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ABSTRACT

This pamphlet offers some suggestions on the use of Welsh as a second language in Welsh schools. In the present-day situation the goal of a bilingual Wales is far from realized; it appears that equal fluency in both languages is seldom achieved. A case is made for: (1) thorough grounding in a child's home language before the introduction of a second; and (2) the introduction of the second language at an early age. It is also noted that the precarious position of Welsh vs. English calls for special handling of English as a second language in Welsh-speaking Wales. Attention is drawn to the need for the introduction of Welsh in nursery schools. Suggestions are made for the use of nursery rhymes, songs, etc, and for considerate and sympathetic teaching to insure a positive attitude in the child. It appears that the whole school system needs to be adjusted to achieve the bilingual goal. Finally, consideration is given to the teaching of Welsh as a second language to older children. The Bilingual Translation Method is advocated for this purpose, and the structural approach is also discussed. Finally, true bilingualism is seen as possible only through an adequate number of contact hours with each language. (AM)

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Cyfadran Addysg Coleg Prifysgol Cymru,

Aberystwyth

**The Presentation of Welsh
as a Second Language**

SOME SUGGESTIONS

THE DEPARTMENT OF HEALTH
EDUCATION AND SCIENCE
NATIONAL INSTITUTE FOR
EDUCATION

**FACULTY OF EDUCATION,
UNIVERSITY COLLEGE OF WALES,
ABERYSTWYTH.**

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FOREWORD.

This pamphlet will be published at the end of a National Course-Conference on "The Presentation of Welsh as a Second Language," to be held at the University College of Wales, Aberystwyth, during Easter Vacation 1961.

It reflects some of the views of the officers of the Faculty on certain aspects of the problem of presenting the Welsh language successfully in the schools of Wales to children from English-speaking homes. It is hoped that it will serve as a reminder to members of the course of some of the lectures and discussions and also promote further thinking, discussion and research on the means of achieving bilingualism in Wales.

I wish to thank Mr. Tecwyn Ellis, Research Officer in the Faculty of Education during session 1959-60, and now Deputy Director of Education for Merioneth, for initiating the pamphlet, and also Dr. Mary Clement, Mr. C. J. Dodson, Mr. R. Gerallt Jones and Mr. R. M. Jones of the Department of Education of this College for reading it before it was printed and for making valuable suggestions.

The pamphlet is published in English because the problem of improving methods of teaching the national language in Wales needs to be considered by teachers, administrators and members of local education authorities throughout the Principality, irrespective of whether they themselves have a knowledge of Welsh.

It will be followed in due course by the publication of a handbook for teachers of Welsh as a second language now being prepared under the auspices of the Faculty.

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February 1961

THE PRESENTATION OF WELSH AS A SECOND
LANGUAGE

SOME SUGGESTIONS

Pamphlet No. 8

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INTRODUCTION

IN Welsh-speaking areas Welsh-English bilingualism is the result of social necessity and is therefore almost inevitable. Most of English-speaking Wales has been Welsh-speaking sufficiently recently for there to be still in existence much good will towards the Welsh language and often a genuine underlying desire to regain some knowledge of it. These two facts form the background to any consideration of bilingual education in Wales.

No one denies that bilingualism has its difficulties, but it also has great advantages. As a possible permanent state, it is a modern phenomenon, largely dependent for its permanence on the one hand on the circumstances which have brought it about and on the other on the desires and inspirations of the communities concerned. The present day spread of bilingualism arises from the growing importance of a few major languages, a general awakening of national consciousness leading to a desire to retain a vernacular language which often provides the key to a noble literature and to centuries of civilized cultural life, the great expansion of various kinds of means of communication, and mass education through compulsory full-time schooling leading to mass literacy. Bilingualism does not make life any easier, but it makes it richer. It is a modern challenge which stimulates effort and strengthens the personality of both the individual and the community.

