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a.   that this Dissertation is my own work;

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WELSH LANGUAGE POLICY: A STUDY OF THE LINGUISTIC LANDSCAPE AT CARDIFF UNIVERSITY

by

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A dissertation submitted to the School of Humanities of the University of Birmingham in part fulfilment of the requirements for the degree of

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ABSTRACT

In recent years, the study of linguistic landscapes has become a key component of the field of sociolinguistics, with its inextricable links to language policy establishing it as a salient indicator of the status of languages in bilingual and multilingual societies worldwide. This study examines the linguistic landscape of a public institution in Wales – namely Cardiff University – in light of prominent recent developments in Welsh language policy legislation staking the claim for a bilingual Wales. It is expected that in all public institutions across Wales, the Welsh and English languages should be treated equally, and this study investigates the extent to which this policy objective is carried out with reference to the linguistic landscape at Cardiff University. Forty-nine photographs in five separate buildings serving different purposes were taken as examples of public signage on display at the University, and e-mail correspondence with staff members was also initiated regarding the nature of the formulation of language policy at the institution. The findings revealed that there were inconsistencies between policy intentions and policy outcome, with just under half of all signs being recorded as monolingually English, which contradicts sentiments expressed in the Welsh Language Scheme initiated by the University stating that all public signage, without exception, should be bilingual. When signs were bilingually produced, the majority of photographs revealed that English appeared 'first' – either on top or to the left of the Welsh text – symbolically privileging the English language above the Welsh, contrary to official policy stipulations.

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CONTENTS

Figures:

Appendices:

Chapter 1: Introduction

1.1. Language Policy and the Linguistic Landscape

This study focuses on the linguistic landscape of an educational institution, Cardiff University in Wales, and the language policy and planning processes throughout, which are paramount in creating such a landscape. These concepts form a key part in analysing the relationship between language and society, which interlink in a multitude of ways. The linguistic landscape is concerned with *languages-in-use*, and how these are represented in public domains. Language policy focuses on the stages through which decisions about language in society are formulated and implemented, and the study of this deals with the reasons behind such formulation and implementation. The two subject areas are inextricably linked due to language policymakers having a key input in shaping the linguistic landscape, and the linguistic landscape frequently reflecting predominant societal attitudes and values to languages, particularly when two or more languages are competing for prominence in the public sphere (Landry and Bourhis, 1997:24). The situation in Wales where my study takes place is an example of this, with the Welsh language having undergone a period of revitalisation in recent years and policymakers desiring a status of equality for Welsh alongside the English language, traditionally the more ideologically prominent language in Wales (Davies, 1993; Baker, 2003; Fflur Huws, 2006; Coupland, 2010, 2012).

The linguistic landscape as a concentrated field of study has burgeoned in recent years, yet no study I came across in my background research explicitly focused on the linguistic landscape in a tertiary educational setting. Universities, of course, are institutions where knowledge is formulated, exchanged and disseminated, and are workplaces to what are often tens of thousands of students and staff; therefore the role these institutions play in the functioning society – from both an educational and occupational perspective – should not be underestimated. Hence, my interest in the linguistic norms these people are exposed to forms a chief reason for choosing to focus my study on a university, along with aiming to investigate in depth how language policy overtures in Wales are being implemented throughout public institutions on a practical basis.

1.2. Research Questions and Overview of Study

Throughout my study I attempt to give insights towards answering - to provide some examples - the following questions:

- Who is responsible for language policy initiation throughout Cardiff University?
- Is language policy implemented from the top-down (i.e. through the Welsh Assembly Government) or is it 'devolved' so that the University takes responsibility for policy formulation?
- What does the linguistic landscape at Cardiff tell us about practical implementation of bilingual policies?
- On bilingual signs, does the Welsh language appear 'before' the English or not?

I begin with a definition and discussion of the concept of the linguistic landscape, which investigates its origins and its contemporary significance, and explore some case studies which I believe hold significant implications for the conceptualisation of the field, and are also of a comparable nature to my own. The socio-geographical setting of my study is then contextualised with a look at Welsh language policy, with a brief overview of the history of the language provided, an account given of its decline in the 20th century, followed by a reflection on the resurgence of Welsh experienced throughout Wales in the last thirty years.

The next section discusses the methodology I have adopted in gathering my data for the study. Forty-nine photographs were taken in a variety of buildings across Cardiff University for my sample, and these are explored from both a quantitative and qualitative perspective. For the analysis, the images are tabulated and divided into various categories, then analysed according to what the statistics compiled convey about the linguistic landscape throughout the University as a whole, along with the extent to which language policy stipulation appears to be adhered to. Following on from this, individual images are discussed in depth, with particular attention paid to what they reveal about language status and why they appear as they do. The conclusion summarises the findings, assesses implications for the relationship between policy formulation and implementation according to the linguistic landscape of the University, and discusses recommendations for future research.

Chapter 2: Literature Review

2.1 Linguistic landscapes

2.1.1 Defining linguistic landscapes

A linguistic landscape is defined by Landry and Bourhis as '[referring] to the visibility and salience of languages…in a given territory or region' (1997:23). This involves the way a language, or indeed languages appear on such entities as 'public road signs, advertising billboards…commercial shop signs and public signs on government buildings' (ibid:25). From this definition, it is clear that the linguistic landscape relates to the manner in which language is displayed throughout the public domain, visible for all to see. When more than one language is considered within the linguistic landscape, it is apparent that these are competing against each other for prominence and therefore symbolic power; according to Shohamy and Gorter, such a phenomenon conveys pertinent information about the relative power relations and ideological tensions throughout a multilingual society (2009:2). This is presumably through, as referred to previously, the way in which different languages appear relatively to each other in various public spaces – exemplified by Ben Rafael as 'streets, parks or public institutions' (2009:40-41).

Strongly linked to this aspect of the linguistic landscape is the notion of agency in terms of how it is actually constructed. Coupland asserts that a 'landscape' itself is a '*mediated* visualisation of nature' (2010:77, emphasis added). This therefore suggests that the concept of a landscape, linguistic or otherwise, is one that is socially constructed, and can be deemed indicative of a visually altered environment. Shohamy and Gorter adopt a similar position on this consideration, arguing that language display in the public domain is not actualised randomly, but has embedded within it a message with ramifications for the status of that particular society as a whole, especially in areas where more than one language is used on a day-to-day basis (2009:2-3), therefore emphasising the societal implications the linguistic landscape contains. These ideas represent the notion that a linguistic landscape is something that is very deliberately constructed, rather than an arbitrary, coincidental phenomenon.

2.1.2 Background to the field and its contemporary significance

The concept of the 'linguistic landscape' as a feature of applied study of the written word has, up until a relatively recent period, been a largely peripheral phenomenon (Reh, 2004:1). Early,

isolated work by scholars such as Spolsky and Cooper (1991) aside, there were very few specific case studies which investigated the concept of language on display for public consumption, and indeed separate languages as resources through which information or commands were displayed. Landris and Bourhis' (1997) work has been credited with laying the foundations for a distinct scholarly discipline regarding the subject area, and also with coining the very term 'linguistic landscape' (Shohamy and Gorter, 2009:2). In their work, they discuss the concept of the linguistic landscape as being potently related to sociolinguistics and language planning, particularly due to the impact the concept has had in contemporary thought about competition and conflict within multilingual societies (1997:24). Indeed, the vast majority of further studies, to be demonstrated later in this section, focus on multilingual settings as a means of providing a commentary and analysis upon use of language, visual symbolism and power relations.

Throughout the previous decade, it is fair to say that the study of the linguistic landscape as a scholarly phenomenon intertwining studies of language and society has proliferated, with a steady increase in academic work surrounding the subject detected. Gorter has been one of many pioneers in this field, and his edited works (2009; 2012) contain series' of articles investigating and exploring the concept of the linguistic landscape applied to a wide variety of global contexts, the vast majority of which concerned with bilingual or multilingual social settings. Other works of note include case studies of linguistic landscapes compiled by Jaworski and Thurlow (2010) and Shohamy et al (2010). Considering the recentness of these publications, it is therefore plausible to suggest that the linguistic landscape as a dedicated area of linguistic study is expanding at a significant rate, and in this study I aim to contribute to the field by investigating, as stated previously, an educational institutional setting.

2.2. Previous studies concerning the linguistic landscape

2.2.1. Framework for categorising multilingualism

In order to contextualise my study, it is of pertinence to consider existing work which focuses on the linguistic landscape and language policy; in particular, focusing on the settings in which the studies took place and the methodologies adopted by the academics who conducted them. A relatively early example of a concentrated focus upon a localised linguistic landscape by Reh has provided a framework for deciphering different types of multilingual writing and their layouts; she used the framework in order to categorise her findings throughout the

municipality of Lira in Uganda. She created four different categories for this, the first of which being *duplicating multilingual writing*, where 'the exact text is presented in more than one language' (2004:8), which presumes that one language is directly translated, verbatim, into another, which indicates a desire for equal treatment of the languages presented. The second is termed *fragmentary multilingualism*, where 'the full information is given in only one language, but in which selected parts are being translated into an additional language or languages' (ibid:10); through this type of multilingual presentation, it could be suggested that whichever language is only displayed 'in fragment' will be the one afforded lesser status across the public domain as a whole, due to only selective parts of the text being translated.

The third type, *overlapping multilingual writing*, holds similar properties to *fragmentary multilingualism*, given its scope for only partially repeating text in one language and not in its entirety, with Reh stating that 'multilingual writing on stationary objects is termed *overlapping* if only part of its information is repeated in at least one more language, while other parts of the text are in one language only' (2004:12). It is not particularly clear what the difference is between the second and third types, given that only partial translations of languages are provided in both cases, therefore it is confusing as to why and how Reh has made the distinction between the typologies. The fourth type, *complementary multilingual writing,* assumes that the recipient of the text will have a proficiency in more than one language in order to understand the overall message conveyed, due to different information being communicated in the different languages (Reh, 2004:14). This framework which Reh proposes is useful to my study in the sense that it provides reference points for categorically analysing signs and notices I collect, but - as well as the aforementioned difficulty in distinguishing two of the categories from one another being a pitfall - the setting in which her study takes place differs considerably from mine: Reh has looked at signs serving an array of purposes which appear in the streets of Lira municipality, whereas my data is sourced purely from an institution.

2.2.2. The linguistic landscape of educational institutions

Brown (2012) has researched bilingualism in South-Eastern Estonia, paying particular attention to visual representation of both Estonian and Voro, a minority language in the aforementioned region, within the school environment. This draws a contextual comparison with my own study in the sense that her data has been collected from within educational institutions. Similarly to Welsh, Voro has undergone a resurgence in usage in the last twenty

years or so (Brown, 2012:284), coinciding with the end of Soviet occupation of the nation, and Brown has attempted to investigate the extent to which the language has been displayed in practice throughout schools in the region, therefore the extent to which this is reflective of language policy trends throughout Estonia. Her data consisted of 'all publicly-shared written language, including posters, plaques, texts, pupils' work, notices and so on' (ibid:287). I obtain some similar data sources in my study, such as posters and public notices, given the notion that the linguistic landscape - either an 'institutionalised' one such as that in a school or a university, or in the streets of a metropolis – is concerned with the visual display of language in public spaces. Despite references to the growth of the minority Voro language previously articulated, and schools making concerted efforts to promote the language, Brown discovered that Standard Estonian reigns supreme throughout the region's schools (2012:294) and 'dominates most of the shared school space' (ibid:289), ultimately suggesting that in practice, desires to implement Voro into the institutional linguistic landscape have not been realised entirely successfully. Throughout my study, I have attempted to examine whether there is a similar situation at Cardiff University; in spite of strong governmental overtures throughout Wales to promote the use of the Welsh language equally alongside English, it could still be that English predominates.

2.2.3 The significance of spatial appearance in bilingual signage

Throughout the study of linguistic and semiotic landscapes, there is an awareness amongst academics of the role that the relative positioning of languages next to each other has upon symbolic interpretation of what covert power relations signage employs. Hornsby and Vigers (2012), for example, draw our attention to the esteem in which the positioning of different languages is held by the public. In their study of bilingual Gaelic and English signs in Inverness, which revealed that the Gaelic text would regularly appear below the English, it was discovered that the overwhelming reaction from those interviewed about this trend was a negative one (2012:60-61), which shows that the positioning of different languages on signs is not one that is met with apathy. The same authors researched similar public signage in Wales as well, where it was revealed, as with the opinion of the Inverness public, that 'the aspect most noted by both Welsh and English speakers was not the presence of Welsh with English but the *relative positioning* of the languages, that is, their *spatial relationship*' (ibid:66-67, emphasis added). This therefore heightens the significance of where languages appear in relation to one another, considering the impact this has had on members of the

public interviewed as part of Hornsby and Vigers' investigations. The academics also note the differential appearance of Welsh text compared to English, and Gaelic text compared to English, asserting that a Celtic-style typeface is used for Gaelic and Welsh, (ibid:67) with English appearing in a more modern, Sans Serif style font. In addition, on Scottish road signs Gaelic text is produced in orange with English text printed in the more usual white; although Gaelic actually appears above the English on these road signs, the orange appearance of the former arguably makes it less noticeable (ibid:60). These factors raise questions about the equal prominence of both languages; if equal treatment of the languages concerned is indeed adopted or prescribed throughout language policy in Scotland and Wales, it could indicate that this policy rhetoric is not being implemented on a practical basis. Overall, this study by Hornsby and Vigers makes a considerable contribution to thinking about the linguistic landscape in terms of how languages are positioned and presented, and I have taken a similar approach towards signs at Cardiff University, addressing the significance of the way in which the text on the signs and notices visually appear.

