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Consultation – summary of response

## National policy on Welsh linguistic infrastructure

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Mae'r ddogfen yma hefyd ar gael yn Gymraeg.  
This document is also available in Welsh.

# National policy on Welsh linguistic infrastructure

## Overview

In July 2017, the Welsh Government published its national strategy *Cymraeg 2050: A million Welsh speakers*. As the strategy's title suggests, we want to see the number of people who can speak Welsh increasing to 1,000,000 by 2050 (from the number recorded in the 2011 Census, which was 562,000).

The strategy also anticipates that the percentage of people speaking Welsh daily, and who can speak more than a few words of Welsh, will increase from 10 per cent (in 2013-15) to 20 per cent by 2050.

To increase the number of Welsh speakers, and ensure they're able to use Welsh in a variety of situations, a modern and robust infrastructure is essential.

To support this, we developed a draft national policy which proposed ways of improving how the area works for the user. The document below contains a summary of the responses to the consultation on that draft policy.

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This document can be accessed from the Welsh Government's website at [gov.wales/consultations](http://gov.wales/consultations)

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## Introduction

- 1.1. In July 2017, we published our national strategy for the Welsh language, *Cymraeg 2050: A million Welsh speakers*. As the strategy's title suggests, we want to see the number of people who can speak Welsh increasing to a million by 2050 (from the number recorded in the 2011 Census, which was 562,000). The strategy also sets a target that the percentage of people speaking Welsh daily, and who can speak more than a few words of Welsh, will increase from 10 per cent (in 2013-15) to 20 per cent by 2050.
- 1.2. Another aspect of the strategy is the creation of favourable conditions – things like language resources, a thriving economy, or securing people's support for the language. Resources like dictionaries, terminologies and corpora (which we refer to collectively here as 'linguistic infrastructure') are a very important part of this, and contribute to laying the foundations for acquiring and using the language.
- 1.3. On 16 March 2021, the Minister for the Welsh Language and International Relations (the Minister's title at the time) published a consultation on the draft version of the *National Policy on Welsh Linguistic Infrastructure*.
- 1.4. The consultation sought comments concerning the draft policy's aim of making it easier for people to use Welsh linguistic resources, and included proposals regarding possible ways of achieving this, set out under 6 headings:
  1. **Dictionaries**
  2. **Terminology**
  3. **Corpora**
  4. **Standardisation** (eg orthography/spelling, place names, terms)
  5. **Creating one interface – to make it easier to search through all resources**
  6. **Setting up a new unit to co-ordinate Welsh linguistic infrastructure**
- 1.5. The consultation ran for 16 weeks until 6 July 2020.
- 1.6. People could respond to the survey in three ways: online, by post, or by e-mail.
- 1.7. As well as inviting written responses via the channels listed above, 4 focus groups were held to target specific groups:
  1. Representatives of the National Museum of Wales and The Food Standards Agency language units.
  2. Freelance translators
  3. Tutors at the National Centre for Learning Welsh
  4. Members of staff at the Welsh Government who have recently been on a journey to learn the language.

These responses are analysed in the 'Conversations with focus groups' section below (paragraph 13.1 onwards).

## Overview of the responses to the consultation

- 2.1. We had a total of 88 responses to the consultation. We received responses from individuals as well as organisations. The organisations which responded included lobby groups for the language, local authorities, universities, educational establishments, public bodies responsible for promoting Welsh, various bodies in receipt of public support, and providers of infrastructure resources.
- 2.2. Responses were submitted in various ways. Most were received via an online form. We also gave the option of completing the form offline and returning it by email. It was also possible to return a hard copy of the form by post. One respondent used the option of posting a hard copy; seven respondents e-mailed 'free form' responses which didn't follow the consultation template and did not use the consultation response form provided by us.

**Table 1: Response Methods**

<b>Response Method</b>	<b>Number of Responses</b>
Completed the form online	61
E-mailed the form	19
E-mailed free form response	7
By post	1
Total	88

- 2.3. We received 50 responses in Welsh, 34 in English, and 4 in English and Welsh.
- 2.4. Not all respondents replied to every question. This is summarised in Table 2.
- 2.5. Respondents who used the online form (as opposed to emailing their forms, or posting a hard copy) could state whether they live in Wales or not. Among the 61 respondents who responded using the online form, 7 stated that they live outside Wales.

**Table 2: Summary of responses received to the consultation's questions**

<b>Consultation Question</b>	<b>Number of responses</b>
Q.1	81
Q.2	80
Q.3	79
Q.4a	62
Q.4b	73
Q.5a	65
Q.5b	63
Q.5c	57
Q.6	65
Q.7	54
Q.8	47

- 2.6. In our analysis, we have summarised the replies received to the questions asked, seeking to convey the main opinions expressed along with other viewpoints offered. We have also grouped the themes arising from the responses received in free form (i.e., not on the response form provided) under the most relevant questions in order to clearly demonstrate the themes which were raised.
- 2.7. The responses are available to be read in the 'General responses' document which can be found on the same webpage as this document.

## Summary of responses

- 3.1. The majority of responses we received supported the policy and, generally speaking, the proposals for action. There were some responses which weren't supportive of the policy's proposed direction, as well as some which included generic comments against funding the Welsh language more widely.
- 3.2. We also received some comments that were outside the scope of the policy, as their focus was not specifically on Welsh language linguistic infrastructure.

### Question 1: Do you agree with the proposed approach of developing a policy to better co-ordinate Welsh linguistic infrastructure?

- 4.1. 81 respondents answered this question.
- 4.2. 70 (86.4%) of those who answered this question stated that they agreed with the approach we are proposing. 9 (11.1%) indicated that they disagreed, and 2 (2.5%) neither agreed nor disagreed. Another 6 respondents had provided 'free form' answers (i.e. not on the response form provided) that didn't directly answer this question – as this is a quantitative question, we have not included the free form responses in the figures in this paragraph.
- 4.3. Although there was no specific space for commenting under this question, a small number of respondents had done so.
- 4.4. Some users said that it was vital to consider the user when designing a website, and to model it according to the diverse experiences and profiles of users.
- 4.5. It was suggested that individuals with linguistic expertise across a wide range of areas could contribute going forward, to ensure that the resources are as easy and practical as possible to use.
- 4.6. One respondent noted that a number of the issues in the document "have needed attention for some years and we know that there have been several previous efforts to address some of these areas. We therefore very much welcome this development".
- 4.7. Comments were made stating the importance of establishing a body with responsibility for co-ordinating the linguistic infrastructure of the Welsh language, and noting that this was common practice in countries with languages similar to Welsh.
- 4.8. A few respondents highlighted the importance and potential of the infrastructure policy with regard to the health sector.
- 4.9. Not all respondents were convinced of the need for a single interface, with one saying that "it would threaten to duplicate the valuable data on other websites which

have spent many years collecting and refining that data, posing a great risk that the new website would steal the audience of those websites".

## Question 2: What dictionaries or tools do you use to search for Welsh words?

5.1. 80 respondents answered this question.