Considerable attention has been paid to the production and application of tests of various kinds for the measurement of linguistic background and for comparing the intelligence and school attainments of bilingual children. To what extent such testing, often applied in countries faced with the problem of assimilating minority groups, has been undertaken with the conscious or unconscious intention of furthering the cause of some major language to the detriment of a minor language is a matter for speculation. A speaker of a major language whose efforts as a teacher have been confined to the teaching of that language to speakers of a minor language, without giving any consideration to the need for teaching the minor language and promoting its survival, is liable to develop a "monoglot attitude" which amounts to a prejudice in favour of the major language and patently unfits him to assess the possible advantages of a truly bilingual situation.

For the purpose of this pamphlet Welsh-English bilingualism is accepted as a desirable aim in the Welsh educational pattern. The fact that local education authorities and the Welsh Department of the Ministry of Education are committed to a policy of bilingualism and that teachers are consequently engaged in the work of teaching Welsh as a second language in English-speaking Wales is accepted, and ways and means of helping them in their daily tasks are sought.

In so far as the teaching of Welsh fits into the framework of the general situation the task of teaching it as a first language has

developed along traditional lines and the position can be regarded as satisfactory. On the other hand, the disciplines required for teaching Welsh effectively as a second language are still very much in the rudimentary stage.

In a general effort to meet the challenge of presenting Welsh as a second language, exceedingly good work has been done by Urdd Gobaith Cymru, the B.B.C.'s School Broadcasting Service, individual teachers, and panels of teachers working in conjunction with local education authorities. Many efforts made by Language Organisers and others to formulate schemes of work and to produce suitable textbooks and other teaching aids have proved valuable. Emphasis has been placed for some time on the direct method of teaching, and a number of skilled and devoted teachers have succeeded in applying it effectively. Distinguished teachers have developed methods which they have found effective in the particular circumstances in which they have been working, and particularly suited to their personalities. In spite of these noble efforts, results continue to be disappointing. It may indeed have been proper to have an experimental period in which individuals could strive to meet the needs of the moment and could carry on hoping for the best. The linguistic pattern in Wales is so complex as to presuppose different aims, different ways of attaining those aims, and variation in the ease with which the aims can be realized according to circumstances. In such a situation a teacher, often untrained for second language teaching, is liable to be pitchforked into teaching Welsh as a second language, and to be saddled with a burden which he is ill equipped to bear.

As a first step towards bringing about a general improvement in the situation it has to be emphasised that teaching Welsh as a second language requires teachers who have been specially trained for the work. Furthermore, their work needs to be rendered more efficient by means of well-prepared materials and teaching aids in the form of wall charts, recordings, readers and textbooks, all planned and arranged to fit into an all-embracing scheme of work. Modern developments in teaching-methods and in experimental work make it imperative that more basic research work should be done on the application of such methods to the presentation of Welsh as a second language.

The 1953 Report of the Central Advisory Council (Wales), apart from making many other valuable suggestions, refers to "the urgent need to plan the whole course from seven to fifteen." To this may be added two other considerations mentioned in the Report, namely, "that the possibility of an earlier introduction of Welsh should be examined fully," and that grading of language material "should be commenced immediately and that upon its successful accomplishment . . . will depend the successful teaching of the second languages in our primary schools."

The first of these considerations can only be examined superficially in this pamphlet. Treatment of the second, in the present embryonic state of research into the teaching of Welsh as a second language and indeed in the present state of the science of linguistics in its application to Welsh, will inevitably appear patchy and incomplete. It is to be hoped, however, that these few preliminary suggestions will be supplemented by future work in this field of research and that in the fullness of time a complete pattern will emerge.

Two subjects which appear to be different in character therefore are brought together in this pamphlet because the attention of educationists is now focused upon them and because attention to both of them in the immediate present seems to be vitally necessary for the effective implementation of a bilingual policy in Wales. These are :—

1. The introduction of Welsh in nursery and infants' schools in English-speaking areas.
2. The application of the Structural Approach to the teaching of Welsh as a second language when the language is taught to older children or to adults.

1. SOME THOUGHTS ON THE PRESENT SITUATION

It is a recognised fact that the fate of a language depends in the main on historical events. Such events, from the time of the Saxon advance and the Norman conquest to the present day, have greatly affected the position of the Welsh language in Wales. All in all, the impending plight of a small nation which has not in modern times developed into a politically autonomous unit seems to be that of gradually losing all its remaining native characteristics, including its language, and in the course of time reaching a stage of complete disintegration.

