

**WELSH LANGUAGE PROJECT**

**IN CHUBUT**

**2011 INSPECTION REPORT**

BY

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## Summary

The *Welsh Language Project in Chubut* has been operational for fifteen years and has been instrumental in maintaining and strengthening the Welsh language and culture in Patagonia. By comparing the current state of the language with the situation in 1996 one gets a clearer image of the scope, intensity, nature and success of the *Project's* involvement over the years.

- During the existence of the *Project* several thousands have attended Welsh language classes resulting in the creation of a new type of Welsh speaker in Patagonia – Welsh as a second language speaker. Prior to 1997 Welsh learners were finite in number but since the inception of the *Project* learning Welsh has gained popularity with student numbers increasing annually. During 2011 new attendance records were set - 263 hours a week of Welsh lessons took place and 846 students enrolled on classes at various attainment levels.
- During the same period the very nature of the teaching also evolved. In 1997 most of the students were adults and Cylch Meithrin Gaiman was the only class catering for children. In 2011 87% of all students enrolled in Welsh classes were children and teenagers. In the Gaiman area 95% of those enrolled were under 20 years of age. The age profile of Welsh learners has changed radically over the years and gradually this will have an impact on the age profile of the Welsh speaking population of the area. Before the days of the *Project* Welsh was the language of old people – their first language but nevertheless a dying language. Today Welsh is a second language to a growing band of youngsters and the greatest challenge at present is restoring and recreating social domains where learners can use their new linguistic skills in normal social interaction.
- With the establishment of Ysgol yr Hendre in Trelew in 2006 Welsh language medium primary education became available. This was a dramatic development because Welsh language primary education had not been available since the Welsh schools set up by the early settlers were taken over by the Argentine government in the 1890's. Ysgol yr Hendre was an off-shoot of *Project* activities. The success of the meithrin class set up by the *Project* prompted the establishment of *Cylch Cymraeg* – a parents' group which channelled its enthusiasm to make the impossible an attainable reality. On the 16 November this year Dr Das Neves the Governor of Chubut Province officially opened a new building for the school.
- In the 1950's Ysgol Ganolraddol at Gaiman closed its doors. The school had provided Welsh medium secondary education since 1906. When it reopened as Colegio Camwy in 1963 Welsh was not on the timetable. By

the end of the 1990's Welsh had been introduced as an optional subject for the upper school and a few years later due to demand and general support by the *Project* the provision was extended to include all classes within the school. New structured courses were developed. **In May 2011, 9 students sat WJEC examinations for Welsh learners. Eight passed and four gained distinction grades.**

- Attitudes towards Welsh have radically changed. The previous feeling of shame gave way to pride in roots, culture, identity and in the contributions that the Welsh have made to their adopted country. Welsh speakers are now willing to use Welsh in public. It is no longer a “secret” language restricted to hearth and home and the chapel. The social conventions of decades are gradually changing but language choice habits established in early years are still difficult to change.
- The Welsh language is more visible than it has been for decades – signposts and names of shops mainly in Gaiman.
- Welsh language competitions at the eisteddfodau attract lots of competitors and over the years language quality has greatly improved.
- More official announcements from the eisteddfod platform are now in Welsh – this year by ex-students of Welsh language classes.
- During the past 15 years a great deal has been accomplished through the dedication and hard work of volunteers in Patagonia and in Wales. How permanent are the results? Is the apparent success a cosmetic illusion or are these developments strong enough to halt the language death syndrome which has had free rein for seventy five years or more? The boundary between the superficial and the permanent is difficult to delineate and calls for a thorough knowledge of the situation, both contemporary and historical before one can submit a fair and balanced assessment.

Below the achievements are assessed with reference to the aims and targets set for the *Project*

## 1. **TEACHING**

- **The emphasis upon targeting and training locals to be responsible for the work remained a central focus from the start.** During 2011 a total of 26 local tutors were involved in sustaining the Welsh classes and they were all ex students of earlier years. During the course of the Project approximately 46 local persons have been trained to teach Welsh - 3 new tutors per annum! For personal and economic reasons all of those trained do not serve as tutors at present. The honorarium given is insufficient to allow the development of a band of professional tutors. Unfortunately the teaching of Welsh has remained a voluntary, part time job and when other

opportunities arise which offer a living wage plus health benefits and pension rights it is very difficult to refuse!

- **One of the central aims of the Project is to provide a cross section of courses for adults at each catchment area so that learning progression is possible and students can proceed to higher courses.**

New tutors were happy to teach courses at the bottom of the attainment scale but were reluctant to teach post *ab initio* courses. As a result due to the lack of tutors to teach higher courses a representative cross section of courses were not always offered at each catchment area. Local tutors generally lack confidence to teach *pellach*, *uwch* and *meistroli*. The visiting teachers from Wales taught these higher courses and in years when the *Project* failed to secure the services of teachers who were experienced in teaching Welsh to adults at the different attainment levels the higher level courses were not offered. The inevitable result is that the system as it stands does not provide a range of post wlpn courses in all three catchment areas and therefore cannot provide progressive training for possible future tutors.

The situation in the Chubut Valley concerning the teaching of Welsh to adults is quite serious. The numbers of adults attending Welsh classes have fallen drastically. Post wlpn classes are thin on the ground and in addition there is a tendency towards less intensive classes – once a week sessions. Such patterns are totally inadequate for teaching a second language effectively. Furthermore the wlpn course was not structured for once a week sessions and is therefore totally unsuitable for the framework in which it is being used.

**The *Project* needs to make this issue a top priority in its future planning of Welsh teaching in Chubut. The *Project* needs to secure the services of an expert in teaching Welsh to adults. The tutor would teach an array of post wlpn courses but would be available locally to encourage and advice local tutors by mentoring them on a one to one basis and also by conducting group training. There would be financial implications to this proposal.**

Professional training and improving qualifications are continuous but slow processes. In Esquel and in Trelew local tutors have over the years received further training and have started teaching *pellach* courses. The next step is to train more tutors and to encourage those who are qualified to teach *uwch* courses. It is fair to say that the targets and aims set for adult classes are being met but at a slower pace than intended. The work undertaken by the teaching coordinator in terms of course development, tutor training courses, assessments and advice has been of immense value.

- **The targets set for classes for teenagers were met. The teaching coordinator completed a structured course for the the six years at Colegio**

Camwy and three years at Colegio Aliwen. Within the course framework are included lesson plans and detailed notes for the teachers with suggestions of relevant language activities to highlight the linguistic aims of the lesson. The coordinator also trained the teachers in how to use the course effectively with special emphasis on improving their teaching skills. **These classes were amongst the best that I observed this year. Without the practical support of the Project these developments would not have taken place.**

- **The children's work developed well this year.** The meithrin work in Gaiman and in Trelew was of a high calibre. They have five sessions of 3 hours each, every week. They use the "immersion" method of second language teaching very effectively. The teachers involved have benefited from working with visiting teachers from Wales and all were awarded scholarships for further study and professional training at Welsh medium schools in Wales. This year Celeste Filiponi and Angelica Evans spent two months at schools in Wales.
- **The post meithrin work was well organized at every centre this year.** There are now 11 classes. This is welcome news since progression classes are now available at post meithrin levels. The teaching coordinator is currently working on a structured curriculum for the various age groups aimed at giving a learning progression from one year to the next. She has already adapted for the Chubut context teaching materials used in Wales.
- **Ysgol yr Hendre has reacted positively to the negative points made in the 2010 Report.** The Welsh language provision at the school is much better this year and more attention was given to details which in effect give the school its distinctive ethos. I observed high quality teaching. It was heartening to see that the school governing body had acted independently to rectify some deficiencies by appointing a teacher from Wales. She gave a great boost to the Welsh language provision.
- **One interesting development was the new Welsh course for teachers at Ysgol yr Hendre.** A Welsh class for non Welsh speaking teachers at Ysgol yr Hendre was started in 2010 but for a number of reasons it was not a success. Between November 2010 and March 2011 the teaching coordinator worked on a new course specifically for teachers. The class meets for 3 hours on Saturday mornings. This proved to be a success and the teachers are now able to interact in a finite set of situations in Welsh.
- **At the beginning of August a second course for teachers was started.** A total of 16 primary school teachers enrolled initially and four more teachers have joined the class. At completion of the course each teacher will be awarded a certificate by the Chubut Board of Education. That is an interesting development.

1. **The Project managed to offer scholarships again this year to enable tutors and prospective tutors to attend intensive language courses at Cardiff University during July/ August 2011. This was made possible through the financial help provided by Cronfa Ymddiriedolaeth Mari A Phryderi and the help of Cymdeithas Cymru /Ariannin.**

Liliana Melnik de Corballo (Esquel) and Lorena Peralta (Porth Madryn) attended the *Cwrs Meistroli* and Alcira Williams (Trelew) attended the *Cwrs Pellach/ Uwch*.

During January/ February Celeste Filiponi spent two months at Welsh medium primary schools at Cardiff and Llanbedr Pont Steffan. During May/June Angelica Evans spent two months at Ysgol Waunfawr, Gwynedd and Caren Jones was at Ysgol Gyfun Cwm Rhymni, Ysgol Bro Morgannwg and Ysgol y Creuddyn. **These linguistic and professional training elements are central to the aims of the Project - the creation of a framework that will in time be self sufficient.**

## **2. WELSH CLASSES LOCAL COMMITTEES**

Below are listed the aims and targets set by the *Project* for the current cycle of 3 years.

1. *Strengthen and extend the function of the local committees.*
  2. *Encourage them to be more proactive in the development and the administration of the Welsh classes locally.*
  3. *Encourage structured planning that would engender greater responsibility for the provision locally, and partnership in it.*
  4. *Promote forward planning, especially with regards the training and securing of qualified staff.*
  5. *Encourage them to adopt a prominent role in the development of extra-curricular activities so that the language is an inherent part of the local community. The committees should be instrumental in forging links between the Menter Patagonia workers and the community they serve.*
  6. *The key workers to ensure the successful implementation of the above shall be the administrative coordinator and the teaching coordinator.*
2. There is evidence that the above were realised to varying degrees at the four centres. The local committees met at the beginning of the academic

year to discuss the 2010 Report and to draw up the 2011 timetable in the light of the the recommendations made.

3. Officers were duly elected. There is evidence that they discussed various means of attracting students to adult classes and that they pondered over the problem of sporadic attendance but they did not reach definitive answers.
  4. The Esquel and Trefelin committees met regularly on a monthly basis and they followed a set agenda. The minutes were promptly sent to the Monitor. They record regular reports from different tutors and they dealt with problems that arose in some of the classes. They discussed matters pertaining to the buildings, safety, resources, photocopying and ways of helping students who were having difficulties. They discussed ways of giving additional help to new tutors. *Menter* activities were discussed at these monthly meetings and the officer received the full support of the committees. They also discussed financial matters and at all four centres fund raising initiatives were adopted.
  5. The committees at Gaiman and Trelew did not meet on a regular basis but rather on an *ad hoc* basis when problems or matters arose which needed to be discussed. This meant that problems were not discussed immediately and regular reports were not received from the different classes. It would appear that the committees saw their main role as that of drawing up the timetable and did not extend their role to supporting tutors or to assessing the success of different courses. One could generalise by saying that the teaching of Welsh in the Chubut Valley is gradually changing its focus from society per se to the school environment – from teaching adults in voluntary classes to the teaching of children within a school framework.
- At the two centres, committees other than the *Local Welsh Classes Committee* operated. In Gaiman the *Ysgol Feithrin and Ôl feithrin Committee* was very active and in Trelew the *Cylch Cymraeg Committee* which was responsible for administering Ysgol yr Hendre took a very active role. In the two towns these committees are proactive, enthusiastic and industrious. The two committees have elected officers – chairperson, secretary and treasurer and both are actively involved in fund raising activities.
  - In Gaiman a parents' club was established to give practical help in maintaining the children's work. Parents help with maintenance work and fund raising via a monthly raffle is a prime role. The extra funds raised in addition to students' fees cover photocopying and teaching resources and also the costs of music, folk dancing, physical education and cookery lessons. The same committee raises funds to pay the salaries of the teaching assistants and of the caretaker.

- The Ysgol Feithrin committee takes an active role in forward planning by training young people to help with the work. Those assistants who are not totally fluent in Welsh attend Welsh classes. This committee is also active in steering an application to the Chubut Education Authority to establish a bilingual Welsh/Spanish school in Gaiman. Ysgol Feithrin cooperated and supported the *Menter* officer
- In Trelew *Y Cylch Cymraeg* committee is the governing body of Ysgol yr Hendre. It is a very busy committee being responsible for teaching, school ethos, appointments, finance, and all formal and legal aspects of running a school. It meets regularly to assess the provision, to plan and to improve the quality of education at Ysgol yr Hendre. **It responded positively to weaknesses highlighted in the 2010 Report. In order to assure Welsh teaching provision of a higher quality in 2011 it advertised in Wales for a teacher. Nia Griffiths was appointed.** That was an enterprising but a wise act, the results of which are evident in the high quality of teaching this year. This committee also encouraged a trained teacher – Alcira Williams to improve her Welsh so that she could ultimately join the Welsh team at the school. For the first half of the academic year she worked with Nia and during July and August she attended an intensive Welsh course at Cardiff University. Next year she will be involved in team teaching at the school.
- The provision has improved immensely and although some weaknesses remain it is reassuring to know that the committee is aware of these and is prepared to take action.
  - A Welsh class for non Welsh speaking teachers was set up at the school.
  - In the 3 catchment areas there were attempts at forward planning in terms of attracting and providing training for prospective tutors.
  - 5) above was also operated via the close cooperation between the committees and *Menter Patagonia* officers.
  - **The local committees have shown readiness and willingness to take possession of the teaching framework and to support it within the limits of their capabilities. As things stand I am convinced that alone they will not be able to ensure a bright future. They need practical help and teaching expertise from Wales for the foreseeable future. I would feel happier if the Welsh Societies' support were more in evidence.**

### **3. LANGUAGE SOCIALISATION**

Over the years the teaching framework has produced remarkable results but partial in terms of its effectiveness in language restoration. The quality of teaching has improved radically and a good number have

become active bilinguals and a number of those have developed into excellent tutors. The Meithrin groups flourished and parents called for bilingual primary education. Ysgol yr Hendre has just completed its fifth year where within the Argentine context a very different kind of education is delivered successfully – bilingual. One needs to ask whether this particular phenomenon will have permanent or transient effects. What is being accomplished within the classroom will be a mere cosmetic veneer in terms of language survival unless the Welsh language gains a valid niche within a spectrum of normal social situations. The whole purpose of learning a language is to enable the learner to use it in normal and real social contexts. It is a futile task to toil at language learning if that language does not possess definable social domains. That is my main concern vis a vis the future of Welsh in Chubut – its weak social value. Over the past 15 years several thousands have attended Welsh classes but that has not increased the use of Welsh within the communities. Fluent learners persist in interacting with other Welsh speakers through the medium of Spanish. Conversing in Welsh is not a normal process for them. It remains a classroom language.

