

Lefel Sylfaen

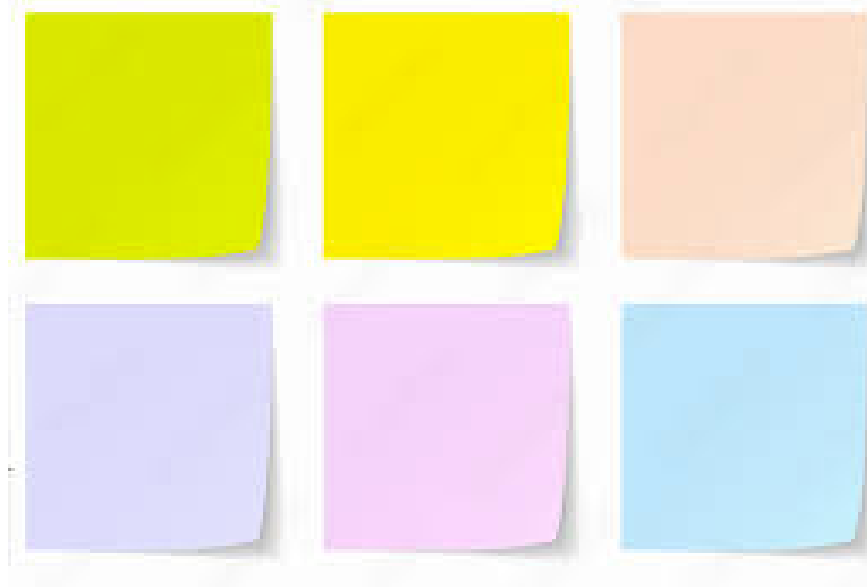
Darlith 1

Ymwybyddiaeth Iaith *Language Awareness*



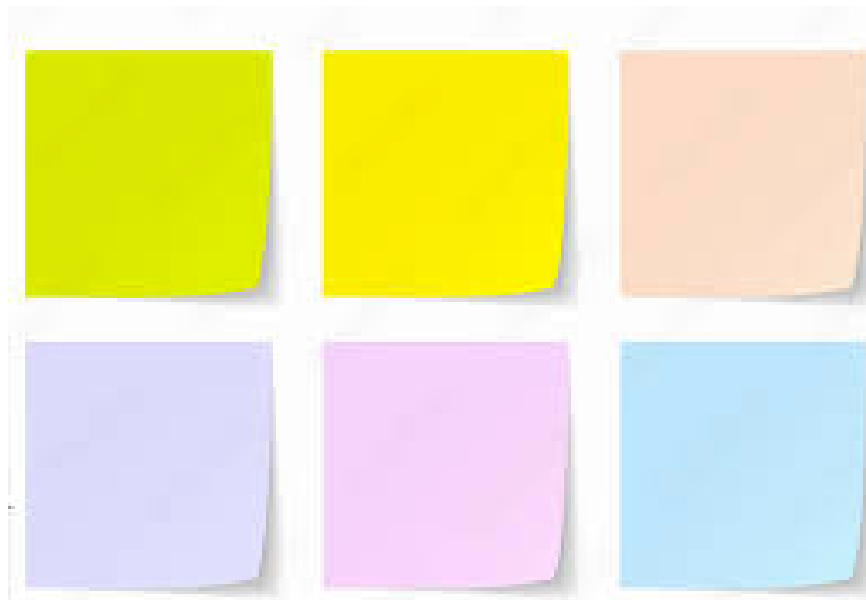
**Beth
ydych chi'n
ei wybod am
Gymru?**

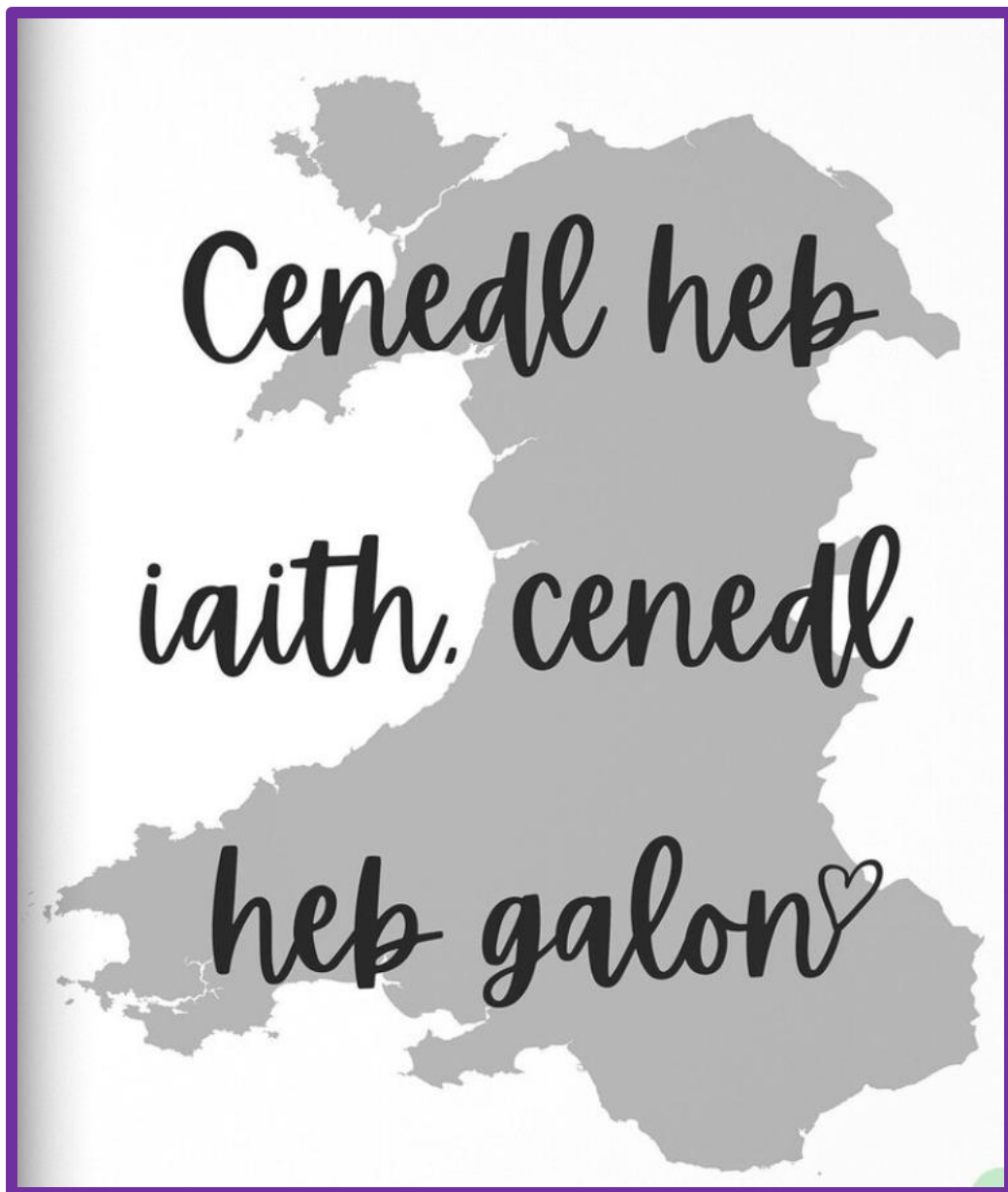
*What do you
know about
Wales?*



**Beth
ydy
Cymreictod?**

*What is
being
Welsh?*





Trafodwch!



Discuss!

Y Gymraeg ...

- Un o ieithoedd hynaf Ewrop
- *One of the oldest languages in Europe*
- O'r ieithoedd a siaredir ar ynysoedd Prydain heddiw, hi yw'r hynaf.
- *Of all languages spoke on the British isles today, it is the oldest.*

“Welsh is the
senior language
of the men of
Britain”



J.R.R. Tolkien

Perthynas geiriau

Word families....

