



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



ECAD6006C

Yr Iaith ar Daith 3
Lecture 2

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 ?

Following the introduction of the Education Reform Act 1988, Welsh was phased in as a compulsory subject for pupils aged 5-14 (Key Stages 1, 2 and 3) from 1990. From September 1999 onwards, Welsh also became compulsory at ages 14-16 (Key Stage 4). With the introduction of the Foundation Phase in 2011, Welsh or Welsh Language Development is also taught to all 3-7 year olds.

Exclusive poll: 64% oppose compulsory Welsh to age 16

- ▶ ITV News, 10 July, 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>

Cymdeithas yr Iaith, the Welsh Language Society, says a YouGov poll it commissioned shows that most people want all schools in Wales to do more to teach their pupils enough Welsh to effectively use the language. The poll surveyed more than a thousand adults.

It was supported by all age groups, with adults under 25 most strongly in favour.

There was less support for Cymdeithas yr Iaith's proposed method of getting all pupils to leave school speaking Welsh, which is to ensure that at least some subjects are taught through the language, even in officially English-medium schools.

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>

Compulsory lessons not working

UKIP AM

'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>

Llangennech

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”.



Why
bilingualism?

Why?

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

Why?

- Research from the nineteenth century up to the 1960s concentrated on the negative effects of bilingualism on thinking and intelligence;
- emphasis on the mental confusion of bilingual children compared to monolingual children (Reynold, 1928 cited in Saunders, 1988; Carroll, 1953).

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.”*

A number of research tests on bilingualism were carried out between the 1890s and 1920s apparently demonstrating that bilinguals appeared “*handicapped*” in their language growth (Arsenian, 1937; Darcy, 1946; Jensen, 1962). However, there were many defects in these early language tests, for example that testing would sometimes take place only in English, i.e. in participants’ second language, but their results would be compared to that of monolinguals, and therefore the findings must be questioned as to their validity.

Saer, 1924:52

- *“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.”*

Unusually, Saer also included university students in his research in order to study the longer-term effects of bilingualism, concluding that *“this difference in mental ability as revealed by intelligence tests is of a permanent nature, since it persists in students throughout their University career.”* (Saer et al., 1924:53)

Peal a Lambert (1962: 22):

- ▶ This research was a turning point in the issue of bilingualism and intelligence.
- ▶ methodologically more advanced than previous research
- ▶ *“intellectually [the bilingual’s] experience with two language systems seems to have left him with a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities...”*

attempt to use a representative sample of 10 years olds who attended the same school (Hakuta & Diaz, 1985), however it did have some methodological weaknesses, for example, that the sample may have introduced a bias in favour of the bilingual sample

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”*

Cognitive advantages

- earlier and greater awareness of the arbitrariness of language
- earlier separation of meaning from sound
- greater adeptness at evaluating non-empirical contradictory statements
- greater adeptness at divergent thinking
- greater adeptness at creative thinking
- greater social sensitivity
- greater facility at concept formation

(Saunders, 1990)

Jones-Diaz, 1997

- ▶ *“comparative studies between monolinguals and bilinguals have shown that bilingual children demonstrate more sophisticated cognitive skills including advanced concept formation, classification, divergent thinking and problem solving.”*
- ▶ Summarising the work of Diaz (1983), Hakuta et al. (1987), Cummins (1979 and 1991), Peel & Lambert (1962), Genesee (1987), Göncz & Kodzopeljc (1991), and Campos (1995).

Opinions

- ▶ Garcia (2009: 5): “bilingual education is the only way to educate children in the twenty first century”.
- ▶ Vygostky (1962): the ability to speak more than one language leads to better linguistic flexibility and knowledge

BUT...

Defining bilingualism can be a challenge.

- “Bilingualism is more than having the ability to speak two languages fluently. It involves understanding the cultures within which the languages are rooted” (Grigg, 2015: 357).



What is bilingualism?

