Wales is aiming to have one "million Welsh speakers by 2050"(WG, 2017a,p.2). Wales had a million Welsh speakers in 1911 (Davies, 2007), however there was a sharp decrease in the number because of the assessment made by the Blue Books which highlighted the limitations of speaking only Welsh (Roberts, 1998). Although the Blue Books were biased by their anglicised authors, many parents placed an emphasis on their children being able to speak English (Khleif, 1980). Consequently, Welsh speakers fell from "44.6 per cent in 1911 to 37.1 per cent ten years later"(Gower, 2012,p.266). To assist with Wales' current revitalisation of the language, the work of Bernardo and Gaerlan (2012), who are widely recognised second language (SL) learning, will be assessed. Their research into the Filipino education system indicates that there must be a shift in "the language of instruction from the mother tongue"(Bernardo and Gaerlan, 2012,p.1) to the SL to ensure fluency. The Furlong Report (2015) and Donaldson (2015) recognise that Welsh is an area requiring development to reinstate within schools. Therefore, there will be an exploration into replicating the Filipino strategies in Wales.

The WG's (Welsh Government) (2017a) desire to increase the number of Welsh speakers is firstly flawed due to the lack of consensus for the definition of fluency and bilingualism. Bernardo and Gaerlan (2012) state that being fluent is the ability to communicate confidently in a language. This definition is echoed by the Oxford English Dictionary (2019) which explains 'fluency' as the "flow of words"(OED, 2019). Furthermore, Valdes and Figueroa (1994) note that being bilingual is the knowing of two languages. However, Mayer and Wells (1996) comment that 'the knowing' is a subjective form of measurement. This lack of clarity was present during Professional Teaching Experience (PTE), whereby the teacher did not know enough Welsh themselves to recognise excellent work. Moreover, both Haugen (1953) and Diebold (1964) assert that bilingualism is the knowing of a few words in a SL. Therefore, this definition suggests that an increased number of citizens could define themselves as being bilingual and, thus, the WG's aim of a million Welsh speakers would be achieved.

Conversely, Oestreicher (1974) explains that bilingualism is the mastery of a language. However, mastery might be unachievable for many learners and actually demotivate them to succeed. Chamberlain et al (2011) state that children feel discouraged in their learning due to the pressures from their teachers. Therefore, expecting mastery of Welsh in the classroom

could have adverse effects on pupil achievement. Nonetheless, Grigg (2010) believes that bilingualism is not only being able to speak two languages, but is also a celebration of the unique features of Wales. Hence, the implementation of the Curriculum Cymreig (QCAA, 2003). Yet, Grigg's definition fails to identify the ability of language understanding required to be classified as bilingual. Therefore, this lack of clarity in the definition of fluency makes it increasingly difficult for the WG to agree upon one definition when calculating the number of Welsh speakers.

There are many advantages to developing bilingual learners as Bernardo and Gaerlan (2012) explain that "bilingual students benefit [in their performance of] high level cognitive tasks"(Bernardo and Gaerlan, 2012,p.4). Students benefit because they can access content from two languages. Vygotsky (1962) echoes these benefits, explaining that learners are more flexible in their thinking if they are bilingual. In addition, Baker (2011) highlights that bilingual children have a higher IQ and show increased levels of creativity compared to their monolingual peers. Both Saunders (1988) and Jones-Diaz et al (2000) comment that bilingual children have an increased capacity to divergently think and understand phonics quicker compared to their monolingual peers. This increase in creativity will provide vital skills for future employment (WEF, 2018). Moreover, García (2009) explains that being bilingual will be an increasingly beneficial asset in the modern world, hence, the importance that children are taught bilingually.

Nevertheless, there are disadvantages to being bilingual. It once believed that bilingual children were less intelligent (Laurie, 1890). However, this research was bias because there was a lack of research in the bilingual sector. Additionally, UNESCO (1953) state that children must be taught in their mother tongue to ensure that language is not a barrier to success. Furthermore, many children are Additive Bilingual and do not speak Welsh outside of the classroom (Baker, 2011). Giles et al (1977) explains that parents are not showing ethnolinguistic vitality which, in turn, is being passed down the generations. Nevertheless, Philippine students "do not consider their community [as having an] impact on their learning in English"(Bernardo and Gaerlan, 2012,p.5). This lack of community support is reflected in Singapore's results, whereby, ninety percent of Singapore students who only speak English at

school achieved significantly higher results than students studying in their first language (Quentin Dixon, 2005). These statistics highlight that SL learning does not require support from the wider community and consequently, all Welsh students should have the opportunity to become fluent and bilingual learners.

