

y ganolfan cynllunio iaith
welsh centre for language planning



Gwynedd and Anglesey First Contact Services Language Project: End of Project Report

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Background

IAITH: the language planning centre was commissioned by Cyngor Gwynedd on behalf of the Gwynedd and Anglesey Local Services Board to carry out research on the reasons why people choose to use/not use Welsh when receiving first contact services.

The purpose of the research was:

- to understand the linguistic habits of those who use first contact services;
- to understand the challenges and the reasons behind any choice not to make use of services through the medium of Welsh;
- to understand how we can create the best possible context to encourage use of the Welsh language in using first contact services.

The focus of this project (and the programme in its entirety) was on the use made of services available in Welsh, and not on the availability of services where they should be available by default.

Field Work

To gather information, the IAITH researchers visited venues that provide first contact services across Gwynedd and Anglesey. At these venues, a IAITH researcher observed conversations between staff members and the public at the receptions.

After confirming research resources developed with the client (e.g. observation record form and privacy statement) we went about arranging and coordinating visits. We succeeded in establishing contact successfully with:

- Canolfan Brailsford
- Pontio
- Pwllheli Leisure Centre
- Pwllheli Library
- Coed y Brenin Centre
- Penygroes Health Hub
- Penllyn Leisure Centre
- Plas Ffrancon Leisure Centre
- Yr Ysgwrn
- Oriel Môn

To enhance the quality of the data, we amended our original plan and a second visit was arranged with each of the centres. This enabled us to carry out more observations and to have more 1:1 conversations with workers and service users. In some situations, we visited the venue three times, mainly as it was not busy enough at the receptions in previous visits to offer enough opportunities for the field officer to observe.

Impressions following the field work

It is important to note that the reception staff of each venue observed can speak Welsh to an advanced level, if not fluently.

Visually, the Active Offer was operational in every venue with examples of work language resources being used, and an entirely bilingual visual environment across the organisations and receptions. This includes any visual use of technology e.g. screens.

One of the key factors that emerged was that conversations were more likely to happen through the medium of English if reception staff did not initiate the conversation with the service user. Sometimes the reception staff did not greet visitors as they approached the desk but waited quietly for the visitor to make an enquiry first, without being greeted. Although this feels quite natural in terms of provision - it placed the responsibility on the service user to choose which language to use.

If a service user was greeted in Welsh or bilingually as they arrived, it was more likely that the visitor would answer in Welsh.

This was evident in one particular location, as the reception staff were not sitting behind the desk waiting to welcome visitors. Instead, they sat in an office/staffroom behind the reception. They approached the desk when they saw visitors coming in. This meant that the visitor always made the first greeting. In this location, most of the conversations between reception staff and service users happened in English. There were exceptions when the visitors already knew the staff and had spoken Welsh with them in the past - these conversations had been held in Welsh.

Staff in all venues in the study were able to speak Welsh to a high standard, however there were examples where reception staff were used to speaking English with each other. This was very obvious in one particular location, where all the staff had become accustomed to only speaking English with each other. This meant that the language of the workplace also turned more towards English than Welsh. Staff at this reception answered the phone in English, greeted visitors in English, and visitors could hear them discussing with each other in English as they approached the desk. After discussing this with the staff, they explained that English was the first language for the majority of the reception staff and the venue attracted many visitors from outside Wales. This is what influenced their chosen language.

In organisations that have a connection to Welsh culture and history, or venues located in areas where Welsh was the majority language in the community, visitors chose to speak Welsh even without an initial greeting from the staff. Having spoken informally with service users about this it became apparent:

- that the visitors were local people who knew the staff.
- that the visitors had been to the location previously and knew it was possible to speak Welsh there.
- that the visitors understood that the venue had a connection with history and culture and they linked that with the staff who were very likely to be able to speak Welsh as a result.

It was very interesting to see how Welsh learners chose what language to use in the reception. On several occasions, Welsh learners felt comfortable to continue the conversation in Welsh because the staff in reception had started the conversation in Welsh.

We obtained useful and important information by enquiring with a service user who was a Welsh learner about what influenced their language choice.

It was noted:

- that Welsh learners who were parents were keen to speak Welsh with the reception staff. One common reason for this was that they wanted to encourage their children to speak Welsh and wanted to be an example for them.
- that learners were eager to utilise their new skills.
- that learners who have reclaimed the Welsh language for their families wish to see a firm foundation for future generations in terms of community use.
- that learners need firm support to make the important step of using the Welsh language outside the classroom.

Having spoken informally with service users it emerged that a number had difficulty in defining their language skills. A number were unwilling to say they were Welsh speakers as they were not very confident in their language skills, and many of them understood Welsh but did not feel confident enough to speak it in a formal situation e.g. public service reception.

