



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

ECAD5002C

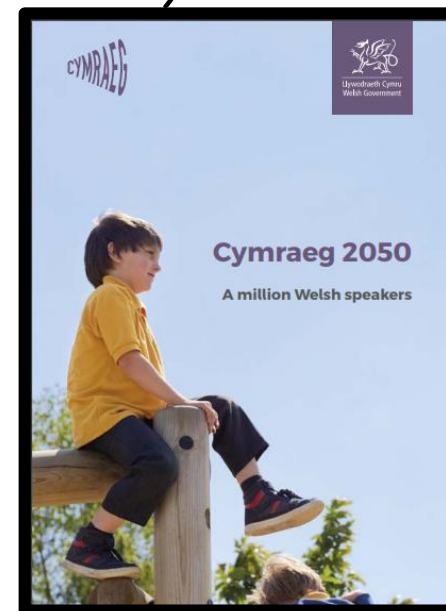
Yr Iaith ar Daith 2

Mae Strategaeth Cymraeg 2050 yn nodi dull hirdymor Llywodraeth Cymru o gyrraedd y targed o filiwn o siaradwyr Cymraeg erbyn 2050



<http://www.cynulliad.cymru/laid%20documents/gen-ld11108/gen-ld11108-w.pdf>

The Cymraeg 2050 Strategy sets out the Welsh Government's long-term approach to achieving the target of a million Welsh speakers by 2050



