



CHAPTER 11: CONCERTED INFLUENCES ON LANGUAGE TRANSMISSION: SUMMARY AND DISCUSSION

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The research reported in this project makes it clear that a variety of factors influence language transmission practices among bilingual families in Wales. Some of these are related to the parent's choice of language to speak to the child, some have to do with the child's likely 'uptake' of the language.

PARENT'S LANGUAGE TO THE CHILD

In most cases, the parent's language choice is not made consciously but on a more intuitive basis. That choice appears to be influenced by the following factors:

Influential Factors

The parent's 'choice' of language to the child is influenced by the following factors.

1. Parent's Own Facility or Experience with the Language(s)

This factor is far and away the most important factor influencing the language used by the parent with the child. The parent's facility and experience with the language entail a number of factors:

Origin-home language of the parent when s/he was a child: If the parent grew up in a one-language home (either only Welsh or only English), s/he has high abilities in that language (as judged by the parents' own self-judgments and confirmed through our vocabulary tests and idiom tests), and s/he is very likely to speak that language to his or her own child. If the parent grew up in a two-language home (both Welsh and English), s/he has high abilities in both languages and, hence, may use either or both languages with his or her child.

Actual or perceived levels of ability with Welsh are in most cases highly related to origin-home-language(s) of the parent when s/he was a child. Abilities with English are high in all cases, regardless of origin-home language of the parent.

We also speculated here that the parent's own **experience with child-directed speech** in the language may also play a critical role: The most striking Adult

Categories in this regard are those of the W-E and E-W types. In both of these types, each parent grew up in a single-language home, one parent in a Welsh-language home, the other in an English-language home. In these categories, each parent is likely to speak the origin home language to his or her children. This contrasts markedly with what was observed in W-E and E-W families in relation to the language used between the two parents. In speech to their partners, these parents are more likely to speak in English than in Welsh. Thus, while they may tend to use English between themselves, these parents use their origin-home language in speech to their children, underlining the possible importance of having learned child-directed speech while they were children.

The presence of a '**community of speakers**' for the language when the parent was a child and at the present time: Parents who have the greatest facility with Welsh are those who had access to a wide range of speakers of Welsh as children and who continue to have such access as adults. (In addition, it appears that parents from only-English-origin home languages may gain a 'community of Welsh speakers' in their children--such parents seem to learn or improve their Welsh through their children.) All parents in this study have high levels of ability with English, and it is probable that access to a wide range of speakers of English in the community when the parent was a child and at present is responsible for this effect.

Sharing the **language with friends**: While the origin-home language--i.e., the language the parent spoke with his or her own parents and siblings as a child--is extremely important, the language that the parent shared with friends as a child appears to hold a special status in the factors influencing choice of language. It is likely that this factor influences language use in two ways. Friends form the most critical 'community of speakers' for any person, thus providing the opportunities to engage in a wide range of usage of the language, and thus impacting on ultimate abilities in the language. We saw above that the language(s) the parents spoke with their friends as children can serve to either diminish the abilities in the minority language spoken in the home or improve the abilities in that minority language when it is not spoken in the home but is used in interaction with friends.

But also the sharing of the language with friends is likely to influence a speaker's affect towards a language and to mark that language as the language of intimacy and emotional bonding.

As noted above, it is important to stress that the '**choice**' of language to use with one's children appears to be made largely **on an 'intuitive' basis**. Parents appear to use the language they know best, the one with which they are most comfortable. We have seen evidence of this in a number of ways: (1) Parents do not usually make a conscious decision about what language to speak to their children. This is especially true in cases in which one of the languages is clearly dominant, as for parents who grew up in single-language families. (2) Language used in speech to children correlates highly with language choice when 'all things



are equal', as in the choice of which language to use to fill out our initial response sheet, in the choice of which language to use in our interviews, in the choice of language for telephone help lines, or in the choice of language on the radio.

2. Language of the Parent's Partner, BIL Parents

In the case of parents from the BIL category (i.e., parents who grew up in two-language, Welsh&English, families)--and only in the case of parents from this category--the language of the parent's partner is **critical in influencing the language the parent speaks with his or her child**. Parents from this category have two languages that meet all of the factors above influencing language abilities and experience: (a) they had two origin-home languages, (b) they have high levels of ability in both languages, (c) they experienced child-directed speech in both languages, and (d) it is likely that they had a community of speakers in both languages.

Thus, in terms of language abilities, the BIL parents have a choice of speaking in either language to their children. Their choice, then, can be highly influenced by the language of their partners. We have seen that if a BIL parent has a Welsh-only-origin partner, that BIL parent is likely to speak Welsh to his/her children; if the BIL parent has an English-only-origin partner, s/he is likely to speak in English to the children; if s/he has a BIL partner or is single, s/he is likely to speak in both languages to the children.

The influence of the partner's origin-home language in the case of BIL parents suggests that--all things being equal--parents who have two options for speech to their children choose the language that is 'inclusive' of the partner, not the one that may exclude the partner. Language is a medium for interaction, not usually the 'focus' of the interaction.

3. Language Support System

The language spoken by the parent to the child is also influenced by the presence of a language support system. In the case of parents from all Adult Categories except the E-E category, such a support system is usually present in their families and friends. In the case of parents from the E-E category, however, there may be few Welsh-speaking individuals within the family and friend network. For these **E-E parents, then, the presence of a language support system is particularly important**. Such a language support system is necessary, first, to help such parents maintain or improve their own Welsh (as these parents will have learned Welsh either in school or as adults); and it is needed to help provide more general support for their efforts at speaking Welsh to their children.



Less Influential Factors

Beyond these major factors influencing parents' choice of language to speak to their children, there are a few more minor factors that modify the parent's natural choice that would grow out of the above three. These include the following:

4. Potential (Real or Perceived) Language Problems of the Child

We have seen a few cases in which the language the parent would 'naturally' speak to the child is influenced by the parent's observation or perception that the child is having some linguistic difficulties. Either through their own reactions to this or through advice they receive from outside, parents may choose in such a case to use just one language in speech to that child instead of two. In such cases of language difficulties in the child, parents need authoritative, but sympathetic and unbiased, support for making the best decisions for their child.

5. Extreme (Negative or Positive) Attitude Towards Welsh.

It should be stressed that **attitudes were not a major factor** influencing parents' speech to children in this study. This is because almost all parents expressed positive attitudes towards Welsh (and towards English), both in general and in relation to their own children's upbringing. However, we did note at least one case (in Chapter 9) in which a parent's negative attitude towards Welsh led him to speak only English to his child. We also saw that many parents from the E-E background choose to speak Welsh to their children or bring up their children bilingually because of positive attitudes towards Welsh.

Children's attitudes towards either Welsh or English can also influence parents' choice of language to them. We saw a few cases in Chapter 9, in fact, in which parents spoke in one language to one of their children and the other language (or both languages) to another child. Again, it should be stressed that this was not a major factor, as children's attitudes towards the language are generally a function of the language(s) they speak with their families and with their friends.

6. Language Identity

Identification with one language more than another, again, did not appear to be a major factor in this study. However, there was at least one case in which a father expressed a fear that his children may not really end up 'knowing' him if he only speaks Welsh to them. He felt he could not adequately express who he was 'deep down' through the language that was not the language of his origin-home language.

Non-Influential Factors

This study has found that the following factors are not influential in parents' choice of language to speak to their children:



- **Age of the Child:** Parents begin speaking in a certain way to their children and they appear to maintain that language choice across time, at least in relation to the ages examined here.
- **Gender of the Child:** We observed no difference whatsoever in parents' language choice for boys versus girls.
- **Gender of the Parent:** Mothers and fathers are influenced by the same factors--those listed above--in choosing the language(s) they will speak to their children. The finding here that there is no significant difference in how mothers and fathers speak to children and what influences the language(s) they use disagrees with those reported elsewhere by others. But the controlled nature of the present study suggests that data in such studies with conflicting results should look carefully at the origin-home language backgrounds of the parents in such studies. See also below regarding the question of mothers' versus fathers' influence on the language used by their children.
- **Non-linguistic Parental Factors:** Parental age, profession, and education were not influential in this study in determining parents' speech to children.
- **Geographical Factors:** Similarly, geographical factors--location, population, Welsh population, percentage Welsh speakers--were not influential in this study, except insofar as these were reflective of differences in the distribution of parental Adult Categories across locations. We have speculated, however, that in a study examining more extreme differences--in Welsh-speaking population, for example--one might find that parents' speech to children was still largely influenced by the above factors, but that the children's speech might be influenced more in the direction of the language of the community (because of the influence of 'community of speakers').

LANGUAGE OF THE CHILD

Influential Factors

By and large, many of the factors that influence the choice of language spoken by parents are also influential in the language that the child speaks. These include:

1. The Parent's Facility and Experience with the Language(s)

Children speak to parents in the language(s) that the parents speak to them. We saw above that the language that the parent spoke to the child was highly influenced by the parent's own language abilities and experience, especially the Adult Category (i.e., the language(s) that were spoken in their own homes when the parents were children).



It should be noted that, as judged by the parents' facility with English, all children growing up in Wales gain optimal abilities in English. The Welsh situation thus has implications for the popular (mis-)conception that in order to bring up bilingual children, the optimal home language pattern is one parent - one language (e.g., one parent should speak only Welsh, one parent should speak only English). (See, e.g., Deuchar & Quay, 2000, for a critique of this position.) This study indicates that within a community such as Wales, this is not necessarily the case. All children will gain full facility with English because of the overwhelming presence of English in the linguistic community. The optimal situation for the child growing up in a community like Wales, then, is, wherever possible, for the child to gain a solid grounding in the minority language (here, Welsh) in the home. And when that is not possible, access to the minority language outside the home must be available and will be critical for maintenance of the language, both in that individual and in the community in general.

2. Child's Own Community of Speakers

The child's community of speakers includes his or her parents and siblings, as well as teachers at school, and friends. The language of this community influences the language spoken by the child.

