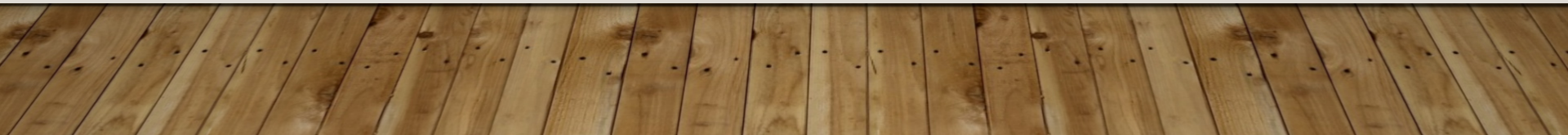


ECAD6006C GLOYWI IAITH

4.12.2018

KARA LEWIS A CATRIN EVANS-THOMAS



NOD Y WERS HEDDIW ...

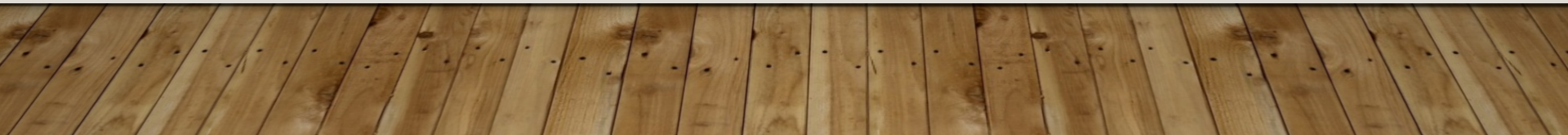
- Trafod hanfodion trawsieithu
- Elfennau ieithyddol :
 - trawsieithu effeithiol

SGILIAU TRAWSIEITHU

GYDA DIOLCH I GYNLLUN SABOTHOL CENEDLAETHOL

CWRS BYR GLANNAU DYFRDWY

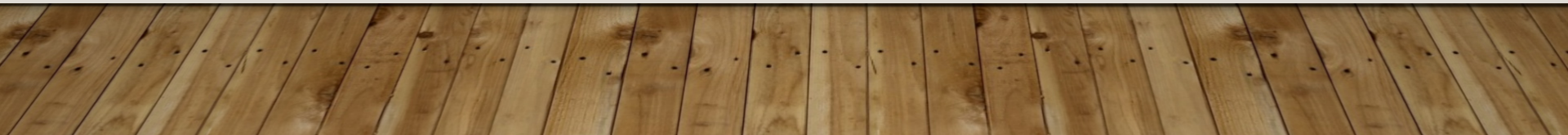
MAI 2011



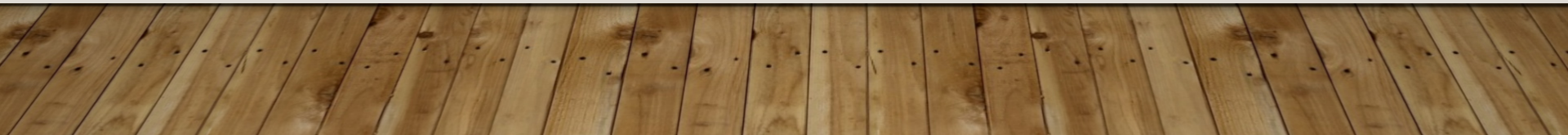
TRAWSIEITHU

- **Beth yw trawsieithu?**
- ***What is translanguaging?***

"Translanguaging has two potential advantages. **It may promote a deeper and fuller understanding of the subject matter.** It is possible in a monolingual context, for students to answer questions or write an essay without fully understanding the subject. Whole sentences or paragraphs can be copied or adapted from a textbook without really understanding them...



