

Cyfraniad Hyfforddiant Ymwbyddiaeth Feirniadol am yr Iaith Gymraeg, *The contribution of Critical Welsh Language Awareness Training*

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Prif gwestiwn ymchwil

Main research question:

**Beth yw arwyddocâd a chyfraniad cyfredol a dichonol
Hyfforddiant Ymwbyddiaeth Feirniadol am yr Iaith
Gymraeg (HYFIG) i'r model cynllunio ieithyddol
'cynhwysol' a weithredir gan asiantau'r wladwriaeth
i adfywio'r Gymraeg yng Nghymru?**

**What is the significance, and the current and potential
contribution of Critical Welsh Language Awareness
Training (CWLAT) to the 'inclusive' model of Welsh
language revitalization planning operated by
state agencies in Wales?**

Ymwybyddiaeth ‘feirniadol’ ‘Critical’ awareness

Critical is used in the special sense of aiming to show up connections which may be hidden from people – such as the connections between language, power and ideology.

(Fairclough, 1989)

Critical research reveals what is obscured by ideology, such ideology being pervasive and playing an essential role in preserving the status quo.

(Hammersley, 1996)

Model o sesiwn hyfforddiant ymwybyddiaeth feirniadol

Model of critical language awareness training session

Cyflwyniad: sefydlu amgylchedd cynhwysol

Introduction and creating inclusive environment

Demograffeg y Gymraeg The demography of Welsh

Dylanwad hanes ar ddefnydd iaith ac agweddu

The influence of history on language use and attitudes

Polisi a deddfwriaeth gyfredol

Current policy and legislation

Iaith a hunanaieth; iaith a chydraddoldeb

Language and identity; language and equality

Cynnig dewis iaith wrth ddarparu gwasanaeth

Offering language choice when providing services

Cynllunio Ieithyddol Cynhwysol *Inclusive Language Planning Policy*

2003: Daeth LLC yn bennaf gyfrifol am gynllunio ieithyddol
2003: WG assumed lead responsibility for language planning

**IAITH PAWB (2003) wedi newid cynulleidfa darged CI i
gynnwys holl aelodau'r gymdeithas sifil - er mwyn 'creu
Cymru ddwyieithog'**

IAITH PAWB changed the target audience for LP to include the whole of Welsh civil society, in order to 'create a bilingual Wales'

**"The fledgling doctrine of inclusive bilingualism for all' ...
'the doctrine of plenary inclusion' (Williams, 2004).**

Mynegir yr amcanion hyn eto yn Cymru'n Un (LICC, 2007)
One Wales (WAG, 2007) reiterated these aims

Cynllunio Ieithyddol Cynhwysol *Inclusive Language Planning Policy*

Dyfodol Dwyieithog / A Bilingual Future (LICC / WAG, 2002)

Iaith Pawb (LICC /WAG, 2003)

Iaith Fyw, Iaith Byw / A Living Language, A Language For Living
(LIC / WG, 2011)

Y Gynhadledd Fawr – Dweud eich dweud' / The Big Conference
– Have Your Say (proses ymgynghori / consultation process)
(2013)

Y Gynhadledd Fawr / The Big Conference (2013)

Bwrw Mlaen / Moving Forward (2014)

Cwestiynau'n codi o rethreg cyhwysiant

Questions arising from the rhetoric of inclusion

- Sut y cymhellir i ‘unigolion gymryd perchnogaeth’ ar yr iaith a mabwysiadu'r ymddygiadau ieithyddol allweddol a ddymunir? Sut y deuant i ‘rannu ein gweledigaeth’?
- Sut y gellir ennyn ‘ymroddiad pobl Cymru’ fel bod modd i ‘bob un ohonon ni wneud ein rhan’?
- Sut y cymhellir pobl i ‘chwarae rhan yn y gwaith o'i hyrwyddo ymhob agwedd ar fywyd’, ac i ‘gynorthwyo yn y gwaith o lywio dyfodol yr iaith’?
- Sut y gellir dylanwadu ar ‘ddewis yr unigolyn’ i sicrhau y bydd ‘y defnydd o'r Gymraeg yn ehangu a pharhau’?

