



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

ECAD6006C

Yr Iaith ar Daith 3



Session 1



Ni fydd y perchnogion yn derbyn unrhyw gyfrifoldeb dros golli cerbyd neu eiddo neu unrhyw niwed a wneir iddynt yma.

Will not the owners is taking no responsibility over losing vehicle or property or no damage and made they here

Assessment 1

Written assignment (Methodology) - 40%

Critical response to an article that provides evidence of sound knowledge and understanding of themes related to the teaching of Welsh in the English-medium sector.

2000 words

8th November, 2019

Non-Native English Students Learning in English: Reviewing and Reflecting on the Research

■ Allan B.I. Bernardo and Marianne Jennifer M. Gaerlan
De La Salle University, Philippines

ABSTRACT: *As more countries adopt English as the language of learning in schools, more non-native speakers of English are learning English so that they can learn in English. In this paper, we review studies (mostly involving Filipino-English bilinguals) that look into the experiences of bilingual learners as they undertake learning activities in English, which is a second or a foreign language for them. Studies that investigate these experiences using a psycholinguistic approach point to (a) different effects of using the bilingual learner's first and second language on different specific cognitive processes in various learning tasks, and (b) particular cognitive resources of the bilingual learner that can facilitate learning. Complementing these psycholinguistic studies, investigations that use sociolinguistic approaches reveal a range of important personal and social processes and factors that suggest a sense of agency on the part of the bilingual learner as the learner engages learning tasks amidst varying requirements of the social environments of learning. The insights drawn from the various studies reviewed are discussed in terms of how bilingual learners strategically use their multilingual resources to attain their learning goals. The paper ends with recommendations to study the experiences of bilingual learners' experiences learning in English and with some reflections for ESL and EFL teachers, and other teachers of bilingual learners.*

Introduction

The primary goal of teachers of English as a second language (ESL) or English as a foreign language (EFL) is to develop desired levels of English language communication skills among their non-native English speaking students. But for most students of ESL or EFL, the goal of acquiring desired levels of English language skills is very likely not an end in itself. Instead, learning English is a means towards other personal and social goals. The students' goals may relate to personal dreams of traveling to English speaking countries and experiencing these other cultures. For

Article

Allan B.I. Bernardo and
Marianne Jennifer M. Gaerlan

Non-Native English Students
Learning in

English: Reviewing and
Reflecting on the Research

Assessment 2

Evidence Portfolio - 60%

7th May, 2020

- ▶ Task 1: Choose a suitable theme to be presented to a group of children creating two differentiated activities to introduce them. The rationale for choosing the theme and the main aims attached to the activities should be noted. The proposed audience should be noted, and the type of language teaching opportunities that the activities would offer when teaching Welsh as a second language or as a first language. (up to 400 words)
- ▶ Task 2: Introduce a thematic session and two differentiated activities for a group of children during your PAP period. You will need to film the session and the activities to be analyzed by you and to present it as part of the module's assessment. (up to 8 minutes)
- ▶ Task 3: A written reflection on Task 2. (up to 1600 words)
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The background features abstract, overlapping geometric shapes in various shades of purple and blue, primarily concentrated on the right side of the slide. The shapes include triangles and polygons of different sizes and orientations, creating a dynamic, layered effect. The colors range from light lavender to deep indigo and dark blue.

Why bilingualism?

Why bilingualism?

- ▶ “all pupils in Wales should be provided with the opportunity to become bilingual” (CCW, 1989:25)

Why bilingualism?

- ▶ Research from C19th to the 1960s focused on the negative effects of bilingualism on thinking and intelligence

Laurie, 1890:15

- ▶ “if it were possible for a child to live in two languages at once equally well, so much the worse. His intellectual and spiritual growth would not thereby be doubled, but halved”
- ▶ “mental confusion”, “handicapped”
- ▶ Reynold, 1928; Carroll, 1953; Arsenian, 1937; Darcy, 1946; Jensen, 1962

Saer, 1924:52 (in Wales)

- ▶ “monoglot English-speaking children in the rural districts of Wales showed a considerable and a consistent superiority over the bilingual children in the same districts. The most obvious factor which seems to account for this is the use of two languages by the bilingualists before the power of using one has been acquired”

Saer et al., 1924:53

- ▶ “the difference in mental ability as revealed by intelligence tests is one of a permanent nature, since it persists in student throughout their university career.”

UNESCO, 1953:11

- ▶ “...the best medium for teaching a child is his mother tongue...Educationally, he learns more quickly through it than through an unfamiliar linguistic medium.”

Peal & Lambert (1962:22)

- ▶ Bilingual learners were believed to perform better than their monolingual peers, because they had "greater mental flexibility".
- ▶ Vygostky (1962): The ability to speak more than one language leads to enhanced language awareness and flexibility.

Jones-Diaz, 1997

“comparative studied between monolinguals and bilinguals have shown that bilingual children demonstrate more sophisticated cognitive skills including advanced concept formation, classification, divergent thinking and problem solving”

Garcia (2009:5)

- ▶ “bilingual education is the only way to educate children in the twenty first century”

BUT...

defining bilingualism can be a challenge.

Valdez & Figeora (1994)

- ▶ ‘knowing’ two languages

- ▶ Ambiguous???

Mayor (1994:75)

- ▶ “what is meant by ‘knowing’ a language is a matter of personal judgement”

What about:

- ▶ The ability to understand a language, but not to speak it?
- ▶ The ability to understand a conversation in a shop, but not to follow an academic lecture?

Haugen (1953:7)

- ▶ “the point where a speaker can first produce complete meaningful utterances in the other language”

Diebold (1964)

Ability to say any word in another language

Is this bilingualism?