This is less easy in a bilingual situation. To read and discuss a topic in one language, and then to write about it in another, means that the subject matter has to be properly 'digested' and reconstructed. **Translanguaging may also help students develop skills in their weaker language...."**



Mae'r term wedi ei
gyfieithu i'r Saesneg –
'translanguaging'

Testun ymchwil Cen
Williams ym Mangor yn
yr 1980

Trawsieithu

Bathwyd y term i ddisgrifio
proses clywed gwybodaeth
mewn un iaith, a'i
thrafod/ysgrifennu mewn
iaith arall

Ymchwil yn edrych ar
strategaethau i helpu
dysgwyr i ddefnyddio
dwy iaith mewn gwrs.

Sut gellir defnyddio **trawsieithu** i
hybu'r Gymraeg mewn dosbarth
lle mai'r Gymraeg yw'r ail iaith?





Beth yw trawsieithu a sut mae ei ddefnyddio?

Y diffiniad symlaf yw sefyllfa lle rydym yn **derbyn gwybodaeth** mewn un iaith ac yn ei **defnyddio** yn y llall e.e.

Darllen yn Saesneg → Ysgrifennu yn Gymraeg /

Gwrando yn Saesneg → Siarad yn Gymraeg

Mae gwahaniaeth sylfaenol rhwng trawsieithu a chyfieithu

CYFIEITHU

Rhaid trosglwyddo'r testun yn ei gyfanrwydd o un iaith i'r llall.

TRAWSIEITHU

Rhaid trosglwyddo ystyr y darn yn gyffredinol i iaith arall gan ddefnyddio eich geiriau eich hun.



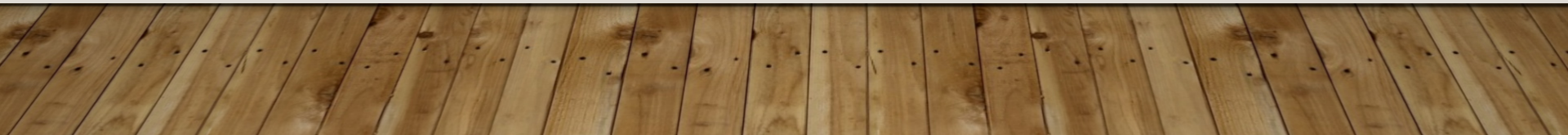
Dyma gamau penodol i'w dilyn wrth i chi fynd ati i drawsieithu:

1. Darllenwch y darn yn fanwl gan wneud hynny sawl gwaith
2. Beth yw prif bwynt y darn?
3. Beth yw'r is-bwyntiau? Gwnewch restr ohonynt.
4. Ceisiwch wneud nodiadau yn Gymraeg heb ddibynnu ar y darn.
5. Crynhowch gynnwys y darn (i draean y gwreiddiol) gan gofio:
 - i. defnyddio eich geiriau eich hun
 - ii. cadw'r brawddegau'n weddol fyr
 - iii. peidio a chynnwys eich barn
 - iv. peidio a chynnwys enghreifftiau oni bai eu bod yn hanfodol
 - v. osgoi ailadrodd.
6. Cofiwch wirio eich sillafu, cenedl enwau, treigladau a threfn eich brawddegau. Mae'n bwysig eich bod yn ysgrifennu'r darn yn gywir ac yn naturiol gan osgoi dilyn trefn y brawddegau Saesneg.
7. Defnyddiwch Cysill i wirio'ch gwaith ar y diwedd.

TRAWSIEITHU

Felly, yn syml, **trawsieithu** yw:

- * chwilio am y **prif syniadau** mewn darn (e.e. Saesneg)
- * cyfleu'r **prif syniadau** hyn yn yr iaith arall (e.e. Cymraeg)
gan gadw'r iaith mor syml a dealladwy ag sy'n bosibl



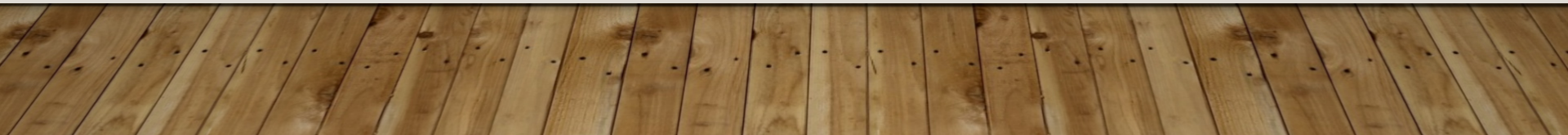
ENGHRAIFFT

Darllenwch y darn yn ofalus gan geisio cofio'r prif bwyntiau.