Newid agweddau – newid ymddygiad

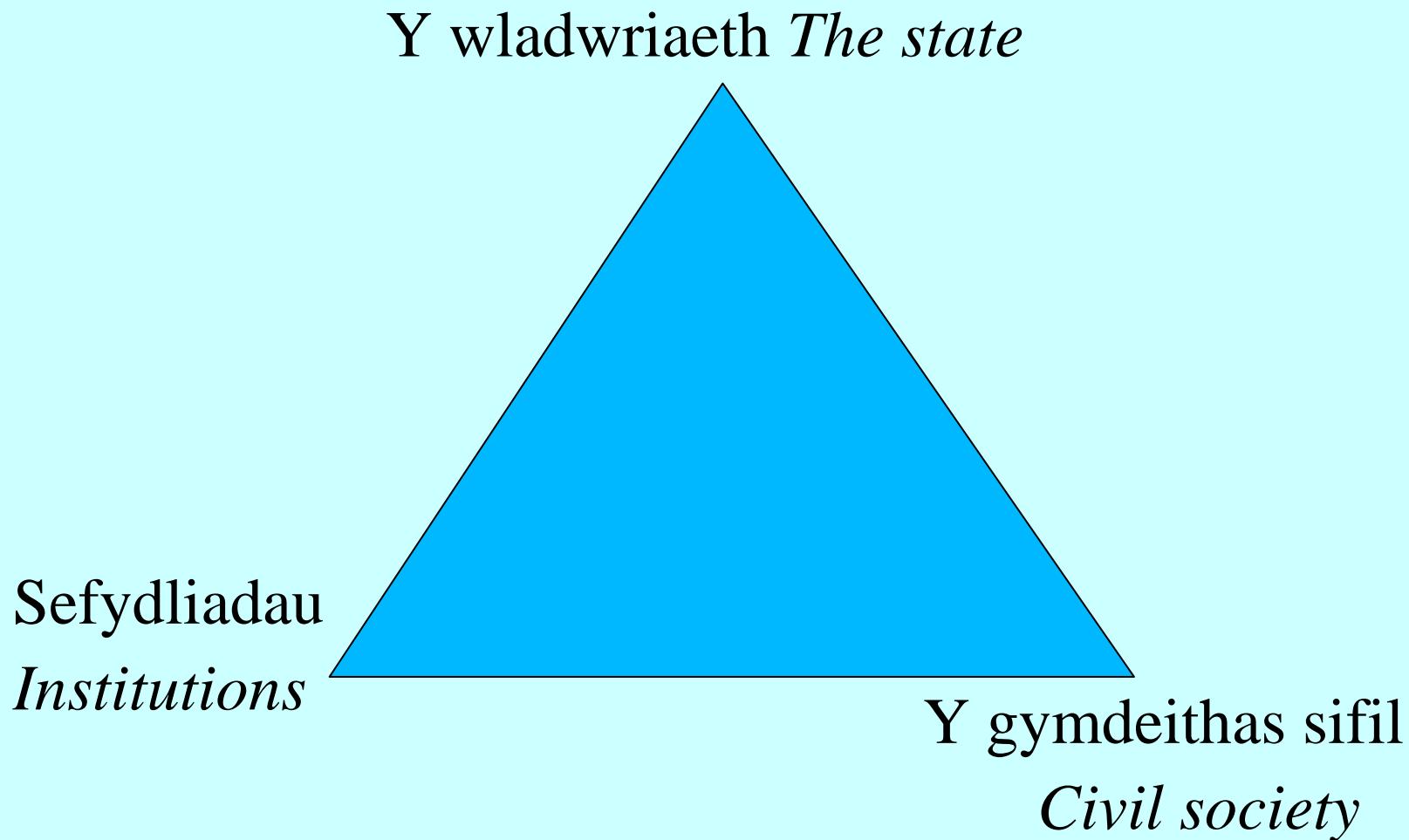
Changing attitudes – changing behaviour

- Hyn yn allwedd i adfywiad yr iaith (- cydnabyddir yn yr holl strategaethau iaith, o Strategaeth 1af BYIG hyd Bwrw Mlaen – ond heb lawer o bwyslais arno, a dim dadnsoddiad)
- OND – CWESTIWN A GODIR GAN YR YMCHWIL:
a ellir dylanwadu ar agweddau ac ymddygiad heb ddisgwrs â'r 'gynulleidfa darged' (pobl Cymru)?
- Rhethreg LIC yn anelu at gynnwys y gymdeithas sifil yn bartner yn y disgwrs adfywio

Disgwrs adfywio'r Gymraeg: triongliant partneriaid LlC

Welsh revitalization discourse model: WG's partnership triangulation

(yn ôl / after Williams, 2014)



A gafwyd cynhyrchion polisi i gynnwys y gymdeithas sifil mewn disgwrs cynhwysol? (Pennod 5)

Have policy products been designed to include civil society in ‘inclusive discourse’? (Chapter 5)

Prif bwyslais ar (i) **cynyddu'r ddarpariaeth** Gymraeg a (ii) **marchnata a hyrwyddo** (Mac Gioll Chriost, 2007) (gan ddilyn syniadaeth Strategaeth Farchnata BYIG, 2004)

*Main emphasis on (i) **Increasing provision** in Welsh and (ii) **marketing and promotion** provision (Mac Gioll Chriost, 2007) (as per principles of WLB Marketing Strategy, 2004)*

Rhagdybiaeth sylfaenol y byddai hyn yn codi lefelau defnydd, ymwybyddiaeth a disgwrs *Fundamental presumption that this would raise levels of usage, awareness and discourse*