<http://www.cynulliad.cymru/laid%20documents/gen-ld11108/gen-ld11108-e.pdf>

Addysg yng Nghymru: Cenhadaeth ein cenedl

Cyrkum gweithredu 2017-21



Education in Wales: Our national mission

Action plan 2017-21



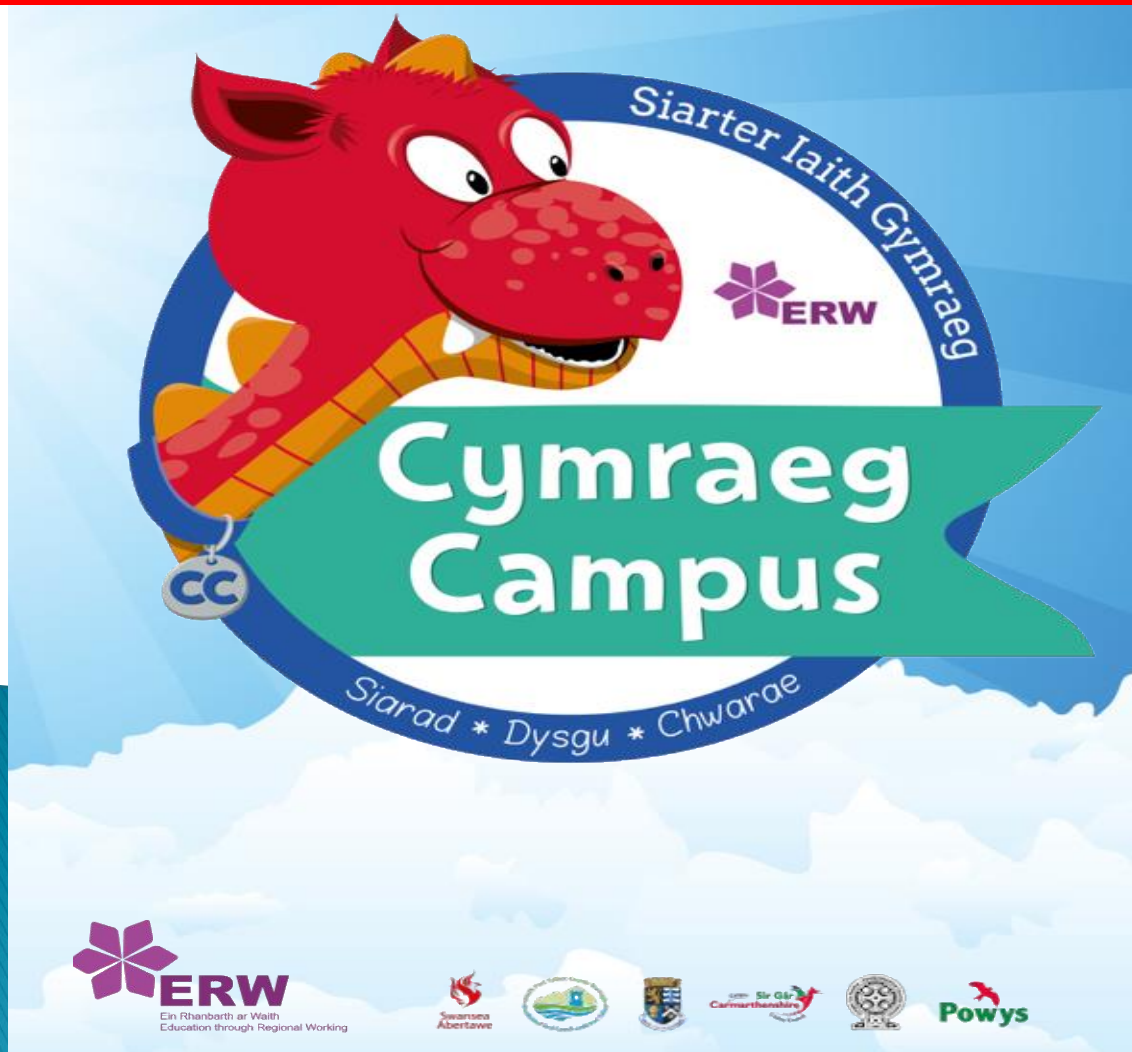




Cyngor Sir
CEREDIGION
County Council



Y Siarter Iaith Gymraeg



Prif nod Siarter Iaith **Cymraeg Campus**
Language Charter yw i hybu a chynyddu'r
defnydd o Gymraeg gan blant.

The main aim of the **Cymraeg Campus**
Language Charter is to
promote and increase the use of
Welsh by children.



Nod y Siarter Iaith *Cymraeg Campus*

The aim of the *Cymraeg Campus* Language Charter

Cynyddu defnydd disgyblion
o'r Gymraeg drwy :

- hybu ethos Cymreig cadarn
- ddarparu ystod o weithgareddau cefnogol
- sicrhau bod dysgu Cymraeg yn hwyl
- gynnwys pob aelod o gymuned yr ysgol

To increase pupils' use of
Welsh by :

- promoting a strong Welsh ethos
- providing a range of enriching activities
- ensuring that learning Welsh is enjoyable
- involving all members of school community

Y Rhaglenni

The Programmes



Dros dair blynedd :

- Blwyddyn 1 : y **Wobr Efydd**
- Blwyddyn 2 : y **Wobr Arian**
- Blwyddyn 3 : y **Wobr Aur**

Gall eich **Gweledigaeth** fod yn rhan o'ch Cynllun Datblygu Ysgol



Over three years :

- *Year 1 : the **Bronze Award***
- *Year 2 : the **Silver Award***
- *Year 3 : the **Gold Award***

*The **implementation plan** can form part of your School Development Plan*

Y Wobr Efydd - Sefydlu Arfer Dda

The Bronze Award - Establishing Good Practice

1. A visual Welsh ethos is beginning to be established
2. A majority of the pupils have an understanding and respect for the culture and language of Wales
3. Pupils are beginning to speak Welsh in a variety of situations within their classrooms
4. Pupils are beginning to speak Welsh in a variety of situations outside their classrooms
5. There is a weekly Welsh assembly
6. Pupils are encouraged to use Apps and websites to learn Welsh
7. The school organizes some enrichment activities to develop pupils' use and enjoyment of Welsh
8. Welsh guided reading groups are held fortnightly
9. Aspects of one subject are beginning to be taught through the medium of Welsh
10. A majority of the pupils have a positive attitude towards learning Welsh

Gosod Gwaelodlin

Setting a Baseline

Pob disgybl CA2 i lenwi holiadur ar-lein a fydd yn dangos :

- eu defnydd o'r Gymraeg yn y dosbarth
- eu defnydd o'r Gymraeg y tu allan i'r dosbarth
- eu hagwedd tuag at ddysgu Cymraeg
- eu hyder wrth siarad Cymraeg

Each KS2 pupil completes an on-line questionnaire which will show :

- their use of Welsh in the classroom
- their use of Welsh outside the classroom
- their attitude towards learning Welsh
- their confidence when speaking Welsh



1. *I can see Welsh signs and displays around my school*
2. *I think that learning Welsh is important*
3. *I speak Welsh in my classroom*
4. *I speak Welsh outside the classroom*
5. *I hear Welsh during assemblies*
6. *I use Apps and websites to learn Welsh*
7. *I take part in Welsh activities, such as Welsh after school clubs, Eisteddfodau and trips*
8. *I read Welsh books*
9. *I use Welsh during other lessons, e.g. Geography*
10. *I enjoy learning Welsh*