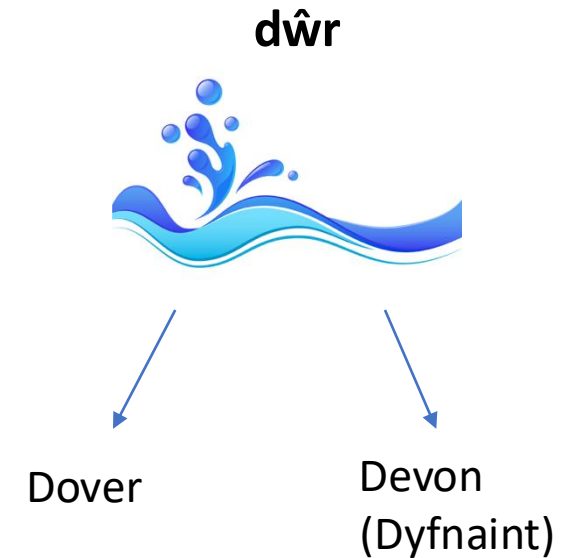
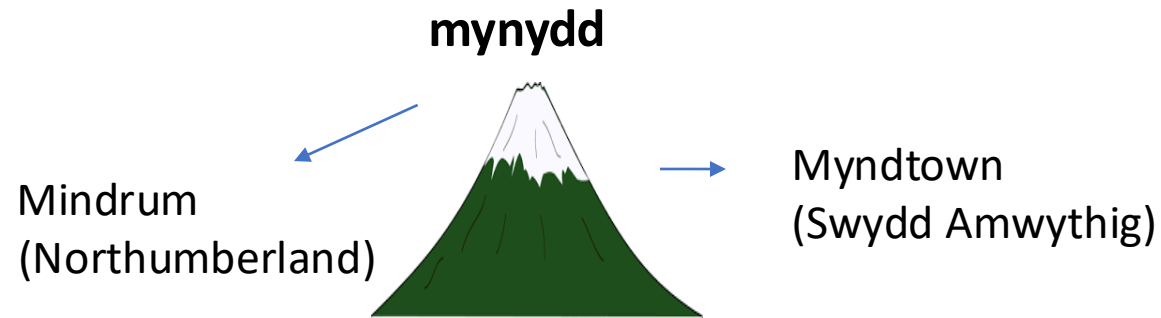
Y Teulu Celtaidd

Cymraeg	Breton	Irish	Gaelic
ci	ki	cu	cu
du	du	dubh	dubh
cadair	kador	cathaoir	cathair
gwin	gwin	fion	fion

Geiriau Cymraeg â'u
gwreiddiau yn y Lladin

Lladin	Cymraeg
pons	pont
ecclesia	eglwys
legio	lleng
stabellum	ystafell
transtrum	trawst
brassica	bresych

Enwau Llefydd Place Names....



Crynodeb o hanes ein hiaith

1000 CC / BC	Roedd ieithoedd Celtaidd yn Ewrop cyn Crist	<i>Celtic languages were found</i>
6ed ganrif / century	Aneirin a Taliesin yn barddoni gan ddefnyddio'r hen Gymraeg	<i>Aneirin a Taliesin writing poetry in old Welsh</i>
1250	Llyfr Du Caerfyrddin Llawysgrifau pwysig yn y Gymraeg sy'n cynnwys cerddi, straeon a chwedlau	<i>Black Book of Carmarthen Important manuscripts in the Welsh language including a collection of poems, stories and legends</i>
1300	Dafydd ap Gwilym, un o feirdd enwocaf Cymru yn barddoni	<i>Dafydd ap Gwilym, one of Wales' most important poets was writing in Wales</i>
1535 a 1542	Y Deddfau Uno Brenin Harri'r VIII yn cyflwyno deddfau oedd yn atal defnyddio'r Gymraeg mewn unrhyw sefyllfa ffurfiol	<i>The Acts of Union King Henry VIII passed laws which removed the right to use Welsh in any official way</i>

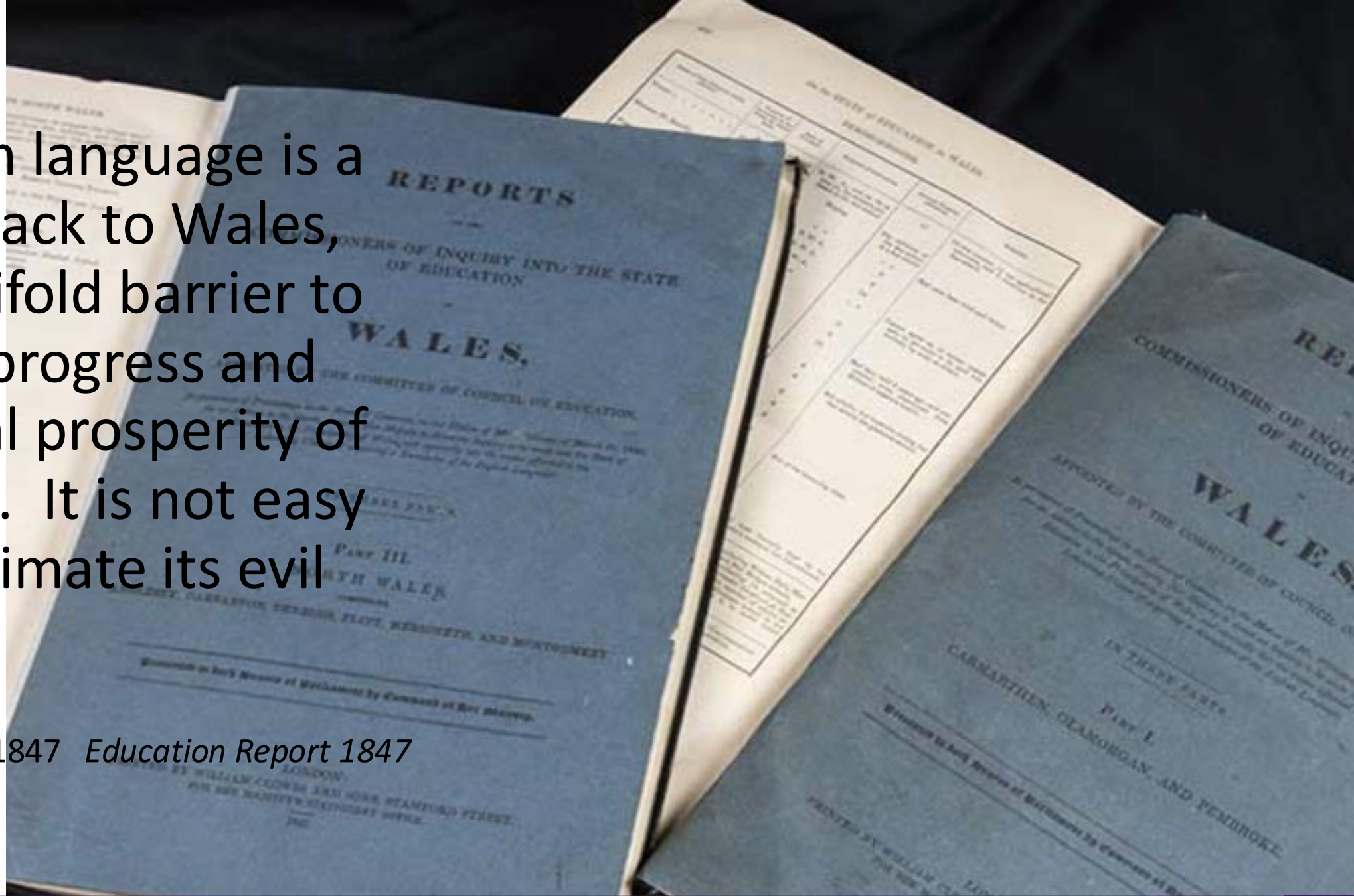


1546	Cyhoeddi'r llyfr cyntaf yn y Gymraeg – Yn y Llyfr Hwn	<i>The first Welsh book was published – Yn y Llyfr Hwn</i>
1588	Yr Esgob William Morgan yn cyfieithu'r Beibl i'r Gymraeg (carreg filltir bwysig)	<i>Bishop William Morgan translates the Bible into Welsh (this is an important milestone)</i>
1731	Ysgolion Cylchynnol Griffith Jones, Llanddowror Dysgwyd dros hanner o boblogaeth Cymru i ddarllen	<i>Griffith Jones, Llanddowror, Circulating Schools Where over half the population of Wales were taught to read</i>
1792	Ffurfiwyd “Gorsedd y beirdd Ynys Prydain” ar Fryn Briallu yn Llundain	<i>“Gorsedd of the Bards of the Isle of Britain” was established on Primrose Hill in London</i>
1847	Brad y Llyfrau Gleision Daeth tri bargyfreithiwr o Loegr i adolygu addysg yng Nghymru. Dyma adroddiad negyddol gafodd effaith andwyol ar yr iaith Gymraeg. Dyfodiad y “Welsh Not”	<i>Treachery of the Blue Books Three English speaking barristers were appointed to look at the state of education in Wales. Their report was detrimental for the Welsh language. The “Welsh Not” was implicated</i>