Cynyddu darpariaeth: e.e. trwy'r Safonau Iaith; Coleg Cymraeg

Increased provision: e.g through Language Standards; Coleg Cymraeg

Y gymdeithas sifil yn gynulleidfa darged i negeseuon marchnata, nid partner mewn disgwrs

Civil society is currently a target audience for marketing messages rather than partner in ‘discourse’

Ychydig o gynhyrchion polisi LIC sy'n cynnwys elfen ddisgyrsiol sylweddol am arferion personol unigolion parthed y Gymraeg
Few WG policy interventions include any significant discursive element re. individuals' personal language practices

Yr unig broiect unionyrchol / *The only direct intervention:*

- **Prosiect TWF Project**

Ymyriadau uniongyrchol eilaidd yn codi o ymarfer ar lawr gwlad

Direct secondary interventions arising from experience in the field :

- **Tyfu Gyda'r Gymraeg**
- **Mae Dy Gymraeg Di'n Grêt**

Ymyriad eilaidd gan gyrrff is-lywodraethol / *Secondary intervention by sub-governmental organizations*

- **HYIG / WLAT**

A gynhwyswyd y gymdeithas sifil yn y disgwrs am adfywio'r iaith?

Has civil society been included in the revitalization discourse?

Cynhaliwyd arolwg o staff 5 corff cyhoeddus a dderbyniasai HYFIG (n.543)

Dau gwestiwn ymchwil yr arolwg:

(i) I ba raddau y derbyniasai hyffordd deion a dderbyniodd HYFIG wybodaeth flaenorol am y Gymraeg, yn ôl eu canfyddiad eu hunain? a

(ii) Sut ymateb a enynnwyd gan HYFIG ymhli th yr hyffordd deion, yn ôl eu canfyddiad eu hunain?

Cafwyd atebion gan 374 (68.9%)

Survey of the staff of 5 public sector organizations who had received CWLAT (n.543)