On the whole, the staff in each venue were very supportive of using the Welsh language and were able to continue with Welsh medium conversations with ease. Nevertheless, it was evident that encouraging use of the Welsh language was not a priority for the staff, therefore unless a person started the conversation in Welsh, whether they had a Welsh accent or not, the staff continued the conversation in English.

Our main findings from the observation exercise included:

- that the active offer was operational in every reception to some extent, but that this was not always enough to encourage using the Welsh language - service users needed to **hear** Welsh being spoken to know for certain that Welsh was in use.
- the opportunity for reception staff to make a difference to the chosen language of the service user is very limited - this is what highlights the real importance of that first greeting from staff.
- that a high percentage of interactions take place between service users and staff who already knew/were familiar to each other.

Focus Groups

To confirm our findings from the observations and to provide a further voice for the staff in the research, we decided to hold focus groups with service users.

Three virtual focus groups were held with service users to gather their ideas directly and give them an opportunity to discuss amongst each other. Although we managed to hold the groups, we were disappointed by the attendance numbers (for these virtual groups) despite our efforts to promote them with the support of project officers from Cyngor Gwynedd and the Local Services Board. Nevertheless, the discussions held in small groups were very useful and the ideas that were gathered were certainly helpful as we went about working on the training resource.

The Project Output (Training and a Guidance)

Dr Osian Elias from Swansea University analysed all of the data that was gathered and worked with IAITH staff to prepare an appropriate training session for front-line staff.

To confirm the client's satisfaction with the final produce (training session and guidance for staff), two consultation sessions were held with first contact services managers to verify the content and experiment with teaching methods. A copy of the PowerPoint presentation for that consultation session has been appended. (Appendix A)

The presentation addresses:

- the context of the work
- behavioural change theory
- the factors that influence linguistic choices
- the most effective way of implementing positive influences
- instigate a discussion on the way forward (to support the work of developing guidance).

After the first session, the project staff suggested the need to simplify the content by using less behavioural change theory and placing greater focus on the outcomes of the research thus far and on recommendations for front-line staff. This was agreed to, and a second session was presented based on this advice.

Following the second session there was positive feedback and many tips from the managers on how to go about holding a staff training session and what would be suitable in terms of training guidance. It was agreed that the training session needed to be:

- light-hearted and practical in terms of content
- brief (approx. 45 minutes)
- based on the 'how' and not on the theory
- using language that was simple and to the point
- one Welsh session and one bilingual/English medium session

It was also agreed that the guidance needed to:

- frame language choice in the context of 'customer care'
- be brief and lively in terms of text
- colourful and attractive
- set out simple action points
- offer language support
- include space for staff to put their own workplace's stamp on the work.

The Training and the Guidance

Two 45 minutes 'Customer Care and the Welsh Language' sessions were held on 17 February.

The aim of the session was to introduce the guidance and provide some advice to managers on how to encourage staff to use the guidance effectively. See a copy of the training in Appendix B.

Essentially, the Guidance included a list of recommendations for staff to follow to advance the Active Offer by encouraging service users to use their Welsh. The points include:

1. Understanding language choice - the brief background that everyone needs to know.
2. Environment - the difference between what you see and hear, and the importance of the aural aspect.
3. Greeting - the importance of greeting the service user and taking responsibility for the language choice.
4. Response - how to respond in different situations and subject to the staff's language skills level.
5. Record - important to remember the language choice, so that the service user does not have to ask time and time again.

The guidance also includes top tips, a check list, useful links to external bodies and a vocabulary section to offer some examples but also providing space for staff to record terms are of importance to their specific workplace. There is also space to note the contact details of other staff who could support them with Welsh medium provision.

The following feedback was received after the training/introducing the guide:

- Very clear advice based on robust research.
- Very useful suggestions.
- The information was easy to read and easy to follow.
- Good points to support staff to use the Welsh language on the reception.
- The tutor was very clear in her presentation and explained and reiterated the importance of ensuring and reminding our staff of the importance of offering the active offer at all times.
- Was explained clearly.
- The importance of staff speaking Welsh to each other within a customer-based environment.
- Liked the information about the research and the guidance.
- Understanding that providing audio in Welsh may help people feel they can speak Welsh.
- The training was very valuable in delivering the Welsh language.

In terms of points to improve the training:

- Examples of good practice that had been observed such as the photo of the reception in Cathays would be useful.
- Maybe a in-person session would be better with staff who work in receptions in order for them to converse and raise matters more naturally than online. But this is not what this course was.
- Discuss the problems of different departments.

