



# Transmission or donation? How to ensure Welsh is *actively* passed from generation to generation

Bethan Webb, Jeremy Evas (Welsh Government)





**NPLD-Coppieters Campus 2019**  
“Activating the social use of minority languages”

**Theme 1:  
Increasing the  
number of Welsh  
speakers**

- Language transmission in the family
- The early years
- Statutory education
- Post-compulsory education
- The education workforce, resources and qualifications

**Theme 2:  
Increasing the use  
of Welsh**

- The workplace
- Services
- Social use of Welsh

**Theme 3:  
Creating favourable conditions - infrastructure and context**

- Community and economy
- Culture and media
- Wales and the wider world
- Digital technology
- Linguistic infrastructure
- Language planning
- Evaluation and research





# Cymraeg 2050 -

Increase the number of speakers to  
1,000,000...

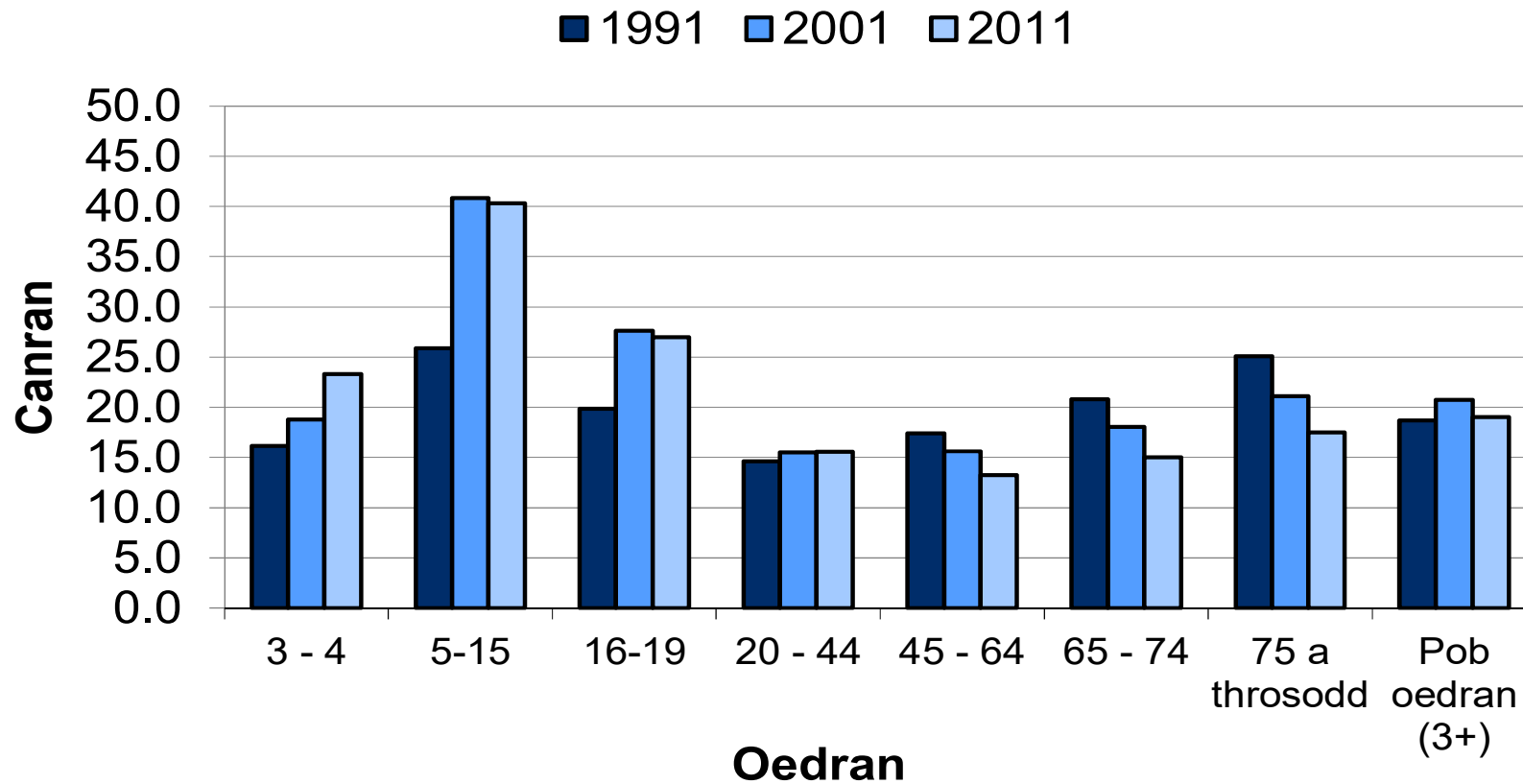
- Intergenerational transmission of Welsh
- Developing and maintaining skills through Education and training
- Double daily use from 10% to 20%





## Variation by Age

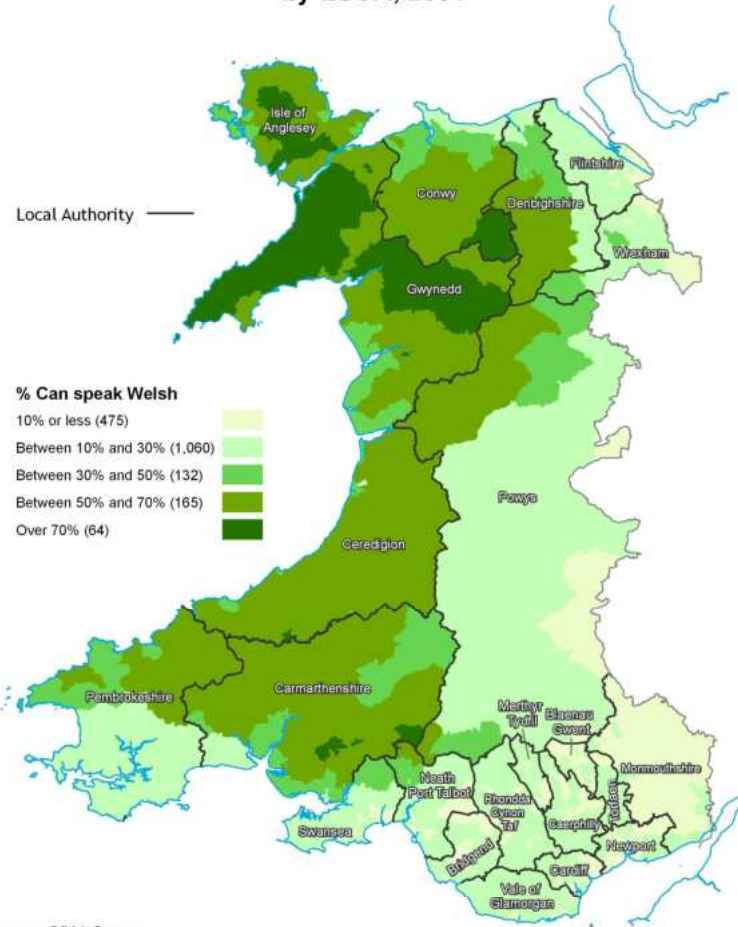
- Decrease in the number and percentage of Welsh speakers between 2001 and 2011



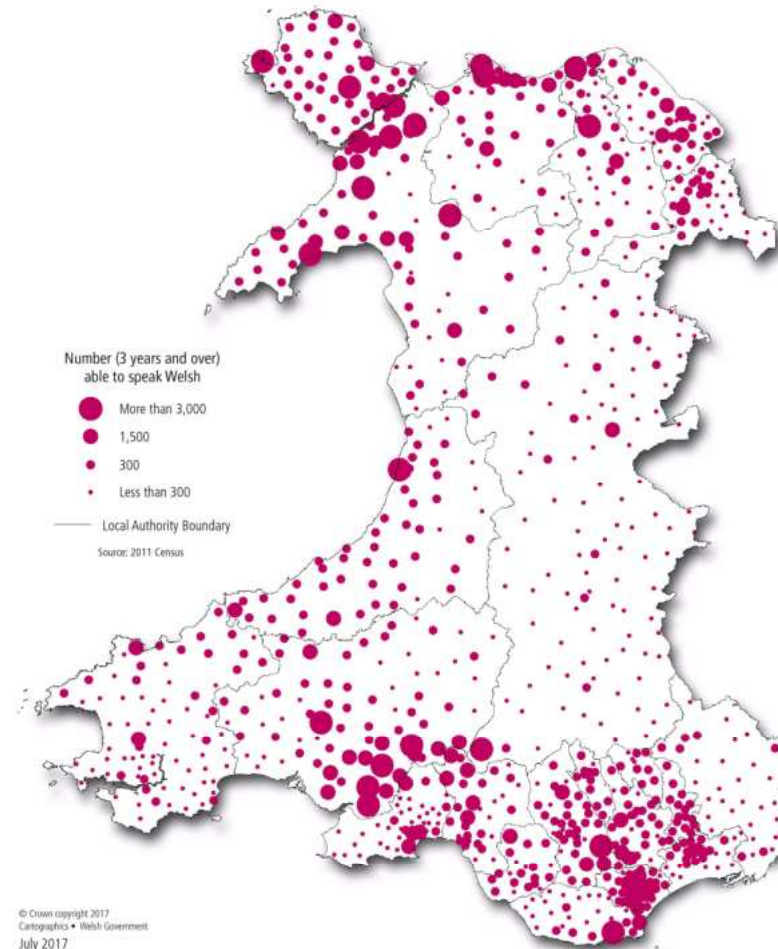


# Variation by Area

Proportion of people (aged 3 and over) able to speak Welsh, by LSOA, 2001



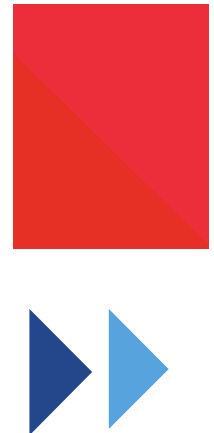
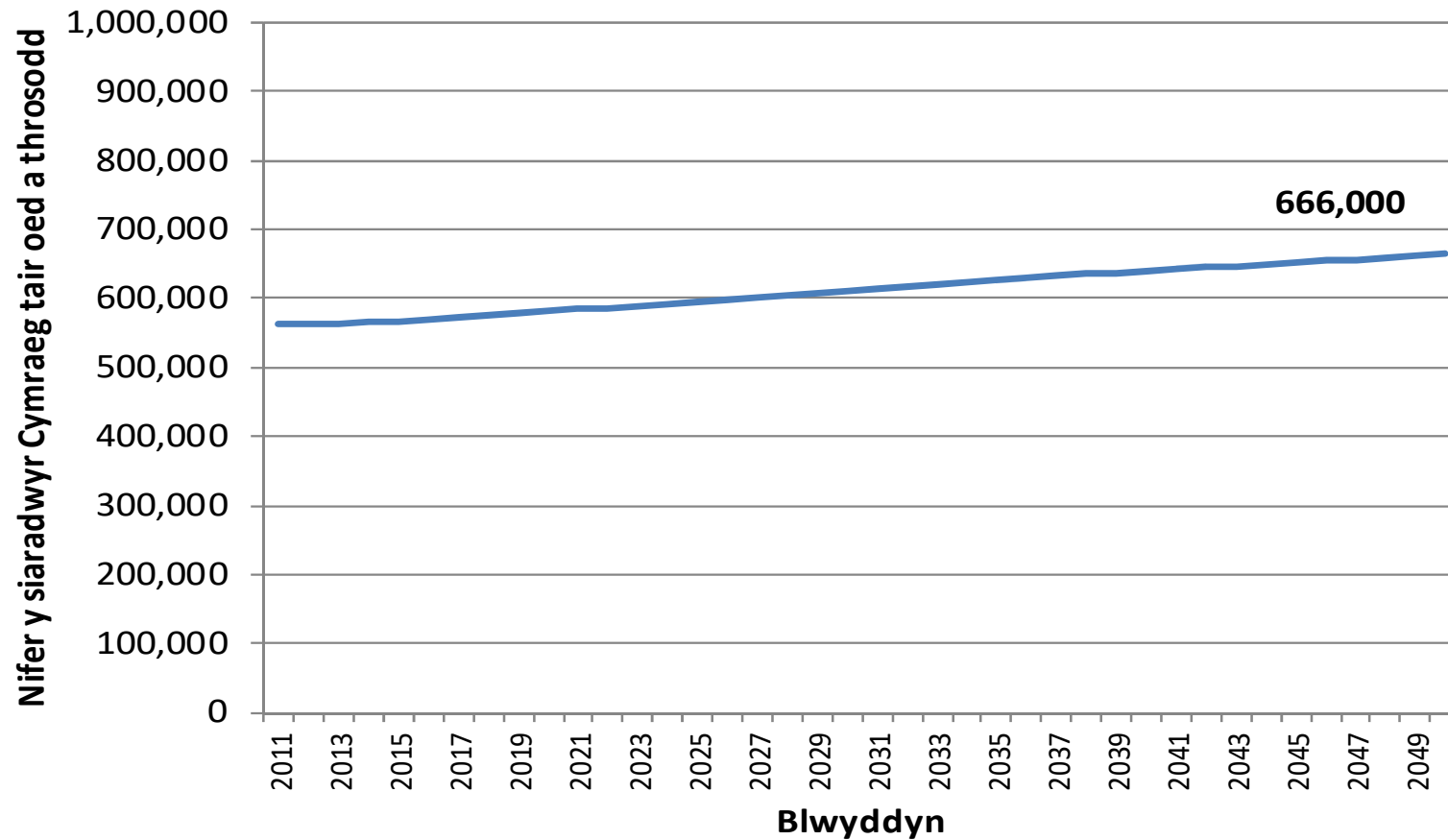
Number able to speak Welsh by community, 2011





## Projection by 2050

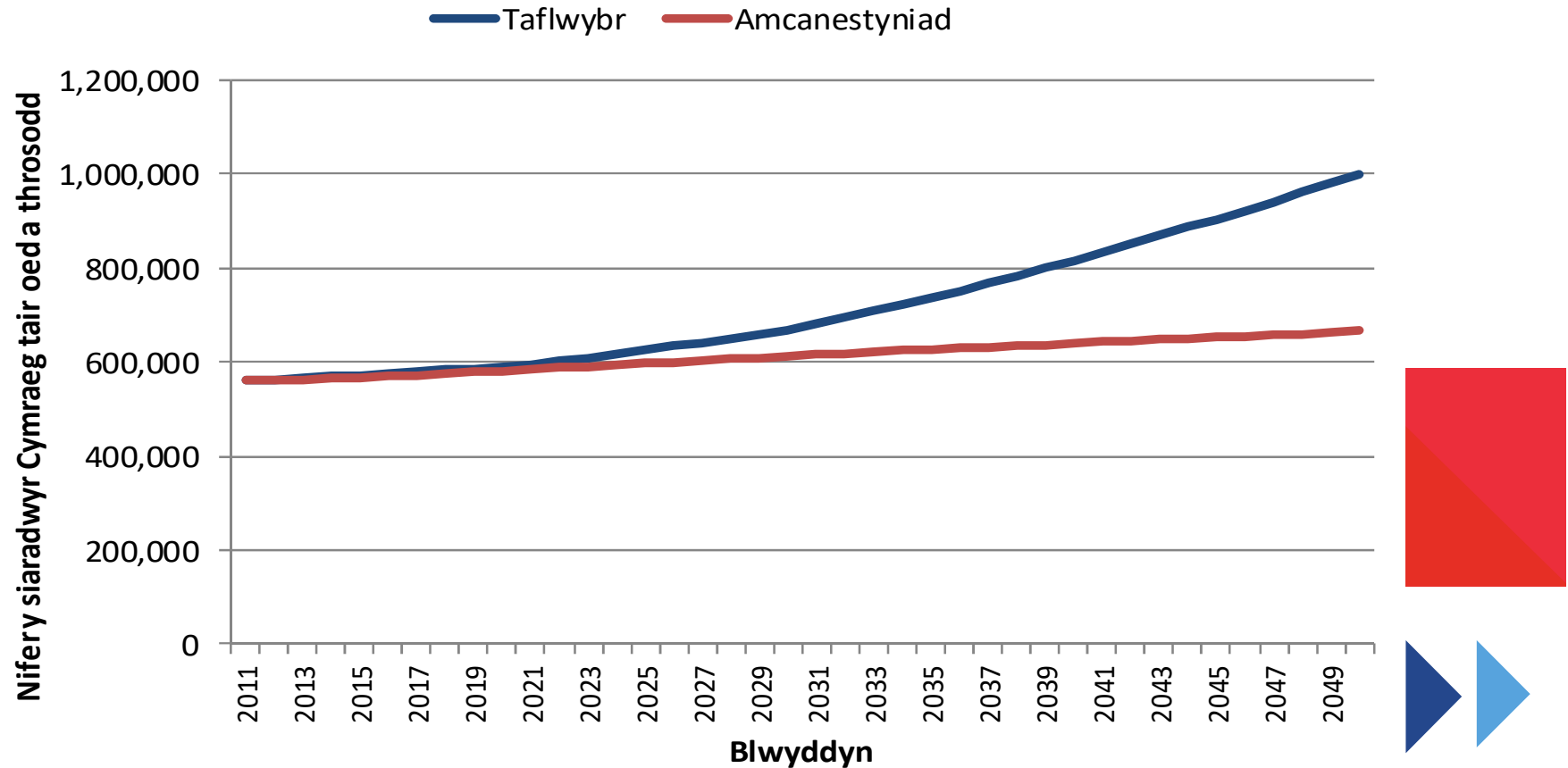
- Projection of the number of Welsh speakers aged three and over, 2011 to 2050





