



**y ganolfan cynllunio iaith**  
welsh centre for language planning

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Language, Identity and Citizenship:  
children's attitudes and language use in  
Welsh-medium primary schools

Testing the potential of 'Language  
Awareness'



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## 1.0 Introduction

### 1.1 Rationale for Undertaking the Research

1.1.1 Much attention has focused in recent years on the gap between the well developed Welsh language skills of bilingual Welsh-English children in the school setting and their subsequent low levels of Welsh language use in social domains outside school. That is, children and young people often do not use their Welsh language skills in areas of life outside school. Despite a cumulating body of evidence which demonstrates this (e.g. Jones, (2005),<sup>1</sup> there has as yet been little research on causation, and particularly on the possible link between language use and underlying attitudes and perceptions of the Welsh language amongst children and young people.

1.1.2 'Language Awareness Training' (LAT) is a well developed tool used within organisations across Wales to promote positive attitudes towards bilingualism and increased confidence in the use of Welsh. LAT has a three-fold focus: developing knowledge, addressing values and attitudes, and acquiring applied skills. During the last 10-15 years it has been used in many public sector work settings across Wales as a tool for exploring attitudes towards bilingualism, with the aim of fostering enhanced personal and agency engagement with the language and improved provision for bilingual service-users.

1.1.3 A substantial body of anecdotal evidence suggests that the LAT approach has a positive bearing on work with adults, influencing their attitudes and desire to engage actively with the language. Its potential use with children and young people has not previously been tested in Wales. However in a wider context, there is a small body of literature addressing school based Language Awareness in bilingual and multilingual language communities. For example, Helot (2007)<sup>2</sup> discusses the role of Language Awareness in fostering an improved understanding of language and cultural diversity in the multilingual classroom and Tsokalidou (2005)<sup>3</sup> reports on a Language Awareness project aimed at raising bilingual awareness in three Greek schools with immigrant children from Albania and other eastern European countries.

1.1.4 This small scale piece of action research offers a new approach in Wales, addressing children's language use, their perceptions of their language, and their possible empowerment through a short, five session programme of Language Awareness education. It does not appear that any equivalent work has been undertaken previously in the Welsh context.

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<sup>1</sup> Jones, K., 2005, *Young People's Social Networks and Language Use*, Welsh Language Board/European Research Centre.

<sup>2</sup> Helot, C., 2007, 'Awareness Raising and Multilingualism in Primary Education' in *Encyclopaedia of Language and Education*, (vol. 6, pp.371-384), Springer.

<sup>3</sup> Tsokalidou, R., 2005, 'Raising Bilingual Awareness in Greek Primary Schools,' in *International Journal of Bilingual Education and Bilingualism* (pp. 48 – 61)

1.1.5 The thrust of Welsh Assembly Government Policy, for example, *Iaith Pawb*, *A National Action Plan for a Bilingual Wales*, (2003); *A Living Language: A Language for Living – Consultation on a Strategy for the Welsh Language*, (2010); the 1993 Welsh Language Act and the 2010 Welsh Language Measure all imply the need to:

- develop a growing sense of inclusion and confidence in relation to creating a bilingual Wales, and to
- deliver a competent bilingual workforce.

However, current evidence suggests that young, bilingual speakers have difficulty sustaining their language skills and confidence beyond school and may therefore fail to enjoy the full benefits associated with a robust and confident linguistic and cultural identity.

1.1.6 The results of the research may therefore contribute towards improving the outcomes for this group of children and young people by:

- strengthening their understanding of the factors effecting their linguistic identity
- developing a more robust linguistic and cultural identity
- increasing their confidence and use of Welsh in social settings
- increasing their capacity to play a full part in the civic society envisaged in *Iaith Pawb*, and
- enabling them to enjoy the cultural, social and economic advantages of their bilingualism.

## **1.2 Aims of the research**

1.2.1 To date, much of the focus in Welsh-medium education appears to have been on actively encouraging children to make use of their Welsh language skills. However, the dynamic between the majority and minority language in the English-Welsh context begs the question as to whether this kind of straightforward encouragement or exhortation by schools may potentially fall on stony ground. It may be argued that the power imbalance between both languages tends to militate against an approach of this kind.

1.2.2 Therefore, the research set out to develop a different way of developing language use, testing the possible link between children's language use on the one hand and their enhanced language awareness and understanding of the factors effecting minority language use, through the delivery of a Language Awareness teaching and learning programme. This was delivered over 5 sessions with two groups of year 5 pupils in two Welsh-medium schools in Cardiff, enabling them:

- a) to consider their use of Welsh and their attitudes towards the language at the outset of the project
- b) to acquire new information and insights about their language through the Language Awareness education programme, and

- c) to re-evaluate their use of Welsh both in school and in their lives outside of school at the end of the research period.

1.2.3 Data on children's attitudes and patterns of language use were therefore gathered both before and after the delivery of the programme and any significant changes were identified.

## 2.0 Methodology

2.1 Step 1: Gathering baseline data on children's use of Welsh in different domains and their attitudes and perceptions of the language. This was undertaken through gathering triangulated data:

### i) **Children's Workbook**

(Appendix 1):

Children were asked to complete a self-profile workbook in which they identified their use of Welsh / English in the following domains:

- with friends in school
- with other friends
- with family
- in clubs and activities outside school

The workbook included a graffiti wall on which children were asked for their reaction to the word 'Cymraeg'.

The workbook also asked children to respond to a set of statements about the Welsh language, some positive and others negative.

Children used the workbook to sign their consent to take part in the research project.

### ii) **Parents' Questionnaire**

(Appendix 2)

This booklet offered parents information about the project and invited them to supply supplementary information regarding their children's use of Welsh and their attitudes towards the language.

Parents used the questionnaire booklet to sign their consent for their child to take part in the research project.

### iii) Pupil Profile Form for Teachers

(Appendix 3)

This form enabled teachers in both schools to provide supplementary information regarding each pupil's use of Welsh in school and their perceived attitudes towards the language.

2.2 Step 2: The above data was used to inform the development of the *Gwraidd ac Adenydd* teaching and learning resources. Teachers were provided with teaching packs offering underpinning information and a set of teaching activities and resources to enable them to deliver the following five sessions.

- 1) *Y Gymraeg heddiw / The Welsh language today* – who speaks Welsh and where do they live?
- 2) *Siarad Dwy Iaith / Speaking Two Languages* – the research evidence 'made easy', for example, the value of bilingualism in school and in the workplace.
- 3) *Taith y Gymraeg / A Brief History of the Welsh language* – a few significant milestones in the history of the Welsh language and their influence on the status of the language, attitudes towards it and the use made of it today.
- 4) *Cymru, Ewrop a'r byd / Wales, Europe and the world* – the Welsh language as a minority language; the relationship with other minority languages; the Welsh language and sustainability – forging alliances.
- 5) *Y Gymraeg a Fi / The Welsh Language and Me* – a review of learning, with children identifying what they have learned and any behavioural changes which they may wish to make as a result.

Step 2 also included a preliminary training sessions for both teachers to enable them to familiarise themselves with the content of the teaching pack and the learning resources which had been prepared for use by pupils.

2.3 Step 3: This period was set aside for delivery of the programme. Children and teachers were provided with a reporting format to evaluate their response to each of the five sessions. (Appendix 4 and Appendix 5).

2.4 Step 4: There was no active input during this period, with the aim of allowing learning and experience to be consolidated.

2.5 Step 5: This final stage focused on gathering updated data on children's use of Welsh and their perceptions of their language; analysis of the impact which the research programme may have had, and the shifts which may have occurred in their language use and attitudes. This was undertaken through gathering triangulated data from:

- a) children
- b) parents
- c) teachers

## 2.6 Limitations of Methodology

- i) Analysis of the qualitative data supplied by pupils has to take account of a possible bias in response. Being asked to respond to a set of questions and activities relating to Welsh language use and attitudes in a school setting with a clear set of values may have had an effect in terms of colouring children's responses more positively than they would otherwise have been. An attempt was made to account for this through use of a range of activities, both qualitative and quantitative, as well as via the triangulation of data through teacher and parent feedback.
- ii) The total number of children in both groups was 55, 28 in School A and 27 in School B. However, the receipt of data for each child was not consistent. For example, not all parent questionnaires were returned; not all children answered each and every question and completed each task set; pupil absence was a factor which could not be controlled; no end of project teacher data was received from School A, and the Language Awareness programme evaluation data from pupils was incomplete.
- iii) The project was based on a short programme of activities with two groups of children in schools with a not dissimilar catchment area. A more sustained programme based on work with a more varied school population would yield more reliable data. A more sustained research programme would also allow for more robust and longer term monitoring of the behavioural changes which children identified towards the end of the project.
- iv) On a purely practical level, the timing of the project during the period immediately prior to Christmas proved difficult. School A, for example, whose pupils were involved in preparation for their Christmas production, failed to complete the review of learning in Session 5.

## **3.0 Core findings**

### **3.1 Data gathered at start of project**

### 3.1.1 Children's language profile

Of the 53 children for whom it was possible to gather data on the language profile of their family, it was established that:

- 5 children live in households where both parents speak Welsh
- 8 children live in households where one parent is a Welsh speaker, and
- 40 children live in households where neither parent speak Welsh

Of the 51 children for whom it was possible to gather data on patterns of language use within the family, it was established that:

- 4 children live in households where Welsh is the sole language
- 26 children live in households where both Welsh and English are spoken
- 21 children live in households where English is the sole language

(Additional data is available in Appendix 9, Table A and B).

### 3.1.2 Children's language use outside school

a) Of the 51 children for whom it was possible to gather relevant data, it was established that:

- 2 children speak Welsh exclusively with extended family and family friends
- 32 children speak Welsh and English with extended family and family friends
- 17 children speak English exclusively with extended family and family friends

b) Language use with friends outside school:

- 4 children speak Welsh exclusively with friends outside school
- 39 children speak Welsh and English with friends outside school
- 8 children speak English exclusively with friends outside school

c) Language use in clubs and after-school activities:

- 3 children speak Welsh exclusively in clubs and after-school activities
- 39 children speak Welsh and English in clubs and after-school activities
- 9 children speak English exclusively in clubs and after-school activities

(Additional data is available in Appendix 9, Table C, D and E)

### 3.1.3 Children's language in school

All children spoke Welsh with their teachers both before and after the project.

Based on teacher assessment, at the start of the project,

- 18 children 'always' spoke Welsh with their peers
- 27 children 'mostly' spoke Welsh with their peers
- 8 children 'sometimes' spoke Welsh their peers

(Additional data is available in Appendix 9, Table F)

### 3.1.4 Children's attitudes towards the Welsh language

This was gathered in two ways at the start of the project:

- a) By asking children to respond to a graffiti wall with the word 'Cymraeg' written on it. Some children responded with visual images, others with words, and many with a mixture of both. This yielded a positive set of responses almost without exception. The words hwyl, hapus, diolch, cŵl, featured a lot, with the occasional more unexpected reference, for example to 'Patagonia'; 'Cynulliad' (Assembly) and the statement blazoned across one wall, 'mae'n helpu pobl gael swydd' (it helps people get a job). Others used visual images, for example, rugby posts, red shirts, three feathers, smiley faces, red dragons, bright rainbows and daffodils. There was also the odd sheep and a very graphic image of the words 'Welsh Not' emerging from the jaws of a crocodile and a large bird with the words 'fi yw robin goch Cymru' (I am the robin red breast of Wales) flowing from its beak. The word 'ysgol' was also used by a number of children, implying the link between the Welsh language and the school setting.
- b) Children were also asked to respond to a set o statements. 52 children took part in this task but not all children responded to each statement, hence the variation in data outlined below.

#### Positive attitudes

<b>Total of pupils in both schools</b>	<b>52</b>	<b>100%</b>
<b>Rwy'n falch gallu siarad Cymraeg (I'm proud to speak Welsh)</b>	51	98%
<b>Mae'r Gymraeg yn bwysig i Gymru (The Welsh language is important to Wales)</b>	51	98%
<b>Mae'r Gymraeg yn bwysig yng Nghaerdydd (The Welsh language is important in Cardiff)</b>	48	94%

Mae'n cŵl siarad Cymraeg ( <i>Speaking Welsh is cool</i> )	49	94%
Mae'r Gymraeg yn bwysig i fi ( <i>Welsh is important to me</i> )	48	92%
Bydd siarad Cymraeg yn help i gael gwaith ( <i>Speaking Welsh will help with getting a job</i> )	48	92%
Hoffwn gael mwy o gyfle i siarad Cymraeg ( <i>I'd like more chances to speak Welsh</i> )	43	83%

### Negative attitudes

<b>Total of pupils in both schools</b>	<b>52</b>	<b>100%</b>
Sdim ots 'da fi am y Gymraeg ( <i>I'm not bothered about Welsh</i> )	7	14%
Dim ond athrawon sy'n siarad Cymraeg ( <i>Only teachers speak Welsh</i> )	5	10%
Mae siarad Cymraeg yn ddiflas ( <i>Speaking Welsh is boring</i> )	4	8%
Sdim pwynt siarad Cymraeg tu fas i'r ysgol ( <i>There's no point speaking Welsh outside school</i> )	4	8%
Hoffwn i anghofio'r Gymraeg ( <i>I'd like to forget about Welsh</i> )	4	8%
Dydw i ddim yn hoffi siarad Cymraeg ( <i>I don't like speaking Welsh</i> )	2	4%

To summarise, the initial data indicates that the majority of children taking part in the research live in English-speaking or mixed language households and lead predominantly bilingual lives outside school.

The qualitative data outlined in 3.1.4 above displays a largely positive perception of the Welsh language. But as already mentioned in 2.6 above, the bias in responses cannot be discounted in a classroom based, teacher led activity such as this.

## **3.2 Data gathered during Language Awareness programme**

### 3.2.1 Children's Evaluation of Language Awareness Programme

Pupils in School B completed an evaluation of each of the 5 sessions while pupils in School A completed an evaluation of the first two sessions only.

