WELSH FIRST LANGUAGE SPEAKERS RECEIVING ENGLISH MEDIUM HIGHER EDUCATION – EXPLORATION OF ISSUES ARISING

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BSc Health and Social Care (Hons)
School of Health Sciences

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DECLARATION

This work is being submitted in partial fulfilment of the requirements for the degree of BSc (Hons) Health and Social Care and has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed: (Candidate)

Date:

STATEMENT 1

This dissertation is the result of my own work and investigations, except where otherwise stated. Where correction services have been used, the extent and nature of the correction is clearly marked in a footnote(s).

Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

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Acknowledgements

I would like to thank my project supervisor Huw Evans, as I greatly appreciated his wisdom, direction and dedicating his time to guide me throughout this study.

Thank you to all the participants- I will forever be grateful for their time and effort. Their interesting opinions and thoughts helped spurred me on to complete this study.

To my family and friends, thank you for inspiring and motivating me. I would like to thank my parents for humbling me and for teaching me that hard work does pay off.

Finally, I would like to thank my housemates; Amy, Carys, Joshua and Katie. My university experience would simply not be the same without you, and your love and support meant so much more than you could ever imagine.
Abstract

Background: From personal experience of receiving high intensity Welsh language education from the age of 4 to 18, then studying a degree solely through the medium of English, the researcher would like to research on how the effects of changing languages so dramatically has on the individual, the Welsh community, and the future of the Welsh language in health and social care services.

Aims: The project aimed to identify the importance of the Welsh language in health and social care services, and the thoughts and opinions about the Welsh first language university students that received Welsh language medium school education, who then moved to England to earn their degree through the medium of English. The project also investigates on factors as to why students chose to study their degree in England and through the medium of English, as this could give an insight into the future of the Welsh language. It also aimed to identify the importance of the Welsh language in health and social care services.

Methods & procedures: A focus group was held to identify thoughts and opinions, which then helped form a questionnaire sent to Welsh speaking university students in English universities.

Outcomes & results: The focus group had two participants and lasted 45 minutes. 18 questionnaires were returned. Many of the students were not concerned about the future of the Welsh language, but most the students thought more could be done to implement the Welsh language in health and social care services. Many of the factors as to why students chose to study in England was for more independence from home, and they did not seem to care which language they received health and social services. Personal thoughts and opinions on receiving a bilingual education was also identified.

Conclusions: As always, more could be done to implement the Welsh language into health and social care services, but many of the students did not worry about the future of the Welsh language, as they were quite confident in their Welsh speaking ability.
Keywords: Welsh language, bilingualism, education, university students.

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1 Introduction

"We can save the Welsh Language- revolutionary methods, would guarantee success"

(Saunders Lewis, 1962).

I was lucky enough to be brought up in the county of Gwynedd. According to statistics it is the county within Wales where the most Welsh speakers reside— for example, the Menai ward in Caernarfon has 75.8% of its residents that can speak, write and read in Welsh, and within the whole of Gwynedd, 60.6% can do the same (Gwynedd Council, 2011). From personal experience of being brought up in the town of Caernarfon, it could be argued that whilst many Gwynedd residents love their mother tongue, they might take the Welsh language for granted. I did not realise the importance of the Welsh language until a university seminar, where out of 70 students, most of them from South Wales, when the lecturer asked, “Who speaks Welsh?”, only 3 students put their hands up—myself included. This lead me to wonder about how the Welsh language has been treated in schools across the country, and ultimately, how the future of the Welsh language looks bleak, especially for health and social care services through the medium of Welsh. Whilst the Welsh Government has now created policies to ensure that the Welsh language is being implemented in organisations, thanks to the yearly updates on the Welsh Language Standards Regulations that has been approved by the Welsh Commissioner since 2015, I wonder if the damage could have already happened.

Especially as a Health and Social Care Student, I look forward to having a bilingual career in the field. The Welsh Government should always do as much as they can to implement the Welsh Language in our schools, and then in universities, to promote the equality of the two national languages under the Welsh Government Welsh language strategy, that has run since 2012, and is ending in 2017. This project aims to highlight the advantages and disadvantages of receiving a bilingual education and the effects this has on university students in England. These factors may help influence Welsh language services in the health and social care services by increasing the confidence of bilingual students in working in their Welsh, English or both...
languages, which would therefore help improve the services as Welsh speaking patients can choose to have a Welsh language service.

In this dissertation, I am treating Welsh medium education as bilingual education despite an apparent contradiction. One of the biggest implications in Welsh medium education, is that it automatically involves bilingual education. The reason for this is that English (as well as Welsh) is used in that educational context despite ‘Welsh medium’ eg there are English medium sources from which education is delivered, there is some teaching through the medium of English at 6 form level, and there is use of English (as well as Welsh) in the environment. On the other hand, English medium education, because of the dominant cultural position of English, cannot be described as bilingual education, as most English schools do not educate their pupils in two languages, as it the case with most Welsh schools.
2. Literature Review

The researcher started their study by collecting other studies about bilingual education and the surrounding issues revolving this. The researcher decided that Cardiff Metropolitan University’s MetSearch.com academic database would be the best way to search for relevant studies, and the researcher made sure to search for key words, primarily ‘bilingual education’. By using MetSearch.com, this gave many results, including books recommendations, studies, and other essays. The researcher also had to use government websites for statistical information, primarily how many people who spoke Welsh, how many people went to a Welsh language school, etc. The researcher decided to exclude studies that included bilingual students which were fluent in at least the English language.

2.1 Bilingualism

Bilingualism is used to describe individuals who use two languages to communicate. Many countries in the world are bilingual, and is a normal way to communicate in today’s world. More people are bilingual in the world than monolingual (Myers-Scotton, 2006). It is important to stress that this dissertation will strictly be studying research concentrating on bilingualism education, and not second-language teaching programs. Academically, the goal of bilingual education is to educate bilingually and use this education to function across cultures, whereas second-language education is to learn an additional language and become familiar with an additional culture. There are emphasis on the integration of language and content, whereas for second-language education, explicit language instruction is emphasised through teaching (García et al, 1997).

Many studies praised the many benefits of learning bilingually. Studies show that learning in a second language helps develop language-cognitive skills and helps students grow intellectually (Baker et al 1996). Learning an additional language apparently enhances the learner’s interpersonal and intercultural communication with other people (Baker et al, 1996; Cenoz & Genesee, 1998; Dicker, 1996; Esquivel, 1992; Genesee & Cloud, 1998), skills that are arguably vital for a successful education. Cummins (1993) and Krashen (1991) argue
that a practical reason for being able to study bilingually is how the skills learned by the child when learning their first language helps them adapt to learning in another language.

2.2 Bilingualism in Wales

The 20th century was revolutionary in introducing the Welsh language into the country’s curriculum, and 1939 saw the country’s first Welsh primary school, Ysgol Gymraeg, in Aberystwyth. 1956 saw the first Welsh-medium secondary school open, Ysgol Glan Clwyd, in Rhyl.

By 2017, the number of children attending a Welsh medium school had increased to 72,194 which also created an influx of Welsh speaking teachers and speech language therapists. (Welsh Language Board, 2017). In early 2017, the Welsh Government created a strategic framework to strengthen Welsh language services in health, social services and social care. This framework build on the original Welsh Government strategy, ‘More than just words…’ that was published in 2012. This strategy helps organisations to comply with the Welsh Language (Wales) Measure 2011 which should also ensure that all Welsh speakers can receive health and social care services in Welsh (Welsh Gov, 2011).

Identity is also closely associated with languages, especially when the media portrays Welsh as a dying language. Students who decide to follow their university course in England might feel that they have lost their Welsh identity as there won’t be much of a need to use it. If they live in England, and use the English language prolifically, and rarely come to Wales and use the Welsh language, would they have two identities, their Welsh identity, and their English identity? Welsh students in England might feel that they have an identity crisis - they cannot feel English, as they were not brought up in England, and do not exclusively speak English, but they cannot feel Welsh as they have left the country and do not apply Welsh to their everyday life.

Morgan Stanley created a study that was cited by BBC News (2004), and it found that 67% of people in Wales see their identity as being Welsh first, and British second, but it is very interesting to see that this sure level of identity does not transpire to desire to speak Welsh.
2.3 Bilingualism in England

As this particular dissertation subject is quite personal, this paper is particularly looking for research pieces that people of any bilingual background could relate to, especially if one of their languages was under threat, as Welsh is often portrayed as being a ‘dying’ language in the media- Max K Adler deemed Welsh to be a dying Celtic language back in 1979, when it could be argued that the Welsh language was on the brink of reinventing itself, thanks to the creation of the Welsh language TV channel S4C (Sianel 4 Cymru) in 1982 (Adler 1977, Price 2011). This enabled the Welsh language to move along with the 20th century, and meant that Welsh could be accessed by others in their home. It would certainly be interesting to see if a lack of Welsh media content would influence the Welsh language community. There is a danger in a country like England, where Wales and especially the Welsh language is still seen as a gimmick today, that being being able to speak Welsh could be the only interesting attribute to a student’s identity. (Baker et al 1996). If Welsh culture and the Welsh language is seen as a ‘gimmick’ in England, and by the English community, this could have a ‘snowball effect’, and the lack of support could mean the lack of sources to help keep the Welsh community and language alive.

The beginning of the 20th century saw the introduction of legislation aiding English as the main language of education in Wales, thanks to the 1888 and 1903 Education Acts. The Welsh language was not seen to be as important as English within law, government, and commerce, and this belief was instilled within parents, who obviously wanted the best for their children’s future. Therefore, Welsh might have been the language of choice at home, but English was the only language heard within classroom walls. (Hoffman, 1991). Regarding these ‘practical’ reasons behind learning in a second language, perhaps one of the biggest reasons why schools in Wales, particularly the North and West of the country, decided to teach their children bilingually was to keep the heritage of the Welsh language alive- this is a reason that is often overlooked yet is wholly important. Notably, the Welsh Language Act 1993, that requires Welsh and English to be equal across all public services, and the combination of this with the 1988 and 1996 Education Acts which have made it
compulsory for all primary and secondary schools in Wales to teach Welsh as a compulsory subject. The Welsh Language Act was updated to the Welsh Language (Wales) Measure of 2011, with the Welsh Commissioner’s principal aims to allow promotion and allow facilities to use the Welsh language. (Welsh Government, 2011)

Early in the researching process, it became clear that there were not many studies of work highlighting the effects of receiving education in both Welsh and English. Mirain Rhys and Enlli Môn Thomas’s paper, *Bilingual Welsh–English children’s acquisition of vocabulary and reading: implications for bilingual education* (2013) is a paper that shows the differences between bilingual language acquisition compared to monolinguals, and how these differences between these skills tend to disappear with age, and depending on the availability and prominence of the language in a specific area. They claimed that these differences tend to disappear quicker in dominant community language than in minority status languages, and in their study, they aim to replicate these findings in relation to literacy development, by giving three groups of Welsh-English bilinguals receptive vocabulary tasks and reading tasks in Welsh and in English. They found that bilingual education in Wales did not negatively affect English bilinguals and their monolingual English peers performed equally well on measures of English vocabulary and English reading skills, even though English bilinguals attended schools where Welsh was the main language of instruction. This study could have further investigated on whether the children that did have strong Welsh skills when they did not speak it at home, and how their Welsh skills are affected as they grow and progress through education.

