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Hodges, Rhian; Prys, Cynog; Bonner, Elen; Orrell, Alison; Gruffydd, Ianto

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Welsh Language Use in communities on Anglesey

DR RHIAN HODGES AND DR CYNOG PRYS

WITH ELEN BONNER, DR ALISON ORRELL,

AND DR IANTO GRUFFYDD

BANGOR UNIVERSITY

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1. Executive Summary

Introduction

1.1   In March 2022, Bangor University (Hodges and Prys) was commissioned to conduct a research study on behalf of the Isle of Anglesey County Council and Menter Iaith Môn to examine Welsh language use on Anglesey. The purpose of the research study was to add to the commissioners' understanding of how the Welsh language is used in communities on Anglesey.

1.2   The research project was designed as part of the 'Iaith Môn' element of the Anglesey Renewal programme via the UK Community Renewal Fund to explore the varied opportunities and challenges facing communities of Anglesey in seeking to sustain and revive the Welsh language in a community setting. A research timetable was earmarked from April to December 2022 in order to complete the research study, Welsh Language Use on Anglesey.

Aim and objectives

1.3   The aim of this research study was to study the current position of the Welsh language on Anglesey, focusing on the following research objectives:

    i.   To offer an understanding of the position of the Welsh language on Anglesey by language use, the Welsh medium or bilingual community activities available, and any barriers to using the language

    ii.   To recognise and differentiate between the opportunities available to use the Welsh language within the research communities

    iii.   To understand any potential barriers to the use of the language within the research communities

    iv.   To share good practice and offer key recommendations to the Language Forum and all partners, such as Menter Iaith Môn

1.4   Alongside the above objectives, the following research questions were also considered:

    i.   Are there opportunities for community groups or settings to work as Welsh language community mentors to other community settings or groups?

    ii.   Are opportunities to use the Welsh language within the community accessible enough and accessible to all?

    iii.   Are there individuals from specific backgrounds who do not have access to Welsh medium or bilingual community activities?

Methodology

1.5   Mixed research methods were used to collect data for this research study. An online survey was produced to collect data regarding the opportunities that Anglesey residents had to use the Welsh language across the island (a sample of 514 respondents).

1.6   In addition, nine focus groups were held with individuals within three geographical communities on Anglesey, namely Amlwch, Holyhead and Llangefni. Within each individual community, three focus groups were held with the following groups: young people aged 16-18, business people, and individuals who had moved to the area from outside Anglesey in the last twenty years.

1.7   These three groups were selected in collaboration with the Isle of Anglesey County Council and Menter Iaith Môn because the three groups are identified as groups of special interest in order to understand more about their linguistic patterns and behaviour.

Key Outcomes

1.8   There was evidence from the research study that there were various opportunities to use the Welsh language within the different communities of Anglesey. Welsh was a natural everyday language in some communities. However, there was evidence of communities where Welsh was not used as often, and there was a tendency to use English in community interactions (e.g. shops and businesses) and community activities (e.g. leisure clubs).

1.9   The spheres where the online survey respondents were most likely to use the Welsh language were the family, the workplace and with friends. The study also highlighted those language use spheres where respondents did not use or hear much Welsh (e.g. leisure, volunteering, shops and businesses and accessing services).

1.10   There was a perception among some Welsh speakers that there was a linguistic shift from Welsh to English within their communities. This suggests that there is a complex and bilingual language use context on Anglesey, which leads to real challenges in terms of language planning.

1.11   The data from this study suggests that the influence of fluency and linguistic practices are key factors in relation to the use of Welsh on Anglesey. The data would suggest that fluent Welsh speakers use the Welsh language in a number of different contexts. However, there was evidence that they also used a great deal of English in the community.

1.12   One of the main findings of the survey was that respondents who could speak a fair amount of Welsh did not make substantial use of the Welsh language in the community. This would suggest that there is a tendency to use English as a community language, in some cases, even when individuals were relatively fluent in Welsh.

1.13   The data highlighted a clear link between the time respondents had lived on Anglesey and their fluency in Welsh. The survey data suggests that individuals who were not born on Anglesey were less likely to be fluent in Welsh.

1.14   The data highlighted the importance of the education system as a sphere for the use and transmission of the Welsh language within the communities of Anglesey. However, there was evidence that young people faced challenges in making decisions regarding their choice and use of language within the education system (e.g. a tendency to choose to study subjects through the medium of English).

1.15   According to respondents to this study, there was a perception that second homes, holiday homes and tourism were challenges for the Welsh language on Anglesey. This represented wider economic factors that need to be considered alongside community language planning strategies.

Conclusions

1.16   Evidence from this research study suggests that many factors, including education, family and workplace influences, affect fluency and the use of Welsh in the community on Anglesey. The influences of the various language transmission and use spheres within the communities of Anglesey highlight the complexity of exploring linguistic behaviour within the community.

1.17   Fluency, in particular, is a key theme influencing community use of the Welsh language on Anglesey. It appears that there is a need for cross-organisational schemes and collaboration in education, the workplace, shops and leisure in order to develop and maintain fluency, especially amongst new Welsh speakers.

1.18   In particular, it is important to recognise various linguistic backgrounds within this study. Less confident and less fluent Welsh speakers need encouragement, support and recognition of their Welsh language skills so that they can use the Welsh language within everyday community activities and interactions as much as possible.

1.19   Among fluent Welsh speakers, confidence also needs to be considered, but in this case, confidence to use their Welsh in social interactions on Anglesey. This also includes the confidence to speak to learners in Welsh, as well as transferring the Welsh language to the next generation. This study highlights the need to continue to develop initiatives that target language use within the key spheres, as a holistic way of building on the key language use pillars, recognising the complexity and multi-layered nature of the community use of language. The aim would be to develop language use and transmission patterns, which would lead to linguistic progression from the household to school, to the workplace, and the wider community.

1.20   It is important to recognise the need to maintain further collaboration between key stakeholders such as the Welsh Government, the Isle of Anglesey County Council, Menter Iaith Môn, county schools and community actors within different communities on the island. The aim is to maintain and develop prominent language use spheres on Anglesey (e.g. family, community, education

and workplace) where it is natural to use Welsh. It is important to consider linguistic progression routes between the language use spheres, which are crucial because they maintain and develop the skills of individuals and support the perception that Welsh is a viable language for all Anglesey residents.

Recommendations

1. Consider how these language use spheres link together to influence the day-to-day community language use (e.g. family, workplace education).

2. Create plans to increase the fluency and confidence of individuals who can speak 'a fair amount of Welsh' but who do not make extensive use of it, especially within specific language use spheres, including the family, education, workplace, shops and leisure.

3. Continue to promote the use of the Welsh language in shops and businesses using signs that encourage and welcome the use of Welsh (e.g. language badges).

4. Create plans to try to influence community leisure activity clubs and coaches to consider the Welsh language as part of their activities.

5. Prioritise initiatives that encourage fluent Welsh speakers to use Welsh with less fluent Welsh speakers.

6. Continue with plans to encourage school pupils to study A Level subjects through the medium of Welsh, including fluent and less fluent Welsh speakers.

7. Undertake further work in signposting pupils and teachers to Welsh medium educational resources available to them (e.g. a Terminology Portal and subject-specific resources).

8. Emphasise the value of the Welsh language as an employability skill by encouraging partnerships between local schools and workplaces on Anglesey (e.g. young people as language champions in local businesses).

9. Signpost businesses to services available to them from key stakeholders (e.g. translation services for social media).

10. Create further plans to raise awareness of the Welsh language as a community language amongst tourists and individuals who have moved to the area.

2. List of Figures and Tables

Figures

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3. Introduction

3.1   In March 2022, Hodges and Prys (Bangor University) were commissioned to conduct a research study on behalf of the Isle of Anglesey County Council and Menter Iaith Môn to examine Welsh language use on Anglesey. The purpose of the research study was to add to the commissioners' understanding of how the Welsh language is used in communities on Anglesey.

3.2   The research project was funded by the Community Renewal Fund as part of a wider bid by Menter Iaith Môn to explore the various opportunities and challenges facing the communities of Anglesey in seeking to sustain and revive the Welsh language in a community setting. A research timetable was earmarked from April to November 2022 in order to complete the research study, Welsh Language Use on Anglesey.

Research Aim and Objectives

3.3   The aim of this research study was to study the current position of the Welsh language on Anglesey, focusing on the following research objectives:

i.   To offer an understanding of the position of the Welsh language on Anglesey by language use, the Welsh medium or bilingual community activities available, and any barriers to using the language
ii.   To recognise and differentiate between the opportunities available to use the Welsh language within the research communities
iii.   To understand any potential barriers to the use of the language within the research communities
iv.   To share good practice and offer key recommendations to the Anglesey Language Forum and all partners, such as Menter Iaith Môn

3.4   Alongside the above objectives, the following research questions were also considered:

i.   Are there opportunities for community groups or settings to work as Welsh language community mentors to other community settings or groups?
ii.   Are opportunities to use the Welsh language within the community accessible enough and accessible to all?
iii.   Are there individuals from specific backgrounds who do not have access to Welsh medium or bilingual community activities?

Conducting research in the field of language planning

3.5 Language planning is an increasingly important field within various multilingual contexts (Prys and Hodges, 2021). We can define the field as a deliberate attempt to influence the language use of individuals and communities (Cooper 1989). Research shows that language planning relates to changing linguistic behaviour or preventing linguistic change from happening, depending on the particular context (Kaplan & Baldaf 1997). In addition, it can be argued that language planning involves decisions about which language is used, where and with whom (Fishman, 1965). These questions remain vital in examining community use of the Welsh language on Anglesey, which is the intention of this research study.

3.6 It is possible to describe the community as one of the most vital language use spheres in the field of language planning (along with the family, education and the workplace). It can be argued that a minority language, or a lesser used language, must be used at a community level if it is to survive (Fishman, 1991). Although the community is a language use sphere in its own right, it is important to recognise that a number of other key language spheres influence the use of language within this sphere. As a result, the community can be described as a 'language planning crossroads' (Hodges and Prys, 2019:1) as it is a sphere that covers a number of broad influences from the family, education and the workplace. That is what highlights the complexity and multi-layered nature of the community as a language planning field.

3.7 There are several challenges in conducting research in the area of community language planning. These challenges arise from the fact that a number of various factors can influence the linguistic behaviour of individuals and language communities alike. In undertaking this research study, it was important to consider the social and legislative context (structural factors) of language use, such as the opportunities available to use Welsh within various contexts. Alongside this, individualistic factors associated with the speakers themselves also need to be considered, such as fluency, confidence, attitudes and the desire to use the language. It can therefore be argued that it is difficult to separate these factors from each other. However, it is important to recognise the full range of these factors when studying community language use.

4. Methodology

4.1   Mixed research methods were used to collect data for this research study: an online survey and focus groups. These mixed methods allowed the research team to collect rich qualitative and quantitative data on language use on Anglesey, enabling individuals across the island to report on their language use in their day-to-day lives.

Online survey

4.2   An online survey was produced to collect data regarding the opportunities that Anglesey residents had to use the Welsh language across the island. Data was collected in the form of an online questionnaire that was open to all residents of Anglesey over 16 years of age[1]. The online questionnaire was uploaded to various digital platforms (e.g. Facebook and Twitter) for respondents to complete the questionnaire and it was open for a period of three weeks. A total of 514 responses to the online survey were analysed, including quantitative and qualitative data to provide an overview of language use patterns in the daily lives of Anglesey residents. It was decided to offer a quantitative, general overview as the first step in the research before moving on to collect specific qualitative data within the focus groups, namely the second stage of collecting the research study data.

4.3   The target population of the online survey was the residents of Anglesey aged over 16. The sample also included individuals who had a second home on the island. As a ready-made sampling frame was not available for the research, which included Anglesey residents and individuals who owned second homes on the island, a non-representative sampling method was used to collect survey data. In particular, a volunteer sampling method was used where the target audience volunteered to take part in the online survey. The online survey was posted on the social website streams of the Isle of Anglesey County Council and Menter Iaith Môn (Facebook and Twitter specifically) and the survey link (Welsh medium version and English version) was shared amongst a number of the island's community organisations and agencies. The online survey was available on these websites for a period of three weeks between 19th May and 9th June. Advertisements about the survey were regularly re-posted to try to attract as many respondents as possible[2]. As noted above, 514 responses from the residents of Anglesey to the online survey were analysed.

Focus groups

4.4   Nine focus groups were held with individuals within three geographical communities on Anglesey, namely Amlwch, Holyhead and Llangefni[3]. These communities were selected in collaboration with the Isle of Anglesey County Council and Menter Iaith Môn, based on their linguistic make-up. As Anglesey is a rural area, it was decided to include participants from surrounding villages in the sample of these focus groups, as the three communities are important

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[1] See Appendices 1 and 2 : Anglesey Online Questionnaire (Welsh and English medium)

[2] See Appendices 6 and 7 for examples of respondents' recruitment advertisements for the online questionnaire

[3] See Appendices 3-5, namely the interview schedules of the research study focus groups

service access and shopping areas to the surrounding villages. Three focus groups were held within each individual community, with the following groups:

- Young people aged 16-18
- Business people
- Individuals who had moved to the area from outside Anglesey in the last twenty years

4.5   These three groups were selected in collaboration with the Isle of Anglesey County Council and Menter Iaith Môn because they are identified as groups of special interest in order to understand more about their linguistic patterns and behaviour. A purposive sampling technique was used to select these particular groups to take part in the study, before using a convenient sampling technique to identify volunteers to participate in the specific focus groups. Various methods were used to engage with individuals to participate in the focus groups, including social media advertising, contacting local community groups, and through the networks of other organisations within the local community. All those who took part in the focus groups were aged 16 years and over. Each participant was provided with an information letter and consent sheet explaining the nature of their involvement in the study and explaining that they had the right to withdraw from the study at any time without giving a reason to the research team.

4.6   The research aimed to include between six and eight people in each focus group. However, in some cases the focus groups consisted of fewer than six individuals. The focus groups that included individuals who had moved to Anglesey were difficult to reach and as a result, those groups did not include the same number of individuals as the groups in the other categories of research. Collecting research data over the summer may also have been a difficult time as individuals were on holiday.

5. Research Ethics

5.1   An ethics application was submitted to the Bangor University Ethics Committee, outlining all the key stages of the research process. The Ethics Committee granted permission to collect survey data online and from the focus groups as part of the Welsh Language Use on Anglesey research study. The aim and purpose of the research study were explained, providing information to the online survey respondents and the focus group participants, which explained the research objectives, confidentiality and anonymity, and how the research data collected was used and stored as part of the study.

6. Research Study Results

6.1   This section presents the research results gathered during the Welsh Language Use on Anglesey research study. Firstly, the results of the online survey are reported, which includes quantitative and qualitative data. Then, key themes arising from the focus groups are reported with the specific groups of individuals involved.

Quantitative Data of the Online Survey

6.2   A total of 551 respondents completed the survey. Data from 37 respondents (6.72 per cent) were excluded from the final data analysis, as 34 respondents did not live on Anglesey, or have a second home there, and three respondents were aged under 16. The final response rate for this survey was 93.28 per cent, 514 respondents. Quantitative data from the surveys was analysed using descriptive data (frequency analysis and cross-tabulations)[4]. The results are recorded below:

Characteristics of respondents

Table 1. Frequency of respondents' characteristics by gender

| | | Gender | | |
Variable	Total n (%)	Female n (%)	Male n (%)	Choose not to say n (%)
Gender	514 (100)	375 (73.0)	132 (25.7)	7 (1.4)
Language the questionnaire was completed				
Welsh	179 (34.8)	128 (34.1)	49 (37.1)	2 (28.6)
English	335 (65.2)	247 (65.9)	83 (62.9)	5 (71.4)
Anglesey main home				
Yes	503 (97.9)	365 (97.3)	131 (99.2)	7 (100.0)
No	11 (2.1)	10 (2.7)	1 (0.8)	0 (0.0)
Age group (years)				
16-24	26 (5.1)	19 (5.1)	7 (5.3)	0 (0.0)
25-34	61 (11.9)	48 (12.8)	13 (9.8)	0 (0.0)
35-44	90 (17.5)	70 (18.7)	19 (14.4)	1 (14.3)
45-54	113 (22.0)	95 (25.3)	17 (12.9)	1 (14.3)
55-64	131 (25.5)	91 (24.3)	38 (28.8)	2 (28.6)
65-74	77 (15.0)	42 (12.5)	28 (21.2)	2 (28.6)

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[4] It is important to note that when submitting the quantitative results, the total percentage within the tables may not be 100% as some percentages have been rounded

75+	16 (3.1)	5 (1.3)	10 (7.6)	1 (14.3)
Have children under 18 years old				
Yes	182 (35.4)	146 (38.9)	35 (26.5)	1 (14.3)
No	332 (64.6)	229 (61.1)	97 (73.5)	6 (85.7)
National Identity				
Welsh	361 (70.2)	265 (72.0)	94 (72.9)	2 (33.3)
English	32 (7.2)	28 (7.6)	9 (7.0)	0 (0.0)
Scottish	5 (1.0)	4 (1.1)	1 (0.8)	0 (0.0)
Northern Irish	1 (0.2)	1 (0.3)	0 (0.0)	0 (0.0)
British	99 (19.3)	70 (19.0)	25 (19.4)	4 (66.7)
Ethnic group				
Mixed or multiple ethnic groups	6 (1.2)	5 (1.3)	1 (0.8)	0 (0.0)
White	505 (98.2)	369 (98.7)	131 (99.2)	5 (83.3)
Other ethnic group	1 (0.2)	0 (0.0)	0 (0.0)	1 (16.7)
How long have you lived or owned a second home on Anglesey				
Have always lived on Anglesey	237 (46.1)	181 (48.3)	54 (40.9)	2 (28.6)
3 years or less	36 (7.0)	25 (6.7)	11 (8.3)	0 (0.0)
4-9 years	51 (9.9)	35 (9.3)	16 (12.1)	0 (0.0)
10-19 years	57 (11.1)	40 (10.7)	16 (12.1)	1 (14.3)
20 years or more	133 (25.9)	94 (25.1)	36 (26.5)	4 (57.1)
Personal situation				
Employed	295 (57.4)	231 (61.6)	63 (47.7)	1 (14.3)
Self-employed	45 (8.8)	22 (7.2)	17 (12.9)	1 (14.3)
On maternity or paternity leave	5 (1.0)	5 (1.3)	0 (0.0)	0 (0.0)
Retired	113 (22.0)	73 (19.5)	37 (28.0)	3 (42.9)
Long-term sick or disabled	12 (2.3)	9 (2.4)	2 (1.5)	1 (14.3)
Studying	17 (3.3)	12 (3.2)	5 (3.8)	0 (0.0)
Looking after home or family	14 (2.7)	12 (3.2)	1 (0.8)	1 (14.3)
Other	13 (2.5)	6 (1.6)	7 (5.3)	0 (0.0)
The workplace				
Work from home	65 (28.9)	98 (27.0)	42 (32.6)	4 (57.1)
Work at a workplace only	178 (35.7)	41 (11.3)	23 (17.8)	1 (14.3)
Work from home and in a workplace	112 (22.4)	144 (39.7)	32 (24.8)	2 (28.6)
Not relevant	144 (28.9)	80 (22.0)	32 (24.8)	0 (0.0)
Degree qualification or above				
Yes	302 (58.8)	213 (85.6)	84 (63.6)	5 (71.4)
No	212 (41.2)	162 (43.2)	48 (36.4)	2 (28.6)

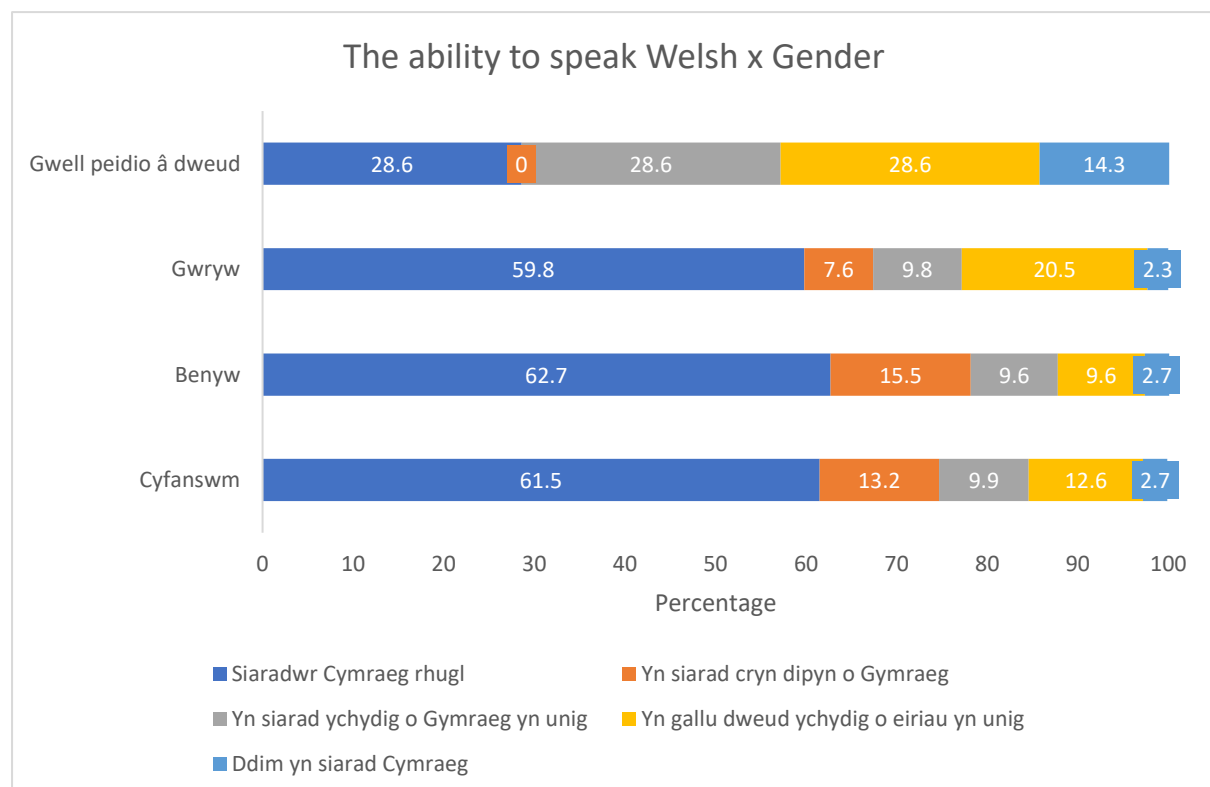6.3 Table 1 shows that the majority of respondents replied to the survey in English (65.2 per cent), and that their main home was on Anglesey (97.9 per cent). A total of 73.0 per cent were female. Whilst 40.6 per cent of respondents had lived on Anglesey all their lives and 25.9 per cent had lived there for more than 20 years, only 7.0 per cent of respondents had been living on the island for less than three years.