3. Language with Friends

As was the case with parents, within the 'community of speakers' of the child, friends can be singled out as having the greatest importance. The language of interaction with friends correlates highly with the language the child speaks (as judged by the parental report), and it can be influential in children's attitudes towards either or both languages.

Beyond these factors, one other factor is important to this study. That is the age range of the child.

4. Age of Child

An important finding of this study is that it must be kept in mind that the language that the child speaks in a given bilingual family can change over time. In this study, we found striking differences in the language patterns of children under 4;6 and children from 4;6 to 7;11. It is at the younger ages that one can observe the greatest influence of the parents' language choice in speech to their children. It is at the younger ages when children of parents who come from single-language-origin homes speak primarily the language(s) of their parents, and children of parents from two-language-origin homes speak both languages. By the time children are in the older age category, however, almost all children, in all categories, are likely to be speaking both languages.

Since parents do not tend to change the language(s) they use in speech to their children as the child gets older, what has changed between the two ages is the child's access to a greater community of speakers, partly through schooling. At

the younger ages, the child's input is primarily from his family and the family's immediate contacts. It is at these ages when children with a Welsh-only-origin parent may speak only Welsh: W-W children largely speak only Welsh (67%), 31% of W-E children speak only Welsh, and 24% of E-W children speak only Welsh. (In contrast only 11% of the BIL children speak only Welsh, and 4% of E-E children speak only Welsh.) (See Figure 4.1) Children from two English-only-origin parents are likely to speak only English (50%) or English alongside Welsh (35%).

Children with both languages in their parents' origin-home-language backgrounds (W-E, E-W, and BIL groups) are likely to speak both Welsh and English even at this younger age--about 50% of the children in each of the three groups speak both languages.

At the older age, the vast majority of children in all adult home language groups are likely to speak both languages (see Figure 4.2). The only group that still contains a large portion of single-language children is the W-W group, with 36% of the children in this older age group still speaking only Welsh.

To return to the question of the influence of the mother and father in the language the child speaks, the only place where there is any hint of this in this study is in the younger children in the W-E and E-W groups. Recall that W-E children have mothers who spoke Welsh as their origin-home language, the E-W children have fathers who spoke Welsh as their origin-home language. At the younger age, there are slightly more children in the W-E group who speak only Welsh than in the E-W group (31% vs. 24%) and slightly more children in the E-W group who speak only English than in the W-E group (15% vs. 8%) (see Figure 4.1). By the older age group, however, these differences have disappeared. This suggests that in cases where each of the parents had a single language in the origin-home language, the younger child may be slightly more influenced by the language of the mother than the father, presumably because of generally greater amounts of time spent with the mother than with the father at this age. We want to stress, however, that the differences were not significant and were only relevant to this younger age group.

Non-Influential Factors

And similar to the findings in relation to parents' speech to the child, the following factors appear non-influential in the language(s) spoken by the child:

- **Gender of the Child:** This was not a factor.
- **Gender of the Parent:** In this study, unlike in some previous reports, we have not on the whole found any differences in the language(s) the child speaks. What language(s) the child speaks is influenced by the Adult Categories of both the parents, in accordance with the language patterns of speech to children outlined above for the distinct Adult Category types. The

only qualification to this general finding is in relation to the younger children in the W-E and E-W categories, to be discussed further below.

- **Geographical Factors:** Not influential.

These combined results of this project have implications for language planning in Wales, and a number of policy recommendations have been proposed. These are collected and summarized in Chapter 12.



CHAPTER 12: EVIDENCE-BASED PRACTICE: POLICY IMPLICATIONS FOR WALES

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The combined set of policy recommendations arising from the above studies are the following:

POLICY RECOMMENDATIONS

From Chapters 3 and 4:

PR 1. All surveys, including the census, that ask parents about the language(s) spoken by their child(ren) must distinguish between children under age 4 1/2 and children over age 4 1/2 (that is, below school age and above school age).

PR 2. Any data obtained regarding the language(s) spoken by children under 4 1/2 should not be regarded as indicating the ultimate language(s) that such children will end up speaking in the end.

PR 3. All data collected concerning language patterns of parents in relation to their children must classify parents according to their home-origin-languages for the data to be meaningful.

PR 4. Parents whose own language backgrounds make it difficult to speak to their children in Welsh are clearly willing to have their children learn Welsh, as evidenced by the number of English-origin-background parents whose children speak Welsh once they are in school. Programmes should be developed to target these children at younger ages, so that these children's Welsh acquisition can begin at a younger age (since the younger children are when they begin to learn a language the better the outcome).

PR 5. Adults learn child-directed speech through their own experiences hearing child-directed speech being spoken, when they were children themselves or as adults. Parents speak to children using child-directed speech patterns that they have learned. Parents who have not experienced Welsh child-directed speech will likely not be using Welsh in speech to their own children. Programmes should



be developed to expose such parents to Welsh child-directed speech. Such programmes might consist of, e.g., library or play-group schemes in which Welsh-speaking adults (informally) model Welsh child-directed speech to children. By regularly hearing Welsh child-directed speech, parents from home language backgrounds in which they did not experience Welsh child-directed speech will become familiar with and 'pick up' conventional child-directed speech in Welsh.

Such programmes should meet regularly enough (e.g., once a week) for the adult to gain experience hearing such speech. They should also be pleasurable for both the parents and the children--i.e., they should entail play-like activities engaging both the parents and the children, not 'teaching' type activities in which parents are 'taught' child-directed speech.

PR 6. Parents who grew up in two-language homes appear comfortable speaking either language to their children. They can therefore adjust which language they choose on a given occasion, and their choice appears influenced by the language background (therefore, presumably, the language abilities and preferences) of their partners. Thus, a W&E-origin parent who is paired with a W-speaking partner will speak Welsh to his or her children; a W&E-origin parent who is paired with an English-origin partner may tend to speak more English to his or her children. Such a phenomenon may arise very naturally from speakers' sensitivities to the language abilities of others who may be participating in ongoing conversations. This leads to a number of recommendations:

a. The WLB should promote clubs and/or activities in which Welsh-speaking single adults can meet other Welsh-speaking single adults.

b. The WLB should promote clubs and/or activities in which English-origin adults paired with Welsh-speaking partners--particularly those who grew up in two-language homes--can be encouraged to participate in and find pleasure in experiences involving the Welsh language. The effect will be that not only will English-origin parents' abilities with Welsh improve but also the contexts in which they feel comfortable speaking with their partners in Welsh will expand. These effects, in turn, will mean (1) that the English-origin partners may themselves speak more Welsh to their children, and perhaps more importantly (2) that their Welsh-speaking partners will use more Welsh in the home with them and with their children.



These activities might involve gigs of Welsh bands, clubs in which Welsh dancing can be learned, and so forth.

PR 7. It is clear that parents' language patterns in speech to their children get established very early, and these established patterns are retained throughout these early years. Programmes should be developed to facilitate the use of Welsh in interaction between parents and their children as early as possible after the birth of the child. These should be programmes that create contexts in which such language interaction is facilitated, such as parent-baby activities (e.g., puppet shows, parent-baby exercise classes, and the like) in Welsh.

PR 8. These data also clearly indicate that parents who come from English-home-origin backgrounds are clearly receptive and open to the use of Welsh with their children. Since the children of these parents and their acquisition of Welsh is one of the keys to the survival and health of Welsh, these parents from English-origin backgrounds should not be forgotten when policies and programmes related to the transmission of Welsh are set up. In addition, the suggestion that these parents' Welsh may improve through language interaction with their own children is also worthy of further study and consideration.

PR 9. Language use by a child is determined by language use by others in speech to the child. Thus, although it is obvious, it is worth noting that the greatest encouragement for speaking a language is an interlocutor speaking that language to the child.

PR 10. Furthermore, the greater the 'constellation' of speakers of the given language, the greater the language abilities will be in that language. The policy implications for Welsh are that the more varied and extended the activities and experiences with Welsh speakers, the more sound will be the Welsh abilities of the child in the end.

PR 11. Central to the language constellation of a growing child is the language of interaction with friends. For the promotion of the minority language, in this case Welsh, programmes should focus on promoting friendships and interactions among children who speak Welsh with one another.

PR 12. With regard to a bilingual speaker's two languages, there appear to be some carry-over effects between literacy skills. There is less carry-over between the bilingual's spoken skills in the two languages. The implication is that programmes developed to foster and promote the use of Welsh should pay particular attention to spoken interaction, more than interactions based on literacy.



PR 13. There is a clear need for improved quality of television and other media offerings in Welsh. Speakers choose what they watch on the basis of quality and offerings, not on the basis of language. Poor offerings in the Welsh language discourage the viewing of Welsh television, thus cutting off this avenue for further exposure and consolidation of the language in the linguistic constellation of the Welsh child (or adult). Efforts should be made to achieve excellence in programming so that viewers will increasingly choose the Welsh-medium channels.

PR 14. Most parents do not make conscious decisions about what language to speak to their child. This means that efforts at affecting conscious decisions may be doomed to failure. Instead, efforts should focus on more indirect means of influencing what feels appropriate to parents for interaction with their children. Such indirect means could take the form, for example, of providing models of Welsh-child-directed speech for new parents and of making readily available contexts in which Welsh language parent-baby interaction is the dominant medium (e.g., in a baby exercise class).

PR 15. The parents who may need to consider on a more conscious level what language to speak to their child are those who have the option of speaking either or both languages--that is, (1) parents who come from the W-E, E-W, and BIL groups, since between the two parents there are two 'native' languages, and (2) parents from the E-E group who also speak Welsh, since they are bringing up their children in Wales. Any helpful information regarding language choices should be targeted at these audiences.

PR 16. In such cases, parents are most influenced by someone close to them. Any advice that comes from an outside party should be 'filtered' through such family members. That is, any programmes developed or fostered by the Welsh Language Board should encourage discussion of the issues in the context of the whole family, not just the mother or father of the child. The mother and father will want to hear the positions of other family members whose opinions they trust and whose allegiances they do not question in making their decisions.