Nevertheless, there remains in the background of language teaching in Wales the spirit of a people that never completely lost awareness of a cultural heritage manifested through a national language. It was against this background that the official policy of the Welsh Department of the Ministry of Education came into being. That the Department should have given such a clear lead on the desirability of teaching Welsh and making the language a focus for efforts to link the Welsh child of today with age-old loyalties and well-established sources of cultural and spiritual inspiration is indeed an act of faith in the survival of the Welsh language and proof of a liberal conception of education. Its policy is realistic enough to recognise English and British connections on the one hand while on the other it helps to retain the colour and variety which a cosmopolitan society so sadly needs. It helps also to provide for the individual the protection of spiritual and cultural attachments which should safeguard him from the unbalancing influences of a completely materialistic outlook. The bilingual outlook should at least help us "not to make mere difference in linguistic habit a ground for prejudice or misunderstanding," and this, as Whatmough states, "is an important and necessary part in the training of every educated person in the modern world."^{*}

The present policy as regards language teaching in Wales, in the words of the 1953 Report, "has three main propositions: that every child should be given a thorough grounding in his home language first; that this should be the sole medium of instruction in the early stages; and that the second language should be introduced when the child has entered the junior school, and should not be used as a medium of instruction until it has been taught as a language for some time" (par. 150). These propositions, if they

* Joshua Whatmough, *Language. A Modern Synthesis*. London, 1956, p. 23.

are to be of practical value, should be calculated to realise the general aim which is recommended, i.e. "making the children of Wales bilingual, so that the English-speaking population would acquire as satisfactory a control of the Welsh language as most of our Welsh-speaking children have of English." (par. 263).

It has to be admitted that it is most difficult to generalise in such a complex linguistic situation as that to be found in Wales. The established policy should not be rashly criticised when it is perfectly clear that it has served to strengthen the position of Welsh in places where the language was in process of being replaced by English as a vernacular. In order to understand the impact of education upon Welsh-speaking Wales before the present mother tongue policy was established it is necessary to realise that "the day school in Wales," as Professor John Hughes stated in *Education in a Changing Wales* (1932) "was for a long time purely non-Welsh in tradition." The effects of an English monolingual system of education undermined the use and impaired the usage of the Welsh language. In many areas the Industrial Revolution and its sociological consequences wrought havoc on native traditions and the vernacular had no chance of survival. Those who have tried to implement the mother tongue policy in some areas have had to reckon with natural conservatism and with the grip that an already established alien tradition of education had both on teachers and on the community's general attitude towards education.

It may be unfair to generalise about attempts made to teach Welsh as a second language in English-speaking Wales, but it is clear that the aim of making Wales as a whole bilingual, even to a limited degree, is very far from being realised. Merely arresting the decline of Welsh in bilingual areas is obviously inadequate for the realisation of the much more far-reaching ideal of a bilingual Wales, and there is evidence that even this is not being attained. It appears that equal fluency in two languages is seldom achieved, and when fluency in English is accepted as a desirable goal for the Welsh-speaking child, it becomes important to strengthen the child's emotional attachment to Welsh, the weaker language in the environment. Freedom to choose between two sets of linguistic habits at any particular time is the privilege of a bilingual person, but freedom of choice brings with it a responsibility also, and only a strongly developed sense of belonging to a community basically inseparable from the minority language can ensure that the choice will be made in favour of that language. If the minority language is to survive at all, it must be spoken often by the bilingual citizen. If he is to retain a respectable command of it, he must be literate in it. Its survival depends on its being habitually spoken to persons who understand it and who are capable of responding to it. Regular contact with the major language through reading, radio and television usually ensures a *passive* knowledge of that language, but

practice in using the language also as a skill is needed to ensure ability to use it effectively when required.

For the English-speaking child brought up in Wales at the present time, with a few notable exceptions, English continues to be the only natural language. He partakes freely of English influences, but he may realise as he matures that an acquired knowledge of Welsh will help him to establish contact with his background and with his Welsh-speaking contemporaries. Reading Welsh and listening to spoken Welsh as presented by radio and television should help him to retain and develop skills acquired in his second language at school.