One method that schools could implement to achieve one million Welsh speakers is to teach a portion of the curriculum in Welsh. Filipino's receive "non-language focussed subjects"(Bernardo and Gaerlan, 2012,p.2) through English-medium to naturally acquire the SL. The Cymdeithas Yr Iaith Gymareg Group (2013) propose that thirty-percent of the curriculum should be taught through Welsh-medium to ensure all children are bilingual. Marsh et al (2010), Doiz and Lasagabaster (2017) also encourage this approach, explaining that the method 'Content Language Integrated Learning' (CLIL) involves students being taught through their SL to increase their competence. Baker (2011) defines this method as 'Recursive Bilingualism' which is Wales' radical measures to revitalise the language. CLIL is "a well-established part of education systems across Europe"(Surmont et al, 2016,p.320). Yet, Vollmer et al (2006) assert that CLIL students have difficulties with the fundamentals of language which causes resentment for language learning. In contrast, Luisa and Cañado (2017) found that CLIL does not have a detrimental effect on the curricular skills taught. Therefore, CLIL could be used as a method in Welsh schools to support children in becoming fluent.

Teachers would need support in their personal language skills to implement CLIL. Recently, Wightwick (2019) reported that Welsh SL will become eradicated in schools and instead teachers will be expected to teach through Welsh-medium. Bernardo and Gaerlan (2012) highlight the importance of teachers being confident in the SL. Estyn (2012) has recognised that Plascrug School has increased the levels of spoken Welsh in the school by providing teachers with professional development opportunities such as the Sabbatical scheme to ensure they are confident to use the language (UWTSD, 2017). However, the scheme has received mixed opinions. Flintshire Council (2017) comments that the programme has been successful in training their teachers. Whereas, both Colleges Wales (2011) and Estyn (2017) discuss the practicalities of finding suitable supply teachers for schools whilst teachers complete the

scheme. Bernardo and Gaerlan (2012) recognise that their recommendations for practitioners teaching a SL could be extended further. Therefore, training teachers to teach through Welsh-medium would be an obstacle to overcome.

Nevertheless, Bernardo and Gaerlan's (2012) suggestion to teach a proportion of the curriculum through the SL will not be immediately achievable in Wales because many practitioners do not have the relevant language skills (WG, 2013).Trainee teachers only require a "sufficient understanding of […] Welsh as a second language"(DCELLS, 2009,p.32). Inevitably, there will be an inconsistency in the SL provision for students which makes teaching through Welsh-medium unrealistic. The Athrawon Bro provides some resources and delivers language sessions to support teachers in their Welsh lessons (WG, 2011). This reinforces that teachers need support for Welsh language lessons and cannot be expected to teach subjects through Welsh-medium. However, teachers can support children with acquiring the Welsh language by using incidental Welsh. During PTE, both the children and I used and incidental Welsh daily (Appendix A). Powys' Welsh in Education Strategic Plan (WESP) (2017) acknowledges the beneficial impact that the ERW creation 'Cymraeg Campus' programme has had in supporting incidental Welsh across the school. During PTE, targets were set for the school to improve their language skills (Appendix B) and commemorated onto a display board (Appendix C).

The WAG (2003) recognises that counties like Powys have lower levels of spoken Welsh compared to other counties in Wales. Therefore, I implemented Bakers (2011) direct method during PTE to help children with their understanding of vocabulary. Similarly, Asher's (2012) Total Physical Response (TPR) which is where children associate language with particular actions was used on PTE to support children's Welsh understanding (Appendix D).Therefore, when using Bernardo and Gaerlan's (2012) suggestion of teaching some of the sessions through the SL, TPR could prove a beneficial method in supporting pupils with their understanding. Additionally, Gattengo (1963) suggests utilising the silent method in schools, whereby the students speak for ninety per-cent of the Welsh session to ensure that they are using the language. However, it is vital that teachers model the language for the children (Vygotsky, 1962). Nation (1990) explains that children need to hear new vocabulary five to sixteen times for it to be learned. I frequently modelled new vocabulary during PTE to allow

the children to hear the correct language (Appendix E). Thus, a silent method would not be beneficial to develop children's language skills.