Valdez and Figueora (1994)

- 'knowing' two languages
- Ambiguous???

Mayor (1994:75):

- ▶ *“what is meant by ‘knowing’ a language is a matter of personal judgement”*
- ▶ *“a passive command of a language (understanding most of what is said without necessarily feeling confident enough to speak the language) tends to get overlooked altogether”*

However, even in this definition lie further considerations; one might understand a conversation between two people in a shop, but might not have enough understanding of the same language to follow an academic lecture for example.

Haugen (1953:7)

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

Diebold (1964)

- ▶ minimalist view – allows people with minimal competence in another language to consider themselves to be bilingual
for example, a tourist able to use a greeting in the language of the country they are visiting
- ▶ Baker states that “*almost every adult in the world knows a few words in another language*” (Baker, 2011:8)
- ▶ Are they bilingual???

Oestreicher (1974)

- *“complete mastery of two different languages”*

Bloomfield (1933)

- “*native-like control of two or more language*”
- Ambiguity???

- 'complete'?

- 'control'?

- Do pupils in Wales achieve 'complete mastery'?

Bloomfield, 1933

- ▶ *“one cannot define a degree of perfection at which a good foreign speaker becomes a bilingual: the distinction is relative”*

Weinreich et al. (1968)

- ▶ *“the practice of alternatively using two languages”*

Grosjean (2010:4)

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

Jones-Diaz, 1997

- *“bilingualism does not automatically lead to biliteracy, and being bilingual does not necessarily mean that one is able to read and write in two languages”*

Balanced bilingualism

- ▶ *“Rarely is anyone equally competent in two or more languages across all situations”* (Baker, 2011:8)
- ▶ Baetens Beardsmore (1986): such a person is a *“rare, if non-existent species”*

- Garcia (2009a) – ‘emerging bilinguals’ – people who are moving through the early stages of learning a second language.
- ‘incipient bilinguals’ – one language is well developed, and the other is in the early stages of development (Baker, 2011).
- In Wales?

Garcia (2009a) suggests that some people are ‘emerging bilinguals’ - people who are moving through the early stages of learning a second language.

These may also be termed ‘incipient bilinguals’, where one language is well developed, and the other is in the early stages of development (Baker, 2011).

This would be the case for most children in schools in Wales with regard to the learning of English and Welsh, but there may be differences between individual children with regard to their level of development in the two languages.

Cummins 1979, 1981

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

Furthermore, Cummins draws attention to the difference between conversational fluency in a language (known as BICS -Basic Interpersonal Communicative Skills) and the ability to express and understand complex concepts and ideas necessary for success in school (known as CALP - Cognitive Academic Language Proficiency)(Cummins, 1979; 1981). He acknowledges that BICS could be achieved within two years of exposure to a new language, whereas CALP required 5-7 years for immigrant children to reach the necessary level for academic study. His work has been corroborated by a number of studies in Canada (Klesmer, 1994), Israel (Shohamy et al., 2002, cited in Cummins, 2008), and the United States (Collier, 1989; Hakuta et al., 2000).

Gibbons (1991)

- demonstrates a distinction between '*playground language*' and '*classroom language*'
- the latter: "*require the language associated with... higher order thinking skills, such as hypothesizing, evaluating, inferring, generalizing, predicting or classifying... and without them a child's potential in academic areas cannot be realized*" (Gibbons, 1991:3).

Baker, 2011:7

- *“to classify people as either bilinguals or monolinguals is...too simplistic”*



Types of bilingualism

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
 $L1 + L2 - L1 = L2$

Additive bilingualism - the first language continues to be developed and the first culture to be valued while the second language is added

Subtractive bilingualism - the second language is added at the expense of the first language and culture, which diminish as a consequence. The second language replaces the first language. This is commonly found in children who emigrate to a foreign country when they are young, especially in cases of orphans who are deprived of their first language input.

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.

Garcia has added these two models of bilingualism to the additive-subtractive types.

