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## Foreword

This is an authoritative collection of papers on the challenges involved in extending and consolidating Welsh medium education, with a view to realising the Welsh Assembly Government's stated goal of creating a bilingual Wales. The publication of these papers is timely since the Welsh Assembly Government is in the process of developing a new strategy for bilingual education. Each of the papers offers a different lens on the challenges involved, with some of the papers focusing on policy issues and some on local innovations in forms of provision and on classroom practice.

One theme that cuts across all of the papers is the need for research which can inform policy implementation in different regions of Wales. One example is the need to ascertain the level of parental demand for Welsh medium education in those areas of the country with fewer than 20 per cent of Welsh speakers. The need for classroom-based research is also emphasised, research which can provide insights into the ways in which teachers manage the communicative demands of working with learners with very different levels of linguistic ability in Welsh and which can ultimately feed into the production of teacher education materials.

The emphasis on the role of researchers in supporting the further development and consolidation of Welsh medium education is noteworthy, since, in the past, researchers have not played a significant role in the development of language education policy and practice. The development of Welsh medium education has been largely practice-driven and, as Meirion Prys Jones puts it in his opening chapter, it "followed various patterns in different counties rather than a national plan".

In this respect, the situation in Wales stands in sharp contrast to that of Catalonia, Corsica, Friesland or the Basque Country (*Euskadi*), where researchers specialising in the sociolinguistics of bilingualism, bilingual education and language planning have, from the outset, contributed to the development of language education policy and practice. Hopefully, the establishment of a new Centre for Research on Bilingualism at Bangor University will now offer Welsh researchers the opportunity to make a more visible contribution to language education policy.

The inclusion of a paper about language education policy and provision in the Basque country in this collection is instructive. It enables us to see the value of central planning and what can be achieved over a relatively short period of time. While the process of introducing Basque-medium education only began in the post-Franco era, from 1975 onwards, today more than fifty per cent of all primary and secondary school students in the Basque Autonomous Community are enrolled in Basque-medium programmes.

Welsh-medium and bilingual education in Wales is now entering a new era of extension and consolidation, building on the achievements of the past. Several of the authors in this collection stress the need for the Welsh Assembly Government to assume its responsibility in developing a clear

strategy for the future and to seize this opportunity to introduce new policy drivers. This will involve not only the setting of goals but also the development of robust local and national structures for language policy implementation.

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## Chapter 1

# The Way Forward for Welsh-medium Education

Meirion Prys Jones

I would like to begin by looking back to see how we have reached where we are today, for the past explains a great deal about the present in Welsh-medium education which is characterised by a lack of policy and direction. Therefore, it is a good time to ask 'What next'?

Although we have seen progress over the past decade in the number of children taught through the medium of Welsh, it is also worth considering what is said by Ken Hopkins, former Director of Education for Mid Glamorgan, in his forward-thinking IWA publication *Achub ein Hiaith / Saving our Language*.<sup>1</sup> As he points out, the latest figures, from 1998 to 2003, show a disappointing increase in the number of pupils where Welsh is learned as a first language. It would be irresponsible, he says, for us to ignore the serious challenge the language is currently facing.

Ken Hopkins believes that we need to take a detailed and serious look at our education system in order to see Wales develop as a truly bilingual nation. He says that English-medium schools have a role to play in this important development.

The education system plays a crucial role in the future of the Welsh language in terms of increasing the number of children who are fully bilingual in Wales. In fact, schools are twice as productive in producing fluent Welsh speakers as Welsh-speaking homes. Approximately 6 per cent of children aged three speak Welsh, which increases to 20 per cent at the age of 11, at the end of the primary education phase.

### Not enough schools

In July 2006, 53,251 of primary-age children were taught through the medium of Welsh. This was out of a total of 264,930 children who received primary education across Wales. The figure is quite significant, but it is not enough.

It is interesting to see that there has actually been an increase over the past decade. In 1996, 43,984 primary-age children were taught through the medium of Welsh, that is 16 per cent of the total number of children in Wales. The figure has now increased by approximately 10,000, that is 20 per cent or so of children. Despite the increase in numbers, the corresponding increase has not been seen in the number of schools.

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<sup>1</sup> Ken Hopkins, *Achub ein Hiaith / Saving our Language*, IWA, 2006.

Therefore, we must come to the conclusion that more children have gone to the same schools.

This proves that an intentional policy of maximising the increase in the numbers of children and opening more Welsh schools was not implemented. This would have offered Welsh-medium education closer to the homes of an increasing number of children, and within their natural communities, and Welsh-medium education would have been far more accessible.

## **Growth of Welsh-medium education**

Looking at the development of formal Welsh-medium education since the end of the 1940s, it can be seen that this development mainly came from Welsh-speaking parents who wanted their children to be taught through the medium of Welsh in whole or in part. This increase in Welsh-medium provision was seen to supplement the Welsh-medium education being provided by community primary schools in west and north Wales.

In light of the increase in Welsh-medium education in the 1950s and 1960s, one of the most crucial and significant developments in the history of Welsh-medium education was the establishment of Mudiad Ysgolion Meithrin in 1971. Many more non-Welsh speaking parents chose to send their children to Welsh-medium schools during and after this period.

In addition to this, a style of teaching known as 'immersion education' used in Canada was adopted. This was a style of teaching where the French language was introduced to non-French speaking children as a teaching medium from the age of four onwards. Moreover, this new approach to introducing the French language was developed in English-medium schools. In Wales, the approach was adapted by offering intensive courses in the Welsh language to non-Welsh speaking young children in nursery groups and Welsh-medium schools. It became very popular and successful and was very acceptable socially and educationally.

As a result of these developments there was a significant increase in the number of children being taught through the medium of Welsh across Wales. In east Wales many parents had to fight long and hard to secure this provision and significant pressure had to be put on some local education authorities before an increase in provision was seen.

## **Why did the demand for Welsh-medium education grow?**

As the demand for Welsh-medium education increased, three main motivators were seen to be behind the growth. The initial developments stemmed from pressure by a number of enthusiastic parents along with some local education authorities which were eager to see the Welsh language promoted. Additional support came from another direction, Her Majesty's Inspectors of Schools. This body was extremely influential in ensuring that Welsh-medium education became a totally acceptable

method of teaching. The Inspectorate showed that Welsh-medium education was succeeding and that its standards were on a par with its English counterpart. Sadly, this tradition did not continue as the body evolved to become ESTYN. Unfortunately, that body's contribution to Welsh-medium education in Wales, if not to education as a whole, has been very small and marginal.

### **Absence of a national strategy**

The development of Welsh-medium education in Wales was patchy and followed various patterns in different counties rather than a national plan. To a large extent, this has been responsible for the fact that it has been difficult to secure national agreement regarding what constitutes a Welsh-medium school or a bilingual school.

The other side-effect was the lack of sufficient analysis of the exact needs of Welsh-medium schools and pupils and what could be considered good practice within the system. The model of teaching through the medium of Welsh which developed in Wales allowed a situation where children from homes where Welsh was the main language, children from homes where both languages were used, and children from non-Welsh speaking homes followed an immersion education course in the same reception class.

This was - and is - a considerable linguistic mix. Very little training was provided for teachers in these schools, in terms of the initial training or in-service training to deal with this situation in the most effective way. This question has never actually been addressed effectively in Wales, not only with regard to training, but also with regard to research and more importantly with regard to national policy. It may be time to do that now.

### **Who will produce the national policy?**

The main difficulty which currently faces the development of Welsh-medium education is the lack of a national policy. Historically, this has been due to a lack of political will to see that happen. However, in addition, there has been no effort to ensure that the civil service, which is responsible for Welsh-medium education, has developed an understanding of this part of the education system. This is despite the fact that one in every four primary schools teach pupils through the medium of Welsh.

If you looked at the Welsh Assembly Government's Department of Education today, you would see that the number of people there who are familiar with the Welsh-medium education and training sector is very limited. How, therefore, can this Department plan for the Welsh-medium sector with trust and confidence? Years ago they would have turned to HMIs for support. That support disappeared altogether with the arrival of ESTYN.

What needs to be done to strengthen the position of Welsh-medium education? On a practical level there are a number of innovative schemes which could be exploited. What is happening in Ceredigion with regard to introducing the Welsh language more extensively to every child is a policy which needs to be developed. Carmarthenshire's latest Welsh Education Scheme includes an interesting definition of the extent of Welsh-medium education. The new schemes developed as part of the Welsh Language Board's new project funded by the Welsh Assembly Government to promote linguistic progression between Key Stages 2 and 3, from primary to secondary school, will need further examination.

This could all happen within a new context. The Foundation Phase offers a new opportunity to extend the contact children have with the Welsh language. At the same time there is a tremendous need to examine closely the teaching of Welsh as a Second Language within the National Curriculum. Holding this discussion as part of a wider discussion on Welsh-medium education would be extremely helpful.

But who should lead all these developments? Should it be parents or some local education authorities – namely, those at the forefront of promoting these developments in the past? Certainly not!

### **The Welsh Assembly Government must prove itself**

It is time for the Welsh Assembly Government to adopt the role of a body responsible for planning the development of Welsh-medium education and training. The elected government of Wales needs to ensure that it has the capacity to plan the future of education in Wales in its entirety, not only the English-medium element. The sad truth of the matter is that that is all that has been done so far.

However, there are encouraging signs in the *One Wales* document where it states:

*We will create a national Welsh-medium Education Strategy to develop effective provision from nursery through to further and higher education backed up by an implementation programme.*

The last phrase is possibly the most important. If we cannot achieve this in a devolved Wales, we will fail to create a bilingual nation. Instead, we will set an aim, a target and a wish, and then fail to put anything in place to achieve that aim. This is what has happened for so long in the past. We cannot afford to see that happening in the future. It was noteworthy, therefore, that at the beginning of March 2008 the Welsh Assembly Government announced that a new strategy for bilingual education will come into effect by March 2009.



## Chapter 2

# Immersion Teaching in Wales: Methodologies and Challenges<sup>2</sup>

**W. Gwyn Lewis**

Ever since the first Welsh-medium primary school was opened in Aberystwyth in 1939 under the auspices of Urdd Gobaith Cymru (the Welsh League of Youth), Welsh-medium and bilingual primary education have developed and flourished across Wales. Moreover, increasing numbers of pupils from non-Welsh speaking homes have taken advantage of Welsh-medium education.

This poses both an opportunity and a challenge to educators, since classes in primary schools may well contain a wide linguistic variety: pupils who are fluent in Welsh, pupils with some knowledge of the language, together with pupils from non-Welsh speaking homes with no knowledge of the language. Consequently, teachers have to consolidate and enrich the language of pupils from Welsh-speaking homes (known as L1), while at the same time lay a firm foundation in Welsh for pupils from non-Welsh speaking homes (known as L2).

### **Welsh-medium primary education: setting the context**

The last sixty years have seen a rapid growth in the development of Welsh-medium and bilingual education across Wales. The education system has played a vital role in ensuring the transmission of the Welsh language from one generation to the next. As Colin Baker has put it:

“. . . bilingual education is a major plank in language revitalisation and language reversal”.<sup>3</sup>

The 1944 Education Act allowed Local Education Authorities in Wales to consider opening Welsh-medium schools. The first Welsh-medium primary state school was opened in Llanelli on St. David's Day 1947, a direct result of parental pressure.<sup>4</sup> Initially, Welsh-medium schools catered for children for whom Welsh was their first language. However, by the 1960s, 1970s, and 1980s, there was a dramatic increase in the numbers of non-Welsh speaking parents choosing Welsh-medium immersion education for their

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<sup>2</sup> This paper is based on an updated version of an article by the author which appeared in the *Education Transactions* series (Bangor University School of Education, 2006), *Welsh-Medium and Bilingual Education: 'Welsh-medium primary education: the challenges and opportunities of the twenty-first century'*, pp. 21-35.

<sup>3</sup> Baker, C., *The Welsh Journal of Education*, 13(1), editorial, 2004.

<sup>4</sup> Williams, I. W., Ed., *Our Children's Language: The Welsh-medium Schools of Wales 1939-2000*, Taly-y-bont: Y Lolfa, 2003.

children. As the Welsh Assembly Government's language policy document, *Iaith Pawb*, put it in 2003:

"Education through the medium of Welsh has increased steadily in recent years . . . The essential role of education through the medium of Welsh and language immersion methodologies in the process of developing strong bilingual skills among pupils is acknowledged."<sup>5</sup>

The latest 2001 Census results also acknowledge the key role played by Welsh-medium education in producing Welsh speakers. 20.8 per cent (approximately 582,000) of the population of Wales (aged 3 and above) can speak at least some Welsh, 16.3 per cent (about 458,000) can understand, speak, read and write Welsh – that is to say have the full range of skills - while 4.9 per cent (about 138,000) can understand spoken Welsh only. Significantly, it is amongst 5-15 year old children that the highest percentage of Welsh speakers is found, namely 40.8 per cent.<sup>6</sup>

In the context of the use of the Welsh language in schools, the latest statistical analysis by the Welsh Assembly Government, *Welsh in Schools 2007*, pointed to an increase in Welsh-medium education over the previous year:

- Primary school pupils taught in classes where Welsh is the only or main medium of teaching, or is used as a medium of teaching for part of the curriculum, rose from 20.1 per cent to 20.3 per cent.
- 466 primary schools (30.5 per cent of the total) are mainly Welsh - medium schools. In 2006 the figures were 458 (29.5 per cent).
- A further 28 schools (1.8 per cent) use Welsh as a teaching medium to some extent.<sup>7</sup>

This statistical analysis also shows how the percentage of primary school pupils speaking Welsh rose from 24.6 per cent in 1987 to 36.5 per cent in 2007. Within this number, it is reported that 12.6 per cent can speak Welsh fluently: 7.6 per cent from Welsh-speaking homes and 5.0 per cent from non-Welsh speaking homes. It is stated that the remainder (23.9 per cent) can speak Welsh, but not fluently.

These statistics reflect the fact that, by today, Welsh-medium primary education embraces pupils from a wide linguistic spectrum. Whereas the first Welsh schools (or *ysgolion Cymraeg*) back in the 1940s and 1950s were established with the main aim of providing Welsh-speaking pupils with education in their first language, today the pattern varies significantly across Wales. Table 1 makes the point.

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<sup>5</sup> Welsh Assembly Government, *Iaith Pawb: A National Action Plan for a Bilingual Wales*, 4.12. Cardiff: Welsh Assembly Government, 2003.

<sup>6</sup> National Assembly for Wales, *Census of Population: First results on the Welsh Language*, Statistical Bulletin 22/2003. Cardiff: National Assembly for Wales, 2003.

<sup>7</sup> Welsh Assembly Government, *Welsh in Schools 2007*, Statistical Bulletin 63/2007. Cardiff: Welsh Assembly Government, 2007.

Consequently, classes in some primary schools can easily contain a wide linguistic variety: pupils who are fluent in Welsh, pupils with a little knowledge of the language, pupils from completely non-Welsh speaking homes, as well as recent newcomers to Wales who have no prior knowledge whatsoever of the language. It is clear that Welsh-medium education means different things to different cohorts of children.<sup>8</sup>

**Table 1: Primary school pupils who speak Welsh at home**

	%
Isle of Anglesey	33.5
Gwynedd	52.7
Conwy	11.0
Denbighshire	8.7
Flintshire	2.0
Wrexham	2.7
Powys	6.8
Ceredigion	30.9
Pembrokeshire	5.7
Carmarthenshire	21.4
Swansea	2.0
Neath Port Talbot	5.1
Bridgend	1.9
Vale of Glamorgan	4.0
Rhondda, Cynon, Taff	4.8
Merthyr Tydfil	1.5
Caerphilly	0.4
Blaenau Gwent	0.7
Torfaen	0.3
Monmouthshire	1.0
Newport	0.2
Cardiff	3.9
<b>Wales</b>	<b>8.6</b>

Source: Welsh Assembly Government, *Welsh in Schools 2007*, Table 4.

For 7.6 per cent of the pupil population in Welsh primary schools, Welsh-medium education is synonymous with *heritage or maintenance language education or community language education*, as defined by Baker<sup>9</sup> and Johnstone<sup>10</sup>. For the rest, it means *immersion* in the target language.

In schools across Wales, the ratio between pupils from Welsh-speaking homes and those from non-Welsh speaking homes varies considerably.

<sup>8</sup> See Welsh Assembly Government consultation document, *Defining Schools According to Welsh-medium Provision*. Cardiff: Welsh Assembly Government, 2006.

<sup>9</sup> Baker, C., *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters, p. 162, 1993.

<sup>10</sup> Johnstone, R., *Immersion in a Second or Additional Language at School: A Review of the International Research*. Stirling: Scottish CiLT, 2002.

Those from Welsh-speaking homes range from 52.7 per cent in Gwynedd, where the highest percentage of Welsh speakers live (69 per cent), to 0.2 per cent in Newport. This has far-reaching implications as regards:

- The balance between Welsh L1 and L2 pupils in a school.
- Differentiated teaching methods in respect of L1 maintenance and L2 immersion.
- Grouping of pupils.<sup>11</sup>
- Teacher training.<sup>12</sup>

Welsh-medium education is immersion education for 99.8 per cent of primary school children in Newport. On the other hand, in Gwynedd, Carmarthenshire, and Ceredigion there is a more balanced mixture of maintenance language education and immersion education. This is the opportunity and challenge that faces the system and its development today.

### **Immersion education and enrichment education: opportunity and challenge**

What are the practical implications for the classroom? What are the implications for methodology? What are the emerging models?

The specific characteristics of Welsh-medium and bilingual education deserve special consideration, in the context of the statistics quoted above, since it gives an opportunity to analyse the methodology practised when pupils from varying linguistic backgrounds are taught in the same class. As noted, in a large number of schools across Wales, pupils from Welsh-speaking homes are taught in the same classes as pupils from non-Welsh speaking homes, a characteristic that is acknowledged by the National Assembly.<sup>13</sup>

Sometimes, pupils from Welsh-speaking homes are in the majority. At other times, the number of L1 and L2 children will be fairly equal. Sometimes, the pupils from non-Welsh speaking homes will be in the majority. These situations offer both an advantage and a challenge. While it is advantageous for L2 pupils from non-Welsh speaking homes to have access to their fellow pupils as well as to their teacher as models of the Welsh language, it can also be challenging in that the teacher has to cope within the same class with L2 learners who may be at very different levels of proficiency in the target language.

In order to do justice to both cohorts of pupils within the system – and in order to ensure that they assimilate successfully - special attention needs

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<sup>11</sup> Baker, C. and Jones, S., *Encyclopaedia of Bilingualism and Bilingual Education*. Clevedon: Multilingual Matters, 1998.

<sup>12</sup> Jones, D., Dylanwad y Saesneg ar iaith plant mewn addysg Gymraeg? *The Welsh Journal of Education*, 9(1), 103-111, 2000.

<sup>13</sup> National Assembly for Wales, *Our Language: Its Future, Policy Review of the Welsh Language*, 14.5; 14.6; 15.2. Cardiff: National Assembly for Wales, 2002.

to be paid to the differentiated teaching and learning approaches used in these various contexts. It is significant that *The Annual Report of HM Inspector of Education and Training in Wales 2004-2005* refers specifically to the fact that Welsh-medium schools by now take in a wide range of pupils from diverse backgrounds, suggesting that teachers have difficulties in modifying their teaching methods in such situations:

“Over recent years, the popularity of Welsh-medium schools in non-Welsh speaking areas has increased. This means that the intake of pupils into Welsh-medium schools is becoming more diverse in nature, with more and more pupils from a wider range of social and cultural backgrounds than in the past... In schools in the traditionally Welsh-speaking areas of north Wales and west Wales, there are more pupils who come from non-Welsh-speaking homes. These changes mean that the proportion of children in these schools who speak Welsh at home is falling. Many teachers in both north and west Wales are finding it difficult to change the way they teach to meet the needs of these new groups of pupils.”<sup>14</sup>

There are obvious advantages to L2 learners being taught in the same class as L1 maintenance pupils, and one must not lose sight of those advantages, as underlined by a number of authorities.<sup>15</sup> However, it is also necessary to carefully monitor the methodology so that justice is done to every child.

## **An international perspective**

A great deal of research has been carried out into the effect of teaching two linguistic cohorts of pupils within the same classes in countries such as Canada, the United States, Catalunya, the Basque Country and Ireland. Over the last thirty years, internationally, experts have raised a number of important considerations in this respect within immersion situations. Ken Hopkins has referred to the parallel situation in the Basque Country, where education in Model D is a combination of immersion education and heritage maintenance education:

**Model D:** All subjects are taught in Basque, and Spanish is taught as a subject. Depending on the pupils' first language, immersion or maintenance techniques are used. If the first language is Basque, then a maintenance type technique is used with the aim of strengthening the first language. When the pupil's first language is Spanish, then immersion techniques are used for Basque because pupils need that technique to strengthen the second language.<sup>16</sup>

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<sup>14</sup> Estyn, *Annual Report of Her Majesty's Inspector of Education and Training in Wales 2004-2005*, p. 46. Cardiff: Estyn, 2006.

<sup>15</sup> Wong Fillmore, 'When does teacher talk work as input?' in S. Gassagus and C. Madden (Eds.) *Input in Second Language Acquisition*, p. 17-50, Rowley: Newbury House, 1985. Lindholm, K. J. and Gavlek, K., *California DBE Projects: Project-wide Evaluation Report, 1992-1993*, San Jose, California: Department of Education, 1994. Christian, D., 'Two-way immersion education: students learning through two languages', *Modern Language Journal*, 80, p. 66-76, 1996.

<sup>16</sup> Hopkins, K., *Achub ein Hiaith: Saving our Language*. Cardiff: Institute of Welsh Affairs, 2006.

Of particular interest to Welsh-medium education contexts at the beginning of the twenty-first century, the following issues have been raised in the international literature:

- The advantages and disadvantages of teaching L1 (minority) pupils and L2 (majority) pupils in the same class – and the implications of this for both cohorts.
- The advantages and disadvantages of separating L1 pupils from L2 pupils for various periods.
- The balance between the number of L1 and L2 pupils in classes/groups and the principles of grouping pupils within classes.
- The nature and quality of the language and methods of explaining and questioning used by teachers in teaching L1 and L2 pupils in mixed groups, and the linguistic modification made by them. As regards asking questions of children, research shows that teachers ask fewer questions when children are in mixed-language groups than when they are grouped according to language.<sup>17</sup> Similarly, the same research shows that teachers naturally simplify and modify their language somewhat when greeting mixed groups of L1 and L2 children, offering a more simplified, watered-down language register and giving the children less feedback. Other researchers have raised doubts about the effect which this linguistic modification has on the linguistic and general development of the L1 maintenance pupils.<sup>18</sup>
- The inter-relationship of the L1 maintenance pupils and L2 immersion pupils in class and their mutual influence on each other and on their linguistic development.
- The need for different and differentiated approaches in dealing with L1 and L2 pupils in order to consolidate, enrich and extend the language of L1 maintenance pupils while at the same time providing a firm foundation in the target language for L2 immersion pupils so that they can assimilate effectively.

Issues presented by teaching both cohorts of children in the same classes have been summarised as follows:

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<sup>17</sup> Ramirez, J.D. and Merino, B., 'Classroom talk in English immersion, early-exit and late-exit transitional bilingual education programs', in R. Jacobson and C. Faltis (Eds.), *Language Distribution Issues in Bilingual Schooling*, pp 61-103. Clevedon: Multilingual Matters, 1990.

<sup>18</sup> Valdés, G., 'Dual-language immersion programs: a cautionary note concerning the education of language-minority students', *Harvard Educational Review*, 67, pp391-429, 1997; Mougeon, R., Beniak, E. and Canale, M., 'Le problème des élèves anglo-dominants dans les écoles ontariennes de langue française: acquisition, emploi et enseignement du français/The problem of English-dominant students in French-language Ontarian schools: acquisition, usage and teaching of French', *The Canadian Modern Language Review*, 41(2), pp336-352, 1984; Mougeon, R. and Beniak, E., 'Bilingualism, language shift, and institutional support for French: the case of the Franco-Ontarians', *International Journal of the Sociology of Language*, 105/6, pp99-126, 1994.

"The mixing of native-speaker pupils with L2 learners in the immersion classroom presents both an opportunity and a challenge. While providing an opportunity for L2 learners to interact with native-speaker peers, it provides a challenge to educators to support and enrich the L1 language skills of the native speakers in a situation of language contact. The challenge is even greater when the target language is an endangered minority language (e.g., Irish or Welsh) or a majority language spoken by a minority in danger of being assimilated (for example, French in Ontario) and when the speakers of that language are in contact with English-speaking peers who are acquiring the target language as L2."<sup>19</sup>

Over the years, comments have been made more than once on the need for a survey of this specific situation in the context of Welsh-medium education. Back in 1990, one researcher noted:

"Such evaluation is seriously required in the Welsh context, in particular in the matter of contact between the L2 speaker and the L1 peer."<sup>20</sup>

He was drawing on evidence which he had on the influence of L2 speakers on the Welsh of L1 pupils and how the L1 pupils adjusted their language so as to make themselves understood by the learners. Consequently, it was argued that by accommodating to the inter-language of the L2 speakers, the L1 speakers were not providing them with the necessary target-language norm to aim at.

Another researcher raises further questions as to the nature of the language models which pupils from Welsh-speaking homes offer to pupils from non-Welsh speaking homes, suggesting that it very often happens to the contrary. This is particularly the case in situations in south-east Wales where L1 Welsh speakers are in a minority in classes.<sup>21</sup> He even argues that Welsh-medium schools in predominantly English speaking areas serve to create new varieties of Welsh and that the L2 immersion pupils "may be leading the development of certain innovations in the spoken language".<sup>22</sup>

The matter touched on here is, interestingly, a characteristic of both Scottish Gaelic-medium education and Irish-medium education as well. In the case of Scottish Gaelic, the following observations have been made, comparing the situation with Wales:

"Welsh-medium schools in predominantly English-speaking areas are serving to create new varieties of Welsh. The same phenomenon has been observed in the case of Scottish Gaelic. In

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<sup>19</sup> Hickey, T., 'Mixing beginners and native speakers in minority language immersion: who is immersing whom?' *The Canadian Modern Language Review*, 57(3), pp 443-474, 2001.

<sup>20</sup> Jones, G.E., 'Aspects of the linguistic competence of Welsh immersion program pupils', in K. Herberts and C. Laurén (Eds.), *Flerspråkighet i och utanför Norden / Multilingualism in the Nordic countries and beyond*, pp 204-212, Åbo, Finland: Åbo Akademi, 1990.

<sup>21</sup> Thomas, P.W., 'Children in Welsh-medium education', in K. Herberts and C. Laurén (Eds.), *Papers from the Sixth Nordic Conference on Bilingualism*, pp 45-53. Clevedon: Multilingual Matters, 1991.

<sup>22</sup> *Ibid.*, p. 53.

both cases 'new-age' Gaelic or Welsh provokes a range of reactions. Some view it as a sign of linguistic degradation and argue that steps have to be taken to ensure that proper Gaelic or Welsh is taught, learnt and used. Others prefer to consider the 'errors' that the new speakers produce to be a sign of sociolinguistic vitality as they create their own linguistic identity."<sup>23</sup>

There are many such questions emerging regarding the essence of Welsh-medium and bilingual education at the outset of the twenty-first century. However, the most important one is this: what are the best methodologies for providing L2 immersion education to children from non-Welsh backgrounds at the same time as maintaining and enriching L1 Welsh-speakers through the medium of their mother tongue?

## **Classroom Practice**

In classrooms which contain pupils from a variety of linguistic backgrounds, teachers need to plan meticulously and give consideration to differentiated grouping of pupils. As emphasised by Baker and Jones:

"There is a need for dynamic, imaginative teachers, adequate staffing and a carefully structured program to ensure that the native speakers have sufficient input in the minority language. This might involve some separate activities in a small group, at a higher language level, and sufficient one-to-one interaction in the minority language."<sup>24</sup>

In his comprehensive review of international research in bilingual education, Johnstone draws attention to the importance of focussing on immersion classroom processes and asserts the need for balance between 'syntactic' and 'semantic' processing, and for 'analytical' as well as 'experiential' learning.<sup>25</sup>

With reference to different practices observed in schools visited in north-west Wales, the author of this chapter identified the following situations:

- Grouping together of children from Welsh-speaking homes for specific sessions to enrich and extend their linguistic competence.
- Grouping together of children from non-Welsh-speaking homes for specific sessions to consolidate vocabulary and language patterns and give them a firm linguistic foundation in Welsh.
- Mixed grouping of L1 and L2 children for specific activities to aid assimilation.

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<sup>23</sup> Johnstone, R., *Immersion in a Second or Additional Language at School: A Review of the International Research*, Chapter 4. Stirling: Scottish CiLT, 2002.

<sup>24</sup> Baker, C. and Jones, S., *Encyclopaedia of Bilingualism and Bilingual Education*, Clevedon: Multilingual Matters, 1998.

<sup>25</sup> Johnstone, *op.cit.*, Chapter 5.



In analysing the situation facing the system in Ireland, Hickey summarises exactly those factors which will characterise Welsh-medium education in the years to come in order to ensure an appropriate balance between the needs of different children within the same classrooms:

“It is clear that a balance must be achieved between addressing the language needs of L2 learners and the equally urgent needs of L1 minority language children for active language support and enrichment... The future of minority languages is critically dependent not only on raising competence in the language among L2 learners, but also on maintaining and promoting its use by L1 speakers and between L1 and L2 children.”<sup>26</sup>

### **The challenge for Welsh-medium and bilingual education**

The fact that Welsh-medium primary education by today embraces pupils from a wide linguistic spectrum and that classes can include L1 maintenance and L2 immersion pupils, suggests that it is timely to focus our research on the challenges and the opportunities that face us in the 21<sup>st</sup> century. We must explore different and differentiated models of Welsh-medium and bilingual education that are both practicable and fit for purpose. These embrace *immersion education* for pupils at one end of the spectrum, for example, Newport, where only 0.2 per cent of pupils speak Welsh at home, and *maintenance language education* for pupils at the other end, for example, Gwynedd, where 52.7 per cent of pupils speak Welsh at home.

Issues that need to be explored as Welsh-medium and bilingual education continues to develop and increase include:

- Maintaining and developing the Welsh of pupils from Welsh speaking homes (Language 1).
- Developing the Welsh of pupils from non-Welsh speaking homes (Language 2).
- Facilitating effective language interaction of Language 1 pupils (from Welsh speaking homes) and Language 2 pupils (from non-Welsh speaking homes) within classes to aid effective assimilation.
- Developing teaching and learning strategies that highlight the advantages of pupils' bilingualism.
- Continuity within primary schools and from the primary to the secondary sector.
- Producing a language continuum from Language 2 to Language 1.

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<sup>26</sup> Hickey, T., ‘Mixing beginners and native speakers in minority language immersion: who is immersing whom?’ *The Canadian Modern Language Review*, 57(3), 443-474, pp. 469-70, 2001.

## Centre for Research on Bilingualism

Considering that over sixty years have passed since the opening of Ysgol Gymraeg Aberystwyth in 1939 and that little research has been carried out into the actual use of Welsh and English in classrooms by teachers and pupils in teaching and learning, it is timely that in January 2007 a Centre for Research on Bilingualism was established at Bangor University under the auspices of the Economic and Social Research Council, the Welsh Assembly Government, and the Higher Education Funding Council for Wales.<sup>27</sup>

Whilst the work of the Centre encompasses many aspects of bilingualism, one research project concentrates specifically on bilingual education in Wales (Colin Baker, Gwyn Lewis, Bryn Jones, Hunydd Andrews). Its three aims are to:

1. Conduct a survey of existing classroom practice leading to an initial typology of language allocation.
2. Consult with practitioners and advisers as to optimally effective language allocation strategies.
3. Produce training materials.

This research project will define and analyse different models of bilingual education in Wales that reflect the needs and demands of a variety of situations. These models must accommodate the linguistic needs of children who are at the heart of bilingual education today, in order to ensure that every child can take full advantage of bilingualism in education. As Colin Baker has argued:

“Traditionally, the benefits claimed for bilingual education include its increasing achievement, not only in two-language competency and bi-literacy, but also across the curriculum. Such bilingual education is also regarded as child-centred, identity-forming and responsive to parental preferences.”<sup>28</sup>

If Welsh-medium and bilingual education is to continue to develop and flourish in the 21<sup>st</sup> century, it must do so in accordance with the needs and aspirations of those children and parents who choose such an education. As Ioan Bowen Rees put it, so succinctly, in 1990:

“We bring up our children to speak Welsh, not for the sake of language, but for the sake of our children.”<sup>29</sup>

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<sup>27</sup> [www.bilingualism.bangor.ac.uk/index.php.en](http://www.bilingualism.bangor.ac.uk/index.php.en)

<sup>28</sup> Baker, C., *The Welsh Journal of Education*, 13(1), editorial, 2004.

<sup>29</sup> Ioan Bowen Rees, ‘Wales Today: Nation or Market?’, in *Planet*, No 79, 1990, p. 78, and quoted in Baker, C. and Jones, S., *Encyclopaedia of Bilingualism and Bilingual Education*. Clevedon: Multilingual Matters, 1998.

## Chapter 3

# Mid and Late language Immersion: Long-established and Emerging Models in Wales

Cen Williams

This chapter will examine three questions.

1. Some of the basic principles and research foundations for content-based learning of a second language (known as immersion education) that have been developed in the USA and Canada.
2. Two projects that I have been involved with in Wales, one being an example of late immersion, the other an example of mid immersion.
3. Outcomes and recommendations for mid and late immersion in Wales, and some wider recommendations.

### 1. Basic principles and research foundations for content-based language instruction

The main reason for looking at the basic principles and research foundations of immersion education as practised in the United States and Canada is to make it perfectly clear that immersion education is a success in those countries. The implications for us in Wales are that we should adopt more immersion projects and settings and make immersion more widespread within the education system. We should bear in mind the Welsh Assembly Government's worthwhile objective of creating a bilingual Wales.

First, I shall consider three quotations and then summarise the main outcomes outlined by research. First, Teddick, Jorgenson, and Geffert (2001) state quite plainly that:

"It has long been established in the research on immersion education that content-based language instruction works. That is, students who participate in immersion programs not only become proficient in the immersion language, they also achieve academically as evidenced by their performance on standardized achievement tests."<sup>30</sup>

Pupils who experience immersion education succeed in becoming proficient in a new language and succeed academically through the medium of that language. However, we needn't go to other countries to

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<sup>30</sup> Teddick, D.J., Jorgensen, K., Gefert, T., *Content-Based Language Instruction: The Foundation of Language Immersion Education*, 2001. From the series of articles 'The Bridge: From Research to Practice' ACIE Newsletter. <http://www.carla.umn.edu/immersion/ACIE.html>

see that evidence: it has been happening in Wales for at least forty years. It is immersion education in the bilingual and Welsh-medium primary schools of south-east and north-east Wales that has introduced Welsh in the vast majority of cases, rather than the home. Secondary schools then build on that success so that the second language becomes the learners' academic language. They succeed in the language medium subjects through the medium of the second language. However, by then, they have two first languages, Welsh and English: that is the extent of the success and the value of immersion education to us in Wales. It is high time the education system realises that and uses aspects of immersion education to make up for the comparative failure of teaching Welsh as a subject, which is the case in the majority of our English-medium schools. If we are serious about creating a bilingual Wales, we should take advantage of what's happening in the Welsh-medium sector and in other countries, and to spread immersion education to English-medium schools.

Grabe and Stoller (1997) emphasise the increase in motivation and opportunities that immersion offers in the labour market:

"Research has shown that content based instruction results in language learning, content learning, increased motivation and interest levels, and greater opportunities for employment (where language abilities are necessary)."<sup>31</sup>

What is meant by motivation is the motivation to learn an additional language, which happens because of the subject interest and the fact that content is introduced through the medium of the new language. The further opportunities in the labour market refer to pupils, young people and adults who have learnt English through mid and late immersion situations in the United States. Cynics might argue that that is perfectly understandable in the case of a majority language and one of the most important languages in the world. How relevant is it in the case of Welsh in Wales? Research carried out by Aberystwyth University's Business School at the beginning of the millennium stated that bilingual (English and Welsh) individuals in Wales can earn up to 10 per cent greater salaries because of their practical bilingualism. Of course, the ideal is to appoint the best individual for the job, but research over the years has shown that bilingual individuals have additional cognitive and lateral-thinking skills. Therefore, who can argue that Welsh-English bilingualism in Wales is not an advantage in the labour market where so many public sector posts by now ask for competencies in Welsh?

A number of different research studies state that one notable and obvious aspect of content-based instruction through the medium of a second language is that language acquisition occurs within a natural context and has real meaning. This is underlined in my third quotation:

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<sup>31</sup> Grabe, W., and Stoller, F.L., 'Content-based instruction: research foundations', in Snow, M.A. and Brinton, D.M. (Eds.), *The content-based classroom: Perspectives on integrating language and content* (tt. 5-21). White Plains, NY: Longman, 1997.

“Natural language acquisition occurs in context; natural language is never divorced from meaning, and content-based instruction provides a context for meaningful communication to occur.”<sup>32</sup>

Often in traditional second language settings in Wales, and in settings where Welsh is taught only as a subject, the only link between words and syntax is the linguistic one (semantic). Learning a language is more akin to solving a puzzle rather than a real and meaningful activity. There is no purpose to the learning apart from a linguistic one and that can lead to repetition and to boring and monotonous exercises. Children aren't easily fooled in the twenty first century! They lose interest and fail to see any purpose to the learning.

Some further summaries of the value of immersion include the following:

- Facts and skills taught in isolation need much more practice and rehearsal before they can be internalised or put into long-term memory; coherently presented information (thematically organized) is easier to remember and leads to improved learning.
- Context-free/content-free materials aren't sufficiently rich to sustain students' interest.
- Second language acquisition increases with content-based language instruction, because students learn language best when there is an emphasis on relevant, meaningful content rather than on the language itself.
- Time: there is not enough time to isolate the content and language — postponing content instruction while students develop more advanced (academic) language is not only impractical, but it also ignores students' needs, interests, and cognitive levels.
- Content-based instruction is motivating because language is the vehicle for meaningful and developmentally appropriate content.
- Content-based instruction emphasizes a connection to real-life, real world skills.
- In content-based classes, students have more opportunities to use the content knowledge and expertise they bring to class (they activate their prior knowledge, which leads to increased learning of language and content material).
- Both form and meaning (content) are important and work together naturally; to separate them is unnatural.
- Content-based instruction promotes negotiation of meaning, which is known to enhance language acquisition (students should negotiate for communication related to both form and content).

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<sup>32</sup> Teddick et.al. op.cit.

- It provides a forum for teaching more complex language; more sophisticated, complex language is best taught within a framework that focuses on complex and authentic content.
- It lends itself to successful learning approaches—cooperative learning, strategy use, extensive reading—all known to improve language abilities.
- It allows for greater flexibility to be built into the curriculum and activities; there are more opportunities to adjust to the needs and interests of students.
- It lends itself to the incorporation of a variety of thinking skills, which lead to rich language development, for example information gathering skills — absorbing, questioning; organising skills — categorising, comparing, representing; analyzing skills — identifying main ideas, identifying attributes and components, identifying relationships, and patterns; generating skills—inferring, predicting, and estimating.
- Content-based instruction develops a wider range of discourse skills than does traditional language instruction (because of the incorporation of higher cognitive skills).
- Content-based instruction ensures that classroom activities are cognitively demanding (thus enriching students' cognitive development).
- Language learning becomes more concrete rather than abstract (as in traditional language instruction where the focus is on the language itself).
- The integration of language and content in instruction respects the specificity of functional language use (it recognizes that meaning changes depending upon context).

## **2. Immersion projects in Wales**

For more than a decade, I have been involved with two immersion projects in Wales. I was a researcher in the late immersion project (that is, immersion that begins in secondary school) at Ysgol Uwchradd Maes Garmon, Mold between 1994 and 1999. In the mid immersion project (that is, immersion that begins at primary school) I was (and still am) a specialist consultant. I shall give a brief introduction to both projects, before moving on to findings and recommendations.

## ***Ysgol Maes Garmon: the late immersion project***

Ysgol Maes Garmon is a comprehensive bilingual secondary school that accepts pupils aged between 11-18 years. It is located in north-east Clwyd and draws on a wide catchment area. The majority of the pupils come from the new Flintshire and their socio-linguistic, cultural and industrial backgrounds are extremely varied. Around 80 per cent of the pupils come from four specific bilingual feeder schools. The other 20 per cent come from the area's English-medium schools. In January 1995 82% of all pupils had English as their first language.

I studied an immersion class at the school for a period of five years, from Year 7 through to the end of Year 11. The pattern was to spend two full days at the school each term, following the whole class for a day (Years 7 and 8). In years 9 – 11 the pattern changed to studying individuals within the class.

This was the only example of language immersion at 11 years in Wales at the time, and I saw value in focusing on:

- A school with a good record of success with similar learner classes in the past.
- The way the school adapted the curriculum in Year 7 in order to speed up the process of second language acquisition.
- The Welsh department's Year 7 scheme, designed specifically for immersion pupils.
- The way their success was forecast by theories developed in the United States.<sup>33</sup>
- The fact that teachers are aware of their responsibilities to develop pupils' bilingual skills.
- This was a model for other schools in Wales yet it was the only school undertaking immersion at the time.

The main purpose of the study was to gather ideas for staff development courses by visiting a real setting rather than depend on other individuals' research and findings. I felt a duty, and still feel strongly, that any materials for initial training and in-service training should be based on direct experience of what is happening in the classroom. Additional reasons were to:

1. Study the only immersion setting in Wales for 11-16-year-olds where a whole class of learners were taught a new language.

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<sup>33</sup> Cummins, J., 'The role of primary language development in promoting educational success for language minority students', in California State Department of Education, *Schooling and language minority students: A theoretical framework*, Los Angeles: California State University, Evaluation, Dissemination, and Assessment Centre, 1981.

2. Demonstrate how success may be attributed in terms of policy, expectations and teaching techniques.
3. Look at success from a qualitative and analytical standpoint.
4. Offer guidance to the school's management team in policy making and adapting the curriculum.
5. Offer guidance to Welsh teachers in using both languages to speed up the process and general methods in second language instruction.
6. Offer guidance to teachers of other subjects regarding expectations from their standpoint and how those expectations are reviewed as the class gains confidence in Welsh.
7. Form a basis for staff development courses that deal with language (or both languages) across the curriculum.
8. Offer benchmarks for other bilingual schools to measure success with pupils accepted at 11 years-old.
9. Offer practical suggestions to the school itself regarding teaching methods and general techniques and offer suggestions for improvement.
10. Challenge those schools outside the official bilingual sector to adopt aspects of bilingual teaching where staffing resources allow (and, in time, to develop these into policy).

One of the factors leading to the school's success was the robustness of its language policy. This meant that every teacher knew exactly which medium was expected of the children during each developmental stage. There was also an unambiguous policy regarding the language of teaching:

"Welsh is the official language of the school in its teaching and administration. Pupils' work is assessed in the language of instruction. Even though the school's objective is to provide comprehensive education through the medium of Welsh and English, learners as well as Welsh speakers are expected to undertake their subjects through the medium of Welsh."

These and other clauses were used to:

- Raise the expectations of teachers, parents and pupils.
- Ensure consistency among teachers.



