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Module: Celebrating Language and
Cultural - Belonging to Wales

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As a practitioner working in an education setting one will discuss activities that are delivered within the setting that promote the Welsh cultural language. One will speak briefly of the history of Wales and the Welsh language. Throughout this assignment the setting one works in will be referred to as School A. This is to ensure the school is kept confidential.

The Welsh Language is one of the oldest spoken languages in Europe. Between the years of 1536 and 1543 the English Parliament published many laws which are known today as the Acts of Union. When Henry VIII was appointed king in 1509 he raised concerns about the Marcher Lords that ruled lands. Reports were received with assumptions that law and order was failing to be maintained. Laws were being broken in England and the people were escaping to Wales. To prevent anyone rebelling against Henry VIII he decided to control the whole of Wales. Wales then came under the rule of England. "The Welsh language lost its official status as a language of administration" (Wordpress, no date). This was a huge challenge for Wales as the number of Welsh speakers had started to decline.

"One aspect of the Act of Union upset a large number of people in Wales. The act stated that all people that were chosen to represent Wales as officials or Members of Parliament had to be able to speak English. It also stated that the law-courts in Wales had to use the English language" (Simkin, 2020)

In 7070 Wales had approximately 489,000 inhabitants most were employed in cultivation or agriculture. "By 1801, when the first official census was held, the population had risen to 587,000 and by 1851 Wales had 1,163,000 inhabitants, only a third of whom were involved with agriculture" (Davies, 2014, p.55)

Another challenge that suppressed the Welsh language was Industrial Revolution. There was a high demand for industrial workers. Lead, Copper, Steel melting, ironwork and brick-making industries started to develop in the North East which brought "mass migration of English speakers into Wales diluting the language and making workplaces bilingual or English" (Jacob, 2017) With Wales inferior to England, by the 19th century there was such a rapid decline in Welsh speakers people thought the Welsh language was going to die out. Direct action and political campaigns were then set up to try and save the language. "In 1962 leading academic Saunders Lewis argued there had to be radical change in order to save the Welsh language" (Misstear, 2014). Within this year Tynged Yr Iaith the radio broadcast prompted listeners on the Welsh language.

Then in 1964 the welsh office was established in Cardiff by the Government with a welsh secretary state. This is what supported the welsh language as it brought the importance and pride back into the language. Three years on from that in 1967 the Welsh Language Act allowed welsh to be spoken in the law courts. The Welsh Language board gave recognition to promote and facilitate the welsh language into public life. Road signs were made bilingual in 1993. This was a huge hit for Wales as the welsh speakers could now confidently use their first language. By 1996 strategies for the welsh language set out challenges to promote the language. Radio Cymru was established in 1977 which attracted welsh listeners. With the amount of welsh listeners listening to Radio Cymru they then launched S4C television channel. With all these changes being made it encouraged people to listen and speak welsh. Welsh had its official state back. "Welsh became a compulsory subject for all pupils in Wales up to the age of 14 in 1990." (BBC, 2014) Proceeding on from this in 1999 Welsh was made compulsory for pupils until the age of 16. This meant that Primary and Secondary schools in Wales with children from Reception to year 11 will study welsh.

When the Cymraeg 2050 policy was released it stated "Our ambition as Welsh Government is to see the number of people able to enjoy speaking and using Welsh reach a million by 2050" (Welsh Government, 2017, p.2) Within School A, a plan has been set up to show the input being put to try and increase the welsh being spoken within the children in that setting. (See appendix 1)

Curriculum Cymreig also has a part to play within the Cymreig 2050 policy. Curriculum Cymreig is a compulsory curriculum being taught in Wales. The design of this curriculum was to increase children's understanding of their country and bring belonging of the surroundings around them. "A Curriculum Cymreig helps pupils to understand and celebrate the distinctive quality of living and learning in Wales in the twenty-first century, to identify their own sense of Welshness and to feel a heightened sense of belonging to their local community and country" (Welsh Assembly Government, 2003, p.2)