6.4   All age groups were represented in the sample, with the majority of respondents aged 35-44 (17.5 per cent), 45-54 (22.0 per cent) and 44-65 (25.5 per cent). The majority of the sample was White (98.2 per cent), with 70.2 per cent of respondents identifying as Welsh and 19.9 per cent as British, and 58.5 per cent educated to degree level. This sample consisted mainly of respondents who were either employed (57.4 per cent in employment and 8.8 per cent self-employed) or retired (22.0 per cent). There was no main place of work for the respondents in employment, with 28.9 per cent working from home, 35.7 per cent working in a workplace and 22.4 per cent working from home and in the workplace.

Ability to speak Welsh

Table 2. Frequency of the ability to speak Welsh

Variable	n	(%)
Fluent Welsh speaker	316	61.5
Able to speak a fair amount of Welsh	68	13.2
Only able to speak a little Welsh	51	9.9
Just able to say a few words	65	12.6
Not a Welsh speaker	14	2.7

Figure 1. The ability to speak Welsh by Gender

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6.5   Table 2 shows that the majority of respondents are able to speak Welsh to some extent, with 61.5 per cent of the sample being fluent Welsh speakers. Only 2.7 per cent of the total sample could not speak Welsh at all. A higher percentage of females (62.7 per cent) than males (59.8 per cent) were 'fluent Welsh speakers'; for those who preferred not to state their gender, the small sample numbers meant that the statistics were not significant (see Figure 1). Overall, women were more likely to note higher fluency in Welsh than men. For example, 15.5 per cent of women stated that they spoke 'a fair amount of Welsh', compared with 7.6 per cent of the men. In addition, twice as many men as women reported that they could only 'just say a few words' in Welsh.
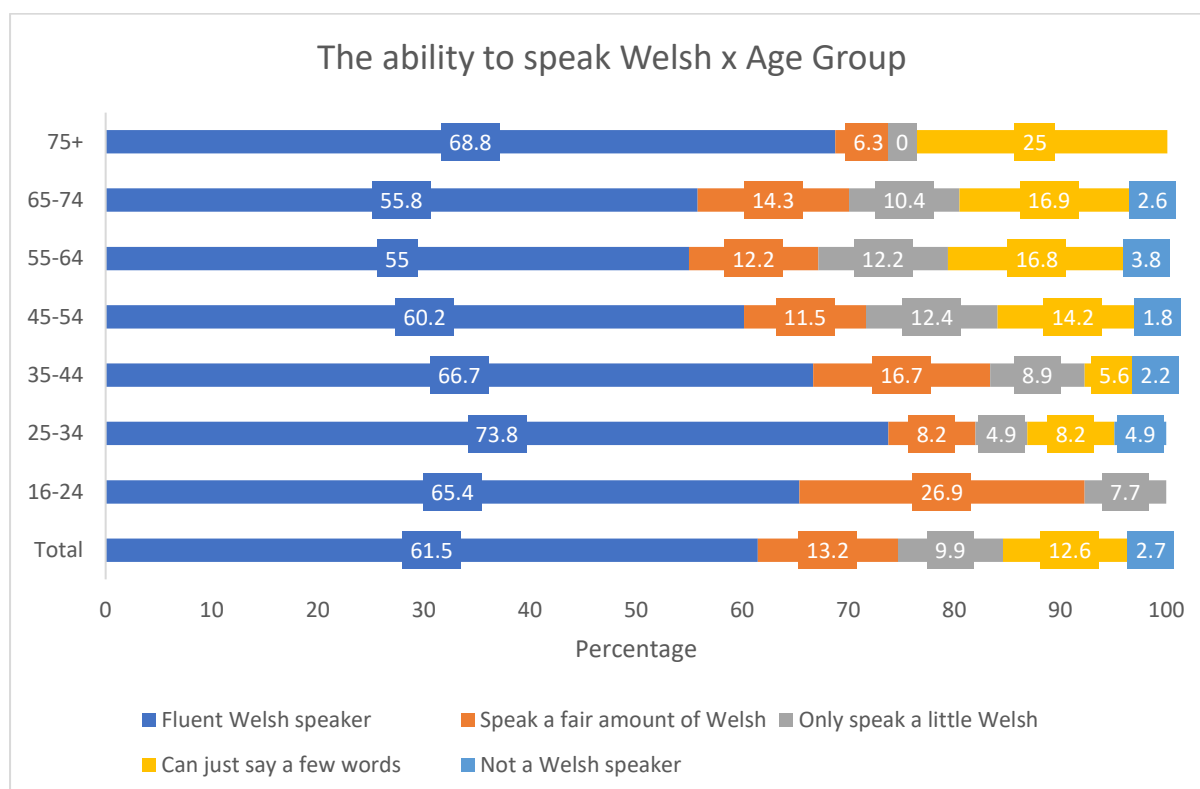
Figure 2. The ability to speak Welsh by Age Group

6.6   The majority of respondents across all age groups were 'fluent Welsh speakers' although the percentage across the age groups varied (see Figure 2). Overall, it was found that the majority of 'fluent Welsh speakers' belong to 25-34 (73.8 per cent) and 75+ (68.8 per cent) age groups. The two groups with the smallest percentage of 'fluent Welsh speakers' were the 55-64 (55 per cent) and 65-74 (55.8 per cent) age groups. It is noted that there were no respondents in the youngest age group (16-24 year olds) and the oldest age group (75+) unable to speak Welsh. A total of 92.3 per cent of 16-24 year olds were either 'fluent Welsh speakers' (65.4 per cent) or spoke 'a fair amount of Welsh' (26.9 per cent).
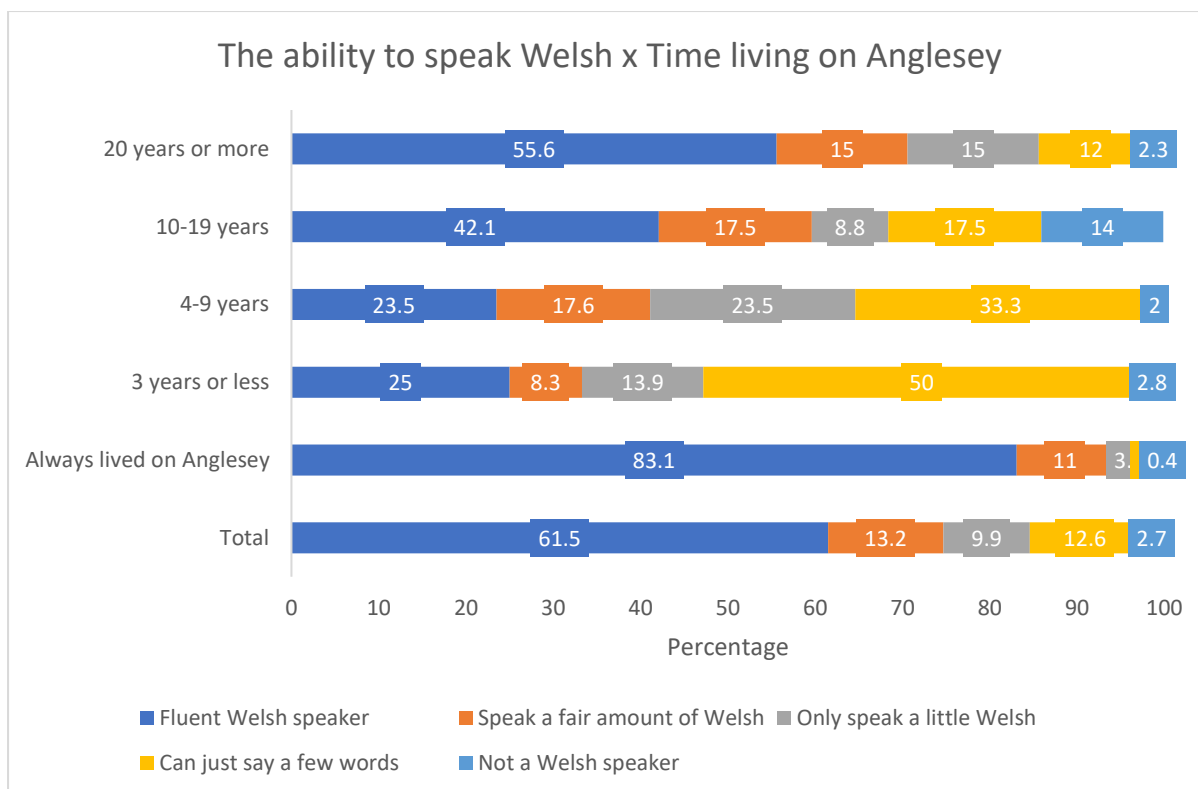
Figure 3. The ability to speak Welsh by Time living or having a second home on Anglesey

6.7   A very high percentage (83.1 per cent) of the respondents who had always lived on Anglesey were fluent Welsh speakers (see Figure 3). Furthermore, the data suggests that, the longer an individual lives on Anglesey the more fluent they are likely to be (e.g. 55.6 per cent of the individuals who had lived on Anglesey for over 20 years were 'fluent Welsh speakers' compared with only 23.5 per cent and 25 per cent of the respondents who had lived or had a second home on Anglesey for 4-9 years and 3 years or less respectively).

Learning Welsh

Table 3. Frequency analysis of where respondents learnt to speak Welsh

Variable	n	(%)
At home	303	(60.6)
School / College / University	77	(15.4)
At work	26	(5.2)
Welsh for Adults	53	(10.6)
Speaking to people living nearby	41	(8.2)

6.8   Respondents who did not speak Welsh at all were excluded from the analysis. The frequency analysis (Table 3) showed that the majority of respondents had learnt to speak Welsh at home (60.6 per cent), with only a small minority (5.2 per cent) having learnt to speak Welsh at work. The majority had learnt to speak Welsh either in a "formal" setting, i.e. School / College / University (15.4 per cent) and Welsh for Adults (10.6 per cent), or otherwise in an "informal

setting", i.e. speaking to people living close by (8.2 per cent) or at work (5.2 per cent). This showed that nearly 40 per cent of study respondents had learnt Welsh outside the home.
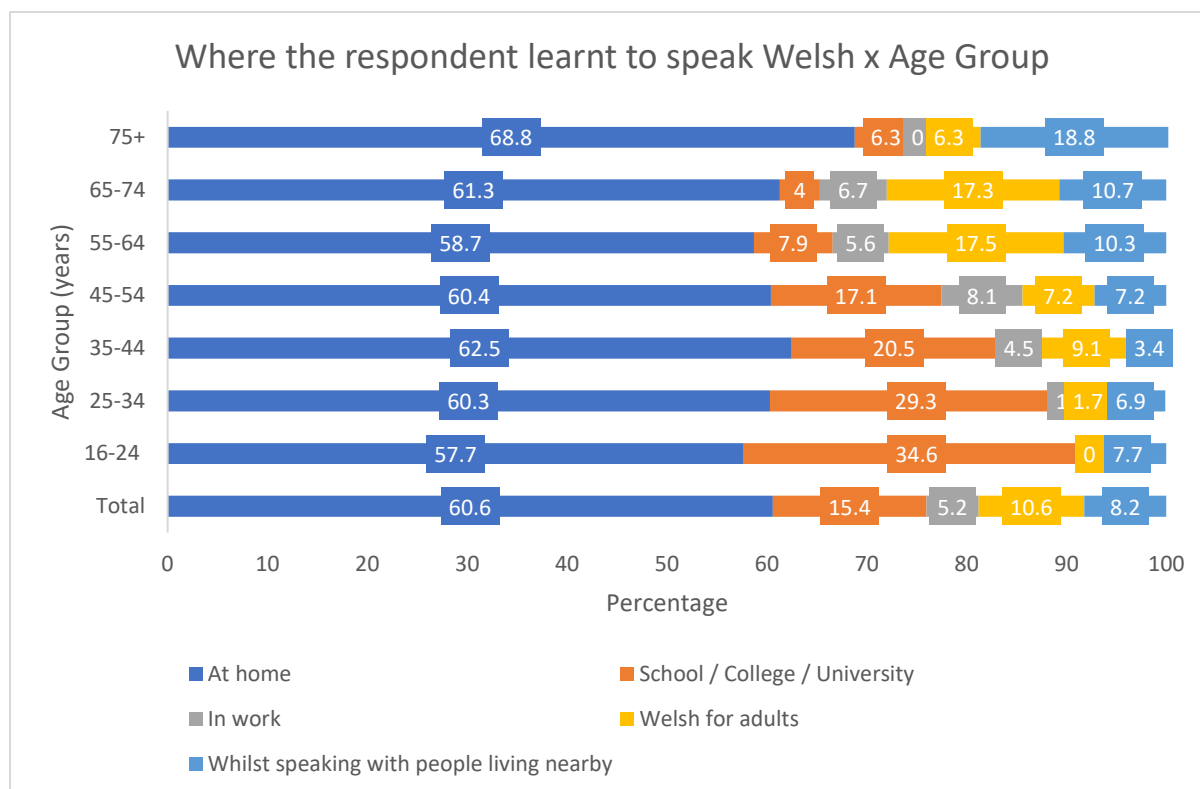
Figure 4. Where the respondent learnt to speak Welsh by Age Group

6.9   Further analysis using cross-tabulations revealed that a higher percentage of young respondents had learnt Welsh at school, college or university with 34.6 per cent of respondents aged 16-24 having learnt the language within this sphere. A higher percentage of respondents in 55-64 and 65-74 age groups had learnt Welsh through Welsh for Adults courses than in other age groups (see Figure 4).
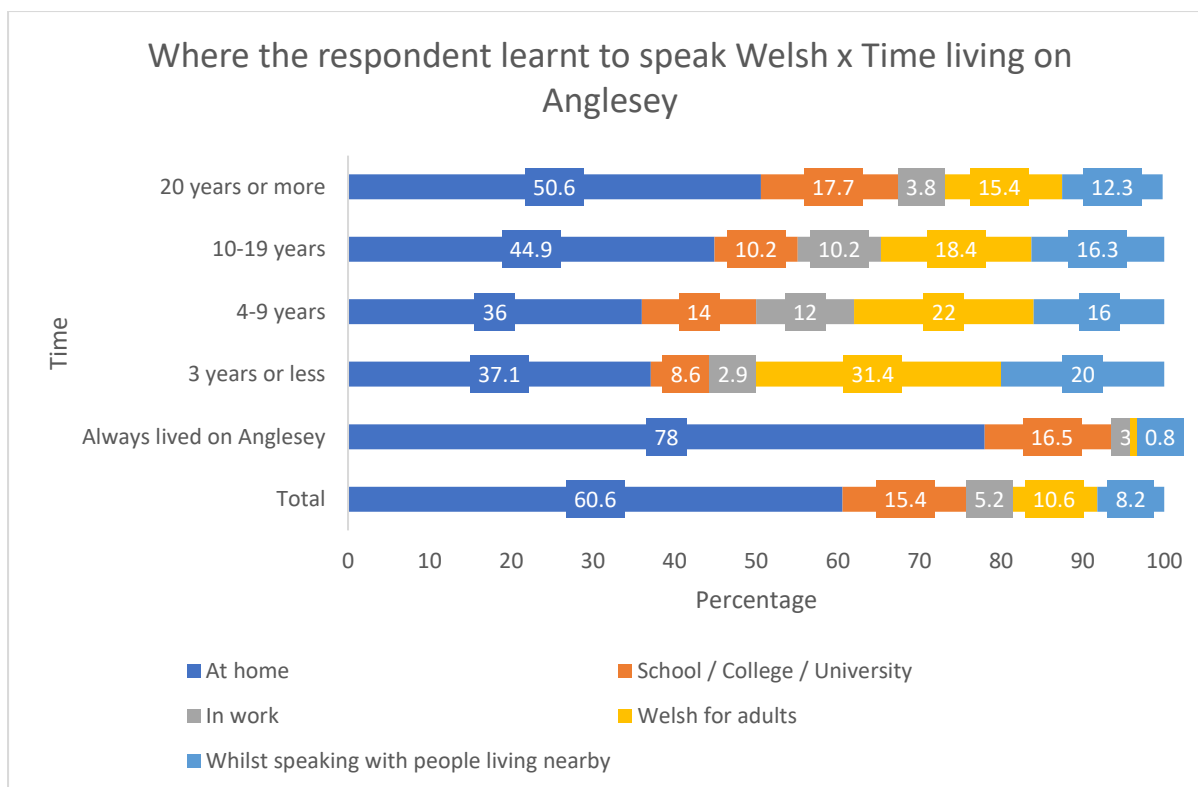
Figure 5. Where the respondent learnt to speak Welsh by Time living on Anglesey

6.10   A total of 78 per cent of respondents who had lived on Anglesey all their lives, or who had always had a second home on Anglesey, had learnt Welsh at home (see Figure 5). In contrast, the less time respondents had lived on Anglesey, the more likely they were to have learnt Welsh through Welsh for Adults courses.
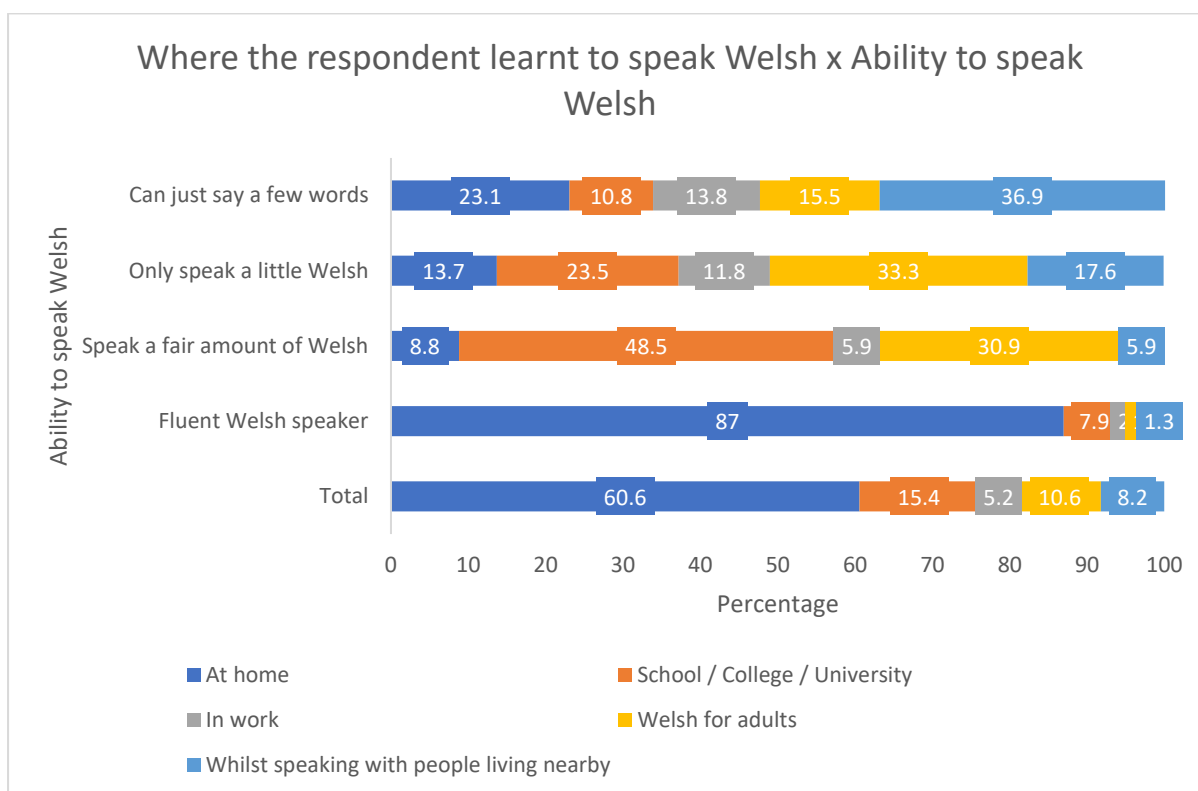
Figure 6. Where the respondent learnt to speak Welsh by Ability to speak Welsh

6.11   Most 'fluent Welsh speakers' (87 per cent) had learnt to speak Welsh at home with only 7.9 per cent of that cohort having learnt the language at school/college or university (see Figure 6). The majority of respondents who were able to 'speak a fair amount of Welsh' or who were only able to speak 'a little Welsh' had learnt Welsh in formal language learning settings, either at school/college or university or on Welsh for Adults courses.

Welsh language use frequency

Table 4. How often Welsh is spoken

Variable	n	(%)
Daily	344	(68.8)
Weekly	49	(9.8)
Less often	77	(15.4)
Never	30	(6.0)

6.12   Respondents were excluded from this analysis if they did not speak Welsh at all. Table 4 shows that the majority of the respondents who could speak Welsh spoke Welsh every day (68.8 per cent). However, a small percentage of respondents said that they never spoke Welsh (6.0 per cent).
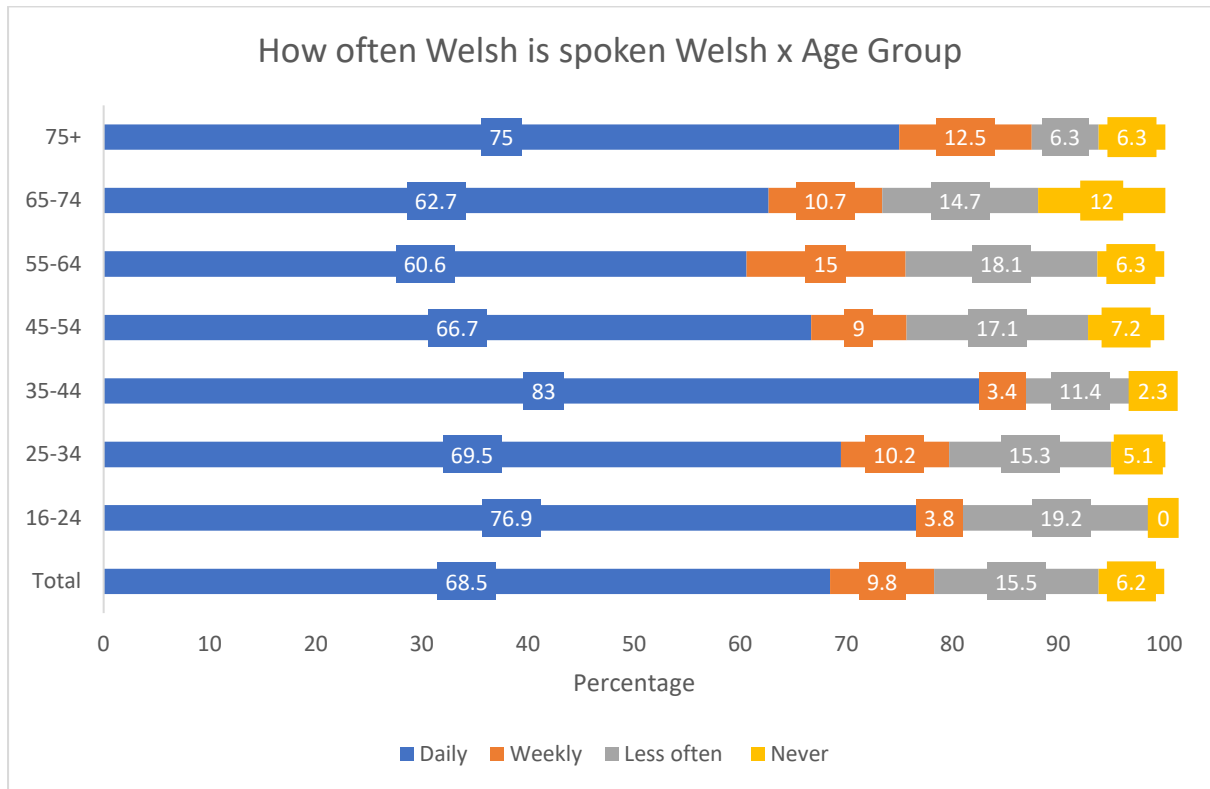
Figure 7. How often Welsh is spoken by Age Group

6.13   The results in Figure 7 show that respondents in the 35-44 year old age group spoke Welsh on a daily basis most often (83 per cent) and respondents in the 55-64 age group spoke it daily the least (60.6 per cent). The daily use of Welsh was also high amongst the youngest age group of the study, namely 16- 24 year olds.