Read: <https://ofeliagarciadotorg.files.wordpress.com/2011/02/education-multilingualism-translanguaging-21st-century.pdf> for information.

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.

Simultaneous - These children generally reach linguistic milestones at the same time as their monolingual peers

Sequential - Children who do not learn two languages from infancy.

People often assume that a sequential bilingual's first language is their most proficient language, but this is not always the case. Over time and experience, a child's second language may become his or her strongest. This is especially likely to happen if a child's first language is a minority language spoken at home, and the child's second language is the majority language learned at school or in the community before the age of five.

Proficiency for both simultaneous and sequential bilinguals is dependent upon the child's opportunities to engage in meaningful conversations in a variety of contexts.

Often simultaneous bilinguals are more proficient in their languages than sequential bilinguals. One argument for this is that simultaneous bilinguals develop more distinct representations of their languages, especially with regards to phonological and semantic levels of processing. This would cause learners to have more differentiation between the languages, leading them to be able to recognize the subtle differences between the languages that less proficient learners would struggle to recognize. Learning a language earlier in life would help develop these distinct representations of language, as the learner's first language would be less established. Conversely, learning a language later in life would lead to more similar semantic representations.

Mayor (1994:78)

- ▶ *“a more familiar situation...of most bilingual children in Britain is consecutive acquisition, whereby one language is established to a greater or lesser degree before a second is acquired”,*

Age of acquisition

- The bulk of the evidence points towards the benefits of early second language acquisition, though various researchers have suggested different ages within which this should happen

Age of acquisition

- 5 years old (Krashen, 1973)
 - 6 years old (Pinker, 1994),
 - 12 years old (Lenneberg, 1967)
 - 15 years old (Johnson and Newport, 1989).
-
- Penfield and Roberts (1959), and Lennenberg (1967) – a “critical period hypothesis”
 - argue that children early in life have a superior language learning capacity that declines or disappears with maturation.

However, few clear reasons have been given for the specific ages chosen by the various researchers and it is therefore difficult to come to a firm decision as to whether children should be introduced to Welsh as a second language at a different stage in their education than is currently the case.

However, a number of researchers have suggested factors other than age to be responsible for the attainment of the second language, for example high levels of motivation (Bongaerts, 1999) or aptitude (DeKeyser, 2000), therefore it would not be impossible for older children

Age of acquisition

However:

- Garcia Mayo (2003) – comparison between children aged 8–9 and 11–12 AND
- Garcia Lecumberri and Gallardo (2003) – children aged 4, 8 and 11
- older beginners tend to outperform younger beginners when measuring fluency, accuracy and complexity.
- Lasabagaster and Doiz (2003) – older group superior in avoiding errors.
- Goldberg et al. (2008) – children after age 5 demonstrated a faster rate of vocabulary growth than children under 5 years.

Studies reach different conclusions regarding the most successful starting age at which to ensure the greatest rate of acquisition. The work of Garcia Mayo (2003) concerning a comparison between children aged 8–9 and those whose age was 11–12, and also in the work of Garcia Lecumberri and Gallardo (2003) based on children whose ages of first exposure were 4, 8 and 11, note that older beginners tend to outperform younger beginners when measuring fluency, accuracy and complexity, though these issues may have been influenced by teachers' accuracy, fluency and motivation. Lasabagaster and Doiz (2003), comparing three different starting ages in Spain, also found the older group to be superior in avoiding errors; perhaps understandable as older learners would have the ability to make deliberate connections and decisions in their language use more successfully than younger learners. Goldberg et al. (2008), in a longitudinal study of 19 children, found that those learning English as a second language after the age of 5 demonstrated a faster rate of vocabulary growth than children under 5 years, and Jia & Fuse (2007) reported similar findings in a 5 year study of 10 children. Brumen (2002) compared 9 to 11 year old beginners with 11 to 13 year old beginners learning German in Slovenia

