



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

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



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Datblygiad Iaith Language Development

ECAD5007/C



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership



Amcanion y sesiwn

Session Aims

- Ystyried beth yw 'iaith'
- Archwilio sut mae iaith yn datblygu
- Trosolwg beirniadol o rai o'r damcaniaethau sydd yn sail i ddatblygiad iaith a'r tensiwn rhyngyddynt
- Archwilio pwysigrwydd iaith ar gyfer datblygu a dysgu
- *Consider what is 'language'*
- *Explore how language develops*
- *A critical overview of some of the theories that underpin language development and the underlying tensions*
- *Explore the significance of language for development and learning*



Beth yw
iaith?

Beth yw ei
bwrpas?

*What is
language?*

*What is its
purpose?*

Pam mae iaith yn bwysig?

Why is language important?



“Iaith yw hanfod meddwl
ac mae’n anhepgor nid
yn unig ar gyfer
cyfathrebu effeithiol ond
hefyd ar gyfer dysgu,
myfyrio a
chreadigrwydd.”

*“Language is the essence
of thinking and is integral,
not just to effective
communication, but to
learning, reflection and
creativity.”*

(Donaldson, 2015: 48)



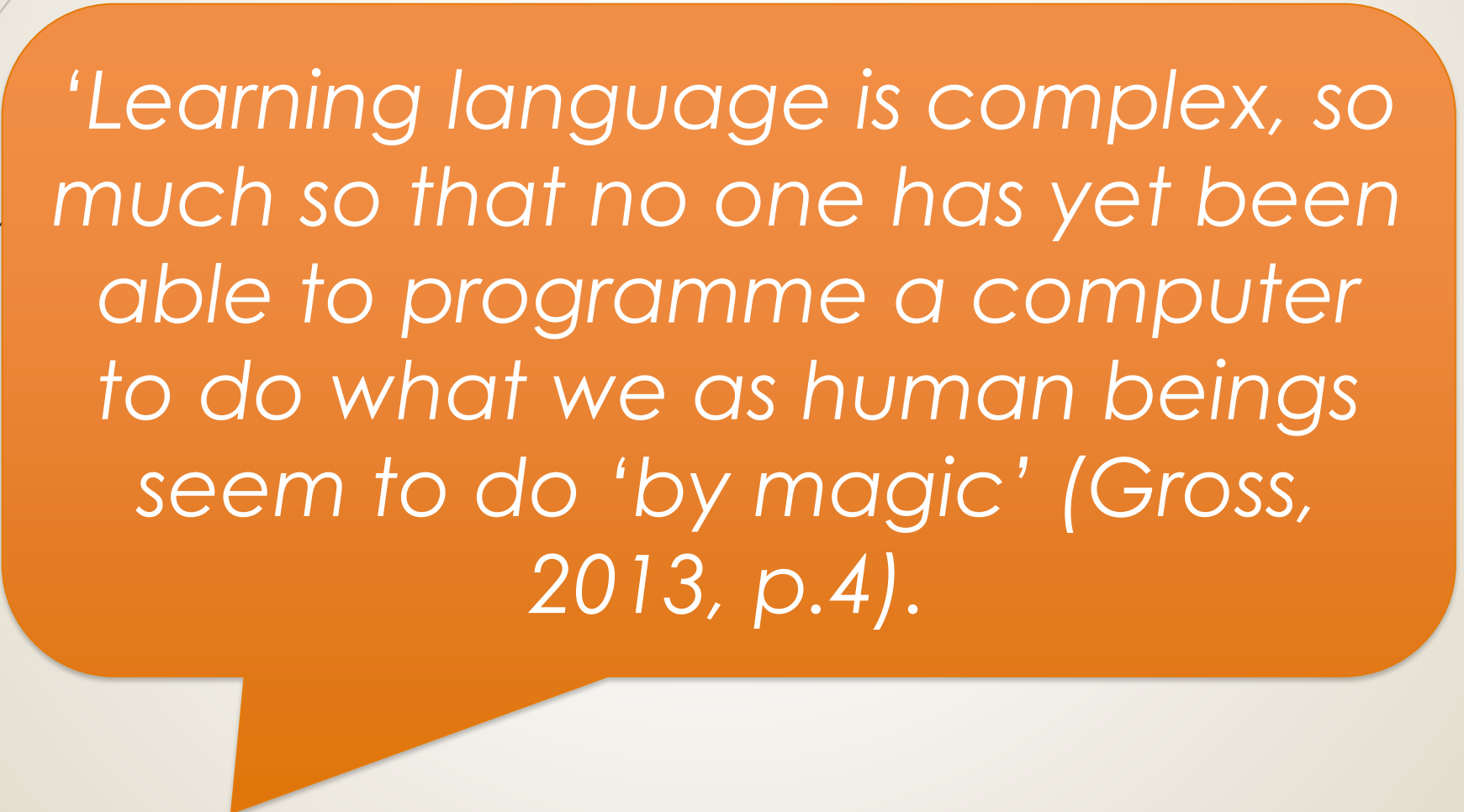
Natur iaith

The nature of language

- ▶ Mae tua 7,000 o ieithoedd yn cael eu siarad yn y byd yn 2021
- ▶ Mae trefn pob iaith mwy neu lai yn debyg