5.2. Respondents were asked to note which dictionaries they used to search for Welsh words.

Table 3: Number of people using various lexical resources (respondents could tick more than one option)

<b>Name of Dictionary</b>	<b>Number of users</b>
Geiriadur Prifysgol Cymru (the standard historical Welsh dictionary) online	<b>50</b>
Geiriadur Prifysgol Cymru App	<b>32</b>
Geiriadur Prifysgol Cymru - print version	<b>15</b>
The Welsh Academy English-Welsh Dictionary online	<b>40</b>
The Welsh Academy English-Welsh Dictionary – print version	<b>28</b>
University of Wales Trinity Saint David online dictionary	<b>20</b>
Bangor Welsh-English Dictionary online	<b>23</b>
Ap Geiriaduron	<b>37</b>
Cysgeir	<b>13</b>
Y Gweiadur online	<b>18</b>
Y Geiriadur Mawr (print version)	<b>27</b>
Geiriadur Cymraeg Gomer (print version)	<b>14</b>
Bing Translator	<b>9</b>
Microsoft Translator	<b>13</b>
Google Translate	<b>38</b>

5.3. Respondents were also given the opportunity to indicate which other dictionaries they use, apart from the ones named in the paper. These additional resources included:

- Glosbe online dictionary
- The MyMemory website
- The Legal Dictionary / The New Legal Dictionary, Robyn Lewis



- 5.4. As well as identifying which resources they use, respondents were given the opportunity to add comments. A few respondents pointed out that many of the resources listed in this section were vocabularies or directories rather than dictionaries in the true sense of the word (unlike vocabularies or directories, which tell the user what the Welsh / English equivalent is for a word, dictionaries also provide a definition of the word in question). It was noted that the meaning of a word or term needed to be understood in order to choose the right one, and that that called for them to be defined. The question of what level of definition the proposed new unit will desire was raised.
- 5.5. One respondent noted that there was a desperate need for a specific dictionary for Welsh learners.
- 5.6. A number agreed with the need to combine lexicographical materials so that users could turn to a single portal. According to one respondent this was also "true of the need to merge the small multi-use dictionaries.... to create one general online dictionary that everyone will be able to turn to for everyday use".
- 5.7. Another respondent agreed that "The creation of one general online dictionary suitable for everyday use which is also available as an app would be welcomed by all... [and] that one accessible reliable English-Welsh, Welsh-English dictionary is needed for general use by the public to support the use of Welsh on a day-to-day basis".
- 5.8. It was suggested that the nature of the current provision meant that cross-referencing between a number of sources was needed to find words, and that this required a good understanding of the sources and of factors such as the status and purpose of specific resources. This was equally relevant to people at work as well as members of the public. One respondent commented that: "It is not reasonable to expect that every officer who wishes to use Welsh in their work has the time, the background knowledge, or the necessary skills to undertake such research every time they need to choose a word – this is equally true of members of the public, of course".
- 5.9. In terms of the resources themselves, respondents had great respect for what is already available. One respondent noted that Geiriadur Prifysgol Cymru needs to be central to any process of defining and setting orthographical standards. But it was added that if you want an answer to the question 'Where are you going to search if you want to know what a word means?' that "the Gweiadur is the only other source listed in the consultation document that would be able to answer that question".

### Question 3: What terminology resources do you use to search for Welsh terms?

6.1. 79 respondents answered this question.

6.2. Respondents were asked to identify which terminology databases they used to search for Welsh terms.

Table 4: Number of people using different terminology resources (respondents could tick more than one option)

Name of the terminology database	Number of users
BydTermCymru	40
Welsh National Terminology Portal	34
Ap Geiriaduron	39
Cysgeir	14
The Coleg Cymraeg Cenedlaethol's Terms for Higher Education	27
Y Termiadur Addysg	18

6.3. Respondents were also given the opportunity to indicate which other terminology databases they use, apart from the ones named in the paper. These additional resources included:

- Google Translate
- Glosbe
- MyMemorry
- Google searches
- The Welsh Academy English-Welsh Dictionary
- Wikipedia Cymraeg
- Proceedings of the the Senedd / National Assembly for Wales
- The “Gofalu Trwy'r Gymraeg” app
- Gair i Glaf: An English-Welsh Phrasebook for Health Care Professionals – J. Elwyn Hughes (1999)
- Y Bywiadur
- Old terminology lists prepared by the University of Wales Board of Celtic Studies
- Ad hoc lists prepared by public bodies, associations etc, such as the Museum of Wales Glossary, Stonewall Cymru Terms, the University of Wales Press, Welsh Joint Education Committee
- Internal organisational termbases e.g. through Memsource
- Rhestr o Enwau Lleoedd - A gazetteer of Welsh Place-names, Elwyn Davies
- Dictionary of the Place-names of Wales, Hywel Wyn Owen, Richard Morgan

- 6.4. As with Question 2 (which was about dictionaries), Question 3 also gave respondents the opportunity to add supporting comments.
- 6.5. There was general support for the idea that Welsh terms be created and standardised swiftly. Some respondents were keen for any developments regarding terminology to lead to a situation where there is an authoritative voice in the field.
- 6.6. Some responses referred to specific examples where different organisations create terms off their own bat, leading to inconsistency. Many claimed that this led to a lack of confidence among Welsh speakers, whether in the workplace or amongst members of the public.
- 6.7. It was noted that there was a need to ensure that standardisation of terms was co-ordinated to avoid gaps in provision, and that terms are available quickly in response to political and social developments. It was mentioned that this is extremely important in the context of implementing the new curriculum for Wales.
- 6.8. As the online market is so competitive, and because of the current gaps in Welsh language software, concerns were expressed that organisations from outside Wales would end up providing these resources in a way that would not be robust or accurate, and that that would be an opportunity lost.
- 6.9. Several respondents highlighted the importance of having standardised and consistent terms that are regularly updated in relation to health and social care. It was suggested that the opportunity to coordinate and harmonise the use of terms in this area is important, and that this work could be accomplished by promoting the use of specific databases in translation systems, and by raising translators' awareness of the principles of terminology management
- 6.10. Another respondent reiterated that a number of health and social care practitioners still rely on old terminology lists, without realising that they are not complete or, in some cases, that international standards have not been used in their preparation. It was noted that these lists needed to be updated and consolidated using internationally recognised methods. This, and a lack of awareness of all the terminology databases serving this area "compromised the accuracy and reliability of clinical / social assessments as well as reducing the ability of professionals to make joint decisions and plans with patients / clients, and to keep records that truly reflect the voice of those users who speak Welsh".
- 6.11. In addition to Health and Social Services, there were also some comments regarding terminology standardisation in other areas. These areas included justice, law, education and the subject areas in the new curriculum. One respondent asked "whether the unit would assist in standardising terms used in non-devolved areas?"

- 6.12. Another recurring theme was the need to be sympathetic to dialectal usages and to the Welsh ordinarily spoken in daily life, rather than relying solely on committees of an 'academic' nature. A respondent added that efforts should be made to use geographically neutral terminology where possible, but in cases where it is not possible that different dialectal versions should be given co-official status.
- 6.13. Some emphasised the need to bear in mind other online resources and discussion forums, such as Welsh-Termau-Cymraeg on the JiscMail website and various Facebook groups – suggesting that any future developments should keep an eye on the discussions of such groups.
- 6.14. Some of the organisations that responded said that their programmes and projects could contribute to specific actions. Many respondents felt that collaboration was key to the success of several of the proposed steps.
- 6.15. Other comments about the likely success of the proposed actions highlighted the importance of ensuring adequate resources to deliver them, the quality of their implementation, and marketing and communications.