## Trajectory by 2050

- Projection and trajectory of the number of Welsh speakers aged three and over, 2011 to 2050





## Language Use Surveys

1. Welsh Social Survey 1992
  - 21.5% (590,800) are Welsh speakers
  - 13% (370,000) are fluent in Welsh
2. Language use surveys 2004-06
  - 20.5% (588,000) are Welsh speakers
  - 12% (317,000) are fluent in Welsh
3. Language use surveys 2013-15
  - 24% (677,800) are Welsh speakers
  - 11% (318,800) are fluent in Welsh









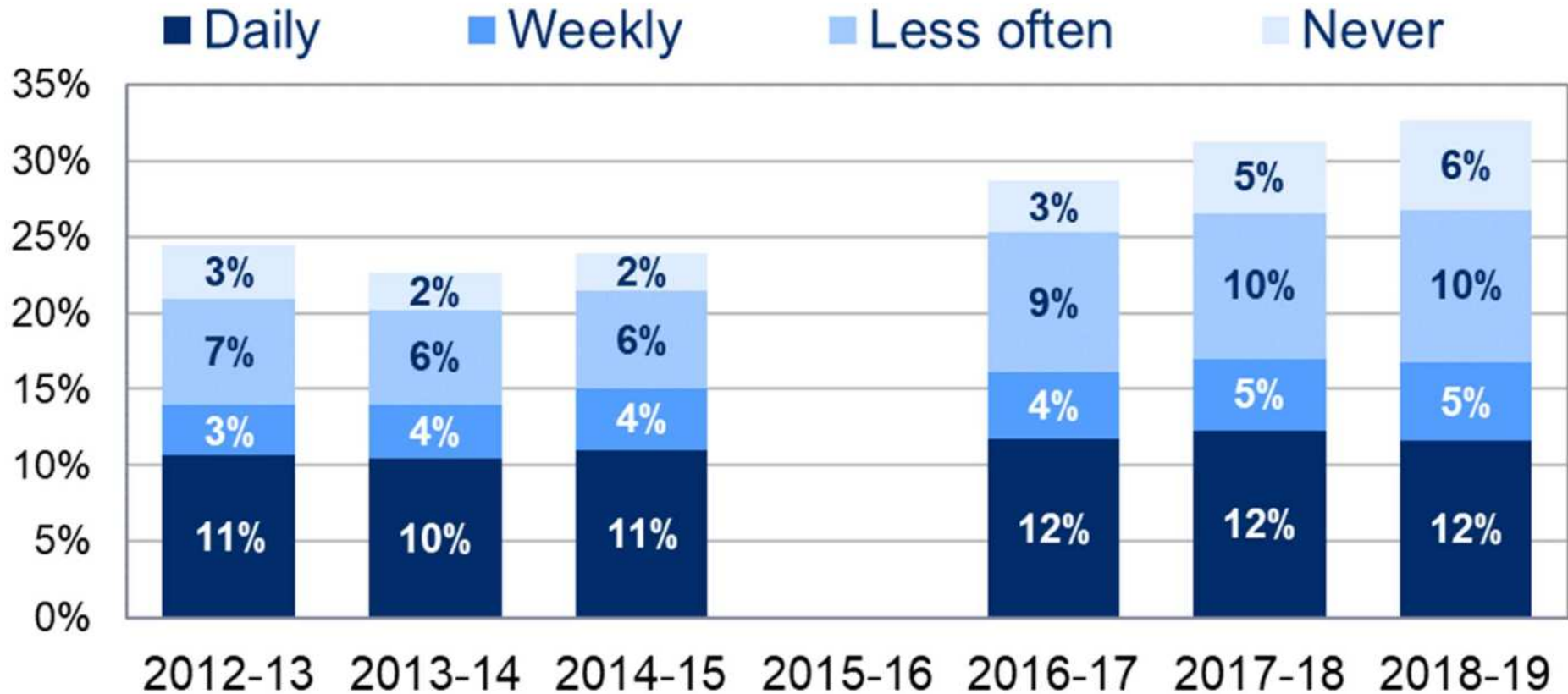
## Survey Subjects

- Ability and fluency
- Frequency of speaking Welsh
- Where Welsh was learned and language at home
- Educational language
- Language Welsh speakers are most comfortable using
- Use of the language in various situations e.e. Digital communication, trading and public situations etc.





## Frequency

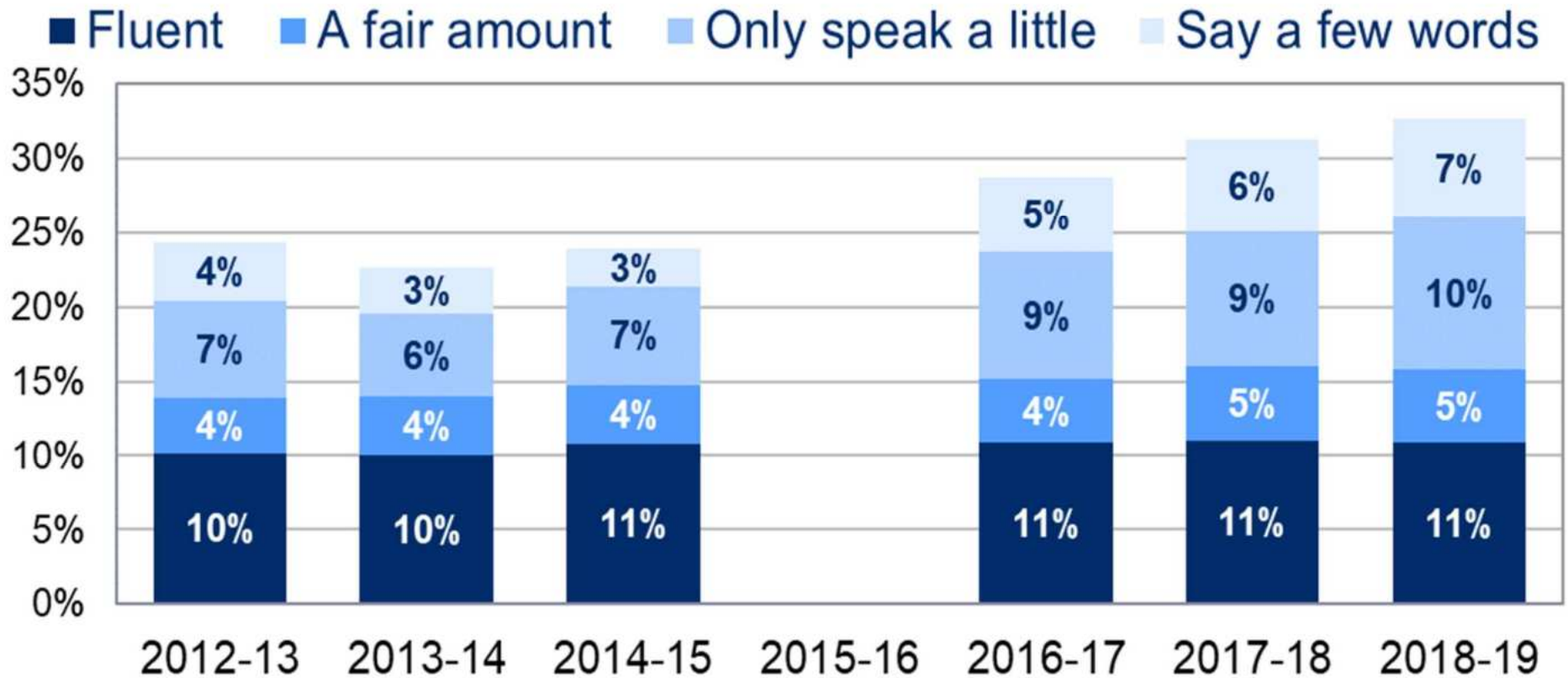


Source: National Survey for Wales

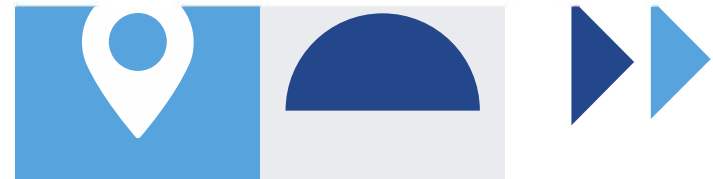




# Fluency



Source: National Survey for Wales

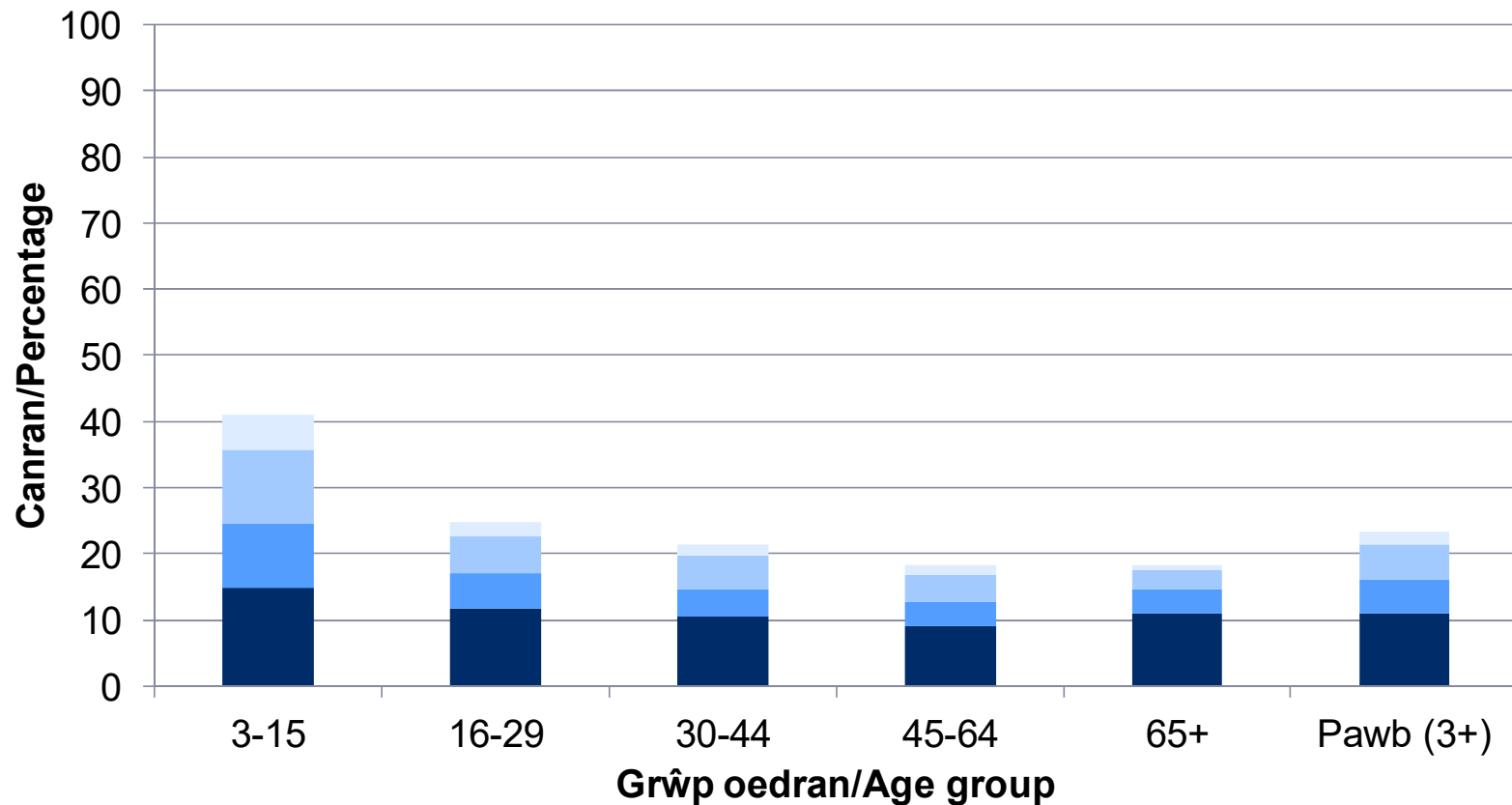




## How well can people speak Welsh?

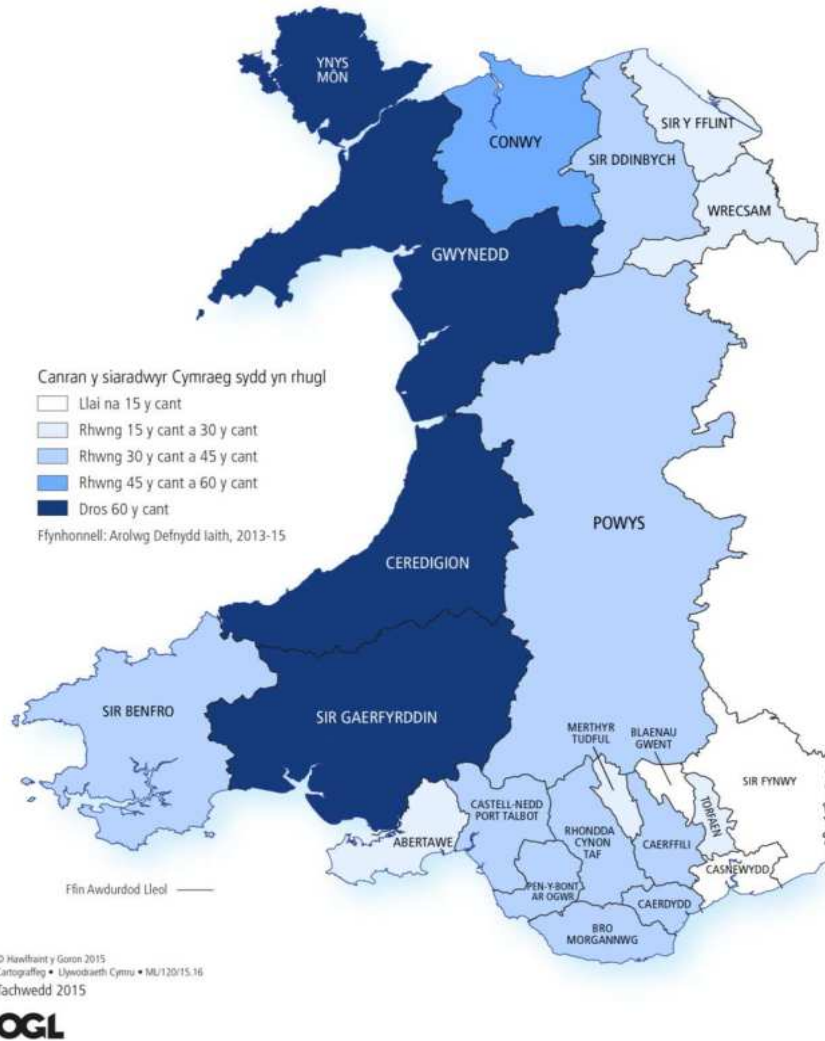
11% fluent (318,800) – 2004-06 12% (317,300)

- Rhugl / Fluent
- Gallu siarad cryn dipyn / Can speak a fair amount of Welsh
- Gallu siarad ychydig o Gymraeg yn unig / Can only speak a little Welsh
- Gallu dweud ychydig o eiriau yn unig / Can just say a few words





## Percentage of Welsh speakers who are fluent by local authority



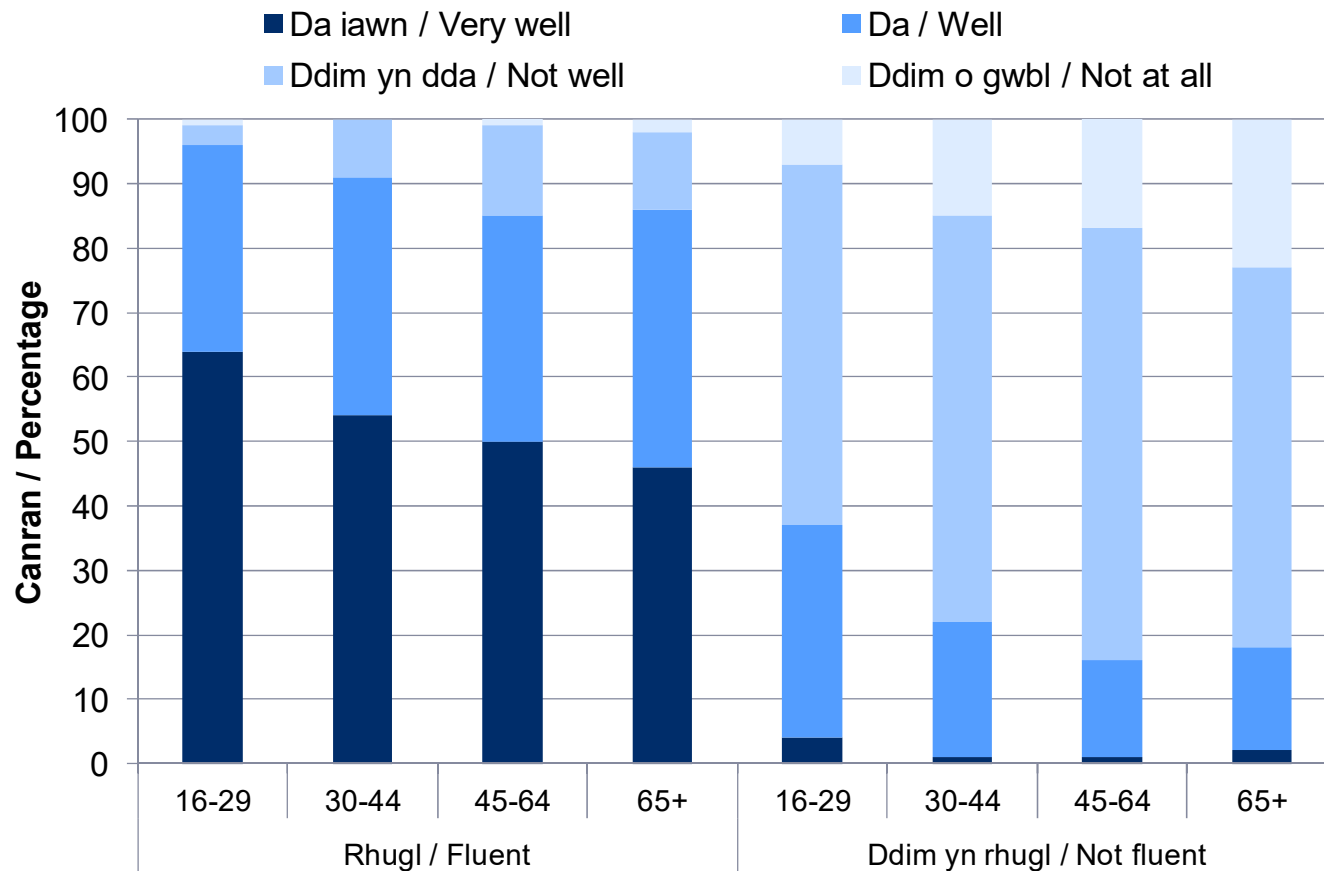
- Almost four in every five of Welsh speakers in Gwynedd are fluent





