



‘All pupils are the same here, none of them come from Welsh-speaking homes’

Reflections on language revitalization through education in times of social transformation

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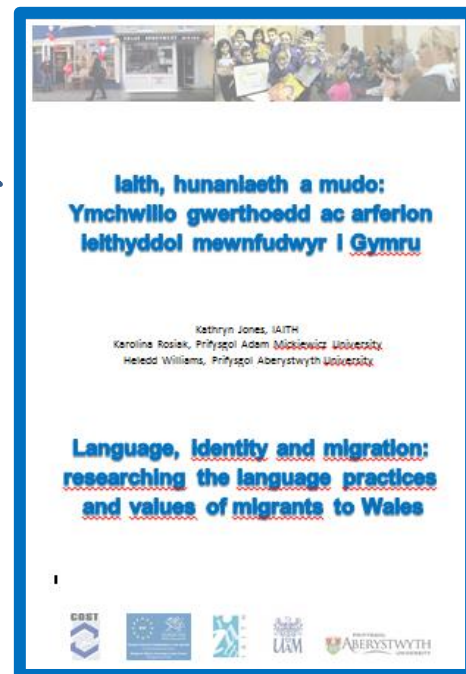
There is a sense in school—there's a sense that because all children are learning Welsh from scratch basically that there isn't a problem ... that all the children are at the same sort of level of Welsh and English and that's it, but in our case what they don't seem to realise is that we don't speak either of those languages at home ... we can't rely on her English to understand her Welsh .. sometime she has to rely on her Dutch and we certainly have to rely on our Dutch because its what we speak at home

Dutch parents, Cardiff

Evidence

Qualitative, pilot study interviews with 18 families

- Review of publications, policy documents and reports
- 22 LA's questionnaire
- Interviews with Ethnic Minority Achievement Service (EMAS) leads in each LA
- Interviews with key policy and educational stakeholders
- Case study visits to 11 Welsh-medium and bilingual schools and 4 'latecomer' centres to interview
 - management, teaching staff and WAL pupils



Welsh as an Additional Language:
Research into the level of need and current support provided to black and minority ethnic pupils with Welsh language support needs



Cymraeg fel iaith Ychwanegol:
Ymchwili i lefel yr angen a'r cymorth presennol a roddir i ddisgyblion duon a lleiafrifoedd ethnig gydag anghenion cymorth yn y Gymraeg

Reflections 1: Policy

- Lack of clarity and consistency regarding the status and use of 'WAL' in government policy
- Lack of awareness and standardisation of policy and practice at LA and school levels
- No standard, WAL-specific assessment framework in use across all LAs as there is for EAL

Reflections 2: Teachers

- Early Foundation Phase teachers least aware of possible differences in the learning and support needs of WAL and English-speaking pupils.
- Teachers of 'late arrival' WAL pupils clear that they have distinctive, additional language support needs compared to those of English-speaking pupils.
- Supporting WAL pupils is a challenge for teachers in some schools and in some LAs

Reflections 3: Families

- Lack of awareness of Welsh before coming to Wales
- ‘Shock’ of bilingualism and Welshness of Wales
- Interest and engagement
- Way of belonging, feeling welcomed, wanting to be a part of the local community
- Children ‘getting along fine’ in Welsh medium schools

We decided to go for the Welsh [stream in a bilingual primary school] because we wanted her to feel like part of the community here [...] even if we live in Wales and we might live here all of her life we don't know but **I think its more important for her to fully participate in society and the Welsh language is part of that.** That's why we thought its important for her to learn [Welsh].

Dutch parents, Cardiff

Reflections on language revitalisation in times of social transformation

- Mobility and migration – key for Welsh language revitalisation through education
- Need to fully acknowledge and embrace diversity within ideologies and discursive spaces/practices related to education
- Need better alignment between policy, institutional practices and locally lived individual experiences