Sgiliäith

Further Education Tutor Support Handbook:

How to move your teaching practice up the bilingualism continuum

Contents

Introduction

This handbook is designed to support tutors to develop their bilingual teaching skills and to increase their awareness of the Lifelong Learning Wales Record (LLWR) and the LA26 dataset used to record Welsh and bilingual provision in the post-16 education sector in Wales.

The aim of this handbook is to give confidence in how activity completed in Welsh or bilingually is recorded on LLWR and to help tutors establish where their provision currently sits. It is also designed to give tutors practical advice on how to move their teaching up the bilingualism continuum. The handbook is a working document and can be used for reference, as well as to establish specific personal targets for increasing Welsh/bilingual provision.

This handbook forms part of a Tutor Support Pack. Also included in the pack are:

- Understanding the Lifelong Learning Wales Record (LLWR) online e-learning course. This interactive online learning module provides an overview of what the Lifelong Learning Wales Record is and how it is used by the Welsh Government to record Welsh and bilingual provision across the post-16 sector in Wales.

- Sgiliaith's bilingual glossary app - 'Ap Adborth Sgiliaith' - this app contains a wide range of learner feedback and general phrases you can use in your role as a tutor in order to provide learners with a Welsh/bilingual experience.

Please see the Sgiliaith website to access these resources:

Sgiliaith

Further support and training on bilingual teaching methodology is available from Sgiliaith. For more information or for questions regarding this resource contact sgiliaith@gllm.ac.uk

How to use this handbook

This handbook has been designed to be an interactive working document. Spaces will be provided throughout the handbook for you to write notes, to reflect on your current practice and consider how you might develop your approach to incorporate some of the strategies discussed.

The handbook also includes links to external resources. Where you see the following icons you can access the resources by either clicking on or scanning the QR code.

What is the Lifelong Learning Wales record and the LA26 dataset?

For every course an FE institution in Wales registers, information is recorded about the course and reported to the Welsh Government on the Lifelong Learning Wales Record, or the LLWR. The LLWR records data on many aspects of post-16 provision.

The language of learner provision is recorded under the LLWR LA26 dataset and is used to monitor the use of Welsh in post-16 learning. Five codes are used to indicate varying levels of Welsh learning, from E1, where no Welsh is used, to B1, where learning is completed in a completely bilingual context. C1 learning is learning completed in a Welsh-medium context.

E1	B3	B2	B1	C1

The aim is to develop post-compulsory education provision which increases rates of progression and supports everyone, whatever their command of the language, to develop Welsh language skills for use socially and in the workplace. In order to work towards this, it is important to know where your delivery currently falls on the continuum and what the correct LLWR LA26 code is for your delivery.

Let's have a look at the continuum to explore what delivery looks like at each stage. As you explore the different stages, think about where your delivery falls on the continuum?

E1 - Learning and assessment in English only.

B3 - A small amount of Welsh-medium learning e.g. use of Welsh limited to verbal communication or to a minor part of the learning activity. English only assessment. This code can be used to record situations where some Welsh is used during the learning. Minimum use of incidental Welsh is not sufficient for it to be recorded. There needs to be Welsh language interaction between assessor/lecturer/teacher and learner for it to be a meaningful use of the language.

B2 - A significant amount of Welsh-medium learning e.g. both verbal and written Welsh used in many, but not all, parts of the learning activity. Assessment mainly in English but some may also be in Welsh.

B1 - Learning completed in a bilingual context and at least 50 percent of the available assessments within the learning activity completed through the medium of Welsh. The outcome may be achieved using any appropriate teaching methodology.

C1 - Learning completed in a Welsh-medium context and all of the available assessments within the learning activity completed through the medium of Welsh.

Welsh Government Guidance document:

Welsh Government has produced the following document to support further education colleges to develop their Welsh-medium and bilingual provision and to give confidence on how activity completed in Welsh or bilingually should be recorded on LLWR.

[Welsh Government Guidance document](#)

Self assessment

Which of the following categories best describes your current practice?

E1

- I use no Welsh with my learners
- All or most of my teaching is through the medium of English
- All or most of the resources I share with learners are in English
- Most or all of my learners use no Welsh in the classroom or in their studies
- There is currently no, or very little Welsh in my resources e.g. PPT, worksheets etc.
- None of my learners are completing summative assessments in Welsh/bilingually.
- I have yet to introduce bilingual assessments with my learners
- I do not yet use any bilingual slides with my learners

If this is the best description of your current practice click here.

B3

- I use a small amount of incidental Welsh with my learners such as simple greetings
- Learners are taught some basic key terms in Welsh
- Learners are given some tasks/activities to help them develop their Welsh language skills
- Learners are encouraged to develop their Welsh language skills
- Most of my teaching is through the medium of English
- Most of the resources I share with learners are in English

If this is the best description of your current practice click here.

B2

- I converse regularly in Welsh with learners
- Some of my learners use Welsh in their learning
- I use some bilingual resources with my learners
- I would say that around half of the resources that I use with my learners are bilingual
- I would say that around half of my interactions with learners are bilingual or in Welsh
- Some of my assessments are available bilingually for learners to complete
- Some of my learners are completing summative assessments in Welsh/bilingually
- Some of my learners use Welsh in the classroom or in their studies
- Some titles or key terms are bilingual on my resources e.g. PPT, worksheets etc.

If this is the best description of your current practice click here.

B1

- All or nearly all of the resources that I use with my learners are bilingual
- All of my assessments are available bilingually for learners to complete
- My Powerpoint slides are bilingual in Welsh and English
- Most or all of my teaching is bilingual
- I often speak Welsh informally with learners during a lesson
- I can question learners in Welsh
- I can translate learners contributions in Welsh
- My learners complete at least 50% of their assessments in Welsh

If this is the best description of your current practice you are probably already delivering at B1 level, however there may be some things you can do to strengthen your bilingual delivery strategies - click here to learn more.

Now that you are familiar with the LLWR LA26 dataset and have an idea of where your teaching currently falls on the bilingual teaching continuum, click on the appropriate code corresponding to where your teaching currently falls. This will take you to the appropriate section of the document. Here you will find practical ideas to help you increase your Welsh provision and to move your provision up the bilingual continuum. It is possible to bookmark this part of the document for future reference.

| E1 | B3 | B2 | B1 | C1 |

Developing B3 delivery skills

You are here

| E1 | B3 | B2 | B1 | C1 |

Lets get you here

You have assessed yourself as delivering mostly through the medium of English, with all assessments being in English only. This next section will provide you with some practical steps you can take to start moving your delivery up the bilingualism continuum, with the aim of helping you reach B3 level initially.

You don't have to incorporate everything suggested below into your teaching practice in order to deliver at B3 level, choose the measures and activities that you are most comfortable with and which suit your course and learners best. If you are completely new to using Welsh in your lessons, start with just one or two of the ideas suggested and see how you get on, you can always add a few more to your teaching as you become more confident.

Top tip

Changes in the use of, and attitudes towards, Welsh amongst your learners won't change overnight so if you don't see immediate results don't give up; persevere and keep trying new things!

Remember

Once you have achieved B3 level you don't have to stop there! Keep working your way through the handbook and up the bilingualism continuum until you reach B1.

What is B3 bilingual delivery?

Let's start by recapping what B3 delivery is:

"The B3 delivery model includes a small amount of Welsh-medium learning e.g. use of Welsh limited to verbal communication or to a minor part of the learning activity. Assessments are in English only. This code can be used to record situations where some Welsh is used during the learning. Minimum use of incidental Welsh is not sufficient for it to be recorded as B3. There needs to be Welsh language interaction between assessor/lecturer/teacher and learner for it to be a meaningful use of the language."

Where to begin

There are lots of simple things you can do to start bringing Welsh into your classroom. Even if you are not a Welsh speaker yourself, or you are not yet confident in your Welsh language skills, there are many things you can do to support the language skills of your learners. Let's have a look at some things you can do to make a start on your bilingual teaching journey.

① Find out where your learners are currently on their language journey

A good place to start is by establishing what Welsh language skills your students already have. There are lots of ways of doing this, such as checking their records on the college systems or asking them directly. However, students don't always self-declare their Welsh language skills accurately for many reasons. So, what can we do to get a better picture of what Welsh language skills our students have? One effective way of doing this is through a task that asks them about their use of Welsh in an indirect way. One example of such a task is 'The Language Journey' task.