2.2.4 Linguistic landscapes in the Welsh context

In work by Coupland (2010; 2012), we can observe a dedicated focus on Welsh language policy and the linguistic landscape which arises from this: Coupland has looked at a variety of situations of visual presentation of language, from place name signs across Wales to text on T-shirts and nationalistic placards. In his study of bilingualism throughout Wales, he emphasises the principle of equal treatment of both the Welsh and English languages from the top-down, encouraged and enforced by government legislation, with a further strong emphasis on language choice at the discretion of the Welsh public (Welsh Assembly Government 2003; Coupland, 2010:85). The extent to which this 'choice' is reflected throughout the public sphere in Wales remains to be seen though (ibid:99). He also establishes the notion of *parallel-text bilingualism*, which bears a resemblance to Reh's *duplicating multilingual writing* discussed earlier, considering the attention that is paid to equality between languages in the public domain in this conceptualisation (Coupland, 2012:22). Again, the equality of prominence between Welsh and English is considered paramount (ibid:22), yet the relative positioning of both languages can be indicative of ideological privileging of one language over the other, with the language appearing to the left or on top seen as the dominant one. Coupland adds, despite it being at the discretion of the individual to read meaning into such positioning, the agents behind such linguistic

arrangement 'believe that this sort of prioritisation exists' (2010:89), which reflects a consciousness in implementation of bilingual language policy regarding which language indeed takes priority. Such awareness of language planning in relation to practical implementation through the linguistic landscape is something which I also aim to incorporate in my research.

2.2.5 The Guide to Bilingual Design (Wales)

Coupland also draws our attention to a document published by the Welsh Language Board in 2001, the *Guide to Bilingual Design* (2010:89). Although it appears to predominantly relate to publications and documents of multiple pages, rather than signs and notices for public display, there are some salient design cues to be noted from this. For instance, it is stated that 'whatever layout chosen, the most important consideration should be that both languages should be equally easy to read' (Welsh Language Board, 2001:13), which is consistent with language planning legislation across Wales denoting that both Welsh and English should be treated equally. An interesting point of reference with regards to comparative positioning of languages appears when the *top and bottom* layout – which involves the page being divided into two, usually horizontal, halves – is evaluated: 'this format is an uncommon option [for example for pamphlets and brochures], because it inevitably means that whichever language is on top appears to have priority' (ibid:15), which echoes Coupland's assertions about plausible interpretations of signs discussed previously. Although this is often a practical necessity where public signs and notices are concerned, this nonetheless raises important points about the symbolic status of one language in relation to the other as seen on bilingual signage.

2.3 Language policy in Wales

2.3.1 A brief history of the Welsh language and the decline of Welsh

In order to fully understand the linguistic landscape throughout a Welsh educational institution, it is important to possess some knowledge of the socio-historic context of the country which has played a part in shaping and forming such a landscape. A Brittonic language, Welsh has origins dating back to around the sixth century, and was used by a significant proportion of the overall population up until the late 19th century, with the 1891 Census – the first time participants were asked about the language(s) they spoke – revealing that 54% of Welsh people, 910,000 in total, laid claim to being Welsh-speaking (Baker,

2003:97). With over half of the population possessing knowledge of Welsh at this time, it could be ascertained that the language was still of significant prominence throughout the country. Despite this, the industrialisation period of the late 19th and early 20th centuries saw increased migration from England, particularly in Southern and Eastern areas, which posed a threat to the vitality of the Welsh language (Davies, 1993:56-58).

Throughout the twentieth century, this threat and subsequent decline of the use of Welsh was reflected in Census statistics, with the 1991 Census recording that the figure was down to 18% of the population and 530,000 people (Baker, 2003:97), a decrease of 36% from a century ago; it has been noted by that between 1891 and 1991 the use of the Welsh language in schools was marginalised even in traditionally Welsh-speaking areas of the country (Edwards et al, 2011:532). There was also a lack of desire from the Westminster government to promote the language in the public sphere, for example on road signs and place names. There were nonetheless movements which aimed to counteract this apparent ostracism of Welsh, with a Welsh nationalist political party being founded, Plaid Cymru, in the 1960's - their first Member of Parliament being elected in 1966 (Coupland, 2010:81), along with the formation of the Welsh Language Society that vigorously campaigned for an enhanced status of the Welsh language through notable direct action (Edwards et al, 2011:537).

2.3.2 Contemporary Welsh language policy – revitalisation

By the 1980's, it was evident that something of a language shift was beginning to take place in terms of revitalising Welsh. Fflur Huws points to some key pieces of legislation provided throughout this time period, including the 1981 Broadcasting Act and the 1988 Education Reform Act which saw the creation of an exclusively Welsh language channel and a heightened role for Welsh in the newly established National Curriculum in the country respectively (2006:143). The Conservative government at Westminster throughout the 1980's and the early 1990's oversaw these legislative changes, including what was to be a landmark piece of language policy: the Welsh Language Act of 1993. Exclusively formulated to promote bilingualism in Wales, the Act stipulated that a Welsh Language Board (Bwrdd yr Iaith Gymraeg) would be formed, and that one of the main functions of the Board would be the following:

'To provide for the preparation by public bodies of schemes giving effect to the principle that in the conduct of public business and the administration of justice in Wales the English and Welsh languages should be treated on a basis of equality'

(Welsh Language Act, 1993:1)

The above sentiment not only emphasises the desire for a bilingual Wales, but also implies that the public environment throughout the country should be representative of this desire; therefore, we must assume that this would mean significant changes to the linguistic landscape as a measure of implementing this policy. Similarly, the formation of the Welsh Language Board reflected a consciousness about the status of the Welsh language, and this was enhanced further by subsequent legislation formed by the Welsh Assembly Government in the next decade.

In 2003, an act known as Iaith Pawb (Everyone's Language) reiterated the notion that Wales was to play host to both the Welsh and English language on an equal basis; the objective was not just to make Wales a bilingual nation, but also to impart emphasis on 'language choice' throughout the nation – 'where the presence of the two languages is a visible and audible sense of pride to us all' (Welsh Assembly Government, 2003:11). For Coupland, the adjectives 'visible' and 'audible' signify the desire to actively promote the use of Welsh throughout the public sphere (2012:7), which can be seen as a continuation of sentiments expressed in the 1993 Welsh Language Act. Indeed, it is evident that throughout public buildings, there is an increase in prominence of the Welsh language (Fflur Huws, 2006:150), which implies the statements of intent inaugurated through policy formulation are actually being carried out in practice, heightening the status of the Welsh language as equal alongside the more institutionally established English.

In addition, the Welsh Language Measure of 2011 gave the Welsh language official status in Wales, and stipulated that it should be treated 'no less favourably than English (Welsh Assembly Government, 2011:1). As well as reiterating that the Welsh and English languages should be held in equal esteem across the country, the Measure provided explicit guidelines with regards to how public institutions were to promote and facilitate the use of the Welsh language, which included Cardiff University (ibid:102). The functions through which these statutory duties of public bodies were to be carried out were stated as being the service delivery, policy making, operations and record keeping (ibid.). Another consequence of the

Measure was that the Welsh Language Board was to be abolished, with a Welsh Language Commissioner being appointed to oversee language-specific policy throughout the Assembly Government; such structural changes suggesting that language policy is very much at the forefront of broader political thought across the Government (ibid:1).

2.3.3 Language policy at Cardiff University

The provision of obligatory 'Welsh Language Schemes' by public institutions in Wales was clarified in Iaith Pawb (Welsh Assembly Government, 2003:10); these schemes were to set out guidelines as to how bilingual policy would be implemented throughout these institutions. Cardiff University proved no exception to this rule, and 2004 saw the publication of the University's own Welsh Language Scheme (see Appendix 1). Although according to the Welsh Language Measure of 2011 these mandatory Schemes are to be abolished (2011:1), at the time of writing this piece of legislation is unlikely to have come into effect, meaning that the University Scheme is still connected to the signage found throughout the University. The fact that the creation and implementation of Welsh Language Schemes were made mandatory by the Welsh Assembly Government reveals that top-down pressures play a part in any institutional policymaking, therefore affecting the nature of the linguistic landscape throughout the University. The Scheme specifies that language policy will be overseen by the Welsh Language Services division of the University, but that heads of individual academic schools and directorates will assume responsibility for the implementation of the Scheme (Cardiff University, 2004:6), which denotes a theme of decentralisation because of the lack of requirement for a rigid conformity to the legislation. Therefore, it is to be expected that there will be varying degrees of adherence to the Scheme by different departments due to the autonomous agency afforded to these by the Scheme; hence potentially contrasting linguistic settings throughout different buildings are a factor to consider.

Specifically pertaining to the public appearance of the University, Section 6 of the Scheme (2004:11-12) outlines bilingual requirements for signs and notices:

6.6   Official and Public Notices

'Official and public notices circulated in Wales will be bilingual. The Welsh and English versions will be shown together and will be equal in terms of format, size, quality, legibility and prominence. Staff recruitment advertising in Wales will be in bilingual format.' (Cardiff University, 2004:12)

6.8   <u>Signs</u>

'The University's visual identity scheme specifies that all permanent information signs in and around University buildings, except for internationally recognised safety signs, will be in Welsh and English. The size, equality, legibility and prominence of text on signs will respect the principle of equality between languages. Any other signs that the University is responsible for such as highway signs will be fully bilingual.   All new permanent or temporary 'internal' signs produced by Schools and Directorates (other than by Estates) will also be fully bilingual. These include notice board headings, door signs, directional signs, open day signs, conference signs etc. All Schools and Divisions will endeavour to erect bilingual signs immediately wherever practicable.' (Cardiff University, 2004:12)

What is revealed above highlights the desire throughout the university to implement bilingual signage which regards Welsh and English equally, with detailed stipulation of formatting protocol reflecting the importance of the visual communication of bilingualism across the institution. The above sections are of particular relevance to my study due to the implications that this legislation will have for the linguistic landscape of the University, in particular how the public visualise and consume the signage. It is of interest to note that there is no specific stipulation regarding the relative positioning of the Welsh and English languages on public signs and notices, which indicates that this is something which is perhaps held in peripheral regard by policymakers, at both a governmental and institutional level. Yet from the perspective of linguistic landscape researchers, this is a factor which is of high significance, as work by Hornsby and Vigers (2012) has demonstrated previously, and something I reflect upon extensively throughout my analysis.

There is also an updated draft version of the Scheme, with one of the differences from last time being specific targets for language policy implementation regarding equal treatment of Welsh and English (Cardiff University, 2012). As far as the aforementioned signs and public notice sections are concerned, little appears to have changed, apart from the School of Welsh being given 'special dispensation to display the University logo with the Welsh appearing first in all publicity' (Cardiff University, 2012:9), which does appear to hold the relative positioning of bilingual text in some considerable significance, although only with specific regard to the School of Welsh in this instance. This also appears to presume that English text

would normally appear before Welsh, given that it is explicitly stated in the Scheme that the School of Welsh has 'dispensation' to deviate from what is seemingly standard practice. Furthermore, it is of note that the phrases 'endeavour to' and 'wherever practicable' have been omitted from the sentence 'all schools and divisions will erect bilingual signs' in this version of the Scheme (ibid:10). These subtle pieces of deletion indicate that there is less room for negotiation as far as this piece of legislation is concerned, and conveys a sense of urgency that language policy outlined in the Scheme should, without exception, be adhered to, further emphasising the desire for a bilingual linguistic environment throughout the University. What needs to be considered, however, is that this Scheme is only in a draft stage, which indicates that some details of the legislation could be removed, or some more added, for the final version. In addition, it was only released in April 2012, which signals that the signage to be discovered throughout the University is highly unlikely to be subjected to the new legislation. It is nonetheless of significance when reflecting upon the future language policy of the institution.

Chapter 3: Methodology

3.1. Methods and sample

3.1.1. Overview of methods

My study is comprised of a mixture of methods with regards to analysing the data collected, consisting of both a quantitative and qualitative focus on bilingual and monolingual public signs that are on display throughout Cardiff University. One of the principal advantages of adopting such an approach to the research is that it enables both distinctive research types to be complemented by each other, insomuch that statistical quantitative data can be cited to give evidence to greater lexical discussion of the findings, and detailed explanations can be given to clarify the meaning of any figures collected (Dornyei, 2007:45). The quantitative data provided numerical statistics about the signs as a collective, whereas the qualitative data focused on addressing these statistics and deliberating over the underlying causes for why the signs appear as they do, referring to individual signs as a means of evidence.

3.1.2. Sampling

For my sample, I have chosen five buildings which serve different purposes: namely the Arts and Social Studies Library, the Glamorgan building (which is home to the School of Social Sciences), the Optometry building, the Student Support Centre and the Students' Union. Rather than contextualising the signs that are to be collected here in accordance with functions and purposes the above buildings serve, my main grounds for making such a selection was due to the desire for a relatively generalizable, representative sample from which to record the data, given the time and resource restraints which are in place in a study of this scope. Therefore, the buildings have been selected fairly at random, the only requirement being that they differ in terms of the services they offer, giving the potential for varied data. For example, the Student Support Centre caters more for the welfare of students and is especially engaged with the needs of disabled students, whereas the Library would be more concerned with the academic needs of students. The data was collected in the form of photographs of various signs and notices, both inside and outside of the abovementioned buildings. The number of photographs taken inside the buildings varied according to the number of signs and notices of interest and relevance to the study; fifteen were taken in the Library, thirteen in the Glamorgan building, three in the Optometry building, six in the Student Support Centre and twelve in the Students' Union.

Linking to what has been explained above, the total sample consisted of forty-nine photographs (see Appendix 2) of signs and notices which serve an array of purposes, for example to inform, command, or pledge. Whilst accounting for only a small percentage of the total number of signs throughout the buildings surveyed, let alone the entire university, such a sample will enable me to scrutinise more images in greater detail qualitatively, which shall be expanded upon further on in this section. That being said, the sample being the size it is still allows for a considerable quantitative analysis of the images to be undertaken as well, hence the appropriateness of this sample for mixed methods research. Throughout the analysis, images discussed at a greater length have been assigned an individual letter, and they can be found in their entirety in the image index further on, corresponding to the letter they have been given in the analysis.[1]

3.2. Quantitative methodology

The first piece of quantitative research undertaken was to find out how many signs and notices throughout the sample are bilingual or monolingual, in order to decipher the extent to which policy – predominantly in the form of the Welsh Language Scheme discussed previously – is being followed, given the aforementioned stipulation in the document that *all* signs, whether temporary or permanent, are to be produced in both Welsh and English. The results were recorded in a pie chart to signify the proportion of signs which are bilingual, produced monolingually in English, or monolingually in Welsh. The bilingual signs were then separated from the main data and quantified according to whether the English text appeared on top or to the left of the Welsh, in order to determine whether one language appears to be held in higher regard than the other in terms of how they are 'mapped' onto the linguistic landscape. Finally, the sources of the signs shall be tabulated and examined, again using a pie chart to gain an idea of the overall percentage of signs produced. These sources are categorised by using the following frames: 'macro' – for signs produced by the directorate in the university mainly responsible for the dissemination of information, Information Services or 'INSRV' – 'meso', which pertains to signs produced 'unofficially' by other schools and directorates, and 'external', which denotes signs which have been brought into the university from an outside source, for example officially recognised government signage or that produced by a company or organisation independent from the University.

