Canolfannau Cymraeg and Social Networks of Adult Learners of Welsh: Efforts to Reverse Language Shift in comparatively non-Welsh-speaking Communities

By Heini Gruffudd and Steve Morris
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- Everyone mentioned in the footnotes, and others, in the Mentrau Iaith, the Welsh Language Board and other institutions who have supplied information and background material;

- All the tutors throughout Wales for allowing us to use their scarce teaching time to ask their learners to complete the questionnaires or to be part of the focus groups. We hope that doing this has given rise to useful discussions regarding their use of Welsh outside the classroom!

- All the learners who have completed questionnaires and/or who took part in the focus groups. We hope that the outcome of this research will facilitate the progress of becoming fluent speakers of Welsh for both you and for the learners of the future.
III  FOREWORD BY PROFESSOR COLIN WILLIAMS

At the start of the eighties, I suggested that it would be a good thing if those who had attended Welsh Secondary Schools were to have the opportunity to speak their language informally once they had left school. The aelwydydd in the Urdd offered one kind of experience, but of course, young people there were very likely to have to mix with their ex-teachers (not always an unpleasant experience!) and not everybody wanted to prepare for the next eisteddfod or be forced into performing at a concert in some local chapel vestry.

At the start of the nineties, it was amazing and inspiring to see the growth of the Mentrau Iaith. Their record in maintaining and spreading the Welsh language by creating new networks is very significant as regards the viability of the language. Nevertheless it was often heard that second language or even some of the keenest speakers didn’t think that the Mentrau planned specific events for them and as a result many felt that they weren’t likely to integrate with the community in the long term.

I had an opportunity, between 2009 – 2011, to bring a number of similar ideas to those in this report to the attention of the Irish Government when I was part of the FIONTAR team commissioned to prepare Ireland’s language strategy for the next twenty years.

It will come as no surprise, therefore, that I welcome this report. The authors’ thorough work convinces me that there is tremendous potential to develop the model of the Canolfan Gymraeg, especially as it links to some of the main success stories of other countries who are concerned about the best way to integrate ‘new speakers’ e.g. good practice in Catalonia with the Voluntaris per a la llengua.

The recommendations are reasonable, timely and likely to succeed. To those who will argue that trying to set up centres in areas where there is no ‘natural’ community of Welsh speakers is futile, remember your history, remember the astonishing growth in Welsh medium education, especially the Welsh medium Schools of the south-east and north-east of our country. Indeed, a number of the families sampled in this study claim that one of the main factors which has motivated them to improve their command of Welsh and then to attempt to use it is because of the presence of Welsh in their homes, on the lips of young people who have attended Welsh medium Schools.

What kind of community is under discussion? What is the relationship between a face to face community and a virtual community? Whose responsibility is it to lead in this field? Who should pay for the new Canolfannau Cymraeg? Are these only to be an extension of the Welsh for Adults Centres? What is their relationship to the community, to Local Government, the Assembly?

Some of the obvious answers are already mentioned in this document and others will be offered after the discussion has started in earnest in the wake of publishing this report. But the same kinds of questions arise each time a timely idea comes to light, and sometimes the same kind of negative responses, which must be opposed.

If we wish to see progression in the excellent work of the Welsh for Adults Centres, then of course we need to create stable, venturesome, worthwhile opportunities where aspiration and not duty is the greatest influence on our motives. Gaining confidence when using it is the old lesson when learning and mastering any language, but the additional advantage of many of the suggestions given here is that
they are proactive and allow many activities to take place in the same venue. Planning has a clear role to play in the process of ensuring finance, leaders, supporters, people to attend etc., but chance also plays a key role in our lives. If Canolfannau Cymraeg like those suggested here were to be set up, I am confident that the quality of life for many of us would improve as there would be obvious locations where Welsh would be the natural language of events and the environment – something rare outside the walls of school classes in our post-industrial, multicultural, neglectful communities. The Canolfannau Cymraeg offer extra hope, energy and commitment to the success of the Welsh language where the unexpected and the unfamiliar await us. Neither an extension of school nor the rigid, measurable structure of a plan or a project from the authorities but a fresh space to relax, to learn in many new ways and more than anything, to delight in considering that we are part of the creating, the buzz, the desire to be what we can be, which is normal speakers of a normal language in normal locations, i.e. enjoyment!

Professor Colin Williams – Cardiff
IV An Executive Summary of the Report’s main findings and recommendations

1 The Remit of the Research

I. To ascertain the opportunities that are available to maintain social networks in Welsh;

II. To ascertain whether those opportunities are greater or equal if learners study in a Canolfan Gymraeg;

III. To ascertain and to recommend strategies that could be implemented in order to extend and expand the Welsh medium social networks of these new Welsh speakers;

IV. To ascertain whether patterns or strategies exist in other language communities that could be adapted to the efforts to integrate adults who have learnt Welsh.

2 The Main Findings

- Over half the sample were 61 years old or older;
- 54% of the sample’s families have some ability in Welsh (although 45% use the language with learners);
- The level of qualifications in Welsh varies widely: 17% of the sample had no qualifications and 31% had passed the Defnyddio’r Gymraeg: Canolradd (Intermediate Level) exam;
- 62% of the learners had started in a class held once a week and 73% had been learning for five years or more;
- 78% attend classes in community centres or colleges and 22% in Canolfannau Cymraeg;
- The main motivation is ‘Learning Welsh because I live in Wales’. Such integrative motivations are most prominent but this creates a challenge in defining what type of ‘Welsh speaking community’ the learners are likely to integrate with. There is a paradox here between the desire in respect of the motivation to integrate and the reality in respect of the use that is made of Welsh;
- A quarter of the learners use Welsh every day and another half use Welsh ‘a number of times’ a week;
- 32% of the learners attend one of the Canolfannau Cymraeg that are within reach of them at least once a week or more. The learners who study in Canolfannau Cymraeg are the ones most likely to go to them more frequently;
- Of those who go to a Canolfan Gymraeg, 43% use Welsh regularly there and 35% use it occasionally;
- Although 56% note that there is an opportunity to speak Welsh to some extent in their area, only 9% noted that they used Welsh regularly with 21% never using it;
- A number of Welsh language activities and events are held in most of these areas in very diverse locations but only a small percentage of the learners take advantage of these regularly. Those activities (e.g. sesiynau siarad or conversational sessions) held in the Canolfannau Cymraeg and within a ‘familiar’ environment to the learners were the most popular;
- A high percentage of learners do not use opportunities that are available to them outside the class. However, a third of learners used Welsh weekly with family members and a quarter use it weekly in Canolfannau Cymraeg;
Both S4C and Radio Cymru are important to a significant number of learners. Learners have a significant tendency to take advantage of ‘passive’ entertainment in Welsh in the home e.g. books, radio, television and magazines;

71% said that they used far more Welsh now than they did 5 years ago. Three situations were comparatively more effective in offering learners opportunities:

I. The Family
II. Activities and events in ‘familiar’ locations
III. The Canolfan Gymraeg

Those frequenting the Canolfan Gymraeg were more unfailing in their attendance there. Of those who used ‘much more’ Welsh in a Canolfan Gymraeg, 62% attended at least once a week;

Over 70% of the learners had gained many more or a few more new friends while learning Welsh. The most positive results were from those who attended a ‘Canolfan Gymraeg’ every week;

In Canolfannau Cymraeg, there is no outside linguistic interference and many learners noted that the Canolfan Gymraeg has a key role in giving them confidence to use Welsh socially;

Lack of confidence: this is a significant barrier to using Welsh with other Welsh speakers in the local community. It can occur due to deficient linguistic resources, a lack of Welsh speakers in the area and not being familiar with local dialects;

Some Welsh for Adults Centres make a huge effort to provide learners with opportunities to socialise including appointing a specific development officer;

Lack of finance for Mentrau Iaith to develop the ‘informal learning’ area causes ambiguity in their perception of their role and causes difficulty in their ability to act;

The presence of a community Canolfan Gymraeg offers regular, sustained and systematic opportunities for learners, is a means of attracting a significant number of volunteers and ensures a large element of assimilation between Welsh speakers and learners;

It was also seen that a Canolfan Gymraeg:
- facilitates learners’ contact with other Welsh speakers and provides an appropriate location for this interaction;
- provides a natural and visible focus for Welsh language activities in comparatively non-Welsh speaking communities where no other clear focal point exists where Welsh speakers can go;
- means that learners who go there use much more Welsh;
- extends the social and friendship circles of the learners who go there;
- is a means to increase learners’ confidence.

3 THE MAIN RECOMMENDATIONS

Canolfannau Cymraeg:

- In comparatively non-Welsh speaking communities, attention should be given as to how Welsh speaking communities can be recreated and a Canolfan Gymraeg is a means of providing conditions for this;
- There should be planning to satisfy many learners’ motivation to use Welsh with the family and specific direction should be given regarding the best ways of transferring Welsh in the home – and through the home to the wider community;
- The term ‘Canolfan Gymraeg’ should be standardised to refer to the type of ‘language centre’ recommended in the research. The term should not be
translated when referring to such centres in English, but ‘Canolfan Gymraeg’ should be used in both languages. This will be a way of ensuring that a specific centre model is referred to as well as avoiding confusion between such centres and the six Welsh for Adults centres.

**Welsh for Adults Centres:**
- Each WfA Centre should appoint a full time officer to develop opportunities to use Welsh informally in their area.

**Mentrau Iaith:**
- The Mentrau Iaith should ensure that learners can access activities and events organised by them and that learners are encouraged to do so. Specific activities and events should be provided with the aim of facilitating the integration of learners to the mainstream work of the Mentrau Iaith and specific funding should be allocated for this work.

**Integration with the Community:**
- As the learners have mainly integrative motivations, there should be planning to link these motivations with efforts to ensure that the learners use more Welsh in their communities;
- Opportunities need to be facilitated for learners to become volunteers and event and activity organisers at a local level;
- Appropriate strategies should be considered to build confidence amongst learners giving consideration to ‘language assertiveness’;
- Strategies should be considered to ensure that Welsh speakers are aware of the specific needs of communicating with learners and the importance of continuing to communicate in Welsh.

**Welsh in the home:**
- Further research should be made into the contemporary tendency amongst a number of learners not to go out to activities and events and to receive their entertainment at home, whilst recognising that this is a general tendency within society;
- As a step towards developing ‘real’ social networks, work should be done to see how the internet and new technology offer ways for learners to develop ‘virtual’ social networks that can lead to real ones.

The recommendations below are tied to the respective research remit sections:

1. Accept that around 1,500 hours learning courses are essential to create fluent Welsh speakers.
2. Ensure a younger age profile on level 3 and 4 courses (Advanced and Proficiency) overall. Endeavours in the field to see more learners proceeding to advanced level are supported here.
3. Considering the current age profile and the potential to use Welsh within the family, planning is needed within the ‘Welsh for the Family’ strategy to ensure that the potential is fully realised.
4. Ensure that learners’ overall achievement in the advanced level courses is more even in order to provide activities and events for them more effectively. There should be a focus on ensuring that learners at the advanced levels

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1 This figure is based on what was seen in the Basque Country and the figure noted by Cambridge University for ESOL (English). See www.cambridgeesol.org/exams/exams-info/cefr.html for more information
have the necessary linguistic resources to be able to cope effectively with the challenge of using Welsh outside the safety of the classroom or societies / activities / events which specifically involve learners. Inadequate attention has been paid to raising learners’ confidence and allaying their ‘concerns’ when dealing with the Welsh language outside the classroom, therefore there is a need to look at the possibility of including an element of awareness raising / reducing fear in the advanced level provision. In the same way, there is a need to ensure that informal learning is mainstreamed into the curriculum at the advanced levels, possibly by including more ‘task-based learning’.

5. Encourage researchers to look in more depth at modern-day tendencies to receive more entertainment and information in the home, and the implications of this for the Welsh language, and specifically, for Welsh for Adults. Strategies need to be drawn up to address this modern phenomenon as a matter of urgency.

6. In the meantime, a scheme similar to ‘Voluntaris per a la llengua’ in Catalonia, or the ‘Mêts iaith’ (language buddy) scheme run by the Felinheli Community Council should be set up with the specific aim of ensuring fairly regular contact between each learner at the advanced level provision and a Welsh speaker who is a part of the local community’s Welsh language networks. Welsh for Adults Centres should not be expected to run such a scheme alone. This work needs to be seen as a responsibility and a priority for other agencies such as the Government’s Welsh Language Unit and the Mentrau iaith and each partner needs to be adequately funded.

7. ‘Traditional’ Welsh domains attract a limited number of respondents. In order to attract learners from ‘safe’ situations (i.e. those provided specifically for learners) to new ones, cooperation will be needed and that includes the agencies involved in promoting the Welsh language (e.g. the Mentrau iaith) as well as the Welsh for Adults system. Encouraging voluntary work amongst the learners themselves should be a priority. It cannot be overemphasised that this cooperation is essential to ensure that learners change from being ‘Welsh learners’ to being ‘Welsh speakers’ in their communities.

II

1. The Canolfan Gymraeg model needs to be developed as a successful model in terms of creating a link between Welsh learners and speakers, raising their awareness and providing a safe linguistic environment for them.

2. This model needs to be replicated in other areas to ensure that more learners have the same opportunities and the same potential in terms of extending their social networks in Welsh.

3. A programme of expanding Canolfannau Cymraeg should be drawn up across the country’s less Welsh speaking areas.

III

1. Ensure that the advanced level provision gives learners adequate linguistic resources to be able to communicate effectively with Welsh speakers.

2. Investigate the possibility of drawing up language assertiveness sessions for learners in order to raise their confidence when dealing with Welsh speakers.

3. Formulate appropriate strategies to ensure that Welsh speakers are aware of the specific needs of communicating with learners and particularly, the importance of continuing to communicate in Welsh.

4. Formulate appropriate strategies to ensure that learners who are motivated to speak Welsh with their children succeed in doing so and note this as a priority.

5. Include an element in the advanced provision which will focus on the socio-linguistic situation of Welsh in the learners’ local communities. They should be aware of the reality of the position of Welsh in their individual areas.
6. Consideration should be given as to how more contact hours can be ensured for learners over a shorter period of time in order for more of them to gain the necessary confidence to use Welsh in their communities.

7. As the local ‘papur bro’ is more popular than other Welsh language magazines amongst respondents, there is a need to ensure (i) that there is relevant and interesting material for new Welsh speakers (ii) that these speakers are involved with editorial boards of the relevant papurau bro to ensure they have greater ‘ownership’ and (iii) that the papur bro is sold effectively in Welsh for Adults classes.

8. Cooperation between the Welsh for Adults Centres and local library services should be considered to encourage further reading in Welsh. In the Bridgend county borough area this happens successfully and reading groups are offered which attract learners and native speakers alike. This is offered by the library service and it is a model which could be followed and replicated elsewhere.

9. A specific reading scheme within the class would be a way of ensuring learners read more Welsh. The scheme need not be rigid and it could include all types of reading – including websites. The advantage of such a scheme would be that it would (i) lead to increased reading and (ii) ensure that the reading happens within a specific and (possibly) structured framework.

10. The internet and ‘new’ technology can offer alternative opportunities for learners to create new virtual communities. There is a need to look at and develop this as part of the national Welsh for Adults system.

IV

1. WfA Centres should consider establishing specific learning centres in prominent locations in their communities to be a starting point for developing community Canolfannau Cymraeg.

2. The Government’s Department for Education and Skills / Welsh Language Unit should draw up a national programme to target appropriate areas to develop community Canolfannau Cymraeg.

3. The WfA Centres, Mentrau Iaith and other local organisations should coordinate with each other to establish local committees including Welsh speakers and learners to steer the work of establishing community Canolfannau Cymraeg locally.

4. Getting different organisations, e.g. the Urdd, Mentrau Iaith, Welsh for Adults Centres, the Government’s Welsh Language Unit, Mudiad Ysgolion Meithrin to share a building would be a way of establishing a community Canolfan Gymraeg in an area.

5. Possible community funding sources need to be considered, locally and nationally, to promote the work.

6. Local authorities should be encouraged to release suitable buildings to establish community Canolfannau Cymraeg.
1  THE BACKGROUND TO THE RESEARCH

“...it would appear that the extent to which the majority of adult learners use Welsh away from the classroom setting is limited. Most stay within the learner environment, only speaking to fellow learners and going to learner events. Primarily, this was put down both to a lack of confidence and opportunity…” (Jones, 2005: 55)

1.1 Starting point of research
This is one of the conclusions of a report prepared by the Welsh Consumer Council on consumer attitudes to learning Welsh. The same finding is reflected in a number of reports and research works during the first decade of the twenty first century:

“Learners’ use of Welsh outside class varied greatly and depended on factors such as individual social networks; many learners wished for more extracurricular contact with the language outside class.” (NFER: 2003, 66)

“However, many students often face difficulties in finding opportunities to practise Welsh and to build their confidence in everyday situations. It is particularly important for providers to continue to address these difficulties and think of new ways of helping students to integrate successfully with Welsh speakers.” (Estyn: 2004, 16)

“.... there is a tendency by a number of learners to remain in the educational system for too long, relying on it not only for increasing and improving their knowledge of the language but also – and this is a greater cause for concern – to provide opportunities for using the language.” (Morris: 2005, 161-162)

“In the case of Wales, for instance, there are large areas…where the only contact for many learners with Welsh is in a classroom and the rest of life – home, social and work – is conducted through the medium of English. In situations of this kind, learners have to seek opportunities to meet Welsh-speakers and converse. Disappointing encounters in the early days discourage some people from using the language in a naturalistic setting; consequently they only ever speak ‘classroom Welsh’, resort to simply reading the language or give up altogether.” (Newcombe: 2007, 3)

More recently, it is noted as one of the aims of the Government’s Welsh-Medium Education Strategy that there is a need for ‘identifying opportunities for collaboration on initiatives to increase informal/non-formal learning opportunities within education settings (2010: 44). One of the aims of Iaith Pawb (2003:11) is:

...that the percentage of people in Wales able to speak Welsh has increased by 5 percentage points from the figure which emerges from the census of 2001... [by 2011].

In order to realise that aim, it would be expected that Welsh for Adults would have a contribution to make (Welsh Assembly Government, 2003: 44) and this policy context is the rationale for this research’s brief and provides a framework for it.

In a study of a higher level learners' group in Swansea and their efforts to move from the classroom to the wider Welsh community, Morris noted (2003: 10):

Tutors continually urge their students to get out and use the language with as many other speakers as possible however often the reality of the fragmented linguistic situation in an area like Swansea can make this difficult and some
new speakers without children in Welsh medium schools or ready access to the few Welsh-speaking networks that exist in the city can sometimes flounder.

The conclusion was reached that four main areas needed to be developed namely (1) efforts to ensure that Welsh is more widely used within the families of learners who have mastered the language, including targeting younger learners who would be more likely to be able to use the language with their children before their linguistic patterns had become permanently established; (2) the business world ensuring that Welsh speakers could use Welsh in commercial situations in the city centre and that they could easily recognise other Welsh speakers; (3) the local level by developing more language centres following the same pattern as the Basque Country’s euskaltegiak around the city rather than only one in the centre and (4) reinforcing and extending the opportunities and networks which already exist. It was emphasised (Morris, 2003: 13) that integrating adult learners into the ‘mainstream’ of Welsh life raises two important questions that need to be addressed in order to try and reinstate Welsh as a community language in largely non-Welsh-speaking areas such as Swansea, namely how these new speakers can be integrated and what exactly does ‘mainstream’ mean in the context of the Welsh language today in communities which have lost Welsh as their main medium.

One model developed in some areas is the Canolfan Gymraeg (or the Welsh Language Centre) where classes for learners are combined with activities for other Welsh groups within the community as well as various other facilities, for instance a Welsh language bookshop.

Some twenty years ago there was a report on the contribution of this kind of language centre by Gruffudd, 1991. He said, “One of the language’s principal needs today is to re-establish circles where it is used in society” (Gruffudd, 1991: 3) and he describes how Tŷ Tawe in Swansea was “of great benefit especially for learners.” Gruffudd called on the Welsh Office, under its grants for organisations scheme, to promote the establishment of language centres. At the time, the Welsh Office awarded grants almost exclusively to ‘national’ ventures and organisations, claiming also that it was not easy for it to award capital grants. Because of this, those who wanted to establish language centres were unable to get support from that source.

By identifying three possible sources of capital, Gruffudd called for changing the financial guidelines, and for the Welsh Office to invest £100,000 in two or three new language centres a year. He suggested that the National Eisteddfod, and the Urdd Eisteddfod, could designate a percentage of the money raised locally towards establishing language centres (Canolfannau Gymraeg). Thirdly he suggested that local authorities could contribute appropriate buildings were they to become available.

The aim of this scheme would be to establish, over fifteen years, around 40 Canolfannau Gymraeg throughout Wales which would be language powerhouses for Welsh speakers and for learners in Anglicised areas.

A part of this research is an attempt to measure the contribution of ‘a language centre’ as regards integrating learners into the wider Welsh community as well as

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2 This is discussed in more detail in Appendix 7.4
3 A ‘learner’ is defined for the purpose of this research as those who have completed at least a level 2 course and who are working towards level 3 / Siawns am Sgwrs / level 4.
taking advantage of the opportunity to look at their social networks in Welsh. As the problems faced by learners as regards integration are likely to be different in comparatively non-Welsh-speaking areas and the presumption that there would be less need for language centres or Canolfannau Cymraeg in areas with a higher percentage of Welsh speakers, the decision was made to concentrate on areas where Welsh is not the main community language.

1.2 Research remit

The four main aims below were agreed which will be central to this research:

- To ascertain the opportunities that are available to maintain social networks in Welsh;
- To ascertain whether those opportunities are greater or equal if learners study in a Canolfan Gymraeg;
- To ascertain and to recommend strategies that could be implemented in order to extend and expand the Welsh medium social networks of these new Welsh speakers;
- To ascertain whether patterns or strategies exist in other language communities that could be adapted to the efforts to integrate adults who have learnt Welsh.

1.3 An analysis of the profile of Welsh for Adults learners 2007 - 2009

In order to gain a clear and balanced picture of the profile of Welsh for Adults learners at national level as near as possible to the academic year when the research was conducted, namely 2009-2010, sets of data were obtained for the two previous years, namely 2007 – 2008 and 2008 – 2009. The data help to provide a background for the research and illustrate general trends, e.g. age profile, which are to be found in the field of Welsh for Adults. 17,570 learners were registered nationally for the period 2007 – 2008 with the figure rising to 18,220 for the 2008 – 2009 academic year.

Throughout the research reference is made to the course level according to the CQFW Framework, i.e. E [Entry], 1 [Foundation], 2 [Intermediate], 3 [Higher] a 4 [Proficiency] 

Data was received from DIES and are based on HESA and LLWR provisional figures for the periods in question.
### 1.3.1 Level of classes attended:

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<tbody>
<tr>
<td>Entry / pre Entry</td>
<td>7,745</td>
<td>44.0%</td>
<td>7,975</td>
<td>44.0%</td>
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<tr>
<td>NVQ Level 1 or equivalent</td>
<td>4,390</td>
<td>25.0%</td>
<td>5,383</td>
<td>29.5%</td>
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<tr>
<td>NVQ Level 2 or equivalent</td>
<td>2,155</td>
<td>12.5%</td>
<td>1,885</td>
<td>10.5%</td>
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<tr>
<td>NVQ Level 3 or equivalent</td>
<td>1,305</td>
<td>7.5%</td>
<td>1,150</td>
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<tr>
<td>HE Certificate / NVQ or NQF Level 4</td>
<td>200</td>
<td>1.0%</td>
<td>360</td>
<td>2.0%</td>
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<tr>
<td>Don’t know</td>
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<td>0.03%</td>
<td>5</td>
<td>0.025%</td>
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<tr>
<td>Specialised</td>
<td>1,775</td>
<td>10.0%</td>
<td>1,470</td>
<td>8.0%</td>
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<td>TOTAL:</td>
<td>17,570</td>
<td>100.0%</td>
<td>18,220</td>
<td>100.0%</td>
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Table 1: 2007/08 – 2008/09 Welsh for Adults learner levels according to HESA and LLWR (provisional) figures

### 1.3.2 Gender

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<tr>
<td>Entry / pre Entry</td>
<td>5,430</td>
<td>2,315</td>
<td>7,745</td>
<td>5,495</td>
<td>2,475</td>
<td>7,975</td>
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<tr>
<td>NVQ Level 1 or equivalent</td>
<td>3,030</td>
<td>1,360</td>
<td>4,390</td>
<td>3,700</td>
<td>1,685</td>
<td>5,385</td>
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<tr>
<td>NVQ Level 2 or equivalent</td>
<td>1,465</td>
<td>690</td>
<td>2,155</td>
<td>1,290</td>
<td>595</td>
<td>1,885</td>
</tr>
<tr>
<td>NVQ Level 3 or equivalent</td>
<td>810</td>
<td>495</td>
<td>1,305</td>
<td>735</td>
<td>415</td>
<td>1,150</td>
</tr>
<tr>
<td>HE Certificate / NVQ or NQF Level 4</td>
<td>125</td>
<td>75</td>
<td>200</td>
<td>225</td>
<td>135</td>
<td>360</td>
</tr>
<tr>
<td>Don’t know</td>
<td>5</td>
<td>*</td>
<td>5</td>
<td>5</td>
<td>*</td>
<td>5</td>
</tr>
<tr>
<td>Specialised</td>
<td>1,160</td>
<td>615</td>
<td>1,775</td>
<td>1,040</td>
<td>430</td>
<td>1,470</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>12,025</td>
<td>5,545</td>
<td>17,570</td>
<td>12,490</td>
<td>5,730</td>
<td>18,220</td>
</tr>
</tbody>
</table>

Table 2: Gender of 2007/08 – 2008/09 Welsh for Adults learners by level, according to HESA and LLWR (provisional) figures
### Table 3: Age of 2007/08 Welsh for Adults learners by level, according to HESA and LLWR (provisional) figures

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Under 16</th>
<th>16-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60+</th>
<th>Age Unknown</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry / pre Entry</td>
<td>10</td>
<td>80</td>
<td>1,215</td>
<td>1,885</td>
<td>1,630</td>
<td>1,360</td>
<td>1,440</td>
<td>120</td>
<td>7,745</td>
</tr>
<tr>
<td>NVQ Level 1 or equivalent</td>
<td>10</td>
<td>30</td>
<td>550</td>
<td>1,000</td>
<td>965</td>
<td>745</td>
<td>1,010</td>
<td>75</td>
<td>4,390</td>
</tr>
<tr>
<td>NVQ Level 2 or equivalent</td>
<td>5</td>
<td>5</td>
<td>160</td>
<td>390</td>
<td>480</td>
<td>415</td>
<td>670</td>
<td>35</td>
<td>2,155</td>
</tr>
<tr>
<td>NVQ Level 3 or equivalent</td>
<td>*</td>
<td>5</td>
<td>85</td>
<td>170</td>
<td>275</td>
<td>265</td>
<td>495</td>
<td>10</td>
<td>1,305</td>
</tr>
<tr>
<td>HE Certificate / NVQ or NQF</td>
<td>*</td>
<td>*</td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>35</td>
<td>55</td>
<td>10</td>
<td>200</td>
</tr>
<tr>
<td>Level 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>5</td>
</tr>
<tr>
<td>Specialised</td>
<td>5</td>
<td>30</td>
<td>305</td>
<td>365</td>
<td>405</td>
<td>270</td>
<td>315</td>
<td>75</td>
<td>1,775</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>35</td>
<td>150</td>
<td>2,335</td>
<td>3,850</td>
<td>3,795</td>
<td>3,095</td>
<td>3,985</td>
<td>320</td>
<td>17,570</td>
</tr>
</tbody>
</table>

### Table 4: Age of 2008/09 Welsh for Adults learners by level, according to HESA and LLWR (provisional) figures

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Under 16</th>
<th>16-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60+</th>
<th>Age U/K</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry / pre Entry</td>
<td>10</td>
<td>150</td>
<td>1,280</td>
<td>1,890</td>
<td>1,815</td>
<td>1,330</td>
<td>1,370</td>
<td>130</td>
<td>7,975</td>
</tr>
<tr>
<td>NVQ Level 1 or equivalent</td>
<td>5</td>
<td>70</td>
<td>780</td>
<td>1,205</td>
<td>1,105</td>
<td>935</td>
<td>1,225</td>
<td>55</td>
<td>5,385</td>
</tr>
<tr>
<td>NVQ Level 2 or equivalent</td>
<td>*</td>
<td>25</td>
<td>280</td>
<td>345</td>
<td>395</td>
<td>320</td>
<td>500</td>
<td>15</td>
<td>1,885</td>
</tr>
<tr>
<td>NVQ Level 3 or equivalent</td>
<td>*</td>
<td>5</td>
<td>80</td>
<td>160</td>
<td>235</td>
<td>235</td>
<td>410</td>
<td>15</td>
<td>1,150</td>
</tr>
<tr>
<td>HE Certificate / NVQ or NQF</td>
<td>*</td>
<td>*</td>
<td>25</td>
<td>40</td>
<td>65</td>
<td>60</td>
<td>155</td>
<td>10</td>
<td>360</td>
</tr>
<tr>
<td>Level 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>5</td>
</tr>
<tr>
<td>Specialised</td>
<td>*</td>
<td>35</td>
<td>275</td>
<td>270</td>
<td>230</td>
<td>210</td>
<td>285</td>
<td>160</td>
<td>1,470</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>15</td>
<td>285</td>
<td>2,720</td>
<td>3,915</td>
<td>3,855</td>
<td>3,095</td>
<td>3,950</td>
<td>385</td>
<td>18,220</td>
</tr>
</tbody>
</table>
Decrease in the number of learners by age and learning level

Graph 1: Decrease in the number of learners by age and learning level

It is apparent from the two sets of figures above that classes' age profiles change as their level increases. The largest age group of Mynediad (entry level) courses is 30 – 39 for both periods but by NVQ 3 or equivalent courses and the HE certificate / NVQ or NQF Level 4, those who are 60+ form the largest age group. This is very relevant to this research as regards considering the potential of these learners (i) to take part in and contribute to Welsh-medium social networks and (ii) to contribute to efforts to reverse language shift in their communities.

1.4 Informal learning
At national level, this work was led by the Welsh Language Board. In the National Strategy for Informal Learning 2009-2012 (2009: 3) drawn up by the Informal Learning Working Group, informal learning is defined as:

... language activity which enables Welsh learners to extend and practise the use of Welsh to gain confidence, increase fluency in the language, and assimilate learners with fluent speakers. Usually the learning activity happens outside a formal course, and it will not be accredited. It is usually a group or one-to-one activity, but informal learning can happen independently, e.g. by reading or listening to the radio.

Until 2006, CYD led in this field but as the CYD grant from the Welsh Language Board came to an end that year and at the same time, the six Welsh for Adults centres were established, it was decided that the Mid Wales Centre would bring together and coordinate a national working group to further the work. This is the working party’s terms of reference:

- Offering strategic leadership, including providing ideas for drawing up a national strategy by means of the National Planning and Development Committee;
- Drawing up a Plan of Action for achieving objectives or running national projects;
• Agreeing on national priorities;
• Sharing of good practice;
• Encouraging cooperation and clear communication between Centres and their partners;
• Drawing on external expertise where required;
• Providing a forum for the Welsh Assembly Government and the Welsh Language Board to be able to consult with the sector on national developments.

The Welsh for Adults centres’ informal learning strategies will be addressed by centre in section 5 of the report. When the Welsh Language Board’s grant to CYD was abolished in 2006 (the year when the Welsh for Adults Centres were established), the sum which used to be awarded to CYD was shared between the six centres on the basis of bids. Each centre receives different sums.

In the evaluation made of CYD by Cyngor Iaith Llais y Lli (Gruffudd et alia, 2006) some of CYD’s strengths were identified, including:

• Organisation with 70 branches, and up to 1,500 members;
• Much local work done by volunteers;
• Some innovative work, including a Bridging Scheme, where Welsh speakers came to talk to learner classes.

The evaluation identifies some weaknesses which CYD as an organisation had at the time:

• Over-centralised in Ceredigion;
• Branches’ age profile was comparatively elderly;
• CYD groups became closed to new members as they established.

It has already been seen in this report that the challenge of age profile is still the same under the new organisation without CYD. It is also seen that some of the Welsh for Adult Centres have responded in a creative and productive way when organising activities. On the other hand, in some places, there is a sense that the local element, or the energy which comes from voluntary, community work, may be missing.

The evaluation proposed four models, but none of them have been implemented. One was that CYD continued as before, and the second involved financing CYD more extensively. CYD’s finance came to an end, although the organisation continued in a voluntary form. The third model was establishing a Welsh for Adults national body, in the manner of HABE in the Basque Country, liaising formal and informal learning and developing a chain of community Canolfannau Cymraeg. This was not realised. The fourth model involved restructuring CYD as a national centre, with the work at local level being transferred to the Language Initiatives (Mentrau Iaith), in association with the six Welsh for Adults Centres.

What has happened is that the finance has only been transferred to the six Welsh for Adults Centres. It’s lamentable if this has prevented some Mentrau Iaith from giving learners full consideration as a part of their audience.

By now, the Welsh for Adults Centres are invited to make an application for their informal learning schemes directly from the Welsh Language Board grant scheme. In the 2009-2010 academic year total grants awarded amounted to £89,840.
1.5 The International context
Learning Welsh in Wales can be very different to learning a language in a country where the language learnt is spoken by a substantial percentage of its inhabitants. The disappearance of the Welsh heartland in Wales, i.e. areas where more than 80% of its population could speak the language (Aitchison and Carter, 1994: 42-67), presents a challenge for learners in all parts of Wales by now.

The challenge, however, is much greater in the Anglicised areas where the percentage of Welsh speakers is lower than 20%, namely south Pembrokeshire, Swansea, the old Glamorgan and Gwent, eastern mid-Wales, Flintshire, Wrexham and the north-east coast. It is hardly possible for learners in these areas to use Welsh naturally in their communities.

This situation contrasts slightly with some of Europe’s minority languages, where the language has been able to remain as the main language of specific areas, although that area is a small part of a larger state. In Friesland, Friesian is still the home language of 75% of inhabitants of the traditional Friesian rural areas (Fishman, 1991: 163). In the north-west of the province, Friesian is the mother tongue of 350,000 of the total of 440,000 inhabitants (Douwes, 2010: 7). In Corsica, which is a French province, Corsican is spoken by 64% of the population (Fusina, 2000 : 3). In South Tyrol in Italy, German is spoken by 68% of the population of 460,000 (Pircher, 2002: 3). In Catalonia, which is a country within Spain, Catalan is spoken by around 70% of the population of some 6 million (Carulla, 1990: 14-21). In these areas it’s likely that learners can be pretty certain of coming across native speakers.

To achieve a fair comparison with Wales an example is needed of a region or country where the language learnt is the region’s minority language. In the part of the Basque Country which is in Spain, more than a quarter of the population of 2,640,000 speak Basque (Gardner, 2005: 8). It may be approaching a third of the population with an increase of 200,000 between 1981 and 2001. The pattern of Basque speakers has changed as a result of this increase. By now the majority of speakers are those who have learnt the language, and the majority now live in urban areas (Council of Europe, 2007: 17).

The traditional picture of Basque speakers changes from being rural people speaking the language within the family and the community. By now 66.3% of speakers live in urban areas, and mainly in the three main cities’ urban areas and in urban communities of more than 10,000 (Council of Europe, 2007: 18). This affects the opportunities new speakers have to use the language. Spanish is still their main language.

The notable feature of this area is that learning the language has been organised through an extensive number of local centres. According to Fishman, there are almost 250 centres (Fishman, 1991: 165). According to government figures (see below), there are 181 centres in the Basque and Navarra Autonomous Communities.

Adults who want to learn Basque attend official Education Department language centres or schools, or a language centre, the euskaltegi in their area. In the Basque Autonomous Community, the euskaltegiak, private ones and ones which belong to town councils, are sponsored by HABE (Helduen Alabetatze eta Berreskalduntzerako Erakundea) which is the Culture Department institution responsible for supervising these schools. In 2010, HABE’s budget for all these costs, and its own staff’s costs, was 44,984,000 € with 34,164,000 € of that sum going as ‘subvenciones’ [grants] to the Basque for Adults learning field (HABE, 2010). Sometimes the courses, especially in summer, are residential ones (Gardner,
In Navarra, these are the responsibility of the Education Department’s Basque Service. Between 35,000 and 50,000 attend courses in a single year.

The Education Department has 8 schools in the Basque Autonomous Community (BAC) and 2 in Navarra. 46 schools are public ones in the BAC and 3 in Navarra, and there are 95 private schools in the BAC and 27 in Navarra. This is a total of 181 ‘schools’ or language teaching centres located in communities throughout the country. Among the private schools, some are owned by the movement AEK (Alfabetatze Euskaldunz Koordinakundea) and others by IKA (Ikas eta ar). AEK is the largest non-governmental movement providing Basque for adults classes. All receive state sponsorship.

In 2006/07 there were 37,073 students in BAC, in 109 centres (Eustat, 2010). In 2007/08 there were 36,571 students in 107 centres.

The system in the Basque Country, therefore, relies on substantial Government finance, channelled through HABE to public and private centres. HABE is also responsible for producing materials and progression and accreditation systems. On the other hand the AEK and IKA movements make a substantial contribution to their centres, which have developed gradually since 1981 after the demise of Franco’s dictatorial and oppressive regime.

