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

Yr Athrofa Centre for Education
Addysg i Gymru | Education for Wales

PDPA APLP
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

ECAD6014/C

Rhwystrau Iaith

Language Barriers

www.uwtsd.ac.uk

Amcanion
Aims

- archwilio mewn dyfnder y rhwystrau posib sydd yn wynebu plant sydd a Chymraeg/Saesneg fel iaith ychwanegol
- Trafodaeth feirniadol o rai o'r rhwystrau corfforol a chudd sy'n atal datblygiad iaith

- explore in depth the potential barriers faced by children who have English/ Welsh as an additional language
- critical discussion of some of the physical and hidden barriers to language development

DD: bodloni anghenion ystod amrywiol o blant a phobl ifanc; yn cynnwys herio tybiaethau, credoau sy'n arwain at ragfarn a stereoteipio

LO: meeting the needs of a diverse range of children and young people, including challenging assumptions, beliefs that lead to prejudice and stereotyping

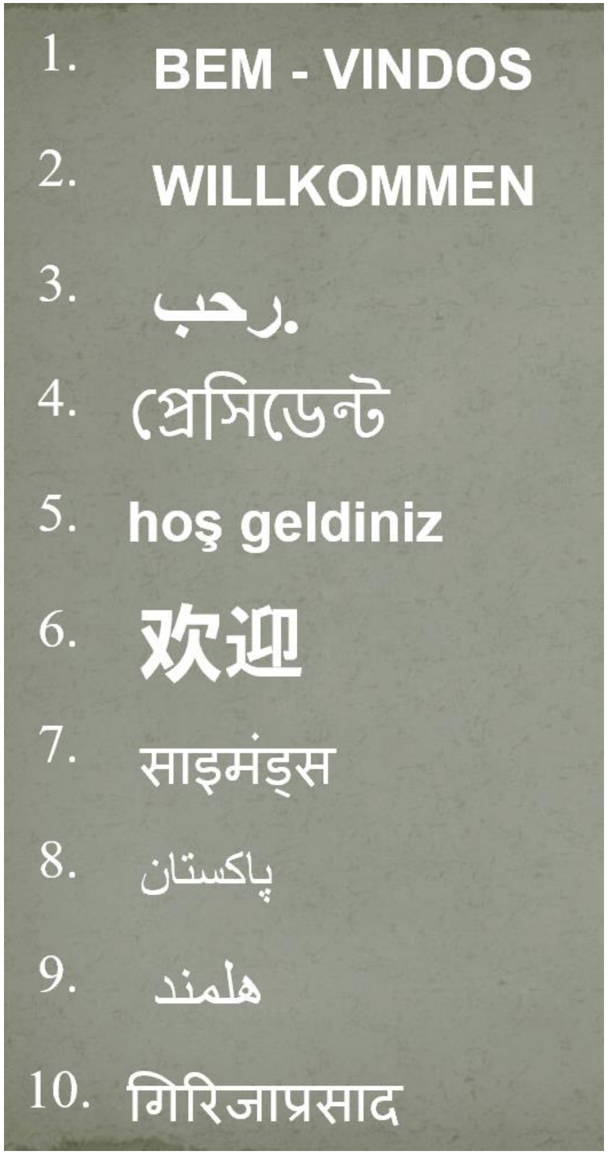
Meddyliwch!
Think!

- Beth allai'r rhwystrau posib rhag datblygu iaith fod i ddysgwyr yn eich dosbarth chi?

- *What could be the possible barriers to language development for learners within your classroom?*

Rhowch gynnig arni!

Have a go!



