



Gweithdy WSOL

WSOL workshop

Cyfoethogi dysgu a pherthyn
Enhancing learning and belonging

Diwrnod Rhyngweithio ESOL, 11 Mawrth 2025
ESOL Development Day, 11 March 2025

Cymraeg i Siaradwyr leithoedd Eraill

Welsh for Speakers of Other Languages

 **Croeso!**

Samira dw i. Idris dw i.
Maria dw i. Tom dw i.
Meg dw i. Toni dw i.
Matt dw i. Mei dw i.
Maya dw i. Dylan dw i.

? Pwy dach chi? dw i.

 Helô ffrindiau, helô ffrindiau
Pwy dach chi? Pwy dach chi?
..... dw i. dw i.

Croeso i chi! Croeso i chi!

Croeso i Bawb

2

 Y Ganolfan
Dysgu Cymraeg
Genedlaethol

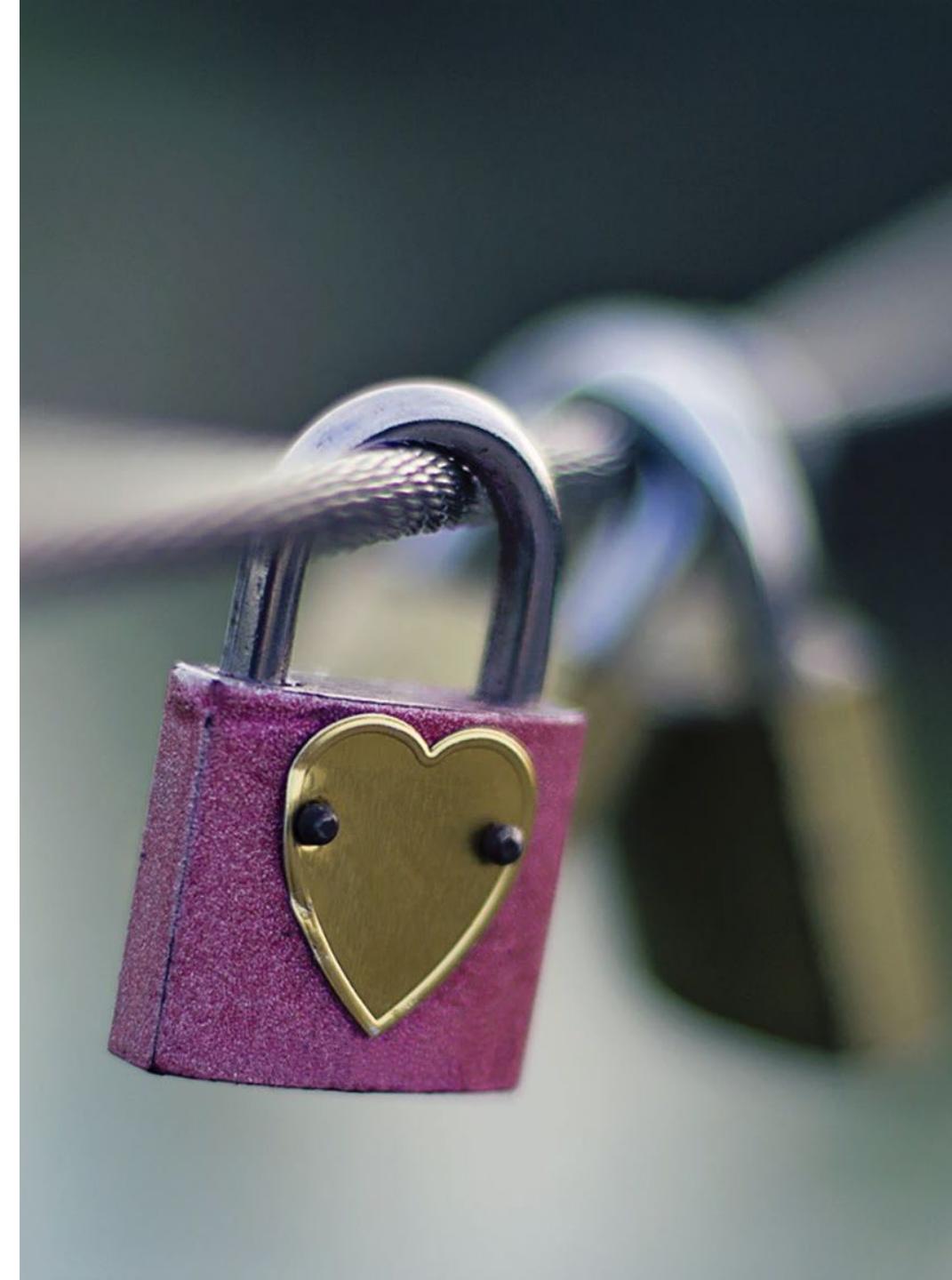
Bienvenue | تَمَّاَرُّ سُوَاجَاتِ ٤٩
Bem-vindo | Witam | دَيْدَمْ شُوَّخ
Bine ati venit | تَسْالَغَارِ هَنِشِ | Bienvenidos | 欢迎
Mišto avilan | نَتَامِرِيَخْ قَبِ | Soo dhawow

Croeso i Bawb Cwrs Blasu Cymraeg

 Cymraeg Learn

Profiadau myfyrwyr WSOL: WSOL student experiences:

“Even though I started Welsh while I learnt English, I think anyone could do the same thing. Especially as an Arabic speaker. We have a similar pronunciation. Welsh doesn't have that much difficult grammar like English. It's complicated grammar in English and we don't have grammar tests in Welsh. Welsh is easier. I really love that I don't have to learn it. I learn it because I love it. You know especially in my home country, you have to learn English just to get a good job. So, Welsh you have to, but just because you love the Welsh people and stuff .”