Below are listed the sociology of language aims and targets set by the *Project* for 2009-2011

1. *Strenuous efforts must be made to make speaking Welsh the norm in a cross section of social situations – to extend its use socially.*
2. *A range of situations, events and activities where Welsh can be spoken quite naturally must be planned – between 10 and 13 hours each week in each location – between 20 and 26 hours a week in the Valley and similarly in the Andes. The following are some suggestions.*
3. *Activities for nursery children and their parents. This could be instrumental in engendering interest in the parents which could in turn lead to attendance at Welsh classes – at least one session per week.*
4. *Activities for primary school children – games, crafts, painting, nature trails, folk dancing, singing/drama groups, football, holiday clubs, hobbies etc. (two age levels meeting twice a week).*
5. *Teenage activities – Aelwyd yr Urdd, games, football and other sports, cultural activities, social events – (two sessions each week if possible).*
6. *Regular social events for adults – quizzes, fashion shows, cooking, cultural events, food tasting, debates, coffee mornings/afternoons, hobbies events, computer classes, various clubs such as cycling, rambling, mountaineering, skiing, luncheon club, lectures, folk dancing, picnics, excursions, film shows etc. (three hours per week).*
7. *Cooperating with local Welsh societies to encourage and inspire them e.g. the eisteddfod, chapel, mini eisteddfodau.*

8. *Making an effort to extend the use of Welsh into the local community – museums etc. - a radio programme perhaps?*

- This list represents what could be achieved by integrating the Welsh language into the local community. It also calls for close cooperation with others and demands effort and strategy to successfully change people's linguistic habits.
- This is central to ensuring the enduring worth of the *Project*, but it is hard and difficult work that demands energy, imagination and structure.
- This will be an ongoing process. Priorities need to be identified, targets must be set and achievements should be assessed according to those criteria. In the past the main weakness of *Menter Patagonia* activities was that they lacked structure, order and clear planning. The officers were not given clear guidelines.
- In spite of such flaws individual officers gained some successes during the first three years. It was new work and they slowly managed to extend the scope of *Menter* work year by year in spite of the lack of structure and overall plan.
- This year a new and vibrant pattern evolved. Due to the enthusiasm, inventiveness and overall vision of Lois Dafydd in the Chubut Valley and Iwan Madog Jones in the Andes the work reached new levels. The two managed to use the Welsh classes as a means of reaching a wider circle within their communities. They both joined local choirs and took active roles in Welsh folk dancing groups and they projected a high profile by being present at all civic and other local celebrations. Their activities encompassed the age spectrum – children, youth as well as adults. They both visited older people in their homes and by doing so got to know extended families. The two had a full programme of regular weekly commitments with meithrin and post meithrin groups, children's clubs, a language class for parents, youth clubs, conversation classes, a reading class and in the Andes a drama class.
- A good number of social activities and events were held which had a broad participant appeal. Below are listed a selection:  
*mock Eisteddfod, soup and song evening, curry evening, a film preview, noson lawen, friends and chat evening, youth evening, end of term evening, talks, craft workshops, walking club, writing workshop, drama workshop and Saturday conversation clubs.* These were all occasions for locals to enjoy themselves and socialise through the medium of Welsh. The communities reacted well to these initiatives.
- Iwan Madog published four editions of *Llais yr Andes*. Lois Dafydd started a new local newspaper in the Chubut Valley – *Clecs Camwy* and

seven editions were published. They were well received as sources of local news and items of local interest.

- Lois Dafydd has also been responsible for the Welsh language services at Bethel, Gaiman and at Tabernacl, Trelew. The congregations have greatly appreciated her involvement. In the Andes Iwan Madog and a local Welsh tutor – Isaias Grandis have been responsible for holding several Welsh services at Bethel, Trefelin during the course of the year. These again were greatly appreciated.
- The two *Menter* officers have a high profile within their communities and they are known by non Welsh speakers as well as by those who are active in Welsh activities. Both were active in the eisteddfodau – as competitors and as adjudicators and they supported all local celebrations within their areas.
- Due to their inventiveness, perseverance and good skills in working with people the officers succeeded in accomplishing a large number of the targets set above. In their self appraisal of their work this year the two were very honest and were very much aware of both their weak as well as their strong points . That should help them greatly as they plan a programme for 2012.
- **It is fair to say that Menter Patagonia, this year has made a substantial contribution to normalising and extending the social use of Welsh within the communities. Nevertheless one must recognize that realizing the set goals isn't going to be an easy task. Changing established sociolinguistic patterns and reviving Welsh as a vibrant social interaction medium will entail years of dedication and hard work.**

## **The Inspection**

This is the fifteenth year of *Cynllun yr Iaith Cymraeg yn Chubut* and due to the success of the work over the years, the scope and nature of the annual appraisal has increased and has become more complex. Welsh language teaching has increased in terms of student numbers, total teaching hours and in terms of the spectrum of courses being taught at various attainment levels across age groups from three year old children to adults of all ages. The children's work has progressed rapidly over the years but adult classes have progressively weakened.

This year the *Project* failed to appoint a teacher from Wales for the Andes catchment area. Two teachers were appointed for the Chubut Valley but for five months each and not concurrently. The end result was equivalent to employing a single teacher for the whole period. Mavis Griffiths stayed from March until the end of July and Lucy Sumner from August until December. Past policy was

to appoint two teachers for the Chubut Valley – one to specialize in teaching young/primary children and the other to concentrate on teaching adults. This year Mavis and Lucy were obliged to help across the age spectrum which meant that the input required for the two age group sections was halved. I feel that the lack of specialist teaching affected the adult section most of all. This very fact needs to be considered further and ways and means need to be explored whereby the services of a specialist in teaching Welsh to adults may be secured for the future. The long term success of the project is totally dependent upon a flourishing adult section. **I fear that the cost of such a plan has financial implications.**

The local committees in all three catchment areas met at the beginning of the academic session to organize the teaching timetable. The committees now take full responsibility for this work. The statistics that follow and the reports to the individual catchment areas will give a clearer impression of what is happening in each area. Some areas and roles however will need to be extended, clarified and strengthened.

- Emphasis needs to be placed upon careful forward planning.
- The committees should be more proactive and should be prepared to adopt innovative approaches especially in respect of sustaining interest and attracting more students to the classes.
- The committees need to discuss the sporadic absenteeism phenomenon and they need to adopt measures to deal with its ill effects.
- The intensity of teaching needs to be discussed. Too many adult classes have been downgraded to one session per week. Conversation classes or discussion groups could well survive on one session per week but language learning classes should meet far more often.
- The committees should examine the effectiveness of the courses within their area and should discuss ways of implementing the recommendations made in previous Reports. The teaching coordinator will be of assistance in dealing with these issues.
- The committees need to consider all possible means of raising finance locally.

The inspection was held this year between 12 September and 29 October. A high percentage of classes and Menter activities were visited and observed in order to gain a clear and representative impression of what was happening in each catchment area. Both formal and informal meetings were held with committee members, tutors, students and other individuals in each area. I attended a formal committee meeting at Gaiman and at Trelew. The latter gave me an opportunity to report orally on my findings by listing positive indicators and by drawing attention to negative indicators which they should consider further. These meetings were followed by a printed report. Copies of these reports are annexed to this Report.

## Statistics

- **Teachers :**

Total: 36

1- Teaching coordinator

1 - Teacher from Wales.

26 - Local tutors trained by the *Project*

5 - Classroom attendants

2 - *Menter Patagonia* officers

- **Teaching Hours : 263 hours per week**

- A combined total of 263 hours of Welsh lessons were held weekly.
- This figure represents a 7% increase on 2010 totals.
- Most of the hours - 67% involved children's classes. 13% were Teenagers' classes and 18% involved classes for adults.
- The age patterns vary from area to area. In Gaiman children's classes account for 67% of the teaching hours and the adult classes account for 10% of the total. In Trelew children's classes amount to 87% of the area total and classes for teenagers have the lowest score. In the Andes classes for children account for 45% of the area total and classes for teenagers account for 5.55 of the total for the area.

Below the teaching hours are listed for each area in terms of age groups.

	<b>Gaiman</b>	<b>Trelew</b>	<b>Godre'r Andes</b>
<b>Meithrin</b>	<b>45 (46)</b>	<b>35 (33)</b>	<b>2.5 (4)</b>
<b>Post meithrin</b>	<b>12 (13)</b>	<b>**53 (41)</b>	<b>19 (12)</b>
<b>Primary schools</b>	<b>*10 (5.5)</b>	<b>0 (0)</b>	<b>* 5.5 (10.5)</b>
<b>Teenagers</b>	<b>23 (22)</b>	<b>7.5 (5)</b>	<b>3 (2)</b>
<b>Adults</b>	<b>10 (10)</b>	<b>13 (15.5)</b>	<b>24.5 (28.5)</b>

\* Extra-curricular Welsh classes at a local primary school in Gaiman, Esquel and Trefelin.

\*\*The primary section at Ysgol yr Hendre is included in this column.

- **Number of classes : 82**

The total increased this year from 78 to 82.

Below the classes are listed for each area. (2010 totals are included in brackets)

<b>Gaiman</b>		<b>Trelew</b>		<b>Godre'r Andes</b>	
<b>40</b>	<b>(35)</b>	<b>18</b>	<b>(14)</b>	<b>24</b>	<b>(29)</b>

- On the surface the situation would appear to be acceptable but unfortunately intensive teaching was not the norm. This year 51% of all classes met once a week.

- **Number of students: 846 (762 in 2010)**

	<b>Gaiman</b>	<b>Trelew</b>	<b>Godre'r Andes</b>	<b>Total</b>
<b>2011</b>	<b>582</b>	<b>133</b>	<b>131</b>	<b>846</b>
<b>2010</b>	<b>527</b>	<b>85</b>	<b>150</b>	<b>762</b>
<b>2009</b>	<b>474</b>	<b>76</b>	<b>153</b>	<b>703</b>
<b>2008</b>	<b>378</b>	<b>97</b>	<b>112</b>	<b>587</b>
<b>2007</b>	<b>407</b>	<b>86</b>	<b>88</b>	<b>581</b>

- Enrolments this year were the highest ever. The previous high point was registered in 2010 when 762 students enrolled. This year's total represents an increase of 11% on last year's numbers. This is the third consecutive year to show a marked increase.

- **Age related numbers:**

	<b>Meithrin</b>	<b>Post meithrin</b>	<b>Primary School</b>	<b>Teenagers</b>	<b>Adults</b>
<b>Gaiman</b>	<b>34 (32)</b>	<b>32 (31)</b>	<b>212 (155)</b>	<b>272 (288)</b>	<b>32 (21)</b>
<b>Trelew</b>	<b>25 (20)</b>	<b>* 52 (34)</b>	<b>0 (0)</b>	<b>17 (6)</b>	<b>39 (25)</b>
<b>Andes</b>	<b>8 (6)</b>	<b>26 (19)</b>	<b>50 (86)</b>	<b>4 (2)</b>	<b>43 (37)</b>
<b>Total</b>	<b>67 (58)</b>	<b>110 (84)</b>	<b>262 (241)</b>	<b>293 (296)</b>	<b>114 (83)</b>

\*The primary section at Ysgol yr Hendre is included in this column.

- There was a marked increase of 57 pupils in the numbers that attended Welsh classes at a primary school in Gaiman but a decrease of 36 pupils at Godre'r Andes. This extra-curricular teaching in state primary schools seems to be in demand. It needs to be stressed however that this category of teaching is peripheral to the aims of the *Project* simply because one lesson a week is totally insufficient for teaching a second language effectively. Such provision however helps to increase awareness of another language, culture and history which in this case shaped the settlement development of the area. It is hoped that some of these children will join the more intensive courses at a later date. More primary schools would like to participate in similar extra-curricular programmes and the Chubut Provincial Education Board is likely to give its support but the main problem will be securing properly trained teachers to undertake the work effectively
- There is an increase in post meithrin numbers particularly in Ysgol yr Hendre. This is an encouraging development.
- Meithrin numbers also increased in each area.
- The percentage of children within the total number of students increased to 52%. Furthermore 87% of all students enrolled are teenagers and younger children. In Gaiman 95% of all students are under 20 years of age.
- The adult proportion increased from 11% in 2010 to 13% this year but the difference is too small to be significant. At present the Welsh language provision is not distributed equally between the different age groups.
- **Attainment Levels :**
  - A wide cross section of adult classes was not available this year neither in Gaiman nor in Trefelin. Esquel offered a more balanced programme. Most of the courses offered were at the bottom of the attainment scale. Over the years students should have progressed to higher courses, thus producing a balanced selection of levels. That has not happened because large numbers do not progress beyond wlpán levels.

Listed below are all courses' attainment levels for each area

Levels 1/3 denote a range from "ab initio" to completion of Wlpán.

Level 4 denotes the ability to converse in Welsh. – Pellach.

Levels 5/6 denote an ability to discuss a range of subjects in Welsh.

Level 7 denotes both written and spoken command of the language.

	Level 1	Levels 2/3	Level 4	Levels 5/6	Level 7
<b>Gaiman</b>	<b>14 (13)</b>	<b>15 (15)</b>	<b>4 (4)</b>	<b>3 (2)</b>	<b>4 (1)</b>
<b>Trelew</b>	<b>4 (4)</b>	<b>8 (7)</b>	<b>3 (2)</b>	<b>3 (1)</b>	<b>0 (0)</b>
<b>Yr Andes</b>	<b>9 (13)</b>	<b>7 (9)</b>	<b>3 (3)</b>	<b>2 (1)</b>	<b>3 (3)</b>
<b>Total</b>	<b>27 (30)</b>	<b>30 (31)</b>	<b>10 (9)</b>	<b>8 (4)</b>	<b>7 (4)</b>

- There continues to be an overdependence on courses for beginners.
- The majority of courses on offer were at levels 1/3 – 70% of the total, (78% in 2010) with a corresponding increase in the more advanced courses - 30% of the total (22% in 2010).
- For the second year in succession, there has been a small increase in the courses offered to those who have acquired a measure of fluency in the Welsh language. **The development of progression courses and a structured curriculum for secondary age students and also a coherent post meithrin provision has improved the attainment grades.**
- It is also significant that there has been a decrease from 83% to 81% in the total number of registrations at levels 1/3 and a corresponding increase to 19% of registrations at a more advanced level. **This is a new development this year and one that the local committees should promote.**

## Teaching

- **Meithrin**
  - Nursery provision is at its best in Gaiman and Trelew. Classes are held five days a week in both centres. In Gaiman three classes benefit from fifteen contact hours each every week. In Trelew two classes are taught through the medium of Welsh for 17.5 hours every week. It is at these two centres that the immersion method of second language teaching is best exemplified. I was impressed by the teaching at both centres and was aware that the teachers fully understood the nature and purpose of second language teaching for young children. Welsh is the only language used to interact with the children. I observed a rapport between children and staff and a pleasing ambiance in the classroom. Efforts were made to encourage the the children to interact in Welsh and solid language acquisition was in evidence as the children

progressed from one class to the next. The lessons were carefully structured with a variety of different activities to retain the children's interest. The children played, sang, chatted, learnt new words and phrases and listened to a story in addition to activities such as painting, physical education, folk dancing, cooking and gardening. The activities blended well with the general theme at the time – the spring. The two centres are praised for excellent teaching and effective administration.

- It was good to note that past input by teachers from Wales and continuous training courses organized by the teaching coordinator are bearing fruit. The two teachers from Gaiman who received further training at schools in Wales earlier in the year have learnt new skills and this was evident in their current classroom teaching. They had new teaching experiences, observed new methods and new ideas and these have added to their confidence and expertise as teachers of Welsh. **The nursery children at Gaiman and at Trelew are getting first class education.**
- At Godre'r Andes contact hours for nursery classes are not as intensive as in the Chubut Valley – 1 hour per week at Esquel and an hour and a half at Trefelin. The classes are small but the teaching was of a high calibre. It would be good to see further progress in the nursery teaching next year.

- **Post meithrin**

- **Gaiman**

- Three classes were held twice a week – a total of 4 hours per class per week.
    - I was impressed with the quality of teaching. They have obviously benefitted from the training and advice by visiting teachers from Wales and from the course planning and resources development initiatives introduced by Gareth Roberts in 2010.
    - The density of teaching was far better this year and the attainment levels of each class reflected particular linguistic aims and careful teaching. The post meithrin classes this year provide the kind of teaching best suited to the needs of children who have been introduced to Welsh at the nursery level.
    - High calibre teaching was observed coupled with a strong emphasis on getting the children to interact with the teacher and amongst themselves in Welsh.