The nature of the centres varies by area and purpose. Emphasis is placed on creating a strong relationship between teachers and students, and this extends beyond the classroom.

The language centres aren’t the only difference to Wales. Another important difference is the intensity of learning. 73% of those learning Basque study for more than 6 hours a week, and 65% of them for more than 10 hours a week.

The third difference is the number of teaching hours provided for learners to reach fluency. The highest level (Level 12) is reached in the Basque Country after 1,500 – 1,800 hours. This is around three times what is provided for learners in Wales before they reach academic degree courses (NFER, 2003: 76).

Compared to the Basque Country, the provision in Wales has not addressed the basic needs of teaching the minority language successfully.

Many have expressed the opinion that provision in Wales isn’t likely to teach the language successfully to the majority of class attendees. There has been a general failure in Wales to define fluency. NFER estimates that some 100 learners become fluent every year through the teaching system (2003:69), but tutors’ perceptions are vague and varied. Morris demonstrates (2005) that learners have their own ideas as to what constitutes success, and the teaching and examination systems in Wales have not addressed the subject. A substantial research project is underway at the moment looking at the way Welsh for adults is delivered and it is anticipated that it will address some of these challenges in the field of Welsh for Adults6.

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6The project’s aim is to consider how the way the Welsh language is transmitted to adults can be improved. The project began in May 2010 and will run for two years. See http://www.cardiff.ac.uk/cymraeg/subsites/welshforadultsresearch/overview/index.html
It is recognised by Estyn (2004) that there is insufficient opportunity for learners to use their Welsh in the community and in the workplace. It is also said that too many learners finish learning after completing level 1 (Mynediad).

In view of the obvious enthusiasm among tutors and learners in Wales, it would be good to think that systems involved in teaching Welsh for Adults could provide a programme leading to the majority of learners becoming fluent. To do this the number of contact hours needs be greatly increased, and this needs to be facilitated through the funding system, in addition to facilitating opportunities to use Welsh within the community. The guidance of the Basque Country and the Common European Framework on these points are all clear.

The need for sufficient learning hours has been stated in the Council of Europe’s Common European Framework. Six levels for learners are noted with a suggestion that fluency is attained at the highest level. The Cambridge University ESOL Scheme, for instance, states that around 1,000 – 1,200 hours are needed to reach this level in English but that this depends on factors such as the intensity of teaching, learner background, individual tendencies and age and the amount of contact with the language outside lessons.

By the time they reach the fourth year in Wales, it’s likely that a learner has received around 300 learning hours. This according to the Framework’s guidance is sufficient for the learner to be able to understand ‘...the main points of standard input regarding familiar issues which they come across at work, in school, at leisure, etc. They can deal with most situations likely to arise when travelling in an area where the language is spoken.’ (WJEC, 2004: 45). This is well short of the aspirations for most learners in Wales, who are expected at this juncture to be able to take part in the mainstream of Welsh-speaking life and to integrate with Welsh speakers.

Another matter of concern is that most learners in Wales begin with once a week courses. It is recognised by Lightbown and Spada (1999) among others that traditional programmes of limited hours on a weekly basis over a period of time are not effective when acquiring a second language.

Gruffudd et al. (Gruffudd, Meek, Miller, 2006: 18) mention the Voluntaris per a la llengua scheme implemented in Catalonia. Here 22 Catalan for Adults Consortia organise a scheme linking newcomers to the language with native speakers. 140 local offices take part in this scheme, and 400 voluntary bodies help by choosing suitable volunteers. In 2004, 5,000 native speaker-learner pairs were created in 58 towns. Such an experiment provides guidance to a modus operandi which could be effective in Wales.

Summary of Basque Country provision:

- There are around 180 language teaching centres
- The majority of learners learn for more than 10 hours a week.
- Between 1,500 and 1,800 hours are provided for learners to attain fluency.
- The Government, through HABE, contributes around 45 million Euros per year towards language teaching work.
2 METHODOLOGY

2.1 Background
After defining the project’s geographical areas, it was decided to implement the work in two phases. In order to reach as many learners as possible and to gather background information about them as well as asking about their social networks, a comprehensive questionnaire was drawn up. The second phase would involve holding focus groups with representative samples from the learners who completed the questionnaire in order to gather more detailed information on their use of Welsh and their social networks in both languages.

2.2 Defining the linguistic nature of the areas in question
Noted below are the areas included in the research along with the percentage of those areas’ inhabitants who can speak Welsh according to the 2001 Census (Welsh Language Board, 2003):

<table>
<thead>
<tr>
<th>Local Authority</th>
<th>Percentage who can speak Welsh according to the 2001 Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flintshire</td>
<td>14.4</td>
</tr>
<tr>
<td>Swansea</td>
<td>13.4</td>
</tr>
<tr>
<td>Neath Port Talbot</td>
<td>18.0</td>
</tr>
<tr>
<td>Bridgend</td>
<td>10.8</td>
</tr>
<tr>
<td>Merthyr Tydfil</td>
<td>10.2</td>
</tr>
<tr>
<td>Newport</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Table 5: Percentages who can speak Welsh in the areas included in the research according to the 2001 Census

Although the research was to concentrate on areas where Welsh isn’t the main community language of the population, neither resources nor time would allow every such area to be included in the work. As a result, it was decided to concentrate on learners in the areas of the six local authorities above as they provide a representative range of the different kinds of linguistic communities available, also providing various options as regards the possible opportunities for socialising and attending activities in Welsh. Because of the numerous organisations, clubs and societies which operate through the medium of Welsh in the Cardiff area, it was felt that including that area would not help in trying to get a clear and balanced idea of the situation in general in comparatively non-Welsh-speaking areas nor in recommending possible strategies at the end of the research either. The specific reasons for including each individual area are mentioned below.

2.2.1 Flintshire: The questionnaire was sent to extensive areas of North-East Wales, for example classes at Glyndŵr University, Wrexham and the classes of Poppeth Cymraeg Centre, Denbigh. It was felt that this would spread the net wide enough to include most learners on higher level courses in the north-east also considering the fact that (i) a teaching centre in Denbigh and (ii) a specific centre in Mold – Canolfan Pendre – provide a focus for learning Welsh in the area. In addition to this, plans are underway to develop a more comprehensive language centre in Mold so this provided an opportunity to investigate students in an area which is currently developing plans for a Canolfan Gymraeg in the near future.
2.2.2 Swansea: This is the city on which Morris’s research (2003) is based. All of the city centre’s higher level classes are held in Tŷ Tawe (although more classes at the same level are provided in more traditional centres on the outskirts of the city and on the Gower peninsular). Tŷ Tawe is a centre – and a focal point – for a large number of Swansea’s Welsh-language activities so it’s not merely a Welsh teaching centre. In addition, Swansea provides an opportunity to compare the Welsh-language social networks of learners studying in a Canolfan Gymraeg with the Welsh-language social networks of learners studying in other community centres which aren’t specifically for teaching Welsh for adults.

2.2.3 Neath Port Talbot: This area borders with the Swansea area but apart from the Queen Street centre in Neath town centre, which is part of the local further education college and a centre for adult learners in a number of other disciplines, there isn’t a specific Canolfan Gymraeg there. Yet, the activities of Tŷ Tawe in Swansea are within easy reach of some of this area’s learners.

2.2.4 Bridgend: There is no specific Canolfan Gymraeg in this area and it’s quite far from the two nearest Canolfannau Gymraeg in Swansea and Merthyr Tydfil so it provides an opportunity to compare learners’ social networks in an area similar to those areas. It was also an opportunity to gain evidence of the contribution of Brynmenyn Welsh Club, which has now closed. The Glamorgan Welsh for Adults Centre has a specific informal teaching officer who is active in this area.

2.2.5 Merthyr Tydfil: This is the second research area which has a specific Canolfan Gymraeg providing additional social opportunities for its learners. There are differences between this Canolfan Gymraeg and the one in Swansea. For example, there isn’t a bar in Canolfan Gymraeg Merthyr. On the other hand, a Welsh language bookshop forms part of both Canolfannau and a number of Welsh for adults classes are held in both.

2.2.6 Newport: This is another area without a specific Canolfan Gymraeg within its boundaries. As a result – and because of the recent linguistic history of the Newport area, i.e. an increase in the number of speakers seen mainly because of an increase in Welsh education, from a very low baseline – this is a city which possibly provides fewer opportunities for socialising with other Welsh speakers than any other research area. Here, it would be possible to look at the Welsh social networks of learners who in reality have no one else, apart from other learners with whom to socialise.

2.3 Questionnaire
When drawing up the questionnaire, it was accepted from the beginning that it would be difficult to consider all the factors which may influence learners’ social networks as well as the kind of networks which may appeal to them. For instance, a copy was seen of an internal report written by the learners officer at Canolfan Gymraeg Tŷ Tawe Centre in 2008 after asking learners in the Swansea area about their use of Welsh outside class. With a sample of 142 learners at different levels, a question was asked about their interests and it was seen that a total of 15 areas of interest appealed to more than 5 of them with many more appealing to fewer than 5 of them. One must therefore accept that it’s very difficult to provide and gain meaningful information about such a wide spectrum in a questionnaire.
In addition, learners’ personality and nature (extrovert / introvert) is likely to be a factor which should be considered but one about which it would be very difficult to find meaningful information by means of a questionnaire or focus group only.
The feat therefore is to try and create a complete picture of learners’ experiences in an area and to try and find out whether the existence of specific provision such as a Canolfan Gymraeg succeeds in contributing sufficiently towards creating new social networks and towards creating contact opportunities so that it would be possible to recommend the establishment of Canolfannau Cymraeg as a means of creating a meaningful presence for a language in an area.

It was anticipated that the questionnaire would be fairly comprehensive and it was drawn up so that the tutors of classes in the sample could go through the sections and use them as a stimulus for further discussion in class on learners’ use of Welsh in their communities, i.e. as additional class material or activity. In order to facilitate that, concise notes were prepared for the tutors as well. In addition, these notes would be a means of trying to ensure that the questionnaires were completed in the same way by every learner in every class and of addressing any problems noted when piloting the questionnaire. A copy of the questionnaire along with the instructions for tutors is included in Appendices 7.1 and 7.2 of the report. It is emphasised on the hard copy of the questionnaire (and through the tutors) that the learners’ opinions are paramount and that there is no ‘wrong’ answer to any question. It is noted that every answer is confidential and that the questionnaire’s results will help with the planning of Welsh activities in their area in the future.

2.3.1 Questionnaire sections
The questionnaire was split up into separate sections, each having a specific aim:

- General section – home, gender, age, upbringing;
- Background – linguistic background of learners’ families, experience of Welsh in school and how much Welsh is used with the family now. Work, education and educational qualifications;
- Interest in Welsh – motivations. Previous courses, class location and frequency of attending a Canolfan Gymraeg;
- Places where they speak Welsh – frequency of using Welsh today and where. Knowledge of the potential of some domains being Welsh or English in language, attending Sadynau siarad (informal classes held on Saturdays);
- Those people who speak Welsh with the learners;
- Welsh language events and activities – the kind of Welsh language events and activities learners attend, how often and where;
- Using Welsh to socialise;
- Using Welsh in print;
- Welsh language radio and television;
- Computers and the web;
- Changing habits – an attempt to measure the progress in learners’ use of Welsh compared to five years ago. Where progress has happened and with whom will also be investigated.

2.3.2 Questionnaire analysis
The questionnaire was drawn up so it could be analysed fairly easily through a SPSS software package. After deciding on the sections and the specific questions (and holding a pilot) to be included in the questionnaire, the probable answers were adapted so they could be coded according to SPSS requirements. Exemplary copies of the questionnaire were analysed in order to ensure that the codes were productive ones and sufficient for providing full expression to all possible answers.
2.3.3 Selecting classes
As the project involved learners who were expected to be able to use Welsh fairly easily without having to switch to English on the whole, classes included were limited to the following levels:

- Level 3 classes [Uwch/Higher]
- Level 4 classes [Hyfedredd/Proficiency]
- Siawns am Sgwrs [Chance for a Chat] classes / Discussion Groups

2.3.4 Piloting the questionnaire
A draft of the questionnaire was used with one class (Uwch 1) before deciding on its final form. This provided an opportunity for timing the administration of the questionnaire as well so tutors could be given an estimate of how much time would be needed to go through the questionnaire with their learners. As a result of this piloting, minor changes were made to some questionnaire sections, mainly in order to avoid ambiguity as learners completed and discussed it in class.

2.3.5 Distributing the questionnaire
After the drafting and piloting period, the final questionnaire was distributed in November 2009 with a request for classes to return it by December 2009. Information about specific classes in every area was gathered through the willing cooperation of the appropriate Welsh for Adults Centres. Noted below is the number of questionnaires distributed in each area along with the number of questionnaires returned:

<table>
<thead>
<tr>
<th>Classes</th>
<th>Distributed</th>
<th>Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swansea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>104</td>
<td>41</td>
</tr>
<tr>
<td>Siawns am Sgwrs</td>
<td>55</td>
<td>32</td>
</tr>
<tr>
<td>Neath/Port Talbot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Siawns am Sgwrs</td>
<td>40</td>
<td>25</td>
</tr>
<tr>
<td>Gwent [Newport]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Level 4</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Merthyr Tydfil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Level 4</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Bridgend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>55</td>
<td>29</td>
</tr>
<tr>
<td>Siawns am Sgwrs</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Denbigh/Flintshire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>225</td>
<td>113</td>
</tr>
<tr>
<td>Sgwrs a Stori/Reading group</td>
<td>35</td>
<td>28</td>
</tr>
</tbody>
</table>

|                      | 579         | 296      |

Table 6: Questionnaires – Areas, number distributed and number returned

Given that 1,510 learners were registered on level 3 or 4 courses according to HESA and LLWR figures in 2008/2009 (see table 5), the sample size in this project (579) suggests that a little over a third of learners on those levels had an opportunity to contribute to it with one in every five of the deemed national total (296) completing and returning it.
The vast majority of the questionnaires were returned by 15 December 2009. A reminder note was sent and by February 2009, a little over half of the questionnaires distributed had been returned.

2.4 Focus groups
In order to be able to ask in more detail about learners’ linguistic behaviour and their social networks in Welsh, a series of focus groups was organised in a representative sample of the classes which returned the questionnaire. Two pilots were held before Easter 2010 and based on these, the following procedure was agreed upon in each of the focus groups:

- Using a very short questionnaire (one side of an A4 page) as a basis for each focus group in order to ensure consistency and comparability (see Appendix 7.3). Five sections are included for each focus group with some variety in 4 and 5 if the group is held in a Canolfan Gymraeg:
  1. When did they start learning Welsh and their main motivation;
  2. How much opportunity there is to socialise in Welsh;
  3. The main difficulties as regards having an opportunity to speak Welsh;
  4. Frequency attending Welsh events/activities [noting the centre specifically in the focus groups in a Canolfan Gymraeg];
  5. How much help the Welsh language events/activities are and what would help them speak more Welsh / Is Canolfan Gymraeg X important for them.
- After the learners completed a short questionnaire, the focus groups would last for around an hour with an open discussion based on the questionnaire points. Both researchers went to nine of the centres, one went to Merthyr and one to Newport. The work was divided between (i) questioning/facilitating and (ii) recording the discussions. A record was kept by typing the conversation verbatim.
- Comprehensive notes were prepared immediately after each focus group highlighting those parts which dealt specifically with the project’s considerations, e.g. lack of confidence, motivation, mixing with Welsh speakers etc.

As regards the locations of the focus groups, one was held in each area addressed when distributing the questionnaires. In the Swansea area, two classes were chosen which didn’t meet in Tŷ Tawe and two others held in the centre itself so that learner responses within a Canolfan Gymraeg and outside a Canolfan Gymraeg could be compared. A total of 11 focus groups were held, including the two pilots which were comparable enough to be included in the main work.

Swansea [in the community]  2
Swansea [in Tŷ Tawe]  2
Neath / Port Talbot  1
Bridgend  1
Merthyr Tydfil  1
Mold  3
Newport  1
2.5 **History of the Canolfannau Cymraeg**

There has been a desire since the 1960s to establish Canolfannau Cymraeg in different urban and rural areas, in an attempt to promote teaching Welsh on the one hand and to use Welsh socially on the other. There were many different models in different parts of the country, but no single model was emulated. Some concentrate on providing resources for Welsh learners, others on providing Welsh entertainment and opportunities for socialising, and some combine both elements.

The motivation for establishing most of these centres was promoting work among learners. Most of these centres have been established as a result of individuals’ enthusiasm in their areas, who saw the need for providing for learners, and for introducing learners to the Welsh-language world in areas where that couldn’t happen unimpeded.

Most of the centres had financial support from different public sources, including institutions responsible for adult education, the National Lottery, European funds, the Welsh Assembly Government, the Welsh language Board (in the case of Nant Gwrthwyn) and local councils. Nevertheless, there was no guidance from bodies involved with developing Welsh at national level as regards establishing Canolfannau Cymraeg. In contrast to the Basque country experience, no need was seen in Wales, at national level, for the creation of local centres to be a focus for adults’ efforts to learn the language.

The Welsh Language Board’s Annual Review, 2009-10, does not mention the existence of Canolfannau Cymraeg, possibly as Canolfannau Cymraeg haven’t applied for help, but when such applications were submitted by Swansea Canolfan Gymraeg in the past, these were rejected. In the same way, there is no mention of Canolfannau Cymraeg in *Iaith Pawb* (Welsh Assembly Government: 2003), the Welsh Assembly Government’s language strategy. Although *Iaith Pawb* emphasises promoting social networks (point 2.37) and encourages community action, promoting businesses, it does not consider the contribution which different models of language communities have to the revival of Welsh in the community, be they community or private ventures, integrated centres or leisure institutions, pubs or cafés.

* Background notes on establishing different language centres / Canolfannau Cymraeg are in Appendix 7.4.

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6 Here buildings and their sites are discussed, not the Regional Language Centres established in education institutions in 2006 to administer the Welsh for Adults service.
3 QUESTIONNAIRE

“For many Welsh learners, drowning in Welsh is not the problem but finding a puddle of it in which to dip their feet.” (Crowe, 1988: 88)

In this section, there is a summary of the questionnaire’s main findings. More detailed information on each section is in Appendix 7.5. For expediency, every percentage has been rounded to the nearest whole number.

3.1 Personal background

- **Gender:** The figures in the sample are very similar to the national ones with 61% female and 39% men.

- **Age:** The national trend seen in 1.3.3 is confirmed here, namely that level 3 and 4 class members are older on the whole with a little over half the sample being 61 years old or older. Only 13% of the sample is under 40 years old, which is the most significant age group as regards transferring Welsh to their children. The age profile of learners on levels 3 and 4 contrasts completely with the age profile of learners studying at Mynediad level and level 1. Here around 40% of them are under 40 years old.

- **Area of upbringing:** Over a third of the learners were brought up in England and 60% of these learners live in Denbighshire and Flintshire. Swansea and Merthyr Tydfil have the highest percentage of learners brought up in those areas who are also learning there now.

- **Family’s ability to speak Welsh, hearing Welsh within the family/ in school when learners were children:** A passive background is suggested as regards Welsh within the family by a quarter of the sample when they were children with a similar number noting that they had heard Welsh fairly regularly when they were in school.

- **Family’s ability to speak Welsh now / use of Welsh with the family now:** A contrast is seen here between ability and use. Generally, the ability to speak Welsh in learners’ families (during their childhood and now) is higher than their use of the language. 54% state good / quite good / some ability but the same levels as regards use drop to 45%. Therefore, it is suggested that 9% of families who can speak Welsh choose not to use it with learners but it’s very encouraging that 45% use various levels of Welsh with them. There is substantial potential for encouraging members of learners’ families now to use Welsh more with them and possible strategies need to be considered to achieve this.

- **Work:** 45% of the sample belong to social classes A/B and 36% are members of groups C1 and C2.

- **Education and qualifications in Welsh:** 58% of the sample noted that the highest level of education was ‘degree level or higher’. As regards qualifications in Welsh, 31% had succeeded in the Defnyddio’r Gymraeg: Canolradd examination but 17% did not have any qualifications in Welsh and 16% had not gained a higher qualification than Mynediad or Sylfaen level. Therefore, levels vary substantially, posing a challenge for the tutor and for activity / event organisers.
3.2 Courses attended

- **First Welsh class as an adult / Period of learning**: 62% of the learners had started to learn in once a week classes. Around a quarter of the learners started in a Wlpan/Mynediad Dwys level class. Around 73% of learners have been learning Welsh for five years or more.

- **Class location**: Canolfan Gymraeg – 22%; College or school – 8%; Community centre (e.g. community halls, Tŷ Pendre) 66% and other (e.g. library) 4%. ‘Canolfan Gymraeg’ is used here as a centre where learners receive classes and can reasonably expect everyone visiting the place to be able to speak Welsh. Therefore 78% of learners attend classes in centres where English would need to be used outside class and this is an important consideration in creating a Welsh atmosphere and giving learners confidence when using Welsh with other people.

- **Motivation**: Learners very often have more than one motivation. Learners were asked to choose between eight common motivations and to note each one relevant to them:
  
  - **Motivation – talking to children**: 24%. Specific strategies need to be created which concentrate on ensuring that learners who note this motivation can do so. Even when learners’ children have become adults, the potential contribution of these learners as grandparents when using Welsh with their grandchildren is substantial.
  
  - **Motivation – talking to people in your area**: 48%. Learners’ perceptions of how much Welsh is spoken in their communities are often higher than how much exists in reality. The great challenge of this research is how it is possible to bring together the desire to be a part of the Welsh-speaking community and to integrate with the ‘people in their area’ with the reality of the linguistic situation of the areas in question.
  
  - **Motivation – other family members**: 27%. This underlines the need for strategies to increase the use of Welsh within families.
  
  - **Motivation – understanding radio / television**: 56%. Appropriate attention should be given to the potential and influence of the media (in all forms) on learners.
  
  - **Motivation – reading books / newspapers**: 43%.
  
  - **Motivation – living in Wales**: 72%. It includes the general concept of living in Wales and feeling, therefore, that one should speak Welsh. This is the most challenging motivation as regards devising strategies for transferring this into using the language in the community. The sense of a duty to speak Welsh because ‘we live in Wales’ can be satisfied by fostering the ability to speak the language without necessarily fostering the practice of using it.
Motivation – help with work: 27%. The profile of learners in the sample suggests that many have retired. Yet, 27% is an indication that the workplace is involved in the motivations of around a quarter of learners.

Motivation – discussing with customers: 12%. There is a suggestion here that some see learning Welsh as helping at work and that they consider it as an extra skill.

The integrative motivation is most apparent and addressing integration and what kind of Welsh community to integrate with underpins this research.

3.3 Opportunities
This section underpins the research. The importance of providing enough contact hours for learners of any language has already been noted in 1.5. The full background, as well as underlying considerations in the context of giving appropriate attention to opportunities, are seen in the more detailed discussion seen in Appendix 7.5. Newcombe (2007: 84) noted that learners need time and constant contact and that they are misled regarding the alleged ease of learning the language (2007: 40).

In the light of these limitations, the need to draw up strategies for socialising in Welsh is essential. The linguistic nature of most communities where learners attend lessons, especially in south east Wales, means that learners cannot hope to use Welsh naturally in their community. Strengthening Welsh social networks would be a way for the learners to increase their contact hours and language while at the same time, introducing them to the Welsh-speaking world.

The aim of this part of the research is to measure the success of different areas in giving learners new Welsh medium socialising opportunities, and at the same time to measure the influence of Canolfannau Cymraeg (if relevant) when providing a contact point with the language for learners.

- Frequency of use of Welsh: A quarter of the learners use Welsh every day and another half uses Welsh ‘many times’ a week.

- Going to a Canolfan Gymraeg: One difficulty when interpreting this is the learners’ perception of what a ‘Canolfan Gymraeg’ is. The definition includes a wide range of different definitions from the Canolfannau Cymraeg in Swansea and Merthyr Tydfil to ‘language’/teaching centres such as Ty Pendre and Canolfan Iaith Dinbych. 32% of the learners attend one of these at least once a week, or more frequently. The learners who attend classes in ‘Canolfannau Cymraeg’ are the ones most likely to attend them more often (27%). It is no surprise that 36% of them never go to any ‘Canolfan Gymraeg’ as there are no ‘Canolfannau Cymraeg’ within easy reach for many of them.

- Frequency of attending Canolfannau Cymraeg according to area: Of those who said they went to a ‘Canolfan Gymraeg’, 43% use Welsh regularly and 35% use it sometimes.

- Opportunity to speak Welsh at home: Here there was confirmation of what was seen in 3.1, that the majority had someone within the family they could speak Welsh to, but that the percentages regarding the use of Welsh regularly at home was not high (23%). Where the ability of the family
members was good or quite good, almost every learner used Welsh to some extent.

- **Opportunity to speak Welsh in the area:** 56% of the learners have the opportunity to speak Welsh to some extent in their area. On the other hand, only 9% noted that they used Welsh regularly with 21% hardly ever using it. This is the challenge to planners in the field: how is it possible to offer opportunities to learners in their area frequently enough for them to be able to use Welsh regularly? When considering the difficulty of providing Welsh language social networks or domains in Anglicised areas and the impossibility of Cymricising areas without having far higher numbers going to Welsh medium schools and learning Welsh as adults, it is appropriate to consider different models of teaching centres and socialising centres that could increase the learners’ contact with the language in their area.

- **Opportunities to use Welsh:** A small percentage used Welsh regularly in the pub, the chapel and at work and also regularly attended events and activities. Although events and activities take place comparatively regularly in most places, very few learners take advantage of these. Concerts are the most popular event, with a third of learners attending them.

- **Opportunities to use Welsh – conversation sessions:** These attracted twice as many as any other activity with one out of eight learners attending them weekly.

- **Numbers attending informal opportunities:** A high percentage of learners do not use the opportunities available to them outside the classroom. Regarding situations outside the classroom, a third used Welsh every week within the family and a quarter used Welsh every week in ‘Canolfannau Cymraeg’.

3.4 **Media**

Although these do not, on the whole, offer learners opportunities to use their Welsh directly with other speakers in their communities, they are important domains in respect of the learners’ contact hours with the language outside the classroom situation and they offer an important additional method (mainly passive) for learners to come into contact with Welsh and with the people who use it.

- **Written material:** *Lingo* and papurau bro were the only magazines being read by a measurable number but one in three bought Welsh books at least fairly often.

- **Where they buy Welsh materials:** Welsh language book shops were the most popular places to buy Welsh materials. As the Welsh language book shop is such an obvious place for learners to seek goods of all kinds in Welsh, there is a need to develop and extend the opportunities that could be offered there.

- **Radio and television:** Between a quarter and a third listened to Radio Cymru and watched S4C often. News programmes were the most popular, followed by sports and special interest programmes. Radio Cymru and S4C must be acknowledged as important domains for a significant number of learners. They therefore offer a unique and influential contact with the Welsh language.
and they could be developed to encourage more learners to attend events and activities in their local areas.

- **‘New technology’**: No response was given by one out of five, but the figures still show that a great many of them are involved with at least one aspect of new technology through the medium of English. 38% of them send Welsh emails to friends and 13% text in Welsh, but 40% phone their friends in Welsh. As a step towards developing ‘real’ social networks in communities, it should be noted that the internet and new technology offer ways for learners to develop ‘virtual’ social networks that could eventually lead to ‘real’ ones.

### 3.5 Changing habits

- **General**: 215 (71%) stated that they used far more Welsh now than five years ago and 51 (17%) used a little more Welsh.

- **Comparing situations**: Questions were asked about the family / activities and events / Canolfan Gymraeg / area / work / the pub / chapel. Although 71% of the learners claimed they used far more Welsh in general, three situations were comparatively more effective than the rest in terms of offering the learners opportunities, i.e. the family, events and activities and the Canolfan Gymraeg.

- **With the family**: Of those who are able to use Welsh with their families, 21% were using far more Welsh with them by now and 21% were using ‘a little more’ of the language.

- **Attending activities and events**: Although a number had noted an increase in their use of Welsh, they rarely attended activities and events (i.e. less than once a month). Activities and events are different to the ‘family’ and ‘Canolfan Gymraeg’ in that they are available in every area. Despite this, it is a comparatively small number of learners who take advantage of these opportunities.

- **‘Canolfan Gymraeg’**: Those attending the ‘Canolfan Gymraeg’ were more faithful in their attendance. Amongst those using ‘far more’ Welsh in the ‘Canolfan Gymraeg’, 62% of them attended at least once a week. This suggests that the ‘Canolfan Gymraeg’, for the learners living within reach of such a centre and choosing to attend it, gives a more frequent contact with the language.

- **New friends**: Over 70% of the learners had gained many or a few new friends when learning Welsh. The most positive results were amongst those who attended a ‘Canolfan Gymraeg’ every week.

- **Media**: There was more use of Welsh in the context of the media. This is, of course, a mainly passive use. This increase can be linked with the tendency seen amongst many learners not to go out to events and activities. On the whole, learners take advantage of the Welsh language entertainment available in the home such as books and magazines, radio and television.
It was clear that the main opportunity for most of the learners to make more use of the language was in the home, and many would take advantage of this. Even in Level 3 classes, clear difficulties are noted regarding adequate vocabulary and understanding dialects amongst experienced learners and there is a message here to providers of culture in the home to take learners’ needs into account in their provision and to facilitate introducing learners to Welsh language culture in general.
4  FOCUS GROUPS

This section summarises the main findings of the focus groups that were held. There is a detailed analysis of these in Appendix 7.6. Specific attention is paid to the following aspects due to their importance and relevance to this research:

4.1 Opportunities to use Welsh
4.2 Confidence / Attitude of Welsh speakers
4.3 Motivation
4.4 Barriers to socialising

70 learners in 11 locations were interviewed:

<table>
<thead>
<tr>
<th>Location</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mold</td>
<td>15</td>
</tr>
<tr>
<td>Bridgend</td>
<td>8</td>
</tr>
<tr>
<td>Swansea</td>
<td></td>
</tr>
<tr>
<td>- Bryncoch</td>
<td>6</td>
</tr>
<tr>
<td>- Three Crosses</td>
<td>8</td>
</tr>
<tr>
<td>- Tŷ Tawe</td>
<td>13</td>
</tr>
<tr>
<td>- Swansea College</td>
<td>5</td>
</tr>
</tbody>
</table>

4.1 Opportunities to use Welsh

Newcombe notes (2007: 37) that the challenge to learners who take advantage of the formal Welsh lessons is to put their new found knowledge to work. Additionally, learners face new social contexts, and receiving a positive response in these places and ease when setting up social networks in the target language are important factors.

The nature of the opportunities offered and the behaviour of Welsh speakers also pose a challenge. It could be noted here that the tendency of Welsh speakers to turn to English was noted frequently by the learners, as well as the difficulty sometimes encountered when Welsh speakers used dialect and spoke too quickly. One learner suggested that Welsh speakers needed courses on how to speak to learners. The result of these difficulties in general was that many of the learners are happiest when talking to other learners in the non-threatening context of the class or the conversation session.

The variety of formal (organised) opportunities and informal ones (family, friends and the community) offer different patterns of speaking opportunities to learners. The formal efforts of the Welsh for Adults Centres to give learners opportunities vary greatly from area to area. Other agencies contributed in different ways to offer opportunities. Mentrau Iaith organised events and other societies also offer regular opportunities, e.g. CYD, Clybiau Cinio and Merched y Wawr.

Learners’ experiences in Mold:
- Some took advantage of a pub that provided activities and company through the medium of Welsh.
- Many took advantage on the rich programme provision of C3 (Clwb Ciwb) in Mold.
- Many lived in places that did not offer natural opportunities to use Welsh.
- Some who lived over the border had specific problems.
- Being able to go to Welsh speaking areas in north Wales was useful to some;
- Some could use Welsh in work.
- S4C gave many the opportunity to hear Welsh in their homes.
Learners’ experiences in south west Wales:
Although there are again obvious differences between the circumstances of individual learners, with their reasons for learning the language and the opportunity they have to use Welsh being vary varied, the presence of a Canolfan Gymraeg – Tŷ Tawe – in the area was key to a significant number of the learners, and in a significant way as well.

The significance of the Canolfan in these learners’ experience is down to many factors which can be summarised as follows:

i. The Canolfan, including the shop, is available all day six days a week;
ii. The Canolfan offers more than one social session every week and occasional activities are held in the Canolfan, giving the learners a means of using the Canolfan many times a week;
iii. The Canolfan gives people a useful opportunity to get to know learners and Welsh speakers well;
iv. There are Welsh speakers at the Canolfan who are aware of learners' needs and are happy to talk to learners;
v. Welsh classes are held in the Canolfan, and these offer easy progression into social circumstances;
vi. The Canolfan offers a useful place to gather information about Welsh things.

Learners’ experiences at Swansea College:
- It was only in Tŷ Tawe that many had an opportunity to use Welsh.
- Tŷ Tawe offers a welcoming setting for many and an opportunity to meet Welsh speakers in non-threatening circumstances.
- Some were attending more than one event every week in Tŷ Tawe as well as other events there.
- Learners were aware that there would be someone to speak Welsh to them in Tŷ Tawe.
- The Welsh shop offered an opportunity for some to use Welsh.

Learners’ experiences in Three Crosses:
- The level of linguistic ability of some of the learners was too low to socialise effectively.
- There was a variety of motivation for learning the language.
- Some went to Tŷ Tawe regularly and received information from Tŷ Tawe about Welsh events.
- Some tended not to go out in the evening.

Learners’ experiences in Bryncoch:
- Their social contact with the language was generally sparse.
- The class offered a safe and pleasant opportunity to use the language but this could be too protective.
- There were activities in the area, such as a choir, which gave some opportunities to use the language.
- More than one of the learners realised that they could make more of an effort to use Welsh.

Learners’ experiences at Tŷ Tawe:
- Many attend Tŷ Tawe three times a week.
- Many believe that the opportunity they are given to speak Welsh in Tŷ Tawe is key.
• Siop Tŷ Tawe has helped learners to gain confidence when speaking Welsh.
• Tŷ Tawe offers many the only opportunity to use Welsh.

Learners’ experiences at Tŷ Tawe’s conversation session:
• Tŷ Tawe offers some learners the only opportunity to speak Welsh and is a very important opportunity to others.
• It’s only in Tŷ Tawe that one learner has the opportunity to meet new friends.

Conclusions on learners’ experiences at Tŷ Tawe:
• In general, it could be said that Tŷ Tawe is key for the majority of learners regarding using Welsh socially. One learner succeeded in using Welsh at work following the grounding he had in Tŷ Tawe.
• It was clear that a Canolfan Gymraeg gave these attendees convenient opportunities. These opportunities could be available without a Canolfan if they were organised by an organisation or by volunteers, but it appeared that having a Canolfan facilitated organising the events.
• In the session that was visited, a Saturday morning Siop Siarad³, kitchen facilities were available and volunteers were present, including two Welsh tutors, providing coffee and cakes.
• The atmosphere was informal with those present conversing easily with each other. The session lasted two hours, but some would attend for part of this time. A Welsh tutor came to talk to the learners.
• There was no outside linguistic interference. Some of those present had come into the session through the Canolfan shop and had bought a Welsh magazine or paper.
• There was a broad cross-section amongst those present, but in general they did not have the opportunity to use Welsh at home and the majority did not have an opportunity to use Welsh socially outside Tŷ Tawe. For those who have succeeded in using Welsh in their workplace or with a new circle of friends, they emphasised Tŷ Tawe’s key role in giving them confidence to use Welsh socially.
• Many of those present made extensive use of the Canolfan, and took advantage of numerous opportunities to socialise through the medium of Welsh in the Canolfan. These opportunities on the whole depended on having specific sessions or specific activities organised.
• Every one of those present had found a new circle of friends through the Canolfan Gymraeg, and this circle was the main socialising group for most of them.
• Every one present believed that having a Canolfan Gymraeg was key to their attempts to socialise in Welsh. It was in Tŷ Tawe that the tendency to create a meaningful Welsh-speaking community for learners was seen most apparently.

³ Saturday, 9 January, 2010, at Tŷ Tawe.
Learners’ experiences in Mid Glamorgan:
It is noted elsewhere how the Glamorgan Welsh for Adults Centre has gone about
organising an extensive programme of activities and events for learners in the area.
This is reflected in the way the learners who were interviewed use these
opportunities. These activities are supported by the Canolfan Gymraeg in Merthyr
where there is a shop and a centre to hold activities.

Learners’ experiences Merthyr:
- Some took advantage of the range of experiences organised by Glamorgan
  WfA.
- The Canolfan Gymraeg in Merthyr offered support to some learners.
- A pub offered help to some of them.
- Completing the work on the Canolfan Gymraeg in Merthyr is likely to
  strengthen the provision for learners.

Learners’ experiences in Bridgend:
- The friends’ circle set up by some of the members gave them a good
  opportunity to use Welsh.
- Some had succeeded in giving the language to their children through the
  Welsh medium schools and now they were speaking Welsh to their children
  and grandchildren.
- Welsh activities organised in the area were helpful to some of them.
- The closure of Clwb Brynmenyn was a blow to some of the learners.

Learners’ experiences in Newport:
- The learners managed to take advantage of many opportunities for learners
  that are provided in Gwent.
- There were no Welsh speakers in the area, so any assimilation programme
  would be irrelevant.
- Lack of confidence was not a problem due to the lack of Welsh speakers.
- Radio and television offered the learners daily contact.
- Golwg, Golwg360 and convenient books were helpful to many of them.
- Many of them said that a community Canolfan Gymraeg was needed.