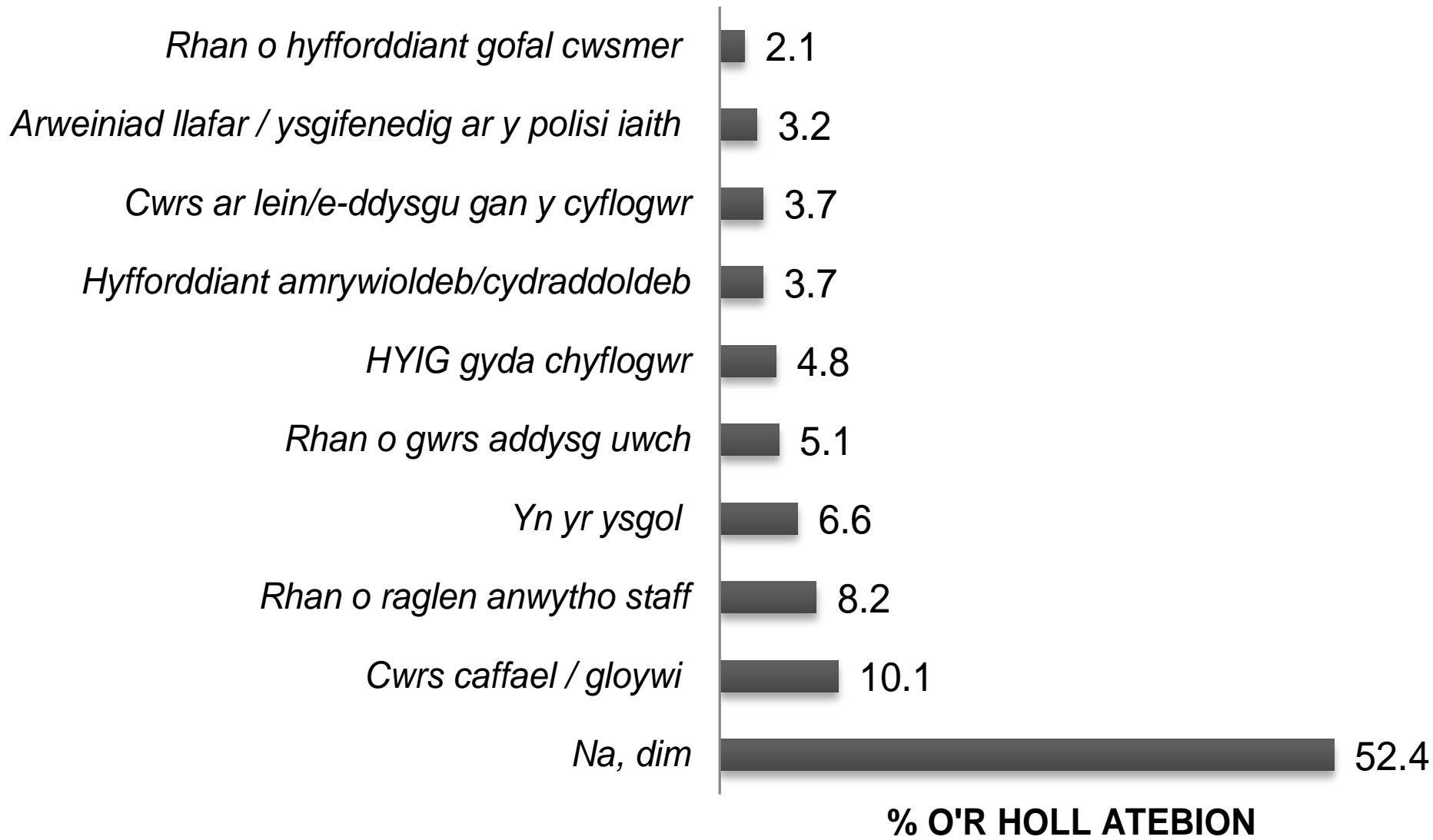
Survey based on 2 research questions

(i) To what extent had trainees received information about Welsh previous to the training, according to their own perception? and

(ii) What was the response of trainees to the CWLAT, according to their own perception?

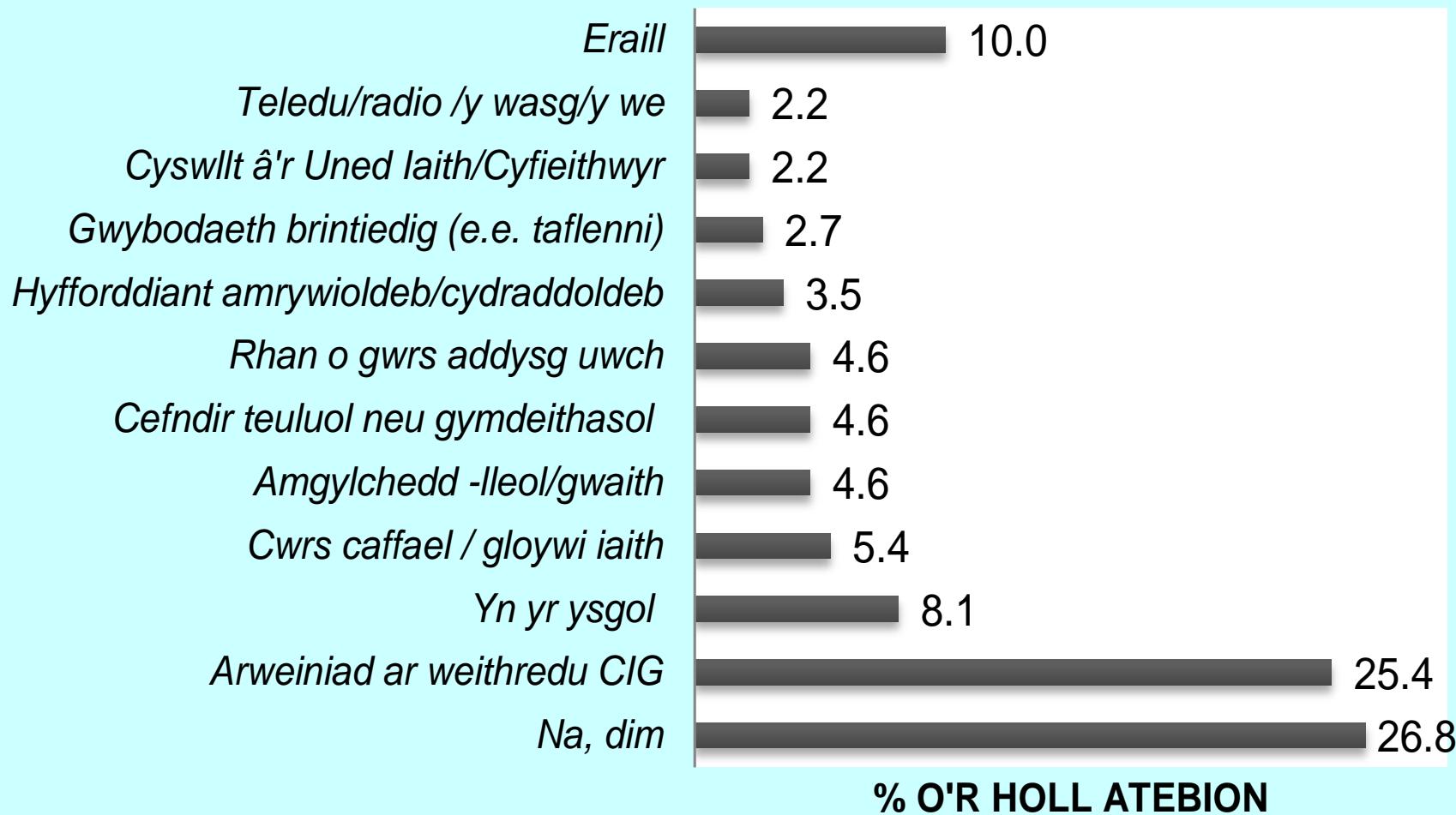
Responses provided by 374 (68.9%)

**Cyn heddiw a gawsoch unrhyw hyfforddiant arall i gyflwyno
gwybodaeth am yr iaith Gymraeg ichi? Os felly, pa fath o
hyfforddiant, a pha bryd?**



Ar wahân i unrhyw hyfforddiant a gawsoch, a oes unrhyw wybodaeth arall am yr iaith Gymraeg wedi ei chyflwyno i chi o'r blaen, un ai yn y gwaith neu'r tu allan i'r gwaith? Os felly, nodwch pa fath o wybodaeth, a pha bryd.