Oestreicher (1974)

- ▶ “complete mastery of two different languages”

Bloomfield (1933)

- ▶ “native-like control of two or more languages”
- ▶ Native-like?
- ▶ Control?

Grosjean (2010:4)

- ▶ “bilinguals are those who use two or more languages in their everyday lives”
- ▶ ???

Balanced Bilingualism

“rare, if non-existent, species” (Baetens Beardsmore, 1986)

“Rarely is anyone equally competent in two or more languages across all situations” (Baker, 2011:8)

Cummins (1979, 1981)

- ▶ BICS - Basic Interpersonal Communicative Skills
- ▶ CALP - Cognitive Academic Language Proficiency

Age?

- ▶ 5 years old - Krashen, 1973
- ▶ 6 years old - Pinker, 1994
- ▶ 12 years old - Lenneberg, 1967
- ▶ 15 years old - Johnson & Newport, 1989

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Thinking back...

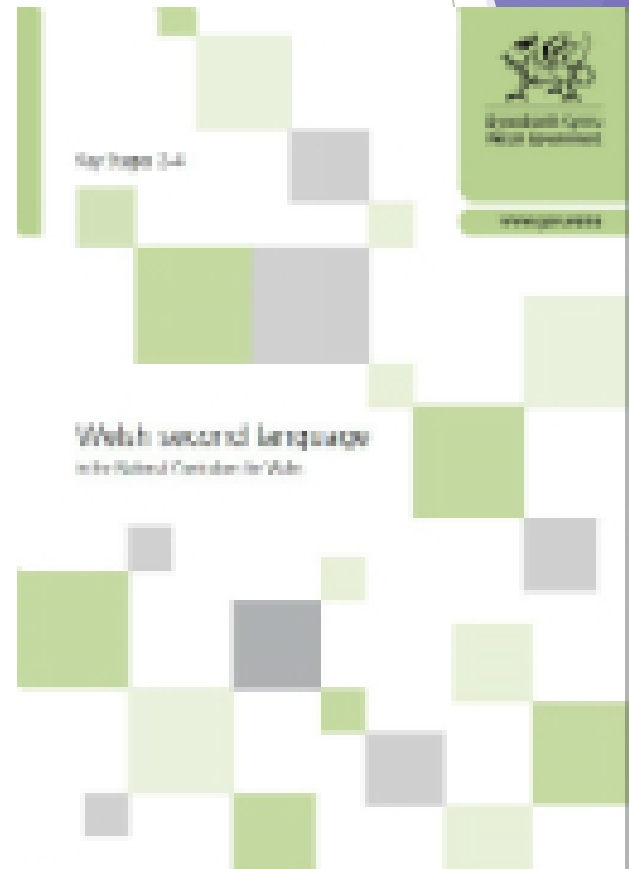
Cwricwlwm Cymru



www.llyw.cymru

Fframwaith y Cyfnod Sylfaen

(Diwygiedig 2015)





Welsh Language Development
in the Foundation Phase



Estyn
An evaluation of the GCSE
Welsh second language short course
October 2007



The Annual Report of the
Mentor's Chief Inspector
of Education and Training
2015-2016



Supplementary Guidance: Welsh



- ▶ October 2017
- ▶ <https://www.estyn.gov.wales/document/supplementary-guidance-welsh-0>



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

One language for all

Review of Welsh second language at Key Stages 3 and 4

Report and recommendations

September 2013

Dyfodol Llwyddiannus Successful Futures

Independent Review of Curriculum
and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015



Why bilingualism?

- ▶ "The cultural, cognitive and practical benefits of learning Welsh as a living language offer a strong argument for its inclusion as a mandatory element of the school curriculum" (Donaldson, 2015:58)

Consider:

- ▶ How are the points raised relevant to the situation in Wales?
- ▶ Are there lessons that we can learn from other countries?
- ▶ Are there things that happen in other countries that would be challenging/impossible for us in Wales? Why?
- ▶ How useful is the article for us in Wales?

Possible points

- ▶ Importance of English as an international language
- ▶ L1 and L2 use
- ▶ Performance of bilinguals v. monolinguals - code switching, use of both languages, choice of language
- ▶ Social factors - language in the family
- ▶ Teachers as 'models' of good language use
- ▶ English for specific purposes / English for academic purposes - link to CALP/BICS

Session 2

Assessment 2

Evidence Portfolio - 60%

7th May, 2020

- ▶ Task 1: Choose a suitable theme to be presented to a group of children creating two differentiated activities to introduce them. The rationale for choosing the theme and the main aims attached to the activities should be noted. The proposed audience should be noted, and the type of language teaching opportunities that the activities would offer when teaching Welsh as a second language or as a first language. (up to 400 words)
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Background Information

