Methodoleg Caffael a Datblygu Iaith

Cwestiwn allweddol:

Beth ydy’r sefyllfa bresennol?

What is the present situation?

Y sefyllfa bresennol / *Our present situation*:

Canlyniadau cyfrifiad / *Census results*		
1891	54.5%	910,289 o siaradwyr
1901	49.9%	929,824 o siaradwyr
1911	43.5%	977,366 o siaradwyr
1931	36.8%	909,261 o siaradwyr
1951	28.9%	714,686 o siaradwyr
1981	18.9%	508,207 o siaradwyr
1991	18.6%	508,098 o siaradwyr
2001	20.8%	582,368 o siaradwyr
2011	19.0%	562,000 o siaradwyr
2021	17.8%	538,300 o siaradwyr

2011 - 2021 = gostyngiad pellach o 1.2%
2011– 2021 = further decrease of 1.2%

Y sefyllfa bresennol
Our present situation

Mae’r Gymraeg yn un o drysorau Cymru. Mae’n rhan o’r hyn sy’n ein diffinio fel p fel cenedl. Ein huchelgais ni fel Llywodraeth Cymru yw gweld miliwn o bobl yn gallu mwynhau siarad a defnyddio’r Gymraeg erbyn 2050. Does dim dwywaith fod hon yn uchelgais heriol, ond rydym yn credu ei bod yn her werth chweil a bod angen i ni osod uchelgais o’r fath os ydym am sicrhau hyfywedd yr iaith ar gyfer cenedlaethau i ddod. Wrth gychwyn y strategaeth hon nodwn hanner can mlynedd ers y Ddeddf Iaith gyntaf yn 1967. Rydym yn byw mewn oes wahanol erbyn hyn ac mae statws y Gymraeg wedi’i ddiogelu gan ddeddfwriaeth a wnaed yng Nghymru. Rhoddodd canlyniadau Cyfrifiad 2011 gyfle i ni gael trafodaethau agored ac ailasesu pa ddyfodol y dymunwn ei weld i’r iaith. Mae angen i bethau newid. Mae angen i ni ddod o hyd i egni newydd, cynllunio mewn modd systematig a gwella sut rydym yn cydweithredu er mwyn sicrhau etifeddiaeth haeddiannol i’n hiaith.

(Llywodraeth Cymru, 2017, t.2)

Y sefyllfa bresennol
Our present situation

The Welsh language is one of the treasures of Wales. It is part of what defines us as people and as a nation. Our ambition as Welsh Government is to see the number of people able to enjoy speaking and using Welsh reach a million by 2050. This is certainly a challenging ambition, but a challenge we believe is worthwhile and necessary if we are to secure the vitality of the language for future generations. The starting point for this strategy marks the fiftieth anniversary of the first Welsh Language Act in 1967. We now live in different times and the status of Welsh is enshrined in legislation made in Wales. The 2011 Census results presented us with an opportunity to have frank conversations and re-evaluate the future that we want to see for the language. Things need to change. We need to renew our energy, be systematic in our approach to planning, and improve collaboration in order to secure the legacy our language deserves.

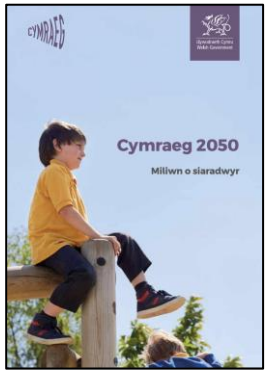
(Welsh Government, 2017, p.2)

Y sefyllfa bresennol
Our present situation

Mae hon yn strategaeth i Gymru gyfan, ac rydym am i bob rhan o'r wlad rann weledigaeth o filiwn o siaradwyr Cymraeg. Mae yna botensial am dwf yn y niferoedd o siaradwyr Cymraeg, yn enwedig yn yr ardaloedd hynny o Gymru sydd â dwysedd poblogaeth uchel ond canrannau is o siaradwyr Cymraeg. Ond mae angen sicrhau hefyd hyfywedd cymunedau Cymraeg fel lleoedd sy'n hwyluso'r defnydd o'r Gymraeg ym mhob agwedd ar fywyd. Ein gweledigaeth ym mhob rhan o'r wlad yw creu amodau ffafriol sy'n cefnogi'r broses o gaffael yr iaith a'r arfer o ddefnyddio sgiliau Cymraeg. Rydym am weld cynnydd yn yr arfer o drosglwyddo'r iaith o fewn y teulu, yr arfer o gyflwyno'r Gymraeg yn gynnar i bob plentyn, system addysg sy'n rhoi sgiliau Cymraeg i bawb, a mwy o werthfawrogiad o sgiliau iaith yn y gweithle. Ar yr un pryd, rydym wedi ymrwymo i gefnogi pobl i ddefnyddio'r Gymraeg yn gymdeithasol, yn y gweithle, ac wrth ddefnyddio gwasanaethau cyhoeddus.

(Llywodraeth Cymru, 2017, t.9)

Y sefyllfa bresennol
Our present situation



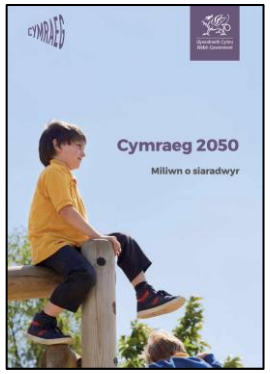
Our vision is to secure favourable circumstances throughout the country that support language acquisition and use of Welsh language skills. We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all, and greater appreciation of Welsh language skills in the workplace. At the same time, we are committed to supporting people to use Welsh socially, at work, and when accessing services.

(Welsh Government, 2017, p.9)

Y sefyllfa bresennol / *Our present situation*:

“... y system addysg a hyfforddiant yw’r prif ddull o greu siaradwyr Cymraeg newydd.”

(Llywodraeth Cymru, 2017, t.31)

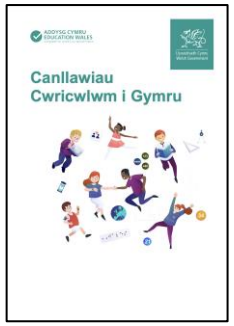


"….since there is a limit to the additional number of Welsh speakers which can be created by language transmission from one generation to the next, the education and training system is the principal method of creating new Welsh speakers."

(Welsh Government, 2017, p.31)

Canllawiau Cwrwicwlwm i Gymru
Curriculum for Wales Guidance:

“ Mae wedi cael ei ddatblygu yng Nghymru gan ymarferwyr ar gyfer ymarferwyr, gan ddwyn ynghyd arbenigedd addysgol ac ymchwil a thystiolaeth ehangach.” (Llywodraeth Cymru, 2020, t.5)



“It has been developed in Wales, by practitioners for practitioners, bringing together educational expertise and wider research and evidence.”

(Welsh Government, 2020, p.5)

Maes Dysgu a Phrofiad Ieithoedd, Llythrennedd a Chyfathrebu
Languages, Literacy and Communication Area of Learning and Experience

Mae Maes Dysgu a Phrofiad Ieithoedd, Llythrennedd a Chyfathrebu (Maes) yn ymwneud ag agweddau hanfodol cyfathrebu rhwng pobl. Ei nod yw cefnogi dysgu ar draws yr holl gwricwlwm a galluogi dysgwyr i ennill gwybodaeth a sgiliau yn Gymraeg, Saesneg, ac *ieithoedd rhyngwladol* yn ogystal â *llenyddiaeth*.

