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Minority Language Education and the British Press

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1 Introduction

Cultural and ethnic diversity in the United Kingdom has facilitated the development of heterogeneous linguistic communities. This phenomenon favours an increase in minority languages, encouraging their integration across various societal sectors, including education. However, despite attempts to represent all minority languages equally, there are significant disparities between the portrayals of national and community minority languages. According to Van Dijk (2009), conservative ideological narratives are often propagated by the press, which manipulate audiences' attitudes and portray minority languages as less valuable. Where Welsh is a national minority language and Urdu a community minority language, our research aims to explore how press perceptions differ in respect to language education in each. Due to the limitations of our personal contacts, Welsh and Urdu were chosen as examples. Firstly, a corpus study was conducted to address the question 'Is there a difference between the way the UK national press talks about education in Urdu and Welsh?'. Secondly, an online survey was distributed to address the question, "How do press attitudes toward multilingual education affect a speaker's connection with their community language". There were limitations to both methodologies, however we were able to conclude that there are differences between the depictions of Urdu and Welsh education within the press. These differences are reflected in the nature of our corpus results (or lack thereof) and in the different connections our survey respondents have with their language.

2 Corpus Study

2.1 Methodology

Our corpus study was designed to address our first research question, determining if there is a difference between the portrayal of Urdu and Welsh education in the UK national press. We attempted to build two corpora, each containing articles in the national press about education in each language. Each corpus was based around a keyword search on the LexisNexis press database for each language and a set of words related to education. Several other words were excluded with boolean operators, which we also used to restrict our search to articles including the terms for each language at least three times.

The sets of articles captured in these searches were then copied into .txt files in Notepad++ to eliminate as much metadata and non-content material as feasible. Subsequently, these .txt files were each uploaded into SketchEngine, where we ran a keyword analysis on each, using the EnTenTen 18 English Web Corpus as the reference corpus. This form of analysis renders a list of keywords and phrases ranked by the discrepancy between their frequencies in EnTenTen 18's corpus, intended to be representative of English on the web overall, and our corpora of articles relating to education in each language. Copies of each list have been

appended in Appendix A and B. We used these keywords to determine the ‘aboutness’ of the corpus and took a closer look at the concordances and KWIC data for the more salient ones.

2.2 Findings from the Urdu corpus

Smallness defined our corpus of articles relating to Urdu-language education in the UK. In comparison, the search formulated to build our Welsh corpus captured more than twenty times as many articles. Thus, there is not enough content on Urdu language education to build a corpus that can serve as an effective representative sample. Further, the keyword analysis study on the little amount amassed was inconclusive: as can be seen in Appendix B, many terms do not constitute recognizable words and thus had little relevance to our overall research goal.

A large portion of the keywords extracted from our corpus of articles in the national press regarding Urdu language education came from articles listing A-level or GCSE examinations such as ‘psychol’ and ‘chem’ (Psychology and Chemistry), thus failing to highlight attitudes towards the education of Urdu. Full length words for school subjects do feature majorly among the keywords. A similar pattern relating Urdu language education discourses to schooling is supported by the presence of many last names of Arabic, central Asian, or Pakistani origin. These names reflect the presence of lists of examination results some news outlets publish.

Having performed a concordance analysis to examine the context of some mentions of Urdu in our corpus, this further supported the conclusion that UK articles only mention Urdu language education when discussing foreign language education as a whole. For example, an article might focus on aspects of available A-Level subjects at schools, rather than discussing Urdu language education itself. Here is an instructive example taken from one article in the corpus:

“Gaelic is eighth. There were 290 entries for Gaelic at National 5, or standard grade level, last year compared with 45 in Urdu, which fell from 74 the year before.”
(Sanderson, 2018)

Here, the article relates only to a surface level discourse and does not reveal a lot about press attitudes toward minority language education.

The dearth of British media portrayals of Urdu language education on behalf of the press is likely to avoid implicit suggestions of systemic racism towards ethnic minority groups due to the media’s positioning within a greater ideological hierarchy. This inference is supported by Bird and Dardenne (2009), who argue that the press is greatly influenced by specific Governmental frames. Consequently, the media often perpetuates the “agenda of those in power” with the publication of news articles made to benefit societal “elites”. Ultimately, this preserves an elitist ideology rather than accurately portraying minority groups.

2.3 Findings from the Welsh corpus

Our corpus focused on articles in the national press discussing the Welsh language was much more substantial, with well over 700,000 words. A keyword analysis enabled us to determine the 'aboutness' of the corpus. With the reference corpus set as the EnTenTen18 English Web Corpus, the resultant keywords generally fell into 5 categories:

1. Metadata terms we failed in to remove when formatting the corpus
2. Terms related to education
3. Terms related to Wales and Welsh language
4. Political terms, and terms related to the pandemic.

The prevalence of political terms ties Welsh language education discourses closely to discussion of politics. Instructively, many of the most common political terms were names of prominent Conservative and Labour Party politicians, which ranked higher than many terms directly related to Wales. Further, there were no frequent keywords which indicated distinct value judgements.

When investigating concordances of the most frequent keywords associated with Welsh language education, the existence of references to Plaid Cymru and Welsh identity in the context of the EU referendum, serve as further evidence of Welsh's politicized nature. This is also visible in the consistent theme of Welsh being either in need of saving or a waste of resources: as either a crisis or a joke.

The most strident portrayals that appear are hostile English-speaking reactions to the use of Welsh in formal settings, even to being exposed to Welsh incidentally. There is also occasional evidence in the corpus of anxiety that Welsh may become more privileged over English alongside regular discussion of the relatively low consumption of publicly funded Welsh-language media.

A limitation was that our search terms were not anything like as restrictive as we had intended, explaining the inclusion of a miscellany of articles mentioning Welsh and language education incidentally to one another. Our search required Welsh to appear at least three times in each article, but the same requirement for the terms about education was not included.

