



Welsh Language History

Presentation Available at:
<https://youtu.be/pZD0SZv9wI8>

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Image from
Johnson (No
Date)

Welsh is a Brythonic language, meaning it is British Celtic in its origin, and it arrived in Britain around 600 BC (Brain, No Date). This Celtic language started to evolve within the British Isles into a Brythonic tongue and this provided the basis for the Welsh language (Brain, No Date).

One of the very first Welsh words ever recorded was around 700 AD, and the first written words can be dated back more than 100 years prior (Brain, No Date).

Continuing, under the Anglo-Saxon rule the Welsh language gradually evolved, in the south-west regions of Britain the language developed into the early foundations of Cornish and Welsh (Brain, No Date).

Between 1000 and 1536 (the Middle Ages) the spoken Welsh was known as middle Welsh (Brain, No Date). In 1536, King Henry VII's act of union between the states had a deep impact upon the Welsh language, it began to suffer through the laws which were passed, and it dramatically impacted Welsh's status as an administrative language (Brain, No Date).

Consequently, with English sovereignty over Wales, the use of Welsh was banned and its official status was removed (Brain, No Date). Many members of the Welsh gentry embraced the more English-centric perspective, giving the language additional support and all the conditions that came along with it (Brain, No Date).

However, the peasantry still spoke Welsh amongst the general population, they thought that holding onto the language was important for their customs, history and traditions (Brain, No Date). These Welsh speakers were expected to communicate in English at work and they were to use it within education from an early age (Brain, No Date).

Additionally, during the eighteenth century an influx of English speakers flocked into Wales, brought about by the industrial revolution (Brain, No Date). This brought further challenges towards Welsh speakers as English quickly became the common language used (Brain, No Date).

During the nineteenth century, after 1861, the yearly National Eisteddfod, which celebrates welsh poetry and music is held (Shaping the UK, 2021).

In the twentieth century only 25% of Welsh people could speak Welsh (Shaping the UK, 2021). In 1925 the Welsh Nationalist Party Plaid Cymru was formed (Shaping the UK, 2021).



Government Acts

Image from Bilingualism
and Multilingualisms in
Medieval Wales (2018)

Consequently, in 1942 the Welsh Courts Act formally addressed the issue of Welsh speakers being forced to converse in English and this in turn created a new law allowing Welsh to be used within courts (Brain, No Date).

In 1962 the Welsh Language society was formed (Shaping the UK, 2021). They campaign for the Welsh language and communication in Wales, which started with bilingual road signs (What is Cymdeithas yr Iaith?, 2021).

Under the conservative government in the 1980's to 90's the Welsh language channel was established, there were advancements in Welsh language education, the Welsh language board was formed and the implementation of the Welsh Language Act in 1993 (Edwards, Tanner and Carlin, 2011). This Act helped put Welsh on equal terms alongside the English language (Devolution, 2014).

The Government of Wales Act 1998, the national trust treats Welsh and English truly equal (Devolution, 2014).

Furthermore, within the curriculum, Welsh was included in the Welsh curriculum following the Education Reform Act 1998, and became compulsory for all learners in key stage 1, 2, and 3 in the year of 1990 (Williams and Morgan, 2017). This finally became compulsory for all in key stage 4 following 1999 (Williams and Morgan, 2017).

The Welsh ministers are promoting and facilitating the use of the Welsh language, whereby they aim to hit a target of 1 million Welsh speakers by 2050 (Jones and Davies, 2017)

The Welsh Government's vision is to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life (Welsh in

Education: Action Plan 2017-21, No Date).