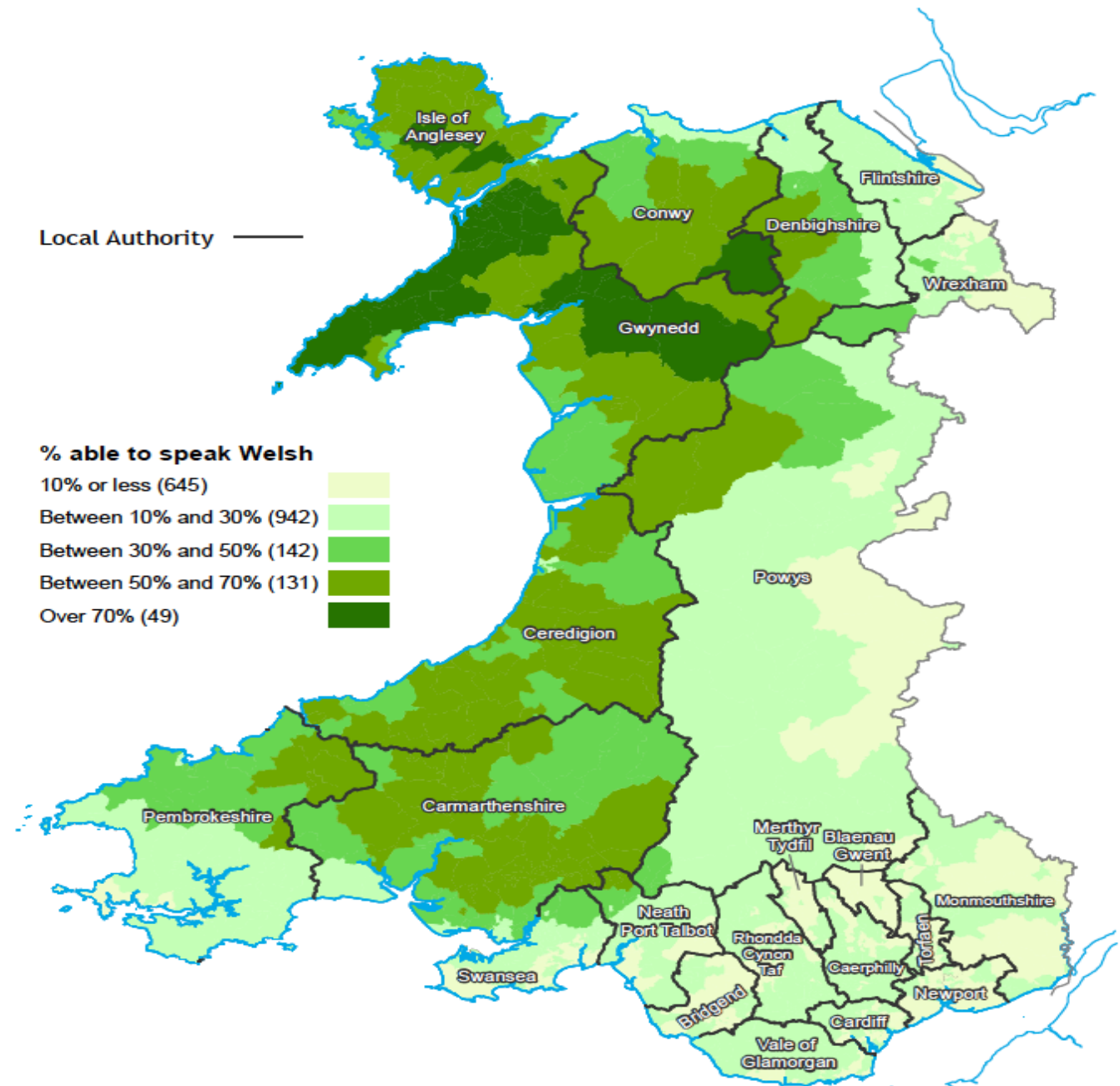
How many Welsh speakers are there in Wales? (according to the 2011 census)

562,016 - around 19%

Where are they?

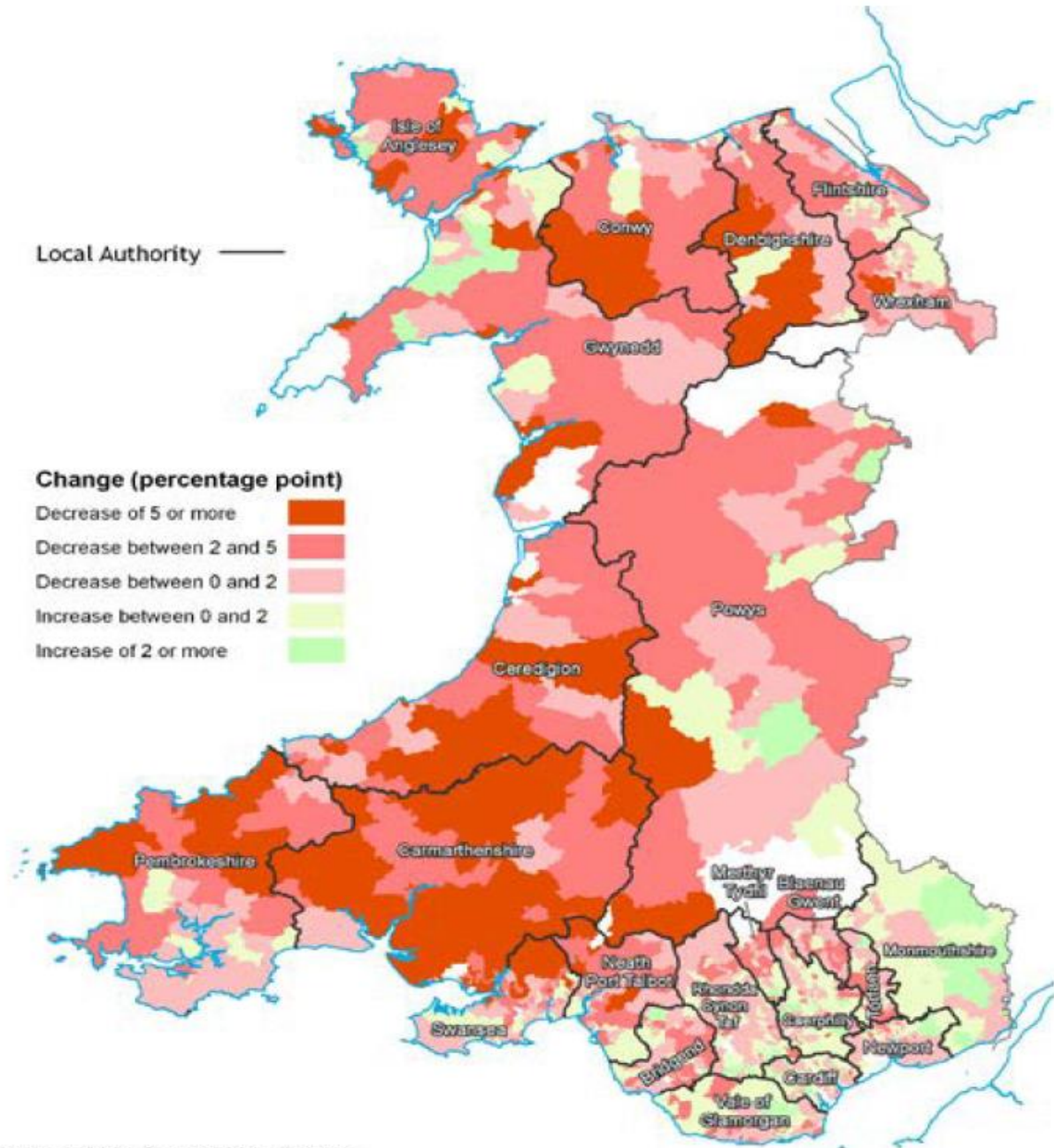
Proportion of people (aged 3 and over) able to speak Welsh, by LSOA, 2011

