Update on the Welsh Syntax Dialect Atlas (July 2010)

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General aims and objectives

The *Syntactic Atlas of Welsh Dialects* is a project conducted jointly by David Willis (Cambridge), Maggie Tallerman (Newcastle) and Bob Borsley (Essex) to establish the extent of variation in the syntax of present-day Welsh, including age-related variation and variation due to linguistic background, as well as geogrpahical variation. Specifically, its aims are:

• to establish the distribution of major syntactic variants in Welsh using a systematic methodology
• to establish patterns of change via age-related variation
• to examine the effects of language revitalisation on the syntax of Welsh
• to provide material for further analysis of Welsh syntax in any framework
• to provide a repository of material available for researchers and the general public interested in any kind of variation within the Welsh language as spoken today

A pilot project to test the effectiveness of the basic methodology will be conducted during the summer of 2010.

Background

The *Linguistic Geography of Wales* collected data from 180 points of inquiry using a postal questionnaire focusing heavily on lexical variation. The questionnaire, containing around 750 items, gave descriptions of items in Welsh and their English equivalents, and asked informants to write down the local equivalents (Thomas, 1977). In each location, a local educated person was recruited to supervise completion of the questionnaire by a suitable informant, sometimes by several informants. Five questions broadly related to syntax were asked: '**these** books' (*y llyfrau rheini* etc.), 'to go **with** him' (*efo/gyda*), '**Is** John in?' (*ydi*, *yw*, *odi*), 'He is **not** here' (*Tydi o ddim/Dyw e ddim/S(a)no fe*), '**He** is the one I want to see' (*fo/fe*). The question on negation does not appear to have worked particularly well, as it failed to return s-form variants outside of Pembrokeshire (Thomas, 1977).

The fieldwork for the *Welsh Dialect Survey* was carried between 1991 and 1995, leading to the publication of a monograph in 2000. A questionnaire containing 726 items was administered to single informants at 117 localities (although additional family-member informants sometimes took part). Informants were 'drawn from older generation speakers' with minimal formal education and longstanding links to the area (Thomas, 2000). Two fieldworkers were used in total, with a single fieldwork at each interview. The questionnaire mainly concerned the phonetics and phonology of individual lexical items. Topics of syntactic interest that were investigated were: adjective gender agreement for *afon ddofn/ddwfn* 'deep river', *het gron/grwn* 'round hat', *cadair drom/drwm* 'heavy chair', *merch/geneth gref/gryf* 'strong girl', *afon sech/sych* 'dry river', *coes fer/fyr* 'short leg', *gardd wleb/wlyb* 'wet garden'; adjective number agreement for *bobl ifainc/ifanc* 'young people', *ffynhonau sych/sychion* 'dry wells', *dillad gwyn/gwynion* 'white clothes', *mwyar du/duon* 'blackberries'; the equative (*cyn dued/mor ddu* 'as black'); verbal clitics on nonfinite verbs (*paid â fy mhoeni/poeni (f)i* 'don't bother me', *paid â fy nharo/taro (f)i* 'don't hit me', *paid â*

fy nghlywed/clywed (f)i 'don't hear me' etc.); mutation after *yn* 'in'; use of aspirate mutation (*ei thad* 'her father', *ei chath* 'her cat', *ei m(h)am* 'her mother'); mutations after *saith* 'seven' and *wyth* 'eight'; forms of pronouns (*fe/fo* 'he, him', *ti/chdi/thdi* 'you (sing.)'); and forms of focus particles (*taw/mai/na*).

While the extent of syntactic variation investigated in the *Welsh Dialect Survey* is significantly wider than that of the *Linguistic Geography of Wales*, neither survey really had any serious interest in syntax, the former focusing on phonology, the latter on lexicon.