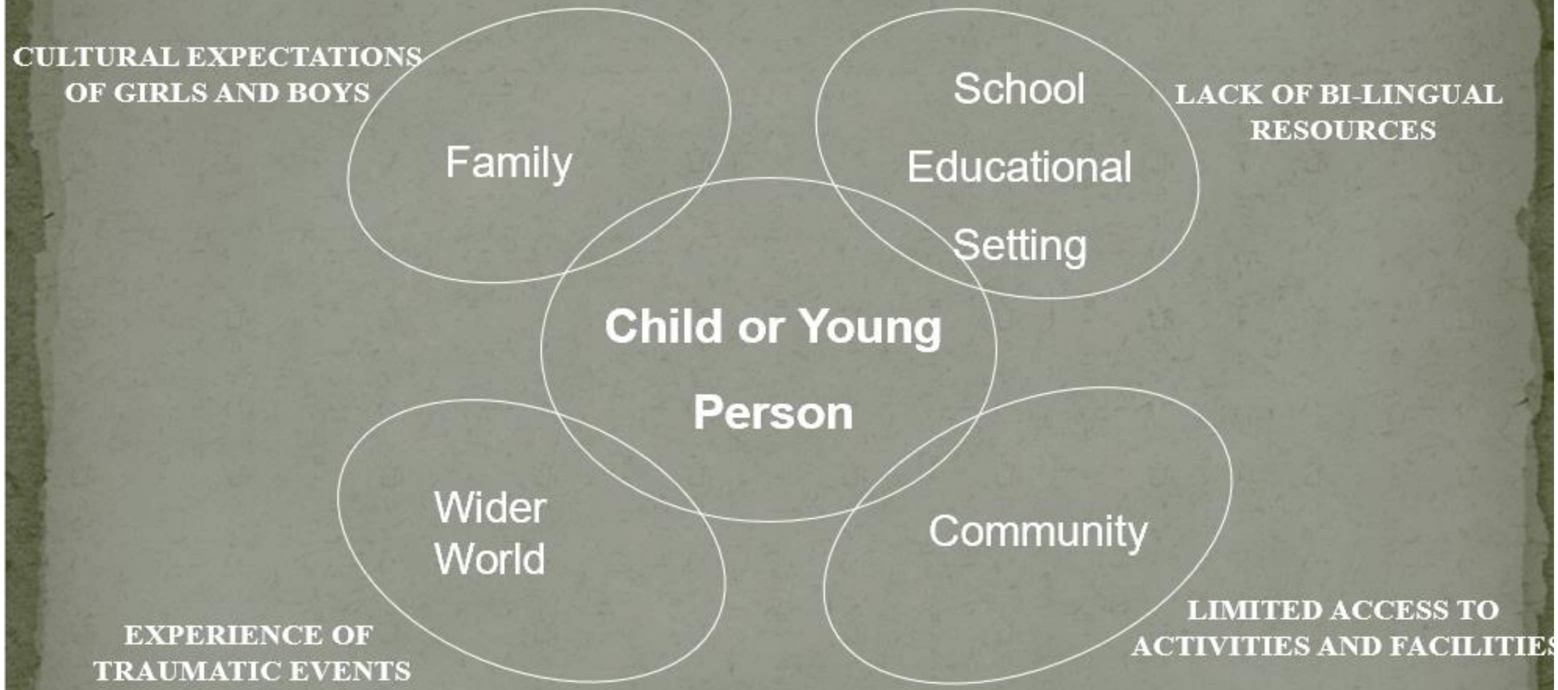
Dyma Azad
Meet Azad

Beth sydd angen i ni ystyried?
What do we need to consider?