“The Welsh language is a vast drawback to Wales, and a manifold barrier to the moral progress and commercial prosperity of the people. It is not easy to over-estimate its evil effects.”

Adroddiad Addysg 1847 *Education Report 1847*



1865	Michael D Jones “Y Waldfa” yn cael ei ffurfio ym Mhatagonia.	<i>Michael D Jones Welsh settlement was formed in Patagonia</i>
1893	Sefydlu Prifysgol Cymru	<i>University of Wales is established</i>
1901	Sensws: 43.5% o'r boblogaeth yn siaradwyr Cymraeg	<i>Census: 43.5% of the population spoke Welsh</i>
1914 - 1918	Rhyfel Byd Cyntaf	<i>First World War</i>
1921	Sensws: 37.1% o'r boblogaeth yn siaradwyr Cymraeg	<i>Census: 37.1% of the population spoke Welsh</i>
1922	Sefydlu Urdd Gobaith Cymru	<i>Urdd Gobaith Cymru is established</i>
1931	Sensws: 36.8% o'r boblogaeth yn siaradwyr Cymraeg	<i>Census: 36.8% of the population spoke Welsh</i>



1939	Ysgol Gynradd Gymraeg gyntaf yn cael ei hagor yn Aberystwyth Ysgol breifat oedd hon	<i>First Welsh medium primary School was opened in Aberystwyth.</i> <i>This was a private school</i>
1939 - 1945	Yr Ail Ryfel Byd	<i>Second World War</i>
1947	Ysgol Dewi Sant, Llanelli Agor yr ysgol gynradd Gymraeg gyntaf gan awdurdod lleol	<i>Ysgol Dewi Sant, Llanelli</i> <i>Opening of the first local authority Welsh primary school</i>
1951	Eileen a Trefor Beasley, Llanelli Gwrthododd y ddau dalu bil treth oddi wrth Gyngor Llanelli am ei fod yn uniaith Saesneg	<i>Eileen and Trefor Beasley, Llanelli</i> <i>They refused to pay a tax bill from Llanelli Council as it was in English only</i>
1951	Sensws: 28.9% o'r boblogaeth yn siaradwyr Cymraeg	<i>Census: 28.9% of the population spoke Welsh</i>
1956	Ysgol Glan Clwyd Agor yr ysgol uwchradd Gymraeg gyntaf	<i>Ysgol Glan Clwyd</i> <i>Opening of the first Welsh medium secondary school</i>



1961	Sensws: 26% o'r boblogaeth yn siaradwyr Cymraeg	<i>Census: 26% of the population spoke Welsh</i>
1962	Tynged yr Iaith Darlith radio Saunders Lewis yn rhybuddio'r Cymry am ddyfodol yr iaith Gymraeg	<i>Fate of the language Radio lecture by Saunders Lewis with a harsh warning about the future of the Welsh language</i>
1962	Sefydlwyd Cymdeithas yr Iaith Gymraeg	<i>Cymdeithas yr Iaith Gymraeg was founded</i>
1965	Cafodd pentref Capel Celyn ei foddier mwyn darparu dŵr i ddinas Lerpŵl	<i>The village of Capel Celyn was flooded to supply water for Liverpool</i>
1967	Deddf yr Iaith Gymraeg Deddf iaith gyntaf ers y Deddfau Uno – rhoi statws i'r iaith Gymraeg	<i>The Welsh Language Act First Language Act since The Acts of Union – gives official status to the Welsh language</i>
1971	Sensws: 20.8% o'r boblogaeth yn siaradwyr Cymraeg	<i>Census: 20.8% of the population spoke Welsh</i>
1971	Sefydlu Mudiad Meithrin	<i>Mudiad Meithrin was established</i>



1979	Refferendwm 79.74% yn pledleisio yn erbyn annibyniaeth	<i>Referendum 79.74% voted against independence</i>
1981	Sensws: 19% o'r boblogaeth yn siaradwyr Cymraeg	<i>Census: 19% of the population spoke Welsh</i>
1982	Sefydlu S4C	<i>S4C is established</i>
1991	Sensws: 18.7% o'r bobolgaeth yn siaradwyr Cymraeg	<i>Census: 18.7% of the population spoke Welsh</i>
1993	Deddf yr Iaith Gymraeg Rhoi statws cyfartal i'r Gymraeg yn y Llywodraeth, awdurdodau lleol, gwasanaethau cyhoeddus a llysoedd	<i>Welsh Language Act Gives equal status to the Welsh language in Government, local authorities, public bodies and the courts</i>
1997	Refferendwm 50.3% yn pledleisio dros annibyniaeth	<i>Referendum 50.3% voted for independence</i>
1999	Cynlluniad Cenedlaethol Cymru	<i>National Assembly for Wales</i>



2001	Sensws: 20.8% o'r boblogaeth yn siaradwyr Cymraeg	<i>Census: 20.8% of the population spoke Welsh</i>
2003	Iaith Pawb Cynllun a gyfwynwyd gan y Llywodraeth er mwyn cynyddu'r nifer o siaradwyr Cymraeg o 5% erbyn 2011	<i>Iaith Pawb</i> <i>Scheme introduced by the Government to increase the number of Welsh speakers by 5% by 2011</i>
2010	Strategaeth Addysg Gymraeg Cynllun y Llywodraeth i wella'r ddarpariaeth cyfrwng Cymraeg yn ein hysgolion	<i>Welsh-medium Education Strategy</i> <i>Welsh Government plan to improve Welsh language provision in schools</i>
2011	Sensws: 19% o'r boblogaeth yn siaradwyr Cymraeg	<i>Census: 19% of the population spoke Welsh</i>
2012	Iaith fyw: Iaith byw Strategaeth y Gymraeg 2012 - 2017	<i>A Living Language: A language for living</i> <i>Welsh Language Strategy 2012-2017</i>
2012	Comisiynydd cyntaf yr iaith Gymraeg yn cael ei benodi	<i>The first Welsh Language Commissioner was appointed</i>



2014	Dyfodol Llwyddiannus Gofynnodd Llywodraeth Cymru i'r Athro Graham Donaldson edrych ar y cwricwlwm a'r trefniadau asesu mewn ysgolion yng Nghymru, a'u hadolygu	<i>Successful Futures</i> <i>Welsh Government asked Professor Graham Donaldson to review the curriculum and assessment arrangements in schools in Wales</i>
2017	Cymraeg 2050: Miliwn o Siaradwyr Strategaeth a gyflwynwyd gan Lywodraeth Cymru	<i>Cymraeg 2050: A Million Welsh Speakers</i> <i>A strategy introduced by Welsh Government</i>
2021	Sensws: 17.8% o'r boblogaeth yn siaradwyr Cymraeg	<i>Census: 17.8% of the population spoke Welsh</i>
2022	Yr Urdd: can mlwyddiant	<i>The Urdd: centenary celebrations</i>
2025	Deddf y Gymraeg ac Addysg	<i>Welsh Language and Education Act</i>



Trafodwch... *Discuss...*

Pa ddigwyddiadau hanesyddol gafodd ddylanwad ar y Gymraeg, yn eich barn chi?

