

A LANGUAGE GAINED

A Study of Language Immersion

at 11-16 years of age

CEN WILLIAMS



Goreu Diwylliwr Athraw Da

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Preface

This is a condensed version of a more comprehensive study of approximately 36,000 words – which includes lesson transcripts and detailed analyses of some of them. A Welsh version of the full report will appear on the author's web site and an English version may follow if sponsorship becomes available.

The report as it stands is an attempt at analysing success and a challenge to politicians, academics, education administrators and teachers to replicate that success with groups and classes of pupils throughout Wales.

Our present tendency is to praise the evident successes within the bilingual sector in Wales and to remain satisfied with the fact that only one of the 53 secondary schools within that sector offers a full immersion experience in the Welsh language to a whole class of pupils between the ages of 11 and 16. Real success at helping pupils to gain a new language and become bilingual happens in the nursery and primary sectors and not in secondary schools. At present, the secondary school's role seems to be that of second language maintenance.

In Wales, we seem to be quite content with a situation where the remaining 172 secondary schools offer Welsh as a second language (or in some cases as a modern language) only, and where there is no attempt to use the language as a medium. If the sole purpose of teaching Welsh in our schools is to satisfy the demands of current policy and legal demands of current Education acts, we cannot expect a significant success. Using Welsh as a medium of study would provide a real purpose for learning the language.

If politicians and education administrators are serious regarding the stated aim of bilingualism becoming the norm in Wales during the present century, and if they wish to see all the children and young people of Wales being presented with an equality of opportunity to develop bilingually, then the Welsh language (as well as English) must become a real medium for delivering education in other subject areas throughout Wales.

This is the challenge facing us all. That is why studying elements of success is essential in order to provide us with the means of extending that success. The purpose of this study therefore, was:

- to study the only 11-16 immersion situation in Wales where a class of pupils were in the process of gaining a new language
- to demonstrate elements that lead to success, including policies, expectations and teaching methodologies
- to examine success from qualitative and quantitative perspectives
- to provide school management teams with policy and modified curriculum guidelines
- to provide Welsh teachers with procedural guidance on using both languages in order to accelerate the second language teaching process
- to provide Welsh medium subject area teachers with guidance on what their expectations might be and how those expectations may be raised as the pupils gain confidence in their use of Welsh
- to provide a basis for staff development courses dealing with the use of language (or languages) across the curriculum
- to provide benchmarks for other bilingual schools in order that they might compare their future development with similar groups of pupils
- to offer the school itself practical suggestions regarding teaching methodologies and techniques
- to challenge those schools outside the official bilingual sector to adopt elements of bilingual teaching where staffing permits and, subsequently, to embrace elements of bilingual teaching as policy.

Reference is made in the first chapter to a number of different groups that may be interested in this report. The chapters that would be of greatest interest to the various groups are listed below:

Audience	Chapters
Management teams and governors of schools outside the Welsh-medium sector who are responsible for staffing and language policies	1, 2, 3.5, 3.6, 6
Teachers in schools that are outside the designated bilingual sector	3, 5, 6
Teachers in the official bilingual schools	3, 4, 5, 6
Teachers in the traditional bilingual schools	3, 4, 5, 6
Teacher trainers in university education departments and in teacher training institutions	3, 5, 6
Students preparing to teach in the secondary sector	3, 5, 6
Teachers in the primary sector and lecturers in the Further and Higher Education sectors	3, 5, 6
Researchers and teachers in other bilingual and multilingual settings	1 – 6
ACCAC	1, 2, 3, 5, 6

It is recommended that each group should read the report in its entirety in order to be aware of the fuller picture, but the sections listed above might be a starting point, especially if time is short.

I would like to thank the class, Ysgol Maes Garmon, the two headteachers – Dr Philip Davies and Mr Huw Alun Roberts – all the teachers at the school and especially Mr Edwin Jones, the head of year who arranged everything. I hope this work will provide a valuable guide.

Is it now time for all the Welsh learners within the education system to be offered an equality of opportunity?

Cen Williams

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Chapter 1: Introduction and Background

1.1 *The School, Research Methods and Intended Audience*

What is the background of the school visited?
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1.2 *The Pupils and the Language Policy*

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1.3 *Success Indicators*

What are the success indicators?

1.4 *Conclusion*

This is a study of an immersion situation in a Welsh secondary school. The researcher followed a cohort of Welsh learners in a designated bilingual secondary school for five years, from entry to the time they sat external examinations at the end of their fifth year, focussing mainly on:

- pupils' linguistic and educational development
- teachers' teaching methodologies and linguistic consciousness.

1.1 *The School, Research Methods and Intended Audience*

What is the background of the school visited?

The school is a bilingual comprehensive secondary school with pupils aged 11-18 years from a large catchment area of north east Clwyd; most of the pupils live in the new Flintshire County area that was formed after the reorganisation of local authorities in 1996. The area's socio-linguistic, cultural and industrial background is extremely varied.

Approximately 80% of the pupils attended the four designated bilingual primary schools that provide the school's intake, while the remaining 20% attended English-medium schools in the area. In January 1995, 82% of all the school's pupils had English as a first language.

Why choose this particular school?

This particular school was chosen as it is currently the only example of an immersion situation at 11 years of age in Wales and aspects worthy of further study are:

- ***the school's proven record of working with classes of similar learners in the past***
- the manner in which the school ***adapts the year 7 curriculum*** in order to increase the rate at which a second language is learned
- ***the Welsh department's separate scheme for year 7***
- the way in which pupils' success is predicted in second language learning ***theory***
- ***teacher awareness of their responsibility in developing pupils' bilingualism***
- the fact that this is a ***model that other schools in Wales could emulate.***

What was the purpose of the study?

The main purpose of the study was to look at teaching methods that were proving successful with a class of learners in an English area, and to attempt to analyse the secret behind the success that, by year 11, is making fluent bilingual pupils of children that were almost totally monoglot English. Another aim was to analyse and discuss in a qualitative way the teaching methods used by the teachers, in order to disseminate those methods to other schools that could benefit.

In Wales we do not, as yet, have a wealth of research on bilingualism and bilinguality, and we must therefore turn to research that has been conducted in other countries. Jim Cummins of Canada proposes a basic theory of BICS and CALP (Cummins, 1980) which throws some light on our lack of success in second language teaching in the past and explains why it is only the designated bilingual schools that have had real success in teaching Welsh as a second language.

His research provides us with an explanation of some aspects of bilingualism or the lack of bilingualism in our secondary school pupils and provides theories which could lead the way in future.

- a. To fully develop pupils bilingually, attention must be focused on using both languages within other subjects in the curriculum apart from Welsh. In addition to acquiring both languages there are two contexts for language use. Basic Interpersonal Communicative Skills (BICS) is usually developed in language lessons. However, to gain complete command of a language the Cognitive/Academic Language Proficiency (CALP) must be developed i.e. the ability to discuss ideas and concepts in different subject areas. Complete command and competence in any language may be achieved by using it as a natural medium within other subject areas in the school.
- b. Cummins expands this theory by stating that skills that are developed via the cognitive/ academic language may be common to both languages. This facilitates the development of bilingual learning within a subject rather than having to choose one language as a medium at the expense of the other.

What were the research methods used in this study?

This was an ethnographic study that concentrated mainly on what was happening naturally in the classroom. Teachers used their normal methods of presentation and their usual language medium, or mix of languages.

Between July 1994 (when the pupils made their pre-transfer visit to the school) and March 1999, the researcher observed the class for a total of 22 days.

What is the place of this research in the pattern of similar studies carried out in Wales?

This study is an extension of the research carried out in the secondary schools of Gwynedd between 1991 and 1994 (Williams, 1994). A similar study was carried out in the further education sector between 1997 and 1999 (Williams, 1997, 1999).

At the commencement of the 1994 study, an average of 52.4% of the pupils in Gwynedd were either proficient learners or had Welsh as their mother tongue; the corresponding figure in Flintshire was 6.8%.

This meant that English was the mother tongue of all the pupils in this study; English is the language spoken in their communities and it is also the language they use naturally in order to communicate. The school's challenge was to get them to master the second language to the extent that it could become the language medium of their learning in all other subjects. An additional challenge was the one by which their success, throughout their school career, would be measured alongside pupils whose first language was Welsh.

Who will benefit from this study?

As this study looks at the teaching methods used by teachers to speed up the process of becoming proficient in a second language through subject teaching, as well as through the Welsh lessons themselves, the work will be valuable to secondary school teachers in general. It is especially relevant to the following groups:

- management teams and governors of schools outside the Welsh-medium sector in Wales who are responsible for staffing and language policies
- teachers in schools that are outside the designated bilingual sector
- teachers in designated bilingual schools in English areas
- teachers in traditional bilingual schools, e.g. those in the old county areas of Gwynedd and Dyfed
- teacher trainers in university education departments and in teacher education and training institutions
- students preparing to teach in the secondary sector
- teachers in the primary sector and lecturers in the Further and Higher Education sectors
- researchers and teachers in other bilingual and multilingual settings
- ACCAC the body responsible for curriculum development and for assessment in the schools of Wales.

1.2 The Pupils and the Language Policy

What is the linguistic background of the school?

