnaires, as, as far as the researcher is aware, no pupil refused to fill in a questionnaire at all, and the number of null responses to questions where an answer was expected from everyone were few (see table at page 98). This could have been an issue with regard to the parental questionnaires, where it is reasonable to assume that parents who felt strongly, either positively or negatively, would be more likely to respond than those who had no strong feelings. The present researcher would argue, however, that the parental questionnaires have nevertheless yielded a substantial amount of useful data. Furthermore, the close alignment in several comparisons, of data from the parental and the pupils’ questionnaires (see, for example, the table at page 135) argues against a serious skewing of the parental data. Similar points could be made with regard to the staff questionnaires.

- Respondents may understand questions in different ways. The information sheets giving the background to the research, which would have set the questions in context. The additional steps the researcher took to limit this effect, with partial success, in the case of pupils are noted at page 78.
- Questionnaires may require follow up research to clarify and probe further into the responses. This was done by means of focus groups in the case of the pupils' questionnaires, and focus groups of parents and school staff members if time had permitted (Charlton, 2000; Birmingham City University, 2006).

#### ***3.5.4 Selection of participating schools***

As much detail as can be provided about the schools without compromising their anonymity is given in the *Summary of School Profiles* table below. It should be noted that defining the catchment area of each school is problematic as the factor of parental choice may mean that children may enrol at schools which do not naturally serve the communities in which they live. In an attempt to provide the closest possible approximations to the actual figures pertinent to each school, community statistics given are based, for primary schools, on the electoral district in which the school is located, and for secondary schools, all the electoral districts in which each secondary school's feeder schools are located. Thus, using examples of schools which were not involved in this study, Ysgol Glan Morfa, Conwy County, would be linked to the Abergele electoral division statistics, while the Welsh medium secondary school which it feeds, Ysgol y Creuddyn, would be linked to the data for all the electoral divisions of all the primary schools within its cluster, namely Betws yn Rhos, Caerhun, Colwyn, Eglwysbach, Gele, Llanefydd, Llansannan, Pant-yr-afon/Penmaenan and Tudno. The latest available linguistic statistics are those taken from the 2011 UK Census (Welsh Government, 2013b). For each secondary school, the average percentage of Welsh speakers across all the electoral divisions is given, together with the range (lowest percentage and highest percentage) across those divisions. The numerical and percentage point increase or decrease from the 2001 Census is also noted for the secondary school catchment areas (Office for National Statistics, 2004). However, owing to boundary changes in the case of some electoral divisions, not all these comparisons will be exact – it must be emphasised that they are noted only as an approximate guide to the changing status of Welsh as a spoken language in those communities.

It is arguable that data from the Welsh Government's Welsh language use survey (Welsh Language Commissioner, 2015) would have been appropriate as an additional (and possibly more accurate) indicator of linguistic diversity, as these surveys seek to measure actual usage rather than merely knowledge of the language, a distinction which is key to the present research project. Unfortunately, however, the language use survey data is currently not available for units smaller than local authority areas (counties) and is based on a much smaller sample than the Census data so it was not considered of value to include such data in these profiles.

The profiles also make use of rankings in the latest published Welsh Index of Multiple Deprivation (WIMD) data (Welsh Government, 2014) as a broad indication of the socioeconomic status of each catchment area as defined above. The WIMD ranks each 'Lower Layer Super Output Area' (geographical census reporting divisions with populations of around 1500 each) in Wales from 1 (most deprived) to 1909 (least deprived), the ranking being calculated according to a range of deprivation indicators, covering areas such as employment and housing.

As it was realised that, since each WIMD is unique, noting the exact ranking for each primary school would make each individual school relatively easy to identify, the rankings are given in the tables in bands of 25 for primary schools. For each group of schools, the actual average ranking is given, together with a ranking range in bands of 25.

One further detail included is the percentage of children entitled to receive free school meals, set against the Welsh national average, which is another indicator of comparative levels of deprivation. The percentages given were the latest available for a year within the data gathering window, that is, for the 2014-15 academic year (Welsh Government, 2016).

The *Summary of School Profiles* table demonstrates how the schools and clusters reflect a variety of linguistic and demographic contexts, from less than 10% recorded as Welsh speakers in the community to over 80%, together with a similarly diverse range of WIMD rankings. The primary selection criterion was that of percentages of Welsh

speakers within the catchment areas, given that the main focus of the research was social usage of the Welsh language by pupils within the community. It was also felt to be important that the schools represented diverse areas of Wales geographically (a group each from the North West, North East, South West and South East), as most previous research projects had each focussed mainly on schools in relatively small areas. The schools thus selected were also reviewed to ensure a varied range of WIMD rankings.

All the schools selected are recognised as ‘Welsh-speaking’ (the term used in the document cited) under the Welsh Government categorisation system (Welsh Government, 2007:3f). Here it should be noted that Welsh medium provision in Wales is a multi-layered area and it is not always easy to identify schools as ‘Welsh-speaking’ according to the categorisation system (Rednap et al., 2006) (above, p31). However, this lack of clarity is not significantly relevant to the schools selected to take part in the present study, as they were all schools where every subject apart from English language and literature was taught through the medium of Welsh.

Each school was assigned a fictional name unrelated to the real name of the school. Using names rather than numbers, while still protecting each school’s identity, was chosen to facilitate the flow of discussion and enable the reader to become familiar with each school. The first school noted in each group in all tables is the secondary school, beginning with the prefix *Tre-* (town), with the primary schools following with the prefixes *Llan-* (church) and *Rhyd-* (ford). There is no significance to the order in which the primary schools are placed. For those who may be interested, the second parts of the names refer to small native mammals: *wiwer* (squirrel), *dyfrgi* (otter), *llwynog* (fox) and *pathew* (dormouse), in mutated forms where the grammar requires. The groups are referenced by the relevant animal name, for example, ‘the Pathew Group’. The groups represent the different geographical areas as follows: North West (the counties of Conwy, Gwynedd and Ynys Môn) (Wiwer Group), North East (the counties of Denbighshire, Flintshire, Wrexham and part of Powys) (Dyfrgi Group), South East (the counties of Blaenau Gwent, Bridgend, Caerphilly, Cardiff, Merthyr Tydfil, Neath Port Talbot, Newport, Rhondda Cynon Taf, Swansea, Torfaen and Vale of Glamorgan) (Llwynog Group) and South West (Carmarthenshire, Ceredigion and Pembrokeshire) (Pathew Group). Thus, Trelwynog denotes the secondary school in the South-eastern



group of schools and Llanwiwer is one of the primary schools in the North-western group of schools.

For additional clarity, the schools will, from time to time also be denoted by codes, for example NWS denoting the North-west secondary school (Trewiwer) and SEP1 denoting the South-east primary school 1 (Llanllwynog).

To summarise, the Gwiwer (NW) group reflects a mainly rural context, a high percentage of Welsh speakers within the catchment areas, and a wide range of WIMD rankings and free school meals eligibility; the Treddyfrgi (NE) group reflects a mainly rural context, a wide range of percentages of Welsh speakers within the catchment areas, a close to median range of WIMD rankings and low free school meals eligibility; the Trelwynog (SE) group reflects a mainly urban context, a low percentage of Welsh speakers within the catchment areas, a higher than average WIMD ranking (that is, a greater level of deprivation) and close to average free school meals eligibility; and the Trebathew and Llanbathew (SW) schools reflect a mainly rural context, a moderate percentage of Welsh speakers within the catchment areas, a close to median range of WIMD rankings and slightly below average free school meals eligibility. The primary schools within each cluster were also selected to reflect contrasting demographics, usually urban/rural, and size of school. The relative sizes of the schools can be judged from the pupil sample sizes.

### ***3.5.5 Difficulties in securing school participation***

The diversity reflected above did not prove easy to achieve, not least because of the difficulty of finding schools willing to cooperate in the project at all. In the Trewiwer group, the first schools contacted did agree to be involved, although the secondary school's contribution did prove problematic, as will be noted in the *Results and Analysis* chapter below. In the Treddyfrgi group, three secondary schools were invited to take part – two of them did not respond at all to repeated telephone and e-mail messages. The Trelwynog secondary school responded immediately, but of the seven primary schools which were contacted, five did not respond at all. In the Trebathew group, three secondary schools and four primary schools were contacted. One primary school which had agreed to be involved ultimately did not supply any data - on the day of the pre-arranged visit by the researcher to oversee the completion of the pupil

questionnaires, he was told that all Year 6 pupils were away throughout that day on a school trip. Pupil, parental and staff questionnaires were then left with the school, but none were returned despite repeated requests for the paperwork. It is for this reason that the Pathew Group only includes one primary school. Unfortunately, owing to the need to adhere to the project timetable, it was not possible at that stage to arrange for another primary school to participate.

Such difficulties with access to schools and pupils are well attested in literature on school-based studies. For example, Testa and Coleman (2006), researching in another sensitive area, sexual health, report on access problems, while textbooks such as those by de Vaus (2001), Cohen et al. (2018) and Wellington (2015) recognise the challenges involved in nurturing collaborative relationships with school staff members and pupils.

### ***3.5.6 School profiles***

Each cluster is assigned a different background colour in the *Profiles* table and the same colour is used for each one in the in the *Summary of School Responses* table in the next chapter and in other graphics, where possible, to enable the reader easily to follow the representation of data from each cluster.

**Table 1 - Summary of School Profiles**

**Key**

\* Single electoral division data for primary schools

\*\* Single electoral division data for primary schools, total from all catchment area electoral divisions for secondary schools.

\*\*\* Data from all feeder primary school catchment areas.

WMID – Welsh Index of Multiple Deprivation ranking

FSM – Free school meals entitlement (Welsh national average 17.4%)

School	Urban / Rural	* Welsh speakers %	* +/- from 2001	** Welsh speakers number	** +/- from 2001	*** Welsh speakers % range	*** Welsh speakers % average	*** +/- from 2001	* WMID ranking	*** WMID range	*** WMID average	FSM %
Trewiwer (Secondary)	U/R			17402	+1,552	64.3 – 87.4	81.4	-1.4		100-125 > 1525-1550	1175	15.7
Llanwiwer	R	81.3	+4.3	1343	-487				1375-1400			5.5
Rhydwiwer	U	87.4	+0.8	1899	+17				100-125			21.3
Treddyfrgi (Secondary)	U/R			8458	+2307	24.1 – 70.8	45.2	-4.6		850-875 > 1650-1675	1437	6.9
Llanddyfrgi	R	53.7	-14.9	879	+560				1500-1525			4.9
Rhyd-ddyfrgi	U	41.7	-1.4	2195	+11				1500-1525			2.3

School	Urban / Rural	* Welsh speakers %	* +/- from 2001	** Welsh speakers number	** +/- from 2001	*** Welsh speakers % range	*** Welsh speakers % average	*** +/- from 2001	* WMID ranking	*** WMID range	*** WMID average	FSM %
Trelwynog (Secondary)	U			8458	+2307	8.0 – 11.4	9.4	-1.1		175-200 > 1800-1825	703	12.4
Llanllwynog	U/R	10.5	+0.6	150	-228				1250-1275			7.2
Rhydlywynog	U	8.1	-0.4	668	-24				275-300			20.6
Trebathew (Secondary)	U/R			2404	+91	51.7 – 63.7	54.3	-4.6		950-975 > 1225-1250	1075	14.6
Llanbathew	U/R	46.9	-4.8	1346	-103				1225-1250			14.6

### ***3.5.7 Administration of questionnaires***

All schools and all the individual participants were provided with information sheets explaining the background and aim of the research, the methodology, the voluntary nature of participation and the procedures in place to ensure the maintenance of confidentiality, adhering to Bangor University ethics guidelines. These sheets sought as far as possible to safeguard a neutral approach to the issue under scrutiny, for example, there was no reference to a low level of usage of Welsh outside the classroom being a ‘problem’ or a ‘challenge’ nor any language inferring that to be the case. Copies of all the information sheets (for pupils, parents, school staff members and headteachers) are attached as *Appendices 1, 4 and 7*. All questionnaires and other documents were fully bilingual and participants were informed that they were free to answer questions in either Welsh or English.

Questionnaires (copy as *Appendix 3*) were distributed to all Year 7 pupils in the four secondary schools, and to all Year 6 pupils in two primary schools feeding each of the secondary schools (one primary school in the case of the Pathew Group).

The intention of the researcher was that the pupils in each school would complete the questionnaires in class (usually during a registration session) with the researcher being present to explain the background and the procedure and to answer any questions of interpretation. This was seen as being important in the light of the rather complex confidentiality procedures and in order to minimise direct teacher involvement in the data gathering process. However, only some of the schools allowed this to take place – details are given in the comments boxes in the *Summary of School Responses* table in the next chapter followed by discussion of the possible implications of this inconsistency (p92).

Where the researcher was allowed to administer the completion of questionnaires, he reiterated the information contained in the information sheets concerning the importance of maintaining confidentiality and the voluntary nature of participation. All pupils were reminded that they were free to respond to none, some or all of the questions, and that they could write their comments in Welsh or English. Schools which chose to administer the questionnaires themselves were urged to underline the same

points when doing so, although the researcher could guarantee in those circumstances only that the written guidelines would be available to pupils.

Consideration was also given to conducting the data gathering on-line, but as the schools varied in their capacity to enable pupils to complete the questionnaires on tablets / computer terminals all at one time, it was decided that it would be more satisfactory to use paper questionnaires to enable pupils at each school, as far as was possible given the issues noted in the previous paragraph, to complete the questionnaires simultaneously.

### ***3.5.8 Content of questionnaires***

In preparing the questionnaires, careful note was taken of the type and content of questions used in previous studies in Wales in similar areas of research, most notably those by Lewis and Smallwood (2010), Thomas and Roberts (2011) and Thomas et al. (2013), discussed in the *Review of Previous Literature and Research* chapter above. All these studies also included questions designed to elicit both quantitative data (such as responses on Likert-type scales) and qualitative data, including ‘open’ questions inviting participants to respond with their individual views, experiences and thoughts. As discussed in the literature review, the questions asked in these, and other, previous research projects were effective in collecting data which enabled the researchers to identify key factors influencing language choice, and so a similar methodology was followed to achieve that aim in the present project.

The rationale underlying the pupils’ questionnaire (*Appendix 3*) questions was as follows:

- *Q1* Gender.
- *Q2* Language status. Although all pupils at Welsh medium schools outside of ‘immersion’ provision are deemed to be ‘first language’ Welsh speakers (that is, with native-like proficiency), it is clear that many are not (Redknap et al., 2006). In the South East, in particular, for a large majority Welsh would be their second (or subsequent) language. The findings of the present project confirm this perception – see, for example, the summary of pupils’ questionnaire results at page 96 below.

- Q3 Parents' ability in Welsh. This question was asked to enable assessment of the effect, if any, of parents' ability in Welsh on pupils' social language use.
- Q4 Parents' use of language. Asked to enable assessment of the effect of parents' linguistic behaviour on pupils' social language use.
- Q5 Pupils' self-assessment of their competence in Welsh, seeking a response on a Likert-type scale of 1-10. Although pupils at Welsh medium schools should notionally be fluent in Welsh by Year 6, Redknap et al. (2006) note the failure of a significant number of those pupils to continue in the Welsh medium sector into secondary school. Although there is no research available which definitively links this phenomenon to perception of ability, it was nevertheless felt to be important to test how the pupils themselves perceived their competence in the language.
- Q6 Language use. A number of contexts were suggested, with the option for pupils to add another. Pupils were asked to tick one of three choices for each context, namely '*Y rhan fwyaf o'r amser / Most of the time*', '*Weithiau / Sometimes*' and '*Ychydig iawn neu byth / Very little or not at all*'. The inclusion here and in the next question of electronic media engagement recognises the increasing importance of these channels in children's lives, as noted, in the Welsh context, by Cunliffe et al. (2013), which is discussed in the *Review of Previous Literature and Research*.
- Q7 '*Ydych chi'n gwyllo rhaglenni Cymraeg ar y teledu / yn gwranddo ar raglenni Cymraeg ar y radio / yn ymweld â gwefannau Cymraeg / yn gwranddo ar gerddoriaeth boblogaidd Gymraeg? Ydych chi'n gwyllo rhaglenni Cymraeg ar y teledu / yn gwranddo ar raglenni Cymraeg ar y radio / yn ymweld â gwefannau Cymraeg / yn gwranddo ar gerddoriaeth boblogaidd Gymraeg? / Do you watch Welsh language television programmes on television / listen to programmes in Welsh on the radio / visit Welsh websites / listen to popular music in Welsh?*' Responses were requested by ticking boxes labelled as for Q6. The availability of Welsh on broadcast media has long been considered by its proponents as a vital component of its revitalisation, notably by Saunders Lewis who, in his landmark 1962 radio lecture, *Tynged yr Iaith* (The Fate of the Language), urged the campaigning which eventually led to the establishment of the Welsh language radio service, Radio Cymru, in 1977, and the allocation of the fourth

United Kingdom television channel in Wales to Welsh language broadcasting as S4C in 1982 (Lewis, 2012). The important role of broadcast media is also recognised in other minority language contexts, such as in Alaska and Australia (Riggins, 1992) and the Basque Country and Catalonia (Cormack and Hourigan, 2007). However, there seems to have been little research done to measure the impact of media exposure on minority language use. Thus, it was considered important here to measure the level of engagement with these media to enable correlations with, for example, language use and attitude to language variables.

- *Q8* Reading Welsh, apart from schoolwork. Responses were requested by ticking boxes labelled as for Q6. Research by the present author into factors beyond the classroom impacting on the progress of adult learners of Welsh found a significant correlation between higher levels of reading and increasing competency in the spoken language, which suggested the possibility of the importance of reading in the case of children as well (Owen, 2013). Previous researchers into children's use of Welsh and competency in the language have also sought data on reading habits (Lewis and Smallwood, 2010; Thomas and Roberts, 2011). It was of particular interest how much reading in Welsh pupils undertook voluntarily.
- *Q9* An opportunity for pupils to note any other way in which they used Welsh outside of school.
- *Q10* Pupils were asked to note the three most important influences on their level of use of Welsh. This was a neutral question, in that the influence could be positive (encouraging the use of Welsh) or negative (discouraging its use). In addition, pupils were asked to state which of those influences they perceived as being the most important.
- *Q11* Pupils were asked about their attitude to the language, in terms of how important it was to them that it continued as a living language, responding on a Likert-type scale of 1-10.
- *Q12* This question asked about pupils' attitude to learning about Welsh history and culture at school, responding on a Likert-type scale of 1-10. Background work to the research project revealed that there was a perception among some pupils and school staff that there was insufficient emphasis on these aspects within the curriculum. This was despite the fact that, since as far back as 1988,



the *Curriculum Cymreig* has required that attention be given to Welsh distinctives in all subject areas (Qualifications, Curriculum and Assessment Authority for Wales, 2003). Indeed, a report commissioned by the Welsh Government from a panel chaired by the leading Welsh historian, Dr Elin Jones, found that implementation of the *Curriculum Cymreig* was very inconsistent across the schools of Wales (Jones, 2013).

- *Q13* Pupils were given the opportunity to note anything else which they wished to say about their experience of using Welsh, giving them space to make any other positive or negative comments, without further prompting.

Each pupil was then given a parental questionnaire (*Appendix 6*) to take home to be completed by one parent, or jointly by both parents, together with a parental information sheet and consent form. The consent in this case was for the parents' own participation. Pupils' consent was presumed as the questionnaires were filled during school time but, as already noted, all participants were reminded that they were not required to answer all or indeed any of the questions.

The rationale underlying the parental questionnaire questions was as follows:

- *Q1* Child's pseudonym. This was requested in order to enable correlation of the pupils' responses with those of their parents.
- *Q2* Pupil's language status. As in the pupils' questionnaire this aided identification of the pupil's true, rather than notional, language status.
- *Q3* Parent's competence in Welsh (responding on a Likert-type scale of 1-10), which could be compared to data from the following question.
- *Q4* Parents' use of Welsh in the home.
- *Q5* Satisfaction with the pupil's progress with Welsh at school, responding on a Likert-type Scale of 1-10, enabling comparison with the pupil's perception of his/her competence in Welsh.
- *Q6* Perception of the pupil's use of Welsh outside school, responding on a Likert-type Scale of 1-10.
- *Q7* This question asked whether parents did anything to encourage the child's use of Welsh outside school, and if so, what, which could reflect the parent's level of practical commitment to the language's survival.

- Q8 Direct question, regarding attitude to the survival of the language, seeking a response on a Likert-type Scale of 1-10.

Questionnaires were also distributed to a sample of school staff members, including teachers, teaching assistants and ancillary staff members. Teachers and other school staff members are noted as possible influences on pupils' use of Welsh in the pupils' questionnaire as they have direct contact with the pupils each school day. It was felt important to include members of staff other than teachers as they also interact with pupils and could potentially influence social language choice. This is recognised, for example, in school linguistic profiling in the Basque Country, where the language used in interaction with administrative, catering, maintenance and transport staff members is included in the mapping exercise and in the subsequent language use planning (Gardner and Zalbide, 2005).

A copy of this questionnaire is attached as *Appendix 9*.

The questionnaires distributed to all categories included questions seeking to elicit quantitative data, for example, using Likert-type scales, such as:

12. *Pa mor bwysig yw hi i blant ddysgu am hanes a diwylliant Cymru yn yr ysgol?*  
*[Rhowch gylch o gwmpas y sgôr perthnasol: 0 = Ddim yn bwysig o gwbl, 10 = Pwysig dros ben.]*

How important is it for children to learn about the history and culture of Wales at school? [Please circle the appropriate score: 0 = Not at all important, 10 = Extremely important.]

0 1 2 3 4 5 6 7 8 9 10

[Pupils' questionnaire]

There were also questions seeking to elicit qualitative data, such as:

7. *Ydych chi 'n gwneud unrhyw beth i annog eich plentyn/plant i ddefnyddio'r Gymraeg y tu allan i'r ysgol? Os ydych, nodwch beth:*

Do you do anything to encourage your child/children to use Welsh outside school? If so, please note what:

[Parental questionnaire]

The three questionnaires taken together represent an element of triangulation in the data gathering, for example, as both pupils and parents provide data on the parents' use of Welsh and pupils, parents and school staff members provide data on pupils' use of Welsh (Bryman, 2012). Comparisons are made between these parallel data streams as the data is analysed in the next chapter.

### ***3.5.9 Focus groups***

On the basis of the responses in the pupils' questionnaires, eight pupils, four males and four females, from each school were selected to form a focus group to enable further discussion of the issues arising. The size of the group aligns with that recommended in literature on this research method, for example, Kitzinger (1995), Cheng (2007) and Bryman (2012). The membership represented: a male and female whose responses indicated extensive use of Welsh outside the classroom, a male and female who reported moderate social use of the language, a male and female reporting little or no social usage and a male and female chosen at random from the remaining respondents. Owing to absences, in some cases last minute substitutions needed to be made, these children being chosen randomly, while other focus groups proceeded without a full complement of participants. However, all discussions included a minimum of six participants and the responses received do indicate a diverse spread of experience, practice and opinion (pp139 et seq. below).

The primary rationale for using focus groups, beyond the fact that they have so frequently been used effectively in social research, was that they enabled the researcher to explore further, in an interactive manner, some of the issues elicited in the questionnaire responses, although, for reasons of confidentiality, no direct reference was made to any individual responses. Participants were also free to raise issues which had not been directly addressed in the questionnaires but which might be deemed to be significant by the focus group participants. Several such issues will be noted in the next chapter and discussed in Chapter 5 (Bryman, 2012; Stewart and Shamdasani, 2014).

It must be recognised, however, that focus groups also have their limitations. For example, as noted by Smithson (2000), the fact that such groups involve interaction between participants as they provide data can be a weakness as well as a strength. While

such interaction can enrich the discussion data produced, opinions, direction of discussion and even statements of fact may be skewed by interpersonal influence, and it is clearly impossible for the moderator to neutralise the effect of such influence, or even pressure, completely. The present researcher also recognises the possible significance of the presence of staff members (as noted below) within earshot of the discussions. Notwithstanding these limitations, however, it is argued that, on balance, the use of focus groups serves more to enrich rather than distort the quality of the data available for analysis.

The researcher facilitated the focus group discussion using the following ‘starter’ questions below on each occasion, the questions being posed orally without the participants seeing the script beforehand, as the researcher judged that more accurate data could be gained by excluding the possibility of participants having discussed the questions with anyone outside the group before the discussion session:

- *Faint o Gymraeg ydych chi'n siarad ar fuarth yr ysgol?*  
How much Welsh do you speak on the school yard?
- *Faint o Gymraeg ydych chi'n siarad y tu allan i'r ysgol?*  
How much Welsh do you speak outside school?
- *Efo pwy / gyda phwy ydych chi'n siarad Cymraeg y tu allan i'r ysgol?*  
With whom do you speak Welsh outside school?
- *Beth am gyfathrebu electronig – ar y we ac ati?*  
What about electronic communication – the internet etc?
- *Beth fyddai'n gwneud i chi siarad mwy o Gymraeg y tu allan i'r ysgol?*  
What would make you speak more Welsh outside school?
- *Pa mor bwysig ydy bod yn Gymro/Gymraes a medru/gallu siarad Cymraeg i chi?*  
How important is being Welsh and being able to speak Welsh to you?
- *A oes yna unrhyw beth arall yr hoffech chi ei ddweud?*  
Is there anything else which you would like to say?

The focus groups were conducted in Welsh (with variations allowed to take account of the dialect spoken in each school) and the discussion was allowed to flow freely, with supplementary questions being asked as appropriate. The discussions were recorded using a digital recorder, which meant that the researcher was not distracted by the need

to take notes and that full transcripts could eventually be prepared. Participants were reminded at the start of the discussion that their participation was entirely voluntary, that they did not have to say anything and that there would be no consequences for them from anything they did say. They were also told that the discussion would be recorded, but that this would be solely for the purposes of transcription (and verification, if necessary) and they were reminded that no individuals or schools would be identified in any material published in connection with the research.

In order to comply with Bangor University child protection requirements, it was necessary for a staff member to be at least within sight of each focus group meeting. The meaning of this, in practice, varied from school to school. At one primary school, owing to the fact that one of the children involved had a learning disability, requiring continuous one to one assistance, a teaching assistant was physically present within the group. In all the other cases, the member of staff was either present in the room, but at some distance from the group, or in an adjacent room from which they could visibly observe the group. Taking account of guidance in the literature (for example, Bryman (2012) and Stewart and Shamdasani (2014)) regarding possible skewing of focus group discussions, it is acknowledged that the fact that the presence of a member of staff, potentially, within earshot could have influenced the pupils' responses and this has had to be taken into account in the analysis of the (qualitative only) data from the focus groups (the manner in which this was done is detailed at page 94 below). Nevertheless, as will be seen from the *Results and Analysis* chapter, pupils were willing in all cases to report what the school could be expected to perceive as negative (less social use of Welsh) as well as positive (more extensive social use of Welsh) practice.

The parental and school staff questionnaires also end with a request to participants to be involved in a focus group or to be interviewed. Owing to time constraints, however, it was decided not to proceed with these focus groups or interviews.

### **3.6 Data analysis**

Quantitative data, having been recorded in Microsoft Excel spreadsheets, was analysed using Excel and SPSS, following the guidelines given in the handbook to the *SPSS for Postgraduate Research* module studied by the researcher at Bangor University

in 2012 (Bangor University, 2012). The details of the tests employed in each case are noted at the relevant points in the next chapter, *Results and Analysis*. The data is represented in that chapter in the form of tables, charts, graphs and scatter plots, as most appropriate for each analysis.

Qualitative data was analysed by means of colour coding the themes that emerged. Consideration had been given to using a qualitative data analysis facilitation programme, such as NVIVO, but it was decided that, given the fact that relatively few distinct themes were emerging and that these were, for the most part, fairly clearly defined, that the time needed to input the material into such a programme would not be justified by any subsequent enhancement in analysis.

The process for identifying the main themes proceeded as follows: Firstly, all qualitative responses (as well as the quantitative answers) in the pupil, parental and staff questionnaires were recorded in Excel files, the responses from each category of questionnaire for each school being recorded in a separate worksheet. An example from the pupil questionnaire file for Treddyfrgi is shown below (original language of comments retained):

AG2	A	B	C	AG
		Designation	Gender	Other Use
1				
2	1	Stuart	1	Chwarae rygbi.
3	2	Jeff123	1	
4	3	Kevin	1	
5	4	Glan Llyn	2	Rydw i yn defnyddio popeth yn gymraeg
6	5	Seren fflur	2	gyda teulu
7	6	Cadihaf	2	Rydw i yn gwneud bron popeth yn gymraeg
8	7	Dan Bigger	1	Rugbi
9	8	Shane North 11	1	Eisteddfod
10	9	Dewi	1	Eisteddfod
11	10	Taylor	2	
12	11	Fflamp	1	
13	12	ffish	1	Chwarae rygbi a pel-droed
14	13	Mochun Cwta	1	
15	14	Cristiano Ronaldo 2	1	
16	15	Jameca	1	
17	16	Roberto Firmino	1	X
18	17	Chloe R	2	Clwb nofio
19	18	Elsa Puppy	2	Clwb dawnsio
20	19	poppy	2	TAID ANTIE UNCLE a clwb gymnasteg yn cymraeg
21	20	Charlotte	2	

Fig. 2 - Example of Excel data file

The researcher then read through each of these files, colour coding each theme as it emerged. This process was repeated with the transcriptions of the focus group discussions, using the same colour codings and denoting additional themes as required.

Two other research students, Student A being a postgraduate research student in the School of Education and Student B being a postgraduate research student in the School of Welsh, both at Bangor University, were then asked to identify themes in a representative sample of data. The reviewers were unaware of the researcher's original choice of themes.

Student A identified the following themes:

*Dylanwad teuluol – family influence/expectation (parents, grandparents, siblings)*  
*Dylanwad ysgol – school influence/ expectation*  
*Dylanwad cyfoedion – influence of friends or ‘peer pressure’*  
*Dylanwad cyfryngau – media influence*  
*Goblygiad – Consequences/punishment of [sic.] speaking Welsh // - Consequences of speaking English*  
*Ability speaking Welsh// English*  
*Mynadd – patience speaking Welsh // speaking English*  
*Cyffyrddus – comfortable speaking Welsh // speaking English*  
*Amgylchiadau cymdeithasol – social circumstances*  
*Code switching*  
*1 parent, 1 language*  
*L1 Welsh/ L2 Welsh*  
*Resources*  
*Cultural identity*

Student B identified the following themes [present researcher's translation]:

*Teimlad o orfodaeth* [Sense of compulsion]  
*Eu hymdeimlad o safon eu hiaith* [Their sense of the standard of their language]  
*Dylanwad teulu* [Family influence]  
*Ymdeimlad o hunaniaeth* [Sense of identity]  
*Ffrindiau* [Friends]  
*Oedolion nad ydynt yn athrawon na theulu* [Adults who are not teachers or family]  
*Technoleg a theledu a cherddoriaeth* [Technology and television and music]

In the light of these students' analyses, it was decided to retain the original classifications, with the addition of the 'Influence of Technology', resulting in classification according to the themes below:

- Ability in English
- Duty/Compulsion/Extrinsic motivation
- Identity
- Influence of adults/institutions in authority
- Influence of children on each other
- Influence of technology
- Mixed language
- Parental/family influence
- Second Language Welsh
- Use of English
- Use of Welsh

The detailed process of analysing the data will become clear in the report of the analysis of quantitative data at pages 139 et seq. below.

### ***3.7 Consistency and flexibility***

Since it was necessary to maintain consistency, as far as possible, in the way data was gathered, even when possible enhancements in methodology became clear, the methodology described above was maintained throughout. However, the researcher remained open to adjusting or adding to the analytical methodology as the analysis proceeded, for example, in deciding to attempt factor analyses, including across the full sample of quantitative data, when this method seemed appropriate given the number of variables involved (pages 123, 128 and 137 below).

### ***3.8 Summary***

In conclusion, the researcher believes that the methodology chosen for conducting this research project is appropriate given the complexity of the issues involved and the amount of data to be gathered, and, as the following two chapters will show, it served to provide meaningful answers to the research question. Any deficiencies revealed as this methodology was implemented are addressed in the *Conclusions* to this thesis, together with suggestions as to how those deficiencies could be rectified in future research in this and similar fields (page 268 below).



# Chapter 4

## Results and Analysis

### *4.1 Introduction*

This chapter presents the key results from the data gathering exercise, including what were considered to be the most relevant relationships between variables in the context of the research question. Clearly, given the very large amount of data that was collected, it has not been practicable to include the totality of that data here, but the researcher believes that everything necessary for effective consideration of the research question is included. Data is presented in a variety of ways, including tables, scatter plots and other graphs. The researcher has endeavoured to represent the data in the form which is most accessible to the reader in each case. Any further comments relevant to the analysis of the results will be noted in conjunction with each table or graphic. The detailed analytical methodology is further discussed as required within the relevant sections.

Discussion of the results is limited in this chapter to descriptive comments, in-depth discussion being the focus of the next chapter.

### *4.2 Rationale for quantitative data analysis methodology*

Given the number of variables involved, there was obviously a vast number of relationships, comparisons and correlations which could be explored and therefore some rationale was necessary to limit the analysis to what was practicable for this dissertation. The main guiding criterion for that choice was relevance to the research question, that is, ‘What factors influence the language choice of pupils at Welsh medium schools outside of the classroom?’. The variables and relationships considered were also selected with regard to their potential practical usefulness to the discussion of the findings in the next chapter, although, of course, the analyses themselves ultimately proved many of the relationships not to be significant. As well as considering data gathered specifically with a view to providing answers to the research question, it was also necessary to consider some of the data relating to the context of the research, the background of the participants and language use.

As an example of the application of this rationale, the percentages of self-reported L1 and L2 pupils is analysed in graphic form (p99 below) and discussed in relation to pupils' use of Welsh in various contexts (p110 et seq.) because the language status of the pupils is considered as a possible relevant factor affecting their language choice and the issue of the categorisation of Welsh medium school pupils as L1 is an important issue in the discussion in the next chapter. As an example of non-selection, the gender of the parent submitting a parental questionnaire does not form any part of the analysis, as it is not considered one of the factors most relevant to the research question. (A related factor which could certainly be considered relevant is the gender of the parent who speaks or uses Welsh where only one parent does, but data was not gathered on that issue in the course of this research, an omission which is further addressed when considering options for future research in the *Conclusions* chapter.)

The first tabulated results summarise the responses of the schools to the data gathering exercise, including the situation regarding staff participation in the focus group discussions. These are followed by the tabulated results for all the quantitative data from pupil, parental and staff questionnaires, followed in each case by the relevant statistical analyses. The summary tables themselves include no analysis – they are merely there to provide the reader with a summary of the totality of the quantitative data, thus enabling readers, if they so wish, to perform statistical analyses using variables and relationships which were not considered of sufficient relevance to be analysed in this dissertation. These tables also illustrate the richness, in general, of the data gathered, as well as its limited nature in the case of the staff questionnaires.

Within each section, the main findings relevant to the research question are first presented in graphic form, followed by analysis of the relationships between variables, again selected according to the test of relevance to the research question. These analyses include both numerical and graphic depictions of the results of regression analyses and T-tests (Bangor University, 2012).

For ease of access for the reader to the most significant information, the relevant scatter plots, apart from in the case of the very first relationship analysed (by way of example), have been located in *Appendix 12* and cross-referenced in the main text. For

the same reason, factor analysis tables and scree plots and some other tables have also been placed in the same appendix. Not all details or relevant graphics are shown, either in the main text or in the appendix, where no statistically significant relationships were found as these would simply be repetitive and would needlessly consume space, neither are the detailed output tables of all the regression analyses, even where there is a significant correlation, only the R and Sig. figures. Where no significant correlation is found, normally one scatter plot is reproduced (in the appendix) in each case to illustrate the type of pattern found in the non-significant analyses.

The information given in the summary tables is, however, sufficient for the reader to perform and view the results of all possible analyses by school percentages, if desired. (The tables of data by individual cases are not included at all as they are very large and unwieldy to include in a document such as this. However, they are available for inspection on request to the researcher.)

Following the analyses of the relationships between variables within the three categories noted (pupils, parents and staff), relevant relationships between variables in different categories are analysed. Factor analyses were carried out on the basis of the data from pupil questionnaires, parental questionnaires and the data from both pupil and parental questionnaires taken together.

Qualitative data is then analysed. The format for this analysis is detailed at the beginning of the relevant section, at pages 139 et seq. below.

The researcher has become increasingly aware during the course of the preparation of this chapter of the fact that many more analyses of potential interest could have been carried out, but were not simply owing to limitations of space. The *Conclusions* chapter will suggest further analyses which may be pursued beyond the scope of this dissertation.

#### ***4.3 Analysis of quantitative data - tabulated summary of school responses***

The responses by schools to the data gathering exercise are summarised in the table on the following page.

**Table 2 - Summary of school responses**

<b>School</b>	<b>Pupil questionnaires returned Total (M, F)</b>	<b>Questionnaires administered by</b>	<b>Parental questionnaires returned</b>	<b>Staff questionnaires returned</b>	<b>Focus group held Yes/No</b>	<b>Comments</b>
<b>Trewiwer (NWS)</b>	138 (82,56)	School	63	0	No	School insisted on administering pupil questionnaires themselves but delayed doing so for several weeks until the last week of the school year making it impracticable to organise a focus group.
Llanwiwer (NWP1)	4 (3,1)	Researcher	2	2	Yes	Teaching assistant present during focus group with child with additional educational needs, and participating.
Rhydwiwer (NWP2)	35 (22,13)	Researcher	16	5	Yes	No staff member present in room during focus group.
<b>Treddyfrgi (NES)</b>	54 (22,32)	Researcher	11	2	Yes	Teacher present during focus group, but not participating.
Llanddyfrgi (NEP1)	7 (4,3)	Researcher	5	4	Yes	Teacher present during focus group, and participating.
Rhyd-ddyfrgi (NEP2)	20 (12,8)	Researcher	8	5	Yes	Teaching assistant present during focus group, and participating.
<b>Trelwynog SES</b>	166 (85,81)	Researcher	54	5	Yes	Teacher present during focus group, but not participating.
Llanllwynog (SEP1)	21 (9,12)	Researcher	15	0	Yes	Teacher present during focus group, and participating.
Rhydlynog (SEP2)	36 (17,19)	School	0	0	Yes	Focus group held in open plan area, with teachers present but occupied with other groups of children.
<b>Trebathew (SWS)</b>	84 (41,43)	School	29	0	Yes	Teacher present during focus group, and participating.
Llanbathew (SWP1)	22 (7,15)	School	9	0	Yes	Teacher present during focus group, and participating.
<b>Totals</b>	587 (304,283)		212	23	10	

The researcher had no control over staff attendance at or participation in the focus group discussions. Although it was known that the researcher had Enhanced Disclosure from the Disclosure and Barring Service, most schools wished to ensure that a member of the teaching staff was at least within sight of the focus group meeting and this was also an ethical requirement by Bangor University. In practice, this also meant that the staff member was also within earshot of the discussion and it can therefore not be ruled out that this fact could have influenced pupils' comments or their willingness to comment on certain issues. Nevertheless, it was noticeable that in all the focus group discussions at least some participants were willing to make comments which could be considered negative about their school experience.

In some cases the teaching staff member was physically present within the group meeting and sometimes actually participated – this was most noticeably the case at Llanwiwer, where the staff member concerned had to be present because she was providing one to one support to a child with additional educational needs. The way the researcher has managed such situations is as follows:

- Where a pupil's or pupils' response has clearly been prompted by the staff member, for example, 'correcting' a pupil's assertion that he or she used little Welsh on the playground, the subsequent response has not been included in the analysis as it cannot be considered to be an accurate report of the pupil's or pupils' behaviour or attitude.
- Where a staff member's intervention may have influenced, but not directed, the pupil's or pupils' response, the data has been included in the analysis, but in such a case, the nature of the staff member's participation is also noted. This will be clear from the analysis of the focus group responses at pages 149 et seq. below.

A somewhat similar issue could have arisen in connection with the administration of the pupil questionnaires, where it would have been preferable, from the point of view of consistency, for the researcher to have administered them all himself. This would not only have enabled the researcher to guide the pupils through the questionnaire in, as far as practicable, the same way in all the schools, but also to ensure that the same instructions were given in each case regarding the parental questionnaires. This system

would also have ensured that no conscious or unconscious bias on behalf of the teacher administering the questionnaire could have influenced the results in any way.

It is impossible to know for certain whether such bias did occur in the cases of the four schools which chose to administer the questionnaire themselves, but the very anomalous result which does raise suspicion regarding teacher influence is at Llanbathew (see results table below), which revealed 100% of the pupils (out of a sample of 22) noting the influence of teachers on their use of Welsh, with 82% noting that as the most important influence. One other school, Llanwiwer, where the researcher administered the questionnaire, also recorded 100% of the pupils noting the influence of teachers, but on a very small sample of only four pupils, none of whom noted teachers as being the most important influence. Otherwise, no school records a percentage higher than 77% for teacher influence or 42% for teachers as the most important influence.

In the absence of any firm evidence of bias, however, and accepting that it could possibly be the case that at Llanbathew teachers did in reality exert an influence far beyond that at the other schools in the sample, this anomaly can only be noted here as possibly illustrating the need for ensuring consistent administration of questionnaires.

#### ***4.4 Analysis of quantitative data – pupils’ questionnaires***

Figures 5a to 5c below summarise the quantitative results from the data in the pupils’ questionnaires, together with the number of null responses for each variable, where relevant. The percentage results are calculated with the null responses excluded. The secondary school in each group is shown in bold for further ease of identification. The tables showing null responses in this category can be found in *Appendix 12* at page 330.

**Table 3a – Pupil questionnaire results**

**Key to Questionnaire Questions**

Q2 Percentages of pupils self-reporting as first language and second language speakers of Welsh.

Q3 Percentages of pupils reporting two, one and no parent able to speak Welsh.

Q4 Percentages of pupils reporting two, one and no parent using Welsh at home.

Q5 Average Likert-type score of pupils' self-reported ability in Welsh.

Q6 Average scores of pupils self-reporting use of Welsh in specified contexts (0 – Very little or not at all, 1 – Sometimes, 2 – Most of the time.)

School	Total responses (Male, Female)	Q2 (L1, L2 %)	Q3 Parental knowledge of Welsh (2, 1, 0 %)	Q4 Parental use of Welsh (2, 1, 0 %)	Q5 Competence in Welsh	Q6 Home use	Q6 Use with other relatives	Q6 Use with friends	Q6 Other social use	Q6 Social media use
<b>Trewiwer</b>	138 (82,56)	81, 19	69, 20, 11	70, 13, 17	8.2	1.6	1.4	1.6	1.5	1.2
Llanwiwer	4 (3,1)	50, 50	75, 0, 25	25, 50, 25	8.3	1.3	1.3	1.5	1.5	Null
Rhydwiwer	35 (22,13)	80, 20	79, 21, 0	73, 24, 3	8.1	1.8	1.5	1.8	1.7	1.3
Gwiwer Group	177 (107, 70)	81, 19	78, 18, 4	70, 16, 14	8.2	1.6	1.5	1.7	1.5	1.2
<b>Treddyfrgi</b>	54 (22,32)	96, 4	57, 33, 10	54, 22, 34	9.4	1.4	1.4	1.7	1.3	1.0
Llanddyfrgi	7 (4,3)	57, 43	29, 57, 14	0, 71, 29	8.1	0.6	1.0	0.9	0.6	0.3
Rhyd-ddyfrgi	20 (12,8)	65, 35	60, 35, 5	55, 25, 20	9.2	1.5	1.4	1.9	1.5	0.9
Dyfrgi Group	81 (38,43)	85, 15	56, 36, 8	49, 27, 22	9.2	1.3	1.4	1.7	1.3	1.0
<b>Trelwynog</b>	166 (85,81)	45, 55	1, 30, 69	0, 27, 73	8.2	0.6	0.7	1.0	0.4	0.2
Llanllwynog	21 (9,12)	19, 81	14, 48, 38	1, 43, 56	7.3	1.0	0.8	1.2	0.4	0.2
Rhydlwynog	36 (17,19)	0, 100	0, 17, 83	3, 0, 97	8.4	0.5	0.6	1.1	0.3	0.1
Llwynog Group	223 (111, 112)	35, 65	1, 29, 70	0, 24, 76	8.2	0.6	0.7	1.0	0.3	0.2
<b>Trebathew</b>	84 (41,43)	65, 35	48, 39, 13	40, 26, 34	8.3	1.2	1.2	1.0	1.1	0.7
Llanbathew	22 (7,15)	36, 64	41, 36, 23	36, 5, 59	8.4	1.2	1.4	1.1	1.0	0.8
Pathew Group	106 (48,58)	59, 41	46, 39, 15	40, 22, 38	8.2	1.2	1.2	1.0	1.1	0.7
<b>Full Sample</b>	587 (304,283)	60, 40	41, 29, 30	37, 22, 41	8.3	1.1	1.1	1.3	1.0	0.7

**Table 3b – Pupil questionnaire results (continued)**

**Key**

Q7 – Q8 Average scores of pupils self-reporting use of Welsh in specified contexts (0 – Very little or not at all, 1 – Sometimes, 2 – Most of the time.)

Q10 Percentages of pupils self-reporting specified influences on their use of Welsh followed by percentages noting specified influence as the most important.

School	Q7 Engaging with Welsh on TV	Q7 Engaging with Welsh on radio	Q7 Engaging with Welsh on websites	Q7 Engaging with Welsh music	Q8 Reading Welsh material	Q10 Influence of parents	Q10 Influence of home language	Q10 Influence of other family members	Q10 Influence of friends	Q10 Influence of teachers
<b>Trewiwer</b>	0.6	0.6	0.5	0.6	0.9	59 / 14	34 / 0	45 / 4	54 / 9	60 / 6
Llanwiwer	0.8	1.0	1.3	0.8	1.0	50 / 25	0 / 0	50 / 0	75 / 0	100 / 0
Rhydwiwer	0.7	1.0	0.3	0.9	0.9	69 / 40	29 / 0	43 / 11	69 / 9	71 / 6
Gwiwer Group	0.6	0.7	0.5	0.7	0.9	61 / 24	32 / 0	45 / 5	57 / 9	63 / 6
<b>Treddyfrgi</b>	0.9	0.8	0.9	0.9	1.3	63 / 24	9 / 2	56 / 20	74 / 20	61 / 6
Llanddyfrgi	0.3	0.3	0.4	0.1	0.6	57 / 0	14 / 0	71 / 0	43 / 0	57 / 14
Rhyd-ddyfrgi	0.5	0.4	0.6	0.7	1.4	85 / 50	15 / 0	25 / 0	70 / 0	65 / 0
Dyfrgi Group	0.7	0.7	0.8	0.8	1.3	68 / 28	11 / 1	49 / 14	70 / 14	62 / 5
<b>Trelwynog</b>	0.6	0.5	0.6	0.4	0.8	46 / 2	13 / 2	43 / 1	46 / 1	77 / 3
Llanllwynog	0.5	0.5	0.6	0.5	1.0	52 / 14	5 / 0	67 / 19	62 / 10	76 / 19
Rhydlynog	0.6	0.4	0.9	1.2	0.8	47 / 14	6 / 0	44 / 6	53 / 11	72 / 42
Llwynog Group	0.6	0.5	0.6	0.5	0.8	47 / 5	11 / 1	46 / 3	49 / 4	76 / 11
<b>Trebathew</b>	0.9	0.7	0.5	0.6	0.8	55 / 14	25 / 1	46 / 4	35 / 6	55 / 7
Llanbathew	0.8	0.8	1.4	1.0	1.1	59 / 9	36 / 0	68 / 0	68 / 0	100 / 82
Pathew Group	0.9	0.7	0.7	0.7	0.9	56 / 13	27 / 1	51 / 4	42 / 5	60 / 23
<b>Full Sample</b>	0.7	0.6	0.6	0.6	0.9	56 / 15	20 / 1	47 / 5	53 / 7	68 / 11



**Table 3c – Table of pupil questionnaire results (continued)**

**Key**

Q10 Percentages of pupils self-reporting specified influences on their use of Welsh followed by percentages noting specified influence as the most important.

Q11 - 12 Average Likert-type score of pupils' self-reported opinion on importance of language survival and learning about history and culture.

School	Q10 Influence of other school staff members	Q10 Influence of community workers	Q10 Influence of media celebrities	Q10 Influence of sports celebrities	Q10 Influence of internet	Q10 Influence of religion	Q10 Other influence	Q11 Importance of language survival	Q12 Importance of learning about history and culture
<b>Trewiwer</b>	23 / 0	12 / 0	8 / 0	9 / 0	9 / 0	7 / 0	4 / 0	8.4	8.1
Llanwiwer	0 / 0	25 / 0	0 / 0	25 / 0	0 / 0	25 / 0	25 / 0	7.5	7.8
Rhydwiwer	14 / 0	11 / 0	9 / 0	11 / 0	11 / 0	6 / 0	6 / 0	9.1	9.4
Gwiwer Group	21 / 0	12 / 0	8 / 0	10 / 0	10 / 0	7 / 0	4 / 0	8.5	8.4
<b>Treddyfrgi</b>	4 / 0	19 / 0	0 / 0	6 / 2	4 / 2	0 / 0	2 / 2	9.4	8.6
Llanddyfrgi	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	0 / 14	43 / 0	7.4	6.8
Rhyd-ddyfrgi	10 / 0	5 / 0	10 / 0	5 / 10	5 / 0	0 / 0	20 / 0	9.7	9.1
Dyfrgi Group	5 / 0	14 / 0	2 / 0	5 / 4	4 / 1	0 / 1	10 / 1	9.3	8.6
<b>Trelwynog</b>	20 / 1	17 / 0	13 / 0	17 / 0	15 / 0	7 / 0	8 / 0	9.2	8.6
Llanllwynog	10 / 0	14 / 0	0 / 0	5 / 0	5 / 0	10 / 0	0 / 0	9.7	9.4
Rhydlwynog	22 / 0	17 / 0	8 / 0	8 / 0	17 / 0	0 / 0	3 / 0	9.4	9.2
Llwynog Group	20 / 0	17 / 0	11 / 0	15 / 0	14 / 0	6 / 0	6 / 0	9.1	8.8
<b>Trebathew</b>	19 / 1	14 / 0	3 / 0	3 / 0	10 / 2	4 / 0	2 / 1	8.5	8.5
Llanbathew	64 / 0	27 / 0	14 / 0	14 / 0	27 / 0	5 / 0	0 / 0	9.0	8.8
Pathew Group	28 / 1	17 / 0	5 / 0	5 / 0	13 / 2	4 / 0	2 / 1	8.6	8.6
<b>Full Sample</b>	20 / 0	15 / 0	8 / 0	10 / 1	12 / 0	5 / 0	5 / 0	8.9	8.6

#### 4.4.2 Analysis of Quantitative Results by Variable (Pupils' Questionnaires)

##### 4.4.2.1 First and second language distribution (Q2)

The following graph shows comparative levels of Welsh self-reported as first language and as second language among the pupils for each school and each group as a whole, illustrating the predominance of L1 speakers in the Gwiwer and Dyfrgi Groups, of L2 speakers in the Llwynog group and the more equal distribution in the Pathew Group.

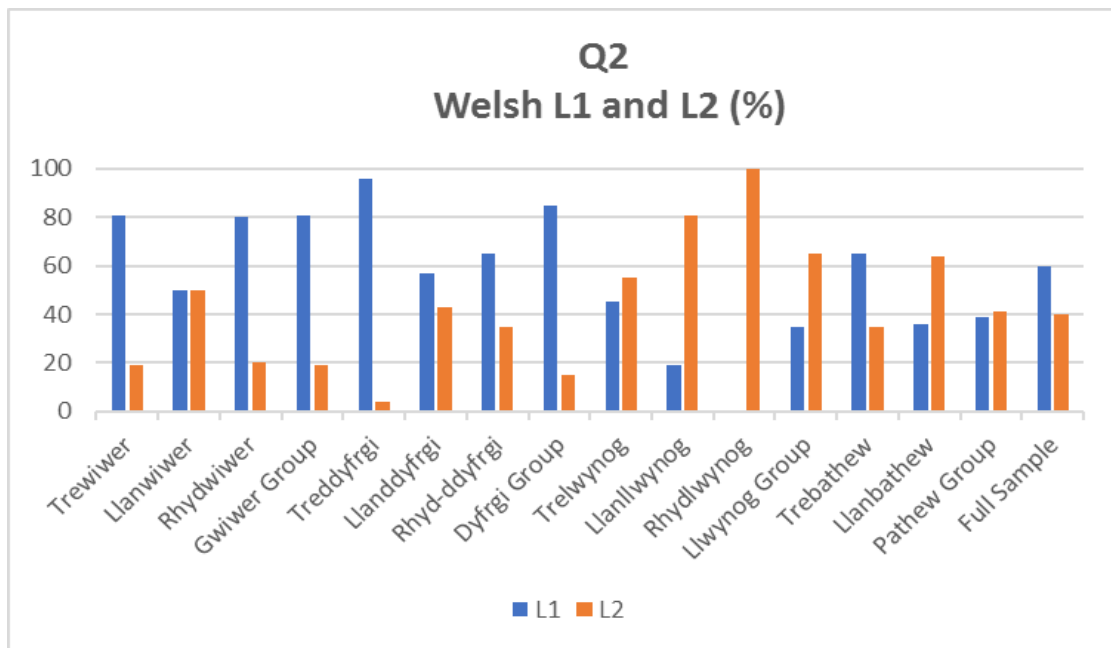


Fig. 3 - Welsh L1 and L2 (pupil questionnaires)

##### 4.4.2.2 Reported parental ability in Welsh (Q3) and parental use of Welsh (Q4)

A similar pattern is seen in the responses to these two questions, as illustrated in the tables below, with parental use and knowledge being higher in the case of the first two groups, low in the case of the third and moderate in the case of the Pathew group.

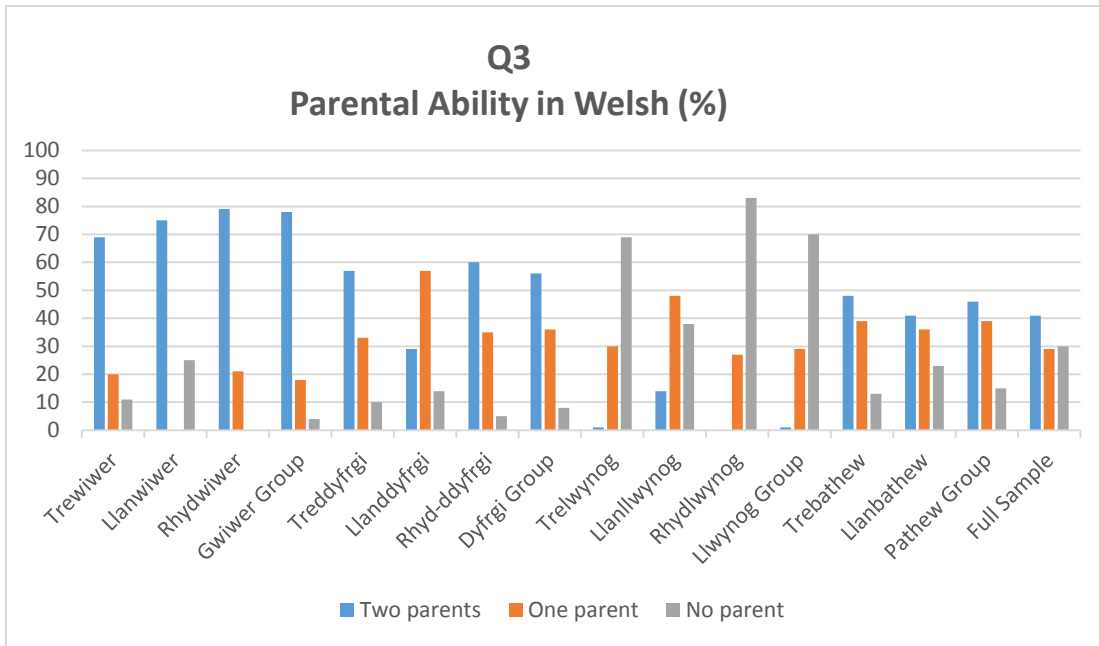


Fig. 4 - Parental ability in Welsh (pupil questionnaires)

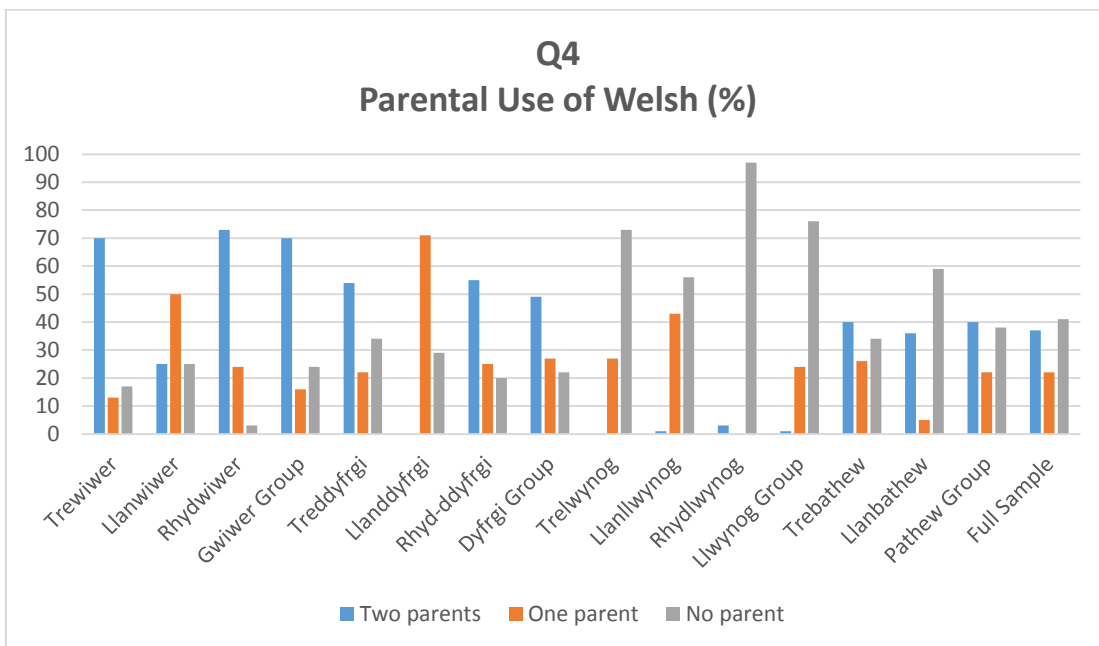


Fig. 5 - Parental use of Welsh (pupil questionnaires)

**4.4.2.3 Self-reported competence in Welsh (Q5)**

These levels are very similar for the Gwiwer (NW), Llwynog (SE) and Pathew (SW) groups (at 8.2, 8.3 and 8.2 respectively), but higher for the Dyfrgi group, at 9.2.

**4.4.2.4 Use of Welsh in various contexts (Q6)**

Home use, use with other family members and social use all exhibit a similar pattern,

being higher than the Llwynog group in the three other groups although use with friends is at the same level in the Llwynog and the Pathew groups. Engagement with Welsh in social media is, however, lower in all groups, and as low as 0.2 in the Llwynog group.

**4.4.2.5 Engagement with Welsh in various media (Q7)**

Engagement with Welsh on television, radio, websites and music is generally low, ranging from 0.6 to 0.9 across the groups.

**4.4.2.6 Reading Welsh material other than school work (Q8)**

The levels were low in the Gwiwer, Llwynog and Pathew groups, at 0.9, 0.8 and 0.9 respectively, but significantly higher, at 1.3, in the Dyfrgi group, with Rhyd-ddyfrgi recording 1.4.

**4.4.2.7 Influences on social language use (Q10)**

The following graphs illustrate percentages noting, and recording as most important, the six influences which were noted by 20% or more of the pupils in the overall sample, beginning with the influence most often noted.

Although the questionnaire did not differentiate between positive and negative influence, it is likely that the context of the project would have led respondents to interpret the question as referring to a positive influence on language use.

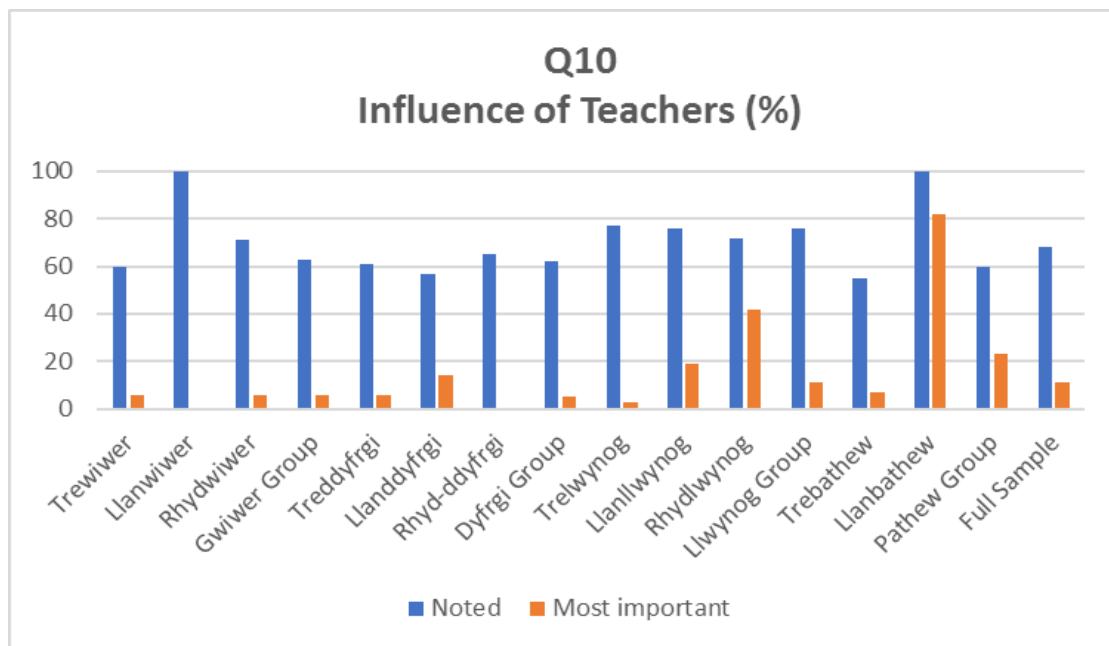


Fig. 6 - Influence of teachers (pupil questionnaires)

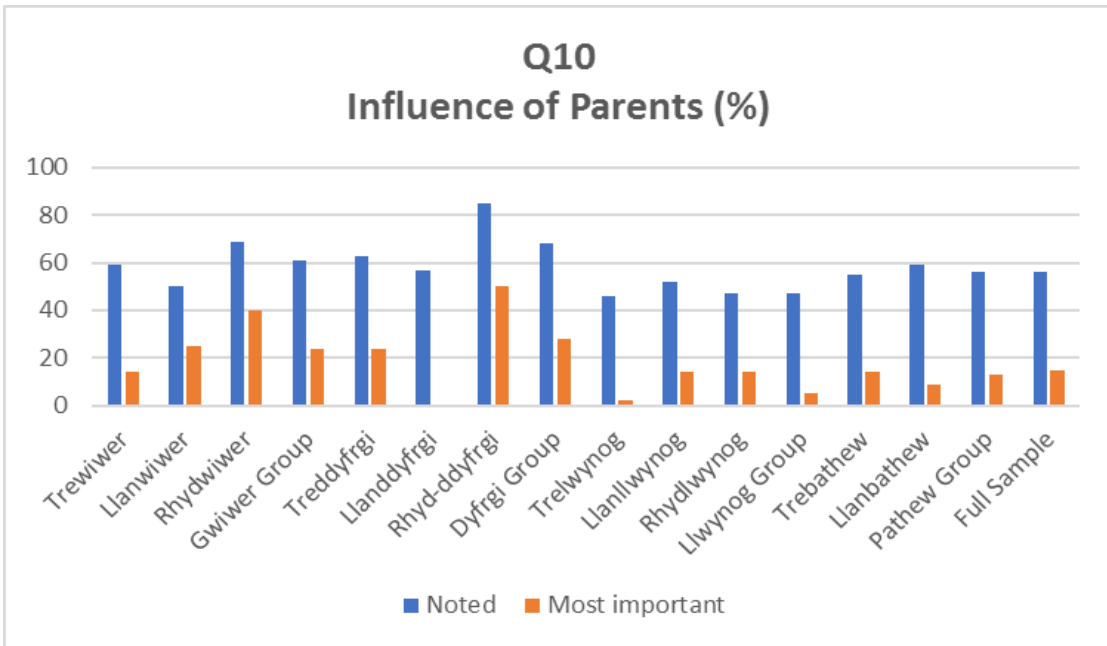


Fig. 7 - Influence of parents (pupil questionnaires)

It should be noted that although the influence of teachers was the factor most often noted overall, more pupils stated that parents were the most important influence on their use of Welsh (15% as compared to 11% in the case of teachers' influence).

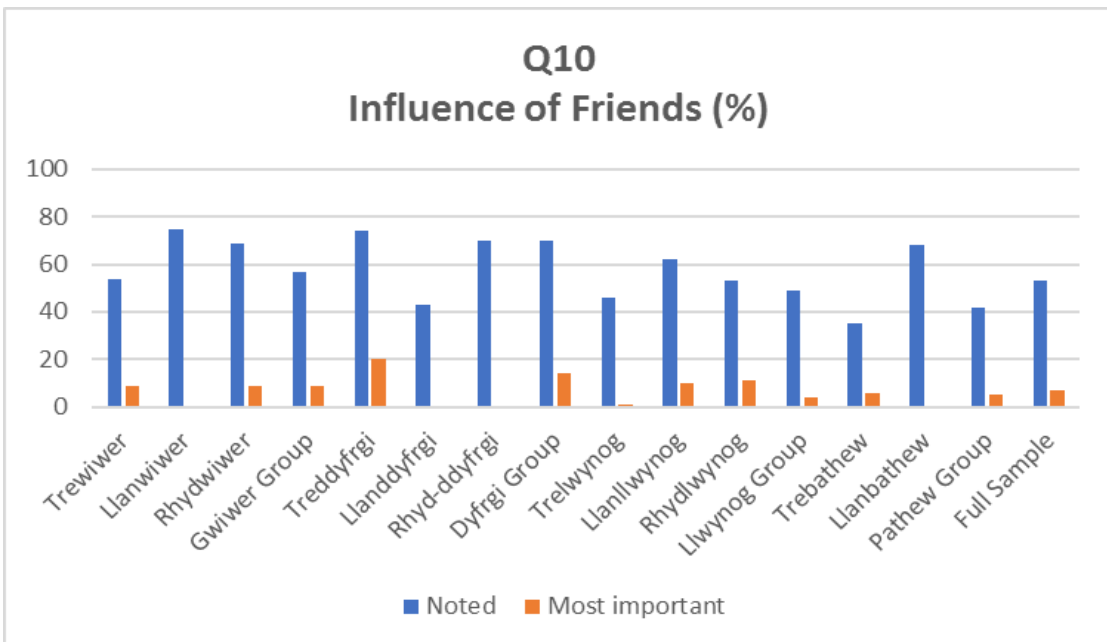


Fig. 8 - Influence of friends (pupil questionnaires)

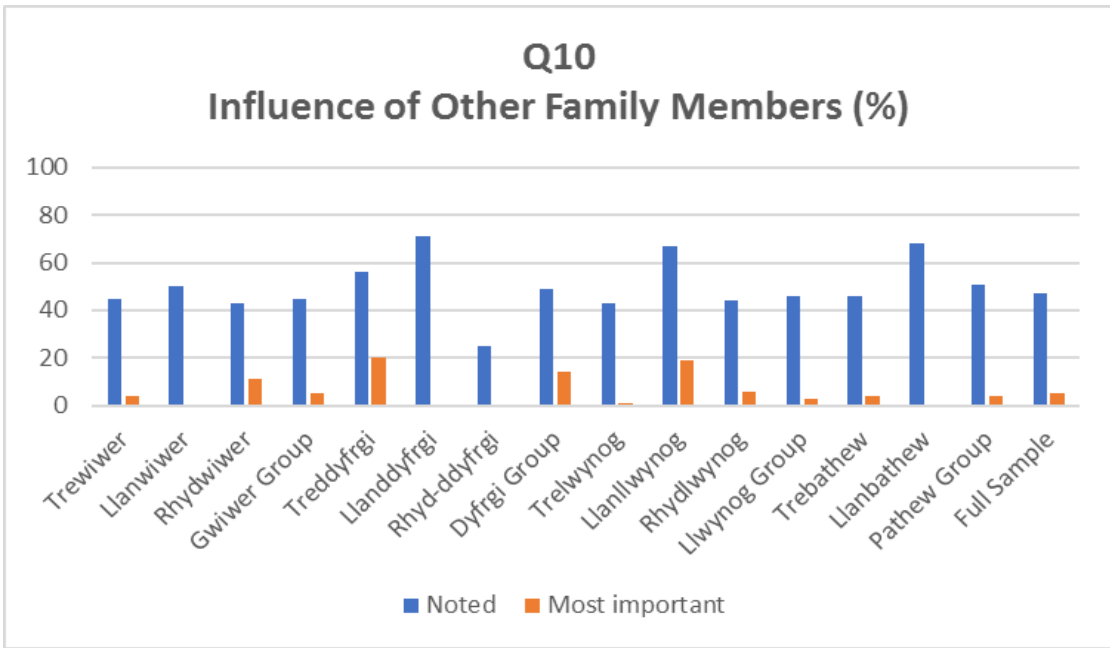


Fig. 9 - Influence of other family members (pupil questionnaires)

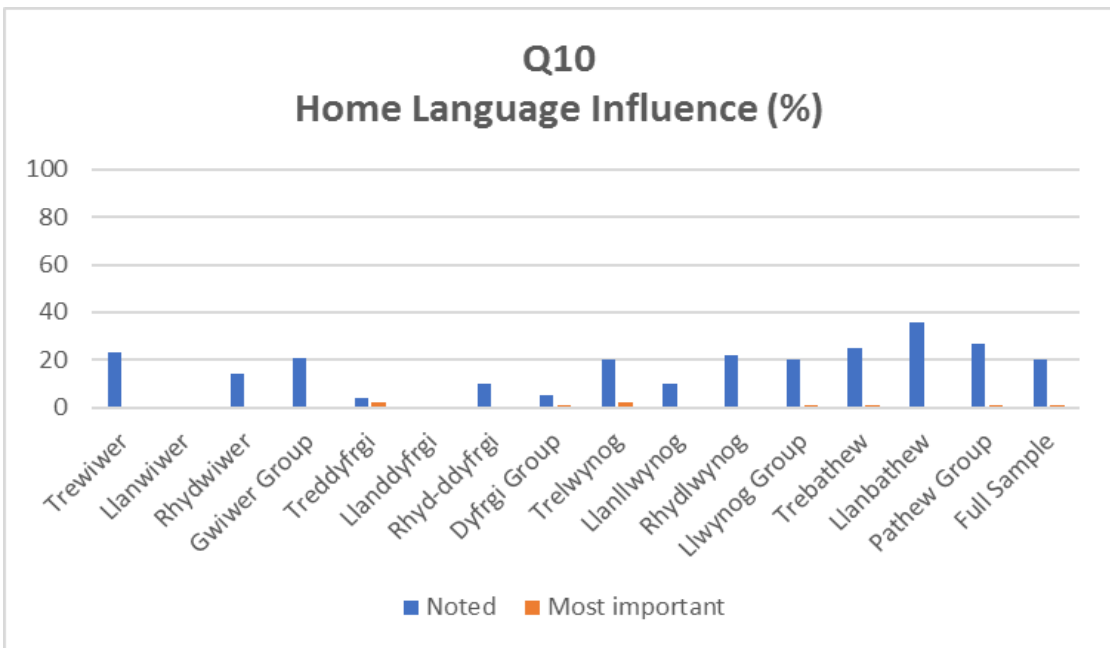


Fig. 10 - Influence of home language (pupil questionnaires)

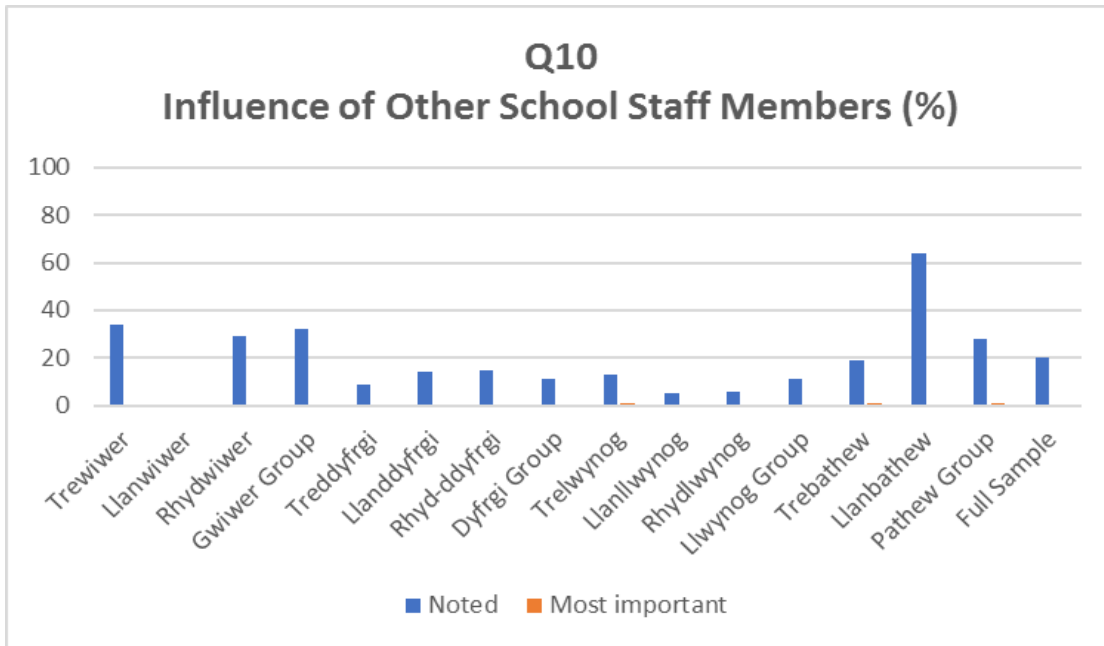


Fig. 11 - Influence of other school staff members (pupil questionnaires)

The following graph illustrates the percentages of influences noted and recorded as being most important across the full sample:

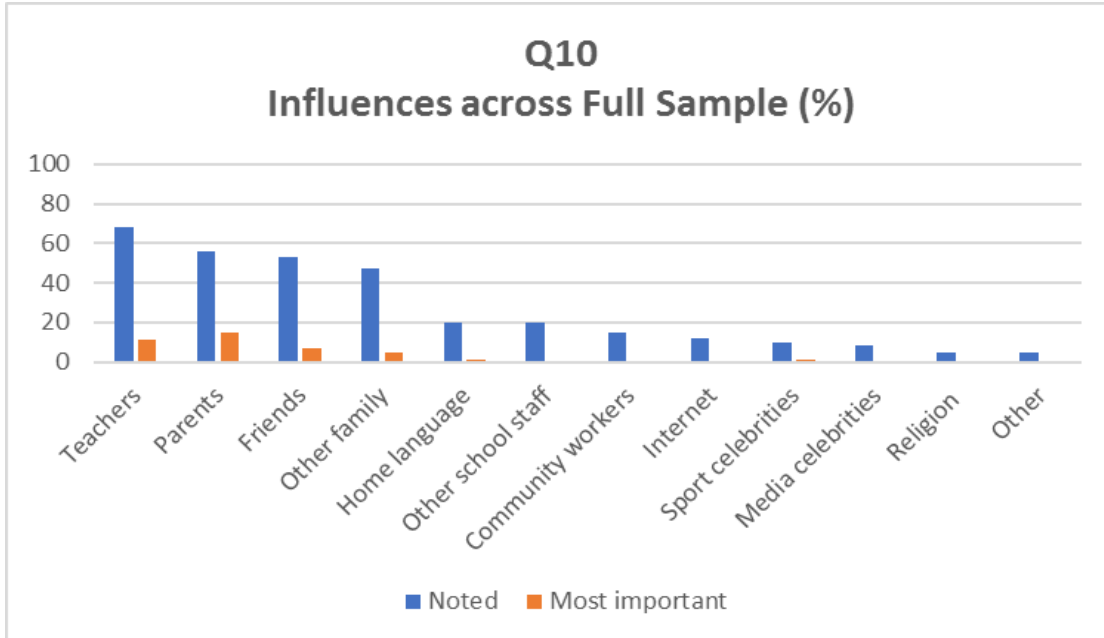


Fig. 12 - Influences across full sample (pupil questionnaires)

The 'Other' data is not included in the previous graphs. The infrequent responses under this heading produced little of interest, many pupils simply noting influences they had already ticked, for example, noting 'Teachers' again. This may have been meant to

record the influence as ‘Most important’ but as there can be no certainty of that, this data has been omitted from the analysis.

This graph illustrates clearly the fact that beyond ‘Other school staff members’ the number of responses becomes very low, which may lead to a suspicion of bias against the later possible answers in a list, a phenomenon which is recognised by previous researchers and commentators on research methods (for example, Gillham, 2011; Krosnick and Presser, 2010). To a degree, this was unavoidable in the present project, given that pupils had a limited time to fill in their questionnaires, although when the researcher himself was allowed to administer the questionnaires, he sought to counter any possible bias by reading aloud all the suggested influences before asking the pupils to tick their answers. Given the possibility of bias, however, the ‘later’ responses may be of greater significance than the level of responses recorded would suggest and this is recognised in the attention given to them in the next chapter (p216).

#### 4.4.2.8

#### *Likert-type scale responses to importance of language survival and importance of learning about Welsh history and culture (Q11 and Q12)*

The chart below illustrates the close correlation between the responses to these two questions, the average score being above 6 in all cases:

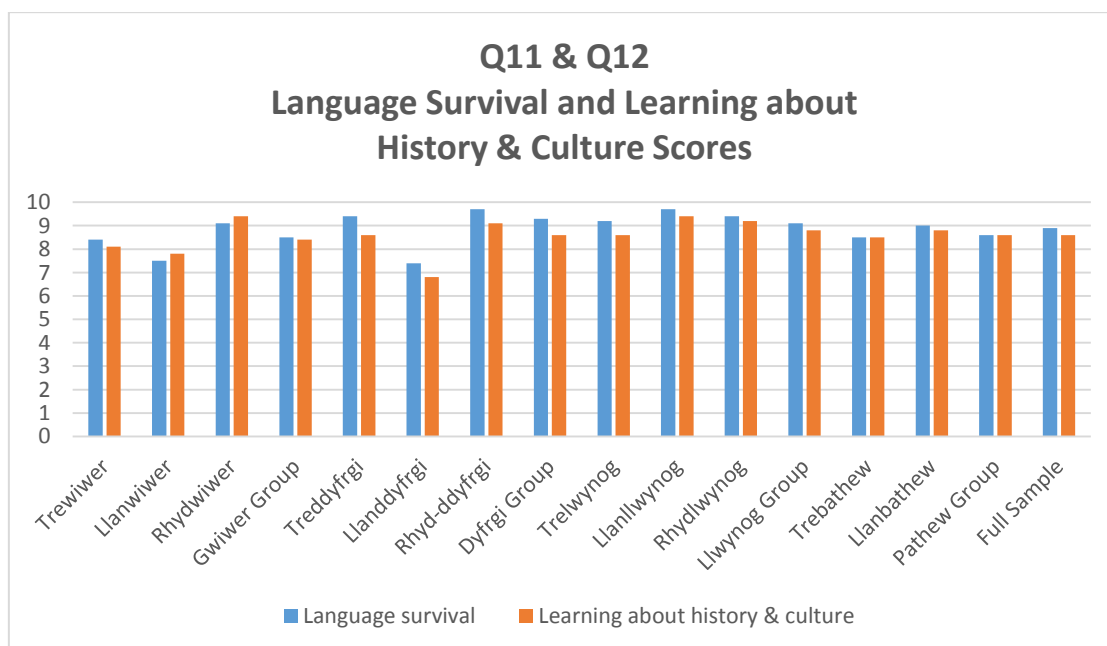




Fig. 13 - Language survival and learning about history & culture scores (pupil questionnaires)

**4.4.3 Correlations within pupils' questionnaire data**

**4.4.3.1 Relationship between percentage of Welsh speakers within communities and pupils' reported competence in Welsh, usage of Welsh in various contexts and attitude to the language and to learning about Welsh culture and history.**

Scatter plot and linear regression analysis reveal no significant correlation between the percentage of Welsh speakers in the community and reported competence in Welsh, reported use with friends or on social media or engagement with Welsh on television or on websites or listening to Welsh music or reading Welsh language material beyond school work. No significant correlation was found either with attitudes to the survival of the language or learning about Welsh culture and history in school.