Locations and informants

The pilot project will be conducted in four locations. Eight informants will be recruited in each location, two 'traditional' speakers in each of three age groups, 18–40, 40–60, 60+, plus two 'non-traditional' speakers. A traditional speaker is someone who meets the following criteria:

• they should be native speakers of Welsh (i.e. have heard and spoken Welsh from below 5 years of age)
• they should have spoken Welsh to at least one parent at home when growing up
• they should have lived in the same location all of their lives
• they should not have attended higher education
• in the pilot, we will not control for social class, gender or medium of education

One aim of the pilot is to find out how difficult it is to meet these criteria in practice. It may be necessary to allow minor deviations from them (e.g. short periods living away). The selection of informants allows us to establish what form of Welsh was acquired by people growing up in a particular location at a particular time.

The motivation for these criteria is that the population being measured in each case is the group of people who acquired Welsh under traditional conditions at a particular place and time, and this is the only way to gain access to a member of that population controlling for external effects on their language. For instance, a cell might represent speakers who acquired Welsh in the Llanelli area in the period 1950–1970. This group can only be surveyed today by recruiting speakers aged 40 to 60 remaining in the Llanelli area.

While these informants allow us to trace the development of Welsh under traditional transmission conditions, we also need to consider the effects of revitalisation. For this reason, in the younger age group (18–40) an additional two speakers need to be recruited from local but non-traditional backgrounds. Such speakers should:

• have been brought up and remained in the location for all or most of their lives
• have acquired Welsh from a young age (5 years old or younger)
• not have a Welsh-speaking parent
• not have spoken Welsh at home when growing up
• have received most or all of their primary and secondary education in Welsh

The four locations for the pilot study are:

Owain: two locations in the south: Llandovery (Llanymddyfri) and either Crymych or Swansea Valley (Cwm Tawe)
Swyn: two locations in mid and north Wales: Aberystwyth and Penllŷn

The project is being conducted in the context of a network of dialect atlas projects across Europe, under the Edisyn (European Dialect Syntax) project (http://www.dialectsyntax.org/index.php/project-description-edisyn-mainmenu-50) based at the Meertens Institute in Amsterdam, and its aims and methodology should be broadly comparable with the various other projects under this umbrella.

For comparison, the Norwegian dialect syntax atlas (NorDiaSyn, http://www.tekstlab.uio.no/nota/NorDiaSyn/english/index.html) is planned to use 4 informants at each of 100 data points (one man and one woman over 50 and one man and one woman under 30). Each informant participates in: an interview with the fieldworker; a free conversation with another informant without the fieldworker being present; a questionnaire where the fieldworker plays recorded sentences spoken by a speaker of the local dialect and asks for grammaticality judgments.

The Dutch SAND project conducted three rounds of interviews: a written questionnaire containing grammaticality judgement, translation and completion tasks on 393 sentences administered at 321 locations (one informant per location); an oral questionnaire containing 456 items (judgement, translation or completion task) at 267 locations with at least two informants per location (informants all aged 55–70 years); a telephone questionnaire with the same informants as at stage 2, containing 331 sentences to fit in unclear answers or gaps at stage 2. At stage 2, not all sentences were tested at all locations (e.g. if it was clear in advance that some phenomenon was not attested in a particular region).

For the Welsh pilot project, work with each informant consists of two parts: an interview and questionnaire conducted with the fieldworker, and a free conversation in which the fieldworker does not participate. For the free conversation, the informant is paired with the other informant of the same type and location, and given a range of topics to talk about for around 30-40 minutes. Both questionnaire and free conversation are recorded. The fieldworker interview and questionnaire are intended to take around an hour. The timing of the questionnaire and free conversation are arranged in whatever way is most convenient to participants. The recordings should be done in quiet conditions. If the informants will agree to be interviewed in their homes, this offers ideal conditions. If not, interviews take place somewhere where there won't be much background noise.

