Cymraeg mewn Ymarfer Proffesiynol 2

Welsh in Professional Practice 2

2025-26

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

Yr Athrofa
Centre *for* Education
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WELSH LANGUAGE SERVICES CENTRE

BA2 - Darlith2

Methodoleg Caffael a Datblygu Iaith

Language Acquisition and Development Methodology

Ydych chi'n cofio? *Do you remember?*

Pa ddigwyddiadau hanesyddol gafodd ddylanwad negyddol ar y Gymraeg?

What historical events had a negative impact on the Welsh language?

Ydych chi'n cofio? *Do you remember?*

Pa ddigwyddiadau hanesyddol gafodd ddylanwad cardarnhaol ar y Gymraeg?

What historical events had a positive impact on the Welsh language?

Cwestiwn allweddol... *Key Question...*

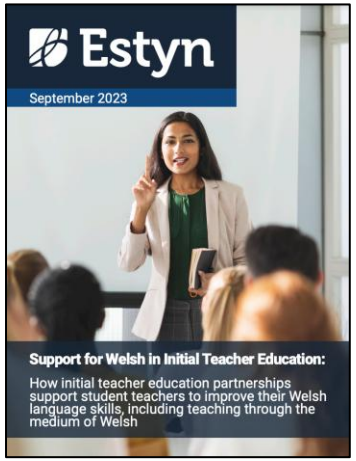
Sut gallwch chi ddod yn athro iaith?

How do you become a language 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

- 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

This module

- *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 also be able to provide support and advice*
- *You will be assessed according to the Welsh Language Competency Framework levels*
- *You will keep a portfolio of evidence to showcase how you have used and developed your Welsh skills*

Beth ydy “methodoleg”?

GPC Geiriadur Prifysgol Cymru
A Dictionary of the Welsh Language

NODDI CARTREF CYMORTH ▶ ENGLISH

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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.

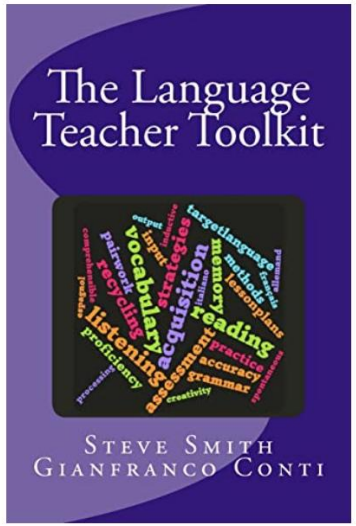
Yr Athro / Professor Enlli Thomas

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 when you were 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**

No one method is better than the other when teaching a language. When planning, consider:

- ***the aims of the lesson***
- ***the context of the teaching and 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 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 observe 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

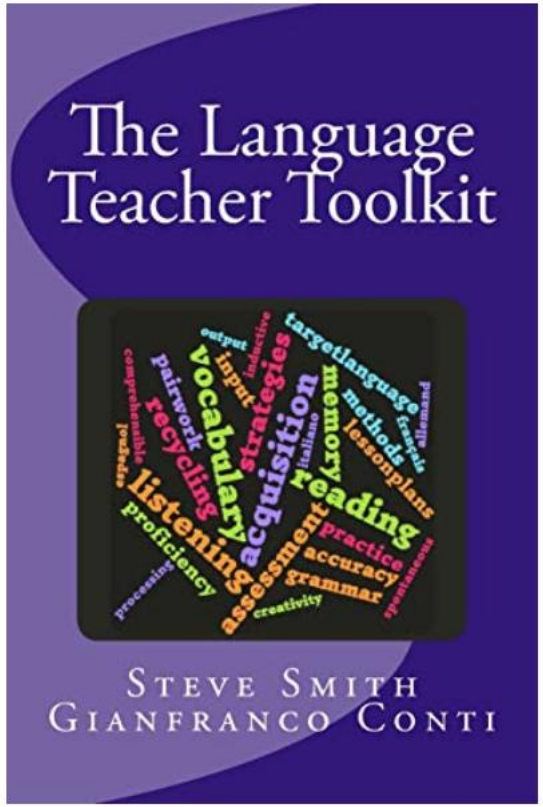
By learning vocabulary, learners can:

- *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****.*

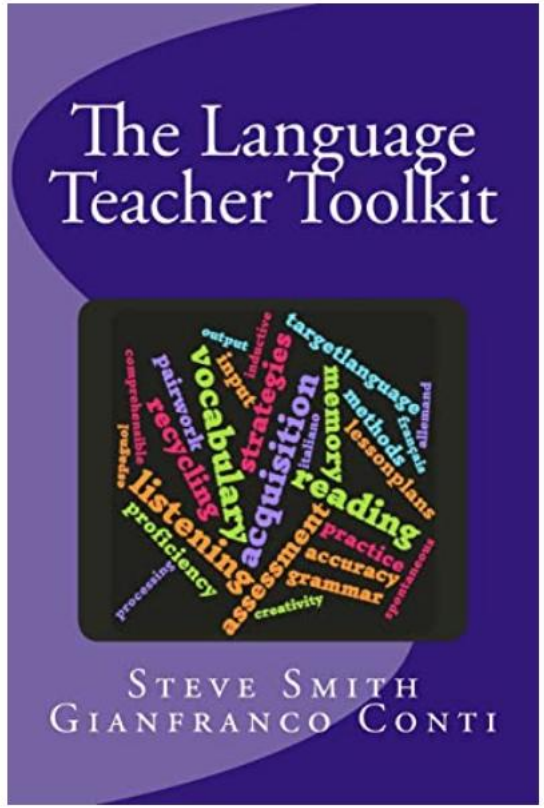
(Smith and G. Conti, 2016, t.11)



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?

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.

What are language drills?

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 language 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?

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.

How to use language drills?

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 the shop 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!

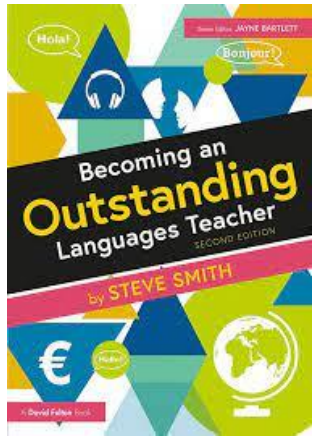
- *Think of ten key words to learn in one lesson. It can be in any of the Areas of Learning and Experience*
- *Write the words on small cards*
- *With your partner, practice the vocabulary through drilling*
- *Remember to use different voices, e.g. whispering, shouting, singing, strong voice, etc.*
-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

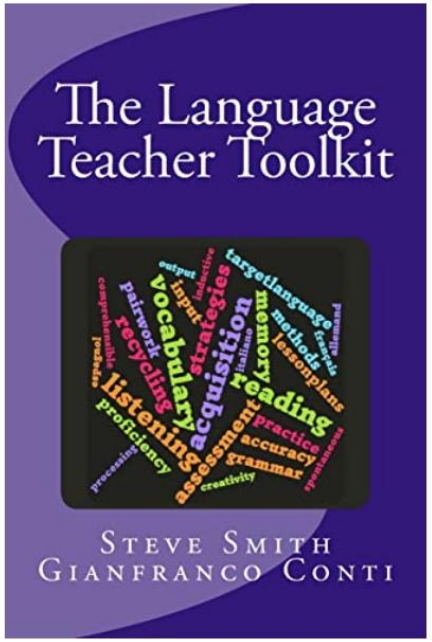


Canu *Singing*

There is some research which confirms what most language teachers feel: the use of song and music can aid progress in second language acquisition. Research 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 associated 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 into 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

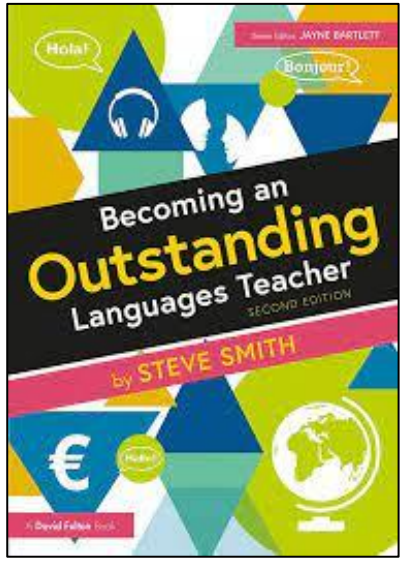
Rydw i'n hoffi nofio.