As examples typical of the findings with regard to these relationships, the linear regression and scatter plot results for two of the combinations are shown below:

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.103 <sup>a</sup>	.011	-.099	.5845

a. Predictors: (Constant), Percentage W/S

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.033	1	.033	.096	.764 <sup>b</sup>
	Residual	3.074	9	.342		
	Total	3.107	10			

a. Dependent Variable: Competence

b. Predictors: (Constant), Percentage W/S

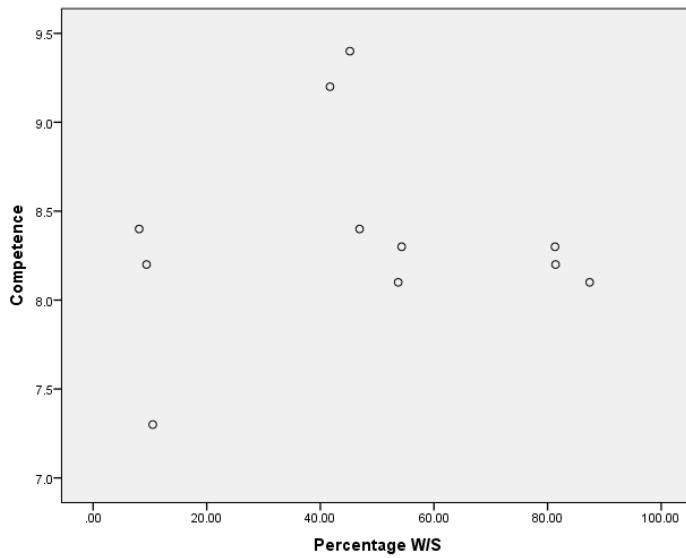


Fig. 14 - Relationship between percentage of Welsh speakers in the community and pupils' reported competence in Welsh (pupil questionnaires)

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.356 <sup>a</sup>	.127	.030	.7669

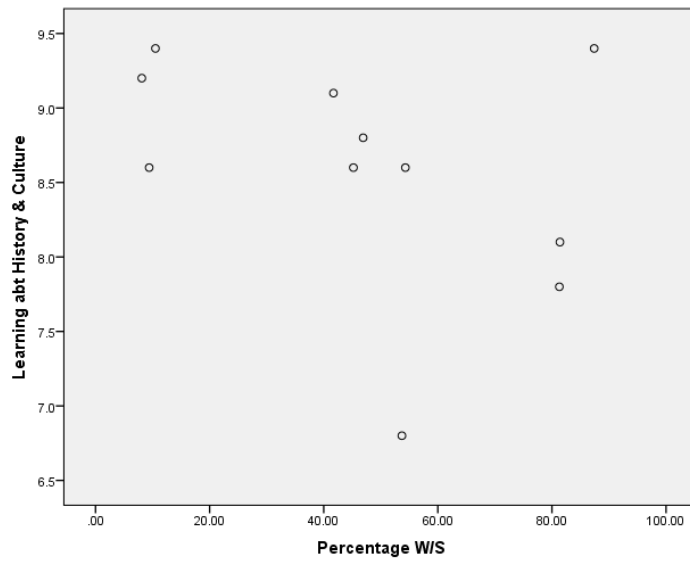
a. Predictors: (Constant), Percentage W/S

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.768	1	.768	1.306	.283 <sup>b</sup>
	Residual	5.293	9	.588		
	Total	6.062	10			

a. Dependent Variable: Learning abt History and Culture

b. Predictors: (Constant), Percentage W/S



*Fig. 15 - Relationship between percentage of Welsh speakers in the community and attitude to learning about Welsh culture and history (pupil questionnaires)*

A strong positive correlation is indicated in the case of the use of the language with other relatives ( $R=.817$ ,  $\text{Sig}=.002$ ) and use in 'other' social situations ( $R=.858$ ,  $\text{Sig}=.001$ ), and a weaker positive correlation in the case of home use ( $R= .737$ .  $\text{Sig}=.010$ ) and listening to Welsh on radio ( $R = .633$   $\text{Sig} .036$ ).

The relevant scatter plots, including lines of best fit, are shown below:

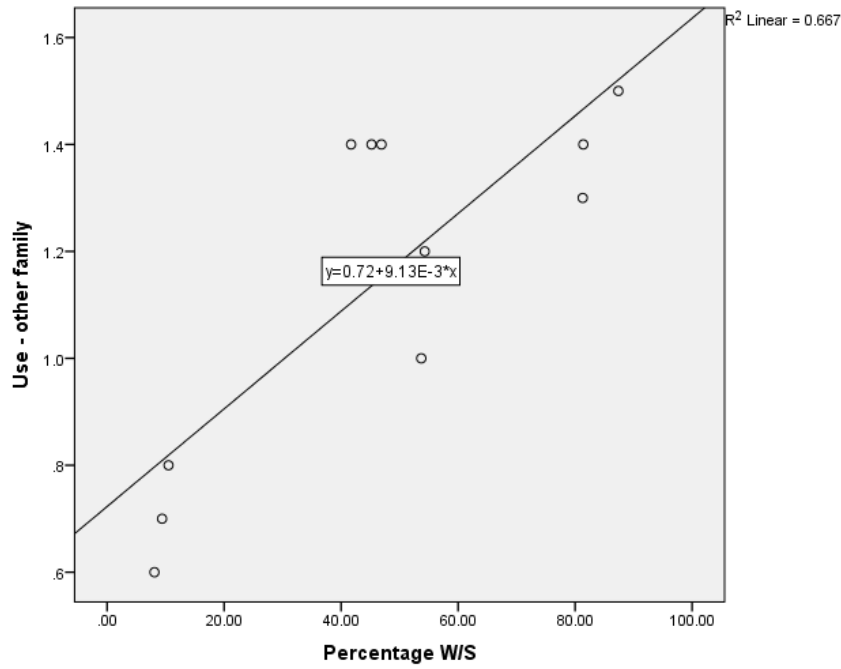


Fig. 16 - Relationship between percentage of Welsh speakers in the community and use of Welsh with other relatives (pupil questionnaires)

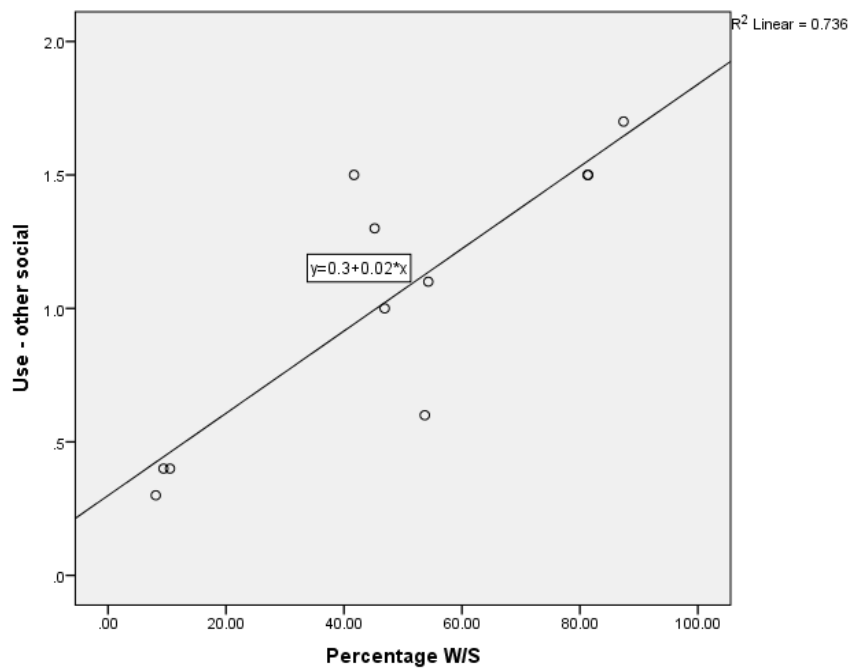


Fig. 17 - Relationship between percentage of Welsh speakers in the community and use in other social contexts (pupil questionnaires)

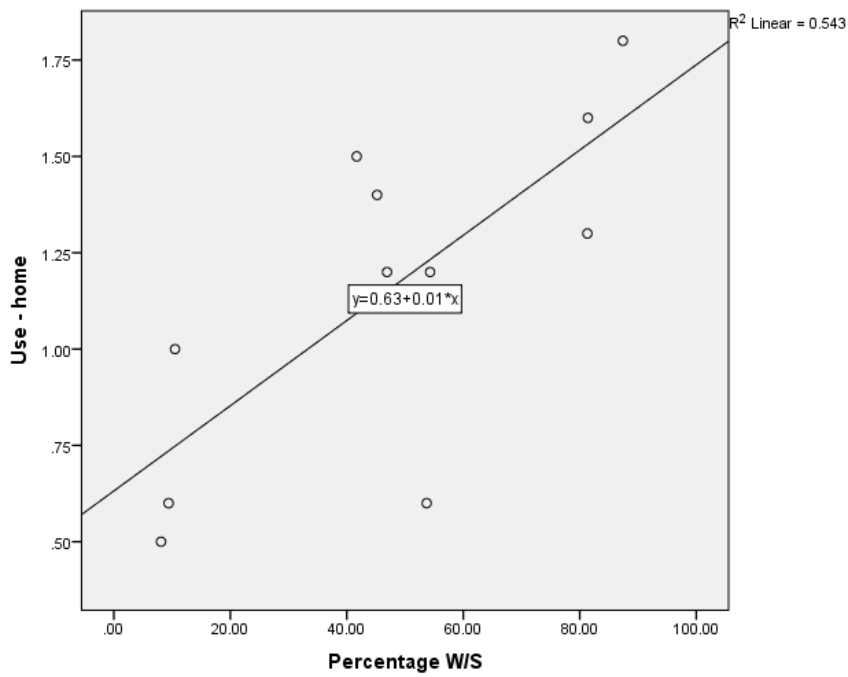


Fig.18 - Relationship between percentage of Welsh speakers in the community and home use (pupil questionnaires)

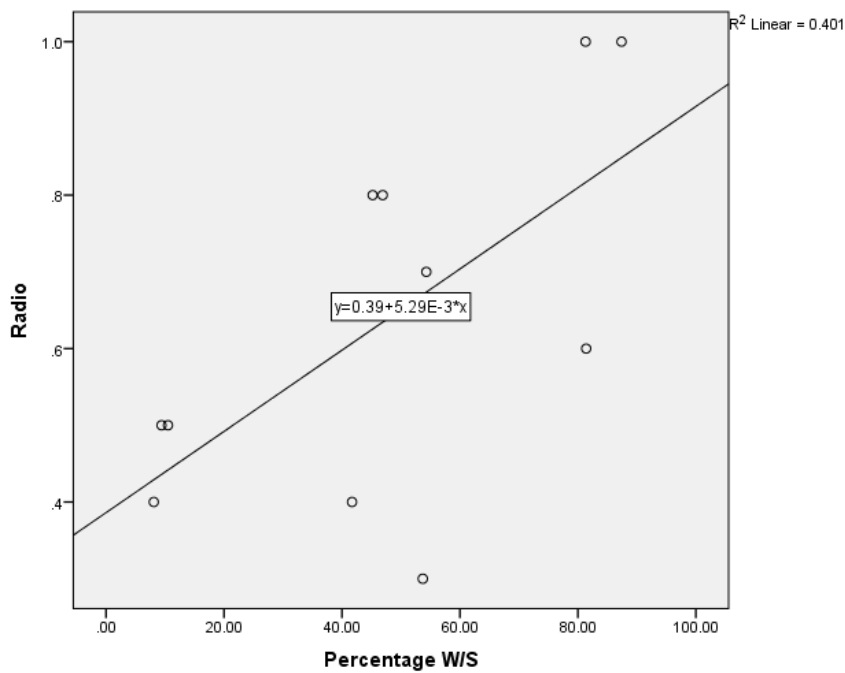


Fig. 19 - Relationship between percentage of Welsh speakers in the community and listening to Welsh on radio (pupil questionnaires)

#### ***4.4.3.2 Relationship between percentage of pupils self-reporting as L1 and pupils' reported competence in Welsh, usage of Welsh in various contexts and attitude to the language and to the teaching of Welsh culture and history.***

Scatter plot and linear regression analysis reveal no significant correlation between the percentage of pupils reporting themselves to be first language Welsh speakers and any of the relevant variables, except in the case of home use ( $R=.709$ ,  $\text{Sig}=.015$ ), use of the language with relatives beyond the home ( $R=.781$ ,  $\text{Sig}=.005$ ), and other social use ( $R=.768$ ,  $\text{Sig}=.006$ ). The relevant scatter plots can be found in *Appendix 12*, at page 332.

#### ***4.4.3.3 Relationship between pupils' self-reported competence in Welsh, pupils' usage in various contexts and attitude to the language and to the teaching of Welsh culture and history (based on school averages)***

The only finding of significance in relation to competence was a relatively weak positive correlation with reading Welsh materials beyond schoolwork requirements ( $R=.639$ ,  $\text{Sig}=.034$ ) – see scatter plot at page 333. Self-reported competence does not appear to be even weakly correlated with attitudes towards the language or to the teaching of Welsh culture and history.

#### ***4.4.3.4 Relationship between pupils' self-reported competence in Welsh, pupils' usage in various contexts and attitude to the language and to learning about Welsh culture and history (based on individual cases).***

Not even a moderately significant correlation was found in any of the regressions performed, the highest  $R$  value being  $.297$  (in the case of radio listening). The scatter plot, reproduced at page 333, setting competence against use with other relatives is typical.

#### ***4.4.3.5 Relationship between home language context (pupils' reported parental ability and usage), pupils' usage in various contexts and attitude to the language (based on school percentages).***

A significant correlation was indicated between the percentage of pupils with two parents reported as being able to speak Welsh and home use ( $R=.907$ ,  $\text{Sig}=.000$ ), use with other family members ( $R=.932$ ,  $\text{Sig}=.000$ ), use with friends ( $R=.742$ ,  $\text{Sig}=.009$ ) and particularly with use in other social contexts ( $R=.981$ ,  $\text{Sig}=.000$ ), but there was no significant correlation indicated with engagement with Welsh on the internet or other media or with reading extra-curricular Welsh language material. No significant

correlation was observed either with the pupils' self-reported competence in Welsh. The relevant scatter plots can be found at page 334.

There was not even a weak correlation indicated between the percentage of pupils with one parent reported as being able to speak Welsh and any other variable. The scatter plot for the relationship with the use of Welsh with friends, reproduced at page 336, is typical.

The percentage of pupils with no parent reported as being able to speak Welsh was significantly correlated (negatively) with home use ( $R=-.790$ ,  $\text{Sig}=.004$ ), use with other family members ( $R=-.887$ ,  $\text{Sig}=.000$ ), and other social use ( $R=-.798$ ,  $\text{Sig}=.003$ ). The relevant scatter plots are reproduced at page 336.

There was quite a strong correlation between the reported percentage of two parents being able to speak Welsh and two parents' use of Welsh ( $R=.849$ ,  $\text{Sig}=.001$ ), but not between one parent's ability to speak the language and one parent's use – see scatter plots at page 338.

Turning to the influence of parents' use of Welsh, a strong positive relationship was indicated between the percentage of two parents' reported use of Welsh and pupils' home use ( $R=.934$ ,  $\text{Sig}=.000$ ), use with other relatives ( $R=.883$ ,  $\text{Sig}=.000$ ) and other social use ( $R=.904$ ,  $\text{Sig}=.000$ ), with a somewhat weaker relationship in the case of use with friends ( $R=.786$ ,  $\text{Sig}=.004$ ) and no significant relationship with use on electronic media. The relevant scatter plots can be found at page 339.

Where only one parent used Welsh, there was no significant correlation found with any of the above variables, the scatter plot for the relationship with other social use, reproduced on page 341, being typical.

In the case of no parent using Welsh, there were strong negative correlations with use with other relatives ( $R=-.817$ ,  $\text{Sig}=.002$ ) and other social use ( $R=-.850$ ,  $\text{Sig}=.001$ ), but not with the other variables. The relevant scatter plots can be found at page 341.

***4.4.3.6 Relationship between home language context (pupils' reported parental ability and usage), pupils' usage in various contexts and attitude to the language (based on individual cases).***

When individual cases were compared, a significant positive correlation was found between the number of parents able to speak Welsh and home use ( $R=.680$ ,  $\text{Sig}=.000$ ), use with other relatives ( $R=.577$ ,  $\text{Sig}=.000$ ) and other social use ( $R=.571$ ,  $\text{Sig}=.000$ ), although as the figures show, none of the relationships was particularly strong. In all other comparisons, no R value above .373 was recorded. The scatter plots are not shown as they are not graphically meaningful as the values for each variable in the significant correlations could only be 0, 1 or 2.

There was no significant correlation between the number of parents reported as being able to speak Welsh and the pupils' attitude to the survival of the language, as the scatter plot on page 343 reveals:

Comparison between the number of parents reported as using Welsh and the other variables revealed no moderate or strong correlations, the highest R value being .490, in the case of home use. There was no correlation either between reported parents' use of Welsh and the pupils' attitude to the survival of the language.

***4.4.3.7 Relationship between home language context (pupils' reported parental knowledge and usage), and pupils' engagement with Welsh on radio, television and the internet and listening to Welsh music and reading Welsh (based on school percentages).***

No significant correlation, either positive or negative, was found between the percentage of pupils reporting two parents able to speak Welsh or one parent able to speak Welsh or no parent able to speak Welsh and any of the above variables. The scatter plot for the relationship between the percentage of pupils reporting two parents able to speak Welsh with the 'music' variable, reproduced on page 343, is typical.

The findings were similar in the case of the relationship between parents' reported use of Welsh and the same variables. No significant correlations were found, with the sole exception of a negative correlation between one parent being reported as using Welsh and pupils' listening to Welsh music ( $R=-.759$ ,  $\text{Sig}=.007$ ) – see scatter plot on page 344.



Of the other cases, the scatter plot for the relationship between two parents being reported as using Welsh and pupils' engagement with Welsh content on television, reproduced at page 344, is typical.

***4.4.3.8 Relationship between home language context (pupils' reported parental ability and usage), and pupils' engagement with Welsh on radio, television and the internet and listening to Welsh music and reading Welsh (based on individual cases).***

No moderate to strong correlations were found in any of the linear regressions performed.

***4.4.3.9 Relationship between pupils' attitude to the Welsh language and usage in various contexts and attitude to learning about Welsh culture and history (based on school percentages).***

There was no significant correlation with use in any context, but a strong positive correlation with pupils' attitude to learning about Welsh culture and history ( $R=.894$ ,  $\text{Sig}=.000$ ) – see scatter plot at page 345.

***4.4.3.10 Relationship between pupils' attitude to the Welsh language and usage in various contexts and attitude to learning about Welsh culture and history (based on individual cases).***

As in the above analysis based on school percentages, the only significant correlation found was between attitude to the survival of the language and attitude to learning about Welsh culture and history ( $R=.658$ ,  $\text{Sig}=.000$ ). The scatter plot can be seen on page 345.

The highest R value found in any of the other comparisons was .327, in the case of engagement with Welsh on television.

***4.4.3.11 Relationship between pupils' attitude to learning about Welsh culture and history and usage of Welsh in various contexts (based on school averages).***

No significant correlation was indicated between pupils' attitude to learning about Welsh culture and history and any of the relevant variables. The scatter plot for the relationship to usage with friends (page 346) is illustrative of the lack of significant correlation.

#### ***4.4.3.12 Relationship between pupils' attitude to learning about Welsh culture and history and usage of Welsh in various contexts (based on individual cases).***

No correlation of any magnitude was found in any comparison, the highest R value being .263 in the case of engagement with Welsh on television.

#### ***4.4.3.13 Relationship between gender and competence, attitude, and usage variables.***

T- test analysis revealed a significant variation in self-reported competence in Welsh between males and females, revealing means of 7.831 (M) and 8.445 (F) (Sig.=.000). The T-test with regard to attitude to language survival also revealed a significant difference, with means of 8.569 (M) and 9.165 (F) (Sig.=.000). However, the variation was not significant in the case of attitude to learning about Welsh culture and history.

When analysis was performed according to school group, the results were as follows:

##### *Gwiwer*

Gender and competence: no significant difference in means; gender and attitude to language survival: no significant difference in means; gender and attitude to learning about culture and history: no significant difference in means.

##### *Dyfrgi*

Gender and ability: significant difference in means (8.842 (M), 9.535 (F), Sig=.024); gender and attitude to language survival: no significant difference in means; gender and attitude to learning about culture and history: significant difference in means (8.145 (M), 8.965 (F), Sig=.024).

##### *Llwynog*

Gender and ability: no significant difference in means; gender and attitude to language survival: significant difference in means (8.846 (M), 9.294 (F), Sig=.029); gender and attitude to learning about culture and history: no significant difference in means.

##### *Pathew*

Gender and ability: significant difference in means (7.417 (M), 8.621 (F), Sig=.006); gender and attitude to language survival: no significant difference in means; gender and attitude to learning about culture and history: no significant difference in means.

The results for females were more positive than those for males in all categories except in the case of attitude to learning about culture and history in the Llwynog Group.

The relationship of gender to usage and engagement in various contexts is set out in the table below. The correlation, analysed by T-test, is reported as either 'N/S' (not statistically significant) or as indicating significantly varying means followed by the Sig. value. The usage and engagement columns are ordered according to decreasing significance of variation across the full sample.

**Table 4 - Relationship of gender to usage and engagement in various contexts (pupil questionnaires)**

	Music	Web	Friends	TV	Radio	Reading	Social media	Other relatives	Home	Other social
<b>Gwiwer</b>	0.55 (M) 0.85 (F) Sig.=.003	N/S	1.57 (M) 1.76 (F) Sig.=.017	0.56 (M) 0.78 (F) Sig.=.049	N/S	N/S	N/S	N/S	1.52 (M) 1.72 (F) Sig.=.039	N/S
<b>Dyfrgi</b>	N/S	N/S	1.45 (M) 1.86 (F) Sig.=.001	N/S	N/S	1.08 (M) 1.47 (F) Sig.=.007	0.69 (M) 1.27 (F) Sig.=.001	N/S	N/S	N/S
<b>Llwynog</b>	0.44 (M) 0.66 (F) Sig.=.015	0.49 (M) 0.75 (F) Sig.=.001	0.91 (M) 1.15 (F) Sig.=.008	N/S	N/S	N/S	N/S	0.56 (M) 0.76 (F) Sig.=.014	N/S	N/S
<b>Pathew</b>	N/S	N/S	0.88 (M) 1.14 (F) Sig.=.037	N/S	0.50 (M) 0.78 (F) Sig.=.019	N/S	N/S	N/S	N/S	N/S
<b>Full sample</b>	0.50 (M) 0.76 (F) Sig.=.000	0.53 (M) 0.73 (F) Sig.=.000	1.20 (M) 1.40 (F) Sig.=.001	0.59 (M) 0.75 (F) Sig.=.003	0.53 (M) 0.66 (F) Sig.=.021	0.85 (M) 0.98 (F) Sig.=.026	N/S	N/S	N/S	N/S

#### 4.4.3.14 Relationship between gender and influences on language use.

The following table shows the percentages noting each influence for each gender followed in brackets by the percentage noting that influence as the most important for each gender. T-test results are also noted as either not statistically significant (N/S) or as a Sig. figure where there is a statistical significance. The influence columns are ordered according to decreasing statistical significance across the full sample.

**Table 5 - Relationship between gender and influences on language use (pupil questionnaires)**

Group	Home language	Sport celebs	Media celebs	Other relatives	Other staff	Internet	Friends	Parents	Religion	Comm. workers	Teachers
<b>Gwiwer</b>	M 38.3 (0.0) F 22.9 (0.0) Sig.=.027	M 13.1 (0.0) F 4.3 (0.0) N/S	M 12.1 (0.0) F 1.4 (0.0) N/S	M 47.7 (4.7) F 41.4 (4.3) N/S	M 26.2 (0.0) F 12.9 (0.0) N/S	M 15.0 (0.0) F 5.7 (0.0) N/S	M 55.1 (9.3) F 57.1 (8.6) N/S	M 58.9 (16.8) F 61.4 (30.0) N/S	M 11.2 (0.0) F 0.0 (0.0)	M 15.0 (0.0) F 7.1 (0.0) Sig.=.025	M 63.6 (5.6) F 62.9 (10.0) N/S
<b>Dyfrgi</b>	M 13.2 (0.0) F 9.3 (2.3) N/S	M 7.9 (7.9) F 2.3 (0.0) N/S	M 5.3 (0.0) F 0.0 (0.0) N/S	M 39.5 (10.5) F 58.1 (18.6) N/S	M 10.5 (0.0) F 0.00 (0.0) Sig.=.044	M 2.6 (0.0) F 2.3 (0.0) N/S	M 63.3 (2.6) F 76.7 (23.3) N/S	M 63.2 (23.7) F 72.1 (34.9) N/S	M 0.0 (0.0) F 0.0 (2.3)* N/S	M 10.5 (0.0) F 18.6 (2.3) N/S	M 71.1 (10.5) F 53.5 (0.0) N/S
<b>Llwynog</b>	M 14.4 (0.0) F 8.0 (2.7) N/S	M 19.8 (0.0) F 9.8 (0.0) Sig.=.036	M 12.6 (0.0) F 9.8 (0.0) N/S	M 37.8 (1.8) F 53.6 (4.5) Sig.=.018	M 23.4 (0.0) F 16.1 (0.0) N/S	M 19.8 (0.0) F 8.0 (0.0) Sig.=.011	M 45.9 (4.5) F 51.8 (2.7) N/S	M 42.3 (3.6) F 50.0 (7.1) N/S	M 3.6 (0.0) F 7.1 (0.0) N/S	M 16.2 (0.0) F 17.9 (0.0) N/S	M 73.0 (10.8) F 79.5 (10.7) N/S
<b>Pathew</b>	M 31.3 (0.0) F 19.0 (1.7) N/S	M 6.3 (0.0) F 1.7 (0.0) N/S	M 4.2 (0.0) F 3.4 (0.0) N/S	M 39.6 (2.1) F 55.2 (5.2) N/S	M 25.0 (2.1) F 25.9 (0.0) N/S	M 6.3 (0.0) F 16.5 (3.4) N/S	M 41.7 (6.3) F 43.1 (3.4) N/S	M 45.8 (12.5) F 55.1 (13.8) N/S	M 2.1 (0.0) F 1.7 (0.0) N/S	M 10.4 (0.0) F 27.6 (0.0) Sig.=.023	M 64.6 (18.8) F 56.9 (25.9) N/S
<b>Full sample</b>	M 24.7 (0.0) F 14.3 (1.8) Sig.=.004	M 14.0 (1.0) F 5.7 (0.0) Sig.=.005	M 10.3 (0.0) F 5.0 (0.0) Sig.=.016	M 42.0 (4.0) F 50.9 (6.5) Sig.=.020	M 23.3 (0.3) F 15.1 (0.0) Sig.=.021	M 14.0 (0.0) F 8.2 (0.7) Sig.=.048	M 50.3 (6.3) F 55.9 (7.5) N/S	M 51.3 (11.3) F 56.3 (17.6) N/S	M 5.7 (0.0) F 3.2 (0.4) N/S	M 14.3 (0.0) F 15.8 (0.4) N/S	M 69.0 (10.3) F 67.7 (12.2) N/S

\* In some questionnaires, pupils noted an influence as the most important without having previously ticked that as an influence.

#### ***4.4.3.15 Relationship between year group and competence, usage and attitude variables.***

T- test analysis revealed significant variation (sig.=.003) in self-reported competence in Welsh between Year 6 and Year 7 pupils across the whole sample, the means being 7.604 and 8.3 respectively. The T-test with regard to attitude to language survival also revealed a significant difference, with means of 9.203 and 8.737 respectively (Sig.=.007), as did the test comparing attitudes to teaching culture and history, with means of 9.021 and 8.4443 respectively (Sig.=.002).

When analysis was performed according to school group, the results were as follows (the means noted in the order Year 6, Year 7 in all cases):

##### *Gwiwer*

Year group and ability: significant difference in means (means 5.553, 8.197, Sig=.000); year group and attitude to language survival: no significant difference in means; year group and attitude to culture and history teaching: significant difference in means (means 9.205, 8.172, Sig=.013).

##### *Dyfrgi*

Year group and ability: no significant difference in means; year group and attitude to language survival: no significant difference in means; year group and attitude to culture and history teaching: no significant difference in means.

##### *Llwynog*

Year group and ability: no significant difference in means; year group and attitude to language survival: significant difference in means (means 9.518, 8.924, Sig=.001); year group and attitude to culture and history teaching: significant difference in means (means 9.228, 8.588, Sig=.003).

##### *Pathew*

Year group and ability: no significant difference in means; year group and attitude to language survival: no significant difference in means; year group and attitude to culture and history teaching: no significant difference in means.

The relationship of year group to usage and engagement in various contexts is set out in the table below. As in the gender correlation tables, the variation, analysed by T-test, is reported as either 'N/S' (not statistically significant) or, where there were

significantly varying means, those means, in the order Year 6 / Year 7 in each case, followed by the Sig. value. The influence columns are ordered according to decreasing statistical significance of variation across the full sample.

**Table 6 - Relationship of year group to usage and engagement in various context (pupil questionnaires)**

<b>Group</b>	<b>Music</b>	<b>Web</b>	<b>Reading</b>	<b>Social media</b>	<b>Friends</b>	<b>Other social</b>	<b>Other relatives</b>	<b>Radio</b>	<b>TV</b>	<b>Home</b>
<b>Gwiwer Y6 Y7</b>	0.90 0.58 Sig.=.014	N/S	1.13 0.85 Sig.=.043	0.81 1.15 Sig.=.038	N/S	N/S	1.68 1.45 Sig.=.024	N/S	0.87 0.58 Sig.=.020	N/S
<b>Dyfrgi Y6 Y7</b>	N/S	0.52 0.91 Sig.=.008	N/S	N/S	N/S	N/S	N/S	0.35 0.80 Sig.=.001	0.41 0.87 Sig.=.020	N/S
<b>Llwynog Y6 Y7</b>	0.95 0.41 Sig.=.000	N/S	N/S	N/S	N/S	N/S	N/S	N/S	N/S	N/S
<b>Pathew Y6 Y7</b>	1.00 0.55 Sig.=.002	1.36 0.50 Sig.=.000	N/S		N/S	N/S	N/S	N/S	N/S	N/S
<b>Full sample Y6 Y7</b>	0.87 0.55 Sig.=.000	0.78 0.57 Sig.=.001	1.03 0.88 Sig.=.023	N/S	N/S	N/S	N/S	N/S	N/S	N/S



#### 4.4.3.16 Relationship between year group and influences on language use.

The following table (Fig. 26) shows the percentages noting each influence followed in brackets by the percentage noting that influence as the most important for each year group. Where there is a statistically significant variation, the Sig. value is noted. The influence columns are ordered according to decreasing statistical significance of variance across the full sample.

**Table 7 - Relationship between year group and influences on language use (pupil questionnaires)**

Group	Friends	Other relatives	Parents	Other staff	Internet	Home language	Teachers	Comm. workers	Religion	Media celebs	Sport celebs	
<b>Gwiwer</b>	<b>Y6</b>	69.2 (7.7)	61.5 (10.3)	66.7 (56.4)	17.9 (0.0)	12.8 (0.0)	28.2 (0.0)	43.6 (5.1)	7.7 (0.0)	5.1 (0.0)	12.8 (0.0)	12.8 (0.0)
	<b>Y7</b>	52.2 (9.4)	45.7 (2.9)	58.0 (12.3)	23.2 (0.0)	9.4 (0.0)	34.1 (0.0)	60.1 (8.0)	11.6 (0.0)	6.5 (0.0)	8.0 (0.0)	8.7 (0.0)
		N/S	N/S	N/S	N/S	N/S	N/S	N/S	N/S	N/S	N/S	N/S
<b>Dyfrgi</b>	<b>Y6</b>	63.0 (0.0)	37.0 (3.7)	77.8 (40.7)	7.4 (0.0)	3.7 (0.0)	14.8 (0.0)	63.0 (3.7)	7.4 (3.7)	0.0 (3.7)*	7.4 (0.0)	3.7 (7.4)
	<b>Y7</b>	74.1 (20.4)	55.6 (20.4)	63.0 (24.1)	3.7 (0.0)	1.9 (0.0)	9.3 (1.9)	61.1 (5.6)	18.5 (0.0)	0.0 (0.0)	0.0 (0.0)	5.6 (1.9)
		N/S	N/S	N/S	N/S	N/S	N/S	N/S	N/S	N/S	N/S	N/S
<b>Llwynog</b>	<b>Y6</b>	56.1 (10.5)	52.6 (8.8)	49.1 (14.0)	17.5 (0.0)	12.3 (0.0)	5.3 (0.0)	73.7 (33.3)	15.8 (0.0)	3.5 (0.0)	5.3 (0.0)	7.0 (0.0)
	<b>Y7</b>	46.4 (1.2)	43.4 (1.8)	45.2 (2.4)	20.5 (0.0)	14.5 (0.0)	13.3 (1.8)	77.1 (3.0)	17.5 (0.0)	6.0 (0.0)	13.3 (0.0)	17.5 (0.0)
		N/S	N/S	N/S	N/S	N/S	Sig.=.047	N/S	N/S	N/S	Sig.=.047	Sig.=.022
<b>Pathew</b>	<b>Y6</b>	68.2 (0.0)	68.2 (4.5)	59.1 (9.1)	63.6 (0.0)	27.3 (0.0)	36.4 (0.0)	100.0	27.3 (0.0)	4.5 (0.0)	13.6 (0.0)	13.6 (0.0)
	<b>Y7</b>	35.7 (6.0)	42.9 (3.6)	48.8 (14.3)	15.5 (1.2)	7.1 (2.4)	21.4 (1.2)	(81.8)	17.9 (0.0)	1.2 (0.0)	1.2 (0.0)	1.2 (0.0)
		Sig.=.006	Sig.=.035	N/S	Sig.=.000	N/S	N/S	50.0 (7.1)	N/S	N/S	N/S	N/S
<b>Full sample</b>	<b>Y6</b>	62.8 (6.2)	54.5 (7.6)	58.6 (29.7)	22.8 (0.0)	13.1 (0.0)	17.9 (0.0)	67.6 (27.6)	13.8 (0.7)	3.4 (0.9)	9.0 (0.0)	9.0 (1.4)
	<b>Y7</b>	49.5 (7.0)	45.5 (4.3)	52.0 (10.4)	18.3 (0.2)	10.0 (0.5)	20.8 (1.1)	64.7 (5.7)	15.8 (0.0)	4.5 (0.0)	7.7 (0.0)	10.42
		Sig.=.005	N/S	N/S	N/S	N/S	N/S	N/S	N/S	N/S	N/S	(0.2) N/S

\* In some questionnaires, pupils noted an influence as the most important without having previously ticked that as an influence.

#### ***4.4.3.17 Factor Analysis***

A Factor Analysis, following the guidelines found in Cohen et al. (2018), was carried out on the ability, use, engagement and attitude variables in the Pupil Questionnaires, the KMO measure (.709) and Bartlett's test (Sig.=000) having confirmed the suitability of the data for such analysis. However, few noteworthy findings emerged beyond those already evident from the analyses above. The rotated component matrix and the scree plot can be found at page 347. The former clearly shows the significance of parental use of Welsh and use in the home and family and friends context as what might be termed a 'significance of domestic use factor', but discovering this adds little to what other analyses have already revealed. In the second column, the two variables containing data on attitude to the language and to learning about history and culture are highlighted, which may be useful in reinforcing the results of other analyses. However, as the scree plot clearly shows, it is the first factor which is by far the most significant, accounting for 13.8% of variance as against 7.7% in the case of the second factor.

#### ***4.5 Analysis of quantitative data – parental questionnaires***

The table overleaf summarises the quantitative results from the data in the parental questionnaires. As in the case of the pupils' questionnaires, percentage results are calculated with the null responses excluded and schools which did not provide any data are excluded in each case. The tables are followed by analysis of the main points revealed in the tabulated results for each category. The table showing null responses in this category can be found at page 349.

**Table 8 – Parental questionnaire results**

**Key – Questionnaire Questions**

Q2 Percentages reporting children as first language and second language speakers of Welsh.

Q3 Average Likert-type score of parents’ self-reported competence in Welsh.

Q4 Percentages of parents’ reporting two, one and no parent using Welsh at home.

Q5 Average Likert-type score of parents’ satisfaction with child’s progress in Welsh.

Q6 Average Likert-type score of parents’ perception of child’s use of Welsh.

Q8 Average Likert-type score of parents’ opinion on importance of language survival.

Q10 Percentages of two parents and one parent responding.

School	Total responses (Male / Female / Null)	Q2 Child’s knowledge of Welsh (L1, L2 %)	Q3 Competence in Welsh	Q4 Use of Welsh (2, 1, 0 %)	Q5 Satisfaction with child’s progress	Q6 Perception of child’s use	Q8 Importance of language survival	Q10 No. responding (2, 1 %)
<b>Trewiwer</b>	63 (33,12,18)	78, 22	8.8	73, 16, 11	8.8	7.7	8.9	44, 56
Llanwiwer	2 (0,1,1)	100, 0	10.0	100, 0, 0	10.0	8.0	10.0	50, 50
Rhydwiwer	16 (5,7,4)	81, 19	9.3	44, 44, 12	9.0	8.9	9.5	33, 66
Group	82 (38,21,23)	78, 22	8.9	67, 21, 12	8.9	8.4	9.1	42, 58
<b>Treddyfrgi</b>	11 (4, 3, 4)	64, 36	8.0	46, 27, 27	9.1	8.0	9.3	27, 73
Llanddyfrgi	5 (4 0,1)	40, 60	5.4	40, 20, 40	9.8	5.4	10.0	20, 80
Rhyd-ddyfrgi	8 (4,1,3)	62, 38	8.4	74, 13, 13	9.4	8.0	10.0	38, 62
Group	24 (12,4,8)	67, 33	7.6	57, 21, 22	9.3	7.5	9.7	29, 71
<b>Trelwynog</b>	54 (7,40,7)	11, 89	3.2	6, 17, 77	8.7	3.8	9.4	17, 83
Llanllwynog	15 (10,0,5)	33, 67	5.7	13, 40, 47	9.2	4.5	9.2	27, 73
Rhydlwynog	0	-	-	-	-	-	-	-
Group	69 (17,40,12)	19, 81	3.7	7, 22, 71	8.8	4.0	9.3	19, 81
<b>Trebathew</b>	29 (22,2,5)	79, 21	8.4	50, 36, 14	8.3	6.4	9.1	25, 75
Llanbathew	9 (8,0,1)	67, 33	6.9	56, 22, 22	8.6	6.9	9.3	11, 89
Group	38 (30,2,6)	76, 24	8.0	51, 32, 17	8.4	6.6	9.3	24, 76
<b>Totals</b>	213 (97,67,49)	55, 45	6.9	41, 25, 34	8.9	6.5	9.3	27, 73

#### 4.5.2 Analysis of Quantitative Results by Variable (Parental Questionnaires)

[Rhydlywynog school is excluded from the following graphs and analyses as no parental questionnaires were returned from there.]

##### 4.5.2.1 First and second language status of child, as reported by parent(s)

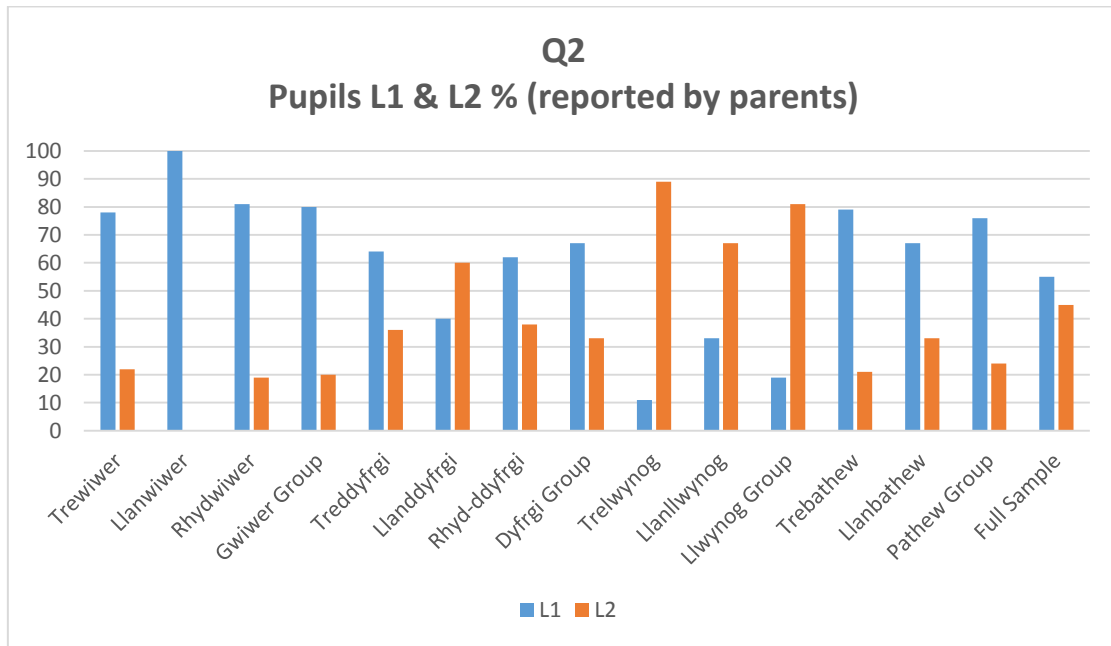


Fig. 20 - First and second language status of child (parental questionnaires)

**4.5.2.2 Self-reported competence in Welsh**

This is revealed as being generally moderate to high, with the clear exception of the Llwynog Group.

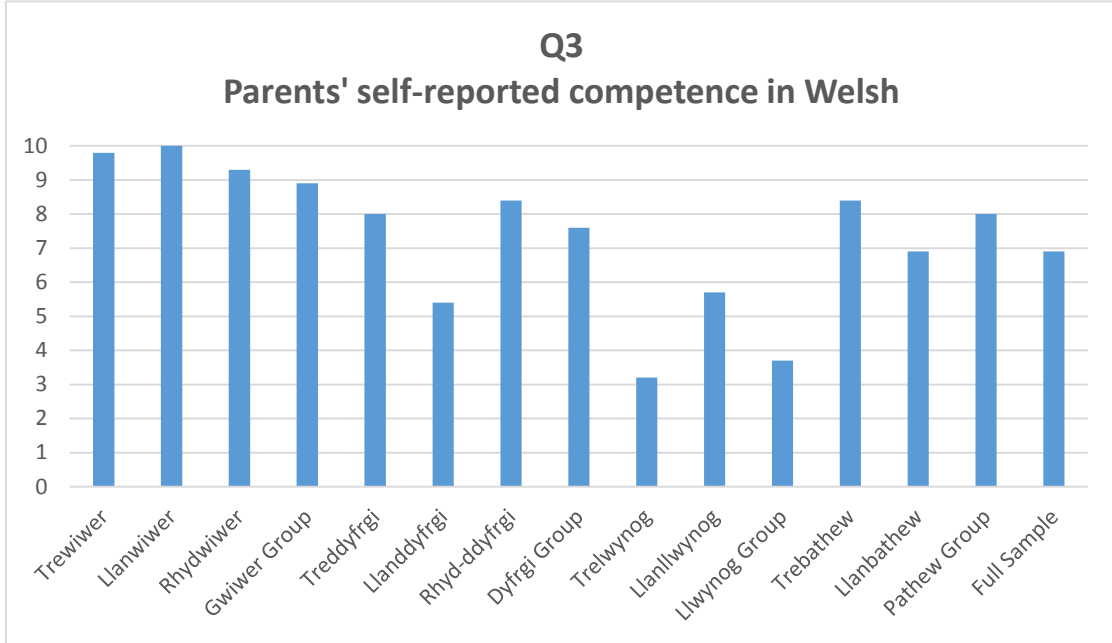


Fig. 21 - Parents' competence in Welsh (parental questionnaires)

**4.5.2.3 Parents' self-reported use of Welsh**

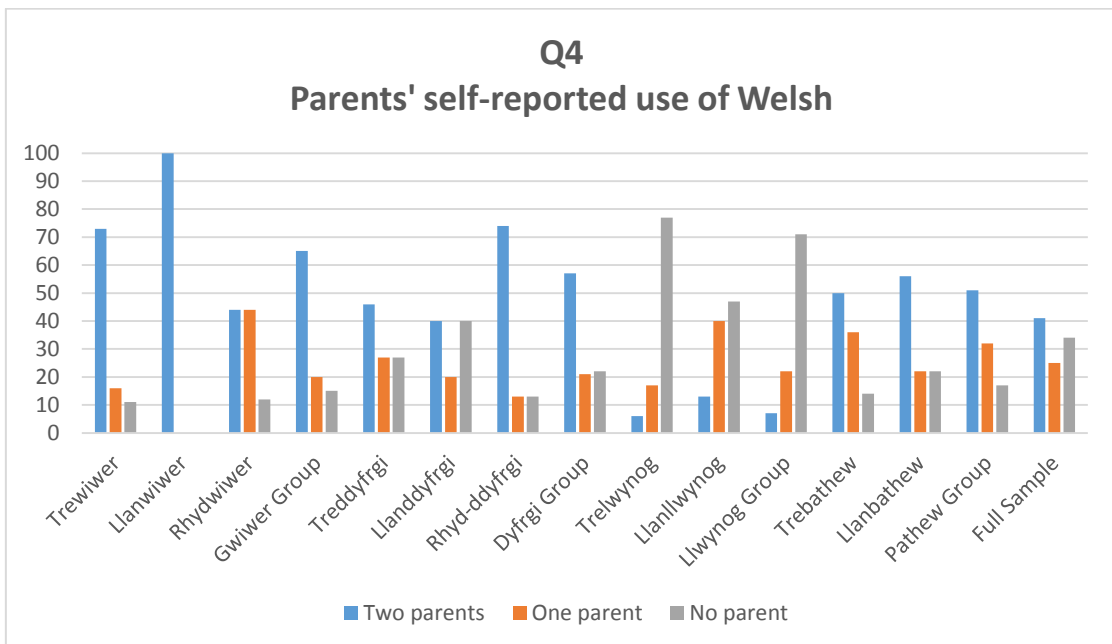


Fig. 22 - Parents' use of Welsh (parental questionnaires)

#### 4.5.2.4 Satisfaction with child's progress in Welsh

This graph reveals a high level of satisfaction across all groups and individual schools.

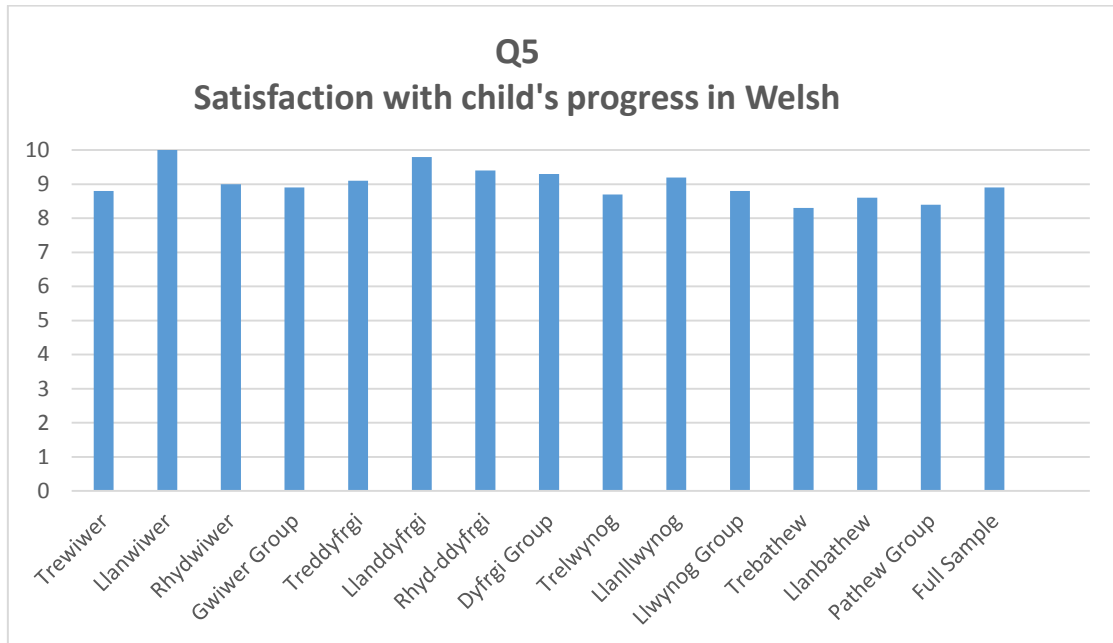


Fig. 23 - Satisfaction with child's progress in Welsh (parental questionnaires)

#### 4.5.2.5 Perception of child's use of Welsh

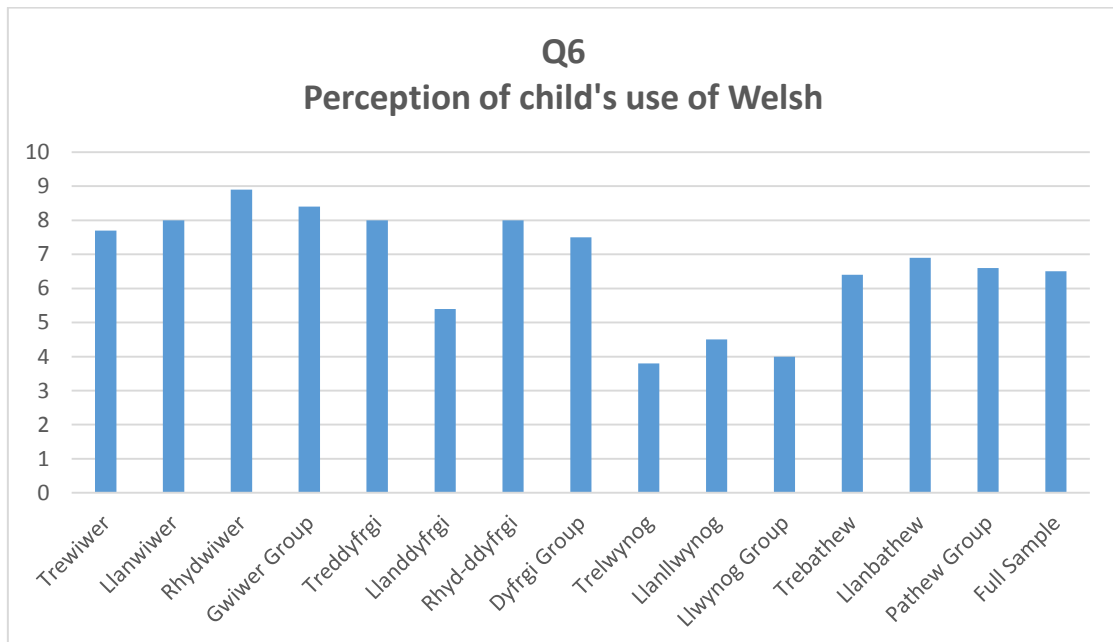


Fig.24 - Perception of child's use of Welsh (parental questionnaires)

#### **4.5.2.6**

##### ***Parents' views on importance of language survival***

This was high in all instances, with an 8.8 average score overall.

#### **4.5.3 Correlations within parental questionnaires data**

##### ***4.5.3.1 Relationship between parental self-reported competence in Welsh and percentage where two parents reported using the language.***

A fairly strong correlation ( $R=.804$ ,  $\text{Sig}=.005$ ) was indicated between these variables, as illustrated in the scatter plot to be found on page 350.

##### ***4.5.3.2 Relationship between parental self-reported competence in Welsh and attitude to the language's survival and perception of child's use of the language (by individual cases).***

A fairly strong correlation was indicated between parental self-reported competence in Welsh and perception of child's use of the language ( $R=.772$ ,  $\text{Sig}=.000$ ) but there was no significant correlation between parental competence in Welsh and parents' attitude to the language. The relevant scatter plot can be found at page 350.

##### ***4.5.3.3 Relationship between number of parents reporting using Welsh and perception of child's use of the language (by school percentages)***

A moderately strong positive relationship ( $R=.580$ ,  $\text{Sig}=.013$ ) was indicated between the percentages of two parents using Welsh and perceived child's use. There was no observable correlation in the case of one parent using Welsh. The relevant scatter plot can be found at page 350.

##### ***4.5.3.4 Relationship between parental attitude to Welsh and perception of pupils' usage of the language (by individual cases).***

No significant correlation was observed.

#### **4.5.4 Factor Analysis**

A factor analysis of the relevant variables in the parental questionnaires was carried out, the KMO measure (.816) and Bartlett's test ( $\text{Sig}=.000$ ) being satisfactory. This did not provide any new insights. As the rotated component matrix on page 351 reveals, only two significant factors were revealed. The first could be termed 'Ability and home

use', including the parental ability, parental use and reported child's use variables, accounting for 46.6% of variance, and the second, which could be termed 'parental positivity', including the parental satisfaction and parental attitude to language survival variables, accounting for 21.1% of variance.

#### ***4.6 Analysis of quantitative data – school staff questionnaires***

The table on the next page summarises the quantitative results from the data in the staff questionnaires, calculated as for the corresponding data for parents and pupils, and followed by analysis of the main points revealed in the tabulated results for each variable. There were no null responses in the staff questionnaires that were returned.



**Table 9 - Staff questionnaire results**

**Key – Questionnaire questions**

Q2 A – administrative, S – student, T – teacher, TA – teaching assistant.

Q5 Average Likert-type score of staff satisfaction with pupils’ competence in Welsh.

Q6 Average Likert-type score of staff perception of pupils’ use of Welsh.

School	Total responses	Q2 Role	Q5 Satisfaction with pupils’ progress	Q6 Perception of pupils’ use
<b>Trewiwer</b>	0			
Llanwiwer	2	T2	9.0	7.0
Rhydwiwer	5	S1, T3, TA1	9.0	9.0
Group	7	S1, T5, TA1	9.0	8.4
<b>Treddyfrgi</b>	2	A1, T1	7.5	7.0
Llanddyfrgi	4	A1, T2, TA1	8.3	7.3
Rhyd-ddyfrgi	5	T4, TA1	9.4	7.8
Group	11	A2, T7, TA2	8.6	7.5
<b>Trelwynog</b>	5	A1, T2, TA2	7.4	2.4
Llanllwynog	0			
Rhydllwynog	0			
Group	5	A1, T2, TA2	7.4	2.4
<b>Trebathew</b>	0			
Llanbathew	0			
Group	0			
<b>Full Sample</b>	23	A3, S1, T14, TA5	8.5	6.7

Only schools which returned staff questionnaires are included in the following charts. There were none returned for the Pathew Group. It should be borne in mind in considering these results that the sample was very small (N=23). Nevertheless, they are included here as they offer some insight into staff members’ viewpoints and can be considered in conjunction with the qualitative data collected from the staff questionnaires.

#### 4.6.1.1 Staff satisfaction with pupils' progress

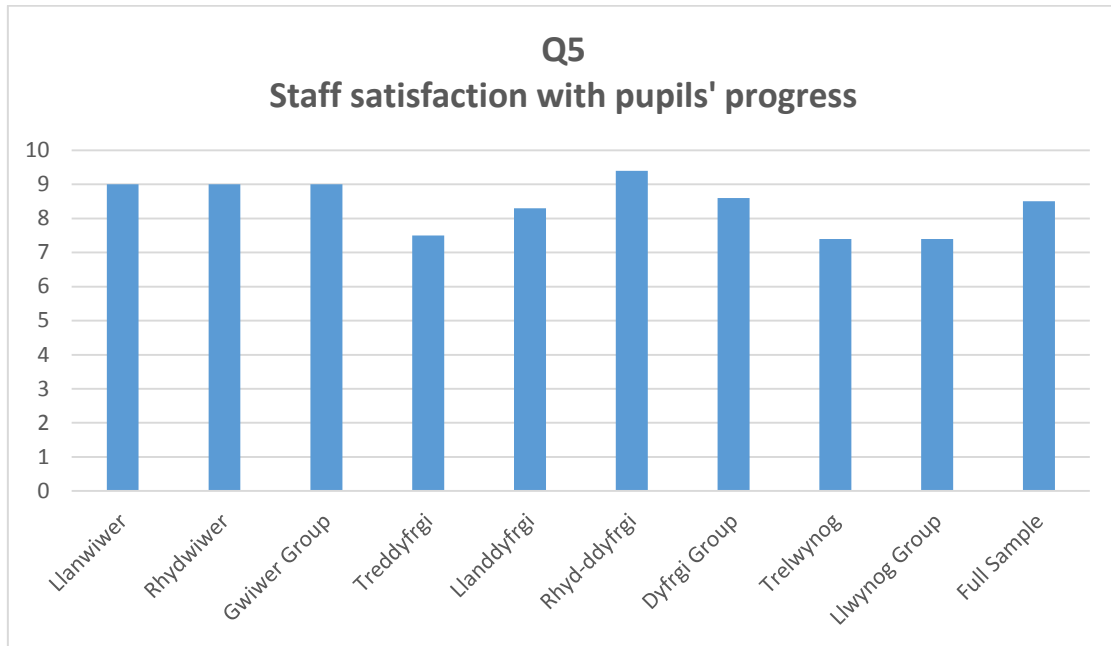


Fig. 25 - Satisfaction with pupils' progress in Welsh (staff questionnaires)

Satisfaction appears high in all cases.

#### 4.6.1.2 Staff perception of pupils' social use of Welsh

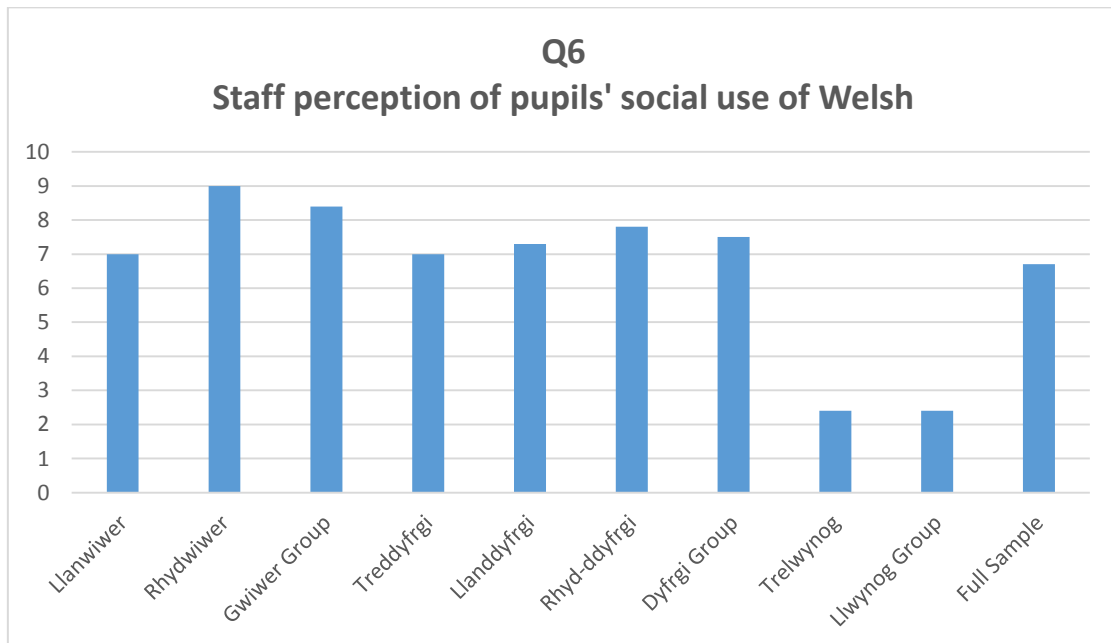


Fig. 26 - Perception of pupils' social use of Welsh (staff questionnaires)

Again, this is high in all cases, with the exception of Trelwynog (SES).

#### 4.6.2 Correlations within staff questionnaires data

It was not considered of value to explore correlations within the Staff Questionnaire data as the sample was so small, and, for the same reason, neither was a factor analysis carried out on the basis of this data.

### 4.7 Analysis of relationships between variables in different categories

#### 4.7.1 Comparison of parents' and pupils' reporting

The following graph compares parents' reporting of pupils' L1 status with the pupils' own reporting, revealing similar results across the full sample but substantial disparity in some cases:

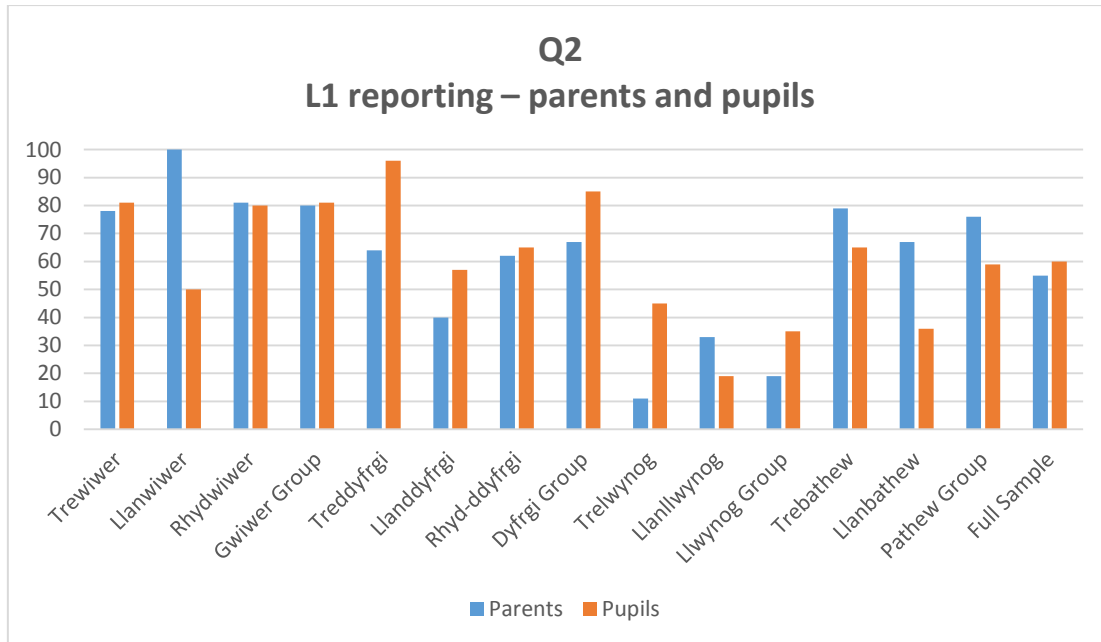


Fig.27 - L1 reporting – parents and pupils

The following graphs compare pupils' and parents' reporting of parental use of Welsh:

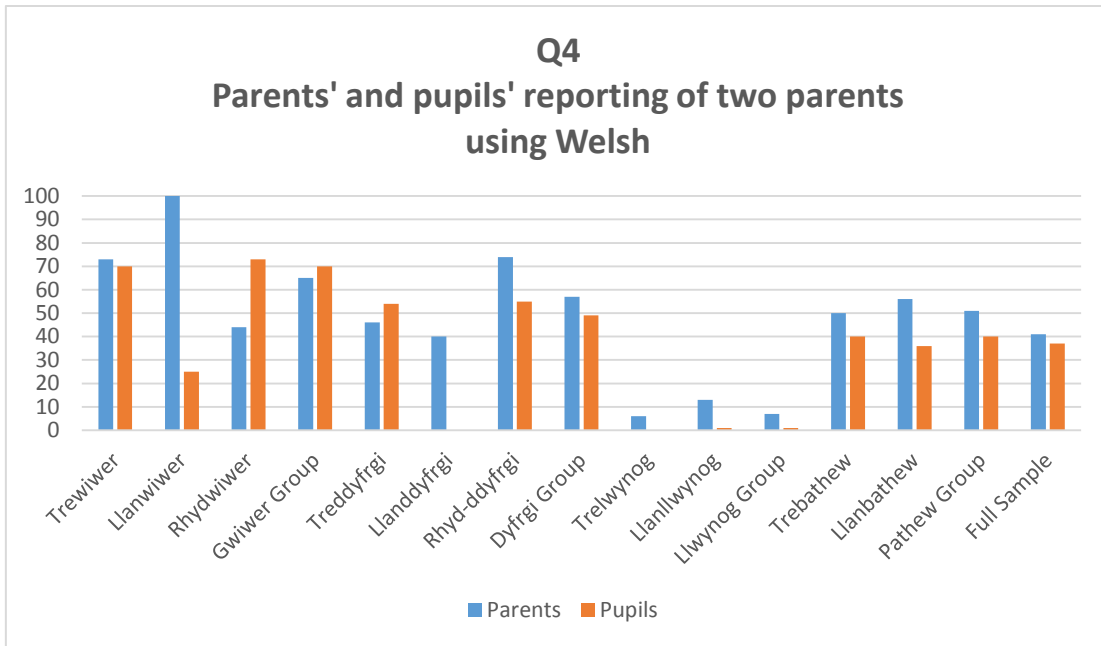


Fig.28 - Parents' and pupils' reporting of two parents using Welsh

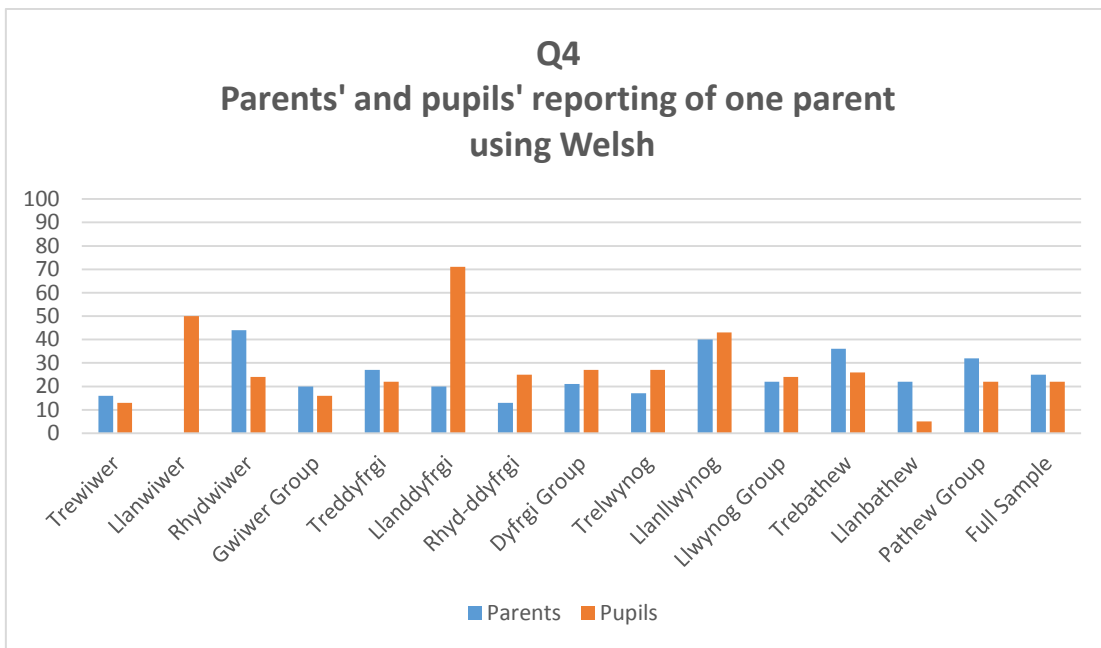
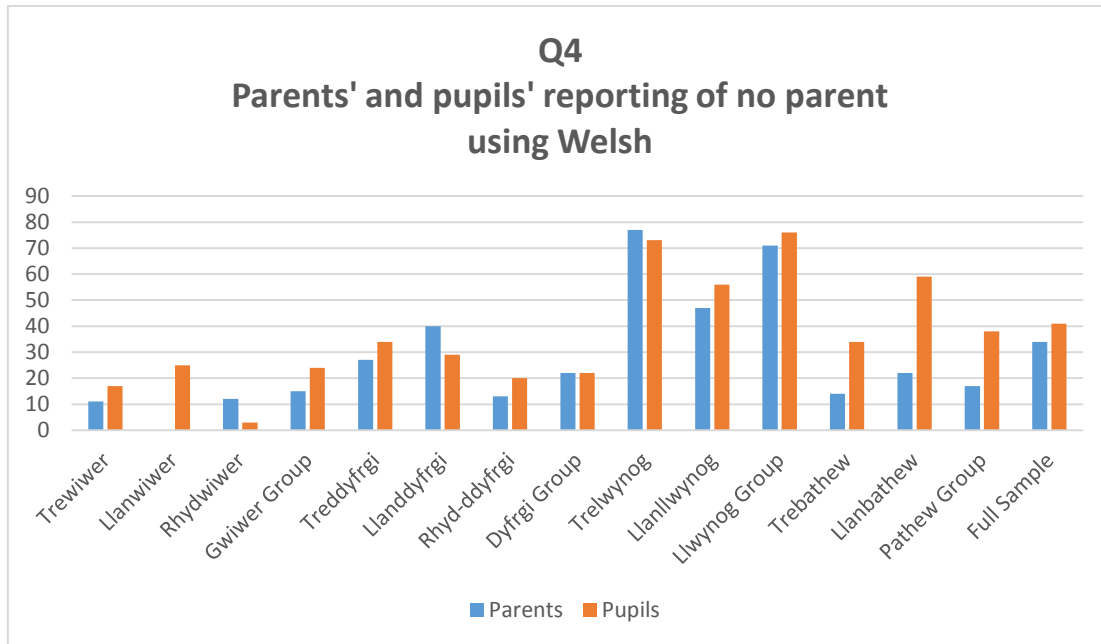


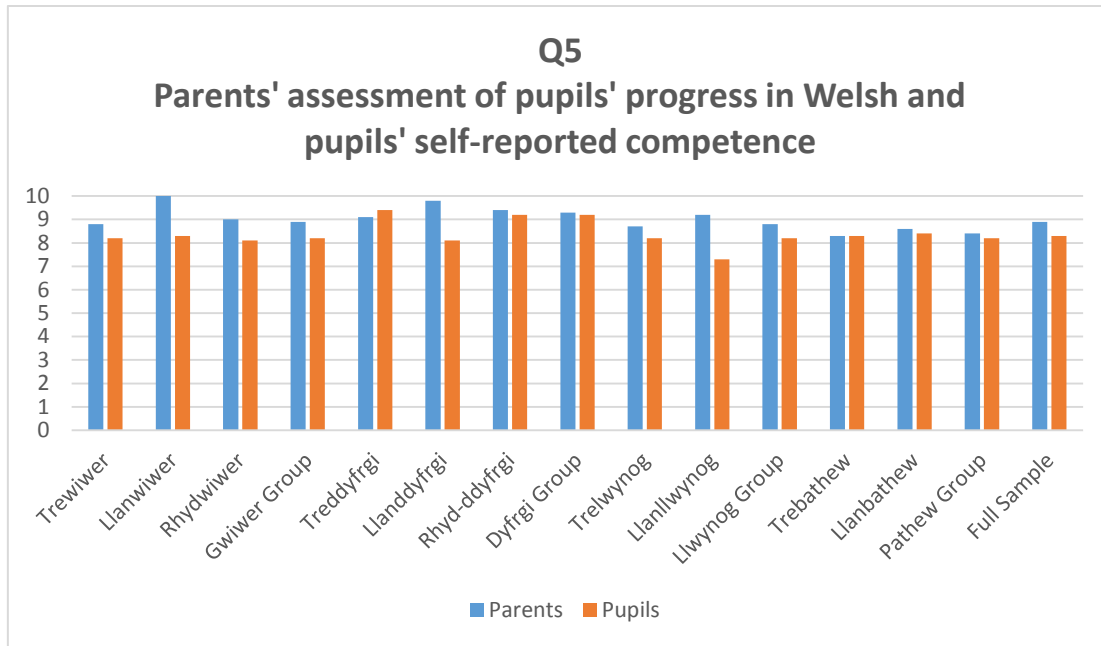
Fig. 29 - Parents' and pupils' reporting of one parent using Welsh



*Fig.30 - Parents' and pupils' reporting of no parent using Welsh*

Again, although the reporting across the full sample is similar, there are some clear discrepancies, with parents in most cases being more positive than the pupils in their assessment of their use of Welsh.

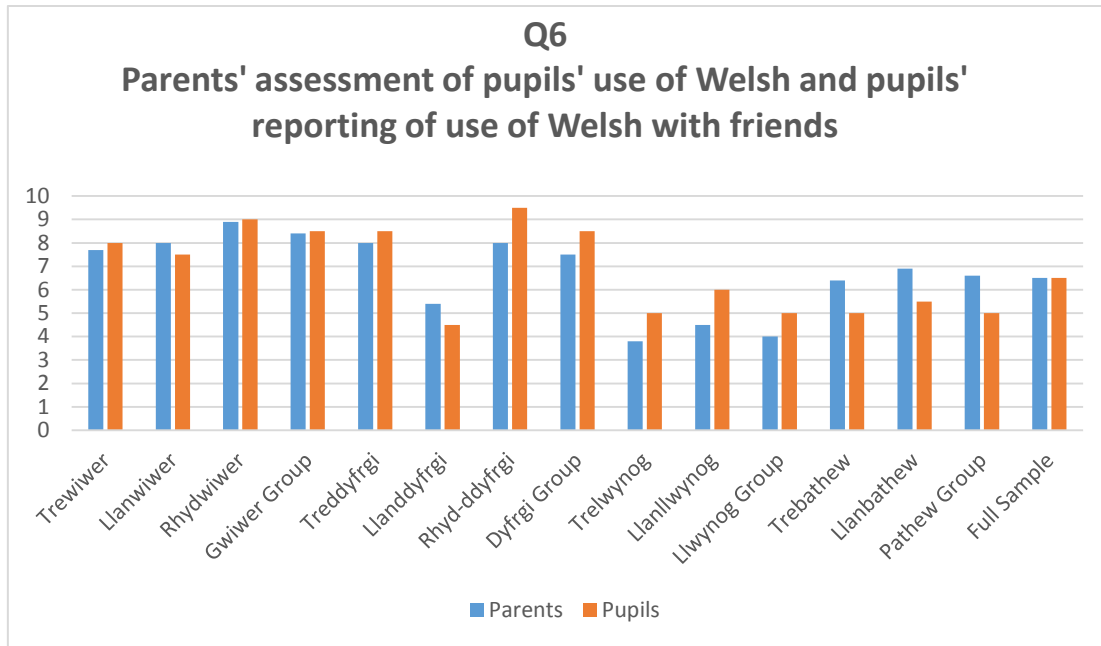
The question (Q5) to parents concerning their level of satisfaction with their children's progress in Welsh does not correspond directly with the pupils' assessment of their competence in Welsh (Q5) but the graph below summarises the responses to the two questions as an approximate comparison, revealing little variation between the scores.



*Fig. 31 - Parents' assessment of pupils' progress in Welsh and pupils' self-reported competence*

When the variables were compared on a case-by-case basis by linear regression, there was no strong correlation indicated (Sig.=.389, Sig.=000), probably because the scores were uniformly high in a clear majority of cases.

Again, in the case of parents' assessment of their children's use of Welsh, there was no variable from the pupils' data which assessed their use of Welsh in the same 'general' way, but the following graph draws on pupils' assessment of their use of Welsh with friends to provide an approximate comparison (pupils' 0-2 score expressed on an 0-10 scale).



*Fig. 32 - Parents' assessment of pupils' use of Welsh and pupils' reporting of use of Welsh with friends*

The graph demonstrates little variation between the scores.

On a case-by-case basis by linear regression, again, the correlation was not found to be a strong one (Sig.=.403, Sig.=000).

***4.7.2 Relationship between parental self-reported competence in Welsh and pupils' self-reported competence in and usage of Welsh, engagement with Welsh in various contexts and attitude to the language (by school percentages)***

There was no significant correlation with pupils' competence, but there were strong correlations with home use (R=.861, Sig.=.001), use with other relatives (R=.852, Sig.=.002) and other social use (R=.923, Sig.=.000) and a slightly weaker correlation with use with friends (R=.679, Sig.=.031) and engagement with Welsh on radio (R=.637, Sig.=.047). There were no significant correlations with any of the other forms of use or engagement. The relevant scatter plots can be found at page 351.

***4.7.3 Relationship between parental self-reported competence in Welsh and pupils' self-reported competence in and usage of Welsh engagement with Welsh in various contexts and attitude to the language (by individual cases)***

A strong positive correlation was indicated with pupils' home use (R=.745, Sig.=.000), and a weaker positive correlation with other social use (R=.545, Sig.=.000)

and use of Welsh on social media ( $R=.518$ ,  $Sig.=.000$ ), but no correlation in the case of the other variables.

#### ***4.7.4 Relationship between parental self-reported use of Welsh and pupils' self-reported competence in and usage of Welsh and engagement with Welsh in various contexts (by school percentages)***

In the case of percentages of two parents reporting using Welsh, there was no relationship to pupils' reported competence in or attitude to the language, and of the categories of use and engagement, relationships were found only with use with other relatives ( $R=.730$ ,  $Sig.=.017$ ) and other social use ( $R=.779$ ,  $Sig.=.008$ ). With regard to percentages of one parent using Welsh, there was no significant correlation with any of the above variables, as the scatter plot, exploring the relationship between one parent using Welsh and pupils' self-reported use with friends, exemplifies. The relevant scatter plots can be found at page 354.

#### ***4.7.5 Relationship between parental self-reported attitude to the Welsh language and pupils' self-reported usage of the language in various contexts and attitude to the language (by school percentages)***

No significant correlations were found in this category, the scatter plot at page 355, exploring the relationship between parents' attitude to Welsh and pupils' self-reported use in the home, being typical.

#### ***4.7.6 Relationship between parental self-reported attitude to the Welsh language and pupils' self-reported usage of the language in various contexts and attitude to the language (by individual cases)***

No significant correlations were highlighted in these analyses.

#### ***4.7.7 Relationship between staff perception of pupils' social use of Welsh and pupils' self-reported use.***

Comparison was made between staff perception of pupils' social use of Welsh and pupils' self-reported use with friends. It should be remembered that the staff sample was very small and that data was only supplied by six schools. No significant correlation was found – the scatter plot can be found at page 356.



#### **4.7.8 Factor analysis**

An attempt at a factor analysis of all relevant variables across the parental and pupil questionnaires was unsuccessful as the KMO measure, at .234, was well below the threshold of 0.6 which would indicate that the data was suitable for this analysis. However, an analysis with some of these variables excluded (group, school, year and most important influence noted) did result in a satisfactory KMO (.794) and Bartlett test (Sig.=000) result. The scree plot and rotated component matrix are reproduced at page 357.