#### Sample responses:

## Session 1: Y Gymraeg Heddiw (The Welsh Language Today)

- a) *Beth oeddwn i yn ei hoffi am y wers / What I liked about the lesson, for example:*

*Dysgu sawl person sy'n siarad Cymraeg / Learning how many people speak Welsh.*

*Gwrando ar bawb yn dweud eu barn nhw / Listening to everyone's opinion.*

*Cefais i hwyl yn dewis pa luniau i drafod o flaen y dosbarth / I enjoyed choosing which pictures to discuss with my class.*

*Dysgu bod mwy o blant yn siarad Cymraeg yng Nghymru / Learning that more children speak Welsh in Wales.*

*Mwyheais i ddysgu am y Cyfrifiad ac am y Cynulliad / I enjoyed learning about the Census and about the Assembly.*

- b) *Beth nad oeddwn i yn ei hoffi am y wers / What I didn't like about the lesson, for example:*

*Dim byd / Nothing.*

*Wnes i ddim hoffi edrych ar y daflen / I didn't like looking at the sheet.*

*Wnes i ddim hoffi edrych a gweld pwy sy'n siarad Cymraeg yng Nghaerdydd / I didn't enjoy seeing who speaks Welsh in Cardiff.*

*Gwnes i ddim hoffi eistedd ar ein cadeiriadu am amser / I didn't enjoy sitting down such a lot.*

- c) *Beth rydw i wedi ei ddysgu o'r wers / What I have learned from the lesson, for example:*

*Dysgais i faint o bobl sy'n siarad Cymraeg yng Nghymru a Chaerdydd / I learned how many people speak Welsh in Wales and in Cardiff.*

*Dysgais i bod 508,000 yn siarad Cymraeg yn 1991 / I learned that 508,000 people spoke Welsh in 1991.*

*Roeddwn i wedi dysgu pethe nad o'n i'n gwybod am / I learned things I didn't know about.*

*Dysgais i bod nifer pobl sy'n siarad Cymraeg yn mynd lan / I learned that the number of Welsh speakers is going up.*

*Dysgais i fod mwy o blant yn siarad Cymraeg na pobl henach / I learned that more children speak Welsh than older people.*

## Session 2: Siarad Dwy iaith (Speaking Two Languages)

- a) *Beth oeddwn i yn ei hoffi am y wers / What I liked about the lesson, for example:*

*Hoffais i weld y bathodyn iaith gwaith / I liked seeing the Welsh at work badge.*

*Mwyheais i chwarae gêm efo'r cardiau / I enjoyed playing a game with the cards.*

*Mwyheais i weld beth oedd yn y sach a trafod hynny / I enjoyed seeing what was in the sack and discussing this.*

*Gwnes i mwynhau clywed bod doctoriaid a pobl yn siarad Cymraeg / I enjoyed hearing that doctors and people speak Welsh.*

*Roedd e'n ddiddorol trafod y ffeithiau amdan iaith gwaith – diolch! / It was interesting discussing the facts about iaith gwaith / the language of work – diolch!*

- b) *Beth nad oeddwn i yn ei hoffi am y wers / What I didn't like about the lesson, for example:*

*Dysgu am y bathodyn Cymraeg / Learning about the Welsh badge.*

*Aros i gael pâr yn y gêm / Waiting to have a pair in the game.*

- c) *Beth rydw i wedi ei ddysgu o'r wers / What I have learned from the lesson, for example:*

*Bod siarad dwy iaith yn gallu helpu cael job da / That speaking two languages can help you get a good job.*

*Bod dwy iaith yn helpu chi ddysgu iaith arall / Two languages can help you learn another language.*

*Os chi'n gallu siarad dwy iaith, byddwch chi'n cael mwy o ddewis / If you speak two languages you have more choice.*

*Roeddwn i wedi dysgu bod rhaid i chi siarad Cymraeg am lot o swyddi / I learned that you have to speak Welsh for lots of jobs.*

*Os rwy'n gweld rhywun efo'r bathodyn, rwy'n gallu siarad Cymraeg â nhw / If I see someone wearing the badge, I can speak Welsh to them.*

### Session 3: Taith y Gymraeg (A Brief History of the Language)

- a) *Beth oeddwn i yn ei hoffi am y wers / What I liked about the lesson, for example,*

*Hoffais i roi y cardiau mewn trefn a darllen nhw / I liked putting the cards in order and reading them.*

*Mwynheais i edrych ar y canrannau a gweld bod e wedi mynd lawr ac yn dechrau mynd lan / I enjoyed looking at the percentages and seeing that it (i.e. number of Welsh speakers) went down and is starting to go up.*

*Dysgu am y Welsh Not / Learning about the Welsh Not.*

*Dysgu am Saunders Lewis / Learning about Saunders Lewis.*

*Ffeindio pethe newydd am y Gymraeg a ffeindio mas y canran sy'n siarad Cymraeg bob 10 mlynedd / Finding new things about the language and finding out about the percentage speaking Welsh every 10 years.*

- b) *Beth nad oeddwn i yn ei hoffi am y wers / What I didn't like about the lesson, for example:*

*Pan oedd y tri dyn wedi dod a dweud fod y Gymraeg yn insult i blant / When the three men came and said that Welsh is an insult to children (i.e. Treachery of the Blue Books).*

*Wnes i ddim hoffi chwarae gêm / I didn't enjoy playing the game.*

- c) *Beth rydw i wedi ei ddysgu o'r wers / What I have learned from the lesson, for example:*

*Dysgais i sut mae'r Cyfrifiad wedi newid trwy y blynyddoedd a sut mae'r canran wedi newid / I learned how the Census has changed over the year and how the percentage has changed.*

*Bod tri dyn wedi dod o Lundain a dweud dim Cymraeg / That three men came from London and said no Welsh.*

*Yn 2001 fod y canran ddim wedi mynd lawr – oedd e wedi mynd lan / In 2001 the percentage didn't go down – it went up.*

*Dysgais i am Saunders Lewis yn dweud am y Gymraeg yn mynd i farw / I learned about Saunders Lewis saying that the Welsh language was going to die.*

*Dysgais i am Brad y Llyfrau Gleision / I learned about the Treachery of the Blue Books.*

#### Session 4: Cymru, Ewrop a'r Byd (Wales, Europe and the World)

- a) *Beth oeddwn i yn ei hoffi am y wers / What I liked about the lesson, for example:*

*Fe wnes i fwynhau gwranddo ar y stori All Blacks a'r pabi melyn / I enjoyed hearing the story about the All Blacks and the yellow poppy.*

*Mwynheais i wneud y cwis a meddwl am yr atebion / I enjoyed doing the quiz and thinking about the answers.*

*Hoffais i ddysgu bod 9 o bob 10 iaith yn mynd i farw yn y 100 mlynedd nesaf / I enjoyed learning that 9 out of 10 languages are going to die in the next 100 years.*

*Gwnes i fwynhau gweithio yn galed ac yn meddwl am atebion y cwis / I enjoyed working hard and finding answers to the quiz.*

- b) *Beth nad oeddwn i yn ei hoffi am y wers / What I didn't like about the lesson, for example:*

*Hoffais i popeth / I liked everything.*

*Hoffais i bron iawn popeth / I liked almost everything.*

*Eistedd am amser hir / Sitting for a long time.*

*Wnes i ddim hoffi colli yn y cwis / I didn't like losing in the quiz.*

- c) *Beth rydw i wedi ei ddysgu o'r wers / What I have learned from the lesson, for example:*

*Dysgais am y pabi melyn sy'n cynrychioli Cymru / I learned about the yellow poppy which represents Wales.*

*Dysgais i am iaith leiafrifol fel Llydaweg, Basgeg, Catalaneg, Maori a Gwyddeleg / I learned about minority languages like Breton, the Basque language, Maori and Irish.*

*Dysgais i bod 9 o bob 10 iaith yn mynd i farw. Mae'n rhaid i ni safio yr iaith Gymraeg / I learned that 9 out of every 10 languages is going to die. We must save the Welsh language.*

*Dysgais i bod yr iaith Gymraeg yn sefyll ar bwys iaith fawr / I learned that the Welsh language stands next to a big language.*

### 3.2.2 Children's Review of Learning – Session 5

In the last session, children were asked to review their learning by noting what they had learned on a set of leaf templates and using a set of acorn templates to identify the behavioural changes they may wish to make. (It was suggested that these were then used to create a project tree).

Below are sample responses; Appendix 11 includes a fuller set of statements.

#### What I have learned, for example:

Dysgais i fod yr iaith Gymraeg wedi cael amser drwg dros y blynyddoedd, e.e. y Welsh Not a Brad y Llyfrau Gleision.

*I learned that the Welsh language has had a tough time over the years, e.g. the Welsh Not and the Treachery of the Blue Books.*

Dysgais i fod dyn o'r enw Saunders Lewis wedi dweud yn 1963 os ydyn ni ddim yn gwneud rhywbeth mawr fod yr iaith Gymraeg yn mynd i farw.

*I learned that a man called Saunders Lewis said in 1963 that if we don't do something big the Welsh language will die.*

Dysgais i bod 9 allan o bob 10 iaith yn mynd i farw.

*I learned that 9 out of every 10 languages is going to die.*

Dysgais i fod yr iaith Gymraeg ddim yr unig iaith leiafrifol. Mae 'na ieithoedd lleiafrifol eraill ar draws y byd.

*I learned that Welsh isn't the only minority language. There are other minority languages across the world.*

Dysgais i os chi'n siarad dwy iaith byddwch chi'n cael mwy o ddewis.

*I learned that if you speak two languages you have more choice.*

What I would like to do differently now:

Ar ôl gwneud y prosiect rwy'n mynd i siarad Cymraeg gyda'r menywod cinio a helpu nhw gyda Cymraeg.

*After doing the project I'm going to speak Welsh with the dinner ladies and help them with Welsh.*

O hyn ymlaen rydw i am siarad Cymraeg gyda pobl sy'n gwisgo bathodyn iaith gwaith Cymraeg. Hefyd rydw i'n mynd i helpu fy nheulu siarad Cymraeg.

*From now on I'm going to speak Welsh with people who wear a Welsh at work badge. I'm also going to help my family speak Welsh.*

Ar ôl cymryd rhan yn y prosiect rwy'n mynd i siarad mwy o Gymraeg efo fy chwaer.

*After taking part in the project I'm going to speak more Welsh with my sister.*

Ar ôl cymryd rhan yn y prosiect byddaf yn siarad llawer mwy o Gymraeg gyda fy ffrindiau.

*After taking part in the project I'm going to speak a lot more Welsh with my friends.*

O hyn ymlaen rydw i am siarad mwy o Gymraeg yn yr ysgol a tu fas. Byddaf i'n helpu fy mrawd i ddeall mwy o Gymraeg.

*From now on I'm going to speak more Welsh in school and outside. I'll help my brother understand more Welsh.*

Rydw i am siarad fwy o Gymraeg achos mae'r iaith wedi cael bywyd anodd.

*I'm going to speak more Welsh because the language has had a hard life.*

Nawr rydw i am ddysgu fy mam i siarad Cymraeg.

*Now I'm going to teach my mother Welsh.*

School B filmed a group of children reflecting on what they had written on their leaves and acorns. This is how their teacher describes the session,

*“Mae'r fideos yn hyfryd – ymateb gwych gan y plant. Bwriadwn sôn am y prosiect y tymor nesaf o flaen y rhieni mewn gwasanaeth dosbarth. Bydd cyfle i'r plant actio rhai o'r cyfnodau. Hefyd bydd y plant yn llunio posteri nawr am y Gymraeg er mwyn eu dosbarthu o amgylch yr ysgol”*

(“The videos are lovely – an excellent response by the children. We intend presenting the project to parents in a class service next term. The children will, be able to act some of the periods they have learned about. The children are also going to prepare posters on the Welsh language to distribute around school.”)

A whole class presentation based on the project was delivered to parents in the New Year. This included a short dramatic presentation based on the history of the language and included children's perspectives on their learning.

### 3.2.3 Teacher's Evaluation of Language Awareness Programme

Both schools provided constructive feedback on the teaching and learning resources and made several useful suggestions about ways of developing these. For example:

- a) developing a project character to present some of the factual information in a more child-friendly way, e.g. the research data on the advantages of bilingualism;
- b) simplifying the contextual material / underpinning knowledge supplied as a reference for teachers;
- c) restructuring these contextual materials to produce a resource specifically designed for children;
- d) building into these materials a set of texts to help develop children's ability to research and discover new information for themselves – the project character could be central in this;
- e) producing more story based material, such as the story in Session 4;
- f) making use of more visual material as a learning stimulus, e.g. film clips;
- g) greater use of PowerPoint material to introduce new information and tasks.

Other specific suggestions were also made based on the experience of delivering the programme. For example, School A developed an additional activity in Session 1 asking children to produce a song, rap or advert based on their learning. School A also extended the quiz in Session 4 in response to the fact that children were up for the challenge and enjoying their learning.

3.2.4 In summary, children's evaluation of the Language Awareness programme suggests that it enabled them to acquire new factual information and offered a framework in which they were able to start contemplating their personal use of language, and start tentatively considering possible small-scale changes to their linguistic behaviour.

Teacher evaluation suggests that the Language Awareness approach holds the potential to enhance children's knowledge and awareness of issues affecting their language use. On a practical level, several suggestions were made about ways of firming up the resources so as to shift the focus from teacher based information sharing to pupil led research and self discovery.

## **3.3 Data gathered at end of research project**

### 3.3.1 Data gathered from children

Based on children's self assessment:

- a) 18 children (34%) said that they now speak more Welsh at home.  
(Additional data is available in Appendix 9, Table L)

b) 27 children (51%) said that they now speak more Welsh with school friends.  
(Additional data is available in Appendix 9, Table M)

c) 8 children (15%) said that they now speak more Welsh with other friends.  
(Additional data is available in Appendix 9, Table N)

d) 14 children (26%) said that they now speak more Welsh in clubs and after-school activities.  
(Additional data is available in Appendix 9, Table O)

### 3.3.2 Data gathered from parents

Based on parents' assessment:

a) 16 children (31%) now speak a little more Welsh at home and 1 child (2%) speaks much more Welsh at home.  
(Additional data is available in Appendix 9, Table H)

b) 14 children (29%) speak a little more Welsh with other family members and family friends.  
(Additional data is available in Appendix 9, Table I)

c) 11 children (22%) now speak a little more Welsh with friends and 2 children (4%) now speak much more Welsh with friends.  
(Additional data is available in Appendix 9, Table J)

d) 9 children (19%) now speak a little more Welsh in clubs and after-school activities and 1 child (2%) now speaks much more Welsh in clubs and after-school activities.  
(Additional data is available in Appendix 9, Table K)

### 3.3.3 Data gathered from teachers

a) School B stated that 7 children (27%) have switched from using Welsh with their peers 'most of the time' to speaking Welsh with peers 'all the time.' 1 pupil (4%) switched from using Welsh with peers 'sometimes' to doing so 'most of the time.'

b) No comparative data was available from School A.

(Additional data available in Appendix 9, Table G).

3.4 As expected, following a very short period of intervention, the highest percentages in each of the language use areas surveyed indicate 'no change' in children's Welsh language use. As stated in qualitative data received from School A,

*“Roedd rhai plant yn egluro bod siarad Saesneg yn naturiol iddynt a bod siarad Cymraeg yn gallu bod yn straen.”*

“A few children explained that speaking English is natural for them and that speaking Welsh can be a strain.”

To effect real change in the linguistic behaviour of these children may be far beyond the scope of an intervention such as this. Having said this, significant changes were seen in the language use of some children taking part in the project and these changes appear to be borne out in reports by children, parents and school, as seen in 3.3.1, 3.3.2 and 3.3.3 above.

3.5 Shifts also appear to have occurred in children's engagement with the language as seen in the data received from children themselves in 3.2.2 above. Supplementary data received from parents and teachers bears this out. Below is a sample of the end of project qualitative data received from parents.

**Parents' account of any changes seen in children's attitudes towards the Welsh language**

1. “She has become more positive and knowledgeable about our heritage / history. She will frequently talk about ‘the old days’ and it must have been awful not to speak Welsh in school. She has always been confident but appears prouder. Seems now to view Welsh as everyday language.”

2. *“Rydw i wedi sylwi bod fy mhleintyn wedi cymryd mwy o ddiddordeb yn y Gymraeg ac wedi dangos balchder yn y ffaith ei fod yn gallu deall Cymraeg.”*

“I've noticed that my child has taken more interest in the language and shows pride in the fact that he's able to understand Welsh.”

3. “X thinks that it is more important to speak Welsh when she can after being part of the project. She is happy to speak Welsh.”

4. “X speaks more about the history of the language and the importance of speaking it to ensure it doesn't die out.”

5. “X appears to be a bit more confident speaking Welsh and spoke a lot more to her grandpa this weekend in Welsh.”

6. "X now certainly feels and understands why it is an advantage to speak Welsh and also the importance as a whole of speaking other languages. He has also chosen to learn Spanish in school. He is certainly more confident to help his younger siblings."

7. "X does talk about what they have been learning in school."

## 4.0 Conclusion and Recommendations

4.1 The research set out to develop a new approach to developing Welsh language use amongst two groups of Year 5 pupils, testing the possible link between children's language use on the one hand and their enhanced language awareness and understanding of the factors effecting minority language use. This was done through the delivery of a Language Awareness teaching and learning programme. Triangulated data on children's Welsh language use and attitudes towards the language were gathered from children, parents and teachers at the start and finish of the project.

4.2 The initial data indicates that the majority of children taking part in the research live in English-speaking or mixed language households and lead predominantly bilingual lives outside school. The qualitative data received from children at the start of the project offers a largely positive perception of the Welsh language.