The Language Journey

Ask your students to fill out a language journey graph on the first day of class, to plot how much Welsh they've used and heard at different points in their life. The document is a quick way for students to show how much Welsh they have been exposed to up to this point, as well as how they would like to see their Welsh language skills develop in the future.

Download Sgiliaith's Language Journey Tasksheet:

So how does this help?

Completing a 'Language Journey' with your learners helps to fill in the grey area. Most college systems simply ask learners to record if they speak Welsh in a yes or no format. This does not provide for the wide range of possible exposure learners have had to Welsh or how they use, or have used, Welsh. Once you have a more full picture of the individual learner's language skill set and language experience, you will be able to use the information to plan how you can help each learner to develop their Welsh language skills during the time that you will be working with them. It will also help you to identify those students who can help you bring a bit more Welsh into your classroom.

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

2 Find out where your learners are currently on their language journey

Introducing simple Welsh words and phrases into your lessons and your interaction with learners is a good way to normalise Welsh and get your learners used to hearing and start using Welsh.

Start by introducing simple Welsh greetings, feedback and questions. Don't underestimate the impact these can have on the learning environment. These types of greetings will also be useful for your learners as they move from education into the workplace.

- For example, when you begin your lesson, greet your class in Welsh
  - ◇ Bore da
  - ◇ P'nawn da
  - ◇ Pawb yn iawn?
  - ◇ S'mae pawb

- Greet your learners individually as they join the session or walk into the room.
  - ◇ Bore da, Sioned, sut wyt ti heddiw?''

- Here are some posters and a handbook with useful greetings, questions and phrases. Click on the images to download the posters and hang them somewhere in your classroom as a reminder for you and your learners.

Greetings

Feedback

Simple Questions (North)

Simple Questions (South)

Bilingual feedback glossary booklet

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

3 **Complete an on-line Work Welsh course**

There are lots of resources freely available to help you and your learners develop your Welsh language skills. Work Welsh is a useful resource for learning Welsh or improving your Welsh language skills. The Work Welsh program includes a series of 10-hour online courses focussed on learning Welsh for the workplace, all for free.

Work Welsh - For you

- The Work Welsh courses are a good way to increase your Welsh vocabulary and will also help increase your confidence in using Welsh

- The 'Welcome' and 'Welcome Back' courses are for beginners and will help get you started on your Welsh journey.

Learn Welsh 'Welcome' course

Learn Welsh 'Welcome Back' course

- There are also courses tailored to specific sectors. You may find the 'Welcome: Practitioners in Education' or 'Welcome: Leaders in Education' courses particularly useful.

Learn Welsh 'Welcome: Practitioners in Education Course: Part 1

Learn Welsh 'Welcome: Practitioners in Education Course: Part 2

Learn Welsh Welcome: Leaders in Education' course: Part 1

Learn Welsh Welcome: Leaders in Education' course: Part 2

Work Welsh - For learners

You can also use the Work Welsh resources with your learners. Why not set it as a task for your learners to complete one of the 10hr courses as well? There are a variety of courses to choose from, tailored to many sectors including health, care, public services, retail and more. Check out the website to see if there is a course tailored to the area you teach. If not, use the 'Welcome' and 'Welcome Back' courses to give your learners a good foundation in Welsh.

- While your learners are completing the Work Welsh course it would be good practice to provide them with opportunities to use their new Welsh skills, both inside and outside the classroom.

- Encourage your learners to use what they have learned on the Work Welsh course when talking to you, talking to their peers, when taking part in group discussions, etc.

- Learners will also find the Work Welsh courses useful preparation for work experience.

- By getting your learners to complete the Work Welsh courses they are undertaking a small amount of Welsh-medium learning, which is an expectation of the B3 delivery model.

Work Welsh Online Taster Courses

Check out the wide variety of free 10hr online taster courses available on the Learn Welsh website:

Work Welsh Online Taster Courses

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

4 Prentis-iaith Online Course

The Prentis-iaith online courses are short courses aimed at apprentices with little or no Welsh language skills, or those who already have some knowledge of Welsh. Although specifically designed with apprentices in mind, they are suitable for anyone who wants to learn Welsh.

The focus of the Prentis-iaith courses is on developing Welsh language skills for work and to raise awareness of the importance of the Welsh language as a skill for the workplace. There is therefore a lot of emphasis on learning key terms and phrases that can be used everyday in the world of work; these key terms and phrases will be equally useful to learners on their college course.

There are two levels of Prentis-iaith:

Prentis-iaith Awareness Level (for apprentices that have little or no Welsh language skills)

Prentis-iaith Understanding Level (for apprentices who already have some understanding of Welsh)

Each Prentis-iaith level consists of 5 generic modules and a 6th module tailored to different sectors. Each module takes approximately 1 hour to complete.

Getting your learners to complete the Prentis-iaith modules will enable them to undertake a small amount of Welsh-medium learning. If you are unsure which level is suitable for your learners there is a quiz they can complete to help determine the most suitable level.

Prentis-iaith Quiz

Ask your learners to complete this short quiz to determine which Prentis-iaith course is best for them.

Prentis-iaith Quiz

While your learners are working their way through the Prentis-isith modules it would be good practice to provide them with opportunities to use their new Welsh skills, both inside and outside the classroom. You could also encourage your learners to use what they have learned when talking to you, to their peers, when taking part in group discussions, etc.

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

5 **Duolingo**

The Duolingo app is another great way of learning Welsh for free.

The Duolingo App is a good way to increase your Welsh vocabulary and will also help increase your confidence in using Welsh. The app also allows you to link with family, friends or colleagues which is a great way to get motivated, support others and get some support yourself.

Why not get your learners to give Duolingo a go?

The app allows user to:

- Collect crowns whenever they complete a level of a skill
- Record their streak, which is the number of days in a row they've studied
- Earn hearts by doing practice lessons

These features make it ideal for challenging your learners. For example, you could challenge your learners to download the Duolingo app and collect 5 crowns, or achieve a streak of 7 days. This is a great way of getting learners to use and develop their Welsh language skills, even if you have little or no Welsh yourself.

Duolingo

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

6 Encourage learners to learn a few subject specific terms as well as useful phrases in Welsh

Even if you are not a confident Welsh speaker yourself, you can encourage your learners to learn a few subject specific Welsh terms and phrases.

There are lots of helpful tools learners can use to translate key terms and learn new phrases. Some are generic and some sector specific.

Ap Geiriaduron

- The Ap Geiriaduron is an English-Welsh/Welsh-English dictionary that allows you to search offline for thousands of Welsh and English terms (including standardised educational terms).

- The app is available free to download on Android or iOS devices.

Ap Geiriaduron

Ap Gofalu Trwy'r Gymraeg

This app was created to help learners in health and care fields to gain confidence in using Welsh in the workplace or while studying. The app contains a range of key terms and phrases that will be useful to anyone studying health and care subjects or those wanting a career in these sectors.

Ap Gofalu Trwy'r Gymraeg

Gwasanaethau Trwy'r Gymraeg

The aim of this app is to support learners and workers in the Public Services sector to use the Welsh language with the public. The app includes key terms and phrases that will be useful to those studying or working in the Public Services sector.

Gwasanaethau Trwy'r Gymraeg

These apps can be used in many ways to support the development of Welsh language skills. For example, having Welsh key terms up on the classroom walls is a good way to help learners learn and remember them, so why not set it as a task for your learners to create these key terms posters for you using one or more of the apps?

In the meantime, here are some key terms posters you can print and use immediately:

Sgiliaith has a wide range of pre-prepared key terms posters you can download and print for immediate use. Categories include:

- Agriculture
- Business
- Catering
- Childcare
- Construction
- Games Development
- Hair and beauty
- Health and care
- Leisure and tourism
- Work Based Learning

New categories and posters are added regularly so keep checking back!

Sgiliaith Key Terms Posters

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

7 Invite guest speakers

If you are not a Welsh speaker yourself, or are not yet confident to use your Welsh with your learners, a good way of getting Welsh into your classroom is by guest speaker.