### ***The Welsh Language Board's mid immersion scheme***

The scheme began following the visit of the National Assembly for Wales' Minister for Education, Lifelong Learning and Skills and her delegation to Newfoundland, Labrador and New Brunswick between 16 and 21 September 2001. The report following the visit noted that:

"... they had seen a varied and comprehensive programme but the model they felt should be researched further into, with the possibility of adapting it and using it in Wales, was the Extended Core French model. This is a previously untested model in Wales (with some rare exceptions), and is a model that promotes a second point of entry to Welsh-medium education for pupils whose parents chose English-medium education for them when they began full-time education. The delegation was of the opinion that the most appropriate entry point for implementing such a pilot scheme in Wales would be for Welsh second language pupils in Year 6, with the aim that pupils fulfil a range of outcomes, including:

- transferring to Welsh-medium education;
- studying more subjects through the medium of Welsh in bilingual or English-medium secondary schools;
- establishing a foundation of linguistic proficiency that would be strong enough to allow the pupils to take part in more educational and social Welsh-medium activities, both in school and outside it."<sup>34</sup>

Personally, I feel that the Canadian model has some weaknesses, the two main ones being the following.

1. Pupils could, after spending half a year studying French as a second language, and dropping everything else from the curriculum, (apart from unconnected projects) return to a situation where French was dropped completely for the following half-a-year. During that period, they would try to gain lost ground in the rest of the curriculum. Some pupils transferred to immersion education but that meant changing classes after half-a-year.
2. The work of teaching and mastering French was in the hands of the English-medium sector in the different provinces. Pupils therefore would not encounter natural French speakers during their official education. In Wales, such a situation would be one in which the responsibility for teaching Welsh would fall completely within the English-medium sector, meaning that pupils would only be listening to the accents of other learners rather than the accents and idioms of native Welsh speakers. Since a substantial number of teachers in English-medium schools are also learners, this could lead to poor pronunciation and intonation.

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<sup>34</sup> Welsh Language Board, *Prosiect Addysg Drochi a Dysgu Iaith drwy Dulliau Dwys: Adroddiad Interim* [Interim report of an internal publication by the Project's Officials, co-ordinated by Gari Lewis], 2007.

The models available at centres for latecomers in the old Gwynedd and the old Dyfed for the primary sector, and at the Gwynedd Centre for Latecomers to secondary schools in Porthmadog, offer a more robust Welsh-medium model. It is a model that concurs much more broadly with the points noted in Part I of this paper regarding immersion education. The Welsh Language Board's immersion pilot by now resembles to a greater extent what was already being offered at these centres for latecomers. The Canadian model is closer to Wales' second language model.

Unfortunately, the word 'model' is also used to describe the different types of schemes that are operational within the Welsh Language Board's pilot immersion schemes. Henceforth, therefore, the word 'model' is used to refer to the various schemes now being implemented in the pilot schools).

The Welsh Language Board's Interim Report states that:

"... the project's main objective was to set up and run a pilot project that would assist in deciding on the best way forward for facilitating entry points to Welsh-medium education. Therefore, the project supported the following models:

*Model 1* - immersion education held on-site at a designated Welsh-medium school. An intense period of five to six weeks is given to pupils from non-Welsh-medium primary catchment schools. Linguistic support is given to pupils in Years 7 and 8. Some pupils transfer from the 'immersion' class to the mainstream class (either wholly or partly) before the end of Year 8. This may happen when the school's immersion project co-ordinator feels that the time is right to do so (this will depend on factors such as linguistic background, linguistic ability and the confidence of the pupil). Pupils attending the 'immersion' class receive more Welsh lessons in Year 7 than pupils attending mainstream classes in the same year. Some schools decide not to enforce the curriculum in Year 7 to ensure more Welsh lessons for the 'immersion' pupils.

*Model 2* - education that includes some Welsh-medium teaching. This varies from school to school since the majority of schools that offer this provision are traditional schools (rather than designated Welsh-medium schools or English-medium schools). Pupils have received primary education in bilingual/category A or B schools (rural schools maybe, which offer Welsh as a first or second language as a teaching medium) or English-medium schools. Pupils undertake a Welsh first language course along with some subjects through the medium of Welsh (subjects vary from school to school). The other subjects are taught through the medium of English.

*Model 3* - a five-week second language intensive course for pupils attending English-medium primary schools before moving on to English-medium secondary schools. Pupils sit Welsh second language GCSE in Year 9 or Year 10. The class tutor is Welsh speaking and

uses Welsh occasionally with pupils during registration period. No subject is offered through the medium of Welsh. Therefore, the Steering Group decided to drop this model because of the lack of any entry points to Welsh-medium education. In addition, one Year 5 pilot and one Year 3 pilot were supported as part of the project. The Year 3 model does not involve any intensive periods.”

The original objective of the Year 3 model was to give a sound understanding of Welsh during Key Stage 2, thereby making the schools and pupils more fluent. Unfortunately, only one school in Wales undertook this model. However, by now, one urban primary school has started a Year 5 model where pupils are given the opportunity of an immersion period at the end of that year and continue to use Welsh as a medium for part of the time in Year 6.

## **Findings and recommendations**

### ***(i) General***

During these two mid and long term schemes the following was observed:

- The vast majority, if not all, of the research principles and foundations discussed in the context of immersion education in Canada and the United States are also operational in Wales. Neither our methods nor our foundations are inferior to these international leaders in the field. By adopting a more systematic approach that gives more emphasis to certain aspects, for example teacher training, we can empower, strengthen and disseminate what we already have.
- Progress and success were shown through objective evaluating methods as well as subjective observation.<sup>35</sup>
- Specific Welsh-medium schools as well as traditional Welsh schools have a central role to play in extending and sustaining progress made by pupils that transfer from the primary to the secondary sector. Those schools have the staff expertise, the resources and the experience to do so. Attempts should be made to overcome any local and/or political problems, and the Welsh Assembly Government should plan for this development. Transferring these pupils to the majority of English-medium schools in Wales would hinder progress.

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<sup>35</sup> For further evidence see Interim Report, Welsh Language Board, 2007; and Williams, C., *Ennill Iaith*, School of Education, University of Wales, Bangor, 2002.

***(ii) Political with a small 'p'!***

These are broad findings and recommendations, indirect hints that will hopefully fall on influential ears.

The Welsh Language Board's Immersion Scheme should not be extended in order to redress the weaknesses of teaching Welsh as a second language in English-medium schools. A Second Language Pilot Scheme is needed to strengthen that sector. It is a shameful indictment of the system in Wales that the teaching of Welsh as a second language, a statutory requirement for over fifteen years, is not succeeding. In the IWA conference in October 2007 that led to this publication, Jane Hutt, the then Education Minister, noted that:

- (i) only two-thirds of second language sector pupils in Wales study Welsh to GCSE level.
- (ii) only a quarter of pupils achieve grades A – C.
- (iii) 10,000 of those who study Welsh as a second language do not achieve the required standard to sit an exam.

Teaching and learning need to be strengthened. Every prospective primary teacher in Wales should be given training in second language techniques. Training should be given to secondary school subject teachers who are proficient in Welsh. Every school in Wales should take teaching Welsh as a second language seriously. ESTYN reports consistently draw attention to this issue but it appears that it is unable to act on its own.

English-medium schools have a role to play in the process of creating a bilingual Wales with citizens fluent in both languages. They could impart experiences of the Welsh-medium in some fields to Welsh learners. As outlined in Part I, language medium experiences are what give a purpose to second language learning thus changing it into an active language in cognitive areas. These subjects may be classified as follows:

“It would be better to separate subjects according to the use of language within them and according to the relationship between that use and non-linguistic support, with the Humanities on the highest level of second language involvement, as shown in the following classification:

Stage 1: Practical subjects, for example Physical Education, Technology, Information Technology, Art, Music: subjects that could be taught first to learners where the understanding of Welsh is relatively low.

Stage 2: Subjects such as Mathematics and Science: subjects where the linguistic aspect is introduced in short periods leading to activity, appliance etc.

Stage 3: Humanities subjects including Religious Education, Geography, and History: subjects that require a high level of

proficiency in the language of instruction; otherwise, performance in the subject could suffer."<sup>36</sup>

Any classification like the one above has implications for initial teacher training as well as professional development. Planning is needed to ensure that the profession has a sufficient supply of bilingual teachers who are proficient and confident in their use of Welsh in their own subjects, particularly so for Stage 1 subjects.

### ***(iii) Linguistic development of immersion pupils***

Research needs to be undertaken into the following aspects of the development of immersion pupils in Wales:

1. Develop methods to extend these pupils' grasp of language registers, both oral and written, that are beyond the official register of the subject. Research from other countries suggests that these pupils have a better understanding of the official language of the subjects, but that they turn to their first language to discuss non-academic events and during daily social interaction in the school.
2. Content teaching in Britain tends to accept individual sentences, or even clauses or individual words, rather than extended writing in coherent paragraphs. This is the case in some subjects up to GCSE level. Schools and teachers should expect extended written and oral work of the pupils during their education. We need to go further than meeting the requirements of external examinations. There is also a message here for Welsh Joint Education Committee examiners. Shouldn't the ability to discuss subject matter extensively and confidently be part of each subject discipline?
3. A number of local education authorities set the linguistic threshold for studying subjects through the medium of Welsh at First Language Writing, Level 3. The link between that and the cognitive thresholds required in the different subjects needs to be looked at.
4. Secondary subject teachers should themselves have an understanding of second language acquisition and an understanding of Welsh grammar. These are critical in understanding short-term linguistic errors that are part of every child's linguistic development as he or she matures linguistically. They should also know how to correct sensitively, how to vary the emphasis within sentences and how to develop accuracy and syntactical variation in their subjects.

The last point above has substantial implications for the content of initial training courses and the question should have been asked by now whether that should be the responsibility of schools or teacher training

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<sup>36</sup> Williams 2002 *Ibid.* p. 50.

departments. Or is there a possibility of examining formal methods of combining these responsibilities?

#### ***(iv) The Welsh Language Board's immersion pilot***

These are recommendations mainly to the scheme's Management Board and officials regarding the way the scheme is being implemented in the primary sector:

1. Consideration needs to be given to drop the Year 3 model since only one school in Wales has opted for it.
2. Consideration should be given to replacing it with the Year 5 model. It is not as burdensome in terms of staff etc but it would prepare pupils better for secondary Welsh-medium or bilingual education.
3. Schools operating the two Year 6 models should realise that that model is a starting point only, even though it has established itself. The project's success depends on secondary subject teachers since it is in their areas that we see an increase in proficiency and confidence.

#### ***(v) The secondary sector***

It should be realised that three linguistic cohorts might exist within some secondary schools, namely (i) first language pupils or those who have reached first language proficiency; (ii) immersion pupils; and (iii) learners. This has implications for schools and teachers in terms of teaching methods and the linguistic nature of the materials used for specific subjects. It also has significant implications for secondary teacher training courses, both for teachers of Welsh and subject teachers.

Every secondary school that receives immersion pupils needs to ensure that internal structures and leadership are established on a senior staff level. Methods of identifying good practice with immersion pupils need to be established, as well as methods of nurturing inexperienced subject teachers within the school. It is not enough to entrust these duties to young and inexperienced language teachers without the conceptual and practical support of the management team. Serious consideration should be given to whether language teachers or subject teachers should lead.

#### ***(vi) The education and training system in Wales***

Here, three points need to be re-emphasised:

1. People need to realise that teaching Welsh as a second language is not succeeding as it should within the National Curriculum. If it were, we would be self-sufficient in supplying proficient bilingual teachers in every subject.

2. Success in teaching Welsh as a second language could be improved, along with increasing the possibility of creating a bilingual Wales by introducing aspects of Welsh-medium teaching into the English-medium sector.
3. To achieve these objectives, enough secondary subject teachers need to be trained who are proficient and confident, in both oral and written Welsh, to be able to teach parts of the subject through the medium of Welsh. The scant attention paid to Welsh-medium training in official report(s) over recent years is not worthy of our status as a nation nor is it worthy of the Welsh Assembly Government's ambition to create a bilingual Wales.

With the political will, and through robust planning and strong leadership, this ambition can be realised. However, one powerful body is needed to co-ordinate all the work.

## **Chapter 4**

### **Innovations**

#### **(i) Treorchy Comprehensive School: Welsh as a medium of teaching and learning in the second language sector**

##### **Bethan Guilfoyle**

During the academic year 2000-01 numerous discussions took place between the Headteachers of the Treorchy cluster schools and the Welsh department of the comprehensive school on raising standards in Welsh at Key Stage 3. In addition, meetings were held between key staff of Treorchy Comprehensive, Rhondda Cynon Taff Education Department and the Welsh Language Board on a draft scheme. Early consultations indicated a high level of support and the process moved to a presentation of the proposed scheme to the governing body of Treorchy Comprehensive and the whole staff.

The overall aim of the scheme was to promote, support and improve the linguistic performance of Key Stage 3 second language pupils by offering them the opportunity to study a limited number of subjects through the medium of Welsh.

Central to the whole scheme was the appointment of a peripatetic Welsh teacher for the cluster primary schools, to teach in Years 5 and 6 but also to create resources and provide advice for learning and teaching in Years 3 and 4. Pupils would then follow an intensive course in Year 7 and study three subjects bilingually in Year 8.

Since September 2001 the scheme has developed considerably as shown by the table on the following page. Some children also learn Welsh as a first language. The five subjects taught bilingually or through the medium of Welsh since 2006 are History, Geography, RE, PE and PSE.

Within three years of the introduction of the scheme external evaluation by the Local Authority via ESIS and other external agencies indicated that the standards of the linguistic ability of pupils had risen tremendously. More recently, in March 2006, the school received a Grade 1 for Bilingualism in its Estyn inspection - the first school in Wales to achieve this.

The final decision as to whether a pupil will join the bilingual or Welsh-medium class has always rested with the parents. Parents have always been positive about the scheme and meet regularly with the Welsh Department and Bilingual Faculty to review pupils' progress.



## Curriculum Pattern and Development 2001-2006

<b>Year 7</b>	<b>2001</b> <b>Years 8/9</b>	<b>Year 10</b>
1 class intensive Welsh course ↓	3 subjects bilingually ↓	GCSE Welsh second language ↓
<b>Years 7/8</b>	<b>2004</b> <b>Year 9</b>	<b>Years 10/11</b>
2 classes 3 subjects bilingually/medium of Welsh ↓	GCSE Welsh 2nd language ↓	AS level Welsh 2nd language ↓
<b>Years 7/8</b>	<b>2006</b> <b>Year 9</b>	<b>Years 10/11</b>
2 classes 5 subjects bilingually/medium of Welsh	GCSE Welsh 2nd language	AS level Welsh 2nd language

On a whole school and cluster basis the programme has ensured a very positive ethos towards the Welsh language across the schools. The great majority of the pupils of Treorchy remain in Wales for further training or higher education. They are proud to be part of a bilingual community. Consequently, the enhancement of the pupils' bilingual skills can only be to their advantage with an increasing number of pupils leaving school fluent in the Welsh language. This is something to be applauded.

## **(ii) Welsh education developments in Ceredigion**

### **Gareth Jones**

I can draw on at least three personal experiences that will help highlight many of the main strands of the development of Welsh education in Ceredigion.

Soon after I moved back to Lampeter around the mid 1980s there was a campaign to set up a bilingual secondary school in mid Ceredigion. Without going into detail, the proposed school was not set up. However, priority was given instead to increasing the Welsh element in the three existing schools (Aberaeron, Lampeter and Tregaron). The provision of Welsh-medium education developed quite significantly during this period.

All of this led to the establishment of a new language policy within all the schools in Dyfed. The term 'Traditional Bilingual School' was created where there were various levels of Welsh-medium provision, one stream studying at least 60 per cent of the curriculum through the medium of Welsh, another studying 40 per cent through the medium of Welsh, and another at least 20 per cent. In mid Ceredigion we had the opportunity to become members of the Working Party responsible for creating the policy. This was followed fairly quickly at the beginning of the 1990s with a language policy for Dyfed's primary schools, a policy associated mainly today with the process of categorizing primary schools.

Then during the 1990s I took on part-time M.Phil research work and, quite naturally, since I wanted a subject that was relevant to my work in education that offered the opportunity for active research, I chose 'Bilingual Secondary Education in mid Ceredigion 1980-1995'. A number of factors became apparent to me during this research, and some of the main elements that needed addressing were:

- Concerns regarding what was really being achieved amongst the 20 per cent pupils, and to a lesser extent amongst the 40 per cent pupils. These included negative attitudes towards the language and the tendency for some to Anglicise others (without mentioning the huge commitment expected of the teachers).
- Continuity was another matter of concern, especially between primary and secondary, and also between Year 9 and Year 10. It appeared that these two bridging stages were very important watersheds, with a definite sloping away from the language as a medium.

- The policy's effectiveness needed constant and frequent appraisal. I don't think the policy had been reviewed at all following its establishment until I undertook the task very recently.

At the beginning of 2002 I left the school environment to work for Ceredigion as a Senior School Manager, undertaking a proportion of my work as a Link Adviser in the Aberystwyth area. This was an opportunity to visit primary schools and observe them in some detail for the first time. A number of factors struck me regarding the provision:

- Category A schools had varying attitudes towards the policy. Whilst some were delivering a substantial measure of their education through the medium of Welsh in Key Stage 2, others were delivering considerably less (the proportion varied between 50 per cent and 80 per cent). It was obvious that far more consistency was needed across the range of Category A schools.
- There were a cluster of Category B schools in Aberystwyth town and its vicinity. It is noteworthy that those are relatively large schools (although there are only six in the County they educate about a quarter of our primary school children). If these could be addressed, a significant increase in bilingualism could be secured, thus fulfilling more effectively what had been set out in the Schools' Policy document some years before. The way ahead was lit up soon afterwards by the Welsh Language Board immersion scheme, and it was realised that this scheme, although highly influential in itself, could be even more influential if assimilated with a revised language strategy.

Armed with these experiences, it became a matter of great importance to me when I became Director of Education for Ceredigion, to re-examine the language policy of the county's schools. For this purpose a cross-section of stakeholders were brought together to form a Working Party, and over the past eighteen months to two years we have been re-assessing and re-planning. By now the draft document has followed its democratic course and has been accepted as the official Language Strategy by the Cabinet and Ceredigion County Council. It was also given an enthusiastic reception by the County's Education, Culture and Leisure Scrutiny Committee. We expect it to be operational once the Ceredigion Welsh Education Scheme has been accepted by the Welsh Language Board. I will share with you some of the main elements:

- Consistency gained by placing schools on a Welsh continuum (we have not abolished categories, but rather we are hopeful of setting goals to be reached along the one continuum) and this embraces all the schools, A, A/B and B.
- Category B schools and B streams have responded enthusiastically over the past two/three years to a shift by the County to build on this immersion education. This year approximately 900 children were part of the project, and a crucial element is the enthusiasm of all the Headteachers and their staff.

- Another key element was the fact that we were moving forward as one body, and that the leadership of the Local Authority supported and nurtured individual schools
- Considering the possibility of offering units of a range of subjects across the curriculum through the medium of Welsh and English, as well as the option of offering complete subjects as at present, both in the primary and secondary sector, thus ensuring more continuity between primary and secondary schools.
- It will be a more of a challenge for us to provide this in the Traditional Bilingual Schools compared with the two designated Welsh schools we have; another big challenge will involve possible developments in the one school that has been considered to be an English-medium school to reflect the number of pupils educated in category A schools that have studied Welsh as a first language (this school has already established a number of classes where pupils are offered the opportunity to study Welsh as a first language and this year for the first time the school is providing Welsh-medium teaching in two subjects for all pupils in Year 7).
- Of course, at the same time, we have to defend and promote the provision of the corresponding designated Welsh-medium school. We then have a more complicated problem regarding our other designated Welsh-medium school, since the school corresponding to that one is in another county, and a cross-border dialogue has already begun in order to agree on any possible developments in that direction.

We see the Language Continuum merging into our Support and Challenge Framework, which is also based on a continuum (similar to ESTYN levels or scales). There are five stages altogether, and schools score themselves when applying the Framework as part of their internal self-appraisal, discussing their judgements and offering evidence to the Link Advisers during their termly visits. The aim is to sum up their position in relation to various aspects of their standards, and come to an objective and honest agreement regarding areas of strength and areas that need to be developed. It is expected therefore that the Welsh and Welsh-medium provision will be a key element, corresponding to the other main areas of focus, in the process of moving along the continuum, aiming for the highest possible grade, with all of it being marked by targets and a time line. This is clearly explained in the new Language Strategy. Another difference from the original policy will be the regular, vital reviewing of the strategy in order to move things forward.

Ceredigion's Department of Education and Community Services mission is summarised in the Single Education Plan as follows:

"To provide and promote the knowledge, skills, competences, experiences, qualifications and attitudes, the healthy and contented life that ensures that the children, young people and adults of

Ceredigion fulfil their potential as bilingual individuals and as members of their local and global communities, for the rest of their lives.”

At all times the main aim is to provide education of the highest possible quality. The underlying importance is having a good school, attaining high standards. In all of this the medium of education becomes an integral part of high quality, successful and thriving standards.

### **(iii) Gwynedd Secondary Language Centre**

#### **Carys Lake**

I extend a welcome to you, to the town of Porthmadog, and there, crouching comfortably under Moel y Gest and under the eye of Cnicht, Moelwyn Mawr and Moelwyn Bach you will find the Gwynedd Secondary Language Centre. This is the cosy haven that incomers to Gwynedd attend for eight weeks after moving to this county. It is the only centre of its kind for Key Stage 3, 11-14 pupils in Wales. The establishment of the centre was the result of a Gwynedd Council vision in 2004. It was established following a call from heads of the secondary schools in the county for a centre to immerse late incomers. Their worry was the inability of incomers to Wales during their secondary education to integrate or to make adequate progress. The Centre is funded by Gwynedd Council and the Welsh Language Board.

Every course lasts for eight weeks, that is 40 days. The corresponding courses in the primary centres are 12 weeks. Three courses a year are held, and 16 pupils are admitted at a time. Priority is given to pupils in year seven. It is an intensive course, and sets the foundation for pupils for returning to their schools in order to progress further.

Welsh is used as the communication language in the lessons from the very first day. English is rarely used if at all in the first few days. The pupils start to use Welsh very quickly. They have the confidence to use it and they feel that they are succeeding. And it is great to listen to them, in such a short time, speaking Welsh in the class, children asking for help in Welsh, and even complaining about one another when a pupil doesn't speak Welsh.

The course itself is based on an imaginary school situation, and various teaching materials are provided – dialogue, reading pieces and songs, with thinking skills central to the content and structure of the lessons. The course is structured linguistically and linguistic attitudes are very often presented in the context of cross-curricular subjects like Mathematics, Science, Geography, Physical Education, Music, Arts and History. ICT is presented as part of the lessons and not as a separate subject. The pupils take an active part in the lessons.

Success is recorded at the end of every week, and rewarded generously. A written assessment task is given three times to the pupils, at the beginning, middle and end of the course. The final task created at the end of the course is sent to the schools, together with a report on the achievement of the pupils in the three targets: oral, reading and writing. A record of the oral work of the pupils is kept on a tape/video. Recommendations on the pupils' ability to cope with subjects through the medium of Welsh are provided, together with suggestions about the kind

of scaffolding or support system they will need in order to accomplish them.

The aim, of course, is to make the pupils confident enough to use the Welsh language as quickly as possible. Therefore, great emphasis is placed on oral work, on mastering the patterns of the language and expanding vocabulary. On the walls of the Centre, the language can be seen everywhere! Every piece of furniture is labelled, all the words that the pupils might need are put on the walls of the Centre, small anchors that they can grab hold of and succeed in Welsh from the very first day.

A number of teaching methods are used in the Language Centre, including drilling, using rhythm and voice intonation, acting, singing, rapping and miming. This means energetic lessons, that are varied and lively.

These pupils will return to their schools in Gwynedd realising that there is a lot of Welsh around them, able to hold a conversation on a simple level, able to understand what is going on around them, knowing a little about the history, stories and geography of Wales, and very importantly, not holding negative attitudes towards the Welsh language. These pupils have a liking for the language because they have succeeded, and the confidence to use will come as a result. Welsh language speakers are not created by using a sledgehammer, nor by sitting quietly behind a desk all day, and definitely not by sitting in the back of the class with a book and headphones. Pleasure and enjoyment are at the heart of the process of learning a language. It is all child-centred and relevant to the child's world.

At the end of the course, the pupils return to their own schools and there will be a period of after-care provided by the Centre for the rest of the term. An eye is kept on the success of the pupils in Welsh until the end of Key Stage 4. This after-care is vital for the success of the pupils. The strategy was created for secondary schools in order to support these pupils. This means that every teacher in the schools in Gwynedd are then part of the process of promoting the pupil's skills in Welsh.

The teachers in the schools are reminded how vital it is to win over these pupils, and to nurture their confidence in the use of the Welsh language. They are reminded how easy it is to undo eight weeks' work with one sarcastic unthinking remark! After the *winning* comes the *supporting*. There is a need to raise the awareness of teachers of the difficulties of teaching learners. They are reminded of the level of the pupil's language and that giving support to pupils to get to grips with the language of the subject successfully in all its aspects is their priority.

What can happen in the Centre in a period of eight weeks is remarkable. The Welsh language becomes something more than a subject for these pupils. Attending the course demands a great commitment from them. Many travel long distances every day. It involves the trust and support of parents and the full co-operation of the schools. Many parents see the worth of learning the language themselves because of their children's enthusiasm. When they come to the ceremony at the end of the course,

and hear their children speaking Welsh, it is a totally thrilling and emotional experience for them.

What exactly do we consider success to be? It is a combination of the children's enthusiasm, their positive approach towards Welsh, and, of course, a mastery and enjoyment of the language.

Whatever the answer is, from seeing a language as a precious gift, and our willingness as Welsh-speaking Welsh people to share that gift in a positive, relevant and interesting way, we will ensure that these learners will not carry on being learners all through their secondary education.



## Chapter 5

# The Basque Experience

Nick Gardner<sup>37</sup>

The latest attempt to revitalise Basque, which got under way in the late fifties and early sixties of the twentieth century, has been particularly strong since the late seventies when it first began to gain access to substantial public funding within a more favourable legal framework.<sup>38</sup>

The present discussion, after situating the Basque language in general terms for the Welsh reader, revolves around two main topics: the system of bilingual provision in primary and secondary education set in place by the Department of Education of the Basque Government and the efforts promoted by the Department to attempt to convert formal learning into real use of the language.

The support systems created by the Department of Education to achieve these different aims, the academic results<sup>39</sup> and the results in terms of language transmission<sup>40</sup> are not discussed in the present paper. The presentation ends with a reflection on the role of education in the broader context of language planning for Basque.

What is nowadays generally known in English as the Basque Country (or sometimes Basque region) straddles the border between France and Spain at the western end of the Pyrenees (see figure 1). The name Basque Country is, however, also rather confusingly used in Spanish, Basque and French for various parts of that territory.

At the sociolinguistic level, some basic similarities with Wales are readily observable: the bilingual population of the Basque Country is similar in number, ethno-linguistic vitality, percentage of total population and even in the uneven distribution of those bilingual speakers in the respective territories. Further, total population and even the size of the geographical territory involved are similar. The socio-economic and socio-cultural contexts also show likenesses: both countries are modernised western European settings, with substantial parts of the population living in urban industrialised areas.

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<sup>37</sup> I wish to express my gratitude to Jasone Aldekoa, Iñaki Artola, Pello Iturrioz, Ibon Olaziregi, Jose Manuel Palacios, Sofía Peña, Uri Ruiz Bikandi and Carlos Santamaría for their help in clarifying specific points.

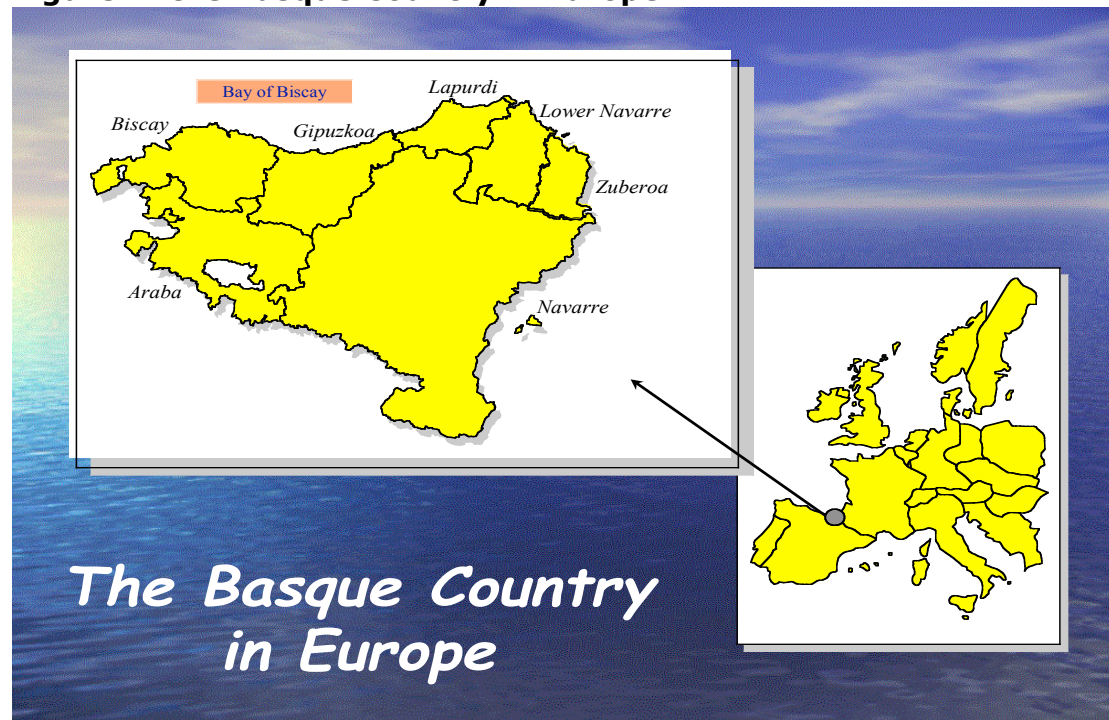
<sup>38</sup> Recent major discussions of the Basque case in English include Azurmendi *et al.*, 2001; Azurmendi *et al.*, eds. 2005, 2006. For a comparative perspective see Gardner *et al.*, 2000. For recent census and survey data on language knowledge and use, see Kultura Saila, 2003, 2005a; Altuna, 1998. For the basic legal framework, see Basque Government, 1986; Gardner, 2000: 45-47.

<sup>39</sup> For work on academic results see [www.isei-ivei.net](http://www.isei-ivei.net), optionally in English.

<sup>40</sup> See Kultura Saila, 2004, 2005b for follow-up studies of the subsequent language behaviour as parents of students who had attended Basque-medium schools, 2004.

As far as the endeavour to reverse language shift is concerned, there are nevertheless notable differences. There was what amounted to a 40 year hiatus in official support for the Basque language, from the 1937 surrender of Basque forces to the Spanish military rebels until the death of Franco in 1975 and the beginning of the transition to a western European democracy. Thanks to the efforts of Basque language loyalists and the acquiescence of the monolingual majority, substantial parts of the Basque region have subsequently achieved improved status for the language, leading to rapid and substantial access to public funding, resulting in greater advances in some domains than in Wales.

**Figure 1: the Basque Country in Europe**



Source: Sub-department of Language Policy, Basque Government

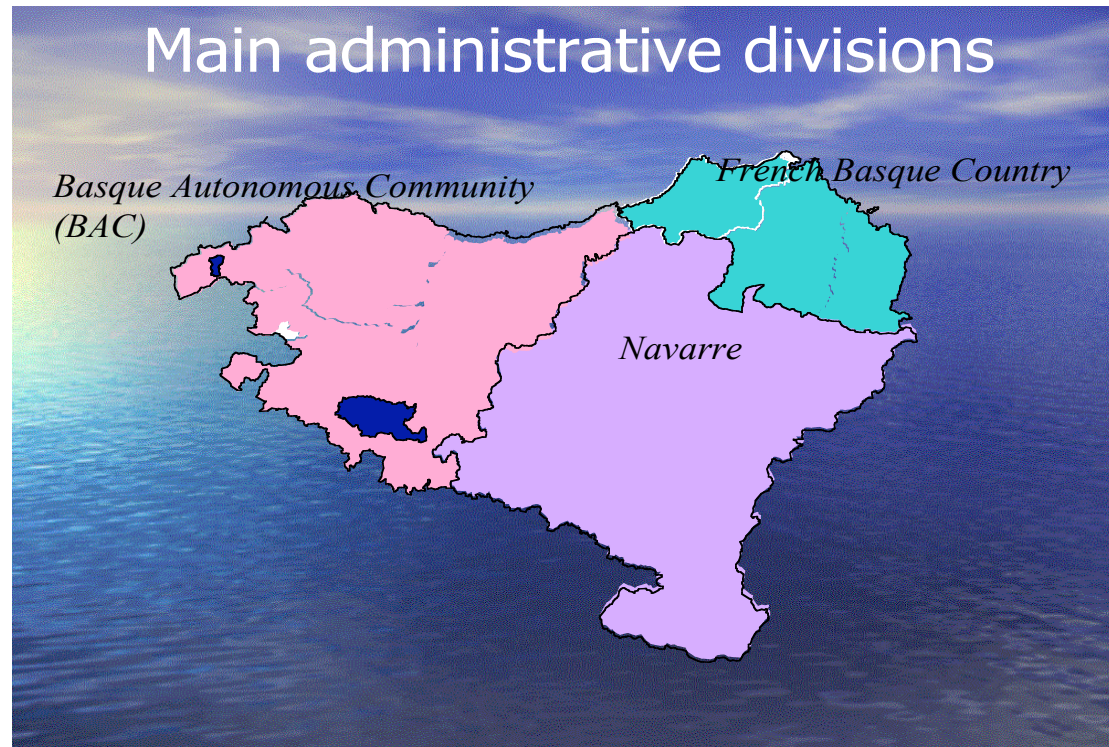
Some essential differences at the organisational level also need mentioning:

- The Basque language's traditional territory extends over part of two European states, France and Spain; thus, the neighbouring dominant languages are both French and Spanish.
- That traditional territory is split up into three major administrative units, both for administrative purposes in general but also specifically for language planning and education: the French Basque Country, (Spanish) Navarre and the Basque Autonomous Community (BAC), also in Spain (see figure 2).

The latter area, the BAC, contains the vast majority – around 80 per cent - of Basque speakers. It is also the area which has the strongest policy for the maintenance and spread of the language and is the area that most

interested Welsh people look to when they refer to the success of organised language management in the Basque Country. It is the only area mentioned in the rest of this presentation, as planning in the other two areas is on the whole less advanced and often less enthusiastically promoted by government.

**Figure 2: Main administrative divisions of the Basque region**



Source: Sub-department of Language Policy, Basque Government

Turning now to the educational aspect, a crucial difference in comparison with Wales is the fact that the BAC constitutes a unitary educational authority. Another major distinguishing feature is that fully fifty per cent of all schoolchildren in the BAC study at privately owned schools rather than state schools, although the former are nevertheless largely subsidized by the state.

Finally, a brief comment on school rolls: from 1976 on, due to a fall in the birth rate and a halt in immigration from other parts of Spain, the number of new entrants to school and the total number of pupils declined continuously. It was not until the 1990s that the decline was halted and the trend reversed. This was due in substantial part to new immigration to Spain in general from both Africa and Latin America (and, more recently, from eastern Europe). The number of new entrants has risen modestly but continuously since 1995, while total numbers of school pupils have started to rise again since 2003.<sup>41</sup>

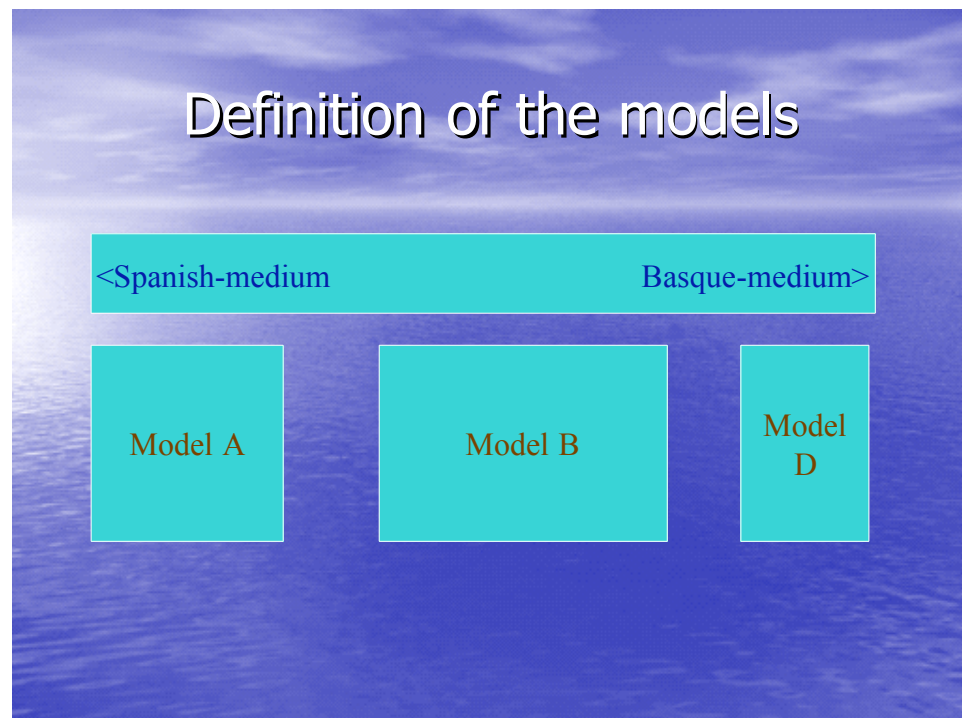
<sup>41</sup> See [www.eustat.es](http://www.eustat.es), optionally in English.

## Bilingual provision: the models

The mainstay of the Basque system of official language provision at school is the bilingual teaching models, commonly referred to as the *models* for short (see Figure 3):

- In model D Basque is the medium of teaching while the Spanish language is a subject.
- Model A, with Spanish as the medium of teaching and Basque as a subject, is often considered its mirror image. However, that is not always the case, as exceptionally one or two subjects may be taught through the medium of Basque, so it has been drawn a little broader.
- Model B is traditionally defined as having both Basque and Spanish as a teaching medium, with half the subjects being taught in each. However, the tendency over the past few years has been for rather more teaching to be carried out through the medium of Basque, which is the reason why its representation is broader than the other two models and why it has been drawn slightly to right of centre in figure 3. Indeed, in some areas Basque medium teaching at the primary level may extend to all subjects except mathematics and Spanish.

**Figure 3: the bilingual teaching models**



Model B ends with compulsory schooling at age 16: thereafter students must choose A or D. There was also, initially, a model C which had a higher percentage of Basque medium teaching than the half-and-half model B. However, provision was rapidly simplified to a three model

system. The subsequent introduction of English as a teaching medium on an experimental basis further complicates the situation, although this is not addressed here.

These three options had full legal backing from 1983 onwards, but were already being introduced a few years previous to that. Implantation was gradual, guided by the departmental attempt to meet parental demand. As Spanish-medium teaching with Basque as a subject was a minimum required of all, the Basque Government saw to its spread over several years by decree. Over and above that, the spread of Basque-medium teaching (B and D) depended more directly on parental demand. The main features of the manner of implementing the models have been:

- Parental choice as motor of change.
- Central planning of availability of models.

The result has been that teachers and school governors have had a relatively limited say in the matter. There was probably a concern at the Basque Government level that giving the decision to teachers, who were initially by an immense majority not speakers of Basque, might have made change much more difficult.

In the public sector, departmental planners tried to anticipate parental choice in the number of streams offered in each model to new entrants. Parents made their choice around Easter each year, which left the planners until September to sort out the finer details. With minimum numbers required to open a new class-group in models B and D, this meant that the system sometimes worked to the disadvantage of parents where not enough children could be gathered. Subsequently, however, it has worked to the disadvantage of a few parents preferring model A in rural areas where such schooling is unavailable. On the whole, all models are available in medium and large towns, but not necessarily in rural areas. Parental requirements have further been taken into account as follows:

- In some rural Basque-speaking areas where children attend model D, the government has satisfied parental demand for more Spanish: these parents fear that without such a boost their children may not achieve a sufficient command of Spanish.
- Where parents have insisted on, say, model A in an area where it is not available, bussing to the nearest appropriate school has been provided. However, in some areas at least, parents are increasingly ready to accept the options available close at hand.
- Model A class-groups have frequently been kept open even where minimum class sizes were not attained.

Central planning means that ultimately Basque Government planners have decided how many streams of each model should be opened or closed each year and in which schools. Initially, with schools volunteering to open models, school offers of places adjusted to parental demand to some extent. From there on, persuasion was needed. Schools inspectors would meet staff of suitable schools, inviting them to open a Basque-medium

model stream and, in return, offering suitable language training to the teachers. Many schools accepted. The reasons may have been practical more than ideological. In a time of falling rolls schools were doing all they could to ensure a sufficient supply of pupils. Offering Basque medium-teaching was one of the ways available.

There is a clear difference here with what tends to happen in Wales. On the whole Basque-medium streams have been opened in existing schools rather than starting a new school from scratch. This has meant that streams of different models have often coexisted in the same school, with the potentially negative effect on the presence of Basque in the school language environment. The advantage has been that gradual model transformation has on the whole avoided the discussions sometimes occurring in Wales. Moreover, as the transformation of models has become more profound over the years, such schools have often ended up as Basque-medium schools, though some larger schools with a mix of models survive to the present day. In any case, model A schools in addition to models B and/or D are a minority.

A typical transformation process might thus be a three form entry model A school subsequently changing step by step into a two form entry school with model D only or, perhaps, models B and D. The initial step might have been to replace one model A stream with a model B. In time, another model A stream might have disappeared due to falling rolls. Finally, the surviving streams would have turned into model D in successive years, as parental demand continued to evolve.

