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WELSH LANGUAGE USE IN THE COMMUNITY

Research Study

WELSH LANGUAGE USE IN THE COMMUNITY

A research study undertaken as part of the Evaluation of the Welsh Ministers' Welsh Language Strategy: *A living language: a language for living*

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The views expressed in this report are those of the researcher and not necessarily those of the Welsh Government.

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Glossary

Acronym	Definition
CYD	*Cymry Cymraeg a Dysgwyr ar y Cyd* / Welsh Learners and Speakers Together
GSR	Government Social Research
OA	Output Area
PCAI	*Prosiect Cefnogi Arferion Iaith* / Supporting Language Use Project
WLB	Welsh Language Board

1. Introduction

1.1 In November 2014, Bangor University was commissioned to undertake a research study on behalf of the Welsh Government. The purpose of the study was to add to our understanding of how the Welsh language is used in communities, and to assess whether the types of programmes funded by the Welsh Government to promote Welsh language use are meeting the needs of communities. The findings of the study will contribute towards shaping the language planning policy of the future.

1.2 The Welsh Ministers' Strategy for the Welsh language, *A living language: a language for living* was published on 1 March 2012 and came into effect on 1 April 2012 (Welsh Government, 2012). It will continue to be implemented until the end of March 2017. The Strategy outlines the Welsh Government's vision to 'see the Welsh language thriving in Wales' (Welsh Government 2012:14). Strategic Area 3 of the Strategy specifically addresses ‘strengthen[ing] the position of the Welsh language in the community’ (page 16), and the topics covered in this study correspond broadly to those included under that heading.

1.3 In August 2014 the Welsh Government published its policy statement, *Moving Forward*, to build on the foundations of *A living language: a language for living*. The policy statement outlines the Welsh Government’s focus for the period 2014-17, and concentrates on four specific themes: the need to strengthen links between the economy and the Welsh language, the need for better strategic planning for the Welsh language, Welsh language use in the community, and the challenge of changing language behaviour. The document considers developments in language planning in Wales, including the changes in the linguistic landscape reflected in the 2011 Census results. Traditional Welsh language strongholds saw a decline in terms of Welsh language vitality, with reductions in the percentage of Welsh speakers in

Ceredigion, Carmarthenshire, Gwynedd and Anglesey, while there was a small increase in Caerphilly, Cardiff and Monmouthshire.[1]

1.4 This study is intended to support the work of the Welsh Government as it refines and develops its approaches to meet the objectives set out in *A living language, a language for living* and *Moving Forward*. The basis of the study was set by the Evaluation Framework for *A living language: a language for living* published in February 2013 (Welsh Government, 2013a). The Framework offers the basis for a systematic approach to assessing the Strategy's impact and outcomes, and is a starting point for the development of the theory of change implicit in the Strategy.

1.5 Four research questions were set for this study:

- What are the defining features of various typologies of communities in terms of their capacity to exist as sustainable Welsh-speaking units?
- What are the defining features of various typologies of communities in terms of their capacity to integrate non-Welsh speakers and Welsh learners?
- What are the 'tipping points' that trigger language change or language shift within different typologies of communities?
- Does the Welsh Government's approach to language planning, as outlined in the Welsh Language Strategy, provide the required impetus for change and sustainable linguistic vitality in communities across Wales?

In interpreting the specification and the research questions, particular attention was also given to the following considerations:

- analysis of factors that influence language use (including context, language skills and language attitudes);

[1] http://www.comisiynyddygymraeg.org/English/Assistance/Dataandstatisitcs/Pages/2011Censusresultsandchangessince2001.aspx (accessed 30.11.14)

- gauging public opinion regarding opportunities to use Welsh in the community;
- contributing to the development of a typology framework to map the language profiles of communities, with the aim of assisting language planners to determine suitable interventions;
- offering practical policy recommendations to inform a community language strategy in Wales.

1.6 The specification for this study asked for a piece of work to be completed between November 2014 and March 2015. Owing to the constraints associated with this, it was not possible to conduct a systematic evaluation of the individual programmes and activities funded by the Welsh Government to promote Welsh language use in communities. The purpose of the study, rather, was to:

- provide an outline of the opportunities that exist to use the Welsh language in different communities in Wales;
- provide an insight into the language practices and motivations of speakers in these communities;
- reach some conclusions about the influence and appropriateness of programmes funded and developed by the Welsh Government to promote the Welsh language in communities;
- identify the factors that define communities' linguistic vitality, in order to contribute to the creation of a typology of language communities.

1.7 Within the limited time available for the study, consideration was given to the questions above through an overview of language behaviour and practice in six communities. The six communities were selected in discussion with the Welsh Government in an attempt to look at locations that have received specific investment and focus through programmes designed to promote Welsh language use. There was also an attempt to compare these locations with other communities where there has not been such a strong emphasis

on the provision or creation of opportunities to use or strengthen the Welsh language. The following communities were selected for the study:

- Cardigan
- Bangor
- Llanrwst
- Ammanford
- Aberystwyth
- Porthmadog

Further details of the logic and methodology are available in Chapter 3: *Methodology*.

1.8 In order to analyse and interpret patterns of language use and community activity within the communities selected, a conceptual framework was drawn up based on interpretations of the sociological meaning of 'community' and the idea of belonging. There is also an attempt to situate the study within a theoretical framework of language planning, acknowledging the role of the community and social networks in relation to creating and maintaining language practices (Chapter 2: *Conceptual Background*). In an attempt to reflect the complex and multifaceted nature of language planning on a community level, the following research methods were chosen for the study:

- focus groups with community groups in the six communities;
- street surveys on high streets or in central locations in the six communities;
- analysis of secondary data to create a statistical profile of the six communities;
- analysis of Welsh Government monitoring and administrative data.

1.9 The research methods of the study are reported in full in Chapter 3: *Methodology*. With the aim of situating the research findings in their wider context, a statistical profile of the six communities' demographic and linguistic characteristics is presented in Chapter 4: *Background Statistics*. An

analysis of the primary research results is presented in Chapter 5: *Findings by community*. The themes and discussion areas that arose during focus groups in each community are discussed separately. The evidence gathered through street surveys is presented in order to enrich or add to this evidence. Common themes are identified and there is a wider discussion, in light of the evidence collected about Welsh Government programmes and projects to promote the Welsh language in communities, in Chapter 6: *Themes and Key Findings*. Chapter 7: *Conclusions and Recommendations* draws together the main messages of the study, and offers policy recommendations for the attention of the Welsh Government.

2. Conceptual Background

2.1 This chapter aims to outline the conceptual and theoretical background of the research study. The aim is to:

- explore how the concept of 'community' and the notion of belonging is relevant to the research questions posed;
- consider the significance of the research questions in the context of the sociology of language and language planning policy.

An overview of the main concepts that supported us in our interpretation of the research questions is presented below.

2.2 Defining 'Community'

The concept of 'community' is multilayered and complex, and extends far beyond traditional discussions regarding geographical location alone. Tönnies' pioneering research (1887) offers an explanation of two kinds of human society, the *gemeinschaft* ('the community') which is about close unity and social and cultural understanding, and the *gesellschaft* ('society' or 'association') or the connections with individuals that ensure individualistic benefits. According to Tönnies, it is the combination of the *gemeinschaft* and the *gesellschaft* that reflects the complexity of society. Therefore, it can be interpreted that Tönnies extends the interpretation of community beyond geographical features alone.

2.3 Similarly, Cohen (1985) notes that 'community' is based on the notion of members of that community sharing a common characteristic with other group members where that characteristic is different from other groups' characteristics. Cohen believes that community boundaries are based on a number of factors, some of which are geographical (such as rivers, mountains or political boundaries), but also characteristics pertaining to social interaction and identity (such as race, religion or language). For him, therefore, the concept of community is based on those common characteristics shared by community members, but also on those that differentiate them from others. However, Cohen notes (1985:12) that these

concepts can be imprecise or elusive: '[...] not all boundaries, and not all the components of any boundary, are so objectively apparent. They may be thought of, rather, as existing in the mind of the beholders.' In addition, reference can be made to the existence of a relatively recent kind of community, which is less reliant on geographical features, that is, the online community. As a result of technological developments, social interaction is no longer necessarily based on face-to-face contact between individuals (Blackshaw, 2010).

2.4 Bauman (2001:3) describes the community as ideal and almost unrealistic: 'the kind of world which is not, regrettably, available to us – but which we would dearly love to inhabit and which we hope to repossess.' Equally relevant to this study is the research that deals with the symbolic (Cohen *et al.*, 1982; Cohen, 1985) or imagined elements (Anderson, 1991) that can shape the definition of communities. Cohen (1985:118) refers to the importance of the symbolic meanings of the particular community: '[...] people construct community symbolically, making it a resource and repository of meaning, and a referent of their identity'. Therefore, it could be interpreted that the concept of community is abstract and symbolic and related to the identity of group members.

2.5 Anderson (1991) refers to the concept of an imagined community - it is individuals' perceptions of their communities' vitality and cohesion that provide the reality of the community. Referring specifically to language, Anderson notes the influence of language on creating and defining communities, as community members develop a common identity based on a language shared by members. Anderson also refers to the existence of a language hierarchy within and between those language communities.

2.6 Another key concept in the analysis and interpretation of community is that of belonging (Crow and Allan, 1994) and social networks (Putnam, 2000). Putnam (2000:274) differentiates between feelings of strong belonging (such as family and friends), and weak links (such as work, religious institutions and civil society), that exist within a community. Crow and Allan (1994:06) discuss the relationship between community and belonging, noting: '...

[community] plays a crucial symbolic role in generating people's sense of belonging'.

2.7 A relevant question to the discussion on community is to what extent individuals embody the norms and customs of various communities. De Tocqueville (1994:284) describes the norms as *'habits of the heart'* that are core to various communities. This is what determines individuals' involvement with their particular communities. The work of Bourdieu (1987) refers to the concept of *'habitus'* which encompasses the cultural practices of particular groups of individuals. It states that these habits are established and reproduced within the group and arise from individuals' life experience and habitat. Bourdieu (1987) and Putnam (2000) add the concept of 'social capital' into the discussion of community. Bourdieu refers to individuals as members of a particular group or community, within networks of community relationships that have similar values, qualities and networks to other community members. The concept of 'cultural capital' (Bourdieu,1986) is also relevant when analysing the nature of certain communities in Wales as it is linked to status, social prestige and cultural habits such as social networks and the role of language within those networks and communities. We will draw on the above frameworks, where appropriate, in order to set a wider theoretical context for this study.

2.8 Community, social networks and linguistic behaviour

The significance of language as a way of defining or expressing speakers' relationship with their 'community' has been extensively covered in the literature. The more familiar threads include the consideration given to language as a way of defining social identity (Bourhis, Giles and Tajfel, 1973), and the interrelationship between the strength of social networks and sustained language use (Milroy, 1992; Milroy and Milroy, 1985). Milroy and Milroy (1985) refer, for example, to the importance of networks of connections between individuals and their influence on language use. Wenger (1995) reports on a series of support networks for older people in north Wales (for example formal, informal) and their influence on language use in the community. Morris' research (2007) attempts to understand young

people's linguistic behaviour and Welsh language use based on an investigation of the size and composition of their social networks.

2.9 Placing this discussion in the context of language planning policy, we see that there are several points of contact underlining the importance of 'communities' to the discussion of what defines language vitality. Fishman's pioneering research (1991) on reversing language shift and the GIDS ('Graded Intergenerational Disruption Scale') framework offers eight steps to assess the vulnerability of minority languages. It notes the importance of a community of speakers in order to ensure the future of minority languages. Additionally, a Framework was offered by UNESCO (2009) to assess the vitality of minority languages and evaluate their strength and prospect of survival in the future. A link is seen here with the language ecology perspective and the concept that minority languages need to be protected as we protect nature.

2.10 Further developing the work of Fishman (1991), Darquennes (2007) offers a conceptual framework that can be used to study the language ecology of communities and language behaviour: the social profile method. This framework emphasises the interrelationship between language ability, community opportunities to use a language, and language motivations. Darquennes refers to the work of Labrie, Nelde and Weber (1994), discussing cognitive, social and affective features of community language use, with the interaction between these three features influencing community language use.

2.11 For an analysis of the study of opportunities to use Welsh in the communities selected for the current study, Darquennes' theoretical framework (2007) is useful. Darquennes refers to four phases in the analysis of the vitality of language communities. The first phase involves describing the language community on the basis of language ecology. The second phase reports on the community's social and structural features and language use patterns. The third phase involves analysing the data gathered, while the fourth phase involves data interpretation. This framework offers a suitable structure to undertake the task of studying language use at community level.

2.12 Furthermore, Morris' typology (2010) offers a categorisation of communities into the following three groups:

1. Assimilating communities
2. Communities with distinctive language groups
3. Assimilated communities

The first category represents viable Welsh language communities where there is considerable pressure on individuals from diverse language backgrounds to use the Welsh language in the community, for example in clubs and with peers. The third category represents communities where a language shift from Welsh to English has occurred. Within this type of community, English is increasingly used as the norm despite the existence of Welsh language ability. The middle category represents communities where Welsh language social networks and English language social networks exist alongside one another. Within this category, activities are often divided based on language.

2.13 It should also be kept in mind that recent technological developments have added (and are continuing to add) new dimensions to the process of interpreting and studying communities. Virtual communities are not necessarily related to geographical locations and real world direct contact (Blackshaw, 2010). There is an additional challenge, therefore, in attempting to define online communities and interpret the social networks that exist within them. In the context of the Welsh language, Cunliffe *et al.* (2013) argue for the existence of a Welsh language online community as a new location to use language and develop wider language networks.

2.14 As seen in the above discussion, defining 'community' is not a straightforward process, and the challenges it involves are implicit in the following chapters. An explanation of how the communities of the study were defined (and the limitations that must be kept in mind) is provided in Chapter 3: *Methodology*.

2.15 **Language Planning in Wales and Welsh language use in the community**

A recognition of the importance of Welsh language use in the community has been, and continues to be, a central part of the language planning agenda in Wales. This is reflected in the content of Welsh Government language strategies (e.g. Welsh Government 2003, 2012, 2014), Welsh Language Board strategic plans and work programmes in the past, and those of the Welsh Language Commissioner.

2.16 A core element of current Welsh Government strategies for the Welsh language is the promotion and facilitation of daily language use on a community level. This includes steps to maintain Welsh-speaking localities and to regenerate the Welsh language where it has declined: 'The Welsh Government is eager to [...] take action in areas where the Welsh language is, or was until comparatively recently, the main language of daily life, and which are seeing a rapid decline in the percentage of Welsh speakers.' (Welsh Government 2012:33).

2.17 Strategic Area 3 of *A living language: a language for living* (Welsh Government, 2012) specifically covers community language use. At the same time, however, 'community' is an overarching area that often extends to language planning strategies involving family, education and the workplace, and this is recognised by the Welsh Government (e.g. 2012 and 2014). As a result, it is important to consider the effects of these diverse areas on each other in assessing the Welsh Government's strategy of seeing a 'strengthening of the position of the Welsh language in our communities' (Welsh Government 2014:04).

2.18 The Welsh Government's Policy Statement *Moving Forward* (August 2014) builds on the strategy of *A living language: a language for living*, and sets out policy objectives for the Welsh language for 2014-2017.

The aim of the policy statement is:

- to make the Welsh language a normal part of everyday life;

- to challenge the Government, the wider public sector, business, the third sector and individuals, to promote the language;
- to change language habits, using behaviour change techniques from other areas;
- to encourage organisations to take more responsibility for the language, plan better and more strategically, and invest in the language;
- to increase investment in the bodies that promote Welsh language use in the community;
- to recognise that developing the Welsh language goes hand in hand with economic development, and to invest in specific programmes to support that;
- to ensure that the Welsh language is an integral part of technological developments.

2.19 The Statement sets out how the Government will build on current activities, with an additional £1.2 million of investment over 2014-16. As part of the additional expenditure, £750,000 will be assigned to the development of the work of *Mentrau Iaith*, including funding to strengthen the national structures of the *Mentrau* in order to provide a comprehensive training programme for the staff of Government grant partners, along with resources to market the Welsh language in communities. £300,000 was also allocated for a *Moving Forward* grant to promote innovation in the areas where there is a high percentage of Welsh speakers and other areas of strategic importance. Additionally, there is an investment of £2.25 million to develop innovative new learning places and centres across Wales to promote Welsh language use. The following national organisations, that promote Welsh language use in the community by offering opportunities for people to use the language, continue to receive grants from the Welsh Government annually:

- *Mentrau Iaith*
- *Urdd Gobaith Cymru*
- The National *Eisteddfod* of Wales
- *Merched y Wawr*

- Federation of Wales Young Farmers Clubs
- Community Newspapers (*Papurau Bro*)
- *Cymdeithas Eisteddfodau Cymru*.

2.20 These organisations, along with a number of other community programmes, will receive a total of £4,509,391.00 in 2015/16. This figure includes the additional investment, the budget for the development of the work of the *Mentrau*, and the budget for the *Moving Forward* grant.

2.21 Additionally, specific projects such as *Twf*, and *Tyfu gyda'r Gymraeg*, are funded to encourage and support Welsh language use in families. There are also specific programmes for children and young people through the 'Supporting Language Use Project' (*Prosiect Cefnogi Arferion Iaith: PCAI*) for secondary schools, and popular music activities.

2.22 The Welsh Government is responsible for the national co-ordination and strategic development of Welsh for Adults. The review of Welsh for Adults undertaken in 2012-13 included a number of recommendations to improve and develop the provision, including the establishment of a National Entity to be responsible for strategic development of the field. The aim of the programme is to plan for the future by creating a strategy at national level to co-ordinate Welsh for Adults.

2.23 What, therefore, is the current situation of Welsh language use in Wales? The *Language Use Survey 2013–2014* (Welsh Government and Welsh Language Commissioner 2015) shows that nearly half (46 per cent) of all Welsh speakers (310,600) consider themselves fluent, and that slightly more than half the people who can speak Welsh speak the language every day. 43 per cent of adults who speak Welsh had attended a cultural activity or event held in Welsh in the previous year and 18 per cent had attended a sporting event held in Welsh. According to the Survey, the percentage that had attended a cultural event held in Welsh increased slightly with age, and the percentage that had attended a sporting event held in Welsh decreased slightly with age. During the previous year, 38 per cent of young people who could speak Welsh had attended a social or cultural event held in Welsh not

arranged by a school, and 24 per cent had attended a sporting event of that nature.[2]

2.24 Beaufort's research (2013:33) into Welsh language use in everyday life shows that 84 per cent of those questioned said they would 'welcome the opportunity to do more in Welsh'. Also, 61 per cent of those questioned said they would like to be able to speak better Welsh. The research also notes that individuals in some areas have to actively search for opportunities to use the Welsh language in the community. The study also highlights some of the factors that motivate speakers to use, or not to use, the Welsh language. These factors, also discussed in other studies (for example, Welsh Language Board 2008; Hodges 2009 and 2014), include confidence, fluency, an area's language composition (or 'character'), and opportunities to use Welsh in the community.

[2] First year results (2013-14) of the Language Use Survey 2013-15. This report contains results on a national level only. Further analyses are intended in the final report due for publication by the end of 2015.

3. Methodology

3.1 Methodological Considerations and Challenges

Conducting research on language planning presents many challenges. A wide range of factors can influence individuals' and communities' language behaviour, and many interlinked factors must be considered in order to analyse and interpret it. These include the sociological and legislative context, and a number of considerations linked to the speakers themselves – their language ability, fluency, confidence, attitudes, desire to use the language, and opportunities available for them to do so. The community often brings together these elements, and the obvious challenge for researchers is to weigh up the effect of these multifaceted influences on language and its use in a community.

3.2 As we seek to understand linguistic behaviour in Wales and investigate the influence of language planning policy on the Welsh language, a number of the challenges noted above are relevant. The sociolinguistic diversity that exists across Wales means that it is impossible to generalise, and it cannot be assumed that the same combination of factors is likely to be relevant, or equally significant, in different areas. The results of the 2011 Census show that the geographical language map of Wales is complex, and the migration patterns behind the figures lead to various new opportunities and challenges for the Welsh language and its speakers. In addition, factors such as the way in which individuals acquire the Welsh language and develop their skills, the opportunities available to them to apply their skills, and their desire to do so, need to be considered. The multifaceted nature of language planning, and the associated methodological challenges, are acknowledged in the Welsh Language Strategy Evaluation Framework (Welsh Government 2013:6). This complexity is reflected in the four research questions upon which this study is based:

1. What are the defining features of various typlogogies of communities in terms of their capacity to exist as sustainable Welsh-speaking units?
2. What are the defining features of various typologies of communities in terms of their capacity to integrate non-Welsh speakers and Welsh learners?
3. What are the 'tipping points' that trigger language change within different typologies of communities?
4. Does the Welsh Government's approach to language planning, as outlined in the Welsh Language Strategy, provide the required impetus for change and sustainable linguistic vitality in communities across Wales?

Responding to these questions highlighted a number of methodological considerations:

3.3 Definition of the scope of the study and selection of areas: In light of the above considerations, the need was discussed to set criteria that would meet the requirements of the research questions, and be realistic within the time limits set for the study. A number of possibilities were considered in terms of selecting communities to be included, for example a selection based on percentages of Welsh speakers in communities, or differentiation based on rural / urban communities. It is therefore acknowledged that many criteria could have been used as a basis for this selection. Following discussion with the Welsh Government, it was agreed that 'intensity of intervention through purposeful programmes to promote the Welsh language' would be the criterion for the selection. Four areas were selected based on the principle that they had received a series of specific Welsh Government-funded programmes and activities to promote the Welsh language:

- Cardigan
- Bangor
- Llanrwst
- Ammanford

and two communities that had not received the same level of attention or purposeful planning from the Welsh Government:

- Aberystwyth
- Porthmadog

3.4 In terms of 'intensity of intervention', the most prominent element was the existence of Language Action Plans over many years in the four areas named above. The setting up of Language Action Plans was an attempt by the Welsh Language Board (WLB) to take action in areas of linguistic significance, with the aim of working closely with local partners to increase social use of the Welsh language, thus enabling and empowering local communities to develop and co-ordinate activities within their areas. An officer was employed in all areas where these plans were established, with a local committee helping to lead the work locally. When the WLB was dissolved in 2012, the plans were transferred to the Welsh Government, before they were wound up in 2014.

3.5 It is important to note that the differentiation between the four communities of 'intensive intervention' and the two other areas is not an entirely neat and systematic division. Although Aberystwyth and Porthmadog have not received the same intensity of purposeful planning as the other communities, these areas have not been entirely excluded from Welsh Government programmes and projects. Whilst Aberystwyth and Porthmadog have been included in an attempt to provide a comparative element in the study, this aspect has not been addressed in a scientific and systematic way.

3.6 It is important to note also that the variety of individual characteristics and experiences that define speakers mean that caution is needed in interpreting the significance of any evidence – whether in discussing tendencies within a community or in discussing comparisons between communities. Speakers cannot be isolated, the boundaries of their language experiences are not fixed, and the factors that contribute to their experiences are multifaceted.

3.7 This study presents an overview of the Welsh Government's community language plannning activity and assesses how this contributes to sustainable

language vitality in six communities. Although the communities were in different geographical locations, the aim of the research was not to represent all communities across Wales. The intention, rather, was to contribute to our understanding of the typologies of communities in Wales. This, in turn, is intended to contribute to the evidence and analysis needed to evaluate the Welsh Language Strategy.

3.8 Defining 'community' and 'local'

The attempt to define 'community' for the purposes of the study brought a number of questions to the fore, including:

- what areas or localities does the community in question encompass?
- are there 'communities' within the specific communities of the study?
- how important is geographical distance as individuals consider themselves in relation to their community?

3.9 Theories from sociology, the sociology of language and language planning were drawn upon in attempting to define the scope of the study and set the boundaries of the communities included in the study.[3]

3.10 Consideration was also given to definitions of neighbourhood discussed in the *Local Action* framework (Welsh Language Board 2012:7): '[...] a neighbourhood defines itself. It is an internal definition, not a definition set from outside. A neighbourhood knows where its boundaries are.'

3.11 A further consideration in defining community was the meaning of 'local'. This became apparent when setting a criterion for the street survey with the aim of finding respondents that either lived in the communities involved or that were part of community activities in these communities.[4] A central aspect of this discussion were individuals' interpretations of 'community' and what 'local' meant to them.[5]

[3] See Chapter 2: *Conceptual Background* for further discussion.
[4] See Appendix 1.7 for further information.
[5] See Appendix 1.6 for further information.

3.12 **Research methods**

The following methods were used to gather evidence for the study:

1. Focus Groups
2. Semi-structured street surveys
3. Analysis and interpretation of secondary statistical data
4. Monitoring and administrative data from the Welsh Government and their partners.

3.13 **Qualitative Data**

Focus Groups

Focus groups were selected as the main research tool of this project as they offer an opportunity for respondents to hold a discussion and share their views with other members of their communities (Morgan, 1997). As the research explored specific features of communities in relation to their capacity to exist as sustainable Welsh language units and their capacity to integrate non-Welsh speakers and learners, group discussions were appropriate to the nature of the subject under consideration.

3.14 Discussions were held with community groups that were already active within the communities rather than with groups created for the purposes of this research alone. Therefore, it could be said that the focus groups themselves had defined who exactly belonged to them. The advantage of choosing the community groups was that they existed naturally, holding regular meetings and discussions within their communities, and that individuals in those groups attended them voluntarily (Acocella, 2011). This approach ensured that the atmosphere and discussions were as natural as possible. The aim was to encourage informal conversations rather than create formal discussion groups with a possibly artificial feeling.

3.15 One possible limitation of using the community groups was that the dynamics and patterns of the groups were already established. For example, there was a possibility that some members could dominate the discussion while members who were more reticent would be unwilling to share their

views. However, that can happen in focus groups generally, and methods were used to reduce the effect of these tendencies (see paragraph 3.17).

3.16 One of the main advantages of using focus groups over other methods was that they offer a way of collecting rich qualitative data about the public's unique experiences, feelings and views (Kitzinger, 1995; Bryman, 2008): '[...] focus groups are especially appropriate for studying public attitudes [...] they foster the use of participants' (rather than researcher) priorities, language and concepts.' (Prior *et al.,* 2003:2193).

3.17 However, this research method is not without its limitations. It is difficult to generalise on the basis of patterns and tendencies in focus groups, as the small sample of individuals in them is not necessarily representative of the whole community. In order to mitigate this risk and in an attempt to ensure groups were as representative as possible, a variety of focus groups was drawn upon within each community, to collect a wide range of views by age group, including a group of Welsh learners in each area. Sociological research also shows that there is a tendency for particular members to dominate discussions within a focus group, while other members are unwilling to offer their true views in the presence of others (Walliman, 2006 and Bryman, 2008). To mitigate this tendency, specific focus group rules (David and Sutton, 2004) were explained to participants at the start of the groups, in order to emphasise that all individuals had an equal opportunity to contribute to the discussion. Also, a series of different data recording methods was offered within the focus groups such as work in pairs and activities which involved listing written responses. Bangor University and Government Social Research ethics principles were followed during the process of collecting evidence from the focus groups.

3.18 Community groups were selected from existing public lists on the six communities' civic societies' websites. A comprehensive database was drawn up of each area's community groups, in line with the composition categories of the groups (see list in paragraph 3.20). Recruitment was undertaken by mailing community groups and inviting them to participate in the research study. A full research package was sent to them explaining the purpose and nature of the project and their role in the research process.

Responses were received from several groups during this phase, but the research team contacted other groups via telephone and email, working systematically from the database. Recruitment was a flexible process with the emphasis on accommodating the practical needs of participants. A financial contribution of fifty pounds was offered to the community groups that participated in the study to recompense people's time given to the research. All groups accepted this cash contribution (although it was explained that there was no expectation of them to accept the contribution should that be inappropriate). The intention of offering a financial contribution was included in the proposal presented to the Bangor University Ethics Committee before the study was undertaken.

3.19 A total of 30 focus groups were conducted in Cardigan, Bangor, Llanrwst, Ammanford, Aberystwyth and Porthmadog during the period January - March 2015. Five focus groups were held in each community in order to offer opportunities to hear the views of a cross-section of individuals. On average, each group comprised between six and eight individuals. The following age categories were used: 16-24, 25-39, 40-64, 65+. These categories were selected on the basis that they defined specific stages in individuals' experiences in relation to the way in which Welsh Government programmes and activities to promote the Welsh language are targeted. It is acknowledged that a direct comparison with Census or Language Use Survey results is not possible.

3.20 To reflect the requirements of the second research question, the importance of hearing the voice of Welsh learners in the communities was recognised. Although many learners may well be part of other community groups in the areas, it was decided that groups of learners should be questioned together to ensure a suitable platform for them to voice their opinion. The following categories were therefore specified to define the composition of the focus groups:

1. parents with young children (e.g. nurseries and parent and child groups)
2. young people (e.g. youth clubs)

3. middle age (e.g. leisure clubs)
4. older people (e.g. pensioners' clubs)
5. learners (e.g. Welsh for Adults network).

3.21 An interview schedule was drawn up with the aim of seeking the opinions and views of individuals in the focus groups about opportunities to use the Welsh language in their communities, and obtaining a better understanding of community members' language use practoces.[6] A series of questions was asked about the following:

- social activities in the the communities; the language of the activities and who arranges and attends these activities;
- everyday opportunities to use the Welsh language, and any gaps identified;
- the future of the Welsh language in their communities.

3.22 In Chapter 5: *Findings by community* the evidence gathered through the focus groups will be presented; firstly for each individual community, and then in the overarching findings presented on a thematic basis in Chapter 6: *Themes and Key Findings*.

3.23 **Further evidence to support Focus Groups evidence (Street Surveys)**

A combination of quantitative and qualitative data was collected through street surveys to support, or highlight differences in relation to, the evidence gathered through the focus groups. These were interviews of five to ten minutes, and their purpose was to examine community Welsh language use in the six areas. A series of closed and open questions was asked about the following: [7]

- language ability;
- language use patterns;
- social opportunities to use the Welsh language;

[6] See Appendix 1.4 for further information.
[7] See Appendix 1.7 for further details.

- respondents' involvement with activities where the Welsh language is used;
- any gaps in community activities and what they would like to see in their communities.

3.24 The age categories of the street survey were specified to match those of the focus groups. The street survey is a methodological tool that has been used in other contexts. Examples can be seen in the Basque Country (Altuna and Urla, 2013) and in Montreal, Canada (Bourhis *et al.*, 2007). In these examples, language use patterns are observed using a covert method of listening to the languages used on the high street. Unlike the above examples, the purpose of street surveys in this study was not to measure language use covertly, but rather to collect information about individuals' language use practices and their opinion about the opportunities to use the Welsh language in the community. Unlike the examples above, researchers were conspicuous on the high street and respondents were invited to participate in the survey.

3.25 The advantage of using street surveys to collect evidence is that they can offer a comprehensive overview of the views of various community members during a specific period (Denscombe, 1998). Also, street survey data are usually collected in a standard form where there is no need for the researcher to distribute participants in specific groups to compare research results (Kelley *et al.,* 2003). As a result, therefore, street surveys were a suitable method to collect further information about language use on a community level. However, the limitations of a convenience sampling method must be noted. Caution needs to be exercised in reporting quantitatively on the findings, and it cannot be claimed that the sample selected necessarily represents the community in its entirety.

3.26 Four filter questions were asked at the start of the street survey to gather information about the following:

- did respondents live locally?
- were respondents over 16 years old?
- did respondents speak Welsh?

- in what language would the respondents like to answer the survey?

3.27 *Living 'locally'*

As discussed earlier in this chapter, there is no easy or 'correct' answer to the challenge of defining 'community' and 'local'. For the purposes of the survey, and in light of the considerations of the conceptual framework introduced in Chapter 2, 'local' was defined according to how individuals themselves defined and interpreted 'local'.[8] The logic behind this was that this criterion was most likely to influence an individual's effort and commitment to participate in community life in the area in question. It is acknowledged that this definition is different from those used in Chapter 4: *Background Statistics*, and Chapter 5, which provides profiles of the six communities, based on information about communities and wards.

3.28 *Age*

The aim of the street survey was to receive comments from respondents aged 16 and over; this was outlined in the documents submitted to the Bangor University Ethics Committee.

3.29 *Ability to speak Welsh*

In order to be able to fully address the research questions the aim was to create a sample of Welsh speakers with a wide range of language skills, varying from understanding a few words to fluent speakers. Instructions were drawn up for the street survey researchers to confirm whether or not respondents spoke Welsh, and to include speakers who only understood a few words.[9]

3.30 *Language Choice*

Bilingual street survey questionnaires were drawn up and respondents were offered a language choice as part of the four filter questions. The language choice aspect was introduced as an element of the training for street survey researchers.

[8] See Chapter 2: Conceptual Background and earlier discussion in this chapter.
[9] See Appendix 1.6 Street Survey Instructions for a full explanation of the definitions of key concepts of the research.

3.31 The data was collected on high streets or in other central locations within the communities over a period of a fortnight between February 16th and March 2nd 2015. To ensure consistency across the communities, one weekday and one Saturday were selected for data collection in each one. There were three data collection sessions in each community - a morning session, a lunchtime session, and an afternoon session - in order to offer the best possible opportunity for a variety of participants to respond to the survey.