PR 17. Such discussions should take place early rather than late. The ideal would be to encourage such discussions with parents who desire such advice even before their child is born. Such advice could be made available through health workers. But we also recommend the consideration of the development of a 'Bilingual Parent Help Line', possibly in conjunction with the TWF Project. Parents who are uncertain about decisions regarding the use of one or both languages may need to speak with a knowledgeable



professional--but one who they perceive as unbiased--concerning their particular situation. It is when particular circumstances make such a decision difficult that the availability of such advice may be especially helpful (see Chapter 9 on interesting cases).

PR 18. Programmes should be encouraged that increase the depth and breadth of the child's language experiences in Welsh. The greater the types and number of contexts in which Welsh is experienced, the more solid will be the ultimate attainment in Welsh.

From Chapter 5:

PR 19. For future studies of this type, a large portion of the data could be obtained through written questionnaires, as long as the respondents were selected instead of coming from a random group of parents.

PR 20. The comparison of the interview and written questionnaire data underline the crucial importance in a study of this kind of delineating parents according to their origin-home-language backgrounds. A representative sample of parents from each group must be obtained in order to gain a full picture of language transmission practices, or else critical parent types (e.g., of the E-W type here, for which there were few respondents to the written questionnaires) may well be overlooked.

From Chapter 6:

PR 21. Policy can be formulated with confidence on the basis of our interview data, which has been shown to correspond well to our observational data.

PR 22. As suggested in Chapter 4, efforts should be made to improve the quality of Welsh television programmes.

From Chapter 7:

PR 23. Language maintenance in the individual may well be a life-long process. The Welsh Language Board should design and encourage programmes in which Welsh-speaking adults--particularly those with limited contacts with other Welsh-speaking adults--can interact with other Welsh speakers. Again, the ideal would be programmes encouraging informal contacts based on, e.g., the pursuit of pleasurable activities and recreation.



From Chapter 9:

PR 24. Programmes should be developed to target parents who are either unsure of their own abilities in Welsh or do not have support from other Welsh-speaking adults around them. That support should be of a nature that helps to 'create' a 'constellation' of Welsh speakers for that parent within which the parent can find support (language support and support in making language decisions) as and when the need arises.

PR 25. One cannot obtain a full picture of the factors that may contribute to use of a language between parent and child without having a sense of the child's own views and attitudes towards their language(s). The above cases clearly show how child attitudes can influence transmission practices in the home and must therefore not be overlooked, either in theoretical discussions of the issues or in practical applications. However, specific recommendations targeted at influencing children's attitudes can only be made once further research is conducted on the causes and variables affecting children's attitudes.

PR 26. The language of interaction between parent and child can help establish emotional bonds between them. Such a bond should not be taken lightly. Rather than trying to disrupt such bonds, any policies aimed at changing the language practices between parent and child must aim to be 'additive' to what has already been established, rather than 'subtractive'. That is, for example, such policies should not aim to encourage parents to stop speaking language X in favour of language Y; instead they should encourage parents to speak language Y in addition to X.

From Chapter 10:

PR 27: All studies that examine cross-generational language transmission practices should always examine the child's own views. Failure to do so may result in over- or underestimations of children's exposure to and use of a particular language.

PR 28: It is clear, from Chapter 9 (Interesting Cases), that children can and do influence language practices in the home. PR25 suggested that 'one cannot obtain a full picture of the factors that may contribute to use of a language between parent and child without having a sense of the child's own views and attitudes towards their language(s)'. The data presented here suggest that this should be expanded to include obtaining a sense of the child's *use of and exposure* to language. Without knowing for sure which language(s) their children speak when outside the home, parents can



make incorrect assumptions about the potential opportunities that are available in order for their child to develop bilingually.

PR 29: Ensure that children from E-E homes relate speaking Welsh to something in addition to ‘what’s done at school’. Experience with Welsh should be fun, especially for those children who may not have the necessary exposure to a ‘constellation’ of Welsh speakers, especially among their peers, and whose only exposure to Welsh is via education.

PR 30: Schools should be reminded of the importance of ensuring that children have as much exposure as possible to Welsh in *all* aspects of their typical school day. Children should be encouraged to use Welsh wherever possible, especially outside the classroom, and alongside English, not instead of English.

PR 31: These data further support the view that promoting school- or community-based language policies that focus on increasing exposure to Welsh (and English) outside the classroom may help children embrace, rather than dislike, a language.

PR 32: Such a programme/policy should be introduced as early as possible during the school years, if not earlier in nursery school, so that children have maximum exposure to the language in more ‘natural’ contexts.

PR 33: In order to increase children’s viewing of Welsh TV, programmes that are available in English should continue to be made available, via translation, in Welsh, thereby retaining their original quality and content, differing only in language.

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APPENDICES

APPENDIX 2.1

SCHOOLS, COMMUNITY ORGANISATIONS, AND OTHER CONTACTS FOR LOCATING POTENTIAL PARTICIPANTS FOR THE PROJECT

SCHOOLS

PARTICIPATING SCHOOLS IN THE ORIGINAL FOURTEEN AREAS:

N=94, Total number of families with children aged 7 or under in these schools: 4913

PARTICIPATING SCHOOLS IN EXTENDED AREAS:

N=48, Total number of families with children aged 7 or under in these schools: 4470

SCHOOLS DECLINING TO PARTICIPATE OR FAILING TO CONFIRM A WILLINGNESS TO PARTICIPATE:

N = 35

OTHER COMMUNITY ORGANISATIONS

Private Nursery Schools in Gwynedd and Anglesey

TWF officers contacted directly and at both the National and Urdd Eisteddfod

WPPA (Playgroups Association) groups in Anglesey

The Anglesey LAP (Language and Play) Co-ordinator

Anglesey Kids Clubs

Welsh Language Initiatives

Betws Family Centre

County Councils and County Council employees

Leisure Centre – Colwyn Bay

Fishguard Infant Health Clinic

Public Libraries in Colwyn Bay and Llanrwst

School uniform retailer in Colwyn Bay

EVENTS ATTENDED BY THE RESEARCH TEAM

Neath Port Talbot Language Forum (attended by many Welsh language organisations in the area, including Urdd, Merched y Wawr, Nursery School Association (MYM), TWF, CVS etc)

Eisteddfodau (Urdd Eisteddfod (May) and National Eisteddfod (August))

Agricultural Shows (Anglesey Agricultural Show (August), Cerrigydrudion Agricultural Show (September), Haverfordwest Agricultural Show (in conjunction with TWF and Menter Iaith))

WEB QUESTIONNAIRES

School of Psychology Website

Welsh Language Board Website

APPENDIX 4.1 A QUESTIONNAIRE FOR INTERVIEWS -- ENGLISH
April 14, 2004

[Intro by RA: 'Thank you very much for agreeing to participate in this study. We would like to ask you some questions about your own background and some questions about your child(ren). As you know, this is part of a large survey being conducted with parents across Wales. All responses will remain completely anonymous. If there is anything at all that you would rather not answer, that is fine. Just say so, and we will move on to the next items. We are recording all interviews, so that we can check any answers that might have been unclear, and to retain for possible future studies on language use in Wales. All right?'

'First we'd like to ask you a few questions about your own background'

1. A. Besides living in X [name of town/village], have you lived anywhere else in your life?

[If the respondent answers 'yes:'] Can you tell me where else you have lived in your life (you don't need to tell me anywhere where you've lived for less than a year)?

Areas	From	Until	W/E/both?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

[For each of the above places:] Would you say that X is a place where people mostly speak Welsh, mostly speak English, or speak both Welsh and English?

B. [If relevant:]

Besides living in X [name of town/village], has your partner/the child's other parent lived anywhere else in his/her life?

[If the respondent answers 'yes:'] Can you tell me where else s/he has lived in his/her life (a year or more)?

Areas	From	Until	W/E/both?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

[For each of the above places:] Would you say that X is a place where people mostly speak Welsh, mostly speak English, or speak both Welsh and English?

2. In general, what language(s) can you speak?

Welsh _____ English _____ Other L1: [specify] _____ Other L2: [specify] _____

If you know or can remember, approximately when did you begin to speak each language?

Welsh:

- As long as I can remember: _____
- Since before going to school: _____
- Once I started primary school: _____
- Not until I started secondary school: _____
- I learnt it as an adult

English:

- As long as I can remember: _____
- Since before going to school: _____
- Once I started primary school: _____
- Not until I started secondary school: _____
- I learnt it as an adult

Other language:

- As long as I can remember: _____
- Since before going to school: _____
- Once I started primary school: _____
- Not until I started secondary school: _____
- I learnt it as an adult

[For Questions 3 to 7, use the following choices:

W:	(almost) always Welsh
MW:	more Welsh than English
B:	both Welsh and English about equally
ME:	more English than Welsh
E:	(almost) always English
O:	other language
?:	I don't know

		Before you went to school	In primary school	In secondary school years	As an adult
3.	What language or languages did/does <u>your mother</u> speak to <u>you</u> in the home at the following ages:				
A.					
B.	What language or languages did/do <u>you</u> speak to <u>your mother</u> at the following ages:				
4.	What language or languages did/does <u>your father</u> speak to <u>you</u> in the home at the following ages:				
A.					
B.	What language or languages did/do <u>you</u> speak to <u>your father</u> at the following ages:				
5.	What language or languages did/do <u>your brothers and sisters</u> speak to <u>you</u> in the home at the following ages:				
A.					
B.	What language or languages did/do <u>you</u> speak to <u>your brothers and sisters</u> at the following ages:				
6.	What language or languages did/do <u>your friends</u> speak to <u>you</u> at the following ages:				
A.					
B.	What language or languages did/do <u>you</u> speak to <u>speak to your friends</u> at the following ages:				

		In nursery [if relevant]	In primary school	In after- school club [if relevant]	In secondary school years	In any further education [if relevant]
7.	What language or languages did <u>your teachers</u> use as a medium of education in <u>the classroom</u> at the following ages:					
A.						
B.	What language or languages did <u>your teachers</u> speak <u>to you</u> outside of the <u>classroom</u> (e.g., on the playground) at the following ages:					
C.	What language or languages did <u>you</u> use in response <u>to your teachers</u> in the <u>classroom</u> at the following ages:					
D.	What language or languages did <u>you</u> use to speak <u>to your teachers</u> outside the <u>classroom</u> at the following ages:					
	What school(s) did you attend? _____ _____					

8. Were there any other adults that you frequently interacted with as a child (for example, grandparents, aunts/uncles, etc.)?