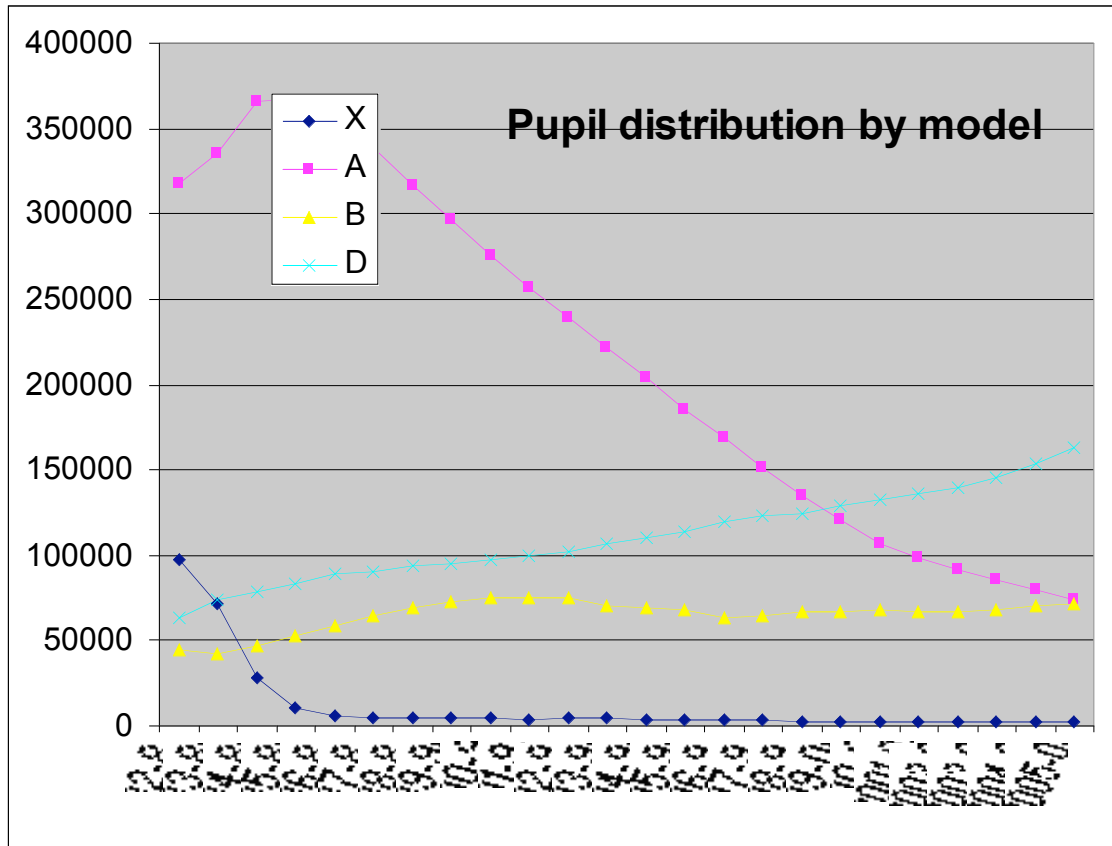
In the private sector the situation was different again. Such schools were equally affected by falling school rolls and to some extent needed to chase the market, by providing teaching in the medium that parents required: hence, a slow transformation in the direction of B and D has occurred. Change towards B and D was also stimulated initially by the availability of slightly higher grants from the Basque Government for such groups.

Let us now examine the distribution of pupils between the different models: see figures 5 and 6.

The model X mentioned in figures 5 and 6 refers to students who do not even have Basque as a subject: a very limited number of special cases. Whether we look at absolute numbers (figure 5) or percentages of pupils in each model (figure 6), the general tendency is clear. The number of students in model A rises initially due to its replacing the old model X.

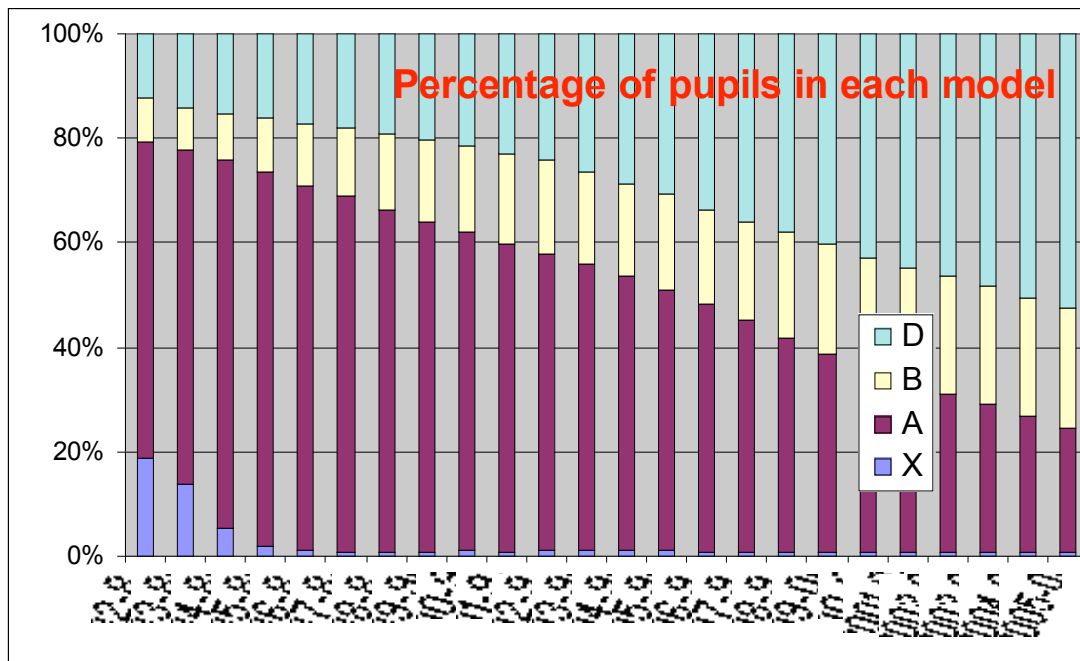
In a second phase, there is a sustained fall in the pupil numbers in model A streams, due partly to new pupils entering models B and D in increasing numbers and partly to the marked decrease in school rolls which affected model A disproportionately. At the same time, while B shows a modest wavering increase, D shows a modest but steady increase over time in both percentage and absolute numbers. The final result is that at the present time just over half of all primary and secondary students in the Basque Autonomous Community are in model D, with a quarter each, approximately, in models A and B.

**Figure 5: evolution of pupil distribution by model in absolute numbers**



Source: data from Basque Government Education Department

**Figure 6: evolution of pupil distribution by model in percentages**



Source: data from Basque Government Education Department

What these graphs hide is perhaps almost as important as what they show. Distribution of students by model varies by sociolinguistic area, age, level of schooling and school ownership. To put it in more detail, on the whole, more children are in models B and D:

- The more Basque is spoken in an area.
- The younger the children are.
- In primary than in secondary school, and in secondary academic more than in secondary vocational.
- In state schools than in private schools.

But these are no more than tendencies within a common overall pattern: the ever-increasing strength of models B and D in comparison with model A.

Virtually since the inception of the models almost all Basque-speaking parents have sent their children to model D where available. Spanish-speaking parents have always had their children in the three models, so it is they who are changing the distribution of pupils. If initially many were attracted to model B, once they were convinced by the relevant research that model D would bring the greatest benefits to their children's Basque without negative effects on their command of Spanish, they have tended to choose model D in increasing numbers. A second factor has been the belief that a knowledge of Basque would facilitate entry into the labour market. This is probably more the case in the public sector, and rather less so in the private.

The main area of parental dissatisfaction is now in Further Education, as the transformation there is relatively slower. This is due, in part at least, to the difficulties in providing suitable learning materials for a large number of options, with relatively few pupils in each, when compared to pupil numbers for primary or secondary academic subjects.

Let us consider briefly the overall effect of this provision. Having relatively clear cut models, parents can understand what they are being offered with greater ease. On the whole they can get what they want, though not all are particularly interested in the medium of teaching. In general, this has substantially reduced conflict over provision, to the satisfaction of all concerned. Finally, the arrangements are eminently plannable. The Basque Government knows more or less how many teachers with what language skills it will need for the following school year. Obviously, as in Wales, a number of pedagogical problems have arisen. There are at least four issues:

- Dealing with pupils of varying abilities in Basque in the same classroom.
- Developing different registers in the language.
- Examining students of varying ability in Basque.
- Dealing with late starters in Basque.

Let us look briefly at each of the above points. First of all, in model D, in particular, native speakers are often in the same class as children of



monolingual Spanish-speaking parents. How the teacher should deal with the two (or, more probably, more) levels of ability (since even when starting school pupils frequently can be situated on a continuum of language ability in Basque) is a frequent topic of discussion. One specialist proposes that at the pre-primary level, children should be separated if possible by linguistic background, with the object of giving them appropriate preparation for mixing at the primary level. In a few schools, there has in fact been a tendency to separate speakers into 'natural' (that is, native speaker) groups and second language speakers. However, the Department of Education has tolerated rather than promoted this. Nevertheless, no single response has been adopted and, on the whole, children are grouped in a single class with a tendency for the native speakers to lose out in terms of richness of linguistic input and in the level of communicative demands placed on them.

Secondly, the very nature of schooling as, amongst other things, an introduction to more formal, particularly written, registers of language has brought about a second set of problems which are variously formulated as:

- Ensuring that students have a good grounding in basic interpersonal communication skills in order to permit the acquisition of cognitive academic language proficiency.  
Or, alternatively, as:
- Ensuring the acquisition of 'knife and fork' language, that is the linguistic skills needed for everyday life. In the Basque case observers frequently point to the importance of the expression of emotion through the medium of Basque, in addition to its function as a language of everyday transactions.

One could say that all the activities undertaken through the medium of Basque by pupils in schools beyond those required by the formal curriculum, respond in whole or in part, implicitly or explicitly, to the desire of teachers to overcome this problem. This is an area where the Basque school system has developed a considerable battery of responses, discussed further in section four of this chapter.

Thirdly, as regards examining student levels of knowledge, setting and marking final school examinations is the responsibility of individual schools and it is difficult to generalise. In any case, the certificate that students obtain as a result of those final examinations is not regarded as proof of Basque language competence by employers. Consequently a number of secondary schools also prepare final year students to sit the EGA international general Basque language (Euskararen Gaitasun Agiria) examination. This is open to citizens of all ages and language backgrounds and officially classed as level C1 on the European framework. The certificate is widely accepted in practice in both the public and private sectors as an indication of a minimum competence in Basque for work, though it contains no testing of specifically work-related skills. In addition, most secondary school students sit the university entrance examination, organised, set and marked by the public University of the Basque Country.

Students are assigned to Basque language or Spanish language examinations on the basis of the model they have been studying in.

Fourthly, a more recent concern has been how to deal with late starters in the Basque educational system, usually immigrants from abroad. A single policy has been adopted for both Spanish and Basque. If a pupil's command of the language is inadequate for learning through the medium chosen, it is the school's responsibility to devise a suitable language-learning programme, defining when and in what proportion the pupil will receive separate language training in his or her own school (possibly with other children in a similar situation) and when he or she will be integrated in the ordinary class-group. Extra teachers, supervised by special coordinators, are assigned to such schools to deal with the additional teaching load. No full-time separate centres on the Welsh pattern exist.

In spite of the advantages of the model system outlined above, it has increasingly been the object of discussion over the past few years and there is talk of reform in the near future, though details are as yet unknown. Three main attitudes can be distinguished:

- The models have not delivered the results with regard to Basque language competence that were promised. The government should do more to achieve success in that sphere: model A is a particular object of criticism.
- The models have gone too far, too fast at the expense (i) of academic achievement in other subjects - an affirmation still requiring proof; and (ii) of social integration - the criticism here is that public sector model A schools are at risk of becoming immigrant ghettos, and private sector model A schools are the preserve of a social elite.
- The models have fulfilled their role, even if some criticisms are justified and require minor adjustments: for example, model A would be more efficient in the transmission of Basque if Basque was used as medium in one or two subjects.

## **Putting knowledge to use**

The litmus test of schooling among minority language communities seems to be much the same worldwide: what language do the children use on the playground? The despairing answer of parents is that children all too frequently speak the majority language, rather than the local minority language. However, this acid test is too simply defined. Depending on sociolinguistic circumstance it is sometimes hardly surprising that school groups composed largely of second language speakers of Basque speak Spanish in their free time. It seems more helpful to rephrase the problem as how do we get the children to put the knowledge of Basque acquired in whatever circumstances to practical use? How can we encourage them to listen to, speak, read and write Basque in genuine communicative situations, thereby furthering their learning process?

The response of the Basque school system has come in two main phases. Initially, from 1984 onwards, the Department of Education promoted a number of activities with two parallel aims. On the one hand, the objective has been to reward teachers, students and school materials producers for achievement in the Basque language. On the other hand, there has been an effort to promote use of the language. Examples of the first type of activity include:

- Elocution competitions for primary students and their teachers.
- Short story writing and poetry competitions for secondary students.
- Best textbook competitions for producers of school materials, all with substantial prizes.

Examples of the second include:

- Grants for travel between schools to present drama activities, school choir or traditional improvised sung verse performances,
- Short stay residential centres for class groups to use their Basque in a non-academic setting;
- Adaptation of a school's linguistic landscape.

From the late 1990s this initial response came to be considered as too piecemeal. The result was the individual school language normalisation scheme. After initial evaluation of a school's language situation on the basis of a standardised instrument, schools decide what goals they are going to set with regard to, for example staff language competence, language(s) and content of communication of teachers with parents, pupils, the education authority (the Basque Government) and suppliers, between pupils and between teachers, organisation of special Basque language events, as well as determining the language of school activities outside the classroom. Implementation is assisted by the Basque Government releasing one or more teachers from their classroom duties in order to oversee implementation of the plan. One person oversees the plans within each teacher support centre's catchment area, providing support, advice and evaluation. Results are assessed annually. The plans are generally regarded as a success by participants, generating a huge amount of activity amongst both teachers and pupils. The first overall external evaluation report was due at the end of 2008.

### **How much can we expect of the school?**

The members of the educational community in the Basque Country interested in ensuring the survival of the Basque language are naturally concerned, not only whether pupils are learning Basque but also whether they are using it. And they are increasingly aware that, important as schooling through the medium of Basque is, it is not sufficient on its own to ensure use of the language.

Let us start with a few simple facts: according to one calculation, model A students spend only three per cent of their waking hours in classroom contact with the Basque language, model B students about eight per cent

and model D students 14 per cent.<sup>42</sup> Without even examining the quality of that classroom contact, it is clear that an approach to achieving language use based on classroom lessons is almost inevitably going to face difficulties. In addition, if we consider that the school is an institution more influenced by society than it influences society, we should be wary of overestimating the value of schooling as a stand-alone antidote to language shift. The limitations of school effectiveness in connection with mother-tongue transmission have been much discussed.<sup>43</sup>

Suffice it to note that education is the domain where most effort has been expended in the Basque case on language maintenance and shift. But there is a risk that without commensurate measures in other domains, the whole endeavour will be substantially weakened because of the relative lack of societal rewards in other domains. Why bother to learn or develop one's Basque if the opportunities to use it are few and far between? As a response to this line of thought, increasing attention is being paid to the public and private work spheres, while grass-roots Basque language loyalist organisations and local councils are developing community language initiatives. On the other hand, and with a few laudable exceptions, very little attention has been paid to the problems of language maintenance in Basque-speaking families.

## Conclusion

In trying to give Basque an appropriate place within the educational system, the Basques have come across many issues also encountered by the Welsh in organising Welsh language provision, both as subject and teaching medium. Thus, definition of types of provision, the process of transformation of provision, various methodological problems, dealing appropriately and supportively with young immigrants and in-migrants and, ultimately, the difficulty of turning school-based knowledge into language use are problematic in both settings. Due to its centralised character, the Basque responses are probably more clear-cut, more easily comprehensible to parents, simpler for planners and administrators to apply, though they perhaps lose out somewhat in sensitivity to local conditions. However, there is no doubt that letting parental choice act as the primary motor in the definition of provision has been the ultimate source of the profound transformation wrought in the linguistic configuration of the Basque education system over the last thirty years.

It is always hazardous to transfer the solutions adopted in one context to another without a measured evaluation of the precise circumstances under consideration. Nevertheless, the Basque and Welsh language revitalization efforts are eminently comparable endeavours. It is to be hoped, therefore, that knowledge of responses to similar problems in similar settings will provide a useful, additional point of reference for Welsh planners.

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<sup>42</sup> Artola, I., Basterretxea, B., Berasategi, J.M., Olaziregi, I., Sierra, J. and Zalbide, M., *Eskola Hiztun Bila*. Vitoria-Gasteiz: Eusko Jaurlaritzaren Argitalpen Zerbitzu Nagusia, 1991.

<sup>43</sup> See, for example, Fishman, J. A. (1991) *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Clevedon: Multilingual Matters.

## Chapter 6

# Strategic Action for Creating a Bilingual Wales

Owen John Thomas

In the 18<sup>th</sup> Century, Welsh was almost exclusively the language of 90 per cent of the population. Even by 1850 it remained the main language of 80 per cent of the people, although by then immigration had begun to undermine the use of the native tongue, especially in parts of Gwent. By the 1891 Census, in which the ability to speak Welsh was first recorded, the proportion of Welsh speakers had fallen to 55 per cent. Later censuses recorded the percentage falling from 50 per cent in 1901 to 18.6 per cent in 1991. However, almost miraculously, the percentage climbed to 21 per cent by the 2001 census, and that was without the backing of a national government, and in the face of incessant waves of inward migration.

In the face of great adversity, the reversal of the decline has been achieved largely as a result of the growth of Welsh-medium education, powered by parental choice. Two quite distinct groups of people are responsible for that growth: those living in areas which until very recently have been predominantly Welsh-speaking, and those living in more anglicised parts of Wales who, although mainly English-speaking, have increasingly chosen a Welsh-medium education for their children.

The forerunner was a Welsh-medium school set up in 1939 by the Urdd in Aberystwyth. However it was Butler's 1944 Education Act, stipulating that parents could choose the education of their children that opened the door, requiring local authorities to respond to parental demand. Nonetheless, frequently parents had to pursue long and arduous campaigns to persuade reluctant local authorities before their rights were fulfilled.

Between 1947 and 2008, 121 Welsh-medium primary schools and units were set up in which Welsh is the sole medium of instruction for infants, with English introduced as a subject at junior level. In addition, there are over 300 primary schools where Welsh is traditionally the language of instruction. There are also 24 designated Welsh-medium secondary schools and a further 30 secondary schools that are often described as being traditionally Welsh in language.

### Obstacles to developing Welsh-medium education

Though one fifth of primary school children and one sixth of secondary school pupils have a Welsh-medium education, there is not a department in the National Assembly with the ongoing specific role of promoting Welsh language teaching. Even though the Assembly adopted the aim of *Creating a Bilingual Wales* in the year 2000, a national strategy for the promotion of Welsh-medium education is still awaited. In 2002, the report, *Our Language – it's Future* followed, jointly produced by the

Culture and Education Committees, with all-party support. In February 2003, with some alterations, this became *Iaith Pawb - the National Action Plan for a Bilingual Wales*. *Iaith Pawb* (Everyone's Language) contains 81 aims, 25 of which address education. An annual report on its progress is presented to the Senedd for discussion. The most ambitious of *Iaith Pawb's* objectives states:

"...by 2011 the percentage of people in Wales able to speak Welsh will have increased by 5 percentage points above the figure which emerges from the census of 2001 (21per cent)".

This target envisages increasing the number of Welsh speakers from 580,000 in 2001 to 720,000 by 2011, an annual average increase of 14,000. The 2001 census shows that it is amongst the three to 15 year olds that the growth of Welsh speakers has been greatest, that is as a result of the expansion of Welsh-medium education. If its growth were expected to account for say 100,000 of the targeted 140,000 new speakers, it would have needed provision for 10,000 new pupils each year from 2001 onwards. This would be ten times the growth achieved between 1996 and 2006.

Yet nowhere does the Government describe how this implausible target is to be achieved. This superficial approach is not reassuring. Without a national strategy, the 'Action Plan' is being left to languish on the sidelines. Moreover, most local authority Welsh Education Schemes are devoid of any detailed plans or parental surveys that would identify the demand for Welsh-medium education. Clearly, earmarking the demand in each community would inform the planning needed to further the development of a bilingual Wales. Without these surveys, the inertia witnessed so far will prevail.

## **Hiatus**

On average, each ten-year period has seen the opening of 15 new Welsh-medium schools and units between 1947 and 1996. However, in the ten years to 2006, ironically embracing the referendum victory and the advent of the National Assembly, only eight new Welsh-medium schools were opened. Conversely, and despite the reluctance of many local authorities to open new Welsh-medium schools, the number of four to 11 year olds taught through the medium of Welsh increased by 10,000 to around 54,000 in that period. This was about a fifth of the primary school population. However, the implication of the local authority's failure to create additional provision to meet the new demand resulted in many children in some counties being denied a Welsh-medium education.

During the 2003-07 session, the Welsh Assembly Government stated that the 14 local authorities with fewer than 20 per cent Welsh speakers should conduct surveys to identify parental demand for Welsh-medium education. This was to assist in their compiling Welsh Education Schemes to accord with the 1993 Welsh Language Act. It is considered that the greatest potential for gaining new Welsh speakers lies in the latent

demand within these 14 counties, a view that is substantiated by the growth of Welsh-medium education. However, although several years have elapsed since they were first required to assess the demand for Welsh-medium school places, the local authorities have made little progress.

The approach of the former Education Minister Jane Davidson was not helpful in ensuring that local authorities carried out satisfactory surveys to determine the demand. Many merely presented their current level of provision as if it were a satisfactory assessment of demand, in fact a settlement rather than a process. This is one of the ways that many authorities have been allowed to avoid undertaking a thorough parental survey. The result has been to hinder the revitalisation of the language.

One of the main excuses used by local authorities for not carrying out parental surveys is that access to the relevant data on children of pre-school age is held by the Local Health Boards or National Health Trusts who are loath to share it. Without the data, it is difficult for local authorities to hold detailed surveys. If the Heritage Minister were completely responsible for overseeing the National Action Plan *Iaith Pawb*, it would be easier to advance the scheme.

The Minister's remit also includes the Welsh Language Board which supervises the day to day work of inspecting the LEAs' Welsh Education Schemes, including the surveys to identify the demand for Welsh-medium education. However, the progress made in this field has been very limited with only a few local education authorities having published satisfactory surveys over the last six years.

### **Glimpse of a proactive policy**

However, some local authorities have adopted a proactive approach towards Welsh-medium education. In 2002, the year it became Wales' youngest city, Newport also became the first local authority to carry out a detailed survey to identify the demand for Welsh-medium education within its boundaries. As a result, the city's second Welsh-medium primary school, Ysgol Ifor Hael, was opened in September 2008.

A survey in Wrexham, published in October 2007, revealed that 43 per cent of parents would choose Welsh-medium education if there was a school reasonably close to their homes. A plan for the expansion of Welsh-medium education is now under discussion.

Swansea has also carried out a parental survey revealing that 28 per cent of parents who responded wanted a Welsh-medium education for their children regardless of its proximity to their homes. If it was available within reasonable reach, the demand rose to 38 per cent. An overview of the provision of Welsh-medium education from nursery to secondary school, in each of the 14 Welsh counties which have fewer than 20 per cent Welsh speakers, is shown in the table on the following pages.

As stated earlier, one of the main excuses used by local authorities for not carrying out parental surveys is that the data on children of pre-school age is held by the Local Health Boards or National Health Trusts who are loath to share this information. However, in various ways, Newport, Wrexham and Swansea have managed to overcome this difficulty.

The National Action Plan for creating a Bilingual Wales comes within the remit of the Minister covering the Welsh language. The remit includes the work of the Welsh Language Board which supervises local authority Welsh education schemes. It is incumbent on local authorities to carry out a survey to determine the demand for Welsh-medium education, the results of which would guide their promotional activities.

However, the Education Minister in the previous Government took it upon herself to have the final word on these Welsh education schemes. They are intrinsically interwoven with the aims of *Iaith Pawb* and also with the role of the Welsh Language Board. It would be logical therefore for this crucial area of language planning to be placed within the remit of what is now the Heritage portfolio.

The former Education Minister's refusal to make the parental surveys obligatory and her insistence on the Welsh Language Board being answerable to her on matters regarding Welsh Education Schemes, effectively brought the key mechanism for building a Bilingual Wales to a standstill. Be that as it may, if Newport, Wrexham and Swansea can find their way through the maze, the other authorities surely can.

But time is not on our side. It is important for the Heritage Minister to be empowered to grant local authorities access to the necessary data on pre-school age children so that surveys of the demand for Welsh-medium education can be carried out. The Minister should also make the process of holding the Welsh-medium education surveys, including fulfilling their findings, a statutory duty.

In *Iaith Pawb* point 2.8, it is stated:

"We have legal authority, within the terms of the Welsh Language Act 1993, to formally identify organisations and oblige them to draw up and implement Welsh Language Schemes."

Point 2.13 of the same report states,

*"We want to see a sustained increase in both the number and percentage of people able to speak Welsh."*

The prime mover in fulfilling this aim is the growth of Welsh-medium education. Empowered by the legal authority quoted in Point 2.8, any Minister who had the will to do so, would enable the Welsh Language Board to insist that local authorities hold surveys to identify the demand for Welsh-medium education and then devise and implement plans that reflect the findings of the survey.



**State of Welsh-medium education in the 14 Welsh counties with fewer than 20 per cent Welsh speakers**

County	Nursery	Primary	Secondary	Comment
<b>Blaenau Gwent</b>	7 Ti a Fi (under 3s) 4 Meithrin (under 4s) Nursery class in Brynmawr Welsh-medium School	Brynmawr 1975 300 pupils	None	Brynmawr primary school currently has 300 pupils In the 33 years since 1975 there has been no development. No parental survey has been undertaken. No provision planned for Ebbw Vale, Tredegar or Abertillery
<b>Bridgend</b>	5 Ti a Fi 10 Meithrin Nursery classes in the four Welsh-medium primary schools.	Maesteg 1948 Penybont 1962 Corneli 1982 Cwmgarw 1988	Ysgol Gyfun Maesteg 2008	In the 19 years since 1989 there has been no primary school development. No parental survey. Ogmore Valley and Pencoed have no local provision.
<b>Caerphilly</b>	14 Ti a Fi 16 Meithrin Nursery classes in the 10 Welsh-medium primary schools	Ysgol y Lawnt, 1950 Ysgol Ifor Bach 1961 Ysgol Gilfach Argoed 1963 Ysgol Caerffili, 1970 Ysgol y Castell 1977 Ysgol Bro Allta, 1984 Ysgol Trelyn, 1971 Ysgol Cwm Gwyddon 1985 Ysgol Bro Sannan 2000 Ysgol Cwm Derwen 2007	Ysgol Gyfun Cwm Rhymni, 1981	A number of areas in the county are still without local Welsh-medium primary provision. There was no development in the 14 years between 1985 and 1999. A parental survey has yet to be undertaken.

County	Nursery	Primary	Secondary	Comment
<b>Cardiff</b>	<p>9 Ti a Fi</p> <p>22 Meithrin</p> <p>6 School Nursery units</p> <p>1 Integrated Centre</p> <p>3 Private nurseries</p>	<p>Ysgol Bryntaf 1947-1983</p> <p>Ysgol Gwaelod y Garth 1968 (uned)</p> <p>Ysgol y Creigiau 1977 (uned)</p> <p>Ysgol Coed y Gof 1979</p> <p>Ysgol y Wern 1979</p> <p>Ysgol Melin Gruffudd 1980</p> <p>Ysgol Bro Eirwg 1983</p> <p>Ysgol Treganna 1980</p> <p>Ysgol Pen-cae 1987</p> <p>Ysgol Mynydd Bychan 1994</p> <p>Ysgol Pwll Coch 1996</p> <p>Ysgol Berllan Deg 2,000</p> <p>Ysgol Glan Morfa 2005</p> <p>Ysgol Tredelerch 2007</p> <p>Ysgol Tan yr Eos 2007</p> <p>Ysgol Caerau 2007</p>	<p>Ysgol Gyfun Glantaf 1978</p> <p>Ysgol Gyfun Plasmawr 1998</p>	<p>One in six 4 year-olds is in Welsh-medium education.</p> <p>Annual intake into Reception Classes (4-5 year olds) grew from 19 in 1960, to 53 in 1970, 107 in 1980, 223 in 1990, 386 in 2000, to 560 in 2008.</p> <p>Cardiff City Council adopted a proactive approach with its 1998 Welsh Education Scheme and as a result Welsh-medium education continues to grow apace.</p> <p>However, the absence of a survey of parental demand is hampering the authority's plans to cater for ongoing growth.</p> <p>As demand grows, there is a corresponding decrease in those choosing English-medium education.</p> <p>Consequently, there is a need to rearrange the distribution of school places within certain parts of the city and to do so in a way that mollifies the feelings of those involved.</p> <p>A parental survey would lay the basis for such reorganisation as its findings would reflect the manner in which any transition was to be fulfilled or indeed abandoned.</p> <p>The schools established in 2007 as starter classes are located in temporary classrooms.</p>
<b>Flintshire</b>	<p>13 Ti a Fi</p> <p>8 Meithrin</p> <p>Nursery classes in the five Welsh-medium primary schools.</p>	<p>Ysgol Glanrafon 1949</p> <p>Ysgol Gwenffrwd 1949</p> <p>Ysgol Terrig 1950</p> <p>Ysgol Mornant 1971</p> <p>Ysgol Croes Atti 1964</p>	<p>Ysgol Maes Garmon 1961</p>	<p>Despite the original county's pioneering Welsh-medium education initiatives, there has been no advance for the past 37 years.</p> <p>However, survey on the Newport model is planned.</p>

County	Nursery	Primary	Secondary	Comment
<b>Merthyr</b>	4 Ti a Fi 7 Meithrin, Full time unit at Ysgol Rhyd-y-grug Part-time unit at Ysgol St.Tudful	Ysgol Santes Tudful 1973 Rhyd-y-grug 1976	None	Ysgol Santes Tudful competes with six English-medium schools all offering full time schooling for 3 to 4 year olds whilst the Welsh-medium school can only offer part-time nursery provision.  As Ysgol Santes Tudful and Ysgol Rhyd-y-grug are located at the extreme ends of the urban area, it would seem reasonable that a third Welsh-medium school be set up at Aberfan.  When this option was proposed in 2003, the former Director of Education said, "The political mood of the Council does not at this time favour making further provision for Welsh-medium education."
<b>Monmouth</b>	4 Ti a Fi 2 Meithrin	Y Fenni 1994 Cil-y-Coed 2001	None	A survey of parents is required to identify further demand.
<b>Neath Port Talbot</b>	7 Meithrin 4 Ti a Fi Nursery units in the 15 Welsh- medium	Ysgol Glyn- nedd 1954 Ysgol Pont- rhyd-y-fen 1954-87 Ysgol Rhosafan 1987 Ysgol Castell- nedd 1956 Ysgol Blaendulais 1961 Ysgol Pontardawe 1967 Ysgol y Wern 1989 Ysgol Trebanws 1989 Ysgol Tyle'r Ynn 1999	Ystalyfera 1964	The LEA has not been prepared to open additional Welsh-medium schools whilst there is room in some of the existing schools.  This is despite English-medium outnumbering Welsh-medium schools by 60 to 13.  The catchment area of Welsh-medium schools are much larger, making travelling distances longer and therefore a disincentive to parents.  A parental survey is needed.

County	Nursery	Primary	Secondary	Comment
Newport	1 Ti a Fi 5 Meithrin Nursery unit in Ysgol Casnewydd.	Ysgol Gymraeg Casnewydd 1969  Ysgol Ifor Hael 2008	None	A parental survey was undertaken and acted upon in 2005.
Rhondda Cynon Taf	23 Ti a Fi 25 Meithrin	Aberdâr 1949 Treorci 1950 Llwyn-Celyn 1950 Pont Siôn Norton 1951 Tonyrefail 1955 Gartholwg 1966 Unit in Dolau 1971 Unit in Heol-y- Celyn 1974 Llantrisant 1976 Unit in Penderyn 1976 Bodringallt 1979 Evan James 1985 Castellau 1985 Llyn y Forwyn 1985 Abercynon 1989 Bronllwyn 1990	Ysgol Gyfun Rhydfelen 1962  Ysgol Gyfun Llanhari 1974  Ysgol Gyfun y Cymer 1988  Ysgol Gyfun Rhyd-y-waun 1995	<p>Almost one in four of children entering Reception Classes in the county attend Welsh-medium schools. With 16 Welsh-medium primary schools and units between them, the local authorities of Rhondda, Taf Elai and Cwm Cynon were regarded as exemplars for the development of Welsh-medium education.</p> <p>However, over the past 17 years, the LEA has turned children away from full schools and appears to have put the lid on further provision. For example, 99 children who could not be accommodated in Ysgol Aberdar between 1993 and 2000 were directed to English-medium schools with no attempt being made by the authority (Cwm Cynon up to 1995 and Rhondda Cynon Taf from 1996 onwards) to make plans for additional provision. When Ysgol Aberdâr was housed in a new building in 2001, its intake was fixed at 45 children per annum, a total of 315. No allowance was made to cope with the regular occurrence of demand exceeding provision. Since the opening of the new building, the authority has had to provide two cabins to cater for surplus pupils. Currently, the school has 371 children with a further 52 in the nursery, making a total of 423. 78 applications have already been made for the September 2009 intake and yet the authority has no plans to make new provision elsewhere in Cwm Cynon.</p> <p>At the lower end of the valley Ysgol Abercynon has a current intake of 55 into the Reception Class and a nursery unit with 54 children. The school has a total of 353 children and is still growing but with no room to spare. In the centre of the valley, Mountain Ash has no Welsh-medium provision.</p>

County	Nursery	Primary	Secondary	Comment
<b>Swansea</b>	15 Ti a Fi 8 Meithrin Nursery units in each of the nine WM primary schools.	Lôn-las 1949 Pontybrenin 1952 Bryn Iago 1954 Bryn-y-Mor 1976 Login fach 1991 Tirdeunaw 1994 Felindre 1995 Gellionnen 1997 Llwynderw 2000	Ysgol Gyfun Gwyr 1985  Ysgol Bryn Tawe 2002	Many communities do not have a school within their boundaries.  However, a parental survey was carried out during 2008.
<b>Torfaen</b>	15 Ti a Fi 8 Meithrin Nursery unit in Ysgol Cwmbran	Cwmbran 1971  Ysgol Bryn Onnen 1985	Ysgol Gyfun Gwynllyw 1988	There has been no development for 22 years, since 1988.  A parental survey is needed. In particular, Blaenafon has no provision.
<b>Vale of Glamorgan</b>	4 Ti a Fi 10 Meithrin	Ysgol Sant Ffransis 1952-1992) Ysgol Penarth 1971 Ysgol Iolo Morgannwg 1973 Ysgol Sant Baruc 1974 Ysgol Sant Curig 1992 Ysgol Gwaun y Nant 1996	Ysgol Bro Morgannwg 2000	There has been no development in the primary sector for 12 years, since 1996.  A parental survey is needed, especially in Llantwit Major which has three English-medium primaries.  Ysgol Bro Morgannwg, in Barry, which was founded in 2000 had grown to 900 pupils by 2008 .
<b>Wrexham</b>	10 Ti a Fi 13 Meithrin	Bodhyfryd 1951 Cefn Mawr 1953 Bryn Tabor 1967 Ysgol Hooson 1976 Plas Coch 1993	Ysgol Morgan Llwyd 1964	There has been no development in the primary sector for 15 years, since 1993.  However, a survey was carried out to identify parental demand and published in October 2007.  There are three bilingual schools in and around Dyffryn Ceiriog.

## **Preparing for growth**

When the 'double survey obstacle' of the LEA and the data access is solved, it will open the door to considerable progress in creating a bilingual Wales. More Welsh-medium schools will require more teachers, more teachers' assistants and more specialist teachers - all trained to teach through the medium of Welsh.

Though growing numbers of Welsh-medium teachers now come from non-Welsh speaking homes, the largest proportion of teachers in the more anglicised parts of Wales come from traditional Welsh speaking areas. However, these strongholds are experiencing incessant migration, both inward and outward, and the overall effect is eroding the use of the language. If unchecked, it is likely to lead to Welsh-medium schools, in both traditional strongholds and anglicised areas, being unable to recruit sufficient staff to meet the growing demand.

This chapter has concentrated on presenting details of the extensive provision in Welsh-medium schools that is already in place for the creation of a bilingual Wales. Parental demand is largely responsible for this. Attention is drawn also to the obstacles that are hindering the growth in the number of Welsh speakers - a lack of support from government at all levels is responsible for this.

We can take strength from the widespread presence of Welsh-medium schools, be they nursery, primary or secondary. Their existence across the 14 counties, on the borders, in the Valleys and in the cities stresses the length, breadth and depth of our heritage. One must add to that, the considerable presence of the language in the eight counties not as yet included in the proposed local authority surveys. Yet there is much more to be done and reading through the lists of schools in the 14 anglicised counties, one is aware of the glaring gaps - gaps waiting to be filled by new schools. Too many opportunities to set up Welsh-medium schools have been ignored. Who was overseeing and protecting Welsh-medium education in those years when no new schools were set up?

Once the surveys are completed, it is imperative that early consideration be given to identifying the latent demand in counties such as Pembrokeshire, Powys, Denbighshire and Conwy and also in those parts of Carmarthenshire such as Llanelli, where provision fails to meet current demand. Since *Iaith Pawb* was published in February 2003, almost six years ago, the Assembly has lost many opportunities to move closer to a 'Bilingual Wales'.

## **Progress since the publication of *Iaith Pawb*?**

The Welsh Assembly Government should answer the following questions regarding the promises and pledges made in *Iaith Pawb* in February 2003:

1. Will you inform those local authorities that need to conduct surveys on the demand for Welsh-medium education that it is mandatory for satisfactory surveys to be made and for the additional provision identified in the surveys to be implemented?
2. When do you envisage that all 14 Local authorities with fewer than 20 per cent Welsh speakers will have satisfactorily carried out surveys and prepared plans to meet the additional Welsh-medium provision that is required? Have local authorities been set targets?
3. What reasonable targets have you set for the growth of the numbers of Welsh speakers?
4. Will you set a deadline for LEA's to complete a satisfactory survey to identify the demand for Welsh-medium education?
5. Who is responsible for assessing the growing demand for Welsh-medium provision so that colleges with ITT courses can respond appropriately?
6. The demand for Welsh-medium teachers will undoubtedly increase considerably as the creation of a bilingual Wales evolves. What special arrangements have been made to encourage secondary school pupils to study to become Welsh-medium teachers or teachers' assistants?
7. Identifying the number and percentage of school teachers who can speak the Welsh language is essential information for the process of creating a bilingual Wales. However, the General Teaching Council's registration form for teachers does not make it mandatory for them to record their proficiency in the Welsh language. Teachers can state whether they can teach through the medium of Welsh, teach a specific subject or subjects through the medium of Welsh or teach Welsh as a second language. However, it is not incumbent upon those teaching in English-medium schools to state whether or not they can speak Welsh. Will you take immediate action to remedy this obvious omission?
8. The supply of teaching materials will need to be expanded so as to give access to a growing range of Welsh language teaching aids at all levels and in all subjects, especially in the secondary school sector. What steps are being taken to meet this important need?
9. It is understood that the Higher Education Funding Council for Wales did not have a detailed plan for the expansion of Higher Education through the medium of Welsh. If a plan is now in existence, what are its detailed policies and targets for increasing the numbers of students in Welsh universities and colleges of further education who will be pursuing part or all of their courses through the medium of Welsh?

10. How many teachers have attended the Welsh language learning sabbaticals in each year since they were launched?
11. What steps have been made, and what successes have been achieved, in strengthening the continuity of Welsh-medium education between primary school and secondary school in the designated and traditionally Welsh language schools in those eight counties with 20 per cent or more Welsh speakers and also for those attending traditional Welsh-medium schools in parts of Neath and bilingual schools in Wrexham?
12. What level of success has been achieved by the TWF project since its inception?
13. To what extent is Mudiad Ysgolion Meithrin still a missionary movement opening and promoting new Cylchoedd Meithrin and Tîa Ffi groups?
14. What recent progress has been made in defining the various types of schools that teach fully or partly through the medium of Welsh with a view to strengthening the language by concentrating on the more successful methods of teaching through the medium of Welsh?
15. Adult learners are increasingly being taught Welsh in the university colleges of Wales. These institutions are no longer granting concessions to pensioners on the grounds that they would be breaking European law by discriminating against younger people. What can be done to circumvent this injustice?
16. What progress has been made in creating more Welsh-medium provision for those with Special Educational Needs and also for those requiring the help of Welsh-speaking speech therapists?

Faced with insuperable obstacles the Welsh Language Board has managed to obtain only three successful surveys published by Local Education Authorities in the past six years – in Newport, Wrexham and Swansea. The Heritage Minister should be empowered to oversee local education authority Welsh Education Schemes to ensure that parental surveys are undertaken. Working within a ***national strategic framework***, as proposed in *Iaith Pawb*, this would be the best way to respond to parental demand and to ensure the promotion of Welsh-medium education.



## Notes on the Contributors

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**Bethan Guilfoyle** Bethan entered the teaching profession after studying at Cardiff University and taught in Scotland and London before returning to South Wales. Since 1996 she has been Headteacher of Treorchy Comprehensive School in Rhondda Cynon Taff. In May 2006 the school was awarded Grade 1 for all seven key Questions in its Estyn Inspection. Bethan is also a governor at the University of Glamorgan and a co-opted member of the Audit Committee of the Arts Council of Wales. In June 2006 she was appointed to the Ministerial Advisory Group and is the Chair of the 7-14 School Standards and Improvement Panel.

**Gareth Jones** Born and bred in Brynaman, Carmarthenshire, he studied at the University of Wales, Swansea, where he graduated in Welsh. After a year's Diploma in Education course he taught at various schools in Glamorgan and Carmarthenshire. In 1986 he was appointed Headteacher of Lampeter Comprehensive School. He joined the staff of Ceredigion's Department of Education and Community Services in 2002 as a Senior School Manager, and he has been Director since 2004. During the 1990s he completed an MPhil degree as a result of research work in the field of bilingual education.

**Carys Lake** is the Head of the Gwynedd Language Centre, an immersion teaching centre for secondary school pupils who move into Gwynedd with no knowledge of Welsh. She has held this post since it was established three years ago. She was responsible for writing the course which involves the use of effective immersion teaching methodology. Learners follow an intensive eight week long course before returning to their comprehensive schools to continue the process of gaining bilingual fluency. She has previously worked as a Welsh teacher with responsibility for planning and teaching Welsh courses for learners at Gwynedd and Powys schools.

**Gwyn Lewis** is a native of Caernarfon where he attended Ysgol Syr Hugh Owen before graduating in Welsh at University College, Bangor, from where he was later awarded a doctorate on aspects of medieval Welsh

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**Owen John Thomas** was Plaid Cymru AM for South Wales Central between 1999 and 2007 in the National Assembly where he was Shadow Minister for Culture, Sport and the Welsh Language. Born in Cardiff in 1939, he was educated at Howardian High School. He trained as a teacher at Barry Training College and later gained an MA from the University of Wales, learning to speak Welsh in his late twenties. He is a former Deputy Headteacher and was chair of the Cardiff region of UCAC, the National Union of Teachers of Wales, 1985-2000. He is currently Chair of the Cardiff Area Committee of Plaid Cymru.

**Cen Williams** Dr Williams has nearly 20 years' experience of educational research and is a specialist in teaching methodologies in the Welsh-medium and bilingual secondary schools sector. Presently, he acts as a consultant for the Gwynedd Education Authority and for the Welsh Language Board on two different Immersion Programmes, the first in the secondary school sector and the second being a national primary sector immersion programme. He has produced In-service Training Packs in the secondary schools sector, the FE and HE sectors and co-ordinated and edited a similar pack for the primary sector. He also publishes his research findings in Wales and beyond.



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## Rhagair

Casgliad awdurdodol o bapurau yw hwn am yr heriadau sy'n gysylltiedig ag ehangu ac atgyfnerthu addysg drwy gyfrwng y Gymraeg, gyda golwg ar wireddu'r nod sydd wedi'i ddatgan gan Lywodraeth Cynulliad Cymru o greu Cymru ddwyieithog. Mae'n amserol bod y papurau hyn yn cael eu cyhoeddi yn awr gan fod Llywodraeth Cynulliad Cymru wrthi'n datblygu strategaeth newydd ar gyfer addysg cyfrwng Cymraeg. Y mae pob un o'r papurau'n cynnig golwg wahanol ar yr heriadau sydd ynghlwm â hyn, a rhai o'r papurau'n canolbwyntio ar faterion polisi a rhai ar arloeseddau lleol mewn ffurfiau o ddarpariaeth ac ar arferion yn yr ystafell ddosbarth.