3.32 The initial aim of the study was to collect around 100 street surveys in each research community. However, it was expected that communities' sample numbers would vary according to the size, nature and location of the research communities in question. It was also expected that external factors such as weather and time of year would affect the communities' sample sizes. A total of 638 street surveys were successfully administered within the six communities of the study, as follows:

Cardigan: 123 surveys
Bangor: 116 surveys
Llanrwst: 90 surveys
Ammanford: 110 surveys
Aberystwyth: 98 surveys
Porthmadog: 101 surveys

3.33 In terms of the composition of the entire sample, 201 (32.1 per cent) were men and 426 (67.9 per cent) were women. The most prominent age group to complete the street survey was the 40-64 age group (39.7 per cent of the sample).[10] Of all the street survey respondents, 459 (72.3 per cent of the sample) said they were fluent Welsh speakers.[11]

3.34 Owing to the limitations of the street survey data – associated with the convenience sampling method and numbers of surveys administered – the aim was to provide supplementary data only, to add to the evidence

[10] See Appendix 1.8 for full information.
[11] Note: all respondents (by their own assessment) could speak at least some Welsh. See Appendix 1.9 for further details.

collected through the focus groups. To that end, therefore, street survey evidence is presented and discussed alongside the data gathered through the focus groups in Chapter 5: *Findings by community*.

3.35 Quantitative Evidence

Statistical Background

3.36 In addition to primary data, secondary statistical data were analysed and interpreted. The aim of this evidence was to offer an outline of the areas' sociolinguistic features, and create background profiles and a conceptual basis for the focus group discussions, analysis and interpretation. These details include: percentages of Welsh speakers, percentages transmitting the Welsh language at home, and the language of teaching in local schools. Other features discussed include inward and outward migration patterns, and economic factors, including the local labour market in the communities in question. The statistical information is presented in Chapter 4: *Background Statistics*, and there is a short introduction for each individual community in Chapter 5: *Findings by community*.

3.37 Monitoring and Administrative Data

Chapter 5 offers an outline of the opportunities to use the Welsh language that exist currently, or that have existed previously, in the six communities through purposeful planning. The aim of this section is to provide an outline of the interventions that are (or have been) in place through Welsh Government-funded programmes and activities to promote the Welsh language.[12] This information was based on monitoring and administrative data provided by the Welsh Government and its partners. The aim of using this data is to provide the basis for an understanding of the scope of the programmes being implemented in the communities in question. It is important to note the limitations of the monitoring data in this study. The

[12] See Appendices 1.17-1.22 for a description of schemes and activities funded by the Welsh Government.

scope of the work did not allow a process or impact evaluation of individual programmes and activities funded by the Welsh Government to promote the Welsh language. Rather, this information is presented with the aim of providing an overview of the programmes and activities funded by the Welsh Government in each area, and an analysis of how they relate to the lived experience and language use of speakers in the context of their communities. This report makes no comment on the quality, validity or reliability of the data.

3.38 **Language Considerations**

It was ensured that all study participants had the opportunity to contribute in Welsh or English, or in a combination of both languages, according to their choice. Briefing meetings were held with focus group facilitators at the start of the project to underline the importance of language choice. Facilitators were thoroughly briefed regarding the need to present the interview schedule questions bilingually, and to translate should that enable natural bilingual discussions within the groups. Bilingual questionnaires were distributed at the end of the focus groups to be completed in the individuals' language of choice.

3.39 Welsh and English versions of the street survey questionnaire were provided, in order that respondents were free to respond in their language of choice. Thorough instructions were prepared and distributed to survey administrators to ensure that they presented a language choice to respondents. This meant greeting respondents bilingually in order to establish the appropriate language for the first contact and initial explanations. The respondents' language choice was formally asked for in the last question in the series of four filter questions.

3.40 **Risk Assessment and Management**

Specific steps were followed to assess and manage risk before, during and after the research study. A full risk assessment was completed in line with Bangor University procedures, in order to identify any specific risks in terms

of administering the focus groups and street surveys. The focus group facilitators and street survey researchers received comprehensive training prior to the data collection period. A health and safety pack was provided for facilitators and researchers, and focus group and street survey instructions were discussed prior to the data collection period. The research group members coordinated supervision sessions with facilitators and researchers during the data collection period. An opportunity was provided to evaluate the data collection process within the focus groups and street survey, and to offer feedback as the process progressed. Following the data collection period, feedback sessions were arranged to offer an opportunity for facilitators and researchers to reflect on the process and offer feedback.

3.41 Research Ethics

An ethics application was submitted to Bangor University Ethics Committee at the start of this study. Ethics permission was received from Bangor University Ethics Committee, and the study was administered in line with the principles and protocols of Government Social Research (GSR), and the Data Protection Act 1998. Invitations to take part in the research were only offered to persons aged 16 and over, and it was emphasised that focus group participants and street survey respondents were free to withdraw at any time without giving a reason. Participants and respondents received an information pack in advance explaining the purpose and aims of the research and emphasising that their contribution to the study was voluntary. Anonymity and confidentiality were ensured before, during and after the research study.

4. Statistical Background

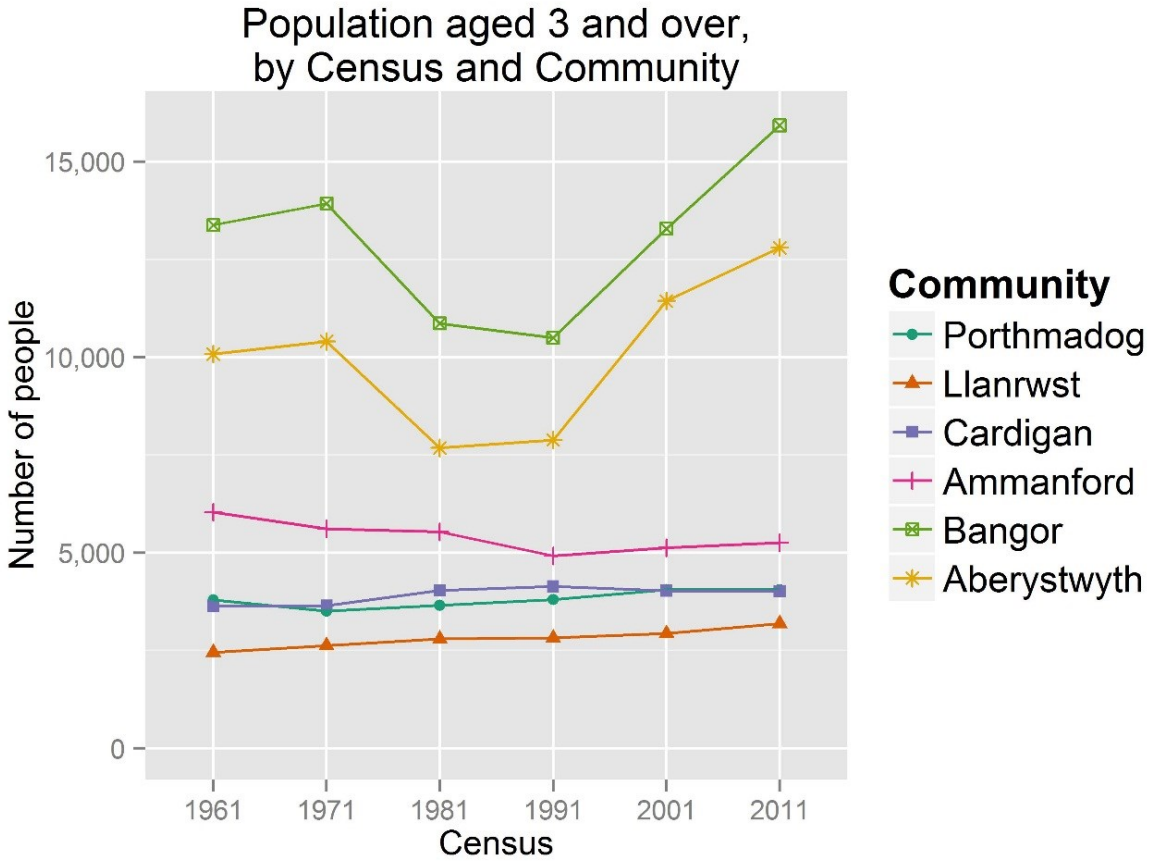
4.1 Introduction

The following statistical profiles present statistics (where possible) for the areas defined as communities for electoral purposes by the Local Democracy and Boundary Commission for Wales. The exact boundaries of a community can change over time. As a result, although the same name may be used for a community, it is possible that the boundaries of communities are different for different censuses, and this needs to be borne in mind when comparisions are made. Also, census results are sometimes not available on a community level; in these cases, results are presented on another geographical basis, e.g. wards, or the other geographical basis is used to estimate community results. Sometimes a combination of wards, or other geographical boundary, corresponds exactly to a community boundary but the correspondence is not exact in every case.

4.2 Background Profile of Communities

The aim of this section is to offer a general overview of the composition of the six communities. This starts with an overview of the size of the communities by population aged three and over, followed by a discussion of the extent of immigration to each community, and their language characteristics.

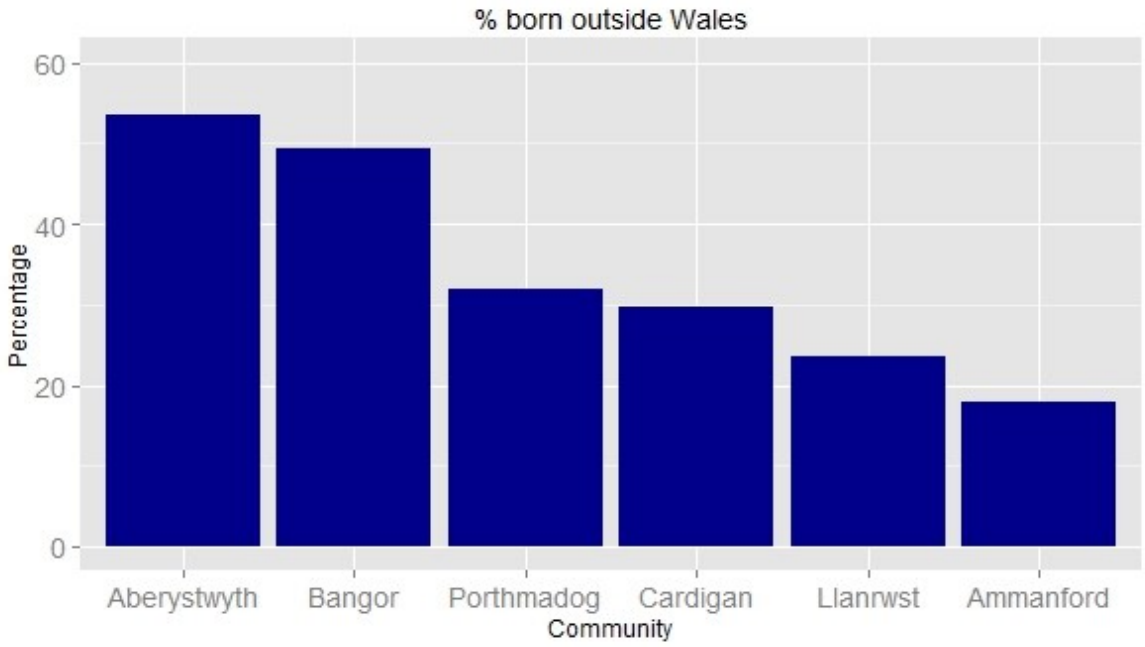
Figure 4.1: Population aged three and over in the six communities, 1960–2011



Source: Census of Population 1961, 1971, 1981, 1991, 2001 and 2011

4.3 Figure 4.1 shows that the population of Aberystwyth and Bangor in 2011 is significantly higher than that of the other four communities involved in the study. It shows that Porthmadog and Cardigan are very similar in population size, with a population around 4,000 in 2011, while Ammanford is around 30 per cent larger and Llanrwst around 20 per cent smaller. Ammanford is the only one of the six communities where the population has decreased since 1961.

Figure 4.2: Population born outside Wales by community, 2011

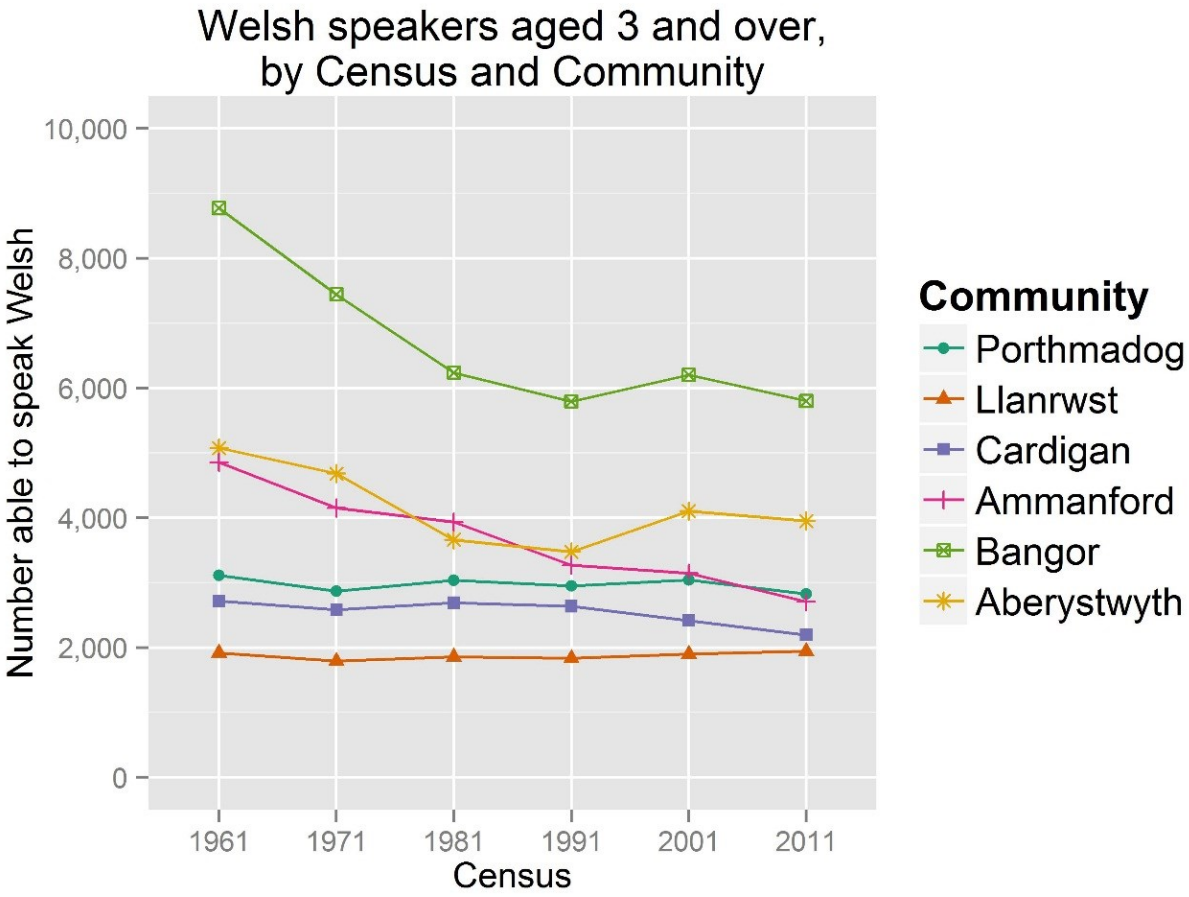


Source: Table KS204, Census 2011

4.4 Figure 4.2 shows the percentage of the population born outside Wales. In 2011, about half the population of the two university towns (Aberystwyth and Bangor) were born outside Wales. Many of these will be students but many of them will also be staff at the universities or at the large hospitals in the two areas. The two seaside towns, Porthmadog and Cardigan, have not only similar population sizes but also similar percentages born outside Wales, at 30 and 32 per cent. Twenty four per cent of the population of Llanrwst were born outside Wales and the corresponding figure was 18 per cent in Ammanford.

4.5 Overview of the language profile of the six communities

Figure 4.3: Number of Welsh speakers aged three and over by community, 1961–2011



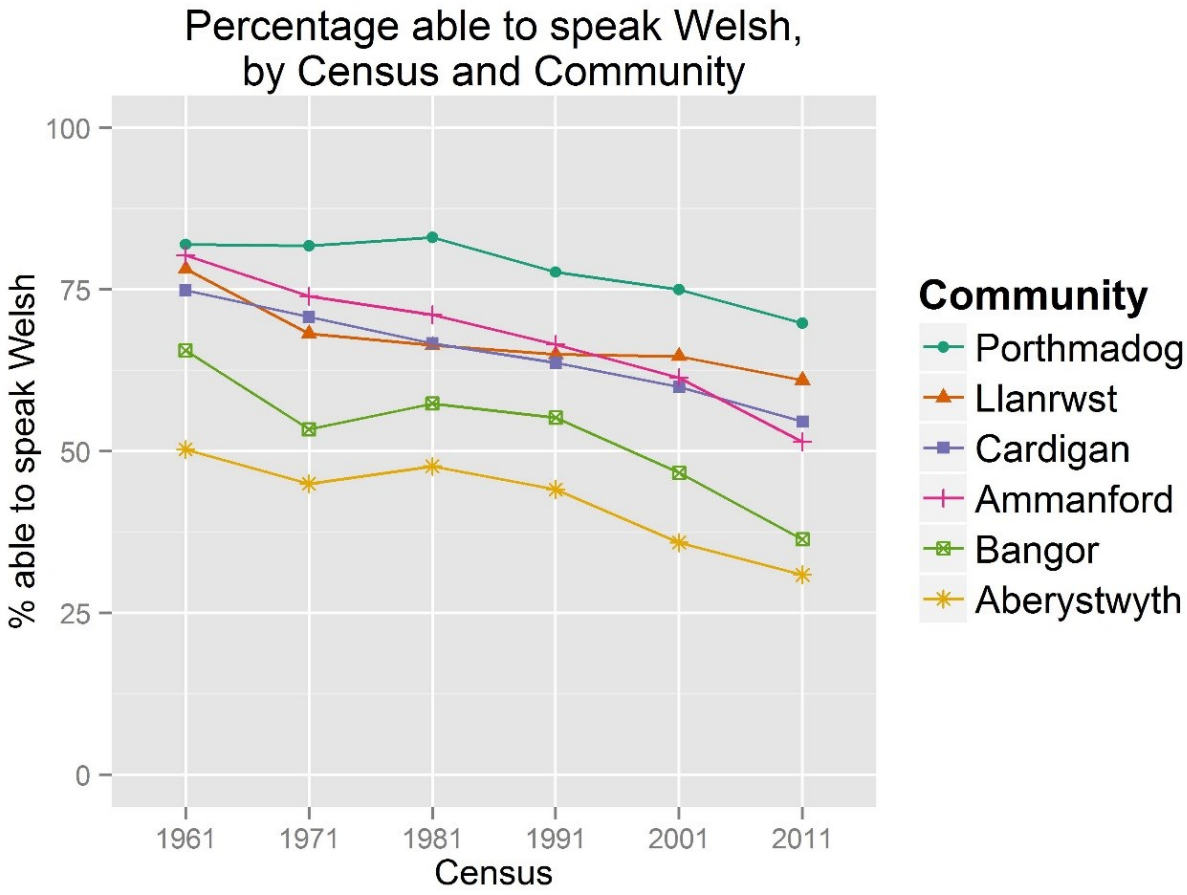
Source: Census of Population 1961, 1971, 1981, 1991, 2001 and 2011

4.6 Figure 4.3 shows the number of Welsh speakers in each of the six communities. Bangor had the highest numbers of Welsh speakers, around 5,800 in 2011.[13] The university town of Aberystwyth had around 3,950 individuals able to speak Welsh, nearly 2,000 fewer than Bangor. Despite the difference in numbers, a similar pattern is also seen in Bangor and Aberystwyth: although the number of Welsh speakers decreased between 1961 and 1991, there was an increase in 2001 and a decrease again in

[13] In 1981 and 1991, students were counted at their home address. For the 2001 Census, the procedure was changed to count students at their away from home address. The same procedure was kept for the 2011 Census.

2011. While Porthmadog, Cardigan and Llanrwst managed to keep numbers of Welsh speakers relatively consistent between 1961 and 2011, the community of Ammanford is seen to have experienced a consistent decrease decade on decade since 1961.

Figure 4.4: Percentage of Welsh speakers aged three and over by community, 1960–2011



Source: Census of Population 1961, 1971, 1981, 1991, 2001 and 2011

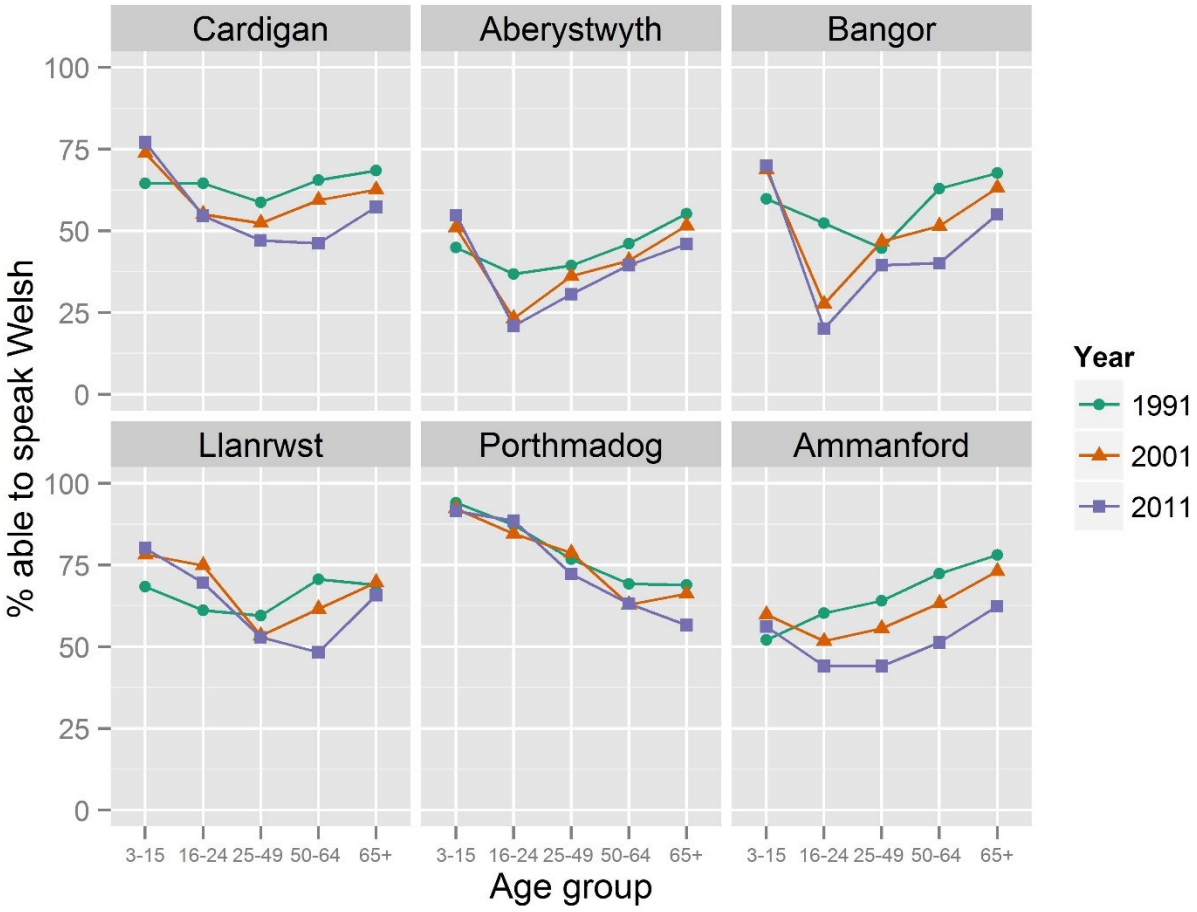
4.7 Figure 4.4 shows how the percentage able to speak Welsh in the six communities has changed according to the census of population since 1961. The communities included in this study have relatively high percentages of Welsh speakers. At the extreme end of the scale is Porthmadog where 69.8 per cent of the town's population could speak Welsh in 2011. In Llanrwst, 61.0 per cent of people aged three and over could speak Welsh; this figure was 54.6 per cent in Cardigan and 51.5 per cent in Ammanford. At the low

end of the scale are the university towns of Bangor and Aberystwyth; 36.4 per cent of the population of Bangor and 30.9 per cent of the population of Aberystwyth could speak Welsh.

4.8 Although the communities in question had relatively high percentage of Welsh speakers in 2011, they are also communities where there has been a decrease in the numbers of Welsh speaking inhabitants. In the fifty years between 1961 and 2011, Bangor and Ammanford saw the largest decrease in the percentage able to speak Welsh, with a 29 percentage point decrease in both locations. Details of the population outside term time was obtained from the 2011 Census, and the treatment of students in the statistics explains some of Bangor's decrease.[14] Using those, the decrease in Bangor was 21 percentage points since 1961 while the decrease in Ammanford remained at 29 percentage points. The largest decrease after Ammanford and Bangor was in Cardigan, a decrease of 20 percentage points. Llanrwst is next with a decrease of 17 percentage points since 1961. If the percentage outside the university term is applied in the case of Aberystwyth, there was a decrease of 14 percentage points rather than the raw 19 percentage points. Porthmadog saw the smallest decrease since 1961, by this measure, experiencing a decrease of 12 percentage points.

[14] See footnote 13 for further explanation.

Figure 4.5: Percentage of Welsh speakers aged three and over by age in each community, 1991–2011



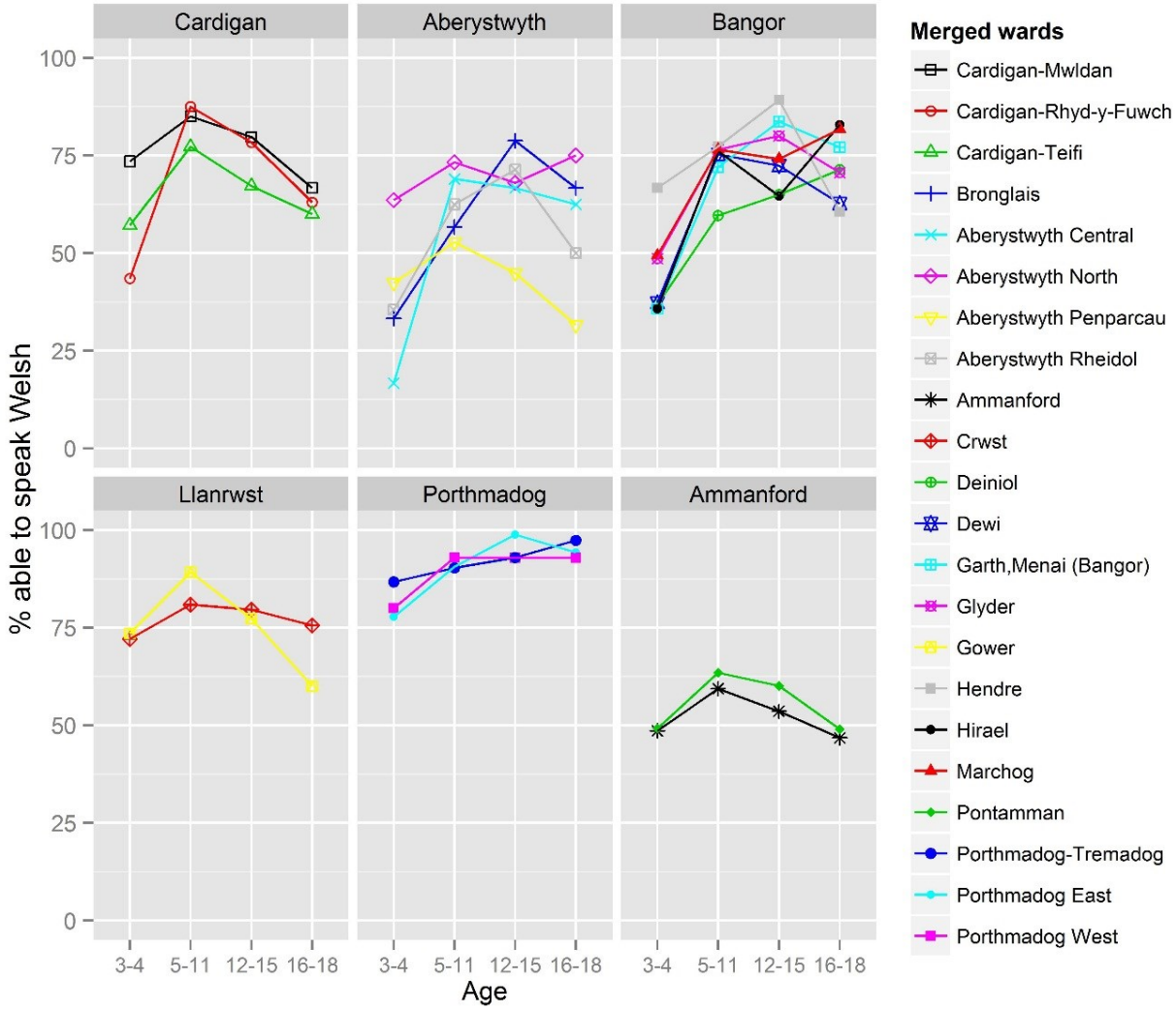
Source: Table LC2106, Census 2011

4.9 Figure 4.5 shows the percentage able to speak Welsh by age in the six communities, between 1991 and 2011. Note that the age groups used in the chart are slightly different from those used in discussing the focus groups and street surveys, where all the respondents were 16 and over.

4.10 The charts above show that the 3 to 15 year old group had the highest percentage of Welsh speakers in each of the six communities in 2011, except in Ammanford. In each community, the percentage of Welsh speakers was higher amongst those aged 3 to 15 than amongst their parents' generation, which is roughly those aged 25 to 49. Looking at the results in 1991, 2001 and 2011 by age group, the effect of students in Aberystwyth and Bangor is clear to see in the 16 to 24 age group. In Ammanford, amongst those aged 16 and over, the typical language shift

pattern is most apparent with the percentage of Welsh speakers in the 65+ age group higher than the percentage in the 50 to 64 group, which is in turn higher than the percentage in the 25 to 49 age group. The other communities generally show the same pattern over the same period but to different extents. However, in considering the older generation, the language ability pattern is slightly different for Porthmadog, where the percentage of Welsh speakers is seen to be generally lowest in the 65+ age group. This different pattern is probably due to the influence of immigration, and due to the immigration pattern, and age of immigrants, being different in Porthmadog compared to Llanrwst, Cardigan and Ammanford.

Figure 4.6: Percentage of Welsh speakers aged 3 to 18, by ward within communities, 2011



Source: Table DC2115, Census 2011

4.11 Figure 4.6 splits the age group into smaller groups — 3 to 4 year olds, 5 to 11, and 11 to 15 (and 16 to 18 year olds are also shown).[15] In most community wards, it is seen that a higher percentage of primary school age children (aged 5 to 11) can speak Welsh compared to the percentage of speakers amongst the younger children aged 3 to 4. The 5 to 11 age group represents children who attend primary schools, and this group contains the highest percentage of Welsh speakers in the charts. This highlights the

[15] It should be explained that these are results for children living in families only.

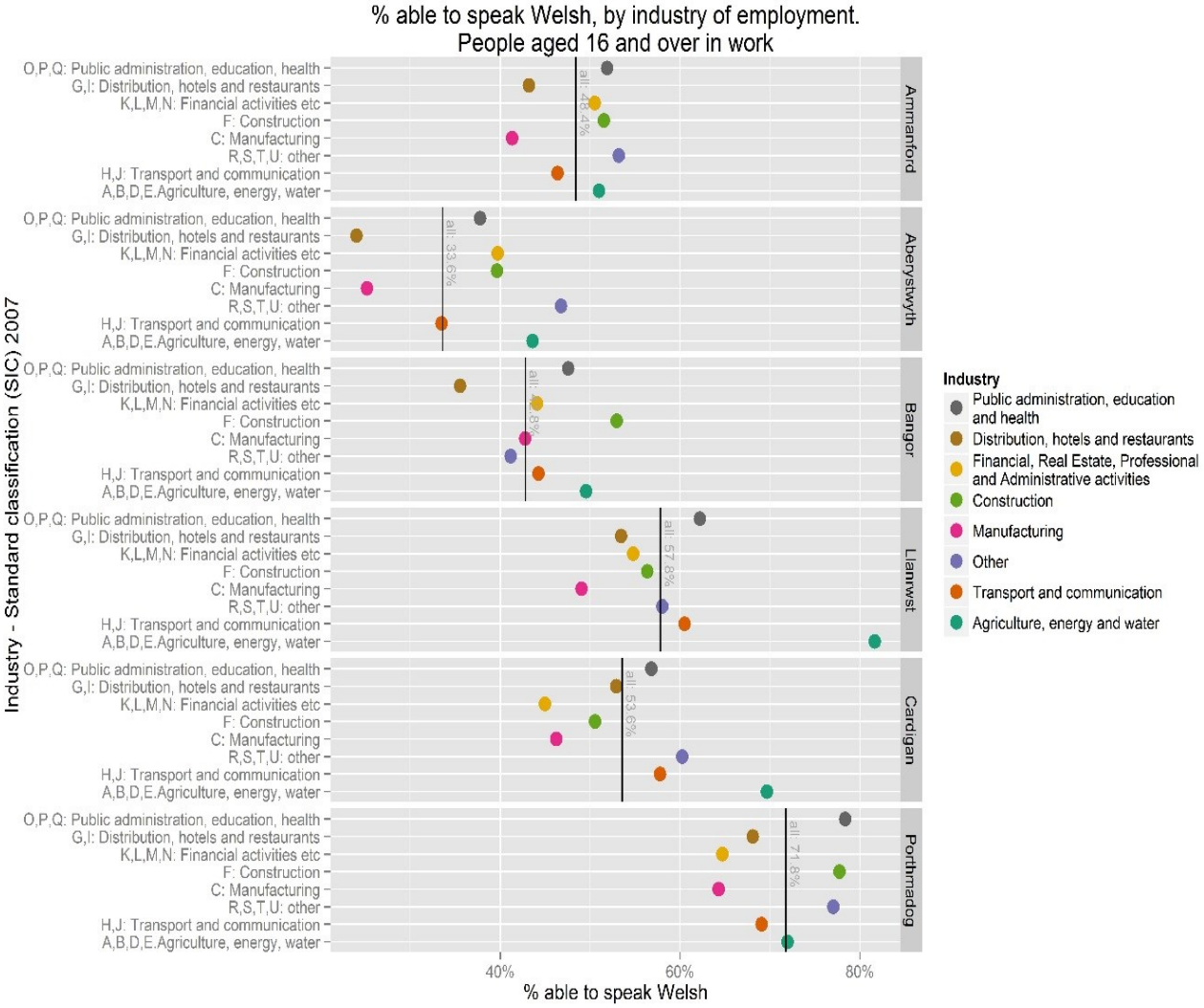
influence of Welsh-medium/bilingual education, and Welsh second language education.

