

Jessica J. Clapham

**Dadansoddiad o ddefnydd
athrawon dan hyfforddiant
o gyfnewid cod mewn
dosbarth uwchradd
dwyieithog: Achos o Gymru**

Gwerddon

CYFNODOLYN ACADEMAIDD CYMRAEG

Golygydd Yr Athro Ioan Williams

Dadansoddiad o ddefnydd athrawon dan hyfforddiant o gyfnewid cod mewn dosbarth uwchradd dwyieithog: Achos o Gymru

Jessica J. Clapham

1. Rhagarweiniad

1.1 Amcanion yr astudiaeth

Mae'r astudiaeth hon yn canolbwyntio ar ryngweithiadau rhwng athrawon dan hyfforddiant a dysgwyr er mwyn datblygu dealltwriaeth o'r broses addysgu a dysgu mewn dosbarthiadau uwchradd dwyieithog yng Nghymru a swyddogaeth iaith yn y broses honno. Rydw i'n canolbwyntio ar Ddadansoddi Disgwrs Beirniadol (DDB) er mwyn cynnal dadansoddiad gwerthusol ar addysgu a dysgu. Creffir hefyd ar natur safbwyntiau athrawon gan fod y rhain yn gallu dylanwadu ar ddenu ac ysgogi myfyrwyr dwyieithog. Ystyrir i ba raddau y mae'r athrawon dan hyfforddiant wedi gallu 'sgaffaldio' dysgu eu myfyrwyr.

2. Rhesymeg

Nod yr astudiaeth hon yw dangos sut mae athrawon dan hyfforddiant yn defnyddio cyfnewid iaith fel strategaeth bedagogaid a'r rhesymau dros hynny. Un cwestiwn sydd o ddiddordeb penodol i'r ymchwilydd yw, a ydyw athrawon dan hyfforddiant yn ymwybodol o fuddion cyfnewid cod a chodi ymwybyddiaeth o'r mathau o berthynas rhwng dewis iaith a ffactorau cymdeithasol ehangach y mae'n rhaid i athrawon dan hyfforddiant fod yn ymwybodol ohonynt? Yn ddelfrydol, bydd yr astudiaeth yn cyfrannu at y drafodaeth am y defnydd o gyfieithu fel dull naturiol ac effeithiol o addysgu iaith yn ogystal â grym o blaid deall rhyngddiwyllyannol. (Cook, 2010)

2.1 Cyd-destun y dosbarth yng Nghymru

Yn ôl Baker (2003: 74), o'r rhai sy'n datgan yng nghyfrifiad 1991 eu bod yn siarad Cymraeg, mae tua 70 y cant yn llythrennog yn y Gymraeg: 'In the 1991 Census, 18.7% reported themselves as Welsh speaking (No differentiation is made in the Census question between ability and use).' (Baker 2003: 74)

Mae'r dosbarth Cymraeg-Saesneg yn lleoliad delfrydol i astudio cyfnewid cod, gan fod bron pawb sy'n siarad Cymraeg yn siarad Saesneg hefyd. Mae canlyniadau Cyfrifiad 2001 yn dangos, am y tro cyntaf, gynnydd bach yng nghanran y siaradwyr Cymraeg yng Nghymru, i 21 y cant. Mae'r newid hwn, ynghyd â chynnydd yng nghefnogaeth y llywodraeth i'r Gymraeg, yn awgrymu y gallwn fod ar ddechrau cyfnod o ddwyieithrwydd Cymraeg-Saesneg sefydlog i'r rhai sy'n siarad Cymraeg.

Ar hyn o bryd mae nifer o awdurdodau addysg lleol sy'n annog addysg trwy gyfrwng y Gymraeg.

Bellach mae 20% o ddisgyblion cynradd yn cael eu dysgu mewn dosbarthiadau lle mae'r Gymraeg yn gyfrwng addysgu am ran o'r diwrnod neu'r diwrnod cyfan. Yn y sector uwchradd mae nifer yr ysgolion a ddynodir fel rhai cyfrwng Cymraeg wedi cynyddu o 44 i 53 ers 1992 ac mae 14% o ddisgyblion yn astudio Cymraeg fel iaith gyntaf. (LICC 2003: 38)

3. Adolygiad o'r llenyddiaeth

Mae'r adran hon wedi ei rhannu'n dair, er mwyn craffu ar y tri chysyniad craidd sy'n berthnasol i ddisgwrs mewn sefyllfaoedd dwyieithog, sef amcanion athrawon, cyfnewid cod a dadansoddi disgwrs beirniadol.

Yn ôl Block (2003), trwy ddatblygu ffyrdd o weithio lle mae ymchwilwyr yn deall amcanion a blaenoriaethau athrawon yn llawn, y bydd ymchwilwyr ym maes addysg yn fwyaf tebygol o wneud cyfraniad gwerthfawr at wella ymarfer addysgol.

Mae Block yn cyfeirio at erthygl gan Prahbu (1992) sy'n cynnig model cysyniadol i egluro hyn. Mae Prahbu yn awgrymu ei bod yn werth ystyried gwrs fel dwy fath gwahanol o ddigwyddiad: sef digwyddiad pedagogaid a digwyddiad cymdeithasol. Gall fod gwrthdaro rhwng agweddau pedagogaid ac agweddau cymdeithasol gwrs iaith:

A recommended teaching procedure may incorporate the principle that learners' efforts should precede the teachers' input, such that much of the learning takes place as a form of discovery by the learner, and the teacher's input is responsive to the learner's effort, rather than preemptive of it. But the classroom lesson as a social genre, often includes the notion that it is part of the teacher's role to provide the necessary inputs and that it is therefore unfair or incompetent of the teacher to demand effort by learners in the absence of such inputs. (Prahbu, 1992: 230)

Y casgliad amlycaf y daw Prahbu iddo yn ei ddadansoddiad yw bod angen i athrawon fod yn fwy ymwybodol o sut mae ffactorau pedagogaid, megis dewisiadau methodolegol athrawon ac agweddau ar gynllunio cwricwlwm, yn rhyngweithio â ffactorau cymdeithasol, megis cysylltiadau pŵer rhwng athrawon a myfyrwyr, cysylltiadau rhyngpersonol dynamig rhwng dysgwyr sy'n gweithio mewn grŵp a'r rhagdybiaethau ymhlwg y mae athrawon a dysgwyr yn eu coleddu ynghylch sut y dylid cynnal y broses addysgu a dysgu.

3.1 Seicoleg gymdeithasol-ddiwylliannol

Mae Vygotsky'n cynnig bod iaith yn cyflawni dwy swyddogaeth: mae'n arf seicolegol ac yn arf diwylliannol. Defnyddiwn iaith fel arf seicolegol, nid yn unig fel system ddosbarthu i roi trefn ar ein meddyliau, ond hefyd i resymu, i gynllunio ac i adolygu.

Wrth ddefnyddio iaith fel arf diwylliannol deawn yn rhan o broses ddwyffordd sy'n newid yn gyson. 'Diwylliant' yw'r wybodaeth gyffredin sydd ar gael i aelodau gweithgarwch cymdeithasol. Rydym yn defnyddio iaith fel ffordd o wneud i bethau ddigwydd, trwy ddylanwadu ar weithredoedd pobl eraill. Mae llawer o ymchwilwyr wedi symud tuag at ddull adeileddol o astudio disgwrs addysgol, gan ganolbwyntio ar swyddogaeth

dialog: '(L)anguage is treated as the site of action rather than the tool for transmitting information from the teacher's to the pupils' minds.' (Benwell a Stokoe (2002: 430) Mae Halliday (1993) hefyd yn disgrifio cysyniad Vygotsky o swyddogaeth iaith mewn addysg trwy awgrymu: 'When children learn language ... they are learning the foundations of learning itself.' (Halliday 1993: 3)

3.2 Cyfnewid cod yn y dosbarth dwyieithog

Yn ôl Myers-Scotton (1993: 1): 'Code-switching is a term used to identify alternations of linguistic varieties within the same conversation.' Mae ymadroddion sy'n cynnwys cyfnewid cod yn cynnwys yr un undod disgwrs ag ymadroddion mewn un amrywiad iaith yn unig. Er enghraifft, os yw'r cyfnewid cod yn digwydd o fewn yr un frawddeg, mae elfennau o'r ddwy iaith wahanol fel rheol wedi eu hasio.

Mae ymchwilyr wedi ceisio pennu i ba raddau y mae defnyddio dwy iaith yn yr un sgwrs yn dilyn patrwm rhagweladwy, ynteu a yw'n digwydd ar hap. Cynigiodd Poplack (1980) fod cyfnewid cod yn ddarostyngedig i ddau brif gyfyngiad, y cyfyngiad cyfwerthedd a'r cyfyngiad morffem rhydd. Ar ôl dod ar draws llawer o enghreifftiau oedd yn groes i hyn cynigiodd Myers-Scotton (1993, 2001) fodel cyfnewid cod amgen oedd yn seiliedig ar gydnabod perthynas anghymesur rhwng y ddwy iaith mewn cymuned iaith, fel bod un yn iaith 'fatrics' neu iaith waelodol a'r llall yn "iaith ymgorfforedig". Gall cyfnewid cod ddigwydd rhwng brawddegau neu o fewn brawddegau. Mae cyfnewid cod rhwng brawddegau'n golygu newid o'r naill iaith i'r llall rhwng brawddegau. Mae cyfnewid o fewn brawddeg yn gallu digwydd ar lefel morffemau unigol neu ar lefel cymal.

Mae Auer (1984; 1990) yn edrych ar gyfnewid cod o fewn fframwaith dadansoddi sgwrs ac yn defnyddio rhai o syniadau Gumperz. Mae Auer fel pe bai'n gweld rhyngweithiadau unigol yn creu ystyr cymdeithasol dewisiadau cod. Mae'n ysgrifennu :

To give an example: if German is habitually used by Italian children in Germany for conversational activities such as joking, innuendo, side remarks, evaluations and assessments, whereas Italian is not, then this conversational usage will both construe and display the values associated with German (e.g. 'peer language') The interpretation of such code alternation is not imported from the outside, it is built up in the conversation itself, and on the basis of similar cases in the co-participants' experience. (1990: 780)

Mae Howard Giles wedi defnyddio theori cymodi iaith lafar (*speech accommodation theory*) i egluro'r cymhellion cymdeithasol dros gyfnewid cod. Defnyddir theori cymodi iaith lafar i egluro pam mae siaradwyr yn newid eu ffordd o siarad wrth ryngweithio â phobl wahanol. Mae Giles yn awgrymu bod siaradwyr yn awyddus i gael cymeradwyaeth gymdeithasol eu gwrandawyr, ac maen nhw'n addasu eu hiaith lafar i gyfeiriad cod y gwrandawr fel tacteg i gael eu cymeradwyaeth. Yn ôl Auer (1998: 3) nid yw'r dull sosioieithyddol na'r dull gramadegol yn cwmpasu holl ystod yr elfennau rheolaidd a nodir yn iaith pobl ddwyieithog.