How frequently did you see them?

What language(s) did they speak?

Frequency _____ Language(s)

- a. more than once a wk
- b. 1/wk-1/mo,
- c. 1/mo or less

- W. (almost) always Welsh,
- W>E: more Welsh than English
- B. both Welsh & English about equally
- E>W: more English than Welsh
- E. (almost) always English
- O. other language
- ?: I don't know

Grandparents (all) _____

Aunts/Uncles (all) _____

Other (carer, neighbour, etc.) (all) _____

9. As a child, did you participate in any of the following activities:

- A. Yr Urdd _____
- B. Local or national Eisteddfodau _____
- C. Cubs/Scouts or Brownies/Girl Guides:(in Welsh mostly) _____, (in English mostly) _____, (in Welsh and English about equally) _____
- D. Sports activities (e.g., tennis, football, rugby, hockey, etc.): (in Welsh mostly) _____, (in English mostly) _____, (in Welsh and English about equally) _____
- E. Welsh-speaking chapel or church _____
- F. English-speaking chapel or church _____
- G. Other (please specify): _____
_____(in Welsh mostly) _____,
(in English mostly) _____, (in Welsh and English about equally) _____

'Now we'd like to ask you a few questions about the background and activities of your child(ren) under 7--[name him/her/them]'

W:	(almost) always Welsh
MW:	more Welsh than English
B:	both Welsh and English about equally
ME:	more English than Welsh
E:	(almost) always English
O:	other language
?:	I don't know

		Before s/he went to school	In early primary school [if relevant]
10. A	What language or languages does/did <u>the child's mother</u> speak <u>to him/her in the home</u> at the following ages		
B.	What language or languages does/did <u>the child</u> speak to <u>his/her mother</u> at the following ages		
11. A	What language or languages does/did <u>the child's father</u> speak <u>to him/her in the home</u> at the following ages:		
B.	What language or languages does/did <u>the child</u> speak to <u>his/her father</u> at the following ages:		
12. A	[if relevant:] What language or languages do/did <u>the child's brothers and sisters</u> speak <u>to him/her in the home</u> at the following ages:		
B.	What language or languages does/did <u>the child</u> speak to <u>his/her brothers and sisters</u> at the following ages:		
13. A	[if relevant:] What language or languages do/did <u>the child's friends</u> speak <u>to him/her</u> at the following ages:		
B.	What language or languages does/did <u>your child</u> speak to <u>his/her friends</u> at the following ages		

14.	[for children in primary school:] Does/Did your child attend nursery school? Yes ___ No ___
15.	Does/Did your child attend a crèche or after-school club or is/was s/he looked after by a carer? Yes ___ No ___

		At nursery or crèche/ with carer [if relevant]	At after-school club [if relevant]	In early primary school [if relevant]
16. A	What language or languages did/does <u>the child's teacher or carer</u> use as a medium of education at the following ages:			
B.	What language or languages did/does <u>the child's teacher or carer</u> use to speak to your child <u>outside the classroom</u> at the following ages:			
C.	What language or languages does/did <u>your child</u> speak to the <u>teacher or carer in the classroom</u> at the following ages:			
D.	What language or languages does/did <u>your child</u> speak to the <u>teacher or carer outside the classroom</u> at the following ages:			

	Why did you choose the particular school that your child attends? _____ Proximity _____ Language they use as medium of education _____ Quality of education/teaching _____ Other:
--	---

17. a. What other adults does your child frequently interact with (e.g., grandparents, aunts/uncles--EACH INDIVIDUALLY)?

b. How frequently?

c. What language(s) does each of them speak?

	<u>Frequency</u>	<u>Language(s)</u>
	a. more than once a wk	W. (almost) always Welsh,
	b. 1/wk-1/mo,	W>E: more Welsh than English
	c. 1/mo or less	B. both Welsh and English about equally
		E>W: more English than Welsh
		E. (almost) always English
		O. other language
		?: I don't know
Grandparents	1 _____	_____
	2 _____	_____
	3 _____	_____
	4 _____	_____
Aunts/Uncles	1 _____	_____
	2 _____	_____
	3 _____	_____
	4 _____	_____
Other [e.g., carers, crèche workers]	1 _____	_____
	2 _____	_____
	3 _____	_____

18. Does your child participate in any of the following activities:

- A. Yr Urdd _____
 - B. Local or national Eisteddfodau _____
 - C. Cubs/Scouts or Brownies/Girl Guides: (in Welsh mostly) _____, (in English mostly) _____,
(in Welsh and English about equally) _____
 - D. Sports activities (e.g., tennis, football, rugby, etc.): (in Welsh mostly) _____,
(in English mostly) _____, (in Welsh and English about equally) _____
 - E. Welsh-speaking Sunday school or church or chapel _____
 - F. English-speaking Sunday school or church or chapel _____
 - G. Other (please specify): _____
- (in Welsh mostly) _____, (in English mostly) _____, (in Welsh and English about equally) _____

'Now we would like to ask you just some general questions to get your opinion'

19. A. On a scale of 1 to 5 (5 highest), how well do you feel you **speak** Welsh?

1	2	3	4	5
Only know some words and expressions		Can carry out basic conversations		Can carry out extended conversations

Comments: _____

B. On a scale of 1 to 5 (5 highest), how well do you feel you **speak** English?

1	2	3	4	5
Only know some words and expressions		Can carry out basic conversations		Can carry out extended conversations

Comments: _____

20. A. On a scale of 1 to 5 (5 highest), how well do you feel you **understand** Welsh?

1	2	3	4	5
Only know some words and expressions		Can understand basic conversations		Can understand all or most conversations

Comments: _____

B. On a scale of 1 to 5 (5 highest), how well do you feel you **understand** English?

1	2	3	4	5
Only know some words and expressions		Can understand basic conversations		Can understand all or most conversations

Comments: _____

21. A. On a scale of 1 to 5 (5 highest), how well do you feel you **read** Welsh?

1	2	3	4	5
I can only read a little		I can read most things reasonably well		I can read almost anything very well

Comments: _____

B. On a scale of 1 to 5 (5 highest), how well do you feel you **read** English?

1	2	3	4	5
I can only read a little		I can read most things reasonably well		I can read almost anything very well

Comments: _____

22. A. On a scale of 1 to 5 (5 highest), how well do you feel you **write** Welsh?

1	2	3	4	5
I only know how to write a few words and expressions		I can only write simple things		I can write practically anything I want

Comments: _____

B. On a scale of 1 to 5 (5 highest), how well do you feel you **write** English?

1	2	3	4	5
I only know how to write a few words and expressions		I can only write simple things		I can write practically anything I want

Comments: _____

23. What is your general view about your child(ren) being able to speak, read, and write Welsh?

- a. Very important b. Important c. Neutral d. Not important e. Don't know / No opinion

24. What is your general view about your child(ren) being able to speak, read, and write English?

- a. Very important b. Important c. Neutral d. Not important e. Don't know / No opinion

25. What is your general view about your child(ren)'s job prospects if s/he is able to speak, read, and write Welsh?

- a. Very helpful b. Helpful c. Neutral d. Not helpful e. Don't know / No opinion

26. What is your general view about your child(ren)'s job prospects if s/he is able to speak, read, and write English?

- a. Very helpful b. Helpful c. Neutral d. Not helpful e. Don't know / No opinion

27. Which of the following statements do you feel represents how you choose which language to use to your child?

____ I just naturally use whichever language I feel appropriate at the time.

____ I have made a conscious choice of which language to use with my child.

If you have made a conscious choice:

Have you ever discussed this issue with your partner?

____ On many occasions ____ Once in a while ____ Only once or twice ____ Never

If you have discussed this with your partner, at what point in the child's life did you discuss this [tick all that apply:]?

____ Before the child's birth ____ As soon as the baby was born ____ During the first twelve months

____ Later [please specify when: _____]

28. Did you change your decision at any point? ____ Yes ____ No

If 'yes' when and why?

29. Do you and your partner agree regarding the use of Welsh and English with your child/children?

- ____ We more or less agree.
- ____ We agree about half the time on this issue.
- ____ We mostly disagree.
- ____ Not discussed

If you disagree, what is the difference between yours and your partner's thoughts about speaking Welsh and English to your child/children?

30. On a scale of 1 to 5 (with 5 highest), how much prestige do you feel the Welsh language has in Wales:

1	2	3	4	5
Extremely low		Neutral		Extremely high

Comments: _____

31. On a scale of 1 to 5 (with 5 highest), how much prestige do you feel the English language has in Wales:

1	2	3	4	5
Extremely low		Neutral		Extremely high

Comments: _____

32. Which of the following statements best expresses your opinion on the likely situation of Welsh and English in 50 years for all of Wales:

English will replace Welsh	Welsh will be used less than it is now	Welsh will be used the same as it is now	Welsh will be used more than it is now	Welsh will replace English
-------------------------------	--	--	--	----------------------------------

Comments: _____

33. On a scale of 1 to 5 (5 highest) how well do you think the Welsh language is represented in the following contexts:

a. the broadcast media (TV & radio)

1	2	3	4	5
not well represented		fairly well represented		very well represented

b. the print media (newspapers, magazines)

1	2	3	4	5
not well represented		fairly well represented		very well represented

c. education

1	2	3	4	5
not well represented		fairly well represented		very well represented

d. government services such as at council offices, car registration office, etc.

