

The Welsh Language Board: The National Immersion Scheme Guidance for Teachers:

Answering Teachers' Questions

(Answers to teachers' questions on the National Immersion Scheme)

– Cen Williams

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The Welsh Language Board's National Immersion Pilot Scheme

It is often the case that the same kinds of questions are asked by teachers, headteachers and administrators involved in the Immersion Scheme. I also asked the Scheme's Officers for the kinds of questions they receive. As expected, many of these are very similar and those teachers who attended the courses and seminars have discussed many of them or have participated in formal sessions which addressed others. A number of them are also examined in the Scheme's recent web publication¹ and certain extracts from that publication are quoted or identified in the footnotes. They are general answers which do not refer to a specific school, area or subject. Even so, the answers are based on:

- observation work in certain immersion classes and analysis of those observations
- the comments and responses of the teachers of those pupils, during the courses and seminars and at the schools
- research undertaken by the likes of Colin Baker, Ofelia Garcia, Jim Cummins et al.

They were categorised according to four main classifications, namely questions discussing:

- the language used by the teachers themselves
- the role of teachers in developing the pupils' language and using the subject terminology
- the language used by the pupils in lessons
- the main lessons which can be learnt from the Scheme relevant to schools undertaking the Scheme in the future and Welsh medium education in general.

¹ Williams, C., 2011 'Subject Language Threshold: accelerating the process of reaching the threshold'.

I Questions on the Language used by the Teachers themselves with the immersion pupils

1 What are the key principles in using suitable language myself?

1.1 At the beginning of year 7, the main principle is to keep your own language simple. You may use your natural teaching language normally which contains a significant amount of syntax and sentence structures which are completely suitable for children whose first language is Welsh and those who have been taught through the medium of Welsh at a primary level. The majority of immersion pupils will have very basic and simple sentence structures so you should try to speak more simply than normal. Take this example for instance:

A teacher discussing exploration	Comments
<p>Gwranda rŵan. [Listen now.] Ti isio saeth. [Do you want an arrow.] Saeth? [Arrow?] (the teacher invites a response but is given none) Arrow yn goch. [Arrow is red.] Sgin ti'm lot o betha yn fan'na [You don't have much there] (referring to the task she should have undertaken). Ti'm di tanlinellu lot. [You haven't underlined a lot.] Felly, ti isio sgwennu ar draws (y dudalen) be oedd ar y cychod a ma rhaid i ti sgwennu reit fach. [So, you want to write across (the page) what was on the boats and you have to write quite small.] Sgin ti ddim lle yma. [You don't have room here.] O.K?</p>	<p>The teacher is using the spoken language of their area e.g. 'sgin ti'm lot o betha yn fan'na' as this is the only language available to the immersion pupils. She uses very little English and takes her time to explain and reason in natural Welsh. There is no need to turn to English and repeat everything in English apart from the odd term here and there or when it is clear that the child does not understand.</p>

Remembering how very little language the vast majority of pupils have and adapting your own language to accommodate that is the first piece of advice therefore.

1.2 The best advice in terms of language adaptation is to remember the principles of Cymraeg Clir (Plain Welsh). Here are the main points therefore:

Cymraeg Clir - The Ten Commandments²

- 1 **Use short sentences** (approximately 15 - 20 words with the immersion pupils)
 - 2 **Follow the natural style of Welsh** when writing e.g. put the verb (doing word) first if possible.
 - 3 **Avoid using words which are fancy**, strange, very long or technical if a simpler word does the trick. You will have to use your subject's terminology of course but make sure that everything else is simple in terms of language
 - 4 **Greet the reader in a natural way** (e.g. *darllenwch [read], byddwch yn gwybod[you will know]* etc). Don't 'talk down to them.' And remember not to use the impersonal with immersion pupils at the beginning - see below)
 - 5 **Use language which suits the intended audience** and which fits the purpose and remember that they will be immersion pupils with very little language at the beginning. You can adapt the language used on a regular basis as they grow in confidence (Register). Avoid using the notes you would use with other Welsh classes with immersion pupils at the beginning. You may consider that by around the end of year 8. You must adapt the language to suit them.
 - 6 **Avoid the use of jargon and filler phrases** e.g. *at the end of the day, in the medium short term, after weighing and measuring, further to your letter, I write in response to your correspondence* etc.
 - 7 **Mutation** - on posters, forms etc try to write in a way which avoids mutations. The same is true of new words i.e. terminology, especially when introducing a term for the first time.
 - 8 **Impersonal** - don't overuse these forms (*gwelir, gwelwyd, aseswyd* etc). One way of avoiding this is to not use the impersonal + gan. *Greet the reader in a natural manner* (see no. 4).
 - 9 **Remember to use punctuation** keeping it as simple as possible. Remember that it is the punctuation which tells the reader where you would pause. **Use bullet points** to split a long sentence into short points.
 - 10 **Avoid using too many apostrophes** (') to show that there are letters missing (e.g. *b'le* and *rwyf* are acceptable; there's no need to write *b'le* and *'rwyf*).
- Remember to visit the Cymraeg Clir website where **everything is free!**

<http://www.bangor.ac.uk/ar/cb/cymraegclir>

What's available on the website?

- The book *Cymraeg Clir, Canllawiau Iaith* Cen Williams, Gwasg Dwyfor 1999 (ISBN 1898817 49 9)
- *Cymraeg Clir - Canllawiau (further general guidance)*
- *Ysgrifennu'n glir (general guidance)*

1.3 **Asking questions** is one of the teacher's most obvious tools, with the aim of discovering what the child knows or has learnt from previous lessons; asking questions which lead on to new learning etc. It is often the case, especially with the Welsh language, that the ability to answer means that you are providing the pupil with a linguistic challenge as well as a subject-based challenge. The most obvious examples are those questions which have the Welsh equivalent of a 'Yes' or 'No' answer. The same question can be asked in many ways - aim to choose the way which provides the pupil with the least linguistic challenge e.g.

<p>Ydach chi'n meddwl mai triongl hafalochrog ydi hwn? [Do you think (plural) that this is an equilateral triangle?] Wyt ti'n meddwl mai triongl hafalochrog ydi hwn, wyt? [Do you think (singular) that this is an equilateral triangle, yes?]</p>	<p>The child needs to understand that the question needs to be answered using the second person plural with a verb in the first person singular namely 'Ydw'. This could prove challenging to the immersion pupils at the beginning. Using the 'wyt' once again in the second sentence will mislead them further and some would probably answer with 'wyt' then.</p>
<p>Triongl hafalochrog ydi hwn te? [This is an equilateral triangle then?]</p>	<p>This leads to the most common form of 'Yes' and 'No' namely 'Ie' and 'Na' or 'Nage'. The child can now concentrate on Mathematics rather than the language.</p>
<p>If the teacher wants to know whether the child has mastered the term, the easiest way would be to ask - Be di(yw) hwn? [What's this?] (Pointing)</p>	<p>Starting a question with Be(th)? leads straight on to the answer without having to worry about the correctness of the language. This also leads us on to the learning methodology with immersion pupils. If you are able to include enough pictures, diagrams, graphs, charts, samples or artefacts etc in your lessons you could make the task simpler for immersion pupils by pointing when asking a question, explaining something etc. This brings the situation regarding the use of subject language (CALP)³ closer to the situation regarding the use of communicative language (BICS) as you have something real to look at when learning rather than using language outside its context. You are trying to steer the pupils towards the latter but you must avoid too big a step!</p>

Therefore, if it is possible, ask questions which result in a 'Ie' or 'Na' answer or which allow the pupil to answer without having to think about the correct linguistic form at the beginning of the answer.

Such examples of questions which can be used at the beginning of year 7 include:

- Pa...? [What...?] Pa fath...? [What kind...?] Pa ran yw (ydi)...? [What part is...?] Pwy...? [Who...?] Faint...? [How much...?] Am bwy...? [About who...?] Am faint?... [For how long...?]
- Ble mae? [Where is...?] - this is another step forward as the answer would begin with a simple preposition e.g. yn...wrth...dan...etc
- Another step forward involves questions beginning with Ydy...? [Is...?] Oes...? [Are...?] as the question indicates the first word in the answer without having to think about it too much. But remember to emphasise that 'Ydi' or 'Nac ydi', 'Oes' or 'Nac oes' are the correct forms (and not 'Ie' or 'Na')

Or you could make a positive statement with the tone of voice at the end suggesting that it is a question e.g.