However, you don't have to use this technique with regards to the above pattern as you could use flashcards. With the use of flashcards, you wouldn't need to use the English language at all. 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)

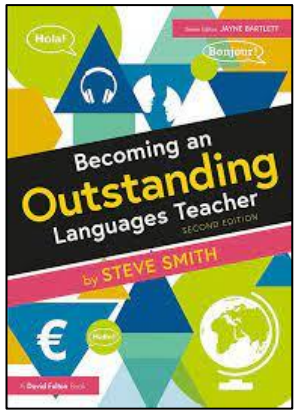


Amser i feddwl... *Time to think...*

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*

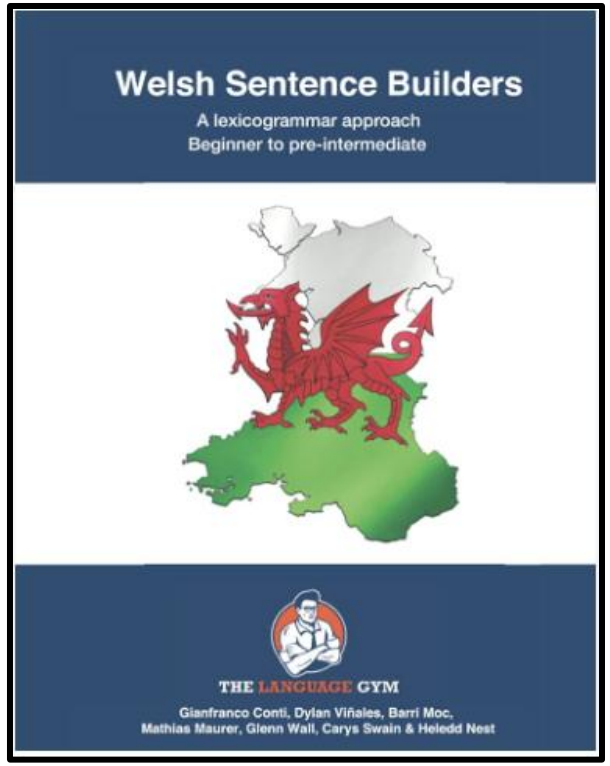
1. Coral repetition: whispering, shouting, singing, different voices, etc.
2. Small groups repetition
3. Reading aloud individually or chorally
4. In pairs: take it in turns to say words / phrases
5. Pair work: Information gap task (communicate with partner to find the missing information)
6. Whole class 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.