Inviting Welsh-speaking guest speakers into your classroom will provide opportunities for your learners to hear spoken Welsh and start getting used to is (of course your guest speakers don't have to present everything in Welsh, if your learners aren't fluent they may just want to keep their Welsh to some basic greetings and key words and phrases).

In addition to being Welsh-speaking, your guest speakers are likely to be experts in the field you teach. They are therefore ideally placed to talk to your learners about the value of Welsh language skills to that specific sector.

Or maybe your guest speaker is an employer. If this is the case they could talk to your learners about the demand for Welsh speaking employees, the value of Welsh as an employability skill, and how organisations benefit from having Welsh speaking staff.

Hearing from people in industry about the value of Welsh is a great motivator and should help encourage your learners to use and develop their Welsh. It provides an opportunity for the learners to see how their Welsh skills will be of benefit to them as they move from education to the workforce.

If you struggle to get guest speakers into your classroom, showing video recordings of guest speakers is another good option. Here are some pre-prepared videos that you might find useful:

Ar Frys' Fideos - using Welsh in public service jobs.

These videos, produced by Coleg Cambria, include individuals from a range of public services roles discussing the benefits of being able to speak Welsh in their job role

Welsh in Business

These videos have been produced by Welsh Government to promote the value of Welsh as a skill to a variety of different industries.

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

8 **Use the Coleg Cymraeg Cenedlaethol Resources Portal to find ready made Welsh and bilingual resources**

The Coleg Cymraeg Cenedlaethol Resources Portal is a great place to find resources in your subject area that are already bilingual or in Welsh and which you could start using straight away!

The portal brings a wide range of Welsh and bilingual resources, aimed specifically at the post-16 education sector, together into one place and includes a search facility that makes it easy to find exactly what you're looking for.

The types of resources available vary, from presentations to class handouts and even self-study courses that learners can work through on their own. You can use the resources in your lessons or provide links to them on your digital learning platform (such as Moodle or Google Classroom) so that learners can access and use them themselves.

New resources are continually being developed and added to the portal so it's worth checking back on a regular basis to see what's new. Alternatively, you can subscribe to receive email notifications about new resources.

Using the Porth

Watch the video to learn more about how the Porth works and how to use it

Using the Porth

Search the Porth

Go to the Porth and start looking for resources

Search the Porth

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

Case Studies

In the following case studies, two lecturers talk about how they've started to bring more Welsh into their classrooms. Both have approached things differently and have used different techniques and strategies; it's important to remember that there isn't one correct approach, you need to find out what works best for you, your subject and your learners.

Read/watch the case studies to see if their experiences help you think of new ways to bring Welsh into your classroom and your lessons

Daniella Powell (yn Saesneg)

Daniella Powell is a dance lecturer at the NPTC Group of Colleges. She is from south Wales and is a proud Welsh learner who has recently started to embed the Welsh languages into her lessons. Click here to hear Daniella talk about how she goes about embedding Welsh into her teaching. Note the ways that Daniella has begun to embed Welsh into her teaching in the box below. Can you think of instances where you could use similar bilingual teaching techniques in your lessons and interactions with your learners?

Daniella Powell

Liz Bowes (written case study)

Liz, teaches agriculture at Coleg Sir Gar. Though she is still building confidence in her own Welsh language skills, she feels that it is very important for her to encourage her learners to develop their Welsh. Have a look at this case study to see what Liz does to embed Welsh into her teaching. Use the box below, make notes on the bilingual teaching strategies that Liz uses.

Liz Bowes

Consider what you have seen and heard in these case studies. Use the space below to jot down some ideas on what you could incorporate this into your teaching practice and how:
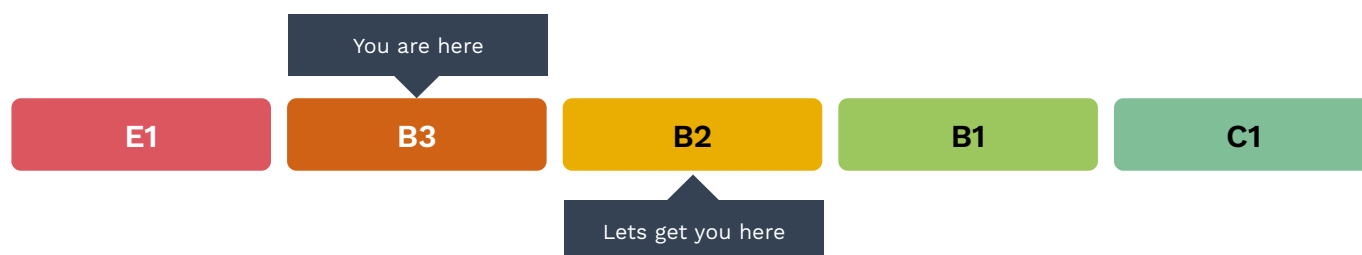
Action plan

You have now come to the end of the chapter **'Developing B3 delivery skills'.** We have looked at many strategies that you could incorporate into your teaching practice in order to move your delivery from E1 to B3. Take a moment now to reflect on what you have learnt and think about which of these strategies you would like to try out.

Remember – You don't have to incorporate everything suggested in this chapter into your teaching practice in order to deliver at B3 level, choose the measures and activities that you are most comfortable with and which suit your course and learners best. If you are completely new to using Welsh in your lessons, start with just one or two of the ideas suggested and see how you get on, you can always add a few more to your teaching as you become more confident.

Use the table below to develop an action plan to further embed the Welsh language into your teaching. Add as much detail as possible to help you reach the targets you have set. Remember to return to your action plan to review your progress; this is an opportunity to look at what strategies have worked for you and to consider what changes, if any, you need to make.

Action (note here the strategy/activity you plan to start using)	Target Audience (identify which group of learners to target)	Curriculum area (identify which unit or module this action will be incorporated into and where)	Resources (identify the resources you will need)	Timeframe (give yourself a deadline to aim for)	Review (Once you have achieved your target take a moment to review how successful it was and whether anything needs to be done differently next time)

Developing B2 delivery skills

E1	B3	B2	B1	C1

You are here

Lets get you here

You have either assessed yourself as currently delivering at B3 level (which includes a small amount of Welsh learning) or you have worked your way through the previous chapter and are now ready to learn about developing B2 delivery skills.

The following pages include practical ideas you can incorporate into your teaching in order to increase the amount of Welsh learning that takes place in your classroom. These ideas will help you gradually move your teaching from a B3 model of delivery to B2. Remember, you don't have to incorporate everything suggested below into your teaching practice in order to deliver at B2 level, choose the measures and activities that you are most comfortable with and which suit your course and learners best.

Top tip

Remember that you can't change learner skills and attitudes towards Welsh overnight, so keep trying different ideas and strategies to see what works best and don't give up!

Remember

Once you have achieved B2 level you don't have to stop there! Keep working your way through the handbook and up the bilingualism continuum until you reach B1.

What is B2 bilingual delivery?

When moving from B3 to B2 delivery there will be a noticeable increase in the amount of Welsh included in lessons as well as interactions with learners. The amount of Welsh used in both verbal and written interactions, as well as feedback, will be significantly increased. There will also be a shift to offer some assessments in Welsh (formative and/or summative assessments, oral and/or written).

If you don't currently use much Welsh in your lessons, and if you haven't done so already, have a look at the previous chapter which provides some practical ideas on how to start introducing Welsh to your learners. All the ideas presented in the previous section of this handbook will be equally relevant and useful when delivering at B2 level.

Let's recap what B2 delivery is:

"The B2 delivery model includes a significant amount of Welsh-medium learning e.g. both verbal and written Welsh used in many, but not all, parts of the learning activity. Assessments are mainly in English but some may also be in Welsh."

The Welsh Government provides the following guidance notes on the B2 delivery model:

- If any part of the portfolio evidence was completed in Welsh, including verbal assessment, this would reinforce the fact that it should be recorded as B2.
- This would include a significant level of Welsh used in the learning and could include some assessments completed in Welsh.
- If the portfolio evidence is in English but most or all the conversation/delivery for the learner has been in Welsh then this could be recorded as B2.
- Most or all of the delivery is in Welsh but assessment is in English.

Welsh Government Guidance document

Increase opportunities to use both spoken and written Welsh in the classroom

To move your delivery model from B3 to B2 focus on increasing opportunities for your learners to use both spoken and written Welsh in the classroom.