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[1] To view all of the photographs taken, please consult the enclosed DVD which comes as part of this project.

3.3. Qualitative methodology

This part of the study involved examining the content of the signs, and providing theories, evidence and explanations as to *why* they appear as they do. In order to do this in comprehensive detail, I took just under a third of the signs from the sample – which I believed to provide significant talking points as far as language policymaking and the linguistic landscape were concerned – and discussed the extent to which they conform or deviate from such official documents as the governmental publications the Welsh Language Act of 1993 and the Welsh Language Measure, of 2011, along with the University's versions of their Welsh Language Scheme published in 2004 and the draft version in 2012. It must be noted that the former version of the Scheme was focused on more extensively due to the unlikelihood of the latter actually being carried out in practice due to its preliminary and recent status. The reason for being selective with regards to the images analysed in detail is not only due to the need to work within the confines of word limitations, but in order to obtain a greater focus on specific images and their connotations, rather than giving a general overview of all forty-nine.

In addition, e-mail correspondence with staff at the university discussing the subject of both bilingual and monolingual signage was initiated when relevant. This was in order to gain insight into how language policy is formulated and implemented, along with aiming to find out, where possible, what agent or agents are actually responsible for initiating and regulating policy. I started off by e-mailing staff members from all five aforementioned buildings, asking whether I could be given permission to take photographs inside them. A senior librarian at the Arts and Social Studies Library was the only one to engage in discussion with me about the signs and notices, and he provided an insight with regards to the production process of temporary signs in particular. I also contacted the Welsh Language Scheme Facilitator from the Governance and Compliance Unit, and we discussed matters relating to the formulation of and the adherence to the Scheme. We also eventually discussed the presentation of bilingual signs and notices; initially I had contacted Information Services directly about this matter, and they directed me back to the facilitator.

3.4. Potential problems

One of the dangers in selecting the sample size that I have is the degree to which these forty-nine signs can be construed as representative of the linguistic landscape of the University as a

whole. Despite focusing my study on five different departments of the University in an attempt to gather generalizable data, there is still a danger that the findings might not be truly reflective of the overall linguistic landscape due to what has not been found and analysed in other buildings and schools. Because the departments where my data has been sourced from have been selected fairly randomly, this could be problematic in terms of a lack of explicit focus on the linguistic landscape in context. A further concern comes in the form of finding out who exactly is responsible for initiating policy; this is something which is not always clear – for example the extent to which the Welsh Assembly Government plays a part in facilitating policy in institutions, and therefore the devolvement of responsibility to separate bodies – and may therefore make it harder for me to provide an accurate commentary on agency in relation to language policy and the linguistic landscape. In addition, given the time and resource restraints in place in a study of this scope, a lack of attention on another institution as a point of comparison could raise questions about how reflective my study is of the linguistic landscape across Welsh higher education institutions as a whole; because only one institution is being studied – albeit in detail – this again could lead to problems with generalizability and representativeness.

Chapter 4: Quantitative Findings

4.1. Total number of bilingual and monolingual signs recorded

From the 49 signs and notices gathered across the university, just over half of all signs – twenty-five – are bilingual; the rest are monolingual, with only three of these produced in Welsh only, with the remaining 21 exclusively in English (see Figure 1). Consequently, this indicates that despite Sections 6.6 and 6.8 of the university's Welsh Language Scheme outlining that all signs and public notices should be produced both in English and Welsh for purposes of equal status of the languages (Welsh Language Scheme, 2004:12), there are still a considerable amount of signs that are not produced in both languages, with Welsh appearing to be marginalised by the significant amount of monolingual English signs present in the data. As will be explored in detail, there could be a number of reasons for such an outcome; one example being that some of the signs have been created by bodies independent from the jurisdiction of the university, therefore will have their own rules and regulations with regards to how signs are produced and displayed (see Figure 3 for more information). Another plausible reason for this could be time and resource restrictions placed on staff – particularly if signs produced are only temporary and need to be created quickly – it could be that not all staff members responsible for these are proficient enough in the Welsh language to be able to competently translate from the English. Additionally, there could be a time lag in policy implementation here; this would depend upon how old the signs were, in particular whether they were produced before the Welsh Language Scheme legislation was published in 2004, and therefore could go some way towards explaining why the language policy is not being followed.

4.2. The positioning of English and Welsh

Another area of interest stemming from the data gathered concerns the relative positioning of bilingual text on signs; namely, whether English or Welsh appears first on signs, by appearing at the top of the sign or on the left: this is to ascertain the comparative regard in which one language is held in contrast to the other. Figure 2 shows that the majority of the twenty-five bilingual signs position English above or to the left of the Welsh, with nineteen appearing to privilege English, leaving six signs where Welsh appears on top or on the left. Symbolically, the relative positioning of different language text on multilingual signs is held in significance by both linguistic landscape analysts and the public, shown in work by Hornsby and Vigers discussed previously.

Figure 1: Pie chart showing whether the images collected display bilingual or monolingual text
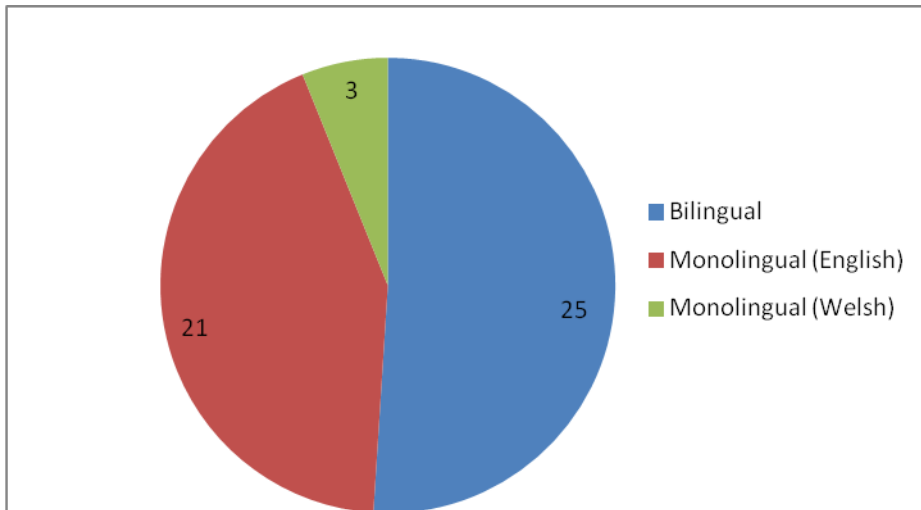
Figure 2: Pie chart showing whether English appears 'first' on bilingual signage
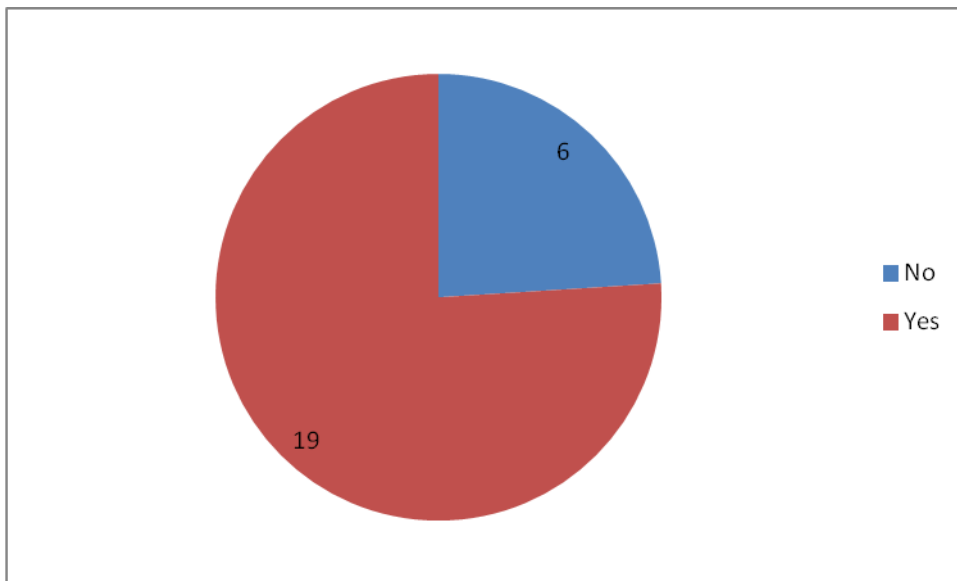
The positioning, in the majority of cases, of the English text above or to the left of the Welsh text overtly implies that English is to be the language consulted first, which could be produced deliberately in order to appeal to the majority of the student population who have little or no knowledge of the Welsh language (Welsh Language Scheme, 2004:2: Section 1:3). However, when the Scheme is examined, it is apparent that there is no direct stipulation referring to the positioning of languages throughout bilingual signs – a section stating explicitly that English should appear on top or to the left, for instance – which calls into

question the significance in which the relative spatial relationship of the languages is held by the policymakers.

4.3. Who produces the signs?

Almost half of all signs in the sample (45%) appear to have been produced within individual schools and directorates throughout the university – classified in Fig. 2 as 'meso-produced' within the university – rather than by Information Services (INSRV), who are given official responsibility throughout the university for providing services, support and facilities to all departments; with thirteen being classified as 'macro-produced', and fourteen having been produced by sources outside of the university (see Figure 3). Overall, this reveals that the signs in the sample have generally stemmed from mixed origins – whether or not there is correlation between this and whether or not these signs are monolingual or bilingual shall be assessed with regards to individual images below.

Figure 3: Pie chart showing proportions of signs meso-produced (bottom-up), macro-produced (top-down) and externally produced
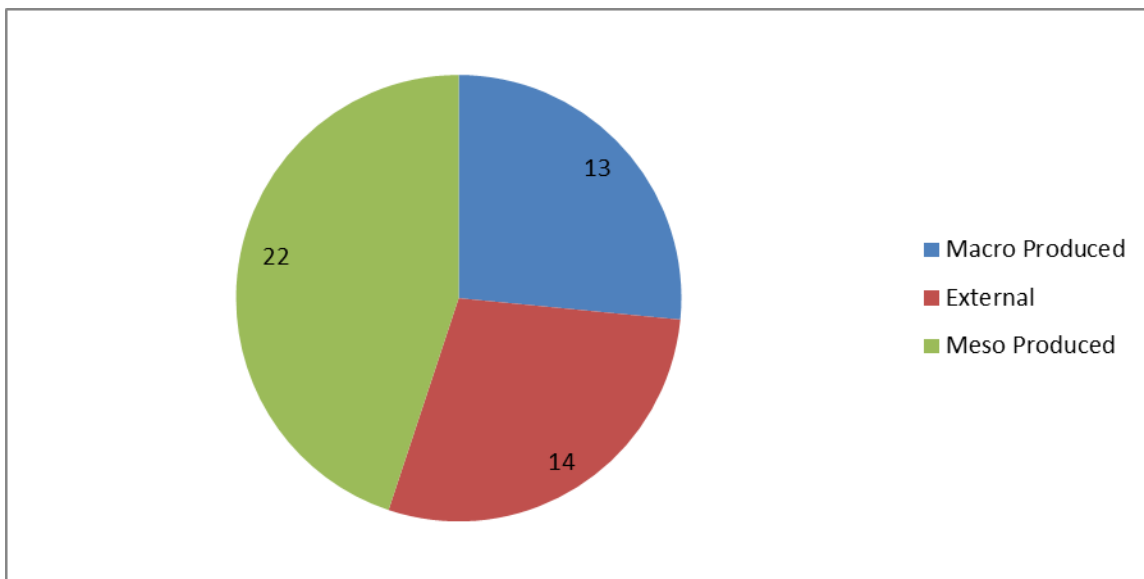
Chapter 5: Qualitative Findings

5.1. 'Macro' University signs

5.1.1. Macro sign outside Student Support Centre

It is stated in Section 6.8 of the University's Welsh Language Scheme (2004) that 'the University's visual identity scheme specifies that all permanent information signs in and around University buildings, except for internationally recognised safety signs, will be in Welsh and English.' (p.12). With this is mind, it is to be expected that all information pertaining what sorts of services are on offer from particular directorates, on display to not just university staff and students, but also the wider Cardiff public, will be in both Welsh and English. A sign outside the Student Support Centre (Image A), selected due to its large, prominent appearance and clear display of bilingual text, bears no exception to this notion, with the Welsh text appearing below the English text in the depiction of both the name of the centre and the information and services it provides. Indicating that this sign is officially produced by the university from the top down is the appearance of the Cardiff University logo in the top right corner of the sign, therefore it is to be expected that the sign is produced in both Welsh and English, due to sentiments voiced through the Welsh Language Scheme as mentioned previously.

It is interesting to note, however, the anomaly that the Welsh text appears in italics, contrasting to the vast majority of notices and signs collected; with Section 6.6 of the Welsh Language Scheme stating that 'the Welsh and English versions [of text] will be shown together and will be equal in terms of *format*, size, legibility, quality and *prominence* (2004:12, emphasis added). With particular attention paid to the first and last values emphasised, it can be deliberated that the Welsh text appearing in italics is not being represented on an equal footing with the English - also considering that it appears below the English throughout - therefore contradicting official policy on this occasion. However, this sign could have been visually presented as it is due to practical necessities, in that it would be of extra expense to produce two separate enlarged signs, and due to the premise that there needs to be a way of distinguishing the Welsh print from the English for purposes of clarity.

