

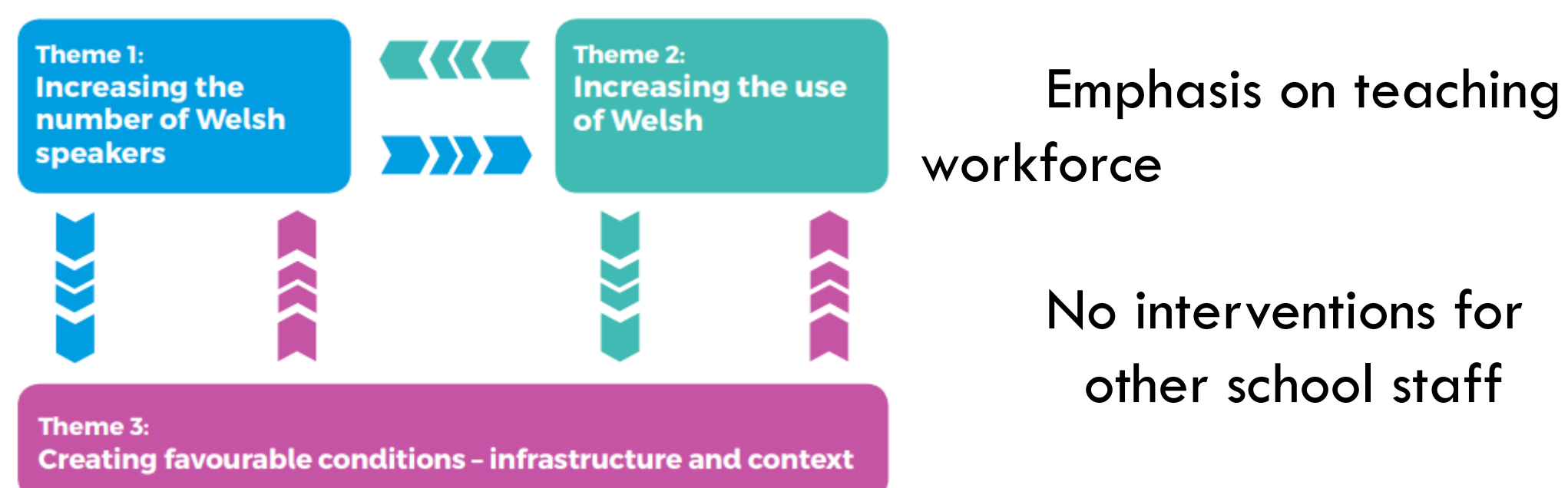
The linguistic dynamic of staff within a Welsh medium primary school setting? Considerations for language profile



