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A survey of young British people's attitudes towards the learning of the UK's regional languages

Florian Breit

University of Bangor, Bangor, UK

f.breit@univ.bangor.ac.uk

Florian Breit is currently completing his undergraduate degree in Linguistics at Bangor University in North Wales, where he also developed his interest in the linguistics of Welsh and minority language issues. He is also very interested in the formal study of grammar and will be doing a master's degree specializing in Phonology during the next academic year.

Abstract

This paper presents the results of a survey on the attitudes of young British people (age range 18-25) towards the learning of the UK's regional languages. A combined quantitative and qualitative questionnaire was administered to 71 respondents, who were all born and spent the majority of their youth in Britain. It was found that overall attitudes to regional languages are largely positive and that a great proportion of the target group reported they were potentially willing to learn one of the regional languages. Cultural identity and a desire to integrate with the community were identified as major contributors to willingness to learn. A major factor for unwillingness to learn was "lack of real need" (i.e. the ability to get by with English). The paper also looks at the distribution of these attitudes against gender, age and education, all of which were significantly related. Further, respondents already speaking a regional language were found to have more favourable attitudes overall.

Introduction

Over the past decades, and in fact centuries, there has been a lot of change in distribution, attitudes and speaker numbers of all these languages. Until recently, this was mainly reflected in a downward trend in the speaker numbers of regional languages (cf. for instance Deuchar, 2005 for Welsh). Cornish and Manx had even died out in the late 1900s, though they have both been successfully revived and are now increasingly spoken and recognised. The Welsh Language Act 1993, and the Government of Wales Act 1998, also awarded co-official status to Welsh in Wales and the language is now widely found in education there. The last decades also saw TV and radio channels in Welsh and Scottish Gaelic established

and a similar movement is under way for Irish in Northern Ireland with the St Andrew's Act 1993, which promised an Irish Language Act¹.

Along with this increased recognition, attitudes towards regional languages² in the UK have changed substantially. For instance, there are many Welsh only, Welsh predominant and Welsh immersion schools in Wales now and the language is an obligatory part of education in Wales, with similar programs currently being realised in Northern Ireland and Scotland. In the case of Welsh, the Ethnologue even notes that “[the number of] parents choosing a Welsh-medium education for their children [is] increasing” (Lewis, 2009). The censuses of the last decades also indicate a rise in the speaker numbers of regional languages. This new increase in the numbers of speakers and the national identities often affiliated with this lead to a situation where people become increasingly aware of the issues of living in a country with several languages. The BBC recently aired the documentary “*The Welsh Language Knot*” (BBC, 2010), which followed two young speakers of Welsh, one from the south of Wales where Welsh is spoken relatively little and another from near Caernarfon in the far north, where the majority speak Welsh. This programme highlighted the development from a “Welsh Not”³ to the active encouragement of Welsh in educational settings, the different attitudes that Welsh people now have towards the language and towards learning it, and the current issues this brings forward for the Welsh as a nation.

These attitudes towards regional languages, especially as a potential second language, are not given much regard in the literature on language survival and revitalisation. They are, if at all, usually only mentioned on the side. With regards to the native language community there usually is some assumption made about their attitudes: to begin with, a revitalisation effort or activism generally will in itself be heavily motivated by the attitudes of the concerned activists, but more importantly the premise of having a wider community adopt the language must include working towards a positive attitude among the target community. This is because it is very unlikely that with negative attitude in a situation with already present (and possibly very extended) language shift away from the language concerned one would revert to the negatively perceived and abandoned language. For instance Crystal (2000, p. 101) writes that “[...] without prestige, and the power which this brings, no language movement can succeed.” This underlying importance of attitudes is also reflected in the aim at increasing prestige underlying some proposed methods for revitalising languages. As such the first of six factors that Crystal (2000) proposes to be the key to successful language survival, he explicitly states that this should be to seek an increase in its prestige among the dominant community (i.e. the envisaged speaker community). Higher prestige and better

1 The UK government has however not yet brought forward such an act, though the topic is still up to date, as can be seen from recent news coverage of people campaigning for upkeep of that promise (for instance Hughes, 2010).

2 Note that I use the term “regional languages” to refer to what in the questionnaire was constantly described as “regional or native minority languages” in order to avoid the attitudes and politics possibly associated with the use of one term over the other. I understand both terms to be interchangeable in the context of this paper and so choose the simpler term of “regional language” simply for clarity and consistency.