- Un math arall o ffermio? [Another kind of farming?], Heddi'n wahanol i ddoe, ni moyn...? [Today's different to yesterday, we want...?]

Chapter 6.6 of 'Subject Language Threshold: accelerating the process of reaching the threshold' examines this in greater detail.

2 Should I avoid using dialect?

This is a question which has been asked by many teachers in Welsh medium education over the years. Below are a number of relatively short comments for your consideration according to your professional situation, your dialect and your workplace.

2.1 Maintaining the dialects of Wales is vitally important. Another person's dialect is no longer such a problem as it was 25 years ago. Television programmes such as 'Pobol y Cwm' and other dramas have enabled us to hear, understand and appreciate other dialects.

2.2 Which dialect is the next question? If you hail from Gwynedd or Anglesey, speak in that dialect, but teach in Pembroke then common sense tells you that you should avoid using your own dialect with immersion pupils at the beginning. They would not understand you nor be familiar with some of the sayings, your forms of verbs, your idioms etc. You might have to change a number of the words but keep your accent as long as the pupils could understand you. It would be pointless using words such as 'oefad' / 'moelyd' in the north or 'Difia' / 'rŵan' in the south.

2.3 If your dialect reflects what is used by Welsh speaking pupils at the school then you should use it by all means especially when communicating in general (BICS). But

remember that you will have to be careful with the immersion pupils at the beginning of their secondary education, even under these circumstances. Avoid using too many dialectal words and natural idioms at the beginning. Remember that the majority of immersion pupils will only have one language register - that of the Welsh teachers who will use a combination of the standard language found in learner books and the spoken language (but more formal and general in nature). They will quickly become familiar with the most common elements of the area's dialect (if the area still has a living dialect) and you can use more of it.

2.4 If the school is located in an area which no longer has a living dialect, the answer is more unclear. The pupils will probably not hear the language in the community around them at all, and it is not the role of the education system (the subject teachers especially) to resurrect old dialects. However, you may use some of your dialect wisely as the pupils become more confident in the language. That will give them a taste of their school teachers' different dialects and will show them that different dialects exist in Wales. It is then the work of the Welsh and Drama teachers to provide them with a more formal taste of the different dialects and develop the local dialect if it exists. That can be done through drama work, pieces of literature by different authors etc.

II. The teachers' role in developing pupils' language and using subject terminology

As subject teachers your main duty is to help the pupils understand, enjoy and master the ideas and concepts related to your subject. This is your main duty and responsibility. However, in any school setting the use of language is extremely important; the teachers' language, the pupils' language and the language of any written material. Pupils come to understand the subject by interacting with subject-based ideas as they are presented and understood. Receiving subject knowledge, understanding and using it happen through the medium of language.

If this is all true of mainstream pupils, it is even more so in the case of immersion classes. Their limited language is the first consideration, then your language and then any printed material.

Therefore, great care must be taken at the beginning but as their command of the language and their confidence grows you can raise the standard of your language providing them with a greater challenge. This is one of the main principles - reviewing the linguistic situation regularly (once a month at least) and responding by adapting your own language - using further sentence constructions, more verbs, presuming that they can understand some dialect etc.

Follow the lead of their Welsh teachers and the Scheme coordinator at your school. You should be given regular updates on which new / additional syntax is familiar to the pupils and is used in the Welsh lessons. You can then venture using the same sentence structures. This should happen for the first two years of secondary school.

In terms of Welsh textbooks then you should consider the following.

Comments	For consideration
<p>Take a close look at the textbooks and ask yourself:</p> <ul style="list-style-type: none"> - does the book look appealing? - has the work been set out nicely? - are the sentences relatively short? - is the language difficult and formal? - how suitable is it for the immersion pupils? <p>If you answer 'Yes' to the first three questions and 'No' to the fourth then it should be suitable for these pupils.</p> <p>Otherwise, you will have to help them understand by:</p> <ul style="list-style-type: none"> - approaching some of them to explain relevant parts in the class whilst the remaining pupils go over the work themselves - summarising part of the work for them - providing them with the corresponding English textbook as well if the work has been translated 	<ul style="list-style-type: none"> • would setting a reading task as homework using an unsuitable book invite negative attitudes on the pupil and parents' part? • if there is a Welsh option, choose a textbook which is easy to access and quite user friendly • using a textbook only as intermittent guidance for these pupils summarising the main points visually or as a mind map. That could benefit many of the other pupils in the school who are having difficulties with their reading too • at the beginning, avoid giving the class textbooks - only work sheets which you have produced yourself

3 How much emphasis should I place on language accuracy?

3.1 The first thing you will have to do is practise wisdom. Each individual's linguistic level must be considered before correcting them, along with how long they have been learning the language. The first step is to develop understanding and get a response and if that means accepting incorrect language for a time, so be it. However, we look in detail at the comments on the language used by pupils in designated schools in sections 2.1, 2.3 and 2.4. (Williams, 2012)⁴. You may also see that they revert to English for a time in order to express an opinion or convey something difficult. This is quite common.

In terms of your own language as teachers, if developing a child's understanding means using slang, repeating a term in English or even turning to English for a sentence or two at the beginning of year 7, then do that. The main consideration is to help them understand your subject. Once again, the key issue to consider is how quickly you can move away from this practice.

In teaching the entire class, you should adopt a medium policy (or bilingual policy) for the initial few terms e.g.

<p>Stage 1</p> <ul style="list-style-type: none"> • teaching much of the lesson in basic Welsh but using as many visual aids as possible • introducing the terms and any difficult generic words in English too • using whole sentences in English to support the meaning only (although it can be argued that using both languages to discuss the same idea / concept is a way of improving understanding in any case) • turning to English where needed with individuals who have difficulty understanding and in a one-to-one situation or with pairs • that the pupils are allowed to answer in English if they do not have the language needed to convey their ideas confidently and effectively • in any assessment situation, using both languages even if that means repeating in both languages 	<ul style="list-style-type: none"> • For the first half term only but possibly if the class in question is progressing very well (in a traditional school perhaps) for two to four weeks only • You will then need to decide if there is a need to turn to English with individuals or pairs who are having difficulty understanding and following • The important thing to remember is to not fall into the trap of repeating everything in both languages. If you do that, the pupils will expect that as the norm and will become lazy in terms of thinking for themselves • Remember that every individual needs to feel that he is being given the opportunity to understand the work and follow it • That is especially true of assessments or the parents will be able to blame the Welsh language if their child does not meet their expectations.
<p>Stage 2</p> <ul style="list-style-type: none"> • teaching much of the lesson in Welsh but using as many visual aids as possible and using more of the official subject Welsh too • continue to introduce the terms and any difficult generic words in English too • use far less whole English sentences in a class situation • turn to English where needed with individuals who have difficulty understanding and in a one-to-one situation or with pairs • encourage the pupils to try and answer in Welsh with literal and simple questioning but allow some individual words in English • allow the pupils to answer in English if they do not have the language needed to convey their ideas confidently and effectively when you expect them to express an opinion or convey a difficult idea / concept • in any assessment situation, using both languages even if that means repeating in both languages (This will need to be done for the first two years perhaps) 	<ul style="list-style-type: none"> • There are hardly any differences here, but they are important in order to: <ul style="list-style-type: none"> - raise the linguistic expectations - make the children realise that that is expected and that you will challenge them on a linguistic level - help them take an important step forward in being able to stand their ground on a subject level through the medium of Welsh. • Although you are setting these specific development steps for yourself, remember that they will be steps for the majority of the class and that you will have to turn to English with some individuals or pairs • Where that happens, it would be a good idea to change the work pairings/groups and consider placing them according to their linguistic ability rather than their general ability for some periods of time at the beginning of their secondary education i.e. vary the groups
<p>Stage 3</p> <ul style="list-style-type: none"> • teach the entire lesson in Welsh as often as possible, continuing to use as many visual aids as possible and using more of the official subject Welsh too • continue to introduce the terms bilingually • only use whole sentences in English in a class situation very rarely where the concept or 	<ul style="list-style-type: none"> • This step is slightly off track to what you would expect with a normal group taught through the medium of Welsh • You should have certainly reached this step by the end of the second term in traditional schools and by the beginning of year 8 in designated school