(Yn y gwaith / Tu allan i'r gwaith



Casgliadau am lefelau gwybodaeth a disgwrs

Conclusions re. levels of awareness and discourse

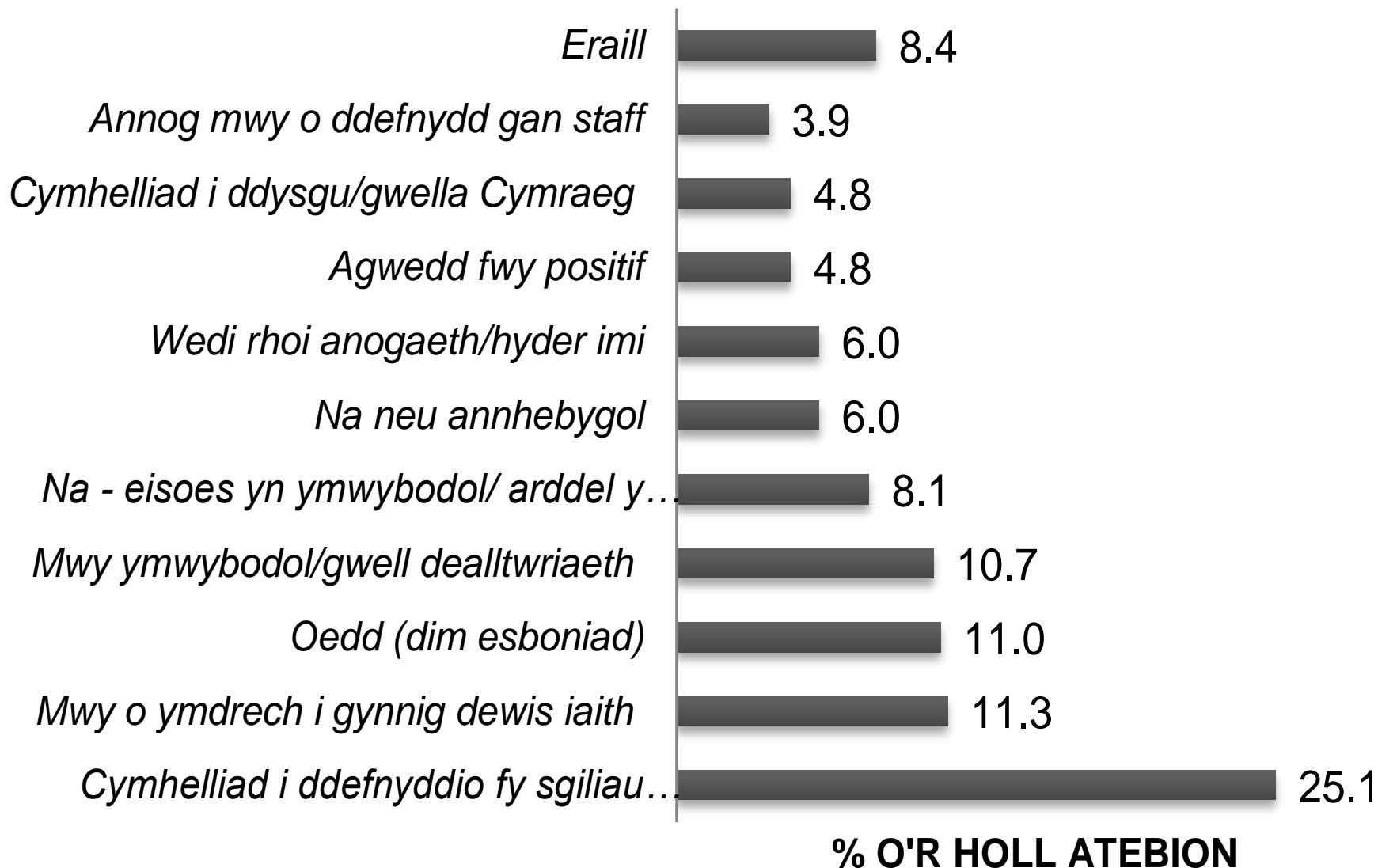
Y sampl wedi ei thynnu o weithlu sy'n cynrychioli'r gyfran o'r boblogaeth sydd fwyaf gwybodus / cyfarwydd â'r Gymraeg