Baker, 2011:125

- *“while there are no critical periods of language learning, there are advantageous periods. Early childhood and...secondary school days seem two advantageous periods”*

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

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

Second-language acquisition (SLA), second-language learning, or L2 (language 2) acquisition, is the process by which people learn a second language. Second-language acquisition is also the scientific discipline devoted to studying that process. The field of second-language acquisition is a subdiscipline of applied linguistics, but also receives research attention from a variety of other disciplines, such as psychology and education. A central theme in SLA research is that of interlanguage, the idea that the language that learners use is not simply the result of differences between the languages that they already know and the language that they are learning, but that it is a complete language system in its own right, with its own systematic rules. This interlanguage gradually develops as learners are exposed to the targeted language. The order in which learners acquire features of their new language stays remarkably constant, even for learners with different native languages, and regardless of whether they have had language instruction. However, languages that learners already know can have a significant influence on the process of learning a new one. This influence is known as language transfer.

The primary factor driving SLA appears to be the language input that learners receive. Learners become more advanced the longer they are immersed in the language they are learning, and the more time they spend doing free voluntary reading. The input hypothesis developed by linguist Stephen Krashen makes a distinction between language acquisition and language learning (acquisition–learning distinction), claiming that acquisition is a subconscious process, whereas learning is a conscious one. According to this hypothesis, the acquisition process in L2 is the same as L1 (Language 1) acquisition. The learning process is consciously learning and inputting the language being learned.

There is also a considerable body of research about how SLA can be affected by individual factors such as age, learning strategies, and affective factors. A commonly discussed topic regarding age in SLA is the critical period hypothesis, which suggests that individuals lose the ability to fully learn a language after a particular age in childhood. Another topic of interest in SLA is the differences between adult and child learners.

The issue of age was first addressed with the critical period hypothesis. The strict version of this hypothesis states that there is a cut-off age at about 12, after which learners lose the ability to fully learn a language. However, the exact age marking the end of the critical period is debated, and ranges from age 6 to 13, with many arguing that it is around the onset of puberty. This strict version has since been rejected for second-language acquisition, as some adult learners have been observed who reach native-like levels of pronunciation and general fluency. However, in general, adult learners of a second-language rarely achieve the native-like fluency that children display, despite often progressing faster in the initial stages.

Baker, 2011:124

*“for young children, a new language is caught
rather than taught, acquired rather than
learnt”*

WELCOM TURIST
WE SPIK INGLISH



Bilingual Education

Edwards (1984:185)

- “*education in which two languages are used within the school*”,



A Typology of Bilingual Education

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

There are many types of bilingual education. Bilingual education can be described in terms of their linguistic outcomes as seen in Baker's Typology of Bilingual Education

Immersion - **Language immersion**, or simply **immersion**, is a method of teaching a second language in which the learners' second language (L2) is the medium of classroom instruction. Through this method, learners study school subjects, such as math, science, and social studies, in their L2. The main purpose of this method is to foster bilingualism, in other words, to develop learners' communicative competence or language proficiency in their L2 in addition to their first or native language (L1).

Early immersion students "lag behind" their monolingual peers in literacy (reading, spelling, and punctuation) "for the first few years only".

However, after the first few years, the immersion students catch up with their peers.

Immersion programs have no negative effects on spoken skills in the first language.

Early immersion students acquire almost-native-like proficiency in passive skill (listening and speaking) comprehension of the second language by the age of 11, but they don't reach the same level in reading and writing because they have enough level to communicate with their teachers. Also, if they communicate only with their teachers, they don't learn the skills to hold day-to-day conversations.