<p>material is difficult to explain for some specific reason e.g. that many new Welsh terms are being used</p> <ul style="list-style-type: none"> • turn to English very rarely with individuals who have difficulty understanding and in a one-to-one situation after trying to explain things in Welsh first • create a situation where the pupils are expected to answer in Welsh but continue to allow some individual words in English; then in asking questions according to the section on correcting language which follows, try to draw attention to the relevant Welsh term • allow the pupils to answer in English for part of the sentence only if they do not have the language needed to convey their ideas confidently and effectively when you expect them to express an opinion or convey a difficult idea / concept. But make sure that they are expected to answer in Welsh to their best ability • in any assessment situation, using both languages even if that means repeating in both languages (This will need to be done for the first two years perhaps) 	
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Remember that you will have to decide when to go from step 1 to step 2, from step 2 to step 3 and from step 3 to your usual approach with a Welsh medium class of responding to the pupils' language, correcting language etc. Remember to also read chapter 6 of the web publication '*Subject Language Threshold: accelerating the process of reaching the threshold*' as the entire chapter discusses correcting the language of immersion pupils.

3.2 In setting such a specific policy for your expectations, it will provide you with robust guidance in terms of setting your own language standard and to what extent you should correct pupils' language. The question which is then raised is how sensitive should you be and are there different ways of responding orally in the class. Here are some more suggestions for you from the sixth chapter of the book named above.

Section 6.7 Oral responses to linguistic errors

In dealing with late immersion pupils and in trying to respond to linguistic errors orally, two questions must be asked.

- Is ignoring every linguistic error and concentrating on the answer / comment from a subject perspective beneficial to the pupil's linguistic development and his ability to approach the subject with confidence?
- What constitutes the most supportive / positive approach to providing an oral response?

Experts such as Krashen have suggested not correcting work at all as that would create tension and place the pupils under pressure. But he was mainly referring to language lessons and to pupils who were learning the second language at an early stage. He recognises that a situation where the second language is a medium to learn a subject is different.

According to the author of this book (6.2, 6.3 and 6.4) certain errors, namely the most superficial and those which occur under the influence of the English language, correct themselves naturally in due course. But with errors involving phrasing and verbs especially, these need to be highlighted at an early stage in year 7 to promote development. **However, this should not take place by way of bold and plain correction in a threatening manner in front of the entire class.** Instead, correct written models should be offered, and oral correction should happen at a suitable time and in a one-to-one situation. Correcting errors orally can create the tension and pressure mentioned by Krashen. Teachers must therefore be very sensitive in responding to errors orally and consider when and how they should respond and correct.

In terms of the '**when**', one golden rule is not to correct work when a pupil is in the heat of the moment trying to answer or explain a point relating to the subject.

An article by Lyster and Ranta²² tackles the '**how**' by suggesting that there are six kinds of 'corrective feedback' or methods of responding. The article refers to errors in French but below is a free interpretation with a different example of the way in which a teacher could respond in every instance.

(i) Explicit correction

If the pupil said '*Rhoi dau llwy o halen yn y dŵr*' [Put two spoonfuls of salt in the water] the teacher would repeat the sentence correctly '*Rhoi dwy lwyaid o halen yn y dŵr*'. They would then explain the errors - e.g. '*llwyaid*' is the word for '*lond llwy*' ['spoonful']; it is a feminine word so we say '*dwy lwyaid*' [two spoonfuls].

(ii) Recast

Repeating without drawing direct attention to the error e.g. '*Ie, dyna ti da iawn, - rhoi dwy lwyaid o halen yn y dŵr.*' [Yes, there you are well done, - putting two spoonfuls of salt in the water.]

(iii) Clarification Request

Asking the pupil to repeat what they have said in a way which suggests they are wrong e.g. '*Be ddeudaist ti, wnes i ddim clywed hynna'n iawn? Deud o eto.*' [What did you say, I didn't hear that clearly? Say it again.] In this case teachers' faces and possibly their voice would suggest that they were asking the pupil to repeat themselves because they had made an error.

(iv) Metalinguistic Clues

Asking questions which are more linguistic in nature e.g. '*Be di llwy - gwrywaidd ta benywaidd, - dau lwy ta dwy lwy? [What's a spoon - masculine or feminine, - dau lwy (masculine) or dwy lwy (feminine)?] Dwy lwy o siwgr dan ni'n ddeud neu dwy lwyaid o siwgr? What's the English 'Two spoons of sugar' or 'Two spoonfuls of sugar?'*

(v) Elicitation

Try to encourage the pupil to answer by asking questions e.g. '*Sut fyddan ni'n dweud hyn yn Gymraeg?*' *Rhoi.....?* [How do we say this in Welsh? Put.....?] Pause for a short while to give the pupil a chance to answer but with the tone of voice and face suggesting that they are expecting

an answer. This method forces the child to think for himself more so than the Metalinguistic method.

(vi) **Repetition**

The teacher repeats the pupil's mistakes making a big deal out of it in the hope that some humour and fun will guide the pupil towards the correct answer e.g. Repeating the sentence ' *Rhoi dau llwy o halen...ie? [Putting two spoons of sugar...yes?]* When repeating the two words 'dau llwy' their eyebrows, voice and face help to draw attention to the error made.

Diane Teddick²³ from Minnesota University suggests that teachers should consider four things in relation to Lyster and Ranta's thinking. (Again the article's content has been adapted for the benefit of the Welsh context.

- Consider the context
During the initial few weeks of the scheme producing the subject language is what's important in order to communicate information effectively. It is often the case that they don't have the linguistic experience to consider the linguistic context
- Become familiar with the corrective practices you follow at the time. Give serious thought to how many of these could be beneficial and how many could be counter-productive in terms of paving the way towards correct use of the language.
- Use a variety of corrective techniques. According to the author of this report (ii) and (v) will be most beneficial in general. The effectiveness of (iii) and (vi) depends on the nature of the teacher and his relationship with the pupil. (i) and (iv) could be more effective after the immersion pupils have been at the school for a time and when they possess more grammatical and linguistic knowledge.
- Focus on the learners - and allow them the opportunity to correct themselves. In allowing the pupil more time to finish a sentence and not interrupt to correct them, they may realise their mistake and correct it themselves.

She emphasises that - "*The least effective technique for correcting a student's incorrect language use is to simply give them the answer.*" Some responsibility must be placed on the individual. It is important to remember that these late immersion pupils will have significant experience of how their first language works and that they will be able to learn a great deal themselves once they come to understand how Welsh is different to English and how to construct sentences correctly in their second language.

Should the error and the correct form which is expected have been discussed in a previous lesson, then it is fair to correct individuals in the class rather than refer to the error in generic terms. **The teachers' understanding of the pupils and knowledge of the linguistic points discussed already will control and guide the way in which the teachers respond.**

Having read the above box, produce your own 'responding to errors policy' to correspond with the three steps identified above.

4 To what degree do language acquisition theories help me present my subject well?

Being aware of the language acquisition steps will certainly help you understand what is expected of the pupils. However, remember that first language acquisition steps in a 1-3 year old baby are very different to language acquisition steps in the case of late learners such as the immersion pupils in your classes.

The following language acquisition steps are taken from the work of Jenny Cann⁷ with pupils who came to Wales and who learnt English as an additional language. In short, the development steps are similar and the comments found in the column on the right are there to highlight differences or similarities with the language acquisition steps you can test with the immersion pupils.