For Filipinos learning a SL, "their families positively influenced their learning in English"(Bernardo and Gaerlan, 2012,p.5). However, during PTE parents were most interested in children's literacy and numeracy rather than their Welsh language development. Parents' attitudes to the importance of the Welsh language vary demographically. On the one hand, Gwynedd families recognise the importance of the Welsh language and have intensive language courses to support English speakers "to integrate into the bilingual community"(Gwynedd, 2017,p.5). Alternatively, Powys (2017) does not offer intensive language courses to allow a child to attend a Welsh-medium school which indicates the poorer attitude that Powys families have for Welsh language learning. Personally, although I achieved an A grade at GCSE Welsh SL (Appendix F), I would not consider myself fluent. Scrivener (2005) argues that language learning is too focussed upon restricted data and not output data and, resultantly, the language cannot be used in daily life. The GCSE qualification can be described as the 'situational method' which is rote learning non-transferable language (Richards and Rogers, 2014). This rote learning is detrimental to Wales achieving its one million Welsh speakers target because learners are not learning language to be used in daily life.

Wales should take inspiration from the Philippines' aim to "develop desired levels of English language communication skills"(Bernardo and Gaerlan, 2012,p.1). However, there is a lack of Maintenance Bilingualism currently in Wales which is potentially why some parents choose not to send their children to a Welsh-medium school (Baker, 2011). This attitude differs to the Philippines where "parents demand English-language education"(Bernardo and Gaerlan, 2012,p.1) because the advantages of learning English is explicitly emphasised throughout the country. Therefore, parents in Wales must be shown the life-long benefits of their children learning Welsh.

Finally, during PTE pupils showed a disengagement and lack of motivation to learn Welsh because there is a disjointed continuum of the language from Foundation Phase through the

primary sector. Although the WJEC (1998) did produce an incidental Welsh guide for practitioners (Appendix G), it was never used during PTE. A progressive incidental plan implemented in the school could motivate students because they can recognise that their language is becoming more complex. The importance of continuity is reiterated by the WG (2017b) who state that students must be provided with a "language continuum for Welsh"(WG, 2017b,p.18). The WJEC (2017) have evolved the Welsh GCSE qualification to provide children with conversational language in the hope it will improve children's fluency for daily conversation. Additionally, there is a lack of motivation from pupils to learn Welsh because there are limited opportunities to study higher education through Welsh-medium. Cardiff University is the only Russell Group University (2018) which offers courses through Welsh-medium. Therefore, students wishing to study through the medium of Welsh at a Russell Group university are restricted to Cardiff University. Therefore, Bernardo and Gaerlan's (2012) assertion that Filipino students are motivated to learn English because of the higher job prospects is not mimicked for students in Wales.

To conclude, students will benefit from being bilingual as they can "mindfully utilize the two (or more) linguistic resources at their disposal to better effect their learning"(Bernardo and Gaerlan, 2012,p.6). However, to ensure a "thriving Welsh language"(Donaldson, 2015,p.27), Wales will have to alter the methods currently used in schools. Presently, "schools may use content from earlier phases"(DCELLS, 2008,p.4) to suit the needs of both the students and practitioners. Resultantly, to achieve Wales' numerical target I recommend that all children should receive a portion of their education through Welsh-medium. This approach would adhere to Baker (2011) and Chomsky's (2006) suggestion that children are able to acquire a language from immersion. Therefore, synthesising Bernardo and Gaerlan's (2012) research with the current situation in Wales, I also recommend employing one fluent Welsh language coordinator in every English-medium school to teach one curricular lesson per day through Welsh-medium. They will produce a curricular Welsh plan (Appendix H) as well as an incidental language plan to support practitioners (Appendix J). This strategy will help children to hear accurate Welsh more frequently and, thus, raise their confidence in using the language. This planning would support teachers in using the language and, in turn, support the WG in their target of a "million Welsh speakers by 2050"(WG, 2017a,p.2).