The Languages, Literacy and Communication Area of Learning and Experience (Area) addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and *international languages* as well as in *literature*.

Maes Dysgu a Phrofiad Ieithoedd, Llythrennedd a Chyfathrebu:

Mae maes dysgu a phrofiad Ieithoedd, Llythrennedd a Chyfathrebu yn eang ei natur ac yn cwmpasu'r disgyblaethau canlynol:

- Cymraeg mewn lleoliadau cyfrwng Cymraeg
- Cymraeg mewn lleoliadau cyfrwng Saesneg
- Saesneg mewn lleoliadau cyfrwng Saesneg
- Saesneg mewn lleoliadau cyfrwng Cymraeg
- Ieithoedd Rhyngwladol
- Ieithoedd Clasurol
- Llenyddiaeth
- Llythrennedd ar draws y cwricwlwm
- Saesneg fel Iaith Ychwanegol
- Ieithoedd y cartref a'r gymuned
- Ieithoedd dieiriau, e.e. Iaith Arwyddo Prydain, Systemau Cyfathrebu Uwch.

Languages, Literacy and Communication Area of Learning and Experience:

The “Languages, Literacy and Communication Area of Learning and Experience” is a vast area which embraces the following disciplines:

- Welsh in Welsh medium settings
- Welsh in English medium settings
- English in English medium settings
- English in Welsh medium settings
- International languages
- Classical languages
- Literature
- Literacy across the curriculum
- English as an additional language
- Languages of the home and community
- Nonverbal languages, e.g. British Sign Language, Higher Communication Systems.

Maes Dysgu a Phrofiad Ieithoedd, Llythrennedd a Chyfathrebu
Languages, Literacy and Communication
Area of Learning and Experience

Datganiadau o’r hyn sy’n bwysig:

- Mae ieithoedd yn ein cysylltu â’n gilydd.
- Mae deall ieithoedd yn allweddol i ddeall y byd o’n hamgylch.
- Mae mynegi ein hunain drwy ieithoedd yn allweddol i gyfathrebu.
- Mae llenyddiaeth yn tanio’r dychymyg ac yn ysbrydoli creadigrwydd.

Statement of what matters:

- Languages connect us.
- Understanding languages is key to understanding the world around us.
- Expresseing ourselves through languages is key to communication.
- Literature fires imagination and inspires creativity.

Beth ydy’r prif ffocws? What is the main focus?

- Rhaid rhoi ffocws ar ddysgu am ieithoedd a sut maen nhw’n adlewyrchu pwy ydyn ni a’n diwylliant.
- Erbyn diwedd eu cyfnod yn yr ysgol gynradd, bydd pob plentyn wedi profi gwahanol ieithoedd ac yn gwneud cynnydd yn eu sgiliau Cymraeg, Saesneg ac o leiaf un iaith ryngwladol arall.
- Pan fydd dysgwyr yn gadael yr ysgol, byddan nhw’n medru defnyddio’r Gymraeg, Saesneg a’u hieithoedd eraill mewn ffordd ystyrlon.
- Mae gan Lafaredd, Darllen ac Ysgrifennu yr un statws o ran pwysigrwydd.
- Llenyddiaeth i bawb: rhaid rhoi cyfle i’r dysgwyr arbrofi a chreu llenyddiaeth yn y Gymraeg, Saesneg ac ieithoedd rhyngwladol.

- Focus on the importance of learning about languages, and the way they relate and reflect our cultures and identities.
- By the end of primary school, learners will experience different languages and make progress in Welsh, English and at least one international language.
- When learners leave school, they will be able to use Welsh, English and their other languages in a meaningful way.
- Oracy, Reading and Writing have equal prominence.
- Literature for all learners: they need to be provided with opportunities to explore and create a range of literature in Welsh, English and international languages.

Y Gymraeg, ein hiaith / Welsh, our language:

As the new curriculum works towards fulfilling every learner's right in Wales to become confident speakers of both the official languages of the jurisdiction in which they live, it's time to throw out the mistaken belief that 'being bilingual' means being equally fluent in two languages. There are many degrees on the bilingual scale; and given that one of the most important steps on the journey towards becoming comfortable in speaking any language is to have enough confidence to give it a go, we must embrace all the degrees of that scale. As I like to remind people, if you see a sign such as 'Allan/Exit' and know it doesn't mean that if you're called Allan you must leave, then you're already on the Bilingual Bus … and if you can say 'Llanelli', then you've long left the depot.

As with the work of sharing our history and stories, we must have a much broader attitude towards language learning if we want to see this new curriculum bringing us together in a shared linguistic community.

This is not about creating monochrome uniform. To the contrary. This is about creating a variety that's inclusive, where all of us have the same privileges and the same set of keys to access the big picture-story, and where we all feel that we can add to it through the medium of at least two languages.

Yr Athro Mererid Hopwood
curriculumforwales.gov.wales/2019/01/18/what-really-does-matter/

Cwestiwn allweddol:

Beth ydy eich profiad chi o’r Gymraeg?

What is your experience of the Welsh language?

Chi a’r Gymraeg / Welsh and you

Ar ddarn o bapur ysgrifennwch am:

- eich profiadau o’r iaith Gymraeg fel dysgwr (ysgol / cyrsiau iaith).
- eich profiadau o’r iaith Gymraeg yn allgyrsiol.

On a piece of paper write sentences summarizing :

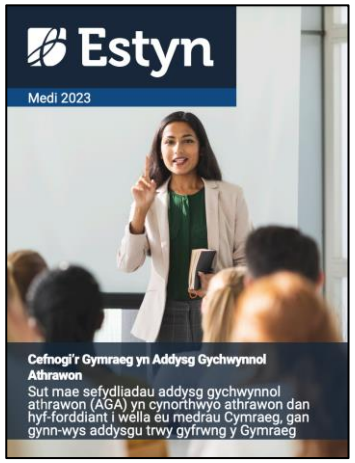
- *your experiences of the Welsh language as a learner (in the classroom / language courses).*
- *your experiences of the Welsh language outside the classroom environment.*

Cwestiwn allweddol:

Sut gallwch chi ddod yn athro iaith?

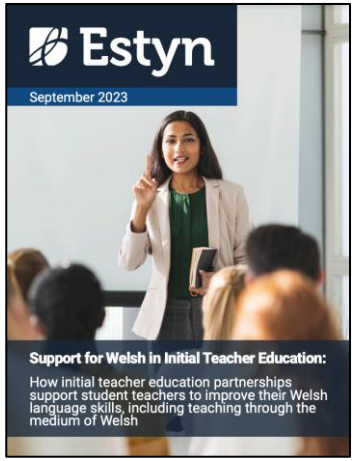
How do you become a langugae teacher?

Estyn:



Argymhellion:

A2 Sicrhau bod y ddarpariaeth ar gyfer cefnogi medrau Cymraeg yn datblygu medrau personol ac addysgu myfyrywyr i ddatblygu medrau Cymraeg disgyblion. Dylai hyn gynnwys addysgeg caffael a datblygu iaith mewn ysgolion cyfrwng Cymraeg, cyfrwng Saesneg a dwyieithog.