**2.4 Bilingualism in Universities**

Since the 1950’s Noam Chomsky’s work has influenced many scholars, as he challenged the then-typical approach of learning another language, and found that speakers generated their own interpretation of language through using and absorbing their own examples (Chomsky, 1966, Skutnabb-Kangas).

Baker and García argue that the use of code-switching (where students would read texts in their second language, then discuss it in class in their first
language) can be seen by mono-linguistic peers as a ‘crutch’, as this method would be used when the student in question cannot think of the words they would like to express (Baker 1998, García 1997). By effectively always having two different choices of words to describe their work, hostility could be expected from peers who cannot depend on another language to convey their attitudes, but research shows that the ‘code-switching’ method is a part of the process that bilingual students go through when applying both languages in the classroom (c.f. Merritt et al. 1992; Camilleri 1996; Palmer 2009; Reyes 2004; Setati et al. 2002; Fennema-Bloom [2009] 2010). The use of code-switching can be traced as far as the 1930’s where Vygotsky had noted that bilingual children can find two different ways of describing words, as well as having more flexible perceptions and interpretations on language and the words used.

Because of the choice of different words, studies have also proven that bilingual children can also be more sensitive towards situations as they must decide between the choices of words they have, as they can pick what kind of reaction to give, which has more diversity compared to monolinguist children. Bilingual children are also proven to be sensitive to listening to other’s needs (Genesse, Tucker, and Lambert, 1975), which would be beneficial for people who want to work in the health sector, as sensitivity is an important skill to have.

It would be misleading to claim that bilingualism does not present problems in the classrooms- whilst the benefits are obvious, working bilingually can have a negative underlying affect in some children. One of the biggest problems children face during the crucial core years at school, is making sure that their speech skills are developing at a ‘normal’ rate. Mono-linguistic parents especially, could blame the pressures of children having to learn through two languages as a reason why they might have underdeveloped speech skills, and therefore could lead to other problems at school for example, the child’s motivation, intelligence and personality (Baker et al, 1998).

Adults find it harder to learn languages, as we lack the child’s sponge-like ability to absorb new information, therefore it is easy for parents to assume that children find it hard to study in a different language. Professor Annick De Houwer found in her study of 2500 children, that 20% understood both
languages, but only spoke one. As adults, we might see this as a failure due to the lack of conversation skills, and the ability to understand is a successful skill, and should not be a failure (Houwer, 2009). Toshie Okita in their research of Japanese and English families found that a lack of effort from the parents to raise their children bilingually could result in the parents not promoting the use of bilingualism in the homes. They found that mothers had to learn to balance other needs and/or demands alongside being a home language teacher. In this research, it was found that balancing this all was draining on the mother, especially with the pressure of risking their children's reduced use of the minority language (Okita, 2002). Asher (2000) believes that children can learn a second language with more ease compared to adults due to the nature of children’s conversations, and Sharpe and Driscoll (2000) believes that children’s automatically more positive views and attitude towards learning a new language is what makes children proceed with learning as a faster rate compared to adults. Baker (2007) claims that children are simply less worried about mistakes or accurate pronunciation, but given adults ability to develop their thinking, handle their information, ability to analyse and memorize capacities, they can learn languages faster than younger children.

Cardiff Metropolitan University (2014) created their own project where the academic staff of the university joined forces with the university’s Welsh Language Unit to conduct a study regarding the inclusivity in the curriculum and equity of access for all students. Within the project, they conducted two studies where they asked teaching students about their experience of Welsh medium education through the medium of English and Welsh medium education through the medium of Welsh. Many of the concerns students that who experienced Welsh medium education through the medium of English had to do with their confidence within using the language- many students felt that they could not remember the English words, especially in pressure situations, and this soon showed a snowball effect as they would have spelling difficulties and difficulties in constructing sentences, which would lead to difficulties keeping up in lectures and could eventually lead them to not understand their assignments or exam questions. Many students felt that the transition from Welsh language education to English language education was difficult. Students reportedly felt reassured
that their first-year marks did not count, as they could use this year of university as ‘practice’, and get used to write assignments through the medium of English.

Confidence was not a major problem within the Welsh speaking students as, they appreciated having small groups that were supportive and understanding of the language barriers. The risk of losing their Welsh skills weighed heavily on the student who studied through English, but keeping their Welsh skills was one of the biggest factors as to why some students decided to study through the medium of Welsh in university, especially with students who desired to keep speaking Welsh where they wrote English. Different to the students who did their degree through the medium of English, the students who studied through the medium of Welsh in university felt the transition from secondary school education to higher education was relatively easy whilst these students feel that learning through the medium of Welsh has made some of their learning easier, due to the lack of Welsh resources and Welsh speaking staff, the students felt that they did not have the peer support that their English staff/English peers did, and likewise the staff found it difficult to have effective communication that were timely. On the other hand, they did feel that they had a more personal relationship and individualised attention with their own set of Welsh language staff and personal tutors. Communications between Welsh speaking staff and students are reported to be slower.

When applying for university, many students do not pick their universities based on whether their course is available through the Welsh medium - the city the university is in and the course is of higher importance (Merlin 2005, Whitehead et al 2006). Davies (2008) found in their research that for many of the students she studied, the importance of studying Welsh in university was not of a high factor- they regarded having their first job in Wales and/or in Welsh more important than studying in the country and in its language, even though 60% of the Speech Language Therapists did not feel confident to work bilingually in Welsh-English due to the experiences (or lack of) their university placements offered. (Davies, 2008)

One of the key decisions of choosing to study bilingually is the effect being bilingual could have on careers, as the Welsh speaking students especially felt
that they had better chances of employability because they deem themselves to be bilingual in Welsh/English. Being bilingual could be seen more desirable for employees, especially in areas such as Cardiff where there aren’t many Welsh speakers- the 2011 census showed that out of the 332,273 population in Cardiff, 295,538 could not speak Welsh. Even though bilingualism seems to be such a coveted skill, there would be no point to employ someone that had Welsh skills in England, unless the jobs would be in the health sector, and Welsh skills could be desirable, so that they could work with Welsh patients, if needed. For example, a nurse with the ability to speak Welsh would probably not impress employers in a county like Kent as there would not be a specific need from patients to have a Welsh speaking practitioner as the need is not there, but being able to speak in Welsh in a county such as Gwynedd in North Wales could probably make the difference between employing someone or not, as there is always a demand for Welsh speaking professionals to help with Welsh speaking patients. Bilingual individuals are often more sensitive and open minded to different cultures as well, and are more understanding towards complex social structures (Ngai, 2013). This could only benefit working professionals in the health and social care field.

2.5 Bilingual education in different countries

Bilingualism in Welsh education is like how Canada implement bilingual education into their systems (Genesse, 1978). Whilst the use of the French language in Canadian education is something of a relatively new phenomenon, immersion programmes that use the French language medium for either the majority and/or all school day, is very like the feature Welsh-medium schools has in Wales, to implement the Welsh language. Canadian parents are reportedly anxious about the effects learning French has on their children’s first language, English, and the same can be said about the parents of Welsh students, especially when it comes to learning about which language is it best to teach core subjects such as mathematics and sciences- Welsh, English or a combination of both? Swain and Lampkin (1983) held an extensive study that was carried out in Ontario, and this showed that English students that were taught mostly through the medium of French maintained achievement, like other groups. Similar findings of Welsh/English have been found in Wales (Baker,
1985), but the different use of the Welsh language has always been argued about. Pachler claims that the use of Welsh language in a purposeful manner by using it in “real-time and performing specific functions and speech acts” (2000) would improve the language skills and have more of a lasting effect on the students. Williams (1984) believes that using Welsh for real communication would give the learner’s real purpose to use it, and this habit would therefore promote itself. Other than the Cardiff Metropolitan University (2014) report on the studying bilingually, it was difficult to find other reports that helped prove the issues arising around receiving bilingual education.

It is interesting to think how bilingual education has so much apparent benefits, but universities do not tend to offer bilingual education in their university courses, even with languages that are more popular and widely spoken than Welsh, which could include Spanish, Mandarin, French for example. University of Puerto Rico at Mayagüez is officially classed as a bilingual university, as the English language is seen as the “taken-for-granted language of science” (Tonkin, 2011; Carli and Ammon, 2007), as doing a science course at this university promises better chances at employability, financial gain and social mobility for their students (Phillipson, 2009)- this is a clear contrast between the promises made here about the benefits of the English language in Spanish-speaking Puerto Rico, and the benefits of the Welsh language in with people who either class Welsh as their first language, or their second language. This is interesting to see the difference of the promotion of these two different language- they’re both being promoted as long term benefits for the workplace, but arguably, the students of the Puerto Rico do not have the same passion for the English language, as they see it strictly for professional gain, whereas possibly the Welsh people could be more passionate about the heritage of the Welsh language and its future.

To make a great change in the public’s outlook on a certain topic or subject, usually the schools are the first setting to make this change, as children are very impressionable, and therefore it is easier to promote the Welsh language to them. By creating the habit of applying the Welsh language in school, this can easily be transferred to applying the Welsh language in university, and then on applying the Welsh language into their jobs. Also by doing this, their peers
will also be applying the Welsh language into different aspects of their life, and when the time comes to using health and social care services, the service users and the health and social care services might prefer to converse in Welsh. By creating this habit early on with the use of bilingual education, the promotion of the Welsh language in health and social care service could be a natural progression.
3 Methodology

3.1 Introduction

For this dissertation, it was decided that a qualitative method, a research model that is used frequently within health services (Pope & Mays, 2006), of collecting data and information would be more beneficial towards this work, rather than a quantitative method. This was chosen as it was important to explore with students their views and issues arising about how receiving a Welsh medium education in Wales and then moving to England to receive an English higher education affected them.

3.2 Design

Because of the nature of the study, the researcher ruled out a ‘desktop’ approach and decided that their own primary research was necessary. Certain methods were available for collecting data towards this study e.g. interview, focus group, questionnaire, observation. A focus group was initially chosen as a qualitative method to collect data. Creating a focus group enables the participants to give their opinions about a subject without the researcher interfering and tampering with the answers. The researcher wanted a group opinion about this study’s subject, but it is possible for arguments to be caused as the participants disagree with each other (luckily, this did not happen in this case). Although the researcher had originally discounted using questionnaires to collect data, as the data collection was primarily supposed to be a qualitative method of collecting data, rather than a quantitative method, the issues raised in the original focus group was very interesting, and the researcher would want to investigate these issues further, and therefore the questionnaire was the best method to do so. The researcher also decided to change the title. This title change came after a discussion with their supervisor, to more accurately reflect the nature of the enquiry and the study in a more straightforward manner that is would be easier for the reader to understand. The focus group discussion also influenced this change. This potential change in title had been anticipated and that in the application for ethics approval it had be described as a working title.

At the beginning of this study, holding a focus group was decided to be the best method to collect appropriate data. The researcher then went on to create the
questions for the focus group. Whilst some questions were expected, to steer the conversation towards useful information, it was important that the researcher did not have too much contribution towards the answers of the students. Creswell (2013) reminds us of Suoninen and Jokinen’s (2005) beliefs that the way we phrase our questions, responses and/or explanations, can have a less desirable effect on the answers for our study- the researcher only wanted true answers from the students, and did not want to alter the ideas of the students, nor make them think of answers that they think the researcher would want to hear. The questions had to be open-ended as the researcher wants to promote discussion.

