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ABSTRACT

This article describes an experiment in early Welsh-English bilingual education which was begun in September of 1968 with 35 children and which continued for two years. There was one male teacher who used mostly Welsh and taught for one hour per day. The average age of the children at the beginning of the two-year experiment was five years, two months. Initial strategies included the use of simple patterns and light vocabulary load, plus the use of puppets, illustrations, and music; the use of these and other teaching aids is described. Satisfactory progress was made in oral and then written proficiency, to the extent that science is now being taught in Welsh, and it is believed that other subjects could be taught in Welsh as well. Suggestions for further experimental work includes ascertaining the effects of different age groups, different time ratios, "outside" teachers, and daily routine school life. (AM)

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THE SECOND PENPARCAU SCHOOL PROJECT IN EARLY BILINGUALISM

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THE chapter entitled "Early Bilingualism. An Experiment in the Early Presentation of a Second Language" in the volume *Towards Bilingualism* (Welsh Studies in Education Vol. I) describes how Welsh was presented to a class of 21 four-year-old children for a 24-week period commencing in January 1967. The author, Mrs Eurwen Price, and her fellow research assistant, Mrs. Eirlys Roberts, working under the direction of C. J. Dodson, proved that the presentation of a second language can be effectively accomplished at an early age. These two researchers were able to devote 40% of the teaching time at school to their experiment (from now on referred to as Experiment A) and their recorded results form an important chapter in the history of early bilingual education in Wales. Their work revealed great promise and led to further work within the same school conducted by the present author. This experiment (which will be referred to as Experiment B) was commenced in September 1968 and continued for a period of two years.

It is important to state at the outset that the many differences in the design of the two experiments rendered a comparison of the responses of the learners impractical. The table below indicates differences between experiments A and B in structure, teaching techniques, teaching personnel and learner maturation.

TABLE 1

EXPERIMENT A	EXPERIMENT B
1. There was one female teacher/researcher and also a female observer/recorder.	There was one male teacher/researcher cum observer/recorder.
2. The teaching time was 40% — 2 hours per day for the whole afternoon.	The teaching time was 20% — 1 hour per day in the morning (9.15 - 10.15).
3. The average age of the children was 4 years 2 months.	The average age of the children was 5 years 2 months.
4. There was very little "class teaching". The method was based on group and individual work.	The initial teaching was "class teaching" followed by group activity and individual work.
5. As the spontaneous language response of the children was mostly "one word" + "phrases" rather than "full sentence" responses, there was more stress on naming than on "full sentence" presentation of language units.	The language was always presented in "full sentence" units from the outset.
6. No English was used.	Teaching was mostly through the medium of Welsh, but some English was used when this saved time and facilitated understanding.

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At the outset of Experiment B, certain basic principles were adopted.

1. The teaching would be wholly oral (as in Experiment A). (This principle, however, was found in due course not to be fundamental, and was abandoned in the fifth term when the printed word was introduced.)

2. Precedence would be given to the "skeleton" of the language, the sentence-patterns and grammatical points in context. Vocabulary would be of secondary importance. Initial vocabulary would consist of words with the same sound in mother tongue and target language (e.g., shop stop, garage/garej). Earl Stevick maintains that words are not really the crucial factor provided that they reflect the learner's interests. Frank M. Grittner says: "It may be that material that is organized in terms of a person's own interests and manner of thinking is material which is most likely to be recalled". (*Teaching Foreign Languages* p. 158. Harper-Row 1969).

It is the teacher's task to supply the learner with the key to communication, i.e., the supporting words which form the scaffolding of the language. Learners are able to graft in new vocabulary and to utilise, within the new sentence patterns, words in the target language which have equivalents known in the mother-tongue to form new relevant linguistic combinations by means of

substitution and extension. This principle has been termed "Delexicalisation". It was found that one could produce a list of some 450 words which were very much alike in English and Welsh, words which were within the experience of infant-school children as a basis for the early presentation of a considerable number of new sentence-patterns. Much "toy" language, for example, is similar in English and in Welsh. This obviated a heavy lexical load at the very beginning and also gave the young pupils a feeling of instant success. The presentation of distinctively Welsh words followed gradually in context, arising from the children's day-to-day experience, a stimulating classroom environment and seasonal topics. In considering the relative importance of patterns and vocabulary, Wilder Penfield says of the child: "He can pass from a vocabulary of 1,000 words to 10,000, perhaps using the same language set".

3. The language would be introduced through the play-way approach, (activity, song, dialogues, situations, dramatisation, games, competition, rhythmic oral work) as well as by means of interesting equipment and teaching aids. All language elements would be introduced in a lively and imaginative way, and "vitalization" would be of paramount importance.

4. With only a limited amount of teaching time at one's disposal in the second-language situation, a measure of class-teaching where the teacher was the focal point of the lesson would be necessary. This brief "play-drill" period, presented in a dynamic way, would fix the sentence patterns in the learner's mind. A less formal approach would be time-wasting and diffuse. Once the new pattern had been presented through direct teaching to the whole class, it would then be "expressed" and consolidated through group work and individual practice.

5. Repetition, routine and overlearning were accepted as necessary and valuable tools in the language-learning process. Children enjoy the security of the known and tried, the daily ritual of language-associated experiences being fertile ground for the sensitive language teacher.

Patterned language songs were to be an important part of the teaching programme as they exploit the children's instinctive love of song and also afford an opportunity for repeating full sentence units in the new language.

6. Successful learning of a second language calls for a lively teacher, and a colourful and rich environment. The mainspring of language is experience. Every effort would be made to give children exciting materials to provoke discussion, to widen, deepen and strengthen vocabulary. An attempt would nevertheless be made to "semi-freeze" the environment during the first-year cycle of learning in order to concentrate on speech patterns at the expense of vocabulary and then in the second-year of the two-year cycle, to "defreeze" somewhat and to introduce more width and depth through the introduction of more words related to nature study, science, and seasonal activity.