3 Survey

For the second part of our methodology, we aimed to explore the question: How do press attitudes toward multilingual education affect a speaker's connection with their community language. Initially, we had planned to conduct an interview to explore this question, however

due to multiple unforeseen circumstances, we did not conduct interviews, and instead collected our data via an online survey. It is important to acknowledge that with this change in method came some important limitations. Primarily, while interviewing 10 people would have been sufficient for interviews due to the ability to have more in-depth discussions, when applied to a survey format, 10 participants is even less representative due to the collection of very surface level information. Furthermore, the questions in the survey were not reformulated to accommodate the new change in method. Initially, they were formulated with the expectation that, due to the conversational style of interviews, we would collect information around particular questions through asking follow-up questions. However, in keeping the same questions, this again led to the generation and collection of very surface level information. For the new survey format, our questions should have been significantly more focused in nature and closely related to our research question. Additionally, not all of the questions in the survey were made 'compulsory', meaning some were not answered by all participants. Undoubtedly, this reduces the validity of our data further and creates a discrepancy.

3.1 Methodology

Our survey consisted of ten questions and was targeted at individuals who have completed GCSE qualifications or equivalent in Welsh or Urdu and were selected through quota sampling. Prior to completing the survey, all participants completed a consent form, confirming they were happy for their information to be used but understood it would be anonymised.

3.2 Findings

Questions related specifically to press perceptions on education were not included in our survey. Instead, included were questions focused on press perceptions of Welsh and Urdu in general meaning we failed to gather data directly addressing our research question. However, we have extrapolated where possible and thus our data can still be brought into dialogue with findings from our corpus study.

Our respondents felt that Urdu is portrayed negatively within British media, however maintained that this does not impact their comfort in speaking Urdu (see Appendix C, figures 6,7, and 8). Not all participants shared what news outlets they read, however, out of the three who did, two said they read The Sun and one said they read The Guardian, The Independent, and BBC News (see Appendix C, figure 5). These outlets sit on different positions on the ideological spectrum, with The Sun being extremely right-wing, the Independent being considered centre-right journalism, and The Guardian and BBC striving for neutrality (Smith, 2021). With this in mind, it is likely the former portrays multilingual education less favourably, whereas the latter more favourably (Van Dijk, 2009). Despite these different choices however, our participants' perception of Urdu was unchanged. This suggests differences between the content or slant of outlets does not affect Urdu speakers' connections with their language.

Further, the negative connotations attached to Urdu within British media did not prevent our participants from undertaking Urdu language education at school (see Appendix, figure 2). When put in conversation with Mehmedbegovic's (2017) work showing that exclusion of community languages within education causes speakers to detach from their bi- or multilingual status, our participants on the other hand did not show any signs of this. Negative press perceptions did not appear to affect whether participants choose to gain an education in Urdu. In this sense, their connection with Urdu was unmoved by negative portrayals within British media.

Regarding Welsh, our data shows that it is documented in both positive and negative ways within the British media, as either something essential to Welshness or a language for 'idiots and imbeciles' (see Appendix C, figure 9). Further, our data suggests Welsh may either be used as 'comedic relief', or be 'largely ignored' (see Appendix C, figure 6). Importantly, all our participants read from centre or centre and centre-left news sources (see Appendix C, figure 5), yet still felt their language was portrayed negatively. Consequently, three out of five of our participants said these negative portrayals make them feel less comfortable speaking Welsh in public, thus hampering their connection with Welsh (see Appendix C, figure 7, 8, and 9). This supports Van Dijk (2009) who argues that there is no doubt about "the prominent role of the news media in the (re)production of ideologies in society" (2009: 202), which here, manifests as an unease to speak Welsh publicly. Interestingly however, one participant said that having an education in Welsh is considered a privilege and described it as "somewhat of a flex", especially in Cardiff, perhaps acting as the impetus to select it as a GCSE (see Appendix C, figure 9).

Lastly, 8 out of 10 of all participants maintained that being able to speak Urdu or Welsh, and therefore having a multilingual education in them, is not valuable in the job market (see Appendix, figure 10). However, despite believing this, all our participants still went on to gain an education in their language, indicating their connection with it remained intact despite beliefs it is not a valuable tool for increasing employability.

Thus, our survey suggests that Urdu speakers' connection with their language is largely unmoved by negative press portrayals of Urdu, whereas, Welsh speakers' connection was both hampered by negative portrayals and strengthened by positive portrayals within the British media. This correlates with the lack and plethora of data available on Urdu and Welsh education respectively as indicated in the corpus section.

4 Discussion

Our data suggests that there is a difference between the depictions of minority-community and national languages engendered by the British national press. It seems, where Urdu is not a political issue for its speakers or a serious topic for the national press, Welsh is a longstanding political football.

Within the survey, the Urdu language education recipients indicated no correlation between the ideological slant of the press they read and their comfortableness speaking Urdu or undertaking Urdu language education. Where two of our Urdu speaking participants read *The Sun* and one a reader of more centre-left news outlets, both maintained that their connection with Urdu was unchanged by the portrayal of their language within their chosen news source. This piece of evidence dovetails well with our findings from the corpus study. Discourses on Urdu language education in the UK have appeared so little in the past 5 years, they hardly constitute a viable corpus sample size. Further, many of the concordances investigated, found Urdu language education mentioned in only general discussions of minority language education, with several lists lacking any discursive content. Our data on Urdu does not on its own suggest any strong conclusions, however they could speak to a general characteristic of Urdu language and language education discourses being disconnected and excluded from the UK national press. This would perhaps explain why our Urdu participants are less influenced by media representations of Urdu.

This characteristic becomes particularly potent when contrasted with our findings on Welsh language education. Our survey respondents indicated Welsh has a history of being diminished within the press, often depicted as marginal and silly. However, they also spoke of its importance in constituting Welsh identity. This evidence is well supported by our corpus results, where concordance contexts repeatedly exemplified these attitudes. Both in historical discourses and contemporary accounts the national press found newsworthy, viewpoints considering Welsh a waste of resources and “gibberish” were found. When combining long standing stereotypes and simplistic depictions with the strong evidence for a correlation between national political discourse and Welsh language education discourse, this signals to an intermingling of Welsh language education issues and politics going back far further than the five year study period.