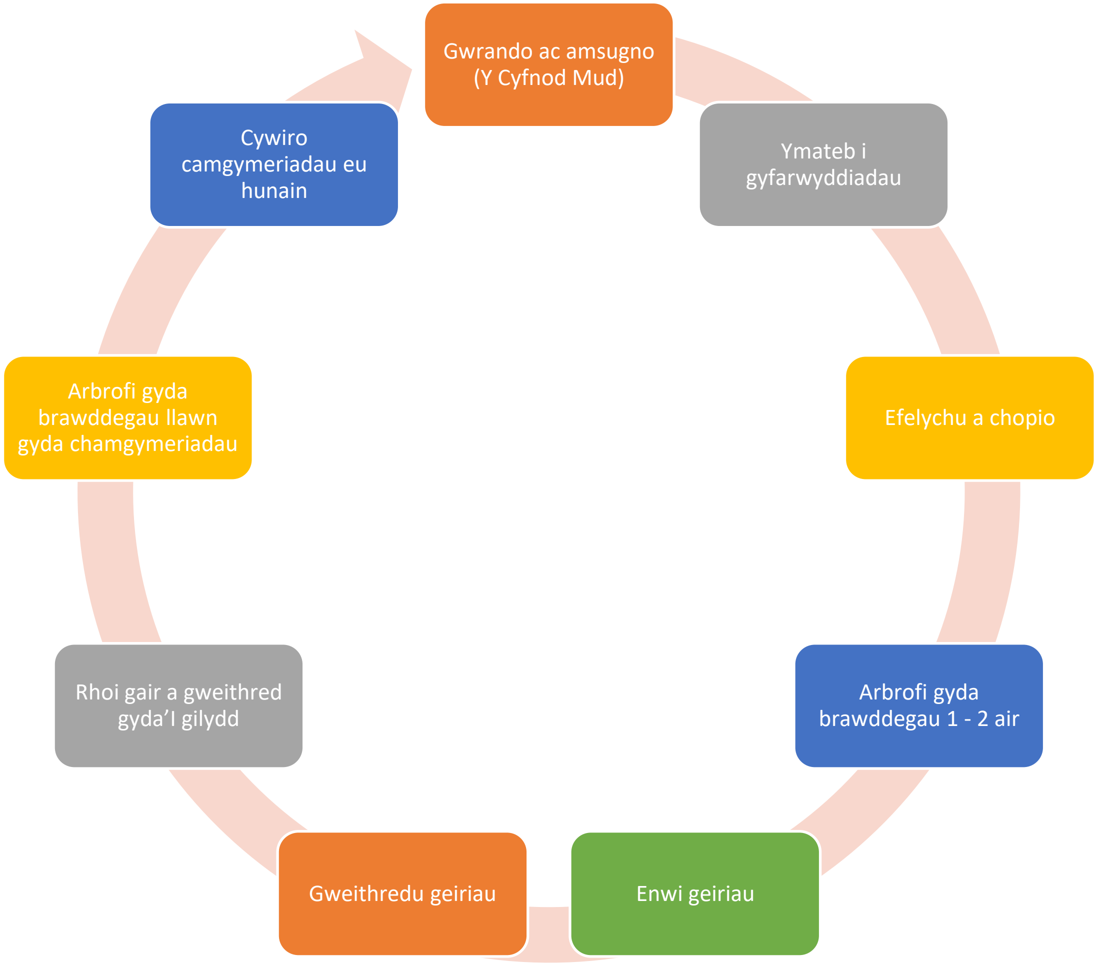
- oedran wrth ddod mewn i'r system addysg
- profiadau blaenorol o ysgol yn eu hiaith gyntaf
- eu gwybodaeth, sgiliau a dealltwriaeth o ieithoedd a'r cwricwlwm ysgol
- disgwyliadau a dealltwriaeth y cartref a'r gymuned
- strwythurau cefnogi ar gyfer dysgu a datblygiad iaith yn y cartref a'r ysgol

- *the age on entering the educational system*
- *their previous experience of schooling in their first language*
- *their knowledge, skills and understanding of languages and the school curriculum*
- *home and community expectations and understanding*
- *support structures for learning and language development at home and at school.*