Recommendation:

R2 Ensure that provision to support the Welsh language focuses on the development of students' personal skills and teaching to develop pupils' Welsh skills: this should include language acquisition pedagogy in Welsh-medium, English-medium and bilingual schools.

Y modiwl hwn / *This module:*

- Byddwch chi, fel darpar athrawon, yn derbyn cefnogaeth yn y Brifysgol ac yn yr ysgol wrth ddatblygu eich sgiliau Cymraeg personol yn ogystal â meithrin eich dealltwriaeth o fethodolegau caffael a datblygu iaith.
- Bydd aelod o staff (mentor Cymraeg) yr ysgol ar gael i gynnig cyngor a chymorth.
- Byddwch chi'n cael eich asesu yn erbyn y Fframwaith Cymwyseddau Iaith i Athrawon.
- Byddwch chi'n cadw portffolio o ddeunyddiau sy'n cynnig tystiolaeth o'r ffordd rydych chi wedi defnyddio a datblygu'r Gymraeg.

- You, as prospective teachers, will receive support at University and in school as you develop your personal Welsh skills and your understanding of language acquisition pedagogy.
- A member of staff at your school (Welsh Mentor) will be able to provide support and advice as well.
- You will be assessed according to the Welsh Language Competency Framework levels.
- You will keep a portfolio of evidence to show case how you have used and developed your use of Welsh.

Beth ydy “methodoleg”?

GPC Geiriadur Prifysgol Cymru
A Dictionary of the Welsh Language

NODDI CARTREF CYMORTH ▶ ENGLISH

© Hawlfraint Prifysgol Cymru 2023

CYMRAEG DIFFINIADAU SAESNEG ◀ GAIR BLAENOROL YN ÔL CUDDIO DANGOS ARGRAFFIAD CYNTAF GAIR NESAF ▶

Methodoleg

methodoleg (cyhoeddwyd 1988)

1 - 1 o 1

methodoleg

methodoleg

[cfdds. o’r S. *methodol(ogy)+-eg*[1]]

eb.

Y corff o fethodau ac egwyddorion a ffurfir ac a arferir mewn maes astudiaeth arbennig, gwyddor method:

methodology.

OED | Oxford English Dictionary

Dictionary methodology

1 result for "methodology"

Advanced search ›

1800–

methodology, n.

Originally: the branch of knowledge that deals with method generally or with the methods of a particular discipline or field of study; (archaic) a...

View entry

Methodoleg Caffael Iaith...
Language aquisition methodology

Following the Government’s attempt to reach a million Welsh speakers by 2050 and increase the number of individuals who use the language on a daily basis, there is more emphasis than ever on seeing our schools produce confident bilingual speakers. But the challenge of increasing Welsh language speakers and users varies from one context to another – from one area to another, from one school to another, from one home to another, from one teacher to another, and from one pupil to another – and it is vital that any strategies are flexible enough to allow the teacher to consider those variations, and what is relevant and appropriate within his or her own educational context.

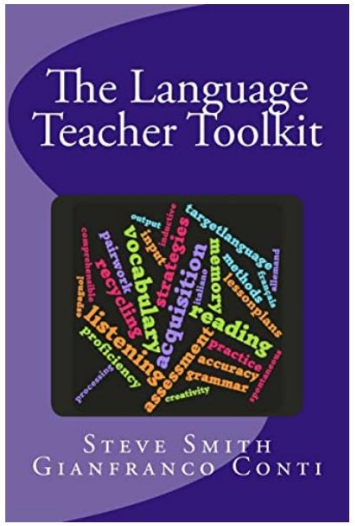
Yr Athro / Professor Enlli Thomas

curriculumforwales.gov.wales/2019/01/31/understanding-bilingualism-in-education-a-seed-for-bilingual-teaching-success/

Methodoleg Caffael Iaith...
Language aquisition methodology

To start with, there is no clear consensus about what works best in every language classroom. As we shall see, there is no “one-size-fits-all” panacea method because there are so many variables involved in the process of language learning: the teacher, the setting, the students’ own background and aims, the cultural context, to name just a few ....

(Smith and G. Conti, 2016, t.1)



Amser i feddwl / *Time to think*

Pa fethodolegau caffael iaith ydych chi'n gyfarwydd â nhw?
Meddyliwch am y gwersi iaith pan oeddech chi yn yr ysgol.
What language acquisition pedagogies are you familiar with?
Think back to the language(s) lessons in school.

Pa fethodoleg?
Which methodology?

Does dim un dull o addysgu'n well nag un arall wrth addysgu iaith. Wrth gynllunio, ystyriwch:

- **amcanion dysgu'r wers**
- **cyd-destun yr addysgu a'r dysgu**
- **arddulliau dysgu'r unigolyn**

Not one method is better than the other when teaching a language. While planning, consider:

- ***the aims of the lesson***
- ***the context of the teaching and of the learning***
- ***individual learning styles***

Sgil gwrando / *Listening skill*

Imagine what it is like to hear a language for the first time. No, really: imagine.

Did you picture yourself in a crib listening to your mother? Understandably, but think again. We hear language before we are even born. As you will know from those noisy neighbours who drive you mad, sound passes through solid barriers – not just walls of houses but also through the wall of the womb. And it has long been known that the human ear begins to function several weeks before birth, in the third trimester (or third) of pregnancy at about seven months (Sontag & Wallace, 1936). The foetus can respond to the sound of bells, and can even discriminate between different tones. But sensitivity to sound is not the same as sensitivity to language. Can the foetus distinguish noises, like a power drill or the banging of a door …. From the sound of their own mother's voice? Remarkably, the answer is "yes".

(Saxton, 2017, t.5)

Sut ydyn ni'n dysgu iaith?
How do we learn a language?

Yn fiolegol, yn gyntaf, rydyn ni'n clywed a gwrando.

Biologically, firstly, we hear and listen.

"Our brains are wired to pick up language through listening"
(Tud 1, Breaking the Sound Barrier)

Mae'n bwysig addysgu'r sgil o wrando.

It's important to teach listening as a skill.

Rhaid cynllunio tasgau gwrando'n fwriadus er mwyn rhoi cyfle i'r dysgwr sylwi ar yr iaith a ddefnyddir ac a ddysgir.

You must plan listening tasks so that the learner can notice on the language being used and learnt.

Pam fod dysgu geirfa’n bwysig?
Why is learning vocabulary important?

Wrth ddysgu geirfa, gall y dysgwr:

- gyfathrebu’n well ac yn gyflymach
- ddeall yn well
- gynyddu ei hunan hyder
- gynyddu ei hunan-effeithlonrwydd
- ddysgu’n well

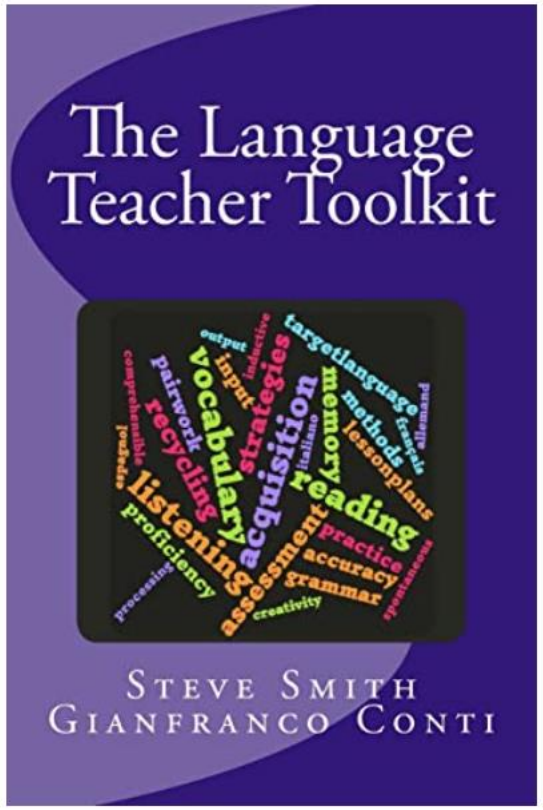
By learning vocabulary, learners can:

- *communicate better and quicker*
- *show better understanding*
- *increase confidence*
- *increase self-efficacy*
- *learn better*

Addysgu geirfa / *Teaching vocabulary*

Make sure students have lots of opportunities to practise orally, both in a tightly structured fashion led by the teacher and through communication with other students. **Have them repeat and recycle language as much as possible**.