Trafodwch effaith gadarnhaol ac effaith negyddol ar yr iaith.

Which historical events influenced the Welsh language, in your opinion?

Discuss the positive impacts and negative impacts on the language.



Trafodwch... *Discuss...*

Pam ei bod hi'n bwysig edrych yn ôl i'r gorffennol cyn cynllunio ar gyfer ein dyfodol?

Why is it important to look at our past before planning the future?



Y sefyllfa bresennol

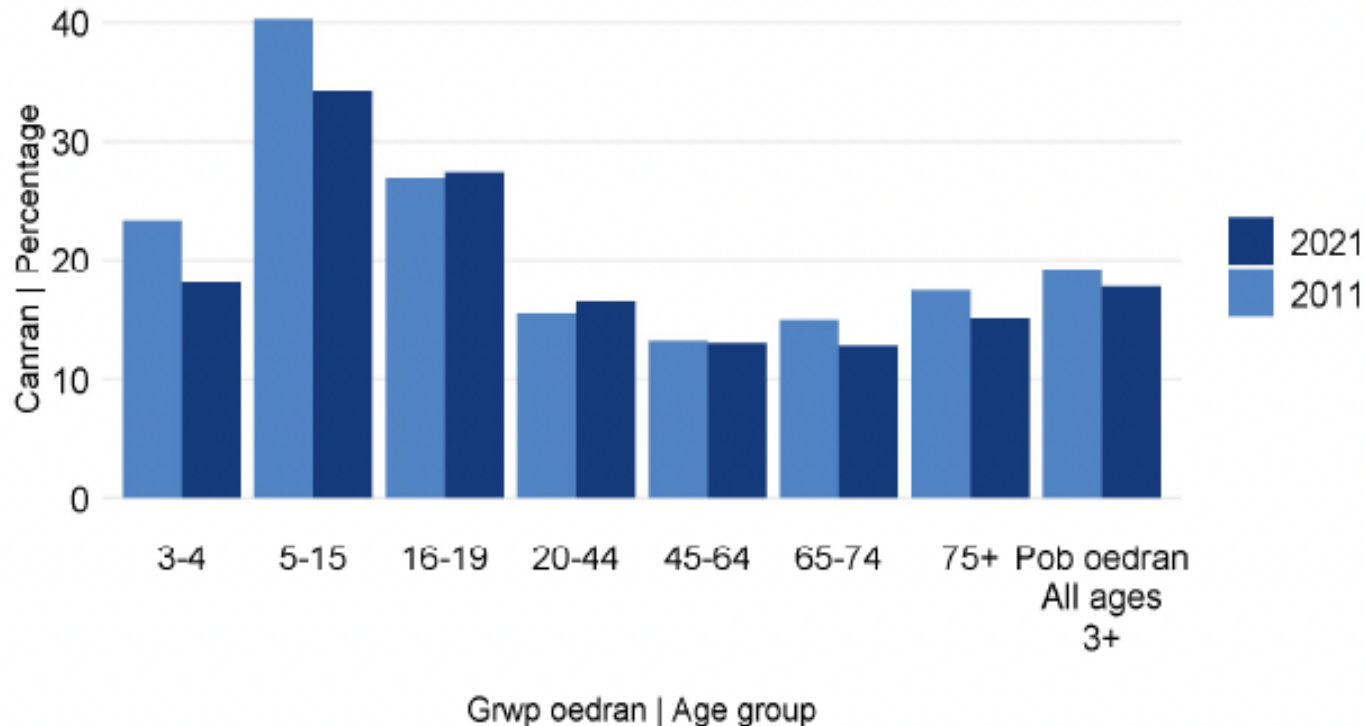
*Our present
situation*

2011 - 2021 = gostyngiad
pellach o 1.2%
*2011– 2021 = further
decrease of 1.2%*



Canlyniadau cyfrifiad		Census results
1891	54.5%	910,289 o siaradwyr
1901	49.9%	929,824 o siaradwyr
1911	43.5%	977,366 o siaradwyr
1931	36.8%	909,261 o siaradwyr
1951	28.9%	714,686 o siaradwyr
1981	18.9%	508,207 o siaradwyr
1991	18.6%	508,098 o siaradwyr
2001	20.8%	582,368 o siaradwyr
2011	19.0%	562,000 o siaradwyr
2021	17.8%	538,300 o siaradwyr

Canran y bobl tair oed neu'n hŷn sy'n gallu
siarad Cymraeg, yn ôl grwpiau oedran, 2011 a 2021
Percentage of people aged three or older able
to speak Welsh, by age group, 2011 and 2021



Ffynhonnell: Cyfrifiad o'r boblogaeth, 2011 a 2021
Source: Census of population, 2011 and 2021

Beth ydych chi'n sylwi?
Beth ydy effaith addysg
Gymraeg?

*What do you notice?
What is the effect of
Welsh-medium education?*

Beth wnaeth Llywodraeth Cymru?

What did the Welsh Government do?



Mae hon yn strategaeth i Gymru gyfan, ac rydym am i bob rhan o'r wlad rannu'r weledigaeth o filiwn o siaradwyr Cymraeg. Mae yna botensial am dwf yn y niferoedd o siaradwyr Cymraeg, yn enwedig yn yr ardaloedd hynny o Gymru sydd â dwysedd poblogaeth uchel ond canrannau is o siaradwyr Cymraeg.

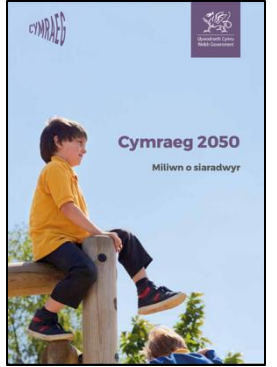
(tud. 7)

This is a strategy for the whole of Wales, and we want every part of the country to share in the vision of a million Welsh speakers. There is potential for growth in the number of Welsh speakers, particularly in areas of Wales that have high population density but lower percentages of Welsh speakers.

(page 7)

Y sefyllfa bresennol

Our present situation



Our vision is to secure favourable circumstances throughout the country that support language acquisition and use of Welsh language skills. 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, and greater appreciation of Welsh language skills in the workplace. At the same time, we are committed to supporting people to use Welsh socially, at work, and when accessing services.

(Welsh Government, 2017, p.9)



Targedau *Targets*



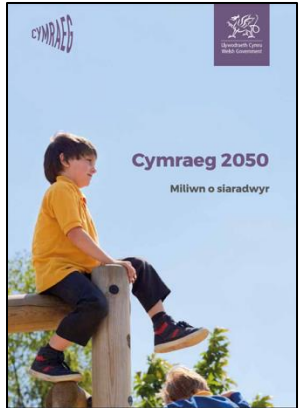
Nod yn y strategaeth ydy cynyddu nifer yr **athrawon cynradd** sy'n gallu addysgu drwy gyfrwng y Gymraeg o 2,900 i 3,900 erbyn 2031.

Erbyn 2050, maent am gynyddu'r nifer i 5,200.

*An aim in the strategy is to increase the number of **primary school teachers** who can teach through the medium of Welsh from 2,900 to 3,900 by 2031.*

By 2050, they aim to increase that number to 5,200.

Targedau *Targets*



Nod yn y strategaeth ydy cynyddu nifer yr **athrawon uwchradd** sy'n gallu addysgu drwy gyfrwng y Gymraeg o 1,800 i 3,200 erbyn 2031.

Erbyn 2050, maent am gynyddu'r nifer i 4,200.

*An aim in the strategy is to increase the number of **secondary school teachers** who can teach through the medium of Welsh from 1,800 to 3,200 by 2031.*

By 2050, they aim to increase that number to 4,200.