Location

'Location' is a problematic notion. Traditional dialect surveys used a single or a maximum of two informants at each survey point; hence, a 'location' corresponded to a single village or settlement. With 8 speakers at each location, it is not so easy to list particular places as locations. Furthermore, if location is defined narrowly, for instance as a single village, then we reduce our chances of finding appropriate informants willing to take part, particularly in areas with low proportions of traditional Welsh speakers. One solution would be to divide Wales into zones, ideally with approximately equal numbers of Welsh speakers in each.

The 117 zones of the Welsh Dialect Survey are not suitable, first, because with up to 8 speakers in each zone, the number of informants would be impractically high, and secondly because the WDS did not cover fully Anglicised areas, whose non-traditional native speakers we would want to include. Administrative units do not necessarily bear any direct relation to traditional patterns of communication. Subdivision based on expected dialect boundaries risks being circular. One (partial) way out would be to use Travel-to-Work areas, defined by the Office for National Statistics as areas such that 75% of people who live in the area also work in the area and 75% of jobs are performed by people who work within the area. The current Travel-to-work areas for Wales are given in Figure 1, with approximate data for the absolute numbers of Welsh speakers by age for each area given in Table 1. In order to define 30 areas, each area would need approximately 12,000 speakers aged 20 or over. While travel-to-work areas in north Wales are a tolerable fit for this, a number of areas, particularly in south Wales are much too large, and would need to be split, or else several sites chosen for field work within the area. This applies above all to the Swansea Bay and Bangor, Caernarfon & Llangefni areas, both of which would need to be split into three or four areas or else allocated multiple sets of informants. A possible allocation of informants to areas is given in the last column of Table 1. This also takes into account the fact that some areas probably have no traditional Welsh speakers left, and hence are allocated only 2 (non-traditional) informants. Hence, for instance, Cardiff is allocated 12 informants, on the basis that its population of Welsh speakers, at 35,465, merits three areas, but that most of the area lacks traditional Welsh speakers. It can therefore be treated as three areas: one with a full range of speakers (6 traditional informants and 2 non-traditional ones), and two with only non-traditional speakers (hence 2 x 2 non-traditional informants).

The questionnaire

A selection of features, focusing on issues in the negation and responsive/tag systems, have been included in the pilot questionnaire to test out the various possible ways of eliciting information. Some features are likely to be frequent enough in the free conversation to be easily measurable there:

Figure 1. Travel-to-work areas for Wales (Office for National Statistics, http://www.statistics.gov.uk/geography/ttwa.asp).

- form of possessives '*nghath i* vs. *cath fi* 'my cat'
- object clitics *i 'ngweld i* vs. *i weld fi* 'to see me' (Jones, 1990a, Jones, 1990b)
- auxiliary drop *fi'n mynd* vs. *dwi'n mynd* 'I'm going'
- certain aspects of the pronominal system e.g. *fo* vs. *fe* 'he, him'

The free conversation part of the pilot project should test whether this is true.

The procedure for the questionnaire is as follows:
Explain in general terms the purpose of the interview and the project (essentially that we're interested in different Welsh dialects). Reassure the informant that this is not a language test: there are no right and wrong answers; we just want to

know what they would naturally say in an ordinary casual context, and different people will give different answers. Set up the recording equipment as early as possible and make sure that everything is working (you will need some prior practice with the equipment to be confident that it's recording to a reasonable quality). Then, begin with some general questions. These are partly to get the informant to relax and get used to being recorded; partly to check that the informants meets the general criteria; and partly to actually record some of their language. Ask the following questions (vary the form so that it seems as natural a conversation as possible):

Where did you grow up?
Did you hear and speak Welsh before you went to school?
When you were a child, who spoke Welsh to you?
Were you taught in Welsh at school?
How often do you speak Welsh now?
In what sorts of contexts do you speak Welsh?
Have you ever lived away from this area?

The general conversation here should last no longer than 10 minutes or thereabouts.

