

# TRANSMITTING MINORITY LANGUAGES WITHIN THE MAJORITY LANGUAGE CLASSROOM: THE CASE OF WELSH

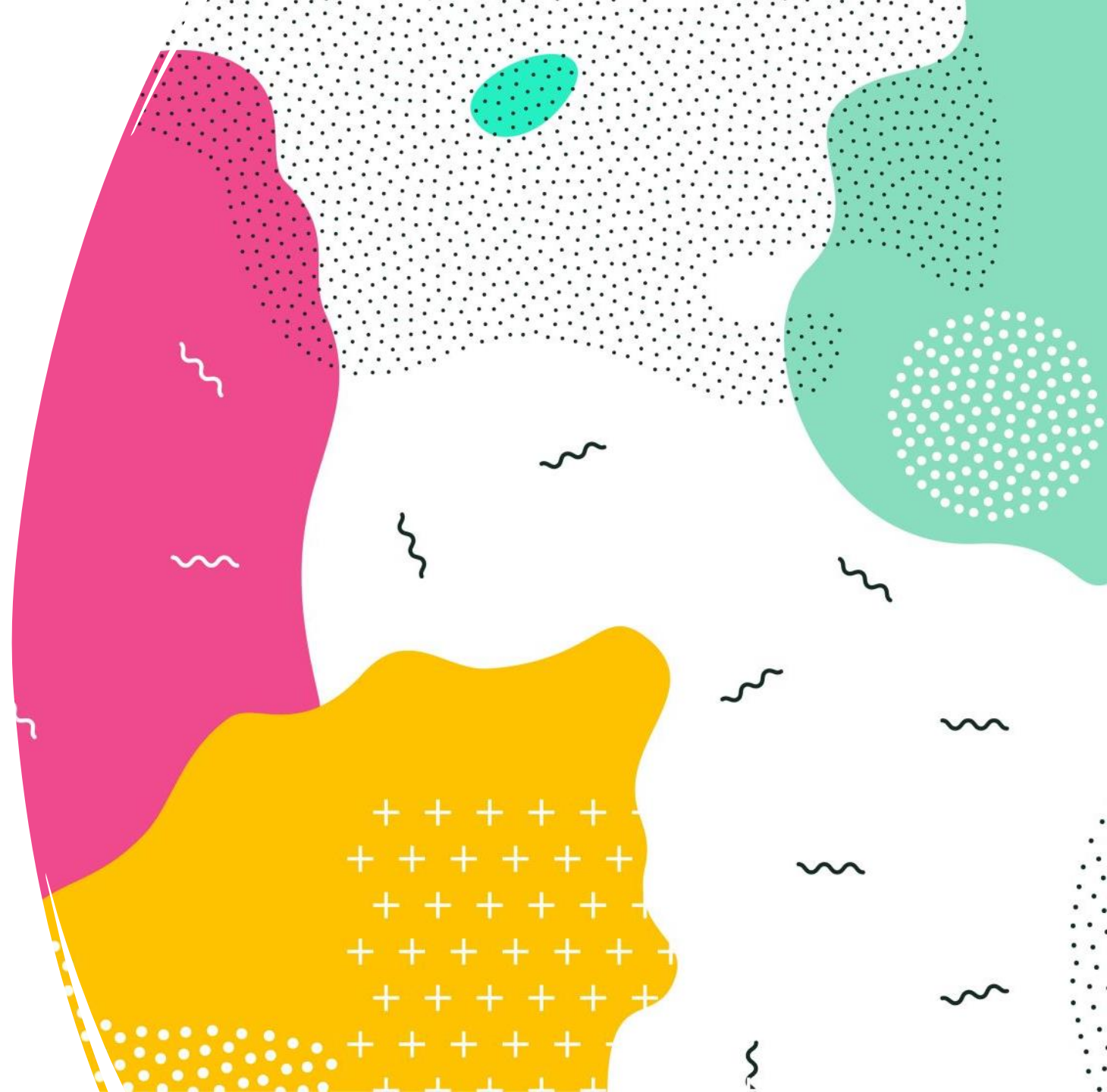
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BANGOR  
UNIVERSITY

Ysgol  
Addysg  
School of  
Education



# OVERVIEW

The educational context of Wales

How are English-medium schools teaching and transmitting Welsh?

What challenges are being faced?