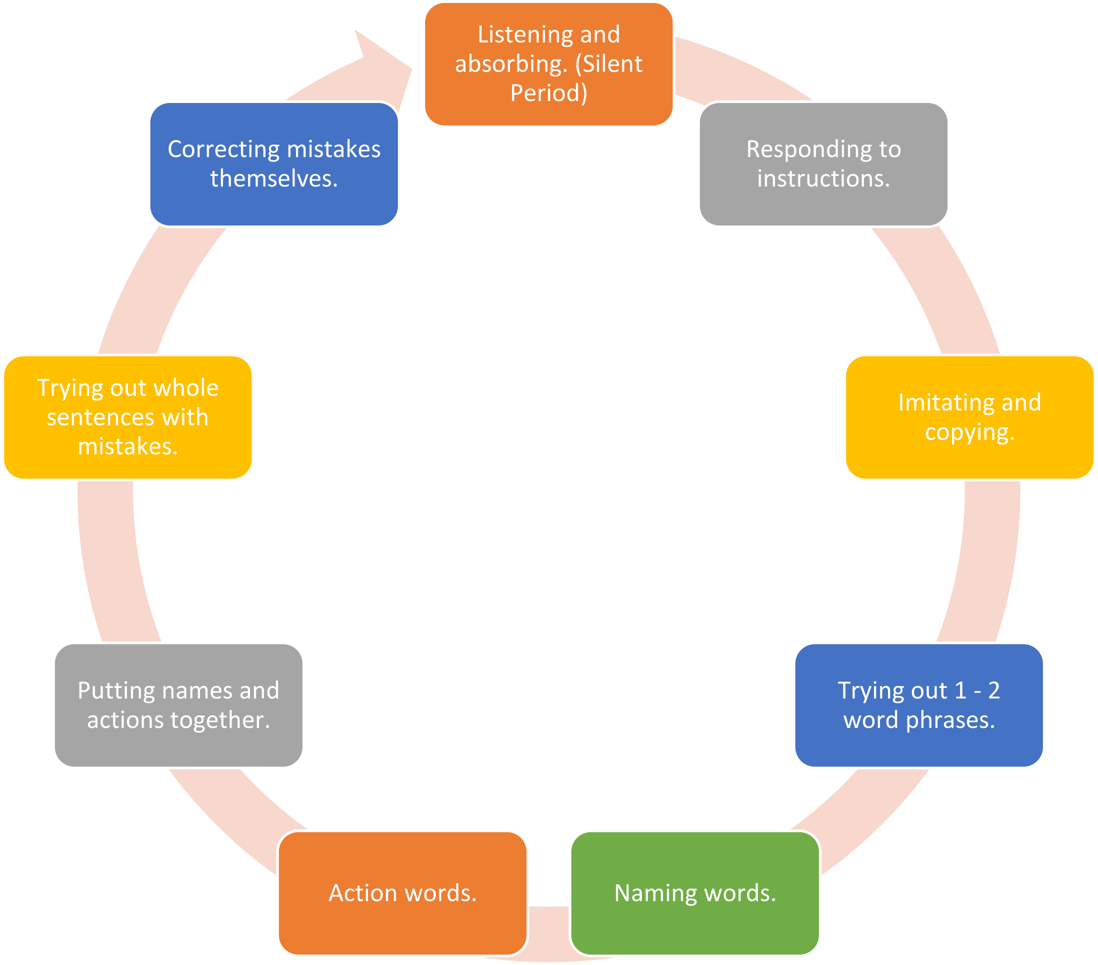
Barriers To Learning For EAL Pupils



Beth yw'r camau wrth ddysgu iaith newydd?

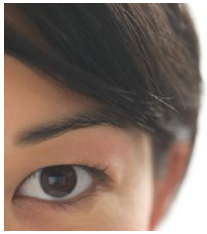


What are the steps when learning a new language?



Cefnogaeth yn y dosbarth- Strategaethau

Gwnewch gyswllt llygad



Gwnewch amser i gynllunio a siarad

Rhowch awgrym

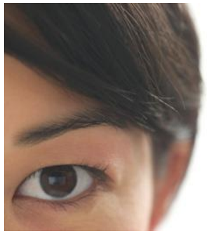
IMRAN

Gwirwch ddealltwriaeth

Helpwch nhw i roi pethau mewn trefn

Support in the Classroom - Strategies

Make eye contact



Give time to plan and to talk

Cue them in

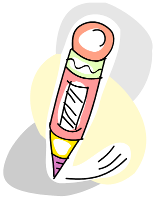
IMRAN

Check understanding

Help them sequence

Strategaethau Cefnogi Cyfleus

Tynnwch luniau



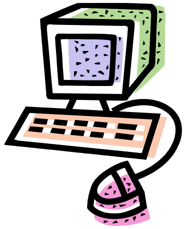
Highlight key part of sentence structure

Gwrandewch yn astud

Symleiddiwch y testun a ffocysu ar eiriau allweddol

Labelwch ddiagramau

Y we



Rhowch gyfle I ymarfer geiriau allweddol mewn gwahanol gyd-destunau.

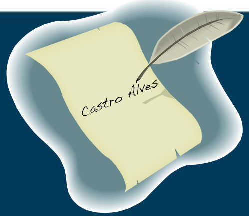
Rhestrau geiriau allweddol dwyieithog

Geiriadur lluniau neu ddwyieithog

Esboniwch, modelwch iaith

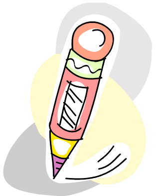
Cyfieithwch

Dysgwch eiriau allweddol ymlaen llaw a pwysleiswch hwy



Instant Support Strategies

Draw pictures

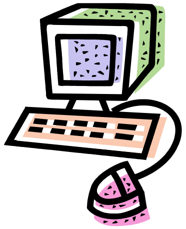


Highlight key part of sentence structure

Listen attentively to the child

Simplify text and focus on key words

Use the internet



Label diagrams

Provide opportunities to practise key words in different contexts.