<p>(Welsh and not English for the immersion pupils)</p> <p>Stage A - English as a completely new language May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p> <p>Stage B - EarlyAcquisition May follow day to day social communication and participate in learning activities. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of support to access curriculum fully.</p> <p>Stage C - Developing Competence May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p> <p>Stage D - Competent Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity, and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs</p>	<p>Comments</p> <p>Stage A Immersion pupils should have gone past this step as they have experienced some Welsh in primary school along with the six weeks of immersion experience.</p> <p>Stage B This may be the point a number of immersion pupils in the designated schools will have reached - they will be able to communicate quite well, follow the majority of directions but as Cann says they will '...still need(s) a significant amount of support to access curriculum fully. Some pupils in the traditional schools will also be at this stage but far fewer.</p> <p>Stage C A number of pupils in the traditional schools will have reached this step at the beginning of year 7 but this is the goal for every pupil in the first term of year 7. Some will remain on this step for the entire year.</p> <p>Stage D This is the goal for the majority of immersion pupils during year 8 although some will be on this step during the first part of year 9.</p>
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some occasional EAL support to access complex curriculum material and tasks.

Stage E - Fluent

Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. **Operates without EAL support across the curriculum.**

Stage E

Hopefully by year 9 everyone will have reached Stage E but as is the case with some of the Welsh speakers, they will need some linguistic guidance in terms of accuracy and clear and unambiguous writing.

5 How do you present Terminology?

5.1 It is now accepted that all secondary school subject teachers discuss new terms as they arise in their subject. This is one of the subject teacher's main tools to ensure that the class understands exactly what is being said. However, there is considerable variation in the way that is done with some using only a glossary whilst others only provide the English term. Both these approaches have weaknesses as the first doesn't allow the pupils to use the term and the second assumes that they understand the English term as seen in this example.

Teacher (pointing to the white board says)

'Triangl hafalochrog ydi hwn, - equilateral triangle' [This is an equilateral triangle - equilateral triangle]

Researcher asking three girls at the back of the class

'Be ydi equilateral triangle?' [What's an equilateral triangle?]

The three turn to one another, shrug their shoulders and say:

'Dwi'm yn gwbod' [Don't know]

The teacher had assumed that the children knew what the English term was but that wasn't the case.

5.2 The following suggestions are a combination of approaches taken which would apply to any term:

Suggestion	Comment
<ul style="list-style-type: none"> • Introduce the word orally along with the corresponding English term e.g. <i>'hafalochrog a'r gair Saesneg yw equilateral' [equilateral and the English word is equilateral]</i> • Highlight the spelling e.g. divide the word into syllables <i>'haf-al-ochr-og'</i> <i>spell it out with your finger on the desk syllable by syllable voicing the syllable as you do so</i> • Say whether the word is masculine or feminine e.g. <i>Be fyddwn ni'n ei ddweud, dau driongl ta dwy driongl; y triongl ta y driongl?</i> [<i>What do we say, two [dau] triangles or two [dwy] triangles; the triangle [triongl] or triangle [driongl]?</i>] • Highlight any element which helps the child understand the meaning e.g. <i>'sylwch ar y gair hafal - be ydi'i ystyr o? Ia 'equal' yn Saesneg. Mae'r gair 'ochr' ynddo hefyd sef 'side' yn Saesneg. Hafal ac ochrau, - dweud bod yr ochrau yn hafal â'i gilydd sef yr un hyd â'i gilydd' [notice the word 'hafal' [equal] - what does it mean? 'Equal' in English. It also has the word 'ochr' in it which is 'side' in English. 'Hafal' ac 'ochrau' - saying that the sides are equal to one another ie the same length '].</i> • The teacher goes about using the term in its context as they explain points further (orally) emphasising the word • Set the pupils a short oral task in pairs so that they too can experience using it in context 	<ul style="list-style-type: none"> • If there are any difficulties in terms of pronunciation deal with that here. • This is the Gill Cotterell approach and the aim is to use as many of the senses as possible in introducing it in order to help with remembering the spelling. The subject teachers will be the only ones to use the term so it is their duty to underline whether it is masculine or feminine • This is an important step in linking elements which they can recognise • The last two steps are essential if the pupils wish to use the terms correctly in their context and these are the steps which are usually forgotten • After drawing attention to the term in this manner it is more likely that the pupils will use it correctly in writing too

6 Is there any need for a specific glossary?

6.1 Yes certainly, so that the pupils can refer to it if they are uncertain. They can forget terms suddenly when going from one topic to the next. The glossaries help them remember terms when revisiting a topic after some weeks and it could be a worthwhile homework exercise to look back over the terms before starting on the follow-up work.

6.2 Another question which was raised was when to introduce glossaries. Once again, it is better to introduce them before approaching the work so that they have at least been given the opportunity to see the new terms, before starting a new unit. It is better to provide the glossary for the entire unit rather than on a lesson-by-lesson basis although you will not introduce every term in the first lesson (or in one lesson). Around 4-5 new terms is plenty in one lesson.

In the following example by Carys Lake⁸ it is not only terms which are introduced. Look at the comments which follow the example and perhaps you will consider introducing this kind of glossary during the first month if you find that the class's general level of language is lacking. **However you should only do that for a short period of time.**

Science - Hypotheses and Predictions.

New Words. Welsh	English	Welsh	English
Damcaniaethu	Hypothesising	Ymchwilio	Investigate
Rhagfynegi	Predicting	Yn wir	True
Ceisio	To try	Os	If
Dod o hyd i...	To find	Mewn	In a
Syniad/au	Idea/s	Troi	Turn
Arsylwi	Observe	Tuag at i fyny	Upwards
Er enghraifft	For example	Gweithiwch	Work
Dwi'n meddwl bod...	I think that	Trafodwch	Discuss
Bob amser	Always	Ysgrifennwch	Write!
Damcaniaeth/au	Hypothesis/hypotheses	Cofiwch	Remember!
Gwell	Better	Ceisiwch	Try to!
Oherwydd	Because	Profwch	Prove!
Ar i lawr	Downwards	Cynlluniwch	Plan!
Pe baech yn...	If you would	Rhew	Ice
Disgyrchiant	Gravity	Dŵr	Water
Byddech yn gweld bod...	You would see that...	Oergell	Fridge
Angen	Need	Rhwgell	Freezer
Profi	Prove	Pobty	Oven
Yn gywir	True	Codi	Lift
Pob math o fetel	All types of metal	Atynnu	Attract
Anghywir	False	Popeth	Everything

Damcaniaethu a rhagfynegi - Hypothesising and predicting.

Dwi'n meddwl bod _____ bob amser yn _____.
(I think that _____ always _____.)

Dwi'n meddwl bod fflam kannwyll bob amser yn mynd tuag at i fyny oherwydd
mae _____.
(I think that candle flames always go upwards
because _____.)

Dwi'n meddwl bod llefrith yn aros yn ffres am fwy o amser mewn _____ oherwydd
mae _____.
(I think that milk stays fresh for longer in
a _____ because _____.)

Pe baech yn rhoi ciwb o rew ar/mewn _____ dwi'n meddwl bod ciwb
o rew yn mynd i droi'n _____
oherwydd _____.
(If you put an ice cube on/in a _____ I think that a block of ice would turn
into _____ because _____.)

Dwi'n meddwl bod fflachlamp angen _____ i weithio'n dda.
(I think that a flashlamp needs _____ to work well.)

Dwi'n meddwl bydd y magnet yn codi/atynnu _____.
(I think that the magnet will lift/attract _____.)

Cynnal Ymchwiliad - Conducting an investigation.

I brofi pa ddamcaniaeth am y magnet sydd yn gywir mae'n rhaid i mi gynnal ymchwiliad.
(To prove which hypothesis is true I have to conduct an investigation.)

Cynllunio - Planning

Bydda i'n defnyddio _____.
(I will use _____.)

Bydda i'n gofalu bod y prawf yn un teg drwy sicrhau bod _____.
(I will ensure that it is a fair test by ensuring that _____.)

Bydda i'n cofnodi y canlyniadau ar/mewn _____.
(I will record my results on a/in a _____.)