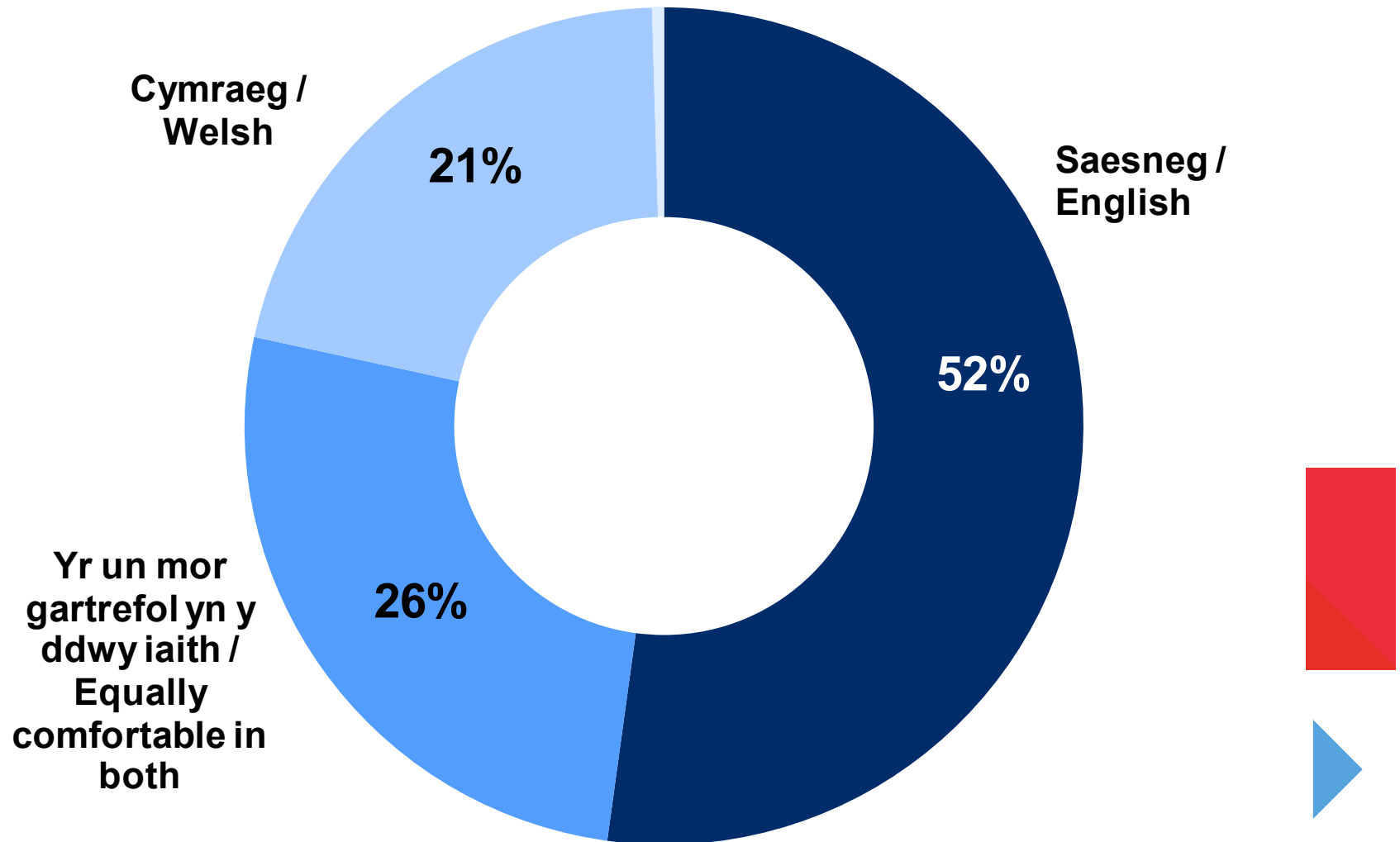
## How well can Welsh speakers write Welsh? (16+)

- 2013-15 - 57% (287,000) – Well/very well
- 2004-06 - 66% (257,000)





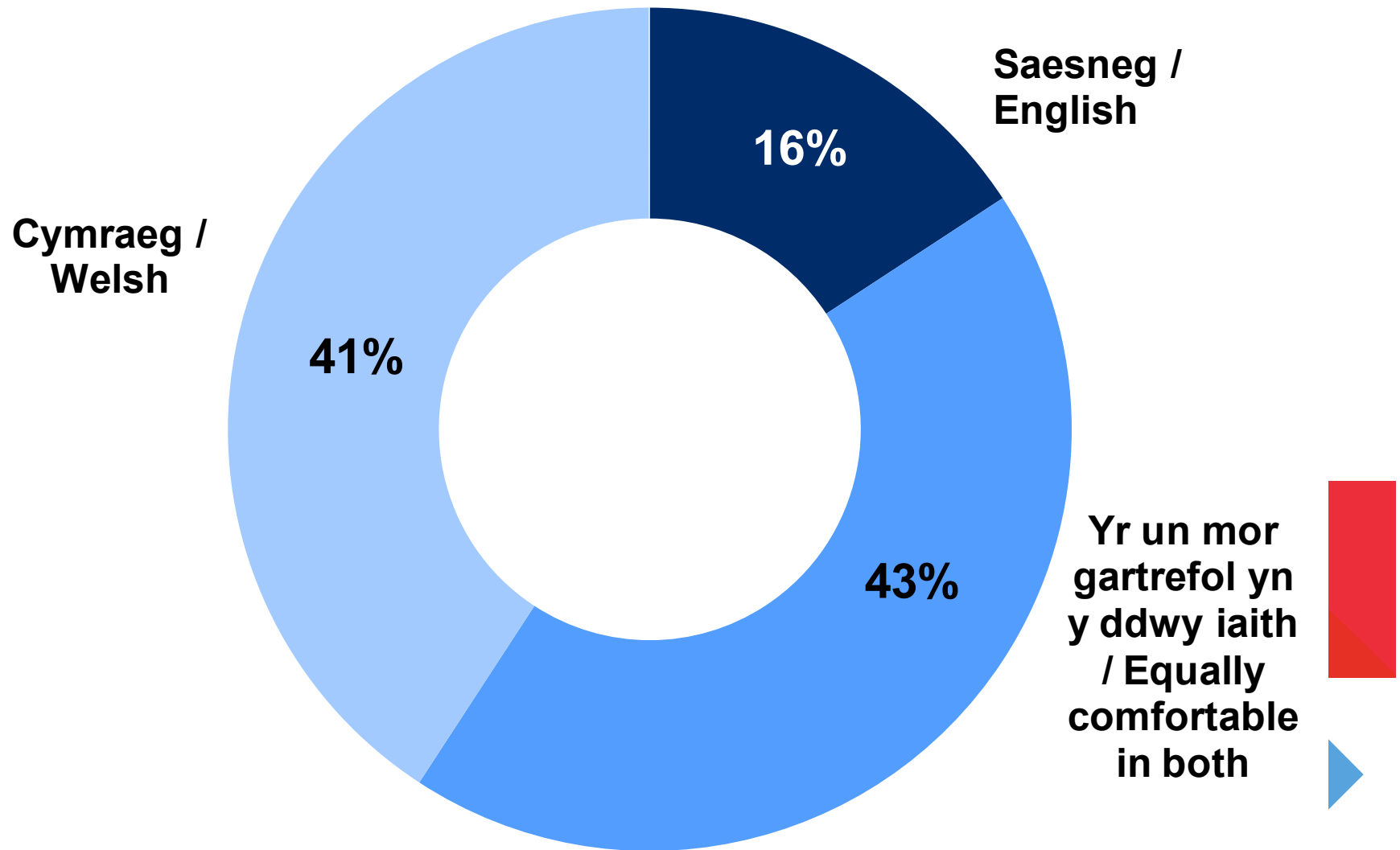
## Language most comfortable using – All Welsh speakers







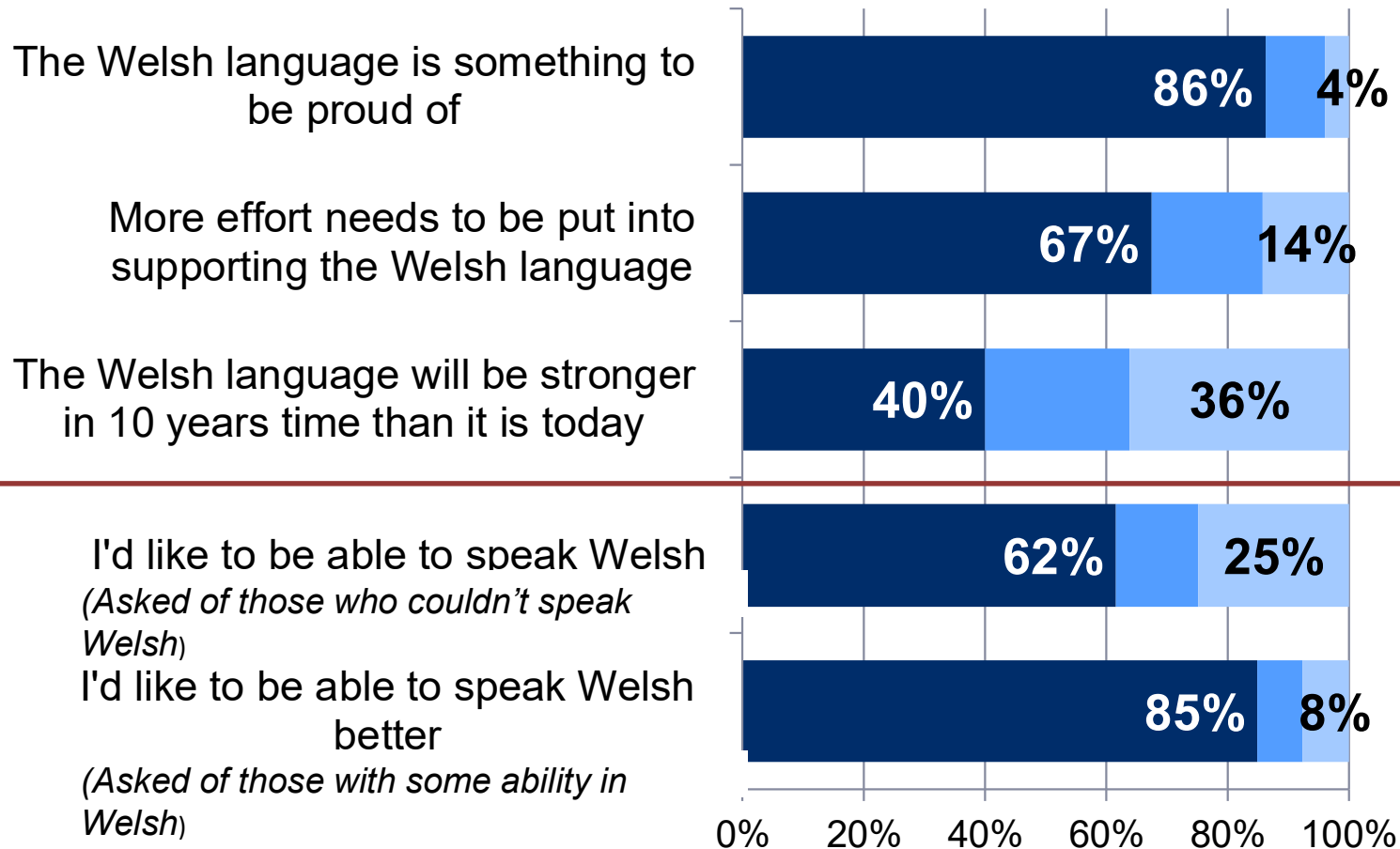
## Language most comfortable using – Fluent Welsh speakers





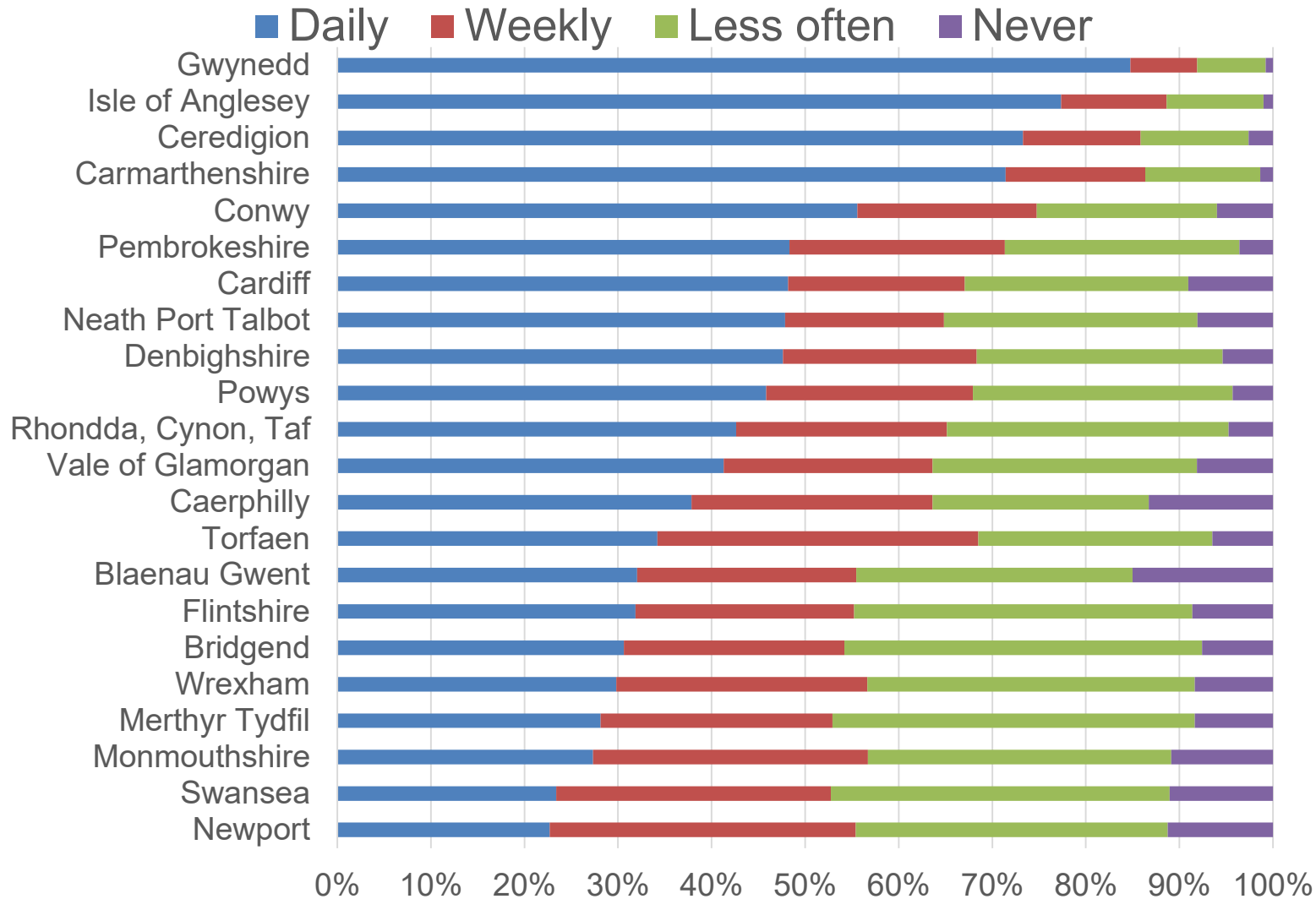
## Goodwill towards the language?