**Question 4a: If we were to develop a website to provide various linguistic resources in one place, apart from what we've noted in area 5 in the consultation document, what else would you like to see the website doing?**

- 7.1. 62 respondents answered this question.
- 7.2. The majority of respondents to this question were supportive of the proposals in the draft policy. At the same time, a number of respondents had views on how the proposals could be improved, and how a more comprehensive or complete website could be created.
- 7.3. Several respondents felt that more emphasis could have been placed on new speakers in describing the proposed website's offer. In this respect, it was felt that issues of interest to new speakers needed to be addressed, for example by using the forms of words and terms to which learners are accustomed, the possibility of searching for a word or term in a way that recognises mutated words, or by showing how words mutate. Others felt that the website should include help with common Welsh idioms or phrases, or the possibility of hearing the pronunciation of Welsh words and terms, and seeing them in context in sentences. Some felt that language exercises and verb conjugation patterns would also be useful.
- 7.4. Similarly, some asked whether it would be possible for the website to recognise dialectal words and terms alongside standard ones, to help learners with local variations, for example between north and south Wales, to help increase confidence.

Others asked for the website to include links directing users to learning resources on other websites, for example SaySomethinginWelsh or Duolingo.

- 7.5. Indeed, a number of responses had a strong common theme, that they would like to see the website do more than merely deal with linguistic issues, for example the provision of links to other organisations that promote Welsh and which promote opportunities to use it socially, in the workplace, and within the family. Others wanted to see courses and secondment opportunities for learners promoted on the website, while there was also a suggestion that it should be a means of promoting opportunities for people to use Welsh by being a website where projects, initiatives and upcoming events are shared.
- 7.6. Although there was general support for the possible benefits to learners, a few disagreed with the proposals in the paper as to how to go about providing them. For example, it was mentioned that the proposal for a user to be able to 'note what kind of user you are' meant that individuals would need to make a number of clicks in order to get a result, and that this would be an example of bad practice: 'One-click websites are still the gold standard, particularly for users of screen readers and other accessibility aids'.
- 7.7. In addition to new speakers, the need for resources to appeal to children of all ages was emphasised, with one respondent mentioning that the choice of dictionaries and terminology databases needs to include pictorial versions.
- 7.8. Several respondents welcomed the proposal that a word or term could be requested if it was not already available on the website, and felt that this would encourage users to take ownership of the language, while also helping to keep resources relevant.
- 7.9. Other resources mentioned for possible inclusion on the website included orthographical guidelines; a list of the decisions and recommendations of the Welsh Language Standardisation Panel; guides to grammar aimed at different levels of ability; style guides; standard Welsh forms of place names, peoples and languages outside Wales; lists of street names and the names of geographical features in the landscape; a live-chat facility where a user can get in touch for help with a linguistic issue; a spell checker; access to dictionaries for Welsh > Other European languages such as German, French and Spanish; advice on technological matters, for example how to get circumflexes when typing, how to get Welsh interfaces etc; lists of rhyming words; a thesaurus; videos explaining how to use the different resources, particularly for different age groups in education; interesting blogs on different aspects of vocabulary, grammar, and the etymology of words; links to translation resources, for example independent translators, Helo Blod etc. It was also mentioned that it would be good to digitise all St Fagan's recordings of Welsh dialects and to provide a link to that database on the website.
- 7.10. Having said that, a few respondents wished to see the website do less than was proposed in the consultation document. These wanted to see a light-touch resource,

or even for the resources not to be gathered together at all. In this respect, some felt that it might be better to keep the website simple, such as a page explaining what resources are available and which would direct users to the ones which would be the best for them. One of the reasons given for this was the importance of keeping high quality resources separate, as combining them all together in one place alongside others which are not of the same standard could be problematic.

- 7.11. Several respondents mentioned the need to review the proposed website and any new way of working after a period of time, with a few suggestions that it would be useful for users to be able to offer feedback through the website to help improve it based on users' own experiences.
- 7.12. Several respondents emphasised the importance of the proposed new resource for translators, as well as the potential for translators to play an important role in any developments. For example, it was noted that being able to find Welsh translations in one place would help all Welsh speakers, increasing the volume of translated material available to people.
- 7.13. It was also suggested that a central website would help to put more Welsh into the linguistic landscape and to provide better Welsh language services. One respondent mentioned that they were required to change externally translated documents on a regular basis because of inconsistencies with respect to terminology – the suggestion was that a central website could help translators in this regard. To facilitate this, it was noted that it would be good to be able to host terms that organisations create on the proposed website until a standardised term appears – this would mean that a suitable choice of terms is available to all, including translators.
- 7.14. Despite the generally favourable response, some offered warnings about the ambition of the proposals for the proposed website, noting that bringing together a number of resources on one website would be challenging. It was advised that the focus should be on accomplishing this first, before considering what more could be included.
- 7.15. Similarly, it was stated that creating a website would only be a first step, and “it would not be sufficient to resolve the second problem outlined in the consultation document that ‘the everyday user can’t be expected to know what status these resources have, nor which is most likely to suggest an answer appropriate to their needs.’” And a note of caution was sounded that “by drawing these resources together in a single search portal the problem might become even more apparent to the user in the short term and underline the inconsistency that exists between the resources.”
- 7.16. It was suggested that the proposal in the consultation paper regarding carrying out an initial harmonisation of spellings was a firm step towards easing that problem, although this task may take some time to achieve. It was further suggested that a procedure would need to be put in place to prioritise which records should be amended to this end.

- 7.17. Several respondents welcomed the proposal to use website search records to identify gaps and prioritise future work. A few also wished to be able to access their personal search history for the purpose of learning from it and referring to it in future. It was also suggested that the records of individuals who were part of specific user communities could also be shared.
- 7.18. A number of responses mentioned the importance of developing an app which would include all the resources on the proposed website in one place.
- 7.19. One respondent pointed out that school-age children were perfectly happy to search for words using digital methods only, and would not want to use print dictionaries instead.
- 7.20. A number of respondents felt that it would be useful to have a series of short tutorial videos to teach the user how to use the different resources, noting that ensuring people can make the best possible use of resources is something that has been neglected to some extent over recent years.
- 7.21. One respondent mentioned that, in order to ensure significant traffic to the website, it would be important to attract traffic from search engines and to target potential audiences. It was suggested that this could be done by including interactive exercises and word lists e.g. for young learners, and by providing regular updates on social media.
- 7.22. Several respondents noted the importance of involving subject / field specialists in any linguistic decisions for the website, while some also felt that individuals and organisations should be invited to express their priorities.

**Question 4b: If we were to develop a website to provide various linguistic resources in one place, under what circumstances would you use the website?**

- 8.1. 73 respondents answered this question.
- 8.2. The answers to this question varied widely. The main circumstances noted for using the website were at work, for personal use, or for translating a piece of work. Several responses emphasised that this would be the case with any related app developed in conjunction with the website.
- 8.3. A number of respondents elaborated on the type of use that this would mean, for example: in order to develop coursebooks and resources for learners, when looking for specialist terms within a particular field, in order to check spelling, the form of the verb or correct mutation, to look for definitions of words and terms, to access English translations of Welsh words, or to look for examples of usage.