Bellavita (1997) had a specific approach towards preliminary data analysis, and how she applies this method into her own transcriptions. First, she notes ideas gained from the transcription- this could mean listing topics, grouping, reminding herself about exceptions that may have occurred and carrying on to brainstorming. She then analysis specific words used during the brainstorm, plays with metaphors that was used, and looks at aspects of the data from different views. As her final part, she re-presents some of the information as it may display a new set of information for the overall database. This was a similar technique that the researcher used, as they re-presented the data that was gathered in a questionnaire form. During the transcription, it became easier to summarise data and issues and group them into sets of questions.

Due to lack of participants at the focus group, it was decided to use the information from the focus group to create a questionnaire.

Ezzy (2002) states how personal experience (in this case, the personal experience of the participants using Welsh and English in their day to day life in education within Wales up to the age of 18, then receiving English based Education), can inspire researchers in other elements of their work including how data is received, new theories, and different research topics. Transcription also helped towards creating the questionnaire. They state how transcription encourages detailed reflection on the issues of the research, and this proved to be true, as there were some questions included in the questionnaire that the
researcher would not have thought to included, had the issues not have been raised in the focus group.

3.3 Sample

Between the time that I asked 7 participants to attend my focus group, only 2 could attend. There was a relationship between the researcher and the participants, as many knew each other through attending primary school, secondary school, and through general community connections. The researcher used social media websites originally to contact the participants, whilst stressing that they did not have to attend the focus group and any other terms and conditions, and as soon as they expressed their permission, the researcher then went on to formally ask them over email, with documents that included the agenda of the focus group, the topic of my dissertation, estimated time of the focus group, the location of the offices and any other queries they may have had. Whilst some participants did not answer back, the participants that did answer back and could not attend, gave plausible reasons and were happy to help the researcher in other ways, be it through a phone conversation, email thread, or interactive questionnaire, which gave me the idea of having two methods of collecting data and information.

3.4 Focus Group

This study required finding information from Welsh students in English universities, so the data and the people who were giving their time to give information were handpicked, and many people did not fit the criteria needed to contribute towards this study. Denscombe (2002), states how important the ethical criteria are for selecting the sources of data, and that needed to be specified. A brief explanation as to why the researcher has chosen this group of people, how the researcher contacted the participants, and what type of structure this focus group had.

Strauss and Corbin (1998), refer to theoretical sampling, which combines individuals that are sampled for a project, and having this information help build a theory within the project. A homogeneous sample is chosen, and in this case the participants all had the same factor of using bilingual Welsh and English education in Wales, and then moving to England to attend university there. But
as the focus group continues, it becomes clear that heterogenous topics emerge. In this case, the researcher was lucky that the two participants had two contrasting views and opinions, but the questionnaire shared also gave the opportunity for participants to give different views.

3.4.1 Procedure

The researcher deemed it best to personally contact university students that received medium education from their home town of Caernarfon, in the county of Gwynedd. Equipment’s for the interviewing was not so taxing - the researcher used their own mobile phone, laptop, and brought a mini audio recorder for the focus group, for later transcription. The researcher was lucky that they could use a local office and local boardroom within Caernarfon town, as they received permission from the manager of the town’s NHS buildings. This permission was granted through emails. Punch (1998) stresses that clarity is needed when approaching the manager of this NHS building as they need to know “where the research is coming from”. The focus group were to be held in early January, therefore communication in regard to using the premises were made in late October, to give plenty of time, the researcher started to contact participants around this time as well.

3.4.2 Data

As mentioned before, there was three methods of recording the data - the 45-minute session were recorded on a smartphone, my laptop and a voice recorder was specifically brought for the focus group session. The researcher made sure that these electronic devises were fully charged, and the laptop and the smartphone was constantly on charge through a plug in the mains. These devises were checked before the focus group happened and they were ready to record.

Following the focus group, the data collected were uploaded straight away on to the laptop. The laptop and the phone were both password protected, as well as the electronic file that had the recording of the focus group, and only the researcher knew about the password.
It was clear to the participants of the focus group that if they wished to access the transcription of the focus group, the researcher could share it, but the researcher did make it clear that no amendments would be made about the data- the participants knew that whatever they might say during the focus group would be included into the discussion, and therefore they knew that the researcher would not delete any information, unless there was an ethical reason behind doing so.

3.5 Questionnaires

A questionnaire was compiled, inspired by the findings from the focus group. The questionnaire had a mix of close questions and open-ended questions so that there was a mix of faster response rates with deep and detailed answers.

3.5.1 Procedure

Using Cardiff Metropolitan University's online ‘Qualtrics’ programme, I personally emailed students who I knew would be eligible for taking part. The questionnaire would automatically save the answers, and there was no need for the participant to return their results by post or email, so it was an easy a straightforward system. The participants were given a week to fill the questionnaire, so that they knew they only had a short time frame to complete the questionnaire. Any students from any English universities were eligible to complete the questionnaire.

3.5.2 Data

The Qualtrics website resembles the official Cardiff Metropolitan University logo, and had a classy and professional feel and look to it. There was a mix of multiple choice questions and text box questions, where the participants added their own answers. The questions were in English, partly to help the researcher when it came to writing up the results. The data collected met the criteria of this project- the independence of observations because each participant responded with one answer per question (Coakes, Steed & Dzidic, 2006). As this was a qualitative questionnaire, it did not matter how many participants filled the questionnaire, and since the participants could not attend the focus group, this was the next suitable method of collecting data.
3.5.3 Data analysis

The researcher decided to use thematic analysis to focus group transcription and your returned questionnaires. By adapting and applying Braun & Clarke’s (2006) suggested approach to this, the researcher could examine and then emphasize on the different themes that occur during data collection. This data analysis is performed through the process of differing the data into 6 phases to create themes and patterns. These 6 phases are making sure the researcher is familiar with the data, generating initial codes within the data, searching for themes and reviewing these themes, defining and naming themes, and the study would be the produced final report.

3.6 Ethical Consideration

As the researcher decided to carry our two methods of data collection, two different ethics applications had to be made, listing the potential risks. For example, that participants don’t freely consent to take part in the focus group and the questionnaire, discussion may generate a range of feelings eg participants might become upset through recounting negative experiences from school, protection of confidentiality, safety/security on premises.

Whilst this did mean more work, it also meant the researcher could delve deeper into the points raised during the focus group, and the researcher could obviously reach out to more students, thus receiving more information. The researcher (and the ethics committee of the university) believed that this reason behind creating a brand-new questionnaire was acceptable and under this circumstance, was ethically right, as the lack of research would gravely affect the dissertation, and the lack of participants would not have reflected a consensus of people’s thoughts about advantages and disadvantages.

Whilst the researcher, and the ethics committee of the university did not deem the topic of this dissertation to be too controversial, there were some ethical issues that had to be reminded to the participants. One, they had to understand that during the focus group, it would be recorded through three different types of recording devices, and that direct quotes would be used. The research was based partly around experiences of students during primary and secondary
school, and university and the researcher understood that this time could have been a difficult for the students, therefore the researcher did have to make sure that the participants did not have to reveal anything that they did not want to, and the study was only based on their bilingualism.
4 Results

23 university students from Wales took part in this questionnaire (although out of 22 participants, only 13 said their first language is Welsh) and who went on for study their degree in England were identified for this study. Out of the seven individuals contacted, two university students from Liverpool University and John Moores University agreed to take part in the focus group.

The other 21 students were contacted to fill in a questionnaire through a private ‘Qualtrics’ web address, provided by Cardiff Metropolitan University. They were personally chosen to take part in the questionnaire, as the researcher only wanted students they knew that had attended a Welsh primary and secondary school and then went on to an English university.

Table 1: Suitable students’ year of study at their English University.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Already Graduated</td>
<td>4</td>
</tr>
</tbody>
</table>

4.1 Focus group.

Before the two participants started university, they deemed themselves to be quite confident in their Welsh language skills. Their upbringing had a big part in this, as they had always been heavily encouraged to speak Welsh in primary school, to the point that at primary age, they did not know about the lack of people who spoke the language.

‘B: …because we were in a Welsh ‘bubble’, we knew the language, we spoke it every day.’

Using the Welsh language was so heavily encouraged in their primary school experience, punishment could be implemented if they used English, (this could remind them of a reverse version of the historic ‘Welsh-Not’ signs that children in the early-mid 19th century had to wear if they were caught speaking Welsh,
the students would receive a lashing. Many of the rural Welsh communities found the Welsh Not to blame for diminishing and degradation of the Welsh language in schools, with the most famous being Edwards’ detailed description of the use of the Welsh Not in Llanuwchllyn) (Evans, 2015):

‘A: I remember in primary school, if you spoke English you were given a row in school by the teachers- it was wrong to speak English. I think you were more… Not patriotic- just that Welsh was everything.’

But the participants were quick to note how the shift from speaking Welsh continuously in primary school, suddenly changed when attending secondary school, as the trend of speaking English becomes more popular within social circles in school, and schoolchildren start to not use Welsh as much as they did, or do not see the point of using the Welsh language, when they would prefer to copy the trends of the very popular English medium media.

‘B: (As) soon as they reach a certain age, usually in secondary school, the use of English language is seen by the school students as being really cool, probably because of the media: social media, music, films, television, books are mostly dominated through the medium of English.’

The focus group revealed areas of relevance to Welsh students studying for their degree in England and through the medium of English, that they are not being supported enough by their university. The two students felt conflicted by their university, because they obviously know the English language, better than some foreign students were on their course, but they also needed help and assistance with some grammar issues that comes from learning in a different language

‘A: [University should] take into consideration that whilst my English is very good, my Welsh is slightly better because I didn’t practise my English at home for 18 years like my fellow course mates, and somebody to just double check that I’m making sense.

B: They [lecturers] assume that because we can speak English fluently, our work will be fine-they don’t take into consideration that we consider English our second language, and that [we] didn’t speak English at home at all, and the only
time I would speak English back home is when I go into a shop. People are shocked that I don’t speak English at home - they are more shocked that I speak Welsh every day.’

Participants also noted, that they both did ask for more support from their university, and all that was offered was to be referred to the university’s ‘International Language Centre’, but that the kind of support they needed was different to what was being offered to them.

‘A: I went there just out of curiosity, and there was a lot of Chinese people there who obviously did not know very much English at all. That was annoying as I can obviously speak and write in English fluently, I just want somebody to check over my work!’

As mentioned before in this dissertation, one’s language stems closely to their sense of identity, and the two participants recall how many of their fellow students and university friends picked up on their Welsh identity, and in fact their Welsh identity would be treated as a joke, and their heritage and accent would not be treated as seriously. The participants also admitted to adapting their accents in a conscious effort to appear more approachable to their English peers.

‘B: I made more effort trying to hide my Bangor/North Walian accent, and instead put on an accent that is easier to understand when I was talking to my flatmates, a dumbed down my accent completely, but now I’ve lost my original Welsh accent. I wanted people to understand me, and I didn’t want people to make fun of my accent, to be honest. University [students are] awful for doing that… It’s really weird, because people say, “ooh, do your Welsh accent!”, but I honestly can’t get it out.’

The participants felt that their English peers did not know as much about their Welsh heritage and the country’s history as much as they had been taught about England’s heritage and history in school- some of the people they had met did not realise that schools in Wales educated their students through the medium of Welsh. The participants felt that sometimes this would put them in a difficult position as they could not offer as much information on Wales as they wanted to:
A: I don’t know. I think it would be interesting, because sometimes when somebody asks me about some Wales history, I feel that I can’t say much because I don’t know much about the history of Wales myself.’

B: In primary school, we were made to celebrate St David’s Day, and other historical Welsh days, but when you then transition to secondary school, you might learn about and some of Wales’s history in year 7, but the school usually stop teaching you about Welsh history, it is all about the history of England, for example the Tudors.

