

**INCREASING THE SOCIAL USE OF THE
WELSH LANGUAGE AMONG CHILDREN
AND YOUNG PEOPLE IN GWYNEDD'S
SECONDARY SCHOOLS**

Report on the survey by Trywydd

Trywydd™

**for
Gwynedd Council**



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1. EXECUTIVE SUMMARY

Following the pioneering work of establishing the Gwynedd Primary Schools Welsh Language Charter to increase children's social use of the Welsh language, the time has now come to turn our attention to the secondary sector and plan the succession of our efforts in the primary sector.

In September 2013 a Working Group was established to look at Increasing the Social Use of the Welsh Language in the Secondary Sector and in March 2014 the Working Group commissioned *Trywydd* to carry out a survey of the Welsh language's position as a social language amongst the young people in Gwynedd's secondary schools. This document reports on the work of this survey undertaken in the summer term of 2014. In terms of the commission in question, the work was divided as follows:

- Carry out a comprehensive survey of young people's current use of the Welsh language outside the classroom walls at the 14 secondary schools in Gwynedd, and ascertain the main factors which influence the language use of the young people;
- Plan and hold a workshop in order to obtain the input of the young people themselves to plan and develop succession to the Gwynedd Primary Schools Welsh Language Charter;
- Based on the results of the survey, create a series of pioneering proposals in order to have a positive influence on young people's social use of the Welsh language;
- Present proposals regarding how to measure the success of any plans implemented, that is, the increase in the use of the Welsh language compared with the current situation as a result of any intervention implemented.

In response to the requirements of the brief, visits were arranged to all secondary schools in Gwynedd for an entire day in order to carry out the whole-school survey. Broad and representative focus groups were arranged with all stakeholders of the schools, and an electronic quantitative questionnaire (through the Qwizdom machines) was carried out with the pupils of year 9 in every school. As well as the research days, additional meetings were held during the period with staff of Hunaniaith, Gwynedd Primary Schools Language Charter, community leaders in the county (the *Urdd*, YFC, the County Council's Youth Services Manager and the Leisure Centres) and the Gwynedd Council Increasing the Social Use of the Welsh Language Working Group.

The results vary greatly between the different schools and areas; however, seven main fields were identified for the county-level outcomes, as follows. The points are discussed in greater detail in the body of this report:

i) *Defining the linguistic nature of the schools*

- There is uncertainty amongst stakeholders regarding the linguistic nature of the schools. Stakeholders are unclear as to whether they are natural Welsh Schools, Bilingual Schools or English Schools (in some cases).
- Some schools are very sensitive in relation to promoting the Welsh language for fear of alienating parents.
- There is a need for clarity on a county and school basis regarding the linguistic nature of the schools.

ii) *How the schools promote and facilitate the use of the Welsh language*

- There is a need for clarity regarding the advantages involved with Welsh / Bilingual education and they need to be shared clearly with parents and pupils.
- There is a need for more strategic planning and intentional action in terms of the use of the Welsh language outside the classroom.
- The strategy must encompass all stakeholders, but in particular the pupils themselves.

iii) *Language use and the Curriculum*

There are variances within the county's schools in terms of:

The language used in various situations:

- Welsh is the main / only language
- English is the main / only language
- Bilingualism in its various definitions

The language used by pupils to write during the lesson

- Who decides

What the policy and procedure are in the classroom conversations and discussions

- Teacher and individual pupils/group
- Pupil and pupil

Primary – Secondary succession

- Not every pupil who achieves Level 4 in Welsh follows a First Language Welsh course in Year 7.

iv) *Pupils' use of the language outside the classroom*

- The schools are a microcosm of the use made of the Welsh language in the communities around them, and that linguistic range is very broad.
- Not one school is in an entirely 'safe' situation in terms of the social use of the Welsh language in the long-term.
- One of the challenges is nurturing a feeling of Welsh identity and underlining that Welsh is a language for everyone in Gwynedd.
- Schools provide a wealth of extra-curricular activities; however; this varies across the County and the provision should be reinforced.

v) *The factors which influence the children's language use*

The main ones were identified as follows:

- the home / family
- friends and peers
- the local community
- their confidence in using language
- language practices (including the primary school)

vi) *Attitudes towards the Welsh language*

- Generally, pupils' attitudes towards the Welsh language are very positive. There have been individual examples of challenging attitudes towards the Welsh language (from amongst pupils and adults in a few schools).
- Schools have a general eagerness to move along the linguistic continuum in terms of encouraging social use of the Welsh language, although they are uncertain as to how to do so.

vii) *The Welsh language outside the school*

- 57% of pupils in the quantitative survey use their Welsh every day outside school life in various contexts in Gwynedd.
- Youth Clubs and Leisure Centres heavily influence the young people, and attention must be drawn to the Welsh-medium provision in these places.
- The Welsh-medium community provision is not consistently available across the County.

In order to do justice to the detail of the survey on a school level, brief reports were written for the 14 individual schools. The main themes of all the school surveys feed into the composite recommendations of this report on a county / education authority level and on a school level (Section 7). In order to support the qualitative findings, the full results of the composite quantitative statistics collected through the questionnaires with year 9 pupils are seen in Appendix 1.

Following the visits to the schools, a day-long workshop was arranged for the pupils in order to collect practical and strategic ideas regarding methods of having a positive influence on their language use. The pupils' response to the challenge of the Welsh language as well as their strategic ideas were inspiring and it should be ensured that such a model, led by pupils, is a core part of the Gwynedd social language strategy in the secondary sector.

Gwynedd Council must be praised for its decision to address this important matter and for doing so on an education authority and whole county level. With holistic planning, comprehensive and specifically targeted action can be ensured in order to see positive results which will continue to develop complete bilingual citizens in the future.

2. INTRODUCTION

Gwynedd's Primary Schools Welsh Language Charter has been operational since its launch at the C-Ffactor conference in Nant Gwrtheyrn in 2011, and the process of validating the schools' achievement in meeting the requirements of the Charter's bronze award has already been implemented. The Charter's main objective is to increase children's social use of Welsh by means of an action plan and a series of criteria that schools must implement in order to take a step towards obtaining the gold standard for establishing and embedding strong and positive linguistic practices among the children. At the heart of this Charter is the principle that a whole-school commitment, from the governors to the head teacher, the workforce and the pupils is crucial to ensure success.

By now, the Welsh Language Charter is operational in all of Gwynedd's primary schools. Following this pioneering work, the time came to turn attention to the secondary sector and plan the succession of the efforts in the primary sector to achieve the aim of getting children to speak Welsh. The task of working to increase the use of the Welsh language in the secondary sector has been included as a commitment in Gwynedd Council's Strategic Plan for 2013/14. In order to deliver the requirements, in September 2013 a Working Group was established to look at Increasing the Social Use of the Welsh Language in the Secondary Sector. The Working Group commissioned the Trywydd company to carry out a survey of the Welsh language's position as a social language among the young people of Gwynedd's secondary schools.

Trywydd is a social enterprise and a not-for-profit company which offers professional language planning services and by now has offices in Carmarthen, Aberystwyth and Llandeilo. Over recent years, it has worked closely with around forty different Welsh-medium and bilingual secondary schools in Wales by undertaking detailed research work and implementing progressive and pioneering schemes such as developing language psychology ideation among primary and secondary pupils and implementing the Supporting Young People's Language Practices Project nationally on behalf of the Welsh Government and jointly with the *Urdd*. In accordance with its practices, Trywydd has assembled a comprehensive team, with expertise and significant experience in the field, to deliver the commission in question.

This document reports on the work of this survey undertaken in the summer term of 2014. The aim of the commission was:

- Carry out a comprehensive survey of young people's current use of the Welsh language outside the classroom walls at the 14 secondary schools in Gwynedd;
- Identify the factors that influence young people's chosen social language outside the classroom;

- Based on the results of the survey, create a series of proposals that can be implemented in order to have a positive influence on young people's social use of the Welsh language;
- Submit proposals regarding how to measure the success of any plans implemented, that is, the increase in the use of the Welsh language compared with the current situation as a result of any intervention implemented.

The commission in question is made in a context of success on the Council's behalf. Throughout the review, the schools' successes became clear and in general, the majority of schools have indicated their desire to give greater attention to their pupil's social use of Welsh and they are prepared to welcome methods of promoting the Welsh language in future. All in all, the Welsh language is heard as a natural social language in the majority of schools. However, it must be emphasised that none of the schools we visited are safe in terms of the social use of Welsh, and the reality of the increase in the use of English among pupils around the school is one that every school faces, but to different extents.

In order to support the aim in Gwynedd Council's Strategic Plan to develop the social use of Welsh, the Council is to be praised for its vision to act now on a strategic, county-wide level, rather than leaving the crucial language planning work to the devices of individual schools. Any increase or a healthy situation in terms of the social use of Welsh by the young people at some of Gwynedd's secondary schools is to be praised at a time where historically, there has been no strategic language planning in Welsh-medium/bilingual secondary schools in Wales. This is an opportunity for Gwynedd to be pioneering and it is envisaged that there is material here that could be implemented on a national level in due course.

In the 2011 Census, 65% of the people of Gwynedd were able to speak Welsh. However, the authority has a very high percentage of its pupils who follow courses, are assessed and sit external exams through the medium of Welsh (first language). This aspect is very commendable and is a testament to the positive approach and expectations of Gwynedd Council and its schools in relation to the Welsh language. In 2013, the numbers assessed in Welsh first language were as follows:

Foundation Phase:	97.5%
Key Stage 2:	99.2%
Key Stage 3:	82.5%
Key Stage 4 – GCSE First Language:	80.4%

In relation to successes again, in discussing the Gwynedd Primary Schools' Welsh Language Charter with the heads of primary schools in this survey, the sector praises this work and sees that it has assisted in encouraging the use of the Welsh language in their

schools. This positive context is to be praised. We are confident that our recommendations at the end of this document will assist Gwynedd Council to continue with its pioneering work in the field of developing the Welsh language, and in progressing to the secondary sector.

Above all else, the essence of education is to build on the foundations of learning. Language acquisition follows the same principle; if a pupil reaches the end of their time at primary school confident and fluent in their use of Welsh, every effort must be made to ensure that the secondary sector builds on those foundations, and creates every possible opportunity to mature that level of confidence and fluency, by ensuring that Welsh is used around the school, as well as in lessons.

There are numerous examples in this Survey and in other areas in Wales of pupils' social use of Welsh declining significantly on their journey through secondary school; given the commendable work undertaken through the efforts of the Gwynedd Primary School Welsh Language Charter, every secondary school has an educational and official duty to further progress this work.

Throughout the report, there is also mention of 'bilingualism'. It is intended for pupils at the county's schools to be fully bilingual when they reach the end of their time at secondary school; this means being fluent and fully confident orally, in writing, listening and understanding in both Welsh and English.

Given there is a cohort of pupils that have not come into contact with the Welsh language beyond school boundaries, the use of the Welsh language must receive status and merit in all aspects of the school's life, in order to realise the bilingualism in full. It became apparent in the review that there is no strategic planning in force at the moment at the schools in relation to the Welsh language, and to all purposes the linguistic fate of the pupils, in terms of developing fluent skills in Welsh and English, are reliant on school's will and the nature of the areas in which they are based. Although schools have their Language Policy, there is no evidence that this is central to the schools' work.

Also, given the strategic location of this work in Gwynedd and the economic opportunities in the county to employ individuals who are fluent in Welsh, it is crucial that the schools support and prepare pupils for this by providing them with opportunities to develop their oral and social skills in the Welsh language.

In terms of the commission in question, the work was divided into three aspects, as follows:

Aspect 1

Undertake a review, consult and cooperate with all stakeholders within the secondary schools in question to discover the factors that influence young people's use of language.

Aspect 2

Plan and hold a workshop in order to obtain the input of the young people themselves to plan and develop succession to the Gwynedd Primary Schools Welsh Language Charter;

Aspect 3

Form a series of innovative, varied and detailed proposals that would respond to those factors identified as those that would influence young people's social use of the Welsh language to be trialled as a national experiment in the secondary sector in Gwynedd.

This report outlines our response to the abovementioned brief, and an analysis of the county is provided in the body of the report. The situation of the use of the language and the outcomes of the review in individual schools varies to different degrees; the main findings of the whole-school research and specific recommendations are shared with the individual schools.

Every school is on the same journey in terms of the county's vision to increase pupils' social use of Welsh, however; it is acknowledged that all schools are in different positions and stages on that journey. The challenge facing Gwynedd face before implementing plans to promote the Welsh language will be to share this vision with every secondary school, in order to secure joint vision and ownership among all of the county's secondary school and to guarantee an increase in pupils' social use of Welsh on a strategic level.

3. METHODOLOGY OF THE SURVEY

3.1 In response to the requirement of the brief, visits were arranged with all secondary schools in Gwynedd for an entire day in order to undertake the whole-school survey. During the visits, the research team was divided according to expertise, some spending the day interviewing focus groups from among the adults, and others interviewing focus groups from among the pupils.

Before the research days and during the process of desktop research, numerous documents were gathered from the schools that communicate internal and external messages, in order to look specifically at the attention given to language use within them. Other documents were also studied, including the Gwynedd Primary Schools Welsh Language Charter, the Schools' latest Estyn reports and the Language Impact Assessment of the Gwynedd Primary Schools Organisation Plan.

3.2 Every school was asked to arrange the following focus groups during the research days:

- The Management Team
- Teaching Staff (Cross-section: teaching experience, subject, age, gender)
- Support/Ancillary Staff
- Parents
- Governors
- Primary Head teachers from the catchment areas
- Cross-section of pupils from years 7, 9 and 10
- Cross-section of sixth form pupils (in the relevant schools)

The schools were asked to arrange a sample of pupils that would provide a microcosm of the school year in question; they were asked for a cross-section in terms of the language of the home, boys/girls, and at the request of Gwynedd Council, they were asked to include enough pupils who were likely to remain in their area after finishing school. Themes of enquiries that had been noted in the brief were used as the main basis for the questions of the focus group and the quantitative questionnaire. Additionally, in terms of the quantitative questionnaires, the questions were compared with those of the Gwynedd Primary Schools Welsh Language Charter. Every school was asked the same questions, and every school received the same opportunity to arrange all of the abovementioned focus groups for the visit. By the end of the survey, the sample included a total of approximately:

- 400 pupils in focus groups;
- 772 pupils responding through Qwizdom devices;
- 350 adults in focus groups and various meetings.

- 3.3 Due to the nature of focus groups, the results of this survey are mainly qualitative. However, the electronic quantitative questionnaire (through the Qwizdom devices) was held with a complete cohort of pupils in each school.

It was decided to target year 9 pupils for consistency in each school. This was an opportunity to ask a series of questions of the pupils, by following the same themes and questions as the focus groups, by concentrating on questions about their use of languages around this school, the factors that influence their language use, their attitudes towards language and their use of language at home and in the community. The composite responses of all Gwynedd schools are included in the attachments (a sample of 772 pupils) and some examples are highlighted in the body of this report. This provides a baseline for a sample of pupils of the same age across all of Gwynedd at the time of the survey. It must be emphasised that there will be great variances in pupils' response to the questions in every school, which in themselves highlight themes and priorities that individual schools can focus on initially. The whole-school statistics are shared with every school individually.

- 3.4 In addition to the research days, additional meetings were held during the survey with staff from Hunaniaith, Gwynedd Primary Schools Language Charter, community leaders in the county (the *Urdd*, YFC, the County Council's Youth Services Manager and the Leisure Centres) and the Gwynedd Council Increasing the Social Use of the Welsh Language Working Group.
- 3.5 One principle that formed the basis of our methodology was linguistic honesty and the need for schools to be as open and honest as possible in their responses. This principle was shared at the beginning of every focus group, in order to ensure the validity of the responses of those asked about a subject that can be personal and emotional. This was especially true in the research work undertaken with the pupils, and considerable time was spent at the beginning to ensure that they understand the aim and objectives of our work in the school, and the importance of their honest contribution to the discussion and the outcomes of the research work.
- 3.6 Following school visits, a day workshop was arranged for secondary school pupils in order to undertake further research and to begin to gather practical and strategic ideas from the pupils on methods to positively influence their language use. It was decided to invite to three representatives from every secondary school (one pupil from every key stage) along with the Welsh Language Champion from the school staff. Every school in the county was invited, and 11 schools attended on the day. Further information on the workshop is provided in section 5 of this document, and the main recommendations of the young people presented to us in the workshop have been included in the recommendations at the end of the document. The

value of undertaking the workshop must be emphasised; the pupil's response to the Welsh language challenge along with their strategic ideas were inspirational.

It should be ensured that such a model, led by pupils, should be a core part of Gwynedd's social language strategy in the secondary sector.

4. MAIN FINDINGS OF THE SURVEY: PICTURE OF THE WHOLE OF GWYNEDD

This section addresses the main findings of the survey across the county. This is based on the information gathered through all the stakeholders listed in the report's methodology section. Note that these are the main findings (a summary of the qualitative and quantitative information) and the statistics and the findings vary greatly between schools.

In order to do justice to the detail of the survey on an individual school level, summary reports were written for each individual school. The main themes of all school surveys feed into the composite recommendations of this report.

This chapter on the findings for the whole of Gwynedd is divided as follows:

- 4.1 Defining the linguistic nature of the schools
- 4.2 The way in which the schools promote and facilitate the use of the Welsh language
- 4.3 Language use and the Curriculum
- 4.4 Pupils' use of the language outside the classroom
- 4.5 The factors which influence the children's language use
- 4.6 Attitudes towards the Welsh language
- 4.7 The Welsh language outside the school
 - factors under County Council control
 - other factors

At the end of every section in this chapter, priorities are given on a county and school level, and detailed recommendations are provided on the implementation of these priorities in section 7 of this report.

To reiterate the qualitative findings in this chapter, some of the graphs/data are highlighted, namely the qualitative statistics gathered through Quizdom sessions with year 9 pupils from the whole of Gwynedd.

A full copy of all of these responses is included in the table in Appendix 1, and all composite statistics for the county will be shared in due course with every school as

well as their own individual statistics. A copy of all graphs has also been included in Appendix 2.

4.1. Defining the linguistic nature of the schools

Generally, although schools define themselves as bilingual, it is not entirely clear for everyone what the implications will be in terms of using the Welsh language in formal and informal situations. There is considerable vagueness in a number of schools whether the school is bilingual, Welsh-medium or English-medium.

It appears that it is not clear in every school whether the pupils choose the language used by them in class (between pupil and pupil, and sometimes between the teacher and the pupil) and it is found that it comes down to the teacher's discretion in many cases. There are complications in the expectations of parents, staff and pupils themselves in terms of using the Welsh language in a 'bilingual' situation.

'Bilingualism' has an impact on pupils' perception of how Welsh their school is and could undermine any attempts to promote Welsh if language use expectations are not agreed and understood by everyone.

Additionally, there was sensitivity in relation to over-promoting Welsh in some schools, so as not to alienate parents in some cases, and the fact that the school was 'bilingual' was offered as a justification for this prudence.

We therefore acknowledge the challenge of defining the schools' different language levels across the county, however, we believe that this needs to be a clear action point for Gwynedd Council in order to be able to communicate with schools, and set a context and clear expectations for the Welsh language prior to implementation.

Theme 1 Priorities: Defining the linguistic nature of the schools

In summarising the findings of this theme, we believe that the main priorities are as follows, on a school and county level. The recommendations to accompany the priorities can be found in section 7 of this report.