The factor analysis does not reveal the significance of any factors which are substantially different from those highlighted by other analyses. Factor 1, with a cut-off point of .65, would include eight variables, namely number of parents able to speak Welsh, number of parents using Welsh, pupils' use of Welsh in the home, use with other relatives and other social use (all as reported by pupils) and parents' self-reported ability in Welsh, use of Welsh and perception of the child's use. This factor could be termed 'role of the home context' and accounts for 21.1% of the total variance.

The second factor, accounting for 7.9% of the total variance, and with a cut-off point of .54, includes the following variables: pupils' engagement with TV, radio, websites and music in Welsh and reading Welsh material beyond school work. It is suggested that it could be termed 'role of engagement with Welsh in a variety of media'.

The third factor, if a cut-off point of .33 is applied (which is admittedly low, but within a large sample), would include the variables pupils' ability in Welsh, teachers' influence and parental satisfaction with pupils' progress, could be termed 'role of progress at school' and accounts for 6.1% of the total variance.

The fourth factor, which could be termed 'role of attitude', and with a cut-off point, of .83, includes just the two variables recording pupils' attitude to the survival of Welsh and to learning about Welsh history and culture, accounting for 5.2% of the total variance.

The other factors, taken individually, all account for less than 4.4% of the total variance.

## ***4.8 Analysis of qualitative data – pupils’ questionnaires and focus groups***

### ***4.8.1 Introduction***

As has been noted, the analysis of qualitative data by its very nature cannot be as exact as is the case with quantitative data and relies to a degree on the subjective judgement of the analyst, for example, in judging what comments are relevant to issues of identity. Some of the data is presented in graphic form, although the limitations of presenting qualitative data in such a format must be recognised. The researcher believes that the format of the qualitative data analysis is justified on the following grounds:

- As explained in the previous chapter, the validity of the categorisations applied to the focus group transcriptions was confirmed by consultation with a research student in education and a research student in Welsh language and literature. The categorisation applied to the data from questionnaires derives from this pattern, although reflecting greater attention to practical engagement with the language, for example, reading.
- The themes which became apparent in those transcriptions and in comments made in the questionnaires were for the most part very clearly defined, facilitating the analysis underlying the text and the charts below. These themes form the framework for the analysis of all the qualitative data.
- The qualitative data produced a rich source of more detailed information to supplement that provided by the quantitative data.
- The analysis in this section is not offered as a definitive statistical analysis in the way the quantitative data has been, but rather to give an illustration of the trends observable in the material.
- The value of this type of analysis within a mixed-methods approach is recognised by Bryman and others (Bryman, 2006, Miles et al., 2014).

The data is analysed firstly from the pupils’ questionnaires and then from the pupils’ focus groups, followed by comparison of the two sets of data. Data from the parental questionnaires, followed by the staff questionnaires, is then analysed, and the data from the three categories is compared. This chapter then closes with a preliminary comparison between the quantitative and qualitative data blocks.

In all cases, relevant examples from the actual data are given. Where comments were made in Welsh (as the vast majority were), the original is noted, followed by an italicised English translation in parentheses. As far as possible, the translations reflect the form of the original comments, including ungrammatical expressions and passages where the meaning is unclear, without including the disclaimer ‘(sic)’ repeatedly. The terms ‘Welsh school’ and ‘English school’ should be interpreted as referring to ‘Welsh medium school’ and ‘English medium school’ respectively. Each comment is noted only once, under the most appropriate category, even though, as will be clear, some comments could be relevant to two or more categories.

Given the very large amount of qualitative data gathered, the sample reproduced in this chapter can only be a small proportion of the total, but every attempt has been made to represent all the classes of opinion and information given, with indications where appropriate of how frequently such opinions and statements appeared. More examples of questionnaire responses and focus group comments can be found in *Appendix 13*, and are cross-referenced under the appropriate heading.

Throughout, information that could lead to identification of an individual or school is, as far as possible, excluded. For example, where a pupil mentions a dance group which he attends, noting that the leadership there does not use Welsh, ‘[name of group]’ is inserted instead of the actual name, and descriptors such as ‘[name of town in which school is situated]’ is inserted instead of the actual place name. Participants are identified only by school, the questionnaire question to which the response was made or the fact that the text is from a focus group transcription, and gender, for example, ‘(Llanddyfrgi, Q13, F)’ denotes a female pupil from Llanddyfrgi school responding to Question 13 (‘Is there anything else you would like to say about your experience of using Welsh?’) in the Pupils’ Questionnaire and ‘(Rhydwiwer, FG, M)’ denotes a comment made in the focus group meeting by a male pupil at Rhydwiwer school. As an additional aid to the reader, secondary school pupil attributions are noted in bold in this chapter, for example, ‘(**Trelwynog, FG, F**)’. This method of working is in line with confidentiality guidelines set out in, for example, Cohen et al. (2018).

In the case of the focus groups, the age of the children made it particularly difficult in some cases to identify the gender of the participant while transcribing. Since the meetings were not videoed the researcher, as transcriber, has had to rely on his own judgement with regard to gender identification in ambiguous cases. For this reason, no attempt is made to analyse the focus group data in terms of gender differences.

#### ***4.8.2 Qualitative data from pupils' questionnaires***

Although the qualitative data from this research defies precise analysis of frequency, the following narrative presents the data in categories according to descending order of approximate frequency of related comments made by the participants across the full sample (although the relative frequencies will vary from group to group). Within each category, comments are noted by school in the order generally used throughout this thesis, that is, secondary followed by primary in the group order Gwiwer, Dyfrgi, Llwynog and Pathew. The main categories used are the same as those chosen for analysis of the data from the focus group discussions according to the process described at page 87 above. In the pupil questionnaires, there were very few responses to question 10 (option of noting another influence not named in the tick list) as compared to question 9 ('Note any other way you use Welsh outside school:') and question 13 ('Is there anything else you would like to say about your experience of using Welsh?'), resulting in the infrequent Q10 citations in the analysis below.

##### ***4.8.2.1 Influence of adults/institutions in authority***

Most comments under this category from the questionnaires refer to using or engaging with Welsh in sporting, cultural and, more rarely, religious activities outside school, sometimes including an expression of appreciation for these opportunities, for example,

Ymarfer pêl-droed (*Football practice*) (**Trewiwer (NWS), Q9, F**)

Sgwad Sgwennu (*Writing Squad - creative writing group*) (**Treddyfrgi (NES), Q9, F**)

Pan fi'n mynd i'r 'caffé' nhw'n siarad nol yn Cymraeg a ni'n cael sgwrs yn Cymraeg  
(*When I go to the 'café' they speak back in Welsh and we have a conversation in Welsh*)  
(**Trelwynog (SES), Q9, M**)

Gwylliau i Llangrannog (*Holidays to Llangrannog*) (Llanllwynog (SEP1), Q9, F)

Urdd, gwersi piano a gwersi mathemateg mass o'r ysgol. (*The Urdd, piano lessons and mathematics lessons out of school.*) (Llanbathew (SWP1), Q9, F)

There were numerous other responses very similar to the above, particularly in response to Q9.

[Further examples can be found in Appendix 13, at page 359.]

#### 4.8.2.2 Identity

There was a wide range of comments falling within this category. This included comments which, either implicitly or explicitly, express pride in the Welsh language or in being Welsh (and sometimes a negative attitude towards non-Welsh people), for example:

Mae'n iaith unigryw sydd gyda llawer o hanes tu ôl iddo. (*It's an unique language which has a lot of history behind it.*) (Trewiwer, Q9, M)

Rydw I yn hoffi Siarad yn Cymraeg. Ond dylai pawb sydd yn byw yn Cymru dylai siarad Cymraeg x (*I like Speaking in Welsh. But everyone who lives in Wales should speak Welsh x*) (Rhydwiwer, Q13, F)

Mae yn iaith gwych ac mae'n dda os wyt yn siarad Cymraeg oherwydd rwyf efo calon cymraeg. (*It's a great language and it's good if you speak Welsh because I have a welsh heart.*) (Trelwynog, Q13, F)

mae'r iaith gymraeg yn awesome i siarad y iaith (*the Welsh language is awesome to speak the language*) (Rhydlynog, Q13, M)

Mae Siarad yn Cymraeg yn wneud i mi yn wahanol i'r Saeson. (*Speaking Welsh makes me different to the English.*) (Treathew, Q13, F)

This category also includes comments expressing enjoyment in using Welsh, or of being 'different' in a positive way, such as:

It is a fun language to learn because there is a different way of saying things e.e.

Mutation, ddwy not ddau (on some occasions) (Trewiwer, Q13, M)

Mae defnyddio'r cymraeg i mi yn gwneud fi teimlo'n arbennig (*Using Welsh to me makes me feel special*) (Rhydwiwer, Q13, M)

Mwynhau y Gymrag (*Enjoy the Welsh*) (Rhyd-ddyfrgi, Q9, F)  
cool (Trelwynog, Q13, M)

dwin hoffi siarad gymraeg achos mae yn sgil does ddim llawer o bobl yn cael. (*I like speaking welsh because it's a skill not many people have.*) (Rhydlynog, Q13, F)

This category also includes occasional comments suggesting a negative or apathetic attitude to Welshness or the Welsh language, such as:

Pan dwi'n bored (*[I speak Welsh] When I'm bored*) (**Trewiwer, Q9, M**)

No!!!!!!... (Rhydwiwer, Q13, F)

there is nothing cool about my experience (**Trelwynog, Q13, M**)

There were also comments on experiencing negative comments or behaviour when using Welsh, all from the Llwynog Group:

Mae llawer o bobl yn dweud 'Welsh is stupid' / Meddyliais pob o hona ni hwna pan deraiais ni on arol hyni mae bron pob 1 yn falch fel gallu siarad Gymraeg (*A lot of people say 'Welsh is stupid' / I thought all of us were like that when I started but after that almost everyone is glad like to be able to speak Welsh*) (**Trelwynog, Q13, M**)

[Further examples can be found at page 360.]

#### **4.8.2.3 Parental/family influence**

Most comments reflected either use of Welsh with members of the immediate family, or encouragement to use the language, for example:

Talk to family (**Trewiwer, Q9, M**)

rydw i yn mwynhau siarad cymraeg ac rydw i yn byw ar farm cymreigaidd! ac mae holl fy nheulu yn gymraig (*I enjoy speaking Welsh and I live on a welsh farm! And all my family are welsh speaking*) (Rhyd-ddyfrgi, Q13, M)

Mae'n profiad o ddefnyddio Cymraeg oherwydd mae fy mam yn balch fod fi yn gallu siarad Cymraeg a mae'n pleser. (*It's an experience of speaking Welsh because my mum is proud that I can speak Welsh and it's a pleasure.*) (**Trelwynog, Q13, F**)

gyda brawd (*with brother*) (Rhydwlwynog, Q9, M)

Some times with my dad for fun. (**Trebathew, Q9, M**)

There were also frequent references to the extended family, who may live in another area:

talk to my relatives (nain (*grandmother*)) (**Trewiwer, Q9, F**)

yn ty kendar fi (*in my cousin's house*) (Rhydwiwer, Q9, M)

I Nain, I dad a weithiai yn nersing home (*To Grandma, To Dad and sometimes in nursing home*) (Rhyd-ddyfrgi, Q9, M)

Lan gyda fy Mamgu a tadcu lan yng Nghanolbath Cymru. (*Up with my Grandma and Grandad up in Mid Wales.*) (Trelwynog, Q9, M)

Siarad gyda mamgu (*Talking with grandma*) (Llanbathew, Q9, F)

Some comments referred to a lack of Welsh in the family (where the parental/family influence could possibly be construed as a negative one), for example:

Dydi teulu ddim yn cymraeg felly dwi'n siarad Saesneg (*Family isn't welsh so I speak English*) (Llanddyfrgi, Q10, F)

Dydi Teulu methu siarad Cymraeg / Mae Mam yn gwybod ychidig o eiriau (*Family can't speak Welsh / Mum knows a few words*) (Llanddyfrgi, Q13, F)

[Further examples can be found at page 361.]

#### **4.8.2.4 Duty/Compulsion/Extrinsic motivation**

Many note the perceived career benefits of having Welsh language skills:

Mae'n haws cael gwaith da. (*It's easier to get good work.*) (Treddyfrgi, Q13, M)

Maen dda i gwybod sut i siarad Cymraeg oherwydd Mae en helpu ti gyda dy dyfodol (cael job dda). (*It's good to know how to speak Welsh because it helps you with your future (getting a good job).*) (Trelwynog, Q13, F)

I cael swydd well (*To get a better job*) (Treathew, Q10, F)

There were a number of comments noting the value of Welsh as a 'private' language: Gweithgareddau preifat. (*Private activities.*) (Trewiwer, Q9, M)

If im on holiday i Speak Welsh when i talk about other people (Trewiwer, Q9, M)

redaw i yn Sairad cymrag gyda brawd achos fi ac fy brawd yn sarad mewn Privet. (*I Speak welsh with my brother because me and my brother talk in Private.*) (Trelwynog, Q9, F)

Rwyn mwynhau defnyddior cymraeg achos, os nin siarad cymraeg mewn gemau rygbi bydd ni yn enill. (*I enjoy using welsh because, if we speak welsh in rugby matches we'll win.*) (Trelwynog, Q13, M)

Os y brawd a chwiorddau a fi ddim eisiau llall i gwybod. Pam mae'n suppreis (*If the brother and sister and I don't want the other to know. When it's a surprise.*)  
(Rhydlynog, Q9, F)

Others note an 'academic' or educational motivation:

Maen hawdd i ddallt a ddysgu. (*It's easy to understand and learn.*) (**Trewiwer, Q13, F**)  
ti gallu gwneid fi gwebod iaith arall. (*you can make me know another language.*)

(**Trelwynog, Q9, M**)

Mae yn da i gwybod 2 iaeth gwhanol yn bywyd. (*It's good to know 2 different languages in life.*) (**Trelwynog, Q13, F**)

Mae'n helpu i dysgu ieithoedd arall. Mae'n da i gwybod mwy na un iaeth (*It helps to learn other languages. It's good to know more than one language*) (**Trelwynog, Q13, M**)

rydym yn gallu siarad 2 iaith neu mwy (*we can speak 2 languages or more*)

(Llanddyfrgi, Q13, M)

There were also comments of a more negative tone within this category, and although such comments were very infrequent, they were strongly expressed:

That teachers force and that is the correct word, you to learn Welsh. Some teachers are a bit O.T.T. with Welsh. (**Trewiwer, Q13, M**)

[Further examples can be found at page 362.]

#### ***4.8.2.5 Influence of children on each other***

Most comments within this category simply noted using Welsh with friends, as seen in the examples below. Although this category was one of the tick-box choices for usage, some children also noted it as an 'other' use.

Pan mynd allan i chwarae efo ffrindiau (*When going out to play with friends*)  
(**Trewiwer, Q9, M**)

Gyda fy frindau. (*With my friends*) (**Treddyfrgi, Q9, F**)

Chware (*Playing*) (**Trelwynog, Q9, M**)

Siarad i ffrindiau (*Talking to friends*) (**Trebathew, Q9, M**)



Some replies were more specific, including expressing appreciation of the role of friends:

"Sleepover" (Ty ffrind) (*"Sleepover" (friend's House)*) (**Trewiwer, Q9, F**)

ar wyliau hefo ffrindiau (*on holiday with friends*) (Llanddyfrgi, Q9, F)

gyda frindiau mas ysgol i ymarfer. (*with friends out of school to practise.*) (**Trelwynog, Q9, F**)

Mae y ffrind yn dwaid i fi Siarad cymraeg. (*The friend tells me to Speak welsh.*)

(**Trelwynog, Q13, F**)

Rydw i eisiau cael mwy o ffrindiau mas or ysgol sydd yn siarad Cymraeg, Gweld teulu cymraeg yn mwy aml. (*I want to have more friends out of school who speak Welsh. See welsh family more often.*) (Llanllwynog, Q13, F)

[Further examples can be found at page 362.]

#### **4.8.2.6 Use of Welsh**

These were comments specifically concerned with the use of the Welsh language although, of course, many comments within other categories also referred to its use.

Rydw i yn gwneud bron popeth yn gymraeg (*I do almost everything in welsh*)

(**Treddyfrgi, Q9, F**)

Ia, dwi'n siarad Cymraeg. Dwi'm yn siarad iaith Saesneg byth. (*Yes, I speak Welsh. I never speak English.*) (**Treddyfrgi, FG, F**)

Some noted specific contexts of use:

Rhestr siopa a fynd siopa (*Shopping list and going shopping*) (**Trelwynog, Q9, F**)

cannu (*singing*) (**Trelwynog, Q9, M**)

Rydw in mynd i Gorllewyn Cymru a siarad Cymraeg ir pobl fana. (*I go to West Wales and speak Welsh to the people there.*) (**Trelwynog, Q9, F**)

Rhau waethau fi yn sharad i fy ci yn Gymraeg (*Sometimnes I speak to my dog in Welsh*) (**Trelwynog, Q9, F**)

Weithiau ysgrifennu stori, dyddiadur. (*Sometimes writing a story, diary.*) (**Trelwynog, Q9, F**)

Darllen llyfrau Cymraeg (*Reading Welsh books*) (**Trelwynog, Q10, F**)

Llyfrau yn y iaith Gymraeg (*Books in the Welsh language*) (**Trelwynog, Q10, F**)

Others commented on the experience of using Welsh:

Rydw i yn hoffi siarad yn cymraeg oherwydd mae hwyl. (*I like speaking in Welsh because it's fun.*) (Llanddyfrgi, Q13, F)

Dwi'n credu bod e'n dda i siarad Cymraeg achod mae'n hwyl. (*I think that it's good to speak Welsh because it's fun.*) (**Trelwynog, Q13, M**)

Mae cymraeg yn hwyl i fi ond mae'n hefyd anodd oherwydd y geiriau mawr ac hir. (*Welsh is fun for me but also difficult because of the big and long words.*) (**Trelwynog, Q13, F**)

Mae'n hwyl dysgu Cymraeg, (*It's fun to learn Welsh,*) (Llanllwynog, Q13, M)

#### **4.8.2.7 Use of English**

These were comments specifically concerned with the use of the English language, or non-use of Welsh:

I Dont use Welsh outside school (**Trewiwer, Q9, F**)

Dwi'n siarad Susnag [gartref]. (*I speak English [at home].*) (Rhydwiwer, FG, M)  
dwi ddim yn defnyddio fo [Cymraeg] yn aml (*I don't use it [Welsh] often*) (**Treddyfrgi, Q13, M**)

Dydw i ddim yn siarad neu wneud unrhywbeth Cymraeg (*I don't speak or do anything Welsh*) (Trelwynog, Q9, M)

Mae Mam yn Siarad cymraeg i fi ond fi yn Siarad Sasneg noll (*Mum speaks Welsh to me but I Speak English back*) (**Trelwynog, Q9, F**)

I never use welsh outside of School (**Trelwynog, Q9, M**)

Dudw i ddim yn siarad Cymraeg tuallan I'r ysgol (*I don't speak Welsh outside school*) (**Trebathew, Q9, M**)

Comments within this category were more frequent in the Focus Group discussions.

#### **4.8.2.8 Welsh as a second language**

Comments within this category were mainly concerned with interaction with pupils with second language Welsh and with parents and siblings who were learning the language, for example:

dysgu fy ffrindiau (*teaching my friends*) (**Trewiwer, Q9, M**)

fy modryb Mam a Dad yn trio Siarad Cymraeg (*my aunt Mum and Dad try to Speak Welsh*) (**Trelwynog, Q9, F**)

Mae Dad yn dysgu Cymraeg, ond dyw e ddim yn ei siarad gartref. (*Dad is learning Welsh but he doesn't speak it at home.*) (**Trelwynog, Q13, M**)

This included encouraging friends and relatives who had little or no Welsh to learn more of the language:

Dysgu teulu tipyn bach o Gymraeg. (*Teaching the family a little bit of Welsh.*)

(**Trelwynog, Q9, F**)

Pan rydw i'n chwarae rygby rwy'n dysgu ffrind. (*When I'm playing rugby I teach a friend.*) (**Trelwynog, Q9, M**)

Rydw i yn gallu helpu fy teulu arall sydd ddim yn gallu siarad cymraeg, i bod yn well eu cymraeg. (*I can help my other family who can't speak welsh, to be better in their welsh.*) (**Trelwynog, Q13, F**)

I helpu fy mam gyda'r geirfa (*to help mum with the vocabulary*) (Llanllwynog, Q9, M)

Helpu mam gyda Cymraeg ac chwaer yn helpu fi. (*I help Mum with Welsh and my sister helps me.*) (Rhydlywynog, Q9, F)

Rydw i'n mwynhau dysgu cymraeg oherwydd fi'n gallu dysgu pobl arall. (*I enjoy learning Welsh because I can teach other people.*) (Rhydlywynog, Q13, F)

Gyda fy mrawd i helpu iddo dysgu. (*With my brother to help him to learn.*) (**Trebathew, Q9, F**)

Comments concerning interaction with L2 Welsh family members were found far more frequently in the Llwynog (South East) Group.

#### **4.8.2.9 Influence of Technology**

There were comments regarding the use or non-use of Welsh on electronic media, including practical difficulties with using Welsh:

Ebost i teulu (*E-mail to family*) (**Trewiwer, Q9, M**)

tecstio yn cymraeg (*texting in welsh*) (Rhydwiwer, Q9, M)

tecstio, e-mail, doodles (*text, e-mail, doodles*) (**Trelwynog, Q9, F**)

twiter (*twitter*) (Llanllwynog, Q9, F)

mynd ar gemau (*going on games*) (Rhydlywynog, Q9, F)

[Further examples can be found at page 363.]

#### **4.8.2.10 Mixed language**

There were no noteworthy comments within this category in the questionnaire responses although some are noted from the focus group discussions (see page 165 below).

#### **4.8.3 Qualitative data from pupils' focus groups**

The transcription and categorisation of comments made in focus group discussions was not as straightforward a procedure as in the case of the questionnaire comments, owing to the very fact that they were oral discussions, with pupils sometimes interrupting each other, speaking one across the other (sometimes several speaking at once) and switching from one theme to another mid-sentence. There were also numerous points where it proved impossible to decipher what was being said. Nevertheless, the transcriptions did provide a wealth of useful data.

An attempt has been made, for ease of comparison, to present some of the most significant comments under the same categories as was done in the case of the questionnaire comments. Assessing the relative frequency of comments under each heading was also more problematical (for example, it could be argued that one very brief but highly significant comment should be allocated a greater weighting than several longer, less pointed, utterances), but the categories are nevertheless once again discussed in the approximate descending order of the frequency of comments allocated to each category across the full sample.

##### **4.8.3.1 Identity**

As was noted with regard to the questionnaire responses, the focus group transcripts revealed comments expressing pride in the Welsh language or in being Welsh, and sometimes a negative attitude to the English language and/or English people. Concern was also expressed about the perceived lack of focus on Welsh history and identity at school. Examples of the above include:

Sa, sa neb yn siarad o sa fo'n gedru mynd. Sa fo'n gedru diflannu. A ma ym athro ni di deud ffordd mae o'n dechra mynd yn slo bach, yr iaith Cymraeg. (*If, if no-one spoke it it*

*could go. It could disappear. And our um teacher has said how it's starting to very slowly, the Welsh language.)* (Rhydwiwer (NWP2), FG, F)

A wedyn on nhw'n deud ym mewn Saesneg 'Saesneg ydy'r gore' a'r pobl erill a ma chwaer fi jest fel 'Na, Cymraeg di'r gore'. *(And then they were saying [on an app on the 'phone] um in English 'English is the best' and the other people and my sister just like 'No, Welsh is the best'.)* (Rhyd-ddyfrgi (NEP2), FG, F)

Dwi'n falch oherwydd os ti fel pobol sy'n Cymraeg ond methu siarad e dyn nhw ddim yn cweit yn fel yn Cymro go iawn. I fi dylet ti gallu siarad iaith i fod yn fel Cymro. *(I'm proud because if you're like people who are Welsh but can't speak it they aren't quite like a real Welshman, To me you should like be able to speak the language to be like a Welshman.)* (Trelwynog (SES), FG, M)

Wel dwi'n cael fel un yr wythnos mewn hanes ond mewn Cymraeg ni ddim yn dysgu am ym hanes Cymru neu pobol. *(Well I get like one a week in history but in Welsh we don't learn about um the history of Wales or people.)* (Trelwynog, FG, F)

Dylai Cymru cael mwy o fel recognition am beth mae pobl yn wneud oherwydd rŷn ni'n dysgu mewn gwyddoniaeth roedd dyn o'r enw Alfred Russel Wallis dwi'n credu oedd fe, roedd e roedd e'n gyda Charles Darwin yn y ben draw, jest ar ôl y Theory of Evolution ond nath e fel ddim câl recognition. *(Wales should get more like recognition for what people do because we learn in science about a man by the name of Alfred Russel Wallis I believe he was, he was with Charles Darwin in the end, just after the Theory of Evolution but he didn't like get recognition.)* (Trelwynog, FG, M)

Mm, ie mae'n bwysig i fi achos os ti'n byw yn Cymru dylech chi ceisio siarad Cymrâg a weithia cos ma lot o teulu fi'n dod o gwledydd arall fi'n hoffi fel show off. *(Mm, yes it's important to me because if you live in Wales you should try to speak Welsh and sometimes cos a lot of my family come from other countries I like to like show off.)* (Trebatheo (SWS), FG, F)

There were, again, some comments suggesting a negative or apathetic attitude to Welshness and the Welsh language, such as:

Dio'm [byw yng Nghymru] yn rili boddro fi *(It [living in Wales] doesn't really bother me)* (Llanddyfrgi, FG, F)

Ddim rili yn mindo. *(Don't really mind [if I speak Welsh or not].)* (Trelwynog, FG, M)

Ddim yn matro. *([Speaking Welsh] Doesn't matter.)* (Llanbathew, FG, F)

Researcher: Ydy o'n bwysig i chi bod chi'n gallu siarad Cymraeg? (*Is it important to you that you can speak Welsh?*)

Pupil: Dim rîli. (*Not really.*) (Llanbathew, FG, M)

The following comments on experiencing negative comments or behaviour when using Welsh were recorded (all from the Llwynog Group):

Researcher: Beth am, beth am ych ffrindiau sy ddim yn siarad Cymraeg, beth maen nhw, be maen nhw'n ddweud am y ffaith bod chi'n medru siarad Cymraeg? Dyn nhw'n hoffi neu dyn nhw'n chwerthin neu be? (*What about, what about your friends who don't speak Welsh, what do they, what do they say about the fact you're able to speak Welsh? Do they like it or do they laugh or what?*)

Pupil: Rhan fwya o'r pryd ti'n anghofio bod ti'n wedyn ti'n mynd 'bla bla' yn Gymraeg, fel 'O na' a wedyn chwerthin arnat ti. (*Most of the time you forget you are then you go 'blah, blah' in Welsh, like 'Oh no' and then laugh at you.*) (**Trelwynog, FG, F**)

Mae un o ffrindiau gorau fi sy'n sa siarad Saesneg dim yn hoffi Cymraeg a mae hi'n rili'n grac pan mae'n clywed fi'n siarad Cymraeg. (*One of my best friends who speaks English doesn't like Welsh and she's really angry when she hears me speak Welsh.*) (**Trelwynog, FG, F**)

Ym, pan dwi'n mynd allan ar y stryd dwi'n siarad Cymraeg efo Mam oherwydd ym pan ni'n mynd i siop bach ym pam mae pobl yn clywed ym ni'n siarad Cymraeg maen nhw'n mynd fel 'Welshies, Welshies'. (*When I go out on the street I speak Welsh with Mum because um when we go to a little shop um when people hear um us speaking Welsh they go like 'Welshies, Welshies'.*) (**Trelwynog, FG, M**)

Cofio rai wythnosau nôl roedd fy chwaer fi'n siarad â cefnder fi a chwaer fi'n dechrau yn siarad Cymraeg a wedyn roedd fy cefnither fi'n jest dweud iddyn nhw stopo. (*Some weeks ago my sister was talking to my male cousin and my sister started off speaking Welsh and then my female cousin just told them to stop.*) (**Trelwynog, FG, M**)

A pan ti yn siarad Cymraeg tu allan o'r ysgol, mae pobol yn rhoi ti fel yn looks mwya od erioed, yn edrych arnat ti. So dwi ddim yn hoffi siarad tu allan. (*And when you speak Welsh outside of school, people give you like the most odd looks ever. So I don't like to speak outside.*) (Rhydlynog, FG, F)

[Further examples can be found at page 363.]

#### **4.8.3.2 Influence of adults/institutions in authority**

Most of the comments referred to contexts and situations which encouraged pupils to use Welsh beyond normal school hours:

Wel roedd yr ysgol yn gwneud fel clwb, roedden nhw'n rhoi rhywbeth oddiar S4C arno a wedyn ar ôl oedd y rhaglen wedi gorffen bydd nhw'n trafod fel beth oedd yn digwydd trwy gyfrwng y Cymraeg. (*Well the school did like a club, they put something from S4C on and then after the programme had finished they would discuss what was happening through the medium of Welsh.*) **(Trelwynog, FG, M)**

A ni'n siarad Cymraeg i pob person yn y siop oherwydd oedd nhw'n jest yn siarad i ni yn Cymraeg fel, 'Wyt ti isio prynu hyn?' a roen ni'n dweud ia. (*And we speak Welsh to every person in the shop because they just spoke to us in Welsh like, 'Do you want to buy this?' and we said yes.*) **(Trelwynog, FG, F)**

Gwyliau i Llangrannog (*Holidays to Llangrannog*) (Llanllwynog, Q9, F)

Ar ôl ysgol ni'n mynd i Llangrannog a then os fi'n mynd i fel cael hufen iâ neu rywbeth ni'n gallu siarad Cymraeg yn y siop. (*After school we go to Llangrannog and then if I go to like get an ice cream or something we can speak Welsh in the shop.*)

(Llanllwynog, FG, F)

Mae yr Urdd yn neud llawer. (*The Urdd does a lot.*) (Rhydlywynog, FG, M)

In the focus groups in particular, some pupils referred to adult authority figures' lack of use of Welsh and other contexts where Welsh is not used:

Ac ma'r coach yn Saesneg. (*And the coach is English [speaking].*) **(Treddyfrgi, FG, M)**

Saesneg yn fel clwbiau fel dawnasio. (*English in like clubs like dancing.*) (Rhyd-ddyfrgi, FG, F)

Fyddwn i isio gweld fel pobol yn siarad Cymraeg ar y bysus achos mae y y gyrrwr bus byth yn siarad Cymraeg i ni a ni'n dod mynd i ysgol Cymraeg a ma pawb ar y bus jest byth yn siarad Cymraeg. Ia. (*I would like to see like people speaking Welsh on the buses because the the bus driver never speaks Welsh to us and we come go to a Welsh school and everyone on the bus just never speaks Welsh. Yes.*) **(Trelwynog, FG, M)**

Oherwydd fel ti'n yn mynd i siopa ti yn mynd i siarad Saesneg (*Because if you're like going shopping you are going to speak English*) (Llanllwynog, FG, M)

Ni yn siarad Gymraeg ar yr iard ond, fel cinio ni ddim yn siarad gymaint achos dyw'r menywod cinio ddim yn siarad Gymraeg. Felly mae'n anodd i ni siarad gyda'n gilydd achos nhw ddim yn deall. (*We do speak Welsh on the yard but, like lunch we don't speak so much because the dinner ladies don't speak Welsh. So it's difficult for us to speak with each other because they don't understand.*) (Rhydlywynog, FG, F)

The desire for more arranged opportunities and other forms of encouragement to engage with Welsh is also apparent in the focus group responses, including some comments on Welsh in the media and the world of sport:

Siarad mwy o Gymraeg os dan ni'n gweld mwy o Gymraeg. (*Speak more Welsh if we see more Welsh.*) (Rhyd-ddyfrgi, FG, F)

Dylai dechrau clwbiau mewn y Cymraeg (*Clubs should be started in Welsh*)

**(Trelwynog, Q13, M)**

Ym, wir dim ond un sianel dwi'n gallu meddwl am, sy'n S4C, sy'n siarad Cymraeg felly does dim llawer o opsiynau i ym ieuenc a fel mae pobl yn wedi dweud bydden nhw'n gallu dangos pêl-droed i bobol a i ym pobol sy'n oedran canolig a pobol sy'n hen, felly mae os mae rhywbeth sydd sydd ddim yn apelio aton ni mae fi'n gwyllo rhywbeth Saesneg. (*Um, really there's only one channel I can think of, which is S4C, which speaks Welsh so there aren't many options for um young and like people have said they could show football to people and to um people who are middle aged and people who are old, so if there's something which which doesn't appeal to us I watch something English.*) **(Trelwynog, FG, M)**

Dwi'n credu bod ni jest angen mwy o llefydd i lle ni'n gallu Cymraeg hefyd. Jest llefydd lle gallech chi i defnyddio'r iaith. (*I believe that we just need mor places where we can Welsh as well. Just places where you could use the language.*) (Llanllwynog, FG, F)

Weithie galle fod ni llyfrau Cymraeg i ddarllen fel fwy ohonyn nhw. (*Sometimes we could have Welsh books to read, like more of them.*) **(Treathew, FG, F)**

[Further examples can be found at page 366.]



#### 4.8.3.3 Parental/family influence

As in the case of the questionnaire data, most comments reflected either use of Welsh with members of the immediate family, or encouragement to use the language (or not to use English), for example:

Pryd dwi adra dwi'n câl fel mae Mam a Dad yn mynd yn flin efo fi os dwi'n defnyddio un neu ddau gair da gair Susnag. (*When I'm at home I get like my Mum and Dad get angry with me if I use one or two words with an English word.*) (**Treddyfrgi, FG, M**)

Ma rhai Mam a Dad os mae'n nhw'n Saesneg isio chi fod yn Gymraeg. (*Some Mums and Dads if they're English want you to be Welsh.*) (Rhyd-ddyfrgi, FG, M)

Ond mae Mam yn like trio neud fi siarad mwy o Cymraeg. (*But Mum like tries to make me speak more Welsh.*) (**Trelwynog, FG, M**)

Ni'n siarad Cymraeg yn fan'no oherwydd y mae y dau riant yn gallu siarad Cymraeg. (*We speak Welsh there [at home] because both parents can speak Welsh.*)

(Rhydlynog, FG, F)

Ma Mam fi'n lico siarad Cymraeg. (*My Mum likes to speak Welsh.*) (Llanbathew, FG, F)

Members of the extended family were mentioned in a number of comments:

Dwi yn siarad Cymraeg efo Nain a Taid ac ddim adre. (*I speak Welsh with Grandma and Granddad but not at home.*) (**Treddyfrgi, FG, M**)

Ond ma un dant dwi'm mond gweld hi fel unwaith y blwyddyn o Lloegr yn siarad Saesneg. Wel, trio'n Cymraeg. (*But one aunt I only see her like once a year from England speaks English. Well, tries in Welsh.*) (Rhyd-ddyfrgi, FG, M)

Ar y ffôn i fy nghefyndiroedd. (*On the 'phone to my cousins.*) (**Trelwynog, FG, M**)

Dwi'n siarad gyda Mam-gu a Tad-cu, maen nhw o Gogledd Cymru. (*I speak to Grandma and Granddad, they're from North Wales.*) (Rhydlynog, FG, F)

Siarad gyda mamgu (*Talking with grandma*) (Llanbathew, FG, F)

Some comments referred to a lack of Welsh in the family (where the influence could be seen as a negative one), for example:

Ma Dad fi yn Cymraeg ond mae'n siarad Saesneg cos ma Mam fi'n Saesneg. (*My Dad is Welsh but he speaks English cos my Mum is English.*) (Llanwiwer, FG, M)

Ym os ma, os ma ffrindia [place name] fi, teulu [place name] maen nhw'n cychwyn conversation efo fi yn Saesnag so dwi'n atab nhw'n ôl mewn Saesnag hefyd. (*Um if, if my [place name] friends, [place name] family, they start a conversation with me in English so I answer them back in English as well.*) (Rhydwiwer, FG, F).

Dwi'm yn siarad lot o gwbl oherwydd ma Mam a Dad yn Saesneg. (*I don't speak a lot [of Welsh] at all because Mum and Dad are English.*) (**Treddyfrgi, FG, M**)

Ma teulu fi, dyn nhw ddim yn dallt Cymraeg. (*My family, they don't understand Welsh.*) (Llanddyfrgi, FG, F)

'Run peth â Mam. Sa i byth yn ym gwylio pethau Cymraeg. Dim ond Saesneg. (*Same as Mum. I never watch Welsh language things. Only English.*) (Llanbathew, FG, F)

[Further examples can be found at page 368.]

#### 4.8.3.4 Use of Welsh

Examples of comments specifically concerned with the use of the Welsh language (or non-use of English) include:

Y, dwi'n siarad Cymraeg rhan fwy'r amser. (*Uh, I speak Welsh most of the time.*) (Llanwiwer, FG, M)

Ni bron byth yn siarad Saesneg. (*We hardly ever speak English*) (Llanllwynog, FG, F)

Ia, dwi'n siarad Cymraeg. Dwi'm yn siarad iaith Saesneg byth. (*Yes, I speak Welsh. I never speak English.*) (**Treddyfrgi, FG, F**)

Specific contexts of use are mentioned in the following examples:

Mwy o weithia dwi'n jest siarad ym Cymraeg efo rywun ar ffôn. (*More times I just speak um Welsh with someone on the 'phone.*) (Rhydwiwer, FG, F)

Mae na llefydd dwi yn siarad Cymraeg ond dim ond lle ma pobol yn dallt. (*There are places I speak Welsh but only where people understand.*) (Llanddyfrgi, FG, F)

Dwi yn siarad Cymraeg efo ffrindia ond mae o'n dibynnu pwy mae o hefyd. (*I speak Welsh with friends but it depends who it is as well.*) (Rhyd-ddyfrgi, FG, M)

Dwi'n ffeindio bod dwi ddim yn siarad Cymraeg o gwbl gartre achos mae neb yn gallu siarad Cymraeg lle dwi'n byw ond dwi'n ffeindio dwi'n siarad Cymraeg wrth fy hun pan dwi'n gneud maths neu rywbeth gyda gwaith. (*I find that I don't speak Welsh*

*at all at home because no-one can speak Welsh where I live but I find that I speak Welsh to myself when I'm doing maths or something with work.) (Trelwynog, FG, F)*  
Fi'n siarad Cymraeg gyda Dad fi a dim, dim Mam ond fi'n siarad Cymraeg gyda Dad a yn y eglwys fi'n siarad Cymrâg. *(I speak Welsh with my Dad and not, not Mum but I speak Welsh with Dad and in church I speak Welsh.) (Treathew, FG, F)*

As in the case of the questionnaires, there were comments on the experience of using Welsh or not using English:

Dwi'm yn hoffi siarad Saesneg chwaith. *(I don't like speaking English either.)*

(Rhyd-ddyfrgi, FG, F)

Weithiau dwi'n gwrando i pethau Cymraeg. *(Sometimes I listen to Welsh things.)* (Rhyd-ddyfrgi, FG, F)

Dwi'n siarad Cymraeg lot gyda ffrindiau. Jest oherwydd, rhai o amser, dwi wedi bod yn dysgu Cymraeg pan bach iawn ac yn dwi'n siarad Cymraeg rhag na Saesneg ac i rai pobl dwi'n sowndio'n weird ond dwi'n siarad Cymraeg mwy na Saesneg yn y tŷ ac tu mewn i'r ysgol. *(I speak Welsh a lot with friends. Just because, some of the time, I've been learning Welsh when I was very little and I speak Welsh rather than English and to some people I sound weird but I speak Welsh more than English in the house and inside school.) (Trelwynog, FG, M)*

Mae'n well gen i siarad Cymrâg na Saesnag. *(I'd rather speak Welsh than English.)*

(Llanbathew, FG, M)

[Further examples can be found at page 370.]

#### **4.8.3.5 Use of English**

The following is a selection of the comments specifically concerned with the use of the English language, or the non-use of Welsh.

Wel, dan im yn defnyddio llawer o Gymraeg yn buarth yr ysgol oherwydd ma llawer o'n ffrindiau ni yn Saesneg. *(Well, we don't use much Welsh on the school yard because a lot of our friends are English [speaking].)* (Treddyfrgi, FG, M)

Weithiau, fel, dwi'm yn siarad, mae'n swndio'n drwg, ond dwi'm yn siarad Cymraeg tu allan i'r ysgol. Does neb, fel, dwi'm yn siarad Cymraeg efo nhw. *(Sometimes, like, I*

*don't speak, it sounds bad, but I don't speak Welsh outside school. Nobody, like, I don't speak Welsh with them.*) (Llanddyfrgi, FG, F)

Dwi'm yn siarad Cymraeg ar yr iard. (*I don't speak Welsh on the yard.*) (**Trelwynog, FG, M**)

Pupil A: Dydw i ddim yn siarad llawer o Cymraeg o gwbl. (*I don't speak much Welsh at all.*)

Pupil B: Na fi. (*Nor me.*) (Llanllwynog, FG, M)

Weithiau mae jyst yn naturiol. (*Sometimes it's just natural [to speak English].*) (Rhydlywynog, FG, F)

In some comments there appears to be an element of conscious choice in language engagement:

Dwi mond yn gwranddo i pethe Saesneg. (*I only listen to English things.*) (Rhyd-ddyfrgi, FG, F)

Mae'r dau frawd yn trio siarad Cymraeg i fi ond dwi jest yn ateb nôl yn Saesneg. (*The two brothers try to speak Welsh to me but I just answer back in English.*) (**Trelwynog, FG, M**)

Dwi'n hoffi fel yn troi at siarad Saesneg mâs o ysgol. (*I like to turn to speaking English outside of school.*) (**Trelwynog, FG, M**)

Mae'n teimlo'n od fel bod siarad Cymraeg. (*It feels odd to be speaking Welsh.*) (**Llanllwynog, FG, M**)

Sa i byth yn ym gwylio pethau Cymraeg. Dim ond Saesneg. (*I never watch Welsh things. Only English.*) (Llanbathew, FG, F)

A few comments suggested a definite shift in language use:

Wel, pan rôn i'n bach oedd fi dal i siarad mwy o Cymraeg achos oedd fi'n hoffi siarad Cymraeg pan oedd fi'n fach, ond rwan dwi'n jest siarad Saesneg. (*Well, when I was little I still spoke more Welsh because I liked speaking Welsh when I was little, but now I just speak English.*) (**Trelwynog, FG, M**)

Wi'n siarad llai. (*I speak less [Welsh than when I was younger].*) [Three other pupils agreed with this comment.] (Llanbathew, FG, M)

[Further examples can be found at page 370.]

#### 4.8.3.6 Influence of Technology

Although the number of individual references to the role of technology in language choice was not high, this was clearly an issue of which many of the children were aware. Comments concerning the use or non-use of electronic communication included the following:

Researcher: A dach chi'n defnyddio y we llawer petha? (*And do you use the web a lot of things?*)

Several pupils: A lot. (*A lot.*)

Researcher: Lot, ia, A dach chi'n trydar? Twitter? I (*A lot, yes. And do you tweet? Twitter? To*)

Male pupil: Yndw. (*Yes.*)

Researcher: Instagram?

Several pupils: Ie. (*Yes*)

Female pupil: Snapchat. (*Snapchat.*)

Male pupil: Facebook.

Researcher: Dach chi'n tecstio ar y ffôn? (*Do you text on the 'phone?*)

Several pupils: Na. (*No.*)

Male pupil: Ni'n rhy fach. (*We're too little.*) (Rhydwiwer, FG)

Ma Instagram fel mwy Blwyddyn 6. (*Instagram is more Year 6 [than Facebook].*) (Rhyd-ddyfrgi, FG, F)

Dan ni gyd ar Instagram. (*We're all on Instagram.*) (Rhyd-ddyfrgi, FG, F)

A Instagram yn gallu bod i oedolion a plant. (*And Instagram can be for adults and children.*) (Rhyd-ddyfrgi, FG, F)

Tecst i bobol lot. (*Text to people a lot.*) (Rhyd-ddyfrgi, FG, M)

Snapchat. (Llanbathew, FG, F)

Comments regarding the use or non-use of Welsh on electronic media, including practical difficulties with using Welsh, included the following:

Dim ond Saesneg, dwi'm yn siŵr mod i'n gwybod pam. (*Only in English [on electronic platforms]. I'm not sure I know why.*) (Rhydwiwer, FG, F)

Dwi'n iwsio Susnag hefyd cos falla mae mwy o pobol fatha pobol Susnag ar Instagram so maen nhw'n dallt. (*I use English as well cos maybe there are more people like English people on Instagram so they understand.*) (Rhydwiwer, FG, F)

Sach chi'n deud 'FIFA Sixteen' i rywun san nhw'n deall be fydd o. Sach chi'n deud 'Gêm Pêl-droed Un deg Chwech' san nhw'm yn dallt be ydy o. (*If you said 'FIFA Sixteen' to someone they'd understand what it would be. If you said 'Gêm Pêl-droed Un deg Chwech' they wouldn't understand what it is.*) **(Treddyfrgi, FG, M)**

Wel dwi'n tecstio fy Mam i ran o'r amser yn Cymraeg achos ma hi'n, fel dwi'n tecstio tipyn bach o geiriau yn Cymraeg. (*Well I text my Mum part of the time in Welsh because she, like I text a few words in Welsh.*) **(Trelwynog, FG, F)**

A ar Instagram ma lot o ffrindiau fi'n dod o gwledydd eraill so sai'n siarad Cymrâg wedyn. (*And on Instagram a lot of my friends come from other countries so I don't speak Welsh then.*) **(Trebathew, FG, F)**

[Further examples can be found at page 371.]

#### **4.8.3.7 Welsh second language**

As was seen from the questionnaire data, comments were mainly concerned with interaction with second language Welsh pupils and with family members who were learning the language, for example:

Pan rydw i'n gartre mae Mam a fy Nhad yn trio dysgu Cymraeg oherwydd mae ganddof fi Nain sy'n siarad Cymraeg a ma hi'n rîli mwynhau siarad Cymraeg a mae fy Mam a Nhad yn trio dysgu felly pan mae'n nhw'n y tŷ maen nhw'n trio dweud geiriau mewn Cymraeg ac rydyn ni'n fath â trio cyfathrebu mewn Cymraeg. (*When I'm at home my Mother and my Father try to learn Welsh because I have a Grandmother who speaks Welsh and she really enjoys speaking Welsh and my Mother and my Father are trying to learn so when they're in the house they try to say words in Welsh and we are like trying to communicate in Welsh.*) **(Trelwynog, FG, M)**

Mae rhai o ffrindiau fi'n gofyn i fi siarad Cymraeg trwy'r amser a maen nhw jest yn fel maen nhw jest yn siocd weithiau a maen nhw isio dysgu fe hefyd. (*Some of my friends ask me to speak Welsh all the time and they're just like they're just shocked sometimes and they want to learn it as well.*) **(Trelwynog, FG, F)**

A ma mam fi'n gallu deall Cymraeg ond ddim yn gallu siarad e. Hi'n deall lot ond ddim yn gallu siarad. (*And my mum can understand Welsh but can't speak it. She understands a lot but can't speak.*) **(Rhydlynog, FG, F)**

Pan rydw i'n gartre mae Mam a fy Nhad yn trio dysgu Cymraeg oherwydd mae ganddof. A dwi'n meddwl os na mwy o gyfle i rieni i ddysgu Cymraeg. mwy o

siawnsus i nhw gallu dysgu e. (*When I'm at home my Mum and Dad try to learn Welsh because I have it. And I think if there was more opportunity for parents to learn Welsh, more chances for them to be able to learn it.*) (Rhydlywynog, FG, M)

Wel, ym fi ddim yn rhugl yn Gymrâg cos fi'm yn siarad y Cymrâg gartre cos ma Mam a Dad yn y straglu yn Gymrâg. (*Well, um, I'm not fluent in Welsh cos I don't speak Welsh at home cos Mum and Dad uh struggle in Welsh.*) (**Trebathew, FG, F**)

Children in the focus groups also spoke of encouraging friends and relatives who had little or no Welsh to learn more:

Ar y ffordd yn y car i rywle mae Dad yn trio dweud y geiriau sy ar poster ar yr arwyddion yn Cymraeg. Felly pan dyn ni'n mynd i archfarchnad a mae e wedi dweud 'archfarchnad' yn gywir mae gwên fawr ar ei wyneb fel 'Dwi wedi wneud e'. (*On the way in the car to somewhere Dad tries to say the words which are on the poster on the signs in Welsh. So when we go to a supermarket and he's said 'archfarchnad' correctly there's a big smile on his face like 'I've done it'.*) (**Trelwynog, FG, M**)

Dwi'n dysgu anti fi i siarad Cymraeg ond di hi'm yn dda iawn. (*I'm teaching my aunty to speak Welsh but she's not very good.*) (**Tredyfrgi, FG, F**)

Dwi'n dysgu dad fi. (*I'm teaching my dad.*) (Rhydlywynog, FG, M)

Mae mam fi'n trio neud tipyn o Cymraeg, wel, mae hi'n gallu neud tipyn o eiriau pan fi yn trio dysgu hi oedd hi fel yn cal confused fel wedi drysu, hi ddim yn gwybod be sy'n, dwi'n ddweud. (*My mum tries to do a bit of Welsh, well, she can do a few words when I try to teach her she was like getting confused like mixed up, she didn't know what is, I'm saying.*) (Rhydlywynog, FG, M)

Mae fy nghyfnither yn ysgol uwchradd Saesneg a mae hi wedi cymryd Cymraeg a mae hi'n gofyn i fi am help yn ei ym, ym TGAU. (*My cousin is in an English medium secondary school and she's taken Welsh and she's asked for help in her um, um GCSE.*) (Rhydlywynog, FG, F)

Sometimes, frustration is expressed with children who were perceived to be unwilling to learn Welsh, or with the system for not enabling them to learn effectively:

Ma rei fatha, ma rei plant ddim yn câl dysgu Cymraeg ... ma nhw jest cal fatha dysgu siarad fatha Susnag neu rw bath, dyn nhw'm yn câl dysgu siarad iaith Cymraeg. (*Some*

*like, some children don't get to learn Welsh ... they just get to like learn English or something, they don't get to learn the Welsh language.)* (Rhydwiwer, FG, F)

Dwi'n meddwl mae'r ysgolion Saesneg yn dysgu mewn Cymraeg a dyn nhw mond cael awr yr wythnos a os dyn nhw am siarad Cymraeg yna fel dylen nhw cael mwy o cyfle i siarad Cymraeg. *(I think that the English schools teach in Welsh and they only have an hour a week and if they want to speak Welsh they should have more opportunity to speak Welsh.)* (Trelwynog, FG, F)

Maen nhw'n dweud bod maen nhw'n neud e ond man nhw jyst ddim yn gallu maen nhw ddim yn gallu hoffi e os maen nhw im yn neud e trwy'r dydd pob dydd. *(They say that they're doing it but they just can't they can't like it if they don't do it all day every day.)* (Rhydlynog, FG, F)

For some pupils, Welsh was a third language:

Ym, dwi'm yn siarad Susnag na Cymraeg adra cos dwi'm yn dod, dwi'n dod o rwla arall ... Polish. *(Um, I don't speak English or Welsh at home because I don't come, I come from somewhere else ... Polish.)* (Rhydwiwer, FG, F)

[Further examples can be found at page 372.]

#### **4.8.3.8 Influence of children on each other**

As well as those simply noting use with friends, some comments within this category were more specific about the nature of the interaction:

Ym, mae gen i ffrind o'r enw [enw ffrind] mae wedi symud yn bell ond dwi'n dal i gweld e ... mas i [enw lle] neu i [enw lle] a rŷn ni'n siarad llawer o Cymraeg efo'n gilydd oherwydd, ym ... mae jest neis i siarad iaith be, ni wedi dysgu efo'i gilydd ar yr amser. *( Um, I have a friend called [name of friend] he's moved far but I still see him ... out to [place name] or [place name] and we speak a lot of Welsh together because, um ... it's just nice to speak a language which, we learned it together at the time.)* (Trelwynog, FG, M)

Pan dwi tu fas tu fas i'r ysgol dwi'n siarad Saesneg i like ffrindiau ac fel yn siopa.

Dwi'n hoffi clywed mwy yn siarad Cymraeg dwi jest yn cael sioc a wedyn dwi'n gallu siarad Cymraeg a saen nhw ddim yn gwybod bod fi'n gallu siarad Cymraeg. *(When I'm outside outside of school I speak English to like friends and like when shopping. I like to*



*hear more speaking Welsh I just get a shock and then I can speak Welsh and they don't know that I can speak Welsh.) (Trelwynog, FG, F)*

Os ni draw yn tŷ rhywun sy mân nhw'n siarad Cymraeg adre ni fel arfer yn siarad Cymraeg hefo nhw. *(If we're in someone's house who they are speaking Welsh at home we usually speak Welsh to them.) (Llanllwynog, FG, F)*

Ia, rai weithiau wi'n siarad, ma Mam a Dad yn Saesneg ond os bydd fi'n gweld fel ffrindiau ar yr heol weithiau fydd fi'n siarad Cymraeg â nhw. *(Yes, sometimes I speak, Mum and Dad are English but if I see like friends in the street sometimes I speak Welsh with them.) (Treathew, FG, M)*

Pan i fi'n siarad i rywun sy ddim yn siarad Cymraeg fi ddim yn siarad Cymraeg i nhw. *(When I speak to someone who doesn't speak Welsh I don't speak Welsh to them.) (Llanbathew, FG, M)*

Others noted interaction with other children as limiting their use of Welsh:

Fel os mân nhw'n Cymraeg ym dwi'n meddwl rhai o ffrindiau dwi'n gwbod mwyaf, maen nhw'n dewis siarad Saesneg efo fi ond os dwi efo ffrindiau a maen nhw ond mân nhw jest yn ym hapus siarad i fi a mân nhw'n Cymraeg dwi jest yn siarad Cymraeg efo nhw. *(Like if they're Welsh [speaking] um I think some of the friends I know most, they choose to speak English with me but if I'm with friends and they only but they just are um happy to talk to me and they're Welsh [speaking] I just speak Welsh with them.) (Llanwiwer, FG, F)*

Gynno fi rei ffrindiau o [ysgol arall yn yr ardal] a man nhw i gyd yn siarad Susnag efo fi. *(I have some friends from [other school in locality] and they all speak English with me.) (Rhydwiwer, FG, M)*

Wel, dan im yn defnyddio llawer o Gymraeg yn buarth yr ysgol oherwydd ma llawer o'n ffrindiau ni yn Saesneg. Mae na pobl wedi dod o Llundain a maen nhw'n dod i siarad Saesneg. *(Well, we don't use much Welsh on the school yard because a lot of our friends are English. People have come from London and they come to speak English.) (Treddyfrgi, FG, M)*

Mae, mae cefnder fi yn cael rhywbeth yn erbyn Cymraeg. Mae o ddim yn hoffi Cymraeg o gwbl. Mae'n iawn gyda fi'n siarad e ond mae e ddim yn hoffi. *(My cousin has, has something against Welsh. He doesn't like Welsh at all. He's alright with me speaking it but he doesn't like it.) (Trelwynog, FG, F)*

Fi'n siarad Saesneg os dwi'n cyfarfod ffrindiau yn y dre oherwydd mae fallai dyw rhieni nhw ddim yn deall Cymraeg a dwi jyst yn siarad Saesneg, dwi hyd yn oed ddim yn meddwl am fe. (*I speak English if I meet friends in town because maybe their parents don't speak Welsh and I just speak English, I don't even think about it.*) (Rhydlynog, FG, F)

[Further examples can be found at page 373.]

#### **4.8.3.9 Duty / Compulsion / Extrinsic motivation**

As was noted also in the questionnaire data, some pupils referred to the perceived career benefits of having Welsh language skills:

Mae'n bwysig i dyfodol chi achos os dach chi'n siarad Cymraeg ... dach chi gyfle i gael swydd gwell. (*It's important for your future because if you speak Welsh ... you have the chance of getting a better job.*) (**Treddyfrgi, FG, M**)

Mae'n bwysig oherwydd mae na fwy o, fel, opportunities os ti'n siarad Cymraeg. (*It's important because there are more, like, opportunities if you speak Welsh.*) (Llanddyfrgi, FG, F)

A fel ma shwt gyment o gyfleoedd i gâl o fod yn gallu siarad y iaith fel yn swyddi fel gwedodd nw a fel swyddi a bopeth. (*And there are so many opportunities to be had from being able to speak the language like in jobs as they said and like jobs and everything.*) (**Trebathew, FG, F**)

Again, there were a number of comments noting the value of Welsh as a 'private' language:

Wel pan fi'n mynd dros tŷ fy ffrind a dwi ddim isio i Mam a Dad fe wybod be yn ni'n siarad am, dwi'n siarad yn Cymraeg. (*Well when I go over a friend's house and I don't want his Mum and Dad to know what we're talking about, I speak in Welsh.*)

(**Trelwynog, FG, M**)

Mae ganddon ni tactegau yn Cymraeg. Felly, os ni'n dweud, os ti'n gweld tîm yn chwarae formation specific mae coach yn dweud in fel newidiwch siâp neu ailgrwpio. Ac mae'r tîm arall yn stopio am eiliad yn meddwl a wedyn ni'n sgorio oherwydd dydyn nhw ddim yn deall tactegau ni. (*We have tactics in Welsh. So if we say, if you see a team playing a specific formation the coach tells us to like change shape or regroup. And the*

*other team stops for a moment to think and then we score because they don't understand our tactics.) (Trelwynog, FG, M)*

Some noted a sense of 'duty' or of feeling compelled to use Welsh:

Teimlo ddylwn i fod yn Cymraeg (*Feel I should be Welsh speaking*) (Rhyd-ddyfrgi, FG, M)

Ond ar y buarth hefyd dan ni fod i siarad Cymraeg. (*But on the yard as well we're supposed to speak Welsh.*) (Rhyd-ddyfrgi, FG, M)

Wel weithia mae hi fel yn slipio o mind ti bod ti yn yr ysgol so rwy'ti'n anghofio siarad Cymraeg. (*Well sometimes it like slips from your mind that you're in school and you forget to speak Welsh.*) (Trelwynog, FG, F)

Poster. Ddim cweit yn siarad Cymraeg ond pan dwi'n edrych arnyn nhw, dwi'n mynd o, o ... (*[In reply to a question about what would encourage them to speak more Welsh.] Posters. I don't quite speak Welsh but when I look at them, I go oh, oh ...*) (Trelwynog, FG, F)

Ym, dwi am fod yn onest, dwi'n siarad Saesneg tu allan efo ffrindiau ond pan dwi'n gweld athro neu athrawes bydda'n siarad yn ym Cymraeg iddyn nhw oherwydd nhw'n siarad ac yn fy ffrindiau'n dweud pam dwi'n siarad Cymraeg - mae'n dydd Sadwrn, does dim ysgol. Ac ym dwi dwi jest yn dweud 'Wel mae na athro draw na'. (*Um, I'm going to be honest, I speak English outside with friends but when I see a teacher I'll speak in um Welsh to them because they speak, and then my friends say why I'm speaking Welsh - it's Saturday, there's no school. And um I just say 'Well there's a teacher over there'.*) (Trelwynog, FG, F)

Wel mae fel mwy o pobl yn siarad Cymraeg yn y dosbarth na yn y fel ar yr iard. (*Well more people like speak Welsh in class than like on the yard.*) (Treathew, FG, M)

As in the case of the questionnaires, there were also comments of a more negative tone within this category, such as:

Os dan ni'n siarad Saesneg dan ni'n cael ffrae, achos dan ni'n ysgol Cymraeg man nhw isio ni siarad Cymraeg. (*If we speak English we get told off, because we're a Welsh school they want us to speak Welsh.*) (Rhyd-ddyfrgi, FG, M)

A mae o fel yn rŵd, yn dydy e, i siarad Cymraeg o flaen rywun sy ddim yn gallu deall. (*And it's like rude, isn't it, to speak Welsh in front of someone who can't understand.*) (Rhydlwynog, FG, F)

So mae'n eto, mae'n kind of rude i siarad Cymraeg gyda nhw gyda Dad fi (*So it's, again, it's kind of rude to speak Welsh with them with my Dad.*) (Rhydlywynog, FG, F)

A ym, mae fi'n, rydw i'n siarad gyda nhw yn Cymraeg tu allan i'r ysgol weithiau â ffrindiau fi fi'n fel siarad Saesneg oherwydd mae fel Mam fi a ma Mam neu Dad nhw fel nhw'm yn deall e so fi'n siarad Saesneg so mân nhw clywad fi'n. (*And um, I, I speak with them in Welsh outside of school sometimes, with my friends I like speak English because it's like my Mum and their Mum and Dad like they don't understand it so I speak English so they hear me.*) (Rhydlywynog, FG, F)

#### **4.8.3.10 Mixed language**

These comments evidence use of English and Welsh together or alternately and also evidence pupils commenting on how they use the two languages:

O, ar yr iard. Ym, cymysgiad. (*Oh, on the yard. Um, a mixture.*) (Llanwiwer, FG, M)

Unwaith roedd fi a ffrindiau yn siarad Cymraeg a nesa, diwedd amser chwarae, roen ni'n siarad Saesneg, dwi'm yn gwbod sut, de. (*One time me and my friends were speaking Welsh and next, at the end of playtime, we were speaking English, I don't know how, like.*) (Llanddyfrgi, FG, F)

Dwi'n siarad eitha lot o Wenglish. (*I speak quite a lot of Wenglish.*) (**Trelwynog, FG, F**)

Weithiau dwi fel dwi'n dweud fel rhyw gair Saesneg os dwi ddim yn gwybod e, os dwi'n chwarae pêl-droed neu rywbeth a ni ddim yn gwybod gair rydyn ni'n dweud e mewn Saesneg. A wedyn, a wedyn ni'n mynd nôl i siarad Cymraeg efo'n gilydd. (*Sometimes I like I say some English word if I don't know it, if I'm playing football and we don't know a word we say it in English. And then, and then we go back to speaking Welsh together.*) (Rhydlywynog, FG, M)

Dwi'n hoffi dau. (*I like both [languages].*) (Llanbathew, FG, F)

[Further examples can be found at page 374.]

#### **4.8.3.11 Ability in English**

There were very few comments within this category. Examples include:

Dwi methu siarad Saesneg yn dda iawn (*I can't speak English very well*) (Rhyd-ddyfrgi, FG, M)

Ddim yn swnio'n iawn. (*Don't sound right [in English].*) (Rhyd-ddyfrgi, FG, F)

Dwi'n gwbod y geirie ond dydy acen fi ddim yn swnio'n iawn. (*I know the words but my accent doesn't sound right.*) (Rhyd-ddyfrgi, FG, F)

Un o pethau sy'n poeni fi yw dwi'n gwybod fwy o Cymraeg. Hefyd mae'n anodd i newid yn ôl i Saesneg ar ôl ddiwrnod llawn gwersi Cymraeg. (*One of the things that worries me is that I know more Welsh. Also it's difficult to change back to English after a day full of Welsh lessons.*) (**Trelwynog, Q13, F**)

Cymrâg bydde ni'n siarad mwya achos fi'n teimlo'n od pan fi'n siarad Susneg weithe. (*We speak mostly Welsh because I feel odd speaking English sometimes.*) (**Trebathew, FG, F**)

Researcher: Ti'm yn gyfforddus yn siarad Saesnag? (*You're not comfortable speaking English?*)

Pupil: Na. (*No.*) (Llanbathew, FG, M)

#### 4.8.3.12 Graphic representation of relative frequency of comments within categories

The following pie charts illustrate the approximate relative frequency of focus group comments within the above categories, for each school group and then for the full sample:

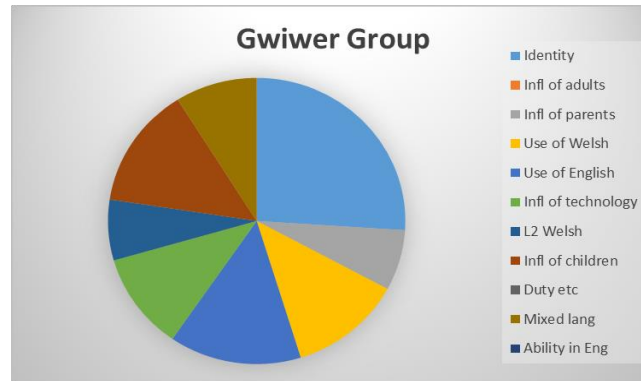


Fig. 33 - Graphic representation of relative frequency of comments within categories (pupil focus groups) – Gwiwer (NW) Group

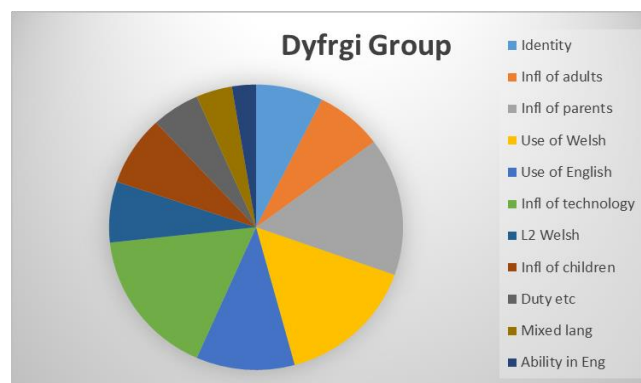
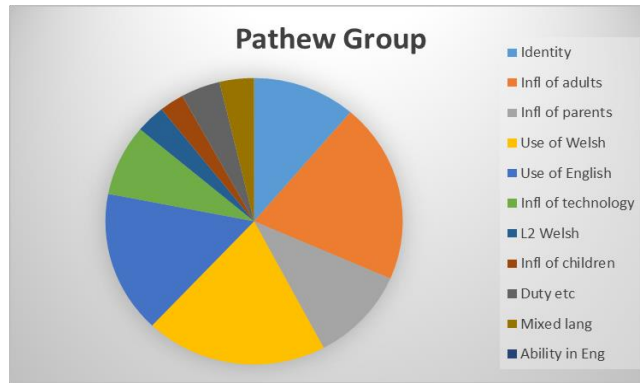


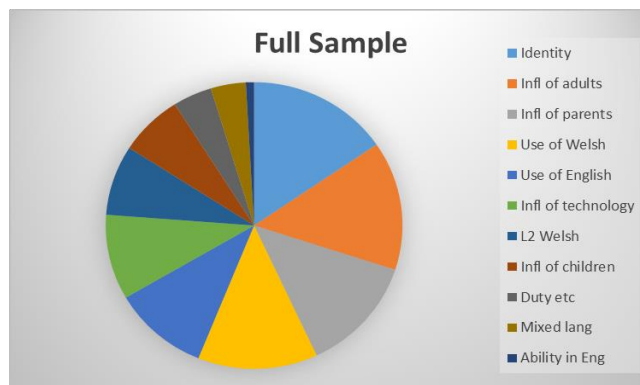
Fig. 34 - Graphic representation of relative frequency of comments within categories (pupil focus groups) – Dyfrgi (NE) Group



Fig. 35 - Graphic representation of relative frequency of comments within categories (pupil focus groups) – Llwynog (SE) Group



*Fig. 36 - Graphic representation of relative frequency of comments within categories (pupil focus groups) – Pathew (SW) Group*



*Fig. 37 - Graphic representation of relative frequency of comments within categories (pupil focus groups) – Full Sample*

#### ***4.8.4 Comparison of data from pupils' questionnaires and focus groups***

As will be readily apparent from the examples given above, the data from the questionnaires and the focus groups could both be analysed according to the same categorisation system. It will also be clear that there are no great contrasts between the content of the two sets of data. The following points of comparison may, however, be made:

##### ***4.8.4.1***

The exact meaning of the focus group comments is difficult to ascertain in some cases, particularly in the case of the Llwynog Group, and to a lesser extent, the Pathew Group, owing to the nature of the language used. This may reflect the greater prevalence of L2 speakers within these groups and, in the case of the Llwynog Group, the lack of opportunities to use informal register Welsh in the community.

##### ***4.8.4.2***

The focus group discussions allowed more scope for pupils to express their enthusiasm for using Welsh, for example, when speaking of helping other family members to use the language.

##### ***4.8.4.3***

The same is true also of expressions of frustration, for example, regarding the lack of contexts conducive to the use of Welsh beyond school, or of negative feelings towards Welsh. This is one factor which may suggest that pupils were not unduly influenced by the presence or proximity of a staff member during the focus group discussions to express positive attitudes to the use of Welsh.

##### ***4.8.4.4***

The strength of the sense of alienation some Llwynog Group pupils feel from the general population as Welsh speakers only becomes clear in the focus group comments.

##### ***4.8.4.5***

The strength of the (generally positive) influence of the family, including the extended family, becomes clearer in the focus group comments. Even when the influence could be discerned as negative, for example, when neither parent uses Welsh at home, there is a sense



that this is rarely intentional, and there are many examples of non-Welsh speaking family members being seen as encouraging the use of the language.

#### **4.8.4.6**

As the researcher had envisaged, the focus group discussions helped to answer some of the ‘why’ questions raised by the questionnaire data, both quantitative and qualitative. For example, the role of technology does not appear to be very significant from the questionnaire data, but the focus group discussions allowed pupils to explain how the predominance of English on electronic platforms (such as in automatic correction applications) discourages their use of Welsh on those platforms.

Some of the above points will be explored further in the *Discussion* chapter below.

### **4.9 Analysis of qualitative data – parental questionnaires**

Examples are given firstly from the responses to Question 7 in the parental questionnaire, which asked very specifically:

*Ydych chi'n gwneud unrhyw beth i annog eich plentyn/plant i ddefnyddio'r Gymraeg y tu allan i'r ysgol? Os ydych, nodwch beth:*

Do you do anything to encourage your child/children to use Welsh outside school? If so, please note what:

Examples are then given from the responses to Question 10:

*A oes yna unrhyw beth arall yr hoffech chi ei ddweud am eich defnydd chi a/neu eich plentyn/plant o'r Gymraeg?*

Is there anything else you would like to say about your own and your child/children's experience of using Welsh?

The categories used to analyse the qualitative data from the parental questionnaires differ from those used for the data from the pupils' questionnaires and focus groups, in order to reflect the different perspectives of the parents, and they also differ between the two questions. The categories are again considered in descending order of frequency of related comments made by the participants across the full sample – with the same caveat concerning the approximate nature of this calculation. The order of schools and groups under each heading is the same as that used throughout this thesis. Only one example in each category

from each school (if any comments at all were made in each case) will be noted here, with further examples to be found in *Appendix 13*.

It should be noted that 39.2% of the parents who returned questionnaires made no response to Question 7 and that a further 6.1% stated that they did nothing to encourage their children's use of Welsh.

#### ***4.9.1 Comments in response to Question 7 in parental questionnaires***

##### ***4.9.1.1 Home / family use***

These comments include various ways of encouraging the use of Welsh at home and with the extended family, even when it is not the natural language of the home. Some also reveal the frustrations of parents seeking to encourage apparently unwilling children to use the language.

###### ***Trewiwer (NWS)***

Talk it at home

###### ***Treddyfrgi (NES)***

Try to speak to him in Welsh, but not as much as I should because of personal confidence.

###### ***Trelwynog (SES)***

We always encourage our child to speak Welsh anywhere we go. We visit relatives in West Wales a lot and we feel it is very natural for any conversations to switch to Welsh.

###### ***Llanllwynog (SEPI)***

Rydym yn siarad Cymraeg fel teulu (*We speak Welsh as a family*)

###### ***Trebathew (SWS)***

We as parents speak Welsh to my child but she only speaks English

[Further examples can be found at page 375.]

##### ***4.9.1.2 Role of after school clubs and other extracurricular activities***

This category includes involvement in eisteddfodau and religious activities.

### ***Trewiwer***

Adran yr Urdd. Clwb pêl-droed Cymreig a Chymraeg Eisteddfodau. (*Urdd Division. Welsh and Welsh language football club. Eisteddfodau.*)

### ***Treddyfrgi***

Eisteddfod Welsh friends. Grandparents. TV. Urdd.

### ***Trelwynog***

When we shop / any activities that we can attend that are Welsh.

### ***Trebathew***

YN PERTHYN I'R CLWB RYGBI LLEOL, SY'N CAEL EI HYFFORDDI YN Y GYMRAEG GAN AMLAF. (*BELONGS TO THE LOCAL RUGBY CLUB, WHICH IS TRAINED IN WELSH FOR THE MOST PART.*)

### ***Llanbathew***

Mae nhwn cymryd rhan mewn Eisteddfodau ac yn mynd i ysgol Sul er mwyn cael mwy o gyfleoedd i siarad Cymraeg tu allan i'r ysgol. (*They take part in Eisteddfodau and go to Sunday school in order to have more opportunities to speak Welsh outside of school.*)

[Further examples can be found at page 376.]

## ***4.9.1.3 Encouragement of reading in Welsh***

### ***Trewiwer***

Darllen llyfrau a cylchgronau Cymraeg + gwyllo rhaglenni Cymraeg ar y teledu (*Reading Welsh books and magazines + watching Welsh programmes on television*)

### ***Rhydwiwer***

Read Books,

### ***Trelwynog***

Welsh books at home. S4C.

### ***Llanllwynog***

Read Welsh books

### ***Llanbathew***

Darllen a siarad Cymraeg (*Read and speak Welsh*)

[Further examples can be found at page 377.]

## ***4.9.1.4 Use of Welsh with friends***

### ***Treddyfrgi***

Welsh friends.

*Rhyd-ddyfrgi*

I ddefnyddio'r Gymraeg wrth chwarae efo ffrindiau. (*To use Welsh when playing with friends.*)

***Trelwynog***

Spend time with Welsh speaking friends / Encourage other Welsh speakers to use Welsh with the children

*Llanllwynog*

Mae fy mab i yn siarad Cymraeg gyda fy ffrindiau i tu allan i'r ysgol. Mae e'n tecstio hefyd yn y Gymraeg. Rydym yn trafod pethau yn y Gymraeg weithiau. (*My son speaks Welsh with my friends outside school. He texts as well in Welsh. We discuss things in Welsh sometimes.*)

***Trebathew***

Tell them to speak Welsh to their Welsh speaking Friends, when I hear them speaking English to each other

[Further examples can be found at page 378]

#### ***4.9.1.5 Welsh used naturally within the family / locality.***

These comments suggested that no extra encouragement was required to use Welsh as the context would ensure that the children naturally chose to use the language.

***Trewiwer***

Na mond siarad Cymraeg adra (*No only speak Welsh at home*)

IAITH GYNTAF - SIARAD YN NATURIOL (*FIRST LANGUAGE – SPEAK IT NATURALLY*)

*Rhydwiwer*

First Language

***Treddyfrgi***

Na! oherwydd mae siarad Cymraeg yn rhywbeth naturiol i ni fel teulu. (*No! Because speaking Welsh is something natural to us as a family.*)

***Trebathew***

Cymraeg yw iaith y teulu a ffrindiau felly dyma'r prif iaith - defnyddir Saesneg pan fydd angen e.e. Mewn siop. (*Welsh is the language of the family and friends so this is the main language – English is used when necessary, e.g. In a shop.*)

[Further examples can be found at page 378]

#### **4.9.1.6 Help with school work**

There were very few comments within this category.

##### ***Trelwynog***

READING and TALKING ABOUT HOMEWORK. HELPING MY YOUNGER 2 CHILDREN WITH THEIR HOMEWORK and READING

#### **4.9.2 Comments in response to Question 9 in parental questionnaires**

##### **4.9.2.1 Comments related to identity**

This category includes both comments referring positively to the Welsh language and culture and those which are more negative.

##### ***Trewiwer***

There is too much emphasis on Welsh at school to the detriment of English. Both languages are important, and children should have option of which language to use and we as parents be proud they can use and speak both not just welsh

##### ***Llanddyfrgi***

Mae y iaith Cymraeg yn Pwysig iawn imi, ac fy nheulu. (*The Welsh language is very Important to me, and my family.*)

##### ***Rhyd-ddyfrgi***

Mae'r Gymraeg yn greiddiol i bob agwedd o'n bywyd. Cymraeg yw iaith y Cartref, mwyafrif llethol ein teulu estynedig, ein ffrindiau a'n Cymdogion. 'Rydym yn lleiafrif ffodus sy'n byw o fewn i gymuned lle bo'r defnydd o'r Gymraeg yn weddol amlwg ar hyn o bryd. (*Welsh is core to all aspects of our life. Welsh is the language of the Home, the vast majority of our extended family and our Neighbours. We are a fortunate minority who live within a community where the use of Welsh is fairly prominent at this time.*)

##### ***Trelwynog***

Do not live in a welsh speaking community. Children are made fun of by other children in their age group from English medium schools if they are heard to be speaking Welsh.

##### ***Trebathew***

Hoffwn pe bai fy mhlant yn siarad mwy o Gymraeg yn yr ysgol. Mae disgrifiad Tanore + Swain o sefyllfa ddeiglosig mewn sefyllfa drochi yn ddadlennol iawn ac yn darlunio sefyllfa

dosbarth fy mhlant yn dda iawn. (erthygl 1986 yn y Modern Language Journal). (*I wish my children spoke more Welsh in school. Tanore + Swain's description of a diglossic situation within an immersion situation is very revealing and depicts the situation of my children's class very well. (1986 article in the Modern Language Journal).* [There is no article by these authors in the 1986 volume of the Modern Language Journal. However, there is an article by these authors in the 1995 volume of that publication which describes research which indicates 'that immersion students in the U.S. and Canada increasingly avoid using their second language in peer-peer interactions as they move into higher primary grade levels' and views immersion classrooms as 'speech communities that become increasingly diglossic over time' (Tanore and Swain, 1995: 166).]

[Further examples can be found at page 378.]

#### **4.9.2.2 Role of family / friends**

##### *Rhydwiwer*

No as everything we do as a family is through the medium of Welsh.

##### *Rhyd-ddyfrgi*

Rydym bob amser yn siarad Cymraeg gartref a chyda'r teulu estynedig. Rydym yn cymdeithasu hefyd trwy gyfrwng y Gymraeg. (*We always speak Welsh at home and with the extended family. We also socialise through the medium of Welsh.*)

##### **Trelwynog**

It is a hard language to learn as an adult. I struggle with pronunciation. My child is confident speaking Welsh but doesn't like to not include me in conversations.

##### *Llanllwynog*

Rydw i'n siarad Cymraeg â'r ddwy ferch, ond yn ddiweddar mae'r ddwy wedi newid i siarad Saesneg gyda'u gilydd, hyd yn oed yn fy nghwmni i, ond yna'n troi i'r Gymraeg pan yn siarad yn uniongyrchol gyda fi. (*I speak Welsh with both daughters, but recently both of them have changed to speaking English with each other, even in my presence, but then turn to Welsh when speaking directly with me.*)

##### **Trebathew**

Mae'r iaith Gymraeg yn rhan annatod o'n bywyd ni fel teulu. (*The Welsh language is an integral part of our life as a family.*)

[Further examples can be found at page 380.]

#### **4.9.2.3 Opportunity**

These are comments on opportunities, or lack of opportunities, to use or engage with Welsh.

(See also under ‘Influence of technology’ below.)