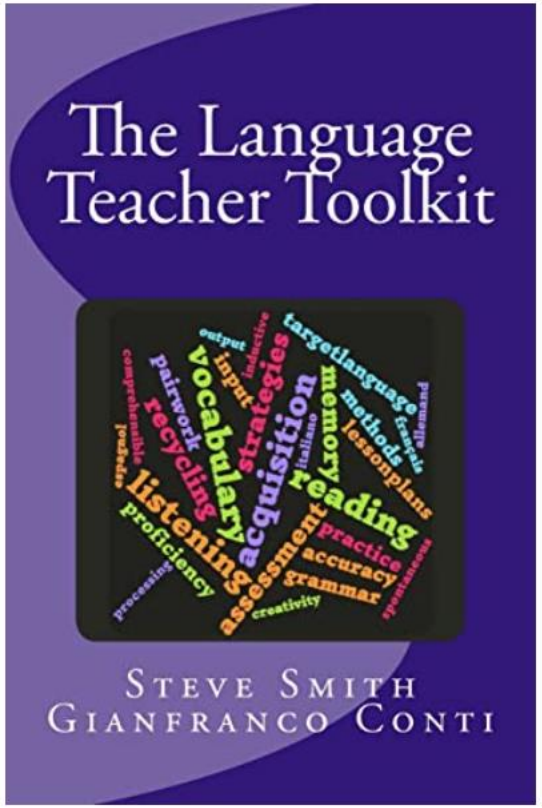
(Smith and G. Conti, 2016, t.11)



Addysgu geirfa / *Teaching vocabulary*

Select and sequence the vocabulary and grammar you expose students to. Do not overload them with too much new language at once. Focus on high frequency language.

(Smith and G. Conti, 2016, t.11)



Beth ydy drilio? */What are language drills?*

Mae drilio yn ffordd effeithiol o ddysgu geirfa, ymadrodd neu dalp o iaith. Mae'n gallu bod yn ffordd effeithiol o gyflwyno a dysgu geirfa newydd neu batrwm iaith newydd. Mae'n ffordd dda o gyflwyno geirfa berthnasol yn y cyd-destun cywir, e.e. i gyd-fynd â chynnwys y wers.

Gellir defnyddio drilio:

- ar ddechrau gwers – wrth gyflwyno geirfa / patrymau newydd
- ar ddiwedd gwers – er mwyn atgyfnerthu'r hyn a ddysgwyd
- yng nghanol gwers – er mywn codi'r egni / adolygu geirfa / patrymau

Gan mai prif bwrpas y dril ydy cyflwyno geirfa newydd, ni ddylid cyflwyno gormod o batrymau newydd ar yr un pryd.

Ceisiwch gadw'r drilio yn fyr, e.e. tua 5 munud.

Language drills are an effective way to teach vocabulary, phrases or chunks of language. It can be a very effective way of teaching and learning new vocabulary or language patterns. It is a good approach to use when introducing new vocabulary in curriculum context.

Language drills can be used:

- *at the beginning of a lesson – when learning new vocabulary / language patterns*
- *at the end of a lesson – to revise new patterns learnt*
- *in the middle of a lesson – to increase pace / to revise new vocabulary and patterns.*

As the main focus is to repeat new patterns, it is best not to introduce too many patterns at the same time.

Aim to keep your language drills short and effective, e.g. around 5 minutes.

Pryd dylwn ni ddrilio?
When should we use langugae drills?

Gellir defnyddio drilio wrth addysgu:

- llythrennau a synau;
- geirfa;
- patrymau iaith;
- ymadroddion;
- ynganu;
- ymadroddion bob dydd;
- unrhyw batrwm iaith newydd

You can use language drills when teaching:

- letters and sounds;
- vocabulary;
- language patterns;
- phrases;
- pronunciation;
- everyday phrases;
- any new language pattern

Sut mae drilio? *How to use langugae drills?*

Mae nifer fawr o ffyrdd o ddrilio geirfa a phatrymau iaith newydd. Dyma rai esiamplau:

- ailadrodd fel grŵp gan ddefnyddio cardiau fflach fel sbardun wrth gyflwyno geirfa newydd;
- ailadrodd ar ôl y tiwtor iaith gan ddefnyddio lleisiau amrywiol, e.e. llais uchel, llais tawel, llais cryf, llais gwichlyd, a.y.y.b.
- rapio (a chlapio);
- canu (a chlapio)
- pasio'r cwestiwn – un yn holi, nesaf yn ateb cyn holi'r un cwestiwn, a.y.y.b
- pasio'r bêl – pasio'r bêl a'r person sy'n ei dal sy'n dweud y gair / patrwm iaith;
- cadwyn – "Es i i'r siop a phrynais .." – gyda'r rhestr o eirfa'n cynyddu wrth symud o un person i'r nesaf.

There are numerous ways in which you can use language drills. Here are some examples:

- group repetition by using flashcards to introduce new vocabulary;
- group repetition after the language tutor using different voices, e.g. loud voice, quiet voice, strong voice, high-pitched voice, etc.
- rapping (and clapping);
- singing (and clapping);
- pass the question – one asks the question, the next answers before asking the same question to the next person, etc.
- pass the ball – the person with the ball repeats the pattern;
- chain – "I went to market and I bought…" – the vocabulary list increases as it moves from one person to the next.

Amser i feddwl / *Time to think*

Beth ydy manteision defnyddio drilio?
What are the advantages of using language drills?

Beth ydy manteision drilio?
What are the advantages of using language drills?

- ynganu
- cywirdeb
- rhoi cyfle i ymarfer mewn ‘amgylchedd ddiogel’
- cynhwysol
- codi hunanhyder dysgwyr
- rhoi cyfle i gywiro yn y fan a’r lle
- rhoi cyfle i asesu’n ffurfiannol
- gallu newid cyflymdra gwers

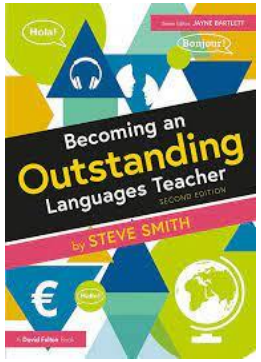
- *pronunciation*
- *correctness*
- *provides an opportunity to practice in a ‘safe environment’*
- *inclusive*
- *raises self-confidence of learners*
- *provides an opportunity to correct*
- *provides an opportunity to formative assess*
- *can change the pace of a lesson*

Eich tro chi / *Your turn ....*

- Meddyliwch am ddeg gair allweddol ar gyfer un wers mewn unrhyw Faes Dysgu a Phrofiad.
- Ysgrifennwch y geiriau ar gardiau bach.
- Gyda phartner, ymarferwch gyflwyno'r eirfa drwy ddrilio.
- Cofiwch ddefnyddio lleisiau gwahanol, e.e. sibrwd, gweiddi, canu, llais uchel, a.y.y.b.
- Cofiwch gywiro yn ôl yr angen.
- Mwynhewch!