School Level:

Y1.1 – there is a need for every school to ensure that it is clear about the linguistic level of the provision it offers.

County Level:

S1.1 - there is a need to define a clear language category or level for every school.

4.2 The way in which the schools promote and facilitate the use of the Welsh language

There was a strong feeling across a number of schools, and from among both pupil and adult focus groups, that schools, despite the appetite to be more proactive in relation to the use of the Welsh language outside the classroom, were uncertain and lacked confidence in terms of the best way of achieving this. It is concluded that this stems from a lack of need, historically, among a number of Gwynedd's schools to encourage the use of Welsh. Additionally, a number (of pupils and staff) noted that some parents would be concerned should there be efforts in the pipeline to make schools more Welsh as this would be detrimental to the 'bilingualism' of their children, and their grasp of the English language in particular.

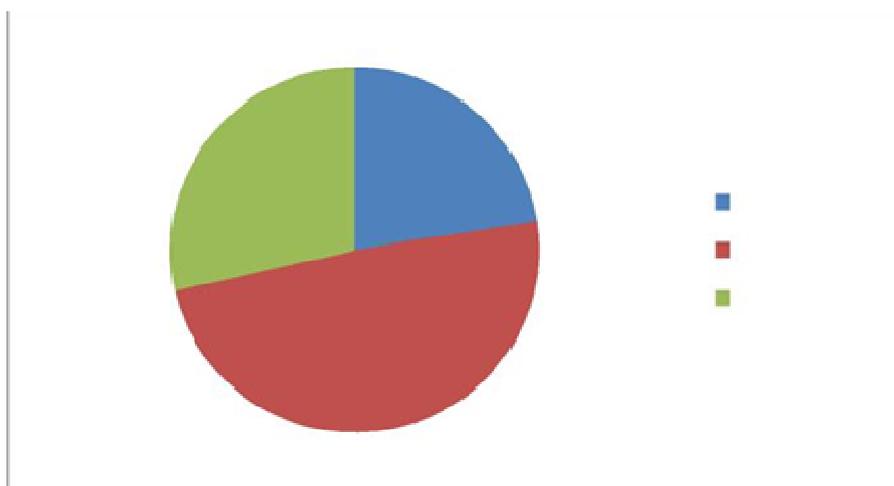
Consequently, it was suggested that some parents would search for an alternative secondary school that would enable greater emphasis on English-medium education and would enable greater use of English around the school, should the school wish to act further to promote the use of the Welsh language. This is a very complex and sensitive situation for the county to face, but it must be addressed, given the broader message and mission for parents regarding the advantages of the Welsh language. It is likely that this has been one of the factors that have prevented some schools from promoting the use of Welsh any further in recent years, fearing having to respond to parents' sensitivity to language without the schools having the mandate or the confidence to act.

Also in the survey, people tended to consider that working to promote the Welsh language is a negative thing that could be related to punishment, but it needs to be seen as a something constructive to help develop the pupils' skills. It is appreciated that there is a need to act sensitively in developing this but by doing this in the context of the advantages for pupils, this aspect could be developed positively. At the moment, overall, it does not appear that the expectation to use the Welsh or English languages around the school is clear enough for pupils. This is confirmed in the following quantitative research:

Does the school have clear rules in terms of speaking Welsh outside classroom boundaries? (Sample: All Gwynedd Year 9 Pupils)

Yes

No



Therefore, apart from a few exceptions from individual staff and Welsh Departments, generally, it does not appear that there are currently any whole-school attempts to be more proactive in encouraging the use of Welsh across the school; at those schools where Welsh is used by pupils outside school boundaries, this is a totally natural occurrence as it is the natural language of the vast majority of the children's homes and local community. Pupils are aware of the language rule/principle in Welsh lessons; however it appears that there is no principle or expectation to use the Welsh language beyond these Welsh lessons. Without setting clear boundaries for pupils, there are no plans in the pipeline to safeguard the Welsh language's situation.

A number of stakeholders, including adults and pupils, expressed their appetite for schools to begin working more strategically in order to promote the use of the Welsh language in a proactive way, in order to safeguard the future. There were very few examples of existing good practice among schools in their strategic efforts to promote the Welsh language. In terms of the schools' current efforts, we must look at the role of all stakeholders. These are some of the main points noted in the survey:

i) School Pupils

Currently, in the absence of whole-school strategies, it appears that the pupils themselves possess the power in determining which language to use socially around the school. On the one hand, this highlights the fact that schools have not been proactive in changing the situation for their whole school. However, it also demonstrates pupils' potential to transform the situation if intentional planning with the pupils was a core part of the work. For any strategy to succeed, we cannot emphasise enough how crucial it is for the pupils themselves to commit to the process of promoting Welsh socially around the school. This will be discussed further when dealing with the ideas gathered by the Gwynedd Young People workshop in Nant Gwrtheyrn (Section 5).

The influence of older pupils over younger pupils at school has received a mixed response in the research. The school's older pupils do not always feel that they have any influence over the younger pupils, yet those younger pupils show that they generally follow the language use patterns and trends of older pupils. In the cases where a school has a sixth form, the role of the older pupils could be improved by becoming mentors and role models for the younger pupils. The survey however noted the appetite amongst sixth form members to be more proactive and to receive greater responsibility in promoting the Welsh language across the school, and this could be done, for example under the BAC banner.

'Language Buddy' systems are active, or have been active in some schools.

The aim is to use older pupils to have a positive influence on the language use of younger pupils. There were examples of the strengths and weaknesses of such systems. We see the potential of using mentors, but existing systems must be refined, pupils must be trained on the expectations of the role and implementation by all must be ensured.

nior Management Team

It appears that Welsh as a subject and in relation to examination standards have been discussed at length, however, there has been no adequate strategic discussion on developing the social use of the language. Many have noted how pleasing it was to discuss language use in this survey and that they have not discussed the use of the Welsh language in this context before. The need to discuss the use of the Welsh language on a head teachers level was noted, a forum which already exists to promote good practice and maintain a coherent strategy.

At some schools, the Management Team's approach to a strategy to develop the use of the Welsh language was a 'cautious' one. This suggested that they needed more leadership from the County Council, and more guidance and confidence to act.

iii) Teaching Staff

In a number of schools, reference was made to examples of individual staff who make an effort to encourage pupils to use Welsh in lessons, and beyond the classroom. There were some examples of schools using systems to award efforts to use Welsh. There are mixed opinions in schools about the value of awards. The best examples of good practice include extending the award system so that pupils have the right to award staff who are Welsh learners for their efforts to speak Welsh in school, and efforts to use the award system in the community, with workers in local shops giving language tokens to pupils who use Welsh outside the school. It appears that award systems are favoured in those schools where the use of English is more widespread. A number noted the efforts made by some schools to hold activities to promote Welshness in the school, such as the School Eisteddfod, school radio and visits from bands from the Welsh rock scene, all contributing to the school's Welsh and Welsh language character and ethos.

While this is to be praised, these efforts are inconsistent across the schools. The staff are a school's most important resource; in the end whatever expectations schools set regarding the use of Welsh in school, it must be ensured that every staff member implements the principle and regularly acts to support the message. Both pupils and staff referred to examples where

English was allowed to a great extent on the corridors and in lessons, and that this depended on the particular teacher or subject.

Implementing the principle of strengthening the social use made of Welsh requires clarification of the expectations, clear boundaries for everyone and specific steps which have been agreed beforehand by those who implement them, and those who are affected by them. **In order to change language habits, the school must implement a coordinated and agreed strategy, and ensure that all staff know what their role is in promoting the use of the Welsh language.**

Whichever method is chosen by the school to encourage the use of Welsh in the classroom, the corridor, on the yard and in other places, including school trips, it must be ensured that the steps taken are clear and consistent. All teaching and ancillary staff should treat cases uniformly, with a combination of being appropriately firm and sensitive, with an emphasis on supporting and not disciplining.

The language methods and their use by teachers with pupils is inconsistent across the county. Reference was made to specific examples, and during our visit we heard examples of staff and pupils who were able to speak Welsh, speaking English with each other on the corridor. It also became evident that staff in some schools, who are able to speak Welsh, speak English with each other in the presence of children on the school corridors. This can lead to pupils receiving mixed messages regarding what is acceptable around the school.

The role of a teacher is also wider and one theme which was evident was the need for teachers to promote the continuity of Welsh education from the secondary sector to further and/or higher education. There is a need for further clarification on this expectation and the guidance which should be given by teachers to pupils on the advantages of undertaking their higher education through the medium of Welsh.

In some cases it was noted that pupils choose to study subjects, such as science, through the medium of English as they believe that it is not possible to study through the medium of Welsh at higher education level. There was a single example of a science teacher encouraging year 10 pupils to study through the medium of English at secondary level in order to be able to continue with their studies at university. Arguments such as these are increasingly unfounded

with the development of the *Coleg Cymraeg Cenedlaethol*, but it must be ensured that these discussions are strengthened by staff and are communicated to pupils early enough in their school careers, ideally as early as year 9.

iv) Governors

The Governors involvement with the Welsh language at a strategic level varies between schools. The great majority of governing bodies are supportive of the Welsh language, but the bodies that discuss language use on a regular basis at a strategic level in the school are scarce. A number of head teachers were somewhat uncertain about presenting this matter to governors, and there were some individual cases of anti-Welsh governors; there is a risk that they could, in not adequately supporting the school, thwart the whole-school efforts in moving forward.

Schools need to develop the role of governors in relation to the use of the Welsh language in order to strengthen the school's vision and strategy in relation to this.

v) Ancillary / Support Staff

There were positive examples in some schools of ancillary staff who undertake excellent work in using their Welsh in school. However, there are examples of ancillary staff who do not speak Welsh with one another although they are able to speak Welsh, and also Welsh speaking staff speaking English in front of children.

In appointing staff, although it is expected in almost all schools, that they should be able to speak Welsh, the strategy is not sufficiently robust to insist that Welsh is used by all the ancillary/support staff; (although the majority of staff interviewed were positive in their intentions in favour of the Welsh language).

vi) Parents

A request was made to interview focus groups of parents for the survey. A sample was interviewed in the majority of schools, and good discussions were held with parents on their involvement with the school in relation to the language use of their children. The majority who

were interviewed were very supportive of the Welsh language, and eager to see the school developing opportunities to use the Welsh language further, but as some of the sample were also governors or staff members, it is not possible to be certain the sample was always representative of the body of parents. Through various focus groups, it is known that there are parents in all schools that are not particularly supportive of efforts to promote the use of Welsh, and there is a need to ensure that schools receive the support of the County to install confidence to respond positively to any expectations to use Welsh, and to continue with Welsh medium education.

Currently, school stakeholders (some including the teachers and pupils themselves) are very aware of the power and influence of parents on schools in relation to pupils' use of the Welsh language. They are aware of the sensitive response by schools to this, and that they are prevented from promoting the use of Welsh as a result of this nervousness. Whatever the linguistic message, it was found that the methods of communication between the school and home throughout the pupil's school career needed to be improved, using parents themselves where possible, to demonstrate the value of bilingualism from an educational and an economic perspective, and also in relation to social and cultural benefits. There is a need to take further advantage of the key bridging opportunities in their children's school careers (primary/secondary and between key stages) to convey positive messages to parents.

It became evident in the survey that a large cohort of parents in parts of Gwynedd do not use Welsh at home with their children, although they are themselves fluent Welsh speakers. This linguistic behaviour, along with any linguistic and cultural values introduced to children at home by their parents, is a major factor which influences the children's linguistic behaviour at school, and this must be addressed on a county-wide level.

In relation to non-Welsh speaking parents, it would be an asset if the school (possibly in conjunction with a local Welsh for Adults Consortium) could offer Welsh lessons to parents, possibly jointly with other schools across the area.

Theme 2 Priorities: How Schools Promote and Facilitate the use of the Welsh Language

In summarising the findings of this theme, we believe that the main priorities are as follows, on a school and county level. The recommendations to accompany the priorities can be found in section 7 of this report.

School Level:

- Y2.1** - deliberate planning and action to promote and facilitate the use of the Welsh language by creating an ambitious whole-school strategy to further ensure and promote an agreed and recognised status to the Welsh language in all aspects of the school's life, and to increase the use of Welsh by all pupils and staff
- Y2.2** - develop opportunities to enable and motivate all pupils to use Welsh in the classroom and around the school, including all the school's stakeholders as part of the strategy, by giving them specific duties
- Y2.3** - ensure that pupils themselves play a core role in the process of promoting the Welsh language socially around the school
- Y2.4** - ensure that the Governing Body has a strategic linguistic role
- Y2.5** - ensure that all members of the Senior Management Team demonstrate leadership and commitment
- Y2.6** - define in more detail the roles and responsibilities of all teaching staff, in relation to
developing the use of the Welsh language informally/formally
across the school
- Y2.7** – define in more detail the roles and responsibilities of all ancillary staff in
relation to
developing the use of the Welsh language informally/formally across the school
- Y2.8** - include parents formally in the school's developments to promote the Welsh language socially around the school

Y2.9 - continue to maintain a close relationship with the primary sector and further concentrate on discussing linguistic transfer, progression and continuation

County Level:

S2.1 - ensure that all Gwynedd's secondary schools are committed to increasing the social use of the Welsh language in formal and informal situations, by setting specific aims to ensure that all secondary schools are moving in the same direction on a linguistic continuum.

S2.2 - ensure appropriate support and opportunities for staff to learn Welsh or improve their current skills, based on each school's needs

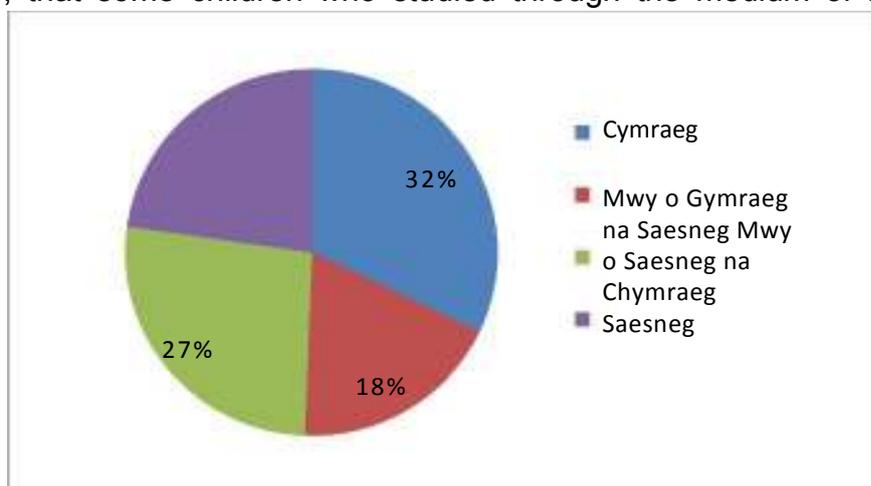
4.3 Language Use and the Curriculum

Although it was not part of the brief to consider the use of Welsh in lessons and the Curriculum, it is felt that this point needs to be focussed upon as pupils' use of language in lessons has a close correlation with their language use outside the classroom.

Several of Gwynedd's schools present lessons bilingually; however this principle can cause confusion for pupils and staff regarding what is expected in terms of using Welsh or English in those contexts (in terms of pupil-teacher and pupil-pupil). Apart from Welsh subject lessons, it was not clear in any of the schools whether a rule or language principle existed in the classroom. In this and in situations where the use of the Welsh language is fragile, using English verbally in the classroom is an increasing trend.

The complexity - and ambitious ideal - of the bilingual educational situation is acknowledged, for both the staff and the pupils, and the effort to hold conversations and give notes mostly through the medium of Welsh in a bilingual situation should be praised. However, many examples were listed where bilingual learning causes confusion, and a finding was collected that teachers verbally repeated things bilingually, that some children who studied through the medium of English were

completely



fluent in Welsh and that the conversation regarding the medium of study needed to be improved.

In terms of the children's language in the classroom, this is complex and varies slightly per school. In general across Gwynedd, the Welsh lesson is the only place where the pupils feel that a language rule exists, and that Welsh must be spoken (although there were examples in some schools of that being challenged). It was noted that other subjects, apart from English, were cloudy in terms of the expectations on children to speak Welsh with each other, and on the whole teachers do not challenge the use of English and they are not completely aware how to deal with the situation. The quantitative questions that year 9 pupils were asked confirmed this:

Apart from the 'English' subject, what language do you usually speak in lessons with your friends? (*Sample: All Gwynedd Year 9 Pupils*)

In terms of selecting the pupils' medium of study, there were several examples of good practices with schools planning this strategically and ensuring natural progression so that those who are fluent in Welsh continue with their studies through the medium of Welsh in secondary school. However, this is not true in every school, and there were examples of pupils choosing to study subjects through the medium of English, even though they are fluent in Welsh. There is a strong link between using Welsh in the classroom and using it around the school, therefore every way of supporting the pupils to have contact with the Welsh language needs to be examined.

Although the large number of pupils (in the majority of schools) who study Welsh as a first language is to be applauded, several examples were seen of pupils who are fluent in Welsh choosing to study Welsh as a second language in secondary school. This is an issue that has appeared across Wales over the years and which still arises in Gwynedd; parents and pupils view Welsh as a second language as a more attractive option, as they believe it is more likely that the pupil will achieve higher grades than if he or she were studying Welsh as a First Language. The argument of parents (namely that this looks better on their child's CV) means that cohorts of pupils who are fluent in Welsh study Welsh as a Second Language in Gwynedd's schools. In order to give pupils the best opportunity to become completely fluent and confident in their use of the Welsh language, every effort should be made to provide schools with the evidence they need to explain in full the advantages of studying Welsh as a first language to pupils and parents.

Theme 3 Priorities: Language Use and the Curriculum

In summarising the findings of this theme, we believe that the main priorities are as follows, on a school and county level. The recommendations to accompany the priorities can be found in section 7 of this report.

School Level:

- Y3.1** - clarity is needed on the schools' expectations in relation to using Welsh in bilingual lessons
- Y3.2** - further clarity is needed on selecting a medium of study and the medium in which pupils will sit their examinations, selling the advantages of bilingualism and Welsh medium higher education provisions
- Y3.3** - include specific linguistic matters in curricular aspects such as SPE, ESDWWC and WEW (under the Welsh Baccalaureate wing)

County Level:

- S3.1** - establish a more robust structure/policy to prevent linguistic loss between key stages, specifically KS2 - KS3, in order to ensure progression and a robust linguistic continuum

4.4 Pupils' use of the language outside the classroom

The purpose of this survey was to look at pupils' social use of the language outside the classroom, identifying factors which influence their language use and proposing recommendations on how to pursue this.

The main themes that came to light when discussing pupils' social use of Welsh can be found under this heading, along with the results of the discussions of each focus group (adults and pupils) together with the results of the quantitative questions that Year 9 pupils were asked.

The section below involves the pupils' use of Welsh in the school, which does not have anything to do with the community. We will focus on the language use of pupils outside the classroom from the perspective of:

- Identifying the pupils who tend to speak Welsh in social contexts
- The link between social use of Welsh and the pupil's age
- The school's informal contexts
- The density of existing extra-curricular Welsh activities.

Identifying the pupils who tend to speak Welsh in social contexts

In general, there is a strong link between social use of Welsh around the school and the viability of the Welsh language in the wider community which serves those schools. The fact that cohorts of pupils come from communities where Welsh is recognised in the community by a high percentage of pupils is a very influential factor on the language that pupils choose to speak with each other in school. Early signs of linguistic decline can be seen in several schools and areas where Welsh was historically strong, and therefore the situation which was once robust in Gwynedd is now being challenged.