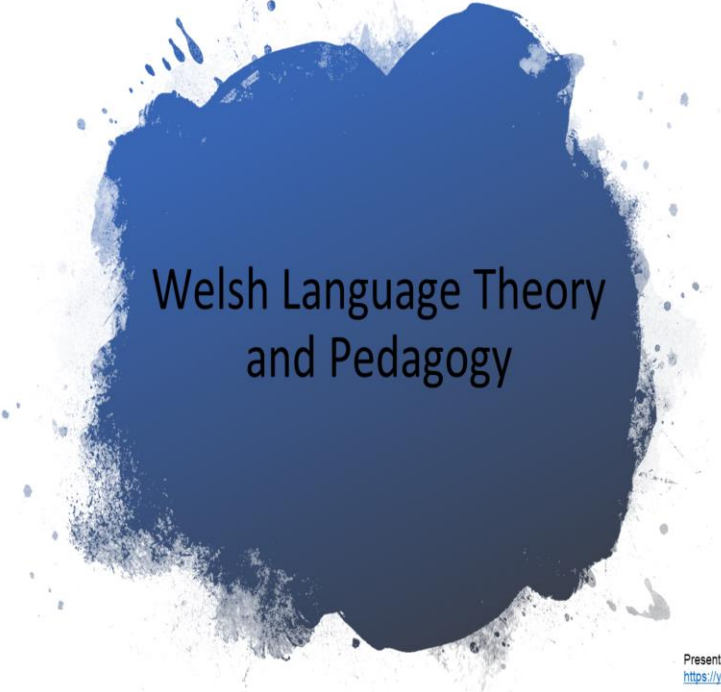
The purpose of Welsh in education: Action plan 2017–21 is to set out the direction for the development of compulsory Welsh-medium and Welsh language education over the next four years (Welsh in Education: Action Plan 2017-21, No Date).



Being bilingual creates many advantages within the world of education, work, health and life (Baker, 2021). Being bilingual creates more success in educational areas, it helps with learning additional languages and children in Welsh medium schools do just as well, if not better than English children (Baker, 2021).

In the work world, bilingualism gives people an extra skill, they earn on average 11% more and within the workforce of Wales, being bilingual is a necessity (Baker, 2021). Within the health of a person, being bilingual can delay the onset of Dementia and the symptoms of Alzheimer's (Baker, 2021).

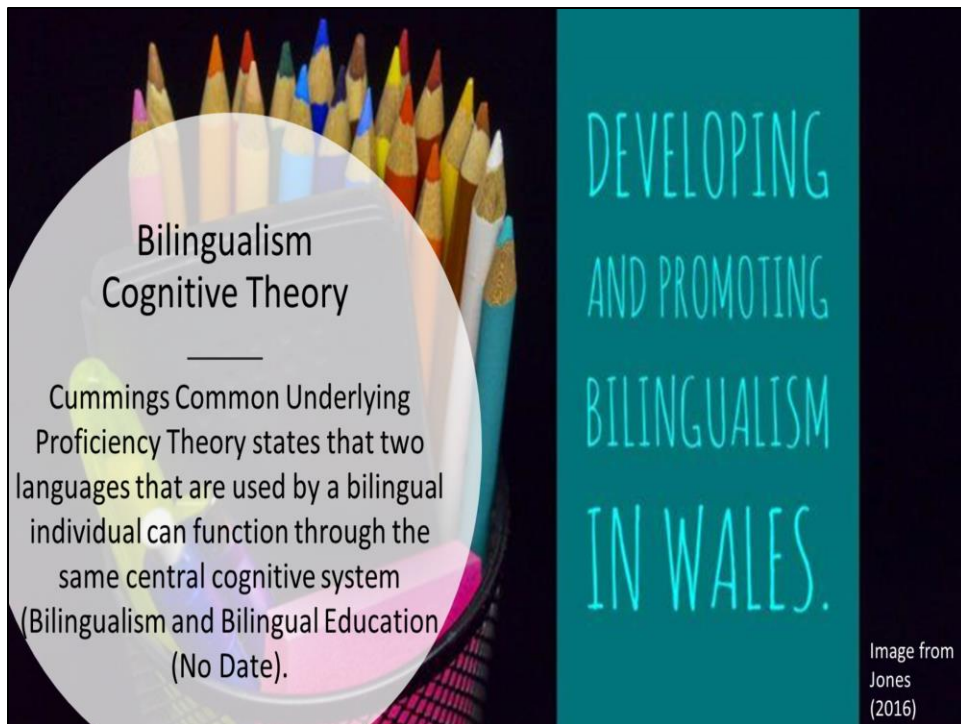
In the life of a bilingual individual, having this skill creates a wider horizon for them, it allows them more access to their history and culture, they can obtain a rich community life, they can achieve a sense of identity and belonging, and can receive confidence and pride from knowing their language and history (Baker, 2021).