3.3 Ymchwilio i ddulliau dadansoddi disgwrs

Mae dulliau blaenorol o ddadansoddi disgwrs wedi bod yn seiliedig ar y rhagdybiaeth bod iaith yn rhan o fywyd cymdeithasol: 'dialectically interconnected with other elements of social life, so that social analysis and research always has to take account of language'. (Fairclough, 2003: 2). At bwrpasau'r astudiaeth hon, bwriad yr awdur oedd ymchwilio i ddisgwrs ar lefel facro, gan ganolbwyntio ar negodi ystyr a chysylltiadau pŵer rhwng siaradwyr. Mae Fairclough (2003: 3) yn cyflwyno daliadau allweddol dadansoddiad disgwrs, gan nodi bod yr elfennau hanfodol yn 'osgiladu' rhwng ffocws ar destunau penodol a ffocws ar yr hyn a elwir ganddo'n 'drefn disgwrs'. (Fairclough 2003: 3)

4. Methodoleg (CDA) a threfniadau

Nod yr astudiaeth hon yw ateb y cwestiwn ymchwil canlynol:

Beth mae athrawon dwyieithog yn ei ennill trwy gynnal sgwrs mewn dwy iaith (h.y. trwy gyfnewid cod) yn hytrach na defnyddio un iaith yn unig trwy'r amser?

Rhannwyd yr ymchwil yn ddwy brif adran. Roedd y rhan gyntaf yn cynnwys yr astudiaeth yn y dosbarth, a'i bwriad oedd ateb y cwestiwn ymchwil:

- (1) Sut mae athrawon yn defnyddio cyfnewid cod fel strategaeth addysgu a beth yw eu rhesymau dros wneud hynny?

Bwriad yr ail ran oedd ateb y cwestiwn ymchwil:

- o ble mae credoau athrawon ynghylch cyfnewid cod yn dod?

Mae athrawon wrthi trwy'r amser yn gwneud penderfyniadau ynghylch beth i'w ddysgu a'r ffordd orau o gyfathrebu syniadau'n effeithiol i fyfyrwyr. Dewisais ganolbwyntio ar athrawon dan hyfforddiant, oherwydd mae eu hegwyddorion pedagogiaid yn fwy 'hyblyg': hynny yw, nid ydynt mor gadarn ag egwyddorion athrawon mwy profiadol.

Ymchwilio i addysgu mewn dwy iaith

Mewn cyfrol sy'n dwyn teitl dadleuol braidd, *Resisting Linguistic Imperialism in English Teaching* (1999), mae Canagarajah yn dadlau, er gwaethaf sawl degawd o bolisi Saesneg yn unig mewn dosbarthadau ail iaith: 'alternative perspectives and research on the role of L1 are now emerging. From being considered an obstacle to mastering a second language, it is now argued that L1 can actively promote more effective acquisition of L2.' (Canagarajah 1999: 128)

Mae Auerbach (1993), hefyd yn awgrymu swyddogaeth i'r iaith gyntaf mewn lleihau straen iaith a sioc diwylliannol, a thrwy hynny wneud dysgwyr yn fwy agored i ddysgu Saesneg. Ar ben hynny, mae egwyddor rhyngddibyniaeth iaith Cummins (1991) yn egluro bod hyfedredd yn yr iaith gyntaf yn gallu hybu hyfedredd yn yr ail iaith trwy actifadu hyfedredd gwaelodol cyffredin sy'n galluogi trosglwyddo sgiliau gwybyddol/academaidd a sgiliau cysylltiedig â llythrennedd ar draws ieithoedd. Heblaw am hynny,

cydnabyddir yr hawl i dderbyn addysg yn y famiaith yn un o'r hawliau dynol sylfaenol. Oherwydd hynny dywed UNESCO bod holl leiafrifoedd ieithyddol yn meddu'r hawl i ddefnyddio'r iaith gyntaf yn weithredol ym mhob dosbarth yn eu blynyddoedd cynnar yn yr ysgol.

4.1 Yr astudiaeth: Methodoleg

Mae'r astudiaeth hon yn ymchwilio i ystod arferion disgwrs athrawon dan hyfforddiant o ran eu hymwybyddiaeth o werth cadarnhaol dulliau addysgu dwyieithog. Cyflwynwyd holiadur cychwynnol i'r holl hyfforddeion TAR Uwchradd (200), gyda'r amcan o ddarganfod eu barn am swyddogaeth yr iaith gyntaf yn y dosbarth dwyieithog a phenderfynwyd ymchwilio ymhellach i'r safbwyntiau hyn o ran eu hymwybyddiaeth am fanteision addysgu dwyieithog trwy ddulliau cymysg. I ddechrau, dewiswyd pump hyfforddai i gael eu harsylwi ac arsylwyd tri o'r rhain a chynhaliwyd cyfweiliadau dilynol yn defnyddio cwestiynau strwythuredig. (Atodiad 4). Dewiswyd dwy athrawes dan hyfforddiant oherwydd roeddent yn arddangos, 'different approaches and reactions to the issue of L1 use' (Macaro 2001: 537). Dadansoddwyd yr arsylwadau ar ddwy wers yn y dosbarth er mwyn archwilio dewisiadau iaith yr athrawon o safbwynt ieithyddol swyddogaethol systemig. (Atodiad 3).

4.2 Dadansoddi Disgwrs Beirniadol

Mae Dadansoddi Disgwrs Beirniadol (DDB) yn ddull o ddadansoddi iaith, sy'n ymwneud â materion iaith, pŵer ac ideoleg. Un o'i brif amcanion yw amlygu sut mae iaith yn cyfrannu tuag at adeiladu safbwyntiau ideolegol penodol sy'n seiliedig ar gysylltiadau pŵer anghyfartal. Cyfeiriwyd at DDB fel, 'discourse analysis with an attitude'. (Van Dijk 2001: 96) Fe'i defnyddiwyd i archwilio iaith lafar yn ogystal â disgwrs ysgrifenedig. Mae a wnelo â dadansoddi disgwrs yn gymdeithasol. (Fairclough & Wodak 1997) Amcan fersiynau diweddar o DDB yw egluro sut mae newidiadau cymdeithasol yn gyfystyr â newidiadau disgwrs ac i ba raddau. Mae Fairclough (1995: 219) yn datgan:

The issue of language and power in education is just part of the more general social problematic of language and power, and ought not in my view to be isolated from it. At least in the developed capitalist countries, we live in an age in which power is predominantly exercised through the generation of consent rather than through coercion, through ideology rather than through physical force, through inculcation of self disciplining practices rather than through the breaking of skulls ... Part of this development is an enhanced role for language in the exercise of power: it is mainly in discourse that consent is achieved, ideologies are transmitted, and practices, meanings, values and identities are taught and learnt.' (Wedi ei ddyfynnu yn Coffin 2001: 99)

Nid yw DDB yn damcaniaethu am iaith fel system. Gan edrych i gyfeiriad damcaniaethwyr cymdeithasol megis Foucault (1975), canolbwyntir yn hytrach ar 'drefnau disgwrs'. Mae 'trefnau disgwrs' yn cyfeirio at y gwahanol ffyrdd o siarad ac ysgrifennu sy'n digwydd mewn sefyllfaoedd sefydliadol penodol, megis yr ysgol, y carchar neu'r teulu. Mae pob trefn disgwrs yn cynnwys 'mathau o ddisgwrs'. Mewn ysgol, er enghraifft, byddai mathau o ddisgwrs yn cynnwys sgysiau rhwng athro

a disgybl, cyfathrebu awdurdodau'r ysgol â'r athrawon, sgwrs ar yr iard ac iaith arbenigol gwahanol feysydd cwricwlwm. Yn aml, defnyddir fframwaith leithyddiaeth Swyddogaethol Systemig fel ffordd o adnabod a gwahaniaethu rhwng mathau o ddisgwrs. Cafwyd bod DDB yn arf buddiol mewn ystod o gyd-destunau TESOL (Dysgu Saesneg i Siaradwyr leithoedd Eraill) o amgylch y byd.

Mae DDB yn unigryw oherwydd ei fod yn rhyw fath o 'feirniadaeth esboniadol'. Dywed Bhaskar (1986):

CDA takes the form of showing (a) a problem, which may either be cognitive, for example, a misrepresentation, or an unmet need ... (b) what obstacles there are to it being tackled ... (c) what function (including ideological function) of the misrepresentation or unmet need is in sustaining existing social arrangements; and (d) possible ways of removing the obstacles. The two types of problem point to two aspects of CDA: one a form of transitive critique of discursive dimensions of practices in terms of whether they meet or fail to meet the communicative aspects of the needs of people engaged in the practices. (Wedi ei ddyfynnu yn Chouliaraki a Fairclough 1999: 33)

O safbwynt theoretig, nodweddir y dull hwn gan yr ontoleg gymdeithasol realaidd, sy'n edrych ar fframweithiau cymdeithasol haniaethol a digwyddiadau cymdeithasol diriaethol fel rhan o realaeth gymdeithasol. Mae Clark ac Ivanic wedi ymgorffori ymwybyddiaeth iaith feirniadol mewn cyrsiau ar ysgrifennu academiaidd (1997). Mae cymhwysio dadansoddi disgwrs i destunau llafar yn gymharol newydd, a chanolbwyntir ar archwilio samplau naturiol ac estynedig o iaith lafar. Mae Fairclough (1995) yn amlinellu'r drefn:

A piece of discourse is embedded within socio-cultural practice at a number of levels; in the immediate situation, in the wider institution or organization, and at a societal level; for example, one can read an interaction between marital partners in terms of their particular relationship, relationships between partners within the family as an institution, or gender relationships in the larger society. The method of discourse analysis includes linguistic description of the language text, interpretation of the relationship between the (productive and interpretation) discursive processes and the text, and explanation of the relationship between the discursive processes and the social processes. (Fairclough, 1995: 97, wedi ei ddyfynnu yn Thomas, 2009: 205)

4.3 Dulliau

Mae'r ymchwilydd yn defnyddio dulliau Dadansoddi Disgwrs Beirniadol i ganfod sut y byddai arferion disgwrs dwy athrawes yn effeithio ar ddysgu eu myfyrwyr. Roedd y sampl yn adlewyrchu ystod o ysgolion yn y dalgylch o safbwynt statws economaidd. Cynhaliwyd arsylwadau a chyfweliadau lledffurfiol mewn tair ysgol. Casglwyd y data mewn un ymweliad â phob un o'r ysgolion. Yn unol â'r canllawiau moesegol a ddarparwyd gan y brifysgol, sicrhawd i'r cyfranwyr y gallent dynnu'n ôl o'r ymchwil ar

unrhyw adeg ac nad oedd gwersi'n cael eu harsylwi at bwrpasau asesu. Trawsysgrifiwyd y data awdio. Gwnaed y gwaith codio cychwynnol â llaw, a dewiswyd detholiad o'r sgysiau i'w microddadansoddi ar sail eu perthnasedd i'r cwestiwn ymchwil. Daeth themâu eraill i'r amlwg wrth i'r gwaith dadansoddi fynd rhagddo. Gofynnwyd i'r athrawon dan hyfforddiant gymryd rhan mewn cyfweiliad unigol gyda'r ymchwilydd, a defnyddiwyd rhestr o gwestiynau cysylltiedig â'r ymchwil fel sail i'r holi. (Atodiad 4: Atodiad y cyfweiliad)