Learners often find speaking Welsh easier than writing Welsh so providing plenty of opportunities for them to use spoken Welsh during lessons is a good way of increasing their use of the language. Don't worry if not everyone in your class speaks Welsh, or if some lack confidence - hearing and actively listening to Welsh being spoken by others can help learners absorb the language and pick up new words, phrases and language structures.

Note: In order to encourage greater use of spoken Welsh amongst your learners it is important that the classroom is a safe place for them to use Welsh, a place where those who are not fluent can practice and make mistakes without being judged or ridiculed.

1 Make Welsh the language of the classroom

A. Start by setting an example for your learners and use spoken Welsh at every opportunity - greet learners in Welsh, praise in Welsh, ask them how they are getting on with the work etc in Welsh. Short, simple phrases like these don't need to be bilingual, even learners who are not fluent Welsh speakers will quickly learn what they mean.

- Once you have set the tone, encourage your learners to use these Welsh phrases also.

- You may find these posters useful as prompts:

[QR code]	Greetings	[QR code]	Feedback
[QR code]	Simple Questions (North)	[QR code]	Simple Questions (South)

B. Feedback

Start giving your learners feedback in Welsh or bilingually. The Sgiliaith bilingual glossary app - 'Ap Adborth Sgiliaith' - can help with this. The app contains a wide range of written and verbal feedback and general phrases you can use in your role as a tutor in order to provide learners with a Welsh/bilingual experience.

C. Make Welsh visible in your classroom by ensuring your walls contain Welsh or bilingual material. The best way to achieve this is to get your learners to produce Welsh and bilingual material for you to put up on your walls. Set them tasks to create:

- Subject specific key terms posters

- Classroom/workshop/laboratory rules poster

- Posters, brochures or information booklets about specific topics or areas of study

- Any other visual display that contains Welsh or bilingual text

Welsh and bilingual material on your classroom walls can act as prompts and can help learners remember key words and phrases. They can also help learners feel more confident using Welsh as they provide reassurance that they are using the correct words/phrases.

D. If you are not a confident Welsh speaker yourself you may want to brush up your own Welsh skills. The Learn Welsh Centre offers a wide range of courses whatever your grasp of the language, from complete beginner level all the way up to proficiency level.

The 'Improving your Welsh' course is specifically aimed at Welsh speakers who want to build their confidence in using Welsh, with a particular focus on writing skills. This a free, online course that anyone can use, and comes in two parts:

[QR code]	'Improving your Welsh' course Part 1	[QR code]	'Improving your Welsh' course Part 2

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

2 **Group work**

Group work usually requires lots of discussion and therefore provides plenty of opportunities for learners to use and practice spoken Welsh. Next time you're creating groups, think about how you want to structure them. You can strategically group your learners within both discussions and tasks to ensure learners are given the opportunity to use Welsh.

Grouping Learners

When using group work there are a few things to keep in mind:

- The way you group learners will vary depending on the task and required outcome. Sometimes it will make sense to group fluent Welsh learners together, at other times you will want to mix fluent and non-Welsh speakers together. During your course/unit/module.

  - provide plenty of opportunities for fluent Welsh learners to work together so that they can work through the medium of Welsh (it doesn't have to be every time).
  - provide opportunities for non-Welsh speakers to work with learners who are fluent. The fluent Welsh speakers can act as facilitators and support their peers to develop their Welsh language skills.

- When mixing fluent Welsh and non-Welsh speakers ensure there is a Welsh element to the task (e.g. create a bilingual poster or newsletter), this will ensure that the group doesn't complete the entire task in English.

- However you group your learners be alert to the language being used - it is not uncommon for a group of fluent Welsh speakers to speak English together. If this happens you may need to intervene in order to change the language used to Welsh. You can do this by being explicit about it i.e. ask the group to discuss the task in Welsh, or you could be a little more subtle e.g. by questioning them about the task in Welsh and encouraging or prompting a Welsh reply if needed.

Post-task feedback to class

Asking groups to nominate a speaker to give feedback to the class at the end of the group work task is another good way to get learners using and practising their spoken Welsh.

- Provide clear guidance prior to group work on the type of feedback you want each group to give and be explicit about the language you want them to use. Not every group has to feedback in Welsh but asking groups of fluent Welsh speakers to feedback in Welsh is a good idea.

- Encourage note taking - having notes to read out or refer back to can help those who are not confident Welsh speakers.

- Groups of non-Welsh speaking learners will need to feed back to the class in English - use this as an opportunity for translanguaging (see section 4 for more information on translanguaging) by summarising what has been said in Welsh. You can do the translanguaging yourself or ask a fluent Welsh learner to give it a try.

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

3 Translanguaging

Translanguaging, in simple terms, is receiving information in one language and then using it in another language. In practice this means giving learners information in one language e.g. reading materials, teacher's presentation, and asking them to use this information to provide an output in another language, e.g. written work, group discussions.

Translanguaging can work well in Wales, especially in contexts where students have a good grasp of both languages. The variety of English language materials offers wide possibilities for translanguaging between the two languages. There are many ways to use translanguaging in the classroom, here are some examples:

- When questioning learners during a lesson, ask learners to translanguage the answers for you i.e. if you receive an answer in English ask someone to summarise it in Welsh. This works best when the question requires an answer that's more than just a few words.

- It can be difficult sometimes to find a Welsh language television programme on the exact subject or topic you are teaching. Use an English-medium television programme to present information, then ask learners to discuss the content entirely or mostly in Welsh.

- Use an English-medium article to present information, ask learners to present key points of the article in Welsh or to create a poster, advert, leaflet etc.

Translanguaging does more than just help develop language skills; research suggests that translanguaging may promote a deeper and fuller understanding of the subject matter, to read and discuss a topic in one language, and then to write about it in another, means that the subject matter has to be properly 'digested' and reconstructed.

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

4 Role play

Setting a role play task is an excellent way of providing an opportunity for learners to practice their spoken Welsh in a situation where it doesn't matter if they make mistakes.

You can use any scenario for the role play but stick to things that are relevant to your learners, their course or chosen career path. For example:

- Health and social care - speaking to a care home resident

- Childcare - speaking to children in a nursery

- Public services - speaking to an injured person

Setting scenarios that are relevant to their studies and future ambitions will help learners see the value of Welsh to them personally. Scenarios such as these will also help learners develop Welsh language skills and key terms and phrases they can use in the workplace.

The amount of Welsh your learners use in role play scenarios will depend on their ability to use the language - you may have a mix of fluent and non-Welsh speakers in your class and you will need to plan accordingly so that every learner gets the opportunity to use Welsh at a level that is appropriate for them.

Supporting non-fluent/non-Welsh speakers with role play

Learners who are not entirely fluent, or lack confidence in their Welsh language ability, and learners who have no Welsh language skills at all, will need a little support in order to use Welsh in a role-play task.

- Start by providing guidance on where they could bring in some Welsh. For example, on a childcare course you might set a scenario where your non-fluent learners are asked to use Welsh/bilingual terms for colours, numbers, shapes etc.

- Allow learners time to write notes in advance - it may be useful for learners to have prompts that they can refer to during the role-play.

- Allow learners to use language learning tools to prepare a script in advance. Useful tools include:

  ◇ Welsh/English dictionary apps such as:

  'Ap Geiriaduron'

  ◇ Welsh language learning apps such as:

  'Gofalu Trwy'r Gymraeg'   'Gwasanaethau Trwy'r Gymraeg'

  ◇ Online Welsh taster courses such as:

  Work Welsh Online Taster Courses

  ◇ Prentisiaith:

  Prentis-iaith Awareness Level (for   Prentis-iaith Understanding Level (for
  apprentices that have little or no Welsh   apprentices who already have some
  language skills)   understanding of Welsh)

Remember to remind learners that their Welsh doesn't have to be perfect for this task!

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

5   Mock interviews

As with role play tasks, mock interviews also provide ample opportunity for learners to practice their spoken Welsh. Allowing learners time to prepare for their mock interview by writing notes or prompts can also provide them with opportunities to practice their written Welsh.

TV-style interviews

These types of interviews can be about almost anything, including sharing information, opinions or ideas.