THE EDUCATIONAL CONTEXT OF  
WALES

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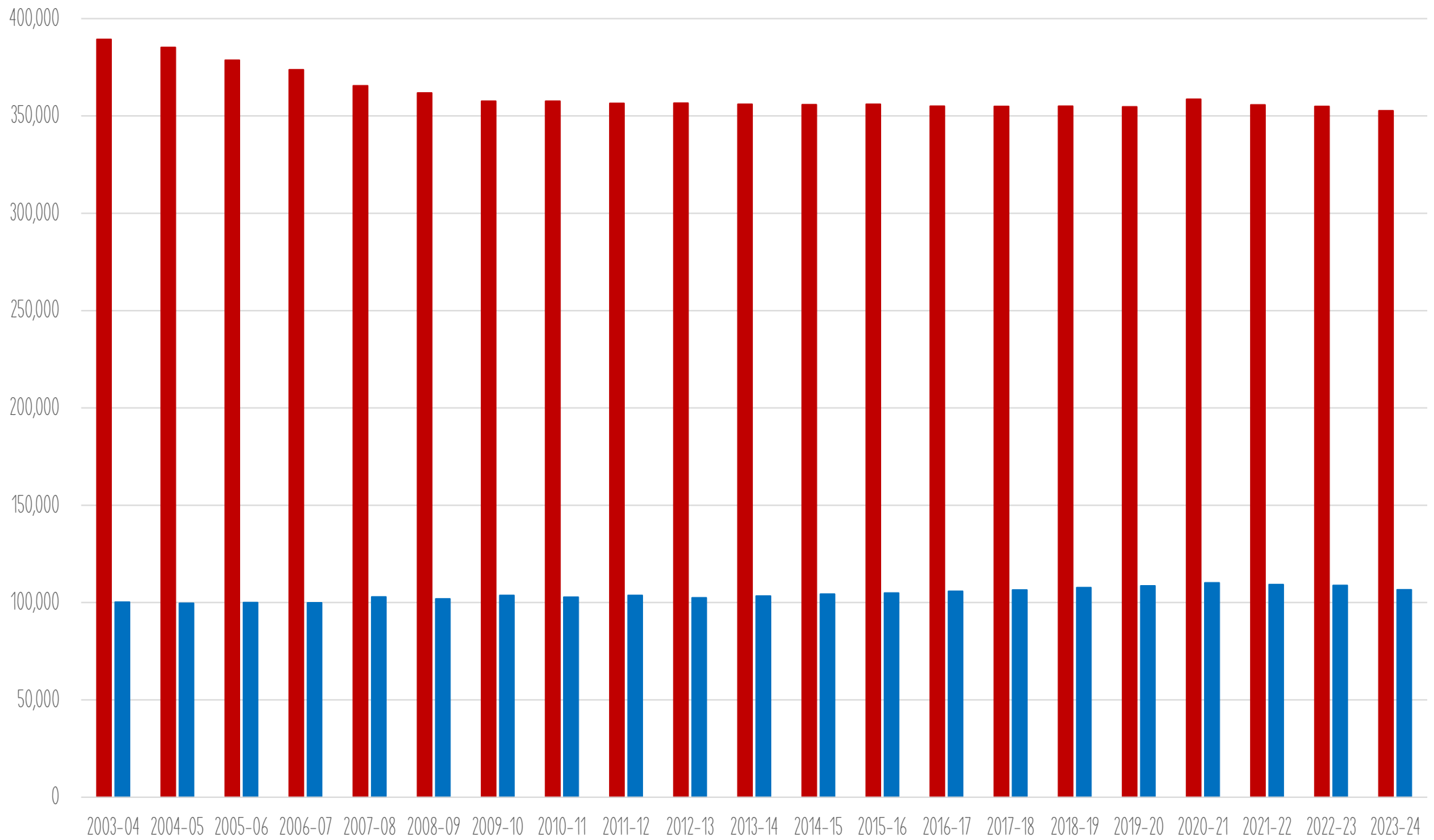
· Increase the number of Welsh speakers