Maintenance/heritage - **Heritage language** = The language a person regards as their native, home, ancestral language. This covers indigenous languages (e.g. Welsh in Wales) and in-migrant languages (e.g. Spanish in the United States). "Heritage language" is the term used to describe a language which is predominantly spoken by linguistic minorities. Heritage languages include indigenous languages that are often endangered as well as world languages that are commonly spoken in many other regions of the world. The label *heritage* is given to a language based principally on the social status of its speakers and not necessarily on any linguistic property. Thus, while Spanish typically comes in second in terms of native speakers worldwide and has official status in a number of countries, it is considered a heritage language in the English-dominant United States. Speakers of the same heritage language raised in the same community may differ significantly in terms of their language abilities, yet be considered heritage speakers under this definition. Some heritage speakers may be highly proficient in the language, possessing several registers, while other heritage speakers may be able to understand the language but not produce it. Other individuals that simply have a cultural connection with a minority language but do not speak it may consider it to be their heritage language.

Two way/Dual language - **Dual language** is a form of education in which students are taught literacy and content in two languages. The majority of dual language programs in the United States teach in English and Spanish, although increasing numbers of programs use a partner language other than Spanish, such as Arabic, Chinese, French, Hawaiian, Japanese, or Korean. Dual language programs use the partner language for at least half of the instructional day in the elementary years. In *two-way immersion* the student population consists of speakers of two or more languages. Ideally speaking, half of the class is made up of native speakers of the major language in the area (e.g., English in the U.S.) and the other half is of the target language (e.g., Spanish). Class time is split in half and taught in the major and target languages. This way students encourage and teach each other, and eventually all become bilingual. The goals are similar to those of partial immersion. Different ratios of the target language to the native language may occur.

Mainstream with foreign language teaching -

Language education may take place as a general school subject or in a specialized **language school**. There are many methods of teaching languages. Some have fallen into relative obscurity and others are widely used; still others have a small following, but offer useful insights. While sometimes confused, the terms "approach", "method" and "technique" are hierarchical concepts.

An **approach** is a set of assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should be implemented into the classroom setting.

A **method** is a plan for presenting the language material to be learned, and should be based upon a selected approach. In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching/learning, how the content is to be selected and organized, the types of tasks to be performed, the roles of students, and the roles of teachers.

A **technique** (or strategy) is a very specific, concrete strategy or trick designed to accomplish an immediate objective. Such are derived from the controlling method, and less directly, from the approach.

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Two Way / Dual Language	Mixed Language Minority & Majority	Minority and Majority	Maintenance, Pluralism and	Bilingualism and Biliteracy

Children can lag behind for three or four years in their first language skills, and they can also be seen to struggle, at least initially, when studying, for example, mathematics or science through their second language when compared to mainstream children. In this case however, there is no evidence to suggest that the first language achievement of partial immersion children surpasses that of mainstream children (Baker, 2011).

“in most immersion programs, exposure to the second language is largely confined to the classroom” (Baker, 2011: 268-9),

Use of the mother-tongue

- Drury, 2007; Swain & Lapkin, 2005; Swain et al., 2011; Dutcher (1995)
- Cook (2001) – often more effective to use the first language in second language lessons to give instructions and explanations and to explain grammar.
- Garcia (2009a; 2009b) & Creese and Blackledge (2010) – use of both languages to maximise learning.

Use of the mother-tongue

- ▶ *“the first language is often the best resource that the child has in order to respond to a classroom task...Requiring such a child to only work in a second...language is reducing their thinking power. When curriculum content is cognitively very demanding, then using the first language (as well as a second language) may both achieve success and enhance second language development.”*
- ▶ (Baker, 2011:289)

Use of the mother-tongue

“The ever-present argument that children from non-Welsh speaking backgrounds can't reach their full potential in Welsh medium education has yet again come to the fore. Recent statistics obtained by the BBC under a Freedom of Information Act 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 (i.e. obtaining a 'Level 5' or higher at key stage 2 (KS2) in the core subjects of English, Welsh First Language, Mathematics and Science)”.