4.3 Children's evaluation of the Language Awareness programme suggests that it enabled them to acquire new factual information and offered a framework in which they were able to start contemplating their personal use of language, and to start tentatively considering how to make small-scale changes to their linguistic behaviour. Teacher evaluation indicates that the Language Awareness approach holds the potential to enhance children's knowledge and awareness of issues affecting their language use.

4.4. Comparison of data on language use and attitudes between the beginning and end of the project shows significant shifts in language use. For example, 27 children (51%) said that they now speak more Welsh with school friends; 18 children (34%) said that they now speak more Welsh at home; 14 children (26%) said that they now speak more Welsh in clubs and after-school activities. Parents reported that 16 children (31%) now speak a little more Welsh at home and 1 child (2%) speaks much more Welsh at home. Teacher data from School B stated that 7 children (27%) have switched from using Welsh with their peers 'most of the time' to speaking Welsh with peers 'all the time' and that 1 pupil (4%) switched from using Welsh with peers 'sometimes' to doing so 'most of the time.'<sup>4</sup> The quantitative data received from children, parents and teachers at the end of the project suggests that the Language Awareness education programme raised children's knowledge and awareness of issues relating to the Welsh language with a possible impact on their perceptions, intentions and linguistic behaviour, as seen in

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<sup>4</sup> No equivalent data was available from School A.

3.2.2. Ideally, an extended research period would have made it possible to assess the link between stated intentions and actual behaviour over a longer period of time and to test out more rigorously the improved outcomes referred to in 1.1.6.

**Recommendations:**

4.5 On the basis of this small scale and time limited project, the following recommendations are reached:

- a) The project has generated sufficient evidence of the potential of the Language Awareness approach to warrant discussion of its use with a wider audience of Welsh-medium education providers both in Cardiff and across Wales as a whole.
- b) Attention should therefore be given to how best to share information about the project and its future application with relevant personnel in DCELLS, *Estyn* and local education authorities, for example.
- c) To further develop use of the Language Awareness approach in primary and secondary education, attention should be given to the recommendations made by both teachers involved in this project regarding the need for child-centred resources focused on pupil led research and self discovery in the classroom.
- d) To maximise the potential of the Language Awareness approach, attention should be given to ways of integrating the programme within the current curricular requirements which relate to schools in Wales.
- e) Building on this project through a more extensive and sustained research programme would offer a way to test and further develop these early findings.

Appendix 1

**PROSIECT GWRAIDD AC ADENYDD**

**Rhan 1**

Enw'r Plentyn .....

Rhif .....

Dyma llyfryn i ti gael bod yn rhan o'r prosiect Gwraidd ac Adenydd. Mae e'n brosiect newydd sbon ac mae'r ysgol yn falch ein bod ni'n cymryd rhan ynddo.

Mae'r ysgol yn gweithio gyda chwmni o'r enw 'IAITH: y ganolfan cynllunio iaith'. Drwy'r prosiect, mae IAITH yn gobeithio dysgu sut mae plant yng Nghaerdydd yn teimlo am y Gymraeg a sut maen nhw'n defnyddio'r Gymraeg yn eu bywyd bob dydd.

Dyma'r syniad ...

Cyn hanner tymor, bydd pawb yn y dosbarth yn dweud sut maen nhw'n teimlo am y Gymraeg a ble a phryd fyddwch chi'n siarad Cymraeg.

Yna, ar ôl hanner tymor fe fyddwn ni'n gwneud gwaith yn y dosbarth i ddysgu ychydig mwy am y Gymraeg.

Fe fyddwn ni'n dysgu am y Gymraeg ddoe a heddiw, ac yn dysgu am bobl eraill fel ni sy'n siarad mwy nag un iaith. Fe fyddwn ni'n dysgu hefyd sut mae siarad mwy nag un iaith yn gallu ein helpu ni.

Wedyn, ar ôl gwyliau Nadolig, fe fyddi di'n cael cyfle i ddweud eto sut wyt ti'n teimlo am y Gymraeg ac yn gwneud ychydig bach mwy o waith yn dweud ble a phryd wyt ti'n siarad Cymraeg.

I gymryd rhan yn y prosiect, yr unig beth sydd eisiau i ti ei wneud ydy llenwi'r blwch a mynd â llyfryn bach arall adref gyda ti i dy deulu.

Rydw i'n hapus cymryd rhan yn y prosiect.

Enw:

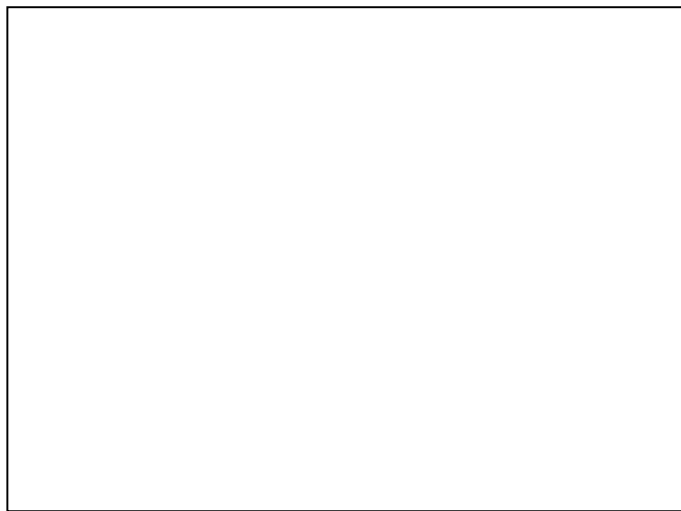
Dyddiad:

## Dyma fi ...

Fy enw: \_\_\_\_\_

Fy oed: \_\_\_\_\_

**Dyma fi mewn llun – tynna lun bach ohonot ti dy hun yn y blwch.**



**Dyma fi mewn geiriau – ysgrifenna ychydig amdanat ti dy hun.  
Beth wyt ti'n hoffi ei wneud yn yr ysgol? Pwy yw dy ffrindiau di?  
Beth wyt ti'n ei wneud ar ôl ysgol ac ar y pen wythnos?**

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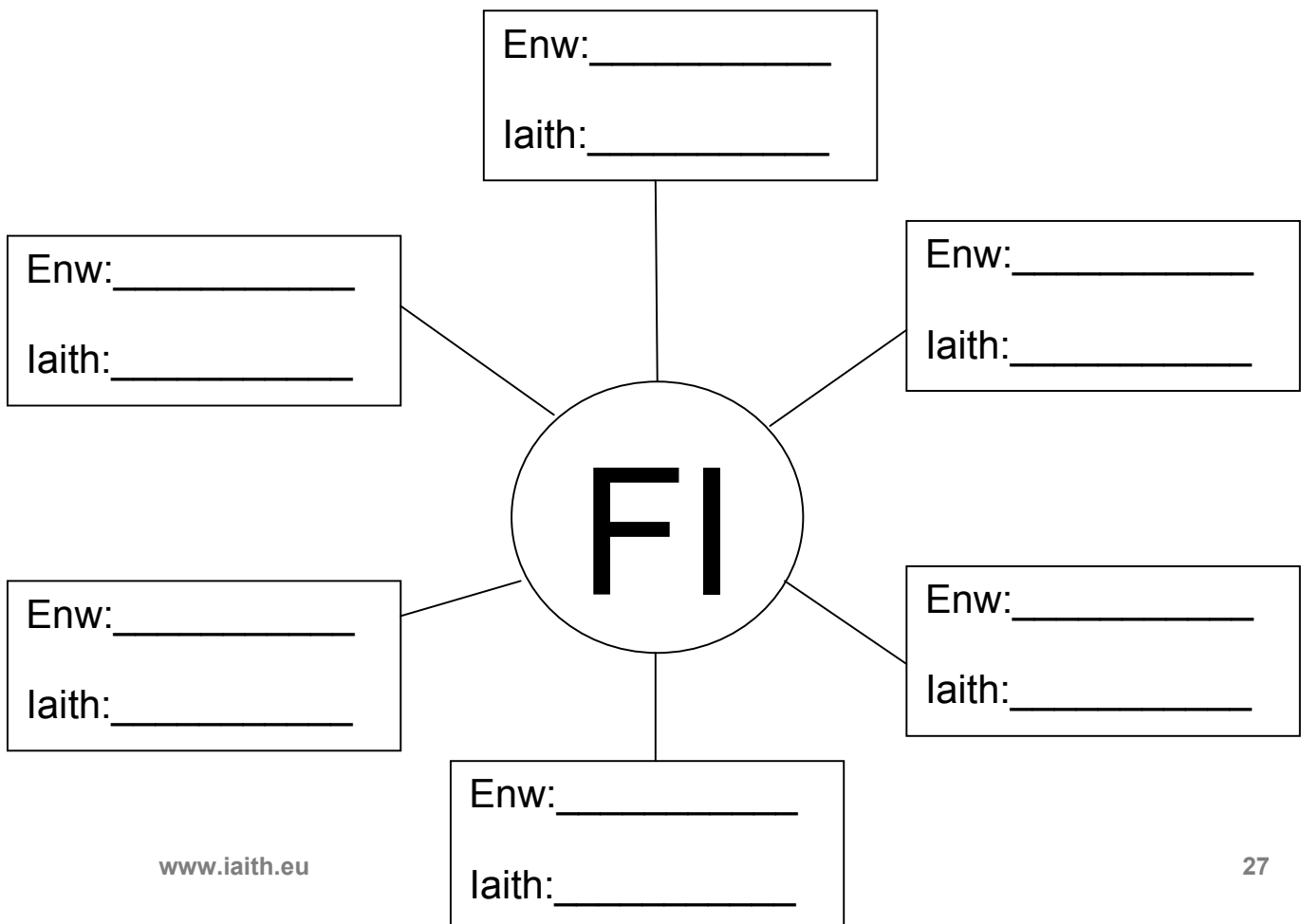
## Pa iaith? Cymraeg, Saesneg a ieithoedd eraill

Pa iaith wyt ti'n ei siarad:

- gyda ffrindiau yn yr ysgol
- gyda ffrindiau eraill (sy'n byw ar yr un stryd â ti, er enghraifft)
- gyda'r teulu gartref
- mewn clwb neu mewn gwersi tu fas i'r ysgol

Defnyddia'r diagramau i ddangos a wyt ti'n siarad .... Cymraeg, Saesneg, iaith arall? Os wyt ti'n siarad mwy nag un iaith gyda rhywun, plis dangos hynny.

Pa iaith wyt ti'n ei siarad **gyda ffrindiau yn yr ysgol?**



Pa iaith wyt ti'n ei siarad **gyda ffrindiau eraill?**

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Pa iaith wyt ti'n ei siarad **gyda'r teulu gartref?**

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

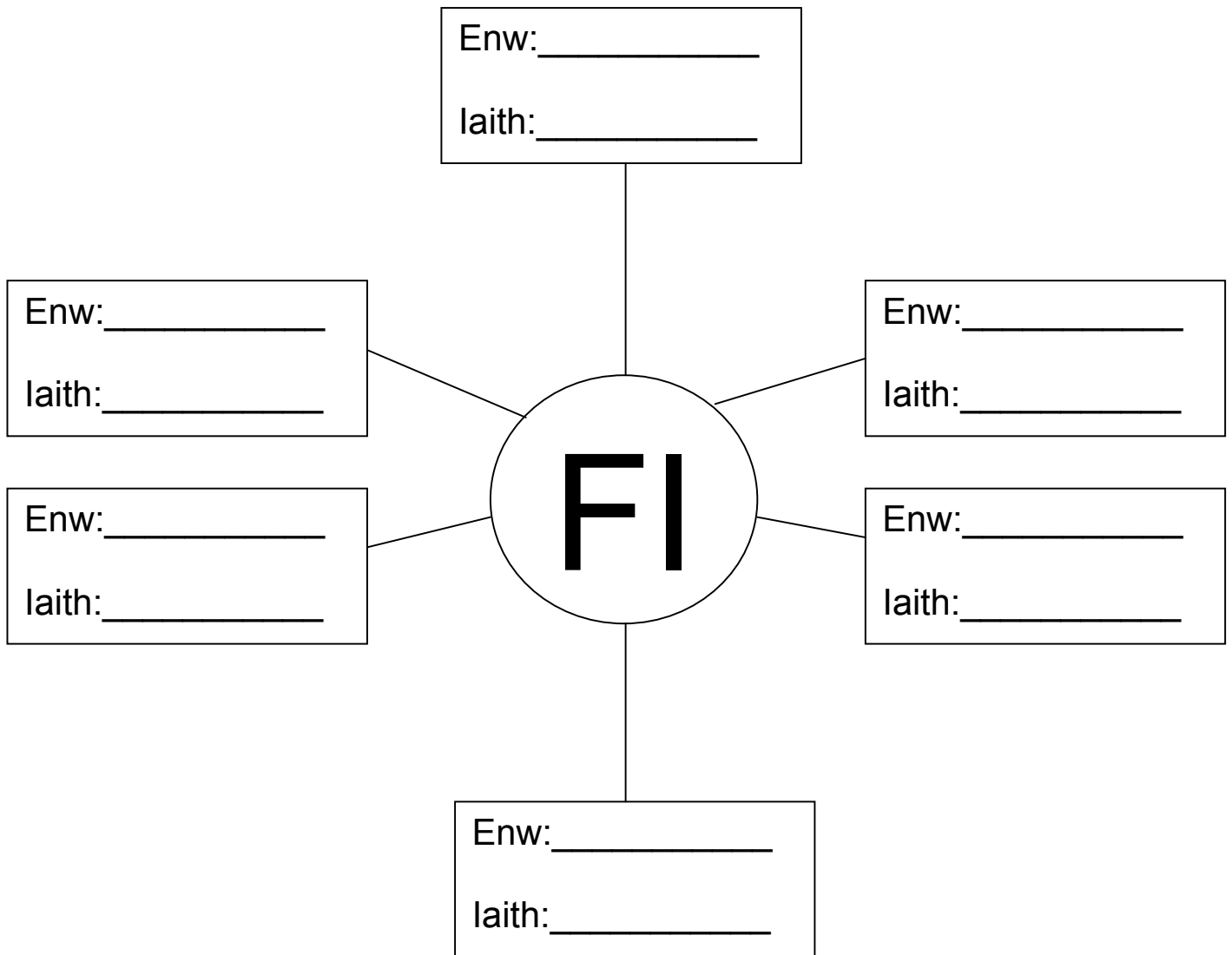
Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