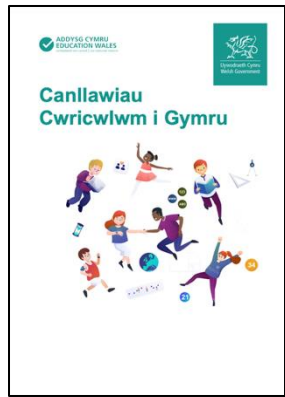


Felly, beth am fyd addysg yng Nghymru heddiw? Beth sy'n digwydd yn ein hysgolion?

So, what about the education system in Wales today? What is happening in our schools?

Canllawiau Cwricwlwm i Gymru

Curriculum for Wales Guidance



“ Mae wedi cael ei ddatblygu yng Nghymru gan ymarferwyr ar gyfer ymarferwyr, gan ddwyn ynghyd arbenigedd addysgol ac ymchwil a thystiolaeth ehangach.”
(Llywodraeth Cymru, 2020, t.5)

“It has been developed in Wales, by practitioners for practitioners, bringing together educational expertise and wider research and evidence.”
(Welsh Government, 2020, p.5)



Cwricwlwm i Gymru / *Curriculum for Wales*

Languages, Literacy and Communication Area of Learning and Experience

Mae'r Maes Dysgu a Phrofiad hwn yn anelu at alluogi dysgwyr i gyfathrebu'n effeithiol gan ddefnyddio Cymraeg, Saesneg ac ieithoedd rhyngwladol

This Area of Learning and Experience aims to enable learners to communicate effectively using Welsh, English and international languages.

Beth ydy'r prif ffocws?

- Rhaid rhoi ffocws ar ddysgu am ieithoedd a sut maen nhw'n adlewyrchu pwy ydyn ni a'n diwylliant
- Erbyn diwedd eu cyfnod yn yr ysgol gynradd, bydd pob plentyn wedi profi gwahanol ieithoedd ac yn gwneud cynnydd yn eu sgiliau Cymraeg, Saesneg ac o leiaf un iaith ryngwladol arall
- Pan fydd dysgwyr yn gadael yr ysgol, byddan nhw'n medru defnyddio'r Gymraeg, Saesneg a'u hieithoedd eraill mewn ffordd ystyrlon
- Mae gan Lafaredd, Darllen ac Ysgrifennu yr un statws o ran pwysigrwydd
- Llenyddiaeth i bawb: rhaid rhoi cyfle i'r dysgwyr arbrofi a chreu llenyddiaeth yn y Gymraeg, Saesneg ac ieithoedd rhyngwladol

What is the main focus?

- *Focus on the importance of learning about languages, and the way they relate and reflect our cultures and identities*
- *By the end of primary school, learners will experience different languages and make progress in Welsh, English and at least one international language*
- *When learners leave school, they will be able to use Welsh, English and their other languages in a meaningful way*
- *Oracy, Reading and Writing have equal prominence*
- *Literature for all learners: they need to be provided with opportunities to explore and create a range of literature in Welsh, English and international languages*



Y Gymraeg, ein hiaith *Welsh, our language*

As the new curriculum works towards fulfilling every learner's right in Wales to become confident speakers of both the official languages of the jurisdiction in which they live, it's time to throw out the mistaken belief that 'being bilingual' means being equally fluent in two languages. There are many degrees on the bilingual scale; and given that one of the most important steps on the journey towards becoming comfortable in speaking any language is to have enough confidence to give it a go, we must embrace all the degrees of that scale. As I like to remind people, if you see a sign such as 'Allan/Exit' and know it doesn't mean that if you're called Allan you must leave, then you're already on the Bilingual Bus ... and if you can say 'Llanelli', then you've long left the depot.

As with the work of sharing our history and stories, we must have a much broader attitude towards language learning if we want to see this new curriculum bringing us together in a shared linguistic community.

This is not about creating monochrome uniform. To the contrary. This is about creating a variety that's inclusive, where all of us have the same privileges and the same set of keys to access the big picture-story, and where we all feel that we can add to it through the medium of at least two languages.

Yr Athro Mererid Hopwood

curriculumforwales.gov.wales/2019/01/18/what-really-does-matter/



Y Siarter Iaith *Welsh Language Charter*

- The “**Siarter iaith**” is an important scheme - Its purpose is to increase the **social use** of the Welsh language amongst 3 -18 year olds in Primary and Secondary schools as well as Lifelong Educational Learning Establishments
- In September 2023, a new framework was published
- At the beginning of the scheme, each school should think about their use of the Welsh language (this information will be used to form an action plan)
- The schools will work towards awards – Bronze, Silver and Gold
- The scheme encourages all aspects of the school community (pupils, parents, governors and community) to work together
- **Seren** and **Sbarc** are the two characters who are a part of this scheme



Chi – yn y Brifysgol

- Byddwch chi, ar y cwrs TAR, yn derbyn cefnogaeth yn y Brifysgol ac yn yr ysgol wrth i chi barhau i ddatblygu eich sgiliau Cymraeg
- Fe fydd aelod o staff (mentor Cymraeg) yr ysgol ar gael i'ch cefnogi yn ystod eich Profiadau Dysgu Proffesiynol
- Byddwch chi'n cael eich asesu yn erbyn y Fframwaith Cymwyseddau Iaith i Ymarferwyr Addysg
- Fe fyddwch chi'n cadw portffolio o ddeunyddiau sy'n cynnig tystiolaeth o'r ffordd rydych chi wedi defnyddio a datblygu'r Gymraeg

You – at University

- *During your PGCE course, you will be supported in the University and in schools while you continue to develop your personal Welsh skills*
- *A member of staff (Welsh Mentor) will be available to support your development while in schools during your Professional Teaching Experiences*
- *You will be assessed according to the Welsh Language Competency Framework for Education Practitioners*
- *You will be asked to submit a portfolio of evidence to show how you have used and developed Welsh skills in classrooms*



Rhan 2

Methodoleg Caffael a Datblygu Iaith *Language Acquisition and Development Methodology*



Chi a'r Gymraeg

Welsh and you



Ar ddarn o bapur ysgrifennwch am:

- eich profiadau o'r iaith Gymraeg fel dysgwr (ysgol / cyrsiau iaith)
- eich profiadau o'r iaith Gymraeg yn allgyrsiol

On a piece of paper write about:

- *your experiences of the Welsh language as a learner (in the classroom / language courses)*
- *your experiences of the Welsh language outside the classroom environment*



Cwestiwn allweddol...

**Sut gallwch chi ddod yn athro
iaith da?**

*How do you become a good
language teacher?*



Methodoleg Caffael Iaith...

Language Aquisition Methodology...

Following the Government's attempt to reach a million Welsh speakers by 2050 and increase the number of individuals who use the language on a daily basis, there is more emphasis than ever on seeing our schools produce confident bilingual speakers. But the challenge of increasing Welsh language speakers and users varies from one context to another – from one area to another, from one school to another, from one home to another, from one teacher to another, and from one pupil to another – and it is vital that any strategies are flexible enough to allow the teacher to consider those variations, and what is relevant and appropriate within his or her own educational context.

Yr Athro / Professor Enlli Thomas

curriculumforwales.gov.wales/2019/01/31/understanding-bilingualism-in-education-a-seed-for-bilingual-teaching-success/

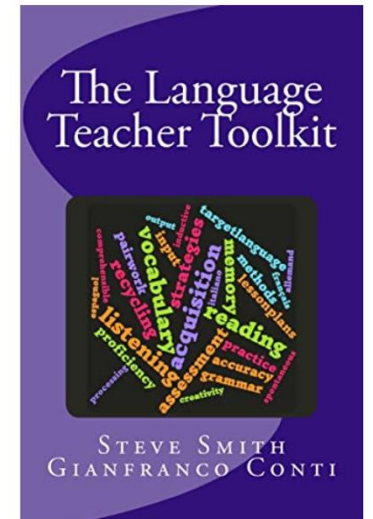


Methodoleg Caffael Iaith...

Language Aquisition Methodology...