1	2	3	4	5
not well represented		fairly well represented		very well represented

e. health care services

1	2	3	4	5
not well represented		fairly well represented		very well represented

f. retail industry [e.g., Tesco's, Safeway]

1	2	3	4	5
not well represented		fairly well represented		very well represented

g. manufacturing industry [e.g., factories]

1	2	3	4	5
not well represented		fairly well represented		very well represented

h. religion

1	2	3	4	5
not well represented		fairly well represented		very well represented

i. cultural activities [e.g., theatre and dance in Wales]

1	2	3	4	5
not well represented		fairly well represented		very well represented

j. political parties

1	2	3	4	5
not well represented		fairly well represented		very well represented



34. Do you prefer to watch TV and listen to the radio in Welsh or English or mixed?

I prefer to watch English TV because _____

I prefer to watch Welsh TV because _____

I prefer to watch a mixture of Welsh and English TV because _____

It depends on _____

35. Name three of your favourite TV programmes:

36. Name three of your favourite radio stations:

37. A. How often do you watch TV in Welsh?

Daily _____

At least once a week _____

Less than once a week _____

Never _____

B. [if respondent has Sky:] How often do you watch Sky in Welsh?

Daily _____

At least once a week _____

Less than once a week _____

Never _____

Not relevant _____

38. A. How often do you watch TV in English?

Daily _____

At least once a week _____

Less than once a week _____

Never _____

B. [if respondent has Sky:] How often do you watch Sky in English?

Daily _____

At least once a week _____

Less than once a week _____

Never _____

Not relevant _____



39. How often do you listen to the radio in Welsh?

Daily _____

At least once a week _____

Less than once a week _____

Never _____

40. How often do you listen to the radio in English?

Daily _____

At least once a week _____

Less than once a week _____

Never _____

41. How often do you read things in Welsh (books, magazines, pamphlets, newspapers, etc.)

Every day _____

At least once a week _____

At least once a month _____

Less than once per month _____

Never _____

42. How often do you read things in English (books, magazines, pamphlets, newspapers, etc.)

Every day _____

At least once a week _____

At least once a month _____

Less than once per month _____

Never _____

43. Do you read books to/with your child? _____ Yes _____ No

[If 'yes':] Can you remember the name of the book you last read with your child?

[If not clear from the name of the book: Which language was that written in? _____]

44. A. When you receive bilingual mailings or forms, which language version do you typically read?

a. _____ Always Welsh

b. _____ Usually Welsh

c. _____ Some of both

d. _____ Usually English

e. _____ Always English

B. When you receive bilingual mailings or forms, which language version do you typically fill in?

- a. _____ Always Welsh
- b. _____ Usually Welsh
- c. _____ Some of both
- d. _____ Usually English
- e. _____ Always English

C. If you phone a telephone helpline that gives you a choice of language [e.g., gas, bank, train], what language or languages do you choose?

- a. _____ Always Welsh
- b. _____ Usually Welsh
- c. _____ Some of both
- d. _____ Usually English
- e. _____ Always English

45. On a scale of 1 to 5 (5 highest), to what extent has Welsh been useful (or of use) to you since you left school?

a. In employment:

1	2	3	4	5
Not useful/of use at all		Neither useful nor useless		Very useful/of use

b. In the community:

1	2	3	4	5
Not useful/of use at all		Neither useful nor useless		Very useful/of use

c. In the family:

1	2	3	4	5
Not useful/of use at all		Neither useful nor useless		Very useful/of use

46. On a scale of 1 to 5 (5 highest), how confident do you feel speaking Welsh?

a. in formal contexts [e.g., job interviews, speaking to your boss, etc.]

1	2	3	4	5	Not Applicable
Not confident at all		Neutral		Very confident	

b. in informal contexts [e.g., with your friends, at a party, at a football game, etc.]

1	2	3	4	5	Not Applicable
Not confident at all		Neutral		Very confident	

47. On a scale of 1 to 5, how confident do you feel speaking English?

a. in formal contexts [e.g., job interviews, speaking to your boss, etc.]

1	2	3	4	5
Not confident at all		Neutral		Very confident

b. in informal contexts [e.g., with your friends, at a party, at a football game, etc.]

1	2	3	4	5
Not confident at all		Neutral		Very confident

48. On a scale of 1 to 5 (5 highest) how essential do you think Welsh is for being a full part of your community?

1	2	3	4	5
Not essential at all		Neutral		Very essential

49. On a scale of 1 to 5, please tell us whether any of the following has been an important factor in influencing your choice of language to use with your child(ren):

a. Person (who?) _____

1	2	3	4	5
Not influential at all		Neutral		Very influential

[If the answer is '4' or '5'--]
At what point was this person influential:

____ Before the child's birth ____ As soon as the baby was born ____ During the first twelve months

____ Later [please specify when: _____]

b. My child(ren)'s future _____

1	2	3	4	5
Not influential at all		Neutral		Very influential

c. I feel I can get closer to my child(ren) in one language more than another

[If influential: specify which language(s) make the parent feel closer to child(ren): _____]

1	2	3	4	5
Not influential at all		Neutral		Very influential

d. I identify with Welsh-speaking/English-speaking people more

[If influential: specify which group the parent identifies more with: _____]

1	2	3	4	5
Not influential at all		Neutral		Very influential

e. Other _____

1	2	3	4	5
Not influential at all		Neutral		Very influential

50. Has your health worker spoken with you about bringing your child up bilingually?

Yes _____ No _____ I can't remember _____

If 'yes', what did they advise? _____

Recommend _____ Neutral _____ Against _____

[Bilingual Family Newsletter]

[TWF]

APPENDIX 5.1 A
WRITTEN QUESTIONNAIRE -- ENGLISH

Thank you very much for agreeing to participate in this study. We would like to ask you some questions about your own background and some questions about your child(ren). This is part of a large survey being conducted with parents across Wales. **All responses will remain completely anonymous.** If there is anything at all that you would rather not answer, that is fine. Just move on to the next items.

Before you go on, we need your explicit permission to process and use your answers. Please indicate that you have read and agree to the following:

I am willing to fill out the questionnaire and make it available to the research team either via e-mail or regular mail. I understand that neither my name nor the name of any family member will be revealed in any reports. I also agree that the data may be archived and may be used later for further language studies.

Signed: _____

Date: _____

Optional

If you wish to be entered into our prize draw for £100, please send your name and address along with your filled out questionnaire.

Name: _____ e-mail: _____

Present Address: _____

Telephone number(s): _____

Please note: Your name will be separated from your questionnaire responses for the purposes of total anonymity.

S No. _____ QUESTIONNAIRE:

First we'd like to ask you a few questions about your own background

Mother: Date of Birth (day/month/year): _____

Place of Birth: _____

What city/town do you presently live in?: _____

When I was a child, we spoke the following language(s) at home:

Mostly Welsh ____ Mostly English ____ Welsh and English ____ Other _____

I now speak Welsh ____ English ____ Both ____

When speaking to my children I use Welsh ____ English ____ Both ____

Father: Date of Birth (day/month/year): _____

Place of Birth: _____

What city/town do you presently live in?: _____

When I was a child, we spoke the following language(s) at home:

Mostly Welsh ____ Mostly English ____ Welsh and English ____ Other _____

I now speak Welsh ____ English ____ Both ____

When speaking to my children I use Welsh ____ English ____ Both ____

Please provide your Child(ren)'s ages and their birthdays.
Please also indicate which language(s) the child speaks:

1. Age: _____ Boy ___ Girl ___ Birthday (day/month/year): _____

Does s/he speak Welsh? Yes ___ No ___
Does s/he speak English? Yes ___ No ___

2. Age: _____ Boy ___ Girl ___ Birthday (day/month/year): _____

Does s/he speak Welsh? Yes ___ No ___
Does s/he speak English? Yes ___ No ___

3. Age: _____ Boy ___ Girl ___ Birthday (day/month/year): _____

Does s/he speak Welsh? Yes ___ No ___
Does s/he speak English? Yes ___ No ___

4. Age: _____ Boy ___ Girl ___ Birthday (day/month/year): _____

Does s/he speak Welsh? Yes ___ No ___
Does s/he speak English? Yes ___ No ___

5. Age: _____ Boy ___ Girl ___ Birthday (day/month/year): _____

Does s/he speak Welsh? Yes ___ No ___
Does s/he speak English? Yes ___ No ___

1. A. Besides living in the present town where you live, have you lived anywhere else in your life?

If 'yes', can you tell us where else you have lived in your life (you don't need to mention anywhere where you've lived for less than a year)?

For each of these places, would you say that it is a place where people mostly speak Welsh, mostly speak English, or speak both Welsh and English? Please indicate with 'W', 'E' or 'both' in the right column.

Areas	From	Until	W/E/both?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. [If you have a partner:]

Besides living in the present town where they live, has your partner/the child's other parent lived anywhere else in his/her life?

If 'yes', can you tell us where else s/he has lived in his/her life (a year or more)?

For each of these places, would you say that it is a place where people mostly speak Welsh, mostly speak English, or speak both Welsh and English? Please indicate with 'W', 'E' or 'both' in the right column.

Areas	From	Until	W/E/both?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. In general, what language(s) can you speak?

Welsh _____ English _____ Other L1: [specify] _____ Other L2: [specify] _____

If you know or can remember, approximately when did you begin to speak each language?