Some schools are an exception to this with some pupils travelling from outside the school's natural catchment area in order to choose provision which offers less Welsh. In some areas the language, which is developing in the primary sector is a matter to be commended, with several pupils achieving Level 4 in Welsh, but progression to this needs to be ensured in the secondary sector. There are several parents who commute in specific areas due to their employment, and this can make the situation more challenging for the school.

A strong pattern can be seen between the Welsh spoken by pupils around the school and the language of the home. The percentage of pupils who come from Welsh homes compares quite highly with other schools in Wales. In terms of year 9 pupils who were asked across the entire county, 44% noted that Welsh was the main language of their home (this varies from 72% in one school to 9%, with 8 schools higher than the average of 44%).

In the schools where there is a high percentage of pupils from Welsh speaking homes, it is arguable that there is more likelihood that moving will occur towards a situation in those locations where the majority will use their Welsh naturally around the school. Obviously, this is an increasingly difficult factor to influence. In those schools where a large number of pupils come from Welsh homes, the Welsh language is heard completely naturally across the school, due to the fact that Welsh is the pupils' natural and common language. In some schools, Welsh is a majority social language in various contexts, with pockets of English being spoken by specific groups.

In every school, there are examples of pupils, who come from homes where at least one parent can speak Welsh, who choose to speak English consistently with a specific group or individual friends. In contrast, there are examples of pupils who have no parent who can speak Welsh, choosing to speak Welsh with a specific group or individual friend at school. There were examples of pupils noting that specific groups are likely to speak Welsh with each other e.g. boys who tend to come from rural backgrounds. All the schools are unique and have their specific cohorts of pupils who tend to favour Welsh or English.

Although language use trends and patterns are highlighted in schools, the truth is that it is impossible to find who is likely to use a specific language with each other; there are several factors which influence on the children's language use, and they are considered in the next chapter.

This touches upon one theme which was found in the survey, namely that there is a trend that pupils, possibly unbeknownst to them, place their co-pupils in specific linguistic cohorts, and that this can also be a trend amongst teachers. From the perspective of expectations on pupils to use Welsh around the school, it was found that there was a trend in some schools for pupils from non-Welsh homes not to mix to the same extent with pupils from Welsh homes. In the focus groups, the groups were called 'Welsh' and 'English'. This trend of pupils placing each other in cohorts is a pattern seen in some other areas in Wales, especially when a school attracts pupils from the town and country, or from varying linguistic communities. The concern is that pupils do not provide those who are in the 'English' cohort with the opportunity to use Welsh, and there is a trend from pupils who are stronger in Welsh to avoid those who speak English. It must be asked, to what extent those who are less confident in Welsh have been fully included in the school's Welsh life.

There is a cohort of latecomers in several schools in Gwynedd, and despite the Latecomers Centres' praiseworthy efforts to immerse the pupils in the Welsh language, the effect of migration definitely influences the pupils' general language use around the school. Some latecomers noted in the investigation that they were not

of the opinion that they received the necessary linguistic support after returning to secondary school from the Latecomers Centres, and this is definitely a factor that influences their confidence to use the language. It was noted in several schools that pupils who were confident in Welsh mocked the accents and efforts of pupils who were less confident in Welsh.

Pupils in some schools noted they were of the opinion that teachers placed different expectations on pupils in terms of the use of Welsh, and that that was often dependent on their learning sets. It was noted that there was more of an expectation that pupils in the higher sets used their Welsh rather than those in the lower sets. This is clearly a complex field, but from the perspective of being inclusive when considering the use of Welsh and giving everyone the best opportunities to become completely confident and fluent in a language, together with nurturing healthy attitudes towards that language, a way to pursue this must be considered.

The teachers' support is necessary, and the support of the pupils themselves, and the survey highlighted a real need to conduct an honest and open conversation amongst pupils and staff in schools to give everyone an opportunity to consider themes regarding their identity, ownership and all Gwynedd pupils' use of their languages and civil citizenship in the county.

A clear mission statement needs to be formed in order to root the norms in the context of the relationship between Gwynedd's citizens and the Welsh language. The norms would be inclusive and long-standing.

This would set a foundation for any practical ideas that will be implemented in schools and in the community.

As part of the statement, a series of robust and clear principles could be set which highlight that Welsh is a language for everyone in Gwynedd, no matter what the pupil's background. It is a common heritage for everyone who has chosen to make Wales their home.

The link between social use of Welsh and the pupil's age

Focus groups were held with groups of pupils from years 7, 9 and 10 in every school in the survey. In general, apart from the pupils who recognise their social use of Welsh on a high and consistent level across the school years, a pattern was seen that social use of the Welsh language declined along a pupil's period in the school.

When looking back at their period in school, the school's older pupils noted that the pupils who were most likely to speak Welsh with each other were pupils from year 7 and 8, and the older pupils can see the decline and acknowledge that they, as a cohort, have changed their language use from Welsh to English over a period of time.

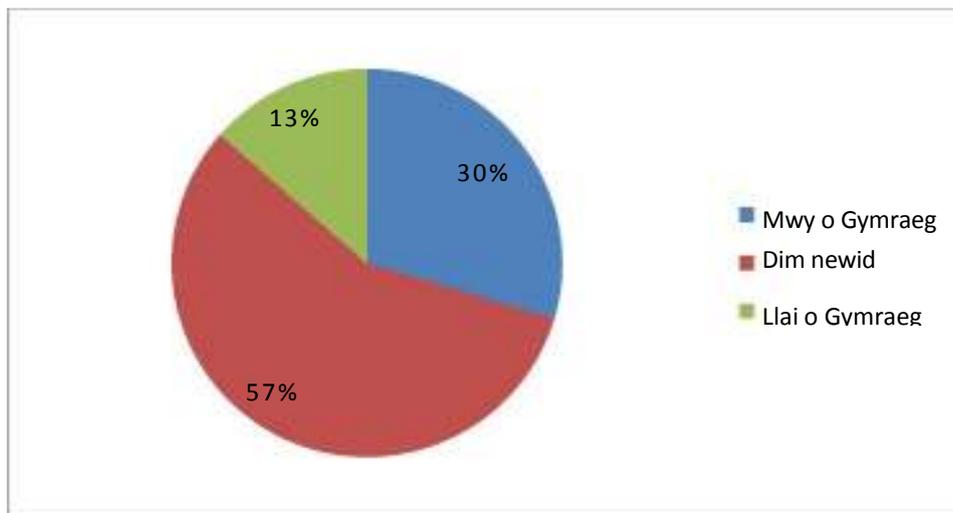
Also, when asking the school's younger pupils, they are of the opinion that their social use of Welsh will decline by the time they reach the school's older years. The main reason for this is that they see this pattern already at work; if English is the majority language of the older pupils, pupils who are influential in the school context, this detrimentally impacts the younger pupils' use of Welsh. In the most extreme cases, the social use of Welsh significantly reduces following the pupil's first weeks in year 7, as that pupil seeks to keep up with what is acceptable to his/her older peers.

Year 9 pupils were asked about their use of Welsh since year 7. The graph below shows the pattern across Gwynedd schools. Note that the percentage that stated that they now spoke less Welsh in year 9 compared with their time in year 7 is higher than the below figure of 13% in 10 of the county's schools.

Outside the classroom, how much Welsh do you speak now compared to your time in year 7?

(Sample: All Gwynedd Year 9 Pupils)

During the discussions, it became clear that older pupils were aware that their language of choice around the school had an impact on the language choice of the



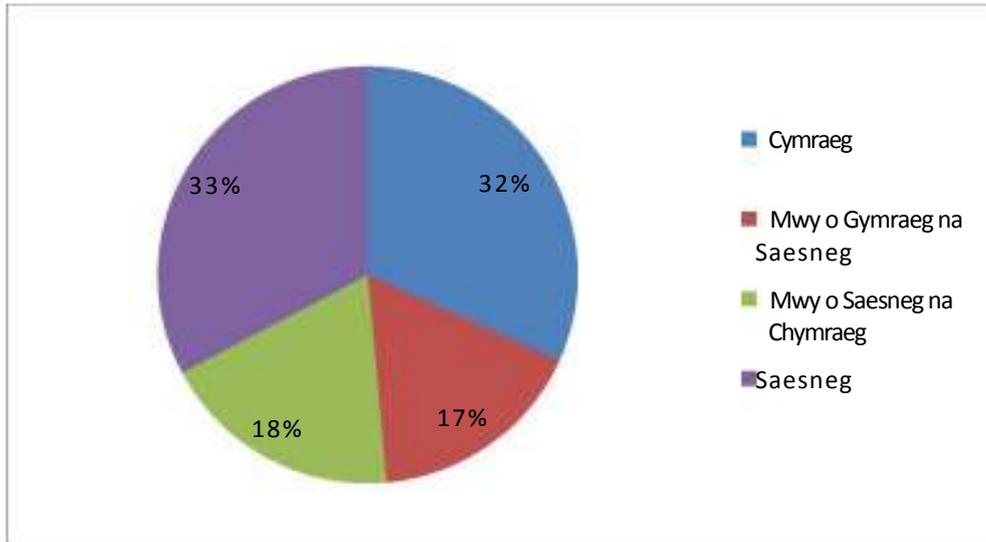
younger pupils; this should be taken advantage of by working with the older pupils in a strategic way to promote the use of Welsh with younger pupils, and as older pupils, we should think of year 10 upwards, not just sixth form (if there is a sixth form).

The school's informal contexts

Apart from the schools where Welsh is completely natural to a vast cohort of pupils, in general across the county, social use of Welsh is stronger in the most formal contexts where the school's linguistic boundaries and expectations are set clearly for everyone, and where they are consistently put to work. Year 9's responses create a picture of the pupils' social use across the school.

When there are no teachers nearby, which language do you usually speak with your friends on the school corridors?

(Sample: All Gwynedd Year 9 Pupils)

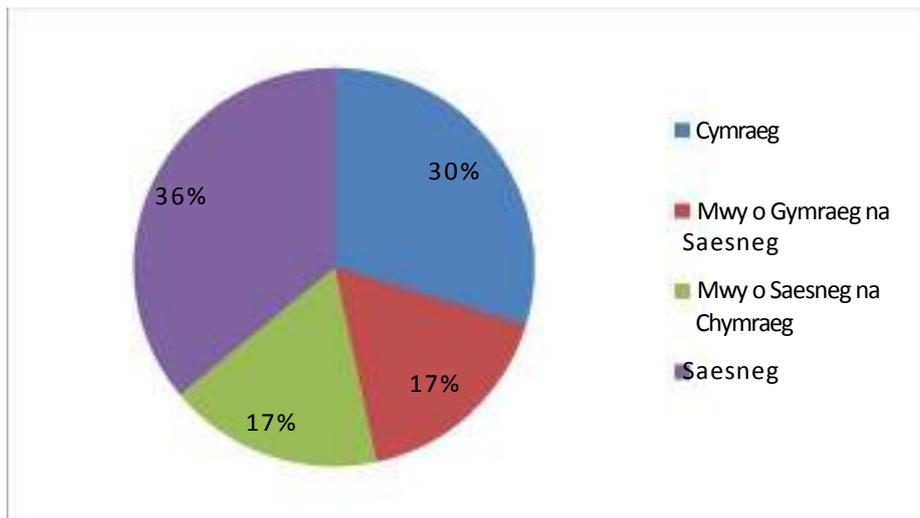


In terms of the number that noted they speak Welsh with their friends on the corridors, compared with the all-Gwynedd figure above of 32%, the percentage in 8 of the county's schools is higher than this figure, with 65% in one school noting that Welsh is spoken amongst friends on the corridors, and not only because teachers are around. In the schools that had the highest percentage of pupils who chose to speak Welsh with each other on the corridors, this level of Welsh continued from the lesson to the corridor, which again reinforces the situation's natural-ness in some schools.

In terms of the percentage of those who noted that they speak Welsh with their friends on the schoolyard, compared with the all-Gwynedd above figure of 30%, the percentage in 8 of the county's schools is higher than this figure, with 62% in one school noting that Welsh was spoken between friends on the schoolyard, and not just because teachers are around.

When

there are no teachers



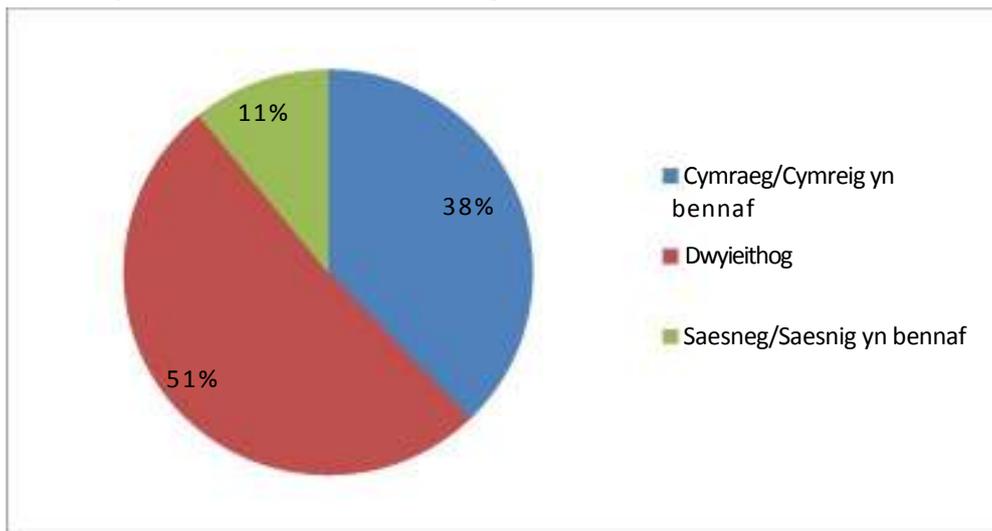
around, which language do you usually speak with your friends on the schoolyard?

(Sample: All Gwynedd Year 9 Pupils)

Therefore, in terms of the figures of all of Gwynedd, there is no obvious difference between the pupils' use of Welsh on the schoolyard, and their language use on the school corridors when there are no teachers present. It is interesting to note that there is an increase of 12% in the number of pupils who speak Welsh with their friends outside the classroom when teachers are present, although no entire-school system exists at present to promote the Welsh language; if every teacher was empowered to deal with linguistic situations confidently, it could be argued that there was a way to raise this percentage.

The pupils were asked about the schools' ethos. This is the opinion of all Gwynedd year 9 pupils:

How would you describe the school's general ethos and



atmosphere? (Sample: All Gwynedd Year 9 Pupils)

Once again, the pupils' perception of the schools' atmosphere and ethos varies in every school; in terms of a **Welsh and mostly Welsh** ethos, the figure is higher than the all-Gwynedd figure of 38% in 8 of the schools. On the other hand, the percentages of 5 schools are higher than the all-Gwynedd figure of 11% which notes that the school has an English ethos and atmosphere. The pupils noted their perception of their schools' Welshness in comparison with other schools in the county in the survey, and in general they were in-keeping with the reality that was proven during the investigation period.

The density of existing extra-curricular Welsh activities

When considering the use of Welsh naturally outside the classroom, many examples were collected of the schools' various clubs and activities. The examples are vast and include activities for all ages, such as cooking clubs, walking clubs, Welsh-medium orienteering, gardening, school radio, sports, etc.

While this is to be applauded as they give an opportunity to use the Welsh language naturally in a pleasant atmosphere, it must be ensured that an expectation to use

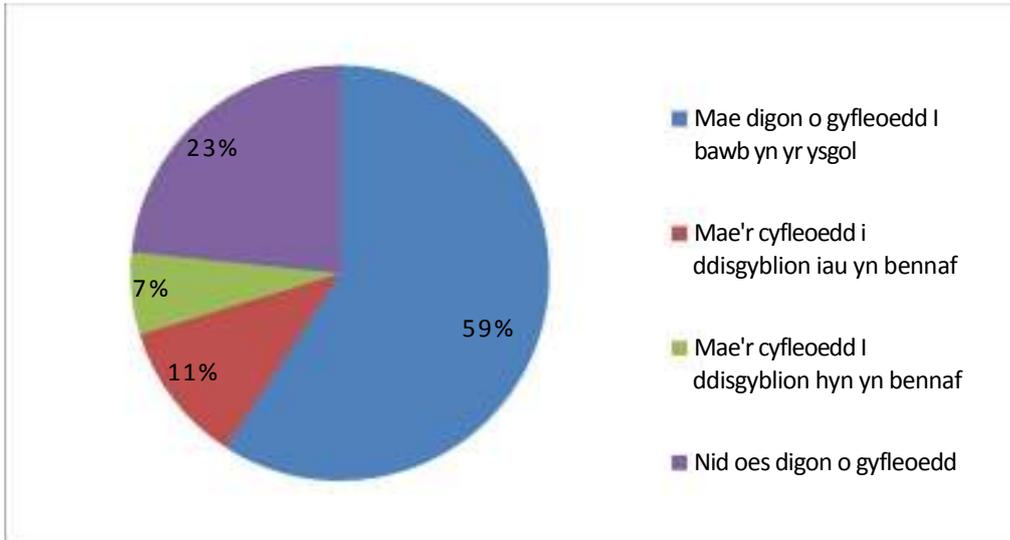
the Welsh language in these activities is confirmed. In several examples where the Welsh

language is considered 'safe' around the school, pupils' Welsh in these activities follows the same pattern in general. However, there were examples of some schools offering activities, sometimes through partnerships with local youth organisations, where the children can use Welsh or English.

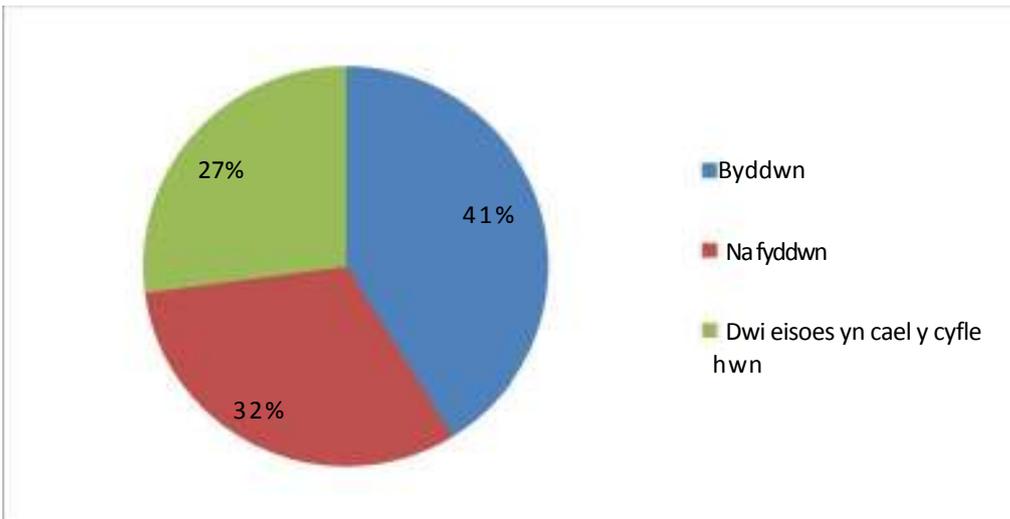
Here is the opinion of year 9 pupils about these extra-curricular activities:

How many opportunities are there to use Welsh beyond the classroom in the school? (Sample: All Gwynedd Year 9 Pupils)

Would you like if there were more opportunities to speak Welsh outside the



classroom in the school? (Sample: All Gwynedd Year 9 Pupils)



Pupils' use of Welsh in Gwynedd in its simplest form can be explained in the below picture. Of course, there are variations in every school, but the below picture explains that pupils' use of Welsh is usually stronger in formal situations, when the expectations in terms of using Welsh are made completely clear to them. When going down the list of situations the use weakens.