Within School A there are many activities that are delivered to the children that promotes the Welsh Language, Cultural and geographical features. These activities encounter skills within Curriculum Cymreig and the National Curriculum. Welsh is also taught cross curricular; this means welsh is brought into other lessons. For example, in Physical Education (PE) children learn welsh folk dancing. The welsh folk dancing music is played, and children learn step by step the movements to the dance. School A broke the record and won the Guinness World Records with the largest welsh folk dance in 2020. (See appendix 2) " The attempt took place as part of St. David's Day celebrations and was filmed for Welsh language channel S4C"(Guinness World Records, 2020). This record consisted of 287 participants which involved all the children within school A, all staff and some parents and guardians of the children. Another cross curricular activity is in a literacy lesson the children did instruction writing for Welsh Cawl. Within this lesson children learnt about the history of Wales and welsh food. Once the recipe and instruction writing were written, the children got to make the cawl in a cookery lesson. These activities were made fun which then expires the children to learn about Wales. Incidental welsh is also used in these activities as the children were asking for cooking utensils and the food in welsh.

Cross curricular activities link with Vygotsky's cognitive development theory. Lev Vygotsky's work was based around psychological development in children. "Vygotsky's sociocultural theory asserts that learning is an essentially social process in which the support of parents, caregivers, peers and the wider society and culture plays a crucial role in the development of higher psychological functions" (First Discoverers, no date). He believed children need to interact and have different experiences to learn. "Vygotsky argued holistic and cross – curricular approach to teaching had much more value for cognitive development as it allowed the child to reflect with others on what they have learned and would be able to transfer that learning to other tasks and subjects" (Aubrey and Riley, 2019, p.65). By welsh being cross curricular it is embracing the language through other subjects.

Incidental welsh has a huge part to play in promoting the welsh language. The staff in School A use incidental welsh in every opportunity they get, as this sets an example to the children. This has an impact on the pupils as it encourages the children to speak welsh. The welsh language patterns start very simple at nursery level and progress as it goes through each year group. Staff at School A have found that by them and the

children speaking the language patterns and using the incidental welsh the children's welsh vocabulary has increased every year as more patterns are added. In our school hall we have a welsh language pattern tree. Every year groups language pattern is on a branch, so all staff and children can read the patterns for that year group. For the children that find reading welsh challenging there are QR codes that can be scanned so they can listen to the patterns being spoken. (See appendix 3) Children also do the daily weather chart in welsh and sing a welsh song which changes according to the weather. The feelings chart is also done daily. The children get their name and put it on one of the feelings welsh word. For example, if a child was happy, they would put their face on the hapus word. If a child was angry, they would put it on the word grac. This again promotes the welsh language as children are using welsh to express their feelings and emotions. Every morning we have two 'Helpwr Hewddiws' these children are today's helpers and they take the dinner register. The choices for dinner are given to the children. The Helpwr Heddiw ask their peers if they are dinners or sandwiches each child will reply with their preferred choice. All the questions asked and answered are in welsh. A welsh drilling session with a duration of 15 minutes takes place daily, which is known as ' Amser Clonc'. The session is designed to be short as it's when welsh language patterns for that specific year group is drilled. There is a timetable of what activity/pattern is to be drilled on what day.

As well as the cross curricular welsh School A have a focused welsh lesson. Nursery and Reception follow the Fflic and Fflac scheme. This scheme involves two puppets one named Fflic and the other Fflac. These are used with the children as a welsh role model as the children believe they can only speak welsh. This scheme entails the welsh language patterns they have been learning and the pattern is incorporated into a welsh book that gets read to the children. There are also songs, games and resources that can be used linked with that specific pattern. (See appendix 4) The other year groups follow the Tric a Chlic scheme. This is a welsh phonic reading programme which has been adapted for mainstream primary schools to teach welsh as a second language. There are different levels for the ages and abilities of the children. Each week children learn certain welsh sounds and words that link to a specific book. The books are based on a language pattern. At the end of the week when the sounds and newly learn words are retained children do written work in welsh. (See appendix 5)

One of the main ways School A has motivated children and staff to speak welsh is by setting up the 'Dreigiau' team. The role of our Dreigiau team is to spread the importance of welsh throughout the school. The team is a group of children that are working hard to raise welsh stands within the school and the wider community. The team make posters and leaflets that try and promote the welsh language. One example is the welcome poster they made for every class door. (See appendix 6) They help and encourage their peers to speak welsh. The team also set up a welsh graffiti board in the hall for children to practice their welsh. (See appendix 7) Rewards are received and challenges are set for children and families to explore the language. Each week the Dreigiau choose a detective which could be a child or adult and they look for the person speaking the most welsh. In assembly the detective then reveals the winner and they receive a certificate. A big responsibility the Dreigiau have is to deliver a welsh assembly to their peers. During this assembly there are little quizzes and games that are played.