4.2 Confidence / Attitude of Welsh speakers
“If learners do not receive a positive response when they first use the language, they
may lose confidence and withdraw, believing their Welsh to be inadequate. Learners
are not usually prepared for the gulf between learning in class and using/practising
Welsh in the community.” (Newcombe, 2007: 55)

Newcombe notes (2007: 66) that factors such as attitude, motivation and anxiety
were not given much attention in the context of language learners until comparatively
recently. 4.2 looks specifically at ‘anxiety’ or lack of confidence amongst learners and
specifically at how this can / does affect their efforts and desire to leave the class and
use Welsh in their communities. Lack of confidence amongst the learners was seen
to be a factor that occurred regularly.

- Lack of confidence is a significant barrier to using Welsh with other Welsh
  speakers in the local community;
- The lack of confidence can occur due to lack of linguistic resources;
The lack of confidence can occur due to insufficient Welsh speakers to communicate with in the local community;

Lack of familiarity with local dialects can cause Welsh speakers to turn to speak English and undermine the learners’ confidence;

Appropriate strategies need to be considered to raise learners’ confidence possibly through the consideration of linguistic assertiveness;

Strategies need to be considered to ensure that Welsh speakers are aware of specific communication needs with learners and the importance of continuing to communicate in Welsh. This goes against the basic purpose of communication which is to convey a message to another speaker, but it must be realised that communication also happens as an effort to create new and confident speakers.

4.3 Motivation
In general, it can be seen that what was noted in the focus groups supports what was found in the questionnaires, which is that the integrative motivation is most evident amongst all the learners. Morris (2005: 157) noted that (i) learners with integrative motivation use more Welsh (or make an effort to use more Welsh) than learners with instrumental motivation and (ii) that those who are more positive in their use of Welsh make even more progress. As the link between motivation and use is meaningful, it was decided to give more attention to this element in the focus groups.

Motivation [along with aptitude] is one of the most influential factors in learners’ success. Learners at this level have mainly integrative motivation and it is necessary to look to see how to couple these motivations with efforts to ensure that learners use more Welsh in their communities. A paradox exists here between the motivational desire to integrate and the reality in respect of the use that is made of Welsh.

In Anglicised areas there is a need to look at how Welsh communities could be recreated. A Canolfan Gymraeg is a method of providing conditions for doing this.

When instrumental motivations are noted, integrative ones are also apparent and although some learners note the workplace as a reason for learning Welsh, many see the workplace as another opportunity to use Welsh and it’s necessary to look in more detail at how it is possible to encourage this in the context of the need in many workplaces to offer a more bilingual service.

Once more, it is seen that a percentage of the learners have chosen to learn Welsh in order to use it with their children. Considering the recognised importance of language transmission from one generation to the other, every effort should be made to satisfy this motivation by ensuring that these learners succeed and have specific advice about the best ways of transferring Welsh from the class to the home and through the home to the wider community. This should be considered a priority for the field and one of the priorities in restoring Welsh as a community language in non-Welsh speaking areas.
4.4 Barriers to socialising

One obvious characteristic in this work was the comparatively small number of learners who were interviewed that attended Welsh language activities. The respondents were asked about activities and events they had attended during the previous two months. Comparing the results that were received, it was possible to compare the number who attended activities with the number who attended events to attempt to gauge how many learners were succeeding in ensuring a significant number of contact hours by means of activities and events.

<table>
<thead>
<tr>
<th>Number of activities attended</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>attending 1 event</td>
<td>42 (14%)</td>
<td>15 (5%)</td>
<td>5 (2%)</td>
</tr>
<tr>
<td>attending 2 events</td>
<td>23 (8%)</td>
<td>11 (4%)</td>
<td>7 (2%)</td>
</tr>
<tr>
<td>attending 3 events</td>
<td>12 (4%)</td>
<td>7 (2%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>attending 4 events</td>
<td>0</td>
<td>2 (1%)</td>
<td>2 (1%)</td>
</tr>
</tbody>
</table>

Table 7: Number attending activities and events (numbers and percentages) in the last two months

When making this comparison, it is found that 84 (28%) of learners had attended 3 or more events or activities. 126 (40%) had not attended any event or activity.

No great differences were seen in the behaviour of respondents according to age, to some extent because the number of those in the under 30 age group was small (n = 9), and comparatively small in the under 40 group (n = 29), so unlikely to give a reliable comparison. 5 (17%) of the 31-40 age group had attended 2 activities, 4 (8%) of the 41-50 group and 21 (14%) of those in the 61+ group.

Looking at events, 4 (14%) of the 31-40 group had attended 2 events, 12 (24%) of the 41-50 group, 9 (16%) of the 51-60 group and 32 (21%) of the 61+ group. The main barrier to attending live music events more frequently was lack of free time (31%) and ticket prices (24%). The pattern was the same for theatrical performances, with 37% noting lack of free time and 17% noting ticket prices.

The failure of learners with respect to attending activities and events could be attributed to many factors:

- lack of personal effort
- lack of time
- lack of sufficient appropriate or attractive activities or events
- not convenient / not attractive
- inconvenient location
- difficulty going out at night
- needing company
- personal difficulties
- lack of information
- clashes

Bearing in mind the average age of respondents, it’s possible to understand reasons such as ‘difficulty going out at night’ above, but most of the above reasons could be valid for any age.
5 Models of informal provision

5.1 General

The various Welsh for Adults Centres have adopted different attitudes towards providing informal opportunities for learners. However, the picture is a confused one as the Welsh for Adults Centres place different emphases on providing informal opportunities for learners.

The Centres receive different amounts of money from the Welsh Language Board to provide informal opportunities. The following grants were allocated in 2010-11:

- Cardiff and Vale of Glamorgan WfAC £13,185
- South West Wales WfAC £16,000
- Gwent WfAC £10,000
- Mid Wales WfAC £15,000
- North Wales WfAC £15,500
- Glamorgan WfAC £20,340

Some add to this from their own grant money from DfES.

The nature of the collaboration between these Centres and local partners varies, e.g. with Mentrau Iaith. One difficulty in the partnership is that the Mentrau Iaith are instructed by the Welsh Language Board not to prioritise Welsh learners, probably because the money to support this is now given to the Centres. However, the Mentrau who are to give priority to Welsh for the family and for young people succeed in organising events for learners using other funds or by ensuring that these activities are self-supporting.

One Menter Iaith noted that the current regime can be unsatisfactory as the activities under the Welsh for Adults Centres are not rooted in the community, but there is a danger that they are imposed on the community ‘from above’. A combination of the Welsh for Adults Centres’ teaching regime being supported by community activities would be a step towards giving learners the opportunities they need and the necessary contact time.

5.2 North Wales

In 2009-10 North Wales WfAC contracted with 11 Welsh for Adults providers. In the contract, a clause was added noting that they needed to ear-mark at least 2% of the College’s financial allocation for informal learning opportunities, introducing a brief plan noting how this money would be used. Between the 11 providers this was a total of £52,000. As well as DfES money, finance is received from the Welsh Language Board.

This ensured that informal learning became a key part of the Welsh teaching package, and that providers saw the importance of offering activities and organising events outside the classroom. Additionally, some providers paid Welsh tutors extra money to organise and attend activities.

The Welsh Language Board grant is mainly used towards employing the Communications’ Officer (who is responsible for coordinating the informal provision across North Wales). The main responsibilities of the officer include:

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8 This information was received from the North Wales Welsh for Adults Centre, Bangor University, 24 August, 2010.
- Advising providers on good practice in relation to informal learning.
- Coordinating a programme of informal activities for each provider’s learners as well as facilitating a programme of activities by the providers themselves.
- Promoting on-line resources to support learners outside the class across the region, and creating and coordinating a search resource for informal activities on the www.learncymraeg.org website.
- Encouraging the learners in North Wales to register their details in order to ensure that they receive regular information (through email or by post) about activities to practice their Welsh in their area.
- Developing a programme of activities for families in collaboration with TWF, MyM and providers who offer courses for parents/families.
- Collaborate with community groups who are eager to welcome learners to their activities and ensure that these are promoted through the proper channels.
- Organising one major annual event in each of the six counties.
- Developing a pool of resources for partners.
- Closely collaborating with the Centre’s Development Officer and with each provider’s Welsh for Adults’ Coordinator.

A great many events occur monthly across North Wales, with approximately 50 events a month being organised (which are regular events, e.g. cuppa/pint and chat, learners’ club or events that are organised). This year, for the first time, two Learner’s Eisteddfodau were held in North Wales (one in the north east and the other in the North West) under the auspices of the Welsh for Learners Centre.

The decision was also taken to hold the very first Learners’ Eisteddfod in North West Wales in May 2010. This will be an annual event from now on. There is also collaboration with the Eisteddfodau Bach Association to ensure that learners’ competitions are included in more local eisteddfodau.

The Communications Officer organises Informal Learning Panels. There are two Informal Learning Panels – one in the north east (Flintshire, Wrexham and Denbighshire) and the other in the North West (Conwy, Gwynedd and Anglesey). The panels are held twice a year and officers are invited from Merched Y Wawr, local Mentrau Iaith, Twf, Mudiad Ysgolion Meithrin and the tutors who teach Welsh. The panels are different to the Welsh Language Board’s county forums because there is specific focus on learners and on informal learning activities. It gives further emphasis on sharing resources and good practice and allows more collaboration between obvious partners. The Communication Officer will collate all the information and input it into the website, and will send the information to learners who are registered.

5.2.1 Mold
In Mold a club was established called ‘Clwb Ciwb yr Wyddgrug’, with the local tutor-organiser being the main organiser, under the auspices of the North Wales Welsh for Adults Centre, Bangor. Most of the information that follows was received from the Flintshire tutor-organiser in an interview held on 7 June 2010. This club was set up to provide opportunities to speak Welsh in the area. About 20% of the population of Mold speak Welsh, and the society was set up for these people, for learners and for people who had been learning previously. The aim is to provide a wide variety of events and social activities.

The Centre was aware of the difficulties for learners to socialise, where the Welsh speaking society appears to be a closed one. The activities are advertised widely
through the learners who are members, through email, attention is given in the papur bro and on the North Wales Welsh for Adults Centre website.

A pilot scheme was held from October 2006 - August 2007, using a grant awarded by the then Welsh Assembly Government in connection with the National Eisteddfod held in Mold in August 2007. Over the following three years the club regularly succeeded to attract over 100 members.

Part of the work has been working with local Welsh language societies to invite learners to join them, and this involved giving Welsh speakers advice on how to talk to learners. The learners are of the opinion that they speak more Welsh with more people than they did before and that in ‘real’ situations.

At the moment, no funding is received towards the work, but the time and office resources of the tutor-organiser are used. Many tutors and individuals give of their time voluntarily. From time to time, sponsorship of 50% is given by the Academi Gymreig for events with an emphasis on literature.

The age of those attending varies from those in their twenties to retirement age, with 25-35 being the average age.

During 2009/2010 there were 125 members. In 2010 this initiative won a Cilt award on a British level. The club is now in its fourth year (2010).

A programme of events is organised.

About 2 or 3 events are organised every month. These include gigs, concerts, Christmas gift making evenings, Christmas dinner, shopping trips, Plygain evening, Chinese food evening, twmpath, watching rugby matches, an evening with Merched y Wawr, cawl a chân evening, alternative therapy evening, walks, Kung Fu workshop, theatre trips and events to promote the National Eisteddfod.

5.2.2 Mold’s Canolfan Gymraeg

There has been an attempt for some time in Mold to establish a Canolfan Gymraeg that could provide space for classes as well as space for socialising opportunities.

In 2010, when the research was conducted, there was a learning centre in Mold, Canolfan Pendre – a Welsh for Learners centre. The building was rented by Bangor WfA Centre. It included about 5 classrooms and lessons of every standard, including story and conversation sessions. The organiser’s office was here, and a small kitchen for having coffee, but there was no room for socialising. It’s convenient, with parking spaces, and fairly close to the centre of Mold.

In 2007\(^1\) a strategy was drawn up for the language in the area, and part of this was measuring the likely demand for a Canolfan Gymraeg. A grant was received from the Rural Development Programme, the Assembly and the European Union.

A Language and Heritage project was created, with two aims:

i. Raising awareness. This included holding art and music workshops. Sponsorship of £30,000 was received to employ an officer.

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\(^{10}\) These details were given in an interview with Menter Iaith Fflint's Principal Officer on 7 June 2010.
ii. Conducting a feasibility study on the demand for a Canolfan Iaith, called ‘Tecniwm Iaith’. This would be a centre for the community, for Welsh speakers and non-Welsh speakers (learners) and would be a centre to improve language skills.

For the second aspect, a sub-company, Menter a Busnes, was employed to conduct the research and to look at:

- The demand locally
- Learners
- Young parents and child care
- Mudiad Ysgolion Meithrin
- Young people

The centre would be an integrated one, and would give attention to language and heritage.

Capital funding would be needed. Architectural plans were drawn up and a valuation was received from a surveyor. The cost would be 1.8 million. There was no success with the Rural Development Programme 2011, and an attempt is being made to achieve lottery funding.

A location was found in the centre of Mold, the Toc H Hall at the time (Tŷ Catrina), but this would be demolished. The new building would include teaching rooms, offices, a lounge, a hall, an exhibition space and a nursery.

The partners include the Urdd, Mudiad Ysgolion Meithrin, Bangor WfA Centre, Menter Iaith, Popeth Cymraeg, Coleg Harlech, Deeside College.

5.3 Mid Wales
Mid Wales Welsh for Adults Centre has been coordinating the field regarding creating a national informal learning plan. The aims of the plan target the following.11

- Bridging schemes, where fluent speakers come in to lessons;
- Mentoring schemes, especially in the workplace;
- Taking part in continuous projects or activities such as choirs, preparing to compete in Eisteddfodau, reading clubs or sports clubs through the medium of Welsh;
- Activities or projects to understand and know about Wales and its culture, such as visits to the Eisteddfod or to museums;
- Informal activities for the family;
- Themed weekends;
- Informal taster activities as a tool to market courses for new learners.

Mid Wales WfA Centre receives £15,000 from the Welsh Language Board towards financing a Development/Informal Learning Officer and with the extra money from the Centre project 60% of the Development Post and 50% of the Informal Learning Post are employed.

11 This information comes from two reports received from the Director of the Mid Wales WfA Centre, 11 October 2010: J. Taylor, Templat Adrodd ar Gynnydd, July 2010, and a final draft, 26 August 2009, Strategaeth Genedlaethol ar gyfer Dysgu Anffurfio, 2009-2012.
The tutor-organisers have also been marketing a programme of informal learning activities in collaboration with other organisations and colleagues. Some tutors work voluntarily in this area and others are paid to coordinate bridging schemes. The main support given by volunteers was taking part in the bridging schemes.

During the year from August 2009 - July 2010, 17 bridging schemes were organised linked to classes in Cardigan (8), Aberystwyth (6), Ceredigion County Council (2), Bala (1) and Machynlleth (1). A total of 357 sessions were organised with an average of 8 learners attending each, with a total of about 150 learners. A lot of these schemes were ones started by CYD before the organisation came to an end nationally.

In these sessions Welsh speakers attend the class for some time in order to give the learners a new linguistic context, fostering an acquaintance with Welsh speakers in their area. The Centre notes that learners who take advantage of the Bridging Scheme have ‘far more’ contact hours with the language than those who attend community social activities only.

The benefits of the Bridging Scheme, according to the learners’ response, include building confidence to speak to others and an opportunity to speak to different people and to gain a new group of friends.

A weekend was also arranged for families in the Urdd Camp at Glan-llyn, as well as a series of drama and craft workshops and religious services. Two series of walks were also arranged in south and north Ceredigion.

Linguistic mentoring in the workplace schemes are also happening in many organisations in Aberystwyth.

CYD choir was set up in Aberystwyth with the aim of bringing Welsh speakers and learners together.

5.4 South West Wales
The West Wales Centre received a grant of £10,000 from the Welsh Language Board in 2009-10. This grant was used towards the cost of supporting a Tutor/Organiser post with lead responsibility as Informal Learning Officer on behalf of the Centre. It was decided that these resources would be mainly used to develop opportunities for learners to assimilate with Welsh speaking communities and networks and not to support events or activities.

Over eighteen months, 5 networking events were held as ‘Societies Fairs’, i.e. representatives from various societies with stands in Swansea, Efail-wen, Carmarthen, Llangennech and Neath. 35 local societies/organisations came to these events and a total of 125 learners and 76 fluent Welsh speakers attended them.

The Informal Learning Officer has held discussions with the Carmarthenshire Association of Voluntary Services (CAVS) and the Estyn Llaw project with the intention of organising opportunities for learners to volunteer with societies who work through the medium of Welsh.

12 The information in this section was received from the Director of the West Wales Welsh for Adults Centre on 5 October 2010.
The informal learning project work organised under the Centre’s leadership is steered by a committee that includes representatives of six or the West Wales Mentrau Iaith as well as officers from the Centre.

Mentrau Iaith, volunteers and tutors in the area organise activities that include:

- **Siop Siarad** – a weekly coffee morning held in Tŷ Tawe by a network of volunteers with the support of Menter Iaith Abertawe.
- **Pembrokeshire Sesiynau Clonc** – a network of regular informal meetings organised with the support of Menter Iaith Sir Benfro especially, with others being held completely voluntarily.
- **Paned a phapur** – sessions organised by Menter Gorllewin Sir Gâr.
- A number of local Mentrau Iaith organise evenings of entertainment and socialising aimed at learners and Welsh speakers e.g. quizzes, folk singing/dancing.

The Centre intends to include information about events that give people the opportunity to use Welsh on the Centre’s website.

The Centre has mainstreamed elements of informal learning as part of their programme of courses in two ways:

a. There are elements of informal learning in the new course textbooks *Mynediad Dwys* and *Sylfaen Dwys*, e.g. getting learners to ask questions to fluent Welsh speakers, or finding out information about local Welsh language events.

b. Informal learning activities are part of the *Siawns am Sgwrs* courses. The aim is to enable learners to gain confidence and make contacts in order for them to be more willing to use Welsh in the community.

### 5.4.1 Menter Iaith Abertawe and Tŷ Tawe

Menter Iaith Abertawe gives priority to creating opportunities for learners to be able to use Welsh in one of its five main objectives, “Ensuring that adults who learn Welsh in Swansea have the opportunity to develop and use their Welsh.”

The Welsh Language Board does not provide money for this activity. Menter Iaith Abertawe is a member of the Centre’s informal learning committee. This committee organises specific visits to classes for learners and organises the Siop Siarad which bridges between Welsh speakers and learners.

The Menter’s work with learners stems from the learners’ working group which meets every term to discuss new developments and ideas. The working group includes tutors, learners and Menter staff and the aim is to bridge between learners and Welsh speakers and to enable learners to take prominent roles in Swansea’s Welsh speaking communities.

Amongst the projects that are supported is the Siop Siarad, where volunteers from the Menter and Tŷ Tawe committees and the learners’ working group run these informal sessions for learners and Welsh speakers on Saturday mornings. The Siop Siarad was nominated for the Lord Mayor’s Awards in 2009.

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13 The information for this section was given by the Head of Menter Iaith Abertawe in an email on 17 September 2010.
The majority of Menter Iaith Abertawe’s activities for learners are self-sufficient due to the use of Tŷ Tawe. The Siop Siarad, for example, charges for coffee, tea and cake and the money is reinvested from week to week.

The Menter applies for a Noson Allan grant in order to put on concerts in Tŷ Tawe. The money pays for musical expertise and for bands.

Tyrfe Tawe Committee receives sponsorship of up to £4,000 from City and County of Swansea Council to organise Welsh medium entertainment for St David’s Day around Swansea. The aim is to ensure that the language is heard within the community. A week of entertainment is also organised in Tŷ Tawe.

Specific events are organised for learners to practise and use Welsh in a fun and informal atmosphere, such as singing evenings, quizzes or games. An average of 20 attends the events regularly. It’s a specific opportunity for learners of every ability to practise their Welsh. Coffee mornings are also held as well as entertainment to celebrate Christmas and St David’s Day.

This is supported by regular sessions in Swansea Central Library and the Maritime Museum, jointly organised with TWF, such as Canu gyda Babi. The Menter Officers take advantage of the opportunity to promote and support their plans and events in these monthly sessions. About 10-15 attend these events.

A discussion group and CYD meet weekly in Tŷ Tawe every Thursday morning in order to socialise and increase confidence in the language. Through the Communities First fund, the Menter also arranges weekly coffee mornings in Penlan community centre.

Otherwise, a programme of events is organised in Tŷ Tawe, including gigs, monthly folk evenings, poetry evenings, rugby games and films. Information is sent to over 800 people in Swansea via email.

In compliance with the Service Level Agreement with City and County of Swansea Council, Menter Iaith Abertawe supports Welsh sessions in the North Penlan Centre. A member of the Menter provides weekly sessions for the group of learners to practise their Welsh.

### 5.5 Glamorgan

The only money specifically earmarked for Informal Learning is the Welsh Language Board grant of £20,340 - £3,000 for organising events and the rest towards the salary of the Full Time Learning Officer.

The Welsh for Adults Centre contributes the rest of the salary from a DfES grant for Developing the Centre. A full time Informal Learning Officer is employed and £3,000 is held in reserve in order to enable the Centre to venture by organising events such as Welsh Mornings for the Family.

During 2009-2010 the following regular events were organised (weekly, fortnightly or monthly): 7 reading clubs, 4 dining clubs, Paned a Chlonc, Walking Club. A supper was also organised with guest speakers at Christmas and the end of the year in 4 different areas; a St David’s Day Dinner was organised; an Eisteddfod; carol service; cymanfa ganu; a weekend in Nant Gwrtheyrn; trips to places of interest; visits to the

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14 This information was obtained for the Glamorgan area from the Director of the Glamorgan WfA Centre, by email, 18 August 2010.
theatre; a Welsh for the Family Moring in Merthyr and in Bridgend; Welsh medium practical sessions during Sadwrn Siarad days.

The local Informal Learning Officer coordinates meetings with the three Menter Iaith in the area. In Bridgend there is close collaboration in organising a Welsh Morning for the Family – including TWF and Mudiad Meithrin as well. In Merthyr Tydfil there is again close collaboration in organising a Welsh Morning for the Family.

Monthly articles are sent to the papurau bro and a seasonal leaflet is published with a list of informal opportunities. A lot of emphasis is put on interviewing individuals in order to try to help them to use Welsh in their lives. It’s very difficult for a tutor to allocate enough time to attend to the needs of every individual. Below are examples of the result of some interviews:

i. A learner on a Cwrs Uwch gaining a paid job with the National Eisteddfod of Wales.

ii. A number of learners joining Côr Godre'r Garth and other local choirs, ensuring numerous socialising opportunities for using the language.

iii. A number of learners helping in Welsh medium schools, e.g. Bridgend area learners creating a special link with the new school in Llangynwyd in order to give pupils in the secondary sector the opportunity to practise reading.

iv. A learner who is an experienced rugby referee who is now responsible for CRB checks for CRICC (Cardiff Welsh Youth Rugby Club)

A Bridging Scheme is operational in many classes.

5.5.1 Merthyr Tydfil: Canolfan Gymraeg and Menter Iaith
Canolfan Gymraeg Merthyr and Merthyr Tydfil’s Menter Iaith are now one entity. The efforts to establish a Canolfan Gymraeg in Merthyr Tydfil and to have provision for Welsh speakers and learners began in 1987, when the Urdd National Eisteddfod was held in Merthyr. The Executive Committee decided to continue to organise regular events. Some of them attended Soar chapel in the town centre, and a centre was set up in the vestry, after looking at many buildings with the aim of securing a grant to buy a building.

Some money was received from the Welsh Office and the centre opened in 1992, with the centre’s shop opening at the same time. In order to raise money, the profit from the shop, run by volunteers, was saved in order to buy all the buildings recently for £90,000. For the first 10 years the centre was run by volunteers, but paying the shop workers. By now, the shop is an independent business, but volunteers still help there occasionally.

Lis McLean (now the centre’s Development Officer) was key, with the committee, in the recent developments. She gave up her work, and worked for the committee, succeeding in setting up the Menter Iaith in 2004. A field officer had great interest in the arts, and a rock opera was staged, and drama groups were held for children and for adults.

In order to obtain a performance space they went about buying Soar chapel, making applications to the Lottery for the building, linking this with the need for a performance space for children and adults. Six years was spent developing applications and raising over £1.4 million.

15 The information in this section was given by the centre’s Development Officer in an interview on 17 September 2010.
At the beginning, Welsh for adult classes were held in the centre and one event a month was held for children, young people or adults. Not many learners came to the centre at the time, but would attend events in pubs. Following the inception of the Menter Iaith, 100 events a year have been organised during the last 3 years.

The new rooms will provide space for four classrooms, a hall for events, a room for a playgroup, a cafe, a Welsh shop and three offices for the Menter, the Welsh for Adults Centre and the Urdd. No alcohol is sold there, although it is possible to bring alcohol in for specific events. The aim of having a cafe is to enable Welsh speakers and non-Welsh speakers to come to the centre at any time of the day to speak Welsh.

The Development Officer explained that the Menter could not set providing for learners as an official priority, as this is not one of the priorities of the Welsh Language Board, so the Menter cannot spend the Board’s money on activities for learners. However, the Welsh Language Board in not the Menter’s main source of finance by now.

The Development Officer believed that activities organised for learners needed to come from the community rather than being led by the Welsh for Adults Centres, and although the money CYD used to receive now goes to the Welsh for Adults Centres, this is linked to the teaching provision rather than to the community. The Menter receives money from other sources such as Merthyr Tydfil Community Action in order to provide activities.

The link between the Canolfan Gymraeg and the Welsh for Adults Centre will strengthen once the building developments are complete, but the link was always close as one of the lecturers from Glamorgan University is an enthusiastic member of the Menter committee.

The Menter publishes a booklet of activities every three months, with many activities being held in a nearby pub. The Menter has also been proactive in introducing the Welsh language to community ventures, such as the multi-cultural festival Global Village and the River of Light at Christmas time. The performing centre in Soar will be used for Welsh and English activities, with 30% being held in Welsh. The resource will be a bilingual one, and Welsh will be an integral part of the town’s community activities. This includes a plan by Merthyr College to introduce a foundation degree in Welsh.

5.6 Cardiff and Vale of Glamorgan
The Welsh Language Board provides a grant of £13k. The Centre also finances far more – up to £30k. The Centre has an Informal Learning Officer. Activities over three months included the following:

- Pairing learners with Welsh speakers; a successful pilot was held which included 25 people.
- Organising an event with Gareth Kiff who was part of the ‘Big Welsh Challenge’ programme, and with Karl Davies who was a mentor in the pilot with the BBC.

16 This information was received from the Director of the Cardiff and Vale Welsh for Adults Centre, Cardiff University, 31 August 2010.
• Organising two mentoring in the workplace programmes to pair Welsh speakers and learners. One is in the Magistrates’ Court, and has been running since September 2009, and 5 pairs are working there. The second was in the Millennium Centre, but it ended when the Language Officer’s contract came to an end. A programme was then organised in Cardiff University where 12 names have been received so far.

• Welsh Societies Project, visiting Welsh language societies to raise interest in undertaking projects with learners. The aim is to provide a way of bridging the learners to the Welsh language societies. Visits were paid to about 8 societies, including choirs, and 8 events were organised in 2009-10, including a walk, a learners’ singing group, a quiz and visits to plays. An evening was also organised with other organisations on St David’s Day with 260 people attending. 8 came on the walk, and 6 to the theatre visit. At least 10 learners came to four quiz nights.

• Organising Welsh speakers to come to talk to learners in classes. 37 have agreed to do this.

• Launching the learners’ programme with details of opportunities.

• Setting up reading clubs for different levels: mynediad (5 members) sylfaen (12), meithrin (3), canolradd (9) and hyfedredd/ uch (5). This was done in partnership with Barry and Cardiff Libraries.

The Centre also advertises Welsh events widely.

5.7 Gwent
Gwent receives £10,000 in 2010-11 from the Welsh Language Board. The money received will be used according to the targets decided upon between the Centre and the Board:

• Organising one specific social event every term in each county, including visits to the theatre or similar locations in order to attract learners to the Welsh speaking world.

• Organising a specific event for the family in collaboration with the two local Mentrau Iaith.

• Organising a network of after class meetings for learners of every standard, including parents, and using local locations such as pubs, local restaurants and community halls. 8 meetings a term are held in each county making a total of 120 meetings.

As part of this programme, visits were organised to the Pobol y Cwm studios; St Ffagans; theatres; the National Eisteddfod and the Senedd in Cardiff.

Visiting speakers were organised, including Garry Owen, Iolo Williams on a walk, Gillian Elisa Thomas, a poetry day with Cyril Jones; a craft day through the medium of Welsh. A family day in Pontypool Leisure Centre was organised in collaboration with Menter BGTM. Salsa sessions and barn dances were organised.

The Centre collaborates closely with Mentrau Iaith Caerffili and BGTM to promote various activities.

17 This information was received from the Director of the Gwent Welsh for Adults Centre.
5.8 Guidance from the Welsh Language Board

The Board is of the opinion that offering learners ‘informal’ opportunities is an essential part of the process of gaining confidence and helping ‘learners’ to become fluent speakers and users.\(^\text{18}\) According to the Board, it is important that these opportunities are natural ones, and suitable for the linguistic needs of the learners at different levels. It’s therefore appropriate to organise new activities sometimes that are specifically for learners at the lower levels, but as they improve their skills they should be encouraged to attend activities that are already being organised and frequented by Welsh speakers. These types of activities, according to the Board, are already being organised by community partners such as the Mentrâu/Merched y Wawr etc. Rather than organising activities specifically for learners, the Welsh for Adults Centres are encouraged to ‘coordinate’ the informal provision locally.

Over the past three years the Board has awarded a total of £268,550 to the Welsh for Adult Centres through the major grants’ scheme.

<table>
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No money has been specifically allocated to other partners to work with learners, but they are encouraged to respond positively to the needs of learners and to welcome them to activities that they organise.

As the Welsh for Adults Centres respond directly to the needs of learners in their regions, they have experimented with new ideas and activities. The centres are encouraged, through the grant awarding processes of the Board, to consider the effect of the experience offered on the learner’s confidence and use of the language. Following this the provision has evolved over the past three years. It’s necessary for the provision and opportunities to be relevant and appropriate for the learners and so the requirements vary. It is therefore not appropriate for the Board to recognise specific examples of effective and ineffective practice.

The Board feels that the Informal Learning Strategy drawn up by the Centres’ informal learning working groups (that include representatives from the Board and DfES) offer an appropriate framework to develop the provision in the future and to ensure that more and more learners gain the necessary confidence to become fluent, confident speakers and to be regular users of the language.

The Board feels that it is also necessary to convey the importance of these ‘informal’ opportunities in the process of teaching the learners and that it is the WfA Centres, through the tutors and informal learning officers that are best placed to convey and consolidate this message. As was noted earlier, the Centres have a coordinating role from the point of view of providing opportunities and the Board feels that community partners have a responsibility to welcome learners to their organisations/activities. Some Canolfannau Cymraeg and Welsh language organisations have benefitted greatly from specific sessions to help native Welsh speakers to converse confidently with learners without resorting to English. The Board therefore feels that it is the WfA Centres that should lead from the point of view of ‘coordinating’ activities and opportunities and ensuring the support and encouragement of the learners to attend those activities.

\(^{18}\) This information was received from the Young People and Skills Unit of the Welsh Language Board, 7 October 2010.
5.9 Consideration of models of informal provision

- Some Welsh for Adults Centres make a great effort to provide socialising opportunities for learners.
- Sometimes this activity is linked to employing an officer to develop the field. At other times it depends on the enthusiasm of the Welsh for Adults organisers.
- A bridging scheme, inherited by one Welsh for Learners Centre from previous activity by CYD, offers contact to Welsh speakers.
- A one-to-one mentoring scheme offers close contact with Welsh speakers.
- Not all Welsh for Adults Centres offer the same level of activity.
- It appears that activities of Welsh for Adults Centres depend on how these perceive their role.
- A feeling exists that events and activities organised need to grow from the community, with local responsibility.
- The lack of finance for Mentrau Iaith to develop this field causes ambiguity in their perception of their role and difficulty in their ability to operate.
- By giving finance to Welsh for Adults Centres, without corresponding finance to organisations that attract volunteers, no stimulus is given to community work.
- In many Anglicised areas there are insufficient frameworks of Welsh language societies that would be enough to assimilate learners.
- The presence of a community Canolfan Gymraeg such as Tŷ Tawe or Canolfan Merthyr, offers regular, continuous and systematic opportunities to learners, is a way of attracting a significant number of volunteers and ensures a large element of assimilating Welsh speakers and learners.
CONCLUSIONS AND RECOMMENDATIONS

"As we have interpreted the aim of our Canolfan in the widest possible way, there is no end to the potential of the place. The service in it will depend on what the locals want. It can be much more than an ordinary leisure centre. It can offer information, training, entertainment and a forum for the Welsh language community to discuss its needs and obligations. Everything is in the hands of the users themselves." (England, 1992: 51)

The above quotation comes from a paper presented on 'Canolfannau Cymraeg' by Anne England, one of the founders of Canolfan Gymraeg Merthyr Tydfil. She shared her experience as executive committee chairman of the centre and stated, 'In those areas where the majority speak English only, there is a lack of places where one can call in at more or less any time of day or evening to have a chat in Welsh' (England, 1992: 47). It was noted in 1.1 that the notion of a 'Canolfan Gymraeg' has been current in print for over twenty years, with the idea itself going back much further than that.

Part of the core remit of this research is to examine the contribution - and potential contribution - of Canolfannau Cymraeg in areas with relatively little Welsh in facilitating efforts at reversing the endless language shift towards the English language in them. This was done by looking at a number of relevant and significant considerations in the learners' use of Welsh in different situations and domains by comparing this from the perspective of those who learn in a Canolfan Gymraeg centre and those who do not learn in a Canolfan Gymraeg.

6.1 Ascertain the opportunities that are available to maintain social networks in Welsh

The learners' profile was discussed extensively in Section 2 of this report and it was seen that there are particular challenges in ensuring a younger age profile, sufficient meaningful contact hours, equipping learners with the necessary linguistic resources to be able to participate in the Welsh language lives of their communities and encouraging learners to use Welsh with other family members when they speak the language.

The most fundamental issue, which prevents learners from becoming fluent, and which also prevents them from being able to socialise freely and from being assimilated into Welsh language circles, is the acute shortage of contact hours in the courses. Whereas 1,500 contact hours is a normal goal with other languages, the 300 to 400 hours offered to Welsh learners by the time they reach this level is seriously lacking. The Welsh for Adults system needs to face this challenge and find solutions in terms of funding sufficient contact hours before it can be hoped to see linguistic success as an attainable target for most learners.

It should be remembered that the sample of this research project includes about a third of all advanced course learners in Wales during the 2009 - 2010 academic year and it was seen that their age profile and gender profile reflect those found nationally. The age profile (just over half the sample over the age of 61) is a matter of concern in

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19 To avoid mixing terminology/potential confusion, the concept of a 'language centre' recommended in this section based on the research will be is referred to as a 'Canolfan Gymraeg' hereafter. In keeping with Basque practice, it is strongly recommended using the same term in English when referring to such centres rather than referring to them as 'Welsh Language Centres'.
the context of the potential of Welsh for Adults to contribute to the creation of new viable Welsh language communities in areas with relatively little Welsh.

The ability to speak Welsh among the families of the learners is higher than their use of the language, so there are great possibilities and potential here to encourage learners’ family members to use more Welsh with them. This handy linguistic resource is extremely important, and there is a need to look at formulating strategies within the Welsh for Adults learning system to achieve it. This element should be included as part of the national ‘Welsh for the Family’ strategies and the definition of ‘Welsh for the Family’ should be extended to include encouraging older learners to use the Welsh language with other members of the extended family as well as the (completely appropriate) emphasis on young parents. As many of these learners are grandparents by now, they offer new opportunities for their children’s children to use the language in a wider inter-generational context.

One problem for organising activities and/or events at this level is the wide range of Welsh language qualifications and skills that learners have. At Mynediad/ Sylfaen levels, one can be fairly certain that the vast majority of learners are at more or less the same level, but by the more advanced classes, they have arrived from all sorts of different levels. Naturally enough, this means that the learners’ competence and ability range is rather wide and varied. It is a matter worthy of consideration within the national system. Advising learners appropriately and requiring a minimum qualification to attend a more advanced class would mean losing some learners or that they return to study at a lower level, but it would ensure that more in those classes would be more likely to succeed and become fluent speakers who are fully involved in the Welsh language activities of their communities. Should learners who can barely hold a conversation in Welsh be attending advanced classes?

The tendency of learners to attend activities seems to be stronger than the general trend among those of their age. It is not expected, therefore, that they are likely to attend activities or events at a very different level to their peers. But the challenge of providing them with opportunities to socialise in Welsh which will provide a meaningful social domain of language remains.