3 In the past when educationalists saw Welsh as a disadvantage and as hindering a child's development, it was common practice to make children who were caught speaking Welsh in school wear a sign around their neck with the inscription “Welsh Not” to signal to others that they were under punishment for speaking Welsh and thus discourage children from using the language (for a more elaborate description see for instance Cummins, 1997, pp. 107f).

attitudes can not only help to justify further steps in revitalisation but also provide encouragement and pride to the present speaker community, which is an important factor in preventing the language from undergoing the same language shift once again. I argue that especially attitudes towards learning regional languages reflect this well and that a good uptake of a regional language as a second language by the community will reinforce the native speaker community in language maintenance. Fishman (1991) frequently mentions attitudes, but also mainly focuses on those among the primary target audience (i.e. the people who would have had this language as their native language indigenously). His eight steps in reversing language shift also reflect this: He instructs to assess the attitudes towards the revitalisation effort in the first step and steps four and six propose the creation of second-language programmes to build an initial speaker community. However, this will, as has been argued above, also inherently rely on the attitudes of the potential learner community, although this does not form an integral part of Fishman's discussion of these points. Further, Fishman's (1991, 2001) Graded Intergenerational Disruption Scale (GIDS), which is a scale for the assessment of endangered languages, may directly reflect the attitude and perceived prestige among the wider community, specifically in stages 3 and 2 (i.e. towards the "healthy" end of the scale), which are defined as the use of the language in the "lower work sphere" and "lower government and mass media" (Fishman, 1991, pp. 85ff), so that there is probably an underlying assumption that for the respective higher spheres more prestige/a better attitude in the wider community would be required. This illustrates that the attitudes of the wider community towards a regional language can be both an important factor in contributing to its achieving success in any revitalisation effort (as I have argued above) and an indicator of the success of previous stages in such an effort.

Following from this and considering the apparent change in attitudes and recent developments discussed above, I was interested in the attitudes of the younger generation of British people to the acquisition of the UK's regional languages (especially as L2) and how they perceive the new weighting that regional languages appear to gain in the UK. Specifically I wanted to know whether they had an overall positive, neutral or negative attitude towards regional languages, whether they were willing to learn these languages and how they would justify their points of view. I was also interested in how people thought about the support the government is providing for people who want to learn regional languages, i.e. is the government doing enough to help people learn the regional languages spoken in their area? In relation to these answers, I wanted to look at the factors that might influence these attitudes: is there a trend in gender, age, educational or linguistic background that can be shown to influence people towards taking a more favourable or unfavourable stance on regional language issues? Baker (1992), looking at attitudes to Welsh, found that "Gender and Age were also influences on attitude, with girls and younger pupils having a more favourable attitude"⁴ and that "Age appears to be a stronger influence than gender" (Baker 1992, p. 74). Following this and also considering the broader availability of minority-language

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Conversely, for attitudes to bilingualism Baker (1992:95f) finds that age appears not to be a good predictor of attitude.

education to younger speakers, it was hypothesised that both age and gender would show a correlation to respondents' attitudes. Based on a supposed higher awareness of different cultures and respect for these, along with both higher levels of education and a broader linguistic background, it was further hypothesized that level of education and broader linguistic background would both be positively correlated with favourable views on regional languages.

Methodology

The research question was approached with a survey for which a questionnaire (see Appendix A) was constructed and then administered to 71 respondents. While the questionnaire was always the same, it was administered in three different ways: in one-to-one personal interviews, in over-the-phone or internet interviews and as an online questionnaire. The first 50 responses were collected as personal or telephone interviews and then a further 21 via the online questionnaire at a later point in time. The target population were young British people between the ages of 18 and 35 who were born in the UK and spent the majority of their youth there. In all of the three interview scenarios the interviewer asked the questions and then made verbatim notes of the answers given. The online questionnaires involved the respondents filling out the questionnaire autonomously. In this they were supported by integrated logic in the questionnaire, so that for instance questions that were not applicable were automatically skipped and ineligible respondents were disqualified automatically at the earliest point possible.

Respondents were recruited via the social network of the individual interviewers, but the interviewers were with few exceptions not directly acquainted with them (i.e. we preferred respondents who were one level removed in the social network from any one of the interviewers). For this the interviewers asked friends, family and other acquaintances to refer them to people they knew and then approached these for the interview. This procedure was followed in order to avoid an experimenter bias based on what respondents knew about the interviewer's attitudes towards regional languages. In the case of the online questionnaire this was not applied, as these were completely anonymous and did not involve any direct personal contact, so that no experimenter bias was expected. A majority of the personal interviews were conducted in Bangor (North Wales) and Wrexham (near Chester), and many respondents were students at the Universities there, so that they came from many different places in the UK and not only from Wales. The online questionnaire showed a wide distribution of respondents locations (as according to their IP addresses), with three respondents even residing overseas (this also was the case with one person interviewed over the internet). Respondents were not offered any compensation in return for taking part in the survey.