Word Count: 2199

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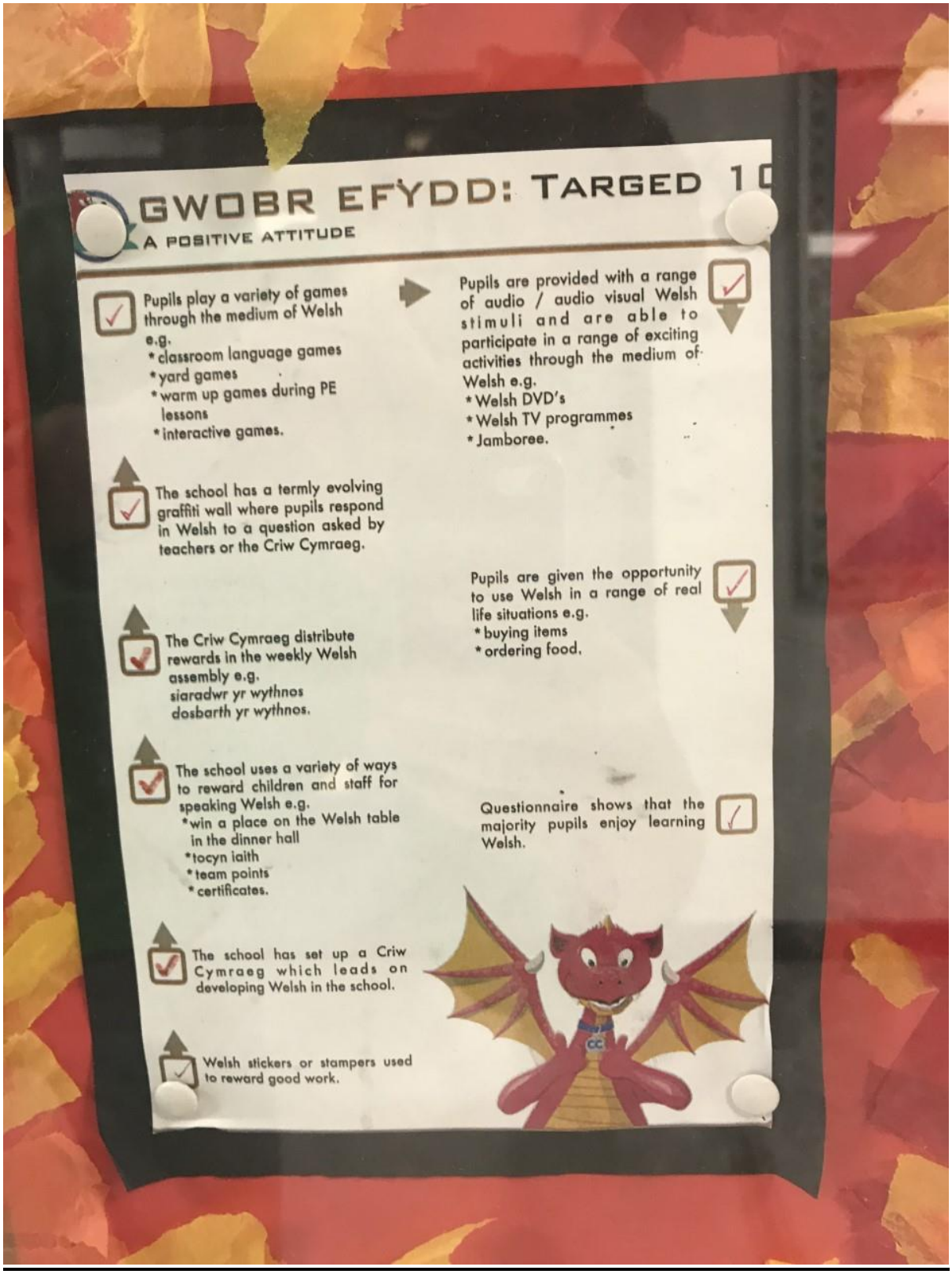
Appendix A