- *Think of ten key words to learn in one lesson. It can be in any of the Areas of Learning and Experience.*
- *Write the words on the cards.*
- *With your partner, practise the vocabulary through drilling.*
- *Remember to use different voices, e.g. whispering, shouting, singing, strong voice, etc.*
- *Remember to correct when needed.*
- *Enjoy!*

Geiriau a thalpio / *Words and chunks*



Make words memorable

Research suggests that when you first introduce a new word you should do so repeatedly. Retention is also aided when a word is learned and practised in memorable contexts. To do this you can use striking pictures and objects, associate words with their English equivalent, use rhymes, tunes, mimes and gestures. You can associate words with a memorable experience (a visit, funny moment in the classroom), for example, make something, play a game, perform a sketch, say the words aloud, practise hearing and seeing them at the same time, use a vocabulary learning app, and above all, **repeat** them over time.

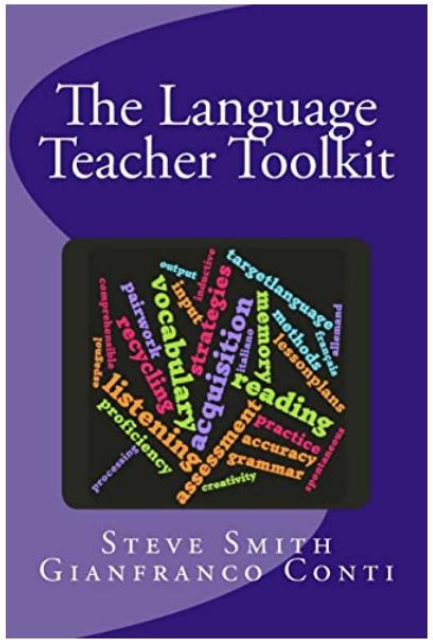
(Smith, 2018, t.111)

Canu / *Singing*

There is some research which confirms what most language teachers feel: the use of song and music can aid progress in second language acquisition. Reasarch has found, for example, that setting language to memory with a tune helps with its subsequent retrieval memory. ....

Added to this are the motivational factors asccociated with music and singing, along with the fact that ..... retention of vocabulary is aided by having memorable associations with the words, it is not surprising that most teachers incorporate song in their teaching.

(Smith and G. Conti, 2016, t.271)



Y frechdan iaith / *The sandwich technique*

Mae'r dechneg "y frechdan iaith" yn cael ei defnyddio wrth gyflwyno geirfa a phatrymau iaith newydd. Rydych chi'n cyflwyno'r iaith darged yn y modd canlynol:

Mae hi'n bwrw glaw eto!
It's raining again!
Mae hi'n bwrw glaw eto!

Neu, gallwch gyflwyno geirfa newydd yn y modd canlynol:

Rydw i'n hoffi nofio.
swimming
Rydw i'n hoffi nofio.

Yn yr un modd, does dim rhaid defnyddio'r dull hwn gyda'r patrwm uchod oherwydd gallech chi ddefnyddio cerdyn fflach. Bryd hynny, fyddai dim angen defnyddio'r iaith Saseneg o gwbl. Felly, cadwch hyn mewn cof wrth gynllunio.

The "sandwich technique" is used when introducing new vocabulary and patterns. You introduce the target language as follows:

Mae hi'n bwrw glaw eto!
It's raining again!
Mae hi'n bwrw glaw eto!

Or, you can introduce new vocabulary as follows:

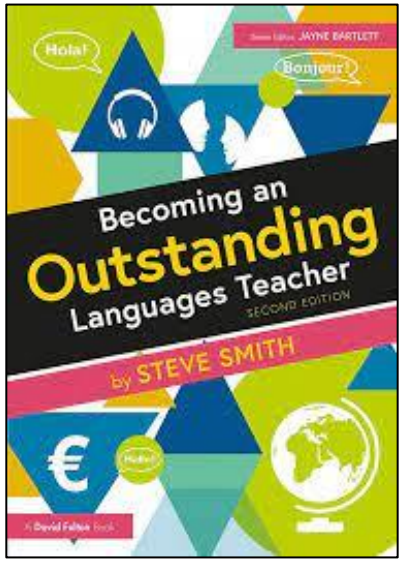
Rydw i'n hoffi nofio.
swimming
Rydw i'n hoffi nofio.

However, you don't have to use this technique with regards to the above pattern as you could use flash cards. With the use of flash cards, you wouldn't need to use the English language. So, remember to think about this when planning.

Rhyngweithio / *Interaction*

Questioning is not the only way to engage in dialogue with a class. It's useful to have a range of different speaking interactions in your repertoire. Your teaching will be less predictable and students may enjoy the variety of approaches. Note that many of these are not just designed for beginners and intermediates. ……Remember that just changing the type of interaction can make a task seem different to a class while ensuring repetition.

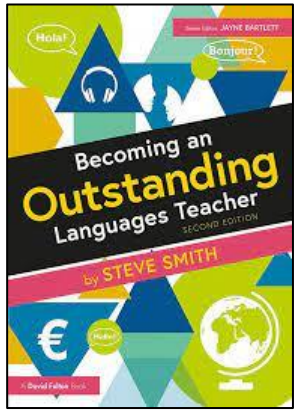
(Smith, 2018, t.158)



Amser i feddwl / *Time to think*

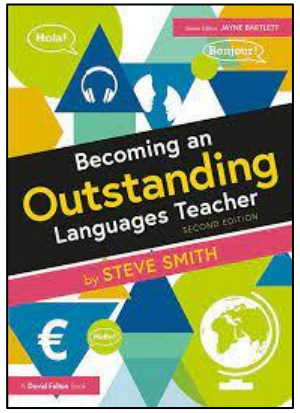
Mewn gwers iaith, pa ffyrdd gwahanol o ryngweithio gallwch chi eu defyddio?
In a language lesson, what different interaction methods could you use?

Ffyrdd gwahanol o ryngwethio / Types of interaction



1. Drilio fel côr: sibrwd, gweiddi, canu, lleisiau gwahanol, a.y.y.b.
2. Ailadrodd mewn grwpiau bach
3. Darllen ar goedd: yn unigol neu mewn grwpiau
4. Mewn parau: cymryd tro i ddweud gwahanol eiriau / ymadroddion
5. Gwaith pâr: llenwi tabl lle mae bylchau (cyfathrebu gyda phartner er mwyn dod o hyd i wybodaeth goll)
6. Cywiro brawddegau anghywir.
7. Gemau dosbarth cyfan.
8. Gwaith pâr: ysgrifennu’r hyn sy’n cael ei ddweud ("dictation”)
9. Gofyn cwestiynau i'r athro.
10. Driliau trawsnewidiol (dan arweiniad yr athro): newid geiriau ar ddiwedd y brawddegau.
11. Gemau dis – defnyddio geirfa / adeiladu brawddegau / creu cwestiynau, a.y.y.b.