Mae'r gwersi a ddewiswyd i'w dadansoddi yn wahanol iawn i'w gilydd ac roedd syniadau'r hyfforddeion am swyddogaeth yr iaith gyntaf yn wahanol iawn i'w gilydd yn y cyfweiliadau a ddilynodd. Gwersi Saesneg oedd y ddwy wers a chanddynt ddeilliannau gwahanol oedd yn cynnwys gwaith grŵp ymarferol. Mae'r wers gyntaf (a ddysgwyd gan DT) yn golygu paratoi dosbarth Blwyddyn 9 i ysgrifennu blog er mwyn datblygu sgiliau drafftio. Mae'r ymchwilydd wedi dewis dechrau pob gwrs er mwyn rhoi darlun o'r disgwrs a ddefnyddiwyd gan yr athrawes i egluro'r dasg. Mae'r ail wers (a ddysgwyd gan PSJ) yn golygu paratoi Blwyddyn 9 ar gyfer prawf sillafu, gan ddefnyddio amryw o strategaethau sillafu i helpu'r disgyblion i ddysgu geiriau allweddol ar eu cof.

Cyflwynir y detholiadau o'r ddwy wers gan ddefnyddio Ymwybyddiaeth Iaith Feirniadol i nodi'r ffyrdd yr oedd arferion disgwrs yn debygol o wella dealltwriaeth y plant o'r Saesneg a sut roedd yr athrawon hyn yn eu cyfweiliadau yn dadansoddi eu 'swyddogaeth' mewn ymateb i gwestiynau.

Gellir dadansoddi'r trawsysgrifiad o'r addysgu yn y dosbarth yn nhermau Maes, Tenor a Modd (Halliday, 1985: 12):

Ystyr **Maes** yw pwnc y gweithgarwch cymdeithasol sy'n digwydd.

Ystyr **Tenor** yw'r berthynas rhwng cyfranwyr, statws a swyddogaethau'r cyfranwyr.

Ystyr **Modd** yw'r math o destun sy'n cael ei greu, er enghraifft, testun llafar neu ysgrifenedig.

Roedd y ddwy wers yn wersi Saesneg. Dadansoddiwyd y ddwy wers gan ddefnyddio Ymwybyddiaeth Iaith Feirniadol i ddangos sut mae'r testunau hyn yn dangos safbwyntiau penodol am swyddogaeth yr iaith gyntaf yn y dosbarth ail iaith. Canolbwyntir yn bennaf ar y 'modd', y mae Halliday (1985: 12) yn cyfeirio ato fel: 'the symbolic organization of the text, rhetorical modes (persuasive, expository, didactic etc); the channel of communication, such as spoken/written, monologic, dialogic, visual contact'. Mae'r dadansoddiad yn cynnwys tri cham: disgrifio, egluro a dehongli. (Fairclough 1989)

5. Canlyniadau: Cymharu arferion disgwrs athrawes A (DT) ac Athrawes B (PSJ) ac i ba raddau yr oeddent yn goddef cyfnewid cod.

5.1 Enghraifft 1: Athrawes A (DT)

Mae DT yn athrawes uwchradd dan hyfforddiant yn dysgu Saesneg. Cafodd y rhan fwyaf o'i haddysg trwy gyfrwng y Gymraeg ar wahân i'w gradd. Roedd y dosbarth

a welais yn ddsbarth Saesneg Blwyddyn 9 set 1 mewn ysgol gyfun mewn tref glan môr yng ngogledd Cymru. Roedd y dosbarth yn gweithio ar broiect ysgrifennu oedd yn golygu defnyddio TGCh i ysgrifennu blogiau. Roedd DT yn nerfus iawn fy mod yn ei harsylwi a defnyddiodd gyn lleied o Gymraeg ag oedd yn bosib. Roedd y wers wedi ei chynllunio'n dda iawn, er nad oedd y rhagarweiniad yn rhoi fawr o le i drafodaeth ac roedd yn eithaf didactig. Rhoddwyd enghreifftiau o flogiau i'r dosbarth i gymharu a gwerthuso, ond arweiniwyd llawer o'r adborth gan yr hyfforddai, heb roi fawr o gyfle i'r disgyblion roi ymateb creadigol nes eu hannog i ysgrifennu eu fersiynau eu hunain. I gloi'r sesiwn, atgoffodd yr hyfforddai'r dosbarth am y gwaith cartref a phwysleisiodd bod angen defnyddio lluniau a meddalwedd TG. Efallai fod oed a hyfforddiant yr hyfforddai, ynghyd â'i phrofiad ysgol a'i chefnidir iaith deuluol wedi dylanwadu rywfaint ar ei dewis o iaith fel cyfrwng addysgu. (Camilleri, 1996: 93) Byddwn yn ystyried detholiadau o'r wers o ran dair elfen: rheolaeth dosbarth; cynnwys y wers a chymdeithasoli iaith. (Canagarajah, 1999: 131: gweler y trawsgrifiad llawn yn Atodiad 1)

Rheolaeth dosbarth

Yr agwedd gyntaf i'w nodi o ran rheolaeth dosbarth yw'r defnydd o orchymynion a moddolrwydd (llinellau 36-8). Mae'r athrawes yn mynd ati'n 'ddi-lol' i drefnu gweithgareddau, darparu model o'r math o ysgrifennu sydd ei angen a chyflwyno'r gwaith cartref. Un peth amlwg yw'r diffyg iaith hwyluso i holi'r plant a ydynt yn deall ac mae'r athrawes fel pe bai ar frys yn y sesiwn lawn. Ceir marcwyr cwrteisi, e.e. 'Excuse me' (llinell 36), ond ymddengys bod y rhain yn gysylltiedig â chyfarwyddiadau swta. Mae'r ffocws ar effeithlonrwydd a chyfnewid sylwadau byr gyda'r dosbarth.

Mae'r athrawes yn osgoi cyfnewid cod bron yn gyfan gwbl; mae hyn fel pe bai'n gwneud y gwaith arsylwi'n ddiwerth. Ond wrth edrych ar ddata'r cyfweiliad ymddengys fod rheswm dros osgoi unrhyw ddefnydd o'r Gymraeg (gweler Atodiad 5). Mae DT yn egluro'r rhesymau dros ddefnyddio Saesneg yn unig fel a ganlyn:

'(T)rying to get them to speak English ... for their oral English ... for their oral group work they conduct it in Welsh ... so I'm very aware of it ... trying to get them to speak in English. Generally when they do individual oral work they'll speak English, but it would improve their English if they were able to do it in group work as well... but for the pupils it's not natural. I was the same when I was at school ...' (Cyfweiliad A)

Cynnwys y wers

Ystyriwyd hefyd sut yr ysgogwyd y defnydd o'r iaith gyntaf gan ystyriaethau gwybyddol i helpu i drosglwyddo cynnwys academiaidd y wers. Deallwyd mai Saesneg oedd y cod confensiynol ar gyfer addysgu ffurfiol yn yr ystafell ddsbarth ond fel yr awgrymwyd, roedd y disgyblion yn newid i'r Gymraeg heb sylweddoli i gael eglurhad ar ddiffiniadau a phethau nad oeddent yn siŵr ohonynt (e.e. llinellau 3-4) Yn wir, mae'r unig enghraifft o gyfnewid cod a ysgogwyd gan athrawes A yn digwydd wrth fonitro gwaith grŵp tua diwedd y wers:

Detholiad 1 (gweler Atodiad 1, Detholiad 2b): Sesiwn arsylwi yn nosbarth Blwyddyn 9 DT (Mawrth 2010)

- 01 (Noise) T(1): Does each group need more time to discuss?
- 02 Do you know what you're doing?
- 03 Pupil C(2): **Roeddwn i'n meddwl ei fod ni fod i sgwennu efo nhw.**
- 04 Teacher (3): **Fusa fi'n gallu sgwennu (...)**
- 05 Mae o digon hawdd. Dim efo (****) software. Mae na ddau 'b' yn 'pebble'. (Cywiro'r ramadeg)
- 06 Pupil D(4): Sgwennu fi ydy hwnna!
- 07 Teacher (5): OK, quiet. When everyone's quiet I want to say one more
- 08 thing. Thank you Ssh! Right! You've worked very well. Some of these blogs
- 09 are very good. They're going to look good once you get all the images, so if
- 10 you want, if you've got any images that you want to scan or anything
- 11 bring a USB stick or this group they're going to make sound clips ... OK
- 12 thank you. (Class dismissed)

Mae'r enghraifft o gyfnewid cod yn ateb dau bwrpas (1) sicrhau'r disgyblion bod y dasg yn un hawdd (llinell 5) a (2) cywiro sillafu/gramadeg! (llinell 5). Mae llai o duedd i ymhelaethu ac i holi a stilio am yr atebion a roddwyd. Mae'r enghreifftiau o gyfnewid IRF (Ysgogi, adborth, ymateb) (llinellau 1-5) yn amlgu swyddogaeth yr athrawes fel rheolwr y dysgu.

Cymdeithasoli iaith

Roedd yn amlwg o'r arsylwad dosbarth o wers athrawes A ei bod hi'n annog disgyblion i wneud popeth yn y dosbarth yn Saesneg yn unig. Roedd yn ddiddorol nodi bod y disgyblion yn defnyddio Cymraeg ar gyfer rhyngweithiadau a ystyrir yn 'bersonol' neu'n 'answyddogol' (llinell 6).

Wrth sôn am 'gymdeithasoli iaith', rydym yn cyfeirio at broses dysgu iaith fel cymdeithasoli i arferion ieithyddol y dosbarth dwyieithog a'r gymdeithas letyol ehangach. Yn unol â chanfyddiadau ehangach gan Canagarajah (1999: 141), 'English emerges as a code that symbolizes impersonality, formality, detachment and alienation' (llinellau 07-12). Mae cyfnewid cod yn dangos sut mae disgyblion yn rheoli eu dwy hunaniaeth, h.y. cymuned disgwrs y dosbarth vs cymuned Gymraeg iaith gyntaf.