Respondents were first asked questions about their demographic and then about their linguistic background. The demographic data collected were their gender (male/female), their

age group (18-20, 21-25, 26-30 and 32-35) and their level of education (GCSEs or below, A-Levels, undergraduate degree, postgraduate degree⁵). Regarding their linguistic background they were asked how many languages they were able to have a normal conversation in, as this was believed to be a good criteria for saying they are a speaker of that language. Subsequently they were asked whether they were aware of any regional languages⁶ that were spoken where they grew up. It was thought that the deciding factor, if this influenced their attitudes, was probably if they were aware of these, not if they actually existed in these areas. Provided they were aware of any such regional languages, they were then asked which language(s) these were and whether they spoke it/any of them – a factor that was thought might increase the likelihood they would take a more favourable stance (see Introduction). They were also asked if they knew of any bilingual policies that are in place, such as for instance the Welsh Language Schemes (Welsh Language Board, 1996) in Wales if they grew up in a Welsh speaking area, as this would possibly be of influence to their opinion on government support. Following this initial quantitative data set there was then a qualitative interview, consisting of three open-ended questions asking them about their attitude to regional languages in general, if and why they were willing (or not willing) to learn such a language if they were to live permanently in an area where one is spoken, and finally whether they thought the government (both regional and national) provided enough support for learners of these languages. All these questions aimed at them not only making statements but getting them to justify their decisions, so it could be seen what the deciding factors behind different positions may be.

After the responses were collected, the qualitative questions were analysed and the answers rated by the interviewer with regards to the attitude they showed to regional languages in general, towards learning them and what they thought about the government support provided. This was done to allow for quantitative analysis and measurement of correlations to the other independent variables described above. Their general attitude was rated as positive, neutral or negative; their willingness to learn the language as very willing, willing to some degree, or not at all willing; their opinion on government support was rated as either positive, negative, mixed or don't know. These values were assigned based on the perceived tendency of their individual answers, which were often quite explicitly stating that they thought "positive" or "negative" about something. There were no answers in the dataset that proved to be particularly difficult to judge in this way.

Results & Discussion

In total there were 71 respondents (46 male and 25 female), 34 of whom were in the age group 18-20, 24 were 21-25, 8 were 26-30 and 5 were 31-35. 2.82% (2) had achieved a postgraduate qualification, 14.08% (10) an undergraduate qualification, 73.24% (52) had A-Level(s) 9.86% (7) had GCSE(s) or below.

5 All of these include equivalent qualifications at roughly the same level, such as BTEC or Diplomas, and the question was formulated to include these (cf. Appendix A). I use these simpler terms here for clarity to always include other equivalent levels of education.

6 The actual formulation was "regional or native minority languages", also see footnote 2.

Table 1 below shows a comparison of the summary demographics of the survey respondents and a summary of the same demographic variables taken from the 2001 UK National Census (Office for National Statistics, 2003). The summary census data are based on proportional calculations made on extracts of the standard tables S001 “Age by sex and resident type” (Office for National Statistics, 2003, p. 25) and S105 “Sex and age by highest level of qualification” (Office for National Statistics, 2003, p. 128). Appendix B contains more detailed calculations of the census demographics which can be correlated to the demographic categories used in the survey.

Table 1: Demographics of survey respondents compared to demographics of 2001 UK census respondents for age group 18-35⁷.

Variable*	Survey Respondents	Census Respondents†	Difference
<i>Male</i>	64.79%	49.39%	15.40%
<i>Female</i>	35.21%	50.61%	-15.40%
<i>GCSE(s)</i>	9.86%	32.18%	-22.32%
<i>A-Level(s)</i>	73.24%	42.10%	31.14%
<i>Higher Education</i>	16.90% ⁸	25.72%	-8.82%

*GCSE(s) corresponds to No Qualification plus Level 1 of the Census data, A-Level(s) to Level 2 plus Level 3 and Higher Education to Level 4/5 of the Census data.

† Percentage calculated of the total of all data used for comparison, with data which was labeled as Other/Unknown in the Census Standards Tables omitted.