Heb edrych ar y darn, nodwch y prif bwyntiau yn Gymraeg

(map meddwl; pwyntiau bwled; unrhyw ddull arall)

The wheel was invented by the Sumerians in Mesopotamia about 3500 to 3000 BC. The earliest wheels were solid; lighter spoked wheels appeared about 2000 BC. Because the wheel made controlled rotary motion possible, it was of fundamental importance to the design of machinery. The operation of early sources of power, such as treadmills, watermills and windmills, all depended upon systems of wheels.

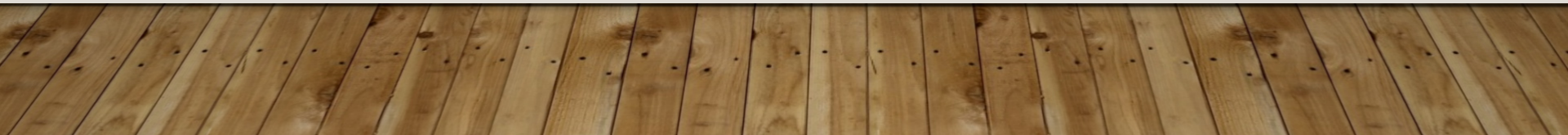


ENGHRAIFFT

The wheel was invented by the **Sumerians in Mesopotamia** about 3500 to 3000 BC. The earliest wheels were **solid**; lighter spoked wheels appeared about 2000 BC. Because the wheel made controlled rotary motion possible, it was of **fundamental importance to the design of machinery**. The operation of **early sources of power**, such as treadmills, watermills and windmills, **all depended upon systems of wheels**.

ENGHRAIFFT

- y Swmeriaid ym Mesopotamia a ddyfeisiodd yr olwyn
- olwynion un darn (solid) oedd y rhai cyntaf
- roedd yr olwyn yn bwysig wrth gynllunio peiriannau
- ffynonellau pŵer cyntaf yn dibynnu ar yr olwyn



CANLLAWIAU TRAWSIEITHU

-
- **Darllen** darn yn sydyn ac yn arwynebol (sgimio) er mwyn cael syniad o'r cynnwys
 - **Chwilio am y prif bwyntiau** – eu tanlinellu; eu hamlygu (*highlight*); gwneud pwyntiau bwled neu greu map meddwl ohonynt
 - Gwneud nodiadau **yn Gymraeg heb edrych ar y gwreiddiol** os gallwch chi

CANLLAWIAU TRAWSIEITHU

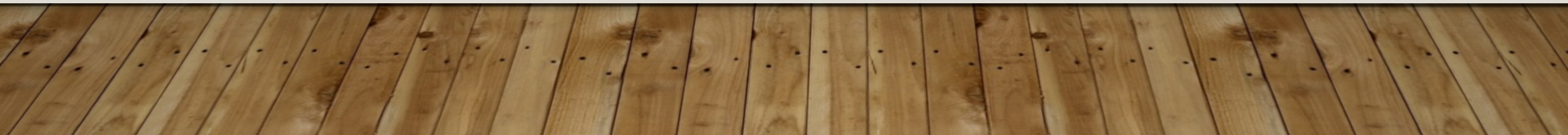
- Cyflwyno'r prif bwyntiau yn eich **geiriau eich hun** (dim cyfieithu air am air)
- Drafft cyntaf – peidio poeni am gywirdeb
- Cofiwch hefyd:
 - peidiwch ychwanegu eich barn / eich syniadau eich hun
 - dim enghreifftiau, oni bai eu bod yn hanfodol
 - efallai defnyddio ambell derm Saesneg
 - ysgrifennu mewn brawddegau byr (dim mwy na 25 gair)