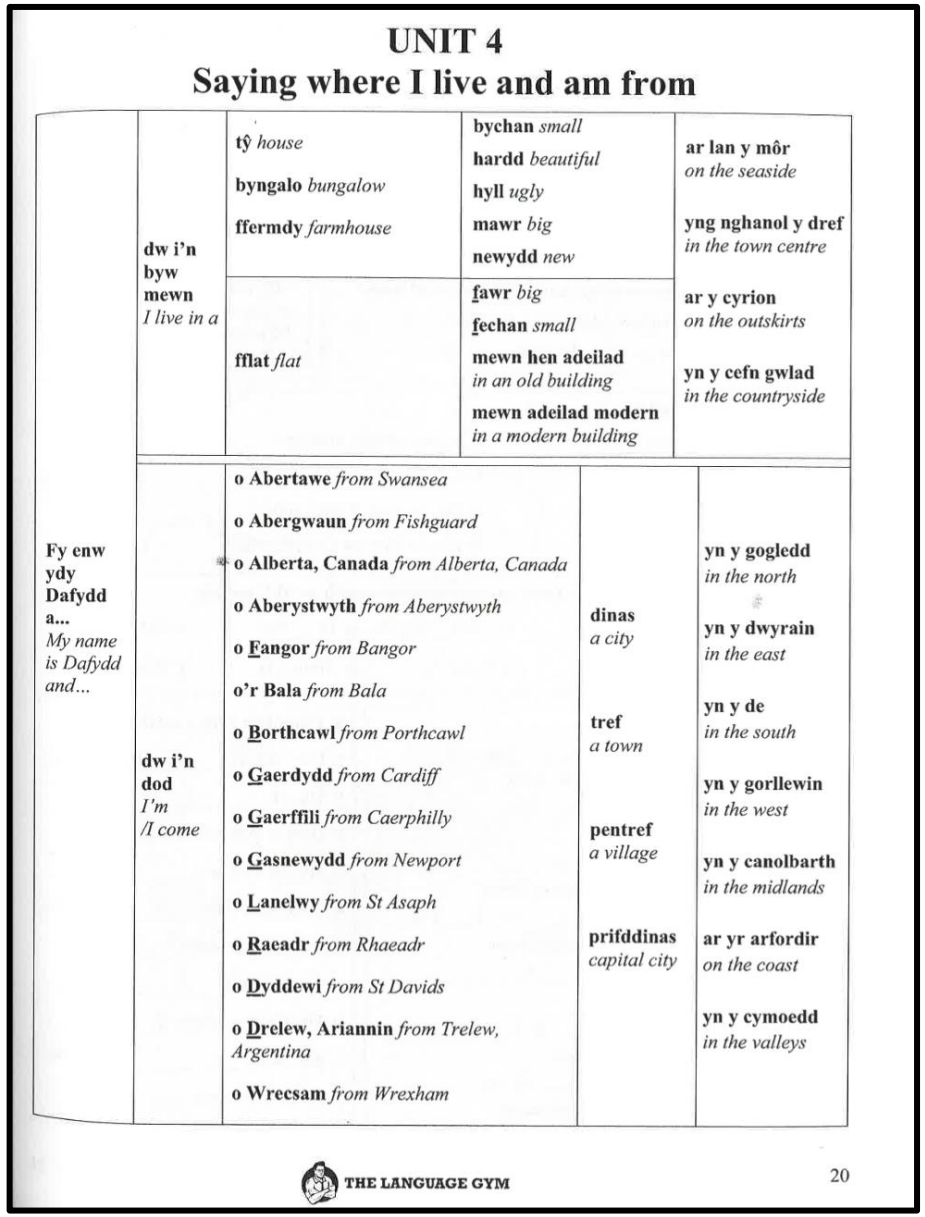


Adeiladu brawddegau
Sentence builders

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*

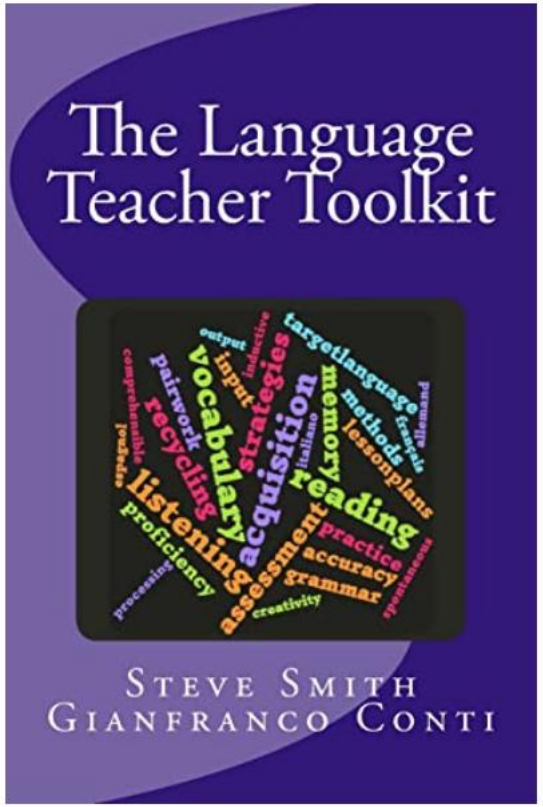
THE LANGUAGE GYM 20

Y Cof *Memory*

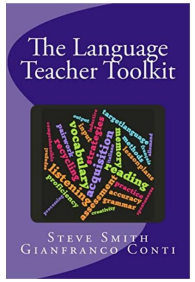
Research has demonstrated that the most successful construction of a memory takes place when new content is linked to prior knowledge. The probability of remembering something new is increased when teachers invoke connections and relationships that exist between new and old knowledge.

Furthermore, once a memory is constructed it needs to be activated multiple times to deepen the synaptic connection. Every time a new concept is introduced, a certain number of neurons are activated. When this action is repeated, the same neurons respond. The more times students are allowed to repeat the concept, the more dendrites grow and interconnect, resulting in greater memory storage and recall efficiency.

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



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 than 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 created 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 Memory.

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

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 Memory (repeat and recycle language patterns to memorise)*

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

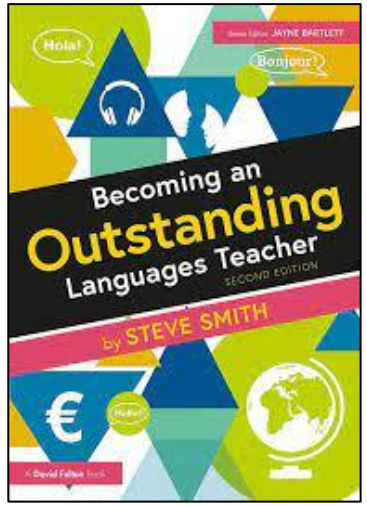
Pa fethodolegau caffael iaith ydych chi'n gyfarwydd â nhw? Meddyliwch am eich gwersi iaith pan oeddech chi yn yr ysgol.