Y penawdau ar y tabl fydd _____.
(The headings on the table will be _____.)

Adroddiad - Report

Mi wnes i ddarganfod bod _____.
(I discovered that _____.)

These are examples of the way in which language can be introduced to the pupils when introducing subject-based activities.

Examples include:

- sentence structures (syntax)
- words which can be divided into
 - general Welsh words
 - subject-specific terminology
 - a category of words e.g. imperative verbs see (Science - Measuring)

Please note

1 The worksheets often provide parts of sentences with the pupil having to expand upon them in answering. The teachers do not do the work on behalf of the pupils by only encouraging them to copy notes. They have to think for themselves:

- about the subject content
- about the language needed
- how to pair both elements with the limited language they have at that point

2 This could be an effective learning and

From a pupil perspective these worksheets serve an oral and written purpose. The teachers do not introduce them at the end of the lesson to help with writing only but instead:

- introduce them at the beginning as this is the linguistic foundation of the lesson
- go through the worksheet in general highlighting
 - meaning
 - pronunciation
- during the lesson's oral presentation, any experiments etc
 - use the exact words found on the worksheets
 - ask questions which require the pupils to use them when answering
- encourage the pupils to use these words and sentences when recording the work in the writing books. These are the scaffolds.

From the teacher's perspective, the fact that these worksheets have been produced beforehand means:

- that they can teach much of the lesson in Welsh
- the English only supports the meaning (and it

presenting model for use with the whole class as language scaffolding is needed by all our Welsh medium pupils at the beginning of the secondary phase. The subject is new, the teaching approach is different to primary level and the language register is completely alien.

can be argued that using two languages to discuss the same idea / concept is a way of improving understanding)

- the pupils can refer to the English if they don't understand

III Pupils' language in lessons

7 How do you control the children's use of English?

7.1 Let's start with some theory. We must all understand that the pupils taking part in the Immersion Scheme will use both languages, especially in the initial few years of using their second language as a medium. In chapter 13 of an as yet unpublished book by Colin Baker, the shift which has taken place from using the target language only to realising that pupils will use both languages naturally to master the subject material is discussed:

'Ofelia García (2009a, 2009b)⁹ suggests that translanguaging is a very typical way in which bilinguals engage their bilingual worlds. It is not codeswitching but more about hybrid language use that is systematic, strategic and sense-making for speaker and listener. **"Bilinguals translanguage to include and facilitate communication with others, but also to construct deeper understandings and make sense of their bilingual worlds"**¹⁰ (García, 2009a, p.45). It expresses the idea that there are no clear-cut boundaries between the languages of bilinguals, but functional integration. For García (2009, 2009b) and Creese & Blackledge (2010), this is **dynamic bilingualism with the interconnected use the two languages being used to negotiate meaning and situations**. Teachers can maximize learning by **encouraging children to use both of their languages**, for example in collaborative writing, task-based conversations with other children, use of resources, and not least when working electronically (e.g. on WWW).

Ofelia García (2009a) in her discussion of translanguaging suggests that bilingual children regularly use both their languages for learning, even when this is surreptitious. She suggests that linguistically integrated group work is increasingly prevalent in many bilingual classrooms. This suggests a movement away from full compartmentalization of languages and requiring clear boundaries of use **towards strategic translanguaging that maximizes students' language repertoires, preferences and practices**. "Translanguaging is indeed a powerful mechanism to construct understandings, to include others, and to mediate understandings across language groups" (García, 2009a, p. 307).'

Ofelia Garcia herself elaborates on this in a recent paper (2011)¹¹:

'...translanguaging for me is an approach to bilingualism that is **centered not on languages, but on the observable communicative practices of bilinguals**. Translanguaging includes code-switching, the shift between two languages in context, and it also includes translation; however, it differs from both of these simple practices in that it **refers to the process by which bilingual students perform bilingually in the myriad ways of classrooms _ reading, writing, taking notes, discussing, signing, etc.** Translanguaging is not only a way to 'scaffold' instruction, to make sense of learning and language; rather, **translanguaging is part of the metadiscursive regimes that students in the twenty-first century must perform**, part of a broad linguistic repertoire that includes, at times, the ability to function in the standardized academic English language required in US schools.

There is now mounting evidence that keeping the two languages separate in schools at all times and following only monolingual instructional strategies is not always appropriate (Creese and Blackledge 2010; Cummins 2007, 2008; Gajo 2007; Lewis 2008; Li Wei 2009; Martin-Jones and Saxena 1996; Serra 2007). Translanguaging, if properly understood and suitably applied in schools, can enhance cognitive, language and literacy abilities.'

The tendency seen on an international level therefore is to realise that there is room for both languages in terms of understanding the work in greater depth and that formal translanguaging is part of the learning process. In terms of the Welsh language where much of the reference material (some printed material, educational DVDs and Web material) is only available in English, circumstances dictate some use of English during any pupil's education.

In the case of immersion pupils, these pupils (emergent bilinguals) or their parents have chosen Welsh medium education at a late stage in the pupils' school life and the schools and teachers have a duty to accelerate the development of their written work through the medium of Welsh. This means respecting the written conventions of the target language and preparing the pupils to convey an understanding of the subject in an effective, confident and proficient way in order to meet the standard of external examinations. Teachers do this in every language and no less should be expected of any pupil who is studying through the medium of Welsh.¹² (Williams, 2012)

To summarise therefore, possible steps could include:

- allowing both languages on a widespread basis during the first term and during the remainder of the first year where needed to improve understanding ((i) in formal situations controlled by the teachers and also (ii) when discussing work in informal groups where the teacher is absent but teachers should attempt to receive feedback in Welsh)
- remembering to encourage the pupils to try to answer and express themselves in Welsh as their grasp of the subject language becomes stronger
- limiting the use of English significantly by the beginning of year 8 or earlier in the traditional schools, and by the middle to the end of year 8 where that can be controlled i.e. in the most formal situations (still allowing bilingualism in informal groups and when using some printed material which is only available in English, educational DVDs and Web material).

7.2 Before reading on remember what is said in section 7.1 namely that using both languages can improve understanding and that there is room to use it formally in order to intensify it thus mastering the material to a greater extent. On the other hand some schools insist on reaching the stage where only Welsh is used earlier and all schools will tread that path sooner or later. There is merit in that and this section along with some comments found in subsequent sections are provided in order to accelerate the process of acquiring the Welsh language. Translanguaging as part of the learning methodology on the other hand could contribute to a greater understanding of the subject material. There is room to assign specific lessons for that purpose.

Section 3.1 contains a medium policy for your own language as teachers. It is just as important that you have a medium policy for the language you will accept from the pupils too. As in 3.1 you should raise expectations constantly and change your policy as the pupils' grasp of the language improves. Here is a simple example of the beginning of such a policy:

Medium Policy for the pupils¹³		
Pupils with poor language skills Stage 1	Pupils with relatively good language skills Stage 1	Pupils with a good grasp of the language Stage 1
<ul style="list-style-type: none"> • accept whole sentences in English if there is an attempt to use Welsh terms that were presented to them • accept the need to explain in English where the child needs to think laterally and use powers of reasoning • allow an English term within a Welsh sentence if the term has not been introduced to them before • avoid disrupting the flow of the answer to correct language • allow discussing in English in pairs / small groups • you may respond bilingually or in English within the group. 	<ul style="list-style-type: none"> • disallow whole sentences in English without any effort to say parts in Welsh • accept the need to explain in English where the child needs to think laterally and use powers of reasoning • allow an English term within a Welsh sentence if the Welsh term has not been introduced to them before • avoid disrupting the flow of the answer to correct language • allow discussing in English in pairs / small groups but try to get some feedback in Welsh • you may respond bilingually within the group. 	<ul style="list-style-type: none"> • disallow whole sentences in English • accept the need for some explaining in English where the child needs to think laterally, use powers of reasoning etc but encourage them to say some things in Welsh • allow an English term within a Welsh sentence if the term has not been introduced to them • allow the pupil to reach the end of the sentence before trying to get them to correct themselves linguistically (but if they have made a special effort, resist trying to get better Welsh) • allow discussing in English in pairs / small groups when you are absent but try to get some feedback in Welsh • when you are present try to guide the group to have a part discussion in Welsh but in order to achieve fluency, you must accept more discussion in English than with Welsh groups. You should respond in Welsh within the group.
<ul style="list-style-type: none"> • You decide how long stage 1 lasts; possibly a fortnight in some schools, half a term at most. • You must practise wisdom and sensitivity of course and get to know the pupils along with what to expect from them before correcting anyone in front of the class. see Section 3.2. • You will quickly learn who is making an effort and is genuinely unable to use the Welsh language and who is not making an effort at all. • With those not making any effort at all you must decide if the pupil lacks confidence or is being challenging and then respond accordingly. 		