Let some attention be given to the first proposition referred to at the beginning of this section, that every child should be given a thorough grounding in his home language first. It has arisen from the assumption "that a second language is best learnt after a thorough grounding in the vernacular," but by today there is a widespread tendency to doubt the validity of that assumption.

The late Professor E. V. Gatenby has quoted evidence to indicate that the younger the child the more quickly he will learn a second language. He maintained on the basis of his own experience that a child can learn two languages as easily as he can learn one, 'when the conditions for becoming familiar with two languages are favourable.'¹ Earl Russell has maintained that a knowledge of one's own language does not suffer if others are learnt in early years. 'A child's dramatic instinct prevents it from confusing one language with another, provided it speaks them to different people.'

The learning of a second language at an early age has been strongly recommended by writers like Menon and Patel² with reference to the teaching of English as a second language. Dr. Wilder Penfield maintains that early childhood is the ideal time for learning languages and that several can be learnt simultaneously.³ Professor Emil B. de Saüzé and Dr. Theodore Andersson may also be mentioned as persons who have given much thought to this problem and who have come to a similar conclusion. The words of E. V. Gatenby are :

"Let the pupils have a chance. Give them a teacher who knows the language thoroughly and will use it all the time. Let them start learning at the earliest possible age through pleasurable activities, with the minimum of formal teaching and the maximum use of the language in natural situations."⁴

¹ *English Language Teaching*, VII, 21-29.

² T. K. N. Menon and M. S. Patel, *The Teaching of English as a Foreign Language* (Baroda, 1957), Chap. III 'When is it best to begin English?'

³ Penfield W. and Roberts L. *Speech and Brain Mechanism* (Chap. II) Princeton, 1959.

⁴ *English Language Teaching*, VII, 23

This principle can be applied to the early introduction of Welsh in English-speaking Wales. In spite of the general Welsh background, Welsh as a language may in fact be as novel to the child as a foreign language. If the opinions quoted above can be accepted as valid in the Welsh situation, it is advisable to introduce the Welsh language at an early age in English-speaking areas. Any fears that the child's English will suffer to a significant extent can be dispelled since the influence of the English linguistic environment is powerful. Experience gained in the few Welsh-medium nursery schools established in anglicised areas in Wales supports this view.

The position of English as a second language in Welsh-speaking Wales needs to be considered separately. English influences are so strong in the environment, in all but exceptionally Welsh areas, that English becomes a second natural language and hardly needs the special treatment accorded to a new second or third language. Experiments along the lines suggested by the views quoted need to be made forthwith on a large scale if the aim of making Wales bilingual is taken seriously by persons who control and guide the national system of education.

An abundance of tolerance, sympathy and understanding is necessary on both sides of the language cleavage before the 'great advantage of bilingualism', mentioned by Whatmough and Christophersen, can become part of the heritage of Wales as a whole. More than a trace of idealism, emotional attachment, and a feeling of basic loyalty to an integrated national unit must intermingle with self-interest and a natural human tendency to choose the easy way out, before such a policy can be generally successful. Not to recognise the existence of difficulties would be unrealistic. The unsympathetic, sometimes envious, monoglot may always exist in a bilingual situation without being orientated to it. Where there is some objection to bilingualism, the words of Christophersen, 'it is a change of heart that is needed rather than a change of language policy,' may be particularly relevant.

2. WELSH AS A SECOND LANGUAGE IN NURSERY AND INFANTS' SCHOOLS

IF there exists in Wales a genuine desire to implement a bilingual policy, consideration should be given immediately to the introduction of Welsh in nursery and infants' schools.

It is generally accepted that the learning of a second vernacular by a young child should approximate as closely as possible natural conditions of learning the first. The teacher of young children must create the language situation and must consciously regard herself as undertaking the task of converting monoglots into bilinguals. The emphasis will therefore be on the new language to be learnt. This problem needs to be considered by lecturers on Infant Method in our Training Colleges and dealt with in accordance with their specialist knowledge.