- ▶ Cyfuniad o blethu synau gyda rheolau er mwyn cynhyrchu geiriau a brawddegau yw iaith lafar.
- ▶ *There are approximately 7,000 languages spoken in the world in 2021*
- ▶ *All languages are organized in the same way*
- ▶ *Languages that are spoken use sounds and rules in order to produce words and sentences.*



Ystyriwch hyn
Consider this



'Learning language is complex, so much so that no one has yet been able to programme a computer to do what we as human beings seem to do 'by magic' (Gross, 2013, p.4).

Ydy babanod yn cyfathrebu?

Do babies communicate?



‘Babies know important things about language literally from the time they are born and learn a great deal about language before they ever say a word ‘ (Gopnik *et al.*, 2001:23).

Sut mae iaith yn datblygu?
How does language develop?



<https://youtu.be/N2tG-gZyLR0>

Arfau cyfathrebu

Tools for communication

Llais

- y sain a gaiff ei gynhyrchu pan mae aer o'r ysgyfaint yn cael ei wthio rhwng yr haenau lleisiol yn y corn gwddf, gan wneud iddynt ddirgrynu.

Lleferydd

- modd o fynegi iaith trwy ddefnyddio'r cyhyrau yn y dafod, y gwefusau, yr ên a'r rhan lleisiol i gynhyrchu seiniau.

Iaith

- set o reolau cyffredin sydd yn galluogi pobl i fynegi eu syniadau mewn modd synhwyrol naill ai ar lafar, yn ysgrifenedig, trwy arwyddo neu drwy ystumiau corff eraill.

Voice

- the sound made when air from the lungs is pushed between the vocal folds in our larynx, making them vibrate .