- **Trelew**

- Post meithrin/ primary education in Trelew is centred at Ysgol yr Hendre. This is the only primary school in Chubut where lessons are given through the medium of Welsh. The opening of the school five years ago was a red letter day for education in Chubut because Welsh medium teaching within the formal primary school context ceased during the last decade of the nineteenth century.
- Ysgol yr Hendre was established as a bilingual Welsh/Spanish school and both languages were to be used as teaching media in equal proportions. Over the past two years that policy of equal weighting to the two languages was not operated consistently mainly due to the difficulties which arose in securing the services of linguistically competent trained teachers. The Project teachers from Wales - Nant Roberts and Gareth Roberts helped bridge that unnerving gap.
- This year there were five year groups in the primary section comprising four classes since years 4 and 5 were taught together. **The two languages had equal validity as teaching media for the morning sessions this year.** This was possible due to the fact that the school's governing body decided to recruit a teacher from Wales. Nia Griffiths joined the teaching staff at the beginning of the academic year in March 2011. **It was a brave and bold decision on the part of the governing body but the only action to take since they wanted to tackle the negative indicators highlighted in the 2010 Report.** It clearly indicated that the school was totally committed to strengthening its Welsh language provision. It also showed that it was prepared to act independently and to be responsible for its actions. Nia set about enthusiastically to face the challenges ahead of her teaching classes 3 and 4/5 and she accomplished a lot in a short period of time.
- I observed excellent work in all four classes. The atmosphere was warm and happy in all and classroom walls were covered with well chosen teaching aids. All of the teachers knew exactly how to encourage the children and how to extend their linguistic capabilities. The children had an extensive Welsh vocabulary and they understood all that was said to them in Welsh but getting them to interact with each other in Welsh is a more difficult task.
- It was good to see that the teachers, Shirley James, Alcira Williams and Nia Griffith were constantly urging the children to speak Welsh and each attempt was followed by praise.
- By teaching a spectrum of subjects through the medium of Welsh, language learning seemed more effective and relevant. In years 4/5 I observed mathematics, geography, astronomy and project work being taught through the medium of Welsh. The lessons were carefully structured in order to accomplish specific aims. I saw a good balance in the teaching medium from monologue to dialogue, writing, reading and

comprehension plus the use of additional materials to complement the teaching. All classes had made great strides since last year. I observed confident teaching which was also pupil centred – primary education at its best.

- One of the main recommendations made in the 2010 Report concerning the obvious imbalance between Welsh and Spanish medium lessons was tackled.
- The use of Welsh as a teaching medium is still sporadic in the afternoon sessions and mainly because the teachers lack confidence or are non Welsh speakers. The teaching patterns for the afternoon sessions fall into four categories:
  - 1) Welsh medium.
  - 2) Variety – Welsh or English depending upon the subject.
  - 3) The use of some Welsh words but Spanish is the overall medium.
  - 4) Monolingual Spanish.
- Approximately 32% of all afternoon lessons are Welsh medium. Another 38% are through the medium of Spanish and 30% are lessons where a limited use of Welsh words may occur. That means that 68% of afternoon lessons are through the medium of Spanish. It is of utmost importance that the role of Welsh should be increased in order to obtain a balanced programme in both languages. At present only 45% of all lessons at the school are through the medium of Welsh. In comparison with the situation in 2010 the current patterns are an improvement but with persistence, care and diligence I am sure that the desired balance will be realised
- It is fair to praise the work at Ysgol yr Hendre. The lessons that I observed were of a high standard although I felt that the ethos outside the classrooms did not always support classroom teaching. The school governing board is already aware of this defect and has attempted to tackle the problem by initiating Welsh lessons for personnel who as yet are not fluent in Welsh. At present two classes are held on Saturday mornings specifically for trained teachers. In the future it is hoped that these may gain fluency in Welsh and that some will be able to teach through the medium of Welsh.
- Two post meithrin classes are also held twice a week where the children are taught mostly through games and play.
- The teachers' language work was clearly evident on stage at the "eisteddfodau". Ysgol yr Hendre pupils were avid competitors. Over the years the quality of Welsh competitions has improved immensely not only in the number of competitors but also in terms of language quality. It is important that the community is made aware of the high standards set by the school. The school is also visibly present at all

public gatherings and local celebrations such as concerts, Gŵyl y Glaniad (28 July celebrations), Gorsedd Beirdd y Wladfa (Bardic Circle celebrations), and Trelew civic day celebrations.

- It was good to see Alcira Williams back in the classroom after two months of intensive study at Cardiff University. She was awarded a scholarship by the *Project* to improve her language skills to enable her to teach through the medium of Welsh at Ysgol yr Hendre. On her return she has worked with Nia Griffith giving her practical experience in the classroom. With time I'm sure that she will become a confident and effective language teacher.
- In spite of some inconsistencies there are clear indications that the governing body of the school is ready and willing to tackle those areas of weaknesses within the provision. They will however require sound guidance and expert advice on bilingual education matters for a number of years.

- **Godre'r Andes**

Two post meithrin classes were held at Esquel and four at Trefelin. They were all well organized and excellent rapport existed between the children and their tutors. The *Menter* officer's input at the two centres was highly commendable. I noticed that the children's command of Welsh had improved considerably since the 2010 Inspection! A number made every effort to interact in Welsh with the teacher. **The situation has greatly improved this year.**

- **Primary Schools**

During 2011 a total of 16 classes were held at the following local primary schools -

Escuela Abraham Matthews, Gaiman - 10

Ysgol y Felin, Escuela 166. - Trevelin – 4

Escuela 24. - Esquel - 2

These are all extra-curricular classes and meet for one lesson per week. Language learning is therefore a very slow process. All of the classes had learnt some basic vocabulary, greetings and a few songs. A forty minute lesson a week will never produce bilingual speakers – it can only serve as a basic introduction to a second language and it may also help to raise the profile of Welsh within the extended community. These classes have a bearing upon student numbers at each location but the increased numbers should be viewed as “cosmetic” since these activities are ancillary rather than central to the aims of *Cynllun yr Iaith Gymraeg yn Chubut*. **The primary school work is currently financed by Chubut Education Authority and Cymdeithas Dewi Sant, Trelew.**

- **Teenagers**

- Most of the teaching for this age group is located at Gaiman - at Colegio Camwy and at Colegio Aliwen. The number of classes has grown and new developments over the past four years have consolidated the work.
- During 2011 a total of 272 secondary school pupils had two Welsh lessons a week as an integral part of their school timetable. This is the most productive sector in Gaiman at present. I observed well planned lessons with clearly defined aims. The teaching was effective and pupils responded well. Caren Jones teaches years 1, 2 and 3 at Colegio Camwy and at Colegio Aliwen. Caren was awarded a scholarship by the *Project* to enable her to spend two months during 2011 observing the teaching of Welsh at Ysgol Cwm Rhymni, Ysgol Bro Morgannwg and Ysgol y Treuddyn. **Both schools – Camwy and Aliwen can be proud of the Welsh teaching that their pupils receive.**
- Rebeca Henry is responsible for Welsh lessons for the final three years at Colegio Camwy. Her lessons were well prepared and the methodology in tune with the linguistic aims of the lessons.
- **Teaching at secondary school level at Gaiman is on a solid base and it is hoped that there are future tutors and teachers amongst the current pupils.**

- **Adults.**

- The last two inspections have shown that the teaching of adults in the Chubut Valley is in a perilous state. Student numbers have plummeted, most courses are restricted to one session per week and the range of courses on offer is limited. At Godre'r Andes student numbers are slightly better and at Esquel a good selection of courses across the attainment level range was on offer. Esquel had the best balance of courses.
- This year the actual number of courses for adults increased at a rate of 35% on the 2010 total – an increase from 20 classes in 2010 to 27 classes this year. This does not necessarily indicate that the situation is improving. A good cross section of courses was offered at the beginning of the academic year but by the time of the inspection a number had collapsed. Those courses that remained were not well attended. It is ironic that an increase in the total number of courses held has not really improved the situation. The density of teaching has not improved (few multiple sessions per week) the quality of teaching has remained static and progression courses at higher attainment levels

seem to have failed. At the time of the Inspection there were four wlpn courses in Gaiman plus one *ab initio* course for parents, an “uwch” course, a reading course and a conversation class. All met once a week! The “pellach” course had failed and the numbers attending the courses that survived were very low. At Trelew one adult course had two sessions per week but the rest met once a week. The Saturday morning courses were the most popular in terms of numbers – the two classes for primary school teachers and the wlpn class at Trelew University. These are new courses this year and without them adult teaching in Trelew would have been in a sorry state!

- At Godre’r Andes the situation is better. The six wlpn courses and the pellach class are held twice a week. **There, these courses are being taught as intended within a more intensive framework. In the Chubut Valley adult teaching is not as effective as it should be because the courses were not structured for single sessions per week. The time lapse between lessons undermines the teaching.**
- During 2011 several new courses were started in order to attract students who were already quite fluent in Welsh – reading and literature courses, conversation classes and a drama class. The end result was that the adult courses spectrum appeared more balanced than it had been for years – 53% were beginners’ courses (64% in 2010), and 47% were courses at higher attainment levels. The local committees are commended for encouraging the development of courses for a wider cross section of students and the two *Menter Patagonia* officers were responsible for making that a reality.
- Persuading former students to attend classes is another matter. For such a campaign to succeed one would need to convince them that Welsh has a social value and becoming more fluent would enrich their everyday social lives. The language needs to be a community asset and not a classroom language. In the past *Cynllun yr iaith Gymraeg yn Chubut* made great strides within the classroom- effective teaching, but its impact upon social life was very small. This year through the initiatives of the *Menter Patagonia* officers a number of events and pursuits were held specifically to extend the scope of interest in Welsh language cultural and social activities.
- The teaching that I observed at every centre was of a high standard which testifies to the effectiveness of the training courses and regular classroom visits by the teaching coordinator. This emphasis upon training should continue.
- I feel the need to repeat a point that I made in the 2010 Report in respect of language socialization. I am totally convinced that the long term success of *Cynllun yr Iaith Gymraeg yn Chubut* is dependent upon extending and normalising the use of Welsh as a community language.

- “The children’s work in Gaiman and Trelew is commendable but its success will be short lived if there are no opportunities for the children to use the language in real, normal situations outside the classroom. Children’s clubs are a step in the right direction, but children need more. They need a wide spectrum of activities and opportunities to interact in Welsh with people of all ages. Welsh was at one time considered to belong to the elderly and therefore to be old fashioned and irrelevant. Things have changed, but more needs to be done to normalise the use of the language. Formal language teaching in the classroom needs to be supplemented by extending the domains of Welsh in a wider range of social situations. In my opinion it is adults who can do this most effectively. In the past, many have learnt the language but it has remained a classroom language. They choose not to use it socially, preferring Spanish even though they might be fluent in Welsh. The language is not perceived as an acceptable means of communication in the wider community. **If this negative attitude persists, I fear that there will be no long term benefit to the Welsh language in spite of all the efforts of the past fourteen years; it is merely cosmetic.**”
- ***Menter Patagonia.***
  - This year Lois Dafydd and Iwan Madog Jones were appointed *Menter Patagonia* officers, Lois in the Chubut Valley and Iwan in Godre’r Andes.
  - This is the fourth year that *Menter Patagonia* has appointed officers specifically for promoting a greater use of Welsh in the communities. Past efforts were only partially successful possibly due to the fact that clear targets and realistic aims were not preset. *Menter Patagonia* lacked structure and planning and the communities did not really know what to expect and on occasions they completely misunderstood. The local Welsh classes committees have learnt from past experiences and by now they have a clearer view of the aims and scope of *Menter* activities. They now understand that *Menter* officers are not classroom teachers but that their aim is to bridge the gap between the Welsh classes and the wider community by encouraging greater social use of the Welsh language in normal every day situations. This year’s officers arrived with a much clearer idea of what the work entailed and their expectations were far more realistic. They also received regular guidance and support from the teaching coordinator. Clare Whitehouse arranged monthly meetings with each officer to discuss and evaluate the previous month’s work and to plan future

activities. This was a positive development. The officers were never isolated but could seek advice and guidance whenever the need arose. In turn they responded well to this additional help and their personalities and vision concerning the importance of their work are also key elements in the progress made during the year. Officers who laboured in previous years certainly prepared the ground but Lois and Iwan's hard work, inventiveness and enthusiasm resulted in great strides being achieved this year. Guidance and forward planning have been shown to be of prime importance especially when those who are appointed lack previous experience of language socialization work. The setting of clear and attainable targets is also of paramount importance.

- Lois Dafydd realized that the Welsh classes could serve as an introduction to the larger community. She has a number of weekly commitments to classes in the two catchment areas.
- In Gaiman she contributed to the work of the Ysgol Feithrin and helped with the post meithrin groups. In Trelew she had weekly sessions with years 1 and 2 at Ysgol yr Hendre and also had a session with the post meithrin groups. Through these activities she made contact with a cross section of children of different ages and their parents got to know her – an introduction to parents and grandparents through the children.
- She started a language class for parents at Gaiman. The response was rather disappointing but she carried on. It is interesting to note that one little boy in Meithrin is making remarkable progress because his father practices with him the Welsh patterns learnt in Lois' class!
- She started a conversation and discussion class at Dolafon – in this case resurrecting a class that flourished several years ago. She established a similar group in Trelew which appeals to those who would be reluctant to attend formal Welsh classes.
- She managed to gather together a group of fluent speakers in Gaiman and Trelew to read and discuss Welsh literature.
- A children's club was established at Dolafon and a youth club at Gaiman and another one in Trelew. The latter serve as venues for young people who have a passive understanding of Welsh to venture forward to interact in Welsh. Establishing social situations outside the classroom where young people can hear Welsh and where they are encouraged to use the language is an important milestone.
- She contributed on a regular basis to the Welsh services held at Bethel, Gaiman and at Tabernacl, Trelew. This important contribution is greatly appreciated by the two communities.
- She arranged a number of social events on a regular basis which appealed

- to a wide spectrum of the communities. She arranged *a curry evening, a soup and song evening, a meet and chat evening, talks, a silly eisteddfod, a film viewing, Twm Sion Cati celebrations, creative writing workshops and Saturday morning come to speak Welsh sessions* at Gaiman, Trelew, Puerto Madryn and Comodoro Rivadavia.
- She took an active role in all eisteddfod activities. She was an adjudicator at the Youth Eisteddfod and competed with several choirs and with folk dancing groups at the Chubut Eisteddfod.
  - She took an active interest in all local celebrations such as Gŵyl y Glaniad, Gaiman civic day and various celebrations associated with the different local schools. She managed to establish a high profile for *Menter* activities.
  - She acted as a supply teacher when Caren Jones and Rebeca Henry were unavailable to teach at Colegio Camwy. This meant that she got to know a wider cross section of young people and they of course were introduced to her.
  - She established a new, monthly, Welsh medium, local newspaper. – *Clecs Camwy*. She obviously saw a gap and responded positively. Seven editions were published during the year. She gave further publicity to *Menter* work through the *Menter Patagonia* website.
  - For her contributions to Welsh life in Patagonia she was nominated for membership of the Bardic Circle - *Gorsedd Beirdd Y Wladfa* in October.
  - With Iwan Madog she was responsible for arranging the Urdd youth visit during October with special emphasis upon opportunities for the young people of both countries to socialize with each other. She was invited to accompany Camwy final year students on their end of term trip to the Andes. **She has obviously been accepted by all sections and age groups within the communities. This has been a successful year for *Menter Patagonia* in the Chubut Valley.**
- Iwan Madog Jones also took the Welsh classes as a starting point to reach further into the communities of Esquel and Trefelin. He worked hard, was enthusiastic and inventive in his efforts to extend the use of Welsh in social situations within the catchment area. He had a busy list of weekly commitments associated with the Welsh classes and others which were social activities in Welsh.
  - He restarted meithrin classes in Esquel and although he did not have previous experience of working with young children the classes proved to be a great success. The teaching was well structured and there was a happy atmosphere in the class. The children reacted enthusiastically and Iwan managed to keep their attention throughout the session by

having a variety of activities – play, colouring, singing, storytelling and simple language activities. Effective use was made of repeating words and phrases after the teacher.