The participants mentioned that their peers who have decided to stay in Wales to pursue their degree, often use the Welsh language setting services on the tills, (since some retail shops and cashpoint machines outside of Wales have Welsh language functions, depended on the county and retail shops) but the participants themselves have ran into issues of understanding the language of the self-service tills themselves, even though the language on the tills is their own language. This could be because of the common difference and variety of Welsh words that are used in North, Mid, East, West and South Wales, some with different meanings.

B: I’ve used the Welsh function a couple of times [in Liverpool], but if my order is slightly complicated, the translation is so ‘posh’, they translate the words using words that nobody uses today, so it is harder to understand. Also, sometimes they can miss-translate some words/phrases so it is hard to understand it. Sometimes when you’ve been speaking English all day, and you then pick Welsh on the till, and the Welsh is so ‘posh’, and sometimes doesn’t make sense at all and sometimes I’ve picked Welsh on the till, and gone back to change the language of the till back to English.

From this passage, we see that the participant feels that speaking or reading in Welsh is a ‘break’ from speaking English all day- this could mean that sometimes living in another language can be burdensome, and communicating and learning in English is not as effortless as communicating and learning in Welsh would be to them.

Both participants of the focus group had very differing experiences of interviewing methods to being accepted onto their University course. Participant
B could request their course interview to be conducted through the medium of Welsh, and for them it was a relatively easy and straightforward experience. Whereas for Participant A, they were not allowed to have their interview in Liverpool conducted through the medium of Welsh, nor was this function available for the same course in Cardiff, even though one of the interviewees came from the same area as them.

A: My interview was conducted in English, and I was disappointed by that especially considering that some other potential students came from other Welsh towns such as Rhyl and Prestatyn. In Cardiff I was lucky that I had somebody from Rhostryfan conducting my interview, but there were two interviewees, and she was one of them and the other interviewee was English, so I had no choice then but to do it in English.

The participants of the focus group mentioned how some of the self-service tills in Liverpool from retailers such as Marks and Spencer’s and McDonald’s, has inspired them to influence and educate their university peers about the Welsh language.

As the participants of the focus group continued to discuss the Welsh language, it gradually became clear that they had very different views on how they use the Welsh language now that they are living in an English city, and living with English peers. One of the participants discussed how important it is for them that they teach their university friends about the Welsh language.

B: I think because I’m so patriotic and I love teaching some Welsh to my flatmates, it has made them realise some of the Welsh language options available. I like that I have some input in raising other people’s awareness of my country and language.

There could be many reasons behind participant B being so patriotic- as mentioned beforehand, it could have been instilled in students in Wales to be patriotic over our country and language. Participant B could also feel patriotic about Wales and the Welsh language subconsciously because they are used to sticking up for the Welsh language when a popular opinion of the Welsh language is that it has little or no practical relevance because it is viewed as a
‘dying language’. The participant went on to share how offensive they find it when their English peers dismiss the important of their Welsh language.

B: I’ve had almost everyone from my course tell me that Welsh is a ‘dying language’ and I get so offended when people say that…We as Welsh students have had our education learning about England, their history, and yet they don’t know about Wales… They don’t get the difference of culture, community and language between the North and the Valleys- some don’t even understand that the language is still going.

The other participant had a different stance on their role as a Welsh speaking university student:

A: I think that if I knew how many Welsh speakers there was in Liverpool, or wherever, I would be more inclined to push the language. I don’t really know what the difference would be if I pushed the language normally because English is the language that I speak here anyway, and Welsh doesn’t affect me when I’m here.

This participant clearly shows to the researcher that they make an conscious effort to separate their Welsh identity and English identity- even though the Welsh language is their first language, the language that they have been educated in for 18 years, since attending an English university, the Welsh language does not affect them in the same way as it affected them before university, and therefore if the language does not affect them personally anymore, they cannot see the point of pushing the language to communities where the Welsh language would possibly never affect them at all.

Regardless of whether the two participants wanted to promote the Welsh language, they felt that they simply had to, to represent not only themselves, but also to represent the non-Welsh speaking Welsh community:

A: I feel that there are either Welsh people who don’t speak Welsh at all or they apply the Welsh language to every aspect of their lives.

B: Yes, I agree- almost like that they must over-compensate over the people who don’t speak Welsh. I feel that my patriotism can represent 5 [Welsh] non-Welsh speakers.
It would be interesting to see whether or not members of the non-Welsh speaking community felt that they must compensate and justify the Welsh language to other people.

### 4.2 Questionnaire

Even though this research was originally going to rely solely on the results of the focus group, the lack of participants and some of the issues raised during the focus group led to the creation of an online questionnaire, that was open solely for Welsh university students in England. After transcribing the entire focus group interview, the researcher created a 31-question questionnaire. The researcher believed that creating the questionnaire enabled them to ask qualitative based questions from topics and issues that arose from the focus group, and investigate on whether these same topics and issues affected numerous other students, therefore the questionnaire produced quantitative questions that gave qualitative answers.

#### Table 2: Chosen University of suitable students.

<table>
<thead>
<tr>
<th>University</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Birmingham</td>
<td>1</td>
</tr>
<tr>
<td>University of Exeter</td>
<td>1</td>
</tr>
<tr>
<td>University of Leeds</td>
<td>1</td>
</tr>
<tr>
<td>University of Liverpool</td>
<td>7</td>
</tr>
<tr>
<td>University of Manchester</td>
<td>5</td>
</tr>
<tr>
<td>Newcastle University</td>
<td>1</td>
</tr>
<tr>
<td>University of Nottingham</td>
<td>1</td>
</tr>
<tr>
<td>University of Reading</td>
<td>1</td>
</tr>
<tr>
<td>University of Sunderland</td>
<td>1</td>
</tr>
<tr>
<td>University of the West England</td>
<td>1</td>
</tr>
<tr>
<td>University of York</td>
<td>1</td>
</tr>
</tbody>
</table>

It is worth noting here the relationship of the amount of university students who took part in this questionnaire that came from universities situated in the North, and the reasons why they chose that university- because their university was
‘close to home’, was a popular answer to question Q3, ‘Why did you choose to attend this university?’ (8 students had this reason of choosing their university). This could signal the want and need from university students who perhaps wanted a taste of life in England, in different, urban, vibrant cities, but still being able to step back into Wales, back into the Welsh community and the familiarity of the Welsh language:

Other reasons given included:

- “One of the best universities for my course in the UK”
- “Course-veterinary medicine-had highest ranking and friendliest environment on open day”
- “To get graduate job”

The questionnaire revealed that over half of the participants of the questionnaire were confident working in Welsh whilst at school (36.36%) or was confident enough to work in either Welsh or English (36.6%). A large percentage of participants were confident in their ability to speak, read and write in Welsh, with the percentage being 86.36%. 27.27% felt more confident working in English whilst at school.

Table 3: In school, did you find that you were more confident working in either English or Welsh?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was more confident working in English</td>
<td>27.7%</td>
<td>6</td>
</tr>
<tr>
<td>I was more confident working in Welsh</td>
<td>36.36%</td>
<td>8</td>
</tr>
<tr>
<td>I was not confident to work in either of these languages</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>I was confident to work in either one of these languages</td>
<td>36.36%</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>22</td>
</tr>
</tbody>
</table>
These results show how confidence in their own literacy and language skills has a major impact on the success of a language.

The confidence instilled within the students would have been gained (or lost) whilst in school. Just over half of the participants said that their secondary school experience gave them the opportunity to be able to work in both English and Welsh, with 56.52% voting ‘Definitely Yes’ to the question. None of the participants voted ‘Definitely Not’ when asked the same question, and only 8.70% said their secondary school experience ‘Probably’ did not give them the experience of working in both English and Welsh.

Table 4: Would you say that your secondary school experience gave you the opportunity to be able to work in both English and Welsh?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitely yes</td>
<td>56.52%</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>Probably yes</td>
<td>30.43%</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Might or might not</td>
<td>4.35%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Probably not</td>
<td>8.70%</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Definitely not</td>
<td>0/00%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>23</td>
</tr>
</tbody>
</table>

When questioned further on this question, many of the participants stated that Welsh was emphasised more:

- “They pushed more on speaking Welsh more than English”
- “In high school, there was emphasis on speaking Welsh.”
- “Welsh was more important in secondary school. Would never speak English at school, only write English in English lessons”

But, many of the participants did state that their schools were simply teaching the modules in Welsh, and especially during exams, they could choose which language they wanted to learn in:

- “GCSE and A-Levels, free to choose language of study”
- “Half the modules were done in Welsh, and the other half in English”
- “The exam board was a welsh based programme so all questions were given in both English and welsh. So, I had the choice of studying in welsh and English”
• “Welsh medium school, but had English subject lessons and the opportunity to do the sciences through English at A Level”

• “Although most of the school work I had to do was in Welsh, I also had some opportunity to also work in English”

• “Subjects were split so that some modules were completed in Welsh and others in English. Being a bilingual school it was compulsory that some elements of the course were taught in Welsh and others in English, despite the individual’s preference.”

Because of the lack of Welsh educational sources available compared to English educational sources, it is not uncommon for teachers in school to combine their own knowledge of the subject and their own methods of teaching, with the English sources available to them—thus, creating a bilingual experience for the students.

As one participant said, their bilingual school experience “prepared me for a bilingual work environment”, and a bilingual work environment is becoming more common, especially within the health and social care field in Wales, as patients and service users nowadays can choose if they want to work with a Welsh speaker, or an English speaker.

When asked if they thought their experience of receiving primary and secondary education in Welsh prepared them to receive education in English at university, the most popular answer chosen was ‘Probably Yes’, with 28.5% of votes, although there were slightly more students who had answered with ‘Probably Not’ and ‘Definitely Not’ to the question as they had a combination of 42.86%, compared to the number of participants who answered rather ‘Definitely Yes’ and ‘Probably Yes’, who had a combination of 38.09% (19.05% of the participants voted that their school experience ‘May or May Not’ have prepared them to receive education through the medium of English in University).

Table 5: Do you think that your experience of receiving primary and secondary education in Welsh prepared you to receive education in English at university?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitely yes</td>
<td>9.52%</td>
<td>2</td>
</tr>
</tbody>
</table>
Using one language more often runs the risks of being affected in some way- if learning through the medium of English was more mainstreamed within Welsh schools, then the Welsh community would struggle over time, but if there was not any balance of having the students receiving education through the medium of English, then students would struggle to maintain at the same level of education with their English peers in university.

Most the participants that took part in the questionnaire believed that they would consider moving back to Wales after graduating, with 38.10% answering that they would ‘Definitely’ consider this option. Many participants also did not think that they would find it difficult to resort back to speaking Welsh after using English for much of their time at university.