There is a great deal of material in Welsh which is suitable for young children, such as nursery rhymes and simple pieces for recitation and singing. Unless this simple material is taught at the right age, it will be lost to the second-language teacher, or else be presented at an age when its appeal to the child has greatly diminished and when there may be some resistance to it. There is an urgent need for a complete collection of Welsh nursery rhymes and games, together with the beautiful melodies to which some of them can be sung. 'Language games' are particularly important. Collections of them should be made available to teachers in Wales, and the adaptation of suitable material from other languages undertaken.

Although the teaching should be as informal as possible, there will necessarily be a minimum of formal teaching, and in any case the teacher should know as clearly as possible at what she is aiming. A minimum vocabulary should be compiled and generally agreed upon. Useful formulae should be listed and introduced in meaningful situations. Certain simple sentence-patterns would be taught at this early stage and would undoubtedly be useful in introducing vocabulary items. In the interest of efficiency and order the teacher should have a clear conception of the amount of ground it would be desirable to cover in the second language during the first and second years at school. She would also have before her specific teaching points which, however informally presented, she could list as having been put over and assimilated in one way or another.

The language situation should be created as unobtrusively as possible. Every effort should be made to make it appear natural to the child. The criterion for every individual teacher is, and always will be: "Does this method work?" Even this is not final. It is absolutely essential that immediate results should not be secured at the cost of creating a hostile attitude in the child towards the second language at a later age. The method is finally effective when the child's sympathy and co-operation is secured. Nothing must be allowed to stand in the way of this essential preliminary condition of success.

An inconsiderate and unsympathetic teacher can initiate an unfavourable attitude in the child's mind which may last a lifetime. Memories of the methods used in Wales to teach English in the last century still linger. The reason why some Welsh speakers fight shy of trying to develop Welsh in English-speaking Wales may be that they fail to differentiate between the mere introduction of a second language at an early age and the unkind methods used in the nineteenth century in the teaching of English to Welsh monoglots.

Wherever a bilingual situation exists the most pressing immediate problems are those of method and school organisation. The aural-oral approach in a meaningful situation is obviously the method to adopt with young children. Understanding is the first step. Imitation and repetition of verbal symbols will help to impress those symbols on the child's mind until means of consolidating the connection between the verbal symbol and the object or referend can be employed.

Short formulae can be taught, but in the case of longer patterns it is very likely that understanding how to respond through movement will precede the power of verbal response: As Jespersen stated:

'The understanding of what is said always precedes the power of saying the same thing oneself—often precedes it for an extraordinarily long time.'¹

In any case response through some form of action can indicate whether the meaning of single verbal symbols or formulae has been grasped. Welsh through Playway should also satisfy the child's craving for activity and would be a means of exercising a dormant knowledge of Welsh before he has gained the confidence and skill which the speaking of any language requires. A recent experiment along these lines in a group of Caernarvonshire schools, under the direction of Miss Jennie Thomas, has produced encouraging results although the time prescribed for second-language work amounted to no more than fifteen minutes per day².

¹ O. Jespersen, *Language, Its Nature, Development and Origin*. (London 1922) p. 113.

² Described in *The Teacher in Wales*, January, 1961 issue

If a bilingual situation is to be created the school curriculum as a whole must be organised with this end in view. Bilingualism cannot be achieved by half measures. The whole school system needs to be adjusted to the bilingual goal. The ideal first step would be to have Welsh Rooms in every infants' school where specialist teachers, as far as possible, would speak Welsh only. In such circumstances, the new language, as experienced by the child, is connected with a particular person and a second language situation is created in a particular place. The initial stage in early bilingualism is, of necessity, the acquisition of a limited understanding of the second language before entering the junior school.

Some simple knowledge of Welsh gained at infants' school stage and possibly the ability to utter phrases and segments of sentences, so characteristic of child language, would be an invaluable foundation for teaching the language as a living instrument of expression at the junior school stage. The child would thus enter the junior school with two vernaculars at his command, but not of necessity at the same level. The bilingual junior school teacher could then proceed to develop the child's command of both vernaculars by using both languages as media of instruction in addition to teaching them as subjects. The child would already have acquired a new linguistic skill to be used as a means of communication and as a means of acquiring further knowledge and experience. The consciously and effectively bilingual junior school would develop this skill daily by using the child's newly acquired language as a medium of teaching subjects of comparatively low linguistic content, which might range from quick-response mental arithmetic and physical education to leisurely language practice while acquiring skill and means of artistic expression in art and craft.