##### ***Trelwynog***

Hoffwn weld mwy o weithgareddau Cymraeg i blant lleol. Mae'n gallu bod yn anodd cadw brwdfrydedd ymlaen mewn ardal ddi-Gymraeg. Mae'r plant yn dueddol o weld y Gymraeg fel iaith yr ysgol ac nid iaith i gymdeithasu ynddo. *(I'd like to see more Welsh language activities for local children. It can be difficult to maintain enthusiasm in a non Welsh speaking area. The children tend to see Welsh as the language of school and not a language in which to socialise.)*

##### ***Llanllwynog***

Prin iawn yw'r cyfleoedd i ddefnyddio'r Gymraeg tu allan i'r ysgol - fy mhryder i yw ei fod yn dod yn bwnc ysgol nid yn iaith fyw. *(The opportunities to speak Welsh outside of school are very few – my concern is that its becoming a school subject rather than a living language.)*

[Further examples can be found at page 381.]

#### **4.9.2.4 Child teaching or helping parent with Welsh**

##### ***Trewiwer***

Mae yn ein cywiro os ydynt yn defnyddio gair Saesneg gan unrhyw un o'r teulu! Da iawn hi! *(She corrects us if an English word is used by anyone in the family! Good for her!)*

##### ***Trelwynog***

I learned welsh through adult education, I practice but lack confidence I use welsh where I can. Father & family are first language welsh & speak welsh almost always to my children

##### ***Llanllwynog***

Mae'n rhaid i mi siarad mwy o Gymraeg gyda fy mab i i ymarfer safon fy Nghymraeg i! *(I must speak more Welsh with my son to practise the quality of my Welsh!)*

#### **4.9.2.5 Influence of Technology**

##### ***Trewiwer***

Teimlaf bod fy mhlant yn cael eu dylanwadu gan rhaglenni teledu Saesneg a popeth ar y we yn Saesneg. Angen llawer mwy o ddefnydd Cymraeg diddorol. *(I feel that my children are*

*being influenced by English language television programmes and everything on the web in English. There's a need for much more interesting Welsh language material.)*

[Further examples can be found at page 381.]

#### **4.9.2.6 Reading Welsh**

##### ***Trewiwer***

Anodd weithiau Cael llyfrau neu prawf ysgol darllen a deallt yn ffordd ysgrifenedig Cymraeg y gogledd. Weithiau mae geiriau de Cymru yn cael ei defnyddio a gogledd ddim yn daeillt. *(Difficult sometimes to Get books or a school comprehension test in the written way of northern Welsh. Sometimes south Wales words are used and north doesn't understand.)*

##### ***Trelwynog***

Wish that there were variety of books in the Welsh Medium as my daughter is a book worm.

Wish Welsh Speakers would use it everyday in the streets.

I feel its very important and should be encouraged. School facilities for welsh reading books are not adequate - Primary + Secondary

#### **4.10 Analysis of qualitative data – school staff questionnaires**

As already noted, the number of staff questionnaires returned was very small, and since not all those who returned questionnaires made any comments, the qualitative data sample is even smaller. The categories used are again different, reflecting the nature of staff comments. As in the case of the qualitative data from the pupils' and the parents' questionnaires, the categories are ordered in descending order of frequency of comments across the full sample. Examples are given first from comments in response to question 7 (*Ydych chi'n gwneud unrhyw beth i annog y disgyblion i ddefnyddio'r Gymraeg y tu allan i'r ysgol? Os ydych, nodwch beth:* / Do you do anything to encourage the pupils to use Welsh outside school? If so, please note what:) and then from the comments in response to question 8 (*A oes yna unrhyw beth arall yr hoffech chi ei ddweud am ddefnydd y disgyblion o'r Gymraeg? / Is there anything else you would like to say about the pupils' use of Welsh?*)

##### **4.10.1 Comments in response to Question 7 in staff questionnaires**

It should be noted that 4.3% of the staff members who returned questionnaires made no



comment in response to this question and that a further 13% said that they did nothing to encourage children's use of Welsh outside school.

#### ***4.10.1.1 Role of after school clubs and other extracurricular activities***

*Llanwiwer*

Gweithgareddau'r Urdd, eisteddfodau, Glan Llyn ac ati. (*Urdd activities, eisteddfodau, Glan Llyn, etc.*)

*Llanddyfrgi*

Gweithgareddau'r Urdd. Cymryd rhan mewn eisteddfodau lleol. Hysbysebu digwyddiadau Cymraeg e.e. dramau lleol. (*Urdd activities. Taking part in local eisteddfodau. Advertising Welsh events, e.g. local plays.*)

*Rhyd-ddyfrgi*

Ymweld â digwyddiadau e-e Eisteddfod, Sioe Cyw (*Visiting events, e.g. Eisteddfod, Sioe Cyw*)

***Trelwynog***

Atgoffir y disgyblion am weithgareddau'r Urdd a lle mae'n berthnasol am Fentrau Iaith (yng nghyswllt y chweched dosbarth). (*Pupils are reminded about Urdd activities and where relevant about Mentrau Iaith (in the context of the sixth form).*)

[Further examples can be found at page 381.]

#### ***4.10.1.2 Encouraging the use of Welsh with friends***

*Rhydwiwer*

SIARAD CYMRAEG MEWN TIMAU (*SPEAKING WELSH IN TEAMS*)

***Treddyfrgi***

Cychwyn sgysiau trwy gyfrwng y Gymraeg. (*Starting conversations through the medium of Welsh.*)

***Trelwynog***

Natur Seisnigaidd eu hardaloedd nhw sy'n effeithio'n fawr yma. Ymhlith ei gilydd byddwn i'n tybed eu bod yn weddol bodlon i ddefnyddio'r iaith gyda cyd-ddisgyblion ond pe bai nhw mewn grwpiau mawr gyda siaradwyr Saesneg yn eu plith, byddwn i'n disgwyl i'r rhan fwyaf ohonynt cyfathrebu a'i gilydd yn y Saesneg wedyn. O fewn eu teuluoedd eu hunain, mae trwch ohonynt yn siarad Cymraeg a brodyr / chworydd hŷn. (*It is the Anglicised nature of their localities that has a great effect here. Among themselves I would imagine that they are*

*fairly happy to use the language with fellow pupils but if they were in large groups with English speakers among them, I would expect most of them to communicate in English then. Within their own families, most of them speak Welsh with older brothers / sisters.*

#### **4.10.1.3 Role of the Welsh language media**

*Rhydwiwer*

*Defnydd o raglenni teledu Cyw, Rownd a Rownd a'r gerddoriaeth Cymraeg (Use of Cyw, Rownd a Rownd and Welsh language music television programmes)*

*Rhyd-ddyfrgi*

*Eu hannog i wylio rhaglenni Cymraeg ar S4C. (Encouraging them to watch Welsh language programmes on S4C.)*

#### **4.10.1.4 Reading Welsh**

*Rhydwiwer*

*Rydym yn rhoi llyfr Cymraeg i'r plant fynd adref er mwyn hybu y sgil cymraeg adref (We give the children a Welsh language book to nurture the Welsh language skill at home)*

*Mynd a llyfrau cymraeg adra i ddarllen. (Take Welsh books home to read.)*

*Rhyd-ddyfrgi*

*Gwerthir cylchgrawn Wcw drwy'r ysgol, anogir y plant i brynu llyfrau Cymraeg drwy'r Clwb llyfrau ... (Wcw magazine is sold through the school, the children are encouraged to buy Welsh books through the book Club ...)*

[Further examples can be found at page 381.]

#### **4.10.2 Comments in response to Question 8 in staff questionnaires**

##### **4.10.2.1 Role of family / friends**

This category includes comments suggesting both positive and negative influences.

*Llanwiwer*

*Mae sawl plentyn o aelwyd di-Gymraeg acw, y mwyafrif yn cefnogi addysg eu plant drwy gyfrwng y Gymraeg ond eraill ddim yn gweld gwerth ynddo syn ddigalondid mawr inni.*

*(Several of the children here are from non-Welsh speaking homes, the majority supporting their children's education through the medium of Welsh but others don't see the value of it which is a great sorrow to us.)*

*Rhydwiwer*

Bod rhieni sydd yn gallu Cymraeg yn siarad Cymraeg gyda ei plant. (*That parents who can speak Welsh do speak Welsh with their children.*)

*Llanddyfrgi*

Mwy o deuluoedd Cymraeg yn yr ardal erbyn hyn a'r ysgol yn mynd yn fwy Cymreigedd o'r herwydd. (*More Welsh speaking families in the area by now and the school becoming more Welsh as a result.*)

*Rhyd-ddyfrgi*

Mae teuluoedd ein disgyblion yn gefnogol iawn ac yn credu yn gryf tuag at ddefnydd yr iaith Gymraeg tu allan i oriau ysgol. (*Our pupils' families are very supportive and believe strongly towards the use of the Welsh language outside school hours.*)

***Trelwynog***

Ar ôl symud i ddysgu mewn ysgol cyfrwng Cymraeg, ar ôl bod yn y sector Saesneg fy hunan, gwych oedd gweld Parodrwydd y disgyblion i ddefyddio'r Gymraeg nid yn unig tu fewn i'r gwersi fel y disgwyliid ond ym mhob agwedd o'u bywyd cymdeithasol yn yr ysgol. Wrth gwrdd â chyn-disgybl sy wedi gadael yr ysgol, gwelaf eu bod yn hapus iawn i siarad Cymraeg â mi. Diddorol yw gweld bod y disgyblion weithiau yn creu tafodiaith eu hunain. (*After moving to teach in a Welsh medium school, after being in the English [medium] sector myself, it was great to see the pupils' Willingness to use Welsh not only within the lessons as would be expected but in every aspect of their social life in school. Meeting a former pupil who has left the school, I see that they're very happy to speak Welsh with me. It's interesting to see that the pupils sometimes create their own dialect.*)

[Further examples can be found at page 382]

#### ***4.10.2.2 Welsh as the language of the community***

*Rhydwiwer*

ARDAL GRYF O GYMREICTOD (A STRONG AREA OF WELSHNESS)

***Treddyfrgi***

Mae'n digwydd yn naturiol yn yr ysgol / ardal. (*It happens naturally in the school / area.*)

*Rhyd-ddyfrgi*

Llawer o Gymraeg yn cael ei siarad ar iard yr ysgol. Does dim rhaid gofyn i'r plant siarad Cymraeg - mae'n naturiol iddynt. (*A lot of Welsh is spoken on the school yard. There's no need to ask the children to speak Welsh – it's natural to them.*)

#### **4.10.2.3 Identity**

##### **Treddyfrgi**

Dylai'r athrawon fod yn well Cymry a bod yn esiampl i'r disgyblion drwy ddefnyddio'r Gymraeg yn naturiol - creu ethos Cymraeg i'r ysgol. (*The teachers should be more Welsh and be an example to the pupils by using Welsh naturally – creating a Welsh ethos for the school.*)

##### **Rhyd-ddyfrgi**

Ymfalchiô yn y plant sy'n dod o gartrefi di-Gymraeg a'u clywed yn siarad Cymraeg yn naturiol gyda'u cyfoedion yn y dosbarth. (*I'm proud of the children who come from non-Welsh speaking homes and I hear them speaking Welsh naturally with their peers in the classroom.*)

##### **Trelwynog**

They are under the impression that the Welsh language is only for school usually lower school pupils believe this

#### **4.10.2.4 Opportunities**

##### **Rhyd-ddyfrgi**

Ychydig a phrin iawn yw'r cyfleon ar gael i blant 5, 6 a 7 oed siarad Cymraeg y tu allan i'r ysgol os ydynt o deuluoedd Saesneg. (*Very few and far between are the opportunities available for 5, 6 and 7 year old children to speak Welsh outside of school if they are from English speaking families.*)

##### **Trelwynog**

Dim ond canran isel sy'n dod o gartrefi ble mae Cymraeg yn iaith gyntaf, felly oherwydd yr ardaloedd does dim digon o gyfleoedd oni bai am ysgol, Siarad Gymraeg. (*Only a low percentage come from homes where Welsh is the first language, so because of the localities there aren't enough opportunities apart from school, to Speak Welsh.*)

[Further examples can be found at page 382]

## ***4.11 Comparison of qualitative data from pupils, parents and staff members***

The next chapter necessarily includes some further discussion of the commonalities, differences and links between these four data sets (taking data from the pupils' questionnaires and focus groups as two distinct data sets), so only brief points of comparison will be noted here.

### ***4.11.1***

Comments on the use of, or lack of, opportunities to use Welsh outside school are common to all three groups of respondents. This may be all the more significant given the fact that no direct question was asked related to this issue in any of the questionnaires or focus groups. In all three groups, appreciation is expressed for the services offered by bodies such as the Urdd and the Mentrau Iaith.

### ***4.11.2***

Comments relating to identity are also common to all four data sets.

### ***4.11.3***

The vast majority of the comments from all these sources are either positive or neutral. However, the fact that negative comments are rare should not mean that those that were made are insignificant. Indeed, many of the negative comments are made in very strong terms.

### ***4.11.4***

A sense of frustration is apparent within all four data sets. In the case of the pupils, it is with lack of opportunity to use the language, while in the case of the parents and staff members there is some frustration with the pupils' apparent lack of enthusiasm to use Welsh. The latter point is, of course, in contrast to the pupils' apparently extremely positive attitude to the language.

### ***4.11.5***

The willingness of a number of, in particular, parents and staff members to go into some detail in their responses is revealing in terms of how seriously they perceive the issues involved. This comment must, however, be set in the context of the low response rate in the case of the staff questionnaires, given that all schools were given ten questionnaires to

distribute (a response rate of 20.9%). Since the pupils were asked to complete their questionnaires in the classroom, it is to be expected that they would have had little time to make detailed comments, even if they wished to do so.

#### **4.11.6**

The number of comments made by parents in English may be illustrative of the interest taken by non-Welsh speaking parents in their children's Welsh medium education – although not all these comments, of course, reflect an entirely positive attitude to that education.

#### **4.11.7**

The comments made by pupils about parents and the parents' comments themselves suggest an 'ownership' by the parents of their children's education. This is also evident from the comments which reveal children helping parents to gain a grasp of the Welsh language, whether that be in reinforcing formal learning or in the form of the use of 'occasional' Welsh, such as when parents try to understand Welsh signage.

#### **4.11.8**

Notwithstanding the previous points made, there are no striking contrasts between the information given and the views expressed in the four data sets.

### ***4.12 Initial comparison between the quantitative and qualitative data categories***

#### **4.12.1**

The qualitative data highlights matters not addressed directly in the quantitative data, such as the experience of alienation from the wider community, the sense of a lack of opportunity to use Welsh beyond school and the importance of identity issues. The issue of identity was relevant to Question 12 in the Pupils' Questionnaire, but participants clearly had more to say in this field. As discussed in the *Conclusions* to this dissertation, the qualitative data also points to questions which should be asked directly in the course of future research in this field, for example, questions concerning the availability of opportunities for using Welsh in the community and the nature of those opportunities which already exist.

#### **4.12.2**

The fact that 93% of the responses in the pupils' questionnaires were in Welsh aligns with and confirms the high scores across the whole sample regarding the attitude of pupils to the survival of the language.

#### **4.12.3**

Although levels of engagement with Welsh on television, radio and electronic media are generally low according to the quantitative data, the focus group discussions clearly show that pupils have an opinion about what is available in Welsh on these media and particularly about the obstacles to them engaging with the language in these contexts.

#### **4.12.4**

The qualitative data reinforces and supplements the quantitative data in bringing to light the importance for many children of using Welsh with 'other relatives', most notably grandparents.

#### **4.12.5**

No significant examples were found of a mismatch or disconnect between the qualitative and quantitative data sets. This is useful in that it confirms that the quantitative data has not been overly skewed by acquiescence bias (Ray, 1990). Thus, many pupils chose to express positive attitudes to Welsh language and culture in answer to written and oral open questions, reinforcing the evidence from the high scores in the Likert-type attitudinal questions in the questionnaires.

# Chapter 5

## Discussion

### *5.1 Introduction*

As the previous chapter has revealed, this project has yielded a very large amount of data, of which a great many questions could be asked. Just as the foregoing analysis did not attempt to consider all possible correlations, so this chapter will consider those findings which seem to the researcher, in the light of the work of other researchers, the particular context of Wales and the Welsh language and other contexts of minoritised language education worldwide, to be most relevant to the research question. Throughout, reference will be made, where relevant, to the findings of other researchers, in the Welsh context and beyond, both those already discussed in Chapter 2 above, and others.

The results will be discussed in broadly the same order as that of the analyses in the previous chapter, although, where relevant, the findings from the pupils', the parents' and the staff data will be considered together. In general, the qualitative and quantitative data will not be considered as discreet sets of evidence, but referenced throughout as one category informs the other, be that in terms of reinforcement or challenge. The tables and graphics from that chapter are not reproduced here, but examples of both quantitative and qualitative data are noted again where it is deemed that could be more helpful to the reader than having to follow a cross-reference.

For economy of space, only English translations of comments from the present research data made in Welsh are given in this chapter – the original Welsh comments in all cases can be found in the previous chapter. Where the original comment was made in English, this is stated, as '(Original English)' immediately following the comment. The same referencing system is used for quotations as was used in the previous chapter, for example, 'Treddyfrgi, FG, M' for a quote by a male pupil in the Treddyfrgi focus group. Quotations from other sources may be taken as being in the original English unless stated otherwise. Where comments are quoted in full or paraphrased, references to the relevant page(s) in the *Results and Analysis* chapter are not given, but the page numbers are noted in all other cases.



This chapter will consider, firstly, the experience of engagement with the schools themselves and what that may reveal. Secondly the picture painted by the evidence of pupils' language competence, level and context of use of Welsh will be considered. The third part of the chapter will consider the significance of the data concerning the pupils' reported influences on their language use. Fourthly, both quantitative and qualitative data on attitude to the language and culture and its relationship to use will be considered, while the final part will concentrate mainly on the qualitative data revealing what appear to be the most important themes in the comments and their implications.

## ***5.2 The experience of engagement with schools***

As noted in the chapter on Methodology (p74), initial approaches to schools were often difficult, or entirely negative. Where contact was made with headteachers, there seemed to be a hesitancy to become involved with the research exercise. Some members of staff were candid in expressing fears that the project would simply increase the heavy bureaucratic burden which they already felt they were under. It may also be true that as the issue of language use beyond the classroom comes under ever increasing scrutiny, so schools may feel that research into this and related subjects may be akin to a form of inspection with some kind of judgement, and possibly sanction, to follow. This was despite the firm verbal and written reassurances of absolute confidentiality given in the case of the present project.

As initial and ongoing discussions with staff members were not conducted under the ethical guidelines governing the administration of the questionnaires and focus groups, no data from them can be presented within this dissertation, but, with that caveat, the following general impressions are offered as part of this discussion:

- Since schools which were unenthusiastic either about the subject of the research or about the demands of taking part could simply not respond at all or refuse to participate, it is at least arguable that the selection of schools may be skewed to a degree towards those who consider themselves to be 'successful' in terms of encouraging the social use of Welsh among their pupils. The tendency for a sample to self-select in this way is well recognised in the literature, for example, Gorrard (2010), Mackey and Gass (2015) and Mugo (2002).
- This possible skewing must be taken into account in drawing conclusions from the data gathered.

- There are, nevertheless, many examples from both the quantitative and qualitative data which offer a negative depiction of practices and attitudes in connection with social language use, which suggests that, even if participating schools considered themselves successful in terms of encouraging social use of Welsh, they certainly do not see that ‘success’ as unqualified. Some teachers also expressed concern that pupils were not using enough Welsh socially and therefore their appreciation of research such as this, in the hope that effective interventions could be identified. This would suggest that even schools which did not view themselves as succeeding as well as they would wish to in this area could also have had an incentive to participate in this research project.
- The researcher offered to visit participating schools once the research project was complete to discuss with the Senior Management Team, the staff in general, the governors or the parents (according to the school’s wishes) the detailed findings about their own schools together with the (anonymised) general findings. The teachers concerned seemed appreciative of this offer and the schools will be reminded of this opportunity at the point of completion of the project.
- When research is carried out by an agency external to the Local Education Authority it is not possible to compel any school to take part and therefore not possible completely to exclude the possibility of selection bias on the lines outlined above.

### ***5.3 Discussion of evidence of home language status and pupils’ competence in Welsh, and level and context of use of Welsh***

#### ***5.3.1 Pupils’ L1 and L2 status***

The summary of pupil questionnaire results and the associated graphic (pp96 et seq. above) reveals the high levels of pupils’ self-reporting as L2, with 40% of the full sample of pupils and between 15% and 65% of the pupils in each group considering themselves to be L2 speakers of Welsh, with the percentages being highest in the Llwynog and Pathew groups. Since pupils within Welsh medium education, apart from those undergoing immersion on entering the system, are treated as equivalent to L1 speakers, the fact that so many do not perceive themselves to be so in reality may suggest that they may not be experiencing sufficient use of Welsh in the informal registers, even while at school, a possibility recognised in Lewis (2006) and Lewis and Smallwood (2011) – as discussed in the *Review of Previous Literature and Research* above. This phenomenon is also attested in a variety of L2

situations overseas in Mougeon et al. (2010) and in the Irish context in Ó Riagáin et al. (2008).

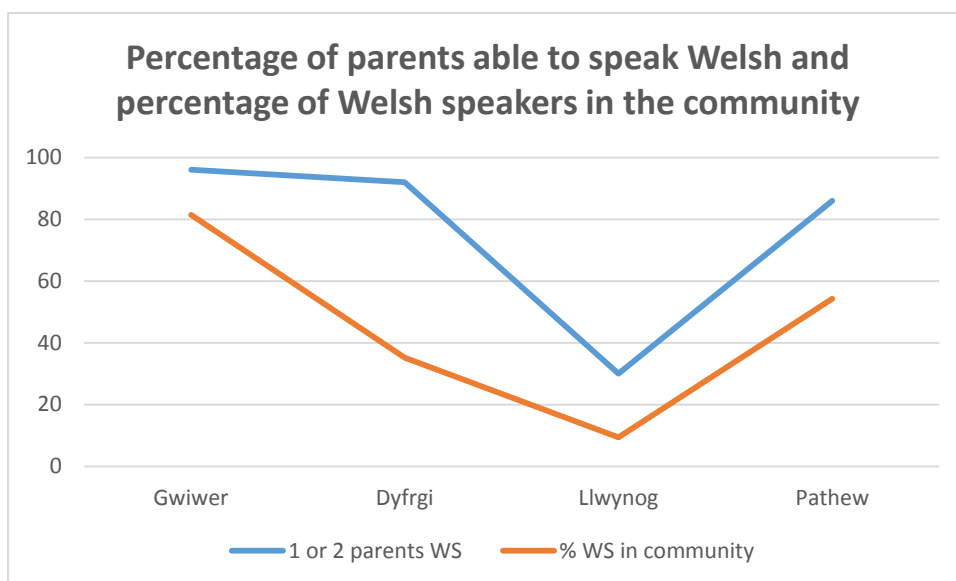
The issue of informal register competence also relates to the evidence from the qualitative data regarding the perception of a lack of opportunity to use Welsh socially in the community, which is discussed further below. Indeed, it may be that the possible conjunction of lack of informal register competence and limited opportunities for practice in that register may be one of the more important implications of this research, notwithstanding the fact that data was not directly sought on these matters.

The possible repercussions of these observations will be considered as part of the *Conclusions* to this dissertation.

### ***5.3.2 Parental ability in and use of Welsh***

The pupils were not asked to assess their parents' competence in Welsh, merely whether two, one or no parents were able to speak Welsh and whether two, one or no parents actually used Welsh. It must be recognised, therefore, that the pupils' interpretation of the meaning of these terms may have varied. In terms of the ability data, it is unknown whether this has been interpreted as fluency, a 'working knowledge' or another other level of competence. Similarly, usage may refer to the use of 'occasional Welsh' or any other level of usage up to constant use of the language in the home. It would, of course, have been possible to ask the pupils to use a Likert-type scale in answering these questions, but this would have been impractical given the limited amount of time pupils would be allowed by their schools to complete the questionnaires.

Having noted the above caveats, however, it was seen that the pupils' reported ability of their parents in Welsh and their use of the language varied widely between the groups, while showing a similar pattern in the case of both variables. It was true across all the groups that the percentage of pupils who reported that one or both parents were able to speak Welsh was higher than the percentage of Welsh speakers in the community in the areas served by the schools concerned. The following graph (*Fig. 47*) illustrates this:



*Fig. 38 - Percentage of parents able to speak Welsh and percentage of Welsh speakers in the community*

Since the pupils’ reporting of parental ability and the parents’ self-reported ability is broadly similar across the full sample (see page 132 above), the comparison also holds true with regard to the totality of the data. Although not an exact comparison (the measurements being in reality households against individuals), this analysis may suggest that, despite the often repeated assertion that the great majority of children in Welsh medium education come from homes where no Welsh is spoken (for example, Owen, 2015 and Mudiad Meithrin, 2013), more will come from households with at least one Welsh speaking parent than would be the case in the general school population. This suggestion is further reinforced by the fact that the gap is smallest in the North West, where parental choice has least significance with regard to Welsh medium education.

Although neither the pupils’ questionnaires nor the parental questionnaires included a question which would yield data concerning how many parents were learning Welsh and how and why they were doing so, the qualitative data revealed frequent references to parents learning (or wishing to learn) Welsh and to pupils actively encouraging and assisting parents to do so, for example:

‘And, um, my dad really wants to learn it and there isn’t much chance so he asks me and my brother to help.’ (Trelwynog, FG, M)

‘I’m teaching my dad.’ (Rhydlynog, FG, M)

‘To help mum with the vocabulary’ (Llanllwynog, Q9, M)

‘She corrects us if an English word is used by anyone in the family! Good for her!’

(Trewiwer parent)

‘I must speak more Welsh with my son to practice the quality of my Welsh!’ (Original English) (Llanllwynog parent)

The implications of the fact that many parents may be learning Welsh are discussed in the further at pages 212 and 264 below.

### ***5.3.3 Pupils’ competence in Welsh***

As the table on page 96 reveals the pupils’ self-assessed competence in the Welsh language was universally high, with an average on a Likert-type scale for the full sample of 8.3 and no school recording an average score below 7.3. The parental assessments of their children’s progress in Welsh were also high across the sample (p124), averaging at 8.8, with no school score falling below 8.3. The slightly higher assessment by parents may be a function of the fact that their children’s receiving Welsh medium education is largely a result of parental choice, thus possibly resulting in an over-optimistic assessment – most parents, having chosen this course, would obviously hope that their child would succeed in it. It could also be the case that parents who are not fluent in the language themselves might tend to overestimate their children’s competence in the language.

The apparent success of all of the schools in achieving a high competency in Welsh among the pupils was also underscored by the fact that there was no significant relationship between the percentage of Welsh speakers in the community and the pupils’ competence.

It must be borne in mind that ‘competence’ was nowhere defined in the questions asked yet, nevertheless, it remains significant that pupils, parents and staff members were clearly more than satisfied with the pupils’ competence in Welsh. The qualitative data, also, included many expressions of such satisfaction and very few expressions of doubt or concern about the pupils’ competence. For the purposes of the present research project, therefore, it may be concluded that pupils were confident in their competence, at least within an academic context, in the Welsh language. This does not, however, invalidate the concerns already expressed about confidence in the informal register.

Two of the major issues facing proponents of minority language revitalisation, however, are how far competence and usage can be correlated and to what extent competence can be translated into usage (as highlighted at several points in the *Review of Previous Literature and Research* above), and the next section will begin to explore these issues in relation to the present research.

#### **5.3.4 Pupils' level of use of Welsh**

It is difficult to arrive at any 'average' level of usage, as the questionnaire asked questions about usage in many different contexts. The researcher also recognises at this stage that the use of the categories '*Y rhan fwyaf o'r amser* / Most of the time', '*Weithiau* / Sometimes' and '*Ychydig iawn neu byth* / Very little or not at all' was probably too broad and that the use of a 1 to 10 Likert-type scale would have enabled a more accurate assessment.

Since it would be impracticable given space considerations to discuss in detail the level of usage, and correlated variables, in all those contexts, the discussion will focus on levels of use and engagement where the results are statistically significant and/or where they inform the research question in a significant way.

Considering use of Welsh orally with other people, that is, home use, use with other relatives, use with friends and other social use, a fairly consistent picture is revealed, with higher levels of usage in the Gwiwer and Dyfrgi Groups and the lowest in Llwynog. The relationship to the levels of Welsh in the community is explored below, but it is interesting here to note that the average between these usage levels across the whole sample is only just above 1, that is, a reported use of 'Sometimes'. The average level across these categories in the Llwynog Group is only 0.65, which suggests that for these children, speaking Welsh is very much something that normally happens within school hours and not beyond.

##### **5.3.4.1 Pupils' level of use of Welsh in relation to parental usage and percentage of Welsh speakers in the community**

The level of home use was, unsurprisingly, related to the prevalence of Welsh in the community and to the parents' competence in and usage of Welsh. In the case of the latter, it is important to emphasise that use by one parent does not seem to have significantly affected the children's level of use at home – it is use of Welsh by two parents that is clearly

significant (p111 et seq. above). There is some evidence of the negation of a positive influence of one parent being able to speak Welsh and the other not in the qualitative data also, in comments like: ‘My Dad is Welsh but he speaks English cos my Mum is English.’ (Llanwiwer, FG, M) and ‘But when Dad was with us, it was difficult for him, now, if we’re in the house and Dad is with us we aren’t allowed to speak Welsh because it’s difficult for him to go.’ (Rhyd-ddyfrgi, FG, M) This echoes the comments by Hodges (2009) regarding ‘language politeness’ (noted above, p40). The weakness of the positive influence of homes where both languages are used is also demonstrated in the finding by Cunliffe et al. (2013) that almost as many children from such homes used mainly English on Facebook as those from English-only homes (p42 above).

This may call into question the benefit, within the Welsh situation, of the ‘one parent, one language’ approach favoured by many commentators on minority language revitalisation within a bilingual context, from the early twentieth century through to the present day (Ronjat 1913, Döpke 1998, Barron-Hauwaert 2004). This so-called ‘OPOL’ approach has also been criticised by other academic commentators, for example, by De Houwer (2009), Pearson (2010) and Grosjean (2015).

The above finding also resonates with the latest evidence regarding language transmission. As a Welsh Government commentator expresses it starkly ‘Rates of parental transmission mean that the future of the language cannot be taken for granted, and new Welsh speakers are far more likely than adults to have learned Welsh in school.’ The commentator further notes that in households where two parents could speak Welsh, about 18% of three to four year old children were unable to speak Welsh, but that this rate rose to 55% in households where just one parent spoke Welsh, a figure which is all the more striking given that it includes single parent families, where there would be no need to consider the feelings of a non-Welsh speaking partner (Welsh Government, 2017a). These findings align with a report for the Welsh Government in 2015 on the situation in a selection of communities across Wales:

‘In the six communities in question, it is seen that a high rate of couples of two Welsh-speaking adults transmit Welsh to their children, at 88 per cent in Porthmadog at its highest, and 78 per cent in Bangor at its lowest. However, in the case of couples with one Welsh-speaking adult, the language transmission percentage is seen to be considerably lower. For example, in Cardigan, only 40 per cent of families with one Welsh-speaking adult had children able to speak Welsh between three and four years old. This figure was 46 per cent in Aberystwyth and 45 per cent in Ammanford.’ (Hodges et al., 2015: 45)

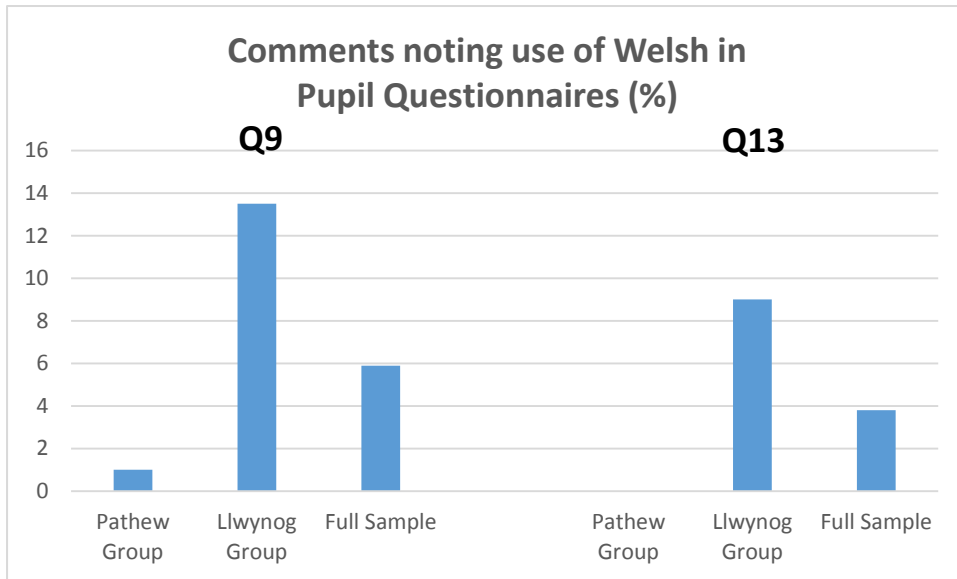
The finding that the self-reported level of use with friends is the same in the Llwynog (South-eastern) and the Pathew (South-western) groups, despite the very different percentages of Welsh speakers in the areas concerned is of interest, especially given the fact that two South-western counties recorded minorities of Welsh speakers for the first time in the 2011 Census. The results revealed the percentage of Welsh speakers in Ceredigion as 47.3% and in Carmarthen as 43.9%, a decrease from 52.0% and 50.3% respectively in 2001. The Census also revealed decreases in the Northern counties, but not of such magnitude as occurred in Ceredigion and Carmarthen (Welsh Government, 2017b, Jones, 2012).

The percentage of those able to speak Welsh reporting that they used Welsh daily also fell in Ceredigion and Carmarthen between the language use surveys of 2004-06 and 2013-15 (81% > 73% and 80% > 71% respectively), and in this case large decreases were also noted in parts of the North. However, Cardiff, Rhondda Cynon Taf, Blaenau Gwent, Monmouthshire and Newport in the South-east all recorded increases in daily use of Welsh by those able to speak the language, with Torfaen recording no change (Welsh Language Commissioner, 2015).

The above figures relate to all age groups – it may not be appropriate to consider the corresponding figures among school aged children and young people separately as the use of Welsh at school may well influence the reporting of daily usage.

While recognising, as always, that quantitative representation of qualitative data must always be approximate, the patterns suggested by the following comparisons between some of the qualitative data for the Pathew Group, the Llwynog Group and the full sample also suggest a relative paucity of Welsh usage and interest in identity in the South-western sample:

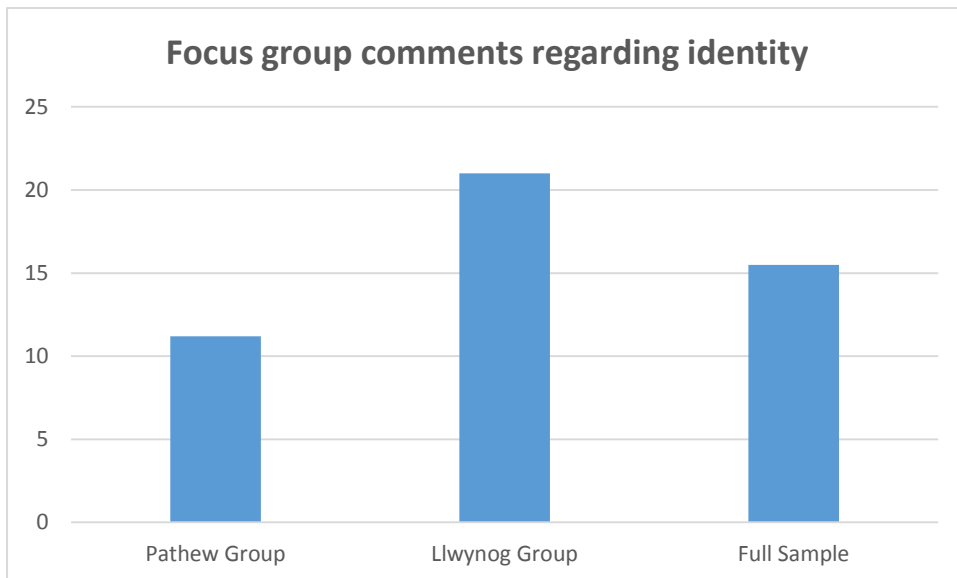




*Fig. 39 - Comments noting use of Welsh in pupil questionnaires*

(From full data analysed in the previous chapter.)

The following illustrates the disparity in focus group comments regarding identity (although it should be noted that comments on the use of Welsh in the case of focus groups were more evenly balanced):



*Fig. 40 - Focus group comments regarding identity*

(From full data analysed in the previous chapter.)

Some of the actual comments made in Pathew Group questionnaires and focus groups may also reveal a lack of enthusiasm concerning the use of Welsh outside school, for example:

‘I don’t speak Welsh outside school’ (Treathew, Q9, M)

‘I never watch Welsh things. Only in English.’ (Llanbathew, FG, F)

‘I speak less [Welsh than when I was younger].’ (Three other pupils agreed.) (Llanbathew, FG, M)

‘Sometimes it’s difficult to get out of a habit, sometimes I want to speak Welsh with my friends but I have spoken English to them since I was little, so then I can’t get out of it’ (Trebathe, FG, F)

‘Same as Mum. I never watch Welsh language things. Only English.’ (Llanbathew, FG, F)

‘We as parents speak Welsh to my child but she only speaks English’ (Trebathe parent) (Original English)

It may therefore be concluded, especially given the background of the Census data, that the level of usage of Welsh in the Pathew Group may be a cause for concern for proponents of the preservation and revitalisation of the Welsh language as a community language. However, this discussion must be put in the context of the evidence regarding the perceived level of opportunities to use the language, as detailed at pages 223 et seq. below.

### ***5.3.5 Pupils’ context of use of Welsh***

Apart from the finding already discussed regarding the close correspondence of self-reported use of Welsh with friends in the Llwynog and Pathew groups, the other findings of note in terms of context of use concerned engagement with the language with ‘other relatives’ and on electronic and other media and inter-gender comparisons.

#### ***5.3.5.1 Pupils’ use of Welsh with other relatives***

It is notable that the average scores of pupils’ self-reported use of Welsh with ‘other relatives’ is, in the case of all but one of the schools in the study, very close to the level reported for use of Welsh in the home and is 1 percentage point higher in the case of both the Dyfrgi and the Llwynog groups. Further light is shed on this finding by the qualitative data on use of Welsh with members of the extended family, including in cases where Welsh is absent or limited in use in the home. Among the examples were:

‘I speak Welsh with Grandma and Grandad but not at home.’ (Treddyfrgi, FG, M)

‘Up with my Grandma and Grandad in Mid Wales.’ (Trelwynog, Q9, M)

‘I speak to Grandma and Grandad, they’re from North Wales.’ (Rhydlywynog, FG, F)

‘Only with my Mum and Grandad.’ (Llanbathew, FG, F)

There were also comments concerning the role of the extended family in the parental questionnaires, for example, from Llanllwynog: ‘Encourage them to speak Welsh to their grandmother who is reasonably fluent and to watch programmes on S4C.’ (Original English)

In some cases, this may reflect the ‘lost generation’ phenomenon found in some parts of Wales, where the grandparents’ generation, for a variety of reasons, failed to transmit the Welsh language to their children, but where their grandchildren are in some cases regaining the ability in the language through school (Hodges, 2011:308; Gruffudd and Morris, 2012). It is a phenomenon also found in the case of other minority and minoritised languages, for example, Sami (Finland, Norway and Sweden) (Olthuis et al., 2013) and Mohawk (USA and Canada) (Hendry, 2005).

This evidence also demonstrates how, even in areas of Wales where Welsh has seen no substantial community use for several generations, the language may not be as ‘distant’ from the present generation as that fact would initially suggest. Mention of grandparents living in more strongly Welsh speaking parts of Wales also reflects the high level of migration from those areas to the South East of the country from the mid-nineteenth century onwards, and particularly, in recent decades, to Cardiff. Figures from 2000 show that 15% of young Welsh speakers from the traditional ‘heartland’ areas moved to Cardiff as against 10% of their non-Welsh speaking peers (Hodges, 2009: 29). Indeed, as a result of this migration, and the growth of Welsh medium education, the percentage of Welsh speakers in certain areas of Cardiff, notably Canton, is by now close to the national average (Cardiff Council, 2017: 3f).

This evidence suggests, at the very least, that discussion on the role of Welsh within the family should interpret ‘family’ in an extended sense. It may also have implications for strategies such as *Cymraeg i’r Teulu* (Welsh for the Family) an initiative to teach Welsh within the (young) family context, which could possibly lay greater emphasis on the role of members of the extended family (Saer and Evans-Hughes, 2012). In several minoritised language contexts, ‘language nests’ have been used as part of the revitalisation strategy. These create environments where young children can be immersed in the indigenous language for large parts of their daily lives – indeed, some ‘nests’ are fully residential. In cases where the parents’ generation have largely lost the language, the nests will make use of native speakers from the grandparents’ generation to provide instruction and/or practice

opportunities (Okura, 2017). The present researcher visited a nest facility in Tyendinaga Mohawk Territory, Ontario, Canada. Since there are by now very few adult L1 speakers of any generation in that community, L1 ‘grannies’ from a distant Mohawk territory, where the indigenous language is comparatively stronger within the community, come to spend several months working and living in Tyendinaga’s residential nests. The data from the present research suggests that it may be of value experimenting with the nest model adapted to the Welsh context also.

In a reversal of the above scenario, however, some opposition to the use of Welsh on the part of members of the extended family was also reported, for example:  
‘Some weeks ago, my sister was talking to my male cousin and my sister started off speaking Welsh and then my female cousin just told them to stop.’ (Trelwynog, FG, M)  
My cousin has, has something against Welsh. He doesn’t like Welsh at all. He’s alright with me speaking it but he doesn’t like it. (Trelwynog, FG, F)

#### ***5.3.5.2 Pupils’ level of use of Welsh on social media and other electronic platforms***

The fact that this is not high in any group or school aligns with comments made in both the questionnaires and focus groups which suggest that English is still seen by most of the participants as the ‘normal’ language of the most modern means of communication. This, probably mostly unconscious, bias is well reflected by one focus group participant, in a strongly Welsh speaking area: ‘Only in English [on electronic platforms]. I’m not sure I know why.’ (Rhydwiwer, FG, F) This may well suggest that the battles of the 1960s and 1970s against the perception that Welsh was not suited for use in scientific contexts and television programmes beyond those related to traditional culture and religion may need to be fought again in the context of these newer technologies (Davies, 2014; Phillips, 1998).

On a positive note, however, the qualitative data does reveal that there is some use of Welsh on platforms such as Facebook and Instagram. Nevertheless, the fact that almost everyone’s circle of friends on these platforms will include non-Welsh speakers also tends towards the use of English (‘I use English as well cos maybe there are more people like English people on Instagram so they understand.’ (Rhydwiwer, FG, F)) unless a child has a strong enough motivation to post bilingually. The fact that these platforms are by their very nature ‘social’ will mean that English, as the dominant language, will be favoured.

Some of the focus group comments also reflect the fact that spellchecking and auto-correction applications are not seen as friendly to the Welsh language, for example: ‘I have Messaging but, um, when I try to type in a Welsh word it changes it.’ (Llanddyfrgi, FG, F) This issue is also highlighted in McAllister et al. (2013: 63), where a female participant in a focus group for 16 to 24 year olds in Rhondda Cynon Taf laments: ‘[Predictive text] makes it really difficult. But I don’t text in Welsh an awful lot, but it could be like random words here and there and like Welsh slang words as well, and the predictive text will always change them.’

Referring to entertainment platforms, there was also perceived to be a lack of attractive games software available in Welsh: ‘If there were Welsh games no-one would go on it [X-box], when the English games are a lot more popular.’ (Treddyfrgi, FG, M)

The above comments can be viewed as being in a similar category to those referring to the perceived lack of opportunities to use Welsh in the community, as discussed below (pages 223 et seq.). Just as some children complain that they do not feel that they can use Welsh in a club because the leadership uses English, so the predominance of English and English-based software may be inhibiting the use of Welsh on electronic media.

It would seem also that further research, following on that by Cunliffe et al. (2013) discussed in the *Review of Previous Literature and Research* above, would be useful in this area.

#### ***5.3.5.3 Pupils’ engagement with Welsh on radio, television and websites***

The quantitative data reveals levels of engagement to be generally low across the sample, and where television and radio were mentioned in the focus group discussions, little enthusiasm was shown for such engagement. The findings regarding social media use and website engagement mean that this evidence becomes all the more significant, since there is a perception that older children and young adults who are deserting what are now referred to as the ‘traditional’ media of radio and television are doing so in favour of increasing use of electronic media (Williams, C., 2014, who suggests that the trend may be particularly pronounced in Wales; Coughlan, 2016). The present research, however, certainly does not support this hypothesis in the case of the Welsh language media – there is no evidence of a

shift from engagement with Welsh on television and radio to engagement on other platforms, and this is further borne out by the very low numbers noting the influence of the internet on language choice. This evidence suggests that Welsh language broadcasters need to do more than expand their output to more varied platforms to retain their younger audience– they need to enthuse or re-enthuse that audience with regard to Welsh language output in the first place. Indeed, the value of direct outreach to schools was evidenced by a child at the Rhyd-ddyfrgi focus group referring to a visit by the singer and broadcaster Dewi ‘Pws’ Morris to the child’s former school, while children at Rhydlwynog school were enthusiastic about the direct involvement they had had when younger with the *Cyw* series (for young children) on S4C. A staff member at Rhydwiwer also mentions the ‘Use of *Cyw*, *Rownd a Rownd* [soap opera aimed mainly at young people] and Welsh language music television programmes’ in encouraging pupils to use Welsh socially.

Although S4C management are clearly aware in their latest review document, *S4C: Pushing the Boundaries – Multi-platform Welsh Language Media Service*, of the need to provide attractive content for all age groups on a variety of platforms, they do not seem to lay great emphasis, as yet, on direct outreach to schools. Yet it does seem that it is in taking the programmes to the potential audience, rather than expecting the audience to come to the programmes, that the greatest hope for attracting and keeping an audience of young people lies (S4C, 2017a).

Although this study provides insufficient data to draw any definitive conclusions on the matter, discussions in the Rhyd-ddyfrgi, Trelwynog and Rhydlwynog focus groups may also highlight another important issue with regard to retaining schoolchildren as an audience for television. The Trelwynog participants’ comments suggested some enthusiasm in the past for programmes aimed at young children but dismay at the lack of suitable material on television for their present age group. One of the female pupils said: ‘I see *Stwnsh* [programme aimed at young teenagers] on S4C but like um a lot of the time it’s too like we’re smaller like um babies or like um wrong age group so there’d not like much of um like our in-between age’, a complaint echoed by a male pupil. At Rhyd-ddyfrgi, children expressed appreciation for *Cyw* when they were younger, but a girl and a boy said directly that they ‘don’t like’ *Stwnsh*. Rhydlwynog children remembered *Cyw* with some affection, especially a boy who had himself appeared on the show! However, there was less interest in material broadcast for older children. A Trewiwer parent also laments: ‘It’s a great pity that there are no

programmes on television in Welsh which give them pleasure after around 8 years of age.’ Such sentiments may signal another area which broadcasters may need to address.

The above discussion has made little mention of engagement with Welsh on radio which, as in the case of websites, produced a slightly lower report of engagement overall than television. This is simply because the children made little mention of radio in either their questionnaire or focus group comments, even in the most strongly Welsh speaking areas. As in the case of television, BBC Radio Cymru, the national Welsh language station (which launches a second service, Radio Cymru 2, in early 2018), produces substantial material aimed at a school age audience, including contemporary music and related discussion most evenings. It could therefore be argued that the need for a proactive outreach to young people is, if anything, indicated even more strongly in the case of radio.

It may also be the case that young people generally are interacting with the ‘newer’ media in a way which is different to even their immediate cyber-literate predecessors, and making their own choices about what to view and where out of the extensive range of material on offer, thus evading the best attempts of broadcasters to lure them. However, further research would be required on this issue, which is beyond the scope of the present project.

#### ***5.3.5.4 Pupils’ engagement with Welsh music***

The levels of self-reported engagement with Welsh music were very similar to those in respect of television, radio and websites, which is not surprising as a great deal of music today is accessed via those media. Overall, children in the focus groups outside of the North West seemed to have little awareness of the variety of modern Welsh music that is being produced. Rhyd-ddyfrgi participants said that they did not know much about Welsh language music. One boy opined that ‘there are more songs in English and they’re really good’ while another thought ‘most songs in Welsh are like they’re all um choir or something’. At Rhydlwynog children expressed surprise that Welsh language ‘pop’ music existed at all. It would be of interest also to research the level of young people’s engagement with ‘live’ Welsh music as there is a perception that there is less interest in this aspect than in what is seen as the ‘heyday’ of live Welsh language music in the 1970s and 80s (BBC, 2016).

### **5.3.5.5 Pupils' reading of Welsh material**

Although levels of reading Welsh material other than schoolwork were higher than in the case of engagement with Welsh on television, radio and the electronic media, the average was nevertheless below 1 in all but the Dyfrgi Group. Analysis of the qualitative data also shows that pupils do not generally perceive reading Welsh as significant in their experience of the language and neither do parents see reading as important in encouraging their children to use Welsh. Some pupils did mention reading Welsh material during the focus group discussions, but it may be significant that this usually required a certain degree of prompting, as when one child at Trebathew mentioned a series of books called *Cyfres y Mellt*, but only after being asked about what Welsh books she read.

The present researcher found that reading is the most statistically significant extracurricular factor in helping adult learners of Welsh to improve their spoken Welsh and the benefits of reading have also been recognised in connection with the development of children's general language skills (Owen, 2013; Estyn, 2007). The comparatively low levels of reading revealed in the present study may be therefore be a significant cause for concern in terms of their relevance to pupils' confidence and competence in Welsh.

### **5.3.6 Interventions aimed at encouraging greater interest in the Welsh language**

This study did not explore directly interventions by schools to encourage pupils' interest in Welsh on the various media platform and in written material, but pupils did refer to such interventions in the focus group discussions. As already mentioned, a pupil at Rhyd-ddyfrgi (NEP2) spoke about a visit by Dewi 'Pws' Morris. A pupil speaks at the Trelwynog (SES) focus group about a club the school used to have where pupils would watch a recording of an S4C programme and 'discuss what was happening through the medium of Welsh'. Pupils at Llanwiwer (NWP1) spoke enthusiastically about a project in which they had been involved to commemorate the 150<sup>th</sup> anniversary of the founding of the Welsh colony in Patagonia, Argentina, which involved them producing a musical show. They had also visited the National Language Teaching Centre at Nant Gwrtheyrn on the Llŷn Peninsula where they had acted out the story of the tragic lovers Rhys and Meinir (Nant Gwrtheyrn, 2017). At the Rhydlwynog SEP2) focus group, there was enthusiasm about activities organised by the local Menter Iaith and about sport and athletics events put on by the Urdd. Rhydlwynog children also made comments which expressed considerable enthusiasm about visits to eisteddfodau and to a council run residential centre where courses based around the Welsh language would



be organised. Pupils at Trebathew (SWS) spoke of involvement in the *Diwrnod Shwmae* event. ‘Shwmae’ is one form of the Welsh greeting equivalent to ‘Hello’ and ‘Shwmae Day’ is held in October each year to encourage use of the greeting and other examples of ‘occasional Welsh’ by fluent Welsh speakers, learners and indeed anyone who is willing to try out a word or two.

Although there are interventions taking place aimed at encouraging school children to read more Welsh, no specific instances were mentioned in either questionnaire comments or focus groups.

## ***5.4 Reported influences on pupils’ use of Welsh***

### ***5.4.1 Influence of percentage of Welsh speakers in the community.***

The results analysed at pp106 at seq. above reveal that the percentages of Welsh speakers in the community in which a school is situated does correlate with certain categories of language use, namely use in the home, use with other relatives and other social use. This finding that the higher the percentage of Welsh speakers, the greater is the use of Welsh in these categories is, of course, unsurprising, but it is a reminder that pupils in areas where Welsh is weak in the community may require other interventions to counterbalance the fact that they will otherwise rarely hear Welsh spoken outside school. It also relates to the issue of alienation from the wider community, which is explored further at page 238 below.

It is important also to note that, apart from a relatively weak correlation with listening to Welsh on the radio, the percentage of Welsh speakers in the community displays no significant correlation with any other category of usage or engagement including, surprisingly, use with friends – the latter finding echoing the comparison between the Llwynog and Pathew groups in respect of this category of usage made above. Anecdotally, the present researcher has often heard comments (usually in areas with low percentages of Welsh speakers) to the effect that ‘things are OK’ in the Welsh speaking ‘heartlands’. This finding would suggest that such sentiments are, at the very least, somewhat over optimistic – a high percentage of Welsh speakers in the community does not guarantee a high level of usage and engagement by school pupils, even those educated through the medium of Welsh.

#### ***5.4.2 Relationship between L1/L2 status and usage and engagement in various contexts***

The analysis (p110) revealed that a higher L1 percentage significantly correlated with exactly the same categories of usage as in the case of percentages of Welsh speakers, with the exception of listening to Welsh on the radio. This probably reflects the fact that the percentage of L1 speakers would be expected to be higher in areas with high percentages of Welsh speakers.

Although this finding is, again, unsurprising, it does reinforce the concern already expressed that more notice needs to be paid to the number of pupils in Welsh medium education who identify as L2 and how their status may relate to their use, or lack of use, of Welsh socially.

#### ***5.4.3 Relationship between pupils' competence in Welsh and usage and engagement in various contexts***

The fact that no significant correlations were found on the basis of either school percentages or analysis by individual cases is unsurprising given that the pupils' self-assessment of their competence in Welsh was universally high. It does, however, suggest that more detailed future research could be carried out seeking to gauge children's assessment of their competence in different registers of Welsh and their confidence in using the language in various contexts.

#### ***5.4.4 Relationship between pupils' reported parental ability in and usage of Welsh and pupils' usage and engagement in various contexts***

It is unsurprising that higher school percentages of pupils' reporting both parents as being able to speak Welsh correlated with higher reported usage at home and use with other family members and that there was a negative correlation with levels of households where no parent was reported to be able to speak the language (pp111 et seq.). The pattern when individual cases were compared is broadly similar. It is interesting to note, however, that the variable denoting two parents able to speak Welsh also correlated with higher levels of usage with friends and other social use – although, as noted above, households where either one or two parents could speak Welsh were more likely to be found in the more strongly Welsh speaking areas.

Before turning to the possible influence of parental use of Welsh, it is worth noting that while percentages of both parents reported as being able to speak Welsh correlated positively with both parents using Welsh, there was no correlation in the case of one parent's ability and one parents' use. This again highlights issues with regard to effective transmission of the language where only one of two parents speaks Welsh, as noted above and in studies such as Evas et al. (2017).

The fact that the reported use of Welsh by parents was positively correlated with home use, use with other family members, other social use and (less strongly) use with friends invites a similar commentary to that made regarding parental reported ability and, once again, issues concerning households with one out of two parents being able to and/or using Welsh.

The most interesting finding, from the point of view of the present research, however, is that none of the home scenarios (two parents able, one parent able, no parent able and two parents using, one parent using, no parent using) correlated at all, in neither school percentage analysis or case by case analysis, with any category of pupil usage or engagement beyond direct human to human contact, with the sole exception of a negative correlation between one parent using Welsh and pupils' engaging with Welsh music on the basis of school percentages (p113). (In the case of music, one can imagine the scenario of a household where the non-Welsh speaking parent has little liking for the produce of the Welsh language music scene!) This finding runs counter to the intuitive idea that, for example, in a household where two parents are able to speak Welsh and use it, the child or children would be more likely to be viewing Welsh material on television or the internet or listening to Welsh on the radio. It also reinforces what has already been said concerning the low levels of engagement with Welsh on these media in general.

It would be of interest in further research to analyse the parents' patterns of media engagement as well, including focussing on viewing or listening patterns down to individual programmes. A partial picture is painted by the latest available viewing and listening figures at the time of writing (for the week ending 1 October 2017). This reveals that the most popular programme was a televised rugby match between the Monmouthshire Dragons and the Southern Kings, which attracted an estimated 57,000 viewers. Given that the match was broadcast only in Welsh, it is reasonable to assume that a substantial percentage of those

viewers would be non-Welsh speakers. However, even if it were taken that 90% of those watching the programme were Welsh speakers, that would account for 8.8% of the total number of Welsh speakers watching the most popular programme of the week.

Proportionately, programmes aimed at young children are more popular, *Patrol Pawennau*, a Welsh language dubbing of the American ‘Paw Patrol’ animation, being the most popular with 47,000 viewers, with all five transmissions that week featuring in the Top 20 most popular programmes. This aligns with the evidence already discussed from the present project concerning the popularity of programmes aimed at younger children in comparison with those targeted at older age groups (S4C, 2017b).

The lack of correlation between parental ability and use and substantial engagement with the Welsh language media may, therefore, simply reflect the fact that such engagement is very much a minority practice among the Welsh speaking population in general – although the S4C 2017 Annual Report headlines that ‘71% of adults who speak Welsh in Wales watched S4C each week.’, this becomes rather less impressive when the more detailed analysis reveals that this figure is based on a minimum of just three minutes viewing per week (S4C, 2017c: 32f).

There are suggestions within the qualitative data, however, of some clear parental influence, both positive and negative, with regard to media engagement. For example, a girl in the Llanbathew focus group says that she watches ‘only English’ television ‘same as Mum’ while a boy at Rhyd-ddyfrgi school states ‘I need to listen to English music cos my Mum is, like, English cos she doesn’t understand.’ A boy at Trebathew mentions watching *Ffermio* (Farming) and *Cefn Gwlad* (Countryside), both adult programmes aimed at agricultural communities, which may suggest parental influence, while a girl at Rhyd-ddyfrgi mentions following her mother’s taste in music: ‘Because Mum plays Cerys Mathews and Meinir something.’ There was mention of the influence of members of the extended family as well, such as when a girl in the Trebathew focus group mentioned that fact that her grandparents watched programmes to do with Eisteddfodau and that therefore so did she.

#### ***5.4.5 Influences reported by pupils on their use of Welsh***

Clearly, some of the most important data collected in the present study is that which was elicited by the question: ‘*Pwy / beth sy’n dylanwadu fwyaf ar faint o Gymraeg rydych chi’n*

*siarad y tu allan i'r ysgol?* Who / what influences the amount of Welsh you use outside school the most?' and the supplementary question asking the pupils to note the most important of the three influences they were asked to choose. In this section, rather than discussing each piece of data individually, the most salient points, as they appear to the researcher, will be considered in turn.

#### **5.4.5.1 *The pivotal role of teachers***

Unsurprisingly, the influence of teachers was found to be the most frequently chosen influence, and that by a margin of 12 percentage points over even parents across the full sample. Unsurprisingly also, the influence of teachers was strongest in the Llwynog group (noted by 76% of the pupils), where Welsh is weakest in the community, and weaker (but still substantial) in the groups with a higher percentage of Welsh speakers in the community. However, more pupils noted parents as the most important influence than noted teachers. Nevertheless teachers were still noted as the most important influence by 11% of pupils across the full sample.

Notwithstanding the warnings of Fishman and others against relying on schools to maintain the numbers of indigenous language speakers and produce new ones, that is not to say that school is unimportant or that the teachers' role, in particular, is not pivotal (Fishman, 1991, 1996, Edwards and Newcombe, 2005). After all, virtually all children between the ages of five and sixteen spend a substantial part of their lives at school. The role of teachers may be especially important in cases where children come from homes where little or no Welsh is spoken and Welsh has little presence in the community at large, and this is borne out by the high percentage of pupils noting the influence of teachers in the Llwynog group.

The importance of the teacher, not only as educator, but also as role model, is well attested in other contexts of language maintenance and revitalisation, for example, North American indigenous languages (Yamamoto and Yamamoto, undated), the Basque Country (Valadez et al., 2015) and New Zealand (New Zealand Ministry of Education, 2017). All these sources emphasise the importance of factors such as dedication and enthusiasm in teachers. Indeed, in certain situations, attitude may be more important than qualification: 'Whether or not you're a speaker of te reo Māori, young Māori need Māori role models to teach and guide them.' (New Zealand Ministry of Education, 2017) Clearly, Welsh medium schools in Wales are

beyond that stage, but if the teaching of Welsh in English medium schools is to progress as expected, such scenarios may well be encountered with increasing frequency here also (Jones, 2016).

The qualitative data does not contain many direct references to the role of teachers – in the light of the strength of the quantitative evidence in that direction, it might be suggested that this may be because their role is seen as a ‘given’. A girl at Rhydwiwer spoke in the focus group discussion of how one of her teachers had alerted her to the threat faced by Welsh: ‘If, if no-one spoke it it could go. It could disappear. And our um teacher has said how it’s starting to very slowly, the Welsh language.’ A girl at Trelwynog seems to view teachers as almost in the role of ‘language police’ within the community at large, although she is not disparaging about this function: ‘Um, I’m going to be honest, I speak English outside with friends but when I see a teacher I’ll speak in um Welsh to them because they speak, and then my friends say why I’m speaking Welsh - it’s Saturday, there’s no school. And um I just say “Well there’s a teacher over there”.’

However, one questionnaire comment, in English, from a male pupil at Rhydwiwer, the area with the highest percentage of Welsh speakers in the study, is highly critical of teachers’ promotion of Welsh: ‘That teachers force and that is the correct word, you to learn Welsh. Some teachers are a bit O.T.T. with Welsh.’ (Original English) Some parental comments were also strongly negative about the way Welsh is promoted at school, with the phrase ‘too much emphasis on Welsh at school’ (Original English), used by two parents at Trewiwer (p174ff above).

Such disparaging comments are rare, but they do serve as a reminder that teachers’ influence can be perceived as being negative as well as positive. Although this issue did not arise in the data elicited by the present study, the fact that many teachers at Welsh medium schools are themselves L2 speakers who have passed through Welsh medium education themselves (Lewis and Smallwood, 2010 and noted at p35 above) begs the question about their own confidence in informal register Welsh. On the one hand, such teachers may have more empathy with their L2 pupils and the challenges they face in seeking to increase their social use of Welsh. However, if their own lack of confidence becomes too obvious to pupils, especially if that includes themselves turning to English in informal contexts, such as in the

staff room, then their influence may become very negative indeed, as recognised by Lewis and Smallwood (2010).

A related issue is the role of initial and continuing teacher education in equipping teachers not only to teach their specialist subjects through the medium of Welsh but also to enable and encourage the informal use of Welsh by pupils. The importance of the latter element is recognised by the Education Workforce Council in its commentary on the challenges for the education sector in achieving the targets of the Welsh Government's Cymraeg 2050 strategy, a commentary which also implies that this aspect has not received sufficient attention heretofore (Education Workforce Council, 2018).

Other parental comments were generally positive concerning the role of schools and the teaching staff, some strikingly so, such as when a Trelwynog parent writes: 'Best decision I ever made sending them to Welsh School.' (Original English)

The few staff questionnaires that were returned also clearly evidenced the teachers' own appreciation of the importance of their influence on the pupils' social language choice, although one respondent, from Treddyfrgi, suggests that his or her colleagues could be more dedicated, particularly with regard to identity: 'The teachers should be more Welsh and be an example to the pupils by using Welsh naturally – creating a Welsh ethos for the school.' This comment may also suggest a possible issue with the teachers' own social language choice, as just discussed.

Some teachers expressed optimism about the use of Welsh beyond school, for example, 'Our pupils' families are very supportive and believe strongly towards the use of the Welsh language outside school hours.' (Treddyfrgi) and 'After moving to teach in a Welsh medium school, after being in the English [medium] sector myself, it was great to see the pupils' willingness to use Welsh not only within the lessons as would be expected but in every aspect of their social life in school. Meeting a former pupil who has left the school, I see that they're very happy to speak Welsh with me.' (Trelwynog)

There were, however, comments recognising the challenges faced, for example, 'They are under the impression that the Welsh language is only for school usually lower school pupils believe this' (Trelwynog) and 'Few and far between are the opportunities available for 5, 6 and 7 year old children to speak Welsh outside of school if they are from English speaking

families' (Rhyd-ddyfrgi). It is interesting that the lack of opportunities for social use of Welsh is seen as being a challenge well beyond those areas where there is very little Welsh in the community, a fact which is discussed further below (p223).

Certainly, the present researcher, in his previous engagement with Welsh medium education, as a parent and governor, has been very impressed by the dedication of almost all the teachers he has met. He has also, however, been very conscious of the frustration felt by many of them as they seek to extend their pupils' use of and engagement with the Welsh language beyond the school gates (and even just beyond the classroom door). This has been true also of his interaction with teachers during the course of the present project, although, as time precluded the organising of staff focus groups under consent and confidentiality conditions, those conversations cannot, unfortunately, be included in the qualitative data discussed here.

#### ***5.4.5.2 Influence of other school staff members***

Although comparatively few pupils noted this as an influence (20% across the full sample), it is discussed here because of its close connection to the previous category and because some pupils' comments did highlight the fact that non-teaching staff may have a greater influence linguistically than their usually comparatively low profile within the school 'hierarchy' might suggest. Lewis and Smallwood (2010) also recognise the importance of ancillary staff members in influencing social language use.

A female pupil at Rhydlwynog states expressly that she and her friends speak less Welsh on the yard at lunchtime as they find that difficult because the dinner ladies do not understand the language, and a similar point is made by a pupil at Trelwynog. A female pupil at the Llanddyfrgi focus group also mentions speaking English to the two 'aunties' on lunchtime supervision duties. This perception also extends beyond staff on the school site itself: a male pupil at Trelwynog complains quite forcefully that the fact that the school bus drivers are never Welsh speaking means that 'everyone on the bus just never speaks Welsh'.

Almost all the comments that are made concerning non-teaching staff are negative, not about the individuals themselves, but about their effect on the language spoken socially by pupils. It is possible, therefore, that if, as is likely, most pupils have interpreted 'influence' as being a positive influence, it is this that is at least partly responsible for the comparatively



low ranking of this category as a chosen influence – the influence of these staff members, overall, may in fact be more substantial.

While the direct influence of non-teaching staff (with the exception of the aforementioned bus drivers) is necessarily restricted to within the school itself, the question arises whether the fact that in many schools beyond the strongly Welsh speaking areas the non-teaching staff rarely use Welsh serves to reinforce the impression that Welsh is a language, not just only for school, but even more narrowly, for the academic domain of life at school. If the linguistic context shifts to English when moving from the classroom to the refectory, from the curriculum to the culinary, for example, what does that say to the pupil about the role of Welsh in ‘real life’?

As described at page 47 above, the normalisation processes followed in the Basque Country include all aspects of a school’s life, including the role of non-teaching staff. To the present researcher’s knowledge, comparatively little work has been done in this direction in the case of the Welsh language, although the exercise described by Lewis and Smallwood (2010) does outline a process which is similar to, if not as comprehensive as, that described by Aldekoa and Gardner (2002). The evidence of the present research suggests that it would be beneficial for this omission to be rectified.

Unfortunately, as only three non-teaching staff members returned questionnaires (one each from three schools), little data is available from the present study about the perceptions of individuals within that category themselves. Another valuable consequence of following the Basque lead would be that information could be gathered from those staff members, which would not only reveal how, and to what extent, they see themselves as being influential linguistically, but might also yield innovative ideas as to how that influence could be transformed into a positive one in terms of increased social use of Welsh. It is certainly the impression gained from the present project that these staff members are a valuable and largely untapped source of information and ideas that could be useful for future planning and policy in the field of pupils’ social language use.

#### ***5.4.5.3 Influence of parents***

The second most frequently noted influence was that of parents, and this was the influence most often cited as being the most important. The percentage noting this influence was lowest in the Llwynog Group, which is not surprising if it is taken that most pupils would have

interpreted the question as referring to positive linguistic influences – although, as will be seen, this is certainly not to say that these parents’ influence could not also be strongly positive in some cases, whether they themselves could speak Welsh or not.

It will be useful to consider the main ways, as revealed in the qualitative data, parents are seen to be influencing pupils’ social use of Welsh in a positive direction:

#### **5.4.5.3.1 Parents using Welsh in the home**

This influence was, as would be expected, most obvious in those households where there were two parents able to speak the language. Although the quantitative data evidences far less evidence of influence by one parent using the language (as discussed at pages 191 and 203 above), the qualitative data does reveal that this could, nevertheless, be a factor of note in some families:

‘Some times [speak Welsh] with my dad for fun.’ (Original English) (Trebathe, Q9, M)

‘it’s nice to get to speak Welsh with mum and grandad.’ (Trewiwer, Q13, F)

#### **5.4.5.3.2 Influence on media engagement.**

This has already been noted at page 205 above.

#### **5.4.5.3.3 Encouragement of involvement in Welsh language extracurricular activities**

There were many comments from parents revealing that they encouraged their children to attend extracurricular Welsh language activities such as those organised by the Urdd and Welsh language youth clubs. The Young Farmers’ Clubs were popular in the Pathew group, as might be expected in a predominantly rural area. It was interesting also how many of the children, especially, mentioned using Welsh while enjoying sporting activities, such as football, rugby, horse riding and swimming. Unfortunately, it is only rarely mentioned that the activity itself is being organised and/or led through the medium of Welsh, rather than this being a matter of children simply using the language among themselves during the activity. It is known, however, that the Urdd, the Menter Iaith and others do provide such opportunities in Welsh, and with the aim of promoting the use of the language, for example, *Clwb Pêl-droed Caernarfon* (football club), trekking on horseback, skiing and several other activities (over 20 in all) at *Gwersyll yr Urdd*, the Urdd camp at Llangrannog, and gymnastics, netball, rugby and swimming organised by the Menter Iaith in Cardiff

(Caernarfon Town Football Club, 2017, Urdd Gobaith Cymru, 2017, Menter Iaith Caerdydd, 2017).

At the very least, the comments reveal the commitment of many parents to encouraging their children's social use of Welsh and their realisation that it is not enough simply to rely on the school to do this. This is well summed up in one comment from a parent of a child at Llanllwynog: 'Watch Welsh TV together, Listen to Welsh music. Try to attend and support any Welsh language events held in the area - but they are very few. Encourage her to speak Welsh with friends we have that speak Welsh.' (Original English) The import of the comment about the paucity of such activities is discussed further at page 223 below.

#### ***5.4.5.3.4 Encouragement of pupils' use of Welsh by non-Welsh speaking parents***

It is important to note also how parents who are not able to speak Welsh themselves encourage their children to use the language: 'Some Mums and Dads if they're English want you to be Welsh.' (Rhyd-ddyfrgi, FG, M) Examples of non-Welsh speaking parents' encouragements to their children include: 'Spend time with Welsh speaking friends / Encourage other Welsh speakers to use Welsh with the children' (Original English) (Trelwynog) and 'Tell them to speak Welsh to their Welsh speaking Friends, when I hear them speaking English to each other' (Original English) (Trebatheuw).

Given the fact that around a quarter of the pupils across the full sample reported that neither parent could speak Welsh, it is clearly of vital importance for the wellbeing of the language that those parents who cannot speak it themselves make every effort to encourage their children to use Welsh. This is also an argument that agencies seeking to promote the language should devote more resources to finding effective means of assisting such parents in that task and of 'encouraging the encouragers'.

#### ***5.4.5.3.5 Parents learning Welsh***

Neither the parental nor the pupils' questionnaires sought information directly about the issue of parents learning Welsh so it was particularly significant how often this issue arose in answers to open questions in (especially) the pupils' questionnaires and in their focus group comments. The parents' interest obviously ranged from very basic engagement, such as the Trelwynog father who was keen to attempt to pronounce supermarket signs with his son's

help, a successful effort ending with ‘a big smile on his face like “I’ve done it”’, through to parents attending classes with the aim of achieving fluency themselves, such as one parent at Llanllwynog, who mentions that, having learnt Welsh to what must be an advanced level, she is now a teaching assistant at a Welsh medium school herself.

The parents’ initial motivation also seems to vary. Some say they began learning well before their children started school such as the mother at Llanllwynog who writes ‘I am an English person that moved to wales when I was pregnant and started learning Welsh when my daughter was born’ (Original English). For others, it seems that it was the decision to send the child(ren) to a Welsh medium school that came first: ‘When they were young I undertook Welsh classes so I could help them with their Welsh.’ (Original English) (Trebatheuw)

Many children speak of helping their parents with their Welsh, either with the process of learning itself or with providing practice opportunities to increase their confidence, some parents obviously being ‘lapsed’ Welsh speakers who may have spoken the language fluently as children but no longer feel confident in doing so. A boy at Rhyd-ddyfrgi mentions his father who was brought up Welsh speaking but ‘went to an English school’ and no longer uses the language much. He will, however, venture to speak it with his two sons – but not in front of the (more fluent) mother!

Some comments also allude to a perceived lack of opportunities to learn Welsh: ‘And, um, my dad really wants to learn it and there isn’t much chance so he asks me and my brother to help.’ (Trelwynog, FG, M)

None of the children express any dissatisfaction with their ‘teaching’ role – the general tone suggests that the majority enjoy it: ‘I really enjoy learning Welsh at school and want to teach the language to more people.’ (Rhydlynog, Q13, M)

The frequency of comments concerning parents learning Welsh, and their children helping, would suggest that the initiatives specifically targeted at parents of children at Welsh medium nursery groups and early years classes in schools, such as Cymraeg i’r Teulu, should be extended beyond the basic levels which they now address. Schools could also consider how best to respond to the fact that so many of their pupils also find themselves being ‘teachers’ at

home. For example, schools could provide extracurricular opportunities for pupils to explore how they can be more effective in helping their parents to be make progress with Welsh. Facilities already exist for groups of parents to meet with their young children to practise their Welsh together (Mudiad Meithrin, 2017a) – it may be valuable to explore whether this concept could be extended and adapted to offer a similar facility tailored to suit the needs of parents and their older children.

The above discussion presents an overview of some of the positive ways in which parents are actively encouraging their children in their use of Welsh outside school. Parental influence was the one most often noted by the pupils as the most important of the influences suggested, at 15%. It should be remembered, however, that 39.2% of the parental respondents left the question concerning encouragement blank, while a further 6.1% said that they did nothing to encourage their children's use of Welsh. There is therefore scope to explore ways in which schools and community groups could engender greater parental involvement with this issue, which is of central relevance to the present research question.

An issue which the present research did not address, and which did not arise in any of the 'open' comments, was that of direct parental involvement with the schools, through, for example, parents' evenings, Parent Teacher Associations and membership of governing bodies. It would be interesting to discover in future research whether the fact that no child or parent in this study mentioned any such involvement indicates that such engagement is generally low, and to see how the level and form of parental involvement at Welsh medium schools compares with those at English medium schools. The research could, for example, address the question of whether the fact that the school conducts itself in Welsh might actually deter non-Welsh speaking parents from becoming involved, a tendency which the present researcher has often heard suggested anecdotally.

#### ***5.4.5.4 The important role of the extended family***

This is noted here because of its close relationship to parental influence. However, nothing needs to be added here to the points made at page 195 above, except to note that it was seen as an influence of note by almost half the pupils across the full sample and that, as in the case of parent learners, some children commented also about helping members of their extended family with learning Welsh, which suggests that those relatives also could be involved in the initiatives suggested for parents who are learning the language.

#### ***5.4.5.5 The role of the ‘home language’***

In the questionnaire, this was intended to be distinct from parental influence, in that, for example, non-Welsh speaking parents could be important positive influences in encouraging children to use Welsh, while the fact that the home language would be predominantly English could result in it being seen as a negative influence, or not an important influence at all. With hindsight, which is always an useful skill for a researcher working directly with people, the distinction could have been made clearer. It could also, in this instance, and in connection with other areas considered in the present research, be valuable in planning future research to differentiate between positive and negative influences and, ideally, between degrees of influence, such as by means of Likert-type scales, provided, of course, that participants are afforded sufficient time to respond in such detail.

#### ***5.4.5.6 The role of friends***

This was the third most frequently cited influence and the third most frequently noted as the most important influence. Pupils also frequently mention friends as a context of using Welsh in questionnaire and focus group comments, sometimes explicitly stating their influence, such as the girl at Trelwynog who wrote ‘The friend tells me to Speak welsh’. There are also suggestions of making a conscious effort to use Welsh with friends, such as another girl at Trelwynog who answers the question about other use of Welsh outside school: ‘with friends out of school to practise’. It may not be surprising that it is in the Llwynog group that use with friends is particularly emphasised – in other areas, where levels of L1 pupils and levels of Welsh in the community are higher, using Welsh with friends may simply seem the natural thing to do and may therefore not be considered consciously as an ‘influence’.

Some children also comment on friends as a potential negative influence, for example, ‘Well, we don’t use much Welsh on the school yard because a lot of our friends are English [speaking].’ (Treddyfrgi, FG, M) and a comment by a girl at Trelwynog evidences the challenge posed by the fact that Welsh is not the natural social language of choice for her peer group: ‘Most of the time we speak English but sometimes we, um, speak Welsh by accident.’ The fact that Welsh does seem to creep in ‘by accident’ may, however, be of some comfort for those who wish to see Welsh being more widely used outside school!

Other children may, of course, be a negative influence on the use of Welsh in a rather more sinister way and this phenomenon is discussed further at page 238 below.

There were also some comments regarding helping other children learn Welsh or at least making them more aware of the language, such as the boy at Trelwynog who speaks of teaching a friend while playing rugby and a girl at Trelwynog who tells of her non-Welsh speaking friends asking to hear her speak it and expressing a desire to learn the language themselves.

Clearly, then, many children feel that their friends are an important influence on their own language choice but it is impossible, without further quantitative research, to assess just how much of that influence is positive and how much is negative. In particular, it would be useful to discover what influence one or two individuals' choice of language can have over that of a group, a factor which may be crucial in largely Welsh speaking areas where a substantial minority of pupils may be recent arrivals from outside those areas.

#### ***5.4.5.7 Other influences***

Influences beyond the school and the home did not score highly, although this must be qualified by what has been said about a possible bias against items coming later in a list (p105 above). The low ranking of community workers, in particular, as an influence must be balanced against the frequent references in the qualitative data to using Welsh in extracurricular activities, most of which would have been organised in the community by bodies such as the Urdd and the Mentrau Iaith. It may also be significant that more pupils in the Llwynog and Pathew group (17% in both cases as against 12% and 14% in the Gwiwer and Dyfrgi groups respectively) noted this influence, possibly signalling a greater awareness of the role of community initiatives in promoting the social use of Welsh in these areas. It may be also that the term 'community worker' required further explanation to make clear its relevance to such activities.

The comparatively low ranking of media celebrities and the internet aligns with the discussion of pupils' generally low engagement with Welsh on the media in general (pages 197 et seq. above) and should, again, be cause for concern for producers of Welsh language material on these platforms.

The researcher did find it surprising that the influence of media and sport celebrities ranked so low, although it was considerably higher in both instances in the Llwynog Group (11% against an average of 8% in the case of media celebrities and 15% against an average of 10% in the case of sport celebrities). The researcher did not expect to see these results given the high profile generated in recent years for the Welsh language skills of famous people in both arenas, beginning with the *Cool Cymru* era of the 1990s, which saw an increasingly high profile for contemporary Welsh language music and also for Welsh speaking celebrities who performed mainly in English, but who were overtly proud that they could speak Welsh, such as Cerys Mathews and members of bands such as the Super Furry Animals (WalesOnline, 2011). Much has also been made of the Welsh speaking skills of sport celebrities, notably members of the national rugby team (Williams, undated). A booklet produced by Powys County Council aimed at encouraging parents to choose Welsh medium education for their children draws their attention on the first page to celebrities with Welsh language skills: ‘Some famous Welsh speakers include Arsenal footballer Aaron Ramsey, singers Duffy, Cerys Matthews and Connie Fisher, and BBC anchorman Huw Edwards.’ (Powys County Council, undated: 1). A girl in the Rhyd-ddyfrgi focus group also mentions her mother playing Cerys Matthews’ music.