■ Agree    ■ Neither agree nor disagree    ■ Disagree





## Frequency of speaking Welsh by local authority



85% of Welsh speakers in Gwynedd speak the language daily

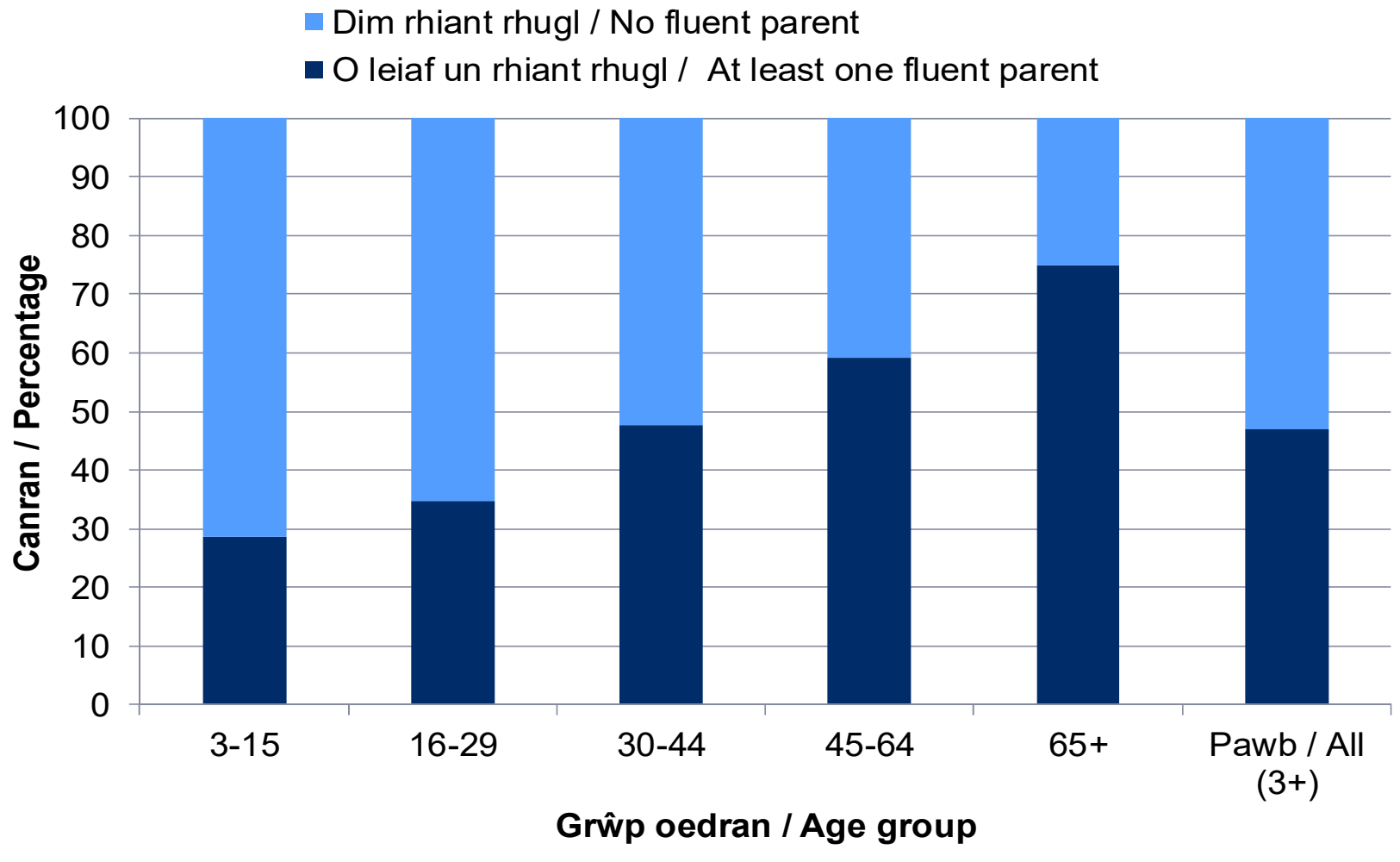


# Language Background





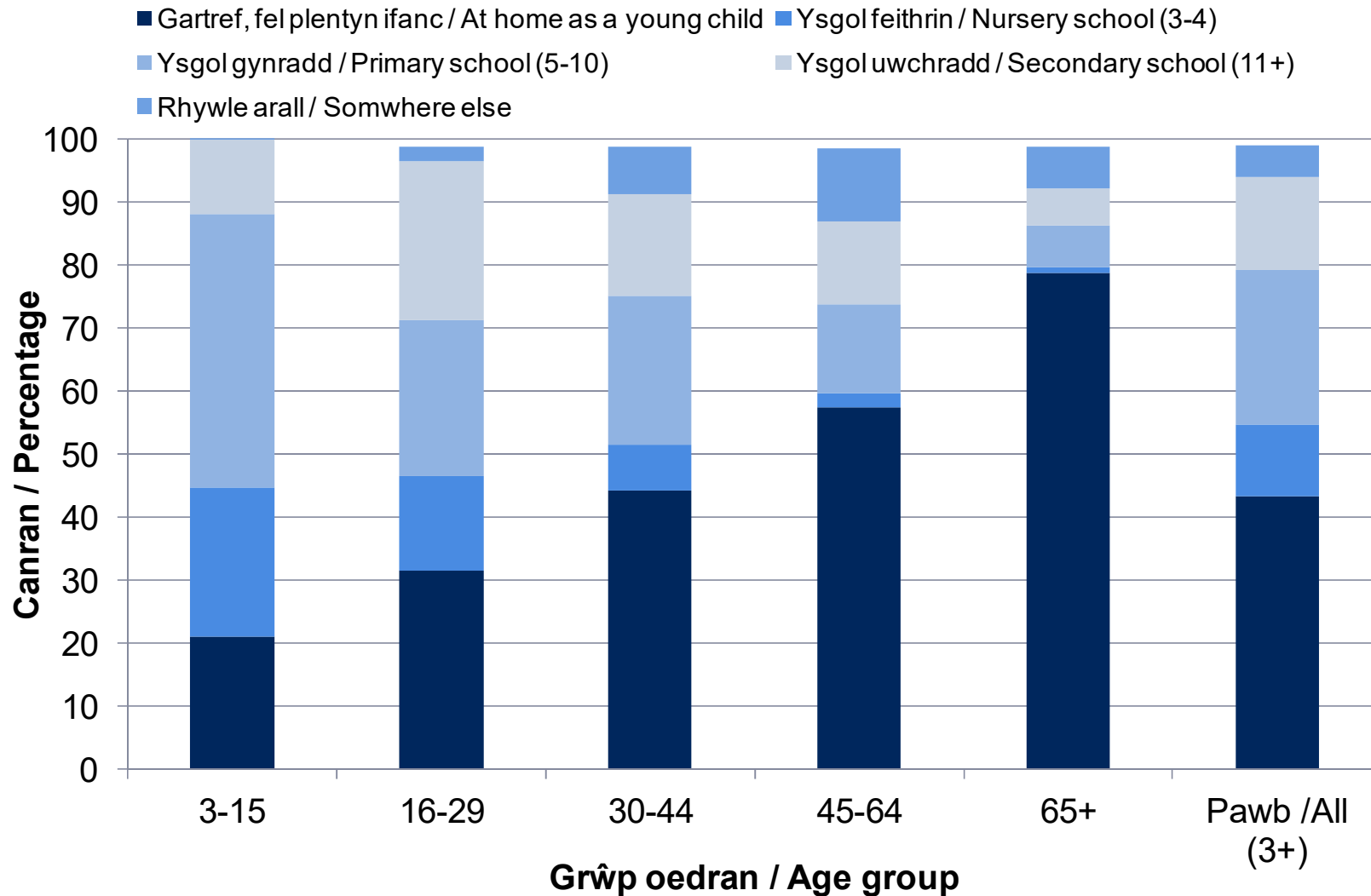
## Percentage with at least one fluent Welsh-speaking parent by age





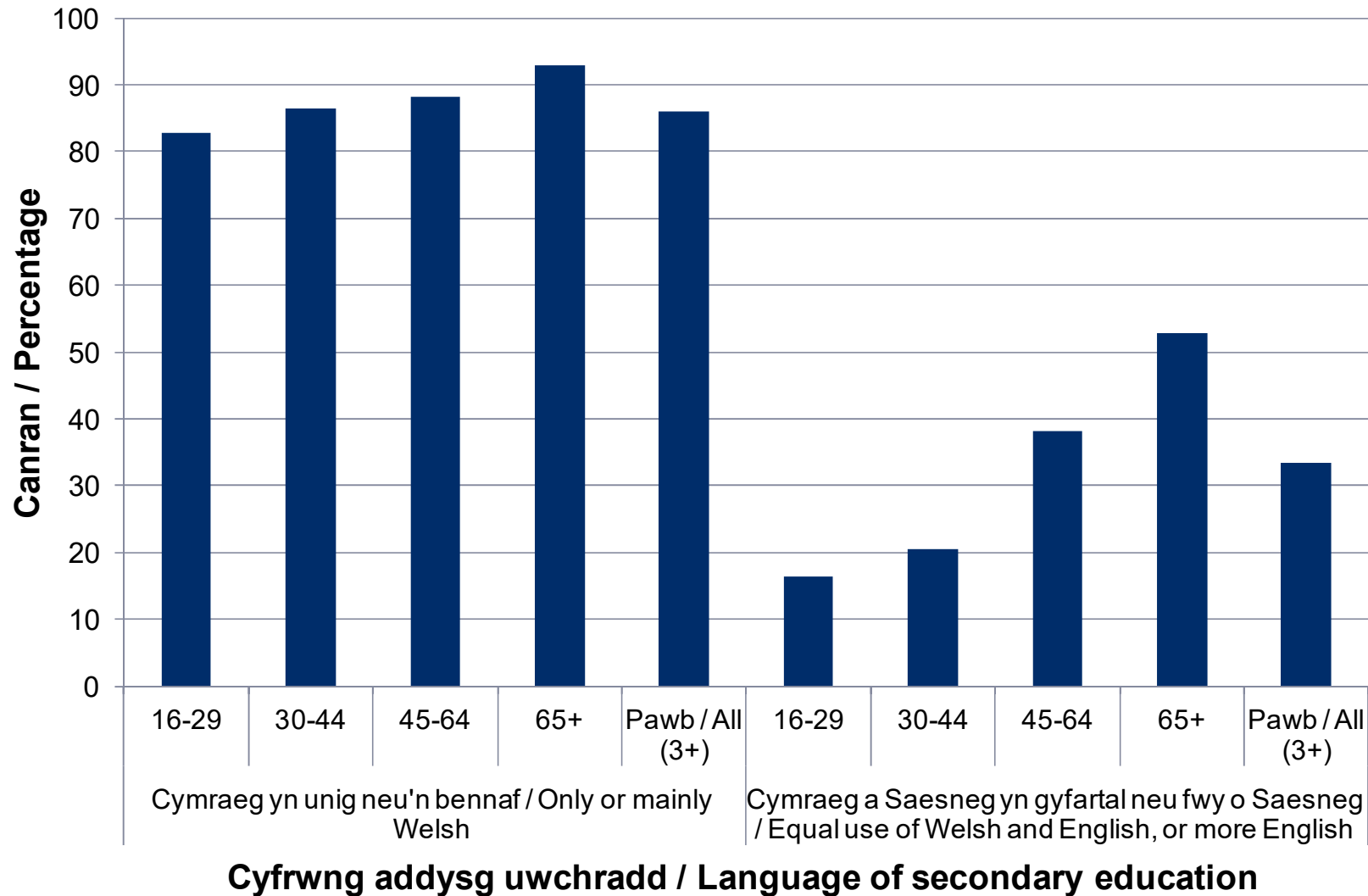
## Where did people learn to speak Welsh?

- 43% At home as a young child





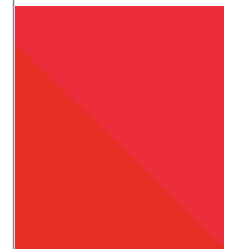
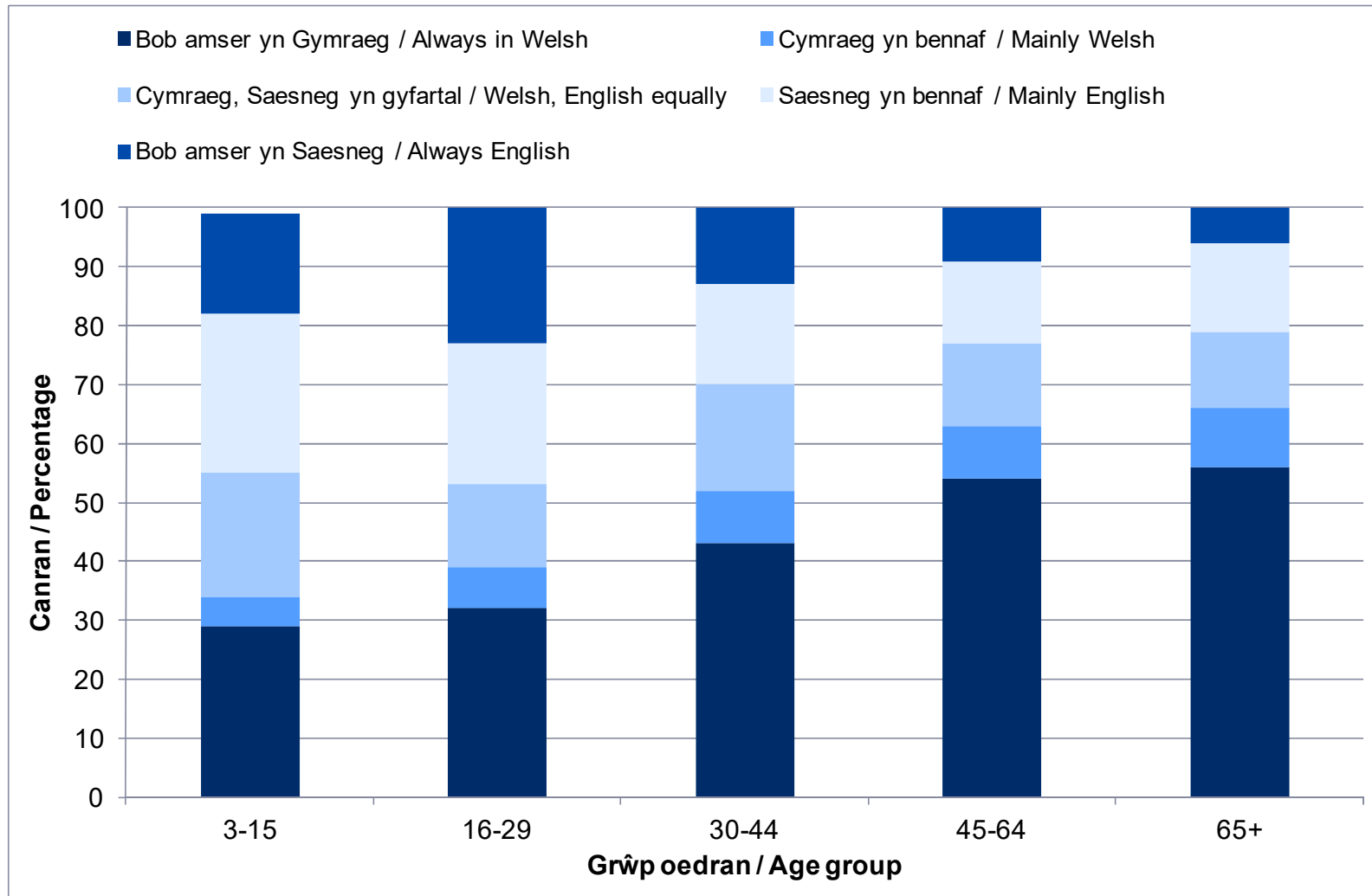
## Percentage fluent by language of secondary education