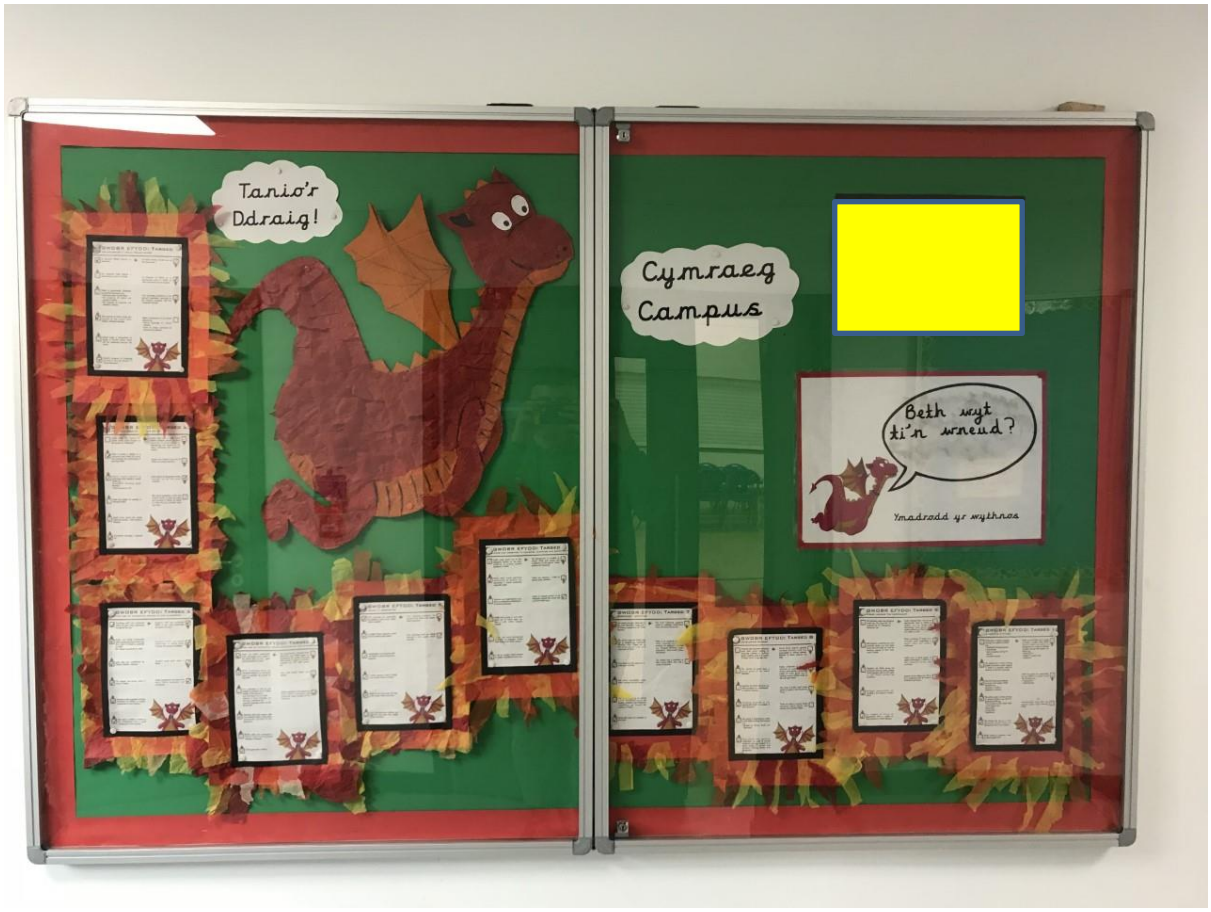
Incidental Welsh Planning Sheet **Key Stage Two** **Week Two** **PTE 2**

Date/ Dyddiad	Incidental Welsh that I will use:	Achieved?	Incidental Welsh that pupils will use:	Achieved?
Monday 13th November	➢ Cofrestru ➢ Dw i'n gallu	✓ ✓	➢ Prynhawn da ➢ Esgusodwch fi	✓ ✓
Tuesday 14th November	➢ Gwnewch res (make a line) ➢ Agorwch y drws (open) ➢ Caewch y drws (close)	✗ ✗ ✓	➢ Esgusodwch fi ➢ Mae'n ddrwg gyda fi (I'm sorry) ➢ Wn i ddim (I don't know)	✓ ✗ ✗
Wednesday 15th November	➢ Gwnewch res (make a line) ➢ Grwp yma, ewch allan (this group, go out) ➢ Agorwch y drws	✗ ✓ ✗	➢ Esgusodwch fi ➢ Mae'n ddrwg gyda fi (I'm sorry) ➢ Wn i ddim (I don't know)	✓ ✗ ✗
Thursday 16th November	➢ Gwnewch res (make a line) ➢ Grwp yma, ewch allan (this group, go out) ➢ Bendigedig (wonderful)	✗ ✓ ✓	➢ Esgusodwch fi ➢ Mae'n ddrwg gyda fi (I'm sorry) ➢ Wn i ddim (I don't know)	✓ ✗ ✗
Friday 17th November	➢ Rhedwch (run) ➢ Ymdrech dda (good effort)	✗ ✗	➢ Esgusodwch fi ➢ Mae'n ddrwg gyda fi (I'm sorry) ➢ Wn i ddim (I don't know)	✓ ✗ ✓