A broader outline of the study pupils' linguistic background can be found in the school's Handbook for Parents and the School's Development Plan, 1995-97, which broadly classifies pupils into three linguistic groups:

- (a) Welsh speakers – who attended Welsh-medium primary schools and who come from homes where Welsh is spoken (18%)
- (b) Learners – who attended Welsh-medium primary schools and who come from homes where English is spoken (62%)

- (c) Learners – who attended English-medium primary schools and who come from homes where English is spoken (20%).

The target group was Group (c).

What is the background of the pupils in the target group?

The target group is a group of learners that represent 20% of the total number of pupils that entered the secondary school's year 7 in September 1994. At the outset, there were 16 pupils in the group.

Only one of the group had attended a Welsh-medium primary school, but had done so for a period of 8 months only. One came from a primary school on the Wirral and had no experience whatsoever of the Welsh language. Several of the group stated that they had received some Welsh in their primary schools but these were either intermittent lessons or once or twice-weekly lessons. Three members of the group had received Welsh lessons for less than a year, and only 4 members had experienced Welsh lessons throughout their primary schooling.

How does the school's language policy help the process?

This is a designated bilingual school, and it has a clear language policy. Each teacher is therefore fully aware of the extent of bilingualism that is expected of each pupil at each stage of his/her development.

Teaching Language Policy:

In terms of teaching and administration, the school's official language is Welsh. Pupils' work is assessed in the language of teaching.

Despite the fact that the school's aim is to provide a broad education in both Welsh and English, learners, as well as Welsh speakers, are expected to study their subjects through the medium of Welsh.

Other clauses in the **Language Policy** serve to:

- raise the expectations of teachers, parents and pupils
- ensure consistency amongst the teachers.

1.3 Success Indicators

What are the success indicators?

From the point of view of quantitative indicators (i.e. those that use statistics for measurement), the study will look at:

- 1997 SATs results for the class and
- 1999 GCSE results for the class.

From the point of view of qualitative indicators (i.e. those that concentrate on the quality of interaction between pupil and pupil, between teacher and pupils and between material and pupils, as well as the nature of the pupils' understanding), the study will look at the following elements:

- the pupils' attitude to the second language
- the nature of their response in the classroom
- their ability to follow the variety of language registers and dialects used by the different teachers

- their ability to use the second language for different purposes
- the nature of their linguistic development, both orally and in writing.

1.4 Conclusion

The pupils' progress during their school careers can be categorised in the chapters which follow:

- **preparing the way**
- **the journey itself**
- **the travellers**
- **the contribution of their guides** (the teachers)

This is therefore a **Guidebook for Future Travellers**, or a report on the ways in which one school's experiences and successes can help other travellers embarking on the same route, or at least parts of that route.

Chapter 2: Preparing the Way

- 2.1** *What experiences did the pupils have during their week's preparatory visit?*
What were the advantages of the visit?
- 2.2** *What curricular changes are made in order to give the pupils extensive linguistic experience of the Welsh language during year 7?*
- 2.3** *How is the Welsh syllabus organised in order to speed up the process of acquiring language?*
- 2.4** *What is the role of the History and Geography teachers in year 7?*
- 2.5** *In what ways do the other members of staff interpret and operate their contribution to the process?*

Based on past experience, the school was fully aware of the challenges it was setting itself, namely teaching Welsh almost from scratch to these pupils, and doing so during their secondary schooling. The challenge was not only to teach the pupils Welsh, but to make it the language of their study in all the other subject areas. To accomplish that within a period of two or three years was an enormous undertaking. A combination of factors was therefore needed in order to ensure success.

In this chapter, questions are asked about the planning, the arrangements that were made in advance and their effect on the pupils' linguistic development.

2.1 *What experiences did the pupils have during their week's preparatory visit?*

The normal practice is for prospective year 7 pupils to visit the secondary school to which they will be transferring, for one day or a part of a day; in the case of this class, the visit lasted for a whole week. During this period they:

- got to know each other
- got to know the school layout
- were given the opportunity to get to know the teachers
- were given a foretaste of lessons at the school and of the language medium
- followed an intensive Welsh course each morning with the Welsh teacher and/or the History and Geography teachers who would be teaching them.

It was an opportunity for the pupils to familiarise themselves with the vocabulary of communication used daily at the school. Each unit was carefully designed and set out in a booklet that included a vocabulary and useful sentences. Plenty of opportunity was given for vocabulary and grammar revision, and the teaching during the entire week was bilingual.

What were the advantages of the visit?

Firstly, the school showed respect to the pupils' mother tongue and created the impression that the aim was to increase bilingualism, not abandon the mother tongue. Secondly, it speeded up the process of learning. For this group, the process of acquiring a second language was to be different from the process of acquiring a first language or learning the second language by natural methods in the primary school.

In the subject areas, bilingualism accelerated understanding and concept formation. The Biology teacher succeeded in making the work entertaining, understandable and lively by:

- combining both languages in order to sustain the teaching momentum
- encouraging simple contributions by the pupils
- giving attention to linguistic points as well as scientific ones.

2.2 What curricular changes are made in order to give the pupils extensive linguistic experience of the Welsh language during year 7?

The main changes are:

- including History, Geography and Drama as part of an integrated course with Welsh and allocating 9 hours a week to the course
- the group is not offered French during year 7
- the group is not offered the 0.5 choir lesson.

All the other curricular experiences are included.

This group would not miss the opportunity to study French because:

- they would be given an introduction to the language by means of an intensive 10 hour course in July of year 7
- they would have 3 lessons a week of French in year 8.

There is no evidence that group members who chose French as a GCSE subject suffered in any way because of this arrangement.

From the point of view of the integrated course, 5 lessons were taught by the Welsh teacher who had been responsible for designing and structuring the course, with the History and Geography teachers both teaching 2 lessons each. Both of these teachers were Welsh teachers who had also been trained to teach Humanities. By adapting the curriculum in this way, pupils were able to:

- master the communication aspects (BICS)
- use the second language in their subject areas in an academic, cognitive way (CALP) from the outset.

The group of learners was dispersed in year 9, as it is the policy of academic departments to stream within subject areas.

2.3 How is the Welsh syllabus organised in order to accelerate the process of acquiring language?

The year 7 course was intensively and carefully planned, and was based on the **National Language Unit's 1984 Secondary Schools Welsh Course** (*Cwrs Cymraeg Ysgolion Uwchradd*). It is based on:

- communicative contexts
- grammatical structure and development
- extending vocabulary within the pupils' experience.

There is sufficient support material available, e.g.

- A Book of Exercises
- Aural exercises
- A Book of Tests
- Comprehension leaflets
- Supportive Language leaflets, e.g. The Past Tense
- Flash cards

The amount of planning that was invested in this course is an indicator of the emphasis the school places on developing all 4 language skills: listening, speaking, reading and writing. The advantages of such careful planning were:

- setting definite linguistic aims that were to be achieved, thus ensuring logical progression and growth
- setting out clearly the aims of each lesson or series of lessons so that each member of the teaching team was aware of them
- providing support for inexperienced teachers
- giving definite information to subject teachers or supply teachers at any given point in the year in relation to the class's linguistic progress
- accelerated acquisition of language.

2.4 What is the role of the History and Geography teachers in year 7?

They make a significant contribution. Their main aim, like other subject teachers, is to address the content, skills and concepts of that subject. But they are also teachers of language in that they use the same teaching methods as the Welsh teacher and adhere to the syntax and the work outlined in the Welsh planning leaflets.

2.5 In what ways do the other members of staff interpret and operate their contribution to the process?

Each teacher at the school was acutely aware of his/her contribution to the linguistic development of this group of learners. However, there was inconsistency in their perception of their responsibility, and the ways in which individuals interpreted their role in sustaining the group members linguistically tended to vary, e.g.

- in Science and Religious Education, bilingual teaching methods prevailed at class level
- the Mathematics teacher taught according to the group's and/or the individual's governing language

- in the Art lessons, bilingual teaching prevailed at class level, with language-sensitive teaching at individual level
- the Physical Education teacher adhered strongly to Welsh-medium teaching while the imitation and the repetition of movement that characterize this subject helped to promote understanding.

Another aspect of the preparatory process is the practice of providing educational visits that are a presumed and integrated part of the curriculum for this class of learners. A Language Course was provided for them in Glan-llyn in the January of year 7, followed by a further course in Llangrannog during their third term. A subject-based language curriculum was a fundamental element of these residential courses.

There were other definite aims to the week in Glan-llyn, namely:

- to reinforce all the language teaching that was done during the first term
- to build on that in freer and less formal surroundings
- giving pupils the linguistic confidence to initiate and sustain simple discussions, rather than merely responding to their teachers' questions or questions asked in work-sheet tasks.

This was not to be a week for enjoying open air activities alone, but rather it was an intensive Welsh course with its purpose firmly-rooted in curricular areas.