3. TEACHING WELSH AS A SECOND LANGUAGE TO OLDER CHILDREN

It is generally accepted now that what is commonly known as the Direct Method of learning a second language, however satisfactory it may appear in theory, has not produced the results expected of it in practice and particularly so when applied to older pupils.

It meets the nature of the young child much better than it meets the nature of the older child. Given ideal conditions, a first rate teacher and able pupils, excellent results can be obtained, but generally speaking, conditions are not ideal. Classes are large and there is variation in the abilities of pupils as well as in attitude and motivation arising from different linguistic background and different attitudes towards the Welsh language in the home and the immediate environment.

The emphasis on a large amount of oral work puts a heavy burden on the teacher and the less gifted teacher is liable to become tired, discouraged and frustrated. Exclusion of the mother tongue creates unnecessary difficulties and slows down progress. Little or no attention is given to the linguistic habits which the child has already acquired in learning his mother tongue and to their influence on the pupil's ability to assimilate the new language. It appears that a different attitude is necessary towards the place and function of the mother tongue in the process of learning the second language in a school system that aims at bilingualism, and The Bilingual Translation Method¹ is being advocated and developed to meet this need.

Where classes are large in secondary schools and the number of periods which can be devoted to Welsh as a second language limited, it may be that a case can be made for aiming merely at giving the pupil ability to understand spoken Welsh in addition to reading and writing the language, not at a complete oral command of it. No one realises the shortcomings of this aim more than the Welsh speaker, who often has a very wide English vocabulary and a good command of written English, but who is under a disadvantage, and may even be hesitant, when he has to speak English. A more feasible aim based on a realistic method is better than a non-feasible aim based upon an ideal one. If this rather limited aim were achieved, it could be followed by conversation classes after leaving school in further education groups where a passive know-

¹ The method is described in *Faculty Bulletin No. 8*, February 1961.

ledge could be turned to good account and a reasonable command of the spoken language attained.

It should be noted again that the early acquisition of two vernaculars is the ideal, and the fact has to be faced that a two-vernacular stage is not achieved without a tremendous effort on the part of the child unless he has already reached that stage within a limited range of vocabulary by the time he enters the junior school.

There is hardly any need to point out the weaknesses of the understanding, reading and writing method. It is akin to the New Method of teaching English developed by Dr. Michael West, who stressed the desirability in certain circumstances of acquiring a passive knowledge of a language developed primarily through reading. It is not likely to give much satisfaction to the secondary modern pupil for whom a speaking vocabulary acquired in the context of a situation would seem to be more suitable. Nevertheless, if this method, or any variation of it, could realise the aim of giving grammar school pupils in English-speaking Wales an understanding of the spoken and written forms of the Welsh language, the problem of the Welsh language being a dividing rather than a unifying factor in the life of the nation would disappear to a very considerable extent. It may well be that oral fluency will be too high an aim for areas in which Welsh is not taught seriously before the child enters the secondary school until local education authorities come to consider the provision of a language laboratory for language teaching as essential as the provision of science laboratories for the teaching of science.

The Structural Approach developed in various countries for the purpose of teaching foreign languages, seeks to improve upon the Direct Method as well as to retain some of its best characteristics. The method consists of the practical application to teaching of a fuller understanding of the nature of language as a human activity and as a system of verbal symbolism. It came into being as a result of applying the study of language as a means of communication, and as a system or code, to the practical work of teaching a new language.

The realisation that language is a set of speech habits and an acquired skill has confirmed the importance of oral work and the significance of imitation and practice as a means of attaining fluency. Since language is in essence an aspect of human behaviour and of man's response to his environment, plenty of activity helps to make the language real to the learner. It has to be presented in its real context as one of man's activities. Since its purpose is communication, it has to be regarded from the outset as useful, vital and closely related to the child's experiences and school conditions.