An interview such as this will require a 'host' and a 'celebrity' - make sure learners are given the opportunity to have a go at both roles (not necessarily within one teaching session).

1. Start by setting a scenario - make it relevant to the learners, for example:

   ◇ Students from the creative industries could be interviewed about a piece of work (e.g. art, music, dance) that they have created, discuss their inspiration, methods/materials they used etc.
   ◇ Students from the services industries could be interviewed about the latest trends, such as the hair and beauty trends seen amongst celebrities or at events such as the Oscars, or interviewed about how to best care for your hair and skin.
   ◇ For students studying business you could turn the interview into a 'Dragon's Den' type of activity.

2. Next, allow time for students to work in their pairs to discuss and agree on their interview questions (about 5 should be enough).

3. Learners should then be given time to plan their answers. This will be an opportunity for them to prepare notes or prompts that they can use in the interview.

4. Allow learners time to practice in their pairs.

5. Finally, let the pairs present to the class.

Job interviews

Mock job interviews not only provide learners with an opportunity to prepare for a real-life interview but are also an opportunity for them to learn about job opportunities their course can lead to upon finishing their course.

An interview such as this will require a 'job applicant' and an 'interview panel'. The interview panel can include as many individuals as you wish but two is probably the optimal amount in order to provide everyone the ample opportunity to contribute to the task. Learners would benefit from the opportunity to play both interviewer and interviewee.

1. Start by providing learners with a relevant job specification/description, or ask them to complete a job search activity to find a job that interests them.

   ◇ You might find the following websites useful, they advertise jobs that require Welsh language skills:

https://lleol.cymru/en/jobs

https://swyddi.360.cymru/

https://www.safleswyddi.co.uk/en/home/

https://www.swyddle.cymru/?lang=english

2. Allow learners time to familiarise themselves with the requirements of the job and person specification.

3. Next, allow time for students to work in pairs/groups to discuss and agree on their interview questions (about 5 or 6 should be enough) - they may need guidance on the types of questions to ask.

4. Learners should then be given time to plan their answers. This will be an opportunity for them to prepare notes or prompts that they can use in the interview.

5. Allow learners time to practice in their pairs/groups.

6. Finally, let the pairs/groups present to the class.

Supporting non-fluent/non-Welsh speakers with interview style tasks

If you have learners who are not confident Welsh speakers they might not be comfortable completing the whole task in Welsh - this is ok, we want to encourage learners not make them feel uncomfortable or intimidated by the language. In these instances provide learners with guidance on how much Welsh you would like them to use and where e.g. less fluent learners might only be comfortable introducing themselves in Welsh, others might be able to answer a couple of questions in Welsh, while some in your class will be able to complete the whole task in Welsh.

Remember to remind learners that their Welsh doesn't have to be perfect for this task!

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

6 Oral presentations

Classroom presentations, if supported with presentation slides, provides learners with the opportunity to use both spoken and written Welsh.

The amount of Welsh your learners use in presentations will depend on their ability to use the language - you may have a mix of fluent and non-Welsh speakers in your class and you will need to plan accordingly so that every learner gets the opportunity to use Welsh at a level that is appropriate for them. It is important that every learner is given clear instructions on how much Welsh they are expected to use.

Options:

- Fluent Welsh speakers - learners who are fluent Welsh speakers could produce and deliver Welsh or bilingual presentations. It is far easier to deliver a presentation in one language, bilingual presentations are a little more challenging and take more time to prepare and deliver so bear this in mind.

- Non-fluent Welsh speakers - learners with some Welsh language ability should be able to produce a partially bilingual presentation. This could mean some bilingual slides/handouts, use of Welsh greetings and common phrases but mostly English delivery.

- Little to no Welsh language skills - learners who have very little or no Welsh language skills at all can still incorporate Welsh into their presentations. They should be encouraged to use Welsh greetings and simple phrases at the beginning and end of their presentation (bore da, diolch, unrhyw gwestiynau? etc). With the support of a resource such as the Ap Geiriaduron they could also incorporate some Welsh key terms into their presentation slides.

Ap Geiriaduron

It is important that every learner is given clear instructions on how much Welsh they are expected to use in their presentation. Guidance on how and where to use Welsh may also be helpful. This could be incorporated into the task brief.

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

7 Quizzes and games

Interactive quizzes and games are fun and engaging and can be a great way to develop learners' Welsh language skills, as well as their subject knowledge. These can be completed independently or collaboratively by your learners.

REMEMBER such activities do not have to be created by the tutor all the time, setting tasks for your learners to create quizzes and games will deepen their understanding of the subject as well as give them the opportunity to take responsibility for the Welsh language used in their games.

Quizzes

Quizzes are a particularly good way of learning key terms and phrases and can also be useful assessment and revision tools.

There are many online tools to create quizzes and games, here are just a few examples.

Kahoot!

Kahoot is an online game-based learning platform. It enables users to create fun quizzes to share with others. As a tutor you can host a Kahoot! Quiz live in class and display questions, answers and class rankings on your interactive whiteboard.

You could create a fully bilingual Kahoot! quiz or ask a bilingual question and provide Welsh answers, this works very well for key terms, especially if you repeat the terms in both languages consistently during your lesson.

Kahoot!

Quizlet

Quizlet is a web-based tool to create online quizzes. There are a variety of quiz options available within Quizlet including flash cards, matching, spelling and learning modes. Similar to Kahoot, you could create a fully bilingual Quizlet or ask a bilingual question and provide Welsh answers.

Quizlet

Mentimeter

Mentimeter allows you to create interactive Polls, Quizzes, and Word Clouds. The interactions are 'live' and learners use their smartphones to contribute anonymously. Mentimeter can be used in many ways to enhance bilingual teaching and learning including creating wordclouds and answering multiple choice or open ended questions or quizzes. Again, asking the questions bilingually will encourage the learners to contribute in their chosen language. Whilst discussing results, you can ask learners to translate key terms and answers on your behalf.

Mentimeter

Games

There are hundreds of great apps and websites out there to help create fun and engaging games and quizzes for learners. Whichever ones you plan to use with your learners, consider beforehand how the Welsh language can be embedded into the game or quiz. The easiest and most effective way will be key terms, but you can also make it clear in the games and quizzes that you expect learners to contribute in Welsh. Here are some other tools you may want to investigate further:

Wordsearch

Answer Garden

Wordwall

My Wordle

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

8 **Complete at least one unit or an aspect of the course bilingually**

It would be incredibly challenging to change a whole course from English medium to fully bilingual overnight, doing it properly will take time so start by focussing on one unit or module.

Find bilingual resources

Start by finding out what bilingual resources are already available:

- **Awarding Body** - more and more of the awarding bodies are now producing bilingual resources and support material so a good place to start is by checking what your awarding body has to offer.

- **Colleagues** - You may have colleagues delivering the same units in a qualification, and may have translated resources available. Don't be afraid to ask to share these resources.

- **Y Porth** - use the Coleg Cymraeg Cenedlaethol Resources Portal to find ready made Welsh and bilingual resources. The portal brings a wide range of Welsh and bilingual resources, aimed specifically at the post-16 education sector, together into one place and includes a search facility that makes it easy to find exactly what you're looking for. The types of resources available vary, from presentations to class handouts and even self-study courses that learners can work through on their own. You can use the resources in your lessons or provide links to them on your digital learning platform (such as Moodle or Google Classroom) so that learners can access and use them themselves. New resources are continually being developed and added to the portal so it's worth checking back on a regular basis to see what's new. Alternatively, you can subscribe to receive email notifications about new resources.

   ◊ Using the Porth - watch the video to learn more about how the Porth works and how to use it.

   [QR code] Using the Porth

   ◊ Search the Porth - go to the Porth and start looking for resources.

   [QR code] Search the Porth

- **Hwb** is the Welsh Government's digital learning platform, it hosts a wide range of tools and resources to support learning in Wales. Hwb has been widely used in schools for many years and has recently been developed further for the post-16 sector. Hwb's post-16 area is growing and aims to become a 'one-stop shop' for staff to find, create and share resources and good practice.

   ◊ Using Hwb - watch this video to learn more about HWB and how it works.

   [QR code] Using Hwb

   ◊ Search Hwb - go to Hwb and have a look at the resources available.