Current model of the use of Welsh in Gwynedd secondary schools

Use of Welsh at its strongest / Formal Situations

- Welsh subject lessons (teacher-pupil language in the lesson)
- Teacher's language - teacher around the school
- In bilingual lessons (teacher-pupil language in the bilingual lesson and teacher-pupil language outside the classroom)
- In bilingual lessons (pupil-pupil language in bilingual lessons)
- Pupil-pupil language beyond the classroom within the school building (along the corridors/clubs/in the cafeteria)
- Pupil-pupil language on the schoolyard
- Pupil-pupil language on school trips

Use of Welsh at its weakest / Informal Situations

The above is a general image of language use patterns around the school at present, but even for the schools where the use of Welsh is relatively viable, no school that was visited is in a safe situation regarding pupils' use of Welsh; every school either already faces a significant challenge in terms of the increase in the use of English, or is likely to face a challenge in the next years as a result of social changes that cannot be managed by school operation only, but they could be better coped with if an all-school system was in place regarding promoting the Welsh language.

It is important to note that in general, pupils do not choose to speak Welsh with each other based on the efforts of the school to be proactive, but due to the fact that it is completely natural for them to do so. In several cases, it was argued that there was no reason to implement a system promoting the Welsh language as the situation had been safe enough up to now.

The challenge from now on will be to ensure that the Welsh language gains its place in the informal and social contexts of every school, in order to give opportunities for pupils to live through the Welsh language.

Theme 4 Priorities: Pupils' use of the language outside the classroom

In summarising the findings of this theme, we believe that the main priorities are as follows, on a school and county level. The recommendations to accompany the priorities can be found in section 7 of this report.

School Level:

Y4.1 - it needs to be ensured that the pupils themselves take responsibility and ownership of the situation, from the perspective of identifying the need to increase the use of Welsh socially as well as holding activities

Y4.2 - an adequate density of Welsh-medium extra-curricular activities and clubs before and after school needs to be ensured, building on the current provision in schools

County Level:

S4.1 - it is necessary to continue to maintain and develop the provision for latecomers in the secondary sector, emphasising the importance of using Welsh in order to develop fluent and equal bilingual skills

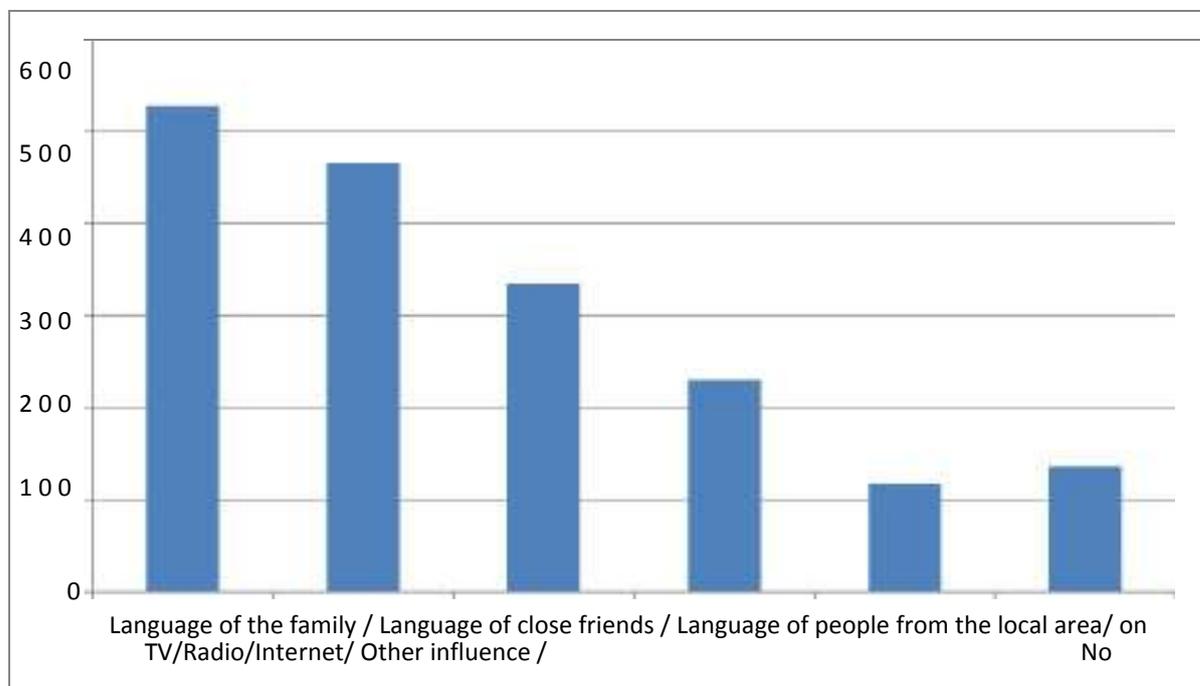
4.5 The Factors which Influence the Pupils' Language Use

One of the main themes of the survey was seeking to identify the factors which influence the pupils' language use around the school. In this section, we will seek to focus on every factor by placing them per priority.

Throughout the focus groups, this subject was discussed in order to identify and have a more detailed discussion on the factors which influence pupils' language use. The points raised are also reflected below in the quantitative question that every year 9 pupil was asked through the Qwizdom machines:

Outside school, do you think that some of the following influence your language choice?

(They could choose more than one response. Below are numbers, not percentages)



Therefore, it must be ensured that all of these, together with other factors identified below, are targeted when promoting the Welsh language.

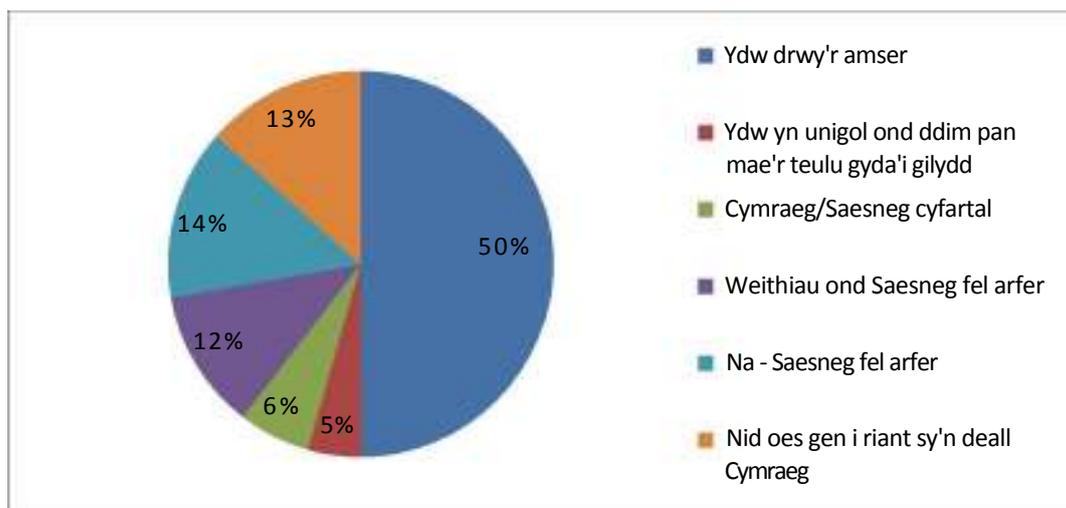
The main result above also underlines one of the focus groups' main findings, namely that the influence of the home and the language of the home on young people's language choice is very strong. It is natural that the language of the home is one of the main influences, as the family and the home are ways of introducing cultural and linguistic values to the children from a very early age, and are reinforced by them over a period of time. The young people's perception of the Welsh language and culture is usually introduced for the first time in the home, and is part of establishing the young people's trends and values towards the Welsh language.

The survey shows that there is a very strong link between the language of the home and the language spoken by the young people in school. It can also be argued that it is more likely that a young person will use Welsh in a social context in school if his grasp of the language is robust as he has links with Welsh outside school.

However, it must be emphasised that the discussions of the focus groups had also highlighted that a pupil from a Welsh home does not necessarily use the Welsh language with everyone in school, and there are contrary examples of pupils from non-Welsh homes choosing to speak Welsh with friends in school. The situation is very complex, but the home and the family remain the main influences; if we are serious about discussing the development of young people's journeys along a linguistic continuum where everyone has the opportunity to live in Welsh and to become completely confident and fluent in both Welsh and English, the home and the family have to be included in that vital discussion, and that long before a pupil arrives at school, and at key stages through a pupil's career in school.

The linguistic nature of families in our communities varies and there is an increasing number of families by now who are multi-lingual. It became clear during the survey that there were several cases where a pupil has at least one parent who can speak Welsh, but for different reasons, they do not use Welsh with the child at home.

If you have a parent who can speak Welsh, do you usually speak Welsh with them?
(Sample: All Gwynedd Year 9 Pupils)



This is a phenomenon that is seen across Wales, but it is important to note this trend as it appears on several occasions through discussions with pupils in the focus groups. 37% of the above sample over all of Gwynedd note that they do not use the Welsh language at all times with the parent/guardian who can speak Welsh in the home. In order to ensure that Welsh is established as a norm between parent and child at home (in mixed language homes or not), it must be ensured that the parent who can speak Welsh establishes the trend from the very beginning and is firm enough in their intention to use Welsh from now on. It can be argued that it is never too late to change linguistic behaviour, and that new opportunities are available to introduce the Welsh language through specific new activities or new periods in the home life.

It needs to be ensured that any values and mission that the school and county will discuss with pupils in the process of supporting their social use of the Welsh language receives support and complete commitment from the home from now on. An early and long-term strategy is needed, including work that has been co-ordinated with organisations such as TWF, *Mudiad Ysgolion Meithrin*, Primary Schools, Secondary Schools, Further Education, Higher Education and *Coleg Cymraeg Cenedlaethol* so that a Welsh linguistic pattern is commenced from the very beginning in the form of a full package. It is acknowledged that this can be challenging in some cases; despite the general support provided by parents who were questioned in the survey, an opinion was seen that some parents in the county were not as enthusiastic about Welsh-medium education, and some schools are very sensitive and aware of this attitude. The opinion even prevents some schools from positively implementing to promote the Welsh language at present, and it must be ensured that a conversation and discussion occurs at home level immediately on the school and county's linguistic mission.

Another factor which is identified in this survey is the influence of peers or friends on the language of their friends, as is confirmed in the above bar chart. A discussion on this has already been seen in the report (4.4) but the influence of individuals and groups of friends on the language of other pupils cannot be over-emphasised. The notion that "*it only takes one friend to change friends' language of conversation*" is confirmed several times in focus groups during the survey, with the strong opinion that a group of friends who would usually speak Welsh with each other turn to English in front of some friends to be polite, as they are more comfortable speaking English, and in order to ensure that those friends understand the conversation and are a full part of the discussion. At this point, the sensitivity of the situation must be respected, and it must be accepted that it is difficult to change the language pattern of a group of friends that has long since been established if we cannot provide an opportunity for them to openly discuss linguistic choices, and to have opportunities to live Welsh and to come in contact with social Welsh. There are young influential individuals in our schools, and we could work with these individuals to become positive 'catalysts' to promote the Welsh language.

Another vital point is the influence of different groups of peers on each other in the schools in relation to using the Welsh language. The point that there are cohorts of pupils in the schools has already been discussed; some are confident in Welsh and come from Welsh homes, and others who are either learners or pupils that do not choose to speak Welsh with their friends. Pupils could be seen referring to the 'Welsh' ones among them and the 'English' ones. Before any language strategy seriously succeeds, it must be ensured that the Welsh language is seen as something that relates to everyone in Gwynedd, and that those who at present do not use Welsh are considered Welsh speakers, no matter the pupil's language of the home and their current attachment to the Welsh language. Furthermore, we emphasise the need to form a clear mission statement which will be the basis of any language strategy; in order to root norms in the context of the relationship of Gwynedd citizens with the Welsh language. The norms would be ones that include everyone and are permanent ones. The aim is that this would set a foundation for

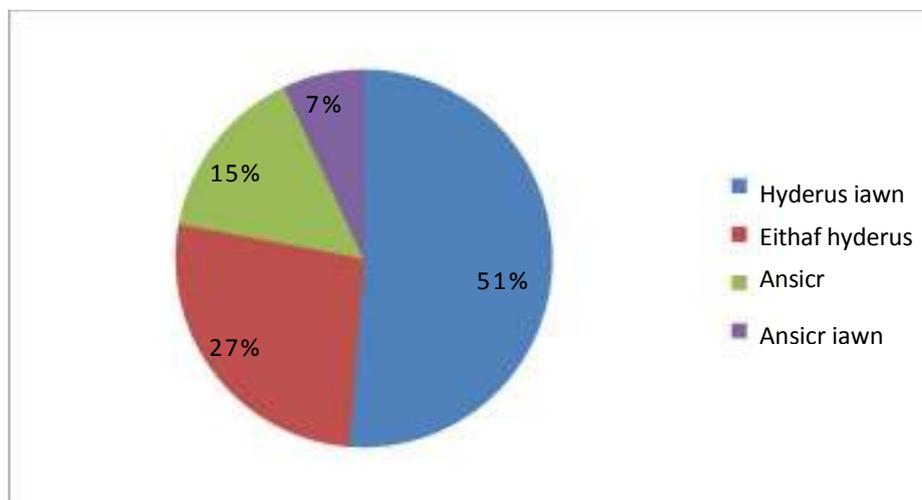
any practical ideas which will be implemented in schools and in the community. As part of the statement, a series of

robust and clear principles could be set which highlight that Welsh is a language for everyone in Gwynedd, no matter what the pupil's background. It is a common heritage for everyone who has chosen to make Wales their home. Included in this is also ensuring that pupils have a strategy in place to include latecomers in the school's Welsh activities.

The language of the local community has been noted by pupils as an influence on their use of Welsh. The more the language is heard in the community, the more likely it is to be used by pupils. The unique socio-linguistic impact of the school's communities has an effect on the language use of pupils outside the school, and these factors include the impact of immigration on the tourism industry in some specific areas. Further work is to be done on a county level to ensure that the young people's links with Welsh in the community is available through the medium of Welsh in every part of the county.

Another factor that was identified as part of the survey which has an impact on the language use of pupils is their confidence to use the Welsh language and how comfortable they are using one language or the other. A pupil who is less confident using in his or her use of Welsh is more likely to use English in informal contexts with a group of friends. Having said that, the all-Gwynedd picture (year 9 sample) is relatively positive:

How confident are you when speaking Welsh?



(Sample: All Gwynedd Year 9 Pupils)

In terms of being 'very confident' 8 schools were higher than the above average of 51%. In terms of creating opportunities for pupils to use Welsh outside the classroom, at present, the consistency of that aspect must be looked at across Gwynedd schools, arguing that not enough is being done proactively in order to offer the opportunities for pupils to speak Welsh informally with their friends, ensuring that Welsh is the main language of the activities. If some pupils have no informal register or vocabulary, it must be ensured that the school creates these

opportunities to speak Welsh and to come in contact with informal Welsh outside the classroom.

In terms of this point on confidence, pupils and staff noted that some staff had a lack of confidence when speaking Welsh with pupils, and that a lack of confidence existed amongst some members of staff in relation to promoting the Welsh language and their responsibilities to do so. A discussion must be held with staff and specific training must be ensured to support them.

Another factor that was identified was the language of the primary schools. Throughout the survey, pupils and teachers could identify the primary schools that acted most positively in relation to the Welsh language in the catchment area, identifying the language of groups of pupils in secondary schools based on their primary schools. It is likely that this pattern of inconsistency in the way in which primary schools promote the Welsh language will change over the next years following the success of the Gwynedd Primary Schools Language Charter. It should be noted that it had become clear that some primary headteachers in some schools were very frustrated at the time of the survey about the decline that has happened in pupils' use of Welsh after they reach secondary school. It is felt that all the good work the primary schools undertake to encourage the use of Welsh is lost as no full strategy exists in secondary schools as of yet. It must be acknowledged that it is not only an effort or a lack of effort by the secondary school which is at fault here, and that pupils in their teens are also facing periods of conflict against matters of all kinds, including language. This strengthens the reasoning for creating a strategy to support pupils to become completely bilingual.

Along with the above points, throughout the survey, several other factors which influence pupils' language use around the school were identified. Below notes all the identified components that will help to create a situation where the Welsh language is viable around the school. We argue that they are all things that can be changed within a school.

Whole-school factors that influence pupils' language use around the school: Setting the aim

A positive, robust whole-school strategy which exists to promote the use of Welsh (in formal and informal situations), which everyone has understood, and which is led by the Senior Management Team and supported by the Governing Body

All staff members consistently implement across the school and are aware of their role

Opportunities for staff and pupils to discuss language and identity in order to give everyone an opportunity to nurture healthy attitudes to the Welsh language

The school has succeeded to assimilate migrants (after a period in the Language Centre) with Welsh speakers

Opportunities for pupils of all ages to live through Welsh and use informal Welsh around the school. Older pupils and influential catalysts used to promote the Welsh language

Proactive and successful relationship with organisations and establishments in the local community to support the school's Welshness

The advantages of the Welsh language being clearly communicated to all stake-holders throughout the pupil's period in the school and while transitioning to the school

Constructive relationship with the school's parents in relation to using Welsh and the advantages of the language

Theme 5 Priorities: The Factors which Influence the Pupils' Language Use

In summarising the findings of this theme, we believe that the main priorities are as follows, on a school and county level. The recommendations to accompany the priorities can be found in section 7 of this report.

School Level:

Y5.1 - Increase pupils' and members of staff's confidence in the use of Welsh

Y5.2 - Target the main influences on pupils' language use as noted in the survey

County Level:

S5.1 - Form a Mission Statement to root norms in the context of Gwynedd citizen's relationship with the Welsh language. The norms would be inclusive and long-standing.

S5.2 - Ensure that the Mission Statement is a basis for any practical ideas which will be implemented in schools and in the community. As part of the Statement, a series of robust and clear principles could be set which highlight that Welsh is a language for everyone in Gwynedd, no matter what the pupil's background. It is a common heritage for everyone who has chosen to make Wales their home.