Welsh:

- a. As long as I can remember: _____
- b. Since before going to school: _____
- c. Once I started primary school: _____
- d. Not until I started secondary school: _____
- e. I learnt it as an adult: _____

English:

- a. As long as I can remember: _____
- b. Since before going to school: _____
- c. Once I started primary school: _____
- d. Not until I started secondary school: _____
- e. I learnt it as an adult: _____

Other language:

- a. As long as I can remember: _____
- b. Since before going to school: _____
- c. Once I started primary school: _____
- d. Not until I started secondary school: _____
- e. I learnt it as an adult: _____

[For Questions 3 to 7, use the following choices:

W:	(almost) always Welsh
MW:	more Welsh than English
B:	both Welsh and English about equally
ME:	more English than Welsh
E:	(almost) always English
O:	other language
?:	I don't know

		Before you went to school	In primary school	In secondary school years	As an adult
3.	What language or languages did/does <u>your mother</u> speak to <u>you</u> in the home at the following ages:				
A.					
B.	What language or languages did/do <u>you</u> speak to <u>your mother</u> at the following ages:				
4.	What language or languages did/does <u>your father</u> speak to <u>you</u> in the home at the following ages:				
A.					
B.	What language or languages did/do <u>you</u> speak to <u>your father</u> at the following ages:				
5.	What language or languages did/do <u>your brothers and sisters</u> speak to <u>you</u> in the home at the following ages:				
A.					
B.	What language or languages did/do <u>you</u> speak to <u>your brothers and sisters</u> at the following ages:				
6.	What language or languages did/do <u>your friends</u> speak to <u>you</u> at the following ages:				
A.					
B.	What language or languages did/do <u>you</u> speak to <u>your friends</u> at the following ages:				

		In nursery [if relevant]	In primary school	In after- school club [if relevant]	In secondary school years	In any further education [if relevant]
7.						
A.	What language or languages did <u>your teachers use</u> as a medium of education <u>in the classroom</u> at the following ages:					
B.	What language or languages did <u>your teachers speak to you outside of the classroom</u> (e.g., on the playground) at the following ages:					
C.	What language or languages did <u>you use</u> in response <u>to your teachers in the classroom</u> at the following ages:					
D.	What language or languages did <u>you use</u> to speak <u>to your teachers outside the classroom</u> at the following ages:					
	What school(s) did you attend? _____ _____					

8. Were there any other adults that you frequently interacted with as a child (for example, grandparents, aunts/uncles, etc.)?

How frequently did you see them? [please enter a, b, or c below]

What language(s) did they speak? [please enter W, MW, B, ME, E, O, or ? below]

Frequency _____ Language(s)

- a. more than once a wk
- b. 1/wk-1/mo,
- c. 1/mo or less

- W. (almost) always Welsh,
- MW: more Welsh than English
- B. both Welsh and English about equally
- ME: more English than Welsh
- E. (almost) always English
- O. other language
- ?: I don't know

Grandparents (all) _____

Aunts/Uncles (all) _____

Other (carer, neighbour, etc.) (all) _____

9. As a child, did you participate in any of the following activities:

- A. Yr Urdd _____
- B. Local or national Eisteddfodau _____
- C. Cubs/Scouts or Brownies/Girl Guides: (in Welsh mostly) _____, (in English mostly) _____, (in Welsh and English about equally) _____
- D. Sports activities (e.g., tennis, football, rugby, hockey, etc.): (in Welsh mostly) _____, (in English mostly) _____, (in Welsh and English about equally) _____
- E. Welsh-speaking chapel or church _____
- F. English-speaking chapel or church _____
- G. Other (please specify): _____
(in Welsh mostly) _____, (in English mostly) _____, (in Welsh and English about equally) _____

Now we'd like to ask you a few questions about the background and activities of your child(ren) under 7 years of age:

W:	(almost) always Welsh
MW:	more Welsh than English
B:	both Welsh and English about equally
ME:	more English than Welsh
E:	(almost) always English
O:	other language
?	I don't know

		Before s/he went to school	In early primary school [if relevant]	
10. A	What language or languages does/did <u>the child's mother</u> speak to him/her in the home at the following ages			
B.	What language or languages does/did <u>the child</u> speak to his/her mother at the following ages			
11. A	What language or languages does/did <u>the child's father</u> speak to him/her in the home at the following ages:			
B.	What language or languages does/did <u>the child</u> speak to his/her father at the following ages:			
12. A	[if relevant:] What language or languages do/did <u>the child's brothers and sisters</u> speak to him/her in the home at the following ages:			
B.	What language or languages does/did <u>the child</u> speak to his/her brothers and sisters at the following ages:			
13. A	[if relevant:] What language or languages do/did <u>the child's friends</u> speak to him/her at the following ages:			
B.	What language or languages does/did <u>your child</u> speak to his/her friends at the following ages			
14.	[for children in primary school:] Does/Did your child attend nursery school? Yes ___ No ___			
15.	Does/Did your child attend a crèche or after-school club or is/was s/he looked after by a carer? Yes ___ No ___			
		At nursery or crèche/ with carer [if relevant]	At after-school club [if relevant]	In early primary school [if relevant]
16. A	What language or languages did/does <u>the child's teacher or carer</u> use as a medium of education at the following ages:			
B.	What language or languages did/does <u>the child's teacher or carer</u> use to speak to your child <u>outside the classroom</u> at the following ages:			
C.	What language or languages does/did <u>your child</u> speak to the teacher or carer <u>in the classroom</u> at the following ages:			
D.	What language or languages does/did <u>your child</u> speak to the teacher or carer <u>outside the classroom</u> at the following ages:			
Why did you choose the particular school that your child attends?				
___ Proximity ___ Language they use as medium of education				
___ Quality of education/teaching ___ Other: _____				

17. a. What other adults does your child frequently interact with (e.g., grandparents, aunts/uncles--EACH INDIVIDUALLY)?
- b. How frequently?
- c. What language(s) does each of them speak?

	<u>Frequency</u>	<u>Language(s)</u>
	a. more than once a wk	W. (almost) always Welsh,
	b. 1/wk-1/mo,	W>E: more Welsh than English
	c. 1/mo or less	B. both Welsh and English about equally
		E>W: more English than Welsh
		E. (almost) always English
		O. other language
		?: I don't know
Grandparents	1 _____	_____
	2 _____	_____
	3 _____	_____
	4 _____	_____
Aunts/Uncles	1 _____	_____
	2 _____	_____
	3 _____	_____
	4 _____	_____
Other [e.g., carers, crèche workers]	1 _____	_____
	2 _____	_____
	3 _____	_____

18. Does your child participate in any of the following activities:

- A. Yr Urdd _____
- B. Local or national Eisteddfodau _____
- C. Cubs/Scouts or Brownies/Girl Guides: (in Welsh mostly) _____, (in English mostly) _____,
(in Welsh and English about equally) _____
- D. Sports activities (e.g., tennis, football, rugby, etc.): (in Welsh mostly) _____,
(in English mostly) _____, (in Welsh and English about equally) _____
- E. Welsh-speaking Sunday school or church or chapel _____
- F. English-speaking Sunday school or church or chapel _____
- G. Other (please specify): _____
- _____
- (in Welsh mostly) _____, (in English mostly) _____, (in Welsh and English about equally) _____

'Now we would like to ask you just some general questions to get your opinion'

19. A. On a scale of 1 to 5 (5 highest), how well do you feel you **speak** Welsh?

1	2	3	4	5
Only know some words and expressions		Can carry out basic conversations		Can carry out extended conversations

Comments: _____

B. On a scale of 1 to 5 (5 highest), how well do you feel you **speak** English?

1	2	3	4	5
Only know some words and expressions		Can carry out basic conversations		Can carry out extended conversations

Comments: _____

20. A. On a scale of 1 to 5 (5 highest), how well do you feel you **understand** Welsh?

1	2	3	4	5
Only know some words and expressions		Can understand basic conversations		Can understand all or most conversations

Comments: _____

B. On a scale of 1 to 5 (5 highest), how well do you feel you **understand** English?

1	2	3	4	5
Only know some words and expressions		Can understand basic conversations		Can understand all or most conversations

Comments: _____

21. A. On a scale of 1 to 5 (5 highest), how well do you feel you **read** Welsh?

1	2	3	4	5
I can only read a little		I can read most things reasonably well		I can read almost anything very well

Comments: _____

B. On a scale of 1 to 5 (5 highest), how well do you feel you **read** English?

1	2	3	4	5
I can only read a little		I can read most things reasonably well		I can read almost anything very well

Comments: _____

22. A. On a scale of 1 to 5 (5 highest), how well do you feel you **write** Welsh?

1	2	3	4	5
I only know how to write a few words and expressions		I can only write simple things		I can write practically anything I want

Comments: _____

B. On a scale of 1 to 5 (5 highest), how well do you feel you **write** English?

1	2	3	4	5
I only know how to write a few words and expressions		I can only write simple things		I can write practically anything I want

Comments: _____

23. What is your general view about your child(ren) being able to speak, read, and write Welsh?

- a. Very important b. Important c. Neutral d. Not important e. Don't know / No opinion

24. What is your general view about your child(ren) being able to speak, read, and write English?

- a. Very important b. Important c. Neutral d. Not important e. Don't know / No opinion

25. What is your general view about your child(ren)'s job prospects if s/he is able to speak, read, and write Welsh?

- a. Very helpful b. Helpful c. Neutral d. Not helpful e. Don't know / No opinion

26. What is your general view about your child(ren)'s job prospects if s/he is able to speak, read, and write English?

- a. Very helpful b. Helpful c. Neutral d. Not helpful e. Don't know / No opinion

27. Which of the following statements do you feel represents how you choose which language to use to your child?

____ I just naturally use whichever language I feel appropriate at the time.

____ I have made a conscious choice of which language to use with my child.

If you have made a conscious choice:

Have you ever discussed this issue with your partner?

____ On many occasions ____ Once in a while ____ Only once or twice ____ Never

If you have discussed this with your partner, at what point in the child's life did you discuss this [tick all that apply:]?

____ Before the child's birth ____ As soon as the baby was born ____ During the first twelve months

____ Later [please specify when: _____]

28. Did you change your decision at any point? ____ Yes ____ No

If 'yes' when and why?