- 8.4. Some respondents said that the proposed website would also be helpful in building the confidence of Welsh speakers who aren't experienced in preparing documents, because it would provide reassurance that the words and terms they use are up-to-date.
- 8.5. Some respondents indicated that they would use the resource on a daily basis if it was available, and that it would be promoted amongst staff, customers, learners, partners, local businesses and schools, as long as it was of high quality and easy to use.
- 8.6. A number of respondents commented that extensive use would be made of the website if it catered for users in a particular sector, for example for students and practitioners and clinical staff in health and social care. It was emphasised that terminology was a very prominent part of work in this area, and that there would be daily use of the proposed website, particularly amongst those who are not familiar with the linguistic resources that already exist.
- 8.7. Another area where respondents thought the website would be important was in the field of education. Not only would it be important for school pupils to have a suitable interface for different stages of the curriculum, but it would also help training providers to increase their provision of bilingual apprenticeships, and help apprentices to complete work in Welsh.
- 8.8. Some respondents felt that they would use the website as parents of school children, and that it would help parents who do not speak Welsh but have children in Welsh-medium education. It was also suggested that the website would help school children to be more independent when doing their homework.
- 8.9. Responses were received from teachers who indicated that they would use the website in their work, and from a Welsh for adults tutor who noted that the website would be useful to find Welsh words for the learners.
- 8.10. A few respondents indicated that they would not use the website at all, for example because they would prefer to go to the horse's mouth, in order to support the organisations doing the basic hard work. A few were happy with the current situation.
- 8.11. Another respondent noted that use of the website would depend on whether it would be "easier to use the website than the different individual websites, and on whether the website avoided confusing the unity of the individual resources, or hiding some of the information they provide".
- 8.12. Some respondents noted that a website combining resources would make life easier, as it would be possible to keep only one tab open on the browser at all times so that it could be easily accessed. This would also cut down on the number of bookmarks needed, and would entail "one click, one repository of language information."



- 8.13. One or two noted that if the website contained everything in one place, it would be the only resource they would use to look for information about Welsh words and terminology.
- 8.14. Some respondents mentioned that they would not use a central website if it only offered a list of resources, rather than a means of searching those resources in one place. Without that, and without it being easy to find, with its own name, brand and identity, it was thought that the website would not be a success.
- 8.15. One respondent noted that school-age children have stated that they don't find it easy to find Welsh words for English ones, or English words for Welsh ones. The respondent went on to note that the proposed website would need to make it easier to find Welsh words, as the children find this especially difficult, specifically because of spelling variations.

**Question 5a: This draft policy sets out our proposals to better co-ordinate all elements of Welsh linguistic infrastructure. Will what we propose enable us to do this?**

- 9.1. 65 respondents answered this question
- 9.2. Most of those answering this question supported the policy. The comments made in support included "that a single, central point is needed which draws several linguistic strands together" and that "implementing the policy would be a considerable improvement on the present situation which is characterised by the scattered nature of the provision."
- 9.3. However, some respondents were not supportive, saying they did not want the policy realised because they didn't want to see as much money invested in the Welsh language. A respondent asked if it was appropriate to spend money on the infrastructure of Welsh when there is no funding for supporting people with poor linguistic skills in English. A small number of respondents said they did not want the policy implemented at all.
- 9.4. A number of respondents had questions about the detail of the policy, and constructive comments about things to consider when developing it further. For example, a few respondents asked how someone searching the website would know which form is correct, if a number of answers come up in a search, noting that this may confuse some users.
- 9.5. One respondent mentioned that the proposals did not address something that causes problems for learners of all kinds, namely how to pronounce words. It was suggested that a solution to this would be to create an audio database to sit alongside the text of the website.

- 9.6. A number of respondents noted that, while they agreed with the proposals and saw that they would facilitate the provision of linguistic infrastructure, their success would depend on the effective marketing of the new provision, to ensure that as many people as possible were aware of the website and the proposed new unit. These comments included warnings that the target audience should not be taken for granted, or targeted too narrowly – that children, young people, learners, teachers, workforces and the public must all be aware of and use the resources.
- 9.7. In this context, to ensure schoolchildren are included in the provision, one respondent mentioned the need for outreach work, and consideration of how the resource would fit in with Hwb.
- 9.8. Again, a few respondents emphasised the importance of considering health and social care in the new provision, stressing that the area should be given particular attention when considering how to proceed with implementation.
- 9.9. A number of respondents noted that much would depend on exactly how the website would work and how it would look. One note of caution was that the field was complex, and that the qualifications and skills necessary to carry out the work were scarce. In that regard, one solution mentioned was to arrange for the staff of the proposed new unit to spend time with the teams of the individual infrastructure projects in order to learn more about their work, and to find out about the specific challenges facing them.
- 9.10. A number of respondents welcomed the proposal in the draft policy to create an enquiry service, where the proposed unit could be contacted to put forward a word or term for consideration. It was suggested that organisations would need answers within a week or two of submission for this to be of value.
- 9.11. It was noted that the provision of a Welsh > English online dictionary would be of great help to the user. It was also said that consideration would need to be given to how valuable resources produced by private individuals could be included.
- 9.12. Another theme that arose in several responses was the need to provide adequate funding streams in order to recruit sufficient lexicographers and terminologists to carry out the work. But it was also mentioned that the investment should result in a resource that is more than a search website, so that the technology enables the proposed unit to conduct commissioning and planning work. Further, it was mentioned that there was a need to review from time to time the intention for each dictionary and terminology database to remain independent projects with their own websites, and “to consider the feasibility of commissioning and procuring infrastructure and websites jointly in order to ensure the best use of public money and that all projects are in a position to take advantage of innovative, state-of-the-art technology”.

- 9.13. Although the matter of corpora was not given as much attention in the responses as was given to, for example, lexicography, terminology or the proposed website, a few respondents noted that the emphasis on corpora was to be welcomed, and that the proposal to provide as many of the resources as possible through an open licence was an important principle.
- 9.14. Similarly, the objective to raise the status of different forms of standardisation taking place in Wales was welcomed, with some emphasising the importance of place-names being part of this.
- 9.15. One respondent welcomed the recent moves to convene a Welsh Language Standardisation Panel, noting that the Panel had the potential to resolve existing orthographical issues. Another respondent added that it would be beneficial to ensure transparency in terms of the bodies / specialisms represented on this Panel, and about the process it follows, and that it would be good if this process allowed users outside the panel to raise a concern or question.
- 9.16. In terms of standardising the orthography, one respondent commented that: "As the panel carries out the work of standardising the orthography of the Welsh language and modernising it, it will be necessary to ensure that historical orthographical forms are not seen as 'incorrect', as this would potentially undermine the confidence of many... to write in Welsh".
- 9.17. A respondent expressed the need not only to scan the horizon for future needs, but also to keep track of past work, making sure that that work is updated and developed appropriately.
- 9.18. Some respondents welcomed the proposals to give a new unit the responsibility to scan the horizon for terminology needs. However, a few were not convinced that moving from the current system would be straightforward, and in that respect disagreed that the proposals in the paper would lead to better co-ordination of resources. One respondent commented: "At present, standardisation of the terms for key documents such as laws, specifications and exam papers is prioritised. It is not possible to hold such documents back in order to prioritise a selected area, and terms are needed for them". It was suggested instead that the proposed unit needed to facilitate co-ordination between the bodies already doing the work, and that there was a danger of adding more bureaucracy which will slow down the good work already taking place.
- 9.19. One respondent noted that, in order to ensure that Welsh is an inclusive language, it is desirable to give users the opportunity to be involved in the standardisation of terms, to ensure that they are accurate and understandable. Several respondents noted that it would be important to have input from people from different parts of Wales to ensure that provision reflected needs. It was also noted that, while the areas mentioned in the consultation called for organisation at a national level, the proposals tended to be "top-down", and that in order to mitigate this the interface

could receive suggestions and be open to discussions about vocabulary and terminology.