5.2 Enghraifft 2: Athrawes B (PSJ)

Mae athrawes B, PSJ, yn fyfyrwraig hŷn fu'n gweithio mewn diwydiant am rai blynyddoedd. Roedd ar brofiad ysgol mewn ysgol gyfun ddwyieithog mewn pentref

yn ardal y chwareli yng ngogledd Cymru. Roedd yn ymwneud yn dda iawn gyda'r disgyblion ac yn eu hadnabod yn dda iawn fel unigolion. Gwnaeth hynny argraff fawr arnaf. Roedd ei llais yn eglur ac roedd yn ynganu'n glir iawn. Dosbarth Blwyddyn 8 gallu cymysg oedd ganddi.

Roedd PSJ yn defnyddio'r wers hon fel cyfle i adolygu sillafu ac i brofi gallu disgyblion i ddysgu geirfa gyffredin ar eu cof. Roedd y wers wedi ei strwythuro'n ofalus ond cafwyd cyfleoedd i egluro, gwirio cysyniadau ac adolygu. Roedd ei defnydd o ragenwau'n fwy personol a defnyddiodd hiwmor yn llwyddiannus i egluro pwyntiau dysgu.

Rheolaeth dosbarth

Roedd yn gwneud defnydd mynych o gwestiynau i reoli'r dysgu ac i wneud yn siŵr bod y disgyblion yn cydweithredu: ('While you're getting these pieces of paper what should you be looking at?' llinellau 7-8). Mae'r enghraifft gyntaf o gyfnewid cod yn digwydd yn gynnar iawn er mwyn rheoli ymddygiad yn gyflym iawn:

Detholiad 2 (gweler Atodiad 2, Detholiad 3A: Sesiwn arsylwi yn nosbarth Blwyddyn 8 PSJ (Mawrth 2010))

- 01 Teacher (1): Classwork and today's date.
- 02 Student (2): What's the date?
- 03 Teacher (3): Twenty sixth of March. Hurry up Nathan please. Learning
- 04 objectives. What did we do yesterday?
- 05 Student (4): Spelling
- 06 Teacher (5) Yes, what else Freya?
- 07 You can write this (writing on the board). While you're getting these
- 08 pieces of paper what should you be looking at?
- 09 **Wnewch chi weld fi ar ddiwedd y wers.**

Mae'r newid i'r Gymraeg (llinell 9) yn cael effaith yn syth ac yn mynnu sylw! Mae'r athrawes yn diffinio Saesneg fel y disgwrs ffurfiol a'r iaith gyntaf fel disgwrs uniaethu. Mae'r athrawes yn camu allan o'r drefn arferol. Yn nes ymlaen mae'n ychwanegu, 'Be sy'n bod fan hyn ar y bwrdd canol yma?' i ddangos ei bod yn gwybod yn iawn pwy sy'n camymddwyn ac nad yw wedi methu dim.

Cynnwys y wers

Yn wahanol i'r athrawes arall, mae PSJ yn defnyddio llawer o dermau a throsiadau anffurfiol i egluro ac ymhelaethu ar ystyr.

Detholiad 3 (gweler Atodiad 2, Detholiad 3B). Sesiwn arsylwi yn nosbarth Blwyddyn 8 PSJ (Mawrth 2010)

- 01 (Noise)Teacher (1): OK, let's have a look (explaining spellings to a pupil).
- 02 (To class) teacher (2): OK, we'll just go over some spellings quickly.
- 03 Necessary, I think Never Eat Salad Sandwiches and Remain Young. Well
- 04 done brilliant. **Diolch yn fawr.**
- 05 Teacher (3): Any other words?
- 06 Student (4): Sergeant.
- 07 Teacher (5): 'Rest 'gold' and 'ant'.
- 08 **Beth ydy'r gair Cymraeg am 'ant'?**
- 09 Or he pictures a man really 'wedi gwylltio': 'Are you and I
- 10 'aving a 'rant'.
- 11 Student (6): 'Occasion', Miss.
- 12 Teacher (7): **C am cae, cath.**
- 13 Other Cs sound like an 'S'. Think of a cycle. Same with accidental. Second
- 14 C doesn't sound the same.
- 15 Oc-Ca-Sion. **'Sion' ar y diwedd.** Does that help you? OK?

Sylwer bod canmoliaeth yn cael ei hatgyfnerthu yn Gymraeg: ('Diolch yn fawr', llinell 4). Mae'n debyg bod yr athrawes yn troi i'r Gymraeg i fanteisio ar yr hyn a ddysgwyd yn yr iaith gyntaf er mwyn egluro ystyr yn yr ail iaith. Mae'n amlygu gwybodaeth newydd trwy actifadu dysgu blaenorol yn ogystal â chyfleu perthynas rhwng syniadau, math o 'ryngdestunolrwydd' ffonetig sy'n annog y disgyblion i wneud cysylltiadau rhwng ffonoleg eu hiaith gyntaf a sillafu yn eu hail iaith, (llinellau 3-15). Mae'r enghraifft gyntaf yn eithaf camarweiniol, ond yn y pen draw mae'r disgyblion yn deall beth yw beth ac yn meddwl am eu strategaethau mnemonig eu hunain i hwyluso dysgu. Er mwyn i'r strategaeth hon weithio, rhaid i'r athrawes ragdybio bod disgyblion yn hyfedr yn y ddwy iaith. Un peth diddorol yw bod y dewisiadau iaith yn cynnwys ffordd o annerch y disgyblion sydd bron iawn fel estyniad o ddisgwrs y teulu, rhwng rhieni a phlant:

Teacher: (1) This is a test ... So what do I expect? Silence. Are we ready? No. Are we ready now? Goodness gracious me! What are you doing over there? You're writing a novel. Are you ready?

Cymdeithasoli iaith

Ceir enghreifftiau o gyfnewid cod o fewn brawddeg: 'I'd like you to swop drosodd efo ffrindiau.' Yn yr enghraifft hon mae'r Gymraeg yn iaith fewnosodedig. Yma mae'r athrawes yn defnyddio Cymraeg yn fedrus iawn er mwyn personoli rhyngweithiadau a sefydlu perthynas gyda'r disgyblion. Enghraifft ddiddorol iawn ac anarferol o gyfnewid cod:

Tell me which one is next: 'Occasion'. Sian, gest ti hwnna'n iawn? Lovely idea from Lucy ...

Ynganwyd sillafiadau pwysig yn ofalus er mwyn gwneud yn siŵr bod y disgyblion yn gallu clywed yr ynganiad cywir. Cafwyd tystiolaeth hefyd o atgyfnerthiad cadarnhaol a chanmoliaeth – 'Ardderchog! I'm so proud of you.' – a dulliau gweithredu egalitaraidd – 'Seriously girls, you're the only ones not sticking to the rules and everyone else is ... un munud ar ôl'.

Roedd Athrawes B i weld yn fwy hyderus yn ei gallu i ddenu sylw'r dysgwyr ac i ddefnyddio'r iaith gyntaf mewn dull dynamig i hwyluso dysgu. Trwy ei phrofiadau dysgu, a adroddwyd yn ei chyfweliad dilynol, fe'i hanogwyd i weld y gwerth cadarnhaol yn y broses cyfnewid cod yn y dosbarth. Roedd hi'n mynnu bod swyddogaeth benodol i'r iaith gyntaf o ran sicrhau dealltwriaeth.

Mae Tabl 1 (gweler Atodiad 3), yn crynhoi arferion disgwrs y ddwy athrawes mewn perthynas â'u safbwyntiau ynghylch swyddogaeth yr iaith gyntaf yn y dosbarth dwyieithog. Roedd y gwaith dadansoddi'n rhoi sylfaen ar gyfer deall yr arferion disgwrs hyn. Ystyriwyd bod Testun A yn llai ymchwilol na B, yn osgoi'r defnydd o gyfnewid cod, yn rhannol oherwydd y ffordd y strwythurwyd y wers gan yr hyfforddai. O ran 'maes', mae testun A yn dibynnu ar ddewisiadau iaith sydd i raddau helaeth yn ddidactig eu natur ac mae testun B yn caniatáu trafodaeth agored.

O ran 'tenor', sef perthnasoedd, mae'r athrawes dan hyfforddiant yn nhestun B yn fwy cyfforddus wrth sgwrsio mewn modd cyfeillgar. Mae'r modd cyfarch yn estyniad ar ddisgwrs teulu. Mae'r athrawes hon yn parhau i fod yn fwy cadarn a phwerus. Mae pwyslais cryf ar sgwrs gydweithredol yn nhestun B, lle mae testun A yn dangos bod y siaradwr yn llai pendant, a bod moddau cyfarch yn seiliedig ar 'gwrteisi'.

O ran modd, mae Testun B yn gwneud mwy o ddefnydd o enwau na thestun A.

Byddai'n ddiddorol nodi i ba raddau y gellir defnyddio'r dadansoddiad hwn i brofi'r berthynas rhwng cyd-destun, testun a dewis iaith.

6. Trafodaeth

Yr agwedd bwysicaf a ddaeth i'r amlwg yn yr astudiaeth hon oedd bod gwahaniaeth nodedig rhwng hyder yr athrawon dan hyfforddiant a'u hymwybyddiaeth o'r defnydd o gyfnewid cod yn y dosbarth uwchradd. Mae'r ddau arfer disgwrs gwahanol a'r data o'r cyfweliadau dilynol gyda'r ddwy athrawes, A a B yn awgrymu dau safbwynt pedagogaid pur wrthgyferbyniol.

6.1 Safbwyntiau ar gyfnewid cod

Roedd y ddwy athrawes yn edrych ar gyfnewid cod mewn ffyrdd gwahanol. Dangoswyd hyn yn gryf yn y cyfweiliadau, trwy eu dulliau gweithredu yn y dosbarth a'r statws a roddwyd i'r Saesneg.

Yn Enghraifft 1, defnyddir Cymraeg unwaith yn unig i egluro a gwirio dealltwriaeth. Mae'r wers Saesneg yn cael ei chynhyrchioli fel cyfle i ymarfer yr ail iaith yn hytrach nag adeiladu ar hyfedredd gwybyddol ac academaidd yn iaith 1 (Cummins). Yn Enghraifft 2 defnyddir y Gymraeg i ymhelaethu ar y pwynt addysgu, i leihau pryder a dangos bod yr athrawes yn uniaethu a'r disgyblion wrth iddynt ymdopi â'r ffin gymhleth rhwng eu gwahanol godau. I athrawes B, mae cyfnewid cod yn estyniad naturiol ar y cyfathrebu cymdeithasol y mae pob person dwyieithog yn ei brofi. Mae'r cyfnewid cod a ddangosir yn enghraifft 2 yn dangos sut mae'r gwahanol hunaniaethau yn cael eu rheoli. Mae athrawes B yn lleihau neu'n cynyddu ei gwahaniaeth pŵer trwy symud i mewn ac allan o'r Gymraeg. Yn ôl Canagarajah (1999: 142): 'the ESL class becomes a site for the skillful negotiation of identities, roles values and group membership – which is a complex discursive strategy used in everyday life by competent bilingual speakers.'