29. Do you and your partner agree regarding the use of Welsh and English with your child/children?

- ____ We more or less agree.
 ____ We agree about half the time on this issue.
 ____ We mostly disagree.
 ____ Not discussed

If you disagree, what is the difference between yours and your partner's thoughts about speaking Welsh and English to your child/children?

30. On a scale of 1 to 5 (with 5 highest), how much prestige do you feel the Welsh language has in Wales:

1	2	3	4	5
Extremely low		Neutral		Extremely high

Comments: _____

31. On a scale of 1 to 5 (with 5 highest), how much prestige do you feel the English language has in Wales:

1	2	3	4	5
Extremely low		Neutral		Extremely high

Comments: _____

32. Which of the following statements best expresses your opinion on the likely situation of Welsh and English in 50 years for all of Wales:

English will replace Welsh	Welsh will be used less than it is now	Welsh will be used the same as it is now	Welsh will be used more than it is now	Welsh will replace English
-------------------------------	--	--	--	----------------------------------

Comments: _____

33. On a scale of 1 to 5 (5 highest) how well do you think the Welsh language is represented in the following contexts:

a. the broadcast media (TV & radio)

1	2	3	4	5
not well represented		fairly well represented		very well represented

b. the print media (newspapers, magazines)

1	2	3	4	5
not well represented		fairly well represented		very well represented

c. education

1	2	3	4	5
not well represented		fairly well represented		very well represented

d. government services such as at council offices, car registration office, etc.

1	2	3	4	5
not well represented		fairly well represented		very well represented

e. health care services

1	2	3	4	5
not well represented		fairly well represented		very well represented

f. retail industry [e.g., Tesco's, Safeway]

1	2	3	4	5
not well represented		fairly well represented		very well represented

g. manufacturing industry [e.g., factories]

1	2	3	4	5
not well represented		fairly well represented		very well represented

h. religion

1	2	3	4	5
not well represented		fairly well represented		very well represented

i. cultural activities [e.g., theatre and dance in Wales]

1	2	3	4	5
not well represented		fairly well represented		very well represented

j. political parties

1	2	3	4	5
not well represented		fairly well represented		very well represented



34. Do you prefer to watch TV and listen to the radio in Welsh or English or mixed?

I prefer to watch English TV because _____

I prefer to watch Welsh TV because _____

I prefer to watch a mixture of Welsh and English TV because _____

It depends on _____

35. Name three of your favourite TV programmes:

36. Name three of your favourite radio stations:

37. A. How often do you watch TV in Welsh?

Daily _____

At least once a week _____

Less than once a week _____

Never _____

B. [if you have Sky:] How often do you watch Sky in Welsh?

Daily _____

At least once a week _____

Less than once a week _____

Never _____

Not relevant _____

38. A. How often do you watch TV in English?

Daily _____

At least once a week _____

Less than once a week _____

Never _____

B. [if you have Sky:] How often do you watch Sky in English?

Daily _____

At least once a week _____

Less than once a week _____

Never _____

Not relevant _____

39. How often do you listen to the radio in Welsh?

Daily _____

At least once a week _____

Less than once a week _____

Never _____

40. How often do you listen to the radio in English?

Daily _____

At least once a week _____

Less than once a week _____

Never _____

41. How often do you read things in Welsh (books, magazines, pamphlets, newspapers, etc.)

Every day _____

At least once a week _____

At least once a month _____

Less than once per month _____

Never _____

42. How often do you read things in English (books, magazines, pamphlets, newspapers, etc.)

- Every day _____
 At least once a week _____
 At least once a month _____
 Less than once per month _____
 Never _____

43. Do you read books to/with your child? ____ Yes ____ No

[If 'yes':]

Can you remember the name of the book you last read with your child? _____

Which language was that written in? _____]

44. A. When you receive bilingual mail or forms, which language version do you typically read?

- a. _____ Always Welsh
 b. _____ Usually Welsh
 c. _____ Some of both
 d. _____ Usually English
 e. _____ Always English

B. When you receive bilingual mail or forms, which language version do you typically fill in?

- a. _____ Always Welsh
 b. _____ Usually Welsh
 c. _____ Some of both
 d. _____ Usually English
 e. _____ Always English

C. If you phone a telephone helpline that gives you a choice of language [e.g., gas, bank, train], what language or languages do you choose?

- a. _____ Always Welsh
 b. _____ Usually Welsh
 c. _____ Some of both
 d. _____ Usually English
 e. _____ Always English

45. On a scale of 1 to 5 (5 highest), to what extent has Welsh been useful (or of use) to you since you left school?

a. In employment:

1	2	3	4	5
Not useful/of use at all		Neither useful nor unuseful		Very useful/of use

b. In the community:

1	2	3	4	5
Not useful/of use at all		Neither useful nor unuseful		Very useful/of use

c. In the family:

1	2	3	4	5
Not useful/of use at all		Neither useful nor unuseful		Very useful/of use

46. On a scale of 1 to 5 (5 highest), how confident do you feel speaking Welsh?

a. in formal contexts [e.g., job interviews, speaking to your boss, etc.]

1	2	3	4	5	Not Applicable
Not confident at all		Neutral		Very confident	

b. in informal contexts [e.g., with your friends, at a party, at a football game, etc.]

1	2	3	4	5	Not Applicable
Not confident at all		Neutral		Very confident	

47. On a scale of 1 to 5, how confident do you feel speaking English?

a. in formal contexts [e.g., job interviews, speaking to your boss, etc.]

1	2	3	4	5
Not confident at all		Neutral		Very confident

b. in informal contexts [e.g., with your friends, at a party, at a football game, etc.]

1	2	3	4	5
Not confident at all		Neutral		Very confident

48. On a scale of 1 to 5 (5 highest) how essential do you think Welsh is for being a full part of your community?

1	2	3	4	5
Not essential at all		Neutral		Very essential

49. On a scale of 1 to 5, please tell us whether any of the following has been an important factor in influencing your choice of language to use with your child(ren):

a. Person (who?) _____

1	2	3	4	5
Not influential at all		Neutral		Very influential

[If the answer is '4' or '5'--]
At what point was this person influential:

____ Before the child's birth ____ As soon as the baby was born ____ During the first twelve months

____ Later [please specify when: _____]

b. My child(ren)'s future _____

1	2	3	4	5
Not influential at all		Neutral		Very influential

c. I feel I can get closer to my child(ren) in one language more than another

[If influential: specify which language(s) make the parent feel closer to child(ren): _____]

1	2	3	4	5
Not influential at all		Neutral		Very influential

d. I identify with Welsh-speaking/English-speaking people more

[If influential: specify which group the parent identifies more with: _____]

1	2	3	4	5
Not influential at all		Neutral		Very influential

e. Other _____

1	2	3	4	5
Not influential at all		Neutral		Very influential

50. Has your health worker spoken with you about bringing your child up bilingually?

Yes _____ No _____ I can't remember _____

If 'yes', what did they advise? _____

Recommend _____ Neutral _____ Against _____

[Bilingual Family Newsletter]

[TWF]

51. Do you think that people have an advantage or disadvantage in thinking if they can speak 2 languages?

Advantage ____ Disadvantage ____ Neither ____ Don't know ____

52. Do you think that it is easy or difficult for young children to learn 2 languages simultaneously?

Very Easy ____ Easy ____ Neutral ____ Difficult ____ Very difficult ____ Don't know ____

Why do you think that? _____

53. What is your present occupation? _____

54. [if relevant:] What is your partner's occupation? _____

55. What sort of accommodation do you have?

- a. ____ We own our house
- b. ____ We rent the house/flat we live in
- c. ____ We live in a council house
- d. ____ We live with one of our parents
- e. ____ Other [please specify: _____]

56. What is the highest level of education you have completed:

Reception	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3+	1	2	3+
Primary												Secondary GCSE	A-Levels				University		Post-graduate

57. What is the highest level of education your partner has completed:

Reception	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3+	1	2	3+
Primary																	University		Post-graduate

58. Do you have any further qualifications? Yes ____ No ____ If so, what? _____

59. Does your partner have any further qualifications? Yes ____ No ____ If so, what? _____

60. If you attended University, what subject did you study?

UG: _____ PG: _____

61. If your partner attended University, what subject did s/he study?

UG: _____ PG: _____

THANK YOU FOR TAKING THE TIME TO fill out this questionnaire. We appreciate your help with this project.



APPENDIX 6.1

Observation sheet to be completed by RAs immediately after each visit

Date.....
Time of visit.....
Name of RA.....
Location.....
Reference no. of interviewee.....

1. Which language did the interviewee use to you on the telephone prior to your visit?

- Welsh
- English
- Both

2. When you arrived at the house, who opened the door to you?

- Mother
- Father
- Other adult
- Son
- Daughter
- Other child

3. Which language did that person address you in?

- Welsh
- English
- Both

4. Which person did you interview?

- Mother
- Father
- Other adult
- Son
- Daughter
- Other child

5. Which language did the interviewee use when addressing you?

- Welsh
- English
- Both

6. During your visit did you observe the interviewee addressing anyone else?

- No
- Yes

If yes, whom did they address (tick as many as apply)?

- Their partner
 - In which language?
 - Welsh
 - English
 - Both
- Another adult
 - In which language?
 - Welsh
 - English
 - Both
- Their son
 - In which language?
 - Welsh
 - English
 - Both

Their daughter
 In which language?
 Welsh
 English
 Both

Another child
 In which language?
 Welsh
 English
 Both

Someone on the phone
 In which language?
 Welsh
 English
 Both

Someone at the door
 In which language?
 Welsh
 English
 Both

A pet animal
 In which language?
 Welsh
 English
 Both

Anyone else
 Specify.....
 In which language?
 Welsh
 English
 Both

7. During your visit which people other than the addressee did you observe speaking?

Mother
 In which language?
 Welsh
 English
 Both

Father
 In which language?
 Welsh
 English
 Both

Other Adult
 In which language?
 Welsh
 English
 Both

Son
 In which language?
 Welsh
 English
 Both

Daughter
 In which language?
 Welsh
 English
 Both

- Other Child
- In which language?
- Welsh
- English
- Both

8. If you interviewed a child, what was their gender?
- Male
- Female

- Which language did the child use to address you?
- Welsh
- English
- Both

9. During your visit, was there a radio on?
- No
- Yes

- If yes, in which language was the broadcast?
- Welsh
- English
- Both

10. During your visit, was there a television?
- No
- Yes

- If yes, in which language was the broadcast?
- Welsh
- English
- Both

Record below any other observations about language use during your visit.