The fact is, however, that if children are not engaging with the platforms where celebrities’ Welsh language skills are being promoted, then they will not be greatly influenced by those celebrities. This would suggest that a higher profile should be given to Welsh speaking celebrities (and to the Welsh language in general) on English language platforms if they are to have a greater influence on children’s and young people’s use of Welsh.

Another factor that should be taken into account in considering the data regarding the influence of sports celebrities is that the data considered here was all gathered before the Euro 2016 football championship, which saw an unprecedented exposure for the Welsh language across many platforms with Welsh speaking and non-Welsh speaking members of the national team being heard using Welsh, including in a frequently repeated trailer in which the players and their manager thanked fans for their support, almost completely in Welsh (YouTube, 2016). The fact that Wales reached the semi-final in a competition in which they had not even qualified for 58 years made that exposure all the more significant. It would be interesting, therefore, to repeat this data gathering exercise with the same, or at least similar, groups of children after that exposure had taken place to assess what impact, if any, it had.



The potential for influence by sports celebrities on language choice may also be suggested by the higher level of interest in this influence in the Llwynog Group, the South East of Wales being an area where interest in sport, and particularly rugby, is probably strongest. As one boy attending Trelwynog school put it directly: ‘If I see them on television and I think that you see them speaking Welsh like the for example, um, rugby players and I like them, there will be gr, there will be oh, I’ll speak Welsh and I’ll speak Welsh with you.’ It is also noteworthy that the use of sports celebrities to promote indigenous languages is seen as important in other contexts, for example, New Zealand and, especially, the Basque Country (Māori Television, 2016; Grolley and Hand, 2006). It is of interest also that the study by Lewis and Smallwood (2010) found that the influence of sport teachers seemed to be particularly strong on pupils’ language choice.

On the basis of the data from this project as it stands, however, it would be prudent to recognise that the potential for a positive influence by celebrities in sport and generally in the media on the social use of Welsh by schoolchildren has not yet been effectively realised. Yet, as other studies, such as McAllister et al. (2013), recognise, there is certainly a real possibility of encouraging the use of Welsh through the ‘celebrity’ route. As with so many potential positive influences, however, a more innovative, proactive and creative approach would seem to be necessary than is presently the case.

The influence that was noted least frequently of all was that of religion, which may reflect the low level of adherence to organised religions in Wales at this time, with Christian place of worship attendance estimates at just 4,8% of the population (Faith Survey, 2016). Again, however, the qualitative data provides a slightly different picture, with some (albeit not a great many) references to the use of Welsh in church or chapel. While the often celebrated role of, in particular, the Nonconformist chapel in safeguarding the Welsh language has dissipated to a great degree, it cannot be said to have disappeared entirely, particularly where the chapel may offer a rare opportunity to use Welsh socially on a regular basis within a heavily Anglicised locality, as in Trelwynog and Llanllwynog. This echoes the role of the chapels in the valleys of South Wales during the Victorian era, when they served as social and cultural, as well as religious, ‘homes from home’ for the many thousands of Welsh-speaking migrants arriving from North and West Wales in search of work in the burgeoning heavy industries of the time (Owen, 1998).

In other parts of the world, however, religion, either related to one of the ‘world’ religions or of an indigenous variety, or both, is seen as integral to the safeguarding and revitalisation of minoritised languages. Examples are Mohawk, involving Christianity and indigenous religion, and mother tongue education in the Muslim majority areas in Southern Thailand (Porter, 2008; The Center for Documentation and Revitalization of Endangered Languages and Cultures, Undated).

In considering the apparently weak level of influence reported for media and sport celebrities, the internet and religion, the comments made at page 105 above concerning a possible bias against noting items appearing later in a list should again be emphasised, and is one other reason why it is argued these factors should not be ignored in any discussion on influences on pupils’ social language use.

#### ***5.4.5.8 Influences on language use – overview***

Again with the caveat of the possible bias just mentioned, the corollary of which is that items appearing early in a list could be favoured, it would seem that this study highlights as the most important influences on a child’s social use of Welsh those factors connected with the home/family, the school itself and community provision (or lack of such provision) for the use of the language. This also aligns with the factor analysis of the parental questionnaire data, which found ability, home use and parental positivity to be related and significant (p128). These findings reinforce the need to support and further equip families to encourage Welsh speaking and for schools and communities to be appropriately resourced to accomplish that purpose. It also strongly suggests that any initiatives that take place must secure the support and, where possible and appropriate, the proactive support of teachers and other school staff members and of parents and other family members.

As noted in the case of sport celebrities in particular, the fact that the other influences have not scored highly in this project does not necessarily mean that they are unimportant. For example, it is clear from both the qualitative and quantitative data that television, radio and other media platforms have limited positive influence on the social use of Welsh by the children in this study. However, given that the participants are likely, for the most part, to have interpreted ‘influence’ in a positive sense, we cannot be certain that they may not actually be exerting a negative influence. Indeed, the comments made by pupils about the perceived lack of suitable material for their age group on S4C and the unfriendliness of some

electronic platforms to the Welsh language might suggest that they do. Similarly, the fact that Welsh speaking media celebrities do not seem to be having much positive influence on children's use of Welsh does not mean that the fact that the vast majority of celebrities encountered on the media do not speak Welsh and have nothing to say about the language is not having the opposite effect. Clearly, research needs to continue with regard to all these influences, particularly concerning the direction of that influence in each case.

### ***5.5 Attitude to the survival of the Welsh language***

It was the assumption of the present researcher that the low levels of engagement with Welsh in several contexts and the generally low levels of usage in some schools were related to an apathetic or even antipathetic attitude to the Welsh language and Welsh identity on behalf of the pupils concerned. One of the most striking findings in this study, however, was that of the positivity of the pupils' attitude to the future of the Welsh language. As the pupils' questionnaire data summary table on page 98 and the chart on page 105 clearly show, when answering the question '*Pa mor bwysig ydy hi bod y Gymraeg yn parhau'n iaith fyw?* [*Rhowch gylch o gwmpas y sgôr perthnasol: 0 = Ddim yn bwysig o gwbl, 10 = Pwysig dros ben.*] / How important is it to you that Welsh survives as a living language? [Please circle the appropriate score: 0 = Not at all important, 10 = Extremely important.]' pupils consistently register a high score, with no school registering an average below 7.4. The scores are high regardless of the percentage of Welsh speakers in the community (as demonstrated by the linear regression reported on page 106) and the level of usage of Welsh by the pupils in question, a finding which is explored further below.

As shown in the previous chapter also, the qualitative data reinforces this finding. It would be superfluous to repeat the comments made here (many examples can be found at pages 142 and 149 above), but it is noteworthy that so many positive comments were volunteered in response to open questions in questionnaires and in free discussion in the context of focus groups. For example, 65 out of the 166 pupils (39%) who completed the questionnaire at Trelwynog, the secondary school with the catchment area with the lowest percentage of Welsh speakers in this study, volunteered positive comments relating to identity in response to the question '*A oes yna unrhyw beth arall yr hoffech chi ei ddweud am eich profiad o ddefnyddio'r Gymraeg?* / Is there anything else you would like to say about your experience of using Welsh?'

Thus, even if it is accepted that responses may have been biased towards more positive responses on a Likert-type scale, many participants nevertheless volunteered frequent positive comments regarding the Welsh language and culture and Welsh identity in response to an invitation to which they need not have responded at all. It can be confidently stated in the light of such responses that the evidence of strong positive attitudes is likely to be genuine.

A similar pattern is observed in the case of parental attitudes to the Welsh language, with consistently high Likert-type scores, even higher than those of the pupils, with an average of 9.3 across the full sample and unrelated to the parents' self-assessed competence in Welsh. As in the case of the pupils, there were numerous positive comments in response to open questions – although there were more negative comments proportionately than in the case of pupils, possibly reflecting contexts in North West Wales where parents were not able to exercise effective choice regarding the language in which their children were educated, with resentment possibly resulting in some cases.

Despite the overwhelmingly positive attitudes evidenced among both pupils and parents, however, these do not systematically translate into high usage of and engagement with the language. As demonstrated in the analyses reported at page 114, the pupils' attitude to the survival of the Welsh language does not correlate with any variable of usage or engagement. Indeed, some of the most positive attitude levels, in the Llwynog Group, coincide with some of the lowest usage and engagement levels. At first sight, this seems counterintuitive, in that it would be expected that children who clearly value their indigenous language would wish to use it as much as possible. The fact that this assumption is not supported by the evidence (at least away from the areas where spoken Welsh is strongly represented in the community) must suggest that other factors are at work which counteract the effect of that very positive attitude.

This dissonance between attitude and practice has been recognised in other studies conducted in the Welsh context, for example, Thomas and Roberts (2011), Thomas et al. (2014) and Trywydd (2014), it is also starkly clear in the case of the Hopi language in the research by Nicholas (2009). It is also noted in the context of Welsh language transmission in the home:

Those in the sample from English-speaking homes in Caerphilly and Rhondda Cynon Taf, who tended not to speak much Welsh with their children, reported that the Welsh language was an important part of their identity. To a degree, this result contradicts the claim that those who see the minority language as a core value of

their cultural identity will be more likely to transmit the language (Evas et al., 2017: 123).

(The four studies just mentioned are all discussed in the *Review of Previous Literature and Research* above.)

Research in widely divergent contexts worldwide has also revealed similar disparities, for example, in the case of the languages of South Asian immigrants in Canada (Nagpal and Nicoladis, 2010), aboriginal languages in Australia (Bell, 2013) and Irish in Ireland (Darmody and Daly, 2015).

### ***5.5.1 Factors which may inhibit the translation of attitude into usage***

It is suggested that the following may at least partly explain the disparity between attitude and usage:

#### ***5.5.1.1 Lack of confidence in the informal register***

Despite the high scores in pupils' own assessment of their competence in Welsh, it is suggested that a lack of experience and confidence in the informal register of Welsh may deter some pupils who would otherwise favour using the language from doing so. Anyone who has experienced learning a second or subsequent language will recognise the challenge of venturing to use that language without being confident of being able to do so 'correctly' – whatever 'correctly' may mean in the particular context in play. Usually this means in a way to which native speakers will respond without direct or latent challenge, even if the L2 speaker's use of the language involved is not 'correct' in strictly grammatical terms. In the Welsh for Adults contexts, this threshold is referred to as *Croesi'r Bont* (Crossing the Bridge), a kind of linguistic *Pons Asinorum* (SaySomethingIn, 2017). If it is recognised as a challenge for adult learners then it is arguable that it could be an even greater challenge for adolescents in Welsh medium education who, although educated as L1 speakers, are in reality L2 speakers and self-identify as such.

Previous studies have shown a clear link between perceived proficiency in a language and attitude towards it (Baker, 1992; Garrett, 2010). As has been shown, however, the attitude of the pupils to Welsh is uniformly high. It is suggested that the solution to this apparent conundrum is to differentiate between attitudes to the language in and of itself and attitudes to using that language. Thus, a pupil may feel a commitment, even an emotional

commitment, at a 'philosophical' level, to the survival of Welsh, but lack the practical impetus to use it for reasons including lack of confidence in the informal register.

Confidence in using Welsh is also highlighted in McAllister et al. (2013) and a dissonance between pupils' experience of Welsh in pedagogic and non-pedagogic contexts is noted in Jones (2017). The issue of confidence for new speakers of minoritised languages, whether in the context of the informal register or of speaking the language in a form which is 'acceptable' to L1 speakers or accepted by them, is also encountered in other contexts, for example, Breton, where there is a particular issue with regard to differences between L1 versions of the language and those being learned today (Hornsby, 2016: 34-63) and Scottish Gaelic, where a similar, but not so pronounced, tension is found (McLeod et al., 30f). Also relevant is the experience of Scottish Gaelic learners in Nova Scotia (MacIntyre, 2007 – the title of the paper is revealing: *Willingness to communicate in a second language: Individual decision making in a social context*) and of new speakers of the Galician language (O'Rourke and Ramallo, 2013).

A conflict arising out of the differences between the form of Welsh spoken by the new speakers and the language of native speakers (as encountered in the case of Breton just mentioned and in Newcombe (2007) discussed at page 39 above) did not arise in this study, probably because, in the areas where the differences would be most pronounced, that is, the more Anglicised areas, the new speakers would rarely come into contact with native speakers in day to day life outside school. It is, however, an issue which Welsh medium school pupils from areas where Welsh is in a small minority in the community at large may well face when going forward to higher education or to workplaces where there are substantial numbers of native speakers. Pause (2013) offers an interesting insight into the dialogue as to whether new speakers of the type produced by the Welsh medium schools of the Anglicised parts of Wales should be welcomed because they are new speakers whatever form of Welsh they speak or whether there should be a greater insistence on the preservation of 'standard' Welsh. Interestingly, one of the Trelwynog parents wishes to see opportunities 'to enable our child to listen and respond to other dialects throughout Wales. I also feel the school also creates lots of activities to help in this area as well.' Unfortunately, the parent does not specify what those activities are.

### ***5.5.1.2 Opportunities (or lack of opportunities) to use Welsh outside school***

Again, with hindsight, it is admitted that it would have been useful to include a direct question on this issue in the pupils', the parents' and the school staff members' questionnaires. However, data was accrued on this matter nevertheless and that, significantly, because participants chose to draw attention (usually) to a lack of opportunities for pupils to use their Welsh outside school. These comments were found most frequently, as might be expected, in responses from the Llwynog Group, although they certainly did not come exclusively from that source, for example, 'More like places to go where they [speak Welsh]' (Llanddyfrgi, FG, M); 'Clubs should be started in Welsh' (Trelwynog, Q13, M); 'Needs to be more opportunities for young people to use Welsh outside of school, e.g. youth/Urdd clubs etc.' (Original English) (Trelwynog parent); 'Few and far between are the opportunities available for 5, 6 and 7 year old children to speak Welsh outside of school if they are from English speaking families.' (Rhyd-ddyfrgi teacher); 'School is the only place where they get the opportunity to speak Welsh' (Trelwynog teacher). There were also some related comments about the need for more facilities for using Welsh on electronic platforms, for example, Xbox games (p148).

There were also comments, including from the more strongly Welsh speaking areas, that the fact that the leaders of the activities that were provided could not speak Welsh, or chose to speak English, made it uncomfortable for participants to use Welsh, for example, 'The coaches in our clubs speak English.' (Rhyd-ddyfrgi, FG, M). (Several other similar examples can be found at page 149 above.)

Interestingly, research carried out by Bangor University's School for Business and Regional Development in 2004 supports the perception revealed in such comments. At that time, in the counties of Ynys Môn, Gwynedd and Conwy (that is, an area including the two counties with the highest percentages of Welsh speakers in Wales) only 4% of 'Permanent instructional staff' and 10% of 'Part time / seasonal instructors' could speak Welsh fluently – well below the percentage of Welsh speakers across Wales, let alone in that 'heartland' area (North West Wales Outdoor Recreation Partnership, 2004: 26). In response, Menter Iaith Conwy secured funding from the Welsh Government Rural Development Plan and the European Union to train 147 Welsh speakers over a period of three years to be Outdoor

instructors in Conwy County Borough (Mentrau Iaith y Gogledd, 2011). The evidence from the present project suggests that there is scope for considerably more work in this field.

One parent at Trelwynog links the lack of opportunities for children to use Welsh beyond school to the lack of opportunities for adults to learn: ‘THERE ARE VERY LIMITED OPPORTUNITIES TO USE WELSH IN [PLACE NAME] AND NO LEARNING OPPORTUNITIES FOR ADULTS’. There were also other comments about parents not having the opportunity to learn Welsh or to improve their Welsh, such as the boy at Rhydlynog who told his focus group: ‘When I’m at home my Mum and Dad try to learn Welsh because I have it. And I think if there was more opportunity for parents to learn Welsh. More chances for them to be able to learn it.’

This evidence accords with that elicited by other studies in Wales. The issue of opportunity is highlighted in the 2013 study by McAllister et al., which found that 84% of the fluent Welsh speakers asked, ‘would welcome the opportunity to do more in Welsh’, while fully 92% of the least fluent group of participants wanted more opportunities to speak it. The figure rose to 95% of all the Welsh speakers in the youngest group in the study (16 to 24 year olds) (McAllister et al., 2013: 33f). Hodges et al. (2015) also reveals a strong desire by those able to speak Welsh to use the language more often if the opportunities were available.

In the first source, a male participant in a focus group of people 41 to 55 years of age in Cardiff notes that ‘It can be quite hard to find people in the capital who speak Welsh’, while another participant in the study had submitted photographs of Welsh signage in shops, libraries etc., the authors noting how seeing signs displayed in Welsh where there is little or no opportunity to use Welsh (usually because there are not any, or insufficient, Welsh speakers available) could be disappointing to the person who wishes to speak in Welsh (McAllister et al., 2013: 65-66).

Hodges et al. (2015), who studied the community use of Welsh in several areas of Wales, includes many comments which clearly align with some of the qualitative data from the present research, for example:

‘There are challenges preventing people from being able to do activities in Welsh, for example there's no every-day lessons like aerobics available in Welsh.’ (Translated) (Middle-aged Welsh speaker, Aberystwyth).



‘It depends who's teaching, if it's someone English teaching, they're going to speak English with the kids, like swimming, most of them speak English.’ (Translated) (Parent of young children, Cardigan)

Even in Porthmadog, a community with one of the highest percentages of Welsh speakers, there is a perception, not so much of a lack of opportunities, but a lack of effective marketing of the opportunities that do exist: ‘I think there's plenty of Welsh language events in the area but very often not enough people take advantage of them ... maybe people don't hear about them.’ (Translated) (Young Welsh speakers’ focus group) (Hodges et al., 2015: 92, 55, 104)

Pupils’ perception that more use of Welsh in their environment beyond school would increase their own use of the language is also noted by Thomas et al. (2014) (discussed in the *Reviews of Previous Literature and Research* above).

The issue of the need for more, and more varied, opportunities to use the indigenous language beyond home and school is also recognised in contexts beyond Wales, for example, in the French Basque Country (Harguindéguy and Itçaina, 2011) and in the case of Te Reo Māori in New Zealand (Peterson, 2000).

As will have been seen from the discussion of Basque normalisation models in Chapter 2, the linguistic profiling work undertaken there includes the community in which the school is situated and mapping the actual usage of the Basque language within that community. The profiling work, and the subsequent normalisation process, will include all aspects of that community’s life, including the public, voluntary and private sectors and the often overlooked actors in forming the linguistic character of the community, such as transport workers and personnel who work on the streets.

One of the main factors which makes such exercises somewhat less practicable in the Welsh situation is the fact that Welsh medium schools, because there are fewer of them proportionately, serve much larger catchment areas. The new Welsh medium secondary school in Newport, Ysgol Gyfun Gwent Is Coed, for example, has the whole of the Newport City Council territory as its catchment area (with a population of 137,011) plus the catchment area of a Welsh medium primary school in neighbouring Monmouthshire (Newport City Council, 2017). One answer would be, except in cases where the Welsh medium secondary

school does serve a smaller recognisable community (as would be true of most of those schools in the North and West), to concentrate on profiling and normalisation work in the first place in primary schools, more of which do serve (fairly) compact communities. Certainly, there is a strong argument for Wales at least to experiment with profiling and normalisation exercises which take a holistic perspective on the school and its community.

Taken in conjunction with the evidence concerning attitude, then, it is clear that, while there may be a willingness to use Welsh where practicable, there is at least a perception among some parents, pupils and school staff members that there are not enough opportunities to use Welsh within the community at large. It should be noted that ‘opportunity’ here refers not just to events, clubs and similar provision, but what could be classed as ‘incidental’ opportunities for the use of Welsh, such as in shops and other businesses. Therefore (and again taking note of the Basque model) any attempt to increase those opportunities must pay attention to all these actual and potential loci of use. The provision of a new Welsh language youth club in a Welsh medium school’s catchment area may well be welcome, but such initiatives are not, and should not be seen as, the only way of ensuring there are adequate opportunities for children and young people, and indeed learners and fluent speakers of all ages, to use their Welsh. There must also be a focus on increasing the willingness of those who are able to use the language fluently to choose to do so in all facets of their lives – and willingness is not, by its very nature, something that can be enforced, but it is something that may be engendered.

### ***5.5.1.3 The force of habit***

Both McAlister et al. (2013) and Hodges et al. (2015) note the fact that simply the habit of having used one language in informal conversation rather than another over an extended period of time will mean that an individual is more likely to continue using that language in similar contexts, despite in attitude favouring another language.

Some of the comments made by pupils are suggestive of the power of habit, such as the girl at Trelwynog who tells her focus group that if she meets her friends in town ‘I just speak English, I don’t even think about it’. A female member of the Trebathew focus group expresses this influence even more directly: ‘Sometimes it’s difficult to get out of a habit, sometimes I want to speak Welsh with my friends but I ... have spoken English to them since

I was little, so then ... I can't like get out of it.' As she is speaking a male pupil is heard to interject 'Yes'.

The fact that such a high proportion of the participants in the present study are L2 speakers of Welsh and/or come from homes where no parent or only one parent speaks or uses Welsh would reinforce this tendency. English is, quite simply, the language they have always normally used for the discourse of everyday life. Another important factor predicating the use of English is that it has been the language spoken with their closest relatives and the language of their earliest friendships. The power of the link between language and close relationships is well attested, as in Piller (2001) and Gathercole and Thomas (2009).

The expected consequence of recognising this issue is that there would need to be a particularly strong incentive for such children to use Welsh in order to counteract this linguistic inertia. If, as the evidence reviewed suggests, the prevalence of Welsh within the community at large and the opportunities and incentives to use it are not particularly strong, then this inertia is almost certainly not going to be overcome and the force of habit of itself will continue to favour the use of English.

Again, this is a factor found to be operating in the case of other minority and minoritised languages worldwide, such as Hopi (Nicholas, 2009, as discussed at page 49 above), and it was a factor recognised by Fishman from his early work onwards (for example, Fishman, 1965).

#### ***5.5.1.4 The pre-eminence of English***

A theme which has emerged at many points during this study is the fact that English is omnipresent in the lives of the participants, from the predictive text systems on their mobile phones to the person driving the school bus. Welsh, however, is limited to far fewer domains, especially in the more strongly Anglophone South East. Although Welsh may by now have an obvious presence in terms of the visual linguistic landscape, on signage etc., it will be English which will be heard spoken in the vast majority of conversations in the 'real world' (cf the issue of 'disappointing' signage at page 225 above). Even in those parts of Wales where Welsh is heard extensively in the community, in the electronic world it is English which holds sway. While this may seem to be stating the obvious, it is important to recognise the linguistic reality of the Wales in which children such as the participants in this study live.

Indeed, to do so is to realise just how powerful the motivation and facilitation to use Welsh needs to be to overcome the dominance of English (Baker & Wright, 2017). Indeed, as Hodges (2009) demonstrated, even well-established familial habits of using Welsh can be reversed in an English-dominant environment (p41 above)

#### ***5.5.1.5 It just takes more effort to use Welsh!***

As has been noted above, the crux of the challenge for language planners who would see an expansion of the use of minoritised languages is that they are dealing with people's language choice, and that they must recognise that choice, properly understood, is something that cannot be 'planned' in the usual meaning of the term. The starting point of any discussion concerning language choice, however, must be to ask why people make the choices they do. Mention has already been made of the 'nudge' theory of behavioural change (p59), which argues that apparently small changes in context or environment can cause significant changes in behaviour. 'Nudges' can be used to improve the likelihood of positive behaviour or choices, a very successful example being that of the European Union's policy of mandating plain packaging of cigarettes and of banning the open display of tobacco products (Alemanno, 2012). In the case of the latter measure, the only additional work required of someone who wishes to buy cigarettes or another tobacco product is to ask for the product by name and the shop assistant will access it in a cupboard. It is a very small extra effort that is needed, but that coupled with the fact that to do so draws additional attention to the fact that a person is indulging in a habit that is becoming less and less acceptable socially apparently has been effective in reducing the amount of tobacco products sold. A similar point could be made of the requirement for smokers to gather outside their workplaces, either in the open air or in a bus-stop style open-sided provision, in order to smoke, thus very visually segregating them from the non-smoking majority.

'Nudges' can also be unintentional and can also influence behaviour in arguably undesirable directions. Cunliffe and Evas (2014) have drawn attention to the fact that many Automatic Teller Machines (ATMs) in Wales offer a bilingual (or multilingual) service, but at the same time require an additional action from the user desiring to interact with the service in Welsh. The additional action may be something as apparently insignificant as pushing a button when the default English-service screen appears. Small as this is, however, Evas argues that this extra requirement, given that so many Welsh speakers are already conditioned to choose English as a default language anyway (the so-called 'status quo bias'),

will deter the majority of users from choosing Welsh – ‘deter’ in the sense that they will not even think of pushing the ‘Cymraeg/Welsh’ button. The effect would be even greater in cases where the Welsh option were less ‘visible’ than the English, for example, in a smaller font or graphic (Cunliffe and Evas, 2014).

Given the all-pervading presence of English just noted, and taken together with issues of lack of fluency in informal register Welsh, lack of confidence and force of habit, it would not be surprising if Welsh medium school pupils’ linguistic behaviour, particularly in the case of those identifying as L2, were to be skewed towards using English as their social language of choice. It is not difficult to conceive of examples of ‘nudges’ in that direction that they would encounter in the community, especially in areas with low percentages of Welsh speakers, such as the use of English as a spoken language almost exclusively in shops and eating places and by authority figures such as police officers etc. – and the default status of English on ATMs and other electronic interfaces.

Cunliffe and Evas were strongly of the opinion that ATMs in Wales should offer the Welsh language service as the default and that other enhancements, which they termed ‘persuasive design’, could be added, for example, making the ‘Cymraeg/Welsh’ button larger than the ‘Saesneg/English’ button. Their rationale was that, given the ‘weighting’ English already has, there was justification for what the present researcher would call a form of ‘positive discrimination’ in favour of Welsh and other minoritised languages. They pointed to research in Te Reo Māori medium schools in New Zealand which had revealed that when the default language of software interfaces was changed to the indigenous language the use of Te Reo Māori by the students increased by 21% (Mato et al., 2012).

As stated in Chapter 2, this thesis will not seek to address the intricacies of behavioural change theory, neither will it focus in detail on language planning issues. Yet, there are aspects of these disciplines which deserve mention if only because they are so surprisingly simple. Cunliffe and Evas referred to Strubell’s ‘Catherine Wheel’ of language planning, which places the following on a clockwise-moving wheel:

## More learning of the language

Greater motivation to use the language

More demands for goods and services in the language

Greater perception of usefulness of the language

More supply of goods and services in the language

More consumption of goods and services in the language

(Strubell, 2006)

The idea is that it is possible to align a minoritised language situation with any point on the wheel, but that the wheel, if the situation is to be a healthy one for the language involved, must keep on turning. The present researcher would argue that in the case of Welsh, the Catherine Wheel, as happens so often on Guy Fawkes' Night, is (at least in some parts of Wales) stuck, most probably, according to the evidence reviewed in this section of the discussion, at the point of supply of more services in the language and of opportunities to use it.

It is not difficult to foresee the ethical intricacies which may arise from the application of the principles of nudge theory to minoritised language revitalisation, but the present researcher is of the opinion that its possibilities should at least be explored further in the case of the social use of Welsh by pupils at Welsh medium schools. In the first place any language profiling exercise should include identifying those 'nudges', especially the less immediately obvious ones, which work against the use of Welsh. Sometimes, as in the case of the ATMs, it will be those negative nudges which will point the way to potential positive prompts to make more use of Welsh.

### **5.5.1.6 Summary**

To summarise the discussion on the apparent disconnect evidenced by the data from some schools between attitude to Welsh and level of usage of the language, it would seem that this is a key area for further research, including critical evaluation of interventions which are taking place, or have been used, in schools in Wales and other parts of the world, to seek to

increase the social use of minority and minoritised languages. Owing to the particular emphasis there on holistic language profiling and normalisation, it is suggested that the Basque Country should be a key focus of such research.

On a positive note, the Welsh Government's policy summary for achieving their stated goal of doubling the present number of Welsh speakers by 2050, *Cymraeg 2050 – a million Welsh speakers* (discussed in more detail at page 60 above) does take a holistic approach to language planning. Strubell's Catherine Wheel is referenced directly (as are many other research studies and models of language change planning) and the vital need to increase opportunities to use Welsh socially is recognised. It will be interesting to know how exactly the pledge to do so will be implemented as the practical details of the plan emerge in the coming years (Welsh Government, 2017f).

## **5.6 Identity**

The second question which invited pupils to judge their attitude to something asked '*Pa mor bwysig yw hi i blant ddysgu am hanes a diwylliant Cymru yn yr ysgol? [Rhowch gylch o gwmpas y sgôr perthnasol: 0 = Ddim yn bwysig o gwbl, 10 = Pwysig dros ben.] / How important is it for children to learn about the history and culture of Wales at school? [Please circle the appropriate score: 0 = Not at all important, 10 = Extremely important.]'*

The average scores came out as being very close to those on attitude to the survival of the Welsh language, the average across the full sample being only slightly lower, at 8.6 as against 8.9 for the language question. The scores were high irrespective of the percentage of Welsh speakers in the community, home language context or L1 or L2 status (pp106 et seq. above). No school recorded an average Likert-type score below 7.8.

As in the case of attitude to the language also, the analysis need not depend on the Likert-type responses alone, as many pupils chose to make comments related to identity issues in response to open questions and in focus group comments. When an approximate assessment was made of the relative frequency of comments related to individual categories, the greatest frequency in any category across the full sample was found to be in comments related to identity, and this was also the single largest category in both the Gwiwer (highest

percentage of Welsh speakers in the community in this study) and Llwynog (lowest percentage of Welsh speakers in the community in this study) groups (page 167).

A corresponding question was not asked of the parents – which the researcher now recognises as an unfortunate omission. However, there were also numerous comments made by parents related to identity issues, the majority of them positive in tone and content. As in the case of the children, these were comments which need not have been made at all, which strongly suggests that they can be taken as genuine expressions of the parents' viewpoints.

As it is often difficult to separate issues of language and identity (at least in the Welsh situation) many comments which have the Welsh language as a focus have also been taken into consideration in this discussion on identity.

It appears to the present researcher that the following points may validly be made with regard to the evidence from both the quantitative and qualitative data concerning identity-related issues.

### ***5.6.1 Positivity***

The overwhelming majority of comments made were positive. As always in the case of qualitative data, any quantitative-type analysis of that data can only be approximate, but accepting that qualification, 34.7% of all comments (not only those related to identity) made in response to questions in the pupils' questionnaires were positive in nature, while only 2.2% could be classed as negative. The remainder were neutral, for example, only giving factual information about use of Welsh. The corresponding figures in the parents' questionnaires were 17.5% and 2.4%.

Some of the comments made concerning identity were also quite emotional in nature, for example, the boy at Rhydlywynog who wrote that 'The welsh language is awesome', the girl at Rhyd-ddyfrgi who believed it was 'so important for welsh to carry on' and the girl at Trelwynog who wrote: 'It's a great language and it's good if you speak Welsh because I have a welsh heart.' Regarding the last comment, even if one discounts any deliberate use of the adjective 'cymraeg' (welsh) in the form which is properly used in reference to the Welsh language rather than the quality of being Welsh in general to qualify 'heart', it remains



striking to find someone who could be no older than 12 expressing an almost romantic attachment to her Welsh identity.

The parental questionnaire responses also included comments expressing emotion, for example, ‘I am a learner, and feel very proud that my children are bilingual’ (Original English) (Treddyfrgi) and ‘The Welsh language had a major positive impact on mine and my daughter's lives’ (Original English) (Llanllwynog).

As in the case of the evidence regarding attitudes towards the language, the present researcher was surprised at the strength of both the Likert-type scores and, especially, the comments made in this category.

### ***5.6.2 Strong awareness of identity***

Many comments expressed a strong awareness of identity, of being Welsh and of being ‘different’, often in connection with the ability to speak Welsh, as when a boy at Rhydwiwer writes: ‘Using Welsh to me makes me feel special’. There is frequently a sense of pride expressed in these comments, such as when a girl at Rhydlwynog mentions in a focus group discussion speaking Welsh on the street and in Tesco ‘and I hear people saying um that they’d like to speak Welsh’ and the girl at Trebathew who likes to ‘show off’ her Welsh speaking skills to members of her family who come from other countries.

This awareness of identity and pride in being Welsh could also manifest itself in negative attitudes towards ‘the English’ and non-Welsh speaking people, such as in these examples:

‘Speaking Welsh is far better than English’ (Trewiwer, Q13, F)

‘I don’t like English people because we’re Welsh people ...’ (Trewiwer, Q13, F)

‘Speaking Welsh makes me different to the English.’ (Trebathew, Q13, F)

In comparison with the comments that focus solely on positive aspects of identity, these comments appear crude and somewhat unattractive, yet they deserve notice as being a particular expression of identity. It is also true that they draw attention to the fine line that can exist between pride in one’s own identity and antipathy towards people outside that identity group.

While comments expressing a strong sense of identity occur in all groups, they are particularly frequent and intense in the case of the Llwynog Group, which is probably to be

expected given that the linguistic distinctives of identity would be most apparent in contrast to the community at large in that area.

### **5.6.3 *Thinking about identity***

From some of the comments, it is clear that the pupil has been reflecting on the meaning and implications of identifying as Welsh:

‘It’s important to speak Welsh because the Language tells us where we’ve come from ...’

(Trelwynog, Q13, F)

‘Because if there is no more Welsh, well, if more people speak Wel, if fewer people speak Welsh it will just disappear and then the world will be boring.’ (Rhydlywynog, FG, M)

A girl at Rhyd-ddyfrgi shares the idea of having ‘Welsh money’ with her focus group, while a boy at Trelwynog feels strongly that ‘Wales should get more like recognition’ and mentions the example of the Welsh naturalist Alfred Russel Wallis who was, unfairly in the pupil’s view, eclipsed in history by Charles Darwin. A boy at Trelwynog ponders the connection between being able to speak Welsh and ‘Welshness’ and concludes that ‘you should like be able to speak the language to be like a Welshman.’

The last comment touches on a debate that surfaces again and again in discussions of Welsh identity (see below, p239) and this and the other comments noted above are examples of the way, for these children, that their view of Welsh identity clearly goes beyond any of the usual stereotypes and beyond the fact that they are able to speak Welsh – it informs their view of their nation and their world and raises questions about their place, and their nation’s place, in that world.

### **5.6.4 *Desire to learn more about Welsh culture and history***

Given their strong awareness of their identity and the willingness of at least some of the pupils to consider some of the deeper implications of that identity, it is not surprising that they express a desire to learn more about Welsh culture and history, not just in their Likert-type scores, but also in their comments:

‘I like to learn more about Welsh history.’ (Llanllwynog, Q13, F)

‘And I I like learning about our country.’ (Trelwynog, FG, F)

‘We like to hear a lot of the old traditions.’ (Llanllwynog, FG, F)

Some comments also suggest that the participants feel that they do not learn enough about these subjects at school, such as the girl at Trelwynog who complains that most of the people they learn about in history are from England and that they ‘don’t get much Welsh background’. Another girl in the same focus group says that they do not learn about ‘the history of Wales or people’ and a boy uses the example of George Everest, who is remembered in the English name of the world’s highest mountain, but not as a Welshman. A girl at Rhydlynog suggests that pupils in English medium schools should also learn about ‘the history of the Welsh language’.

Again, it is in the Llwynog group that comments complaining that the pupils do not learn enough about their culture and history are concentrated. The researcher finds it difficult to believe, from the visual displays in the corridors and classrooms of the schools in question that less is taught on these subjects there than in the other schools in this study, although the schools’ teaching of the curriculum was not researched as part of the project. Another explanation for these comments is that there is a particular hunger among the Llwynog Group pupils to delve deeper into their Welsh background and identity, possibly because they are more keenly aware of such issues as a linguistic minority within their communities. The creative frustration that seems to be felt here may best be summed up in a comment made by a pupil from another Welsh medium secondary school in the South East at a Welsh Government seminar on supporting the informal use of Welsh in schools that ‘They [the teachers] tell us to speak Welsh, but they don’t tell us why’. (Translated) (Welsh Government, 2014).

There is certainly an understanding that the Welsh language is a crucial part of the Welsh identity, yet for reasons already discussed (pp221 et seq.), it is not necessarily, or even often, the case that pupils who place great value on that identity will use the language beyond school. Possibly another inhibiting factor to the social use of Welsh is that pupils need to be enabled to explore further that relationship between language and identity – to explore the ‘Why?’ in the pupil’s question just quoted. The Cwricwlwm Cymreig is meant to include opportunities for such exploration but the evidence from the present research suggests that, at least in some schools, this may not be happening as effectively as it could (Qualifications, Curriculum and Assessment Authority for Wales, 2013). In this connection, the comment by a teacher at Treddyfrgi that he or she felt that there should be more effort made to nurture ‘a Welsh ethos’ in the school is of interest.

Examples can be found in other parts of the world where learning about and discussing identity is seen as integral to the work of language revitalisation. A presentation at the *Raising Our Voices* Indigenous Language Conference, Belleville, Ontario, Canada, focussed on the Everlasting Tree School at Ohsweken, Ontario, a Kanyen'keha (Mohawk Language) immersion school teaching, at present, 40 pupils up to Grade 8 (13 to 14 years of age) (Hill and Maracle, 2017). The ethos of the school is summed up as follows: 'The Everlasting Tree School seeks to incorporate Indigenous ways of being, knowing and doing into their curriculum. The school seeks to provide a safe, nurturing place to experience the wonders of nature and the beauty of expression that comes from thinking, speaking and interacting in Kanyen'keha.' (Martin-hill and Skye, Undated) All teaching is in Mohawk and issues of culture and identity are clearly inseparable from instruction in the language. Culture is taught in very practical ways, including the identification and use of culinary and medicinal plants and the playing of traditional musical instruments. During the presentation, it was said that children are involved in preparing traditional meals from the age of three upwards. The Waldorf educational ethos is also a key aspect of the school's life, but always expressed through the filter of Mohawk identity.

It was striking that, although the presentation formed part of an academic conference, that references to not only the cultural, but also the spiritual, aspects of the school's curriculum were frequent. Indeed, this was true of the conference in its entirety, illustrating the way that the discussion of revitalisation work with the indigenous languages of North America cannot be separated from the spiritual and cultural aspects of the life of the nations concerned.

Another presentation at the same conference referred to the Oneida Language Regensis Project, a scheme run on similar principles to those of the Everlasting Tree School, but for young adults, aimed at enabling them to teach Oneida, an Iroquois language related to Mohawk, which included practical instruction in traditional hunting skills (Elijah et al., 2017).

In the case of the Hopi language, also, learning the language without learning the culture is seen as illegitimate, or at least incomplete, although in that case it seems, at least from Nicholas' research (discussed at page 49 above), that there may also be a converse danger of an overemphasis on the culture at the expense of the language.

In the Welsh situation, it may well be that L1 speakers, and even L2 speakers in the areas where Welsh culture is ordinarily expressed through the medium of Welsh, acquire, possibly unconsciously, an understanding of the interweaving of the language and culture. In areas where Welsh culture has a mainly English language expression, or where the Welsh language is largely merely incidental to the culture, for example, in connection with rugby and male voice choirs, it appears that this may not be so, even in the case of children taught through the medium of Welsh. If it is deemed that it is important for children to view language and culture in an integrated way, then it is clear that more work, and further research, needs to be done in this area.

### ***5.6.5 The other side of identity***

As has been seen, many pupils were aware of the positive benefits of being ‘different’, in being Welsh or being able to speak the Welsh language. However, examples are given in the previous chapter of experiences (by Llwynog Group children) of the negative consequences of difference – stigmatisation and a sense of alienation from the community at large (pp143, 151)

A Trelwynog parent also notes, although writing very positively about her child benefitting from Welsh medium education, that ‘Children are made fun of by other children in their age group from English medium schools if they are heard to be speaking Welsh.’ (Original English)

Such behaviour has a long history. In December 2017, Eluned Morgan AM, the recently appointed Minister for Welsh Language and Lifelong Learning, revealed her experiences as a child in Welsh medium education in the 1970s: ‘I was one of a handful of children from my estate in Cardiff who had my education through the medium of Welsh and distinctly remember having stones thrown at our bus full of primary school children as they objected to having a Welsh language school in their neighbourhood.’ (WalesOnline, 2017)

Two of the participants in Hodges’ follow-up study of former Welsh medium school pupils in the Rhymney Valley also speak of ‘being taunted as “Welshies” by local pupils who attended the local English-medium comprehensive school’ - using the same derogatory term as noted by one of the Trelwynog pupils in the present study (Hodges, 2009: 25) (p151 above).

As Hodges notes, the Rhymney Valley has ‘a strong sense of “being Welsh” and of “belonging to Wales”’ and the same would undoubtedly be true of the areas served by the schools of the Llwynog Group (Hodges, 2009: 25). It is the Welsh language which is the defining, and separating, factor with regard to the Welsh medium school children and it is interesting to speculate whether this might be seen as some sort of unintentional challenge to the ‘Welshness’ of others in the community. As has been seen, some of the children in this study are aware of the issue as to whether being able to speak the language defines ‘true’ or ‘complete’ Welshness and it is not unreasonable to think that some of the non-Welsh speaking children in the community might be aware of this way of thinking also. Indeed, a YouGov poll carried out in 2016 found that 33% of their sample of 1005 people living in Wales believed that it was speaking the Welsh language that defined being Welsh, a percentage well above the percentage of Welsh speakers in the population, suggesting that, if the poll’s findings are accurate, at least a substantial minority of non-Welsh speakers also hold this view (YouGov, 2016).

The reportedly antagonistic attitude of the English medium educated pupils also raises issues about the profile of the Welsh language and Welsh culture and history in their own education. A girl at Rhydwiwer and a girl at Trelwynog lament in their focus groups how little Welsh they perceive English medium sector pupils to be learning. Even comments about a positive interest shown in Welsh by English medium pupils seem to imply a surprising level of ignorance of the language: ‘Some of my friends ask me to speak Welsh all the time and they’re just like they’re just shocked sometimes and they want to learn it as well.’ (Trelwynog, FG, F) – when education policy would state that they *are* learning the language! Such comments suggest that there is at present a wide gap between the experiences of Welsh medium school pupils and the experiences of their English medium counterparts of the Welsh language. It will be interesting to see how far the comprehensive changes at present being implemented in the teaching of Welsh in the English medium sector will succeed in narrowing that gap (Davies, 2013; Donaldson, 2015).

Another factor which may increase the likelihood of negative attitudes and behaviour towards Welsh medium educated children is the possible perception of Welsh medium schools as elitist institutions. In Hodges’ 2011 study of the motivation for parents to choose Welsh medium education for their children, the second most prevalent category of motivation

was ‘Educational reasons’, the perception (which aligns, generally, with the results achieved by such schools) that Welsh medium schools simply provided a better quality of education all round. Hodges notes further that a small minority of parents made the choice because they felt that the Welsh medium schools were close in ethos to private schools, one parent saying in an interview that ‘It is almost like having a public school education in the national system the way that the teachers behave with children and their expectations....’ (Hodges, 2011: 309).

More recently, Siôn Llewelyn Jones (Jones, S., 2017), of Cardiff University, found that educational excellence remains important in parental choice, noting that this has an effect on the socio-economic mix of parents of Welsh medium school pupils, as it is the parents who have the ‘cultural capital’ to evaluate the data concerning school outcomes who are best able to make an informed choice on this basis. It is also the case that parents’ social networks will influence their choice of school, what Jones calls a ‘people like us’ tendency - which would reinforce the likelihood of parents who choose Welsh medium education belonging to a particular socio-economic stratum. This may be one of the reasons why pupils of Welsh medium schools in South-east Wales tend to come from higher socio-economic categories than do their counterparts in English medium schools (Jones, S., 2017: 153).

Whatever the reasons for any antagonism, however, it is clear that at least some Welsh medium school pupils in some areas of Wales feel alienated to a degree from their peers in the community at large. If so, then this must be, for most, another disincentive to use the language beyond the school gates. Indeed, there is some evidence that parents may be discouraged from choosing Welsh medium education for their children in the first place because they fear a negative reaction from the majority of children in the community who attend English medium schools (Packer and Campbell, 2000).

As in the case of so many of the findings in this dissertation, parallels are found with the situation of other minoritised languages. For example, alienation is a major issue for Roma speakers in Eastern Europe, although the alienation there begins *within* the school context, as Roma, unlike Welsh, is never the ‘school language’ (New et al., 2017). Bernadette O’Rourke’s major study, *Galician and Irish in the European Context*, focussing in particular on those two languages, shows that antagonistic attitudes and behaviour towards minoritised

languages can occur both because those languages are associated with what are perceived to be negative characteristics such as primitivism and ruralism and also because their speakers may be perceived as elitist (O'Rourke, 2011). Certainly, Welsh speakers have experienced antagonism and discrimination from the first pole for many centuries, as discussed in the overview of the history of the language in the *Introduction* to this dissertation. Given that background, it is somewhat ironic that at this pivotal stage in the history of the Welsh language, some of its speakers are facing negativity because of its perceived elitist connotations.

Under this heading also may be grouped comments which were negative concerning Welsh identity, examples of which can be found at pages 143, 150, 174 and 379. While such comments were very small in number, it is possible that they may be expressing views held somewhat more widely – perhaps by children who did not feel comfortable in expressing such views in their questionnaires or focus groups or parents who chose not to return questionnaires. At the very least, anyone planning how to stimulate discussion of identity issues in schools cannot afford to ignore the fact that although attitudes towards the Welsh language and identity seem generally positive, they are certainly not universally so.

#### ***5.6.6 Language and identity***

As will be obvious from the above discussion, it is difficult, if not impossible, to separate language from identity in Wales. It has been suggested that, historically, this close alignment may derive from the loss of virtually all Welsh national governmental, legal and educational institutions and distinctives following Henry VIII's so-called 'Acts of Union' in the 1530s, leaving only the language as a marker of national distinction, a factor reinforced by the translation of the Bible into Welsh in 1588 (Jones, 1993). The use of the language, or merely the presence of a Welsh accent, is still perceived, even unconsciously, in modern times as a marker of 'Welshness' and this is attested by some of the comments discussed above, including those which express negative attitudes towards the language (Bourhis et al., 1973).

The converse of this conflation of the Welsh language and Welsh identity may be evidenced in those comments which express antipathy towards the English language and English speakers (p234).



The case of Wales and the Welsh language is, of course, far from unique in this respect. Considering Africa, for example, an exceedingly complex interrelationship is found between language and identity, with, for example, the English language being seen as the language of oppression in some contexts but of liberation in South Africa, as contrasted with Afrikaans, which had become closely associated with white hegemony and ultimately apartheid-era policies (Simpson, 2008). Many examples of the interaction between language and identity in Europe are considered in Barbour and Carmichael (2002).

Any consideration, therefore, of influences on the social use of Welsh by school pupils, and any proposals in terms of language policy and planning and possible interventions to increase such usage, must take account of this intertwining of language and identity – the ‘Why?’ question will always be there in the background.

#### **5.6.7 Other identities**

There was very little evidence in the data elicited by the present project of children identifying as anything other than Welsh, English or British. The only explicit exceptions to this were the female pupil at Rhydwiwer who speaks of speaking only Polish at home and possibly the girl at Trebathew who tells her focus group that she likes to ‘show off’ her Welsh to members of her family who come ‘from other countries’.

Although StatsWales data on the issue is only available by local authority, region and year (Welsh Government, 2017e), the present researcher was able to access information on the ethnolinguistic makeup of all but one of the schools participating the present study from a combination of the most recent Estyn reports on the schools and the Welsh Government’s *My Local School* website (Estyn, 2018; Welsh Government, 2018;). It is not possible to give more detail in terms of either data or referencing owing to the necessity of maintaining confidentiality, but it can be reported that all the schools for which information was found, apart from one secondary school and one primary school, had a percentage of pupils from a minority ethnic background which was considerably lower than either the Welsh or the relevant local authority average, and one primary school had no pupils from such a background. The research also looked at the corresponding data for other Welsh medium primary and secondary schools in the four areas of Wales covered by the present study and found a remarkably similar picture.

It may therefore be a matter of concern, on the one hand, that so few pupils from other than Welsh or other British backgrounds are given the opportunity to experience a Welsh medium education and on the other that pupils at Welsh medium schools are not exposed at school to the full ethnic and cultural diversity of their communities as is the case for their peers in the English medium sector. There may also be a risk of parents who are aware of this issue choosing Welsh medium education, whether consciously or not, for reasons of ethnic prejudice, although it must be stressed that, to date, there is no hard evidence that this is actually happening.

It is encouraging, however, that the pro-Welsh medium education campaign group, *Rhieni dros Addysg Gymraeg*, proclaiming that ‘the Welsh language belongs to us all!’, emphasises the fact that Welsh medium education is there for all children in Wales, irrespective of their ethnic backgrounds, in its publicity for its soon to be launched film *Welsh medium education: embrace it*. The film was inspired ‘by the opening of Ysgol Hamadryad in 2016, the first Welsh-medium school to serve the Grangetown and Butetown areas [of Cardiff] - two of the most multi-ethnic and multi-cultural areas of Wales.’ One of the parents featured in the film says of his son, who attends a Welsh medium nursery in Grangetown, ‘I hope he becomes fluent in Welsh, as he is in Polish, English and Urdu.’ (Rhieni dros Addysg Gymraeg, 2017)

Whatever the statistical facts, however, it could only be of benefit for local authorities and other interested parties to seek to persuade more parents from diverse ethnic groups to consider seriously Welsh medium education for their children while at the same time seeking to counter any misconceptions those parents may have regarding the implications of being educated through the medium of Welsh on their children’s ultimate competence in English. From the point of view of the present project it would be especially interesting to discover how the involvement of more pupils who already speak another home language apart from English and Welsh might affect the level of social use of Welsh by pupils generally.

### **5.6.8 Summary**

It is clear from the evidence that children in the present study felt strongly about their Welsh identity, particularly in relation to the language. However, it is also apparent that pupils would benefit from more opportunities to explore this issue. Such exploration could also be of assistance in assuaging the more negative expressions found in a small minority of

cases – both negativity towards the Welsh language and culture, and negativity towards people perceived as being outside that linguistic and cultural context.

## **5.7 Motivation**

There were no direct questions in this study concerning the motives of pupils for using, or not using, Welsh socially, or of parents for choosing Welsh medium education for their children, apart from an invitation to pupils in their focus groups to share what might induce them to use more Welsh. The qualitative data, however, did produce a quite substantial body of evidence related to this issue.

The following discussion will use the terms ‘intrinsic’ and ‘extrinsic’ to describe the motivations encountered. These should be taken as broadly corresponding to the terms ‘integrative’ and ‘instrumental’ popularised by Gardner and Lambert (1959). Ryan and Deci (2000: 55) explain the intrinsic/extrinsic categorisation as follows: ‘The most basic distinction [between types of motivation] is between *intrinsic motivation*, which refers to doing something because it is inherently interesting or enjoyable, and *extrinsic motivation*, which refers to doing something because it leads to a separable outcome.’ (Italics original)

### **5.7.1 Intrinsic motivations**

Intrinsic motivation, in the context of the present research, refers to using Welsh or choosing Welsh medium education, not on the basis of what are perceived as objective external factors but on what the participant actually feels it is right to do and/or on the value of the Welsh language in and of itself to that participant. This type of motivation is strongly suggested by some of the comments made regarding attitudes to the Welsh language and to Welsh culture and identity. The comments made will not all be repeated here, but a perusal of the comments quoted from pages 142 and 149 will, it is suggested, reveal the following points concerning intrinsic motivations for pupils to use Welsh, or for parents to choose Welsh medium education:

#### **5.7.1.1 Cultural / identity-related motivation**

Comments celebrating ‘difference’ and ‘being Welsh’ (including those which set Welsh identity against ‘Englishness’) suggest a cultural / identity-related motivation to use Welsh and this correlates with the close relationship between language and identity just discussed. It

also resonates with the prevalence of highly positive comments related to identity in the qualitative data as a whole. This category of motivation can also express itself in terms of acting in the best interests of the Welsh language, as a Rhydwiwer parent put it, '*THERE MUST BE EDUCATION IN THE WELSH LANGUAGE TO ENSURE ITS FUTURE.*'

'Cultural' considerations were also found to form the basis of the 'main reasons why parents chose Welsh medium education for their children in Cwm Rhymni [the Rhymney Valley]' according to the research by Hodges (2011: 308) and these considerations also feature strongly in material produced by *Mudiad Meithrin* aimed at promoting Welsh medium education as a parental choice (Mudiad Meithrin, 2017b).

#### **5.7.1.2 Kinship motivation**

The comments also reveal the importance for some speakers of continuing to use the language of the family, or sometimes the extended family in cases where Welsh has been lost in the parents' generation. Under this heading may also be noted those situations (discussed at p212 above) where non-Welsh speaking parents actively encourage their children's use of Welsh, particularly where those parents are intent on learning the language themselves. In fact, it could be argued that in many cases the very fact that the parents had chosen Welsh medium education in itself could invoke a kinship motivation in the children.

Nesteruk (2010) explores the reach and limitations of kinship motivation, and the influence of parents in general, on the intergenerational viability of the native languages of Eastern European immigrants to the United States. This article serves as a reminder of three important qualifications to be considered in the case of kinship motivation:

- The motivation of the parent may not necessarily induce the same motivation in the child. Although what has already been said concerning the perceived importance of parental influence (pp203, 210) may suggest that this is often the case, it is not a factor which can be depended upon to ensure the use by the child of the familial language.
- Children can, and do, react against parental wishes and even their own family background if the influence of other factors is strong enough. There is some evidence of this in the comments made, such as this one, from a Trebathew parent: 'We as parents speak Welsh to my child but she only speaks english' (Original English).

- The family can also be the source of a motivation against the speaking of the heritage/indigenous language. An example would be the comment made by a male member of the Trelwynog Focus Group: ‘Some weeks ago my sister was talking to my male cousin and my sister started off speaking Welsh and then my female cousin just told them to stop.’

#### **5.7.1.3 Community motivation**

This concept is like the previously considered category, in that a child’s experience of the extensive use of Welsh in his or her community may be the driver of the child’s use of Welsh. Conversely, as we have seen (p228), a predominantly English-speaking community may have the opposite effect.

#### **5.7.1.4 Peer motivation**

The influence of children on each other has been discussed at p215 above and it is also noteworthy how parents seek to encourage children’s use of Welsh with their siblings and friends (pages 172 and 175 above). This type of motivation is expressed at its simplest in the comment by a girl at the Trelwynog focus group: ‘If you hear someone speaking Welsh you like I speak Welsh like you.’ It is quite likely to be an unconscious motivation – a ‘going with the flow’.

While this may be a powerful motivation to use Welsh in situations where all or most of the child’s group of friends are habitual Welsh speakers, there will clearly be a strong motivation not to use Welsh with a group of friends who habitually use English, such as would often be the case with children from the Llwynog Group. This is one of the greatest challenges faced by those who wish to see Welsh more widely used outside of school in the more Anglophone areas of Wales.

### **5.7.2 Extrinsic motivations**

An extrinsic motivation, in connection with the Welsh language, is one which depends on factors not directly connected to the language itself but which rather views Welsh as an instrument to achieve another goal or to advance in the direction of that goal.

#### **5.7.2.1 Educational motivation**

Comments by both pupils and parents suggest an educational motivation, in terms of the desirability in itself of acquiring Welsh language skills, or better Welsh language skills.

Comments which can be grouped under this heading do not specify the perceived benefits of possessing these skills (p145).

It was interesting that not one comment evidenced the tendency, discussed above (p239), for parents, in particular, to view Welsh medium schools as offering a higher quality of education than their English medium counterparts. It is possible that parents are by now conscious of the fact that this motivation may not always be viewed as entirely commendable – but that would be arguing from silence as far as the present study is concerned.

It is interesting, however, that some local authorities are not shy to emphasise this motivation, as when Powys County Council seeks to persuade parents to send their children to its Welsh medium schools by stating that ‘External examination results at Welsh-medium secondary schools are consistently high, and on average, pupils who receive Welsh-medium education achieve higher grades in examinations’ (Powys County Council, undated: 4).

#### ***5.7.2.2 Recognising the benefits of bilingualism***

Some comments suggest that being able to speak Welsh, indeed being able to speak more than one language generally, is a good thing in itself, although the comments do not go into any detail about what those benefits would be. Among those motivated in this way are the boy at Trelwynog who writes that ‘It’s cool to be able to speak two languages’ and the mother of a pupil at Treddyfrgi who states: ‘I am a learner, and feel very proud that my children are bilingual. I think it has enhanced their learning experiences across the curriculum.’ The claimed benefits of bilingualism, both within the Welsh context and more generally, figure prominently in video evidence on the Mudiad Meithrin website, aimed at persuading parents to choose Welsh medium education at the earliest opportunity for their children (Mudiad Meithrin, 2017b). The evidence for the cognitive benefits of bilingualism is reviewed by Baker & Wright (2017) and more recent research has suggested that being bilingual may delay the onset of dementia (Bialystok et al., 2007; Perani and Aputalebi, 2015). However, since none of the participants in the present study refer to these and other health benefits of bilingualism, it is unknown which of these factors might have influenced their decision to choose Welsh medium education or motivated the pupils to use Welsh.

### **5.7.2.3 Economic / vocational motivation**

There is strong evidence that proficiency in Welsh enhances employability in Wales by 3% to 5%, with most of job advertisements surveyed by Careers Wales, the publicly funded careers service in Wales, stating that being able to speak Welsh was desirable for the post. As an example, a spokesperson for Carmarthenshire County Council is quoted as saying ‘The Council’s policy is that we only appoint employees to our Call Centres and Customer Centres who can speak Welsh and English. It is important that those who answer the phone and deal with queries face to face with the public can speak their preferred language.’ A spokesperson from the private sector is also quoted extolling the benefits of bilingualism. (Careers Wales, 2017a)

Average earnings for Welsh/English bilinguals are also reported to be higher, by 9% in the case of people who are able just to understand Welsh but rising to almost 11% in the case of people who possess a full set of Welsh language skills, including writing (Careers Wales, 2017b).

The economic and vocational incentive for choosing Welsh medium education figures prominently in material aimed at persuading parents to do so, such as the Mudiad Meithrin website (2017b) already noted. Powys County Council’s information booklet about Welsh medium schooling invites parents to consider that ‘Being fluent in both Welsh and English gives young people in Wales an enormous advantage when they enter the job market’ while the Cardiff Council website states that being bilingual is ‘very useful as a skill in the workplace: the ability to speak Welsh is either an essential or a desirable skill for a growing number of jobs’. (Powys County Council, undated: 5; Cardiff Council, 2017)

It is not surprising, therefore, that vocational and economic considerations contribute strongly to the motivation of parents to choose Welsh medium education for their children, economic reasons being the third most popular category in Hodges’ study (Hodges, 2011). What was somewhat surprising for the present researcher was that many of the pupils also wrote or spoke very directly of their hopes that being able to speak Welsh would ensure that they would get a better job – even from just ten years of age upwards, pupils felt this motivation strongly enough to note it in reply to an open question in a questionnaire and in focus group discussions (pages 144 and 163 above).

The obvious issue here, however, from the point of view of the present research question is that issues of employability and salary advantage may be strong motivations to acquire and maintain Welsh language skills, but they do not necessarily inculcate a strong motivation to use the language socially. The question of the relative strengths of intrinsic and extrinsic motivations is discussed further below.

Owing to the significant official status and comparative prestige that the Welsh language presently enjoys, the economic and vocational incentives associated with the minoritised language skills are probably greater than in the majority of minoritised and minority language situations. One of the closest parallels would be Catalonia, where ‘the Catalan premium’ is well noted (Rendon, 2007). Recognising this also raises the question of why there are employability and salary advantages to having Welsh language skills, and there is debate about this – whether it is because employers and others are perceiving an added inherent value in those skills or whether it is purely the result of statutory and other intervention by Government at various levels (Henley and Jones, 2005).

#### ***5.7.2.4 Sense of obligation***

While speaking a language because it ‘feels right’ may be considered an intrinsic motivation for doing so, the qualitative data also includes evidence suggesting a more extrinsic sense of obligation to speak Welsh in some circumstances. Typical of this kind of motivation would be the boy at Rhyd-ddyfrgi who told his focus group: ‘But on the yard as well we’re supposed to speak Welsh.’ This sense of duty is also expressed by the girl at Trelwynog who seems uncomfortable speaking English when she sees posters at the school urging her to speak Welsh, or the girl at the same school who will speak Welsh to her friends on a Saturday, but only if she notices a teacher nearby.

#### ***5.7.2.5 Welsh as a ‘private language’***

An often repeated myth tells of a non-Welsh speaker entering a pub or a shop, whereupon everyone there switches to speaking Welsh in order to exclude the newcomer. Just how unlikely a scenario this is is clear from a lampoon viewed by over 11,000 people on YouTube (2015). However, a number of the children in the present study definitely did value the use of Welsh as a private or secret language to be spoken when they did not wish those in their vicinity to understand (pages 144 and 163 above). Usually, those people are parents, but



mention is also made of communicating tactically in Welsh during a rugby game. Most of the comments come from the less strongly Welsh speaking areas, where such a facility would clearly be most useful – although a boy from Trewiwer notes the value of having a private language when on holiday. Some of these comments are obviously tongue-in-cheek, but others seem to have a genuine appreciation of this role for the language. It is also significant that so many participants felt comfortable to disclose this use of Welsh in answer to open questions, suggesting that they see nothing unattractive in this practice. However, although the comments in themselves say nothing about the contributors' attitude towards the language, the comments do beg the question whether they will in the long term continue to use a language which has, in effect, acquired a fairly negative currency for them. Will their private language ultimately be considered fit for continued public use?

It may also be useful to ask a direct question on this matter in future research, in order to discover whether a greater proportion of children actually use the language in this way than is suggested by the number who commented to that effect.

#### ***5.7.2.6 Intrinsic versus extrinsic – what works?***

It is generally accepted that holding an intrinsic motivation to use or speak a minoritised language has a more substantial effect on a person's language choices than does responding to an extrinsic motivation. It is easy to see, for example, how a pupil whose main motivation for acquiring Welsh language skills is the perceived advantage in terms of employability and salary may not conceive of Welsh as a language for social use at all.

Rod Ellis in his seminal work, *The Study of Second Language Acquisition*, summarises his discussion of the role of various categories of motivation that 'Learners with integrative motivation are more active in class and are less likely to drop out' (Ellis, 1994: 513). Ratima and May (2011: 7), writing from the context of Te Reo Māori teaching, are not convinced that integrative motivation is the prime indicator of future success, as they view motivation as 'dynamic' that is, evolving over time, although they do recognise the importance of this type of motivation.

However, the absence or failure of extrinsic motivation can also have a significant negative effect. As Cook and Singleton (2014: 97) note, 'For learners of the Irish language in Ireland,

for instance, the irrelevance of Irish to everyday communicative needs in places like Dublin and Cork ... is obvious even to young children, and would seem to put a damper on all motivation, whether of an integrative or an instrumental orientation.’ There will certainly be other extrinsic incentives to learn Irish, but the point is well made if the focus is on communication. Ratima and May (2011: 6f) conclude that ultimately ‘the best results are achieved when both integrative and instrumental forms of motivation are present within the learner’ and refer to research by Dörnyei et al. (2006) with Hungarian high school second language learners which found that statistically the best group of learners were those with both significant integrative motivation and significant instrumental motivation. Ellis (1994: 513) also recognises the value of being motivated both integratively and instrumentally in language learning, noting that integrative motivation ‘combines with instrumental motivation to serve as a powerful predictor of success in formal contexts.’ – but note especially the last two words in the context of the present study!

An interesting postscript to the issue of motivation related to employment is that of Ó Riagáin, who found that ‘those who use Irish frequently at work report the highest level of speaking Irish in their networks as a whole. Eighty percent of those who use Irish in their network, use Irish frequently at work’. More surprisingly, ‘Use of Irish at home is less clearly associated with its use in the overall network’ (Ó Riagáin et al., 2008: 9). In a more recent study in Scotland, Stuart Dunmore found that most of the former Gaelic medium school pupils he interviewed who reported a ‘high’ usage of Gaelic generally were using the language in their place of work and the researcher recognises that this tends to increase social use (Dunmore, 2017). There is not the body of evidence available to make such definite claims about the Welsh context, although Hodges (2009), in her study of former pupils of the Welsh medium secondary school in the Rhymney Valley, recognises attendance at workplaces where Welsh is spoken as reglvanising the Welsh speaking skills of former pupils who were otherwise drifting away from the language. The researcher does, however, emphasise that the young people must be working in situations where Welsh is actually spoken, and not just be employed in positions which stipulated that Welsh language skills were desirable, as the latter cases might not guarantee the chance actually to use the language at work at all. Therefore, it may yet be that even children whose main motivation for engaging with the Welsh language is apparently wholly or mainly economic or vocational in

nature will find themselves using it more extensively later in life owing to working in a workplace where Welsh is spoken.

As has been recognised above, the present study did not focus directly on motivation. Nevertheless, much interesting evidence has been produced and it would seem clear that further research into the various aspects and degrees of motivation would be useful, as well as into the relationship between types of motivation and social language use and into the relationship between motivations, for example, to discover whether intrinsic ('the Welsh language is awesome') and extrinsic ('I want a better job') motivations are commonly held in tandem, or not.

## ***5.8 The role of gender***

### ***5.8.1 Gender and competence in Welsh***

The statistically significant differentiation in self-assessed competence in Welsh between male and female pupils (means of 7.831 for males and 8.445 for females) is unsurprising in that it is close to the 6.0% attainment gap recorded between boys (lower) and girls in Key Stage 2 in the Welsh Government's educational attainment statistics for 2015 (Welsh Government, 2017g).

### ***5.8.2 Gender and attitude to the survival of the Welsh language***

This data from the present research revealed there was also a statistically significant gender difference in the case of this variable, with boys averaging 8.569 on a Likert-type score and girls 9.165. There seems to be little recent research evidence regarding gender differences in attitude to the Welsh language. Baker (1992), however, refers to several research projects from the 1940s onwards which found that girls had a significantly more positive attitude towards Welsh than boys.

The present study seems to suggest that this may still be true. At the very least it could be useful for further research to be carried out to seek to discover whether or not a difference in gender attitudes to the Welsh language is a significant factor today and to seek possible explanations for such a difference if one is found. It may also suggest that there could be value in capitalising in some way on the girls' more positive than average attitude to the

Welsh language – while recognising that attitudes are generally highly positive across the genders anyway.

### ***5.8.3 Gender and attitude to learning about Welsh culture and history***

Although there was no statistically significant divergence between the genders across the full sample, when analysed according to groups, females scored higher in all cases than males except in the Llwynog Group. Again, the present researcher found no comparable studies with which to compare this finding and further research would seem to be indicated.

### ***5.8.4 Gender and usage of Welsh in various contexts***

Referring to the table on page 117, it appears that it is engagement with Welsh music that shows the most statistically significant divergence between the genders, with the average scores across the full sample being 0.50 for male pupils and 0.60 for females (Sig.= .000), followed by engagement with Welsh on websites, with averages of 0.53 for male pupils and 0.73 for females (Sig.= .000). Again, further research may be useful to discover the reasons or these differences.

The third most significant differential, use of Welsh with friends, is of particular interest from the point of view of the present study. It revealed an average score of 1.20 for males and 1.40 for females (Sig.= .001) and was the only category for which there was a statistically significant difference in all four school groups. It was also the only direct human to human interaction for which the data demonstrated a statistically significant difference between the genders.

Unfortunately, the present researcher has not found other contemporary studies in the Welsh context which break down usage in categories by gender – Mc Allister et al. (2013), for example, while providing a wealth of information regarding usage by fluency and age, does not provide breakdowns by gender. The finding does accord with anecdotal evidence, however, that groups of school age girls are more likely to be heard speaking Welsh than corresponding groups of boys. The present researcher is reminded of noticing a group of boys and a group of girls of around 16 years of age in one of the most strongly Welsh speaking communities communicating within the groups and with each other. The linguistic pattern

was that the girls communicated with each other in Welsh, the boys communicated with each other in English, the girls addressed the boys in Welsh and the boys replied in English.

It would be very useful if further research were to be carried out to discover whether or not the above observation is typical of a measurable trend and to explore the underlying reasons if it is. The factors which predispose girls to use Welsh more than boys (if that is indeed the case) with their friends, unless those factors are inherent to gender alone, could suggest interventions which might encourage greater usage of Welsh between male friends and in mixed gender groups.

The other three categories of engagement demonstrating significant differences between the males and females (the females again having the higher score in each case) were engagement with Welsh on television and radio and reading Welsh materials beyond school work. Again, there is no detailed contemporary evidence available for direct comparison, but further research would be indicated into whether these gender differentials are replicated on a wider scale than this study can show and on their possible implications for future interventions regarding Welsh language usage by pupils beyond school.

#### ***5.8.5 Relationship between gender and influences on language use***

Detailed results relating to this section can be found in the table at page 118 above. The most statistically significant differential was found in the case of the influence of the language used in the home, where, across the full sample, 24.7% of male pupils noted this influence as against 14.3% of females (Sig.=.004), although 1.8% of females noted this as the most important influence on their use of Welsh whereas 0% of the males did. Within groups, however, the variation was only statistically significant in the Gwiwer group, where there was a very wide divergence of 38.3% (male) and 22.9% (female).

It is difficult to suggest an explanation for this variation, as no other research which the present researcher has seen suggests any reason why this should be so. The difference being so large, however, strongly suggests that further research should be done in this matter.

The fact that the second most significant differential is in the case of sports celebrities (male 14.0%, female 5.7%, Sig.=.005) is far less surprising, given the predominantly male

interest in the major popular team sports of rugby and football. For example, the Welsh rugby union fan base divides approximately into 54% male 36% female (SMG Insight, 2013). When considering the school groups the finding is only statistically significant in the case of one group, Llwynog (male 19.8%, female 9.8%, Sig.=.036) – and this is the area where interest in rugby, in particular, would be expected to be strongest. It should be borne in mind when considering the implications of the gender variation in this category that less than 10% of the full sample across the genders noted sports celebrities as a significant influence at all. What the gender comparison figures may indicate is that any interventions to encourage the social use of Welsh involving sports celebrities would be most effective if targeted at boys attending schools with profiles and backgrounds similar to the schools in the Llwynog group.

Boys were also statistically more likely to note the influence of media celebrities than girls (male 10.3%, female 5.0%, Sig.=.016), although this variation was not statistically significant within any one group. No obvious explanation can be offered for this variation – further research would be needed, including on the category of celebrity involved. For example, it could be investigated whether the boys might be including sports celebrities within this category also.

Statistically significant variations were also found in the case of ‘other relatives’, ‘other school staff members’ and (marginally) the internet as noted influences, the only category where the female average was higher than the male figure being that of ‘other relatives’. Again, further research would be required to discover the reasons for these variations and any possible implications of importance in the light of the present research question.

## ***5.9 Variations between year group (Year 6 and Year 7) results***

### ***5.9.1 Variations between year group results in competence in Welsh***

These results are reported in detail at page 119 above. The significant variation in self-reported competence in Welsh between Year 6 and Year 7 pupils across the whole sample, means of 7.604 and 8.3 respectively (Sig.=.003), was unsurprising as it reflected the progression which would be expected from year to year. In the Gwiwer Group, the variation was particularly large (5.553 and 8.197 for Year 6 and Year 7 respectively, Sig=.000), probably reflecting the fact that the vast majority of pupils within this group are L1 Welsh

speakers who would be expected to progress more quickly.

### ***5.9.2 Variations between year group results in attitude to the survival of the Welsh language and learning about Welsh culture and history***

These results both revealed a statistically significant decrease from Year 6 to Year 7 with means of 9.203 and 8.737 respectively (Sig.=.007) for attitude to the language and 9.021 and 8.4443 respectively (Sig.=.002) for attitude to learning about culture and history. These decreases could be a cause for concern for initiatives to increase the use of Welsh and interest in Welsh culture and history as they occur at a key point in the pupils' school life (the transition from primary to secondary school) and may set the trend for the rest of the secondary school period. The cause of these shifts in attitude may be the move from usually smaller schools to much larger ones and possibly from a rural to an urban context. Certainly, further research would be valuable into the dynamic revealed by this data.

### ***5.9.3 Variations between year group results in usage and engagement in various contexts***

The detailed results for these relationships are found in the table at page 121 above.

The most significant variation between the year groups was in engagement with Welsh music, showing a decrease in average scores across the full sample from 0.87 to 0.55 (Sig.=.000). As with the previous results there is little evidence available to explain this variation. It could possibly result from a diminution in the role of music in general from primary to secondary school. More significantly with regard to the present research project, it could be related to the evidence discussed earlier (p198) regarding pupils finding Welsh content in general on the media to be less appealing as they grow older (although no significant variation was found between the year groups with respect to engagement with Welsh on TV and radio). It may also be a cause for concern that the decrease was largest in the Llwynog Group where, arguably, engagement with Welsh music on all platforms could be particularly important given the paucity of Welsh to be heard in the community.

The next most significant variation was in engagement with Welsh on websites, revealing a decrease in the average score across the full sample from 0.78 to 0.57 (Sig.=.001). This may also be a cause for concern for those seeking to increase the social use of Welsh by pupils, as engagement with the internet could be expected to increase with age, whereas this study

reveals a significant decrease in the case of Welsh language content. It is also further evidence that producers of Welsh language television and radio output cannot rely on expanding onto electronic platforms alone to maintain and increase their younger audiences.

The only other variation which was statistically significant was for reading Welsh language material beyond school work, which revealed a decrease from Year 6 to Year 7 averages of 1.03 to 0.88 (Sig.=.023). The only individual group in which the variation was statistically significant was the Gwiwer Group, showing a larger decrease from an average of 1.13 to 0.85 (Sig.=.043). Given that this is the group with by far the highest percentage of Welsh speakers in the community, this must surely be a concerning finding in relation to maintaining and increasing engagement with the language.

It is interesting, however, that no statistically significant decline was found from Year 6 to Year 7 in any of the categories involving direct human to human use of Welsh. It can be asserted, then, that the present research does not reveal a significant language shift in direct communication from the primary schools to the secondary schools involved, contrary to what has been noted by others (cf p27 above).

#### ***5.9.4 Variations between year group results in influences on language use***

The results for these relationships can be found in the table on page 122. The only variation which was statistically significant across the full sample was the influence of friends, which revealed a decrease in the average percentage of pupils noting this influence across the full sample from 62.8% to 49.5% (Sig.=.005). The only individual group in which the variation was statistically significant was the Pathew Group (South-west), with an even larger decrease from 68.2% to 35.7% (Sig.=.006). The variation may reflect the effects of a move from (generally) smaller primary to (generally) larger secondary schools. It does not necessarily imply any effect on the level of social use of the Welsh language, but could be relevant if most friends in primary school were Welsh speaking and the situation were significantly different in the secondary school.

The only other influences where a statistically significant variation was found within any one group were in the case of other school staff (Year 6 average 63.6%, Year 7 average 15.5%, Sig.=.000) and teachers (Year 6 average 100.0%, Year 7 average 50.0%, Sig.=.000),



both in the Pathew Group. These are striking decreases, suggesting some strong local effect within this group – but note the cautionary comments concerning possible teacher interference at page 94.

#### ***5.9.5 Year group results – overview***

The findings reflect a general shift away from results which would appear to be most conducive to increased use of Welsh from Year 6 to Year 7, indicating that the transition from primary to secondary school is a point which may require special attention in response to the present study's research question. Given the large catchment areas of many of Welsh medium secondary schools, it may be that the contrast between primary and secondary school, both in terms of pupil numbers and geography and demography may be greater for many Welsh medium pupils than it would be for their English medium counterparts. If so, it is a factor which should be taken into consideration in any policy making and planning aimed at increasing their social use of Welsh.

## **Chapter 6**

### **Conclusions**

#### ***6.1 Introduction***

This chapter will present, firstly, a summary of the main findings of the research project as related to the research question, together with recommendations as to future actions arising from those findings. Although it was not a primary aim of this research to make recommendations regarding future action, since the findings do point quite clearly to some potential interventions if it is sought to increase pupils' social use of Welsh, those recommendations are included. They are, of course, untested either theoretically or practically, and are offered only as suggestions for further experimentation and research. Secondly, suggestions will be made as to how the research methodology could have been improved in order to provide further meaningful results. Thirdly, suggestions will be made regarding possible further research in this and related fields. Before concluding, a summary will be given of the impact the present project has already had.

#### ***6.2 Summary of Findings and Recommendations***

This research project set out to answer the question: 'What factors influence the language choice of pupils at Welsh medium schools outside of the classroom?' It should be noted that it was not a primary aim of this research, therefore, to measure the actual levels of that usage, although much useful information was gained on that aspect also.

The following findings are presented in approximately the order of their importance as that appears to the researcher:

##### ***6.2.1 The attitude of the pupils towards the Welsh language is overwhelmingly positive***

The relationship of this finding, discussed in detail at pages 220 et seq. above, to the research question is an indirect one, as no causal relationship between positivity of attitude and level of usage of Welsh has been shown. However, it is argued that this is an important finding in that, firstly, as noted in the discussion in the previous chapter, it aligns with evidence from research in Wales and other minority language contexts on attitudes towards language survival. Secondly, it disproves the idea that a low level of usage of Welsh in any geographical area or domain of usage considered in this study is the result of a negative

attitude to the language, particularly since this finding derives both from quantitative data and qualitative evidence from the responses to open questions. Thirdly, it implies that there is here a potentially powerful resource which could be tapped to increase usage of Welsh in areas and contexts where it is presently low. Where there is no doubt at all that the will is there for the Welsh language to survive, it is difficult to imagine that that positivity could not somehow be translated into increased use of the language socially. More people in the Welsh medium education community (including parents) need to know and understand that this wealth of positivity has been shown to be there.

Note should also be taken of the experience of research and practice elsewhere in the world, particularly in relation to translating positive attitudes toward indigenous languages into greater societal use of those languages.

*Recommendation #1: The fact that Welsh medium school pupils' attitude to the Welsh language is highly positive should be widely publicised and means found to translate this vast resource of good will into increased social use of the language, building on experience in other minoritised language contexts.*

### **6.2.2 A large proportion of the pupils identified as L2 speakers**

The implications of the fact that 40% of the pupils across the full sample said that Welsh was a second (or subsequent) language for them are discussed at page 187 above. The possibility that many pupils may therefore lack confidence in using Welsh, particularly in conversation in an informal register, must be taken seriously. It also aligns with the increasing recognition internationally of the challenges new speakers of indigenous languages may face in terms of linguistic variations between their 'Xish' and that spoken by 'native' speakers, as noted, for example, Breton and Scots Gaelic, as discussed at page 223 above.

*Recommendation #2: The Welsh language curriculum in Welsh medium schools should take into account the possibility that many pupils who regard themselves as L2 speakers will require further practice in the informal speech registers of the language. This should include language tuition in the informal register as well as providing opportunities to use Welsh in informal contexts within school time and beyond. This provision should be offered in partnership with community organisations such as the Urdd and the Mentrau Iaith.*

### ***6.2.3 The perceived lack of opportunities to use the Welsh language outside school inhibits usage***

The evidence for this is discussed in detail at pages 223 et seq. above. One of the major factors which may inhibit pupils willing to use Welsh from actually doing so, is that there are not enough opportunities to use the language outside school, particularly, but certainly not only, in communities with a low percentage of Welsh speakers. An interesting finding from the study by Lewis and Smallwood (2010), discussed in Chapter 2, was that the Welsh language skills of pupils seemed to be enhanced when they perceived the language as being secondary to the activity itself. Although the authors were referring to activities within school, this finding may be an important pointer as to the types of opportunities that should be provided in the community and the way in which they are portrayed and ‘marketed’. For example, it may not be advantageous to emphasise in any way that they are there solely or mainly as opportunities to use Welsh.

