



Coleg y Drindod
CAERFYRDDIN
Trinity College
CARMARTHEN



Croeso

Siân Wyn Siencyn
Ysgol Addysg Blynyddoedd Cynnar
The School of Early Years Education

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Public policy and Welsh aspirations

1. Iaith Pawb
(A National Action Plan for a Bilingual Wales)
2. The Foundation Phase 3 – 7



Geiriau Bach: aims

- 150 additional staff
- Extend the use of Welsh –
bilingualise the non-Welsh speaking provision
- Integrate *Iaith Pawb* and Foundation Phase –
political agenda
- Extend good practice
- Impact on attitudes
- Others.....

Who are the students, subject, guinea pigs?

- Various people: teachers, playgroup leaders, classroom/teaching assistants, childminders... .
- Two L2 categories: no Welsh, some Welsh
- and the children....?
- all learning Welsh as a second (or third...) language

Geiriau Bach: values and principles

- Bilingualism is good
- Bilingualism is attainable
- Bilingualism as a right
- Significance of play
- Importance of opportunities for qualifications



The programme

- 2 year, part-time
- Modular
 - L2 learning based on early childhood good practice
 - Language content and context: outdoor learning, creative learning...
- University of Wales Certificate of Higher Education in Welsh and Bilingual Practice in the Early Years.....

Research and monitoring

Researcher's dilemma:

- willing success, personal vision
- conflict of political commitment, allegiances – rights and voices of children
- ethics: children's well-being, public money, accountability

Is there such a thing as apolitical research?

No ZPD here then...

Children's advantage:

- Acquisition skills
- Phonological skills
- Linguistic risk takers

Adults' advantage:

- Metalinguistic knowledge
- Motivation

Adults and children co-constructing understanding of L2?

Children more powerful partners?

Methodologies

- Core sample: over 150 adults, in 15 community learning groups
- Questionnaires to key stakeholders (employers, parents)
- Students' reflective diaries
- Ethnographic evidence: video, field notes (challenging issues: training, ethics..)

Early indications

- Increase in parental interest bilingualism
- Tolerance to other-ness (non-indigenous minorities)
- Whole setting interest
- Student confidence enhanced in other areas
- Student interest in reflective practice, analysing good practice enhanced
- Supporting evidence of good practice (e.g. *Estyn* reports)
- Use of Welsh language increased and second language functions more varied: less cognitively based and more social-ecological (more spontaneous and less academic)

The Geiriau Bach team would welcome the opportunity to work with others in the promotion of second languages, indigenous languages, and lesser used languages. Please feel free to contact: s.w.siencyn@trinity-cm.ac.uk

Diolch yn fawr a phob hwyl