Next comes the main part of the questionnaire. Most questions take the following general form:

For the ordinary sentence pairs, read out the sentences and ask the informant whether they can use the highlighted feature in ordinary speech. If they can, ask them to repeat the whole sentence as they would say it – they can change anything they like. If they can't, ask them to rephrase it completely in the way that they would say express the same idea.

In each case, there is a sentence to provide context (the context sentence) followed by the sentence that contains the feature being investigated (the test sentence). Informants only need to worry about the second sentence. The feature we are interested in is underlined and explained (for the fieldworker's benefit) briefly below each item. If it is unclear from what the informant says whether they have the feature, question them further about it, for instance asking them if there's another way they could say the same thing.

Say the sentences to them as naturally as you can in Welsh. Feel free to adapt the context sentence to fit in better with the local dialect. In some cases options are given for this reason (in the order north/south e.g. *allan*/*mâs* for 'out'). Use the one appropriate to where you are. Do not adapt the (second) test sentence itself. Do not give them the English translation unless they really don't understand you (e.g. if they don't understand *lle'm byd* in (21), it's ok to tell them it means 'anywhere' but wait till it's clear that they don't understand).

Some of the questions have a different format: either fill in the gap or translate from English. These are mixed in with the other questions and have separate instructions below. Finally, there's a completion task separately at the end. Do everything in Welsh except for reading out the sentences they need to translate.

The first two sentences are practice sentences. Use them to make sure the informants get the idea. We won't use the data from them, so it's fine if they mess them up and need to have things explained to them again.

(1)   Newch chi nôl Aled? **Mae o**'n dod mâs nawr.
        'Can you fetch Aled? He's coming out now.'
        [Practice sentence. The informant should be able to answer with whether they say *mae o* or something else (e.g. *mae fe*) for 'he is'. In repeating the sentence, they will almost certainly have to change other things e.g. change the whole thing to *Mae o'n dwad allan rwan* or *Mae fe'n dod mâs nawr*.]

(2)   Dyw Mari ddim yn byw 'ma bellach. Mae hi 'di mynd **bant** efo'i brawd i weithio yn Lloegr.
        'Mari doesn't live here any more. She's gone off with her brother to work in England.
        [Practice sentence. After deciding whether they say *bant* for 'off', they may need to change *efo* to *gyda/'da* for 'with' and *weithio* to *weitho* for 'work' when they repeat the sentence if that's what they say.]

(3)   Mae'n well gen i gŵn. **So fi**'n hoffi cathod.
        'I prefer dogs. I don't like cats.'
        [Does the informant use a negative auxiliary (*so*, *smo*, *simo* etc.) and what form does it take with *fi*?]

(4)   Mae Mari'n hwyr. Mae hi **dal** yn y gwaith.
        'Mari's late. She's still at work.'
        [Does the informant use *dal* as an adverb 'still' rather than a verb 'continue'.]

(5)   Nes i ofyn/Ofynes i i Mari pryd oedd y gêm yn dechre. **Oedd hi ddim** yn gwbod.
        'I asked Mari when the game was starting. She didn't know.'
        [Can the informant have *oedd* rather than *doedd* or *toedd* as the imperfect of *bod* 'be' in the negative?]

(6)   Gofyn i Mari ein helpu ni. Mae hi'n **dy hoffi chdi**.
        'Ask Mari to help us. She likes you.'
        [Can the informant use *chdi* for 'you' singular as the object of a nonfinite verb.]

Ask the informant to fill in the gap here:
(7)   Gwnewch yn siwr bod y stafell yn wag cyn mynd i mewn. Paid mynd i mewn **os oes ____** yno.
        'Make sure the room is empty before you go in. Don't go in if there's anyone there.'
        [Does the informant volunteer *rhywun* or *unrhyw un* here (or even *neb*)? If the informant offers some other alternative, ask them if they can think of anything else.]