*Recommendation #3: More opportunities which are varied, well researched and, where possible, community led, should be provided for using Welsh outside school, and provision which already exists for sports clubs, etc., which is presently provided in English, should be provided in Welsh or bilingually wherever possible.*

### ***6.2.4 The importance of the influence of the family***

The quantitative evidence regarding the role of parental influence detailed at pages 101 and 111 et seq. and discussion of the role of both the nuclear and the extended family on pages 203 and 210 et seq. reveal how strong this influence can be and that it must be taken into consideration in any planning to increase the use of the Welsh language by pupils.

The nature of the influence exerted by the family, particularly parents and guardians, must also be taken into account, noting, for example, the point made in Evas et al. (2017), concerning the families they found where language donation rather than active transmission was being observed (discussed at page 32 above). If the aim is to ensure actual usage of Welsh, then the goodwill of parents will not by itself be enough.

*Recommendation #4: Every effort should be made to include the families, including, where feasible, the extended family of pupils, in interventions aimed at increasing the pupils' social use of Welsh.*

### **6.2.5 The importance of the influence of teachers**

As discussed from pages 206 above, evidence from the pupils' questionnaires and focus groups, the parental questionnaires and the school staff questionnaires all revealed the importance of the role of teachers in encouraging the social use of Welsh. While the importance of teachers in education in general is self-evident, it seems that not enough attention may have been paid to the influence they may have beyond the classroom. If the evidence elicited by this research project is typical of the situation throughout the Welsh medium sector, then more attention must be paid to this 'extra-mural' role of teachers – not in expecting teachers necessarily to be involved in more activities beyond school hours but to maximise the positive effect their interaction with pupils during the school day can have on the pupils' use of Welsh outside school. This must include taking this role into account in initial teacher training and continuous professional development activities, as noted at page 208 above.

Teachers could also be encouraged to take account of the unintentionally negative effect they could have if pupils perceive that the teachers themselves are not entirely confident in informal Welsh or that their own language of choice outside of their professional role is English (p207 above). If pupils overhear teachers shifting languages as they enter the staff room or as they themselves cross the school threshold, then this could negate the positive influence of their use of Welsh during teaching hours. It would not, of course, be possible or desirable to seek to control any staff member's language choice outside of working hours, but teachers could at least be made aware of the possible impact of their own social linguistic practices on their pupils.

Teachers are, of course, themselves members of the wider community, and, bearing in mind the emphasis in the Basque Country, in particular, on looking at the school always within the context of that wider community (as discussed in the *Review of Previous Literature and Research* at page 45 et seq.), it is important to view teachers as, potentially, effective bridges between school and community.

*Recommendation #5: The importance of the role of teachers in encouraging pupils' use of Welsh outside school should be taken into account in their day to day work and in initial and continued training provision.*

#### **6.2.6 The importance of the influence of other school staff members**

As discussed on page 209, the role of school staff members who are not involved in teaching is an often overlooked influence on pupils' social language choices and should be taken into consideration in any planning to increase that usage. Again, this would include covering this aspect of their role in any training provided and, where necessary, offering staff members opportunities to learn Welsh, or to enhance their Welsh language skills during their normal working hours or in additional paid time.

The point made above concerning bridging between school and community is also, obviously, relevant to the discussion of other school staff members.

*Recommendation #6: The importance of the role of other staff members in encouraging pupils' use of Welsh outside the classroom should be taken into account in their day to day work and in initial and continued training provision.*

#### **6.2.7 The potentially important role of language profiling and normalisation exercises**

Recommendations #3 to #6 taken together would seem to point towards a need in Wales to implement holistic profiling and normalisation work on the lines carried out in the Basque Autonomous Area (as discussed at page 47 above). Owing to the fact that the catchment areas of most Welsh medium secondary schools are so large as to make community involvement problematic, it would probably be best to initiate any such action in primary schools (see page 226 above).

Those involved in seeking to encourage the social use of Welsh by school pupils will also need to take careful note of findings from research and practice in the wider community, such as the research by Evas et al. (2017) and the Welsh Government's *Cymraeg 2050* (Welsh Government, 2017f) strategy, discussed in the *Review of Previous Literature and Research* above. Note should also be taken of international experience in this field.

*Recommendation #7: The language profiling and normalisation exercises carried out as a statutory requirement for Basque medium schools should be adapted and implemented in Welsh medium schools, initially on a pilot basis in primary schools.*

### ***6.2.8 The low level of engagement of pupils with Welsh on television, radio and electronic platforms is a serious issue***

As discussed in more detail from pages 198, the low uptake of these services in Welsh revealed in this research project should be a matter of grave concern to those who view such services as a potential influence to encourage greater social use of Welsh – indeed the evidence may suggest that the opposite is what is actually happening. No recommendation is made following on from this finding but its implications for research are noted below.

### ***6.2.9 Many parents are learners themselves***

Although this project did not elicit quantitative data on this issue, as no direct question was asked in relation to this issue, qualitative data has revealed that many parents are either in the process of learning Welsh or are open to the possibility of doing so and that their children are frequently involved in helping them (p212). This is potentially another valuable opportunity to encourage more use of Welsh outside school and even to create more Welsh speaking homes. It may point to a need to extend the *Cymraeg i'r Teulu* initiative and the recently launched *Clwb Cwtsh*, which aims to draw parents into mainstream Welsh for Adults courses, which are at present targeted at absolute beginners and parents whose children are in the early years of their Welsh medium education experience, to include family situations such as those encountered in this study at the primary-secondary bridge (Saer and Evans-Hughes, 2012 ; National Centre for Learning Welsh, 2017; and discussed at page 213 above). It could also, if teaching were offered to the whole family and in conjunction with the relevant school or schools, offer an opportunity to respond to the issues regarding the L1/L2 status of pupils noted above, as it would encourage pupils to practise their Welsh in the informal register at home. This is also an example of the need to consider the revitalisation of Welsh (and other minoritised languages) within a holistic context, including the vital role of the home and the community in general.

Another factor which is relevant here is that of parents who themselves have experienced Welsh medium education but who have lost (or never achieved) the confidence to use the language informally themselves (see page 32 above). Encouragement of practice in Welsh

with their children could enable them to nurture the confidence to speak more Welsh themselves.

*Recommendation #8: Opportunities for parents to learn Welsh utilising a variety of methods and to practise with their children of all age groups should be expanded, in cooperation with the relevant schools wherever possible.*

#### **6.2.10 The need to target interventions effectively**

The discussion regarding the apparently low level of influence of sport and media celebrities on the pupils' use of Welsh from page 216 highlights the need to target interventions aimed at increasing that usage carefully and on the basis of clear evidence. The fact that an intervention draws a great deal of attention on the media does not guarantee that it will have its intended effect 'on the ground'. In the case of Welsh speaking sport celebrities, for example, the evidence from the present research project suggests that such an approach would best be targeted at boys in schools with a similar profile to those in the Llwynog Group.

A similar approach could be taken with other forms of intervention. In the case of providing more opportunities to use Welsh in a community, for example, there has often been hitherto something of a 'scatter gun' approach, involving the expenditure of considerable resources to achieve limited benefits – the 'tilting at dragons' to which Fishman (1991: 95) refers. Rather, the opportunities to be made available should be chosen based on research into what types of opportunities would be likely to have the most effect (on increasing the social use of Welsh by school pupils) within that specific community. A profiling exercise as described above would, of course, provide the evidence necessary to make such a choice.

An approach based on the evidence described in the *Review of Previous Literature and Research* and elsewhere in the present thesis would, it is suggested, target the following:

- Pupils who express a strongly positive attitude to the Welsh language.
- Pupils who have strong support from their families for their use of the Welsh language.
- Schools willing to be involved in a comprehensive Welsh language profiling and normalisation process.



- Schools which appreciate the contribution of both their teaching and non-teaching staff to encouraging the social use of Welsh.
- Schools which emphasise the importance of engaging with issues of identity and culture.
- Schools with strong cultures of cooperation with community based bodies such as the Urdd and the Mentrau Iaith.
- Other schools which do not presently exhibit the above characteristics but which recognise the importance of developing in those directions.

*Recommendation #9: Interventions should be carefully targeted based on well researched evidence.*

#### **6.2.11 The role of the English medium sector**

Although the research project did not focus at all on the English medium sector, it did appear at several points, indirectly, in the qualitative data, for example, comments about the reactions, positive and negative, of children from the English medium sector to the Welsh speaking skills, and their exercise, of the pupils in this study (pages 151 and 159). Since the English medium pupils are currently the large majority in Wales as a whole, what happens in that sector will continue to affect the linguistic behaviour of Welsh medium educated pupils. The issue of the perception of some parents of the ‘élite’ nature of the Welsh medium sector is also relevant here (p239). It is too soon to predict the impact of the curricular changes which are to be introduced but the findings of this study suggest that considering Welsh and English medium provision together is important in connection with the social use of Welsh (Welsh Government, 2015a; Donaldson, 2015).

*Recommendation #10: Future research should, wherever appropriate, consider both the Welsh medium and the English medium sectors owing to their interaction with each other.*

#### **6.2.12 The importance of international networking**

A perusal of Chapter 2 above and of the *Bibliography* to this dissertation will reveal clearly how the present project is set in the context of increasing interest and research in the field of minoritised language maintenance and revitalisation in many parts of the world. During the life of the project, the researcher was privileged to network with practitioners in several areas where this is happening, including:

- Visit to Mohawk Language immersion school, Tyendinega Mohawk Territory, Ontario, Canada, June 2014.
- Visit to the Basque Autonomous Region in November 2014, hosted by Paul Bilbao Sarria, Director of Kontseilua, the umbrella body for Basque language organisations. The visit included site visits and meetings with many leading individuals, groups and organisations involved in the hitherto generally successful programme to revitalise the Basque language in all domains.
- Five day workshop on recording, safeguarding and revitalising endangered languages at Mahidol University, Bangkok, Thailand, including a visit to the territory of the Nyah Kur people, whose language is severely endangered with, it is estimated, only 1,500 speakers remaining, with very few aged below 50, but where the language is being reintroduced in schools.
- The researcher accompanied Callie Hill and Nathan Brinklow, Mohawk Language revitalisation practitioners from Tyendinega Mohawk Territory, on their three week long visit to Wales in May-June 2015. This included a presentation at Bangor University School of Education, and networking with individuals and organisations involved in Welsh language revitalisation.
- Visit to *Bunscoil Phobal Feirste* / Belfast Gaelic School in September 2015 to learn of its history and its strategies for encouraging the use of Irish by pupils outside school.
- Visit to *Sgoil Ghàidhlig Ghlaschu* / Glasgow Gaelic School in September 2016 to discuss his research and the many parallels with the Welsh medium schools context, particularly with those schools in the more Anglicised parts of Wales.
- Visit to Ontario, Canada, in October and November 2017, which included discussions with students at a Mohawk language class at Queen's University, Kingston, Ontario, and a visit to an English medium school which teaches aspects of Mohawk language and culture at Madoc Township. It also included attending and presenting at the *Raising our Voices* conference, already mentioned several times in this dissertation, which was an extremely valuable opportunity to network with North American indigenous language revitalisation specialists and practitioners and to discover many parallels with the Welsh situation.

As a result of his reading and networking during the course of this project, the researcher is convinced of the great benefit of fostering and maintaining international contacts such as these.

*# Recommendation #11: International networking between academics and practitioners in the field of increasing social use of minoritised languages (and, indeed, all aspects of minoritised language maintenance and revitalisation) should be consolidated and expanded in order to maximise the opportunities for mutual learning and cross-fertilisation. This could include experimenting with adapted forms of successful strategies employed elsewhere (such as the language ‘nests’ described at page 196 above) in the Welsh context and adapting Welsh interventions for use elsewhere.*

### **6.3 Review of research methodology**

In the previous chapter, a number of points were noted where the research process for this project could have been enhanced so that even more useful data could have been obtained. The most important possible adjustments are summarised in this section.

#### **6.3.1 Pupils should have been given more time to complete their questionnaires**

Some of the other suggested enhancements would have been impracticable given the limited amount of time allowed for pupils to complete their questionnaires – less than twenty minutes in some cases. The researcher had no control over this aspect as he was dependent on the time the schools were prepared to allow for this exercise (although it is recognised that it would have been helpful to include a minimum time requirement for satisfactory completion of pupil questionnaires in the guidance given to the schools). Indeed, all participation in the project was dependent on the good will of the schools involved and a school could also have withdrawn from the project at any time if it was felt that the demands were too much.

It is difficult to see how this problem could have been overcome, unless the research could have been done in conjunction with the Local Education Authorities involved, in which case the schools would have been under some obligation to follow set guidelines for carrying out their part in the project, including regarding time for completing questionnaires.

### ***6.3.2 Use of Likert-type scales for engagement and usage data***

Asking pupils to rate their level of use of Welsh and their engagement with the language in various contexts as ‘*Y rhan fwyaf o’r amser / Most of the time*’, ‘*Weithiau / Sometimes*’ and ‘*Ychydig iawn neu byth / Very little or not at all*’ could only elicit scores of 0, 1 or 2. If a Likert-type scale of 1 to 10 had been used then a more detailed and potentially more accurate breakdown of usage and engagement would have been produced which could possibly have resulted in more significant correlations being revealed.

### ***6.3.3 Consistent administration of pupil questionnaires***

As discussed at page 94 above, it is possible that the fact that some schools (rather than the researcher, as was requested) administered pupil questionnaires themselves risked introducing an element of bias. Again, the involvement of the relevant Local Education Authority could have ensured that all schools followed the same procedure.

### ***6.3.4 Exclusion of staff members from focus groups***

As the table on page 93 records, there was a member of staff present and participating during most focus group meetings. As stated, the researcher has attempted to filter out any effects of staff interventions but it is impossible to know what effect even the mere presence within earshot of a staff member could have had on the pupils’ input. Given that the researcher held an Enhanced Disclosure from the Disclosure and Barring Service, it should have been possible, as far as the schools were concerned, for the researcher to have conducted all of the focus groups (except the one at Llanwiwer where there was a pupil with additional educational needs involved) without a staff member being present. However, Bangor University School of Education ethics requirements as they now stand would nevertheless have prevented this from happening.

### ***6.3.5 Use of video for recording focus groups***

Recording the focus groups on video as well as audio would have enabled more accurate identification of participants by gender and provided more data on non-verbal reactions to questions and comments. Given that the video recordings would only have been seen by the researcher himself, the confidentiality issues would in reality have been the same as in the case of audio recording.

### ***6.3.6 Inclusion of focus groups of parents and of school staff members***

The original intention of convening focus groups of parents and school staff members was abandoned before data gathering began because of time constraints. However, such groups would probably have provided valuable additional qualitative data and enhanced data triangulation and it would be useful to include them in future research projects were the time available to do so.

### ***6.3.7 Involvement of community workers in the project***

It was also the original intention to distribute questionnaires to workers in the community involved in encouraging the use of the Welsh language, such as Menter Iaith and Urdd Gobaith Cymru officers, and to interview some of these workers, but this was not done because of constraints of time. Again, it would be useful to include these personnel, if possible, in future projects.

The inclusion of this category (as well as arranging focus groups of parents and school staff members) would also better reflect the principle, encountered in the Review of Previous Literature and Research and elsewhere in this dissertation, of viewing the school within the context of the wider community.

### ***6.3.8 Inclusion of other questions***

If time had permitted, the research project would have benefitted from including the following further questions:

- In the pupils' questionnaires. 'How confident are you in using Welsh?', offering a choice of contexts for both written and spoken Welsh, for example, 'texting on a mobile 'phone' and 'talking with friends outside school', together with space to add their own comments, including concerning other contexts.
- Given the finding by Thomas et al. (2014) that their sample of children (from homes where mainly English was spoken) from different parts of Wales generally self-assessed themselves as being more competent in English than Welsh (as noted at page 37 above), it would have been useful in the present study also to ask a question about competence in English to discover how the scores would compare with pupils' self-assessment of their competence in Welsh.

- In the parental questionnaires, ‘Are you and/or your partner learning Welsh? ‘At what stage are you?’ ‘Does your child help you with your learning?’ ‘Why have you chosen Welsh medium education for your child?’ The last question could include several motivations from which the parent could choose one or more and the opportunity to add any motivation not included in the list and to comment further.
- In the parental questionnaires, more questions which would have enabled further gender-based analysis, for example, eliciting information on the gender of the parent able to speak Welsh, learning Welsh or using Welsh in cases where only one did.
- In the pupils’, the parents’ and the staff members’ questionnaires, ‘What opportunities are there to use Welsh in your community?’ ‘Do you feel these opportunities are adequate? If not, why not?’
- In the pupils’ focus groups, and in the parents’ and staff members’ focus groups if convened, questions concerning opportunities to use Welsh, on the lines outlined above in the case of the questionnaires, could have been included.
- In the pupils’ focus groups in particular, more attention could have been given to issues relating to identity.

## ***6.4 Suggestions for future research***

### ***6.4.1 The present project enhanced***

If time and resources allowed, the present project could be repeated, working with different schools, and with the enhancements proposed in the previous section wherever practicable. It may be that it would be more appropriate to concentrate on one group of schools in order to maximise the time available for in-depth research.

### ***6.4.2 Follow-up research with participants of the present research project***

Since most of the participants of the present research project could be identified by the researcher, it would be possible to carry out further research with some of the same participants to discover how their attitudes and practice in connection with the Welsh language have evolved over time. This could then provide pointers for further longitudinal research in this field.

Some of the previous research reviewed in this thesis, such as that by Nicholas (2009) and Hodges (2009), demonstrates the value of in-depth work with a limited number of

participants, and such an approach could be adopted with some of the participants of the present project.

#### ***6.4.3 Research into parents' motivations for choosing Welsh medium education***

For as long as Welsh medium education remains largely a matter of parental choice, it would be useful to know more about what exactly the motivations for making that choice are and which are the most important to most parents. The balance between intrinsic and extrinsic motivations would also be a matter of interest, as well as any variations in motivation revealed between different parts of Wales and between urban and rural areas. This research could involve the use of questionnaires followed by focus groups to explore the issues emerging as most important further. The design of the research could be informed by that of other recent research involving parents as subjects, such as that by Evas et al. (2017) and Jones, S. (2017).

#### ***6.4.4 Research into pupils' motivations for using Welsh***

This would be on similar lines to those suggested in the case of parents' motivations for choosing Welsh medium education, as just outlined.

#### ***6.4.5 Research into attitude and identity-related issues***

Further research could be carried out into the interface between attitude to Welsh and usage of the language and into pupils' views on identity-related issues. Quantitative data could be collected on the lines of the present research project but focus groups concentrating solely on these issues could provide other useful data. It would also be useful to gather more information on parents' and school staff members' views on these matters.

#### ***6.4.6 Research into gender and age group differentials***

Further research would be useful in this area along the lines suggested at pages 252 et seq. above.

#### **6.4.7 Further research involving teachers and other school staff members**

Given that teachers were found to be a major influence on pupils' use of Welsh, and the recognition of the possibly important influence of non-teaching staff members, further work could be done into teachers' and other staff members' awareness, or lack of awareness, of their role and their views on possible ways of enhancing a positive influence and any barriers they perceive to doing so.

#### **6.4.8 Research involving former Welsh medium sector pupils**

One of the issues which led the researcher to seek a studentship to carry out the present research was the apparent 'loss' of Welsh speakers as they come to the end of their schooldays, as detailed in the *Introduction* to this dissertation (p26). However, as noted there, there is little firm evidence as to what is actually happening to these young people – is this mainly the result of parental over-reporting, or are former pupils, particularly of Welsh medium schools, really abandoning the language after school, as the anecdotal evidence would suggest? If so, why? The present research may suggest some factors (such as lack of opportunity to use the language beyond school) but further research, on the lines of the work by Hodges (2009), but on a much larger scale and in diverse geographic areas, could elicit much useful information and possibly point towards interventions which could reduce the number of Welsh speakers who seem simply to disappear from the Census statistics.

With an increasing emphasis on Welsh in the workplace, illustrated by the fact that the rationale for the new curriculum currently being rolled out includes a statement that a primary aim of teaching Welsh in all schools should be to enhance 'The value attached to the Welsh language ... by strengthening the focus on its commercial value for the jobs market ...', more research on that issue would also be pertinent (Welsh Government, 2015a: 18). In particular, the question needs to be asked 'What does 'Welsh in the workplace' mean?' in various contexts and consideration given to just how the use of Welsh at work could further increase the use of the language in other domains.

The design of the research would also take note of studies involving former indigenous language medium education pupils in other countries, such as that described in Ireland and elsewhere by Ó Riagáin et al. (2008) and in Scotland by Dunmore (2016).



#### **6.4.9 Research into behavioural change related to the use of Welsh**

As discussed at pages 59 and 229 above, academics have already been considering Nudge Theory and other aspects of behavioural change as potentially applying to the Welsh language and further work, including practical experimentation, in this field could certainly yield useful results and point to possible effective interventions regarding increasing the social use of Welsh by school pupils.

One very specific area that could be considered is that of the efficacy of rewards and sanctions in promoting the use of Welsh on school premises, but outside the classroom. This matter was hardly raised at all during the present research, but it is known that many schools operate what is usually a fairly simple system of rewards, for example, *tocynnau iaith* (language tickets/tokens) for speaking Welsh and, more rarely, sanctions for speaking English (Baker, 1988). However, the present researcher is unaware of any research into the efficacy of such systems in the Welsh context. While such techniques are still being used, it would be of interest to see evidence of what impact, if any, they have and of the relative efficacy of different types of rewards and sanctions.

#### **6.4.10 Research into the effectiveness of *Siarteri Iaith***

A *Siarter Iaith* (Language Charter) is a school-related document, involving some degree of linguistic profiling and normalisation processes, detailing commitment to using the Welsh language in a variety of ways and contexts (Gwynedd Council, 2014). It can operate at several levels from county to individual classes in schools. A *Siarter Iaith* can provide for a reward system for both pupils and schools. In the case of pupils, a poster of a mountain may be displayed in a classroom with stickers used to post individual pupil's names as they ascend closer to the summit as their use of Welsh increases. At a county level, the *Siarter Iaith* can reward schools with Bronze, Silver and Gold Awards for increasing the level of Welsh language use by their pupils. *Siarteri Iaith* have operated for some years in Gwynedd but, as the data gathering stage of the present project was coming to an end, they were being rolled out throughout Wales. They can be implemented in both English medium and Welsh medium schools, but with differing expectations. Since the encouragement of the use of Welsh outside school is a major component of the *Siarteri*, their operation is an obvious area for future research in the same field as the present project – following on from the initial study of their impact by Trywydd (2014). ERW (2016) is an example of a handbook for implementing a

Siarter Iaith, produced for ERW (*Ein Rhanbarth ar Waith* – ‘Our Region at Work’), the Mid and South-west Wales schools’ consortium.

### ***6.5 Impact of the present project***

It is impossible to know, of course, what the ultimate impacts of this project might be until the final findings are published, but the project has already generated a great deal of interest almost from its inception, and especially as the issue it addresses has seen a heightened profile since the publication of the 2011 Census figures regarding the Welsh language.

Close cooperation between the researcher and the press office at Bangor University ensured that the media were kept informed as the project developed. The researcher also attended an Economic and Social Research Council training day on effective use of the media early on during the life of the project and later an ESRC workshop on maximising impact, both of which were of great assistance in both areas addressed.

Impact already realised includes:

- Substantial exposure in the press and on television, radio and the internet (details in Appendix 12 below).
- Presentations at national and international academic conferences and institutions (details in Appendix 13 below).
- Meeting with officers of the Welsh Language Unit, Welsh Government.
- International interest in the project, as evidenced by the international networking detailed earlier in this chapter.
- Owing to his involvement in this research project, the researcher was made Governor with special responsibility for the implementation of the Siarter Iaith at Ysgol Bodhyfryd, Wrexham, from March 2015 until the end of his period of office in December 2017.

### ***6.6 In Conclusion***

The present project has given the researcher an invaluable opportunity to discover at first hand the views, attitudes and practices of a total of 823 participants with regard to the social use of the Welsh language by Welsh medium school pupils which, he believes, has enabled him to provide answers of significant importance to the original research question. In

particular, the project has highlighted the highly positive attitude to the Welsh language held by the vast majority of those participants and underlined the importance of both home and school in influencing social language use. At the same time, it has also produced evidence of some of the obstacles, particularly in terms of the lack of opportunities to use Welsh in some of the communities involved. Parallels with, as well as divergences from, minoritised language contexts elsewhere in the world have also been brought to light.

Ultimately, this project has highlighted the need for further holistic research and evidence-based practice, taking into account the worldwide context, if the Welsh language is to continue as a living language of community beyond the school gates and in people beyond school age.

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# Appendices

## APPENDIX 1

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor  
College of Business, Law, Education and Social Sciences, Bangor University



PRIFYSGOL  
**BANGOR**  
UNIVERSITY

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Gwynedd LL57 2DG  
Ffôn/Tel: (01248) 388 220  
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### **Astudio sut mae disgyblion ysgol yn defnyddio'r Gymraeg y tu allan i'r dosbarth**

## **TAFLEN WYBODAETH I DDISGYBLION SY'N CAEL GWAHODDIAD I GYMRYD RHAN**

### **Rhagarweiniad:**

Rydych chi'n cael eich gwahodd i gymryd rhan mewn prosiect sy'n edrych ar sut mae disgyblion mewn ysgolion cyfrwng Cymraeg ac ysgolion dwyieithog yn defnyddio'r Gymraeg y tu allan i'r dosbarth.

### **Beth ydy pwrpas yr astudiaeth?**

Dyma pam rydym yn gwneud yr astudiaeth yma:

1. Darganfod faint o Gymraeg y mae disgyblion ysgolion cyfrwng Cymraeg ac ysgolion dwyieithog yn ei defnyddio'r tu allan i'r dosbarth a pham maen nhw'n ddefnyddio neu ddim yn defnyddio'r Gymraeg.
2. Gweld pa effaith mae pethau fel iaith y cartref, eu haddysg a chefnidir cymdeithasol y disgyblion yn ei gael ar sut maen nhw'n defnyddio'r Gymraeg.
3. Cymharu'r sefyllfa mewn gwahanol leoedd yng Nghymru ac mewn gwledydd eraill gydag ieithoedd eraill.
4. Awgrymu pa bethau y gall ysgolion a chyrrff eraill eu gwneud yn sgil canlyniadau'r ymchwil.

### **Pam rwyf fi wedi cael fy newis?**

Am eich bod yn ddisgybl ym mlwyddyn 6 neu 7 mewn ysgol cyfrwng Cymraeg neu ysgol ddwyieithog sydd wedi cytuno i gymryd rhan yn yr ymchwil.

### **Beth fydd yn digwydd nesaf?**

Byddwn yn gofyn i chi lenwi holiadur a fydd yn rhoi gwybodaeth am bethau fel iaith eich cartref, sut rydych yn teimlo am y Gymraeg a sut rydych yn defnyddio'r Gymraeg y tu allan i'r ysgol. Bydd rhai o'r bobl sydd wedi llenwi'r holiadur yn cael eu gwahodd i gymryd rhan mewn sgwrs gyfrinachol â'r ymchwilydd a/neu grŵp ffocws i drafod eu hatebion yn yr holiadur. Fydd yr holiadur ddim yn cymryd mwy na chwarter awr i'w lenwi a fydd y cyfweiliadau ddim yn parhau mwy nag ugain munud. Bydd tri chyfarfod ar y mwyaf o'r grŵp ffocws yn ystod amser y prosiect (tair blynedd) a fydd yr un ohonyn nhw'n hirach nag awr.



Does dim atebion cywir nac anghywir, a gellwch lenwi'r holiadur a gwneud y cyfweiliad yn y Gymraeg neu'r Saesneg. Gallwch hefyd siarad yn y grŵp ffocws yn y Gymraeg neu'r Saesneg. Efallai y byddwn yn recordio'r cyfweiliadau a chyfarfodydd y grwpiau ffocws os byddwch yn hapus i ni wneud hynny. Fel arall, bydd yr ymchwilydd yn cymryd nodiadau.

### **A fydd y pethau y byddaf yn eu dweud yr astudiaeth hon yn cael eu cadw'n gyfrinachol?**

Bydd. Byddwn yn cadw eich manylion cyswllt ar gronfa ddata gyfrinachol ac yn cadw popeth y byddwch yn ei ddweud yn gyfrinachol. Fyddwn ni ddim yn rhoi eich enw mewn unrhyw adroddiadau na dim byd fydd yn cael ei gyhoeddi. Yr unig dro fedrwn ni ddim cadw rhywbeth yn gyfrinachol fydd os bydd unrhyw un sy'n cymryd rhan yn dweud rhywbeth am drosedd neu fater amddiffyn plant pan fydd raid i ni hysbysu'r heddlu neu awdurdodau eraill am hynny.

### **Beth fydd yn digwydd i ganlyniadau'r astudiaeth?**

Rydym yn gobeithio y bydd y pethau y byddwn yn eu darganfod yn ddefnyddiol i ysgolion a chyrrff a phobl eraill. Efallai bydd mwy o ymchwil yn digwydd wedyn.

### **Pwy sy'n trefnu ac yn talu am yr ymchwil?**

Yr Ysgol Addysg ym Mhrifysgol Bangor sy'n trefnu'r ymchwil ac mae Prifysgol Bangor a chorff o'r enw y Cyngor Ymchwil Economaidd a Chymdeithasol (ESRC) yn talu am y gwaith.

### **Lle galla i gael mwy o wybodaeth?**

Os hoffech chi gael mwy o wybodaeth, gallwch chi neu eich rhiant neu ofalwr gysylltu â'r prif ymchwilydd, Siôn Aled Owen, ar y ffôn (01248 388312) neu drwy e-bost (elp0d1@bangor.ac.uk).

**Diolch** am roi o'ch amser i ddarllen yr wybodaeth hon.

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## **Studying how school pupils use Welsh outside the classroom**

### **INFORMATION SHEET FOR PUPILS WHO ARE BEING INVITED TO TAKE PART**

#### **Introduction:**

You are being invited to take part in a project which looks at how pupils in Welsh medium and bilingual schools use Welsh outside the classroom.

#### **What is the purpose of the study?**

These are the reasons why we are doing this study:

1. To find out how much Welsh pupils at Welsh medium and bilingual schools use outside the classroom and why they use or don't use Welsh.
2. To find out what effect the pupils' home language, their education and their social background have on how they use Welsh.
3. To compare the situation in different places in Wales and with other languages in other countries.
4. Suggest what schools and other bodies could do in the light of the results of the research.

#### **Why have I been chosen?**

That is because you are a pupil in Year 6 or 7 in a Welsh medium or bilingual school which has agreed to take part in the research.

#### **What will happen next?**

You will be asked to fill in a questionnaire telling us about things like your home language, what you think about the Welsh language and the way in which you use Welsh outside school. Some of those who have filled in the questionnaire will be invited to take part in a confidential discussion with the researcher and/or a focus group to talk about their answers. The questionnaire will take no longer than fifteen minutes to fill in and the interviews will last no longer than twenty minutes. There will be up to three meetings of the focus group during the time of the project (three years) and none of the meetings will last longer than an hour.

There are no right or wrong answers and you can fill in the questionnaire and be interviewed in Welsh or in English. You can also contribute to the focus group in either language. The interview and focus group meetings may be recorded, if you are happy for us to do that. If not, the researcher will take notes.

#### **Will what I say in this study be kept confidential?**

Yes. We will hold your contact details on a confidential database. We will keep what you say confidential. Your name will not be used in any report or anything that is published. The only time that we won't be able to keep something confidential will be if someone says something

about a crime or about a child protection issue which we will have to report to the police or other authorities.

**What will happen to the results of the study?**

We hope that what we find out will be useful for schools and other bodies and people and they may lead to more research being done.

**Who is organising and paying for the research?**

The School of Education at Bangor University is organising the study the University and a body called the Economic and Social Research Council (ESRC) are paying for it.

**Where can I get more information?**

If you would like more information, you or your parent or guardian can contact the lead researcher, Siôn Aled Owen, by telephone (01248 388312) or e-mail ([elp0d1@bangor.ac.uk](mailto:elp0d1@bangor.ac.uk)).

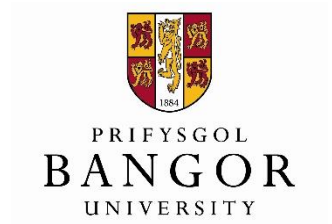
**Thank you** for taking the time to read this information sheet.

## **APPENDIX 2**

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor  
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### **MANYLION DISGYBL / PUPIL'S DETAILS**

***Ffugenw / Pseudonym***

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***Enw Llawn / Full name***

---

***Ysgol / School***

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***Blwyddyn / Year***

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## APPENDIX 3

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor  
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### **HOLIADUR DISGYBLION / QUESTIONNAIRE - PUPILS**

*Prif fwriad yr holiadur hwn yw darganfod faint o Gymraeg rydych yn ei defnyddio'r tu allan i'r dosbarth a chyda phwy. Mae hefyd gwestiynau cyffredinol amdanoch chi a chwestiynau am yr iaith / ieithoedd sy'n cael eu siarad yn eich cartref. Mae croeso i chi ateb yn y Gymraeg neu'r Saesneg ac nid oes raid i chi ateb unrhyw gwestiwn os byddai'n well gennych beidio. Cofiwch y bydd yr holl wybodaeth y byddwch yn ei rhoi yn cael ei chadw'n gyfrinachol, y bydd unrhyw wybodaeth a fydd yn cael ei chyhoeddi yn ddi-enw ac na fydd yn bosibl eich adnabod yn ôl eich atebion. Mae croeso i chi holi'r ymchwilydd os ydych yn ansicr ynglŷn ag unrhyw gwestiwn.*

*Rydym yn gofyn i chi roi ffugenw i chi eich hun ac i ysgrifennu'r un enw ar eich ffurflen adnabod. Mae hynny er mwyn i ni allu gwahodd rhai disgyblion i gael eu holi ymhellach am eu hatebion a'u gwahodd i ymuno â grŵp ffocws.*

The main purpose of this questionnaire is to find out how much Welsh you use outside of the classroom and with whom. There are also general questions about you and about the language(s) spoken in your home. You are welcome to answer the questions in either English or Welsh and you do not have to answer any question if you would rather not. Remember that all the information you give will be kept confidential, that any information published will be anonymous and that it will not be possible to identify you by your answers. You are welcome to ask the researcher if you are unsure about any of the questions.

You are asked to give yourself a 'pseudonym', that is, a nickname, and to write the same name on your identification form. This is so that we can choose some pupils to be invited to be interviewed about their answers and to join a focus Group.

*Ffugenw / Pseudonym:*

1. *Rhywedd / Gender:*

Gwryw / Male	
Benyw / Female	

2. Statws siarad Cymraeg / Welsh speaking status

<i>Iaith gyntaf</i> / First language	
<i>Ail iaith</i> / Second language	

3. Ydy eich rhieni'n gallu siarad Cymraeg?

Are your parents able to speak Welsh?

[*Ticiwch yn y blwch perthnasol* / Please tick the appropriate box]

<i>Y ddau riant</i> / Both parents	
<i>Un rhiant</i> / One parent	
<i>Dim un</i> / Neither	

4. Ydy eich rhieni'n siarad Cymraeg yn y cartref?

Do your parents speak Welsh at home?

[*Ticiwch yn y blwch perthnasol* / Please tick the appropriate box]

<i>Y ddau riant</i> / Both parents	
<i>Un rhiant</i> / One parent	
<i>Dim un</i> / Neither	

5. Sut ydych chi'n teimlo am eich gallu i siarad Cymraeg? [*Rowch gylch o gwmpas y sgôr perthnasol: 0 = Ddim yn gallu siarad Cymraeg o gwbl, 10 = Cwbl rugl.*]

How do you feel about your ability to speak Welsh? [Please circle the appropriate score: 0 = Not able to speak Welsh at all, 10 = Completely fluent.]

0 1 2 3 4 5 6 7 8 9 10

6. Faint o Gymraeg ydych chi'n ei defnyddio?

How much Welsh do you use?

[*Ticiwch yn y blychau perthnasol* / Please tick the appropriate boxes]

	<i>Y rhan fwyaf o'r amser</i> Most of the time	<i>Weithiau</i> Sometimes	<i>Ychydig iawn neu byth</i> Very little or not at all
<i>Yn y cartref</i> / At home			
<i>Gyda pherthnasau eraill</i> / With other relatives			
<i>Gyda ffrindiau</i> / With friends			
<i>Mewn sefyllfaoedd cymdeithasol eraill (e e, clwb ieuenctid)</i> In other social situations (e g, youth club)			
<i>Ar y cyfryngau cymdeithasol (e e, Facebook, Twitter)</i> On social media (e g, Facebook, Twitter)			

7. Ydych chi'n gwyllo rhaglenni Cymraeg ar y teledu / yn gwrando ar raglenni Cymraeg ar y radio / yn ymweld â gwefannau Cymraeg / yn gwrando ar gerddoriaeth boblogaidd Gymraeg?

Do you watch Welsh language television programmes on television / listen to programmes in Welsh on the radio / visit Welsh websites / listen to popular music in Welsh?

	<i>Yn aml</i> Often	<i>Weithiau</i> Sometimes	<i>Ychydig iawn neu byth</i> Very little or not at all
<i>Teledu / Television</i>			
<i>Radio / Radio</i>			
<i>Gwefannau / Websites</i>			
<i>Cerddoriaeth / Music</i>			

8. Ydych chi'n darllen unrhyw beth yn Gymraeg heblaw gwaith ysgol?

Do you read anything in Welsh apart from school work?

<i>Yn aml</i> Often	<i>Weithiau</i> Sometimes	<i>Ychydig iawn neu byth</i> Very little or not at all

9. Nodwch unrhyw ffordd arall rydych yn defnyddio'r Gymraeg y tu allan i'r ysgol:

Note any other way you use Welsh outside school.

10. Pwy / beth sy'n dylanwadu fwyaf ar faint o Gymraeg rydych chi'n siarad y tu allan i'r ysgol? [Ticiwch hyd at dri pheth.]

Who / what influences the amount of Welsh you use outside school the most? [Tick up to three things.]

<i>Rhieni / Parents</i>	
<i>Faint o Gymraeg sy'n cael ei siarad gartref</i> How much Welsh is spoken at home	
<i>Aelodau eraill o'r teulu / Other family members</i>	
<i>Ffrindiau / Friends</i>	
<i>Athrawon / Teachers</i>	
<i>Aelodau staff eraill yn yr ysgol / Other school staff members</i> (e e, staff arlwy / e g, catering staff)	
<i>Gweithwyr yn y gymuned / Community workers</i> (e e / e g, yr Urdd, Menter Iaith, gweithwyr ieuencid / youth workers)	
<i>Pobl enwog ar cyfryngau / Media celebrities</i>	
<i>Enwogion y byd chwaraeon / Sports celebrities</i>	
<i>Y we / The internet</i>	
<i>Crefydd / Religion</i>	
<i>Arall / Other (Nodwch pwy/beth / Please note who/what)</i>	

*O'r uchod, pa un ydy'r mwyaf pwysig?*  
Of the above, which one is most important?

11. *Pa mor bwysig ydy hi bod y Gymraeg yn parhau'n iaith fyw? [Rhowch gylch o gwmpas y sgôr perthnasol: 0 = Ddim yn bwysig o gwbl, 10 = Pwysig dros ben.]*  
How important is it to you that Welsh survives as a living language? [Please circle the appropriate score: 0 = Not at all important, 10 = Extremely important.]

0 1 2 3 4 5 6 7 8 9 10

12. *Pa mor bwysig yw hi i blant ddysgu am hanes a diwylliant Cymru yn yr ysgol? [Rhowch gylch o gwmpas y sgôr perthnasol: 0 = Ddim yn bwysig o gwbl, 10 = Pwysig dros ben.]*  
How important is it for children to learn about the history and culture of Wales at school? [Please circle the appropriate score: 0 = Not at all important, 10 = Extremely important.]

0 1 2 3 4 5 6 7 8 9 10

13. *A oes yna unrhyw beth arall yr hoffech chi ei ddweud am eich profiad o ddefnyddio'r Gymraeg?*  
Is there anything else you would like to say about your experience of using Welsh?

*Byddai'r ymchwilydd yn hoffi cyfweld sampl o'r ymatebwyr, am ddim mwy nag ugain munud, i drafod rhai o'u hatebion ymhellach, a'u gwahodd i gymryd rhan mewn grŵp ffocws, a fydd yn cyfarfod hyd at dair gwaith am ddim mwy nag awr bob tro yn ystod cyfnod o dair blynedd. Eich dewis chi fydd cael eich cyfweld a bod yn rhan o grŵp trafod neu beidio os cewch eich gwahodd.*

The researcher would like to interview a sample of respondents, for no more than twenty minutes, to discuss some of their responses further, and invite them to take part in a focus group which will meet up to three times for no longer than an hour each time during a period of three years. It will be your choice whether to be interviewed and be part of a discussion group if you are invited.

***Diolch yn fawr iawn i chi am eich help gwerthfawr.***  
**Thank you very much for your valuable help.**



## APPENDIX 4

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor  
College of Business, Law, Education and Social Sciences, Bangor University



PRIFYSGOL  
**BANGOR**  
UNIVERSITY

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Gwynedd LL57 2DG  
Ffôn/Tel: (01248) 388 220  
Elusen Gofrestredig Rhif / Registered Charity No. 1141565

### **Astudio'r defnydd o'r Gymraeg yn gymdeithasol gan ddisgyblion ysgol**

#### **TAFLEN WYBODAETH I GYFRANOGWYR - RHIENI/GOFALWYR\***

##### **Rhagarweiniad:**

Mae gwahoddiad ichi gymryd rhan mewn prosiect sy'n edrych ar sut mae disgyblion mewn ysgolion cyfrwng Cymraeg ac ysgolion dwyieithog yn defnyddio'r Gymraeg y tu allan i'r dosbarth. Cyn ichi benderfynu p'un a ydych am gymryd rhan neu beidio, mae'n bwysig eich bod yn deall pam y cynhelir y prosiect a'r hyn y bydd yn ei olygu. Cymerwch eich amser i ddarllen yr wybodaeth isod a'i thrafod, os dymunwch, â'ch plentyn, athrawon neu ffrindiau.

##### **Beth yw pwrpas yr astudiaeth?**

Dyma amcanion yr astudiaeth:

1. Darganfod faint o Gymraeg y mae disgyblion ysgolion cyfrwng Cymraeg ac ysgolion dwyieithog yn ei defnyddio'r tu allan i'r dosbarth a'u rhesymau dros ddefnyddio neu beidio â defnyddio'r iaith.
2. Ystyried sut mae cefndir ieithyddol, addysgol a chymdeithasol y disgyblion yn effeithio ar hynny.
3. Cymharu'r sefyllfa mewn gwahanol gyd-destunau yng Nghymru a thu hwnt.
4. Cynnig argymhellion ar gyfer y dyfodol i ysgolion a chyrrff eraill yn sgil canlyniadau'r ymchwil.

##### **Pam rwyf wedi cael fy newis?**

Am eich bod yn rhiant i ddisgybl(ion) ym Mlwyddyn 6 neu Flwyddyn 7 mewn ysgol cyfrwng Cymraeg neu ysgol ddwyieithog sydd wedi cytuno i gymryd rhan yn yr ymchwil.

##### **A oes rhaid imi gymryd rhan?**

**Mater i chi yn unig yw penderfynu p'un a ydych am gymryd rhan neu beidio ac ni fydd unrhyw oblygiadau i chi'r naill ffordd neu'r llall.** Os penderfynwch gymryd rhan, dylech lenwi'r ffurflen gydsynio a'i hanfon yn ôl i'r ysgol gyda'ch holiadur wedi'i lenwi. Cofiwch gadw'r daflen wybodaeth hon.

### **Beth fydd yn digwydd os penderfynaf gymryd rhan?**

Gofynnir i chi lenwi holiadur a fydd yn rhoi gwybodaeth ynghylch eich defnydd o'r Gymraeg fel teulu, eich agwedd at y Gymraeg a'r modd y mae'n cael ei defnyddio gan eich plentyn/plant. Gwahoddir rhai o'r rhieni a fydd wedi ymateb i'r holiadur i gymryd rhan mewn cyfweiliad cyfrinachol a/neu grŵp ffocws i drafod eu hymatebion ond nid yw'r ffaith eich bod wedi llenwi holiadur yn golygu bod rhaid i chi gymryd rhan yn y cyfweiliad / grŵp ffocws. Ni fydd yr holiadur yn cymryd mwy nag ugain munud i'w lenwi ac ni fydd y cyfweiliadau'n parhau mwy nag ugain munud. Bydd hyd at dri chyfarfod o'r grŵp ffocws yn ystod oes y prosiect (tair blynedd) ac ni fydd yr un yn ohonynt yn parhau am fwy nag awr.

Nid oes atebion cywir nac anghywir, a gellwch lenwi'r holiadur a gwneud y cyfweiliad yn y Gymraeg neu'r Saesneg. Gallwch hefyd gyfrannu i gyfarfodydd y grŵp ffocws yn y naill iaith neu'r llall. Efallai y caiff y cyfweiliadau a chyfarfodydd y grŵpiau ffocws eu recordio, gyda'ch cydsyniad, neu, fel arall, bydd y cyfweilydd yn cymryd nodiadau.

### **A fydd fy nghyfranogiad yn yr astudiaeth hon yn gyfrinachol?**

Bydd. Byddwn yn cadw eich manylion cyswllt ar gronfa ddata gyfrinachol. Byddwn yn trin yn gyfrinachol yr wybodaeth a rannwch. Ni chewch eich enwi mewn unrhyw adroddiadau na chyhoeddiadau. Yr unig eithriad i'r egwyddor hon fydd os bydd unrhyw gyfranogwr yn datgelu mater troseddol neu fater yn ymwneud ag amddiffyn plant y bydd yn rhaid hysbysu'r awdurdodau perthnasol yn ei gylch.

### **Beth fydd yn digwydd os wyf yn dymuno rhoi'r gorau i gymryd rhan?**

Mae gennych hawl i dynnu'n ôl o'r astudiaeth ar unrhyw adeg, a heb roi unrhyw reswm. Os penderfynwch roi'r gorau iddi, **ni fydd** unrhyw oblygiadau i chi o'ch penderfyniad. Hefyd, os nad ydych yn dymuno i'r holiadur a lanwodd eich plentyn yn yr ysgol gael ei ddefnyddio yn yr astudiaeth, cysylltwch i ddweud hynny, gan nodi ffugenw'r plentyn, a chaiff yr holiadur ei ddinistrio.

### **Beth fydd yn digwydd i ganlyniadau'r astudiaeth?**

Gobeithir y bydd yr argymhellion a fydd yn deillio o ganfyddiadau'r astudiaeth yn ddefnyddiol i ysgolion a chyrrff ac unigolion eraill ac efallai byddant yn arwain at ymchwil pellach. Gallant hefyd gyfrannu tuag at lywio polisi lleol a chenedlaethol yn y maes hwn.

### **Pwy sy'n trefnu ac yn cyllido'r ymchwil?**

Yr Ysgol Addysg ym Mhrifysgol Bangor sy'n trefnu'r ymchwil a chaiff y gwaith ei gyllido ar y cyd gan y Cyngor Ymchwil Economaidd a Chymdeithasol (ESRC) a Phrifysgol Bangor.

### **Cyswllt am fwy o wybodaeth:**

Os hoffech gael mwy o wybodaeth, cysylltwch â'r prif ymchwilydd, Siôn Aled Owen, ar y ffôn (01248 388312) neu drwy e-bost (elp0d1@bangor.ac.uk).

**Diolch** am roi o'ch amser i ddarllen y wybodaeth hon.

\* Defnyddir y termau 'rhiant/rhieni' i gynnwys gofalwyr drwy weddill y daflen.

Gwynedd LL57 2DG  
Ffôn/Tel: (01248) 388 220  
Elusen Gofrestredig Rhif / Registered Charity No. 1141565



## **Studying the social use of Welsh by school pupils**

### **PARTICIPANTS' INFORMATION SHEET - PARENTS/GUARDIANS\***

#### **Introduction:**

You are invited to take part in a project which considers how pupils in Welsh medium and bilingual schools use Welsh outside the classroom. Before you decide whether to take part or not it is important that you understand why this project is being run and what it means. Please take your time to read the following information and discuss it, if you wish, with your child or with teachers or friends.

#### **What is the purpose of the study?**

These are the aims of the study:

1. To discover how much Welsh pupils at Welsh medium and bilingual schools use outside the classroom and their reasons for using or not using the language.
2. To consider how the pupils' linguistic, educational and social backgrounds impact on their social use of Welsh.
3. To compare the situation in different contexts in Wales and beyond.
4. To make recommendations for the future for schools and other bodies in the light of the results of the research.

#### **Why have I been chosen?**

That is because you are a parent of a pupil or pupils in Year 6 or Year 7 in a Welsh medium or bilingual school which has agreed to take part in the research.

#### **Do I have to take part?**

**It is entirely a matter for you whether you wish to participate or not and there will be no implications for you either way.** If you do decide to take part, you should complete the enclosed consent form and return it to the school with your completed questionnaire.

#### **What will happen if I do decide to take part?**

You will be asked to fill in a questionnaire which will provide information concerning your use of Welsh as a family, your attitude towards the language and the way in which it is used by your child/children. Some of the parents who have completed questionnaires will also be invited to take part in a confidential interview and/or a focus group where you will have the opportunity to expand on your answers in the questionnaire but the fact that you have completed a questionnaire will not mean that you have to take part in the interviews or focus groups. The questionnaire will take no longer than twenty minutes to complete and the interviews will last no longer than twenty minutes. There will be up to three meetings of the focus group during the lifetime of the project (three years) and none of the meetings will last longer than an hour.

There are no right or wrong answers and you may fill in the questionnaire and be interviewed in Welsh or in English. You may also contribute to the focus group in either language. The interview and focus group meetings may be recorded, with your consent. Alternatively, the interviewer will take notes.

**Will my participation in this study be confidential?**

Yes. We will hold your contact details on a confidential database. We will treat the information you give as confidential. You will not be named in any reports or publications. The only exception to this principle will be if a participant discloses a criminal matter or a child protection issue which must be reported to the relevant authorities.

**What if I wish to stop participating?**

You have the right to withdraw from the study at any time, without giving a reason. If you decide to withdraw, there will be **no** consequences for you from your decision. Also, if you do not wish the questionnaire filled in by your child at school to be included in the study, please get in touch to say so, noting the child's pseudonym, and the questionnaire will be destroyed.

**What will happen to the results of the study?**

It is hoped that the recommendations arising from the findings of the study will be useful for schools and other bodies and they may lead to further research. They may also contribute to the formation of local and national policy in this field.

**Who is organising and funding the research?**

The research is organised by the School of Education at Bangor University and the work is funded jointly by the Economic and Social Research Council (ESRC) and Bangor University.

**Contact for further information:**

If you would like more information, please contact the lead researcher, Siôn Aled Owen, by telephone (01248 388312) or e-mail (elp0d1@bangor.ac.uk).

**Thank you** for taking the time to read this information sheet.

\* The term 'parent/parents' is used to include guardians in the rest of the sheet.

## APPENDIX 5

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor  
College of Business, Law, Education and Social Sciences, Bangor University

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Gwynedd LL57 2DG  
Ffôn/Tel: (01248) 388 220  
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### Ffurflen Cydsynio Deallus

Rwyf wedi darllen y daflen wybodaeth i rieni ac rwyf yn cydsynio i gymryd rhan yn yr astudiaeth hon. Deallaf y gallaf gadw copi o'r ffurflen cydsynio deallus ar gyfer fy nghofnodion.

---

Ffugenw'r plentyn (fel ar yr holiadur)

---

Llofnod y cyfranogwr

---

Printiwch yr enw

---

Dyddiad

---

Rhif ffôn

---

Cyfeiriad e-bost

---

Llofnod y prif ymchwilydd

**Siôn A Owen**

---

Printiwch yr enw

---

Dyddiad



\_\_\_\_\_  
Gwynedd LL57 2DG  
Ffôn/Tel: (01248) 388 220  
Elusen Gofrestredig Rhif / Registered Charity No. 1141565

## Informed Consent Form

I have read the information sheet for parents and I agree to participate in this study. I understand that I may keep a copy of this informed consent form for my records.

\_\_\_\_\_  
Child's pseudonym (as on questionnaire)

\_\_\_\_\_  
Participant's signature      \_\_\_\_\_  
Print name      \_\_\_\_\_  
Date

\_\_\_\_\_  
Telephone      \_\_\_\_\_  
E-mail

\_\_\_\_\_  
Lead researcher's signature      **Siôn A Owen**      \_\_\_\_\_  
Print name      Date

## APPENDIX 6

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor  
College of Business, Law, Education and Social Sciences, Bangor University

Gwynedd LL57 2DG  
Ffôn/Tel: (01248) 388 220  
Elusen Gofrestredig Rhif / Registered Charity No. 1141565



### **HOLIADUR RHINI A GOFALWYR\*** **QUESTIONNAIRE – PARENTS AND GUARDIANS\***

*Prif fwriad yr holiadur hwn yw casglu gwybodaeth ynghylch eich defnydd chi a'ch plentyn/plant o'r Gymraeg. Mae croeso i chi ateb yn y Gymraeg neu'r Saesneg ac nid oes raid i chi ateb unrhyw gwestiwn os na ddymunwch. Cofiwch y bydd yr holl wybodaeth y byddwch yn ei rhoi yn cael ei chadw'n gyfrinachol, y bydd unrhyw wybodaeth a fydd yn cael ei chyhoeddi yn ddi-enw ac na fydd yn bosibl eich adnabod yn ôl eich atebion. Mae croeso i chi holi'r ymchwilydd os ydych yn ansicr ynglŷn ag unrhyw gwestiwn.*

The main purpose of this questionnaire is to gather information about how much Welsh you and your child/children use. You are welcome to answer the questions in either English or Welsh and you do not have to answer any question if you choose not to do so. Remember that all the information you give will be kept confidential, that any information published will be anonymised and that it will not be possible to identify you by your answers. You are welcome to ask the researcher if you are unsure about any of the questions.

1. *Ffugenw'r plentyn / Child's pseudonym:*

2. *Statws siarad Cymraeg y plentyn/plant:*  
Child/children's Welsh speaking status:

<i>Iaith gyntaf / First language</i>	
<i>Ail iaith / Second language</i>	

3. *Sut ydych chi'n teimlo am eich gallu chi i siarad Cymraeg? [Rhowch gylch o gwmpas y sgôr perthnasol – 0 = Ddim yn gallu siarad Cymraeg o gwbl, 10 = Cwbl rugl.]*  
How do you feel about your own ability to speak Welsh? [Please circle the appropriate score – 0 = Not able to speak Welsh at all, 10 = Completely fluent.]

0 1 2 3 4 5 6 7 8 9 10

4. Ydych chi'n siarad Cymraeg yn y cartref?

Did you speak Welsh at home?

[Ticiwch yn y blwch perthnasol / Please tick the appropriate box]

Y ddau riant / Both parents	<input type="checkbox"/>
Un riant / One parent	<input type="checkbox"/>
Dim un / Neither	<input type="checkbox"/>

5. Ydych chi'n fodlon ar gynnydd eich plentyn/plant yn y Gymraeg yn yr ysgol?  
[Rhowch gylch o gwmpas y sgôr perthnasol: 0 = Cwbl anfodlon, 10 = Cwbl fodlon.]

Are you satisfied with your child/children's progress in Welsh at school? [Please circle the appropriate score: 0 = Very dissatisfied, 10 = Completely satisfied.]

0 1 2 3 4 5 6 7 8 9 10

6. O'ch profiad chi, faint o Gymraeg mae eich plentyn/plant yn ei defnyddio'r tu allan i'r ysgol? [Rhowch gylch o gwmpas y sgôr perthnasol: 0 = Dim o gwbl, 10 = Llawer iawn.]

From your experience, how much Welsh is used by your child/children outside school? [Please circle the appropriate score: 0 = None at all, 10 = A great deal.]

0 1 2 3 4 5 6 7 8 9 10

7. Ydych chi'n gwneud unrhyw beth i annog eich plentyn/plant i ddefnyddio'r Gymraeg y tu allan i'r ysgol? Os ydych, nodwch beth:

Do you do anything to encourage your child/children to use Welsh outside school? If so, please note what:

8. Sut ydych chi'n teimlo am barhad y Gymraeg? [Rhowch gylch o gwmpas y sgôr perthnasol: 0 = Ddim yn bwysig o gwbl, 10 = Pwysig dros ben.]

How do you feel about the survival of the Welsh language? [Please circle the appropriate score: 0 = Not at all important, 10 = Extremely important.]

0 1 2 3 4 5 6 7 8 9 10

9. A oes yna unrhyw beth arall yr hoffech chi ei ddweud am eich defnydd chi a/neu eich plentyn/plant o'r Gymraeg?

Is there anything else you would like to say about your own and your child/children's experience of using Welsh?



10. *Pwy sy'n ateb yr holiadur hwn?*  
Who is responding to this questionnaire?

<i>Y ddau riant / Both parents</i>	
<i>Un riant / One parent</i>	

11. *Rhywedd / Gender:*

<i>Gwryw / Male</i>	
<i>Benyw / Female</i>	

*Hoffai'r ymchwilydd gyfweld sampl o'r ymatebwyr, am ddim mwy nag ugain munud, i drafod rhai o'u hatebion ymhellach a'u gwahodd i gymryd rhan mewn grŵp ffocws, a fydd yn cyfarfod hyd at dair gwaith am ddim mwy nag awr bob tro yn ystod cyfnod o dair blynedd. Eich dewis chi fydd bod yn rhan o grŵp trafod neu beidio os cewch eich gwahodd. [Perchir cyfrinachedd y data o'r cyfweiliadau a'r grwpiau ffocws, fel pob data arall.]*

The researcher would like to interview a sample of respondents, for no more than twenty minutes, to discuss some of their responses further and invite them to take part in a focus group which will meet up to three times for no longer than an hour each time during a period of three years. It will be your choice whether to be part of a discussion group or not if you are invited [Confidentiality of interview and focus group data, as all data, will be respected.]

***Diolch yn fawr iawn i chi am eich cydweithrediad gwerthfawr.***  
**Many thanks for your valuable cooperation.**

\* *Defnyddir y termau 'rhiant/rhieni' i gynnwys gofalwyr drwy weddill yr holiadur.*  
The term 'parent/parents' is used to include guardians in the rest of the questionnaire.

## APPENDIX 7

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor  
College of Business, Law, Education and Social Sciences, Bangor University



PRIFYSGOL  
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### Astudïo'r defnydd o'r Gymraeg yn gymdeithasol gan ddisgyblion ysgol

#### TAFLEN WYBODAETH I GYFRANOGWYR – ATHRAWON AC AELODAU ERAILL STAFF YSGOL

##### **Rhagarweiniad:**

Mae gwahoddiad ichi gymryd rhan mewn prosiect sy'n edrych ar sut mae disgyblion mewn ysgolion cyfrwng Cymraeg ac ysgolion dwyieithog yn defnyddio'r Gymraeg y tu allan i'r dosbarth. Cyn ichi benderfynu p'un a ydych am gymryd rhan neu beidio, mae'n bwysig eich bod yn deall pam y cynhelir y prosiect a'r hyn y bydd yn ei olygu. Cymerwch eich amser i ddarllen yr wybodaeth isod a'i thrafod, os dymunwch, â'ch cydweithwyr.

##### **Beth yw pwrpas yr astudiaeth?**

Dyma amcanion yr astudiaeth:

1. Darganfod faint o Gymraeg y mae disgyblion ysgolion cyfrwng Cymraeg ac ysgolion dwyieithog yn ei defnyddio'r tu allan i'r dosbarth a'u rhesymau dros ddefnyddio neu beidio â defnyddio'r iaith.
2. Ystyried sut mae cefndir ieithyddol, addysgol a chymdeithasol y disgyblion yn effeithio ar eu defnydd o'r Gymraeg.
3. Cymharu'r sefyllfa mewn gwahanol gyd-destunau yng Nghymru a thu hwnt.
4. Cynnig argymhellion ar gyfer y dyfodol i ysgolion a chyrrff eraill yn sgil canlyniadau'r ymchwil.

##### **Pam rwyf wedi cael fy newis?**

Am eich bod yn athro neu'n athrawes neu'n aelod arall o'r staff mewn ysgol cyfrwng Cymraeg neu ysgol ddwyieithog sydd wedi cytuno i gymryd rhan yn yr ymchwil.

##### **A oes rhaid imi gymryd rhan?**

**Mater i chi yw penderfynu p'un a ydych am gymryd rhan neu beidio ac ni fydd unrhyw oblygiadau i chi'r naill ffordd neu'r llall.** Os penderfynwch gymryd rhan, dylech lenwi'r ffurflen gydsynio amgaeedig a'i hanfon yn ôl atom yn yr amlen radbost neu ei rhoi i'r prif ymchwilydd. Cofiwch gadw'r daflen wybodaeth hon.

##### **Beth fydd yn digwydd os penderfynaf gymryd rhan?**

Gofynnir i chi lenwi holiadur a fydd yn rhoi gwybodaeth ynghylch eich profiad chi o ddefnydd disgyblion o'r Gymraeg. Fe'ch gwahoddir hefyd i gymryd rhan mewn cyfweiliad cyfrinachol lle cewch y cyfle i fanylu ar eich atebion yn yr holiadur. Ni fydd yr holiadur yn cymryd mwy na chwarter awr i'w lenwi ac ni fydd y cyfweiliadau'n parhau mwy nag ugain munud.

Nid oes atebion cywir nac anghywir, a gellwch lenwi'r holiadur a gwneud y cyfweiliad yn y Gymraeg neu'r Saesneg. Efallai y caiff y cyfweiliad ei recordio, gyda'ch cydsyniad, neu, fel arall, bydd y cyfwelydd yn cymryd nodiadau.

### **A fydd fy nghyfranogiad yn yr astudiaeth hon yn gyfrinachol?**

Bydd. Byddwn yn cadw eich manylion cyswllt ar gronfa ddata gyfrinachol. Byddwn yn trin yn gyfrinachol yr wybodaeth a rannwch. Ni chewch eich enwi mewn unrhyw adroddiadau na chyhoeddiadau. Yr unig eithriad i'r egwyddor hon fydd os bydd unrhyw gyfranogwr yn datgelu mater troseddol neu fater yn ymwneud ag amddiffyn plant y bydd yn rhaid hysbysu'r awdurdodau perthnasol yn ei gylch.

### **Beth fydd yn digwydd os dymunaf roi'r gorau i'r astudiaeth?**

Mae gennych hawl i dynnu'n ôl o'r astudiaeth ar unrhyw adeg, a heb roi unrhyw reswm. Os penderfynwch roi'r gorau iddi, **ni fydd** unrhyw oblygiadau i chi o'ch penderfyniad.

### **Beth fydd yn digwydd i ganlyniadau'r astudiaeth?**

Gobeithir y bydd yr argymhellion a fydd yn deillio o ganfyddiadau'r astudiaeth yn ddefnyddiol i ysgolion a chyrrff ac unigolion eraill ac efallai byddant yn arwain at ymchwil pellach. Gallant hefyd gyfrannu tuag at lywio polisi lleol a chenedlaethol yn y maes hwn.

### **Pwy sy'n trefnu ac yn cyllido'r ymchwil?**

Yr Ysgol Addysg ym Mhrifysgol Bangor sy'n trefnu'r ymchwil a chaiff y gwaith ei gyllido ar y cyd gan y Cyngor Ymchwil Economaidd a Chymdeithasol (ESRC) a Phrifysgol Bangor.

### **Cyswllt am fwy o wybodaeth:**

Os hoffech gael mwy o wybodaeth, cysylltwch â'r prif ymchwilydd, Siôn Aled Owen, ar y ffôn (01248 388312) neu drwy e-bost (elp0d1@bangor.ac.uk).

### **Y camau nesaf:**

Os penderfynwch gymryd rhan, llenwch y ffurflen gydsynio amgaeedig a'i hanfon yn ôl i Brifysgol Bangor, gan ddefnyddio'r amlen radbost sydd wedi'i darparu, neu ei rhoi i'r prif ymchwilydd.

**Diolch** am roi o'ch amser i ddarllen y daflen wybodaeth hon.

Gwynedd LL57 2DG  
Ffôn/Tel: (01248) 388 220  
Elusen Gofrestredig Rhif / Registered Charity No. 1141565



## **Studying the social use of Welsh by school pupils**

### **PARTICIPANTS' INFORMATION SHEET – TEACHERS AND OTHER SCHOOL STAFF MEMBERS**

#### **Introduction:**

You are invited to take part in a project which considers how pupils in Welsh medium and bilingual schools use Welsh outside the classroom. Before you decide whether to take part or not it is important that you understand why this project is being run and what it means. Please take your time to read the following information and discuss it, if you wish, with your colleagues.

#### **What is the purpose of the study?**

These are the aims of the study:

1. To discover how much Welsh pupils at Welsh medium and bilingual schools use outside the classroom and their reasons for using or not using the language.
2. To consider how the pupils' linguistic, educational and social backgrounds impact on their social use of Welsh.
3. To compare the situation in different contexts in Wales and beyond.
4. To make recommendations for the future for schools and other bodies in the light of the results of the research.

#### **Why have I been chosen?**

That is because you are a teacher or other member of staff in a Welsh medium or bilingual school which has agreed to take part in the research.

#### **Do I have to take part?**

**It is entirely a matter for you whether you wish to participate or not and there will be no implications for you either way.** If you do decide to take part, you should complete the enclosed consent form and return it to us in the freepost envelope provided or hand it to the lead researcher. Remember to retain this information sheet for reference.

#### **What will happen if I do decide to take part?**

You will be asked to fill in a questionnaire which will provide information concerning your experience of pupils' use of Welsh. You will also be invited to take part in a confidential interview where you will have the opportunity to expand on your answers in the questionnaire. The questionnaire will take no longer than fifteen minutes to complete and the interviews will last no longer than twenty minutes.

There are no right or wrong answers and you may complete the questionnaire in Welsh or in English. The interview may be recorded, with your consent. Alternatively, the interviewer will take notes.

**Will my participation in this study be confidential?**

Yes. We will hold your contact details on a confidential database. We will treat the information you give as confidential. You will not be named in any reports or publications. The only exception to this principle will be if a participant discloses a criminal matter or a child protection issue which must be reported to the relevant authorities.

**What if I wish to withdraw from the study?**

You have the right to withdraw from the study at any time, without giving a reason. If you do decide to withdraw, there will be **no** implications for you from your decision.

**What will happen to the results of the study?**

It is hoped that the recommendations arising from the findings of the study will be useful for schools and other bodies and they may lead to further research. They may also contribute to the formation of local and national policy in this field.

**Who is organising and funding the research?**

The research is being organised by the School of Education at Bangor University and the work is funded jointly by the Economic and Social Research Council (ESRC) and Bangor University.

**Contact for further information:**

If you would like more information, please contact the lead researcher, Siôn Aled Owen, by telephone (01248 388312) or e-mail (elp0d1@bangor.ac.uk).

**The next steps:**

If you decide to take part, please fill in the the enclosed consent form and return it to Bangor University using the freepost envelope provided or hand it to the lead researcher.

**Thank you** for taking the time to read this information sheet.

## APPENDIX 8

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor  
College of Business, Law, Education and Social Sciences, Bangor University

---

Gwynedd LL57 2DG  
Ffôn/Tel: (01248) 388 220  
Elusen Gofrestredig Rhif / Registered Charity No. 1141565



### Ffurflen Cydsynio Deallus

Rwyf wedi darllen y daflen wybodaeth i aelodau staff ysgolion ac rwyf yn cydsynio i gymryd rhan yn yr astudiaeth hon. Deallaf y gallaf gadw copi o'r ffurflen cydsynio deallus hon ar gyfer fy nghofnodion.

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Ffugenw

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Llofnod y cyfranogwr

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Printiwch yr enw

---

Dyddiad

---

Ysgol

---

Rhif ffôn

---

Cyfeiriad e-bost

---

Llofnod y prif ymchwilydd

**Siôn A Owen**

---

Printiwch yr enw

---

Dyddiad



\_\_\_\_\_  
Gwynedd LL57 2DG  
Ffôn/Tel: (01248) 388 220  
Elusen Gofrestredig Rhif / Registered Charity No. 1141565

## Informed Consent Form

I have read the information sheet for school staff members and I agree to participate in this study. I understand that I may keep a copy of this informed consent form for my records.

\_\_\_\_\_  
Pseudonym

\_\_\_\_\_  
Participant's signature

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
E-mail

\_\_\_\_\_  
Lead researcher's signature

**Siôn A Owen**  
Print name

\_\_\_\_\_  
Date

## APPENDIX 9

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor  
College of Business, Law, Education and Social Sciences, Bangor University

Gwynedd LL57 2DG

Ffôn/Tel: (01248) 388 220

Elusen Gofrestredig Rhif / Registered Charity No. 1141565



### **HOLIADUR ATHRAWON AC AELODAU STAFF ERAILL QUESTIONNAIRE – TEACHERS AND OTHER STAFF MEMBERS**

*Prif fwriad yr holiadur hwn yw casglu gwybodaeth ynghylch defnydd disgyblion yr ysgol lle'r ydych yn dysgu o'r Gymraeg. Mae croeso i chi ateb yn y Gymraeg neu'r Saesneg ac nid oes raid i chi ateb unrhyw gwestiwn os na ddymunwch. Cofiwch y bydd yr holl wybodaeth y byddwch yn ei rhoi yn cael ei chadw'n gyfrinachol, y bydd unrhyw wybodaeth a fydd yn cael ei chyhoeddi yn ddi-enw ac na fydd yn bosibl eich adnabod yn ôl eich atebion. Mae croeso i chi holi'r ymchwilydd os ydych yn ansicr ynglŷn ag unrhyw gwestiwn.*

*Rydym yn gofyn i chi roi ffugenw i chi eich hun ac i ysgrifennu'r un enw ar eich ffurflen gydsynio. Mae hynny er mwyn i ni allu gwahodd rhai aelodau staff i gael eu holi ymhellach am eu hatebion.*

The main purpose of this questionnaire is to gather information about the use of Welsh by pupils at the school where you teach. You are welcome to answer the questions in either English or Welsh and you do not have to answer any question if you choose not to do so. Remember that all the information you give will be kept confidential, that any information published will be anonymised and that it will not be possible to identify you by your answers. You are welcome to ask the researcher if you are unsure about any of the questions.

You are asked to give yourself a pseudonym and to write the same name on your identification form. This is so that we can choose some staff members to be invited to be interviewed about their answers.

1. *Ffugenw* / Pseudonym:



2. *Swyddogaeth / Role*

<i>Athro neu athrawes / Teacher</i>	
<i>Cynorthwydd addysgu / Teaching assistant</i>	
<i>Swyddogaeth arall / Other role</i> <i>Nodwch beth, os dymunwch: / Please give details, if you wish:</i>	

3. *Blwyddyn/blynyddoedd a addysgir (os yn berthnasol):*

Year(s) taught (if applicable):

4. *Pwnc/Pynciau a addysgir (os yn berthnasol):*

Subject(s) taught (if applicable):

5. *Ar y cyfan, ydych chi'n fodlon ar gynnydd y disgyblion yn y Gymraeg yn yr ysgol?*

*[Rowch gylch o gwmpas y sgôr perthnasol: 0 = Cwbl anfodlon, 10 = Cwbl fodlon.]*

Are you generally satisfied with the pupils' progress in Welsh at school? [Please circle the appropriate score: 0 = Very dissatisfied, 10 = Completely satisfied.]

0 1 2 3 4 5 6 7 8 9 10

6. *O'ch profiad chi, faint o Gymraeg mae'r disgyblion yn ei defnyddio'r tu allan i'r ysgol? [Rowch gylch o gwmpas y sgôr perthnasol: 0 = Dim o gwbl, 10 = Llawer iawn.]*

From your experience, how much Welsh is used by the pupils outside school? [Please circle the appropriate score: 0 = None at all, 10 = A great deal.]

0 1 2 3 4 5 6 7 8 9 10

7. *Ydych chi'n gwneud unrhyw beth i annog y disgyblion i ddefnyddio'r Gymraeg y tu allan i'r ysgol? Os ydych, nodwch beth:*

Do you do anything to encourage the pupils to use Welsh outside school? If so, please note what:

8. *A oes yna unrhyw beth arall yr hoffech chi ei ddweud am ddefnydd y disgyblion o'r Gymraeg?*

Is there anything else you would like to say about the pupils' use of Welsh?

*Hoffai'r ymchwilydd gyfweld sampl o'r ymatebwyr, am ddim mwy nag ugain munud, i drafod rhai o'u hatebion ymhellach. A fydddech chi'n fodlon cael eich cyfweld?*

*[Perchir cyfrinachedd y data o'r cyfweiliadau, fel pob data arall.]*

The researcher would like to interview a sample of respondents, for no more than twenty minutes, to discuss some of their responses further. Would you be willing to be interviewed? [Confidentiality of interview data, as all data, will be respected.]

<i>Byddwn / Yes</i>		<i>Na fyddwn / No</i>	
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***Diolch yn fawr iawn i chi am eich cydweithrediad gwerthfawr.***

**Many thanks for your valuable cooperation.**

## APPENDIX 10

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor  
College of Business, Law, Education and Social Sciences, Bangor University



PRIFYSGOL  
**BANGOR**  
UNIVERSITY

Gwynedd LL57 2DG

Ffôn/Tel: (01248) 388 220

Elusen Gofrestredig Rhif / Registered Charity No. 1141565

### Astudio'r defnydd o'r Gymraeg yn gymdeithasol gan ddisgyblion ysgol

#### TAFLEN WYBODAETH I GYFRANOGWYR – PENAETHIAID YSGOLION

##### **Rhagarweiniad:**

Mae gwahoddiad i'ch ysgol chi gymryd rhan mewn prosiect sy'n edrych ar sut mae disgyblion mewn ysgolion cyfrwng Cymraeg ac ysgolion dwyieithog yn defnyddio'r Gymraeg y tu allan i'r dosbarth. Cyn i chi benderfynu p'un a ydy'r ysgol am gymryd rhan neu beidio, mae'n bwysig eich bod yn deall pam y cynhelir y project a'r hyn y bydd yn ei olygu. Cymerwch eich amser i ddarllen yr wybodaeth isod a'i thrafod, os dymunwch, â chydweithwyr, llywodraethwyr ac unrhyw un arall sy'n berthnasol.

##### **Beth yw pwrpas yr astudiaeth?**

Dyma amcanion yr astudiaeth:

1. Darganfod faint o Gymraeg y mae disgyblion ysgolion cyfrwng Cymraeg ac ysgolion dwyieithog yn ei defnyddio'r tu allan i'r dosbarth a'u rhesymau dros ddefnyddio neu beidio â defnyddio'r iaith.
2. Ystyried sut mae cefndir ieithyddol, addysgol a chymdeithasol y disgyblion yn effeithio ar hynny.
3. Cymharu'r sefyllfa mewn gwahanol gyd-destunau yng Nghymru a thu hwnt.
4. Cynnig argymhellion ar gyfer y dyfodol i ysgolion a chyrff eraill yn sgil canlyniadau'r ymchwil.

##### **Pam mae fy ysgol i wedi cael ei dewis?**

Am ei bod, yn y lle cyntaf, yn ysgol uwchradd neu gynradd cyfrwng Cymraeg neu ddwyieithog. Dewiswyd nifer o ysgolion uwchradd a dwy ysgol gynradd yng nghlwtwr pob un ohonynt mewn cyd-destunau ieithyddol a demograffig amrywiol drwy Gymru.

##### **A oes rhaid i ni gymryd rhan?**

**Mater i chi fel ysgol yn llwyr yw penderfynu p'un a ydych am gymryd rhan neu beidio ac ni fydd unrhyw oblygiadau i chi'r naill ffordd neu'r llall.** Os penderfynwch gymryd rhan, dylech lenwi'r ffurflen gydsynio amgaeedig a'i hanfon yn ôl atom yn yr amlen radbost neu ei rhoi i'r prif ymchwilydd. Cofiwch gadw'r daflen wybodaeth hon.

##### **Beth fydd yn digwydd os bydd fy ysgol yn penderfynu cymryd rhan?**

Dosberthir holiadur i'r holl ddisgyblion ym Mlwyddyn 6, yn achos ysgolion cynradd, a Blwyddyn 7, mewn ysgolion uwchradd. Am y manylion, gweler y dogfennau amgaeedig:

Taflen Wybodaeth Rhieni, Taflen Wybodaeth Disgyblion, Holiadur Disgyblion. Gwahoddir rhai o'r disgyblion a fydd wedi ymateb i'r holiadur i gymryd rhan mewn cyfweiliad cyfrinachol a/neu grŵp ffocws i drafod eu hymatebion. Dilynir trefn debyg yn achos y rhieni hefyd – am y manylion gweler y dogfennau canlynol: Taflen Wybodaeth Rhieni, Holiadur Rhieni.

Anfonir holiadur hefyd at rai o'r athrawon sy'n ymwneud agosaf â'r plant dan sylw o safbwynt y defnydd o'r Gymraeg, er enghraifft, Pennaeth Adran y Gymraeg yn yr Ysgol Uwchradd, ac at weithwyr cymunedol sy'n ymwneud â defnydd y Gymraeg gan blant a phobl ifanc, er enghraifft, swyddogion Menter Iaith. Cynhelir cyfweiliadau â'r holl athrawon a gweithwyr cymunedol sy'n cydsynio i hynny ond ni fydd grwpiau ffocws ar gyfer y cyfranogwyr hynny.

### **A fydd cyfranogiad yr ysgol yn yr astudiaeth hon yn gyfrinachol?**

Bydd. Byddwn yn cadw eich manylion cyswllt ar gronfa ddata gyfrinachol. Byddwn yn trin yn gyfrinachol yr holl wybodaeth a rannwch. Ni chaiff yr ysgol ei henwi mewn unrhyw adroddiadau na chyhoeddiadau. Dilynir yn union yr un egwyddor ar gyfer pob unigolyn sy'n cymryd rhan. Yr unig eithriad i'r egwyddor hon fydd os bydd unrhyw gyfranogwr yn datgelu mater troseddol neu fater yn ymwneud ag amddiffyn plant y bydd yn rhaid hysbysu'r awdurdodau perthnasol yn ei gylch.

### **Beth fydd yn digwydd os dymunwn roi'r gorau i'r astudiaeth?**

Mae gennych hawl i dynnu'n ôl fel ysgol o'r astudiaeth ar unrhyw adeg, a heb roi unrhyw reswm. Os penderfynwch roi'r gorau iddi, **ni fydd** unrhyw oblygiadau i chi o'ch penderfyniad.

### **Beth fydd yn digwydd i ganlyniadau'r astudiaeth?**

Gobeithir y bydd yr argymhellion a fydd yn deillio o ganfyddiadau'r astudiaeth yn ddefnyddiol i ysgolion a chyrrff ac unigolion eraill ac efallai byddant yn arwain at ymchwil pellach. Gallant hefyd gyfrannu tuag at lywio polisi lleol a chenedlaethol yn y maes hwn.

### **Pwy sy'n trefnu ac yn cyllido'r ymchwil?**

Yr Ysgol Addysg ym Mhrifysgol Bangor sy'n trefnu'r ymchwil a chaiff y gwaith ei gyllido ar y cyd gan y Cyngor Ymchwil Economaidd a Chymdeithasol (ESRC) a Phrifysgol Bangor.