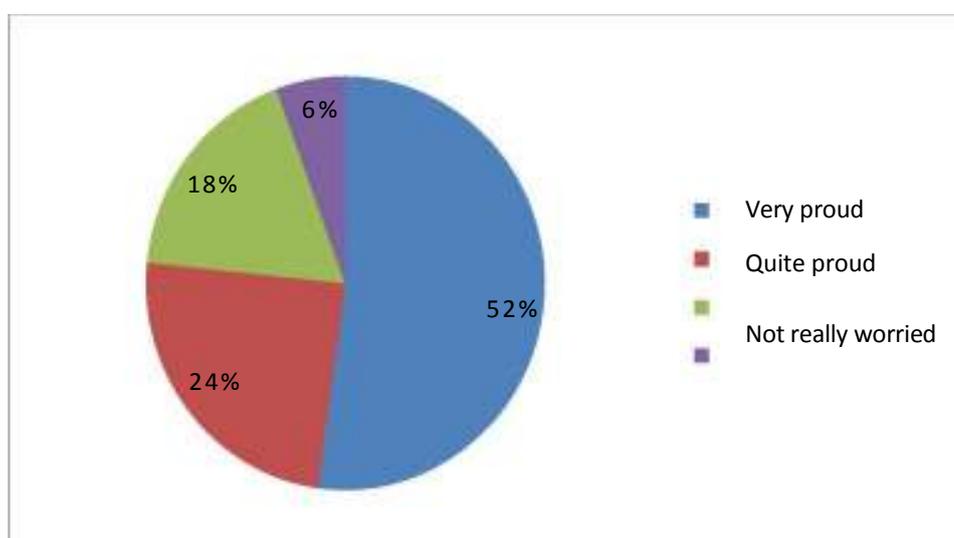
4.6 Attitudes towards the Welsh language

i) Pupils

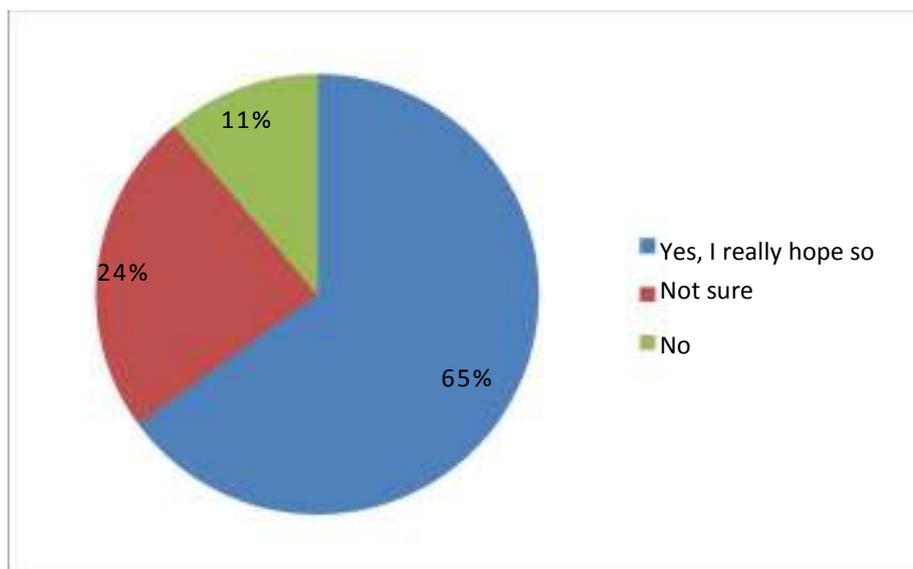
Generally, the attitudes of pupils towards the Welsh language are very positive across Gwynedd schools, and pupils are proud that they can speak Welsh and deem the Welsh language as relevant to their lives. In some schools where Welsh is a completely natural language and is used extensively in every context, the pupils did not necessarily display this pride very strongly; the language was not deemed as something emotional, but rather as a natural way of life. Across schools generally, although there are healthy attitudes towards the Welsh language they do not necessarily become linguistic practice every time.

On the whole, pupils with attitudes that appear to be negative or challenging towards the Welsh language are very scarce. However, there were individual examples of pupils who felt that large cohorts of pupils at their schools had negative attitudes towards the Welsh language and a great influence to this end, and that this can lead to a situation where naturally Welsh speaking children refuse to speak Welsh in school to avoid drawing attention to themselves. Again, this confirms the need to address the cohorts that can form among Welsh and English pupils (the confident naturally Welsh speaking speakers and the influential non-Welsh speakers). >>This brings us back to the need to create a joint understanding and mission for civic citizenship in Gwynedd, identity and psychology of the Welsh language and steps that the whole-school needs to take to change and support this.

However, in cases where the Welsh language is very strong, they do not view English as a threat at all and Welsh speakers are very confident and are in the majority in such schools. In the quantitative questionnaire for year 9, pupils were asked to respond to the following questions: ***How proud are you that you can speak Welsh?*** (Sample: All Gwynedd Year 9 Pupils)



Do you hope that you'll still be speaking Welsh when you grow up? (Sample: All Gwynedd Year 9 Pupils)



Looking at the two above graphs, it can be seen that over three quarters of the sample are quite proud or very proud that they can speak Welsh, with only 6% not at all worried. But in the second graph it can be seen that 35% of the young people (who can currently speak Welsh) are either not sure or do not hope that they will be speaking Welsh after they grow up. As well as the challenge that this attitude poses for schools that try to encourage social use in the school, it must also be questioned how fluent these pupils will be if they currently lose hold on the language, and how this links with the confidence to use the language and their probability of using the Welsh language as a result. Clear opportunities are highlighted to target the uncertain cohort of 24% in order to ensure that they receive every opportunity to use the Welsh language now and to consider their current and future language use.

ii) Attitudes of Other Stakeholders

Throughout the focus groups of the survey, attitudes of the schools' other stakeholders regarding the Welsh language was found. Generally, the whole groups indicated a desire to move the school across a linguistic continuum in terms of encouraging social use of the Welsh language, but not every school felt secure and confident in terms of the best way of going about it.

Slightly more opposing attitudes towards the Welsh language were found in some cases, which was in terms of some members of school Governing Bodies, staff and some parents. These attitudes towards language are naturally associated with the individual's values, therefore, it must be accepted that everyone will have different attitudes and perceptions about the benefits of the Welsh language. However, as we consider ways of encouraging the use of Welsh in Gwynedd, we must address these more opposing attitudes and find ways to address the field in a positive manner.

To this end, work will need to be undertaken to explain the county's mission such as developing individuals to be completely bilingual by the time they leave school, to deem each young person in Gwynedd as Welsh language speakers, and to explain the educational, social, economic and cultural advantages of the Welsh language.

In due course, if all stakeholders believe in the same mission, all this will assist schools to gain a mandate to act to promote the Welsh language.

Theme 6 Priorities: Attitudes towards the Welsh language

In summarising the findings of this theme, we believe that the main priorities are as follows, on a school and county level. The recommendations to accompany the priorities can be found in section 7 of this report.

School Level:

Y6.1 - ensure processes and activities to nurture healthy attitudes towards the Welsh language

Y6.2 - create opportunities to hold an honest dialogue about identity, Welshness and language use on a whole-school level

Y6.3 - ensure pupils' ownership and support on any matters when starting to act for the benefit of the Welsh language

County Level:

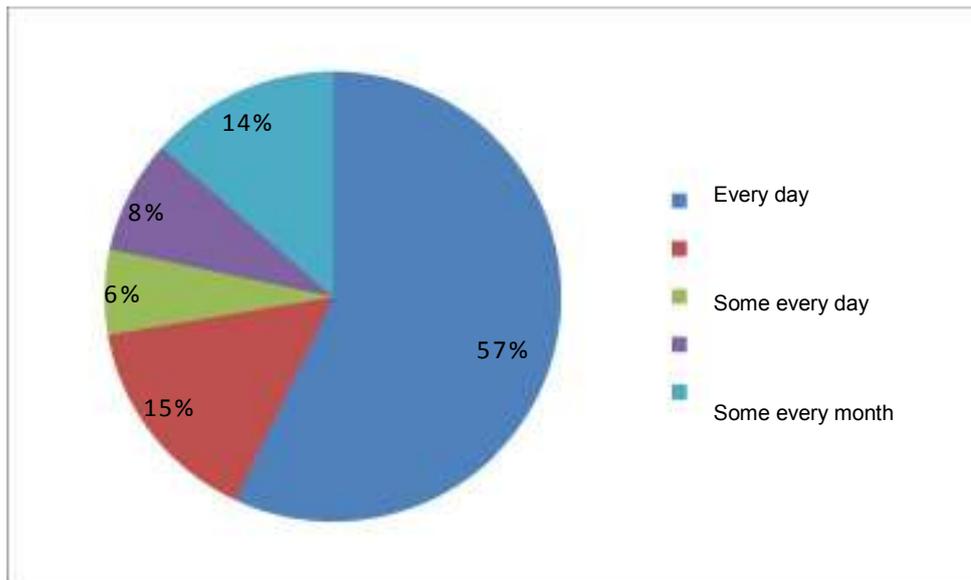
S6.1 – market the Welsh language and the advantages of bilingualism in a positive manner to all Gwynedd residents

4.7 The Welsh language outside the school

Pupils' language use in the community was discussed with every focus group and a discussion was also held on it at the planning workshop in Nant Gwrtheyrn. In order to safeguard the entirely natural use of the Welsh language among children and young people in the schools, a partnership between the school and the community must be ensured and school efforts alone cannot be expected to be sufficient in order to ensure natural informal use of the Welsh language without the young people identifying real opportunities to live their lives in Welsh. Bearing in mind the main influences already noted by the pupils, we can see that the neighbourhood, the wider community and the family are key partners in the effort to promote young people's social use of Welsh in Gwynedd.

As seen below, the general picture in the county provides a positive baseline in terms of young people's contact with the Welsh language outside school, with 57% of survey pupils speaking Welsh everyday outside school life. Only 14% of the sample stated that they never use the Welsh language outside the school.

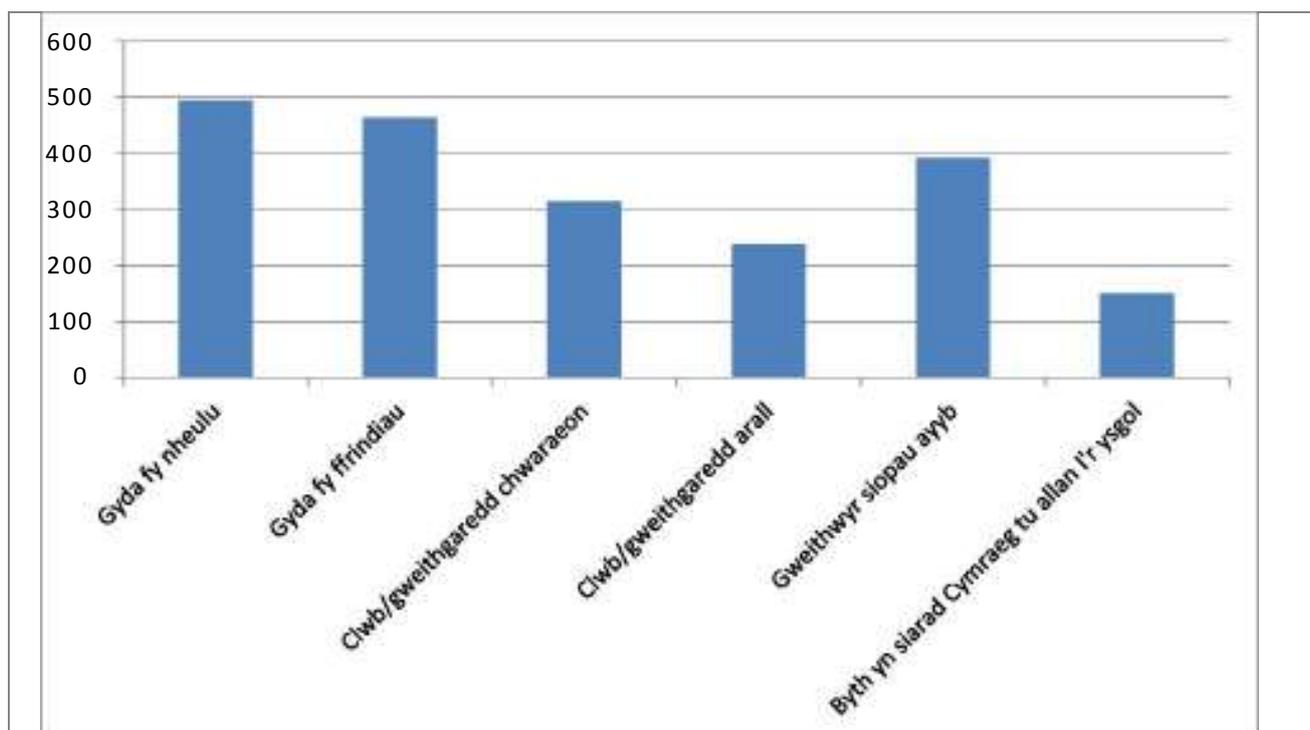
How often do you speak Welsh outside school life? (Sample:



All Gwynedd Year 9 Pupils)

Year 9 pupils were asked about their use in different domains in the community as shown below. It is a positive picture and only 150 pupils from the sample state that they never use Welsh outside the school. It must be borne in mind that this sample only includes year 9, therefore, the actual number in each school is likely to be higher than this. On a county level, it must be ensured that attractive opportunities are offered so that everyone deems the Welsh language as relevant to their lives and that it is possible to use the Welsh language in informal and social contexts.

In what situations do you usually speak Welsh outside school? (they had the right to choose more than one answer – numbers are noted below, not



percentages) (Number in the sample: 724)

i) Factors under County Council control

One theme that was raised in a number of schools, which must be addressed, was the county’s Leisure Centres and Youth Clubs. It was noted on many occasions that pupils attend football, rugby, netball clubs or swimming lessons at the Leisure Centres and examples were given of pupils attending youth clubs in the area. When enquiring about the language use of leaders of the clubs and societies in question, pupils gave a number of examples of staff of the organisations in question who can speak Welsh speaking English with the children. This was discussed with Hunaniaith during the survey. We understand that some language awareness work has already been undertaken with Gwynedd Youth Club officers, but it is clear that the Welsh language is not offered proactively enough by those officers who can speak Welsh across the area.

In one part of the survey, the situation was discussed with the manager of the Youth Service and Leisure Centres. He confirmed that every officer can speak Welsh and that it is an essential skill for the post but that no official monitoring of Welsh language use took place. All youth club leaders can speak Welsh but again it was not possible to confirm their use of the Welsh language. They try to get Welsh speakers to hold sessions at the clubs, but it is not always possible and sometimes non-Welsh speakers must be invited, with the club leader there to encourage the use of Welsh. It was noted that young people are very aware of Welshness within

school boundaries but that they want to rebel against the Welsh language outside the school; a factor that can affect the language of the activities.

Youth officers and community leaders have a great influence over young people, and therefore there is a need to look at these organisations' community provision in detail and offer them a positive plan and assistance to use their Welsh amongst themselves and with the young people.

The impact of the County Council's planning policies and economic policies must be considered on Welsh indigenous communities and on the linguistic position of the county's schools, as they have the power to strengthen or weaken a school's position.

ii) **Factors that are not under County Council control**

It was noted in certain areas that some local football and rugby clubs follow the same trend, namely that trainers who can speak Welsh do not use Welsh with the children. Perhaps the influence of Gwynedd Council on these local organisations will be less powerful, but through a partnership with Hunaniaith and/or the school it is possible that specific schemes could be put in place to promote the Welsh language in local clubs.

Therefore, in terms of young people's leisure time in their communities, the main activity noted by young people across Gwynedd was the various sport clubs and activities, the Local Authority's Youth Clubs, Young Farmers' Clubs and Leisure Centres. With regards to the ability to attend Welsh-medium activities outside the school, this varies across the County. There were examples of a complete lack of Welsh provision in some areas, with other areas buzzing with Welsh activities. The Young Farmers' Clubs have been noted on many occasions in the survey as an example of a successful Welsh-medium activity. Also in general, pupils called for more opportunities to use their Welsh in community activities across the area.

Interviews with officers from the Urdd and YFC were also held. In terms of Urdd activities on a community level, they noted that this included the provision of *adrannau* and *aelwydydd*, sport competitions, *eisteddfodau*, trips to Glan-llyn and various other places. Those who attend Urdd activities usually choose to do so as they are fluent and confident in the Welsh language. Some speak English but they are usually drowned out by the Welsh speakers. In terms of contact for the Urdd with each school, it was mentioned that this needed to be strengthened and that all staff's awareness of Urdd opportunities needed to be raised. Should there be more finance available, it was noted that they would want more of a role within schools.

In terms of YFC, the organisation's administration in the area is entirely Welsh and everything is held and provided through the medium of Welsh. There is no demand for them to undertake things bilingually. It was noted that there is no need to currently monitor the situation as the staff are Welsh speakers and all volunteers also speak Welsh.

In a conversation with the Urdd, it was noted that they and YFC attend a language forum arranged by Hunaniaith but the youth service is not a part of it. Every partner gets the opportunity to report on activities and it was noted that it would be good to be able to arrange more on a joint basis.

The Urdd and YFC noted that friends was the main factor in terms of influencing young people's language use outside school. Conversation tends to turn to English if there is one less confident friend in the group. It was noted that social media is a challenge as young people tend to use English on Facebook and Twitter.

It was also noted that the image of the Welsh language was a challenge, with some young people believing that it was less cool to speak Welsh. Everyone agreed that it was very difficult to change people's language practices, patterns are established when people are very young.

In terms of general opportunities for young people in the community, it was noted that every youth organisation was currently mapping the provision and that organisations were collaborating. However, a lack of money and human resources are challenges that face organisations as they try to expand their provision in every part of the county.

iii) The Media and Social Media

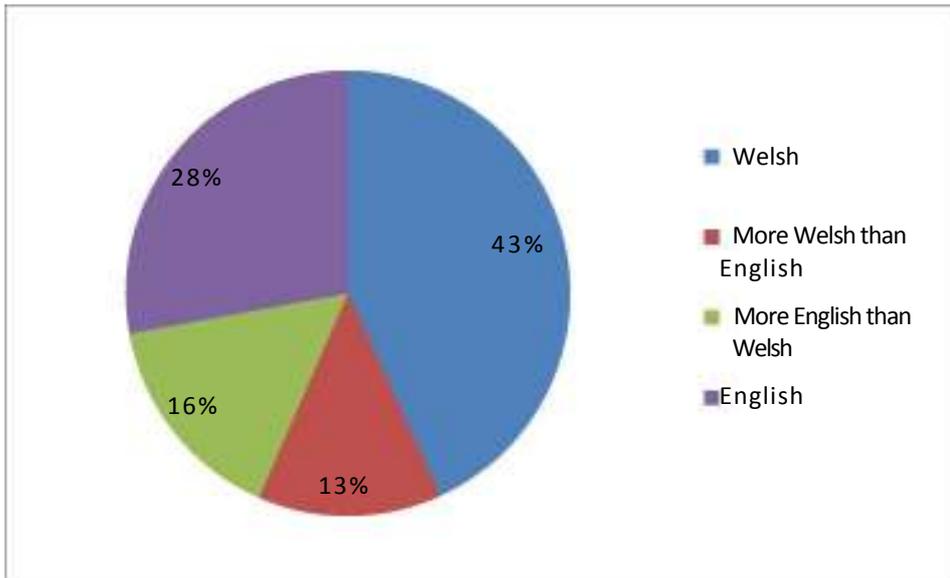
Generally, the survey indicates that pupils' language medium on platforms such as Twitter and Facebook usually reflect the language of their relationship with the friends in question. Two friends who speak Welsh together would be likely to communicate together in Welsh on Facebook. This was especially true about the language of text messages to friends who can speak Welsh as the language is personal between those two persons. Pupils said that there was more of a tendency to use the English language on Facebook as the circle of friends that looks at the webpage is wider than the circle that looks at a 1:1 text message.

Having said that, attention must be given to the fact that young people's language use does not always belong to specific, fixed domains. As the English language has such a strong influence on the lives of the majority of us, it is natural that Code Switching occurs, unknowingly to an extent, as the young people of today communicate.

It was seen in several cases in the survey that young people switched back and forth between Welsh and English (longer words and phrases in some cases) when chatting with each other and as they communicated electronically.