· Increase the usage of Welsh

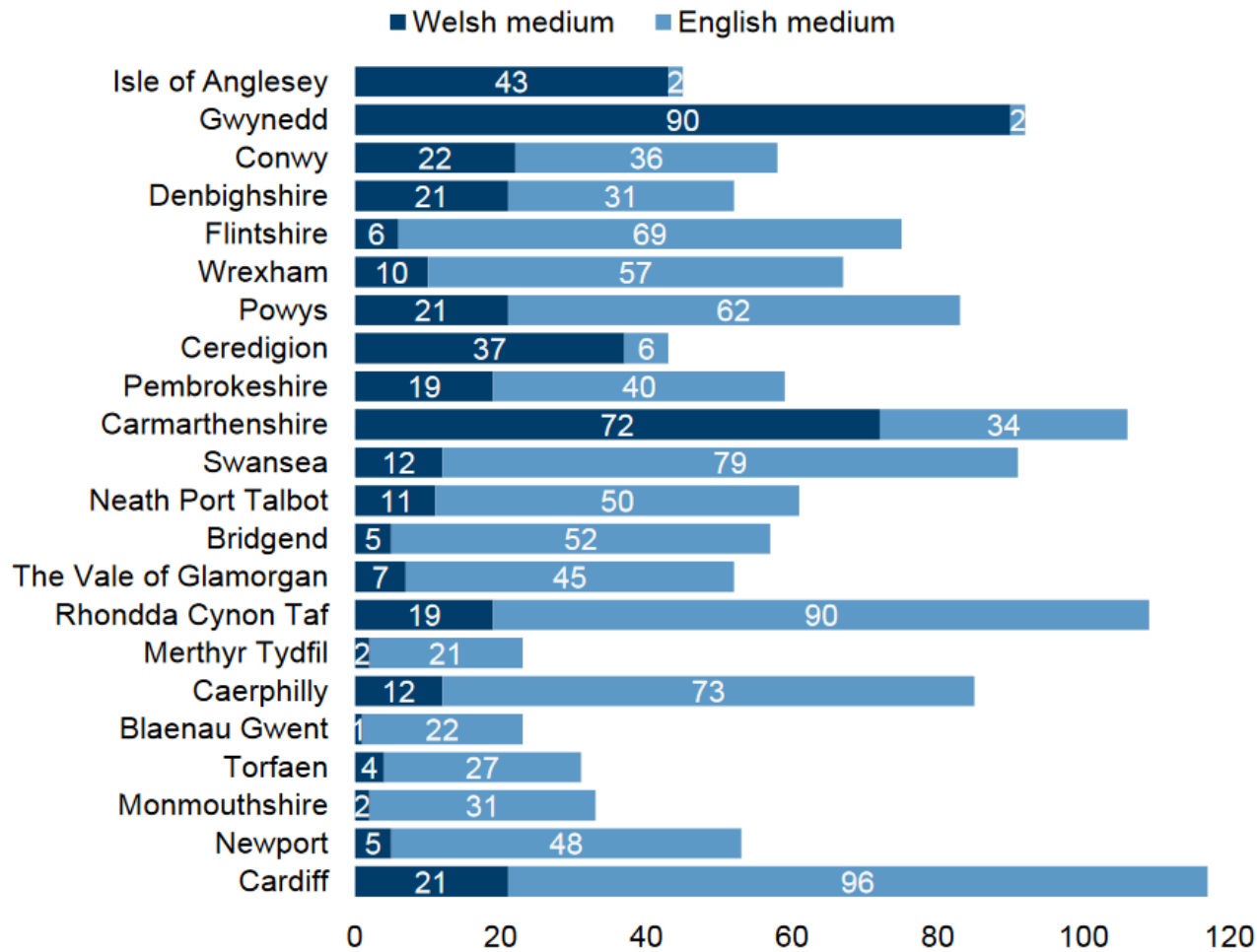
· Create favourable conditions

*"The English-medium sector has an important contribution to make to our aim of developing Welsh speakers"*

(Welsh Government, 2017: 38)



English-medium education is the only choice for parents in many areas of Wales!



English-medium = 340,003

English with significant Welsh = 12,760

Transitional = 411

Dual stream = 7,175

Bilingual (secondary schools only) = 20,437

Welsh-medium = 78,582

# Successful Futures

Independent Review of Curriculum  
and Assessment Arrangements in Wales

Professor Graham Donaldson CB  
February 2015



Renew the focus on learning Welsh for it to be taught as a means of communication

Welsh-medium schools should become hubs to support English-medium schools

Invest in, and improve, provision in order to strengthen Welsh within primary schools

Technology should be more creatively used when teaching Welsh

Realign Welsh language qualifications to focus specifically on speaking and listening skills