Where?



Source: 2011 Census

Change in the proportion of people able to speak Welsh, by LSOA, 2001 to 2011 (a)



Source: 2001 Census 2011 Census

How many Welsh speakers were there at the time of the 1911 census?

977,000 - 43.5%

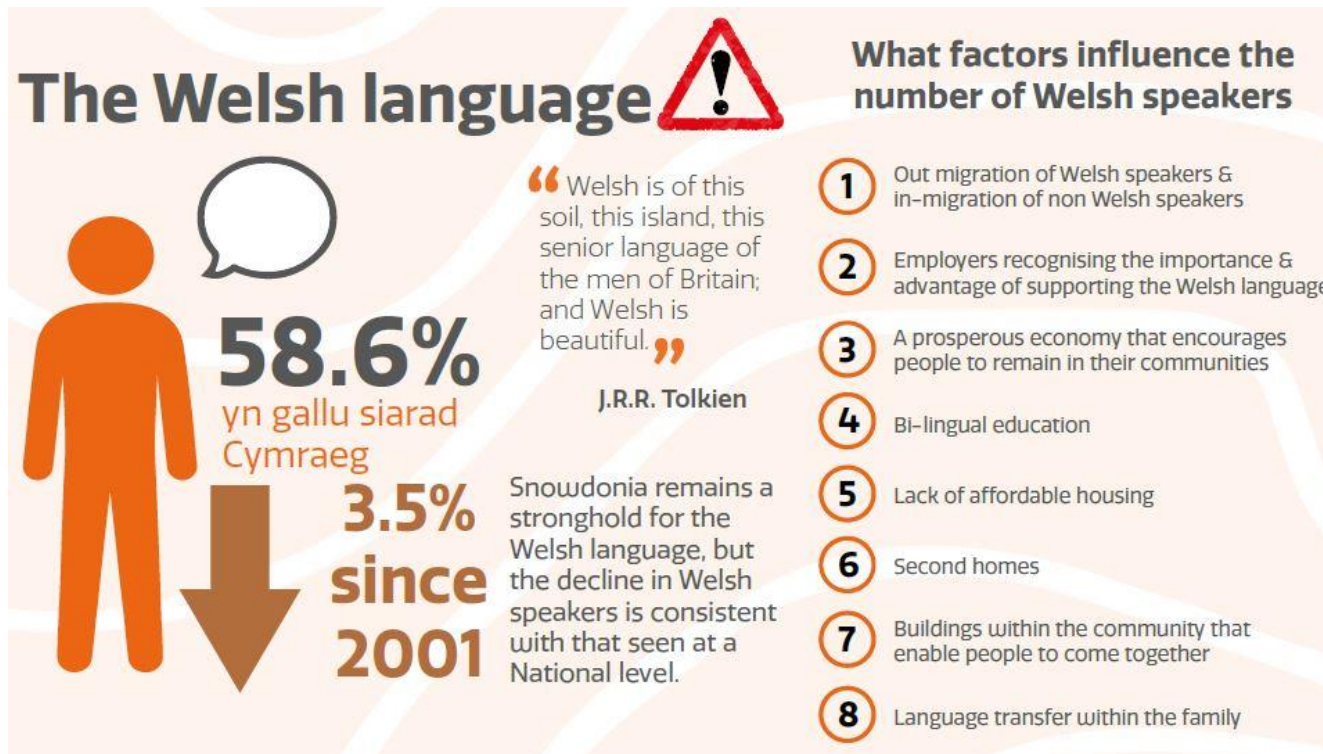
Why the reduction?

Does this mean that Welsh could be considered 'endangered'?

Endangered Languages

- ▶ <https://www.theguardian.com/news/datablog/2011/apr/15/language-extinct-endangered>

What are the factors that influence the number of Welsh speakers now?



What is WG's current target?