## Language spoken ...at home ? (by those who were fluent)

43% Welsh always or almost always

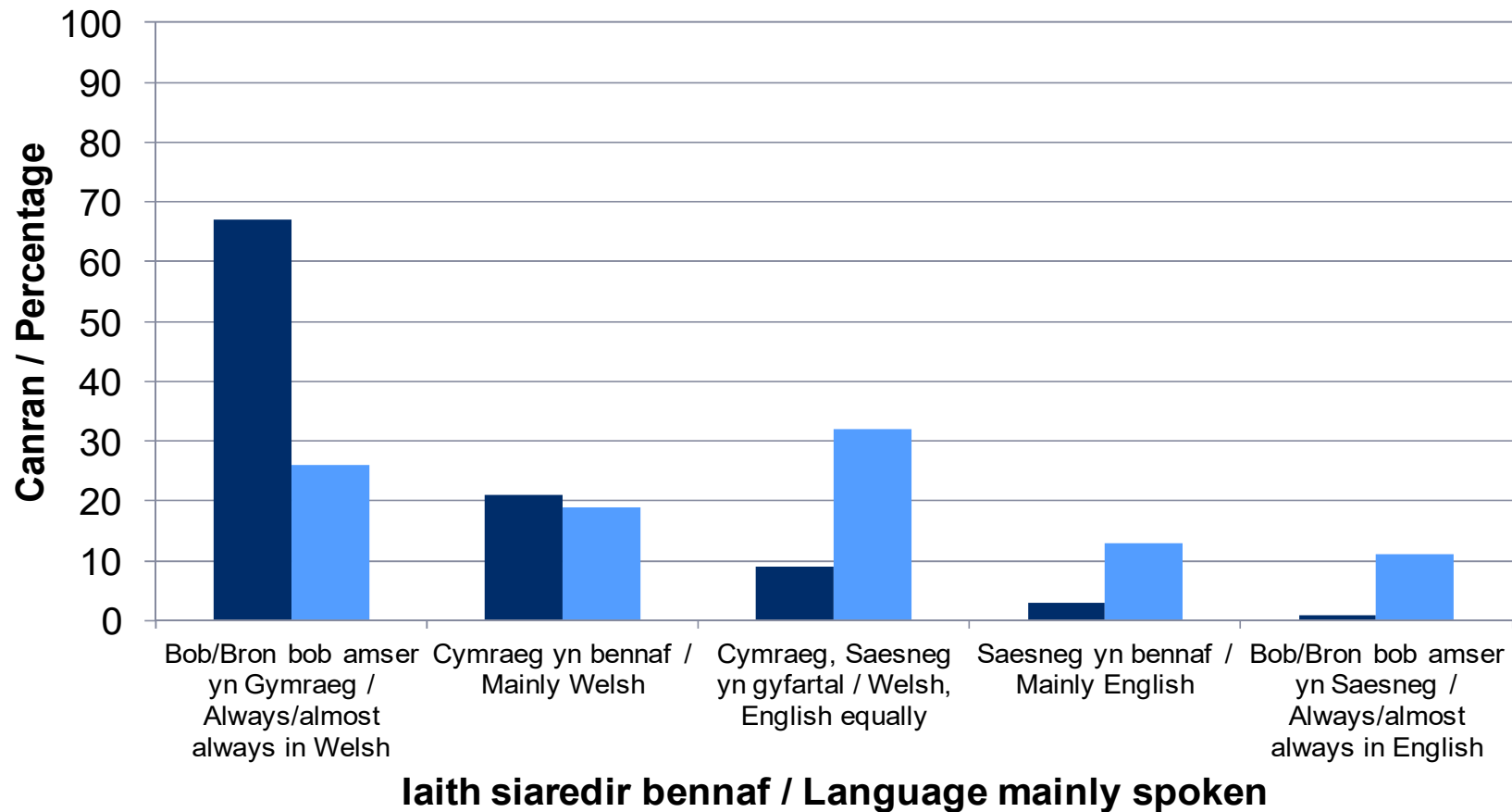






## Language mainly spoken at school and with friends? (fluent 3-15)

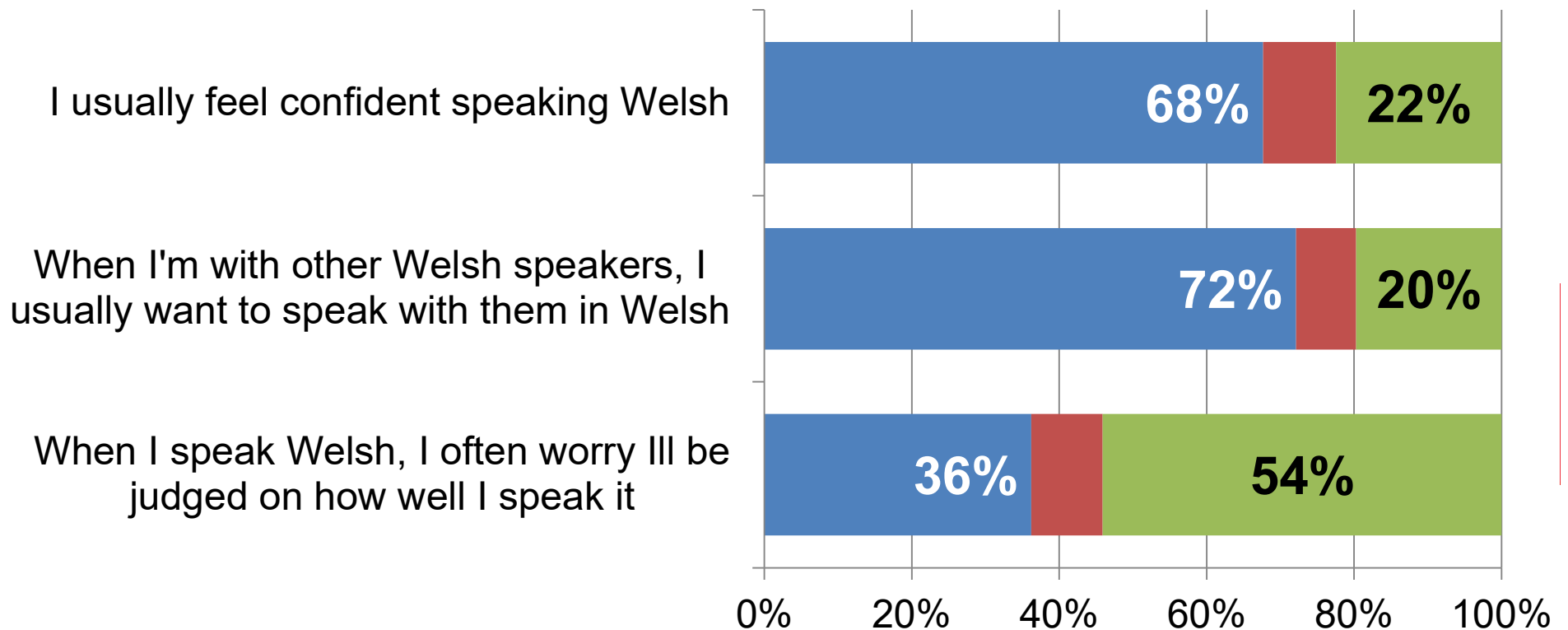
- 3-15 (laith siaredir bennaf yn yr ysgol / Language mainly spoken at school)
- 3-15 (laith siaredir bennaf gyda ffrindiau / Language mainly spoken with friends)





# Speakers feel comfortable to speak Welsh in formal and informal situation

■ Agree    ■ Neither agree nor disagree    ■ Disagree





# BUT WHAT OF INTERGENERATIONAL TRANSMISSION OF WELSH?



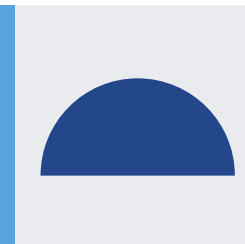
# Fishman

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“Activating the social use of minority languages”

## Graded intergenerational disruption scale (GIDS)



- [to attempt to revive language] via stylish efforts to control the language of education, the workplace, the mass media and governmental services, without having safeguarded [intergenerational language transfer] is equivalent to constantly blowing air into a tire that still has a puncture.





# GIDS

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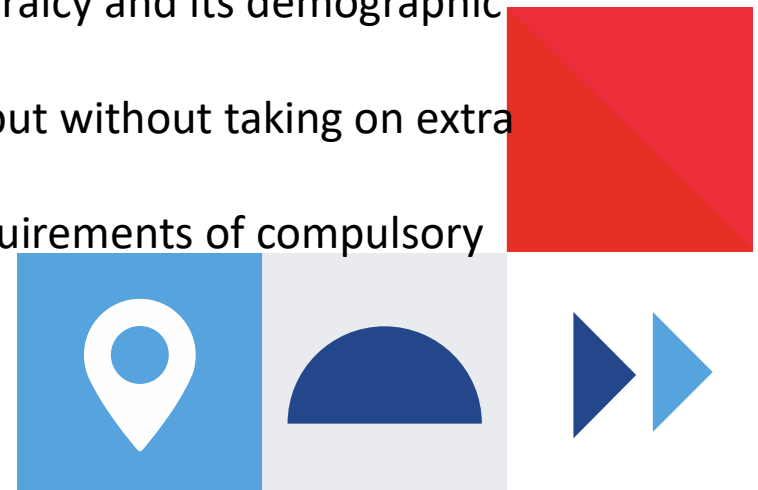
**Grade 8:** most vestigial users of Xish are socially isolated old folks and Xish needs to be re-assembled from their mouths and memories and taught to demographically unconcentrated adults.

**Grade 7:** Most users of Xish are a socially integrated and ethnolinguistically active population but are beyond child-bearing age [...] The road to societal death is paved by language activity that is not focused on intergenerational continuity i.e. that is diverted into efforts that do not involve and influence the socialisation behaviors of families of child -bearing age.

**Stage 6:** The attainment of intergenerational informal oralcy and its demographic concentration and institutional reinforcement.

**Stage 5:** Xish literacy in home, school and community, but without taking on extra communal reinforcement of such literacy.

**Stage 4:** Xish in lower education [...] that meets the requirements of compulsory education laws.



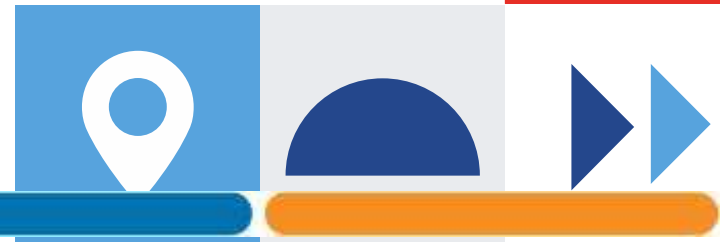


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# Mudiad Meithrin

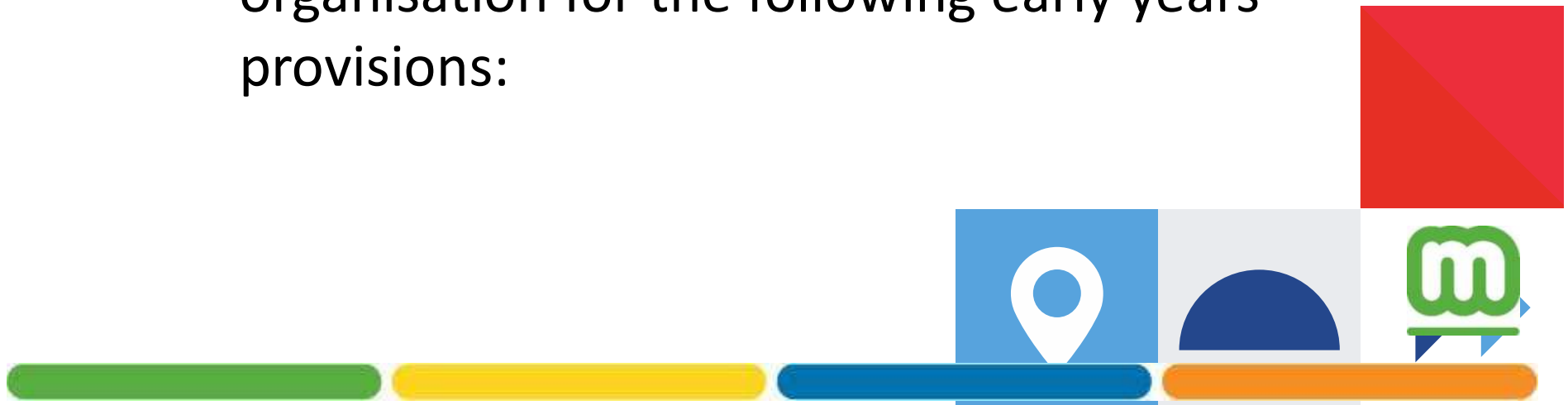
Welsh early years specialists





Mudiad Meithrin is the main provider and facilitator of Welsh medium early years childcare and education in the voluntary sector.

Mudiad Meithrin is the umbrella organisation for the following early years provisions:





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**Cylch Meithrin**  
*(sessional or full day-care for children from 2 years – school age)*

**Cylch Ti a Fi**  
*(weekly session for parents/carers and their children)*

**Dydd**  
*(gofal trwy’r dydd i blant o 3 mis – oedran ysgol)*

**Day Care**  
*(Full day care)*

Also,  
**‘Cymraeg for Kids’**  
and **‘Clwb Cwtsh’**

**National Training Scheme**  
*(Level 3 Childcare Qualification)*



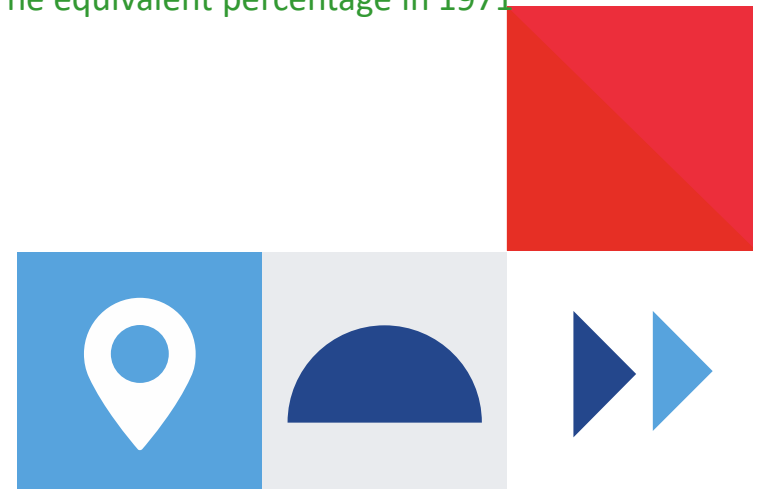




## NPLD-Coppieters Campus 2019

“Activating the social use of minority languages”

- 12,726 children attend Cylch Meithrin / MM nurseries every year
- 2000+ staff work in the Cylchoedd Meithrin and Ti a Fi
- Nearly 300 staff are employed directly by Mudiad Meithrin
- Over 1,500 volunteers nationally
- 200 students qualify to work in childcare every year through the National Training Scheme and Schools Scheme
- 67% of Cylchoedd Meithrin are education providers and 23% provide childcare through Dechrau'n Deg ('Flying Start')
- 2011 Census data shows that 23.3% of 3-4 year olds speak Welsh. The equivalent percentage in 1971 when Mudiad Meithrin was established, was 11.3%



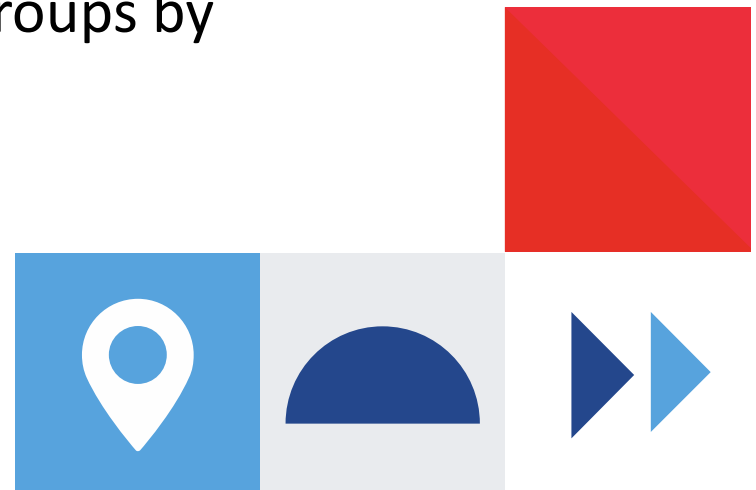


**Aim:**

Expand Welsh-medium provision in the early years as an access point for Welsh-medium education

**Targets:**

- 40 new Welsh-medium nursery groups by 2021
- 150 new Welsh-medium nursery groups by 2027

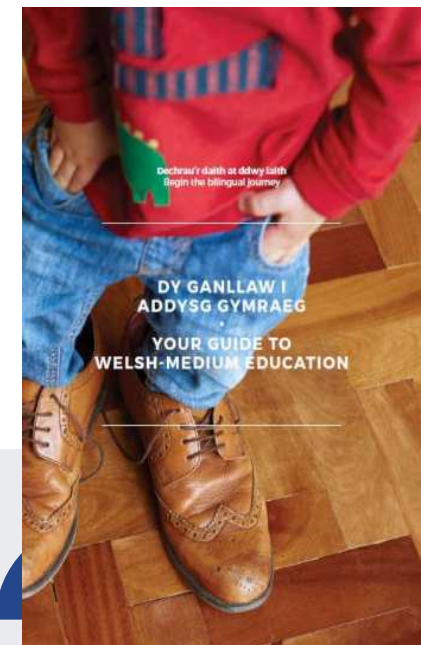
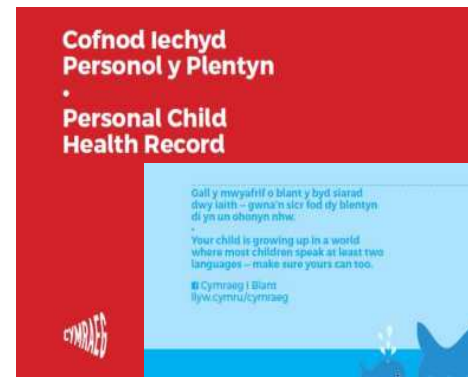