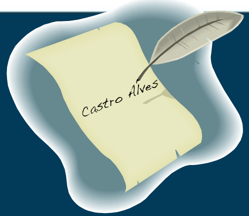
Develop bilingual key vocabulary lists

Use a bilingual or picture dictionary

Explain, model language

Translate

Pre-teach key words and give them emphasis through voice tone



Cofiwch
Remember

- Mae dwyieithrwydd yn gaffaeliad
- Mae'r iaith gyntaf yn allweddol i hunaniaeth, dysgu a chaffael iaith ychwanegol ar gyfer plentyn a SIY.
- Dylai heriau gwybyddol fod a chael eu cadw ar lefel uchel addas trwy ddarparu cefnogaeth ieithyddol a chyd-destunol
- Mae caffael iaith yn mynd law yn llaw gyda datblygiad gwybyddol ac academaidd gyda chwricwlwm cynhwysol fel cyd-destun.

- *Bilingualism is an asset*
- *The first language is key to an EAL pupil's identity, learning and acquiring an additional language.*
- *Cognitive challenge can and should be kept appropriately high through the provision of linguistic and contextual support.*
- *Language acquisition goes hand in hand with cognitive and academic development with an inclusive curriculum as the context.*

Darllen pellach
Further reading

[Supporting pupils with English as an additional language to help them integrate | Estyn (gov.wales)]

[Taking every opportunity to increase literacy | Estyn (gov.wales)]

[UNHCR - Starting Out - Why education for refugees matters]

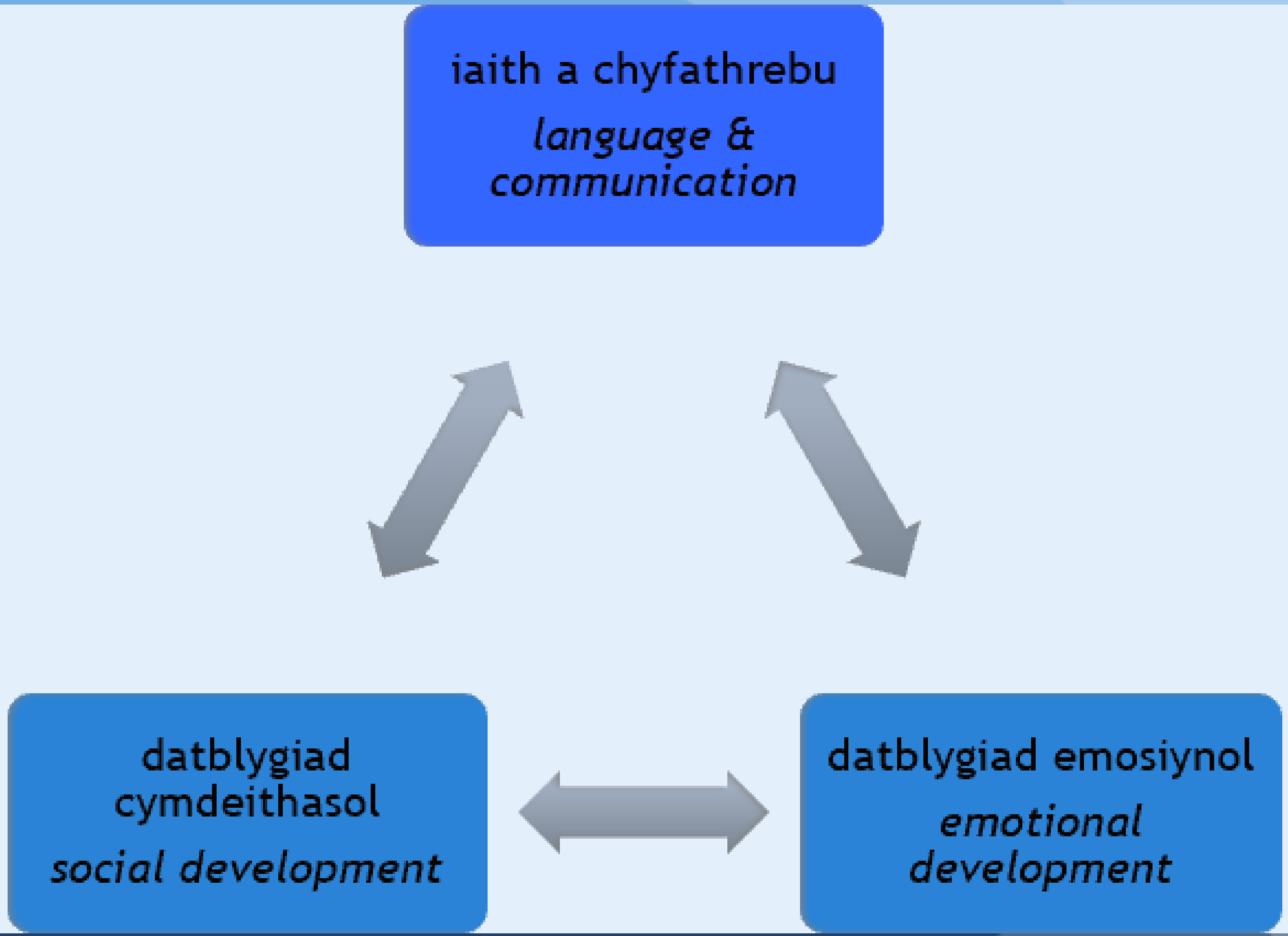
Rhai Rhwystrau Corfforol i Ddatblygiad Iaith