Gofal Cwsmer a'r Iaith Gymraeg

01

Deall dewis iaith

Mae siaradwyr dwyieithog yn penderfynu pa iaith y maent yn mynd i siarad wrth gamu mewn i bob sefyllfa. Mae pobl yn dymuno siarad iaith benodol yn aml am eu bod nhw'n teimlo'n fwy cyfforddus yn yr iaith honno. Mae hyn yn arbennig o wir os yw pobl yn fregus.

02

Amgylchedd

Gwnewch yn siŵr fod yr amgylchedd yn ddwyieithog ac yn groesawgar. Gwnewch yn siŵr bod popeth **gweledol** gan gynnwys posteri ac arwyddion yn ddwyieithog. Mae'r amgylchedd **clywedol** yn dylanwadu yn drwm ar ddewis iaith pobl. Rheolwch yr amgylchedd drwy chwarae cerddoriaeth neu orsaf radio Gymraeg neu rhowch y teledu ar sianel Gymraeg.

Top Tip: Mae clywed staff yn siarad Cymraeg gyda'i gilydd yn arwydd pendant a chllir i siaradwyr Cymraeg fod croeso iddynt ddefnyddio'r iaith.

03

Cyfarch

Er mwyn cefnogi cwsmeriaid i wneud penderfyniad i siarad Cymraeg mae angen iddynt glywed yr iaith yn cael ei defnyddio. Drwy wneud yn siŵr ein bod ni yn cyfarch y cwsmer yn gyntaf, naill ai yn Gymraeg yn unig neu yn ddwyieithog, rydym yn cymryd cyfrifoldeb ac yn dangos yn glir fod croeso i bobl siarad Cymraeg neu Saesneg.

04

Ymateb

Mae angen bod yn rhagweithiol wrth ymateb. Ceisiwch eich gorau yn yr iaith mae'r defnyddiwr wasanaeth yn ei dewis. Mae hynny yn mynd i olygu rhywbeth gwahanol i bawb.

Staff sy'n siarad yn hyderus – Gallwch gynnal sgwrs lawn yn yr iaith mae pobl yn ei dewis.

Staff sy'n llai hyderus – Defnyddiwch gymaint o Gymraeg â phosib. Bydd pobl yn ddiolchgar eich bod yn ymdrechu ac yn ymateb i'w anghenion nhw i eithaf eich gallu. Peidiwch â bod ofn gofyn am y gair yn Saesneg os nad ydych yn siŵr o'r ystyr.

Staff nad ydynt yn medru cynnal sgwrs yn Gymraeg – Defnyddiwch unrhyw eiriau Cymraeg sydd gennych o fewn eich brawddegau a dangoswch gwrteisi tuag atynt. Eglurwch eich sefyllfa a nodwch eich bod yn mynd i ôl rhywun sy'n gallu siarad Cymraeg a gwnewch hynny heb roi'r argraff bod hynny yn drafferth.

***Yn ôl Safonau'r Iaith Gymraeg dylai staff derbynfydd sy'n agored i'r cyhoedd allu defnyddio'r Gymraeg gyda chwsmeriaid**



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05

Cofnodi

Os yn bosib gwnewch gofnod o iaith defnyddwyr gwasanaeth fel y byddwch yn cofio tro nesaf, ac yn medru ymateb yn hyderus yn eu dewis iaith. Mae'n rhwystredig i siaradwyr Cymraeg os ydynt yn gorfod gofyn dro ar ôl tro.

Rhestr wirio

- Rhoi cyfarchiad yn Gymraeg neu'n ddwyieithog
- Arwyddion gwladwy yn nodi bod posib i ddefnyddwyr gwasanaeth ddefnyddio'r Gymraeg
- Bathodyn ar wisg staff y dderbynfa yn nodi eu bod yn siarad Cymraeg
- Pob arwydd sydd yn y dderbynfa yn ymddangos yn Gymraeg a Saesneg
- Adnoddau digidol yn arddangos negeseuon Cymraeg a Saesneg
- Canllaw iaith ar gael i staff i gefnogi gyda geirfa cyfarch Cymraeg



Geirfa

Cyfarchion – Bore da / Pnawn da / Noswaith dda / Alla' i'ch helpu chi? / Sut alla' i'ch helpu chi?

Ateb y ffôn – fel uchod ac enw'r gwasanaeth.

Trosglwyddo i aelod arall o'r tîm – Dwi'n eich trosglwyddo chi i.....

Egluro nad ydych yn siarad Cymraeg – Dwi ddim yn siarad Cymraeg. Mi wna'i nôl help / siaradwr Cymraeg. Dwi'n dysgu Cymraeg. Siaradwch yn araf os gwelwch yn dda.