The potential was seen above for the family and home to offer opportunities to a number of the learners (a third used the Welsh language weekly in the family), and the media, companies which provide culture in the home and course providers need to consider how to develop and expand these opportunities. This should include forming networks rooted in the community rather than provision from above, as it were, from people employed in the WfA Centres. There may be a need to fund such community activities to promote participation and voluntary work. In general, a relatively small percentage of respondents use the Welsh language regularly, and this is equally true of the different domains examined e.g. the pub, chapel, the workplace as well as attending events and activities. Again, the linguistically ‘safest’ activities were those which attracted the highest number e.g. talk sessions. One out of ten went regularly to organisations such as Merched y Wawr and Clybiau Cinio. On the other hand, that should be considered in the context of the probability that the nature of these societies would appeal to many of the learners anyway, whether in Welsh or in English.
6.1.1 **Recommendations:**

1. Accept that around 1,500 hours of teaching courses are essential to create fluent Welsh speakers\(^{20}\).

2. Ensure a younger age profile on level 3 and 4 courses (Advanced and Proficiency) overall. Endeavours in the field to see more learners proceeding to advanced level are supported here.

3. Considering the current age profile and the potential to use Welsh within the family, planning is needed within the 'Welsh for the Family' strategy to ensure that the potential is fully realised.

4. Ensure that the learners' overall achievement in the advanced level courses is more even in order to provide activities and events for them more effectively. There should be a focus on ensuring that learners at the advanced levels have the necessary linguistic resources to be able to cope effectively with the challenge of using Welsh outside the safety of the classroom or societies / activities / events which specifically involve learners. Inadequate attention has been paid to raising learners’ confidence and allaying their ‘concerns’ when dealing with the Welsh language outside the classroom, therefore there is a need to look at the possibility of including an element of awareness raising / reducing fear in the advance level provision. In the same way, there is a need to ensure that informal learning is mainstreamed into the curriculum at the advanced levels, possibly by including more 'task-based learning'.

5. Encourage researchers to look in depth at modern-day tendencies to receive more entertainment and information in the home, and the implications of this for the Welsh language, and specifically for Welsh for Adults. Strategies need to be drawn up to address this modern phenomenon as a matter of urgency.

6. In the meantime, a scheme similar to 'Voluntaris per a la llengua' in Catalonia the 'Mêts Iaith' (language buddyng) scheme run by the Felinheli Community Council should be set up with the specific aim of ensuring a fairly regular contact between each learner at the advanced level provision and a Welsh speaker who is part of the local community’s Welsh language networks. Welsh for Adults Centres should not be expected to run such a scheme alone. This work needs to be seen as a responsibility and a priority for other agencies such as the Government’s Welsh Language Unit and the Mentrau Iaith, and each partner needs to be adequately funded.

7. 'Traditional' Welsh domains attract a limited number of respondents. In order to attract learners from ‘safe’ situations (i.e. those provided specifically for learners) to new ones, cooperation will be needed and that includes the agencies involved in promoting the Welsh language (e.g. the Mentrau Iaith) as well as the Welsh for Adults system. Encouraging voluntary work amongst the learners themselves should be a priority. It cannot be overemphasised that this cooperation is essential to ensure that learners change from being ‘Welsh learners' to being 'Welsh speakers' in their communities.

\(^{20}\) This figure is based on what was seen in the Basque Country and discussed in 1.5 and the figure set out by the University of Cambridge for ESOL (English). See [http://www.cambridgeesol.org/exams/exams-info/cefr.html](http://www.cambridgeesol.org/exams/exams-info/cefr.html) for more information.
6.2 Ascertain whether those opportunities are greater or equal if learners study in a Canolfan Gymraeg

It was noted that learners' general perception of their use of the Welsh language on the whole is more positive than their actual use of the language. It was seen that the respondents felt they used much more or a bit more Welsh when in fact they would not attend or use potential situations / opportunities more often than once a month. Among the three most productive opportunities to use the Welsh language were the family, activities and the Canolfan Gymraeg. Of the latter two, the Canolfan Gymraeg provided the most frequent opportunity and the best opportunity for learners to come into contact with speakers of the language. About a quarter of respondents noted that they use the Welsh language weekly in Canolfannau Gymraeg, which means that the Canolfannau Gymraeg attract learners from classes in their surrounding areas in addition to those who attend classes in them.

It was found that most respondents use more Welsh now than 5 years ago, and in every situation and in each of the areas involved in this research. A peculiar characteristic of the Canolfan Gymraeg was the number of learners who used 'much more' Welsh there. In this research, therefore, it can be seen that the family, activities/events and the Canolfan Gymraeg provide the best opportunity for learners to use much more of the language. It was noted that the learners' social circles have expanded in learning the language with almost three-quarters of them saying that they had made a lot or a few new friends as a result of learning Welsh, with the most positive results found among those attending a Canolfan Gymraeg each week.

When Canolfan Gymraeg Tŷ Tawe in Swansea was examined in particular, it was a key factor for the majority of learners in the area in terms of using the Welsh language socially. In one case, he was able to use the Welsh language in his work using the foundation he had gained in Tŷ Tawe. While one could argue that the same activities and events as those found in a Canolfan Gymraeg like Tŷ Tawe could be organised outside of the framework of a Canolfan Gymraeg, it cannot be denied that this model offers the opportunity to facilitate the arrangements and to concentrate them in one recognised location known to everyone as a (linguistically) safe Welsh language environment. In addition, the Canolfan Gymraeg model offers facilities like a kitchen, a hall, a bar or occasional café which do not have to be shared with other associations or activities which operate in English. All this helps to ensure and maintain the Welsh language nature and atmosphere for all who use the centre.

The learners' 'confidence' and 'anxieties' were considered in section 5. Respondents noted that a Canolfan Gymraeg like Tŷ Tawe plays a very important role in providing a basis for their confidence to use the Welsh language socially and many of them have built on that foundation to extend their use of the Welsh language to new domains e.g. their workplace or a new circle of friends. It is possible to increase confidence within the context of a Canolfan Gymraeg which cannot be done as effectively in a language class in an English language community centre.

The most popular and effective sessions according to the respondents would be sessions or events organised specifically within the Canolfan Gymraeg, suggesting again that the Canolfan Gymraeg offers an additional 'safe' location to gain confidence before venturing to new domains outside the Canolfan Gymraeg. Everyone who attended specific sessions (e.g. Siop Siarad) found a new friendship circle through the Canolfan Gymraeg, and that circle was the main circle of most learners' Welsh language socialising. In the opinion of these attendees, having a Canolfan Gymraeg was key to their efforts to socialise in Welsh.
It was also found that a Canolfan Gymraeg:

- facilitates learners' contact with other Welsh speakers and provides an appropriate location for this interaction;
- provides a natural and visible focus for Welsh language activity in communities with relatively little Welsh which do not possess another clear focal point where Welsh speakers can go;
- means that the learners who go there use a lot more Welsh;
- expands the social circles and friends of learners who go there;
- is a means of increasing learners' confidence.

Of the three elements that provide meaningful weekly opportunities, namely the family, the area and a Canolfan Gymraeg, the only one that can be changed or created is a Canolfan Gymraeg. This suggests the need for urgent attention to ways of providing Canolfannau Cymraeg across Anglicised areas of Wales.

6.2.1 Recommendations

1 The Canolfan Gymraeg model needs to be developed as a successful model in terms of creating a link between Welsh learners and speakers, raising their confidence and providing a safe linguistic environment for them.

2 This model needs to be replicated in other areas to ensure that more learners have the same opportunities and the same potential in terms of extending their social networks in Welsh.

3 A programme of expanding Canolfannau Cymraeg should be drawn up across those areas of the country which are less Welsh speaking.

6.3 Ascertain and recommend strategies that could be implemented in order to extend and expand the Welsh medium social networks of these new Welsh speakers

Lack of confidence has already been mentioned as a barrier to the use of Welsh with other Welsh speakers in the local community. One possible reason contributing to this lack of confidence is the lack of linguistic resources. There was sufficient evidence in the focus groups in particular that a lack of familiarity with dialects (from the perspective of the learners) can cause some Welsh speakers to switch to English, undermining the learners' confidence further. Certainly, there is a need to consider how Welsh speakers can be ‘taught’ how to communicate effectively with learners and the role of all this in ensuring a future for the Welsh language by creating new confident speakers.

It was found that learners' motivations, as expected, were varied and diverse. They change and develop as learners experience success and progress. The desire to speak Welsh with their children was regularly cited as a motivation by some learners, and because of its importance to efforts to change the language of the family and inter-generational language transmission, it is necessary to ensure that this motivation is fostered, encouraged and satisfied. Most learners have integrative motivations (sometimes combined with instrumental ones). Integration is absolutely core to this research, as is how to realise the aspiration of Welsh learners to integrate with the local Welsh language community. On the other hand, this can lead to an unrealistic perception of how much Welsh is spoken in the learners' communities, leading to disillusionment among some. Including an element of learning about the Welsh language in the context of the local community in the Welsh for Adults provision would be a way of presenting the real situation of the Welsh language in the community for learners, and would make them aware of the linguistic reality of the areas in which they live.
The tendency to enjoy entertainment at home rather than more 'traditional' methods has been noted, and this can limit respondents' opportunities to use the Welsh language in general. One domain which can offer support (at least passively) is the Welsh language media. The Welsh language papur bro is the most popular Welsh medium journal among the respondents, but it is possible to improve reading and purchasing rates significantly. Doing so would be a means to engage learners in the process of creating and writing the papur bro, ensuring that the content reflects wider interests and ensuring better sales for the papur bro. In general, learners need to be encouraged to read more in Welsh. This is quite a passive act and one that can raise their overall confidence. There is potential here for collaboration with the local library service to offer materials and possibly reading groups.

The Welsh language bookshop is quite a popular location. More learners should be encouraged to take advantage of it. The evidence suggests that they feel more confident using their Welsh in this situation. The element of reading can include magazines, books or, of course, websites. One in three buys Welsh language books at least fairly often.

As part of the process of developing social networks in communities which are comparatively non-Welsh speaking, the internet and new technology should be considered as alternative methods for learners to develop 'virtual' social networks which can eventually lead to 'real' ones.

The value of Radio Cymru and S4C must be acknowledged as important domains for a significant number of learners. Between a quarter and a third of respondents listen to Radio Cymru and S4C often. As a result, both services offer a unique and influential contact with the Welsh language, and they could be developed to encourage more learners to attend events and activities in their areas. The news was the most popular programme.

6.3.1 Recommendations

1. Ensure that the advanced level provision gives learners adequate linguistic resources to be able to communicate effectively with Welsh speakers.

2. Investigate the possibility of drawing up language assertiveness sessions for learners in order to raise their confidence when dealing with Welsh speakers.

3. Formulate appropriate strategies to ensure that Welsh speakers are aware of the specific needs of communicating with learners, and particularly the importance of continuing to communicate in Welsh.

4. Formulate appropriate strategies to ensure that learners who are motivated to speak Welsh with their children succeed in doing so and note this as a priority.

5. Include an element in the advanced provision that will focus on the socio-linguistic situation of Welsh in the learners' local communities. They should be aware of the reality of the position of Welsh in their individual areas.

6. Consideration should be given as to how more contact hours can be ensured for learners over a shorter period of time in order for them to gain the necessary confidence to use Welsh in their communities.

7. As the local 'papur bro' is more popular than other Welsh language magazines among respondents, there is a need to ensure (i) that there is
relevant and interesting material for new Welsh speakers (ii) that these speakers are involved with editorial boards of the relevant *papurau bro* to ensure they have greater 'ownership' and (iii) that the *papur bro* is sold effectively in Welsh for Adults classes.

8 Cooperation between the Welsh for Adults centres and local library services should be considered to encourage further reading in Welsh. In the Bridgend county borough area this happens successfully and reading groups are offered which attract learners and native speakers alike. This is offered by the library service, and it is a model which could be followed and replicated elsewhere.

9 A specific reading plan within the class would be a way of ensuring learners read more in Welsh. The scheme need not be rigid and it could include all types of reading - including websites. The advantage of such a scheme would be that it would (i) lead to increased reading and (ii) ensure that the reading happens within a specific and (possibly) structured framework.

10 The internet and 'new' technology can offer alternative opportunities for learners to create new virtual communities. There is a need to look at and develop this as part of the national Welsh for Adults system.

6.4 Ascertain whether patterns or strategies exist in other language communities that could be adapted to the efforts to integrate adults who have learnt Welsh

The most obvious pattern is that found in the Basque Country. There are around 180 language teaching centres there, and although the model we propose is slightly different as Canolfannau Cymraeg are recommended rather than language teaching centres, the similarity in terms of ensuring convenient locations is evident. Of course, it is not possible to ensure that a Canolfan Gymraeg (such as the Tŷ Tawe or Canolfan Merthyr models) is established in each area, and it could be argued that, as a step towards the process of creating more Canolfannau Cymraeg across Wales, it would be beneficial to emulate the *Euskaltegiak* by locating more and more of our Welsh for Adults classes in specific centres (such as Tŷ Pendre in Mold or Popeth Cymraeg in Denbigh or Canolfan Garth Olwg). That way, learners from a particular area would know that all the Welsh classes were held in one main centre, with that centre operating primarily in Welsh. It would not be easy to ensure that either, but as a first step in the process of creating more, complete Canolfannau Cymraeg, it may be a reasonable and convenient option (economically).

The majority of learners in the Basque Country learn for more than 10 hours a week, between 1,500 and 1,800 hours are offered for learners to become fluent. In Wales, although the intensive provision is recognised as the best and most effective way to become fluent, there is a growing trend to move away from intensive contact hours (courses two or three times a week) towards courses once a week. This inevitably means that learners need to work for longer - more years - to have any hope of achieving fluency. To reach 1500 - 1800 hours, a learner in Wales would need to be learning for between 20 and 30 years. In turn, this hampers their efforts - and desire - to integrate into the wider Welsh language community soon. In essence, this all militates against creating new Welsh speakers, the whole *raison d'être* of the Welsh for Adults field. As such, we need a fresh look at how more learners can be attracted to attend courses which are intensive courses in the sense of those held in the Basque Country. Again, focusing the provision in a number of specific centres would make it easier to market very intense courses because the 'competition' (although the provision is all part of the same Welsh for Adults centre) is likely to be smaller, and
other learners in the same building can see the success of their fellow 'intense'
learners for themselves.

The intention isn’t to claim that the Basque model is perfect and should be followed
slavishly. The aim of this research is to offer a Welsh solution for a Welsh situation.
Nevertheless, the situations pertaining to Wales are quite similar, and we cannot
ignore the fact that adapting the Basque model for the purposes of the situation in
Wales could be beneficial. What is clear is the inadequacy of the provision in Wales.
This inadequacy is one which is rooted as part of the learning system, and ensures
that most learners of the language do not succeed in becoming fluent. One big
difference between the two countries is the financial resources given to the field, with
the Basque Government investing around 45 million Euros per year to the work of
teaching Basque to adults.

6.4.1 Recommendations
1 WfA Centres should consider establishing specific learning centres in
prominent locations in their communities to be a starting point for developing
community Canolfannau Cymraeg.

2 The Government’s Department for Education and Skills / Welsh Language
Unit should draw up a national programme to target appropriate areas to
develop community Canolfannau Cymraeg.

3 The WfA Centres, Mentrau Iaith and other local organisations should
coordinate with each other to establish local committees including Welsh
speakers and learners to steer the work of establishing community
Canolfannau Cymraeg locally.

4 Getting different organisations e.g. the Urdd, Mentrau Iaith, Welsh for Adults
Centres, the Government’s Welsh Language Unit, Mudiad Ysgolion Meithrin
to share a building would be a way of establishing a community Canolfan
Gymraeg in an area.

5 Possible community funding sources need to be considered, locally and
nationally, to promote the work.

6 Local authorities should be encouraged to release suitable buildings to
establish community Canolfannau Cymraeg.

6.5 Consideration of models of informal provision
It became clear that WfA Centres are responsible for very varied patterns of informal
provision in different parts of Wales. The strongest patterns reflect enthusiasm and
imagination. This has been acknowledged at a British level as an example of good
practice among adult learners.

While the WfA Centres followed the guidance of the Welsh Language Board, with the
emphasis on community opportunities to use Welsh and to introduce learners to
these, by contributing some extra money, some WfA Centres employed officers
specifically to develop a full programme of diverse events and activities for learners.
This work goes several steps beyond those recommended by the Welsh Language
Board, namely introducing opportunities for assimilation, and ensures that learners
have regular opportunities to use Welsh outside the classroom.
Some WfA Centres tend to rely on local activity patterns through contributions from organisations, and this can be productive. Taking advantage of a Bridging scheme (Cynllun Pontio) which was a strength of CYD activities in Ceredigion, offers an opportunity for assimilation there, while the presence of community Canolfannau Cymraeg in Swansea and Merthyr offers a natural place to assimilate learners and Welsh speakers in those places.

Some WfA Centres take full advantage of the possibilities of working with the local Menter Iaith and other organisations, and this in turn raises hope for the establishment of a community Canolfan Gymraeg in the future.

In one area, a programme of pairing learners with Welsh speakers is beginning to bear fruit.

Some Mentrau Iaith contribute significantly to the local provision for learners, and manage to organise regular activities and to attract a large number of volunteers, both Welsh learners and speakers. However, the lack of funding for Mentrau Iaith to develop this field causes ambiguity in their perception of their role and difficulty in their ability to act. By providing funding for Welsh for Adults centres, and without match funding to organisations which attract volunteers, no boost is provided for community work. This can lead to a feeling that events and activities organised need to grow from the community, with local responsibility, rather than being centrally organised only.

In many Anglicised areas, there are no adequate frameworks of Welsh societies available which will be sufficient to assimilate learners. In places like these, the establishment of a Canolfan Gymraeg would be a positive contribution. However, at present, learners in some areas take full advantage of opportunities organised by the providers.

The presence of a community Canolfan Gymraeg, such as Tŷ Tawe or Canolfan Merthyr, offers regular, continuous and systematic opportunities for learners, a means of attracting a significant number of volunteers and ensures a high degree of assimilation of Welsh speakers and learners.

It does not appear that the central funding distributed to Welsh for Adults centres is likely to strengthen social opportunities across the country.

6.5.1 Recommendations

1. Every WfA Centre should appoint a full-time officer to develop opportunities to use Welsh informally in their area.

2. The Mentrau Iaith should ensure that learners can access activities and events organised by them, and that they are encouraged to do so. Specific events and activities should be provided with the aim of facilitating the integration of learners into the mainstream work of the Mentrau Iaith and specific funding should be earmarked for this work.

3. Opportunities need to be facilitated for learners to become volunteers and organisers of events and activities at a local level.
7 APPENDICES:

7.1 QUESTIONNAIRE

The purpose of this questionnaire is to know where people learning Welsh can use the language.

Please answer these questions, ticking the boxes. With some questions, it’s your opinion that counts – every answer is ‘correct’.

Thank you for your cooperation. We hope that the questionnaire results will help with the planning of Welsh activities in your area. Every answer is completely confidential.

ABOUT YOU

Your name will not be used in any way in the research. But having your name would be helpful if we want to contact you again for your opinion.

Name:
___________________________________________________________________

Address _______________________________ Telephone number: ____________
___________________________________________________________________

1
| Male | Female |

2

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3
Where were you brought up?

Area or town

4
Where do you live?

Area or town

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21 Throughout the questionnaire, the term ‘language centre’ is used to refer to the general idea of a Canolfan Gymraeg as it was felt that learners would be familiar with this categorisation.
2. YOUR BACKGROUND

5
Were the following able to speak Welsh? (It’s your opinion on this which is important)

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<td>father</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>your mother’s mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>your mother’s father</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>your father’s mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>your father’s father</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6
How much Welsh did you hear in your family when you were young?

<table>
<thead>
<tr>
<th></th>
<th>quite a lot every day</th>
<th>a little every day</th>
<th>only occasionally</th>
<th>none</th>
</tr>
</thead>
<tbody>
<tr>
<td>main language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7
How much Welsh did you hear when you were in school?

<table>
<thead>
<tr>
<th></th>
<th>quite a lot every day</th>
<th>a little every day</th>
<th>only occasionally</th>
<th>none</th>
</tr>
</thead>
<tbody>
<tr>
<td>main language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8
How much Welsh is in your family now? Are the following able to speak Welsh? Write NA if item is Not Applicable (e.g. no partner)

<table>
<thead>
<tr>
<th></th>
<th>well</th>
<th>quite well</th>
<th>a little</th>
<th>none</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>child 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>child 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>child 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Do the following **speak Welsh** with you? Write **NA** if item is **Not Applicable** (e.g. no partner)

<table>
<thead>
<tr>
<th>well</th>
<th>quite well</th>
<th>a little</th>
<th>none</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>child 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>child 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>child 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. What is your **job**, or what was your most recent job?

11. What is the highest level of **education** you received?

<table>
<thead>
<tr>
<th>degree or higher</th>
<th>A level / HND</th>
<th>O level / GCSE</th>
<th>work-based courses</th>
<th>no qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. What are the highest qualifications you have in **Welsh**?

3. YOUR INTEREST IN WELSH

13. **Why** did you start learning/taking an interest in Welsh? **Tick any number**

<table>
<thead>
<tr>
<th>Children</th>
<th>Talking to people in your area</th>
<th>Other family members</th>
<th>Understanding the radio/TV</th>
<th>Reading books/newspapers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Living in Wales</th>
<th>Helps with work</th>
<th>Discussing with customers</th>
<th>Other (state)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. What was your **main reason** for learning Welsh? **Tick ONE only.**

<table>
<thead>
<tr>
<th>Children</th>
<th>Talking to people in your area</th>
<th>Other family members</th>
<th>Understanding the radio/TV; reading books/newspapers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Living in Wales</th>
<th>Living in the area</th>
<th>Helps with work</th>
<th>Discussing with customers</th>
<th>Other (state)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
15. **Where** did you learn Welsh as an **adult** first of all?  
<table>
<thead>
<tr>
<th></th>
<th>once a week class</th>
<th>class at work</th>
<th>Wlpan Course/ Mynediad Dwys</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. For how many **years** have you been learning Welsh as an adult?  
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 / 5+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. On which course / in which class are you now?  

18. **Where** is your Welsh class held? (e.g. name of school, college, or name of Language Centre e.g. Tŷ Tawe, Canolfan Merthyr, Popeth Cymraeg Denbigh)  

19. Do you go to a Language Centre, e.g. Tŷ Tawe, Canolfan Merthyr or Popeth Cymraeg Denbigh (for any reason)?:  
<table>
<thead>
<tr>
<th></th>
<th>about 3 times a week</th>
<th>about 2 times a week</th>
<th>about once a week</th>
<th>about once a fortnight</th>
<th>about once a month</th>
<th>rarely</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **WHERE DO YOU SPEAK WELSH?**  

20. How often do you usually use Welsh nowadays?  
<table>
<thead>
<tr>
<th></th>
<th>every day</th>
<th>many times a week</th>
<th>once a week</th>
<th>less often</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. Are there people in these places who **can speak** Welsh? (note **NA** if the places are **Not Applicable** to you)  

<table>
<thead>
<tr>
<th></th>
<th>home</th>
<th>your area</th>
<th>pub</th>
<th>chapel</th>
<th>drama, concert etc.</th>
<th>language centre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>at work</th>
<th>in class</th>
<th>quiz, <strong>siop</strong> siarad etc.</th>
<th>your child’s school</th>
<th>society, e.g. choir, <strong>cyllch cinio</strong>, Merched y Wawr</th>
<th>CYD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
22
How often do you **use Welsh** nowadays in these places? (tick) (note **NA** if the places are **Not Applicable** to you)

<table>
<thead>
<tr>
<th></th>
<th>home</th>
<th>your area</th>
<th>pub</th>
<th>chapel</th>
<th>drama, concert etc.</th>
<th>language centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>regularly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sometimes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>at work</th>
<th>in class</th>
<th>quiz, <em>siop siarad</em> etc.</th>
<th>your child’s school</th>
<th>society, e.g. choir, <em>clwb cinio</em>, Merched y Wawr</th>
<th>CYD</th>
</tr>
</thead>
<tbody>
<tr>
<td>regularly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sometimes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23
Do you attend **talking sessions** organised for learners/Welsh speakers? (e.g. CYD, *siop siarad*, discussion group, *Sadwrn Siarad*, *Menter Iaith* sessions)

<table>
<thead>
<tr>
<th>every week</th>
<th>every fortnight</th>
<th>once a month</th>
<th>rarely</th>
<th>never</th>
<th></th>
</tr>
</thead>
</table>

24
Where do these sessions happen? (tick any number)

<table>
<thead>
<tr>
<th>in a pub</th>
<th>in a language centre e.g. Tŷ Tawe</th>
<th>in a school or college or teaching centre</th>
<th>in a society or chapel</th>
<th>somewhere else: state where</th>
<th></th>
</tr>
</thead>
</table>
5. PEOPLE WHO SPEAK WELSH WITH YOU

Think of the three (3) people with whom you speak Welsh most often ('learners' or Welsh speakers) apart from the family.

**Where did you meet** these people for the first time? Be as detailed as possible (e.g. Naming a centre, naming a class, naming an event)

<table>
<thead>
<tr>
<th>Person 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26

Think of the same three (3) people with whom you speak Welsh most often ('learners' or Welsh speakers) apart from the family.

**Where do you speak Welsh** with them outside class most often? Be as detailed as possible (e.g. Naming a centre, naming a class, naming an event). Feel free to name two or three places.

<table>
<thead>
<tr>
<th>Person 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. EVENTS AND ACTIVITIES

In this section: EVENTS are things which are organised, where you mainly watch or listen (e.g. drama, concert, lecture).
ACTIVITIES are things which are organised where you take part, by conversing or singing, e.g. choir, quiz, walk

**Do you go to Welsh events**, e.g. concert, drama, lecture?
Think of the last two months roughly. Did you go to a Welsh event? Tick any number

<table>
<thead>
<tr>
<th>drama</th>
<th>concert</th>
<th>lecture</th>
<th>other (name)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


28
Think about these **events**. **Where** were they held? Tick any ones which are applicable to you

<table>
<thead>
<tr>
<th></th>
<th>theatre</th>
<th>school / college</th>
<th>pub / other place</th>
<th>language centre (e.g. Tŷ Tawe)</th>
<th>other (state)</th>
</tr>
</thead>
<tbody>
<tr>
<td>drama</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>concert</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (name)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

29
Do you go to **activities** where you can speak Welsh, e.g. choir, *Sadwrn siarad*, walking club? Think of the last two months roughly. Did you go to a Welsh activity? Tick any number.

<table>
<thead>
<tr>
<th>CYD / talking session</th>
<th>walking club</th>
<th>book club</th>
<th>quiz</th>
<th>choir</th>
<th>other (name)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30
Think about these **events**. **Where** were they held? Tick any ones which are applicable to you

<table>
<thead>
<tr>
<th></th>
<th>theatre</th>
<th>school / college</th>
<th>pub / other place</th>
<th>language centre (e.g. Tŷ Tawe)</th>
<th>other (state)</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiz</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>book club</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CYD / talking session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>walk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (name)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

31
**How often** do you go to Welsh **events**?

- every week
- every fortnight
- every month
- rarely
- never

32
**How often** do you go to Welsh **activities**?

- every week
- every fortnight
- every month
- rarely
- never
### 7. USING WELSH TO SOCIALISE

**33**

**How often** do you use Welsh to socialise in these places?

<table>
<thead>
<tr>
<th></th>
<th>every week</th>
<th>every fortnight</th>
<th>every month</th>
<th>rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>in your area, shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pub</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chapel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>language centre e.g. Tŷ Tawe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with the family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organised event</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activity, e.g. choir</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (name)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**34**

What/who was of help to you in getting you to speak Welsh when socialising?

<table>
<thead>
<tr>
<th></th>
<th>very helpful</th>
<th>quite helpful</th>
<th>not really helpful</th>
<th>not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>class tutor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CYD / talking sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sessions in the language centre (e.g. Tŷ Tawe)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>going to a pub</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>going to chapel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>going to an activity (e.g. choir)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (state)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 8. MAGAZINES, BOOKS ETC.

#### 35

<table>
<thead>
<tr>
<th>Do you buy and/or read these?</th>
<th>every week</th>
<th>every month</th>
<th>sometimes</th>
<th>rarely</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y Cymro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golwg</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>another magazine (name)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local <em>Papur Bro</em>, e.g. Wilia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 36

<table>
<thead>
<tr>
<th>Do you buy and/or use these?</th>
<th>often</th>
<th>fairly often</th>
<th>sometimes</th>
<th>rarely</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welsh CDs/DVDs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welsh cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welsh books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welsh presents for children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 37

<table>
<thead>
<tr>
<th>Where do you usually buy these? (tick one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>local 'English' shop</td>
</tr>
<tr>
<td>Welsh magazines</td>
</tr>
<tr>
<td>local <em>papur bro</em></td>
</tr>
<tr>
<td>Welsh books</td>
</tr>
<tr>
<td>Welsh CDs etc.</td>
</tr>
<tr>
<td>Welsh cards etc.</td>
</tr>
</tbody>
</table>
### 9. RADIO AND TELEVISION

38. Do you listen to Radio Cymru? (tick one)

<table>
<thead>
<tr>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
<th>never</th>
</tr>
</thead>
</table>

39. When did you listen to Radio Cymru last week? (tick any number)

<table>
<thead>
<tr>
<th>around breakfast time</th>
<th>in the morning</th>
<th>around dinner time</th>
<th>in the afternoon</th>
<th>around 5 o’clock</th>
<th>in the evening</th>
</tr>
</thead>
</table>

40. Do you watch S4C? (tick one)

<table>
<thead>
<tr>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
<th>never</th>
</tr>
</thead>
</table>

41. Which S4C programmes did you watch last week?

<table>
<thead>
<tr>
<th>News</th>
<th>Pobol y Cwm</th>
<th>Sport (e.g. rugby)</th>
<th>Drama (e.g. Caerdydd, Con Passionate)</th>
<th>Interests (e.g. Yn y Wlad, Byw yn yr Ardd)</th>
<th>Features (e.g. Y Tŷ Cymreig)</th>
<th>Entertainment (e.g. noson lawen, concert, pop music)</th>
<th>Other (state)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. COMPUTER AND THE WEB

42
Do you sometimes use these in **any language?** Tick any number.

<table>
<thead>
<tr>
<th></th>
<th>email</th>
<th>Facebook or other social programme</th>
<th>News website</th>
<th>Other websites</th>
<th>Writing yourself in Word or similar program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

43
Do you sometimes use Welsh when you use these? Tick any number

<table>
<thead>
<tr>
<th></th>
<th>email</th>
<th>Facebook or other social programme</th>
<th>News website</th>
<th>Other websites</th>
<th>Writing yourself in Word or similar program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

44
**How often** do you use these in Welsh?

<table>
<thead>
<tr>
<th></th>
<th>email</th>
<th>Facebook or other social programme</th>
<th>BBC’s Welsh website</th>
<th>Golwg360</th>
<th>Other websites, e.g. Acen, LearnWelsh</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45
**With whom** do you use these in Welsh?

<table>
<thead>
<tr>
<th></th>
<th>your family</th>
<th>friends</th>
<th>members of Welsh class</th>
<th>other Welsh speakers</th>
<th>tutors, or activities’ organisers</th>
<th>people at language centre</th>
<th>people in institutions, e.g. <em>Menter Iaith</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>email</td>
<td>Facebook etc.</td>
<td>text messages</td>
<td>phoning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


11. CHANGING HABITS

46. Generally, do you now use more Welsh than you did 5 years ago?

<table>
<thead>
<tr>
<th>much more</th>
<th>quite a bit more</th>
<th>a little bit more</th>
<th>no more</th>
<th>less</th>
</tr>
</thead>
</table>

47. Think about some areas of your life. Do you now use more Welsh in these places than you did 5 years ago? (Note NA if the item is Not Applicable to you.)

<table>
<thead>
<tr>
<th>family</th>
<th>work</th>
<th>in the area, shop</th>
<th>chapel</th>
<th>pub</th>
<th>activities / events</th>
<th>in the language centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>not applicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>much more</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quite a bit more</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a little bit more</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>no more</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

48. Have you made new Welsh friends/contacts during the last 5 years?

<table>
<thead>
<tr>
<th>many new ones</th>
<th>quite a few new ones</th>
<th>two or three new ones</th>
<th>no new ones</th>
</tr>
</thead>
</table>

49. Think about the 5 closest people to you in your family. Do you use more Welsh with them now than you did 5 years ago? Write NA if one of the items is Not Applicable.

<table>
<thead>
<tr>
<th>Not applicable</th>
<th>Much more</th>
<th>Quite a bit more</th>
<th>A little bit more</th>
<th>No more</th>
</tr>
</thead>
<tbody>
<tr>
<td>partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>child 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>child 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>child 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (name)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (name)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
50  
Think about the 5 closest people to you (apart from the family). Can they speak Welsh?

<table>
<thead>
<tr>
<th></th>
<th>person 1</th>
<th>person 2</th>
<th>person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quite a bit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a bit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a little</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>none</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

51  
Think about the 3 closest people to you (apart from the family). Do you use more Welsh with them now than you did 5 years ago?

<table>
<thead>
<tr>
<th></th>
<th>person 1</th>
<th>person 2</th>
<th>person 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>much more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quite a bit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a little bit more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>no more</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

52  
Think about your habits as regards reading, listening, watching TV and the web. Do you use more Welsh now than you did 5 years ago?

<table>
<thead>
<tr>
<th></th>
<th>newspapers and magazines</th>
<th>books</th>
<th>radio</th>
<th>television</th>
<th>web</th>
</tr>
</thead>
<tbody>
<tr>
<td>much more</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quite a bit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a little bit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>no more</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>less</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

53  
How would you like to see things being organised to give you more opportunity to use Welsh?
Every idea is welcome, e.g. sessions in a pub, establishing a language centre, more talking sessions, contact with Welsh speakers, events such as concerts, activities such as quizzes, sport, walks.

THANK YOU VERY MUCH FOR YOUR HELP

Please return this to your tutor. Thank you.
7.2 DIRECTIONS FOR TUTORS FOR COMPLETING THE QUESTIONNAIRE WITH THE CLASS

QUESTIONNAIRE: LEARNERS’ USE OF WELSH

Dear Tutor,

Thank you for agreeing to carry out this questionnaire in your class/es. The aim of the questionnaire is to gather information about the learners and how/where they use Welsh in their communities. We have drawn up the questionnaire so you can go through the sections and use them as a stimulus for further discussion in class, so you could think of it as ‘extra class material/activity’.

Although we have stated that learners’ names will not be revealed in any way and that the research conforms fully with data protection requirements, would you please remind learners of this before starting to complete the questionnaire. After the learners have completed the questionnaire, would you be as kind as to collect them and return them to your local WfA Centre by 11 December 2009.

The intention is to hold short interviews with a sample of learners from different classes between January and March 2010 but information about this will be sent separately.

Here are some extra notes on the questionnaire’s sections:

2 Your Background
It’s important that the learners state the situation as it really is here and don’t record answers they think we expect to receive. This is true of the questionnaire in general, of course, so it is suggested that you ask them to complete this section before going on to discuss their linguistic background in general (if you wish to do so).

3 Your Interest in Welsh
Again, it’s important that they are honest here and that they tick as many boxes as are relevant but, on the other hand, that they don’t tick boxes because they believe they should be ticking them. When ‘Tick ONE only’ is stated, could you remind them of this? Question 19 is intended for learners in those areas only so if you are teaching in a different area, leave the grid blank please.

4 Where do you speak Welsh?
As section 3 above. It’s a good opportunity (after completion) for you to use this section to hold a more general discussion on the potential/possibilities for using Welsh in your area – but it’s important not to do this until they have finished completing it.

5 People who speak Welsh with you
It would be useful if you could encourage the learners to give as much detail as possible here. If they need to continue on to a separate page, they are welcome to do so if the extra page could be attached to the original questionnaire.

6 Events and activities
The beginning of the section explains the difference between ‘events’ and ‘activities’ to the learners but it would be useful if you could go over this again before they start
completing this section. Once again, there is plenty of material to start a discussion at class level after they have completed the whole section.

7 Using Welsh to socialise
It’s important that they choose the answer nearest to the truth about them personally.

8 Magazines, books and so on
9 Radio and Television
10 Computer and the Web
As in Section 7. After completing these sections, there is plenty of material again to start a discussion at class level (or smaller groups) to compare how much use is made of these categories and whether they could make more use of them.

11 Changing Habits
At the end of the section, there is an opportunity for the learners themselves to state their own wishes/aspirations as regards providing them with more opportunity to use Welsh. They should be encouraged to note as many as possible here – and once again, this could form the basis of a wider class discussion.

Thank you again for contributing to this research by administering the questionnaire with your class. The research is being done by Steve Morris and Heini Gruffudd from the South-west Wales Welsh for Adults Centre at Swansea University. Feel free to contact us if you want to provide any feedback / comment, by emailing:

s.morris@abertawe.ac.uk

The research results will be distributed in due course through the 6 Language centre nationally and on the website of the South-west Wales Centre.

Steve Morris and Heini Gruffudd

Swansea – October 2009
7.3 FOCUS GROUP GUIDELINES

Research project
Swansea University
The Influence of Canolfannau Cymraeg on the linguistic habits of those who have learnt Welsh

The project’s aim is to try and understand how Canolfannau Cymraeg, such as Tŷ Tawe, provide an opportunity for those who have learnt Welsh to speak and have a circle of friends through the medium of the language.

Thank you for spending five minutes answering these questions. Feel free to use the back of the page as well.