4.12 In Cardigan and Ammanford particularly, it seems that parents of secondary school age children were less willing to claim that their children could speak Welsh, and the same situation appeared in many wards in Aberystwyth, Bangor and Llanrwst.[16] In general, a lower percentage of Welsh speakers is seen amongst those of secondary school age in five of the six communities. Porthmadog is the exception, along with some wards in Bangor and Aberystwyth.

4.13 As a result, it can be assumed that this decrease in the percentage of Welsh speakers after 11 years old in the above communities (except Porthmadog) is a priority area when considering the vitality of the Welsh language at a community level.

[16] It should be noted here that it is likely that parents are reporting on their children's language ability and that this can affect the reliability of the data.

Figure 4.7: Percentage of Welsh speakers aged 16 and over by employment industry and community, 2011



Source: Table LC2611, Census 2011

4.14 Figure 4.7 shows the ability to speak Welsh by industry in the six communities. It is to be noted that the percentages speaking Welsh amongst those aged 16 and over in work is lower than the percentage in the population as a whole aged three and over (see Figure 4.4) in some communities (Ammanford, Llanrwst and Cardigan) but higher in Aberystwyth and Bangor (during university term), and in Porthmadog.

4.15 Looking at individual communities, some patterns are found when considering language ability and employment. Figure 4.7 shows that the percentage of Welsh speakers is higher in public administration, education

and health in the six communities, compared to the average percentage of the individual communities. This could be as a result of recruitment policies in the public sector, or a reflection of the choice of Welsh speakers. The percentage of Welsh speakers in the retail, accommodation and food services industry is lower than the average percentage of Welsh speakers in the six communities.

4.16 Transmission of Welsh within the family

Table 4.1 shows the number and percentage of children aged 3 to 4 who could speak Welsh in 2011, by type of family. Corresponding percentages are shown for 2001, but one should not conclude (even if the 2011 percentage is very different from the 2001 percentage), that the situation in terms of language transmission has changed significantly. In 2001, the Office of National Statistics used a technique of rounding off small numbers to protect respondents' confidentiality. This means that the 2001 percentages can be far from a representation of the real situation.

4.17 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. The figure was slightly higher in Bangor, where 50 per cent of couples with one Welsh-speaking adult had children aged three to four able to speak Welsh. A slightly different pattern was seen in Llanrwst and Porthmadog, as a higher percentage of mixed language couples had children able to speak Welsh: 67 per cent in Llanrwst and 79 per cent in Porthmadog. In all of the above, it must be remembered that they are a snapshot of the situation in 2011, and that the percentages are based on small numbers.

Table 4.1: Transmission of the Welsh language within the family, 2001 - 2011

				Children 3 to 4 years old able to speak Welsh	
Community Estimate	**Type of family**	**Number**	**Number**	**2011 % (trans/on rate)**	**2001 % (trans/on rate)**
Cardigan	(in a one family home)	81			
	Couple with 2 Welsh speaking adults	22	19	86	83
	Couple with one Welsh speaking adult	20	8	40	74
	Welsh speaking single parent	10	8	80	0
Aberystwyth	(in a one family home)	168			
	Couple with 2 Welsh speaking adults	26	22	85	86
	Couple with one Welsh speaking adult	46	21	46	29
	Welsh speaking single parent	9	7	78	67
Bangor	(in a one family home)	253			
	Couple with 2 Welsh speaking adults	45	35	78	67
	Couple with one Welsh speaking adult	50	25	50	36
	Welsh speaking single parent	29	19	66	32
Llanrwst	(in a one family home)	74			
	Couple with 2 Welsh speaking adults	31	26	84	79
	Couple with one Welsh speaking adult	21	14	67	54
	Welsh speaking single parent	10	7	70	64
Porthmadog	(in a one family home)	79			
	Couple with 2 Welsh speaking adults	40	35	88	89
	Couple with one Welsh speaking adult	14	11	79	50
	Welsh speaking single parent	18	15	83	100
Ammanford	(in a one family home)	122			
	Couple with 2 Welsh speaking adults	23	19	83	88
	Couple with one Welsh speaking adult	38	17	45	39
	Welsh speaking single parent	13	7	54	73

Source: Table DC2601, Census 2011; S143, Census 2001

4.18 **Primary schools and the ability of pupils aged five and over to speak Welsh (parental assessment)**

Some statistics are presented here on primary school level for the schools situated within the community borders. A school catchment area will not correspond exactly to these borders. A school within a community might have children from outside the community, and children from the community might attend a school outside it.

4.19 Table 4.2 shows pupils' ability to speak Welsh by primary school within the communities. It can be seen that four of the six communities have a number of primary schools, while the communities of Cardigan and Llanrwst have only one each.[17]

4.20 In the communities of Aberystwyth, Bangor and Ammanford, where there are a number of primary schools, we see that the numbers of children speaking Welsh fluently at home are higher in specific schools in their community. This tendency is particularly clear when one notes that the percentage of children speaking Welsh fluently at home is higher in designated Welsh language schools. For example, Ysgol Gymunedol Gymraeg Aberystwyth had 144 children who spoke Welsh fluently at home. Of the other three primary schools in the community, a total of fewer than ten children spoke Welsh fluently at home. The same language division is not seen in all communities studied; for example, in Porthmadog the pupils who spoke Welsh fluently at home were split between three different schools.

4.21 Another feature of these data is that in most primary schools studied, a substantial percentage of children are not fluent Welsh speakers or do not speak Welsh at all.

[17] As previously noted, it is probable that some children from these communities attend schools outside the community borders of this study.

Table 4.2: Maintained primary school pupils, aged five and over, by their ability to speak Welsh according to parental assessment, 2014 (a) (b)

	Speak Welsh fluently at home		Don't speak Welsh at home but can speak it fluently		Speak Welsh but not fluently		Can't speak Welsh at all		Information not collected / was refused	Total
Community **Name of school (number)**	**Number**	**(%)**	**Number**	**(%)**	**Number**	**(%)**	**Number**	**(%)**	**Number**	**Number**
Cardigan										
Ysgol Gynradd Aberteifi (6672368)	34	(12.5)	*	*	180	(66.2)	54	(19.9)	*	272
Aberystwyth										
Yr Ysgol Gymunedol Gymraeg (6672299)	144	(49.7)	*	*	135	(46.6)	7	(2.4)	*	290
Ysgol Gymunedol Llwynyreos (6672314)	*	*	0	(0.0)	114	(71.7)	41	(25.8)	*	159
Ysgol Gymunedol Plascrug (6672361)	*	*	6	(1.8)	95	(28.8)	225	(68.2)	*	330
Ysgol Gymorthedig Padarn Sant (6673318)	0	(0.0)	0	(0.0)	30	(30.0)	67	(67.0)	*	100
Bangor										
Ysgol Glanadda (6612051)	*	*	*	*	31	(77.5)	5	(12.5)	0	157
Ysgol Glancegin (6612116)	22	(14.0)	91	(58.0)	37	(23.6)	7	(4.5)	0	24
Ysgol Babanod Coedmawr (6612118)	*	*	*	*	13	(54.2)	7	(29.9)	0	254
Ysgol Gymraeg y Garnedd (6612123)	161	(63.4)	*	*	71	(28.0)	15	(5.9)	*	127

(continued) Table 4.2: Maintained primary school pupils, aged five and over, by their ability to speak Welsh according to parental assessment, 2014 (a) (b)

	Speak Welsh fluently at home		Don't speak Welsh at home but can speak it fluently		Speak Welsh but not fluently		Can't speak Welsh at all		Information not collected / was refused	Total
Community **Name of school (number)**	**Number**	**(%)**	**Number**	**(%)**	**Number**	**(%)**	**Number**	**(%)**	**Number**	**Number**
Bangor										
Ysgol Hirael (6612227)	13	(10.2)	21	(16.5)	50	(39.4)	43	(33.9)	0	171
Ysgol Cae Top (6613030)	*	*	*	*	102	(59.6)	64	(37.4)	*	89
Ysgol Ein Harglwyddes (6613301)	*	*	*	*	15	(16.9)	71	(79.8)	0	157
Llanrwst										
Ysgol Bro Gwydir (6622271)	64	(27.1)	44	(18.6)	121	(51.3)	7	(3.0)	0	236
Porthmadog										
Ysgol Gynradd Borth-y-Gest (6612015)	15	(34.9)	16	(37.2)	*	*	6	(14.0)	*	43
Ysgol Eifion Wyn (6612104)	102	(61.4)	*	*	50	(30.1)	11	(6.6)	*	166
Ysgol y Gorlan (6612110)	65	(79.3)	12	(14.6)	5	(6.1)	0	(0.0)	0	82
Ammanford										
Parcyrhun Primary School (6692050)	*	*	*	*	66	(47.8)	63	(45.7)	*	138
Ysgol Gymraeg Rhydaman (6692179)	124	(63.3)	46	(23.5)	26	(13.3)	0	(0.0)	0	196
Ysgol Bro Banw (6692392)	22	(6.0)	13	(3.6)	121	(33.2)	208	(57.1)	0	364

(a) In January

(b) The data primarily notes parental perception of the child's fluency in Welsh and this may not actually reflect the ability displayed by the child in school work.

*: fewer than 5 pupils

Source: Welsh Government

5. Findings by community

5.1 This chapter presents the evidence gathered through the focus groups. It also draws on supplementary data from the street surveys where appropriate to support the comments or note any differences between the evidence collected through the focus groups and the street surveys. The evidence is presented by community, starting with the four communities that have received the most intensive coverage from Welsh Government programmes and activities to promote the Welsh language in communities:

- Cardigan
- Bangor
- Llanrwst
- Ammanford

It then discusses the two communities that have not received the same intensity of purposeful planning from the Welsh Government, bearing in mind that they cannot be entirely isolated from programmes and activities to promote the Welsh language:

- Aberystwyth
- Porthmadog

5.2 At the start of each section there is a brief outline of the language profile of the community in question, and details of the programmes and activities funded by the Welsh Government. The main themes are structured under four headings:

- Opportunities to use the Welsh language in the community
- Factors influencing Welsh language use in the community
- Sources of information
- Opinion on wider issues

Under these headings a variety of topics and themes are covered. This variety reflects the content and direction of different group discussions, and therefore they do not follow an entirely uniform pattern.

5.3 *Opportunities to use the Welsh language in the community*

Two aspects are discussed under this heading: *awareness* of the opportunities available to use the Welsh language in the community, and Welsh language *use* (or 'participation'). This includes information provided by the participants about their own situations and experiences, and their perceptions of other people's behaviour.

5.4 One important consideration to bear in mind throughout the interpretation is that it is not always easy to differentiate between evidence that is based on direct experience, and evidence based on perception. Across the focus groups, it became apparent that the individuals questioned did not necessarily attend community activities regularly. They referred to the fact that other priorities take up their time. As a result, the possibility must be accepted that in some cases the findings may be based on respondents' perceptions about opportunities to use the Welsh language, and about other groups' language behaviour.

5.5 In the focus groups, participants were asked who arranged Welsh language and bilingual activities in their communities.[18] The participants did not refer directly to the Welsh Government as funders of Welsh language and bilingual community activities. However, the activities they listed tended to include programmes supported by the Welsh Government.

5.6 *Factors influencing Welsh language use in the community*

The evidence obtained regarding factors that can influence individuals' willingness and ability to use Welsh is presented here. Again, the evidence is a combination of information obtained from respondents about their own situations, and their comments about others. Topics covered under this

[18] See Appendix 1.4 for full information.

heading include the influence of education, language practices, and the services and opportunities provided to use the Welsh language.

5.7 *Sources of information*

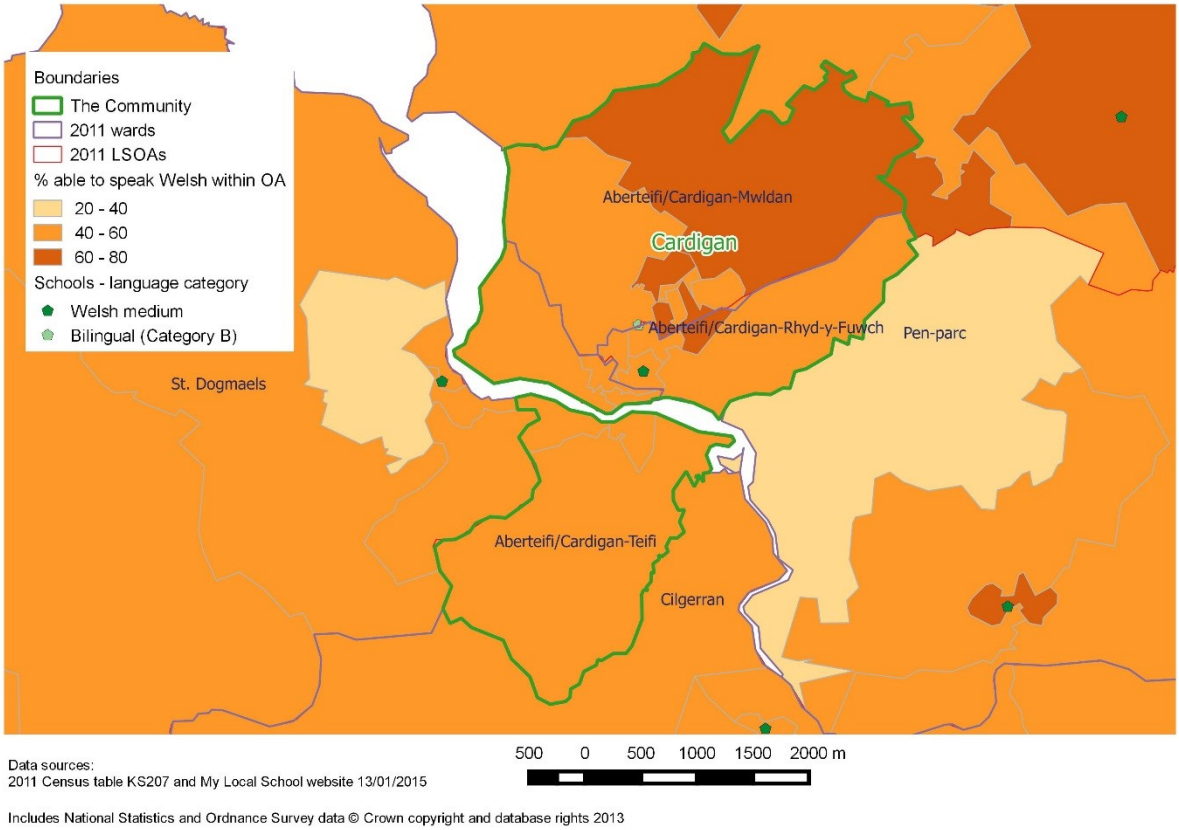
The methods used by inhabitants to find out about events and opportunities to use the Welsh language are discussed under this heading.

5.8 *Opinion on wider issues*

This heading covers the comments and views offered by respondents on wider issues such as the economy, immigration, housing and planning, and the perceived relationship between these areas and the situation of the Welsh language in their communities. These comments reflect respondents' perceptions and assumptions regarding the link between the vitality of the Welsh language and wider issues that could not be systematically studied as part of this study. This limitation should be borne in mind when interpreting respondents' comments.

5.9 CARDIGAN

Figure 5.1: Map of percentages of Welsh speakers in Cardigan



5.10 The map above shows the percentages of Welsh speakers in Cardigan by Output Area (OA) in 2011. There are three wards in Cardigan: Mwldan, Rhyd-y Fuwch and Teifi. According to the 2011 Census, 40-60 per cent of the population could speak Welsh in the vast majority of the area, although in Mwldan there were areas where 60-80 per cent could speak Welsh. In Penparc, which borders the community, there was an area where 20-40 per cent could speak Welsh. There is one Welsh-medium school[19] and one bilingual school (Category 2B[20]) within the borders of Cardigan community.[21]

[19] 'Welsh is the language of the day to day business of the school. Welsh is used to communicate with the pupils and for the school's administration. The school communicates with parents in both languages.' (Welsh Government 2007:08).

[20] 'At least 80 per cent of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English' (Welsh Government 2007:12).

Table 5.1: Activities and programmes funded by the Welsh Government (historical and current), either directly through national organisations or through specific projects in Cardigan[22]

Welsh Government activities and programmes in Cardigan
Language Action Plan
Mentrau Iaith
Twf
Mae Dy Gymraeg di'n Grêt
Mudiad Meithrin
Supporting Language Use Project (*PCAI*)
Urdd Gobaith Cymru
Merched y Wawr
Community Newspapers (*Papurau Bro*)
Welsh for Adults

5.11 Opportunities to use the Welsh language in the community

The focus groups offered examples of a wide variety of community activities that take place through the medium of Welsh in Cardigan. Some of those activities were funded by the Welsh Government, while others were conducted independently. Examples arose of *Urdd*, *Ti a Fi*, Young Farmers Club and *Twf* activities. The groups also referred to *CYD* activities, drama and theatre activities such as pantomime, walks for learners, choirs singing mainly in Welsh, social clubs for women, and dance clubs. Reference was also made to Welsh language activities in local schools and S4C programmes for children such as *Cyw*.

5.12 The learners group noted that many people in the rugby club and the bowls club speak Welsh, but there was no specific reference to the language of

[21] For Cardigan and each subsequent community, the statistical information shows data for wards and Output Areas, and also the adjacent areas. Some aspects of this information are different from the data presented in Chapter 4: *Background Statistics* (see details of criteria used to set community borders). See also Chapter 3: *Methodology* for a discussion of the meaning of 'local'.

[22] See Appendix 1.17 for full information.

activities at these clubs. Amongst the group of young people questioned, there was less awareness of community activities. However, three members of the young people group attended a Young Farmers Club; this was a rare Welsh language activity for this age group.

5.13 The parents with young children group were very keen to have more *Twf* events in their community. One member noted that she had also received reasonably priced Welsh lessons through *Twf* and that she would not have paid for expensive lessons: *'Mae cael pobl mas, fel Twf, yn helpu, mae'n cael rhieni i siarad Cymraeg. O'n nhw'n gwneud rhyw [weithgaredd] ... Roedd e am ddim ac roedd yr arweinydd sesiwn yn cael torf go iawn o bobl ... ond mor gynted â chi'n dechrau mynd, mae'n cael ei dynnu.' ('Getting people out, like Twf, it helps, it gets parents to speak Welsh. They were doing some [activity] ... It was free and the session leader was getting a real crowd of people ... but as soon as you start going, it gets pulled.')* (Cardigan Parents with Young Children Group). This comment suggests that some programmes were no longer active. Furthermore, it was noted that *Twf* activities offer Welsh language activities to children and parents together: *'Mae Twf yn 'spot-on'. Achos dyna ble sydd angen dechrau, gyda'r rhai ifanc mae angen dechrau ac wedyn bydd y rhieni yn cymryd rhan hefyd. Hyd yn oed y rhai sydd heb unrhyw Gymraeg, achos chi'n mynd gyda'ch plant i weithgareddau Twf, a chi'n aros gyda nhw ... mae'n gwneud i chi feddwl 'dylen i siarad mwy o Gymraeg gyda'r plant.' ('Twf is spot-on. Because that's where you need to start, you need to start with the youngsters and then the parents will join in. Even those with no Welsh, because you go with your kids to Twf activities, and you stay with them ... it makes you think 'I should speak more Welsh with the kids.')* (Cardigan Parents with Young Children Group).

5.14 One topic of discussion in the parents with young children group was a local sports club. They noted that there was a good deal of Welsh there but that the training was not provided in Welsh: *'Mae'n dibynnu ar bwy sy'n dysgu, os mae rhywun Saesneg yn dysgu, maen nhw'n mynd i siarad Saesneg gyda'r plant, fel nofio, mae'r rhan fwyaf ohonynt yn siarad Saesneg.' ('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.')*

(Cardigan Parents with Young Children Group). The same example was given in the middle age focus group discussion.

5.15 According to the Cardigan street survey respondents, most opportunities to use the Welsh language were found at school (72.9 per cent), in worship (69.6 per cent) and with the family (63.1 per cent).[23]

5.16 Learners' perceptions of opportunities to use the Welsh language were very positive. According to the learners group, there was a lot of Welsh heard in Cardigan and many opportunities to use the language. The learners were very glad of the opportunity to live there because the size of the place was *'berffaith i ddysgu'r Gymraeg am eich bod yn dod ar draws wynebau cyfarwydd sy'n siarad Cymraeg'* (*'perfect to learn Welsh because you see familiar faces who speak Welsh')* (Cardigan Learners Group). The strength of the Welsh language in Cardigan was a factor in choosing to live there for many group members, as the Welsh language was naturally active within the community: *'Rwy'n clywed lot o Gymraeg ar y stryd. Yn ddiddorol achos dwi'n deall y clonc nawr.' ('I hear a lot of Welsh on the street. It's interesting because I understand the chat now.')* (Cardigan Learners Group). This was also referred to in the street survey where respondents described Cardigan as a welcoming community for learners: *'Cardigan is inclusive and welcoming to Welsh learners, very different to other parts of Wales.'* (Cardigan Street Survey).

5.17 The middle age group were also very aware of opportunities to use the Welsh language in the community and listed numerous opportunities. However, it was noted that English was the language of both youth clubs and the swimming club. The parents with young children group had positive perceptions of using the Welsh language in the community. It appears that use of the Welsh language in community activities occurs naturally within day-to-day activities: *'Dw i'n meddwl fod y Gymraeg yn beth naturiol fan hyn, a does dim angen ei gwthio cymaint.' ('I think Welsh is a natural thing here, and there's no need to push it as much.')* (Cardigan Parents with Young

[23] See Appendix 1.11 for full information.

Children Group). However, the parents with young children group listed more English than Welsh language events and social clubs.

5.18 The young people and the group of older people questioned had slightly less positive opinions. To them, the Welsh language was not as prominent in the community. The perception of the young people questioned was that it was the older people in the area who spoke Welsh, while members of the group of older people noted that youngsters did not use the language on the streets: *'Bydden i'n gweud bo cymuned Cymrâg, ma gang Cymrâg ac wedyn ma hanner Saesneg fyd. Ma fel split bydden i'n gweud. -Ie, ma fel division. Ambell waith allet ti gerdded lawr stryd a 'mond clywed Saesneg ac wedyn, wel ma hen bobl yn siarad Cymrâg.' ('I'd say that there's a Welsh community, there's a Welsh gang and then there's an English half too. It's like a split I'd say. -Yes, like a division. Sometimes you could walk down a street and only hear English and then, well old people speak Welsh.')* (Cardigan Young People Group). This suggests a perception of a social division based on language in the community. The pattern was corroborated by the older people group who noted that Welsh and English speakers sat at different tables in a local social club. It could therefore be interpreted that there is a perception of opportunities to use the Welsh language in the Cardigan community, but that language habits mean that English is the social language for many people. This was particularly true when considering group situations or when meeting new individuals.

5.19 **Factors influencing Welsh language use in the community**

Language habits

Shops

5.20 There was a general perception amongst the focus groups that the language of many of the shops in Cardigan was English and that people tended to start conversations in shops in English. However, there were some exceptions as individuals discussed the opportunities available in certain shops or with certain individuals in a shop. For example, it was reported that

not many staff speak Welsh in large chain stores and that people tend to know which staff members in these shops can speak Welsh. According to a member of the Cardigan middle age focus group: *'... ni'n tueddu i wbod pwy sy' siarad Cymrâg, 'da ni'n gwbod pwy ni'n gallu siarad Cymrâg gyda nhw a mae tueddiad wedyn dwi'n credu i fynd nôl i'r siope 'na neu at y pobl 'na sydd yn y siop' ('... we tend to know who speaks Welsh, we know who we can speak Welsh to and there's a tendency then I think to go back to those shops or to those people in the shop')* (Cardigan Middle Age Group).

5.21 This perception of a lack of opportunities to use the Welsh language in shops was echoed in the street survey.[24] One respondent was *'eithaf hapus o ran gweithgareddau (Cymraeg eu hiaith) ond siopau yn Seisnigaidd iawn, ddim yn cyfarch yn Gymraeg'* (*'fairly happy about (Welsh language) activities but shops are very 'English', they don't greet you in Welsh')* (Cardigan Street Survey). One older learner referred to the shops in the Cardigan area and noted that the Welsh language was not very visible in the local shops. In this individual's opinion, this influenced their Welsh language use in that context: *'There's no incentive when we're shopping to ask for things in Welsh.'* (Cardigan Older People Group).

5.22 Street survey respondents noted the need for language badges to identify Welsh speakers in Cardigan. This suggests that individuals are aware of Welsh language social networks in the community but that English is the main language of public life in the community. They only venture to use the Welsh language when they are aware that the opportunity is there; *'Ordro drinc yn Gymraeg? Ma fe'n dibynnu os fi'n nabod pwy sydd tu ôl y bar.' ('Order a drink in Welsh? It depends if I know the person behind the bar.')* (Cardigan Young People Group).

5.23 Although the shops, as a whole, are seen as an English language domain, the local banks were seen more as Welsh language organisations. Similar to other communities studied, the bank was seen as a setting where there was an opportunity to use the Welsh language. This was a recurring theme amongst the Cardigan focus group members: *'Os ti'n mynd i'r banc neu*

[24] See Appendix 1.11 for further information.

rhywbeth bydden i'n gweud bo hanner a hanner yn fan na.' ('If you go to the bank or something I'd say it's half and half there.') (Cardigan Young People Group). This was supported by another member of the focus group who had increased confidence as a Welsh speaker due to using the Welsh language in the workplace, a local bank.

Confidence

5.24 One very clear theme in the field work was the influence of confidence on the language use of Cardigan community members. Confidence in the standard of their Welsh was a factor as a number of participants noted that they were not so keen to use the Welsh language, especially with people they do not know. In terms of encouraging confidence to use the Welsh language, one member noted from personal experience that having to use the Welsh language every day at work had been an effective way of boosting confidence. According to the learners group members, their confidence level and individual language ability often influence their contribution to community activities in Welsh.

5.25 Despite the opportunities to use the Welsh language every day in the community, the learners group noted that opportunities to speak Welsh socially were being lost because Welsh speakers were too willing to turn to English: *'Mae siaradwyr Cymraeg yn newid i'r Saesneg yn rhy hawdd ... efallai bo rhai yn rhy polite.'* (*'Welsh speakers change to English too easily ... maybe some are too polite.')* (Cardigan Learners Group). These learners would prefer Welsh speakers to keep speaking Welsh with them. In general, there was a feeling amongst the Cardigan groups that the habit of using English with a new person (for example in a shop) was established: 'Yn *gymdeithasol, dydyn ni ddim yn siarad Cymraeg. Mae rhai pobl yn, ond os mae un person yn siarad Saesneg, chi'n troi i'r Saesneg.'* (*'Socially, we don't speak Welsh. 'Some people do, but if one person speaks English, you turn to English.')* (Cardigan Parents with Young Children Group).

5.26 **Sources of information**

According to the parents with young children group the local schools were a source of information about local events. This group noted that the internet is also used for community communication. According to the learners group, their main source of information was the Welsh learning courses and the local Welsh for Adults Centre. These learners had not looked any further for sources of information. For the older people group, the chapel had been a source of information about Welsh language activities in the past. According to the middle age group, they used social media, such as *Facebook*, as well as more traditional methods to hear about local events. Awareness of Welsh language activities amongst the young people group questioned was generally low.

5.27 **Opinion on wider issues**

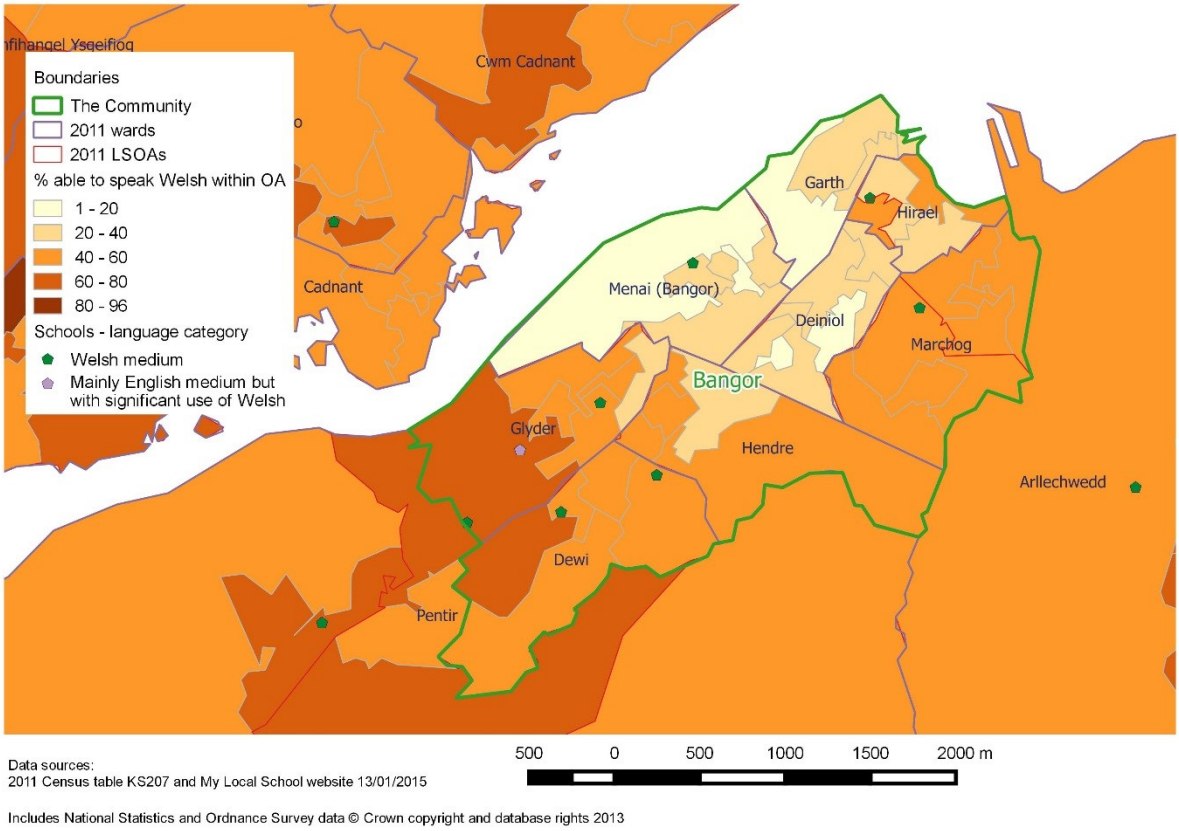
Work/Economy and Housing

5.28 The parents with young children group felt that the Welsh language was important mainly because being able to speak Welsh leads to more opportunities to get good jobs. It was noted that some local jobs require an ability to speak Welsh, and that the language therefore gave their children an advantage when looking for work.

5.29 The general lack of employment was a topic of discussion within a number of the area's focus groups. An obvious factor in the social use of the Welsh language in the area was that a number of local people had moved to find work in other parts of Wales or over the border. Furthermore, reference was made to the importance of securing affordable housing for local people in the Cardigan area: *'Gyda chaniatâd cynllunio; dwi'n meddwl bydd rhaid cael polisi tai sy'n annog pobl yr ardal i aros yn yr ardal, gweithio yn yr ardal a chael cyfle i brynu tai o fewn yr ardal.' ('With planning permission, I think we'll need a housing policy that encourages the people of this area to stay here, work in the area and have an opportunity to buy houses in the area.')* (Cardigan Learners Group).

5.30 BANGOR

Figure 5.2: Map of percentages of Welsh speakers in Bangor



5.31 The map above shows the percentages of Welsh speakers in Bangor by Output Area (OA) in 2011. There are eight wards in Bangor. The percentage of Welsh speakers is seen to vary from 1-20 per cent in Menai - which suggests the influence of university students living in the ward - to 60-80 per cent in Glyder which reflects the stable population of the area. There are a number of Welsh-medium schools in the wards of Bangor and one mainly English-medium school with substantial Welsh language use.