7. Although the Bilingual Method is in current use in primary - - junior and secondary schools in Wales for the presentation of Welsh (and other languages), it was decided that the use of English would be restricted to a practical minimum at the infant-school level. Sufficient experience of "being" and "doing" and a "five senses" approach to teaching would obviate the need for the use of the mother-tongue. Nevertheless, the present teacher/researcher was not too dogmatic about the exclusion of the pupils' mother-tongue, where it facilitated understanding. When pupils expressed themselves in English the teacher/researcher could give a global "interpretation" of what had been said so that communication would be established. In all the day-to-day routine of classroom life and in giving commands, after the initial "interpreting", subsequent communication would be via the target language.

8. No effort would be made to force children to speak the language or to "say something" in Welsh.

9. A "Pattern Revision Book" would be used to review patterns already presented initially with the aid of toys, objects and blackboard work. A constant revision of patterns should ensure mastery. The book would also serve as a record of work done when pupils were transferred from one class to another and to the primary school. The "Pattern Revision Book" would not contain the printed word initially. Some of the pictures would be symbolic (e.g., a bell to denote "school"; a "screen" to denote "cinema"). The "Pattern Revision Book" would also serve as a spur to the children to draw their own pictures specifically portraying people and interests of concern to them. The book would therefore have a dual purpose in that it fixed patterns in the learner's memory in a fairly formal way and also stimulated creative and artistic work from individual children.

The "Pattern Revision Book" would contain humorous pictures serving as "keys" to humorous sentences. Much use would be made of humour, rhyme, rhythm and alliteration, e.g., "Mae Tom ar y prom" (*Tom is on the prom*): "Roedd Ben yn bwyta banana" (*Ben was eating a banana*). Other "arousal" words such as "bath" and "toilet" would be used to implant a new pattern in a meaningful manner.

10. Use would be made of the child's linguistic and grammatical sense to trigger off spontaneous speech. Many linguists have pointed out this inherent quality in young children. The following incident occurred in a conversation between the researcher and his four-year-old Welsh-speaking daughter.

Researcher:	"Mon pere, ma mere et mes enfants. Yn Ffrangeg - fy nhad, fy mam a fy mhlant." (i.e., In French my father, my mother and my children).
4-year-old daughter:	"Dader, mamer a planter a cotier. O na, dyw hwnna ddim yn perthyn iddyn nhw". (i.e., Father, mother and children and coat. Oh no, that doesn't belong to them).

a further example happened with the same child:

Researcher	"Tomato."
4-year-old child:	"Nelato, Anato." ("Tom" was the husband, "Nell" was the wife and "Ann" was the daughter next door!)

Should the children display a similar grammatical or analogous trend in the second language, this would facilitate their willingness to speak the new language. Grittner refers to this "simple analogizing power, which appears to operate below the level of consciousness in small children" . . . (*Teaching Foreign Languages*, p 152).

The Sample

Experiment B began at the Penparcau Infants School in September 1968 During the two-year teaching period a total of 31 children were involved. The initial number of children in the class was 35, 11 girls and 24 boys. Some were transferred to other schools at odd intervals and others were admitted on taking up residence in the area. Five children in the class heard some Welsh spoken at home but this report does not include any reference to them since they are not considered as being in the "Welsh as a second-language" category. Neither were they utilised as "pupil-teachers" in the experiment. Of the 30 second-language children, 10 were girls and 20 were boys.

The occupation of the children's fathers were varied and could be described as mainly working class with a sprinkling of lower middle class occupations, e.g., gas board salesman, electricity board official, gardener, amusement arcade worker, cinema operator, printer, lorry driver, painter, plasterer, postman, shop assistant, factory supervisor, auctioneer, insurance agent, council office employee, Plant Breeding Station employee, hospital administrative worker, miniature railway operator, manual workers and labourers.

No objection to the experiment was voiced by the parents. The headmistress maintained throughout the period of the experiment that work in other "subjects" was in no way retarded and that the impetus given to oral work and a growing confidence as a result of prowess in the second language was highly advantageous to the pupils. The children themselves were obviously happy in their Welsh lessons. This was often expressed in their written work as well as in their class response.

During the second term of teaching, parents were invited to sit in during a lesson and to observe their children making progress in their second language.

The Early Stages

The first lesson in any language course is difficult because of the linguistic limitations of the learners. An added factor in this experiment was the appearance of a male teacher in a traditional female's domain, and that teacher uttering new and unfamiliar sounds. Two questions came to the teacher/researcher's mind: (i) The report of Experiment A had pointed out that girls had made better progress than boys and posed the question whether female teachers was a contributory factor? (ii) The second question was how the children would react to the freer play-way approach to learning proposed in the Welsh lessons as compared to the rather more formal approach in other activities. Would any disciplinary troubles arise in the midst of so many toys and activities? The first few weeks proved to be an exacting period from the point of class organisation and management, but exposure to the freer and more verbal approach produced very satisfactory results once the teething troubles were over

In presenting the first "lesson" it was necessary to think in terms of linguistic material which appealed to five years-olds, a requirement that would help to ingrain the language in a graphic way and also ensure that language-patterns used would form satisfactory starting-points in a progressive hierarchy of linguistic structures. Another key factor was the ability to present such patterns as would form groups of units. Owen Thomas maintains that "self-confidence is best developed through sequentially-ordered instruction" (Holt Rinehart-Wintson 1965 p. 209). A series of related speech-patterns plus a light vocabulary load would form a good springboard for the realisation of initial success.

This initial motivation was brought about by recourse to an "instant vocahulary" plus a "pattern-series", e.g.,

Dyma'r (car) (*Here's the (car).*)

Ble mae'r (car)? (*Where's the (car)?*)

Dacw'r (car).