Chapter 3: The Journey – setting off and the milestones

QUALITATIVE ANALYSIS

3.1 *The Welsh lessons*

- 3.1.1 The characteristics that could facilitate the teaching and the acquisition of the second language?
- 3.1.2 Development
- 3.1.3 The Glanllyn course
 - (a) Social Aspects
 - (b) Learning/Developing a Language
 - The activity cards*
 - Dialogue Cards*
 - The Subject Booklets*

3.2 *The History and Geography lessons*

3.3 *The Teaching in other Subject Areas*

- 3.3.1 Physical Education
- 3.3.2 Science

3.4 *Teaching and Presentation methods in Years 7 and 8: Conclusion*

QUANTITATIVE ANALYSIS

3.5 *SATs Results*

3.6 *GCSE Results*

3.7 *Conclusions*

3.8 *Follow-up research*

By January 1995, the pupils are well on their way along this journey – the preparation and the planning having been completed, from their own and from the school's point of view. The intention is to concentrate here on providing greater detail of some of the lessons observed during the first term and on the period that was spent in Glan-llyn in January. Particular attention is given to those elements of the teachers' teaching methods that help to accelerate the process of acquiring the Welsh language. Three groups of teachers referred to in Chapter 2 are the focus of attention, namely:

- the Welsh teacher
- one of the Humanities teachers who is a member of the integrated course team
- two other curricular subject areas where the teachers' interpretation of their role in relation to the development of the pupils' language contrasts because of the nature of their subjects.

The first part of this chapter concentrates on a **qualitative analysis** which discusses the quality of the experiences.

On the other hand, the milestones are the end of Key Stage 3 and the end of Key Stage 4, when the pupils sit external assessment tests through the medium of Welsh, namely:

- at the end of KS3, SATs in Welsh, English, Mathematics and Science
- at the end of KS4, GCSEs in all subjects.

In this section, the nature of the discussion will be quantitative.

QUALITATIVE ANALYSIS

3.1 The Welsh lessons

Some of the techniques used and the linguistic content of lessons were instrumental in accelerating the pupils' development. Welsh teachers generally may frown upon some of these techniques but they proved to be of great value.

3.1.1 The characteristics that could facilitate the teaching and the acquisition of the second language?

- liveliness and speed of questioning
- the nature of the language – using some formal word forms because the pupils had learnt those forms from books and had not met them orally
- the use of the English language to create an agreeable environment for the learners, showing respect for their mother tongue
- introducing grammatical points from the start.

3.1.2 Development

- continuing with the questioning until the correct answer is given
- refusing to accept some pupils' replies
- use of the English language to explain grammatical points
- retaining a light hearted environment
- introducing elements of drilling.

3.1.3 The Glan-llyn course

During the first half of the second term of each school year, an intensive language course is held at Glan-llyn for each group of year 7 learners, i.e. the group that corresponds to the target group in this study. This course is a central part of the Welsh department's strategy for development.

The planning was meticulous because it was felt that the course was a significant milestone from both social and linguistic developmental perspectives, and that it enhanced their understanding of subject areas.

(a) Social Aspects

The Welsh teacher and one of the Humanities teachers who belonged to the Integrated course team, spent the whole three day period with the class. The pupils therefore had to communicate with both teachers in a very different environment from that usually found at the school. From the point of view of pupil interaction, each was expected to initiate any conversation or discourse with another pupil in Welsh. But this was done in a different and much freer environment than the normal one. The three day course was arranged according to a fixed timetable with short intensive language sessions, interspersed with physical, social or educational activities.

(b) Learning/Developing a Language

During the day, there were 5 language sessions, including the Geography session in which attention was given to a number of linguistic aspects. The obvious characteristics of these sessions were that:

- the revision and the teaching were both very intensive
- they provided an opportunity to explain and learn new grammar and syntax points
- they included individual work, work in small groups or in pairs, with personal attention from the teacher
- they used material which concentrated on extending vocabulary or on presenting new forms, or they gave the teacher an opportunity to explain new language topics
- they were very carefully planned linguistically, giving pupils the opportunity to see their own progression in terms of increased vocabulary and acquisition of new forms or linguistic points
- they were highly demanding in terms of the time teachers spent giving individual attention.

The activity cards

These were designed specifically for the intensive course as they concentrated on the vocabulary that was peculiar to an activity the pupil could take part in on the course. They also provided an opportunity to revise the syntax previously presented at the school.

The structure was as follows:

- the teacher presented the vocabulary
- pupils learned the vocabulary
- teachers provided short vocabulary tests which led on to language cards
- the text on the cards was read in pairs
- the text was orally translated to English
- the conversation on the card was extended, or a spontaneous conversation took place.

The pupils were then expected to use the new vocabulary while taking part in the activity, and the 'no English' rule was used constantly, but lightheartedly, during all the physical activities.

Dialogue Cards

The dialogue cards were also used at the school and these concentrated on presenting syntax that is used naturally when speaking in Welsh. The emphasis is on:

- revising syntax
- presenting a variety of ways of questioning and replying.

Once again, the structure was as follows:

- the teacher presented the sentences and the patterns of question/reply, concentrating on the differences between them and inviting the pupils to offer other examples
- in pairs, the pupils read the dialogue aloud (or in groups if the dialogue warranted that)
- they translated the words orally into English as they worked through the task
- they repeated the dialogue from memory, adapting when necessary
- they improvised, either by trying to recall sections of the dialogue or by producing a similar dialogue, either with the same partner, or with a different one
- they were sometimes given the opportunity to join another partner to repeat the same syntax, varying the dialogue somewhat when necessary.

Within the class, the emphasis was on:

- learning new words, phrases and syntax
- using them naturally when speaking
- extending the dialogue by improvisation.

This final step presented them with a challenge, because they were expected to initiate the dialogue in situations where they were using the second language actively and creatively; this was a progression from the passive stage with linguistic insight, to being active, and this happened to varying degrees in all the language lessons observed.

The Subject Booklets

These were prepared by the relevant departments specifically for the Course and they contained work that (i) reinforced the work done in class or (ii) they prepared the pupils for work that was to be done during the year, or (iii) they provided pupils with direct subject-specific experiences. The booklets:

- list the relevant terms
- provide information and techniques for subject-specific work
- provide relevant tasks for the class to undertake – tasks based on observation and recording
- use subject-specific terminology in a natural way exactly as it would be used by a class of native Welsh-speakers.

The course at Glan-llyn was a turning point in the Welsh language development of this class. It was perceived that:

- the more social environment was less threatening, so pupils were more relaxed in their attitudes to the language
- pupils were more willing to attempt to use the language
- each child progressed even though one or two boys remained quiet and shy
- some individuals showed very substantial progress in that they gave full responses in the form of sentences and initiated discourse in Welsh
- the difference in the teachers' attitudes in this new environment – the high spirits and light hearted exchanges – contributed enormously to this change in the pupils' attitudes.

This was the necessary stimulant to make them begin to feel comfortable when communicating in Welsh, and the language became a far more active experience for them.

3.2 The History and Geography lessons

Even though the teaching in the History and Geography lessons is subject-based, the teachers of these subjects are also fully aware of their contribution to the pupils' linguistic development. In one lesson, the History teacher is preparing the class for a theatre visit to see a play performed by Outreach Theatre about the coal industry in South Wales.

The teacher's teaching methods enables him to:

- revise some words
- invite further contributions by the pupils
- extend to another discipline in order to give the pupils an opportunity to use vocabulary they have already learned at the school
- encourage and praise, giving the impression that he is genuinely enjoying the pupils' contributions
- be patient, giving one particular pupil plenty of time to say what she had to say, despite the fact that it took a considerable time for her to do so
- give many other children an opportunity to contribute using their Welsh.

These humanities' teachers, who are part of the integrated course teaching team, give sensitive attention to the communicatory element (BICS). However, they are also acutely aware of the need to teach the subject-specific language (CALP) and of their duty to teach subject content.

3.3 The Teaching in other Subject Areas

By questioning the teachers, it was found that the school did not have one consistent policy for the subject teachers. Each department, and each teacher within the departments, adopted their own teaching methods in order to guarantee understanding and to teach their subjects successfully. The Physical Education department is an example of teaching in a practical situation where the pupils are expected to listen and then to act; Science is a more academic subject where pupils are expected to think in a more abstract way and discuss ideas.

3.3.1 Physical Education

In a lesson that was filmed at the beginning of the December of the first term, the class had been combined with two other Welsh-medium classes, and the teacher was filmed teaching the boys footballing skills.

The features of the teaching style (from a language development aspect)

The teacher uses:

- the Welsh language only
- short purposeful sentences
- commands that are often short and in the 2nd person plural imperative tense
- his own natural language rather than attempting to adapt it to any great degree for the sake of the learners.

We see here the value of a practical subject for extending the learners' understanding; short sentences feature prominently. The pupils need to:

- listen carefully in order to understand immediately
- act quickly on the information/commands given.

But there is another way in which being in such a situation in a practical subject is advantageous to the learners: if they do not achieve immediate comprehension, all they need do is look around them and emulate another pupil who has understood. The language is therefore secondary and this reduces tension for the learner. The language is a medium, not an entity in itself.

3.3.2 Science

The Science teacher has a completely different teaching style, and, in one of the observed lessons, it was evident that this is because both the nature of the subject and the work carried out are different. Total understanding is absolutely necessary so that each child gains a full perception of the subject and is provided with an equality of opportunity. Consequently, the teacher:

- makes more use of the English language when presenting general or subject-specific terminology
- ensures that the class understands any general Welsh vocabulary in its natural, day-to-day context, before transferring it to its scientific context
- is fully aware of the words that might be unfamiliar to the class (e.g. *wiwer[squirrel]*) and which words she had used previously (*pry genwair[worm]*)
- lastly, makes sure that they understand the question, i.e. what she expects the pupils to do with the information they have received.