How often Welsh is spoken x Time living on Anglesey

	Daily	Weekly	Less often	Never
20 years or more	62.9	7.6	21.2	8.3
10-19 years	46.9	16.3	28.6	8.2
4-9 years	40	24	24	12
Less than 3 years	37.1	20	31.4	11.4
Always lived on Anglesey	86.9	5.1	5.5	2.5
Total	68.5	9.8	15.5	6.2
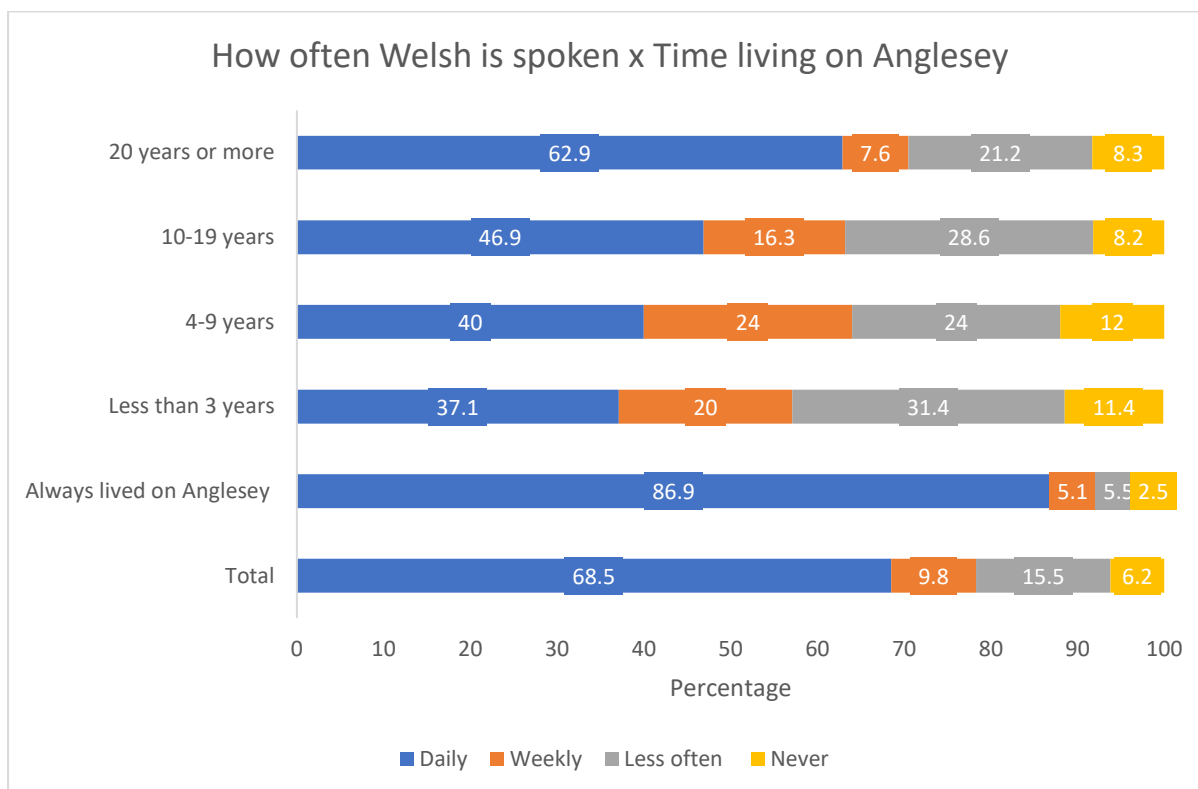
Figure 8. How often Welsh is spoken by Time living on Anglesey or having a second home on Anglesey

6.14   A total of 86.9 per cent of respondents who had always lived, or had a second home, on Anglesey spoke Welsh daily (see Figure 8). In contrast, the respondents who had lived on the Island for less than three years were the least likely group to be speaking Welsh on a daily basis (37.1 per cent). The longer respondents had lived on Anglesey, the more likely they were to speak Welsh every day.
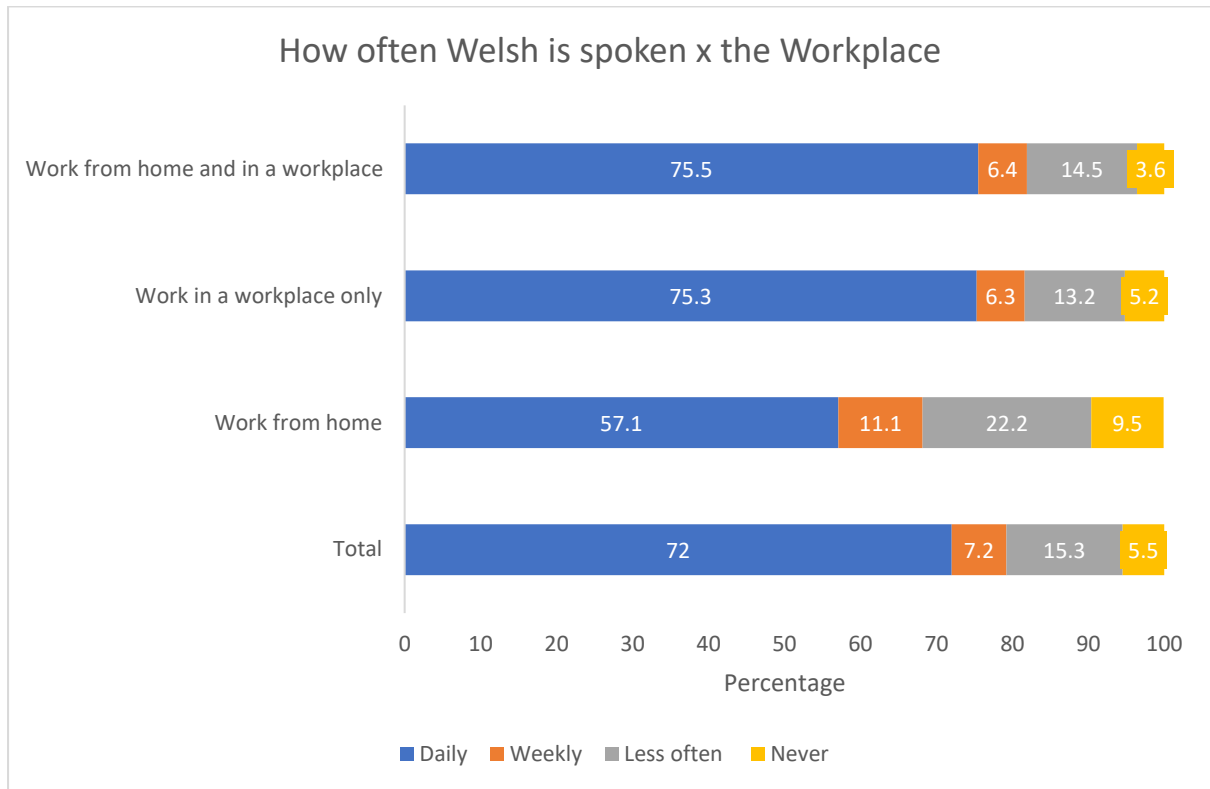
Figure 9. How often Welsh is spoken by the Workplace

6.15   According to the data shown in Figure 9, respondents working from home were less likely to speak Welsh on a daily basis (57.1 per cent) compared to other respondents who worked in a workplace (75.3 per cent) or who worked from home/in a workplace (75.5 per cent).
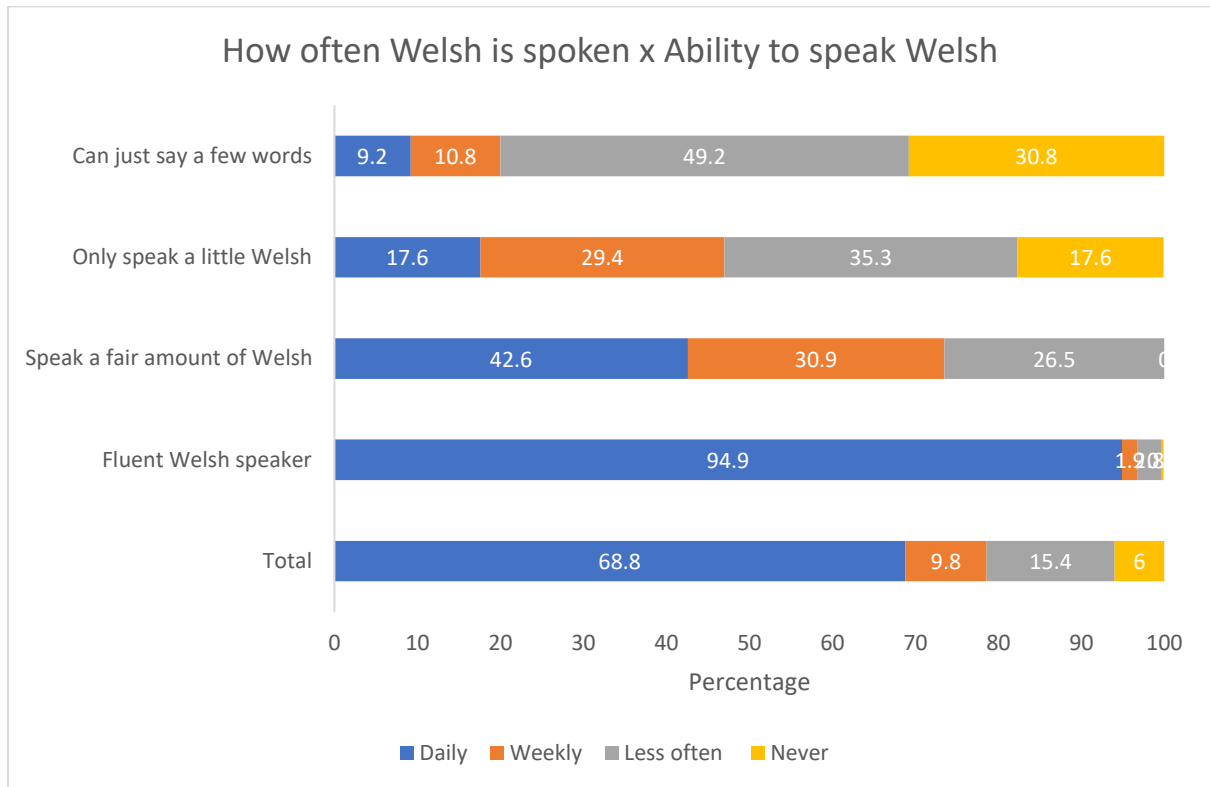
Figure 10. How often Welsh is spoken by ability to speak Welsh

6.16   The ability to speak Welsh and how often Welsh is spoken are shown in the results presented in Figure 10. The data shows that the more fluent Welsh speakers were, the more likely they were to note that they used Welsh on a daily basis. A total of 94.9 per cent of 'fluent Welsh speakers' spoke Welsh every day compared to only 9.2 per cent of respondents who were only able to say 'a few words'. Respondents who could 'just say a few words' in Welsh or only speak 'a little Welsh' tended either not to speak Welsh at all (30.8 per cent and 17.6 per cent respectively) or to speak Welsh less than weekly (49.2 per cent and 35.3 per cent respectively). Among those who spoke 'a fair amount of Welsh', 42.6 per cent spoke the language on a daily basis and 30.9 per cent on a weekly basis.

Location of Welsh language use
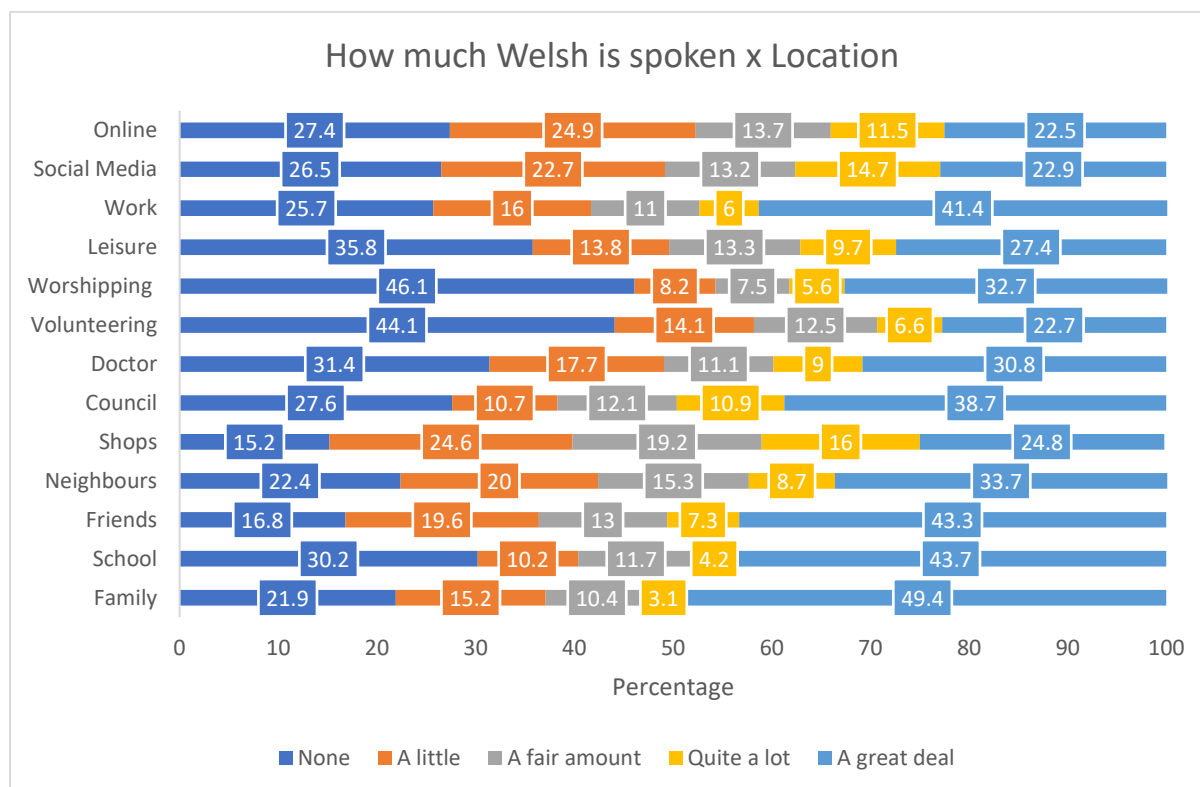
Figure 11 How much Welsh is spoken by Location

6.17   An examination of Figure 11 shows that the three most common places where Welsh is spoken are with the family (49.4 per cent), at School/College/University (43.7 per cent) and with friends (43.3 per cent). Conversely, the three most common places where Welsh is not spoken at all are places of worship (46.1 per cent), when volunteering (44.1 per cent) and in leisure[5] or sports clubs (35.8 per cent).

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[5] The leisure clubs represent provision within a variety of sectors.

Where Welsh is heard spoken x Location

Location	None	A little	A fair amount	Quite a lot	A great deal
Online	16.3	26.7	22.9	18	16
Social Media	13	27.5	25.5	18	15.9
Work	17.1	10.7	17.1	11.2	43.9
Leisure	19.8	19.8	20.9	18.2	21.4
Worshipping	34.7	9	13	7.6	35.7
Volunteering	32.1	14.6	20.7	12.5	20
Doctor	11.2	22.9	22.1	17.2	26.6
Council	10.2	14.6	22.1	17.6	35.5
Shops	5.7	22.8	32.7	20.5	18.3
Neighbours	13.3	21.3	24.4	11.9	29.1
Friends	8.7	16.8	20	14	40.5
School	19.4	9.1	20	12.5	39.1
Family	19.9	11	13.8	5.7	49.6

Figure 12. Where Welsh is heard spoken by Location

6.18   An examination of Figure 12 shows that the three most common places where Welsh is widely heard are with the family (49.6 per cent), at work (43.9 per cent) and with friends (40.5 per cent). Conversely, the three most common places where no Welsh is heard are places of worship (34.7 per cent), when volunteering (32.1 per cent) and with the family (19.9 per cent).

Opinion on the value of the Welsh language
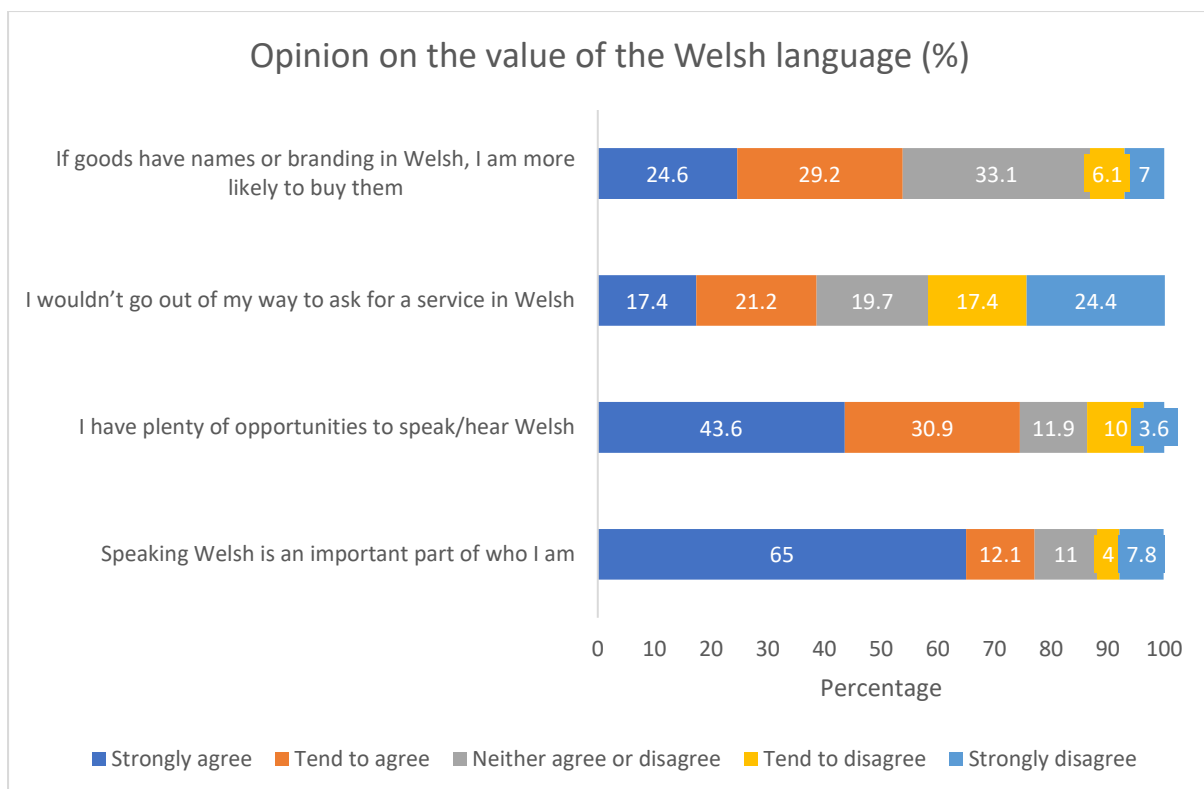
Figure 13. Opinion on the value of the Welsh language

6.19 Speaking Welsh is seen as an important part of an individual's identity by 65 per cent of the sample (see Figure 13). Furthermore, this is particularly important for respondents whose national identity is Welsh, with 85.2 per cent of respondents strongly agreeing and 8.4 per cent saying they 'tend to agree' with this statement.

6.20 A further examination of the results presented in Figure 13 shows that nearly 75 per cent of the sample either 'strongly agree' (43.6 per cent) or 'tend to agree' (30.9 per cent) with the statement that they have opportunities to speak Welsh. However, only 41.8 per cent of respondents said they 'strongly agree' or 'tend to agree' that they would go out of their way to ask for services in Welsh. Finally, 53.8 per cent of respondents either 'strongly agree' or 'tend to agree' that they would go out of their way to buy Welsh branded goods, while 33.1 per cent of respondents 'neither agree or disagree' with this statement.

Welsh speakers' use of Welsh by location

6.21 The next section includes an analysis of the language use domains of Welsh speakers. The data includes the use made by Welsh speakers with varying fluency levels, including 'fluent Welsh speakers', those able to speak 'a fair amount of Welsh', those able to 'only speak a little Welsh' and those that can 'just say a few words'. Note that the section does not include respondents who do not speak Welsh at all.