Mae'r (car) yma (*The (car) is here.*)

.. .. acw .. .. .. *there.*

.. .. yn y gare) .. .. .. *in the garage.*

Ydy'r (car) yma/acw . . . ?
(*Is the (car) here/there . . .?*)

Ydy, mae'r (car) yma/acw . . . ?
(*Yes, the (car) is here/there . . .*)

Nac ydy, dydy'r (car) ddim yma/acw . . .
(*No, the (car) is not here/there . . .*)

Since the 4-year-olds in Experiment A had shown such a readiness to "name" objects in Welsh, the present researcher decided to utilise this and to select a speech-pattern at the very outset which would carry no difficulties of mutation, word order, or sentence length. Although a previous Faculty researcher (Dr. R. M. Jones) had stipulated that the simplest speech pattern for adults learning Welsh was "Mae (Gwilym) yma", ("*(Gwilym) is here*"), it was decided that the pattern "Dyma (Dadi/Mami etc.)" (*Here is Daddy/Mummy etc.*) would be a simple and meaningful beginning for five-year-olds since it was fairly easy, could capitalise on the child's "naming" ability and also lead on to the establishing of other patterns based on it. The researcher in deciding on his second speech-pattern had to deliberate on the choice of either "Dacw" or "Dyna" (both meaning "There's . . . "). The Welsh Language Unit in its audio-visual course "Llafar a Llun" (*Speech and Picture*) had opted for "Dyna" for the young child, but "Dacw" was here chosen for its contrastive value. The Welsh Joint Education Committee in its pamphlet *Cymraeg Byw, Rhifyn 3*, (1970), also proposed that "Dyma" and "Dyna" be taught initially, followed later by "Dacw". The subsequent "Ble mae . . . ?" (*Where is . . . ?*) was handled with ease and the children, with the aid of the mother-tongue to introduce each pattern, were away to a very satisfactory start The pattern "Beth ydy hwn?" (*What is this?*) was also introduced informally at an early stage as it would enable the researcher to inquire what different toys and materials the children were using. Formal presentation was considerahly delayed. In order to begin with a topic that would be likely to captivate the children it was decided to introduce a family (Dadi, Mami, Tomi, Beti, Bahi) and to present these as central

characters in the whole teaching programme, gradually adding to them in order to create new substitutions and to expand sentences. It was necessary to have sufficient teaching aids at hand to ensure variety for sustaining interest during the session. This was done by means of:

1. Finger puppets.
2. Cartoon blackboard drawings.
3. The Philip & Tracey Family Cellograph.
4. A Song, sung, recorded on tape and also played as background music during the "activity" period
5. Catalogue pictures (for cutting and glueing).
6. Dressing up and acting.

These aids and activities led to a bombardment of the sentence-pattern. The researcher was surprised at how much variety could be achieved with vitalized aural-oral teaching even within restricted time-limits. The recipe for the introduction of any linguistic activity was "a little, often and gay". It soon became obvious that most of the children were willing communicators and participants provided that the teaching was based on concrete materials and experiences and that there was a disciplined language framework which limited the possibilities of error. After the children had *seen* Daddy and Mummy the opportunity had soon to be given to *be* Daddy and Mummy. The value of play cannot be over-emphasised. By inviting the children to bring their own toys and games to the second-language lesson, the researcher ensured that the teaching was child-centred and the slotting procedure from "Dyma Dadi" (*Here's Daddy*) *to* "Dyma Sindy" ("*Here's Sindy*" etc.) soon occurred. After the initial stages, when a number of speech-patterns had been established, the researcher could adopt one of two procedures in language presentation, either presenting one already-learnt language-pattern and a number of new words or one word (for example, "comic") with as many hitherto-established patterns as was possible. It was found expeditious to keep a list of speech-patterns at hand in order to ensure thorough revision at all times.

Equipment

The report of Experiment A had indicated the importance of aids as a means of presenting concepts to the young learners. The equipment used in a language programme thus had a two-fold use, namely to get to grips with appropriate concepts and also to trigger-off linguistic response. In Experiment B it was found that certain equipment and activities which were highly popular with children in general nevertheless proved to have little value as engenderers of speech. Others, while seemingly causing very little excitement in class, were ideal for presenting new structures and consolidating them in a "whole class" — group and situation as well as for evoking spontaneous speech.

Favourite Activities

During the final term of the project the children were supplied with a list of aids and activities which had been used as part of the teaching-method The children were invited to name their "top ten" and the table below indicates the preferences of the boys and the girls for certain activities.

SURVEY OF CHILDREN'S LIKES AND DISLIKES

WHAT I LIKE DOING AND USING MOST IN MY WELSH LESSONS

Placing of first 10 activities

	Boys	*Girls*
Dressing up	4th	1st
Recording my voice	8th	—
Drawing pictures	—	3rd
Modelling in clay	—	—
Acting	—	10th
Singing	6th	5th
Playing with toys	2nd	4th
Playing shop	7th	2nd
Playing garage	—	—
Playing with zoo animals	9th	6th
Playing with the farm	5th	7th
Playing cowboys and Indians	1st	—
Playing with the toy telephone	10th	8th
Listening to the "Sounds" tape	—	—
Using the Plastic family	—	—
Playing with the Flannelgraph (cafe)	—	—
Using puppets	—	—
Looking at slides	—	—
Seeing a filmstrip	—	—
Looking at comic films (In the Park)	—	—
Merry Milkman (Educational game)	3rd	9th
Looking at blackboard pictures	—	—
Playing with space models	—	—
Using the "Picture" books (i.e., Pattern Revision Book)	—	—

The report of Experiment A maintains that "the type of activity a child chose was probably the largest single factor determining the amount of response he made in the second-language." (p. 48). This was not borne out in Experiment B. Although the boys placed "Playing cowboys and Indians" highly on their list of preferential activities, the value of the activity from a language-stimulating point of view was nil in the midst of so much bang-banging. Although the "Merry Milkman" game was a class favourite, the amount of language that it engendered was disappointing. Movement and over-excitement seemed to be poor ingredients for language stimulation. There seemed to be little correlation between the amount of enjoyment derived and willingness to "perform" in the new language. "Using the plastic family" did not find many takers in the popularity chart but two pupils produced an astounding amount of language from it merely by placing members of the family and domestic objects in varying positions. It would seem that the teacher in the second-language situation would be better advised to confine his activities to the more "disciplined" types of games and aids, ones where the whole-sentence approach is stressed from the outset as distinct from "naming" games. A gradual and structured approach is the one more linguistically rewarding in the early stages. The presence of water, sand, clay, paints, toys, "characters", Wendy house and carefully-chosen objects are sufficient "starters" for efficient language-learning. The question of how much teacher-direction there must be in a language course is one for each infant-school teacher to

decide for herself according to which "school of thought" she belongs, but the present researcher fails to see how second-language mastery can be gained without some pressure, sensitively applied, and a measure of disciplined freedom. As Mrs. Price stated: "New verbal responses are most likely to occur when the child is engaged in teacher-directed activities".