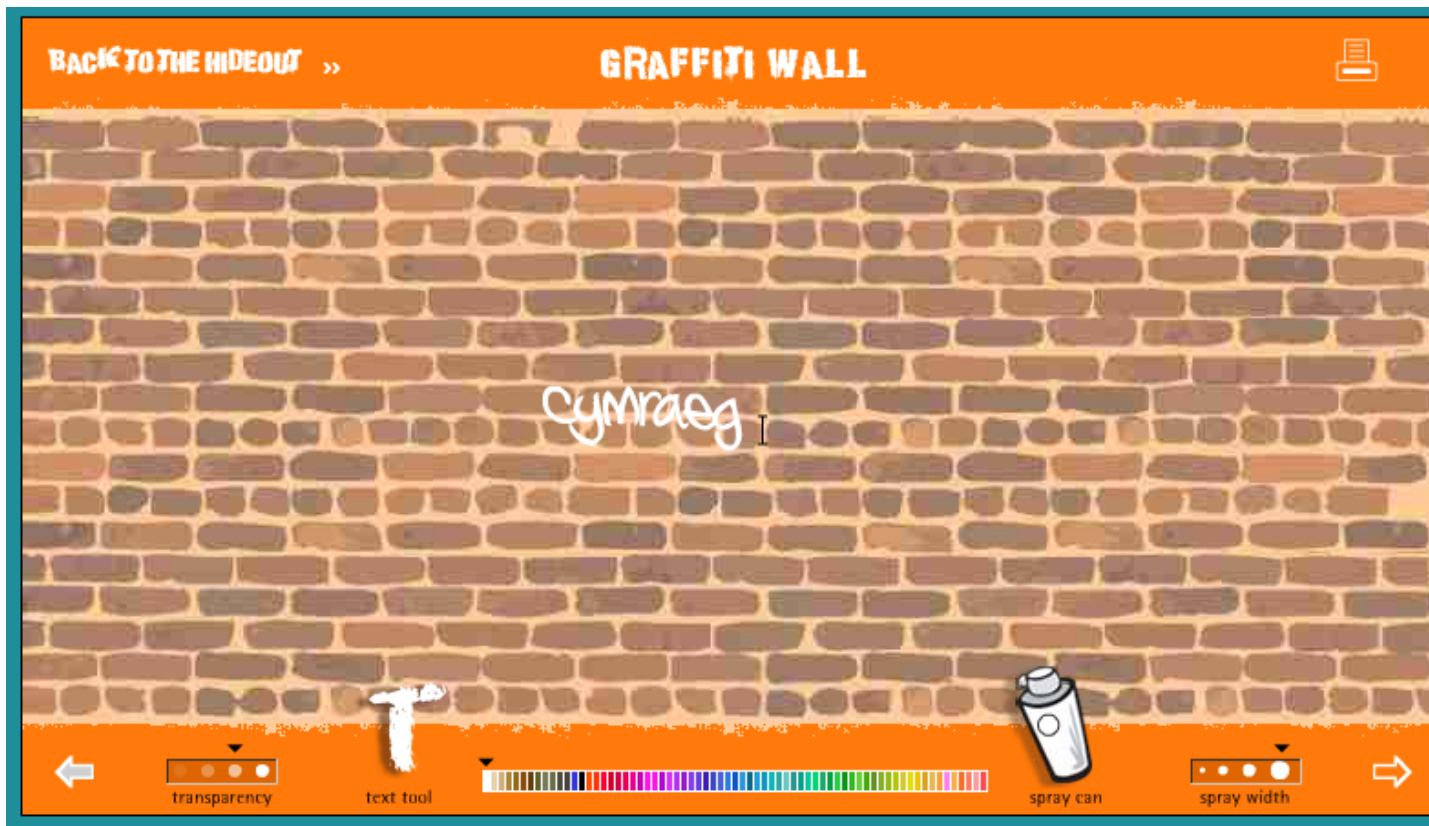
Pa iaith wyt ti'n ei siarad **mewn clwb neu mewn gwersi tu fas i'r ysgol?**



# Y Gymraeg a Fi – Rhan 1



Cyfle i wneud graffiti!

Gwna lun neu ysgrifenna beth bynnag sy'n dod i dy feddwl wrth edrych ar y wal.



## Y Gymraeg a Fi – Rhan 2

Dyma beth mae rhai pobl yn ei ddweud am y Gymraeg. Rho dic (✓) i ddangos a wyt ti'n cytuno neu beidio?

	Cytuno 	Ddim yn cytuno 
Rwy'n falch gallu siarad Cymraeg		
'Sdim pwynt siarad Cymraeg tu fas i'r ysgol		
Mae'r Gymraeg yn bwysig yng Nghaerdydd		
Mae siarad Cymraeg yn ddiflas		
Hoffwn i gael mwy o gyfle i siarad Cymraeg		
Dim ond athrawon sy'n siarad Cymraeg		
Mae'n cŵl siarad Cymraeg		
Mae'r Gymraeg yn bwysig i fi		
Dydw i ddim yn hoffi siarad Cymraeg		
Bydd siarad Cymraeg yn help i gael gwaith ar ôl gadael ysgol		
'Sdim ots 'da fi am y Gymraeg		
Mae'r Gymraeg yn bwysig i Gymru		
Hoffwn i anghofio'r Gymraeg		

## **Beth nesaf?**

**Nawr, bydd y gwaith rwyd ti wedi ei wneud yn cael ei anfon at y tîm yn IAITH. Maen nhw'n dweud DIOLCH!**

**Byddan nhw yn edrych ar bopeth rwyd ti wedi ei ysgrifennu ac yn cadw'r cyfan yn saff. Fyddan nhw ddim yn dweud wrth neb beth rwyd ti wedi ei ddweud.**

**Ar ôl hanner tymor byddwn ni'n gwneud mwy o waith ar y prosiect ac yn dysgu ychydig mwy am y Gymraeg.**

Appendix 2



**y ganolfan cynllunio iaith**  
welsh centre for language planning

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**PROSIECT GWRAIDD AC ADENYDD**

**Gwybodaeth i Rieni**

**ROOTS AND WINGS PROJECT**

**Information for Parents**

Enw'r Plentyn  
Child's Name

.....

Rhif / Number

.....

## Cyflwyniad i'r Prosiect

### Y Cefndir:

Mae'r ysgol yn rhan o brosiect Gwraidd ac Adenydd, prosiect newydd sbon sy'n cael ei gyllido gan gynllun o'r enw *Cymorth*, trwy Bartneriaeth Plant a Phobl Ifanc Caerdydd. Mae'r prosiect yn cael ei redeg ar y cyd rhwng yr ysgol a thîm o ymchwilwyr o 'IAITH: y ganolfan cynllunio iaith'.

Mae gan IAITH brofiad helaeth yn cyflwyno'r hyn sy'n cael ei alw yn 'Hyfforddiant Ymwybyddiaeth iaith'. Nod yr hyfforddiant hwnnw yw rhoi cyfle i bobl dderbyn gwybodaeth am y Gymraeg, ystyried eu hagweddau tuag ati a meddwl sut y gallan nhw ddefnyddio neu gefnogi'r iaith yn eu bywyd bob dydd.

"Mae profiad yn dangos fod y dull yma'n gweithio," meddai Elaine Davies, un o'r tîm ymchwil. "Wrth i bobl ddod i wybod mwy am y Gymraeg, am ei hanes a'i sefyllfa erbyn hyn, rydyn ni'n gweld shifft yn eu hagweddau nhw ac yn eu paroddrwydd i ddefnyddio neu gefnogi'r iaith."

### Y Prosiect:

Bwriad y prosiect hwn yw gweld i ba raddau y gall egwyddorion a dulliau Ymwybyddiaeth iaith fod yn berthnasol wrth weithio gyda phlant oed cynradd. Yn bwysicach na dim, y bwriad yw gweld a yw'n ddull y gellir ei ddefnyddio i ysbrydoli plant a'u hannog i ddefnyddio'r Gymraeg y tu allan i'r ysgol yn eu bywyd bob dydd.

Felly bydd y tîm prosiect yn gweithio gyda dwy ysgol gynradd yng Nghaerdydd ac yn dysgu sut mae dau ddosbarth o blant Blwyddyn 5 yn teimlo am y Gymraeg a sut maen nhw'n defnyddio'r Gymraeg yn eu bywyd bob dydd.

Cyn hanner tymor, bydd y plant yn gwneud ychydig o waith yn y dosbarth yn meddwl am eu hagweddau at y Gymraeg ac yn cofnodi ble a phryd y maen nhw'n siarad Cymraeg. Fe fyddan nhw'n gwneud hynny gan ddilyn cyfres o dasgau byr sydd wedi cael eu paratoi gan IAITH.

Yna, ar ôl hanner tymor bydd cyfle i wneud gwaith pellach yn y dosbarth i ddysgu ychydig mwy am y Gymraeg. Bydd yr athro yn defnyddio adnoddau newydd, pwrpasol i gyflwyno gwybodaeth am y Gymraeg ddoe a heddiw; i drafod rhai ffeithiau am ddwyieithrwydd a manteision siarad dwy neu fwy o ieithoedd, ac i ystyried y Gymraeg mewn cyd-destun byd-eang.

Yna, yn y flwyddyn newydd, bydd y tîm ymchwil yn dychwelyd i'r ysgol i wneud gwaith pellach yn mesur agweddau ac arferion iaith y plant. Bydd modd gweld yr adeg honno i ba raddau y bydd y rhaglen sy'n cael ei chyflwyno dros y mis neu ddau nesaf wedi cael effaith ar agweddau ac arferion y plant o safbwynt y Gymraeg.

Ar ddiwedd y prosiect, bydd y tîm ymchwil yn paratoi adroddiad yn crynhoi prif elfennau a chasgliadau'r gwaith. Trwy gydol y prosiect, cedwir y data fydd yn cael ei chasglu yn hollol gyfrinachol ac ni fydd enw na manylion personol eich plentyn yn cael eu defnyddio ar unrhyw adeg.

Yn olaf, byddem yn ddiolchgar pe bai modd i chi

- a) dreulio 10 – 15 munud yn ymateb i'r cwestiynau dros y dudalen a
- b) rhoi eich caniatâd i'ch plentyn gymryd rhan yn y prosiect ymchwil trwy lofnodi'r blwch isod.

Rydw i'n caniatáu i ..... gymryd rhan yn y prosiect.

Llofnod:

Dyddiad:

Ar ôl lofnodi a llenwi'r holiadur, dychwelwch y llyfryn hwn i'r ysgol erbyn dydd Gwener, Hydref 22, os gwelwch yn dda.

## Holiadur i Rieni

Er mwyn cael darlun mor llawn â phosib o arferion iaith ac agweddau eich plentyn at y Gymraeg, byddem yn ddiolchgar pe bai modd i chi dreulio ychydig o amser yn ymateb i'r cwestiynau canlynol.

### 1. Yr ieithoedd y mae eich plentyn yn eu siarad

Rhowch dic (✓) yn y blychau perthnasol os gwelwch yn dda.

Pa ieithoedd mae eich plentyn yn eu siarad **yn y cartref**?

- Cymraeg yn unig
- Saesneg yn unig
- Cymraeg a Saesneg
- Iaith arall (nodwch pa iaith, os gwelwch yn dda) .....
- Iaith arall yn ogystal â Chymraeg
- Iaith arall yn ogystal â Saesneg
- Iaith arall yn ogystal â Chymraeg a Saesneg

Pa ieithoedd mae eich plentyn yn eu siarad **gydag aelodau eraill y teulu a ffrindiau i'r teulu**?

- Cymraeg yn unig
- Saesneg yn unig
- Cymraeg a Saesneg
- Iaith arall (nodwch pa iaith, os gwelwch yn dda) .....
- Iaith arall yn ogystal â Chymraeg
- Iaith arall yn ogystal â Saesneg
- Iaith arall yn ogystal â Chymraeg a Saesneg

Pa ieithoedd mae eich plentyn yn eu siarad **gyda ffrindiau**?

- Cymraeg yn unig
- Saesneg yn unig
- Cymraeg a Saesneg
- Iaith arall (nodwch pa iaith, os gwelwch yn dda) .....
- Iaith arall yn ogystal â Chymraeg
- Iaith arall yn ogystal â Saesneg
- Iaith arall yn ogystal â Chymraeg a Saesneg

Pa ieithoedd mae eich plentyn yn eu siarad **mewn clybiau, gwersi wedi ysgol, neu mewn gweithgareddau eraill?**

- Cymraeg yn unig
- Saesneg yn unig
- Cymraeg a Saesneg
- Iaith arall (nodwch pa iaith, os gwelwch yn dda) .....
- Iaith arall yn ogystal â Chymraeg
- Iaith arall yn ogystal â Saesneg
- Iaith arall yn ogystal â Chymraeg a Saesneg

## 2. Cymraeg yn y teulu

Os ydy aelodau eraill y teulu yn siarad Cymraeg, nodwch os gwelwch yn dda, pwy yn y teulu sy'n siarad Cymraeg, ac â phwy o'r rheiny y mae eich plentyn yn siarad Cymraeg.

Rhowch dic (✓) yn y colofnau priodol, os gwelwch yn dda.

Perthynas	Yn siarad Cymraeg	Plentyn yn siarad Cymraeg â'r person yma
Mam		
Tad		
Brawd		
Chwaer		
Mam-gu (ochr y fam)		
Tad-cu (ochr y fam)		
Mam-gu (ochr y tad)		
Tad-cu (ochr y tad)		
Arall (nodwch y berthynas os gwelwch yn dda)		

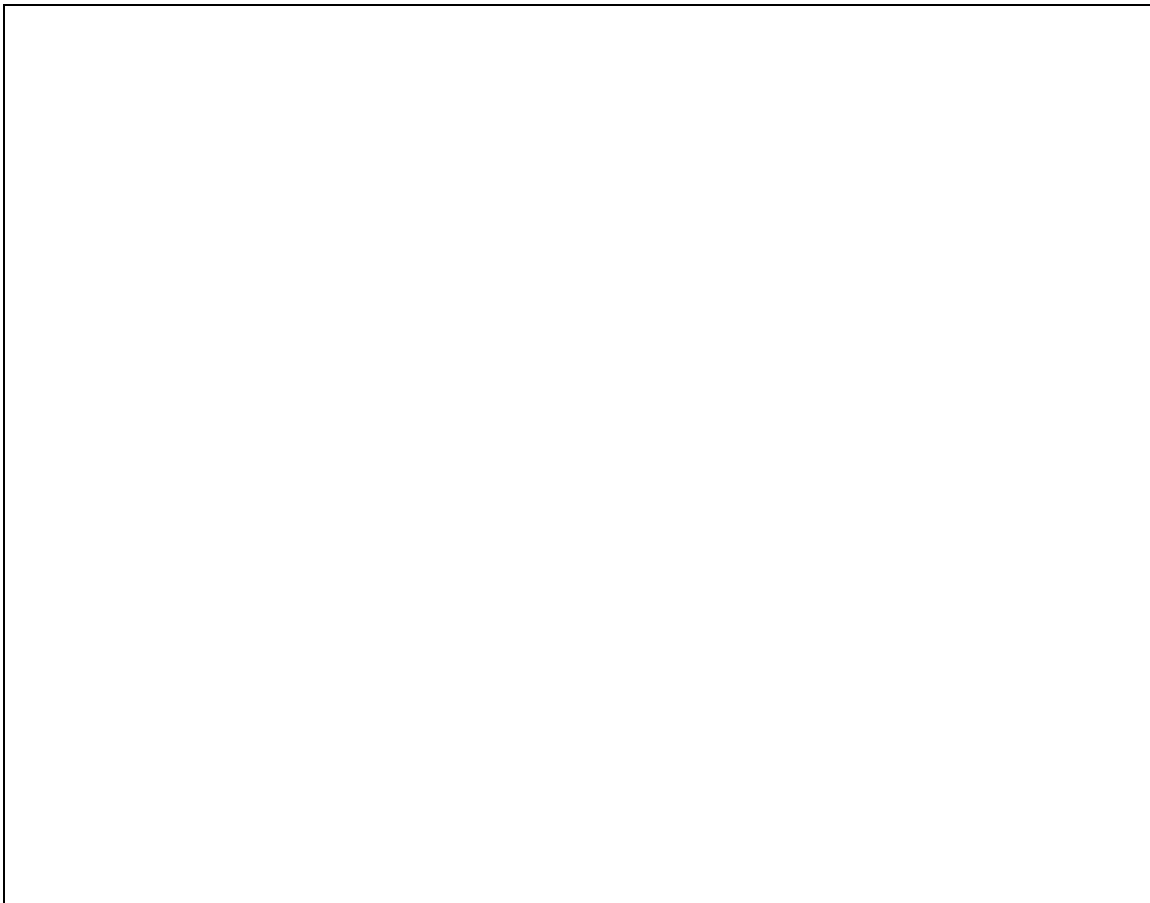
### 3. Agweddau at y Gymraeg

Defnyddiwch y blwch isod os gwelwch yn dda i ddweud ychydig am agweddau eich plentyn at y Gymraeg.