The teacher ensures that the pupils understand everything and she does not take anything for granted; one reason for this is that she is setting the class a test. Another reason is that this is an academic subject in which concept formation depends on total understanding. Understanding was not so important in the Physical Education lesson because, in that lesson, the class was discussing skills and carrying out an activity, rather than using cognitive elements. The Science lesson is an illustration of the way in which both languages can be used to conceptualise and to understand how to organise and use information.

3.4 Teaching and Presentation methods in Years 7 and 8: Conclusion

From the analyses and the teaching methods that have been discussed so far, and from other lessons that were observed, it is possible to conclude that:

- each teacher is fully aware of his/her responsibility to develop the pupils' language skills, and to develop an understanding of the curricular subject matter
- teachers develop their own presentation methods in respect of the attention given to:
 - developing the second language, namely Welsh
 - using the mother tongue, namely English
 - combining both languages, and being aware of the relationship between them within the class
- the school is confident that its teachers will adopt these methods because no consistent and general policies had been put in place for use throughout the school or in departments on aspects such as:
 - which language should be given priority
 - should teachers use the mother tongue or not
 - how much English teachers should use.

However, it should be noted that pupils are given monolingual and bilingual linguistic experiences that are lively, diverse and far-reaching. There is no pedantic school policy in existence to cultivate uniformity of presentation, as subject comprehension rather than linguistic development is each teacher's priority.

As priority is given to successful subject comprehension, the class do not feel threatened in any way, and the atmosphere contributes to facilitating the learning process. The CALP context accelerates the learning of the language, giving it more purpose than if it were merely being used in a general communicative context.

QUANTITATIVE ANALYSIS

3.5 SATs results

The target group of 14 pupils accounted for 17% of the total 82 pupils. Their SATs results at Key Stage 3 were as follows:

Level	English	Welsh	Mathematics	Science
2	0	1(1)	2(-)	1(-)
3	0	8(-)	8(2)	11(2)
4	13(2)	26(6)	16(2)	17(4)
5	30(3)	13(5)	23(4)	22(3)
6	16(5)	27(2)	24(4)	20(3)
7	12(2)	5(-)	5(1)	5(1)
Others	11(2)	2(-)	4(1)	6(1)
Total	82(14)	82(14)	82(14)	82(14)

The number for the school as a whole appears first in each column and that includes the target group pupils. The number in brackets which follows indicates pupils from the target group only.

In an analysis of Levels 6 and 7 alone, it can be seen that the Mathematics and Science results reflect the average closely, for example of the 29 (35.3%) who gained Levels 6 and 7 in Mathematics, 5 (35.7% were from the target group). In the equivalent English results, 28 pupils (or 34.1%) gained Levels 6 and 7 whereas 7 pupils (50% of the target group) gained Levels 6 and 7. This is a significantly higher percentage in the target group. In Welsh, however, the equivalent percentage is much lower with only 2 (14% of the target group) achieving Levels 6 and 7 whilst the respective result for the school was 32 (39%).

The performance in English is a reflection of the fact that English is the first language of every group member, and the results for Welsh are a reflection of the fact that it was in the secondary school, two and a half years prior to the tests, that the group started to learn the Welsh language in earnest. **The results in Mathematics and Science suggest that studying through the medium of Welsh has not disadvantaged the group in any way.**

These are the results of one group in one school year, and it would be necessary to collect data that is much more substantial and extensive in order to come to any definite conclusions. **However, from the point of view of this study, the results are highly significant in that they show the extent to which the group is holding its own. The data also suggests that being in a Welsh environment in a designated bilingual school does not impair the pupils' performance in their mother tongue.**

3.6 GCSE Results

Only 12 of the target group – 16.6% of the total for the year – were left at the school by the time they came to sit their GCSEs, with a total of 76 pupils sitting the external examinations. It is the marks in the core subjects of Welsh, English, Mathematics and the first mark in Science (only some of the pupils from that year were taking the Science Double course) that give the clearest indication of the extent to which the learners were holding their own. It should be remembered that all the pupils were sitting the mother tongue examinations; not one pupil at this school was sitting second language Welsh.

Grade	English (language)	Welsh (language)	Mathematics	Science (first mark)
A*	2	2	3	7
A	12(4)	7(1)	14(2)	9(3)
B	18(2)	19(4)	17(5)	13(1)
C	18(3)	17(2)	11(2)	16(4)
D	16(2)	17(2)	7	11(1)
E	7	11(2)	9	9(1)
F	1(1)	2	7(2)	3
G	0	0	5(1)	1(1)
U	2	1(1)	0	0
X	0	0	0	0
Total	76(12)	76(12)	73(12)	69(11)

The following table shows the A*-C results for the target group set out as a % of the total number of pupils in the school who obtained A*-C grades in that subject; the learners are then shown as a % of the total who sat the examinations in that subject. (This is done because there is some variation from the 16.6% in Mathematics and Science.)

	English (language)	Welsh (language)	Mathematics	Science (First mark)
% of those who who obtained A*- C grade who were in the target group	18.0%	15.6%	20.0%	17.8%
the pupils in this group as a % of those who sat exam in that subject	15.8%	15.8%	16.4%	15.9%
Difference	+ 2.2	- 0.2	+ 3.6	+ 1.9

3.7 Conclusions

It can be concluded that this group was not disadvantaged in any way when sitting external examinations through the medium of Welsh. It could be argued that their inherent ability was greater than that of the remainder of the year group but no evidence to substantiate this was seen.

Within the scope of this research which concentrated specifically on qualitative aspects, it would be sufficient to show that the external examination results obtained do not appear to be significantly poorer than those for the remaining pupils at the school. Indeed they are marginally better.

3.8 Follow-up Research

Follow up research could look at either:

- the external results obtained by the immersion group in other school years to observe any emerging pattern
- the abilities of the immersion group in comparison with the remainder of the pupils at the school.

Chapter 4: The Travellers

4.1 *Comments made by pupils in Year 13 in 1995*

4.2 *The Standard at the Journey's outset*

4.3 *Starting from Scratch – Martin*

4.4 *Determination and Eagerness – Rachel*

4.5 *Conclusion*

In this chapter, consideration will be given to the class's development as a whole, as well as the development of two individual pupils in particular. In the first instance, however, the comments of some of those who preceeded them on this journey will be considered.

4.1 *Comments made by pupils in Year 13 in 1995*

If bilingualism includes being able to transfer with minimal difficulty from education in one language in the primary sector to being able to study subjects through the medium of another at GCSE, and then transferring back to the first medium at A level, then it is possible to state confidently that the school is achieving its aim of producing truly bilingual pupils. The four pupils, one boy and three girls, who were interviewed had all followed the same route.

In interviewing these pupils, the researcher asked a number of questions that are often asked by the public at large when evaluating Welsh-medium education. The first question asked was, does learning the subject matter suffer because there is so much emphasis on the Welsh language at the school.

The boy interviewed did not see this as a problem, but he did acknowledge that some of his fellow-pupils might think it a problem especially those 'who do not speak English at home'.

One of the girls also based her comments on the opinion of others, rather than on her own personal experience, but the second girl presented a more personal view which concentrated on her own difficulties, namely that she often struggled to find a specific term and that her expression may become confused.

In spite of some difficulties, the third girl summarises her own experiences of Welsh-medium education in a designated bilingual school, and, in so doing, concentrates to some extent on the secret of the school's success when she says:

You can enjoy learning Welsh ... it's not a subject ... it's natural. It's nice isn't it?

Learning Welsh is not a learning experience for her, but rather it is life; a natural pleasurable experience, not a subject. We now return to the target group.

4.2 The Standard at the Journey's outset

The first visit to this class was made in October, 1994 when it was seen that the teacher took for granted that the pupils' command of Welsh terminology was limited and, even after five weeks at the school, it was necessary to repeat the names of subjects in order to ensure that the pupils understood. There are other examples in one lesson where there is obvious uncertainty about basic syntax.

In the same lesson, where one of the brightest and more enthusiastic pupils is taking part in an extended dialogue after being given some time to prepare, the following is observed:

- her vocabulary is adequate, but some syntactical elements in the dialogue are incomplete
- she is more certain of her syntax when she is being questioned by the teachers – she is obviously happier in a question and answer situation
- her vocabulary is insufficient to allow her to say what she wishes to say in Welsh
- she is confident enough to ask for a term, not allowing her limited vocabulary to inhibit her communication, something that becomes more and more obvious in other class members as the year progresses.

The pupil who moved to the area from the Wirral in June 1985 – the pupil with least experience of the Welsh language before coming to the school – showed that:

- his ability to take part in an extended dialogue was very limited despite being given some time to prepare
- he understood some simple questions but needed the teacher's help to reply.

However, by May of their first school year and having been given time to prepare and re-draft, some pupils in the class were able to produce lively and entertaining reports on their visit to South Wales. There were some errors in the work, with some pupils:

- experiencing a little difficulty in structuring sentences correctly
- experiencing some difficulty with the use of the definite article
- using the wrong preposition
- using the predicative 'yn' incorrectly
- mutating incorrectly.

Within a year, the oral communication of most of the pupils in the class had improved both in terms of language and of confidence. Although some mistakes were evident, communication was highly successful.