6.22 The next section will include an analysis of the use of Welsh in the following domains: family, friends, school, neighbours, shops, leisure and sports, and the workplace.
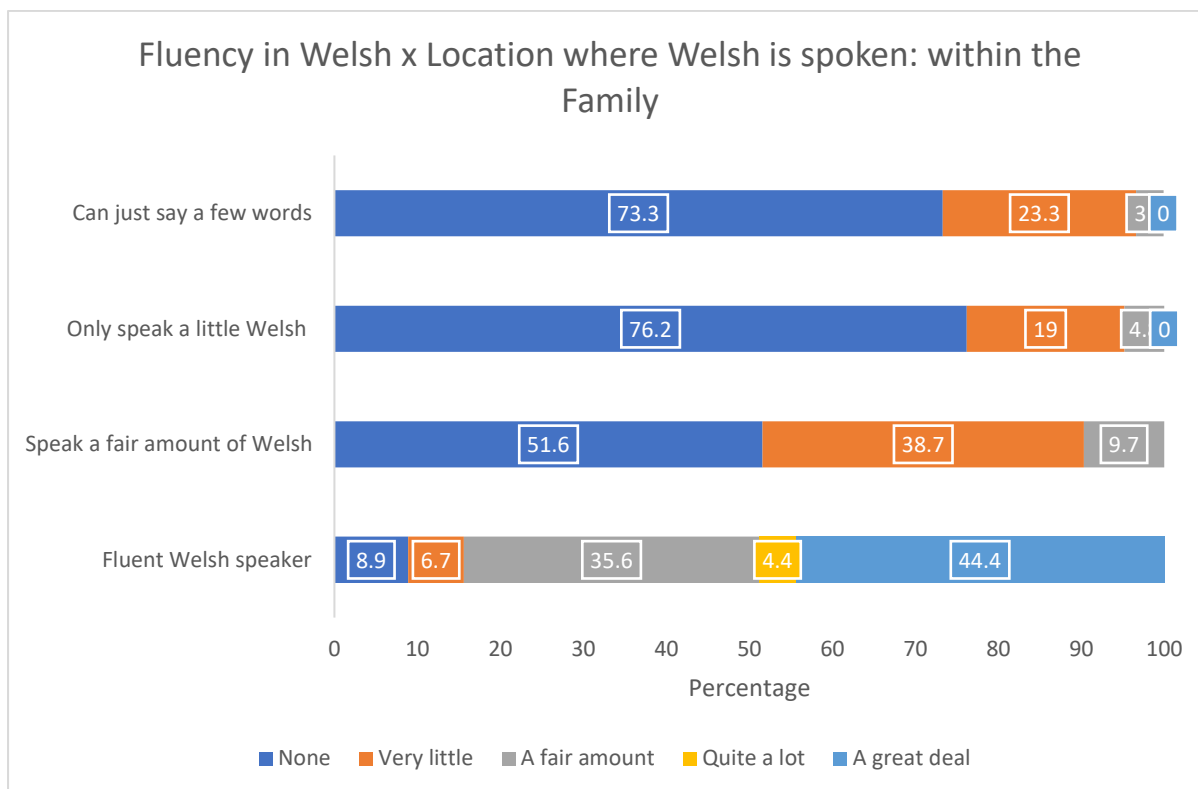
Figure 14. Fluency in Welsh by Location where Welsh is spoken: within the Family

6.23   According to the data presented in Figure 14, 44.4 per cent of 'fluent Welsh speakers' use the language 'a great deal' within the family, 4.4 per cent use it 'quite a lot' and 35.6 per cent use it 'a fair amount'. Less fluent respondents do not often use Welsh within the family.
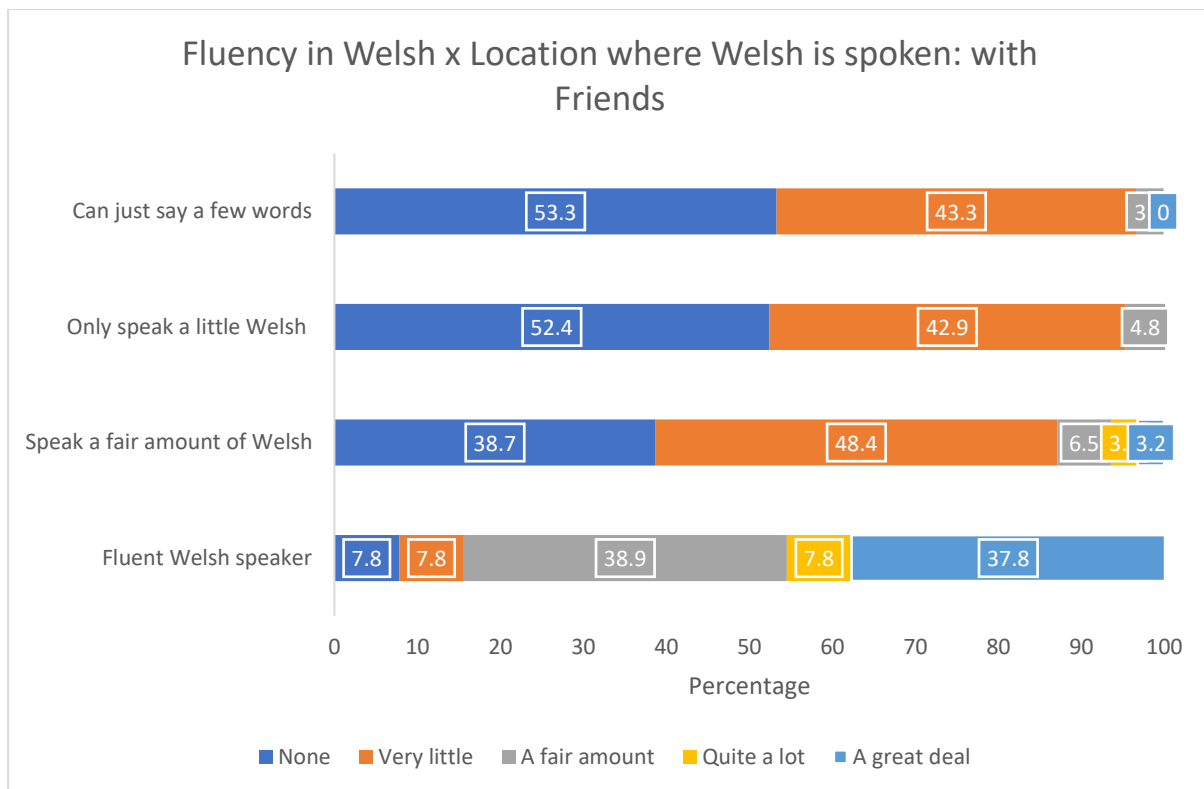
Figure 15. Fluency in Welsh by Location where Welsh is spoken: with Friends

6.24   According to respondents who were 'fluent Welsh speakers', 37.8 per cent spoke 'a great deal' of Welsh with their friends. It was also noted that 38.9 per cent of 'fluent Welsh speakers' spoke 'a fair amount' of Welsh with their friends. For respondents who stated that they spoke 'quite a lot of Welsh', their use of Welsh with friends was very limited, with 38.7 per cent saying that they did not speak Welsh with their friends at all, and 48.4 per cent stating that they spoke 'very little' Welsh with their friends.
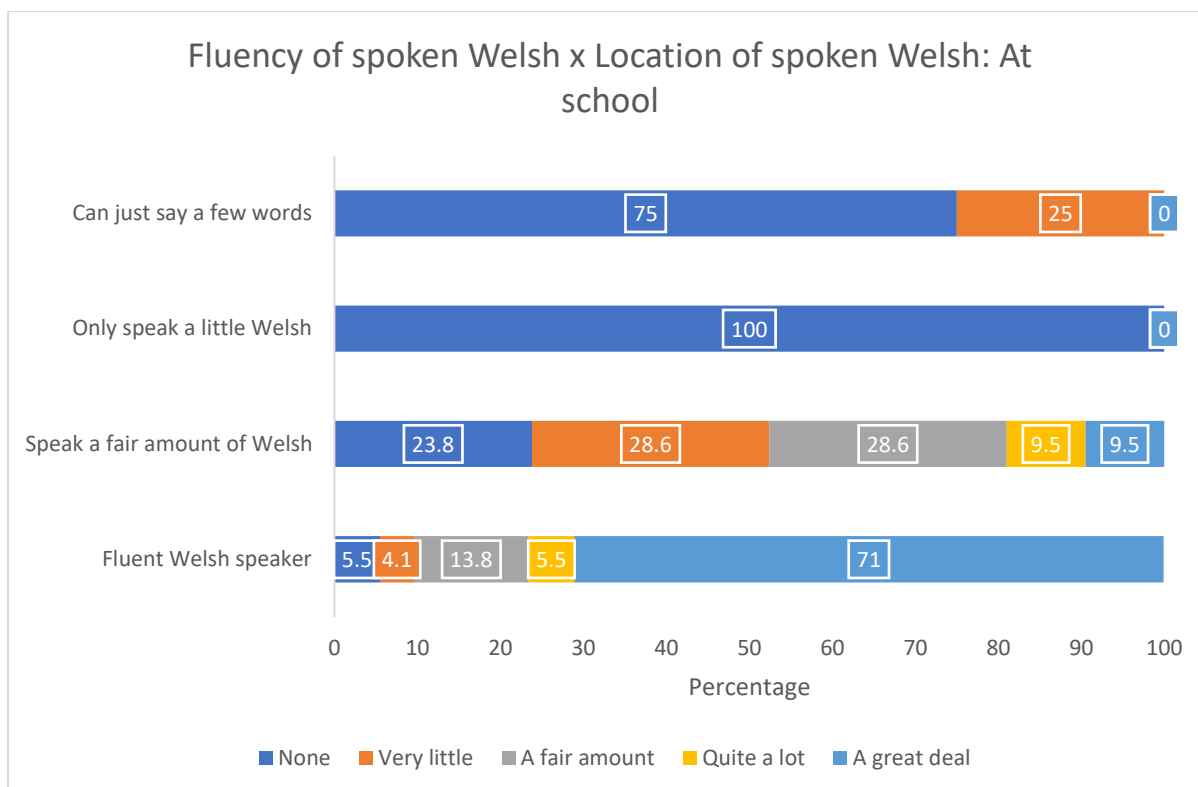
Figure 16. Fluency in Welsh by Location where Welsh is spoken: at School

6.25   It should be noted in examining the data in Figure 16 that they include information from all age ranges, and therefore include current and historical data on language use in the school. As a result, the data does not necessarily show current use of the Welsh language in Anglesey schools. In addition, to ensure that respondents had attended the school in Anglesey, respondents who had never lived on Anglesey were taken out.

6.26   Figure 16 data shows that 'fluent Welsh speakers' were the most likely respondents to note that they use or have used 'a great deal' of Welsh at school (71 per cent). The data collected suggests that survey respondents who were less fluent use less Welsh at school. For example, according to the respondents who stated that they could speak 'a fair amount' of Welsh (namely the second most fluent group), 23.8 per cent stated that they did not/did not use to use Welsh at school, with 28.6 per cent stating that they used 'very little' Welsh in this sphere.
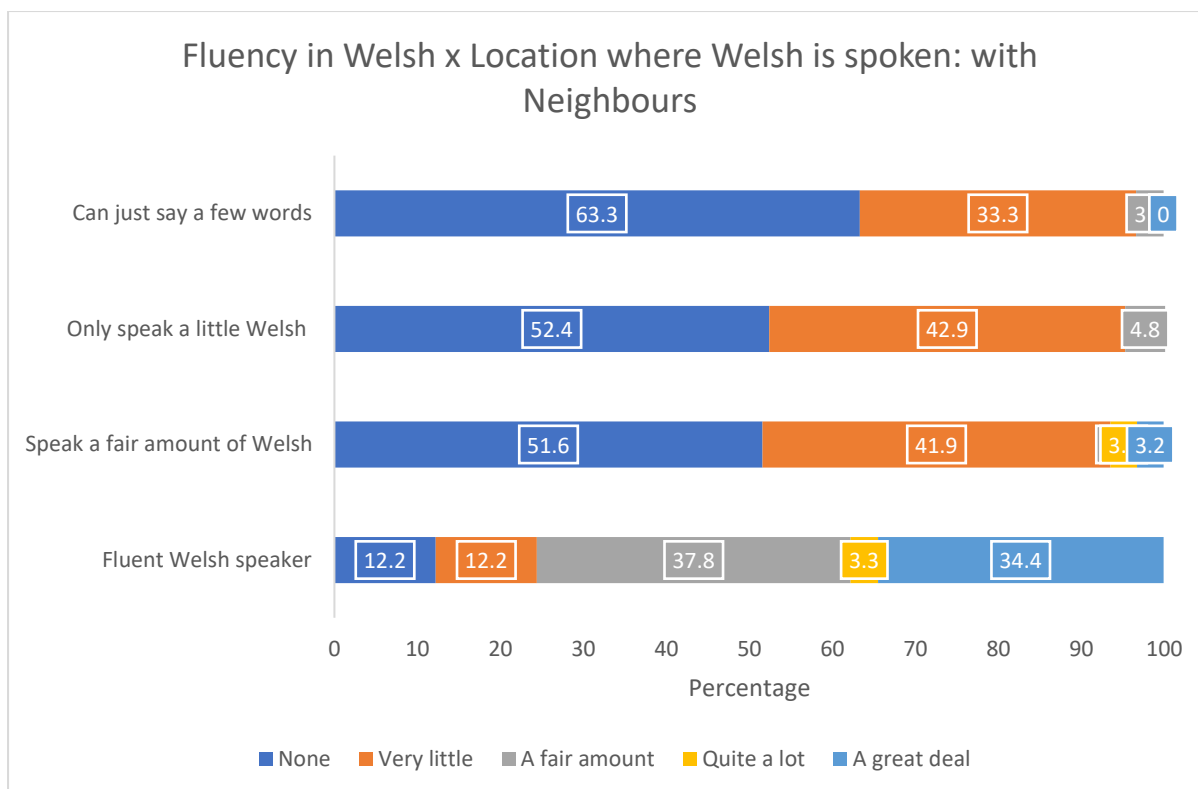
Figure 17. Fluency in Welsh by Location where Welsh is spoken: with Neighbours

6.27   An examination of the data presented in Figure 17 shows that 34.4 per cent of 'fluent Welsh speakers' use the language 'a great deal' with their neighbours, 3.3 per cent use it 'quite a lot' and 37.8 per cent use it 'a fair amount'. This shows that there are opportunities to use Welsh with neighbours, but that bilingualism is also an element of language use within this sphere. For respondents who stated that they spoke 'a fair amount of Welsh', their use of Welsh with neighbours was very limited, with 51.6 per cent saying that they did not speak Welsh with their neighbours at all, and 41.9 per cent stating that they only spoke 'very little' Welsh.
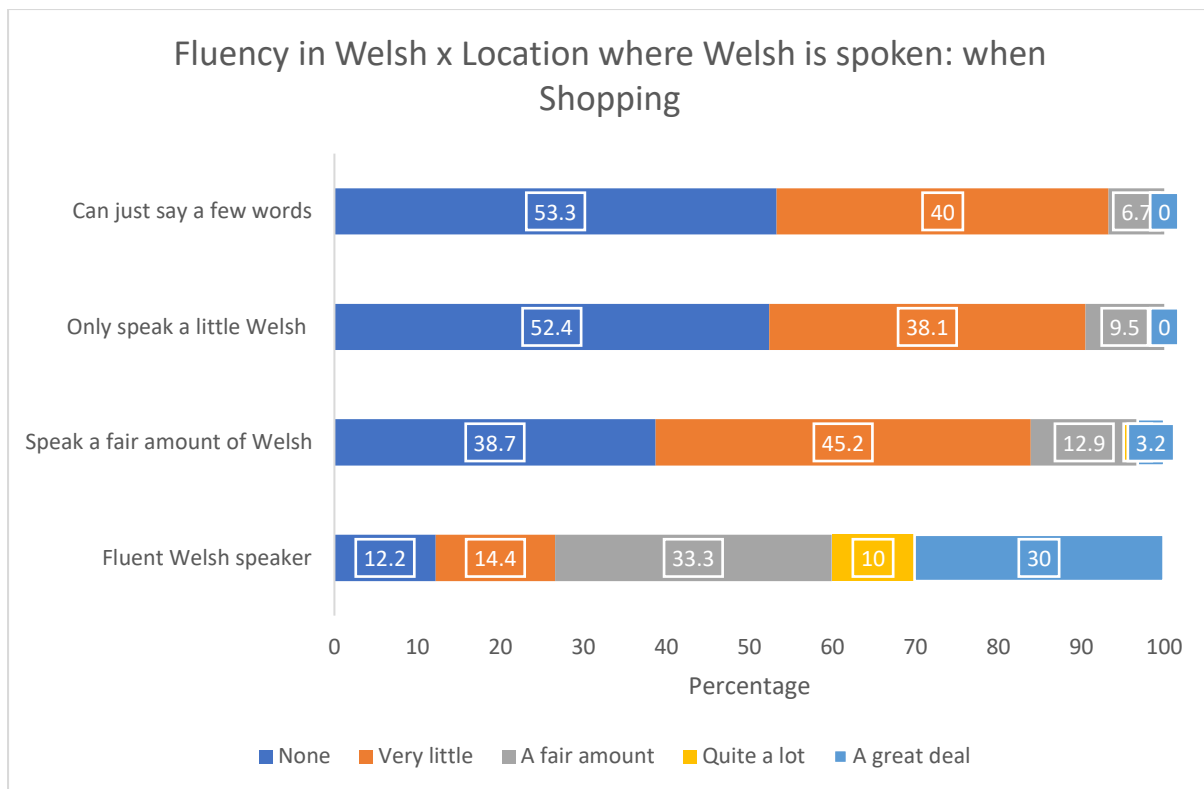
Figure 18. Fluency in Welsh by Location where Welsh is spoken: when Shopping

6.28   What stands out in the data presented in Figure 18 is that the language use of many fluent Welsh speakers in Anglesey shops is mixed, with 30 per cent stating that they use the language 'a great deal', 10 per cent stating that they use it 'quite a lot', 33.33 per cent stating that they use Welsh 'a fair amount', and the others speak 'very little' (14.4 per cent) or none at all (12.2 per cent). Furthermore, the vast majority who spoke 'a fair amount of Welsh' did not use it much within this domain.

Figure 19. Fluency in Welsh by Location where Welsh is spoken: Leisure/ Sports Venue

6.29   The data in Figure 19 shows that 28.9 per cent of 'fluent Welsh speakers' use 'a great deal' of Welsh when participating in leisure and sporting activities, 10 per cent use 'quite a lot', and 28.9 per cent use 'a fair amount' of Welsh when joining in this type of activity. This suggests that a high percentage of 'fluent Welsh speakers' participate in bilingual leisure and sporting activities, with Welsh being used to varying degrees within these activities. According to respondents who can speak 'a fair amount of Welsh', it was reported that 71 per cent did not use Welsh at all in leisure and sporting activities, with 22.6 per cent stating that they used 'very little' Welsh in these activities.

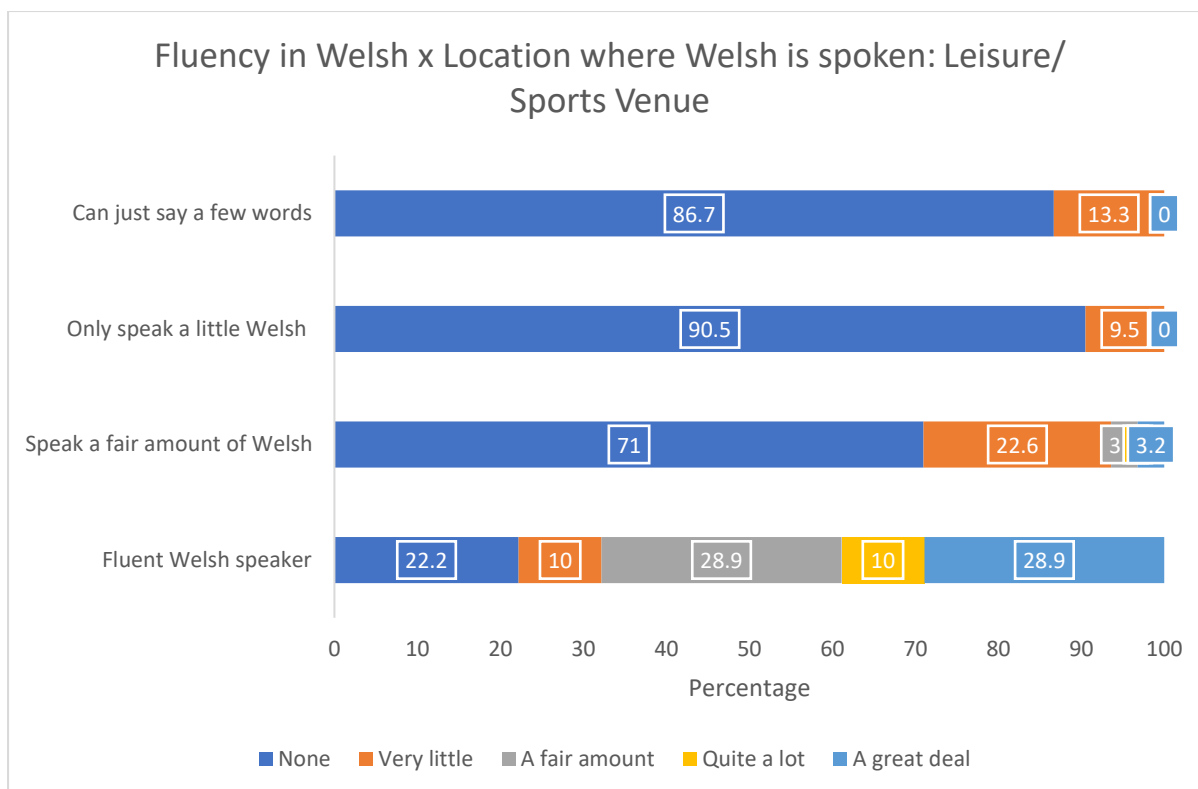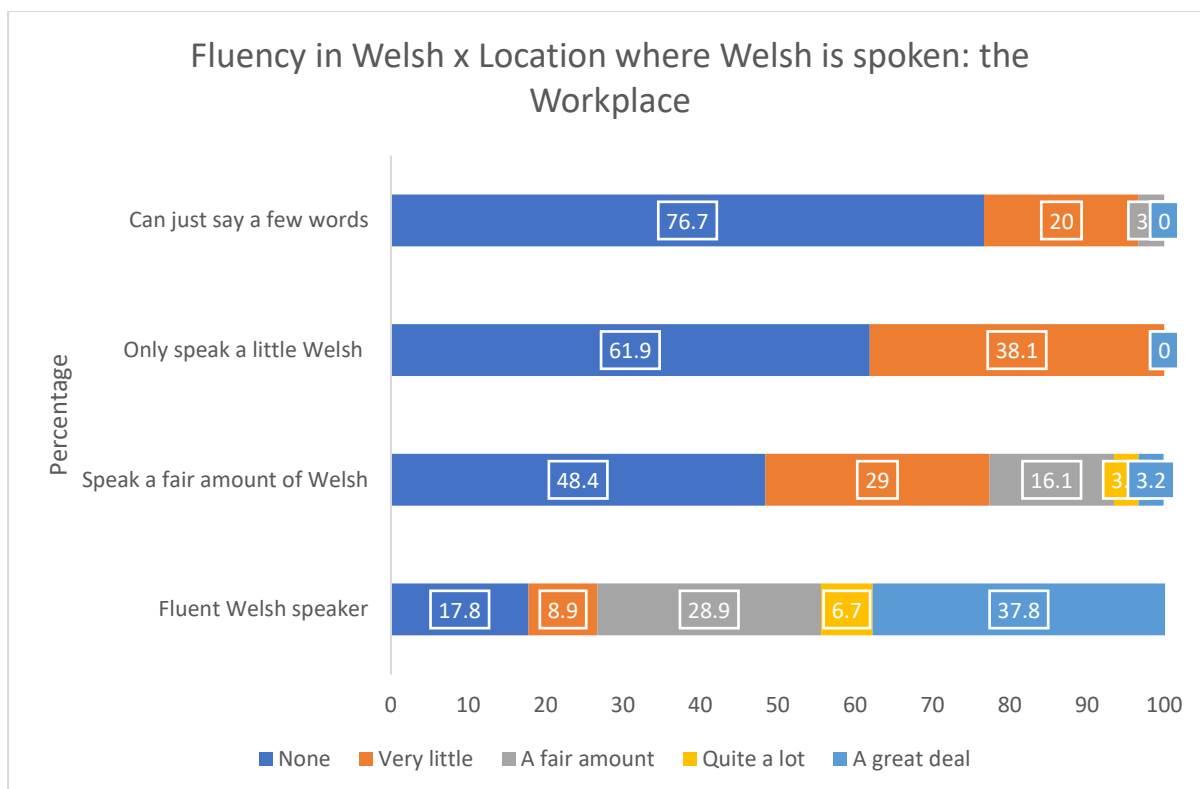**Figure 20. Fluency in Welsh by Location where Welsh is spoken: the Workplace**

6.30   According to respondents who considered themselves to be fluent in Welsh, 37.8 per cent spoke 'a great deal' of Welsh in the workplace, 6.7 per cent spoke 'quite a lot', and 28.9 per cent spoke 'a fair amount' of Welsh (see Figure 20). Furthermore, almost half of respondents who could speak 'a fair amount of Welsh' (48.5 per cent) stated that they did not speak any Welsh in the workplace.