   [QR code] Search Hwb

Translate resources

You will have lots of learning resources that you have created yourself including handouts, task sheets, assessment briefs, PowerPoints etc. Start getting these translated one module/unit at a time. If you have lots of resources to translate, think about which resources you and your learners use most (e.g a glossary of terms or PPT presentations) and start with these.

The best option would be to get your resources translated by a translator so if your organisation provides a translation service consider using it. This may take a little longer and require a bit more planning than doing it yourself but by getting your resources professionally translated you can be confident that the translation is correct and the correct terminology is used.

If you don't have access to a professional translation team there are lots of tools you can use to help you translate resources yourself.

- Google translate has improved considerably and can now effectively translate most text.

Google translate

- Google Docs also has a facility that allows you to translate a whole document.

Google Docs

- Ap Geiriaduron

  ◇ The Ap Geiriaduron is an English-Welsh/Welsh-English dictionary that allows you to search offline for thousands of Welsh and English terms (including standardised educational terms).
  ◇ The app is available free to download on Android or iOS devices.

Ap Geiriaduron

IMPORTANT: if you are using any of the computer-generated translation tools caution is advised as they don't always get the translation right - **always proofread the translation before you use it.**

Offer Welsh assessment opportunities to learners

Welsh government guidance notes on B2:

"If any part of the portfolio evidence was completed in Welsh, including verbal assessment, this would reinforce the fact that it should be recorded as B2."

- Existing assessment opportunities

  ◇ Think about the assessments you currently use for your course, both formative and summative. Can any of these be adapted in a way that requires a Welsh or bilingual output? For example, posters - instead of setting a task to create a poster, set a task to create a bilingual poster.

- New Welsh/bilingual assessment opportunities

  ◇ We've looked at several examples of Welsh/bilingual tasks in this chapter, how could you incorporate some of these into your teaching, learning and assessment plan in order to increase Welsh and bilingual assessment opportunities available to learners?

Consider how this might work with your learners. Use the space below to jot down some ideas on how you could incorporate this into your teaching:

Case Studies

In the following case studies, two lecturers talk about how they've embedded more Welsh in their teaching and learning. Both have approached things differently and have used different techniques and strategies; it's important to remember that there isn't one correct approach, you need to find out what works best for you, your subject and your learners.

Read/watch the case studies to see if their experiences help you think of new ways to bring Welsh into your classroom and your lessons.

Wayne Price

Wayne Price is a lecturer in sport and pubic services at Coleg Gŵyr Abertawe. Over the past year, Wayne has worked to embed the Welsh language into his teaching and to use Welsh both informally and formally with his learners. Have a look at this video to see some of the ways that Wayne Price embeds the Welsh language into his teaching.

Wayne Price

Charlotte Hutchings

Charlotte teaches Childcare Level 3 (short unit), promoting the acquisition of a new language through immersion, at Coleg Gwent. She finds that discussing the cultural and historical aspect of the Welsh language, from the outset, has a positive impact on learners' attitudes towards the language. Charlotte creates most of her own resources and uses a number of techniques and resources to embed Welsh into her on-line teaching.

Charlotte Hutchings

Consider what you have seen and read in the case studies. Use the space below to jot down some ideas on ways you could incorporate some of these ideas into your teaching practice and how:
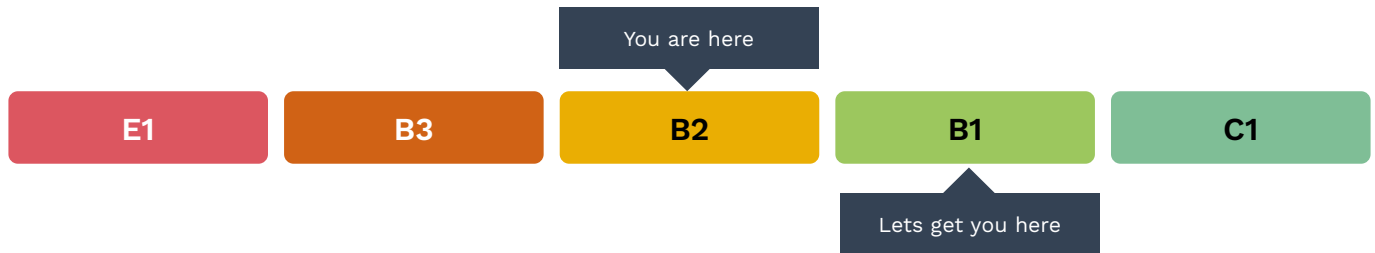
Action plan

You have now come to the end of the chapter **'Developing B2 delivery skills'.** We have looked at many strategies that you could incorporate into your teaching practice in order to move your delivery from B3 to B2. Take a moment now to reflect on what you have learnt and think about which of these strategies you would like to try out.

Remember - You don't have to incorporate everything suggested in this chapter into your teaching practice in order to deliver at B2 level, choose the measures and activities that you are most comfortable with and which suit your course and learners best. Start with just one or two of the ideas suggested and see how you get on, you can always add a few more to your teaching as you become more confident. Also, remember that the ideas presented in this handbook are just suggestions, don't be afraid to try out your own ideas.

Use the table below to develop an action plan to further embed the Welsh language into your teaching. Add as much detail as possible to help you reach the targets you have set. Remember to return to your action plan to review your progress; this is an opportunity to look at what strategies have worked for you and to consider what changes, if any, you need to make.

Action	Target Audience	Curriculum area	Resources	Timeframe	Review
(note here the strategy/activity you plan to start using)	(identify which group of learners to target)	(identify which unit or module this action will be incorporated into and where)	(identify the resources you will need)	(give yourself a deadline to aim for)	(Once you have achieved your target take a moment to review how successful it was and whether anything needs to be done differently next time)

Developing B1 delivery skills

| E1 | B3 | B2 | B1 | C1 |

You are here → B2

Lets get you here → B1

You have either assessed yourself as currently delivering at B2 level or you have worked your way through the previous chapter and are now ready to learn about developing B1 delivery skills and offering learners a fully bilingual learning experience.

The following pages include practical ideas you can incorporate into your teaching that will allow learning to be completed in a bilingual context. These ideas will help you gradually move your teaching from a B2 model of delivery to B1.

What is B1 bilingual delivery?

Let's recap what B1 delivery is:

"B1: Learning completed in a bilingual context and at least 50 percent of the available assessments within the learning activity completed through the medium of Welsh. The outcome may be achieved using any appropriate teaching methodology."

Welsh Government Guidance document

Whereas B3 and B2 focus on increasing Welsh and bilingual learning, B1 focuses on Welsh learning and assessments. It can sometimes be quite challenging to persuade learners to complete assessments in Welsh, even if they are fluent Welsh speakers. Therefore, in addition to providing Welsh assessment opportunities, consideration needs to be given to how learners can be persuaded or encouraged to complete assessment in Welsh.

Bilingual Learning Experience

B1 is used to code delivery that provides learners with a fully bilingual learning experience. The B1 delivery model includes Welsh/bilingual resources to support the learning, and ample opportunities (and encouragement) for learners to undertake their assessments in Welsh (written and/or verbal).

Many factors contribute towards a fully bilingual learning experience for learners, so to move your delivery from B2 to B1 model you need to consider your provision in its entirety.

1 Classroom environment

Start by providing learners with a Welsh/bilingual classroom environment that allows and encourages them to hear, see and use Welsh on a regular basis. Make Welsh a normal part of their learning experience rather than something they come across occasionally.

A - Spoken Welsh

Set an example for your learners by using Welsh at every opportunity and gently encourage them to do the same.

B - Feedback

Give your learners feedback in Welsh. The Sgiliaith bilingual glossary app - 'Ap Adborth Sgiliaith' - can help with this. The app contains a wide range of written and verbal feedback and general phrases you can use in your role as a tutor in order to provide learners with a Welsh/bilingual experience.

Ap Adborth Sgiliaith - App Store

Ap Adborth Sgiliaith - Google Play

C - Make Welsh visible in your classroom

Ensure all posters and signage are bilingual, and display Welsh and bilingual student work on your classroom walls. If you have books, journals or industry magazines in your classroom ensure at least some of them are Welsh medium.