The final main activity that takes place every year in School A to promote the welsh language is St David's day and the Eisteddfod. The children within the school dress up in their welsh costume and celebrate and remember St David the patron saint of Wales. Competitions are held for each class. The competitions entail the heaviest leek, tallest daffodil, welshy selfie. This is a wooden spoon decorated of a famous welsh person and a written-up biography in welsh about the famous person. For younger children the competition is painting the welsh dragon. All these items get judged and the winners are revealed. The winners from the competition receive a prize.

As mentioned previously there are many different activities that take place in school A to promote the welsh language. Teaching welsh cross – curricular one feels has had a huge benefit on the children. By teaching and using welsh throughout other subjects its allowing welsh to become more fun. By teaching the cultural old welsh folk dancing and taking part in the gunnies book of records it was a real incentive for the children to learn the dance and the culture of Wales. Cooking is another great way to learn about the welsh foods. Getting the children as physical and active as you can whilst learning is making them motivated to learn. As we found a lot of our learners learn best then they are physically up and being active. In one's opinion most staff speak as much incidental welsh as possible around the school. However, it would be more beneficial for the children if the other staff members made more of an effort. Another benefit would be if staff were sent on up to date training as staff have moved class and are unfamiliar with the year groups patterns. This then hinders staff members using the language as they don't feel confident.

Flic and Flac has been a great advantage in helping the children to speak and learn welsh. Flic a Flac has been a great motivator for the younger children as it made welsh fun and by using the puppets it encourages them to learn and speak the language. Tric a Chilc has had a positive impact on the children as they can know read simple books with sentences in. Although, it is always tricky at first as they need to know the letter sounds in welsh before reading and writing. Some of the sounds are completely different to the English. This then can sometimes confuse younger children. But on the other hand, when children know the sounds, they are then able to read and write sentences in welsh. One does feel that more welsh sounds work need to be done before moving on to the sounding out and blending the words. After trialling Tric a Chilc we found that children wouldn't start this scheme until they were confident with the English sounds, as mixing them both had a negative impact and children were falling behind on their normal sounds. Now this has been established children are much more confident with the sounds in English and welsh.

One positive advantage to the school is having the Dreigiau Team. These children are excellent role models to the rest of the school. They are always doing their best to promote the language. They encourage and support their peers to learn welsh. Having St David's Day where all the school gets together is such an importance in promoting the welsh language. It's a chance for children to show off their hard work and create

the items for the different competitions. In one's opinion the children within School A enjoy most of the activities that promotes the welsh cultural language. One feels that School A do their best to make the activities as fun and engaging as possible. The School supports Lev Voygotsky's theory as the school's intentions are to make welsh as interacting as possible, in order for the children to gain experiences to enhance their learning.

Appendices

(Appendix 1)

(School A, Date Unknown)