Name, address and phone number/email (if you are willing to give them: we will not refer to you personally in any report).
Are you willing for us to contact you again? __________

1. When did you start to learn Welsh? What were your reasons for starting to speak Welsh?

2. How much opportunity do you have to socialise in Welsh in general? (e.g. within the family, at work, in the pub / chapel: provide details)

3. What are the main difficulties for you as regards having an opportunity to speak Welsh?

4. How often do you go to Welsh sessions/ classes/ events?
   [4. How often do you go to Tŷ Tawe/Canolfan Merthyr, to which sessions/classes/events? >>> with groups in Canolfannau Cymraeg]

5. How helpful are the Welsh sessions / events? What would help you to speak more Welsh?
   [5. Is Tŷ Tawe important to you? How valuable is Tŷ Tawe in providing you with an opportunity to speak Welsh? (e.g. meeting others who have learnt, meeting Welsh speakers, having a new circle of friends, taking part in events, and so on). >>> with groups in Canolfannau Cymraeg]

Feel free to continue to the back of the page. Thank you for your answers.
7.4 HISTORY OF LANGUAGE CENTRES / CANOLFANNAU CYMRAEG

7.4.1 Nant Gwrtheyrn
Nant Gwrtheyrn opened as a teaching centre in 1978. It was a vision of Dr Carl Clowes and others, and began on a voluntary basis, attracting support from individuals and organisations. In its early days, the centre was sponsored by the Welsh Language Board to develop the infrastructure. It is claimed [Y Tiwtor, 2009] to be the only residential centre providing courses throughout the year. It complements the work of the Regional Welsh for Adults Centres. It recently attracted £5.6m from the European Union and the National Assembly, along with private donations, to develop the centre, with the aim of employing 32 staff, and of developing the facilities.

Nant Gwrtheyrn is not part of the urban community - it is an isolated village - but the centre is used by a vast number of organisations from all over the country.

The Nant can cater for events such as concerts or gigs with up to 200 attendees. The centre will have space to accommodate 75 people. It is hoped that the number of weeklong courses at the Nant will be increased from 300 to 600 a year, and it is hoped that groups will be attracted to activities, including conferences, walks and holiday groups, although the attendees will not necessarily be Welsh learners, or from Wales.

The Nant can be considered an informal link with the language for learners from different parts of Wales rather than for learners in its own community.

7.4.2 Clwb y Bont, Pontypridd
The Clwb y Bont society was established in the late 1960s by people who wanted to promote the Welsh language and culture. They actively raised money and searched for a building. In September 1983, Clwb y Bont opened in Pontypridd in an old warehouse on the river Taff.

Local breweries gave their support to buy the building, and volunteers did a lot of the work to refurbish the building.

At first, a Welsh lesson was held every night of the week, but this was abandoned because of a change in funding arrangements. The Club's website says it "continues to offer a great opportunity for Welsh speakers of all levels to come and practise their Welsh" but attendees do not have to be able to speak the language. It says, "If you are learning or fluent, you are likely to find someone you can chat with. Several of the members are willing to help learners to practise."

A wide range of Welsh cultural events are held in the Club, including Welsh rap and poetry and rock bands, and the doors are also open to middle eastern dance nights, and local clubs, including a jazz and chess club.

Although there is no formal link between Clwb y Bont and Welsh for Adults Centres’ provision, the club offers socialising and informal learning opportunities which would not be available locally without the efforts and vision of the volunteers.

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22 Taken from the Clwb y Bont website: http://clwbybont.net/page2.htm, accessed 6 September 2010.
7.4.3 Clwb Ifor Bach
Clwb Ifor Bach opened in Cardiff city centre, in Womanby Street, in 1983. The original aim of the club was to promote the Welsh language in the city, and Welsh speakers and learners could be members.23

In the late 1990s, the club's Welsh language rule was relaxed, so that membership was dependent on the ability to speak Welsh or commitment to learn the language. By now, the staff is made up of Welsh speakers on the whole, and the club is primarily a music venue, with Welsh language bands given prominence, but with English language bands performing frequently in the main performance space.

Clwb Ifor Bach mainly offers socialising opportunities for young people. In the meantime, other Welsh language socialising centres have developed in Cardiff, including the Mochyn Du pub, which by now has a pensioner's choir singing in its name. This pub and others offer regular opportunities for learners to come into contact with the language and to socialise with Welsh speakers. These are private enterprises that are successful due to an increased number of Welsh speakers in Cardiff. With its large number of national institutions that have attracted Welsh speakers from across Wales, and especially from relatively Welsh speaking areas of Wales, Cardiff offers a different field of study to other Anglicised areas in Wales.

7.4.4 Clwb Brynmenyn
Clwb Brynmenyn was opened in Brynmenyn village in 1987 by Dr Gwynfor Evans, after a number of local enthusiasts saw the opportunity to have a centre to "promote the culture of Wales, the Welsh language and Welshness."24 A committee of 17 was formed. A building was acquired from a brewery, paying back each month, mainly from bar sales.

The building included two rooms for learners' classes, an activities hall and bar. A large number of entertainment evenings were held over the years, including performances by some of Wales's leading singers. The centre was also used by a number of Welsh societies in the area, including the local papur bro, the Urdd and a choir.

A full-time steward was appointed. Dafydd Ieuan Jones is of the opinion that the centre was used by the same number of Welsh learners and speakers, providing a foothold for the Welsh language in the area.

The location was not central for Bridgend's main population, but it continued for 15 years, coming to an end in 2003.

It took a considerable effort to establish a Welsh community centre in an area with a large number of learners.

7.4.5 Canolfan Merthyr
Following the 1987 Urdd Eisteddfod, a group of local enthusiasts worked to establish a Canolfan Gymraeg in Merthyr Tydfil. Siop y Ganolfan was established in 1992 in a small room in the old Soar Chapel hall.25 The proceeds were used for activities.

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23 Taken from the Clwb Ifor Bach website, http://www.clwbiforbach.co.uk/cym/history/, accessed 6 September 2010.
24 The information was obtained in conversation with the first chairman of Clwb Brynmenyn on 27 September 2010.
events and social evenings for Welsh speakers and learners in the new Canolfan Gymraeg in town. The shop is now an independent enterprise.

The Canolfan therefore began many years before establishing Menter Iaith Merthyr, but now the two have merged.

Canolfan Merthyr has been a centre for Menter Iaith Merthyr since its establishment in 2004. Recently, the Menter was given £1,381,378 to change the centre's building and to transform Soar Chapel into a Heritage Centre and community theatre. The money was obtained from the Heritage Lottery Fund, the Heads of the Valleys Programme, the Low Carbon Buildings Trust and the Community Facilities and Activities Programme. It is hoped that further grants will be obtained towards furnishing and employing an officer.

When the Canolfan is completed in late 2010, it will include a hall that can be turned into two teaching rooms, two additional teaching rooms, a room for a nursery, three offices for the Menter, the Urdd and Glamorgan Welsh for Adults Centre, a Welsh shop and a café.

Many organisations use the Canolfan, including Merched y Wawr and the Soar Welsh Society, which arranges, among other things, evenings of talks, and the Canolfan choir. Evenings for young people are also held there, including drumming lessons. Evenings are arranged in local pubs where alcohol is available.

Weekly coffee mornings are organised that give Welsh speakers and learners an opportunity to come together.

Glamorgan Welsh for Adults Centre organises classes on several levels in the Canolfan, and there is also a Youth Work Project centre, with the Urdd, the Menter and the County Council as partners.

7.4.6 Tŷ Pendre, Mold
North Wales Welsh for Adults Centre has a dedicated building for classes in Mold. Tŷ Pendre has an office for the Welsh for Adults Officer and about five classrooms.

Classes or relatively informal sessions can be held here, but there are no facilities here for informal events. A kitchenette provides an opportunity for some informal socialising, but on the whole, the emphasis in the building is on holding formal classes.

The presence of the building as a centre of learning makes it easier for new learners to know where to go for classes.

Efforts are underway in Mold at present (see section 5) to establish a versatile Canolfan Gymraeg in Mold. A significant amount of public funding will need to be secured to establish this.

7.4.7 Popeth Cymraeg, Denbigh
The idea of establishing Canolfan Iaith Clwyd was launched publicly in 1988 by David Jones, Mayor of Denbigh, one of the main founders of the centre, who died recently. A trust was formed to persuade Clwyd County Council to convert a building in
Denbigh town centre into a home for the language centre.²⁶ By 1990, £105,000 was raised to renovate the building, and a grant was received from the Welsh Office in 1991 to employ 1.5 people, and the centre was opened as a venue for courses.

Led by Ioan Talfryn, an innovative learning service was developed, which won an Adult Education award (NICE, 1994), and a British business award (Journal Publishing Group 1998). In 1997, a grant of £187,000 was obtained by the National Lottery to build an extension to the centre and to employ more staff. In 1999, the centre's name was changed to 'Popeth Cymraeg'.

This is a teaching centre, funded by the area's colleges. When the North Wales Welsh for Adults Centre was established in 2007, Popeth Cymraeg was funded directly.

In 2009, a second Popeth Cymraeg centre was established in the Tanerdy, Llanrwst, and by now, classes are held there. The hope was that a café would be established as part of the building by a private enterprise.

7.4.8 Tŷ Tawe, Swansea

Tŷ Tawe was established in 1987, five years after volunteers raised funds to buy a building.²⁷ Cymdeithas Tŷ Tawe was launched publically in a meeting during the National Eisteddfod in Swansea in 1982, after local enthusiasts decided that there was a need for a socialising and teaching centre in the town centre. At the time, learners attended various pubs in Swansea to hold weekly social evenings.

Cymdeithas Tŷ Tawe was established as a registered charity, with the aim of promoting the Welsh language and Welsh culture. A building was bought in the centre of Swansea, with room to hold Welsh classes, a Welsh bookshop, an events hall and bar/café. There were grants from several directions, mainly from European funds, but also from the Lottery, TAC, and interest-free loans from the City and County of Swansea, to carry out renovations, conversions, and significant expansions over the years.

By now, the building includes a Welsh shop and café, bar and performance hall, Menter Iaith Abertawe offices, the Welsh for Adults Officer office and teaching rooms. 4 or 5 classes or events can be held simultaneously.

A number of Welsh organisations and societies in town use the building, including Côr Tŷ Tawe, whose members include a significant percentage of learners, Merched y Wawr, CYD and Rhag, and regular events are organised there for learners, including a coffee morning every Thursday (CYD) and Saturday (the Menter Iaith). Other suitable events are arranged there for learners, including quizzes, film nights and rugby matches on television.

²⁷ The information was taken from the minutes of Tŷ Tawe meetings, from the collection in the possession of Heini Gruffudd.
7.5 QUESTIONNAIRE FINDINGS

7.5.1 Personal background
Here the learners’ general background is looked at including considerations such as gender, age, area of upbringing and current main residence. Then learners’ families’ linguistic background will be viewed in more detail, their perception of how much Welsh they heard within the family and in school and comparing these with family members’ ability to speak Welsh by now and the use of Welsh by family members with learners at the moment. Finally, learners’ employment is considered (or their most recent job before retiring), their level of education and their qualifications in Welsh. All these provide a picture of the composition and general background of the learners in the sample along with their (direct and indirect) connection with Welsh as a child and currently, in the context of their families.

7.5.1.2 Gender
It was seen in 1.3.2 nationally that 64% of learners on NVQ level 3 and 4 courses are female and 36% of them are male. The figures in the sample are surprisingly similar to the national ones with 61% female and 39% male.

![Graph 2: Gender of questionnaire respondents (percentages)]

These figures confirm what has been generally observed in the field of Welsh for Adults (Morris, 2005: 25 and Reynolds, 2004: 35) and the language learning field, namely a consistent trend for more women than men to attend Welsh for Adults courses at all levels. At Mynediad level Morris (2005: 25) argues that holding courses close to nursery and play groups is partly responsible for this and this can be viewed as a trend which may augur well as regards ensuring language transfer between the generations. Yet, these figures need to be considered in the context of the next group which looks at the age of the sample.

7.5.1.3 Age
Confirmation is seen here of the national trend seen in 1.5.3 for NVQ level 3 and 4 classes to be more elderly on the whole with a little over half the sample being 61 years of age or older.
The implications of this age profile in the advanced courses are very important and significant in the context of this research. Only 13% of the sample is under 40 years of age, which is the most significant age as regards ensuring that Welsh is transmitted to children.

In a study of young people’s use of Welsh, Gruffudd (1995: 171) says “It seems that using the language and attitudes towards it stem from the home more than anywhere else. It was seen that parents’ language with their children is one of the most important factors in measuring young people’s confidence when discussing different topics.” Most of those who go on to advanced levels of learning Welsh are not young, and so they aren’t likely to be able to change the language of the home and contribute to the absolutely pivotal stage of language restoration, namely intergenerational mother tongue transmission. Fishman (1991: 113) says, “Without intergenerational mother tongue transmission ... no language maintenance is possible.”

That is, these are the most fluent group of learners who also have the highest age profile. This suggests many possible challenges as regards planning in Welsh for Adults in the future:

- How to ensure that more learners in the younger age groups succeed in attaining the highest level of fluency in Welsh;
- Bearing in mind the age profile noted here, how does this affect efforts to extend social networks and provide sufficient opportunities for comparatively fluent learners to socialise through the medium of Welsh;
- How can it be ensured that these learners contribute best to their communities (if they wish to do so, of course) as regards reversing language shift from Welsh and being a force for efforts to restore Welsh as a community language in comparatively non-Welsh-speaking areas.

Learners’ age profile at the highest levels is in complete contrast with the age profile of learners studying Welsh at Mynediad and NVQ 1 levels where around 40% are under 40 years of age – see 1.3.3 again. At Mynediad level in 2008 – 09, the largest age group is 30 – 39 years of age. Similar percentages were noted among Wlpan course learners in the nineties by Morris (2005: 26).
7.5.1.4 Area of upbringing

The areas are defined thus:

**Swansea:** Within the current boundaries of the city and county of Swansea. Therefore, towns such as Pontarddulais or Gorseinon are included under this definition.

**Merthyr Tydfil:** Only those learners brought up within the boundaries of Merthyr Tydfil County Borough Council.

**Mid Glamorgan:** Everyone brought up in that old county (except for the Merthyr Tydfil area).

**Gwent:** All communities of the old county of Gwent are included here (including what is called Monmouthshire today).

**Neath / Port Talbot:** All of the county’s territory in its current form.

**Denbighshire/Flint:** These correspond to the current counties. Denbighshire was included as questionnaires went to classes in Rhyl, Prestatyn and the ‘Popeth Cymraeg’ Centre.

**The rest of Wales:** This is the group consisting of everyone brought up in Wales but who can’t be included in any of the above areas. This was noted, for instance, for learners brought up in the Wrexham or Cardiff areas.

**England +:** Basically, any area of upbringing beyond the boundaries of Wales.

England was noted by the vast majority of the learners included in this group although it also includes those brought up in the remainder of the countries of Britain and abroad.

Of all the learners in the sample, over a third was brought up in England (or outside Wales). Over 60% of these learners (61 out of a total of 98) lived in Denbighshire and Flintshire. This can be viewed as evidence that those who move into these areas are keen to assimilate and ‘belong’ to their new communities. On the other hand, especially in Flintshire, the low number of Welsh speakers there (see 2.2 – 14.4% according to the 2001 Census) suggests that more of the Advanced course learners have been brought up in England than in the actual county itself which poses unique challenges to language planners there as regards social opportunities to use Welsh.
7.5.1.5 Area of residence

Graph 5: Respondents’ area of residence (percentages)

There is nothing unexpected in the above graph but it should be mentioned that only 6 of the respondents live in the Merthyr Tydfil borough area with the rest who attend classes in the town living elsewhere. The high percentage of learners brought up in England living in the Denbighshire and Flintshire areas has already been mentioned. As regards other areas, it is seen that high percentages of learners still live in the areas where they were brought up:

Swansea - 90%
Merthyr Tydfil - 83%
Mid Glamorgan - 62%
Gwent - 71%
Neath/Port Talbot - 58%

7.5.1.6 Ability of family to speak Welsh and hearing Welsh within the family/in school when learners were children

Detailed questions were asked about learners’ parents and grandparents and they were asked to judge their ability as regards speaking Welsh when they were children. 28% of them noted that their families could speak Welsh well or quite well with 19% having only a little Welsh. 53% couldn’t speak a word of Welsh at all.

The question about the family’s ability to speak Welsh was followed by a question which asked how much Welsh learners heard within the family when they were children. Only 2% noted that Welsh was the main language heard by the family during their childhood. 12% were of the opinion that they heard quite a bit or some Welsh every day. This rose to 29% who noted that they sometimes heard Welsh with 57% stating that they never heard Welsh within the family. The picture gained as regards their families therefore is that the ability to speak, in the learners’ view, was higher than what they heard in reality. This suggests that a quarter of the families had a passive background but only half of that (14%) as regards hearing Welsh regularly or sometimes on a daily basis.

Compared to the family, school appears more productive in creating opportunities to hear Welsh in learners’ childhoods. Of course, one cannot judge here whether the Welsh heard was schoolyard Welsh, a medium of learning, only a medium during assembly or ‘informal’ use by a few teachers. Yet, it’s clear that Welsh was heard quite frequently during the schooldays of a small percentage of learners with 4% noting that Welsh was the main language of their school and 19% saying that they
heard Welsh there quite a bit or a little every day. A higher percentage says that they used to hear Welsh in school sometimes with 43% not having heard any Welsh at all.

7.5.1.7 Ability of family to speak Welsh now / use of Welsh with the family now

Both of the next sections deal with the ability of learners’ family members as regards Welsh and their use of it with learners. ‘Family’ here was limited to a partner, children and ‘other’ and the two graphs below show the score which is the total noted for each member of the family. Again, learners themselves were asked to judge the ability of family members in Welsh and their use of it.

**Graph 6: The ability of respondents’ families to speak Welsh (percentages)**

**Graph 7: Use of Welsh within families now (percentages)**

There is a difference between the family’s ability to speak Welsh and their use of it with the learners with 54% having a good or fairly good or some ability in Welsh. The figures using Welsh drop somewhat to 45% speaking a lot, quite a lot or a little Welsh. The suggestion here is that 16% of learners’ families who can speak a little Welsh choose not to speak it with them but that 45% use various levels of Welsh with them. This highlights a very useful source as regards ensuring at least one opportunity for learners to use their skills in Welsh on a daily basis in an important domain. Certainly, there is a need to look in more detail at the possibilities of developing linguistic strategies (i) to increase contact with Welsh within the family and (ii) developing that contact so that other family members can be a help in developing new social networks, outside the home, through the medium of Welsh. This could be an important contribution in helping learners to gain in confidence.
when ‘crossing the bridge’ and taking the step of joining in Welsh activities or events in due course.

7.5.1.8 Work

Learners were asked to state their job or in the case of those who had retired, their most recent job. The question was included to get an estimate of the sample’s social class (according to the definition of their jobs). 45% belong to groups A and B with 36% members of groups C1 and C2. Learners’ responses were classified as follows:

A/B
Education 23%
Professional / management 22%

C1 / C2
White collar 26%
Skilled workers 10%

D
Unskilled workers 8%
Housewife 1%
Unemployed 1%
Did not respond 9%

7.5.1.9 Education and qualifications in Welsh

It appears that learners’ general level of education is very high on the whole with 58% stating ‘degree or higher’ as their highest level of education. Only 4% stated that they had no qualifications at all:

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or higher</td>
<td>60%</td>
</tr>
<tr>
<td>A Level / HND</td>
<td>20%</td>
</tr>
<tr>
<td>O Level / GCSE</td>
<td>10%</td>
</tr>
<tr>
<td>Work-based courses</td>
<td>5%</td>
</tr>
<tr>
<td>No qualifications</td>
<td>1%</td>
</tr>
<tr>
<td>Did not respond</td>
<td>9%</td>
</tr>
</tbody>
</table>

Graph 8: Highest level of education received by respondents (percentages)

Of those who responded to the next question about the highest qualification they had in Welsh, the largest group were the 31% who had succeeded in the Use of Welsh: Canolradd (Intermediate) examination:
Of course, this is no great surprise as the vast majority of the learners who completed the questionnaires study in a class which is working towards Use of Welsh: Higher (see 2.3.3). 16.5% of them have already attained that level or higher and the picture gained here of the language skills of learners in the sample is important in considering the linguistic resources they have as they try and take part in Welsh activities and attend events through the medium of the language. Just as significant is the fact that 17% of them have no qualifications in Welsh at all (despite all the funding system’s emphasis on gaining credits and qualifications) and 16% have not gained a qualification higher than Mynediad or Sylfaen (Entry/Foundation) level. The suggestion here is that learners in the classes in question have quite a wide range of qualifications which could in itself pose a challenge at times to tutors as regards ensuring that their learners’ expectations and ability always correspond to the level noted as appropriate for those classes.

7.5.2 Courses attended

7.5.2.1 First Welsh for adults class / Period of learning
Interesting and revealing information was gleaned here, namely that 62% of learners had started in a weekly class, as part of the non-intensive provision. A little over a quarter of learners started in an Wlpan or Intensive Entry class, and the remaining 11% either started in the workplace or in another class (e.g. over the internet, correspondence course etc.).
Of course, it’s quite possible that some started on a weekly course and then moved to a more intensive course later although the next question, which asks how many years they have been learning Welsh as an adult with 73% stating five years or more, does not suggest that. There are implications as regards contact hours here, i.e. how many contact hours learners have received before reaching one of the advanced courses. It has already been seen that the highest qualifications learners have in Welsh vary substantially and there is a suggestion as well that there may be a substantial difference between contact hours – and the period of contact hours (i.e. did they succeed in achieving the contact hours within a period of a year or three years?). Under the Common European Framework of Reference, it would be expected that learners following the intensive pathway would have completed 360 hours (with additional hours in Sadymau Siarad, weekend courses etc.) within three years. With learners following the weekly pathway, they would be expected to complete the 360 hours within six years before moving on to an advanced level course. Therefore the figures regarding the period of learning suggest that the non-intensive class percentage has continued and that most of the learners have not attended intensive courses. A total of 15% of them had been learning for up to three years, with an additional 12% noting 4 years.

7.5.2.2 Course followed at present
The classes which received and completed the questionnaire are noted in 2.3.5. so it is no surprise that 96% of learners stated that they were following a proficiency course (6%), an advanced course (66%) or a Siawns am Sgwrs / Confidence Booster / Advanced Discussion class (24%). The remaining 4% were following Intermediate or “other” courses.

7.5.2.3 Class settings
The question was worded so that the learner would give the name of the school, college or the Canolfan Gymraeg where their Welsh class is held. Based on those answers, each one was classified in the following categories:

Canolfan Gymraeg / Language Centre (e.g. Tŷ Tawe, Canolfan Merthyr, Popeth Gymraeg) 22%
College/School (e.g. Wrexham Glyndŵr University, Merthyr College) 8%
Community (e.g. community halls, Tŷ Pendre) 66%
Other (e.g. library) 4%

For the purpose of this question a Language Centre means a centre where learners receive classes and can reasonably expect everyone involved with the place to be able to speak Welsh (and use it). Given the linguistic background of the areas in question in this research, it could not be expected that everyone in the other settings could speak Welsh (although this may be true to some extent in some of them). 78% of learners receive their classes in other settings and as a result, apart from the milieu of the class itself which the tutor would conduct in Welsh, the likelihood is that they would have to turn to English. On the whole learners aren’t necessarily likely to spend much of their time involved with other activities in these settings but learners attending classes in a Canolfan Gymraeg or language centre can be confident that anyone else in those settings will be able to speak Welsh. This is an important consideration in creating a Welsh atmosphere/ethos and giving learners confidence that other people will understand them when they use Welsh with them.
7.5.3 Motivation
Morris (2005), Reynolds (2004) and others have looked at the motivation of Welsh adult learners and have come to a similar conclusion, namely that ‘...there is quite an obvious link between motivation and success’ (Morris, 2005: 162). Morris found that learners who had integrative motivations tended to use more Welsh than learners with instrumental motivations (2005: 162). Therefore, as the assumed co-dependency between motivation and using Welsh is important, a specific section was included in the questionnaire asking for learners' reasons for learning or taking an interest in Welsh along with class location, kind of course followed, previous period of study and frequency of attending a Canolfan Gymraeg. [Motivation has been discussed in section 4.3 where it is looked at from the viewpoint of the information gained in the focus groups].

7.5.3.1 Usually, learners aren’t driven on by one motivation only as they move from course to course and experiencing success can mean that learners’ motivations change or are adapted along the way. Evas (1999: 292) notes that it’s not unusual for learners to state that they have more than one (or more) motivations as they learn Welsh. This is supported by Newcombe (2007: 107). Based on this evidence, learners were asked to choose from eight common motivations giving them free rein to note any number of them.

7.5.3.1.1 Children
Fishman (1991) and Gruffudd (1995) have shown how important inter-generational language transmission is for the continuation of any lesser-used language such as Welsh. Considering the age profile of learners in the sample (see 7.5.1.3), it would not be foreseen that children would be a very productive motivation for them but around a quarter (24%) noted that this motivation was relevant to them. For those families where the children are young enough, it’s essential to make every possible effort to encourage learners to use their Welsh with their children. Even when learners’ children have become adults, the potential contribution of these learners as grandparents by using Welsh with their grandchildren is substantial. Any strategy looking at how to create more opportunities for learners to use Welsh should specifically address the possibilities as regards changing parents’ / grandparents’ language of communication with their children / grandchildren.

7.5.3.1.2 Talking to people in your area
This integrative motivation was very popular with slightly under half (48%) of learners noting it. Considering the number of possible speakers in each of the areas in question, this motivation may cause some surprise. It may suggest that learners have overestimated how many Welsh speakers there really are in the areas where they live. Certainly, it’s a definite sign of learners’ will to be a part of the ‘Welsh-speaking community’ (whatever their definition is of the ‘Welsh-speaking community’ in their areas). This is possibly the great challenge of this research, namely how it’s possible to bring together this desire to be a part of the Welsh-speaking community and to integrate with the ‘people in their area’ with the reality of the linguistic situation of the areas in question. One could argue that learners’ perceptions of the amount of Welsh used around them do not correspond to reality.

7.5.3.1.3 Other family members
There is a slightly higher percentage here than 7.5.3.1.1 (Children), i.e. 27%. It was seen that 54% of learners’ families can speak some Welsh and 45% speak a lot, quite a lot or some Welsh. There is further evidence here to support the need for strategies to increase the use of Welsh within families. Any strategy will need to look at how to help learners to turn this motivation into reality and to help them (and other Welsh speakers in the family) to use Welsh with each other regularly.
7.5.3.1.4 Understanding radio / television
This is the first motivation noted by over half the learners (56% of them). The media in general is discussed in 3.4. What is obvious here is that radio and television are a significant motivation for a substantial number of learners, a feature which has developed as S4C and Radio Cymru specifically have become more apparent as underpinning domains for the Welsh language (this is noted by Newcombe, 2007: 92).

7.5.3.1.5 Reading books / newspapers
This was not as popular as 7.5.3.1.4 although 43% noted it. Again, this is looked at in more detail in 3.4. Both 7.5.3.1.4 and 7.5.3.1.5 are motivations which are essentially more 'passive', i.e. language doesn’t need to be used face to face with other speakers. Radio and television are more 'accessible' and learners are possibly more aware of them than Welsh books and newspapers. It would be expected that the motivation to read books and newspapers would increase as learners make progress on courses to the highest level where there is more emphasis on reading such materials.

7.5.3.1.6 Living in Wales
72% of learners noted this motivation and this is consistent with other studies on motivation in Welsh (Morris, 2005; Reynolds, 2004). This motivation includes the general concept of living in Wales and feeling, therefore, that they should speak Welsh. It could be argued that it is to some extent linked to many of these learners’ identity and their idea of what constitutes being a Welsh citizen in the twenty-first century. Yet, compared to other motivations, this is the most challenging one as regards devising strategies to transfer it into use of the language in the community. The sense of a duty to speak Welsh because ‘we live in Wales’ can be satisfied by fostering the ability to speak the language without necessarily fostering the practice of using it.

7.5.3.1.7 Help with work
It was already seen that learners’ age profile suggests that many of them have retired and one could therefore presuppose that this instrumental motivation wouldn’t attract much response. Yet, it was chosen by 27% of the sample which suggests either that some of them started learning Welsh originally to help them at work or that some are learning now for reasons involving their occupation. Examples of this were seen during the focus groups. Insisting that employees learn Welsh in the workplace doesn’t necessarily turn them into active Welsh speakers in the communities where they live, of course, and it was noted in other studies (e.g. Newcombe, 2007: 102 - 106) that instrumental motivation without much integrative motivation can mean a lack of use of Welsh outside the workplace. Even in the workplace, it is seen that learners hesitate when using their Welsh in case they make a mistake which may influence their effectiveness and their ability to communicate clearly there.

7.5.3.1.8 Discussing with customers
Of course, this is one of the obvious aims of Welsh in the workplace, and it’s another instrumental motivation. Only 12% of the sample noted this motivation, around half of those which noted 7.5.3.1.7 above. It’s possible that this means that 7.5.3.1.7 needs to be looked at in a different manner as the motivation to use Welsh in the interface between customer and employee is so low. It may suggest that at least some see that learning Welsh helps at work as it is considered as an extra skill (they are not necessarily expected to use).
7.5.3.1.9 The main reason for learning Welsh
Here, learners were asked to choose one of the motivations only and note it as their main motivation. No response was received by 26 (8%) of learners so the graph below notes the percentages of the 92% who did respond:

![Graph 11: Respondents’ main reason for learning Welsh (percentages)](image)

On the whole, these motivations reflect those in 7.5.3.1.1 – 8. It was decided to include an extra element, namely ‘living in the area’ and to combine radio/television and books/newspapers as well as noting ‘help with work’ and ‘discussing with customers’ together. The graph shows that this additional choice was not too productive. When ‘other’ was noted, learners were asked to expand and here are the answers received:

- Deall hanes y teulu: Understanding family history
- Mae amser ‘da fi nawr: I’ve got time now
- Diddordeb: Interest
- Sialens: A challenge
- Diwyliant Cymraeg: Welsh culture
- Capel Cymraeg: Welsh chapel
- Deall Cymraeg: Understanding Welsh

Once again, it is clearly shown in the graph that ‘Living in Wales’ is the biggest motivation noted by 37%. The second biggest motivation with 17% was ‘Talking to people in the area’ followed by the 11% who noted ‘Other’. Close behind was ‘Children’ which was noted by a little over 10%. It has already been noted that this is very significant as regards language transmission within the family and this suggests that this motivation is stronger than the motivation to speak Welsh with other family members (7%), although the percentage in 7.3.1.3 is a little higher than the percentage in 7.3.1.1. Certainly, learners’ motivations need to be given sufficient consideration when drawing up strategies to increase their opportunities to use the language in communities where Welsh isn’t the main community language in order to ensure that those strategies provide an outcome which satisfy those motivations.

7.5.4 Opportunities

7.5.4.1 Background
It is recognised that it is difficult for adults learning a language to develop the skills necessary to be able to use it confidently in every situation.
One requirement is to provide learners with adequate contact hours with the language. This was done in the Basque Country by offering intensive courses of 1,500 hours for teachers; in Wales, Wlpan/Mynediad Dwys courses offer around 120 hours and further courses can provide between 20 and 50 hours per year.

Contact hours of Welsh language classes are unlikely to be sufficient to provide adequate language skills for learners to be able to use the language with ease. This can be offset to some extent by ensuring that learners develop sufficient contact with the language outside the classroom.

Welsh learners therefore face fundamental problems. This was noted by Lynda Pritchard Newcombe, who addresses the need for constant time and contact (Newcombe, 2007: 84) and also learners' lack of confidence, and the frequent failure of Welsh speakers to involve Welsh learners. (2007: 40)

Newcombe notes that learners in Wales are misled about the alleged ease of learning the language. She says, "Extravagant claims by publishers and titles … mean that learners become daunted early in the language learning process when experience does not correspond to expectations." (2007: 40)

This assertion can be extended to courses for adults who, even after three or four years of learning, do not come close to the contact hours required to develop full skills.

Newcombe says, “The realisation of the time and hard work required to make progress may well play a critical role in decisions to drop out from classes.” (2007: 84)

In the wake of these limitations, the need to formulate strategies for socialising in the Welsh language is essential. The linguistic nature of most communities where the learners attend lessons, especially in South East Wales, means that learners cannot hope to use the Welsh language naturally in their community.

The development of Welsh language social networks is part of a strategy recommended by Newcombe: "Learners need to … find … a person or an interest such as a choir, a sports club, a church, or a public house where Welsh can be practised." (2007: 86)

Strengthening such networks would provide learners with the necessary contact hours, and would also be a way of introducing them to the Welsh-speaking world.

The importance of this was realised some time ago in the Basque Country. In the four provinces that are part of the Spanish state, there are 214 Basque teaching centres, and in 2007-8, they had 73,599 students.28

These centres vary in location and organisation. They include those organised publicly and others which are private, and are used by different organisations. Some are in populated areas, and offer social facilities as well as learning facilities.

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Wales has not yet developed such a network of centres. No single local authority has set out to establish a dedicated centre for the Welsh language, although Denbigh has provided a building for Popeth Cymraeg, Denbigh.

In Swansea, a society of individuals was established before a Canolfan Gymraeg was established, with the aim of being a location for Welsh speakers and learners, providing learning facilities, entertainment and a Welsh language shop.

In Merthyr, a Canolfan was established in the town centre to provide facilities for learning and Welsh language entertainment.

Apart from these efforts, there have been other initiatives in different towns during the last quarter century (see 2.5 and Appendix 7.4). Welsh clubs were established in Cardiff, Pontypridd and Brynmynyn, where the emphasis was on entertainment rather than learning Welsh.

This part of the research will seek to measure the success of different areas to provide new social opportunities for Welsh learners, and will simultaneously measure the influence Canolfannau Cymraeg had in providing a point of contact for learners of the language.

7.5.4.2 Considerations
There are several underlying considerations when considering opportunities learners have to speak the language. These relate to their family background, the language of their area, their job, their age, their own nature (e.g. extrovert/introvert), the way they take advantage of opportunities, and opportunities which are readily available to them.

Learners were asked specifically about their use of Welsh at home, in their areas, in places where socialising occurs, including the pub and chapel, events, Canolfannau Cymraeg, classes, and activities organised for learners such as CYD meetings and talk sessions.

7.5.5 Frequency of use of Welsh
According to the learners' response, a quarter of them used Welsh daily, and another half used Welsh 'several times' a week. A quarter of the learners did not use Welsh outside the classroom.

When asking learners how often they used the language, they were expected to include attending weekly classes in their answer. If the answer stated that they used the language once a week, it would be possible to say that they did not use the Welsh language outside the classroom.
Frequency of use of Welsh among respondents (numbers)

![Graph 12: Frequency of Use of Welsh among respondents (numbers)](image)

Superficially, this part of the work did not see a significant association between the frequency of use of Welsh and the frequency of attending a Canolfan Gymraeg. 35% attended a Canolfan Gymraeg at least once a week, but the tendency to speak Welsh on a daily basis, or to not speak it on a daily basis, obviously depended on other factors. When questioned in more detail later, as shown below, it was found that those who attended a Canolfan Gymraeg do so twice as often as those who would use the Welsh language in other places, apart from those with Welsh speakers in the family. The reason for the existence of Canolfannau Cymraeg is to give the opportunity for those in Anglicised areas, so there would be no expectation for learners who live in such a situation to use the Welsh language on a daily basis.

Frequency of use of Welsh by frequency of attendance at a Canolfan Gymraeg (numbers)

![Graph 13: Frequency of use of Welsh among respondents by frequency of attendance at a Canolfan Gymraeg (numbers)](image)
7.5.5.1 Attending a Canolfan Gymraeg

In presenting this question in the questionnaire, what is meant by a ‘Canolfan Gymraeg / language centre’ was defined clearly by giving examples of them:

Do you go to a Language Centre, e.g. Tŷ Tawe, Canolfan Merthyr or Popeth Cymraeg Denbigh (for any reason)?

However, one difficulty in interpreting this is learners’ perception of what a Canolfan Gymraeg / Language Centre is. It can mean, to them, a Welsh teaching centre, such as Mold, where Pendre serves as a very effectively centre to hold Welsh language classes, but where no Welsh language activities can be held. This is true also for Denbigh. In Merthyr, a Canolfan Gymraeg has developed which offers a Welsh language shop and an area to hold activities, and in Swansea, the Canolfan Gymraeg offers space for classes, a Welsh language shop and an events hall. Each of these models must be considered when trying to interpret the results below.

Frequency of going to a Canolfan Gymraeg

![Graph 14: Frequency of attending a Canolfan Gymraeg (percentages)](image)

In terms of the use of Canolfannau Cymraeg / language centres, it is encouraging that 32% of learners attend one of these at least once a week. It should be remembered that this includes those learners who attend classes in a Canolfan Gymraeg. On the other hand, learners who attend classes in the Canolfannau Cymraeg are the most likely to go more often (27% of them). 36% of learners do not ever go to any such centre, and another 25% rarely go to one. This is not too surprising given that there is no Canolfan Gymraeg within easy reach of many of them.

As the majority of learners live outside of a Canolfan Gymraeg area, it was expected that only a minority would attend such a centre.

10% attended at least twice a week, and another 25% attended once a week.
Frequency of attending a Canolfan Gymraeg by area (numbers)

Among Swansea's learners, 18% (14) attended a Canolfan Gymraeg at least twice a week and another 18% (14) attended once a week. 15% (12) never attended a Canolfan Gymraeg.

Other areas varied, with 15% (8) Denbigh learners claiming that they attended a Canolfan Gymraeg at least twice a week and another 36% (19) claiming that they attended once a week. Here, 36% (19) never attended. Among the learners of the former county of Flintshire, 27% (16) attended a Canolfan Gymraeg at least once a week. 57% (34) never attended.