- ▶ https://www.youtube.com/watch?v=f_qaRCf_BM0



Cymraeg 2050: A Million Welsh Speakers (2017)

Taking Wales Forward 2016-2021 (September 2016)

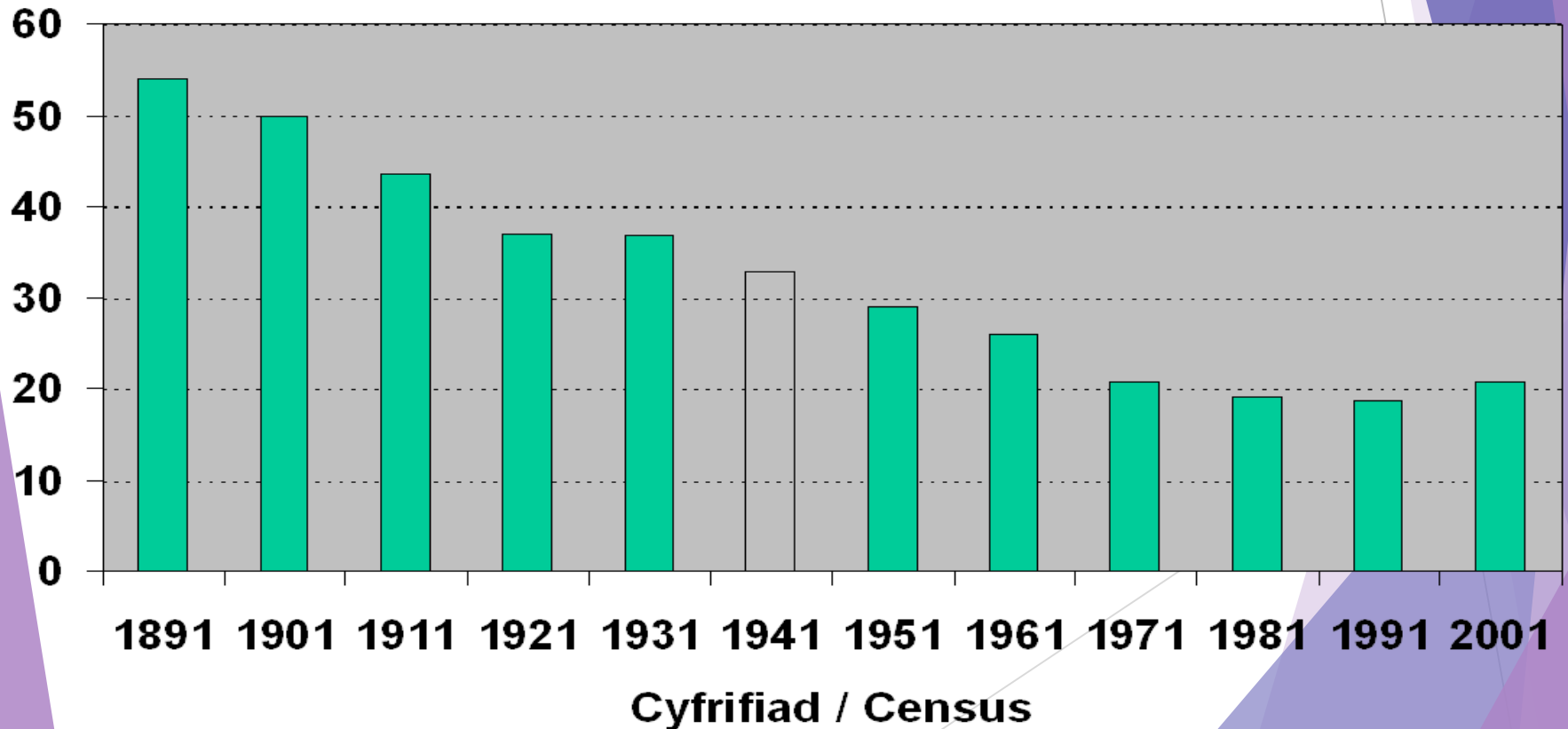
- ▶ sets out WG's programme to “drive improvement in the Welsh economy and public services, delivering a Wales which is prosperous and secure, healthy and active, ambitious and learning, united and connected”

Welsh Language:

- Work towards one million people speaking the Welsh language by 2050.
- Continue to invest in encouraging more people to use and speak Welsh in their everyday lives.
- Amend the Welsh Language Measure so that business and others can invest in promoting the use of the Welsh language and establish a Language Usage Fund.

Why do WG want to do this?

“Reaching a million Welsh speakers by 2050 would reverse the decline in the number of speakers over the twentieth century”
(p.20)



Cymraeg 2050

The year 2050: The Welsh language is thriving, the number of speakers has reached a million, and it is used in every aspect of life. Among those who do not speak Welsh there is goodwill and a sense of ownership towards the language and a recognition by all of its contribution to the culture, society and economy of Wales.

Cymraeg 2050: 3 strategies

- ▶ Increasing the number of Welsh speakers
- ▶ Increasing the use of Welsh
- ▶ Creating favourable conditions - infrastructure and context

Cymraeg 2050

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;
- ▶ greater appreciation of Welsh language skills in the workplace.

Cymraeg 2050

- ▶ The target of a million speakers by 2050 leads inevitably to the question of what defines a ‘speaker’, that is, how competent someone should be before being considered a ‘Welsh speaker’.
- ▶ What do you think?

Welsh Language Survey Results

Of the people who told the Welsh Language Survey they could speak Welsh...



Of the 310,600 fluent Welsh speakers...



A ‘Welsh-speaker’?

Affected by:

- ▶ a person’s linguistic points of reference;
- ▶ how they measure their ability against the skills of others they know;
- ▶ the extent to which their motivation or aspirations prompt them to value their skills in Welsh.

Cymraeg 2050 - Achieving the targets

- ▶ Expand Welsh-medium early years provision by 150 nursery groups over the next decade
- ▶ Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent to 30 per cent by 2031, and then 40 per cent by 2050.
- ▶ **Transform how we teach Welsh to all learners** in order that at least 70 per cent of those learners report by 2050 that they can speak Welsh by the time they leave school.