- 9.20. Some did not agree that the best location to establish the proposed co-ordination unit is within the Welsh Government. A few respondents felt that a unit independent of the Government would be more acceptable, because the Welsh Government is considered to be too centralised in Cardiff. Others wanted to see the unit located outside the Government because they did not want to see the Welsh language move under state control.
- 9.21. One respondent's perception was that, since the Welsh Government is an organisation operating mainly through the medium of English, the Welsh Government's English language environment in Cardiff would adversely affect the standard of work.
- 9.22. Another respondent suggested that consideration could be given to building on existing resources, for example the Bangor Dictionary, in order to save on costs.
- 9.23. A respondent suggested that the most important thing is to enable the research and development currently taking place to continue. In that respect, a respondent welcomed the fact that the proposed new developments will not be at the expense of investment already taking place.
- 9.24. From a technical point of view, a respondent noted that the proposed website would need to be able to expand quickly as required, and to enable surveys to be conducted which are well integrated with Google's analytical tools. The website should also provide strong support for mobile devices and desktop computers.

**Question 5b: This draft policy sets out our proposals to better co-ordinate all elements of Welsh linguistic infrastructure. Is there anything missing from the draft policy?**

- 10.1. 63 respondents answered this question.
- 10.2. A number of the responses to this section reiterated or summarised points expressed in the earlier questions. However, a number of additional points were also raised.
- 10.3. A few respondents expressed the need for the new unit and website to have status and authority, asking, for example, whether awarding and examining bodies in education would have to use standardised words. One respondent asked whether it would be possible to make sure that machine translation websites learn to use standardised terms.

- 10.4. Several respondents mentioned the importance of the continuation and further development of the existing resources and projects named in the consultation document.
- 10.5. Some respondents wanted to see more attention paid to the use of resources created by the media across a number of different platforms, for example resources for learners and educational content. Cultivating a relationship with the media was something that several respondents proposed.
- 10.6. A respondent mentioned that valuable resources of very high quality are to be had in the commercial/private sector, and that how to include these needs to be considered.
- 10.7. Regarding corpora, a respondent mentioned that including digital texts that are within copyright but produced with help from the public purse, as well as original Welsh texts such as fiction should be considered, as examples of texts in Welsh that are independent of English versions.
- 10.8. A respondent had asked for further details and clarification about the standardisation panel and the officers who would work in an infrastructure unit, specifically about how the relationship between them, and the process, would work in practice.
- 10.9. Some respondents felt the proposals did not go into sufficient detail on a few matters, for example how the resources that are intended to be searchable through the proposed website are to be organised, or the need to harmonise and revise work done in the past.
- 10.10. A respondent noted that one potential gap was the need to better organise the standardisation of English vocabulary, and that there was potential for the proposed unit to standardise terms for the whole of Wales, offering guidance on what terms are acceptable in both Welsh and English.
- 10.11. A respondent warned that there was insufficient consideration in the consultation document of the need for computerised linguistic infrastructure and terminology management systems, as well as the expertise to use them.
- 10.12. A few respondents noted that although there was valid mention in the document of standardising new terms, it did not discuss terms that already exist (for example in printed books) but which are not recorded in mainstream digital sources. To make up for this, it was suggested that a collection of terms could be created from historical archives.
- 10.13. A few respondents wanted the resource to help support people with writing and reading online, with the VOCAB button on the BBC's Welsh language websites being mentioned as an example.
- 10.14. Some warned that standardising the language could stifle innovation and the development of the language, while several respondents indicated that they would

like to see more detail on how the public could contribute and be involved, arguing that language specialists or translators are not the best people to understand the perspective of those who use the resources on a day-to-day basis.

- 10.15. Several respondents noted that Welsh dictionaries define words by saying what they are in English. In this context, one respondent asked whether it would be possible to work with the Wicipedia Cymraeg project on this, to help with providing a definition in Welsh of the meaning of words and terms.
- 10.16. A respondent noted the need to identify priority areas for strengthening Welsh linguistic infrastructure, for example by helping to ensure that specific stakeholders, such as supermarkets, are aware of where to find resources that would be relevant to them.

**Question 5c: This draft policy sets out our proposals to better co-ordinate all elements of Welsh linguistic infrastructure. Should we follow a different path in relation to some of these areas?**

- 11.1. 57 respondents answered this question.
- 11.2. Most of the respondents were supportive of the direction taken by the consultation document.
- 11.3. A number of respondents to this question had views on the location of the proposed unit. These included that the unit should be a real unit rather than a virtual one.
- 11.4. A number of respondents welcomed the Government's proposal to co-ordinate this area and carry out strategic planning, with one respondent adding that "only government has the necessary authority and funding streams to coordinate this area successfully. It is also sensible as the Welsh Government already funds a number of the projects in question". It was added that locating the proposed unit in Government would make sense in the short term, and that this would elevate the status of the work. But for the medium term, it was questioned whether this was the best arrangement, or whether another governance structure would be a better fit.
- 11.5. Others did not agree. A respondent had concerns about setting up the unit in Government when other bodies have a wealth of experience in the field, whether on the technical or linguistic side. Others were concerned that the proposed unit would mean a loss of expertise from other organisations across Wales.
- 11.6. One respondent strongly disagreed with the principle of creating a new unit and website, and stated that "the Welsh Government should ensure value for public money and ... strengthen the Welsh economy, by supporting and promoting existing enterprises, and enterprises which may come into being in the future, rather than undermine efforts to establish viable businesses".

- 11.7. One respondent had definite ideas about how far the Government's work in the field should go. They felt the unit should focus on addressing gaps in the vocabulary of the language generally, and updating The Welsh Academy English-Welsh Dictionary. They felt it is also important to work alongside the media (eg BBC, Golwg, S4C) to identify vocabulary needs as they arise, but that it would still be difficult to ensure that the media used terms standardised under any new regime.
- 11.8. One respondent emphasised that co-ordination should mean enabling, rather than heavy-handed administration, and that it is essential that no new administrative body takes most of the resources away from the projects doing the work at present.
- 11.9. A new Welsh-speaker who responded did not agree that terms needed to be standardised, but rather that there was a need to improve people's confidence to use Welsh.
- 11.10. One respondent wanted to see work in this field go further than proposed in the consultation document, giving the proposed unit a role in identifying and correcting poor translations. It would need legislative power to do so, according to the respondent, in order to compel public and private bodies to correct errors that set a bad example.
- 11.11. Another respondent wanted to see hard copies of the digital resources developed in due course, particularly in specific areas, following the pattern of Oxford University's subject dictionaries.

## **Mandatory questions**

- 12.1. The response form also included a series of questions that are routinely asked in each consultation. These included a number of valuable comments.