The top half of table 1 shows a comparison of the gender distribution and the bottom half shows how level of education is distributed in the survey responses and the census data for England and Wales. As can be seen from this, there is some difference between the average demographics of England and Wales and the demographics of the respondents to the survey. However I argue that an exact match is not necessary for the purpose of this paper. With a 15.40% difference in gender between the general population and that of respondents one would still expect a significant correlation if gender was important for attitude formation. Likewise the level of education provides a close enough match, especially in the Undergraduate/Postgraduate qualification category (unproportionality is here mostly caused by over-representation of respondents in the A-Level(s) category). It has however to be noted that any correlational analysis based on level of education here must still be seen as indicative only with regards to the Postgraduate qualification category, as there are in fact only two respondents with this qualification present in the data set. It should also be noted that as the sample size of 71 is very small in comparison to the total group over which

7 The census data here are actually for ages 18-34, which is due to the Standard Table's splitting groups at the X4 interval.

8 Note that the Census data only gives references to NQF Levels 1 to 5, so that “Higher Education” for Survey Respondents is an aggregate of the number of Undergraduate and Postgraduate students.

generalisations are made ($\approx 0.00142\%$, based on the 4,994,229 respondents aged 18-24 in standard table S001 in the 2001 National Census, see Office for National Statistics, 2003:25), statistical tests of significance and generalisations made from these should be taken primarily as indicative and this may need to be addressed in further work building on these results.

Overall, 63.38% (45) of respondents had a positive general attitude to regional languages, 26.76% (19) a neutral attitude and 9.86% (7) a negative attitude. However, despite this 85.91% said they would be willing to learn the regional language to at least some degree if they moved to an area where it is spoken permanently (36.61% very willing, 49.29% willing to some degree), only 14.08% of respondents would be unwilling to learn the regional language in any case. A detailed table of the individual results obtained is included in Appendix C, excluding answers to the open-ended questions.

Figure 1 shows the respondents willingness to learn the regional language if they moved permanently to an area where it was spoken by their gender, age group and level of education. As can be seen from this there is no consistent major deviation on the combined *Very or Some*⁹ rating across either age group or level of education. Female respondents however seem to score higher (by 15.54%) on this rating and they furthermore seem to be more committed, as can be seen from the much higher level of *Very Willing* versus *To Some Degree* ratings in female respondents. This compares to their male counterparts, which show a preference for willingness to some degree here. A look at the *Very Willing* rating further reveals a clear tendency across the age groups, with older respondents appearing more likely to say they were very willing to learn the regional language – there does however appear to be great variance between the different age groups regarding those who said they would be willing to learn the regional language to at least some degree or not at all, again without any clear trend to be discovered. It should however be noted that this may well be due to the limited age range of respondents and a broader sample would possibly show a more consistent correlation. Level of education similarly appears not to be a deciding factor, as all four possible ratings vary again without any clear pattern.

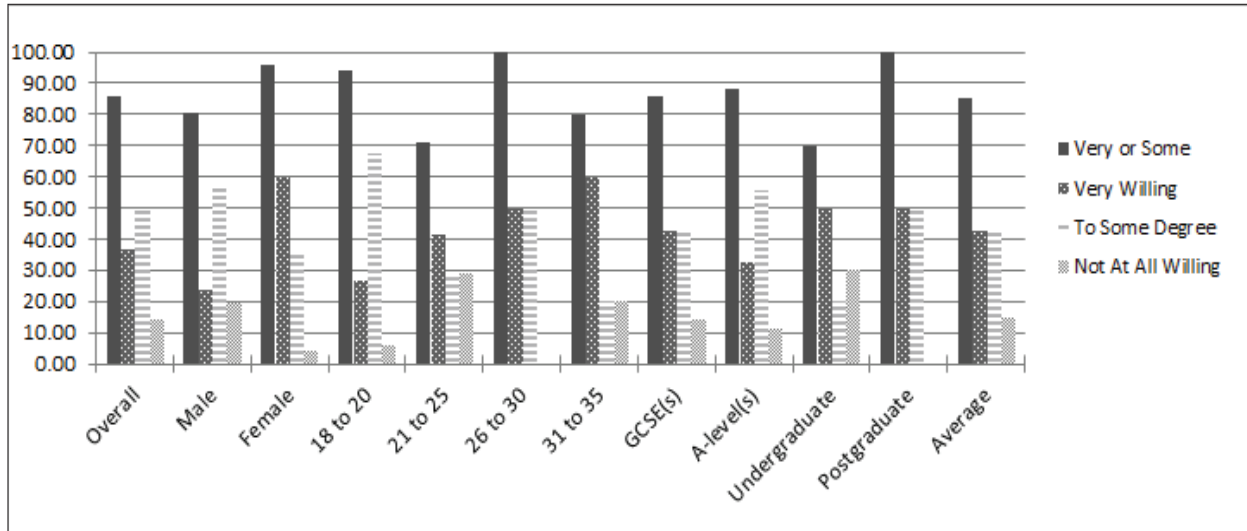
To test the significance of the trend by gender observed above, an independent-variables t-test was carried out using PASW Statistics Version 18 for Windows (SPSS Inc., 2009) and an inverted three point scale for willingness. For this *not at all willing* was rated with a score of 3, *willing to some degree* with a score of 2 and *very willing* was rated with a score of 1. The test showed that there was a significant relationship between male ($M=1.96$, $SD=.665$) and female ($M=1.44$, $SD=.583$) gender and degree of willingness to learn the language, with $t(69)=3.259$, $p<0.05$. Using the same scale, a Chi-square test was carried out using age group and willingness as variables. This also showed a significant relationship ($\chi^2=17.179$, $df=6$, $p<0.05$). A Chi-square test similarly carried out using the variables education and