Table 5.2: Activities and programmes funded by the Welsh Government (historical and current) either directly through national organisations or through specific projects in Bangor[25]

Welsh Government activities and programmes in Bangor
Language Action Plan
Menter Iaith
Twf
Mae Dy Gymraeg di'n Grêt
Mudiad Meithrin
Supporting Language Use Project (*PCAI*)
Urdd Gobaith Cymru
Merched y Wawr
Local Newspapers (*Papurau Bro*)
Welsh for Adults

5.32 **Opportunities to use the Welsh language in the community**

In general, there was a good awareness of national programmes and activities funded by the Welsh Government to promote the Welsh language in communities. The Bangor focus groups referred to *Mudiad Meithrin* branches, *Ti a Fi* groups, the *Urdd*, *Merched y Wawr* and *Gwawr* clubs, local *Mentrau Iaith* and Young Farmers clubs. There was constant reference to the influence of the *Urdd* and National *Eisteddfodau*, the *Twf* project and *Cyw* television programmes on S4C (particularly amongst the parents with young children group members).

5.33 Although focus group participants discussed Welsh Government-funded programmes and activities, it was not always clear whether respondents were aware that those activities were Welsh Government-funded. Bangor focus groups reported that local people were responsible for arranging the vast majority of community activities on the ground on a voluntary basis, which reflects the local community ownership of Welsh Government activities. According to one member of the parents with young children group: *'Mae unrhyw weithgareddau yn dibynnu ar bobl sydd yn fodlon rhoi eu hamser nhw ... mae mor anodd i bobl leol rhoi'u hamser yn wirfoddol,*

[25] See Appendix 1.18 for full information.

mae'n cymryd ymdrech dydi.' ('Any activities depend on people willing to give of their time ... it's so hard for local people to give of their time voluntarily, it takes effort doesn't it.') (Bangor Parents with Young Children Group).

5.34 As well as focus group respondents' awareness of formal Welsh Government programmes and activities within the community, there was also plenty of evidence of independent, informal community activity in Bangor. The sample referred to a range of other community clubs including social clubs, leisure and arts clubs, choirs, activities for learners and various musical events. There were many community groups based on members' ages as well: parent and child groups, young people's clubs, and social clubs for older people. Those groups tended to be Welsh language groups or groups with a mix of Welsh and English.

5.35 According to the street survey, opportunities to use the Welsh language were available across the community with the family (71.6 per cent), school (64.1 per cent) and county council (62.1 per cent) noted as the locations where there are most opportunities to use the Welsh language.[26]

5.36 Comments were received from all focus groups suggesting that opportunities exist to use the Welsh language naturally as part of everyday life in Bangor, for example when shopping, going to the post office, visiting the hospital, the banks and local library.[27] However, gaps were seen according to the focus group and street survey respondents (e.g. shops and doctors). 30.4 per cent of street survey respondents noted that there were no opportunities at all to use the Welsh language with the local doctor. Also, a low percentage of street survey respondents noted that there were many opportunities to use the Welsh language in the shops (19.3 per cent).

5.37 The influence of chapels and churches on Welsh language community activity was an important discussion point for the parents with young children, young people and older people's groups in the area. However, the views of the groups were not unanimous, as the older people focus group referred to the effect of the decline of religion on the general decline of the

[26] See Appendix 1.12 for full information.
[27] This point was reinforced in qualitative data from the Bangor street survey.

Welsh language, while the Bangor parents with young people group were of the opinion that the chapel creates an all-important Welsh community for them: *'For us, because we also go to Chapel, the feeling of community is very Welsh ... all my friends here are Welsh speakers so for me it's something quite safe that I take for granted that people speak Welsh.'* (Bangor Parents with Young Children Group).

5.38 Every focus group in Bangor referred to the fact that they hear various languages on Bangor high street. The influence of the university and hospital was a topic of the discussions in relation to the perceived effect of these insitutions in terms of increasing the amount of English spoken in the community. Here is a comment from the Bangor middle age focus group participants: *'there is less Welsh in Bangor, I feel like I'm in a town in England when I walk down the streets, you always hear English.'* (Bangor Middle Age Group).

5.39 The learners who were part of the study reported that plenty of opportunities existed for them to use the Welsh language, although they did not always capitalise on the opportunities as they often had other priorities in their everyday lives. According to the Bangor parents with young children group, although numerous opportunities were available, the group felt that many opportunities were being lost to use the Welsh language in the community. An example given by the group was a perception that some Welsh speakers choose English-medium childcare provision. The older people's focus group in Bangor were satisfied with Welsh language community activities in the area for their specific age group. They did not have strong views about gaps in Welsh language community activities. However, there was a general feeling that there is now less Welsh language social activity in the area owing to the influence of international institutions.

5.40 According to the young people, parents with young children, and middle age focus groups, there is a lively local Welsh language music scene in Bangor and the nearby towns. They referred to frequent gig nights arranged by the *Urdd*, local societies, the Welsh Language Society and Bangor University. The feeling amongst the young people focus group was that plenty of activities were arranged for the early teens but that there was a gap in

activities for the older secondary school age group. Here is the response of one member of the Bangor young people group: *'Mae nhw'n apelio lot at flwyddyn 7, 8 a 9 neu i bobl fwy ifanc, ond pam 'dach i'n cyrraedd yr oed arddegau hwyr di nhw ddim, mae o fatha fod nhw ddim yn apelio at y ni ...' swn i'n gofyn am fwy i'r oed yna fy hun.' ('They appeal a lot to year 7, 8 and 9 or to younger people, but when you reach your late teens they don't, it's like they don't appeal to us ... I'd ask for more for that age myself.')* (Bangor Young People Group).

5.41 Factors influencing Welsh language use in the community

Language Habits

Shops

5.42 One important topic of discussion in Bangor were the opportunities to use Welsh in local shops. Different views were expressed by different focus groups. Bangor was described as a city with mainly chain stores rather than a number of independent, local shops - a factor that influenced opportunities to use the Welsh language when shopping in Bangor. This is particularly relevant as Bangor is the main shopping centre for the surrounding villages that contain a high percentage of Welsh speakers.

5.43 According to the focus groups, there were gaps in the Welsh language provision in Bangor shops.[28] However, according to the parents with young children group there was a similar number of opportunities to use both Welsh and English when shopping in Bangor. The learners group had no strong views on the language of shop workers in Bangor and they were realistic about needing to use both Welsh and English in Bangor. The young people group reported it was difficult to use the Welsh language in local shops as conversations in the shops started in English: *' ... mae pobl jyst yn cychwyn siarad Saesneg, so dwi jyst yn cymryd di nhw ddim yn siarad Cymraeg, yr unig dro maen nhw wedi siarad Cymraeg efo fi ydi pan dw i'n gwisgo tei*

[28] There is corresponding evidence in qualitative data from the Bangor street survey: '*mae angen hybu pobl sy'n dewis peidio siarad Cymraeg ond yn gallu, yn enwedig o fewn siopau'* ('*people who can speak Welsh but choose not to need to be encouraged, especially in shops').*

[ysgol Gymraeg] ac maen nhw yn dechra' yn Gymraeg ...' ('... people just start to speak English, so I just assume they don't speak Welsh, the only time they've spoken Welsh to me is when I wear a [Welsh school] tie and they start in Welsh ...') (Bangor Young People Group).

5.44 According to the parents with young children and middle age focus groups, Bangor was experiencing a decline in its Welsh language social hubs. They specifically referred to closing the independent Welsh bookshop, an independent Welsh record shop and a post office offering all its services in Welsh. However, the members of these groups discussed the important role of an arts centre which would contribute to meeting Bangor's language and community needs in future.

Public Services

5.45 The groups were agreed that there are plenty of opportunities to use the Welsh language in local government services such as schools, libraries, post offices and police services in Bangor. The older people focus group referred to the influence of Gwynedd Council who offer a range of Welsh language services that do not have to be requested.

5.46 One consistent topic of discussion in the Bangor focus groups were the opportunities to use the Welsh language in the health Service. The groups felt unanimously that there are plenty of opportunities to use the Welsh language with administrative staff and nurses but that there is a lack of doctors able to speak Welsh.[29] Here is a comment from a member of the Bangor middle age group: *'...mae 'na gamddehongli weithiau efo achosion fel dementia ... mae'n bwysig er mwyn tiwnio fewn i weld be maen nhw'n deud, pam mae rhywun yn distressed iawn mae nhw mynd i'r iaith gynta' ('... there's misinterpretation sometimes with cases like dementia ... it's important to tune in to see what they're saying, when someone's very distressed they go to the first language')* (Bangor Middle Age Group). This is a topic that was also discussed in the Street Survey.[30] They referred to the need for Welsh-speaking doctors to meet the community's needs; *'Angen doctoriaid mewn*

[29] This point was reinforced in qualitative data from the Bangor street survey.
[30] See Appendix 1.12 for further information.

ardal ble mae pawb yn siarad Cymraeg' (*'Doctors needed in an area where everyone speaks Welsh')*. Bangor city was often compared to nearby towns and villages. The groups generally felt that Bangor was an anglicised community compared to nearby areas where health services could be received in Welsh.

5.47 One strong perception amongst the young people group in Bangor was that a number of leisure centre activities are now conducted in English. The exception given were certain activities arranged by the *Urdd* for children and young people. Also, a number of members of the Bangor young people group referred to the fact that more Welsh-medium sports and leisure training courses are needed in Bangor.

Education

5.48 The perception of the young people focus group in Bangor was that the secondary education system influenced community use of the Welsh language. They specifically referred to teaching elements of the curriculum in English or bilingually and how that affected social, informal use of the Welsh language beyond formal education.

5.49 The Bangor parents with young people group referred specifically to the influence of the Gwynedd Language Charter on attitudes, habits and Welsh language use of Gwynedd school pupils: *'... Siarter iaith wedi cychwyn yn yr ardal, mae hwn rili yn neud gwahaniaeth, ... mae jyst agwedd yn wahanol ac mae iaith ar yr iard wedi newid a pan maen nhw'n dod nôl i dŷ ni, dim ots pa gefndir mae nhw'n dod o, maen nhw'n chwarae'n Gymraeg ac maen nhw yn siarad Cymraeg efo ni.'* (*'... Language charter started in the area, this really makes a difference, ... it's just a different attitude and the language on the yard has changed and when they get back to our house, whatever background they're from, they play in Welsh and they speak Welsh to us.')* (Bangor Parents with Young Children Group).

5.50 The international community and assimilation were a topic of discussion in Bangor owing to the influence of international institutions such as the university and hospital. The members of the Bangor older people focus

groups reported that they believe the education system and young people's organisations had successfully and effectively assimilated children from foreign countries into the Welsh language and culture. They referred specifically to joint working between the *Urdd* and schools to emphasise the value of the language and culture of Wales.

Confidence

5.51 The learners, middle aged and less confident members of the older people group said that a lack of confidence in their Welsh language ability influences their use of the Welsh language in the community. Their contribution to community activities in the area was dependent on their perceptions of the standard of their spoken Welsh and their confidence to start the conversation in Welsh. On the other hand, the young people focus group noted that it was the lack of confidence of individuals around them that prevented them from using the Welsh language in the Bangor community. They referred specifically to difficulties in having conversations with individuals with only basic Welsh language skills.

5.52 The learners group referred to the constant challenge of trying to change the language habits of individuals in the community. A number of learners said that that was a specific barrier to starting a conversation in Welsh.

5.53 **Sources of information**

The Bangor focus groups referred to a variety of sources of information that they use to get to know about Welsh language community activities. The older people and parents with young children focus groups felt that community newspapers (*papurau bro*) played an important role in sharing information about community activities in the area. Also, the perception of the older people group was that the circulation of community newspapers in a community was seen as a barometer of the 'Welshness' of that area. The older people group were of the opinion that fewer community newspapers were being circulated owing to local outward and inward migration patterns.

5.54 One clear pattern amongst the parents with young children, middle age and learners groups in Bangor was that they shared information orally via informal social networks with family, friends and colleagues. There was extensive evidence of the use of social media by all focus groups in Bangor except the older people group. These groups referred to *Facebook* and *Twitter* specifically as ways of finding out about community activities in Bangor.

5.55 However, although the groups referred to sources of information in Bangor, another consistent theme was a lack of general awareness of community activities. The parents with young children focus group reported that they had missed some activities because they did not know about them, and this point was echoed by a member of the Bangor middle age group: *'When we first moved here it was very difficult to find out anything that was going on, and even now it's still difficult unless you happen to be in the right place and somebody mentions it, you tend not to find out about things.'* (Bangor Middle Age Group).

5.56 One clear perception amongst the young people group in Bangor was that more Welsh language community activities need to be arranged and advertised with an attempt to include individuals with varying language skills: *'Dw i'n meddwl ddylsan nhw trio cael pobl sydd ddim yn siarad gymaint o Gymraeg i fynd. 'Di rhan fwya' o ffrindia' fi ddim rili'n siarad Cymraeg so pam mae petha' fel Maes B yn dod i fyny, os swni isio mynd, 'sa nhw ddim a swni'm yn teimlo mod i welcomed i fynd yna, dos' nam croeso i siaradwyr Cymraeg sydd ddim yn rhugl.' ('I think they should try to get people who don't speak that much Welsh to go. 'Most of my friends don't really speak Welsh so when things like Maes B come up, if I wanted to go, they wouldn't and I wouldn't feel I'd be welcome to go there, there's no welcome for Welsh speakers who aren't fluent.')* (Bangor Young People Group).

5.57 **Opinion on wider issues**

Work/Economy and Housing

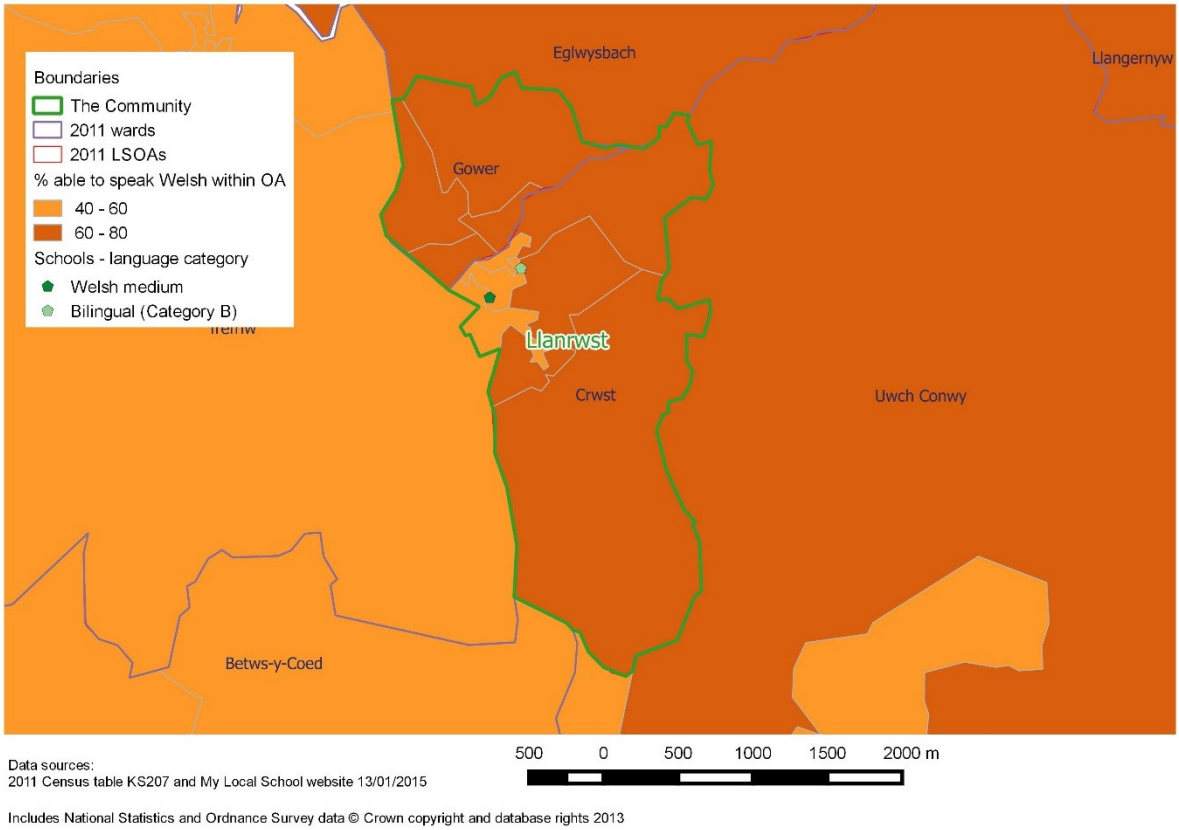
5.58 Outward and inward migration patterns had influenced community use of the Welsh language in Bangor, according to the young people and older people's groups. This was the perception of one group participant: *'Dwi'n meddwl bod y strydoedd wedi newid, stryd ni wedi newid, ar un adeg oeddach chi medru siarad Cymraeg gyda pawb yn y stryd, oedd na dros ugain copi o [papur bro lleol] yn mynd allan, 'da ni lawr wan i tua wyth neu naw yn y stryd oherwydd bod pobl sy'n symud i fewn ddim yn siarad Cymraeg.' ('I think the streets have changed, our street's changed, once you could speak Welsh with everyone in the street, over twenty copies of [community newspaper] went out, now we're down to about eight or nine in the street because people who move in don't speak Welsh.')* (Bangor Older People Group).

5.59 The older people, middle age and parents with young children focus groups referred to their concern about housing developments in Bangor in light of the lack of job opportunities in the area. The members of the above groups noted that new housing developments were not needed when affordable housing would enable local people to live in their communities. According to a member of the Bangor older people focus group: *'... be sydd angen ydi gwaith yn yr ardal yma, ac eto mae nhw mynd i adeiladu llwythi o dai. Felly fysa yna dai iddyn nhw ond os nad yw'r gwaith yma, fydd y tai yna yn mynd yn dai pobl ddiarth a fydd na lai o Gymraeg.' ('... what's needed is work in this area, and yet they're going to build loads of houses. So there'd be houses for them but if the work isn't here, those houses will be for outsiders and there'll be less Welsh.')* (Bangor Older People Group).

5.60 The older people focus group in Bangor reported that the status and prestige of the Welsh language in the workplace needed to be increased. It was emphasised that the Welsh language needed to be promoted as a workplace skill in the local area: '... *that's the time you're going to see the Welsh language, when people can earn their living through the Welsh language.'* (Bangor Older People Group).

5.61 LLANRWST

Figure 5.3: Map of percentages of Welsh speakers in Llanrwst



5.62 The map above shows the percentages of Welsh speakers in Llanrwst by Output Area (OA) in 2011. It shows that there are two wards in Llanrwst: Crwst and Gŵyr. The Gŵyr ward and most of the Crwst ward is an area where 60-80 per cent can speak Welsh. The area is served by one Welsh-medium school and one bilingual school (Category 2B).

Table 5.3: Activities and schemes funded by the Welsh Government, (historical and current), either directly through national organisations or through specific projects in Llanrwst[31]

Welsh Government activities and programmes in Llanrwst
Language Action Plan
Menter Iaith
Twf
Mae Dy Gymraeg di'n Grêt
Mudiad Meithrin
Supporting Language Use Project (*PCAI*)
Urdd Gobaith Cymru
Merched y Wawr
Young Farmers Clubs
Community Newspapers (*Papurau Bro*)
Welsh for Adults

5.63 **Opportunities to use the Welsh language in the community**

Amongst the sample questioned, there was awareness of community activities where there was an opportunity to use the Welsh language, including a number of Welsh Government-funded programmes such as *Merched y Wawr*, *Eisteddfodau*, *Ti a Fi*, Young Farmers and *Urdd* Clubs, *Cylch Meithrin* and various opportunities in connection with local schools. Respondents in the young people, parents with young children and middle age groups drew attention to work and activities organised by the *Menter Iaith*, such as music festivals and outdoor leisure activities. When respondents were asked to note who organises these events and clubs, they mainly noted that the events were organised by specific local individuals or organisations. The groups did not comment voluntarily that these opportunities were funded by the Welsh Government.

[31] See Appendix 1.19 for further information.

5.64 A number of other community activities that take place through the medium of Welsh in Llanrwst were listed. These included sports and social clubs, drama and arts clubs, and learners' clubs. They also referred to choirs which sing in Welsh and clubs associated with local chapels and churches. According to the street survey, the three settings that provided the main opportunities to use the Welsh language in the community were at school (74.7 per cent), in worship (71.1 per cent) and with the family (69.8 per cent).[32]

5.65 The young people focus group in the area reported that a wide range of Welsh language and bilingual community activities were available for their age group. The young people group respondents referred to Welsh and English language activities they attended, explaining that some of these activities were in English because that was the language of the instructors, while the *Urdd* provided Welsh-medium activities. The group also referred to a *PCAI* programme (Supporting Language Use Project) in the schools and the attempt made through this project to offer Welsh language activities for young people. The local *Menter Iaith* was also mentioned several times, including when the middle age group noted that some of the area's outdoor activities now provided more opportunities to use Welsh as a result of the work of the local *Menter Iaith*.

5.66 From the activities listed by the respondents above, it would appear that Llanrwst has an active Welsh language community life. It is not easy to link the vitality of this community with specific Welsh Government interventions. However, it can be assumed that the interventions listed add to the vitality of the community, as well as to the vitality of the Welsh language in this community.

5.67 Evidence was received from the middle age and learners focus groups of a perception that social activities were divided on the basis of language in Llanrwst. They referred to separate language communities in the area where parallel activities are undertaken by Welsh speakers and by the non-Welsh speaking community in the area without much overlap between them.

[32] See Appendix 1.13 for full information.

5.68 The young people group and the learners group perceived Llanrwst as a town where more English is heard than in the past. These groups referred to their perception that more Welsh is used in nearby towns and villages than in Llanrwst itself. According to a member of the Llanrwst young people group, one would need to leave the town to hear the Welsh language used socially.

5.69 Although a substantial number of the sample questioned attended Welsh language or bilingual social activities, and although they were happy with the provision available, respondents from the parents with young children group noted that they did not tend to attend many activities at all, and referred to their busy lives and lack of motivation to attend such activities.

5.70 According to the learners group, specific Welsh language social groups were needed in the town centre to offer convenient social opportunities: *'Mi faswn i'n licio grŵp yn y pentre' i ddysgwyr, er enghraifft, Sadwrn Siarad neu rywbeth fel 'na yn mwy aml.' ('I'd like a group in the village for learners, for example, Sadwrn Siarad or something like that more often.')* (Llanrwst Learners Group). This was echoed by the Llanrwst young people group who associated the Welsh language with older people rather than young people; they referred to low frequency of Welsh language use by themselves and their friends: *'It's more like the older people who speak Welsh in Llanrwst ... the youths don't really speak it much so if you go out with your friends you just tend to speak English.'* (Llanrwst Young People Group).

5.71 The older people's group in the area had a similar opinion. Many of them reported that young people use more English than Welsh in Llanrwst town centre. Here is a comment from one member of the area's older people focus group: *'I've noticed that in the streets most of the youngsters seem to be speaking English ... fel na mae nhw dŵad wan de, Saesneg ydi pob dim ... diom yn modern nadi [Cymraeg], a mae nhw trio moderneiddio fo dydyn, neud o mwy cŵl.' (that's how they are now isn't it, everything's English ... it's not modern is it [Welsh], and they're trying to modernise it aren't they, make it more cool.')* (Llanrwst Older People Group).

5.72 Despite these comments, respondents also commented on the increased presence of Welsh language in some areas of activity, and this was seen as

a positive feature in terms of the vitality of the language. The members of the Llanrwst young people and middle age groups referred to the importance of Llanrwst's lively music scene. For these groups, the music scene was key for opportunities to use the Welsh language in the community in Llanrwst, as well as offering a 'cool' image of the Welsh language to young people: *'mae'r sîn roc Gymraeg yn andros o bwysig i Gymru, meddyliwch rŵan am y holl bethau sydd yn digwydd yn ardal Llanrwst mewn blwyddyn efo'r sîn roc Cymraeg i be fyddai'n digwydd deg - pymtheg mlynedd yn ôl, mae'n cŵl rŵan dydi.' ('the Welsh language rock scene is so important to Wales, think now about all the things that happen in the Llanrwst area in a year with the Welsh language rock scene compared to what was happening ten - fifteen years ago, it's cool now isn't it.')* (Llanrwst Middle Age Group). They referred to a number of music festivals and events in Llanrwst, as well as local bands. However, parents with young children expressed a concern about funding cuts to music events, while respondents from the young people group noted that music events were too expensive for them to attend.

5.73 **Factors influencing Welsh language use in the community**

Education

5.74 A common pattern in the Llanrwst focus groups was the influence of the education system on social use of the Welsh language in the area. It has already been noted that some respondents referred to a language division within the community and it was noted that some believed this could be attributed to the historical effect of education policy in the area. However, members of the middle age focus group referred to a culture change that had occurred recently, with a more 'Welsh feel' to community activity in the area.

5.75 The Llanrwst young people focus group were of the opinion that education had influenced, and continued to influence, community use of the Welsh language in Llanrwst. *'Mae ysgol bach, mae'n neud ti siarad Cymraeg, ti goro, mae popeth yn Gymraeg ond wedyn mae nhw relaxio pam ti mynd*

fyny rili, mae nhw rhoi yr opsiwn i chdi a fanna mae'r Cymraeg yn cael ei cholli.' ('In little school, it makes you speak Welsh, you have to, everything's in Welsh but then they relax when you go up really, they give you the option and that's where the Welsh is lost.') (Llanrwst Young People Group). In the opinion of the young people focus group, there was a decline in confidence and fluency as pupils got older and moved through the education system, which affected their use of the Welsh language in the community.

Social Organisations

5.76 Social organisations such as the *Urdd* and *Menter Iaith* influenced young people's social use of the Welsh language in Llanrwst. Ensuring Welsh speakers in social organisations outside the education system encouraged social opportunities to use the Welsh language in the area. Here is a response from a member of the Llanrwst young people group: *'... doeddwn i ddim di siarad Cymraeg yn iawn ers dwy blynedd bron ond ers mae [athro ysgol] sy'n gweithio yn yr ysgol, yma 'dwi'n siarad lot mwy [o Gymraeg] ...'da ni'n mynd i glwb pŵl a chlwb ping pong i gyd yn Gymraeg' ('... I hadn't spoken Welsh properly in nearly two years but since [school teacher] has been working at school, here I speak much more [Welsh] ... we go to a pool club and a table tennis club all in Welsh')* (Llanrwst Young People Group).

Language habits

5.77 Amongst the members of the groups questioned, there was a perception that the Welsh speakers in the community felt it was a habit to turn to English in public contexts, for example in shops or in a group where non-Welsh speakers are present. According to the learners in Llanrwst, local people turned to English too easily without giving them an opportunity to practise their Welsh language skills. The older people group in Llanrwst reported that non-Welsh speaking individuals influenced their social use of the Welsh language. They wanted to include non-Welsh speaking individuals and therefore turned to English: *'Da chi'm yn rude nag 'dach, rhaid i chi ddod a fo [y sgwrs] i Saesneg rhaid, os 'di'r person yna ddim yn siarad Cymraeg*

dachin trosglwyddo fo i'r Saesneg ... 'da chi'n deud yn automatic 'I'm sorry' a troi i'r Saesneg? ...' ('You're not rude are you, you have to bring it [the conversation] to English, if that person doesn't speak Welsh you transfer it to English ... you say automatically 'I'm sorry' and turn to English? ...') (Llanrwst Older People Group).

5.78 A prominent theme amongst the parents with young children group in Llanrwst was that the Welsh language was not always an integral part of the area's Welsh identity. The complexity of the area's Welsh identity influenced social use of the Welsh language: *'Mae'n cŵl i fod yn berson Cymraeg yma, ond hynna ddim o reidrwydd yn golygu bod chdi yn gallu siarad Cymraeg.' ('It's cool to be a Welsh person here, but that doesn't necessarily mean you can speak Welsh.')* (Llanrwst Parents with Young Children Group).

Shops

5.79 The focus groups specifically listed the school, the workplace, leisure activities and public services as settings where they can use Welsh in their community. This was supported by the street survey which noted that there were opportunities in these settings to use the Welsh language.[33] However, the services available to them were affected by a number of factors.

5.80 One pattern noted by the young people focus group was that shop workers in town mainly spoke English. The parents with young children and older people groups agreed that it was difficult to choose a language to start a conversation and that this was a barrier to using the Welsh language in shops: *'Pam 'da chi'n cerdded mewn i siop, a pwy bynnag sy'n serfio chi, 'sgennych chi ddim cliw ydyn nhw'n Gymraeg neu Saesneg, wel fysa fo ddim yn help os bysa na 'I speak Welsh ' a wedyn sa chi gael dechra yn Gymraeg ...' ('When you walk into a shop, and whoever's serving you, you don't have a clue if they're Welsh or English, well wouldn't it help if there was an 'I speak Welsh' and then you could start in Welsh ...')* (Llanrwst Older People Group).

[33] According to the street survey, not all public services are identified as settings where there are opportunities to use the Welsh language in the community. It was noted that opportunities to use Welsh with local doctors were rare. See Appendix 1.13 for further information.

5.81 The middle age group noted that there were many opportunities to use Welsh in the local shops, but they felt that many were unwilling to use the language in this context.

Health Service

5.82 The learners, middle age and young people groups also referred to a lack of opportunities to use Welsh with doctors. Although it was possible to speak Welsh with a receptionist or nurse, there was a lack of Welsh language doctors in the health service in Llanrwst and in the wider community in their opinion. The evidence was supported by the street surveys in Llanrwst where 40.7 per cent of respondents noted that there were no opportunities at all to use the Welsh language with their local GP. However, the older people group had a different perception; they noted that a bilingual health service was available to them.

5.83 **Sources of information**

Respondents discussed a number of sources of information for community activities in Llanrwst. The older people's focus group referred to the importance of *Yr Aelwyd* (Welsh language community / cultural centre) in the past as a hub for Welsh language events in the area, but noted it was now closed. According to the older people, learners, parents with young children and young people groups, the community newspaper (*papur bro*), posters on noticeboards in leisure and social centres were important sources of information in the area. The parents with young people and middle age groups referred to a local internet network as a source of information, while the middle age and young people groups used *Facebook* to hear about local activities. Respondents in the young people group were aware that separate language groups existed online which specifically reflected the teaching media of the education system.

5.84 **Opinion on wider issues**

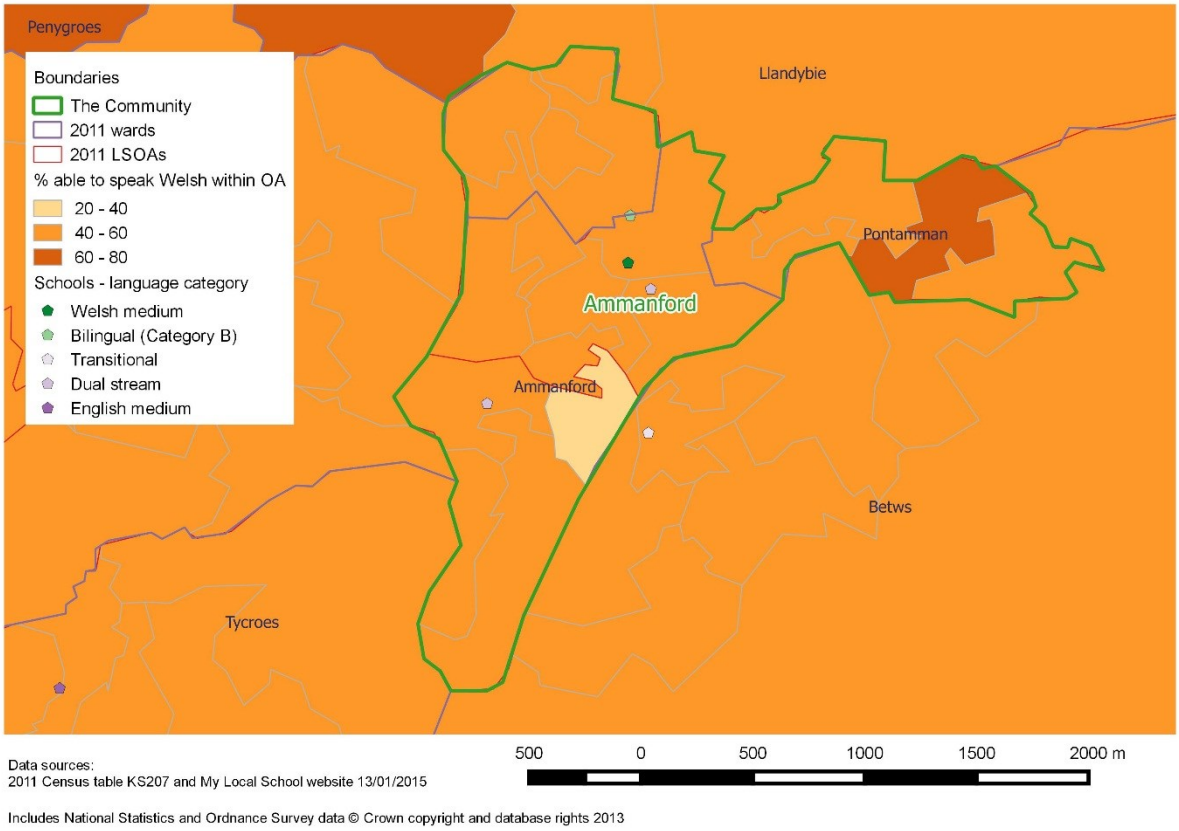
Work/Economy and Housing

5.85 Outward and inward migration patterns were important to the future of the Welsh language in Llanrwst, according to the learners and parents with young children groups. Learners specifically referred to non-Welsh-speaking immigrants buying holiday homes in the villages and the education system being under pressure to assimilate these children into the Welsh language and culture.