In the case of Denbigh and Flint, there must be vigilance with the numbers. As there is no Canolfan Gymraeg offering socialising in these areas, it is clear that the positive respondents consider their teaching centre to be a Language Centre. In Flint, there was awareness that a Canolfan Gymraeg offering social facilities is needed, and this explains why a significant percentage of them considered that they did not attend a Canolfan Gymraeg.

Positive responses can be interpreted in places without Canolfannau Gymraeg as the learners’ desire to belong to a particular centre, of whatever kind, which gave them a home in Welsh.

On the other hand, it seems, as we shall see later, that learners are unlikely to travel far to attend a centre or even on the whole.

Of those who said they attend a Canolfan Gymraeg, 59 (43%) claimed they regularly use the Welsh language there, and another 48 (35%) used it ‘sometimes’. 29 (9%) would not use the Welsh language there.

In another measure of the frequency of attendance at a Canolfan Gymraeg, 78 (26%) claimed they attended weekly, 3 (1%) claimed they attended every fortnight, and 5 (2%) that they attended monthly. The percentage who attended on a weekly basis is
significantly higher than the number which attended other events on a weekly basis, or used the Welsh language in the area on a weekly basis.

Elsewhere, the experiences of those in Swansea will be considered specifically, both learners who attended the Canolfan Gymraeg there and those who did not.

7.5.5.2 Opportunity to speak Welsh at home
The learners were asked whether they have the opportunity to speak Welsh in different situations. One aim of this enquiry was to identify the learners’ linguistic environment in the different areas in the first place, and the second aim was to compare this with the language the learners would use in these situations.

112 (37%) claimed that a partner in their home spoke Welsh. 65 (23%) had a partner who spoke Welsh at least ‘fairly well’. 58 (22%) had a child who spoke Welsh which was at least ‘quite good’. Within the percentage of 37%, different levels of Welsh speaking can be expected. Overall, 28% had families which could speak Welsh ‘quite well’.

51 (23%) claimed that they use Welsh regularly, and 107 (48%) speak Welsh ‘sometimes’. 63 (28%) never spoke Welsh at home.

This pattern corresponds to some extent to the results obtained in the Welsh Language Board’s survey of linguistic practices (Welsh Language Board, 2008: 20). It was found that 50% of Welsh speakers speak English almost always or always at home if only some spoke Welsh there.

When comparing the use of Welsh at home with family members’ ability to speak the language, a clear link between ability and practice was observed, although some claim to speak Welsh regularly even though no-one in the family spoke Welsh. This must be attributed to a failure to reflect their actual linguistic behaviour, and to the learners’ interpretation of ‘sometimes’ and ‘regular’.

Where family members’ ability was good or quite good, almost all learners used Welsh to some extent.

It is clear that having family members who speak Welsh gives positive and regular opportunities for learners to speak the language. When coupled with a large proportion of learners’ desire to learn Welsh for reasons of identity, culture or integrative, particular attention needs to be paid to the role of family in teaching Welsh to adults, because the family is able to provide a regular and relatively straightforward linguistic link to learners. Offering short courses to Welsh language partners on the best way to go about changing the language of the home would be valuable.
Numbers using Welsh at home, by the family’s ability to speak Welsh

Graph 16: Frequency of use of Welsh at home by the family’s ability to speak Welsh (numbers)

7.5.5.3 Opportunity to speak Welsh in the area
171 (62%) of the learners had an opportunity to speak Welsh to some extent in their area. This varied somewhat by area, but as the areas in the study were Anglicised on the whole, it is possible that the observed variation in practice depends on the learners living in pockets which are more Welsh-speaking than others in their neighbourhood.

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rest of Wales</td>
<td>75%</td>
</tr>
<tr>
<td>Denbigh</td>
<td>74%</td>
</tr>
<tr>
<td>Neath</td>
<td>73%</td>
</tr>
<tr>
<td>Merthyr</td>
<td>67%</td>
</tr>
<tr>
<td>Flint</td>
<td>58%</td>
</tr>
<tr>
<td>Swansea</td>
<td>57%</td>
</tr>
<tr>
<td>Gwent</td>
<td>54%</td>
</tr>
<tr>
<td>Mid Glamorgan</td>
<td>53%</td>
</tr>
</tbody>
</table>

Table 8: Opportunity to speak Welsh by area (percentages)
Overall, the majority of learners in each area had the opportunity to use the Welsh language in their areas.

**Opportunity to speak Welsh in the locality (numbers)**

![Graph 17: Opportunity to speak Welsh in the locality, by area (numbers)](image)

It is a fairly positive discovery that most learners have the opportunity to speak Welsh outside their family and outside their classrooms.

Having said that, only a very small number regularly use Welsh in their area. 20 (9%) claimed they regularly use Welsh. 160 (70%) claimed they sometimes use Welsh, and 47 (21%) claimed they would not ever use the language.

There is a real challenge in these figures, specifically how to provide enough opportunities for learners in their area so they can use the language 'regularly'.

In this regard, it should be noted that the questionnaire has deliberately let the learner decide what is the difference between 'regular' and 'sometimes'. It was adjudged that what was worth recording was the learner's own perception of their use of the language, and this may vary from one to another.

Because the percentage of 'regular' users of Welsh is small, there was no significance to the percentages in the analysis by area.

The pattern of the intermittent users was broadly similar, with 42 (68%) sometimes using Welsh in Swansea, 16 (64%) in Mid Glamorgan, 35 (73%) in Flint, 17 (77%) in Neath, and 36 (77%) in Denbigh.

50 (16%) used Welsh in their area each week, 21 (7%) and 17 (6%) used it every month. Another 118 (39%) used Welsh in their area, but less frequently.

The density of the use of Welsh in their areas is relatively weak, and therefore it must be accepted that the area does not offer many contact hours for most learners with the language. Given the difficulty of providing Welsh language social networks or Welsh language domains in Anglicised areas, and the impossibility of making areas more Welsh-speaking without far larger numbers attending Welsh language schools and teaching Welsh to adults, it is appropriate to consider that different models of teaching centres and social centres might increase learners' contact with the language in their area.
7.5.5.4 Opportunity to use Welsh in the pub
The chapel and the pub were socialising centres for long periods of the twentieth century. Learners were asked about their use of these places and the language used in them.

79 (26%) said that some of their local pub-goers used Welsh. 10 (3%) of the learners used Welsh regularly there, and 77 (25%) used it sometimes.

Activities are organised in pubs for learners in many areas, e.g. Flint, and it may be that the use of Welsh in pubs reflect this.

31 (10%) of the learners attended the pub every week, 11 (4%) every fortnight, and 17 (6%) every month. A further 91 (30%) attended less frequently. The pub does not currently attract large numbers of learners to extend their hours of contact with the language extensively.

Consideration needs to be given of how to make use of pubs (as well as other locations such as community halls, schools, libraries etc.), which are available in every town and village, for Welsh language activities.

7.5.5.5 Opportunity to use Welsh in chapel
A similar number of learners attend a church or chapel where some spoke Welsh. 73 (24%) did this.

20 (6.6%) said that they regularly use Welsh in the chapel or church, and another 50 (16%) use the language sometimes.

The chapel and the church therefore still provide a Welsh language domain for some learners. 29 (9%) of learners attend chapel weekly, 4 (1%) every fortnight, 19 (6%) every month and 63 (21%) less often.

As with the pub, around 10% of learners took this weekly opportunity to use the Welsh language.

The language experience in the chapel and the church can be passive. It would be good for these organisations to consider how the language experiences of learners in their congregation can be increased.

7.5.5.6 Opportunity to use Welsh in events and activities
We sought to distinguish between events and activities. For the former, the aim was to include concerts, lectures or other events where the language experience is largely passive, with social use of the language occurring as a result. With the activities, the aim was to inquire about things organised for learners, where learners themselves would be expected to actively participate in some way e.g. quiz or sadwrn siarad.

9 (3%) regularly attend Welsh language events, and 70 (23%) sometimes attend. 25 (8%) attended activities regularly and 88 (29%) attend sometimes. Although activities and events occur relatively regularly in most places, a comparatively small number of learners took advantage of these. This may be due to the age of the learners concerned. As mentioned elsewhere, a high percentage of the learners were aged over 60. This may also be because of people’s tendency not to go to events or activities.
It is clear that there is scope to develop this aspect of provision for learners, as only about a third seem to take advantage of the opportunities available at the moment. The learners were specifically asked about the kinds of events and activities they attend.

Learners were asked whether they attend plays, concerts, lectures or other events. Concerts were most popular, but only a third would attend them. A quarter went to plays.

<table>
<thead>
<tr>
<th>Event</th>
<th>Number attending</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concert</td>
<td>111</td>
<td>36.5%</td>
</tr>
<tr>
<td>Drama</td>
<td>78</td>
<td>26%</td>
</tr>
<tr>
<td>Lecture</td>
<td>42</td>
<td>14%</td>
</tr>
<tr>
<td>Other</td>
<td>87</td>
<td>29%</td>
</tr>
</tbody>
</table>

*Table 9: Numbers attending events (numbers and percentages)*

92 (30%) said they attended one event in the two months before being questioned. 57 (19%) said they had attended two events, and 34 (11%) said they had attended three or more events. 13% attended to weekly events, 3% attended every fortnight, and 15% attended every month. 31% of learners therefore attend events at least once a month. But 189 (68%) rarely or never attended.

**Frequency of attendance at events (numbers)**

The learners were asked whether they attended different types of activities, including talk sessions, walks, book clubs, quizzes and choirs.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk session</td>
<td>69</td>
<td>23%</td>
</tr>
<tr>
<td>Choir</td>
<td>38</td>
<td>12%</td>
</tr>
<tr>
<td>Walk</td>
<td>34</td>
<td>11%</td>
</tr>
<tr>
<td>Quiz</td>
<td>27</td>
<td>9%</td>
</tr>
<tr>
<td>Book club</td>
<td>12</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>75</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Table 10: Numbers attending activities (numbers and percentages)*
Talk sessions (sesiynau siarad) attracted the highest number, but three quarters of learners did not say they attended talk sessions.

105 (34%) had attended one activity during the two months before being questioned. 40 (13%) had attended two activities, and 20 (7%) had attended three or more activities.

17% of learners attended an activity every week, 4% every fortnight, and 11% every month. 68% rarely or never attended activities.

7.5.5.7 Use of Welsh in the classroom
Currently, the class offers the best opportunity for most learners to use the language. Although 13 (5%) said they did not use Welsh in the classroom, and another 33 (12%) said that they would only use Welsh there sometimes, 220 (72%) used Welsh regularly in class.

As shown elsewhere, the class offered many of the learners questioned a safe place for them to use language. This was valuable as learners gained the confidence to speak, without having to fear others’ response. On the other hand, this tended to mean that this security became a comfort, and that learners might not venture to use Welsh in more open situations.

7.5.5.8 Use of Welsh in societies and CYD
107 (35%) said that some speak Welsh in societies they attended.

Many learners took advantage of local societies that provide opportunities to speak Welsh, e.g. Merched y Wawr, Clybiau Cinio. 34 (11%) regularly attended these, and 62 (20%) sometimes attended.

Fewer attended CYD meetings, established in 1984 to bring Welsh speakers and learners together. 13 (4%) attended CYD meetings regularly, and 17 (6%) attended sometimes.

Welsh (language) societies have a role to play in accepting learners, and it would be good to see attention given to promote this.

7.5.5.9 Talk sessions
Specific talk sessions are arranged for learners, sometimes as part of Welsh for Adults provision and at other times less formal. 43 (14%) of the learners attended these weekly, 10 (3%) every fortnight and 26 (9%) once a month.

It would be good to see formal or informal talk sessions developed as a means of extending contact hours for those attending classes.

7.5.5.10 Using Welsh at work
86 (28%) said that others in work could speak Welsh. The number of those who use Welsh at work is roughly equivalent to this.

9 (3%) of the learners regularly used Welsh at work. 86 (28%) sometimes used Welsh at work. Many learners did not work, as they had retired. The percentage of those who worked was higher than the above, therefore. It is difficult to judge whether ‘sometimes’ significantly extends learners’ contact hours with the language. There were only a small number of ‘regular’ users.
50 (16%) said they used Welsh at work on a weekly basis. 7 (2%) used it weekly and 7 (2%) used it monthly.

7.5.5.11 Numbers attending informal opportunities
When the sessions, events, activities and societies and the various opportunities to use Welsh outside the classroom are gathered together, it was possible to create a pattern of the frequency of learners’ informal attendance.

Opportunity to speak Welsh (percentages)

Graph 19: Opportunity to speak Welsh (percentages)

9 (3%) had a lot of opportunity by attending many events and sessions. 44 (14%) attended ‘quite a lot’ of these, and a further 114 (37%) attended ‘a lot’. 122 (40%) did not attend many or did not attend at all.

A high percentage of learners do not use opportunities available to them outside the classroom. It may be necessary to ask whether these activities appeal to the learners, and what effort is made to ask learners what activities they would most likely want to attend.

However, it is possible that the small number who attend activities frequently is a reflection of a social trend.

Seeking consistent patterns of using Welsh informally was the purpose of much of this questioning, in order to determine which situation offered additional contact hours to learners.
The family is the most effective situation to offer additional contact with the language, but this is not an option for Welsh learners without Welsh speaking family members.

Activities and events offer meaningful contact hours to around 16% of the learners, as does work.

What is unexpected in these findings is that Canolfannau Cymraeg offer meaningful contact hours to a quarter of the learners, even though there is no Canolfan Gymraeg currently within reach of most learners.

7.5.6 Media
In the context of this research, the following are included under the title 'media' related to the learners:

- written materials e.g. magazines, books etc.;
- radio and television;
- new technology e.g. computers, the internet etc.

Although these do not provide opportunities for learners to use their Welsh directly with other speakers in their communities on the whole, they are important domains in terms of the learners' contact hours with the language outside the classroom situation and offer an important additional means (mostly passive) of coming into contact with the Welsh language and those who use it.

7.5.6.1 Written material
The learners were asked to mention their use of Welsh language newspapers or magazines here, and to do so by stating whether they buy and/or read them regularly, sometimes, rarely or never. A summary of each is given below:

- Lingo: 23% of the sample read Lingo every month, about a quarter of all respondents. Moreover, 16% reported that they that they sometimes read Lingo. These figures are very encouraging for a magazine produced specifically for learners. On the other hand, this could be seen as further evidence of the reluctance of some learners to move from 'the world of learners and the classroom' to the Welsh language world outside the classroom.
- Y Cymro: 3% indicated that they read the paper every week with an additional 1% claiming that they read it every month. Clearly, the weekly newspaper is not an influential factor on the Welsh reading habits of the vast majority of respondents.
• Barn: One wouldn’t expect a very large audience for this monthly magazine among learners, and only 1% read or bought Barn every month.
• Golwg: The information about the magazine Golwg is slightly better with 5% reading it weekly and 4% claiming they read it at least once a month. Again, over half the learners did not read it at all.
• Another magazine: This is an opportunity for learners to identify any other magazine that may interest them. 2% read or bought another magazine regularly with 6% doing so each month.
• Papur Bro: The local papur bro had a greater response with 13% reading or buying it every month. 15% read the papur bro occasionally but more than half the learners did not read it at all.

Of the magazines, only Lingo and the papura bro had a statistically measurable number of readers.

All responses were combined above to create the learners' reading frequency score. This was done by totalling each tick of 'read each week/month', so a score of '5 to 6' means that those learners are very avid readers. It is encouraging that 36% of the learners read at least one magazine or paper regularly and only 4% had no response from any of the six selections above. Yet again, 55% reported that they do not regularly read anything in Welsh and there is great potential for magazine/paper publishers to ensure a larger audience here and for the learners to increase their contact hours with the Welsh language by reading more.

Graph 20: Reading frequency score (percentages)

7.5.6.2 Digital media/cards/books/Welsh gifts
The aim of this question is to determine whether learners are buying and/or using these.
• Welsh language CDs/DVDs: 8% noted 'often' and the total 'often/fairly often' was 16% with 30% saying 'sometimes'.
• Welsh language cards: 17% of the learners buy these often and a total of 30% often or fairly often. 33% said that they buy them sometimes.
• Welsh language books: This response was even more encouraging with 20% noting often and 35% noting fairly often. Furthermore, an additional 30% buy Welsh language books sometimes.
• Welsh (language) gifts for children: 9% indicated that they buy them often and a total of 14% do so often or fairly often. 16% would buy them occasionally.
Again, a score was given for the total of the items above which reflects how often they were bought or used – the total of the ticks for 'often' or 'fairly often'. Although 4% did not respond to any of them, and 42% did not reach the above frequency in any of the items, this means that 54% of the learners had a frequency of 1 to 4 (with 5% buying in all four categories).

7.5.6.3 Where Welsh language magazines, *papurau bro*, books, CDs and cards are purchased

Learners were asked to indicate where they usually buy these, offering a choice between (i) local 'English' shop (i.e. English language) (ii) Welsh language bookshop (iii) shop in town or in a shopping centre (iv) on the web or (v) by post. This was relevant to the research as a visit to (ii) involves using and speaking Welsh, (iv) can offer a Welsh language interface but (i) and (iii) are likely to occur in English and (v) means that there is no need to communicate at all.

- **Magazines**: By post to 20% and the second most popular choice was a Welsh bookshop with 15%. Then a shopping centre with 5%, an English shop with 4% and the internet with 1.5%.
- **Papur Bro**: Although the response in 7.5.6.1 was encouraging, 70% of learners chose not to identify where they buy their copies. The most popular response (11%) was a Welsh bookshop, followed by a shopping centre (9%) and the post (6%).
- **Books**: A much higher response was had by the item as expected from the findings in 7.5.6.2. 48% indicated that they buy their books at the local Welsh bookshop. Again, this is very encouraging not only in the number of readers in the sample but also that learners are venturing into local Welsh bookshops where they will use the language. The second location noted was a shopping centre with 10% and the internet with 7%.
- **Welsh-language CDs and DVDs**: This response reflects the observation with books, with 30% seeing Welsh bookshops as the obvious place to buy these goods. The shopping centre was identified by 9% and the internet by 7%.
- **Welsh language cards**: Once again, the Welsh bookshop is the most popular place with 35% identifying it. It is interesting to note that 23% buy them in the shopping centre, which may be evidence that the large stores are beginning to respond to the demand for Welsh language cards from their customers.

The findings of this section are significant, clearly showing the importance of the Welsh bookshop to learners not only as an obvious place to buy goods but also in terms of offering an additional opportunity to use the Welsh language outside the class.

7.5.6.4 Radio and Television

In this section, learners' listening and watching patterns of Radio Cymru and S4C are specifically examined.

7.5.6.4.1 Radio Cymru

The Radio Cymru service appears to be quite popular among the learners with 28% saying they listen to it often. Only 13% said they never listened to it with 38% stating that they listen sometimes and 21% doing so rarely.
They were then asked to identify when they listened to Radio Cymru during the last week, offering a choice of different times during the day from morning until evening. It was found that 41% listened to the service twice or more during the previous week and the most popular time was the morning (33%). Radio must be therefore be recognised as a valuable resource for adding value to the learners’ contact with the Welsh language outside the classroom.

7.5.6.4.2 S4C
The figures are higher for S4C than for Radio Cymru with 34% saying they watch it often and 47% watching it sometimes. Only 3% indicated that they never watch it.

As regards the contact of a significant number of learners in this research with the Welsh language, they were asked further questions about the type of programmes they viewed. News programmes were the most popular with 62% stating that they had watched them during the last week. Sports programmes were watched by 52% of learners in the last week and the next most popular group was ‘special interest’ programmes (e.g. Yn y Wlad, Byw yn yr Ardd etc.) with 47%. The least popular programmes were feature programmes and drama series.

It is clear that television and radio are important in providing additional informal opportunities for learners to come into contact with the Welsh language although these are passive in nature with no need to use the language in an original way.
7.5.6.5 Computers and the Web

'New technology' plays an increasingly important role in the lives of everyone in this day and age, so a section was included to examine specifically the learners' use of it – in both languages.

7.5.6.5.1 Use of 'new technology'

The learners were first asked about the use they make of various aspects of 'new technology' in any language. Five choices were offered, and they were encouraged to tick any that applied to them:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>69%</td>
</tr>
<tr>
<td>Writing in Word or a similar program</td>
<td>54%</td>
</tr>
<tr>
<td>Other websites</td>
<td>49%</td>
</tr>
<tr>
<td>News websites</td>
<td>43%</td>
</tr>
<tr>
<td>Facebook/social programs</td>
<td>18%</td>
</tr>
</tbody>
</table>

27% of the learners used four of the above and only 8% said they do not use any of them. There was no response from one in five, but the figures still show that many of them were involved in at least one aspect of new technology through the medium of English.

The learners were asked about the same five categories again to see whether they sometimes used them in Welsh. Of all the learners, 27% did not respond at all to this section. Of the remainder, these are the percentages reporting that they sometimes used them in Welsh:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>52%</td>
</tr>
<tr>
<td>Writing in Word or a similar program</td>
<td>33%</td>
</tr>
<tr>
<td>Other websites</td>
<td>27%</td>
</tr>
<tr>
<td>News websites</td>
<td>21%</td>
</tr>
<tr>
<td>Facebook/social programs</td>
<td>7%</td>
</tr>
</tbody>
</table>

In terms of 'popularity', the use in Welsh reflects the use in English, and it's encouraging to see that a substantial number recognise the usefulness and naturalness of the use of Welsh in these relatively new domains. Using email and writing in Word are less 'passive' operations than reading websites, and the language used in them is generally quite informal. There is ample evidence of learners using the internet to create new links and 'communities' in Welsh (e.g. http://drosyrhaf.blogspot.com/) but certainly, because of the potential of these new domains to bring isolated, remote learners together in Welsh language virtual communities, it is essential to consider them when creating strategies for developing meaningful and valuable social networks.

In the final section, we asked who used (i) email (ii) Facebook (iii) text messages and (iv) the phone with them in Welsh.

(i) Email: The most productive answer was 'with tutors or people who organise activities' which is evidence of the efforts of many tutors to ensure that their learners can be involved with new technology in Welsh (as well as making use of the language outside the classroom). It was nice to see that the use of email in Welsh was almost as high (38%) with friends as well, suggesting that a significant number of learners make arrangements with their Welsh-speaking friends in that language.
(ii) Facebook: It has already been noted that the number using Facebook in English or Welsh is very low. This is also reflected in this section, with the highest percentage (8%) saying they use Facebook with friends.

(iii) Text messages: The highest percentage here (25%) was for sending text messages on the phone to friends. 13% would text other members of the class and 14% would text family members.

(iv) Phone: Although this is the only method of communication here that requires the use of oral skills, this is the most popular method with 40% saying they phone friends in Welsh. 34% would phone their tutors but only 16% are confident enough to phone people in institutions such as a Menter Iaith in Welsh. As this method is more popular than all other methods, it may be necessary to include elements in the classroom to encourage and equip learners to be confident in using the Welsh language on the phone with as many speakers (including businesses or public institutions offering a Welsh language service) as possible.

7.5.7 Perceptions of changing language practices
The majority of learners had been learning for 5 years or more. 221 (74%) of them had been going for 5 years or more, 35 (12%) for 4 years and 24 (8%) for two years.

During this period, it would be reasonable to expect that they have managed to find opportunities to use Welsh outside the classroom, in different places or activities.

As the comparison is with five years ago, the general assumption is that the learners did not use much Welsh at that time, and that any increase in the use of Welsh will be reflected. We would therefore not expect the learners to have a different baseline when responding to this part of the questionnaire.

7.5.7.1 Overall
In general, 215 (71%) said they use a lot more Welsh now than five years ago, and 51 (17%) used a lot more Welsh. Only 9 (3%) said they did not use more Welsh.

![Graph 23: Using more Welsh than 5 years ago (numbers)](image-url)
There was a similarity in the use of Welsh across the respondents’ current places of residence. 62 (77%) of Swansea respondents use a lot more Welsh, 21 (84%) of Neath’s, 39 (78%) of Denbigh’s, 44 (72%) of Flint’s, and 25 (76%) of Mid Glamorgan’s. Only 5 (33%) of Gwent respondents said this, and 2 (40%) of Merthyr’s, but these numbers are too small to be significant. In Gwent, 9 (60%) said they used ‘much more’ Welsh, and there may be some significance in terms of the reduced to speak Welsh in those regions.

**Using more Welsh by home location (numbers)**

![Graph 2: Using more Welsh by home location (numbers)](image)

**7.5.7.2 With the family**

93 (31%) of respondents said they use a lot more Welsh with their family, and another 46 (15%) said they use a lot more Welsh. This was obviously limited to those with Welsh speaking relatives, but it is clear that changing the family language is a way of offering frequent contact with the language.

![Graph 25: Using more Welsh with the family (numbers)](image)

53 (18%) spoke a lot more Welsh with their partner, and 30 (10%) spoke a little more. 30 (10%) spoke a lot more Welsh with their child, and 33 (11%) speak a little more.
In calculating the numbers who used more Welsh with the family in general, based on their response to the use of language with individual members, the results are slightly different to those found in their responses to the general question about their use of Welsh in the family. This time, the numbers and percentages are slightly lower.

64 (21%) used a lot more Welsh with the family now, and another 65 (21%) used ‘a little more’ of the language.

Graph 26: Using more Welsh with the family in general (numbers)

7.5.7.3 In work
In terms of using Welsh in work, 47 (16%) said they use a lot more and another 27 (9%) said they use ‘a little more’ Welsh. This was bound to be limited to those with Welsh speaking customers, or Welsh speaking colleagues.

Graph 27: Using more Welsh in work (numbers)

Of those who did not say that work was irrelevant, 46% said they use ‘much more’ and another 27% said that they used ‘a little more’ Welsh at work.
7.5.7.4 In the locality

Graph 28: Using more Welsh in the locality (numbers)

58 (19%) said they use a lot more Welsh in their area, and another 71 (23%) said they use a little more Welsh than five years ago.

The percentage of those who speak more Welsh depended to a considerable extent on the linguistic nature of their communities, but it was also clear that a relatively significant percentage in each area found opportunities to speak the language.

78% of Denbigh’s respondents used ‘a lot more’ or ‘a little more’ Welsh, 71% of Flint’s, 65% of Mid Glamorgan’s, 59% of Neath’s, and 43% of Swansea’s.

7.5.7.5 In chapel

It has already been seen that a minority attended the chapel and it was therefore a minority which was available to say they used more Welsh in this respect. 31 (10%) said they use ‘much more’ and 21 (7%) said they used ‘a little more’.

Graph 29: Using more Welsh in chapel (numbers)

Of those who responded to the question, where they are assumed to attend chapel, 38% said they used ‘much more’ Welsh in chapel, and another 26% said they used ‘a little more’ Welsh.
7.5.7.6 In the pub
A few more attended the pub than chapel, but these were also a minority. 39 (13%) said they use a lot more Welsh in the pub, and another 31 (10%) said they use a little more Welsh.

Evidence indicated elsewhere shows that some areas are making efforts to organise events in pubs, and that these are quite successful. It is likely that such activities provide an active link to learners with the language.

![Graph 30: Using more Welsh in the pub (numbers)](image)

7.5.7.7 Attend activities and events
Activities offered one of the most effective ways for learners to have contact with the language regardless of the linguistic nature of the area. By now, 91 (30%) of the learners were using more Welsh in activities and 46 (15%) used a little more. This still leaves 55% who did not use a lot more Welsh or who did not attend activities.

![Graph 31: Using more Welsh in activities and events (numbers)](image)
7.5.7.8 In the Canolfan Gymraeg
Another situation that attracted a significant number of learners to use the language much more was the Canolfan Gymraeg. Learners’ interpretation of what a Canolfan Gymraeg (or language centre) is can vary, as previously mentioned. 89 (29%) indicated that they use a lot more Welsh in a Canolfan Gymraeg and another 24 (8%) said they use a little more of the language.

Graph 32: Using more Welsh in the Canolfan Gymraeg (numbers)

7.5.7.9 Comparing the situations
It was possible to roughly judge from these questions which situations were most productive when offering opportunities for learners to use more Welsh.

Although 71% of the learners claimed they use a lot more Welsh in general, three situations were relatively more effective than the rest in offering opportunities for learners, namely the family, activities / events and Canolfannau Cymraeg.

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage using a lot more Welsh</th>
<th>Percentage using a bit more Welsh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>71%</td>
<td>17%</td>
</tr>
<tr>
<td>Family</td>
<td>31% (or 21%)</td>
<td>15% (or 21%)</td>
</tr>
<tr>
<td>Activities / events</td>
<td>30%</td>
<td>15%</td>
</tr>
<tr>
<td>Canolfan Gymraeg</td>
<td>30%</td>
<td>8%</td>
</tr>
<tr>
<td>Area</td>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>Work</td>
<td>16%</td>
<td>9%</td>
</tr>
<tr>
<td>The pub</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Chapel</td>
<td>10%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Table 12: Using more Welsh in different locations (percentages)
Those three situations were the family, activities / events and a Canolfan Gymraeg. With the family, only learners with Welsh speaking relatives could take advantage of this. With activities and events, these would be available to all learners, and 45% said they use at least 'a little more' Welsh, but it must be remembered that only 8% regularly attended activities, and 29% attended sometimes.

Of those who said they used 'a lot more' Welsh in activities and events, 26 (48%) attended activities and events 'rarely', i.e. less than once a month. Of those who used 'a little more' Welsh, 20 (77%) attended these rarely. 14 (26%) of those who used a lot more Welsh were those attending activities or events every week.

Although Welsh language activities are available in every area, a relatively small number of learners take advantage of these opportunities, and currently it is fair to claim that Welsh language activities and events don't manage to extend the opportunities which most learners have to use the language.

Canolfan Gymraeg attendees were more zealous in their attendance. Of those who used 'much more' Welsh in the Canolfan Gymraeg, 26 (62%) attended at least once a week. This suggests that the Canolfan Gymraeg, for the learners who live within reach of one and who choose to attend, provides a much more frequent contact with the language.

### 7.5.7.10 New friends

Learners were asked whether they had made new Welsh speaking friends or contacts in past 5 years, giving the choices: 'many' 'some' 'two or three' and 'none'. The results were hopeful in terms of creating a Welsh language contacts network which could contribute to contact hours with the language.

![Graph 33: Number of new friends (numbers)](image)

106 (38%) said they had a lot of new friends and 99 (33%) said they had 'some' new Welsh speaking friends. 54 (19%) had two or three and 19 (7%) had none.

Of those who attended a Canolfan Gymraeg every week, 25 (34%) had a lot of new friends and 28 (38%) had some new ones, and 18 (25%) had two or three.
New friends by frequency of socialising in a Canolfan Gymraeg (numbers)

Graph 34: New friends by frequency of socialising in a Canolfan Gymraeg (numbers)

Of those who went to activities every week, 15 (53%) had a lot of new friends and 10 (36%) had some new ones, and 2 (7%) had two or three.

New friends by frequency of socialising in activities (numbers)

Graph 35: New friends by frequency of socialising in activities (numbers)

Of those who socialised in the area every week, 17 (35%) had a lot of new friends and 22 (45%) had some new ones, and 9 (18%) had two or three.
Graph 36: New friends by frequency of socialising in the area (numbers)

It is clear that the nature of ‘friend’ or ‘contact’ can be interpreted widely, and in the case of the three scenarios above - a Canolfan Gymraeg, activities and area - a large percentage of the ‘rarely’ users or attendees (i.e. less than once a month) made a large number of new friends. There is no way to judge the exact nature of the contact hours with these friends, but it is likely to be small.

The number of friends is at its most significant in the case of the weekly attendees or users, and in this context the Canolfan Gymraeg seems to offer greater contact with the language in the context of friends than the other situations.

7.5.7.11 Using more Welsh with those nearest to you

Respondents were questioned about the language they would use with the people closest to them apart from the family. 73 (24%) said they use a lot more Welsh, and another 62 (20%) said they use a little more Welsh.

Given the tendency for those who attend Canolfannau Gymraeg to have the best chance of forming meaningful relationships with other Welsh speakers, it is worth noting the pattern among those attending a Canolfan Gymraeg on a weekly basis. Of these, 23 (38%) speak a lot more Welsh and 22 (37%) speak a little more Welsh.

7.5.7.12 The media

There was greater use of Welsh in the context of the media. This increase is linked to the trend seen among many not to go out to events and activities. Learners on the whole take advantage of Welsh language entertainment available at home, in the form of books and magazines, radio and television.

105 (35%) read a lot more Welsh language magazines and 41 (14%) read a little more of them.

121 (40%) read a lot more Welsh language books and 59 (19%) read a little more of them.

105 (35%) listened to much more Welsh language radio and 63 (21%) listened to a little more.
127 (42%) watched much more Welsh language television and 74 (24%) watched a little more.
There was also greater use of Welsh on the internet. 75 (25%) used a lot more, and 35 (12%) used a little more.

When looking at the respondents' use of all these media, it was found that 73 (24%) make much more use of Welsh media in general, and 113 (37%) make a little more use of them.

Graph 3: Score for greater use of Welsh in the media (numbers)

7.5.7.13 Concluding remarks
Learners' general perception of their use of the Welsh language on the whole is more positive than their actual use of the language. In cases where respondents did not attend or use situations more than once a month, they would generally still claim to use a lot more or a little more Welsh.

This is a subjective and relative measurement, but when trying to measure whether this finding is significant, it is necessary to compare this with their frequency of use of Welsh.

It was found that about a third of learners used Welsh every week in different community situations. Among the three most productive opportunities to use the Welsh language were the family, activities and the Canolfan Gymraeg. Of the latter two, the Canolfan Gymraeg provided the most frequent opportunity and the best opportunity for learners to come into contact with speakers of the language.

Having said this, it is clear that the respondents generally tend not to go out to activities. This may be because of their age, or because of different interests, or the modern tendency to enjoy entertainment at home.

It was clear that the main opportunity for most learners to make more extensive use of the language was in the home, and many would take advantage of this. There is a message to providers of entertainment at home to specifically provide for learners and to facilitate the presentation of Welsh culture to learners in general.
7.6  FOCUS GROUPS

7.6.1 Opportunities to Use Welsh

7.6.1.1 The interviewees
70 people in 11 centres were interviewed, including 15 in Mold, 26 in Swansea (8 in Three crosses, 13 in Tŷ Tawe, 5 in Swansea College), 8 in Bridgend, 6 in Bryncoch, 8 in Merthyr and 7 in Newport. These were all attending classes at a level of 3 or more years of learning. The need for more opportunities to speak Welsh was a common theme in each area.

The effort made by individual learners varied greatly, with some noting that they hardly ever left the house in the evenings, and so rarely had an opportunity to practise their Welsh. Some were satisfied with this as they had different linguistic aspirations to those who were eager to have more opportunities. Others would do everything possible to take advantage of the opportunities available and many felt that despite this, more opportunities were needed.

7.6.1.2 The challenge
Newcombe states (2007: 37) that the challenge to learners who take advantage of the formal Welsh lessons is to put their new found knowledge into practice. Apart from the provision of opportunities, other factors relate to the ability to take advantage of them, including developing skills, confidence, self-reliance and a feeling of integration (Newcombe 2007: 38). Additionally, learners face new social contexts, and getting a positive response in these places, and ease when setting up new social networks in the target language, are important factors.

The nature of the opportunities offered, and the behaviour of Welsh speakers also pose a challenge. This last point is discussed elsewhere, but it could be noted here that Welsh speakers’ tendency to turn to English was noted frequently by the learners, and also the difficulty experienced at times when Welsh speakers use dialect and speak quickly. One learner suggested that Welsh speakers needed courses on how to speak to learners. The result of these difficulties on the whole was that many of the learners were happiest when speaking to other learners in the non-threatening context of the class or a talking session.

7.6.1.3 Formal and informal efforts
The variety of formal opportunities (organised) and informal ones (the family, friends and the community) gave different patterns of opportunities for learners to talk.

The formal efforts of Welsh for Adults Centres to give learners opportunities varied greatly from area to area. Models of these efforts are discussed in another section (5). These might include specific efforts from an officer appointed to organise informal activities, and collaboration between the Welsh for Adults Centres and other agencies in their area.

Other agencies contributed in different ways to provide opportunities. Mentrau Iaith organised events and other societies, e.g. CYD, Clybiau Cynio and Merched y Wawr offered regular opportunities.

In Merthyr, there was a Canolfan Gymraeg that included a shop and a space for holding events which contributed towards learners’ opportunities. In Swansea, Tŷ Tawe, the Canolfan Gymraeg for the city, has a shop, cafe facilities and a hall for activities that contributed towards regular use of the language by learners.
The events and activities that were organised could vary greatly according to the area. The organised events did not depend on the linguistic nature of the area, but rather on the specific attempts made in those areas to provide opportunities. The informal opportunities depended on the learners’ personal circumstances.

It was seen that changing circumstances was a part of the experience of a great many learners, and that the opportunity to use Welsh depended on this. When considering the linguistic experience of the individual learner, we need to be aware of these changes: the path of learning a language is not one of unbroken continuity.

Within the learners’ families these changes included old members of the family, and ensuing death, and having a Welsh or English partner, bringing up children in Welsh or English, and having other children in the family.

Work circumstances could change, and so the opportunity to speak would change as well. Some had used Welsh at work, with that opportunity disappearing following retirement. One was now a specialist in his field of work through the medium of Welsh. Being in work, however, could impact on the individual’s freedom to take part in other activities.

The area background could change, as learners moved from one area to another.