Draft Curriculum for Wales 2022: April 2019

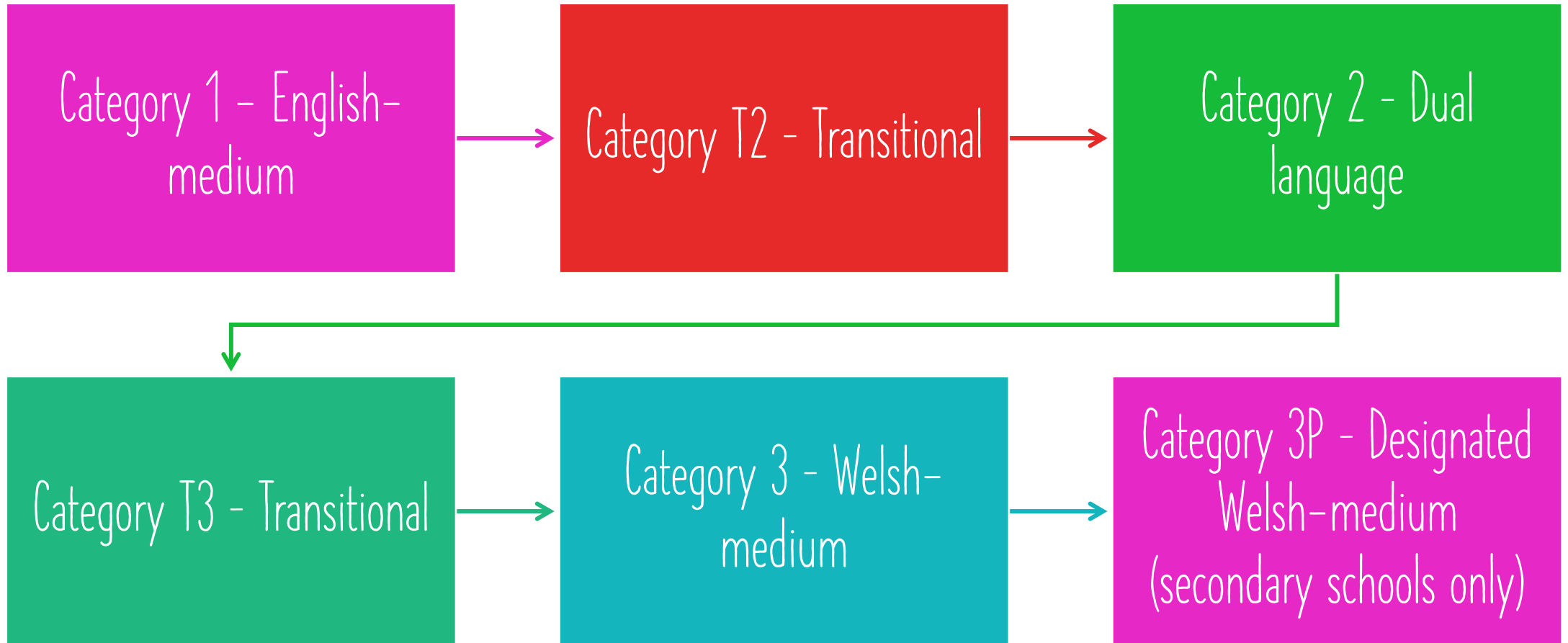
DRAFT STATUTORY GUIDANCE

## A guide to Curriculum for Wales 2022



# 6 Areas of Learning and Experience

Welsh = Languages, Literacy and Communication



*"English-medium schools  
should provide 15% of  
their provision in Welsh"*  
(Senedd Research, 2024: 9)

Welsh Parliament  
Senedd Research

## Welsh Language and Education (Wales) Bill Bill Summary

September 2024



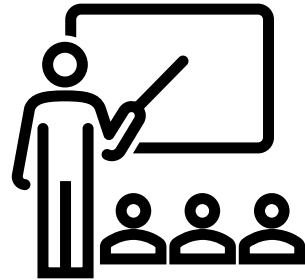
[www.senedd.wales](http://www.senedd.wales)

# WHAT COUNTS AS THE 15%?

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School day?

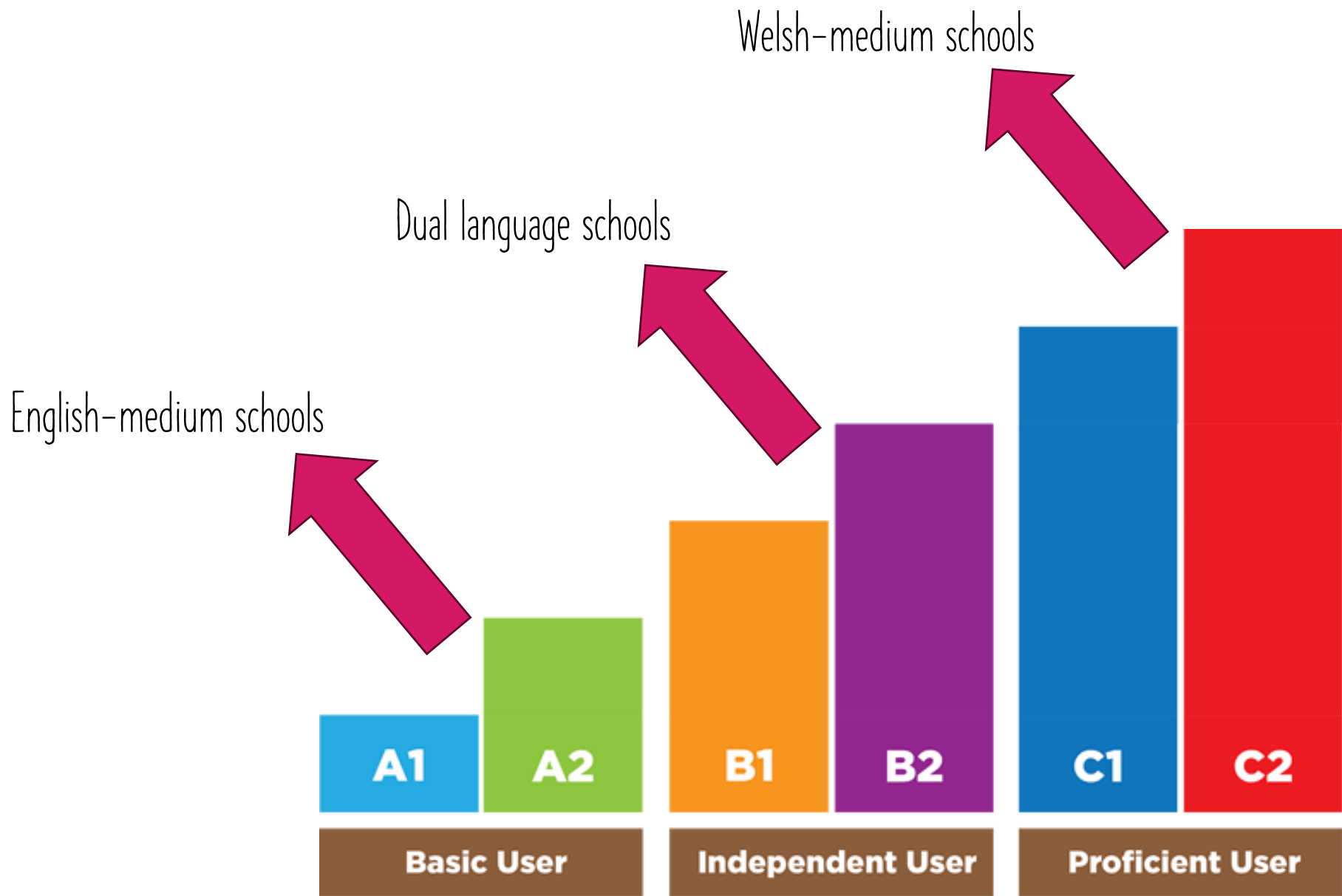
Term?