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# Cymraeg for Kids

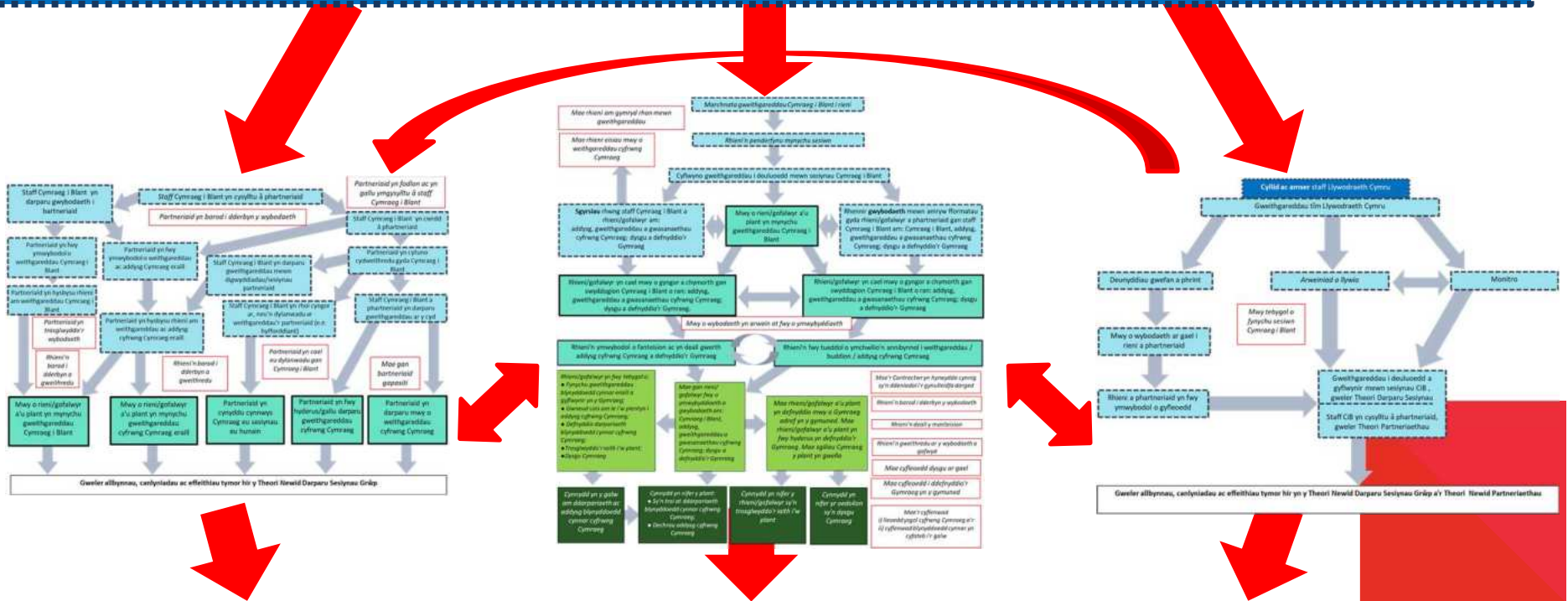
Encouraging and supporting families to use Welsh





# Cymraeg for Kids Programme

- Funding and time of Welsh Government staff, contractors and resources for Welsh for Kids
  - Positive contribution from strategic partners
- Time non Welsh for Kids staff have (Welsh Government and partner organisations)



Cynnydd yn y defnydd o'r Gymraeg adref, yn yr ysgol ac yn y gymuned





- The aim of the Siarter Iaith (Language Charter) is to increase children's social use of Welsh by helping schools to identify and address challenges
- Promotes the language in practical, creative and fun situations.
- All primary schools in Wales participate in the Siarter Iaith
- 1350 schools including Welsh and English medium
- Separate programme for High schools

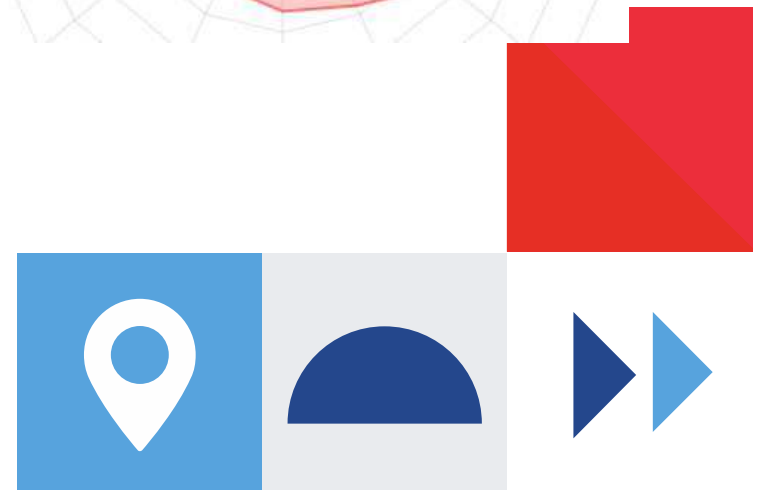
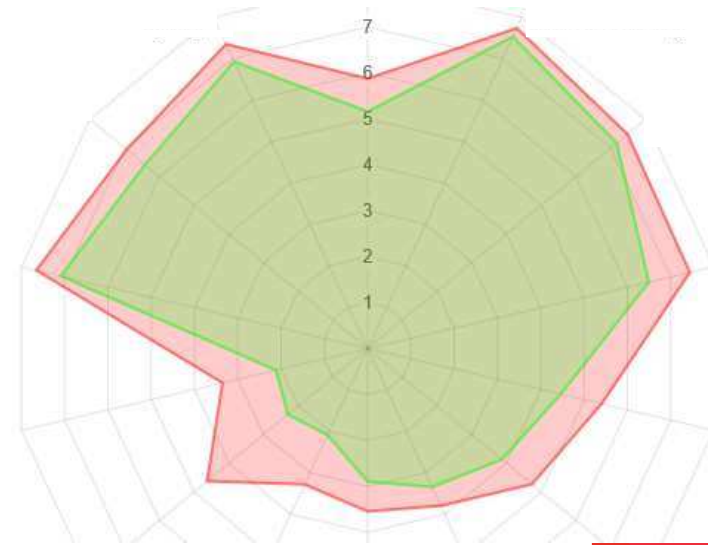




## Language Charter

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- Pupils complete a questionnaire at the start and end of the school year which allows them to measure their progress in the use of Welsh (see chart)
- Data is analysed by school / catchment area and at county level as well as question

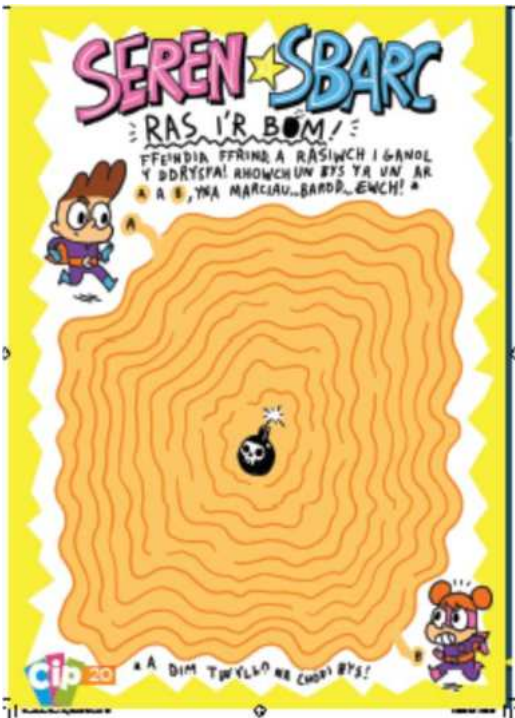






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- Resources to promote the programme in primary schools



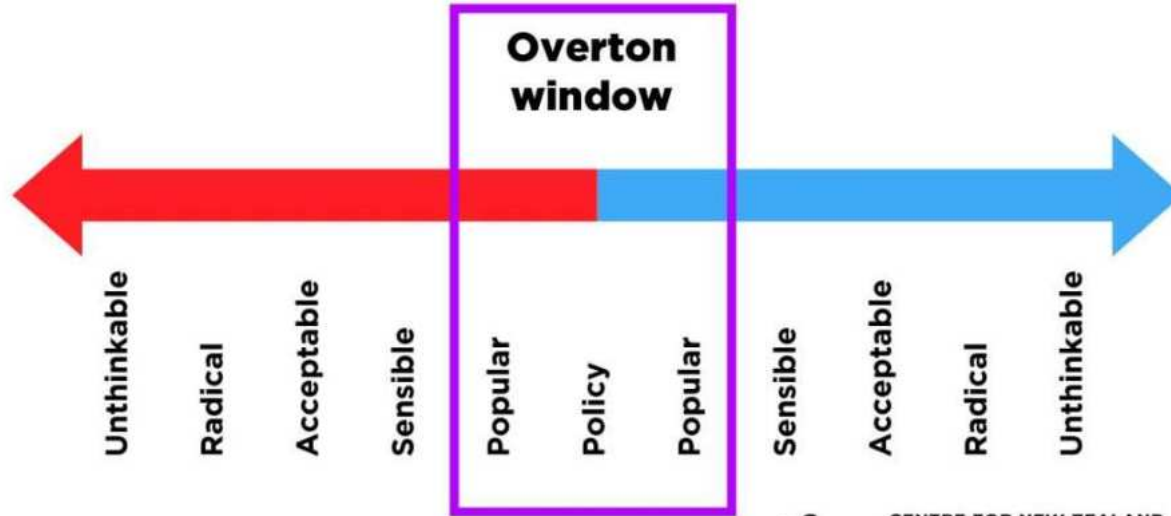


**National policy on  
Welsh language  
transmission in families**

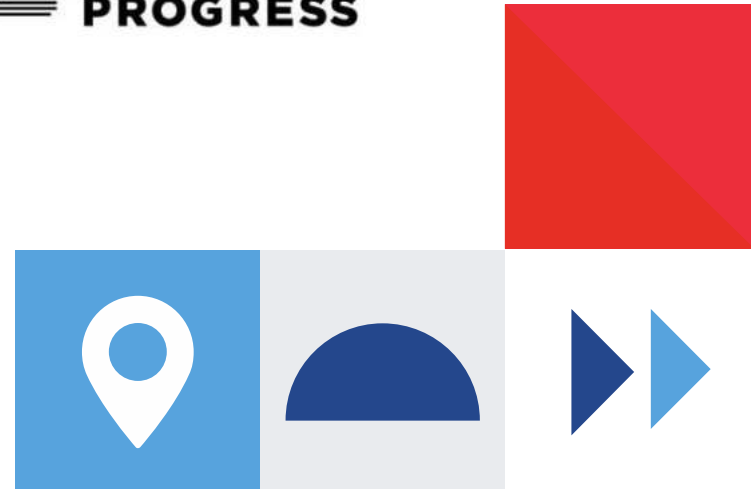




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CENTRE FOR NEW ZEALAND  
**PROGRESS**



# The influence of social and social psychological factors on the intergenerational transmission of Welsh



**Jeremy Evas, Jonathan Morris & Lorraine Whitmarsh**  
**Cardiff University**

# Project Overview

- Project commissioned by the Welsh Government and published in line with Government Social Research publication protocols (June 2017).
- The views expressed in this paper are those of the researchers and not necessarily those of the Welsh Government.
- In collaboration with Statiaith and Arad Research.
- Full report: <http://gov.wales/statistics-and-research/?skip=1&lang=en> JH(-K2)



**Slide 43**

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**JH(-K2**

**Gallaf anfon y linc i'r dudalen pre-announce ar Mai 31**

Jenkins, Heledd (FCS - KAS), 25/05/2017

- The project aimed to:
  - Examine the patterns of Welsh language transmission and use in families with children between 0 and 4 years old across Wales; and to
  - increase our understanding of the factors influencing these trends.
- Welsh-language policy context:
  - *A Living Language: a Language for Living* (Welsh Government 2012).
  - *Moving Forward* (Welsh Government 2014).
  - *Consultation on a Welsh Government Draft Strategy: A Million Welsh Speakers by 2050* (Welsh Government 2016).

## Research Context: Previous studies of the transmission of Welsh

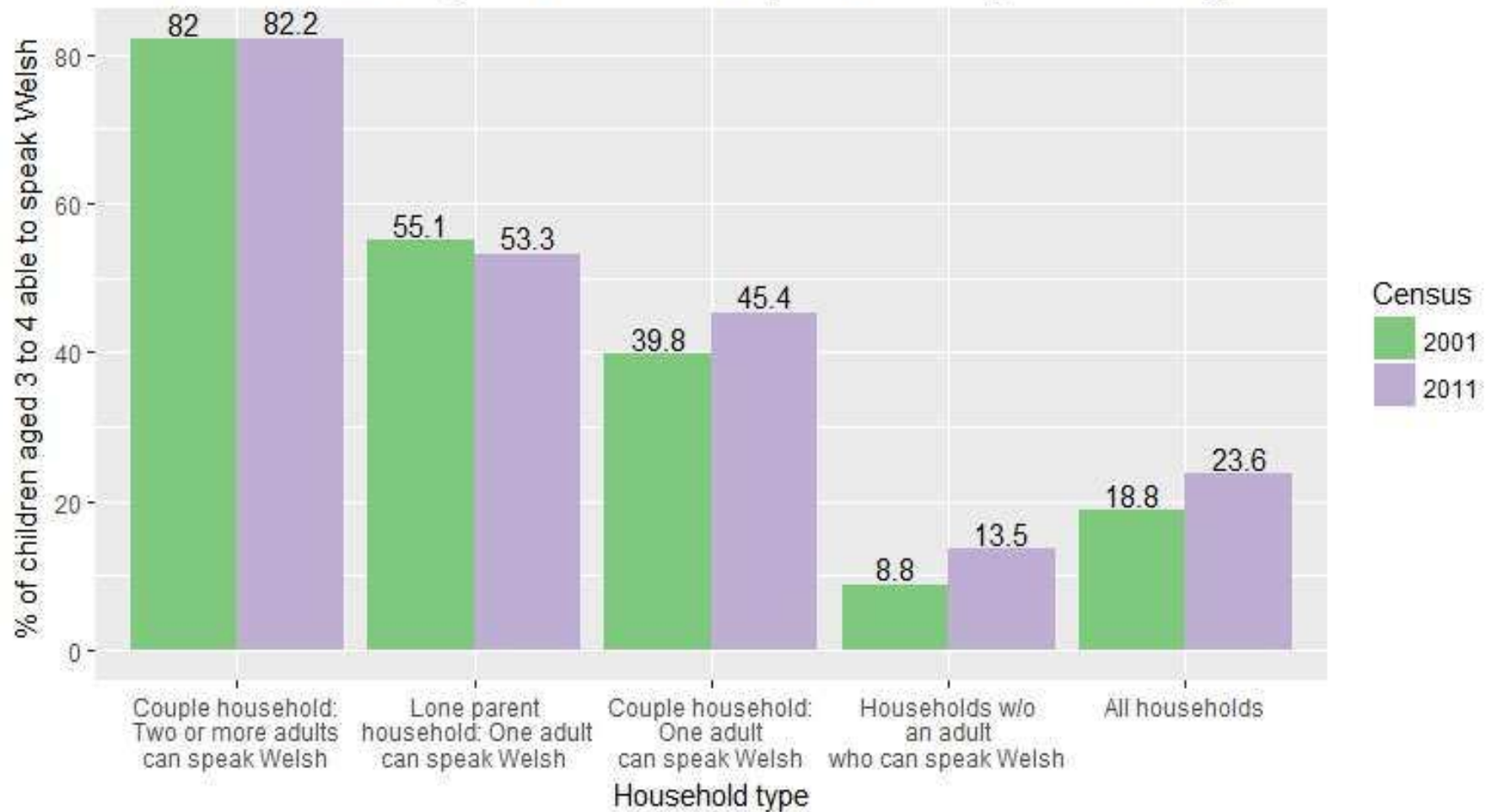
- **‘Bilingual mothers rear monolingual English children because the encouragement, even pressures, for that language generally are stronger and more widespread than the corresponding support and facilities fostering bilingualism in Wales’ (Harrison et al. 1981, p. 61).**
- **Lack of confidence in Welsh among some parents (Harrison et al. 1981; Bellin 1994).**
- **Tensions over the use of Welsh in some linguistically exogamous families (Harrison et al. 1981; Bellin 1994; Lyon 1996; Bellin & Thomas 1996).**

## Research Context: Previous studies of the transmission of Welsh

- Intergenerational language donation rather than transmission (Lyon 1996; Evas 1999).
- The role of the Welsh-speaking caregiver on early language socialisation (Jones & Morris 2005, 2007).
- Transmission of Welsh tends to be an unconscious decision for couples who are both from primarily Welsh-speaking backgrounds (Gathercole et al. 2007).

# Research Context: National (2011) Census Data

Wales: % of children aged 3 to 4 who can speak Welsh, by household type





1. What are the conditions that facilitate Welsh language transmission within families, and the conditions that make Welsh language transmission less likely?
2. What are the conditions that influence patterns of Welsh language use within families with children in the 0-4 age group?