What language acquisition pedagogies are you familiar with? Think back to your language lessons in school.

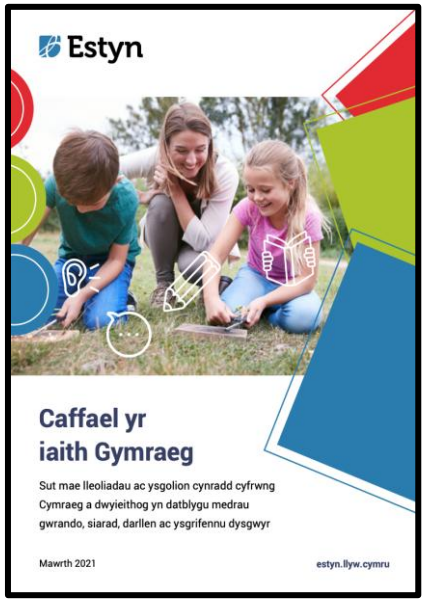
Gair o gyngor... *A piece of advice...*

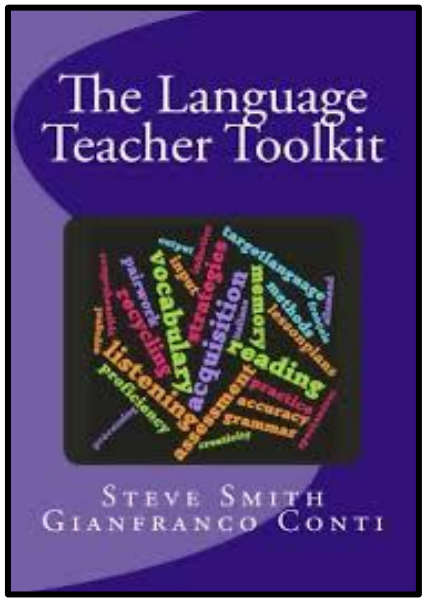
Last of all, assessment for learning (formative assessment) techniques are important …… : checking all the class is following, using mini-whiteboards, skilled questioning techniques and the rest, ***but your personality counts for a lot. Children want you to be firm, friendly and fair.*** *They want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

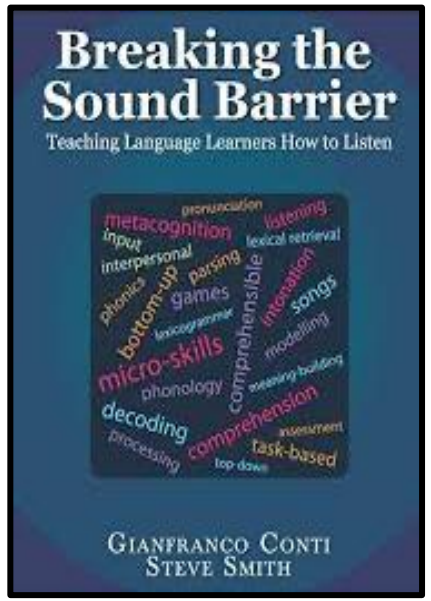
(Smith, 2018, t.8)