Welsh Language Theory and Pedagogy

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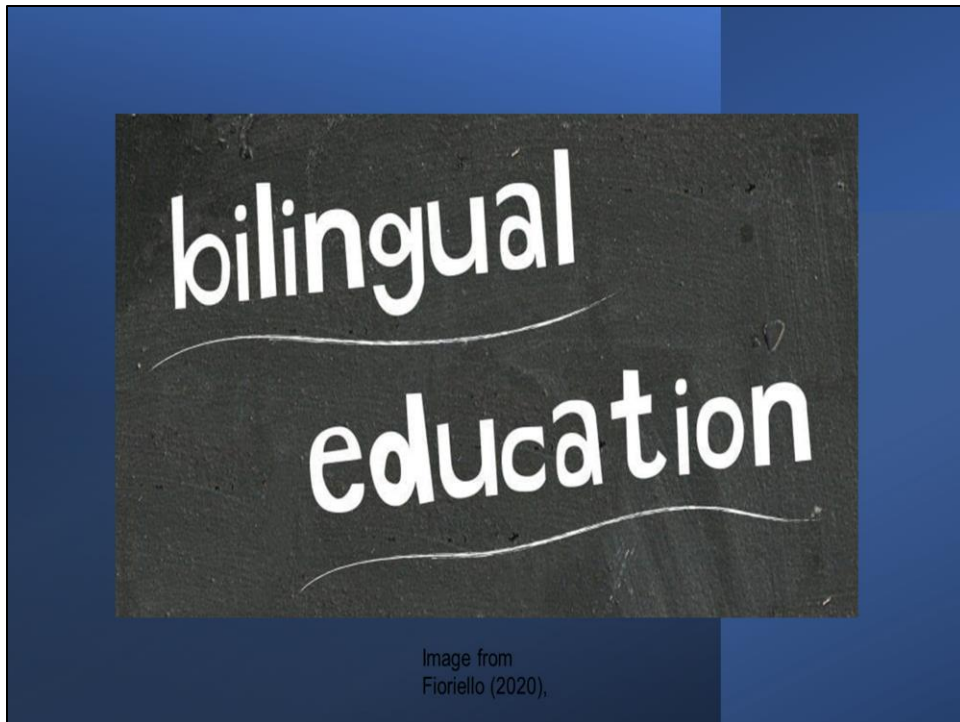


Firstly, Cummings Common Underlying Proficiency Model (CUPM) theory introduced the idea that languages which bilinguals speak are intrinsically connected, meaning that developing one of these languages also supports the development of the other (Goodrich and Lonigan, 2017).

There have been many studies between bilingual and monolingual individuals, these studies have showed that the early adoption of a second language when they are 4-5 years old can boost their development of verbal short-term memory (VSTM) and verbal working memory (VWM) (Marini, Eliseeva, and Fabbro, 2016).

These studies showed that having a second language has a positive effect on their cognitive development, and it also boosts memory skills compared to those who only speak one language (Marini, Eliseeva, and Fabbro, 2016).

Consequently, the successful acquisition of a second language can play a crucial role as a source of grammatical change, in order for any of this to happen internal grammar and external factors have to occur (Meisel, 2010).



Furthermore, the practitioners need to learn and develop their own skills throughout their own career so that they can be the very best teachers for their learners (Coaching and mentoring, 2015).

The practitioners' skills and resources must be discussed frequently to ensure all teachers are provided with the appropriate training and opportunities within the appropriate settings and this includes sharing their skills and resources with other schools and beyond (Coaching and mentoring, 2015).

A practitioner should reflect upon their own and their students' skills, they can do this by using a diary, log book, record attendance, responsiveness, achievements, and examinations (Coaching and mentoring, 2015). They can all learn and grow from this valuable information (Coaching and mentoring, 2015).