Accommodation of L1 in acquiring English also helps in cognitive processes such as bridging the structural distance between disparate systems, reducing cognitive dissonance and enriching the expressive and referential resources of the L2 in terms of local contextual conditions. (Sridhar, 1994: 802-3)

7. Goblygiadau'r astudiaeth i hyfforddiant

Wrth gynnal yr astudiaeth hon rydw i wedi dod yn ymwybodol o'r angen i annog myfyrwyr i adfyfrio ar y defnydd dynamig o ddwy iaith yn y dosbarth. Mae angen i raglenni hyfforddi athrawon yn y dyfodol ystyried sut y gellir cynnal yr iaith gyntaf yn bedagogaid er mwyn hybu ymwybyddiaeth iaith feirniadol a chyfoethogi diwylliannol. Mae Macaro (2001: 545) yn rhoi sylwadau ar yr ystod o ran faint o ddefnydd sydd o'r iaith gyntaf ac at ba ddibenion. Mae angen i addysgwyr sefydlu egwyddorion cyfnewid cod trwy ddeall ei swyddogaethau a'i ddefnydd fel arf addysgol. Mae pwyslais Kumaravadivelu (1999) ar gysyniadau dadansoddi disgwrs beirniadol yn y dosbarth yn tynnu sylw at ddadansoddi sawl persbectif ar sail y rhagdybiaeth, '(L)anguage teachers can ill afford to ignore the social-cultural reality that influences identity formation in and outside the classroom, nor can they afford to separate learners' linguistic needs and wants from their social needs and wants.' (Kumaravadivelu, 1999: 472)

7.1 Cyfyngiadau'r astudiaeth

Mae'n werth pwysleisio bod rhai cyfyngiadau ar fframwaith DDB fel dadansoddiad o ddewisiadau iaith. Yn gyntaf, oherwydd maint y sampl, ni ellir cyffredinoli canfyddiadau'r astudiaeth hon yn ddiwahân. Yn hytrach dylid edrych arni fel astudiaeth beilot. Yn ail, byddai rhagor o fesuriadau o'r gefnogaeth i ddefnydd o'r iaith gyntaf wedi cryfhau'r astudiaeth. Byddai'n ddiddorol archwilio sut mae uned y wers yn perthyn i strwythurau

profiad ehangach. Mae rhai o'r materion a godwyd yn y drafodaeth yn atseinio canfyddiadau eraill mewn astudiaethau rhyngwladol eraill.

7.2 Sylwadau i gloi

Prif oblygiad yr astudieth hon fu dangos sut y gall DDB gynnig fframwaith ar gyfer dadansoddi cyfnewid cod gan athrawon dan hyfforddiant yn y dosbarth dwyieithog. Mae'r data'n awgrymu nad yw safbwyntiau hyfforddeion ar swyddogaeth cyfnewid cod wedi eu seilio ar bolisi ond yn hytrach ar gysylltiadau rhyngweithiol: y broses o negodi hunaniaeth rhwng yr athrawes a'r disgyblion, proses sy'n newid yn barhaus. Yn ddiddorol, nid yw defnyddio'r iaith gyntaf mewn dosbarthiadau Saesneg yn rhwystro disgyblion rhag caffael yr ail iaith, yn hytrach mae'n hybu'r broses. (Martin-Jones a Heller 1996)

Mae Dadansoddi Disgwrs Beirniadol yn parhau i fod yn arf grymus i godi ymwybyddiaeth o'r cysylltiadau grym o fewn y sefyllfa addysgu ddwyieithog. Mae potensial enfawr i athrawon 'sgaffaldio' dysgu.

Atodiad 1: Trawsysgrifiad o Enghraifft 1

Enghraifft 1: Detholiad 2A. Sesiwn Arsyfwi yn nosbarth Blwyddyn 9 DT (Mawrth 2010)

(Noise) Teacher (1): (introducing the task i.e. Writing individual blogs; pupils reading)

01 (To class) teacher (2): You've got 5 minutes to discuss these three

02 blogs and I'll help you to decide what's good...

03 Pupils A (3): Gawn ni dynnu llun?

04 Pupil B (4): So rhaid i ni cael meerkat. Is this a blog?

05 Teacher (5): I just want you to discuss this one and what you want to be

06 improved. The top blog, what do you think of that one?

07 Pupil B (6) : Boring.

08 Teacher (7): Why is it boring?

09 Pupil C(8): Not very eye catching.

10 Teacher (9): Not eye catching. No it's not.

11 So what's missing? You've got your blog success criteria in your books.

12 What else is missing?

13 Pupil D (10): Colour.

14 Teacher (11): Colour. Font? What about the second one. Is that one

15 better?

16 Pupils (12): Yes.

17 Teacher (13): Why is it better? It's got images and colour, well done.

18 Anything else? What about on the left hand side?

19 Pupil E (14): Links.

20 Teacher (15): Links to what?

21 Pupils (16): Video.

22 Teacher (17): So it's got links to video? Anything else? What do we

23 know? What about the third one? What about boys in the back? What do

24 you think, Connal?

25 Pupil F (18): Colourful.

26 Teacher (19): It's colourful. Yes, well done. What else?

27 Pupil F (20): Eye-catching.

28 Teacher (21): Eye-catching, yes.

29 Pupils (22): Different font.

30 Teacher (23): It's got different fonts. Anything else?

31 Pupil G (24): Not boring.

32 Teacher (25): Not boring, the layout is good – much better?

33 Any other comments on those blogs? See Blogger.com – create your own

34 blogs.

35 Was anyone absent last lesson? (handing out written work)

36 (Classroom noise) OK. Excuse me – (calling for attention) Ssh! I think you

37 need to spend five minutes discussing with your group just to make sure

38 you know exactly what you're going to be writing. I'll give you five

39 minutes discussion and then I want you to move back to your places to

40 write your own blog entry. OK? And then you go back to your own groups

41 at the end to discuss them. OK? So a quick five minutes.

Detholiad 2B: Sesiwn Arsylwi yn nosbarth Blwyddyn 9 DT (Mawrth 2010)

- 01 (Noise) T (1): Does each group need more time to discuss?
- 02 Do you know what you're doing?
- 03 Pupil C (2): Roeddwn i'n meddwl ei fod ni fod i sgwennu efo nhw.
- 04 Teacher (3): Fusa ti'n gallu sgwennu.
- 05 Pupil C (2): Mae o digon hawdd. Dim efo (****) software. Mae na ddau 'b' yn 'pebble'. (Cywiro'r ramadeg)
- 06 Pupil D(4): Sgwennu fi ydy hwnna!
- 07 Teacher (5): OK, quiet. When everyone's quiet I want to say one more
- 08 thing. Thank you Ssh! Right! You've worked very well. Some of these blogs
- 09 are very good. They're going to look good once you get all the images, so if
- 10 you want, if you've got any images that you want to scan or anything,
- 11 bring a USB stick or this group, they're going to make sound clips ... OK,
- 12 thank you. (Class dismissed)

Atodiad 2: Trawsysgrifiad o Enghraifft 2

Enghraifft 2, Detholiad 3A: Sesiwn arsylwi yn nosbarth Blwyddyn 8 PSJ (Mawrth 2010)

- 01 Teacher (1): Classwork and today's date.
- 02 Student (2): What's the date?
- 03 Teacher (3): Twenty sixth of March. Hurry up Nathan please. Learning objectives. What did we do yesterday?
- 04 Student (4): Spelling.
- 05 Teacher (5) Yes, what else Freya?
- 06 You can write this (writing on the board). While you're getting these
- 07 pieces of paper what should you be looking at?
- 08 Wnewch chi weld fi ar ddiwedd y wers ?

Detholiad 3B: Sesiwn arsylwi yn nosbarth Blwyddyn 8 PSJ (Mawrth 2010)

- 01 (Noise)Teacher (1): OK, let's have a look (explaining spellings to a pupil).
- 02 (To class) teacher (2): OK, we'll just go over some spellings quickly.
- 03 'Necessary'. I think, 'Never Eat Salad Sandwiches and Remain Young'. Well 04 done brilliant. Diolch yn fawr.
- 05 Teacher (3): Any other words?
- 06 Student (4): 'Sergeant'.
- 07 Teacher (5): 'Rest', 'gold' and 'ant'.
- 08 Beth ydy'r gair Cymraeg am 'ant'?
- 09 Or he pictures a man really 'wedi gwylltio': 'Are you and I
- 10 'aving a 'rant?'
- 11 Student (6): 'Occasion', Miss.
- 12 Teacher (7): **C am cae, cath.**
- 13 Other Cs sound like an 'S'. Think of a cycle. Same with accidental. Second
- 14 C doesn't sound the same.
- 15 Oc-Ca-Sion. **'Sion' ar y diwedd.** Does that help you? OK?

Atodiad 3

Tabl 1: Cymhwysiad fframwaith CDA: Dadansoddiad ymarferion mynegiant A a B

Maes – y pwnc neu'r gweithgaredd	Dewisiadau iaith o ran Maes	Dewisiadau iaith o ran Maes
	Testun A	Testun B
<ul style="list-style-type: none"> Ynglŷn â chynnwys gosodiadol, mewn perthynas â sut mae iaith yn creu llun o'r byd, 'Yr hyn sy'n digwydd'. Ynglŷn ag ystyr brofiadol (pwy sy'n gwneud beth i bwy o dan ba amgylchiadau) 	<p>Maes – Gwers Saesneg. Cyflwyniad cyffredinol i ysgrifennu blog</p> <p>Dewisiadau iaith:</p> <ul style="list-style-type: none"> Didactig gan mwyaf Cyfarwyddiadau Osgoi cyfnewid cod, defnydd pitw o'r Gymraeg 	<p>Maes – Gwers Saesneg. Adolygu sillafu</p> <p>Dewisiadau iaith:</p> <ul style="list-style-type: none"> Archwiliadol Trafod strategaethau sillafu Defnydd o gyfnewid cod i fawrhau a gwella dealltwriaeth
Cyfeiriad – perthynas y rhyngweithwyr	Dadansoddiad rhyngpersonol: dewis iaith o ran cyfeiriad	Dadansoddiad rhyngpersonol: dewis iaith o ran cyfeiriad
	Testun A	Testun B
<ul style="list-style-type: none"> Ynglŷn â swyddogaethau cymdeithasol a pherthnasau rhwng y cyfranogwyr Mewn perthynas â sut mae iaith yn adeiladu ystyr rhyngpersonol gan gynnwys mynegiant agwedd 	<p>Cyfeiriad – yr athrawes yn llai grymus, llai pendant</p> <p>Dewisiadau iaith:</p> <ul style="list-style-type: none"> Dull annerch wedi'i seilio ar gwrteisi h.y. 'Wnewch chi plŷs' Agwedd wedi'i mynegi trwy oslef Moddolder – 'dylech chi', 'cewch chi' Gwybodaeth wedi'i rhoi, ateb y cwestiynau, amser ymateb byr 	<p>Cyfeiriad – yr athrawes yn fwy grymus a phendant</p> <p>Dewisiadau iaith:</p> <ul style="list-style-type: none"> Dull annerch yn estyniad siarad y teulu Agwedd i'r Gymraeg wedi'i phwysleisio trwy eirfa wedi'i dwyshau 'yn llwyr' Dim moddolder Ffocws ar Ni Gofynion am weithredoedd wedi'u mynegu fel cwestiynau 'Fyddech chi gystal'