- He was a member of the post meithrin teaching team at Esquel and at Trefelin.
- He assisted with Welsh lessons at Ysgol y Felin, Trefelin.
- He assisted with the teaching of the pellach class in Esquel.
- He gave extra lessons to one of the local tutors before she attended an intensive Welsh course at Cardiff University during July 2011.
- He started two new classes which proved to be very popular. – a reading class and a drama class. These two classes certainly filled the gap that previously existed for courses for fluent speakers of Welsh. The reading class was ideal for those who wanted to master the literary variety of Welsh. The drama class was ideal for extending students’ control over a wider range of registers in Welsh by encouraging them to express ideas, feelings, past incidents and personal reminiscences in Welsh. The teaching took the form of workshops which was a novel way of teaching language in an interesting and informal manner. This was the most popular course in Esquel.
- He took a weekly conversation class and a revision class for students who had problems.
- Children’s clubs met weekly at the two centres and in addition he helped with the two weekly Welsh folk dancing clubs at Trefelin.
- He acted as a supply teacher when the need arose and for a period was in charge of two classes for fluent speakers of Welsh.
- He started a computer club and a “hip hop” club in Esquel but both failed.
- He organized a series of social events and activities in order to interest a wider cross section of the community. The following were held during the year: *A Chinese meal, a soup and quiz evening, youth evening, children’s end of term evening, adults’ end of term event, noson lawen, mock eisteddfod, film viewing, youth supper, walking club, drama club, talks and craft workshops.*
- He was a member of the small group that organized a number of Welsh services at Bethel, Trefelin. This was an opportunity to use Welsh as the medium of communication at a public meeting for the first time in ages.
- He organized the Urdd visit to Godre’r Andes.
- He held a high profile within the community and took an active part in all local celebrations and events - Gŵyl y Glaniad, Trefelin Eisteddfod, Trefelin civic celebrations and the books fair. He was an adjudicator at

the Mimosa Eisteddfod at Puerto Madryn He took part in several competitions at Eisteddfod y Wladfa and at other local gatherings. In October he was received as a member of the Bardic Circle – *Gorsedd y Wladfa*.

- He was responsible for publishing four editions of *Llais yr Andes*.
- Iwan's persistence, initiative and sheer hard work has made a difference in Godre'r Andes this year. He managed to build upon the foundations laid last year by Eluned Owena Evans. Great things are predicted for 2012.

## **Recommendations**

### **1. The preparation of courses and teaching materials /training programme for local tutors/ mentoring and care of local tutors. /**

It is proposed that Clare Whitehouse's contract is renewed for another year.

- The course that she prepared for secondary school pupils at Gaiman is most effective and her careful monitoring of the tutor's work has given excellent results. The lessons were carefully structured and the ones I observed placed emphasis on improving several skills such as listening, speaking, reading, comprehension and writing. Since 2009 Clare's responsibilities have been extended to include all who are involved in the teaching process from the nursery stage to adult classes. Tutor training courses were held again this year. **I recommend that training and mentoring are retained as at present in 2012. Special attention should be given to the teaching of wlpn courses in the Chubut Valley since the current framework is inappropriate.**
- Clare presented ideas and suggestions for a proposed structured course for post nursery groups at Gaiman and Trefelin. **It is important that this work continues in 2012 because otherwise teaching material for this age group will lack structure and the curriculum will be fragmentary. It is of utmost importance that finance is made available to buy materials and books in Wales so that the teaching coordinator is aware of what is available. Such materials will need to be adapted to the cultural context of young children living in Patagonia.**
- **I suggest that she should carry on to monitor and to adapt the primary teachers' course being taught at Ysgol yr Hendre. That proved to be a successful course in 2011.**
  - During the course of this year, Clare has observed every teacher at

work and each one has been provided with both written and verbal feedback. During 2012 more frequent visits will be arranged with further input from Clare, furnishing her with a more pastoral role. This is a new development, but one that I feel will produce an even better quality of teaching.

- The teachers from Wales will be answerable to the teaching coordinator and she will be answerable to the administrative coordinator – Luned Gonzalez. The pastoral role of the teaching coordinator will include the teachers on shorter visits from Wales. This will ensure a point of contact if problems arise.
- The teaching coordinator's support and wise advice greatly benefited the *Menter Patagonia* officers this year. It is recommended that the same framework is operated in 2012.
- The teaching coordinator must liaise fully with the local committees to ensure that the proposals in the annual report are acted upon. This will involve scrutinising the range of courses and assessing their levels and actively promoting adult classes, with special regard to post Wlpan levels. The teaching coordinator shall be responsible for seeking to realise locally the aims and objectives of *Cynllun yr iaith Gymraeg*.

## 2. **Appointing experienced teachers from Wales for March 2012**

Ideally three teachers should be appointed – two for the Chubut Valley and one for Godre'r Andes. Because of the wide age range of students, help is currently required with children's classes plus an expert in teaching Welsh to adults.

The *Cynllun yr Iaith Gymraeg* committee advertised for teachers and interviews were held in October. Iwan Madog Jones who was the *Menter Patagonia* officer in Godre'r Andes in 2011 was appointed to be teacher/*Menter* officer at that catchment area for 2012. He has already proven himself to be a competent teacher. He helped to restructure the children's provision and made valuable contributions to adult classes. He will be able to combine his two roles effectively and should be able to extend and strengthen the developments initiated during 2011.

The committee appointed Eiliw Baines Roberts to work in the Chubut Valley to teach nursery/primary pupils. She will contribute to meithrin and post meithrin work at Gaiman and to Welsh medium teaching at Ysgol yr Hendre, Trelew. Because of her training in the field of drama she will also be able to offer drama classes to both children and adults. She has not been trained to teach Welsh to adults and she does not have previous experience in that field.

This year's Inspection has highlighted the dire need for strengthening and restructuring Welsh for adults' classes in the Chubut Valley. The number of

experienced tutors available for teaching a representative range of adult classes has plummeted. One tutor was available at Gaiman and one at Trelew and both are in full time employment in other spheres which means that teaching is a voluntary activity. There is a limit to the teaching load which each can take! There is also the danger of feeling isolated by the lack of practical teaching support. This situation has evolved over a number of years due to the fact that the *Project* committee failed for several years to send to the Chubut Valley teachers who were experienced in Welsh for adults teaching.

I conclude that this particular dilemma should be tackled forthwith. The committee should consider ways and means of securing the services of an experienced teacher of Welsh for adults to support, recruit and train potential local tutors.

The tutor appointed should be experienced in teaching across the whole range of Welsh for adults courses – *ab initio* course, and further courses leading to advanced level courses.

As this Report highlights, adults have a crucial role in the processes of extending and strengthening the social and community use of language. Although the children's section under *Cynllun* has progressed well it has been hampered by the lack of opportunities outside the classroom where the youngsters can use their newly acquired linguistic skills. It is of paramount importance that social contexts are evolved and opportunities arise where Welsh may be heard and used in normal social situations and amongst a spectrum of different age groups. When parents attend Welsh classes it is possible for them to practice what they learn in class with their children and gradually a language shift from Spanish to Welsh might take place within the home. If a language is to survive as a community language it must be used by a spectrum of age groups. When a minority language is restricted to a finite range of speakers it may lack social relevance and therefore is not in a position to grow or survive. I'm of the opinion that the effective teaching of Welsh to adults is of paramount importance in order to secure the long term success of *Cynllun yr Iaith Gymraeg yn Chubut*.

- **I recommend that the services of an experienced tutor of Welsh for adults should be secured for the Chubut Valley for 2012 before the Welsh for adults framework there totally collapses. Such tutor will have a wide experience of teaching all attainment levels and will possibly have family and mortgage commitments. The usual honorarium will not be sufficient to cover such additional costs.**
- **Professional training for teachers - nursery/reception/primary. The local committees need to be constantly aware of the importance of forward planning particularly in relation to securing and training a**

constant supply of competent local teachers for the future. Such training can be a long and slow process in view of the fact that two elements are totally intertwined namely linguistic training and professional training. Being fluent in Welsh in a range of media is totally necessary and in addition teachers need further training in second language teaching skills. In the past some of this necessary training was given in Chubut and the rest through placements in Welsh medium primary schools in Wales. Last year Celeste Filiponi (nursery) spent two months at Ysgol y Berllan Deg, Cardiff and at Ysgol Ffynnon Bedr, Llanbedr Pont Steffan. Angelica Evans (reception) spent two months at Ysgol Waunfawr and Caren Jones spent a similar period at Ysgol Cwm Rhymni, Ysgol Bro Morgannwg and Ysgol y Treuddyn.

For a number of years the annual grant to the project was not sufficient to cover teacher training costs. The *Project* committee however felt that professional training was of utmost importance if self sufficiency and sustainability were to be achieved for the *Project*. These professional training goals were realized through the generosity of *Ymddiriedolaeth Mari a Phryderi Evans*. The *Project* is further indebted to *Cymdeithas Cymru /Ariannin* for financial support and practical help. **Without their financial input the training programme would not have been possible.**

### 3. *Menter Patagonia*.

*Menter Patagonia's* main challenge is that of reversing language shift and erosion in Patagonia. It is an enormous task that involves reversing processes and changing negative attitudes that have operated for approximately 80 years. As stated previously in this Report the long term success of *Cynllun* is totally dependent upon restoring, strengthening and extending the social and community role of Welsh. The erosion of Welsh was a gradual phenomenon but unchecked it gathered momentum. Spanish, the language of “the periphery” gradually gained prominence as “the central” and main community language and Welsh was restricted to a finite number of domains such as hearth and home and worship. Spanish became the normal and expected community language. Welsh speakers who would converse with older family members in Welsh found it easier to communicate with their peer group and with younger groups in Spanish. The Welsh language took its place on the periphery of society and as yet the enthusiasm for learning Welsh in classes has not improved its social relevance within the communities. . During the past fifteen years thousands have attended Welsh classes and the numbers of local tutors have increased every year to meet the growing demand. The Welsh language now has a positive profile within the communities and negative attitudes have largely

disappeared. Welsh is now visually prominent on shops and signposts. Welsh culture is enjoying a revival of interest. The eisteddfodau are well attended and Welsh folk dancing and hymn singing festivals are ever so popular. But in essence they are all cosmetic in that they have not radically reversed the sociolinguistic trends of the past decades and have not really added to the functional domains of Welsh.

**Changing these sociolinguistic patterns appears to be the main challenge at present. *Menter Patagonia* has a crucial role in reversing such patterns and in promoting the use of Welsh as a normal and acceptable linguistic option in a wider spectrum of social domains. During 2012 *Menter's* activities were far more effective and past efforts and initiatives were strengthened and extended. By their sheer hard work, persistence inventiveness and enthusiasm the two officers made a considerable impact on the communities. The level and quality of impact needs to be repeated in future years. I propose that Iwan Madog Jones' and Lois Dafydd's contracts are renewed for 2012**

#### 4. Local Committees

They are more effective than they were three years ago and they have shouldered more responsibility for the teaching provision within their catchment areas. **Nevertheless I would be much happier if their involvement and responsibilities were to increase over the next three years.** The four committees were active in arranging this year's timetable within their areas and there were signs that they attempted to advertise the courses but Esquel and Trefelin were the only committees that met on a regular basis to discuss other aspects of the work.

**I propose that they all meet regularly and that they should actively promote more intensive teaching and a wider distribution of courses. They need to monitor student numbers and attendance records and ensure effective teaching at all levels. They should be responsible for forward planning and for setting clear and realistic targets for the work within their areas.**

## **Gaiman - 2011 Inspection Report**

Thank you for your warm welcome and for the tutors' co-operation which greatly facilitated the inspection process. This year the Project Committee appointed two teachers from Wales – Mavis Griffiths and Lucy Sumner but unfortunately the two did not serve concurrently. Mavis was there from March until the end of July followed immediately by Lucy until December. In fact this was equivalent to having one teacher for the whole academic year whereas in 2010 Gaiman benefited from having two serving teachers throughout the year. Nevertheless I am satisfied that the individual skills and expertise of the two teachers were fully utilized in spite of the time restrictions. It is becoming increasingly difficult to recruit teachers who are competent and experienced in teaching Welsh as a second language to adults in particular. This is reflected in the limited range of courses and attainment levels for adults offered this year in Gaiman. In the 2010 Report it was noted that the teaching of adults in the area had declined over the years and had reached low ebb. This year's inspection confirms that assessment. Drastic action is needed to reverse current trends. More competent local tutors should be targeted and appropriately trained so that a representative range of adult courses can be offered.

In March Lois Dafydd, the new *Menter Patagonia* officer took up her post and she has worked on a regular weekly basis with the Ysgol Feithrin, the post-meithrin groups, Welsh classes for parents of meithrin pupils, Welsh conversation and discussion class in Dolafon and a reading club in Gaiman. She also held a weekly children's club in Dolafon and a teens club in Gaiman. She has also organized a number of social events to attract a wider cross section of Welsh speakers such as a mock eisteddfod, a Twm Sion Cati event, a curry evening, a soup and sing-along evening, a guest speaker evening and a viewing of the newly released film – *Patagonia*. She took Welsh services regularly at Bethel and this was greatly appreciated. She also started a new local publication – *Clecs Camwy*. Keep up the good work!

The inspection was conducted in two parts – September 12-16 and October 10-15. A total of 27 classes were visited and every tutor was observed teaching.

### **Statistics.**

- **Teachers:**

Mavis Griffiths, Lucy Sumner, Juan Davies, Angelica Evans, Liliana Evans, Celeste Filiponi, Rebeca Henry, Tamara Hurtado, Caren Jones, Nivea Owen, Patricia Ramos, Rebeca White, Cintia Zamarreño.

Meithrin teaching assistants: Emilse Crespo, Lovein James, Gabriela Jones, Aixa Orive.

- **Teaching Hours: 100 hours (96.5) per week.**

There is an increase of 3.5 hours on last year’s weekly total. In addition approximately 3.5 hours of additional Welsh medium social activities were organized by *Menter Patagonia* and Lois further contributed another 6.5 hours within the formal teaching timetable. Below, the teaching hours are distributed according to age groups and the corresponding 2010 totals are shown in brackets.

Meithrin	Post meithrin	Ysgol Bryngwyn*	Teenagers	Adults
45 (46)	12 (13)	10 (5.5)	23 (22)	10 (10)

\*One Welsh lesson a week per class

- It is good to note that the provision has not changed much since last year except for the 4.5 hours increase at Ysgol Bryngwyn. There are currently ten classes there participating in the one Welsh lesson a week scheme.
- The three post meithrin classes received 4 hours per week tuition through the medium of Welsh which assured continuity and progression in their command of Welsh. The three meithrin classes had 15 hours of Welsh language contact per week.
- During 2011, 90% of the teaching hours were taken up by children and teenagers’ classes and only 10% of the total was specifically for adult classes. This is not an ideal outcome in spite of the fact that an increase in the teaching hours for youngsters is laudable. Concentrating linguistic activities within one age group is often counter-productive. If the current language teaching project is to succeed then speaking Welsh needs to be perceived as a social inter-generational phenomenon and not as a generational feature. Young children need to be exposed to normal and valid social contexts where they can interact naturally through the medium of Welsh. Unfortunately if the current sociolinguistic situation persists Welsh will remain a classroom phenomenon for them. The families of young children attending Welsh classes should be encouraged to attend classes so that they will be able to interact with their children in Welsh. **It is of paramount importance to establish a wider social use of Welsh so that the young will see that it does have**

**valid and socially relevant domains.**

- **Numbers: 582 (527)**

This represents an increase of 10% on the totals for 2010. The totals are listed below according to age groups and the 2010 totals are included within brackets.