Moreover, practitioners should plan and provide a purposeful and attractive learning environment that contains letters of the Welsh alphabet, high frequency words, labels, instructions and simple synaptic patterns (Welsh Language, 2021).

This should be consistent within and out of the classroom learning areas (Welsh Language, 2021).

Additionally, practitioners should use appropriate vocabulary, signs and pictures to label their resources in that learning area which enables the learners to use these resources (Welsh Language, 2021).

Furthermore, the learning area should be organised into specific areas of learning, this can help develop the learners' skills independently of the practitioners (Welsh Language, 2021).



Moreover, a practitioner may use memory aids in all of their areas of learning, and should be used to guide their learners' skills in the different ways to gain knowledge and understanding (Welsh Language, 2021).

Using these aids will help learners become more confident and efficient when using the Welsh language, due to their learning environment, as they can refer to it at any time (Welsh Language, 2021).

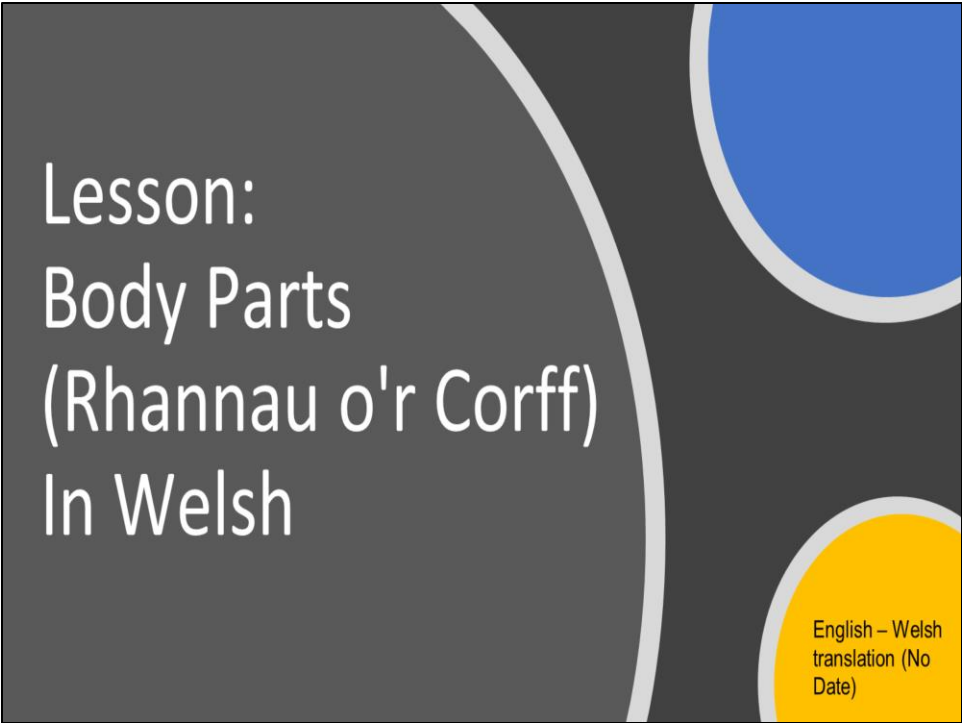
This environment supports the learners and practitioners to develop and prolong their Welsh language skills (Welsh Language, 2021).

Additionally, learners can bring items from home as a language prompt while they develop their vocabulary, they can also share their item, why they like it and information surrounding it in the Welsh language (Welsh Language, 2021).

This enables the encouragement of the learner's curiosity, then the practitioner can take full advantage of their interest and then relate it to the Welsh language (Welsh Language, 2021).

Furthermore, a practitioner can use story telling sessions to intrigue their learners while using the Welsh language, this can encourage the new language as the learners may already know the story in their first language (Pre-School, No Date).

Finally, encouraging and rewarding students for using the Welsh language while socialising could benefit their engagement levels (Children 4-11, No Date).

The slide features a dark grey background with large, overlapping circular shapes in blue and yellow. The title text is white and positioned on the left side.