Table 6: Do you think that you would find it difficult to primarily speak Welsh after using English for the majority of your time at university?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Definitely Yes</td>
<td>10.00%</td>
<td>2</td>
</tr>
<tr>
<td>2. Probably Yes</td>
<td>20.00%</td>
<td>4</td>
</tr>
<tr>
<td>3. Might or Might Not</td>
<td>20.00%</td>
<td>4</td>
</tr>
<tr>
<td>4. Probably Not</td>
<td>25.00%</td>
<td>5</td>
</tr>
<tr>
<td>5. Definitely Not</td>
<td>25.00%</td>
<td>5</td>
</tr>
</tbody>
</table>

These results show how confident the participants were in their Welsh language skills. When asked why, most of the answers were similar:

- “Because I speak Welsh with my friends and family”
“Cannot lose a language that easily”
“Still speak Welsh as much as English”
“You don’t forget your first language”
“I still speak Welsh regularly to family at home and to Welsh friends at university.”
“Welsh remains my first language so speaking English for a long time wouldn't affect this. Also, I still speak Welsh to my family/friends from home/boyfriend from university.”
“I still speak Welsh often with my family and friends whilst at university”
“I still speak Welsh with welsh family members and friends, which I remain close contact with and so I believe that I am not out of practice completely.”
“As I still speak Welsh with friends and family regularly”

Even though they might be in a different country, living in a different language, these students are still very much part of their own, more adaptable, Welsh community.

The questionnaire asked the participants whether they would be more inclined to study for their degree through the medium of Welsh if their university had offered them the chance to receive a grant to do so.

Table 7: If your university offered you the chance to receive a grant to study your course in Welsh, would you be more inclined to do your course in Welsh?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>44.4%</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Maybe</td>
<td>16.6%</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>38.8%</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>18</td>
</tr>
</tbody>
</table>

When asked why they would or would not be more inclined to pursue their degree through the medium of Welsh, one of the most common reasons behind this decision was the participant’s confidence in studying in the Welsh/English language:
• “I would rather work in English and doing well rather than using Welsh language and struggling”
  • “Welsh legal terminology is harder than in English”
  • “Not a confident Welsh speaker”
There was also an issue regarding the university resources available through the languages, even though the participants would enjoy having a bilingual experience
  • “Veterinary medicine is my course so all the literature/books/teachers etc are English. Therefore, doing it in Welsh would be of no advantage to me even though I would love to be able to study it bilingually!”
  • “It would have been interesting and beneficial to me [to study through the medium of Welsh and receiving funding for it]”
This could show that even though being taught bilingually can be seen as a challenge sometimes, some of the participants would have enjoyed this challenge, and could even think that a bilingual degree would be more of a rewarding experience. This view contrasted with some opinions given by other participants who did not believe that studying through the Welsh medium would benefit them whatsoever:
  • “I believe I would have more opportunities after university having completed my course in English”
  • “I do not intend to work in Wales once graduated and therefore this would not be of benefit to me. I find pharmacy a challenging degree and I believe that having to learn new terms in Welsh, additionally, would make it harder again.”
Another popular reason for their answer to this question was regarding the participant’s financial situation, as some of the participants saw receiving
funding for studying bilingually is receiving “Free money for speaking my first language”.

Most participants were not aware about whether their university offered to translate their academic work from Welsh to English, which could suggest poor advertising form their university about the language options and availability.

Table 8: Are you aware of your university/course giving you the opportunity to translate your work from Welsh to English?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>16.6%</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Maybe</td>
<td>5.5%</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>77.7%</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>18</td>
</tr>
</tbody>
</table>

Yet, when asked if they would use this function to translate their work from Welsh to English, most of the results showed that the participants would probably not use this function anyway.

Table 9: Would you use this function to translate your work from Welsh to English?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitely yes</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Probably yes</td>
<td>16.6%</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Might or might not</td>
<td>22.2%</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Probably not</td>
<td>50%</td>
<td>9</td>
</tr>
</tbody>
</table>
When asked the reason behind their answers, it was evident that the participants had previous experience of using translation software such as Google Translate, but the results did not work for them:

- “Google translate is never accurate enough and doesn't understand words out of context”
- “Also after my experiences with google translate and similar software in the past I wouldn't be inclined to trust the quality of translation”
- “Would maybe anticipate similar results to google translate”
- “Rather [translate] myself”
When asked if they would prefer to use public services (for example, using self-check in machines in hospitals, using Welsh language hotlines) in Welsh rather than English, most of the participants voted against using these services in Welsh.

Table 11: Given the opportunity, would you be more inclined to use services in Welsh, rather than English (for example, using self-check in machines in hospitals, using Welsh language hotlines)?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>38.8%</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Maybe</td>
<td>16.6%</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>44.4%</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>18</td>
</tr>
</tbody>
</table>

When probed further about the answers of these questions, the answers showed that the participants were very much split between their confidence in using the Welsh language and the English language.

- “I am a more confident English speaker”
- “More confident in expressing myself in Welsh”
- “I find English easier to follow in these cases”
- “If given the opportunity I will use Welsh when I can”

Some of the answers given showed that perhaps some of the participants felt that they had to use these services in Welsh, even if they were not confident in using the language, as they understand the effects promoting the Welsh language has on the Welsh speaking community:

- “I'm passionate about Welsh and will use it first at any opportunity I have when in Wales.”
• “It's important to use our language”
• “Beneficial to the community”

The researcher wanted to find out more about the effects of the Welsh language on the health and social services available. The researcher asked if the participants would choose to have their treatments in the health sector in Welsh over English:

Table 12: Would you choose to have any treatment in the health sector in Welsh over English?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitely yes</td>
<td>22.2%</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Probably yes</td>
<td>11.1%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Might or might not</td>
<td>33.3%</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Probably not</td>
<td>27.7%</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Definitely not</td>
<td>5.5%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>18</td>
</tr>
</tbody>
</table>

When then asked ‘Why?’, most participants did not really care as long as they had a general understanding of what was going on:

• “Not to bothered as i would rather get it done”
• “As long as I understood I wouldn't care”
• “either or, doesn't make a difference for me”
• “I have no preference as to which language my treatment is provided, given that the standard is the same.”

Some of the same comments about their confidence in the languages became evident as well:
• “I understand English terms more”
• “More confident in my Welsh”
• “More comfortable describing any health worries in Welsh”

Often when talking about any health issues or problems, people can feel uncomfortable and nervous, therefore it is not surprising that the participants would prefer to discuss their health issues/problems in whichever language they feel most comfortable with- if they understand and are being understood, these participants did not have any problems.

When asked if they thought there more that could be done by the health and social care service in the United Kingdom to implement the Welsh language, the response was overwhelming.

Table 13: Do you think that there is more that Health and Social services could do to implement Welsh?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitely Yes</td>
<td>47.3%</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Probably Yes</td>
<td>42.1%</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Might or might not</td>
<td>5.2%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Probably not</td>
<td>5.2%</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Definitely not</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>19</td>
</tr>
</tbody>
</table>

These results show that the participants feel that more Welsh could be promoted within the health and social care services to the public. These results could also show that perhaps the participants do not feel that they are being fairly represented by their health and social services, if they deem Welsh to be their first language.
For the sake of comparison for this research, the researcher had to ask the participants if they had received health and social services in Wales and England:

Table 14: Do you have experience of receiving Health and Social care services in Wales (for example, GP appointments, hospital appointments, police interviews etc)?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>89.4%</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>10.5%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>19</td>
</tr>
</tbody>
</table>

Table 15: Do you have experience of receiving Health and Social care services in England (for example, GP appointments, hospital appointments, police interviews etc)?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>57.8%</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat</td>
<td>10.5%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>31.5%</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>19</td>
</tr>
</tbody>
</table>

The researcher then went on to ask out of the two countries, if they had a preference, results showed that the majority did not.
The researcher closed this questionnaire by asking the participants to elaborate further on their answer to the above question. Although not every participant seemed to answer this question, it seemed that the participants who did answer preferred the Welsh language health and social care service:

- “Welsh doctors/nurses are nicer”
- “Waiting times were less in Wales”

There was feedback from a participant who did prefer the English health and social care services:

- “More efficient and more specialist services available [in England]”

As one participant mentions in their answer, they did not seem to mind in which country they received their services: “More efficient and more specialist services available”.

Table 16: If you have received Health and Social care services in both countries, did you have a preference?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes- I preferred Wales</td>
<td>21%</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Yes- I preferred England</td>
<td>15.7%</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>63.1%</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>19</td>
</tr>
</tbody>
</table>

The researcher closed this questionnaire by asking the participants to elaborate further on their answer to the above question. Although not every participant seemed to answer this question, it seemed that the participants who did answer preferred the Welsh language health and social care service:

- “Welsh doctors/nurses are nicer”
- “Waiting times were less in Wales”

There was feedback from a participant who did prefer the English health and social care services:

- “More efficient and more specialist services available [in England]”

As one participant mentions in their answer, they did not seem to mind in which country they received their services: “More efficient and more specialist services available”.

39
5. Discussion

This study aimed to discover information from current Welsh language university students that received Welsh language primary and secondary education who then went on to receive their university degree through the medium of English in England. The main areas looked at:

- Students confidence in working through the medium of Welsh and/or the medium of English,
- The importance of the Welsh language when applying for university and/or looking for a job,
- What help universities offer for bilingual Welsh-English students
- What effects the Welsh students that leave Wales has on the Welsh community, and the future for the Welsh community.

The findings of this study will be discussed in consideration to past literature whilst acknowledging the implications and limitations of the study

5.1 Limitations

The biggest limitation that this study had was how small the sample size and the unequal number of respondents that fully completed the questionnaire. The size of the focus group and those who completed the questionnaire were relatively small (two attended the focus group, and there were under 20 participants for the questionnaire). The results and discussion are based on the participant’s answers, and should not be viewed as a comprehensive view of all Welsh speaking university students’ thoughts and experiences. This study only looked at Welsh-English bilingual university students and therefore these results should not be generalised to other bilingual communities. The information gained from the questionnaires was not experienced throughout the study, as the researcher had originally only planned for the focus group to be used as the main method for collecting data. Due to the small sample size, it may have been more beneficial to conduct several focus groups or conduct interviews with
individuals to gain a deeper insight into their own experiences, but since many students contacted came from numerous different universities across the length of England, the researcher based between Cardiff and North Wales, and having to organise around term time. Despite these limitations, this is the first study that looks at Welsh-English bilingual university students, and it revealed many interesting areas and findings which could help benefit the Welsh community, particularly for those in England.

5.2 Confidence

The researcher believes that the questionnaire verified the hypothesis of Welsh students were typically more confident using the Welsh language in a work and education setting rather than through the medium of English. These results were not particularly surprising as the students had almost 16 years of education, with the clear majority of it being through the medium of Welsh. It would also be a shock to the system of the students having to completely overhaul their lifestyle to fit the English language standard. It should be considered that confidence is subjective and dependant on numerous different aspects including the student's personality, their own way of approaching the language, and how they learn therefore one student's idea of 'confidence' in the language could be completely different to their peers and some student may never be completely confident in their skills.

Whilst most students voted 'Probably Yes' when asked if their experience of receiving primary and secondary education in Welsh prepared them to receive education in English at university, more people overall voted that their school experience did not prepare them for this change in language. This may be because 3 years of partly living and learning in a different language cannot be compared to 16 years of continuous use of the Welsh language. Although in a professional setting, this may mean that the students will be unable to translate their work learnt in university, and therefore would not feel as adequately prepared to apply their English work to Welsh.

The results of this questionnaire, and similar feedback given from the participants, proves that research should be conducted into student's
confidence, and how their confidence in the Welsh language changes before and after attending university in England.