Dull – dull cyfathrebu	Dadansoddiad testunol: dewisiadau iaith mewn perthynas â Dull	Dadansoddiad testunol: dewisiadau iaith mewn perthynas â Dull
	Testun A	Testun B
<ul style="list-style-type: none"> • Agweddau sianel cyfathrebu e.e. ymson/ymddiddan • Ynglŷn â sut mae iaith yn creu ystyr destunol a threfnu'r neges • Tynnu ar strwythur y Thema 	<p>Dull – mwy ymsonol</p> <p>Dewisiadau iaith:</p> <ul style="list-style-type: none"> • Dim enwoli • Themâu yn aml 'fi' yn hytrach nag amlygu gweithred • Cyfeirion'n aneglur e.e. 'hwn' • Defnydd prin o gysyllteiriau 	<p>Dull – cynhwysir cysyniadau mwy haniaethol e.e. delweddu strategaethau sillafu</p> <p>Dewisiadau iaith:</p> <ul style="list-style-type: none"> • Enwoli, yn aml yn safle'r thema, crynhoi gwybodaeth flaenorol, creu cydlyniad • Cysyllteiriau'n cyfrannu at resymu a chydlyniad y testun e.e. 'felly', 'er mwyn'

Atodiad 4: Rhestr cwestiynau ar gyfer y cyfweiliad, Mawrth 2010: An investigation of the role of students' first language in the bilingual classroom.

Do you believe that learning subject matter in the first language helps second language learners learn subject better when he/she studies them in English?

Do you believe that if students develop literacy in the first language, it will facilitate the development of reading and writing in English?

Do you believe that it is good for students to maintain their native culture as well as English culture?

Do you believe that if a second language learner is in an English only class he/she will learn English better?

What is the role for L1 in the classroom? For the teacher? For the pupils?

Should pupils be allowed to use L1 freely in the classroom?

Do you think that pupils translating for each other is a useful tool in the classroom?

Do you think discussing tasks in L1 is a useful strategy in the classroom?

Is it best to keep English and Welsh separately in the classroom?

How well do pupils cope in a classroom where Welsh and English are used for teaching?

Atodiad 5: Trawsysgrifiad – Cyfweiliad dilynol gyda DT

Question (Clapham (1): Do you think learning subject matter in Welsh actually helps second language learners learn subject matter in English?

Answer (2): I think it does because it's their language and it's obviously what they think of first ... but I think it can become a problem when they have to translate.

Interviewer Clapham: Why do they find translating difficult?

Answer: It's just an extra task really and they have to translate in their mind before writing it down.

Interviewer: Yes, what percentage of that class were Welsh speaking as a first language?

Answer: Ninety per cent probably.

Interviewer Clapham: OK, Yes.

DT: It's a very Welsh class.

Interviewer Clapham: Yes – and the two young lads who were sitting in the front – do they tend to ask you most of the questions in Welsh?

DT: Yes, one of them usually checks himself and changes to English half way through the question.

Interviewer Clapham: So child B, the one who was sitting in the corner?

DT: Yes, the other child will ask questions in Welsh. Even if I'm talking to him in English, he'll answer in Welsh.

Interviewer Clapham: Yes, and when they're working independently do they tend to use Welsh to try and clarify what they are doing?

DT: Yes, and often if they don't understand a term ... to clarify the Welsh term in order to understand better ... but their written work, individual work, is a good standard of English anyway.

Interviewer Clapham : OK, what about the second question?

Question 2: Do you believe that if students develop literacy in the first language it will help their development of literacy in English?

Answer: Oh definitely. It's well ... that will work either way I think, erm – obviously to help with spelling in English.

Interviewer Clapham: What kinds of texts do you develop with them to bring their awareness of Welsh ... living in a Welsh culture?

DT: Well, with my ... with the Year 9 class after finishing blog writing we'll be doing letter

writing and for example we're going to be looking at the Big Weekend in Vaynol and how it's gonna benefit the community and things like that, and then also with Year 7 for example we'll be looking at myths and legends, the Mabinogi, King Arthur ...

Interviewer Clapham: And how do they respond to that? Native culture?

DT: I did cover Greek myths briefly, but they responded much better when I talked about local ones because they had more knowledge and they can relate to it better I think.

Interviewer Clapham: OK. What about the fourth area?

Question 4: Do you believe that if a L2 learner is in an English only class he or she will learn English better?

Answer: The second, language 2, Welsh?

Interviewer Clapham: Welsh children who are learning English. Is it better for them to be in an English class?

DT: It depends, because I think it is important that they don't always turn to Welsh because when they leave school they won't be able to do that.

Interviewer Clapham: OK.

DT: At the same time, when it comes to terminology and things like that it'll consolidate the learning better if they are able to relate it to Welsh. They understand it better that way. They do think in Welsh so it's important that they use the English more.

Interviewer Clapham: Yes, you mentioned terminology. Can you think of any specific times in the lesson where you've had to explain something in Welsh to clarify something in English?

DT: I was with a Year 10 class doing poetry and I asked them to look for examples of imagery and they didn't know what I meant by imagery ... so I had to explain metaphor ... 'trosiad' ... similarly, 'cymhariaeth'.

Interviewer Clapham: Were they able to do it then?

DT: Yes, but they still had to ask me : Is this a 'trosiad'? They still had make sure that they got the right term right.

Interviewer Clapham: OK. Just a few more questions then.

Question 5: What do you think is the role for the first language in the classroom? First for the teacher? And then for the pupils? What are you conscious of when you are teaching? Do you think about the first language at all? Do you use Welsh at all when you're teaching?

DT: I think about it from a more, more trying to get them to speak English. Group work, they conduct in Welsh so I'm very aware of it ... trying to get them to speak English, erm. Generally when they do individual oral work they'll speak English but it would improve

their English if they were able to do it in group work as well (...) but for the pupils it's not natural. I was the same when I was at school. I used to do group work in Welsh. I don't know how aware they are. I think it comes naturally.

Interviewer Clapham: It comes naturally doesn't it. It's part of their identity isn't it?

DT: Yes.

Interviewer Clapham: Do you sometimes use Welsh to magnify the teaching point? You know if you've got a class ... let's say a Year 7 class who are doing a new subject (...) do you sometimes emphasize things in Welsh?

DT: erm (...)

Interviewer Clapham: Maybe not explain, but 'magnify' or emphasize it?

DT: Yes, and I've seen other teachers doing it actually. I've noticed especially with Year 7s and Year 8s that they might say it first in Welsh and then in English. I don't know if I'd do it as much to be honest.

Interviewer Clapham: You're not conscious of it?

DT: No, but I have noticed teachers.

Interviewer Clapham: OK, interesting.

Question 6: Do you think pupils should be allowed to use L1 freely in the classroom?

DT: Yes. I can't see major harm in it but at the same time it would benefit them if they spoke English.

Interviewer Clapham: What would be the advantages of using the first language?

DT: Just to help their understanding.

Interviewer Clapham: So it's mainly comprehension?

DT: Yes and (...)

Interviewer Clapham : Anything else?

DT: Welsh comes naturally to them so they'd probably get better responses in their first language.

Interviewer Clapham: Anything else you want to say on that one about the use of the first language? Have you noticed it anywhere else when you were observing?

DT: Erm (...) not really.

Interviewer Clapham: Not really, perhaps you haven't been observing recently? All right, let's move on ...

Question 7: Do you think pupils translating for each other is a useful tool in the classroom?

DT: Oh I think so – definitely.

Interviewer Clapham: Can you give any examples there?

DT: For the terminology again, they might ask the person next to them first.

Interviewer Clapham: I noticed one child was doing it with spelling.

DT: Oh yes.

Interviewer Clapham: There were a few questions to you about spelling as well. They didn't seem to ask you in Welsh, but amongst themselves they were translating words, how to spell words in Welsh.

DT: Yes, that's another problem I had in the previous school where I was. They asked me how to spell a word and I'd spell it out in English, but if I'd say 'e' they'd write 'i' because of the Welsh 'i dot'.

Interviewer Clapham: Any other interesting things with spelling which you've learnt by looking at their work for example?

DT: Capital I is a major problem.

Interviewer Clapham: In what way?

DT: They put an 'i' (lower case).

Interviewer Clapham: OK.

DT: Obviously with English there's no such thing. I on its own has got a capital letter, but in Welsh there is none and spelling ...Welsh is more phonetic.

Interviewer Clapham: Yes.

DT: More in Year 7.

Interviewer Clapham: With younger children?

DT: Yes.

Interviewer Clapham: OK, what about group work?

Question 8: Do you think discussing tasks in L1 is a useful strategy? What about with this blog they're doing? Would you be happy explaining it in Welsh or are you going to explain it in English?

DT: I would feel happy with that class ... perhaps with another class that weren't set one ... perhaps they'd need the first language to understand it better again.

Interviewer Clapham: And do you work at all with your colleagues in the Welsh

department. Do you know of any projects that bring Welsh and English together?

DT: I can't think of examples specifically ... There's a reading ... not a project (...) they help children in Year 7 with their reading. They do it alternatively. They do English for maybe two weeks and then reading Welsh for two weeks. They work with the Welsh department there.

Interviewer Clapham: So that's quite an interesting innovation in a way; something new. OK, good.

DT: I don't know whether it's good to keep them completely separate. It seems I'm going back to what I said before. It might be worth to keep it as an English classroom just to improve their English.

Interviewer Clapham: Where does that belief come from? Has anybody told you about that or discussed it in college or do you remember back to your own schooling? Where does that idea come from?

DT: It's actually my sister.

Interviewer Clapham: All right. OK.

DT: She did all her school subjects in Welsh. She didn't study English, just her GCSE. Now she's trying to get into university in England and she's finding the oral difficult in the interview.

Interviewer Clapham: Right.

DT: She can't express herself as well in English.

Interviewer Clapham: Is that in terms of vocabulary or expression or ...

DT: Everything!

Interviewer Clapham: Everything? OK.

DT: Because she's an intelligent girl, just she can't express herself in English and they're unaware of that ... you know (...). They're young now ... the skills they learn here ...