Qualitative Data of the Online Survey

6.31 Within this section, we will report on the qualitative data of the online survey, emphasising that it is the findings and views of respondents that are included. As part of the online questionnaire, three specific qualitative questions gave respondents an opportunity to express their views on the challenges of using the Welsh language on Anglesey and the activities they would like to see in order to promote the Welsh language on the island. The Nvivo social sciences software package was used to generate key research themes from the qualitative comments of the survey. The research responses are reported according to the three questions below which are consistent with the main aims and objectives of the research study. Evidence to support the themes may have been accessed in response to any of the three qualitative questions.

- What is stopping you from using more Welsh on Anglesey?
- What are the challenges facing the Welsh language on Anglesey?
- What kind of programmes or activities would you like to see developed to promote Welsh on Anglesey?

What is stopping you from using more Welsh on Anglesey?

6.32   According to the online questionnaire respondents, a number of factors prevented individuals from using the Welsh language on Anglesey. These included a change in the linguistic make-up of the island from Welsh to English and a lack of opportunities to use Welsh in various sectors. It was also noted that uncertainty regarding the linguistic ability of Anglesey residents affects the initial language of everyday conversations. Comments were received from the survey's Welsh speakers that a linguistic shift had taken place on Anglesey as individuals started more conversations in English rather than Welsh. In addition, a number of responses were received regarding the experiences and challenges of new Welsh speakers when using the Welsh language on Anglesey.

Lack of opportunities to use the Welsh language

6.33   The most frequently reported theme in the survey data was that there was a linguistic shift on the island, preventing individuals from speaking Welsh on Anglesey. It was noted that the change in the linguistic make-up of the island influences individual language use patterns in the community (162 survey responses discussed this). According to those questioned, this linguistic change restricted the opportunities of individuals to use the Welsh language. Evidence of this was seen from Welsh speakers of varying levels of fluency. As one respondent states, *"So many people cannot speak the language. Expecting us to turn to English."*

6.34   A theme linked to the change in the linguistic make-up of the island was that it was difficult to start every conversation in Welsh due to uncertainty about the linguistic ability of individuals living on Anglesey. As noted in one example by a respondent, *"(You're) never sure who can speak Welsh and find it difficult, for some silly reason, to start a discussion in Welsh."*

6.35   Evidence was also received of the practice by Welsh speakers of turning to speak English when non-Welsh speakers were present. According to one survey respondent, *"People who can't speak Welsh join clubs and the language automatically changes to English, even if only one or two English speakers are present."*

6.36   There was a lack of opportunities to use the Welsh language in specific contexts on Anglesey. A prominent theme preventing respondents from using more Welsh on the island was the lack of opportunities to use Welsh in general and in accessing services, particularly when dealing with local shops and businesses and within health contexts (112 responses were received in the survey). A number of responses were received from fluent Welsh speakers regarding their experiences of receiving English only services in some shops and supermarkets on Anglesey. As noted in one example, *"One example would be that when I go to one of the many supermarkets, post offices or other shops on Anglesey and speak Welsh, I am usually told by the person I am speaking to that they don't speak Welsh."*

6.37   One respondent noted that the private sector on the island had no awareness of the importance of the Welsh language, and that this affected the services available in Welsh within businesses. *"Lots of new shops and cafes are owned by non-Welsh speakers and they do not see the value of having Welsh speaking staff, or if there are Welsh speaking staff, they have no senior leadership promoting use of the language."*

6.38   Furthermore, it was noted that opportunities to use Welsh within the public sector could depend on the language of the member of staff working there. Non-Welsh speaking members of staff

mean that a Welsh language service is not always available. As one respondent noted when discussing health services on the island, *"I start every conversation in Welsh, but most of the time the response is, "sorry I don't speak Welsh" especially when calling doctor's surgeries as part of my work."*

6.39   Whilst the above-mentioned themes discussed the influence of opportunities to use the Welsh language within the public and civil society sphere, it was also noted that a lack of language transmission within the family was a factor with parents who can speak the language not always transferring it to their children (27 survey responses were received). Another theme that is a challenge to the Welsh language on Anglesey is that not everyone who can speak Welsh uses the Welsh language (29 survey responses were received). Here are some comments that emerged from the online survey. One respondent noted, *"One challenge is to persuade the Welsh speakers to speak Welsh with their children instead of English."* Another respondent said, *"Young people who speak Welsh as their first language insist on speaking English with each other"*.

Barriers to new Welsh speakers

6.40   A number of responses were received discussing the barriers for new speakers in trying to use the Welsh language on Anglesey. For those who are not fluent in Welsh, factors relating to learning the language can be a significant barrier to their community use of Welsh on Anglesey (39 survey responses). These factors include a lack of opportunities to learn the language, a perception that Welsh is difficult to learn and a lack of motivation to learn too. Factors relating to learning Welsh are also seen as an overall challenge for the Welsh language on Anglesey (29 survey responses).

6.41   The survey respondents noted that more Welsh lessons were needed on Anglesey (90 survey responses) and a range of barriers associated with current provision are also highlighted. Among the barriers identified were the need for free lessons, lessons outside working hours, and more convenient (local/central) locations. Some preferred face-to-face lessons and others preferred online lessons, suggesting that various options are needed to meet different needs. Some wanted to attend lessons by virtue of their office. There was a perception by some that the Welsh language taught was too formal and not suitable for oral use. According to one respondent, *"Every day street Welsh is not what is taught on most courses and bears no resemblance to 'Council' Welsh."*

6.42   Factors relating to confidence, fluency and accent were also a challenge for new speakers (112 survey responses). As one respondent explained, *"Simple conversations for people who have basic Welsh but aren't confident enough to speak it as they are embarrassed, a lot of people my age know Welsh but think they are not good enough to hold a conversation."*

6.43   The attitudes of fluent Welsh speakers towards new Welsh speakers was a prominent discussion topic within the survey. There were 46 survey responses stating that Welsh speakers need to demonstrate more positivity and support towards new Welsh speakers who use Welsh in the community. As one respondent said, *"Attitudes - often those who want to learn and are trying to learn Welsh are discouraged by attitudes of Welsh speakers... More integration and social opportunities to encourage the use of Welsh may be beneficial."*

6.44   Data was received regarding the experiences of new speakers who used the Welsh language on digital platforms. Some respondents noted that social media can be a challenging space for new Welsh speakers and prevent them from practising writing in Welsh. As one respondent noted,

> *"...social media can be very confrontational towards learners or those with no Welsh language skills. Gentle encouragement is needed. It can be a hostile environment for non-Welsh speakers."*

What are the challenges facing the Welsh language on Anglesey?

6.45 According to those who responded to the online survey, there were a number of structural challenges facing the Welsh language on Anglesey. The challenges included in-migration and out-migration and the effects on the linguistic make-up of the island, an increase in the number of second homes and holiday homes on the island as well as the effects of tourism on the Welsh language.

In-migration, Second Homes, Holiday Homes and Tourism

6.46 According to survey respondents, there was a perception that one of the main challenges facing the Welsh language on Anglesey was that non-Welsh speakers were in-migrating to the island (176 respondents noted this). Responses emphasised the tendency for older people to move to the island. For example, as one respondent noted, *"Older people are relocating to the island and there are fewer opportunities (and little encouragement) for them to learn Welsh."*

6.47 In addition, comments were received regarding the phased nature of the in-migration and how that affected the linguistic make-up of the island over an extended period. It was noted that there was an increase in the non-Welsh speaking population on Anglesey that were not involved with the day to day use of the Welsh language, *"A drip by drip increase/gradual increase of immigrants who mean no harm but who do not see value in learning Welsh..."*

6.48 Worrying about the influence of summer homes and second homes on the Welsh language was a clear theme among respondents (102 responses in the survey). It was mentioned that second homes and holiday homes contribute to the decline of communities, and have a detrimental effect on the Welsh language. For example, one respondent noted, *"The biggest destroyer of Communities is second homes and holiday homes. Unless the Welsh Government or Council introduce legislation to restrict this, there will be no hope for the language, no matter what you do to try and help and encourage Welsh Speakers".*

6.49 Several responses were received within the survey discussing how some members of the community were changing house and place names from the original Welsh to English and this was seen as a challenge for the Welsh language on Anglesey. As one respondent said, *"They also need to do something about the trend to change Welsh names to English names on houses and to stop businesses like restaurants using an English name when they could use a Welsh name..."*

6.50 In addition, reference was made to the impact of buying second homes on language use in social settings. For example, one respondent noted that *"A lot of second homes are bought by people who do not originally come from the area, affecting the language use in social settings, such as pubs, restaurants etc."*

6.51 Tourism was a theme among the research respondents, which is linked to this. The importance of tourism to the local economy was recognised, but the perception of other respondents was that tourism was a threat to the Welsh language due to the influence on patterns of community use of the Welsh language. For example, as one respondent pointed out, *"A lot of holiday makers need English so some people stop beginning things [starting conversations] in Welsh".*

6.52   Alongside in-migration, the out-migration of Welsh-speaking individuals from the island was also a clear theme within the data (33 survey responses were received). According to respondents, there were a number of factors contributing towards out-migration on Anglesey. The survey respondents found that house prices and the availability of housing stock as a result of in-migration meant that individuals were unable to stay in their communities (36 survey responses were received). For example, as one respondent pointed out, *"Non-Welsh speakers come to live on the island and buy houses thereby increasing house prices beyond the financial capability of local young people. As a result, young people have to leave for housing".*

6.53   In addition to this, lack of work and employment was also a factor which prevented Welsh speakers from being able to live and work on the island (31 responses were received), *"For the language to thrive, we need the next generation of Welsh speakers to grow up and live and work locally. There simply aren't the education or employment opportunities for them to stay here".*

6.54   Several research respondents noted that the Covid-19 global pandemic has exacerbated Anglesey's housing situation, *"Covid has exacerbated the housing situation here – it's very difficult for young people to compete with such high housing prices".*

Attitudes towards the Welsh language

6.55   Of the research sample, 85 comments questioned the value of the Welsh language and Welsh language promotion policies. The economic value of the Welsh language was questioned, the cost of promoting the Welsh language and policies relating to Welsh-medium education on the island were among the comments. For example, some of the respondents questioned the value and usefulness of the Welsh language, *"It's of no commercial benefit and expensive in both time and money to support."*

6.56   Research respondents noted that the education system should be more flexible in offering a language choice to school pupils without imposing Welsh on them. According to one respondent, *"I disagree with the Governments attitude forcing people and children at school to speak Welsh. It should be a choice and far too much money is spent on it."*

6.57   Comments were also received referring to the linguistic shift seen on the island and that individuals were entitled to use the English language. As one respondent noted, "Anglesey has changed, 49% of residents do not speak the language. People have the right to speak English if they wish..."

What kind of programmes or activities would you like to see developed to promote Welsh on Anglesey?

6.58   Comments from a number of individual respondents to the online survey are included in the section below, rather than complete research themes. However, it was possible to collate similar comments under the headings that appear in the table below.

Figure 21. Summary of participants' comments

Programmes and Activities	Activities
Support to revive the Welsh language in some specific communities	• More support for specific low-use communities
Promoting the Welsh language among particular groups of people	• Tourists • Immigrants • Young people (language awareness)
Joint activities for speakers of varying abilities	• Welsh speakers volunteering to speak Welsh with learners • Cuppa and Chat with Neighbours • Fun activities with tourists and their families (Introduction to the Welsh language) • Plan to identify individuals who can support learners ('language buddies')
Welsh in local businesses	• Identify language supporters (e.g. in local businesses) • Strengthen the visual element of the language in shops (language badges or posters) • Promote companies that successfully use the Welsh language (sharing good linguistic practice)
More Welsh medium activities needed	• Community and cultural events • Activities specifically for children and young people • Activities for people moving to the island • Less formal social activities for new speakers • Support with Welsh translation for sports team correspondence • Work with coaches to use the Welsh language within activities • Specific Welsh clubs (e.g. karate, boxing, dancing, Lego)

6.59 Below are comments from individual respondents as they report on the types of programmes they would like to see in order to promote the Welsh language on Anglesey.

Support to revive the Welsh language in some specific communities:

6.60 According to survey data, a number of respondents noted that areas where the Welsh language is less prominent in the community needed more support. *"Many of the activities I participate in offer little or no opportunity for Welsh speakers to use the language. Holyhead/Trearddur appear to have fewer Welsh speakers than in the centre and North of the island".*

6.61   One respondent commented on the need to run the community activities organised by Menter Iaith Môn whilst recognising the need for specific interventions on specific locations on the island. *"To continue with the various activities of Menter Iaith. Despite the value of provision in the strongholds (e.g. mid Anglesey), it would be an idea to target places where the Welsh language is at its weakest (e.g. Ynys Gybi, Seiriol ward, etc.)"*.

6.62   It was also noted that further support was needed for rural communities for the challenges they face. *"More support for rural communities as focus appears to be shifting towards urban development. Rural communities were once the core of spoken Welsh."*

Promoting the Welsh language among particular groups of people

6.63   A number of respondents to the survey (there were 32 responses) referred to the need to promote the Welsh language and culture in general on Anglesey. Specific reference was made to raising awareness of the Welsh language amongst different groups (e.g. tourists, immigrants and young people) and within different contexts in order to promote and develop a more prominent understanding of the Welsh language on Anglesey. *"Tourists and non Welsh speakers - I think these individuals are vital for the economy of the island but we should encourage more Welsh interaction...and encourage them to learn about our culture."*

6.64   According to another respondent, it is important to raise awareness of the Welsh language amongst regular tourists visiting the island. *"Evening activities for families and holiday camp sites to join in even if it's one night a week while they stay on the Island. Many people come back year after year and don't even attempt the language. Through the holiday season."*

6.65   A number of respondents commented on the need to raise awareness of the importance of the Welsh language as part of Anglesey's legacy. *"Classes for learners and immigrants emphasising the importance of the Welshness of our heritage e.g. names, houses, property, areas, villages, lanes, sea-sides etc."*

6.66   Comments were made about making more extensive use of specific qualifications in school as a way of demonstrating the advantages and value of the Welsh language. One practical example was offering language awareness as part of the Welsh Baccalaureate. *"Targeting secondary school children – teaching them about the benefits and opportunities of being bilingual and making language awareness part of the Welsh Bac."*

Joint activities for Welsh speakers of varying abilities

6.67   A number of respondents to the survey (18 responses) noted that more could be done to bring people from different linguistic backgrounds together. The aim of the activities would be to bring together Welsh speakers of varying abilities to use and enjoy the language. A respondent noted that a campaign was needed to assist first language Welsh speakers to encourage others to learn and use Welsh, *"Campaigns aimed at helping first language speakers to encourage non-speakers by making it fun!"*

6.68   A possible activity identified within the survey responses was 'cuppa and chat' sessions for neighbours, where various individuals could learn and use Welsh together in a fun atmosphere.

"Neighbours "paned a sgwrs" sessions, cultural awareness sessions for individuals moving here as well as for locals as we've lost focus too."

6.69   In addition, reference was made to the need to develop a language champions scheme within communities, or a 'language buddy' scheme that would offer one-to-one mentoring sessions between Welsh speakers of varying abilities. *"Volunteering with enthusiastic learners in every town and village. I've started with a similar group in [location]. Sharing learning resources with non-Welsh speaking parents to learn alongside their primary school children."*

Welsh in local businesses

6.70   Among the ideas put forward in response to this question was the creation of a scheme to recognise the people within communities who already support new speakers and less confident speakers e.g. shopworkers. It was also proposed that training could be offered to public-facing employees on how to support new and less confident speakers.

6.71   It was noted that there was a need to continue with visual elements of the Welsh language in shops and businesses and public spaces that offer people the opportunity to practice their Welsh with individuals within these zones.

6.72   A number of respondents to the survey believed that local businesses had a role to play in reviving the Welsh language on Anglesey and offered important opportunities to use the Welsh language socially and on a daily basis.

> *"It's Important to provide a platform for companies that really promote the language and recognise their contribution in order to be an example to companies that choose not to – this is true across all sectors from catering companies, restaurants, shops to construction, manufacturing etc. Businesses must be taught that the language has value and that it is essential to use it in all aspects of business. The ability to easily access translation services."*

The need for more Welsh medium activities on Anglesey

6.73   There was a demand for more Welsh medium activities or events on Anglesey. For example, it was noted that more community and cultural events were needed (51 survey responses). One respondent noted that there was a need for sustained investment to ensure relevant provision, *"Continuing to support Welsh cultural events but staying relevant in a changing world."*

6.74   It was noted that more activities and events were needed specifically for families, children and young people (36 survey responses).

> *"We have no preschool groups in the local village and the bus service is terrible. Lots of parents aren't able to drive. I think Welsh speaking needs to be embedded as early as possible so that its use becomes habitual and a part of daily life."*

6.75   As another respondent pointed out, activities for older young people needed to be prioritised. *"Activities for teenagers are needed, that's when they tend to turn against speaking Welsh and try to be cool with their friends."*

6.76   Individuals who were not fluent in Welsh would like to see more opportunities to learn or practice Welsh and socialise in Welsh (18 survey responses). Reference was made to the need to create various activities for learners moving beyond the classroom, where using the Welsh language is part of another activity.

6.77   *"Social groups / community groups for learners that are practical or have more than one aim e.g walking group with an emphasis on learning Welsh as opposed to sitting in a room having to learn Welsh."* In addition, there was a demand for more Welsh within sports and fitness contexts including wellbeing activities (11 survey responses).

6.78   Reference was also made to the need to support activities already held in Welsh. One survey respondent noted that support was needed for clubs to correspond in Welsh. The same need was also noted to support coaches to use Welsh as part of the club's activities.

> *"Helping to provide football team correspondence in Welsh. Reminding swimming teachers to speak Welsh in lessons instead of more English being spoken sometimes."* It was noted that specific interest clubs needed to be held through the medium of Welsh. One respondent noted, *"Specific Clubs through the medium of Welsh ONLY with a wide cross section of activities for young people. Karate / boxing / dancing / Lego / acting etc."*

Results of Focus Groups by Community

6.79   This section reports on the qualitative data gathered from the study focus group participants. Nine focus groups were held with various stakeholders. The focus groups were held within three geographical communities on Anglesey, namely Amlwch, Holyhead and Llangefni. These communities were selected in collaboration with the Isle of Anglesey County Council and Menter Iaith Môn, based on the linguistic make-up of these communities.

6.80   As Anglesey is a rural area, it was decided to include participants from surrounding villages as part of the sample of these focus groups as the three communities are important service access and shopping areas to the surrounding villages. Within each individual community, three focus groups were held with the following groups: young people aged 16-18, business people who ran businesses in these communities, and individuals who had moved to the area from outside Anglesey in the last twenty years. Qualitative data was collected on language practices, experiences and perceptions of focus group participants of the use of language within their communities. As the sample size of the focus groups is relatively small, care needs to be taken in generalising the results of these participants. It is also important to recognise that the following data only reflects the views and experiences of those who participated in the study.

6.81   In this section, the key themes arising from the research study focus groups are reported by community, namely Amlwch, Holyhead and Llangefni. In addition, the results of the focus groups are reported by community, discussing the views of key research target groups, namely young people, business people and individuals who have moved into the area within the last twenty years. We will discuss the following themes:

- Community use of the Welsh language
- The Welsh language in shops and businesses
- The fluency and confidence of Welsh speakers
- Use of Welsh online

- The Covid-19 Pandemic and the Welsh language

6.82   To protect confidentiality among schools in the research area, we will not discuss education outcomes by community. Instead, linguistic practices within the education system are discussed in a specific section.

6.83   There are many challenges when conducting research in the field of language planning. A wide range of factors can influence the linguistic behaviour of individuals and communities, and analysing and interpreting the field requires consideration of several inter-related factors. These include the sociological and legislative context, and a host of considerations associated with the speakers themselves – their linguistic ability, fluency, confidence, attitudes, desire to use the language, and the opportunities available to them to do so. The community often brings these elements together, and therefore the obvious challenge for researchers is to evaluate the impact of these multi-layered influences on language and its community use.

Amlwch

Community use of the Welsh language

6.84   In general, Amlwch's focus group participants found that the community was bilingual but that there had been a linguistic shift from Welsh to English as the main language of community activities. A theme among the focus groups was the influence of tourism on Amlwch as it affects Welsh language use within the community. Key themes are reported by key groups in the research below.

6.85   According to the young people's focus group, it was noted that there was a mixture of Welsh and English within the community, but that English now dominated. In addition, there was a perception that the older generation used the Welsh language within the community. The perception of the focus group participants was that members of the community tended to initiate conversation in English, even fluent Welsh speakers.

6.86   There were various opportunities to take part in community activities in Amlwch, but according to members of the focus groups, these activities were now mainly conducted in English. There was evidence that some activities had been conducted through the medium of Welsh in the past, but these activities are now conducted in English. According to the young people's focus group, the language of coaches or coaches' confidence in using Welsh influenced the language of leisure club activities.[6] As a result, several community activities now take place in English. One specific example was a local activity where the coach could speak Welsh but was more comfortable using English. As a result, a number of Welsh speakers attending the activity used English with each other during the lesson.