- Lefelau ymwybyddiaeth isel
- Dim tystiolaeth o fod wedi eu cynnwys mewn disgwrs arwyddocao i wireddu polisi 'plenary inclusion'
- Rhaid tybio bod lefelau'n is eto y tu allan i'r garfan hon

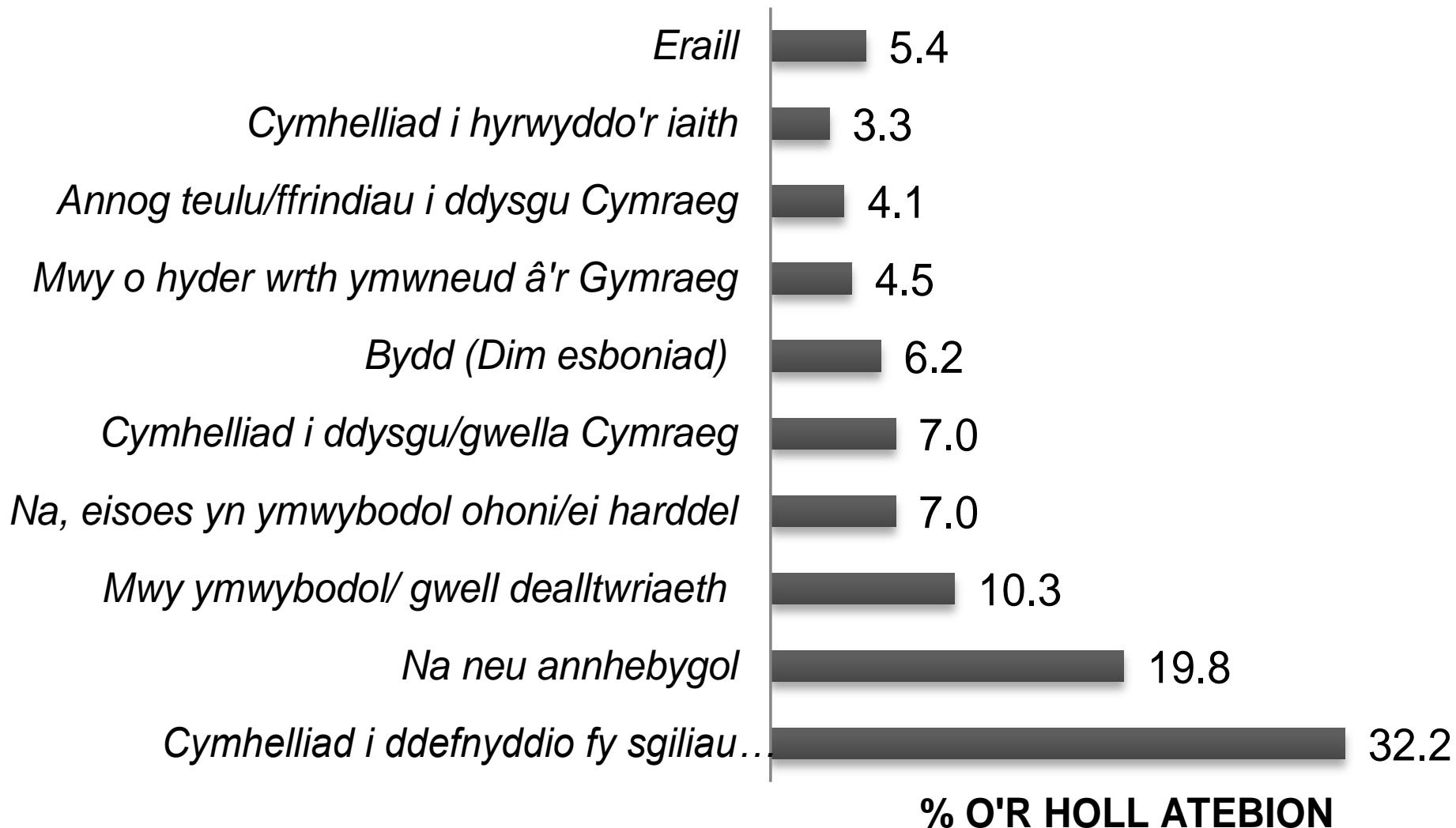
Sample drawn from section of the population which is the most informed/ familiar re. Welsh

- Low awareness levels
- No evidence of their inclusion in any forms significant discourse to implement policy of 'plenary inclusion'
- Must assume even lower levels beyond this sector of the workforce

**A ydych yn meddwl y bydd yr hyfforddiant yn dylanwadu ar
sut rydych yn delio â'r iaith Gymraeg –
- Yn eich gwaith o ddydd i ddydd? (Esboniwch)**



A ydych yn meddwl y bydd yr hyfforddiant yn dylanwadu ar sut rydych yn delio â'r iaith Gymraeg – - Tu allan i'ch gwaith? (Esboniwrch)