Some Observations on "Favourite Activities".

1. Much use was made of toys by the children since many "toy-words" are the same in English and in Welsh, e.g., "Mae lorri gan Edwards", and "Mae doli gen i".
2. Closely allied to toys was the appeal of models (zoo and farm).
3. Children's love of dressing up and acting is borne out by both boys and girls. The shop situation was a popular one.
4. The robust "Cowboys and Indian" play which topped the boys' list provided little free speech.
5. The general popularity of "singing" by both boys and girls was encouraging as most of the patterns had either been initially presented or subsequently consolidated by means of language songs.
6. Although certain activities do not appear as being sufficiently in favour to warrant their inclusion in the children's "top ten", from the researcher's point of view, the Cellograph and Flannelgraph, slides, cine-loops and filmstrips, and other pictorial media were sporadically very effective in providing a change of activity and enabling a "slotting procedure" to operate within known speech-patterns.
7. Although puppets do not figure among the Children's Favourites, yet, because of their intimate nature, finger puppets proved to be effective media for pattern presentation, often linked with a patterned song. They were also effective for presenting an affirmative and negative pattern simultaneously, e.g., Mae Dadi yma (*Daddy is here*). Dydy Dadi ddim yma (*Daddy isn't here*).

Phasing of Activities

Mrs. Price referred to a careful phasing of activities so that Phase 1 should only contain non-verbalised activities. Progression from Phase 1 to Phases 2, 3 and 4 would only be gradual. She maintained, that "In the early stages of second-language learning, when very little teacher-intervention is possible because of limited comprehension, the children will be engaged almost exclusively in individual activity". She adds "In fact, individual activity continued throughout the project period to be the dominant type of activity . . . " Group activity involving the whole class was initially very difficult to organise and was rarely attempted". Since the experimenters found that ". . . "the closer the child's contact with the second-language teacher, the more rapidly he will acquire the language" it was considered beneficial in Experiment B to exploit this factor and to involve the children in a greater measure of teacher-directed activities. The fact that the children were a year older probably made this much easier.

TEACHING AIDS

Picture Cards

One of the aids which snowballed throughout the language course was picture cards (or vocabulary cards). These were sometimes used as flash cards for direct teaching while at other times they were distributed at random to the children who soon wished to communicate their content. The cards were a "do-it-yourself" effort, many of them being prepared through glueing pictures of coloured objects from toy catalogues, etc., on thin cardboard.

In Experiment B, the value of pictorial cards was suddenly realised in the second term of teaching when a pile of cards was distributed to the class and the children were invited to show them to the researcher. The result was a queue of eager spontaneous speakers. The response was astounding. The researcher put pen to paper quickly to transcribe the flow of sentences and the same procedure was carried out on subsequent dates with results as indicated below.

Date	Total No. of children who produced spontaneous free speech based on distribution of picture cards	Boys	Girls	Total No. of utterances
February 13, 1969 (Term 2)	24	16	8	155
March 5, 1969 (Term 2)	25	16	9	194
March 6, 1969 (Term 2)	25	17	8	270
March 13, 1969 (Term 2)	25	18	7	168
June 9, 1970 (Term 6)	25	18	7	454 sentences 35 phrases 1 word = total of 490 utterances

One weakness in the "picture-card technique" was that a high percentage of the sentences uttered were of the "Mae . . . gen i" (*I have a . . .*) type. With the earlier introduction of the written word, and a more rigorous multi-patterned use of the picture cards, the children could possibly be weaned away from a preponderance of "uni-pattern" responses.

In addition to the fertility of the "picture-card technique", the researcher was also surprised during the fifth term of teaching to find the children's response to a series of "Farm" pictures displayed on the ledge of the blackboard. These triggered off so much spontaneous speech that no direct teaching was possible during the whole one-hour period, since all the researcher could do was to transcribe the sentences which poured forth. The total output was 199 full sentences and 14 "partials", spoken by 11 boys and 4 girls. During the session, one boy produced 46 well-constructed sentences and 6 partials based on Zoo pictures in a Ladybird reader; and in another contrived situation involving the use of pictures, two pupils armed with a tape-recorder produced between them a large number of sentences based on the picture of a farm.

Pattern Revision Book

Mention has already been made of the Pattern Revision Book as an important tool in the imprinting of speech patterns on the memory and also as a record of work done. It can also incorporate the content of the "vocabulary flash cards" and make it more meaningful because of its being placed in context. The idea was to impress on the children (without actually saying so) how certain parts of the sentence were a fixture and other parts were moveable or replaceable. This would lead, it was hoped, to the children sensing the potential of language structures as tools for expressing what they wanted to say. The original individual Pattern Revision Book did not contain the printed word for the children. It was a pictorial book with a "key to the Sentence Patterns" at the end of the book for the researcher's reference. The printed word was introduced for the children during the fifth term and the availability of print meant an added interest in material which had originally appeared merely in pictorial form. It soon became evident, however, that the brighter children showed keen interest in writing in Welsh and giving their own "English" spelling to Welsh words. The published version of the Pattern Revision Book contains both pictorial and written language forms. The writing merely serves as a point of reference and is not meant to concentrate the children's attention on reading Welsh as such. The availability of the printed word with a language such as Welsh should cause no difficulty to the learners, but the danger of teachers underestimating the importance of abundant oral work should not go unstressed.

An interesting factor concerning the pictorial aspect of the Pattern Revision Book was the ease and rapidity with which the pupils mastered symbolic pictures (such as a bell for "school", knife and fork for "café"). An adult might consider that the pictorial symbols would be too complex for young children but the reverse was the case. A mere tick (✓) would elicit an affirmative sentence response, a cross (×) would evoke a negative sentence and a question mark (?) inevitably produced the desired question. The symbolic code constantly and habitually applied carried no terrors for six-year-olds or even five-year-olds. A short arrow above a person or object would call forth a "Dyma . . ." sentence while a longer "arrow" underneath the person or object would result in a "Dacw . . ." response. Other symbols which were soon assimilated were the picture of a rocket to denote "fast", a tortoise to express "slow" etc. By merely resorting to "dehydrated" pictorial sentences, the children could produce whole series of utterances on a particular speech-pattern (e.g. cowboy/cinema as a pictorial form of "*There is a cowboy in the cinema*/Mae cowboi yn y sinema"). This procedure could be adopted with any speech-pattern in the new language.