Meithrin	Post meithrin	Ysgol Bryn Gwyn	Teenagers	Adults
34 (32)	32 (31)	212 (155)	272 (288)	32 (21)

- 95% of all students are under 20 years of age. A similar pattern was recorded last year.
- A total of 212 pupils at Ysgol Abraham Matthews, Bryn Gwyn receive one Welsh lesson per week. These classes will not produce bilingual pupils simply because the teaching is not sufficiently intensive. It will however introduce children to another language and culture and should create an awareness of local history as well as giving them a host of new learning experiences. It is hoped that positive experiences in these classes will lead some pupils to enroll on intensive courses at a later date. These classes have enhanced pupil numbers in the Gaiman area but the effect is “cosmetic” rather than substantial.
- Approximately 47% of the total number of students was teenagers. It’s quite remarkable that all pupils at Colegio Camwy and Colegio Aliwen have two Welsh lessons per week.

- **Number of classes: 40 (35)**

There is an increase of 5 classes this year. Below the classes are listed according to age group.

Meithrin	Post meithrin	Ysgol Bryngwyn	Teenagers	Adults
3 (3)	3 (4)	10 (8)	15 (14)	9 (6)

- The meithrin classes met daily Monday- Friday and the post meithrin classes were held twice a week.
  - In Ysgol Bryngwyn each of the 10 classes are allocated one lesson per week.
  - All classes at Colegio Camwy and Colegio Aliwen and at Dolafon are assigned two lessons per week.
  - Adult classes are assigned one session per week. The teaching pace is far too slow and absenteeism is a problem. During the course of the year attendance at one wlpán class collapsed from 10 to 2 and the pellach course failed. **This is a cause for concern.**
- **Class attainment levels:**

Classes are listed below according to their attainment levels.

Levels 1/3 indicate a range from “ab initio” to completion of wlpán.

Level 4 indicates an ability to converse in Welsh – pellach.

Levels 5/6 indicate an ability to communicate in a variety of registers – spoken and written.

Level 7 indicates solid competence in oral and written media over a range of registers.

Levels 1/2	Levels 2/3	Level 4	Levels 5/6	Level 7
14 (13)	15 (15)	4 (4)	3 (2)	4 (1)

- The vast majority of the courses are in the level 1/3 category – 72.5% of the total (80% in 2010). There was a slight increase in courses at higher levels. Starting the reading class and the conversation club had a bearing upon these statistics. A heavy concentration of classes at the lower end of the attainment scale has been one of the weaknesses of the provision over the years. It is now apparent that the slight change this year is partly due to the introduction of structured and progression courses in nursery, primary and secondary teaching.
- **Enrolments at the different attainment levels:**

Level 1	Levels 2/3	Level 4	Levels 5/6	Level 7
245 (235)	250 (201)	53 (59)	17 (29)	17 (3)

- A large number start learning Welsh but few progress to a high degree of fluency.
- It is encouraging to see an increase in post meithrin classes and a corresponding rise in attainment levels. A similar pattern was noted at Colegio Camwy. The introduction of new structured courses and an increased emphasis upon tutor training is having an effect.

### **Quality of Teaching.**

- **Adults**

- **Wlpan**

- The teaching that I observed was of an acceptable standard.
- The expository teaching was clear and effective and the exercises which followed served their purpose.
- In one class far too much emphasis was placed on translating.
- There were three students present in one class and two in the other. They responded well to the lesson but the main problem with small classes is that of retaining the appropriate momentum to the lesson.
- It is regrettable that the numbers attending are so low and that the teaching is not more intensive. On account of these weaknesses I did not see the wlpan course being taught as it was intended to be taught.
- Once a week classes are totally inadequate for learning a new language effectively. However I did see evidence that the students who still attended were enthusiastic and wanted to carry on. It is possible that once a week classes would suite some students but for the majority more intensive teaching is far more effective.
- Juan Davies has been awarded a scholarship to enable him to attend Welsh Language courses at Cardiff University during January/February 2012. He will also attend a tutor training course and will observe other tutors teaching wlpan, pellach and uwch courses.

- **Pellach**

- The pellach course collapsed earlier in the year. For various reasons a new course was not set up. This is regrettable. The pellach timetable slot however was profitably used by Lucy Sumner to discuss curriculum planning with two of the meithrin teachers.

- **Uwch**

- This was a small class again this year but had greater potential. The course needs to be targeted at a wider cross section. It is an excellent course for improving language skills and for boosting confidence.

- **Reading and discussion class**  
This has been a very popular class. Most of the students have attended for years and have enjoyed reading and discussing short novels in Welsh. It was an opportunity to expand vocabulary and rediscover words that they had not used since their childhood years. The class is an ideal forum for students to converse and discuss a variety of subject matter through the medium of Welsh. The students are mostly of the older age group and illness sporadically affects attendance. It would be a good idea to extend participation to include younger age groups.
  
- **Literature Class.**  
This class was intended for those who are already fluent in Welsh but a number of young people who sat the WJEC Sylfaen examination earlier in the year also joined. It proved to be an excellent forum for extending vocabulary range, for learning literary syntax and usage and for understanding exactly what message the author sought to convey. This course should be offered again next year.
  
- **Welsh for parents**  
Two students registered but only one attends regularly. It is not an easy task to teach one student but in this case the student's enthusiasm and determination to practice what he learns is an all important factor. I observed a lively lesson with lots of oral practice and a proper momentum to the teaching. The lesson was well structured and it was apparent that previous lessons had been graded and structured to accomplish specific linguistic aims. One lesson a week is not ideal for learning a new language but in this case the student's commitment and the teacher's enthusiasm turned the tables. I would like to see this experiment developed next year in terms of student numbers and intensity of teaching.
  
- **Dolafon conversation class**  
It was good to see this class in existence once more. It is an excellent forum for those attending to gain confidence and to expand their range of registers in Welsh.
  
- **Teenagers**
  - This is the most productive sector in the Gaiman catchment area since 47% of all students are teenagers. Effective teaching was observed and lessons were carefully planned to highlight specific

linguistic aims. Every lesson observed was lively and interesting and the pupils' responses through subsequent oral exercises and activities were ample proof of the effectiveness of the teaching methodology. This, to a large extent must be attributed to Clare Whitehouse's consistent support over the years. She should be complimented on the stratified courses which she has devised plus the copious teacher's notes which accompany each lesson. Caren Jones who teaches the first three years at Colegio Camwy and Colegio Aliwen was awarded a scholarship this year which enabled her to spend two months observing the teaching of Welsh at three comprehensive schools in Wales. She attended Ysgol Cwm Rhymini, Caerffili, Ysgol Bro Morgannwg, Barri and Ysgol y Creuddyn, Llandudno.

**The two schools in Gaiman are to be complemented upon their Welsh language provision. The quality of teaching is worthy of praise.**

Rebeca Henry is responsible for the final three years' teaching at Colegio Camwy. Her sessions were also carefully structured and effectively executed in order to accomplish the linguistic aims of the lessons. Rebeca has been awarded a scholarship to spend two months – January/ February 2012 studying at Cardiff University and observing the teaching of Welsh at several Welsh schools. The specialist training and teaching experiences gleaned should extend her confidence and enrich her teaching. Over the years *Cynllun yr Iaith Gymraeg* has invested expertise, manpower and resources into the teaching of teenagers and that has proved to be a very wise decision.

**I am of the opinion that the teaching of Welsh as a second language at all levels at Colegio Camwy is of a very high calibre. This assessment should be conveyed to the Province of Chubut Education Authority.**

In Gaiman an extra curricular Welsh class is also held weekly and the students have attended regularly since their primary school days. They have worked hard and have remained resolute over a number of years so that by now they are quite fluent in Welsh, constantly improving their language skills and gaining more confidence. Nine candidates sat the WJEC Sylfaen examination in June 2011 and the results were excellent! Eight gained pass grades and four of them were awarded top grades ( Distinction). These were excellent results testifying to the dedication of the students as well as to teaching of a high calibre.

It was good to note that three of those who attended Nivia Owen's meithrin class in Dolafon six years ago are still attending. By now

they are working through the wlpn course which Nivia has adapted for teenagers. They meet for 2 hours on Friday evenings and it is anticipated that they will complete the course by the end of 2012. In class the students responded well and were eager to communicate in Welsh. Over the years Nivia has accomplished a great deal in Dolafon. She is one of the many throughout the area who have worked tirelessly with *Cynllun yr Iaith Gymraeg* in spite of difficult circumstances.

- **Meithrin**

- I saw the three classes and am impressed by the attainments achieved. The work is structured and well organized and high standards are set resulting in Welsh medium nursery education of the highest calibre.
- There was evident linguistic progression from one class to the next.
- Excellent team work was evidenced. The three teachers knew exactly how to introduce and teach new language skills to young children. The three had been on language and teachers' training courses in Wales, arranged by *Cynllun yr Iaith Gymraeg*. Celeste Filiponi spent January/ February 2011 at Ysgol y Berllan Deg, Cardiff and at Ysgol Pedr Sant, Llanbedr Pont Steffan. Angelica Evans spent a similar period at Ysgol Waunfawr, Gwynedd. Their training, new experiences and new perspectives have certainly enriched their classroom teaching.
- The child/teacher relationship was warm in all three classes. Teaching materials and aids were in evidence. The older children made good use of the computer and the library was set up so as to encourage the children to borrow books to take home.
- They operate a consistent language policy which aims to make exclusive use of Welsh not only for teaching but for all interaction within the building. The children are constantly encouraged to communicate in Welsh. Some of the class assistants however lacked confidence in the use of Welsh. They attend Welsh classes but they need further help in order to interact more effectively through the medium of Welsh. Inability to communicate freely in Welsh could undermine the language ethos which is fundamental to the work. The children understood everything that was said to them in Welsh and the teachers strove to get them to respond in phrases and sentences rather than in isolated words. The older children were beginning to interact in Welsh. **These children receive excellent nursery education.**

- **Post meithrin**

- Three two hour classes are held twice a week. They are lively groups and they respond well to the teaching. I witnessed lessons that were carefully planned to extend the experiences and language skills of the children. A variety of relevant activities were incorporated within each session to consolidate the linguistic aims. I was pleased to see that the work was carefully structured and graded from one age group to the next. The language competence of the oldest group was particularly well developed – an obvious result of solid teaching over the last two years. One cannot overemphasize the importance of post meithrin work and here the input of the teachers is beginning to bear fruit.

- **Ysgol Bryngwyn.**

- This year every class throughout the school is given one Welsh lesson per week. The pupils have learnt simple vocabulary, greetings and terms to describe the weather. The conditions are not ideal for second language teaching. A weekly one hour lesson cannot accomplish a great deal. I suggest that it would be far better to teach fewer classes for multiple sessions per week.
- This kind of activity within a local primary school is indeed a very important development because it affords an opportunity to reach a wider spectrum of pupils but unfortunately its effects are “cosmetic” in that the contact hours are insufficient to accomplish anything of lasting value. It is an ancillary activity whereas the meithrin and post meithrin are central to the aims of *Cynllun yr Iaith Gymraeg*.

**Positive Indicators.**

- Very good teaching techniques were observed especially within the children and teenagers’ categories. It is encouraging to note that the teaching coordinator’s input and training courses are bearing fruit and that the tutors are far more prepared now to seek help and advice.
- The new courses developed for teenagers have been a great success and the teaching reflects the aims and attainment levels intended at each stage. The teachers were prepared to learn new skills and to adapt their teaching techniques accordingly. In the WJEC examinations in June 2011, 45% of the candidates were awarded

distinction grades. This is ample proof of dedication on the part of pupils and enthusiastic teaching by the teachers.

- The intensive teaching at the meithrin level is commended.
- It was heartening to understand that a number of training courses were held by the teaching coordinator at the beginning of the academic session. A desire to improve teaching techniques and thus raise staff skills and enhance the quality of teaching is commendable.
- The high standards set at the Ysgol Feithrin and the professional manner in which it is administered is praiseworthy. The staff is comprised of a team of committed workers who work well together. All aspects of the work are well ordered and staff members succeed in creating a happy and homely atmosphere for the children.
- It was good that there were three post meithrin classes again this year and that work proceeded on a structured curriculum for the three age groups. This important work must progress next year again.
- Curricular planning and course development has meant that courses for children and young people are now structured and therefore afford progression from one year to the next. That had a beneficial effect on attainment levels.
- It was good that it was possible for Lois Dafydd, the Menter Patagonia officer to work regularly with the nursery and post nursery groups. The local committee is applauded for considering possible projects before she even arrived last March. That meant that she was able to start working immediately after settling in.
- I welcome the introduction of new courses this year – the Welsh language course for parents and the Welsh literature reading course for fluent speakers of Welsh.
- Lois Dafydd made quite an impact on the community this year via her weekly commitments at Gaiman and at Dolafon. She had weekly teaching commitments and also held regular social activities and events. These were aimed at a wider cross section – a curry evening, a soup and sing along evening, a mock eisteddfod, a Twm Sion Cati

event, a guest evening and a film viewing. She also took an active role in the Welsh language services held at Bethel. The work accomplished this year by Menter Patagonia rightfully deserves praise.

- There are visible signs of a positive increase in the social image of Welsh in the community mainly through the impact of the Welsh language competitions at the local eisteddfodau. The quality of these competitions has improved radically. Further efforts however should be made to extend the social situations in which Welsh could be used. This is a crucial part of the aims of *Menter Patagonia*.

### **Negative Indicators**

- Adult courses have weakened considerably during the course of the year although the committee did attempt to provide a representative choice of options. By the second half of the year nine adult classes met once a week. **More intensive courses are required for successful language learning.**
- There was a possibility of course progression for adults this year, but response from the community was disappointing. Class numbers were low and non-attendance rates were high. Although nine students pre-registered for the pellach course the number of attendees fell rapidly and the course collapsed. It presents a dire situation.
- Sporadic attendance had a negative effect on all of the adult courses. It affected the momentum of teaching and dampened the enthusiasm of those who genuinely wanted to progress. This is not a new phenomenon but rather a feature which is often associated with voluntary classes. The committee needs to examine these issues carefully.
- A high percentage of the courses held are at the lower end of the attainment scale. After 14 years one would have expected *Cynllun yr Iaith Gymraeg* to have generated students at all levels. Instead a large number have started learning Welsh and have reached an elementary level and have subsequently stopped. Unfortunately this does not match the aims of the project which is to enable children and adults to become fluent in Welsh.
- Committee minutes were not distributed during the course of the year. It is therefore difficult to assess the effectiveness of its work. This needs to be rectified.

## Recommendations.

- The committee should discuss this report and decide how to prepare and plan for 2012. The teaching programme for next year needs to be discussed now so that it can be implemented in March 2011. It is far too late to start working on the timetable in March!
- The committee should give its wholehearted support to the work of the Ysgol Feithrin and should encourage the development of adequate follow up courses for those children who will be leaving the Ysgol Feithrin in December 2011. Ensuring progression from meithrin to post meithrin is of utmost importance.
- The *Menter Patagonia* officer should be involved in the meithrin and post meithrin timetable as was the case this year. In addition activities, clubs for primary school children and another one for teenagers should be considered. It is important that the committee is actively involved in *Menter* activities, encouraging and helping the officer in her work. The officer's prime task is to co-operate with you to try to extend the use of Welsh in the community.
- It is important that you place emphasis upon the careful planning of adult courses for 2012. I propose that you discuss the possibility of recruiting students for a parents' Welsh course next year again. Only one parent attended this year but his enthusiasm and dedication made the exercise worthwhile. Getting parents to learn Welsh should facilitate the work of meithrin because the children would have more opportunities for using their new linguistic skills. Language is a social phenomenon and if it is not used by a representative cross section of the community it ceases to have social relevance and its fate is sealed.
- I recommend that you offer a cross section of courses for adults at various attainment levels in 2012 and that should give students the option of progressing to a higher attainment level course. Ideally those who have tackled the wlpán course in the past should be encouraged to opt for pellach in 2012. Emphasis needs to be placed on increasing the numbers of those studying at the post wlpán levels. The committee's task is not only to plan a feasible teaching programme but also to encourage students to attend. It is imperative that sufficient numbers register for each course offered. It is completely impractical and uneconomical to offer courses for two or three students. Furthermore small classes are difficult to teach and it is virtually impossible to use language activities effectively with small numbers. Ideally classes should have a minimum of 5 students.
- It would appear that many in Gaiman would favour a once a week

course. If so such a course should be on offer but that should be a tailor-made course for that very purpose. A watered down wlpn course would be useless. You should consult Clare Whitehouse concerning the most appropriate course for this purpose.