### **Cyswllt am fwy o wybodaeth:**

Os hoffech gael mwy o wybodaeth, cysylltwch â'r prif ymchwilydd, Siôn Aled Owen, ar y ffôn (01248 388312) neu drwy e-bost (elp0d1@bangor.ac.uk).

### **Y camau nesaf:**

Os penderfynwch gymryd rhan, llenwch y ffurflen gydsynio amgaeedig a'i hanfon yn ôl i Brifysgol Bangor, gan ddefnyddio'r amlen radbost sydd wedi'i darparu, neu ei rhoi i'r prif ymchwilydd.

**Diolch** am roi o'ch amser i ddarllen yr wybodaeth hon.



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Gwynedd LL57 2DG  
Ffôn/Tel: (01248) 388 220  
Elusen Gofrestredig Rhif / Registered Charity No. 1141565

## **Studying the social use of Welsh by school pupils**

### **PARTICIPANTS' INFORMATION SHEET - HEADTEACHERS**

#### **Introduction:**

Your school is invited to take part in a project which considers how pupils in Welsh medium and bilingual schools use Welsh outside the classroom. Before you decide whether the school should take part or not it is important that you understand why this project is being run and what it means. Please take your time to read the following information and discuss it, if you wish, with colleagues, governors and any other relevant parties.

#### **What is the purpose of the study?**

These are the aims of the study:

1. To discover how much Welsh pupils at Welsh medium and bilingual schools use outside the classroom and their reasons for using or not using the language.
2. To consider how the pupils' linguistic, educational and social backgrounds impact on their social use of Welsh.
3. To compare the situation in different contexts in Wales and beyond.
4. To make recommendations for the future for schools and other bodies in the light of the results of the research.

#### **Why has my school been chosen?**

That is, firstly, because it is a Welsh medium primary or secondary school. A number of secondary schools together with two of their feeder primary schools in each case have been selected to reflect different linguistic and demographic contexts throughout Wales.

#### **Do we have to take part?**

**It is entirely a matter for you as a school whether you wish to participate or not and there will be no implications for you either way.** If you do decide to take part, you should complete the enclosed consent form and return it to us in the freepost envelope provided or hand it to the lead researcher. Remember to retain this information sheet for reference.

#### **What will happen if my school does decide to take part?**

A questionnaire will be distributed to all pupils in Year 6, in the case of primary schools, and Year 7, in the case of secondary schools, whose parents/guardians have consented to them taking part. Please refer to the following enclosed documents for the details: Parents' Information Sheet, Pupils' Information Sheet, Pupils' Questionnaire. Some of the pupils who have completed questionnaires will be invited to take part in a confidential interview and/or focus group to discuss their responses. A similar procedure will be followed with the parents.

For details, see the following enclosed documents: Parents' Information Sheet, Parents' Questionnaire.

A questionnaire will also be distributed to some of the teachers who engage most closely with the pupils involved in terms of use of Welsh, for example, the Head of the Welsh Department in a Secondary School, and to community workers who engage with the use of Welsh by children and young people, for example, Menter Iaith officers. Interviews will be held with all teachers and community workers who agree to be interviewed but there will be no focus groups for those categories of participant.

### **Will the school's participation in this study be confidential?**

Yes. We will hold your contact details on a confidential database. We will treat the information you give as confidential. The school will not be named in any reports or publications. All individuals taking part will be treated in exactly the same way. The only exception to this principle will be if a participant discloses a criminal matter or a child protection issue which must be reported to the relevant authorities.

### **What if we wish to stop participating?**

The school has the right to withdraw from the study at any time, without giving a reason. If you decide to withdraw, there will be **no** consequences for you from your decision.

### **What will happen to the results of the study?**

It is hoped that the recommendations arising from the findings of the study will be useful for schools and other bodies and they may lead to further research. They may also contribute to the formation of local and national policy in this field.

### **Who is organising and funding the research?**

The research is organised by the School of Education at Bangor University and the work is funded jointly by the Economic and Social Research Council (ESRC) and Bangor University.

### **Contact for further information:**

If you would like more information, please contact the lead researcher, Siôn Aled Owen, by telephone (01248 388312) or e-mail (elp0d1@bangor.ac.uk).

### **The next steps:**

If you decide to take part, please fill in the the enclosed consent form and return it to Bangor University using the freepost envelope provided or hand it to the lead researcher. You will also need to sign on the form to signify that you consent to your child/children taking part.

**Thank you** for taking the time to read this information sheet.

## APPENDIX 11

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor  
College of Business, Law, Education and Social Sciences, Bangor University

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Gwynedd LL57 2DG  
Ffôn/Tel: (01248) 388 220  
Elusen Gofrestredig Rhif / Registered Charity No. 1141565



### Ffurflen Cydsynio Deallus

Rwyf wedi darllen y daflen wybodaeth i benaethiaid ac rwyf yn cydsynio ar ran yr ysgol a enwir isod i gymryd rhan yn yr astudiaeth hon. Deallaf y gallaf gadw copi o'r ffurflen cydsynio deallus hon ar gyfer fy nghofnodion.

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Llofnod y Pennaeth

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Printiwch yr enw

---

Dyddiad

---

Ysgol

---

Rhif ffôn

---

Cyfeiriad e-bost

---

Llofnod y prif ymchwilydd

**Siôn A Owen**  
Printiwch yr enw

---

Dyddiad



---

Gwynedd LL57 2DG  
Ffôn/Tel: (01248) 388 220  
Elusen Gofrestredig Rhif / Registered Charity No. 1141565

## Informed Consent Form

I have read the headteachers' information sheet and I agree, on behalf of the school named below, to participate in this study. I understand that I may keep a copy of this informed consent form for my records.

\_\_\_\_\_  
Headteacher's signature

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
E-mail

\_\_\_\_\_  
Lead researcher's signature

**Siôn A Owen**  
Print name

\_\_\_\_\_  
Date



**APPENDIX 12**

***Additional Quantitative Data Results Tables and Graphics***

**Table 10a - pupil questionnaire null responses**

School	Total responses (Male / Female)	Q2 (L1, L2 %)	Q3 Parental knowledge of Welsh	Q4 Parental use of Welsh	Q5 Ability in Welsh	Q6 Home use	Q6 Use with other relatives	Q6 Use with friends	Q6 Other social use	Q6 Social media use
<b>Trewiwer</b>	138 (82,56)	0	1	1	1	1	1	4	2	4
Llanwiwer	4 (3,1)	0	0	0	0	0	0	0	0	4
Rhydwiwer	35 (22,13)	0	2	2	1	0	4	2	5	10
Gwiwer Group	177 (107, 70)	0	3	3	1	1	5	6	7	18
<b>Treddyfrgi</b>	54 (22,32)	0	0	0	0	0	0	1	5	12
Llanddyfrgi	7 (4,3)	0	0	0	0	0	0	0	0	4
Rhyd-ddyfrgi	20 (12,8)	1	0	0	0	1	2	0	2	6
Dyfrgi Group	81 (38,43)	1	0	0	0	1	2	1	7	22
<b>Trelwynog</b>	166 (85,81)	0	0	0	1	2	1	8	1	0
Llanllwynog	21 (9,12)	0	0	0	0	0	0	0	0	3
Rhydlwynog	36 (17,19)	0	0	0	0	0	0	0	0	8
Llwynog Group	223 (111, 112)	0	0	0	0	0	0	8	1	11
<b>Trebathew</b>	84 (41,43)	0	0	0	0	0	0	0	1	4
Llanbathew	22 (7,15)	0	0	0	0	0	0	0	0	0
Pathew Group	106 (48,58)	0	0	0	0	0	0	0	1	4
<b>Full Sample</b>	587 (304,283)	1	3	3	3	4	8	15	16	55

**Table 10b - pupil questionnaire null responses (continued)**

School	Q7 Engaging with Welsh on TV	Q7 Engaging with Welsh on radio	Q7 Engaging with Welsh on websites	Q7 Engaging with Welsh music	Q8 Reading Welsh material	Q10 No response	Q10 Most important influence not noted	Q11 Importance of language survival	Q12 Importance of learning about history and culture
<b>Trewiwer</b>	0	1	1	1	1	5	91	6	4
Llanwiwer	0	0	0	0	0	0	3	0	0
Rhydwiwer	0	0	0	0	0	0	7	0	0
Wiwer Group	0	1	1	1	1	5	101	6	4
<b>Treddyfrgi</b>	1	0	0	0	0	0	14	0	0
Llanddyfrgi	0	0	0	0	0	0	4	0	0
Rhyd-ddyfrgi	0	1	0	0	0	0	6	0	0
Dyfrgi Group	1	1	0	0	0	0	24	0	0
<b>Trelwynog</b>	1	1	1	1	1	1	151	2	1
Llanllwynog	0	1	2	0	0	0	8	0	0
Rhydlwynog	0	1	1	0	0	0	10	0	0
Llwynog Group	1	3	4	1	1	1	169	2	1
<b>Trebathew</b>	0	0	0	0	0	4	53	27	27
Llanbathew	0	0	0	0	0	0	1	0	0
Pathew Group	0	0	0	0	0	4	54	27	27
<b>Full sample</b>	2	5	5	2	2	10	348	35	32

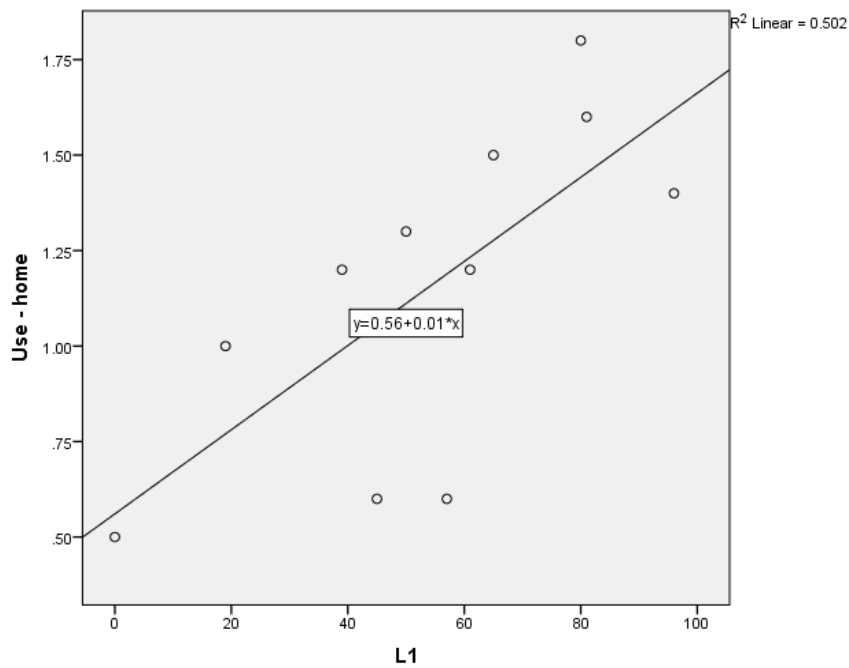


Fig. 41 - Relationship between percentage of pupils reporting as L1 and home use of Welsh (pupil questionnaires)

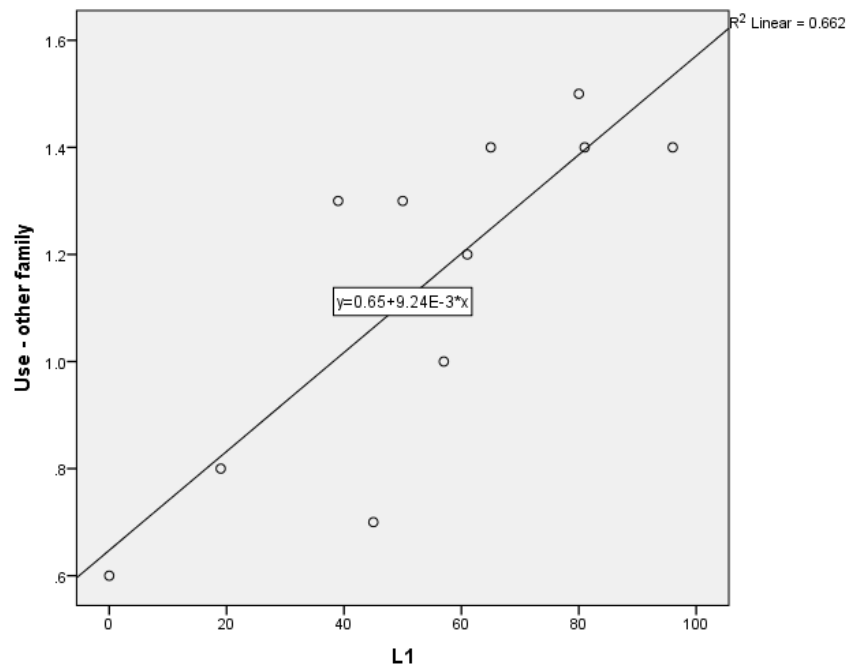


Fig. 42 - Relationship between percentage of pupils reporting as L1 and use of Welsh with other relatives (pupil questionnaires)

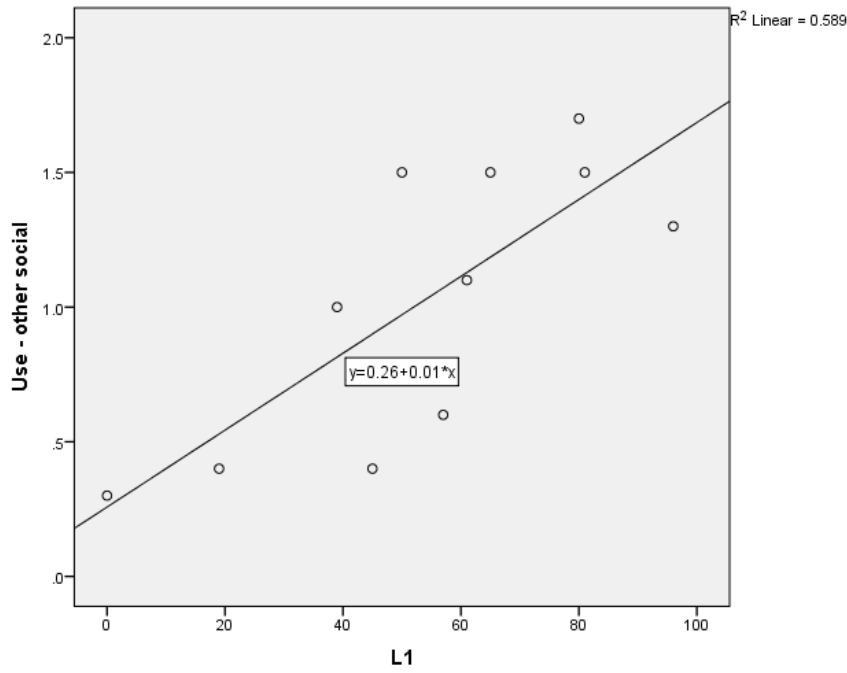


Fig. 43 - Relationship between percentage of pupils reporting as L1 and use of Welsh in other social contexts (pupil questionnaires)

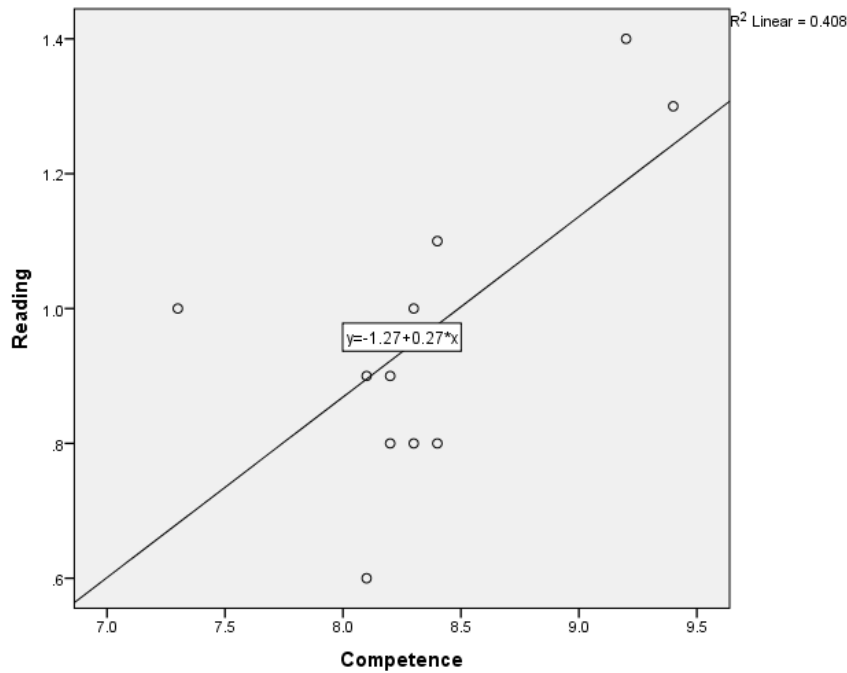


Fig. 44 - Relationship between pupils' self-reported competence in Welsh and reading of Welsh material outside school (pupil questionnaires)

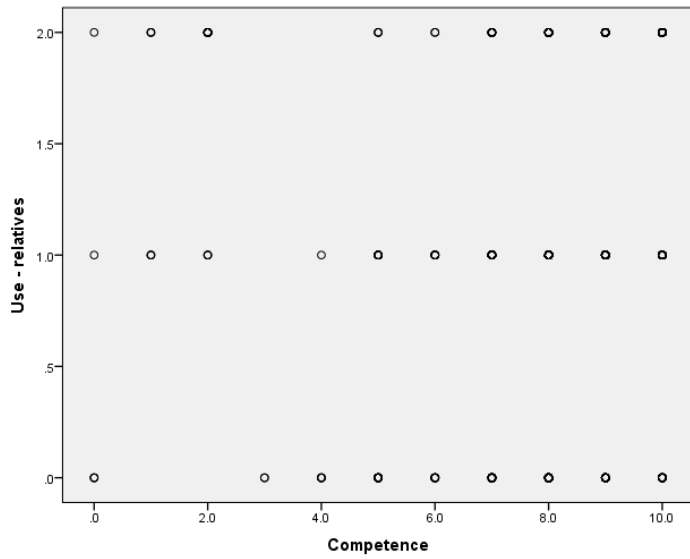


Fig. 45 - Relationship between pupils' self-reported competence in Welsh and use with other relatives (pupil questionnaires)

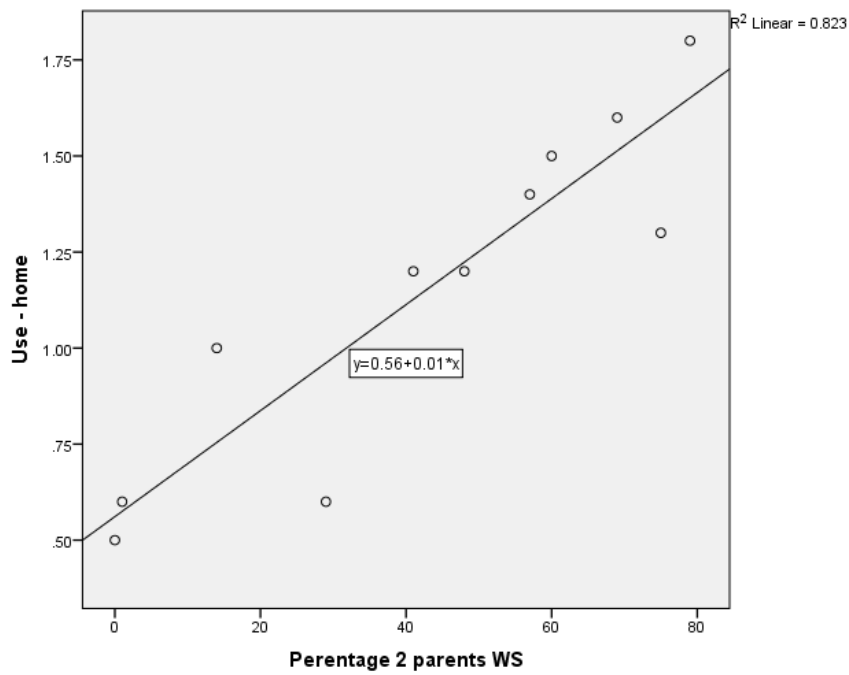


Fig. 46 - Relationship between percentage of pupils reporting two parents able to speak Welsh and home use of Welsh (pupil questionnaires)

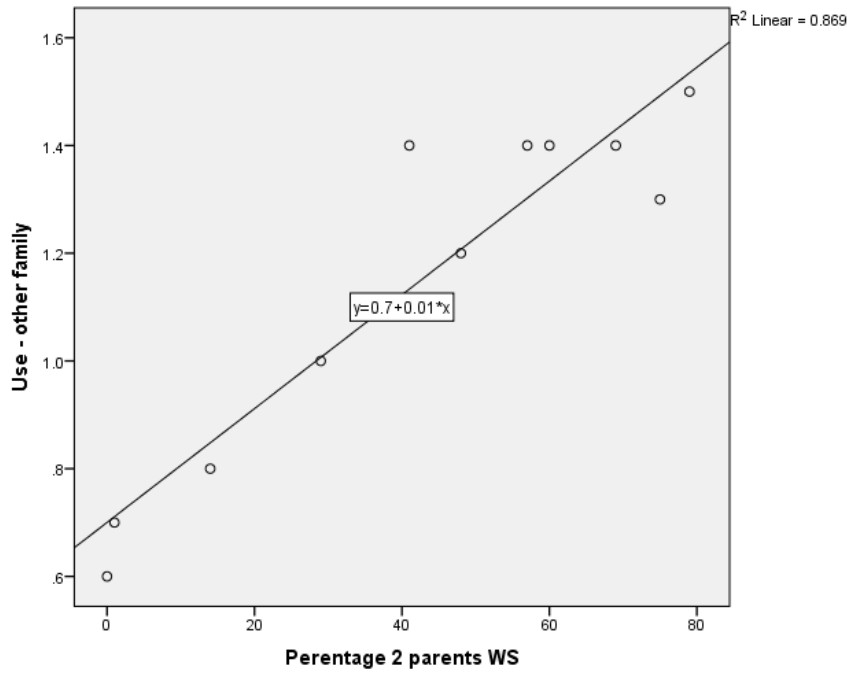


Fig. 47 - Relationship between percentage of pupils reporting two parents able to speak Welsh and use of Welsh with other relatives (pupil questionnaires)

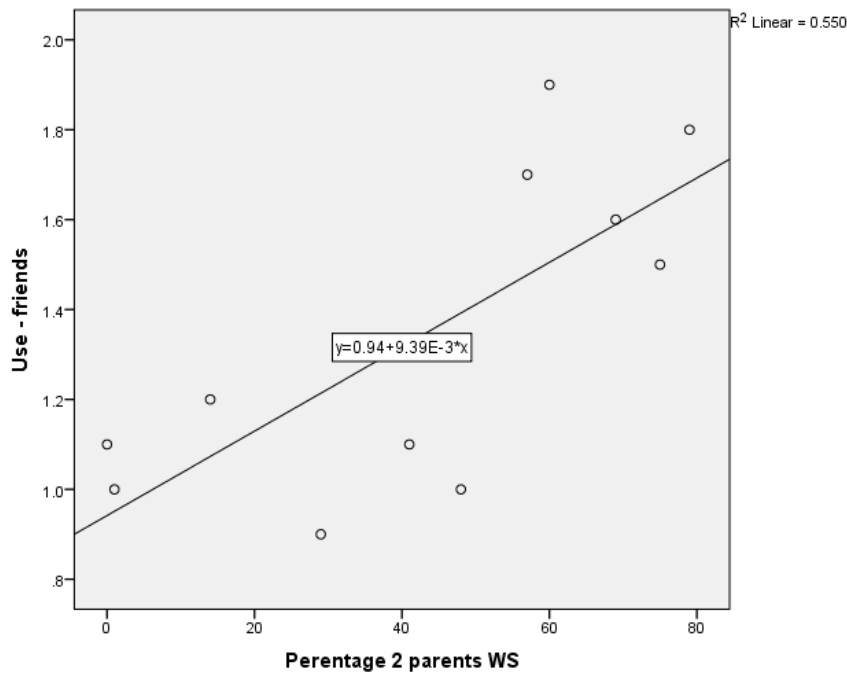


Fig. 48 - Relationship between percentage of pupils reporting two parents able to speak Welsh and use of Welsh with friends (pupil questionnaires)

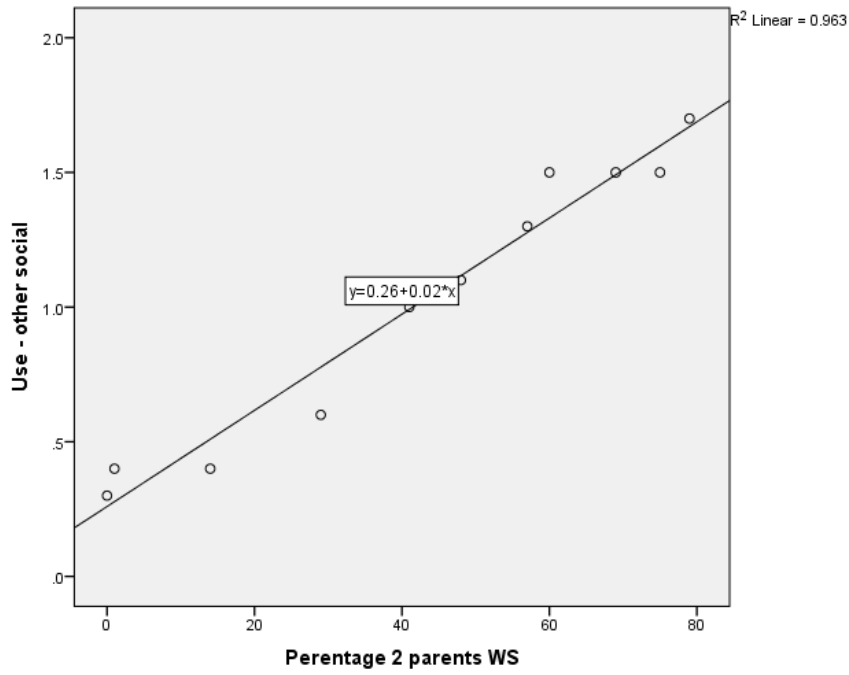


Fig. 49 - Relationship between percentage of pupils reporting two parents able to speak Welsh and use of Welsh in other social contexts (pupil questionnaires)

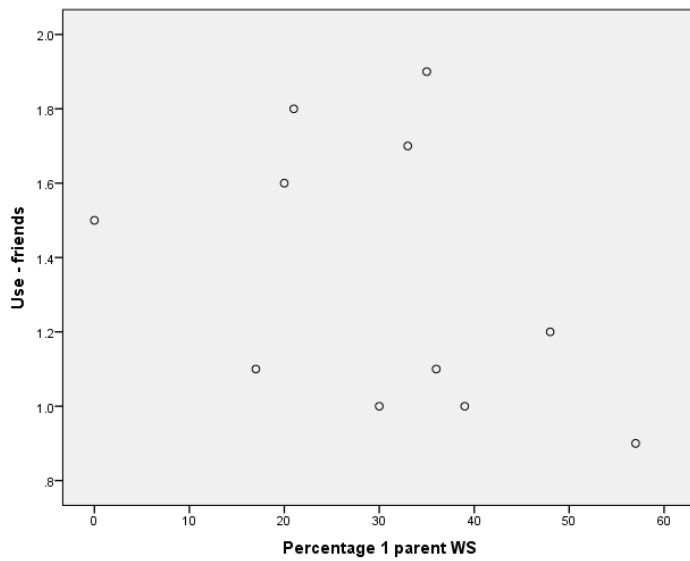


Fig. 50 - Relationship between percentage of pupils with one parent able to speak Welsh and pupils' use with friends (pupil questionnaires)

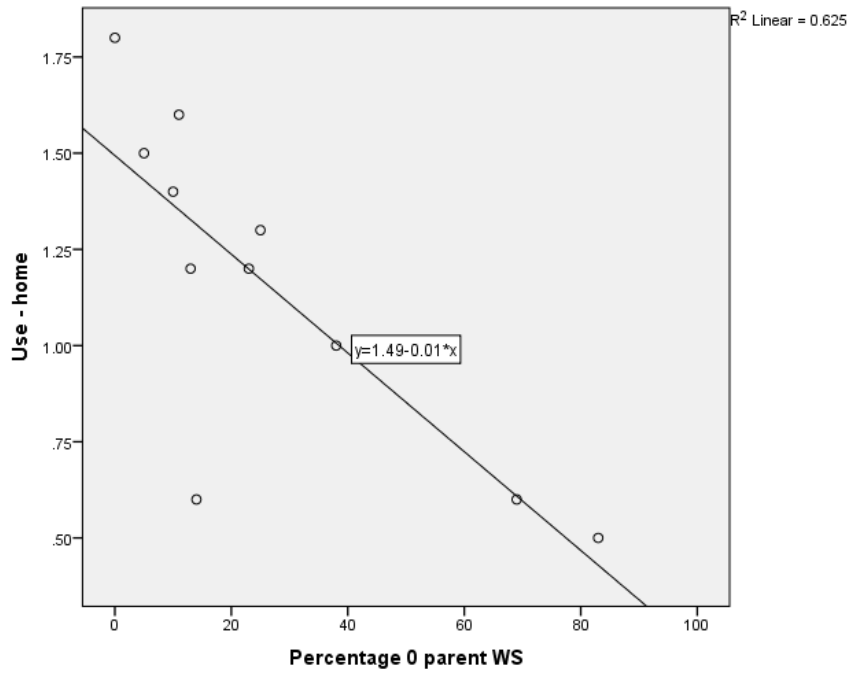


Fig. 51 - Relationship between percentage of pupils reporting no parents able to speak Welsh and use of Welsh in the home (pupil questionnaires)

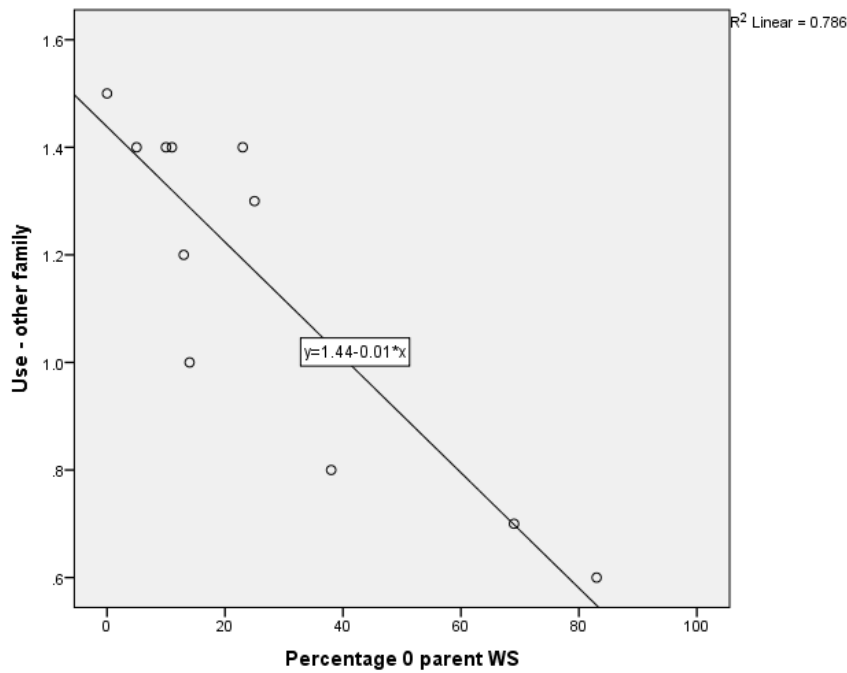


Fig. 52 - Relationship between percentage of pupils reporting no parents able to speak Welsh and use of Welsh with other relatives (pupil questionnaires)



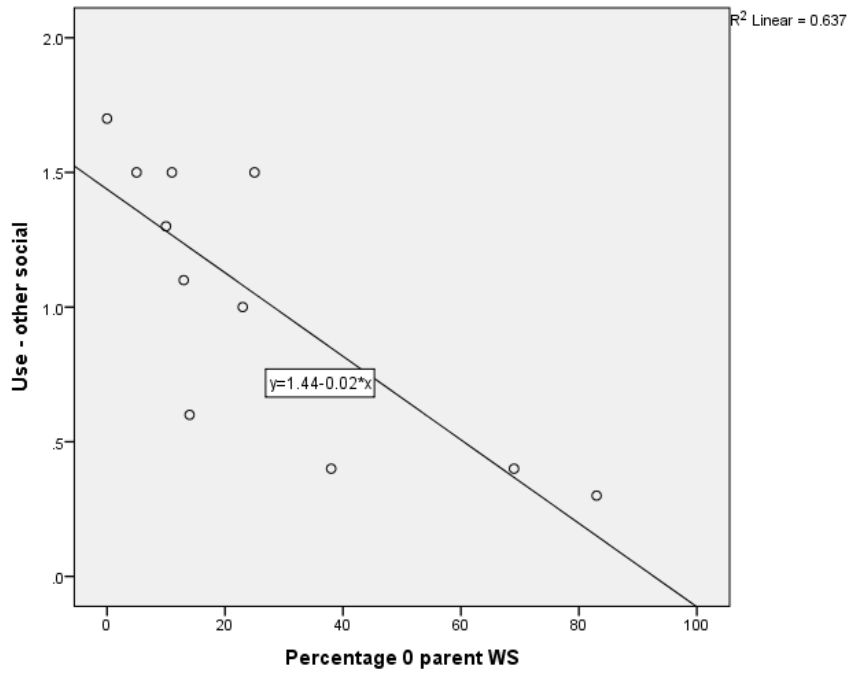


Fig. 53 - Relationship between percentage of pupils reporting no parents able to speak Welsh and other social use of Welsh (pupil questionnaires)

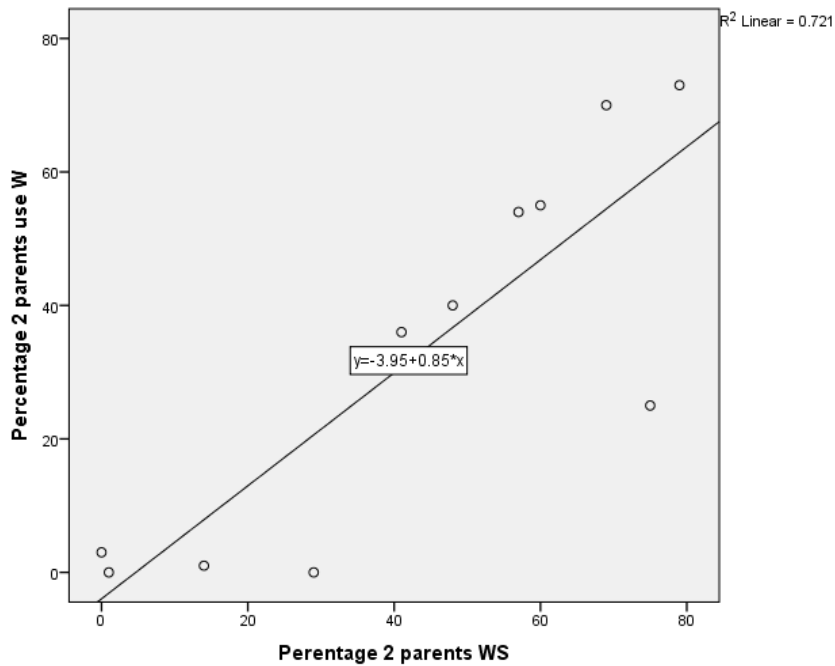


Fig. 54 - Relationship between the percentage of two parents reported as being able to speak Welsh and two parents' use of Welsh (pupil questionnaires)

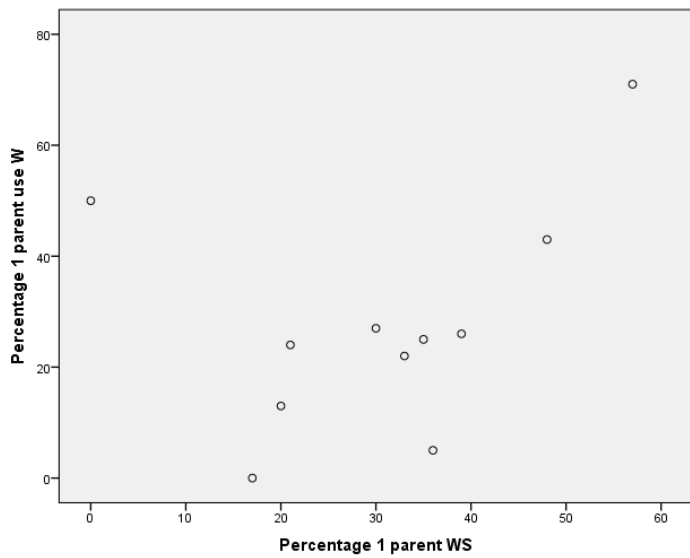


Fig. 55 - Relationship between the percentage of one parent reported as being to speak Welsh and one parent's use of Welsh (pupil questionnaires)

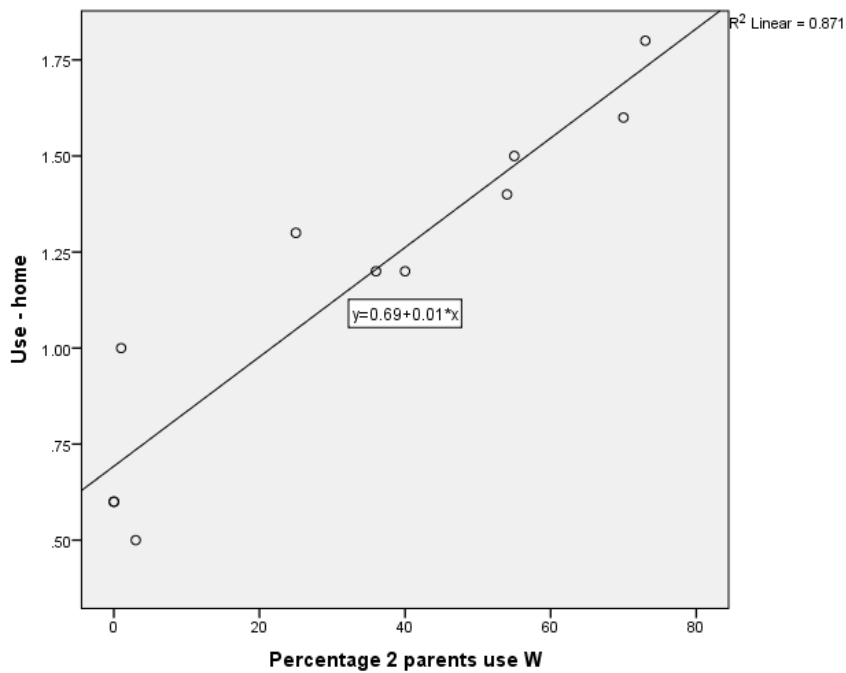


Fig. 56 - Relationship between percentage of pupils reporting two parents using Welsh and use of Welsh in the home (pupil questionnaires)

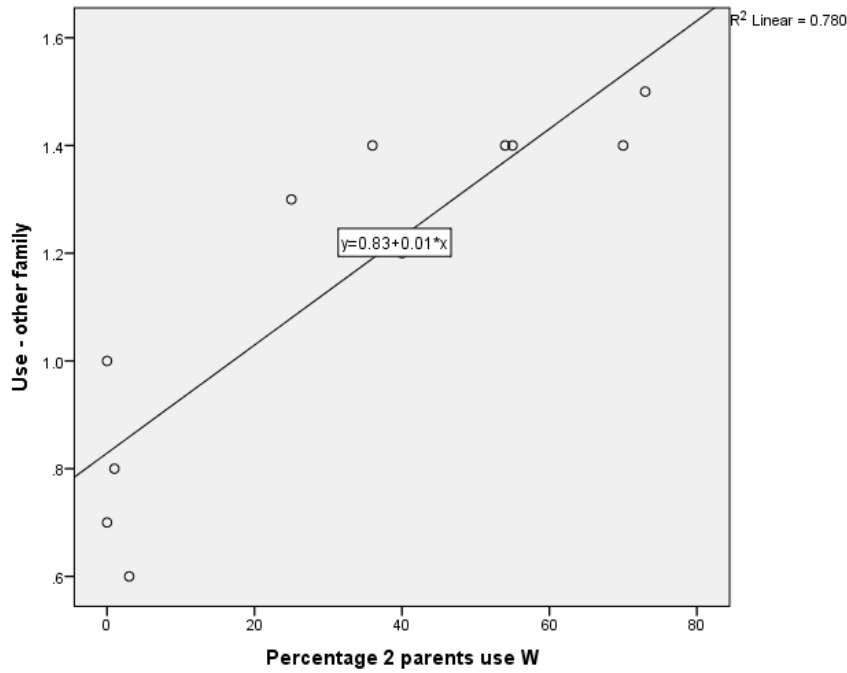


Fig. 57 - Relationship between percentage of pupils reporting two parents using Welsh and use of Welsh with other relatives (pupil questionnaires)

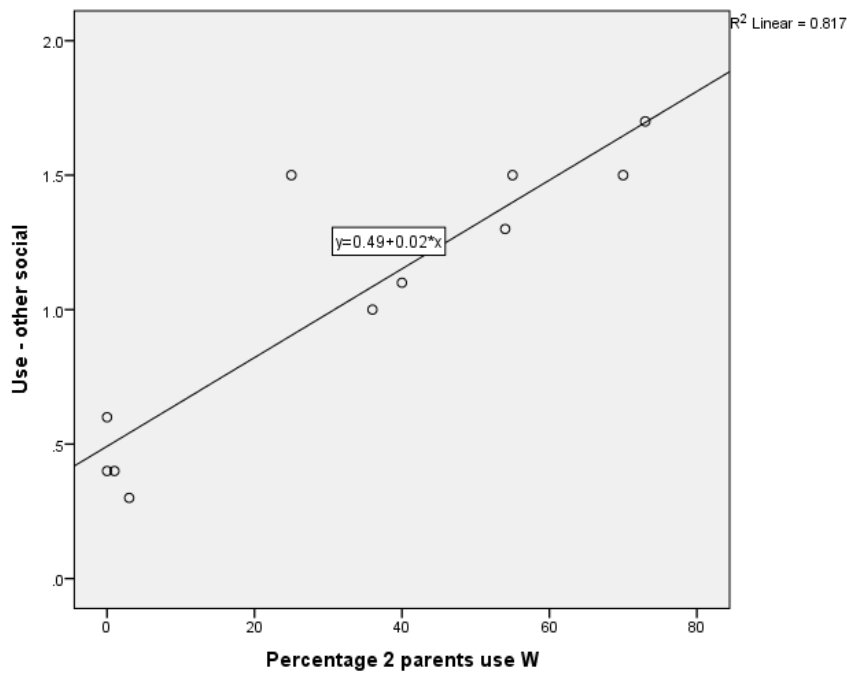
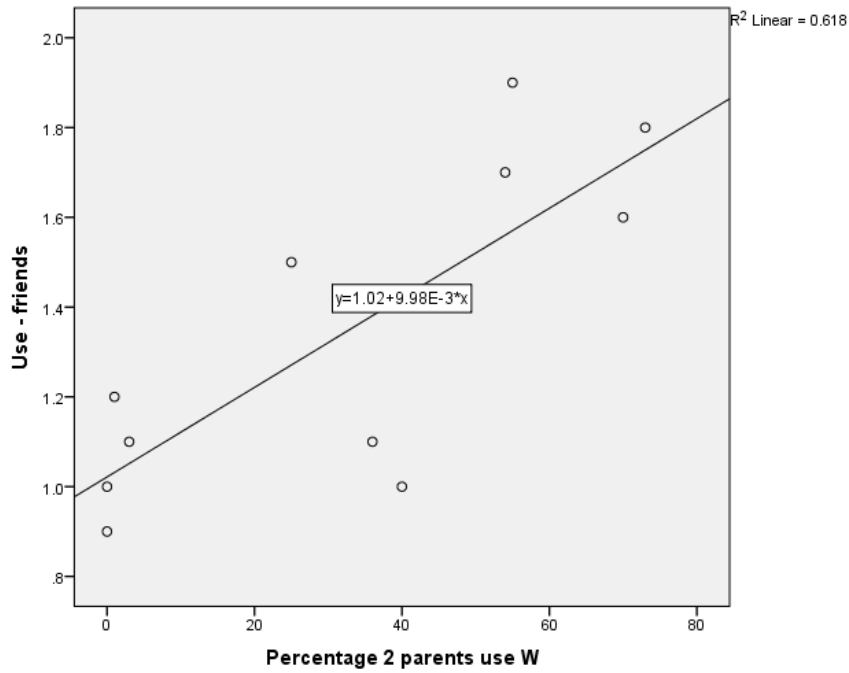
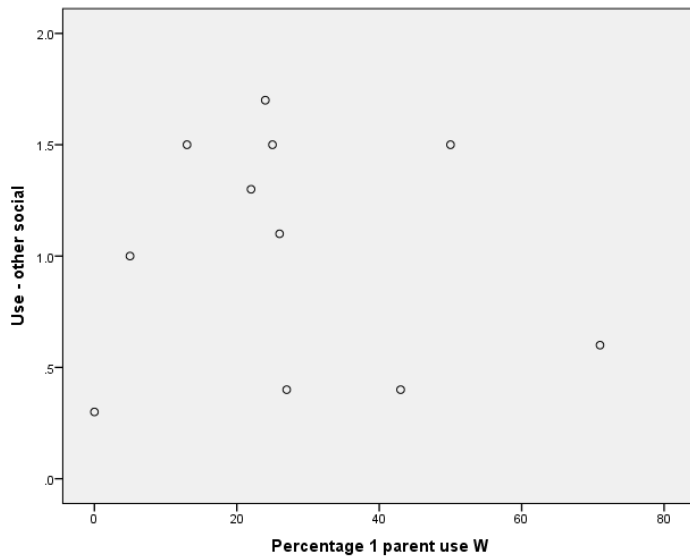


Fig. 58 - Relationship between percentage of pupils reporting two parents using Welsh and use of Welsh in other social contexts (pupil questionnaires)



*Fig. 59 - Relationship between percentage of pupils reporting two parents using Welsh and use of Welsh with friends (pupil questionnaires)*



*Fig. 60 - Relationship between percentage of pupils reporting one parent using Welsh and use of Welsh in other social contexts (pupil questionnaires)*

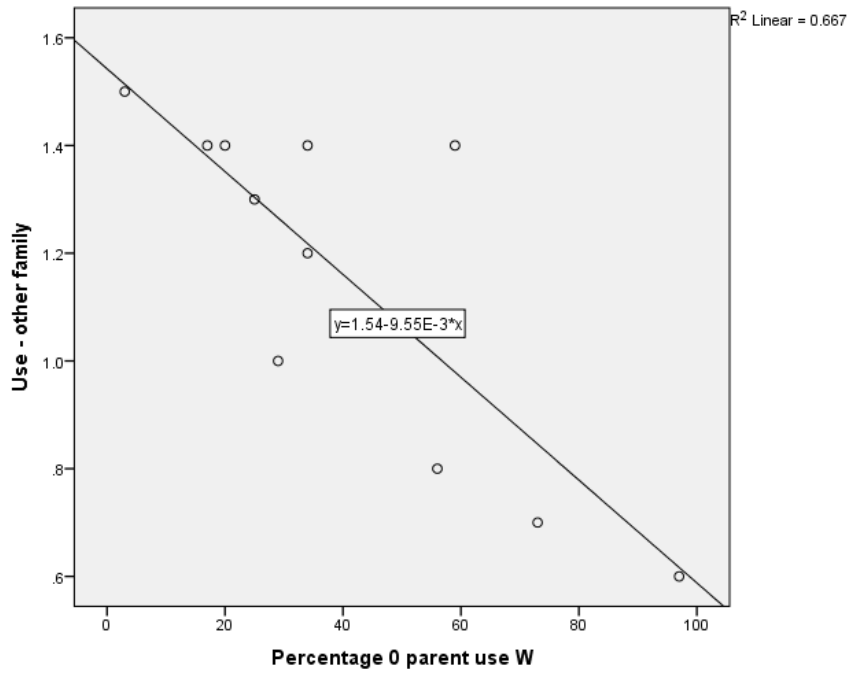


Fig. 61 - Relationship between percentage of pupils reporting no parents using Welsh and use of Welsh with other relatives (pupil questionnaires)

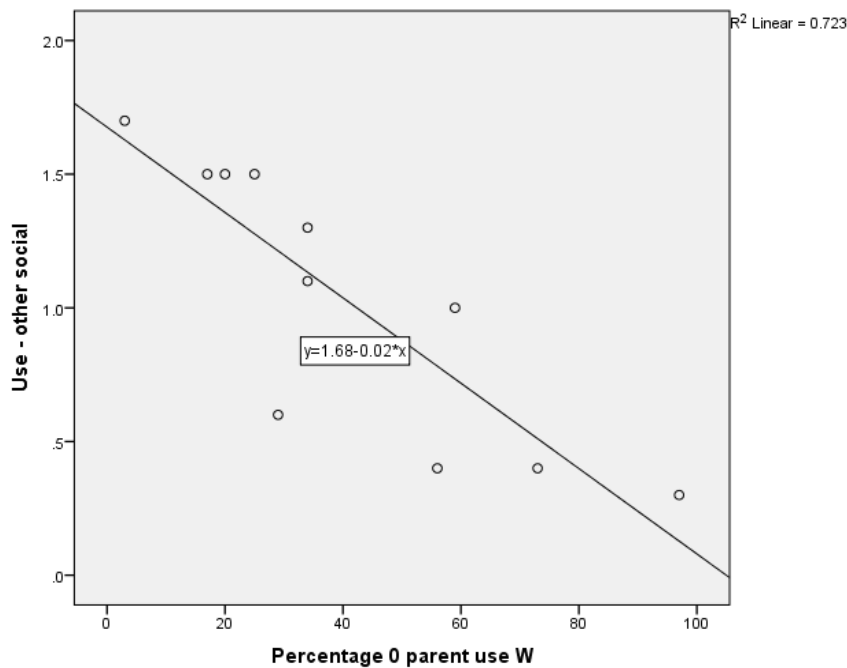
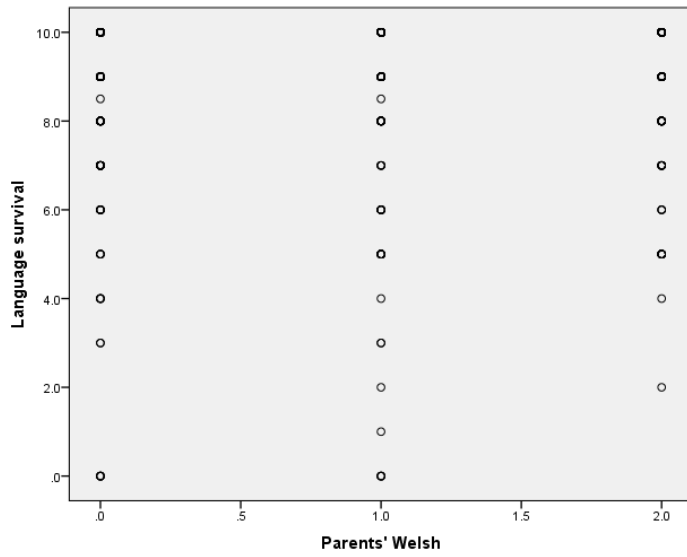
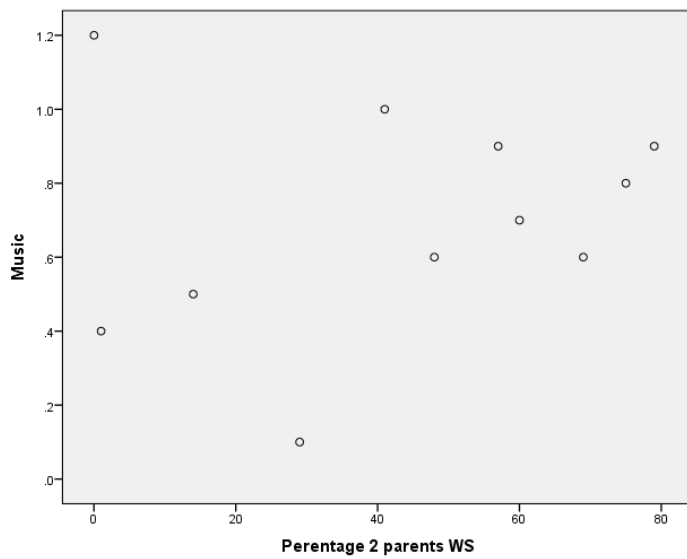


Fig. 62 - Relationship between percentage of pupils reporting no parents using Welsh and other social use of Welsh (pupil questionnaires)



*Fig. 63 - Relationship between number of parents reported as able to speak Welsh and pupils' attitude to the survival of the language (by individual cases) (pupil questionnaires)*



*Fig. 64 - Percentage of pupils reporting two parents able to speak Welsh and pupils' engagement with Welsh music (pupil questionnaires)*

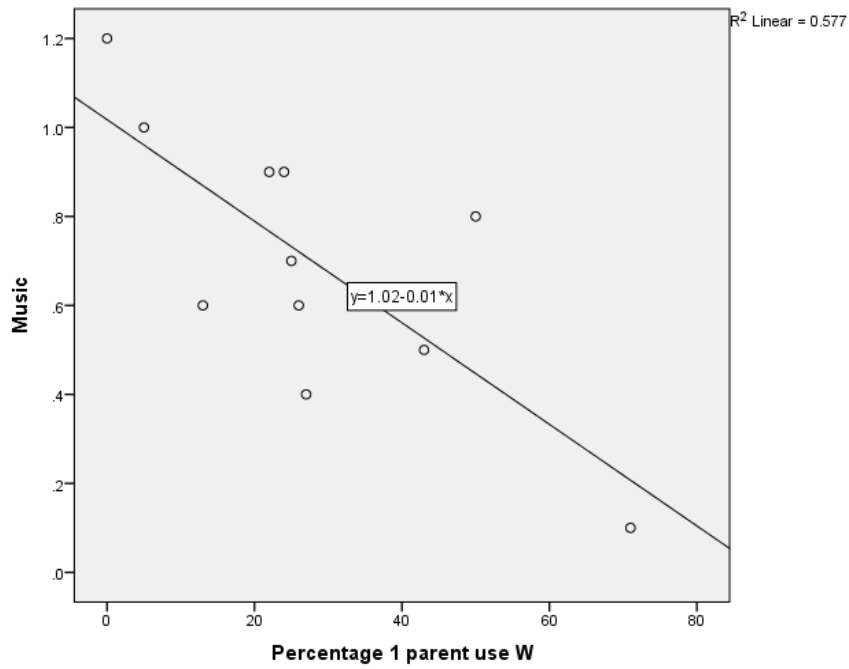


Fig. 65 - Relationship between one parent reported as using Welsh and pupils' engagement with Welsh music (pupil questionnaires)

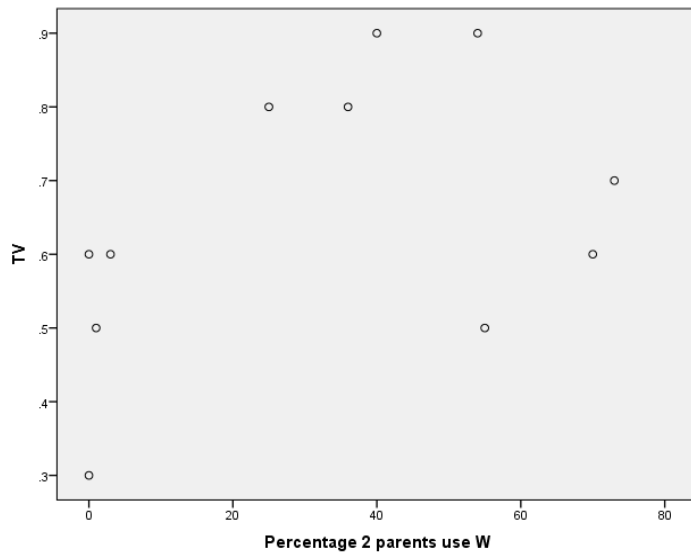


Fig. 66 - Relationship between two parents reported as using Welsh and pupils' engagement with Welsh content on television (pupil questionnaires)

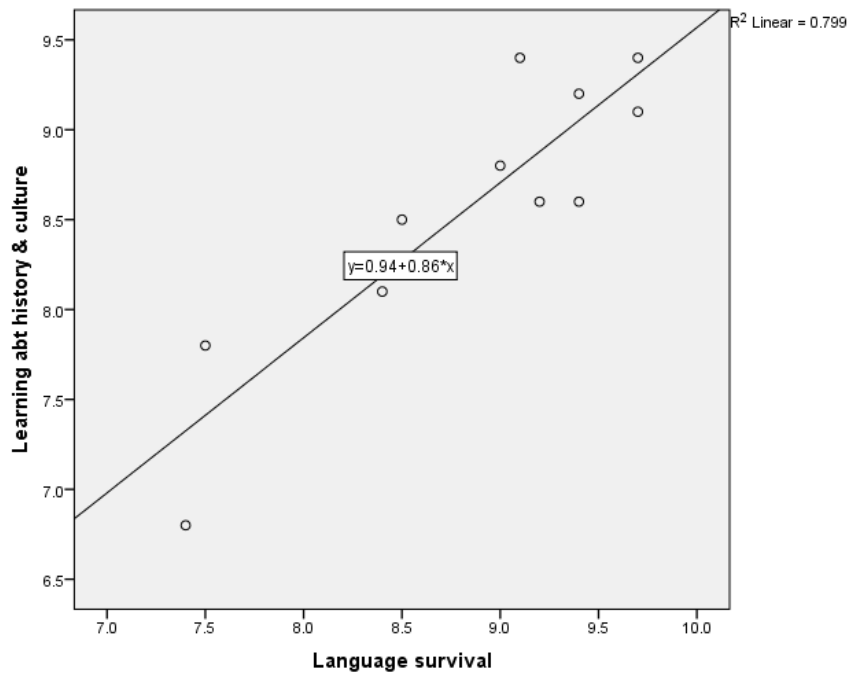


Fig. 67 - Relationship between pupils' attitude to the survival of the Welsh language and attitude to learning about Welsh culture and history (based on school averages) (pupil questionnaires)

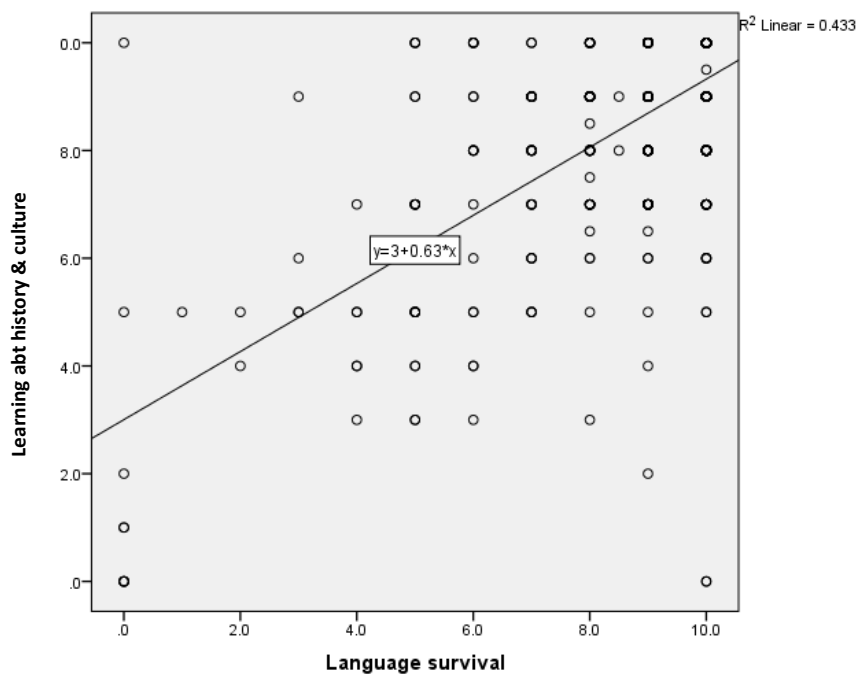
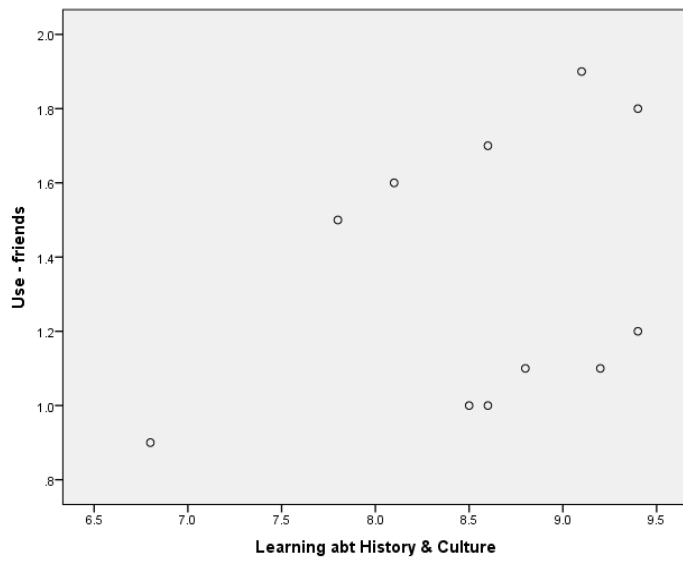


Fig. 68 - Relationship between pupils' attitude to the survival of the Welsh language and attitude to learning about Welsh culture and history (based on individual cases) (pupil questionnaires)





*Fig. 69 - Relationship between pupils' attitude to learning about Welsh culture and history and usage of Welsh with friends (based on school averages) (pupil questionnaires)*

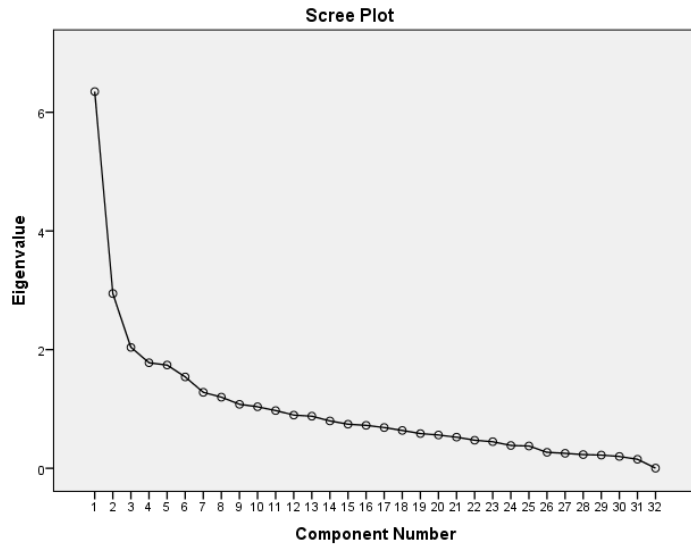
### Rotated Component Matrix<sup>a</sup>

	Component									
	1	2	3	4	5	6	7	8	9	10
Group	-.828	-.057	.157	-.090	.074	.012	.228	.157	.165	.151
School	-.839	.039	.054	-.077	.152	.047	.266	.139	.125	.148
Gender	.077	.035	-.075	-.487	.315	-.236	.110	.225	.018	.182
Welsh 1/2	-.496	-.047	.017	.063	.206	-.039	-.049	-.315	-.326	-.094
Parents' Welsh	.546	.087	.255	.405	-.107	-.115	.091	.369	-.094	.208
Parents' use	.272	.014	-.062	.766	-.006	-.248	.030	-.003	-.144	.168
Ability	.296	.420	.381	-.448	.000	.009	.060	.254	.111	-.102
Use - home	.512	.329	.315	.458	.087	-.119	.031	.180	.008	.099
Use - relatives	.520	.184	.210	.365	.113	-.063	-.064	.286	.056	.410
Use - friends	.690	.166	.168	-.104	.260	-.231	-.076	-.064	.013	-.068
Use - social	.654	.138	.389	.055	.047	-.064	.261	.137	-.074	.099
Use - media	.707	.038	.361	-.017	.189	-.050	.108	-.053	-.050	.064
TV	.076	.198	.744	.090	.142	-.103	-.022	.135	.077	.057
Radio	.217	.145	.693	.059	.252	.157	-.046	-.022	-.036	.023
Websites	.019	-.020	.061	-.049	.753	.111	.044	-.029	.049	.244
Music	-.029	.104	.330	-.032	.750	-.087	-.013	.027	-.053	-.128
Reading	.290	.237	.283	.059	.405	.020	.152	-.171	-.152	-.037
Influence - parents	.176	.553	.042	.054	.123	-.135	-.167	.400	.180	.086
Influence - home	-.051	.022	.202	.543	.064	-.186	.052	.141	.244	-.278
Influence - family	-.083	.129	.041	-.019	.103	-.132	-.097	.011	.048	.808
Influence - friends	.135	.059	-.091	-.028	.051	-.052	.012	-.655	-.019	-.001
Influence - teachers	-.040	-.050	-.019	-.222	.064	.777	-.115	.136	-.013	-.141
Influence - other staff	-.180	-.233	-.093	.106	.190	.522	.228	.061	.227	-.133
Influence - comm workers	-.101	-.091	.053	-.088	-.090	-.020	.160	.143	.735	-.061
Influence - media	-.028	.085	.014	.081	.049	.111	.641	-.007	.117	-.248
Influence - sport	-.159	.028	.043	.131	-.092	-.107	.423	-.418	.255	.018
Influence - internet	-.025	.059	-.048	-.090	.053	-.001	.689	-.016	-.104	.069
Influence - religion	-.082	.158	-.035	.093	.105	.148	-.241	-.294	.691	.163
Most imp influence	-.199	-.205	.118	-.185	-.284	.577	.248	-.240	-.028	.119
Language survival	.089	.818	.252	-.048	.051	-.134	.104	-.061	-.016	.069
Culture teaching	.085	.795	.087	.056	.026	-.078	.109	-.111	-.041	.060
	.241	-.419	.408	-.055	-.389	-.264	-.267	.039	.115	-.100

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 12 iterations.



*Fig. 70 - Factor Analysis – pupil questionnaires*

**Table 11 – Parental questionnaire null responses**

<b>School</b>	<b>Total responses (M/F/N)</b>	<b>Q2 Child's knowledge of Welsh</b>	<b>Q3 Ability in Welsh</b>	<b>Q4 Use of Welsh</b>	<b>Q5 Satisfaction with child's progress</b>	<b>Q6 Perception of child's use</b>	<b>Q8 Importance of language survival</b>	<b>Q10 No. responding (2, 1 %)</b>
<b>Trewiwer</b>	63 (33,13,18)	0	0	0	1	0	1	1
Llanwiwer	2 (0,1,1)	0	0	0	0	0	0	0
Rhydwiwer	16 (5,7,4)	0	1	0	1	1	0	0
Group	81 (38,21,23)	0	1	0	2	1	1	1
<b>Treddyfrgi</b>	11 (4, 3, 4)	0	0	0	0	0	0	0
Llanddyfrgi	5 (4 0,1)	0	0	0	0	0	0	0
Rhyd-ddyfrgi	8 (4,1,3)	0	0	0	0	0	0	0
Group	24 (12,4,8)	0	0	0	0	0	0	0
<b>Trelwynog</b>	54 (7,40,7)	1	0	0	0	0	0	0
Llanllwynog	15 (10,0,5)	0	0	0	0	0	0	0
Rhydlwynog	0	-	-	-	-	-	-	-
Group	69 (17,40,12)	1	0	0	0	0	0	0
<b>Trebathew</b>	29 (22,2,5)	1	1	1	1	1	1	1
Llanbathew	9 (8,0,1)	0	0	0	0	0	0	0
Group	38 (30,2,6)	1	1	1	1	1	1	1
<b>Totals</b>	213 (97,67,49)	2	2	1	3	2	2	2

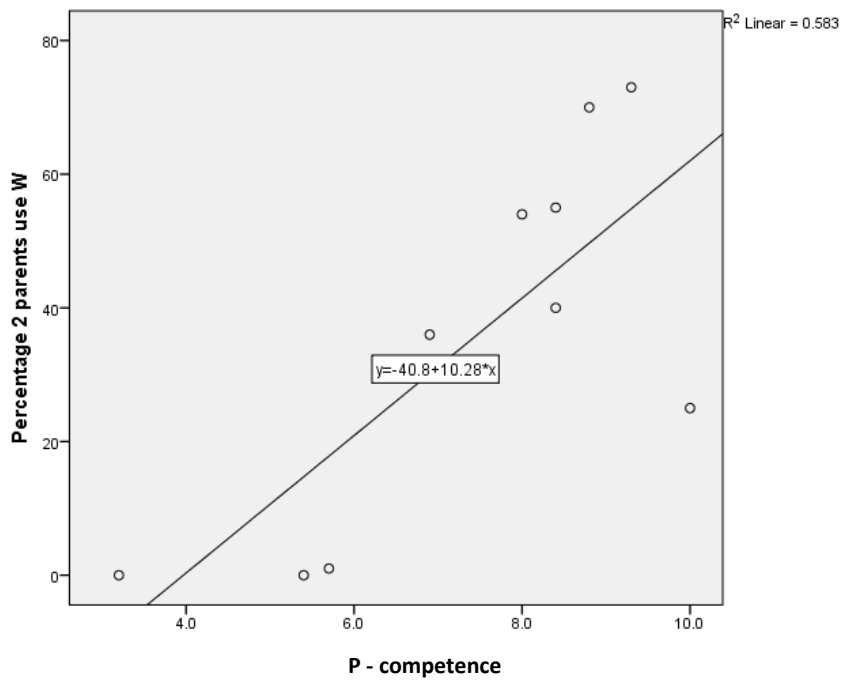


Fig. 71 - Relationship between parental self-reported competence in Welsh and percentage where two parents reported using Welsh (parental questionnaires)

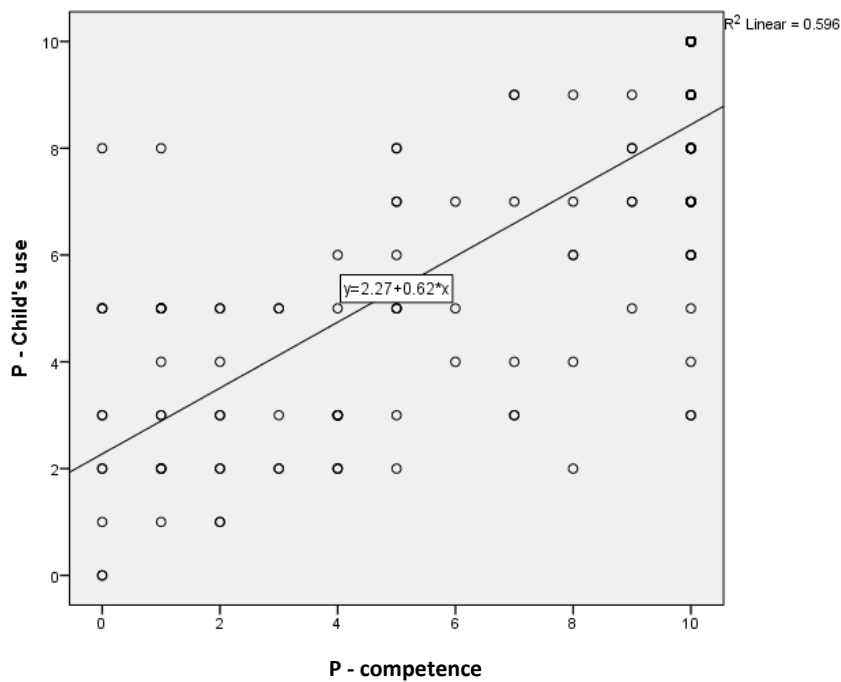


Fig. 72 - Relationship between parental self-reported competence in Welsh and perception of child's use of the language (parental questionnaires)

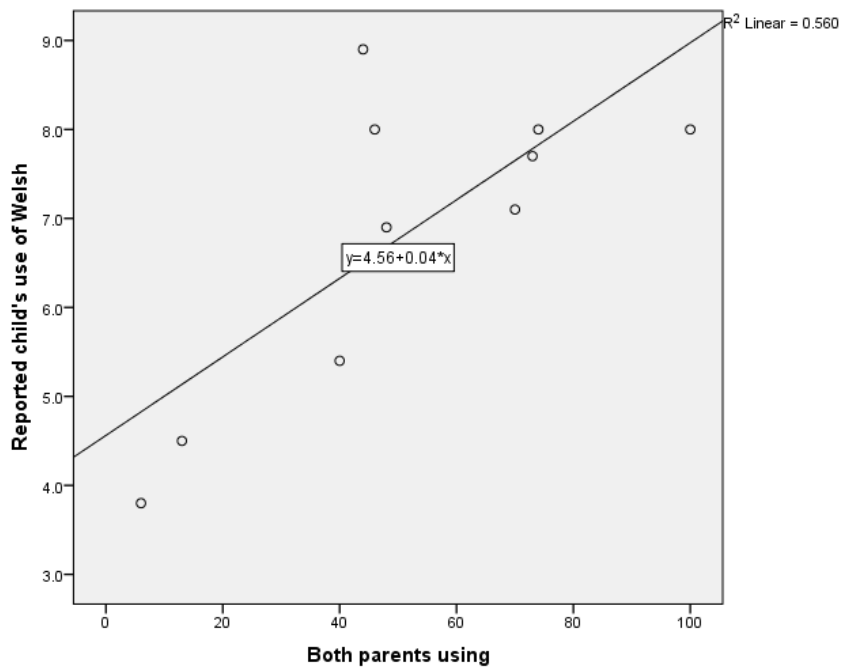


Fig. 73 - Relationship between two parents reporting using Welsh at home and perception of child's use of the language (parental questionnaires)

### Rotated Component Matrix<sup>a</sup>

	Component	
	1	2
P - Child's Welsh 1/2	-.852	.043
P - Competence	.896	.044
P - Use	.911	.019
P - Satisfaction	.190	.809
P - Child's use	.898	.162
P - Language Survival	.160	.802
GenderP	-.197	.387

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser

Normalization.

a. Rotation converged in 3 iterations.