Speech

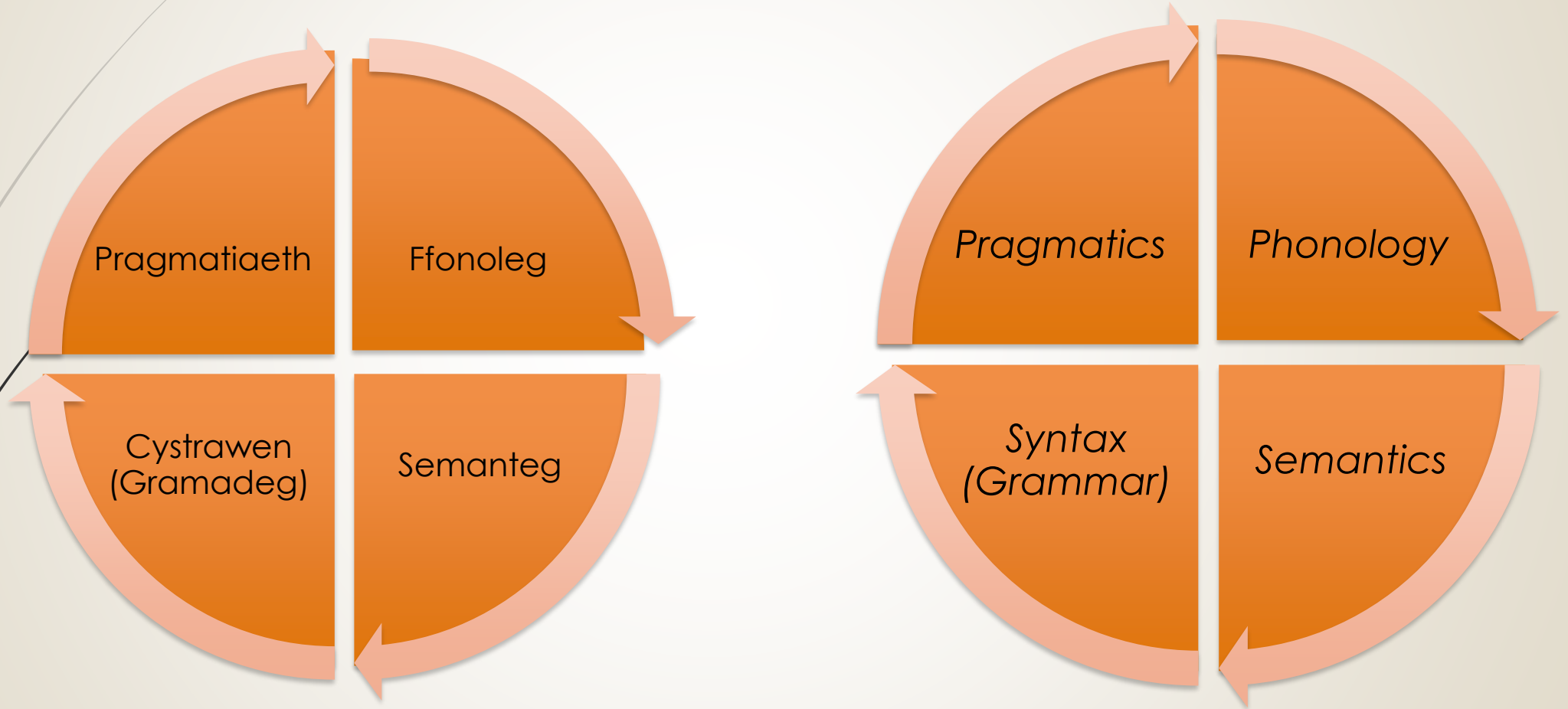
- a way of expressing language by using muscles in the tongue, lips, jaw and vocal tract to produce sounds.

Language

- a set of shared rules that allow people to express their ideas in a meaningful way either in words, in writing, signing or through other body gestures.

Pedair agwedd benodol o iaith

Four Key Areas of Language



(Cowie, 2012, p.83)



Datblygiad iaith 0-17

Language development 0-17

TASG

- ▶ Cliciwch ar y linc isod neu ei chopio a'i gludo i'ch porwr
- ▶ Nawr darllenwch y gwahanol gamau datblygiad ar gyfer dysgwyr rhwng 0 ac 17
- ▶ A oedd unrhywbeth annisgwyl? Os oedd, gwnewch nodyn o hyn.
- ▶ Dewiswch grwp oedran penodol e.e. 7-11
- ▶ Ysgrifennwch grynoded yn eich geiriau eich hun o sut mae iaith yr ystod oedran hyn yn datblygu a sut allech gefnogi hyn yn y dosbarth
- ▶ Ychwanegwch eich syniadau eich hunain yn ogystal ag addasu rhai o'r wefan