Lesson: Body Parts (Rhannau o'r Corff) In Welsh

English – Welsh
translation (No
Date)

Lesson Language skills (Micro Lesson)

Bore da plant = Good morning children

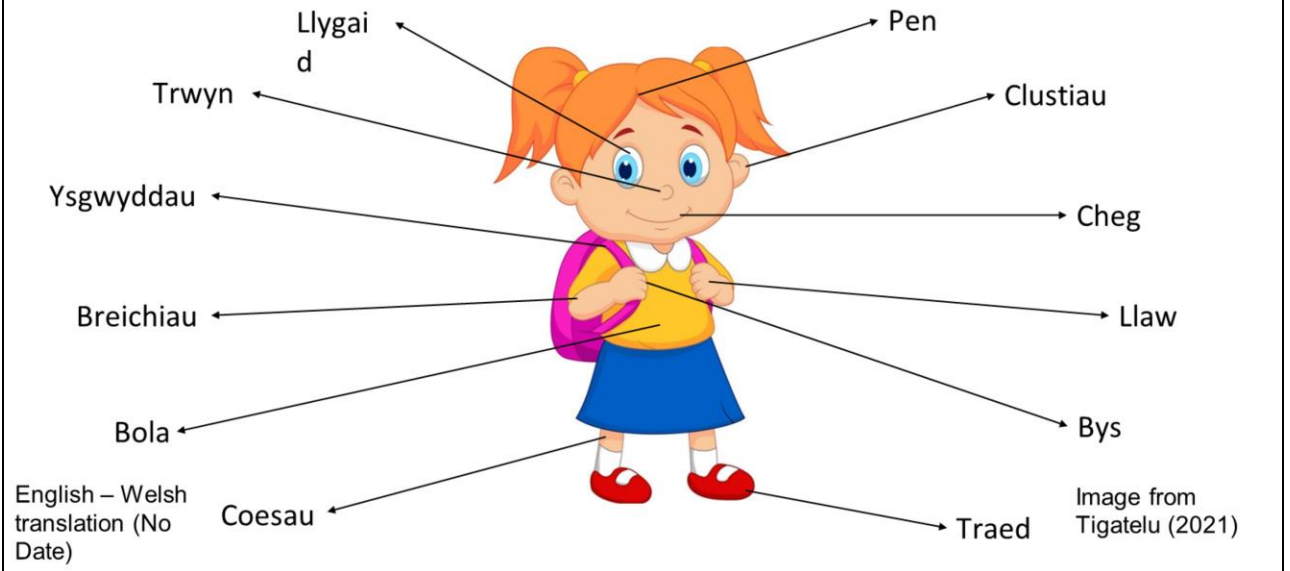
Mr Leeder dw I = I am Mr Leeder

Pwy dych I? = Who are you?

Sut dych I pawb? = How are you everyone?

Da iawn = Very good

Body Parts in Welsh



Aim: Learning what the body parts are in Welsh.

Do they know any body parts in Welsh?

Say body parts in both languages.

