

MENTORA MENTORING

**Mentora
yn y
Lleoliad
Dwyieithog**

**Mentoring
in the
Bilingual
Setting**

MENTORA YN Y LLEOLIAD DWYIEITHOG

Gwerfyl Roberts

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Prifysgol Cymru Bangor, 2003

MENTORING IN THE BILINGUAL SITUATION

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University of Wales Bangor, 2003



ISBN 1842200526

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CYFLWYNIAD

Mae mentoriaid yn chwarae rhan unigryw yn cefnogi myfyrwyr ac yn eu cynorthwyo i ddysgu yn yr amgylchedd clinigol.

Prif bwrpas mentora yw cynorthwyo'r myfyriwr i ddysgu a datblygu a'i gynorthwyo i ddod yn rhan o'r lleoliad gofal iechyd.

Ers pan gyflwynwyd Deddf yr Iaith Gymraeg (1993), mae dwyieithrwydd wedi dod yn realiti cynyddol mewn lleoliadau clinigol ledled Cymru, wrth i sefydliadau gofal iechyd ymateb i'r galw cynyddol am wasanaethau drwy gyfrwng y Gymraeg yn ogystal â'r Saesneg. Yng ngoleuni gofynion o'r fath, mae mwy o alw am bobl broffesiynol ym maes gofal iechyd gyda'r wybodaeth, y sgiliau a'r agweddau i ymarfer yn ddwyieithog. Mae hyn wedi ysgogi mentrau newydd cyffrous er mwyn datblygu ac ehangu darpariaeth ddwyieithog o fewn rhaglenni addysg gofal iechyd a hybu sensitifrwydd iaith wrth ymarfer.

O fewn y cwricwla newydd, *Addasrwydd ar gyfer Ymarfer*, ar gyfer nysio a bydweigiaeth, mae gan fentoriaid clinigol fwy o gyfrifoldeb nag erioed i hwyluso dysgu ac asesu'r myfyriwr. Mae eu rôl mewn cefnogi darpariaeth ddwyieithog yn allweddol, ac mae ganddynt ran hollbwysig i'w chwarae mewn adnabod cyfleoedd i ddatblygu sgiliau iaith Gymraeg ar gyfer ymarfer proffesiynol yn ogystal â datblygu ymwybyddiaeth a sensitifrwydd ieithyddol.

Paratowyd y llyfryn hwn fel rhan o raglen baratoi mentoriaid *Addasrwydd ar gyfer Ymarfer*, er mwyn codi materion o bwys ynglŷn â mentora mewn lleoliad dwyieithog, a chynnig arweiniad i staff i weld beth yw'r cyfleoedd addysgu a dysgu penodol o fewn amgylchedd yr ymarfer.

Efallai y bydd y deunydd hefyd yn darparu adnodd defnyddiol ar gyfer gofalywyr iechyd proffesiynol eraill o fewn maes gofal iechyd sy'n cefnogi myfyrwyr mewn ymarfer clinigol.

Nod y llyfryn yw

- ❖ Cynnig arweiniad i fentoriaid i gefnogi myfyrwyr yn y lleoliad dwyieithog.
- ❖ Amlinellu'r angen i ddatblygu ymarfer mewn gofal iechyd sy'n ieithyddol addas.
- ❖ Canfod ffyrdd o ddatblygu sensitifrwydd ieithyddol mewn ymarfer.
- ❖ Edrych ar gyfleoedd i ddatblygu sgiliau iaith Gymraeg ar gyfer ymarfer.

INTRODUCTION

Mentors play a unique role in supporting students and helping them to learn in the clinical environment.

The main purpose of mentoring is to assist with the students' learning and development and to help them integrate into the health care setting.

Since the introduction of the Welsh Language Act (1993), bilingualism is a growing reality in clinical settings across Wales as health care establishments respond to the increasing demand for services through the medium of Welsh as well as English. In light of such demands, there are greater requirements for health care professionals with the knowledge, skills and attitudes to practise bilingually. This has prompted exciting new initiatives in order to develop and extend bilingual provision within health care education programmes and promote language sensitivity in practice.