Er enghraifft,

- Sut mae eich plentyn yn teimlo am siarad Cymraeg – yn hapus, hyderus, balch, nerfus, difater, pryderus .... ?
- Sut mae eich plentyn yn gweld y Gymraeg – fel iaith bob dydd, iaith ysgol, iaith y dosbarth .... ?

Croeso i chi roi unrhyw wybodaeth arall a all fod yn help i ddisgrifio agwedd eich plentyn at y Gymraeg a sut y mae'n teimlo am ei defnyddio.



Diolch yn fawr iawn

## Introduction to the Project

### **Background:**

The school is taking part in a new project called Roots and Wings, an initiative funded by the *Cymorth* scheme, as part of the Cardiff Children and Young People's Partnership. It is being developed jointly by the school and a team of researchers from 'IAITH: the Welsh centre for language planning.'

IAITH has considerable experience in the delivery of what is called 'Language Awareness Training.' This training offers people an opportunity to learn about the Welsh language, to consider their attitudes towards it and to think how best they can use or support the language in their everyday lives.

"Experience shows that it's an approach which really works," says Elaine Davies, a member of the research team. "As people learn more about the Welsh language and get to know more about its history and its current position, we see a real shift in their attitudes and their readiness to use or support the language."

### **The Project:**

The aim of this project is to consider to what extent the principles and approach of Language Awareness may be adopted in work with children of primary school age. Most importantly, the project aims to see whether Language Awareness offers an approach which can be used to inspire children and to support their use of Welsh outside of school, in their everyday lives.

The project team intends working with two primary schools in Cardiff and they hope to learn how pupils in two Year 5 classes feel about the Welsh language and how they use the language from day to day.

In the run-up to half term pupils will do some work in class reflecting on their attitudes towards the Welsh language and recording information about where and when they speak Welsh. This will be done using a series of short tasks prepared by IAITH.

Immediately after half term there will be an opportunity to do further work in class, learning more about the Welsh language. Using newly designed teaching resources, teachers in both schools will share information about some of the history of the Welsh language and its position today. They will also promote discussion about some of the things which we know about bilingualism and the advantages of speaking two or more languages, and will look at the place of the Welsh language in the wider, global context.

The research team will return in the new year to do a further piece of work measuring children's attitudes and use of the language. It will then be possible to identify to what extent the programme being delivered over the next month or two will have had an impact on children's attitudes and use of Welsh.

During the final stage of the project the research team will produce a report bringing together the main strands of the project and its findings. Throughout, the data collected will be handled confidentially and at no time will your child's name or personal details be used.

Finally, we would be grateful if you could:

- a) spend 10 – 15 minutes responding to the questions overleaf and
- b) consent to your child taking part in the research project by signing below.

I consent to .....taking part in the project.

Signature:

Date:

After signing the consent box and completing the questionnaire, please return the booklet to school by Friday, October 22.

## Parents' Questionnaire

To have as full a picture as possible of your child's use of Welsh and her / his attitudes towards the language, we would be grateful if you could spend a little time responding to the following questions.

### 1. The languages which your child speaks

Please tick (✓) the appropriate boxes.

Which language(s) does your child speak **at home**?

- Welsh only
- English only
- Welsh and English
- Another language (please state which language) .....
- Another language as well as Welsh
- Another language as well as English
- Another language as well as Welsh and English

Which language(s) does your child speak **with other family members and family friends**?

- Welsh only
- English only
- Welsh and English
- Another language (please state which language) .....
- Another language as well as Welsh
- Another language as well as English
- Another language as well as Welsh and English

Which language(s) does your child speak **with friends**?

- Welsh only
- English only
- Welsh and English
- Another language (please state which language) .....
- Another language as well as Welsh
- Another language as well as English
- Another language as well as Welsh and English

Which language(s) does your child speak **in clubs, lessons after school, or other activities?**

- Welsh only
- English only
- Welsh and English
- Another language (please state which language) .....
- Another language as well as Welsh
- Another language as well as English
- Another language as well as Welsh and English

## 2. Welsh in the family

If other family members speak Welsh, please identify who speaks Welsh in the family, and with which of these your child speaks Welsh.

Please tick (✓) the appropriate columns.

Relationship	Speaks Welsh	Child speaks Welsh with this person
Mother		
Father		
Brother		
Sister		
Maternal grandmother		
Maternal grandfather		
Paternal grandmother		
Paternal grandfather		
Other (please state relationship)		

### 3. Attitudes towards the Welsh language

Please use the following space to describe briefly your child's attitudes towards the Welsh language.

For example,

- How does your child feel about speaking Welsh – happy, confident, proud, nervous, indifferent, anxious .... ?
- How does your child view the Welsh language – as her / his everyday language, the language of school, the language of the classroom .... ?

Please feel free to add any information which may help describe your child's attitude towards Welsh and the way she / he feels about using the language.

Diolch yn fawr iawn.

### Appendix 3

## Prosiect Gwraidd ac Adenydd Holiadur Athro

Enw'r Plentyn: .....

Rhif y Plentyn: .....

### 1. Iaith y teulu:

- Teulu Cymraeg ei iaith (rhieni yn siarad Cymraeg)
- Teulu cymysg ei iaith (un rhiant yn siarad Cymraeg)
- Teulu di-Gymraeg (dim Cymraeg ar yr aelwyd)
- Teulu yn siarad iaith arall (heblaw Cymraeg / Saesneg)

### 2. Defnydd iaith yn y dosbarth:

a) Mae ..... yn defnyddio Cymraeg â fi:

- Bob amser
- Ar y cyfan
- Weithiau (rhaid annog defnydd yn gyson)
- Byth

b) Mae ..... yn defnyddio Cymraeg â chyfoedion yn y dosbarth:

- Bob amser
- Ar y cyfan

Weithiau

Byth

**3. Os gwelwch yn dda, defnyddiwch y blwch isod i ychwanegu:**

- a) unrhyw wybodaeth arall am batrymau neu arferion y plentyn o safbwynt **defnyddio'r** Gymraeg yn yr ysgol, ac
- b) unrhyw wybodaeth am **agweddau'r** plentyn at y Gymraeg

**Diolch yn fawr iawn**

Appendix 4

**PROSIECT GWRAIDD AC ADENYDD**

**Rhan 2**

Enw'r Plentyn .....

Rhif .....

Diolch i ti am gymryd rhan yn y prosiect yma. Dwi'n gobeithio'n fawr y gwnei di fwynhau gwneud y gwaith.

Wrth i ti wneud y gwaith gyda dy athro yn y dosbarth, mi fydda i eisiau gwybod

- beth rwyd ti'n ei fwynhau
- beth nag wyt ti yn ei hoffi, a
- beth rwyd ti'n ei ddysgu bob tro

Diolch!

## 1: Y Gymraeg Heddiw

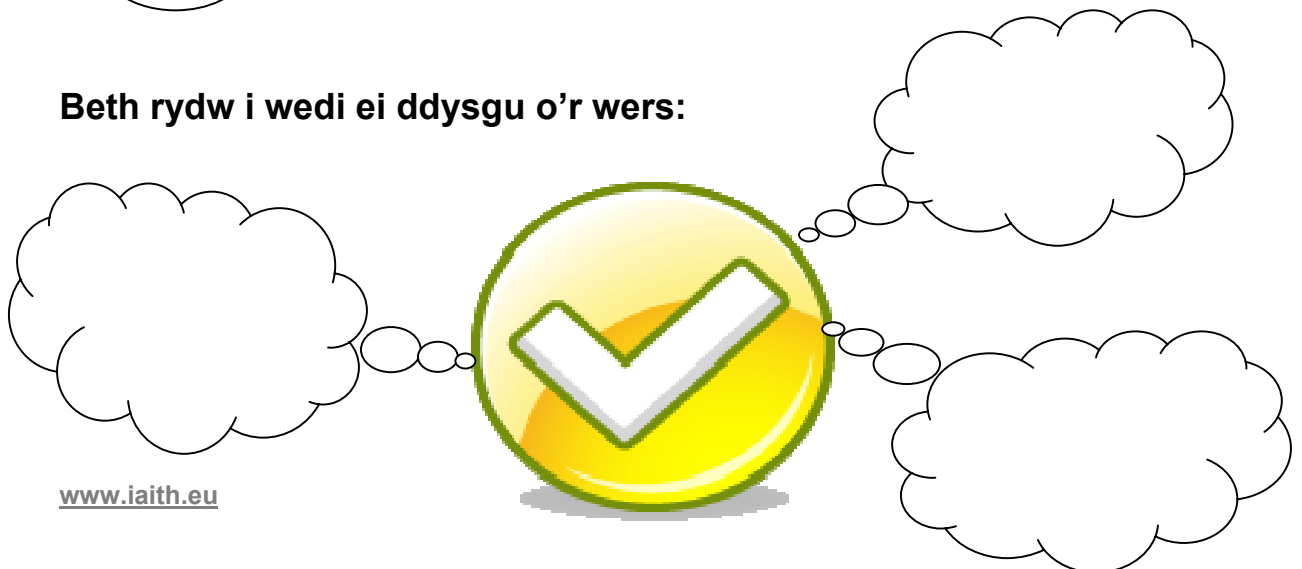
**Beth oeddwn i yn ei hoffi am y wers:**