Lastly, some respondents spoke about class and social connotations attached to Welsh language acquisition in anglophone parts of Wales. This element on its own is difficult to corroborate or deny with the corpus data, however, it may be valuable in qualifying the difference uncovered between Welsh and Urdu. The suggestion of Welsh as a cultural signifier in the largely English-speaking political heart of Wales may positively connect Welsh language education with a demographic more closely integrated with the national press, tying into what Bird and Dardenne (2009) write about how the media often “feeds the agenda of those in power”.

In full, our data suggests Welsh language education, by virtue of its social connotations and strong connection to a national identity, partnered with its linguistic history, is a locus for political discourses in the UK national press. Its treatment can be contrasted with discourses on Urdu language education which are so infrequent in the study period that they elude strong empirical conclusions. Our data suggests that press discourses have little or no influence on perceptions of Urdu language education. The lack of discourses in the study period may support that conclusion but we would need stronger datasets or an adapted question to conclude that with any kind of certainty.

In respect to our literature review, our work confirms Van Dijk (2009) and Bird and Dardenne (2009) in their emphasis on the role of the press in dissipating and reproducing conservative ideologies. However, while they focus primarily on the effects of these reproductions within the realms of race, class and sex, our work explores the education sector. In contrast to Mehmedbegovic, our research indicates that a community-minority or national-minority languages' exclusion or negative portrayal within the press does not have the same deleterious effects as when excluded from the education system. While our research has significant limitations and further research would certainly be needed, our work points to an interrelationship between the two.

5 Conclusion

The disconnect uncovered between Urdu language education and national political discourses in contrast to the highly politicized nature of Welsh language education suggests an answer to the research questions we initially proposed. There are emphatic differences between the way Welsh and Urdu are represented in the national press, moreover the difference relates directly to each language's status. The results of our research on press perceptions of Welsh language education reflect Welsh's legal status, formal involvement in governance and its history sharing an island with English. Similarly, our work with Urdu language education reflects its lack of formal recognition and usage largely restricted to immigrant and minority ethnic communities (Khan, 2011) . These populations remain largely underrepresented both in the national press and beyond, meaning they have little impetus to engage with discourses in the national press, perhaps accounting for their unmoved connection with Urdu.

6 References

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Appendix A: (Read vertically, not horizontally)

1 urdu	73 parveen	145 jamaran	217 trew	289 des
2 apld	74 fren	146 deerin	218 prof	290 headteacher
3 sociol	75 riaz	147 gaidhlig	219 naqvi	291 shahid
4 ayres-bennett	76 ring-fenced	148 ellahi	220 ahmed	292 attentional
5 psychol	77 leis	149 de-scribed	221 sohail	293 gen
6 hist	78 persian	150 sistla	222 dingwall	294 scottish
7 rel	79 iqbal	151 mojahedin-e	223 quango	295 immigrant
8 eng	80 sqa	152 lorgat	224 sturgeon	296 bashir
9 busi	81 rawat	153 fozia	225 multi-faith	297 multicultural
10 soc	82 beng	154 bòrd	226 abdulrahman	298 counterintuitive
11 polit	83 arabia	155 hajat	227 dram	299 polish
12 biol	84 two-way	156 citizen-journalist	228 inter-faith	300 kashmiri
13 persian-speaking	85 cohesion	157 meits	229 naz	301 lingo
14 geog	86 saudis	158 sayyed	230 afzal	302 unassuming
15 highers	87 holyrood	159 pollokshaws	231 nisa	303 non-white
16 chem	88 arif	160 azfar	232 nazir	304 brandish
17 stud	89 glasgow	161 laher	233 all-party	305 barak
18 srmg	90 mahmood	162 undervalue	234 zainab	306 civilisation
19 lang	91 adel	163 knightswood	235 daya	307 dentistry
20 photy	92 briton	164 mariyah	236 abed	308 bin
21 maths	93 asterisk	165 pandor	237 akram	309 consulate
22 frth	94 school-aged	166 zahraa	238 saleem	310 textile
23 mbc	95 iran	167 pollokshields	239 javed	311 guardian
24 iqra	96 jamal	168 sabhal	240 bengali	312 uk-based
25 gaelic	97 geol	169 ostaig	241 haj	313 ismail
26 ahvaz	98 archeology	170 dehqan	242 rehman	314 pupil
27 punjabi	99 anti-muslim	171 maliha	243 abd	315 ali
28 phy	100 applied	172 shazad	244 monarchist	316 louise
29 manoto	101 riyadh	173 daji	245 probationer	317 london-based
30 dble	102 ofcom	174 sameena	246 ayesha	318 diplomacy
31 salman	103 textiles	175 maroof	247 mulla	319 dame
32 theat	104 lei	176 multi-venue	248 tehran	320 language
33 trav	105 zara	177 saghir	249 salmond	321 outlet
34 c2	106 wendy	178 tabassum	250 anc	322 khashoggi
35 gov	107 rus	179 al-sharq	251 multilingualism	323 yorkshire
36 patel	108 philo	180 bellahouston	252 macrae	324 impartiality
37 econ	109 snp	181 huthis	253 amina	325 museums
38 hussain	110 casey	182 ghazanfar	254 new-born	326 linguistics
39 khashuqji	111 sci	183 aleena	255 isha	327 pakistani
40 perf	112 khashugii	184 abdukarim	256 raja	328 parity
41 saudi	113 khashooqgi	185 mòr	257 mu	329 bashar