Eich geirfa chi:

Top Tip: Mi ddylech wybod pwy sy'n siarad Cymraeg yn eich adran/tîm. Gwnewch nodyn o'i henw/manylion cyswllt o flaen llaw er mwyn medru ymateb yn gyflym a di-ffws.

Manylion cyswllt siaradwr Cymraeg:



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Prosiect Iaith Gwasanaethau Cyswllt Cyntaf

First Contact Services Language Project



Cefndir / Background




IAITH: y ganolfan cynllunio iaith yn cydweithio gyda Is-Grwp y Gymraeg (Bwrdd Gwasanaethau Cyhoeddus) er mwyn:

“Deall pa ffactorau sy’n creu’r cyd-destun gorau posib er mwyn annog defnydd o wasanaethau Cymraeg.”

IAITH: Welsh centre for language planning collaborates with the Welsh Sub-Group (Public Services Board) in order to:

“Understand which factors create the best possible context in order to encourage the use of Welsh language services.”



Y gwaith hyd yma:

- Arsylwi gwasanaethau cyswllt cyntaf ar draws Gwynedd a Môn er mwyn gweld sut mae'r cyhoedd yn gwneud defnydd o wasanaethau Cymraeg sydd ar gael iddynt.
- Grwpiau ffocws gyda'r gweithlu i gasglu gwybodaeth bellach am sut y maent yn rhyngweithio gyda'r cyhoedd yn eu sefyllfaoedd gwaith amrywiol

Y cam nesaf:

- Llunio hyfforddiant i staff gwasanaethau cyswllt cyntaf
- Llunio canllaw ar weithredu'n ddwyieithog mewn sefyllfaoedd cyswllt cyntaf gyda'r cyhoedd

The work so far:

- Observe first contact services across Gwynedd and Anglesey in order to see how the public make use of Welsh language services available to them.
- Focus groups with the workforce to gather further information about how they interact with the public in their various work situations

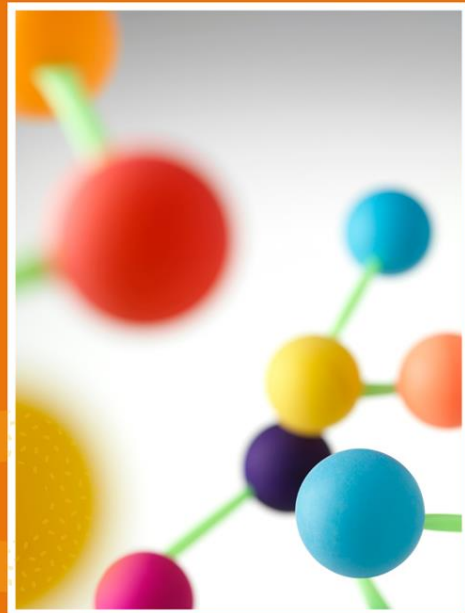
The next step:

- Compile training for first contact services staff
- Draw up a guide on acting bilingually in first contact situations with the public



Nod y sesiwn hon / The aim of this session

- Cyfle i reolwyr ystyried theori sy'n ymwneud â dewis iath yng nghyd-destun gwasanaethau cyswllt cyntaf.
- Casglu mwy o wybodaeth am waith cyswllt cyntaf a'r hyn sy'n ofynnol o staff yn y sefyllfaoedd yma.
- Ystyried yr uchod yng nghyd-destun hyfforddiant i staff llinell flaen.
- Cyfle i reolwyr gael mewnbwn i'r canllaw arfaethedig.
- An opportunity for managers to consider theory relating to language choice in the context of first contact services.
- Gather more information about first contact work and what is required of staff in these situations.
- Consider the above in the context of training for frontline staff.
- An opportunity for managers to have input into the proposed guide.



Dewis iaith / Language Choice



- Wrth ryngweithio, mae gan bobl **ddewis iaith**
 - Gall y dewis fod o ran acen, tôn (cywair), neu yr iaith ei hun
 - Gall y rhyngweithio fod gyda pherson, pobl eraill, neu â pheiriant neu offer dechnegol
 - Weithiau, neu yn aml, nid yw'r dewis yn amlwg
- When interacting, people have a **choice of language**
 - The choice can be in terms of accent, tone (register), or the language itself
 - The interaction can be with a person, other people, or with a machine or technical equipment
 - Sometimes, or often, the choice is not obvious



Ymddygiad neu ddewisiadau awtomatig Automatic behaviour or choices



Y rhan fwyaf o'r amser, yn y rhan fwyaf o achosion...

Most of the time, in most cases...