At the end of their second year at the school, a lesson that included oral presentations that had been prepared in advance was observed. During their third year, it was found that some of the language at the level of classroom chatter between pupils had switched from English to Welsh. They were talking to each other in Welsh even though this was not compulsory, despite the fact that some of the other pupils who had been in the mother tongue streams from the start used the English language when communicating with each other.

This is typical of the natural development that was observed at the school over the five-year period. The next two sections concentrate on the development of two individual pupils.

4.3 Starting from Scratch – Martin

During his first year at the school, Martin's contributions in class were very infrequent, except in the Welsh lesson, for which he had been given the opportunity to prepare in advance. It was not until the sessions that were filmed in May, 1995 that Martin was seen to give spontaneous answers.

On the same day, he was observed being questioned by other members of his group in a Welsh lesson, for which he had been able to prepare a vocabulary and other material in advance. However, he did not have prior knowledge of the nature of the questions that he would be asked; he was also expected to answer the questions quickly. He spoke quietly, possibly because he was insecure. It was evident, however, that he was progressing excellently, considering he was still in his first year of learning the Welsh language and that he had not heard any of the words or the syntax before that year. He:

- understood every question that was asked
- was able to respond fairly quickly to the questions and
- could produce replies that were understood.

It is essential that a pupil is proficient in the basic communication skills before academic and cognitive transfer can happen. In discussing the meaning of 'proficiency' Cummins (1981) draws on the work of Canale (1981) who classifies linguistic proficiency as follows:

- **grammatical** proficiency
- **sociolinguistic** proficiency
- **discursive** proficiency
- **strategic** proficiency.

Even though Martin's contribution shows that he has not quite mastered all the aspects identified by Canale, he is progressing. He is even able to correct himself.

By the Science lesson that was observed in May, 1996, Martin was able to talk and respond quickly to the researcher's questions, without hesitating unnaturally. He understood every word and could answer questions using the correct structures.

Six weeks later, Martin showed that he could respond naturally to the researcher's questions in a different subject area, namely Art. His replies to the closed questions tended to be brief, but his replies to the open invitation were far more extensive. Not all of his replies were grammatically correct, but he understood all that was said to him and his communication was successful; no mean feat after living in Wales for only two years.

By Year 9, this group of learners had been dispersed because the class had been divided according to ability or choice of subjects. There had been a major change in the type of academic language the pupils are expected to deal with and there are three reasons for this:

- the academic content is more challenging and advanced, especially in Science
- in most subjects, the teachers were following external syllabuses which meant that more information needed to be presented, more complex concepts were being considered and the learning in general had to be accelerated
- the pupils were taught by a number of teachers who had not taught them previously in years 7 and 8; the teachers were less aware which pupils were the learners who had been unable to speak Welsh when they arrived at the school, and they were unwilling to slow down the subject teaching for the majority of the class in order to help the minority.

The obvious effect of this on Martin was that he was obliged to follow the Welsh vocabulary in a natural way and he encountered language registers that were more standard and academic. The subject-based terminology is often unfamiliar, - *rhydveli* [artery], *rhydweiliau* [arteries], *cyhyr* [muscle], *gwasgedd* [pressure] and *gwythiennau* [veins]. All these Welsh terms are quite different from their English counterparts. Both the specific and general vocabulary are also challenging for the same reasons, e.g. *haen drwchus* [a thick layer], *gwagle* [a space/void], *lleihau* [to reduce], *ymatal* [to refrain/abstain from]. The use of the colloquial verb form *taswn* [if I would] and the standard negative form *os nad di'r gwaed yn teithio* [if the blood does not travel] make the whole lesson enormously challenging for the target group members. The fact that Martin is able to give an accurate answer to a question (though he does not use a Welsh term) is proof that he is following the lesson and understanding fully what is being said.

By year 11, it is apparent that the linguistic development has been constant and firm. Martin has mastered Welsh as a language of communication, as well as an academic/cognitive language, to the same standard as most of his fellow-pupils and at this point it is possible to state that he is a truly bilingual pupil. One test of this is his GCSE examination results:

Cymraeg Iaith [Welsh Language]	B
Cymraeg Llafar [Oral Welsh]	B
Cymraeg Llenyddiaeth [Welsh Literature]	C
Daearyddiaeth [Geography]	B
Drama	A
Gwyddoniaeth Ddwbl [Double Science]	CC
Mathemateg [Mathematics]	B
Saesneg Iaith [English Language]	B
Saesneg Llafar [Oral English]	A
Saesneg Llenyddiaeth [English Literature]	A

The results show that it is possible to learn the second language to this academic level in the secondary school; Martin has mastered the CALP in a very short time and to a wholly acceptable level, as is evident in the level of his success in the external examinations. The nature of the school and its methods have hastened the process.

4.4 Determination and Eagerness – Rachel

Rachel's attitude from her first day in school in July 1994 was positive and showed her firm determination to succeed. When a brave attempt at answering was needed in the class, Rachel was almost invariably the one to give it, from year 7 to year 11.

In May 1996, when she was in year 8, Rachel was to be found on the strip of grass outside her classroom window demonstrating some hockey skills in Welsh to her classmates with confidence and conviction, directing proceedings like a physical education teacher.

By then:

- Rachel's vocabulary was sufficient and the greater part, if not all, of the syntax she used in the dialogue was acceptable and correct
- her vocabulary was sufficiently well advanced to allow her to say in Welsh the exact equivalent of what she would say in English and she had endeavoured to find Welsh terms for the different ways of hitting a ball – *clewt*, *ysgubo* and *taro*. (It is likely that she acquired the terms naturally in her Physical Education lessons.)

The fact that she is demonstrating what she is saying allows her once again to forget language and concentrate on the message. In a situation such as this, nearly everyone makes minor errors simply because the situation is an oral one and because of the nature of spoken dialogue. The content and the communication become much more important than the correct use of language. For that reason, a limited number of minor errors are seen:

- mutation
- misuse of the relative pronoun
- some inconsistency in the use of the gender of the noun and the adjective that follows it, resulting in incorrect mutation
- misuse of the preposition 'i'.

In drawing conclusions about the standard of this pupil's Welsh, one should remember:

- that the above comments relate to an analysis of a transcript of a section of oral delivery, and errors are more likely in the spoken language because of the rapidity of the action; when writing, one is better able to consider language and correct mistakes
- that this pupil was observed in year 8 so she had only been learning the Welsh language in earnest for a year and a half
- that many native Welsh speakers, both children and adults, in the more Welsh parts of Wales make precisely the same mistakes as she did
- that many of these mistakes are ones that jar the ear of one who is looking for linguistic weaknesses, but, quite possibly, they would not be as noticeable to the majority
- that the weaknesses outlined do not impair communication in any way; Rachel is able to convey her intended message and therefore, communication is highly successful.

And that, in essence, is what language is all about – successful communication.

During a Mathematics lesson in May, 1997, the teacher directed a number of questions at Rachel in order to test her understanding of the process of factorising and asked her to explain what was outlined on the blackboard to her fellow classmates.

By year 10, Rachel had mastered the language of communication and was able to understand the cognitive/academic language and use it better than many of the pupils classified as 'Welsh speakers' in the school. She built on her successes and her GCSE examination results are a testimony of success of the school's language policy as well as of her own achievement:

Cymraeg Iaith [Welsh Language]	A
Cymraeg Llafar [Oral Welsh]	A
Cymraeg Llenyddiaeth [Welsh Literature]	A
Daearyddiaeth [Geography]	B
Addysg Gorfforol [Physical Education]	A*
Cerddoriaeth [Music]	B
Gwyddoniaeth Ddwbl [Double Science]	AA
Mathemateg [Mathematics]	B
Saesneg Iaith [English Language]	A
Saesneg Llafar [Oral English]	C
Saesneg Llenyddiaeth [English Literature]	A

4.6 Conclusion

Even though Martin and Rachel came from very different linguistic backgrounds as they started on their journey through the secondary school, their own innate ability and their dedication were major factors in their success.

Chapter 5: The Contribution of the Guides

5.1 *The Teachers' Language and Understanding: years 7 and 8*

One teacher's strategy during the first weeks of year 7

5.1.1 Formulating a Perception of Bilingual Teaching

What are the foundations on which a perception of bilingual teaching is built?

5.1.2 Two Headaches during years 7 and 8

The Language of Textbooks

'Mixed Ability Streaming' in a Linguistic context

5.2 *The Language of the Teachers and Raising Expectations: Years 9-11*

5.3 *Translanguaging as a Teaching Tool*

5.4 *The Quality of the Teachers' Language*

5.5 *Conclusion*

This chapter looks at the ways in which the different subject teachers gave form, substance and colour to the pupils' journey through the school, with particular consideration given to ways in which they used both languages to ensure that pupils understood their subject, that they developed within that subject, and that they fostered an interest in their work. The chapter also considers some aspects of teaching methodologies that foster interest and success.

5.1 *The Teachers' Language and Understanding: Years 7 and 8*

The main aim of each subject teacher at the start of the first year at the school was to ensure understanding of the subject area, and their methods for achieving this varied from one to the other. The Religious Education teacher in October, 1994 presented the first 10 minutes of the lesson almost entirely in English in order to give all class-members the opportunity to contribute. He obviously felt that their lack of language would prevent them from contributing fully.

But later, as the teacher himself begins to extend his presentation, he introduces more and more Welsh into the lesson.