- It is of utmost importance that current tutors receive further training on a regular basis. In addition the committee needs to consider new recruits to increase the number of tutors available locally. That would entail initiating a training programme. The Wales Committee of *Cynllun yr Iaith Gymraeg yn Chubut* could offer scholarships in Wales for tutor training. It is extremely important that the local committee be aware of the importance of forward planning in such matters.
- It is recommended that the committee should meet regularly to discuss matters/ problems which can arise unexpectedly and which should be resolved sooner rather than later. It is the committee's responsibility to ensure that a realistic and representative cross section of courses is offered locally. The committee should receive monthly reports from all of the classes and will therefore be able to deal with problems before they worsen. Sporadic absenteeism is one matter that needs to be discussed because that can have an adverse effect upon students' motivation and upon teaching. The committee needs to take an active role in supporting students and tutors. The committee is responsible for the teaching of Welsh locally – every aspect of it! That calls for dedication and scrutiny.

I wish you the very best for 2012. I also want to thank you for your kindness and support during the past fifteen years whilst I was the Monitor of *Cynllun yr Iaith Gymraeg*.

Robert Owen Jones

Hydref 2011

## **Trelew: 2011 Inspection Report.**

Thank you for your warm welcome and for the tutors' cooperation during the inspection period. The Project committee appointed two teachers this year – Mavis Griffiths and Lucy Sumner but unfortunately they were not both there at the same time. Mavis stayed from March until the end of July and Lucy from that point until December. This is equivalent to the service of one teacher for the whole academic year whereas in 2010 there were two teachers for the whole year. Nevertheless I am satisfied that the individual skills and expertise of the two teachers were fully utilized in spite of the time restrictions. It is however becoming increasingly difficult to recruit teachers who are competent and experienced in teaching Welsh as a second language to adults and that is reflected in the number and range of courses offered this year to adults in the Trelew catchment area. Ana Chiabrando was the only local tutor available to help with the teaching of adults. Her dedication, enthusiasm and willingness to cooperate with the teachers from Wales greatly helped to avoid a total collapse of courses for adults.

Nia Griffith from Gwynedd, North Wales was recruited by Ysgol yr Hendre and she started there at the beginning of the academic session. This appointment represented a new challenge for the governing committee of Ysgol yr Hendre but it was certainly a step in the right direction and a clear indication that they are determined to strengthen the Welsh medium teaching at Ysgol yr Hendre. Nia responded to the challenge enthusiastically and accomplished sterling work with years 3, 4 and 5. It is excellent news to hear that her contract is being renewed for another year. In March Lois Dafydd arrived to work for *Menter Patagonia* in Gaiman and Threlew. She has had regular weekly sessions with the children at Ysgol yr Hendre and she also contributed to the extra-curricular post meithrin sessions. She started a Welsh literature reading and discussion class and a conversation class. These are all weekly sessions within the Welsh teaching framework in the locality. She also established a social club for young people. Several “Sadwrn Siarad” (Welsh conversation sessions) were held at Trelew, Puerto Madryn and at Comodoro Rivadavia. In addition a number of social events were held on a regular basis such as social evenings, a Twm Sion Cati event and a viewing of the new film “*Patagonia*”. She made regular contributions to Welsh services at Tabernacl Trelew and this was greatly appreciated by the community. She also started a new Welsh publication - *Clecs Camwy*. Seven issues have appeared during the course of the year.

The inspection was held between 19-23 September and then during the period 17-29 October. Approximately 88% of all classes were visited and some of them more than once in order to observe every tutor teaching.

## Statistics

- **Teachers:**

Mavis Griffiths, Lucy Sumner, Nia Griffith, Ana Chiabrande, Shirley James, Judith Jones, Lorena Peralta, Gabriel Restucha, Alcira Williams, Lois Dafydd, (*Menter Patagonia*)

Nursery assistant: Elmercita Macdonald.

A total of 11 persons were involved in delivering the teaching of Welsh this year.

- **Teaching hours: 108.5 hours. (91)**

- This year's total of 108.5 hours per week of Welsh lessons shows an increase of 17.5 hours on the 2010 weekly total. Below teaching hours are listed according to age groups and 2010 totals are shown in brackets.

Meithrin	Post meithrin	Primary / yr Hendre	Teenagers	Adults
35 (33)	6 (3)	47 (38)	7.5 (1.5)	13(15.5)

- All age groups record an increase in teaching hours with the exception of adult classes. Furthermore adult teaching hours would have been further depleted if four new courses had not commenced - 2 Welsh classes for primary school teachers (6 hours), literature course (1hour) and a conversation class (1 hour). There wasn't a wlpn 1 course this year in Trelew and wlpn2 only meets once a week. Another wlpn 2 course met once a week at the University of Trelew. Higher courses, uwch and meistroli were not offered this year.
  - At Puerto Madryn both wlpn and pellach classes were held but for one session per week.
- **Numbers: 133 (85)**

The total number of students this year is 133.

Below the numbers are listed according to age groups and 2010 totals are shown in brackets.

Meithrin	Post meithrin	Primary/ yr Hendre	Teenagers	Adults
25 (20)	9 (5)	43 (29)	*17 (6)	39 (25)

\*The class at IPPI – the teachers of English Institute and the class at Trelew University are included here.

- Unlike Gaiman and Godre’r Andes extra-curricular Welsh classes are not held in local primary schools in the Trelew catchment area. I believe that it was a wise decision because at present all resources need to be channelled into the work at Ysgol yr Hendre.
- The main cause for concern at present is the low numbers of students attending classes for adults. Adult numbers amount to approximately 29% of the total number registered this year. If the new courses for primary teachers had not started on Saturday mornings the adult percentage would have been 13%! Most of the students this year are nursery and primary school pupils – approximately 58% of the total. Although an increase in the number of youngsters is a heartening trend the decrease of interest amongst adults is not welcome news because in a healthy sociolinguistic situation one would expect interest amongst a representative cross section of all age groups. If teaching Welsh to children is to succeed in the longer term it is of paramount importance that they are given opportunities to use their new linguistic skills to communicate with other generations within the community and in normal everyday situations. In the past Welsh was the language of hearth and home and of chapel based activities. At present very few of the children attending Welsh classes hear Welsh within the family circle and for most, Spanish is the language of religion. **It is imperative that the use of Welsh is encouraged and extended in a spectrum of social situations so that the young can see that the language has social relevance. One answer would be to offer Welsh lessons to the parents of nursery class pupils which would hopefully result in parents interacting with their children through the medium of Welsh.**
- **Number of classes: 18**
- During the course of 2010 the number of classes increased from 14 to 18.

In fact 9 of these only meet once a week which is totally insufficient for language acquisition. The children’s classes meet five days a week. The classes are listed below in terms of age groups.

Meithrin	Post meithrin	Primary/ yr Hendre	Teenagers	Adults
2 (2)	2 (1)	4 (3)	3 (2)	7 (4)

- **Class Attainment Levels:**

Classes are listed below according to their attainment levels.

Levels 1/3 indicate a range from “ab initio” to completion of wlpn.

Level 4 indicates an ability to converse in Welsh – pellach.

Levels 5/6 indicate an ability to communicate in a varied cross section of registers – spoken and written.

Level 7 indicates solid competence in oral and written media over a range of registers.

Levels 1/2	Levels 2/3	Level 4	Levels 5/6	Level 7
4 (4)	8 (7)	3 (2)	3 (1)	0 (0)

- Most of the classes are at levels 1/3 - 67% of the total. (79% in 2010). Approximately 33% were at higher levels (21% in 2010). Therefore there is a slight improvement in the distribution of classes on the attainment scale this year. This is largely due to the successful teaching at Ysgol Yr Hendre.

- **Enrolments at the different attainment levels:**

The general pattern remains unchanged in that the majority of students are at the lower end of the attainments scale but slight improvements were noted. This year 73% of the students were at the lower end of the scale (79% in 2010). In 2010 students at attainment levels 4/6 amounted to 21% of the total but this year they had increased to 27%. This increase is mainly due to the two pellach groups, the reading course and the conversation class plus the Welsh medium lessons at Ysgol yr Hendre.

Level 1/2	Levels 2/3	Level 4	Levels 5/6	Level 7
34 (21)	63 (46)	13 (15)	23 (3)	0

## **Quality of Teaching**

### **Wlpan/ Beginners:**

On the whole the quality of teaching was good and effective. Analysis was clear and the exercises were appropriate. Class momentum was greatly improved again this year and presentation was lively. I was also pleased to see that the tutors' confidence had improved during the course of the year. They had obviously benefited from attending training courses arranged by the teaching coordinator. Nevertheless I would welcome greater use of flash cards and an improvement in drilling techniques.

- The wlpan class in Trelew had dwindled to one student. This inevitably affected the mode of teaching since it was extremely difficult to sustain the language activities recommended for each lesson. The class at Trelew and at Puerto Madryn met once a week only and this in turn had a negative impact on both the teaching and learning.
- The Wlpan course started during 2010 at Trelew University continues. Eight students attend the Saturday morning classes on a regular basis. I observed lively teaching and positive responses from the students but language progress is slow on account of the fact that they have one session only per week.
- I was pleased to see that the course for teachers at Ysgol yr Hendre has been transformed this year due to the fact that Clare Whitehouse has introduced a new course specifically for primary school teachers within the Argentine context. Primary school teachers were targeted who are already connected to Ysgol yr Hendre or Ysgol Feithrin Gaiman and who would like to be able to teach through the medium of Welsh. Initially 17 students were registered but only 6 attend the three hours Saturday morning sessions regularly. Linguistic progress has been good and the students show confidence in using the patterns that they have learnt. Those who attended last year's course have made phenomenal progress. I observed several tutors at work and was impressed by the course itself and by the high standard of teaching.
- A second course for primary teachers was started after the winter holidays – beginning of August. A total of 16 teachers registered and they all regularly attend. It is a very enthusiastic group and the tutor is doing an excellent job. This course is officially recognized and accredited by the Provincial Board of Education and those teachers who complete the course successfully will be awarded a certificate.

## **Pellach**

- The students attending this course were registered for wlpn 2 in 2010. They had made excellent progress and conversed confidently in Welsh. During the lessons that I attended their listening and understanding skills were honed as well as their abilities to convey effectively what they had heard. The teaching was of a high standard.

## **Meithrin**

- The work in the two meithrin classes is of a high standard. These classes are pivotal to the success of Welsh medium education at Ysgol yr Hendre because it is here that children are initially introduced to the Welsh language. A clear language policy is in operation. The teacher communicates with the children entirely through the medium of Welsh and to translate from Welsh into Spanish is an exception rather than the rule. The teacher effectively operates the “immersion” method of teaching a second language to young children. There was a happy atmosphere in the class and the children were introduced to a wide spectrum of interesting, new experiences. All aspects of the work were well structured and the teacher was in control even without raising her voice. Nevertheless teaching young children a second language is not an easy task particularly when the children do not hear the target language in social situations other than the classroom context. The teacher and her classroom assistant are to be praised for their efforts.  
It is of utmost importance that the children are addressed in Welsh. Both the teacher and teaching assistant operate this policy consistently. I observed however that the music teacher did not speak nor understand Welsh. This could ultimately undermine the linguistic ethos of the nursery unit.

## **Poat meithrin**

Over the years this has proved to be a very effective and popular class. The pupils keep returning year after year. There were two classes this year and they met for two sessions per week. The 3 extra-curricular teaching hours helped to supplement the language learning within the day classes at Ysgol yr Hendre. A happy atmosphere characterized the two classes and the children obviously enjoyed the additional language lessons games and language learning activities. Lois Dafydd and Lucy Sumner’s contributions to the teaching were substantial. These classes should be retained because of their important role in helping the linguistic progress of those pupils who may have difficulties. Another important

consideration is that these classes are extra- curricular and are held during the evenings – outside school hours.

### **Primary -Ysgol yr Hendre**

- Lessons were observed in the 4 primary classes. Every class receives three Welsh medium lessons daily within the morning timetable. Shirley James is responsible for these lessons for years 1 and 2 and Nia Griffith is responsible for years 3 and 4/5. Very good teaching was observed in all 4 classes. There was a warm and happy atmosphere in every class and the classroom walls were covered with teaching aids which greatly facilitated language learning. The teachers constantly encouraged and also extended the linguistic parameters of their pupils. The children had an extensive vocabulary and understood all that was imparted to them in Welsh but they remained reluctant to address each other in Welsh.
- The two eldest groups were able to communicate effectively in Welsh but Spanish was the preferred medium. It was good to see that Nia and Alcira Williams urged them to speak Welsh with each other by encouraging them and praising every effort. In years 3 and 4/5 Nia initiated a prize system whereby a record is kept of all instances when pupils interact spontaneously in Welsh. This has had the desired result in that it has helped normalize the use of Welsh in natural spontaneous conversation. The children are of course intent upon amassing as many “stars” as possible!
- Language learning was effective because it was not regarded as a subject on the timetable but rather as the accepted medium for teaching a range of subjects. In the top class I observed Welsh medium mathematics, geography and astronomy/science lessons. The lessons were carefully structured in order to accomplish the particular aims of each lesson and also in order to retain the interest of the pupils. I observed a good balance between monologue and dialogue, writing, reading and comprehension and supplementary handouts which were very useful teaching aids. I was impressed by the children’s linguistic progress during the course of this year. Great advances have occurred in fluency levels within a happy, learning orientated atmosphere. Lessons were used skillfully to enhance the pupils’ experiences, concepts, vocabulary and understanding. Nia’s teaching was effective, confident and child centered – primary teaching at its best.
- I observed mathematics lessons in addition to writing lessons and language lessons in years 1 and 2 as well. The lessons were well structured and considerable emphasis was placed on oral repetition, a very effective technique in second language teaching since it improves correct pronunciation. Simple songs were also used to aid the learning of

vocabulary items and syntactic features. The nature of the teaching at stages 1 and 2 provides an excellent basis for accelerated progress in year 3.

- The teachers at Ysgol yr Hendre are congratulated for the high quality of their teaching in spite of the fact that conditions are far from perfect. The buildings are not ideal bearing in mind that success has meant an increase in pupil numbers and therefore less space. The school is to be commended for the manner in which it has overcome such practical restrictions and has succeeded in creating a happy and helpful environment within the school to cater for the needs of both groups and individuals.
- I am glad to report that the school has implemented one of the main recommendations of the 2010 Report - that is, establishing a system which ensures that the two languages – Welsh and Spanish are given equal validity and time as teaching media within the school timetable. Nia's employment as a full time Welsh medium teacher greatly helped. During 2011 half of all morning lessons for all classes were through the medium of Welsh and the other half were Spanish based.
- The afternoon timetable needs to be modified since Welsh as an effective teaching medium is far less in evidence mainly because the teachers who are qualified to teach a finite number of topics do not speak Welsh. The language medium for the afternoon lessons fall into four categories;-
  - 1) Welsh medium.
  - 2) May vary – Welsh or Spanish according to the particular topic at the time e.g. literature.
  - 3) Lessons where isolated Welsh words may be used. Spanish is the main medium of communication.
  - 4) SpanishAs far as I can ascertain approximately 32% of all afternoon lessons are Welsh medium. Approximately 38% are monoglot Spanish lessons and a further 30% of lessons will include the use of Welsh vocabulary and terms. To all intents and purposes 68% of all afternoon lessons are Spanish based. **I suggest that this situation needs further scrutiny in order to ensure that a much higher percentage of afternoon lessons are Welsh based next year.** At present I calculate that approximately 45% of all lessons at Ysgol yr Hendre are Welsh medium lessons. In comparison to previous years this represents an improvement but I am confident that with forward planning and sheer determination the school will reach the goal of having equal proportions of Welsh medium and Spanish medium teaching.
- This year the quality of work at Ysgol yr Hendre deserves praise. The lessons that I observed were of a very high standard but I feel that the ethos outside the classroom does not always reinforce the language

teaching in the classroom. It should be noted however that the school is already aware of these shortcomings and has attempted to tackle some of the issues by establishing a special Welsh language course for teachers.