School week?

School year?

Particular  
lesson/subject?



*"The school experience is thus critical for the transmission of Welsh to ... children, but the success of this transmission is contingent upon the child's own use of Welsh both inside and outside of the school gates"*

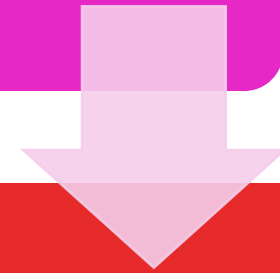
*(Thomas, Lewis & Apolloni, 2012: 246)*

HOW ARE ENGLISH-MEDIUM  
SCHOOLS TEACHING AND  
TRANSMITTING WELSH?

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Cymraeg Bob Dydd



Cymraeg Campus



# CYMRAEG BOB DYDD



Present simple, everyday Welsh within all subject areas across the curriculum



Normalise the use of Welsh alongside English, particularly outside formalised Welsh lessons



Demonstrates to learners that Welsh is not just restricted to Welsh lessons



Framing the lesson



Fixed phrases



Classroom management



Bilingual discourse strategies



Visual aids

# FRAMING THE LESSON

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Bore da (pawb)

*Good morning (everyone)*

Pnawn da

*Good afternoon*

Dewch i mewn

*Come in*

Yma

*Here*

Mae'n amser tacluso

*It's time to tidy up*

Hwyl fawr

*Goodbye*

Wela i di / chi...

*See you...*

# FIXED PHRASES

Da iawn  
*Well done*

Ardderchog  
*Excellent*

Pwy sy'n barod?  
*Who is ready?*

Pwy sydd wedi gorffen?  
*Who has finished?*

Dw i wedi gorffen  
*I have finished*

Ga i...?  
*Can I...?*

# CLASSROOM MANAGEMENT

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Gwrandewch

*Listen*

Eisteddwch i lawr

*Sit down*

Dim siarad

*No talking*

Paid / Peidiwch

*Don't*

Tri, dau, un

*Three, two, one*

Gweithiwch yn dawel

*Work quietly*

# BILINGUAL DISCOURSE STRATEGIES

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Beth wyt ti eisiau?  
What do you want?

Oes gen ti siswrn?  
Have you got scissors?

Tyrd yma.  
Come here.

Ydy pawb yn iawn?  
Is everyone okay?



Can you hand out the llyfrau Mathemateg?  
*Can you hand out the Maths books?*

Go into pedwar o grwpiau.  
*Go into four groups.*

Oes gan bawb eu pencils and rulers?  
*Has everyone got their pencils and rulers?*

I really like this. Mae'n ardderchog.  
*I really like this. It's excellent.*

How many times do learners have to be exposed to a word/phrase in order to successfully remember it?

The more times, the better!