Ffyrdd gwahanol o ryngwethio / Types of interaction

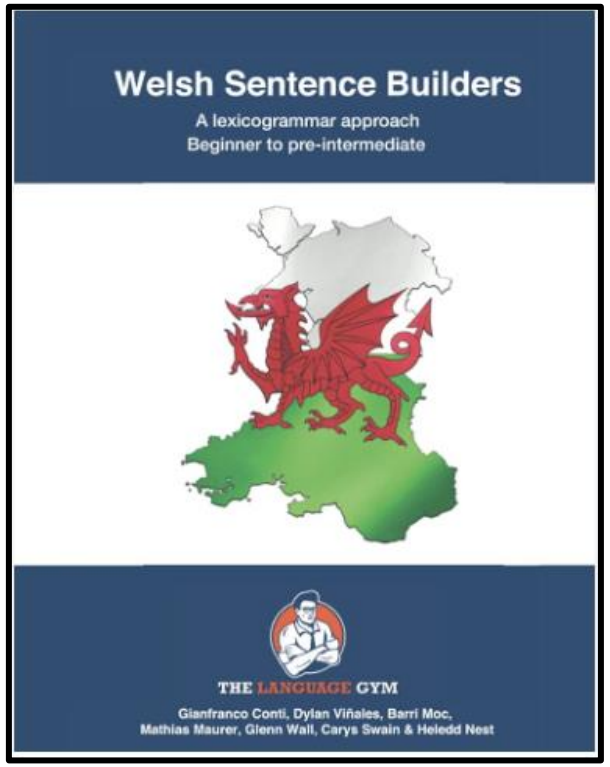


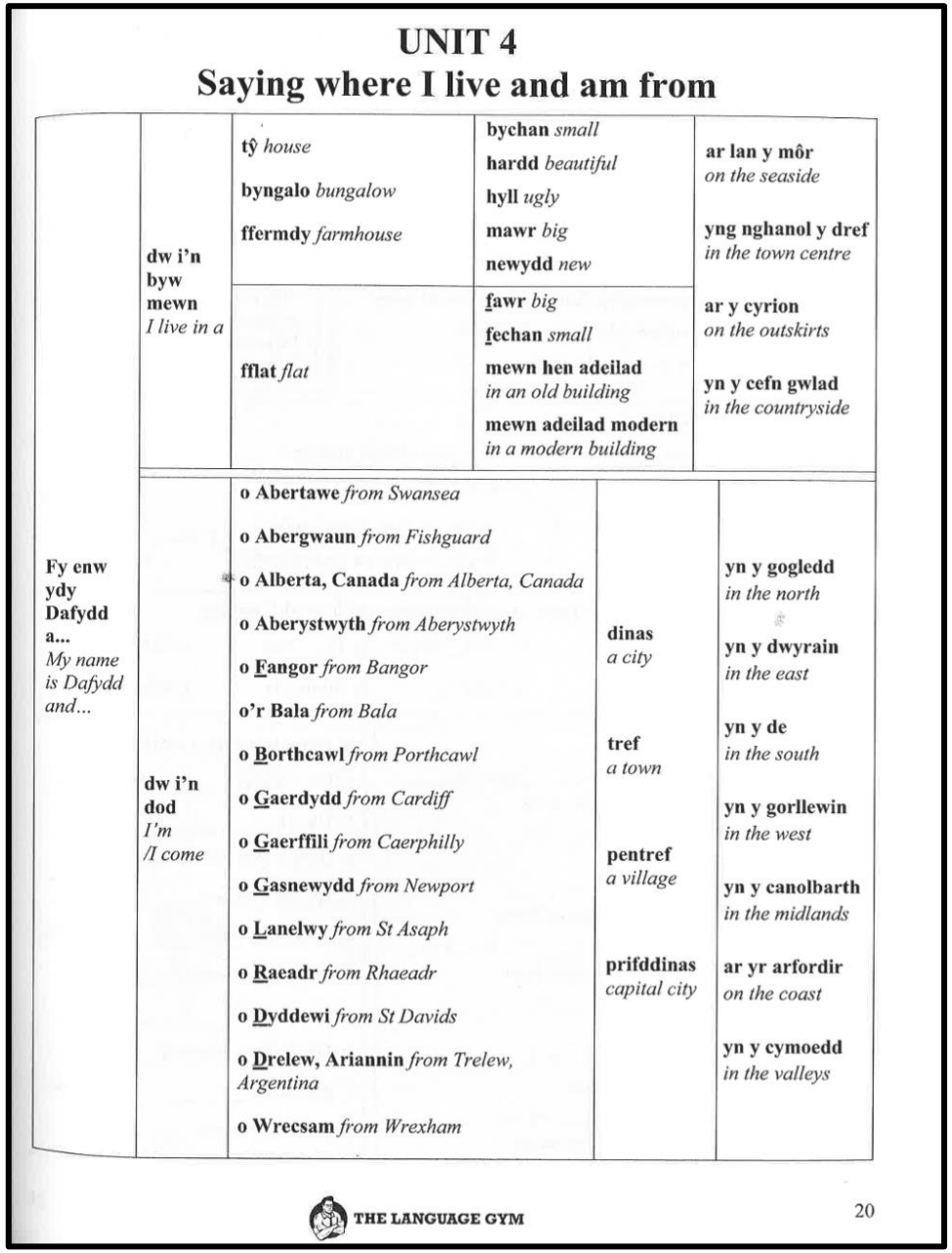
1. Coral repetition: whispering, shouting, singing, different voices, etc.
2. Small groups repetition
3. Reading aloud individually or chorally
4. In pairs: take it in turns to say words / phrases
5. Pair work: Information gap task (communicate with partner to find the missing information)
6. Whole class games
7. Pair work: dictation
8. Asking questions (to the teacher or each other)
9. Transformation drills (led by the teacher): words change at the end of the pattern / a sentence is changed from a positive statement to a negative statement, etc.
10. Dice games, e.g. to learn vocabulary / sentence structure / questions, etc.

Adeiladu brawddegau
I Sentence builders

Rydych chi'n gallu defnyddio adeiladwyr brawddegau fel taflen gymorth wrth gyflwyno geirfa a phatrymau newydd.

Sentence builders can be used as a support sheet for introducing new vocabulary and sentence structures.