5.1.2. Macro sign on Optometry Building

Despite questions being raised about equal prominence of bilingual text in the previously discussed image, what is clear from this discussion is that the Welsh language invariably appears along with English, with equivalents in both languages clearly mapped out. This is in stark contrast to the publicly appearing sign printed onto a large window of the Optometry building (Image B), where it can be observed that only the word 'optometrists' is translated into Welsh, with the remainder of the text being displayed solely in English. This is indicative of what Reh would term 'fragmentary multilingualism', where only a selected part of the overall text is translated into another language (2004:10). Suffice to say, this goes against Section 6.8 of the Welsh Language Scheme stipulating that all public information signs are to be bilingual, particularly considering an official Cardiff University logo is printed next to it, overtly signifying that University officials are responsible for the printing of the sign. This raises questions about why this sign was not printed bilingually. Again, cost could be an issue, with the large appearance of the text, which appears to be printed on glass, required in order to attract the attention of the public. Nevertheless, what appears here not only deviates from legislation produced by Cardiff University, but also from wider Welsh Government legislation, stipulating that Welsh and English languages should be treated on a basis of equality, in the conduct of public business in Wales (Welsh Language Act, 1993:3). So on a more macro scale as well, violations of protocol can be detected throughout this predominantly monolingual public sign.

5.2. 'External' bilingual signs

With regards to signs which warn and command, such as the CCTV warning sign and no-smoking sign located on the outside of the Students' Union (see Image C and Image D), these would be produced independently from the university, probably as official signs recognised by the Welsh Assembly Government. It is noteworthy to observe that in both instances, the Welsh text appears above the English, with no font or formatting deviations apparent in the appearance of the text. It is unclear whether this is the official stance to take upon producing nationally recognised signs – that Welsh should always appear on top – yet it can be deduced from this orientation that the Welsh language is being privileged above the English, contrasting with the Student Support Centre information sign (Image A) previously discussed. This contrasting linguistic layout could be indicative of a lack of overarching consensus across Welsh institutions about which language should be positioned above the other and in which circumstances, or alternatively it could be interpreted the agents responsible for the

'externally' produced signs could be holding the use of Welsh in greater importance than in University legislation. Inside the University, according to one of the Welsh Language Scheme facilitators, 'there is no expectation for the Welsh to appear before the English' (E-Mail Correspondence, 11/06/2012: see Appendix 5). From this then, it seems there is no particular order which is prioritised with regards to which language appears 'first' – on the top or to the left – on signs and notices; it is therefore plausible that a similar attitude is adopted elsewhere across Wales.

5.3. 'Meso' signs in the Students' Union

On both the outside and the inside of the Student Union, a number of unofficial, bottom-up produced signs for public display can be observed: a poster produced by the Postgraduate Society at the University advertising their summer party (Image E) selects the Welsh text to appear on the left, therefore this will be most likely be seen first by passers-by. This could have been plotted due to a desire to express the Welsh identity of the university, or alternatively to emphasise the Welsh identity of the bar – the 'Gwdihw', a colloquial Welsh word for 'owl' – where the party is scheduled to take place. The appearance of this sign, however, turns out to be a notable exception to the general rule that other 'meso-produced' signs either position Welsh along the bottom, or do not include the language at all. For example, where an unofficial no-smoking sign appears, attempting to direct smokers to an alternative outside area, this is produced only in English, with no Welsh equivalent appearing (Image F), along with a sign instructing the public to keep to the left of the staircase, again produced entirely in English (Image G).

Again, we can see that Section 6.8 of the Welsh Language Scheme is being flouted; this could be down to lack of Welsh speakers on hand to produce the signs, or perhaps reflective of a need to appeal to the vast majority of the student population who cannot understand Welsh. The latter can be substantiated by statistics produced in the Scheme, with Section 1.3 stating that approximately only 6% of students across the University are regarded as being proficient Welsh speakers (2004:4); this figure however may have increased in more recent times, due to the heightened prominence of Welsh-medium education nationally. Being located in the Student Union, where the primary beneficiaries will be students in attendance at the University, this is a speculative reason as to why these signs have not been produced bilingually. Indeed, it has been noted that the Student Union has its own individual Welsh Language Scheme, which takes the lead from the University Welsh Language Scheme (E-

Mail Correspondence, 2012: see Appendix 5); unfortunately, access to this Scheme is restricted only to students and staff at Cardiff University, so it was not possible for me to access it. It is likely, however, that the document in question will contain similar legislation to that produced in the University Scheme, given that it has been established under compulsory legislation stipulating that the Welsh and English languages should be treated equally. Overall, the findings discussed across these past two sections reveal inconsistencies in displays of bilingual signs, ultimately not complying with legislation regarding the matter produced by the University.

5.4. Temporary signs in the Arts & Social Studies Library

Linking to the presentation of meso signs discussed above, issues of time restraints and particular attributes of staff at hand to produce them are significant in surveying the linguistic landscape of the institution. For example, one of the practical issues faced by staff whilst producing temporary signs to be removed at a later date is that there will not always be someone with a sufficient grasp of the Welsh language to facilitate this, a source from the above library has commented, as well as occasions where a 'need for speed' is paramount (E-Mail Correspondence 02/05/2012: see Appendix 3). This has been evident in the production of a sign notifying library users that the colour printer has moved (Image H), along with another sign indicating short-term changes to library opening hours (Image I). Despite possibilities that staff members do not possess a sufficient ability in Welsh to be able to produce equivalent text, it is stated in the Welsh Language Scheme that 'all new permanent *or temporary* 'internal' signs produced by Schools and Directorates (other than by Estates) will also be fully bilingual' (2004:12, emphasis added). It is interesting to note that nothing in particular is stipulated within the Scheme with regards to employment policy focusing on bilingual staff; this does not appear to take into account the notion that it might not always be possible for staff without an adequate command of the Welsh language to fulfil this pledge, which could go some way towards explaining the lack of compliance in this instance.

5.5. Different departments = different implementation of language policy?

Inside the Student Support Centre, there is a notice which offers assistance to disabled users of IT equipment, which lists support software available (Image J); despite being produced by Information Services, which normally provides bilingual signage, this sign is displayed only in English in this instance. It is unclear as to why this has not been translated into Welsh,

particularly given that the body responsible for producing it has a bilingual title: 'information services/gwasanaethau gwybodaeth', which certainly reflects an awareness for bilingual presentation, yet this does not appear to have been carried out throughout the text as a whole. However, the exact same sign can be found in the Glamorgan building, yet with a Welsh equivalent translated below (Image K), which shows that INSRV have in fact conformed to protocol and produced a bilingual notice. This therefore raises questions about departmental autonomy with regards to language policy implementation: from the evidence presented here it can be assumed that there is considerable variation upon the extent to which the Welsh Language Scheme is adhered to by different departments. This assertion is backed up by a member of staff from the Governance and Compliance unit of the University, responsible for overseeing the construction of language policy legislation such as the Welsh Language Scheme (E-Mail Correspondence, 14/05/2012 see Appendix 4). The staff member also ascertained to me that 'INSRV per se is not responsible for producing bilingual signage across all university schools and directorates, but is responsible for ensuring bilingual signage happens in their own areas' (E-Mail Correspondence, 11/06/2012: see Appendix 5). Therefore, this goes some way towards addressing some of the inconsistencies in policy implementation which have had attention drawn to them throughout this analysis.

5.6. Signs produced outside of the University

5.6.1. Externally produced public signs

The data gathered in this study has yielded some signs which have clearly been produced from outside of the University; an example of which being a sign denoting that mobile phones are prohibited (Image L), located on the front of one of the doors in the Arts & Social Studies Library, which appears to be a fairly generic, multi-purpose safety sign. Because the sign is produced by an English company, SETON, in this case it is understandable that the sign is completely monolingual, with no need to consider translations into Welsh due to the origin of the sign, although it seems plausible to argue that there would most likely be similar Welsh companies on hand to produce signs of this nature bilingually. A further example of externally produced signage comes in the form of a poster created by the British Sociological Association which informs the public about how to study the subject and of the usefulness of a degree in sociology (Image M). Similarly to the previous image, because this poster has been produced by a body independent from the University, moreover by one which represents the whole of Britain rather than just Wales, the lexis on display throughout the poster is

wholly multilingual. Again, this is most probably due to the fact that there is no obligation to produce bilingual signs as the poster is intended for the whole of the United Kingdom, where the most regarded language-in-common would be English.

5.6.2. Considerations of Welsh public signage

As with signage produced outside of Wales, there is evidence to suggest that externally produced notices within Wales are monolingually Welsh; looking at a poster which depicts a map of Wales with several different young people scattered across the image (Image N). This presumably pertains to students with a prior knowledge of the Welsh language, as the written text is presented solely in Welsh, suggesting that the organisation producing the poster – Coleg Cymraeg Cenedlaethol, which aims to develop Welsh-medium education in universities and colleges across the principality – is therefore not relevant to those without any sort of knowledge of Welsh, hence the monolingualism on display here. Another Welsh organisation is responsible for producing a sandwich board advertising the food available at a café in the Student Union, C-10: Diamond Caterers, a catering company based in the union itself, have elected to produce a monolingual sign for this, with all text being in English (Image O). Here, not only is there an apparent violation of the legislation set out in the University's Welsh Language Scheme – although the Student Union has its own Scheme in place, as mentioned previously this is unlikely to deviate significantly from that of the University's – but what is perhaps more surprising about this is that being a Welsh company, it could be expected that a Welsh identity in what they produce is to be cherished. However, the fact that the textual display is monolingually English could be indicative of a need to appeal to the wider student body as a whole where, as mentioned previously, the majority of which have a limited or no understanding of the Welsh language.

Chapter 6: Discussion and Conclusion

6.1. Who is responsible for initiating and implementing language policy at Cardiff University?

Overall, this study has revealed that there have been inconsistencies between language policy formulation and practical implementation of such policies. It has also been discovered that the University does take the lead from official Government policy, given that legislation provided by the Government stipulates that all public institutions throughout Wales are to provide Welsh Language Schemes (Welsh Language Act, 1993:3), and that the Welsh Language Board are charged with monitoring and overseeing these Schemes (Coupland, 2012:6). From this, it can be concluded that the University does not appear to produce its own wholly autonomous legislation. This therefore answers one of the research questions outlined in the introduction, which addresses who is responsible for the formulation of language policy throughout the University; although Cardiff has its own department, Welsh Language Services, which is responsible for devising and generating language policy, it appears to take the lead from national policy intentions.

6.2. How well have policy intentions been practically implemented?

It has also been discovered that across the linguistic landscape of Cardiff University, legislation outlined at both governmental and institutional levels appears to have been adhered to only partially, given the considerable percentage of monolingual signs recorded in this study. The Welsh Language Act had stipulated that both the Welsh and English languages should be treated on the basis of equality when conducting public business in Wales (HMSO, 1993:3), along with clear articulations in the University's own Welsh Language Scheme that bilingual signs and notices, whether temporary or permanent, were to be fully bilingual, with both languages being of equal prominence (Cardiff University, 2004:12). Throughout this study, it has been revealed that this legislation has not exclusively been put into practice: although there is considerable evidence which suggests that the Welsh language is certainly very much a part of the linguistic landscape of the University, the unfavourable statistic that reveals almost half of all signs recorded were monolingually English serves to dispel the notion that both languages are treated equally across the institution as a whole. Additionally, inconsistencies have been noted in the production of bilingual signage – the most prominent example of which being the Information Services sign

(see Images J and K) which had a Welsh version present in one building, but in another this was completely absent. On this evidence, this appears to convey a lack of consistency between individual University departments and directorates regarding the implementation of official internal and external policy, which is reflected throughout the linguistic landscape of the institution.

6.3. Reasons for the nature of the linguistic landscape

Of course, reasons for the apparent unequal treatment of both languages have been shown to be based on a number of factors. For example, I drew attention in my analysis to the display of monolingual posters and signs which have been produced by companies outside of Wales, themselves holding no obligation to translate signs into Welsh, whilst with providing manual translations it would be hard to recreate the distinctive formatting of the original sign, which could potentially affect the visual presentation and symmetry of the linguistic landscape. This therefore goes some way towards explaining why there was no Welsh translation accompanying the English text, thus providing a plausible explanation for the failure to follow language policy procedure on this occasion. Another reason for transgressions between policy planning and actual implementation has been shown to be the lack of bilingual staff, at times, to provide Welsh equivalents of English text. This has proven to be the case as far as temporary signs are concerned in particular, with the member of staff I corresponded with confirming that there are cases where Welsh-proficient staff are not on hand to produce bilingual signage as stipulated in the University's Welsh Language Scheme. In addition, the fact that the vast majority of the student population at the University have little to no knowledge of the Welsh language could be a reason for the significant amount of monolingual English signs present across the linguistic landscape of the institution.

6.4. Comparing with Estonia

As far as comparisons with previous studies are concerned, parallels can be drawn with Brown's research in Estonia (2012), where it was discovered that despite policy intentions towards establishing the minority language of Voro in schools in the South-Eastern region of the country, the outcome was that Voro appeared to be used infrequently on posters and public notices. Similar observations regarding differences between bilingual policy intentions and implementation of these in an educational setting have been detected in this study, with endeavours to erect bilingual signs, as revealed in my quantitative findings, having not been

carried out impeccably. Despite this, one must bear in mind that the socio-political backgrounds and the present day situations in Wales and Estonia are of course different, therefore it is difficult to compare my study with Brown's on a contextual basis. The Welsh language is certainly visible throughout Cardiff University; it is just a question of how much *more* visible it can become, with further monitoring steps needing to be taken if the Welsh language is to fully assume an equal status with what appears to be the more institutionally established English language.