Mirain Rhys, 2014

Baker, 2011

- ▶ *“the twenty first century will see the deliberate and systematic use of both languages in the classroom” (p.291)*
- ▶ *“translanguaging attempts to develop academic language skills in both languages leading to a fuller bilingualism and biliteracy” (p.290)*

CLIL

- *“a pedagogic approach in which language and subject area content are learnt in combination” (Coyle et al., 2009).*
- *“language is not just a medium of communication but a medium of learning across the curriculum. The goal of integration is both language learning and content learning” (Mohan, 1986:8).*



Or simply, be careful on the escalator



An unfortunate way to describe disabled facilities



A cryptic pointer to a public water tap

In Wales

Current issues

- Estyn (2014: 44): “GCSE Welsh second language courses do not produce bilingual pupils or young people who are sufficiently confident to use the language in their everyday lives”.

Is there good practice?

- Estyn
- Other countries?
- New Zealand
- Basque Country
- Canada

Authors to include

Baker & Wright (2018) *Foundations of Bilingual Education and Bilingualism (6th Edition)*.

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

N.B. Garcia is female!

Cummins – several publications

Rapid evidence assessment: Effective second language teaching approaches and methods

<https://gov.wales/statistics-and-research/assessment-effective-second-language-teaching-approaches-methods/?lang=en>

▸ Cymraeg 2050

▸ New curriculum

https://beta.gov.wales/new-curriculum?_ga=2.225764634.1420074089.1543400973-234617646.1456238628

Nod yr Asesiad Cyflym hwn o'r Dystiolaeth (ACD) yw llywio gwaith Llywodraeth Cymru (LIC) yn cynllunio i gyflwyno darpariaeth y Gymraeg i ddysgwyr 3-16 oed. Er mwyn gwneud hyn, mae'r ACD hwn yn asesu ymchwil ar arferion ac ymyriadau addysgu iaith a ddefnyddir mewn cyd-destunau'r un fath â Chymru neu'n debyg iddi.



Re-cap on the curriculum requirements



Reminder of Estyn reports we looked at, remember to make reference to these in assignment.

Estyn reports for several years have indicated that there is less good practice in the learning of Welsh as a second language compared with other subjects. The main reason given for this at Key Stage 2 is **that teachers are not confident enough and lack the knowledge to teach Welsh to an appropriate level.**