42 state-funded	114 ross-griffiths	186 kiani	258 pahlavi	330 skye
43 siddique	115 ouassine	187 aminah	259 akhtar	331 worrying
44 aya	116 mitumuini	188 afia	260 epitomise	332 fay
45 lit	117 akudi	189 massumi	261 globalised	333 ec
46 azam	118 sharlala	190 farouq	262 sacha	334 brit
47 ict	119 mohammadova	191 profesor	263 performing	335 scots
48 hafiji	120 commonlyspoken	192 imaan	264 arabic	336 faith-based
49 vachhiat	121 daawie	193 nassir	265 hum	337 battleground
50 busi2	122 famaths	194 saudi-backed	266 math	338 segregated
51 studs2	123 dabharia	195 al-asad	267 hakim	339 fatima
52 soryia	124 valimulla	196 fourth-most	268 soundbite	340 sweeney
53 entekhabifard	125 hafeji	197 kamali	269 counter-intuitive	341 english-language
54 ict2	126 al-shibil	198 iranian	270 scot	342 grudge
55 des2	127 nighet	199 jamali	271 muhammad	343 peterborough
56 tour2	128 aabidah	200 al-jubeir	272 lourdes	344 med
57 rosshall	129 dhorat	201 khalq	273 environ	345 rahman
58 multi-lingualism	130 hafejee	202 mazhar	274 khan	346 editor-in-chief
59 ravat	131 sadiyya	203 al-awsat	275 bak	347 retrograde
60 gujerati	132 snp-run	204 raje	276 prod	348 rachel
61 kauser	133 aamirah	205 onus	277 dundee	349 rightly
62 guj	134 uk-government	206 yaqub	278 ucas	350 com
63 shawlands	135 karolia	207 hillhead	279 take-up	351 intimidating
64 aswat	136 monafeqin	208 darr	280 lat	352 rowe
65 a-level	137 lunat	209 camelia	281 monolingual	353 integration
66 philology	138 mohammaed	210 cheema	282 counter-productive	354 downplay
67 a-star	139 kukavica	211 crit	283 southside	355 segregation
68 panj	140 ramskill	212 khadijah	284 saud	356 comp
69 khanum	141 persian-speaker	213 zaheer	285 episcopalian	357 nicola
70 bismillah	142 mahroof	214 rizwan	286 multilingual	358 hypocrite
71 panjabi	143 elshayyal	215 ghassan	287 broughton	359 blackmail
72 pe	144 smrg	216 hashmi	288 scotland	360 minded

361 separatist	433 glorify
362 cambridge	434 tory
363 germ	435 monarchy
364 mohammed	436 spokesman
365 studies	437 sideline
366 seep	438 bilingual
367 biology	439 embody
368 self-interest	440 proxy
369 bombard	441 riverside
370 shah	442 parliamentary
371 geology	443 istanbul
372 humanist	444 art
373 topple	445 journalist
374 leisure	446 formally
375 shia	447 c
376 terrorist	448 universally
377 recede	449 schooling
378 beacon	450 subtitle
379 newcomer	451 endanger
380 bollywood	452 characterise

381 compulsory	453 rethink
382 correspondent	454 classmate
383 confrontation	455 unreasonable
384 ibrahim	456 bi
385 osborne	457 yemen
386 alienation	458 span
387 independent	459 monarch
388 dwindle	460 racism
389 z	461 carer
390 hassan	462 polling
391 editorial	463 oxford
392 watchdog	464 tourism
393 uptake	465 sara
394 chin	466 bloomberg
395 impartial	467 distort
396 turkish	468 spokesperson
397 spokeswoman	469 computing
398 muslim	470 kerry
399 media	471 investigative
400 mandarin	472 disclose

401 booklet	473 health
402 migrant	474 constituency
403 romanian	475 supportive
404 geography	476 intellectual
405 havoc	477 starve
406 fluent	478 empowerment
407 prince	479 british

408 first-time	480 explicitly
409 edinburgh	481 britain
410 physics	482 stat
411 crown	483 disappointing
412 hereditary	484 yesterday
413 acknowledgment	485 beneficial
414 mutual	486 teenager
415 blair	487 syria
416 arab	488 arc
417 english	489 chemistry
418 dubious	490 sport
419 unrest	491 learn
420 lifespan	492 minority
421 horrify	493 marked
422 destructive	494 divert
423 prominence	495 widen
424 mum	496 chen
425 statistics	497 wellbeing
426 tolerant	498 traditionally
427 kay	499 economics

428 sociology	500 mindset
429 h	
430 elite	
431 footstep	
432 indispensable	

Appendix B: (Read vertically, not horizontally)

1	block-time	68	tories	135	karkoubis	202	coronavirus-related	269	imminently
2	published-time	69	jeremy	136	stormont	203	anti-semitism	270	cowbridge
3	covid-19	70	self-isolate	137	chancellor	204	reme	271	lancashire
4	bst	71	headteacher	138	hm	205	vaccination	272	longfield
5	coronavirus	72	gavin	139	asthana	206	briefing	273	crabb
6	updated-timeupdated	73	sajid	140	apologise	207	bodmin	274	lately
7	lockdown	74	justine	141	guru-murthy	208	holyrood	275	nicholls
8	covid	75	snp	142	grados	209	hayley	276	a39
9	welsh	76	lansman	143	aneurin	210	damian	277	pcm
10	starmer	77	dup	144	non-essential	211	rayner	278	powys
11	livingstone	78	hancock	145	marr	212	thinktank	279	tamara
12	sturgeon	79	steelworks	146	attlee	213	nigel	280	vaccinate
13	a-level	80	sunak	147	vallance	214	rollout	281	rlc
14	corbyn	81	coronaviru	148	gauke	215	antrim	282	tracer
15	distancing	82	sassoon	149	itv	216	asda	283	disadvantaged
16	gmt	83	patel	150	shutterstock	217	rhys	284	gregynog
17	carwyn	84	obr	151	serco	218	parry-jones	285	cameron
18	reshuffle	85	welsheducation	152	astrazeneca	219	zahawi	286	stamps
19	boris	86	gcse	153	cumbria	220	four-nation	287	ireland
20	nhs	87	kirsty	154	halfon	221	quarantine	288	min-width
21	swinney	88	bevan	155	welshman	222	naht	289	gareth
22	pmqs	89	sabine	156	meic	223	fiasco	290	self-isolation
23	enltr	90	blackford	157	rhondda	224	conservatives	291	grahame
24	wales	91	rhodri	158	alun	225	freya	292	uk
25	pandemic	92	covid-related	159	uk-wide	226	sharma	293	pembrokeshire
26	farage	93	cchq	160	crickhowell	227	brecon	294	rimas
27	ofqual	94	dfe	161	enltra	228	barclay	295	capt
28	cymru	95	enltrwe	162	enltri	229	hospitals	296	stockport
29	downing	96	kuenssberg	163	carmarthen	230	llyn	297	anti-brexite
30	no-deal	97	pupil	164	pontypridd	231	hedges	298	tuc
31	sargeant	98	grayling	165	eisteddfod	232	glastonbury	299	louise
32	keir	99	naz	166	oldham	233	merthyr	300	aspinall
33	backstop	100	ppe	167	kinnock	234	criticise	301	voluntary
34	drakeford	101	davies	168	btl	235	seven-day	302	coates
35	dowden	102	mbe	169	leitch	236	rugby	303	ofcom
36	williamson	103	teacher-assessed	170	midlands	237	dems	304	caulfield
37	brexit	104	sorley	171	huw	238	neath	305	newham
38	nicola	105	obe	172	anushka	239	snowsill	306	enltrthis
39	harries	106	gove	173	lib	240	bowen	307	non-covid
40	lbc	107	glamorgan	174	llanwrtyd	241	bianchi	308	furlough