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i.e. respondents who either indicated they were very willing or willing to some degree.

willingness to learn the language showed that there was, as has been observed above, no significant relationship between the two ($\chi^2=5.442$, $df=6$, $p>0.05$).

Figure 1: Willingness to learn language by gender, age group and education



It was also hypothesised that there might be a relationship between a speaker's growing up in an area where they were aware of an existing regional language. Table 2 below shows summaries of Chi-square tests carried out solely on the subset of respondents who said that they were aware of at least one regional language being spoken in the area where they grew up. These show that even within this group, none of the independent variables under investigation is a good predictor of a respondent's general attitude towards regional languages, while just as with respondents who were not aware of a regional language being spoken where they grew up gender and age group have a significant relationship to their willingness to learn other regional languages. Additionally whether they are already speakers of a regional language is also a significant predictor of their willingness to learn regional languages. Level of education again appears to be not significantly related to either attitude or willingness to learn a regional language.

Table 2: Chi-square results for relationship between the independent variables of gender, age group, education and whether the respondent is a speaker of a regional language and their general attitude to and their willingness to learn the regional language for respondents who grew up in an area where regional languages are spoken.

Independent Variable	General Attitude			Willingness to Learn		
	χ^2	<i>df</i>	<i>p</i>	χ^2	<i>df</i>	<i>p</i>
<i>Gender</i>	0.485	2	>0.05	6.64	2	<0.05
<i>Age Group</i>	4.321	6	>0.05	16.071	6	<0.05
<i>Education</i>	11.091	6	>0.05	9.007	6	>0.05
<i>RL Speaker</i> ¹⁰	3.994	2	>0.05	8.708	2	<0.05

As to the reasoning why respondents would be willing or not be willing to learn the regional language in an area they moved to permanently, it was found that 62.3% of respondents who said they would be willing to learn the regional language to at least some degree said they would do so to either fit in or out of respect for the community or culture. “If you go anywhere you should make the effort to learn the language” and “Because [...] you should be willing to adjust to how they live and the languages they speak, rather than force them to learn/know yours” were exemplary of the answers received from respondents who were either very willing or willing to some degree. Other reasons mentioned were to communicate and to blend in (each mentioned 4 times). Respondents who said they were not willing to learn the regional language all said that one reason was that they knew they could get by with just English, and half of them said that it was too difficult to learn another language. “Since I know I would be able to get by with English and languages aren’t that easy to learn” was one answer which is exemplary of this.

With regards to government support for learners of regional languages, it was found that 29.58% (21) of respondents thought it was good, 32.39% (23) thought it was poor and another 9.86% (7) had mixed feelings. The remaining 28.17% (20) respondents said they did not know or did not have enough information on the topic to form an opinion. It is however noteworthy here that while most respondents (apart from the “don’t-knows”) mentioned that they knew about provisions for learning Welsh as a second language, but not for any of the other regional languages mentioned in the questionnaire, only two knew that there are provisions for learning Irish in Northern Ireland and only one mentioned that there are courses offered in Scottish Gaelic in Scotland. This may however be related to the high percentage of answers collected either in or close to Wales – though it should be noted that the respondents who mentioned provisions for Scottish Gaelic and Irish were not in fact respondents from Scotland or Ireland, respectively.