Eyes= Llygaid

Nose = Trwyn

Shoulders = Ysgwyddau

Arms = Breichiau

Stomach = Bola

Legs = Coesau

Head = Pen

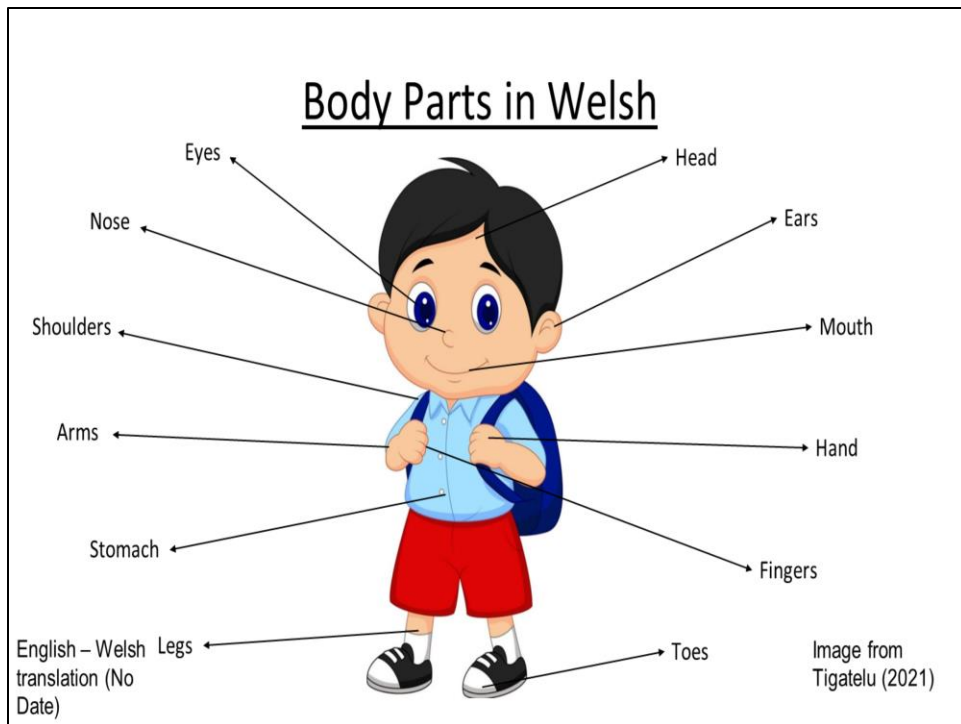
Ears = Clustiau

Mouth = Cheg

Hand = Llaw

Fingers = Bys

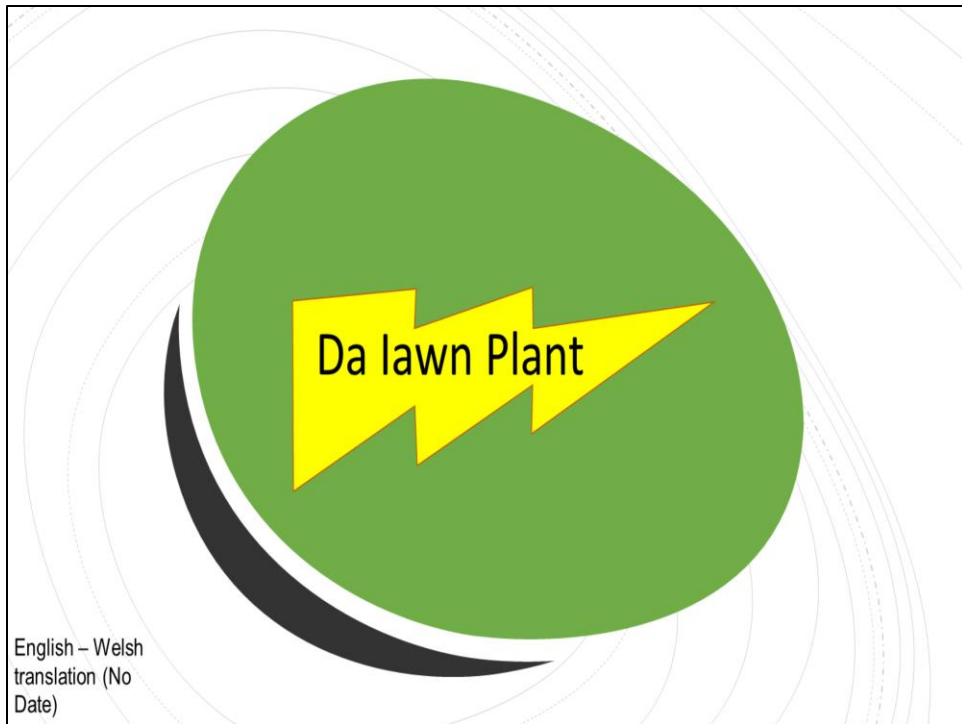
Toes = Traed



After, go through them in Welsh and ask what they are in English.



• Image from Tigatelu
(2021)



End with a song:

Pen

Ysgwyddau

Coesau

Traed

Coesau

Traed

X2

A Llygaid, A Clustiau, A Trwyn, A Cheg

Pen

Ysgwyddau

Coesau

Traed

Coesau

Traed

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