Some Physical Barriers to Language Development

Ystyriwch
Consider

- Mae cyfathrebu a rhyngweithio yn un o'r pedwar maes eang o anghenion a nodir yng Nghod Ymarfer ADY Cymru 2021
- Gall rhwystrau corfforol effeithio ar iaith dderbyngar a mynegiannol

- *Communication and interaction is one of the four broad areas of need identified in the ALN Code of Practice for Wales 2021*
- *Physical barriers can impact on receptive and expressive language*


iaith a chyfathrebu
language & communication
datblygiad cymdeithasol
social development
datblygiad emosiynol
emotional development

Gall effeithio ar …
It can impact on …

- Rheolau iaith, e.e. cystrawen, sgiliau semantic, sgiliau pragmatig, geirfa
- Cof – tymor byr a thymor hir
- Prosesu gwybodaeth – meddwl, rhesymu, rhagfynegi
- Iaith a chyfathrebu – oediad neu anhawster

- *Rules of language, e.g. syntax, semantics, pragmatics, vocabulary*
- *Memory – short and long term*
- *Information processing – thinking, reasoning, predicting*
- *Speech & communication – delay or impairment*

Oediad iaith	Anhawster iaith
Mae datblygiad yr iaith yn dilyn y patrwm arferol o ddatblygiad ond ar raddfa arafach.	Mae’r datblygiad yn wahanol o ran ffurf a swyddogaeth i ddatblygiad iaith plant eraill.

Delay	*Disorder*
Language development follows a normal pattern of development but at a slower rate.	*Development is different in form or function from other children.*

Felly …
So …

Pa fath o anawsterau corfforol sy'n medru achosi'r rhwystrau hyn?

What type of physical difficulties can impact on these barriers?

Tasg
Task

Yn eich grŵp ymchwiliwch i a pharatowch boster ar 1 o'r canlynol a pha gefnogaeth sydd angen:

a) Mudandod dewisol

b) Dyslecsia/Anawsterau penodol gyda llythrennedd

c) Apracsia

ch) Cyflwr Sbectrwm Awtistiaeth (agwedd iaith)

In your group research and prepare a poster on 1 of the following and the support needed:

a) Selective mutism

b) Dyslexia/Specific literacy difficulties

c) Apraxia

d) Autism Spectrum Condition (language aspect)

Ystyriwch …
Consider …

- Amcangyfrifir mewn rhai o ardaloedd mwyaf difreintiedig y DU, bod 60% o blant yn dechrau'r ysgol gyda rhyw ffurf o oediad neu anhawster llafaredd, iaith neu gyfathrebu (ICAN).
- Dim ond 10% o blant sydd ag anawsterau parhaol a thymor hir.

- *It is estimated that in some more deprived parts of the UK up to 60% of children start school with some form of speech, language or communication delay or disorder (ICAN).*
- *Only 10% of children have difficulties that are persistent and long term.*

http://www.ican.org.uk

"…effective communication
requires more than an exchange
of information. When done
right, communication fosters
understanding, strengthens
relationships, improves
teamwork, and
builds trust."

Darllen pellach
Further reading

[Literacy: The role of communication skills (sec-ed.co.uk)]

[Supporting Children s Speech, Language and Communication Development in Early Years Settings and Schools (cumbria.gov.uk)]