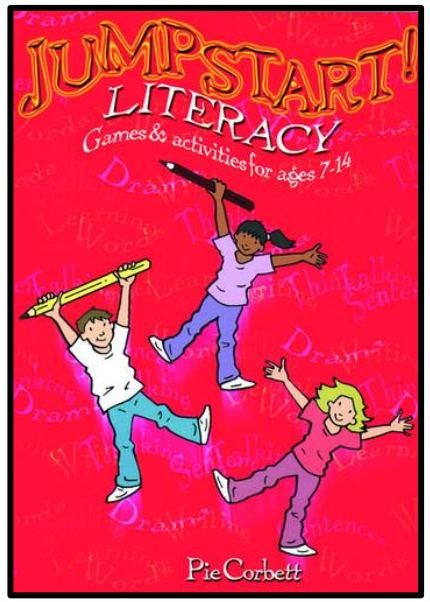


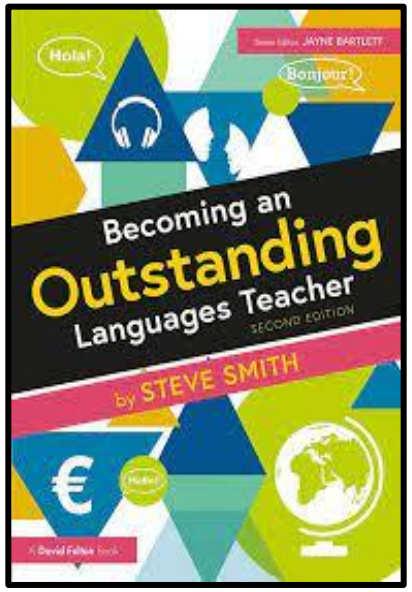
Adnoddau defnyddiol
Useful resources

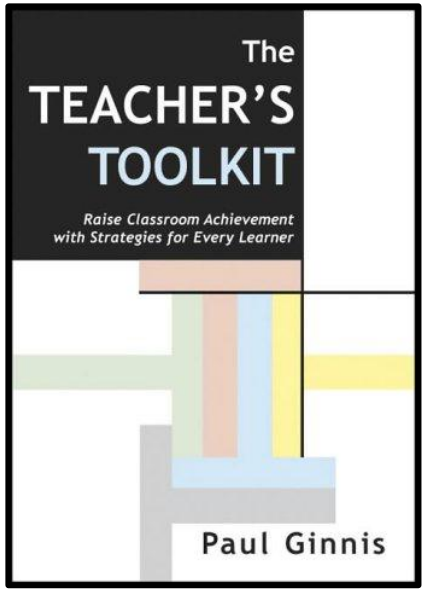


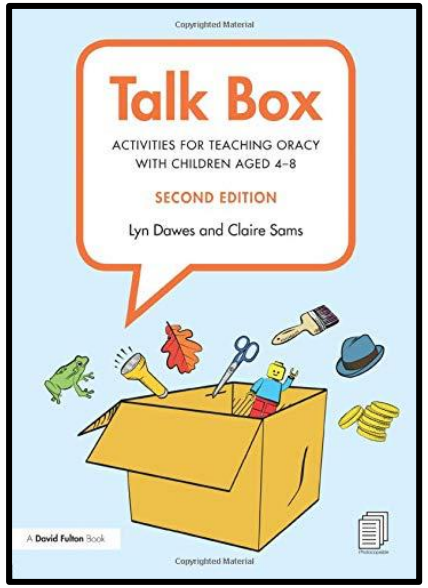


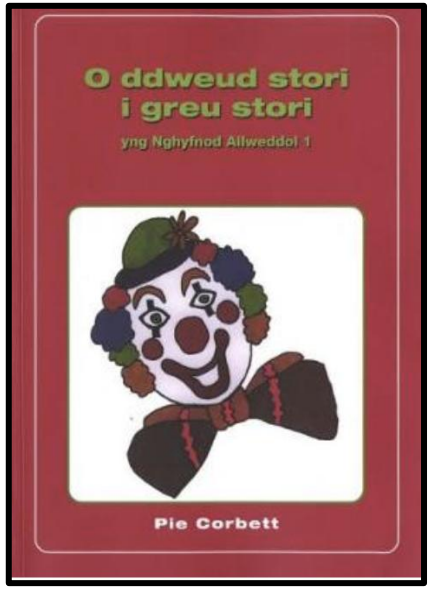


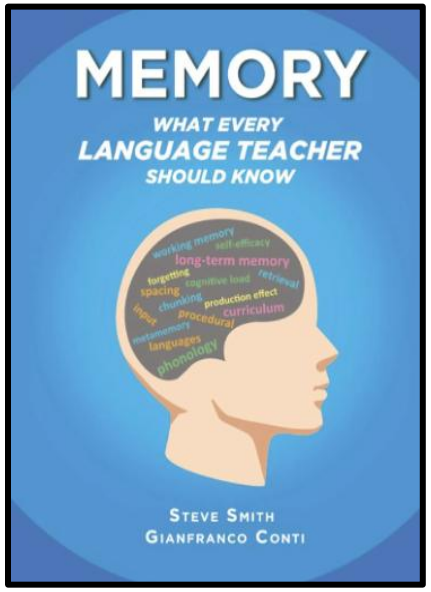












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Da iawn, bawb!

Diolch yn fawr!