Blackboard Work

Much use was made of the chalkboard. It served as a focal point for the presentation of sentence-patterns to the whole group in a brief direct-teaching session through the use of simple blackboard pictures. The often crude caricatural pictures proved to be a delight to the children, the longer the nose the louder the laugh. One soon realised the potential of "Pictorial substitution" frames drawn on the blackboard. Another interesting aid was the drawing of half-pictures on the blackboard. Starting with a single object and then gradually adding to it was a much more controlled way of presenting language than the composite picture. The moveable blackboard sill was also useful for the display of flash-cards, while one of the best-loved guessing games was for an individual or group to hide behind the blackboard and for them to guess what object had been drawn on the other side. The individual or group would then be expected to give the answer within a specific speech structure, e.g., Ble roeddwn i? Roeddech chi yn y ffair (*Where was I? You were in the fair*).

During the fifth term, with the introduction of the printed word, there was far more scope for blackboard work and an opportunity for revision. One should also mention the importance of the children themselves using the blackboard since it often seems as if other children are more attentive when a classmate is "being teacher" than when teacher himself is in command. Teachers can cut old blackboards into two or four parts so that groups can have their own mini-boards.

Singing

This medium was one of the best for the initial presentation of a pattern. A picture or pictures would be drawn on the blackboard (e.g. "Mae Dalec yma: *There's a Dalek here*"). The sentence would then be said orally a number of times and the English equivalent would be given without much ado. The same pattern would then be presented by means of a language song. No one was forced to join but it was surprising how quickly the patterned song was mastered. The technique was sometimes varied and the competitive element was introduced — the girls challenging the boys with "marks" playfully given. The learners were interested in composing their own music instead of the oft-repeated "Mulberry Bush" and "Nuts in May". During the sixth and final term a few pupils asked that they should write their own original words and the results were pleasing, e.g

Gaf i fynd i'r ysgol? (*May I go to school?*)
Gaf i fynd i'r ysgol?
Gaf i fynd i'r ysgol?
O cewch, cewch, cewch, cewch.
(*Oh yes, yes, yes, yes*)
(based on the original pattern "Gaf i fynd i'r toilet?"

Some 130 songs were written with each song concentrating on a particular speech pattern, or sometimes during the second-year cycle based on a word-picture of one of the four seasons.

It is interesting to record the findings of the researchers in Experiment A in this respect. "Movement to music on a tape-recorder or record-player often failed to hold the children as a group, but a song or game with paper finger-puppets was avidly followed, because each child was intensely interested in his own puppet. (p. 32).

An important development that soon became evident when singing the language songs was the ability of the children to substitute or slot — e.g.

Dyn eira, dyn eira,
Mae het gyda fe,
Dyn eira, dyn eira,
Mae het gyda fe.

(Snowman . . . he has a hat).

As soon as the children came to the final word "fe" in the first verse, the researcher would call out the word "sgarff", and without further ado, the class would start the second verse but this time saying.

"Mae sgarff gyda fe" *(He has a scarf)* in the second and last lines.

Language teaching experts maintain that the student must always generate the structure on his own and no part of the structure should occur in the teacher's statements and questions that cue the student's response.

Action Tunes

Closely linked with the language songs were simple action tunes or, more correctly, "sentences to music". In portraying topics like the seaside, autumn, spring, journey into space, the researcher would merely call out a sentence (e.g. when dealing with "spring" —

(1) Mae'r draenog yn deffro.

(2) Mae'r ŵyn bach yn prancio).

(The hedgehog is waking up; The lambs are gambolling).

The class teacher would then play some music while the children mimed the appropriate action. It was found that the linguistically weaker pupils would emulate their more knowing classmates and the whole class was thus set in motion. When the music stopped, the pupils would also end their mime and await the next sentence. The researcher, during this hiatus, might decide to ask a few questions and would thus get in some suitable oral work into the bargain. The movement exercise would generally end with "everybody going to sleep" — Peter Slade's "declimax", followed by "the bell". This activity was normally conducted in the hall and provided a welcome break from ordinary classwork.

The researchers in Experiment A point out that "Movement to Music" was one example of an activity least conducive to "second-language learning" (p. 50). I would suggest that the "action-tune" type of activity does not fall into that category since it is a good exercise in language comprehension. One notes, however, that "action stories" *were* conducive to speech in Experiment A.

"Fun and Games"

The hall was also occasionally used for ordinary games, "physical education", and mobile language games, like the "movement tunes", these activities, which were very much enjoyed, were geared to the use of balls, hoops, bean bags, etc. "Potted sports" would supply the opportunity for presenting "cynta, ail, trydydd" *(first, second* and *third)*, and comparative adjectives such as "yn uwch", "yn gyflymach" *(higher, faster)*, etc. Games such as "Musical Chairs" (called "Musical Bus" or "Musical Rocket" whatever the current project demanded), "Statues" and "O'Grady says" were always popular and linguistically productive.

Much of a second-language course could be built around games and active playway activities such as these. Most language is learnt in an exuberant, unconscious way in the early stages of learning a first-language. A "Scotch-board" was ideal for introducing a pattern such as: "Ydw i'n iawn? *(Am I right?)*" with the whole class answering "Ydych" / "Nac ydych" *(Yes, you are / No, you are not)* innumerable times. A rubber dart board or ring board was highly appropriate for introducing the "Mae (wyth) gen i / *I've got (eight)*" pattern.

Games were a popular and efficient way of concentrating on particular areas of grammar and pattern. The "noun circle", "verb circle", "preposition circle" and "adjective circle", composed of appropriate pictures on a hardboard circle with a spinning arrow screwed to the board, gave plenty of scope for presentation of nouns, verbs, prepositions and adjectives. A similar clock board meant that pieces of cardboard could be cut, pictures drawn on them and subsequently used for the presentation of all kinds of sentence-patterns. Differently coloured cardboard was used to present different speech patterns.