In the graph below, this practice of switching language codes is clearly shown to us in their use of text messages.

Which language are you likely to use when sending a text message to a friend who can speak Welsh?



(Sample: All Gwynedd Year 9 Pupils)

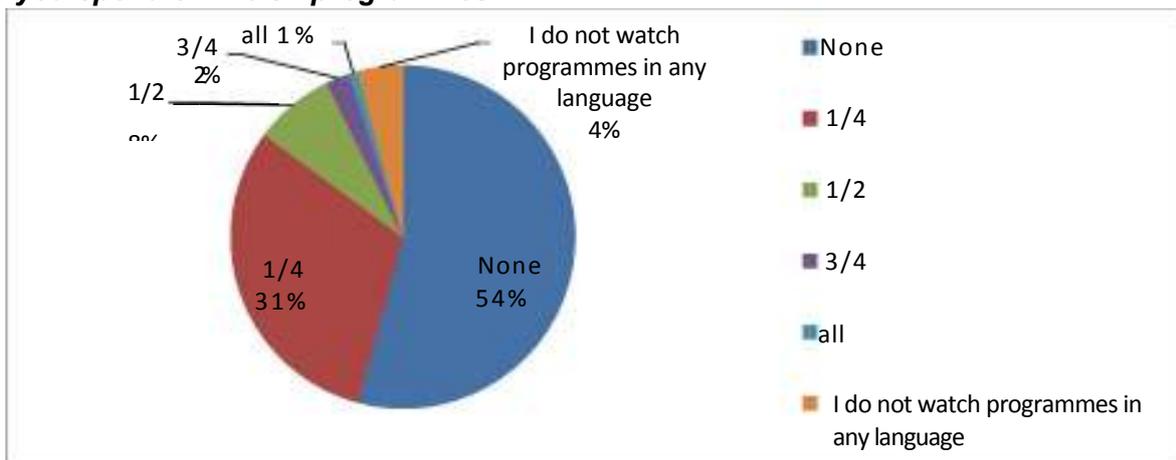
Although a vast number choose to communicate in Welsh, the above is a pattern of the complexity of the linguistic situation.

The young people were also asked about their awareness of Welsh music and television, and their involvement with these at home. Pupils are aware of Welsh programmes through S4C and Clic and popular programmes in every school included C'mon Midffild, Stwnsh, Y Gwyll, Sgorio as well as Rhaglen Tudur Owen and C2 on Radio Cymru and others in some areas noting Radio Refail, Heart FM and Capital FM. However, pupils across the County criticised that there is not enough suitable television programmes for young people. Pupils were asked the following quantitative question.

Examining the graph below, in terms of looking at the influence of the media on pupils' language use, attention must be given to the fact that over half the pupils do not watch Welsh programmes at home. Having said that, 31% of them spend a quarter of their television watching time watching Welsh programmes and the remaining 11% spend up to 50%-100% of their television watching time watching Welsh programmes.

However, work is required to raise awareness of Welsh programmes in the home, and ensure that young people's voice and opinion from all parts of Wales are reflected in the commissioned programmes.

Of all the time you spend watching programmes on TV/the internet, how much of that time do you spend on Welsh programmes?



Theme 7 Priorities: The Welsh language outside the school

In summarising the findings of this theme, we believe that the main priorities are as follows, on a school and county level. The recommendations to accompany the priorities can be found in section 7 of this report.

School Level:

Y7.1 - develop a community dimension and give rise to opportunities for pupils, in the name of the school, to network with local societies and organisations, so that pupils receive every opportunity to use Welsh (especially those who are less certain / less confident) in situations outside the school.

Y7.2 - promote and market the Welsh community provisions that are available by Gwynedd Council and other organisations.

County Level:

S7.1 - ensure that Gwynedd Council Leisure Centres are proactive when offering opportunities to use the Welsh language outside the school with a full programme of Welsh-medium activities.

S7.2 - ensure that the Gwynedd Council Youth Service is proactive when offering opportunities to use the Welsh language outside the school with a full programme of Welsh-medium activities.

S7.3 - ensure a county strategy in order to create opportunities for every young person in Gwynedd to be able to use community services in Welsh, in whichever part of the county they live.

S7.4 - ensure that Gwynedd Council's housing and planning policy considers the impact of housing development and migration on the Welsh language in the

5. GWYNEDD YOUNG PEOPLE WORKSHOP, NANT GWRTHEYRN

At the end of the summer term, a one-day workshop was arranged in Nant Gwrtheyrn in order to obtain the input of Gwynedd young people to develop a progression to the Primary Language Charter.

The aim was to research further and start gathering practical and strategic ideas from the school pupils on methods of having a positive influence on their language use. It was decided to extend an invitation to three representatives from every secondary school (one pupil from every key stage) along with the Welsh Language Champion from the school staff. Every school in the county was invited, and 11 schools attended on the day.

The main recommendations the young people presented to us in the workshop have been included in the Recommendations at the end of this document. The value of undertaking the workshop must be emphasised; the pupils' response to the Welsh language challenge along with their strategic ideas were inspirational.

We certainly recommend that a forum like this needs to be arranged on a regular basis in order to ensure that the voice of the pupil is at the root of any strategy to promote the Welsh language in Gwynedd, and that they are a central part of any future schemes to ensure full ownership, in accordance with their wishes.

These were some of the young people's main recommendations during the day. Following extensive discussions in the morning about their current use of the Welsh language and to respond to some linguistic challenges that were set to them, they were asked per group to decide what type of role the stakeholders should have when promoting the Welsh language on a whole-school level. Every group was given an opportunity to discuss each theme.

Pupils' Whole-school Recommendations

(They are also referred to under Main Recommendations in section 7)

5.1 Role of Teachers

- There is a need to deal with the use of Welsh and English by doing things practically and starting a conversation in Welsh. Concentrate on responding positively rather than negatively.
- There is a need to discuss with pupils why the language is important, by introducing the advantages and trying to link the Welsh language with economic advantages.

- Teachers should start every conversation in Welsh if the pupil understands Welsh, and not turn to English with second language pupils.
- Promote and encourage pupils to speak Welsh.
- Establish a county language unit for teachers to improve their Welsh skills/confidence.

5.2 Role of Parents

They noted that parents have the greatest influence

- Offer support and encouragement for non-Welsh speaking parents.
- The County/school to arrange Welsh Courses for parents.
- Try to encourage parents to underline the importance of using Welsh with their children and emphasise this connection with their children's development. Parents need to know more about the importance of the language when children are young.
- Parents need to set an example by speaking Welsh at home.
- Schools should not be influenced by some parents' anti-Welsh attitudes – schools need to be confident so that they do not compromise the language.
- Parents should encourage children to read Welsh, watch some Welsh programmes, promote Welsh music and encourage them to attend Welsh clubs e.g. swimming, football.

5.3 Community Organisations

- Leaders of community organisations to attend a language awareness session.
- Make Welsh an essential skill for the appointment of posts in community organisations (*this already happens to a vast degree*)
- The Welsh Government and the Council to provide financial assistance for community businesses that offer activities in Welsh.
- Ensure that all leisure/social activity is available through the medium of Welsh. Try to encourage the private sector as well.
- Ensure that non-Welsh speaking families have contact with Welsh social and leisure activities so that they can learn Welsh.
- More Welsh-medium clubs are required in every part of the county – the current ones are not sufficiently marketed either.

5.4 Role of Pupils

- Schools need to come together to talk about the Welsh language.
- Establish a new group concentrating solely on the Welsh language.
- Appoint a language officer in the schools to promote the Welsh language.
- The pupils themselves should make an effort to speak Welsh if it is a Welsh school.
- Develop Informal Welsh: Informal lessons for pupils to chat in Welsh.
- Pupils need to start conversations in Welsh.
- Present a discussion topic for pupils: do individuals understand the impact one has on the language of an entire group?
- Clear rules required regarding speaking Welsh.

- All school activities need to be available in Welsh.
- More Welsh clubs and opportunities to speak Welsh informally in the school.
- Confident pupils need to speak Welsh with less confident pupils.
- Culture: Establish a school radio and hold Welsh gigs. Potential to establish a all-Gwynedd radio?
- Speak Welsh immediately with new children who come to the school and during bridging week in order to establish language practices.
- Have 15 minutes at registration time to have additional Welsh lessons.
- Promote the Welsh language on a visual level around the school (Badges, posters, advertisements, announcements to encourage people to speak Welsh).

5.5 Role of the School Council

Generally, it was agreed that the school Council does not influence language use

- Need to ensure the Council's status, influence and effectiveness, and expand on the discussion topics to address language use.
- School council requires a language strategy or language manifesto/plan that includes parents, pupils, teachers, other staff and the community.
- The school to act on the school's ideas.
- Pupils to bring matters before the Council e.g. language used by teachers with pupils.
- School council to have the right to invite language organisations to come in.
- A voice required for pupils who are less confident in Welsh.
- More encouragement required to speak Welsh during the lunch hour and break time.
- Every activity arranged through the school should be in Welsh.

5.6 Role of Other Staff

Expectations:

- Need to establish a language constitution.
- Staff need to set an example.
- Everyone needs to have simple Welsh (formal language register not expected every time)
- Campaign to get staff to start conversations in Welsh.
- Award staff who make an effort in Welsh.
- Send teachers on courses so that they can learn.

The Welsh Language First:

- 'I speak Welsh' badges for staff.
- Posters to remind everyone in the school to start conversations in Welsh.
- Start every conversation with every pupil in Welsh.

- Come up with fun methods to get the canteen staff to speak Welsh and set an example.
- If they can, staff have to speak Welsh with pupils.

Staff Welsh Language Skills:

- The same clear rules for staff and pupils in terms of the Welsh language.
- Establish a language unit/bootcamp for staff.
- It should be compulsory for all school staff to either be fluent in Welsh or a Welsh learner.
- The school should provide support for all school staff who want to learn Welsh in order to do this.

6. IMPACT MEASURING METHODS

The following steps are suggested as a starting point to measure the impact of increasing social use of Welsh in Gwynedd's secondary schools.

- 6.1 LEA to contemplate the recommendations and consequently formulate an action plan in response to the research (within 3 months of implementing a Pilot Scheme - see below).
- 6.2 Specifically monitor year 7 during Autumn term 2015 to ensure continuation of the work undertaken in the Language Charter in the Primary Sector. Consider using the language co-ordinators who already exist between the Primary and Secondary sectors to monitor this.
- 6.3 LEA (through challenge officers) discussing the specific themes of individual schools with them (within 6 months).
- 6.4 Give consideration to act either on a whole-school level from the start or per Key Stage – KS3 to start with progression to KS4 and the Sixth Form over a period of three years (2014-17).
- 6.5 Run a Pilot Scheme for a period of one year in two schools, following 100 pupils (2014-2015). Choose schools based on the potential/promise to display progress, and in so doing, to be Lead Schools that will be ready to share their best practices and experiences with other schools. Both schools can be in different positions on the 'continuum' in terms of current language use.
- 6.6 LEA to support schools to create an Action Plan under the wing of the framework and offer a relevant training provision, incorporating the main themes of the County Report, whilst also making use of the school-specific feedback offered by the outcomes of the research (by Summer 2015).
- 6.7 The Action Plan to be part of the School's Development Plan and therefore monitored by the Governing Body and by the authority's officers. This aspect has been formulated for the 2015-16 academic year.
- 6.8 A designated governor, the Language Champion from amongst the staff and a Pupil representative to jointly monitor linguistic developments (in accordance with the Action Plan) and formally report back to the Governing Body.
- 6.9 LEA to support schools when implementing their plans - agree on which priorities to set in what order for the individual school. This can be coupled with the aims of the Secondary Language Strategy. Initially focus on quick gains to be achieved within a year e.g. confirm a Welsh ethos by establishing/strengthening language use in daily communication, whole-school activities, administration, signs and posters, documents and websites (2014-2015).

6.10 Monitor the results and evaluate progress using a variety of methods (on a permanent basis) such as:

- Develop a Self-assessment Tool (terminal) - develop a new tool that will measure / quantify the informal use of the Welsh language around the school
- Language Use Steps Questionnaires (Welsh Government) and / or opinion surveys to specifically include the Voice of the Pupil (on a terminal basis)
- Reconvene Focus Groups (within eighteen months)
- Measure the percentages who sit Welsh First Language exams (annually)
- Measure the percentages who study subjects through the medium of Welsh (annually)
- Record the number of staff who had an opportunity to learn/refresh their Welsh (annually)

6.11 Evaluate progress in general (and continually) by scrutinising:

- a) standards
- b) use
 - in the school
 - in the community
- c) leadership

6.12 External practitioners to accredit the level of the Welsh language by visiting every school (every two years after commencement of the Strategy).

It is suggested that the above points could be set out in a table / matrix noting the steps over time, such as the following:

Time	LEA	Schools
Autumn Term 2014	Draw-up a County Action Plan	Contemplate the report and the school-specific report
Spring Term 2015	Launch the Action Plan	Monitor Y7 language use, by building on the work of the Primary Charter and ensuring progression Publish an Action Plan and incorporate it as part of the SDP

Summer Term 2015	Decide on pilot schools/lead schools Monitor creation of the school plans	Implement quick gains
Autumn Term 2015	Monitor the action	Action continuing
Spring Term 2016	etc. (encompassing points 1-12 above here and there)	
Summer Term 2016		

7. PRIORITIES AND RECOMMENDATIONS

7.1 Priorities and Recommendations at County Level

Following the main findings of the survey, we have prioritised the main themes, and have given recommendations for action. Listed below are the county level recommendations for the attention of Gwynedd Council. Recommendations for whole-School level can be seen in a separate table.

Priority	Recommendation	With Cooperation	How we know that we have reached the aim
<i>1. Defining the linguistic nature of Schools</i>			
1.1 It is necessary to clearly define the linguistic category or level of each school.	<p>The Council needs to define a clear aim and linguistic level for each school in order to avoid confusion and assist schools to develop a Welsh language ethos and cause them to move significantly along the linguistic continuum.</p> <p>Ensure that these aspects interweave into the secondary Language strategy when that strategy is developed.</p>	Schools and Councillors	A clear linguistic direction specified for the future of each school, so that all schools understand their individual requirements in terms of realising the county policy.

<p><u>2: The way in which schools promote and facilitate the use of the Welsh language</u></p>	<p>2.1 Ensure the commitment of all Gwynedd secondary schools to increase their social use of Welsh in formal and informal situations, setting specific aims to ensure that every secondary school follows the same direction on the language continuum.</p>	<p>Establish a secondary language strategy in order to continue with the pioneering work made by the Language Charter in primary. Schools to implement the strategy formulated jointly with all stakeholders.</p> <p>This to be included as part of the brief of the Working Group to Influence Children's Social Use of Welsh.</p> <p>Place a specific agenda item for the Strategic Planning Group and work closely with the Working Group to Influence Children's Social Use of Welsh.</p>	<p>Gwynedd Council's Working Group to Influence Children's Social Use of Welsh Headteachers Hunaniaith</p> <p>Joint-understanding gained from the need to raise the levels of pupils' use of the language in every school, together with a full understanding of how this can be done.</p>
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	<p>Schools to monitor progress via an agreed arrangement. Use the language use tool (eg Welsh Government's Language Use Steps/ /adaptation of adaptation of language use measurement tool in the Primary Charter) at the start of every term with a specific cohort of pupils.</p> <p><i>(this may be trialled with 100 pupils in 2 pilot schools over a specific period of time – jointly with Hunaniaith).</i></p> <p>See Section 6 in the Report on Measuring Impact.</p> <p>Establish a Gwynedd People's People's Forum to meet occasionally in order to give feedback to young people on methods to increase the use of Welsh outside the classroom The discussions and decisions of the forum will need to feed into a strategy and supervision of the above Working Group / Forum. This would give status to the opinion of young people.</p>	<p>Cross-section of 3 pupils from every secondary school in Gwynedd, Hunaniaith and relevant officer from the Education Department and community representation. Welsh language Champions in every school.</p>	<p>Schools have monitored progress via an agreed arrangement and report on progress.</p> <p>The young people are an integral part to steer the language strategy in Gwynedd.</p> <p>The forum's messages and campaigns have been communicated clearly to stakeholders of each school.</p> <p>The LEA monitors the development and implements the school-level recommendations (found in a separate document) in all the schools.</p>
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<p>2.2 Ensure support and appropriate opportunities for staff to learn Welsh or improve their existing skills based on the needs of each school.</p>	<p>There is evidence that many staff want to learn the language or improve their skills and although a school cannot always provide for all, it can prioritise and decide which section of staff – based on a rolling programme – should have an opportunity to receive training; doing so within working hours would be an asset, and in order to achieve this the Authority could consider giving additional and specific assistance to schools that have a low baseline in terms of the Welsh language to give the developments momentum</p>		<p>Assistance has been organised to help staff to learn Welsh or improve their skills.</p> <p>Additional and specific assistance to help staff in schools that have a low baseline in terms of Welsh, in order that staff can learn Welsh or improve their skills.</p>
<p>3: Language Use and the Curriculum</p>			
<p>3.1 Establish a more robust Structure/policy to prevent language loss during the key stages and specifically KS2 – KS3 to ensure strong progression and linguistic continuum</p>	<p>Ensure language progression between KS2 and KS3 via a robust primary/secondary transfer policy.</p>	<p>Primary and Secondary Schools.</p>	<p>Reduction in the loss of those who study Welsh First Language between the key stages and increase in the number of pupils who study subjects and sit examinations through the medium of Welsh. Monitor progress annually.</p>

<p><i>4: The pupils' use of language around the school</i></p>	<p>Develop a more specific strategy for schools when they welcome latecomers back from the Language Centres, in order to support and build on the good work done there, by offering more after-care and every opportunity for these young people to gain more confidence when using Welsh with their peers and with school staff. Also, give attention to develop opportunities to use Welsh in the community. Consider matching a pupil with a pupil/member of teaching /ancillary staff to develop confidence when speaking socially</p>	<p>Secondary Language Centres</p> <p>After-care strategy and active and effective support of latecomers being monitored</p>
<p><i>5: Factors that influence the pupils' use of language</i></p>	<p>Formulate a Mission Statement with representation from among the pupils, school staff, Hunaniaith and County Officers.</p>	<p>Gwynedd Young People's Forum/Working Group to increase the Informal Use of Welsh</p> <p>Every young person in Gwynedd to included in the discussion regarding Welsh, whatever their home language and their current attachment to the Welsh language.</p>
<p>5.1 Formulate a Mission Statement in order to embed the norms in the context of the relationship between Gwynedd citizens and the Welsh language. These norms will be inclusive and long-standing</p>		