## Methodology: Overview

- **Mixed-methods approach comprising:**
  - **Quantitative analysis of questionnaire data, incorporating social psychological approaches (*Theory of Planned Behaviour*, e.g. Ajzen 1991).**
  - **Qualitative thematic analysis of semi-structured interview data.**
- **60 main caregivers of children aged 0-4 from north west and south east Wales (note that the study does not present an areal comparison of these areas).**
- **32 questionnaires returned by partners (where applicable).**
- **Recruitment through schools and National Survey of Wales respondents.**

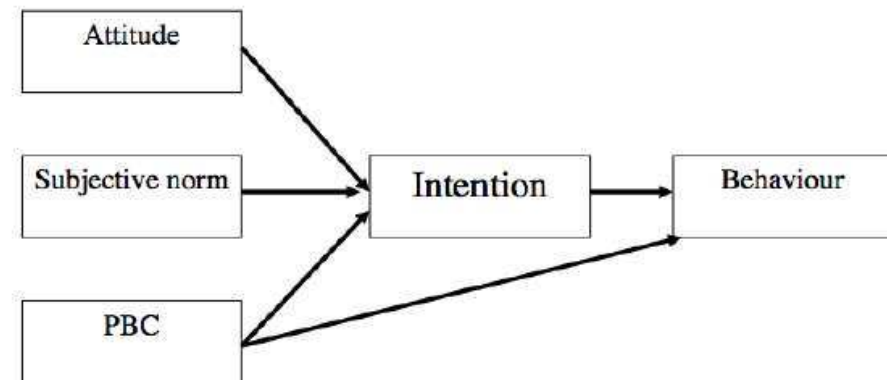
## Methodology: Sample

- Majority of main respondents were women ( $n=51$ ).
- Respondents aged 20–45.
- All of the main respondents reported being able to speak Welsh; 47% acquired Welsh through family transmission.
- 75% of partners reported ability in Welsh; 38% of these acquired Welsh through family transmission.



Map data ©2017 Google

- Intention to act is preceded by:
  - attitude towards the behaviour
  - subjective (or social) norms
  - perceived behavioural control (PBC).
- Adapted TPB measures presented as seven-point Likert items.
- Stepwise regression in SPSS.



Theory of Planned Behaviour (Ajzen 1991)

## Methodology: Data coding and analysis

- **Coding of qualitative data:**
  - **The respondent's language use and attitudes towards Welsh in childhood.**
  - **The respondent's current language use with extended family, and in their social networks and wider community.**
  - **The family's current linguistic behaviour in the home.**
  - **Discussions with partner, extended family, and/or external agencies regarding language use in the home prior to the birth of the child and during early childhood (if applicable).**
- **Thematic analysis based on these codes.**

## Results: Quantitative Analysis

- **Almost always speaking Welsh with children:**
  - **42 per cent of main respondents ( $n=25$ ).**
  - **33 per cent of partners ( $n=11$ ).**
- **Strong correlation between Welsh language background and transmission:**
  - **$r=0.70$  ( $p<0.01$ ) for main respondents.**
  - **$r=0.76$  ( $p<0.01$ ) for partners.**

## Results: Quantitative Analysis

- **Stepwise regression model with psychological variables only ( $R^2 = 58\%$ ):**
  - Welsh language habit ( $\beta=-0.36, t=-1.97, p=0.06$ ).
  - Welsh language identity ( $\beta=-0.27, t=-1.74, p=0.09$ ).
- **Regression modelling with social and psychological variables:**
  - Parent's gender ( $\beta=-0.37, t=-2.08, p=0.05$ ).
  - Language background ( $\beta=-0.42, t=-2.79, p=0.01$ ).
  - Region ( $\beta=-0.57, t=-3.90, p<0.001$ ).
- **Final regression modelling containing all variables ( $R^2 = 88\%$ ):**
  - No variables reach significance at  $p=0.05$ .

## Results: Qualitative Analysis

- The transmission of Welsh to children as an unconscious behaviour by respondents:

**‘Mae bob dim yn fy mywyd i wedi bod drwy’r Gymraeg—mae fy addysg i wedi bod trwy’r Gymraeg, ac wedyn mae fy ngwaith i wedi bod trwy’r Gymraeg, ac mae fy ngŵr i’n Gymraeg, mae fy mhlant i’n Gymraeg felly dydi hi ddim yn rhywbeth dwi wedi gwneud yn ‘conscious’ er mwyn cael gwaith... mae jyst wastad wedi bod yna’.**

***‘Everything in my life has been through Welsh—my education has been through Welsh, and then my work has been through Welsh and my husband is Welsh-speaking so it isn’t something I’ve done consciously in order to get work...it’s just always been there’.***

**—Mother, Gwynedd.**



- Increasing the use of English in a Welsh-speaking home:

**‘Dwi’n meddwl fod o’n bwysig bo’ nhw’n siarad Saesneg hefyd achos mae’r gymdeithas fel mae hi yn ddwyieithog so yr unig anfantais dwi’n teimlo bo’ fi di gael ydi bo fi ddim yn *confident* yn siarad Saesneg’.**

***‘I think it’s important that they also speak English because society as it is bilingual so the only disadvantage I feel that I’ve had is that I don’t feel confident speaking English’.***

**—Mother, Anglesey.**

## Results: Qualitative Analysis

- **Discussions about transmission in a linguistically exogamous family:**

**‘I gychwyn roedd o’n meddwl ei fod o’n syniad bendigedig bod yn siarad Cymraeg ac wedyn...doedd o ddim yn hoffi’r syniad bod ei [blentyn] o a fi a’i [sibling] yn mynd i fod yn siarad mewn iaith na fasa fo ddim yn deall...oedd o’n hoffi’r syniad ond fel oedd y gwirionedd yn dod yn agosach doedd o ddim yn hoff iawn o’r syniad o gwbl’.**

***‘To start with he thought it was a great idea speaking Welsh and then...he wasn’t keen on the idea that his [child] and me and his [sibling] are going to be speaking in a language he didn’t understand...he liked the idea but when it came to it he didn’t like the idea at all’.***

**—Mother, Gwynedd.**

- **The transmission of English as an unconscious behaviour:**

**‘If you don’t speak Welsh at home, which we didn’t, when you have a child, it tends to be that you don’t even think about the language.... When they start school, then you make a decision. If you’re not used to speaking [Welsh], English is the default setting’.**

**—Father, Rhondda Cynon Taf.**

- Intergenerational language donation:

**‘Even before I was pregnant I’ve always said that I wanted my children to go to a Welsh school and my partner has always known that’.**

**—Mother, Caerphilly.**

**‘My ex-partner did not want the children to go to a Welsh school whatsoever. Completely and utterly against it. So obviously, that’s a massive barrier to begin with...’.**

**—Mother, Rhondda Cynon Taf.**

## Results: Qualitative Analysis

- Increasing the use of Welsh in the home when the child goes to a Welsh-medium school:

‘[My] confidence in Welsh is building. I really enjoy it, it’s all still in there. I use more Welsh with them’.

—Father, Anglesey.

‘[Language use] is probably 90% English. I’ll ask her of a morning if she wants *dŵr* (water) or *llaeth* (milk)’.

—Mother, Caerphilly.

## Results: Qualitative Analysis

- **Lack of confidence in Welsh (often linked to lack of opportunity for use) and perceived negative experiences:**

**‘I probably get a bit flustered [speaking Welsh], I think if I used it a lot more it would come more natural again but I think [daughter] tests me when she’s asking me constantly ‘what’s this in Welsh?’ and for the life of me, I’m thinking, eh?’**

**—Mother, Caerphilly.**

**‘When you speak to them they look at you as if to say, you’re not even speaking proper Welsh’.**

**—Father, Rhondda Cynon Taf.**

## Discussion & Conclusions: Transmission

- Intergenerational language transmission tended to be an unconscious behaviour except in couples where one respondent spoke Welsh (and came from a Welsh-speaking family) and their partner did not.
- Intergenerational language *donation* was considered both prior to birth and/or during early years by most of the respondents who had acquired Welsh through Welsh-medium education.
- Social factors (e.g. linguistic background) seem to be more influential than psychological factors (e.g. attitudes towards Welsh).

## Discussion & Conclusions: Use

- Respondents tended to label language use as either Welsh or/English, though some respondents did note using both (possible limitation in research design).
- Formulaic Welsh used by many respondents who had acquired Welsh through Welsh-medium education once their child had started school.
- Barriers to using more Welsh with their children include:
  - Lack of confidence in Welsh or perceived negative experiences
  - Perceived lack of opportunity to use Welsh since leaving school.



## Discussion & Conclusions: Further Work

- **Observational research of language use among both parents and children in the home.**
- **Longitudinal studies of Welsh speakers, especially after leaving Welsh-medium education (cf. linguistic *mudes*, Pujolar and Gonzàlez 2013).**
- **Application of Theory of Planned Behaviour measures to both transmission and other aspects of linguistic behaviour using a larger sample.**

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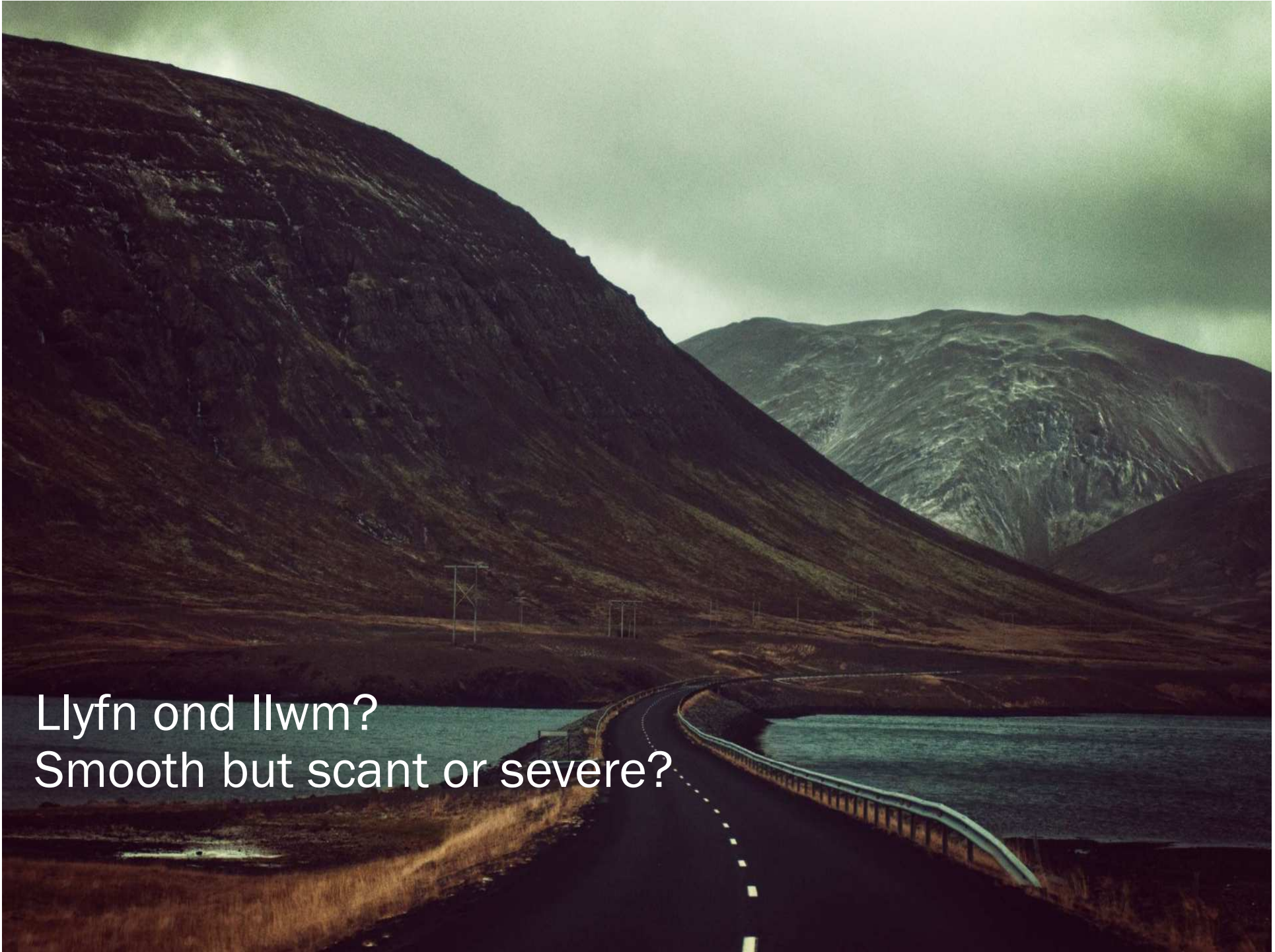
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# Taith y Defnyddiwr The User Journey

SIWRNE DDA?  
SMOOTH JOURNEY, GUV?



Llyfn ond llwm?  
Smooth but scant or severe?



Trafferth ymhob twll a chornel?  
Pitted with frustration?





## Informational campaigns

- Behavioural economists Fogg, Chanasyk, Quihuis, Moraveji, Hreja and Nelson (2011), posit that ‘believing that information leads to action’ is one of the ten most common mistakes of behavioural changing techniques.



## YMWYBYDDIAETH O GYFLEOEDD CYMRAEG, NEU HYFFORDDIANT YMWYBYDDIAETH IAITH GYMRAEG (‘CRITIGOL’)?

Should we raise awareness  
of Welsh language  
opportunities? Or should we  
engage in *critical* language  
awareness training?

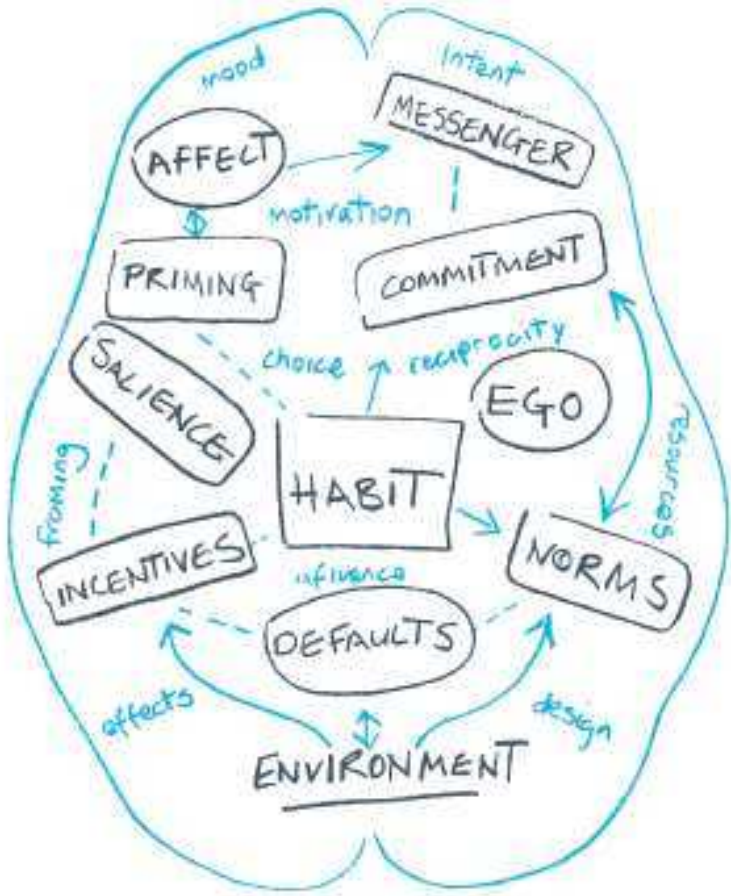




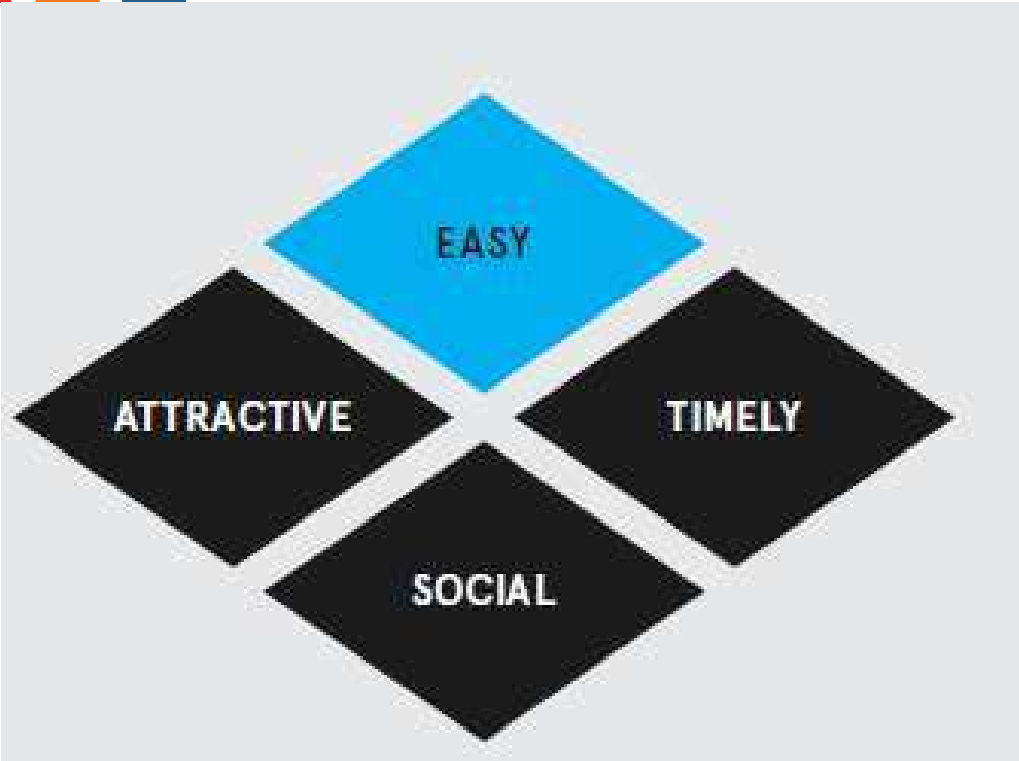


# MINDSPACE

*Influencing behaviour through public policy*



<b>Messenger</b>	we are heavily influenced by who communicates information
<b>Incentives</b>	our responses to incentives are shaped by predictable mental shortcuts such as strongly avoiding losses
<b>Norms</b>	we are strongly influenced by what others do
<b>Defaults</b>	we 'go with the flow' of pre-set options
<b>Saliency</b>	our attention is drawn to what is novel and seems relevant to us
<b>Priming</b>	our acts are often influenced by sub-conscious cues
<b>Affect</b>	our emotional associations can powerfully shape our actions
<b>Commitments</b>	we seek to be consistent with our public promises, and reciprocate acts
<b>Ego</b>	we act in ways that make us feel better about ourselves