41 javid	108 bridgend	175 mcloughlin	242 frontline	309 nyland
42 prof	109 buckland	176 spokesman	243 sqa	310 telegraph
43 mohamad	110 sadiq	177 half-term	244 s4c	311 elgot
44 bame	111 contact-tracing	178 jenrick	245 getty	312 worldskills
45 ponent	112 geraint	179 carmarthenshire	246 hopson	313 long-bailey
46 aberystwyth	113 powis	180 girlguiding	247 hinds	314 sats
47 theresa	114 jcvl	181 rishi	248 owen	315 boosted
48 cardiff	115 peston	182 liveblog	249 prioritised	316 marchant
49 reopen	116 lidington	183 gruffudd	250 deprived	317 carlaw
50 brokenshire	117 westminster	184 forsyth	251 weale	318 patchell
51 plaid	118 labour	185 antisemitism	252 prys-davie	319 gatland
52 hammond	119 commons	186 ysgol	253 enltnew	320 guardian
53 tory	120 devolution	187 burnham	254 enltrit	321 heseltine
54 mp	121 whitty	188 chairwoman	255 england	322 alok
55 gething	122 senedd	189 a30	256 prys-davies	323 gurney
56 enltrthe	123 yougov	190 ken	257 dominic	324 austerity
57 u-turn	124 margin-left	191 hospitalisation	258 covering	325 cornwall
58 devolve	125 cbe	192 easing	259 callywith	326 downgrade

59 welsh-language	126 ishraaq	193 welsh-speaking	260 anglo-welsh	327 merseyside
60 llanelli	127 johnson	194 nasuwt	261 two-metre	328 prioritising
61 barnier	128 millward	195 maj	262 minister	329 gwent
62 raab	129 ucas	196 aberdeen	263 jeane	330 rigby
63 talbot	130 scotland	197 spokeswoman	264 griffiths	331 buckinghamshire
64 greening	131 swansea	198 secretary	265 vunipola	332 mundell
65 ukip	132 scottish	199 phe	266 wiltshire	333 sheen
66 offr	133 tata	200 taskforce	267 lenni	334 yorkshire
67 priti	134 bbc	201 backbencher	268 backbench	335 monmouthshire

Word

336 tydfil
337 zionism
338 derbyshire
339 margate
340 exam
341 jones
342 pisa
343 jayne
344 lifeboat
345 cabinet

346 gwilym
347 schoolteacher
348 howarth
349 manchester
350 helipad
351 alison
352 prioritise
353 trafford
354 referendum
355 charitable
356 adviser
357 vice-chancellor
358 enltrjeremy
359 welshschools
360 enttrexc
361 beddau
362 curnock
363 jenkin
364 ormerod
365 nadhim

366 b117
367 mayas
368 tracing
369 ceredigion
370 thatcher
371 brianne
372 crick
373 streeting
374 outbreak
375 belfast
376 newnight
377 deliveroo
378 borough
379 davidson
380 ex-mayor
381 principality
382 faisal
383 rolls-royce
384 sleeman

385 msp
386 mcvey
387 headroom

388 ambulance
389 caerphilly
390 goodall
391 dem
392 vaccine
393 mckillop
394 antisemitic
395 gibb
396 leadsom
397 carer
398 sanitiser
399 caernarfon
400 jewishlabourmovement

Appendix C:

Figure 1:

Urdu-speaking participants = Answers 1 and 2. **Welsh-speaking participants** = Answers 3,4,5,6,7.
One respondent left this question blank, hence why the below image only displays seven responses.