7.6.1.4 Learners’ experiences in Mold
The shortage of Welsh speakers in the area was obviously a barrier to learners who attended classes in Mold. Some came from England or from Anglicised towns on the North Wales coast, and finding opportunities can be problematic. A number of these learners had parents or grandparents who spoke Welsh, but the majority did not have family contacts that were close enough or Welsh-speaking enough to be able to use the language extensively within the family. In other cases, some found it difficult to change the language of communication with their relatives, and for some there was no motivation to do so. A number of learners took advantage of the extensive programme of Welsh events that were organised by the class providers. It appeared that this provision was key to the learners on the whole.

Learner A said that her husband spoke Welsh, and that her children attended Welsh medium schools, but because of her lack of confidence she would speak Welsh “weithiau....gyda plant, gyda ffrindiau ac yn yr ysgol gyda fy mhlant” [“occasionally....with children, with friends and in the school with my children.”] She would attend eisteddfodau with the children. But she didn’t take much advantage of the Clwb Ciwb (see below) because she found it difficult to go out to events on her own.

Learner B wanted to speak Welsh “efo mam” [“with mam”] but “doedd gen i ddim hyder i siarad Cymraeg.” [“I had no confidence to speak Welsh”]. On the other hand, she would go to the National Eisteddfod every year, and sometimes attended events in Mold. She said that Clwb Ciwb offered a lot of opportunities. She would go to the occasional twmpath and help out at the school. She dealt with children in her work and tried to speak Welsh to them, but when making an effort to speak Welsh to the staff at her children’s school, she said “dw’n defnyddio Cymraeg, ond wff, I find it very stressful.” [“I use Welsh, but ooff, I find it very stressful.”]

Both learners watched Welsh programmes on television and sometimes listened to the radio. In both cases lack of confidence was a barrier.
Learner C played in a music group and sang in Welsh evenings, and this gave him the opportunity to “pwllgor Cymraeg, dim Saesneg o gwbl, pwysig iawn.” [“A Welsh committee (sic), no English at all, very important.”] Learner C would also go to other activities, such as a nature walk or quiz. He praised the events that were organised by the Welsh for Adults Centre, but said “dim digon o bobl yma.” [“not enough people here.”]

Learner Ch mainly used the language in his work. He had been released from work to learn Welsh. He would sometimes go the “paned a sgwrs” session at work, but people would not use Welsh with him first. His work takes him to many places in North Wales, and it’s in the North West that he gets to use Welsh mainly. Despite this, when something needs to be done urgently he says, “mae dau o ni’n dechrau siarad Saesneg achos mae’n mwy cyflym.” [“both of us start speaking English because it’s quicker.”] His wife used to be a fluent Welsh speaker when she was younger, and he adds “dw i’n defnyddio dipyn bach adref... a dw i’n defnyddio dipyn pan fy merch o gwmpas ac eisiau siarad gair secret.” [“I use a little bit at home...and I use a bit when my daughter’s around and want a secret word.”] Home language transmission was not a motivation for Ch. Living now in a town on the North Wales coast, he does not have much opportunity to socialise in Welsh, and he’s given up watching the Welsh media.

Learner D says he finds it difficult to socialise with friends because of his anxieties about his language, “mae gen i ffrindiau hefyd yn siarad Cymraeg, trio siarad efo nhw, ond mae’n anodd... os dych chi eisiau siarad am rywbeth personol, os ydych chi’n gwneud camgymeriad efo’r iath, mae’n saffach yn Saesneg”. [“I’ve got friends who speak Welsh too, I try to talk to them, but it’s difficult...if you want to talk about something personal, if you make a mistake with the language, it’s safer in English.”] There is no Welsh at his chapel, but he does attend evenings with Clwb Ciwb, e.g. cheese and wine evening.

Learner Dd has been using Welsh regularly since starting a relationship with a Welsh speaking girl. By now he has a “ddiddordeb mawr mewn hanes yr iaith a diwylliant.” [“great interest in the history of the language and culture.”] He lives in a town where English is the spoken language, but he takes advantage of family opportunities, “achts fy nghariad, ... mae gen i cyfleuodd i siarad Cymraeg efo hi a’i theulu.. dwi’n hoffi mynd i leoaded fel Bangor, Pwllheli, Porthmadog ac ati, ac os oes pobl ar y stryd yn siarad Cymraeg, dwi’n hyderus i siarad Cymraeg.” [“because of my girlfriend...I have opportunities to speak Welsh with her and her family...I like to go to places like Bangor, Pwllheli, Porthmadog etc., and if people on the street speak Welsh, I’m confident to speak Welsh.”] He also takes advantage of the opportunity to watch Welsh television and has been using the Welsh and English subtitles to help him.

Without this kind of family link, learner E does not have many opportunities to use Welsh “fy ffîndiau ddim yn siarad Cymraeg a fy nheulu, dydyn nhw ddim yn siarad Cymraeg.” [“My friends and family don’t speak Welsh, they don’t want to speak Welsh.”] She has come across negative attitudes towards Welsh in a local college where she teaches.

Learner F has had the same type of difficult experiences. She said that she learnt Welsh in school, “ond pan dwi’n gadael yr ysgol dwi ddim yn siarad o gwbl, fy nheulu ddim yn siarad Cymraeg, fy ffîndiau ddim yn siarad Cymraeg.” [“but when I left school I didn’t speak at all, my family don’t speak Welsh, my friends don’t speak Welsh.”] Now her daughter goes to a Welsh medium school but “dydy fy merch ddim eisiau siarad Cymraeg efo fi o gwbl.” [“my daughter doesn’t want to speak Welsh...”]
It’s possible to understand the linguistic relationship between Learner F and her daughter. It’s difficult for those with a close relationship to change their communication language, and children can feel awkward hearing their parents’ less than perfect language.

Learner Ff is from England, but has quite a lot of opportunities to speak Welsh as he has bought a cottage in Pwllheli, “dan ni’n mynd yno yn aml.” [“We go there often.”] He uses Welsh at every opportunity there, and listens to Radio Cymru every day. He’s a confident man, and since buying the cottage has made every effort to get in touch with Welsh speakers, firstly through a Welsh society in a town in England, although not everyone speaks Welsh there. Now, in his own town, he regularly goes to a supermarket where Welsh speakers work and “siarad Cymraeg trwy’r amser yng ngogledd Cymru.” [“Speaks Welsh all the time in North Wales.”]

Learner G depends on the television to hear Welsh. She returned to the area after her grandfather’s generation lost the language. Her grandfather was a farm worker, but the language wasn’t transferred to the family, and she has no children. “Dw i’n hoffi wneud fy nghraio – jyst i ddeud ‘bore da’, mae’n helpu.” [“I like to do my best to look for opportunities – just to say ‘good morning’; it helps.”] She watches S4C every night. She lives in an Anglicised town, but “mae gynna i ffrindia a dyn ni’n cyfarfod unwaith y mis i siarad a chael.” [“I’ve got friends and we meet once a month to chat and have a cuppa.”] Learner F is a confident and independent lady. She was persuaded in school to study Latin, French and German instead of Welsh, but “mi ges i gyfle yn ffodus i ymuno â Urdd, gadael y Cymraeg fel pwnc, a dw i wedi cael y clyfe efo ffrindiau i fynd i eisteddfoda’r Urdd, wedi bod i Lan-llyn dwywraeth y flwyddyn, efo Dafydd Iwan a phobl fel’na, Heulwen Haf a Huw Ceredig, enwau i enwog rŵan, ond ddim am y prydd.” [“I was fortunate enough to have the opportunity to join the Urdd, leaving Welsh as a subject, and I’ve had the opportunity to go with friends to the Urdd eisteddfodau, have been to Glan-llyn twice a year, with Dafydd Iwan and people like that, Heulwen Haf and Huw Ceredig, names that are famous now, but not at the time.”]

Learner Ng is also a comparatively independent and is about 65 years old. He spoke Welsh when he was a child, and uses his Welsh confidently. His mother would speak Welsh to him every day until he was 7 years old when they moved to a more Anglicised town. By now, his ambition is to speak Welsh rather than attaining grammatical correctness, “os dw i’n gwneud camgymeriad, dim ots.” [“if I make mistakes, it doesn’t matter.”] Unfortunately, by now his sister isn’t confident enough to speak Welsh with him, but he attends the Cylich Cinio in Mold. However, he does have some difficulties, “maen nhw’r siarad Cymraeg glân iawn iawn a dw i’n cael tipyn o drafeth i wyobeth maen nhw’r siarad. Dw i’n licio mynd... dw i’n trio cadw fy nhynfannon i fyny beth bynnag.” [“they speak very pure Welsh and I have some trouble knowing what they’re talking [about]. I like going...I try to keep my tail up at least.”]
Learner H is a 60 year old lady who has “dim ond un ffrind sy’n siarad Cymraeg.” ["only one friend who speaks Welsh."] She lives in an English speaking area. She attends one or two events a year. She learned Welsh when looking for a new job, in the hope of finding work in Wales. She has no Welsh-speaking family members, and takes advantage of the opportunity of using Welsh with one friend when talking on the phone, “dan ni’n dechrau siarad Cymraeg, wedyn dan ni’n newid i Saesneg, achos mae problem efo geirfa... ond pan dwi’n ymwyd hi yn y tŷ, roedd ei gwyr athro Cymraeg, felly rhaid i fi siarad Cymraeg yn y tŷ, ond tu allan y class does na ddim lot o gyfle.” ["we start speaking Welsh, then we turn to English, because there’s a problem with vocabulary...but when I visit her in the house, her husband was a Welsh teacher, so I have to speak Welsh in the house, but outside the class there isn’t much opportunity."] She attends Welsh activities once or twice a year, and watches programmes on S4C.

Learner I has the opportunity to speak Welsh with her “hwyresau o'r de Cymru ar y ffôn.” ["granddaughters from South Wales on the phone."] But her main difficulty is that she has no close contacts who speak Welsh. She attends the eisteddfod when it’s in North Wales, and watches television. She started learning Welsh about twenty years ago because her mother spoke a bit with her when she was small, and she also attended a Welsh chapel. But now she hardly hears any Welsh in her area, “dw i ddim yn cael llawer o gyfle o gwbl yng n y pentref, pawb yn siarad Saesneg, dw i’n mynd i’r eglwys pob dydd Sul, mae un wraig yn siarad Cymraeg.” ["I don’t get much opportunity at all in the village, everybody speaks English, I go to church every Sunday, one lady speaks Welsh."] But she loves speaking Welsh to her granddaughters. Unfortunately, she does not feel she can take advantage of evening activities, such as those in the Pentan pub, “dw i ddim isio mynd allan yn y nos ben fy hun.” ["I don’t want to go out at night on my own."]

It seems generally that those in this area who are learning for integrative reasons rather than instrumental ones have more opportunity to use Welsh, partly because of family influence, but also because they’re part of the culture of Wales.

Having said that, it’s obvious that the Welsh media provide the best opportunity for some learners to be in contact with the language.
7.6.1.5 Learners’ experiences in South West Wales

Learners in four classes in the Swansea area were interviewed, one in Three Crosses on the Gower peninsula, one in Swansea College, Tŷ Coch in west Swansea and two classes in Tŷ Tawe, the Canolfan Gymraeg in Swansea. Additionally, members of one class in Bryncoch, near Neath, were interviewed. These classes were all in the catchment area of South West Wales Welsh for Adults Centre.

At the time of the research, the Welsh for Adults Centre did not organise a programme of events and activities for learners, but activities were organised by Menter Iaith Castell-nedd Port Talbot and Menter Iaith Abertawe.

Although once again there were obvious differences between the circumstances of individual learners, and their reasons for learning the language and their opportunities to use Welsh which were very diverse, the presence of a Canolfan Gymraeg – Tŷ Tawe – in this area was key to a significant number of the learners, and in a very significant way too.

7.6.1.5.1 Learners’ experiences in Swansea College

It was only in Tŷ Tawe that learner A had an opportunity to use Welsh. There she has the opportunity to speak Welsh “gyda phobl eraill a chwrdd â ffrindiau.” ["with other people and to meet friends."] She said that she “mynd i CYD dydd lau a bore coffi dydd Sadwrn” ["goes to CYD on Thursdays and to the coffee morning on Saturdays"] and that she had also attended Siawns am Sgwrss classes but found these rather difficult. She said she “nabod pobl yn Tŷ Tawe, pan o’n i yn y dosbarth nos, dau ffrind da ‘da fi, ymweld â nhw yn y tŷ, ond siarad gyda nhw nawr yn Saesneg achos dw i ddim yn rhugl.” ["knew people in Tŷ Tawe, when I was in the evening class, I had two good friends, visited them in the house, but now talking English with them because I’m not fluent."]

Learner B had “llawer o gyfle” ["a lot of opportunity"] to speak Welsh, “mae fy chwaer a thad yn siarad Cymraeg ond dw i’n siarad Saesneg fel arfer... hefyd mae ychydig o staff yn y gwaith sy’n siarad Cymraeg.” ["my sister and father speak Welsh but I usually speak English...also a few members of staff in work speak Welsh."] He mainly goes to Tŷ Tawe to use the shop. He has a young family and “does dim digon o amser gwaith a theulu ifanc.” ["there isn’t enough time with work and a young family."] In work he says he can speak Welsh with the older patients.

Learner C doesn’t live in Swansea, but uses the shop there and goes to the Sadwrn Siarad twice a year. She used to go to Tŷ Tawe more often “pan o’n i’n byw yn Abertawe” ["when I lived in Swansea."] She said that “pawb yn gyfeillgar iawn yn Tŷ Tawe” ["everyone is very friendly in Tŷ Tawe"] and that “pobl sy’n deall dw i’n dysgwyr, dw i’n dysgu Cymraeg.” ["people who understand I’m a learner, I’m learning Welsh.”

Learner Ch went to Tŷ Tawe “bob dydd Sadwrn fel arfer, i weld y rygbi, sesiwn werin, cwis a gweithgareddau eraill nwy ar y man.” ["every Saturday usually, to watch the rugby, to a folk session, quizzes and other activities from time to time."] At the moment she also helps a nearby Menter Iaith and has the opportunity to use Welsh there. She does this as there is “neb yn y teulu yn siarad yn Gymraeg nawr.” ["nobody in the family speaks Welsh now."] She sometimes goes to events with friends, e.g. to a pub, to a concert, to a play etc. She said that Tŷ Tawe was important to her “achos mae’n un lle ble dych chi’n newydd troi lan yn siarad i bobl eraill yn y Gymraeg. Hefyd mae pawb yn siarad yn Gymraeg. Sa i’n clywed gormod o Saesneg yna.” ["because it’s one place where you can just turn up to talk to other..."
people in Welsh. Also everybody speaks Welsh. I don't hear too much English there." ] She said that she has “paned o goffi bore Sadwrn” yn Nhŷ Tawe, a mynd i sesiwn werin nawr ac yn y man, dibynnu beth sy’n digwydd ar y pryd." [“a Saturday morning coffee in Tŷ Tawe, and going to a folk session every now and then, depending what’s happening at the time.”] Ch believed that events needed to be advertised more and be more organised, “dydd Sadwrn diwethaf roedd pedwar digwyddiadau yr un diwrnod – gwthdaro – bydd yn well os digwyddiadau coordinated mwy.” [“last Saturday there were four events on the same day – clashing – it would be better if events were more coordinated.”]

Learner Ch had come to know “a lot” of new people through going to a large number of events and through volunteering with the Menter Iaith. She went on a course to Aberystwyth, “cwrddes i â llawer o bobl dros y dosbarthiadau i gyd… mae mwy yn mynd mlaen yn Tŷ Tawe na Aberystwyth, argraff iawn pethau yn Tŷ Tawe… dwi’n meddwl bod y cwrsiau yn Tŷ Tawe yn well na’r cyrsiau yn Aberystwyth.” [“I met lots of people over all the classes...more goes on in Tŷ Tawe than in Aberystwyth, good impression of things in Tŷ Tawe...I think the courses in Tŷ Tawe are better than the courses in Aberystwyth.”]

Learner D goes to Tŷ Tawe once a month “i brynu anrhegion a cherdyn, weithiau i glywed cerddoriaeth.” [“to buy presents and cards, sometimes to hear music.”] She said she spoke “tipyn bach gyda’r teulu a’r ffrindiau, dwi’n nabod llawer o bobl sy’n dysgu, ac yn y gwraith. Weithiau maen nhw yn y swyddfa, dy’n ni’n cael sgwrs bach.” [“a little bit with family and friends, I know lots of people who are learning, and in work. Sometimes they’re in the office, we have a little conversation.”] She has friends in Bala, and they insist she speaks Welsh to them when she’s there, three times a year. Otherwise she listens to the radio in the car and “stryglo gyda S4C” [“struggles with S4C.”]

Learner Dd has young children and has the opportunity to talk to her children and husband, who speaks Welsh, but they do tend to speak English to her. Confidence is a problem for Learner Dd, and she says “mae’n well i fi i siarad gyda pobl sy wedi dysgu Cymraeg, sai’n siŵr pam.” [“I prefer to speak to people who have learnt Welsh, I’m not sure why.”]

### 7.6.1.5.2 Learners’ experiences in Three Crosses

Three Crosses is a village about 7 miles from Swansea. Some of the learners in the class travel quite a distance to get there, so they don’t necessarily reflect the behaviour of learners in the village. When interviewing the learners a wide variety of motivation, age and ability was found. It was obvious that some of them, due to their linguistic abilities and tendencies, would find socialising in Welsh comparatively easily. It was difficult to imagine others having the same success. It was clear that three or four years of learning – about 200 hours – did not lead to linguistic ability suitable for socialising.

Learner A has some opportunity to speak Welsh in his café and also with his grandchildren.

Learner B has the opportunity to use Welsh with his daughter in law and with “lawer o ffrindiau” [“many friends”] and also in Tŷ Tawe “yn gyson” [“regularly”] and in CYD meetings and the Clwb Cínio Cymraeg.

Learner C only speaks Welsh with friends as the Welsh members of her family have died by now. She doesn’t go to Tŷ Tawe often, perhaps because of her lack of linguistic confidence, but she said “mae rhaid i fi fynd i Tŷ Tawe mor aml. Dwi’n
parcio fy nghar yn yr maes parcio wrth ochr y Tŷ Tawe." ["I must go to Tŷ Tawe more often. I park my car in the car park near Tŷ Tawe."]

Learner Ch, who is retired, goes “weithiau yn Nhŷ Tawe bore Iau neu dydd Sadwrn.” ["to Tŷ Tawe sometimes on Thursday mornings or on Saturdays."] He also goes to a Welsh chapel and to the Clwb Cinio in Swansea. However, he says "does dim lot o ddiwdordeb da fi mewn siarad Cymraeg. Gallu darllen Cymraeg oedd fy mhrif ddidderdeb." ["I haven’t got much interest in speaking Welsh. My main interest was being able to speak Welsh."] He used to go to Tŷ Tawe often, but doesn’t go “mor aml y dyddiau ’ma. Efallai dwywaith y mis.” ["as often these days. Perhaps twice a month."] However, Tŷ Tawe is important to him, "un tro oedd e’n ddefnyddiol iawn. Efallai dw i wedi llwyddo yn fy nod. Ar wahân diffyg geirfa, dw i’n gyffyrddus darllen Cymraeg.” ["At one time it was very useful...Perhaps I’ve succeeded in my aim. Apart from lack of vocabulary, I’m comfortable reading Welsh."]

Learner Ch, however, was interested in listening to Welsh in the chapel, and less interested in the social side, “dwi’n crobian i mewn, ac yn heglu allan, sa’n hooffi oedi o gwmpas y lle, bydd pobl yn siarad â fi, ond dwi’n dwlw mynd i’r eglwys, oherwydd yr iaith, gwrand ar yr Gymraeg, ond nawr oherwydd yr gwasanaeth.” ["I creep in, and leg it out, I don’t like hanging around the place, people will speak to me, but I love going to the church because of the language, listening to the Welsh, but now because of the service."]

Learner D says “dwi ddim yn hoffi mynd mas ar fy hun yn y nos.” ["I don’t like going out by myself in the night."] She lost her husband five years ago and she is still rather lacking in confidence. Because of this “dwi ddim yn mynd i’r Tŷ Tawe” ["I don’t go to Tŷ Tawe"] but would go (sic) “if I had someone to go with in the evening... At the moment I am really lacking confidence to talk to strangers in Welsh.” She acknowledges that Tŷ Tawe is important for learners. She has the opportunity to speak Welsh when she goes to Ammanford, but not much otherwise.

Learner Dd has been to one event in Tŷ Tawe and three times to the shop. She says about the Canolfan “Mae pawb gwybod mae Tŷ Tawe yn y lle i ateb cwestiwn am y pethau Cymraeg. A hefyd mae Tŷ Tawe trefnu llawer o cyfle i ymarfer Cymraeg. Mae Tŷ Tawe yn arbenig bwysig yn Abertawe achos dydy e ddim digon o ‘evidence’ o Cymraeg yn Abertawe.” ["Everybody knows that Tŷ Tawe is the place to answer questions about the Welsh things. And also Tŷ Tawe organises lots of opportunities to practise Welsh. Tŷ Tawe is especially important in Swansea because there is not enough ‘evidence’ (sic) of Welsh in Swansea."] She sometimes speaks Welsh to people in work, “ond pan dy’n ni’n siarad am bethe pwysig, Saesneg.” ["but when we talk about important things, it’s English."] But she speaks quite a bit of Welsh with a friend in work and also with her parents. She says, if she has "cwestiwn gyda fi am rywbeth am Gymraeg, y lle cyntaf dwi’n mynd yw Tŷ Tawe neu ffonio Tŷ Tawe i ofyn y cwestiwn. Dwi wedi chwilio dosbarth Cymraeg, ac wedi gofyn Tŷ Tawe, a nawr dwi’n yma.” ["a question about something in Welsh, the first place I go to is Tŷ Tawe or I phone Tŷ Tawe to ask the question. I have looked for Welsh classes, and asked Tŷ Tawe, and now I’m here."]

Learner E doesn’t go to Tŷ Tawe often, although she has been there for summer classes. She doesn’t have much opportunity to speak Welsh but does go to a Welsh service in the church once a month. Her husband doesn’t speak Welsh, and she doesn’t go to Tŷ Tawe often because she lives far away and “fy ngŵr ddim yn hoffi fi i wneud popeth yn Gymraeg without him. I can’t go to all these things and leave him in the house.” ["my husband doesn’t like me doing everything in Welsh (sic) without him. I can’t go to all these things and leave him in the house."]
### Learners’ experiences in Bryncoch

The experiences of the learners in this class reflect an area where no regular activities are organised for learners by the Welsh for Adults Centre. The learners are also comparatively far from the Canolfan Gymraeg. Some take advantage of informal opportunities, but on the whole, these learners’ contact with the language is comparatively tenuous. We found that they were very happy in the class, but perhaps due to the lack of contact outside the class, they had gone to feel that it was in the class that they felt most relaxed when speaking Welsh.

Learner A had only attended a Welsh language event once, but does have an opportunity to speak with her friends in a pony trekking club. She prefers to speak Welsh in the class because “dim hyder da fi.” [“I’ve got no confidence.”]

Learner B has the opportunity to speak in a choir and every Monday morning in a coffee morning organised in a tourist attraction. The Menter Iaith arranges that coffee is available there and sometimes a tutor will attend. She also talks to a teacher for an hour a week in a teaching centre. Her husband “yn siarad Cymraeg yn da” [“doesn’t speak Welsh well”] but she says “dywng i siarad â’r gwr yn fyw aml.” [“I should talk to my husband more often.”] She attends classes twice a week. She said that she went “i ffilm yn Nhŷ Tawe unwaith, gyda fy ngŵr a mwynheuas i’n fawr, ond mae’n anodd achos dywng i siarad Cymraeg.” [“to a film in Tŷ Tawe once, with my husband, and I really enjoyed, but it’s difficult because my husband doesn’t speak Welsh.”]

Learner C talks to her neighbours in a town in the Swansea Valley, but only came to the area one year ago, and has not yet had the opportunity “i wneud gallu siarad Cymraeg.” [“to make a lot of friends who can speak Welsh.”] The two classes she attends are “dddefnyddiol iawn i fi” [“very useful to me.”]. Although she doesn’t live close to Tŷ Tawe, she says she “rhaid imi fynd i Dŷ Tawe bob Sadwrn.. i gynyddu’r defnydd.” [“has to go to Tŷ Tawe every Saturday ..to increase the use.”] There are “llawer o bobl yn siarad Cymraeg yn yr ardal,” [“a lot of people who speak Welsh in the area,”] and she can talk Welsh in the shops, the post office and the library. She also “siarad Cymraeg gyda fy mab” [“speaks Welsh with my son”] but her husband does not speak Welsh. “Weithiau pan mae fy ngwir yna, dwi’n dweud yr un peth yn Saesneg a Cymraeg.. Mae e’n dysgu rhoi o bethau. Mae e’n deall mwy na mae e’n sylwedddoli.” [“Sometimes when my husband is there, I say the same thing in English and Welsh....He learns some things. He understands more than he realises.”] She also has the opportunity to speak to other parents outside the school and in children’s parties.

Learner Ch would like to see “mwy digwyddiadau Cymraeg yn yr ardal ’ma” [“more Welsh language events in this area”] and feels that “dywng i darllen mwy llyfrau Cymraeg.” [“I should read more Welsh books.”] But she does have the opportunity to speak “weithiau yn y tŷ” [“in the house sometimes”] as her husband speaks Welsh. She goes to the coffee morning in the tourist attraction every Monday morning. She also goes to a dinner organised by the Menter laith.

Learner D is very busy with other interests, and blames this for her lack of contact with the language. It is only “yn y dosbarth ac yn Sadyrnau siarad” [“in the class and in the Sadwrn Siarad session”] that she uses the language. She watches Welsh rugby on television and says “dwí’n deall hanner.” [“I understand half.”]

Learner Dd has the opportunity to talk to others in the male voice choir, but otherwise he only attends the class.
7.6.1.5.4 Learners’ experiences in Tŷ Tawe

Learner A has restarted learning Welsh. He does not have much time to attend Welsh sessions in the evenings. Some people at his workplace can speak Welsh, but they don’t usually do this unless they get to know who else is able to do so.

Learner B is learning in order to help her in her work, but now she has retired and does not have the same opportunities to talk as she did in work. Not many people speak Welsh in her area, one of the suburbs of west Swansea, but she “siarad â fy ffrindiau” [“talks to my friends.”] She enjoyed herself at the Christmas coffee morning in Tŷ Tawe but “sai’n posib i fynd siop siarad achos wïn gwneud popeth eraill.” [“it isn’t possible to go to the siop siarad because I do everything else.”] She said that despite this, “Dylwn i fynd i siop siarad a cerdded, mynd am dro gyda Menter laith unwaith y mish.” [“I should go to the siop siarad and walks with the Menter laith once a month.”] She hoped to be a steward in the Blaenau Gwent Eisteddfod. She went to an opera in the Grand, Swansea and followed the Welsh surtitles.

Learner C goes to Tŷ Tawe twice or three times a week in order to socialise. He says that Tŷ Tawe is “bwysig iawn, iawn. Mae’n cyfle i ddechrau siarad, er enghraifft yn y siop, a chael dosbarthiadau a chael sgwrs, yn y sesiwn siop siarad.” [“very, very important. It’s an opportunity to start talking, for example in the shop, and having classes and a conversation, in the Siop Siarad session.”] He says, “Ar wahân i Tŷ Tawe sai’n nabod unrhyw le arall yn y dre i siarad Cymraeg â phobl. Mae Tŷ Tawe’n bwysig iawn, pan des i mewn i’r siop am y tro cyntaf, ro’n i’n nervous iawn, mae’n dwp mewn ffordd, roedd rhyw fath o ymdrech jyst i mynd i mewn i’r siop... roedd y ferch tu ôl i’r cownter yn gyfeillgar iawn... yn ailadrodd yr un frawddeg yn Gymraeg... ro’n i’n gallu egluro’r sefyllfa iddi, bob tro rwy’n mynd i’r siop’n cael tipyn bach o sgwrs... heb y siop, heb Tŷ Tawe, does dim ffordd yn y byd i fynd mlaen gyda Cymraeg.” [“Apart from Tŷ Tawe, I don’t know of anywhere else in town to speak Welsh to people. Tŷ Tawe is very important, when I came to the shop for the first time I was very nervous, it’s stupid in a way, it was a kind of effort just to go into the shop...the girl behind the counter was very friendly...repeating the same sentence in Welsh...I could explain the situation to her, every time I go to the shop I have a little conversation...without the shop, without Tŷ Tawe, there is no way in the world I could go on with Welsh.”] He thought it would be good to have a lunchtime Welsh language cafe in Tŷ Tawe and would attend something like that once or twice a week.

Learner Ch wants to speak Welsh to her young children, but nobody else in her family speaks Welsh. Being off work now, she has the opportunity to go to “siawns am sgwrs a bore coffi, yn ogystal â’r dosbarthiadau canolfadd ac uchw, ond pan dw i’n mynd yn ôl i’r gwaith bydd anodd i fi mynd ymarfer rhywle i ymarfer siarad, achos fydd dim ddim lawer o amser sbâr.” [“Siawns am Sgwrs and the coffee mornings, as well as canolfadd and uchw classes, but when I go back to work it will be difficult for me to practise talking somewhere, there won’t be much spare time.”] She attends the weekly coffee morning in Tŷ Tawe, and said that Tŷ Tawe was “yn bendant”[“definitely”] important, “Mae’n wych i fynd ‘na i siarad. Mae bore coffi yn wych. Cyfle i siarad i pobl rhugl a phobl sy wedi dysgu. Gwerthfawr i cael siawns i ymarfer, dyna beth sy’n bwysig iawn pan dysgu Gymraeg.” [“It’s great to go there to talk. The coffee morning is great. An opportunity to talk to fluent people and people who have learnt Welsh. It’s valuable to have an opportunity to practise, that’s what’s very important when learning Welsh.”] Although she is originally from Swansea, she lives in a village in a nearby valley. She went on a week’s course in Lampeter and found that an excellent experience, enabling her to “ymlacio yn y dafan, ond siarad Cymraeg” [“relax in the pub, but speak Welsh”] amongst other things.
Learner D started learning Welsh again in order to use it in work. He has the opportunity to use the language in work, with friends and in the pub, but finds it difficult to know who is able to speak Welsh. He lives in a small town about fifteen miles away, and so doesn’t come into Swansea over the weekend. He said that Tŷ Tawe was important to him “dw i’n gwerthfawrogi cael lle cyfleus am y dosbarthiadau. Dw i’n credu fod e’n bwysig i helpu pobl cymdeithasu yn y Gymraeg, Sadwrn siarad ac ati.” “[I appreciate having a convenient place for the classes. I believe it’s important to help people to socialise in Welsh, Sadwrn Siarad etc.]” Learner D’s fluency was outstanding, partly due to his use of Welsh with his students and now he is working closely with specialists in his field to create new Welsh terms. Learner D also attended a pub in Swansea to speak Welsh informally once a month, and felt that it was easier for him to speak Welsh in work and with new acquaintances.

Learner Dd has no opportunity to use Welsh. He has no time to attend specific activities, but does go once a week to his class in Tŷ Tawe, which is important “achos does dim cyfle i siarad Cymraeg gydag oedolion eraill gyda fi rhywle arall.” “[because there I don’t have an opportunity to speak Welsh to other adults anywhere else.]” He is, however, able to use is ability in Welsh to help children in the family who are learning Welsh as a second language in school.
7.6.1.5.5 Experiences of attendees of Tŷ Tawe's Sesiwn Siarad

Learner A does not have much opportunity to speak Welsh. He does so in a class on Welsh literature as well as in the class in Tŷ Tawe. He doesn’t have a Welsh speaking family and it is “dim ond yn Tŷ Tawe” [“only in Tŷ Tawe”] that he uses the language. Otherwise he “aros yn y ty” [“stays in the house”]. In relation to meeting new Welsh speaking contacts, “dim ond trwy Tŷ Tawe” [“it’s only through Tŷ Tawe”] that this happens.

Learner B attends the class in Tŷ Tawe and the shop, saying that Tŷ Tawe is “bwysig iawn” [“very important”] to him, but is unable to attend evening events because of poor health. “Bydden i’n mynd i newid yn y nos, sen fy iechyd yn well, yn anfodus, felly dwi ddim yn mynd i lawer o pethe ar y pryd.” [“I’d go to evening events if my health was better, unfortunately, so I don’t go to many things at the moment.”] It’s only in the Siawns am Sgwrs session that he gets the opportunity to use Welsh. He also “darllen un stori y newyddion yn Cymraeg bob dydd.” [“reads one news story in Welsh every day.”]

Learner C lives in a town about 15 miles away. He has Welsh neighbours but “y peth pwysig i fi yw y dosbarth yma, dwi’n hoff iawn o dod yma, ac yn mwynhau lot, ac ar ôl y dosbarth dwi’n mynd mas ac yn meddwl yn Gymraeg mwy na unrhyw beth arall.” [“the important thing for me is this class, I really like coming here, and enjoy very much, and after the class I go out and think in Welsh more than anything else.”] Coming into a city once a week appeals to him. He said, “fel dwi wedi dweud, maen’n bwysig bod canolfan Gymraeg yng nghanol Abertawe, gwybod bod pethau’n mynd mlaen, dosbarthiade, siop siarad.” [“as I’ve already said, it’s important to have a Canolfan Gymraeg in Swansea city centre, knowing that things go on, classes, Siop Siarad.”]

Learner Ch, who speaks Welsh to her daughter and people in church and friends, finds that coming to Tŷ Tawe “codi hyder.” [“improves confidence.”] She was brought up speaking English, but her daughter attends a Welsh medium school and her son to an English medium school, so there is no opportunity to speak Welsh at home. She “edrych ymlaen o un wythnos, dwi’n mynd i siop,” [“looks forward from one week to the next, I go to the shop”] but “ddim yn hoffi mynd mas yn y nos” [“doesn’t like going out at night.”]

Learner D is able to speak Welsh with his family. Regarding other activities in Tŷ Tawe, he said, “des i i'r parti Nadolig, roedd gwych” [“I came to the Christmas party, it was great.”] but he had problems in a quiz, “roedd y cwis yn rhy anodd, cwestiynau dros ben llestri, ond Tŷ Tawe yw pwysig i fi, pwysig iawn i lawer o bobol. y prif lle i bobl i cwrdd i siarad Gymraeg, cwrdd pobl arall, dim ond siarad.” [“the quiz was too difficult, over the top questions, but Tŷ Tawe is important to me, very important to lots of people...the main place for people to meet to talk Welsh, meet other people, just to talk.”]

Learner Dd uses Welsh with people in chapel, in Merched y Wawr and in a Welsh Society in another town about 4 miles from Swansea. She said “Mae Tŷ Tawe’n bwysig iawn i hybu’r iaith Gymraeg yn Abertawe ac rwy’n ddiolchgar am bob cyfle dwy wedi cael i godi hyder ynof fi.” [“Tŷ Tawe is very important in promoting the Welsh language in Swansea, and I’m grateful for every opportunity I’ve had to increase my confidence.”] She comes to Tŷ Tawe twice a week and on some evenings, it’s useful “i gymdeithasu gyda pobl a ehangu’r iaith.” [“to socialise with people and extend the language.”]
Learner E lives in a suburb in west Swansea and doesn’t have much opportunity to speak Welsh there, but comes to the course and finds that this is ‘bwysig’ [‘important’] to him.

7.6.1.5.6 Experiences of attendees of Tŷ Tawe’s informal session
Nine people who attended an event in Tŷ Tawe were asked for their opinion about the Canolfan Gymraeg as they went about trying to speak Welsh and develop a social circle. They had different reasons for learning Welsh and had been learning for different periods of time.

The nine were unanimous that Tŷ Tawe had been key to their attempts. Learner A said “Mae [Tŷ Tawe] yn bwysig iawn – wrth i fi ddechrau dysgu, roedd e’n lle diogel i ymarfer. Wedyn daeth e’n lle i gwrdd â frfrindiau newydd. Ond nawr, rwy’n fwy hyderus ac rwy’n fwy hapus i siarad Cymraeg unrhyw lle.” [“Tŷ Tawe is very important – as I started to learn it was a safe place to practise. Then it became a place to meet new friends. But now I’m more confident and happier to speak Welsh wherever I am.”]

Learner B said that “Tŷ Tawe yn bwysig i fi” [“Tŷ Tawe is important to me”] and noted that this was because of the opportunity to make friends, and it was a “lle pwysig i ymarfer” [“important place to practise”], and that the “siop yn bwysig” [“shop was important”] to get cards and books.

Learner C was of the same opinion, learning because “yn byw yn Abertawe a dw eisiau deall Cymraeg” [“I live in Swansea and want to understand Welsh”]. Learner C then added, “Mae’n bwysig ac chos dw i’n gallu siarad Cymraeg yn CYD a Siop Siarad ac achlysuron arbennig fel y Nadolig.” [“It’s important because I can speak Welsh in CYD and the Siop Siarad and on special occasions such as Christmas.”]

Learner Ch said that “Tŷ Tawe yn bwysig… achos bod siawns ‘da fi i gwrdd â hen frfrindiau ac ymarfer yr iaith.” [“Tŷ Tawe is important…because I get the chance to meet with old friends and to practise the language.”] Events organised from Tŷ Tawe were also important to him, such as walks.