**Beth nad oeddwn i yn ei hoffi am y wers:**



**Beth rydw i wedi ei ddysgu o'r wers:**



## 2: Siarad Dwy Iaith

**Beth oeddwn i yn ei hoffi am y wers:**



**Beth nad oeddwn i yn ei hoffi am y wers:**

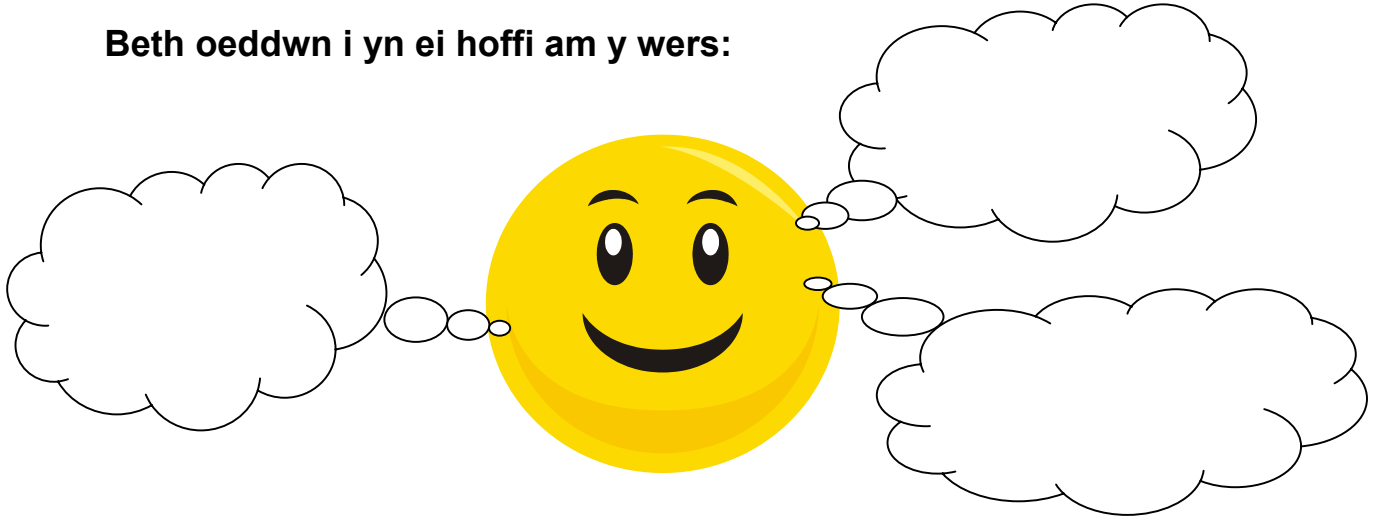


**Beth rydw i wedi ei ddysgu o'r wers:**

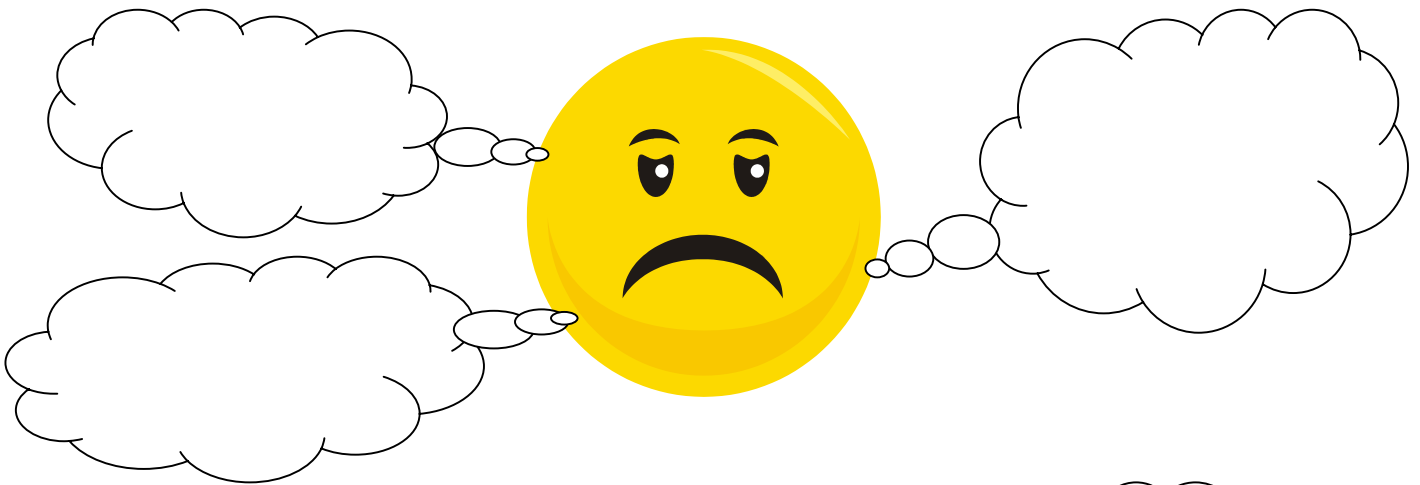


### 3: Taith y Gymraeg

**Beth oeddwn i yn ei hoffi am y wers:**



**Beth nad oeddwn i yn ei hoffi am y wers:**

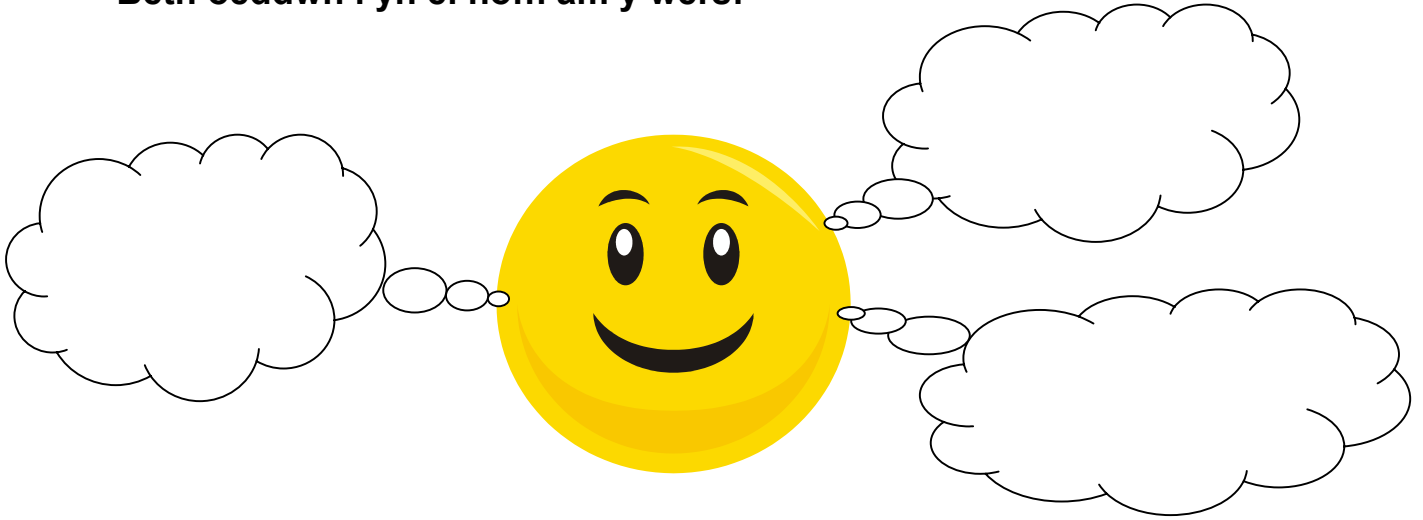


**Beth rydw i wedi ei ddysgu o'r wers:**

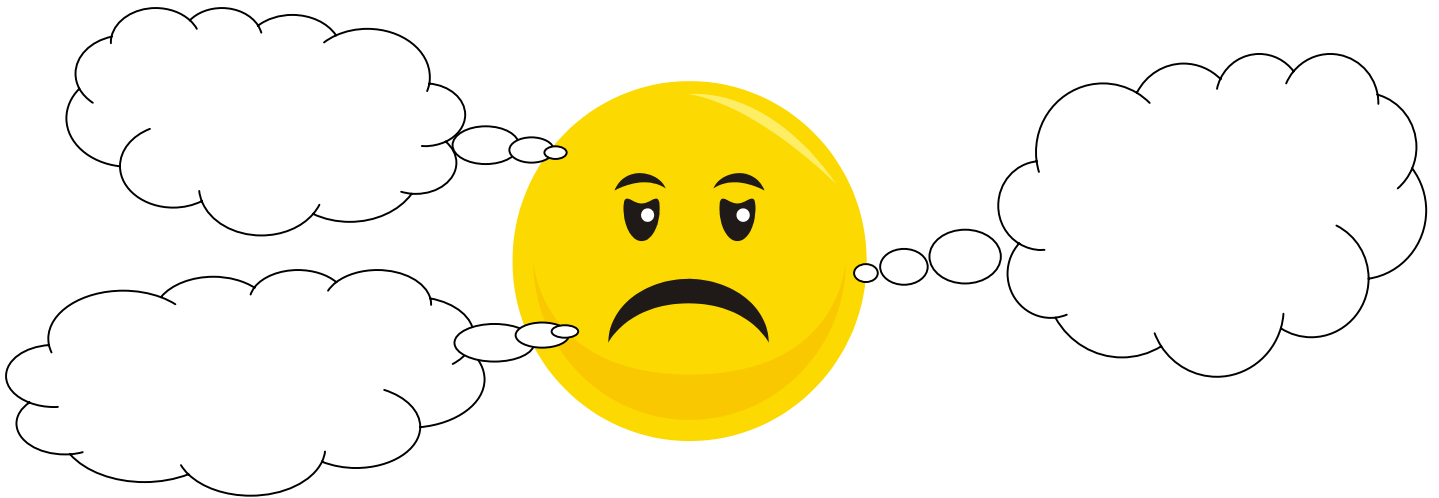


#### 4: Cymru, Ewrop a'r Byd

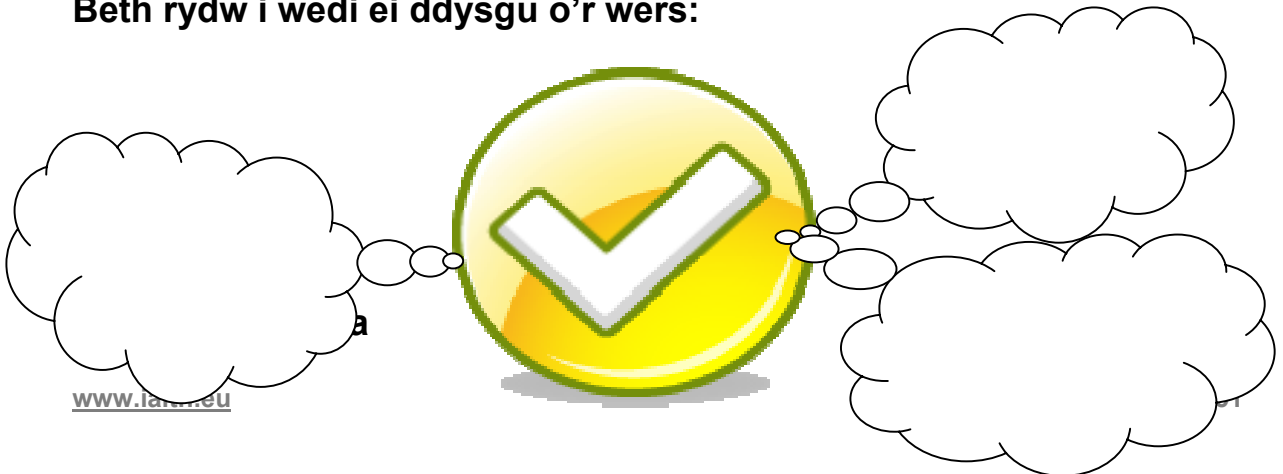
**Beth oeddwn i yn ei hoffi am y wers:**



**Beth nad oeddwn i yn ei hoffi am y wers:**



**Beth rydw i wedi ei ddysgu o'r wers:**

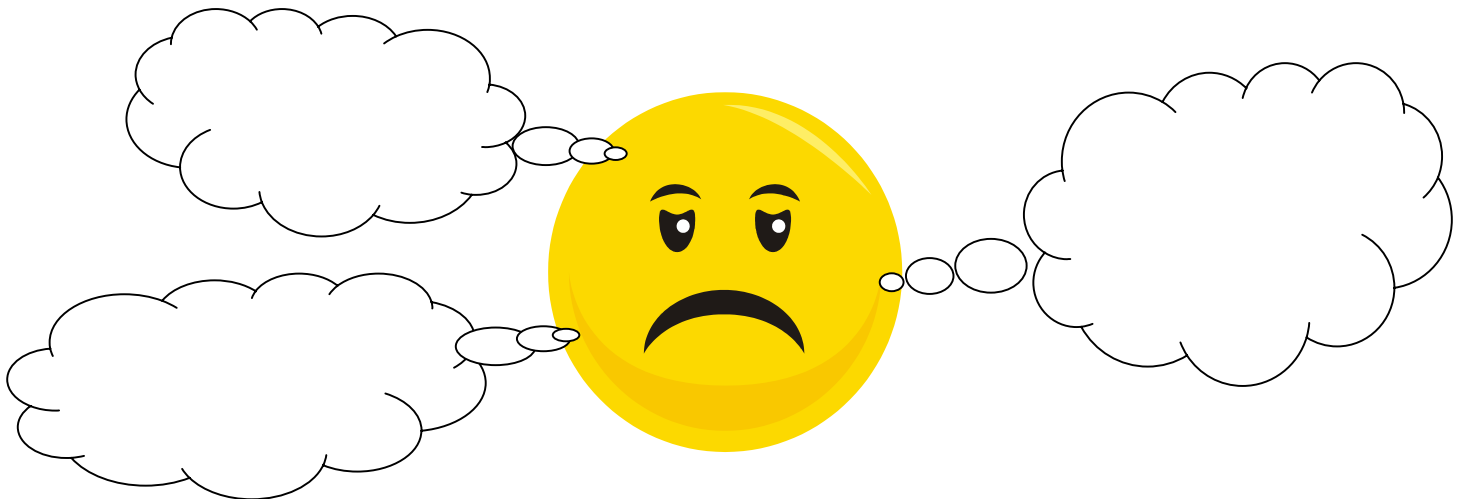


**5: Y Gymraeg a fi**

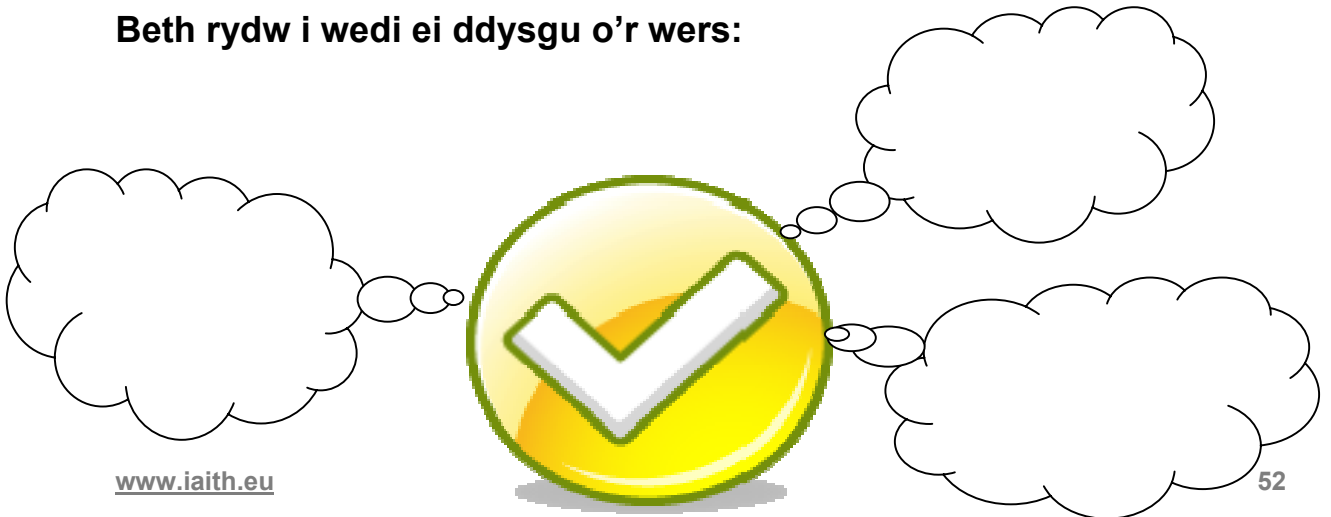
**Beth oeddwn i yn ei hoffi am y wers:**



**Beth nad oeddwn i yn ei hoffi am y wers:**



**Beth rydw i wedi ei ddysgu o'r wers:**



Appendix 5



**y ganolfan cynllunio iaith**  
welsh centre for language planning

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**PROSIECT GWRAIDD AC ADENYDD**

**Cofnod yr Athro**

## **Gair yn sydyn ...**

Diolch am fod yn rhan o'r ymchwil hwn. Mae e'n cynnig cyfle i ddysgu am botensial 'Ymwybyddiaeth Iaith' wrth geisio cefnogi plant i ddefnyddio ac ymfalchïo yn y Gymraeg.

Er mwyn medru dysgu gymaint â phosib wrth wneud y gwaith, mi fyswn yn ddiolchgar iawn pe bai modd i chi gadw cofnod byr yn ystod yr wythnosau nesaf yn nodi eich argraffiadau cyffredinol am y rhaglen.

Mae croeso i chi ddefnyddio'r llyfryn hwn i gofnodi eich sylwadau am y 5 sesiwn. Mae gen i ddiddordeb i ddysgu am y rhannau hynny o'r rhaglen sy'n gweithio fel ag y maen nhw, ond yn fwy na dim, hoffwn wybod ble mae'r manau gwan er mwyn medru dysgu, addasu a chryfhau'r rhaglen at y dyfodol.

Diolch o galon,

Elaine Davies,  
Ymgynghorydd Prosiect.

## Sesiwn 1 – Y Gymraeg Heddiw

**Y wybodaeth i'r athro** (e.e. y cynnwys a lefel y wybodaeth; i ba raddau roedd y wybodaeth gefndir yn gymorth wrth gynllunio a chyflwyno'r wers?)

**Y gweithgarwch i'r plant** (e.e. natur a lefel y gweithgarwch; ymateb y plant; i ba raddau roedd y gweithgarwch yn addas / cydnaws â nod y rhaglen?)

**Aseiad o'r sesiwn** (yn cynnwys awgrymiadau ar gyfer addasu neu gryfhau'r deunyddiau at y dyfodol).

Athro: .....

Dyddiad: .....

## Sesiwn 2 – Siarad Dwy Iaith: Manteision Dwyieithrwydd

**Y wybodaeth i'r athro** (e.e. y cynnwys a lefel y wybodaeth; i ba raddau roedd y wybodaeth gefndir yn gymorth wrth gynllunio a chyflwyno'r wers?)

**Y gweithgarwch i'r plant** (e.e. natur a lefel y gweithgarwch; ymateb y plant; i ba raddau roedd y gweithgarwch yn addas / cydnaws â nod y rhaglen?)

**Aseiad o'r sesiwn** (yn cynnwys awgrymiadau ar gyfer addasu neu gryfhau'r deunyddiau at y dyfodol).

Athro: .....

Dyddiad: .....

### Sesiwn 3 – Taith y Gymraeg

**Y wybodaeth i'r athro** (e.e. y cynnwys a lefel y wybodaeth; i ba raddau roedd y wybodaeth gefndir yn gymorth wrth gynllunio a chyflwyno'r wers?)

**Y gweithgarwch i'r plant** (e.e. natur a lefel y gweithgarwch; ymateb y plant; i ba raddau roedd y gweithgarwch yn addas / cydnaws â nod y rhaglen?)

**Aseiad o'r sesiwn** (yn cynnwys awgrymiadau ar gyfer addasu neu gryfhau'r deunyddiau at y dyfodol).

Athro: .....

Dyddiad: .....

## Sesiwn 4 – Cymru, Ewrop a'r Byd

**Y wybodaeth i'r athro** (e.e. y cynnwys a lefel y wybodaeth; i ba raddau roedd y wybodaeth gefndir yn gymorth wrth gynllunio a chyflwyno'r wers?)

**Y gweithgarwch i'r plant** (e.e. natur a lefel y gweithgarwch; ymateb y plant; i ba raddau roedd y gweithgarwch yn addas / cydnaws â nod y rhaglen?)

**Aseiad o'r sesiwn** (yn cynnwys awgrymiadau ar gyfer addasu neu gryfhau'r deunyddiau at y dyfodol).

Athro: .....

Dyddiad: .....

## Sesiwn 5 –Y Gymraeg a Fi

**Y wybodaeth i'r athro** (e.e. y cynnwys a lefel y wybodaeth; i ba raddau roedd y wybodaeth gefndir yn gymorth wrth gynllunio a chyflwyno'r wers?)

**Y gweithgarwch i'r plant** (e.e. natur a lefel y gweithgarwch; ymateb y plant; i ba raddau roedd y gweithgarwch yn addas / cydnaws â nod y rhaglen?)

**Aseiad o'r sesiwn** (yn cynnwys awgrymiadau ar gyfer addasu neu gryfhau'r deunyddiau at y dyfodol).

Athro: .....

Dyddiad: .....

## **Nodiadau neu Sylwadau Ychwanegol ...**

Appendix 6

**PROSIECT GWRAIDD AC ADENYDD**

**Rhan 3**

Enw'r Plentyn .....

Rhif .....

Diolch i ti am gymryd rhan yn y prosiect Gwraidd ac Adenydd. Erbyn hyn rydyn ni bron â dod i'r diwedd. Ond rydyn ni angen dy help di i wneud un peth arall.

Cyn hanner tymor yr hydref, mi wnest ti a phawb yn y dosbarth ddweud sut roeddech chi'n teimlo am y Gymraeg a dweud hefyd ble a gyda phwy roeddech chi'n siarad Cymraeg.

Yna, ar ôl hanner tymor mi wnaethoch chi waith yn y dosbarth i ddysgu ychydig mwy am y Gymraeg.

Mi wnaethoch chi ddysgu am y Gymraeg ddoe a heddiw, a dysgu am bobl eraill fel ni sy'n siarad mwy nag un iaith. Mi wnaethoch chi ddysgu hefyd sut mae siarad mwy nag un iaith yn gallu bod yn help i ni.