6.87   According to a member of the Amlwch young people's focus group, some community groups had ended due to a lack of coaches - the football club was an example of that. *"There were Welsh people when he used to go, but there were just not enough people to carry on with it."* It was also highlighted that the local festival, Copperfest, had ended and that there was a sense of loss associated with this within the community. According to one member of the Amlwch young people's focus group, *"Copperfest was massive. I think that's had a huge impact on the community, we don't get together so much"*. There was also a perception that there were more

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[6] The leisure clubs represent provision within a variety of sectors.

Welsh medium activities for younger children (e.g. Year 7-9), but fewer for older young people in Amlwch.

6.88 According to the focus group of individuals who had moved to the area within the last twenty years, some Welsh medium activities had ceased due to the Covid-19 global pandemic and similar activities were being carried out in English locally. "*They used to go to Welsh quiz nights in a nearby village, but it hasn't restarted after COVID. Local pub tends to do this kind of thing in English.*" According to one member of the focus group of individuals who had moved to Anglesey, respecting the Welsh language and making an effort to use it was an important part of living in the Amlwch community.

> "*Part of being involved so much in the community is to make an attempt to speak and learn the language, because it goes hand in hand. I'm aware that I've moved into their village, and it's very appreciated.*"

6.89 Participants of the business focus group suggested that there have been closer networks and more frequent events in Amlwch over recent years. It was noted that the influence of social media was important in creating the sense of community. In terms of the Welsh language in Amlwch, the business group participants noted that activities taking place in rural communities in the catchment area tended to be more 'Welsh' than in the towns of Amlwch and Cemaes themselves. The research participants noted that there was a split in society between people born in the area, and people who had moved to Amlwch more recently.

The Welsh language in shops and businesses

6.90 In Amlwch, the general theme of the focus groups was that English was the everyday language within community businesses and shops. There was evidence of the use of the Welsh language within shops and businesses in the community, but factors such as linguistic ability and practices affected the use of Welsh within this sector. A clear theme was that businesses needed more support to operate bilingually.

6.91 According to participants of the business focus group, the Welsh language was used within the area's businesses. However, there was evidence from the focus groups that English is often used as the default language in the area's shops and businesses. According to the business focus group, linguistic practices in the workplace influenced the language use of residents. For example, as individuals learn Welsh, it was noted that it was difficult to change linguistic practices from speaking English with those individuals. The habit of Welsh speakers changing to speaking English in a work situation where not everyone could speak Welsh was also noted. "*There may be a bunch of Welsh speakers there, but if there is one English speaker, then we all have to turn to English.*"

6.92 According to the business participants, there was a tendency for the default language of the business to be English and that they only discovered that customers spoke Welsh by chance. As a result, reference was made to the importance of using language badges to identify Welsh speakers. However, reference was made to the fact that the business did not have Welsh language skills to create website content, newsletters and social media content in Welsh. There was awareness amongst the sample of Menter Iaith Môn services and the support available to businesses as they developed Welsh language procedures. However, there was a view among the sample questioned that more needs to be done to promote the type of support available to businesses to use Welsh. In particular, support with translation was a consistent theme, particularly quick translation for business purposes.

6.93   Among the young people's focus group, the majority had part-time jobs where they came into contact with the public. These individuals were able to speak Welsh and valued the opportunity to use language skills within their workplaces. For those who did not speak much Welsh outside the school, this is an opportunity to use the Welsh language within Amlwch community businesses and shops and to contribute to the community use of the language.

The fluency and confidence of Welsh speakers

6.94   A clear theme within Amlwch's focus groups was the need to do more to help new Welsh speakers feel confident to practice their Welsh. There were a number of comments about the experiences of new Welsh speakers and the attitudes of Welsh speakers towards new speakers as well.

6.95   There was a perception among the business focus group that the business staff did not have the necessary Welsh language skills for producing written materials in Welsh (e.g. website resources). That was a clear theme and an area where participants were eager to receive further support.

6.96   Among the sample of young people, examples of less fluent Welsh speakers losing confidence over time in their Welsh language skills were a prominent theme in Amlwch. According to those questioned, there were examples of some new Welsh speakers having negative experiences when learning and using Welsh within the community. One member of the young people's focus group noted that she had learnt Welsh to a good standard, but believed that her use of Welsh had decreased over the years as other Welsh speakers drew attention to her English accent.

> *"I felt pretty confident in it [Welsh]...But, kids, being kids… they'd point it out. You know, "you don't sound Welsh", "why are you talking like that? 'Cause again, it was like, by the book, it wasn't very common language. So it would always be commented on, and by the age of like 12, I just stopped [using Welsh]."*

6.97   The focus group of individuals who had moved to Anglesey in the last twenty years (who were learning Welsh) mentioned that a number of barriers prevented them from using Welsh consistently within the community. One member of the focus group described that his partner felt embarrassed and awkward when speaking Welsh within the community. He noted that confidence and the speed of conversations prevented consistent use of the Welsh language.

> *"If you try to speak Welsh to the Welsh speakers, they will indulge you however they will switch back to English eventually. I think it's a speed thing, because it takes a little while for us to answer, and then they'll ask in English. It's just a social thing really to facilitate conversation".*

Use of Welsh online

6.98   Young people from the Amlwch focus group discussed their use of the Welsh language on social media platforms. A general pattern among those questioned was that they used a mixture of Welsh and English on social media platforms depending on the person they spoke to on the media. The young people's language use was flexible depending on what their peers used. When discussing Facebook specifically, many mentioned that they usually provided their "status" in English if using social websites so that all their friends could understand the post; there was a feeling within the group that everyone should be included.

6.99　The main discussion of the Amlwch business focus group was around Welsh medium online resources and materials. A number of focus group participants noted that their online materials were in English only, and that they would need support to develop the Welsh language in that domain. The general feeling of the group was that they needed to improve this element of their businesses but that it was difficult to do so as they did not have the necessary linguistic skills. It was reiterated that assistance was needed in translating urgent marketing material and advertisements on social media.

The Covid-19 Pandemic and the Welsh language

6.100　According to the Amlwch community focus groups, there was evidence that a number of independent businesses had been established since lockdown. The perception among Amlwch focus group participants was that many of these businesses were started by individuals who had moved into the area since lockdown.

6.101　There was evidence from the focus group of individuals who had moved to the area in the last twenty years that there were a number of useful activities for new Welsh speakers prior to the pandemic, but that these needed to restart. One respondent noted, *"Pre-pandemic there were quite a few panad a sgwrs sessions around the island, it would be good to restart and to distinguish between different abilities. It's important to speak to those of similar level of Welsh."*

6.102　A number of participants from the Amlwch young people's focus group noted that the Covid-19 pandemic had affected their confidence in using Welsh outside the education system. In particular, individuals from non-Welsh speaking households noted that the pandemic had had a negative impact on their use of the Welsh language and on their confidence in speaking and writing in Welsh. According to one member of the focus group, *"I definitely had a lot less Welsh in my life for 2 years."* Moreover, another individual noted that starting to use the Welsh language again after the pandemic period could be challenging. *"It was a bit daunting to come back, 'cause at first it was really confusing, 'cause I'd completely lost it [the Welsh language]."*

Holyhead

Community use of the Welsh language

6.103　A common theme among Holyhead's focus groups was that there are various opportunities to take part in community activities in Holyhead. However, it was noted that these activities were mostly conducted in English rather than in Welsh.

6.104　According to the Holyhead young people's focus group, although some families spoke Welsh in Holyhead, the Welsh language was not heard much in the community. The perception among the young people of Holyhead was that Welsh was the language of the household for some families, but that it was not the language of the wider community. A number of dance, netball and football clubs and youth clubs were held through the medium of English.

6.105　In terms of attending events, the sample of young people questioned did not believe that there were enough opportunities to use the Welsh language in Holyhead and they were disappointed about that. One young person at the focus group noted, "*It's like a waste, cause we can speak Welsh, we just can't use it*" (Holyhead Young People's Focus Group Research Participant).

6.106 However, there was a sense that specific Welsh medium activities organised in Holyhead (by various organisations) were appreciated. One example of an event mentioned by the group was the St David's Day parade in Holyhead, *"It was so encouraging just to speak Welsh to people. Cause it was like all around this one Welsh thing."* (A member of the Holyhead young people's focus group)

6.107 Several members of the young people's focus group perceived a need to travel to 'more Welsh' places (e.g. Llangefni) in order to engage in Welsh language activities. There was also a feeling among some of the sample of young people in Holyhead that they needed more fluent Welsh language skills to participate in activities in areas such as Llangefni (e.g. netball club).

6.108 According to the Holyhead business people's focus group, there was a sense that there was a good network of small, local businesses working together and supporting each other in Holyhead. Members of the group noted that a combination of local people and tourists were sustaining the businesses at different times of the year.

6.109 Members of the focus group of individuals who had moved to the area in the last twenty years mentioned that Holyhead was a more non-Welsh speaking area compared to other areas of North Wales. It was emphasised that there were fewer opportunities to use Welsh on a daily basis in Holyhead;

> *"Of all the places I've lived in North Wales, I've got to say Holyhead feels like the least Welsh, I think it's got something to do with it being a port town. I've found it a bit of a culture shock that they don't seem to use the Welsh language as much as in Bangor."*

6.110 It was noted that there were some opportunities to use the Welsh language when accessing public services, and GP services were identified as the most obvious example by this particular focus group. However, some members of the young people's focus group noted that they preferred to use English in the medical context. *"You do get the option [at the doctors]. They ask you if you'd prefer to speak Welsh or English. But I don't know all the terms in Welsh, so I speak in English in case I get it wrong."*

6.111 Members of the focus group of individuals who had moved to the area within the last twenty years reported a perception that there were two communities within Holyhead and the surrounding area; one for the Welsh speakers and another for those who have moved to the area. One member of the group noted that there was a perception that Welsh speakers spoke English with those members because they had not been born in the area:

> *"Trearddur Bay and Holyhead, even though there are a significant number of Welsh speakers, English is very much the default. You may hear Welsh people speaking Welsh to each other, but they will speak English with you."* (Member of the individuals who had moved to Anglesey focus group)

The Welsh language in shops and businesses

6.112 In Holyhead, there were mixed perceptions among members of the focus groups about the use of Welsh in the town's various shops and businesses. Evidence from the focus groups suggested that English was the default language of the shops and private businesses. However, it was noted that employees or business owners had Welsh language skills but that the majority of interactions within the shops were conducted through the medium of English.

6.113 However, it was noted that some organisations were vitally important on Anglesey in order to promote the Welsh language within businesses, raise awareness of Welsh language learning courses and ensure support in order to use more Welsh within businesses. Reference was made to a number of different groups and organisations working consistently in Holyhead to raise the profile of the Welsh language within businesses.

6.114 A number of young people in the research sample worked part-time (e.g. in local shops or pubs) while studying at school and several noted that the workplace offered a rare opportunity for them to use Welsh outside the education system. The research sample noted that they were pleased with the opportunity to use Welsh and that their employers were also proud of their language skills. However, it was noted that there were challenges in communicating in Welsh and choosing in which language they should start a conversation as well and that this often affected their use of Welsh. Members of the young people's focus group noted that they were more likely to use Welsh if a customer started the conversation in Welsh. However, a number had noted that customers assumed that they could not use the Welsh language in Holyhead workplaces. As one participant pointed out, *"... you can hear them speaking Welsh to each other, but then they'll speak English to you first, not thinking you can speak it [Welsh]. People just like assume you don't speak it [Welsh]."* (Holyhead Young People's Focus Group Research Participant).

6.115 Some young people in the research sample noted that their ability to speak Welsh could be an advantage in terms of their future careers, although not everyone in the focus group agreed on this point. As one participant pointed out, *"... now more jobs need it... 'Cause I know I do, 'cause I want to go into working in hospitals and stuff. And they want people that can speak Welsh. That's what makes me want to speak Welsh more."* (Holyhead Young People's Focus Group Research Participant).

6.116 Members of the Holyhead business focus group reported on the plans they had to use and promote the use of Welsh within their businesses as well as some of the challenges they also faced.

> *"The Welsh language is used in all aspects of the business. Many people use Welsh with (name of business) who would not do so with other businesses. We deal with helping people who have moved into the area to integrate and find Welsh lessons. Translation is undertaken by people within the business." (Business focus group, Holyhead)*

6.117 Another business from the focus group commented that it was important to recognise the diverse needs of tourists and locals when considering the role of the Welsh language in the business. One business worker noted that it was possible to use the Welsh language as a topic to engage tourists and that this was good for the business. This individual also noted that the business offers itself as a location for Welsh learners to practice their language skills too.

6.118 The members of the focus group noted that there were challenges in using the Welsh language within businesses in Holyhead and that there was a need to raise awareness of the support available to businesses. As one participant pointed out, *"I think it can be difficult for people to know where to find information about how to learn Welsh, get lessons, translation services for businesses."*

6.119 Members of the business focus group also commented on the consistent challenges of translating different resources into Welsh.

The fluency and confidence of Welsh speakers

6.120 Factors such as fluency and confidence affected the language use of individuals from various linguistic backgrounds within the research sample. Some members of the Holyhead young people's focus group noted the importance of peers and the sense of conforming to the majority when communicating in a group. As a result, there was a tendency to speak English rather than Welsh in school generally. One young person in the Holyhead focus group said:

> *"I get put off if other people aren't speaking it. I'm not like, going to be the only one that does it. Like, if they started speaking Welsh, I probably would as well. But if they're speaking English, I'll just go to English, if that makes sense."* (Holyhead Young People's Focus Group Research Participant)

6.121 The sample of young people questioned also compared their language use with the language use of friends and family members living in different areas of Anglesey, where more Welsh was spoken. It was noted that individuals in other communities had more opportunities to use Welsh on a daily basis, and that this raised their levels of fluency and confidence. There was a feeling among this focus group that there were no similar opportunities to use Welsh in the community in the same way in Holyhead.

6.122 Members of the business focus group commented that fluency and confidence affect the online language use of some of their employees, especially if they are new Welsh speakers. Responses and complaints about the standard of Welsh of some of their employees were challenging and prevented them from continuing to use Welsh in different areas of their business (e.g. it affected their willingness to post bilingually on social media).

6.123 Furthermore, some members of the focus group noted that individuals who had moved to Anglesey said that Welsh speakers correcting them when speaking Welsh affected their fluency and confidence in learning and using the Welsh language in Holyhead. One member of this focus group noted that this was an *"... extra barrier where you don't want to be embarrassed or corrected, and so ultimately it's kind of easier not to try unfortunately."* (Individuals who had moved to Anglesey focus group participant, Holyhead)

Use of Welsh online

6.124 According to the business focus group in Holyhead, reference was made to the challenge of translating information for social media as a factor that affects their business' use of Welsh online. It was also noted that staff fluency and confidence affect their use of Welsh online, especially as the public posting element can be challenging. Some members of the focus group commented that complaints about the standard of Welsh of some businesses on social media sites was a challenge and a barrier to businesses continuing to use the Welsh language. One of the Holyhead business group participants said:

> *"Cost and time is the biggest challenge [of operating bilingually]. The owner does the social media work themselves including translation. Therefore, receiving complaints about the use or standard of the Welsh language is frustrating." (Business focus group, Holyhead)*

The Covid-19 Pandemic and the Welsh language

6.125 Mixed responses were received regarding how the Covid-19 pandemic influenced the use of Welsh amongst members of the different focus groups. According to a number of members of the Holyhead young people's focus group, the school was one of a few places where they used

Welsh and therefore the pandemic meant that there were fewer opportunities for them to use Welsh on a daily basis. As one participant said, *"I think it has [influenced use of Welsh]. Cause like, I obviously don't speak Welsh with my Mum and Dad at home. And then when I came back to school, I was like, "oh, I have to speak Welsh again. It's like learning Welsh again."* (Holyhead Young People's Focus Group Research Participant)

6.126 However, members of some Holyhead businesses reported that the Covid-19 pandemic had been beneficial to their businesses, as shopping patterns had changed, and that many people had increased their support for local businesses and local produce. In addition, a number of participants from the business focus group noted that changes in the labour market had created opportunities as individuals sought new jobs, or started new businesses themselves.

Llangefni

Community use of the Welsh language

6.127 According to the young people questioned in Llangefni, it was noted that Welsh was the main language of that community, with Welsh used consistently in day-to-day interactions across generations. It was also noted that the use of the Welsh language within this community takes place in a number of different contexts. These include the community, the workplace, in education, online and when accessing public services (e.g. when visiting the surgery). According to the business focus group, Welsh was a prominent community language in Llangefni, and this was reflected in the fact that companies participating in the focus group employed Welsh speakers.

6.128 Despite this perception of Welsh as a prominent language in Llangefni, participants of the young people's focus group noted that a mixture of Welsh and English was used in club and society activities. Whilst some specific Welsh language activities (e.g. Menter Iaith Môn and Côr Môn (Anglesey Choir) activities were conducted in Welsh, the language of activities in other clubs (e.g. sports such as football, netball and swimming) varied. Some clubs were training through the medium of Welsh, while others were training in English. The language of the coaches was noted as a factor determining the language medium of sporting activities in the Llangefni area.

6.129 According to members of the focus group of individuals who had moved to Anglesey, there were opportunities available within the community to use the Welsh language. However, the individuals who had moved to Anglesey, and who were new Welsh speakers, noted that there was a tendency within the community for Welsh speakers to switch to using English when socialising or accessing services. As one participant pointed out; *"Everyone around me except my wife speaks Welsh, but they also speak English so even though the opportunities should be abundant, I've found that people defer to English if you attempt in your pidgin Welsh and that's the end of that opportunity."* (Participant of the individuals who had moved to Anglesey focus group)

6.130 In addition, reference was made to the fact that the influence of tourists and tourism on Anglesey may be responsible for this as Welsh speakers turn to speak English with visitors on the island. It was also noted that some specific sectors were dominated by English medium provision. Outdoor activities on Anglesey was an example of this.

The Welsh language in shops and businesses

6.131   According to the Llangefni focus group, there was evidence that a considerable amount of Welsh was used within the workplace and business world in the Llangefni area. The business focus group participants used the Welsh language when engaging with customers as a natural part of their work in the Llangefni area. As one of the business focus group participants noted, *"To be honest, the Welsh language is used in all aspects of the business."* (Business focus group, Llangefni)

6.132   Welsh within the world of work was also a theme discussed by the young people's focus group. Many young people had part-time jobs including at wedding venues, restaurants, tourist attractions and a leisure centre. According to participants of the young people's focus group, there was a belief that customers valued their ability to offer a service in Welsh. However, it was noted that the location, and the nature of their customers, could influence their language use. For example, locations where there were a large number of tourists made it more likely that they would switch to English when they came into contact with customers, unless they heard a customer speaking Welsh first. One of the young people had requested a working language badge to indicate that she could speak Welsh, so that she did not miss the opportunity to speak Welsh. There was a perception among the young people's focus group that small shops were the most likely to use Welsh, and less Welsh was heard from staff in chain stores.

6.133   Future jobs were a hot topic for the young people's focus group in Llangefni. There was a perception that they would not be able to find a job of their choice locally, and therefore they would lose the opportunity to speak Welsh after moving away. According to focus group participants, weaknesses in the local labour market were a threat to the Welsh language. A number of participants in the group were eager to return to Anglesey after university, whilst others were keen to experience city life that is not available on Anglesey. As one participant said, "*For us, when we move away to go to University, we'll have to stay there to get a job, we won't be able to come back and get a job here doing what we want to do. That's the only thing that's frustrating really."* (Young people's focus group, Llangefni). There was also a perception that creating more jobs and more opportunities would attract non-Welsh speakers and that this would have an adverse effect on the Welsh language.

6.134   Participants of the focus group of individuals who had moved to Anglesey also came into contact with the Welsh language in their work. For example, one participant noted that she had contact with Anglesey farmers in her work and that there were opportunities here to practice her Welsh. Another participant noted that there were opportunities to speak Welsh with colleagues in their current job and in previous roles with private sector employers in the area.

The fluency and confidence of Welsh speakers

6.135   According to participants of the focus group of individuals who had moved to Anglesey, easier access to Welsh lessons was needed, and also for Welsh speakers not to switch to English with new Welsh speakers.

6.136   All members of the young people's focus group in Llangefni spoke Welsh fluently. It could therefore be argued that lack of confidence or fluency in their ability in Welsh was not a barrier to their use of the language. However, it was noted that there was a habit among Welsh speakers to switch to English if another individual was less confident or fluent in terms of their Welsh language skills. Further insight was given to this in the focus group of individuals who had moved to Anglesey where some participants in the group noted that Welsh speakers had

apologised to them for speaking Welsh in front of them and had then continued the conversation in English.

6.137 The young people who took part in the focus group noted that they were looking for linguistic clues (e.g. an individual's name or accent) as they tried to negotiate which language to use with them. It was also noted that some Welsh speaking individuals spoke to them in English out of habit. Those questioned noted that the language you start talking to someone first is the language you will always use when speaking to them. It was noted that if you establish a pattern of speaking English it was difficult to revert to using Welsh afterwards. These statements were supported by participants of the focus group of individuals who had moved to Anglesey who noted that Welsh speakers were changing to speak to them in English. Reference was made to this in the focus group of individuals who had moved to Anglesey, noting that it was difficult to switch from speaking English to speaking Welsh with individuals.

6.138 Participants in the business focus group noted that more needs to be done to encourage less confident Welsh speakers to use their Welsh, and not to worry about making mistakes when using the language. One participant in the business focus group identified the need to use natural Welsh in order to encourage its use. *"At the risk of me talking myself out of the job here, there is room for standard Welsh of course, but natural spoken language is what's important, Llangefni Welsh if you like, or young people will be intimidated."*

6.139 Language register was also a factor mentioned in the focus groups of young people and individuals who had moved to Anglesey. One participant among the young people questioned noted that the formal Welsh used at school was more similar to the Welsh language of south Wales. It was noted that this could disadvantage him. One participant from the focus group of individuals who had moved to Anglesey noted that he was having more difficulty understanding conversations in local Welsh, compared to the school's more standard Welsh.

Use of Welsh online

6.140 According to Llangefni focus group participants, individuals used both languages on social media, depending on with whom they speak. When considering their use of Welsh outside the classroom, the young people of Llangefni reported on their use of Welsh when watching S4C's digital content. According to the young people questioned, more comprehensive provision is available for young children, but there is less provision available for older young people. For example, it was noted that there was Cyw for young children, but only Rownd a Rownd for their age. Nevertheless, it was noted that they liked the content of Hansh programmes produced by S4C. However, group members noted that the provision of streaming platforms such as Netflix was their main online content viewing platform, as not many S4C programmes appealed.