Rydym yn gweithredu yn awtomatig

We operate automatically

Mae'r system awtomatig yn gyflym ac yn hawdd i'w ddefnyddio

The automatic system is quick and easy to use

Os nad ydych yn ymwybodol o benderfyniad, dyma'r system chi'n ei ddefnyddio ar y pryd!

If you are not aware of a decision, this is the system you are using at the time!



Ymddygiad neu ddewisiadau bwriadol Intentional behaviour or choices

Mewn achosion prin, rydym yn gweithredu yn fwriadol

In rare cases, we act deliberately

Os ydych yn ymwybodol eich bod yn gwneud penderfyniad, dyma'r system chi'n ei defnyddio ar y pryd!

If you are aware that you are making a decision, this is the system you are using at the time!

Mae'r system fwriadol angen ymdrech ac mae'n medru bod yn araf yn gweithredu

The deliberate system requires effort and can be slow to operate

Gall fod siaradwyr llai hyderus neu nad sydd yn arfer defnyddio'r Gymraeg fod yn gwneud mwy o ddefnydd o'r system fwriadol

Speakers who are less confident or who are not used to using Welsh may be making more use of the deliberate system



Defnydd iaith Awtomatig / Use of Automatic language

- Mae sawl theori gwahanol am natur awtomatig defnydd iaith:
- Damcaniaeth Ymgydaddasu Cyfathrebu
- Tymheredd Clywedol
- There are several different theories about the automatic nature of language use:
- Communication Accommodation Theory
- Aural Temperature

Damcaniaeth Ymgydaddasu Cyfathrebu / Communication Accommodation Theory

- Ystyrir ymddygiad ieithyddol yn annatod gydweithredol
- Natur gydweithredol iaith ar ei fwyaf amlwg lle nad oes cydweithrediad!
- Dychmygwch brynu *croissants* mewn *boulangerie* Ffrengig heb iaith gyffredin, neu gyfathrebu gyda'ch gilydd nawr os nad oeddech yn medru siarad!
- O fewn cyd-destun amlieithog, golyga hyn y defnydd o'r iaith fwyafrifol ond cyd-addasu yn cynnwys acen, tón, ayyb.
- Cyfnewid cod ieithyddol yn gyffredin – er mwyn cyfathrebu'n effeithiol a chynnal perthynas tra'n rhyngweithio
- Linguistic behaviour is considered integrally co-operative
- The co-operative nature of language is at its most obvious where there is no co-operation!
- Imagine buying croissants in a French boulangerie without a common language, or communicating with each other now if you couldn't speak!
- Within a multilingual context, this means the use of the majority language but adapting including accent, tone, etc.
- Common linguistic code exchange - in order to communicate effectively and maintain a relationship while interacting



Tymheredd Clywedol / Aural Temperature

- Y tymheredd clywedol yw'r cyd-destun i ddewis iaith
- Cliwiau neu sbardunau cyn cychwyn sgwrs sy'n ein arwain at ddewis iaith (a hynny'n ddewis cydweithredol yn ôl y sleid flaenorol, gan amlaf)
- Beth gall y cliwiau hyn fod?
- Y tymheredd clywedol yn cael effaith mewn sefyllfa o ddewis iaith lle bod diffyg gwybodaeth neu brofiad
- Amgyffred y tymheredd clywedol ar lefel isymwybodol, sy'n ymylu ar fod yn isganfyddol bron
- Mae lleoliad, gwybodaeth ac arfer yn hepgor y tymheredd clywedol
- The aural temperature is the context to choose a language
- Clues or triggers before starting a conversation that lead us to choose a language (and that is a collaborative choice according to the previous slide, in most cases)
- What can these clues be?
- The auditory temperature has an effect in a situation of language choice where there is a lack of knowledge or experience
- Grasp the auditory temperature on a subconscious level, bordering on being almost subliminal
- Location, knowledge and practice override the auditory temperature

Cyd-destun / actorion Context / actors



- Wrth i ni feddwl am ryngweithiad felly, mae'n bwysig i ni dalu sylw i'r cyd-destun ac i'r actorion
- Mae'n bosib addysgu ein system awtomatig i weithredu mewn modd penodol e.e. dechrau bob sgwrs yn Gymraeg
- Mae arferion iaith yn allweddol i hyn
- As we think about interaction then, it is important for us to pay attention to the context and the actors
- It is possible to teach our automatic system to act in a specific way e.g. start every conversation in Welsh
- Language habits are key to this



Rhyngweithiad / Interaction

- Gwybodaeth neu anwybodaeth
- Pobl yn cymryd yn ganiataol bod y Gymraeg ar gael, ond nid felly i bawb
- Sut i gynnal gwasanaeth trwy gyfrwng y Gymraeg?
- Knowledge or ignorance
- People assume that the Welsh language is available, but that is not the case for everyone
- How to conduct a service through the medium of Welsh?