UNIT 4
Saying where I live and am from

	dw i'n byw mewn *I live in a*	**tŷ** *house* **byngalo** *bungalow* **ffermdy** *farmhouse*	**bychan** *small* **hardd** *beautiful* **hyll** *ugly* **mawr** *big* **newydd** *new*	**ar lan y môr** *on the seaside* **yng nghanol y dref** *in the town centre*
		fflat *flat*	**fawr** *big* **fechan** *small* **mewn hen adeilad** *in an old building* **mewn adeilad modern** *in a modern building*	**ar y cyrion** *on the outskirts* **yn y cefn gwlad** *in the countryside*
Fy enw ydy Dafydd a... *My name is Dafydd and...*	**dw i'n dod** *I'm /I come*	**o Abertawe** *from Swansea* **o Abergwaun** *from Fishguard* **o Alberta, Canada** *from Alberta, Canada* **o Aberystwyth** *from Aberystwyth* **o Fangor** *from Bangor* **o'r Bala** *from Bala* **o Borthcawl** *from Porthcawl* **o Gaerdydd** *from Cardiff* **o Gaerffili** *from Caerphilly* **o Gasnewydd** *from Newport* **o Lanelwy** *from St Asaph* **o Raeadr** *from Rhaeadr* **o Dyddewi** *from St Davids* **o Drelew, Ariannin** *from Trelew, Argentina* **o Wrecsam** *from Wrexham*	**dinas** *a city* **tref** *a town* **pentref** *a village* **prifddinas** *capital city*	**yn y gogledd** *in the north* **yn y dwyrain** *in the east* **yn y de** *in the south* **yn y gorllewin** *in the west* **yn y canolbarth** *in the midlands* **ar yr arfordir** *on the coast* **yn y cymoedd** *in the valleys*

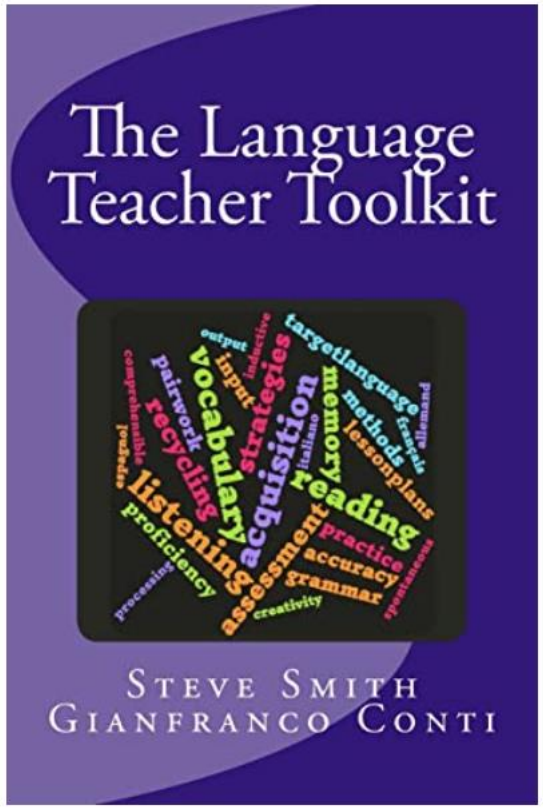
THE LANGUAGE GYM 20

Y Cof / Memory

Research has demonstrated that the most successful construction of a memory takes place when new content is linked to prior knowledge. The probability of remembering something new is increased when teachers invoke connections and relationships that exist between new and old knowledge.

Further, once a memory is construsted it needs to be activated mulitple of times to deepen the synaptic connection. Every time a new concept, a certain number of neurons are activated. When this action is repeated, the same neurons repond. The more times students are allowed to repeat the concept, the more dentrites grow and interconnect, resulting in greated memory storage and recall efficiency.

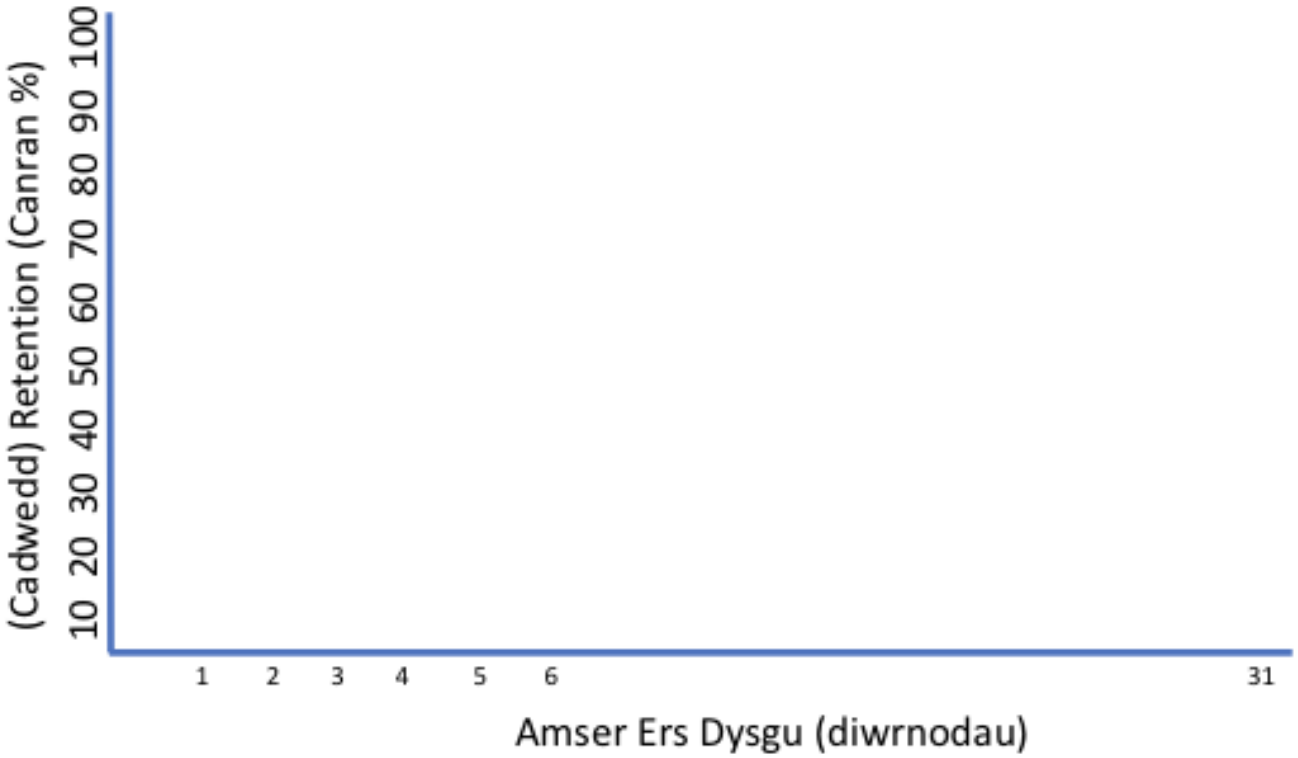
(Smith and G. Conti, 2016, t.46)



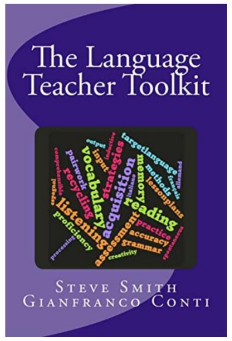
Cofio….Anghofio / *Memory ... Forgetting*

Ar ddarn o bapur, gwnewch graff. Tynnwch linell i ddangos sut rydyn ni'n cofio / colli gwybodaeth newydd. Dechreuwch ar 100%.

On a piece of paper, draw a graph. Draw a line to show how we remember / forget new information. Start at 100%.



Y cof / Memory



...Let's consider why students forget words.

The reason we often fail to retrieve a word we have learned is usually due not to a weakening of the memory trace that to a failure to find that word. The factors that determine such failure relate to the context in which the word was learned, as that very context provides the cues crucial to its retrieval. For example: if we learn a word highlighted in red on our teacher's whiteboard and while sitting near a specific classmate, the colour red, the teacher's whiteboard and the classmate have the potential to be effective cues for that word. The absence of these three factors may prevent recall of the same word. This implies that the more associations ceated by the second language learner in learning a word, the more likely they are to remember it, because each association will have the potential to serve as a retrieval cue.