Much of the material used was of a "do-it-yourself" nature. An old cardboard box was used to present "affirmative and negative" sentences. A square would be cut from the front of the box, pictures would be glued on a long strip of cardboard which was inserted through slits on both ends of the box and slid through in order to reveal the picture (for the affirmative "Mae Dadi yma" *(Daddy's here)* or with the picture hidden for the negative "Dydy Dadi ddim yma" *(Daddy isn't here)*. Suitable charts were also made to present the prepositional phrases with two moveable "fingers", one pointing to the object itself and the other pointing to a cross above / by / in / under etc. the chair / table / window, etc. Miniature charts were also prepared in shoe boxes for individual or group use.

Symbolic aids were also used to represent certain words, e.g., a piece of cardboard in the form of a "heart" was always shown when referring to "hoffi" *(to like)*; a large pair of cardboard spectacles was produced for an "I spy" game or whenever "gweld" *(to see)* was referred to: all these pieces of equipment were used in a lively, playful way and the "fun element" ensured success.

Flannelgraph and Cellograph

These two teaching aids, because of their appealing tactile qualities, proved useful. The children could operate in groups and give running commentaries on the new situations which were being constantly conjured up. One example of the enormous potential of these aids was the way one five-year-old working quickly by herself produced fifty perfect Welsh sentences based on the Philip & Tacey Family Cellograph. The researcher was

able to transcribe her utterances before the pupil realised that there was an intruder in the camp and the flow of language ceased.

Another boy recorded 39 sentences on the tape-recorder based on the Philip & Tacey, Chameleon Street, Cellograph Teaching Aids. The recent production of a Welsh vocabulary for the Vizigraph Company flannelgraphs will serve as an important reading aid and will supply the second-language teacher with a number of appealing and colourful contrived centres of interest in future.

Film Strips

Another feature of the teaching programme was that Friday was regarded as "cinema day" when the class would be shown filmstrips of stories with which they were conversant in their mother-tongue. The commentary would be simplified in terms of structures already learnt. The children were thus able to enjoy "The Three Bears" and "Little Red Riding Hood", etc., in their second-language. They were then able to enact the story, to draw pictures depicting the story and speak about them within the confines of restricted patterns. Later, during the second year, when the teaching was conducted more in terms of topics such as "The Library, the Farm, the Street, the Nativity", an effort was made to integrate a filmstrip with the project in hand. Frank M. Grittner says that "approximately 80 per cent of all human learning is done visually. Hence, sole reliance upon auditory stimuli at any stage of learning must be considered questionable for sighted learners", (p. 173).

The children also had the opportunity of hearing and viewing one of the Talking Books Series produced by Weston Woods Studios Co., and distributed through the Children's Book Centre Co., 140 Kensington Church Street, London W.8. Mr. C. A Waite wrote in "Visual Education" in 1965.

"The bigger picture on the wall is easily seen and discussion and questioning follow fast and the strip can so easily be shown again to inspire further discussion, re-telling, the examination of specific scenes and episodes which have caught the children's fancy, and other fruitful working-over of the fresh and exciting experience which the story has brought."

The story can be simplified for second-language learning and is particularly useful in a school where there is a mixture of linguistic background. In the Welsh context, the Welsh speakers could write creatively about the story, employing all the idiomatic language at their command, while the second-language pupils could enjoy the story on a more restricted oral second-language level.

Slides

A development which the children enjoyed as part of their teaching programme was the use of coloured transparencies of themselves at work and using the materials, equipment and teaching aids which were an essential part of the course. These slides could be shown time and time again with more and more patterns being introduced as the teaching progressed. The transparencies were employed in the "whole-class" direct teaching situation, and individuals were also invited to use them in the "group" and "individual learning" periods. It is suggested that an empty room or spare corner could be turned into a "cinema" or studio equipped with tape-recorder to record children's reactions to pictures, slides and films.

Cine Loops

Use was also made of the Macmillan 800 E Animated Cine-loop projector and its sporadic use as a teaching aid was enjoyed. The brief, dramatic, humorous situation, the cartoon element and "live" characters all excited the curiosity of the children. The ability to see the same short situation a number of times imprinted the content on the mind. Concentration on one picture alone made possible the revision of a number of speech patterns and an oral recapitulation of events. Oscillation between one tense and another was possible and natural. The children enjoyed dramatising "The Picnic in the Park" and they wanted to see the loop over and over again. The whole series of loops could be treated at any linguistic level and the children invited to give a twist to the stories, thus producing new and parallel situations.

Tape Recorder

In the initial stages of learning, the tape-recorder was mainly used for the playing of language songs. This was done as a direct teaching, teacher-oriented technique. The tape was also played when pupils were engrossed in their creative activities and this "subliminal" tool was obviously effective since some of the children could often be heard singing the songs and mumbling the words.

Tapes which had considerable appeal for the learners and which were also found effective from a second-language presentation point of view at a secondary stage were the "Picture in Sound" tapes available from The Remedial Supply Company, Dixon Street, Wolverhampton. The whole activity was a valuable one. It was firstly and essentially a good exercise in listening. It also aroused curiosity and allowed scope for imaginative work as well as for evoking speech.

One child from a completely English background in her fourth term of Welsh wrote as follows for her class teacher about her lessons and especially of the use of the sound tape and a toy squirrel which was often used during a series of lessons on "Autumn".

"Mr. James has a tape. We hear it. The man on the tape says 'Listen while I play the sound.' The birds sing and a train comes and then when the train went a tractor came . . when that went the squirrel came out. Mr James used to say 'Ble mae'r wiwer?' The children used to say 'Wrth y drws.' Mae Mr. James yn hapus iawn."

(Ble mae'r wiwer? — *Where's the squirrel?* Wrth y drws — *by the door.* Mae Mr. James yn hapus iawn — *Mr. James is very happy).*

Further use was made of the tape-recorder for recording spontaneous speech and for recording children's responses in describing a composite picture in the test situation.