Un thema sy'n rhedeg drwy'r papurau i gyd yw'r angen am ymchwil a all ddarparu sail wybodaeth i weithrediad polisi mewn gwahanol ranbarthau yng Nghymru e.e. i gael gwybod lefel y galw gan rieni am addysg drwy gyfrwng y Gymraeg yn y rhannau o'r wlad sydd â llai nag 20 y cant o siaradwyr Cymraeg. Pwysleisir yr angen am ymchwil sydd wedi ci seilo yn yr ystafell ddosbarth hefyd – ymchwil a all ddarparu dealltwriaeth o'r ffyrdd y bydd athrawon yn dygymod â'r gofynion cyfathrebol sy'n deillio o weithio gyda dysgwyr a chanddynt lefelau tra gwahanol o allu ieithyddol yn y Gymraeg ac a all yn y pen draw gyfrannu at gynhyrchu deunyddiau ar gyfer addysg athrawon.

Mae'r pwyslais ar swyddogaeth ymchwilwyr mewn cefnogi datblygiad ac atgyfnerthiad pellach addysg drwy gyfrwng y Gymraeg yn drawiadol, gan nad yw ymchwilwyr wedi chwarae rhan sylweddol yn y gorffennol mewn datblygu polisi ac arferion addysg iaith. Gyrrwyd datblygiad addysg drwy gyfrwng y Gymraeg i raddau helaeth gan arfer ac, fel y mae Meirion Prys Jones yn mynegi yn ei bapur ef, dilynodd "patrymau amrywiol mewn gwahanol siroedd yn hytrach na thrwy gynllun cenedlaethol".

Yn hyn o beth, mae gwrthgyferbyniad pendant rhwng y sefyllfa yng Nghymru a'r un yng Nghatalonia, Corsica, Ffrisia neu Wlad y Basg (*Euskadi*), lle bu ymchwilwyr sy'n arbenigo mewn ieithyddiaeth gymdeithasol dwyieithrwydd, addysg ddwyieithog a chynllunio iaith yn cyfrannu o'r dechrau at ddatblygu polisi ac arfer addysg iaith. Gobeithio y bydd y ffaith bod Canolfan newydd dros Ymchwil i Ddwyieithrwydd wedi cael ei sefydlu ym Mhrifysgol Bangor bellach yn cynnig y cyfle i ymchwilwyr Cymru wneud cyfraniad mwy gweledig at bolisi addysg iaith.

Mae'r ffaith bod papur am bolisi a darpariaeth addysg iaith yng Ngwlad y Basg wedi ei gynnwys yn y casgliad hwn yn cynnig gwers. Y mae'n ein galluogi i weld gwerth cynllunio canolog a'r hyn y gellir ei gyflawni mewn cyfnod cymharol fyr o amser. Er nad oedd y broses o gyflwyno addysg drwy gyfrwng y Fasgeg wedi dechrau tan y cyfnod ar ôl Franco, o 1975 ymlaen, heddiw mae mwy na hanner cant y cant o'r holl fyfyrwyr ysgol gynradd ac uwchradd yng Nghymuned Ymreolus Gwlad y Basg wedi'u cofrestru mewn rhaglenni cyfrwng Basgeg.

Mae addysg cyfrwng Cymraeg a dwyieithog yng Nghymru yn awr yn dechrau ar gyfnod newydd o ehangu ac atgyfnerthu, gan adeiladu ar yr hyn a gyflawnwyd yn y gorffennol. Mae sawl un o'r awduron yn y casgliad hwn yn pwysleisio'r angen i Lywodraeth Cynulliad Cymru ysgwyddo ei chyfrifoldeb mewn datblygu strategaeth eglur at y dyfodol ac achub ar y cyfle hwn i gyflwyno sbardunau polisi newydd. Bydd hyn yn golygu nid yn unig osod nodau ond hefyd ddatblygu strwythurau cadarn yn lleol ac yn genedlaethol i weithredu polisi iaith.

**Marilyn Martin-Jones**  
***Cyfarwyddwr, Canolfan MOSAIC er Ymchwil i Amlieithrwydd***  
***Prifysgol Birmingham***



## Pennod 1

# Addysg Cyfrwng Cymraeg - Y Ffordd Ymlaen

Meirion Prys Jones

Pwrpas y gynhadledd hon yw ystyried y ffordd ymlaen o ran addysg Gymraeg. Mae gen i syniadau clir a phendant ynglŷn â'r cyfeiriad hwnnw. Fy mwriad i heddiw yw trafod pam ei bod hi'n bwysig fod Llywodraeth Cynulliad Cymru yn llunio strategaeth addysg Gymraeg, gan edrych ar gefndir addysg cyfrwng Cymraeg hyd yn hyn – y llwyddiannau a'r methiannau. Bydd y siaradwyr eraill yn trafod yr ystyriaethau pellach.

Fe hoffwn yn gyntaf daro golwg yn ôl a gweld sut ydym ni wedi cyrraedd lle ydym ni heddiw. Mae'r gorffennol, yn y cyd-destun hwn, yn esbonio llawer am ein presennol; presennol yng nghyd-destun addysg Gymraeg, sydd yn faes braidd yn ddibolisi a digyfeiriad. Amser da felly i ofyn 'Beth nesaf'?

Er i ni weld cynnydd dros y degawd diwethaf o ran nifer y plant sy'n derbyn addysg trwy gyfrwng y Gymraeg, mae'n werth i ni hefyd ystyried yr hyn ddywed Ken Hopkins, cyn Gyfarwyddwr Addysg Morgannwg Ganol yn ei ddogfen flaengar *Achub ein Hiaith / Saving our Language*.<sup>44</sup> Mae niferoedd diweddaraf o 1998 hyd 2003 yn dangos cynnydd siomedig yn nifer y disgyblion â'r Gymraeg yn cael ei dysgu iddynt fel iaith gyntaf. Byddai'n anghyfrifol i anwybyddu'r her ddifrifol a wynebir gan yr iaith ar hyn o bryd.

Cred Ken Hopkins fod yn rhaid i ni edrych yn fanwl ac o ddifrif ar ein system addysg os ydym am weld Cymru'n tyfu'n wlad ddwyieithog go iawn. Mae gan yr ysgolion Saesneg eu cyfrwng eu rôl i chwarae yn y datblygiad pwysig hwn, meddai.

O ran dyfodol y Gymraeg mae'r gyfundrefn addysg yn chwarae rôl hynod allweddol o ran cynyddu nifer y plant sy'n rhugl ddwyieithog yng Nghymru. Mewn gwirionedd, mae'r ysgolion ddwywaith mwy cynhyrchiol o ran creu siaradwyr Cymraeg rhugl na chartrefi Cymraeg Cymru. Tua 6% o blant 3 oed sy'n siarad Cymraeg, tra bod hyn yn cynyddu i 20% yn 11 oed, sef diwedd cyfnod addysg gynradd.

### Dim digon o ysgolion

Ym mis Gorffennaf 2006 roedd 53,251 o blant oedran addysg gynradd yn derbyn addysg trwy gyfrwng y Gymraeg. Roedd hyn allan o gyfanswm o

---

<sup>44</sup> Ken Hopkins, *Achub ein Hiaith / Saving our Language*, IWA, 2006.

264,930 o blant a oedd yn derbyn addysg gynradd ledled Cymru. Nifer eithaf sylweddol o ran ffigwr, ond nid yw'n ddigon.

Diddorol gweld fod cynnydd wedi bod dros y degawd diwethaf mewn gwirionedd: 43,984 o blant cynradd oedd yn derbyn addysg Gymraeg yn 1996, sef 16% o holl blant Cymru. Erbyn hyn mae'r ffigwr wedi codi o ryw 10,000, sef oddeutu 20% o'r plant. Er y cynnydd mewn niferoedd, ni welwyd cynnydd cyfatebol yn nifer yr ysgolion. Rhaid casglu felly fod mwy o blant wedi mynd i'r un ysgolion.

Mae hyn yn profi na fu gweithredu ar bolisi bwriadus o fanteisio ar y cynnydd yn niferoedd y plant i agor mwy o ysgolion Gymraeg. Byddai hyn wedi cynnig addysg Gymraeg yn nes at gartrefi nifer cynyddol o blant, ac o fewn cymunedau naturiol y plant hynny, a byddai addysg Gymraeg wedi bod yn fwy hygyrch o lawer.

## **Cefndir a thwf addysg Gymraeg**

O edrych ar ddatblygiad addysg Gymraeg ffurfiol ers diwedd y 1940au, gwelir mai datblygiad oedd hwn a ddaeth yn bennaf o gyfeiriad rhieni Cymraeg eu hiaith a oedd yn dymuno i'w plant dderbyn rhan neu'r cyfan o'u haddysg trwy gyfrwng y Gymraeg. Gwelwyd y cynnydd hwn yn y ddarpariaeth Gymraeg yn ychwanegu at yr addysg Gymraeg a oedd yn cael ei darparu gan ysgolion cynradd cymunedol yng Ngorllewin a Gogledd Cymru.

Yn sgil y cynnydd mewn addysg Gymraeg yn y 50au a'r 60au, un o'r datblygiadau mwyaf allweddol ac arwyddocaol yn hanes addysg Gymraeg fu sefydlu Mudiad Ysgolion Meithrin yn 1971. Gwelwyd llawer mwy o rieni di-Gymraeg yn dewis addysg cyfrwng Gymraeg i'w plant yn ystod ac yn dilyn y cyfnod hwn.

Law yn llaw â hyn mabwysiadwyd dull o addysgu o Ganada a elwir yn 'addysg drochi'. Dull o addysgu oedd hwn lle cyflwynwyd y Ffrangeg i blant di-Ffrangeg fel cyfrwng dysgu o 4 oed ymlaen. Datblygodd y dull newydd hwn o gyflwyno'r iaith Ffrangeg mewn ysgolion cyfrwng Saesneg. Yng Nghymru addaswyd y dull gan gynnig cyrsiau dwys yn y Gymraeg i blant ifanc di-Gymraeg mewn cylchoedd meithrin ac mewn ysgolion cyfrwng Cymraeg. Daeth y dull hwn o gyflwyno'r Gymraeg yn hynod o boblogaidd a llwyddiannus ac yn dderbyniol iawn yn gymdeithasol ac yn addysgol.

Yn sgil y datblygiadau hyn gwelwyd cynnydd sylweddol yn nifer y plant oedd yn derbyn addysg cyfrwng Cymraeg ledled Cymru. Yn nwyrain Cymru bu'n rhaid i lawer o rieni frwydro am gyfnod hir i sicrhau'r ddarpariaeth hon a bu'n rhaid pwyso'n galed ar rai awdurdodau addysg lleol cyn y gellid gweld cynnydd yn y ddarpariaeth.

## **Pam tyfodd y galw am addysg Gymraeg?**

Wrth i'r galw am addysg Gymraeg gynyddu, gwelwyd fod tri phrif gymhellwr tu ôl i'r twf. Daeth y datblygiadau cyntaf yn sgil pwysu gan nifer o rieni brwdfrydig ynghyd â rhai awdurdodau addysg lleol a oedd yn awyddus i weld y Gymraeg yn cael ei hyrwyddo. Daeth y gefnogaeth ychwanegol o gyfeiriad arall, sef gan Arolygwyr Ysgolion ei Mawrhydi. Bu'r corff hwn yn hynod ddylanwadol o ran sicrhau fod addysg Gymraeg yn dod yn ddull hollol dderbyniol o addysgu. Dangosodd yr Arolygaeth fod addysg Gymraeg yn llwyddo a bod safonau mewn addysg Gymraeg gyfuch ag mewn addysg Saesneg. Yn drist ddigon ni welwyd y traddodiad hwn yn parhau wrth i'r corff esblygu i fod y corff a elwir yn ESTYN. Yn anffodus, bach ac ymylol iawn fu cyfraniad y corff hwnnw i addysg Gymraeg yng Nghymru, os nad i addysg yn gyffredinol.

## **Anfantais diffyg strategaeth genedlaethol**

Datblygodd addysg Gymraeg yng Nghymru mewn modd darniog gan ddilyn patrymau amrywiol mewn gwahanol siroedd yn hytrach na chynllun cenedlaethol. Hyn sydd i raddau helaeth yn gyfrifol am y ffaith ei bod hi wedi bod yn anodd cael cytundeb cenedlaethol ynglŷn â beth yn union yw ysgol Gymraeg neu ysgol ddwyieithog.

Sgil effaith arall hyn hefyd yw na fu dadansoddi digonol ynglŷn ag yn union beth oedd anghenion ysgolion Cymraeg ac anghenion disgyblion a beth y gellid eu hystyried fel arferion da o fewn y gyfundrefn honno.

Roedd y model o addysgu trwy gyfrwng y Gymraeg a ddatblygodd yng Nghymru yn caniatáu sefyllfa lle roedd plant o gartrefi lle mai'r Gymraeg oedd y brif iaith, plant o gartrefi lle defnyddid y ddwy iaith a phlant o gartrefi di-Gymraeg yn dilyn cwrs addysg drochi i gyd yn yr un dosbarth derbyn â'i gilydd.

Roedd - ac mae - hyn yn gryn dipyn o gymysgedd ieithyddol. Ychydig iawn o hyfforddiant a ddarparwyd ar gyfer athrawon yr ysgolion hyn, o ran hyfforddiant cychwynnol neu hyfforddiant mewn swydd, i ddelio â'r sefyllfa hon yn y dull mwyaf effeithiol. Yn wir, yma yng Nghymru nid yw hwn yn gwestiwn yr ydym ni erioed wedi mynd i'r afael ag ef mewn dull effeithiol, a hynny nid yn unig ar lefel hyfforddiant, ond hefyd ar lefel ymchwil ac yn bwysicach fyth ar lefel polisi cenedlaethol. Efallai ei bod hi'n bryd i ni wneud hynny nawr.

## **Pwy wnaiff lunio'r polisi cenedlaethol?**

Y prif anhawster sy'n wynebu datblygiad addysg Gymraeg ar hyn o bryd yw diffyg polisi cenedlaethol ar gyfer addysg Gymraeg. Deillia hyn i ryw raddau yn hanesyddol o ddiffyg ewyllys gwleidyddol i weld hynny'n digwydd. Ond yn ogystal â hyn, ni welwyd ymgais fwriadus i sicrhau fod y gwasanaeth sifil, sy'n gyfrifol am addysg Gymraeg, yn meithrin dealltwriaeth o'r rhan hon o'r gyfundrefn addysg er gwaetha'r ffaith fod un o bob pedair ysgol gynradd yn dysgu trwy gyfrwng y Gymraeg.

Petaech yn edrych ar Adran Addysg Llywodraeth Cynulliad Cymru heddiw, fe welech mai prin iawn yw'r bobl yno sy'n gyfarwydd â'r sector addysg a hyfforddiant cyfrwng Gymraeg. Sut felly gall yr Adran hon gynllunio ar gyfer y sector cyfrwng Cymraeg gyda ffydd a hyder? Flynyddoedd yn ôl fe fydden nhw wedi troi at AEM am gymorth. Ciliodd y cymorth hwn yn llwyr gyda dyfodiad ESTYN.

Beth, felly, sydd angen ei wneud er mwyn cryfhau sefyllfa addysg cyfrwng Cymraeg? Ar lefel ymarferol mae nifer o gynlluniau arloesol y gellid manteisio arnyn nhw. Mae'r hyn sy'n digwydd yng Ngheredigion o ran cyflwyno'r Gymraeg yn fwy helaeth i bob plentyn yn bolisi sydd angen datblygu arno. Mae cynllun Addysg Gymraeg diweddaraf Sir Gaerfyrddin yn gosod diffiniad diddorol ynglŷn â beth yw hyd a lled addysg Gymraeg. Bydd y cynlluniau newydd a ddatblygir fel rhan o brosiect newydd Bwrdd yr Iaith Gymraeg, a ariennir gan Lywodraeth Cynulliad Cymru, i hyrwyddo dilyniant ieithyddol rhwng CA2 a 3 yn rhai eto fydd angen sylw pellach.

Gall hyn i gyd ddigwydd mewn cyd-destun newydd. Mae'r Cyfnod Sylfaen hefyd yn cynnig cyfle newydd i ehangu'r cyswllt gaiff plant â'r Gymraeg. Ar yr un pryd mae dirfawr angen edrych yn fanwl ar ddysgu'r Gymraeg fel Ail Iaith o fewn y Cwricwlwm Cenedlaethol. Byddai cynnal y drafodaeth hon o fewn trafodaeth ehangach am addysg Gymraeg o gymorth sylweddol.

Ond pwy ddylai fod yn arwain y datblygiadau hyn oll? Rhieni? Rhai Awdurdodau Addysg Lleol, sef y rhai a fu ar flaen y gad wrth wthio'r datblygiadau yma'n eu blaen yn y gorffennol? Nage wir!

## **Rhaid i Lywodraeth Cynulliad Cymru brofi ei hun**

Mae'n bryd bellach i Lywodraeth Cynulliad Cymru fabwysiadu'r rôl o fod yn gorff sy'n gyfrifol am gynllunio datblygiad addysg a hyfforddiant cyfrwng Cymraeg. Mae gwir angen fod llywodraeth etholedig Cymru yn sicrhau fod ganddi'r gallu a'r capasiti i gynllunio dyfodol addysg yng Nghymru yn ei gyfanrwydd, nid yr ochr Saesneg ei chyfrwng yn unig. Gwirionedd trist y sefyllfa yw mai dyna'n unig a wnaed hyd yn hyn.

Mae arwyddion calonogol yn y ddogfen *Cymru'n Un* lle nodir:

*"Byddwn yn creu Strategaeth Addysg gyfrwng - Cymraeg genedlaethol i ddatblygu darpariaeth effeithiol o addysg feithrin hyd at addysg bellach ac uwch, a'r strategaeth wedi'i hategu gan raglen weithredu."*

Efallai mai'r cymal olaf yw'r un pwysicaf oll. Os na allwn ni wneud hyn yn y Gymru ddatganoledig hon, methwn â chreu cenedl ddwyieithog, ond yn hytrach byddwn yn gosod nod a tharged a dymuniad, ac yna'n peidio â rhoi dim yn ei le i wireddu'r nod hwnnw. Dyna a fu'n wir am gyfnodau maith yn y gorffennol. Allwn ni ddim fforddio gweld hynny'n digwydd yn y dyfodol. Cyhoeddiad o bwys, felly, oedd eiddo Llywodraeth Cynulliad

Cymru ddechrau mis Mawrth 2008 y bydd strategaeth newydd ar gyfer addysg ddwyieithog yn weithredol erbyn mis Mawrth 2009.

## Pennod 2

# Addysg Drochi yng Nghymru: Methodolegau a Sialensau<sup>45</sup>

**W. Gwyn Lewis**

Er pan agorwyd yr ysgol gynradd Gymraeg gyntaf yn Aberystwyth yn 1939 dan nawdd Urdd Gobaith Cymru, mae addysg gynradd Gymraeg a dwyieithog wedi datblygu a chynyddu ledled Cymru, gyda mwy a mwy o ddisgyblion o gartrefi di-Gymraeg yn manteisio ar y ddarpariaeth trwy gyfrwng y Gymraeg.

Y mae hyn wedi arwain at gynnig cyfle a her i addysgwyr, oherwydd gall dosbarthiadau mewn ysgolion cynradd gynnwys amrywiaeth ieithyddol eang: disgyblion sy'n rhugl yn y Gymraeg, disgyblion gydag ychydig wybodaeth o'r iaith, ynghyd â disgyblion o gartrefi hollol ddi-Gymraeg heb ddim gwybodaeth o'r iaith. Y mae athrawon, felly, yn gorfod cynllunio ar gyfer cadarnhau ac ymestyn Cymraeg y disgyblion Iaith 1 hynny o gartrefi Cymraeg ar y naill begwn, tra ar y pegwn arall yn gorfod gosod sylfeini yn y Gymraeg i'r disgyblion Iaith 2 hynny o gartrefi di-Gymraeg.

### Addysg gynradd Gymraeg: gosod y cyd-destun

Mae'r trigain mlynedd diwethaf wedi gweld addysg Gymraeg a dwyieithog yn datblygu a chynyddu ledled Cymru gyda'r gyfundrefn addysg yn chwarae rôl allweddol yn sicrhau bod yr iaith Gymraeg yn cael ei throsglwyddo o'r naill genhedlaeth i'r llall – neu, fel a nodwyd gan Colin Baker:

“...bilingual education is a major plank in language revitalisation and language reversal.”<sup>46</sup>

Caniataodd Deddf Addysg 1944 i Awdurdodau Addysg Lleol yng Nghymru ystyried agor ysgolion cyfrwng Cymraeg ac, o ganlyniad i bwysau rhieni, agorwyd yr ysgol gynradd Gymraeg gyntaf (dan ofal y wladwriaeth) yn Llanelli ar Wyl Ddewi 1947.<sup>47</sup> Yn y dyddiau cynnar hynny, darparu addysg ar gyfer plant yr oedd y Gymraeg yn iaith gyntaf iddynt yr oedd yr ysgolion cynradd cyfrwng Cymraeg. Ond yn y 1960au, y 1970au, a'r 1980au, bu cynnydd arwyddocaol yn nifer y rhieni di-Gymraeg oedd yn

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<sup>45</sup> Seiliwyd y papur hwn ar ddiweddariad o erthygl gan yr awdur a ymddangosodd yng nghyfres *Trafodion Addysg* (Ysgol Addysg Prifysgol Bangor, 2006), *Addysg Cyfrwng Cymraeg a Dwyieithog*: ‘Addysg gynradd Gymraeg: her a chyfle yr unfed ganrif ar hugain’, tt. 21-35.

<sup>46</sup> Baker, C., *Cylchgrawn Addysg Cymru*, 13(1), golygyddol, 2004.

<sup>47</sup> Williams, I.W., Gol., *Gorau Arf: Hanes Sefydlu Ysgolion Cymraeg 1939-2000*, Tal-y-bont: Y Lolfa, 2002.

dewis addysg drochi (h.y. cyfrwng Cymraeg) i'w plant, fel y mae dogfen bolisi Llywodraeth Cynulliad Cymru, *Iaith Pawb*, yn ei gydnabod:

"Mae addysg trwy gyfrwng y Gymraeg wedi ehangu'n gyson... Cydnabyddir rôl hollbwysig addysg trwy gyfrwng y Gymraeg a dulliau trochi ieithyddol yn y broses o ddatblygu sgiliau dwyieithog cadarn ymhlith disgyblion."<sup>48</sup>

Mae canlyniadau diweddaraf Cyfrifiad 2001 hefyd yn cydnabod rôl allweddol addysg Gymraeg i gynhyrchu siaradwyr Cymraeg: tra bod 20.8% (neu oddeutu 582,000) o boblogaeth Cymru (3 oed +) yn gallu siarad rhywfaint o Gymraeg, 16.3% (tua 458,000) yn gallu deall, siarad, darllen, ac ysgrifennu Cymraeg (h.y. yr amrediad llawn o sgiliau), a 4.9% (tua 138,000) yn gallu deall Cymraeg llafar yn unig, yn arwyddocaol ymhlith plant 5-15 oed y mae'r canran uchaf o siaradwyr Cymraeg i'w ganfod, sef 40.8%.<sup>49</sup>

Yng nghyd-destun y defnydd o'r Gymraeg mewn ysgolion, mae dadansoddiad ystadegol diweddaraf Llywodraeth Cynulliad Cymru, *Y Gymraeg yn yr Ysgol 2007*, yn dynodi cynnydd mewn addysg cyfrwng Cymraeg (er 2006):

- Mae'r canran o blant ysgol gynradd mewn dosbarthiadau lle mae'r Gymraeg yn unig neu brif gyfrwng addysgu neu fel cyfrwng addysgu am ran o'r cwricwlwm wedi cynyddu o 20.1% i 20.3%.
- Mae 466 o ysgolion cynradd (30.5% o'r cyfanswm) yn ysgolion cyfrwng Cymraeg yn bennaf (2006: 458 – 29.5%).
- Mae 28 o ysgolion eraill (1.8%) yn defnyddio'r Gymraeg fel cyfrwng addysgu i ryw raddau.<sup>50</sup>

Dengys yr un dadansoddiad ystadegol fel y cynyddodd y canran o ddisgyblion ysgolion cynradd sy'n siarad Cymraeg o 24.6% yn 1987 i 36.5% yn 2007. O fewn y 36.5% hyn, bernir bod 12.6% yn siarad Cymraeg yn rhugl, 7.6% o gartrefi Cymraeg a 5.0% o gartrefi di-Gymraeg. Nodir bod y gweddill (23.9%) yn gallu siarad Cymraeg – ond nid yn rhugl.

Mae'r ystadegau hyn, felly, yn dangos fel y mae addysg gynradd Gymraeg erbyn heddiw yn cwmparu plant o gefndiroedd ieithyddol amrywiol iawn. Tra bod yr 'ysgolion Cymraeg' gwreiddiol (yn ôl yn y 1940au a'r 1950au) wedi'u sefydlu er mwyn rhoi addysg yn eu mamiaith i Gymry Cymraeg, mae'r patrwm yn amrywio'n fawr ar hyd a lled Cymru erbyn heddiw – fel y gwelir o'r ystadegau yn Nhabl 1.

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<sup>48</sup> Llywodraeth Cynulliad Cymru, *Iaith Pawb: Cynllun Gweithredu ar gyfer Cymru Ddwyieithog*, 4.12. Caerdydd: Llywodraeth Cynulliad Cymru, 2003.

<sup>49</sup> Cynulliad Cenedlaethol Cymru, *Cyfrifiad Poblogaeth 2001: Canlyniadau cyntaf ar yr Iaith Gymraeg*, Bwletin Ystadegol 22/2003. Caerdydd: Cynulliad Cenedlaethol Cymru, 2003.

<sup>50</sup> Llywodraeth Cynulliad Cymru, *Y Gymraeg yn yr Ysgol 2007*, Bwletin Ystadegol 63/2007. Caerdydd: Llywodraeth Cynulliad Cymru, 2007.

O ganlyniad, gall dosbarthiadau mewn rhai ysgolion cynradd gynnwys amrywiaeth ieithyddol eang: disgyblion sy'n rhugl yn y Gymraeg, disgyblion gydag ychydig wybodaeth o'r iaith, disgyblion o gartrefi di-Gymraeg, a newydd-ddyfodiaid diweddar heb unrhyw wybodaeth o gwbl o'r Gymraeg. Mae addysg Gymraeg, felly, yn magu ystyr gwahanol i wahanol garfanau o blant.<sup>51</sup>

**Tabl 1: Disgyblion ysgolion cynradd sy'n siarad Cymraeg gartref**

	%
Sir Ynys Môn	33.5
Gwynedd	52.7
Conwy	11.0
Sir Ddinbych	8.7
Sir y Fflint	2.0
Wrecsam	2.7
Powys	6.8
Sir Ceredigion	30.9
Sir Benfro	5.7
Sir Gaerfyrddin	21.4
Abertawe	2.0
Castell-nedd Port Talbot	5.1
Pen-y-bont ar Ogwr	1.9
Bro Morgannwg	4.0
Rhondda Cynon Taf	4.8
Merthyr Tudful	1.5
Caerffili	0.4
Blaenau Gwent	0.7
Tor-faen	0.3
Sir Fynwy	1.0
Casnewydd	0.2
Caerdydd	3.9
<b>Cymru</b>	<b>7.6</b>

Ffynhonnell: Llywodraeth Cynulliad Cymru, *Y Gymraeg yn yr Ysgol 2007*, Tabl 4.

I 7.6% o ddisgyblion cynradd Cymru, mae addysg Gymraeg yn golygu addysg dreftadaeth i *gynnal, cadarnhau ac ymestyn eu Cymraeg*, sef *heritage or maintenance language education* neu *community language education* fel y'i diffiniwyd gan Baker<sup>52</sup> a Johnstone<sup>53</sup>. I'r gweddill, mae'n golygu cael eu *trochi yn yr iaith darged*, sef *immersion* fel y'i diffiniwyd.

<sup>51</sup> Gweler dogfen ymgynghorol Llywodraeth Cynulliad Cymru, *Diffinio Ysgolion yn ôl y Ddarpariaeth Cyfrwng Cymraeg*. Caerdydd: Llywodraeth Cynulliad Cymru, 2006.

<sup>52</sup> Baker, C., *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters, t. 162, 1993.

<sup>53</sup> Johnstone, R., *Immersion in a Second or Additional Language at School: A Review of the International Research*. Stirling: Scottish CiLT, 2002.



Mewn ysgolion ar draws Cymru, mae'r gymhareb rhwng disgyblion o gartrefi Cymraeg a rhai o gartrefi di-Gymraeg yn amrywio'n sylweddol [52.7% yn dod o gartrefi Cymraeg yng Ngwynedd, lle mae'r canran uchaf o siaradwyr Cymraeg (69.0%); 0.2% y dod o gartrefi Cymraeg yng Nghasnewydd] ac y mae i hyn oblygiadau pellgyrhaeddol o ran:

- Cydbwysedd rhwng disgyblion Cymraeg Iaith Gyntaf ac Ail Iaith mewn ysgol.
- Dulliau addysgu gwahaniaethol yng nghyd-destun gloywi a chadarnhau Iaith 1 a throchi yn Iaith 2.
- Grwpio disgyblion.<sup>54</sup>
- Hyfforddiant athrawon.<sup>55</sup>

Addysg drochi yw addysg Gymraeg i 99.8% o blant cynradd yng Nghasnewydd; nid addysg drochi yw hi i bob un yng Ngwynedd/Ceredigion/Sir Gaerfyrddin, ond cyfuniad o addysg gyfoethogi ac addysg drochi. Dyma'r cyfle a'r her sy'n wynebu datblygiad y gyfundrefn heddiw.

### **Addysg drochi ac addysg gyfoethogi: cyfle a her**

Beth yw goblygiadau hyn o ran gweithredu'n ymarferol yn y dosbarth? Beth yw'r goblygiadau i fethodoleg? Pa fodelau gweithredu sy'n ymddangos ?

Y mae'r agwedd benodol hon ar addysg Gymraeg a dwyieithog yn teilyngu sylw arbennig yng nghyd-destun yr ystadegau a ddyfynnwyd uchod, gan ei bod yn cynnig cyfle i ddadansoddi'r fethodoleg sydd ar waith pan fo cymysgedd o gefndiroedd ieithyddol yn cael eu haddysgu o fewn yr un dosbarthiadau. Fel a nodwyd, mewn nifer o ysgolion ar draws Cymru, addysgir disgyblion o gartrefi Cymraeg yn yr un dosbarthiadau â disgyblion o gartrefi di-Gymraeg a chydabyddir y nodwedd hon yn amlwg gan y Cynulliad Cenedlaethol.<sup>56</sup>

Weithiau, bydd y disgyblion o gartrefi Cymraeg yn y mwyafrif; dro arall, bydd nifer plant Iaith 1 a phlant Iaith 2 yn weddol gyfartal; ac weithiau, bydd y disgyblion o gartrefi di-Gymraeg yn y mwyafrif. Mae'r sefyllfa oedd hyn yn cynnig manteision a her. Tra ei bod yn fanteisiol i ddisgyblion Iaith 2 o gartrefi di-Gymraeg gael ymwneud â'u cyd-ddisgyblion Iaith 1 ac â'u hathro/awes fel modelau o'r iaith Gymraeg, gall fod yn heriol yn y ffaith ei bod yn rhaid i'r athro/awes ddelio o fewn yr un dosbarth gyda dysgwyr Iaith 2 a all fod ar wahanol lefelau o gyrhaeddiad yn yr iaith darged.

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<sup>54</sup> Baker, C. a Jones, S., *Encyclopaedia of Bilingualism and Bilingual Education*. Clevedon: Multilingual Matters, 1998.

<sup>55</sup> Jones, D., 'Dylanwad y Saesneg ar iaith plant mewn addysg Gymraeg?' *Cylchgrawn Addysg Cymru/The Welsh Journal of Education*, 9(1), 103-111, 2000.

<sup>56</sup> Cynulliad Cenedlaethol Cymru, *Ein Hiaith: Ei Dyfodol, Adolygiad Polisi o'r Iaith Gymraeg*, 14.5; 14.6; 15.2. Caerdydd: Cynulliad Cenedlaethol Cymru, 2002.

Er mwyn gwneud cyfiawnder â'r ddwy garfan o ddisgyblion o fewn y gyfundrefn – ac er sicrhau eu bod yn cymathu â'i gilydd yn llwyddiannus - mae angen rhoi sylw arbennig i gyrchddulliau addysgu a dysgu gwahaniaethol yn yr amrywiol gyd-destunau hyn. Y mae'n arwyddocaol bod *Adroddiad Blynyddol Prif Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru 2004-2005* yn cyfeirio'n benodol at y ffaith fod ysgolion Cymraeg erbyn hyn yn derbyn ystod eang o ddisgyblion o gefndiroedd amrywiol, gan awgrymu bod athrawon, o ganlyniad, yn cael anhawster i addasu eu dulliau addysgu mewn sefyllfaoedd o'r fath:

"Dros y blynyddoedd diweddar, mae poblogrwydd ysgolion Cymraeg mewn ardaloedd di-Gymraeg wedi cynyddu. Mae hyn yn golygu bod ystod mwy eang o ddisgyblion yn cael eu derbyn i ysgolion Cymraeg, gyda mwy a mwy o ddisgyblion yn dod o wahanol gefndiroedd cymdeithasol a diwylliannol nag yn y gorffennol... Mewn ysgolion yn yr ardaloedd traddodiadol Cymraeg yng Ngogledd Cymru a Gorllewin Cymru, mae mwy o ddisgyblion yn dod o gartrefi lle dydi'r Gymraeg ddim yn cael ei siarad. Mae'r newidiadau yma'n golygu bod cyfran y plant yn yr ysgolion yma sy'n siarad Cymraeg yn y cartref yn disgyn. Mae llawer o athrawon yng Ngogledd Cymru a Gorllewin Cymru yn ei chael hi'n anodd newid y ffordd y maen nhw'n addysgu i gwrdd ag anghenion y grwpiau newydd yma o ddisgyblion."<sup>57</sup>

Yn amlwg, mae yna fanteision i ddysgwyr Iaith 2 gael eu haddysgu o fewn yr un dosbarth â disgyblion Iaith 1, a rhaid peidio â cholli golwg ar y manteision hynny, fel y tanlinellwyd gan nifer o awdurdodau yn y maes.<sup>58</sup> Ond mae angen edrych yn ofalus hefyd ar y fethodoleg er mwyn gwneud cyfiawnder â phob plentyn.

## Persbectif rhyngwladol

Y mae llawer iawn o ymchwil wedi'i wneud i effaith addysgu dwy garfan ieithyddol o ddisgyblion o fewn yr un dosbarthiadau mewn gwledydd megis Canada, yr Unol Daleithiau, Catalunya, Gwlad y Basg, ac Iwerddon. Dros y deng mlynedd ar hugain diwethaf, yn rhyngwladol y mae arbenigwyr wedi codi nifer o ystyriaethau pwysig yn y maes arbennig hwn mewn sefyllfa drochi. Cyfeiriodd Ken Hopkins at y sefyllfa gyfochrog yng Ngwlad y Basg, lle mae'r addysg yn y fan honno ym Model D yn gyfuniad o addysg drochi ac addysg gyfoethogi:

**Ysgol D:** Addysgir pob pwnc trwy gyfrwng y Fasgeg, ac addysgir Sbaeneg fel pwnc . . . Yn dibynnu ar iaith gyntaf y disgybl defnyddir technegau trochiad neu gynhaliaeth. Os mai Basgeg yw'r iaith gyntaf, yna defnyddir techneg cynhaliaeth gyda'r bwriad o gryfhau'r iaith

<sup>57</sup> Estyn, *Adroddiad Blynyddol Prif Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru 2004-2005*, tt. 46-7. Caerdydd: Estyn, 2006.

<sup>58</sup> Wong Fillmore, 'When does teacher talk work as input?' yn S. Gassagus a C. Madden (Gol.) *Input in Second Language Acquisition*, t. 17-50. Rowley: Newbury House, 1985. Lindholm, K. J. a Gavlek, K., *California DBE Projects: Project-wide Evaluation Report, 1992-199.*, San Jose, California: Department of Education, 1994. Christian, D., 'Two-way immersion education: students learning through two languages', *Modern Language Journal*, 80, tt. 66-76, 1996.

gyntaf. Pan fydd disgybl yn siarad Sbaeneg fel iaith gyntaf, yna defnyddir techneg trochiad gan fod angen y dechneg hon i gryfhau'r Fasgeg fel ail iaith.<sup>59</sup>

O ddiddordeb arbennig i ni yng Nghymru yng nghyd-destun addysg Gymraeg ar gychwyn yr unfed ganrif ar hugain, ymhlith y materion perthnasol a godwyd yn y llenyddiaeth ryngwladol y mae'r canlynol:

- Manteision ac anfanteision addysgu disgyblion Iaith 1 (leiafrifol) a Iaith 2 (fwyafrifol) yn yr un dosbarth – a goblygiadau hynny i'r naill garfan a'r llall.
- Manteision ac anfanteision gwahanu disgyblion Iaith 1 oddi wrth ddisgyblion Iaith 2 am gyfnodau amrywiol.
- Cydbwysedd rhwng nifer disgyblion Iaith 1 a Iaith 2 o fewn dosbarthiadau/grwpiau ac egwyddorion dulliau grwpio'r disgyblion o fewn y dosbarthiadau.
- Natur ac ansawdd yr iaith a'r dulliau o esbonio a holi a ddefnyddir gan athrawon wrth addysgu disgyblion Iaith 1 a Iaith 2 mewn grwpiau cymysg a'r addasu ieithyddol a wneir ganddynt. O ran gofyn cwestiynau i blant, mae ymchwil yn dangos fod athrawon yn gofyn llai o gwestiynau i blant pan fônt mewn grwpiau cymysg-ieithyddol na phan fônt wedi'u grwpio ar sail iaith.<sup>60</sup> Yn yr un modd, mae'r un ymchwil wedi dangos fod athrawon yn naturiol yn symleiddio ac yn ystumio rhywfaint ar eu hiaith wrth gyfarch grwpiau cymysg o blant Iaith 1 a Iaith 2, gan gynnig iaith fwy glastwreiddiedig a chan roi llai o adborth i'r plant. Y mae ymchwilwyr eraill wedi codi amheuan am yr effaith a gaiff yr addasu a'r ystumio ieithyddol hwn ar ddatblygiad ieithyddol a chyffredinol y siaradwyr brodorol yn eu hiaith gyntaf.<sup>61</sup>
- Cydberthynas disgyblion Iaith 1 a Iaith 2 yn y dosbarth a dylanwad y naill garfan a'r llall ar ei gilydd ac ar eu datblygiad ieithyddol.
- Yr angen am gyrchddulliau gwahanol a gwahaniaethol wrth ymwneud â disgyblion Iaith 1 a Iaith 2 er mwyn cyfoethogi ac ymestyn disgyblion Iaith 1 ar yr un pryd â rhoi sylfaen yn yr iaith darged i ddisgyblion trochi Iaith 2 er mwyn iddynt fedru cymathu'n effeithiol.

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<sup>59</sup> Hopkins, K., *Achub ein Hiaith: Saving our Language*. Caerdydd: Sefydliad Materion Cymreig/Institute of Welsh Affairs, 2006.

<sup>60</sup> Ramirez, J.D. a Merino, B., 'Classroom talk in English immersion, early-exit and late-exit transitional bilingual education programs', yn R. Jacobson a C. Faltis (Eds.), *Language Distribution Issues in Bilingual Schooling*, tt. 61-103. Clevedon: Multilingual Matters, 1990.

<sup>61</sup> Valdés, G., 'Dual-language immersion programs: a cautionary note concerning the education of language-minority students', *Harvard Educational Review*, 67, tt. 391-429, 1997; Mougeon, R., Beniak, E. a Canale, M., 'Le problème des élèves anglo-dominants dans les écoles ontariennes de langue française: acquisition, emploi et enseignement du français/The problem of English-dominant students in French-language Ontarian schools: acquisition, usage and teaching of French', *The Canadian Modern Language Review*, 41(2), tt. 336-352, 1984; Mougeon, R. a Beniak, E., 'Bilingualism, language shift, and institutional support for French: the case of the Franco-Ontarians', *International Journal of the Sociology of Language*, 105/6, tt. 99-126, 1994.

Crynhair y cyfle a'r sialens y mae addysgu'r ddwy garfan o blant yn yr un dosbarthiadau yn eu cynnig, yn y sylwadau a ganlyn:

"The mixing of native-speaker pupils with L2 learners in the immersion classroom presents both an opportunity and a challenge. While providing an opportunity for L2 learners to interact with native-speaker peers, it provides a challenge to educators to support and enrich the L1 language skills of the native speakers in a situation of language contact. The challenge is even greater when the target language is an endangered minority language (e.g., Irish or Welsh) or a majority language spoken by a minority in danger of being assimilated (e.g., French in Ontario) and when the speakers of that language are in contact with English-speaking peers who are acquiring the target language as L2."<sup>62</sup>

Dros y blynyddoedd, gwnaed mwy nag un sylw am yr angen am arolwg o'r sefyllfa benodol hon yng nghyd-destun addysg Gymraeg. Yn ôl yn 1990, nododd un ymchwilydd:

"Such evaluation is seriously required in the Welsh context, in particular in the matter of contact between the L2 speaker and the L1 peer."<sup>63</sup>

gan dynnu ar y dystiolaeth a oedd ganddo ynghylch dylanwad siaradwyr Iaith 2 ar Gymraeg disgyblion Iaith 1 ac fel yr oedd y disgyblion Iaith 1 yn addasu eu hiaith er mwyn bod yn ddealladawy i'r dysgwyr. O ganlyniad, dadleuwyd nad oedd siaradwyr Iaith 1 yn cynnig y modelau ieithyddol angenrheidiol yn yr iaith darged i ddysgwyr Iaith 2 anelu atynt.

Y mae ymchwilydd arall yn codi cwestiynau pellach am natur y modelau ieithyddol y mae disgyblion o gartrefi Cymraeg yn eu cynnig i'r disgyblion o gartrefi di-Gymraeg, gan awgrymu mai i'r gwrthwyneb y mae hi yn aml – yn arbennig mewn sefyllfaoedd yn ne-ddwyrain Cymru lle mae siaradwyr Iaith 1 yn y lleiafrif mewn dosbarthiadau.<sup>64</sup> Dadleua hyd yn oed fod yr ysgolion cyfrwng Cymraeg mewn ardaloedd Seisnig yn arwain at greu amrywiadau yn y Gymraeg ac y gallai disgyblion trochi Iaith 2 "be leading the development of certain innovations in the spoken language".<sup>65</sup>

Mae'n ddiddorol bod y mater a drafodir yma yn nodweddiadol o addysg trwy gyfrwng y Gaeleg yn yr Alban ac addysg trwy gyfrwng y Wyddeleg yn Iwerddon yn ogystal. Yn achos Gaeleg yr Alban, gwnaed y sylw a ganlyn, gan ddwyn cymariaethau â Chymru:

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<sup>62</sup> Hickey, T., 'Mixing beginners and native speakers in minority language immersion: who is immersing whom?' *The Canadian Modern Language Review*, 57(3), tt. 443-474, 2001.