6.5. Which language appears 'first'? Relative positioning of Welsh and English

With regards to the relative positioning of Welsh and English on bilingual signs found throughout the University, statistical data revealed that English generally appears 'first' – either on top of the Welsh or to the left of it – which symbolically indicates a privileging of the English language, despite legislative strides towards improving the visibility of Welsh in the public sphere. Ultimately, this implies that the languages are, from a symbolic perspective at least, not being treated on a basis of equality, as stipulated in such acts as the Welsh Language Measure of 2011 (Welsh Assembly Government, 2011:1) This issue calls into question the extent to which the spatial appearance of the two languages is prioritised by policymakers. Certainly based on the evidence supplied by the staff member at the University responsible for language policy initiation discussed previously, the positioning of the two languages alongside each other does not appear to be a priority. The apparent apathy towards this at the University contrasts with work by Hornsby and Vigers in Scotland and Wales (2012:66-67), where they remark on the importance in which the physical appearance of languages on signs is held by the public.

Although these studies cannot be directly compared due to Hornsby and Vigers seeking the opinion of the public on this matter, whereas I have focused on language policy more at the formulation level, this gives an insight into what people consuming the signs and notices I have analysed might think about the spatial relationship between Welsh and English. Another interesting point regarding textual presentation is that when bilingual signs have been discovered, in the vast majority of cases the Welsh and English text appears in the same format and font style, which was not the case with Scottish road signs (Hornsby and Vigers, 2012:60). Therefore, the desire for equality of prominence between Welsh and English outlined in the University's Welsh Language Scheme has generally been put into practice

soundly, in spite of the italics used for Welsh text in one of the images analysed (see Image A).

6.6. Considerations of language layout

Throughout this study, it can be ascertained that the majority of bilingual signs and notices collected displayed what Reh, as discussed previously, would call *duplicating multilingual writing* (2004:8). This indicates that, in this context, both the Welsh and English text on the signs were generally exact replications of one another, although a notable exception appeared with the large Optometry building sign, which only translated a 'fragment' of the text into Welsh (see Image B), falling into the category of *fragmentary multilingualism* as introduced by Reh (2004:10). Overall, the categories outlined by Reh regarding multilingual writing (see Section 2.2.1) were not used explicitly to refer to the signs and notices collected and analysed in my study, mostly because the majority of signs, as stated previously, could be categorised as the first type identified by Reh, *duplicating multilingual writing*. This also links to Coupland's frame of *parallel-text bilingualism* discussed previously, where texts 'assert the equality of Welsh and English' (2012:20), at least in terms of both languages being directly replicated, rather than only part of the overall text being translated into Welsh.

Yet this study has revealed that the predominantly duplicated multilingual text prevalent on signs and notices throughout the University does not necessarily mean equal treatment of both languages, given the propensity for English text to appear 'on top' of Welsh for instance, or for Welsh not to appear at all on considerable amounts of monolingual signage. This raises questions about the equal prominence of both languages from a symbolic visual perspective. Finally, the Welsh Language Board's *Guide to Bilingual Design* (see Section 2.2.5) was not explicitly considered throughout the analysis of the signs and notices, although the point made about the 'top and bottom' layout prioritising whichever language appeared 'on top' proved to be particularly salient in terms of discussing privileging of the English language over the Welsh language, where, as stated previously, the majority of bilingual signs positioned English text before the Welsh.

6.7. Strengths, weaknesses and recommendations for future research

6.7.1. Strengths

This study, by paying close attention to specific bilingual signs and notices, has generated key points of discussion which implicate the wider linguistic context and language policy implementation throughout both Cardiff University and Wales as a whole. Scrutinising individual images in depth produced some salient talking points, such as the relative positioning of the languages on display and notable absence of Welsh or English, along with providing a focus on how language planning and policy overtures are carried out on a practical basis. Allied to e-mail correspondence with staff members at the University and charts which were generated from the sample, the mixed methods on display throughout have led to language policy and the appearance of language in the public domain being analysed from numerous angles; e-mail correspondence in particular provided useful explanations for why signs and notices appeared as they did, which is important in deciphering the make-up of linguistic landscapes as a whole.

6.7.2. Weaknesses

There are, however, some areas which could be improved upon, one of which being the sample size. A larger sample would have enabled greater quantitative data to be collected; with the amount of images collected for my data being restricted to only five buildings, this cannot be construed as particularly representative of the linguistic landscape of the University in its entirety. If more buildings across the University were studied, this would provide richer, more generalisable data upon which to base conclusions about language policy and the linguistic landscape throughout the institution. In addition, the study has not focused on individual implementation of the Welsh Language Scheme by specific schools and directorates; for example no contact was established with figures responsible for implementation of the Scheme. This would have given some further insight into how language policy is devolved throughout the University, along with providing comparable evidence between schools and directorates with regards to the degrees to which they adhere to official policy.

6.7.3. Recommendations for future research

In order to further extend this research, greater amounts of quantitative data could be collected, for example extending the sample of images to include those in other buildings across the University, as this would provide harder statistical evidence of the situation of the linguistic landscape throughout the institution. In addition, semi-structured interviews could

be sought with more staff members, which would help facilitate a more detailed discussion about the language planning and policy implementation which takes place throughout the University. A comparative study with another Welsh higher education institution could also be initiated. This would raise questions about the degrees to which desires for a bilingual linguistic landscape are taken into consideration throughout the respective Universities, whilst providing an insight into potentially contrasting attitudes towards this. Bilingualism inside the University could also be compared and contrasted with the linguistic landscape throughout other public institutions, such as schools and hospitals, or even in the streets of a city centre, in order to further investigate comparable degrees of consistency between policy intentions and policy outcome.
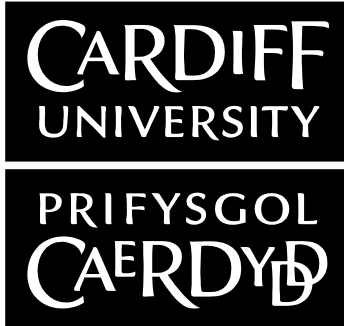
Welsh Language Scheme

August 2004

Copies of the scheme

are available by

contacting the Welsh

Language Scheme

Facilitator via -

Telephone - 029 2087 4792

E-mail - R*iceG1@cardiff.ac.uk*

Cardiff University's Welsh Language Scheme

1   Introduction

1.1   Cardiff University is one of Britain's major civic universities, with a history of service and achievement dating back to the nineteenth century.   On 1 August 2004 the University of Wales College of Medicine agreed to merge its activities with Cardiff University pending the achievement of a formal merger, which requires the passing of an Act of Parliament. Cardiff University is an affiliated (link) institution of the University of Wales

1.2   The University's vision *to be a World-Class University* and its mission *to pursue research of international excellence and research-led learning and teaching of the highest quality*. *It also has four aims covering:*

- Research

- Learning and Teaching

- The University and the Region

- The Supporting Environment for Staff and Students

All the University's activities are directed to achieving the highest international standards in research, learning and teaching in a rich and varied research-led environment where all staff and students can achieve their full potential to the benefit of the wider community and society as a whole. Cardiff recognises that people are the crucial factor in achieving its aims and underpinning the Strategic Plan is the University's commitment to:

- open, effective and efficient communication both internally and externally;

- excellence, integrity and innovation in every aspect of its work;

- collaboration, both internally and externally, and teamwork as well as individual achievement and reward;

- equal opportunities.

Tangible evidence that the University has gained recognition as a major player in UK higher education and can continue to move forward with confidence includes:

- the University's excellent results in the 2001 Research Assessment Exercise (RAE);

- membership of the Russell Group of the UK's research-led universities;

- rigorous mechanisms for reviewing the quality of teaching provision, strongly endorsed by the QAA Continuation Audit Report in 2000;

- rising demand for student places;

- rapidly increasing sponsorship of research.

It is recognised, however, that the process of improvement is continuous and that Cardiff will need to build on its previous successes if it is to compete at the highest level.

Achievement of the University's mission will be of mutual benefit to staff, students and the whole of Wales; it will require all staff to play their part in full and to respond imaginatively to the challenge. Addressing the competing and time-demanding pressures faced by staff, while continuing to seek improvements in the service the University provides to its students and in its research, is the major challenge of the planning period.

1.3   The University has approximately 18,100 undergraduate students and 6555 postgraduate students.   Employing some 4300 staff, the University has sites throughout the City of Cardiff as well as departments throughout Wales.

The most recent surveys conducted by the University show that approximately 5430 (30%) of the students are of Welsh domicile, 1086 of whom are Welsh speakers (approximately 6% of the total). From the teaching staff of 2676 members, a small minority are clearly bilingual, with less than 1% indicating that they would be sufficiently confident to teach through the medium of Welsh. Foreign nationals account for more than 3,700 (15%) of the student numbers and for an increasing proportion of staff. The University has a national and international reputation for high

quality research and teaching which attracts students from across the world and substantial funding from the research councils, public bodies, charities and commerce.

1.4 The University welcomes the provisions of the Welsh Language Act 1993 and has adopted the principle that in the conduct of public business in Wales, it will treat the English and Welsh languages on a basis of equality. Both the former constituent members of Cardiff University operated Welsh Language Schemes approved by the Welsh Language Board; the University of Wales, Cardiff since 1 August 2001, and University of Wales College of Medicine since 16 June 1999. This scheme sets out how the University will give effect to that principle when providing services to the public in Wales and was approved by the Welsh Language Board on 1 August 2004.

1.5 In order to give effect to this principle, the University outlines in this document the measures that it is already undertaking and those which it plans to develop. The Scheme relates to both the University's administrative and academic provision.

1.6 The University provides undergraduate and postgraduate courses in a wide variety of fields. It is recognised that a considerable number of its students will graduate in vocational or health related sciences, some of whom will work in Wales and in areas where communication through the medium of Welsh is either important or essential. To this end, the University will actively support students by providing opportunities to improve or gain Welsh language skills and by developing its academic provision in Welsh.

1.7 The University consists of 28 Schools and 7 Administrative Directorates:

Schools

- Architecture

- Biosciences

- Business (includes Economics)

- Chemistry

- City and Regional Planning

- Computer Science

- Dentistry

- Earth, Ocean and Planetary Sciences

- Engineering

- English, Communication and Philosophy

- European Studies (includes Politics)

- Healthcare Studies

- History and Archaeology

- Journalism, Media and Cultural Studies

- Law

- Lifelong Learning

- Mathematics

- Medicine

- Music

- Nursing and Midwifery Studies

- Optometry and Vision Sciences

- Pharmacy

- Physics and Astronomy

- Postgraduate Medical and Dental Education

- Psychology

- Religious and Theological Studies

- Social Sciences (includes Criminology and Education)

- Welsh

Administrative Directorates

- Corporate Services

- Human Resources

- Information Services

- Physical and Financial Resources

- Registry

- Strategic Development

- Student Support and Development

1.8   The delivery of the University's services will involve close partnerships with other institutions, and will particularly involve the NHS in Wales. Cardiff University will work closely with these partners in the development and implementation of their own Welsh language Schemes and ensure conformity and consistency with this Scheme.

2   Service Planning and Delivery

2.1   Ownership of the Scheme

2.1.1   The Welsh Language Scheme will be managed by the Head of the University's Welsh Language Services. However, Heads of Academic Schools and Administrative Directorates will assume responsibility for implementing the Scheme's requirements in their own School/Directorate. Each one will nominate a Welsh Language Scheme Co-ordinator, to assist in the implementation and monitoring of the Scheme across the

University. It will be the Heads' responsibility to ensure the effective management of the Scheme in collaboration with his/her Scheme Co-ordinator. (Please see Appendix A for relevant staffing responsibilities)

2.2   General Management

2.2.1   The Head of the University's Welsh Language Services' responsibilities will broadly include:

- Facilitating/co-ordinating the implementation of the Scheme in each School and Directorate

- The management of the Translation Service

- The development of the University's Welsh Medium Provision

The Head of the University's Welsh Language Services will be directly assisted by two Welsh Language Scheme Facilitators who will facilitate the implementation of the Scheme on a day to day basis and will work closely with School/Directorate Co-ordinators to assist them with the implementation of the Scheme in their own service areas.

2.3   New Policies and Initiatives

2.3.1   When developing new policies and initiatives the University will take advantage of opportunities to implement the principle of equality wherever possible.

2.3.2   The University will consult with the Welsh Language Board in advance regarding any proposal which will affect the Scheme or that of other organisations and will not alter the Scheme without the Welsh Language Board's agreement.

2.3.3   When planning and formulating new policies and initiatives, the University will assess the linguistic effect of any new policies and initiatives ensuring that these are consistent with the principles of this Scheme, will ensure that those new policies conform with the commitments given in the Scheme and that they also facilitate and promote the use of the Welsh language wherever possible. All Heads of Schools and Directorates will be regularly made aware of the Scheme's requirements by appropriate means.

2.3.4   In its corporate objectives the University has resolved to strengthen further its already significant contribution to the continuing economic, educational, social and cultural progress of Wales. This commitment includes the development of policies relating to use of the Welsh language, particularly in the context of the University's aim of maintaining its primary academic responsibilities and international standing as a university and in supporting and promoting the National Assembly's activities where they are consistent with the University's linguistic strategies.

3   Standards of Quality

The University is committed to delivering an equally high quality service in both English and Welsh. The University sets, publicises and monitors its targets for the provision of services and dealing with the public in Welsh.

4   Supporting and Monitoring the Scheme

4.1   This Scheme has been approved by the Senate and Council of the University prior to its submission to the Welsh Language Board, and therefore has the full authority of the University for its implementation. Final responsibility for implementing the Scheme rests with the Vice-Chancellor of the University, who may delegate this responsibility to appropriate officers of the University.

4.2   The Director of Corporate Services will have overall responsibility for monitoring the compliance with the Scheme and will report on progress to the Council of the University. The outcome of the monitoring will be recorded in an annual report to Council and to the Welsh Language Board.

4.3   The views of Welsh speakers will be sought periodically about the range and quality of services in Welsh provided by the organisation. Suggestions for improvements in the implementation of the scheme should be addressed to the Head of the University's Welsh Language Services, who will have responsibility for recording the suggestion and for forwarding it on to the most appropriate individual in the University for response.