Profiadau myfyrwyr WSOL: WSOL student experiences:

Look, I had ... I have social anxiety a bit. When I learn the Welsh language, I become more like active between people. For example, when I go to library and city centre and meet some people. I can start talking with them, strangers. I can start talking in Welsh. You know, we become, not friends, but we say "hi, bore da". It's a very cool thing. It breaks my social anxiety a bit. Especially people of colour, so they become happier when someone speaks their language.



“I think that it [WSOL] will sort of radically change the way ESOL is framed, taught and presented in different ways. I think one big one is that it’s part of a new movement towards seeing ESOL classes as social justice rather than trying to fit learners in with the state and try to meet the requirements of the state. So, it’s about language learning, community, culture without that massive crushing pressure that you absolutely have to learn English, or the job centre is mandating it, to just turn yourself into a citizen which fits in with the state.”

Tiwtor WSOL
WSOL Tutor

Prif ddarganfyddiadau

Key findings

Mae myfyrwyr WSOL yn ystyried dysgu Cymraeg yn fynegiant o ryddid ac annibyniaeth ac sy'n cyfrannu at les personol a'u perthynas â'r gymuned.

WSOL students view learning Welsh as expression of freedom and autonomy which consequently improves personal wellbeing and belonging

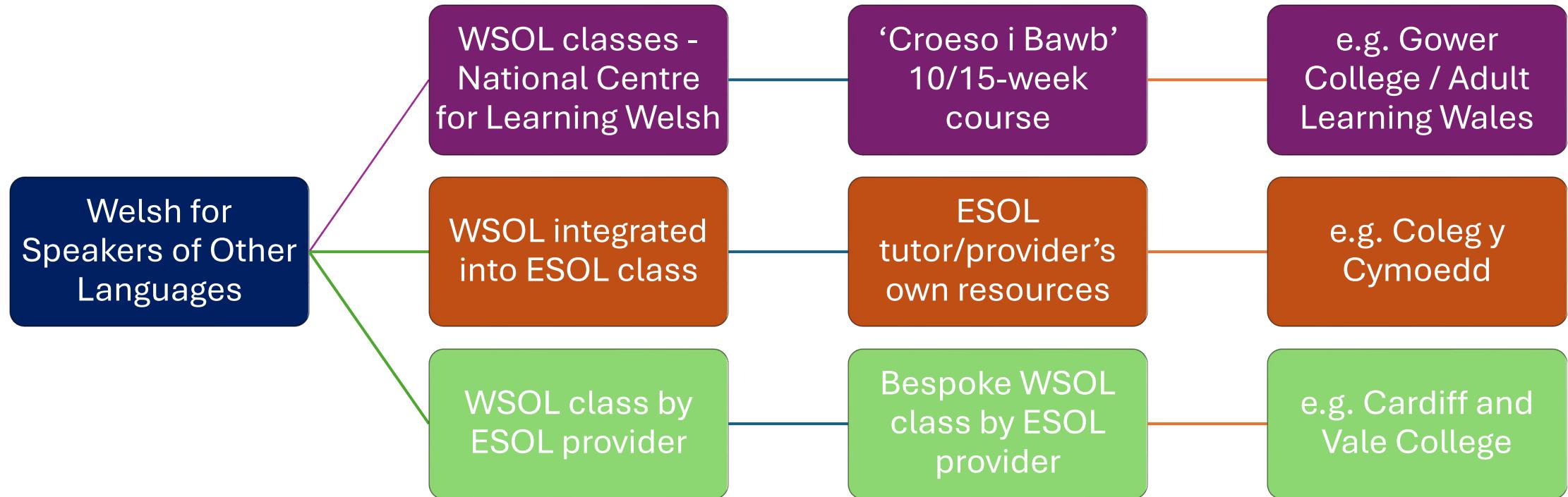
Mae WSOL yn cryfhau dull amlieithog, dad-drefedigaethol a chyfranogol at ESOL
WSOL strengthens a multilingual, decolonial and participatory approach to ESOL

Mae WSOL yn cyfrannu at adfywio'r Gymraeg ac yn cefnogi uchelgais Llywodraeth Cymru ar gyfer Cenedl Noddfa

WSOL contributes to revitalization of Welsh language and strengthens Welsh Government's Nation of Sanctuary ambition