<sup>63</sup> Jones, G.E., 'Aspects of the linguistic competence of Welsh immersion program pupils', yn K. Herberts a C. Laurén (Gol.), *Flerspråkighet i och utanfor Norden / Multilingualism in the Nordic countries and beyond*. tt. 204-212. Åbo, Finland: Åbo Akademi, 1990.

<sup>64</sup> Thomas, P.W., 'Children in Welsh-medium education', yn K. Herberts a C. Laurén (Gol.), *Papers from the Sixth Nordic Conference on Bilingualism*, tt 45-53. Clevedon: Multilingual Matters, 1991.

<sup>65</sup> *Ibid.*, t. 53.

“Welsh-medium schools in the predominantly English-speaking areas are serving to create new varieties of Welsh. The same phenomenon has been observed in the case of Scottish Gaelic. In both cases ‘new-age’ Gaelic or Welsh provokes a range of reaction. Some view it as a sign of linguistic degradation and argue that steps have to be taken to ensure that proper Gaelic or Welsh is taught, learnt and used. Others prefer to consider the ‘errors’ that the new speakers produce to be a sign of sociolinguistic vitality as they create their own linguistic identity.”<sup>66</sup>

Y mae’n amlwg bod nifer o gwestiynau’n eu hamlygu eu hunain ynghylch hanfod addysg Gymraeg a dwyieithog ar gychwyn yr unfed ganrif ar hugain. Fodd bynnag, yr un mwyaf allweddol yw hwn: beth yw’r methodolegau gorau ar gyfer darparu addysg drochi i blant o gefndiroedd di-Gymraeg ar yr un pryd â darparu addysg sy’n diogelu ac yn cyfoethogi iaith gyntaf y plant o gartrefi Cymraeg, tra’n gwarchod buddiannau’r ddwy garfan o blant?

### **Dulliau gweithredu ymarferol yn y dosbarth**

Pan fo cymysgedd o blant o gefndiroedd ieithyddol gwahanol yn yr un dosbarth, mae hyn yn gofyn am lawer iawn o gynllunio bwriadus gan athrawon ynghyd â grwpio gwahaniaethol o bryd i’w gilydd. Fel y pwysleiswyd gan Baker a Jones:

“There is a need for dynamic, imaginative teachers, adequate staffing and a carefully structured program to ensure that the native speakers have sufficient input in the minority language. This might involve some separate activities in a small group, at a higher language level, and sufficient one-to-one interaction in the minority language.”<sup>67</sup>

Yn ei arolwg cynhwysfawr o ymchwil rhyngwladol ym maes addysg ddwyieithog, y mae Johnstone yn tynnu sylw at yr angen i ganolbwyntio ar brosesau addysg drochi er mwyn cael cydbwysedd rhwng gwahanol gyrchddulliau: cyfeiria at bwysigrwydd *experiential and analytic teaching* ac at *semantic and syntactic processing*.<sup>68</sup>

Wrth fwrw golwg dros arferion gweithredu ymarferol gwahanol ysgolion yr ymwelwyd â hwy yng ngogledd-orllewin Cymru, daeth awdur yr erthygl hon ar draws y sefyllfaoedd a ganlyn:

- Grwpio plant o gartrefi Cymraeg efo’i gilydd ar gyfer rhai sesiynau er mwyn cyfoethogi ac ymestyn eu hadnoddau ieithyddol.

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<sup>66</sup> Johnstone, R., *Immersion in a Second or Additional Language at School: A Review of the International Research*. Pennod 4. Stirling: Scottish CiLT, 2002.

<sup>67</sup> Baker, C. a Jones, S., *Encyclopaedia of Bilingualism and Bilingual Education*. Clevedon: Multilingual Matters, 1998.

<sup>68</sup> Johnstone, *op. cit.*, Pennod 5

- Grwpio plant o gartrefi di-Gymraeg efo'i gilydd ar gyfer rhai sesiynau er mwyn sefydlu geirfa a phatrymau iaith a rhoi sylfaen ieithyddol gadarn iddynt yn y Gymraeg.
- Grwpiau cymysg o blant Iaith 1 a Iaith 2 ar gyfer gweithgareddau penodol er mwyn eu cymathu â'i gilydd.

Wrth ddadansoddi'r hyn sy'n wynebu'r gyfundrefn addysg yn Iwerddon, mae Hickey yn crynhoi'r union ffactorau sy'n mynd i nodweddu addysg Gymraeg yn y blynyddoedd sydd i ddod er mwyn sicrhau cydbwysedd priodol rhwng anghenion gwahanol blant o fewn yr un dosbarthiadau:

"It is clear that a balance must be achieved between addressing the language needs of L2 learners and the equally urgent needs of L1 minority language children for active language support and enrichment... The future of minority languages is critically dependent on not only raising competence in the language among L2 learners, but also on maintaining and promoting its use by L1 speakers and between L1 and L2 children."<sup>69</sup>

## Yr her i addysg Gymraeg a dwyieithog

Yn rhinwedd y ffaith bod addysg gynradd cyfrwng Cymraeg heddiw yn cwmpasu disgyblion o gefndiroedd ieithyddol eang a bod dosbarthiadau yn gallu cynnwys plant o gartrefi Cymraeg (Iaith 1) a phlant o gartrefi di-Gymraeg (Iaith 2), mae'r amser yn aeddfed i ni ganolbwyntio'n hymchwil ar y cyfleoedd a'r her sy'n ein hwynebu ar gychwyn yr unfed ganrif ar hugain. O fod yn *addysg drochi* yn un pegwn i'r sbectrwm (e.e. Casnewydd lle ceir 0.2% o blant o gartrefi sy'n siarad Cymraeg) i fod yn *addysg dreftadaeth sy'n cynnal, cyfoethogi ac ymestyn iaith (heritage or maintenance language education)* yn y pegwn arall (e.e. Gwynedd lle mae 52.7% o blant yn siarad Cymraeg gartref), rhaid archwilio modelau gwahanol a gwahaniaethol o addysg Gymraeg a dwyieithog a fydd yn ymarferol ac yn addas i'r pwrpas.

Ymhlith y materion sy'n teilyngu sylw wrth i addysg Gymraeg a dwyieithog barhau i ddatblygu a chynyddu, gellir rhestru'r rhain:

- Archwilio dulliau o gynnal a datblygu Cymraeg disgyblion o gartrefi Cymraeg (Iaith 1).
- Archwilio dulliau o ddatblygu Cymraeg disgyblion o gartrefi di-Gymraeg (Iaith 2).
- Archwilio dulliau o hyrwyddo cydadweithio ieithyddol llwyddiannus rhwng disgyblion Iaith 1 (o gartrefi Cymraeg) a disgyblion Iaith 2 (o gartrefi di-Gymraeg) o fewn dosbarthiadau er mwyn hybu cymathu effeithiol.
- Archwilio dulliau o ddatblygu strategaethau addysgu a dysgu sy'n manteisio ar ddwyieithrwydd disgyblion.

<sup>69</sup> Hickey, T., 'Mixing beginners and native speakers in minority language immersion: who is immersing whom?' *The Canadian Modern Language Review*, 57(3), 443-474, tt. 469-70, 2001.

- Archwilio dilyniant o fewn ysgolion cynradd ac o'r sector cynradd i'r uwchradd.
- Cynhyrchu continwmm ieithyddol o Iaith 2 i Iaith 1.

## **Canolfan ESRC dros Ymchwil i Ddwyeithrwydd**

O ystyried bod dros drigain mlynedd wedi mynd heibio ers agor Ysgol Gymraeg Aberystwyth yn 1939 ac mai prin fu'r ymchwil i'r modd ymarferol y mae athrawon yn defnyddio'r Gymraeg a'r Saesneg ar lawr dosbarth ar gyfer addysgu a dysgu, mae'n gwbl amserol fod Canolfan dros Ymchwil i Ddwyeithrwydd wedi'i sefydlu ym Mhrifysgol Bangor yn Ionawr 2007 dan nawdd yr Economic and Social Research Council (ESRC), Cynulliad Cenedlaethol Cymru, a Chyngor Cyllido Addysg Uwch Cymru.<sup>70</sup>

Tra bydd gwaith y Ganolfan yn ystyried nifer o agweddau ar ddwyieithrwydd, bydd un prosiect ymchwil yn canolbwyntio'n benodol ar addysg ddwyieithog yng Nghymru (Colin Baker, Gwyn Lewis, Bryn Jones, Hunydd Andrews). Bydd tri amcan i'r prosiect:

1. Cynnal arolwg o ymarfer presennol yn yr ystafell ddosbarth a hynny'n arwain at dypoleg gychwynnol o ddyraniad iaith.
2. Ymgynghori ag ymarferwyr a chynghorwyr ynghylch y strategaethau dyrannu iaith mwyaf effeithiol.
3. Llunio deunyddiau hyfforddi.

Hyderir y bydd y gwaith ymchwil hwn yn arwain at ddiffinio a dadansoddi gwahanol fodolau o addysg ddwyieithog yng Nghymru a fydd yn adlewyrchu anghenion a gofynion amrywiol sefyllfaoedd. Rhaid i'r modelau hynny roi sylw i anghenion ieithyddol y plant sydd yng nghanol addysg Gymraeg a dwyieithog heddiw er mwyn sicrhau bod pob plentyn yn manteisio i'r eithaf ar fanteision dwyieithrwydd mewn addysg, fel a ddadleuwyd gan Colin Baker:

"Traditionally, the benefits claimed for bilingual education include its increasing achievement, not only in two-language competency and biliteracy, but also across the curriculum. Such bilingual education is also regarded as child-centred, identity-forming and responsive to parental preferences."<sup>71</sup>

Wedi'r cwbl, os yw addysg Gymraeg a dwyieithog i barhau i ddatblygu a chynyddu yn yr unfed ganrif ar hugain, rhaid gwneud hynny yn unol ag anghenion a dyheadau y plant a'u rhieni sy'n dewis addysg o'r fath, fel a grisialwyd gan Ioan Bowen Rees:

<sup>70</sup> [www.dwyieithrwydd.bangor.ac.uk/index.php.cy](http://www.dwyieithrwydd.bangor.ac.uk/index.php.cy)

<sup>71</sup> Baker, C., *Cylchgrawn Addysg Cymru/The Welsh Journal of Education*, 13(1), golygyddol, 2004.

"We bring up our children to speak Welsh, not for the sake of language, but for the sake of our children."<sup>72</sup>

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<sup>72</sup> Ioan Bowen Rees, 'Wales Today: Nation or Market?', yn *Planet*, Rhif 79, 1990, t. 78, ac a ddyfynnwyd yn Baker, C. a Jones, S., *Encyclopaedia of Bilingualism and Bilingual Education*. Clevedon: Multilingual Matters, 1998.



### Pennod 3

## **Trochi Ieithyddol Cyfnod Canolig a Hwyr: Modelau Sefydledig a'r Rhai sy'n Ymddangos yng Nghymru**

**Cen Williams**

Cynllun syml iawn sydd i'r bennod hon. Byddwn yn edrych ar y canlynol.

1. Rhai o'r egwyddorion sylfaenol a seiliau ymchwil ar gyfer dysgu ail iaith trwy gynnwys (sef addysg drochi) a ddatblygwyd yn UDA a Chanada.
2. Dau broject yr wyf wedi bod ynghlwm â nhw yng Nghymru, y naill yn enghraifft o drochi hwyr a'r llall yn enghraifft o drochi canolig.
3. Canfyddiadau ac argymhellion ar gyfer trochi canolig a hwyr yng Nghymru, er y bydd rhai argymhellion yn fwy eang na hynny.

### **1. Egwyddorion Sylfaenol a Seiliau Ymchwil Dysgu Iaith Trwy Gynnwys**

Y prif reswm dros edrych ar egwyddorion sylfaenol addysg drochi a'r seiliau ymchwil sy'n cael eu cynnig yn Unol Daleithiau'r America a Chanada yw ei gwneud hi'n gwbl eglur bod addysg drochi yn llwyddiannus yn y gwledydd hynny. Goblygiadau hynny i ni yma yng Nghymru yw y gallem ninnau hefyd fabwysiadu mwy o brojectau a sefyllfaoedd trochi a gwneud trochi yn rhywbeth mwy cyffredin trwy'r system addysg. Rhaid cofio mai cyd-destun y gynhadledd hon yw'r nod clodwiw a osododd Llywodraeth Cynulliad Cymru i wneud Cymru yn wlad ddwyieithog.

I ddechrau byddaf yn cynnig tri dyfyniad llawn i'w hystyried ac yna'n crynhoi'r canfyddiadau pellach y mae ymchwil wedi eu hamlygu. Mae Teddick, Jorgenson, Geffert (2001) yn nodi'n berffaith blaen:

"It has long been established in the research on immersion education that content-based language instruction works. That is, students who participate in immersion programs not only become proficient in the immersion language, they also achieve academically as evidenced by their performance on standardized achievement tests."<sup>73</sup>

Mae addysg drochi yn llwyddo yn y gwledydd a nodwyd eisoes ac mae angen i ni bwysleisio hynny yma yng Nghymru. Mae'r disgyblion sy'n cael

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<sup>73</sup> Teddick, D.J., Jorgensen, K. a Gefert, T., *Content-Based Language Instruction: The Foundation of Language Immersion Education*, 2001. O'r gyfres o erthyglau 'The Bridge: From Research to Practice' ACIE Newsletter. <http://www.carla.umn.edu/immersion/ACIE.html>

profiad o hyn yn llwyddo i ddod yn hyfedr mewn iaith newydd ac yn llwyddo'n academiaidd trwy gyfrwng yr iaith honno. Ond does dim rhaid i ni fynd i wlad arall i gael y dystiolaeth hon: mae'n digwydd yng Nghymru hefyd ers o leiaf ddeugain mlynedd. Addysg drochi yn ysgolion dwyieithog neu gyfrwng Cymraeg y de-ddwyrain a'r gogledd ddwyrain sy'n rhoi'r Gymraeg i'r disgyblion ym mwyafrif llethol yr achosion bellach, nid yr aelwydydd. Mae'r ysgolion uwchradd wedyn yn adeiladu ar y llwyddiant hwn a daw'r ail iaith yn iaith academiaidd iddyn nhw. Maen nhw'n llwyddo yn academiaidd yn y pynciau cynnwys trwy gyfrwng yr ail iaith. Ond erbyn hynny mae ganddyn nhw ddwy iaith gyntaf, y Gymraeg a'r Saesneg: dyma faint y llwyddiant a dyma werth addysg drochi i ni yng Nghymru. Mae hi'n hen bryd i'r gyfundrefn addysg sylweddoli hynny a defnyddio elfennau o addysg drochi i wneud iawn am fethiant cymharol y dysgu Cymraeg fel pwnc sy'n digwydd ym mwyafrif ein hysgolion cyfrwng Saesneg. Os ydym o ddifrif am greu Cymru ddwyieithog, rhaid cymryd mantais o'r hyn sy'n digwydd yma yng Nghymru yn y sector cyfrwng Cymraeg ac mewn gwledydd eraill, a lledaenu addysg drochi i'r ysgolion cyfrwng Saesneg.

Pwysleisia Grabe a Stoller (1997) y cynnydd mewn cymhelliant a'r cyfleoedd y mae trochi yn eu cynnig yn y farchnad waith:

"Research has shown that content based instruction results in language learning, content learning, increased motivation and interest levels, and greater opportunities for employment (where language abilities are necessary)."<sup>74</sup>

O safbwynt cymhelliant dylem gofio mai cymhelliant mewn dysgu iaith ychwanegol a olygir ac mae hynny'n digwydd oherwydd y diddordeb pynciol a'r ffaith bod cynnwys yn cael ei gyflwyno trwy'r iaith newydd. Mae'r cyfleoedd pellach yn y farchnad waith yn cyfeirio at y disgyblion, y bobl ifanc a'r oedolion hynny sy'n ennill yr iaith Saesneg trwy sefyllfaoedd trochi canolig a hwyr yn Unol Daleithiau'r America. Gallai'r sinig yn eich plith nodi bod hynny'n gwbl dderbyniol yn achos iaith fwyafrifol sy'n un o ieithoedd pwysicaf y byd. Pa mor berthnasol yw hynny yn achos y Gymraeg yng Nghymru? Cynhaliwyd ymchwil yn Ysgol Fusnes, Prifysgol Aberystwyth ar ddechrau'r mileniwm newydd a nodwyd ynddo bod unigolion dwyieithog (Cymraeg a Saesneg) yng Nghymru yn gallu ennill hyd at 10% yn fwy o gyflog oherwydd eu dwyieithrwydd ymarferol. Wrth reswm, yr unigolyn gorau ar gyfer y swydd yw'r ddelfryd ond mae ymchwil ar hyd y blynyddoedd yn dangos bod unigolion dwyieithog yn meddu ar sgiliau gwybyddol a dargyfeiriol ychwanegol. Pwy sydd i ddadlau felly, nad yw dwyieithrwydd Cymraeg Saesneg yng Nghymru yn fantais yn y farchnad waith lle mae cymaint o swyddi cyhoeddus erbyn hyn yn gofyn am gymhwyster yn y Gymraeg?

Mae nifer o astudiaethau ymchwil gwahanol yn nodi mai un nodwedd amlwg a phwysig wrth gyflwyno cynnwys pynciol trwy gyfrwng yr ail iaith

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<sup>74</sup> Grabe, W., a Stoller, F.L., 'Content-based instruction: research foundations', yn Snow, M.A. a Brinton, D.M. (Gol.), *The content-based classroom: Perspectives on integrating language and content* (tt. 5-21). White Plains, NY: Longman, 1997.

yw bod caffaeliad iaith yn digwydd mewn cyd-destun naturiol ac yn ymwneud ag ystyr real:

“Natural language acquisition occurs in context; natural language is never divorced from meaning, and content-based instruction provides a context for meaningful communication to occur.”<sup>75</sup>

Yn aml mewn sefyllfa ail iaith draddodiadol yng Nghymru ac mewn sefyllfaoedd lle mae'r Gymraeg yn cael ei hystyried yn bwnc yn unig, yr unig gyswllt rhwng geiriau a chystrawennau yw'r cyswllt ieithyddol (semantig) ac mae dysgu iaith yn nes at weithio pôs nag at weithgaredd real ac ystyrllon. Does dim pwrpas i'r dysgu ar wahân i bwrpas ieithyddol ac mae hynny'n gallu arwain at ailadrodd ac ymarferion diflas ac undonog. Ac yn yr unfed ganrif ar hugain allwn ni ddim twyllo plant! Maen nhw'n colli diddordeb ac yn methu â gweld pwrpas i'r dysgu.

Bodlonir ymhellach ar gynnig rhai crynodebau eraill o werth trochi fel y maen nhw'n cael eu rhestru yn Teddick *et al.* (2001):

- Mae dysgu sgiliau a ffeithiau y tu allan i gyd-destun yn ei gwneud hi'n anodd eu mewnnoli a'u trosglwyddo i'r cof hir dymor. Pan maen nhw wedi'u cyflwyno'n gydlynol ac wedi'u trefnu'n bynciol neu yn ôl themâu, mae'n arwain at well dysgu.
- Mae'n anodd cynnal diddordeb disgyblion gyda deunyddiau sydd y tu allan i gyd-destun a thu allan i gynnwys.
- Pan fo'r pwyslais ar gynnwys ystyrllon a pherthnasol i'r disgyblion yn hytrach nag ar yr iaith ei hun, mae'r gallu i gaffael iaith yn cynyddu.
- Does dim digon o amser i wahanu cynnwys ac iaith. Mae oedi'r dysgu cynnwys nes bydd y disgyblion wedi meistrolï'r iaith yn well, (h.y. yr iaith academaidd) yn anymarferol. Hefyd mae'n anwybyddu'u hanghenion, diddordebau a lefelau gwybyddol.
- Mae addysgu trwy gynnwys pynciol yn cryfhau cymhellant y disgybl gan fod yr iaith yn cael ei defnyddio i gyflwyno deunydd ystyrllon ac yn cael ei haddasu a'i datblygu yn ôl y cynnwys.
- Mae addysgu pynciol yn golygu cyswllt â sgiliau real.
- Mewn dosbarth lle mae'r cynnwys yn bwysig, mae disgyblion yn cael mwy o gyfle i ddefnyddio'u gwybodaeth a'u harbenigedd pynciol; maen nhw'n ysgogi'r wybodaeth sydd ganddyn nhw'n barod ac mae hyn yn arwain at gynnydd yn y ffordd y maen nhw'n dysgu'r iaith a'r cynnwys.
- Mae'r cyfrwng a'r ystyr yn bwysig ac yn cyd-weithio neu'n cydydfu'n naturiol; byddai eu gwahanu'n annaturiol.

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<sup>75</sup> Teddick *et al. op.cit.*

- Mae dysgu trwy ddeunydd pynciol yn golygu trafod (negydu) ystyr ac mae hyn yn gwella'r caffael iaith. Dylai disgyblion drafod cyfathrebu o safbwynt ffurfiau iaith a chynnwys.
- Mae'n cynnig cyfle i ddysgu iaith fwy cymhleth; mae dysgu iaith fwy cymhleth a soffistigedig yn digwydd orau o fewn fframwaith sy'n canolbwyntio ar gynnwys cymhleth a dilys.
- Mae dysgu cydweithredol, defnyddio strategaethau gwahanol a darllen eang i gyd yn arwain at wella gallu ieithyddol. A cheir amrywiaeth o'r fath mewn dysgu pynciol.
- Mae modd bod yn fwy hyblyg o safbwynt gweithgareddau a chyflwyno'r cwricwlwm; mae mwy o gyfle i addasu i anghenion a diddordebau'r unigolion.
- Mae mwy o gyfle i ymgorffori amrywiaeth o sgiliau meddwl sydd yn eu tro yn arwain at ddatblygiad iaith fwy cyfoethog, e.e. *sgiliau casglu gwybodaeth* - amsugno gwybodaeth, cwestiynu; *sgiliau trefnu gwybodaeth* - categoreiddio, cymharu, cynrychioli; *sgiliau dadansoddi* - adnabod prif syniadau, adnabod priodoleddau a chydannau, adnabod cysylltiadau a phatrymau; *sgiliau cynhyrchu* - dod i gasgliadau, rhagfynegi, amcangyfrif.
- Mae addysgu trwy gynnwys yn datblygu amrywiaeth ehangach o sgiliau mynegi (discourse) na dull dysgu ail iaith traddodiadol (oherwydd bod y sgiliau gwybyddol yn uwch).
- Mae addysgu trwy gynnwys yn arwain at weithgareddau dosbarth sy'n golygu defnyddio sgiliau gwybyddol uwch ac felly'n arwain at gyfoethogi datblygiad gwybyddol y disgyblion.
- Mae dysgu iaith yn dod yn llai haniaethol ac yn fwy diriaethol (o'i gymharu â'r dulliau traddodiadol lle mae'r pwyslais ar yr iaith ei hun.)
- Mae cyfuno iaith a chynnwys wrth ddysgu yn ffordd o barchu pa mor benodol yw defnydd ymarferol (ffwythiannol) o iaith h.y. mae'n cydnabod bod ystyr yn gallu newid yn ôl cyd-destun.

## 2. Dau gynllun trochi yng Nghymru

Yn ystod y degawd a mwy diwethaf bûm yn gysylltiedig â dau broiect trochi yng Nghymru. Ymchwilydd oeddwn yn achos y project trochi hwyr (h.y. yn cychwyn yn yr ysgol uwchradd) yn Ysgol Uwchradd Maes Garmon y Wyddgrug rhwng 1994 ac 1999. Yn achos y cynllun trochi canolig (h.y. yn cychwyn yn yr ysgol gynradd) roeddwn (ac rwyf) yn gweithredu fel ymgynghorydd arbenigol. Cyflwynaf gefndir y ddau gynllun yn fras iawn ac ar bwyntiau bwled, cyn mynd ymlaen at y canfyddiadau a'r argymhellion.

## ***Ysgol Maes Garmon: y cynllun trochi hwyr***

Ysgol uwchradd gyfun ddwyieithog yn derbyn disgyblion 11-18 oed yw Ysgol Maes Garmon. Mae wedi ei lleoli yng ngogledd ddwyrain Clwyd ac yn tynnu ar ddalgylch eang. Mae mwyafrif y disgyblion yn dod o'r Sir Fflint newydd ac mae ganddyn nhw gefndiroedd cymdeithasegol-ieithyddol, diwylliannol a diwydiannol eithriadol o amrywiol. Daw tua 80% o'r disgyblion o bedair ysgol benodedig ddwyieithog sy'n bwydo'r ysgol a daw'r 20% sy'n weddill o ysgolion cyfrwng Saesneg yr ardal. Yn Ionawr 1995 roedd 82% o'r holl ddisgyblion yn rhai yr oedd y Saesneg yn iaith gyntaf iddyn nhw.

Bûm yn dilyn dosbarth trochi a dderbyniwyd i'r ysgol am gyfnod o bum mlynedd, o flwyddyn 7 hyd at ddiwedd blwyddyn 11. Y patrwm oedd treulio dau ddiwrnod cyfan bob tymor yn yr ysgol yn dilyn y dosbarth cyfan am ddiwrnod (blwyddyn 7 ac 8). Ym mlynnyddoedd 9 – 11 roedd yn rhaid newid y patrwm gan ddilyn unigolion o'r dosbarth.

Am mai hon oedd yr unig enghraifft o drochiad ieithyddol yn 11 oed yng Nghymru ar y pryd, roeddwn yn gweld gwerth mewn canolbwyntio ar:

- Ysgol gyda record dda o lwyddiant gyda dosbarthiadau dysgwyr tebyg yn y gorffennol.
- Y ffordd yr oedd yr ysgol yn addasu'r cwricwlwm ym mlwyddyn 7 er mwyn cyflymu'r broses caffael ail iaith.
- Cynllun yr adran Gymraeg ar gyfer blwyddyn 7, cynllun a oedd wedi'i lunio'n benodol ar gyfer disgyblion trochi.
- Y ffordd yr oedd eu llwyddiant yn cael ei ragfynegi yn theori UDA.<sup>76</sup>
- Y ffaith bod yr athrawon yn ymwybodol o'u cyfrifoldeb i ddatblygu dwyieithrwydd y disgyblion.
- Y ffaith bod hwn yn fodel ar gyfer ysgolion eraill yng Nghymru ac eto hon oedd yr unig ysgol ar y pryd i ymgymryd â throchi.

Mae'n debyg mai'r prif bwrpas oedd casglu syniadau ar gyfer cyrsiau datblygiad staff trwy ymweld â'r sefyllfa real yn hytrach na dibynnu ar ymchwil a chanfyddiadau unigolion eraill. Teimlwn ddyletswydd ar y pryd (ac rwyf yn dal i deimlo'n gryf) y dylid seilio unrhyw ddeunyddiau hyfforddiant cychwynnol a hyfforddiant mewn swydd ar brofiad uniongyrchol o'r hyn sy'n digwydd yn y dosbarth. Ond gellir rhestru'r holl bwrpasau sy'n dilyn yn ogystal.

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<sup>76</sup> Cummins, J., 'The role of primary language development in promoting educational success for language minority students', yn California State Department of Education, *Schooling and language minority students: A theoretical framework*, Los Angeles: California State University, Evaluation, Dissemination, and Assessment Centre, 1981.

1. Astudio'r unig sefyllfa drochi 11-16 oed yng Nghymru lle'r oedd dosbarth cyfan o ddysgwyr yn cael iaith o'r newydd.
2. Dangos beth sy'n gyfrifol am y llwyddiant o safbwynt polisiau, disgwyliadau a thechnegau addysgu.
3. Edrych ar y llwyddiant o safbwynt ansoddol a dadansoddol.
4. Bod yn arweiniad i dîm rheoli ysgol o safbwynt sefydlu polisi ac addasu'r cwricwlwm.
5. Bod yn arweiniad i athrawon Cymraeg o safbwynt defnyddio'r ddwy iaith i gyflymu'r broses a dulliau addysgu'r ail iaith yn gyffredinol.
6. Rhoi arweiniad i athrawon pwnc o beth yw'r disgwyliadau o'u safbwynt nhw a sut y mae'r disgwyliadau hynny'n cael eu haddasu wrth i'r dosbarth fagu hyder yn y Gymraeg.
7. Bod yn sail i gyrsiau datblygiad staff sy'n ymdrin ag iaith (neu'r ddwy iaith) ar draws y cwricwlwm.
8. Cynnig meincnodau i unrhyw ysgol ddwyieithog arall ar gyfer mesur llwyddiant gyda dysgwyr prin sy'n cael eu derbyn yn 11 oed.
9. Cynnig awgrymiadau ymarferol i'r ysgol ei hun ynglŷn â'r dulliau addysgu a'r technegau'n gyffredinol gan awgrymu sut y gellid gwella.
10. Cynnig her i'r ysgolion hynny sydd y tu allan i'r sector ddwyieithog swyddogol i fabwysiadu elfennau o addysgu dwyieithog lle mae staffio'n caniatáu hynny (ac i ymestyn hynny i fod yn bolisi maes o law).

Un o'r ffactorau llwyddiant a'm tarodd i yn yr ysgol oedd bod y polisi iaith wedi'i osod yn gadarn fel bod pob un o'r athrawon yn gwybod yn union pa gyfrwng a ddisgwylid gan y disgyblion yn ystod pob cam yn eu datblygiad. Roedd polisi diamwys hefyd ar gyfer iaith yr addysgu:

"Y Gymraeg yw iaith swyddogol yr ysgol o ran dysgu a gweinyddu. Asesir gwaith y disgyblion yn iaith y dysgu. Er mai darparu addysg gyflawn yn y Gymraeg a'r Saesneg yw nod yr ysgol, disgwylir i'r dysgwyr yn ogystal â'r Cymry ddilyn eu pynciau drwy gyfrwng y Gymraeg."

Roedd y cymalau hyn (yn ogystal â rhai eraill), yn fodd i:

- Godi disgwyliadau athrawon, rhieni a disgyblion.
- Sicrhau cysondeb ymhlith yr athrawon.

## ***Cynllun trochi Bwrdd yr Iaith Gymraeg: y cynllun trochi canolig***

Cychwynnodd y Cynllun o ganlyniad i ymweliad y Gweinidog dros Addysg Gydol Oes Cynulliad Cenedlaethol Cymru a'i dirprwyaeth â Newfoundland a Labrador a New Brunswick rhwng 16 a 21 Medi 2001 (Adroddiad Interim, Bwrdd yr Iaith Gymraeg, 2007). Noda'r adroddiad a luniwyd wedi'r ymweliad:

"...eu bod wedi gweld rhaglen lawn ac amrywiol ond mai'r model y teimlent y dylid ymchwilio ymhellach i'r posibilrwydd o'i addasu a'i ddefnyddio yng Nghymru fyddai y model Ffrangeg Craidd Dwys. Byddai hwn yn fodel nas defnyddid yng Nghymru yn flaenorol (gydag eithriadau prin), sef model yn hyrwyddo ail bwynt mynediad i addysg Gymraeg i ddisgyblion y dewisodd eu rhieni addysg cyfrwng Saesneg iddynt pan yn dechrau addysg lawn-amser am y tro cyntaf. Roedd y ddirprwyaeth o'r farn mai'r pwynt mynediad mwyaf priodol ar gyfer gweithredu peilot o'r fath yng Nghymru fyddai gyda disgyblion Cymraeg ail iaith ym Mlwyddyn 6, gyda golwg ar i'r disgyblion hynny gyflawni amrediad o ganlyniadau, yn cynnwys:

- trosglwyddo i addysg cyfrwng Cymraeg;
- astudio mwy o bynciau drwy gyfrwng y Gymraeg mewn ysgol uwchradd ddwyieithog neu Saesneg ei chyfrwng;
- sefydlu sylfaen o ruglder ieithyddol sy'n ddigon cryf i alluogi'r disgyblion i gymryd rhan mewn mwy o weithgareddau addysgiadol a chymdeithasol cyfrwng Cymraeg yn yr ysgol a thu allan iddi.<sup>77</sup>

Yn bersonol teimlaf fod rhai gwendidau ym model Canada a'r ddau fwyaf amlwg oedd y canlynol.

1. Gallai'r disgyblion, ar ôl hanner blwyddyn o ddilyn Ffrangeg fel ail iaith, ollwng popeth arall o'r cwricwlwm (ar wahân i rai projectau digyswllt) i fynd yn ôl at sefyllfa lle'r oedden nhw'n gollwng y Ffrangeg yn llwyr am yr hanner blwyddyn nesaf. Yn ystod y cyfnod hwnnw fe fydden nhw'n ceisio ennill y tir a gollwyd yng ngweddill y cwricwlwm. Roedd rhai disgyblion yn trosglwyddo i addysg drochi ond golygai hynny newid dosbarth ar hanner blwyddyn.
2. Roedd dysgu a meistroli'r Ffrangeg yn nwylo'r sector cyfrwng Saesneg a'r ysgolion Saesneg yn y gwahanol daleithiau. Doedd y disgyblion, felly, ddim yn cyfarfod siaradwyr Ffrangeg naturiol yn ystod eu haddysg swyddogol. Yng Nghymru, sefyllfa fyddai hon lle y byddai'r cyfrifoldeb am ddysgu'r Gymraeg yn nwylo'r sector di-Gymraeg yn llwyr ac mai gwrando ar acenion dysgwyr eraill y bydden nhw yn hytrach nag ar acenion ac idiom Cymry cynhenid. Gan fod nifer helaeth o'r athrawon yn yr ysgolion Saesneg hefyd yn ddysgwyr gallai arwain at gam-ynganu a cham-oslefu.

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<sup>77</sup> Bwrdd yr Iaith Gymraeg, *Prosiect Addysg Drochi a Dysgu Iaith drwy Dulliau Dwys: Adroddiad Interim*, 2007.

Mae'r model a gynigir gan Ganolfannau Hwyrddyfodiaid yr hen Wynedd a'r hen Ddyfed yn y sector cynradd a Chanolfan Hwyrddyfodiaid Uwchradd Gwynedd ym Mhorthmadog yn cynnig model dysgu cyfrwng Cymraeg cryfach. Model ydyw sy'n cyd-fynd i raddau llawer helaethach â'r pwyntiau a nodir yn Rhan I y papur hwn ynglŷn ag addysg drochi. Mae cynllun trochi peilot Bwrdd yr Iaith Gymraeg bellach yn ymdebygu'n fwy i'r hyn a oedd gennym eisoes yn y canolfannau hwyrddyfodiaid hyn. Mae model Canada fel y mae yn nes at fodel ail-iaith Cymru.

Yn anffodus, y gair 'model' a ddefnyddir hefyd i ddisgrifio'r gwahanol fathau o gynlluniau sy'n weithredol o fewn cynllun trochi peilot Bwrdd yr Iaith Gymraeg. O hyn ymlaen felly, defnyddir y gair 'model' i gyfeirio at y gwahanol gynlluniau sydd ar waith yn yr ysgolion peilot bellach.

Noda'r Adroddiad Interim (Bwrdd yr Iaith Gymraeg) mai:

"..prif waith y prosiect yw sefydlu a chynnal prosiect peilot a fydd yn cynorthwyo i bennu'r ffordd orau ymlaen ar gyfer hwyluso pwyntiau mynediad i addysg Gymraeg. Bu'r prosiect felly, yn cefnogi'r modelau canlynol:

*Model 1* - addysg drochi a gynhelir gan ysgol benodedig Gymraeg ar safle'r ysgol. Cynhelir cyfnod dwys o bum neu chwe wythnos i ddisgyblion a ddaw o ysgolion cynradd cylch nad ydynt yn ysgolion Cymraeg eu cyfrwng. Bydd cynhaliaeth ieithyddol i ddisgyblion ym mlynnyddoedd 7 a 8. Bydd rhai disgyblion yn trosglwyddo o'r dosbarth 'trochi' i ddosbarth prif ffrwd (yn gyfan gwbl neu'n rhannol) cyn diwedd blwyddyn 8. Gall hyn ddigwydd pan fydd cydlynnydd y prosiect trochi yn yr ysgol unigol yn teimlo bod yr amser yn addas ar gyfer hynny (bydd hyn yn dibynnu ar ffactorau megis cefndir ieithyddol, gallu ieithyddol a hyder y disgybl). Bydd disgyblion y dosbarth 'trochi' yn derbyn mwy o wersi Cymraeg ym mlwyddyn 7 na disgyblion yn y dosbarthiadau prif ffrwd yn yr un flwyddyn. Bydd ambell ysgol yn dewis peidio amodi'r cwricwlwm ym mlwyddyn 7 er mwyn sicrhau mwy o wersi Cymraeg ar gyfer y disgyblion 'trochi'.

*Model 2* - addysg fydd yn cynnwys peth dysgu trwy gyfrwng y Gymraeg. Bydd hyn yn amrywio o ysgol i ysgol gan fod y mwyafrif o ysgolion sy'n cynnig y ddarpariaeth hon yn ysgolion traddodiadol eu natur (yn hytrach nag ysgolion penodedig Cymraeg neu ysgolion Saesneg eu cyfrwng). Bydd y disgyblion wedi derbyn addysg gynradd mewn ysgolion dwyieithog/ysgolion categori A neu B (efallai ysgolion gwledig sydd wedi cynnig Cymraeg iaith gyntaf neu ail iaith fel cyfrwng addysgu) neu ysgolion Saesneg eu cyfrwng. Bydd disgyblion yn dilyn cwrs Cymraeg iaith gyntaf ac ambell i bwnc trwy gyfrwng y Gymraeg (bydd y pynciau'n amrywio o ysgol i ysgol). Dilynr gweddill y pynciau trwy gyfrwng y Saesneg.

*Model 3* - cwrs carlam Cymraeg ail iaith pum wythnos o hyd i ddisgyblion ysgolion cynradd Saesneg eu cyfrwng cyn symud i ysgolion uwchradd Saesneg eu cyfrwng. Bydd disgyblion yn sefyll



arholiadau TGAU Cymraeg ail iaith ym Mlwyddyn 9 neu Blwyddyn 10. Trefnir bod tiwtor y dosbarth yn gallu siarad Cymraeg ac yn defnyddio Cymraeg achlysurol yn ystod y cyfnod cofrestru gyda'r disgyblion hyn. Ni chynigir addysgu unrhyw bwnc trwy gyfrwng y Gymraeg yn yr ysgolion hyn ac felly penderfynodd y Pwyllgor Llywio y dylid gollwng y model hwn oherwydd na chynigiwyd unrhyw bwynt mynediad i addysg cyfrwng Cymraeg.

Hefyd, cefnogwyd un peilot Blwyddyn 5 yn y prosiect ac un peilot Blwyddyn 3. Nid oes cyfnod dwys yn rhan o weithrediad yr ysgol Model Blwyddyn 3."

Bwriad y model Blwyddyn 3 gwreiddiol oedd rhoi gafael gadarn i'r Gymraeg trwy gyfnod allweddol 2 gan Gymreigio'r disgyblion a'r ysgolion wrth wneud hynny. Yn anffodus, dim ond un ysgol gynradd trwy Gymru a ymgwymerodd â'r model hwn. Ond bellach mae un ysgol gynradd drefol wedi cychwyn model blwyddyn 5 lle mae cyfle i'r disgyblion gael cyfnod trochi ar ddiwedd y flwyddyn honno gan barhau i ddefnyddio'r Gymraeg yn gyfrwng am ran o'r amser ym mlwyddyn 6.

## **Canfyddiadau ac argymhellion**

### **(i) Cyffredinol**

Yn ystod y ddau gynllun tymor canolig a thymor hir hyn gwelwyd y canlynol.

- Roedd mwyafrif llethol os nad y cyfan o'r egwyddorion a'r seiliau ymchwil a drafodwyd yng nghyd-destun addysg drochi Canada ac Unol Daleithiau'r America hefyd i'w gweld ar waith yma yng Nghymru. Nid yw ein dulliau na'n seiliau yn isradd i'r arweinwyr rhyng-genedlaethol yn y byd hwn. Trwy fynd ati'n systematig i roi mwy o bwyslais ar rai agweddau e.e. hyfforddiant athrawon, gallwn rymuso, cryfhau a lleadaenu'r hyn sydd gennym eisoes.
- Cafodd y cynnydd a'r llwyddiant ei ddangos gyda dulliau gwrthrychol o fesur yn ogystal ag arsylwi goddrychol.<sup>78</sup>
- Mae rôl ganolog i ysgolion uwchradd penodedig Gymraeg a thraddodiadol Gymraeg wrth ymestyn a chynnal y cynnydd a wna'r disgyblion sy'n trosglwyddo o'r sector cynradd i'r sector uwchradd. Ynddyn nhw y mae'r arbenigedd staffio, yr adnoddau a'r profiad i wneud hynny. Dylid ymdrechu i orchfygu unrhyw broblemau lleol a/neu wleidyddol a dylai Llywodraeth Cynulliad Cymru gynllunio'r datblygiad hwn. Llesteirio cynnydd fyddai i'r disgyblion hyn

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<sup>78</sup> Gweler Bwrdd yr Iaith Gymraeg, *Prosiect Addysg Drochi a Dysgu Iaith drwy Dulliau Dwys: Adroddiad Interim*, 2007; a Williams, C., *Ennill Iaith*, Ysgol Addysg, Prifysgol Bangor, 2002.

drosoglwyddo i fwyafrif yr ysgolion uwchradd cyfrwng Saesneg yng Nghymru.

**(ii) Gwleidyddol gyda 'g' fach!**

Canfyddiadau ac argymhellion cyffredinol ac eang yw'r rhai hyn; taro'r post i'r pared glywed fel petai gan obeithio bod parwydydd mawr a dylanwadol yn gwranddo hefyd.

Ni ddylai'r hyn sy'n digwydd yng Nghynllun Trochi Bwrdd yr Iaith Gymraeg gael ei ymestyn i wneud iawn am fethiannau dysgu'r Gymraeg fel ail iaith yn ysgolion cyfrwng Saesneg Cymru. Mae angen Cynllun Peilot Ail Iaith i rymuso'r dysgu yn y sector hwnnw. Cywilydd i'r system yng Nghymru yw'r ffaith nad yw dysgu ail iaith, sy'n orfodol trwy ddeddf ers dros bymtheg mlynedd, yn llwyddo. Yn y gynhadledd hon, nododd Jane Hutt, y Gweinidog Addysg:

- (i) mai dim ond dwy ran o dair o ddisgyblion Cymru yn y sector ail iaith sy'n dilyn y pwnc i lefel TGAU.
- (ii) mai dim ond chwarter y disgyblion sy'n cael graddau A – C.
- (iii) nad yw 10,000 o'r rhai sy'n dilyn Cymraeg ail iaith yn cyrraedd y safon angenrheidiol i sefyll arholiad.

Rhaid grymuso'r dysgu ac addysgu, hyfforddi pob darpar athro cynradd yng Nghymru yn nhechnegau dysgu ail iaith, rhoi peth hyfforddiant i athrawon pwnc uwchradd sy'n hyfedr yn y Gymraeg a sicrhau bod ysgolion ledled Cymru yn cymryd dysgu'r Gymraeg yn ail iaith o ddifrif. Mae adroddiadau ESTYN yn cyson dynnu sylw at y mater hwn ond ymddengys eu bod nhw ar eu pennau eu hunain yn analluog i weithredu.