Fig. 74 - Factor Analysis – parental questionnaires

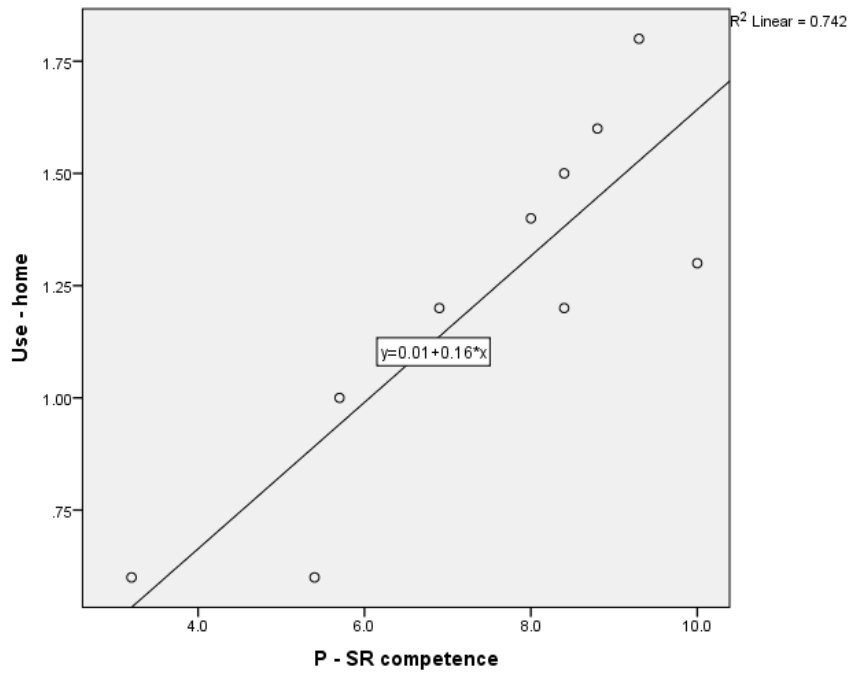


Fig. 75 - Relationship between parents' self-reported competence in Welsh and pupils' self-reported home use of Welsh

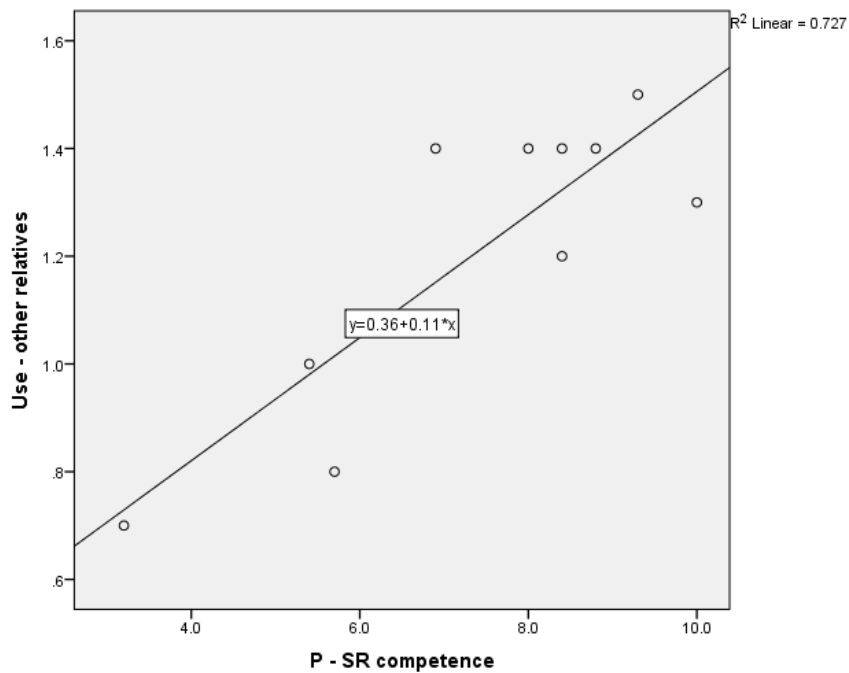


Fig. 76 - Relationship between parents' self-reported competence in Welsh and pupils' self-reported use with other relatives

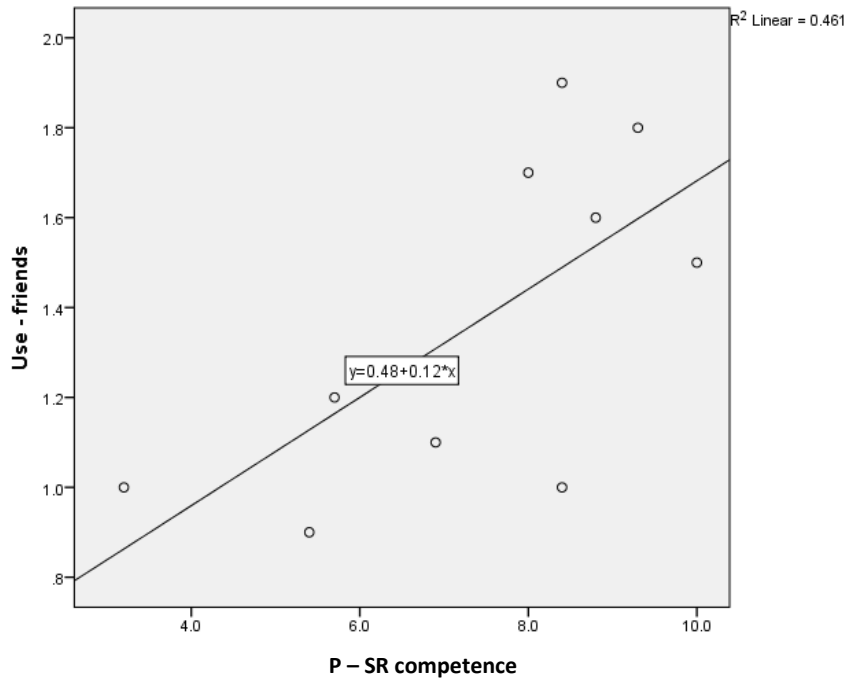


Fig. 77 - Relationship between parents' self-reported competence and pupils' self-reported use with friends

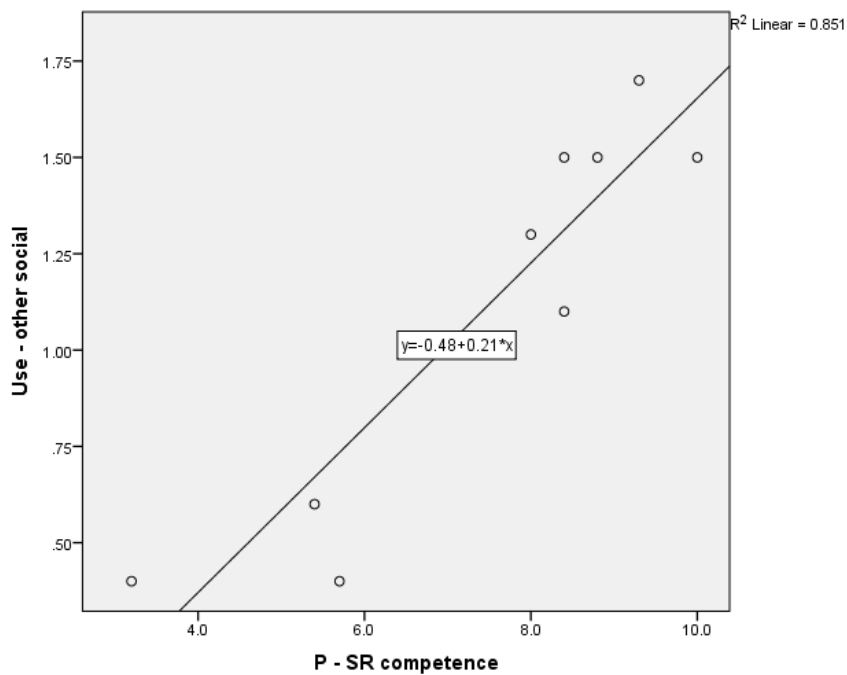


Fig. 78 - Relationship between parents' self-reported competence in Welsh and pupils' self-reported other social use



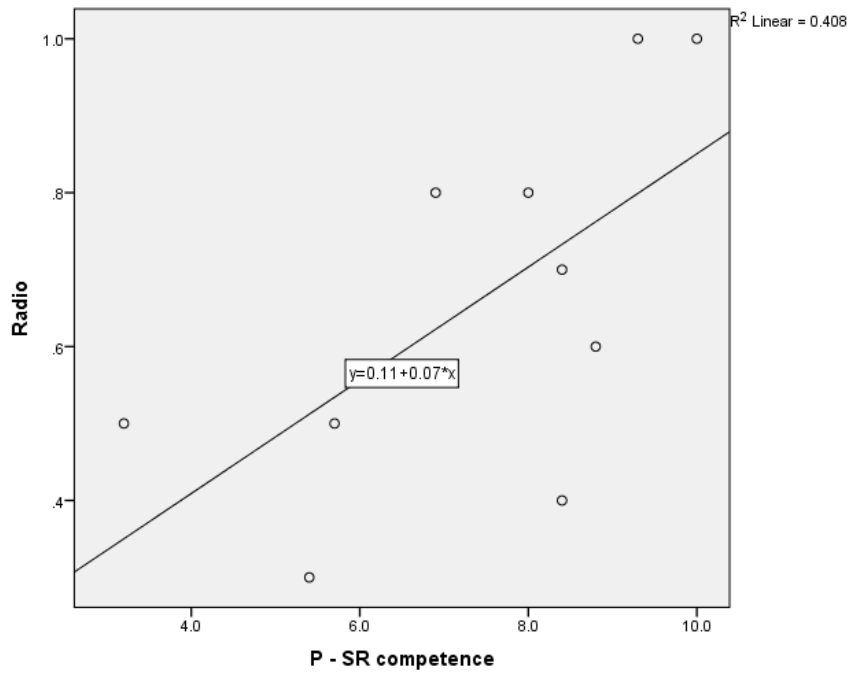


Fig. 79 - Relationship between parents' self-reported competence in Welsh and pupils' self-reported engagement with Welsh on radio

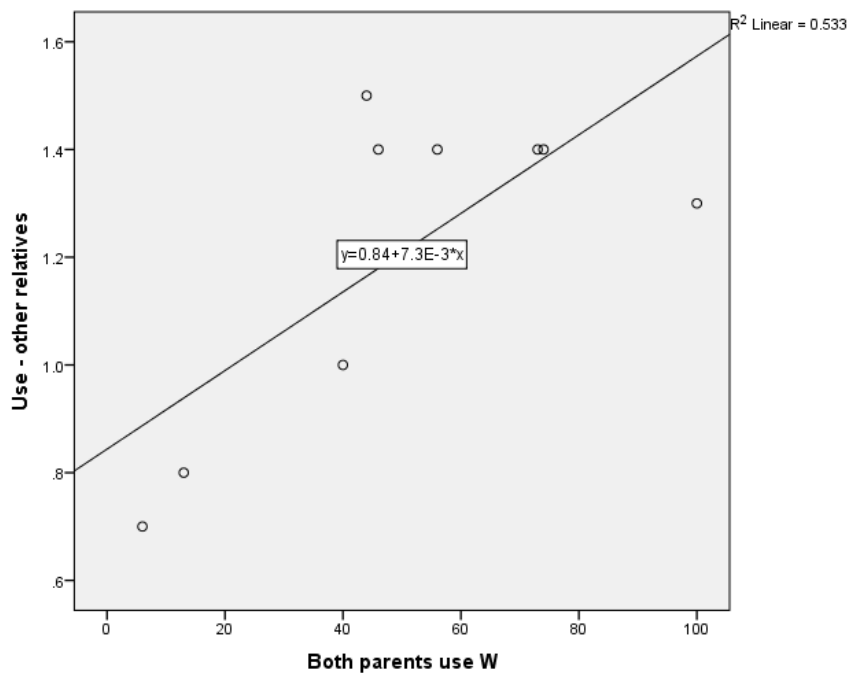


Fig. 80 - Relationship between two parents' self-reported use of Welsh and pupils' self-reported use with other relatives

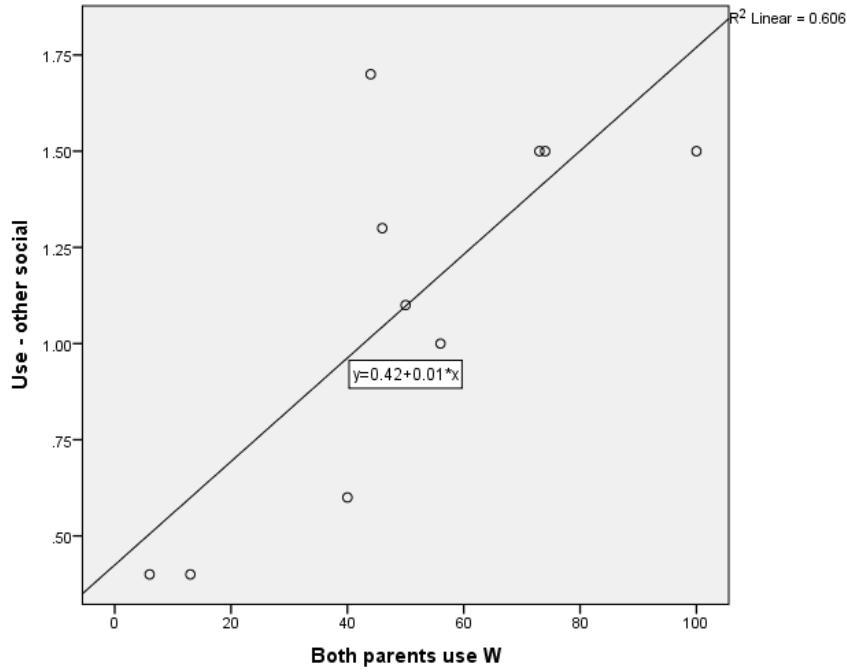


Fig. 81 - Relationship between two parents' self-reported use of Welsh and pupils' self-reported other social use

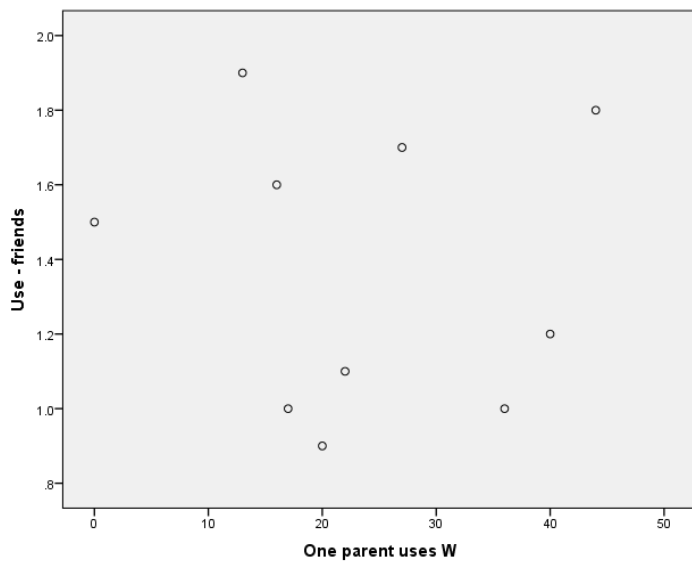
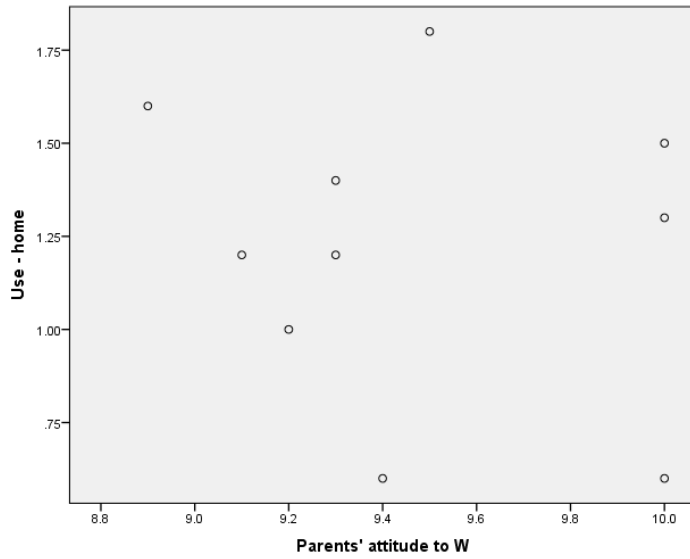
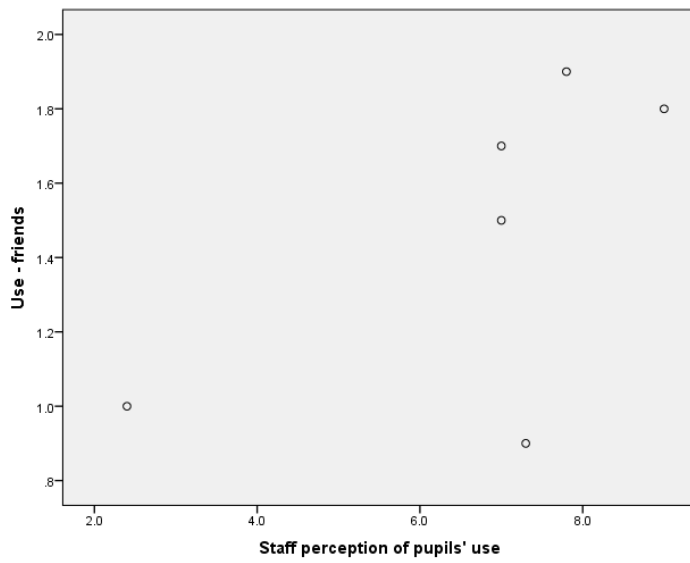


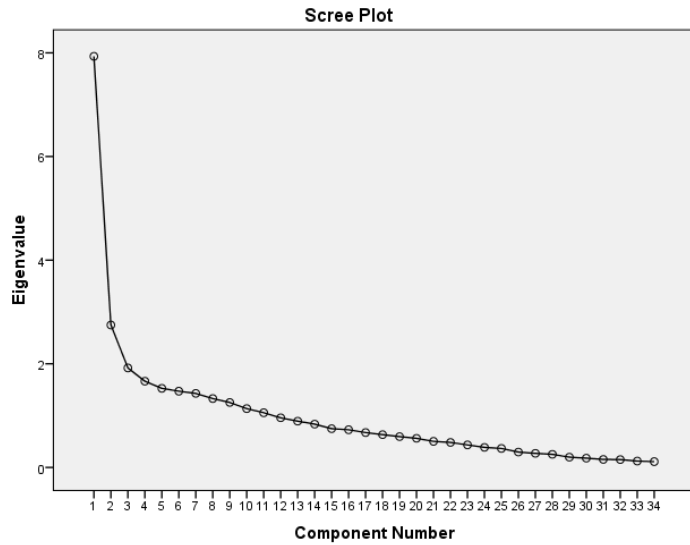
Fig. 82 - Relationship between one parent's self-reported use of Welsh and pupils' self-reported use with friends



*Fig. 83 - Relationship between parental self-reported attitude to the Welsh language and pupils' self-reported use of Welsh in the home*



*Fig. 84 - Relationship between staff perception of pupils' social use of Welsh and pupils' self-reported use*



**Rotated Component Matrix<sup>a</sup>**

	Component										
	1	2	3	4	5	6	7	8	9	10	11
Gender	-.189	.044	.063	.066	.092	-.081	.583	-.070	-.209	.283	-.102
Welsh 1/2	-.545	.005	-.463	-.174	.220	.157	-.016	.033	.062	-.104	-.057
Parents' Welsh	.873	.045	-.002	-.034	.005	-.038	.008	.026	-.006	.126	-.026
Parents' use	.571	-.007	-.647	.123	.106	-.139	-.118	.054	-.056	.034	.026
Ability	.176	.156	.825	.176	.031	.023	.123	-.036	.046	.156	-.046
Use - home	.847	.157	-.098	.127	-.041	-.046	.030	.130	.002	-.062	.032
Use - relatives	.708	.128	.003	.057	-.106	-.080	.002	.086	-.043	-.029	.314
Use - friends	.353	.267	.134	-.021	.261	-.290	-.114	.008	-.514	-.129	-.146
Use - social	.659	.304	.160	.074	.017	-.031	-.089	-.065	-.116	-.045	-.031
Use - media	.610	.378	.118	-.032	.122	-.134	-.230	-.020	-.218	-.197	.038
TV	.167	.582	.126	.102	-.206	-.041	.067	.187	-.207	.063	.190
Radio	.221	.488	.344	.101	-.162	.052	-.118	.183	.119	-.182	.115
Websites	-.032	.678	-.128	.032	-.073	.141	.325	-.077	-.085	-.015	.119
Music	.165	.790	.058	.082	.069	-.053	.034	.016	.080	.048	.010
Reading	.134	.540	.106	.133	.246	-.068	-.168	-.015	.123	-.215	-.211
Influence - parents	.373	.137	.145	.060	-.123	-.132	.626	.254	.198	-.065	-.181
Influence - home	.312	.170	-.175	-.131	-.231	.234	-.155	-.096	.121	.436	-.001
Influence - family	.119	.091	-.041	.111	-.120	-.069	-.100	-.034	-.029	.003	.831
Influence - friends	-.092	-.093	-.121	.049	.788	.095	.034	.001	.020	-.040	-.127
Influence - teachers	-.156	-.161	.339	.001	-.238	.643	-.138	.087	-.226	-.249	-.151
Influence - other staff	-.088	.061	-.067	-.017	.220	.833	-.018	-.017	.092	.134	-.024
Influence - comm workers	.036	-.109	.160	-.028	-.006	-.003	.103	.042	-.033	.762	.004
Influence - media	-.257	.391	-.134	.229	-.175	-.067	-.244	-.213	.069	.197	-.262

Influence - sport	-.117	-.109	-.182	.278	-.390	-.084	-.421	.130	.062	.196	-.269
Influence - internet	-.096	.068	.091	.010	.089	-.053	-.105	-.017	.844	-.038	-.090
Influence - religion	-.172	-.192	-.284	.117	-.381	.078	.325	-.289	-.101	-.277	-.027
Language survival	.105	.118	.121	.837	.050	.021	.046	.086	-.098	-.006	.139
Culture teaching	.104	.154	.034	.837	-.030	-.035	.005	-.057	.101	-.076	-.014
P - Child's Welsh 1/2	-.834	-.047	-.029	-.022	.030	-.080	-.046	.053	.085	-.035	-.026
P - Ability	.899	-.005	-.025	-.098	-.022	-.085	.095	.081	.062	-.010	.043
P - Use	.886	.012	.059	-.002	-.033	.019	-.042	.007	-.020	.071	.052
P - Satisfaction	.089	.020	.342	.063	.111	-.191	-.107	.531	-.077	.074	.325
P - Child's use	.852	-.029	.081	.170	.145	-.039	.037	.104	-.001	.050	-.018
P - Language Survival	.061	.042	-.145	.003	-.041	.093	.057	.848	.004	-.017	-.115

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 12 iterations.

*Fig. 85 - Factor Analysis – all data sets*

## APPENDIX 13

### *Additional Examples from Qualitative Data*

[Paragraph referencing is as in the Results and Analysis chapter.]

#### *Pupils' Questionnaire Responses*

##### *4.8.2.1 Influence of adults/institutions in authority*

swimming club / Clwb nofio (**Trewiwer (NWS), Q9, M**)

Gwersi gymnastics. Gwersi piano. (*Gymnastics lessons. Piano lessons.*) (**Trewiwer, Q9, F**)

pel droed nofio rygbi (*football swimming rugby*) (Rhydwiwer (NWP2), Q9, M)

Eisteddfod (**Treddyfrgi (NES), Q9, M**)

Pel drod Rygbi (*Foot ball Rugby*) (**Treddyfrgi, Q10, M**)

Eisteddfod yr urdd ac Adran yr urdd (*urdd Eisteddfod and urdd Division*) (Rhyd-ddyfrgi (NEP2), Q13, M)

PlayScheme (**Trelwynog (SES), Q9, F**)

Siopa (*Shopping*) (**Trelwynog, Q9, M**)

Siopa'n yn y 'corner shop' (*Shopping at the 'corner shop'*) (**Trelwynog, Q9, M**)

Yr ysgol (*The school*) (**Trelwynog, Q10, M**)

llangranog ac Glanllyn (*Llangrannog and Glanllyn - Urdd Gobaith Cymru camps*) (**Trelwynog, Q13, F**)

Roedd e'n hwyl I'r Eisteddfod a clywed gymaint o bobl yn siarad Cymraeg. (*It was fun to the Eisteddfod and hear so many people speaking Welsh.*) (**Trelwynog, Q13, M**)

Mae'n wych gallu siarad iaith arall yn rhugl ac siarad gyda pobl eraill mewn y Cymraeg fel gyda rhywyn sy'n dysgu chi i dringo neu sgïo. (*It's great to be able to speak another language fluently and talk to other people in Welsh like someone who's teaching you to climb or ski.*) (**Trelwynog, Q13, F**)

Pob Dydd Sul dwi yn mynd I capel cymraeg Mynydd Seion gyda Mam a Dad (*Every Sunday I go To Mynydd Seion welsh chapel with Mum and Dad*) (**Trelwynog, Q13, F**)

mewn clwb Rugby (*in a Rugby club*) (Rhydylwynog (SEP2), Q9, M)

Clwb ffermwyr ifanc (*Young farmers' club*) (**Trebathew (SWS), Q9, F**)

Eglwys (*Church*) (**Trebathew, Q9, F**)

Talking to youth club owner (**Trebathew, Q9, M**)

Urdd (**Trebathew, Q10, F**)

Merlota (*Pony trekking*) (Llanbathew (SWP1), Q9, F)

#### **4.8.2.2 Identity**

Gwyneud pob peth yn Cymraeg (*Do everything in Welsh*) (**Trewiwer, Q9, M**)

Rwy'n falch iawn fy mod wedi cael fy ngeni mewn teulu 100% Cymraeg. (*I'm very glad that I've been born in a 100% Welsh speaking family.*) (**Trewiwer, Q13, F**)

Oeddwn yn byw yn Lloegr tan yr oeddwn yn 8 mlwydd oed. Mi chefais fy ngeni yn Cymru, felly ers iddaf symud i fyw yn Nghymru yn blwyddyn 4 mae'r iaith Cymraeg yn bwysig iawn iddaf. (*I lived in England until I was 8 years old. I wasn't born in Wales, so since I moved to live in Wales in year 4 the Welsh language is very important to me.*) (**Trewiwer, Q13, F**)

Mae'r iaith Cymraeg yn iaith ardderchog (*The Welsh language is an excellent language*) (**Trewiwer, Q13, F**)

Mae siarad Cymraeg yn llawer gwell na Saesneg (*Speaking Welsh is far better than English*) (**Trewiwer, Q13, F**)

Mae o yn bwysig siarad Cymraeg oherwydd enw Cymraeg ydir gwlad. Rydw i ddim yn licio pobol Seusneg oherwydd pobol Cymraeg ydi ni ag mae enw [Ysgol Trewiwer] yn Cymraeg. (*It's important to speak Welsh because the country is a Welsh name. I don't like English people because we're Welsh people and [Trewiwer school's] name is Welsh.*) (**Trewiwer, Q13, F**)

Rydyn ni yn lwcus i gael iaith cymraeg a Seusneg Pan ma llawer ond hefo Seusneg!! (*We're lucky to have the welsh and English languages When there are a lot with only English!!*) (Rhydwiwer, Q13, F)

Rydw i yn hoffi siarad cymraeg ac Gweld a canu hefo pobol Cymraeg. Mae o yn andros o dda i siarad Cymraeg. (*I like speaking Welsh and Seeing and singing with Welsh people. It's amazingly good to speak Welsh.*) (**Treddyfrgi, Q13, F**)

Am flynyddoedd es i'r eisteddfod a heb y iaith Cymraeg bydd dim eisteddfod. (*For years I went to the eisteddfod and without the Welsh language there'll be no eisteddfod.*) (**Trelwynog, Q9, F**)

It is fun and it make's me feel special having to be able to speak a different language than my friends as well as other languages (**Trelwynog, Q13, M**)

Dwi'n hoffi y iaith gymraeg lot mawr! Mae'n fel talent dwi'n gyda ond ddim o fy ffrindiau arall yn cael. (*I like the Welsh language a great deal! It's like a talent I have but none of my other friends have.*) (**Trelwynog, Q13, M**)

Mae'n hwyl siarad cymraeg oherwydd mae e ddim fel Saesneg. Mae'n wahanol (*It's fun speaking welsh because it's not like English. It's different*) (**Trelwynog, Q13, F**)

Dwi'n falchgar am gallu siarad Cymraeg. Mae cwl i gallu siarad dwy ieithoedd. (*I'm proud of being able to speak Welsh. It's cool to be able to speak two languages.*) (**Trelwynog, Q13, M**)

Wel Mae Cymraeg yn helpu fi meddwl fwy am ble dwi'n byw. (*Well Welsh helps me think more about where I live.*) (**Trelwynog, Q13, F**)

Fy frindiau saesneg yn meddwl mae'n cwl ond oherwydd dwi'n wedi siarad e trwy fy mywyd felly maen arfer (*My english friends think it's cool but because I've spoken it all my life so it's usual*) (**Trelwynog, Q13, M**)

Rydy'n yn falch am iaith ai wlad cymraeg. Mae rhai pobl yn gweddio am iaith gymraeg a dyla ni (*We're proud of the Welsh language and land. Some people are praying for the welsh language and we should*) (**Trelwynog, Q13, F**)

Mae hi'n bwysig i siarad Cymraeg oherwydd mae'r iaith yn dweud ble ni wedi dod o ac dangos ni'n 'proud' i fod o Gymru. (*It's important to speak Welsh because the Language tells us where we've come from and shows that we're 'proud' to be from Wales.*) (**Trelwynog, Q13, F**)

Hoffa i dysgu mwy am hanes Cymru. (*I like to learn more about Welsh history.*)

(Llanllwynog, Q13, F)

mae'n diddorol i sharad Cymraeg (*it's interesting to speak Welsh*) (Rhydlywynog, Q13, M)

reali hoffi e (*really like it*) (Rhydlywynog, Q13, F)

Dwi wir yn mwynhau dysgu Cymraeg yn ysgol ac eisiau ddysgu mwy o pobl yr iaith. (*I really enjoy learning Welsh at school and want to teach the language to more people.*)

(Rhydlywynog, Q13, M)

I feel very to be able to speak some welsh and very keen to learn and improve in the language (**Trebathew, Q13, M**)

Mae Siarad cymraeg yn pwysig oherwydd Mae'n gwneud ni'n wahanol (*Speaking welsh is important because It makes us different*) (**Trebathew, Q13, M**)

#### **4.8.2.3 Parental/family influence**

mae'n neis cael siarad yn Cymraeg efo mam a taid. (*it's nice to get to speak Welsh with mum and grandad.*) (**Trewiwer, Q13, F**)

Ar gwilia (*On holiday*) (Llanwiwer, Q9, F)



gyda teulu (*with family*) (**Treddyfrgi, Q9, F**)

Capel, Nain a Taid (*Chapel, Grandma and Grandad*) (Llanddyfrgi, Q9, F)

gyda fy nheulu / Mam / Brawd (*with my family / Mum / Brother*) (**Trelwynog, Q9, F**)

Siarad efo fy chwaer (*Talking to my sister*) (**Trelwynog, Q9, F**)

Rhai weithiau dwi'n Siarad Cymraeg gyd Fy Wncle ac fy mam (*Sometimes I Speak Welsh with My Uncle and my mother*) (**Trelwynog, Q9, M**)

gyda fy modryb sydd wedi mynd i [Ysgol Trelwynog]. (*with my aunt who went to [Trelwynog School].*) (**Trelwynog, Q9, M**)

Ar y ffôn i fy nghefyndiroedd. (*On the phone to my cousins.*) (**Trelwynog, Q9, M**)

Fy chwaer Bach (*My Little sister*) (**Trelwynog, Q10, F**)

Roedd fy mam eisiau i siarad iaith gwhanol ddim Saesneg ond Saesneg ac Cymraeg (*My mum wanted me to speak a different language not English but English and Welsh*)

(**Trelwynog, Q13, F**)

Siarad efo brodydd a chwiorydd (*Talking with brothers and sisters*) (**Trelwynog, Q9, F**)

Aelodau eraill y teulu (*Other family members*) (Llanllwynog, Q10, M)

Nain a teulu yn [place name] (*Grandma and family in [place name]*) (Llanllwynog, Q9, M)

#### **4.8.2.4 Duty/Compulsion/Extrinsic motivation**

bobl eraill ddim yn dalld chi yn siarad. (*other people don't understand you speaking.*)

(**Trewiwer, Q9, M**)

Ydy mae'n dda i ddysgu ond dydw i ddim yn gweld y iaith yn bwysig. (*Yes it's good to learn but I don't see the language as being important.*) (**Trewiwer, Q13, M**)

Gadw fy dyddiadur yn cymrage so mae mam ddim yn deall. (*Keep my diary in welsh so mum doesn't understand.*) (**Trelwynog, Q9, F**)

Gwaith cartref (*Homework*) (**Trelwynog, Q10, F**)

ye oherwedd fi a fy mrawd yn galle siarad am pethau ac a mam a dad ddim yn cael cliw (*yes because me and my brother can talk about things and and mum and dad don't have a clue*)

(**Trelwynog, Q13, M**)

Mae gallu helpu mewn bwyd ymlaen. (*It can help with life forward.*) (**Trelwynog, Q13, M**)

pan mae pobl ogwmpas a dwy't ti ddim eisiau nhw clywed. (*when people are around and you don't want them to hear.*) (Llanllwynog, Q9, F)

#### **4.8.2.5 Influence of children on each other**

ar y ffonau symudol (*on the mobile phones*) (Trewiwer, Q9, M)

Mewn llythyr (*In a letter*) (Trewiwer, Q9, F)

Siarad gyda ffrindiau sy'n hoffi gymraed (os ydyn yn fynd i tŷ nhw) (*Talking with friends who like welsh (if we go to their house)*) (Trelwynog, Q9, M)

Ffindau (*Friends*) (Trelwynog, Q10, M)

Sharad gyda frindae. (*Talking with friends.*) (Trelwynog, Q13, F)

mae cymraeg wedi helpo fi wneud ffrindiau newidd. (*welsh has helped me make new friends.*) (Trelwynog, Q13, M)

mae'n afechog a siard efo fy ffriendiau fi. (*it's excellent and speaking with my friends.*) (Trelwynog, Q13, M)

Roedd fy profiad I am y iaeth cymraeg yn gwyh rydw I wedi mynd I sleepover ac roedd y iaeth oeddwn yn siarad yn cymraeg (*My experience about the welsh language was great I've gone to a sleepover and the language I was speaking was welsh*) (Trelwynog, Q13, F)

#### **4.8.2.9 Influence of Technology**

Texto fy ffrindiau ar fy ffon weithiau. (*Text my friends on the 'phone sometimes.*)

(Trelwynog, Q9, F)

Weithiau chwarae minecraft yn Cymraeg (*Sometimes play minecraft in Welsh*) (Trelwynog, Q9, M)

ar y Xbox 360 Live (*on the Xbox 360 Live*) (Trelwynog, Q9, M)

efo brawd yn y ti ac ar y we efo cefdyr (*with brother in the house and on the web with cousin*) (Trelwynog, Q9, M)

Edrych ar mwy o gwyfanau ar y we, iddo ni ac gemau syn helpu ni efo ein gwaith. (*Look at more websites on the web, for us and games which help us with our work.*) (Llanllwynog, Q13, F)

### **Focus Group Comments**

#### **4.8.3.1 Identity**

Fydd o'n wahanol os fysa pawb o Cymru'n siarad Saesneg cos fel fydd neb rili'n siarad Cymraeg yn y byd. (*It'll be ddiferent if everyone from Wales spoke English cos like nobody really will speak Welsh in the world.*) (Llanwiwer, FG, M)

Cos fydd na plant bach yn ysgol ni'n gorfod i symud i fyw a wedyn pan maen nhw'n dŵad yn ôl dyn nhw ddim yn gwbod sut i siarad Cymraeg at ôl. (*Cos there will be some little children in our school who'll have to move away to live and then when they come back they don't know how to speak Welsh at all.*) (Rhydwiwer, FG, M)

Ydy, oherwydd os ti'n Saesnag ti'n cychwyn teulu Saesneg, os ti'n Cymraeg ti'n cael plant sy'n siarad Cymraeg. (*Yes [speaking Welsh is important], because if you're English you start an English [speaking] family, if you're Welsh you have children who speak Welsh.*)

**(Treddyfrgi, FG, F)**

Dach chi'n proud o'o fo felly dach chi isio cario mlaen yn eich bywyd. (*You're proud of it [the Welsh language] so you want to carry on in your life.*) (Rhyd-ddyfrgi, FG, M)

Dylsai mwy o pobol siarad Cymraeg oherwydd maen nhw'n byw yn Cymru a man nhw, ma nhw'n falch i siarad eu hiaith siarad eu hiaith ond maen nhw'n dal i siarad Saesneg (*More people should speak Welsh because they live in Wales and they're, they're proud to speak their language speak their language but they still speak English.*) (Rhyd-ddyfrgi, FG, M)

Pres Cymraeg (*Welsh money*) (Rhyd-ddyfrgi, FG, F)

Ond pan rwyd ti'n tyfu lan ac rwyd ti'n ym, ti'n parchu'r iaith yn fwy, ti'n deall pa mor lwcus rwyd ti yn gallu siarad Cymraeg. (*But when you grow up and you, um, you respect the language more, you understand how lucky you are being able to speak Welsh.*) **(Trelwynog, FG, M)**

Dwi'n gweld roedd na gyfnod pan roedd fi'n fel dysgu Cymraeg, fel geiriau, darllen, peth, pryd ti'n siarad mwy o fe oherwydd fi'n hapus. Dwi'n dal yn ond fel'na roedd o'n mwy fel 'W, dwi yn siarad Cymraeg', fatha fel'na. Ond nawr dwi'n siarad llai oherwydd dwi'n gwbod llawer. (*I see that there was a period when I was like learning Welsh, like words, reading, thing, when you speak more of it because I'm happy. I still am but that way it was more like I'm happy. I still am but that way it was more like "Oo, I am speaking Welsh", like that way. But now I speak less because I know a lot.*) **(Trelwynog, FG, F)**

A dwi dwi'n hoffi ym dysgu am y gwlad ni. (*And I I like learning about our country.*)

**(Trelwynog, FG, F)**

Ym, dwi'n meddwl bod ni ddim yn cael llawer o cefndir Cymraeg a llawer wel dwi'n gneud Harri Tudur nawr ond rydyn ni ddim ond gneud tri per pobol yng Cymru, sef a mae popeth arall yn Llun ym Lloeger so ni ddim yn cael llawer o hanes. (*Um, I think we don't get much Welsh background and much well I'm doing Henry Tudor now but we are only doing three*

*per people in Wales, and everyone else is in Lon um England so we don't get much history.)*

**(Trelwynog, FG, F)**

Fi'n credu dylen ni ddysgu am mwy fel be sy mewn Cymru. *(I believe we should learn about more like what's in Wales.)* **(Trelwynog, FG, M)**

Mae pobol mae mae llawer o pobol yn dweud mae yr Mynydd Everest yn un mwyaf yn y byd. Mae yn. Ond mae llawer o pobl ddim yn gwybod am mae per dyn o'r enw George Everest mae o Cymru a mae wedi yn wedi wel gweld Mount Everest yn gyntaf a mae o wedi enwi Mount Everest am yr ail enw fe a mae o Cymru. A mae pobol yn dweud o ym Mount Everest yn Nepal a a man nhw ddim yn dweud ym bod dyn Cymro wedi. *(People a lot of people say Mount Everest is the biggest one in the world. But many people don't know that a per man by the name of George Everest is from Wales and he well saw Mount Everest first and he named Mount Everest for his second name and he's from Wales. And people say oh, um, Mount Everest is in Nepal and they don't say um that a Welshman did.)* **(Trelwynog, FG, M)**

Dwi'n meddwl ym bod mae'r pawb yn dweud ym am hanes Cymru mae lot o fe yn dod o cefnder Saesneg fel ym pwll glo maen nhw'n dod o ym pobol Saesneg yn dod draw. Ym, Llywelyn ein Llyw Olaf, ym, pobol Saesneg yn dod draw eto. A mae jest yn mae'n tynnu i ffwrdd y yr ym hanes Cymraeg wrthan ni. *(I think um that everyone says about the history of Wales that a lot of it comes from an English background like um coal mine they come from um English people coming over. Um Llywelyn Our Last Leader, um, English people coming over again. And it just it takes away the um Welsh history from us.)* **(Trelwynog, FG, F)**

Dim ond yn ffrindiau os nhw'n yn siarad Cymraeg efo fi. *(Only friends if they speak Welsh with me.)* (Llanllwynog, FG, F)

Llawer fwy o bobol siarad Cymraeg. *(Many more people speaking Welsh.)* (Llanllwynog, FG, M)

Dan ni'n hoffi clywed lawer o'r hen draddodau. *(We like to hear a lot of the old traditions.)* (Llanllwynog, FG, F)

Dwi isio i'r Cymraeg datblygu oherwydd, ym, rw i'n Cymraes a ym yr iaith ail yw Cymraeg felly rwy'n parchu e. *(I want Welsh to develop because, um, I'm a Welshwoman and um Welsh is the second language so I respect it.)* (Rhydlywynog, FG, F)

Mae pawb yn jyst edrych ar nhw. *(People just look at them [speaking Welsh].)* (Rhydlywynog, FG, M)

Oherwydd os bydd ddim mwy o Cymraeg, wel, os mae mwy o pobol yn siarad Cym, os bydd llai o bobol yn ddim yn siarad Cymraeg bydd e jyst yn diflannu a wedyn bydd y byd yn ddiflas. (*Because if there is no more Welsh, well, if more people speak Wel, if fewer people speak Welsh it will just disappear and then the world will be boring.*) (Rhydlywynog, FG, M)

Fi'n cerdded lawr fel y stryd yn Tesco a fi'n clywed pobol yn dweud ym bod nhw'n ym bydden nhw'n hoffi siarad Cymraeg. (*I walk down like the street in Tesco and I hear people saying um that they'd like to speak Welsh.*) (Rhydlywynog, FG, F)

Pan dan ni'n mynd rownd fel Tesco neu Asda neu rywbeth, pan fi a Dad yn mynd pan ni angen fel mynd ar y tills ni'n hoffi i gal rhai Cymraeg. A wedyn ni'n cal fel 'Be ti'n neud?' a wedyn bydd fel pawb yn clywed e. (*When we're going round like Tesco or Asda or something, when me and Dad are going when we need to like go on the tills we like to get Welsh ones. And then we get like 'What are you doing?' and then like everyone will hear it.*) (Rhydlywynog, FG, F)

Yn fy marn i dylsai pobol ym dysgu ysgolion Saesneg sydd yng Nghymru ym hanes o'r iaith Gymraeg. Achos wi'n meddwl mae'n pwysig oherwydd os dyn nhw'n byw fan hyn a dyn nhw ddim yn gwybod y iaith ym y iaith terfynol dylsen nhw fel trio dysgu e. (*In my opinion people um should teach English schools which are in Wales um the history of the Welsh language. Because I think it's important because if they live here and they don't know the language about the terminal language they should like try and learn it.*) (Rhydlywynog, FG, F)

Ym, sim lot o gwledydd erill yn siarad Cymrâg so dim ond fel fel Cymru a Patagonia yndyfe sy'n siarad Cymraeg yn y byd so, ie. (*Um, there aren't a lot of other countries speaking Welsh so only like like Wales and Patagonia isn't it who speak Welsh in the world so, yes [speaking Welsh is important].*) (**Trebathew, FG, M**)

Mae'n gallu rhoi shwt gyment o gyfleoedd fel y Steddfod. Nawr dim ond Cymru sydd yn neud Steddfod. (*It can give you so many opportunities like the Eisteddfod. Now only Wales does an Eisteddfod.*) (**Trebathew, FG, F**)

Ym, ma fe fel yn rhan o bod yn Cymry. (*Um, it's like a part of being Welsh people.*) (**Trebathew, FG, M**)

Achos gwlad ei hunan yw Cymru yn a Lloeger hefyd. (*Because Wales is its own country and England as well.*) (**Trebathew, FG, M**)

#### 4.8.3.2 Influence of adults/institutions in authority

Ia, bydda'n dda gneud y Gymraeg ar iPhones a petha. (*Yes, it would be good doing Welsh on iPhones and things.*) (Treddyfrgi, FG, F)

Cael fath â gemau X-box (*Having things like X-box games*) (Treddyfrgi, FG, M)

dwi'n mynd i clwb o'r enw [enw'r clwb] pryd dwi'n dysgu i dawnsio a pethau a dwi byth yn siarad Cymraeg fan'na o herwydd dydyn nhw ddim yn deallt. (*I go to a club called [name of club] where I learn to dance and things and I never speak Welsh there because they don't understand.*) (Llanddyfrgi, FG, M)

weithia dan ni'n siarad Saesneg i Anti [Name] ac Anti [Name] (*sometimes we speak English to Auntie [Name] and Auntie [Name] [lunchtime supervisors]*) (Llanddyfrgi, FG, F)

Mwy o fel llefydd i fynd lle maen nhw'n (*More like places to go where they [speak Welsh]*) (Llanddyfrgi, FG, M)

Mae coaches yn y clybiau ni'n siarad Saesneg. (*The coaches in our clubs speak English.*) (Rhyd-ddyfrgi, FG, M)

Dwi'n meddwl ddylsa fod na mwy o siopa Cymraeg. (*I think there should be more Welsh [language] shops.*) (Rhyd-ddyfrgi, FG, F)

Yn y siop, ma pawb yn siarad Saesneg. (*In the shops, everybody speaks English.*) (Rhyd-ddyfrgi, FG, M)

Does na ddim iaith Cymraeg yn pres ond mae na ieithoedd gwahanol. (*There's no Welsh language in money but there are different languages.*) (Rhyd-ddyfrgi, FG, F)

Yn y sinema fel yn [enw lle] neu [enw lle] does na ddim, does na ddim ffilmiau Cymraeg. (*In the cinema like in [place name] or [place name] there are no Welsh language films.*) (Rhyd-ddyfrgi, FG, M)

Siopio mewn Cymraeg maen ni angen neud. (*Shopping in Welsh is what we need to do.*) (Rhyd-ddyfrgi, FG, F)

Os ti'n clywed rhywun yn siarad Cymraeg ti'n fel dwi'n siarad Cymraeg fel ti. (*If you hear someone speaking Welsh you like I speak Welsh like you.*) (Trelwynog, FG, F)

Os oen nhw'n cyfieithu fel mwy o fel ym rhaglen teledu fel enwog fel y Simpsons a fel software a peth ym rhaglenni bach. (*If they translated like more of like um famous television programme like the Simpsons and like software and some um small programmes.*)

(Trelwynog, FG, M)

Os dwi'n gweld nhw ar y teledu a dwi'n meddwl bod ti'n gweld nhw yn siarad Cymraeg fel y er enghraifft, ym chwaraewyr rygbi a dwi'n hoffi nhw, bydd na gr, bydd na o, mi wna i siarad

Cymraeg a ti. (*If I see them on television and I think that you see them speaking Welsh like the for example, um, Rugby players and I like them, there will be gr, there will be oh, I'll speak Welsh and I'll speak Welsh with you.*) **(Trelwynog, FG, M)**

Oeddon ni'n cerdded rownd [enw lle] a roedden ni'n rhoi arian i'r Salvation Army a roedd y person oedd yn dal y bwced yn ym roi i ni sticker oedd mewn Cymraeg. (*We were walking around [place name] and we were giving money to the Salvation Army and the person holding the bucket was um giving us a sticker which was in Welsh.*) **(Trelwynog, FG, F)**

Ni wastad yn siarad â menywod y cinio (*We always speak [English] to the dinner ladies*)  
(Llanllwynog, FG, M)

clybiau a wedyn a ma pawb arall yn siarad Saesneg (*clubs and then everyone else is speaking English*) (Llanllwynog, FG, F)

Os oedd ganddo fi teulu sy'n siarad Cymraeg. (*If I had a family which speaks Welsh.*)  
(Llanllwynog, FG, F)

Ond bydden ni yn defnyddio fe llawer os mae pobol arall yn siarad. (*But I would use it a lot if other people spoke.*) (Llanllwynog, FG, F)

Dwi di bod ar Cyw. (*I've been on Cyw [S4C Welsh language children's programme].*)  
(Rhydlywynog, FG, F)

Ar S4C dwi'n hoffi ym dwi'n hoffi gwyllo Cariad at Iaith. (*On S4C I like to um watch Cariad at Iaith [programme for Welsh learners].*) (Rhydlywynog, FG, F)

Ddylan ni neud mwy o fel o fel os ni'n mynd i rywle fel os chi'n cal mewn academi fel canu, pêl-droed, rygbi pethau fel yna bod chi'n gallu cael fel Cymraeg. (*We should do more of like of like if we go somewhere like if you have in an academy like singing, football, Rugby things like that you can have like Welsh.*) (Rhydlywynog, FG, M)

Dylsen nhw creu mwy o caneuon pop Cymraeg. (*They should create more Welsh pop songs.*)  
(Rhydlywynog, FG, F)

Os ni mewn siop neu rywbeth bod pob un yn fel yn dechre yn Gymrâg ond yn gallu troi i'r Saesneg os nag yw neb. (*If we're in a shop or something that everyone like starts in Welsh but can turn to English if nobody is.*) **(Trebatheuw, FG, M)**

San ni allu cael fel clybie falle. (*We could have like clubs maybe.*) **(Trebatheuw, FG, F)**  
Mwy o magasîns. (More magazines.) (Llanbathew, FG, M)

#### 4.8.3.3 Parental/family influence

Ma Nain yn Saesneg ond mae gen i Nain a Taid sy'n byw yn [place name] yn Sir Fôn. (*Grandma is English but I have a Grandma and Grandad who live in [place name] in Anglesey.*) (Treddyfrgi, FG, M)

Ma Dad, ma, yn gallu siarad Cymraeg ond dio ddim rili. (*Dad is, can speak Welsh but he doesn't really.*) (Llanddyfrgi, FG, M)

Ma Dad fi yn siarad Saesneg hefo Mam fi ond ma Mam fi yn siarad Cymraeg, hwnna di iaith cynta, ma, achos odd Dad fi di mynd i ysgol Saesneg pan odd o'n fach so ma achos dio'm yn comfortable, mae o'n gallu siarad Cymraeg yn dda ond dio'm yn comfortable i siarad efo [Name] a fi achos os mae'n neud mistake mae o fatha, ym, ddim isio neud o flaen Mam so mae'n siarad Saesneg efo Mam. Mae o'n siarad Cymraeg efo fi a brawd fi. (*My Dad speaks English with my Mum but my Mum speaks Welsh, that's the first language, because my Dad went to an English school when he was little so he because he's not comfortable, he can speak Welsh well but he isn't comfortable to speak with [Name] and me because he makes a mistake and he's like, um, not wanting to do in front of Mum so he speaks English with Mum. He speaks Welsh with me and my brother.*) (Rhyd-ddyfrgi, FG, M)

Weithiau dwi yn siarad Cymraeg efo Mam fi. Weithia. (*Sometimes I speak Welsh with my Mum. Sometimes.*) (Rhyd-ddyfrgi, FG, F)

Dwi angen gwrandio i cerddoriaeth Saesneg cos ma Mam yn, fel Saesneg, cos di'm yn dallt. (*I need to listen to English music cos my Mum is, like, English, cos she doesn't understand.*) (Rhyd-ddyfrgi, FG, M)

Ond pan oedd Dad hefo ni, roedd gas i fo, nawr, os dan ni yn y tŷ a ma Dad hefo ni dan i'm yn câl siarad Cymraeg oherwydd ma'n gas i fo fynd. (*But when Dad was with us, it was difficult for him, now, if we're in the house and Dad is with us we aren't allowed to speak Welsh because it's difficult for him to go.*) (Rhyd-ddyfrgi, FG, M)

Achos ma Mam yn chwarae Cerys Mathews a Meinir rywbeth. (*Because Mum plays Cerys Mathews and Meinir something.*) (Rhyd-ddyfrgi, FG, F)

Os ni draw yn tŷ fel rywun fel [name], fi'n siarad Cymraeg oherwydd mae'i teulu hi'n siarad Cymraeg. (*If we're over in someone like [Name]'s house, I speak Welsh because her family speaks Welsh.*) (Llanllwynog, FG, F)

Nain a teulu yn [enw lle]. (*Grandma and family in [place name].*) (Llanllwynog, FG, M)

Ma Mam-gu a Tad-cu yn gwyllo lot o fe so fi'n dueddol dueddol o a ma fel os chi'n cymryd rhan mewn Steddfode so chi gallu gweld weithie mân nhw'n recordio. (*Grandma and*



*Grandad watch a lot of it [television] so I tend tend to and it's like if you take part in Eisteddfodau so you can see sometimes they record.) (Trebathe, FG, F)*

Gartre a ma chwaer bach i fi ni'n mynd i tŷ rhywun arall a ma hefyd Dada nhw'n siarad Cymraeg fi'n siarad Cymraeg i nhw. *(At home and my little sister we go to someone else's house and also their Dada speaks Welsh I speak Welsh to them.) (Llanbathew, FG, M)*

Dim ond gyda Mam a Dad-cu fi. *(Only with my Mum and Grandad.) (Llanbathew, FG, F)*

#### **4.8.3.4 Use of Welsh**

Wel dwi'n siarad Cymraeg gyda chwaer bach fi, dwi'n siarad Cymraeg gyda rhai o ffrindiau fi a, fel, brawd fi a pethe a weithie gyda Mam. *(Well I speak Welsh with my little brother, I speak Welsh with some of my friends and, like, my brother and things and sometimes with Mum.) (Llanddyfrgi, FG, M)*

Aethon ni ar gwyliau yn agos i Bangor oherwydd mae fy chwaer wedi mabwysiadu jiraff yn sw Chester. Mae Dad ... i cael ni i siarad Cymraeg aethon ni i rywle yn Gogledd Cymru.

Felly ni'n dal yn gallu mynd i Chester mewn fel dau ddeg munud a mae'n dal yn siawns da i siarad Cymraeg. *(We went on holiday close to Bangor because my sister has adopted a giraffe in Chester zoo. Dad ... to get us to speak Welsh we went to somewhere in North Wales. So we can still go to Chester in like twenty minutes and it's still a good chance to speak Welsh.) (Trelwynog, FG, M)*

Ni yn siarad Gymraeg ar yr iard. *(We speak Welsh on the yard.) (Rhydlynog, FG, F)*

Ond mân nhw'n hoffi Cyfres y Mellt yn dosbarth ni. *(But they like Cyfres y Mellt [series of books for children] in our class.) (Trebathe, FG, F)*

#### **4.8.3.5 Use of English**

Mae na mwy o ganeuon Susneg a maen nhw'n rili dda. *(There are more English songs and they're really good.) (Rhyd-ddyfrgi, FG, M)*

Dwi'n hoffi Susneg wir, ia. *(I like English really, yes.) (Rhyd-ddyfrgi, FG, F)*

Rhan fwyaf o'r amser ni'n siarad Saesneg ond weithiau ni'n, ym, siarad Cymraeg ar damwain. *(Most of the time we speak English but sometimes we, um, speak Welsh by accident.) (Trelwynog, FG, F)*

Dwi ddim yn siŵr ond mae os ti'n meddwl am fe rydyn ni wedi stydio saith blwyddyn yn yr ysgol yma yn dysgu Cymraeg yn dydyn ond dal ni ddim yn defnyddio fe llawer yndydn ni?

*(I'm not sure but it if you think about it we've been studying seven years in this school learning Welsh but we still don't use it much do we?)* (Llanllwynog, FG, M)

#### **4.8.3.6 Influence of Technology**

Cymraeg a Saesneg. *(Welsh and English.)* (Rhydwiwer, FG, F)

Ac yn Facebook dibynnu efo pwy dwi'n siarad. *(And on Facebook depending who I'm talking to.)* (Rhydwiwer, FG, M)

Ar Snapchat, Cymraeg, a weithia Saesneg. *(On Snapchat, Welsh, and sometimes English.)* (Rhydwiwer, FG, F)

Sae na gemau Cymraeg sna neb yn mynd i fynd arno fo, pan ma'r gemau Saesneg lot mwy poblogaidd. *(If there were Welsh games no-one would go on it [X-box], when the English games are a lot more popular.)* **(Treddyfrgi, FG, M)**

Pupil: Ma brawd fi'n Snapchatio. *(My brother Snapchats.)*

Researcher: Reit, wel pa iaith mae o'n ddefnyddio, ti'n gwbod? *(Right, well what language does he use, do you know?)*

Pupil: Saesneg. *(English.)* (Llanddyfrgi, FG, M)

Mae gen i Messaging ond, ym, pan dwi'n trio teipio mewn gair Cymraeg mae o'n changio fo. *(I have Messaging but, um, when I try to type in a Welsh word it changes it.)* (Llanddyfrgi, FG, F)

Di o ddim fatha Snapchat. Ma Instagram jest fatha Facebook, basically. *(It's not like Snapchat. Instagram is just like Facebook, basically.)* (Rhyd-ddyfrgi, FG, M)

Weithia iTunes. *(Sometimes iTunes.)* (Rhyd-ddyfrgi, FG, M)

Bob tro dwi'n tecstio rhywun ar Snapchat man nhw ma'n newid o i Saesneg, mynd fel sgwennu fo'n 'gyfforddus', fel, ond yn newid o i 'go for us'. *(Every time I text someone on Snapchat they change it to English, goes like write it 'gyfforddus', like, but change it to 'go for us'.)* (Rhyd-ddyfrgi, FG, M)

Ar Snapchat mae o'n Cymraeg ond weithia dwi'n deud rhai Saesneg. *(On Snapchat it's in Welsh but sometimes I say some English ones.)* (Rhyd-ddyfrgi, FG, F)

A weithiau ar Instagram rwy'n fel, fel arfer dwi'n siarad Saesneg. *(And sometimes on Instagram I'm like, like usually I speak English.)* (Rhyd-ddyfrgi, FG, M)

Dwi'n gallu newid o yn settings i peidio neud hwnna wedyn dwi'n gallu siarad Cymraeg. *(I can change it in settings to not do that then I can speak Welsh.)* (Rhyd-ddyfrgi, FG, F)

Dwi'n defnyddio hashtag fel yn 'hashtag rhywbeth' fel yn Cymraeg, fel 'hashtag bore da' neu rywbeth. (*I use a hashtag like in 'hashtag something' like in Welsh, like 'hashtag bore da' or something.*) **(Trelwynog, FG, M)**

Wel dwi'n hoff o gyrru tecst yn Gymraeg oherwydd mae'n gwneud i fi chwerthin, ti'n tecstio yn Cymraeg ac mae'r system yn trio cyfieithu fe i'r Saesneg a beth mae'n dod lan gyda mae jest gwneud i fi chwerthin. (*Well I like sending a text in Welsh because it makes me laugh, you text in Welsh and the system tries to translate it into English and what it comes up with it just makes me laugh.*) **(Trelwynog, FG, M)**

Wel, mae'n eitha anodd oherwydd mae fel spellcheck na a mae'n newid y gair. (*Well, it's quite difficult because there's like a spellcheck there and it changes the word.*) **(Llanllwynog, FG, F)**

Wel, y rheswm mawr yw Spellcheck. (*Well, the big reason [for not using Welsh] is Spellcheck.*) **(Rhydlywynog, FG, M)**

Rili swnllyd yn Gymraeg, ie, a Saesneg. Wi'n darllen hwn yn Cymraeg mae fel 'Ar! Ar! A!' A weithiau maen nhw'n defnyddio fel geiriau anghywir. (*[Self-service tills] are really noisy in Welsh, yes, and English. I read this in Welsh and it's like 'Ar! Ar! A!' And sometimes they use the wrong words.*) **(Rhydlywynog, FG, F)**

Defnyddio gwefannau fel Snapchat na beth fi'n tectio mewn yw Cwmrâg. (*Using websites like Snapchat that's what I text in is Welsh.*) **(Trebathe, FG, F)**

A wi'n tecstio ffrindie ysgol yn Gymraeg. (*And I text school friends in Welsh.*) **(Trebathe, FG, F)**

#### **4.8.3.7 Welsh second language**

Mam fi'n fel deud 'Bore da' a phethau i'r ffrindiau a trio embarasio fi efo'i Cymraeg hi, ond dio'm yn gweithio. Mae hi'n meddwl bod hi'n gallu fel siarad Cymraeg ond dydy hi ddim. (*My Mum like says 'Bore da' and things to the friends and tries to embarrass me with her Welsh, but it doesn't work. She thinks she can like speak Welsh but she can't.*) **(Trelwynog, FG, M)**

Mae fy ffrindiau fi'n gofyn fi os nhw'n mynd i ysgol Saesneg nhw'n gofyn i fi siarad Cymraeg. (*My friends ask me, if they go to an English school they ask me to speak Welsh.*) **(Trelwynog, FG, F)**

Ac, ym, fy tad rîli isio dysgu fe a mae heb lot o siawns so mae'n gofyn i fi a fy mrawd i helpu. (*And, um, my dad really wants to learn it and there isn't much chance so he asks me*

*and my brother to help.) (Trelwynog, FG, M)*

Ffrindiau fi sydd ddim yn mynd i'r ysgol Cymraeg, mae Cymraeg yn ail iaith ... Felly maen nhw'n dal yn gwbod. (*My friends who don't go to the Welsh school, Welsh is a second language ... So they still know.*) (Llanllwynog, FG, M)

Wel mae o di mynd ar cwrs o'r blaen a ym ble'r oedd e'n dysgu Cymraeg oherwydd anfonodd e ni i'r ysgol Gymraeg, fi a fy chwaer, a wedyn mae o wedi eisiau dysgu Cymraeg i helpu ni i ddatblygu. (*Wel he [Dad] has been on a course before and um where he was learning Welsh because he sent us to the Welsh school, me and my sister, and then he's wanted to learn Welsh to help us to develop.*) (Rhydlywynog, FG, F)

Os fysa Mam a Dad yn dysgu Cymraeg. (*[I'd speak more Welsh] if Mum and Dad learned Welsh.*) (Trebatheuw, FG, M)

#### **4.8.3.8 Influence of children on each other**

Os maen nhw'n Saesneg na i siarad Saesneg efo nhw. (*If they're English [speaking] I'll speak English with them.*) (Llanwiwer, FG, M)

Ma ffrindiau fi i gyd fel arfar yn siarad Saesneg. (*My friends all usually speak English.*) (Treddyfrgi, FG, M)

Ti'n gweld pobol ... yn sgwrs ti, ti fel ti'n jest mynd i Cymraeg a maen nhw fel jest cerdded i ffwrdd oherwydd dydyn nhw ddim yn gallu clywed dim mwy. (*You see people ... in your conversation, you just go into Welsh and they like just walk away because they can't hear any more.*) (Trelwynog, FG, F)

Ia, ti'n gal fel ym ffrindiau fi dim yn hoffi siarad Cymraeg jest dim yn hoffi siarad e. (*Yes, you have like um my friends not liking to speak Welsh just don't like speaking it.*) (Llanllwynog, FG, M)

Female pupil: Weithie mae'n galed mynd mäs o habit, achos weithie fi'n moyn siarad Cymraeg da ffrindie fi ond fi (*Sometimes it's difficult to get out of a habit, sometimes I want to speak Welsh with my friends but I*)

Male pupil: Ie. (*Yes.*)

Female pupil: wedi siarad Saesneg 'da nhw er pan ôn i'n fach, so wedyn (*have spoken English to them since I was little, so then*)

Researcher: Ia. (*Yes.*)

Female pupil: Sai'm yn gallu fel mynd mâs o fe. (*I can't like get out of it*) (**Trebathe, FG, F**)

#### **4.8.3.10 Mixed language**

Os di'n ffrind, y ffrind y y pobol dwi'n ffrindia efo ddim yn ffrindia gora i fi dwi'n siarad Cymraeg efo nhw, achos mân nhw'n Cymraeg dwi'n meddwl. A ym o ma ffrind gora fi, [enw], yn Cymraeg ond dwi'n siarad Saesneg efo fo. (*If my friend, the friend, the friend the the people I'm friends with aren't best friends to me I speak Welsh with them, because they're Welsh [speaking] I think. And um my best friend, [name], is Welsh but I speak English with him.*) (Llanwiwer, FG, M)

Dwi efo ffrindia o [ysgol yn yr ardal] a mân nhw'n siarad lot o Saesneg fatha mân nhw'n dod â Cymraeg a Saesneg mewn fatha un brawddeg. Wenglish. (*I have friends from [school in the locality] and they speak a lot of English like they bring Welsh and English into like one sentence. Wenglish.*) (Rhydwiwer, FG, F)

Dwi'n neud o weithia [ar Instagram] - slash a wedyn yn Saesneg. Translêtio fo. (*I do it sometimes [on Instagram] - slash and then in English. Translate it.*) (Rhydwiwer, FG, F)

Cymraeg efo ffrindia ond Susneg efo pobol dach chi'n neud ffrindia newydd efo. (*Welsh with friends but English with people you make new friends with.*) (**Treddyfrgi, FG, M**)

Dwi'n siarad yn Saesneg achos ma Mam a Dad fi yn Saesneg ond dwi'n siarad Cymraeg efo chwaer fi. (*I speak in English because my Mum and Dad are English [speaking] but I speak Welsh with my sister.*) (**Treddyfrgi, FG, F**)

Hanner, hanner Saesneg hanner Cymraeg. (*Half, half English half Welsh.*) (**Treddyfrgi, FG, M**)

Hanner a hanner ydy o'n tŷ fi oherwydd ma, ma Dad yn siarad, ddim yn gallu sillafu'r Cymraeg yn dda iawn a ma Mam yn, so dwi jest yn siarad ddwy iaith. (*It's half and half in my house because Dad speaks, isn't able to spell Welsh very well and Mum does, so I just speak two languages.*) (**Treddyfrgi, FG, M**)

Weithiau dwi'n fel siarad Saesneg gyda rhai pobol ond gyda [Name] a ffrindia erill fi dwi'n siarad Cymraeg. (*Sometimes I like speak English with some people but with [Name] and my other friends I speak Welsh.*) (Llanddyfrgi, FG, M)

Ar Snapchat dwi'n siarad Cymraeg i ffrindie fi fel arfer ond weithiau dwi'n siarad yn Saesneg. (*On Snapchat I speak Welsh to my friends ususally but sometimes I speak in English.*) (Rhyd-ddyfrgi, FG, F)

Hefo Mam fi dwi'n siarad Saesneg herwydd mae'n dod o Lloegr, ac efo Dad a Nain, maen nhw'n Cymraeg so dwi'n siarad Cymraeg efo nhw. (*With my Mum I speak English because she comes from England, and with Dad and Grandma, they're Welsh so I speak Welsh with them.*) (Rhyd-ddyfrgi, FG, M)

Weithia dwi jest rhy lazy i deud wrth y geiriau dda Cymraeg. Dwi jest fatha'n deud fatha 'Ma hwnna'n cal ei byrnio' nid 'llosgi', dwi jest rhy lazy. (*Sometimes I'm just too lazy to say by the good Welsh words. I just like say like 'Ma hwnna'n cal ei byrnio' not 'llosgi', I'm just too lazy.*) (Rhyd-ddyfrgi, FG, M)

A be faswn i'n deud yn dosbarth fel ym 'o bag fi' dach chi'n tynnu pwynt. Os dach chi'n deud bratiaith maen nhw'n tynnu. (*And what if I said in class like um 'o bag fi' you take away a point. If you speak mixed-up language they take away.*) (Rhyd-ddyfrgi, FG, F)

Mae Mam yn siarad Cymraeg tipyn bach. Mae Dad ddim yn gallu siarad Cymraeg. Mae dau brawd mawr arall yn. (*Mum speaks Welsh a little bit. Dad can't speak Welsh. My two older brothers do.*) (Trelwynog, FG, M)

A fel dwi'n triâl defnyddio ddipyn bach o Gymrâg gyda ffrindiau sy'n siarad Susneg mwya, ond fi'n teimlo'n fwy cyffyrddus siarad Susneg da nhw os mân nhw'n siarad Susneg ge adre ond Cymrâg bydde ni'n siarad mwya achos fi'n teimlo'n od pan fi'n siarad Susneg weithe. Mae o i gyd yn dibynnu arno cefndir fel os ma Mam a Dad yn siarad Susneg ne Cymrâg neu fi'n siarad Cymrâg i'n rhiant Susneg, ma fe'n gyd dibynnu ar y balans sy da nhw, da nhw. Ond weithia chi'n teimlo mwy fel cyffyrddus yn dweud pethe'n Susneg achos dach chi'm yn siŵr os os yn nhw'n diallt fel dach chi'n triâl gweud. (*And like I try to use a little bit of Welsh with friends who speak mainly English, but I feel more comfortable speaking English with them if they speak English at home but it's Welsh we speak mostly because I feel odd when I speak English sometimes. It all depends on the background like if Mum and Dad speak English or Welsh or I speak Welsh to my English parent, it all depends on the balance they have, they have. But sometimes you feel more comfortable saying things in English because you're not sure if they understand like what you're trying to say.*) (Treathew, FG, F)

## ***Parental Questionnaire Responses***

### ***Comments in response to Question 7***

#### ***4.9.1.1 Home / family use***

##### ***Trewiwer***

Dysgu gorchmynion Cymraeg i'r ci yn hytrach na defnyddio 'sit' e-e. Awgrymu geiriau

Cymraeg pan defnyddir geiriau Saesneg yng nghanol brawddeg. (*Teach Welsh commands to the dog instead of using 'sit' e.g. Suggest Welsh words when English words are used in the middle of a sentence.*)

*Llanwiwer (NWP1)*

Cywiro'r iaith pan ddefnyddir geiriau Saesneg mewn brawddeg Gymraeg. (*Correcting the language when English words are used in a Welsh sentence.*)

*Rhydwiwer (NWP2)*

YNDWF. I DDEFNYDDIO'R IAITH YN GYNTAF BOB TRO POSIB. (*YES. TO USE THE LANGUAGE FIRST EVERY POSSIBLE TIME.*)

***Trelwynog***

Dyn ni'n siarad gyda'n gilydd. (*We speak with each other.*)

Use Welsh at home, but he usually refuses to respond in Welsh. Older sister (Year 12) also tries to encourage him.

I ask her to speak in Welsh, read Welsh signs watch S4C

Yes but not used constantly. Speak always Welsh with Father's family.

*Llanllwynog*

Encourage them to speak Welsh to their grandmother who is reasonably fluent and to watch programmes on S4C

***Trebathew***

Encourage and have always supported them to speak Welsh. When they were young I undertook Welsh classes so I could help them with their Welsh.

I ddechrau pob sgwrs yn Cymraeg. (*To start every conversation in Welsh.*)

*Llanbathew*

Speak to siblings in Welsh

#### ***4.9.1.2 Role of after school clubs and other extracurricular activities***

***Trewiwer***

Urdd. Clwb ffermwyr ifanc (*Urdd. Young farmers' club*)

***Treddyfrgi***

Yr Urdd, capel, côr, (*The Urdd, chapel, choir,*)

*Llanddyfrgi*

Attend Welsh Speaking events eg Eisteddfod

*Rhyd-ddyfrgi*

Drwy chwaraeon - Rygbi, peldroed. Gwersi piano (*Through sport – Rugby, football. Piano lessons.*)

*Rhyd-ddyfrgi*

'Rwy'n sicrhau bod cyfle iddo gyfranogi mewn gweithgareddau cymunedol sy'n ei alluogi i gymdeithasu trwy gyfrwng y Gymraeg megis yr ysgol Sul a'r aelwyd leol. (*I ensure that he has the opportunity to take part in community activities which enable him to socialise through the medium of Welsh such as Sunday School and the local aelwyd [Urdd branch].*)

**Trelwynog.**

THEY HAVE ATTENDED MENTER IAITH [NAME OF LOCALITY] AND OTHER WELSH LANGUAGE ACTIVITIES

Rydyn yn trio siarad Cymraeg cymaint ag allen. Aeth fy merch arfer i glwb yr Urdd cyn iddo gau i lawr - siomedig iawn i ni. (*We try to speak Welsh as much as we can. My daughter used to go to the Urdd club before it shut down – very disappointing for us.*)

*Llanllwynog*

Wedi ymuno â chapel yn [Llanllwynog]. ([Name of chapel]). Wedi edrych i mewn i athrawon piano sy'n siarad Cymraeg, ond dim ar gael yn yr ardal. (*We have joined a chapel in [Llanllwynog]. ([Name of chapel]). Have looked into piano teachers who speak Welsh, but none available in the area.*)

*Llanllwynog*

Watch Welsh TV together, Listen to Welsh music. Try to attend and support any Welsh language events held in the area - but they are very few. Encourage her to speak Welsh with friends we have that speak Welsh.

**Trebathew**

YFC, RUNNING CLUB.

*Llanbathew*

URDD EISTEFORDD

#### **4.9.1.3 Encouragement of reading in Welsh**

**Trelwynog**

Asking for them to translate anything I can find and buying Welsh books.

read signs, books etc

*Llanllwynog*

Read



#### **4.9.1.4 Use of Welsh with friends**

*Rhyd-ddyfrgi*

WRITE BIRTHDAY CARDS, ETC. PLAY WITH FRIENDS FROM SCHOOL

*Llanddyfrgi*

Dwi yn annog fy phlentyn i siarad Cymraeg efo ei ffrindiau yn y Pentref (*I encourage my child to speak Welsh with his friends in the Village*)

***Trelwynog***

SIARAD GYDA FFRINDIAU SY'N SIARAD CYMRAEG (*SPEAK WITH FRIENDS WHO SPEAK WELSH*)

***Trebathew***

Mae'n cymdeithasu drwy gyfrwng y Gymraeg tu allan i'r Ysgol gyda'i ffrindiau a thrwy ei diddordebau, pel droed a rygbi (*He socialises through the medium of Welsh outside the School with his friends and through his interests, football and rugby*)

#### **4.9.1.5 Welsh used naturally within the family / locality.**

***Trewiwer***

IAITH GYNTAF - SIARAD YN NATURIOL (*FIRST LANGUAGE – SPEAK IT NATURALLY*)

#### ***Comments in response to Question 9***

##### **4.9.2.1 Comments related to identity**

This category includes both comments referring positively to the Welsh language and culture and those which are more negative.

***Trewiwer***

It's good for the future.

Too much emphasis on Welsh at school. Both Welsh and English are important. We should be proud to be able to speak both languages equally and not make children feel they only have the only option of Welsh. Both languages should be encouraged equally and embrace the fact that we have the ability to speak and use both.

Polisi Iaith Gwynedd yn greiddiol i barhad y Gymraeg - Addysg Cyfrwng Cymraeg yn hanfodol i'r iaith oroesi. (*Gwynedd's education policy is core to the survival of the Welsh language – Welsh Medium Education is essential if the language is to survive.*)

*Rhydwiwer*

RHAID CAEL ADDYSG YN Y GYMRAEG ER MWYN SICRHAU EU DDYFODOL.  
(*THERE MUST BE EDUCATION IN THE WELSH LANGUAGE TO ENSURE ITS FUTURE.*)

***Treddyfrgi***

I am a learner, and feel very proud that my children are bilingual. I think it has enhanced their learning experiences across the curriculum.

***Trelwynog***

I wish that we had been given the same chance's with the welsh language that children have today.

I think they all should speak Welsh if they are Welsh We never had the chance

MAE FY MHLANT WEDI MWYNHAU EU ADDYSG YN GYMRAEG. (*MY CHILDREN HAVE ENJOYED THEIR EDUCATION IN WELSH.*)

I cannot speak much Welsh but both my daughters Can through Welsh education. Best decision I ever made sending them to Welsh School.

Both of my children enjoy the Welsh language and it is a large part of their identity.

*Llanllwynog*

I am an English person that moved to wales when I was pregnant and started learning Welsh when my daughter was born. I now work as a teaching assistant in a welsh medium school. The Welsh language had a major positive impact on mine and my daughter's lives. I am so pleased that we have both had the opportunity especially as we live in a very 'English' speaking area.

***Trebathew***

PLENTYN Cymraeg I'R CARN. (*A Welsh CHILD TO THE CORE.*)

*Llanbathew*

Studying all subjects through the medium of Welsh will probably be detrimental to my child's education in the long term. I feel it's important that she can speak Welsh confidently, but her understanding of complex spoken & written Welsh is not good enough for her to maximise her potential at GCSE unless she is taught in English.

#### **4.9.2.2 Role of family / friends**

##### **Trewiwer**

Fi a'r gŵr wedi ein magu efo'r Gymraeg fel iaith gyntaf ac wedi magu'r plant run fath. Ceisio ei wneud yn hwyl / mwynhad / pwysig heb yr elfen gorfodaeth a all elyniaethu rhai. Biti garw nad oes rhaglenni ar y teledu yn y gymraeg yn rhoi mwynhad iddynt ar ôl troi tua 8 oed.

Diwylliant americanaidd yn apelio ac yn eu denu. Ceisio cadw cydbwysedd yn bwysig. (*My husband and I have been brought up with Welsh as the first language and have raised the children the same way. Try to make it fun / enjoyable / important without the element of compulsion that can alienate some. It's a great pity that there are no programmes on television in Welsh which give them pleasure after around 8 years of age. American culture appeals to them and draws them. Trying to keep a balance is important.*)

##### **Rhyd-ddyfrgi**

I MY DAUGHTER'S RELUCTANT TO USE WELSH WITH ME. ALTHOUGH VERY FLUENT & ABLE, SHE OFTEN HAS TO USE GOOGLE TRANSLATE WHEN WRITING FORMAL PHRASE, EG FOR A PRESENTATION. RE. POINT 1, SHE PROBABLY DOESN'T FIND IT NATURAL TO SPEAK TO ME IN WELSH. AS A LEARNER, I TOO FIND IT STRANGE & FEEL NERVOUS STARTING A CONVERSATION IN WELSH.

##### **Trelwynog**

They speak welsh all day at school, but when home they wont speak it. I know that it is the same with other non welsh speaking families.

Ches i mohono addysg yn gymraeg, felly mae'n anodd helpu fy merch gyda'i gwaith cartref, am i fi heb wybod y geiriau perthnasol. (*I wasn't educated in welsh, so it's difficult to help my daughter with her homework, because I don't know the relevant words.*)

##### **Trebathew**

My child speaks welsh to her father + english to me, this is because her father grew up speaking welsh at home and I speak english to my parents, I understand + speak welsh fluently but I'm more comfortable speaking english.

I SPEAK TO MY CHILD IN WELSH AND SHE ANSWERS IN ENGLISH. SHE ALSO SPEAKS TO HER BROTHER IN ENGLISH.

##### **Llanbathew**

USE AROUND HOUSE SHOULD INCREASE

### **4.9.2.3 Opportunity**

#### **Trelwynog**

THERE ARE VERY LIMITED OPPORTUNITIES TO USE WELSH IN [PLACE NAME] AND NO LEARNING OPPORTUNITIES FOR ADULTS

Any opportunity is taken to enable our child to listen and respond to other dialects throughout Wales. I also feel the school also creates lots of activities to help in this area as well.

Needs to be more opportunities for young people to use Welsh outside of school, e.g. youth/Urdd clubs etc.

#### **Llanllwynog**

Sad that there is a lack of opportunity for youngsters to use Welsh outside of school . Lack of Welsh programmes for older children & clubs where Welsh is used as this is a very Anglasiased area.

### **4.9.2.5 Influence of Technology**

#### **Trewiwer**

Mae defnydd cynyddol o gemau electroneg cyfrwng Saesneg yn cael effaith andwyol ar yr iaith. Mae'n annog plant i chwarae wedyn drwy ddefnyddio geirfa mwy Seisnig neu i chwarae yn hollol drwy gyfrwng y Saesneg. (*The increasing use of English medium electronic games is having a detrimental effect on the language. It encourages children then to play using a more English vocabulary or to play completely through the medium of English.*)

## **School Staff Questionnaire Responses**

### **Comments in response to Question 7**

#### **4.10.1.1 Role of after school clubs and other extracurricular activities**

##### **Rhyd-ddyfrgi**

Eisteddfodau. Côr a.y.y.b (*Eisteddfodau. Choir etc.*)

##### **Trelwynog**

GWEITHGAREDDAU ALLGYRSIOL, TRIPIAU (*EXTRACURRICULAR ACTIVITIES, TRIPS*)

In my opinion, the Children travel quite a distance to school. If there were maybe evening and weekend activities through the medium of Welsh, they could go to in their own towns, This would encourage them.

## ***Comments in response to Question 8***

### ***4.10.2.1 Role of family / friends***

#### ***Llanwiwer***

Ar hyn o bryd 95% yn defnyddio'r Gymraeg yn gymdeithasol ac allan ar yr iard - llawer gwell na 2 flynedd yn ol. (*At the moment 95% use Welsh socially and out on the yard – much better than 2 years ago.*)

#### ***Rhydwiwer***

Disgyblion yn siarad Cymraeg cywir yn y dosbarth - iaith fwy bratiog y tu allan i'r ysgol efallai? (*Pupils speak correct Welsh in the classroom – more of a patois outside of school maybe?*)

Plant yn siarad y Gymraeg yn naturiol yn y dosbarth - rhieni (sy'n gallu siarad yr iaith) yn troi i'r Saesneg gyda'u plant. (*Children speak Welsh naturally in the classroom – parents (who can speak the language) turn to English with their children.*)

#### ***Llanddyfrgi***

DYDI IAITH PLANT SY'N DOD O DEULUOEDD CYMYSG (CYMRAEG/Saesneg)  
DDIM YN DDA YN Y GYMRAEG NA'R SAESNEG (*THE LANGUAGE OF CHILDREN  
WHO COME FROM MIXED FAMILIES (WELSH/English) ISN'T GOOD IN WELSH OR  
ENGLISH*)

### ***4.10.2.4 Opportunities***

#### ***Trelwynog***

Mae yna diogrwydd gan y ddisgyblion, maent yn tieddi o siarad 'Wenglish' ond nid oes llawer o blant yn dod o teuluoedd sydd yn siarad Cymraeg. Ysgol yw'r unig lle maent yn cael y cyfle i siarad Cymraeg (*There is a laziness in the pupils, they tend to speak 'Wenglish' and not many children come from families who speak Welsh. School is the only place where they get the opportunity to speak Welsh*)

## ***APPENDIX 14***

### ***Press, media and internet exposure***

From its planning stage, *Golwg*, the Welsh language current affairs and general interest magazine, took a particular interest in this project, and the research and the researcher have featured several times in the magazine, and that has included an interview with the researcher's son, Rhys Aled Owen, about his experience of Welsh medium education shortly after leaving school.

During the data collection period, the researcher was featured on *Post Cyntaf*, the BBC Radio Cymru news morning news programme, and the main evening television news bulletin, *Newyddion Naw*, speaking about the background to the project and its aims. Later, he was a contributor to a BBC Radio 4 *PM* Programme news item on the Welsh language. He has also contributed several times on the basis of his research to BBC Radio Cymru discussion programmes, in particular an edition of the magazine programme, *Manylu*, focussing on social use of Welsh by pupils, and has also been interviewed on Radio Cymru news from several overseas locations.

The BBC Radio Cymru and Radio Wales websites have both featured material about the research project.

## ***APPENDIX 15***

### ***Presentations at academic conferences and institutions***

The researcher has given presentations on the research project as it developed at the following conferences and institutions:

- Bangor University School of Education, Bangor, Wales, February 2014.
- European Educational Research Association, Porto, Portugal, September 2014.
- British Education Research Organisation, London, September 2014.
- University of Poznań Celtic Studies Conference, Poznan, Poland, October 2014.
- Basque University, Donostia (San Sebastian), Basque Autonomous Region, November 2014.
- Maizpide Basque Language Centre, Basque Autonomous Region, November 2014.
- British Council Workshop on Revitalising Endangered Languages, Bangkok, Thailand, March 2015.
- Association of Celtic Studies Students of Britain and Ireland Conference, Falmouth, Cornwall, March 2015.
- Welsh Institute of Social and Economic Research Conference, Cardiff, June 2015.
- British Educational Research Organisation, Belfast, September 2015.
- Research and Enterprise Office, Doctoral School, Bangor University, Bangor, Wales, March 2016.
- Association of Celtic Studies Students of Britain and Ireland Conference, Galway, Ireland, April 2016.
- Bangor University School of Social Studies, Bangor, Wales, April 2016.
- Bangor University Bilingual Education Conference, Bangor, Wales, June 2016.
- ProVIZA Conference, *Perspectives on language sustainability: Discourses, policies and practices*, Zadar, Croatia, September 2016.
- Bangor University School of Education, Bangor, Wales, February 2017.
- Dyfodol i'r Iaith (Future for the Language) Conference, Aberystwyth, March 2017.
- Meeting of S4C Officers, Cardiff, April 2017.
- Welsh Institute of Social and Economic Research Conference, Bangor, July 2017.
- Mohawk Language Class, Queen's University, Kingston, Ontario, Canada, October 2017.

- *Raising our Voices* Indigenous Languages Conference, Belleville, Ontario, Canada, October 2017.