5.86 The respondents in the older people group reported that non-Welsh speaking in-migrants who move in to Llanrwst and nearby villages needed to make an effort to learn the Welsh language. The older people and parents with young children groups also referred to the importance of employment opportunities to enable families to live and work in the area: *'Rhaid trio cadw teuluoedd yn y gymuned leol a'r pentrefi bach, rhaid meddwl am petha' fel gwaith a darpariaeth gofal plant Cymraeg, ond Cymraeg da hefyd de.' ('We have to try to keep families in the local community and the little villages, we have to think about things like work and Welsh language childcare provision, but good Welsh of course.')* (Llanrwst Parents with Young Children Group). The parents with young children group also noted that affordable housing for local people needed to be developed; according to the respondents, this would allow the Welsh language to be maintained in the community.

5.87 AMMANFORD

Figure 5.4: Map of percentages of Welsh speakers in Ammanford



5.88 The map above shows the percentages of Welsh speakers in Ammanford by Output Area (OA) in 2011. It shows that 40-60 per cent can speak Welsh in most of the Ammanford community area. The percentages of the population able to speak Welsh vary from 20-40 per cent in the town centre to 60-80 per cent in part of the Pontaman ward. In terms of educational provision within the Ammanford community, there is a series of different categories of schools: Welsh-medium, bilingual (Category 2B), transitional, dual stream and English-medium.

Table 5.4: Activities and programmes funded by the Welsh Government (historical and current), either directly through national organisations or through specific projects in Ammanford[34]

Welsh Government activities and programmes in Ammanford
Language Action Plan
Partner*iaith* Aman Tawe Welsh Language Promotion Scheme
Menter Iaith
Twf
Mae Dy Gymraeg di'n Grêt
Mudiad Meithrin
Supporting Language Use Project (*PCAI*)
Urdd Gobaith Cymru
Merched y Wawr
Community Newspapers (*Papurau Bro*)
Welsh for Adults
'Moving Forward' project

5.89 **Opportunities to use the Welsh language in the community**

The different focus groups in Ammanford had different levels of awareness of community activities where there was an opportunity to use the Welsh language, including those funded by the Welsh Government. The highest awareness of Welsh Government programmes was found in the parents with young children group and the young people group. Both these groups referred to the *Menter Iaith* and the local *Urdd* branch, and specifically to leisure and sports activities for children and young people. They also referred to various activities offered through the *Twf* project.

[34] See Appendix 1.20 for full information.

5.90 Other groups also referred to opportunities to use the Welsh language in a number of other activities receiving public funding: *Merched y Wawr*, S4C and *Radio Cymru*, *Urdd* clubs, *Cylch Meithrin* and *Ti a Fi* groups, and various opportunities associated with local schools. When asked who organised these activities, there was no direct reference to the Welsh Government but rather to a combination of local councils, local people and local chapels, schools and clubs in the area.

5.91 As well as the activities funded by the Welsh Government, the participants were aware of other opportunities where the Welsh language or both Welsh and English are used within community activities. Strong feelings were expressed about a long history of establishing Welsh language choirs and social clubs in the area. They referred to a wide variety of sports, leisure and music clubs, clubs associated with the church or chapel, and arts clubs. It was noted that there were opportunities to receive a Welsh language service in local shops, banks, the county council, and increasingly in some chain stores in the area.

5.92 According to the street survey, opportunities to use the Welsh language were available across the community with worship (73.6 per cent), school (72.4 per cent) and with the family (62.7 per cent) noted as the settings with the most opportunities to use the Welsh language.

5.93 It was a common perception across the focus groups that Ammanford is a bilingual community where inhabitants speak both Welsh and English. However, the increasing influence of English on the area was also a regular observation, although the Welsh language was stronger in the nearby towns and villages.

5.94 The groups agreed that English was the social language of young people in the area. Some members of the young people group perceived Welsh as a language for the older people in the Ammanford community. According to one member of this group: *'wastod yr hen fenŵod sy'n siarad Cymrâg' ('it's always the old women who speak Welsh').* The older people focus group noted that it was older people in the community who ran regular activities and as a result they were often held in Welsh. The young people group felt

that more relevant activities needed to be organised for the older young people in the area which might influence the language of the community. According to a member of the young people focus group: *' ... mae'r cyfleoedd yn marw allan tamed bach nawr ni'n henach' (' ... the opportunities are dying out a little now we're older').* This perception was backed up by a member of the older people focus group: *'there are a lot of activities, but they're all for our age group, there's probably not enough for younger people. It's becoming a bit of a ghost town with regard to activities for young people'*. Not being a Welsh speaker, this member was not aware of any specific Welsh language activities.

5.95 Although the older people group acknowledged the language decline in Ammanford, members of the group reported a range of community activities including exercise classes, walking clubs, dance clubs and a bowling club. Group members often attended the Welsh chapels and social clubs. They also noted that a monthly Welsh chapel service was available, with simultaneous translation for non-Welsh speaking members. It was noted that there were a number of Welsh and English language chapels, but the group felt that the English ones were now more popular. Members of the older people group agreed that it was very important to have the opportunity to use the Welsh language in specific activities and every day in the community in order for the language to thrive.

5.96 The Ammanford learners group said that the opportunity to practise their Welsh language skills was very important to them. Although informal opportunities existed to use those skills in the community, they would like to see more activities being organised as well. The group reported that they had expressed interest in a number of programmes organised for them to practise their Welsh speaking skills, but that these had not been held for different reasons such as a lack of funding.

5.97 A popular discussion point amongst the middle age, young people and parents with young children groups was that special interest clubs in Ammanford were usually English language, although the members (and sometimes, the leaders) could speak Welsh. This was the view of a member of the Ammanford middle age focus group: *'dw i'n credu bod lot mwy o*

bethau Saesneg ar gael na Chymraeg, falle oherwydd maen nhw eisiau targedu'r bobl ifanc' ('I think there's much more stuff available in English than in Welsh, maybe because they want to target the young people'). However, the parents with young children group referred to the positive influence of the local chapel on community use of the Welsh language in Ammanford.

5.98 The young people group reported that there were music, leisure and sports clubs, including sports training in English, in the area. Group members referred to Welsh language sports activities that were active for a certain period but that had come to an end owing to reasons such as low turnout or lack of funding. The young people questioned saw that as a loss, as they had enjoyed the sessions and believed that they had positively influenced Welsh language use by their group outside the education system. Although a number of the activities were funded by the Welsh Government, the respondents did not refer to that fact.

5.99 **Factors influencing Welsh language use in the community**

Education

5.100 The young people group reported that pupils' language habits when transferring from primary to secondary school affected the use of the Welsh language outside the education system. According to one group member: *' ... plant yn dod mewn yn blwyddyn 7 yn meddwl 'sai'n primary rhagor, 'sdim rhaid i fi siarad Cymraeg, so fe'n cool' ('... kids come in in year 7 thinking 'I'm not in primary any more, 'I don't have to speak Welsh, it's not cool').* Many groups referred to an increasing use of English in the local education system. According to the young people focus group, Welsh is rarely used outside the classroom,[35] although they did say they had more appreciation of the language as they got older. Many young people wanted to see the Welsh language used more often at school. *'Licen i gael mwy o Gymrâg.' ('I'd like to have more Welsh.').* According to one group member, it was hard to change

[35] The theme was corroborated by qualitative data of the Ammanford street survey: *'English is the language after leaving school – lots of opportunities at school and lessons but people forget that, then Welsh isn't the 'language of friends'.*

language patterns and habits within and outside the school.[36] Some members of the young people focus group referred to formal activities to promote the Welsh language organised directly by the school. Many members, however, reported a decline in use of the language after those formal opportunities were over.

5.101 The older people focus group in Ammanford had more positive views of the education system. It was noted that children and young people learn Welsh at school, which is different from their childhood, where the language was optional, and pupils in the old days often preferred foreign languages.

Language Habits

Confidence

5.102 The young people focus group in the area reported that other people's confidence in using the Welsh language influenced their own use of the language in many domains. According to one member of the parents with young children group, confidence affected wider use of the Welsh language: *'A'th brawd fi i'r ysgol Gymraeg fel fi ond dyw e ddim yn ddigon hyderus i siarad Cymraeg o gwbl. Ma' hwnna'n ca'l effaith ar iaith y teulu wedyn.' ('My brother went to the Welsh school like me but he isn't confident enough to speak Welsh at all. That then has an effect on the family.').*

5.103 Another factor amongst some members of the Ammanford older people group was their confidence in their language ability. Two members noted that they had returned to live in Wales after a long period away from the area and that this had affected their confidence to use Welsh in the community. Members of the parents with young children group referred to a lack of confidence in their written Welsh skills that prevented them from using the Welsh language in community groups on the internet. According to some respondents of the Ammanford street survey, more opportunities were needed for learners and less confident Welsh speakers to use the language in the community: *'Anodd cael yr hyder i ffurfio brawddegau llawn a*

[36] The street survey data noted young people's social use of English: '*Learnt Welsh because of grandchildren, but grandchildren answer in English'.*

defnyddio'r iaith. Siarad Cymraeg adref trwy'r amser - 'Cymraeg Rhydaman'' ('It's hard to get the confidence to form full sentences and use the language. Speak Welsh at home all the time - 'Ammanford Welsh') (Ammanford Street Survey).

Language Context of the Community

5.104 The older people, parents with young children and young people groups in Ammanford discussed how the language context of the community and the number of other people around them who speak Welsh influence their use of the Welsh language in the community. The middle age group referred to the influence of English on family language habits. One member noted that Welsh was the language of the household but that their older children would now answer them in English.[37] This was a source of concern as their instinctive language was Welsh: *'Cymraeg yw'n hiaith gyntaf ni, a ni'n fwy hapus yn siarad Cymraeg.' ('Welsh is our first language, and we're happier speaking Welsh.')* (Ammanford Middle Age Group).

Public Services

5.105 Members of the parents with young children group, the middle age group and the older people group reported that there were Welsh language public services available to them in the area. They referred specifically to the Welsh-medium services in the nearby library, in banks, and in small local shops in Ammanford. However, the street surveys suggested different experiences, as 29.9 per cent of respondents in Ammanford noted that there were no opportunities at all to use the Welsh language with their local GP.

5.106 The young people focus group made no reference to using the Welsh language within public services. The parents with young children group noted that there was a clear gap in Welsh language leisure services in the area and they were generally unsure of what Welsh language services were available to them locally. The Ammanford middle age group used the Welsh language in banks mainly. The learners focus group were of the opinion that

[37] Similar data was seen in qualitative data from the Ammanford street survey.

some opportunities were available, including using Welsh in the library. However, as a whole there were not enough services available for them to practise their Welsh skills in the community.

Shops

5.107 Except for the young people, the clearest opportunities to use the Welsh language in town were in banks and local shops. Respondents referred specifically to the designated Welsh shop in Ammanford. It was noted that more chain stores now support the Welsh language as well, and that staff wear Welsh badges. There was a clear perception amongst the young people questioned, however, that English is the language of the shops in Ammanford. According to one member of the young people group: *'mae bron pawb yn siarad Cymraeg ar y staff ond mae'r cwsmeriaid yn siarad Saesneg' ('nearly everyone on the staff speaks Welsh but the customers speak English').* It was almost taken for granted that English would be used in the shops.

Influence of Learners

5.108 Some members of the Ammanford middle age focus group felt that parents who choose to send their children to Welsh-medium schools should be encouraged to learn Welsh at the same time as their children in order to encourage the use of the language in the community. According to the learners focus group, the attitudes of Welsh speakers in the area affected their opportunities to use the Welsh language in the community. According to one member of the group: '*Dyw llawer o bobl ddim yn hoffi siarad Cymraeg, 'dw i'n meddwl, gyda dysgwyr. Os ni'n trio, mae rhan fwyaf o bobl yn hapus, ond mae'n rhy araf iddynt. Mae'n fwy anodd i siarad gyda dysgwyr.' ('Lots of people don't like to speak Welsh, I think, with learners. If we try, most people are happy, but it's too slow for them. It's harder to talk to learners.')*

5.109 **Sources of information**

The Ammanford focus groups referred to a variety of sources of information that they use to get to know about community activities. All members of the Ammanford older people focus group heard of community activities through local or regional newspapers, through the church or chapel or from conversations with other people. Some members of the group reported that the older people of Ammanford were aware of some activities because of their historical connection and their social networks within the community. An example of this were the connections through social clubs in the area. However, the older people group noted that they missed some activities if they did not hear about them through these sources.

5.110 The main source of information for the young people of Ammanford about community activities was the school and the local *Menter Iaith*. However, this group had little awareness of Welsh language activities in the area. The same tendency was seen amongst other groups in the area. For example, some learners group members did not have consistent sources of information to get to know about local Welsh language activities, while other group members noted that they use community newspapers (*papurau bro*) and talk to individuals who are part of local networks. According to the parents with young children group, the local council leaflets and social websites such as *Facebook* were a convenient source of information for them. However, the parents with young children group and the learners group commented that updating the community websites was important to ensure their regular use.

5.111 **Opinion on wider issues**

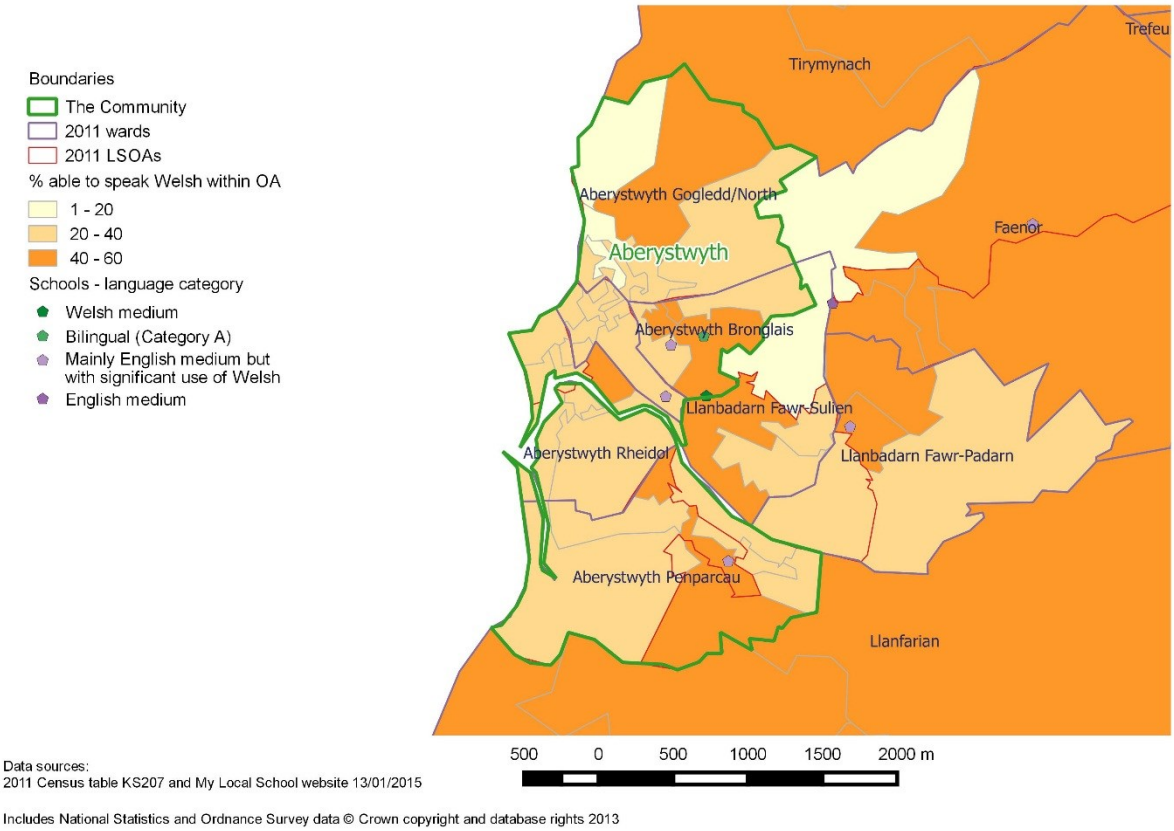
In- and out-migration patterns

5.112 A prominent theme in Ammanford was that the future of the language depends on outward and inward migration, with Welsh speakers leaving and non-Welsh speakers moving in. The focus group members and street survey respondents commented that the language of community activities and the future of the language were simply dependent on who still lives in the area and the local job opportunities available to them.[38]

[38] Similar views were seen in relation to the importance of housing and local jobs in the qualitative data from the Ammanford street survey.

5.113 **ABERYSTWYTH**

Figure 5.5: Map of percentages of Welsh speakers in Aberystwyth



5.114 The map above shows the percentages of Welsh speakers in Aberystwyth by Output Area (OA) in 2011. The community of Aberystwyth consists of four wards: Bronglais, Aberystwyth North, Penparcau and Rheidol. The data outline a variety of language abilities between, and within, these wards. The percentages of Welsh speakers vary from 1-20 per cent in part of Aberystwyth North to 20-40 per cent in Rheidol to 40-60 per cent in areas of Bronglais and Aberystwyth North. There is a variety of schools in the area including Welsh-medium schools, mainly English-medium with substantial use of Welsh, English-medium, and one bilingual school (Category 2A).[39]

[39] 'At least 80 per cent of subjects (excluding Welsh and English) are taught through the medium of Welsh only to all pupils. One or two subjects are taught to some pupils in English or in both languages.' (Welsh Government 2007:12).

Table 5.5: Activities and programmes funded by the Welsh Government (historical and current), either directly through national organisations or through specific projects in Aberystwyth[40]

Welsh Government activities and programmes in Aberystwyth
Menter Iaith
Twf
Mudiad Meithrin
Urdd Gobaith Cymru
Merched y Wawr
Community Newspapers (*Papurau Bro*)
Welsh for Adults

5.115 **Opportunities to use the Welsh language in the community**

The respondents of Aberystwyth focus groups were aware of programmes and activities funded by the Welsh Government to promote the Welsh language in Aberystwyth. The focus groups referred to *Ti a Fi* groups, the *Twf* project, the *Urdd*, Young Farmers, *Merched y Wawr* and *Gwawr* clubs. Respondents were not necessarily aware that these progarmmes were Welsh Government-funded. The learners and older people groups believed that local people or volunteers were responsible for organising community activities in the area. These volunteers were mainly older people or individuals not originally from the area: *'Gyda llawer o bethau, mae eisiau gwirfoddolwyr i redeg nhw ... Mae 'na lot o bobl sydd yn gwirfoddoli'n gyffredinol, pobl sydd wedi ymddeol achos mae mwy o amser gyda nhw, ac mae lot ohonyn nhw hefyd yn bobl sydd wedi symud mewn i'r ardal.' ('With lots of things, you need volunteers to run them ... Lots of people volunteer generally, retired people because they've got more time, and lots of them are also people who've moved into the area.')* (Aberystwyth Learners Group).

5.116 The focus groups offered examples of a number of other local community activities. These were opportunities to use the Welsh language, or a mixture of Welsh and English. The opportunities included: choirs, societies

[40] See Appendix 10.21 for full information.

associated with chapels and churches, arts clubs, the university, theatre, music clubs, photography classes, pottery lessons, yoga sessions, a young people's club and Welsh language gigs.

5.117 However, the perception of the young people, parents with young children and middle age focus groups was that the language of sports clubs in the area is mixed, and that often only English is used on the football pitches of Aberystwyth. This view was echoed by the Aberystwyth middle age group who felt frustrated that the only fitness activities available were in English: *'Mae yna heriau sy'n rhwystro pobl rhag gallu gwneud gweithgareddau trwy gyfrwng y Gymraeg, er enghraifft does dim gwersi bob-dydd fel aerobics ar gael yn Gymraeg.' ('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.')* (Aberystwyth Middle Age Group).

5.118 The older people focus group members felt that there was a tendency to organise specialist formal activities in English in Aberystwyth town centre. An example was given of crafts workshops: *'rhywbeth fel 'na wastod yn cael eu trefnu trwy gyfrwng y Saesneg' ('something like that always gets organised in English')* (Aberystwyth Older People Group). This group felt that organisers would assume the demand would only be for English.

5.119 According to the Aberystwyth street survey respondents, the most frequent opportunities to use the Welsh language were to be found in worship (45.2 per cent), with the family (45.2 per cent) and when volunteering (41.7 per cent).[41] It should be noted, however, that the percentages for 'worship' and 'family' are lower than for any other community, and that the percentage stating that there was no opportunity at all for them to use the Welsh language when volunteering (33.3 per cent) is higher than in any other community.

5.120 There was a perception amongst the members of the young people, parents with young children, middle age and older people groups that Aberystwyth had experienced a period of anglicisation. One common comment was that the towns and villages near Aberystwyth were more Welsh-speaking than

[41] See Appendix 1.15.

Aberystwyth itself. Aberystwyth was compared to areas in other parts of Wales. According to a parent from the parents with young children focus group: *'... bod lot mwy o Gymraeg yng Nghaerfyrddin, Porthmadog ... Rwy' wedi bod ar wyliau yn Ynys Môn a synnais glywed gymaint o Gymraeg yn y siop, yn y* caffi.' (*'... there's a lot more Welsh in Carmarthen, Porthmadog ... I've been on holiday in Anglesey and I was surprised to hear so much Welsh in the shop, in the* café.') (Aberystwyth Parents with Young Children Group).

5.121 The opinion of the parents with young children group was that Aberystwyth town centre was '*reit Seisnigaidd*' ('*quite English' ['language'])* as a result of migration patterns and the influence of international institutions including the university and hospital. However, the respondents noted that they hear more Welsh on the high street on Saturdays. The middle age group and the parents with young children group noted that there is a temporary (or transient) community that affects opportunities to use the Welsh language in the community: *'mae'r dref yn brysur gyda myfyrwyr, wedyn yn tawelu wrth iddynt adael, wedyn yn brysur gydag ymwelwyr ac yn tawelu wrth iddynt adael' ('the town is busy with students, then quietens as they leave, then it's busy with visitors and quietens as they leave')* (Aberystwyth Middle Age Group). This view was also clear in the street survey, with respondents noting a need to encourage use of the Welsh language in their community, by fluent speakers and learners alike.

5.122 It was noted that Aberystwyth has the feel of a 'continental community' as there are many evening activities and a lively and welcoming community (Aberystwyth Learners Group). However, it was felt that more Welsh language activities were needed for older children because there is plenty available for babies and young children. One family had returned to Aberystwyth from England a year ago and said: *'Hoffen ni nhw [y plant] glywed bach yn fwy o Gymraeg. Sai' moyn nhw ddechrau meddwl taw Saesneg yw iaith oedolion.' ('We'd like them [the children] to hear a little more Welsh. I don't want them to start thinking that English is the adults' language.')* (Aberystwyth Parents with Young Children Group).

5.123 The respondents also noted that more everyday activities are needed where the Welsh language is seen as an integrated feature of the activity, rather

than specific Welsh language activities: *'Bod pethau ar gael i bobl wneud, a hefyd bod nhw'n bethau lle all pobl siarad Cymraeg, felly pethau ma nhw'n neud beth bynnag ond maen nhw ar gael yn Gymraeg, fel bod y Gymraeg yn cael ei gweld fel rhywbeth arferol, ddim ar wahân.' ('Things available for people to do, that are also things where people can speak Welsh, so things they do anyway but they're available in Welsh, so that the Welsh language is seen as a normal thing, and not separate.')* (Aberystwyth Learners Group).

5.124 A member of the parents with young children focus group reported that Aberystwyth needed more Welsh language evenings in town, including Welsh language gigs. They noted that the Welsh language music scene was strong in Aberystwyth about five to ten years ago, but that it had now *'wedi tawelu rhywfaint, er [mae] i weld yn ail-gydio rhyw faint nawr…'* (*'quietened a bit, although [it] seems to be regrouping a little now…')*. (Aberystwyth Parents with Young Children Group).

5.125 Participating in activities through the medium of Welsh was important for the young people focus group: *'Bydde fe ddim 'run peth os bydde'r clwb yn Saesneg.' ('It wouldn't be the same if the club was English.').* This opinion was echoed by the older people of the area but they also referred to the responsibility of Welsh speakers to protect the language: *'Fy nghenedl i, colli iaith a'r diwylliant Cymreig. Ni'n byw yng Nghymru, mae'n rhaid i ni neud o yn y Gymraeg os gallwn ni.' ('My nation, losing its language and Welsh culture. We live in Wales, we must do it in Welsh if we can.')* (Aberystwyth Older People Group).

5.126 Members of the older people focus group noted a lack of support for Welsh language activities in their area: '*There are so many Welsh people here who don't support activities, they don't come ....They go to town - Aberystwyth is a nuisance place sometimes because they go to town and go to other things - but they don't support what you do in the Eisteddfod and the show and other things.'* (Aberystwyth Older People Group).

5.127 Members of the middle age focus group said that financial support was needed to run Welsh-medium events in Aberystwyth, but also that an organisation such as a *Menter Iaith* was needed in the area in order to

operate and promote Welsh language use in the area: *'Mae angen rhywbeth i roi'r cymorth i gyd-gysylltu'r gymuned Gymraeg, i redeg gweithgareddau ac i hyrwyddo defnydd o'r Gymraeg.' ('We need something to help coordinate the Welsh community, to run activities and to promote Welsh language use.')* (Aberystwyth Middle Age Group).

5.128 **Factors influencing Welsh language use in the community**

Language Habits

Shops

5.129 The unanimous opinion across all focus groups was that English was the language of Aberystwyth's shops. According to the older people's focus group, there was a feeling of less Welsh being heard in shops compared to earlier years: *'It's getting more and more English by the day.'* (Aberystwyth Older People Group). The young people focus group believed that this was a result of the increase in the number of chain stores in Aberystwyth which meant that shop workers spoke more English. According to one respondent: *'Blynydde nôl odd llai o'r chain stores i gael. Yn Aberaeron a Llanbed mae mwy o siopau lleol, busnesau lleol, felly mwy o Gymraeg.' ('Years ago, there were fewer chain stores. In Aberaeron and Lampeter there are more local shops, local businesses, so more Welsh.')* (Aberystwyth Young People Group).

5.130 The above comment reflects the perception that areas outside Aberystwyth are considered more Welsh-speaking than Aberystwyth itself and so that more Welsh is heard naturally in the local communities in the surrounding area. The Aberystwyth learners agreed with this observation, noting that two large supermarkets had come to the area recently and that they needed to make more of an effort to provide a good Welsh language service to the local community.

5.131 Some respondents stated that they tended to know in which shops there were opportunities to use Welsh: *'I've sorted out those shop assistants that speak Welsh and are willing to speak it with me.'* (Aberystwyth Older People

Group). Members of the older people focus group were happy to try to speak Welsh first in these shops and then turn to English if needed. In other shops in Aberystwyth, they tended to use English first and did not expect a Welsh response. The parents with young children and learners focus group members, along with street survey respondents,[42] referred to a Working Welsh badge as a project they felt had worked successfully to highlight opportunities to use Welsh or provide services in Welsh. However, the learners group and the parents with young children group noted that the badges were now less visible in the town centre. Furthermore, the older people group expressed a concern that Welsh speakers did not always use Welsh language services, and that this could jeopardise the future of the language.

Public Services

5.132 The members of the learners group felt that there were not enough Welsh language public services available in Aberystwyth. They referred to high street services where it was not easy to access Welsh language provision. The group agreed that such issues affected their opportunities to use the Welsh language within the community: *'Mae'n eironig, mewn bro Cymraeg, chi ddim yn cael yr un gwasanaeth Cymraeg cyflawn a chi'n cael yn Ne Cymru, yng Nghaerdydd er enghraifft.' ('It's ironic, in a Welsh-speaking area, you don't get the same complete Welsh language service as you get in South Wales, in Cardiff for example.')* (Aberystwyth Learners Group). These views were supported by the street surveys where 66.3 per cent of respondents noted that there were no opportunities at all to use the Welsh language with the local council, while 61.2 per cent said that there were no opportunities to use the Welsh language with the local GP.

5.133 A constant theme amongst the parents with young children, middle age and learners groups was that there was a lack of Welsh language activities available in leisure centres. The lack of Welsh language swimming lessons for children was a topic of discussion in the parents with young children and

[42] In the qualitative data from the Aberystwyth street survey, respondents referred to the language badges and considered their use to be good practice.

learners groups in the area: *'Un o'r pethau dwi'n teimlo'n rhwystredig ybyti yw mae fy merch i nawr yn bedair a gobeithio bydd hi'n cael gwersi nofio ... ond mae'r gwersi yma trwy gyfrwng y Saesneg. Ni'n teimlo bod galw ac mae'r bobl sy'n hyfforddi yn gallu siarad Cymraeg.' ('One of the things I feel frustrated about is that my daughter is now four years old and I hope for her to have swimming lessons ... but these lessons are English- medium. We feel there is a demand and the instructors can speak Welsh.')* (Aberystwyth Learners Group). However, the Aberystwyth young people group noted that banks do provide opportunities for the public to use Welsh when communicating with employees.

Confidence

5.134 Confidence was noted as a factor influencing social use of the Welsh language. This was particularly clear in the middle age group questioned. One member of this group explained that English was the language of his professional job and that this had increased his confidence in public speaking and leading meetings in English rather than Welsh. Similar views were expressed by the older people group; in their opinion, there was a lack of willingness amongst Welsh speakers to speak Welsh to learners or those less confident in Welsh, which was a key factor in considering influences on Welsh language use in the community.

5.135 The challenge of changing individuals' language habits was referred to as another factor affecting Welsh language use. The middle age group reported that Welsh language use depended on the language used when first meeting an individual. In their opinion, the language very rarely changed after a specific language had been determined at the first meeting: *'Chi'n siarad gyda phobl yn yr iaith wnaethoch chi gwrdd â'r person ... os chi'n cychwyn yn siarad mewn un iaith, chi'n parhau i siarad yn yr un iaith, mae'n anodd newid.' ('You talk to people in the language you met the person ... if you start off speaking one language, you keep speaking the same language, it's hard to change.')* (Aberystwyth Middle Age Group).

5.136 However, some members of the learners focus group felt that no specific factors influenced them in particular, as they spoke Welsh automatically. They noted that Welsh was the natural language for them to speak. Another member explained that he used Welsh as he saw it as an interesting language and part of the culture of Wales: *'Dwi wedi dewis i ddefnyddio'r iaith. Dewisais i ddanfon y plant i ysgol Cymraeg, mae fy nheulu i'n dod o'r De ... mae'n ddiddorol ac yn rhan o Gymru, dwi'n mwynhau dysgu pethau ac mae sawl ffrind sydd gen i sy'n siarad Cymraeg.' ('I've chosen to use the language. I chose to send the kids to a Welsh school, my family is from down South ... it's interesting and part of Wales, I enjoy learning things and I have many friends who speak Welsh.')* (Aberystwyth Learners Group).

Education

5.137 The parents with young children focus group noted that there were many Welsh language activities and opportunities for primary school age children, but that the culture changed in secondary school, with far more English language influence. They noted that work needed to be done with schools to ensure activities for teenagers.

5.138 The older people in the area felt that the Welsh language was not relevant to young people and that the education system had a role to play in that regard: *'Welsh isn't fashionable at school.'* (Aberystwyth Older People Group). This was a great concern that shaped local social use of the Welsh language.

5.139 One member of the learners group noted that not enough has been done to promote the Welsh language in the community compared to in education, and therefore that more investment was needed in the community: *'50 mlynedd yn ôl, roedd y gwersi'n Saesneg ond roedd pobl yn siarad Cymraeg tu fas. Nawr, mae'r gwersi'n Gymraeg ond mae pobl yn siarad Saesneg tu fas ... dwi'n teimlo bod ni wedi colli'n ffordd, mae'n rhaid i ni gyfaddef hynna, a chael digon o 'guts' i ddweud bod ni wedi methu.' ('50 years ago, the lessons were English but people spoke Welsh outside. Nowadays, the lessons are Welsh but people speak English outside ... I feel we've lost our way, we have to admit that, and have enough guts to say we've failed.')*

(Aberystwyth Learners Group). One idea of how this could be done was to have role models from sport and music in the area who could influence young people's language use (Aberystwyth Older People Group).

5.140 **Sources of information**

The Aberystwyth focus groups referred to various sources of information that they use to get to know about Welsh-medium activities in the community. Social media was an all important source of information for all focus groups in Aberystwyth, except the older people. In the parents with young children group, online social networks were a key method of sharing information. Everyone in the learners group felt that opportunities to use Welsh on social media was all important to ensure the relevance of the Welsh language to modern society. However, the group reported that there were not many opportunities to use Welsh online regularly.

5.141 The learners group also noted that the websites of social centres, newsletters and posters were key sources of information to inform them of daily activities held in the local community. Community newspapers (*papurau bro*) were an all important source of information for the older people and the middle age group. For members of the middle age and learners groups, informal social networks were another way of hearing about Welsh-medium opportunities from friends and colleagues.