Mae rôl i ysgolion uwchradd cyfrwng Saesneg yn y broses o greu Cymru ddwyieithog a Chymry sy'n hyfedr yn y ddwy iaith. Gallent roi profiadau cyfrwng Cymraeg mewn rhai meysydd i ddysgwyr y Gymraeg. Fel yr amlinellwyd yn Rhan I, profiadau cyfrwng sy'n rhoi pwrpas i ddysgu'r ail iaith ac yn ei throi'n iaith weithredol yn y meysydd gwybyddol. Gellid dosbarthu'r pynciau fel a ganlyn:

"Gwell fyddai rhannu pynciau'n grwpiau yn ôl y defnydd a wneir o iaith ynddyn nhw a'r berthynas rhwng y defnydd hwnnw a chynhaliaeth anieithyddol, gan gadw'r Dyniaethau ar gyfer y lefel uchaf o ymwneud trwy gyfrwng yr ail iaith yn ôl y dosbarthiad sy'n dilyn:

Cam 1: Pynciau ymarferol, e.e. Addysg Gorfforol, Technoleg, TG., Celf, Cerdd: dyma'r pynciau y gellid eu cyflwyno'n gyntaf i ddysgwyr lle mae nifer ohonyn nhw'n weddol brin eu gafael ar yr ail iaith.

Cam 2: Pynciau fel Mathemateg a Gwyddoniaeth: pynciau lle mae'r elfen ieithyddol yn cael ei chyflwyno mewn cyfnodau byrion sy'n arwain at wneud, cymhwyso a.y.b.

Cam 3: Pynciau dyniaethol gan gynnwys Addysg Grefyddol, Daearyddiaeth a Hanes: pynciau sy'n mynnu meistrolaeth lefel uchel ar iaith y cyflwyno neu fe allai perfformiad yn y pwnc ddiodef."<sup>79</sup>

Mae gan unrhyw ddsbarthiad fel yr un uchod oblygiadau i hyfforddi cychwynnol athrawon a datblygiad proffesiynol. Rhaid cynllunio fel bod digon o athrawon dwyieithog hyfedr a hyderus yn eu defnydd pynciol o'r Gymraeg yn cael eu paratoi ar gyfer y proffesiwn, yn arbennig felly yn y pynciau o dan Cam 1.

### **(iii) Datblygiad ieithyddol y disgyblion trochi**

Dylid ymchwilio i'r agweddau canlynol yn natblygiad y disgyblion trochi yng Nghymru.

1. Datblygu dulliau i ymestyn gafael y disgyblion hyn ar gyweiriau iaith, llafar ac ysgrifenedig, sydd y tu allan i'r cyweiriau pynciol swyddogol. Mae ymchwil mewn gwledydd eraill yn awgrymu bod gan y disgyblion hyn afael gwell ar iaith swyddogol y pynciau, ond eu bod yn troi i'w mamiaith i drafod digwyddiadau anacademaidd a phethau cymdeithasol bob dydd yn yr ysgol.
2. Mae dysgu pynciol ym Mhrydain yn dueddol o dderbyn brawddegau unigol, neu'n wir gymalau a geiriau unigol yn hytrach nag ysgrifennu estynedig mewn paragraffau cydlynol. Gallai hyn fod yn wir hyd at safon TGAU mewn rhai pynciau. Dylai ysgolion ac athrawon ddisgwyl ysgrifennu a gwaith llafar estynedig ganddyn nhw yn ystod eu haddysg. Mae angen mynd ymhellach na gofynion arholiadau allanol. Mae neges yma hefyd i arholwyr Cydbwyllgor Addysg Cymru; tybed nad yw'r gallu i drin a thrafod deunydd pynciol yn hyderus yn estynedig yn rhan o bob disgyblaeth bynciol?
3. Mae nifer o awdurdodau addysg yn gosod trothwy ieithyddol ar gyfer dilyn pynciau trwy gyfrwng y Gymraeg ar Lefel 3 Mamiaith mewn Ysgrifennu. Mae angen edrych ar y cyswllt rhwng hynny a'r trothwyon gwybyddol sydd eu hangen yn y gwahanol bynciau.
4. Dylai athrawon pwnc uwchradd fod yn deall caffaeliad ail iaith ac yn deall gramadeg yr iaith Gymraeg eu hunain. Mae hyn yn hanfodol i ddeall beth sydd yn wallau ieithyddol dros dro sy'n rhan o ddatblygiad ieithyddol pob plentyn wrth aeddfedu'n ieithyddol. Yn yr un modd, mae angen iddyn nhw fod yn gwybod sut i gywiro'n sensitif, sut i amrywio pwyslais mewn brawddegau a sut i ddatblygu cywirdeb ac amrywiaeth cystrawennol o fewn eu pynciau.

Mae gan y pwynt olaf eto oblygiadau mawr i gynnwys cyrsiau hyfforddi cychwynnol a dylid gofyn erbyn heddiw ai cyfrifoldeb yr ysgolion neu

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<sup>79</sup> Williams 2002 *Ibid.* tudalen 50.

gyfrifoldeb yr adrannau hyfforddi athrawon fyddai hynny. Neu a oes modd archwilio dulliau ffurfiol o gyfuno'r cyfrifoldebau hyn?

#### ***(iv) Peilot trochi Bwrdd yr Iaith Gymraeg***

Argymhellion i Bwyllgor Rheoli a Swyddogion y cynllun yw'r rhain yn bennaf ynglŷn â'r ffordd y mae'r cynllun yn cael ei weithredu yn y cynradd. Mae'r rhesymau am eu cynnig yn Rhan II.

1. Dylid ystyried gollwng y model blwyddyn 3 gan mai un ysgol yn unig yng Nghymru sydd wedi ymgymryd â'r model hwn.
2. Dylid ystyried ymestyn model blwyddyn 5 i gymryd ei le. Nid yw'n gymaint o faich ar ysgolion o ran staffio ayb ond byddai'n paratoi'r disgyblion yn well ar gyfer addysg uwchradd cyfrwng Cymraeg neu ddwyieithog.
3. Rhaid i'r ysgolion sy'n ymgymryd â'r ddau fodel blwyddyn 6 sylweddoli mai man cychwyn yn unig yw'r model hwnnw er ei fod wedi ennill ei dir. Mae llwyddiant y cynllun yn dibynnu ar athrawon pwnc uwchradd gan mai yn eu meysydd nhw y gwelwn yr hyfedredd a'r hyder yn cynyddu.

#### ***(v) Y sector uwchradd***

Rhaid sylweddoli bod tair carfan ieithyddol eto'n bosib o fewn rhai ysgolion uwchradd, sef (i) plant mamiaith neu rai sydd wedi cyrraedd safon mamiaith; (ii) trochwyr; a (iii) dysgwyr.

Mae gan hynny oblygiadau i ysgolion ac athrawon o safbwynt dulliau addysgu a natur ieithyddol y deunyddiau a ddefnyddir ar gyfer y dysgu pynciol. Mae goblygiadau mawr yn hyn i gyrsiau hyfforddi athrawon uwchradd hefyd; yn achos athrawon Cymraeg ac athrawon pwnc.

Rhaid i bob ysgol uwchradd sy'n derbyn y trochwyr, sicrhau bod strwythur ac arweiniad mewnol yn cael ei sefydlu yn yr ysgol ar lefel staff hŷn. Rhaid sicrhau dulliau o adnabod arferion da gyda throchwyr, dulliau o feithrin athrawon pwnc dibrofiad a dulliau o ledaenu arferion addysgu da o fewn yr ysgol. Nid yw'n ddigon i ymddiried y dyletswyddau hyn i athrawon iaith ifanc a dibrofiad heb y gefnogaeth gysyniadol ac ymarferol gan y tîm rheoli. Dylid ystyried o ddifrif ai athrawon iaith neu athrawon pwnc a ddylai arwain.

#### ***(vi) Y gyfundrefn addysg a hyfforddiant yng Nghymru***

Bodlonir ar ail bwysleisio tri phwynt.

1. Rhaid sylweddoli nad yw dysgu ail iaith o fewn y Cwricwlwm Cenedlaethol yn llwyddo fel y dylai yng Nghymru neu fe fydden ni'n

hunan gynhaliol bellach o ran cael athrawon dwyieithog hyfedr ym mhob pwnc.

2. Gellid cynyddu llwyddiant mewn dysgu ail iaith a chynyddu'r posibilrwydd o greu Cymru ddwyieithog trwy gyflwyno elfennau o ddysgu trwy gyfrwng y Gymraeg yn y sector uwchradd Saesneg yng Nghymru.
3. Er mwyn gwneud hynny, rhaid hyfforddi digon o athrawon pwnc uwchradd i fod yn hyfedr ac yn hyderus, yn llafar ac yn ysgrifenedig, i ddysgu rhannau o'u pynciau trwy'r Gymraeg. Nid yw'r sylw pitw a roddwyd i hyfforddiant cyfrwng Cymraeg mewn adroddiad(au) swyddogol yn y blynyddoedd diweddar yn deilwng o'n sefyllfa fel gwlad nac o uchelgais Llywodraeth Cynulliad Cymru o greu Cymru ddwyieithog.

Gyda'r ewyllys wleidyddol a thrwy gynllunio ac arweiniad cadarn, gallwn wireddu'r uchelgais. Ond rhaid cael un corff pŵerus i gydlynu'r cyfan.

## **Pennod 4**

### **Datblygiadau Newydd**

#### **(i) Ysgol Gyfun Treorci: Y Gymraeg fel cyfrwng addysgu a dysgu o fewn y sector ail iaith**

##### **Bethan Guilfoyle**

Yn ystod y flwyddyn academaidd 2000-01 bu sawl trafodaeth rhwng penaethiaid ysgolion clwstwr Treorci ag Adran y Gymraeg yr Ysgol Gyfun ynglŷn â chodi safonau'r Gymraeg yng Nghyfnod Allweddol 3. Yn ogystal â hyn, fe gynhaliwyd trafodaethau pellach rhwng staff allweddol yr ysgol gyfun, Adran Addysg Rhondda Cynon Taf a Bwrdd yr Iaith Gymraeg ar ddrafftio cynllun. Ar ôl yr ymgynghori cynnar, dangoswyd bod cefnogaeth helaeth i'r cynllun a'r canlyniad oedd cyflwyno'r drafft cyntaf i Fwrdd y Llywodraethwyr a holl staff Ysgol Gyfun Treorci.

Bwriad y cynllun oedd i hyrwyddo, cefnogi a gwella perfformiad ieithyddol disgyblion ail iaith Cyfnod Allweddol 3 drwy gynnig cyfle iddynt astudio rhai pynciau drwy gyfrwng y Gymraeg.

Yn ganolog i'r holl gynllun oedd penodi athro/awes y Gymraeg peripatetig ar gyfer yr ysgolion clwstwr i addysgu disgyblion blynyddoedd 5 a 6 ac hefyd i greu adnoddau a darparu cyngor ar gyfer addysgu a dysgu blynyddoedd cynnar yr ysgolion, sef blynyddoedd 3 a 4. Byddai disgyblion wedyn yn dilyn cwrs dwys ym mlwyddyn 7 ac yn astudio 3 phwnc yn ddwyieithog ym mlwyddyn 8.

Ers mis Medi 2001, mae'r cynllun wedi datblygu cryn dipyn fel y gwelir yn y tabl ar y dudalen nesaf.

Mae rhai disgyblion hefyd yn dysgu Cymraeg Iaith Gyntaf.

Ers 2006, y pynciau a addysgir drwy gyfrwng y Gymraeg neu yn ddwyieithog yw Hanes, Daearyddiaeth, Addysg Grefyddol, Addysg Gorfforol ac Addysg Bersonol a Chymdeithasol.

O fewn tair mlynedd o gyflwyno'r cynllun, nododd asesiad allanol gan yr Awdurdod Lleol, drwy ESIS, ac asiantaethau allanol eraill, fod gallu ieithyddol y disgyblion wedi codi yn aruthrol. Yn fwy diweddar, ym Mawrth 2006, derbyniodd yr ysgol radd 1 ar gyfer dwyieithrwydd mewn arolwg gan Estyn: yr ysgol gyntaf yng Nghymru i gyflawni hyn.

## Patrwm y cwricwlwm a'r datblygiadau o 2001 hyd 2006

<b>2001</b>		
<b>Blwyddyn 7</b>	<b>Blynyddoedd 8/9</b>	<b>Blwyddyn 10</b>
1 dosbarth Cwrs cymraeg dwys	3 phwnc yn ddwyieithog	TGAU Cymraeg Ail Iaith
↓	↓	↓
<b>2004</b>		
<b>Blynyddoedd 7/8</b>	<b>Blwyddyn 9</b>	<b>Blynyddoedd 10/11</b>
2 ddosbarth 3 phwnc yn ddwyieithog/ cyfrwng cymraeg	TGAU Cymraeg Ail Iaith	AS Cymraeg Ail Iaith
↓	↓	↓
<b>2006</b>		
<b>Blynyddoedd 7/8</b>	<b>Blwyddyn 9</b>	<b>Blynyddoedd 10/11</b>
2 ddosbarth 5 phwnc yn ddwyieithog/ cyfrwng cymraeg	TGAU Cymraeg Ail Iaith	AS Cymraeg Ail Iaith

Mae'r dewis terfynol o ba gynllun fydd y plentyn yn ymuno ag ef yn nwylo'r rhieni. Mae ymateb y rhieni wedi bod yn bositif ar hyd y blynyddoedd ac maent yn cyfarfod yn rheolaidd ag Adran y Gymraeg a'r Gyfadran Ddwyieithrwydd i drafod datblygiad eu plant.

O ran yr Ysgol Gyfun a'r clwstwr, mae'r rhaglen wedi sicrhau ethos ac agwedd bositif iawn tuag at y Gymraeg ar draws yr ysgolion. Mae mwyafrif disgyblion Treorci yn aros yng Nghymru ar gyfer eu haddysg bellach neu uwch. Maent yn falch i fod yn rhan o gymuned ddwyieithog. Mae datblygu a chyfoethogi eu sgiliau ieithyddol o fantais iddynt gyda nifer cynyddol o ddisgyblion yn gadael yr ysgol yn rhugl yn yr iaith Gymraeg. Mae hynny'n rhywbeth i ymfalchïo ynddo.

## **(ii) Datblygiadau o Ran Addysg Gymraeg yng Ngheredigion**

### **Gareth Jones**

O ran cronoleg datblygiad addysg Gymraeg yng Ngheredigion mae gen i o leiaf dri phrofiad personol i dynnu arnyn nhw a fydd yn help i amlygu nifer o'r prif linyrnau.

Yn fuan ar ôl imi fynd i Lanbed tua chanol yr 80au bu ymgyrchu dros sefydlu ysgol uwchradd ddwyieithog yng nghanol Ceredigion. Heb fynd i fanylder, ni sefydlwyd yr ysgol arfaethedig ond rhoddwyd blaenoriaeth yn hytrach i Gymreigio'r tair ysgol fel yr oedden nhw (Aberaeron, Llanbed a Thregaron). Datblygodd y ddarpariaeth gyfrwng Cymraeg yn eithaf sylweddol yn ystod y cyfnod hwn. Arweiniodd hyn i gyd at sefydlu polisi iaith newydd i holl ysgolion Dyfed, a bathwyd y term 'Ysgol Draddodiadol Ddwyieithog' lle'r oedd lefelau gwahanol o ddarpariaeth cyfrwng Cymraeg, un ffrwd yn astudio o leiaf 60% o'r cwricwlwm drwy gyfrwng y Gymraeg, un arall yn astudio o leiaf 40% drwy gyfrwng y Gymraeg ac un arall o leiaf 20%. Cawsom ni yng nghanolbarth Ceredigion gyfle i fod yn aelodau o'r Gweithgor fu wrthi'n llunio'r polisi. Dilynwyd hyn yn weddol fuan ar ddechrau'r 90au gyda pholisi iaith hefyd i ysgolion cynradd Dyfed, polisi a gysylltir gan mwyaf heddiw â'r broses o gategoreiddio ysgolion cynradd.

Yn ystod y 90au wedyn dechreuais ar waith ymchwil M.Phil rhan amser a chymryd yn destun, yn ddigon naturiol am fy mod i eisiau pwnc oedd yn berthnasol i'm gwaith addysgol ac yn cynnig ymchwil weithredol, "Addysg Uwchradd Ddwyieithog yng Nghanolbarth Ceredigion 1980-1995". Daeth amryw o bethau i'r amlwg i mi yn ystod yr ymchwil honno, a rhai o'r prif elfennau yr oedd angen gwneud rhywbeth yn eu cylch oedd:

- Bod lle i ofidio am yr hyn oedd wir yn cael ei gyflawni ymhlith disgyblion 20%, ac i raddau ychydig yn llai ymhlith disgyblion 40%, megis agweddau negyddol tuag at yr iaith a thuedd rhai i Seisnigeiddio eraill (heb sôn am yr ymrwymiad mawr a ddisgwyliid o du'r athrawon).
- Bod dilyniant yn ofid, yn enwedig rhwng y cynradd a'r uwchradd, a hefyd rhwng Blwyddyn 9 a Blwyddyn 10 (ymddangosai fod y ddau gyfnod pontio hyn yn gefndeuddwr pwysig iawn, gyda goleddfu pendant oddi wrth yr iaith fel cyfrwng).
- Bod angen arfarnu effeithiolrwydd y polisi a bod angen gwneud hynny'n aml ac yn gyson. Dw i ddim yn credu bod y polisi wedi ei adolygu o gwbl ar ôl ei sefydlu tan imi ymgymryd â'r gwaith yn ddiweddar iawn.

Ar ddechrau 2002 fe ddes i allan o'r ysgol i weithio i Geredigion fel Uwch Reolwr Ysgol, gan wneud cyfran o'm gwaith fel Ymgynghorydd Cyswllt yn



ardal Aberystwyth. Dyma gyfle i fynd o gwmpas ysgolion cynradd a sylwi arnynt mewn peth dyfnder am y tro cyntaf erioed. Trawodd sawl peth fi ynghylch y ddarpariaeth:

- Roedd ysgolion Categori A yn ymagweddu tuag at y polisi mewn ffyrdd gwahanol, a thra'r oedd rhai yn cyflwyno mesur helaeth o'u haddysg drwy gyfrwng y Gymraeg yn CA2 roedd eraill yn cyflwyno dipyn yn llai (amrywiai rhwng 50% ac 80%); roedd yn amlwg bod angen llawer mwy o gysondeb ar draws yr ystod ysgolion Categori A.
- Roedd clwstwr o ysgolion Categori B yn nhref a chyffiniau Aberystwyth, a'r rheini'n rhai mawr (er mai dim ond 6 sydd yn y Sir i gyd maen nhw'n addysgu rhyw chwarter o'n plant cynradd ni); pe gellid mynd i'r afael â hyn, gellid sicrhau cynnydd mawr o ran ennill dwyieithrwydd, gan gyflawni'n fwy effeithiol yr hyn oedd wedi ei osod allan yn y ddogfen ar Bolisi Ysgolion rai blynyddoedd ynghynt; goleuwyd y ffordd ymlaen yn fuan gyda chynllun Bwrdd yr Iaith i gynnig addysg drochi, a gwelwyd y gallai'r cynllun hwnnw, er mor ddylanwadol oedd, fod hyd yn oed yn fwy dylanwadol o'i gymhathu â strategaeth iaith ddiwygiedig.

Gyda'r profiadau hyn yn arfogaeth daeth yn fater o bwys i mi wedi dod yn Gyfarwyddwr Sir Ceredigion i ailedrych ar bolisi iaith ysgolion y Sir. I'r perwyl hwn casglwyd trawsdoriad o fudd-ddeiliaid yn Weithgor, a thros y deunaw mis i ddwy flynedd ddiwethaf buom wrthi'n ailasesu ac ailgynllunio. Erbyn hyn mae'r ddogfen ddrafft wedi dilyn y cwrs democrataidd ac wedi ei derbyn yn Strategaeth Iaith swyddogol gan Gabinet a Chyngor Sir Ceredigion. Cafodd hefyd dderbyniad brwdfrydig gan Bwyllgor Craffu Addysg, Diwylliant a Hamdden y Sir. Disgwylwn iddi fod yn ymarferol weithredol unwaith y derbynnir Cynllun Addysg Gymraeg Ceredigion gan Fwrdd yr Iaith. Rhannaf â chi rai o'r prif elfennau:

- Cysondeb o ran gosod ysgolion ar gontiniwm Cymraeg (nid ydym wedi dileu'r categorïau ond yn hytrach yr ydym yn rhoi nodau i'w cyrraedd ar hyd y continiwm) ac mae hyn yn cofleidio'r holl ysgolion, A, A/B a B.
- Mae'r ysgolion Categori B a ffrydiau B wedi ymateb yn frwd dros y ddwy/dair blynedd ddiwethaf i symudiad gan y Sir i adeiladu ar yr addysg drochi honno ac eleni roedd tua 900 o blant yn rhan o'r prosiect; elfen hollbwysig yw brwdfrydedd y Penaethiaid i gyd a'u staff.
- Elfen allweddol bwysig arall oedd ein bod yn symud ymlaen fel un corff, a bod arweiniad yr Awdurdod Lleol yn gymorth ac yn gysgod i ysgolion unigol.
- Ystyried cynnig unedau o ystod o bynciau ar draws y cwricwlwm drwy gyfrwng y Gymraeg a'r Saesneg, yn ogystal â'r opsiwn o gynnig pynciau cyfan fel sy'n digwydd yn awr, a hynny yn y sector

cynradd ac uwchradd fel ei gilydd er mwyn sicrhau mwy o ddilyniant rhwng y cynradd a'r uwchradd.

- Bydd hi'n sialens inni ddarparu hyn yn yr Ysgolion Traddodiadol Ddwyeithog, wrth reswm, yn fwy nag yn y ddwy ysgol benodedig Gymraeg sydd gennym; a sialens fawr arall fydd datblygiadau posibl yn yr un ysgol sydd wedi ei chyfrif yn ysgol cyfrwng Saesneg i adlewyrchu'r niferoedd o ddisgyblion sydd wedi eu haddysgu mewn ysgolion categori A ac sydd wedi astudio Cymraeg fel mamiaith (eisoes mae'r ysgol honno wedi sefydlu nifer o ddosbarthiadau lle y caiff y disgyblion gyfle i astudio'r Gymraeg fel mamiaith ac eleni am y tro cyntaf mae'n cynnig arlwy o ddau bwnc cyfrwng Cymraeg i'r holl ddisgyblion ym Mlwyddyn 7).
- Ar yr un pryd wrth gwrs rhaid inni amddiffyn, hyrwyddo yn wir, ddarpariaeth yr ysgol benodedig Gymraeg gyfatebol; mae problem fwy cymhleth gennym wedyn lle y bo'n hysgol benodedig Gymraeg arall yn y cwestiwn gan fod yr ysgol gyfatebol i honno mewn sir arall, ac eisoes cychwynnwyd deialog trawsffiniol i geisio cael cytundeb ar unrhyw ddatblygiadau posibl yn y cyfeiriad hwnnw.

Gwelwn y Continiw m Iaith yn ymdoddi i'n Fframwaith Cynnal a Her, sydd hefyd wedi ei seilio ar gontiniwm (tebyg i lefelau neu raddfeydd ESTYN) – mae pum cam i gyd, ac mae'r ysgolion yn sgorio'u hunain wrth arfer y Fframaith fel rhan o'u hunan-arfarniad mewnol, gan drafod eu dyfarniad a chynnig tystiolaeth i'r Ymgynghorwyr Cyswllt ar eu hymweliadau tymhorol. Y bwriad yw cloriannu ble maen nhw arni o ran gwahanol agweddau ar eu safonau, a dod i gytundeb gwrthrychol a gonest ynglŷn ag ardaloedd o gryfder a meysydd i'w datblygu. Bydd disgwyl felly bod y ddarpariaeth Gymraeg a chyfrwng Cymraeg yn elfen allweddol, gyfatebol i'r prif feysydd eraill, yn y symud ymlaen ar hyd y continiw gan anelu at y radd uchaf posibl, a'r cyfan wedi ei farcio gan dargedau a llinell amser. Fe welir hyn wedi ei grisialu yn y Strategaeth Iaith newydd. Yn wahanol hefyd i'r hen bolisi iaith, bydd adolygu cyson, bywiol yn digwydd er mwyn symud pethau ymlaen.

Dyna ni felly. Crynodeb yn unig, ond cipolwg ar rywbeth all gyflawni ein nod fel Sir ac fel Adran Addysg a Gwasanaethau Cymunedol, ac sydd wedi ei grynhof yn ein cenhadaeth a welir yn y Cynllun Addysg Sengl:

“Darparu a hyrwyddo'r wybodaeth, sgiliau, cymwyseddau, profiadau, cymwysterau ac agweddau, y bywyd iach a bodlon sy'n sicrhau bod plant, pobl ifainc ac oedolion Ceredigion yn cyflawni eu potensial fel unigolion dwyieithog ac fel aelodau o'u cymunedau lleol a byd-eang, gydol eu hoes.”

Rhaid cofio mai'r nod pennaf bob amser yw darparu addysg o'r ansawdd orau posibl. Yr hyn sy'n waelodol bwysig yw bod gennych ysgol dda sy'n cyrraedd safonau uchel ac wedyn bydd y cyfrwng yn dod yn rhan anhepgorol o'r safonau uchel, llwyddiannus a ffyniannus hynny.

### **(iii) Canolfan Iaith Uwchradd Gwynedd**

#### **Carys Lake**

Estynnaf wahoddiad i chi i'r Gogledd, i dref Porthmadog, ac yno, yn swatio'n glyd yng nghesail Moel y Gest ac o dan lygaid y Cnicht, y Moelwyn Mawr a'r Moelwyn Bach, mae Canolfan Iaith Uwchradd Gwynedd! Dyma'r hafan fach glyd y bydd mewnfudwyr i Wynedd yn mynd iddi am wyth wythnos ar ôl symud i'r sir. Hon yw'r unig ganolfan o'i bath ar gyfer disgyblion CA3 yng Nghymru. Gweledigaeth Cyngor Gwynedd oedd sefydlu'r Ganolfan, bedair blynedd yn ôl bellach. Fe'i sefydlwyd ar ôl galw gan brifathrawon uwchradd y sir am ganolfan drochi ar gyfer hwyrdyfiaid, a'u pryder oedd bod mewnfudwyr yn cyrraedd Gwynedd yn ystod y cyfnod uwchradd ac nad oeddynt yn integreiddio na gwneud cynnydd digonol. Ariennir y Ganolfan gan Gyngor Gwynedd a Bwrdd yr Iaith Gymraeg.

Wyth wythnos yw hyd pob cwrs, sef deugain niwrnod. Mae cwrs cyfatebol yn y canolfannau cynradd yn ddeuddeg wythnos. Cynhelir tri chwrs y flwyddyn a derbynnir un ar bymtheg o ddisgyblion ar y tro. Rhoddir blaenoriaeth i ddisgyblion blwyddyn saith. Mae'n gwrs dwys, a gesyd sylfaen i'r disgyblion ar gyfer dychwelyd i'r ysgolion er mwyn gwneud cynnydd pellach.

Defnyddir y Gymraeg fel iaith gyfathrebu yn y gwersi o'r diwrnod cyntaf un. Prin, os o gwbl, yw'r defnydd o'r Saesneg a digwydd hynny yn bennaf yn ystod yr ychydig ddyddiau cyntaf. Daw'r disgyblion i ddefnyddio'r Gymraeg yn fuan iawn. Cânt hyder i'w defnyddio a theimlant eu bod yn llwyddo. A braf yw gwranddo ar barabl Cymraeg yn y dosbarth, plant yn gofyn am help yn Gymraeg, achwyn am ei gilydd pan nad yw disgybl yn siarad Cymraeg hyd yn oed, mewn cyn lleied o amser!

Mae'r cwrs ei hun yn seiliedig ar sefyllfa ysgol ddychmygol, a darperir deunyddiau dysgu amrywiol, yn ddeialogau, darnau darllen a chaneuon, gyda sgiliau meddwl yn ganolog i gynnwys a strwythur y gwersi. Mae'r cwrs wedi ei strwythuro'n ieithyddol a chyflwynir yr agweddau ieithyddol hynny yn aml iawn yng nghyd-destun pynciau trawsgwricwlaidd megis Mathemateg, Gwyddoniaeth, Daearyddiaeth, Addysg Gorfforol, Cerddoriaeth, Celf a Hanes. Cyflwynir TGCH fel rhan o'r gwersi ac nid fel pwnc ar wahân. Cymer y disgyblion rôl weithredol yn y gwersi.

Cofnodir llwyddiant ar ddiwedd pob wythnos a gwobrwyir yn hael! Rhoddir tasg asesu ysgrifenedig deirgwaith i'r disgyblion, ar ddechrau, canol ac ar ddiwedd y cwrs. Anfonir y dasg derfynol a lunir ar ddiwedd y cwrs i'r ysgolion ynghyd ag adroddiad ar gyrhaeddiad y disgyblion yn y tri tharged: llafar, darllen ac ysgrifennu. Cedwir cofnod o waith llafar y disgyblion ar dâp/fidio.

Rhoddir argymhellion ynglŷn â gallu'r disgyblion i ymdopi â phynciau drwy gyfrwng y Gymraeg ynghyd ag awgrym am y math o sgaffaldiau y byddant eu hangen er mwyn llwyddo i wneud hynny.

Y nod wrth gwrs yw cael y disgyblion hyn yn hyderus i ddefnyddio'r Gymraeg mor fuan â phosibl, felly rhoddir pwyslais mawr ar y llafar, ar feistrolï'r patrymau iaith sylfaenol ac ehangu geirfa'n gyson. Ar furiau'r Ganolfan, gwelir sgaffaldiau iaith ym mhob man! Mae pob darn o gelficyn wedi'i labelu, pob ebwch tebygol y bydd y disgybl ei angen wedi ei roi ar furiau'r Ganolfan, yn angorau bach iddynt gydio ynddynt a llwyddo yn y Gymraeg o'r diwrnod cyntaf un!

Defnyddir nifer o ddulliau addysgu yn y Ganolfan Iaith e.e drilio gan ddefnyddio rhythm a goslef llais, actio, canu, rapio a meimio. Golyga hyn wersi egniol, amrywiol a bywiog!

Bydd y disgyblion hyn yn dychwelyd i'w hysgolion yng Ngwynedd yn sylweddoli bod llawer o Gymraeg o'u cwmpas, yn gallu cynnal sgysiau ar lefel syml, yn deall yr hyn sy'n digwydd o'u cwmpas, yn gwybod tipyn am hanes, chwedlau a daearyddiaeth Cymru ac yn bwysig iawn, ddim yn coleddu agweddu negyddol tuag at y Gymraeg. Mae'r disgyblion hyn yn magu hoffter at yr iaith oherwydd eu bod yn llwyddo a daw'r hyder i'w defnyddio yn sgîl hynny. Nid trwy ddefnyddio gordd y crëir siaradwyr Cymraeg ac nid trwy eistedd tu ôl i ddesg yn llonydd drwy'r dydd chwaith, ac yn sicr, nid trwy eistedd yng nghefn y dosbarth efo llyfr a chlustffonau! Mae mwynhad a hwyl yn gwbl greiddiol i'r broses o ddysgu'r iaith. Mae'r cyfan yn blentyn-ganolog ac yn berthnasol i'w byd.

Ar derfyn y cwrs iaith, dychwela'r disgyblion i'w hysgolion eu hunain a bydd cyfnod o ôl ofal gan y Ganolfan am weddill y tymor. Cedwir golwg ar gynnydd a llwyddiant y disgyblion yn y Gymraeg hyd at ddiwedd CA4. Mae'r ôl ofal hwn yn holl bwysig i lwyddiant y disgyblion. Lluniwyd strategaeth ar gyfer yr ysgolion uwchradd er mwyn cynnal y disgyblion hyn. Golyga hyn fod pob athro yn yr ysgolion yng Ngwynedd wedyn yn rhan o'r broses o hybu sgiliau'r disgybl yn y Gymraeg. Atgoffir yr athrawon yn yr ysgolion pa mor hanfodol yw *ennill* y dysgwyr hyn, a bod angen meithrin eu hyder i ddefnyddio'r Gymraeg, a pha mor hawdd yw dad-wneud gwaith wyth wythnos gydag un sylw di-feddwl sarhaus! Wedi'r *ennill*, rhaid *cynnal*! Mae angen hyfforddiant a chodi ymwybyddiaeth athrawon o beth yw anawsterau dysgu dysgwyr. Atgoffir yr athrawon o lefel iaith y disgybl ac mai'r flaenoriaeth ydy rhoi cymorth i ddisgyblion i fynd i'r afael â iaith y pwnc yn ei holl agweddu yn llwyddiannus.

Mae'r hyn sy'n gallu digwydd mewn wyth wythnos yn y Ganolfan yn rhyfeddol ac mae'r Gymraeg yn dod yn rhywbeth amgenach na phwnc i'r disgyblion hyn. Mae'n ymroddiad mawr o du'r disgyblion i fynychu'r cwrs iaith, teithia nifer ohonynt bellter mawr bob dydd, mae'n golygu ymddiriedaeth a chefnogaeth rhieni a chydweithrediad llawn â'r ysgolion. Gwêl llawer o'r rhieni werth mewn dysgu'r iaith eu hunain oherwydd brwdfrydedd eu plant a phan ddônt i'r seremoni ddiwedd y cwrs, a'u

clywed yn siarad Cymraeg, mae'n gwbl wefreiddiol ac emosiynol iawn iddynt.

Beth yn union a ystyriwn ni'n llwyddiant felly? Brwdfrydedd y plant, ymagweddau cadarnhaol at y Gymraeg, meistrolaeth iaith, mwynhad o fwrlwm dysgu neu brofiad o lwyddiant efallai.

Beth bynnag ydy'r ateb, o weld iaith fel rhodd werthfawr, a'n parodrwydd ni fel Cymry Cymraeg i rannu'r rhodd honno a gwneud hynny mewn ffordd gadarnhaol, berthnasol, ddifyr fe fyddwn yn sicrhau na fydd y dysgwyr hyn yn parhau'n ddysgwyr ar hyd eu gyrfa uwchradd.

## Pennod 5

# Profiad Gwlad y Basg

**Nick Gardner<sup>80</sup>**

Bu'r ymdrech ddiweddaraf i adfywio'r Fasgeg, a ddechreuodd ar ddiwedd pumdegau ac yn ystod chwedegau cynnar yr ugeinfed ganrif, yn arbennig o effeithiol ers y saithdegau hwyr, pan enillwyd am y tro cyntaf fynediad at nawdd cyhoeddus sylweddol oddi mewn i fframwaith gyfreithiol mwy ffafriol.<sup>81</sup>

Mae'r drafodaeth bresennol, ar ôl gosod y Fasgeg mewn cyd-destun ar gyfer y darllenwr Cymraeg, yn canolbwyntio ar ddau brif bwnc: y system o ddarpariaeth ddwyieithog mewn addysg gynradd ac uwchradd a sefydlwyd gan Adran Addysg Llywodraeth Gwlad y Basg a'r ymdrechion a gefnogir gan yr Adran honno i hybu defnydd go iawn o'r iaith fel dilyniant i addysg ffurfiol.

Ni thrafodir yma y systemau cefnogaeth a grewyd gan yr Adran Addysg er mwyn gwireddu a chyflawni'r gwahanol amcanion hyn, sef y canlyniadau academaidd<sup>82</sup> a'r canlyniadau yn nhermau trosglwyddo iaith.<sup>83</sup> I gloi byddwn yn myfyrio ar swyddogaeth addysg yng nghyd-destun ehangach cynllunio ar gyfer yr iaith Fasgeg.

Lleolir yr hyn a elwir yn y Gymraeg yn Wlad y Basg (neu weithiau ranbarth y Basg) rhwng ffin Ffrainc a Sbaen ar ochr orllewinol mynyddoedd y Pyrenees (gweler ffigur 1). Fodd bynnag, mae peth dryswch yn yr enw, oherwydd yn y Sbaeneg, Basgeg a Ffrangeg fe'i defnyddir i gyfeirio at wahanol rannau o'r diriogaeth hon.

Ar lefel sosioieithyddol fe welir cryn debygrwydd rhwng Gwlad y Basg a Chymru. Er enghraifft mae poblogaeth ddwyieithog Gwlad y Basg yn debyg o ran nifer; o ran bywiogrwydd ethnoieithyddol; o ran canran o'r boblogaeth gyfan a hyd yn oed o ran dosbarthiad anwastad y siaradwyr dwyieithog. Ac mae cyfanswm poblogaeth a hyd yn oed maint y diriogaeth ddaearyddol yn debyg.

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<sup>80</sup> Hoffwn ddiolch i Jasone Aldekoa, Iñaki Artola, Pello Iturrioz, Ibon Olaziregi, Jose Manuel Palacios, Sofia Peña, Uri Ruiz Bikandi a Carlos Santamaría am eu help wrth egluro pwyntiau penodol.

<sup>81</sup> Mae trafodaethau ynglŷn â'r Fasgeg a gynhaliwyd drwy gyfrwng y Saesneg yn cynnwys Azurmendi *et al.*, 2001; Azurmendi *et al.*, cyfrolau. 2005, 2006. Am berspectif cymharol gweler Gardner *et al.*, 2000. Am ddata cyfrifiad ac arolygon ar ddefnydd a gwybodaeth ieithyddol, gweler Kultura Saila, 2003, 2005a; Altuna, 1998. Am y fframwaith cyfreithiol sylfaenol, gweler Llywodraeth Gwlad y Basg, 1986; Gardner, 2000: 45-47.

<sup>82</sup> Am waith ar ganlyniadau academaidd gweler [www.isei-ivei.net](http://www.isei-ivei.net), hefyd ar gael yn Saesneg.

<sup>83</sup> Gweler Kultura Saila, 2004, 2005b am astudiaethau o ymddygiad ieithyddol dilynol gan rieni fel myfyrwyr a aeth i ysgolion cyfrwng Basgeg, 2004.

Yn ogystal fe adlewyrchir y tebygrwydd hwn yn y meysydd economaidd-gymdeithasol a diwylliannol-gymdeithasol. Dyma ddwy wlad sy'n rhan annatod o'r Ewrop fodern, gyda chanran sylweddol o'u poblogaeth yn byw mewn ardaloedd trefol diwydiannol.

Ond mae gwahaniaethau nodedig i'w canfod wrth ystyried yr ymdrech i wrth-droi shifft ieithyddol. Yng Ngwlad y Basg gwelwyd bwlch o 40 mlynedd yn y gefnogaeth i'r iaith Fasgeg, y cyfnod hwnnw rhwng ildiad y Basgiaid i wrthryfelwyr milwrol Sbaenaidd yn 1937 hyd at farwolaeth Franco yn 1975, pan gychwynwyd ar y daith tuag at fod yn ddemocratiaeth Ewropeaidd fodern. Diolch i ymdrechion teyrngarwyr yr iaith Fasgeg a chydsyniad y mwyafrif unieithog, erbyn hyn mae rhannau sylweddol o ranbarth y Basg wedi sicrhau statws gwell ar gyfer yr iaith. O ganlyniad mae'n llawer haws a chyflymach i sicrhau buddsoddiad arian cyhoeddus er lles yr iaith, yn wir mae'r cynnydd i'w weld yn fwy nag mewn rhai parthau yng Nghymru.

### Ffigur 1: Gwlad y Basg yn Ewrop



Ffynhonnell: Isadran Polisi Iaith, Llywodraeth Gwlad y Basg

Ar ben hyn mae angen nodi rhai gwahaniaethau hanfodol sy'n bodoli ar lefel drefniadol:

- Mae tiriogaeth draddodiadol Gwlad y Basg yn ymestyn dros rannau o ddwy wladwriaeth Ewropeaidd, sef Ffrainc a Sbaen ac o ganlyniad wedi ei hamgylchynu gan ddwy iaith ddominyddol, y Ffrangeg a'r Sbaeneg.
- Rhennir y diriogaeth draddodiadol i dair prif uned weinyddol, yn bennaf am resymau gweinyddol, ond hefyd yn benodol ar gyfer cynllunio iaith ac addysg. Y dair yw Gwlad y Basg yn Ffrainc, Navarra yn Sbaen a Chymuned Ymreolus Gwlad y Basg (CYGYB), sydd hefyd yn Sbaen (gweler ffigur 2).

Ardal CYGYB sy'n cynnwys y mwyafrif llethol – tua 80% - o siaradwyr yr iaith Fasgeg. Hon yw'r ardal hefyd sydd â chanddi'r polisi cryfaf ar gyfer cynnal a lledu'r iaith ac ati hi mae'r Cymry rheiny sydd â diddordeb mewn llwyddiant rheolaeth iaith yng Ngwlad y Basg yn troi am enghreifftiau perthnasol. Felly arni hi y canolbwyntir am weddill y bennod hon, gan fod cynllunio yn y ddwy ardal arall yn tueddu i fod yn llai datblygedig, yn aml wedi'i hyrwyddo'n llai brwd gan lywodraeth.

## Ffigur 2: Prif adrannau gweinyddol rhanbarth Gwlad y Basg



Ffynhonnell: Isadran Polisi Iaith, Llywodraeth Gwlad y Basg

Wrth gyfeirio at yr agwedd addysgiadol, un gwahaniaeth hanfodol wrth gymharu â Chymru yw'r ffaith bod y CYGYB yn cynrychioli un awdurdod addysg unedol. Prif nodwedd wahaniaethol arall yw bod pumdeg y cant o holl blant ysgol yn y CYGYB yn astudio mewn ysgolion preifat yn hytrach nac yn ysgolion y wladwriaeth, er bod y wladwriaeth yn rhoi cymhorthdal i'r rhai preifat.

Yn olaf, gair byr ynglŷn â chofrestrau ysgolion: o 1976 ymlaen, o ganlyniad i gwmp yn y gyfradd genedigaethau a therfyn ar y mewnlifiad o rannau eraill o Sbaen, gwelwyd gostyngiad parhaus yn nifer y plant oedd yn dechrau ysgol ac felly cafwyd gostyngiad cyfatebol yng nghyfanswm y nifer o ddisgyblion. Dim ond yn yr 1990au daethpwyd â'r dirywiad i ben a gwrthdroi'r tueddiad. Canlyniad oedd hyn yn bennaf i fewnlifiad newydd i Sbaen, yn bennaf o Affrica ac America Ladin ac, yn fwy diweddar, o wledydd dwyrain Ewrop. Bach ond cyson fu twf niferoedd y mewnfudwyr hyn ers 1995 ac ers 2003 gwelwyd unwaith eto gynnydd yn niferoedd y disgyblion yn yr ysgolion.<sup>84</sup>

<sup>84</sup> Gweler [www.eustat.es](http://www.eustat.es), hefyd ar gael drwy gyfrwng y Saesneg.