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Background Literature

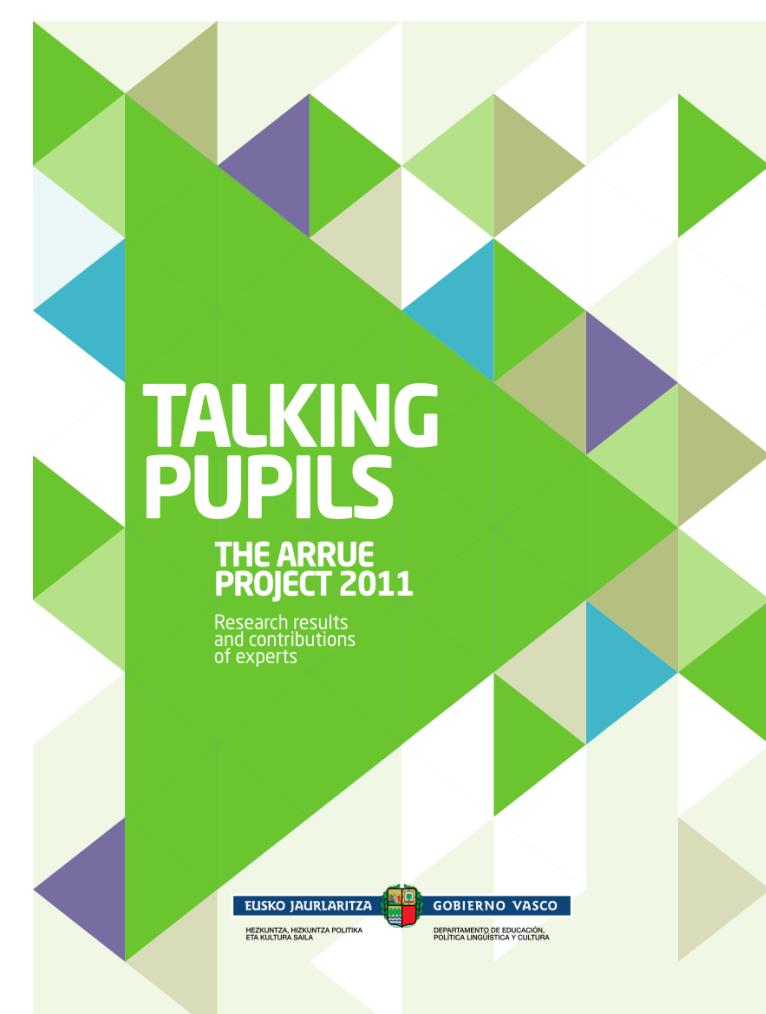
Cymraeg 2050 Legislation¹



Talking Pupils: The Arrue Project²

Investigated language dynamics of pupils in Basque Schools

Many external factors influence Pupil behaviour



Willingness to communicate^{3,4} (WTC)

Piloted research using observational measures for language dynamics in schools⁵

Research Aims:
School Language Profile
Investigate language relationships between job role, L1 and WTC

ETHICS

Ethical approval was obtained from the Bangor University Psychology Ethics Board (2016-15866).

Anonymous data reported to headteacher

Collection of forms and questionnaire from merging schools

An amendment was required for a google forms questionnaire was used as a replacement following the merger.