Interviewer: They will help them later on, won't they. What about the teachers? Have you discussed any of these issues with them? What are the other teachers' beliefs?

DT: I did discuss my Year 7 class. Quite a few are very Welsh pupils there and she does suggest providing a bit more support ...

Interviewer: In what way?

DT: With writing.

I: What about with oral work – the speaking and listening?

DT: All my Year 7 tend to be very good. They don't have problems with speaking and listening in the classroom. They've started that practice now. So hopefully they'll carry on and improve their English.

Interviewer: Develop it (...) yes. OK, good. Right, last question.

Question 10: How well do you think pupils cope where Welsh and English are used for teaching? For example, have you seen other subjects, have you observed other subjects where they might be using both languages side by side?

DT: Well I also teach Music.

Interviewer: Oh yes, you mentioned Music. Tell us a bit about Music.

DT: Well, with Music most of it is taught through Welsh and there are a couple of first language Welsh, second language English in the class so you have to reiterate information in English as well. I provide English worksheets things like that.

Interviewer: OK.

DT: And I think it's quite good because you have to say the instructions twice and maybe for the pupils who understand both languages it'll help the information to sink in.

Interviewer: Have you used Welsh for the input? You know, you present the material, input it in Welsh and then maybe the follow up work in English?

DT: Yes. Oh, hang on, I don't think I've understood that ...

Interviewer: Do you sometimes give the information in Welsh and then say, 'Right, I want you to do the follow up work in English'?

DT: OK.

Interviewer: What we call 'trans-linguaging skills', 'Traws-ieithu yn Gymraeg'.

DT: I haven't used that.

Interviewer: No – have you seen it used anywhere else?

DT: In the last school I was at what they used to, cos it was a bilingual school (...) what they used to do (...) they used to teach a couple of modules in English, the same as when I was in school. The teacher would teach in Welsh and then we'd learn the terms and write the work in English.

Interviewer: Yes.

DT: But what I found in the last school was that the children would ... the question would be in English and maybe they'd answer in Welsh because that was what language the teacher had used.

Interviewer: Yes.

DT: So it wasn't coherent.

Interviewer: Right, and did you think that worked well or did you think perhaps it was a bit confusing?

DT: I think it was a bit confusing to be honest.

Interviewer: Right.

DT: Because they'd teach an English module in the middle of the semester and other modules would be in Welsh and obviously the pupils would already have that relationship with the teacher when he or she would speak Welsh.

Interviewer: Yes, it's a bit odd, isn't it, when you're used to speaking Welsh with a group of children and you suddenly start speaking English.

DT: Yes, I get that a lot because I teach Music and ...

Interviewer: Yes, and you're probably registering a class. What language do you use when you're registering?

DT: Welsh.

Interviewer: Are some of those children that you teach, are they in your registration form?

DT: Yes.

Interviewer: So how do you deal with that? On the corridor, what language do you speak to them?

DT: I speak to them in Welsh. I always speak English in the classroom. But my Year 7 are very good at speaking English. Year 8, I teach two English lessons to them and Music lessons through Welsh and I think they are quite confused because some of them speak English to me in Music lessons and some of them speak Welsh to me in English lessons.

Interviewer: Do any of the children code-switch? Do they change languages almost mid-utterance?

DT: Only if they begin in Welsh and change to English. I haven't seen it the other way round.

Interviewer: But that's an interesting phenomenon. I don't know whether you're aware of that. It's quite a complex process whereby they switch from one language to another almost mid-utterance. Yes, OK. That's been very, very interesting. Thank you for your time.

Key

Yellow highlighted: problems with code-switching.

Blue highlighted: positive aspects of code-switching

Atodiad 6: Trawsyrgrifiad – Cyfweiliad dilynol gyda PSJ, Mawrth 2010

Extract 3C: Transcription of follow-up interview with trainee teacher PSJ, (March 2010)

Question (Clapham) (1): Do you think learning subject matter in Welsh actually helps second language learners learn subject matter in English?

Answer (2): Absolutely.

Interviewer Clapham (3): Yes: can you think of a reason for that?

Answer (4): I can think of a lad in my Year 9. He doesn't speak English except in his English lesson. He speaks Welsh at home. Welsh around School. Welsh with all his friends, so he only gets 4 or 5 lessons of English a week and he finds it very hard. So to be able to explain things to him in Welsh, you try to do it in English sometimes, but he feels more comfortable doing it in Welsh. You don't want to be taking time, you know you've got all the other children to think about as well. So I think if we can just tell him ... then he clicks and he's fine.

Interviewer Clapham (4): Yes. OK ...

Question (Clapham) (5): Do you believe that if your students develop literacy in Welsh it will help them develop reading and writing in English?

Answer (6): Again absolutely, we've just seen that now ... you know, where we can use our knowledge of Welsh to do phonetics in English.

Interviewer Clapham (7): That was really interesting the way you had them looking at those strategies for teaching spelling. Have you done that with other groups?

Answer (8): I've done them with all of them and they've all come up with different things when I've introduced it with different groups. Because Freya there, she said her 'eights' with 'h' in front of them. I mean none of us had thought of that and someone said it's 'aur' (gold). 'Mae na aur yn y restaurant', so it's absolutely helped them ...

Interviewer Clapham (9): Interesting ... Where did that come from? Is it something that you've done with L*** a (PGCE tutor) or is it something you've read?

PSJ (10): No ... I read ... I knew I wanted to do spelling ... and I thought how can I have a ballpark for everyone ... so I thought if I got the most commonly misspelt words it will be a life skill ... Yes ... because they will remember them throughout their lives and we can look at the different ways of learning them so ...

Interviewer Clapham (10): So did you read anything you said?

PSJ (11): I got off the web ... the most commonly misspelt words ... I just went to a website where it says 'commonly misspelt words'. I took stuff out – I took the words I thought they might use in school life and just used them.

Interviewer Clapham (12): OK, what about number 3? Do you believe that it is good for students to maintain their native culture?

Answer (13): Yes, absolutely ...

Interviewer Clapham (14): Can you think of an example?

PSJ (15): We haven't at the moment. We're doing 'private', 'peaceful', with them ... but wait, erm, let me think ... we did *Inspector Calls* with 5, Blwyddyn un ar ddeg and had to do it in its context, so we did a time line with lots of strikes ... so the Bethesda strike.

Interviewer Clapham (16): Yes ... 1900 wasn't it?

PSJ (17): Yes ... so that was amazing and a lot of it hit home because a lot of families are still around.

Interviewer Clapham (17): So that was a poignant part of their education.

Question (Clapham) (18): Do you think the second language learner in an English only class will learn English better?

PSJ (19): No.

Interviewer Clapham (19): OK, do you want to elaborate on that?

PSJ (20): Yeh ... I think he would be ... I can understand the immersion and dropping them in it ... I can understand that ... it's sink or swim and I would be worried about the 'sink' people. So I think it's better if you have something a bit like this where you can ... they're not ... they're completely fluent in English obviously, but I do think it is better they've got that mix as you don't want that person feeling alienated or you know ... the others can be so nasty because he's not getting it right and he's gonna feel stupid ... there's nothing wrong with his intelligence, it's just the language isn't it?

Interviewer Clapham (21): Absolutely. It's just a language barrier isn't it? OK, great. What do you think the role of the first language is for you as a teacher? I noticed you were using it for two things, first of all for discipline, which is quite interesting. You reiterate in Welsh ... and the other for explaining grammatical points. Do you mind just discussing those in more detail?

PSJ (21): It's funny. I've noticed I do the discipline thing in Welsh and I don't know whether they think I'm more serious. I've not thought about this until the last few weeks. Do I feel more comfortable doing the discipline in Welsh? Maybe. No, cos I speak Welsh at home, so maybe I do?

Interviewer Clapham (22): You do it naturally with your own family?

PSJ (23): Yes.

Interviewer Clapham (24): Are you transferring that to the classroom?

PSJ (25): Fortunately, Carl's a very good lad so we don't have to tell him off!

(*****)

Interviewer Clapham (26): It hits home perhaps?

PSJ: Yeh. It's only in the last couple of weeks I've realized that I've done it.

Interviewer Clapham (27): Interesting and then I noticed you were magnifying the teaching point, i.e. the grammar point. You were explaining phrases in Welsh. Were you conscious of that?

PSJ (28): Not really.

Interviewer Clapham (29): Not really. It's an interesting use of Welsh. OK, what about the pupils then? What's the value of them using Welsh in their small groups?

PSJ (29): I think it must 'cadarnhau'. You know it strengthens everything for them and it's like me when I'm writing in Welsh, cos sometimes I don't feel comfortable writing Welsh and I want to know what a word is in Welsh. If I'm reading I think what the hell's that word and that S. Manon Lady (tutor) she goes round the houses you know like we're supposed to do in English, in ESL, what it is in Welsh and I just want her to tell me the word. Be clear to me. It saves a lot of time and I know exactly that word then ... instead of, 'Oh it roughly means ...' Because I didn't know what 'meini prawf' was in Saesneg, cos I kept hearing it as 'meini prawf' and I had to ask M what does it mean? And then she went round the houses. No ... Can you tell me what the phrase is in English? Fine, I know now. Because I need to know the complete phrases, not go round the houses.

Interviewer Clapham (30): Get the actual word you mean, so there's instant translation. What was interesting I felt that you were scaffolding their learning you were preparing them for the next stage as it were. Were you conscious of doing that? It might be interesting to look at that when I come next time. OK, what about the next one?

Question (Clapham) (31): Do you think pupils should be allowed to use the L1 freely in the classroom?

PSJ (32): Absolutely.

Interviewer Clapham (33): OK, so you haven't curtailed that at all? OK, what about the next one. Translating for each other? Do you think pupils can do this? Is translating a useful tool?

PSJ (34): I've heard them do it. Not with big chunks of writing but words ... 'Beth mae hwnna'n feddwl?' The other one will say, 'hwn', and I think that's ...

(Interruption: Head of Department coming into classroom to say hello)

Interviewer Clapham (35): We're doing a quick recording of an interview. That's thrown me a bit now! Translating for each other?

PSJ (36): Yeh, they do and I think that's positive.

Interviewer Clapham (37): OK.

PSJ (38): I've got a girl in Year 10. She speaks Polish at home and in her test she got low marks to start with. She got all of them right the second time.

Interviewer Clapham (39): And what do you think that was due to?

PSJ (40): I think that the more languages you've got you can draw on – like we were doing Welsh phonetically. I don't know how Polish works but there might be some system there. She might recognize words inside the words that we can't see in Polish. So the more you've got ... it's fantastic isn't it?

Interviewer Clapham (41): There is research into tri-lingualism – acquiring a third language when you've already got two.

PSJ (42): It's brilliant isn't it?

Interviewer Clapham (43): Charlotte Hoffman has done quite a lot regarding that. OK, what about them discussing tasks in the L1? When you've given them a particular project to do or task-based learning, have they discussed it in Welsh first?