To start with, there is no clear consensus about what works best in every language classroom. As we shall see, there is no “one-size-fits-all” panacea method because there are so many variables involved in the process of language learning: the teacher, the setting, the students’ own background and aims, the cultural context, to name just a few

(Smith and G. Conti, 2016, t.1)



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

**Pa fethodolegau caffael iaith ydych
chi'n gyfarwydd â nhw?**

**Meddyliwch am y gwersi iaith pan
oeddech chi yn yr ysgol.**

*What language acquisition pedagogies
are you familiar with?*

*Think back to the language(s) lessons
when you were in school.*



Pa fethodoleg?

Which methodology?

Does dim un dull o addysgu'n well nag un arall wrth addysgu iaith. Wrth gynllunio, ystyriwch:

- amcanion dysgu'r wers
- cyd-destun yr addysgu a'r dysgu
- arddulliau dysgu'r unigolyn

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

- *the aims of the lesson*
- *the context of the teaching and learning*
- *individual learning styles*



Sgil gwrando

Listening skill

“Our brains are wired to pick up language through listening.”
(Tud 1, Breaking the Sound Barrier)

Yn fiolegol, yn gyntaf, rydyn ni'n clywed a gwrando.

Biologically, firstly, we hear and listen.

Sut ydyn ni'n dysgu iaith?
How do we learn a language?

Mae'n bwysig addysgu'r sgil o wrando.

It's important to teach listening as a skill.

Rhaid cynllunio tasgau gwrando'n fwriadus er mwyn rhoi cyfle i'r dysgwr sylwi ar yr iaith a ddefnyddir ac a ddysgir.

You must plan listening tasks so that the learner can observe the language being used and learnt.



Pam fod dysgu geirfa'n bwysig?

Why is learning vocabulary important?

Wrth ddysgu geirfa, gall y dysgwr:

- gyfathrebu'n well ac yn gyflymach
- ddeall yn well
- gynyddu ei hunan hyder
- gynyddu ei hunan-effeithlonrwydd
- ddysgu'n well

By learning vocabulary, learners can:

- *communicate better and quicker*
- *show better understanding*
- *increase confidence*
- *increase self-efficacy*
- *learn better*

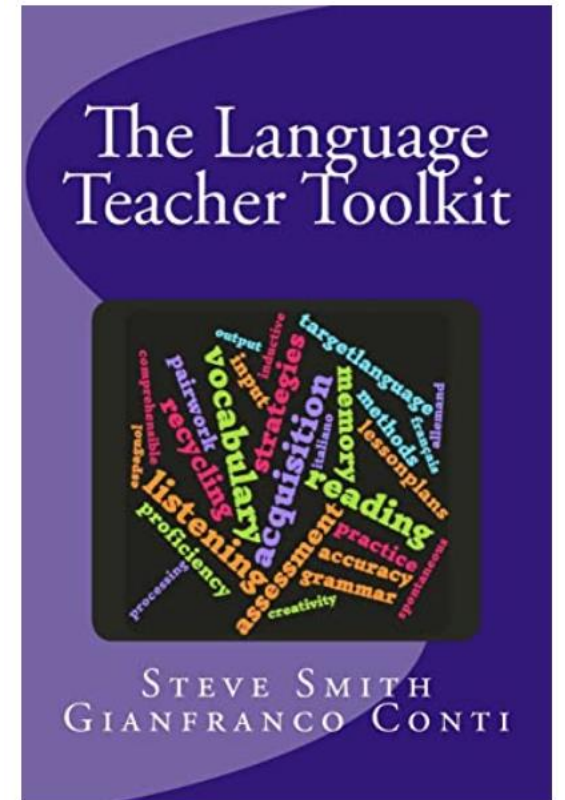


Addysgu geirfa *Teaching vocabulary*

*Make sure students have lots of opportunities to practise orally, both in a tightly structured fashion led by the teacher and through communication with other students. **Have them repeat and recycle language as much as possible.***

Select and sequence the vocabulary and grammar you expose students to. Do not overload them with too much new language at once. Focus on high frequency language

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



Beth ydy drilio?

Mae drilio yn ffordd effeithiol o ddysgu geirfa, ymadrodd neu dalp o iaith. Mae'n gallu bod yn ffordd effeithiol o gyflwyno a dysgu geirfa newydd neu batrwm iaith newydd. Mae'n ffordd dda o gyflwyno geirfa berthnasol yn y cyddestun cywir, e.e. i gyd-fynd â chynnwys y wers. Gellir defnyddio drilio:

- ar ddechrau gwrs – wrth gyflwyno geirfa / patrymau newydd
- ar ddiwedd gwrs – er mwyn atgyfnerthu'r hyn a ddysgwyd
- yng nghanol gwrs – er mywn codi'r egni / adolygu geirfa / patrymau

Gan mai prif bwrpas y dril ydy cyflwyno geirfa newydd, ni ddylid cyflwyno gormod o batrymau newydd ar yr un pryd. Ceisiwch gadw'r drilio yn fyr, e.e. tua 5 munud.

What are language drills?

Language drills are an effective way to teach vocabulary, phrases or chunks of language. It can be a very effective way of teaching and learning new vocabulary or language patterns. It is a good approach to use when introducing new vocabulary in curriculum context.

Language drills can be used:

- *at the beginning of a lesson – when learning new vocabulary / language patterns*
- *at the end of a lesson – to revise new patterns learnt*
- *in the middle of a lesson – to increase pace / to revise new vocabulary and patterns*

As the main focus is to repeat new patterns, it is best not to introduce too many patterns at the same time. Aim to keep your language drills short and effective, e.g. around 5 minutes.



Pryd dylwn ni ddrilio?

When should we use language drills?

Gellir defnyddio drilio wrth addysgu:

- llythrennau a synau
- geirfa
- patrymau iaith
- ymadroddion
- ynganu
- ymadroddion bob dydd
- unrhyw batrwm iaith newydd

You can use language drills when teaching:

- *letters and sounds*
- *vocabulary*
- *language patterns*
- *phrases*
- *pronunciation*
- *everyday phrases*
- *any new language pattern*



Sut mae drilio?

How to use language drills?

Mae nifer fawr o ffyrdd o ddrilio geirfa a phatrymau iaith newydd. Dyma rai esiamplau:

- ailadrodd fel grŵp gan ddefnyddio cardiau fflach fel sbardun wrth gyflwyno geirfa newydd;
- ailadrodd ar ôl y tiwtor iaith gan ddefnyddio lleisiau amrywiol, e.e. llais uchel, llais tawel, llais cryf, llais gwichlyd, a.y.y.b.
- rapio (a chlapio);
- canu (a chlapio)
- pasio'r cwestiwn – un yn holi, nesaf yn ateb cyn holi'r un cwestiwn, a.y.y.b
- pasio'r bêl – pasio'r bêl a'r person sy'n ei dal sy'n dweud y gair / patrwm iaith;
- cadwyn – “Es i i'r siop a phrynais ..” – gyda'r rhestr o eirfa'n cynyddu wrth symud o un person i'r nesaf.

There are numerous ways in which you can use language drills. Here are some examples:

- *group repetition by using flashcards to introduce new vocabulary;*
- *group repetition after the language tutor using different voices, e.g. loud voice, quiet voice, strong voice, high-pitched voice, etc.*
- *rapping (and clapping);*
- *singing (and clapping);*
- *pass the question – one asks the question, the next answers before asking the same question to the next person, etc.*
- *pass the ball – the person with the ball repeats the pattern;*
- *chain – “I went to the shop and I bought...” – the vocabulary list increases as it moves from one person to the next.*



Yn y dosbarth *In the classroom*

i + yn = i'n

ti = you
(singular)

Sut wyt ti heddiw?



Dw i'n iawn, diolch.



Dw i'n hapus.



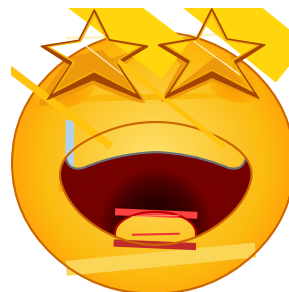
Dw i'n drist



Dw i wedi blino.