Anogaeth a Chanmoliaeth

Encouragement and Praise

- Mae anogaeth a chanmoliaeth yn allweddol i lwyddiant *Cymraeg Campus*
- Dylid arddangos tystiolaeth weledol o gynnydd disgyblion ym mhob dosbarth
- Dylai tystiolaeth weledol o gynnydd yr ysgol gyfan fod yn destun balchder yn neuadd yr ysgol
- Dylid cadw portffolio cynhwysfawr o dystiolaeth

- Encouragement and praise are key to the success of *Cymraeg Campus*
- Visual targets mapping pupils' progress should be displayed in each classroom
- Visual evidence of whole school progress should be displayed with pride in school hall
- A comprehensive evidence portfolio should be kept

DANGOS CYNNYDD DISPLAYING PROGRESS



Mae pawb yn rhanddeiliad

Everyone is a stakeholder

- Mae'r **Criw Cymraeg** yn hanfodol wrth weithredu'r Siarter iaith
- Mae pob aelod staff yn cyfrannu
- Penodwch lywodraethwr i fod yn ddolen gyswllt rhwng yr ysgol a'r cyngor bro

- The **Criw Cymraeg** are instrumental in driving the Language Charter forward
- All staff are involved
- Appoint a governor to be a link between the pupils and the community council



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



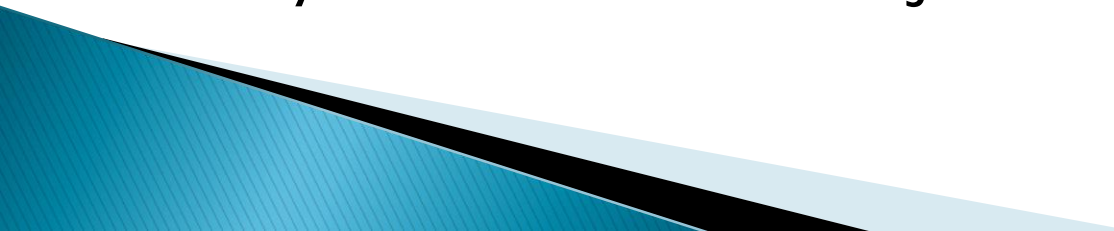
Establishing an initiative, such as Cymraeg Campus in primary schools promotes the Welsh language for

- ▶ [Knowledge Bank – CSCJES Cronfa](#)

Have you seen these two colourful characters recently?



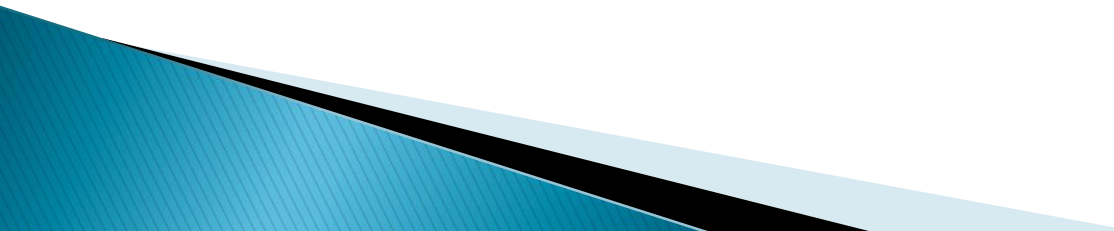
Welsh Language practitioner training

- ▶ **Welsh-language Sabbatical Scheme**
 - ▶ The Scheme offers methodology and Welsh-language training for primary and secondary school teachers and teaching assistants, Further Education lecturers and Work Based Learning providers.
 - ▶ The Scheme gives practitioners the opportunity to:
 - ▶ improve their Welsh-language skills
 - ▶ acquire knowledge of terminology specific to their subject area
 - ▶ gain awareness and confidence in using Welsh-medium and bilingual methodologies.
 - ▶ The Scheme is open to practitioners currently working in Wales. Applications from supply staff may be considered subject to certain conditions.
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The Scheme currently offers courses at three levels:

- ▶ **Higher level**
- ▶ Higher level courses are aimed at those who can speak Welsh fluently, either as first-language speakers or advanced learners, but who lack the confidence or specialist terminology in Welsh to use these skills in a professional context. The courses offer applicants the opportunity to:
 - ▶ develop their personal language skills
 - ▶ receive intensive language training combined with methodological training in Welsh-medium teaching
 - ▶ develop specialist knowledge of terminology specific to their subject area or specialisation.
- ▶ Cynllun Sabothol – Higher Level Sabbatical Scheme