.....

.....

.....

APPENDIX 8.1 A

Welsh Idioms Test

Dyma restr o ddywediadau sy'n cael eu defnyddio weithau - yn ein hiaith lafar ac ysgrifenedig. Mae rhai o'r engrhefftau sy'n dilyn yn cael eu defnyddio'n aml, ond mae rhai ohonyn nhw yn anghyffredin iawn. Am bob pâr, dywedwch pa enghraifft dach chi'n meddwl yw'r enghraifft sy'n cael ei ddefnyddio'n fwy aml. Cwblhewch pob enghraifft os gwelwch yn dda.

Here is a list of sayings which are used sometimes – in speaking and in writing. Some of the examples that follow are used often, but some of them are less well-known. For each pair of sentences, please say which you think is used more often. Please complete all of the examples.

E.e.

Mae Jac wedi prynu trenyrs newydd sbon.

Mae Jac wedi prynu trenyrs newydd danlli.

1.

Er ei fod o'n gryf o nerth braich ac ysgwydd, cymeriad gwan oedd Gareth yn y bon.

Er ei fod o'n gryf o nerth clun ac ysgwydd, cymeriad gwan oedd Gareth yn y bon.

2.

Daeth Sion Corn i mewn i'r ty heb siw na miw i adael anrhegion i'r plant.

Daeth Sion Corn i mewn i'r ty heb sŵn na smic i adael anrhegion i'r plant.

3.

Mae pawb yn gwrthio arni i beidio yfed gymaint.

Mae pawb yn gwasgu arni i beidio yfed gymaint.

4.

Mae ymddygiad Rhian wedi bod yn ofnadwy yn ddiweddar, felly dwi wedi rhoi pryd o glebar iddi.

Mae ymddygiad Rhian wedi bod yn ofnadwy yn ddiweddar, felly dwi wedi rhoi pryd o dafod iddi.

5.

Doedd dim eisiau aperitif arnaf i dynnu dŵr o'm dannedd os clywaf aroglau bwyd yn dod o'r gegin.

Doedd dim eisiau aperitif arnaf i dynnu poer o'm dannedd os clywaf aroglau bwyd yn dod o'r gegin.

6.

Cannwyll fy llygad oedd fy nghariad.

Calon fy llygad oedd fy nghariad.

7.

Rhuthrodd ef i'r tŷ ,i wynt yn ei ddwrn.

Rhuthrodd ef i'r tŷ ,i anadl yn ei ddwrn.

8.

Mae Angharad yn siarad fel hidl ddŵr.

Mae Angharad yn siarad fel melin bupur.

9.

Mae hi'n bwrw hen wragedd a ffyn.

Mae hi'n bwrw brogaod a ffyn.

10.

Siaradai'r ferch deg y dwsin bob amser.

Siaradai'r ferch pymtheg yn y dwsin bob amser.

APPENDIX 8.1 B

English Idioms Test

Dyma restr o ddywediadau sy'n cael eu defnyddio weithau - yn ein hiaith lafar ac ysgrifenedig. Mae rhai o'r engrhefftau sy'n dilyn yn cael eu defnyddio'n aml, ond mae rhai ohonyn nhw yn anghyffredin iawn. Am bob pâr, dywedwch pa enghraifft dach chi'n meddwl yw'r enghraifft sy'n cael ei ddefnyddio'n fwy aml. Cwblhewch pob enghraifft os gwelwch yn dda.

Here is a list of sayings which are used sometimes – in speaking and in writing. Some of the examples that follow are used often, but some of them are less well-known. For each pair of sentences, please say which you think is used more often. Please complete all of the examples.

Eg.

It was all a secret, so I asked her to hold her tongue.

It was all a secret, so I asked her to hold her mouth.

1.

I've heard some daft ideas in my time, but that one really takes the biscuit.

I've heard some daft ideas in my time, but that one really takes the banana.

2.

The old fellow was a little strange, in fact you could say that he had a few cats in his belfry.

The old fellow was a little strange, in fact you could say that he had a few bats in his belfry.

3.

I was winning but then he suddenly turned the tables on me.

I was winning but then he suddenly turned the decks on me.

4.

I'm really tired, I think I might take fifty winks.

I'm really tired, I think I might take forty winks.

5.

For all the fuss you would have thought that the world was ending, but it was all just a storm in a kettle

For all the fuss you would have thought that the world was ending, but it was all just a storm in a tea cup

6.

I will get it done, by hook or by crook.

I will get it done, by crook or by hook.

7.

After his telling off, the young man could do nothing but hang his hat.

After his telling off, the young man could do nothing but hang his head.

8.

I don't think he likes me, he gave me the cold shoulder all night.

I don't think he likes me, he gave me the cold elbow all night.

9.

I saw them breaking in so I called the police who then caught them tight fisted.

I saw them breaking in so I called the police who then caught them red handed.

10.

I warned him that if he wasn't careful he'd get himself into hot water.

I warned him that if he wasn't careful he'd get himself into deep water.

APPENDIX 10.1
SCORING KEY FOR CHILD QUESTIONNAIRE VARIABLES

Date
Time
Researcher
Child ID
Location
Vocab. Test score: Welsh
Vocab. Test score: English
Q 2: Name of school
Q3: Name of Teacher
Q4: language used with teacher: Welsh = 5, both = 3, English = 1, don't know = 0
Q5: language used by other children to teacher: Welsh = 5, both = 3, English = 1, don't know = 0
Q6: Nursery/playgroup: yes = 1, no = 0
Q6a: language of school: Welsh = 5, both = 3, English = 1, don't know = 0
Q6b: with the leader: Welsh = 5, both = 3, English = 1, don't know = 0
Q6c: other children: Welsh = 5, both = 3, English = 1, don't know = 0
Q7: lunch/play time now: Welsh = 5, both = 3, English = 1, don't know = 0
Q8 (1): Friend 1 name: Welsh name = 3, either W or E = 1, other/English = 0
Q8 (1): Speaks to friend 1 in: Welsh = 5, both = 3, English = 1, don't know = 0
Q8 (2): friend 2 name: Welsh = 3, either = 1, other/English = 0
Q8 (2): Speaks to friend 2 in: Welsh = 5, both = 3, English = 1, don't know = 0
Q8 (3): friend 3: Welsh name = 3, either = 1, other/English = 0
Q8 (3): Speaks to friend 3 in: Welsh = 5, both = 3, English = 1, don't know = 0
Q8 (4): friend 4 : Welsh name = 3, either = 1, other/English = 0
Q8 (4): Speaks to friend 4 in: Welsh = 5, both = 3, English = 1, don't know = 0
Q8 (5): friend 5: Welsh name = 3, either = 1, other/English = 0
Q8 (5): Speaks to friend 5 in: Welsh = 5, both = 3, English = 1, don't know = 0
Comments on Q8
Q 9: Likes to speak Welsh? yes = 3, no = 1, don't know = 0
Why? Why not?
Q10: Likes to speak English? Yes = 3, no = 1, don't know = 0
Why? Why not?
Q11: What do you learn at school?

Q 11: Are you learning about these in: Welsh = 5, both = 3, English = 1, don't know = 0
Q12: Writing: Welsh = 5, both = 3, English = 1, don't know = 0
Q13: Likes writing in Welsh? Yes = 3, no = 1, don't know = 0
Q13: Likes writing in English? Yes = 3, no = 1, don't know = 0
Q 14: 3 books: all Welsh = 4, W> E = 3, W=E =2 E > W = 1, no Welsh = 0
Q15: Reads Welsh books in class? Yes = 3, no = 1, don't know = 0
Q15: Name of books: all Welsh = 4, W> E = 3, W=E =2 E > W = 1, no Welsh = 0
Q16: 3 TV programmes: all Welsh = 4, W> E = 3, W=E =2 E > W = 1, no Welsh = 0
Q17: Welsh v. English programme: 5, 4, 3, 2, or 1 in Welsh
Q18: activity 1: Welsh = 5, both = 3, English = 1, don't know = 0
Likes it? Yes = 3, no = 1, don't know = 0
Q18: activity 2: Welsh = 5, both = 3, English = 1, don't know = 0
Likes it? Yes = 3, no = 1, don't know = 0
Q18: activity 3: Welsh = 5, both = 3, English = 1, don't know = 0
Likes it? Yes = 3, no = 1, don't know = 0
Q18: activity 4: Welsh = 5, both = 3, English = 1, don't know = 0
Likes it? Yes = 3, no = 1, don't know = 0
Q18: activity 5: Welsh = 5, both = 3, English = 1, don't know = 0
Likes it? Yes = 3, no = 1, don't know = 0
Q18: activity 6: Welsh = 5, both = 3, English = 1, don't know = 0
Likes it? Yes = 3, no = 1, don't know = 0
Q18: activity 7: Welsh = 5, both = 3, English = 1, don't know = 0
Likes it? Yes = 3, no = 1, don't know = 0
Q18: activity 8: Welsh = 5, both = 3, English = 1, don't know = 0
Likes it? Yes = 3, no = 1, don't know = 0
Q18: activity 9: Welsh = 5, both = 3, English = 1, don't know = 0
Likes it? Yes = 3, no = 1, don't know = 0
Q18: activity 10: Welsh = 5, both = 3, English = 1, don't know = 0
Likes it? Yes = 3, no = 1, don't know = 0
Any additional comments to Q18