**Question 6: We would like to know your views on the effects that the proposals in this draft policy on Welsh linguistic infrastructure would have on the Welsh language, specifically on:**

- i) opportunities for people to use Welsh**
- ii) treating the Welsh language no less favourably than the English language.**

**What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?**

- 12.2. 65 respondents answered this question.
- 12.3. Respondents generally anticipated that there would be positive impacts on the Welsh language as a result of implementing the proposals in the consultation paper.

- 12.4. A number of the comments in this section reiterated or reaffirmed what had already been said in the previous replies. Additional comments included that establishing a department to be responsible for the linguistic infrastructure of the Welsh language would help to ensure that it is seen as an official language by agencies and companies active in Wales, and support its use by more businesses, organisations and individuals by giving them more confidence to use it on a day-to-day basis.
- 12.5. Another positive impact mentioned was that it would increase opportunities for people to use Welsh, and reduce the need to turn to English during discussions. This view was echoed by another respondent, who noted that it was easier to write English correctly because there was a lack of easily accessible resources in Welsh, because of the mutations, and because there is a greater gap between spoken Welsh and written Welsh than there is in English. It was added that more people were trying to speak, read, and write Welsh as a second language, and therefore more support is needed for them.
- 12.6. Several respondents noted that the proposals could encourage non-Welsh speaking users to use more Welsh confidently knowing that they had received support from the right place.
- 12.7. It was stated that the proposals in the paper could be valuable to parents or guardians with children in Welsh-medium education. The same respondent had children attending a Welsh-medium school, and said that the proposals would help them to answer questions about Welsh words and terms with confidence.
- 12.8. One respondent noted that the impacts were generally positive but that there were opportunities to increase those impacts through "bold design that prioritises the Welsh language and sets the standard in terms of bilingual design, website design and linguistic accessibility", and by ensuring that the approach followed is inclusive (particularly when discussing linguistic accuracy). This was endorsed by another respondent, who stated that "non-Welsh speaking Welsh people must be included in all this - a strong message that the aim is to support everyone".
- 12.9. Another positive impact identified was the proposal regarding the need to train a larger workforce to work in the field. It was noted that this idea needed to be developed further.
- 12.10. One respondent noted that the proposals would facilitate his work as a translator.
- 12.11. A respondent felt that the proposed website would provide a simple way of finding words and definitions, as is the case with other languages. They noted that one of the most common arguments against the use of Welsh is that there are no Welsh words for specific concepts in English, but he considered that the proposals would help to disprove that.
- 12.12. Whilst supportive of the proposals, several respondents emphasised the importance of making sure that terms are not too highbrow. There was a desire to ensure that it



would not just be a website for translators, academics and those standardising Welsh, but that appropriate provision was also made for children, young people etc.

- 12.13. Amongst the potential negative impacts identified was the danger that the proposals in the draft paper would add a layer of bureaucracy, reducing the opportunity for people to use Welsh by slowing down the creation of Welsh language materials compared to ones in English.
- 12.14. Other negative impacts mentioned included that people may not continue to use other websites or resources; the potential implications of revising an already well-established term; or possible inconsistencies in the use of different words in the north and south.
- 12.15. A few respondents expressed that the proposals would be futile unless they lead to more opportunities for people to use Welsh, and that more emphasis was needed on 'promoting and facilitating' in the work of the proposed unit.
- 12.16. A respondent said that although it could be argued that the proposals would benefit the Welsh language, there was no similar body or government department with responsibility for ensuring that the English language received the same attention.

**Question 7: Please also explain how you believe the proposed policy could be formulated or changed so as to have:**

**i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language**

**ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.**

12.17. 54 respondents answered this question.

12.18. A few respondents were keen to assist in the work, offering to work with the Government to develop the resources.

12.19. A few respondents warned of the complexity and potential dangers of the proposals in the consultation paper. These included encouragement to remember that the Welsh language belongs to everyone, that "a little control over it increases accuracy and consistency, making it clearer and more effective as a means of communication. But too much control makes it frustrating and hostile, and ineffective as a means of communication". It was noted that something should not be created that will be seen as an "ivory tower" for linguistic perfection, '*full of language policemen*', and the need to involve everyone on the journey was stressed, not just the academic institutions.

12.20. In this context, one respondent emphasised the need to consider what 'standard' means in the context of the document: "There is an unfortunate trend ... to assume that there is only one type of 'correct' Welsh. ... It needs to be emphasised that this

work would primarily be about the standard language (and that that is its strength), but that this is not the only form of acceptable Welsh... careful thought needs to be given to how to express this in order to counteract the harmful tendency to consider that 'correct', 'grammatical', and 'standard' are all synonymous, therefore wrongly assuming that a resource such as this condemns other forms of Welsh".

- 12.21. Another respondent strongly believed that a website needed to be created as soon as possible, but that things needed to be kept simple at the outset. Furthermore, as with many responses to this question, the need to promote and market the new website widely was emphasised, with a focus on the education system as a whole, public services, institutions, business and the general public.
- 12.22. Some respondents warned of the dangers of overwhelming users of the website with too much information, which could, ironically, lead to contradictory search results.
- 12.23. Some respondents warned that a website of this kind which brings together results gleaned from different resources could displace those individual resources.
- 12.24. A respondent said that updating The Welsh Academy English-Welsh Dictionary would be an obvious way of helping people to use Welsh. They went on to note that technical terms were of a more specialised nature, and that "a post facto inclusive regime of coordinating terms should therefore be established, but work should not proceed to standardise subject-specific packages of technical terminology without it taking place in parallel with the development of specific materials in those areas".
- 12.25. Another respondent noted that any new regime needs to be flexible enough to direct resources to priority areas as they emerge, and that an overly rigid regime would not allow for that to happen when new or urgent needs arise.
- 12.26. One respondent felt that the consultation document did not place enough emphasis on platforms and media that people use to access information on linguistic infrastructure, adding that some of the resources listed in the consultation were difficult to use or inaccessible on mobile devices.
- 12.27. A respondent emphasised that a Welsh audio facility would be a great resource for vulnerable children attending Welsh-medium schools but living in non-Welsh speaking households.
- 12.28. A few users noted the importance of reducing the gap between the expectation for perfect Welsh and the use of the language by less confident learners and speakers. One respondent warned that the current gap between translation and writing in Welsh was too large.
- 12.29. A respondent noted that trials would need to be held to see what people's attitude to the website will be.

- 12.30. Another respondent emphasised the importance of making sure that the standardisation process happens swiftly, and takes account of geographical variations in word and term use.
- 12.31. In order to assist non-Welsh speaking staff in the public, private and third sectors, one respondent suggested that they need detailed guidance on how to make the best use of the support available. In their opinion, enabling people to access such guidance on the proposed website would be a way of promoting the use of the Welsh language across all sectors.