5.142 **Opinion on wider issues**

Work/Economy and Housing

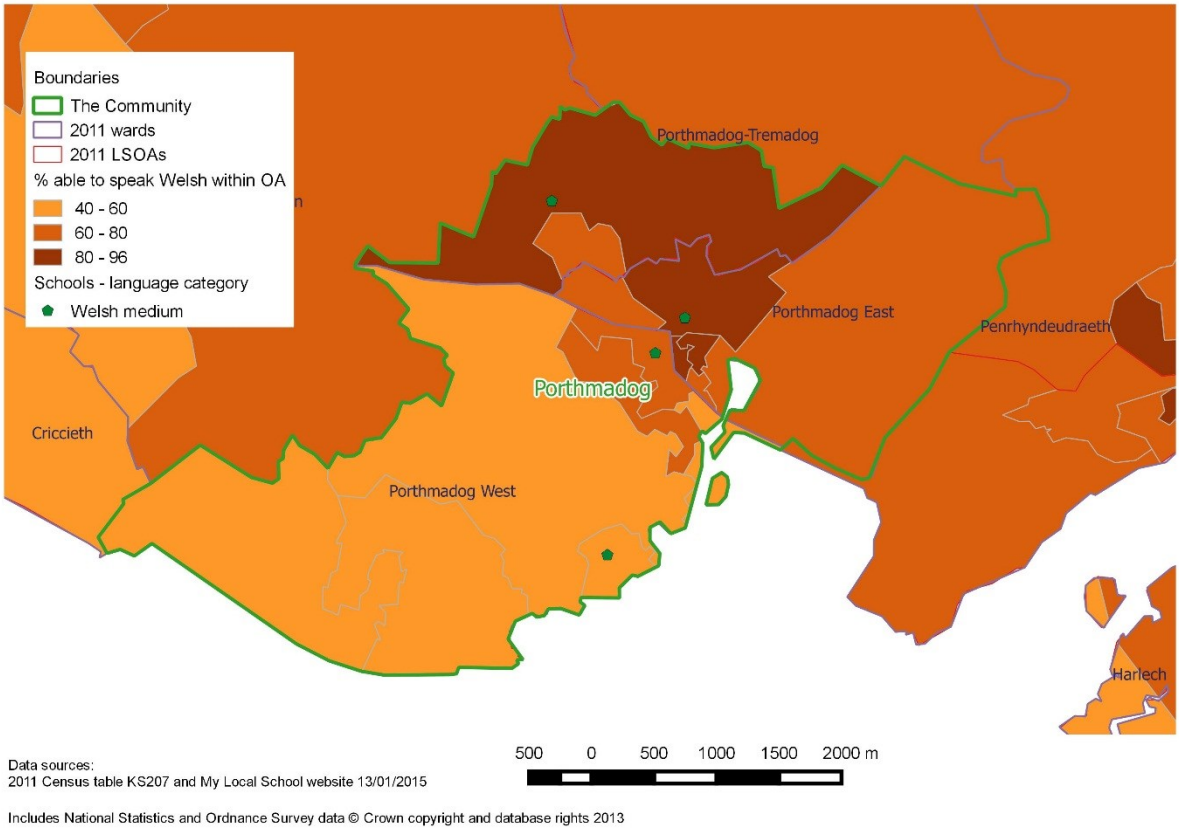
5.143 The respondents of Aberystwyth focus groups reported that there were not enough jobs in the area. This was a clear concern amongst young people: *'Mae lot yn mynd off i'r coleg a dyw'r .... swyddi ddim i gael i ddenu nhw nôl i'r ardal. 'Sdim y swyddi fel middle class swyddi. A ma hwnnw yn cael effaith ar gymdeithas.' ('Lots go off to college and the .... jobs aren't there to attract them back to the area. There's no jobs like middle class jobs. 'And that affects a society.')* (Aberystwyth Young People Group). The young people also saw in-migration as a barrier for the Welsh language, as immigrants

tended not to learn the language: *'... bach iawn sy'n dysgu Cymraeg - ddim yn aros digon hir i ddysgu Cymraeg. Y rhai sy'n symud mewn, sai'n credu bod nhw'n bothered ... dy' nhw ddim yn cymysgu, mynd heibio'r pentref a syth i Aberystwyth.' ('... very few learn Welsh - don't stay long enough to learn Welsh. The ones who move in, I don't think they're bothered ... they don't mix, go past the village and straight into Aberystwyth.')* (Aberystwyth Young People Group). The learners group referred to the same point, noting that work-based outward and inward migration affected the language composition of the community.

5.144 The Aberystwyth learners group noted a shortage of individuals with Welsh-medium information technology expertise in the area, which affected the opportunities to use the Welsh language in the workplace.

5.145 **PORTHMADOG**

Figure 5.6: Map of percentages of Welsh speakers in Porthmadog



5.146 The map above shows the percentages of Welsh speakers in Porthmadog by Output Area (OA) in 2011. There are two complete wards in Porthmadog, Porthmadog East and West, and the Porthmadog - Tremadog ward. The 2011 Census data show that the percentage able to speak Welsh varies from 60-80 per cent in Porthmadog town centre, to 40-60 per cent in Porthmadog West, to 80-96 per cent in most of the Porthmadog – Tremadog ward which is within the Porthmadog community. All schools in the area are Welsh-medium.

Table 5.6: Activities and programmes funded by the Welsh Government (historical and current) either directly through national organisations or through specific projects in Porthmadog[43]

Welsh Government activities and programmes in Porthmadog
Language Action Plan
Menter Iaith
Twf
Mudiad Meithrin
Urdd Gobaith Cymru
Merched y Wawr
Young Farmers Clubs
Community Newspapers (*Papurau Bro*)
Welsh for Adults

5.147 **Opportunities to use the Welsh language in the community**

The Porthmadog focus group members had a good awareness of local community programmes and activities where there was an opportunity to use the Welsh language, including those funded by the Welsh Government. The focus groups consistently referred to: *Cylch Meithrin*, *Ti a Fi* groups, the *Twf* project, the *Urdd*, the *Eisteddfod*, Young Farmers and *Merched y Wawr*. The young people, parents with young children and middle age focus groups also drew attention to the influence of S4C television programmes, as well as the importance of the *Cyw* programme for infants and children to hear and learn the Welsh language.

5.148 Although all focus groups in Porthmadog discussed Welsh Government-funded programmes and activities, it was not clear whether respondents were aware that those activities were indeed Welsh Government-funded. Rather, they referred to local people who organise community programmes and activities.

[43] See Appendix 1.22 for full information.

5.149 A number of other local community activities were referred to, as well as activities funded by the Welsh Government. These were opportunities to use the Welsh language, or a mixture of Welsh and English. These activities included social and sports clubs (football, rugby, hockey, swimming, cycling, walking and rowing), choirs, clubs associated with chapels and churches, clubs for Welsh learners, and arts and literature clubs. Also, a variety of clubs were seen as providing activities for specific ages such as youth clubs, young parent and child clubs, and clubs for older people.

5.150 Based on the evidence provided by the focus groups, it seems that Porthmadog is sustaining a viable Welsh language community, where activities are held through the medium of Welsh without being referred to specifically as 'Welsh-medium'. This was also seen from the street survey where participants noted that opportunities to use the Welsh language existed across the community, especially at school (74.5 per cent), in the county council (73.9 per cent) and with the family (68.1 per cent).

5.151 Participating in Welsh language social opportunities was important to a number of the focus group members in Porthmadog. A consistent theme in the groups was that Welsh is part of everyday life in Porthmadog, without the need for specific intervention to introduce the language. For the young people, parents with young children and older people groups, Welsh was their preferred language and the language they enjoyed using: '*Mae'n fwy cyfforddus i siarad o [Cymraeg] wedyn dachin mynd i 'wla lle mae pobl efo r'un math o deimlad amdan yr iaith - sydd yn iaith gyntaf, neu wedi dysgu, ond 'da ni'n mwynhau defnyddio'r iaith llu.' ('It's more comfortable to speak it [Welsh] then you go somewhere where people feel the same about the language - as a first language, or learned, but we enjoy using the language like.')* (Porthmadog Young People Group).

5.152 The older people of Porthmadog referred to the importance of Welsh language social opportunities for support, company and for ensuring a long life for the language: *'Rheina 'di'r pethau sydd yn cadw ni fynd mewn ffordd, ond mae o hefyd yn ffordd o gadw'r iaith yn fyw yn bendant.' ('They're the things that keep us going in a way, but it's also definitely a way of keeping the language alive.')* (Porthmadog Older People Group). The respondents in

the parents with young children group noted that attending Welsh language events was important in terms of their identity, the continuity of the language and giving their children an opportunity to learn and play in Welsh before attending school.

5.153 According to members of the young people focus group, there were enough Welsh language activities and events in the area, but people did not take every opportunity to attend them: *'Dw i'n meddwl fod 'na ddigonedd o ddigwyddiadau Cymraeg yn yr ardal ond bod 'na ddim digon o bobl yn manteisio arnyn nhw yn aml iawn .. .ella bod pobl ddim yn clywed amdan y nhw.' ('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.')* (Porthmadog Young People Group). This opinion was also echoed by the learners and middle age groups. Members of the middle age focus group reported that people tended not to attend owing to their busy everyday lives.

5.154 The young people and parents with young children groups referred to the popularity of the local Welsh language music scene, especially gigs held in local centres and as part of the *'Sut mae? Su' mai'* day events at the local college: *'Dwi'n neud bob dim trwy'r Gymraeg, dwi'n mynd i gigiau Cymraeg ... mae pawb r'un fath yn coleg, mae pawb yn licio'r gigs a bandiau Cymraeg.' ('I do everything in Welsh, I go to Welsh gigs ... everyone's the same in college, everyone likes the Welsh gigs and bands.')* (Porthmadog Young People Group). However, there was a strong feeling amongst the parents with young children group that holding these events was financially problematic: *'Mae na gyfleoedd cymdeithasol fel 'na fel dachin ddeud yn lleol ond cael y cyfleoedd i gynnal nhw ydi'r broblem fwyaf - yr arian i gynnal nhw.' ('There's social opportunities like that like you say locally but the biggest problem is getting the opportunities to hold them - the money to hold them.')* (Porthmadog Parents with Young Children Group).

5.155 Securing sponsorship to run clubs and activities was a clear theme amongst other focus groups as well (the older people group and the learners group), who were concerned about the continued ability of centres to host community groups. These three groups noted that financial support was

needed to maintain the existing centres and local clubs in Porthmadog. In the qualitative data from the street survey, some suggestions were shared about activities to hold in future and it was noted that there was room for more young people's activities such as gigs, along with keep fit, reading and sewing clubs.

5.156 However, although the learners and middle age focus groups recognised the importance of attending Welsh-medium opportunities, those questioned in these groups tended to attend bilingual or English language opportunities in the area, rather than Welsh language ones. Both groups also believed it was difficult to find Welsh-medium opportunities in the area: *'... a little disappointed because I thought there'd be more opportunities'* (Porthmadog Learners Group).

5.157 **Factors influencing Welsh language use in the community**

Language Habits

Shops

5.158 One important topic of discussion in Porthmadog were the opportunities to use the Welsh language in shops in the local community. According to the young people, older people and learners focus groups, the opportunity to use the Welsh language varied - depending on the shop and the employees. This was more apparent in the town's large shops and supermarkets than in the small local shops. This theme was echoed in the street survey. One cause for concern for participants were the examples of shop employees in the town who could not speak Welsh, especially so in large chain stores and supermarkets.

5.159 The parents with young children, older people and learners groups referred repeatedly to the Working Welsh badges and posters and their importance in encouraging individuals to speak Welsh in local shops: *'Mi oedd na badge ar r'un pryd, ond ' da chi ddim yn gweld lot o rheina rŵan, oedd hwnna yn helpu de.' ('There used to be a badge, but you don't see much of them now, that did help.')* (Porthmadog Older People Group). The learners group noted that

the Welsh language needs to be visually prominent in shops to encourage greater use, especially amongst Welsh learners or less confident speakers: *'Wel ers stalwm roedd gan y siopau 'Siaradwch Cymraeg', wyddoch chi oeddwn nhw ar y cownter bob amser a dwi ddim di gweld nhw yn ddiweddar. Dydi bathodyn ddim digon da, dydi rhywun ddim yn edrych ar fathodyn gymaint â fysan nhw ar ryw hysbysiad gweledol, a mae isio fo'n fawr ac yn llachar er mwyn i bobl cael ei weld o.' ('Well the shops used to have 'Speak Welsh', you know they were always on the counter and I haven't seen them recently. A badge isn't good enough, you don't look at a badge as much as you would at some visual sign, and it should be big and bright so people can see it.')* (Porthmadog Learners Group).

Public Services

5.160 A variety of views were received about the Welsh-medium services available to the respondents in Porthmadog. It was generally felt that Welsh language services were good in this area. The influence of Gwynedd Council was a discussion point for a number of the focus groups, and it was considered a positive influence on ensuring social opportunities to use the Welsh language.

5.161 One clear pattern was the difficulty in finding a Welsh-speaking doctor, although there were opportunities to speak Welsh with nurses and receptionists. These views were supported by the street surveys where 20.4 per cent of respondents noted that there were no opportunities at all to use the Welsh language with a local doctor.

Confidence

5.162 According to respondents in the young people and older people focus groups, Welsh was their first language and the language they wanted to use in their community. The pattern amongst the young people was that they felt comfortable speaking Welsh rather than English: *'Dw i'n hyderus yn siarad Cymraeg de, dwi'm yn licio siarad Saesneg.' ('I'm confident speaking Welsh, I don't like speaking English.')* (Porthmadog Young People Group). Similar

comments were received from the Porthmadog older people group - Welsh was the preferred language of the majority in activities and everyday life. The Welsh language was a comfortable medium for them.

5.163 Another factor influencing young people's Welsh language use was the language of young people's social group leaders. The Welsh language felt more welcome if the club leader could also speak Welsh.

5.164 An influential factor in Welsh language use in the community by learners in Porthmadog was their lack of confidence in their own Welsh language ability. Participation in activities and opportunities depended on their perception of their ability to respond: *'Diffyg hyder ydi'r peth pwysica' i mi, dwi jyst yn osgoi siarad Cymraeg os bydd yn bosib, heblaw am yn y tafarn, ond dwi ddim yn siarad Cymraeg yn y siopa, dwi ddim yn gwybod pam dw i ddim.' ('Lack of confidence is the most important thing to me, I just avoid speaking Welsh if possible, except in the pub, but I don't speak Welsh at the shops, I don't know why I don't.')* (Porthmadog Learners Group).

5.165 Another perception amongst respondents in the middle age, older people and learners groups was that Welsh speakers in the community were too willing to turn to English in a public setting where non-Welsh speakers are present. Members of the learners group and some of the middle age group who were learning Welsh reported that trying to change language habits from English to Welsh was a challenge and a barrier when learning Welsh: *'Out of politeness, and misguided politeness, they will reply in English.'* (Porthmadog Middle Age Group). This was a theme that also emerged in the qualitative data from the Porthmadog street survey, with respondents noting that more needed to be done to support learners to use the Welsh language.

Education

5.166 According to the focus groups in this area, the education system had influenced, and continued to influence, social use of the Welsh language in the area. The groups reported that there were plenty of opportunities to use the Welsh language in primary and secondary schools in the Porthmadog catchment area.

5.167 **Sources of information**

It became apparent from the focus groups that various sources of information were available to find Welsh language community activities in Porthmadog. Social media (especially *Facebook* and *Twitter)* played an increasingly important role as a way of finding Welsh language opportunities for the young people, parents with young children and middle age groups.

5.168 All groups in Porthmadog received information about community activities via informal social networks of friends and local people. The local newspaper was important for the older people and learners groups to find information about community activities. Young people reported that teachers and the leisure centre were an important source of information and for the middle age, older people and learners groups posters and radio were useful media to understand more about local Welsh language opportunities. For the parents with young children group the school was an important source of information: *'Os oes gennych chi blant yn ysgol dachin gwbod am fwy o bethau sydd yn mynd ymlaen yn lleol yn dydach, mae nhw dod adra efo gwybodaeth.' ('If you have kids at school you know about more things that go on locally don't you, they come home with information.')* (Porthmadog Parents with Young Children Group).

5.169 The young people and learners focus groups were in agreement that community activities were not always advertised, and as a result they felt that many opportunities were lost – although the use of social media appeared to serve a useful function in filling this gap: '*Mae'n anodd ffeindio allan am petha weithia, os sa gen i ddim Facebook swni ddim yn clywed am hanner y petha dwi mynd i.' ('It's hard to find out about things sometimes, if I didn't have Facebook I wouldn't hear about half the things I go to.')* (Porthmadog Young People Group).

5.170 **Opinion on wider issues**

Work/Economy and Housing

5.171 One theme discussed amongst young people, parents with young children, older people and learners in Porthmadog was the regular outward and inward migration patterns in the area. They felt that this affected community use of the Welsh language. These groups were of the opinion that people moving into the area needed to make an effort to learn Welsh.

5.172 Most of the focus groups emphasised the need for jobs and affordable housing for young people and families from the area in order to keep Welsh speakers in the local area.

6. Themes and Key Findings

6.1 This chapter presents further discussion of the key themes that emerged during the study. This discussion will in turn form the basis of the conclusions and recommendations presented in Chapter 7.

6.2 **Opportunities to use the Welsh language in the community**

It was not the aim of this study to conduct a systematic audit of community activities in the six communities studied. The aim, rather, was to provide an overview of community activity in the areas selected and reach some conclusions about participants' Welsh language use when interacting in their communities. The study showed the extent of activities taking place in the six communities, along with the variety that exists in how individuals interact. This evidence shows the challenge involved in planning community activities that meet the various needs and expectations of the public.

6.3 Awareness and use of Welsh language and bilingual activities were seen in each of the six communities studied. There were specific examples of individuals attending many activities organised in the community (including those funded by the Welsh Government).[44] There was evidence of awareness of programmes and activities supported by the Welsh Government to promote the Welsh language, including *Mentrau Iaith*, *Mudiad Meithrin* and *Ti a Fi* groups, *Twf*, the *Urdd*, *Merched y Wawr*, *Eisteddfodau*, and Young Farmers.

6.4 However, the evidence gathered shows that the provision is more comprehensive for some groups than others. Some focus groups reported gaps in Welsh-medium and bilingual opportunities for older children.[45] This was particularly true in Cardigan and Ammanford. It could be interpreted from this that additional activities are needed to cater for this age group to build on *Twf* and *Mudiad Meithrin* provision in both communities. Organisations providing activities for parents and young children are the most commonly referred to in this study.

[44] See Chapter 2: *Conceptual Background* for an overview of the complexities associated with interpreting 'community'.
[45] Children and young people under 16 years old were not questioned within this study. However, parents with children in these age groups were included.

6.5 It was reported that gaps exist in leisure activities for older children and young people, for example Welsh-medium sports and swimming lessons. There was evidence that the *Urdd* provide opportunities in many communities, but gaps in provision were seen in some communities where the young people focus groups noted that no Welsh language activities were available to them in the area.

6.6 Focus groups participants were asked who arranged Welsh language and bilingual activities in their communities. The Welsh Government was not specifically named when community activities were discussed. There was a perception amongst focus groups participants that Welsh language and bilingual activities in their communities were organised by local people. There was constant reference to groups of active people who were responsible for the coordination of community activities. From this, it could be interpreted that there is awareness and local ownership of programmes and activities funded by the Welsh Government to promote the Welsh language in the six communities.

6.7 In all the communities, participants offered examples of activities that are held through the medium of Welsh without any purposeful planning by the Welsh Government. There was evidence in all communities of committed individuals who coordinated these activities. The level of Welsh language community activity beyond Welsh Government programmes varied between and within areas.

6.8 One clear theme highlighted in the focus groups was the fact that not everyone had the time to attend organised community activities regularly, as they had other priorities. For these individuals, their social interaction tended to be more informal, happening as part of their daily activities, for example when shopping and accessing services.

6.9 Factors influencing Welsh language use in the community

Language habits

6.10 One notable pattern reported in the research was the limited opportunity to use Welsh in shops and when accessing public services, including health services. Street survey data reveal that 21.6 per cent of respondents across the six communities stated that there were many opportunities to use Welsh in shops, and the corresponding figure for use with the doctor was 21.3 per cent.[46] Participants in the focus groups acknowledged the difficulty of changing language after the first encounter, which established language patterns within the communities.

Services in shops

6.11 The study did not include a systematic assessment of the Welsh-medium services available in shops. However, one consistent theme raised by focus group members and street survey respondents were the opportunities, or lack of opportunities, to use the Welsh language in shops in their local communities.

6.12 A regular pattern within the focus groups and street survey data was the perception that English was the main language of communication in shops. Evidence of this pattern was seen in each community. Despite the perception that English was the main language of interaction in shops, it was noted also that a number of shop employees can speak Welsh. It could therefore be interpreted that opportunities to use the Welsh language are being missed.

6.13 However, some focus group participants noted that they make a deliberate effort to look for Welsh language services in shops in their communities. For example, they were aware of what staff members in a supermarket spoke Welsh and then sought those individuals in order to receive a Welsh-medium service. Some Welsh speakers reported that they had a strategy to find Welsh language services.

[46] For full information, see Appendix 1.10 which outlines opportunities to use the Welsh language in the six communities.

6.14 Employees' language skills were not always clear, and focus group participants reported looking for a visual trigger to inform them about that individual's language ability. One consistent example noted by focus group members and street survey respondents was the Working Welsh badge. Some individuals wanted to see wider use of the badges as a way of encouraging Welsh speakers to use the language with confidence in public situations. It was noted that the badges were no longer as visible, which was a barrier to Welsh language use in some contexts. The learners questioned also noted that wider use of the badges was needed in order to highlight opportunities for them to practise their Welsh language skills.

Public services

6.15 This study was not a systematic audit of local authority public services or of the National Health Service. However, in discussing Welsh language use in the community, the experiences of those questioned in relation to their involvement with these services was a topic of discussion.

6.16 As a result of the geographical locations of the communities in this study, information was gathered about various local authorities. Participants had different experiences of opportunities to use the Welsh language with the public sector. Street survey respondents also reported that their opportunities to use the Welsh language with their local authorities varied from area to area. For example, according to the street survey there were 'many opportunities' to use the Welsh language with the local council in Bangor (62.1 per cent) and Porthmadog (73.9 per cent). However, in Aberystwyth 66.3 per cent noted that there were no opportunities at all to use the Welsh language with the local council.

6.17 As well as county council services, reference was also made to the National Health Service services available in the communities. One clear theme was that focus group members and street survey respondents saw a lack of opportunities to receive health services in Welsh. There was constant reference to a lack of Welsh-speaking doctors in the communities included in

this study.[47] This perception was supported by the street survey data where 37.1 per cent of respondents across the six communities noted that there were no opportunities to use the Welsh language with doctors. Although the pattern is not entirely consistent across all communities, the same tendency is seen where opportunities to use Welsh are rarer with the doctor than in other contexts.

Influence of education on community language use

6.18 According to the street survey data, the school is the main setting (66.8 per cent) where there are many opportunities to use the Welsh language in the communities studied. The perception in some communities was that individuals tended to form their language practices at school, particularly during their teenage years. It was noted that these language practices influenced their social use of Welsh beyond education. There was a perception amongst participants that there was strong social use of the Welsh language in primary schools but a decline in use by secondary age. Many members of the young people groups felt that they had lost confidence in Welsh when moving from primary to secondary school.

Influence and role of chapels and churches in Wales on community language use

6.19 According to the street survey, there were numerous opportunities to use the Welsh language in the community within religion. It was seen that 61.0 per cent of the street survey respondents across the six communities noted that there were many opportunities to use Welsh in worship. The influence and role of chapels and churches were also clear amongst older people's focus groups in the communities studied. While the chapel was considered important in maintaining Welsh language pracices and social networks for some groups, its influence was less prominent amongst other focus groups. However, many groups in various locations referred to a decline in numbers attending chapels and churches. There was a perception amongst the

[47] See Appendix 1.10 for full information.

sample that this was a threat to community opportunities to use the Welsh language.

Learners

6.20 There was evidence from all six communities that learners do try to use the Welsh language in the community. However, according to the learners questioned the general tendency amongst Welsh speakers was to speak English to them. These habits prevented learners from practising their Welsh language skills and gaining confidence as new speakers. A number of learners agreed that Welsh speakers needed to be encouraged to use the language with them. Many learners voiced frustration about the lack of informal community opportunities to practise their Welsh language skills beyond activities specifically designed for learners.

6.21 There was evidence from Welsh speakers that the confidence and fluency of learners and less fluent speakers affected their opportunities to use the Welsh language in the community. This appears to prevent Welsh speakers from having conversations with individuals in the community. This suggests the complexity of language negotiation between speakers with various language abilities.

6.22 **Sources of Information**

Focus group members in all six communities referred to a variety of sources of information that they use to get to know about events providing opportunities to use Welsh. There were examples of traditional methods (e.g. the community newspaper (*papur bro*), chapels and through word of mouth and social networks). Members of all the focus groups (except the sample of young people) in the six communities referred to the importance of community newspapers (*papurau bro*) and local newspapers as a way of finding information about local events. The local school was seen as a source of information for young people and parents. There were less frequent references to national media.

6.23 The influence of digital platforms (e.g. social media and local community websites) was also seen. One common pattern across the focus groups in all

six communities was the increased use of *Facebook* and *Twitter* to get to know about Welsh language community activities. All age groups were aware of the importance of the Welsh language on these particular platforms, even though the older people did not use them.

6.24 One tendency seen by a number of focus group members in the communities was that they often missed activities because they were not aware of them. Many participants noted that they find out about activities by chance (for example by talking to a friend or colleague). Other focus group members noted that they hear of events after they have been held. Focus group participants reported a need to use a number of media to advertise community activities in order to attract the widest possible audience. When discussing social media specifically, many referred to the importance of regularly updating websites or local pages so that people could make the best possible use of them.

6.25 **Opinion on wider issues**

Evidence from this study shows that the community encompasses a number of wider areas including the economy, housing and population movement patterns. The points noted below arose naturally from the focus groups discussions as participants reflected on the factors influencing their use of the Welsh language.

6.26 According to some focus group participants and street survey respondents, additional job opportunities were needed in their communities. There were references to the need to increase the status and prestige of the Welsh language as a workplace skill in order to ensure a future for the language.

6.27 There was a general feeling amongst the focus groups that the young people of their communities left their areas to look for jobs in other places in Wales or over the border in England. Linked to this, concern was voiced about affordable housing and young people's inability to buy houses and to continue living in their communities. Although out-migration was the main theme, there was reference also to the influence of in-migration on the language composition of the communities in question.

6.28 One finding in many of the communities was the language difference between towns and nearby villages. There was a perception in all six communities that towns had experienced a language shift from Welsh to English while the villages retained more of a Welsh language ‘atmosphere’ or character. According to the research participants, more Welsh language and bilingual community activities were needed in the urban centres.

7. Conclusions and Recommendations

7.1 The purpose of this study was to try to improve the Welsh Government's understanding of how the Welsh language is used in communities by responding to four main research questions:

1. What are the defining features of various typologies of communities in terms of their capacity to exist as sustainable Welsh-speaking units?
2. What are the defining features of various typologies of communities in terms of their capacity to integrate non-Welsh speakers and Welsh learners?
3. What are the 'tipping points' that trigger language change or language shift within different typologies of communities?
4. Does the Welsh Government's approach to language planning, as outlined in the Welsh Language Strategy, provide the required impetus for change and sustainable linguistic vitality in communities across Wales?

7.2 In discussion with the Welsh Government, six communities were chosen for the study. The following four communities were selected based on the principle that they had received a series of specific Welsh Government-funded programmes and activities to promote the Welsh language:

- Cardigan
- Bangor
- Llanrwst
- Ammanford

Two communities that had not received the same level of attention or purposeful planning from the Welsh Government were also selected:

- Aberystwyth
- Porthmadog

7.3 The breadth of the research questions needs to be acknowledged – they are potentially beyond the reach of a single study held over a four month period. As a result, comprehensive answers cannot be offered for each element of the questions identified. Rather, this study attempts to look specifically at six communities, offer an insight into the situation of Welsh as a community language, and reach some conclusions about the influence of programmes and activities funded by the Welsh Government to promote the Welsh language at community level.

7.4 One challenge faced in the research was attempting to define the parameters of the communities in question. The concept of 'community' is imprecise, multilayered and is in itself a topic of discussion. Therefore, different definitions of community were considered in planning the study, including geographical boundaries,[48] participants' interpretations, and definitions in the academic literature.[49]

7.5 Main Conclusions of the Study

- According to the respondents, there are many opportunities to use the Welsh language within the six communities, although some gaps exist.
- Awareness was seen in all six communities of programmes and activities supported by the Welsh Government to promote the Welsh language in the community, although those questioned did not necessarily name the Welsh Government directly when discussing these activities.

[48] See community maps of all six communities in Chapter 5: *Findings by community*.
[49] See Chapter 2: *Conceptual Background* for a discussion of the difficulties encountered in defining community.

- It was noted that parents with young children and young people had the most comprehensive provision of Welsh language activities. There was evidence of gaps appearing in the provision for older young people.
- Not everyone questioned in the six communities attended community activities, as they have other priorities that take up their time.
- For many respondents, using Welsh in social interactions represents something broader than attending 'community activities', for example individuals using the Welsh language when going shopping and accessing services.
- The practice of using English in formal contexts was highlighted, for example in shops and when accessing public services.
- There were some examples of individuals looking for opportunities to use the Welsh language in the community, for example looking for a shop employee able to speak Welsh.
- Although the pattern is not entirely consistent across all communities, a tendency is seen for opportunities to use the Welsh language to be rarer with the doctor than in other contexts.
- There was no clear picture of respondents' opportunities to use the Welsh language with local authorities, with respondents in some communities reporting more opportunities than others.
- The respondents offered examples of how they think the education system influences language habits in the communities in question. They referred specifically to how language habits established within schools influenced daily language use patterns in the community.
- For certain cohorts in the study, chapels and churches continue to maintain Welsh language social networks. However, concern was expressed about the decline of chapels and churches and its effect on Welsh language activity.
- The learners noted that the practice of using English with learners in the community hindered their opportunities to practise their skills and gain confidence in the Welsh language.

- The opinion was expressed that urban centres have experienced a period of anglicisation whilst the nearby villages have remained viable in terms of the Welsh language.
- Respondents referred to various sources they use to obtain information about Welsh language activities in their community. This included traditional methods (e.g. community newspapers (*papurau bro*) and social networks), as well as digital platforms (e.g. websites and social media). There were some examples of respondents missing opportunities to attend events because they were unaware of them.
- Views were highlighted on a number of wider issues that, in the opinion of the respondents, influence community use of the Welsh language, including economic issues, housing and migration patterns.

7.6 Conceptual Models

There are a number of possible conceptual models that may be considered when studying language use on a community level. As part of this study, Darquennes' theoretical framework (2007) was used, which notes language ability, opportunities to use a language, and motivation to use a language as factors to consider when discussing linguistic behaviour. Elements of this framework were used to assess the influence of social and structural features on community use of the Welsh language.

7.7 Evidence was collected that highlights the complex relationship between language ability, opportunities to use a language and language motivation, as members of the public negotiate language use in their communities. The research shows that speakers see confidence and language ability as factors that influence their use of the Welsh language. There was also evidence to suggest that opportunities, or lack of opportunities, to use Welsh in daily interactions influenced speakers' use of Welsh. The evidence gathered shows gaps in the opportunities to use Welsh (for example Welsh language activities for older young people), and that wider opportunities to use Welsh are being missed in some key areas (for example in shops).

7.8 There was evidence of language motivation amongst the sample questioned, as fluent speakers and learners alike looked for opportunities to use Welsh in their daily interactions. This evidence is supported by the findings of Beaufort's study (2013), which notes that individuals look for opportunities to use the Welsh language. Evidence from this research supports the perception of a link between the three features discussed above, and that all three need to be in place in order to ensure language vitality.

7.9 Also, elements of Morris' community language typology (2010) were seen to be useful in assessing the vitality of the Welsh language in the six communities studied.[50] Morris offers a method of categorising communities into the following three groups:

1. Assimilating communities
2. Communities with distinctive language groups
3. Assimilated communities

7.10 Although the communities studied were not grouped in accordance with a strict typology, some of the features of the above categories were detected. The research showed signs of communities that assimilate speakers to the Welsh language, language-specific groups in communities, and communities that have experienced a language shift from Welsh to English. Evidence was seen of the existence of Welsh language social networks, but it was seen also that the Welsh language networks in some communities were less prevalent owing to the practice of using English in a number of public contexts. In those communities, the Welsh language networks often succeed in maintaining daily use of Welsh despite the gaps in opportunities to use the Welsh language. This pattern supports Morris' research (2010).

7.11 Evidence was also seen of two levels of community interaction within this study, as referred to in the research of Tönnies (1887) and Putnam (2000), where individuals belong to deep-rooted networks and to wider networks. The first level seen was Welsh language interaction within close networks (e.g. family and friends). The second level was the wider interaction seen within a community (e.g. in shops and when accessing public services). A

[50] See Chapter 2: *Conceptual Background* for an overview of Morris' typology (2010).

tendency was seen in all six communities for the wider interaction to occur in English – or at least for opportunities to use Welsh to be more inconsistent in these contexts – with this likely to influence the language 'character' or composition of the communities and restrict opportunities to use the Welsh language every day. This could be interpreted as a sign of a language shift towards English, and as a feature of communities that have been assimilated (Morris, 2010).

7.12 *A living language: a language for living* – Welsh Government and Language Planning

'Strengthening the position of the Welsh language in the community' is one of the strategic aims of *A living language: a language for living* (Welsh Government 2012:16), and the vision is to see more Welsh language use in the communities of Wales. According to the Welsh Government, some of the challenges facing the Welsh language in the community are: '... the availability of affordable housing, lack of employment opportunities, low numbers of parents/carers transmitting Welsh to their children, low status of the language within the community, lack of opportunities to use the language, and inward and outward migration' (Welsh Government 2012:34).