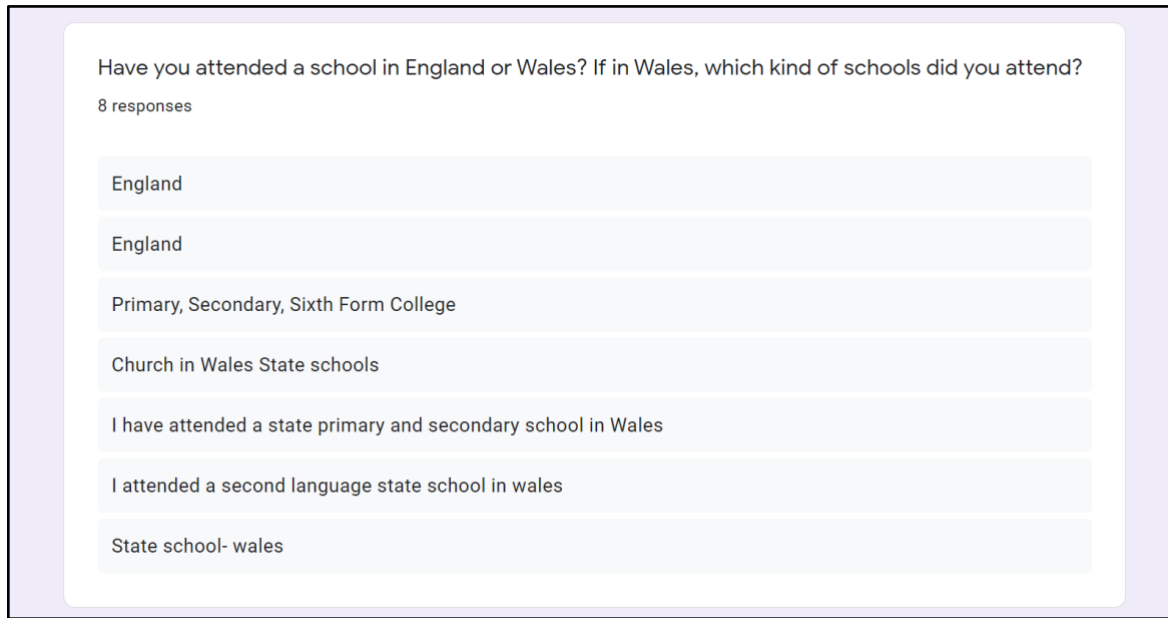


Figure 2: 'YES' = 5 Urdu-speaking participants and 1 Welsh speaking participant (this Welsh participant later said they got confused, thinking instead the question was asking about Non-English languages. Consequently, they meant to answer 'NO' . **'NO' = 4 Welsh participants.**

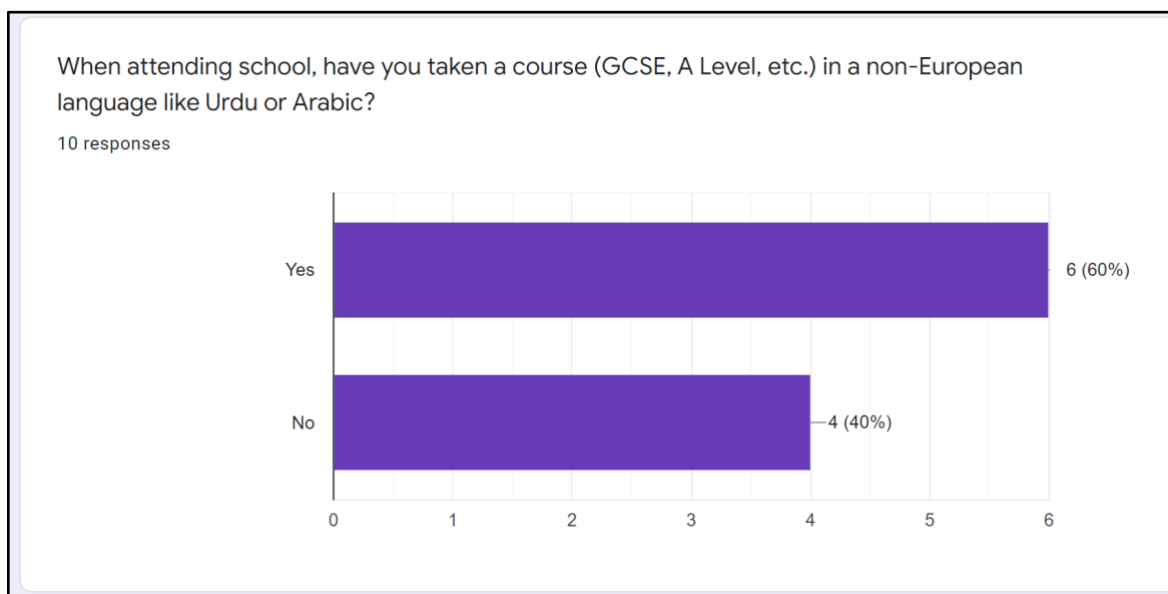


Figure 3: 'YES' = 5 Urdu-speaking participants and 1 Welsh participant (This Welsh speaking participant is the same participant who got confused with the previous question above). **'NO' = 4 Welsh speaking participants.**

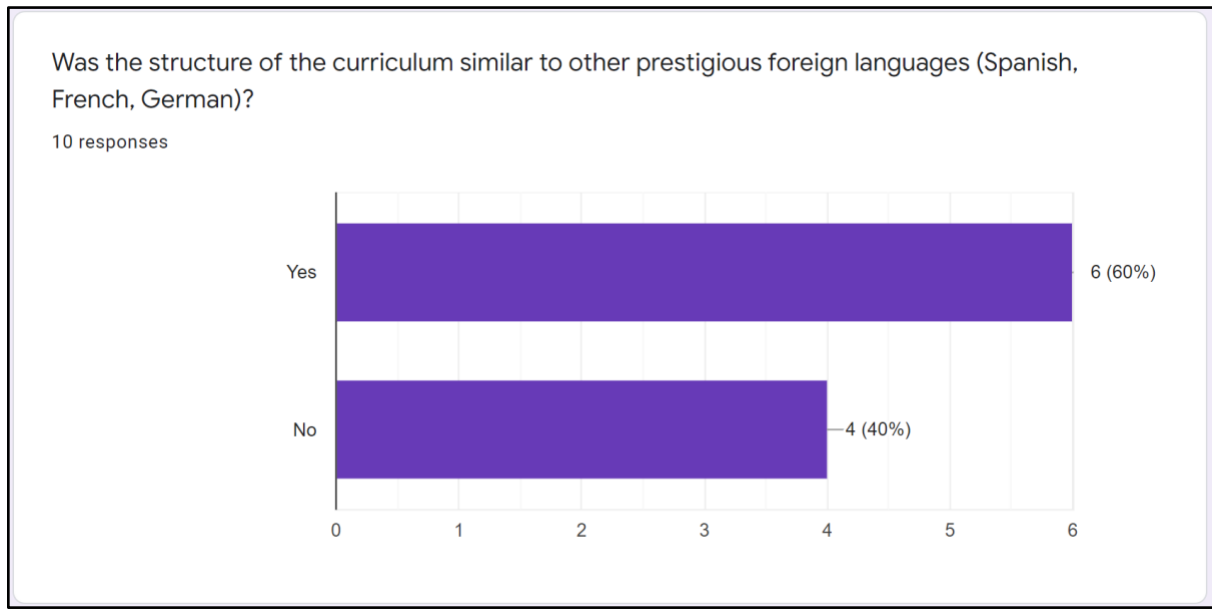


Figure 4: 'YES' = 4 Urdu speaking participants and 3 Welsh speaking participants. **'NO' = 2 Welsh speaking participants and 1 Urdu speaking participants.**