Dw i'n nerfus.



Dw i'n fendigedig.



Dw i'n sâl.



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

**Beth ydy manteision
defnyddio drilio?**

*What are the advantages of
using language drills?*



Beth ydy manteision drilio?

What are the advantages of using language drills?

- ynganu
- cywirdeb
- rhoi cyfle i ymarfer mewn 'amgylchedd ddiogel'
- cynhwysol
- codi hunanhyder dysgwyr
- rhoi cyfle i gywiro yn y fan a'r lle
- rhoi cyfle i asesu'n ffurfiannol
- gallu newid cyflymdra gwers

- *pronunciation*
- *correctness*
- *provides an opportunity to practice in a 'safe environment'*
- *inclusive*
- *raises self-confidence of learners*
- *provides an opportunity to correct*
- *provides an opportunity to formative assess*
- *can change the pace of a lesson*



Eich tro chi...

- Meddyliwch am ddeg gair allweddol ar gyfer un wers mewn unrhyw Faes Dysgu a Phrofiad
- Ysgrifennwch y geiriau ar gardiau bach
- Gyda phartner, ymarferwch gyflwyno'r eirfa drwy ddrilio
- Cofiwch ddefnyddio lleisiau gwahanol, e.e. sibrwd, gweiddi, canu, llais uchel, a.y.y.b.
- Cofiwch gywiro yn ôl yr angen
- Mwynhewch!

Your turn...

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

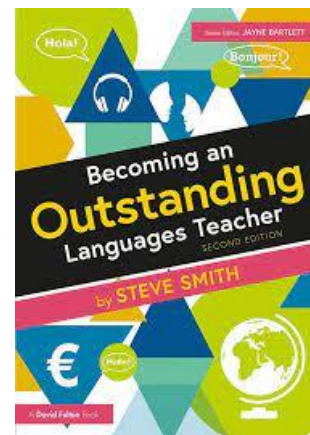


Geiriau a thalpio *Words and chunks*

Make words memorable

*Research suggests that when you first introduce a new word you should do so repeatedly. Retention is also aided when a word is learned and practised in memorable contexts. To do this you can use striking pictures and objects, associate words with their English equivalent, use rhymes, tunes, mimes and gestures. You can associate words with a memorable experience (a visit, funny moment in the classroom), for example, make something, play a game, perform a sketch, say the words aloud, practise hearing and seeing them at the same time, use a vocabulary learning app, and above all, **repeat** them over time.*

(Smith, 2018, t.111)

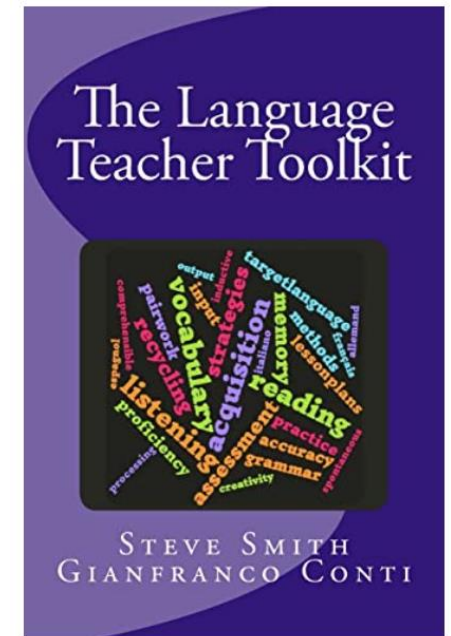


Canu Singing

There is some research which confirms what most language teachers feel: the use of song and music can aid progress in second language acquisition. Research has found, for example, that setting language to memory with a tune helps with its subsequent retrieval memory.

Added to this are the motivational factors associated with music and singing, along with the fact that retention of vocabulary is aided by having memorable associations with the words, it is not surprising that most teachers incorporate song into their teaching.

(Smith and G. Conti, 2016, t.271)



Y frechdan iaith

The sandwich technique

Mae'r dechneg "y frechdan iaith" yn cael ei defnyddio wrth gyflwyno geirfa a phatrymau iaith newydd. Rydych chi'n cyflwyno'r iaith darged yn y modd canlynol:

Mae hi'n bwrw glaw eto!

It's raining again!

Mae hi'n bwrw glaw eto!

Neu, gallwch gyflwyno geirfa newydd yn y modd canlynol:

Rydw i'n hoffi nofio.

swimming

Rydw i'n hoffi nofio.

Yn yr un modd, does dim rhaid defnyddio'r dull hwn gyda'r patrwm uchod oherwydd gallech chi ddefnyddio cerdyn fflach. Bryd hynny, fyddai dim angen defnyddio'r iaith Saseneg o gwbl. Felly, cadwch hyn mewn cof wrth gynllunio!

The "sandwich technique" is used when introducing new vocabulary and patterns. You introduce the target language as follows:

Mae hi'n bwrw glaw eto!

It's raining again!

Mae hi'n bwrw glaw eto!

Or, you can introduce new vocabulary as follows:

Rydw i'n hoffi nofio.

swimming

Rydw i'n hoffi nofio.

However, you don't have to use this technique with regards to the above pattern as you could use flashcards. With the use of flashcards, you wouldn't need to use the English language at all. So, remember to think about this when planning!

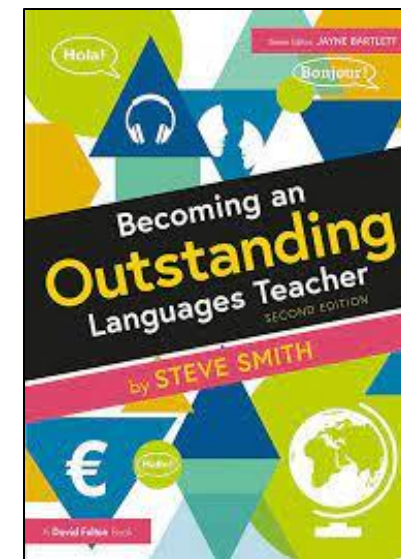


Rhyngweithio *Interaction*

Questioning is not the only way to engage in dialogue with a class. It's useful to have a range of different speaking interactions in your repertoire. Your teaching will be less predictable and students may enjoy the variety of approaches. Note that many of these are not just designed for beginners and intermediates.

.....Remember that just changing the type of interaction can make a task seem different to a class while ensuring repetition.

(Smith, 2018, t.158)



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

**Mewn gwrs iaith, pa ffyrdd
gwahanol o ryngweithio
gallwch chi eu defyddio?**

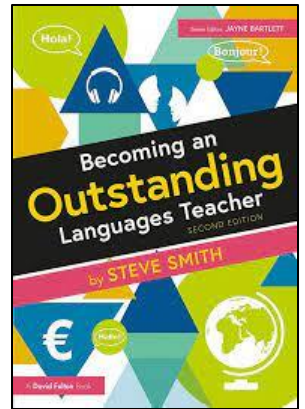
*In a language lesson, what
different interaction methods
could you use?*



Ffyrdd gwahanol o ryngwethio

Types of interaction

1. Coral repetition: whispering, shouting, singing, different voices, etc.
2. Small groups repetition
3. Reading aloud individually or chorally
4. In pairs: take it in turns to say words / phrases
5. Pair work: Information gap task (communicate with partner to find the missing information)
6. Whole class games
7. Pair work: dictation
8. Asking questions (to the teacher or each other)
9. Transformation drills (led by the teacher): words change at the end of the pattern / a sentence is changed from a positive statement to a negative statement, etc.
10. Dice games, e.g. to learn vocabulary / sentence structure / questions, etc.