<p>5.2 Ensure that the Mission Statement is the basis for any practical ideas implemented in schools and in the community. As part of the Statement a series of robust and clear principles could be established that emphasise that Welsh is a language for all in Gwynedd, whatever the pupils' background. It is a legacy that is common to all who have chosen to make Wales their home.</p>	<p>As part of the principles, specific attention should be given to areas such as Citizenship and the Welsh language as a civic matter; the role and responsibility of different stakeholders throughout Gwynedd and nationally; Celebrate linguistic diversity and establish norms that include all.</p>	<p>Gwynedd Young People's Forum / Working Group to Increase the Informal Use of Welsh</p>	<p>Those who are not as confident in their use of Welsh will be empowered to make decisions about their language choices. This means that they follow the linguistic continuum in the correct direction, in order to become completely fluent in Welsh and English.</p>
<p>6: Attitudes towards the Welsh language</p>			
<p>6.1 Positive marketing of the Welsh language and the benefits of bilingualism to all Gwynedd residents</p>	<p>Continue with the good work of Hunaniaith and develop a marketing programme by targeting different sectors over a specific period.</p>	<p>Hunaniaith</p>	<p>Develop methods to measure the impact by tracking individuals and conduct focus groups to identify changes in language conduct and attitudes towards Welsh.</p>
<p>7: Welsh beyond school boundaries</p>			
<p>7.1 Ensure that Gwynedd Council Leisure Centres are proactive when offering opportunities to use Welsh beyond school boundaries with a full programme of activities through the medium of Welsh</p>	<p>The Council should give strong guidance, note clear expectations and provide relevant training to workers in the County's Leisure Centres by trying to normalise Welsh in Leisure Centres.</p>	<p>Leisure Centres, Physical Education Departments in Schools, Hunaniaith</p>	<p>Leisure Centre staff understand the mission, the County's aim and objective regarding using Welsh, what are the expectations from them as leaders regarding Welsh and they are confident when offering Welsh in activities.</p>

	<p>It appears that there is a policy to employ Welsh speakers but this does not always lead to them using Welsh.</p> <p>Generally, Gwynedd could map map and formulate a cohesive vision to ensure that there is a full place for Welsh in the community activities within the Area/Authority's school Catchment areas.</p> <p>Language Awareness Training has been organised for staff to understand the value of their contribution in terms of the Welsh language and assist them to plan bilingual sessions.</p> <p>Ensure that Leisure Centre staff in the county commit to their duty to use Welsh with young people at these Leisure Centres.</p>	<p>Gwynedd Leisure Centre staff and managers, Physical Education Departments in Gwynedd schools.</p>	<p>They will be able to deal with complex linguistic situations and create a Welsh ethos for their activities.</p> <p>Full details about the language medium of sessions in Leisure centres fed back to the Authority</p> <p>Vision and mission regarding language use mapped cohesively and distributed across all the County's areas.</p> <p>All staff/coaches offer Welsh first in every Leisure Centre. Trainers trained appropriately in order to deal with mixed language situations to ensure a prominent place for the Welsh language.</p> <p>Language training provided for staff who need to reach appropriate levels in Welsh.</p>
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<p>7.3 Ensure a county strategy in order to create opportunities for every young person in Gwynedd to be able to use community services in Welsh, in whatever part of the county they live.</p>	<p>It does not appear that every school has access or consistent operational support from community organisations. It would be very beneficial to draft a vision and coordinate activities to ensure that there is a fuller place for Welsh in the activities provided in the school's area.</p> <p>Consider jointly with the Urdd the possibility of locating the organisation's offices within schools.</p>	<p>Hunaniaith, The Urdd and other community organisations</p>	<p>Hunaniaith/the Council have provided a vision and consequently support for schools coordinating activities to ensure a fuller place for Welsh in the schools' areas.</p> <p>Discussions have taken place jointly with the Urdd with the intention of locating the organisation's offices in schools.</p>
<p>7.4 Ensure that Gwynedd Council's housing and planning policies consider the impact of housing developments and the influx of people on the Welsh language in the county's communities. In turn, consider this impact on the pupils' social language in local schools.</p>	<p>The Council needs to give detailed attention to the impact of incomers and housing development on the Welsh language in the county's communities.</p> <p>This socio-linguistic change in part of the county has a detrimental impact in due course on the efforts of schools to increase the use of Welsh around the school.</p>	<p>The Planning Department Hunaniaith</p>	<p>Gwynedd Council/Planning Department considering the impact on language from possible housing developments and the impact of this on the efforts of schools to encourage the use of Welsh.</p>

7.2 Priorities and Recommendations at School Level: Consultation Draft

Following the main findings of the survey, we have prioritised the main themes, and have given recommendations for action. Listed below are the school level recommendations for the attention of all schools together. Some recommendations have already commenced in some schools; the following is offered as a full package for all. Some specific recommendations will be looked at in more detail in the individual appendices for schools.

Priority	Recommendation	With Cooperation	How do we know that we have reached the aim
<i>1: Define the linguistic nature of the schools</i>			
All schools need to ensure that they are clear what the language level of the provision offered by them is	Each school needs a language definition with the LEA and this requires to be promoted appropriately to the relevant stakeholders.	LEA	Schools clear regarding how to define the school in terms of linguistic level and promote and communicate this clearly to all stakeholders
<i>2: The way in which schools promote and facilitate the use of the Welsh language</i>			
2.1 Plan and act purposefully to promote and facilitate the use of Welsh by creating an ambitious whole-school strategy to ensure and further promote the agreed and recognised status of Welsh in all aspects of the life of schools, to increase the use of Welsh by all pupils and staff.	Adopt a Whole-School Strategy that feeds the Gwynedd Language Strategy to develop the informal use of Welsh in the secondary sector. The strategy will be incorporated in the Development/Improvement Plans of all the schools.	All school stakeholders	Every school sharing the same vision of increasing the social use made of Welsh and show progress by: Creating a strategy and share with other schools in an open forum with specific milestones. Monitoring tools, including questionnaires and pupils' focus groups, have been developed.

	<p>Agree on a message and mission for schools to encourage the use of Welsh in every school in the county, and get them to have ownership of this (see ref. in the County Priorities). Alleviate the concerns of schools regarding how to act positively to promote Welsh. Establish a joint vision that places emphasis on promoting Welsh, and do this without undermining standards in the English language.</p> <p>Schools act proactively and positively and promote the Welsh language and define everyone's role clearly. Organise relevant training and county support to set about the work.</p> <p>There is a need to give Welsh a visible status in every school.</p> <p>In some schools who have not already fostered a strong, robust Welsh ethos, guidance should be given regarding the language of communication of staff, morning assembly and whole-school activities, documentation and administration together with the school's internal/external corporate image.</p>		<p>Policy statement of joint vision and joint mission on how to promote the Welsh language.</p> <p>Everyone's role within the school has been clearly defined Relevant and effective training has taken place</p> <p>Visible status regarding ethos, including prominent use of Welsh as a language of daily communication, whole-school activities, administration and image</p>
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<p>2.2 Develop opportunities to enable and motivate every pupil to use Welsh in class and around the school, including all school stakeholders as part of that strategy by giving them specific duties (below):</p>			
<p>2.3 Ensure that the pupils themselves play a core role in the process of promoting Welsh socially around the school.</p>	<p>Establish a language use forum from among the pupils (representatives from every year) to plan and create ideas regarding promoting the social use of Welsh at school. In order to ensure ownership by young people, the forum must have credibility and ensure that the ideas get fair attention, are prioritised and implemented. The forum to meet regularly and evaluate projects at the end of term/year based on the views of pupils and questionnaires on language use.</p> <p>Consideration should be given to have a pupil (of strong personality and convictions) to carry the Welsh language portfolio on the School Council and to feed ideas/input from the above Youth Forum to the school's Language Strategy and</p>	<p>Forum Representatives Welsh Language Champion Urdd/Hunaniath Representative from School Council</p> <p>School Council</p>	<p>Forum established and meets regularly. Activities/campaigns created and evaluated in a specific period Changes being made at the end of the evaluation period for next year.</p> <p>Pupil chosen to carry the Welsh language portfolio on the School Council and has fed ideas/feedback to the School's Language Strategy. Status, influence and effectiveness of Council generally strengthened.</p>

	<p>report/ work with designated governors and the Welsh language Champion from among the staff. Need to ensure the status, influence and effectiveness of the Council and expand on the discussion subjects to accommodate for language use</p> <p>To benefit from the influence of older pupils on younger pupils in relation to language use, establish a buddies system based specifically on language use.</p> <p>This may be a scheme for year 12/13 pupils and younger years in school, or years 10/11 and younger pupils in those schools with no sixth form. If the school has a sixth form it may also be possible to consider including a tier of pupils from year 10 as language buddies.</p> <p>Working with catalysts/influential groups of pupils in different years in order that they positively influence the use of language of other groups of pupils</p> <p>The pupils themselves to decide on the best method of doing this/</p>	<p>The Urdd/Hunaniaith PSE / Welsh Bac Coordinators in schools/ Hunaniaith/ External Agencies</p>	<p>A 'buddies' system based on language use introduced as appropriate.</p> <p>Work undertaken with catalysts and influential groups of pupils, with a positive influence following this on language use of other pupils.</p>
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	<p>nature of activities, that may include organising a programme of informal activities every term at school. The Supporting Language Use (Welsh Government) model can be used.</p> <p>Consideration may be given to a programme of similar activities led by pupils, including:</p> <ul style="list-style-type: none"> - Establish a School Radio (The existing school radio stations may be extended by ensuring a community element to them - Rap/Beatboxing workshops - Conduct various extra curricular clubs - Twinning with other schools - Blogging/creating videos/social media <p>General language/language psychology awareness sessions need to be organised for school pupils and include the history and development of the language in the PSE curriculum together with opportunities to honestly discuss their identity and how this links with the choice of using Welsh and English.</p>	<p>Older pupils in the School, Assistance from PSE/Bac Coordinator</p>	<p>Language/psychology of language awareness sessions have been provided, PSE curriculum has been applied</p>
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	<p>Give responsibility for conducting an honest dialogue on language and hold PSE sessions on language use (year 7 and 8) for older pupils in school, in order to ensure their influence over younger pupils. The pupils to be empowered not to give in to English in situations with specific groups of friends</p> <p>Develop Informal Welsh: Informal sessions for pupils to converse in Welsh</p> <p>Where appropriate, the school to consider including the language as part of the award system and/or a successful awards system it currently has, at least with younger pupils. If so, pupils have to be included in implementing the system and ensure consistency by each member of staff implementing the system across the school.</p>	<p>Older pupils at the school</p> <p>External Agencies Pupils' School Language Forum / School Council</p>	<p>Older years at school empowered to conduct talks/specific sessions about language use with younger pupils. Pupils feel more confident not to give in to English in situations with specific groups of friends.</p> <p>Informal sessions created to support social use of Welsh by less confident pupils</p> <p>Approval and/or reward system to include the language</p>
<p>2.4 Ensure a linguistic strategic role for the Governing Body</p>	<p>That one Governor on each body has responsibility for the Welsh Language portfolio as an informal language around the school.</p>	<p>The Governing Body School Council</p>	<p>One of the Governors has responsibility for the development of Welsh as an informal language around the school and reports on progress to the Full Body.</p>

	<p>Full Governing Body to keep a regular eye on language use.</p>		<p>The Governing Body is fully aware of Welsh language use developments around the school, and offer guidance and strategic help to develop this across the school.</p> <p>The Governing Body to receive regular reports and contribute to discussions and strategic decisions concerning the use of Welsh.</p>
<p>2.5 Ensure guidance and commitment from each Member of the Senior Management Team</p>	<p>The Senior Management Team is the main influence on the ethos and practice in school. As a result of adopting a school language strategy this will include making</p>		<p>Language strategy adopted together with any required changes to the formal/informal curriculum.</p>
	<p>strategic changes to the formal/informal curriculum and incorporate relevant principles in the school's development plans.</p> <p>Cascade these principles to all school staff and organise training, support and guidance for them on their duty in terms of developing the use of Welsh around the school.</p>		<p>School Development Plan to note the theme and steps to be taken to realise this and the school has evaluated what has been achieved</p> <p>All staff have received training, support and guidance and achieve their role in terms of developing Welsh around the school.</p>

	<p>Communicate the school's language use policy clearly to staff, pupils and parents and lead by example.</p> <p>Develop a more specific strategy for staff and pupils when welcoming latecomers back from the Immersion Centre, in order to maintain and build on the good work undertaken there, by offering every opportunity for these young people to gain more confidence in using Welsh with their peers and school staff. Give attention as well to develop opportunities to use Welsh in the community. Consider matching a pupil with a member of the teaching/ancillary staff to develop confidence when speaking socially.</p>	<p>Secondary Language Centres</p>	<p>The language use policy has been made clear to the different stakeholders.</p> <p>Strategy to support latecomers operational and effective</p>
<p>2.6 Define more thoroughly the a role and responsibility of each member of staff. Learn about developing the use of Welsh informally/formally across the school.</p>	<p>Teachers are vitally important and powerful role models to influence pupils, therefore schools have to clearly communicate messages and expectations regarding using the language. A lack of commitment to use Welsh (staff to staff, staff to pupils) can be counter-productive to any other efforts made by the school to promote Welsh.</p>	<p>Support from the Education Department External agencies/ LEA/Hunaniaith Schools in a similar linguistic situation Gwynedd Council</p>	<p>Every member of staff is fully aware of the school's expectations with use of Welsh by staff and pupils in 'bilingual' lessons as the custom within the classroom has an impact on the habits outside the classroom</p>

Every member of staff has to be fully aware of the school's expectations regarding the use of Welsh by staff and pupils in 'bilingual' lessons.
A county strategy is required on what is meant by bilingual lessons and this should be implemented by the schools.
Will state very clearly the school's expectations with the use of language by staff with other staff and pupils at school.
Every member of staff aware of their wider responsibility to encourage pupils to use Welsh beyond the classroom, and to understand how this can be done in a positive way.
Organise Welsh lessons for non-Welsh speaking staff and language refresher courses for less confident staff, supported by the school in the time-table. It is recommended that this is also done with County support.

School's expectations in terms of language use by other staff around the school and with pupils totally clear.

Every member of staff aware of and implement their wider responsibilities to encourage pupils to use Welsh beyond the classroom.

Welsh lessons provided for non-Welsh speaking staff and Refresher lessons for less confident staff supported by the school in the time-table (together with County support).

<p>Ensure that pupils, parents and school staff are aware which members of staff can speak Welsh /are learning Welsh, in order to offer Welsh proactively in the school.</p>
<p>A language awareness/psychology of language session needs to be organised for all school staff</p>
<p>to ensure that this dialogue happens at staff level before they go about to undertake work at pupil level. This should be a continuous programme and presented when new staff commence, and during the period the staff are at school. Staff can then apply this narrative to the PSE/Welsh Bac programme for pupils in each key stage.</p>
<p>Teachers to set clear boundaries</p>
<p>for pupils regarding using Welsh in formal and informal settings, supporting this with a toolkit</p>
<p>to allow members of staff to respond consistently to the requirements of language use. Acting consistently like this would confirm the school's mission in terms of use of Welsh, ensuring</p>

Pupils, parents and staff of the school aware which members of staff can speak Welsh/learning Welsh and communicate with them in Welsh.

Continuous programme of language awareness/psychology of language sessions undertaken with all school staff.

A toolkit provided for teachers and used to help set clear boundaries for pupils with using Welsh in formal and informal settings, supporting this with a toolkit that would allow members of staff to respond consistently to the language use requirements. These guidelines, or corresponding ones shared with school pupils and their parents.

	<p>that this is implemented fairly by each member of staff, rather than by some individuals only. In addition to this, it is proposed that these guidelines need to be shared, or to possibly draft corresponding ones with school pupils and their parents.</p> <p>Make full use of the Welsh Language Champions within the staffing structure, and give that function to influential staff at school.</p> <p>Establish an Internal Working Group of staff intent on developing Welshness and use of Welsh in the school to feed the Professional Learning Community in accord with similar schools, to spread early successes and good practice across the schools</p> <p>Consider introducing a clause on the informal use of Welsh in the pupils' Code of Conduct, and include this in the School Handbook, in the Home-School Agreement and in the Contact Book.</p>		<p>Welsh language Champions identified within the staffing structure and is operational.</p> <p>Internal Working Groups of staff established and operational.</p> <p>Professional Learning Community in accord with similar schools established and operational.</p> <p>Clause on the informal use of Welsh in the pupils' Code of Conduct , and to include this in the School Handbook, in the Home-School contract and in the Contact Book.</p>
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<p>2.7 Define more thoroughly the role and responsibility of each ancillary staff member with developing the use of Welsh informally/formally across the school.</p>	<p>Every member of ancillary staff fully aware of the school's expectations with the use of Welsh with other staff and pupils at school and understand the school's mission regarding the use of Welsh</p> <p>Welsh lessons/Welsh Dictionaries for non-Welsh speaking staff/Refresher lessons for those less confident, supported by the school on the school timetable.</p>	<p>Every member of ancillary staff aware of the school's expectations regarding their use of Welsh with other staff and pupils around the school, and understand the school's mission regarding using Welsh.</p> <p>Welsh lessons/Welsh Dictionaries organised for non-Welsh speaking staff/ Language Refresher courses for less confident staff. This is supported by the school on the school's timetable.</p>
<p>2.8 Formally include Parents in the school's developments with promoting Welsh socially around the school</p>	<p>Need to improve communication between the school and the home by using parents themselves where it is possible to do so, to show the value of bilingualism, in terms of education, economics, socially and culturally from a young age.</p> <p>This will include a talk about the importance of using Welsh at home if a parent can speak Welsh in order to support the child's linguistic habits and behaviour before the pupils come to school.</p>	<p>County Support /Hunaniaith</p> <p>Communication channels and clear messages established with parents with progression and continuation between primary and secondary and transition into the sixth form with Welsh courses and informal use of Welsh.</p> <p>Parents who can speak Welsh make an effort to use some of their Welsh at home with the children. Support given to parents with providing sufficient information, evidence and support.</p>

	<p>Considering the close relationship between the formal teaching medium at school and the informal use of language by pupils, the school needs to communicate closely with parents throughout the pupils' school career about their expectations regarding language use.</p> <p>Progression and continuation are core to the concept of education. In terms of using Welsh, it has to be ensured that the school communicates clearly with parents during the key transition period. This includes transition between primary and secondary, between KS3 and KS4 and the transition into the sixth form.</p> <p>Attention needs to be given to the best way of supporting a pupil to reach his/her full potential to become fully fluent in Welsh and to shoulder responsibility as a role model for the language. This means that the school can support</p> <p>the parents and has sufficient information, positive evidence and support regarding:</p>	<p>Gwynedd Primary Schools Welsh Language Charter</p> <p>Primary School Heads in the school's catchment area.</p> <p>FE Colleges</p> <p>Welsh National College</p>	<p>The school has communicated such expectations and the processes concerning these in all internal and external documents.</p> <p>Clear communication methods have been created including talks, information evenings and appropriate use made of documents such as the School Report and the Contact Book Book.</p>
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a) encourage pupils to choose to study a subject through the medium of Welsh in the transition from primary to secondary.

b) choose to study Welsh as a first language in secondary school having attained the appropriate level in primary

c) choose Welsh medium subjects in KS4

ch) sit external examinations through the medium of Welsh in secondary.

d) choose Welsh medium subjects in KS5 where there is a sixth form and link this with the developments of the Welsh National College

dd) consider the continuation of education through the medium of Welsh at University if relevant.

In addition, there should be clear communication with the parents during the above key transition periods about the expectations of the school's strategy with encouraging the use of informal Welsh by pupils, stressing the

close link between using Welsh

Local Welsh for Adults Centre

Welsh learner lessons provided for parents

and attaining higher educational standards as well as the wider social, economic and cultural opportunities.

With this, as well as with organising formal verbal opportunities, it is vital that the school communicates such expectations and the processes involved in all their internal and external documents.

The School Report and the Contact Book can be used to praise pupils or draw attention to intentional lack of use/regular lack of use of Welsh.

It would be an asset if the school (perhaps jointly with the local Welsh for Adults Centre) could offer Welsh lessons for parents, possibly jointly with other schools across the area.