The Covid-19 Pandemic and the Welsh language

6.141 The businesses that had taken part in the focus groups noted that new opportunities had arisen because of the pandemic. The pandemic had provided new opportunities to those businesses to provide a service to the public and other businesses. As a result, participants of the business focus group noted that opportunities had arisen for them to grow their businesses. Unlike other study areas, participants from the Llangefni young people's group did not mention the negative influence of Covid-19 on their opportunities to use Welsh in the community.

Young people's comments about education on Anglesey

6.142   Although the objective of this research study was to ask about young people's community use, there was consistent evidence from the focus groups that young people wanted to report on their experiences of using Welsh within the education system. This section therefore summarises the key themes of the young people's focus groups in reporting on their use of the Welsh language within the education system. It was decided to create a separate education section to respect ethics and data protection principles, and to ensure the anonymity and confidentiality of research participants' data.

6.143   It is emphasised that only comments from the research study's focus groups are included within this section (young people aged 16-18) and do not represent the views of young people in general on Anglesey. Furthermore, it is important to recognise that Anglesey schools exist in various linguistic contexts in terms of the number and density of Welsh speakers and therefore experience different challenges in terms of language use. Some young people who took part in the focus groups belonged to communities with specific challenges in terms of their use of the Welsh language, so not all research themes represent the experiences of each participant in the research study. In addition, it is important to underline that this section contains comments from secondary age pupils, and does not refer to the primary education sector on the island.

6.144   This section includes the following themes; opportunities to use Welsh within the school, studying through the medium of English, the challenges of studying through the medium of Welsh and the fluency and confidence of participants in the study focus groups.

Opportunities to use the Welsh language within the school

6.145   According to participants of the young people's focus groups in the study, there were opportunities for them to use Welsh within their schools. There was evidence that the Welsh language was used among friends and peers in formal contexts (lessons and official sessions) and informally (social use with friends e.g. sixth form room). For example, there was evidence from one focus group that Welsh was the language of the sixth form room. If a big conversation was taking place it would be through the medium of Welsh, although some pupils contributed to the discussion in English.

6.146   There was evidence from the focus groups that the participants were studying A Level subjects through the medium of Welsh and also through the medium of English. Some young people who took part in the focus groups wanted to see more encouragement and opportunities to choose different subjects through the medium of Welsh so that they could continue with their further studies through the medium of Welsh. There was evidence that some young people were concerned that their written Welsh language skills had diminished over time. One young person stated:

> *"I'm definitely getting out of practice! Because when I was in primary school I didn't write it, and then when I came here, I was speaking it ok, but I wasn't writing it. And then I became good [at writing]. And now it's just going, because we've chosen our A-level subjects [and didn't choose Welsh].*

Studying through the medium of English

6.147 A prominent theme among the comments made by young people in the study was that pupils tended to study a number of their subjects through the medium of English, despite being fluent in Welsh. As a result, according to those questioned, many felt that they preferred to write in English. However, where they followed a subject in English, sometimes the teachers would explain things in Welsh so that they understood. There was also a common perception among several members of the focus groups that studying A Level through the medium of English would also facilitate things when progressing to study at HE level. "*So A-levels, I'm doing them all in English now, because all the work at university will be in English.*"

The challenges of studying through the medium of Welsh

6.148 A number of members of the focus groups commented that the lack of Welsh medium resources and terminology was affecting the Welsh medium provision available for some subjects within the school. As a result, those questioned noted that a number of pupils decide to study their subjects through the medium of English because there was a perception that this was an "easier" way of studying the subjects. There was a perception among those questioned that following a subject through the medium of Welsh was more difficult due to lack of resources, along with the need to learn less familiar terms. For example, some introduced the Baccalaureate work in English due to a lack of web-based information sources. As one participant noted in discussing the Baccalaureate, "*...I write my project in English now because everything I research into on the internet is in English.*"

Confidence and Fluency

6.149 Fluency and confidence was a prominent theme in young people's use of the Welsh language within the education system. There was evidence from some new Welsh speakers, who were less confident and fluent, that studying Welsh as a school subject had encouraged greater use of the Welsh language. Members of the focus group commented that the Welsh language was more important to them by the time they reached sixth form age. However, it was noted that the formal context and structure of the education system was needed, and encouragement, in order for them to use Welsh more often. One specific example from the research sample was that taking A Level Welsh oral examination provided a suitable context for participants to use and 'practice' their oral Welsh language skills outside formal school lessons. One respondent noted that the examination had given the young people "permission" or a specific reason to use the Welsh language outside the lessons, and that they had thoroughly enjoyed the experience. Members of the sample acknowledged that their fluency and confidence in the Welsh language had increased from following Welsh as an A Level subject.

6.150 Some participants were concerned about their ability to maintain their confidence and fluency in Welsh in the long term. Some members noted that they would not use Welsh so much after leaving school because they did not have confidence to write in Welsh. One research participant commented: "*I'm not good at writing things in Welsh. So I don't think I'll do anything with it after finishing at school.*"

7. Discussion on the main results of the research

7.1 In this section, we will discuss the main themes of the Welsh Language Use on Anglesey research study. Data from this study provides a snapshot of language use on Anglesey during one specific period, namely Summer 2022. The discussion will inform the conclusions and recommendations of this research study.

7.2 There was evidence from the research study that there were various opportunities to use the Welsh language within the study's various communities. Welsh was a natural everyday language in some communities. However, there was evidence of communities where Welsh was not used as often, with a tendency to use English in community interactions (e.g. shops and businesses) and community activities (e.g. leisure clubs).[7]

Community Activities

7.3 The research study data highlighted that there were different opportunities, depending on the community, to participate in community activities through the medium of Welsh on Anglesey. There was evidence of communities where a number of varied activities for all ages were naturally conducted through the medium of Welsh. However, this was not the case for all communities within the study. Nevertheless, the opportunities available in these communities to use the Welsh language were appreciated, even though opportunities were limited, with participants noting that they valued the opportunities provided to them, including those funded and organised by public bodies and their partners (e.g. Menter Iaith Môn). It was also noted that the workplace was an example of an important language use sphere, especially among young people, where they had opportunities to use Welsh outside school hours.

The Welsh language is used within the communities of Anglesey but there is evidence that some English is also used in the community

7.4 Overall, the study highlights that the Welsh language is spoken by a significant percentage of respondents and participants who participated in the study. There was evidence that they use the Welsh language in a number of various everyday situations on the island; but also that there are challenges to the use of Welsh in each context. In addition, according to those questioned, there was evidence that some English was also used on a day-to-day basis on Anglesey. That suggests that language use on Anglesey is taking place within a complex, bilingual language use context.

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[7] The leisure clubs represent provision within a variety of sectors.

The data from this study highlights the spheres in which the Welsh language is used on Anglesey.

7.5   The spheres where the survey respondents were most likely to use the Welsh language were the family, the workplace and with friends.

7.6   The study also highlighted those language use spheres where respondents did not use or hear much Welsh. In these cases leisure, volunteering and shopping were highlighted. This was supported by qualitative data from the survey which reports that there is a lack of opportunities to use Welsh in shops, businesses and when accessing services which prevents those questioned from using more Welsh on the island. This trend was evident in some focus groups, where there was concern about the lack of leisure club coaches who were training in Welsh. When considering businesses, there was also a perception that English was the default language of shops and businesses in a number of cases. This suggests that specific interventions are needed in these areas to encourage the use of Welsh in the community.

7.7   The data from the study suggests that fluent Welsh speakers use the Welsh language in a number of different contexts. However, the data suggests that the fluent speakers use quite a lot of English in various language use spheres. This suggests the existence of bilingual language use spheres in places on Anglesey.

Linguistic practices and shift

7.8 Evidence from qualitative survey data suggested that various Welsh speakers tend to use English more often in their day-to-day lives. There was a perception that day-to-day linguistic practices had changed (e.g. in which language to start a conversation) as individuals were not always sure of the linguistic background of individuals. That is a significant theme that perhaps shows that elements of a linguistic shift exist within the communities of Anglesey.

7.9 A prominent theme within the research study was the linguistic practices of those questioned. A clear pattern emerging from the research sample was the tendency among Welsh speakers to use English with new Welsh speakers and Welsh learners. There was a perception that this practice restricted the opportunities that individuals had to develop their Welsh skills. There was evidence that new Welsh speakers felt frustrated in trying to initiate conversations in Welsh within their communities when Welsh speakers often answered them in English. This theme was supported by the focus groups of individuals who had moved to Anglesey as they noted that some Welsh speakers had commented on their accents when they spoke Welsh. It can be argued that there is a need to support Welsh speakers and new Welsh speakers to use the Welsh language with each other in the community.

7.10   Another theme raised was the concern amongst fluent Welsh speakers about the standard of their Welsh, as they use dialectal Welsh. This was also a concern among businesses as they talked about linguistic accuracy on written marketing material. It can therefore be argued that more needs to be done to promote various forms of Welsh, and to increase the confidence of Welsh speakers on Anglesey. This is particularly important as evidence from this study suggests that the workplace is an important daily language use sphere on Anglesey.

Fluency is one of the main factors affecting community language use within the research study

7.11   One of the main findings of the survey was that respondents who could "speak a fair amount of Welsh" did not use the Welsh language in a number of various language use spheres. The survey data suggests that 38.7 per cent of them did not speak any Welsh with their friends, whilst 48.4 per cent stated that they only used very little Welsh with them. The use of the Welsh language by individuals who "speak a fair amount of Welsh" within the education system and in leisure was also relatively low[8]. It can be argued that this is a significant outcome given that these individuals have high levels of fluency, but did not use the Welsh language at a community level. As a result, it can be argued that fluency is the main factor influencing community use of the language on Anglesey.

7.12   The data highlighted a clear link between the time respondents had lived on Anglesey and their fluency in Welsh. In-migration and out-migration patterns also pose a challenge to the Welsh language. The survey data suggests that individuals who were not born on Anglesey were less likely to be fluent in Welsh. If respondents had always lived on Anglesey, a higher percentage spoke fluent Welsh (83.1 per cent). The less time individuals had lived on Anglesey, the less likely they were to be able to speak Welsh fluently. Only 23.5 per cent of respondents who had moved to Anglesey more recently spoke fluent Welsh. This data was also supported within the focus groups of individuals who had moved to Anglesey as a number of them noted the lack of opportunities to use Welsh as Welsh speakers had a habit of speaking English with them. This highlighted the challenge that exists in maintaining the Welsh language on Anglesey, and the key role that the education system and Welsh teaching agencies play in supporting individuals and families who are settling on the island to learn Welsh.

The Education System

7.13   Evidence from the survey also suggested that a significant number of young Welsh speakers had learnt Welsh at school or college, rather than at home. This highlighted the importance of the education system in language transmission and offering opportunities to use the Welsh language. However, there was evidence in this study that young people face challenges in making decisions about their language choice and use within the education system. In particular, there was evidence from those questioned that there was a tendency for Welsh speakers (e.g. sixth formers) to study through the medium of English in some schools on Anglesey. One of the results of the research survey was that there was evidence of obvious use of English within the education system on Anglesey. It is important to note that survey data includes historical data on the education system, which also suggests that there has been extensive use of English over the years. This is particularly important for new speakers, or individuals who speak a fair amount of Welsh, but do not consider themselves fluent.

7.14   It can be argued that further steps need to be taken to support pupils, teachers and school leaders to make choices in favour of the Welsh language, particularly in the older years of secondary school. However, it is important to recognise the backgrounds of pupils and teachers within the education system and their various linguistic skills.

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[8] This includes historical data from respondents across the age groups and therefore does not necessarily reflect the current position of education on Anglesey.

7.15 The qualitative survey data also referred to the structural challenges facing Anglesey, including job shortages and house prices. Survey respondents noted that in-migration was an important issue to acknowledge on the island. Reference was made to the fact that the older population moving to Anglesey was affecting opportunities to use the Welsh language consistently within the community. Second homes, holiday homes and tourism were challenges for the Welsh language according to the online survey respondents. Some respondents found that second homes affect the language of the island's communities. Some survey respondents commented that tourism could affect the opportunities to use Welsh in the community as the language of the community changes to English when tourists visit. Among the young people who took part in the focus groups was a narrative that young people need to leave the island in search of job opportunities and higher education.

8. Conclusions and Recommendations of the Research Study

8.1 The aim of this research study was to study the current position of the Welsh language on Anglesey and to focus on the following research objectives:

   i. To offer an understanding of the position of the Welsh language on Anglesey by language use, the Welsh medium or bilingual community activities available, and any barriers to using the language
   ii. To recognise and differentiate between the opportunities available to use the Welsh language within the research communities
   iii. To understand any potential barriers to the use of the language within the research communities
   iv. To propose recommendations to the Anglesey Language Forum and all partners, such as Menter Iaith Môn and the Isle of Anglesey County Council

8.2 The following were the research questions of this study and we will scrutinise these within the discussion:

   i. Are opportunities to use the Welsh language within the community accessible enough and accessible to all?
   ii. Are there individuals from specific backgrounds who do not have access to Welsh medium or bilingual community activities?
   iii. Are there opportunities for community groups or settings to work as Welsh language community mentors to other community settings or groups?

8.3 Evidence from this research study suggests that many factors affect community language ability and use on Anglesey. We can argue that the community is a linguistic crossroad (Hodges and Prys, 2019:1) on Anglesey, which includes influences from other areas such as education, the family and the workplace. The influences of the various transmission and other language use spheres become evident within the communities of Anglesey, highlighting the complexity of exploring linguistic behaviour within the community.

8.4 Research study data shows that factors such as the sphere of language use, ability, confidence and fluency of individuals and the various influences of communities affect the opportunities to use Welsh in the community on Anglesey. There was evidence from some of those questioned in the research study (qualitative survey data and focus group data) that it was usual to use English in a number of community activities and day-to-day interactions.

8.5 Fluency, in particular, is a key theme influencing community use of the Welsh language on Anglesey. It appears that there is a need for cross-organisational schemes and collaboration in education, the workplace, shops and leisure in order to develop and maintain fluency. It is important to recognise various linguistic backgrounds within this study. In particular, less confident and less fluent Welsh speakers need encouragement, support and recognition of their Welsh language skills so that they can use the Welsh language within everyday community activities and interactions as much as possible. A clear example from this research study is individuals who have moved to live on Anglesey. There is a need to look for further, long-term plans, which introduce the Welsh language within different contexts for these individuals in

order to try to normalise the community use of the Welsh language on Anglesey. However, it is important to note that resolving some of these challenges, both structural and economic, is no small task, and they are often beyond the control of community language planners.

8.6   Among fluent Welsh speakers, confidence also needs to be considered, but in this case, confidence to use their Welsh in various social interactions on Anglesey. This also includes the confidence to speak to learners in Welsh, as well as transferring the Welsh language to the next generation. More generally, it can be argued that more needs to be done to promote the value of the Welsh language to Welsh speakers and non-Welsh speakers alike. The aim would be to develop language use and transfer patterns, which would lead to linguistic progression from the household to school, to the workplace, and the wider society (leisure and shops and businesses). This study highlights the need to continue to develop initiatives that target language use within these key spheres, as a holistic way of building on these key language use pillars, recognising the complexity and multi-layered nature of the community use of language.

8.7   This study shows that the three levels of linguistic planning, namely the macro, meso and micro (Baldauf 2006) play a key role in shaping community language planning strategies on Anglesey. It is important to recognise the need to maintain further collaboration between key stakeholders such as the Welsh Government, the Isle of Anglesey County Council, Menter Iaith Môn, county schools and community actors within different communities on the island. The aim is to maintain and develop prominent language use spheres on Anglesey (e.g. family, community, education and workplace) where it is natural to use the Welsh language. It is important to consider linguistic progression routes between the language use spheres, which are crucial because they maintain and develop the skills of individuals and support the perception that Welsh is a viable language for all Anglesey residents.

Recommendations

1. Consider how these language use spheres link together to influence the day-to-day community language use (e.g. family, workplace education).

2. Create plans to increase the fluency and confidence of individuals who can speak 'a fair amount of Welsh' but who do not make extensive use of it, especially within specific language use spheres, including the family, education, workplace, shops and leisure.

3. Continue to promote the use of the Welsh language in shops and businesses using signs that encourage and welcome the use of Welsh (e.g. language badges).

4. Create plans to try to influence community leisure activity clubs and coaches to consider the Welsh language as part of their activities.

5. Prioritise initiatives that encourage fluent Welsh speakers to use Welsh with less fluent Welsh speakers.

6. Continue with plans to encourage school pupils to study A Level subjects through the medium of Welsh, including fluent and less fluent Welsh speakers.

7. Undertake further work in signposting pupils and teachers to Welsh medium educational resources available to them (e.g. a Terminology Portal and subject-specific resources).

8. Emphasise the value of the Welsh language as an employability skill by encouraging partnerships between local schools and workplaces on Anglesey (e.g. young people as language champions in local businesses).

9. Signpost businesses to services available to them from key stakeholders (e.g. translation services for social media).

10. Create further plans to raise awareness of the Welsh language as a community language amongst tourists and individuals who have moved to the area.

9. Bibliography

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10.   Appendices

Appendix 1: Copy of the Online Questionnaire (Welsh medium)

Appendix 2: Copy of the Online Questionnaire (English medium)

Appendix 3: Young People's Focus Group

Appendix 4: Business People's Focus Group

Appendix 5: Focus Group of Individuals who have moved to Anglesey within the last twenty years

Appendix 6: An example of a tweet by Menter Iaith Môn seeking to recruit survey respondents online

Appendix 7: An example of a tweet by the Isle of Anglesey County Council to recruit survey respondents online

Appendix 1: Copy of the Online Survey (Welsh medium)

Defnyddio'r Gymraeg ar Ynys Môn

Arolwg Ar-Lein

'Rydym yn gweithio i Brifysgol Bangor ar brosiect ymchwil sy'n edrych ar y cyfleoedd i ddefnyddio'r Gymraeg o fewn eich cymunedau ar Ynys Môn. Cyllidir y prosiect hwn gan y Gronfa Adfywio Cymunedol ar ran Cyngor Ynys Môn a Menter Iaith Môn. Bydd yr holl wybodaeth a roddwch yn gyfrinachol a'r sylwadau yn anhysbys ac yn dilyn holl egwyddorion GDPR. Nid ydym yn gofyn am eich enw nac unrhyw wybodaeth gyswllt. Mae'n rhaid i chi fod yn 16 oed neu hŷn i ateb yr arolwg. Os am wybodaeth ychwanegol am yr astudiaeth cysylltwch â Dr Rhian Hodges: r.s.hodges@bangor.ac.uk

Drwy gwblhau'r arolwg hwn rwyf yn cydsynio i fy nata gael ei ddefnyddio at ddibenion yr astudiaeth hon.

AMDANOCH CHI

A ydych yn byw neu gydag ail gartref ar Ynys Môn?	Ydw ☐		Nac ydw ☐	

Os na, symud i'r diwedd.

Ai dyma eich prif gartref?	Ydy ☐		Nac ydy ☐	

Ble ar Ynys Môn ydych chi'n byw? (Enw tref/pentref) _____

Nodwch 4 digid cyntaf eich côd-post _____

A ydych chi 16 mlwydd oed neu'n hŷn?	Ydw ☐		Nac ydw ☐	

Os na, symud i'r diwedd.

1. Rhywedd:

   Benyw □   Gwryw □

   Anneuaidd □   Gwell gen i beidio â dweud □

2. Oedran:

   16-24   □

   25-34   □

   35-44   □

   45-54   □

   55-64   □

   65-74   □

   75+   □

3. A oes gennych chi blant o dan 18 oed?   Oes □   Nac oes □

4. Sut fyddech chi'n disgrifio eich hunaniaeth genedlaethol?
   Cymro / Cymraes   □
   Sais / Saesnes   □
   Albanwr / Albanes   □
   Gwyddel / Gwyddeles o Ogledd Iwerddon   □
   Prydeiniwr / Prydeinwraig   □
   Arall, nodwch _____

5. Beth yw eich grŵp ethnig?

   Arabaidd   □

   Asiaidd   □

   Du (Caribiaidd neu Affricanaidd)   □

   Grwpiau Cymysg neu Amlethnig   □

   Gwyn   □

   Grŵp ethnig arall   □

6. Ers pryd ydych chi wedi byw neu bod ag ail gartref ar Ynys Môn?

Wedi byw ar Ynys Môn erioed	☐
3 mlynedd neu lai	☐
4 – 9 mlynedd	☐
10 - 19 mlynedd	☐
20 mlynedd neu fwy	☐

7. Os ydych chi wedi symud i Ynys Môn, beth oedd eich rhesymau dros symud i'r ardal hon? *(Os ydych yn enedigol o Ynys Môn gadewch yn wag ac ewch i gwestiwn 8).*

8. Pa un o'r canlynol sy'n disgrifio eich sefyllfa orau:

Cyflogedig	☐
Hunangyflogedig	☐
Ar gyfnod mamolaeth neu dadolaeth	☐
Wedi ymddeol	☐
Anabl neu yn sâl am gyfnod hir	☐
Astudio	☐
Gofalu am y cartref neu am y teulu	☐
Arall	☐

9. Os ydych chi'n gyflogedig, hunangyflogedig, neu ar gyfnod mamolaeth/tadolaeth, beth yw teitl eich swydd? e.e. gweithiwr siop, athro ysgol gynradd. *(Os nad ydych yn gyflogedig neu hunangyflogedig, ewch ymlaen i gwestiwn 12).*

_____

10. Beth yw prif weithgarwch eich sefydliad, busnes neu waith ar eich liwt eich hun? e.e. gwerthu dillad, addysg gynradd, gwasanaeth sifil, llywodraeth leol

_____

11. Pa un o'r canlynol sy'n disgrifio eich sefyllfa orau?

Rwy'n gweithio o adref	☐
Rwy'n gweithio mewn gweithle, nad yw'n gartref i mi	☐
Rwy'n gweithio o adref ac mewn gweithle	☐

12. Oes gennych gymhwyster ar lefel gradd neu uwch?

Oes   □   Nac oes □

Y Gymraeg

13. Pa un o'r canlynol sy'n disgrifio orau eich gallu i siarad Cymraeg?

Rwy'n rhugl yn Gymraeg   □

Rwy'n gallu siarad cryn dipyn o Gymraeg   □

Rwy'n gallu siarad ychydig o Gymraeg yn unig   □

Rwy'n gallu dweud ychydig eiriau yn unig   □

Dw i ddim yn siarad Cymraeg   □

Os ddim yn siarad Cymraeg, symud ymlaen i Q.17.