Nawr, bydden ni'n licio i chi gyd wneud dau beth arall cyn gorffen.

1. Gwneud ychydig bach mwy o waith yn dweud ble a gyda phwy rydych chi'n siarad Cymraeg. A oes unrhyw beth wedi newid ers i chi wneud y prosiect?
2. Gwneud ychydig bach o mwy o waith gyda'ch athro yn meddwl sut rydych chi'n teimlo am y Gymraeg erbyn hyn. A oes unrhyw beth wedi newid ers i chi wneud y prosiect?

## Pa iaith?

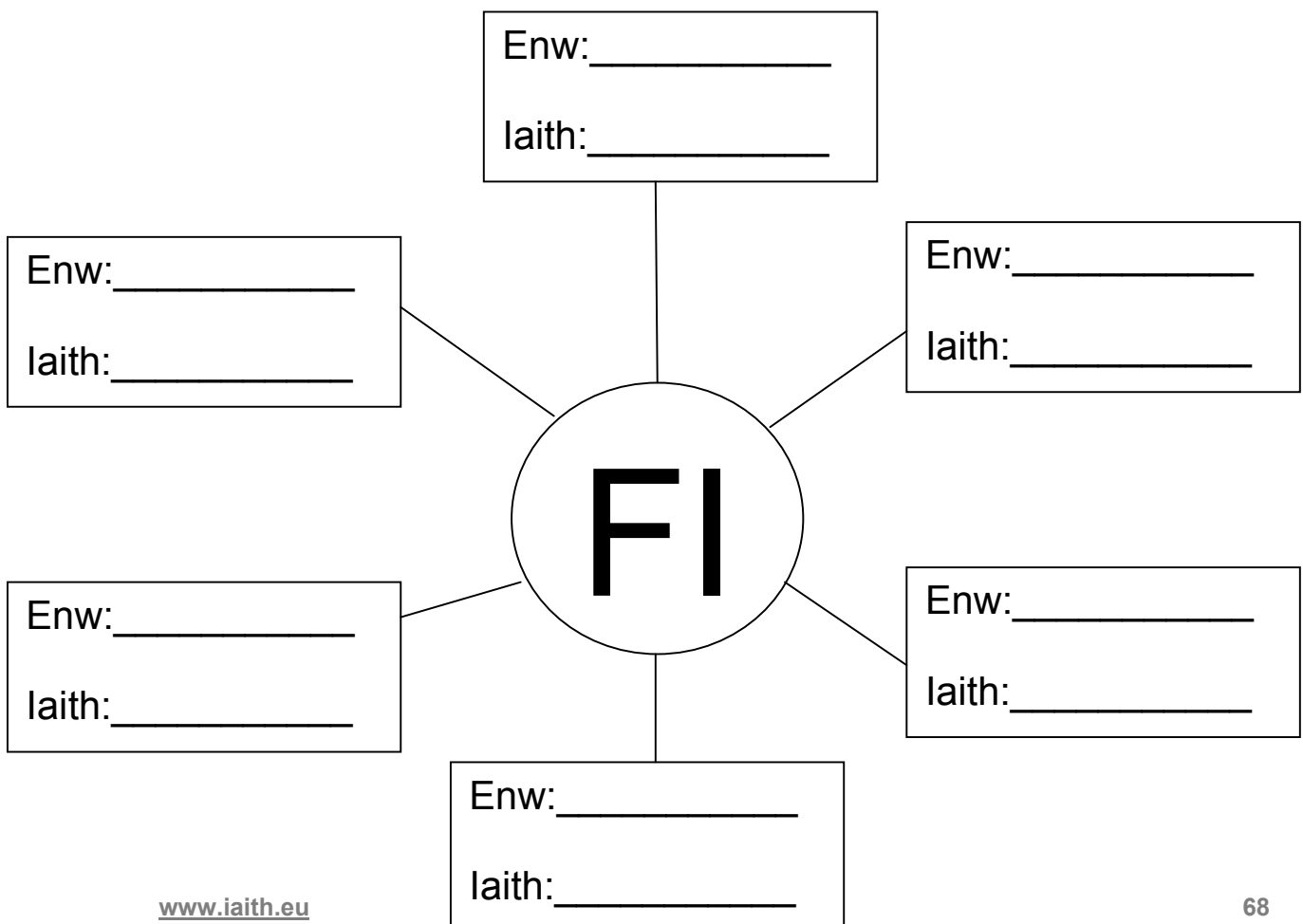
### Cymraeg, Saesneg a ieithoedd eraill

Pa iaith wyt ti'n ei siarad:

- gyda ffrindiau yn yr ysgol
- gyda ffrindiau eraill (sy'n byw ar yr un stryd â ti, er enghraifft)
- gyda'r teulu gartref
- mewn clwb neu mewn gwersi tu fas i'r ysgol

Defnyddia'r diagramau i ddangos a wyt ti'n siarad .... Cymraeg, Saesneg, iaith arall? Os wyt ti'n siarad mwy nag un iaith gyda rhywun, plis dangos hynny.

Pa iaith wyt ti'n ei siarad **gyda ffrindiau yn yr ysgol?**



Pa iaith wyt ti'n ei siarad **gyda ffrindiau eraill?**

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Pa iaith wyt ti'n ei siarad **gyda'r teulu gartref?**

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

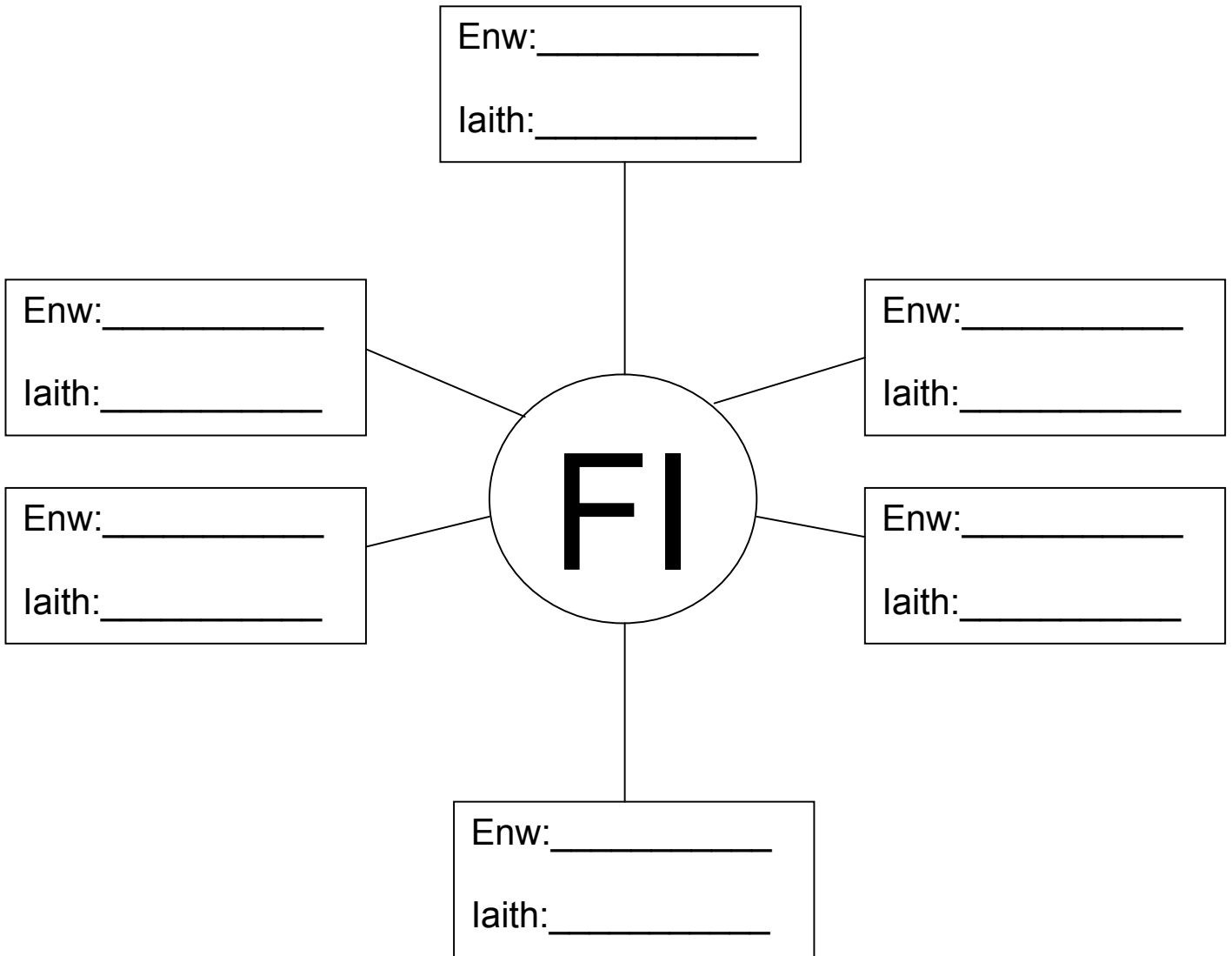
Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Enw: \_\_\_\_\_  
Iaith: \_\_\_\_\_

Pa iaith wyt ti'n ei siarad **mewn clwb neu mewn gwersi tu fas i'r ysgol?**



**A oes unrhyw beth wedi newid o ran faint o Gymraeg rwyd ti'n ei siarad ers i ti wneud y prosiect?**

siarad Gymraeg	Dwi'n siarad		
	Dim wedi newid	Ilai o Gymraeg	Dwi'n mwy o
Gyda ffrindiau yn yr ysgol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gyda ffrindiau eraill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gyda'r teulu gartref	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mewn clwb neu mewn gwersi tu fas i'r ysgol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Nawr, rydych chi'n mynd i gael sgwrs yn y dosbarth a meddwl sut mae pob un ohonoch chi'n teimlo am siarad Cymraeg. Yna, byddwch chi'n llanw carden fach i ddweud beth sy'n gwneud i chi deimlo'n dda am siarad Cymraeg a beth sy'n anodd am siarad Cymraeg; beth sy'n help a beth sy'n broblem.**

**Byddwch chi'n rhoi'r garden yn y 'blwch teimladau' a bydd eich athro yn anfon y garden a'r llyfryn hwn at y tîm yn IAITH.**

**Byddan nhw yn edrych ar bopeth ac yn cadw'r cyfan yn saff. Fyddan nhw ddim yn dweud wrth neb beth rwyd ti wedi ei ddweud.**

**Ond mi fyddan nhw'n dysgu llawer drwy'r gwaith rwyd ti a phawb yn y dosbarth wedi ei wneud ac mi fyddan nhw yn ysgrifennu adroddiad am y prosiect ac yn sôn sut mae popeth wedi mynd.**

**Maen nhw'n dweud DIOLCH YN FAWR IAWN wrthot ti am gymryd rhan!**

**Appendix 7**



**y ganolfan cynllunio iaith**  
welsh centre for language planning

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**PROSIECT GWRAIDD AC ADENYDD**

**Llyfryn i Rien**

**ROOTS AND WINGS PROJECT**

**Parents' Booklet**

Enw'r Plentyn  
Child's Name  
Rhif / Number

.....  
.....

Yn gyntaf, diolch i chi am lenwi'r holiadur prosiect ym mis Hydref ac am roi rhywfaint o wybodaeth i ni am y defnydd y mae eich plentyn yn ei wneud o'r Gymraeg ac am agwedd gyffredinol eich plentyn tuag at y Gymraeg. Roedd y wybodaeth honno yn help mawr i ni fel tîm ymchwil.

Ers hynny, mae eich plentyn wedi cymryd rhan yn y prosiect Gwraidd ac Adenydd ac wedi cael cyfle i ddysgu am nifer o bethau, er enghraifft, am y Gymraeg ddoe a heddiw; am ddwyieithrwydd a manteision siarad dwy neu fwy o ieithoedd, ac am sefyllfa'r Gymraeg fel un o blith amryw o ieithoedd lleiafrifol ledled y byd.

Erbyn hyn, rydyn ni'n cyrraedd y cam olaf yn y prosiect ac yn gwneud gwaith pellach yn mesur agweddau ac arferion iaith y plant. Rydyn ni'n awyddus i weld i ba raddau y cafodd y rhaglen ddysgu cyn y Nadolig effaith ar agweddau ac arferion y plant o safbwynt y Gymraeg.

I'n helpu ni wneud hynny, byddem yn ddiolchgar iawn pe bai modd i chi dreulio rhyw 5- 10 munud eto yn ateb y cwestiynau isod.

Ar ôl ateb y cwestiynau, a wnewch chi ddychwelyd y llyfryn hwn i'r ysgol erbyn **dydd Llun, Ionawr 17** os gwelwch yn dda.

Diolch yn fawr iawn.

1. Yn yr holiadur cychwynnol, mi ofynnwyd i chi am y defnydd y mae eich plentyn yn ei wneud o'r Gymraeg:

- yn y cartref
- gydag aelodau eraill y teulu a ffrindiau i'r teulu
- gyda ffrindiau
- mewn clybiau, gwersi wedi ysgol neu mewn gweithgareddau eraill.

Nawr, byddem yn licio i chi feddwl am hynny eto ....

**i) Yn y cartref** - A ydych chi wedi gweld newid yn y defnydd y mae eich plentyn yn ei wneud o'r Gymraeg *ers cymryd rhan yn y prosiect hwn?* Rhowch dic (✓) yn y blwch priodol, os gwelwch yn dda

- dim newid
- llai o Gymraeg
- ychydig mwy o Gymraeg
- llawer mwy o Gymraeg

Os gwelwyd newid, nodwch enghreifftiau os gwelwch yn dda:

**ii) Gydag aelodau eraill y teulu a ffrindiau i'r teulu** - A ydych chi wedi gweld newid yn y defnydd y mae eich plentyn yn ei wneud o'r Gymraeg *ers cymryd rhan yn y prosiect hwn?* Rhowch dic (✓) yn y blwch priodol, os gwelwch yn dda

- dim newid
- llai o Gymraeg
- ychydig mwy o Gymraeg
- llawer mwy o Gymraeg

Os gwelwyd newid, nodwch enghreifftiau os gwelwch yn dda:

**iii) Gyda ffrindiau** - A ydych chi wedi gweld newid yn y defnydd y mae eich plentyn yn ei wneud o'r Gymraeg *ers cymryd rhan yn y prosiect hwn?* Rhowch dic (✓) yn y blwch priodol, os gwelwch yn dda

- dim newid
- llai o Gymraeg
- ychydig mwy o Gymraeg
- llawer mwy o Gymraeg

Os gwelwyd newid, nodwch enghreifftiau os gwelwch yn dda:

**iv) Mewn clybiau, gwersi wedi ysgol neu mewn gweithgareddau eraill** - A ydych chi wedi gweld newid yn y defnydd y mae eich plentyn yn ei wneud o'r Gymraeg *ers cymryd rhan yn y prosiect hwn?* Rhowch dic (✓) yn y blwch priodol, os gwelwch yn dda

- dim newid
- llai o Gymraeg
- ychydig mwy o Gymraeg
- llawer mwy o Gymraeg

Os gwelwyd newid, nodwch enghreifftiau os gwelwch yn dda:

2. Defnyddiwch y blwch isod os gwelwch yn dda i ddweud ychydig am **agweddau** eich plentyn at y Gymraeg.

Er enghraifft,

- A welsoch chi unrhyw newid yn agwedd eich plentyn at y Gymraeg ers cymryd rhan yn y prosiect hwn?
- Sut mae eich plentyn yn teimlo am siarad Cymraeg erbyn hyn – yn hapus, hyderus, balch, nerfus, difater, pryderus .... ?
- Sut mae eich plentyn yn gweld y Gymraeg erbyn hyn – fel iaith bob dydd, iaith ysgol, iaith y dosbarth .... ?