Within the new *Fitness for Practice* curricula for nursing and midwifery, clinical mentors have a greater responsibility than ever to facilitate student learning and assessment. Their role in supporting bilingual provision is crucial and they have a vital part to play both in identifying opportunities to develop Welsh language skills for professional practice as well as developing language awareness and sensitivity.

This booklet has been prepared as part of the *Fitness for Practice* mentor preparation programme in order to raise important issues concerning mentoring in a bilingual setting and offer guidance for staff to identify specific teaching and learning opportunities within the practice environment.

The material may also provide a useful resource for other health care professionals who support students in clinical practice.

The aim of the booklet is to

- ❖ Offer guidance to mentors in supporting students in the bilingual setting.
- ❖ Outline the need to develop language appropriate practice in health care.
- ❖ Identify ways of developing language sensitivity in practice.
- ❖ Explore opportunities to develop Welsh language skills for practice.

YMARFER IEITHYDDOL ADDAS

– y cyd-destun Cymreig

Mae'r galw am ymarfer sy'n ieithyddol addas yng Nghymru yn codi o dair brif angen, fel a ganlyn:

Anghenion gwasanaeth

- ❖ Er bod y rhan fwyaf o siaradwyr Cymraeg yn ddwyieithog, mewn sefyllfaoedd o straen a gwendid mae llawer yn teimlo'n fwy cyfforddus yn cyfathrebu yn Gymraeg gyda staff gofal iechyd (Roberts 1991, Thomas 1998).
- ❖ Nid cyfrwng cyfathrebu, mynegiant a hunaniaeth yn unig yw iaith. Megis, yn achos grwpiau cleientiaid sy'n agored i niwed, gall fod yn ddull o gynnig triniaeth effeithiol. Am hynny, mae darparu gwasanaeth sy'n addas o ran iaith yn un o hanfodion ymarfer dda (Misell 2000).
- ❖ Gall peidio â chynnis dewis o iaith i gleifion a chleientiaid dwyieithog fod yn niweidiol i ddatblygu perthynas therapiwtig ac i ansawdd y ddarpariaeth gofal (Murphy a Macleod Clark 1993).

Anghenion statudol

- ❖ Yng ngoleuni Deddf yr Iaith Gymraeg (1993) mae gofynion cyfreithiol a statudol i sefydliadau gofal iechyd ledled Cymru ddarparu gwasanaethau drwy gyfrwng y Gymraeg yn ogystal â Saesneg, gan drin y ddwy iaith yn gyfartal.
- ❖ Mae deddfwriaeth gyffredinol ym maes gofal iechyd a gofal cymdeithasol yn cefnogi ymhellach yr angen i ystyried sensitifrwydd i iaith yng nghyd-destun darparu gofal (Deddf Iechyd Meddwl 1983, Deddf y Plant 1989, Deddf y Gwasanaeth Iechyd Gwladol a Gofal Cymunedol 1990).
- ❖ Mae gofawyr iechyd proffesiynol i gyd yn atebol am eu hymarfer hwy eu hunain, yn unol â'u côd ymarfer proffesiynol hwy, lle mae pwysigrwydd cyfathrebu sensitif yn hanfodol yn ogystal â pharchu gwahaniaethau unigol (GMC 1998, NMC 2002).

LANGUAGE APPROPRIATE PRACTICE

– the Welsh context

The demand for language appropriate practice in Wales stems from three main requirements, as follows:

Service requirements

- ❖ Although most Welsh-speakers are bilingual, in situations of stress and vulnerability many feel more comfortable in communicating in Welsh with health care staff (Roberts 1991, Thomas 1998).
- ❖ Language is not only a means of communication, expression and identity. For, in the case of vulnerable client groups, it may also be a means of offering effective treatment. Therefore providing a service which is language appropriate is the essence of good practice (Misell 2000).
- ❖ Denying language choice to bilingual patients and clients may be detrimental to the development of therapeutic relationships and to the quality of care provision (Murphy & Macleod Clark 1993).