Appendix B


GWOBR EFYDD: TARGED 1
A POSITIVE ATTITUDE
Pupils play a variety of games through the medium of Welsh e.g.
* classroom language games
* yard games
* warm up games during PE lessons
* interactive games.
The school has a termly evolving graffiti wall where pupils respond in Welsh to a question asked by teachers or the Criw Cymraeg.
The Criw Cymraeg distribute rewards in the weekly Welsh assembly e.g.
siaradwr yr wythnos
dosbarth yr wythnos.
The school uses a variety of ways to reward children and staff for speaking Welsh e.g.
* win a place on the Welsh table in the dinner hall
* tocyn iaith
* team points
* certificates.
The school has set up a Criw Cymraeg which leads on developing Welsh in the school.
Welsh stickers or stampers used to reward good work.
Pupils are provided with a range of audio / audio visual Welsh stimuli and are able to participate in a range of exciting activities through the medium of Welsh e.g.
* Welsh DVD's
* Welsh TV programmes
* Jamboree.
Pupils are given the opportunity to use Welsh in a range of real life situations e.g.
* buying items
* ordering food.
Questionnaire shows that the majority pupils enjoy learning Welsh.

Appendix C


Tanio'r Ddraig!
Cymraeg Campus
Beth wyt ti'n wneud?
Ymadrodd yr wythnos

Appendix D

Introduction/plenary tasks	Main activities	Resources/ Key Vocabulary	Assessment for Learning (strategies and opportunities)
Introduction Children to all stand up. Teacher to introduce actions for each weather word. Bwrw glaw - Raining Heulog - Sunny Wyntog - Windy Oer - Cold Bwrw eira - Snowing Gymalog - Cloudy Braf - Fine Teacher to play a game with the children saying the vocab and the children have to compelte the action. Children to them sing the song 'Sut mae'r tywydd heddiw'. As the chidlren are signing, compelte the actions with the chidlren to reinforce what the vocabuarly actually means. Trainee to introduce the book 'Tedi Twt ar Tywydd' to the children. Trainee to read the book, questioning the children about the weather, repeating the word and doing their action.	**Trainee focused task** Show children a weather report clip. Children to stand in front of a green screen in partners (with a map of Wales behind them). One member to ask 'Sut mae twtydd yn (location) and the other to reply 'Mae tywydd yn (location) ydy (weather). When presenting, encourage the children to complete their actions for the weather (e.g. for bwrw glaw the children need to show the rain coming down). **Additional adult tasks** **Julie**: Children to colour in a picture each of Tedi Twt (dressed for different weathers). Julie to reinforce the language learned in book, asking Sut mae'r tywydd? Children to use the weather vocabulary. **Independent Learning Activities (overseen by Tracy;** Amser enfys Numeracy: enhanced provision- matchup cards with weather pictures on. Book corner: Copies of other Tedi Twt's for children to read. ICT: 5 laptops to access NGFL'Y tywydd' Free write: draw a picture of them in theri favourite weather.	**Resources** Tedi Twt ar Tywydd book Y Tywydd worksheets x 27 Laptops x5 Google: NGFL Y Tywydd (click on top page) Green paper (for green screen) iPad to film videos Video of weatherman report. **Key Vocabularly** Sut mae'r tywydd, tedi Twt? - What's the weather like. Tedi Twt? When going through the vocabualry, complete the weather actions as the word is being said to reinforce its meaning. Bwrw glaw - Raining Heulog - Sunny Wyntog - Windy Oer - Cold Bwrw eira - Snowing Gymalog - Cloudy Braf - Fine	Does anyone know what tywydd means? Beth ydy heulog? Etc What is snowing yn Gymraeg? Trainee willl put the children in partners to compelte their weather man task. Children's video to uploaded to HWB and QR codes created to put on the display board. Trainee to give both members of staff a form which records the childs participation and support required. Who can remeber what raining was in Welsh?
Plenary Children to all sit back down on the carpet. Re-cap on the weather by singing the song again. Continue to match the actions up as the words are used.			