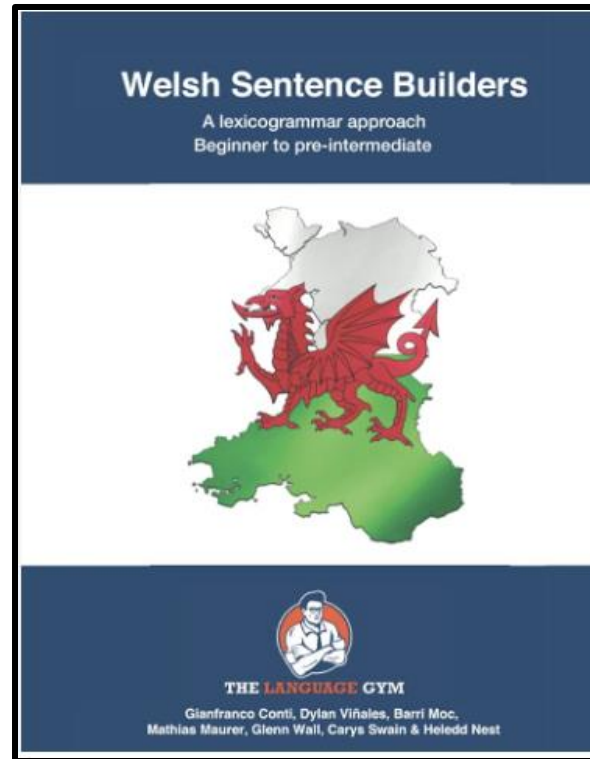


Adeiladu brawddegau

Sentence builders

Rydych chi'n gallu defnyddio adeiladwyr brawddegau fel taflen gymorth wrth gyflwyno geirfa a phatrymau newydd.

Sentence builders can be used as a support sheet for introducing new vocabulary and sentence structures.



UNIT 4				
Saying where I live and am from				
dw i'n byw mewn <i>I live in a</i>	tŷ <i>house</i>	bychan <i>small</i>	ar lan y môr <i>on the seaside</i>	
	byngalo <i>bungalow</i>	hardd <i>beautiful</i>	yng nghanol y dref <i>in the town centre</i>	
fflat <i>flat</i>	fffermdy <i>farmhouse</i>	hyll <i>ugly</i>	ar y cyrion <i>on the outskirts</i>	
		mawr <i>big</i>	yn y cefn gwlad <i>in the countryside</i>	
		newydd <i>new</i>		
		fawr <i>big</i>		
		fechan <i>small</i>		
		mewn hen adeilad <i>in an old building</i>		
		mewn adeilad modern <i>in a modern building</i>		
Fy enw ydy Dafydd a... <i>My name is Dafydd and...</i>	o Abertawe <i>from Swansea</i>			yn y gogledd <i>in the north</i>
	o Abergwaun <i>from Fishguard</i>			yn y dwyrain <i>in the east</i>
dw i'n dod <i>I'm /I come</i>	o Alberta, Canada <i>from Alberta, Canada</i>			yn y de <i>in the south</i>
	o Aberystwyth <i>from Aberystwyth</i>			yn y gorllewin <i>in the west</i>
	o Fangor <i>from Bangor</i>			yn y canolbarth <i>in the midlands</i>
	o'r Bala <i>from Bala</i>			ar yr arfordir <i>on the coast</i>
	o Borthcawl <i>from Porthcawl</i>			yn y cymoedd <i>in the valleys</i>
	o Gaerdydd <i>from Cardiff</i>			
	o Gaerffili <i>from Caerphilly</i>			
	o Gasnewydd <i>from Newport</i>			
	o Lanelwy <i>from St Asaph</i>			
	o Raeadr <i>from Rhaeadr</i>			
	o Dyddewi <i>from St Davids</i>			
	o Drelew, Ariannin <i>from Trelew, Argentina</i>			
	o Wrecsam <i>from Wrexham</i>			

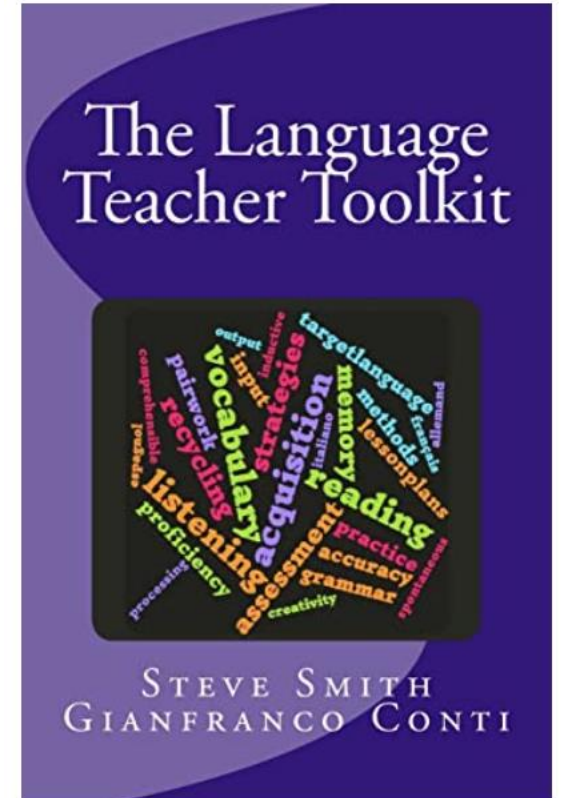


Y Cof *Memory*

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

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

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



What happens? Importance of memory

Amgylchedd / Environment
senses
e.e. what we hear and see

draw
attention



**Y Cof Gweithredol
(Working Memory)**
The 'workhouse' where we
process



Forget

Conti, G., & Smith, S., (2021) *Memory*

Remember

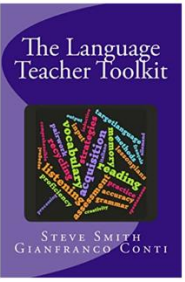


Learn



**Cof Hir Dymor
(Long Term Memory)**
Our factual and procedural
information

Y Cof Memory



...Let's consider why students forget words.

The reason we often fail to retrieve a word we have learned is usually due not to a weakening of the memory trace than to a failure to find that word. The factors that determine such failure relate to the context in which the word was learned, as that very context provides the cues crucial to its retrieval. For example: if we learn a word highlighted in red on our teacher's whiteboard and while sitting near a specific classmate, the colour red, the teacher's whiteboard and the classmate have the potential to be effective cues for that word. The absence of these three factors may prevent recall of the same word. This implies that the more associations created by the second language learner in learning a word, the more likely they are to remember it, because each association will have the potential to serve as a retrieval cue.

Another possible reason we forget is that when we take in new information, a certain amount of time is necessary for changes to the nervous system to take place so that it is properly recorded. If this consolidation process is not completed we lose the information. Without rehearsal of the L2 vocabulary, 60% of it will be forgotten within 48 hours of having "learned" it. For this reason we need to recycle the information over and over again until the information is stored permanently in the Long Term Memory.

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



Y Cof *Memory*

- Mae cof tymor byr yn **rhan** o'r Cof Gweithiol - y man lle mae pethau'n cael eu storio dros dro
- Mae angen gwneud llawer er mwyn symud pethau i'r cof tymor hir (ailadrodd ac ailgylchu iaith er mwyn cofio)

- *Short term memory is a part of the Working Memory – the place where things are stored for a short period of time*
- *A lot of practise needs to take place to move things to the Long Term Memory (repeat and recycle language patterns to memorise)*



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

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

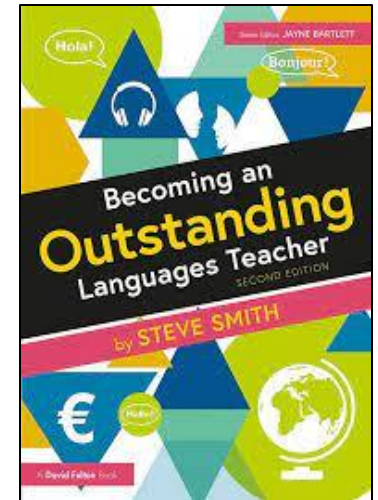
*What language acquisition pedagogies
are you familiar with? Think back to your
language lessons in school.*



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

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

(Smith, 2018, t.8)



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