Statutory requirements

- ❖ In light of the Welsh Language Act (1993) there are legal and statutory requirements for health care organisations across Wales to provide services through the medium of Welsh as well as English, giving equality to both languages.
- ❖ General legislation in the field of health and social care further supports the need to consider language sensitivity in the context of care provision (Mental Health Act 1983, Children Act 1989, National Health Service & Community Care Act 1990).
- ❖ All health care professionals are accountable for their own practice, according to their professional codes of conduct, where the importance of sensitive communication is imperative as well as respecting individual difference (GMC 1998, NMC 2002).

Gofynion addysgol

❖ Yn ôl Bwrdd yr Iaith Gymraeg (1996), mae canran gynyddol o ddisgyblion ysgol yng Nghymru yn derbyn eu haddysg drwy gyfrwng y Gymraeg ac yn ddwyieithog (25% yn y grŵp oedran 3–15).

Felly, i lawer o fyfyrwyr, mae darpariaeth ddwyieithog o fewn addysg gofal iechyd yn darparu dilyniant naturiol o brofiadau ieithyddol cynharach.

❖ Mae Baker (1996) yn awgrymu fod yna fanteision dirnadaeth i addysg ddwyieithog, sy'n gwella'r broses ddysgu.

❖ Mae addysg gofal iechyd wedi cael ei adnabod fel maes allweddol ar gyfer ymestyn darpariaeth ddwyieithog o fewn addysg uwch (CCAUC 1995, Bwrdd Astudiaethau Cyfrwng Gymraeg Prifysgol Cymru 1999, PCB 2000).

I gloi, gan fod ymarfer addas o ran iaith nid yn unig yn hanfod darpariaeth gofal iechyd o safon, ond hefyd yn ofyn statudol yng Nghymru, mae angen i ni roi ystyriaeth ofalus i faterion iaith o fewn rhaglenni addysg gofal iechyd er mwyn galluogi myfyrwyr i ymarfer o fewn y gymuned ddwyieithog.

Educational requirements

❖ According to the Welsh Language Board (1996), an increasing percentage of school pupils in Wales receive their education through the medium of Welsh and bilingually (25% in the 3–15 year age group).

Therefore, for many students, bilingual provision within health care education provides a natural continuation of earlier linguistic experiences.

❖ Baker (1996) suggests that there are cognitive advantages to bilingual education, which enhance the learning process.

❖ Health care education has been identified as a key area for extending bilingual provision in higher education (HEFCW 1995, University of Wales Board for Welsh-medium Studies 1999, UWB 2000).

In conclusion, since language appropriate practice is not only the essence of quality health care provision but also a statutory requirement in Wales, we need to give careful consideration to language issues within health care education programmes in order to enable students to practise within the bilingual community.

DATBLYGU SENSITIFRWYDD IEITHYDDOL MEWN YMARFER

**Mae ymarfer ieithyddol addas
yn cynnwys *SENSITIFRWYDD IEITHYDDOL*
a *SGILIAU IAITH***

Mae sensitifrwydd ieithyddol yn rhan annatod o ymarfer gwrth-wahaniaethol ac mae a wnelo â hunanymwybyddiaeth a dealltwriaeth o wahaniaeth.

Disgrifwyd y prifegwyddorion gan Davies (2001) ...

- ❖ Mae gan y cleient yr hawl i ddewis pa iaith i'w defnyddio gyda gofalwyr iechyd proffesiynol.
- ❖ Mae iaith yn rhan hanfodol o hunaniaeth yr unigolyn.
- ❖ Gall person fynegi teimladau yn fwy effeithiol yn ei ddewis iaith.
- ❖ Mae rhoi dewis gwirioneddol i'r cleient gyda golwg ar y defnydd o iaith yn hanfod ymarfer da.
- ❖ Mae gwrthod yr hawl yma i gleient yn ffordd o'i ormesu.