Pupils with poor language skills Stage 2	Pupils with relatively good language skills Stage 2	Pupils with a good grasp of the language Stage 2
<ul style="list-style-type: none"> • disallow whole sentences in English without any effort to say parts in Welsh • accept the need to explain in English where the child needs to think laterally, use powers of reasoning • allow an English term within a Welsh sentence if the term has not been introduced to them before • avoid disrupting the flow of the answer to correct language • allow discussing in English in pairs / small groups but try to get some feedback in Welsh • you may respond bilingually within the group. 	<ul style="list-style-type: none"> • disallow whole sentences in English • allow an English term within a Welsh sentence if the term has not been introduced to them • allow the pupil to reach the end of the sentence before trying to get them to correct themselves linguistically (but if they have made a special effort, resist trying to get better Welsh) • allow discussing in English in pairs / small groups when you are absent but try to get some feedback in Welsh • when you are present try to guide the group to have a part discussion in Welsh but in order to achieve fluency, you must accept more discussion in English than with Welsh groups. You should respond in Welsh within the group. 	<ul style="list-style-type: none"> • make it clear that you will not accept whole sentences in English at all • only accept some explaining in English where the child needs to think very hard when reasoning etc but encourage them to say parts in Welsh or the entire explanation after that • allow the pupils to reach the end of the sentence before trying to get them to correct themselves linguistically • allow discussing in English in pairs / small groups when you are absent but insist on getting the feedback in Welsh • when you are present guide and encourage the group to discuss everything in Welsh (despite this you may need to accept some discussion / terms in English.) You should respond in Welsh within the group.
<ul style="list-style-type: none"> • As you can see, the contents of the columns have moved to the left but the pupils may not fit neatly into any one column for a time. • Once again you decide how long stage 2 lasts; up until the end of the first term in some schools, the end of the second term in other schools. • The last three bullet points under Stage 1 are just as relevant here. • Try to raise expectations on a regular basis so that the pupils know what to expect. 		

It is likely that stage 3 would be as follows

Pupils with poor language skills Stage 3	Pupils with relatively good language skills Stage 3	Pupils with a good grasp of the language Stage 3
<ul style="list-style-type: none"> disallow whole sentences in English allow an English term within a Welsh sentence if the term has not been introduced to them in Welsh allow the pupil to reach the end of the sentence before trying to get them to correct themselves linguistically (but if they have made a special effort, resist trying to get better Welsh) allow discussing in English in pairs / small groups when you are absent but try to get some feedback in Welsh when you are present try to guide the group to have a part discussion in Welsh but in order to achieve fluency, you must accept more discussion in English than with Welsh groups. You should respond in Welsh within the group. 	<ul style="list-style-type: none"> make it clear that you will not accept whole sentences in English at all only accept some explaining in English where the child needs to think very hard when reasoning etc but encourage them to say parts in Welsh or the entire explanation after that allow the pupils to reach the end of the sentence before trying to get them to correct themselves linguistically allow discussing in English in pairs / small groups when you are absent but insist on getting the feedback in Welsh when you are present guide and encourage the group to discuss everything in Welsh (despite this you may need to accept some discussion / terms in English.) You should respond in Welsh within the group. 	<ul style="list-style-type: none"> every linguistic expectation is the same as they would be with a Welsh medium class you teach at the school.
<ul style="list-style-type: none"> As you can see, the contents of the columns have moved to the left but the pupils may not fit neatly into any one column for a time. Once again you decide how long stage 3 lasts; but every pupil should reach the category 'Every linguistic expectation is the same as they would be with a Welsh medium class you teach at the school' by the end of year 8. The points regarding sensitivity when correcting pupils, responding according to the pupils' efforts etc are just as relevant throughout the school. 		

7.3 Remember that it is important to use both languages during the initial few years (7, 8 and 9) when presenting assessments, tests etc. According to a number of teachers seen doing that, the reason was to ensure complete understanding so that the Welsh language was not blamed for any below par performance.

7.4 The reference made to a medium policy in sub-section 7.2 includes allowing English when the pupils are discussing in small groups or pairs. The first reason for that is the need for a greater command of the language when responding to divergent questions, expressing their own opinions, discussing to create and understand new concepts etc.

The second is a completely practical reason namely that as a teacher you cannot control the language of a group or pair if you are not part of that group. If you would like them to use more Welsh, the most natural way is to approach those pupils and veer the discussion towards Welsh by your comments and questions in the target language. Very rarely does shouting ' *Welsh please* ' from the other end of the room work.

7.5 When you ask questions relating to your subject (CALP) remember the tips given in section 1.3 to make it easier for the pupils to answer in Welsh. However, remember that you can expect all the immersion pupils to respond to general communicative questions (BICS) and answer them in Welsh during the first half of the first term. Create that expectation. Producing a medium policy as seen in 3.1 will help you respond consistently with efforts made to increase confidence rather than undermine it.

8 How much English is acceptable (a) orally and (b) in writing?

This question, which is asked regularly, has been answered in response to questions 3 and 7. Remember that the aim is to build the confidence of pupils in the Immersion Scheme to use Welsh in subject work and understand everything through that medium. You must also realise that they will need to turn to their mother tongue or use slang in the first few weeks and terms of that process. By the middle to the end of year 9 (if not earlier in some cases) they will be able to approach the subject in the same way as the native Welsh speakers and those pupils who learnt Welsh at primary school. A number of the teachers and headteachers believe that this cohort can write and use correct Welsh to a better degree quite often than a number of the pupils of similar ability in the Welsh groups. Remember that they will have been taught more grammar and been given more linguistic attention in secondary school than that cohort.

On the other hand you must not expect more linguistically from this cohort than the usual Welsh classes. That could happen.

To answer the question in simple terms therefore the amount of English deemed acceptable depends on the answers to these questions:

- which linguistic category is being used at the time (BICS or CALP)
- in which school year are the pupils
- how much thought have you as teachers given to the linguistic form of the answer which the question demands
- how easy or complex is the thinking and linguistics behind the answer.

9 How do you reduce the dependency on English?

Again, much has been said about this area already along with completely practical aspects. In general, what needs to be done revolves around two words namely 'expectations' and 'confidence':

- by getting the pupils (and their parents) to understand and accept what the school's linguistic expectations will be along with yours as subject teachers
- by raising those expectations constantly with language medium policies for you yourself (3.1) and for the pupils (7.2)
- getting the class (or the cohort within the class) to understand that expectations will be raised and when
- giving pupils the confidence to venture forward linguistically (i.e. in the initial few terms avoid criticising them linguistically for venturing which means that you will need to know them well and know who is willing to venture and who challenges you by not venturing)
- by showing faith and confidence in their ability to understand the Welsh (if you insist on translating everything, that can indicate to them that you don't have faith in their ability to understand the Welsh).

10 Are there any language patterns or aspects which are specific to teaching my subject?

10.1 In an unpublished article by Williams¹⁴ (2008) the language patterns used by a number of teachers with pupils at the beginning of year 7 were analysed. Transcripts from lessons attended and recorded by the author were examined. The word count for the transcript samples was 12,720 and the groups varied from native Welsh speakers and learners in an immersion scenario to language lessons at the Gwynedd Centre for Latecomers. The sample offered an interesting and broad cross-section of educational and subject-based experiences with around 85% of the transcripts involving year 7.