# CYMRAEG CAMPUS

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Whole school approach



Criw Cymraeg (representatives from  
each year group)

Baseline questionnaire given to all learners

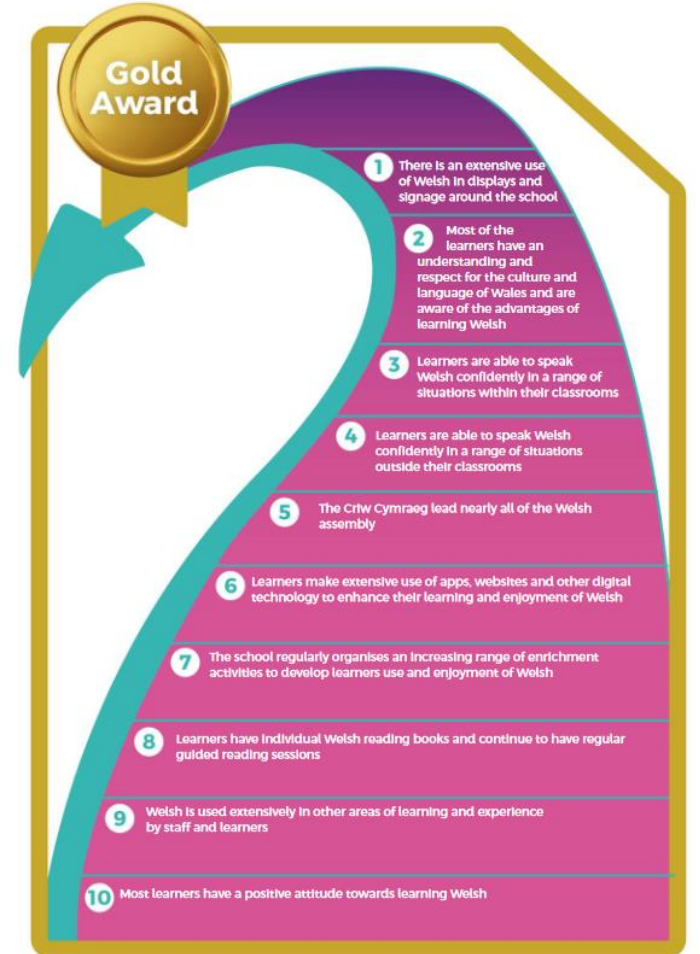
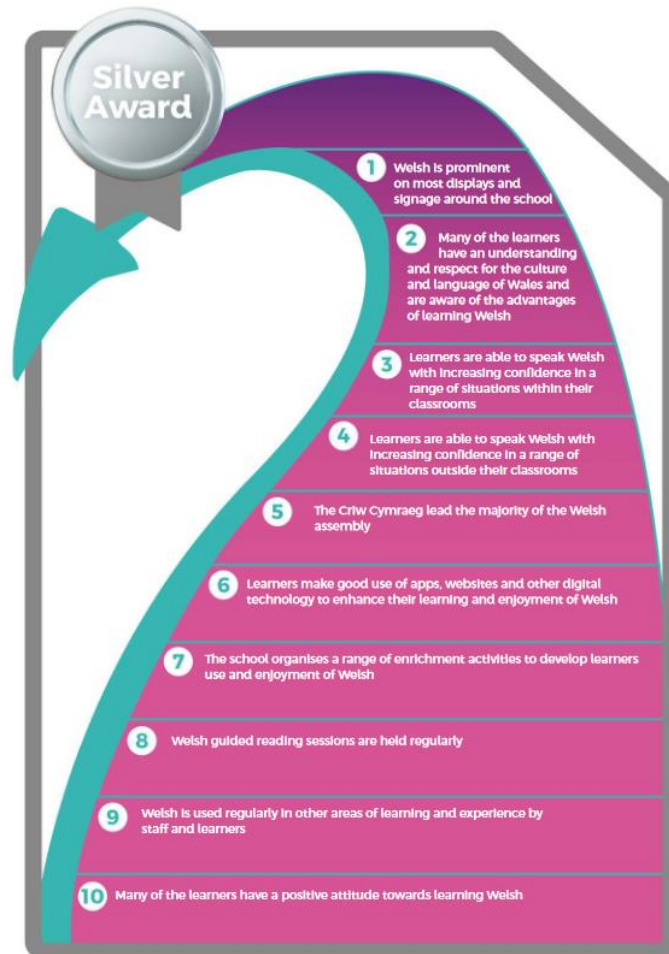
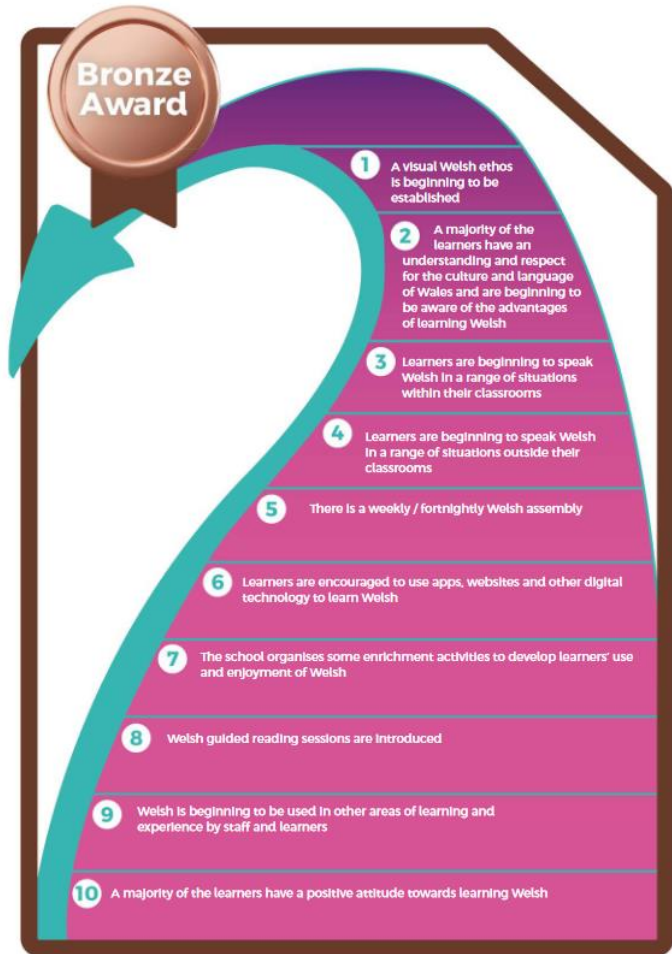
A light purple downward-pointing arrow indicating the flow from the first step to the second.