**Question 8: We have asked a number of specific questions. If you have related issues which we have not specifically addressed, please use this space to report them.**

- 12.32. 47 respondents answered this question.
- 12.33. Several respondents noted that due to the size and ambition of the proposed project, it needed a specific timetable and launch date as soon as possible. For example, one respondent noted that developments regarding Welsh linguistic infrastructure have been very slow in the past – largely due to the complexity of the field – and that there is therefore no scope for further delays.
- 12.34. Several respondents representing an organisation or resource were very willing to offer their support and practical help with the work in this area.
- 12.35. A respondent noted that it would be beneficial to consider developing apprenticeships jointly between projects in different organisations in the fields of lexicography, terminology and language technology. The respondent noted that many of the skills involved were transferable to other areas, and that this would increase the number of suitably skilled individuals.
- 12.36. It was added that the need to treat "Welsh as a language in which to compose, as well as a language into which English texts will need to be translated" should be kept in mind, and that "people search in a dictionary such as GPC to learn more about the word (for example gender, plural form, exact meaning or origin) rather than to find the equivalent words in English".
- 12.37. Recognising that the field is complex and that progress must be made one step at a time, one respondent thought that the draft policy did not answer the question of how to bring practitioner specialisms together in a strategic way, and does not address the structures that support the current resources.
- 12.38. One respondent asked whether it would be possible to look at a 'fast track' approach to terminology standardisation, with particular reference to the area of racism and the need for urgent standardisation.

- 12.39. Another respondent noted the importance of taking one step at a time, and that it would be beneficial to focus on updating The Welsh Academy English-Welsh Dictionary initially, expanding from that to co-ordinate other work. It was added that the size of those tasks should not be underestimated.
- 12.40. One respondent suggested that responsibility for the co-ordination of resources should be given to a body other than the Welsh Government, for example the Coleg Cymraeg Cenedlaethol, because the College has a relationship with all universities and further education institutions in Wales.
- 12.41. A respondent felt that the new unit should recruit from all parts of Wales, to ensure that experts in the field are attracted. As such, it was felt that the unit should not be located in one geographical location, since it would be possible to have staff in various locations and working from home or a local hub.
- 12.42. It was also expressed that there was a need to know who would have input into the process of creating new terms, and into considering the use of already well-established terms, and also who would be the final arbiter when there was disagreement.
- 12.43. Another respondent added that a number of bodies in Wales had a great deal of expertise, and it was to be hoped that the co-ordination process would be inclusive and involve listening to and acting on the views of experts.
- 12.44. A few respondents emphasised the importance of ensuring that the policy is aligned with other, already extant, strategies and policies.
- 12.45. A respondent felt that the proposed unit should work closely with a unit which has a remit to promote language use, in order to share good practice and take advantage of the latest research in terms of technology and behavioural sciences. As such, it was important to place the whole policy in the wider context of the Government's education and digital policies, and beyond.
- 12.46. One respondent wanted to see the proposed unit develop symbols for 'Ch', 'Dd', 'Ll' and 'Rh'.

## Conversations with focus groups

13.1. In addition to the public consultation analysed above, several conversations or focus groups took place to seek views and discuss the proposals in the draft policy.

### Focus Group 1: Food Standards Agency and the National Museum of Wales

13.2. These are two bodies that must respond quickly to the need for new terms in their respective fields. Their comments included:

- In order to deal with high profile terms of national importance that urgently need to be standardised, a pool of specialist people is needed that a central group can call upon as required.
- Serious thought needs to be given to the future role of the terminology discussion circle (i.e. Welsh-Termau-Cymraeg on the JiscMail website) and similar groups, for example on Facebook.
- It was mentioned that consideration needed to be given to how the new unit would scan the horizon regarding the need for specific terms, and how it would take responsibility for them.
- It was mentioned that they sometimes create terms using experts, but that it is important to avoid a situation where there are several different translations for the same term. It was suggested that they would be willing to help try to find a solution in that regard.

### Focus Group 2 – freelance translators

13.3. A focus group was held with four freelance translators – members of Cymdeithas Cyfieithwyr Cymru, the association of Welsh translators and interpreters – drawn together with the support of the association.

13.4. One translator said that The Welsh Academy English-Welsh Dictionary was outdated and was now a snapshot of a period in time. In order to have consistency in the creation of terms and their dissemination, they thought it was essential to build contact with BBC Wales. They said that many people use Facebook groups and that it is interesting to note that the questions asked by learners often differ from the questions of fluent speakers. It is also necessary to answer questions such as what is "correct" – for example is the language used in text messages correct? They noted that it would be a good idea for the proposed unit to keep a regular watch on social media, the Welsh-Termau-Cymraeg group on the JiscMail website, Facebook groups etc. to see what linguistic problems arise. Regarding standardisation, it was noted that access to a place-name database is crucial, and there is an urgent need to collect lists of street names together in one place.

- 13.5. Another translator said that dictionaries and terms had become crucial for children and parents as a result of coronavirus lockdowns. The participant was strongly of the view that terms should be created by people 'on the ground' so to speak, with translators using those words wherever possible.
- 13.6. Another participant noted that, as an interpreter, she welcomed the consultation paper because it proposed to address much that needs to be done – including one of the biggest things, namely a Welsh to English dictionary, which is a significant gap in the current provision. She said that having one central portal was a positive thing, and has been needed for years. She added that BydTermCymru is an excellent resource, that those produced by Canolfan Bedwyr are also exceptional resources, and pulling their results together in one place will be a step in the right direction. She said that marketing was extremely important, and that it was surprising how many people are not aware of the resources available now, even among fluent Welsh speakers. The proposals for standardisation were welcome, but a note of caution was sounded that this could be divisive because everyone has an opinion – for example the views of people who use Welsh 'on the ground' may differ from the perspective of academics, to name but one example.
- 13.7. Another participant reiterated the need to consider Facebook groups discussing the Welsh language, as well as the press, when moving forward. They noted that maintaining Canolfan Bedwyr was vital, and asked whether grammatical advice would be part of the website.
- 13.8. An interpreter noted that, with regard to standardisation, having subject specialists on hand was crucial. With teachers, they said that things had to be easily available – as such, it would be useful to work with the education consortia on a training package for teachers on using the resources, because giving teachers the means to refer pupils and their parents / carers to the resources is central.
- 13.9. A participant added that having a 'one-stop-shop' listing all the relevant websites is an absolutely indispensable first step. They emphasised that the development of a style guide that identifies what is suitable in different contexts would be a big task, but would be valuable work.

### Focus Group 3 – tutors at the National Centre for Learning Welsh

- 13.10. At the request of Welsh Government officials, the National Centre for Learning Welsh held a consultation session with 10 of the Centre's tutors. Answers were obtained to the following questions:
- 13.11. How do you currently find terms / where do you find terms? (websites, books, dictionaries etc) Is there enough choice in terms of where to search? Is there too much choice?**

The most popular answer was the Ap Geiriaduron / Dictionaries App. But there was a wide range of answers including: The Welsh Academy Dictionary Online,

glosbe.com – a good resource because it offers examples of the words in different contexts, BydTermCymru, Google Translate (not recommended without strong editing skills), The Welsh Academy English-Welsh Dictionary, Geiriadur Prifysgol Cymru (the University of Wales Dictionary), Y Porth Termau (Terminology Portal), Geiriadur Gomer i'r Ifanc (Gomer's Dictionary for the Young), which offers a description of the meaning of the word as well as its appropriate contexts, Geiriadur y Drindod (Trinity University's Dictionary) – very succinct, with the grammatical term to help understanding.

### **13.12. What would be useful to you as a user / to your learners?**

It was thought that it was good for learners to be able to see the meaning of a word, and to see an example of the word being used in context.

Reference was made to various efforts that have been made to create a 'mutations' dictionary – a dictionary showing words in their mutated forms. It was felt that this would be beneficial for entry level vocabulary/learners – but after that learners should be able to understand the need to look for words that start with a different letter.