Here are the general trends therefore.

2.1 Clear patterns

The most obvious patterns and order of frequency are as follows:

Be(th)? [What?] [at the beginning of a sentence or clause which asked a question] **199**

Ma(e) [positive rather than in a question after lle, sut, beth etc.] **193**

Roeddach / Dach chi [inf. / pres. in examples such as:

Roeddach chi'n gosod y pren mesur fel hyn doeddach? [You placed the ruler like this didn't you?] Dach chi'n rhoi'r bicar ar y trybedd... **123** [You place a beaker on the trivet...]

Ydi / ydy? [Is] [Ydi...? [Is...?] Be ydi...? [What is...?] Comedi ydi hi? [Is it a comedy?] + Ydi / ydy [positive] Dyma ydi'r ateb.. [This is the answer..] Hwn ydi o. [It's this.] (Combined the two)] **79**

Dwi / Rydw i 69 [I am]
 Oedd [Was] including the positive, negative and question 59
 -wch namely commands e.g. eisteddwch [sit], codwch [stand], gwrandwch [listen] ...52
 Roeddau ni / Dan ni [We were/are](inf. / pres.) 42

The most common words (phrases, conjunctions and prepositions) are:

i [preposition only] 195
 ar 98
 rwan / nawr [now] 90
 o [preposition only] 84
 da iawn [very good] 64

2` .2 Teaching Style

The results shown above suggest a particular teaching style namely a didactic, indicative one with emphasis placed on the visual or literal understanding.

A statement is conveyed by the sentence pattern *Mae*..... in a sentence such as *Mae'r bicer ar y drybedd* but use of the preposition *ar* also shows the relationship between two things. Frequent use of the pattern *Mae*... suggests that this is the most common approach.

Adding the question beginning with *Beth*... then suggests a tendency towards the didactic

10.2 It is then clear that different subjects offer pupils the opportunity to use different kinds of language, tenses and forms of verbs. Teachers should be aware of these e.g.

- Using past and imperfect forms of verbs in History, Religious Education and any parts in other subjects which refer to the past.

"Yesterday by Hastings there **was** a fierce battle between William and Harold. At one stage during the battle things **didn't** look good for William's army. Harold's soldiers **had gathered** on the hilltop and William's soldiers **could** not penetrate their shields. William **had** an idea to trick Harold. William's soldiers **retreated** down the hill Harold's soldiers **followed** them thinking that they were escaping but William **turned** to fight again, Harold's soldiers **had dispersed** by now and William **gained** the advantage. **He ordered** their soldiers to shoot killing Harold's soldiers and Harold himself with an arrow through his eye.

A witness said "It **was** a long and bloody battle but **we were** triumphant in the end. William **said** "After yesterday's success we are going to march to London."

- In Physical Education
 - use short commands in the second person of the verb e.g. *rhedwch, neidiwch* (plural) [run/jump]
 or *neidia, rhed(a)* (singular)
 - simple instructions using the comparative form of the adjective frequently

- e.g. *yn uwch, yn gyflymach, yn galetach* [higher, faster, harder]
- in evaluating their own movement - 1st person singular past tense e.g. *fe wnes i, wnes i ddim*; [I did/didn't]
 - in evaluating the movement of the group / pair - 1st plural *fe wnaethon ni, wnaethon ni ddim* [We did/didn't]
 - the teachers in their evaluation - *fe wnest ti* [you did] (in greeting an individual) singular, *wnaethoch chi ddim* [you didn't] in greeting a pair/group or whole class.
- Other subjects e.g. Music, Art, Design and Technology where evaluation is important.
 - the same person and tense as above + the qualified verb e.g. *pe bawn i* [if I] (pupil singular), *pe baem ni* [if we] (pupil speaking on behalf of a group / pair)
 - *pe bait ti, pe baech chi* [if you] (the teacher greeting the pupils)
 - also use of adjective comparison which is relevant to the subject - in this case emphasis needs to be placed on the correct small words surrounding the adjective - crystal **â/ag**, yn fwy **na/nag** as well as the correct form of the adjective when using adjectives.
 - Science - again comparing adjectives and the past tense is important when describing experiments and there has been some discussion regarding the correct forms of verbs to use. Some traditional schools in Welsh-speaking areas tend to use the impersonal whilst immersion pupils, especially in the early years, have difficulty using them correctly. Here is a quotation from chapter 6 of 'Subject Language Threshold: accelerating the process of reaching the threshold' which deals with this linguistic point:

In terms of Science teachers for example, it could mean developing the way in which an experiment is recorded e.g.

- At the beginning of secondary school, making sure that every individual is aware of the expectations in terms of using the verb or verb-noun. e.g.
"We set up the equipment as it appears in the diagram. Placing the beaker on the trivet, pouring the water in, adding a spoonful of salt, boiling it, mixing it, and letting it cool down....." ("*Fe wnaethon ni osod y cyfarpar fel y mae yn y diagram. Rhoi'r bicer ar y trybedd, tollti'r dŵr iddo, ychwanegu llwyaid o halen, ei ferwi, ei gymysgu, a gadael iddo oeri.....*")

Here the instruction would be as follows:

- start with a verb (the verb '*gwneud*' + verb-noun '*gosod*') namely '*wnaethon ni osod*'. Using '*gosodasom*' would also be completely acceptable but slightly beyond the linguistic reach of the majority of immersion pupils;
- then using verb-nouns instead of complete verbs when recording - *rhoi, tollti, ychwanegu, ferwi, gymysgu, gadael*.

By year 9, the teachers can expect a more mature and formal linguistic approach with the impersonal verb used more often e.g.

- '*The equipment was set up as it appears in the diagram. The beaker was placed on the trivet, water was poured into it, a spoonful of salt was added, it was brought to the boil, stirred and left to cool down. (Gosodwyd y cyfarpar fel y mae yn y diagram. Rhoddwyd y bicer ar y trybedd, tolltwyd dŵr iddo, ychwanegwyd llwyaid o halen, ei ferwi, ei gymysgu a gadael iddo oeri.)*

Here the instruction would be as follows:

- begin the report with an impersonal verb(s)
- not all the verbs have to be impersonal; you may still use the verb-noun if the report will sound too complex as too many impersonal verbs are used e.g. *'The equipment was set up as it appears in the diagram. The beaker was placed on the trivet, water was poured into it, a spoonful of salt was added, it was brought to the boil, it was stirred and it was left to cool down.'* (*Gosodwyd y cyfarpar fel y mae yn y diagram. Rhoddwyd y bicer ar y trybedd, tolltwyd dŵr iddo, ychwanegwyd llwyaid o halen, berwyd ef, cymysgwyd ef a gadawyd iddo oeri.*)

10.3 Section 6.6 of the book examines the linguistic preparation work for different kinds of lessons according to Bloom's classification of different educational aims within a lesson or series of lessons. Some of the following aims and the kinds of sentences and phrases related to them are discussed:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation.

The aim of the lesson is often more important than the subject in deciding on sentence structures and the immersion pupils will come across the same structures in a wide variety of subjects and lessons as a result.

What is important for each and every individual therefore, is to think about the language needed for the subject objective and then try to simplify that language in line with what is said in 1.3 and 3.1 of this work. But as the pupils grow in confidence and follow their educational course, less emphasis is placed on the language with more focus on the subject content.

11 What kinds of commonly used phrases are most likely to confuse pupils from a non-Welsh speaking background?

The linguistic aim according to one researcher (Teddick, and the CARLA project)¹⁵ is to keep the language slightly beyond the language of the pupils at that stage of their development. That can be done with individuals or a group of pupils who are at approximately the same level. As is often the case with a class, there is a tendency to keep to the middle ground, which does not provide enough of a challenge for the best of the bunch but provides too much of a challenge for those starting from a lower point. Naturally then some phrases etc will be beyond some members of the class. That is why it is often important to group pupils according to their linguistic ability in Welsh.

But in short, here are some of the phrases / linguistic aspects which could cause confusion.