Croeso i chi roi unrhyw wybodaeth ychwanegol a all fod yn help i ddisgrifio agwedd eich plentyn at y Gymraeg a sut mae'n teimlo am ei defnyddio, gan gyfeirio yn arbennig at unrhyw newid posib yn ystod y cyfnod diwethaf.



**Diolch yn fawr iawn.**

Firstly, thank you for completing the project questionnaire in October giving us some information about your child's use of Welsh and her / his overall attitude towards the language. This information was particularly useful for us as a research team.

In the meantime, your child has taken part in the Roots and Wings project and has had an opportunity to learn several things, for example, about the history of the Welsh language and its position today; about bilingualism and the advantages of speaking two or more languages, and about the position of the Welsh language as one of very many minority languages right across the world.

We are now reaching the last phase of the project and are doing further work measuring children's attitudes and use of the language. We are keen to find out to what extent the learning project undertaken before Christmas may have had an impact on children's attitudes and use of Welsh.

To help us do this, we would be grateful if you could again spend 5 – 10 minutes responding to the following questions.

After responding to the questions, please return the booklet to school  
by **Monday, January 17.**

Diolch yn fawr iawn.

1. In the original questionnaire, you were asked about your child's use of Welsh:

- at home
- with other family members and family friends
- with friends
- in clubs, lessons after school or in other activities.

We would now like you to consider the same questions again ...

**i) At home** – Have you seen any change in your child's use of Welsh *since taking part in this project*? Please tick (✓) the appropriate box.

- no change
- less Welsh
- a little more Welsh
- much more Welsh

If change has been seen, please note examples:

**ii) With other family members and family friends** - Have you seen any change in your child's use of Welsh *since taking part in this project*? Please tick (✓) the appropriate box.

- no change
- less Welsh
- a little more Welsh
- much more Welsh

If change has been seen, please note examples:

**iii) With friends** - Have you seen any change in your child's use of Welsh *since taking part in this project*? Please tick (✓) the appropriate box.

- no change
- less Welsh
- a little more Welsh
- much more Welsh

If change has been seen, please note examples:

**iv) In clubs, lessons after school or other activities** - Have you seen any change in your child's use of Welsh *since taking part in this project*? Please tick (✓) the appropriate box.

- no change
- less Welsh
- a little more Welsh
- much more Welsh

If change has been seen, please note examples:

2. Please use the space below to describe briefly your child's **attitudes** towards the Welsh language.

For example,

- Have you seen any change in your child's attitude towards Welsh since taking part in this project?
- How does your child now feel about speaking Welsh – happy, confident, proud, nervous, indifferent, anxious ....?
- How does your child now view the Welsh language – as her / his everyday language, the language of school, the language of the classroom ....?

Please feel free to add any information which may help describe your child's attitude towards Welsh and the way she / he feels about using the language, with particular reference to any recent change possibly.

**Diolch yn fawr iawn.**

## Appendix 8

### Prosiect Gwraidd ac Adenydd Holiadur Diwedd Prosiect i'r Athro

Enw'r Plentyn: .....

Rhif y Plentyn: .....

#### Defnydd iaith yn y dosbarth:

a) Mae ..... yn defnyddio Cymraeg â fi:

- Bob amser
- Ar y cyfan
- Weithiau (rhaid annog defnydd yn gyson)
- Byth

b) Mae ..... yn defnyddio Cymraeg â chyfoedion yn y dosbarth:

- Bob amser
- Ar y cyfan
- Weithiau
- Byth

c) A welwyd unrhyw newid yn y ffordd y mae'r plentyn yn **defnyddio iaith** yn y dosbarth ers cymryd rhan yn y prosiect. Er enghraifft, a yw'n fwy parod i ddefnyddio'r Gymraeg; yn llai parod i ddefnyddio'r Gymraeg?

Nodwch unrhyw sylwadau yn y blwch isod, os gwelwch yn dda.

ch) A welwyd unrhyw newid yn **agweddau'r** plentyn yn gyffredinol at y Gymraeg ers cymryd rhan yn y prosiect. Er enghraifft, a yw'r plentyn wedi dweud / gwneud rhywbeth sy'n awgrymu fod ei agwedd wedi newid mewn unrhyw ffordd?

Nodwch unrhyw sylwadau yn y blwch isod, os gwelwch yn dda.

**Diolch yn fawr.**

## Appendix 9 - Research Data

### Language Profile of Pupils

#### A) Language of family

	2 parent family: both Welsh speaking		Mixed language: 1 parent Welsh speaking		Non-Welsh speaking		Other	
School A (n=27)	4	15%	5	18.5%	18	66.5%	0	0%
School B (n=26)	1	4%	3	11.5%	22	84.5%	0	0%
Total (n=53)	5	9%	8	15%	40	76%	0	0%

#### B) Patterns of language use in the family

	Welsh		English		Welsh and English		Other	
School A (n=24)	3	12.5%	8	33.5%	13	54%	0	0%
School B (n=27)	1	4%	13	48%	13	48%	0	0%
Total (n=51)	4	8%	21	41%	26	51%	0	0%

#### C) Patterns of language use with other family members and friends of the family

	Welsh		English		Welsh and English		Other	
School A (n=24)	2	8.5%	7	29%	15	62.5%	0	0%
School B (n=27)	0	0%	10	37%	17	63%	0	0%
Total (n=51)	2	4%	17	33%	32	63%	0	0%

#### D) Patterns of language use with friends

	Welsh		English		Welsh and English		Other	
School A (n=24)	4	17%	0	0%	20	83%	0	0%
School B (n=27)	0	0%	8	30%	19	70%	0	0%

Total (n=51)	4	8%	8	16%	39	76%	0	0%
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E) Patterns of language use in clubs and after-school activities

	Welsh		English		Welsh and English		Other	
School A (n=24)	2	8.5%	2	8.5%	20	83%	0	0%
School B (n=27)	1	4%	7	26%	19	70%	0	0%
Total (n=51)	3	6%	9	18%	39	76%	0	0%

**Teachers' account of children's language use in school**

Language spoken with teacher

Every child in both schools spoke Welsh with their teacher on all occasions – both before and after the project.

F) Teachers' account of children's Welsh language use with peers in class (at the beginning of the project)

	Always		Mostly		Sometimes		Never	
School A (n=27)	6	22%	14	52%	7	26%	0	0%
School B (n=26)	12	46%	13	50%	1	4%	0	0%
Total (n=53)	18	34%	27	51%	8	15%	0	0%

G) Teachers' account of children's Welsh language use with peers in class (at the end of the project)

	Always		Mostly		Sometimes		Never	
School A (n=27)	No data							
School B (n=26)	19	73%	7	27%	0	0%	0	0%

**Parents' account of changes in children's language use since taking part in the research project**

H) Change in language use in the home

	Much more Welsh		A little more Welsh		No change		Less Welsh	
School A (n=26)	0	0%	6	23%	19	73%	1	4%
School B (n=25)	1	4%	10	40%	14	56%	0	0%
Total (n=51)	1	2%	16	31%	33	65%	1	2%

I) Change in language use with other family members and friends of the family

	Much more Welsh		A little more Welsh		No change		Less Welsh	
School A (n=26)	0	0%	5	19%	21	81%	0	0%
School B (n=22)	0	0%	9	41%	13	59%	0	
Total (n=48)	0	0%	14	29%	34	71%	0	0%

J) Change in language use with friends

	Much more Welsh		A little more Welsh		No change		Less Welsh	
School A (n=26)	0	0%	6	23%	19	73%	1	4%
School B (n=25)	2	8%	5	20%	18	72%	0	0%
Total (n=51)	2	4%	11	22%	37	72%	1	2%

K) Change in language use in clubs, lessons and after-school activities

	Much more Welsh		A little more Welsh		No change		Less Welsh	
School A (n=25)	0	0%	4	16%	21	84%	0	0%
School B (n=23)	1	4%	5	22%	17	74%	0	0%
Total (n=48)	1	2%	9	19%	38	79%	0	0%

## Children's account of change in language use since taking part in the research project

### L) Change in language use in the home

	More Welsh		No change		Less Welsh	
School A (n=26)	10	38%	16	62%	0	0%
School B (n=27)	8	30%	17	63%	2	7%
Total (n=53)	18	34%	33	62%	2	4%

### M) Change in language use with friends in school

	More Welsh		No change		Less Welsh	
School A (n=26)	8	31%	16	61%	2	8%
School B (n=27)	19	70%	6	22%	2	8%
Total (n=53)	27	51%	22	41%	4	8%

### N) Change in language use with other friends

	More Welsh		No change		Less Welsh	
School A (n=26)	2	8%	22	84%	2	8%
School B (n=27)	6	22%	21	78%	0	0%
Total (n=53)	8	15%	43	81%	2	4%

### O) Change in language use in clubs, lessons and after-school activities

	More Welsh		No change		Less Welsh	
School A (n=26)	2	8%	22	84%	2	8%
School B (n=27)	12	44%	14	52%	1	4%
Total (n=53)	14	26%	36	68%	3	6%

## **Appendix 10 - Children's Response to Statements' Exercise in Workbook at start of Project**

<b>School A</b>		
I'm proud that I speak Welsh	25	100%
There's no point speaking Welsh outside school	0	0%
Welsh is important in Cardiff	22	92%
Speaking Welsh is boring	3	12%
I'd like more chances to speak Welsh	23	92%
It's only teachers who speak Welsh	2	8%
Speaking Welsh is cool	25	100%
Welsh is important to me	24	96%
I don't like speaking Welsh	1	4%
Speaking Welsh will be a help to get work	22	88%
I'm not bothered about Welsh	6	24%
Welsh is important for Wales	24	96%
I'd like to forget all about Welsh	3	12%

<b>School B</b>		
I'm proud that I speak Welsh	26	96%
There's no point speaking Welsh outside school	4	15%
Welsh is important in Cardiff	26	96%
Speaking Welsh is boring	1	4%
I'd like more chances to speak Welsh	20	74%
It's only teachers who speak Welsh	3	11%
Speaking Welsh is cool	24	89%
Welsh is important to me	24	89%
I don't like speaking Welsh	1	4%
Speaking Welsh will be a help to get work	26	96%
I'm not bothered about Welsh	1	4%
Welsh is important for Wales	27	100%
I'd like to forget all about Welsh	1	4%

## **Appendix 11 - Sample of Children's Comments in Session 5 The Welsh Language and Me: Review of Learning**

What I have learned:

Os chi'n siarad dwy iaith byddwch chi'n cael mwy o ddewis.  
*If you speak two languages you have more choice.*

Dysgais i fod iaith wedi newid dros y blynyddoedd.  
*I learned that the language has changed over the years.*

Dysgais i bod mantais siarad Cymraeg achos chi'n gallu cael job gwell.  
*I learned that there's an advantage to speaking Welsh because you can get a better job.*

Dysgais i bod 9 allan o bob 10 iaith yn mynd i farw.  
*I learned that 9 out of every 10 languages is going to die.*

Dysgais i fod Ysgol Gymraeg yn Llundain.  
*I learned that there's a Welsh school in London.*

Dysgais i fod yr iaith Gymraeg ddim yr unig iaith leiafrifol. Mae 'na ieithoedd lleiafrifol eraill ar draws y byd.  
*I learned that Welsh isn't the only minority language. There are other minority languages across the world.*

Dysgais i fod yr iaith Gymraeg wedi cael amser drwg dros y blynyddoedd, e.e. y Welsh Not a Brad y Llyfrau Gleision.  
*I learned that the Welsh language had a tough time over the years, e.g. the Welsh Not and the Treachery of the Blue Books.*

Dysgais i fod 9 o bob 10 iaith yn mynd i farw yn y 100 mlynedd nesaf.  
*I learned that 9 out of every 10 languages is going to die in the next 100 years.*

Dysgais i fod dyn o'r enw Saunders Lewis wedi dweud yn 1963 os ydyn ni ddim yn gwneud rhywbeth mawr fod yr iaith Gymraeg yn mynd i farw.  
*I learned that a man called Saunders Lewis said in 1963 that if we don't do something big the Welsh language will die.*

What I would like to do differently now:

Ar ôl gwneud y prosiect rwy'n mynd i siarad Cymraeg gyda'r menywod cinio a helpu nhw gyda Cymraeg.

*After doing the project I'm going to speak Welsh with the dinner ladies and help them with Welsh.*

O hyn ymlaen rydw i am siarad Cymraeg gyda pobl sy'n gwisgo bathodyn iaith gwaith Cymraeg. Hefyd rydw i'n mynd i helpu fy nheulu siarad Cymraeg.  
*From now on I'm going to speak Welsh with people who wear a Welsh at work badge. I'm also going to help my family speak Welsh.*

Ar ôl cymryd rhan yn y prosiect rwy'n mynd i siarad mwy o Gymraeg efo fy chwaer.  
*After taking part in the project I'm going to speak more Welsh with my sister.*

Nawr rydw i eisiau helpu pobl sydd ddim yn siarad Cymraeg i siarad Cymraeg.  
*Now I want to help people who don't speak Welsh to speak Welsh.*

Ar ôl cymryd rhan yn y prosiect byddaf yn siarad llawer mwy o Gymraeg gyda fy ffrindiau.  
*After taking part in the project I'm going to speak a lot more Welsh with my friends.*

Ar ôl neud y prosiect rydw i'n mynd i siarad Cymraeg yn fwy. A parchu a gwerthfawrogi y Gymraeg yn fwy.  
*I am taking part in the project I'm going to speak Welsh more. And I'm going to respect and appreciate Welsh more.*

Bwriadaf ddysgu fy nheulu i siarad Cymraeg a siarad Cymraeg efo fy ffrindiau yn yr ysgol.  
*I intend teaching my family Welsh and speaking Welsh to my friends in school.*

O hyn ymlaen rydw i am siarad mwy o Gymraeg yn yr ysgol a tu fas. Byddaf i'n helpu fy mrawd i ddeall mwy o Gymraeg.  
*From now on I'm going to speak more Welsh in school and outside. I'll help my brother understand more Welsh.*

Rydw i am siarad fwy o Gymraeg achos mae'r iaith wedi cael bywyd anodd.  
*I'm going to speak more Welsh because the language has had a hard life.*

Ar ôl cymryd rhan yn y prosiect byddaf yn siarad mwy o Gymraeg yn yr ysgol, helpu fy ffrindiau mas o'r ysgol i siarad mwy o Gymraeg, helpu fy nain a taid i siarad Cymraeg a helpu fy mam a dad, a siarad mwy gyda pobl sy'n gwisgo bathodyn iaith gwaith.  
*After taking part in the project I'm going to speak more Welsh in school, help my friends outside school to speak more Welsh, help main and taid to speak Welsh and help mam and dad, and I'm going to speak more with people who wear a Welsh at work badge.*

Nawr rydw i am ddysgu fy mam i siarad Cymraeg.  
*Now I'm going to teach my mother Welsh.*

Ar ôl cymryd rhan yn y prosiect, rydw i am:

1. Siarad Cymraeg gyda fy nhad a fy mrawd.

2. Dysgu Cymraeg i'r plant yn y stryd.
3. Mynd i clybiau Cymraeg ar y pen wythnos.
4. Helpu'r menwod cinio i siarad Cymraeg.

*After taking part in the project I'm going to:*

1. *Speak Welsh to dad and my brother.*
2. *Teach Welsh to the children in the street.*
3. *Go to Welsh clubs at the week-end.*
4. *Help the dinner ladies speak Welsh.*

Rydw i'n mynd i roi geiriadur Cymraeg i fy mam a tad.  
*I'm going to give mam and dad a dictionary.*

Ar ôl cymryd rhan yn y prosiect sylwais fod angen siarad mwy o'r iaith.  
*After taking part in the project I noticed the need to speak the language more.*