O ble ddaw gwybodaeth? / Where does information come from?



Cyd-destun
ffisegol

Physical context



Cyd-destun
'tymheredd
clywedol'

Context of 'aural
temperature'



Arferion y cleient

The client habits



Y rhyngweithiad

The interaction



Gallu/profiad
ieithyddol

Linguistic
ability/experience

Nid ydym yn gwneud penderfyniad bob tro / We are not making a decision every time

- Oes arferion iaith ar waith yn eich derbynfydd?
- Ydyn nhw'n cael effaith gadarnhaol neu negyddol ar y defnydd o'r Gymraeg?
- Are there language practices in place in your receptions?
- Do they have a positive or negative effect on the use of the Welsh language?



Cynnig rhagweithiol / Proactive Offer



- Tynnu'r cyfrifoldeb oddi ar y defnyddiwr gwasanaeth i ofyn am wasanaeth drwy gyfrwng y Gymraeg
- Sut gellid gyflawni hyn?
- Removing the responsibility from the service user to request a service through the medium of Welsh
- How could this be achieved?

“

”

“2.2.1 The concept of language choice is familiar to service providers. However, the concept of language need also has to become an integral part of care services. This means moving the responsibility from the user to ask for services through the medium of Welsh, to the service which must ensure it provides them.....”

Mwy na geiriau / More than just words

Beth sy'n achosi amrywiadau yn ein tuedd i newid cod iaith?

What causes variations in our tendency to switch language code?

- Ffurfioldeb neu anffurfioldeb y sefyllfa.
 - Presenoldeb neu ddiffyg arwyddion – llafar a di-lafar.
 - Ymarweddiad ac ymagwedd y person arall.
 - Dim darpariaeth Cymraeg amlwg.
 - Diffyg cyfleusterau cyfieithu.
 - Stad emosiynol – pryder, blinder, pwysau.
 - Lletchwithdod cymdeithasol.
- The formality or informality of the situation.
 - The presence or absence of signs – verbal and non-verbal.
 - The other person's behaviour and approach.
 - No obvious Welsh provision.
 - Lack of translation facilities.
 - Emotional estate – anxiety, fatigue, pressure.
 - Social awkwardness.



Gosod hyn yn nghyd-destun yr hyn yr ydym wedi ei ddysgu yn barod yng Ngwynedd a Môn

Put this in the context of what we have already learned in Gwynedd and Anglesey



Y 'gofod' i ymyrryd / The 'space' to intervene



- Ychydig iawn o gyfle sydd i ymyrryd...
 - Cynnig rhagweithiol eisoes ar waith
 - Y data yn dangos bod y mwyafrif o rhyngweithiadau rhwng staff/ymwelydd sy'n gyfarwydd neu'n adnabod ei gilydd neu ar gyfer pwrpas arferol
- There is very little opportunity to intervene...
 - Proactive offer already in place
 - The data shows that the majority of interactions are between staff/visitors who are familiar or know each other or for a common purpose

Sut i wneud gwahaniaeth? How to make a difference?



- Trafodwch
- Discuss



Sut i wneud gwahaniaeth? How to make a difference?

- Y cyd-destun ffisegol – gwneud mwy o'r defnydd o ddeunyddiau Cymraeg gweledol?
- The physical context - making more use of visual Welsh materials?



Sut i wneud gwahaniaeth? How to make a difference?

- Y rhyngweithiad – staff i ddechrau bob rhyngweithiad?
- The interaction – staff to start every interaction?



Sut i wneud gwahaniaeth? How to make a difference?

- Cyd-destun sefydliadol – hunaniaeth corfforaethol a systemau mewnol?
- Organizational context – corporate identity and internal systems?



- Ydych chi'n adnabod eich ymwelwyr?
• Do you know your visitors?
- Pa hyfforddiant a chefnogaeth sydd i staff chi'n rheoli?
• What training and support is there for staff you manage?
- Sut ydych chi'n sefydlu staff?
• How do you induct staff?

Beth nesa? / What next?



- Llunio hyfforddiant i staff gwasanaethau cyswllt cyntaf
- Llunio canllaw ar weithredu'n ddwyieithog mewn sefyllfaoedd cyswllt cyntaf gyda'r cyhoedd

Beth yw'r blaenoriaethau yn eich barn chi fel rheolwyr?
Beth hoffech chi weld yn y canllaw?

- Compile training for first contact services staff
- Drawing up a guide on acting bilingually in first contact situations with the public

What do you think are the priorities as managers?
What would you like to see in the guide?