5 Dealing with the Public

5.1 <u>Corresponding with the public - written communication</u>

5.1.1 The University welcomes correspondence in Welsh and undertakes that all letters received by the University in Welsh will receive a signed reply in Welsh or a pre-printed reply in Welsh. Corresponding in Welsh will not in itself lead to delay. When the University writes a letter to an individual who has expressed a preference to receive letters in Welsh, or to an organisation which is known to work mainly in Welsh or which prefers to receive letters in Welsh, the letter will be written in Welsh. If the University is writing to an individual following a face-to-face meeting or telephone conversation in Welsh, the letter will be written in Welsh. It may not be practicable to translate technical enclosures however.

5.1.2 All Schools and Directorates will be required to identify standard and regular items of correspondence, to prioritise their provision in Welsh, and to increase the provision on an annual basis, in conjunction with the Head of the University's Welsh Language Services. Such items distributed to the public in Wales will be bilingual although, on occasions, there will be instances where it will be appropriate to write in Welsh only or English only. Schools/Directorates will be issued with guidance with regard to the linguistic requirements of correspondence and should seek advice from the Head of the University's Welsh Language Services if unsure as to what action would be appropriate.

5.1.3 As part of the introduction of the new Student Information Management System (SIMS), students will be asked on their registration at the University to state whether they would prefer to receive their personal correspondence in Welsh or English. Correspondence with students (e.g. regarding enrolment, assessment arrangements and graduation) will thereafter be in their preferred language. This information will then be distributed to relevant officers in each Academic School for their own use. These arrangements will be implemented in the Wales College of Medicine in 2005/2006.

Information and forms in English generated from outside the University are unlikely to be translated, however.

5.1.4 Where a face to face meeting or telephone call has been in Welsh, then any subsequent communication will also be in Welsh.

5.2 <u>Telephone communication with the public</u>

5.2.1 The University receives calls through its main switchboard and directly to departments. It welcomes telephone enquiries in Welsh and is seeking to extend its provision in this area. Calls to the switchboard will be answered by a bilingual greeting. Only a limited number of staff across the University can speak Welsh, and consequently callers to departments may have to speak English in the initial stages of any enquiry. However, calls will be transferred to a Welsh speaker, wherever possible.

As part of the University's Language Awareness training initiative, front line staff are given training in language choice with respect to telephone communication. Language Training is also provided and encouraged by means of *Meeters and Greeters* courses via the Canolfan Dysgu Cymraeg

5.2.2 It is intended that a dedicated line for enquiries through the medium of Welsh will be established, and will be publicised by the end of the 2004/2005 session. Enquiries which cannot be dealt with through this initial contact will be transferred, wherever possible, to a Welsh speaker in the relevant department, or, if that is not possible, to one of the Welsh Language Scheme Facilitators. To this end, the University has enhanced its Communications Directory to list initial contacts of Welsh-speaking staff in Schools and Directorates. If there is a Welsh speaker able to deal with an enquiry, but that person is unavailable at the time of the call, the caller will be given the choice of a Welsh speaker phoning back, or continuing the call in English. If there is no Welsh speaker in the department who can deal with the enquiry the caller will be given the choice of continuing the call in English, of speaking to either the officer staffing the Welsh language enquiry line or one of the Welsh Language Scheme Facilitators, or of receiving a written reply in Welsh.

5.2.3 If a caller to the central switchboard wishes to speak Welsh, the operator will direct the caller to the dedicated Welsh enquiry line, when established or to one of the Welsh Language Scheme Facilitators, or will try to direct the call to a Welsh speaker

in the appropriate School/Directorate to deal with the enquiry. If there is a Welsh speaker able to deal with the enquiry, but that person is unavailable at the time of the call, the caller will be given the choice of a Welsh speaker phoning back, of continuing the call in English, or of speaking to either the officer staffing the Welsh language enquiry line or one of the Welsh Language Scheme Facilitators,. If the only members of the University able to answer the query are non-Welsh speakers, the caller will be given the option of receiving a written reply in Welsh.

5.2.4 There may be occasions, however, particularly if the enquiry is complex or specialised, when the only members of the University able to answer the query are non -Welsh speakers. In these instances the caller will be given the option of providing details of the query or of making a written request for the information concerned. The caller will then receive a written reply in Welsh.

5.2.5 Where members of the public are invited to leave messages on an answering machine or similar, for example the prospectus enquiry line, the recorded message will indicate that messages may be left in English or Welsh. All externally advertised telephone extensions incorporating an answering machine, will have a bilingual message.

5.2.6 Schools and Directorates are encouraged to use their staff who have Welsh language skills to deal with any queries, as far as is reasonable. This is seen as a means of improving the University's overall service but should not be done to the extent where it would have a detrimental effect on the usual duties of the Welsh speaker. Encouragement will be given to members of staff who wish to learn Welsh or improve their Welsh language skills as part of the University's Welsh Language Skills Strategy (see 8 below)

5.3 <u>Public meetings and other meetings/contacts with the public</u>

5.3.1 Notices for public meetings will indicate that members of the public are welcome to contribute in either English or Welsh. Opportunities to provide a fully bilingual service will be limited because there are insufficient staff who speak Welsh.

5.3.2 The University will provide the following services for Welsh speakers in connection with meetings and events organised by the University which take place in Wales:

- The University will ensure that a translation service is available at meetings of the Court and the Welsh Medium Provision Sub-Committee.

- The University will decide whether a translation service is needed for a public meeting or lecture, having regard for the subject of the meeting/lecture, who is likely to attend and whether, in response to the notice of the meeting/lecture, there has been prior indication that both languages will be used. It will be necessary to make judgements about the provision of translation services and arrive at a satisfactory practice in the light of experience. The advice of the Head of the University's Welsh Language Services should be sought in the event of any uncertainty.

- When Welsh-speaking representatives of the University attend public meetings and exhibitions, they will be encouraged to identify themselves as Welsh speakers by wearing a "Working Welsh" badge.

- Degree ceremonies will be conducted bilingually and the ceremony programmes are produced bilingually.

5.3.3   As well as public meetings, University staff hold many other meetings with individuals and organisations. When a meeting is organised in advance with an individual, the linguistic needs of the individual will be established and where the preferred language of the individual is Welsh the University will hold the meeting in Welsh or provide translation services.

5.3.4   The University hosts many national and international conferences and meetings which are principally attended by delegates from outside Wales. The organisation hosting such events will decide whether a translation service is needed for any such public meetings having regard for the subject of the meeting, who is likely to attend and whether there has been prior indication that English and Welsh will be used.

5.3.5   Staff in reception areas which deal with the public may not be able to respond in Welsh but will endeavour to put enquirers in the Welsh language in touch with an appropriate member of staff. Welsh-speaking staff in reception areas or security lodges will be encouraged to wear "Working Welsh" badges.

5.3.6   Any members of staff involved in arranging public meetings or lectures are encouraged to discuss their arrangements with the Head of the University's Welsh Language Services so that appropriate advice can be sought

5.4   Publications

5.4.1   The University issues a wide variety of publications, some of which are centrally produced and others which are produced in departments. Most inform members of the University, the public or prospective students about existing or proposed courses or facilities. The University will produce either bilingual or both Welsh and English versions of those documents that are most widely distributed.

All Schools and Divisions have a schedule of publications for production in Welsh, and these are prioritised over a period of time. This schedule is produced in conjunction with the Head of the University's Welsh Language Service.

Separate Welsh and English versions will be favoured where the publication is widely distributed outside Wales. Guidelines will be produced for staff, consultants, designers and publishers on the production of bilingual and English and Welsh documents.

Where a publication is available in both Welsh and English, each version will carry a statement that the document is available in the other language and both versions will be displayed together. Any publications for which the University makes a charge will be charged at the same price, regardless of whether it is an English, Welsh or bilingual version of the publication. Both languages will be equally treated in terms of format, size, quality, legibility and prominence. Both documents will be published at the same time and it will be equally possible to obtain a copy in Welsh or English.

5.4.2   For publications which are directed at particular sections or groups of readers, the decision on whether the publication is bilingual or in one language will be determined by the Head of Welsh Language Services on the grounds of the nature of the material, the frequency of publication, the target audience and the extent to which it includes Welsh speakers.

6   The Public Face of Cardiff University

6.1   Name and Logo

The University's name, in whatever format it is used, logo and associated corporate identity information will be in both English and Welsh on all signs, publication covers, vehicles and other forms of public display material both at the University and for use throughout Wales.

6.2   Stationery

Stationery and related materials such as fax headers, compliment slips, ID cards and the like will be bilingual, treating the two languages equally in terms of format, size, legibility and prominence for use in Wales. Printed information on the University's letterheads and similar items will be bilingual for use in Wales.

6.3   Forms and Letters

The University produces many forms mainly for staff, students and members of committees, as well as for prospective employees and students. The decision on whether forms will be bilingual or in one language will be determined by the nature of the form, the frequency of use and the extent to which the users include Welsh speakers

However, all Schools and Directorates have a schedule of standard letters, forms and circulars for production in Welsh, and these are prioritised over a period of time. This schedule is produced in conjunction with the Head of the University's Welsh Language Service.

The University will issue Welsh language/bilingual versions of students' application forms, other than those generated by UCAS or other external bodies, in cases where requests for Welsh versions are received or in response to written requests in Welsh for such forms.   All forms, and any explanatory notes, for use by the general public in Wales, (including those which may primarily be sent outside Wales and overseas), will be bilingual or available in both Welsh and English. However, detailed technical forms for specialised groups will not generally be translated.   The advice of the Head of the University's Welsh Language Services should be sought if required.

6.4   Press Releases

The University's Public Relations service issues many press notices to the media each year. Press notices for issue principally in Wales will be produced bilingually and a Welsh-speaking contact name will be provided.

6.5   Advertising and Publicity

The University will conduct its advertising and publicity activities in Wales bilingually on the basis of equality of the two languages. Where the University conducts publicity campaigns and attends exhibitions in Wales, exhibition materials will be in Welsh and English:

-   Welsh and English versions of the University's promotional video will be available for prospective students.

-   Information concerning the University Open Day will be produced in Welsh and English.

-   Materials produced specifically for either of the National Eisteddfodau however, will be in Welsh only

6.6   Official and Public Notices

Official and public notices circulated in Wales will be bilingual. The Welsh and English versions will be shown together and will be equal in terms of format, size, quality, legibility and prominence. Staff recruitment advertising in Wales will be in bilingual format. Where Welsh language skills of any kind are essential, advertising will be in Welsh only. Advertisements in the press principally circulated in Wales will also be in Welsh and English.

6.7   Website

The Cardiff University website and other computer-based material will be reviewed so that more information will gradually become available in Welsh. The development of the website in each School/Directorate will be agreed upon between the Head of the University's Welsh Language Services and the relevant Welsh Language Scheme Co-ordinator so as to ensure a structured and scheduled development University wide.

All Schools and Divisions already have a Welsh language Home Page and Welsh pages on at least one click below their Home Page.

6.8 Signs

The University's visual identity scheme specifies that all permanent information signs in and around University buildings, except for internationally recognised safety signs, will be in Welsh and English. The size, equality, legibility and prominence of text on signs will respect the principle of equality between languages. Any other signs that the University is responsible for such as highway signs will be fully bilingual. All new permanent or temporary 'internal' signs produced by Schools and Directorates (other than by Estates) will also be fully bilingual. These include notice board headings, door signs, directional signs, open day signs, conference signs etc. All Schools and Divisions will endeavour to erect bilingual signs immediately wherever practicable.

6.9 The Cardiff and the Vale NHS Trust and other relevant Trusts

A Joint Working Party will be established with the Cardiff and the Vale NHS Trust and other relevant Trusts to ensure that the University's Public Face (e.g. signage) in areas jointly operated with the Trust(s) conforms with the Scheme's requirements.

7   The Welsh Medium Provision for Students

7.1 Interviews

7.1.1 The University does not interview prospective undergraduate students in all its Schools but when interviews are held, it will arrange for Welsh-speaking students, if they so wish, to be interviewed through the medium of Welsh, wherever possible.

7.1.2 Schools which interview prospective students will need to make arrangements to hold at least a part of the interview in Welsh if requested. A specific question asking the candidate whether they wish to have a proportion of their interview in Welsh will be included in the letter inviting candidates to interview. Such letters will be written in Welsh, English or bilingually, as appropriate.

7.2   Language Awareness

7.2.1   The Head of the University's Welsh Language Services works closely with the Students Union to provide a session on language and cultural awareness within the orientation programme for new students to the University. This will be offered to students at the beginning of each academic session.

7.3   Pastoral Care / Counselling and Advice

7.3.1   Welsh-speaking students, if they so wish, will be allocated to a Welsh-speaking personal tutor, provided there are Welsh-speaking members of the teaching staff in the student's subject area, and meetings with personal tutors will be held through the medium of Welsh. In cases where there are no Welsh-speaking members of the teaching staff, every effort will be made to utilise an appropriate member of staff from a related School.

7.3.2   The Advisory and Counselling Services in the Student Support and Development Directorate provides confidential advice to students on a wide range of personal, financial, academic and general welfare problems. The language needs of students will be established when appointments are made and Welsh-speaking students will be assigned to the Welsh-speaking adviser.

7.4   Examination/Assessment

7.4.1   All students are offered the opportunity to sit written examinations in Welsh, irrespective of whether they have received tuition through the medium of Welsh. In accordance with this policy, arrangements will continue to be made for assessed coursework, examination papers and scripts to be translated where Welsh-speaking examiners are not available in the department concerned. All such arrangements are subject to any national degree guidance or regulations or QAA Guidance. The University will take advantage of any national developments to identify potential external examiners who may then be used to assess or mark the original texts. If appropriate, this may be done to avoid having to translate students' texts.

7.5   <u>Academic Provision</u>

7.5.1   Cardiff University is committed to the development of its academic provision through the medium of Welsh and has developed a Welsh Medium Provision Strategy (Appendix B) which will enable it to focus on a realistic policy to achieve this objective.   To date the University has developed four main areas of Welsh medium provision:

1.   'Ab initio' undergraduate provision, provided by the School of Welsh.

2.   High-level skills courses (e.g. in translation or in formal written Welsh).

3.   Professional/vocational provision for students on undergraduate degree schemes, designed to appeal to a wide audience, with individual departments being able to make a subject-specific input for their own students.   Such provision will be developed via a gradual and realistic approach.