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i.e. whether the respondent has identified themselves as speaking at least one of the UK’s regional languages or not

Conclusion

The results show unexpectedly little consistency across the demographic variables such as gender and age in the overall attitudes; however there was a notable gender difference of what might be described as commitment: female respondents were in most cases found to state a higher level of willingness to learn a regional language than their male counterparts. There was also a significant difference in the reported attitudes by age group, however there was no trend in these findings (i.e. no evidence that with increasing age the attitudes would either improve or decline).¹¹ The same is also true in relation to the level of education, with significant differences between individual groups but no overall trend with undergraduates showing significantly less willingness to learn a regional language than either respondents with A-levels or postgraduate qualifications. Having grown up in an area where regional languages were spoken did not change the above findings, however whether they already spoke a regional language was found to be significantly related to both their attitude to regional languages and reported willingness to learn further regional languages.

The main reasons given for affirmative answers regarding willingness to learn were to integrate better with the target community and out of cultural respect. Main reasons given for not wanting to learn regional languages were the general difficulty of the language learning process and the assumption that one can get by without knowledge of regional languages, as English (a native language for all respondents) is spoken by the whole population in all of the areas concerned.

With regards to government support, there generally was some awareness of provisions made for learning Welsh, but next to no evidence of awareness for similar schemes for other regional languages such as Irish and Scottish Gaelic. Thoughts on the adequacy of government support provided was found to be divided almost equally among those who reported on it, a third of respondents reported to not have enough information to judge this.

Considering the results in the context of the importance of prestige and its relationship to the health of regional languages outlined in the introduction to this paper, these can be seen as an indicator for an overall positive development, but it must be considered that there was visible difference between the different regional languages of the UK and achievement was probably highest for Welsh, which already is the most widely spoken of these regional languages in the UK. As such, advocate groups of other regional languages may crucially need to still work on improving awareness to benefit from an environment that these results would show as overall favourable for the revitalisation of regional languages. That, with the exception of Welsh, there was so little knowledge about schemes to learn regional languages as a second language suggests that part of this effort may usefully be focused on increasing awareness and promoting the acquisition of regional languages as a second language both to the local community and people who newly move to the areas where these languages are

11 Again, as noted on page 8, this may well be due to the limited age range in the survey.

spoken. With the gender differences that were found in mind, it should also be considered to specifically (or differently) target males, as these may promise more gains especially in the later stages of regional language promotion and with already generally good attitudes overall.

In order to be able to correlate the data to both developments in speaker numbers of the individual regional languages and advocate groups' efforts to improve attitudes and prestige it would be interesting to repeat a similar survey at some point in the future. In this case it would also be interesting to look not only at the then younger generation but also extend these to include the respectively aged target audience of the present survey, as this could show whether relationships between attitudes and age group are more likely related to ageing more generally or to generational differences. Additionally, it would be good to look at balancing the sample regionally, as this would give more validity to any results that stand in comparison between different regional languages (e.g. awareness of provisions for Welsh but not Irish or Scottish Gaelic).

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Appendix A: The survey that was administered in personal interviews

What are the attitudes of young British people towards learning the regional languages spoken in the UK?

Target Group: Native British people from the different areas of the country with and without native minority or regional languages (i.e. England, Wales, Cornwall, Scotland, Northern Ireland, Isle of Man), aged between 16 and 35, of both genders.

(Demographics)

1. Gender
 - male
 - female
2. Age Group
 - 18 to 20
 - 21 to 25
 - 26 to 30
 - 31 to 35
3. What is the highest educational qualification you have?
 - GCSEs or below
 - A-levels or eqv.
 - B.A./B.Sc. or equivalent
 - Masters/Doctorate or equivalent higher qualification

(Language Background)

4. In how many languages (including your first language) are you fluent enough to have a normal conversation?
_____ (Number)
5. a) Do you know of any native minority and/or regional languages (e.g. Welsh, Gaelic, Manx, etc.) which are being spoken in the area where you grew up?
 - Yes No
- b) If yes, which language(s) are these?
 - a. _____
 - b. _____
 - c. _____
- c) Do you speak any of them?
(Mark with asterisk above)
- d) Are you aware of any bilingual policies being in place for any or all of these?
 - Yes No

(Qualitative Interview)

6. Do you think that native minority or regional languages are rather positive or rather negative for the area where they are spoken and the people who speak them, and why?

7. a) If you were to move permanently to one of the parts of Britain where native minority or regional languages are spoken (e.g. Welsh in Wales, Scots in the Scottish Lowlands, Manx on the Isle of Man, etc...), to what extent would you be willing to learn the local language?

b) Why is that?

8. Do you feel that the government (both regional and national) is providing enough support for people who might want to learn the native minority or regional language of the area they live in?

Thank you very much!