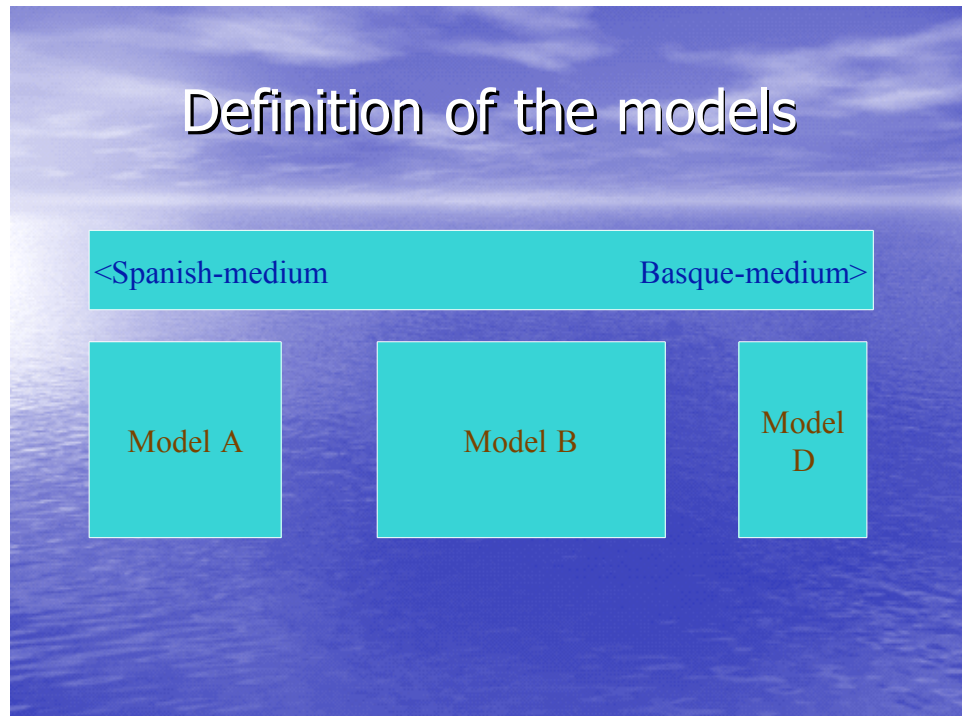


## Darpariaeth Ddwyeithog: y Modelau

Prif gynheiliad y system Fasgaidd o ddarpariaeth iaith swyddogol yw'r modelau dysgu dwyeithog, y cyfeirir atynt yn fyr fel y *modelau* (gweler Ffigur 3):

- Yn y model D Basgeg yw cyfrwng y dysgu tra bo Sbaeneg yn bwnc.
- Caiff model A, gyda Sbaeneg yn gyfrwng dysgu a Basgeg yn bwnc, ei ystyried yn aml fel drych-ddelwedd i fodel D. Fodd bynnag, nid dyma'r achos bob tro, oherwydd ceir eithriadau lle y caiff un neu ddau bwnc eu dysgu trwy gyfrwng Basgeg, felly fe'i gwnaed yn ehangach.
- Y diffiniad traddodiadol i model B yw ei fod yn defnyddio Basgeg a Sbaeneg fel cyfrwng dysgu, gyda hanner y pynciau mewn Sbaeneg a hanner mewn Basgeg. Fodd bynnag, cafwyd tueddiad dros y blynyddoedd diwethaf i ddysgu mwy drwy gyfrwng y Fasgeg, sef y rheswm pam fod ei gynrychiolaeth yn ehangach na'r ddau fodel arall a pham y'i gosodwyd ychydig i'r dde yn ffigur 3. Mewn nifer o ardaloedd gall dysgu drwy gyfrwng y Fasgeg ar lefel gynradd ymestyn at bob pwnc ac eithrio mathemateg a Sbaeneg.

**Ffigur 3: y modelau addysgu dwyeithog**



Bydd model B yn gorffen wrth i addysg orfodol ddod i ben yn 16: yn dilyn hynny rhaid i fyfyrwyr ddewis A neu D. Yn wreiddiol, yn ogystal, roedd model C yn rhan o'r ddarpariaeth, a chanddo ganran uwch o ddysgu drwy gyfrwng Basgeg na model hanner a hanner B. Fodd bynnag, symleiddiwyd

y ddarpariaeth yn gyflym i sustem tri model. Ond fe gymhlethir y sefyllfa ymhellach yn dilyn cyflwyno'r Saesneg fel cyfrwng dysgu ar sail arbrofol, er na chyfeirir at hynny yma.

Cafodd y tri opsiwn yma gefnogaeth gyfreithiol lawn o 1983 ymlaen, er fod y gefnogaeth honno yn graddol dyfu rai blynyddoedd cyn hynny. Fe'i cyflwynwyd yn raddol, yn sgil ymateb yr adran i ofynion rhieni. Gan mai dysgu trwy gyfrwng y Sbaeneg, gyda Basgeg yn bwnc (A) oedd y gofynion sylfaenol i bawb, fe ledaenwyd yr arfer hwn gan Lywodraeth Gwlad y Basg trwy orchymyn dros gyfnod o sawl blwyddyn. Ar y llaw arall y galw uniongyrchol gan rieni oedd yn bennaf gyfrifol am ledaeniad addysg cyfrwng Basgeg (B a D). Prif nodweddion y dull yma o weithredu'r modelau hyn oedd:

- Dewis rhieni yn gyfrwng i yrru newid.
- Cynllunio canolog yn gyfrifol am argaeledd modelau.

Canlyniad hyn oedd mai ychydig iawn o lais oedd gan athrawon a llywodraethwyr ysgolion yn y mater hwn. Ar y cychwyn, mae'n debygol bod Llywodraeth Gwlad y Basg yn bryderus y gallai rhoi'r penderfyniad yn nwylo athrawon, gyda'r rhelyw mawr ohonynt heb fod yn siaradwyr Basgeg i ddechrau, ei gwneud hi'n fwy anodd i alluogi newid i ddigwydd.

Yn y sector gyhoeddus, ceisiodd cynllunwyr adrannol ragweld dewis rhieni allan o'r nifer o ffrydiau a gynigiwyd ymhob model i blant oedd yn dechrau ar eu haddysg. Byddai rhieni'n gwneud eu dewis yn ystod adeg y Pasg bob blwyddyn, ac fe fyddai hyn yn gadael hyd at fis Medi i gynllunwyr ddatrys y manylion pellach. Gan fod angen lleiafswm o rifau i agor grŵp dosbarth newydd ym modelau B a D, golygai hyn y gallai'r system weithio'n anafanteisiol i rieni lle na ellid casglu digon o blant ynghyd. Mewn rhai sefyllfaoedd mae hyn wedi bod o anfantais i rai rhieni oedd yn well ganddyn nhw fodel A mewn rhai ardaloedd gwledig lle nad oedd y fath addysg ar gael. Ar y cyfan, mae pob model ar gael mewn trefi o faint canolig neu fwy, ond does dim gwarant y byddant ar gael mewn lleoliadau mwy gwledig. Cymerwyd gofynion rhieni ymhellach i ystyriaeth fel a ganlyn:

- Mewn rhai ardaloedd gwledig Basgeg eu hiaith, lle mae plant yn mynychu ysgolion model D, mae'r llywodraeth wedi boddhau galw rhieni am fwy o Sbaeneg: mae gan y rhieni yma ofn na fyddai gan eu plant feistrolaeth ddigonol o'r Sbaeneg heb yr hwb yma.
- Lle mae rhieni wedi mynnu ar fodel A mewn ardal lle nad yw ar gael, darperir bws i'r ysgol briodol agosaf. Fodd bynnag, mewn rhai ardaloedd o leiaf, mae rhieni yn gynyddol barod i dderbyn y dewis sydd ar gael yn lleol.
- Mae grwpiau dosbarth Model A yn aml wedi cael eu cadw ar agor hyd yn oed lle na chafwyd lleiafswm meintiau dosbarth.

Mae cynllunio canolog yn golygu yn y pen draw fod cynllunwyr Llywodraeth Gwlad y Basg wedi penderfynu ar y nifer o ffrydiau ymhob model y dylid eu hagor neu eu cau bob blwyddyn ac ym mha ysgolion. I ddechrau, byddai'r ysgolion yn gwirfoddoli i gynnig modelau, ac yna, i

raddau, byddai gofynion y rhieni yn penderfynu y cynnig o leoedd. O hynny ymlaen, roedd angen dwyn perswâd. Byddai arolygwyr ysgolion yn cwrdd â staff ysgolion priodol, a'u gwahodd i agor ffrwd model cyfrwng Basgeg, gan gynnig cyrsiau hyfforddiant iaith briodol yn gyfnewid. Derbyniodd nifer o ysgolion hyn. Gall fod y rhesymau yn rhai ymarferol yn hytrach nac ideolegol. Mewn cyfnod pan oedd y nifer ar y gofrestr yn cwmpo roedd yr ysgolion yn gwneud popeth y gallent i sicrhau cyflenwad digonol o ddisgyblion. Cynnig dysgu drwy gyfrwng Basgeg oedd un o'r ffyrdd oedd ar gael o wneud hyn.

Ceir gwahaniaeth clir yma wrth ystyried beth sydd yn tueddu i ddigwydd yng Nghymru. Ar y cyfan, agorwyd ffrydiau cyfrwng Basgeg mewn ysgolion oedd yn bodoli eisoes yn hytrach nac agor ysgol hollol newydd. Mae hyn yn golygu fod nifer o ffrydiau o wahanol fodelau wedi cydfodoli yn yr un ysgol, gydag effaith a allai fod yn negyddol ar bresenoldeb Basgeg yn awyrgylch ieithyddol yr ysgol. Y fantais yw bod y model hwn o drawsffurfio graddol wedi osgoi'r trafodaethau a gynhelir yng Nghymru ar y cyfan. Hefyd, wrth i'r newid yn y modelau ddwyshau dros y blynyddoedd, mae'r ysgolion hyn yn aml wedi datblygu i fod yn ysgolion cyfrwng Basgeg, er bod rhai o'r ysgolion mwyaf sydd a chanddynt amrywiaeth o fodelau wedi goroesi hyd heddiw. Mewn unrhyw achos, mae ysgolion model A fel ychwanegiad at fodelau B a/neu D yn lleiafrif.

Felly, gallai proses trawsffurfio nodweddiadol weld ysgol model A gyda mynediad tri dosbarth yn newid gam wrth gam i fod yn ysgol mynediad dau ddosbarth model D yn unig, neu efallai modelau B a D. Fel cam cyntaf gallai un ffrwd model B fod wedi cymryd lle model A. Ymhen peth amser, gallai ffrwd model A arall fod wedi diflannu o ganlyniad i niferoedd yn gostwng. Yn y pen draw, byddai'r ffrydiau sydd ar ôl wedi troi mewn i fodel D yn y blynyddoedd dilynol, wrth i alw gan rieni barhau i esblygu.

Yn y sector breifat roedd y sefyllfa yn wahanol eto. Cafodd y fath ysgolion eu heffeithio'r un faint gan niferoedd yn gostwng ac i ryw raddau gan yr angen i fynd ar ôl y farchnad, drwy ddarparu dysgu yn y cyfrwng a ofynnwyd amdano gan rieni: felly, cafwyd trawsffurfio araf i gyfeiriad B a D. Ar y cychwyn hybwyd newid tuag at B a D hefyd gan argaeledd grantiau ychydig yn uwch gan Lywodraeth Gwlad y Basg ar gyfer y fath grwpiau.

Beth am gymryd golwg ar ddosbarthiad disgyblion rhwng y gwahanol fodelau (gweler Ffigurau 5 a 6).

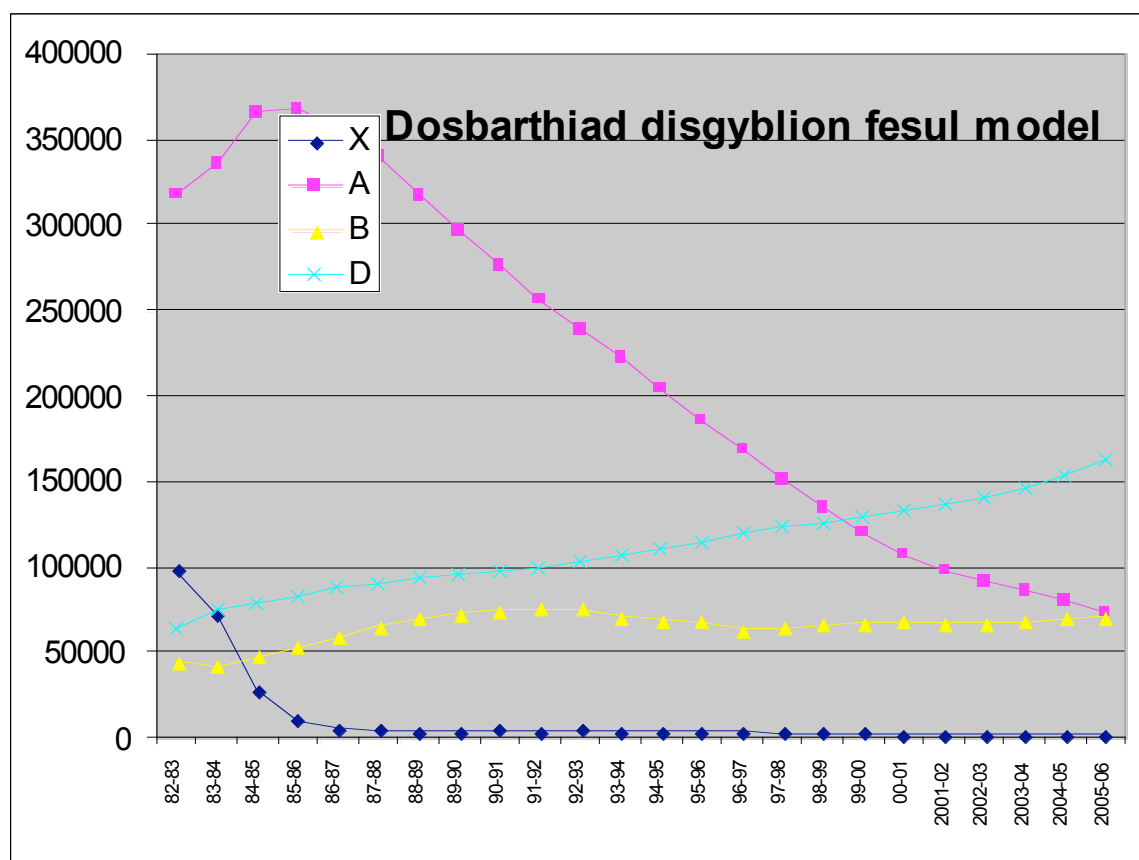
Mae'r model X y cyfeirir ato yn ffigurau 5 a 6 yn cyfeirio at fyfyrwyr sydd heb Fasgeg, hyd yn oed fel pwnc: nifer cyfyng iawn o achosion arbennig yw'r rhain. P'un a edrychir ar niferoedd absoliwt (ffigur 5) neu ganrannau o ddisgyblion ymhob model (ffigur 6), mae'r tueddiad cyffredinol yn glir. Mae'r nifer o fyfyrwyr ym model A yn cynyddu ar y dechrau oherwydd ei fod yn cymryd lle model X.

Mewn ail gyfnod, gwelir cwmp parhaus yn nifer y disgyblion yn ffrydiau model A, yn rhannol o ganlyniad i niferoedd cynyddol o ddisgyblion newydd yn mynd i mewn i fodelau B a D ac yn rhannol oherwydd y

gostyngiad nodedig yng nghofrestr ysgolion sydd wedi effeithio mewn modd anghyfartal ar fodel A.

Ar yr un pryd, tra bo B yn dangos cynnydd graddol ond anwadal, mae D yn dangos cynnydd graddol a chyson dros gyfnod o amser yn nhermau canrannau niferoedd absoliwt. Y canlyniad olaf yw bod ychydig yn fwy na hanner myfyrwyr cynradd ac uwchradd yng Nghymuned Ymreolus y Basgiaid ar hyn o bryd ym model D, gyda thua chwarter yr un ym modelau A a B.

**Ffigur 5: esblygiad dosbarthiad disgyblion fesul model mewn rhifau absoliwt**



Ffynhonnell: data o Adran Addysg Llywodraeth Gwlad y Basg

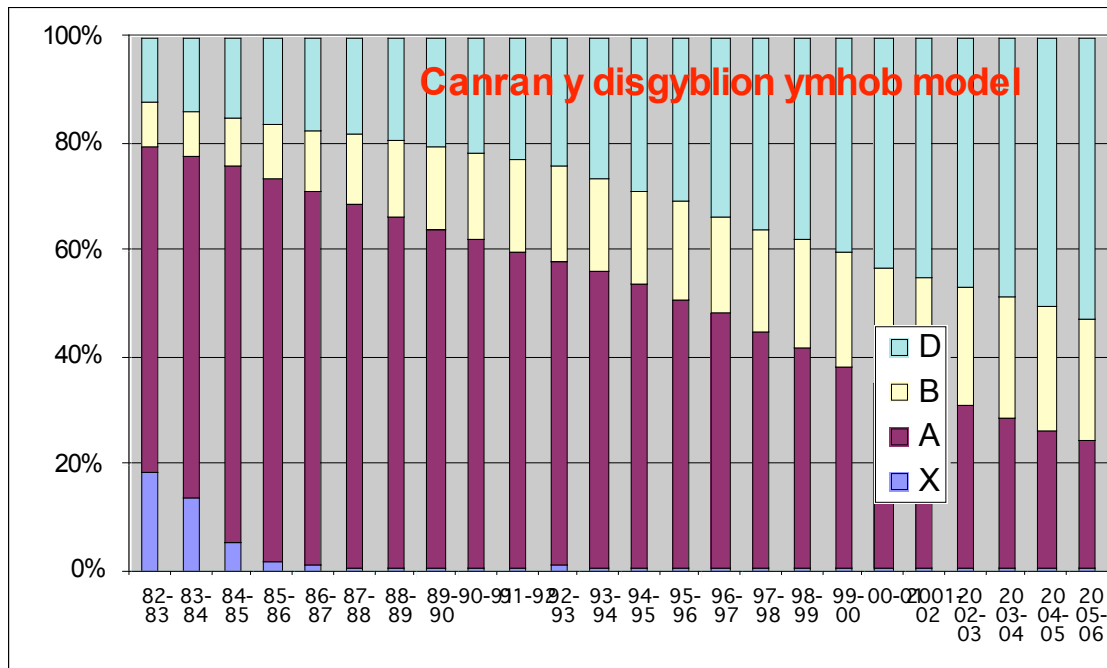
Mae'r hyn mae'r graffiau yma'n ei guddio efallai yn un mor bwysig â'r hyn maen nhw'n ei ddatgelu. Mae dosbarthiad myfyrwyr fesul model yn amrywio yn ôl ardal gymdeithasol-ieithyddol, oedran, lefel addysg a pherchnogaeth o'r ysgol. I fanylu, ar y cyfan, po fwyaf o blant sydd ym modelau B a D:

- Mwyaf yw'r Fasgeg sydd yn cael ei siarad mewn ardal.
- Mwyaf ifanc yw'r plant.
- Mwyaf yw'r niferoedd mewn ysgolion cynradd yn hytrach nag uwchradd ac mewn uwchradd academiaidd yn hytrach nag uwchradd galwedigaethol.
- Mwyaf yw'r niferoedd sydd mewn ysgolion y wladwriaeth yn hytrach nac mewn ysgolion preifat.

Ond dyw'r rhain ddim yn fwy na thueddiadau o fewn patrwm cyffredinol cyffredin: cryfder cynyddol a pharhaus modelau B a D mewn cymhariaeth â model A.

Mwy neu lai ers dechrau'r modelau mae bron pob rhiant sydd yn siarad Basgeg wedi danfon eu plant i fodel D os oedd ar gael. Mae rhieni sydd yn siarad Sbaeneg wedi rhoi eu plant yn y tri model, felly nhw sydd wedi bod yn newid dosbarthiad y disgyblion. Os cawson nhw eu denu gan fodel B yn wreiddiol, unwaith iddynt gael eu hargyhoeddi gan yr ymchwil berthnasol y byddai model D yn dod â'r buddion mwyaf i Fasgeg eu plant heb gael effaith negyddol ar eu meistrolaeth o'r Sbaeneg, fe dueddon nhw i ddewis model D mewn niferoedd cynyddol. Heb amheuaeth, ail ffactor oedd y gred y byddai meddu ar wybodaeth o'r iaith Fasgeg yn hwyluso mynediad i'r farchnad lafur. Mae hyn yn fwy tebygol o fod yn wir yn y sector gyhoeddus nac yn y sector breifat.

**Ffigur 6: esblygiad dosbarthiad disgyblion fesul model mewn canrannau**



Ffynhonnell: data o Adran Addysg Llywodraeth Gwlad y Basg

Gorwedda prif faes anffodlonrwydd rhieni nawr gydag Addysg Bellach, gan fod y trawsffurfiad yno yn arafach o ran cymhariaeth. Yn rhannol, mae hyn o ganlyniad i'r anawsterau o ran darparu deunyddiau addysgu addas ar gyfer nifer fawr o opsiynau, gyda nifer cymharol fach o ddisgyblion ymhob un, o'i gymharu â niferoedd disgyblion ar gyfer pynciau academaidd cynradd neu uwchradd.

Beth am ystyried effaith cyffredinol y ddarpariaeth yma. Gyda modelau clir, gall rhieni ddeall yr hyn sydd yn cael ei gynnig yn haws. Ar y cyfan, gallant gael yr hyn maen nhw'n ei ddymuno, er nad yw pawb yn dangos diddordeb mawr yng nghyfrwng y dysgu. Yn gyffredinol, mae hyn wedi

lleihau gwrthdaro ynglŷn â darpariaeth yn sylweddol, gan foddhau pawb. Yn olaf, mae'n amlwg y gellir cynllunio'r trefniadau hyn. Mae Llywodraeth Gwlad y Basg yn gwybod fwy neu lai sawl athro gyda pha sgiliau ieithyddol fydd eu hangen ar gyfer y flwyddyn ysgol ddilynol. Yn amlwg, fel yng Nghymru, mae nifer broblemau addysgol wedi codi. Mae yna o leiaf bedwar mater:

- Ymdrin â disgyblion o alluoedd amrywiol drwy gyfrwng Basgeg yn yr un ystafell ddosbarth.
- Datblygu gwahanol gyweiriau yn yr iaith.
- Arholi myfyrwyr o allu amrywiol mewn Basgeg.
- Ymdrin â dechreuwyr hwyr mewn Basgeg.

Beth am gymryd golwg fer ar bob un o'r pwyntiau uchod. Yn gyntaf, ym model D yn enwedig, bydd siaradwyr cynhenid yn aml yn yr un dosbarth â phlant o gartrefi sydd â rhieni uniaith Sbaeneg. Mae'r modd y dylai'r athro ymdrin â'r ddau (neu, yn fwy tebygol, mwy na dau) lefel o allu (gan y gellir gosod disgyblion yn fynych ar gontinwmm gallu yn yr iaith Fasgeg hyd yn oed wrth ddechrau ysgol) yn bwnc a drafodir yn aml. Mae un arbenigwr yn cynnig y dylid gwahanu plant ar lefel cyn-gynradd os yn bosibl ar sail ieithyddol, gyda'r bwriad o'u paratoi'n addas ar gyfer cyfuno ar lefel gynradd. Mewn rhai ysgolion, bu tueddiad i wahanu siaradwyr i grwpiau 'naturiol' (hynny yw brodorol) a siaradwyr ail iaith. Fodd bynnag, mae'r Adran Addysg wedi goddef hyn yn hytrach na'i hyrwyddo. Er hynny, ni fabwysiadwyd yr un ymateb unffurf, ac ar y cyfan rhoddir plant mewn un dosbarth gyda thueddiad i'r siaradwyr brodorol golli allan yn nhermau cyfoeth mewnbyn ieithyddol ac yn lefel y gofynion cyfathrebol a roddir arnyn nhw.

Yn ail, mae natur yr addysg a draddodir, yn y cyd-destun hwn yn gweithredu fel cyfrwng i gyflwyno cyweiriau iaith mwy ffurfiol (yn enwedig ysgrifennu), wedi esgor ar ail set o broblemau, y gellir eu nodi fel a ganlyn:

- Sicrhau bod gan fyfyrwyr seiliau da mewn sgiliau cyfathrebu rhyngpersonol er mwyn caniatáu caffaeliaid hyfedredd iaith academiaidd wybyddol.

Neu fel hyn:

- Sicrhau caffaeliad iaith 'cyllell a fforc', sef y sgiliau ieithyddol sydd eu hangen ar gyfer bywyd bob dydd. Yn achos yr iaith Fasgeg, bydd sylwebyddion yn aml yn cyfeirio at bwysigrwydd mynegi emosiwn drwy gyfrwng y Fasgeg, yn ogystal â'i bod yn iaith trafodaethau bob dydd.

Gellir dweud bod yr holl weithgareddau a gyflawnir drwy gyfrwng y Fasgeg gan ddisgyblion mewn ysgolion, y tu hwnt i'r rhai hynny sydd yn ofynnol gan y cwricwlwm ffurfiol, yn ymateb yn gyfan neu'n rhannol, yn ymhyg neu'n amlwg, i awydd yr athrawon i oresgyn y broblem hon. Dyma faes lle mae'r system ysgolion Basgeg wedi datblygu nifer sylweddol o ymatebion a drafodir ymhellach yn adran pedwar y bennod hon.

Yn drydydd, mewn perthynas ag arholi lefelau gwybodaeth myfyrwyr, cyfrifoldeb ysgolion unigol yw gosod a marcio arholiadau ysgol terfynol ac mae'n anodd cyffredinoli. Mewn unrhyw achos, nid yw'r dystysgrif mae myfyrwyr yn ei hennill o ganlyniad i'r arholiadau terfynol hynny yn cael ei chyfrif fel prawf o fod yn gymwys yn yr iaith Fasgeg gan gyflogwyr. O ganlyniad i hynny mae nifer o ysgolion uwchradd hefyd yn paratoi myfyrwyr yn eu blwyddyn olaf i sefyll arholiad iaith Fasgeg gyffredinol ryngwladol yr EGA (Euskararen Gaitasun Agiria). Mae hwn ar agor i ddinasyddion o bob oed a chefnidir ieithyddol ac mae ganddo safon lefel C1 swyddogol ar y fframwaith Ewropeaidd. Derbynnir y dystysgrif yn eang yn y sectorau cyhoeddus a phreifat fel dangosydd o'r cymhwysedd lleiaf sydd ei angen mewn Basgeg i gael gwaith, er nad yw'n cynnwys unrhyw brofion o fedrau penodol mewn perthynas â gwaith. Yn ychwanegol at hyn, mae'r rhan fwyaf o fyfyrwyr ysgol uwchradd yn sefyll yr arholiad mynediad i'r brifysgol, sydd yn cael ei drefnu, ei osod a'i farcio gan Brifysgol gyhoeddus Gwlad y Basg. Penodir myfyrwyr i arholiadau cyfrwng Basgeg neu gyfrwng Sbaeneg ar sail y model y buont yn astudio ynddo.

Yn bedwerydd, pryder mwy diweddar yw sut i ymdrin â dechreuwyr hwyr yn y system addysg Fasgeg, sydd fel arfer yn fewnfudwyr o wledydd eraill. Mabwysiadwyd polisi ar gyfer y Sbaeneg a'r Fasgeg. Os nad yw meistrolaeth disgybl o'r iaith yn ddigonol i'w alluogi i gael ei addysgu drwy'r cyfrwng hwnnw, cyfrifoldeb yr ysgol yw hi i lunio rhaglen dysgu iaith addas, sydd yn diffinio pryd ac ym mha gyfran bydd y disgybl yn derbyn hyfforddiant iaith ar wahân yn ei ysgol ef (o bosib gyda phlant eraill sydd mewn sefyllfa debyg iddo) a phryd y caiff ei integreiddio i'r grŵp dosbarth cyffredin. Penodir athrawon ychwanegol, o dan oruchwyliaeth cydlynwyr arbennig, i'r ysgolion hynny er mwyn mynd i'r afael â'r llwyth dysgu ychwanegol. Does dim canolfannau llawn amser ar wahân yn seiliedig ar y patrwm Cymraeg yn bodoli.

Er gwaetha manteision system y modelau a amlinellir uchod, bu'n destun trafodaeth gynyddol yn ystod y blynyddoedd diweddar ac mae sôn y caiff ei ddiwygio yn y dyfodol agos, er nad yw'r manylion ar gael ar hyn o bryd. Gellir dweud bod tair prif agwedd:

- Nid yw'r modelau wedi cyflawni'r canlyniadau yn ôl yr addewid mewn perthynas â chymhwysedd yn yr iaith Fasgeg. Dylai'r llywodraeth wneud mwy i sicrhau llwyddiant yn y maes hwn: mae model A yn enwedig yn destun beirniadaeth.
- Mae'r modelau wedi mynd yn rhy bell, yn rhy gyflym ar draul (i) cyflawniad academiaidd mewn pynciau eraill - datganiad sydd o hyd yn gofyn am dystiolaeth; a (ii) integreiddio cymdeithasol - y feirniadaeth a geir yma yw bod ysgolion model A yn y sector gyhoeddus mewn perygl o ddod yn getoau i fewnfudwyr, a bod ysgolion model A yn y sector breifat wedi'u cadw ar gyfer yr elit cymdeithasol.
- Mae'r modelau wedi cyflawni eu swyddogaeth, hyd yn oed os yw rhai beirniadaethau yn gyfiawn a bod angen rhai addasiadau bychain: er enghraifft, gallai model A drosglwyddo'r Fasgeg yn

llawer mwy effeithlon pe bai'n cael ei defnyddio fel cyfrwng mewn un neu ddau o bynciau.

## **Defnyddio'r wybodaeth**

Ymhlith y cwestiynau allweddol y gellir eu gofyn am effeithiolrwydd addysgu ymhlith cymunedau ieithoedd lleiafrifol y byd, mae un yn ymddangos yn gyffredin iawn ym mhobman: pa iaith fydd y plant yn ei defnyddio ar y buarth? Yr ateb a gawn gan rieni sydd yn anobeithio yw mai'r iaith fwyafrifol sydd yn cael ei siarad gan y plant lawer yn rhy aml yn hytrach na'r iaith lleiafrifol leol. Fodd bynnag, cafodd y prawf yma ei ddiffinio'n rhy syml. Yn ddibynol ar amgylchiadau sosioieithyddol dyw hi ddim yn syndod weithiau bod grwpiau ysgol sydd yn cynnwys siaradwyr Basgeg ail iaith gan fwyaf yn siarad Sbaeneg yn eu hamser hamdden. Gall ymddangos yn fwy o help i ailosod y broblem, sef, sut y cawn ni'r plant yma i ddefnyddio'u gwybodaeth o'r Fasgeg, o dan ba bynnag amgylchiadau, mewn modd ymarferol? Sut allwn ni eu hannog nhw i wrando ar y Fasgeg, ei siarad, ei darllen a'i hysgrifennu mewn sefyllfaoedd cyfathrebol go iawn, a thrwy hynny ymestyn eu proses ddysgu?

Daeth ymateb system ysgolion y Basgiaid mewn dau brif gam. Yn wreiddiol, o 1984 ymlaen, hyrwyddodd yr Adran Addysg nifer o weithgareddau gyda dau nod cyfochrog. Ar un llaw, y nod oedd gwobrwyo athrawon, myfyrwyr a chynhyrchwyr deunyddiau i ysgolion am yr hyn a gyflawnwyd ganddynt yn yr iaith Fasgeg. Ar y llaw arall, bu ymdrech i hyrwyddo'r defnydd o'r iaith.

Mae enghreifftiau o'r math cyntaf o weithgaredd yn cynnwys:

- Cystadlaethau areithio ar gyfer myfyrwyr cynradd a'u hathrawon.
- Ysgrifennu storïau byrion a chystadlaethau barddoniaeth ar gyfer myfyrwyr uwchradd.
- Cystadlaethau gwर्सlyfr gorau ar gyfer cynhyrchwyr deunyddiau i ysgolion, gyda gwobrau sylweddol ar gyfer pob un.

Mae enghreifftiau o'r ail fath yn cynnwys:

- Grantiau ar gyfer teithio rhwng ysgolion i gyflwyno gweithgareddau drama, côr ysgol neu berfformiadau canu penillion byrffyr traddodiadol,
- Canolfannau preswyl arhosiad byr ar gyfer grwpiau dosbarthiadau i ddefnyddio'u Basgeg mewn modd a lleoliad sydd ddim yn academiaidd;
- Addasiad o dirwedd ieithyddol ysgol.

O ddiwedd y 1990au, ystyriwyd yr ymateb cychwynnol hwn yn rhy dameidiog. Y canlyniad oedd sefydlu'r cynllun normaleiddio iaith ysgol unigol. Yn hwn rhaid yn gyntaf werthuso sefyllfa iaith ysgol ar sail offeryn safonol. Yna byddai ysgolion yn penderfynu pa nodau y byddent yn eu gosod mewn perthynas, er enghraifft, â chymhwysedd ieithyddol staff; â iaith/ ieithoedd a chyfrwng cyfathrebu rhwng athrawon a rhieni, disgyblion, yr awdurdod addysg (Llywodraeth Gwlad y Basg) a chyflenwyr; rhwng disgyblion a rhwng athrawon; wrth drefnu digwyddiadau iaith



Basgeg arbennig yn ogystal â phennu iaith gweithgareddau y tu allan i'r dosbarth. Cynorthwyr y broses o roi hyn ar waith gan Lywodraeth Gwlad y Basg yn rhyddhau un neu fwy o athrawon yn rhannol o'u dyletswyddau dosbarth er mwyn goruchwyllo gweithredu'r cynllun. Bydd un person yn goruchwyllo'r cynlluniau o fewn pob dalgylch canolfan gymorth athrawon, gan roi cymorth, cyngor a gwerthusiad. Asesir y canlyniadau'n flynyddol. Yn gyffredinol, ystyrir y cynlluniau'n llwyddiant ymhlith y bobl sydd yn cymryd rhan, gan gynhyrchu nifer fawr o weithgarwch ymhlith athrawon a disgyblion. Disgwylir yr adroddiad gwerthuso allanol cyffredinol cyntaf ar ddiwedd 2008.

## **Faint allwn ni ei ddisgwyl gan yr ysgol?**

Yn naturiol mae aelodau'r gymuned addysg yng Ngwlad y Basg sydd â diddordeb mewn sicrhau fod yr iaith Fasgeg yn goroesi yn bryderus, nid yn unig ynglŷn ag a yw'r disgyblion yn dysgu Basgeg, ond hefyd a ydyn nhw'n ei defnyddio. Ac maent yn gynyddol ymwybodol o'r ffaith, er mor bwysig yw addysgu drwy gyfrwng Basgeg, nad yw hyn yn ddigonol ar ei ben ei hun i sicrhau bod yr iaith yn cael ei defnyddio.

Beth am ddechrau gyda rhai ffeithiau syml: yn ôl un cyfrif, mae myfyrwyr model A yn treulio dim ond tri y cant o'r oriau y byddant ar ddiun mewn cyswllt â'r iaith Fasgeg yn y dosbarth, o'i gymharu ag wyth y cant i fyfyrwyr model B ac 14 y cant i fyfyrwyr model D.<sup>85</sup> Heb hyd yn oed werthuso ansawdd y cyswllt hwnnw yn y dosbarth, mae'n glir bod ceisio sicrhau defnydd o'r iaith ar sail gwersi dosbarth bron yn anochel yn mynd i wynebu anawsterau. Yn ogystal â hyn, os ydym yn ystyried bod yr ysgol yn sefydliad sydd yn cael ei ddylanwadu gan gymdeithas yn fwy nac ydyw'n dylanwadu ar gymdeithas, rhaid bod yn wyladwrus rhag goramcangyfrif gwerth addysg fel ffactor ar ei ben ei hun i wrthsefyll shift ieithyddol. Trafodwyd cyfyngiadau effeithiolrwydd ysgol mewn cyswllt â throsglwyddo mamiaith lawer gwaith.<sup>86</sup>

Digon yw nodi mai addysg yw'r maes lle gwnaed yr ymdrech fwyaf yn achos Gwlad y Basg i gynnal iaith ac atal shift. Ond heb ddatblygu mesurau cyfatebol mewn rhannau a meysydd eraill o'r gymdeithas i gydnabod, i gefnogi ac atgyfnerthu'r holl waith hwn, mae perygl y bydd yr ymdrech gyfan yn cael ei gwanhau'n sylweddol. Pam mynd i'r drafferth i ddysgu neu ddatblygu eich Basgeg os mai anaml yw'r cyfleoedd a gewch chi i'w defnyddio? Mewn ymateb i'r ffordd yma o feddwl, mae sylw cynyddol wedi ei roi tuag at gylchoedd gwaith cyhoeddus a phreifat, tra bo sefydliadau teyrngar i'r iaith Fasgeg ar lawr gwlad a chynghorau lleol yn datblygu mentrau iaith cymunedol. Ar y llaw arall, a gyda rhai eithriadau canmoladwy, ychydig iawn o sylw a dalwyd i broblemau cynnal iaith mewn teuluoedd Basgeg eu hiaith.

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<sup>85</sup> Artola, I., Basterretxea, B., Berasategi, J.M., Olaziregi, I., Sierra, J. a Zalbide, M., *Eskola Hiztun Bila*. Vitoria-Gasteiz: Eusko Jaurlaritzaren Argitalpen Zerbitzu Nagusia, 1991.

<sup>86</sup> Gweler, er enghraifft, Fishman, J. A. (1991) *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*, Clevedon: Multilingual Matters.

## Casgliad

Wrth geisio rhoi lle priodol i'r Fasgeg yn y system addysg, mae'r Basgiaid wedi dod ar draws nifer o faterion a wynebwyd gan y Cymry wrth iddynt hwythau drefnu darpariaeth Gymraeg, fel pwnc ac fel cyfrwng dysgu. Felly, mae diffiniadau ynglŷn â mathau o ddarpariaeth, y broses o drawsffurfio'r ddarpariaeth, problemau methodolegol amrywiol, trin mewnfudwyr a rhyngfudwyr ifanc mewn dulliau addas a chefnogol, ac yn y pen draw, anhawster troi gwybodaeth a fagwyd mewn ysgol yn iaith gyfoes fwy, yn rhai dyrys yn y ddau le. O ganlyniad i'w natur ganolog, mae ymatebion y Basgiaid yn debyg o fod yn fwy eglur, yn haws i'r rhieni eu deall, ac yn symlach i gynllunwyr a gweinyddwyr eu gweithredu, er y byddant efallai yn brin o sensitifrwydd i amodau lleol. Fodd bynnag, does dim amheuaeth mai trwy ymateb i ofynion a dymuniadau rhieni y llwyddwyd i ddiffinio a gyrru'r ddarpariaeth sydd wedi arwain at drawsffurfiad dwfn yn ffurfwedd ieithyddol system addysg Gwlad y Basg yn ystod y tri deg mlynedd diwethaf.

Peth peryglus o hyd yw trawsblannu'r datrysiadau a fabwysiadwyd mewn un cyd-destun draw i'r llall heb werthusiad mesuredig o'r union amgylchiadau sydd dan ystyriaeth. Er hynny, gwelir agweddau cyffredin a chyffelyb ymhlith yr ymdrechion clodwiw a wnaed i adfywio'r Fasgeg a'r Gymraeg. Y mae lle i obeithio, felly, y bydd cynllunwyr yng Nghymru yn elwa wrth ddod yn fwyfwy cyfarwydd â'r dulliau a'r polisiâu a fabwysiadwyd i ymateb i broblemau tebyg mewn sefyllfaoedd nid annhebyg, a thrwy hynny yn cael man cyfeirio defnyddiol ac ychwanegol yn eu gwaith.

## **Pennod 6**

### **Gweithredu Strategol i Greu Cymru Ddwyeithog**

**Owen John Thomas**

Yn y ddeunawfed ganrif, y Gymraeg oedd unig iaith bron 90% o'r boblogaeth yng Nghymru. Hyd yn oed erbyn 1850, roedd y Gymraeg yn dal yn brif iaith 80% o'r bobl, er bod mewnfudo wedi dechrau tanseilio'r famiaith, yn arbennig mewn rhannau o Went. Erbyn Cyfrifiad 1891, pan gofnodwyd nifer y siaradwyr Cymraeg am y tro cyntaf, roedd y ganran wedi syrthio i 55%. Cofnodwyd mewn cyfrifiadau diweddarach y gyfran yn cwmpo o 50% yn 1901 i 18.6 % ym 1991. Fodd bynnag, bron yn wyrthiol, cododd y ganran i 21% erbyn 2001, a hynny heb gefnogaeth llywodraeth genedlaethol, ac yn sgil tonnau di-baid o ymfudwyr o Loegr.

Er gwaethaf y dirywiad sylweddol hwn, daeth y gwrthdroad yn bennaf o ganlyniad i dwf addysg cyfrwng Cymraeg, hwnnw wedi ei yrru a'i sbarduno yn rhannol gan ddymuniadau rhieni am addysg Gymraeg i'w plant. Pobl o ddau gefndir gwahanol iawn sy'n gyfrifol am y twf: y rhai sy'n byw mewn ardaloedd oedd, tan yn weddol ddiweddar, yn bennaf Gymraeg; a'r rhai sy'n ddi-Gymraeg gan mwyaf, yn byw mewn ardaloedd Seisnigaidd ond yn gynyddol yn danfon eu plant i ysgolion Cymraeg.

Yr ysgol gynradd cyfrwng Cymraeg a sefydlwyd gan Yr Urdd yn Aberystwyth ym 1939 oedd y gyntaf i'r felin. Ond Deddf Addysg Butler, 1944, a agorodd y drws led y pen, wrth ddatgan y gallai rhieni ddewis addysg eu plant a bod cyfrifoldeb ar yr awdurdodau addysg i ymateb i'r dewis hwnnw. Er hynny, yn aml roedd rhaid i rieni gynnal ymgyrchoedd hir a llafurus er mwyn cael awdurdodau lleol cyndyn i ddarparu addysg Gymraeg.

Rhwng 1947 a 2008 sefydlwyd 121 o ysgolion ac unedau cynradd cyfrwng Cymraeg penodol, gyda'r Gymraeg yn unig iaith addysgu yn adran y babanod, a'r Saesneg yn graddol gymryd ei lle fel pwnc yn yr adran iau. Ar ben hynny, mae dros 300 o ysgolion cynradd ble'r ystyrir y Gymraeg yn iaith draddodiadol yr addysgu. Eto gwelir 24 o ysgolion uwchradd penodol Gymraeg, gyda 30 arall yn cael eu hystyried yn aml fel ysgolion Cymraeg traddodiadol.

### **Rhwystrau i ddatblygu Addysg Cyfrwng Cymraeg**

Er bod un rhan o bump o blant ysgolion cynradd ac un rhan o chwech o ddisgyblion uwchradd yn derbyn eu haddysg trwy gyfrwng y Gymraeg, nid oes adran ar gael yn y Cynulliad Cenedlaethol gyda'r rôl penodol o hyrwyddo addysg Gymraeg. Er fod y Cynulliad wedi mabwysiadu '*Creu*

*Cymru Ddwylleithog'* fel amcan yn 2000, disgwylir o hyd am strategaeth genedlaethol i hyrwyddo addysg Gymraeg. Yn 2002 cynhyrchwyd yr adroddiad *'Ein Iaith, ei Dyfodol'* gan y Pwyllgorau Diwylliant ac Addysg, gyda chefnogaeth y pleidiau i gyd. Ar ôl gwneud nifer o newidiadau, ymddangosodd hwn fel *'Iaith Pawb – Cynllun Gweithredu Cenedlaethol'* ym mis Chwefror 2003. Mae *'Iaith Pawb'* yn cynnwys 81 o amcanion, 25 ohonynt yn ymdrin ag addysg. Cyflwynir adroddiad blynyddol i'r Senedd am drafodaeth.