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Appendix B: PowerPoint slides: Introducing the guidance




Prosiect Iaith Gwasanaethau Cyswilt Cyntaf

First Contact Services Language Project

BWRDD
GWASANAETHAU
CYHOEDDUS
GWYNEDD AC
YNYS MON

Cefndir / Background




IAITH: y ganolfan cynllunio iaith yn cydweithio gyda Is-Grwp y Gymraeg (Bwrdd Gwasanaethau Cyhoeddus) er mwyn:

"Deall pa ffactorau sy'n creu'r cyd-destun gorau posib er mwyn annog defnydd o wasanaethau Cymraeg."

IAITH: Welsh centre for language planning collaborates with the Welsh Sub-Group (Public Services Board) in order to:

"Understand which factors create the best possible context in order to encourage the use of Welsh language services."



Y gwaith hyd yma:

- Arsylwi gwasanaethau cyswllt cyntaf ar draws Gwynedd a Môn er mwyn gweld sut mae'r cyhoedd yn gwneud defnydd o wasanaethau Cymraeg sydd ar gael iddynt.
- Grwpiau ffocws gyda'r gweithlu i gasglu gwybodaeth bellach am sut y maent yn rhyngweithio gyda'r cyhoedd yn eu sefyllfaoedd gwaith amrywiol.

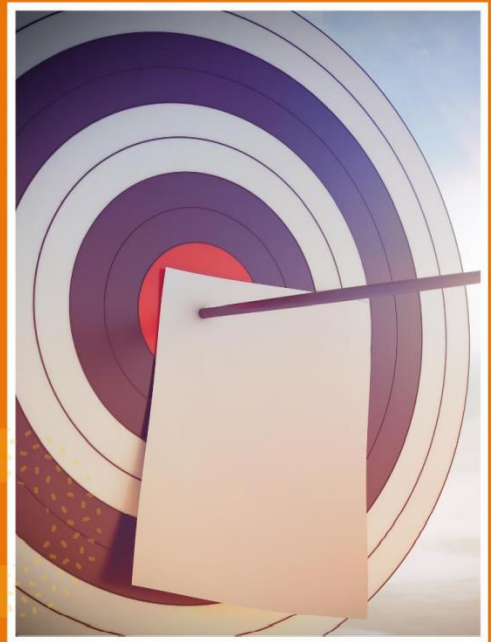
The work so far:

- Observe first contact services across Gwynedd and Anglesey in order to see how the public make use of Welsh language services available to them.
- Focus groups with the workforce to gather further information about how they interact with the public in their various work situations.



Nod y sesiwn hon / The aim of this session

- Cyflwyno cynnwys canllaw newydd 'Gofal Cwsmer a'r Gymraeg'.
- Present information from the new 'Customer Care and the Welsh language' guidance.



“

“2.2.1 Mae'r cysyniad o ddewis iaith yn gyfarwydd i ddarparwyr gwasanaeth. Ond mae hefyd eisiau i'r cysyniad o angen iaith ddod yn rhan annatod o wasanaethau gofal. Golyga hyn symud y cyfrifoldeb oddi wrth y defnyddiwr i ofyn am wasanaethau yn Gymraeg, i'r darparwr i gynnig gwasanaeth, ac i sicrhau eu bod yn gallu darparu...

Mwy na geiriau / More than just words

”

“

“2.2.1 The concept of language choice is familiar to service providers. However, the concept of language need also has to become an integral part of care services. This means moving the responsibility from the user to ask for services through the medium of Welsh, to the service which must ensure it provides them.....”

Mwy na geiriau / More than just words

”

1. Deall / Understand



- Mae siaradwyr dwyieithog yn penderfynu pa iaith y maent yn mynd i siarad wrth gamu mewn i bob sefyllfa.
- Mae pobl yn dymuno siarad iaith benodol yn aml am eu bod nhw'n teimlo'n fwy cyfforddus yn yr iaith honno.
- Mae hyn yn arbennig o wir os yw pobl yn fregus.
- Bilingual speakers decide which language they are going to speak when they enter different situations.
- People often wish to speak a certain language because they feel more comfortable in that language.
- This is especially true if people are vulnerable.

2. Amgylchedd / Environment



- Gwnewch yn siŵr fod yr amgylchedd yn ddwyieithog ac yn groesawgar.
- Gwnewch yn siŵr bod popeth gweledol gan gynnwys posteri ac arwyddion yn ddwyieithog.
- Mae'r amgylchedd clywedol yn dylanwadu yn drwm ar ddewis iaith pobl.
- Rheolwch yr amgylchedd drwy chwarae cerddoriaeth neu orsaf radio Gymraeg neu rhowch y teledu ar sianel Gymraeg.
- Make sure the environment is bilingual and welcoming.
- Ensure that visual displays, including posters and signs, are bilingual.
- The auditory environment has a significant impact on people's language choice.
- Control the environment by playing Welsh music, choosing a Welsh language radio station or setting the TV to a Welsh language channel.