Appendix E

Canolfan Addysg Athrawon De-Orllewin Cymru — The South West Wales Centre of Teacher Education			1B

Session Plan – Key Stage 2

Name of trainee:	Megan Jones	**Session ref:**	Tuesday 14th November 2017 Welsh Second Language Building sentences
Personal target(s) in relation to QTS:	To increase my diversity of Assessment for Learning strategies used in the classroom		
Year group: 5 and 6	**No. of learners:** 36	***ALN:***	Sarah will sit on the table with Cellan, Matilda, Olivia, Georgina and Sophia.

Additional Adults:
Sarah [Class Teacher]
Helen [Teaching Assistant]

Learning objective(s): To write a variety of phrases and sentences accurately.	**Success criteria:** Year 5: Extend the sentence by including a connective or personal opinion or third person. Year 6: Extend the sentence by including a connective and a personal opinion and a third person.

Links to previous learning: The children have been looking at building sentences and have completed a lot of work onto the white boards. Now the children must get sentences written into their books.

Curriculum coverage: WELSH SECOND LANGUAGE
Skills: Write a variety of phrases and sentences accurately.
Range: Write in a variety of forms. e.g posters. (This is what the children will be working towards).

Literacy(LNF)
Oracy
Express issues and ideas clearly, using specialist vocabulary and examples
Writing
Use varied and appropriate vocabulary, including subject-specific words and phrases

ESDGC **Culture and Identity** The children will use the Welsh language and feel excited to use it; feeling a sense of patriotism and identity.	***YCC*** The linguistic element will be addressed as the children will be practicing using the language.

Key vocabulary(English/Welsh):
Gwelais, Bwytais, Yfais, Prynais.

Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities
	Introduction Children will play a game of snakes of ladder. Using the interactive dice, a number will be selected. Children will count with teacher on the board, and land on a square with a picture to reinforce the pronunciation of the numbers. The teacher will	

	provide children with a sentence starter and the children will have to finish the sentence and tell me.	
	Main activities The teacher will go through the power point showing the children what makes the different levels of sentences. The teacher will model the language for the children. For example, Gwelais i… Bwytais i… The children will then create their own sentences, the success criteria will be on the board for the children.	The teacher will go will around and check how the children are getting on.
	Plenary Select a few children to read out some of their sentences. Without embarrassing any children, model any incorrect language with the correct version to ensure that the children are hearing the correct pronunciation.	Using traffic lights, the children will put their books onto three different tables. Gwyrdd Melyn Coch According to how the children found the lesson. The teacher will ensure that this information is put in their books.

Appendix F

CBAC WJEC

TYSTYSGRIF GYFFREDINOL ADDYSG UWCHRADD
GENERAL CERTIFICATE OF SECONDARY EDUCATION

Arholiad Mehefin 2014 June Examination

Hyn sydd i dystio bod
This is to certify that **MEGAN LOUISE JONES**

GWERNYFED HIGH SCHOOL POWYS COUNTY COUNCIL, BRECON

wedi cyrraedd y safonau a nodir yn y pynciau a ganlyn:
obtained the nine results shown in the following subjects:

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600/5570/4	ECON. Y CARTREF (DATB. PLENTYN)	HOME ECON. (CHILD DEVELOPMENT)	A(a)
600/6773/1	MATHEMATEG	MATHEMATICS	A(a)
[illegible]	[illegible]	[illegible]	[illegible]
500/7407/6	CYMRAEG AIL IAITH CYMHWYSOL	WELSH SECOND LANGUAGE APPLIED	A(a)
[illegible]	[illegible]	[illegible]	[illegible]
600/5581/9	HANES	HISTORY	B(b)
600/5551/0	GWYDDONIAETH YCHWANEGOL	ADDITIONAL SCIENCE	B(b)
600/7095/X	SAESNEG IAITH	ENGLISH LANGUAGE	B(b)

TGAU(CWRS BYR)/GCSE(SHORT COURSE)

600/5547/9	ASTUDIAETHAU CREFYDDOL	RELIGIOUS STUDIES	B(b)

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J. Magill
CADEIRYDD, CBAC
CHAIR, WJEC

N. Foden
CADEIRYDD, Pwyllgor Arholiadau
CHAIR, Examinations Committee

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PRIF WEITHREDWR, CBAC
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Llywodraeth Cymru
Welsh Government