CANLLAWIAU TRAWSIEITHU

- Ail-ysgrifennu'r cyfan yn fwy effeithiol gan gofio:
 - sicrhau eich bod wedi cynnwys y prif bwyntiau yn eich geiriau eich hun
 - crynhoi i tua un rhan o dair / chwarter y gwreiddiol
 - brawddegau byrion (nid un frawddeg hir)
 - peidio ailadrodd pwyntiau

CANLLAWIAU TRAWSIEITHU

- Cofiwch hefyd roi sylw i gywirdeb iaith :
 - sillafu; geirfa / termau; cenedl enwau
 - gwallau cyffredin
 - treigladau
 - brawddegau'n gywir
 - pwyntiau'n llifo'n naturiol ac yn gydlynus
- Defnyddiwch Cysgliad



TASG : TRAWSIEITHU

Mae'r darn yma'n drawsysgrifiad o araith gan Is-Ganghellor mewn Prifysgol a draddodwyd yn ystod y seremoni raddio i fyfyrwyr yn ddiweddar. Ysgrifennwch adroddiad byr yn Gymraeg ar gyfer cylchgrawn y coleg, yn esbonio'r cyddestun ac yn crynhoi'r hyn a ddywedwyd.

Rhaid i chi gynnwys y pwyntiau allweddol i gyd yn eich adroddiad.

Ysgrifennwch o leiaf **120** o eiriau, a pheidiwch ag ysgrifennu mwy na **140** o eiriau. **Nodwch nifer y geiriau ar ddiwedd eich erthygl.**

Transcript of speech by Vice Chancellor Adrian Thomas at the Faculty of Arts Graduation Ceremony, 20 June, held in O'Reilly Hall, St John's University.

Dear colleagues, friends, parents and graduands.

It's my pleasure to welcome you to this wonderful hall to celebrate the achievement of our students, graduating after three years of hard work in the Arts Faculty of our university. It's a significant year for us at St John's of course, celebrating our seventy fifth anniversary. There have been a number of events to mark the occasion, as many of you will know, and this graduation ceremony will be one of the most important, giving us an opportunity to reflect and look forward. It would have been a very different ceremony seventy five years ago, when that first small cohort of students graduated.

We may be a small university but our achievements are many, and we have contributed to many different fields of study. Very recently, our Faculty of Science featured on a BBC news item because of the pioneering work done in tracking the spread of the Zika virus in the developing world. The virus has been identified as an international health emergency by the World Health Organisation, and the research completed here has contributed to our understanding of how this virus works. Other disciplines are also well represented. I'm proud to welcome one of our alumni, Mrs Erin Williams, to receive an honorary doctorate for her work in the field of child psychology. She has published several articles on dyslexia, cognitive development and multilingualism and is in demand as a conference speaker around the world. Being a smaller university is no hindrance to success in any field. I would also argue that being a smaller university greatly enhances the undergraduate experience. I was heartened that the National Student Survey ranked St John's as the friendliest of all UK universities. Excellence in academic research goes hand in hand with good teaching and an atmosphere where students are encouraged and supported.

For some of you, this is the culmination and end of three years of study, but many of you will be embarking on post-graduate studies next September. The proportion of graduates staying on to work towards MA, MSc or full doctorate studies at St John's is one of the highest in the UK; at least 20% of graduates have expressed this as their intention this year. This in itself is a reflection of the esteem in which the University is held by its students, and of the dedication of the lecturing staff. I wish you well in your future studies, and for those leaving St John's, I wish you well in your future careers. Thank you, and congratulations once again.