4.   Welsh for Adults, the provision of which will be extended in the light of identified student and staff demand.

7.5.2   As part of this Welsh Medium Provision Strategy, the University has a rolling 3-year Action Plan to develop and enhance its provision and seeks to identify strategic areas where it should be involved in developing Welsh medium provision. These may include:

- Subject areas unique to Cardiff University

- Subject areas traditionally attracting Welsh speaking students

- Subject areas where Welsh speaking staff are available to teach in Welsh

- Subject areas where there is a demand for provision in Welsh

- Vocational subject areas

- Projects which may attract external funding

This Action Plan is monitored and developed on an annual basis.   Up-to-date information on the provision in this Action Plan is available from the Head of the

University's Welsh Language Scheme, and a copy of the current Action Plan is attached in Appendix C.

7.5.3   The School of Welsh also offers specific provision in the form of:

- University wide modules for Welsh learners

- University wide modules for Welsh speakers wishing to improve their written Welsh

- Courses for staff wishing to learn Welsh and courses for adults outside the University wishing to learn Welsh. This provision is offered by the Canolfan Dysgu Cymraeg

- Provision of Welsh language training courses at both beginners' and improvers' level. This provision is offered by the Canolfan Dysgu Cymraeg.

The University has a Language Tutor to teach, develop and co-ordinate Welsh medium provision throughout the University, building on the current provision offered by the School of Welsh and drawing on the expertise of the staff of the School and the Canolfan Dysgu Cymraeg. The Tutor works closely with the Head of the University's Language Services to co-ordinate developments

7.5.4   The provision offered by the University through the medium of Welsh is monitored by its Welsh Medium Provision Sub-Committee, which reports to the Learning and Teaching Committee. The Sub-Committee has been delegated the responsibility   for co-ordinating the Welsh medium provision within the University. It will also review each School's Strategic Plan in respect of its policies towards learning, teaching and assessment through the medium of Welsh, and will encourage and give support to Schools in the development of these policies.

7.5.5   The University contributes towards the cost of a Welsh Medium Provision Development Unit within the University of Wales and works closely and regularly with the Unit's Development Officer. This effective co-operation is vital to ensure constructive strategic developments which will benefit Cardiff University and the students which study here. The Head of the University's Welsh Language Service is

a member of the University of Wales' Board for Welsh Medium Teaching as well as the Board's Working Group.

7.5.6   The Head of the University's Welsh Language Services is also a member of HEFCW's Welsh Medium Provision Steering Group as well as its Marketing Sub-Group. Again, the University sees this relationship as an important development so as to ensure appropriate and fair funding for Cardiff University in a national context.

7.5.7   The University will produce an information pack for students containing details of all Welsh medium provision and will produce and implement a development plan to introduce Welsh medium provision and support in those subject areas where the development of such provision and support has been identified as being feasible and realistic. The University will undertake regular monitoring of student and external demand for teaching through the medium of Welsh.

7.5.8   The Head of the University's Welsh Language Services will work closely with relevant officers in the External Relations Section in order to develop the University's Marketing Strategy for the Welsh Medium Provision in order to effectively promote the developments in this field; and with other relevant officers throughout the University to ensure consideration of the Scheme's requirements in the development of policies, strategies and initiatives.

7.5.9   The development of courses or modules through the medium of Welsh will be facilitated by the Head of the University's Language Service and in accordance with the provisions of the Welsh Medium Provision Strategy. Any new proposals will be included in the University's 3-year Action Plan

7.5.10   The University's educational provision is provided on a modular basis, whereby programmes of study are made up of a selection of modules. The decision to run a module in a particular year will be dependent on having sufficient students enrolling on the module.

7.5.11   The ability to offer modules through the medium of Welsh will be influenced by the numbers and needs of students and the available human and material resources.

Educational agreements with District General Hospitals will encourage provision of clinical training and communication with patients and the public through the medium of Welsh and the University will undertake to monitor closely this aspect of the agreement.

7.5.12 The University has extended its provision of Welsh language skills modules since their introduction in 2000

7.5.13 The University will develop Welsh language modules in individual subjects wherever possible, particularly to meet vocational demands e.g. "Legal Welsh", "Patient Care".

7.5.14 The University will extend the availability of core elements of the existing module in Welsh oral and written presentation skills, currently offered by the School of Welsh.

7.6 <u>Placements/Student Support Services</u>

7.6.1 The Careers Service publicises widely any information received about job or placement opportunities for students fluent in Welsh.

7.6.2 Students from a number of Schools (including the School of Social Sciences, the School of Pharmacy, School of Medicine and the School of Journalism, Media and Cultural Studies) undertake placements as part of their studies or seek course-related work experience during the vacation period. Welsh-speaking students will have the opportunity to undertake placements either wholly or partly through the medium of Welsh. Every effort will be made to ensure that students are informed of Welsh medium placement/work experience opportunities and that students requesting placements in Welsh speaking areas will be located in appropriate locations.

7.6.3 Schools within the Wales College of Medicine, Biology and Life Sciences place Welsh speaking students at placements where their Welsh speaking competence could be used and this will be formally referenced in the University's publicity material.

7.7 <u>Vocational Training for Students</u>

7.7.1 Priority will be given to the provision of language skills courses for Welsh-speaking students who wish to work through the medium of Welsh in their chosen profession. In this way the University considers that by offering Welsh language training

opportunities to its students it will be contributing to the general implementation of the Welsh Language Act by increasing the pool of Welsh-speaking graduates available to work in Wales.

7.8   Accommodation

7.8.1   Welsh-speaking students will be offered the opportunity of living in accommodation set aside for Welsh speakers, currently at Senghennydd Court Hall of Residence although the location is reviewed annually. These students will receive information and correspondence regarding their accommodation in Welsh. Every effort will be made to recruit a Welsh-speaking Student Warden, at the location of accommodation set aside for Welsh speakers, to assist in the provision of pastoral care and welfare for these students.

7.9   Student Learning Resources

7.9.1   As part of its support for the development of Welsh medium provision, the University's Information Services will provide access to an appropriate collection of Welsh language reference works, to support Welsh speakers who wish to pursue aspects of their studies through the medium of Welsh. A new library catalogue has been developed across a consortium of universities in Wales which is available in both Welsh and English. Details of current Library provisions can be seen in Appendix C.

7.9.2   The University's Information Services provide a range of formal and informal teaching sessions for students. Subject to the availability of Welsh-language speaking staff, courses will be offered through the medium of Welsh.

7.9.3   The University's academic computing network supports software packages such as CySill and CysGair. The Information Services Division will investigate other appropriate learning resources which might be made available on the network to support Welsh medium learning and teaching.

7.9.4   The University's Teaching and Learning Committee has established the Cardiff Skills Bank with the aid of a HEFCW academic infrastructure grant. The Skills Bank is a pioneering web-based learning resource which gives students on-line access to a range of materials related to the acquisition and enhancement of key skills. With the

assistance of HEFCW development funding, the School of Welsh has developed materials for the Welsh language side of the Skills Bank in a number of areas. As part of the continued development of the Skills Bank, the University will endeavour to continue to identify and develop more relevant Welsh language material in the short and medium term.

8   Welsh Language Skills Strategy

The University is continuously developing its Language Skills Strategy in order to develop and train staff in respect of Welsh language issues, and in order to effectively recruit appropriately linguistically skilled staff. The Strategy will consist of the following components:

8.1   Induction Training

The University will continue to provide members of staff with detailed guidance on all aspects of the use of Welsh within the institution, including advice on the implementation of the Scheme. This guidance is now part of the "welcome pack" for newly recruited staff to the University, and it will be made available to all current staff.

8.2   Language Skills Audit of Staff

This will be achieved through a biennial Welsh language skills audit. The next audit will be conducted during the summer 2005.

In its delivery of services, the University will identify bilingual staff in an effort to ensure that it has the operational capacity to comply with the Welsh Language Scheme.

The audit will also allow the University to identify staff who may be able and willing to contribute towards the University's Welsh medium academic provision.

8.3   Language Awareness Training for Staff

The University has a Language Awareness programme in place which is managed and delivered by the Head of the University's Welsh Language Services. Language Awareness Courses are available for both managers and 'front-line' staff.

All new staff at the University are encouraged by their Schools/Divisions to attend the language Awareness Programme as part of their induction.

8.4   Language Training for Staff

The University will plan its Welsh language training initiatives for staff in accordance with its Welsh Language Training Strategy The University will provide Welsh language training via the Canolfan Dysgu Cymraeg (Welsh Language Teaching Centre) in the School of Welsh.

As part of its Welsh language Training Strategy, the University will encourage Schools and Directorates to support the training needs of staff who have a particular contact with the general public and with Welsh-speaking students, both by paying tuition fees for courses provided by the University and by releasing staff to attend such courses.

8.5   Language Training for Students

The University is conscious of its role in developing graduates who are appropriately skilled to work in both non-Welsh speaking and Welsh-speaking communities in Wales. Part of this skill development includes linguistic development and the University is developing a programme of courses for complete beginners both as accredited and non-accredited modules; vocational improvement courses for fluent Welsh speakers and general improvement courses for fluent Welsh speakers.

8.6   Recruitment of Welsh Speaking Staff

For this Scheme to be successful, the University must have enough appropriately skilled staff able to speak Welsh.

Procedures have been put in place to identify posts where it would be desirable or essential to have a Welsh speaker, and human resource procedures require all Schools/Directorates to consider Welsh language skills for each new post filled.

The University is conscious of its role in a bilingual society and welcomes applications from Welsh speakers for any advertised job vacancies. Vacancy advertisements and job descriptions will indicate what language skills are either desirable or essential for all posts. The University will interview prospective members of staff bilingually if a post has been identified as one where Welsh language skills are essential.

In cases where Welsh language skills have been identified as essential for a post, if an appointment is not possible following the recruitment exercise, the post will be re-advertised with the same specifications, but inviting non Welsh speakers to apply. A non Welsh speaker appointed would have to be willing to acquire appropriate Welsh language skills to allow him/her to effectively undertake the duties involved in the post, within an agreed timescale.

The University will constantly monitor its success in attracting bilingual applicants for posts and in recruiting bilingual applicants, and will respond strategically to annual patterns as appropriate. The University's success in attracting appropriately skilled bilingual staff to posts where Welsh language skills would be desirable or essential will be closely and regularly monitored with a view to maximising its effectiveness in making its desired appointments.

The Head of the University's Welsh Language Services will liaise closely with Human Resources on a regular basis on this issue and to further develop a policy relating to the recruitment of Welsh speaking staff to facilitate the University's objective of employing enough suitably qualified staff who are bilingual.

9   **Translation Service**

All translation work will be co-ordinated via the Welsh Language Services in the Corporate Services Directorate. Translations will either be undertaken in-house by the Welsh Language Services or externally by approved translators (members of either the Institute of Linguists, the Institute of Translators and Interpreters or *Cymdeithas Cyfieithwyr Cymru* (The Association of Welsh Translators and Interpreters); the work being managed by the Welsh Language Services. University

staff are made aware of the translation arrangements so as to facilitate an effective and timely service.

10 Complaints and Improvements

10.1 Complaints about the operation of the University's Scheme should be addressed in the first instance to the Head of the University's Welsh Language Services. If, following investigation, the matter is not resolved to the satisfaction of the complainant, the matter will be referred to the Vice-Chancellor's Office for consideration. Complaints by students will be considered and resolved in accordance with the University's Students Complaints Procedure.

10.2 The University also welcomes suggestions for improving its Scheme, which should be addressed to the Head of the University's Welsh Language Services. Such suggestions will initially be considered by officers of the University, but major matters of policy will be referred to the relevant committee for consideration. Periodic opinion surveys are conducted to test the views of Welsh-speaking users about the range and quality of Welsh services.

11 University Services Contracted to Third Parties

11.1 Services to the public in Wales contracted to third parties on behalf of the University will conform with the requirements of this Scheme.

Whilst "Estates" contracts are managed within the University, "Purchasing" contracts are increasingly being awarded on a national or regional basis. Such contracts will be subject to the Language Scheme of the lead partner in such initiatives. As a result, the University will

- encourage such partners to fully implement the provisions of their own Language Schemes.

- Concentrate on the contracts it awards 'locally'

11.2 The number of "Purchasing" contracts the University itself currently awards in Wales amounts to approximately 200 per annum, whereas the "Estates" contracts are considerably fewer in number. In administering these contracts, the University will:

- Issue English only tender documentation to prospective contractors in the short term at least, whilst gauging the prospective contractors' views and aspirations in terms of obtaining bilingual documentation. The position will be reviewed during 2005/2006.

- Provide the core tender documentation bilingually when there is a Welsh language element to the service in question.

- Ensure that there is reference in the core tender documentation to the need for any successful contractors to conform fully with the requirements of the University's Welsh Language Scheme. Such a reference will also be made in the final contract. Moreover, when a service being provided by an external contractor includes a linguistic provision, the tendering documentation and the final contract must clearly specify the linguistic requirements. This will be managed by close liaison between the Purchasing and Estates Sections and the Head of the University's Welsh Language Services. The Head of the University's Welsh Language Services will also manage the monitoring process in conjunction with the Purchasing and Estates Sections by annually auditing the performance of a sample of the contractors in terms of conforming with the 'linguistic' terms of their contract.

- All third parties contracted by the University should seek the assistance and advice of the University's translation service with all translation tasks so as to ensure a consistent and quality provision.

12   Publishing Information

12.1   A bilingual annual monitoring report will be delivered to the Council and a copy sent to the Welsh Language Board. The report will identify progress in terms of strategic objectives set during the previous year and will highlight new targets and

objectives for the following year. Copies of the report may also be issued to other relevant or interested professional and statutory bodies.

13   Publicity

13.1   The University will develop effective working practices to ensure that the provisions of its Scheme will be made known to members of the public, staff, students and prospective students through University publications and its web-site.

13.2   Any enquiries about the Scheme should be directed to:

The Head of the University's Welsh Language Services, Room 0.24, Humanities Building, Cardiff University, Cardiff, CF10 3XP.