Llwybrau WSOL 2025

WSOL pathways 2025



Addysg iaith i Ffoaduriaid a Mewnfudwr ym Mhrydain ac Iwerddon

Language Education for Refugees and Migrants in the UK And Ireland



The Open
University

PolicyWISE

	Refugee/Migrant Integration Strategy	ESOL Strategy	Policy for adult refugees and migrants to learn indigenous languages	Are there waiting lists and gaps in ESOL provision?
Scotland	+	●	▲	+
Wales	+	+	▲	+
Northern Ireland	💡	▲	▲	+
Ireland	●	▲	▲	+
England	▲	▲	N/A	+
Key	Yes	In Draft	Previous	No

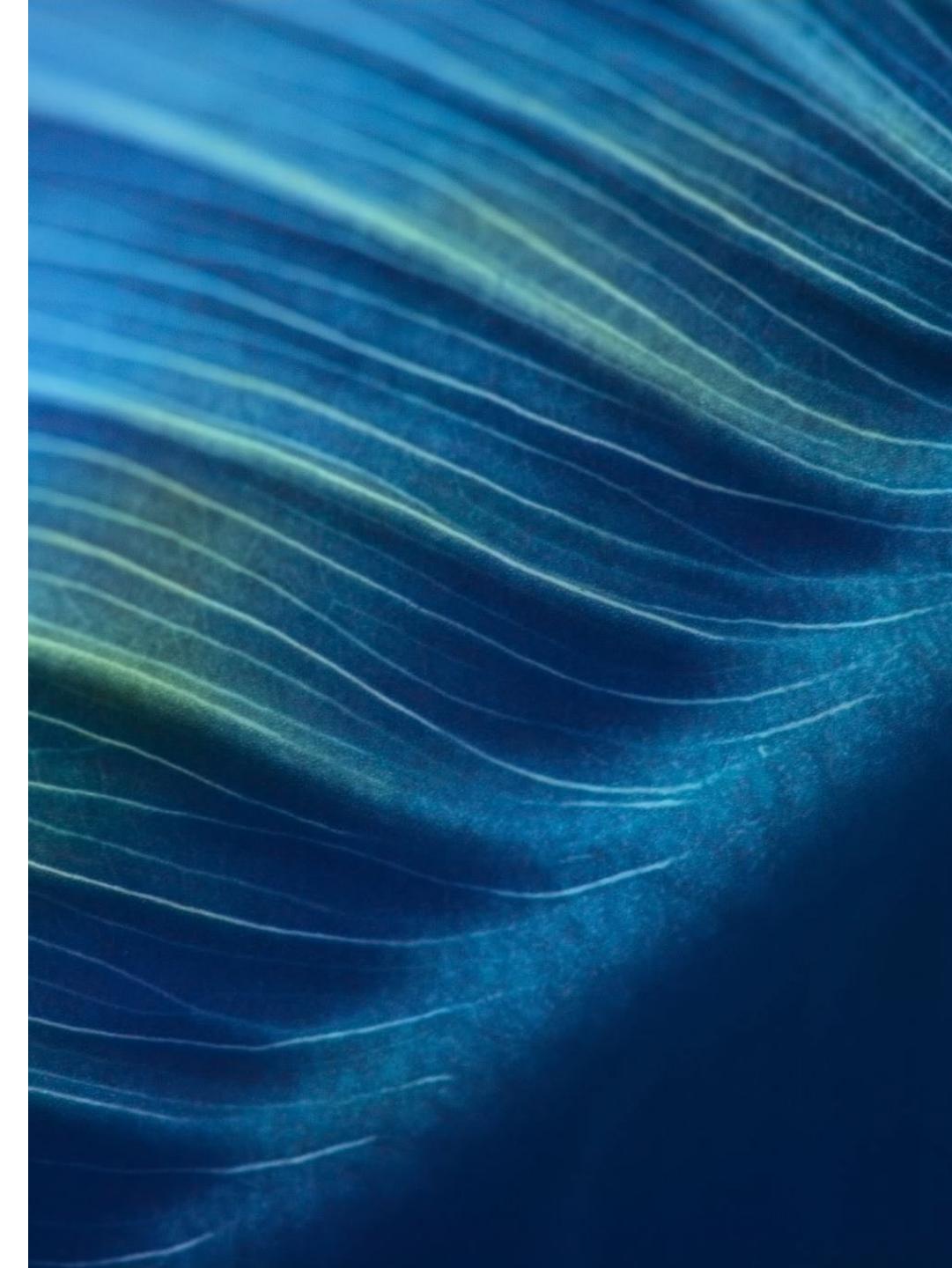
Trafodaeth Discussion

Sut gall WSOL gefnogi dull amlieithog, dad-drefedigaethol a chyfranogol at ESOL?

How can WSOL support a multilingual, decolonial & participatory approach to ESOL?

Pa gymorth sydd ei angen i ddatblygu llwybrau effeithiol i WSOL?

What kind of support is needed to develop WSOL pathways?



Diolch متشکرم

g.e.higham@swansea.ac.uk