Share the results with all members of the school community

A light red downward-pointing arrow indicating the flow from the second step to the third.












Draw up an action plan

# PROGRESSION FROM BRONZE, TO SILVER AND TO GOLD



**Bronze Award:  
Target 3**












**Learners are beginning to speak Welsh in a range of situations within their classrooms**

-  Learners and staff use Welsh daily when greeting and expressing basic needs.  Teaching staff use basic Welsh to give commands, praise and ask questions throughout the day. 
-  The school has developed or adopted an overarching plan (e.g. Cymraeg ar dy Dafod) for classes to introduce and use daily Welsh incrementally. 
-  Each class has established the 'Helpwr Heddiw' initiative. 
-  The focus phrase introduced in assembly is practised and used regularly in all classes. Learners are able to confidently use the current phrase as well as previous phrases. 
-  Each class establishes a morning routine e.g. register, check-in, dinner order, absence / illness etc. 



**Silver Award:  
Target 3**

**Learners are able to speak Welsh with increasing confidence in a range of situations within their classroom**

-  All staff and learners use an increasing amount of everyday Welsh throughout the day.  Learners understand, ask and respond to an increasing range of Welsh questions and commands. 
-  Each class has embedded the school's overarching plan (e.g. Cymraeg ar dy Dafod) to develop the use of daily Welsh. Many learners are able to use a range of these phrases confidently. 
-  Each class further develops the 'Helpwr Heddiw' initiative. 
-  The focus question introduced in assembly is practised and used regularly in all classes. Learners are able to confidently ask and respond to the current and previous questions. 
-  Each class uses a range of appropriate patterns in their morning routine e.g. register, check-in, dinner order, absence / illness, discussing the weather, day of the week etc. 



**Gold Award:  
Target 3**

**Learners are able to speak Welsh confidently in a range of situations within their classrooms**

-  All staff and learners regularly use Welsh to communicate with each other throughout the day.  Learners confidently and consistently use Welsh without being prompted and ask and respond to a wide range of questions and commands in a variety of situations. 
-  Each class has further embedded the school's overarching plan (e.g. Cymraeg ar dy Dafod) to develop the use of daily Welsh. Most learners are able to use nearly all of the outlined phrases confidently. 
-  Each class uses the 'Helpwr Heddiw' initiative effectively in a range of situations during the day. 
-  The focus conversation of the month introduced in assembly is practised and used regularly in all classes. Learners are able to confidently hold a range of simple conversations with each other. 
-  Each class uses a wider range of appropriate patterns in their morning routine e.g. register, check-in, dinner order, absence / illness, discussing the weather, day of the week etc. 