Cymraeg 2050 - Achieving the targets

- ▶ Increase the number of primary teachers who can teach **in Welsh** from 2,900 to 3,900 by 2031 and 5,200 by 2050;
- ▶ increase the number of secondary teachers who can **teach Welsh** from 500 to 900 by 2031 and 1,200 by 2050;
- ▶ increase the number of secondary teachers who can **teach through the medium of Welsh** from 1,800 to 3,200 by 2031 and 4,200 by 2050.

Cymraeg 2050 - Achieving the targets

- ▶ Reform the post-16 Welsh-medium and bilingual education and skills offer to ensure that young people have the opportunity to continue developing bilingual skills to support a prosperous economy.
- ▶ Review the legislation which underpins the Welsh language to ensure it offers a strong foundation for promoting and facilitating the use of Welsh.
- ▶ Ensure that Welsh Government leads by example by promoting and facilitating increased use of Welsh by our own workforce.

Cymraeg 2050 - Achieving the targets

- ▶ Develop a new regional focus to economic development to help all parts of Wales to benefit from prosperity and support each area to develop its own distinctive identity.
- ▶ Transform the Welsh language digital landscape with particular focus on language technologies.
- ▶ Develop a national programme to increase understanding of bilingualism.

Cymraeg 2050 - Achieving the targets

“Action is required now and in the future to:

- ▶ **increase the number of Welsh speakers;**
- ▶ **increase and widen opportunities for them to use their skills;**
- ▶ **create an environment where everyone will want to use the Welsh language.”**

Cymraeg 2050 - Achieving the targets

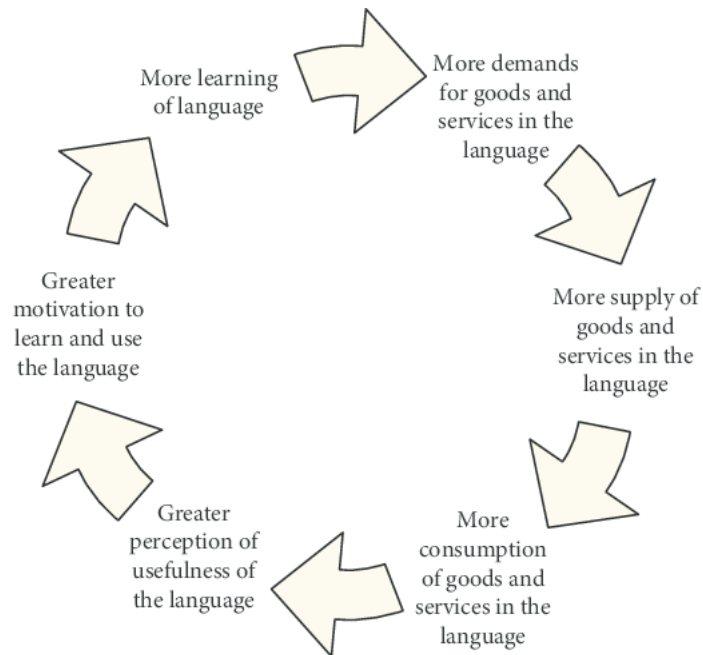
- ▶ **create an environment where everyone will want to use the Welsh language**
- ▶ Why is this important?

Strubell (2011)

Demonstrates the inter-relationship and inter-dependency between:

- ▶ **language learning**
- ▶ **demand for and supply of goods and services in the language**
- ▶ **consumption of goods and services in the language**
- ▶ **perception of usefulness of the language**
- ▶ **motivation to learn and use the language.**

Strubell (2011)



Cymraeg 2050

Chart 1: Number of people aged three and over able to speak Welsh, 1911-2011 Census, together with the ambition by 2050³