Learner D learnt Welsh because he “teimlo cywilydd” [“felt embarrassed”] because “ro’n i’n methu â siarad fy iaith fy hunan” [“I couldn’t speak my own language”] when he was travelling the world. He no longer lives in Swansea. He said that Tŷ Tawe “wedi bod ac yn dal yn bwysig i fi. Does dim fforedd y gallun i fod wedi dysgu Cymraeg mor gyflym i wedi’i wneud heb Dy Tawe.” [“had been and remains important to me. There is no way I could have learnt Welsh as quickly as I did without Tŷ Tawe.”] He emphasised the way he developed a circle of new friends, “mae ‘na gyllch o ffirndiau newydd gyda fi, sy’n siarad Cymraeg, ac rwy wedi llwyddo i gael swydd ym maes Cymraeg.” [“I’ve got a new circle of friends who speak Welsh, and I’ve managed to get a job in the Welsh language field.”]

Learner Dd has been learning Welsh for ten years because “Cymro ydw i” [“I’m a Welshman”]. For him, it is only Tŷ Tawe that offers an opportunity for him to speak Welsh, “Mae Tŷ Tawe yn holl bwysig i mi am fod yr unig lle yn Abertawe lle ydw i’n gallu siarad Cymraeg yn gyson. Bob tro yr wyf yn mynd yno, bydd pobl gyfeliagar tu ôl i’r cownter [y siop] ac o’i flaen.” [“Tŷ Tawe is all important to me as it’s the only place in Swansea where I can speak Welsh regularly. Every time I go there, there are friendly people behind the counter [the shop] and in front of it.”]

Learner E has been learning Welsh for ten years because she is “hoff o ieithoedd” [“fond of languages”] and because her “gwir yn myyn dysgu hefyd” [“husband wants
to learn too"]. She said, “Mae Tŷ Tawe yn werthfawr iawn i fi gymdeithasu yn Gymraeg – i gael cyllch ffrindiau newydd a chymryd rhain mewn digwyddiadau ac i gwrrdd â siaradwyr Cymraeg. Mae’r ganolfan yn hanfodol i fi am y rhesymau hyn.” [“Tŷ Tawe is very valuable for me to socialise in Welsh – to get a new circle of friends and take part in events and meet Welsh speakers. The centre is essential to me for these reasons.”]

Learner F was a man who had spoken Welsh as a child in one of the South Wales valleys, and he said about Tŷ Tawe, “Mae hi yr unig le wi’n mynd i gymdeithasu, ar wahân i'r capel.” [“It’s the only place I go to socialise, apart from the chapel”]

7.6.1.5.6.1 Frequency of use of the Canolfan

The frequency of use of Tŷ Tawe varied amongst the nine learners. Learner A would attend Siop Siarad there every Saturday morning, and go to some CYD sessions on Thursday mornings, as well as attending monthly gigs and monthly folk singing sessions as well as meetings and watching rugby games. This could mean that Learner A went to Tŷ Tawe about twelve times a month.

Learner B would go to Tŷ Tawe about twice a month, to the Siop Siarad, and also to specific events such as music evenings and to watch rugby matches. Although she didn’t attend more frequently, she considered that the Canolfan was important to her.

Learner C would attend Tŷ Tawe about 8 times a month, and went regularly to CYD sessions on Thursday mornings and to the Siop Siarad on Saturday mornings.

Learner Ch would go to Tŷ Tawe about twice a month, and Learner D between 4 and 6 times a month, mainly to the Sadwrn Siarad, to folk evenings and to events such as quizzes.

Learner Dd went to Tŷ Tawe every week, mainly to the Siop Siarad. Learner Dd didn’t attend a specific class, but would also enjoy watching international rugby matches in Tŷ Tawe.

Learner E went to Tŷ Tawe once a week, and also went to an Uwch class once a week, so a total of 8 times a month.

Learner F went to Tŷ Tawe eight times a month, to the CYD sessions and the Siop Siarad sessions on Saturday mornings.

What comes through from the nine, in general, is that they appreciate specific and regular sessions organised in the Canolfan. Although some take advantage of every opportunity, and welcome the occasional activities, such as watching international games, and the informal use of the shop, the organised sessions are the ones that attract them most.
7.6.1.5.6.2 Use of Welsh in other places
Six of the nine had little opportunity to use Welsh beyond the Canolfan Gymraeg.

Learner B had some friends who speak Welsh, and they had become friends “trwy Tŷ Tawe”, ["through Tŷ Tawe"] but “rydym ni’n cwrdd yn y mwyaf yn digwyddiadau yn Nhŷ Tawe” ["we meet mainly in events in Tŷ Tawe"] he added. Apart from this he had some friends in mid Wales.

Learner C only spoke Welsh “Dim ond ambell waith gyda ffrind” ["occasionally with a friend."] Learner Ch only speaks Welsh to two people, one a shopkeeper and another in a local club. Learner Dd said that he didn’t “cymdeithasu o gwbl ac eithrio mynd i Dŷ Tawe” ["socialise at all apart from going to Tŷ Tawe"].

Learner E had “bron dim cyfle” ["hardly any opportunity"] to speak Welsh. Her family had no Welsh, but she would have some opportunities “dros dro” ["now and again"] when volunteering in a bilingual nursery.

Learner F had the opportunity to use Welsh when driving a bus in a traditionally Welsh area, and “bron pob un yn gallu siarad Cymraeg” ["almost everyone can speak Welsh"].

“Myrchnu digwyddiadau yn Nhŷ Tawe” [“Attending events in Tŷ Tawe”] was Learner D’s only opportunity to use Welsh, but by now he “siarad Cymraeg yn y gwraith ond yn dal i mynychu digwyddiadau yn Nhŷ Tawe” ["speaks Welsh in work but still attends events in Tŷ Tawe"].

Learner A was now studying a Welsh course in the university and was having opportunities to use Welsh in the department there, and also in the pub, “eitha lot o ffrindiau Cymraeg” ["she has quite a few Welsh friends"]. She also had “ffrindiau sy ddim yn byw yn Abertawe” ["friends who don’t live in Swansea"] and would use Welsh on the phone, on the internet and when visiting. She also said that there is a “lot o siarad ar ôl y cyfarfodydd” ["lot of talking after the meetings"] with the Quakers, although the “cyfarfodydd yn dawel” ["meetings are quiet"].
7.6.1.6 Learners’ experiences in Mid Glamorgan
It is noted elsewhere how Glamorgan Welsh for Adults Centre has organised a broad programme of activities and events for learners in the area. This is reflected in the way the learners interviewed made use of these opportunities. These activities are supported by the Canolfan Gymraeg in Merthyr, where there is a shop and a space for activities.

Once again, the individual experiences of the learners contribute greatly to the way that they take advantage of the opportunities provided. We can see, however, that these activities offer a productive context to those who take advantage of them.

7.6.1.6.1 Learners’ experiences in Merthyr
Learner A from the Merthyr area said that he did not have much opportunity to speak Welsh outside the class. Another man also wanted more opportunities, although he sang with the choir in the Canolfan in Merthyr. He would go on walks with Glamorgan and go to the Glamorgan Reading Club, and also to the Cwbl Siarad in Gartholwg, and to classes and lectures in the Canolfan in Merthyr. He would also go to the Welsh shop in the Canolfan and talk to people there.

Another learner had set up a talk club called ‘Cymdeithas Soar’, and speakers would come and give a talk. About 30 attended to start with, but about 20 by now. Welsh speakers and learners attended.

Other activities such as shopping trips to Swansea, trips to St Fagan’s and to Llandeilo had attracted one learner.

The Canolfan in Merthyr had given the Society support through offering space for the meetings, and one learner believed it would be ‘anodd iawn heb y Canolfan’ ['very difficult without the Canolfan']. Another said that the Canolfan helped through producing posters and photocopying. The Canolfan also offered a shop where learners could buy Welsh materials.

Learner A said that he used Welsh in Heol Gerrig post office and another learner said she used that post office deliberately. She also said she used Welsh forms for her car tax.

One woman attended Merched y Wawr, but found it difficult to get the other attendees there to speak Welsh with her.

Two of the learners went to a pub to speak Welsh, where there was a former pupil of Ysgol Gyfun Gymraeg Rhydywaun serving. This pub made an effort to get a Welsh speaker behind the bar on Wednesday nights.

Another learner found it difficult to speak Welsh outside the class, to some extent because it was ‘yn anodd newid yr iaith nawr’ ["difficult to change the language now"].

There was general agreement that getting Welsh speakers to wear a ‘Cymraeg’ badge would be a help in knowing where it was possible to speak Welsh.

It was clear that many of this group took advantage of activities connected with the Canolfan Gymraeg in Merthyr, while the presence of a pub was helpful to others.
7.6.1.6.2 Learners’ experiences in Bridgend

The talking experiences of Bridgend’s learners varied a great deal according to their own efforts. Three elements combined positively towards the use of Welsh amongst the learners themselves: using Welsh within the family, attending Welsh activities, and setting up their own conversation group. On the negative side, the disappearance of Brynmenyn Welsh Club had taken away a regular opportunity for them to use the language.

A number of the learners had the opportunity to speak Welsh with their families, and they had given their children Welsh medium education although they themselves hadn’t been to a Welsh medium school. By now, some of them have grandchildren, with Welsh being their first language. This is a definite sign of language renewal happening within the family, and of reversing a linguistic shift, with the change from English to Welsh as the main language happening within two generations.

Linking learning a language with family activities is one of the basic principles of Reversing Language Shift according to Joshua Fishman’s theory. He considers that the efforts of learning a language without links to these bonds are ones that ‘float freely’ without leading to permanent language change, “Threatened languages cannot afford functionally diffuse or free-floating efforts.” (Fishman, 2001: 14)

Learner A returned to Wales to give his children a Welsh education and now he’s talking “gyda’r wyrion, sy ddim yn siarad Saesneg” [“with the grandchildren, who don’t speak English.”] He said he also “siarad â’r plant, plant yn rhugl” [“talked to the children, the children are fluent”] and that he also has the opportunity to speak Welsh to about twelve members of staff in the school.

Learner B had made the effort to learn the language in order to give her children a Welsh education and to help them with their school work. She now speaks Welsh to her children. She is does a lot with poultry and speaks Welsh with “gyda phobl yn y clwb dofednod Cymru” [“people in the Poultry Club of Wales”] and also in the Royal Welsh Show where “lot o bobl yn siarad Cymraeg” [“a lot of people speak Welsh”], and also with friends, in the chapel, with teachers and sometimes in shops and in Welsh societies such as CYD. Her main difficulty is that not many people speak Welsh in her area.

She said that she now uses Welsh with the children’s school teachers, “felly mae’n wych nawr” [so it’s great now.”] She was strongly of the opinion that “rhaid i bobl wneud cyleoedd” [“people have to make opportunities”]. She also uses Welsh in the chapel.

Learner C had been learning for 35 years and was quite fluent. He said “achos fy wyrion ddim yn gallu siarad Saesneg, felly mae rhaid i fi siarad yr iaith” [“because my grandchildren couldn’t speak English, so I have to speak the language.”] There was no Welsh in his family, and he was brought up in a town in South East Wales. His two sons are fluent Welsh speakers, one of them living in a town in Mid Wales. His sons “mynnu fi’n siarad Cymraeg – ddim Siarad Saesneg o gwbl, maen nhw’n committed, setyllodd fy mab dros Plaid Cymru yn P… yn yr etholiad diwethaf.” [“insist that I speak Welsh – no English at all, they’re committed, my son stood for Plaid Cymru in P...in the last election.”]

Learner Ch, who started learning Welsh after retirement, has the opportunity to practise Welsh in the poultry show, as part of the Royal Welsh show, where many exhibitors use Welsh. But in his case, “does neb llawer i siarad â trwy'r wythnos… neb yn y teulu, neb yn y pentref, neb yn y tafarn”. [“there’s nobody much to talk to
He and three others in the class have made a special effort to set up their own conversation group and they “cwrdd unwaith yr wythnos yn y tŷ” [“meet once a week in the house.”]

This group includes reading articles in the Cymro, and general chatting.

Learner D is the other member of this group of four. He said that he was a member of a choir, but found it “anodd dyall rhai ohonyn nhw, Llanelli Welsh macaronig” ["difficult to understand some of them, Llanelli Welsh macaronic“]. But he had a daughter living in North Wales and her husband spoke Welsh, and the grandchildren spoke Welsh, so “mae cyfle i siarad â nhw… weithiau” ["there's a chance to talk to them...sometimes.”]

Otherwise, the learners from Bridgend went to Welsh concerts, a cymantfa ganu in Porthcawl, an eisteddfod in Gartholwg, and to activities organised by various organisations, such as a quiz organised by Yr Hogwr, and drama performances, in collaboration with Menter Bro Ogwr.

Learner C said that many of them had wives who spoke Welsh, but that they weren't willing to do so, “problem perswadio nhw” ["problems persuading them"], but added, “os ti'n moyn siarad yn rhugl, yr unig ffordd yr siarad yn y tŷ, bob amser” ["if you want to be fluent, the only way is to speak it at home, all the time.”]

There used to be a Welsh Club, Brynmenyn, in the area. This was established in a building that used to be a pub and Welsh language events were held there during the 1980s. Many of the learners were sad that this club had closed down. Learner A was worried about this. Learner Dd said that they needed “un lle i gyfarfod fel yr hen Glwb Brynmenyn. Beth drist oedd e pan y clwb wedi cau.” ["one meeting place like the old Brynmenyn Club. It was sad when the club closed down.”] She now found it difficult to find people to speak Welsh to outside the class. Learner C said that one could “gallu dibynnu ar rywun i siarad Cymraeg yn clwb Brynmenyn.” ["depend on finding someone to speak Welsh in Brynmenyn Club.”]
7.6.1.7 Newport learners’ experiences
The learners questioned spoke Welsh well compared with many interviewees. The majority had been learning for ten years or more, and most learned for integrative reasons.

Unlike many of the learners surveyed elsewhere, there were no Welsh speakers in their neighbourhood, and they therefore relied on other learners for the opportunity to speak Welsh. Assimilation was not part of the agenda. However, the majority managed to attend activities or classes at least twice a week, and sometimes up to four or five times. Only in one case was confidence a problem, because she attended a Welsh language chapel.

Learner A and Learner B spoke Welsh with each other sometimes, but nobody in their village spoke Welsh. Learner C was a teacher, and teaches Welsh to children aged 9, and this gave her an opportunity to speak Welsh. She also attended Merched y Wawr once a month, and went to the Mochyn Du in Cardiff on Tuesday morning to talk sessions. (She lived in Cardiff.)

Learner Ch had been teaching for about 15 years after returning to Wales. He had a friend with whom he’d speak Welsh.

Learner D had a daughter who had been to Welsh medium schools and would have an opportunity now to speak to her in Welsh. Another learner, Dd, took advantage of four or five opportunities a week to speak Welsh by attending various classes and sessions in Newport library.

Learner E said she did not have the confidence to speak Welsh and that she "rhedeg allan o'r capel i osgoi siarad 'da pobl" ["runs out of chapel to avoid speaking to people"]. She was the only one who would have weekly contact with a group of Welsh speakers, and it is interesting that she was the only one to suggest that she lacks confidence.

Most listened to Radio Cymru - perhaps while driving - or watched S4C, although Learner A and Learner B disliked doing this. Learner Ch listening to "Post Cyntaf ar y ffordd i gwaith" ["Post Cyntaf on the way to work"] but dialect items were a barrier for him, "os mae cyflwyniad 'da rhywun o'r gogledd ar fferm, mae'n anodd" ["if there is a presentation from someone from the north on a farm, it is difficult"]. Learner Ch also took advantage of a series of small books for Welsh speakers. Learner D did not like soap operas, but watches Pobl y Cwm "weithiau" ["sometimes"]. Learner E watched a number of programs, including Pobl y Cwm, Aled Samuel's programmes and Wedi Tri, and therefore has "cyfle bob dydd" ["the opportunity every day"].

Many in the class read Golwg, and find this easier than books. One made Golwg360 a default website on his computer.

On the whole, the learners were satisfied with the provision - "yr holl pecyn dwi'n meddwl" ["the whole package I think"] said Learner Ch. All of them believed that the greatest support for them was the weekly Welsh language class. Three of them noted that the one thing that could be of great assistance to them would be a Canolfan Gymraeg in Newport.

The tutor felt that the class managed to get plenty of opportunities by taking advantage of various sessions and courses, and by making an effort, but that there was a gap between this successful class and the learners’ initial classes, with a significant number of them failing to continue to the highest standard.
7.6.2 Confidence/Welsh Speakers’ Attitude
“If learners do not receive a positive response when they first use the language, they may lose confidence and withdraw, believing their Welsh to be inadequate. Learners are not usually prepared for the gulf between learning in class and using/practising Welsh in the community.” (Newcombe, 2007: 55)

Newcombe (2007: 66) notes that factors such as attitude, motivation and anxiety did not receive much attention in the context of language learners until quite recently. 7.6.2 looks specifically at ‘anxiety’ or lack of confidence among learners and in particular at how this affects/can affect their efforts and desire to leave the class and use Welsh in their communities. Going through the comments of the various focus groups, it can be seen that a lack of confidence among the learners is a factor that comes up frequently.

7.6.2.1 Three Crosses
Several members of this group mentioned their lack of confidence in using Welsh with speakers outside the classroom. Related to this, the difficulty of changing language with Welsh speakers with whom the learner is used to speaking English can be added, with one noting that her neighbours can speak Welsh but are used to speaking English with her and therefore find it difficult to change to speak Welsh with her. Another member of the group said that she had a serious lack of confidence if she had to talk to ‘strangers’ in Welsh. This was echoed by the whole group.

This lack of confidence can stem from feeling that they cannot produce answers quickly enough - as one learner said, “Nid hyder i siarad. Sai’n meddwl am y geiriau yn dod yn digon gyflym. Wedyn dwi’n cofio popeth!” [“No confidence to speak. I don’t think the words come quick enough. Then I remember everything!”].

This report mentions contact hours and whether learners have appropriate linguistic resources to be able to use Welsh with people they do not know. Although this was a more advanced group, it became clear in talking to them that the lack of a firm grasp on a number of syntaxes along with a lack of vocabulary can be a barrier to communication in Welsh at all levels, and that this can certainly be one factor behind the anxiety/lack of confidence they have identified. According to the evidence of a number of members of this group, opportunities to speak Welsh come up, but they do not have the confidence to take advantage of those opportunities very often.

One learner who noted that it was important to have confidence in using the language commented that the confidence was easier in places where he is sure that everyone is going to use Welsh, such as Canolfan Tŷ Tawe.

There is a common theme here for most of the focus groups, namely that most Welsh speakers’ speaking speed is a problem in understanding them, as is the use of colloquial words and phrases. The tendency for Welsh speakers to respond with a word or two in Welsh and then to turn to English is also noted. In the context of the workplace, as seen in other groups, the language changes to English, “... pan dy’n ni’n siarad am bethe pwysig” [“...when we speak about important things.”]

7.6.2.2 Swansea College, Tŷ Coch, Swansea
Similar comments were made to 7.6.2.1 by this group, with one commenting that her lack of confidence is a barrier to speaking Welsh with her children, as she is afraid of making mistakes and speaking incorrectly, and that the children will reproduce the same erroneous patterns. A lack of confidence was given as a reason for not attending events in Welsh by another.
Examples are seen here of Welsh speakers seeing the learners' Welsh as too 'correct', "Roedd y dyn yn eisiau siarad Cymraeg à fi achos dwi'n dweud dwi'n dysgu ond dweddodd e 'ti'n siarad fel geiriadur'." ['The man wanted to speak Welsh to me because I say I'm learning but he said 'you talk like a dictionary.'] On the other hand, another learner's experience was that his friends insisted on speaking Welsh with him (even though the children laughed at him because he made some mistakes).

7.6.2.3 Tŷ Tawe (evening)
A comment by one member of this group confirms the link between anxiety and lack of confidence. Going into the Welsh language bookshop in the centre for the first time is mentioned here, "... ro'n i'n nervous iawn, mae'n dwp mewn ffordd, roedd rhyw fath o ymdrech jyst i mynd i mewn i'r siop ..." ['... I was very nervous, it's stupid in a way, it took some kind of effort just to go into the shop ...'] even though the person behind the counter is very friendly. The positive response the learner had in the shop (from a Welsh speaker who was obviously familiar with talking to learners) was a boost to his confidence and by now, "... bob tro rwy'n mynd i siop rwy'n cael tipyn bach o sgwrs ... heb y siop, heb Tŷ Tawe, does dim ffodd yr y byd i fynd mlaen gyda Cymraeg." ['every time I go to the shop I have a little conversation... without the shop, without Tŷ Tawe, there's no way at all I can progress with my Welsh.]

Another learner noted his lack of confidence by suggesting that staff wearing a 'Welsh language' badge in shops would help him overcome the problem somewhat.

7.6.2.4 Bryncoch
Apart from general comments about the lack of confidence, one of the group said she loses confidence when she cannot understand what her neighbours are saying to her. The learner's lack of linguistic resources is not the only factor, therefore, but other speakers' understanding difficulties, in this case because of their dialect. One member of the group expressed the sentiment that she needs more confidence - that is, that she is looking for ways to gain more confidence.

One of the learners felt that Welsh speakers do not like speaking with Welsh learners. This was echoed to some extent by another who believed that it is easier to speak Welsh with other learners as they "deall y problemau" ['understand the issues']. The problem of speaking quickly was raised again, and the fact that Welsh speakers often believe that the standard learners' Welsh is 'better' than their Welsh. This approach is one that is difficult for learners to fully understand, "Maen nhw'n dweud, dw i ddim yn gallu siarad Cymraeg yn dda iawn, yn gywir ... mae'n dwp" ['They say, I cannot speak Welsh very well, correctly ... it's stupid.']. Again, it is seen that the local dialect is a barrier to understanding sometimes, as well as a difficulty changing medium with people familiar with using English with them.

7.6.2.5 Mold Groups
A particular comment was given by one learner that her lack of confidence prevents her from using Welsh with people at work. Of course, there are different implications to a lack of confidence in the context of the workplace e.g. employers paying for workers to attend courses to learn Welsh but a lack of confidence meaning that learners are not prepared to use the language in the workplace; a lack of confidence because of an imbalance in the level of skills in both languages and not being seen as less competent in your work because you are using the second language.

It should be noted that there are exceptions willing to declare that they are confident in speaking Welsh, and of course, these are the learners most willing to attempt conversations with strangers in Welsh. In one learner's case, his partner speaks Welsh and it seems that her support and encouragement has managed to increase
his confidence. Yet again, he adds that "... pobl Cymraeg angen mwy o amynedd i ateb pobl fel fi ..." ["... Welsh speakers need to have more patience to answer people like me ..."]. Newcombe (2009: 70 - 91) dedicates a whole chapter to discuss this and the various reasons Welsh speakers turn to English and appear to lose patience when talking to learners.

Other learners’ comments highlight two common facts for many of those who have contributed to this research in relatively non-Welsh-speaking areas, namely (i) lack of linguistic resources and (ii) shortage of prominent Welsh speakers in the community, "... ond y problem yw dechrau pob sgwrs yn Cymraeg a chael hyder a vocab i cario'r sgwrs ymlaen, dyna problem fi" ["... but the problem is to start every conversation in Welsh and to have the confidence and vocabulary to continue the conversation, that's my problem"]; Another member’s main difficulty was "... y pobl Cymraeg sy’n troi i Saesneg os cael anhawster efo dysgwyr" ["... the Welsh speakers who turn to English if having difficulty with learners"].

It is interesting to note the experiences of some who attend Welsh for Adults classes and raised with some Welsh as a child. Attending an advanced class and mixing with ‘real learners’ makes them more confident to use Welsh, even though they have not read or spoken much Welsh since childhood.

7.6.2.6 Merthyr Tydfil
On the whole, this group did not raise a lack of confidence as a barrier to using Welsh, and certainly, they were active in a number of local Welsh language societies and activities. One of them notes the experience of speaking Welsh with a local, and that person always answering in English. "Mae rhai ym Merthyr fel’na. Dwí’n gwrando ar straeon am bobl yn siarad nôl yn syth yn Saesneg ... Pobl iaith gynta" ["Some in Merthyr are like that. I hear stories about people talking straight back in English ... First language people"]. Welsh speakers’ attitudes were therefore discussed, agreeing that learners would be much more likely to speak Welsh and continue to speak Welsh, "Dwi ddim yn deall hyn o gwbl ... os dwí’n gwybod bod rhywun yn gallu siarad Cymraeg ac maen nhw’n siarad Saesneg dwí’n dweud, beth sy’n bod gyda ti? Dwí siarad Cymraeg." ["I do not understand this at all ... if I know someone is able to speak Welsh and they speak English, I say, what's wrong with you? I speak Welsh."]

There were some pretty strong feelings about some Welsh speakers’ tendency (in this particular case, members of Merched y Wawr) to switch to English with learners by one group member, "Dwi wedi treulio lot o amser ac arian yn dysgu Cymraeg ac dwí’n benderfynol o siarad nôr" ["I've spent a lot of time and money learning to speak Welsh and I'm determined to speak now"]. Then again, another member expressed the view that may be common to many other learners by saying that she did not have enough confidence to demand that people speak Welsh. Of course, the confidence to insist that Welsh speakers use the language with you - a sort of 'linguistic assertiveness' - is a different matter to learners’ lack of confidence in using Welsh with other speakers.

The feeling was expressed in this group that some Welsh speakers believe that the vocabulary and the standard of the Welsh spoken by learners is ‘better’ than their own Welsh, a common experience for many learners. It might be expected that identifying this relatively high status attributed to learners’ Welsh would boost their confidence, but a Welsh speakers' decision to turn to English as a result has the opposite effect on the whole.
Again, it is noted that dialect can be a barrier to successful communication at times. It is interesting to note that the same negative attitudes towards using Welsh are not connected with those speakers who’ve been through the Welsh language education system in town. It appears from this group’s experiences that this cohort is more willing to speak Welsh with adult learners and is less likely to share many aspects of the town’s ‘traditional' Welsh speakers.

7.6.2.7 Bridgend
This group did not mention a lack of confidence specifically. On the whole, many of the learners’ contact with Welsh happened within networks with quite a lot of other learners or in domains such as the Welsh language school or Welsh language chapel where the Welsh speakers were more accustomed to speaking to Welsh learners.

7.6.2.8 Siawns am Sgwrs – Tŷ Tawe
Again, nervousness and lack of confidence were mentioned, but also that being able to go to a Canolfan Gymraeg like Tŷ Tawe can increase learners’ confidence. It was noted again that some Welsh speakers speak too fast and that their Welsh dialect includes many colloquial words and unfamiliar idioms. The tendency for Welsh speakers to switch to English is seen again, “... fel maen nhw’n gwbobod bod dysgwr ydw i, maen nhw’n newid i Saesneg i helpu fi ...” ["... as they know I’m a learner, they switch to English to help me ..."] Certainly, the message needs to be strongly conveyed to Welsh speakers that the effect of switching to English is the opposite of helping the learners.

It is interesting to note that the presence of some Welsh speakers, e.g. Nicky Robinson and John Hartson, considered to use informal Welsh on television, has helped to increase the confidence of at least one of the members of this group. He adds, "... mae pethau wedi newid, mae purists ddim yn ruling the roost, mae’n peth da" ["... things have changed, the purists are not ruling the roost, it’s a good thing"].

7.6.2.9 Newport
The suggestion of a lack of confidence was had in the case of one learner who attended a Welsh language chapel in Cardiff. A lack of confidence was not a problem for the others due to a lack of Welsh speakers in the area.
7.6.3 Motivation
In general, it is seen that what has been mentioned in the focus groups corresponds to that obtained in the questionnaires (see 2.3), which is that an integrative motivation dominates among all learners. Morris (2005: 157) noted that (i) learners with integrative motivations use more Welsh (or attempt to use more Welsh) than learners with instrumental motivations and (ii) that those who are more positive in using Welsh make even more progress. As the link between motivation and use is meaningful, the focus groups decided to give more attention to this element.

7.6.3.1 Three Crosses
Members of this group mainly had integrative motivations with reasons like “… achos mod i’n byw yng Nghymru …” [“… because I live in Wales …”], “achos dwi’n dod o teulu Cyrmraeg yn wreiddiol” [“because I come from a Welsh family originally”] and “ces i feni yn Cymru ac nawr dwi’n byw yn Gymru” [“I was born in Wales and now I live in Wales”] being quite common. One learner noted that he felt guilty that he cannot speak Welsh. There was a strong sense among the group that they come from Wales or live in Wales and so they wanted to speak the language of their country.

7.6.3.2 Swansea College, Tŷ Coch, Swansea
It was clear for two in this group that instrumental motivations were mixed with integrative ones, with the workplace as an important factor in their decision to learn Welsh. Another important integrative influence identified in this group was learning to speak Welsh in order to speak it with the children (and a partner in this case) with the clear potential to change the language of the family (even though it was noted that the children tend to speak English). Another member commented that he is keen to speak Welsh with friends. In 7.6.3.1, learners who felt “guilty” about not speaking Welsh were mentioned, and quite strong emotions are seen again in this group when talking about missed opportunities in the past to become fluent in the language: “… ces i fy magu yng Nghymru, dwi’n graci’nes i ddim dysgu pan o’n i'n ifanc achos roedd siawns i fi …” [“… I grew up in Wales, I’m angry I did not learn when I was young because I had a chance to …”]. The same person notes that she sometimes speaks Welsh at work. The relationship between the learners and the workplace ranges from being the main reason for them learning Welsh (relatively few of them) to others seeing it as another opportunity to use their Welsh rather than the reason for learning it - that is, the opportunities arising in the workplace to use Welsh are incidental and are not central to their efforts to learn the language.

7.6.3.3 Tŷ Tawe (evening)
Examples of emotive language involving learners’ motivations are also seen here, with one mentioning the shame he felt when he visited the north and someone asked him why he did not speak Welsh. This was originally what inspired him to learn Welsh. Another one (who does not originally come from Wales) mentioned being fascinated by the language in a funeral. It appears that many expressed a wish to learn Welsh that they had possessed for some time: “... dw i wastad [wedi] eisialu siarad Cymraeg...” [“... I have always wanted to speak Welsh ...”] as if it were some kind of a lifelong ambition. Otherwise, there were far more common integrative motivations here – “... siarad iath fy ngwlad ac iath fy nheulu ..” [“... speak the language of my country and my family ..”] - and learning because they “... byw yng Nghymru” [“live in Wales”]. The desire to speak Welsh with their children was identified in this group again, and although there were no specific instrumental motivations, it was mentioned again that using Welsh in the workplace can help.
7.6.3.4 Bryncoch
Career and work were noted by two learners, but these motivations were mixed with some integrative: “Roeddwn i eisiau siarad iaiith fy nhadau a nawr hoffwn i fod yn rhugl er mwyn fy mab, fy ngyrfa, fy ngwreiddiau” [“I wanted to speak the language of my fathers and now I want to be fluent for my son, my career, my roots”]. The feeling of recovering something lost within the family was seen strongly among those in this group: “Dw i’n teimlo’n cryf iawn, mae mab da fi, dwi’n siarad â fe, Cymraeg a Saesneg, roedd fy mam-gu a thad-cu ar y ddau ochr yn gallu siarad yr iaith. Roedd fy nhad yn gallu deall, ond collodd e yr iaith, felly dwi’n retrieving...” [“I feel very strong, I have a son, I talk to him, in Welsh and in English, my grandmother and grandfather on both sides could speak the language. My father could understand, but he lost the language, so I’m retrieving...”] and “dwi’n meddwl dylwn i siarad iaith fy nhadau. Fy mam-gu a tad-cu’n siarad Cymraeg” [“I think I should speak the language of my fathers. My grandmother and grandfather spoke Welsh.”]. For one group member born in Wales but raised outside the country before returning to live here, speaking the language of her grandparents was very important, not only to feel part of that family circle again, but also because she possessed poems and poetic work written by one of them, and she was very eager to read and understand them.

7.6.3.5 Mold Groups
The percentage of those who reported instrumental motivations was slightly higher in these groups with more indicating that they are learning because of their work. Then again, typically, these instrumental motivations were mixed with some integrative ones too. No-one had only instrumental motivations - and that goes for all the focus groups. Here, for the first time, the desire to understand radio and television was noted as one of the motivations. Again, emotional language was seen as part of the motivation: “Dwi’n licio’r iaith” [“I like the language”]. In this area, the only example of someone learning to use the language in a Welsh language area [Penrhyn Llŷn] was collected, and that was meaningful to him because he lives in England. Here again there were some examples of learners representing the ‘lost’ generation between parents and grandparents who spoke the language but did not present it to their children and the learners' children/grandchildren receiving a Welsh education: “Dwi’n dod o’r ardal beth bynnag ond wedi colli’r iaith (chenhelaeth taid)” [“I come from the area anyway but have lost the language (grandfather’s generation)”]. One noted that he learnt Welsh specifically to help him find work in Wales. There was more than one instance of ‘learners’ in these groups who actually had some grasp of the Welsh language since their childhood and experience from different traditional Welsh language domains e.g. the chapel, the Urdd, eisteddfodau. These learners said they attend a class in order to re-engage with the Welsh language, but there is no doubt that the class also provides an opportunity to socialise in Welsh without feeling that anyone is going to ‘criticise’ the standard of their language. They could almost be described as Welsh speakers who lack confidence.

7.6.3.6 Merthyr Tydfil
Nearly everyone in this class had experience of learning Welsh (at school, in books, through Catchphrase) in the past before attempting to learn seriously in a class. They invariably had integrative motivations, ranging from feeling “mwy o Gymro” [“more Welsh”] because they speak the language to “merched yn mynd i’r ysgol Gymraeg” [“daughters attending the Welsh language school”].

7.6.3.7 Bridgend
Apart from one member of the group who noted that she was learning Welsh to help at work, integrative motivations were mainly obtained here. Again, there was a mix of motivations identified by Evas (1999: 292) that characterise learners at the more
advanced levels. There were specific examples of learning Welsh to integrate with elements of the Welsh language community here, ranging from “... deall y geiriau yn yr emynau ... yn y capel ..”[“... understanding the words to the hymns ... in chapel ...”] to “... llawer o bobl yn y côr roedd yn siarad yr iaith. Hefyd roeddyn ni’n canu llawer o gân yn Gymraeg”[“... many people in the choir spoke the language. Also we sang a lot of songs in Welsh”]. Anger was noted again by one learner whose Welsh speaking family had not spoken the language with him: “... roedd Cymraeg yn y teulu fy nhad yn gallu siarad Cymraeg ... ddim wedi pasio’r Cymraeg i fi, ro’n i’n grac da nhw, felly mae fy mhlan i wedi mynd i ysgol Gymraeg”[“... Welsh was in the family, my father could speak Welsh ... Welsh was not passed on to me, I was angry with them, so my children have gone to a Welsh language school”].

7.6.3.8 Siawns am Sgwrs – Tŷ Tawe
Again, there were a lot of integrative motivations and the sense that speaking Welsh is an integral part of Welshness to many of them, such as this learner who started an Wlpan course to: “Timlo yn Cymro cyflawn, Cymro yn wir”[“feeling like a full Welsh person, a true Welsh person”]. Interestingly, another member of the class started learning after moving to Swansea because, “roedd angen i ddeall y cymdeithas leol”[“it was necessary to understand the local community”]. More examples were collected of learners who grew up with some Welsh or who grew up attending a Welsh chapel as a child.

7.6.3.9 Newport
Integrative motivations were the most common, with one stating, "achos fy mod i'n byw yng Nghymru"[“because I live in Wales”]. She also said that attitudes towards the Welsh language were improving in her area, although the area is not at all Welsh speaking. Another said he returned to Wales "ar ôl 25 mlynedd. Cymro ydw i ond cwrrdais i gwbl o bobl yn y fyddin sy’n siarad yn Gymraeg yn rhugl.”[“After 25 years. I am a Welshman, but I met a few people in the army who speak Welsh fluently.”] "Dw i'n dod o Gymru"["I come from Wales"], said another. The trigger for another was her Welsh background - “I was brought up in a Welsh community, attended a Welsh chapel, listened to Welsh, but spoke English.” In one case, there was an original instrumental motivation. They worked in an office belonging to a government department and "roedd rhaid i rywun yno ddysgu Cymraeg"["someone there had to learn Welsh”].
7.6.4 Barriers to socialising

This adds to the information given in 4.4.

It is difficult to judge how the patterns of attending events and activities compare with the overall patterns in society.

In a survey by the Arts Council of Wales (Arts in Wales Volume 1, 2010: 23-31), it was said that those with an ability in Welsh are rather more inclined to attend arts events than those without. 89% had attended one event during the year compared with 85% of non-Welsh speakers, and 45% had participated in more than one event, compared with 36% of non-Welsh speakers.

16% of adults in Wales had attended a Welsh language event, and 66% of these had Welsh language ability.

Between 42% and 43% of those with ability who were at least ‘fair’ in Welsh had attended a Welsh language event, and 30% of those who have ‘some’ language ability. 89% of those who had at least ‘fair’ ability in Welsh had attended at least one Welsh language event.

The main barriers to attendance in Wales were a lack of time (around 40+%), cost (around 25%) and family commitments (around 20%).

Those most likely to attend events were those with some educational qualifications, young people aged 16-24 with A-level, and those aged 25-54 with A-level, without long-term illness.

The very highest were those with a degree and some ability in Welsh.

36% attended a musical event at least 2-3 times a year, and 18% attended plays at least 2-3 times a year.

Compared with these patterns, it appears that the patterns of attending events and activities are strong among learners in Wales.
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