7.13 It therefore appears that the Welsh Government is aware of the challenges facing the Welsh language at a community level. Examples of the above challenges were seen in this study, reinforcing the complex nature of language planning in communities in Wales. In order to respond to these challenges, the Welsh Government is funding a number of programmes to promote the Welsh language in the community through a range of different activities.[51]

7.14 It was not the aim of this study to conduct a systematic analysis and evaluation of those activities. The focus of the study, rather, was to assess the vitality of the Welsh language within the six communities and consider whether the Welsh Government's Welsh Language Strategy is meeting the

[51] See further details of the schemes and activities funded by the Welsh Government in the six communities in Appendices 1.17 to 1.22.

language needs of those communities. There was evidence in all six communities of awareness and experience of programmes and activities funded by the Welsh Government to promote the Welsh language, including *Mentrau Iaith*, the *Urdd*, *Twf* and *Mudiad Meithrin*. These opportunities were particularly valuable in communities where there were fewer Welsh language activities and opportunities available.

7.15 However, one particular gap highlighted in all communities to a certain extent was the provision of Welsh language activities for older young people. Specific gaps were referred to in relation to sports activities through the medium of Welsh. It is interesting to place this finding in the context of data from the *Welsh Language Use Survey 2013-14* (Welsh Government and Welsh Language Commissioner 2015:44). Amongst fluent speakers, 29 per cent of those in the 16-29 age group indicated that they had attended a Welsh language sporting activity during the previous year, compared to 51 per cent in English.[52]

7.16 It could be suggested that this hinders language continuity and progression from the education sector, and reinforces the perception amongst some young people that Welsh is the language of education only and not a language for socialising beyond the confines of the school.

7.17 As part of the methodology of this study, four communities were chosen that have received intensive focus through Welsh Government-funded programmes and activities to promote the Welsh language in the community, and two communities that have experienced less intensive interventions.[53] However, the data gathered as part of this study did not suggest any clear differences between the two categories of communities. Rather, the evidence suggests that the most significant differences are within the group of four communities that have received the more intensive programme of interventions.

7.18 The study reveals differences in terms of the linguistic composition of the communities in question, which suggests that varying intensities of planning

[52] See the Language Use Survey 2013-14 report (Welsh Government 2015:45-46) for further details of sporting activity amongst young people *under* 16 years old.
[53] See further details of the programmes and activities funded by the Welsh Government in the six communities in Appendices 1.17 to 1.22.

are required to support the Welsh language at a community level. It was seen that some communities hold daily Welsh-medium activities, whilst other communities need additional support. It therefore appears that the principle of prioritising coverage and intensity of language planning programmes according to local needs is a valid one. However, it also appears that the level of support provided for the more precarious communities needs to be revised in order to ensure that it responds to gaps in the existing provision.

7.19 **Strategic Area 3: Community**

In *A living language: a language for living* the Welsh Government includes the following indicator to assess the vitality of the Welsh language at a community level:
'*Indicator*: Attendance at Welsh-language events, including those organised by Welsh Government grant recipients.' (Welsh Government 2012:33).

7.20 In the light of this study, it is appropriate to question whether the indicator used by the Welsh Government provides a full picture of the vitality of the Welsh language on a community level. This indicator can only be used to measure one limited aspect of language activity. One of the findings of this study is that a large cohort of those questioned were not members of clubs or did not attend formal community activities regularly.

7.21 It could be argued that other settings (e.g. on the street, in local shops or when receiving public services) are the main locations of opportunities for many people to use the Welsh language. In light of this consideration, the Welsh Government needs to expand the way it measures Welsh language vitality on a community level to acknowledge the possibility of wider Welsh language use in community interaction.

7.22 The meaning of 'Welsh language events' could also be questioned. This research shows the vitality of Welsh language community activities, as well as bilingual ones, within these communities. Evidence was collected in the six communities of activities where the Welsh language is a 'natural' (or unprompted) medium of communication, and it was not always relevant to count and define activities according to language. In those communities

where Welsh continues to be a community language, organising and counting 'Welsh language events' is less relevant as Welsh is the language of everyday life. In such communities, the existence of 'Welsh language events' could be interpreted as a sign that the language is in a vulnerable position.

7.23 For many people who took part in this study, 'doing things socially' was not part of their everyday lives. There was evidence in the study that some people considered that they were too busy or had other priorities. For these individuals, social and language interaction happens informally on the street, in shops and when accessing services, not necessarily through the activities of clubs and societies. As a result, the indicator based on numbers of individuals attending 'Welsh language events' marginalises these language and social interactions.

7.24 This research reflects the breadth and multilayered nature of language interactions within the communities studied. The social interaction could be roughly divided in two cohorts: formally organised activities (e.g. clubs and societies), and day-to-day activities (e.g. conversations on the street, in shops and when receiving services). There is evidence in this study of the need to increase the emphasis on supporting the Welsh language in day-to-day interactions, which happens beyond clubs and formal socialising, in order to normalise Welsh language use on a community level.

7.25 Although it is difficult to plan for this 'informal' community interaction, initiatives by the Welsh Language Board in the past and by the Welsh Government have sought to address this area (e.g. many participants in this study referred to the Working Welsh badges and 'start every conversation in Welsh' campaign). These projects were part of the Welsh in the workplace area of activity and often focused on interventions from the service provider's perspective (e.g. front line workers). However, consistent evidence from this study shows the influence of the language of services on the linguistic ‘composition’ of the communities in question. As a result, it could be proposed that similar schemes need to be incorporated in a prominent and clear way within the Welsh language strategy for the community as well as for the workplace. This highlights the need to strengthen the interrelationship

between workplace and community language use spheres in order to ensure a holistic response to the language needs of communities.

7.26 Within the six communities studied, there was evidence to suggest that opportunities to use the Welsh language in the community were being lost due to the practice of using English in public interaction. As a result, it could be interpreted that a programme of projects is needed to encourage behavioural change and normalise Welsh language use; especially in communities with a substantial percentage of Welsh speakers.

7.27 Welsh language use in the community needs to be central to each of the strategic areas in *A living language: a language for living* (Welsh Government 2012:16). In order to offer the widest opportunities possible to use Welsh in the community, as well as investing in 'Welsh language events', (Welsh Government 2012:33), the need to develop methods of promoting Welsh within broader day-to-day interaction could be emphasised. The communities that participated in this study have relatively high percentages of Welsh speakers. As a result, it could be assumed that they all have a critical mass of Welsh speakers. However, there was also evidence of different needs within the communities studied, which requires language planners to respond to the particular needs of those communities.

7.28 Furthermore, it must be borne in mind that this was a study of six particular communities, and that it is likely that the priorities of communities with a lower critical mass of Welsh speakers would require different strategies to meet their unique needs. Each community must be considered in the light of its own language composition as holistic strategies to promote Welsh language use in the community are planned for the future.

Recommendations

- Welsh Government to ensure that its language planning strategies and policies for the family, for education and for the workplace also give a central place to the use of Welsh as a community language.

- Welsh Government to ensure that decisive steps are taken to strengthen the transition between education and the wider community through a range of appealing leisure activities for older young people.

- Welsh Government to renew the emphasis on Welsh language use in daily interaction (for example language use in shops and when accessing public services), as well as Welsh language use in organised events in the community.

- Welsh Government to take action to ensure a more detailed and comprehensive picture of language use patterns in relation to urban/rural tendencies.

- Welsh Government to ensure purposeful and effective methods of sharing current information about Welsh language and bilingual community activities, in order to reach the widest possible audiences.

- Welsh Government to take further action to facilitate the participation of Welsh learners in settings other than those designated as opportunities for learners.

- Welsh Government to develop a more meaningful indicator than the one that currently exists to measure the effectiveness of its strategy to promote Welsh language use in communities.

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Appendices

Appendix 1.1: Letter of invitation to be part of the study

Dear,
Re: **Welsh Language Use in the Community.**

We are writing to invite you to take part in a study looking at Welsh language use within the community. We'll be looking at the opportunities in the community to use the Welsh language in six communities across Wales. We'll also be evaluating the influence of Welsh Government interventions on community use of the Welsh language. The project is coordinated by Dr Rhian Siân Hodges and Dr Cynog Prys, School of Social Sciences, Bangor University Language Planning Group, on behalf of the Welsh Government. The research is financed by the Welsh Government as part of the Evaluation of Welsh Ministers' Strategy for the Welsh Language: *A living language: a language for living 2012-2017.* An information leaflet regarding the project is enclosed with this letter.

We're sending this letter and information leaflet to you on behalf of the research project group to invite you to participate in this work. This will mean participating in a focus group with 6-8 other individuals for approximately one hour to discuss your experiences, feelings and views about Welsh language use in your community.

Any information you give will be treated with total confidentiality. Names of individuals or the club itself will not be published in any reports, publications or other material derived from this work. We will adhere to the principles of Bangor University Ethics Committee throughout the research project.

Your contribution to the research is entirely voluntary, and you have the right to withdraw at any point without offering a reason. If you decide you'd like to participate, please complete the consent form and return it to the group coordinator.
Thank you very much for taking the time to read this letter. We look forward to hearing from you.

Yours sincerely,
Dr Rhian Siân Hodges (r.s.hodges@bangor.ac.uk, 01248 383034) and
Dr Cynog Prys (c.prys@bangor.ac.uk, 01248 383834)
School of Social Sciences, Bangor University

Appendix 1.2 Focus Groups Information Sheet

PRIFYSGOL BANGOR UNIVERSITY

Welsh Language Use in the Community

INFORMATION SHEET FOR FOCUS GROUPS

Introduction:
We are inviting you to take part in a project looking at Welsh language use in the community. Before you decide to participate, it's important that you understand why the project is being conducted and what it will mean. Please take your time to read the information below.

What is the purpose of the study?
The aim of the research is to:

- Study the opportunities to use the Welsh language within communities in Wales
- Assess the influence of Welsh Government schemes to support Welsh language use in the community
- Analyse factors that influence members of the public's language use
- Gauge public opinion regarding opportunities to use the Welsh language in the community.
- Produce recommendations to influence Welsh Government policies regarding the Welsh language

Do I have to participate?
Contribution to this study is entirely voluntary. You will be free to withdraw at any time without giving a reason to the researcher.

What will happen if I decide to participate?
You are invited to participate in a focus group to discuss your experiences, feelings and views about Welsh language use in the community. We'd like to know what opportunities there are in your area to use the Welsh language, what gaps exist and what factors influence language use within the community.

The focus group will consist of 6 to 8 individuals and last approximately one hour. The focus group will be conducted at your local club. The focus group will be recorded with digital sound equipment with your permission.

Will my participation be confidential?
Yes. Any information you share will be treated confidentially and you won't be named in any reports or publications.

What will happen to the results of the study?
The findings of this study will assist planners seeking to construct language strategies regarding Welsh language use in the communities of Wales.

Who is organising and funding the research?
This research work is funded by the Welsh Government. The project is organised by Dr Rhian Siân Hodges and Dr Cynog Prys, Bangor University.

Contact for further information?
For further information, please contact Dr Rhian Hodges (01248 383034) or via email (r.s.hodges@bangor.ac.uk) or Dr Cynog Prys (01248 383834) or via email (c.prys@bangor.ac.uk). Should you wish to discuss any issue within this study in more detail, please contact Professor Catherine Robinson, Head of the School of Social Sciences, Bangor University by telephone (01248 382222) or via email (c.a.robinson@bangor.ac.uk).

Next steps?
If you decide to participate, complete the consent form to give your permission.

Thank you for taking the time to read this information.

Appendix 1.3: Focus Groups Consent Form

Welsh Language Use in the Community

CONSENT FORM FOR PARTICIPATION IN FOCUS GROUP

Researchers: Bangor University on behalf of the Welsh Government

Please tick the boxes relevant to you:

I confirm that I have read and understood the information sheet regarding this study. ☐

I understand that my contribution is voluntary and that I'm free to withdraw at any point without giving a reason. ☐

I understand that my rights will be respected in not revealing my identity and confidentiality will be assured within this research. ☐

I agree to be recorded for this research for the reasons explained to me. ☐

Participant's signature.....

Date.....

A duplicate copy of this form will be made. One copy should be kept by the participant and the other by the researcher.

Appendix 1.4: Focus Groups Interview Schedule

Focus Groups Interview Schedule
Welsh Language Use in the Community

OBJECTIVES
- Collect public opinion regarding opportunities to use the Welsh language in the community.
- Assess the influence of Government schemes to support social use of the Welsh language

Introduction - *Coordinator: to introduce self and to the focus group:*

- Thank you for coming
- The session will last approximately one hour
- Housekeeping: fire alarm, toilets, mobile phones
- Brief talk about the research - who, why, what (see invitation)
- Emphasise the importance of hearing from people like you
- Note keeping / recording (Is the recording of the session acceptable to you?)
- Focus Group Rules – confidentiality, anonymity, fair play for all
- Confirmation of confidentiality – no-one will be named in this work
- The information collected via the focus groups will be used for the purposes of this project only and presented to the Welsh Government at the end of March in report form.
- Are there any questions before we begin?

Everyone to introduce themselves – members to share their names, where they live and something brief about their Welsh language use.

1) **Background questions about your community**

- How would you describe your community to an outsider?

2) **Questions about opportunities to use the Welsh language within your community:**

2a. Social activities and opportunities

- What kind of community/social activities are there in your community? (E.g. luncheon clubs, sports, coffee mornings, parent and child sessions, youth clubs.) *(Optional – log data on 'Post its')*
-
- In what language(s) are these activities held? (*If English only:* Are any Welsh language or bilingual activities held in your area?)
- Do you attend Welsh language activities? Why?
  - If not – Why?
- What activities do you attend / or have you attended in the past?
- How do you find out about Welsh language activities in your area? (Trigger: Where do you go to find out about upcoming activities? e.g. community newspapers, school, *Facebook*, social networks etc)

- Who is responsible for organising these activities?
- Who tends to attend these activities?

2b. Everyday activities

- When do people have opportunities to speak Welsh in your community?
  - (Note to researcher: ask all trigger points below)
  - Trigger: Research to ask all trigger points Workplace, Education, Leisure (e.g. clubs and societies), Online (e.g. *Facebook* and *Twitter*), Public services (e.g. doctors, council office), Shops
- Are you happy with the opportunities to use the Welsh language in your everyday life?

2c. Influence on your Welsh language use

- What most influences your Welsh language use in your community? (E.g. opportunities, context, education, confidence, available services, numbers who can speak Welsh)

3) Opinion questions: Welsh Language Use in the Community

- Is attending specifically Welsh language events important to you?
- What is your opinion of Welsh language/bilingual activities in your community? (E.g. enough of them? Quality? Happy?)
- What would encourage you and others to use more of the Welsh language in the community? (Trigger: gaps? What's missing?)

4) Questions about the Future

- Are there any Welsh language activities you'd like to see developed within your community that don't already exist?
- In your opinion, what is preventing more Welsh language activity from developing in your community and how could this be overcome?
- How do you see the future of the Welsh language within your community?
- To what extent do you see the Welsh language as valuable in your community in the future?
- What do you feel would help to encourage Welsh language use in communities such as (Llanrwst....) in future?
- Do you have any further comments to offer on where the Welsh Government should invest its money in increasing Welsh language use in communities?

Thanks and Conclusion

- Thank you very much for sharing your views with us today.
- Any other comments to add?
- I'd like you to complete this short questionnaire before you leave, please remember to leave the questionnaire on the table as you leave.
- Thank you very much.

Appendix 1.5: Information Sheet for Street Survey

PRIFYSGOL BANGOR UNIVERSITY

INFORMATION SHEET FOR STREET SURVEY

Introduction:
We are inviting you to take part in a project looking at opportunities to use the Welsh language in your community.

Do I have to participate?
Contribution to this study is entirely voluntary. You will be free to withdraw at any time without giving a reason to the researcher.

What will happen if I decide to participate?
You are invited to participate in a street survey looking at the opportunities and activities to use the Welsh language in your community. The survey will last no more than 10 minutes.

Will my participation be confidential?
Yes. We'll treat any information confidentially. You will not be named in any report or publication.

What will happen to the results of the study?
The findings of this study will help planners to evaluate Government language strategies regarding Welsh language use in the communities of Wales.

Contact for further information?
For further information, please contact Dr Rhian Hodges by telephone (01248 383034) or via email (r.s.hodges@bangor.ac.uk) or telephone Dr Cynog Prys (01248 383834) or contact him via email (c.prys@bangor.ac.uk). Should you wish to discuss any issue within this study in more detail, please contact Professor Catherine Robinson, Head of the School of Social Sciences, Bangor University by telephone (01248 382222) or via email (c.a.robinson@bangor.ac.uk).

Appendix 1.6: Street Survey Instructions

Street Survey: Welsh Language Use in the Community
Instructions for researchers administering the Survey

This street survey will require you to define a few difficult concepts to the respondents and explain some questions in more depth.
Here is a series of instructions to follow when administering the street survey with members of the public within the 6 communities.

Filter questions (Page 1)

*Do you live **locally?*** - further explanation will be required, as 'local' tends to mean different things to different people, and will also vary according to the features of the area in question. 'Local' cannot be defined by catchment mileage alone, and neither is the criterion necessarily a list of specific villages or areas. For the purposes of this project the definition of 'local' will be driven by how the particular individual defines and interprets local – this criterion is most likely to influence an individual's effort and commitment to participate in community/social life in the area in question. However, you'll need to be able to respond to possible questions/doubts by those questioned, and explain to them what this question is getting at. Here is a set of additional questions to decide whether or not a respondent is qualified to be part of the research study:

Indicators of belonging – ask whether the individual does everyday shopping, attends clubs and societies of interest, socialises or uses public services within the community.

Individuals to be omitted from the research – people on holiday or visiting the area, or people in the area due to occasional work.

Do you speak Welsh? – speakers' opinion of their Welsh language ability is likely to vary greatly, and is likely to be influenced by factors such as confidence, personal perception, comparisons with other speakers etc. For the purposes of this research, we want to hear from individuals with a variety of ability levels – from those who say they are completely fluent to those who say they can say a few words. So, for the purposes of filtering, you'll need to include in the survey those who offer a response such as 'just a few words' / 'don't speak much' / 'only a little bit'.

In which language would you like to answer the questionnaire? – you need to explain that it can be completed in Welsh or English, whichever language is most comfortable for the respondent.

Background Profile (Page 1)

Question 1. Gender - respondent to note, or choose not to.

Question 2. Age - remember to read out age categories for people to choose from rather than ask for the specific age of the respondent.

Question 4. Since when have you been living in XXX (name of community)? - remember to ensure you identify the community when asking the question, and remember also the above direction regarding what villages/ areas to include under 'locally'. If someone says they've moved house *within* the area in question, that's irrelevant – the important thing is since when they've been in the area in question.

Welsh Language Use (Page 2)

Question 6. Where did you mainly learn to speak Welsh? - if a respondent refers to more than one place (e.g. at home and at school) you should ask 'did you speak Welsh before going to school?' If the answer is 'yes' tick 'at home'.

Question 8. In XXX how many opportunities do you have to use the Welsh language in the following situations? - you should show the table so the respondent can see the likert scale. Remember to explain the scale and guide them through the possible answers to each question.

Not at all is 1, Very much is 5; note also that there is an opportunity to answer not applicable (N/A)

You need to explain within this question that it focuses on opportunities **for the individual** within his/her community.
In your local school – the school local to them, not the school they attended as a child. *Note also:* they can respond either as a pupil or as a parent / guardian.

At work – this question is slightly different to the others. They don't have to work within the local community; asking about their opportunities to use the Welsh language at work – even if this isn't within the local community – offers important information to the research.

Question 9. Thinking about the last month, what social activities have you attended? - need to note specific examples, organised social opportunities, rather than meeting friends or visiting the pub, for example. Three examples are asked for but this is not compulsory.

Question 10. What language(s) did you use within these social activities? - remember to show the table and guide the respondent through the possible answers.

Page 3

Question 12. Would you like there to be more opportunities for you to use the Welsh language in XXX or are you happy with the amount of opportunities available to you? - probe for specific examples; ask respondents to expand.

Question 13. Do you have any other comments about the opportunities for you to use the Welsh language in XXX? – probe for examples where applicable. Remember to emphasise that these questions are about **the individual's** opportunities to use the Welsh language - their specific experiences of the opportunities available to them locally.

Appendix 1.7: Street Survey

The Use of the Welsh Language in the Community
Street Survey

Individual Code:	
Researcher Code:	
Date:	
Location:	

Introduction:

Bilingual introduction: e.g. **Bore da/** ***good morning*** // **Pnawn da/*good afternoon***

Could you spare five to ten minutes to fill in a short questionnaire about the **Welsh language in your community**?

Oes gennych chi bum i ddeng munud i lenwi holiadur byr ***am y Gymraeg yn eich cymuned*** *os gwelwch yn dda?*

[**proceed in respondent's language**]

We're working for Bangor University on a research project looking at the **opportunities to use the Welsh language within your community.** This project is funded by the **Welsh Government.** All information provided will be confidential and comments will remain anonymous. We will not ask you to provide your name and contact details.

'Rydym yn gweithio i Brifysgol Bangor ar brosiect ymchwil sy'n edrych ar y ***cyfleoedd i ddefnyddio'r Gymraeg o fewn eich cymuned****. Cyllidir y prosiect hwn gan* ***Lywodraeth Cymru.*** *Bydd yr holl wybodaeth a roddwch yn gyfrinachol a'r sylwadau yn anhysbys. Nid ydym yn gofyn am eich enw nac unrhyw wybodaeth gyswllt.*

[show information sheet to respondent]

I need to ask you some questions at the start

Mae angen i mi ofyn rhai cwestiynau i chi ar y dechrau

[move on to filter questions]

Filter Questions

Do you live locally?
A ydych yn byw yn lleol? Yes ☐ No ☐
[please see guidance re. 'local']

Are you over 16 years of age?
A ydych dros 16 mlwydd oed? Yes ☐ No ☐

Do you speak Welsh?
A ydych yn siarad Cymraeg? Yes ☐ No ☐
[respondents that answer 'only a little' / 'not very well' to be included]

In which language would you like to complete the questionnaire?
Ym mha iaith hoffech chi ateb yr holiadur? Welsh ☐ English ☐

Background Profile

1. Gender: Female ☐ Male ☐

(Tick one box or leave empty if the respondent does not wish to declare)

2. Age: (**circle one appropriate age category**):

16-24 25-39 40-64 65+

3. Do you have children under 18 years of age? ☐ Yes ☐ No

4. How long have you lived in (name of community)? _____

[please see guidance for 'local']

Using Welsh

5. Which of the following best describes your ability to speak Welsh? **(Tick <u>one</u> box only)**

I'm fluent in Welsh	☐
I can speak a fair amount of Welsh	☐
I can only speak a little Welsh	☐
I can just say a few words	☐

6. Where did you *mainly* learn to speak Welsh? **(Tick <u>one</u> box only)**

At home	☐	School/ College/ University	☐
In work	☐	Welsh for Adults	☐
Whilst speaking to people living near me	☐		

7. How often do you speak Welsh? **(Tick <u>one</u> box only)**

Daily	☐
Weekly	☐
Less often	☐
Never	☐

8. In (name of community) what opportunities do **you** have to use the Welsh language in the following situations? **(Circle <u>one</u> appropriate number for each situation)** *(1 being none and 5 being many; respondents can also answer N/A)*

With **<u>family</u>** living locally	None				Many	N/A
	1	2	3	4	5	
In your local **<u>school</u>** (either as pupil or parent/guardian)	None				Many	
	1	2	3	4	5	
With **<u>friends</u>** living locally	None				Many	
	1	2	3	4	5	
With **<u>neighbours</u>**	None				Many	
	1	2	3	4	5	

With staff in local **shops**	None				Many	
	1	2	3	4	5	
With staff in your local **council**	None				Many	
	1	2	3	4	5	
With your local family **doctor**	None				Many	
	1	2	3	4	5	
Whilst **volunteering** locally	None				Many	
	1	2	3	4	5	
Whilst **worshipping** locally (e.g. chapel/ church)	None				Many	
	1	2	3	4	5	
In local **leisure and sports clubs**	None				Many	
	1	2	3	4	5	
At **work**	None				Many	
	1	2	3	4	5	

9. Thinking about the last month, what social activities have you attended (e.g. clubs, societies and public events)? Please provide up to three examples. *(organised social opportunities, rather than meeting friends and visiting the pub.)*

   1._____

   2._____

   3._____

   4. Have not attended a social activity in the last month ☐

   [If answered 'have not attedended' go to question 12]

10. Which language(s) did you use within these social activities? *(Show the table below to complete)*

Activities	Welsh only	More Welsh than English	Both languages equally	More English than Welsh	English only	Other	Cannot remember
1							
2							
3							

11. Who organised these activities? *(Show the table below to complete)*

Activities	Organiser	Do not know
Activity 1		
Activity 2		
Activity 3		

12. Would you like more opportunities **for you** to use the Welsh language in (name of community) or are you happy with the opportunities that are available to you? [**Provide examples where relevant**]

13. Do you have any other comments regarding the opportunities **for you** to use the Welsh language in (name of community)?

Thank you for completing the questionnaire. Your contribution is very important to this research.

Appendix 1.8: Characteristics of Street Survey Respondents

Variable	All locations N (%)	Bangor n (%)	Llanrwst n (%)	Porthmadog n (%)	Aberystwyth n (%)	Ammanford n (%)	Cardigan n (%)
Number of participants	638 (100)	116 (18.2)	90 (14.1)	101 (15.8)	98 (15.4)	110 (17.2)	123 (19.3)
Age (years)							
16-24	123 (19.6)	44 (37.9)	16 (17.7)	14 (13.9)	15 (17.0)	17 (15.5)	17 (13.9)
25-39	124 (19.8)	19 (16.4)	14 (15.6)	18 (17.8)	25 (28.4)	24 (21.8)	24 (19.7)
40-64	249 (39.7)	36 (31.0)	37 (41.1)	52 (51.5)	37 (42.0)	35 (31.8)	52 (42.6)
65+	131 (20.9)	17 (14.7)	23 (25.6)	17 (16.8)	11 (12.5)	34 (30.1)	29 (23.8)
Sex							
Male	201 (32.1)	38 (32.8)	29 (32.2)	26 (26.0)	27 (30.3)	38 (34.5)	43 (35.2)
Female	426 (67.9)	78 (67.2)	61 (67.8)	74 (74.0)	62 (69.7)	72 (65.5)	79 (64.8)
Living locally	603 (99)	111 (99.1)	87 (97.8)	96 (97.0)	87 (100)	101 (91.8)	122 (100)
Have children <18 years old	158 (25.5)	30 (26.1)	23 (25.8)	21 (20.8)	18 (21.7)	29 (26.9)	37 (30.1)
Street survey language							
Welsh	451 (70.9)	90 (77.6)	72 (80.0)	60 (59.4)	77 (80.2)	78 (70.9)	74 (60.2)
English	185 (29.1)	26 (22.4)	18 (20.0)	41 (40.6)	19 (19.8)	32 (29.1)	49 (39.8)

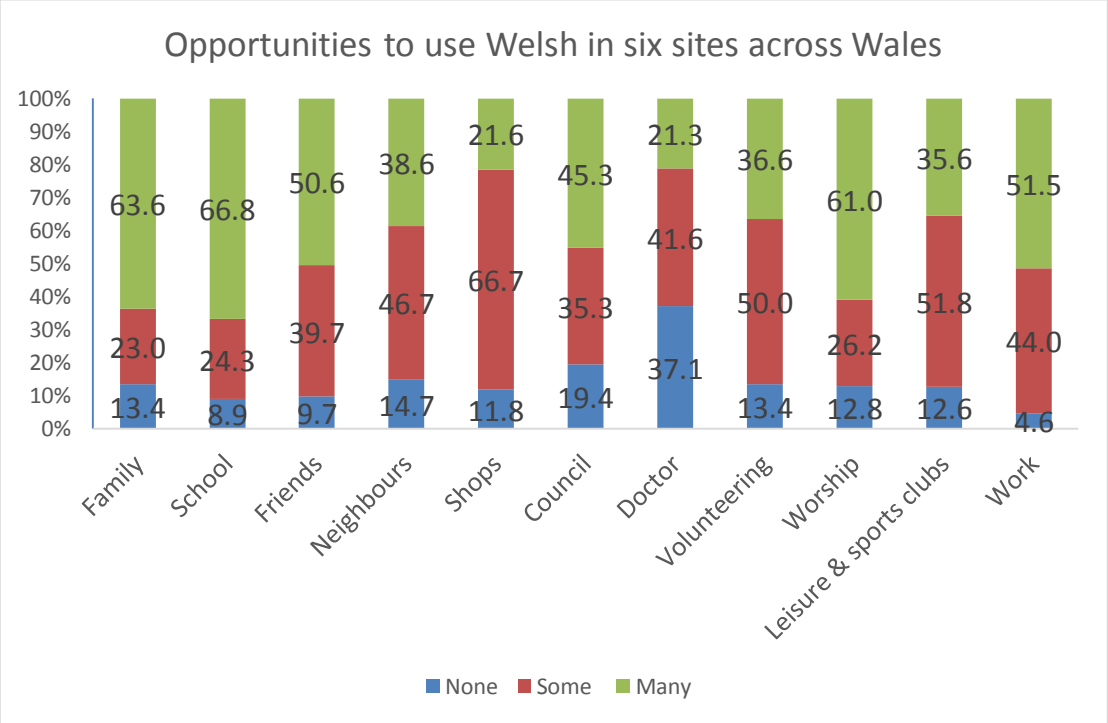
Appendix 1.9 Welsh Language Characteristics of Street Survey Respondents

Welsh Language Characteristics

Variable	All locations N (%)	Bangor n (%)	Llanrwst n (%)	Porthmadog n (%)	Aberystwyth n (%)	Ammanford n (%)	Cardigan n (%)
Ability to speak Welsh	635 (100)						
Just say a few words	29 (4.6)	4 (3.4)	2 (2.2)	6 (6.0)	9 (9.4)	2 (1.8)	6 (4.9)
Speak a little Welsh	61 (9.6)	8 (6.9)	7 (7.8)	11 (11.0)	14 (14.6)	10 (9.1)	11 (8.9)
Speak a fair amount of Welsh	86 (13.5)	8 (6.9)	9 (10.0)	8 (8.0)	16 (16.7)	22 (20.0)	23 (18.7)
Fluent in Welsh	459 (72.3)	96 (82.8)	72 (80.0)	75 (75.0)	57 (59.4)	76 (69.1)	83 (67.5)
Where learnt Welsh							
At home	450 (72.8)	89 (78.8)	72 (80.0)	59 (66.3)	64 (66.0)	85 (77.3)	81 (68.1)
School/ College/ University	99 (16.0)	19 (16.8)	11 (12.2)	12 (13.5)	15 (15.5)	17 (15.5)	25 (21.0)
In work	25 (4.0)	0 (0.0)	1 (1.1)	5 (5.6)	13 (13.4)	2 (1.8)	4 (3.4)
Welsh for Adults	24 (3.9)	3 (2.7)	2 (2.2)	7 (7.9)	3 (3.1)	3 (2.7)	6 (5.0)
Speaking to people who live locally	20 (3.2)	2 (1.8)	4 (4.4)	6 (6.7)	2 (2.1)	3 (2.7)	3 (2.5)
Frequency of speaking Welsh							
Never	16 (2.5)	6 (5.2)	(0.0)	0 (0.0)	4 (4.1)	1 (0.9)	5 (4.1)
Less than weekly	49 (7.7)	6 (5.2)	7 (7.9)	8 (8.0)	15 (15.5)	4 (3.6)	9 (7.3)
Weekly	64 (10.1)	11 (9.5)	6 (6.7)	8 (8.0)	13 (13.4)	11 (10.0)	15 (12.2)
Daily	506 (79.7)	93 (80.2)	76 (85.4)	84 (84.0)	65 (67.0)	94 (85.5)	94 (76.4)

Appendix 1.10: Opportunities to use the Welsh language within the six communities

('How many opportunities do you have to use the Welsh language in the following situations?')



Respondents were asked to express their opportunities to use the Welsh language on a scale from 1 to 5 with 1 representing 'no opportunity at all' and 5 representing 'many' opportunities. For the purposes of these charts, 1 represents 'no' opportunities, 2 to 4 represent 'some' opportunities and 5 represents 'many' opportunities.

If the question was not applicable to respondents, they could specify this when answering the question. For the purposes of these charts, respondents who said that the question was not applicable to them are not included.