(8)   Dwi wedi blino'n lan. **Ddaru mi** godi'n gynnar iawn y bore 'ma.
        'I'm tired out. I got up very early this morning.'
        [Can the informant use *ddaru* to form a past tense?]

(9)   Mae Mari nôl rwan/nawr. **Ife** ti oedd yn chwilio amdani?
        'Mari's back now. Was it you who was looking for her?'
        [What question focus marker does the informant use: *ie*, *ife, ai* or zero?]

Ask the informant how they would you say the following in Welsh in their dialect:
(10)   Who are you talking about?
        [Possible answers: Pwy wyt ti'n siarad **am/amdano**? **Am bwy** wyt ti'n
            siarad?]

(11)   Mae hi'n siarad yn rhy gyflym. **Dall** neb ei deall hi.
        'She talks too fast. No one can understand her.'
        [Can the informant negate *gallu* 'be able' using a prefixed *d-*?]

Ask the informant to fill in the gap here:
(12)   Os ydych chi wedi blino, ewch adre ac ymlacio. Fydd hyn yn gweithio'n
        well **na/nag __ arall**.
        'If you're tired, go home and relax. That'll work better than ____ else.'
        [Does the informant volunteer *dim*, *dim byd* or *unrhyw beth*. If the
            informant offers some other alternative, ask them if they can think of
            anything else.]

(13)   Paid â phoeni. Dwi'n sicr **taw** Aled fydd yn barod i'n helpu ni.
        'Don't worry. I'm sure that Aled will be ready to help us.'
        [What embedded focus marker does the informant use: *mai*, *taw* or *na*?]

(14)   Dwi/Wi 'di prynu orenj i Mari ac afale i bawb arall. **Nag yw** Mari'n hoffi
        afale.
        'I've bought an orange for Mari and apples for everyone else. Mari doesn't
            like apples.'
        [Can the informant form a negative with *nag* in the present tense?]

Ask the informant how they would you say the following in Welsh in their dialect:
(15)   What do you think he'll do?
        [Possible answers: Beth wyt ti'n meddwl/feddwl/ei feddwl fydd e'n
            neud/naiff e etc.?]

(16)   Mae'r plant wedi byta popeth. **Mae mond** tri afal ar ôl.
        'The children have eaten everything. There are only three apples left.'
        [Does the informant use *mond* for 'only' in affirmative environments, that
            is, using *mae* rather than *does*?]

(17)   Mae Aled a Mari yn mynd adre' cyn y gêm. **Smo nhw**'n leicio rygbi.
        'Aled and Mari are going home before the game. They don't like rugby.'
        [Does the informant use a negative auxiliary (*so*, *smo*, *simo* etc.) and
            what form does it take with *nhw*?]

Ask the informant to fill in the gap here:
(18)   Dyn ni 'di dewis Aled ar gyfer y tîm. Mae e'n chware'n well **na/nag ____
        arall**.
        'We've chosen Aled for the team. He plays better than ____ else.'
        [Does the informant volunteer *neb* or *unrhyw un* here? If the informant
            offers some other alternative, ask them if they can think of anything
            else.]

(19) Roedd Mari allan/mâs drw'r nos. **Fi glywas i** hi'n dod nôl.
'Mari was out all night. I heard her coming back.'
[Can the informant use *fi* as a particle rather than *mi* or *fe*.]

Ask the informant how they would you say the following in Welsh in their dialect:
(20) I know I'm not fast enough to win.

(21) Dwi'n hoffi mynd i Ffrainc. Mae'n harddach na **lle'm byd arall** yn Ewrop.
'I like going to France. It's more beautiful than anywhere else in Europe.'
[What does the informant use for 'anywhere': *lle'm byd*, *unman* or *unlle*?]

Ask the informant how they would you say the following in Welsh in their dialect:
(22) Who do you think was driving?
[Possible answers: Pwy wyt ti'n meddwl/feddwl/ei feddwl oedd yn gyrru?]