Appendix B: 2001 UK National Census Summaries of Demographics of Age Group 18-34

Age Group	No Qualification	Level 1	Level 2	Level 3	Level 4/5	Total
18-19	137724	210948	527972	333149	20902	1230695
20-24	32948	433489	795645	880852	617159	2760093
25-29	395769	669793	760917	35168	1133051	2994698
30-34	532496	1069682	925528	298077	1013043	3838826
All	1098937	2383912	3010062	1547246	2784155	10824312

Table 3: Extract of Total Numbers for Level of Qualification by Age Group from Standard Table S105 (Office for National Statistics, 2003:128).

Age Group	No Qualification	Level 1	Level 2	Level 3	Level 4/5
18-19	11.19%	17.14%	42.90%	27.07%	1.70%
20-24	1.19%	15.71%	28.83%	31.91%	22.36%
25-29	13.22%	22.37%	25.41%	1.17%	37.84%
30-34	13.87%	27.86%	24.11%	7.76%	26.39%
All	10.15%	22.02%	27.81%	14.29%	25.72%

Table 4: Proportional summary of demographic variables for Level of Qualification by Age Group based on Table 3 above.

Age Group	No Qual./Lev. 1	Level 2/3	Level 4/5
18-19	28.33%	69.97%	1.70%
20-24	16.90%	60.74%	22.36%
25-29	35.58%	26.58%	37.84%
30-34	41.74%	31.87%	26.39%
All	32.18%	42.10%	25.72%

Table 5: Summary of Level of Qualification by Age Group from Table 4 above to correspond to level of education as used in survey. (No Qual./Lev. 1 → GCSE(s) or below, Level 2/3 → A-Level(s), Level 4/5 → Undergraduate + Postgraduate).

Age Group	Male	Female	Total
18-19	632477	616613	1249090
20-24	1553228	1568984	3122212
25-29	1684729	1750279	3435008
30-34	1952606	2031315	3983921
All	5823040	5967191	11790231

Table 6: Extract of Total Numbers for Sex by Age Group from Standard Table S001 (Office for National Statistics, 2003:25).

Age Group	Male	Female
18-19	50.64%	49.36%
20-24	49.75%	50.25%
25-29	49.05%	50.95%
30-34	49.01%	50.99%
All	49.39%	50.61%

Table 7: Proportional summary of demographics for Sex by Age Group based on Table 6 above.

Appendix C: Summary results for all collected responses

ID	Location	Gender	Age	Education	Langs	Know RL	Speak RL	Biling Pol	Attitude	Willingness	Govt Supp
1	WRX	f	26-30	GCSEs	1	X			Pos	V	G
2	WRX	f	26-30	A-Levels	1	X			Pos	S	M
3	WRX	m	18-20	A-Levels	1	X			Neg	S	M
4	WRX	f	26-30	A-Levels	2	Welsh	Y	Y	Pos	V	X
5	WRX	m	18-20	A-Levels	1	X			Pos	V	X
6	WRX	f	26-30	A-Levels	1	X			Ntl	S	X
7	WRX	f	18-20	A-Levels	1	Welsh	L	N	Pos	S	P
8	WRX	m	31-35	A-Levels	1	Welsh	N	Y	Pos	N	G
9	NEA	m	18-20	A-Levels	3	Welsh	Y	Y	Pos	S	P
10	GLS	m	21-25	A-Levels	1	X			Pos	S	X
11	BRI	m	21-25	GCSEs	2	X			Ntl	N	M
12	BAN	f	18-20	A-Levels	1	Welsh	N	N	Ntl	S	X
13	BAN	f	18-20	A-Levels	2	X			Pos	V	P
14	BAN	m	18-20	A-Levels	1	X			Pos	V	X
15	PEM	m	21-25	A-Levels	2	X			Pos	V	G
16	LON	m	31-35	Undergrad	2	X			Pos	V	P
17	BAN	f	21-25	Undergrad	2	X			Pos	V	M
18	WEL	m	18-20	GCSEs	2	Welsh	Y	Y	Ntl	S	G
19	NEW	f	31-35	A-Levels	1	Welsh	L	Y	Pos	V	G