DEVELOPING LANGUAGE SENSITIVITY IN PRACTICE

Language appropriate practice incorporates both *LANGUAGE SENSITIVITY* and *LANGUAGE SKILLS*

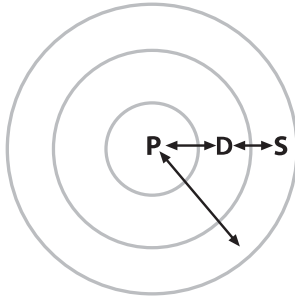
Language sensitivity is an integral part of anti-discriminatory practice and it is concerned with personal awareness and an understanding of difference.

The main principles are identified by Davies (2001) ...

- ❖ The client has the right to choose which language to use with a health care professional.
- ❖ Language is an essential part of a person's identity.
- ❖ A person can express feelings more effectively in a chosen language.
- ❖ Giving the client real choice regarding the use of language is the essence of good practice.
- ❖ Denying this right is a way of oppressing a client.

Er mwyn deall sut mae anghydraddoldeb a gwahaniaethu yn digwydd o fewn gofal iechyd a gofal cymdeithasol, mae Thompson (1993) yn awgrymu y dylem ystyried tair lefel o ymarfer, fel y disgrifir yn y model:

Model Ymarfer Gwrth-wahaniaethol



— addaswyd o Thompson, 1993

Mae P yn cyfeirio at y **lefel bersonol** o ymarfer a rhagfarn. Mae'n disgrifio teimpladau ac agweddau unigol ynghylch iaith a sut y maent yn dylanwadu ar y rhyngweithio rhwng gofalywr iechyd proffesiynol.

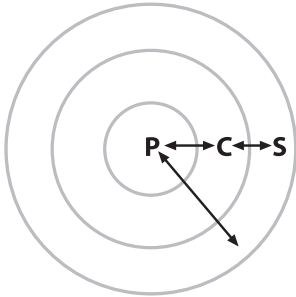
Mae D yn cyfeirio at y **lefel ddiwylliannol** sy'n perthyn i'r cyffredin, y cytunedig a chydymffurfio. Mae'n disgrifio gwerthoedd a chredo gyffredin ynghylch iaith a'r ffordd y maent yn cael eu trosglwyddo a'u cadarnhau ymhlith gofalywr iechyd proffesiynol fel grŵp.

Mae S yn cyfeirio at y **lefel strwythurol** sydd dan ddylanwad grymoedd cymdeithasol a dimensiynau cymdeithasol-wleidyddol. Mae'n disgrifio sut y gellir defnyddio polisiau a strategaethau sefydliadol i gefnogi agwedd wrth-ormesol a gwrth-wahaniaethol tuag at y defnydd o iaith mewn ymarfer.

Mae'r model yn dangos y ffordd mae sensitifrwydd ieithyddol yn gweithio ar dair lefel sy'n perthyn yn agos i'w gilydd. Mae'r lefel bersonol wedi ei sylfaenu ar y lefel ddiwylliannol tra mae'r ddwy yn seiliedig ar lefel strwythurol ymarfer. Mae hi'n hanfodol felly deall ymarfer unigol yn y cyd-destun diwylliannol a chymdeithasol ehangach.

In order to understand how inequalities and discrimination feature in health and social care, Thompson (1993) suggests that we should reflect on three levels of practice, as described in his model:

Model of Anti-Discriminatory Practice



— adapted from Thompson, 1993

P refers to the **personal level** of practice and prejudice. It describes individual feelings and attitudes about language and how they influence the interaction between the health care professional and client.