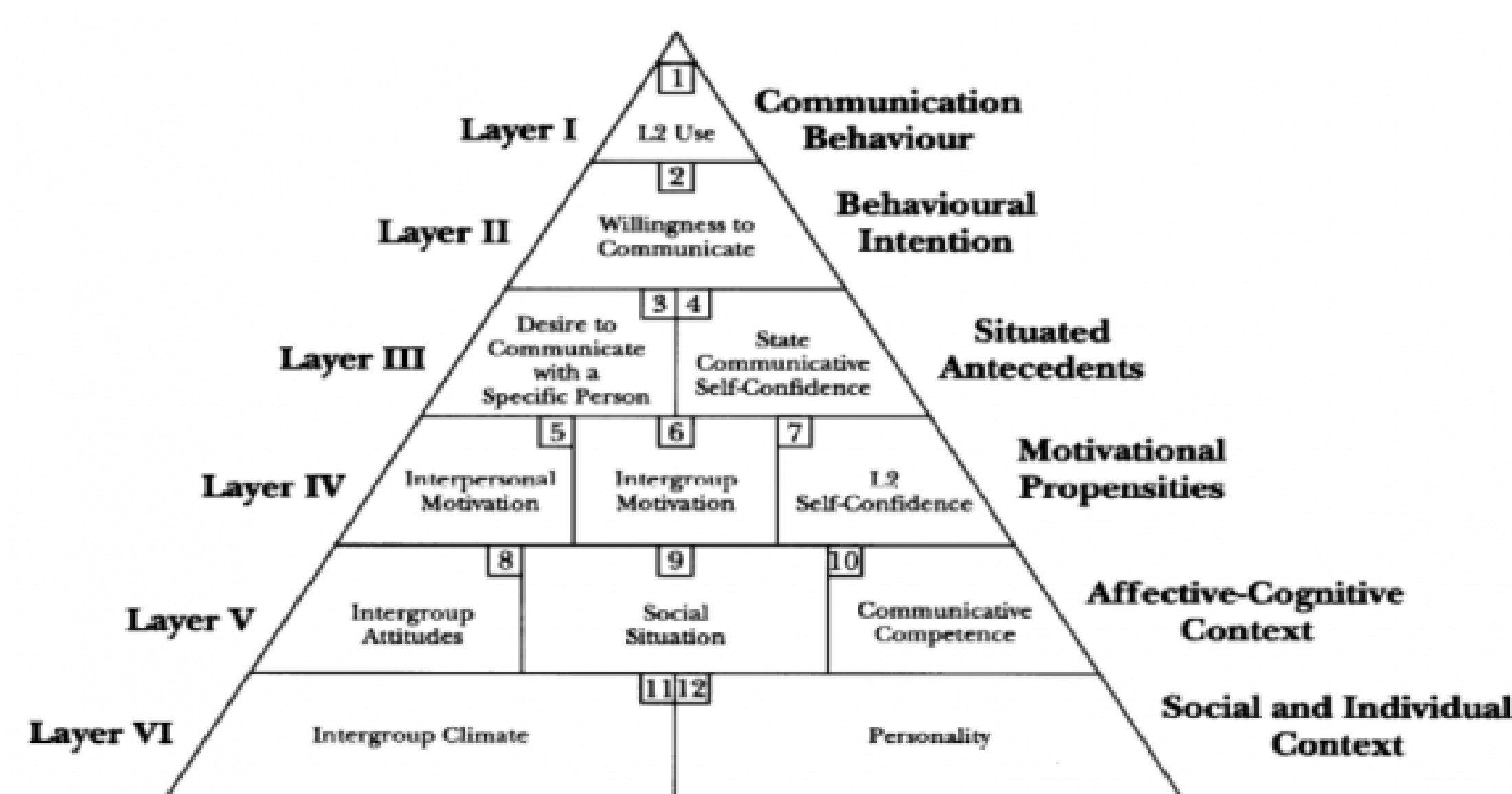


Figure 1. presents the WTC pyramid highlighting the factors influencing language behaviours

Methods

Twenty-two (20 female) schools staff were recruited
Language background questionnaire was used which included a Welsh language WTC³ scale

Welsh contextual situations included:

- Group discussion
- In meetings
- Interpersonal relations
- Public speaking
- With a stranger
- With an acquaintance
- With a friend

Data Analysis: Two tailed spearman's rho

Dependent variables: Previous school
Native language (Welsh = 13)
Job role, teacher (16) or teaching assistant (9).

Results

Role vs L1

There was relationship between job and L1 ($r(23) = .36, p = .12$)

Role vs WTC

There was no correlation between role and the willingness to communicate in interpersonal ($r(23) = -.26, p = .23$), public speaking ($r(23) = -.38, p = .07$) and friend ($r(22) = -.32, p = .15$) factors.

A relationship was present in
Group ($r(23) = -.55, p = .007$)
Meetings ($r(23) = -.57, p = .005$)
Stranger ($r(23) = -.49, p = .02$)
Acquaintance ($r(23) = -.49, p = .02$).

L1 vs WTC

No relationship between L1 and WTC on the levels meetings ($r(24) = -.32, p = .13$), interpersonal ($r(24) = -.025, p = .91$), public speaking ($r(24) = -.37, p = .07$) Stranger ($r(24) = -.19, p = .37$), acquaintance ($r(24) = -.35, p = .10$).

However there were relationships present between L1 and :
Group ($r(24) = -.45, p = .03$)
Friend ($r(23) = -.49, p = .02$)