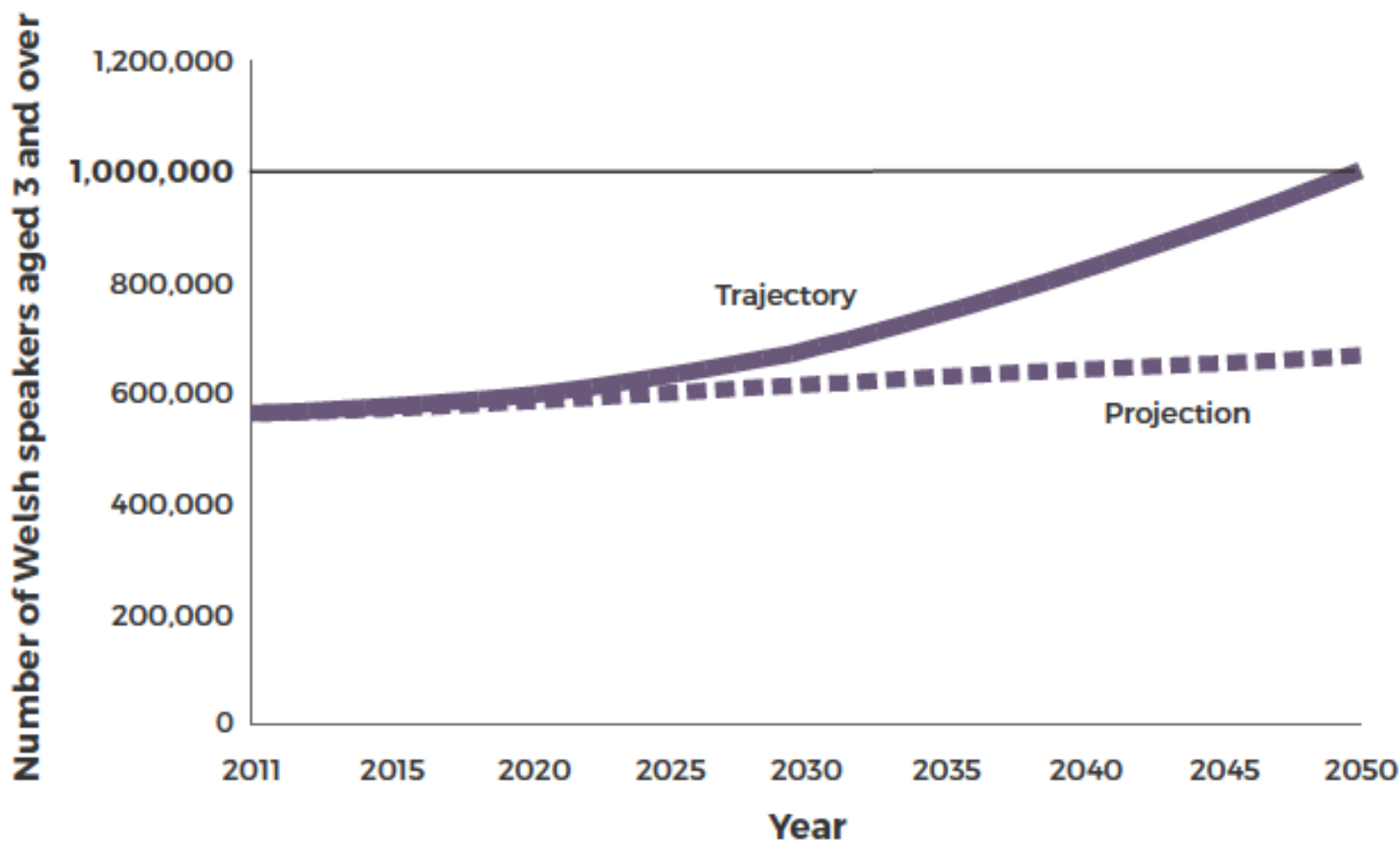


Cymraeg 2050

- ▶ Welsh-medium immersion education is our principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers.

Cymraeg 2050

Chart 2: Projection and trajectory of the number of Welsh speakers aged three and over, 2011-2050



Cymraeg 2050

- ▶ We want all our learners to have the opportunity to be bilingual. In order to reach a million speakers, we will need to increase the number of learners in English-medium schools that succeed in acquiring the language.

Cymraeg 2050

Overall target: 1 million Welsh speakers by 2050

	2011 >	2017 >	2021 >
Trajectory: Number of Welsh speakers	562,000	570,000* *projection	600,000

How will we get there?

	2017 >	2021 >
Increase the language transmission rate	Continue the trend of a small increase seen between the 2001 and 2011 Census	
Increase the proportion of learners who leave school able to speak Welsh		New curriculum introduced

Cymraeg 2050

2026	>	2031	>	2036	>	2041	>	2046	>	2050
630,000		680,000		750,000		830,000		920,000		1,000,000

2026	>	2031	>	2036	>	2041	>	2046	>	2050
Gradual increase in the transmission rate, with a further increase in the period 2031-50										

	First cohort finish new curriculum where 55% of all learners at the end of statutory education are able to speak Welsh (around 19,000 learners annually) Thereafter, a gradual increase towards 70% in 2050	70% of all learners at the end of statutory education are able to speak Welsh (around 25,000)
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Cymraeg 2050

The English-medium sector has an important contribution to make to our aim of developing Welsh speakers. To reach a million speakers, we need to transform how we teach Welsh to learners in all other schools, in order that at least half of those learners report by 2050 that they can speak Welsh by the time they leave school. We intend to develop a single continuum for the teaching of Welsh as a language, with an emphasis on learning Welsh predominantly as a means of communication, particularly oral communication.

Cymraeg 2050

All schools in Wales will be required to introduce the language continuum to all learners over time, and embed the acquisition of Welsh language skills across the curriculum. Through this we aim to ensure that by 2050 at least 70 per cent of all learners develop their Welsh language skills and are able to use the language with confidence in all aspects of their lives by the time they leave school. The introduction of the continuum will take time. Its success is dependent on developing the skills of the workforce and also on the availability of opportunities for learners to use the language in a wide range of contexts outside the classroom.

Estyn 2018

“However, in general, pupils do not practise their Welsh language skills enough outside of lessons or in more social settings”.

(Estyn, 2018:38)

In the majority of English-medium primary schools, pupils make a good start when learning to speak and listen in Welsh. Most pupils have a positive attitude towards learning the language and make good progress during whole-group sessions.

Estyn 2018

- Standards of Welsh continue to be an area for development in a third of English-medium primary schools and settings. In a minority of schools, not enough time is devoted to teaching Welsh. As a result, pupils do not build on the Welsh that they learn in the Foundation Phase and do not use the language confidently outside formal Welsh lessons. Many teachers lack confidence in teaching Welsh and there are not enough opportunities for them to improve their skills.

Bilingual Education in Wales

Since when has it
been compulsory to
study Welsh?

Compulsory?

- ▶ 1990 -KS, 2 & 3 (5-14)
- ▶ 1999 - KS4 (14-16)
- ▶ 2011 - Foundation Phase (3-7)
- ▶ GCSE ?

Exclusive poll: 64% oppose compulsory Welsh to age 16

- ▶ ITV News, 10 Gorffennaf, 2015
- ▶ <http://www.itv.com/news/wales/2015-07-10/exclusive-poll-64-oppose-compulsory-welsh-to-age-16/>

Until when, if at all, do you think it should be compulsory for children in English-speaking schools in Wales to learn Welsh?