PSJ (44): They probably have.

(Bell rings)

Interviewer Clapham (45): Now then, finally. Is it better to keep English and Welsh separately in the classroom?

PSJ (46): No.

Interviewer Clapham (47): OK, why's that?

PSJ (48): I think if you have got someone like my 'meini prawf' example you don't want them having a rough idea of what it means!

Interviewer Clapham (49): I notice sometimes you're code-switching. You start a sentence in English then you drift off into Welsh and include Welsh elements. Do you see this as a useful tool?

PSJ (50): I never realized I did it to be honest.

Interviewer Clapham (50): OK ... not realized.

PSJ (51): Obviously, when I've taught in other schools I've never done that. Although I did it in DH for a couple of classes.

Interviewer Clapham (52): Yes.

PSJ (53): Especially the Year 9.

Interviewer Clapham (54): So it's around about Year 9.

PSJ (55): Yes, OK.

Interviewer Clapham (56): Finally, how well do you think pupils cope where there is Welsh and English for teaching, so bilingual teaching?

PSJ (57): I think it's fantastic because as you've just seen, it's word recognition and understanding. A lot of the time they understand it better. I just think it's all positive.

Interviewer Clapham (58): Have you heard the term 'translanguaging'?

PSJ (59): No.

Interviewer Clapham (60): No. Sometimes we refer to the input being in English and the written work being done in Welsh, e.g., a story read in English and the written work completed in Welsh. Ofelia Garcia has written ...

PSJ (61): Who?

Interviewer Clapham (62): Ofelia Garcia has written a lot about this.

PSJ (63): Was she Mexican?

Interviewer Clapham (64): Cuban.

PSJ (65): Yeh.

Interviewer Clapham (66): Perhaps next time we can have a chat about that in more detail? After Easter. Thank you very much.

Yellow highlighted: problems with code-switching.

Blue highlighted: positive aspects of code-switching.

Llyfryddiaeth

Auer, P. (1984), *Bilingual Conversation* (Amsterdam: Benjamins).

Auer, P. (1990), *A Discussion paper on code alternation*, European Science Foundation Network on Code-switching and Language Contact: Papers for the Workshop on Concepts, Methodology and Data (Strasbourg: European Science Foundation), tt. 69-87.

Auer, P. (1998), 'Introduction: Bilingual conversation revisited', yn Auer, P. (gol.), *Codeswitching in conversation* (London: Routledge), tt. 1-24.

Auerbach, E.R. (1993), 'Reexamining English Only in the ESL Classroom', *TESOL Quarterly*, 27, tt. 9-32.

Baker, C. (2003), *Foundations of Bilingual education and Bilingualism* (4ydd argraffiad, Clevedon: Multilingual Matters).

Baetens Beardsmore, H. (2003), 'Who is afraid of bilingualism?', *Special issue in Journal of Multilingual and Multicultural Development*, 25 (2 & 3).

Benwell, B. a Stokoe, E. H. (2002), 'Constructing Discussion Tasks in University Tutorials: Shifting Dynamics and Identities', *Discourse Studies: An Interdisciplinary Journal for the study of Text and Talk*, 4 (4), Tachwedd, tt. 429-53.

Bernstein, B. (1981), 'Codes, modalities, and the process of cultural reproduction: A model', *Language in Society*, 10, tt. 327-63.

Bhaskar, R. (1986), *Scientific Realism and Human Emancipation* (London: Verso).

Block, D. (2003), *The Social Turn in Second Language Acquisition* (Washington: Georgetown University Press).

Bourne, J. (2001), 'Discourse and Identities in a Multi-lingual Primary Classroom', *Oxford Review of Education*, 27 (1), tt. 103-14.

Brentnall, J., Cann, J., Williams, C., *et.al.* (2009), *Language in Multilingual Wales* (Bangor: Bangor University Press, Educational Transactions).

Camilleri, A. (1996), 'Language Values and Identities: Code Switching in Secondary Classrooms in Malta', *Linguistics and Education*, 8, tt. 85-103.

Canagarajah, A. S. (1999), *Resisting Linguistic Imperialism in English Teaching* (Oxford: Oxford University Press).

Chouliaraki, L. (1996), 'Regulative Practices in a "progressivist" Classroom: "Good habits" as a "Disciplinary Technology"', *Language and Education*, 10 (2 & 3), tt. 103-8.

Chouliaraki, L. a Fairclough, N. (1999), *Discourse in late modernity: Rethinking critical discourse analysis* (Edinburgh: Edinburgh University Press).

Clark, R. ac Ivancic, R. (1997), *The Politics of Writing* (London: Routledge).

- Coffin, C. (2001), 'Theoretical Approaches to Written Language – A TESOL perspective', yn Burns, A. and Coffin, C. (goln.), *Analysing English in a Global Context – A Reader* (London: Routledge).
- Cook, G. (2010), *Translation in Language Teaching: An Argument for Reassessment* (Oxford: Oxford University Press).
- Cook V. (gol.), (2003), *Effects of the Second Language on the First* (Clevedon: Multilingual Matters).
- Cook, V. J. & Bassetti, B. (goln.), (2010), *Language and Bilingual Cognition* (London: Psychology Press, Taylor and Francis).
- Coulthard, M. (gol.), (1992), *Advances in Spoken Discourse Analysis* (London: Routledge).
- Cummins, J. (1991), 'Empowering minority students', yn Minami, M. a Kennedy, P., *Language issues in literacy and bilingual/multicultural education* (Cambridge MA: Harvard Educational Reprint Series).
- Edwards, D. & Mercer, N. (1987), *Common knowledge: the development of understanding in the classroom* (London: Routledge).
- Fairclough, N. (1989), *Language and Power* (London: Longman).
- Fairclough, N. (1992), *Discourse and Social Change* (Cambridge: Polity Press).
- Fairclough, N. (1995), *Critical Discourse Analysis* (London: Longman).
- Fairclough, N. (2003), *Analysing Discourse: Textual Analysis for Social Research* (London: Routledge).
- Fairclough, N. a Wodak, R. (1997), 'Critical Discourse Analysis', yn Van Dijk, T. (gol.), *Discourse Studies. A multidisciplinary introduction* (London: Sage), tt. 258-84.
- Foucault, M. (1975), 'The Means of Correct Training', yn *Discipline and punish: The birth of the prison*, tt. 170-94, cyf. Sheridan, A. (1991), (Harmondsworth: Penguin).
- Garcia, G. (2009), *Bilingual Education in the 21st Century* (Oxford: Wiley-Blackwell).
- Giles, H. & Smith, P. M. (1979), 'Accommodation Theory: Optimal Levels of convergence', yn Giles, H. a St. Clair, R. N. (goln.), *Language and Social Psychology* (Oxford: Basil Blackwell), tt. 45-65.
- Halliday, M. A. K. (1985), *An Introduction to Functional Grammar* (London: Arnold).
- Halliday, M. A. K. (1993), 'Towards a language based theory of learning', *Linguistics and Education*, 5 (2), tt. 93-116.
- Halliday, M. A. K. (1994), *An introduction to Functional Grammar* (London: Edward Arnold).

Hornberger, N. H. (2003), *Continua of Bilinguality: An Ecological Framework for Educational Policy, Research and Practice in Multilingual Settings* (Clevedon: Multilingual Matters).

Hoy, D. C. (1986), *Foucault: A Critical Reader* (Oxford: Basil Blackwell).

Hyland, K. (2002), 'Genre: Language, Context and Literacy', *Annual Review of Applied Linguistics*, 22, tt. 113-35.

Kumaravadivelu, B. (1999), 'Critical classroom discourse analysis', *TESOL Quarterly*, 33 (3), tt. 453-84.

Llywodraeth Cymru, *Cyfrifiad Ysgolion 2003: Canlyniadau Dros Dro*, SDR 51/2003.

Macaro, E. (2001), 'Analysing Student Teachers' Codeswitching in Foreign Language Classrooms: Theories and decision making', *The Modern Language Journal*, 85 (4), tt. 531-48.

Martin-Jones, M. a Heller, M. (1996), 'Language and Social Reproduction in Multilingual Settings' *Linguistics and Education*, 8 (1 & 2), tt. 3-16, 127-37.

Mercer, N. (1995), *The guided construction of knowledge: Talk amongst teachers and learners* (Clevedon: Multilingual Matters).

Myers-Scotton, C. (1993), *Social motivations for codeswitching: Evidence from Africa* (Oxford: Clarendon Press).

Myers-Scotton, C. & Bolonyai, A. (2001), 'Calculating speakers: Codeswitching in a rational choice model', *Language in Society*, 30, tt. 1-28.

Pavlenko, A. & Blackledge, A. (2004), *Negotiation of Identities in Multilingual Contexts* (Clevedon: Multilingual Matters).

Pavlenko, A. (2005), *Emotions and Multilingualism* (Cambridge & New York: Cambridge University Press).

Pennycook, A. (1999), 'Introduction: Critical approaches to TESOL', *TESOL Quarterly*, 33 (3), tt. 329-48.

Pennycook, A. (1994), 'Incommensurable Discourses?', *Applied Linguistics*, 5 (2), tt. 115-38.

Poplack, S. (1980), 'Sometimes I'll start a sentence in English y termino en español: towards a typology of codeswitching', *Linguistics*, 18, tt. 582-618.

Prahu, N. S. (1992), 'The dynamics of the language lesson', *TESOL Quarterly*, 26 (2), tt. 225-41.

Rampton, B., Roberts, C., Leung, C., Harris, R. (2002), 'Methodology in the Analysis of Classroom Discourse', *Applied Linguistics*, 23 (3), tt. 373-92.

Richards, K. (2003), *Qualitative Inquiry in TESOL* (Basingstoke: Palgrave Macmillan).

Roberts, J. (1998), *Language Teacher Education* (London: Edward Arnold).

Robson, C. (2002), *Real World Research* (Oxford: Blackwell).

Sridhar, S. (1994), 'A reality check for SLA theories', *TESOL Quarterly*, 28, yn Canagarajah, A. S. (1999), *Resisting Linguistic Imperialism in English Teaching* (Oxford: Oxford University Press), ff. 800-5.

Skutnab-Kangas, T. (1990), *Language, Literacy and Minorities* (London: The Minority Rights Group).

Thomas, G. (2009), *How to do Your Research Project* (London: Sage).

Turnbull, M. and Dailey-O'Cain, J. (2009), *First Languages Use in Second and Foreign Language Learning* (Clevedon: Multilingual Matters).

Van Dijk, T. (2001), 'Multidisciplinary CDAs: A plea for diversity', yn Wodak, R. a Myer, M. (goln.), *Methods of Critical Discourse Analysis* (London: Sage), ff. 95-121.

Vygotsky, L. S. (1978), *Mind in Society* (Cambridge MA: Harvard University Press).