5.3 Looking for a university

It was important for the researcher to determine what factors helped to influence the choice of university for the respondents, as this choice could have either nothing or everything to do with the country of Wales and the Welsh language. Merlin (2005) and Whitehead et al (2006) noted that the appeal of a city and course reputation proved to be important factors in choosing a university and as Wales do not have an array of cities compared to England, the exciting prospect of moving to a city in stark comparison to the more mundane villages and towns the participants were from would highlight the appeal of moving to England. During the focus group, participant B reminded that to do her degree in Pharmacy, the only Pharmacy school in Wales was in Cardiff, and since she did not want to move too far from home (it would be a 4-hour journey for her each way), this option was too far away for her. Many of the students did show interest in studying their course through the medium of Welsh, but many of the participants wanted to move away from their home, and therefore attending university in a different country made sense for them. Many of the students saw themselves moving back to Wales after completing university, so the prospect of moving to England and learning through English did not phase them too much, perhaps because they thought that this transition would only be temporary. University is the time for students to be slightly selfish, with no obligations, and it is understandable as well for students to want to move away to a different culture.

5.4 Looking for a job

The Welsh language was seen of bigger importance for the university students when looking for a job rather than picking a university. Reasons for this may be because university students know that there are job shortages, and the student might think that their bilingual skill could make them more desirable to employers. Many of the participants in the questionnaire thought that the Welsh language was a very important factor when looking for a job. This demonstrates
that the appeal for knowing the Welsh language is there, as the Welsh university students want to move back to Wales, even if they decided to study outside of Wales. Interestingly, many of the participants were not too concerned about their ability of adjusting back into the Welsh community, even though they are potentially not exercising their Welsh skills as often over the minimum 3 years they have been away from home. But, surely some employees might be apprehensive about employing a Welsh person to a post where the Welsh language is necessary, knowing that newly qualified university students do not have to complete any training to prove they can do their job through the medium of Welsh. Specific specialist training and skills, particularly in the health and social care field where the need for bilingual professionals is always high in Wales (AWARD, 2006; ELLC, 2004; Labey, 1992) it might be an idea in the future to fund Welsh student with Welsh training to fully prepare them to work with Welsh clients and provide them with the best care and service. By doing this, all the students will have the same knowledge and skills, no matter where they studied. In 2006, the Minster for Health and Social Services at the time Dr Brian Gibbons had expressed interest in offering extra training courses in Wales through the medium of Welsh for speech language therapists wishing to better their Welsh skills (NAW, 2006). However, since these claims back in January 2006, no training nor plans has been offered to assist practising speech language therapists (50).

When asked if they would be more inclined to do their course, paid for by their universities, the decision was very much split between ‘Yes’ and ‘No’. Many students were conflicted by their confidence in working in the Welsh language, but the fact that money was offered did appear to sway some opinions. This possibly highlights the need for further Welsh training for Welsh graduates who have graduated from England, and the issues that could arise from bilingual modules.

5.5 Language awareness in universities

Many of the participants told how their universities did not accommodate for Welsh-English students, and the only help they could receive was if their university had a specialized international language unit, which for obvious
reasons, would not help our participants, but the issue arises that it is not an English university priority to accommodate for their Welsh students, and change their modules to bilingual Welsh-English languages. The fact that a university student was referred to an international language unit because they could not help a student shows how more could be done by universities to accommodate minority British languages. It would have been interesting to conduct similar research in an Irish university to see what precautions universities in Ireland take to accommodate Gaelic speaking university students.

Another interesting point raised from the questionnaire was the fact that many of the participants would probably decide against translating their university work from Welsh to English, and the common reasoning behind this was mainly that the participants did not trust the translation programmes available, such as Google Translate, and were afraid that the translation programme would misinterpret their work and misconstrue what they were trying to say. This echoes the similar findings of Martinez’s findings with the university of (¬), when they mentioned that many bilingual people have a ‘choice’ of words between the two languages, so therefore they can find a word that is better suited, compared to just choosing from one language. By literally translating some of the popular words and phrases in the Welsh language, this could make their work look ridiculous.

5.6 The Welsh community’s future

Most of the participants from both the focus group and from the questionnaire expressed a desire to come back to Wales, find a job using their degree in Wales, and live their lives in the Welsh language. This could explain why the Welsh students appeared to be quite relaxed about their language, especially when probed about whether they feel that they might lose their Welsh language ability. Whilst this calmness from the participants could be because they know they will return to Wales and therefore use the language more than their time in university, this could raise questions and issues about the role of the Welsh participants who decide to stay in England- as one of the participants from the focus group declared, whilst they love their language and their country, why
should they continue to actively support a language they do not speak as often, in a country they do not live in any longer. Does this make them less Welsh?

Whenever the Welsh language is in threat, everything should be done by the Welsh community to preserve it and extend its life source for generations to come

5.7 Recommendations

- For universities to consider the needs and issues that arises from being a bilingual Welsh-English student, especially considering that some universities can aid international students with their languages better than a student speaking a British minority language

- For the health and social care sector to promote Welsh language professions to attract Welsh speaking students to work within the health sector

- That students are taught in school on how to work bilingually in a more efficient manner so that they are confidence in working in the two languages

- For work places, especially those in the health and social care sector that relies on their employed working professionals to have a good relationship with the service user, to offer a Welsh courses to the English-taught to ensure that the professionals can work confidently in the two languages.

- Promote the importance of the Welsh language and the Welsh community to Welsh people who have decided to live in England, and to ensure that they are still a vital part of the Welsh community.
6. Conclusion

To conclude this study, whilst appropriate educational resources are very important to ensure the Welsh language is kept alive, one of the most important factor that needs to be taken into consideration is the student's confidence in using the language. Whilst students who are confident in using the language do not seem to be too wary about the future of the language, as they know they will continue to use the language, it seems that if people are not confident in using the language whilst in school, then it would make sense for the them to not pick a Welsh language university course in a Welsh university, and live in England, where the Welsh language is not of importance.

It is important for universities to support their Welsh students through their transition of receiving a bilingual education, and then studying and preparing potentially for a mono-linguistic future and profession. Many of the students were simply not happy with the resources available in their English Universities to help accommodate their transition from using the Welsh language throughout their education, to being taught in English, and this lack of support for the Welsh language could affect the outlook the students have on Welsh culture and the Welsh language- if their universities do not care about the Welsh language, and they do not think they will stay in the country, or continue to speak the language, then they might feel there is not a need any longer for their Welsh identity.

The future of Welsh-language health and social care services, are dependable on this generation's Welsh students- regardless of whether they complete their course through the Welsh language, or if they stay in Wales to continue their profession. By showing that they are proud of their Welsh identity, and that they could use the Welsh language into good use, students could ensure that the Welsh community continues to grow, and hopefully more students will view being bilingual, even with some issues arising, a blessing and will enrichen their lives, not a hindrance.
7. References


2. All Wales Alliance for Research and Development in Health and Social Care. (AWARD) (2006). Identifying the need for validated and standardized Speech and Language Therapy (SLT) assessment tools to meet the needs of Welsh and bilingual speakers in Wales. Bangor: AWARD


25. Jones, L (2011) *A case study of how attitudes and ability influence the use of incidental Welsh amongst Year 5 and 6 children in a south Wales valleys English-medium primary school*. Cardiff School of Education University of Wales Institute, Cardiff. (Available at: https://repository.cardiffmet.ac.uk/bitstream/handle/10369/7236/10227180.pdf?sequence=1) [Accessed: 02.02.2017]


APPENDICES
Appendix 1

Ethics approval email for the focus group.

Wednesday, 30 November 2016

BSc (Hons) Health & Social Care
Cardiff School of Health Sciences

Dear Applicant

Re: Application for Ethical Approval: Perceived Advantages and Disadvantages of Receiving English Medium Higher Education and Welsh Medium School Education [Working Title]

Ethics Reference Number: [Redacted]

Your ethics application, as shown above, was considered by the Applied Community Sciences Ethics Panel on 30/11/2016

I am pleased to inform you that your application for ethical approval was APPROVED, subject to the conditions listed below – please read carefully.

Standard Conditions of Approval

- Your Ethics Application has been given a Project Reference number as above. This MUST be quoted on all documentation relating to the project (e.g. consent forms, information sheets), together with the full project title.
- All documents must also have the approved University Logo and the Version number in addition to the reference and project title as above.
- A full Risk Assessment must be undertaken for this proposal, as appropriate, and be made available to the Committee if requested.
- Any changes in connection to the proposal as approved must be referred to the Panel/Committee for consideration without delay quoting your Project Reference Number. Changes to the proposed project may have ethical implications and so must be approved.
- Any untoward incident which occurs in connection with this proposal must be reported back to the Panel/Committee without delay.
- If your project involves the use of samples of human origin, your approval is given on the condition that you or your supervisor notify the School of your intention to work with such material by completing Part One of the form entitled “Notification of Intention to Work with Human Relevant Material or Human Bodily Material” which must be obtained from the PD (Sean Duggan), BEFORE any activity on this project is undertaken.

This approval expires on 30/11/2017. Please set a reminder on your Outlook calendar or equivalent if you need to continue beyond this approval date. It is your responsibility to reapply if extension is required.

Yours sincerely

[Signature]

Professor George Karani
Chair of Applied Community Sciences & Protection Ethics Panel
Cardiff School of Health Sciences

Tel: 029 2041 6815
Email: gkarani@cardiff.ac.uk

Cc: Ewa, Huw

PLEASE RETAIN THIS LETTER FOR REFERENCE
Appendix 2

Letter inviting participants to attend the focus group.

Dear ____,

My name is xxxxx. I am currently in my third and final year studying health and social care at Cardiff Metropolitan University. For my dissertation, I have decided to complete a study on the perceived advantages and disadvantages of receiving English medium higher education and Welsh medium school education. Whilst I wanted to study in this field because of my own experience of attending university through the medium of English, I need to gather information on the views of fluent Welsh speakers who are studying for a degree in England.

I am planning a focus group to gather thoughts, opinions and information, and I would be grateful if you, as a fluent Welsh speaker now studying in England, could attend.

I will be recording the focus group on a recording device, but I will be the only one with access to it (if needed, you can have your own copy of the recording). I will then be transcribing the focus group. I will be concealing your identity the whole time, so your name and personal details will remain confidential throughout. If you are uncomfortable at any time during the discussion, you are more than welcome to leave.

I will be planning this focus group on the 01/12/2016, in Caernarfon. My contact details are provided, therefore if you are interested in taking part, I will be able to send you the participant consent form, participant information sheet, and any other information.

Diolch,

xxxxxx
Appendix 3

Participant information sheet.

Participant Information Sheet

Cardiff Met reference number:

Project researcher: xxxxx

Title of Project: Perceived Advantages and Disadvantages of Receiving English Medium Higher Education and Welsh Medium School Education

Aim of project
The aim is to investigate and critically evaluate the advantages and disadvantages of having a Welsh-language based education at primary school level and secondary school level in Wales, and then having to switch to receiving higher education in a university in England through the medium of English, and what this could mean to the Welsh language communities and Welsh language based education in the future.

Background to project
The project researcher is university student in their third year of completing the Health and Social Care BSc Degree as part of the Cardiff School of Health Sciences at Cardiff Metropolitan University. The project researcher originally comes from North Wales, and until attending university, had always received education through the medium of Welsh, and classifies the Welsh language, as her first language. The project researcher also deems themselves to come from a very close community of Welsh speakers. The project researcher’s own personal experience of having to receive education for most of their life in Welsh, and then studying for a degree and having to prepare themselves for a professional career in English, although still in Wales, is what led to the formulation of this project.

Participation in the Research Project
As part of the research project the project researcher is carrying out a focus group with other university students who have been taught in Welsh through primary
school level and secondary school level, but who are now studying for their degree in English, and in England. You have been identified as falling within that category of person.

Your participation in the project is entirely voluntary and you are free to withdraw at any time without penalty or giving a reason.