- ▶ Not compulsory at all - 33%
- ▶ Until the end of primary school (age 11) - 16%
- ▶ Until the end of Key Stage 3 (age 14) - 15%
- ▶ Until the end of GCSEs (age 16) - 18%
- ▶ Until the end of A-levels (age 18) - 9%
- ▶ Don't know - 9%

Source: YouGov / ITV Wales / Cardiff University | 24-26 June |
Sample: 1151

Poll backs all school pupils becoming fluent in Welsh

- ▶ Teach all pupils to communicate effectively in Welsh 56%
 - ▶ Not teach all pupils to communicate effectively in Welsh 33%
 - ▶ Don't know 11%
-
- ▶ Support English-medium schools teaching some subjects in Welsh 42%
 - ▶ Oppose English-medium schools teaching some subjects in Welsh 48%
 - ▶ Don't know 10%
-
- ▶ <http://www.itv.com/news/wales/2014-11-10/poll-backs-all-school-pupils-becoming-fluent-in-welsh/>

Welsh language GCSE should be made optional, says petition

- ▶ 11 June, 2017
- ▶ https://www.southwalesargus.co.uk/news/15341248.Welsh_language_GCSE_should_be_made_optional_says_petition/

Welsh language ‘stick approach’ to lessons ‘not working’

- ▶ 24 January, 2017
- ▶ <https://www.bbc.co.uk/news/uk-wales-politics-38736880>

‘We’re told we’re anti-Welsh bigots and fascists’ - the storm over Welsh-first schooling’

- ▶ Guardian, 20 June, 2017
- ▶ <https://www.theguardian.com/education/2017/jun/20/storm-welsh-only-schools-minority-language>

Hansard vol. 212, 845-906 (1958)

Lord Raglan

- ▶ <https://api.parliament.uk/historic-hansard/lords/1958/nov/26/compulsory-teaching-of-welsh>
- ▶ ...there are many parts of Wales in which the Welsh language is dead, for a language may surely be said to be dead if less than 5 per cent of the people speak it. Areas in which the language is dead include my own county of Monmouthshire, which, strictly speaking, is not in Wales. It also includes Cardiff, the capital of Wales, the whole of Radnorshire, the whole of South Pembrokeshire, in which Welsh has not been spoken for centuries, and considerable parts of other counties. In those areas Welsh is for all practical purposes a foreign language”.

Bilingual Education in Wales

According to Baker (1993:15):

“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?

How many pupils?

In 2017-18

- ▶ 61,665 - Welsh is the sole or main medium of instruction in 391 schools
- ▶ 4,160 - Welsh is used as a teaching medium for part of the curriculum (39 dual stream schools + 33 English schools where a significant amount of Welsh is used)
- ▶ 210,885 - Welsh is taught as a second language in 862 schools
- ▶ 140 - No Welsh is used or taught

In Wales, a range of Welsh-medium provision is offered.

This is outlined in the document 'defining schools according to Welsh medium provision' (Welsh government, 2007).



A 'Welsh-medium' school = More than half of the following subjects are taught through the medium of Welsh:

(a) RE, and

(b) Subjects other than English and Welsh that are considered to be foundation subjects.

Education Act 2002;
Section 05(7)

Types of Bilingual Education in

Wales

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

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

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

A Typology of Bilingual Education

Typology 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	Pluralism 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	Bilingualism and Biliteracy

<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
 $L1 + L2 - L1 = L2$

Dynamic and Recursive Bilingualism

Dynamic bilingualism: The varying degrees of abilities and uses of multiple language practices needed for people to communicate.

Recursive bilingualism: The complex and dynamic nature of language revival in societies who have undergone substantial language shift as they attempt language revitalisation.

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.

What is the difference between:
language learning and language
acquisition?

- ▶ Second-language acquisition (SLA)
- ▶ L2 acquisition

Mirain Rhys (2014)

“Recent statistics...indicate that children who are taught through the medium of Welsh but don’t speak Welsh at home are less likely to overachieve by the time they reach the end of their primary schooling...”

The trouble with bilingual education: The ever increasing gap between research, policy and practice.

<https://www.iwa.wales/click/2014/11/the-trouble-with-bilingual-education-the-ever-increasing-gap-between-research-policy-and-practice/>

Is there good practice?

Case Studies - Estyn

Other countries:

- ▶ New Zealand
 - ▶ Canada
 - ▶ The Basque Country
-
- ▶ CLIL
 - ▶ Moodle

Consider:

- ▶ How are the points raised relevant to the situation in Wales?
- ▶ Are there lessons that we can learnt from other countries?
- ▶ Are there things that happen in other countries that would be challenging/impossible for us in Wales? Why?
- ▶ How useful is the article for us in Wales?

Possible points

- ▶ Importance of English as an international language (as opposed to Welsh - a 'minority' language)
- ▶ L1 and L2 use - link to types of bilingualism, definitions of bilingualism
- ▶ Performance of bilinguals v. monolinguals - this view has changes over the years; code switching (swapping between languages), use of both languages (separately, together), choice of language (different contexts)
- ▶ Social factors - language in the family
- ▶ Teachers as 'models' of good language use - link to Estyn Annual Reports
- ▶ English for specific purposes / English for academic purposes - link to Cummins CALP/BICS

Conclusions and recommendations

- ▶ Is there anything missing from this article that would be useful?
- ▶ Further research needed?
- ▶ Welsh context???

Reference List

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 (2007) *Defining Schools According to their Welsh Medium Provision*. Caerdydd: Welsh Government.

Further Reading

- ▶ Baker, C. & Wright, W. (2018) *Foundations of Bilingual Education and Bilingualism (6th edition)*. Bristol: Multilingual Matters.