Ancillary Aids

No piece of equipment was outside the realm of usability in the second-language situation and the researcher would strive to present some new toy or gadget in each lesson as a "starter" to the proceedings. One such object in a box or bag would arouse tremendous curiosity and sustain interest. The researcher would give a running commentary on the object in hand encompassing as many as possible of the speech patterns already learnt. Transference of the objects to the

children themselves would give the teaching a new dimension. A class "eye-walk" would also draw attention daily to the static elements and equipment in the environment. Much play would be made of the knick-knacks which children brought to school from time to time and an oft-heard spontaneous phrase was "Mae . . . gen i" (*I've got a . .*) and "Dons dim byd gen i" (*I haven't got anything*).

DIALOGUES

Dialogues and conversations can be adopted from the outset of learning at the infant-school level so that the children can see language in action. This contextualisation of language-units linked with the dramatic approach, dressing-up, "props" and centres of interest is one of the best-loved techniques at this level. This was done from the start in Experiment B with the introduction of a language-greeting-song, e.g., Bore da, bore da, sut ych chi? Sut ych chi? Da iawn diolch, da iawn diolch. Sut ych *chi*? Sut ych *chi*? (Good morning, how are you? Very well, thanks, how are *you*?)

Learners' Spontaneous Oral Response

An important section of the report of the Penparcau A Experiment is devoted to the spontaneous oral responses of the 4-year-olds and its analysis into single-word, phrase and whole-sentence utterances.

The following analysis refers to language spoken by the 5-year-olds of Experiment B to the researcher or to classmates without any direct oral stimulus. Speech would stem from asides or observations or arise spontaneously from a surreptitious planting of aids in vantage points in order to elicit speech without any oral trigger. In no circumstance was a child forced to speak the language. Many of the phrases spoken would be quite intelligible as communication units although devoid of a copula or linking verb and would be in line with the kind of speech which children use naturally in their first language.

The results of the children's free speech during the first 14 weeks (Term 1) were as follows. No first-term figures were published in the report of Experiment A.

TABLE 3

Number of pupils	No of pupils who uttered spontaneous speech	No. who use L2 for immediate repetition in Term 1	No. who use L2 for spontaneous repetition in Term 1	No. who made generative use of L2 in Term 1
30	23	30	23	15 (12 boys and 3 girls)

TABLE 4

Number of utterances by boys and girls during Term 1 (14 weeks)			
	Individual words	Phrases	Full sentences
Boys	9	28	186
Girls	1	3	75
% age of all utterances	3%	10%	87%
Total	10	31	261

No completely-Welsh spontaneous sentence was recorded in the researcher's presence before week 6 (as in Experiment A).

A pleasing feature of the first-term results was the high percentage of children who had made the breakthrough to spontaneous speech, the response of the boys, and the low percentage of individual words uttered in comparison with "phrase" and "full sentence" utterances.

A list of utterances was kept daily, e.g

I don't want to go acw (*acw-there*) Lesson 8 in response to the researcher's command "Acw"

Gaf i fynd i'r *toilet*? (*May I go to the toilet?*) Spoken to the class teacher in week 5.

Mae Mami yn siopa (*Mother is shopping*). Week 6. A spontaneous utterance with the child holding a figure of mother and a shopping basket.

Where do you want the ci? (ci *dog*).

That's a awyren (*That's an aeroplane*) Week. 7.

Mae ambiwlans gen i (*I've got an ambulance*).

Mae ambiwlans yn y garej. (*There's an ambulance in the garage*).

Mae Guto Ffowc ar y tân. (*Guy Fawkes is on the fire*)

Important features to note in the children's spontaneous speech in the first term are

1. No wholly Welsh sentence was uttered spontaneously before week 6.
2. The children were prepared to incorporate an English word or construction within the framework of the Welsh sentence. Lack of vocabulary was not an inhibiting factor in speech production.
3. A number of children were already employing the substitution technique in formulating new sentences.
4. Example like "Mae *straw* gen i" indicate that the learner is adopting a slotting technique in proving his mastery of the second language.
5. Most of the utterances were full-sentence utterances.
6. 25% of the utterances denoted possession (gen i / gan . .)

TABLE 5

Total number of utterances during Term 2

	Sentences	Phrases	Words
Boys	2341	355	95
Girls	648	67	33
Total Boys & Girls	2989 (89%)	422 (8%)	128 (3%)

The Written Language

It has already been suggested that the young learners were not encouraged to write in the new language since the emphasis throughout was on learning to speak. Research carried out by C J Dodson at the primary junior level under the auspices of the Faculty suggests that the printed word can be an asset to language-learning. (See Pamphlet No. 14). *Foreign and Second-Language Learning in the Primary School*. In this Penparcau Experiment B, it soon became evident that at least one child from a purely English background was so keenly interested in communicating in writing in the second-language that she produced the following example of her conception of how Welsh should be written although never having seen the language in print. "Mother came un shopaj un dre. Yesey Gres was bon un bethem log so log ago" ("yn siopa yn dre" – *shopping in town*).

The next example was written on November 24th, 1969, during the fourth term of the experiment.

"Mayr daddy ar mammy ar tomey ar Bety an a fair Mayr Tomy ar a merry go round Mayr mammy an sevich olth a merry go round ac mayr daddy an sevich Mayr daddy an gweld a alwen four ac mayr mammy an gweld a alwen four."

A correct version of the above would have been:

Mae Dadi a Mami a Tomi a Beti yn y ffair. Mae Tomi ar y merigorownd. Mae Mami yn sefyll wrth y merigorownd ac mae Dadi yn sefyll. Mae Dadi yn gweld yr olwyn fawr ac mae Mami yn gweld yr olwyn fawr.

(Daddy and Mummy and Tommy and Betty are at the fair. Tommy is on the merry-go-round. Mother is standing by the merry-go-round and Daddy is standing. Daddy sees the big wheel and Mammy sees the big wheel).

Difficulties in spelling became evident when the children experimented during the sixth term with a do-it-yourself Welsh version of "The Sentence Maker" used in the "Breakthrough to Literacy" project undertaken by the Schools Council. Nearly all the children could build correct sentences in their second-language from the set of written words supplied on individual pieces of cardboard The only pitfall was spelling, e.g.