D - The Active Offer

It is important to make it clear from the outset that learners are welcome to contribute to the lesson in Welsh as well as in English. This is called the 'active offer'. It makes learners aware that they are welcome to use their Welsh and to contribute in Welsh, without having to ask. Using the active offer with learners in your online classes can help to set an example for students of how to use the active offer as they move from the classroom to the workplace.

Use the space below to jot down some ideas on how you could incorporate this into your teaching practice:

2 Extra curricular activities

Extra curricular activities may not contribute to the assessment process but they can provide valuable opportunities for learners to develop confidence in their Welsh language abilities. They can also help learners realise the value of Welsh language skills and help persuade them of the benefits of completing part or all of their course in Welsh. Extra curricular activities can also help create a Welsh ethos in the college or organisation, and help learners develop a sense of pride and belonging which can lead to a greater awareness and appreciation of the language.

When it comes to extra curricular activities involving the Welsh language the possibilities are endless.

- Learner ideas - start by asking your learners what they would like to do, this could be embedded into college induction or tutorial programmes.

- What others are doing - start following other colleges on social media to see what they are doing; your ideas don't have to be original, if you come across an idea you think will work well with your learners then try it out.

- Linking with external organisations - there are lots of organisations working to promote Welsh and who would love to engage with your learners, here are some examples:

Yr Urdd	Local 'mentrau iaith'	Careers Wales
Welsh Government	Big Ideas Wales	

- National events/celebrations - consider activities that raise awareness or celebrate events such as Dydd Gŵyl Dewi, Dydd Santes Dwynwen, Dydd Miwsig Cymru, Diwrnod Shwmae Su'mae etc.

Gŵyl Dewi

Dydd Santes Dwynwen

Dydd Miwsig Cymru

Diwrnod Shwmae Su'mae

- Sporting event -

  - ◇ Follow national Wales teams
  - ◇ Organise events with partners for learners e.g. yr Urdd, Mentrau Iaith, local business with Welsh speakers, local council, SportWales

SportWales

- Guest speakers - Invite Welsh speaking guests into your classroom to talk to learners. Whatever their area of expertise, ask them to spend some of their time talking about how they have benefitted from being able to speak welsh, how it has helped their career or business etc.

- Trips and visits - Take learners on trips/visits to culturally important places. When arranging trips and visits, consider arranging for tour guides to provide talks bilingually.

Use the space below to jot down some ideas on how you could incorporate this into your teaching practice. Think about some local or national business, companies or organisations that could support you to deliver Welsh/bilingual extra curricular activities to your learners.

3 Resources

For your delivery to be coded as B1 your resources need to be available in Welsh/bilingually to support the learning.

Finding resources

More and more Welsh and bilingual resources are now being produced and shared across the sector, you don't have to create or translate everything yourself.

- **Awarding Body** - more and more of the awarding bodies are now producing bilingual resources and support material so a good place to start is by checking what your awarding body has to offer.

- **Colleagues** - You may have colleagues delivering the same units in a qualification, and may have translated resources available. Don't be afraid to ask to share these resources.

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Creating resources

If you are creating and translating your own resources there are many tools available to help you:

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Google translate

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Google Docs

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  ◇ The app is available free to download on Android or iOS devices.

'Ap Geiriaduron'

IMPORTANT: if you are using any of the computer-generated translation tools caution is advised as they don't always get the translation right - **always proofread the translation before you use it.**

Layout of bilingual resources

When creating your own resources, you will need to consider the best layout for the Welsh and English text. There are many layout options you can choose from, but here are some useful guidelines to keep in mind:

- The most important consideration is that both languages should be equally easy to read. Where possible, both languages should be viewed in one look.

- Give priority to the Welsh language, this can be done by putting Welsh where it's most likely to be read first e.g. on the left hand side of a PowerPoint or on the top of a worksheet.

- Consistency is key when it comes to your layout. Ensure that you always put the Welsh in the same spot on your resources so that you and the learners always know where to go to read it.

- Try to use the same font for both languages but consider using a slightly different colour so that learners can easily differentiate between Welsh and English.

If using separate Welsh and English resources (e.g. from a website), ensure that learners are aware that the resource is available in both languages and that they have access to them at the same time.

Here's an example of a bilingual multiple-choice Health and Social Care quiz. In this example the tutor has:

- a completely bilingual resource.

- used a parallel column layout so that both languages are side by side. This layout works well as learners can move back and forth between languages easily.

- consistently kept Welsh on the left and English on the right.

- a clear split between the Welsh and English text.

CWIS IECHYD A GOFAL / HEALTH & CARE QUIZ – P4

Beth ddylech chi ei wneud i helpu rhywun sy'n dioddef o'r fogfa?	What should you do to help someone who's having an asthma attack?
1. Helpu'r person i eistedd yn gyfforddus a chymryd ei feddyginiaeth. 2. Helpu person i eistedd yn gyfforddus ac anadlu i mewn i fag papur. 3. Cynghori'r person i ymestyn a rhedeg o gwmpas.	1. Help the person sit in a comfortable position and take their medication. 2. Help the person sit in a comfortable position and breathe into a paper bag. 3. Advise the person to do some stretches and run around the block
Os yw rhywun ag anaf sy'n gwaedu, beth allwch chi wneud i helpu?	**If someone is bleeding from a wound, what can you do to help?**
1. Gadael i'r gwaed redeg. 2. Rhoi pwysau ar yr anaf. 3. Clymu rhwymyn uwchben yr anaf.	1. Let the blood drain out. 2. Put pressure on the injury. 3. Tie a tourniquet above the injury.

Here are examples of bilingual presentations - the first uses different coloured text for Welsh and English, the second a different coloured background. In each case there is a clear distinction between the two languages.

Datblygiad Emosiynol a Chymdeithasol
Social Emotional Development

- Mae **datblygiad emosiynol a chymdeithasol** yn cynnwys profiadau plant, y ffordd maen nhw'n mynegi ac yn rheoli eu hemosiynau, a'u gallu i feithrin perthynas gadarnhaol a gwerthfawr â phobl eraill (Cohen ac eraill 2005).

- **Social-emotional development** includes the child's experience, expression, and management of **emotions** and the ability to establish positive and rewarding relationships with others (Cohen and others 2005).

Gan ddefnyddio mapiau gwahanol, disgrifiwch y canlynol sydd gan Cymru, fel rhanbarth, i'w gynnig:-

- Lleoliad a nodweddion daearyddol
- Prif lwybrau trafnidiaeth
- Cyrchfannau poblogaidd

Using different maps, describe the following that **Wales**, as a region, has to offer:-

- Location and geographical features
- Main transport routes
- Popular destinations

Use the space below to jot down some ideas on how you could incorporate this into your teaching practice. Maybe create a list of resources that you use regularly with your learners; prioritise these and create an action plan to translate resources in the short, mid and long term.

4 Assessments

For learning to be coded as B1, at least 50% of assessments must be completed in Welsh. For the purpose of LLWR, these assessments can be formative or summative, written or verbal.

Availability of Welsh assessments

Start by checking that the awarding body for the course you deliver offers Welsh assessments, not all do! You can check the language of the qualification on QiW. If formal assessments are not available in Welsh is it highly unlikely you will be able to achieve B1. In this case, you should contact the awarding body to make a request for bilingual assessments. In the event that the awarding body is unavailable to provide assessments bilingually, you should bring this to the attention of the Coleg Cymraeg Cenedlaethol by emailing post16@colegcymraeg.ac.uk or by filling this form:

Link to QiW: Search for qualifications

Link to form to record qualifications that are not available through the medium of Welsh

Written assessments

- Ensure all learners are provided with all necessary assessment documents in Welsh/bilingually, including assessment briefs, awarding body guidance etc.

- If providing learners with a reading list ensure that the list includes reference to Welsh language material.

- Key terms/subject specific terminology - some specialist key terms or subject specific terminology can be difficult to translate, providing learners with a bilingual glossary can support them to write in Welsh and provide them with assurance that they are using the correct translation in their work.

- Grammar and spell-checking tools - allocate some time to ensure your learners know where to get, and how to use, Welsh grammar and spell checking tools. The Cysgliad package is widely available on IT systems in colleges across Wales and includes:

Cysill - Program for checking Welsh spelling and grammar (including mutations)

Cysgeir - A comprehensive and easy-to-search set of dictionaries

Both Cysill and Cysgeir software licences are free to individuals so your learners can download them and use them on their personal computers at no cost.