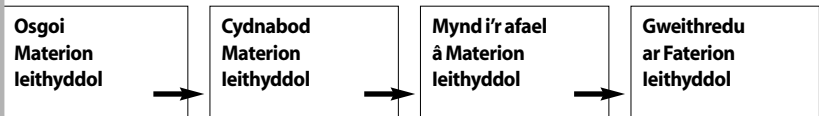
C refers to the **cultural level** of commonalities, consensus and conformity. It describes shared values and beliefs about language and the way in which they are transmitted and reinforced amongst health care professionals as a group.

S refers to the **structural level** influenced by social forces and sociopolitical dimensions. It describes how organisational policies and strategies may be utilised to support an anti-oppressive and anti-discriminatory approach to language use in practice.

The model demonstrates the way in which language sensitivity operates at three levels which are closely interlinked. The personal level is embedded in the cultural level whilst both are embedded in the structural level of practice. It is imperative, therefore, that individual practice is understood in the wider cultural and social context.

Gall gofalwyr iechyd proffesiynol hybu sensitifrwydd ieithyddol mewn perthynas â'r holl lefelau uchod. Ond wrth i'r unigolyn symud ymhellach i ffwrdd o'r lefel bersonol, mae effaith yr ymdrechion hyn yn lleihau. Fodd bynnag, drwy gydweithio agos, mae hi'n bosibl i ymarferwyr herio sefydliadau lle coleddir agweddau anfodddhaol, a mynnu gweithredu polisïau cyfle cyfartal.

Yn aml gwelir datblygiad sensitifrwydd ieithyddol fel pe bai'n digwydd ar hyd continwwm, fel a ganlyn:

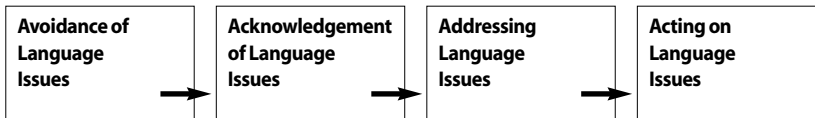


— addaswyd o *Taylor a Baldwin, 1991*

Drwy gynnig cyfleoedd i fyfyrwyr i edrych i mewn i'w gwybodaeth a'u haggweddau ynghylch y defnydd o iaith yn y lleoliad gofal iechyd dwyieithog a'u herio, gellir eu cynorthwyo i symud ar hyd y continwwm tuag at ddatblygu sensitifrwydd ieithyddol mewn ymarfer.

The health care professional can promote language sensitivity in association with all the above levels. But as the individual moves further away from the personal level, the effect of these efforts decline. However, by means of close co-operation, it is possible for practitioners to challenge organisations which have unsatisfactory attitudes and insist on implementing policies of equal opportunity.

The development of language sensitivity in practice is often viewed as occurring along a continuum, as follows :



— adapted from Taylor & Baldwin, 1991

By offering students opportunities to explore and challenge their knowledge and attitudes concerning language use in the bilingual health care setting, they may be supported in moving along the continuum towards developing language sensitivity in practice.

ADNODDAU i gefnogi sensitifrwydd ieithyddol

Barnes J. (1996) *Datblygiad Dynol, Iaith ac Ymarfer*. CCETSW Cymru, Caerdydd.

Davies E. (2001) *They all speak English anyway – Yr Iaith Gymraeg ac Ymarfer Gwrth-orthrymol*. CCETSW Cymru, Caerdydd.

Davies E. (1999) *Iaith mewn Gwasanaeth Gofalgar*. Bwrdd yr Iaith Gymraeg, Caerdydd

Pugh R. (1996) *Effective Language in Health and Social Work*. Chapman a Hall, Llundain.

Roberts G. (1994) Nurse-patient communication within a bilingual health care setting. *British Journal of Nursing* 3, 2, 60–67.

Roberts G. (1996) The Power of Language in a Bilingual Community. *Nursing Times* 92, 39, 40–42.