It is important to bear in mind the limitations of the street surveys. There are limitations attached to the convenience sampling method used, and

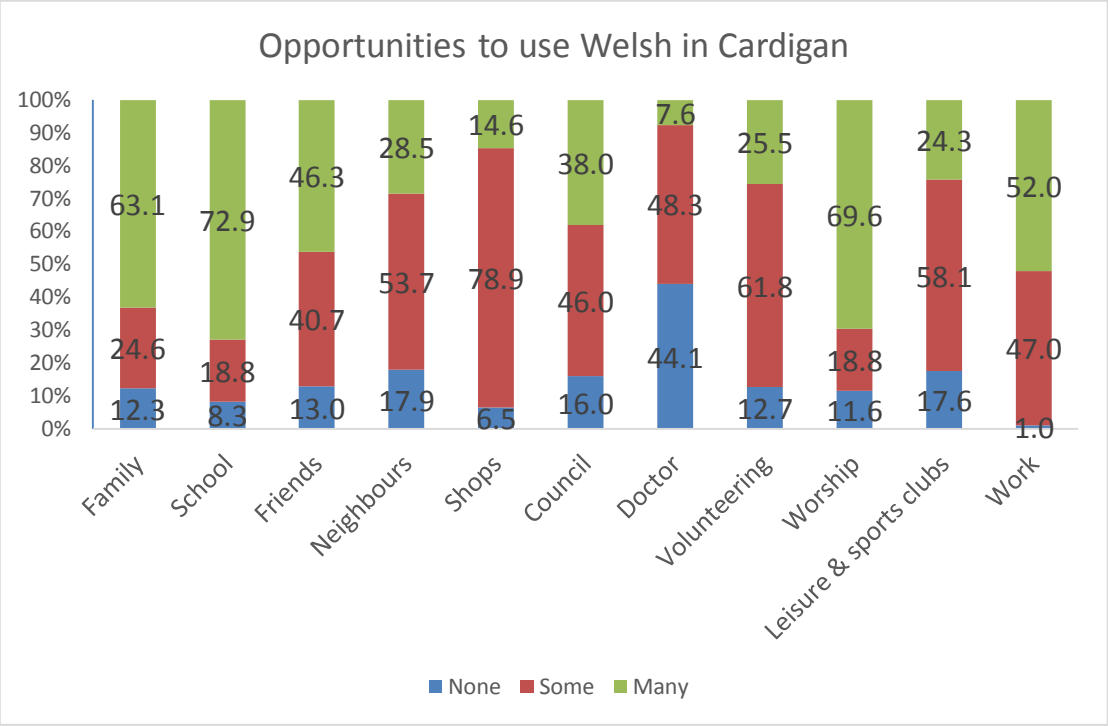
caution must be exercised when interpreting the findings. It cannot be claimed that the sample questioned necessarily represents the community in its entirety.

- Street survey respondents in all six communities noted that opportunities to use the Welsh language were most often found at school (66.8 per cent), with the family (63.6 per cent) and in worship (61.0 per cent).

- 37.1 per cent of respondents noted that there were no opportunities at all to use the Welsh language with their local GP, while 4.6 per cent of respondents said that there were no opportunities at all to use the Welsh language at work.

Appendix 1.11: Opportunities to use the Welsh language in Cardigan

('How many opportunities do you have to use the Welsh language in the following situations?')

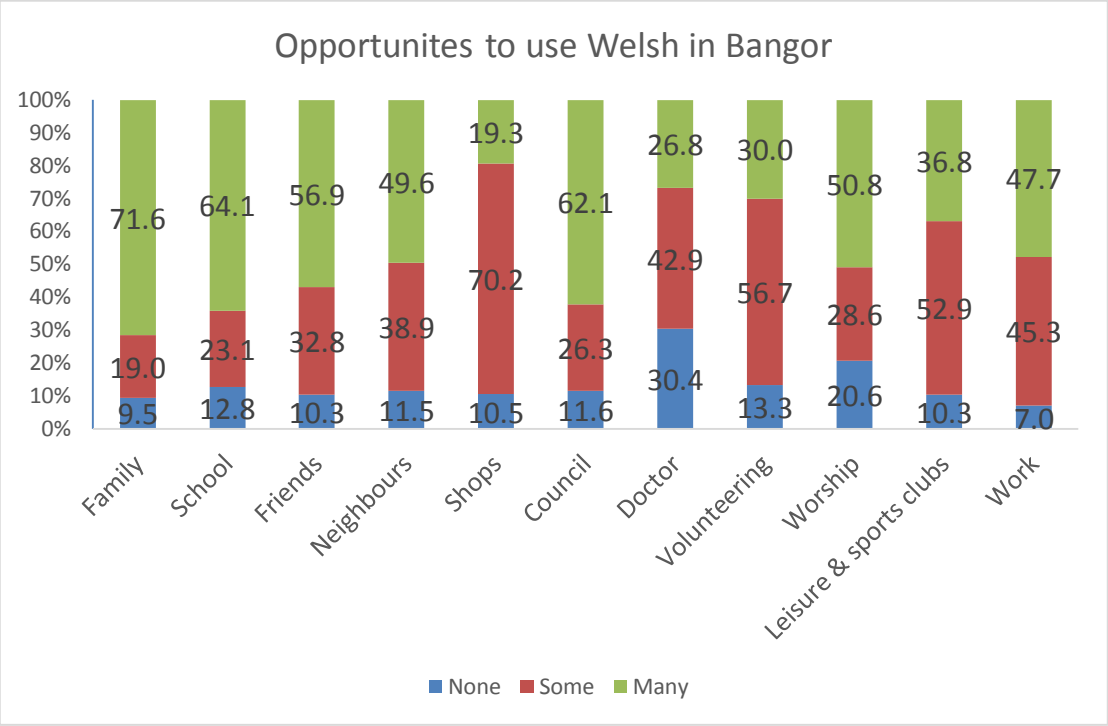


- The Cardigan street survey respondents reported that opportunities to use the Welsh language were found most often at school (72.9 per cent), in worship (69.6 per cent) and with the family (63.1 per cent).

- 44.1 per cent of respondents noted that there were no opportunities at all to use the Welsh language with the local doctor, while 1.0 per cent noted that there are no opportunities at all to use the Welsh language at work.

Appendix 1.12: Opportunities to use the Welsh language in Bangor

('How many opportunities do you have to use the Welsh language in the following situations?')

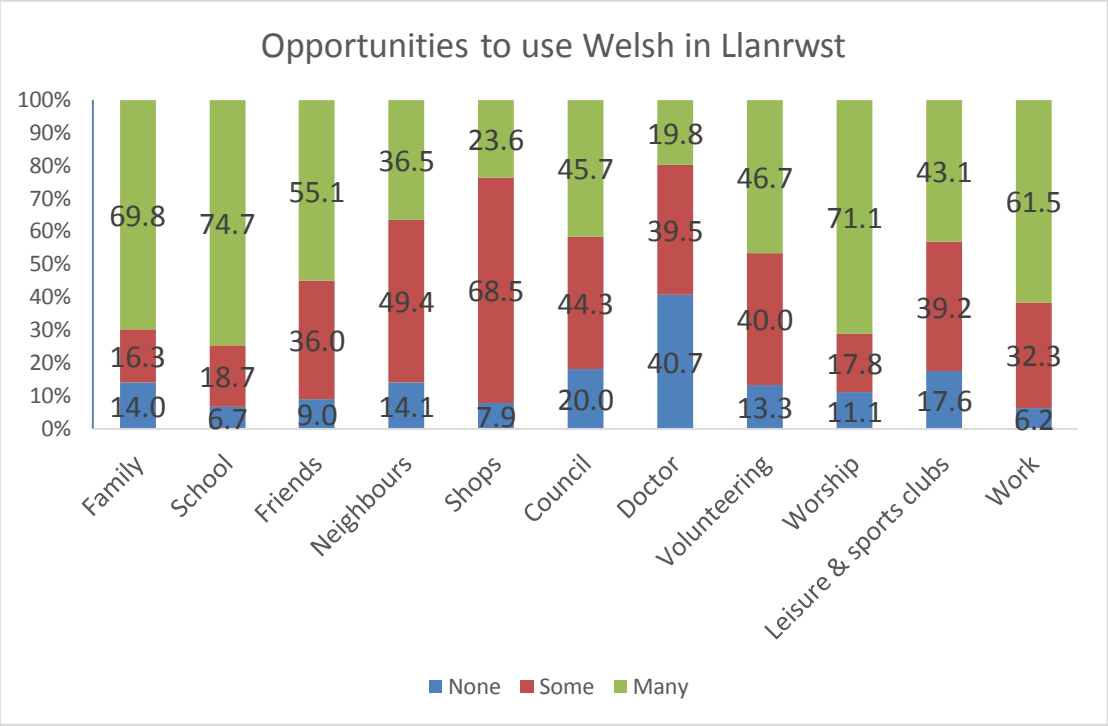


- The Bangor street survey respondents reported that opportunities to use the Welsh language were found most often with the family (71.6 per cent), at school (64.1 per cent) and with the local council (62.1 per cent).

- 30.4 per cent of respondents noted that there were no opportunities at all to use the Welsh language with the local doctor, while 7.0 per cent noted that there are no opportunities at all to use the Welsh language at work.

Appendix 1.13: Opportunities to use the Welsh language in Llanrwst

('How many opportunities do you have to use the Welsh language in the following situations?')



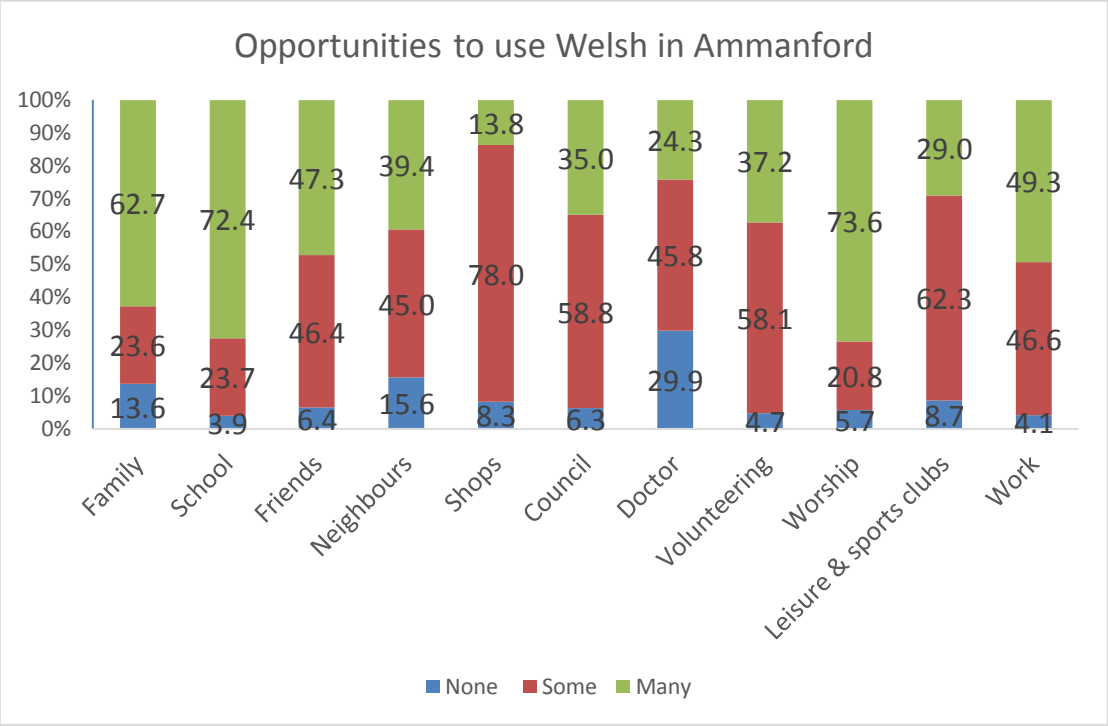
- The Llanrwst street survey respondents reported that opportunities to use the Welsh language were found most often at school (74.7 per cent), in worship (71.1 per cent) and with the family (69.8 per cent).

- 40.7 per cent of respondents noted that there are no opportunities at all to use the Welsh language with their local GP.

- 6.2 per cent of respondents noted that there are no opportunities at all to use the Welsh language at work.

Appendix 1.14: Opportunities to use the Welsh language in Ammanford

('How many opportunities do you have to use the Welsh language in the following situations?')



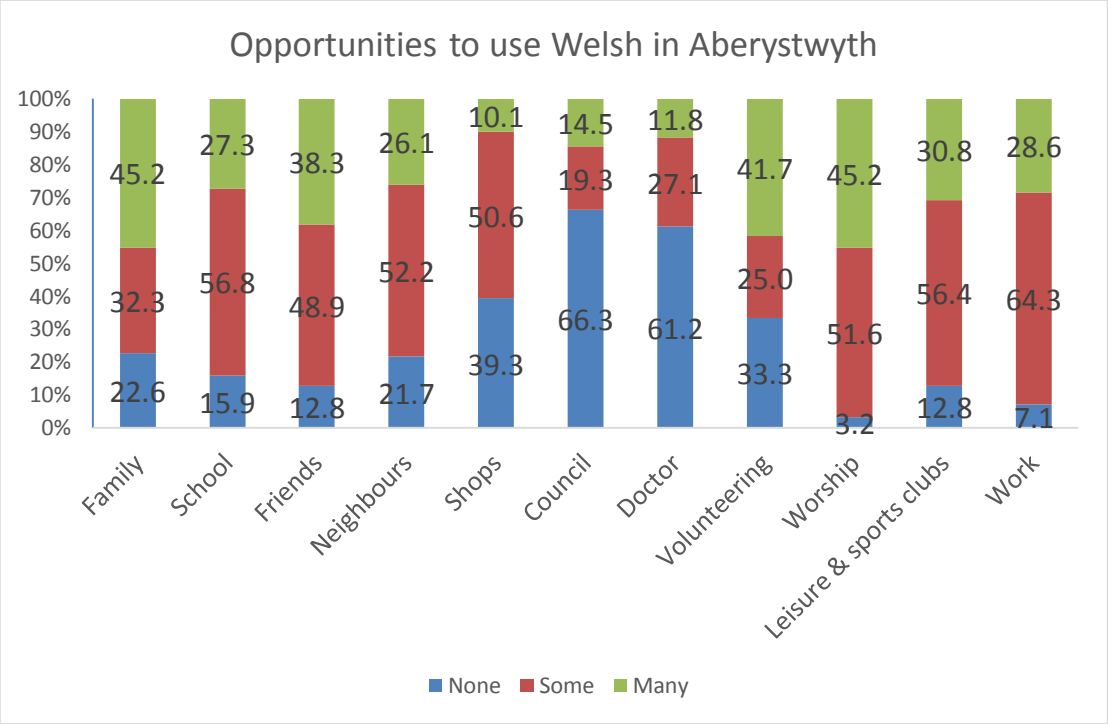
- The Ammanford street survey respondents reported that opportunities to use the Welsh language were found most often in worship (73.6 per cent), at school (72.4 per cent) and with the family (62.7 per cent).

- 29.9 per cent of respondents noted that there are no opportunities at all to use the Welsh language with their local GP.

- 4.1 per cent of respondents noted that there is no opportunity at all to use the Welsh language at work.

Appendix 1.15: Opportunities to use the Welsh language in Aberystwyth

('How many opportunities do you have to use the Welsh language in the following situations?')



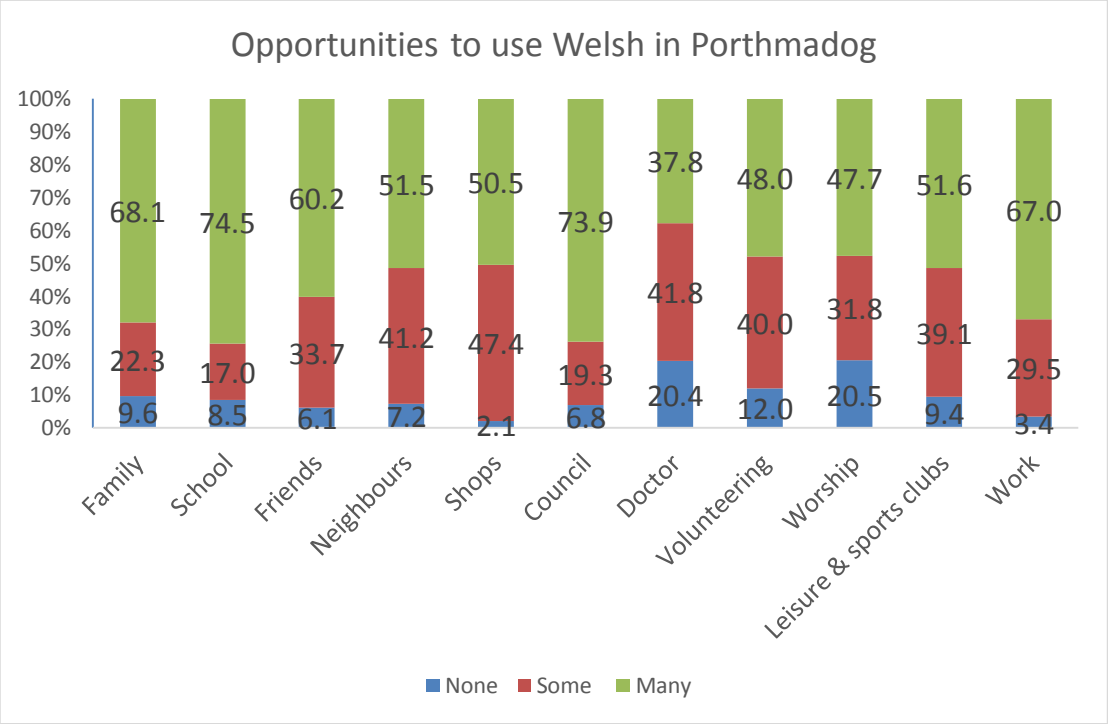
- The Aberystwyth street survey respondents reported that opportunities to use the Welsh language were found most often in worship (45.2 per cent), with the family (45.2 per cent) and when volunteering (41.7 per cent).

- 66.3 per cent of respondents noted that there are no opportunities at all to use the Welsh language with the local council, while 61.2 per cent said that there are no opportunities to use the Welsh language with the local GP.

- 7.1 per cent of respondents noted that there are no opportunities at all to use the Welsh language at work.

Appendix 1.16: Opportunities to use the Welsh language in Porthmadog

('How many opportunities do you have to use the Welsh language in the following situations?')



- The Porthmadog street survey respondents reported that opportunities to use the Welsh language were found most often at school (74.5 per cent), in the council (73.9 per cent) and with the family (68.1 per cent).

- 20.4 per cent of respondents noted that there are no opportunities at all to use the Welsh language with the local doctor, while 2.1 per cent noted that there are no opportunities at all to use the Welsh language with staff in local shops.

- The Bangor and Porthmadog street survey data show that those questioned had significant opportunities to use the Welsh language with local council staff.

Appendix 1.17: Activities and programmes funded by the Welsh Government (historical and current) either directly through national organisations or through specific projects (Cardigan)

Programme	Activity
Language Action Plan	Established in 2003, and extended to cover a wider area including the areas of Newcastle Emlyn and Llandysul in 2009 and known as Bro Teifi Language Action Plan up to 2012. Responsibility of the Welsh Government from then until 2014. Its aim was to promote Welsh language use in families, by children and young people and in community groups – with an increasing emphasis on joint working and planning with local *Mentrau Iaith*, as well as other key local partners such as *Twf*, *Mudiad Meithrin* and *Coleg Ceredigion*. A new community newspaper (*papur bro*) has been established in the area as part of the implementation of the *Local Action* resource pack published by the Welsh Language Board in 2012.
Mentrau Iaith	The area extends across three counties – Carmarthenshire, Pembrokeshire and Ceredigion. Therefore, there are three *Mentrau Iaith* responsible for various activities in the area, either individually or jointly. A 'Ceredigion Language Charter' scheme was recently implemented by Cered with businesses and organisations in Cardigan, committing to a scheme to raise awareness of Welsh language services across Ceredigion.
Twf	Sessions with parents and parents-to-be in conjunction with midwives and health visitors; *Amser Twf* support groups; community activities such as fun mornings for the family in conjunction with local *Mentrau Iaith* and other partners.
Mae Dy Gymraeg di'n Grêt	A scheme that aimed to raise confidence and change the language habits of parents who can speak Welsh, but who do not speak it for different reasons. Scheme has been active in Cardigan in 2008/11 and 2013/15.
Mudiad Meithrin (funded by Welsh in Education Unit, Welsh Government)	*Ti a Fi* groups in Y Ferwig, Penparc, Llechryd and Cilgerran. *Cylchoedd Meithrin* in Llandudoch, Penparc, Llechryd and Cilgerran.
Supporting Language Use Project (*PCAI*)	Active in Cardigan Secondary School during the time of the Welsh Language Board, and through Welsh Government support in 2013/14. Also active in Cardigan in 2008/11 and 2013/2015.
Urdd Gobaith Cymru	*Urdd* members in all schools in the area. There are a variety of activities, including sporting activities, offered locally by the *Urdd* to its members.
Merched y Wawr	No branch in Cardigan, but a number of branches in the wider

	area including Llandudoch, Aberporth, Beulah, Y Mwnt, Glynarthen, Newcastle Emlyn, Llandysul.
Young Farmers Clubs	No club in Cardigan town but clubs in the rural areas including Hermon, Eglwyswrw, Penparc, Llandygwydd and Troed-yr-aur.
Community Newspapers (*Papurau Bro*)	*Y Gambo*, *Clebran* and *Y Garthen*, as well as the new local newspaper for Cardigan - *Y Dwrgi*.
Welsh for Adults (funded by Welsh in Education Unit, and part of the Welsh Government Welsh-medium Education Strategy)	Classes in Cardigan and Llandysul, and nearby villages such as Cilgerran, Beulah, Dre-fach Felindre provided on behalf of both Welsh for Adults Centres (mid Wales and south west Wales). The Centres also organise social activities such as walks and quizzes.

Appendix 1.18: Activities and programmes funded by the Welsh Government (historical and current) either directly through national organisations or through specific projects (Bangor)

Programme	Activity
Language Action Plan	A Language Action Plan was established by the Welsh Language Board in Bangor in June 2004. The catchment area of the Plan was the city of Bangor and some nearby villages from Y Felinheli to the west to Llandygai to the east. The Plan came to an end in 2008.
Menter Iaith	*Menter Iaith Gwynedd* came to an end at the end of the 2007/8 financial year, after which the Welsh Language Board provided funding to Gwynedd Council to take action to promote the Welsh language; *Hunaniaith* was established to promote the Welsh language in Gwynedd in 2008/09. Also, following the disappointing results of the 2011 census, a number of individuals in the Bangor area came together to look at the situation of the Welsh language, following a Local Action exercise to identify priorities. *Menter Iaith Bangor* was established in 2014 and now works in partnership with *Hunaniaith*, and received funding from the Welsh Government through a *Moving Forward* grant
Twf	Sessions with parents and parents-to-be in conjunction with midwives, health visitors and family centres; there are *Amser Twf* support groups; community activities such as fun mornings, and awareness events for the family in conjunction with other partners.
Mae Dy Gymraeg di'n Grêt	A scheme that aimed to raise confidence and change the language habits of parents who can speak Welsh, but who do not speak it for different reasons. Scheme has been active in Bangor for a while.
Mudiad Meithrin (funded by Welsh in Education Unit, Welsh Government)	*Ti a Fi* groups in various locations in the area along with *Cylchoedd Meithrin*.
Supporting Language Use Project (*PCAI*)	Has been active in Ysgol Uwchradd Tryfan for a while.
Urdd Gobaith Cymru	High membership of the *Urdd* in the area. Uwch Adran Bangor is very popular and has a number of members. A variety of activities, including sporting activities, offered locally by the *Urdd* to its members.
Merched y Wawr	Bangor branch and a number of nearby villages.

Young Farmers Clubs	No club in Bangor.
Community Newspapers (*Papurau Bro*)	*Goriad*
Welsh for Adults (funded by Welsh in Education Unit, and part of the Welsh Government Welsh-medium Education Strategy)	The North Wales Welsh for Adults Centre is located at the University, with a variety of courses provided for a range of ability levels. The Centres organise informal and social events such as walks and quizzes and *Sadyrnau Siarad*.

Appendix 1.19: Activities and programmes funded by Welsh Government (historical and current) either directly through national organisations or through specific projects (Llanrwst)

Programme	Activity
Language Action Plan	Established in September 2003. Llanrwst was the main priority in the area, but it also covered nearby communities and the whole area includes Llanrwst, Melin y Coed, Carmel, Llanddoged, Maenan and Trefriw. Its aim was to promote Welsh language use in families, by children and young people and in community groups, with an increasing emphasis on joint working and planning with the local *Menter Iaith*, as well as other key local partners such as *Twf*, *Mudiad Meithrin*, the *Urdd*, Young Farmers Clubs and the *Llanast Llanrwst* festival. The Welsh Language Board-sponsored Language Action Plan ended in 2009, with an agreement that the plan's committee would continue to act as area committee for the *Menter Iaith*.
Menter Iaith	A variety of different activities are held in the area, either individually or jointly with partners and other community organisations. *Menter Iaith Conwy* has various area committees which drive the work of the *Menter* in those particular areas. The *Llanast Llanrwst* Festival is organised annually in the town and held late November / early December. The *Menter* is also responsible for facilitating quarterly county language forums which include the main partners that promote the Welsh language in the county.
Twf	Sessions with parents and parents-to-be in conjunction with midwives and health visitors; *Amser Twf* support groups; community activities such as fun mornings for the family in conjunction with the local *Menter Iaith* and other partners.
Mae Dy Gymraeg di'n Grêt	A scheme that aimed to raise confidence and change the language habits of parents who can speak Welsh, but who do not do so for different reasons. Scheme has been active in Llanrwst intermittently.
Mudiad Meithrin (funded by Welsh in Education Unit, Welsh Government)	*Ti a Fi* group and *Cylch Meithrin* conducted in Llanrwst primary school.
Supporting Language Use Project (*PCAI*)	Has been active in Ysgol Uwchradd Dyffryn Conwy, Llanrwst.
Urdd Gobaith Cymru	*Urdd* members in all schools in the area, and a community branch meets weekly in Llanrwst. There is a variety of activities, including sporting activities, offered locally by the *Urdd* to its members.

Merched y Wawr	A branch in Llanrwst and a number of branches in the wider area including Capel Garmon, Carmel, Betws y Coed.
Young Farmers Clubs	Club in Llanrwst town.
Community Newspapers (*Papurau Bro*)	*Y Pentan* is the local newspaper containing news about the town, and also *Y Gadlas* and *Yr Odyn* for nearby villages.
Welsh for Adults (funded by Welsh in Education Unit, Welsh Government, and part of the Welsh Government Welsh-medium Education Strategy)	A *Popeth Cymraeg* officer was located in the *Menter Iaith Conwy* office before relocating to another building in the town. Classes in Llanrwst and in nearby villages provided on behalf of North Wales Welsh for Adults Centre by the *Popeth Cymraeg* centre. The Centres also organise social events such as walks and quizzes and *Sadyrnau Siarad*.

Appendix 1.20: Activities and programmes funded by the Welsh Government (historical and current) either directly through national organisations or through specific projects (Ammanford)

Programme	Activity
Language Action Plan	A Language Action Plan was established by the Welsh Language Board in Ammanford in 2003.The area of the Plan was extended to cover a wider area across Aman Tawe in 2009, before changes by the Welsh Language Board in 2011 led to the establishment of a new operating method in the area.
Partner*iaith* Aman Tawe Welsh Language Promotion Scheme	The Welsh Language Promotion Scheme (Partner*iaith)* for Aman Tawe was established in 2011. The Board worked closely with local *Mentrau Iaith* - Bro Dinefwr, Neath Port Talbot and Brecon - to develop a new model of joint working in an area of special language significance. The Scheme was transferred to the Welsh Government in 2012. Although the original scheme ceased at the end of March 2015, the local *Mentrau* are continuing to operate the scheme and are in receipt of a grant to ensure its continuation in 2015/16.
Menter Iaith	*Menter Iaith Dyffryn Aman* was established in the early 1990s by the Welsh Language Board. Following the restructure of *Mentrau Iaith* in Carmarthenshire in 2007, *Menter Bro Dinefwr* operated in Ammanford and the surrounding area. One *Menter* office was located in the town. The Menter has recently established a Welsh shop, 'Cyfoes', in the town.
Twf	Sessions with parents and parents-to-be in conjunction with midwives, health visitors and family centres; *Amser Twf* support groups; community activities such as fun mornings, awareness events for the family in conjunction with local *Mentrau Iaith* and other partners.
Mae Dy Gymraeg di'n Grêt	A scheme that aimed to raise confidence and change the language habits of parents who can speak Welsh, but who do not do so for different reasons. Scheme has been active in Ammanford and Betws.
Mudiad Meithrin (funded by Welsh in Education Unit, Welsh Government)	*Ti a Fi* groups in Cwm Gors, Glanaman, Y Betws and Saron. *Cylchoedd Meithrin* in Tŷ Croes, Y Betws and Saron.
Supporting Language Use Project (*PCAI*)	Has been active in Ysgol Uwchradd Dyffryn Aman.
Urdd Gobaith Cymru	High membership of the *Urdd* in the area, with the activity of *Aelwyd Penrhyd* and *Dawnswyr Penrhyd* prominent in Ammanford town. There are a variety of activities, including

	sporting activities, offered locally by the *Urdd* to its members.
Merched y Wawr	Ammanford and Area Branch.
Young Farmers Clubs	No club in Ammanford town.
Community Newspapers (*Papurau Bro*)	*Glo Mân* in the Amman Valley, and *recently Menter Bro Dinefwr* has received 'Moving Forward' funding to establish an online local newspaper.
Welsh for Adults (funded by Welsh in Education Unit, and part of the Welsh Government Welsh-medium Education Strategy)	Foundation classes are held weekly in Ammanford Library and in the Black Mountain Centre, Brynaman.
'Moving Forward' project	During the time of the Welsh Language Board a project was implemented to improve language continuity between Key Stages 2 and 3 in local schools.

Appendix 1.21: Activities and programmes funded by the Welsh Government (historical and current) either directly through national organisations or through specific projects (Aberystwyth)

Programme	Activity
Language Action Plan	Not applicable to this area
Menter Iaith	*Cered*, under the aegis of Ceredigion County Council, is the local *Menter Iaith* active across Ceredigion. A 'Ceredigion Language Charter' scheme was recently implemented by Cered with businesses and organisations in Aberystwyth committing to a scheme to raise awareness of Welsh language services across Ceredigion. *Cymraeg yn Gyntaf* campaigns were run in the town during the time of the Welsh Language Board in 2004 and 2006.
Twf	Sessions with parents and parents-to-be in conjunction with midwives, health visitors and family centres; *Amser Twf* support groups; community activities such as fun mornings; awareness events for the family in conjunction with local *Mentrau Iaith* and other partners.
Mae Dy Gymraeg di'n Grêt	Not applicable to this area.
Mudiad Meithrin (funded by Welsh in Education Unit, Welsh Government)	*Camau Bach* day nursery in Aberystwyth and *Ffrindiau Bach yr Eos* in Penparcau. The *Mudiad*'s National Centre is located in the town.
Supporting Language Use Project (*PCAI*)	Not applicable to this area.
Urdd Gobaith Cymru	High membership of the *Urdd* in the area, with members in all schools throughout the area. There are a variety of activities, including sporting activities, offered locally by the *Urdd* to its members.
Merched y Wawr	Aberystwyth branch and *Angylion Aberystwyth* Gwawr Club in the town. Branches in the rural areas around Aberystwyth include Genau'r Glyn, Llanafan, Llangwyryfon, Llannon, Melindwr, Mynach a'r Cylch, Penrhyncoch, Rhydypennau, Talybont. The organisation's National Centre is located in the town.
Young Farmers Clubs	No club in Aberystwyth town but local clubs include Talybont, Llangwyryfon, Llanddeiniol and Trisant.
Community Newspapers (*Papurau Bro*)	*Yr Angor*

Welsh for Adults (funded by Welsh in Education Unit, and part of the Welsh Government Welsh-medium Education Strategy)	The Mid Wales Welsh for Adults Centre is located on the Aberystwyth University Campus. A variety of courses are provided in the town for a range of ability levels. Informal and social events are organised such as walks and quizzes and *Sadyrnau Siarad*.

Appendix 1.22: Activities and programmes funded by the Welsh Government (historical and current) either directly through national organisations or through specific projects (Porthmadog)

Programme	Activity
Language Action Plan	A Language Action Plan was established by the Welsh Language Board in the Meirion Dwyfor area in 2009. The area covered the town of Porthmadog, although it was not the focal point of the Plan. As in the case of all such plans, its main aim and objective was to promote local Welsh language use in families, by children and young people and in community groups. There was an increased emphasis on joint working and planning with the local *Menter Iaith*, as well as other key local partners such as *Twf*, *Mudiad Meithrin*, the *Urdd* etc. When the Welsh Language Board was abolished in 2012 responsibility for the Language Action Plan was transferred to the Welsh Government until 2014 when it was decided not to further fund the Plans.
Menter Iaith	*Menter Iaith Gwynedd* was located in Porthmadog until it came to an end at the end of the 2007/8 financial year. The Welsh Language Board subsequently provided funding to Gwynedd Council to take action to promote the Welsh Language; *Hunaniaith* was established to promote the Welsh language in Gwynedd from 2008/09.
Twf	Sessions with parents and parents-to-be in conjunction with midwives, health visitors and family centres; there are *Amser Twf* support groups; community activities such as fun mornings, awareness events for the family in conjunction with other partners.
Mae Dy Gymraeg di'n Grêt	A scheme that aimed to raise confidence and change the language habits of parents who can speak Welsh, but who do not do so for different reasons. Scheme has not been active in the town but has been held in Penrhyndeudraeth (a nearby village).
Mudiad Meithrin (funded by Welsh in Education Unit, Welsh Government)	*Cylch Meithrin* in the area but no *Ti a Fi* group.
Supporting Language Use Project (*PCAI*)	Not applicable to this area.
Urdd Gobaith Cymru	Consistently high membership of the Urdd in the area. There are a variety of activities, including sporting activities, offered locally by the *Urdd* to its members.

Merched y Wawr	Porthmadog branch.
Young Farmers Clubs	Dyffryn Madog Club covers the Porthmadog area.
Community Newspapers (*Papurau Bro*)	*Yr Wylan*
Welsh for Adults (funded by Welsh in Education Unit, and part of the Welsh Government Welsh-medium Education Strategy)	Some Welsh for Adults courses are held in the area.