Ymatebion positif : mwyafrif yr atebion bydd HYFIG yn dylanwadu ar sut mae atebwyr yn ‘delio â’r Gymraeg’

Positive responses: CWLAT will influence how respondents ‘deal with the Welsh language’

- **Yn y gwaith: 86%**
- **Tu allan i’r gwaith: 73.2%**
- **43% o’r atebion yn nodi bod atebwyr am gynyddu defnydd y Gymraeg tu allan i’r gwaith ryw fodd**
- **Llawer yn cofnodi symbyliad i ddysgu’r iaith / neu ei defnyddio yn fwy**
- **“Allwedd i greu siaradwyr newydd” (Davies, 2010)**
- **At work: 86%**
- **Outside work: 73.2%**
- **43% of responses state respondents wish to increase use of Welsh in some way**
- **Many recorded stimulus to learn Welsh or use their Welsh more**
- **“Key to creating new speakers” (Davies, 2010)**

Rhai ymatebion... Some responses...

- *Will start to try to speak Welsh with husband* (Cyngor Conwy; Cymraes)
- *Will ensure my child has the opportunity to learn Welsh* (Conwy; cenedligrwydd arall)
- *Make more effort to socialise in Welsh, as I have the ability* (Conwy; Cymro)
- *Not be afraid to use my Welsh in shops, restaurants, just because I'm not 100% confident in using the language* (Conwy; Cymro Cymraeg)
- *I will try to use a little more Welsh when speaking to small grandchildren* (Conwy; Cymro Cymraeg).
- *I feel that I learnt more about Cymraeg during this session than I did in five years of formal Welsh education and it helped me to see things from a new angle* (Cyngor Conwy; Cymro; dysgwr).

Arwyddocad HYFIG i faes astudio newid agweddau

Significance of CWLAT to the study of attitude change

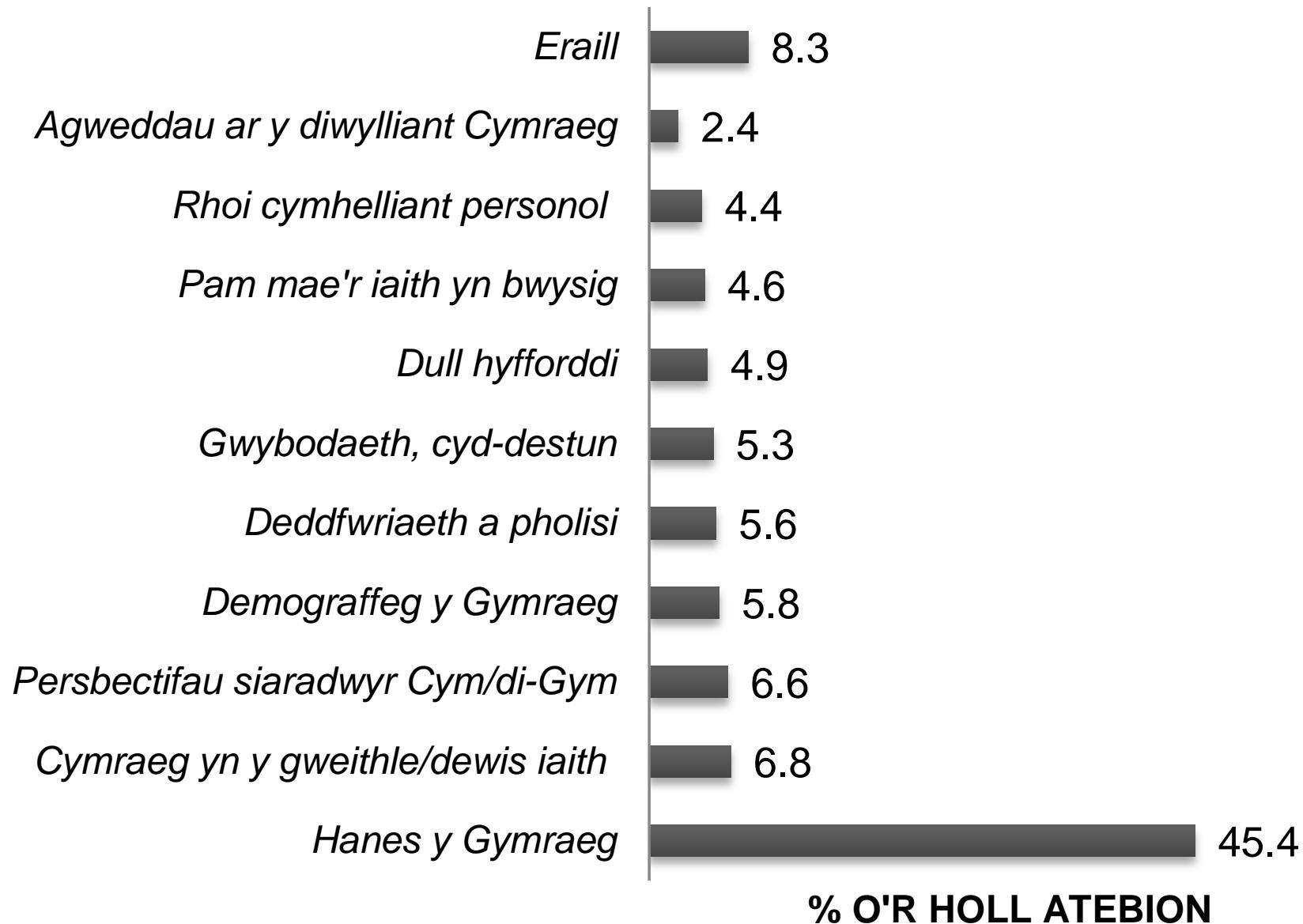
- HYFIG yn ennyd ymateb positif a gwerthfawrogol iawn gan fwyafrif yr atebwyr
- Y mwyafrif wedi gwerthfawrogi'r cyfle a gawsent i ymuno mewn disgwrs am y Gymraeg mewn modd gwybodus a rhyngweithiol – am y tro cyntaf i lawer. Hyn yn arwyddocaol!
- Ennyd ‘bwriadau ymddygiadol’ positif (Ajzen a Fishbein, 1980)
- Ymateb affeithiol cryf gan amryw
- CWLAT elicits a very positive and appreciative response from majority of respondents
- Majority appreciated the opportunity to engage in discourse on Welsh in an informed and interactive way – many for the 1st time. This is significant!
- Elicits positive ‘*behavioural intentions*’ (Ajzen a Fishbein, 1980)
- Powerful affective response from some