(23) Nei di helpu? **Wi ddim** yn gwbod yr ateb.
'Will you help? I don't know the answer.'
[Can the informant have *wi* rather than *dwi* or *tydw* as the present of *bod*
'be' in the negative?]

Ask the informant how they would you say the following in Welsh in their dialect:
(24) Show us the man you think Mari went home with.

(25) Mae'r stafell yn llawn o blant. Mae **gyd o'r merched** wedi cyrraedd.
'The room's full of children. All the girls have arrived.'
[Does the informant use prenominal *gyd* for 'all', rather than postnominal *i
gyd*.]

Ask the informant to fill in the gap here:
(26) Dwi 'di trio esbonio popeth yn iawn. Ond cewch chi ofyn eto **os oes ____**
yn aneglur.
'I've tried to explain everything properly. But you can ask again if
anything's unclear.'
[Does the informant volunteer *rhywbeth* or *unrhyw beth* (or even *dim*, *dim
byd)*. If the informant offers some other alternative, ask them if they
can think of anything else.]

(27) Paid beio Mari. **Ddim hi** yw'r broblem.
'Don't blame Mari. SHE's not the problem.'
[Can the informant negate a focused element with *ddim* rather than *dim*,
nage or *nid*.]

(28) Ydy Aled gartre? Nac yw, **so fe** 'ma ar hyn o bryd.
'Is Aled home? No, he's not here at the moment.'
[Can the informant use a form of *so*, *sa*, *smo* etc. for negation with an
adverb.]

Ask the informant how they would you say the following in Welsh in their dialect:
(29) Show us the man you think was driving the car.

(30) O'n i mewn sioc. **Nag o'n i**'n gwbod sut i ateb.
'I was in shock. I didn't know how to answer.'
[Can the informant use *nag* as a negative before imperfect of *bod* 'be'. If
not, what do they replace it with?]

(31)   Rho'r map i fi. **Mi dwi** eisie gwbod lle i fynd.
       'Give me the map. I want to know where to go.'
       [Can the informant put the particle *mi* in front of forms of *bod* 'be'?]

Ask the informant to fill in the gap here:
(32)   Pan ddes i nôl, roedd pawb 'di gadel. Doeddwn i ddim yn gweld ____ o
       gwbl.
       'When I came back, everyone had left. I couldn't see ____ at all.'
       [Does the informant volunteer *neb* or *unrhyw un* here? If the informant
           offers some other alternative, ask them if they can think of anything
           else.]

(33)   Mae ein car ni 'di torri lawr. **Smo ni**'n hapus o gwbl.
       'Our car has broken down. We're not happy at all.'
       [Can the informant use a form of *so*, *sa*, *smo* etc. for negation with an
           adjective.]

(34)   Dwi 'di bod yn sâl drw'r wthnos, ond dwi'n teimlo **bach** yn well heddi.
       'I've been ill all week, but I'm feeling a bit better today.'
       [Can the informant use *bach* as an adverb 'small' > 'a little bit'?]

Ask the informant how they would you say the following in Welsh in their dialect:
(35)   I have got a sister and two brothers.
       [Various possible answers: **Mae** chwaer a dau frawd **'da fi**, **Mae gen i**
           chwaer a dau frawd, **Mae** chwaer a dau frawd **efo fi**, **Dwi gyda**
           chwaer a dau frawd, **Dwi gan** chwaer a dau frawd, **Dwi efo** chwaer a
           dau frawd. Ask the informant if there's any other way to say this.]

(36)   Does dim angen pwdu. Os **nag** wyt ti'n hapus, paid â dod.
       'You don't need to sulk. If you're not happy, don't come.'
       [Can the informant negate an embedded clause using *nag* rather than
           nad?]

(37)   Alla i ddim dod eto. **Chi welwch chi** pa mor brysur dw i.
       'I can't come now. You can see how busy I am.'
       [Can the speaker double a subject pronoun?]