Man's understanding of language as a system has enabled the teacher of a second language to discover basic facts about language which are useful to him. The emphasis has moved from the

acquisition of a wide vocabulary and a limited basic vocabulary is considered sufficient in the early stages. Words will be learnt as the need for a wider vocabulary grows. The fundamental elements in a spoken language are its sounds, its sentence structures, and its intonation. Since a child of twelve is developing analytical ability, he will realise that the sounds of the foreign language he is learning are limited in number and are used in certain combinations in all utterances in the language. He will also need to realise that there are basic sentence patterns used to convey meaning in the new language which he must know thoroughly and practice constantly.

Since articulatory phonetics, the study of speech sounds as they are produced, and phonemics, the study of speech sounds as they differ significantly from each other for the purpose of keeping utterances apart, have received so much attention from students of language, the sound system of a language has figured rather prominently in second language teaching. If a language is to be learned thoroughly, an adequate knowledge of its basic sounds is essential. It is, like a knowledge of the structures of a language, the unconscious possession of the native speaker. In a situation where the aim is mass bilingualism within a comparatively short time, a superficial working knowledge only of the sounds of the language may have to be accepted temporarily, and attention focused on research into sentence patterns. A study of Welsh intonation has yet to be published, and the disciplines required for a scientific approach to second language teaching have not yet been sufficiently applied to Welsh.

It is important that the teacher should make every effort to secure correct pronunciation and to make use of all reliable information about the nature of the language i.e. has to teach in order to help his pupils. Difficulties arising out of differences in the sound systems of the mother tongue and the language to be learnt need special attention. This demands a comparative study not only of single sounds of both languages but also of their combinations of sounds. English does not have initial *tl*, *thl*, *dl*, and *pw*. The English-speaking pupil will find the following initial sounds and clusters strange: *ng-*, *gw-*, *gwl-* (in W. *gwlad*), and *gwn-* (in *gwneud*). He is not used to words starting with *mh-*, *nh-*, and *ngh-*, *ll* and *ch* present difficulties, and the North-Walian *u* and clear *y* require special attention. There will undoubtedly be a carry over in pronunciation from the mother tongue to the second language which the teacher must notice and control.

It is obvious that a synchronic description of the language to be learnt is necessary. Indeed, a full research programme involves a complete description of the sound system, grammatical structures and vocabulary system of the language to be learnt and a systematic comparison of these items with items in the mother tongue of the learner. The distinctive character of each language must be re-

cognised in the first place in order to avoid distortion of the sound and sentence structure of the new language under the influence of the established usage of the learner's mother tongue. The bilingual speaker often fails to realise the difficulties of the monoglot who strives to acquire control over a second language because he has not mapped out the basic similarities and differences between the language of the learner and the language to be acquired although he may know both thoroughly. He may not realise how helpful it can be for the learner to be introduced to the sentence patterns of the new language through the medium of vocabulary that is already familiar or "easy" for him, e.g. *pencil, pen, pin, boots, pop, hotel, ink, pot, rubber, duster, bagged, bucced, gem, etc.*

Finally, pedagogic requirements make it obvious that the material produced by linguistic analysis should be arranged in the best way for the pupil to learn the language itself, and not merely facts about it. This is a very important feature of the Structural Approach. It strives to secure a sequence of presentation which is most suitable to the needs of the learner. It entails a serious attempt at imparting such essentials of the new language as the limited amount of time under school conditions can allow, and such as will be a reliable foundation for future efforts at mastering the language, should this be desired. The more thoroughly the campaign is planned in advance in every detail, the more likely it is to be carried through successfully and with the least amount of waste in time and effort.

There may be a tendency for the term "Structural Approach" to suggest less than the method actually involves. A wider term would be "Oral Structural Approach," understood in the sense that it does not limit the devices employed in starting to learn a language, but rather that every device used aims at "the building up of a set of habits for the oral production of a language and for the receptive understanding of the language when it is spoken."¹ Every means at the teacher's disposal, including mechanical aids, textbooks, notes, written exercises, etc., should be employed for the purpose.