No direct and tangible benefit will arise from your participation but you will have the knowledge that you are making a material and valued contribution to the research project.

**Are there any risks?**

It is not considered that risks are significant in carrying out interviews. Time, date, place and length of interview will be agreed in advance - it is likely that the focus group will be held on the 17th of December, 2016 at 11am at the Bron Castell, Segontium Terrace, in Caernarfon, Gwynedd. Unless otherwise agreed in writing, where information not in the public domain is obtained, its source will not be identified and confidentiality will be maintained. Information will also be presented in such a way to avoid identification of a participant by implication eg if you agree to the use of anonymised quotations.

**Your rights**

Participation in the research project does not mean you forfeit any legal rights. In the unlikely event of something going wrong, Cardiff Metropolitan University fully indemnifies its staff, and participants are covered by its insurance.

**What happens to the interview results?**

The transcribed interviews will be studied and relevant data extracted and used in furtherance of the project aim e.g. as part of the completed project work, as informing a particular line of investigation, contributing to an evidence base, as part of a conference presentation, etc. The data extracted may also be used for further research activity subject to same terms eg in relation to confidentiality and anonymity.

**Confidentiality**

Interviews will be recorded and transcribed. You will be offered a copy of the transcript and invited to comment. Recordings and transcribed notes will be securely stored; to which only the project researcher and his supervisors will have access.

Names, addresses and other personal details will be kept separately from recordings and transcribed notes and be securely stored. Such recordings and notes will be accompanied by a coded reference through which only the project researcher or his supervisors can identify a participant.

**You will be given a copy of this sheet to keep, together with a copy of your consent form**

**Contact Details:**

xxxxx
PARTICIPANT CONSENT FORM

Reference Number:

Participant name or Study ID Number:

Title of Project: Perceived Advantages and Disadvantages of Receiving English Medium Higher Education and Welsh Medium School Education

Name of Researcher: xxxxx

Participant to complete this section: Please initial each box.

1. I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

1. I agree to take part in the above study.

The following statements could also be included on the consent form if appropriate:
2. I agree to the focus group being audio recorded

3. I agree to the use of anonymised quotes in publications

_______________________________________  ___________________
Signature of Participant

_______________________________________  ___________________
Name of person taking consent

Signature of person taking consent
Appendix 5

Focus group transcription.

TRANSCRIPT OF FOCUS GROUP

Thank you for agreeing to take part in this focus group to assist me with my dissertation. You are welcome to voice your opinion and we will discuss any issues that arise from the questions I will be asking you.

I will now be asking you to give your name, solely for the purpose of this audio recording, and by doing this you will be giving your consent to use your contributions. I will be the only one who has access to the tape, but you are allowed to request to withdraw your information at any given time.

Before you attended university in Liverpool, would you have said you were confident in your Welsh skills?

B: My Welsh used to be really good!

A: My Welsh was definitely better than my English.

B: I wasn’t confident speaking English compared to speaking Welsh. Now it’s changed!

ERIN: What’s changed between your feBgs for Welsh and English before attending University and your feBgs for it now?

B: It hasn’t really changed - I think I’ve become more patriotic!

A: I think I’ve become less patriotic. Because I wasn’t confident in my English, I’ve had to improve my English, and as I have concentrated on doing so, I feel like I have forgotten about my Welsh, so now, when I write my [uni] notes, even when I’m back home with my parents, I’ll do so in English because it feels more natural.

B: I have started to realise that I think more in English, which is really scary! I’ll be on my own, in my room, and before going to uni I would talk to myself in Welsh, but now I catch myself talking to myself in English, and I’m like, “Why am I doing that?”, as if I’m talking to my flatmates. I really don’t like it.
Do you find yourself, since B you just said that you speak English with your flatmates, maybe you did more effort with your English when you were in first year?

B: I made more effort trying to hide my Bangor/North Walian accent, and instead put on an accent that easier to understand when I was talking to my flatmates, a dumbed down my accent completely, but now I’ve lost my original Welsh accent.

Why use a dumbed down accent?

B: Because I wanted people to understand me, and I didn’t want people to take the p*ss out of me, to be honest. University (students are) awful for doing that. When I’m back home, my Welsh accent comes through, but when I’m back in Liverpool, my Welsh accent goes. It’s really weird, because people say, “ooh, do your Welsh accent!”, but I honestly can’t get it out.

A: I don’t hear my Welsh accent on myself, but when somebody’s recording me, and I hear my accent I go, “oh my God”.

B: Yeah definitely, I hear my accent, and I can hear how much I’ve dumbed down my accent.

Do you think when you go into your professional career, do you think your confidence in English now, will benefit you, compared to how you felt about English before you left for university in England?

B: Definitely. But saying that, my English was technically better when I was doing GCSE’S, as my spelling was really good, now in University, even though my speaking skills has improved, my writing skills in English has deteriorated, and I depend much more on auto correct, and other services that correct my English words for me, as I use the autocorrect function constantly when I text.

In McDonald’s, on the self-service tills you can choose to order in Welsh...

I’ve used the Welsh function a couple of times, and if I want to order food I know already, I can order it, but if my order is slightly complicated, the translation is so ‘posh’, they translate the words using words that nobody uses today, so it is
harder to understand. Also, sometimes they can miss-translate some words/phrases so it is hard to understand it.

A: I don’t use the Welsh function because of convenience. It’s in English, and I can understand English at the same speed of Welsh.

B: My friends back home will use the Welsh function in the self-service tills here in Tesco Bangor. I forget to change the language, most of the time. If this service was more accessible in England, then I would use it more.

A: I’ll do it in M&S, (but I don’t shop there too often because it is expensive), but not much anywhere else.

If the option to use Welsh language self-service tills was enrolled everywhere in England, would you...

B: I wouldn’t use it every time I use a self-service till, but if I remembered to, then I probably would. I think because I’m so patriotic and I love teaching some Welsh to my flatmates, it has made them realise some of the Welsh language options available. I like that I have some input in raising other people’s awareness of my country and language.

A: I think that if I knew how many Welsh speakers there was in Liverpool, or wherever, I would be more inclined to push the language. I don’t really know what the difference would be if I pushed the language normally because English is the language that I speak here anyway, and Welsh doesn’t affect me when I’m here.

B: Sometimes when you’ve been speaking English all day, and you then pick Welsh on the till, and the Welsh is so ‘posh’, and sometimes doesn’t make sense at all and sometimes I’ve picked Welsh on the till, and gone back to change the language of the till back to English.

Do you think that English people can take the Welsh language too lightly?

B: Oh yes. I’ve had almost everyone from my course tell me that Welsh is a ‘dying language’ and I get so offended when people say that- it is one of the most offensive thing anybody can tell me. They don’t understand that, and I find that the awareness of people who have been brought up in England- they don’t
know *anything* about Wales. We as Welsh students have had our education learning about England, their history, and yet they don’t know about Wales. When I say “I’m from Bangor”, they’ll ask me, “Oh so do you go to Cardiff often?” and I’m like “No- it’s 5 hours away from me”. They don’t get the difference between the North and the Valleys- some don’t even understand that the language is still going. They don’t understand that you can get an education in Welsh, they know that there is a Welsh education board, but they don’t understand that in some schools, education is done through the medium of Welsh. That is one of the biggest things I first realised from attending university.

**From your experience of living with English housemates, and being the only Welsh and Welsh speaking housemates, and their questions, looking back at your education in primary and secondary school, would you have liked the opportunity to learn more about Wales’ history, the history of the Welsh language?**

**A:** I don’t know. I think it would be interesting, because sometimes when somebody asks me about some Wales history, I feel that I can’t say much because I don’t know much about the history of Wales myself.

**B:** Exactly- I know of ‘Merched Beca’, but I couldn’t tell you exactly what they did. The other day I was thinking about the Mabinogi, and the stories from it- I couldn’t recite stories to you from the Mabinogi. I could recite a basic version of Branwen, and something to do about her and Ireland, but I could not properly tell you a story from there. In primary school, we were made to celebrate St David’s Day, and other historical Welsh days, but when you then transition to secondary school, you might learn about and some of Wales’s history in year 7, but the school usually stop teaching you about Welsh history, it is all about the history of England, for example the Tudors. I remember going to a school friend’s house and her having a cartoon on tape of some tales from the Mabinogi- that is probably my strongest memory of being taught about it. When I think of the story Branwen, I remember the cartoon, and I remember the storyline roughly, but I couldn’t tell you the exact story as I don’t remember being taught it in school. I know that to say Mabinogion is wrong, because it technically is the Mabinogi.
Back in primary school, do you think your attitude towards Wales was different?

**B:** Yes, because we were in a Welsh ‘bubble’, we knew the language, we spoke it every day, and we didn’t understand the lack of people who actually spoke it. We know we should know about the history of the language and the country, but we aren’t being taught it as well as we should or could.

**A:** I remember in primary school, if you spoke English you were given a row in school by the teachers - it was wrong to speak English. I think you were more… Not patriotic- just that Welsh was everything.

**B:** I found a diary that I used to write in during primary school, and I was using words that I don’t understand today!

**A:** From what I remember, I would write in English- I didn’t know what I was writing. I look back at my work now and think what “was I trying to say?!”

**B:** Have you ever had people say, “oh are you from England/are you English?” and when you say “I’m from Wales”, they go, “Oh, basically England”?! As a different country, we have our own identity. But I think that’s partly our fault - we’ll complain about our country and complain about our language amongst each other, but we won’t actually do anything about it.

I’d quite like to discuss more about services. I know that you do pharmacy, and you do occupational therapy, so therefore you find yourselves in hospitals quite often. Do you find yourselves staying in Liverpool after graduating?

**B:** No. I’m coming straight home! I want my placement to be at Ysbyty Gwynedd [in Bangor].

Do you think that having learnt your course in English and being taught the course in England will affect your professional career in Ysbyty Gwynedd? With you knowing all your professional terms in English and you working with a lot of Welsh speaking professionals and customers/patients?
B: No, I don’t think this will affect me at all because I’m lucky that in my field of work, the names of the treatments and drugs will more than likely stay the same. The only thing that I will need to translate will be the side-effects, and the dosages of the drugs. I did English in my A Levels, and my teacher would often teach us in Welsh, but we would have to write these notes in English, so I can do that automatically. If I didn’t have this experience in school, then I would have struggled with translating, but I don’t struggle that much to be honest. I think it’s all about practise and experience. But, most of the doctors in Ysbyty Gwynedd speak English, so it doesn’t matter really.

With B studying Occupational Therapy, would you be like B and deal with drugs?

A: No.

Even though I know you would like to stay in Liverpool after graduating, if you were to come back to Wales to work, do you think you would find it hard to translate, your entire degree and apply it in Welsh?

A: Well like B, we do lots of assessments, and equipment training etc, so I know my assessments off by heart in English, and everything else in English, so I think I would struggle, but since I have never had the experience of doing my course in Welsh, I wouldn’t be able to know if they would do things the same way as I know. I don’t think I would have had the same experiences I’ve had in Royal Liverpool Hospital, if I was studying in Bangor University and working in Ysbyty Gwynedd. But because Welsh is my first language I would probably be able to adapt what I know in Welsh in some way. But I don’t have the same translation experience B has had in school since I did not do English or Welsh in A Levels, but I would just have to adapt.

If your University did ask you if you wanted to do your course in Welsh, would you take that chance?