Ask the informant how they would you say the following in Welsh in their dialect:
(38)   What do you think?
       [Possible answers: Beth wyt ti'n meddwl/feddwl/ei feddwl?]

(39)   Paid cwyno wrtha i. **Nage fi** sy ar fai.
       'Don't complain to me. It's not MY fault.'
       [Can the informant negate a focused element with *nage* rather than *dim*,
           ddim or *nid*?]

Ask the informant to fill in the gap here:
(40)   Mae popeth 'di mynd o chwith iddyn nhw. Allan nhw ddim neud ____ yn
       iawn.
       'Everything's gone wrong for them. They can't do ____ right.'
       [Does the informant volunteer *dim*, *dim byd* or *unrhyw beth*? If the
           informant offers some other alternative, ask them if they can think of
           anything else.]

(41)   'Dan ni'n gorfod mynd yn fuan. **Ydach chdi**'n barod i fynd 'to?
       'We have to go soon. Are you ready to go yet?'
       [Can the informant use *chdi* as the subject of present tense *bod* 'be'?]

(42)   Nei 'di agor y botel 'ma i mi? Alla i **mo**'i neud e.
       'Would you open this bottle for me? I can't do it.'
       [Can the informant use *mo* to negate a verbnoun?]

Next comes the completion task. For each of the following, ask the informant how they would express agreement or disagreement with the question (i.e. say 'yes' or 'no'). Give an example: if you say *Ydyn nhw'n fodlon i helpu?* 'Are they willing to help?', the informant should reply with *Ydw* 'Yes' and *Nac ydw* 'No' (or similar). Make sure they give both responses. Go through the list. The first one is a practice – if they don't get it 'right', explain it to them again.

(43)   Ydych chi'n barod i fynd?   Yes = ? No = ?
          'Are you ready to go?'
[Practice question. The informant should give something like *ydw* or *yndw* for 'yes' and *nac dw* or *nagw* for 'no'.]

(44)   Ydych chi 'di gweld Mari?   Yes = ?No = ?
       'Have you seen Mari?
       [Does the informant use *ydw*/*nac ydw* or *do*/*naddo* type answers here?]

(45)   Ydy Mari'n dod?   Yes = ? No = ?
       'Is Mari coming?'
       Ask the informant if they could add *ddim* to the negative answer (e.g. if
          they say *nacdi*, ask them if they could say *nacdi ddim* etc.).

(46)   Weli di'r adar 'na?   Yes = ? No = ?
       'Can you see those birds?'
       [Can the informant repeat the verb in the answer i.e. gwelaf/na welaf.]

(47)   Fi sy 'di ennill?   Yes, you = ? No, not you = ?
       'Is it me who's won?'

(48)   Hoffet ti aros am baned?   Yes = ? No = ?
       'Would you like to stay for a cup of tea?'
       [Can the informant repeat the verb in the answer i.e. *hoffwn*/*na hoffwn*?]

(49)   Ei di i'r cyfarfod heno?   Yes = ? No = ?
       'Will you go to the meeting tonight?'
       [Can the informant repeat the verb in the answer i.e. *af*/*nac af*?]

(50)   Wyt ti eisie paned?   Yes = ? No = ?
       'Do you want a cup of tea?'
       [Does the informant use *oes* or *y(n)dw*-type answers here?]

The free conversation

For the free conversation, each informant is brought ttogether with their pair (e.g. the traditional 18–40 person from Penllŷn is paired with the other traditional 18–40 person from Penllŷn), and asked them to chat informally for 30–40 minutes. They are reminded that they are being recorded and should not talk about anything personal. Suggested topics for them to talk about include:

- what they like doing in their free time
- their holidays
- sport
- what they did as children
- how the place they live has changed

Ideally, informants are left to talk to each other with the fieldworker returning after 30–40 minutes to finish up. Some groups may need help to get them started.

References

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