- ▶ **Foundation level**
- ▶ This course offers Welsh language training to teachers working in English-medium or bilingual primary schools in the Foundation Phase and Key Stage 2 who wish to:
- ▶ develop their Welsh-language skills to Foundation level
- ▶ take the first step of a recognised path to learning Welsh with the long-term aim of teaching Welsh or through the medium of Welsh
- ▶ contribute to bilingualism in their schools and creation of a Welsh-language ethos.
- ▶ The course is aimed at those with a basic knowledge of Welsh and the motivation to commit to eleven weeks of intensive training.
- ▶ Cynllun Sabothol – Foundation Level Sabbatical Scheme

- ▶ **Entry level**
 - ▶ This five-week course is for Foundation Phase and Key Stage 2 teaching assistants who work in English-medium or bilingual primary schools. The course will provide participants with the vocabulary and linguistic skills necessary to support their teaching colleagues.
 - ▶ Cynllun Sabothol – Entry Level
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How to apply

- ▶ For further information on any of the courses, please visit the website of the lead provider in your area.
 - ▶ North Wales (GWE) – [Bangor University](#)
 - ▶ South West and Mid Wales (ERW) – [University of Wales Trinity St David](#)
 - ▶ Central South Wales (CSCJES) and South East Wales (EAS) – [Cardiff University](#)
 - ▶ or alternatively please contact the Sabbatical Team:
 - ▶ Tel: 01443 663770
E-mail: sabbaticalscheme@gov.wales
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- ▶ ‘The aim of the Sabbatical Scheme is to increase the supply of practitioners able to teach through the medium of Welsh or bilingually.’ Courses are offered at various locations across Wales and at Entry, Foundation and Higher levels. It is possible to follow a sabbatical course on all of these levels at the University of Wales Trinity St David.
- ▶ Cynllun Sabothol – Cynllun Sabothol – University of Wales Trinity Saint David, Cwrs sylfaen, cwrs uwch bloc, cwrs uwch rhan amser, dysgu iaith, sgiliau llafar,

Welsh in a year

- ▶ Press Releases 2017 – University of Wales Trinity Saint David



► Typology of Bilingual Education

TYPOLGY OF BILINGUAL EDUCATION, ADAPTED FROM BAKER (2011)

MONOLINGUAL FORMS OF EDUCATION FOR BILINGUALS

Type of Program	Typical Type of Child	Language of Classroom	Societal and Educational Aim	Aim in Language Outcome
Mainstreaming / Submersion (Structured Immersion)	Language Minority	Majority Language	Assimilation / Subtractive	Monolingualism
Mainstreaming / Submersion with Withdrawal Classes / Sheltered English / Content-based ESL	Language Minority	Majority Language with 'Pull-out' L2 lessons	Assimilation / Subtractive	Monolingualism
Segregationalist	Language Minority	Minority Language (forced, no choice)	Apartheid	Monolingualism

STRONG FORMS OF BILINGUAL EDUCATION FOR BILINGUALISM AND BILITERACY

Type of Program	Typical Type of Child	Language of Classroom	Societal and Educational Aim	Aim in Language Outcome
Immersion	Language Majority	Bilingual with initial emphasis on L2	Pluarlism and Enrichment. Additive	Bilingualism and Biliteracy
Maintenance / Heritage Language	Language Majority	Bilingual with emphasis on L1	Maintenance, Pluralism and Enrichment. Additive	Bilingualism and Biliteracy
Two Way / Dual Language	Mixed Language Minority & Majority	Minority and Majority	Maintenance, Pluralism and Enrichment. Additive	Bilingualism and Biliteracy
Mainstream Bilingual	Language Majority	Two Majority Languages Pluralism	Maintenance, Pluralism and Enrichment. Additive	Bilingualism

[https://www.youtube.com/
watch?v=syg87gaMWOE](https://www.youtube.com/watch?v=syg87gaMWOE)

Additive and Subtractive Bilingualism

Additive bilingualism: an environment conducive to the development of the first language as well as the development of the second language and results in preserving both.