Roberts G. (1997) *Deall ein Gilydd: Trafodaethau Cynhadledd*. Y Gymdeithas Gymraeg ar gyfer Nyrsys, Bydwraedd ac Ymwelwyr Iechyd.

Roberts G. a Paden E. (2000) Identifying the factors influencing minority language use in health care education settings: A European perspective. *Journal of Advanced Nursing* 32, 1, 75–83.

Roberts G. a Williams C. (2003) *Gair o Gysur: Hybu Ymarfer Ieithyddol Addas mewn Gofal Iechyd*. Prifysgol Cymru Bangor.

Roberts G., Williams C. a Povey M. (2000) *Newid Byd: Cyflwyno Ymarfer Ieithyddol Addas mewn Bydwreigiaeth*. Prifysgol Cymru, Bangor.

Williams Rh., Williams H. a Davies E. (1994) *Gwaith Cymdeithasol a'r Iaith Gymraeg*. CCETSW Cymru, Caerdydd.

Wyn Siencyn S. (1995) *Sai'n Deall: Cyflwyniad i Ymwybyddiaeth Iaith*. CCETSW Cymru, Caerdydd.

RESOURCES to support language sensitivity

Barnes J. (1996) *Human Development, Language and Practice*. CCETSW Wales, Cardiff.

Davies E. (2001) *They all speak English anyway – The Welsh Language and Anti-Oppressive Practice*. CCETSW Wales, Cardiff.

Davies E. (1999) *The Language of a Caring Service*. Welsh Language Board, Cardiff.

Pugh R. (1996) *Effective Language in Health and Social Work*. Chapman and Hall, London.

Roberts G. (1994) Nurse-patient communication within a bilingual health care setting. *British Journal of Nursing* 3, 2, 60–67.

Roberts G. (1996) The Power of Language in a Bilingual Community. *Nursing Times* 92, 39, 40–42.

Roberts G. (1997) *Deall ein Gilydd: Conference Proceedings*. Y Gymdeithas Gymraeg ar gyfer Nyrsys, Bydwagedd ac Ymwelwyr Iechyd.

Roberts G. & Paden E. (2000) Identifying the factors influencing minority language use in health care education settings: A European perspective. *Journal of Advanced Nursing* 32, 1, 75–83.

Roberts G. & Williams C. (2003) *Words of Comfort: Promoting Language Appropriate Practice in Health Care*. University of Wales Bangor.

Roberts G., Williams C. & Povey M. (2000) *Newid Byd: Introducing Language Appropriate Practice in Midwifery*. University of Wales, Bangor.

Williams Rh., Williams H. & Davies E (1994) *Social Work and the Welsh Language*. CCETSW Cymru, Cardiff.

Wyn Siencyn S. (1995) *Sai'n Deall: A Sound Understanding – An Introduction to Language Awareness*. CCETSW Wales, Cardiff.

Defnyddio'r Adnoddau

Efallai y bydd yr adnoddau uchod yn ddefnyddiol fel sylfaen i edrych i mewn i wybodaeth ac agweddau'r myfyriwr ynghylch y defnydd o iaith yn y lleoliad gofal iechyd dwyieithog a'u herio.

Mae'r deunyddiau'n canolbwyntio ar:

- ❖ Swyddogaeth iaith mewn gofal iechyd
- ❖ Iaith a grym
- ❖ Yr iaith Gymraeg – hanes a demograffi
- ❖ Dwyieithrwydd – ei natur a'r goblygiadau ar gyfer ymarfer
- ❖ Iaith ac agwedd
- ❖ Iaith a deddfwriaeth

Yn ogystal â chynnig sylfaen gadarn o wybodaeth, wedi ei chefnogi gan ymchwil a syniadau cyfredol, mae llawer o'r adnoddau hefyd yn cynnwys amryw o dasgau ac ymarferion i ysgogi trafodaethau ynghylch sensitifrwydd ieithyddol mewn ymarfer, e.e. ...