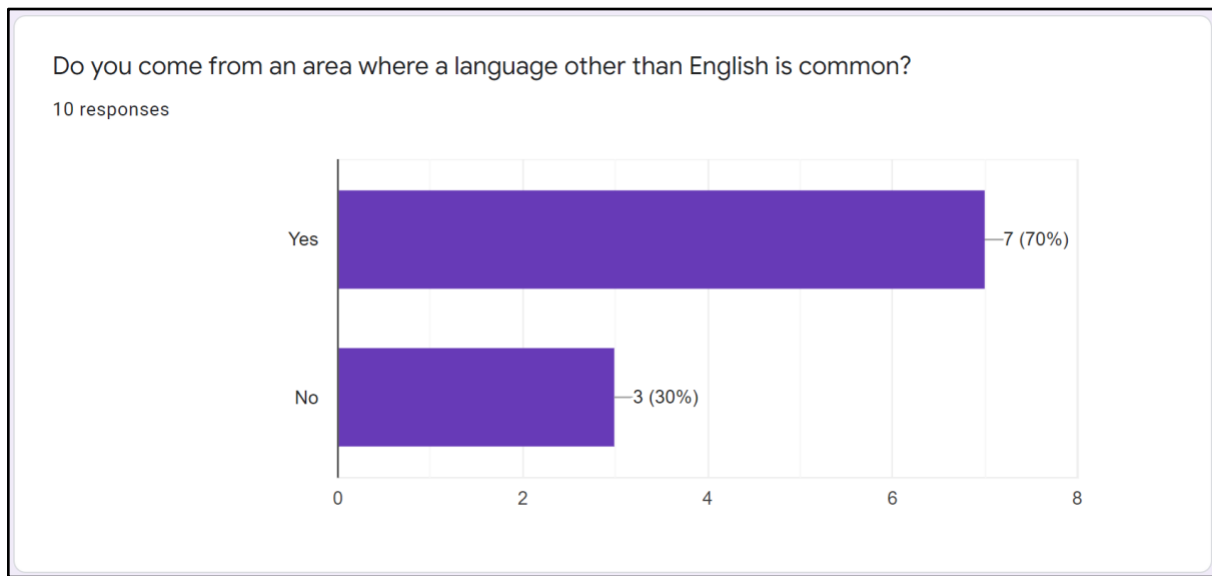


Figure 5: 1st, 2nd, 8th Answers = **Urdu** speaking participants. **3rd to 7th** Answers = **Welsh** speaking participants. A total of two Urdu speaking participants answered that they read The Sun, accounting for the missing response.

What papers/news sites do you read?

9 responses

The sun

The Guardian, BBC news, the Independent,

BBC, I Newspaper, The Guardian

n/a

BBC news

the guardian and bbc

BBC guardian

I don't currently read any newspapers

Figure 6: 'Negative' was answered by a further 3 participants (1 Welsh-speaking and 2 Urdu-Speaking, hence why the below image only shows 7 responses). **Urdu-speaking participants** = Answers 1,2,3. **Welsh-speaking participants** = Answers 4,5,6,7

In your opinion, do you feel your minority language (Urdu, Welsh, etc.) is portrayed in a positive or negative way in the British media?

10 responses

Negative

Negative

Mostly negative but depends on the context.

It really depends. I think in Wales, Welsh is definitely portrayed in a rather positive. It's seen as something to be proud of, and something which is essential to 'Welshness' (like you can't be Welsh if you don't speak Welsh). But also, I have seen some rather rude memes about Welsh, as a language, which imply basically that it's ridiculous and shouldn't really be spoken - interestingly, these are often on English meme sites that mock any form of nationalist thought that isn't exclusively English.

I don't think welsh language is portrayed much within british media, except perhaps as comedic relief

I think the Welsh language is portrayed in a negative way in the British media

I think welsh is portrayed in a positive way. However, I think it is largely ignored by non-welsh media

Figure 7: 'YES' = 1 Welsh speaking participant and 1 Urdu-speaking participant, 'NO' = 4 Urdu-speaking participants and 2 Welsh-speaking participants, 'SOMETIMES' = 2 Welsh-speaking participants