## EAST

Four simple ways to apply behavioural insights

# TWO DIMENSIONAL MODEL OF BEHAVIOUR CHANGE



REASONABLE HUMAN BEING



INFORMATION TO MAKE INFORMED DECISIONS



INCENTIVES AND DISINCENTIVES TO ENCOURAGE A BEHAVIOUR 'IN HIS/HER OWN INTERESTS'

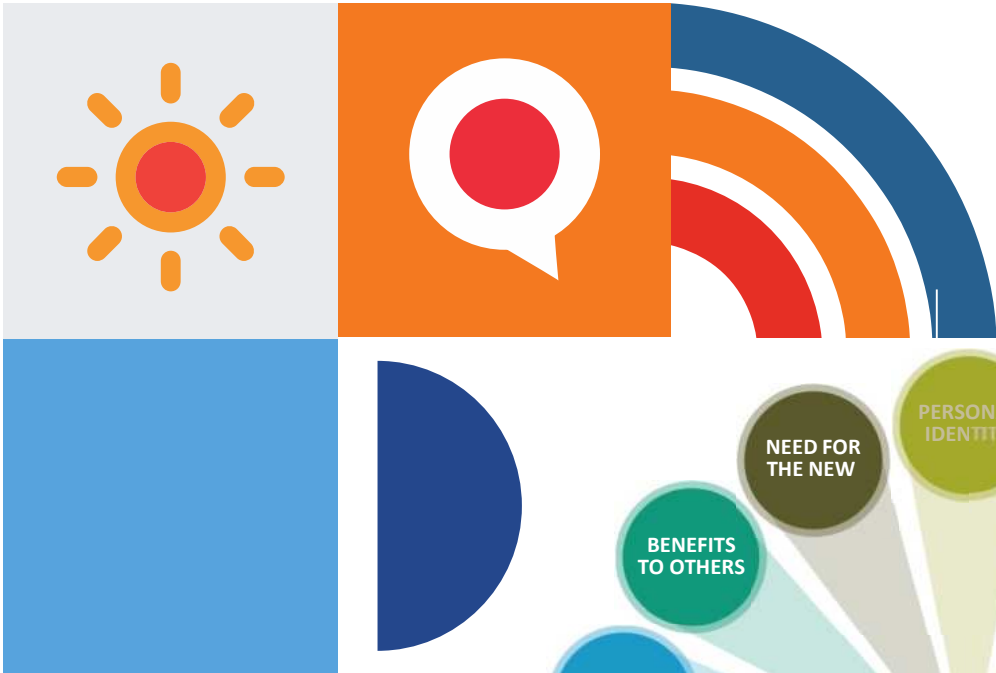




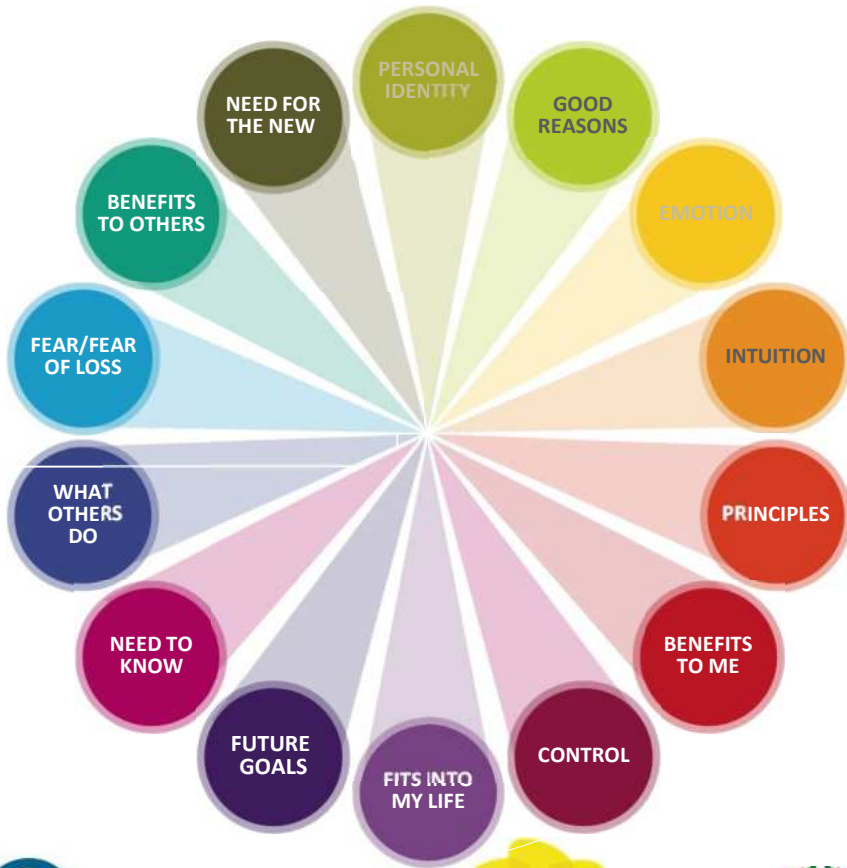
# THREE DIMENSIONAL MODEL OF BEHAVIOUR CHANGE





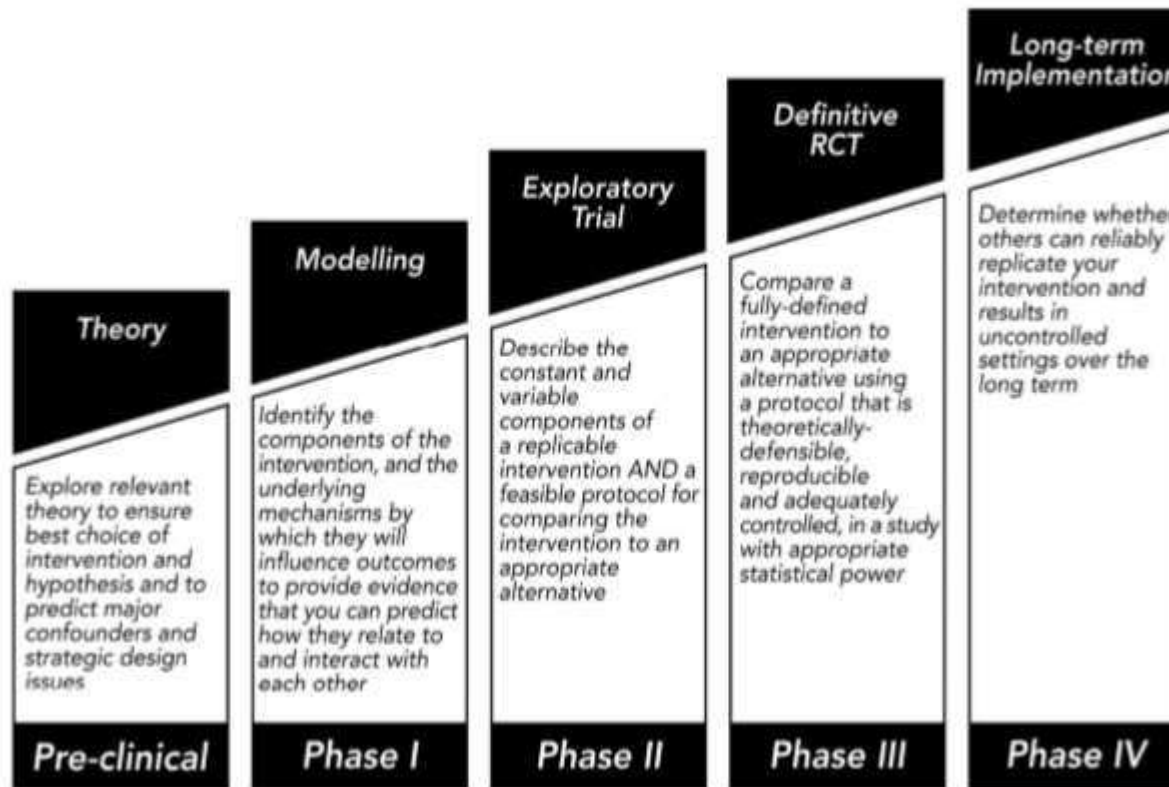


# THE 14 MOTIVATORS THAT WILL PERSUADE US TO ACT [TO SPEAK WELSH TO OUR KIDS?]





### UK Medical Research Council Framework for the Development and Evaluation of Complex Interventions





## Capability



### **Does your target audience:**

Have the right knowledge and skills?

Have the physical and mental ability to carry out the behaviour?

Know how to do it?

## Opportunity



### **Does your target audience:**

Have the resources to undertake the behaviour?

Have the right systems, processes and environment around them?

Have people around them who will help or hinder them to carry it out?

## Motivation

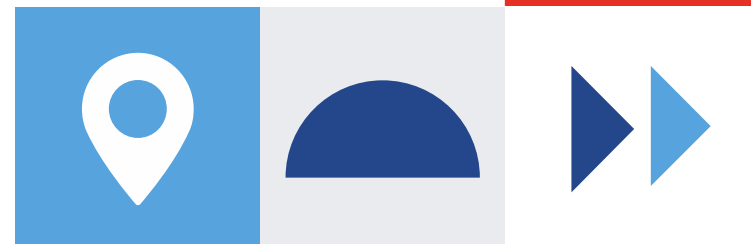


### **Does your target audience:**

Want to carry out the behaviour?

Believe that they should?

Have the right habits in place to do so?



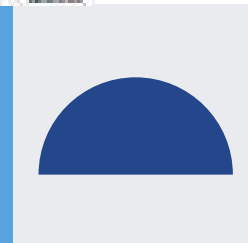
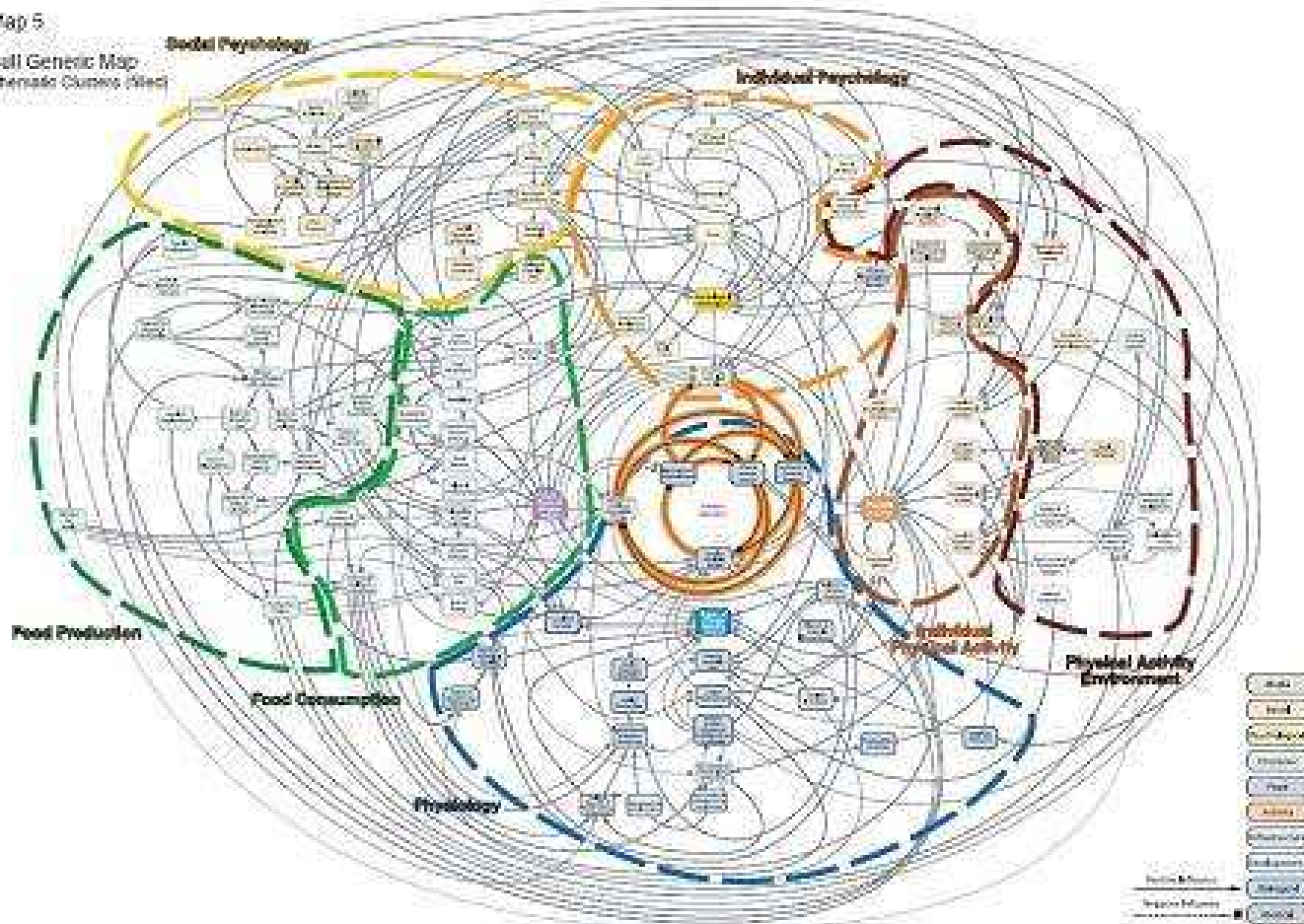




**NPLD-Coppieters Campus 2019**  
“Activating the social use of minority languages”

Map 5

Full Generic Map  
Thematic Clusters (select)



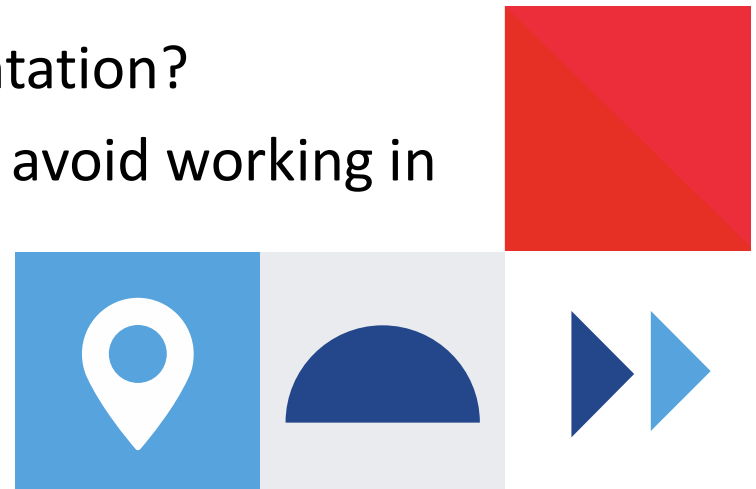


# So what?

**NPLD-Coppieters Campus 2019**  
“Activating the social use of minority languages”

In Language Planning and intergenerational transmission of your Language:

- What have you done?
- What could you do?
- What worked?
- What didn't?
- How did you apply human psychology to the intervention?
- What sounds familiar from our presentation?
- How do we collaborate, cocreate, and avoid working in splendid isolation?





- Conduct randomised control trials to assess the effectiveness of specific interventions aimed at supporting and increasing WLT rates. These interventions may include:
  - sending text messages to parents/prospective parents with messages regarding Welsh language transmission
  - ??????
  - ??????
- Develop and distribute targeted content (print and online) to address the range of audiences that can influence on Welsh language transmission in families. This may include messages tailored to reflect
  - mixed language families (e.g. mother a Welsh speaker, father a non-Welsh speaker)
  - families with parents who have attended Welsh-medium education but do not currently use Welsh
  - regional variations (e.g. the opportunities to use Welsh varies significantly across Wales).
- Work with broadcasters (S4C, BBC Cymru Wales) to
  - encourage parents to watch/listen to Welsh language content with their child.
  - develop complementary guidance and content for parents to accompany programmes aimed at developing parents Welsh language vocabulary and confidence to use Welsh with their child.
- Strengthen communication regarding WLT within Welsh Government programmes and projects that target families, parents and prospective parents.
- Emulate the National Centre for Learning Welsh's 'Siarad' project (which 'pairs' Welsh learners with more confident speakers) to provide support/mentors for parents to use more Welsh with their children. This could utilise the systems and processes established by NCFLW for 'Siarad'.
- Establish a network of ambassadors – national and local – to share their own experiences of WLT and related challenges, opportunities and successes. The ambassadors could act as a contact point on a local level, as well as 'normalising' WLT.
- Develop and publish a bank of frequently asked questions/'myth busters' addressing parents' concerns, for use by Welsh Government as well as partners e.g. local authorities, health visitors etc.
- Ensure communication with the target audience specifically focuses on first children with the aim of establishing WLT practices for any subsequent children.