	<u>Caneuon</u>	<u>Darllen</u>	<u>Amser Clonc</u>	<u>Patrymau iaith</u>
Progression step 1 Meithrin-Derbyn 3-5 oed	Bwrw Glaw Yn Sobor Iawn Dau Gi Bach Gee Ceffyl Bach Heno, Heno Jac Y Do Mynd Drot Drot CD- The Welsh children's songbook	Hwiangerddi Yr Wyddor Llyfr: Hoff Hwiangerddi Favourite Welsh nursery rhymes	Amser Clonc -Meithrin, Derbyn, BL 1, BL 2 Adnoddau- PPT, Taflen waith, Gemau, Kahoot, Quizziz, Quizlet, Wordwall	
Progression step 2 BL1-BL3 5-8 oed	Daw Hyfryd Fis Y Broga Bach A Ei Di'r Deryn Du Hen Wraig Fach Hen Fenyw Fach Cydweli Robin Goch CD- The Welsh children's songbook	Tric a Chlic Cam 1 Cam 2 Cam 3	Amser Clonc BL 3,4, 5, 6 Adnoddau- PPT, Taflen waith, Gemau, Kahoot, Quizziz, Quizlet, Wordwall	Tymor 1- Amser Presennol x 10 Tymor 2- Yr Amser Perffaith x 10 Tymor 3- Yr Amser Amherffaith I x 10 Llyfrau- Mae Mali eisiau mwy. Jac Abertawe Adnoddau- PPT, Taflen waith, Gemau, Kahoot, Quizziz, Quizlet, Wordwall
Progression step 3 BL4-BL6 8-11 oed	Myfanwy Dafydd Y Garreg Wen Sosban Fach Deryn Y Bwn O'r Banna Llongau Caernarfon Yma O hyd CD- The Welsh children's songbook	Prosiect X Cam 4- 7 Darllen cartref Llyfr: Ffeithiol Tymor 1- Cyflym, Hwyl, Gofalus, Peryglus Tymor 2- Cyffroes, Gweithgar, Talentog, Gwahanol Tymor 3- Hapus, Anturus, Heini	Amser Clonc: Adolygu- Meithrin-BL6 Adnoddau- PPT, Taflen waith, Gemau, Kahoot, Quizziz, Quizlet, Wordwall	Tymor 1- Y Gorffennol x 10 Tymor 2- Yr Amser Dyfodol x 10 Tymor 3- Yr Amodol x 10 Llyfrau- Mae Mali eisiau mwy. Jac Abertawe Adnoddau- PPT, Taflen waith, Gemau, Kahoot, Quizziz, Quizlet, Wordwall Adolygu

(Appendix 2)



(School A, Date Unknown)

(Appendix 3)



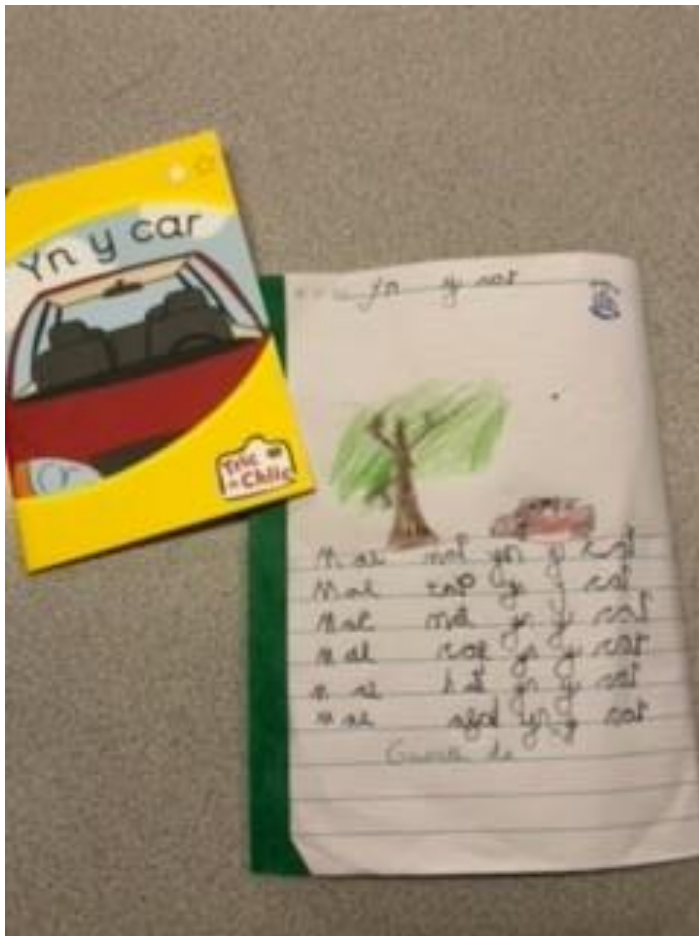
(School A, Date Unknown)

(Appendix 4)



(Fflic a Flac, 2019)

(Appendix 5)



(School A, Date Unknown)

(Appendix 6)



(School A, Date unknown)

(Appendix 8)



(School A, Date unknown)

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