There are a number of interesting points here from the point of view of using the second language with a group of learners, and also in relation to the methodologies used by the teachers to try to get the pupils to understand the Welsh language from the outset.

One teacher's strategy during the first weeks of year 7

- presentation mainly in English, but introducing some Welsh words gradually as an indicator of what is to follow
- introducing some Welsh words at the end of English sentences, e.g. *Right, hands down rwan.* Later, introducing occasional sentences or comments in Welsh
- introducing the infinitive, e.g. *gwrando* [to listen] without using the full verb tense
- occasionally using a more familiar English word in a Welsh sentence, e.g. *Ym, pawb ohonoch chi, felly **checkio** ... edrych ellwch chi, fedrwch chi ga'l un* [OK, all of you then to check ... see if you can, if you can get one]
- in the same sentence using two Welsh words (*ellwch* and *fedrwch*) that have exactly the same meaning in order to emphasise understanding
- repeating parts of sentences to assist comprehension, but also, in the following example, extending the meaning at the end of an utterance – *edrych ellwch chi, fedrwch chi ga'l un. See if you can get one ... as good as that ynde ...*
- despite asking the question in Welsh, accepting an English answer; not only that, but offering praise also.

As he develops the pupils' vocabulary and familiarises them with the Welsh language, meaning and understanding are given precedence over linguistic purity. This is a message that many educationalists in Wales would reject, occasionally sacrificing meaning for the sake of the correct use of language.

The Physical Education teacher uses different methods, he is able to demonstrate movements and repeats words rather than using the English equivalent.

5.1.1 Formulating a Perception of Bilingual Teaching

What are the foundations on which a perception of bilingual teaching is built?

Teachers' perceptions of bilingual teaching are usually based on:

- previous experience of teaching such classes;
- personal interpretation of the role of both the teacher and the department in the Welsh/bilingual development of the pupils, e.g. how the Physical Education teacher mentioned above interprets his role and his duty
- the school's linguistic mission and Welsh-medium .

These are the foundations, but there are many other elements that have an enormous bearing on the teacher's precise methodology at any one given time.

- the nature of the subject, e.g. is it an academic subject such as History with its emphasis on the written linguistic aspect, or is it a practical subject with much of the communication and the work being oral
- the nature of the teaching unit at any point in the lesson, e.g. is the teaching done individually, in pairs, in small groups, in larger groups or in a whole class situation
- the nature of the teaching at any given point in the lesson, e.g. is the teacher presenting information, is the teacher revising facts or concepts that have already been given, is the teacher presenting new facts with the aim of creating a new concept in the pupil's mind, or is the teacher outlining a test
- the linguistic level of the individual, the pair, the group or the class
- the stage of bilingual development the individual, pair, group or class has reached, e.g. are they at the start of their secondary school career where the aim is to make them feel at home with the language, or are they at the end of their second year, when the class is about to be dispersed and individuals streamed with the native Welsh speakers according to their ability in the subject area
- the nature of the dialogue, e.g. is it formal presentation, is it a fairly formal class discussion, is it an informal discussion with an individual, is it encouragement, is it discipline etc.?

5.1.2 Two Problems during years 7 and 8

The Language of Textbooks

One of the major problems of Welsh-medium teaching in its early days was the shortage of Welsh textbooks. The first Headteacher of Ysgol Rhydfelen confided in a personal conversation that the practice in that school when it first opened was to use English textbooks but to deal with the subject matter in Welsh. That particular bilingual skill, translanguaging, will be discussed later in this chapter.

Over the years, and with the help of funding from a number of bodies, Welsh-medium textbooks became available in each subject area. Even though this is desirable and indeed necessary, the phraseology in many of these textbooks is, far too often, beyond the linguistic discernment of many native Welsh speakers in the Welsh speaking areas. This problem is so much more intense with a class of learners who are trying to learn the language at the same time as trying to study through the medium of Welsh. Some of the problems encountered were:

- archaic and uncommon forms of words
- concise and less common forms of the verb
- two terms being used to describe the same object, process etc. with both terms being unfamiliar
- a high number of new terms being condensed into one short paragraph
- comparatively long sentences.

'Mixed Ability Streaming' in a Linguistic context

One major headache for some teachers arises where native Welsh speakers and learners whose language is limited are combined in one group in a linguistically-mixed setting from the outset. The Physical Education teacher's methodology was to adopt the level of the native Welsh speaker, whilst not forgetting that there were also learners in the class. In order to help them, he:

- repeated some words and single terms in English
- often repeated some directions in Welsh
- ensured that the class was orderly and quiet when he was outlining a task
- used the native Welsh speakers who had understood his instructions to demonstrate a movement to the rest of the class (without making it obvious that he was doing this for the benefit of the learners)

- demonstrated some things by pointing or carrying out a movement himself
- used the correct terms from the outset to enable pupils to become familiar with them, as they would in any subject area where one is expected to learn new terminology; concept formation then grew in line with the use of the terminology.

5.1.3 Raising Expectations

A range of different teaching methodologies was seen with this group of learners in years 7 and 8:

- the teachers who taught them as an independent group of learners tended to treat them as learners for the two year period and adjusted their language to the learners' levels by emphasising some words, by repeating, and by repeating in English, etc.
- the teachers who taught them as a mixed group tended to be more aware of the linguistic needs of the other pupils, and in order to prevent them from getting bored and from hindering their linguistic development, they set the learners a greater challenge. The learners tended to respond positively to that challenge, and the whole process hastened their linguistic development.

By years 9-11, each teacher was gearing his/her teaching to the second group of pupils [(ii) above] and the fact that the learners were very recent learners of Welsh tended to be forgotten. It was taken for granted that their proficiency in their second language enabled them to study their subject areas through the medium of that language.

5.2 The Language of the Teachers and Raising Expectations: Years 9-11

By year 9, the entire class of recent learners has been dispersed for everything other than registration. By this stage, the entire group has been streamed, just like every other pupil in the school, and the Welsh language is now the medium for every subject and topic; (other than English, Modern Languages and some elements of other subjects where non-Welsh topics are studied e.g. in Drama).

A section of the Biology lesson that was filmed in November, 1996 i.e. during their first term in year 9, shows the teacher giving instruction on homework and is a clear indicator of how difficult the language can be for someone who is linguistically insecure:

Any of the following might have caused difficulty:

- one of the sentences contained 52 words. The delivery was slow because the teacher was referring to a diagram she was showing to the class. That could have helped the pupils' understanding, but because this sentence was so long, the linguistically insecure pupil might have had difficulty understanding - the end of the sentence was a long way from its beginning. This often happens with printed material, but at least in that case, it is possible to go back and reread long sentences
- the terminology was difficult, e.g. *ocsigenedig* [oxygenated], *diocsigenedig* [de-oxygenated], *rhydweiliau* [arteries]
- some words might be familiar on their own, but in combination with others in a complicated sentence, they might be difficult for the learner, e.g. *dangos cyfeiriad llif y gwaed gyda saethau* [show the direction of blood flow with arrows]
- using a more formal, official word, e.g. *cludo* [to carry] when *cario* [to carry] would have conveyed the same meaning in a simpler way, - this tendency was seen in all the subject teachers
- using idioms, e.g. *ewch ati rŏan i orffen* [go ahead and finish now] rather than the imperative form of the verb, *Gorffennwch...* [Finish...].

What should be remembered is that a pupil will only learn both the language of a subject, and the academic/cognitive language, gradually; the whole process does not take place overnight. Familiarising oneself with different dialects is also a gradual process. A sentence like:

Halwyn ydi sylwedd neu gyfansoddyn o halogen (Chemistry, November, 1997)

might be difficult for someone who has not studied Chemistry through the medium of Welsh to understand. But the equivalent English sentence:

Salt is a substance or a compound of a halogen

is just as problematic for someone who has never studied the subject. It is a gradual, accumulative process; almost a natural process like acquiring a language.

By year 11, the pupils themselves were able to use such language when replying to questions.

The following all contributed to the learners' linguistic development:

- the way the subject teachers initially fostered these pupils as they were taught as an independent group
- the opportunities they were given in the practical subjects, e.g. Physical Education and Technology, to intermingle with native Welsh speakers, together with the high expectations of teachers
- the intensely high linguistic expectations explicitly demonstrated by all the subject teachers in years 9-11.

Their SATs and GCSE results (see chapter 3) and the development of individuals (chapter 4) are all evidence of their rapid development.

A number of teachers use both languages when presenting subject information and constructing concepts within the subject, and this could be a major factor in the school's success. One particular kind of translanguaging was predominant in the humanities subjects.

5.3 Translanguaging as a Teaching Tool

There have been examples in the United States of a situation where two languages are used verbally in one classroom with an attempt being made to adopt an organised teaching methodology where the switching from one language to the other occurred in response to acceptable and specific cues. Jacobson (1983:120) suggested that the teaching should be more structured according to 4 criteria:

- using both languages for equal periods of time across the entire lesson
- not switching languages in a way that interrupts the content
- switching languages in response to specific cues only
- switching languages in response to a specific educational aim.

This means that it is the teacher who controls the language of the class, and, by adhering to these criteria, one can strive for a balance according to the school's aim and policy.

Faltis (1990:50) offers 16 cues for switching the language medium of teaching; far too many for the teacher to cope with on top of the subject teaching.