# Tanio'r ddraig!



1



2



3



4



5



6



7



8



9



10

**YNDEN ATYDD: Tabled 1**

1	2	3	4	5	6	7	8	9	10
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**YNDEN ATYDD: Tabled 2**

1	2	3	4	5	6	7	8	9	10
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**YNDEN ATYDD: Tabled 3**

1	2	3	4	5	6	7	8	9	10
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**YNDEN ATYDD: Tabled 4**

1	2	3	4	5	6	7	8	9	10
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**YNDEN ATYDD: Tabled 5**

1	2	3	4	5	6	7	8	9	10
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**YNDEN ATYDD: Tabled 6**

1	2	3	4	5	6	7	8	9	10
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**YNDEN ATYDD: Tabled 7**

1	2	3	4	5	6	7	8	9	10
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**YNDEN ATYDD: Tabled 8**

1	2	3	4	5	6	7	8	9	10
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**YNDEN ATYDD: Tabled 9**

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**YNDEN ATYDD: Tabled 10**

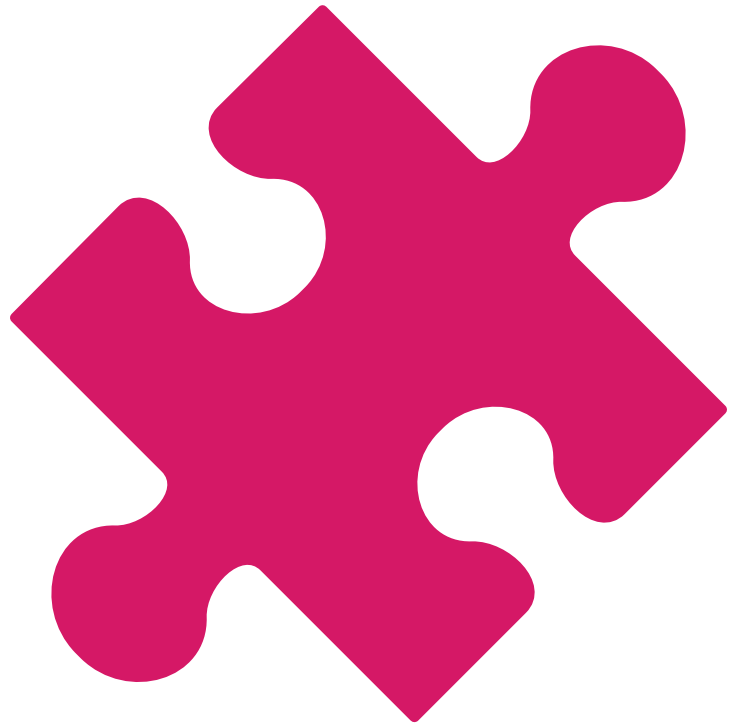
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# ACHIEVING THE AWARDS

A designated Welsh Support Officer / Team will visit the school

Evidence is collated (conversations with learners and other members of the school community, observations of the learning environment)

The school is awarded if the evidence presented and viewed is sufficient



WHAT CHALLENGES  
ARE BEING FACED?

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25% of English-medium primary schools inspected had recommendations relating to Welsh

2012-2013

2022-2023

30% of English-medium primary schools inspected had recommendations relating to Welsh



# ESTYN'S VIEWS

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Schools do not prioritise Welsh language development well enough

Pupils do not make as much progress as they could

Teachers considered using very few Welsh greetings and words with pupils to be sufficient

Teachers had limited understanding of language teaching pedagogy

Limited opportunities for pupils to speak Welsh outside lessons

Little to no planning to ensure continuous progression from year to year

Lack of exposure

Teacher confidence

Learners' perceptions of Welsh

*"In societies where two languages coexist but one dominates over the other in terms of prestige, number of speakers, and/or domains of use, gaining enough native input and exposure to the "minority" language is a challenge. As a result, children learning a minority language as an L2 often fail to achieve fluency, retaining only passive or "incomplete" knowledge of that language"*

*(Williams & Thomas, 2017: 2)*

L2 as a subject



1,000 hours

Late immersion



3,500 hours

Early immersion



6,000-7,000 hours

*"One or two hours a week will not produce advanced second language speakers, no matter how young they were when they began"*

(Lightbown & Spada, 2006: 74)

70% of secondary school teachers had middling, little or no confidence in transmitting Welsh in their lessons



58% would like to receive more support

No relationship between confidence and where in Wales teachers teach

Relationship between confidence and the subjects that teachers teach

Relationship between confidence and whether teachers use Welsh in the classroom

16% of secondary school students considered themselves to be bilingual

Division on whether Welsh is part of learners' identities

40% do not enjoy Welsh lessons

53% do not use Welsh outside the classroom



# WHY DON'T LEARNERS ENJOY WELSH LESSONS?

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Boring subject area

Uninspiring activities in class

Over-emphasis on exam preparation

Difference between learning Welsh at primary school and secondary school

International languages would be more useful

# TO CONCLUDE

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Developing Welsh speakers within the English-medium sector is a challenge



Schools and teachers should have holistic views of language learning



Schools should work together and share examples of effective practice where possible

Thank you very much!  
Diolch yn fawr iawn!  
Go raibh míle maith agat!



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