Accreditation

686670119043W

68667 09043 240198

9/10/14 14046549

Appendix G

Blwyddyn 3/Blwyddyn 4
Mae'n flin gen i/ Mae'n ddrwg 'da fi/gen i *I am sorry*
Llongyfarchiadau *Congratulations*
Pob lwc/hwyl *Good luck*
Pasg hapus/llawen *Happy Easter*
Sul y Mamau hapus/dedwydd *Happy Mother's Day*
Sul y Tadau hapus/dedwydd *Happy Father's Day*
ti/chi *you*
Esgusodwch fi *Excuse me*

Blwyddyn 5/Blwyddyn 6
Ga ich helpu chi? *Can I help you?*
Dewch gyda fi *Come with me*
Pwy sy'n siarad os gwelwch yn dda? *Who's speaking please? (when answering the phone)*
Arhoswch funud *Wait a minute*
Ga i siarad â/gyda/hefo ...? *Can I speak to ...?*
Wedi danto/Wedi cael llond bol *Fed up*
Pob dymuniad da *Best wishes*
Pob lwc i'r dyfodol *Good luck for the future*
Sut hwyl? *How are you?*
Dymuniadau gorau *Best wishes*
Sut mae? *How are you?*

(WJEC, 1998, p.23)

Appendix H

Mathemateg
1af-1st
2ail-2nd
3ydd-3rd
4ydd-4th
5ed-5th
6ed-6th
7fed-7th
8fed-8th
9fed-9th
10fed-10th
11eg-11th
12fed-12th
13eg-13th
14eg-14th
15fed-15th
16eg-16th
17eg-17th
18fed-18th
19eg-19th
20fed-20th
21ain-21st
22ain-22nd
23ain-23rd
24ain-24th
25ain-25th
26ain-26th
27ain-27th
28ain-28th
29ain-29th
30ain-30th
31ain-31st
Mathematical Language
Cyfrif-Count
Cymharua rhai rhifau yn eu trefn-Compare and order numbers
Un yn fwy-One more
Un yn llai-One less
Arian-Money
Paru a threfnu-Match and sort
Tymheredd-Temperature
Faint sydd yna i gyd?-How many altogether?
Faint sydd ar ôl?-How many are left?
Siapiau 2D-2D Shapes
Cylch-Circle
Petryal-Rectangle
Triongl-Triangle
Heptagon-Heptagon
Octagon-Octagon
Pentagon-Pentagon
Diemwnt-Diamond
Hectagon-Hexagon
Sgwâr-Square
Hirgrwn-Oval
Siapiau 3D-3D Shapes
Sffêr-Sphere
Cwboid-Cuboid
Silindr-Cylinder
Prism Trionglog-Triangular Prism
Côn-Cone
Pyramid-Pyramid
Ciwb-Cube
Amser-Time
Or gloch
Pum munudi
Pum munud wedi
Deng munudi
Deng munud wedi
Chwarter i
Chwarter wedi
Ugain munudi
Ugain munud wedi
Pum munud ar hugain i
Pum munud ar hugain wedi
Hanner awr wedi
12
1
2
3
4
5
6
7
8
9
10
11

Appendix J

Adapted from: WJEC. (1998)

Incidental Welsh planning: Commands

Year Three and Four

Byddwch yn dawal *Be quiet*

Tawelwch! *Quiet*

Byddwch yn ofalus *Be careful*

Arhoswch wrth y drws *Stay by the door*

Sefwch tu ôl… *Stand behind…*

Ewch allan i'r iard i chwarae *Go out to the yard*

Ewch adre *Go home*

…yn llonydd *…still*

Dechreuwch/darllenwch eich gwaith *Start/read your work*

Siaradwch gyda'ch partner yn Gymraeg *Speak to your partner in Welsh*

Peidiwch… *Don't…*

Year Five and Six

Dangoswch eich gwaith/llfr i fi/i Mrs… *Show me/Mrs… your work/book*

Rhowch y golau ymlaen *Switch on the light*

Ysgrifennwch yn eich llyfrau *Write in your books*

Rhowch eich gwaith yn y ddesg/yn y drâr/drôr *Put your work in the desk/drawer*

Cadwch eich gwaith *Put your work away*

Gwnewch res wrth y drws yn dawal *Make a line by the door quietly*

Cerddwch yn araf i'r Neuadd *Walk slowly to the hall*

Gofynnwch i Mrs… *Ask Mrs…*

Gorffennwch eich gwaith *Finish your work*