<p>2.9 Continue to support a close partnership with the primary sector and focus further on discussing transfer, progression and language continuation.</p>	<p>Continue to organise specific meetings with a cluster of primary schools. The school to share information and experience and discuss language transfer, progression and continuation in relation to the aim of this strategy. With the recent developments regarding the Gwynedd Primary Schools Welsh Language Charter, there is an opportunity to revisit the link between primary/secondary in terms of the Welsh language to ensure effective transfer and progression.</p>	<p>Hunaniaith/Gwynedd Primary Schools Welsh Language Charter;</p> <p>Primary Headteachers in the school's catchment area.</p>	<p>Meetings take place and facilitate sharing information and experience as well as making the transfer smooth, and the essential progression and continuation for the Welsh Language.</p>
<p>3. Language use and the Curriculum</p>			
<p>3.1 Clarity is required on the expectations of schools in relation to using Welsh in bilingual lessons.</p>	<p>Welsh as a social language is the focus of this research work and the social language inevitably influences the pupils' attainment. Attention needs to be given to the use of Welsh and English in the classroom. The County needs to conduct an investigation into the situation and set clear guidance for each school, teacher and pupil of what is allowed in the classroom.</p>	<p>LEA</p>	

	<p>Gain more clarity regarding the use of the Welsh language as a learning and teaching medium, especially in courses and external examinations.</p> <p>There is a need to discuss a way of supporting and strengthening Welsh orally, to celebrate the richness of local dialect and its variations together with promoting standard forms and do so by remembering the clear demand to strengthen English within the curriculum. All this can be considered under the skills agenda.</p>		<p>More clarity gained on the use of the Welsh language as a learning and teaching medium, especially in courses and external examinations.</p> <p>The skills agenda used to support and strengthen Welsh orally, to celebrate the richness of local dialect together with promoting standard forms and do so by also remembering the clear call to strengthen English within the curriculum.</p>
<p>3.2 Further clarification is required on choosing the language medium for study and sitting pupils' examinations by selling the benefits of bilingualism and Welsh medium higher education provisions</p>	<p>Significantly increase the number who study through the medium of Welsh for KS4 and Higher Level, it is important to ensure that the school gives guidance and recognises the role of teachers, rather than being passive, by only depending on the choice of parents and pupils. To this end we need to look strategically in every school at who can choose the pupils' language study medium.</p>		<p>The number who study through the medium of Welsh for GCSE and Higher Level have increased significantly; a strategy has been established with clarity regarding the school's role and teachers when choosing the education medium for KS4 and Higher Level.</p>

	<p>The policy needs to be considered in terms of the continuation of Welsh as a teaching medium as pupils make option choices (KS4 and KS5) and how the use of Welsh as a teaching medium can erode. For example studying Science may have a detrimental impact on use of Welsh as an informal medium of communication Among older students.</p> <p>In terms of the progression and continuation of Welsh medium education, communication between organisations such as Mudiad Ysgolion Meithrin, Schools, Further Education and the Welsh National College has to be improved in order to explain the full Welsh medium experience along the language continuum, as a complete package.</p> <p>In terms of Welsh medium higher education, earlier marketing is required at school and before the pupils reach the sixth form.</p>	<p>Mudiad Ysgolion Meithrin, National Welsh College, FE Colleges</p> <p>National Welsh College FE Colleges</p>	<p>Policy has been considered in terms of the continuation of Welsh as a teaching medium when pupils make their option choices (KS4 and KS5).</p> <p>Communication between organisations such as the National Welsh College/FE Colleges and the schools has been improved and strengthened; more progression happening in terms of Welsh medium education</p>
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<p>3.3 Inclusion of specific language matters in curricular aspects such as PSE, ADCDFE and CEB (under the Welsh Bac)</p>	<p>Further develop the school's work when developing identity, love for language, area and nation in the context of the pupils' worldwide citizenship by means of the PSE curriculum, ADCDFE and CEB (under the Welsh Bac)</p>		<p>Further development on the school's work has happened when developing identity, love for language, area and nation in the context of the pupil's worldwide citizenship by means of the PSE curriculum, ADCDFE and CEB (under the Welsh Bac).</p>
<p>4: The pupils' use of language outside the classroom</p>			
<p>4.1 There is a need to ensure the pupils themselves take responsibility and ownership of the situation, in terms of identifying the need to increase the use of Welsh socially as well as to hold activities</p>	<p>It is vitally important that the significant responsibility is in the hands of the pupils (See 2.3).</p>	<p>See 2.3</p>	<p>See 2.3</p>
<p>4.2 There is a need to ensure sufficient density of Welsh medium extra-curricular activities in before and after school clubs by developing the current provision at schools.</p>	<p>The school to respond to the desire of the pupils for more Welsh medium activities at school, giving fair attention to suitable opportunities for older pupils to use Welsh informally and to ensure Welsh is promoted and protected in these activities.</p>	<p>Collaboration with relevant agencies and County support</p>	<p>The school has responded to the wish of the pupils for more Welsh medium activities at school; suitable opportunities by older pupils to use Welsh; Welsh promoted and protected as an informal language medium in these activities.</p>

5: Factors that influence the pupils' use of language

5.1 Increase in confidence in the use made of Welsh by pupils and school staff.

Normalise the social use of Welsh by each pupil in order that they become totally fluent in Welsh by the time they leave school.

The recommendations of this document are linked to improving confidence to use language socially.

Improve staff confidence to use Welsh through appropriate lessons at suitable times (see above).

Improve the confidence of staff to deal with challenging linguistic situations with relevant training/guidance as part of the SDP.

Give a mandate to headteachers to be able to act positively to promote the use of Welsh at a whole school level, by receiving county support and support from the Governors and the Management Team.

The use of Welsh by each pupil has normalised over a specific period of time.

The confidence of staff to use Welsh has improved as appropriate lessons have taken place. The confidence of staff to deal with challenging linguistic situations has improved with relevant training/guidance as part of the SDP.

Mandate given to headteachers to be able to act positively to promote the use of Welsh at whole-school level by receiving county support and support from the Governors and the Management Team.

<p>5.2 Target the main influences on pupils' language use as noted in the review.</p>	<p>There is a need to consider how to be inclusive in terms of pupils who come from parts of the catchment areas that use Welsh naturally, and those who come from areas that tend to communicate in English. There is a tendency to stereotype these groups.</p> <p>Apart from the natural influence of the whole-school establishment to target the other main influences noted in the review on the pupils' use of language. There is a reference to them throughout this document.</p>		<p>Steps have been taken to be inclusive in terms of pupils that come from the catchment areas that use Welsh naturally, and those from the areas that tend to communicate in English.</p> <p>The main influences – including the natural influence of the whole-school establishment – have been targeted.</p>
<p>6. Attitudes towards the Welsh language</p>			<p>Mentors' work and Welsh language role models at school have been developed or fine-tuned including developing younger language mentors.</p>
<p>6.1 Ensure there are processes and activities to foster healthy attitudes towards the Welsh language.</p>	<p>Develop from new, develop further on the praiseworthy work of the mentors and the role of Welsh at school (e.g. Year 12/13 if there is a sixth form) through the extra-curricular menu or through enterprises such as reading schemes. This can be achieved through the skills component (GGE) under the Higher Bac.</p>	<p>Urdd Development officers /Youth Officers YFC County Council's Youth Service, External Agencies, Welsh Government</p>	

Consider developing younger Language mentors e.g. use pupils
from the middle years for aspects of work in the School Eisteddfod competitions and/or train pupils in Yr 7/8 to be language buddies for year 6 who are about to transfer to the school.
Develop from new or promote the use of Welsh in every school in current contexts such as in the world of social media, music and multi-media technology generally e.g. by developing a school radio station.
Initiate projects that incorporate pupils by ensuring that the language continues to be relevant for them in their daily life e.g. activity to develop texting language. Create opportunities for pupils to 'live' in Welsh in order to give them a context for the language.
This may happen by advertising (and organising) activities for young people, such as within

Use of Welsh in every school in current contexts has been developed from anew or further.

Projects have been achieved that incorporate pupils by ensuring that the language continues to be relevant to them in their everyday lives.

Opportunities have been created for the pupils to 'live' in Welsh in order for them to have a context for the Welsh language.

	<p>school.</p> <p>Further develop the school's work when developing identity, love for language, area and nation in the context of the pupils' worldwide citizenship via the PSE curriculum, ADCDFE and CEB (under the Welsh Bac).</p> <p>Ensure there are opportunities for twinning similar schools in terms of language in Gwynedd and beyond.</p> <p>Look at the potential of developing international links with schools in countries where there are other minority languages e.g. Diwan Schools in Brittany, the Basque Country etc.</p> <p>Use a selection of pupils and parents that have learnt Welsh to give inspirational presentations to prospective Yr 7 parents in the transition evenings.</p>	<p>Further development on the school's work has occurred when developing identity, love for language, area and nation in the context of the pupils' worldwide citizenship, via the PSE curriculum, ADCDFE and CEB (under the Welsh Bac). .</p> <p>Opportunities to twin similar /dissimilar schools in terms of language in Gwynedd and beyond has been ensured.</p> <p>Potential to develop international links with schools in countries where there are other minority languages has been looked at and implemented where appropriate e.g. Diwan Schools in Brittany, the Basque Country etc.</p> <p>Selection of pupils and parents that have learnt Welsh have been used to give inspirational presentations to Yr 7 prospective parents in the transition evenings</p>
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<p>6.2 Create opportunities to hold an honest discussion about identity, Welshness and language use at a whole-school level.</p>	<p>Conduct training and whole-school discussions on linguistic honesty and the expectations of the school</p>	<p>Hunaniaith/External Agencies</p>	<p>Training and whole-school discussions on linguistic honesty has occurred and the expectations of the school and county regarding using Welsh around the school (staff-staff, staff-pupil, pupil-pupil) have been made clear.</p>	
	<p>and the county regarding using Welsh around the school (staff-staff, staff-pupils, pupil-pupil).</p>			
	<p>Create and use the language planning toolkit/equipment for the whole-school including promoting positive use of Welsh and measuring the relevant progress.</p>	<p>External Agencies</p>	<p>Toolkit/language tools for the whole-school have been created and are used these include methods of positively promoting the use of Welsh and measuring relevant progress.</p>	
	<p>Develop through training, language/psychology of language, by working with groups of pupils and specific catalysts</p>			<p>Language awareness/psychology of language practices have been developed by working through groups of pupils and specific catalysts.</p>
	<p>Develop a support protocol to encourage pupils to use Welsh informally especially when considering changing the habits of those who tend not to speak Welsh informally. You should reason and encourage, not penalise.</p>			<p>Support protocol to encourage pupils to use Welsh informally has been developed.</p>

	<p>Need to integrate pupils who are less confident with Welsh with pupils from other backgrounds and cultures in order that everyone is aware of identity as well as the use of Welsh, to reduce the idea of 'linguistic grouping'.</p> <p>Sensitive and positive marketing</p> <p>to promote the benefits of bilingualism by reminding children of the economic benefit and work opportunities that arise from bilingualism. With this develop positive attitudes towards Welsh as a resource, opportunity and experience to expand pupils' horizons.</p>		<p>Less confident pupils in Welsh assimilated more successfully and fewer groups.</p> <p>Sensitive and positive marketing undertaken to promote benefits of bilingualism.</p>
<p>6.3 Ensure ownership and the support of pupils for any issues when acting for the benefit of the Welsh language.</p>	<p>It is vitally important to ensure pupils' ownership over matters relating to their use of language (See 2.3)</p>	<p>See 2.3</p>	<p>See 2.3</p>
<p>7: Welsh beyond the school gates</p> <p>7.1 Develop a community dimension and give life to opportunities for pupils to socialise with local societies</p>	<p>Ensure strong and strategic link YFC; between the school and other Hunaniaith; community organisations that offer The Urdd; an opportunity to 'live' in Welsh outside the school's life.</p>		<p>Other relevant agencies. Evidence of strong and strategic link between the school and other community organisations.</p>

<p>societies and organisations in order for pupils to have every opportunity to use Welsh (especially those that are less certain/less confident) in situations outside the school.</p>	<p>Be proactive when seeking and encouraging work experience Welsh medium settings, including the nearest main towns. Work with outdoor agencies and local sports Sports clubs to develop the use of Welsh in adventure and fitness activities for young people; specific attention needs to be given to water activities as so much of the provision is through the medium of English.</p>		<p>The school has been proactive and found Welsh medium work experience settings. Work undertaken with outdoor activities agencies and local sports clubs to develop the use of Welsh in adventure and fitness activities for young people.</p>
<p>7.2 Promote and market the Welsh provision within the community that Gwynedd Council and other organisations have.</p>	<p>Create and distribute a list of the current provision available and ensure that it is widely circulated.</p>	<p>Relevant community organisation Gwynedd Council</p>	<p>Increase seen in the numbers that attend Welsh language activities.</p>

APPENDIX**Compound Quantitative Year 9 Data, whole of Gwynedd level (sample of year 9 pupils of all Gwynedd schools)**

Slide No/ Question	Question	Answers	Total	%
1-4	Quiz			
5	What is your main language at home?	A) Welsh B) English C) Bilingual D) More than two languages	317 273 111 23	44% 38% 15% 3%
6	Do you have a parent who can speak Welsh, do you usually speak Welsh with them?	A) Yes I do, all the time B) Yes individually, but not when the family is together C) Welsh/English equal D) Sometimes, but usually English E) No - usually English F) I do not have a parent who understands Welsh	354 32 43 83 102 95	50% 5% 6% 12% 14% 13%
7	Which language comes naturally to you – Welsh or English?	A) Welsh B) English C) I'm just as happy in both languages	300 272 155	41% 37% 21%
8	What do you think was the main reason why you/your family chose this school?	A) Education/Good results B) The school's language C) Following friends D) Convenient location E) Another reason	120 68 77 347 117	16% 9% 11% 48% 16%
9	Generally, in school, how much Welsh do you now speak compared to your time in primary school?	A) More B) No change C) Less	224 298 193	31% 42% 27%
10	How proud are you that you can speak Welsh?	A) Very proud B) Proud C) Not very concerned D) Not concerned at all	373 174 127 40	52% 24% 18% 6%

11 / Section B				
12	Apart from 'English' as a subject, what language do you usually speak with your friends in lessons? (when, talking, discussing the subject)	A) Welsh B) More Welsh than English C) More English than Welsh D) English	235 135 195 166	32% 18% 27% 23%
13	When there are no teachers about, what language do you usually speak with your friends on the school yard?	A) Welsh B) More Welsh than English C) More English than Welsh D) English	221 126 129 268	30% 17% 17% 36%
14	When there are no teachers about, what language do you usually speak with your friends on the school's corridors?	A) Welsh B) More Welsh than English C) More English than Welsh D) English	233 123 137 240	32% 16% 19% 33%
15	On the corridor/yard, what language do you use when there are teachers about?	A) Welsh B) More Welsh than English C) More English than Welsh D) English	313 138 129 161	42% 19% 17% 22%
16	Generally, what is the main language used by pupils in the canteen at lunch time?	A) Welsh mainly B) English mainly C) Welsh and English equal	194 214 318	27% 29% 44%
17	Do you believe that it is important for your parents/guardians that you speak Welsh outside the school classroom?	A) Yes B) No C) Not sure	311 221 205	42% 30% 28%
18	Outside the classroom, how much Welsh do you speak now compared with your time in year 7?	A) More Welsh B) No change C) Less Welsh	211 404 96	30% 57% 13%
19	How would you describe the general feeling and atmosphere of the school?	A) Welsh mainly B) Bilingual C) English mainly	267 362 77	38% 51% 11%
20	How many opportunities are there to use Welsh outside the classroom in school? (e.g. club/ extra-curricular activities in Welsh)	A) There are plenty of opportunities for all B) Opportunities are mainly for the younger pupils C) Opportunities are mainly for the older pupils D) Not enough opportunities	426 79 46 168	60% 11% 6% 23%

21	Would you like to have more opportunities to speak Welsh outside the classroom at school?	A) Yes B) No C) I already get this opportunity	298 229 196	41% 32% 27%
22	Does the school have clear rules regarding speaking Welsh outside the classroom boundaries?	A) Yes B) No C) Not sure	163 354 207	23% 49% 28%
23	Do you think that awarding pupils for speaking Welsh helps them to use more Welsh in the long-term?	A) Yes B) No C) Not sure	312 280 153	42% 37% 21%
24	What do you think is the school's main priority?	A) Examination Results B) Games/Extra-curricular C) Discipline D) School Uniform E) The Welsh Language F) Something else	298 27 51 262 60 36	40% 4% 7% 36% 8% 5%
25	Generally, do you believe that older pupils at school have an influence over younger pupils?	A) Yes B) No C) No sure	295 317 155	38% 42% 20%
27	How often do you speak Welsh outside school?	A) Every day B) Some every week C) Some every month D) Less than once a month E) Never	420 112 45 60 99	57% 15% 6% 8% 14%
28	In what situations do you usually speak Welsh outside school? (you can give more than one answer)	A) With my family B) With my friends C) Club/sports activities D) Club/other activity E) With workers who offer a service in the area (eg shop/cinema/bus driver) F) I never speak Welsh outside school	469 447 301 227 365 127	SIART BAR

29	Of all the hours you spend watching programmes on tv/the web, what percentage of those are Welsh programmes?	A) 0% B) 25% C) 50% D) 75% E) 100% F) I don't watch programmes in any language	395 225 55 166 31	54% 31% 8% 2% 1% 4%
30	When using MSN/Twitter/Facebook what language do you usually use with your friends who speak Welsh?	A) Welsh B) More Welsh than English C) More English than Welsh D) English	126 128 192 84	17% 17% 26% 40%
31	When sending a text to friends what language are you likely to use?	A) Welsh B) More Welsh than English C) More English than Welsh D) English	322 100 116 208	43% 13% 16% 28%
32	Outside of school, do you think that some of the following influence your choice of language? (You can choose more than one)	A) Family's language B) Language of close friends C) Language of people in the local area D) Television/radio/the web E) Another influence F) No	484 441 317 213 104 117	BAR CHART
33	When you're 18 years old, how much Welsh do you think you'll speak compared to now?	A) More Welsh B) No change C) Less Welsh	167 334 241	23% 45% 32%
34	Do you hope that you'll be speaking Welsh when you grow up?	A) Yes, I really hope so B) Not sure C) No	489 179 84	65% 24% 11%
35	Do you intend to live in Gwynedd once you've finished school?	A) Yes B) No C) Not sure	184 269 298	25% 35% 40%

36/Adran C	Confidence			
37	How confident are you when speaking Welsh?	A) Very confident B) Fairly confident C) Unsure D) Very unsure	376 196 111 51	51% 27% 15% 7%
38	How confident are you when reading/writing in Welsh?	A) Very confident B) Fairly confident C) Unsure D) Very unsure	287 274 90 64	40% 38% 13% 9%
39	How confident are you when speaking English?	A) Very confident B) Fairly confident C) Unsure D) Very unsure	468 166 95 25	62% 22% 13% 3%
40	How confident are you when reading/writing in English?	A) Very confident B) Fairly confident C) Unsure D) Very unsure	417 245 65 25	55% 33% 9% 3%
41	Are you more confident speaking Welsh in a more formal situation (eg lesson/talk with a teacher) or in an informal situation (eg conversation with a friend)?	A) Formal B) Informal C) I'm confident in both situations D) I'm not confident in both situations	138 244 256 92	19% 33% 35% 13%
42	Blank			