The skill of translanguaging refers to a different use of the two languages from that outlined by Jacobson and Faltis. Translanguaging entails using one language to reinforce the other:

- in order to increase understanding, and
- in order to augment the pupil's ability in both languages.

It is a natural skill for any bilingual individual. When translanguaging, the pupil:

- internalises the words he hears
- assigns his own labels to the message/concept, and then
- switches the message/concept to the other language
- augments the message/concept and supplements it.

This process is translanguaging, not translating. It requires:

- a full understanding of the language in which the message is received, and
- sufficient vocabulary and a firm enough grasp of the other language in order to express the message,

i.e.

- a passive understanding of both languages, and
- an active knowledge and mastery of at least one of the languages.

The skill of translanguaging offers exciting and broad possibilities in the development of two languages, but as yet, few teachers are willing to attempt to use two languages in one class. For an actively bilingual individual, translanguaging is a natural way of simultaneously developing and reinforcing the two languages, while at the same time, extending his/her understanding of the subject area.

During this study, several teachers were observed using translanguaging in a natural and effective manner, e.g. the information was presented using an English-medium television programme, but the ensuing discussion was entirely in Welsh. One teacher insisted that they also receive pictorial evidence and she used the commentary and the pictures to construct the concepts.

5.4 *The Quality of the Teachers' Language*

Generally, the standard of the teachers' language was consistently high, acting as a linguistic model for the class as they increased their grasp of the Welsh language. Because the oral delivery is rapid and is often done with little or no thought, some grammatical weaknesses were sometimes heard. It would therefore be useful for the teachers to be aware of the types of linguistic weaknesses that might confuse learners (as well as native Welsh speakers) and that might instil bad habits. Some of the major faults are listed below but they are merely listed in 5 main categories: if teachers were to concentrate in the first instance on removing such errors and careless use of language, they could elaborate on grammatical detail later.

It stands to reason that there are more careless errors in verbal language because some teachers who are linguistically weak have to think on their feet. Communication takes priority over linguistic purity; and that is how it should be. But if the following weaknesses and carelessness were to be addressed, the teachers would then be setting the pupils a better example, which, in itself, would be a significant step towards raising the standard of the pupils' language in general:

- confusing the gender of nouns
- other mutations
- translating directly from the English without attempting to adopt natural Welsh phraseology
- using English terminology in Welsh sentences
- using muddled syntax.

These kinds of weaknesses are a constant problem for the teacher because teachers are attempting to do two things simultaneously, namely:

- ensuring that all the class-members have grasped the correct meaning, i.e. effective communication, and
- transferring to the pupils the standard language of that subject in an expected academic register (CALP).

It could be argued that the second point above sometimes hinders the first so teachers should give careful consideration to the following:

- at what stage in the development of each linguistic group in the school should emphasis be placed on academic language?
- how should subject-based language and syntax be presented gradually?
- is there a difference between the subject-based language and the standard register, and is it possible to hasten the grasp of one while delaying the other, yet having pupils acquiring both fully in years 10 and 11?
- is there too much emphasis on the subject-based language and the standard register in our schools and should there be a move towards accepting simpler language in subject areas?

5.5 Conclusion

It could be argued that by over-emphasising CALP with a group of learners such as those in the target group, the pupils may not acquire a natural effortless language of communication (i.e. Welsh) that could be used beyond the school gate. Taken to the extreme, it might mean that they choose not to use the Welsh language beyond the school gate, even though the opportunity to do so may arise. All the teachers' efforts, flair and devotion may therefore be in vain.

From a more positive outlook, there are a number of key points in this chapter and in the preceding chapters that will help schools and other teachers in Wales to teach more effectively either in the bilingual setting or through the medium of Welsh. In the final chapter, all these points will be crystallised and a new theory of bilingual teaching, which is an extension of the work of Jacobson and Faltis, is discussed.

Chapter 6: A Guidebook for Future Travellers

- 6.1 Introduction**
- 6.2 Organisation**
- 6.3 “Every teacher is a teacher of language...”**
- 6.4 Using the Active Language Skills**
- 6.5 The Responsibility of the Various Departments**
- 6.6 The Theory of Bilingual Teaching**
- 6.7 Transferring the Ideas to Other Schools**

6.1 Introduction

This final chapter has a dual purpose:

- concluding the report by offering recommendations based on the finding of chapters 1-5, and
- linking some of the findings and recommendations with theory and research; in these cases, extensive reference is made to Williams (1994).

It therefore offers theories and possible actions based on what was observed. That is the purpose of:

- section 6.5, which concentrates on the role of the various subject areas within a holistic language development framework, and
- section 6.6 which offers a theory of bilingual teaching that schools could pilot, adapt and develop.

The following key lists the recommendations or discussion points, together with a suggestion of the main audience for each. The recommendations following this key are primarily for audiences A, B(i) and B(ii).

A	Administrators within the Education System in Wales
B(i)	Administrators and Headteachers of schools in the Welsh-medium sector
B(ii)	Administrators and Headteachers of schools in the English-medium sector in Wales
C	Secondary teachers in their daily work setting

A B(i) B(ii)	As the school in this study is the only designated bilingual school in Wales which admits an entire class of learners who have not attended Welsh-medium primary schools, and which converts them into bilingual (Welsh/English) pupils during their secondary education: - every bilingual school in Wales should offer the same provision for a group of pupils that wishes to transfer to the Welsh-medium sector and an immersion setting at age 11 - some of the 177 schools that are outside the Welsh-medium sector should increase their Welsh-medium provision.
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6.2 Organisation

B(i) B(ii)	In cases where schools adapt the curriculum in order to promote acquisition of the Welsh language by using that language as a teaching medium, it would appear that this does not impair the pupils' performance in other subjects, even where offering a particular subject is delayed for a year, therefore schools should consider adapting the curriculum in order to accelerate the process.
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6.3 'Every teacher is a teacher of language ...'

In the study school, it was observed that every teacher understood (i) "the linguistic processes involved in a child's method of securing knowledge and understanding," (Bullock Report, DES, 1975) and (ii) the implications of this on his / her own use of language in the classroom. They were fully aware:

- that the pupils were learners and they accepted that using the mother tongue (English) as well as the second language was necessary in order to secure full understanding
- of ways of using the mother tongue to extend the second language and to reinforce understanding when discussing and considering concepts
- of when (i) the class, and (ii) individuals within the class were sufficiently confident and proficient in the Welsh language for them, as teachers, to be able to use less English.

Similarly, from year 9 onwards, they were aware:

- that, as teachers, their own use of language was a powerful key element in their ability to teach their subject effectively

and likewise

- that the pupils' use of language in the classroom, and therefore their use of their second language, was a major factor in their capacity to succeed in the subject.

This is in full agreement with research undertaken in the United States of America which concluded that one major factor in the process of learning and becoming proficient in a second language is that it is necessary to integrate the language and the subject content (Milk, 1990:34). He further suggests that developing concepts through the medium of both languages is necessary, and emphasises the need to consider how they interrelate. Christian states that it is necessary to consider the input the pupil receives, ensuring that it is sensible and comprehensible, (Christian *et al*, 1990:145).

Cummins (1991) stresses that policy-makers should consider the pedagogic aspects as well as the interaction that is taking place in the classroom, because, in cases of failures, it is often these factors that are deficient. If this is true on a national level, it is also true on an authority level and on a school level. This is why it is vital to consider the various interactions between:

- teacher – pupil
- pupil – pupil
- resources – pupil

in order to achieve success. The theories of Christian, Cummins and Milk were being implemented in practical situations in the study school.

6.4 Using the Active Language Skills

During the pupils' first few months at the school, teachers concentrated mainly on the passive skills (primarily listening), but during the time spent at Glan-llyn, structured activities gave the pupils the opportunity to develop their active skills, with the primary emphasis on talking (see 3.1.3).

B(i) B(ii) C	It is essential that the way in which pupils use their various passive and active language skills is structured in order to hasten the acquisition of language to the level of using it as a medium. It is essential that pupils are given the opportunity to use their active skills in a genuine context, once they have an acceptable level of passive understanding. Secondary school teachers who are teaching their subjects through the medium of Welsh to pupils for whom Welsh is a second language, should be aware that (i) their own use of language, and (ii) the ways in which pupils use their active skills, might influence their level of understanding in the subject area. (It can be taken for granted that, in a Wales context, there is a learner in every Welsh-medium subject class.) It is also important that teachers in a bilingual setting are aware of the individual pupil's level of achievement in both languages. It would, therefore, be a creative step forward to think of the child's position on a bilingual continuum.
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An example in this study of the way in which bilingualism is used actively is **translanguaging** (see 5.3), which reinforces the interrelationship between the two languages while also reinforcing the languages. The following discussion of bilingualism as a valuable tool is an extract from an article by the author of this report (Williams, 2002).

... It should be emphasised that the aim in Wales is **to strengthen and to use both languages to a high level in order to develop balanced and confident bilingual pupils**. Because of this, different developmental and reinforcement methodologies have to be adopted. (The aim in the USA is different because there, the priority in education is to acquire the second language, English, in order to displace the vernacular language.) Translanguaging is one of the techniques or strategies used for that purpose. Baker (2000) sees its possibilities:

Translanguaging has two potential advantages. It may promote a deeper and fuller understanding of the subject matter. It is possible in a monolingual context, for students to answer questions or write an essay without fully understanding the subject. Whole sentences or paragraphs can be copied or adapted from a textbook without really understanding them. This is less easy in a bilingual situation. To read and discuss a topic in one language, and then to write about it in another, means that the subject matter has to be properly 'digested' and reconstructed. Translanguaging may also help students develop skills in the weaker language ...