Before this approach can be given a fair trial in the classrooms of Wales a great deal of research work is necessary. In the first place, a choice has to be made between attempting a grading which accepts the traditional approach to grammar and is based mainly on pedagogic considerations, and, on the other hand, aiming at a final grading which will be the result of the combined efforts of the pure linguist, of the structural grammarian and of the second-language teacher. If the first choice is taken, the final product will be nothing more than an arbitrary list of sentence patterns based on the literary language. An oral approach has to be based on the

¹ C. C. Fries, *Teaching and Learning English as a Foreign Language*. (Ann Arbor, Michigan, 1945) p. 8.

spoken language. It is to be noted too that there is a significant difference between the spoken and the written forms of Welsh. It includes different use of verb forms, use or non-use of preverbal particles and enclitics, different negative patterns, etc. This choice bypasses the whole problem of spoken Welsh as it affects syntax, and the need for an accepted form of standard spoken Welsh in the process of teaching the language as a skill based on a set of habits to be acquired by imitation and drill. It excludes also the thorough application of linguistics to the language, and subscribes to Professor Firth's reference to a "miscellaneous set of applied notions, often ill-assorted and probably unrelated except in the form of classroom procedure" and to his remark that "there are remnants of this sort of thing in our Institutes of Education."

At the present stage of the application of linguistics to Welsh, to take the second choice is really tantamount to undertaking a long-term programme of research. It is, however, the only scientific and fully satisfactory solution to the problem of presenting the Welsh language successfully to older pupils and to adults. The analysis produced by the professional linguists in itself can be of little use to the teacher of a language. Whatmough admits that "a linguist's description of a language is of little help in learning the language; recently published structural accounts of European languages rebut any disclaimers to this judgment."¹ James H. Sledd stated at a conference on applied linguistics at Michigan in 1957: "There is not and never will be just one "right" description of English. It follows that the older grammars of Curme, Jespersen, Krusinga, *et al.* will remain indispensable at least until equally inclusive structural statements have appeared."² Such statements suggest that structural linguistics, even, in the case of English, after the publication of work such as that of C. C. Fries and Paul Roberts, has not yet reached a stage when older methods can be dispensed with.

Nothing more than a few miscellaneous contributions can therefore be presented at this stage with a view to recognising some of the basic patterns of Welsh usage, listing some sentence patterns which the textbook compiler can arrange satisfactorily from his own pedagogic point of view, and adding some notes which teachers and textbook writers may find helpful. This will be done

¹ *Op. cit.* p. 145.

² The traditional approach to grammar has been seriously challenged by the structuralists. They maintain that the meaning of a sentence as a whole should not be taken as the basis for grammatical analysis. They differentiate sharply between the lexical meanings of separate words in the sentence and the structural meaning which is revealed by the structure of the sentence. The sum total of the meaning supplied by the sentence is the lexical meaning of separate words plus the meaning given to them in relation to each other which is provided by the structure of the sentence.

in another pamphlet which this Collegiate Faculty of Education hopes to publish.³

It has to be remembered also that improvements in the teaching of Welsh as a mere subject on a school time table cannot be expected to produce bilingual pupils. It is illogical to expect a state of bilingualism to be achieved when one of the two languages involved is the general medium of education and the other regarded as a subject to be taught, rather than as a skill to be mastered through frequent practice and usage. The need for giving pupils an adequate number of contact hours with each of the two languages in school will have to be borne in mind, and attempts made to teach recreational and cultural subjects of low linguistic content through the medium of Welsh even in anglicised areas, before we have any right to expect the development of a general and nationwide spread of bilingualism in the school-leaving population.

³ Readers who are interested in the grading of sentence structures for textbooks are recommended to read *A Journal of Applied Linguistics*, Special Issue, June 1958, relevant articles by Professor W. F. Mackey in *English Language Teaching* Volumes 7 and 8, and Robert Lado's *Linguistics Across Cultures*. (Ann Arbor 1957).

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A Welsh Word Recognition Test.

Pamphlet No. 6 (1958). Price 6d.

The Sixth Form Education of Training College Applicants.

Pamphlet No. 7 (1960). Price 4/6.

Bilingualism : A Bibliography with special reference to Wales.

Pamphlet No. 8 (1961). Price 1/6d.

The Presentation of Welsh as a Second Language.

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