TASK

- ▶ Click the link below or copy and paste into your browser
- ▶ Now read the different steps for learners between 0 and 17
- ▶ Were there any surprises? If so, make a note of this.
- ▶ Choose a specific age group e.g. 7-11
- ▶ Write a summary in your own words of how language develops for this age group and how you could support this in your classroom.
- ▶ Add your own ideas as well as adapt some from the website

[Ages and stages \(speechandlanguage.org.uk\)](https://speechandlanguage.org.uk)

Caffael iaith – prif ddamcaniaethau

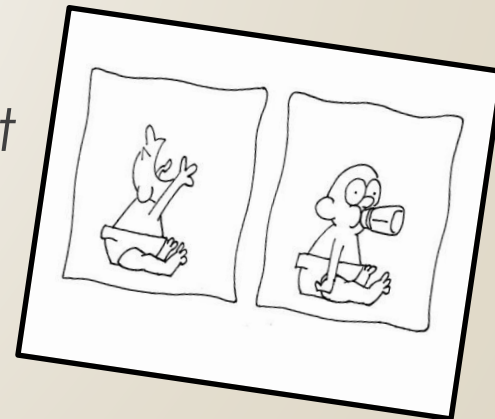
Language acquisition – key theories

Theori Ymddygiadol

- B.F. Skinner (1953, 1957)
- Dylanwad yr amgylchedd (magwraeth)
- Atgyfnerthu cadarnhaol

Behaviourist theory

- *B.F. Skinner (1953, 1957)*
- *Influence of the environment (nurture)*
- *Positive reinforcement*



Caffael iaith – prif ddamcaniaethau Language acquisition – key theories



Noam Chomsky (1957)

Theori Cynhenid

- Dylanwadau biolegol (natur)
- Dyfais Caffael Iaith (Language Acquisition Device - LAD)

Nativist theory

- *Biological influences (nature)*
- *Language Acquisition Device (LAD)*

Darllen pellach/Further Reading (Chomsky, 2013):

<https://moodle.uwtsd.ac.uk/mod/resource/view.php?id=315070>



Damcaniaethau gwybyddol

Cognitive theories

Vygotsky (1978)

- Rôl yr oedolyn
- Modelu a sgaffaldio
- Iaith a gwybyddiaeth
- *Role of the adult*
- *Modelling and scaffolding*
- *Language and cognition*