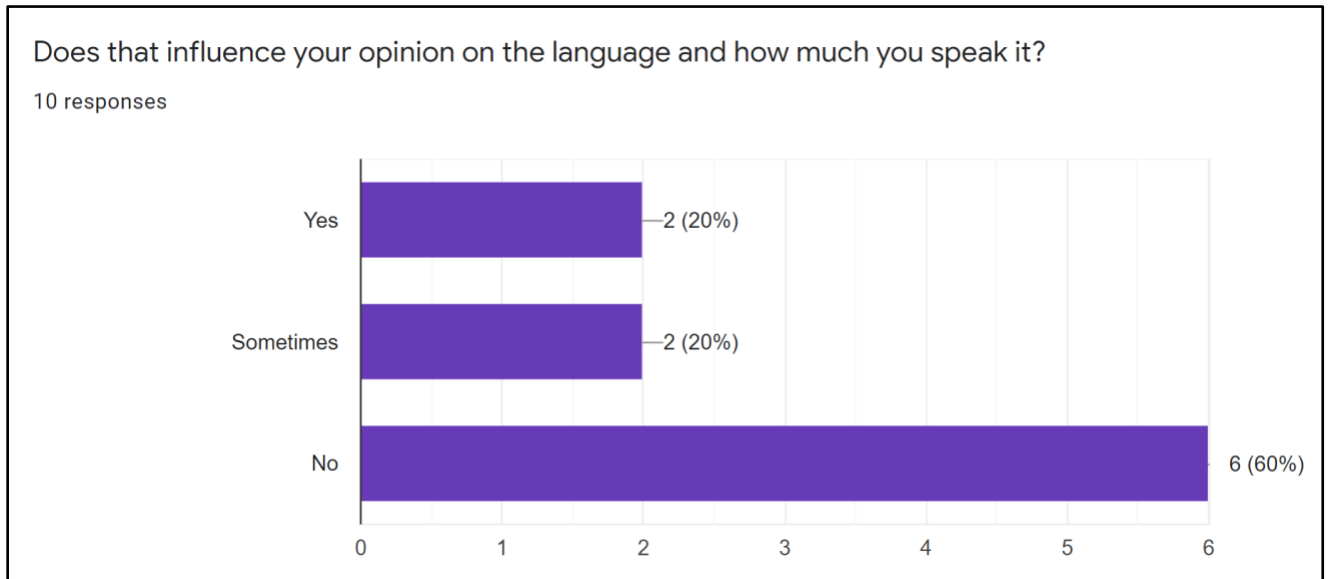


Figure 8: 'YES' = 5 Urdu-speaking participants and 4 Welsh-speaking participants. 'NO' = 1 Welsh-speaking participant.

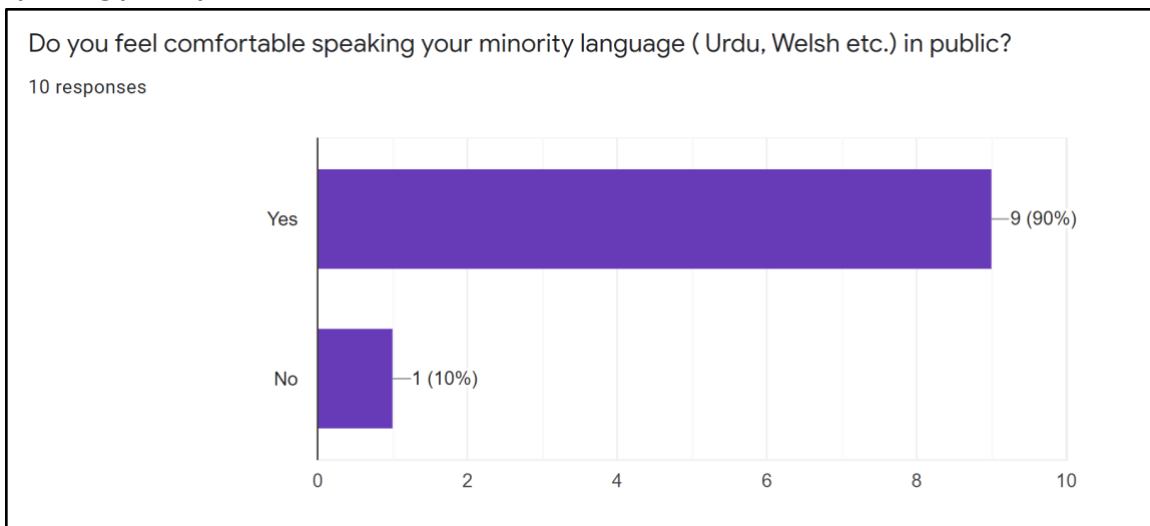


Figure 9: Answer from a **Welsh-speaking participant**.

If you answered no, is it an effect of the perception of that language in the media?

1 response

Again, I think this varies on the context of where I am. I don't speak Welsh, (only learnt up to GCSE level), but can imagine that for people who do speak it fluently, speaking Welsh in Wales is somewhat of a flex - it's a way of proving that you're properly Welsh as I've said before, and also in Cardiff is rather telling of what particular social class you belong to. (For instance, often artsy-middle class people speak Welsh).

However, a Welsh speaker in England might feel more intimidated because of the kind of negative connotation surrounding Welshness that is prevalent in some parts of English society. I think this links into the fact that for many years, Welsh, as a language, was condemned by the English as being a language for 'idiots' or 'imbeciles', and that to get ahead in society, one had to speak English. In this sense, a Welsh speaker in an English speaking environment might internalise this historic discrimination and be somewhat afraid or embarrassed of speaking Welsh.

Figure 10: Urdu-speaking participants = Answers 1, 2, 3, 9. **Welsh-speaking participants** = Answers 4, 5, 6, 7, 8. ('No' was answered by another Urdu-speaking participant, hence why the below image shows only 9 answers).

When applying for a job in the UK, do you feel as though there is a bias towards hiring a particular type of English speaker? If yes, why do you think so?

10 responses

No

Yes, mainly due to foreign accents and/or ethnic minorities

Those who speak other European languages are valued more than those who speak non European languages

For sure.

Eventhough it's much more acceptable to speak more slangy forms of English nowadays, I think there is still much pressure on people to 'speak properly' in work settings. This perhaps closely links to wanting to be perceived as belonging to a particular social-class as often 'Queen's English' is spoken more by those who are middle or upper class. The same goes for accents - people might alter their accent to be more 'ordinary' because of prejudice against regional accents.

Yes, those who speak more formally or in more queens english accent types seem more professional

I do. I think people from upper class backgrounds who are 'well spoken' are often thought of as more intelligent.

I think a southern accent is preferred by most jobs.

Depending on accent variation dialect indicating factors of SES

Yes, I think the bias is judged more towards the appearance of the individual which then can impact on bias towards the language they speak. So I don't necessarily think the bias is primarily to the language, more to the negative connotations of the language attached to a particular set of people.