(i) Words like "y" (*the*) — Mae Dadi yn â tŷ (*Daddy is in the house*).

(ii) Confusion between the negative verbal form "Dydy" and "Dadi" (*Daddy*).

(iii) "Tei" (*a tie*) for "tŷ" (*a house*).

(iv) "Ar" (*on*) for "yr" (*the*).

Apart from such minor difficulties, most of which can easily be obviated, reading Welsh posed very few problems for most of the children.

A study of the sentences formed with the use of "The Sentence Maker" showed that although it was only briefly tried the children were very much at ease, and some of the boys in particular produced sentences which, coinciding with the World Cup in Mexico, were relevant to their individual interests. The placing of "footballer-cards" alongside the printed words which had been prepared was responsible for such sentences as:

Mae Geoff Hurst ar y cae (*Geoff Hurst is on the field*).
Mae Mike England yn chwarae pêl-droed. (*Mike England is playing football*).

The heartening feature was the fact that the children had really mastered the substituting technique and realised its potential for individualising speech in terms of personal interest.

Class-teaching was conducted by the researcher himself in Experiment B and it is probable that the children strove to speak to him in their L2 as they may have doubted his capabilities in their own mother-tongue! When the same children moved to the junior school to be taught Welsh by their class teacher (who conducted 80% of her lessons through the medium of English) the amount of spontaneous speech was reduced to a trickle. Since it was felt that the children might have reached a stage of development when they had become more inhibited, the researcher asked that he should take them for a half-hour session and the class teacher could record

the children's spontaneous speech (if any). It was found that the children were in no way inhibited and they produced 100 sentences in a relatively short period.

The work continues at Penparcau Primary School where the children are now being introduced to science through the medium of their second-language. The linguistic foundations have been established so firmly that other subjects on the school curriculum *could* also be taught through the medium of Welsh in subsequent years in the periods alloted to the second-language.

Some Suggestions for Future Experimental Work

1. Further fully recorded experiments need to be conducted with classes of 4-year-old learners, with a view to developing the most effective programme for second-language presentation at this level.
2. Further experimentation is also needed with 5-year-olds, using control and experimental groups to ascertain the relative value of activities both conceptually and linguistically.
3. Experimentation is needed in the presentation of a second-language (a) for a whole afternoon, (b) for 40% of the school time, (c) for 20% of the school time in order to ascertain how much time is needed to make the presentation of the second-language truly effective without retarding progress in the mother-tongue.
4. Experimentation is needed to ascertain whether three short periods of 20 minutes daily would yield better results than one whole-hour session.
5. Controlled experiments need to be conducted to see how much the presence of an outsider as teacher hinders or facilitates progress in the second-language. Are children readier to communicate with a specific person whom they associate with the language rather than with a class teacher who communicates with the children in their mother-tongue for 80% of the school time?
6. Further experimentation to discover how the daily routine of school life can serve as a basis for language presentation. Establishing a language programme on a purely routine experimental basis would make the language experience more meaningful. It might indicate that certain areas of school life marry better than others with specific sentence-patterns.

TRINITY COLLEGE NOTES

D. G. CHILDS (Principal)

DURING this past year the College has seen a change in its Presidency. Bishop J. R. Richards retired in March 1971 at the end of an incumbency of the positions of President and Chairman of the Council through fourteen of the most momentous years in the College's history. He had been keenly interested and deeply involved in the important developments during this period and had earned our sincere gratitude and affection. In his successor as Bishop of St. David's, the Right Reverend Eric M. Roberts, we have welcomed into the President's office one who has already proved himself well versed and deeply concerned in educational matters.

The year 1971 has seen something of a hiatus in building developments. The new Science block for the Physical Sciences and Rural Science departments came into commission early in the year and the only other additions have been small administrative buildings which have not added to our teaching facilities. Work has now begun, however, on an indoor swimming pool for teaching and recreational purposes and this should be completed by September 1972. Another addition planned for 1972 is a Teacher Centre. The Department of Education and Science has approved a grant of £15,000 for this — the first of its kind to be sanctioned for a Voluntary College of Education — and we look forward to co-operation in this development from the Carmarthenshire L.E.A.

Student numbers for the 1971-72 session remain at about the level for the previous year — 735. This is gratifyingly high in view of the slow rate of recruitment until the summer of 1971, and there has been a large intake of reasonably well qualified men students. There was considerable demand for one year courses for post-graduate study, but these requests could not be considered. We are glad to know that the University of Wales School of Education has now recommended that from September 1972, Trinity College should recruit up to thirty students each year for a postgraduate one-year course.

There were 17 B.Ed. graduates in June 1971 — the largest group the College has so far presented. Seven were awarded second class honours and the remaining ten gained pass degrees comfortably. In addition to the candidates in Welsh and Welsh Drama, one candidate offering Geography with Education wrote his examination papers entirely in Welsh. Two hundred and twenty-two candidates were successful in the Certificate examinations in June and twelve out of fifteen referred in a single paper to December have now completed their Certificate courses satisfactorily.

Of fifteen students pursuing Part II of the B.Ed. course in 1971-72 three are serving teachers seconded for this year of study. Two of them qualified at Part I in June 1971 after taking bridging courses. Three others who also qualified in June 1971 are seeking secondment for 1972-73. The numbers of serving teachers who enrolled for bridging courses in 1971 were small, and unfortunately withdrawals from them were frequent. Nevertheless a further series of courses is being advertised for 1972.

A disappointing feature of the year under review has been the very low enrolment for the one-term courses for serving teachers in Primary Mathematics. Enquiries about the course are numerous but very few teachers appear to be able to secure secondment. It would be sad if this course ceased to be viable.

Much time and thought were given during the year to the provision of information for the A.T.O. Review for submission to the James Committee of Inquiry. Professor Roger Webster visited Carmarthen for discussions, and the College submitted its own memorandum to the James Committee to supplement what had been said more generally for the University Faculty as a whole. Trinity was also involved in the preparation of evidence submitted by the group of 28 Anglican Colleges of Education in England and Wales.