Damcaniaethau gwybyddol

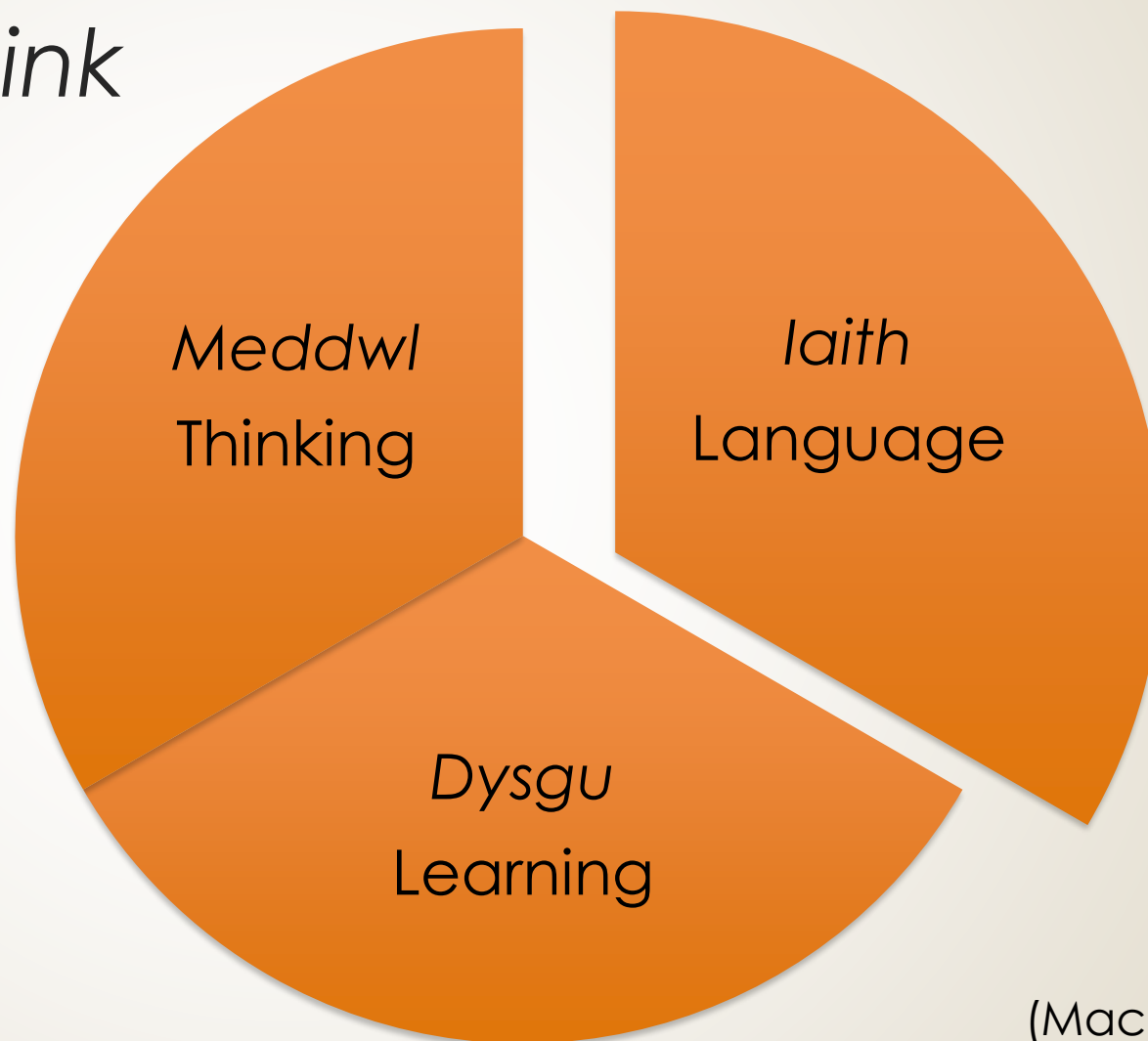
Cognitive theories

Bruner (1982)

- ▶ System Gefnogi Caffael Iaith
(Language Acquisition Support System - LASS)
- ▶ Sgaffaldio iaith
- ▶ Y 'cyfnod allweddol'
(critical period)
- ▶ Language Acquisition Support System (LASS)
- ▶ Scaffolding language
- ▶ The 'critical period'