Another possible reason we forget is that when we take in new information, a certain amount of time is necessary for changes to the nervous system to take place so that it is properly recorded. If this consolidation process is not completed we lose the information. Without rehearsal of the L2 vocabulary, 60% of it will be forgotten within 48 hours of having "learned" it. For this reason we need to recycle the information over and over again until the information is stored permanently in the Long Term Memomry.

(Smith and G. Conti, 2016, t.49)

Cofio….Anghofio / *Memory … Forgetting*

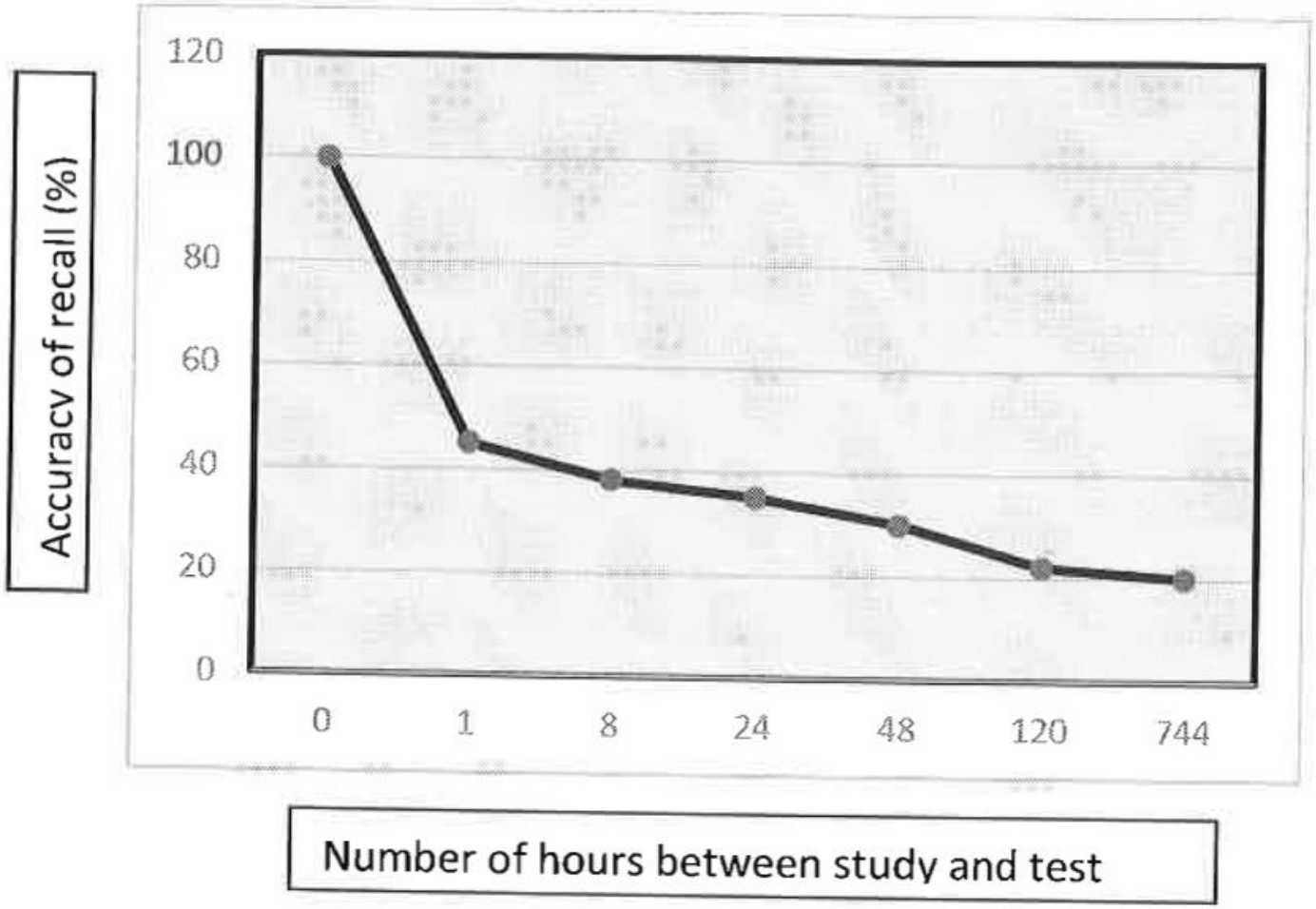
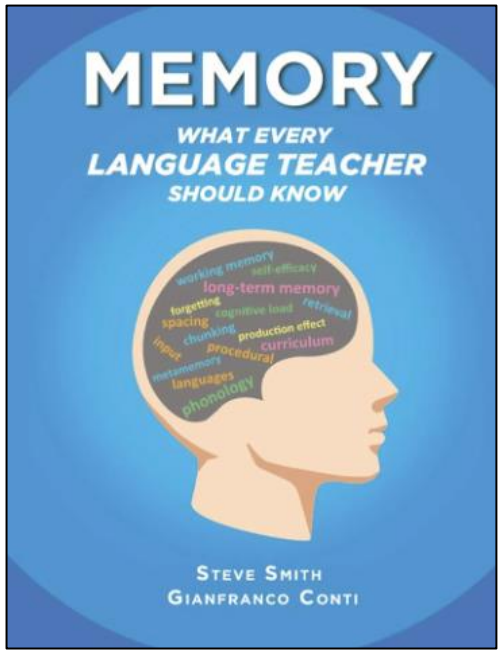


Figure 8.1 The Ebbinghaus Forgetting Curve



(Smith and G. Conti, 2021, t.114)

Y Cof / *Memory*

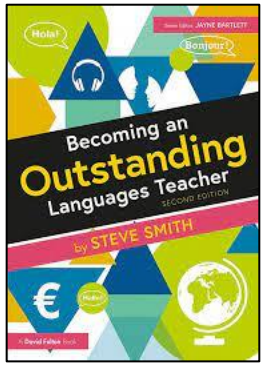
- Mae cof tymor byr yn **rhan** o'r Cof Gweithiol - y man lle mae pethau'n cael eu storio dros dro.
- Mae angen gwneud llawer er mwyn symud pethau i'r cof tymor hir (ailadrodd ac ailgylchu iaith er mwyn cofio).

- Short term memory is a part of the Working Memory – the place where things are stored for a short period of time.
- A lot of practise needs to take place to move things to the Long Term Meomory (repeat and recycle language patters to memorise).

Amser i feddwl (eto) / *Time to think (again)*

Pa fethodolegau caffael iaith ydych chi'n gyfarwydd â nhw? Meddyliwch am eich gwersi iaith pan oeddech chi yn yr ysgol.
What language acquisition pedagogies are you familiar with? Think back to your languages lessons in school.

Gair o gyngor / *A piece of advice*



Last of all, assessment for learning (formative assessment) techniques are important …… : checking all the class is following, using mini-whiteboards, skilled questioning techniques and the rest, but your personality counts for a lot. Children want you to be firm, friendly and fair. They want to be supported, so when someone is stuck, you can engender a supportive atmosphere by saying, "Can anyone help her?"

(Smith, 2018, t.8)

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DW I'N DYSGU CYMRAEG