Verbal assessment

Some learners will be reluctant to complete written assessments in Welsh for many reasons (e.g. lack confidence in their written Welsh skills, concern that their written Welsh isn't good enough for academic work etc) so plan to provide plenty of opportunity for them to use spoken Welsh for assessment purposes.

Examples:

- Presentations

- Group discussions

- Role Play

- Interviews

Welsh speaking learners may need some encouragement to complete these verbal assessments in Welsh, encourage them by providing positive reinforcement and praise the learners for their use of Welsh. Caution should also be taken when correcting learners in their use of spoken Welsh as this can have a negative impact and affect their confidence in using Welsh.

Bilingual speakers tend to use both languages when they speak, this is completely natural and should not be overly judged by the tutor.

Encourage learners to write notes for their own personal use during these tasks - this will encourage them to use and practice their written Welsh without worrying about the written work being assessed.

Use the space below to jot down some ideas on how you could incorporate this into your teaching practice:

5 Influencing language choice

- Be an ambassador for the Welsh language. Your attitude towards the Welsh language affects your learners and it can shape and influence their learning experience with you. The most important thing you can have is enthusiasm towards Welsh to encourage and motivate your learners to see the benefits of Welsh to their course and work and to support them to do work in Welsh.

- Remember that you lead and manage your learners, you can steer them towards completing work in Welsh, sometimes without them even noticing.

- Encourage and enthuse learners and let them know the importance of their skills and that their two languages are an opportunity not a responsibility, and a benefit not a burden.

- Raise awareness of the benefits to them, as individuals, of having bilingual skills. This will be even more beneficial to them if you can make it relevant to their subject area e.g. job advertisements in your subject area showing Welsh as essential or desirable or a case study from an employer.

Go Further with your Welsh

The Advantages of Bilingualism - Sgiliaith poster

Sgiliaith poster collection on the advantages of being bilingual

The Value of "Welshness"

'Ar Frys' Fideos - using Welsh in public service jobs. These videos, produced by Coleg Cambria, include individuals from a range of public services roles discussing the benefits of being able to speak Welsh in their job role.

Welsh in Business. These videos have been produced by Welsh Government to promote the value of Welsh as a skill to a variety of different industries

Use the space below to jot down some ideas on how you could incorporate this into your teaching practice:

6 Influencing language choice

In order to provide learners with a B1 learning experience careful planning is crucial.

As a tutor you may use both languages in the classroom, but the bilingual teaching model will be weak if learners do not have the opportunity to use their language choice or develop skills in both languages. Robust bilingual teaching models are the models that enable Welsh and non-Welsh speakers to use both languages confidently for classroom learning according to their ability.

Here are things to consider when planning for a fully bilingual learning experience:

- Do the two language groups get a fair deal?
- Do Welsh speakers hear and see enough Welsh to be confident in using the language with each other and in front of the class?
- Do non-Welsh speakers understand what is happening and play an active part in the lesson?
- Can all learners be assessed fairly in their language of choice?
- How student-centred is the lesson?

Tip!

An easy way to remember to plan for two languages in your lessons is to include a 'language column' in your lesson plan. This can include information such as:

- which bilingual teaching strategies you will use
- any bilingual resources you will be using
- the language the tutor will be using
- the language the learners are expected to use, both verbally and written

One of the main considerations of bilingual teaching is to ensure fairness to both languages on a consistent basis. This can often be seen as something extra to think about and can sometimes interrupt the flow of explaining and teaching. In some cases, bilingual teaching that relies on consistent oral translation can hinder your enthusiasm and flow in presenting.

The most obvious way to try to prevent this is to cut down on the amount of bilingual oral teaching required. One way to do that is to divide the class into linguistic groups so that you can teach monolingually for the vast majority of the time. Here are some examples of how such a time might be divided:

Example 1
- Relatively short bilingual presentation; no longer than 5 - 10 minutes.
- A Welsh presentation to the Welsh group (while the English group prepares by taking part in a discussion or by reading or doing practical work on a personal level).
- An English presentation to the English group (while the Welsh group prepares by taking part in a discussion or by reading or doing practical work on a personal level).
- Everyone to work individually or in pairs; (the lecturer to use the same language as the individual or group, so one language).
- Short bilingual feedback to discuss any problems or points that arose.

Example 2

- Step 1: Relatively short bilingual presentation;

- Step 2: Reading Task - the Welsh group reading the Welsh notes; the English group reading the English notes;

- Step 3: Respond to the reading session in a question and answer session - the questions and answers in Welsh in the case of the Welsh speakers who chose Welsh medium and the Welsh speakers who chose English. The lecturer then translates the answers into English. The questions and answers in English for non-Welsh speaking students only. In the second case, if a point needs to be emphasised to the Welsh speakers, the lecturer will do so bilingually.

- Step 4: Follow steps 1, 2 and 3 again (several times if needed).

- Step 5: Feedback and revise the content of the lecture - bilingual.

In example 1 the only bilingual teaching where everything needs to be translated from one language to the other is presentation and feedback and by careful planning, you could limit this to just a few minutes. In the second example again the need to translate slavishly for long periods has disappeared and the presentation is done using another language skill, namely reading for discussion. This change could help students develop advanced reading skills. In the case of step 3, the question and answer provides an opportunity to use both languages in a creative and selective way.

Careful planning is required if you want to use both languages in the same session. The planning involves:

- giving everyone the opportunity to use their chosen medium

- making sure everyone understands the main points and gets the terms in their chosen language

- keeping the lesson moving quickly by not translating trivial things

- keeping everyone interested

Consideration must be given to 'active learning' methods to facilitate the use of both languages in the classroom.

Use the space below to jot down some ideas on how you could incorporate this into your teaching practice:

Case Studies

In the following case studies, two lecturers talk about how they've embedded more Welsh in their teaching and learning. Both have approached things differently and have used different techniques and strategies; it's important to remember that there isn't one correct approach, you need to find out what works best for you, your subject and your learners.

Read/watch the case studies to see if their experiences help you think of new ways to bring Welsh into your classroom and your lessons.

Nia Edwards

Nia teaches music at St. David's College in Cardiff. Have a look at this video to see how Nia presents her lessons bilingually.

Nia Edwards

Iestyn Worth

Iestyn has been teaching Plumbing at GLLM, Coleg Meirion Dwyfor, Dolgellau, for the past five years. As a confident Welsh speaker, Iestyn, has experienced first hand how being able to work bilingually is advantageous in the construction field. Iestyn works to integrate Welsh into his teaching in natural ways and finds that the more natural he is in his use of Welsh with his learners, the more receptive they are to bilingual instruction. Have a look at this case study to see some of the ways that Iestyn embeds the Welsh language into his teaching.

Iestyn Worth

Consider what you have seen and read in the case studies. Use the space below to jot down some ideas on ways you could incorporate some of these ideas into your teaching practice:

Action plan

You have now come to the end of the chapter 'Developing B1 delivery skills'. We have looked at many strategies that you could incorporate into your teaching practice in order to move your delivery from B2 to B1. Take a moment now to reflect on what you have learnt and think about which of these strategies you would like to try out.

Remember - You don't have to incorporate everything suggested in this chapter into your teaching practice in order to deliver at B1 level, choose the measures and activities that you are most comfortable with and which suit your course and learners best. Start with just one or two of the ideas suggested and see how you get on, you can then add more to your teaching as you become more confident. Also, remember that the ideas presented in this handbook are just suggestions, don't be afraid to try out your own ideas.

Use the table below to develop an action plan to further embed the Welsh language into your teaching. Add as much detail as possible to help you reach the targets you have set. Remember to return to your action plan to review your progress; this is an opportunity to look at what strategies have worked for you and to consider what changes, if any, you need to make.

Action (note here the strategy/activity you plan to start using)	Target Audience (identify which group of learners to target)	Curriculum area (identify which unit or module this action will be incorporated into and where)	Resources (identify the resources you will need)	Timeframe (give yourself a deadline to aim for)	Review (Once you have achieved your target take a moment to review how successful it was and whether anything needs to be done differently next time)