SIARAD CYMRAEG

14. Ble yn *bennaf* dysgoch chi siarad Cymraeg?

Gartref	□	Ysgol/ Coleg/ Prifysgol	□
Yn y gwaith	□	Cymraeg i Oedolion	□
Wrth siarad gyda phobl sy'n byw o fy nghwmpas			□

15. Pa mor aml ydych chi'n siarad Cymraeg?

Bob dydd   □

Bob wythnos   □

Llai aml   □

Byth   □

16. Faint o Gymraeg ydych **chi'n** ei ddefnyddio yn sefyllfaoedd canlynol?

Dim o gwbl; Ychydig iawn; Canolig, Cryn dipyn, Llawer iawn, Dim yn berthnasol

O fewn eich **teulu** sy'n byw ar Ynys Môn	Dim o gwbl				Llawer iawn	D/B
	1	2	3	4	5	
Yn eich **ysgol** ar Ynys Môn (naill ai fel disgybl neu riant/gwarcheidwad)	Dim o gwbl				Llawer iawn	
	1	2	3	4	5	

Gyda **ffrindiau** sy'n byw ar Ynys Môn	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Gyda **chymdogion**	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Wrth **siopa** ar Ynys Môn	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Wrth dderbyn **gwasanaethau'r Cyngor** ar Ynys Môn	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Yn y **feddygfa** ar Ynys Môn	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Wrth **wirfoddoli** ar Ynys Môn	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Wrth **addoli** ar Ynys Môn (e.e. capel, eglwys)	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
O fewn **clybiau hamdden a chwaraeon** ar Ynys Môn	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Yn eich **gwaith** ar Ynys Môn	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Yn eich defnydd cyffredinol o'r **cyfryngau cymdeithasol** (e.e. Facebook, Twitter, Instagram)	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Wrth ymwneud a **grwpiau cymunedol/busnesau ar-lein** sy'n gysylltiedig â Môn	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		

CLYWED CYMRAEG

17. Faint o Gymraeg ydych **chi'n** clywed yn y sefyllfaoedd canlynol?

Dim o gwbwl; Ychydig iawn; Canolig, Cryn dipyn, Llawer iawn, Dim yn berthnasol

O fewn eich **teulu** sy'n byw ar Ynys Môn	Dim o gwbl				Llawer iawn	D/B
	1	2	3	4	5		
Yn eich **ysgol** ar Ynys Môn (naill ai fel disgybl neu riant/gwarcheidwad)	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Yng nghwmni **ffrindiau** sy'n byw yn Ynys Môn	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Yng nghwmni **cymdogion**	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Wrth **siopa** ar Ynys Môn	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		
Wrth dderbyn **gwasanaethau'r Cyngor** ar Ynys Môn	Dim o gwbl				Llawer iawn	
	1	2	3	4	5		

Yn y **feddygfa** ar Ynys Môn	Dim o gwbl 1	2	3	4	Llawer iawn 5	
Wrth **wirfoddoli** ar Ynys Môn	Dim o gwbl 1	2	3	4	Llawer iawn 5	
Wrth **addoli** ar Ynys Môn (e.e. capel, eglwys)	Dim o gwbl 1	2	3	4	Llawer iawn 5	
O fewn clybiau hamdden a chwaraeon ar Ynys Môn	Dim o gwbl 1	2	3	4	Llawer iawn 5	
Yn eich **gwaith** ar Ynys Môn	Dim o gwbl 1	2	3	4	Llawer iawn 5	
Yn eich defnydd cyffredinol o'r **cyfryngau cymdeithasol** (e.e. Facebook, Twitter, Instagram)	Dim o gwbl 1	2	3	4	Llawer iawn 5	
Wrth ymwneud a **grwpiau cymunedol/busnesau ar-lein** sy'n gysylltiedig â Môn	Dim o gwbl 1	2	3	4	Llawer iawn 5	

18. Wrth feddwl am y mis diwethaf pa weithgareddau cymdeithasol (e.e. clybiau, cymdeithasau a digwyddiadau cyhoeddus, gan gynnwys rhai ar-lein) ydych chi wedi bod iddynt ar Ynys Môn? Rhowch hyd at dair enghraifft. (Cyfleoedd cymdeithasol wedi eu trefnu, yn hytrach na chwrdd â ffrindiau ac ymweld â'r dafarn, er enghraifft). Gadewch yn wag os nad ydych wedi mynychu gweithgaredd cymdeithasol yn y mis diwethaf ac ewch i gwestiwn 20.

19. Pa iaith/ ieithoedd ddefnyddioch chi o fewn y gweithgareddau cymdeithasol hyn? *(Ticiwch un blwch ar gyfer pob gweithgaredd)*

Gweithgareddau	Cymraeg yn unig	Mwy o'r Gymraeg na'r Saesneg	Y ddwy iaith yn gyfartal	Mwy o Saesneg na'r Gymraeg	Saesneg yn unig	Arall	Ddim yn cofio
Gweithgaredd 1							
Gweithgaredd 2							
Gweithgaredd 3							

AGWEDDAU TUAG AT Y GYMRAEG

20. I ba raddau rydych chi'n cytuno neu'n anghytuno â'r datganiadau canlynol?

Mae siarad Cymraeg yn rhan bwysig o bwy ydw i	Cytuno'n gryf 5	4	3	2	Anghytuno'n llwyr 1	D/B
Mae gen i ddigonedd o gyfleoedd i siarad/clywed y Gymraeg	Cytuno'n gryf 5	4	3	2	Anghytuno'n llwyr 1	
Fyddwn i ddim yn mynd allan o'm ffordd i ofyn am wasanaeth yn y Gymraeg	Cytuno'n gryf 5	4	3	2	Anghytuno'n llwyr 1	
Os oes gan nwyddau enwau neu frandio Cymraeg, rwy'n fwy tebygol o'u prynu	Cytuno'n gryf 5	4	3	2	Anghytuno'n llwyr 1	

21. Beth sy'n eich atal chi rhag defnyddio mwy o Gymraeg ar Ynys Môn?

22. Beth yw'r heriau sy'n wynebu'r Gymraeg ar Ynys Môn?

23. Pa fath o raglenni neu weithgareddau hoffech chi eu gweld yn cael eu datblygu i hybu'r Gymraeg ar Fôn?

Diolch i chi am ateb yr holiadur. Mae eich cyfraniad yn bwysig iawn i'r prosiect ymchwil.

Appendix 2: Copy of the Online Survey (English medium)

Welsh language use on Anglesey

Online Questionnaire

We're working for Bangor University on a research project looking at the opportunities to use the Welsh language within your communities on Anglesey. This project is funded by the Community Renewal Fund on behalf of Isle of Anglesey Council and Menter Iaith Môn. All information provided will be confidential and comments will remain anonymous and will adhere to all GDPR principles. We will not ask you to provide your name and contact details. You must be 16 years of age or over to answer this survey. If you require further information about the study, please contact Dr Rhian Hodges: r.s.hodges@bangor.ac.uk

By completing this survey I give consent for my data to be used for the purposes of this study.

ABOUT YOU

Do you live or have a second home on Anglesey?   Yes   □   No   □

If no, move to the end.

Is this your main home?   Yes   □   No   □

Where do you live on Anglesey? (Name of town/village) _____

Note the first 4 digits of your postcode _____

Are you 16 years of age or older?   Yes   □   No   □

If no, move to the end.

BACKGROUND PROFILE

1. Gender:

   Female   □   Male   □

   Non-binary   □   Prefer not to say   □

2. Age:

   16-25   □

   25-34   □

   35-44   □

   45-54   □

   55-64   □

   65-74   □

   75+   □

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

4. How would you describe your national identity?

Welsh	□
English	□
Scottish	□
Northern Irish	□
British	□
Other	□

5. What is your ethnic group?

Arab	□
Asian	□
Black (Caribbean or African)	□
Mixed or multiple ethnic groups	□
White	□
Other ethnic group	□

6. How long have you lived or had a second home on Anglesey?

    I've always lived on Anglesey   □

    3 years or less   □

    4 – 9 years   □

    10 - 19 years   □

    20 years or more   □

7. If you have moved to Anglesey, what were your reasons for moving to this area? *(If you are from Anglesey, leave blank and move on to question 8).*

8. Which of the following best describes your situation:

    Employed   □

    Self-employed   □

    On maternity or paternity leave   □

    Retired   □

    Long-term sick or disabled   □

    Studying   □

    Looking after home or family   □

    Other   □

9. If you are employed, self-employed or on maternity/paternity leave, what is your job title? e.g. shop worker, primary school teacher. *(If you are not employed, self-employed or on maternity/paternity leave, leave blank and move on to question 12).*

    _____

10. What is the main activity of your organization, business or freelance work? e.g. clothing retail, primary education, civil service, local government

    _____

11. Which of the following best describes your situation?

    I work from home   □

I work at a workplace, which is not my home   □

I work from home and from a workplace   □

12. Have you achieved a qualification at degree level or above?

Yes   □   No   □

WELSH

13. Which of the following best describes your ability to speak Welsh?

I'm fluent in Welsh   □

I can speak a fair amount of Welsh   □

I can only speak a little Welsh   □

I can just say a few words   □

I don't speak Welsh   □

If don't speak Welsh, move on to Q.17.

SPEAKING WELSH

14. Where did you *mainly* learn to speak Welsh?

At home   □   School/ College/ University   □

In work   □   Welsh for adults   □

Whilst speaking with people living near me   □

15. How often do you speak Welsh?

Daily   □

Weekly   □

Less often □

Never   □

16. How much Welsh do you use in the following situations?

None, Very little, A fair amount, Quite a lot, A great deal, Not applicable

With **family** living on Anglesey	None 1	2	3	4	A great deal 5	N/A
In your **school** on Anglesey (either as a pupil or parent/guardian)	None 1	2	3	4	5 A great deal	
With **friends** who live on Anglesey	None 1	2	3	4	5 A great deal	
With **neighbours**	None 1	2	3	4	5 A great deal	
Whilst **shopping** on Anglesey	None 1	2	3	4	A great deal 5	
Whilst **receiving Council services** on Anglesey	None 1	2	3	4	A great deal 5	
In the doctor's **surgery** on Anglesey	None 1	2	3	4	5 A great deal	
Whilst **volunteering** on Anglesey	None 1	2	3	4	5 A great deal	
Whilst **worshipping** on Anglesey (eg. Chapel, church)	None 1	2	3	4	5 A great deal	
In **leisure and sports clubs** on Anglesey	None 1	2	3	4	5 A great deal	
At **work** on Anglesey	None 1	2	3	4	5 A great deal	
In your general use of **social media** (eg. Facebook, Twitter, Instagram)	None 1	2	3	4	5 A great deal	
When interacting with **online community/business groups** associated with Anglesey	None 1	2	3	4	5 A great deal	

HEARING WELSH

17. How much Welsh do you hear in the following situations?

None, Very little, A fair amount, Quite a lot, A great deal, Not applicable

With **family** living on Anglesey	None 1	2	3	4	A great deal 5	N/A
In your **school** on Anglesey (either as a pupil or parent/guardian)	None 1	2	3	4	A great deal 5	
In the company of **friends** who live on Anglesey	None 1	2	3	4	A great deal 5	
In the company of **neighbours**	None 1	2	3	4	A great deal 5	
Whilst **shopping** on Anglesey	None 1	2	3	4	A great deal 5	
Whilst **receiving Council services** on Anglesey	None 1	2	3	4	A great deal 5	
In the doctor's **surgery** on Anglesey	None 1	2	3	4	A great deal 5	
Whilst **volunteering** on Anglesey	None 1	2	3	4	A great deal 5	
Whilst **worshipping** on Anglesey (eg. Chapel, church)	None 1	2	3	4	A great deal 5	
In **leisure and sports clubs** on Anglesey	None 1	2	3	4	A great deal 5	
At **work** on Anglesey	None 1	2	3	4	A great deal 5	
In your general use of **social media** (eg. Facebook, Twitter, Instagram)	None 1	2	3	4	A great deal 5	
When interacting with **online community/business groups** associated with Anglesey	None 1	2	3	4	A great deal 5	

18. Thinking about the last month, what social activities have you attended on Anglesey (e.g. clubs, societies and public events, including those online)? Please provide up to three examples. (Organised social opportunities, rather than meeting friends and visiting the pub.) Leave blank if you haven't attended a social activity in the last month and go to question 20.

19. Which language(s) did you use within these social activities? *(Tick one box for each activity)*

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

Activity 1						
Activity 2						
Activity 3						

ATTITUDES TOWARDS THE WELSH LANGUAGE

20. How much do you agree or disagree with the following statements?

Strongly agree, Tend to agree, Neither agree or disagree, Tend to disagree, Strongly disagree, Not applicable

Speaking Welsh is an important part of who I am	Agree 5	4	3	2	Strongly disagree 1	N/A
I have plenty of opportunities to speak Welsh	Agree 5	4	3	2	Strongly disagree 1	
I wouldn't go out of my way to ask for a service in Welsh	Agree 5	4	3	2	Strongly disagree 1	
If goods have names or branding in Welsh, I am more likely to buy them	Agree 5	4	3	2	Strongly disagree 1	

21. What is stopping you from using more Welsh on Anglesey?

22. What are the challenges facing the Welsh language on Anglesey?

23. What kind of programmes or activities would you like to see developed to promote Welsh on Anglesey?

Thank you for answering the questionnaire. Your contribution is very important to the research project.

Appendix 3: Young People's Focus Group

Schedule for Interviewing Focus Groups: Young People

Use of Welsh on Anglesey

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OBJECTIVES
- To gather young people's views on the community opportunities to use the Welsh language on Anglesey (e.g. day-to-day activities/life) and any barriers to using the language.
- To provide key recommendations to the Language Forum and its partners including Menter Môn.

</div>

Introduction - *Co-ordinator: to introduce themselves and the focus group:*

- Thank you for coming
- The session will last about an hour
- Housekeeping (face to face): fire alarm, toilets, mobile phones
- Mention the research in general – who, why, what (see invitation)
- Note taking / recording (**Are you ok with us recording the session? Recording is for transcript purposes only**)
- Focus Group Rules – confidentiality, anonymity, fairness for all
- Confirm confidentiality- no one is named within this work
- Are there any questions before we start?

1) **Background questions about your community**
   - How would you describe your community to someone from outside the area?

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

2a. Everyday activities (in the local community)

- When are there opportunities for people to speak Welsh in your community?
- Are you happy with the opportunities to use the Welsh language in your everyday life?
- What prevents or enables you to use the Welsh language in your everyday life?

2b. Clubs and societies (in the local community)

- What opportunities do you have to use the Welsh language with clubs and societies on Anglesey (e.g. sport, choir, young farmers...)?
- Who is responsible for organising these activities?
- Are there activities/clubs that are not available in Welsh?
- Who do you speak Welsh with at these clubs and societies?

- What prevents or enables you to use the Welsh language with local clubs and societies?

2c. Local shops and businesses (in the local community)
- Are there opportunities in your community to use the Welsh language with local shops and businesses?
- Do you use the Welsh language with these shops and businesses?
- Are there shops/businesses where there is no opportunity to use the Welsh language?
- What prevents or enables you to use the Welsh language with these shops and businesses?

2d. Influences on your use of the Welsh language

- What are the biggest influences on your use of the Welsh language in your community (e.g. opportunities, context, education, confidence, fluency, services available, number of Welsh speakers)?
- What influence did the Covid-19 pandemic have on the opportunities for you to use the Welsh language in the community (e.g. social opportunities, home education)?
- Did Covid-19 offer you any new opportunities to use the Welsh language?

3) Opinion questions: Using the Welsh Language in the Community

- Is the opportunity to use the Welsh language in your community important to you?
- Is attending events that take place through the medium of Welsh important to you?
- What is your opinion regarding Welsh/bilingual activities in your community? (e.g. enough of them? Quality? Happy?)
- What would encourage you and others to use more of the Welsh language in the community?

4) Questions about the Future

- Are there Welsh language activities that you would like to see developed within your community?
- What do you think prevents people from using more Welsh in your community?
- How do you see the future of the Welsh language within your community?
- What do you feel would be helpful to encourage the use of Welsh within communities such as (Holyhead...) in the future?
- Do you have any further comments to make on where the Isle of Anglesey County Council/Menter Môn should invest their money in increasing the use of the Welsh language in communities?

Do you have any further comments?

Thank you and close

Appendix 4: Business People's Focus Group

Schedule for Interviewing Focus Groups: Business People

Use of Welsh on Anglesey

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OBJECTIVES

- To gather the views of business people on their use of the Welsh language within their businesses.
- To gather examples of challenges/barriers and good practice.
- To gather suggestions on the type of support Anglesey businesses would like in developing the Welsh language within their businesses.
- To provide recommendations to partners including Menter Môn.

</div>

Introduction - *Co-ordinator: to introduce themselves and the focus group:*

- Thank you for joining the focus group – the session will last about an hour
- Please feel free to contribute in Welsh or English (**researcher to translate informally?**)
- Housekeeping (online): Turn off mobile phones, switch off a microphone when you're not speaking, you're welcome to use the chat function to write comments (**driver**: **encourage participants to do this – useful data**)
- Mention the research in general – who, why, what (see invitation)
- Emphasise the importance of hearing from people like you
- Note taking / recording (**Are you ok with us recording the session?** - **recording is for transcript purposes only**)
- Focus Group Rules – confidentiality, anonymity, fairness for all
- Confirm confidentiality- no one is named within this work
- The information gathered through the focus groups will be used for the purposes of this project only and will be submitted as a report to the Isle of Anglesey County Council, Menter Iaith Môn and the funders.
- Are there any questions before we start?

Everyone to introduce themselves – members to share their first names, their work sector, and a brief mention about their use of the Welsh language.

1) **Background questions about your community**

- How would you describe your community to someone from outside the area?

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

Everyday activities

- When/where are there opportunities for people to speak Welsh in your community?

3) Business activities

- Do you use the Welsh language in your business? How and why?
- What opportunities are there to use the Welsh language within **your business**?
- Is there a consumer demand for you to provide Welsh language services?
- Do you have examples of good practice in providing a service in Welsh?
- What are the challenges in providing Welsh language services within your business?

4) The influence on your use of the Welsh language in your business
- What are the biggest influences on your use of the Welsh language in your business?
- Who is available to support you in providing services in Welsh or bilingually? Have you used these services in the past?
- Did the Covid-19 pandemic influence the opportunities for you to use the Welsh language in your business?

5) The Future

- How do you see the future of the Welsh language within your community?
- Do you intend to develop your Welsh language services in the future? Why? (**if not, why**)
- What would be helpful to encourage the use of Welsh within communities such as (**Llangefni**...) in the future?

Do you have any other comments?

Thanks and Close

Appendix 5: Focus Group of Individuals who have moved to Anglesey within the last twenty years

Schedule for Interviewing Focus Groups:

Individuals who have moved to Anglesey in the last 20 years

Use of Welsh on Anglesey

OBJECTIVES

- To gather the views of people who have moved to Anglesey within the last 20 years regarding the opportunities to use Welsh in the community, the social activities available through the medium of Welsh and bilingually and any barriers to using the language.
- To provide key recommendations to the Language Forum and its partners including Menter Iaith Môn.

Introduction - *Co-ordinator: to introduce themselves and the focus group:*

- Thank you for coming
- The session will last about an hour
- Housekeeping (online): mobile phones
- Mention the research in general – who, why, what (see invitation)
- Emphasise the importance of hearing from the residents of Anglesey
- Note taking / recording (Are you ok with us recording the session?)
- Focus Group Rules – confidentiality, anonymity, fairness for all
- Confirm confidentiality- no one is named within this work
- The information gathered through the focus groups will be used for the purposes of this project only and will be submitted as a report to the Isle of Anglesey County Council, Menter Iaith Môn and the funders.
- **You are welcome to contribute in English or Welsh**
- Are there any questions before we start?

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

1) **Background questions about your community**
- How would you describe your community?
- When did you move to Anglesey?
- Why did you move to Anglesey?
- Where did you live before moving to Anglesey?

2) **Linguistic ability**
   a. Are you Welsh Speaking?
   b. Where did you learn to speak Welsh (e.g. at home, at school, Welsh for adults lessons, in the community, other, **or**, non-Welsh speaking)?

3) **Experience of using the Welsh language**
- What is your experience of the use of Welsh within your community?
- How does this compare with other areas where you have lived?

4) **Questions regarding the opportunities to use the Welsh language within your community:**

4a. Social activities and opportunities

- When are there opportunities for people to speak Welsh in your community?
- Driver: Researcher to ask about the following points: Workplace, Education, Leisure (e.g. clubs and societies), Online (e.g. Facebook and Twitter), Public services (e.g. doctors, council offices), Shops
- Are you happy with the opportunities to use the Welsh language in your daily life?
- What prevents or enables you to use the Welsh language in your everyday life?

4b. Clubs and societies (in the local community)

- What opportunities do you have to use the Welsh language with clubs and societies on Anglesey (e.g. sport, choir, young farmers...)?
- Who is responsible for organising these activities?
- Are there activities/clubs that are not available in Welsh?
- Who do you speak Welsh with at these clubs and societies?
- What prevents or enables you to use the Welsh language with local clubs and societies?

4c. Local shops and businesses (in the local community)

- Are there opportunities in your community to use the Welsh language with local shops and businesses?
- Do you use the Welsh language with these shops and businesses?
- Are there shops/businesses where there is no opportunity to use the Welsh language?
- What prevents or enables you to use the Welsh language with these shops and businesses?

4ch. Influences on your use of the Welsh language

- What are the biggest influences on your use of the Welsh language in your community (e.g. opportunities, context, education, confidence, fluency, services available, number of Welsh speakers)?
- What influence did the Covid-19 pandemic have on the opportunities for you to use the Welsh language in the community (e.g. social opportunities, home education)?

- Did Covid-19 offer you any new opportunities to use the Welsh language? (Driver: e.g. anything continuing in the future?)

5) Opinion questions: Using the Welsh Language in the Community

- Is the opportunity to use the Welsh language in your community important to you?
- Is attending events that take place through the medium of Welsh important to you?
- What is your opinion regarding Welsh/bilingual activities in your community? (e.g. enough of them? Quality? Happy?)
- What would encourage you and others to use more of the Welsh language in the community?

6) Questions about the Future

- Are there Welsh language activities that you would like to see developed within your community?
- What do you think prevents people from using more Welsh in your community?
- How do you see the future of the Welsh language within your community?
- What do you feel would be helpful to encourage the use of Welsh within communities such as (Llangefni...) in the future?
- Do you have any further comments to make on where the Isle of Anglesey County Council/Menter Iaith Môn should invest their money in increasing the use of the Welsh language in communities?

Do you have any further comments?

Thank you and close

Appendix 6: An example of a tweet by Menter Iaith Môn seeking to recruit survey respondents online

Appendix 7: An example of a tweet by the Isle of Anglesey County Council to recruit survey respondents online

For further information, please contact:

Dr Rhian Hodges, Bangor University

r.s.hodges@bangor.ac.uk

Dr Cynog Prys, Bangor University

c.prys@bangor.ac.uk

School of History, Law and Social Sciences

Bangor University

College Road

Bangor

Gwynedd

LL57 2DG