- It was good to see the results of the school's dedication to Welsh culture on the eisteddfod platform recently. The standard of children's competitions has improved immensely at the annual main eisteddfodau and at local mini-eisteddfodau. It is extremely important that the community at large becomes aware of the wide spectrum of activities and high standards set at Ysgol yr Hendre.
- I was pleased to see Alcira Williams back in the classroom after her two months of intensive Welsh studies at Cardiff University. She was granted a study scholarship by *Cynllun yr Iaith Gymraeg* in order to improve her fluency in Welsh and gain greater confidence in using Welsh in a wider spectrum of registers. On her return she assisted Nia with years 3 and 4/5 thus gaining important experience within the Welsh medium teaching context.

### **Recommendations**

- Nia's input has been substantial and her contract should be renewed for another year.
- Linguistic attainment targets should be set for every class and a six years' curriculum established in order to reach the given targets within each age group.
- It is important that a cross-curricular teaching framework is established in order to further extend the students' range of experiences and language skills. That would entail developing new teaching materials.
- Discussions should be initiated with the teaching coordinator concerning arranging a series of training courses for the teachers.
- Careful consideration should be given to extending the use of Welsh as a teaching medium in the afternoon sessions.
- Nia's programme for encouraging children to communicate in Welsh should be implemented by other teachers as well. Passive knowledge of the language must become active and oral.
- Attention needs to be paid to what might appear to be unimportant issues because ignoring those issues can have an adverse effect upon the very ethos which the school is trying to establish. One of the primary aims of the school is to provide bilingual education. In order to achieve that one cannot cut corners in attempts to promote the target language – in this case Welsh. Opportunities for pupils to use Welsh outside the classroom are finite in number and therefore it is of utmost importance that situations evolve where they will be able to socialize through the medium

of Welsh. At present there is a great danger of Welsh becoming a restricted code for the children –language of the classroom only. **Children’s clubs should be established which would create opportunities for them to play and use Welsh in less formal situations. One option would be to use the final period of the afternoon sessions for this specific aim. All possibilities need to be explored.**

### **Positive Indicators.**

- Teaching standards were high at all age group levels.
- There are indicators that the tutor training courses conducted by the teaching coordinator had a positive impact upon the quality of teaching.
- It is good that the Local Committee arranged progression courses for 2010 students. The response was disappointing.
- It is good that the course at Trelew University has continued again this year. It is an opportunity to reach a wider circle of learners.
- The two new courses –the literature group and the conversation group are welcome additions. They attracted students who would never attend formal language courses.
- I was very pleased with the new developments in the Welsh for teachers’ class. It was a sensible development! A new course for primary school teachers was prepared by Clare Whitehouse. Those who have attended since March have made significant progress and have gained considerable confidence. This is excellent work!
- I welcome the introduction of a second teachers’ course since August. It is a very lively group.
- I welcome the fact that Ysgol yr Hendre is still growing and the increase in numbers is paralleled by an increase in linguistic competence levels as pupils progress up the age ladder. This is reflected in the higher attainment scores for the catchment area this year.
- It was exciting to see the results of Ysgol yr Hendre’s dedication to Welsh culture in their successes in eisteddfod competitions this year. It is important that the community at large is made aware of the unique education on offer through the medium of Welsh.

- I observed effective teaching at Ysgol yr Hendre.
- The governing body of the school is complemented for appointing a teacher from Wales this year. It is certainly a step in the right direction since direct action by a local body indicates that the long term future of the project is in safe hands. The teacher appointed, Nia Griffith made an impact on the school and her hard work and enthusiasm were greatly appreciated.
- The local committee is commended for supporting Lois Dafydd in her *Menter Patagonia* activities. She worked with pupils at Ysgol yr Hendre and also assisted with the post meithrin groups. She also arranged several social evenings and an array of Welsh medium social activities within the Trelew/ Puerto Madryn catchment area.
- It is encouraging that Lorena Peralta still holds Welsh classes in Puerto Madryn at two levels – wlpán and pellach. They are held on Saturday mornings. She was awarded a scholarship to enroll on an intensive Welsh course at Cardiff University during July 2011. She is now competent to offer a Cwrs Uwch in the near future.

### Negative Indicators

- The range of classes for adults offered this year was rather restricted. A wlpán course and a pellach course were offered in Trelew and in Puerto Madryn. The wlpán course in Trelew was not a beginners' class but rather a continuation of the wlpán course offered in 2010.
- No special “language improvement” classes for tutors were timetabled this year. It is important to improve tutors' command of Welsh because it can help boost their confidence as tutors of Welsh.
- Opportunities for students to use their language skills in the community are rather sparse. The possibility of more opportunities being made available would boost student's enthusiasm and accelerate the learning process because the language would then be seen as a socially relevant entity and not as a classroom phenomenon. Greater use of Welsh in the community would benefit children in particular. **Greater efforts are needed to extend the social use of Welsh within the community.**
- Ysgol yr Hendre must be vigilant in paying due attention to all matters that could affect the equilibrium between Welsh and Spanish within the school. Being a bilingual school, it must strive to create conditions that encourage

language learning and thus bilingualism. The “immersion” method is operated in the two meithrin classes but the visiting music teacher was a monoglot Spanish speaker. I would suggest that this could undermine the very language policy and ethos of these classes. Equal use of Welsh as a medium for teaching in the afternoon lessons in the primary section warrants further attention. **All the staff employed at the school should be fluent in Welsh or should be attending courses so that they may have a working knowledge as soon as possible.**

- Although the work at Ysgol yr Hendre is developing well this year attention should be given to some issues. Urgent attention should be given to developing a language curriculum for the whole school with particular reference to set benchmarks. Developing cross - curricular themes is another area which should be undertaken. I fully realize that all aspects cannot be tackled immediately because of time constraints but a framework that is consistently expanding needs to establish structure, order and priorities.
- I am not aware that the local area committee met regularly this year. No information was received. The committee should organize the timetable for the coming year but subsequently it should administer the classes. The committee solely is responsible for the teaching provision within the area and to be effective it must meet on a regular basis.

### **Recommendations**

- The committee should meet as soon as possible to discuss this report and decide what course of action needs to be taken in 2012. The aim of this report is not to highlight weaknesses but rather to present the committee with a clear appraisal of the situation within the catchment area. Positive features have been praised and the negative aspects are mentioned so that they can be remedied. Our aim together is to evolve a Welsh Language provision which will be strong and effective.
- Next year’s timetable should be discussed and planned forthwith so that information may be distributed early in 2012. It is important that everything is in place before the teacher from Wales arrives at the beginning of March.
- You need to pay particular attention to adult courses in order to strengthen this provision. Why not consider offering a course for the parents of children who attend Ysgol Yr Hendre? Having parents learning Welsh would be a great advantage for the children because it could multiply the number of situations where they hear Welsh being spoken and where they could use the linguistic skills acquired at school. Children are vital elements within a

thriving community and so is a living language. If Welsh is not used by a representative cross section of age groups it does not have social relevance and its fate is sealed.

- I urge you to offer a programme which would target new students but also progression courses for students who have previously started learning Welsh. You should aim at offering wlpn1, wlpn2, and pellach and hopefully uwch. The committee needs to decide upon a programme and then advertise in order to attract students.
- It is important that sufficient numbers register for each course offered. It is impractical to hold classes for 2 or 3 students. Small classes are very difficult to teach because so much of the teaching depends upon language activities and working in pairs.
- Would it be possible to offer more intensive courses for those individuals who are targeted as possible teachers through the medium of Welsh? Those who reach the required linguistic levels (post wlpn level) could be considered for a scholarship for further language study plus a training period at a Welsh medium school in Wales. That would help to improve the situation at Ysgol yr Hendre.
- You should arrange another tutors' training course at the beginning of the next academic year.
- The committee should support Lorena Peralta who is the only tutor in Puerto Madryn. She and her students should be included in all social and extra-curricular activities arranged within the catchment area.
- The committee needs to consider further ways and means of supporting *Menter Patagonia* to expand the range and scope of Welsh medium social activities in Trelew. The long term success of the teaching is totally dependent upon the availability of social domains wherein Welsh may be used.

I send you my greetings and best wishes for 2012. I also want to thank you for your kindness and support during the past fifteen years whilst I was the Monitor of *Cynllun yr Iaith Gymraeg*.

Robert Owen Jones.

Hydref 2011

## ESQUEL, GODRE'R ANDES - 2011 REPORT

I thank you for your warm welcome and for the help received during the course of the inspection. I was pleased to find a good cross section of courses on offer at Esquel which provides progression from one attainment level to the next. I was pleased to see new faces as well as old friends amongst the students particularly so in the children's classes. To my delight, the children's work was transformed this year and appears to be on firmer foundations.

The inspection was conducted during the week of 26 September-1 October. A representative cross section of classes were visited – approximately 85% of the total. I visited each tutor teaching different classes in order to arrive at a fair evaluation of their teaching skills.

### Statistics

- **Teachers:**

Gladys Jones de Cid, Marina Cid, Liliana Carballo, Diana Jenkins, Iwan Madog Jones, Soraya Williams, Clare Whitehouse.

- **Teaching hours: 27.5**

- A total of 27.5 hours of Welsh lessons were held weekly in Esquel plus 2 hours of other regular *Menter Patagonia* activities. These represent an increase of 2 teaching hours on last year's totals. *Menter Patagonia's* weekly commitments also increased – 4 hours per week earlier in the year but 2 hours at the time of the inspection. The main increase was seen in the children's work. This is deemed a sensible development.
- The children's work accounted for 40% of the total – an increase of 9% on last year's comparable statistics – an encouraging trend.

The hours are listed below according to age groups and 2010 statistics are included in brackets.

Meithrin	Post meithrin	Primary school	Teenagers	Adults
1 (1)	7 (3)	3 (4)	0 (0)	16.5 (17.5)

- **Student numbers: 77**

- The total was 77 – an increase of 4 on 2010 figures. The numbers attending classes however were quite low. Less than 4 students attended five of the eight adult classes.
- The table below indicates that 48% of those attending classes were pupils at Escuela 24 and their Welsh lesson was held during school hours. The introduction of Welsh lessons within the timetable of a local primary school is a relatively new but interesting development. Nevertheless it is deemed as peripheral activity because a single lesson per week is totally ineffective for second language learning. It will never produce bilingual speakers but serves as an opportunity to present the Welsh community, its history and its culture to a wider section of the community.
- There was a slight increase in numbers within the core classes during 2011 – from 33 (2010) to 42 (2011). The registration records show that a total of 56 persons enrolled in March 2011 but in October 2011 only 42 attended. It would appear that 75% of those who initially enrolled were still attending at the end of the year. This was an improvement on last year’s trends.

Meithrin	Post meithrin	Primary school	Teenagers	Adults
3 (2)	8 (7)	35 (40)	0 (0)	31 (24)

- **Number of classes: 13**

- A total of 13 language classes were held every week:  
 Meithrin, post meithrin 1 and post meithrin 2 – twice weekly,  
 wlpan1, wlpan 3, pellach 1 and pellach 2. –twice weekly,  
 2 classes at Escuela 24 –once a week  
 Speakers class, uwch, reading class, drama class – once weekly.  
 This year saw the introduction of two new classes – reading and drama but wlpan 2 failed. It appears that those students who attended wlpan 1 last year did not proceed to wlpan 2 this year.

Below the classes are listed according to age groups.

Meithrin	Post meithrin	Primary school	Teenagers	Adults
1 (1)	2 (2)	2 (2)	0 (0)	8 (7)

- **Class attainment levels:**

Levels 1/2	Levels 2/3	Level 4	Levels 5/6	Level 7
4 (5)	2 (3)	2 (2)	2 (0)	3 (2)

- There were classes at each of the attainment levels with 54% at level 4 and above. This represents a substantial increase (20%) on last year's percentages for these higher level groups.

- **Enrolments at the attainment levels:**

Level 1	Levels 2/3	Level 4	Levels 5/6	Level 7
41 (49)	8 (11)	6 (7)	5 (0)	17 (6)

- In terms of enrolments, 64% of the total were enrolled at the lower end of the attainment scale – levels 1/3 (82% in 2010). The higher levels increased from 18% to 36%. **For the second year in succession Esquel is the centre with the best distribution of classes across the attainment scale.**

### **Quality of teaching**

- **Adults - wlpan / pellach / speakers / uwch / darllen / drama**

- The quality of teaching was acceptable and effective. Lessons were well prepared with clear exposition. The main emphasis was on oral practice which included a variety of activities which added to the lively momentum of the lesson. The teaching techniques suited the attainment levels of each individual class.
- I saw the wlpan course being taught both by a new tutor and by an experienced tutor. I was impressed by both. Given encouragement and regular advice I feel that the new tutor's skills and confidence will

greatly improve. I recommend that the experienced tutor and the teaching coordinator should mentor less experienced tutors by regularly observing them teaching and by encouraging and advising them appropriately.

- The pellach lessons that I observed were very good. It is not an easy course to teach because it needs to expand several language skills concurrently. The lessons that I observed involved listening and oral work, listening and comprehension as well as reading a chapter of a novel followed by a discussion. In the two lessons various language activities were included which supported the linguistic aims of the teaching. Iwan Madog was responsible for the activities component with one group.
  - The fluent speakers' class was as usual a heartening experience. I observed a lively lesson. This class is certainly at the apex of all classes at Godre'r Andes and indeed at the other locations as well.
  - The uwch class responded well to enthusiastic teaching although some grammatical points were at times unclear. The young tutor would benefit from some help in lesson planning so that the lesson aims are clear and are highlighted.
  - The reading and drama classes were introduced for the first time this year. Iwan Madog was the tutor. These classes certainly fill a gap that previously existed within the provision for fluent speakers. The reading class is ideal for those who are ready to master the written/literary language. It is ideally suited for the needs of new tutors whose confidence in the use of Welsh will be greatly enhanced as they extend their control of a wider spectrum of registers and media in Welsh. It is a great shame that more students do not attend. Similarly the drama course is instrumental in extending students' registral range in Welsh mainly by encouraging them to express ideas, feelings, incidents and personal reminiscences in Welsh. This is accomplished by means of a series of workshops which are structured carefully to teach language in an interesting and informal manner. This class has the highest number of students in Esquel.
- **Post meithrin groups.**
    - The children were divided into two classes based on age and they meet twice a week. Marina Cid and Iwan Madog teach the younger group and Liliana Carballo and Iwan Madog teach the older group. The quality of teaching was very good, exhibiting thorough preparation on the part of the tutors matched by an enthusiastic response by the children. The main emphasis was upon getting the children to interact orally in Welsh. I had

observed the older group over a period of three years and could see that they had made considerable progress this year. Extending the contact hours and team teaching has had the desired impact. **It is regrettable that more children do not attend.**

- **Meithrin**

- The teaching was of a high standard and there was a happy atmosphere in the classroom. The children responded enthusiastically and Iwan succeeded in retaining their attention throughout the session via a variety of activities – play, colouring, singing and listening to a story. They learnt new vocabulary and special emphasis was placed on repeating words and clauses after the tutor. This meant that the children could hear themselves uttering Welsh words and phrases. **I would like to see more than one session per week.**

### **Positive indicators.**

- The introduction of team teaching has worked well and the tutors cooperated effectively and professionally. The local committee succeeded in acquiring the services of one new tutor. She had followed intensive Welsh course at Cardiff University.
- The entire provision was well structured and effectively executed resulting in a well balanced range of courses at Esquel during 2011.
- It was heartening to find new courses on the timetable this year – the reading and drama courses. These are new and interesting additions but were instrumental in increasing and strengthening students’ mastery of the Welsh language and in so doing supplemented the more formal classroom teaching.
- Some of the recommendations made in last year’s Inspection report were implemented such as the reintroduction of a meithrin class and extending its contact hours as well as those of the post meithrin classes. This certainly strengthened the children’s work in Esquel.
- I welcome the fact that you arranged several tutor training courses during the year. Improving tutors’ teaching skills results in better teaching and boosts tutors’ confidence.
- I was pleased to learn that some of the tutors attended the uwch classes in order to improve their own levels of attainment in Welsh.
- It was good to note that several regular Welsh social events had taken place under the auspices of *Menter Patagonia* – talks, a film viewing, a silly eisteddfod, a Chinese afternoon, a soup and quiz evening, a computers club, a hip hop club and a children’s club. These were all positive, new developments reflecting the *Menter* officer’s creativeness and personal

enthusiasm.