APPENDIX 2: DATA COLLECTED ON DVD

To consult all of the photographs taken as part of this study, I refer you to the DVD enclosed as part of this dissertation. Where specific images have been analysed, these are available in the Image Index section which appears below.

APPENDIX 3[2]: E-MAIL CORRESPONDENCE, BILINGUAL SIGNS AT CARDIFF UNIVERSITY

Thanks again for your input, it's been a great help. If I have any more queries I'll contact you.

Regards,

From:
Sent: 04 May 2012 16:23
To:
Subject: RE: Bilingual Signs at Cardiff University

Hi

Feel free to include it.

If you have any further questions, please get in touch.

Have a good Bank Holiday weekend.

.

Site Librarian Arts & Social Studies Library, Music Library and Law Library Service
Cardiff University
PO Box 430
CARDIFF
CF24 0DE
Tel: 02920 875686

From:
To:
Date: 04/05/2012 16:03
Subject: RE: Bilingual Signs at Cardiff University

Hi

Thanks very much for your detailed comments. I was wondering if it would be OK with you if I could potentially use the information you have given in my dissertation write-up...naturally you will be given a completely anonymous source status (if you wish).

Regards,

---

[2] For all e-mail correspondence (see Appendices 3, 4 and 5), all names have been deleted, for purposes of anonymity.

```
_____
From:
Sent: 02 May 2012 11:41
To:
Subject: RE: Bilingual Signs at Cardiff University

Hi

Thanks for the helpful feedback - comments below.




From:
To:
Date:          02/05/2012 10:13
Subject:       RE: Bilingual Signs at Cardiff University
_____


Hi
```

Thank you for your e-mail. I found the library a very rich source of data for my project, with there being a multitude of signs of various categories to reflect upon.

What I did notice in particular was that some of the signs produced by Information Services on display were bilingual and others were not - for instance the 'bottled water only' sign was translated into Welsh text below, but this was not the same for signs expressing more lexical detail, such as the sign notifying library users that the colour printer has moved. Was wondering whether this is due to printing costs perhaps, as signs displaying more textual information would take up more space, or whether this apparent inconsistency is due to reflect the majority of the student body not being able to speak/understand Welsh. It was noticeable though, that official Cardiff University signage - i.e. containing the red stripe/white background combination - always appeared in both languages, presumably reflective of the Welsh Language Scheme stipulation that all official signs are to be bilingual.

It depends on if the signs are temporary - with the colour printer, we moved it a couple of weeks ago and would expect to remove it soon, so it wasn't translated into Welsh. Any of the permanent signs/notices should appear in both languages. This is basically down to the need for speed (at certain times) and the immediate lack of Welsh speakers or writers at a particular time.

Signs for opening hours of the library were produced purely in English from what I saw...I imagine this is because of the extensive use of figures to signify opening times perhaps rendered the need to translate what short lexis there was into Welsh not particularly necessary.

Again the permanent signs are in both languages, you may have seen a temporary one relating to changes over/or just after the Easter recess. With our printed change of hours for the Easter Recess, we specifically produce an English and a Welsh version, as we already have a

71

template and adjusting the dates/times is relatively simple.

Finally, the official placard commemorating the opening of the building is produced in both Welsh and English: as these were produced in 1976, before the Welsh Language Act of 1993, was wondering whether this was due to a desire to emphasise a distinct Welsh identity about the building and therefore the institution.

Before my time, but I would expect it's because we are a Welsh institution, and certainly at the time would have been part of the University of Wales (which is no longer the case.)

Hope this helps, and thank you again for allowing me permission to collect the images. If you have any further questions don't hesitate to get in touch.

Sincerely,

_____
From:
Sent: 02 May 2012 07:53
To:
Subject: RE: Bilingual Signs at Cardiff University

Hi

Did you get the data you needed during your visit?

Did you come to any immediate conclusions/observations about our signage? Feedback from a third party is always useful.

Cheers.

Site Librarian Arts & Social Studies Library, Music Library and Law Library Service
Cardiff University
PO Box 430
CARDIFF
CF24 0DE
Tel: 02920 875686

APPENDIX 4: E-MAIL CORRESPONDENCE, WELSH LANGUAGE SCHEME

Hi

Thank you very much for your helpful reply. I've read the revised Welsh Language Scheme, and it should prove very useful to my research, thanks for drawing my attention to it. I have a few follow-up questions about the Scheme and its implementation which I hope you'll be able to help me with:

- Whilst researching linguistic landscapes, it is important to consider exactly *where* text in different languages appear in relation to each other: is it the standard procedure throughout the university that English will appear on top of the Welsh, or it is advised that these appear side-by-side wherever possible, in order to project notions of equal treatment of the two languages? For example, section 6.2 states that the Welsh school has special dispensation to position the Welsh text on the university logo above the English; in general, it is normally the case that not just the logo is produced with English on top, but all bilingual public signs are produced this way as well?

- With regards to the implementation of the Scheme, I was wondering whether some departments and directorates throughout the university put up more resistance than others, and if so what sort of issues they tend to have with the Scheme (if you can disclose such information!) As you say, devising a revised scheme is a long drawn out process, so I'd imagine there are bound to be grey areas where sentiments aren't always agreed upon.

- Also, I wanted to ask about checks on how well the language policy is being implemented: how often are reviews or procedures of the like with regards to compliance carried out, and is your department responsible for this?

Your feedback would be much appreciated,

Regards,

From:
Sent: 14 May 2012 14:04
To:
Subject: Re: Welsh Language Scheme

Hi

Interesting stuff! We have just, last week, put the revised Welsh Language Scheme up for internal consultation. Here's the link:

http://www.cardiff.ac.uk/govrn/welshlanguageservice/wlsconsult/

I should state that this is not the definitive version yet and am giving you the link as I know it's for your research purposes.

It has taken three years to get to this stage. That should give you an idea of how difficult a process it has been - not just in terms of winning hearts and minds of staff but also the internal bureaucracy at such an institution to get it through the approval process.

There is a great deal of variation in adherence, but not something I can answer simply.

I would be more than happy to receive some more detailed questions from you or to chat things through on the phone with you at a mutually convenient time, should this help at all.

Let me know if I can help you further

Best wishes

Cydlynydd Cynllun Iaith Gymraeg y Brifysgol
E-bost: LeyshonMC@Cardiff.ac.uk
Ffôn: 02920 879918

Cyfeiriad/Address:
Welsh Language Scheme Facilitator
Governance and Compliance Unit
Mc Kenzie House
Cardiff University
Newport Rd
Cardiff
CF24 ODE

From:
To:
Date: 14/05/2012 12:06
Subject: Welsh Language Scheme

Dear

I am a MA student at the University of Birmingham from the Centre for
English Language Studies (CELS), and for my dissertation I am researching
the bilingual linguistic landscape throughout Cardiff University, focusing
in particular on public signs and notices and what they reveal about this.
As an alumnus of the institution, the implementation of Welsh language
policy and practice throughout it is of particular interest to me. I have a
couple of questions about the Welsh Language Scheme published by the
university which I was hoping you'd be able to help me with:

a) Is the 2004 version of the Welsh Language Scheme (available on the
website) the only version of this, or is there a more up-to-date one which
can be accessed?

and b) I was wondering how thoroughly the policy throughout is administered
by the departments across the university - is there some variation in
degrees of adherence, or is it generally well carried out?

If you have any questions regarding my research, please don't hesitate to contact me or my supervisor, whom I can obtain a note from for authorisation purposes if required.

Sincerely,

Thanks very much for your help

Regards,

From:
Sent: 20 June 2012 11:08
To:
Subject: RE: Public Sign and Notice Production at Cardiff University

The SU does have a separate Scheme but it takes the lead from the overall University one.
They liaise with me over their guidelines but the University has no authority over their Scheme as such as the SU is a separate commercial concern.

Hope all this helps

Cydlynydd Cynllun Iaith Gymraeg y Brifysgol
E-bost:
Ffôn: 02920 879918

Cyfeiriad/Address:
Welsh Language Scheme Facilitator
Governance and Compliance Unit
Mc Kenzie House
Cardiff University
Newport Rd
Cardiff
CF24 ODE

From:
To:
Date: 19/06/2012 14:03
Subject: RE: Public Sign and Notice Production at Cardiff University

---

Further to my earlier e-mail I do have another short question: does the Student Union fall under the jurisdiction of the Welsh Language Scheme as well, or does it have separately produced guidelines as far as language policy is concerned?

Thanks,

```
_____
From:
Sent: 11 June 2012 11:43
To:
Subject: RE: Public Sign and Notice Production at Cardiff University
```

That's right.

Anything else I can do to help, don't hesitate to ask.

Cydlynydd Cynllun Iaith Gymraeg y Brifysgol
E-bost:
Ffôn: 02920 879918

Cyfeiriad/Address:
Welsh Language Scheme Facilitator
Governance and Compliance Unit
Mc Kenzie House
Cardiff University
Newport Rd
Cardiff
CF24 ODE

```
From:
To:
Date:          11/06/2012 11:24
Subject:       RE: Public Sign and Notice Production at Cardiff University
_____
```

Hi

Thanks very much for your helpful reply. So just to confirm, apart from where the Welsh school is specifically concerned, can I go on the assumption that there is no explicit value attached to whether English appears on top or to the left of the Welsh text, or vice versa?

Kind Regards,

```
_____
From:
Sent: 11 June 2012 09:28
To:
Subject: Public Sign and Notice Production at Cardiff University
```

Hello

Your enquiry has been passed to me by INSRV and I have responded, in
red, to each question within the main body of your text-

Hi,

I am a postgraduate student from the Centre of English Language Studies at
the University of Birmingham, and for my dissertation am researching the
linguistic landscape at Cardiff University, paying particular attention to
bilingual public signs and notices throughout the institution.

I have a couple of questions regarding the production of these signs, which
I hope you will be able to help me with:

- Is INSRV responsible for producing bilingual signage across all
university schools and directorates, or is such responsibility devolved to
these individual departments and directorates, and do they request for
INSRV to produce signs on their behalf? Just wondering what the system is
regarding this.

INSRV per se is not responsible for producing bilingual signage across all
university schools and directorates,but is responsible for ensuring
bilingual signage happens in their own areas.

Any other signage that appears within the 'jurisdiction' - for want of a
better word - of university schools and directorates is indeed their
responsibility, but were INSRV to provide these with INSRV notices, it
would be expected that these would be provided by them, bilingually were
INSRV to produce signs on their behalf.

- When bilingual signs and notices are produced, are there any guidelines
which need to be followed stipulating that English text should appear on
top of the Welsh, or vice versa?

The Welsh Language Scheme specifies that there is a requirement to produce
signs and notices bilingually and all Schools and Directorates are
monitored in their compliance with this - I attach the relevant points from
the Scheme in green. There is no expectation for the Welsh to appear before
the English but the School of Welsh has dispensation to do so.

'Official and Public Notices

6.8   Official and public notices circulated in Wales are bilingual.
The Welsh and English versions will be shown together and will be equal in
terms of format, size, quality, legibility and prominence.

Signs
6.14   The University's visual identity scheme specifies that all
permanent information signs in and around University buildings, except for
internationally recognised safety signs, are in Welsh and English. The
size, equality, legibility and prominence of text on signs will respect the
principle of equality between languages. Any other signs that the
University is responsible for such as highway signs are fully
bilingual. All new permanent or temporary 'internal' signs produced by
Schools and Directorates are fully bilingual. These include notice board
headings, door signs, directional signs, open day signs, conference signs
etc. All Schools and Directorates will erect bilingual signs immediately.

     The Cardiff and Vale University Health Board and other relevant
Boards

6.15   Appropriate liaison is undertaken with the Cardiff and Vale University Local Health Board regarding signage of shared relevance. All such signage will adhere to the principles in both the University's and Cardiff and the Vale University Health Board's Welsh Language Schemes.'

Your feedback regarding this would be very much appreciated. If you have any questions regarding my research, please don't hesitate to contact me or my supervisor, whom I can obtain a note from for authorisation purposes if required.

Kind Regards,

Cydlynydd Cynllun Iaith Gymraeg y Brifysgol
E-bost:
Ffôn: 02920 879918

Cyfeiriad/Address:
Welsh Language Scheme Facilitator
Governance and Compliance Unit
Mc Kenzie House
Cardiff University
Newport Rd
Cardiff
CF24 ODE

IMAGE INDEX

Image A

Image B
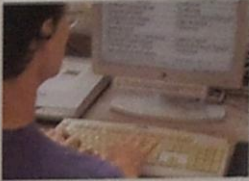
Image C

Image D

Image E

Image F

Image G

PLEASE KEEP TO THE
LEFT

Thank You

Image H

information services
gwasanaethau gwybodaeth

CARDIFF
UNIVERSITY
PRIFYSGOL
CAERDYÐ

The Colour Printer
has moved!

To Colour print,
please log on to a PC
on the
Ground Floor
and select
ASSL-001-COLOUR

Image I

Image J

Image K

Image L

Image M

Studying Sociology

How do I study sociology?

The British Sociological Association (BSA) website (www.britsoc.co.uk) has a dedicated section for people thinking of studying sociology. Visit it and you will find a link to the Universities and Colleges Admissions Service (UCAS) site where you can search for sociology courses either as a single subject or in combination with others. There is also a link to a touch-sensitive map of all the universities and colleges in the UK so that you can explore further.

As you can see, sociology covers a very wide range of topics, so every department offers a different variation on the subject, depending on the research and teaching interests of its staff. Most departments have their own section on the university or college's website. From these you will get a more detailed picture of the courses and the staff. In some cases you will be able to access the same information that their own students can. Try using search terms like 'catalogue of modules' or 'course units'.

University and college sites will also contain information about what qualifications or experience are needed for entry. Most sociology departments regard a wide range of subjects as a positive advantage and do not require sociology A-level or equivalent.

The BSA website also gives you a link to the National Union of Students (NUS) site, which provides the answer to every possible question about financing your undergraduate studies.

What will I do with a sociology degree?

People who study sociology go on into a wide variety of jobs. You will gain a range of very ... independently. You will learn how to find information,

Image N

Image O

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