Supplementary Guidance: Welsh

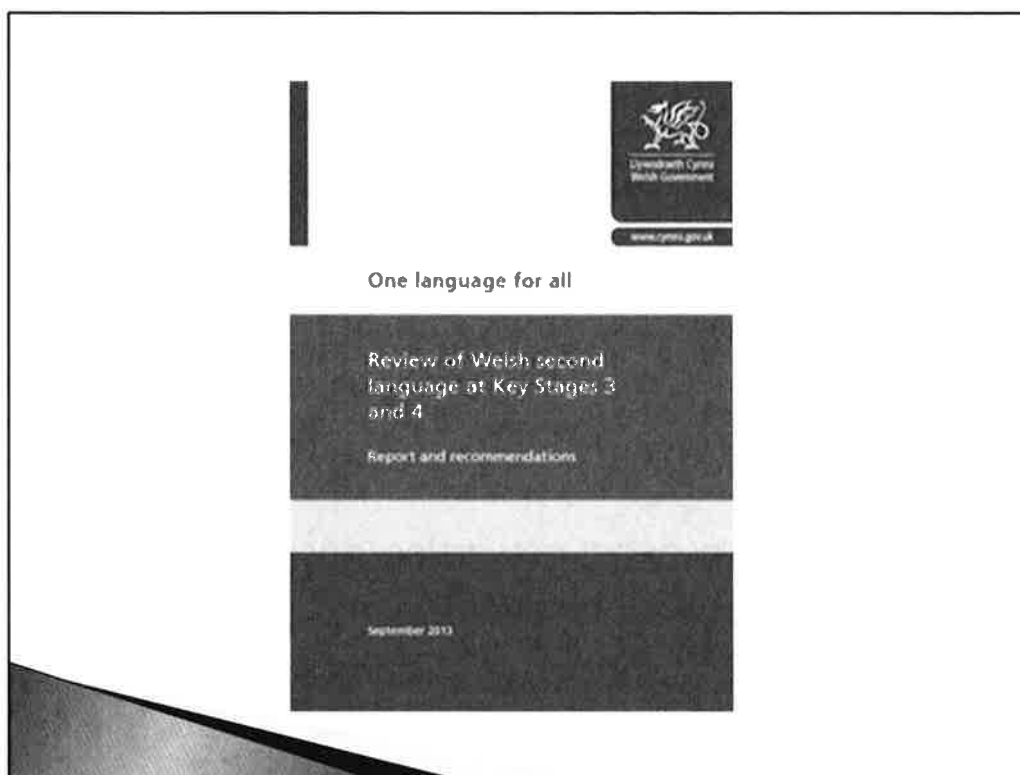


- October 2017
- <https://www.estyn.gov.wales/document/supplementary-guidance-welsh-0>



Increasing the number of Welsh speakers and the number of people who use the Welsh language in their daily lives are priorities for the Welsh Government.

This guidance (Autumn 2017) is to provide guidance to inspectors for evaluating outcomes and provision in the Welsh language.



What do you remember about this report?

Discuss in groups.

On 17 July 2012 - the then Minister for Education and Skills announced that he would **establish the Group to review Welsh second language at Key Stages 3 and 4** and Terms of Reference were published for the work and work began in October 2012.

The Group gathered evidence from a range of institutions and individuals including teachers, pupils and experts in Welsh second language education. The Group also invited evidence from organisations with an interest in the field.

The Group's work has intensified following the results of the 2011 Census.

Between 2001 and 2011, there was a decrease in the number and proportion of people aged 3 and over able to speak Welsh in Wales. The decrease was due to demographic changes in the population, migration and to changes in people's skills between the two Censuses. Despite an increase in the size of the population, the number of Welsh speakers fell from 582,000 in 2001 to 562,000 in 2011. Differences between 2001 and 2011 varied by age group – with considerable increases for younger children (aged 3-4), a slight increase for adults aged 20-44, and decreases for other age groups.

These results presented Welsh second language education with a challenge to ensure that more children learning Welsh as a second language develop their skills sufficiently so that they are confident enough to use, and indicate their ability to use, the language after leaving school.

Foreword by Professor Sioned Davies (Chair, Welsh Second Language Review Group) September 2013

It is undeniably the eleventh hour for Welsh second language.

Although there are many wonderful teachers working in the field, and some individual examples of exemplary teaching,

Estyn reports show that the overall standard has fallen annually; in fact, pupil attainment levels are lower than in any other subject.

Had this been said of Mathematics, or English, a revolution would undoubtedly have ensued.

But low attainment in Welsh second language has been accepted as the norm.

If we are serious about developing Welsh speakers, and about seeing the Welsh language thrive, **a change of direction is urgently required before it is too late.**

Dyfodol Llwyddiannus Successful Futures

Independent Review of Curriculum
and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015



What does Donaldson say about the teaching of Welsh?

Useful to re-visit these documents before completing the assignments. Suggest having another look at the work covered in Year 1.



Critical Evaluation

Points to consider when reading for the first time:

- Does the author define important terms?
- Is the information in the text a fact or opinion?
- Is the author's language objective, or full of emotion and prejudice?

Plan and write the first draft

The first paragraph may include:

- the purpose of the author when writing the article
- comments on how the article relates to other work on the same subject
- information about the reputation or author's authority in the field

The body of the review should:

- summarize the text to its main points and the most important ideas
- identify your arguments
- include extracts from the article that supports your main ideas

Consider:

- How are the points made 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? 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 or English for academic purposes – link to CALP/BICS

The final paragraph could:

- summarize your review
- offer broad recommendations

Conclusions and recommendations

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