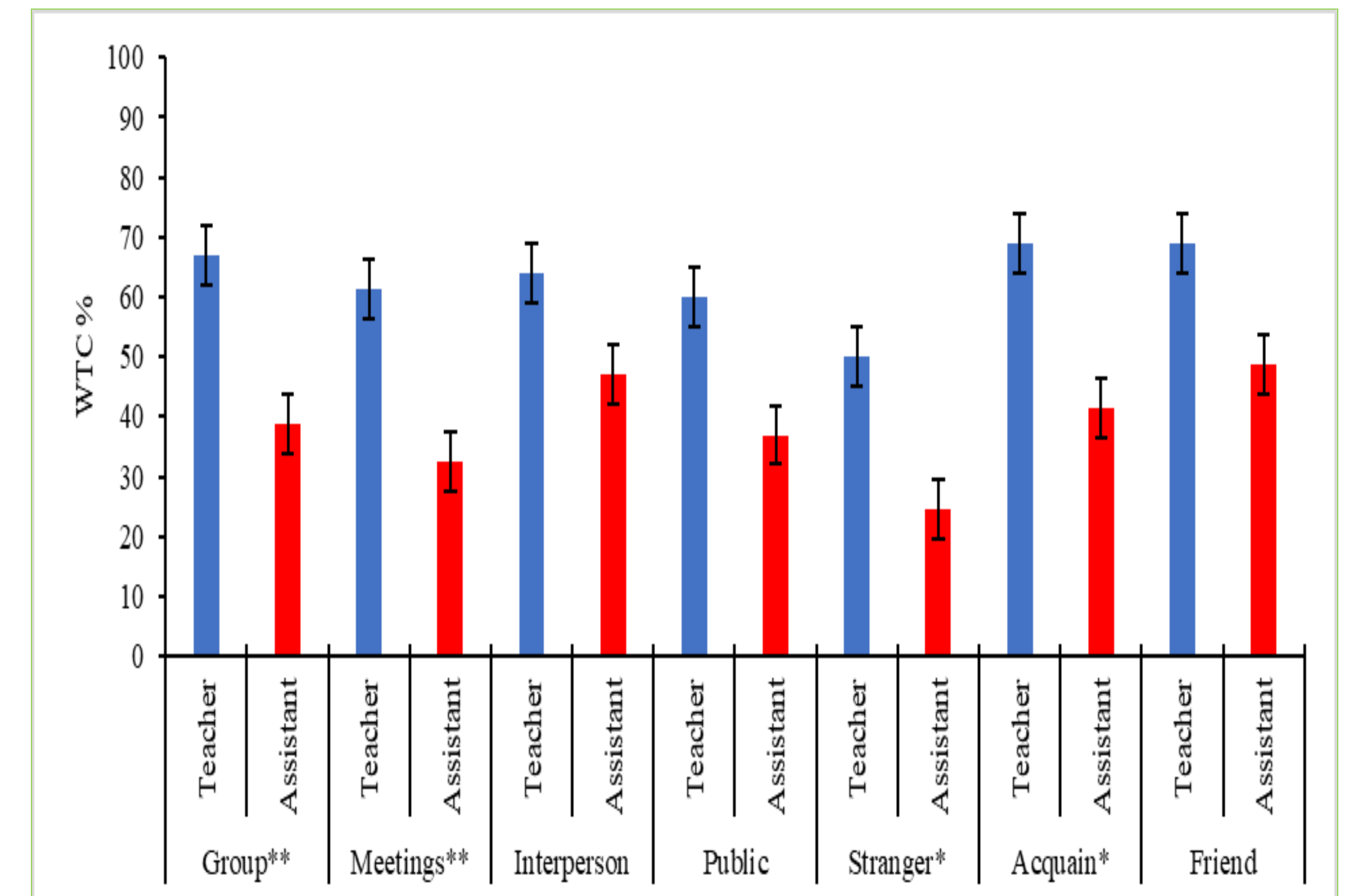


Figure 1. illustrates the WTC % scores of teacher and teaching assistant participants across the . Error bars represent standard error.

Discussion

Job role shown to have an influence on likelihood to use Welsh in certain contexts.

- Sub categories of speakers may be present in Teaching Assistants. Passive or a reluctant speaker
- Teachers show more confidence and are active in using Welsh in the different contexts.

L1 vs L2 differences are shown across specific contexts

- Shows the value of a language background questionnaire in understanding the individual probability to use Welsh in specific contexts

The use of a language background questionnaire and mixed methodology.

- Able to look at grouping needs and specific needs of participants for future language profiling and interventions
- Allows for measure of development inside of work place and outside
- Observational measures would include stronger statistical backing and information

Conclusions

Further research: Schools language profile
Association with particular jobs

Language profile:
Development pathway-
Individual and school language needs
Baseline measure

Observational measures and WTC scale should be trialed together

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