3. Cyfarch / Greet



- Er mwyn cefnogi cwsmeriaid i wneud penderfyniad i siarad Cymraeg mae angen iddynt glywed yr iaith yn cael ei defnyddio.
- Drwy wneud yn siŵr ein bod ni yn cyfarch y cwsmer yn gyntaf, naill ai yn Gymraeg yn unig neu yn ddwyieithog, rydym yn cymryd cyfrifoldeb ac yn dangos yn glir fod croeso i bobl siarad Cymraeg neu Saesneg.
- To support customers to choose to speak Welsh they need to hear the language being used.
- By making sure we greet the customer first, whether in Welsh only or bilingually, we take the responsibility and clearly show that people are welcome to communicate in Welsh or English.

4. Ymateb / Respond



Mae angen bod yn rhagweithiol wrth ymateb. Ceisiwch eich gorau yn yr iaith mae'r defnyddiwr gwasanaeth yn ei dewis. Mae hynny yn mynd i olygu rhywbeth gwahanol i bawb.

- **Staff sy'n siarad yn hyderus** – Gallwch gynnal sgwrs lawn yn yr iaith mae pobl yn ei dewis.
- **Staff sy'n llai hyderus** – Defnyddiwch gymaint o Gymraeg â phosib. Bydd pobl yn ddiolchgar eich bod yn ymdrechu ac yn ymateb i'w anghenion nhw i eithaf eich gallu. Peidiwch â bod ofn gofyn am y gair yn Saesneg os nad ydych yn siŵr o'r ystyr.
- Responses need to be proactive. Attempt to respond in the language the service user has chosen. This will mean something different to everyone.
- **Staff who speak Welsh confidently** – You can hold a full conversation in the language people choose.
- **Staff who are less confident speaking Welsh** - Use as much Welsh as possible. People will be grateful to you for trying and responding to their needs to the best of your ability. Don't be afraid to ask for the word in English if you are not sure of the meaning.

4. Ymateb / Respond



- **Staff nad ydynt yn medru cynnal sgwrs yn Gymraeg –** Defnyddiwch unrhyw eiriau Cymraeg sydd gennych o fewn eich brawddegau a dangoswch gwrteisi tuag atynt. Eglurwch eich sefyllfa a nodwch eich bod yn mynd i ôl rhywun sy'n gallu siarad Cymraeg a gwnewch hynny heb roi'r argraff bod hynny yn drafferth.
- **Staff who cannot hold a conversation in Welsh -** Use as many Welsh words as possible within your sentences and be courteous. Explain your situation and state that you are going to contact someone who can speak Welsh, and do so without giving the impression that that is inconvenient.

5. Cofnodi / Record



- Os yn bosib gwnewch gofnod o iaith defnyddwyr gwasanaeth fel y byddwch yn cofio tro nesaf, ac yn medru ymateb yn hyderus yn eu dewis iaith. Mae'n rhwystredig i siaradwyr Cymraeg os ydynt yn gorfod gofyn dro ar ôl tro.
- If possible keep a record of the service users' preferred language so that you will remember next time, and will be able to respond confidently in their chosen language. It is frustrating for Welsh speakers if they have to ask again and again.



Rhestr wirio / Checklist

Rhestr wirio

- Rhoi cyfarchiad yn Gymraeg neu'n ddwyieithog
- Arwyddion gweladwy yn nodi bod posibil i ddefnyddwyr gwasanaeth ddefnyddio'r Gymraeg
- Bathodyn ar wisg staff y dderbynfa yn nodi eu bod yn siarad Cymraeg
- Pob arwydd sydd yn y dderbynfa yn ymddangos yn Gymraeg a Saesneg
- Adnoddau digidol yn arddangos negeseuon Cymraeg a Saesneg
- Canllaw iaith ar gael i staff i gefnogi gyda geirfa cyfarch Cymraeg



Check list

- Greet service users in Welsh or bilingually
- Visible signs stating that it is possible for service users to use the Welsh language
- A badge for reception staff clothing stating that they speak Welsh
- All signs in the reception are in Welsh and English
- Digital resources displaying Welsh and English messages
- Language vocabulary guide available for staff to support them with greeting in Welsh



Geirfa

Vocabulary

Taflen Werthuso / Evaluation Sheet



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