Ymatebion affeithiol i'r agweddau hanesyddol

Affective response to historical aspects

- “*Knowing the history and how people were treated makes me want to embrace the language and make sure future generations continue to keep it alive*”
- “*I feel more importance should be placed on it. I was shocked by the history and discrimination*”
- “*Knowing the history of what happened to the Welsh language makes me more tolerant and understanding when having to produce bilingual documents etc.*”
- “*An urgent need to re-visit my own preconceived ideas about the Welsh language and its usage as I was previously unaware of the history of the Welsh language and its suppression over many years*”

Beth oedd elfen(nau) cryfaf yr hyfforddiant ymwybyddiaeth iaith a gawsoch y tro hwn, a pham?



Arwyddocad HYFIG i faes astudio newid agweddau

Significance of CWLAT to the study of attitude change

O ystyried yr ymatebion cysylltiedig â thair cynneddf a ysgogir mewn HYFIG - **gwybyddiaeth, affaith ac ymddygiad** - yn ‘causes and triggers of attitudes’ (Garrett, 2010), buan yr amlygir potensial HYFIG fel ymyriad cynllunio ieithyddol.

Ni honnir bod HYFIG yn gallu newid agweddau / ymddygiad. Ond a ellir gwneud hynny heb lefelau uwch o ymwybyddiaeth feirniadol a disgwrs â dinasyddion?

HYFIG yn borth mynediad pwysig i ddisgwrs adfywio iaith

Considering that CWLAT stimulates responses re. three faculties identified as ‘causes and triggers of attitudes’ (Garrett, 2010) – i.e. **cognitive, affective and behavioural** – the potential of CWLAT as a language planning intervention becomes evident

It is not claimed that CWLAT can change attitudes/behaviour. But can these be changed without higher levels of critical awareness and citizen discourse?

CWLAT is an important access point to ‘revitalization discourse’

Pam na chydnabuwyd pwysigrwydd HYFIG gan wneuthurwyr polisi / cynllunwyr iaith?

Why no recognition of the importance of CWLAT
among policy makers / language planners?

- Dim ymchwil blaenorol i'r maes
- Dim arbenigedd o fewn BYIG, LIC, (Jones, 2014) na CyG ar HYIG
- HYIG heb ei ddiffinio gan LIC na CyG
- Felly mae heb ei adnabod gan wneuthurwyr polisi fel ymyriad cynllunio ieithyddol o bwys allweddol

Rhai argymhellion

- Datblygu a lledaenu HYFIG ar raddfa eang – e.e mewn gweithleoedd; mewn addysg (i athrawon, myfyrwyr, llywodraethwyr); yn y proffesiynau; yn y gymuned; i grwpiau targed penodol (Llywodraeth; Cynghorwyr)
- Ymchwil pellach i feysydd penodedig
 - HYFIG a newid ymddygiad > astudiaeth arhydol
 - Cymharu effaith ymyriadau disgwrs rhyngweithiol ag effeithiau marchnata a datganiadau polisi;
 - Astudiaeth arhydol ar effeithiau polisi ieithyddol ‘cynhwysol’
 - Astudiaeth gymharol i adnabod a chymaru ymyriadau tebyg mewn gwledydd eraill