- Several editions of *Llais yr Andes* appeared – excellent!
- It was encouraging to see that the local committee had been reconstituted and met regularly during the year

### **Negative Indicators**

- Although the quality of teaching was laudable and the provision offered well balanced the numbers attending classes were on the whole rather low. The majority of the classes had less than four students attending. Classes of 2 or 3 students are difficult to teach and it is increasingly hard to justify the continuation of such small classes.
- Although intermittent attendance has been a problem again this year I notice that there is an improvement on last year's patterns. During the course of the year approximately 25% of those who registered at the beginning of the year had lapsed by the inspection period (40% in 2010). When initial numbers are low a decrease in the number of those regularly attending can have a devastating effect. **This problem needs to be investigated thoroughly. Of course the answers are not simple ones!**
- Although the number of children has increased this year it would be heartening to see an added increase next year. **The children's provision is excellent and deserves a more responsible support from the local community.** The children's club failed due to a lack of support. One is prompted to ask why families of Welsh descent don't support these activities. The clear message from the community at large (but not from the Welsh classes) is that there isn't much interest in supporting the aims of *Cynllun yr Iaith Gymraeg*.
- The lack of interest in the *Cynllun* on the part of the Welsh Society is also very disappointing and I hope that it is not symptomatic of attitudes in the community at large. When discussions were held concerning establishing the *Cynllun* in 1996 the Welsh Society showed considerable interest. It was agreed that it would be responsible for local accommodation for visiting teachers from Wales. The Society has kept that part of the bargain but during the course of fifteen inspections not a single meeting with the Society materialized. I am disappointed by such indifference! Bearing that in mind, my admiration for the few who have worked long and hard to sustain Welsh teaching at *Ysgol Gymraeg yr Andes* has greatly increased.

### **Recommendations**

- I am going to reiterate the first recommendation of the 2010 Report: “I would like to see a clear strategy for implementing training for new teachers. You need to discuss the matter with the teaching coordinator so that individual sessions and workshops can be arranged to improve teaching skills and to target linguistic improvement. Such sessions should occur on a regular basis and as long as necessary. It would give tutors an opportunity to seek guidance concerning usage, pronunciation or grammatical structures”
- The meithrin session that I observed was quite impressive. I recommend that you consider offering multiple sessions every week in 2012. I would strongly recommend that you develop a work plan for a whole year for this group so that a structured curriculum for meithrim/post meithrin can be operated. The committee should aim to advertise these children’s activities on a wider scale during January and February 2012.
- The children’s club needs to attract more participants in order to succeed.
- Local volunteers should be encouraged to help with *Menter* activities. The *Menter* officer is there to help the local community and not to work alone.
- You should consider establishing a framework for helping students who from time to time miss lessons. A specified “help hour” once a week for helping students with learning problems would be excellent.
- Next year’s programme should be available before the end of the current academic year. You should aim at offering a similar programme to that provided this year. You should seek active support from the Welsh Society.
- The committee should be responsible for all arrangements for welcoming a teacher in March 2012. It should also consider activities which *Menter Patagonia* could profitably undertake.

I wish you the very best for 2012. I also want to thank you for your kindness and support during the past fifteen years whilst I was the Monitor of *Cynllun yr Iaith Gymraeg*

Robert Owen Jones

Hydref 2011

## **TREFELIN, GODRE'R ANDES - 2012 REPORT**

I thank you for your warm welcome and cooperation during this year's Inspection on 25 September – 1 October. A representative cross section of classes –approximately 72% of the total were observed. Each tutor was observed teaching several classes.

Awarding Jessica Jones and Isaias Grandis scholarships for further language study and professional training in Wales was indeed a wise move as evidenced by their classroom teaching again this year. Isaias' wlpn lessons exemplified solid teaching skills, enthusiasm and excellent rapport with his students. Jessica Jones has gained greater confidence and her new skills have improved her teaching and indeed the scope of her teaching. The local committee should feel proud of the young teaching staff at Trefelin and especially of the fact that they cooperate well as a team.

This year's success is largely due to the consistent and thorough work undertaken by the committee. Responsibilities have been taken seriously and the committee has met regularly on a monthly basis to discuss and support the tutors' efforts. Committee minutes were recorded and all matters arising were attended in a professional manner.

### **Statistics**

- **Teachers:**

Isaias Grandis, Jessica Jones, Laura Niklitschek, Iwan Madog.

- **Teaching hours : 27**

- A total of 27 hours of classes were held weekly plus 3 hours of social activities – children's club and two Welsh folk dancing sessions arranged by *Menter Patagonia*.
- 79% of all sessions were for pupils under twenty years of age.
- The contact hours for the meithrin group have been considerably curtailed but it was heartening to see that the post meithrin groups and hours for teenagers have increased.
- Teaching hours at local primary schools had decreased and also the total hours for adult classes.

Below the teaching hours are listed according to age groups. Totals for 2010 are listed in brackets.

Meithrin	Post-meithrin	Primary schools	Teenagers	Adults
1.5 (3)	12 (9)	2.5 (6.5)	3 (2)	8 (11)

- **Numbers : 54**

- The total number of students this year is 54. – a decrease of 23 on the 2010 total.
- The number of pupils attending Welsh classes at local primary schools decreased by 31 this year.
- The core courses however increased their numbers – 25% increase on 2010 numbers. This year 72% of Trefelin students were in core classes. This is an on-going trend for the last two years.
- 78% of all students were under 20 years of age.

Meithrin	Post-meithrin	Primary schools	Teenagers	Adults
5 (4)	18 (12)	15 (46)	4 (2)	12 (13)

- **Number of classes :11**

- 11classes are held every week with 7 meeting twice a week and 4 meeting once a week. The children’s club and the folk dancing groups met once a week.
- The number of classes held at local primary schools decreased this year and so did the adult classes.  
Below classes are listed according to age groups.

Meithrin	Post meithrin	Primary schools	Teenagers	Adults
1 (1)	4 (3)	2 (6)	1 (1)	3 (6)

- **Class attainment levels :**

Levels 1/2	Levels 2/3	Level 4	Levels 5/6	Level 7
5 (8)	5 (6)	1 (1)	0 (1)	0 (1)

The majority of classes are at the bottom of the attainments scale simply because most of them are classes for beginners. In the children's section there was a better distribution of levels because there are currently 4 post meithrin groups in Trefelin. An increase in attainment levels was not recorded within the adult classes because they were all within the wlpn range – levels 1/3. It would be good to see progression courses at higher levels for adults in 2012.

- **Enrolments at the attainments levels:**

Most enrolments were at the lower end of the attainments scale. The main changes were seen within the post meithrin groups.

Level 1	Levels 2/3	Level 4	Levels 5/6/7
26 (49)	18 (18)	10 (6)	0 (4)

- 94% of the total were at levels 1/3 which indicates that a high percentage of this year's intake were beginners.
- A pellach class was not held this year and an uwch class for local tutors did not materialise. Neither did a class for fluent speakers of Welsh.
- If this year's intake return in 2012 the attainments level pattern should be different.

### **Quality of teaching**

- **Wlpn**

Three wlpn classes met twice a week and a fourth class met for an extended session on Saturday mornings. I witnessed very good teaching in all four classes plus a sensible emphasis upon getting the students to express themselves in Welsh via the use of supplementary language activities which in every case supported the linguistic aims of the lesson. The momentum of the teaching was correct and the variety of tasks, exercises and activities

was ideal. The tutor was at ease with each group and he had matured professionally since 2010. I witnessed effective drilling, the correction of pronunciation and a consistent emphasis on encouraging his students to interact in Welsh. At the end of every six units he holds a revision session followed by a written and oral test in order to assess the students' progress. Wlpan teaching at Trefelin is of a very high standard. Hopefully these classes will lead to wlpan 2 and pellach classes in 2012.

### **Post meithrin**

The children in the four post meithrin classes were lively and enthusiastic and responded well to their lessons. They obviously understood all that was said to them in Welsh and were happy to attempt to interact with the teacher in Welsh. The teachers had successfully adopted the immersion teaching method. The lessons were well structured and included a variety of activities which helped to retain the interest of the children. The oral exercises were well suited to the linguistic aims of the lessons and effective use was made of other skills to supplement the oral tasks such as listening, repeating, writing and colouring. The post meithrin work has indeed developed well over the years but there is now a dire need for curriculum planning and development which will ensure progression from one year to the next. I was impressed with Iwan Madog's contribution to the lesson given to the 6-8 years old group. Similar team teaching should be developed for the remaining three groups. Two of the groups were small – three pupils and the committee needs to consider amalgamating two groups into one and thus having 3 post meithrin classes in total.

### **Meithrin**

One meithrin group of 5 pupils was held this year. This was an improvement upon last year's provision but unfortunately the class meets for one session only per week. That is insufficient to promote effective language learning because contact with the target language needs to be on a far more frequent basis. Ideally the meithrin class should meet four or five times per week. The lesson that I observed was lively and interesting with clear teaching aims being supported by an array of activities. The atmosphere in the classroom was happy and the children responded well to the teacher. A great deal of emphasis was placed upon oral work as well as upon play, singing, colouring, and watching a Welsh language children's video. The children

also had a supervised playing period outside in the open air. The teaching is of a high standard but the frequency of classes is totally inadequate.

### **Primary school classes**

It was not possible to visit the classes held at two local primary schools this year because of timetable difficulties. A report was given by Jessica Jones and Iwan Madog. Total pupil numbers have fallen because one of the schools which previously participated withdrew from the programme this year. Past inspections of the primary schools classes indicated that the teachers were getting good results considering the constraints placed upon them. There was never a guarantee that the same class would be taught for a second year. This type of teaching is peripheral to the aims of *Cynllun yr Iaith*. It affords an opportunity to reach an extended audience of different backgrounds but it is totally ineffective for teaching and learning a second language. It is merely an introduction to a second language which may induce some children to attend more intensive classes at *Ysgol Gymraeg yr Andes*.

### **Positive Indicators**

- It was good to see that the post meithrin section had grown again this year and the children were responding well. There is now a progression framework in place for the children's work. Iwan Madog's contributions to the activities of one group were very well received and indicates that further team teaching with the other groups will be the way ahead.
- It was good to see that Isaias' enthusiasm and efforts are bearing fruit and that he is successful in recruiting new students to his classes. He is commended for establishing a course specifically for young people. They are responding well to the teaching and although it is a small class – 3 students, their enthusiasm and dedication justify carrying on. I sincerely hope that this class will be offered next year.
- It is good to record that there is a 25% increase in the numbers of those attending classes at Tŷ Capel (Ysgol Gymraeg). It is not a substantial increase but nevertheless a key element in a growth strategy and bodes well for the future.

- A slight increase was also seen in the attainment levels of classes. Ensuring progression courses for post meithrin pupils has been instrumental in raising the attainment levels.
- This year's experiment of instituting team teaching – Laura and Iwan Madog with the 6-8 years old pupils was a clear success which needs to be extended.
- Warm welcome is given to your initiative of providing a training course for tutors at the beginning of the current academic year. Raising competence levels and improving teaching techniques leads to effective and confident teaching.
- I welcome the fact that you have a regular monthly committee meeting. I note that you have taken responsibility for a cross section of matters that pertain not only to the actual teaching but to matters dealing with the buildings, finance and creating opportunities for students to hear Welsh being spoken within the community. Proceed along similar lines in 2012.
- I was pleased to hear that the committee had supported a plethora of Welsh medium social events during the course of the year – some on a weekly basis and others on a less regular basis. The following list gives an idea of what has been happening under the *Menter Patagonia* flag: walking club, drama club, curry evening, a Chinese evening, a film evening, teenagers' supper, children's party, adults' end of term supper, youth evening, workshops at Rincon del Arte and a funny eisteddfod.
- It was welcome news to hear that a number of services had been held at Bethel recently. They were supported by the committee, the tutors, the students and of course by the children's parents. It is another example of extending the domains of Welsh beyond the classroom, in this case to the chapel – one of the main strongholds of Welsh in the past.
- Isaias and Iwan regularly visited older Welsh speakers in the area. This is welcomed as a constructive development.
- **Negative Indicators**
- The range of adult classes is weaker particularly since post wlpau levels were not offered this year. It would appear that the demand for such courses has evaporated. Is there a lack of interest within the community or is this a case for more intensive advertising?
- Although numbers in the meithrin have improved this year the classroom contact hours are inadequate.

- Initial enrolments amounted to 68 students but only 54 still attended in September
- Most of the courses are at the lower end of the attainments scale. Most of those who enrolled last year on wlpán courses did not attend this year. It is a challenge to retain students' interest over an extended period in view of the fact that these are voluntary classes
- The apparent lack of interest on the part of the Welsh Society would seem to suggest that it isn't motivated to support the endeavours of *Cynllun yr Iaith Gymraeg*. During the course of the past fifteen years Mrs Lydia Williams was the only indirect contact with the Welsh Society Committee.
- **Recommendations**
- The committee needs to continue its active participation in the administration of local Welsh classes. It should be concerned about low numbers in classes so that it can act to remedy such a situation. It is futile to allow an unsatisfactory situation to persist. This year two post meithrin classes had three students each. Teaching three pupils is more difficult than teaching double that number and the situation worsens if some are absent. I recommend that the three older groups should be amalgamated into two groups. – 6-9 and 10-13. In the future, classes should not continue unless 4 or more are enrolled and regularly attending.
- The committee should receive monthly reports from the tutors for each class taught. That should highlight problems and allow the committee to deal with them before they worsen. Sporadic attendance is one factor that needs to be discussed because it can have a bearing upon the momentum of the course.
- Every effort should be made to have a wider span of courses in 2012 offering progression courses to wlpán 2 and pellach levels.
- **In view of the fact that the post meithrin classes are growing I recommend that work should commence on developing a structured curriculum with additional course materials and teaching aids. That would safeguard linguistic progression from one year to the next. The teaching coordinator will provide guidance and training in this respect.**
- The committee should organize the 2012 programme as soon as possible so that there will be ample time for effective advertising. **The help and advice of the teaching coordinator will be invaluable in these matters. You should also consult with her concerning the provision of tutor training courses during 2012.**
- The committee should retain its active support for *Menter Patagonia* activities

I send you my greetings and best wishes for 2012. I also want to thank you for your kindness and support during the past fifteen years whilst I was the Monitor of *Cynllun yr Iaith Gymraeg*.

Robert Owen Jones,

October 2011