Y cyswllt hanfodol

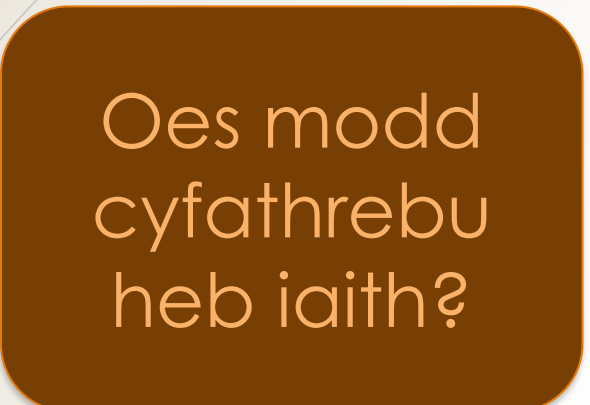
The vital link



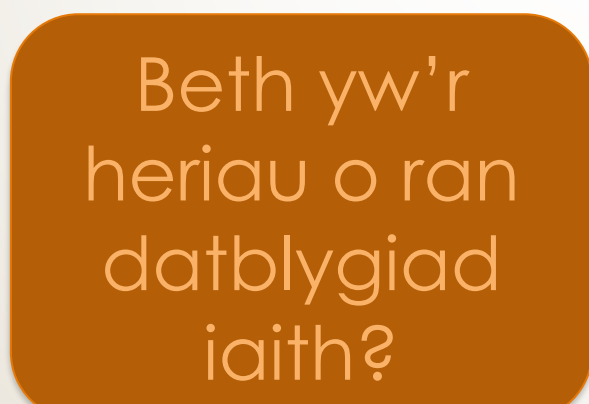
(Macblain, 2014)



Ystyriwch hyn *Consider this*



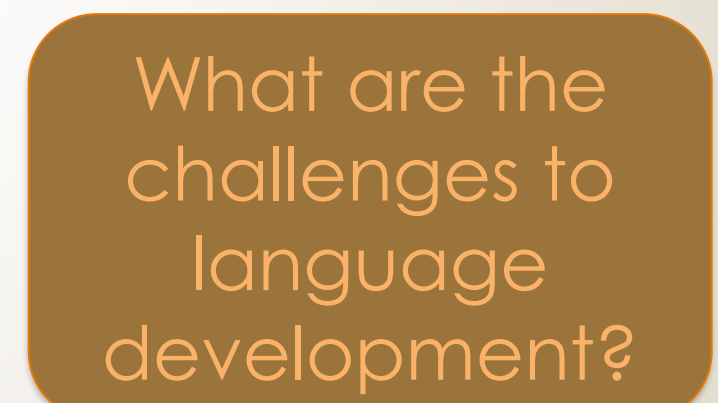
Oes modd
cyfathrebu
heb iaith?



Beth yw'r
heriau o ran
datblygiad
iaith?



*Do we need
language to
communicate?*



What are the
challenges to
language
development?



Heriau i ddatblygiad iaith

Challenges to language development

- Diffyg neu brofiadau gwael o fodlau iaith
- Anawsterau iaith penodol
- Gwahaniaethau niwrolegol
- Dulliau gwahanol o gyfathrebu
- Anhwylderau iaith
- Rhwystrau cymdeithasol
- *Poor experiences of language modelling*
- *Specific language difficulties*
- *Neurological differences*
- *Communication differences*
- *Language disorders*
- *Social barriers*

Goblygiadau ar gyfer yr ystafell ddosbarth –
siarad a gwrando

Implications for the classroom – speaking and listening

Dangosodd ymchwil o'r
astudiaeth EPPSI (Siraj-Blatchford
et al., 2011) bod athrawon
rhagorol mewn ysgolion hynod o
effeithiol yn defnyddio dulliau
dysgu ac addysgu trwy
ddeialog, siarad cydweithredol a
sgyrsiau hyfforddi er mwyn codi
safonau iaith y disgyblion (Gross,
2013).

*Research from the EPPSI study
(Siraj-Blatchford et al., 2011)
revealed that outstanding
teachers in highly effective
schools use dialogic teaching
and learning, collaborative talk
and instructional conversations
to raise the standards of pupils'
language (Gross, 2013).*





Gwybodaeth bellach

Further guidance

Creu amgylchedd gyfoethog o ran iaith:

Creating a language-rich environment:

<https://www.scholastic.com/teachers/blog-posts/genia-connell/12-steps-creating-language-rich-environment/>

Darllen pellach/*Further Reading* (Mercer):

<https://moodle.uwtsd.ac.uk/mod/resource/view.php?id=315071>



Cyfeirnodau References

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Cowie, H. (2012) *From Birth to Sixteen: Children's Health, Social, Emotional and Linguistic Development*. London: Routledge.

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