- Using dialect too early in their development. (see Section 2)
- Using dialect which is unfamiliar in the area. (see Section 2)

- Using idioms too early in their development. Some idioms can be very confusing to learners. Subject teachers should make sure that the language is clear and unambiguous at all times and not complicate it with idioms. It is the language teachers responsibility to introduce idiomatic usage.
- Starting a sentence with a negative e.g. '*Nid yw hon yn broses hawdd*'. [This isn't an easy process] Saying '*Proses anodd yw hon*' [This is an easy process] is easier to understand.
- Starting with a preposition + negative e.g. '*Gan nad yw hyn yn wir, anwybyddwch o*'. [As this isn't true, ignore it]
- Double negative '*Nid yw'r gerdd yn dweud nad oes angen gofal ar anifail anwes...*' [The poem isn't saying that the pet doesn't need to be looked after] or the extremely difficult one, '*Nid nad yw'n wir bob amser*'. [Not that it's not true every time]
- Long sentences with many phrases.
- Two successive conjunctions at the beginning of a clause e.g. '*Oherwydd pan wneir hyn...*' [Because when this is done...] or unfamiliar conjunctions such as *oblegid*, *oddigert* etc [a number of these points are discussed in section 1.2 which also includes a web reference to 'Cymraeg Clir'.) Further guidance is available on the Web.

12 What are the best approaches to ensuring that pupils can express themselves better (i) orally and (ii) in written form?

12.1 In addition to everything noted about the teacher's language, planning progress step-by-step etc. being a suitable language model yourself and providing opportunities to use the language are the two most important elements. If the child only listens and copies notes in class, then their active language will not develop.

12.2 Language develops through its use, so the opportunity to speak it is what will improve someone's oral skills, the opportunity to read suitable Welsh is what will improve reading skills and the opportunity to write the language is what will strengthen and polish written language. As the basis for the three things, the opportunity to think in Welsh is also crucial.

12.3 For some teachers this may result in rethinking their teaching methodologies with the immersion pupils (if not with all their pupils). Creating more opportunity for the pupils to work in small groups in a situation where all the linguistic skills interact. That means that reading, oral work and writing for a purpose are part of the same task with the pupils working together in small groups (or pairs) to gain confidence in their use of the language to discuss the subject.

12.4 Providing models of the written work expected within the subject is also essential. Chapter 5 of 'Subject Language Threshold: accelerating the process of reaching the threshold' discusses this and provides examples.

13 What am I then, - a subject teacher or a language teacher?

The introduction to Section II of this document discusses this question in detail. It is therefore sufficient to quote the first paragraph and encourage you to revisit Section II for more detail.

"As subject teachers your main duty is to help the pupils understand, enjoy and master the ideas and concepts related to your subject. This is your main duty and responsibility. However, in any school setting the use of language is extremely important; the teachers' language, the pupils' language and the language of any written material. Pupils come to understand the subject by interacting with subject-based ideas as they are presented and understood. Receiving subject knowledge, understanding and using it takes place through the medium of language."

You are subject teachers first and foremost but ones who are sensitive to the way in which language skills help you present your subject and more than anything, sensitive to the language of immersion pupils at every stage of their development.

In some US projects emphasis is placed on subject teachers teaching and developing the second language. In this Scheme the emphasis is on you as subject teachers using the second language (and the first language at times) to deliver the subject content and to help the pupils better understand the subject.

Understanding the subject is therefore given priority in Wales.

14 What is my area of responsibility in terms of pupils' language standards?

With every subject teacher in a monolingual or bilingual situation you should concentrate on:

- specific terms relating to your subject including spelling, gender of nouns and noun plurals as well as some mutations relating to them
- the specific way of writing which characterises your subject e.g. verb forms, concise, compact writing,
- developing the style of the subject as pupils move through the school so that the pupil can approach subject material at a significantly higher level by year 11 compared with their subject language skills at the beginning of year 7.

This linguistic development happens without subject teachers realising it quite often. With immersion pupils there needs to be an awareness of this development and how to foster it.

Chapter 6 of 'Subject Language Threshold: accelerating the process of reaching the threshold' examines that in greater detail with examples from different schools. You should turn to it and examine it in detail.

IV The main lessons which could be learnt from the Scheme which are relevant to schools undertaking the Scheme in the future and Welsh medium education in general

Time after time, on courses connected with the Immersion Scheme or by members of the Steering Committee comments such as those noted below were made:

- *'There's so much here which is relevant to every subject teacher...'*
- *'Teachers from every school should come on these courses...'*
- *'This course has helped me with all my teaching, not just with the immersion group...'*
- *'Many of the pupils in the other Welsh classes have also learnt the language - there's so much here which is relevant to their language...'*

15 What is relevant therefore?

15.1 Sections I and III of this document examine the language needed to receive, understand and use the subject knowledge; section I concentrates on the teachers' language and section III concentrates on the pupils' language. Section II then tackles the more practical elements of some theories, the place which language has in teaching a subject and the responsibilities of subject teachers in that task.

If understanding the development of a pupil's language within the subject and how that development can be nurtured is important, it could be argued that everything noted here is relevant. It is all so fundamental to teaching and learning a subject successfully

The information provided in the Web publication (Williams, C., 2011 'Subject Language Threshold: accelerating the process of reaching the threshold') is also just as relevant and in the final chapter there is a complete list of the chapters and interests which could be of interest to different audiences. Those pathways are provided here as guidance to anyone who would like to follow some of the pathways in that document in more detail.

7.1 Pathways throughout the book

Readers	Relevant chapters and sections
General readers who would like to know about the background to the work and the National Immersion Scheme (Scheme)	Chapters 1, 2, 3
Subject teachers who are familiar with the Scheme and would like a more general idea of what it contains	Chapters 2, 4, 5
Subject teachers who will be teaching as part of the Scheme and would like more specific information	Chapters 2, 4, 5, 6
Headteachers and key members of staff who will be managing the Scheme and would like more specific information	Chapters 3, 4, 5, 6
Administrators, education authority officers etc who would like to know more about the Scheme in general	Chapters 1, 2, 3, 4
Students who may be in a school where the Scheme is being implemented or where there is an interest in it	Chapters 1, 2, 3, 4, 5
ESTYN Inspectors and others who would like more information on the background and details of the Scheme	Chapters 1, 2, 3, 4, 5, 6
Those who know about the Scheme and would like to go directly to more specific sections	The table in section 7.2

7.2 Pathways according to Interests

In addition to the pathways proposed in 7.1, some readers will search for sections which examine specific areas of interest to them e.g.

- is there guidance for teachers regarding the language they should use themselves?
- the language used by many of my immersion pupils is good, almost as good as the Welsh speakers. How can I help them develop further?

Here are some areas therefore which could be of use. Remember that more than one aspect is often discussed in a sub-section.

Specific interests	Relevant chapters and sections
Understanding more about the use of two languages in one class	Chapter 3 2.1 Designated schools 3.2 Guidance for teachers
Improving pupils' Welsh and accelerating the process by examining the linguistic steps	Linguistic comments in 2.2, 2.4 (bullet points following the examples) Expectations in 4.3; 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 (very important) Chapter 6 in its entirety but 6.4 and 6.5 especially (discussing some of the errors made by the children in detail)

Theory at the heart of the work	1.2, chapter 3, chapter 6
Important terms	1.2, 1.5 and chapter 3
What kind of language should the teacher use i.e. the syntax which will help the pupils understand and develop	the teacher's language in a particular lesson 2.5 Linguistic preparation 6.6 + Appendix to chapter 6
Guidance on how teachers should respond to the children's linguistic level when producing handouts and notes	Designated Schools 5.1, 5.2, 5.3, Both kinds of schools 5.4 Traditional Schools 5.5
Oral responses to linguistic errors	6.7, 6.4
Suggestions on how teachers should approach the development of pupils' language in the work handouts and tasks.	2.5, 4.2, 5.5, 6.6,
The linguistic expectations as the pupils develop through the steps in the designated schools	5.1, 5.2, 4.3