Resources published in the past were referred to, including 'Gair i Gall' by Acen and a dictionary for Welsh learners by the BBC.

### **13.13. What happens when a word has more than one meaning? How do you/your learners know which one to use?**

It was noted that this is a difficulty in all languages. This is where offering words in context helps.

### **13.14. Where and how do you look for the singular/plural of words?**

It was noted that this is a particular problem in Welsh – in the Centre's vocabulary lists, the plural word is given as a 'separate' word if it is especially different.

### **13.15. When looking for a specific word, for example 'rainbow' – what do you expect to see in the response? Translation only? Plural version? Does knowing if the word is verb, adverb, female, male, how it mutates help? Would it be useful to have a list of related words?**

It was agreed that learners needed this.

## **Focus Group 4 – New Welsh speakers on the Welsh Government's staff**

### **13.16. Taking advantage of a wide network of people who have been on the journey of learning Welsh at the organisation, conversations were held with three members of staff to discuss their experiences on that journey, and their perception of the infrastructure resources in question.**

13.17. One participant had been on a journey with Welsh for 10 years and had reached a higher level. He tended to use the Ap Geiriaduron (Dictionaries App) on his mobile phone, as well as Cysill. He produced a few documents as part of his job, comparing text in order to check them, and using Cysill. He said that if there is just one place to go, vocabulary will be very important, for example word lists for different areas such as farming. At the moment, he sees himself tossing a coin if there is more than one answer – when it's difficult to know which takes priority. In learning Welsh, he had received many 'cribsheets' from the University which were extremely useful – he asked whether resources such as this could be located in an accessible place on the website to help with, for example, grammar and essential verbs, and mutations. These things would be extremely useful to learners.

13.18. Another participant noted that they did not find individual words difficult, but that word patterns caused them the most difficulty. They wanted to write more, but were not always sure whether the patterns they were using were correct – they perceived that there is a big difference between the spoken and the written language. They would like to see one place with a list of the different support that's available. For example, in the Dictionaries section, a list of the dictionaries with a description of them and for whom they're suitable, their advantages and disadvantages, etc. They added that instructions on practical things such as how to type circumflexes would be useful.

13.19. A third participant noted that she had heard comments from other learners expressing frustration and ideas about how to improve the situation, without knowing to whom she could direct this feedback. She felt that a resource such as a website was needed to improve the situation, and that this had crossed her mind before she knew about the consultation. She added that she had a number of possible ideas that she could share. These included, for example, information about:

- Changing Microsoft Windows to Welsh
- Changing your Facebook profile to Welsh
- Word of the Day
- Learner of the Year
- BBC Bitesize in Welsh
- Welsh language services
- Nursery rhymes
- Welsh-language news stories
- How to tax your car in Welsh
- Information about the culture and history of the Welsh language
- Welsh-language events and festivals / Opportunities to use Welsh.



## Conclusion and next steps

14. The Welsh Government is grateful to everyone who responded to the consultation and who gave their time to do so. Building on the feedback received during the consultation, we'll be making a statement on the next steps in due course.

## Annex A – List of respondents

Ref.	Respondent	Organisation (if relevant)
01	Sian Kitchener	
02	Requested to keep their response anonymous	
03	Josef Roberts	Pai Language Learning
04	Anonymous	
05	Requested to keep their response anonymous	
06	Heather Powell	
07	Requested to keep their response anonymous	
08	Requested to keep their response anonymous	
09	Luke Ryan	
10	Requested to keep their response anonymous	
11	Requested to keep their response anonymous	
12	Requested to keep their response anonymous	
13	Anonymous	
14	Requested to keep their response anonymous	
15	Emma Jones	Babcock Training
16	Requested to keep their response anonymous	
17	Stephen Robert Morris	PRP Training
18	Requested to keep their response anonymous	
19	Anonymous	
20	Geraint Lewis	

21	Requested to keep their response anonymous	
22	Mary Evans	
23	Anonymous	
24	Requested to keep their response anonymous	
25	Requested to keep their response anonymous	
26	Bethan Wyn Hughes	Snowdonia National Park Authority
27	Requested to keep their response anonymous	
28	Requested to keep their response anonymous	
29	Requested to keep their response anonymous	
30	Requested to keep their response anonymous	
31	Glyn Ellis Hughes	
32	Requested to keep their response anonymous	
33	Requested to keep their response anonymous	
34	Rebecca Williams	UCAC
35	Requested to keep their response anonymous	
36	Robert Phillips	
37	Bedwyr ab Ion Thomas	Cardiff University – Medicines Discovery Unit
38	Requested to keep their response anonymous	
39	Requested to keep their response anonymous	
40	Catrin Williams	Snowdonia National Park Authority
41	Derec Stockley	

42	Dr Roger Morgan	Pupils 2 Parliament
43	Requested to keep their response anonymous	
44	Requested to keep their response anonymous	
45	Requested to keep their response anonymous	
46	Requested to keep their response anonymous	
47	Delyth Prys	Language Technologies Unit, Bangor University
48	Prifysgol Bangor	Bangor University
49	Requested to keep their response anonymous	
50	Barbara Lyne	
51	Requested to keep their response anonymous	
52	Mike Lewis	Hawliau
53	Requested to keep their response anonymous	
54	John Les Tomos	
55	Angela Mutlow	Board of Community Health Councils in Wales
56	Requested to keep their response anonymous	
57	Holger Hvelplund	IDM
58	Lloyd Evans	Senedd Cymru
59	Requested to keep their response anonymous	
60	Dylan Foster Evans	
61		Cymdeithas yr Iaith
62	D. Geraint Lewis	
63	Efa Gruffudd Jones	National Centre for Learning Welsh
64	Sharon Stephens	

65	Angharad Mai Roberts	Bilingualism Division, Grŵp Llandrillo Menai
66		Mudiad Meithrin
67	Lynda Tunnicliffe	Rily Publications
68	Myfanwy Jones	Carmarthenshire County Council
69		Welsh Local Government Association
70	Gwerfyl Roberts	Health Sub-group – Cymdeithas yr Iaith
71	Nudd Lewis	
72	Andrew Hawke and Elin Haf Gruffydd Jones	Geiriadur Prifysgol Cymru – A Dictionary of the Welsh Language, University of Wales Centre for Advanced Welsh and Celtic Studies, University of Wales Trinity St David
73	Sioned Mai Fidler	Food Standards Agency
74	Ryan Evans	National Training Federation for Wales (NTfW)
75	Ben Alun Screen	Cwm Taf Morgannwg University Health Board
76		Welsh Language Commissioner
77	Requested to keep their response anonymous	
78	Elen Hughes	Menter Iaith Môn
79	Stuart Williams	NEU Cymru
80	Gruffudd Prys	Y Termiadur Addysg
81	Hywel G Hughes	Lord Chancellor's Welsh Language Standing Committee
82	Dr Ioan Matthews	Coleg Cymraeg Cenedlaethol
83	Manon Humphreys	National Museum Wales
84	Heini Gruffudd	Dyfodol i'r Iaith
85	Bruce Griffiths	
86	Ann Corkett	

87	Geraint Wyn Parry	Cymdeithas Cyfieithwyr Cymru - the association of Welsh translators and interpreters
88	Duncan Hodgson	