Mae'r amcan mwyaf uchelgeisiol yn datgan:

*"Erbyn 2011 bod y ganran o bobl Cymru sy'n gallu siarad Cymraeg wedi cynyddu 5 pwynt canran o'r ffigwr a daw I'r amlwg o gyfrifiad 2001 (sef 21%)."*

Rhagwelir felly y bydd nifer y siaradwyr Cymraeg yn cynyddu o 580,000 yn 2001 i 720,000 erbyn 2011, cynnydd blynyddol ar gyfartaledd o 14,000. Dengys cyfrifiad 2001 mai ymhlith y rhai rhwng 3 a 15 mlwydd oed y mae'r twf mwyaf, hynny fel canlyniad i'r twf mewn addysg cyfrwng Cymraeg. O amcangyfrif fod 100,000 allan o'r 140,000 newydd hyn yn dod o'r gyfundrefn addysg cyfrwng Cymraeg, yna byddai angen darpariaeth ar gyfer 10,000 o ddisgyblion newydd ychwanegol bob blwyddyn o 2001 i 2011. Dyna ddeg gwaith y twf rhwng 1996 a 2006.

Eto'i gyd prin yw datganiadau'r Llywodraeth ar sut mae cyrraedd y targed anghredadwy hwn. Does dim cysur i'w gael oddi wrth agwedd arwynebol fel hon. Heb strategaeth genedlaethol mae'r 'Cynllun Gweithredu' yn hel llwch ar silffoedd. Ar ben hynny mae'n anodd iawn canfod amcanion cadarn ar gyfer Addysg Gymraeg yng nghynlluniau'r Awdurdodau Lleol ac nid oes ganddynt raglenni ymchwil ar waith i benderfynu beth fydd galw tebygol rhieni am addysg Gymraeg. Heb y wybodaeth hanfodol hon, ni ellir paratoi targedau hyfyw a chadarn ar gyfer y dyfodol a'r perygl yw y bydd y diffyg cynnydd un parhau.

## **Bwlch**

Yn ystod pob degawd rhwng 1947 a 1996 fe welwyd agor 15 o ysgolion ac unedau cyfrwng Cymraeg. Sut bynnag, yn y deg mlynedd at 2006, cyfnod a welodd lwyddiant y refferendwm a dyfodiad y Cynulliad, eironig yw nodi mai dim ond wyth o ysgolion tebyg a agorwyd. Ond yn ystod y degawd hwn, er gwaethaf amharodrwydd llawer o awdurdodau lleol i agor ysgolion Cymraeg newydd, gwelwyd cynnydd yn nifer y plant 4-11 oed a addysgir trwy gyfrwng y Gymraeg o 10,000, i gyfanswm o 54,000. Dyna un rhan o bump o boblogaeth ein hysgolion cynradd. Fodd bynnag, oherwydd yr amharodrwydd hwn i greu darpariaeth newydd fe rwystrwyd llawer o blant rhag cael addysg Gymraeg yn unol â'u dymuniadau.

Yn ystod sesiwn 2003-2007 datganodd y Cynulliad Cenedlaethol y dylai'r 14 awdurdod lleol gyda llai na 20% o siaradwyr Cymraeg ynddynt gynnal arolygon i bennu'r galw am addysg cyfrwng Cymraeg. Dyma ymdrech i

gynorthwyo ac annog yr awdurdodau wrth iddynt baratoi eu Cynlluniau Addysg Gymraeg yn unol â Deddf yr Iaith Gymraeg 1993. Ystyrir fod potensial sylweddol i ennill siaradwyr Cymraeg newydd yn bodoli yn y galw cudd sydd yn yr 14 awdurdod hyn, barn a gadarnheir gan dwf amlwg addysg Gymraeg ynddynt. Serch hynny er bod cryn amser wedi mynd heibio yn dilyn y cais gwreiddiol i'r awdurdodau asesu'r galw am leoedd cyfrwng Gymraeg, araf fu'r ymateb.

Ac nid oedd ymagwedd y Gweinidog Addysg blaenorol, Jane Davidson, yn foddion i sicrhau fod yr awdurdodau lleol yn cynnal arolygon *effeithiol* i bennu'r galw. Byddai llawer o'r awdurdodau yn nodi eu darpariaeth bresennol fel petai yn asesiad o'r galw yn y dyfodol a bod gwneud hyn yn ddigon. Yn wir roeddynt yn trin y ddarpariaeth bresennol fel rhywbeth digyfnewid ac nid fel proses fyddai'n debyg o arwain at dwf a datblygiad. Yn sgil hyn rhwystrwyd y broses o adfywio'r iaith.

Un arall o'r prif esgusodion a wneir gan awdurdodau lleol am eu methiant i gynnal arolygon rhieni yw anfodlonrwydd Byrddau Iechyd Lleol ac Ymddiriedolaethau Iechyd Gwladol i ryddhau data ar blant dan oedran ysgol. Heb y data, nid yw'n hawdd i awdurdodau lleol gynnal arolygon adeiladol. Petai'r Gweinidog Treftadaeth yn gyfangwbl gyfrifol am oruchwylio'r Cynllun Gweithredu Cenedlaethol, *Iaith Pawb*, byddai'n haws symud y cynllun yn ei flaen.

Mae gan y Gweinidog gyfrifoldebau hefyd dros Fwrdd yr Iaith Gymraeg, sy'n gyfrifol o ddydd i ddydd am arolygu Cynlluniau Addysg Gymraeg yr awdurdodau lleol, gan gynnwys canlyniadau eu harolygon i nodi ac adnabod natur y galw am addysg cyfrwng Gymraeg. Ond araf fu'r cynnydd a bach yw nifer yr awdurdodau lleol sydd wedi cyhoeddi arolygon derbyniol dros y chwe mlynedd diwethaf.

## **Cipolwg o bolisi rhagweithiol**

Mae rhai awdurdodau lleol wedi mabwysiadu ymagwedd rhagweithiol tuag at addysg cyfrwng Cymraeg. Yn 2002, pan ddaeth Casnewydd yn ddinas ieuengaf Cymru, hi hefyd oedd awdurdod lleol cyntaf Cymru i gyflawni arolwg manwl i bennu'r galw am addysg cyfrwng Cymraeg o fewn ei ffiniau. Fel canlyniad, agorwyd ail ysgol gynradd Gymraeg yn y ddinas, Ysgol Ifor Hael, ym mis Medi 2008. Gwnaeth Wrecsam yr un peth ac mae cynllun am ehangu addysg cyfrwng Cymraeg yn cael ei baratoi yno.

Mewn arolog a gynhaliwyd yn Wrecsam, a gyhoeddwyd yn 2007, nodwyd y byddai 43 y cant o rieni yn dewis addysg cyfrwng Cymraeg i'w plant petai ysgol ar gael heb fod yn rhy bell o'u cartrefi. O ganlyniad mae cynllun dan ystyriaeth yno i ehangu addysg cyfrwng Cymraeg.

Mae Abertawe hefyd wedi cynnal arolwg sy'n datgelu bod 28% o'r rhieni a ymatebodd yn galw am addysg Gymraeg i'w plant, heb boeni am y pellter

o'u cartrefi. Petai ysgol ar gael o fewn pellter rhesymol, cododd y galw i 38%.

Ond wrth lansio Iaith Pawb yn 2003, cipiodd y Gweinidog Addysg y cyfrifoldeb am oruchwylio Cynlluniau Addysg Gymraeg yr awdurdodau lleol. Wrth i'r Gweinidog Addysg wrthod mynnu bod arolygon effeithiol yn orfodol, daeth hi â'r prif beirianwaith i adeiladu Cymru Ddwyeithog i ben. Ta beth am hynny, os gall Casnewydd, Wrecsam ac Abertawe ddarganfod ffordd ymlaen, siawns y gallai awdurdodau lleol eraill wneud yr un peth. Ond nid yw amser yn sefyll yn stond. Mae'n fater o bwys fod y Gweinidog Treftadaeth yn cael yr awdurdod i alluogi awdurdodau addysg lleol i gael gafael ar y data perthnasol am blant o dan oedran ysgol. O ganlyniad gallai'r AALI gynnal arolygon pwrpasol a gosod cynlluniau rhesymol ar waith i gwrdd â thargedau sy'n adlewyrchu'r galw yn yr arolygon hynny.

Yn y tablau ar y tudalennau sy'n dilyn, cynhwysir braslun o'r ddarpariaeth addysg cyfrwng Cymraeg, o'r ysgol feithrin i'r ysgol uwchradd, ym mhob un o'r 14 sir sydd â llai na 20% o siaradwyr Cymraeg.

Yn *Iaith Pawb* pwynt 2.8, fe ddywedir:

*"Mae gennym yr awdurdod cyfreithiol, o fewn telerau Deddf Iaith 1993, i enwi sefydliadau yn ffurfiol a'u gorfodi i lunio a gweithredu Cynlluniau iaith Gymraeg."*

Datgenir yn yr un adroddiad, Pwynt 2.13:

*"Rydym eisiau gweld cynnydd yn nifer a chanran y bobl sy'n gallu siarad Cymraeg."*

Y prif ysgogydd wrth gyflenwi'r amcan hwn yw twf addysg cyfrwng Cymraeg. Gyda'r awdurdod cyfreithiol a ddyfynnwyd ym Mhwynt 2.13, gallai unrhyw Weinidog gyda'r ewyllys i wneud felly alluogi Bwrdd yr Iaith Gymraeg i fynnu bod awdurdodau lleol yn cynnal arolygon i bennu'r galw am addysg cyfrwng Cymraeg ac wedyn i lunio a chyflawni cynlluniau fyddai'n adlewyrchu'r galw hwn.

**Addysg Cyfrwng Cymraeg yn y 14 o Siroedd sydd â llai na 20% o siaradwyr Cymraeg**

Sir	Meithrin	Cynradd	Uwchradd	Sylwadau
<b>Blaenau Gwent</b>	7 Ti a Fi (dan 3 oed)  4 Meithrin (dan 4 oed)  Uned Feithrin yn Ysgol Brynmawr	Brynmawr 1975  300 o ddisgyblion	Dim*	Ysgol Gynradd Brynmawr 300 o blant yn y 33 o flynyddoedd ers 1975 dim datblygiad.  Dim arolwg rhieni wedi'i gynnal.  Dim cynlluniau am ddarpariaeth ar gyfer Glynebwy, Tredegar nag Abertyleri.
<b>Pen-y-bont</b>	5 Ti a Fi  10 Meithrin  4 uned feithrin yn yr ysgolion cyfrwng Cymraeg	Maesteg 1948 Pen-y-bont 1962 Corneli 1982 Cwmgarw 1988	Ysgol Gyfun Maesteg 2008	Yn y 19 mlynedd ers 1989 dim datblygiad yn y sector cynradd.  Dim arolwg rhieni.  Does gan Cwm Ogwr na Phencoed ddim darpariaeth leol.
<b>Caerffili</b>	14 Ti a Fi  16 Meithrin  10 Dosbarth Meithrin yn yr ysgolion cynradd cyfrwng Cymraeg	Ysgol y Lawnt, 1950 Ysgol Ifor Bach 1961 Ysgol Gilfach Argoed 1963 Ysgol Caerffili, 1970 Ysgol y Castell 1977 Ysgol Bro Allta 1984 Ysgol Trelyn, 1971 Ysgol Cwm Gwyddon 1985 Ysgol Bro Sannan 2000 Ysgol Cwm Derwen 2007	Ysgol Gyfun Cwm Rhymni, 1981	Mae nifer o ardaloedd yn y Sir heb ddarpariaeth leol.  Dim datblygiad am yr 14 mlynedd rhwng 1985 a 1999.  Dim arolwg rhieni wedi'i gyhoeddi eto.

Sir	Meithrin	Cynradd	Uwchradd	Sylwadau
Caerdydd	<p>9 Ti a Fi</p> <p>22 Meithrin (MYM)</p> <p>6 uned feithrin yn yr ysgolion Cymraeg</p> <p>Un ganolfan integredig</p> <p>3 meithrinfa breifat</p>	<p>Ysgol Bryntaf 1947-1983</p> <p>Ysgol Gwaelod y Garth 1968 (uned)</p> <p>Ysgol y Creigiau 1977 (uned)</p> <p>Ysgol Coed y Gof 1979</p> <p>Ysgol y Wern 1979</p> <p>Ysgol Melin Gruffudd 1980</p> <p>Ysgol Bro Eirwg 1983</p> <p>Ysgol Treganna 1987</p> <p>Ysgol Pen-cae 1990</p> <p>Ysgol Mynydd Bychan 1994</p> <p>Ysgol Pwll Coch 1996</p> <p>Ysgol Berllan Deg 2000</p> <p>Ysgol Glan Morfa 2005</p> <p>Ysgol Tredelerch 2007</p> <p>Ysgol Tan yr Eos 2007</p> <p>Ysgol Caerau 2007</p>	<p>Ysgol Gyfun Glantaf 1978</p> <p>Ysgol Gyfun Plasmawr 1998</p>	<p>Un o bob chwech plentyn 4 oed yn cael addysg cyfrwng Cymraeg.</p> <p>Mewnbwn blynyddol (4 i 5 oed) i'r dosbarthiadau derbyn wedi tyfu o 19 yn 1960, i 53 yn 1970, 107 yn 1980, 223 yn 1990, 386 yn 2000, i 560 yn 2008.</p> <p>Mabwysiadodd Cyngor Dinas Caerdydd ymagwedd gweithiol gyda'i Gynllun Iaith Cymraeg ym 1998 ac felly mae Addysg Cyfrwng Cymraeg wedi tyfu'n gyflym.</p> <p>Serch hynny, mae absenoldeb arolwg rhieni i bennu galw yn rhwystro cynlluniau'r awdurdod i ddarparu ar gyfer y twf parhaol.</p> <p>Wrth i'r galw dyfu mae 'na gwmp cyfatebol yn yr ysgolion cyfrwng Saesneg. Felly, mae angen ad-drefnu dosbarthiad darpariaeth ysgolion o fewn rhai ardaloedd o'r ddinas mewn modd sy'n lliniaru teimladau'r rhai sy'n cael eu heffeithio gan y newidiadau. Byddai arolwg yn gosod y sail ar gyfer y fath ad-drefnu gan adlewyrchu'r ffordd y cyflenwid unrhyw newid neu yn wir ei hepgor.</p> <p>Mae'r ysgolion a sefydlwyd yn 2007 fel dosbarthiadau cychwynnol wedi cael eu lleoli ar safleoedd dros dro.</p>



Sir	Meithrin	Cynradd	Uwchradd	Sylwadau
<b>Sir y Fflint</b>	<p>13 Ti a Fi</p> <p>8 Meithrin (MYM)</p> <p>Unedau Meithrin yn y pump ysgol cyfrwng Cymraeg</p>	<p>Ysgol Glanrafon 1949</p> <p>Ysgol Gwenffrwd 1949</p> <p>Ysgol Terrig 1950</p> <p>Ysgol Mornant 1971</p> <p>Ysgol Croes Atti 1964</p>	Ysgol Maes Garmon 1961	<p>Serch rôl arloesol gwreiddiol y Sir wrth sefydlu ysgolion addysg cyfrwng Cymraeg, does dim darpariaeth newydd ers 37 o flynyddoedd.</p> <p>Ta waeth, bwriedir cynnal arolwg yn debyg i'r un a ddefnyddiwyd yng Nghasnewydd.</p>
<b>Merthyr</b>	<p>4 Ti a Fi</p> <p>7 Meithrin (MYM)</p> <p>Uned amser llawn yn Rhyd-y-Grug</p> <p>Uned rhan amser: Ysgol St.Tudful</p>	<p>Ysgol Santes Tudful 1973</p> <p>Rhyd-y-grug 1976</p>	Dim	<p>Mae Ysgol Santes Tudful yn cystadlu gyda 6 Ysgol cyfrwng Saesneg a phob un ohonynt yn cynnig addysg lawn i blant 3 oed tra bod Ysgol Tudful yn gallu cynnig lleoedd hanner amser yn unig i blant 3 oed.</p> <p>Gan bod ysgolion Santes Tudful a Rhyd-y-Grug yn cael eu lleoli ar bennau pellach y cwm, byddai'n rhesymol bod trydydd ysgol Gymraeg yn cael ei lleoli yn Aberfan.</p> <p>Pan gynigiais y datblygiad hyn yn 2003, atebodd y cyn-Gyfarwyddwr Addysg, "The political mood of the Council does not at this time favour making further provision for Welsh medium education."</p>

Sir	Meithrin	Cynradd	Uwchradd	Sylwadau
Sir Fynwy	4 Ti a Fi 2 Meithrin	Y Fenni 1994  Cil-y-Coed 2001	Dim*	Mae angen arolwg rhieni er mwyn pennu'r galw am ddarpariaeth newydd.
Castell-nedd Port Talbot	4 Ti a Fi (MYM) 7 Meithrin  15 o unedau meithrin yn yr ysgolion Cynradd Cymraeg a'r rhai traddodiadol.	Ysgol Glyn-nedd 1954 Ysgol Pont-rhyd-y-fen 1954-87 Ysgol Rhosafan 1987 Ysgol Castell-nedd 1956 Ysgol Blaendulais 1961 Ysgol Pontardawe 1967 Ysgol y Wern 1989 Ysgol Trebanws 1989 Ysgol Tyle'r Ynn 1999	Ystalyfera 1964	Nid yw'r AALL wedi bod yn barod i agor ysgolion Cymraeg newydd ar y sail bod 'na lefydd gwag mewn rhai o'r ysgolion Cymraeg presennol.  Gan bod 'na ond 13 o ysgolion Cymraeg a 60 o ysgolion Saesneg, mae gan y rhai Cymraeg ddalgylchoedd llawer mwy.  Mae'r daith hir i'r ysgol Gymraeg yn rhwystr i lawer o rieni ac felly wrth wrthod agor mwy o ysgolion, mae'r AALL yn cyfyngu twf addysg Gymraeg.  Mae 5 ysgol draddodiadol Gymraeg.  Mae angen cynnal arolwg trylwyr i bennu'r galw am addysg Gymraeg.
Casnewydd	1 Ti a Fi (MYM) 5 Meithrin  Uned Feithrin yn Ysgol Casnewydd.	Ysgol Gymraeg Casnewydd 1969  Ysgol Ifor Hael 2008	Dim*	Arolwg wedi cael ei gynnal yn 2005.  Mae'n debyg bod 'na botensial am drydedd ysgol Gymraeg a digon o blant wedyn i gynnal ysgol uwchradd yn y pendraw.

Sir	Meithrin	Cynradd	Uwchradd	Sylwadau
<b>Rhondda Cynon Taf</b>	<p>23 Ti a Fi</p> <p>25 Meithrin</p> <p>Unedau meithrin yn yr ysgolion cynradd</p>	<p>Aberdar 1949</p> <p>Treorci 1950</p> <p>Llwyn-Celyn 1950</p> <p>Pont Siôn Norton 1951</p> <p>Tonyrefail 1955</p> <p>Gartholwg 1966</p> <p>Uned Dolau 1971</p> <p>Uned Heol-y-Celyn 1974</p> <p>Llantrisant 1976</p> <p>Uned Penderyn 1976</p> <p>Bodringallt 1979</p> <p>Evan James 1985</p> <p>Castellau 1985</p> <p>Llyn y Forwyn 1985</p> <p>Abercynon 1989</p> <p>Bronllwyn 1990</p>	<p>Ysgol Gyfun Rhydfelen 1962</p> <p>Ysgol Gyfun Llanhari 1974</p> <p>Ysgol Gyfun y Cymer 1988</p> <p>Ysgol Gyfun Rhyd-y-waun 1995</p>	<p>Mae bron un mewn pedwar o blant 4 oed yn y sir yn cael addysg cyfrwng Cymraeg. Gyda 16 o ysgolion ac unedau Cymraeg rhyngddynt, ystyriwyd awdurdodau Rhondda, Taf-Elai a Chwm Cynon yn batrymau clodwiw am eu darpariaeth o addysg Gymraeg.</p> <p>Serch hynny, dros yr 17 mlynedd ddiwethaf, mae'r AALl wedi troi plant i ffwrdd o ysgolion llawn ac mae'n ymddangos iddynt roi y clawr ar ddarpariaeth bellach,</p> <p>Er enghraifft: methodd 99 o blant gael llefydd yn Ysgol Aberdar rhwng 1993 a 2000, a'u danfon i ysgolion cyfrwng Saesneg heb unrhyw ymgais gan yr Awdurdod (Cwm Cynon hyd at 1995 a Rhondda Cynon Taf o 1996 ymlaen) i baratoi darpariaeth ychwanegol.</p> <p>Pan leolwyd Ysgol Aberdar mewn adeilad newydd yn 2001, gosodwyd ei mewnbwn at 45 o blant y flwyddyn – cyfanswm o 315. Doedd dim cynlluniau i ymdopi â'r digwyddiad cyffredin o weld y galw yn uwch na'r ddarpariaeth. Ers agor yr adeilad newydd, bu'n rhaid i'r AALl baratoi cabanau ar gyfer y gornifer o blant.</p> <p>Ar hyn o bryd, mae gan yr ysgol 371 o blant gyda 52 arall yn yr uned feithrin - cyfanswm o 423. Yn barod mae 78 o geisiadau wedi eu derbyn ar gyfer mis Medi 2009 ac eto does gan yr AALl ddim cynlluniau i wneud darpariaeth mewn lle arall yn y Cwm.</p> <p>Ar ben isaf y Cwm, mae gan Ysgol Abercynon fewnbwn o 55 i'r dosbarth derbyn ac uned feithrin â 54 o blant. Mae leoedd gan yr ysgol 353 o blant ac mae'n tyfu ohyd heb unrhyw gwag. Yng nghanol y Cwm mae Aberpennar heb unrhyw ddarpariaeth cyfrwng Cymraeg o gwbl.</p> <p>Angen dybryd am Arolwg rhieni.</p>

<b>Sir</b>	<b>Meithrin</b>	<b>Cynradd</b>	<b>Uwchradd</b>	<b>Sylwadau</b>

<b>Abertawe</b>	<p>15 Ti a Fi (MYM)</p> <p>8 Meithrin</p> <p>Unedau Meithrin tu mewn i bob un o'r ysgolion Cymraeg</p>	<p>Lôn-las 1949</p> <p>Pontybrenin 1952</p> <p>Bryn Iago 1954</p> <p>Bryn-y-Mor 1976</p> <p>Login fach 1991</p> <p>Tirdeunaw 1994</p> <p>Felindre 1995</p> <p>Gellionnen 1997</p> <p>Llwynderw 2000</p>	<p>Ysgol Gyfun Gwyr 1985</p> <p>Ysgol Gyfun Bryn Tawe 2002</p>	<p>Mae llawer o ardaloedd heb ddarpariaeth Gymraeg o fewn eu ffiniau.</p> <p>Mae arolwg rhieni wedi cael ei gyflawni yn ddiweddar yn dangos galw sylweddol am fwy o ysgolion Cymraeg.</p>
<b>Torfaen</b>	<p>15 Ti a Fi (MYM)</p> <p>8 Meithrin</p> <p>Uned Feithrin yn Ysgol Cwmbran</p>	<p>Cwmbran 1971</p> <p>Ysgol Bryn Onnen 1985</p>	<p>Ysgol Gyfun Gwynllyw 1988</p>	<p>Dim datblygiad ers 1985 mewn addysg gynradd Cymraeg – 23 mlynedd yn ôl .</p> <p>Mae angen arolwg rhieni.</p> <p>Does dim darpariaeth Gymraeg ar gyfer Blaenafon.</p>
<b>Bro Morgannwg</b>	<p>4 Ti a Fi (MYM)</p> <p>10 Meithrin</p> <p>Uned Feithrin o fewn pob un o'r ysgolion cynradd Cymraeg</p>	<p>Ysgol Sant Ffransis 1952-1992)</p> <p>Ysgol Penarth 1971</p> <p>Ysgol Iolo Morgannwg 1973</p> <p>Ysgol Sant Baruc 1974</p> <p>Ysgol Sant Curig 1992</p> <p>Ysgol Gwaun y Nant 1996</p>	<p>Ysgol Bro Morgannwg 2000</p>	<p>Does dim datblygiad wedi bod yn y sector cynradd ers 1996 – 12 mlynedd.</p> <p>Mae angen arolwg rhieni - yn arbennig yn Llanilltud Fawr lle mae 'na dair o ysgolion cynradd cyfrwng Saesneg.</p> <p>Sylfaenwyd Ysgol Gyfun Bro Morgannwg yn Y Barri yn y flwyddyn 2000 ac mae ganddi 900 o ddisgyblion yn barod.</p>
<b>Wrecsam</b>	<p>10 Ti a Fi (MYM)</p> <p>13 Meithrin</p> <p>Uned feithrin ym mhob un o'r ysgolion Cymraeg ac yn y 3 ysgol ddwyieithog.</p>	<p>Bodhyfryd 1951</p> <p>Cefn Mawr 1953</p> <p>Bryn Tabor 1967</p> <p>Ysgol Hooson 1976</p> <p>Plas Coch 1993</p>	<p>Ysgol Morgan Llwyd 1964</p>	<p>Does dim datblygiad wedi bod yn y sector cynradd ers 1993 – 15 mlynedd.</p> <p>Cynhaliwyd arolwg i bennu'r galw am addysg cyfrwng Cymraeg, a gyflwynwyd ym mis Hydref 2007. Disgwylir cynllun Cymraeg newydd cyn bo hir.</p> <p>Mae tair ysgol ddwyieithog o fewn y Sir yn ardal Dyffryn Ceiriog.</p>

\* Mae'r ysgolion hyn yn danfon eu plant i Ysgol Gyfun Gwynllyw yn Nhorfaen.

## Paratoi at dwf

Pan ddatrysir "anhawster arolwg dwbl" yr awdurdod lleol, a pan fydd yr holl ddata angenrheidiol ar gael o'r diwedd, fe roddir hwb sylweddol i'r broses o greu Cymru Ddwyeithog. Bydd bodolaeth rhagor o ysgolion cyfrwng Cymraeg yn galw am ragor o athrawon, o gynorthwywyr ac o arbenigwyr pynciau, pawb wedi eu hyfforddi i ddysgu trwy gyfrwng yr iaith.

Er bod niferoedd cynyddol o athrawon cyfrwng Cymraeg yn dod o gartrefi di-Gymraeg, mae'r mwyafrif o athrawon Cymraeg yn yr ardaloedd mwy Seisnigaidd yn dod o'r ardaloedd traddodiadol Cymraeg. Yn anffodus, mae'r cadarnleoedd hyn yn profi ymfudo di-baid, i mewn ac allan, proses sy'n erydu'r defnydd o'r iaith. Heb ei atal, mae'n debyg o arwain at brinder o athrawon Cymraeg. Felly, mae amser yn ffactor hanfodol yn y broses o greu Cymru ddwyieithog – proses sy'n debyg o gymryd dwy neu dair cenhedlaeth.

Mae'r bennod hon wedi canolbwyntio'n bennaf ar gyflwyno braslun o'r sylfeini eang sydd eisoes wedi eu sefydlu er mwyn greu Cymru Ddwyeithog – galw rhieni sy'n bennaf gyfrifol am hyn. Ond hefyd mae'n tynnu ein sylw at y ffactorau rheiny sy'n rhwystro ac yn arafu twf nifer y siaradwyr Cymraeg – diffyg cefnogaeth llywodraeth ar sawl lefel sy'n gyfrifol am hyn.

Gallwn ddathlu bodolaeth amrediad eang o ysgolion cyfrwng Cymraeg, boed feithrin, cynradd neu uwchradd. Mae eu presenoldeb ar draws y pedair sir ar ddeg, ar y ffiniau, yn y cymoedd, ac yn y dinasoedd a'r trefi yn pwysleisio hyd, lled a dyfnder ein treftadaeth. Mae'n rhaid ychwanegu at hynny bresenoldeb helaeth yr iaith yn yr wyth sir nad ydynt hyd yn hyn wedi eu cynnwys yn arolygon yr awdurdodau lleol. Eto, mae llawer mwy o waith i'w wneud ac wrth edrych ar restrau'r ysgolion o fewn y 14 sir, daw rhywun yn ymwybodol o'r bylchau mawr – bylchau sy'n aros i gael eu llenwi gan ysgolion Cymraeg newydd.

Anwybyddwyd gormod o gyfleoedd i agor mwy o ysgolion Cymraeg. Pwy oedd yn goruchwyllo ac yn hyrwyddo addysg cyfrwng Cymraeg yn y blynyddoedd pan na sefydlwyd ysgolion, serch y galw cynyddol amdanynt? Pwy sy'n goruchwyllo nawr?

Unwaith y cwblheir yr arolygon yn yr 14 sir mae'n holl bwysig bod ystyriaeth gynnar yn cael ei rhoi i ddatgelu'r galw cudd mewn siroedd fel Penfro, Powys, Dinbych a Chonwy a rhannau o Sir Gaerfyrddin megis Llanelli lle mae'r ddarpariaeth yn annigonol i gwrdd â'r galw. Cyhoeddwyd *Iaith Pawb* ym mis Chwefror 2003, bron chwe mlynedd yn ôl ac ers hynny mae'r Cynulliad wedi colli llawer o gyfleoedd i symud yn agosach at 'Gymru Ddwyeithog'.

## **Cynnydd ers cyhoeddi *Iaith Pawb*?**

Dylai Llywodraeth Cymru ateb y cwestiynau canlynol ynghylch yr addewidion a'r gwystlon a wnaed yn *Iaith Pawb* ym mis Chwefror 2003:

1. A wnewch chi roi gwybod i'r awdurdodau lleol, sy'n cynnal arolygon ar y galw am addysg cyfrwng Cymraeg, ei bod yn orfodol arnynt gynnal arolygon boddhaol - ac i'r ddarpariaeth ychwanegol ar gyfer addysg cyfrwng Cymraeg a bennir ganddynt gael ei chyflawni.
2. Pryd ydych chi'n disgwyl y bydd pob un o'r 14 sir sydd â llai na 20% o siaradwyr Cymraeg wedi cynnal eu harolygon yn foddhaol ac wedi paratoi eu cynlluniau er mwyn cwrdd â'r ddarpariaeth cyfrwng Cymraeg ychwanegol sydd ei hangen? A osodwyd targedau i'r awdurdodau lleol?
3. Pa dargedau cyraeddadwy ydych chi wedi eu gosod er mwyn cynyddu nifer y siaradwyr Cymraeg erbyn 2011 a 2021?
4. A wnewch chi osod dyddiad cau ar gyfer AALI i gwblhau arolwg boddhaol i bennu'r galw am addysg cyfrwng Cymraeg?
5. Pwy sy'n gyfrifol am bennu'r twf cynyddol am addysg cyfrwng Cymraeg fel bod colegau sy'n cynnal cyrsiau Hyfforddiant Cychwynnol i Athrawon yn gallu paratoi i gwrdd a'r galw ychwanegol?
6. Bydd y galw am athrawon cyfrwng Cymraeg yn cynyddu'n ddiamau wrth i'r broses o greu Cymru ddwyieithog esblygu. Pa drefniadau arbennig ydych chi wedi eu paratoi i annog disgyblion ysgolion uwchradd Cymraeg i astudio i ddod yn athrawon neu gynorthwywyr athrawon cyfrwng Cymraeg?
7. Mae pennu'r nifer a'r canran o athrawon sy'n gallu siarad Cymraeg yn wybodaeth hanfodol i'r broses o greu Cymru Ddwyieithog. Serch hynny, nid yw ffurflen cofrestru Cyngor Addysgu Cyffredinol Cymru yn ei gwneud yn orfodol i athrawon gofnodi eu gallu yn yr iaith. Gall athrawon ddatgan eu gallu i ddysgu trwy gyfrwng y Gymraeg, i ddysgu pwnc neu bynciau trwy gyfrwng y Gymraeg, neu ddysgu Cymraeg fel ail iaith. Serch hynny, nid oes rheidrwydd ar athrawon sy'n dysgu mewn ysgolion cyfrwng Saesneg i ddatgan eu gallu yn yr iaith Gymraeg. Byddwch yn cytuno yn siŵr bod y wybodaeth hon yn hanfodol i gyflawni amcanion *Iaith Pawb*. A wnewch chi sicrhau bod CynACC yn cywiro'r gwall hwn?
8. Mae'n rhaid ehangu'r cyflenwad o ddeunyddiau dysgu fel bod amrediad helaeth ar gael ar bob lefel ond yn arbennig yn y sector uwchradd cyfrwng Cymraeg. Pa gamau ydych chi'n eu cymryd i gwrdd â'r angen pwysig hwn?
9. Deïllir nad oedd gan HEFCW gynllun manwl ar gyfer ehangu Addysg Uwch cyfrwng Cymraeg. Os oes cynllun wedi cael ei baratoi erbyn

hyn, beth yw ei dargedau i gynyddu nifer y myfyrwyr ym mhrifysgolion a cholegau addysg bellach Cymru sy'n dilyn y cyfan neu gyfran o'u cyrsiau trwy gyfrwng y Gymraeg?

10. Faint o athrawon sydd wedi mynychu'r cyfnodau sabothol dysgu iaith ymhob un blwyddyn ers iddynt gael eu lansio?
11. Pa gamau a gymerwyd, a pha lwyddiant a enillwyd, wrth gryfhau dilyniant addysg cyfrwng Cymraeg rhwng ysgolion cynradd ac uwchradd yn yr wyth sir lle mae mwy nag 20% o siaradwyr Cymraeg ac hefyd ar gyfer yr ysgolion traddodiadol Cymraeg yng Nghastell Nedd a'r rhai dwyieithog yn Wrecsam?
12. Pa lefel o lwyddiant a gyflawnwyd gan y cynllun TWF ers ei lansio?
13. I ba raddau mae Mudiad Ysgolion Meithrin yn fudiad cenhadol bellach, yn agor a hyrwyddo cylchoedd meithrin a grwpiau Ti a Fi ar draws Cymru?
14. Pa gamau diweddar a gymerwyd i ddiffinio'r gwahanol fathau o ysgolion Cymraeg sy'n dysgu'n rhannol neu yn gyfangwbl trwy gyfrwng y Gymraeg, er mwyn atgyfnerthu'r iaith trwy ganolbwyntio ar y dulliau mwyaf llwyddiannus o'i dysgu?
15. Mae oedolion sy'n dysgu Cymraeg yn cael eu dysgu'n gynyddol yng ngholegau prifysgolion Cymru. Nid yw'r prifysgolion bellach yn rhoi consesiynau i bensiynwyr trwy hawlio y byddent yn torri cyfraith Ewropeaidd gan wahaniaethu yn erbyn pobl iau. Beth allwch chi ei wneud i wrthdroi penderfyniad y colegau?
16. Pa gynnydd sydd wedi cael ei wneud i greu mwy o ddarpariaeth ar gyfer y rhai sydd ag anghenion addysgol arbennig ac hefyd i'r rhai sydd eisiau cymorth therapyddion Cymraeg?

Yn wyneb rhwystrau anorchfygol bron, dim ond canlyniadau arolygon manwl tri Awdurdod Addysg Lleol ddaeth i law Bwrdd yr Iaith Gymraeg yn ystod y chwe mlynedd diwethaf – o Gasnewydd, Wrecsam ac Abertawe. Dylid rhoi'r pwerau i'r Gweinidog Treftadaeth i fwrw golwg dros gynlluniau AALI a sicrhau bod arolygon rhieni yn cael eu cynnal. Yn ddiamau, y ffordd orau o hyrwyddo addysg Gymraeg, o wireddu dymuniadau rhieni, o weld gosod targedau rhesymol ac effeithiol, yw gweithio a gweithredu yn unol â gofynion y **fframwaith strategol cenedlaethol**. *Iaith Pawb* yw un o ffynonellau pwysicaf y strategaeth honno.



## Bywgraffiadau'r Siaradwyr

**Nicholas Gardner** Ar ôl cwblhau BA mewn ieithoedd ym Mhrifysgol Caergrawnt yn 1975, cafodd Nicholas Gardner ei hyfforddi fel athro Saesneg fel iaith dramor, gan ddysgu Saesneg yng Ngwlad y Basg yn gyntaf ac yna yn dysgu methodoleg i athrawon Saesneg a Basgeg. Fe'i penodwyd i swydd yn Adran Addysg yn Llywodraeth Ymreolus y Basgiaid (yn Sbaen) oedd newydd ei sefydlu yn 1981, yn gweithio ar gynllunio ieithoedd ar gyfer addysg (yn gweithio ar dystysgrifau cymhwyster a chyflenwad athrawon gan fwyaf). Rhwng 2002 a 2007 bu'n gweithio yn Is-adran Polisi Iaith y Llywodraeth yn arwain uned yn hybu cynlluniau iaith i gynyddu'r defnydd o'r iaith Fasgeg mewn gweithleodd cyhoeddus a phreifat. Mae'n awdur dau ddwsin o gyhoeddiadau yn ymwneud â'r pynciau hyn.

**Bethan Guilfoyle** Dechreuodd Bethan ei gyrfa mewn addysg ar ôl graddio ym Mhrifysgol Caerdydd a bu'n dysgu yn yr Alban a Llundain cyn dychwelyd yn ôl i dde Cymru. Ers 1996 mae wedi bod yn Brifathrawes yn Ysgol Gyfun Treorci yn Rhondda Cynon Taf. Ym mis Mai 2006, gwobrwywyd yr ysgol â gradd 1 yn y saith cwestiwn allweddol ar ôl arolwg gan Estyn. Mae Bethan hefyd yn lywodraethwraig ym Mhrifysgol Morgannwg ac yn aelod gyfetholedig o Bwyllgor Archwilio Cyngor Celfyddydau Cymru. Ym Mehefin 2006, cafodd ei hapwyntio i'r Grŵp Ymgynghorol Gweinidogaethol ac mae'n Gadeirydd ar Banel Safonau a Gwella Ysgolion 7-14 oed.

**Gareth Jones** Wedi ei eni a'i fagu ym Mrynaman, Sir Gaerfyrddin, aeth Gareth Jones i'r Brifysgol yn Abertawe lle y graddiodd yn y Gymraeg. Wedi blwyddyn yn dilyn cwrs Diploma Mewn Addysg bu'n dysgu mewn amryw o ysgolion ym Morgannwg a Sir Gaerfyrddin. Ym 1986 penodwyd ef yn Brifathro Ysgol Gyfun Llanbedr Pont Steffan. Ymunodd â staff Adran Addysg a Gwasanaethau Cymunedol Ceredigion yn 2002 fel Uwch Reolwr Ysgol, ac mae wedi bod yn Gyfarwyddwr oddi ar 2004. Yn ystod y 1990au cwblhaodd radd MPhil drwy waith ymchwil ym maes addysg ddwyieithog.

Mae **Carys Lake** yn Bennaeth Canolfan Iaith Uwchradd Gwynedd, sef canolfan ar gyfer mewn fudwyr di-Gymraeg i Wynedd a bu yn y swydd ers sefydlu'r ganolfan honno dair blynedd yn ôl. Hi hefyd fu'n gyfrifol am lunio'r cwrs iaith gan roi sylw i ddulliau trochi effeithiol. Bydd dysgwyr yn dilyn cwrs dwys wyth wythnos cyn dychwelyd i ysgolion uwchradd y sir i barhau'r broses bontio. Cyn hynny, bu'n athrawes Gymraeg gyda chyfrifoldeb am gynllunio cyrsiau ac addysgu Cymraeg ail iaith mewn ysgolion yng Ngwynedd a Phowys.

**Gwyn Lewis** Graddedig yn y Gymraeg ym Mhrifysgol Cymru Bangor aeth Gwyn Lewis ymlaen i ennill doethuriaeth yno ar lenyddiaeth yr Oesoedd Canol. Bu'n Bennaeth Adran Gymraeg Ysgol Maes Garmon, Yr Wyddgrug, ac yn Ymgynghorydd Addysg Gymraeg i Awdurdod Addysg Gwynedd cyn

ei benodi ar staff y Coleg Normal (wedyn, Ysgol Addysg, Prifysgol Cymru Bangor). Fe'i dyrchafwyd yn Ddirprwy Bennaeth y Coleg Addysg a Dysgu Gydol Oes yn 2007, gyda chyfrifoldeb penodol fel Cyfarwyddwr Addysgu a Dysgu

**Meirion Prys Jones** Graddiodd Meirion Prys Jones mewn Iaith a llenyddiaeth Gymraeg ym Mhrifysgol Cymru Bangor. Aeth yn ei flaen i gwblhau cwrs TAR ym Mhrifysgol Cymru, Aberystwyth. Bu Mr Jones yn gweithio fel Pennaeth Gymraeg yn Ysgol Castell Alun ac yn Ysgol Glan Clwyd, cyn symud i weithio i Gyngor Sir Gorllewin Morgannwg fel Uwch Ymgynghorydd y Gymraeg a Phennaeth y Gwasanaethau Cefnogi. Bu hefyd yn gweithio fel Arolygydd Ysgolion Ei Mawrhydi ers 1993. Bu Mr Jones yn Brif Swyddog Adran Addysg a Hyfforddiant Bwrdd yr Iaith Gymraeg rhwng 1994 a 2001. Fe'i penodwyd yn Gyfarwyddwr Tîm Cynllunio Ieithyddol yn 2001 ac wedyn yn Brif Weithredwr y Bwrdd ym mis Ebrill 2004.

Roedd **Owen John Thomas** yn AC Plaid Cymru dros Ganol De Cymru rhwng 1999 a 2007 ac yn y Cynulliad Cenedlaethol roedd yn Weinidog yr wrthblaid dros 'Diwylliant, Cymraeg a Chwaraeon'. Ganwyd yng Nghaerdydd ac roedd yn ddisgybl yn Ysgol Uwchradd Howardian. Hyfforddwyd i fod yn athro yn Ngholeg y Barri ac enillodd radd MA yng Ngholeg Prifysgol Caerdydd. Mae'n gyn-Ddirprwy Brifathro ac roedd yn gadeirydd UCAC rhwng 1985 a 2000. Ar hyn o bryd mae'n gadeirydd Pwyllgor Ardal Caerdydd Plaid Cymru.

**Cen Williams** Mae gan Dr Williams brofiad ymchwil i addysg o bron i 20 mlynedd ac mae'n arbenigwr mewn dulliau addysgu yn y sector ysgolion uwchradd cyfrwng Cymraeg a dwyieithog. Mae'n gweithredu fel ymgynghorydd i Awdurdod Addysg Gwynedd a Bwrdd yr Iaith Gymraeg ar ddwy Raglen Addysg Drochi wahanol, y naill yn y sector uwchradd a'r llall yn rhaglen addysg drochi gynradd ar lefel genedlaethol. Cynhyrchodd Becynnau Hyfforddiant-mewn-swydd ar gyfer y sectorau ysgolion uwchradd, Addysg Bellach ac Addysg Uwch, a bu'n cydlynu a golygu pecyn tebyg ar gyfer y sector cynradd. Mae hefyd yn cyhoeddi ei ymchwil yng Nghymru a thu hwnt.