20	SWA	m	18-20	A-Levels	3	Welsh	N	Y	Neg	S	P
21	SWA	f	21-25	A-Levels	1	Welsh	N	N	Pos	V	X
22	LON	f	18-20	GCSEs	2	X			Ntl	V	X
23	TRU	m	18-20	A-Levels	2	Cornish	Y	N	Ntl	V	P
24	NEW	f	21-25	A-Levels	2	Welsh	Y	Y	Pos	V	G
25	CUM	m	18-20	GCSEs	5	Cumbrian	Y	N	Ntl	V	M
26	BAN	m	18-20	A-Levels	2	X			Pos	N	X
27	BAN	m	18-20	A-Levels	1	Welsh	N	N	Pos	S	G
28	BAN	m	18-20	A-Levels	1	X			Ntl	S	M
29	BAN	m	18-20	A-Levels	1	X			Pos	S	M
30	BAN	m	18-20	A-Levels	2	X			Neg	S	X
31	BAN	m	18-20	A-Levels	1	X			Pos	S	G
32	BAN	m	18-20	A-Levels	1	X			Neg	S	P
33	BAN	m	18-20	A-Levels	1	X			Neg	S	G
34	BAN	m	18-20	A-Levels	1	X			Ntl	S	M
35	BAN	m	18-20	A-Levels	1	X			Ntl	S	M
36	BAN	m	21-25	A-Levels	2	X			Pos	S	P
37	BAN	m	21-25	Undergrad	1	X			Ntl	S	G
38	BAN	m	26-30	GCSEs	1	X			Ntl	S	M
39	BAN	f	18-20	A-Levels	3	???	???	Y	Neg	V	P
40	BAN	f	18-20	A-Levels	1	X			Pos	S	P
41	BAN	m	18-	A-Levels	2	Welsh	Y	Y	Pos	S	G

			20								
42	BAN	f	21-25	A-Levels	2	Welsh	Y	Y	Ntl	N	G
43	BAN	m	21-25	A-Levels	1	X			Ntl	N	G
44	WIR	f	18-20	GCSEs	1	X			Ntl	S	X
45	WIR	m	18-20	A-Levels	1	X			Pos	S	X
46	BAN	m	26-30	A-Levels	1	X			Pos	S	X
47	BAN	m	18-20	A-Levels	1	X			Pos	S	X
48	LIV	m	18-20	A-Levels	2	X			Ntl	N	X
49	BAN	m	26-30	A-Levels	1	Welsh	Y	Y	Pos	V	G
50	BAN	m	18-20	A-Levels	1	X			Ntl	S	X
51	SCA	m	21-25	Undergrad	3	Welsh	Y	Y	Pos	N	P
52	WRX	f	21-25	A-Levels	2	X			Pos	S	G
53	RUN	m	21-25	Undergrad	1	X			Ntl	N	P
54	CCA	m	16-20	A-Levels	2	Welsh	Y	Y	Pos	V	P
55	BAN	m	21-25	A-Levels	1	X			Pos	S	P
56	BAN	m	21-25	A-Levels	1	Cornish	N	Y	Ntl	N	G
57	BRF	f	31-35	A-Levels	1	X			Pos	V	P
58	BAN	m	26-30	Postgrad	2	Welsh	Y	Y	Pos	V	G
59	WEY	f	16-20	A-Levels	2	X			Pos	V	P
60	GLS	f	21-25	A-Levels	1	X			Pos	V	P
61	GLS	m	18-20	A-Levels	1	X			Pos	S	P
62	ABR	m	31-35	Undergrad	2	X			Pos	S	P

63	LIC	f	21-25	A-Levels	1	Cornish	N	Y	Pos	S	G
64	BAN	m	21-25	Undergrad	1	X			Pos	V	P
65	RUG	m	21-25	Postgrad	1	X			Pos	S	G
66	BRI	f	21-25	A-Levels	3	Cornish	N	N	Neg	V	G
67	ABR	f	21-25	A-Levels	3	X			Pos	V	P
68	ABR	m	21-25	Undergrad	5	X			Pos	V	P
69	NOR	f	21-25	Undergrad	3	Welsh	Y	Y	Pos	V	G
70	DER	f	16-20	A-Levels	1	Welsh	Y	N	Pos	S	X
71	SCA	m	21-25	Undergrad	3	X			Pos	N	P

Table 8: Individual results from collected responses. Key: m: male, f: female, Y: yes, N: no/not at all, Pos: positive, Neg: negative, Ntl: neutral, G: good, P: poor, X: none/do not know, see table 9 for a key to locations. Notes: a. The note of this response taken was illegible.

Key	Location	Key	Location
ABR	Abroad	NOR	Northwich
BAN	Bangor	PEM	Pembroke
BRI	Bristol	RUG	Rugby
BRF	Bradford	RUN	Runcorn
CCA	Chipping Campden	SCA	Scarborough
CUM	Cumbria	SWA	Swansea
DER	Derby	TRU	Truro
GLS	Glasgow	WEL	Welshpool
LIV	Liverpool	WEY	Weybridge
LON	London	WIR	Wirral
NEA	Neath	WRX	Wrexham
NEW	Newtown		

Table 9: Key to Location for Table 8