(The Care and Education of Young Bilinguals. Multilingual Matters, 2000:104-105)

What is translanguaging and how can it be used?

The simplest definition is:

- **receiving information in one language and then**
- **using it in the other language.**

Every language develops through being used in purposeful and real situations. That is especially true of learning a second language and continuing to use both by developing and improving them constantly. In translanguaging, we:

- receive information using our passive language skills (listening and reading), and then we
- use the information using our active language skills (talking and writing).

Translanguaging is a method for children who have a reasonably good grasp of both languages; it is a strategy for retaining and developing bilingualism rather than for initial teaching of the second language. And that is what is needed in twenty first century Wales: a method of retaining and using both languages. Throughout Wales, the success that nursery, infant and primary teachers have had is remarkable; the challenge is to preserve pupils' bilinguality.

Recommendations

B(i) B(ii) C	Receiving information in one language and then using it in another gives pupils an opportunity to digest information more fully. Translanguaging should therefore be developed as an essential skill in bilingual Wales as being able to assimilate and discuss subject matter in both languages appears to promote understanding. Using and perfecting translanguaging skills should be encouraged, so that pupils in the bilingual sector will be able to make greater use of English-medium textbooks and television programmes. (However, the need to develop Welsh-medium reference material and textbooks is not diminished.) By developing two-way translanguaging, i.e. from Welsh to English as well as from English to Welsh, teachers and pupils would be better able to take advantage of the best resources in both languages.
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6.5 *The Responsibility of the Various Departments*

One of the main features of this study was that each department within the school recognised and accepted its responsibility for developing the Welsh language skills of the target group of learners, especially in years 7 and 8.

Each department, and each individual within the departments, adopted their own methods of responding to the bilingual development of pupils. It was not apparent that the various departments undertook responsibility for specific aspects of that development. With careful planning however, it would be possible to identify elements of grammatical/linguistic development that occurred naturally in specific subject areas.

B(i) B(ii) C	In order to hasten learners' bilingual development and to help them become confident bilingually: • every school should adopt a policy which makes the subject departments responsible for developing various linguistic aspects that occur naturally within those subject areas • the role of the language departments within such an integrated policy should also be defined clearly, so that they are not expected to shoulder all the responsibilities and the expectations • each department within a school should be fully conscious of its own linguistic responsibilities. In a bilingual school, a similar policy should also be adopted in relation to the English language, especially in the more Welsh areas of Wales and in the traditional bilingual schools.
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What has been stated in this section (6.5), is equally relevant when developing a cross-curricular language policy, or alternatively, when apportioning the linguistic responsibilities in the case of mother tongue (Welsh or English) pupils. However, in cases where the language is the pupils' second language, it is essential that their bilingual development is structured.

B(i) B(ii) C	Often in schools where there are proficient learners (i.e. those who have been learning the language for a number of years), the tendency is to offer them Religious Education, Geography and History through the medium of Welsh. Because of the high level of linguistic content, this could be a shortcoming. It may be better to categorise subjects according to the way language is used within that subject area, and according to the relationship between that usage and non-linguistic support. Humanities would be retained for the upper level of second language subject area contact according to the following categories: Step 1: Practical subjects e.g. Physical Education, Technology, Art These are the subjects that could be introduced initially to the learners who had a relatively poor grasp of the second language Step 2: Subjects such as Mathematics and Science Subjects where the linguistic element is presented in short bursts leading to practice, application etc. Step 3: Humanities subjects such as Religious Education, Geography and History Subjects that require a high level of ability in the language of presentation, so that performance in that subject will not suffer. Schools that offer Humanities, and Humanities alone, to second language pupils should therefore reconsider their position.
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6.6 The Theory of Bilingual Teaching

In some of the earlier lessons that were observed during the pupils' preparatory week (chapter 2), a section of a Biology lesson was seen, in which the teacher used both languages as teaching media. From this lesson, several important and constructive principles are identified which could be used as a basis for developing a bilingual teaching methodology. These ideas are placed in a theoretical context in another report, (Williams, Lewis and Baker, 1996).

A theory of bilingual teaching, developed in the United States by Jacobson and Faltis, is based on cues for switching languages when teaching. But there are sixteen different cues. It is unreasonable to expect any teacher to be aware of such a high number of cues when he/she is teaching.

By switching the emphasis to a consideration of the linguistic and conceptual demands made on the child in every classroom situation, these cues can be reduced to 5 ways in which language is used in teaching and in developing concepts, namely using language:

- in a **practical** situation
- to explain linguistic and grammatical points, that is, knowledge about language – **linguistic** use
- **communicative** use – i.e. to communicate in the classroom (BICS)
- instructional use i.e. to instruct, to present and to question the class on a literal and basic level (BICS leading to CALP)
- **cognitive** use – where a child is expected to think and reflect in order to gain understanding, or before replying (CALP).

By adopting the above labels (in bold print), it is possible **to construct a theory of bilingual teaching by determining which language medium is most appropriate in each situation.** It will be necessary to decide which of the following linguistic categories are appropriate to the group at a particular stage in its bilingual development:

- almost exclusively through the medium of the mother tongue
- bilingually with emphasis on the mother tongue
- bilingual – balanced
- bilingually with emphasis on the second language
- through the medium of the second language only.

e.g. the following language medium policy could be adopted with a class of learners whose language is very limited:

practical

- through the medium of the second language only

linguistic

- bilingual – balanced

communicative

- bilingual with emphasis on the second language

instructional

- bilingual – balanced

cognitive

- bilingual with emphasis on the mother tongue

A transcript of the first science lesson given to a Year 7 group of learners, whose grasp of the language is limited, is discussed in the full report. In it, a developing pattern is emerging; a pattern that could be further developed early in the first term in order to offer a more challenging language medium policy for bilingual development.

6.7 Transferring the Ideas to Other Schools

In concluding this report, there are questions to be asked, including to what extent could the procedure, some of the teaching methodologies and the successes that were seen in one school, be transferred to others?

The procedure adopted in this school would not necessarily have to be duplicated in other schools; equivalent success may be achieved with a slightly different procedure. Other schools adopt different ways of organising the curriculum; the only reason for outlining in chapter 2 the procedure that was used in this particular school was to exemplify one model. The key aspects of that procedure were:

- the preparatory visit in June before being admitted to the secondary school and the extra attention the pupils received from the *athrawon bro*
- the change in curriculum organisation in order to give the Welsh language more contact time
- the fact that History and Geography were taught in year 7 by teachers who were also trained to teach Welsh as well as their subject
- the visit to Glan-llyn in the January of year 7 – a key milestone that raised expectations and increased oral confidence.

Recommendations may be made to other schools, but in doing so, the nature of those schools should be borne in mind and the recommendations should be adapted accordingly:

1. According to a statistics leaflet produced by the Welsh Language Board, there were 52 Welsh-medium/bilingual secondary schools, and 177 other secondary schools in Wales, in the school year 2000/2001. (By 2002, the 52 had grown to 53.)

The target school in this study is the only one of the 52 schools that offers Welsh-medium provision for an entire class of learners who have not attended Welsh-medium primary schools.

Welsh/bilingual (52)	Other schools (177)
All the other Welsh/bilingual schools have the resources to admit a group of learners such as the target group, and offer them the same experiences. Perhaps not all schools will have the staffing resources to offer full, cross-curricular provision. But they could admit a class of pupils who have not attended Welsh-medium primary schools. By adopting some of the methodologies and the techniques outlined in this report, they could develop an increasingly bilingual policy and curriculum as pupils progress through the school, and succeed in their mastery of the Welsh language. All bilingual/Welsh-medium schools should offer a late immersion experience to a class of pupils.	It would be difficult to transfer all the elements across the school, because these schools do not have bilingual staff in all departments. But in those departments where schools have bilingual staff, many of the positive methodologies and techniques outlined here could be adopted. In order to build on the pupils' bilingualism, and in order to extend their ability to use the Welsh language, each school in this category should consider: 1. how much of what is outlined in this report they could adopt; 2. in which specific departments? In considering these points, they should bear in mind sections 6.4, 6.5 (especially the final box) and 6.6 above.

2. Since June 2001, every pupil aged 16 in Wales (apart from in-migrants) will have been learning the Welsh language for 11 years. Assuming that on average they receive 2 hours of Welsh per week, they will have received a total of 880 hours of Welsh by the time they leave school.

Past experiences show us that success is more concentrated and permanent when the language is used as a medium.

Welsh/bilingual (52)	Other schools (177)
It is in these schools that we have seen the greatest success and that is because the language was used as a medium. There is room for them to extend that success by admitting pupils who have not attended Welsh-medium primary schools, wherever that is possible, if a truly bilingual Wales is to become a reality.	Every school in Wales should be bilingual to as great an extent as possible. Real growth is now possible in this sector, and schools should build on the opportunity to become bilingual that was given to pupils in Wales by the Conservative Government of the day, by extending bilingualism to subject areas. This is what would make them actively bilingual giving them the tools to take better advantage of the employment market and job opportunities that exist in Wales.

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