B: I wouldn’t- if I got funding, like a grant to do it, then yes probably, but I feel it would be extra work. Textbooks are in English- when I did A Levels, it was easy for me to get English textbooks, but for my classmate who did the exact same course as me in Welsh, it was harder for her to find a Welsh textbook- more
often than not, she would have to translate from English textbooks back to Welsh so she could study them in Welsh. I think it would just be added work. I have many students on my coursework who from countries such as Bangladesh, Pakistan and India for example who have to translate their notes, but they will be travelling back to their own countries to practise.

**Do you know if they get grants?**

**B:** Some of them do, and some of them don’t.

**Do you have many Welsh speaking students on your course?**

**B:** There are many students from Wales, but I’m not too sure if they are fluent in Welsh.

From my own experience in university, if I wanted to write my assignments in Welsh, then I would have to send it off to a translator, they would have to translate it, send it back to me, then I’d have to send it back to my lecturers. Do you know if you would be able to do that in Liverpool?

**B:** You can for other languages, but not Welsh.

**A:** I asked because I struggled with my English written work, and I don’t find it fair as technically English is my second language, and all I wanted was some extra help- somebody that could read my work with me to double check that I’m making sense. The only services they could offer me was to go to the *International Language Centre*

**B:** Me too!

**A:** I went there just out of curiosity, and there was a lot of Chinese people there who obviously did not know very much English at all. That was annoying as I can obviously speak and write in English fluently, I just want somebody to check over my work!

**B:** That’s the similar service I got offered- a service for people who couldn’t speak English- those were the only facilities available. There wasn’t any for people who needed extra guidance and support.
A: I just need someone who can check that my grammar is ok and that my sentences make sense.

B: Same. I must resort to asking my flatmates and they have to highlight what doesn’t make sense. In my head, it makes complete sense, but they'll wonder what I’m trying to say in my work.

So, from what I gather, you would like more support?

A: Yes- that they take into consideration that whilst my English is very good, my Welsh is slightly better because I didn't practise my English at home for 18 years like my fellow course mates, and somebody to just double check that I’m making sense.

B: They (lecturers) assume that because we can speak English fluent, our work will be fine-they don’t take into consideration that we consider English our second language, and that didn’t speak English at home at all, and the only time I would speak English back home is when I go into a shop. People are shocked that I don’t speak English at home- they are more shocked that I speak Welsh every day.

Would you deem us lucky or unlucky for living in such a popular Welsh-speaking area?

B: I think we’re lucky- I like the Welsh language. I like having the change from speaking English constantly to coming home and switching back to Welsh constantly. It’s just scary how many people in England that do not know or understand our culture.

A: How would you begin to describe the Eisteddfod to somebody from England?

B: Welsh culture is just bonkers. Attending the Eisteddfod is when I feel the most Welsh, and I feel the most hopeful about the Welsh speaker’s community. We see children that can speak Welsh perfectly, and as soon as they reach a certain age, usually in secondary school, the use of English language is seen as being really cool, probably because of the media: social media, music, films, television, books are mostly dominated through the medium of English.
We obviously did not have a say in being brought up Welsh- do you think some people are forced to stay in the Welsh speaking community?

**B:** To some extent. I felt like that- I do feel like that. I've just come out of a relationship with someone from the same area as me and was therefore a Welsh speaker. I have begun to think what would happen if I were to bring a non-Welsh speaker home. My parents would be fine with it- but they also wouldn't be, if that makes sense. Because they would worry if we would have children in the future, how would I tie in my Welsh language with my life. My grandmother would probably not be very happy if I were to marry somebody who didn't speak Welsh. But on the other hand, my friend who was brought up in the same area as me, and now attends the same university as me, has a boyfriend from this area, so now she will probably be stuck in this area, and must build her life in a small Welsh village. Sometimes it is forced upon us. Mam says that North Wales is 50 years behind and I agree with her- North Wales is a very traditional place, where it is expected to build a nuclear family.

**Are you able to do your courses in Bangor?**

**B:** No. Liverpool is the pharmacy school closest to where I live, and that's why I picked it because it was so close to home. Cardiff is the only place in Wales that has a pharmacy school. It takes me an hour and a half to drive back home from uni so if there is any problem, I can be there soon as possible. My brother, who attends university in Cardiff, can't do the same.

**A:** I picked Liverpool because of the specialities that was available to me there, and we are fortunate to get many, small placements and that's where I knew I would get the most possibilities and learn about specific specialities. In Wales, I could either go to Wrexham or Cardiff, but I didn't like Cardiff University and Wrexham was too close to home, and I was disappointed with their facilities. My interview was conducted in English, and I was disappointed by that especially considering that some other potential students came from other Welsh towns such as Rhyl and Prestatyn.

**Did you get the opportunity to do the interview in Welsh? Could you choose if you wanted to have it in Welsh?**
A: No. In Cardiff I was lucky that I had somebody from Rhostryfan conducting my interview, but there were two interviewees, and she was one of them and the other interviewee was English, so I had no choice then but to do it in English.

B: I had my pharmacy school interview in Welsh.

Did you request it?

B: Yes.

ERIN: Was it easy to request it?

B: It was fine. I just called the pharmacy school and asked if I could have my interview in Welsh and they said that was fine. I'm shocked with your experience A- in Wales, I would have expected them to conduct the interview in Welsh, especially considering Cardiff is Wales' capital city. From my experience of visiting Cardiff, you're more likely to hear Welsh on the streets of Liverpool. On my course, there are 120 students and I would say there is only 4 or 5 of us who speak Welsh- and that is in England, which I think is an ok ratio to have, but they are all from North Wales. We have loads of students from South Wales, and none of them speak Welsh, there is at least 30 of them, and none of them speak Welsh. Oh, sorry I just remembered- there is one that can speak Welsh!

A: I feel that there are either Welsh people who don’t speak Welsh at all or they apply the Welsh language to everything.

B: Yes, I agree- almost like that they must over-compensate over the people who don’t speak Welsh. I feel that my patriotism can represent 5 non-Welsh speakers.

I’d like to go back to what you said about children 12-17 years old, that go into habit of speaking English outside of lessons in school- do you think that is children trying to rebel?

B: My secondary school was renounced for being a school popular for popular Welsh speaking, and during my time in school, they created a new policy where they brought children in from Maes G, that got accepted into Ysgol Friars, and
teach them Welsh in our school, which was a good idea, as they could speak Welsh fluently, but between lessons they would speak English with each other, and I think that trend trickled onto other students - I went through a phase where I thought it was cool to speak English. From year 7 to 9, I would speak English, thinking I was cool, but you then reach an age where you just think, that it isn’t cool and you sound quite pathetic for doing so.

A: During our time in school we had a student from London come into our year and friendship group, and that certainly had a domino effect because obviously, you must cater to that one student, and once one person only speaks English, everybody must speak English, to accommodate.

B: That is one problem we have in the Welsh Society in Liverpool, because we will accept everybody but we quickly realised that if there was one student who didn’t speak Welsh then the whole society, which is about 30, must speak English as well- everybody had to change their language to English to accommodate that one person. But to be honest, they don’t really attend that many events with us anymore, because the language barrier was affecting their time with us- the only members left of the society now is those who speak Welsh fluently.

A: I’m not a member of the Welsh society, but only because I don’t have the time to attend.

I would love to hear your opinions on the role of the Welsh language within Social Media...

B: I know you can change your iPhone settings so that the language is in Welsh.

A: I have my iPhone in Welsh, and I do find it easy to use, but I would say that is more because by today the apps are so accessible, you tend to know what they mean anyway. When my housemates have my phone, they have no idea what my phone says: “What the hell is Ionawr?!”- but it does stop them from snooping around my phone I suppose! The language on the Facebook app is the Welsh language that South Wales use, which is obviously the Welsh that I don’t use with my friends and family.
B: They tend to use proper Welsh words, but Welsh words that nobody uses today, or they’ll use the grammar from South Wales which can be frustrating sometimes as I won’t automatically know what it means.

In hospitals, would you rather have your consultations in Welsh?

B: I would probably feel more comfortable.

Would you say that you use the Welsh or English language depending on your surroundings, whether it be professional or personal?

B: When mam gets angry, she’ll start disciplining us in English, that’s when we knew we were in trouble, therefore in hospitals if somebody were to treat me in Welsh, then I would automatically feel more at ease, because I speak Welsh with my friends and family compared to when I use English, in work and with people I don’t know.

To close, I would just like to know your opinion on Health and Social Care services that are available in Wales and in Welsh.

B: I think there is always more that the Welsh Assembly can do- but I don’t know exactly what.

A: I would say that I’m happy with the services available in Welsh and in Wales generally, because here if you go to the doctor, you can always choose somebody Welsh, you can always choose Welsh schools- here in North Wales, chances are, you’ll experience Welsh in Health and Social Care Services. I can’t think of more we could do.

B: You can definitely, probably, have most services available in Wales in Welsh- it’s just that you must go the extra mile to ensure that it is in Welsh. We shouldn’t have to go out of our way- the option should be there for us.

Thank you for your time.
Appendix 6

Questionnaire (as it appeared on the Qualtrics website)

What is the name of the University you are currently studying at?

Which University year are you in?
- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- 5th Year
- 6th Year
- 7th Year
- 8th Year
- I have graduated

Why did you choose to attend this university?

Which primary school did you attend?

Which secondary school did you attend?

Would you say you are fluent in Welsh?
- Yes
- No
- Not Sure

Do you consider Welsh as your first language?
- Yes
- Maybe
- No

Would you say you are confident in your ability to speak Welsh?
- Yes
- Maybe
- No

Would you say you are confident in your ability to read and write in Welsh?
- Yes
- Maybe
- No
Would you be confident in having a fluent conversation with somebody in Welsh?

- Yes
- Maybe
- No

In school, did you find that you were more confident working in either English or Welsh?

- I was more confident working in English
- I was more confident working in Welsh
- I was not confident enough to work in either of these languages
- I was confident enough to work in either one of these languages

Would you say that your secondary school experience gave you the opportunity to be able to work in both English and Welsh?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

How?

Do you think that your experience of receiving primary and secondary education in Welsh prepared you to receive education in English at university?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Would you consider moving back to Wales after graduating?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Do you think that you would find it difficult to primarily speak Welsh after using English for the majority of your time at university?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Why?

Did your university give you the opportunity to study parts of your degree in Welsh?

- Yes
- Don’t know
- No
If your university offered you the chance to receive a grant to study your course in Welsh, would you be more inclined to do your course in Welsh?
- Yes
- Maybe
- No

Why?

Are you aware of your university/course giving you the opportunity to translate your work from Welsh to English?
- Yes
- Maybe
- No

Would you use this function to translate your work from Welsh to English?
- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Why?

Would you trust this function?
- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Why?

Given the opportunity, would you be more inclined to use services in Welsh, rather than English (for example, using self check in machines in hospitals, using Welsh language hotlines)?
- Yes
- Maybe
- No

Why?

Would you choose to have any treatment in the health sector in Welsh over English?
- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Why?

Do you think that there is more that Health and Social services could do to implement Welsh?
- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not
Do you have experience of receiving Health and Social care services in Wales (for example, GP appointments, hospital appointments, police interviews etc)?

- Yes
- Somewhat
- No

Do you have experience of receiving Health and Social care services in England (for example, GP appointments, hospital appointments, police interviews etc)?

- Yes
- Somewhat
- No

If you have received Health and Social care services in both countries, did you have a preference?

- Yes- I preferred Wales
- Yes- I preferred England
- No

Why?

[Blank space for answer]

We thank you for your time spent taking this survey. Your response has been recorded.

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