Additive bilingualism
 $L1 + L2 = L1 + L2$

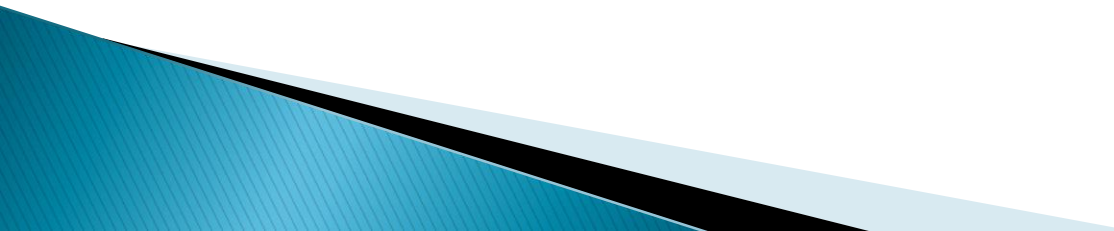
Subtractive bilingualism: without first language support, the learning of a new language may result in the loss of the first language.

Subtractive
bilingualism
 $L1 + L2 - L1 = L2$

Simultaneous and Sequential Bilinguals

Simultaneous bilinguals: children who acquire two languages from birth. In these cases, both languages are spoken to the children by their parents or caregivers and they grow up knowing the two languages.

Sequential bilinguals: children who learn one language from birth, and another at some point during childhood.



Bilingual Education in Wales

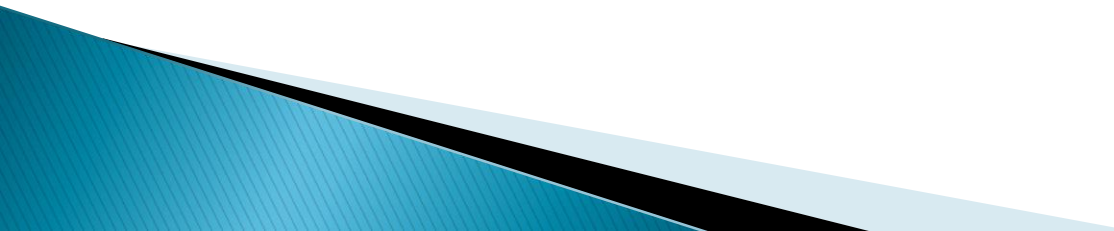
In Wales, a range of Welsh-medium provision is offered and outlined in the document *Defining schools according to Welsh medium provision* (Welsh Government, 2007).

<http://gov.wales/docs/dcells/publications/150203-defining-schools-welsh-medium-en.pdf>

According to Baker (1993, p. 15)

In between basically monolingual Welsh and monolingual English schools in Wales, there is the widest variety of practice of bilingual education. The kaleidoscopic variety of bilingual education practice in Wales makes the production of a simple typology inherently dangerous.

What type of bilingual practice are you aware of in Wales?

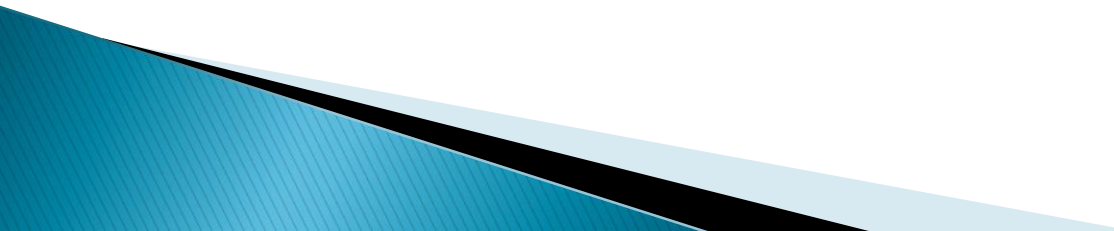


Types of Bilingual Education in Wales

Maintenance/Heritage: bilingual education for pupils embarking on Welsh Medium Education from a Welsh speaking family.

Immersion: bilingual education for pupils embarking on Welsh Medium Education from an English speaking family.

Mainstream: bilingual education for pupils who attend English Medium Schools and are taught Welsh as a school subject.



Bibliography and Further Reading

Baker, C. (2011) *Foundations of Bilingual Education and Bilingualism (5th Edition)*, United States of America: McNaughton & Gunn Ltd.

Baker, C. (1993) *Foundations of Bilingual Education and Bilingualism*, Bridgend: WBC Print.

García, O. (2009) *Bilingual Education in the 21st Century: A Global Perspective*, Chichester: Wiley-Blackwell.

Welsh Government (2017) *Welsh in education Action plan 2017-21*, Caerdydd: Welsh Government.