- ❖ Ystyriwch rôl unigryw iaith mewn cyfathrebu claf/cleient.
- ❖ Ystyriwch sut y gallwn ddangos parch a chydraddoldeb drwy ein defnydd o iaith gyda chleientiaid.
- ❖ Ystyriwch pam mae'n well gan gleientiaid dwyieithog ddefnyddio un iaith yn fwy na'r llall wrth gyfarfod â staff gofal iechyd.
- ❖ Ystyriwch pwy sy'n siarad Cymraeg a ble?
- ❖ Ystyriwch sut y gall polisïau a strategaethau lleol gefnogi dewis o iaith ar gyfer cleifion a chleientiaid.

Gan gadw Model Thompson o Ymarfer Gwrth-wahaniaethol (1993) mewn cof, fel mentor, sut byddwch chi'n arwain dysgu'ch myfyriwr ac yn hwyluso'i ddatblygiad ar hyd y continwm sensitifrwydd ieithyddol?

Using the Resources

The above resources may be useful as a basis to explore and challenge the student's knowledge and attitudes about language use in the bilingual health care setting.

The materials focus on :

- ❖ The role of language in health care
- ❖ Language and power
- ❖ The Welsh language – history and demography
- ❖ Bilingualism – nature and implications for practice
- ❖ Language and attitude
- ❖ Language and legislation

As well as offering a sound knowledge base, supported by current research and thinking, many of the resources also include several tasks and exercises to prompt discussions regarding language sensitivity in practice, e.g. ...

- ❖ Consider the unique role of language in patient/client communication.
- ❖ Consider how we may show respect and equality through our use of language with clients.
- ❖ Consider why bilingual clients prefer to use one language than the other in their encounters with health care staff.
- ❖ Consider who speaks Welsh and where?
- ❖ Consider how local policies and strategies support language choice for patients and clients.

Keeping in mind Thompson's Model of Anti-discriminatory Practice (1993), as a mentor how will you guide your students' learning and facilitate their development along the language sensitivity continuum?

Ystyriwch yr enghreifftiau o gyfleoedd dysgu a roddir isod.

Fedrwch chi ddarparu cyfleoedd pellach eich hun?

Llenwch y siart isod:

CYFLEOEDD DYSGU

ar gyfer Datblygu Sensitifrwydd Ieithyddol mewn Ymarfer

Cyfle Dysgu	Gweithgaredd	Cyswllt	Diwrnod
Gweithio gyda chleientiaid dwyieithog a'u teuluoedd	Ymarfer clinigol	Mentor	Bob dydd
Cyfarwyddo gyda threfnau sy'n hwyluso dewis iaith ar gyfer cleifon a chleientiaid	Trafod gweithdrefnau ac edrych ar y ddogfennaeth	Mentor	Dydd Llun
Astudio polisi iaith y sefydliad	Trafod gweithredu'r polisi gyda'r swyddog iaith	Swyddog iaith	Dydd Mercher
Edrych ar agweddau myfyrwyr tuag at iaith yng nghyd-destun ymarfer gwrth-wahaniaethol	Sesiwn addysgu ryngweithiol yn seiliedig ar adnoddau sensitifrwydd iaith	Mentor / Darlithydd / Ymarferwr	Dydd Gwener

Consider the examples of learning opportunities provided below.

Can you provide further opportunities of your own?

Complete the chart below:

**LEARNING OPPORTUNITIES
for Developing Language Sensitivity in Practice**

Learning Opportunity	Activity	Contact	Day
Work with bilingual clients and their families	Clinical practice	Mentor	Daily
Familiarise with procedures which facilitate language choice for patients and clients	Discuss procedures and examine documentation	Mentor	Monday
Examine organisation's language policy	Discuss policy implementation with language officer	Language Officer	Wednesday
Explore students' attitudes towards language in the context of anti-discriminatory practice	Interactive teaching session based on language sensitivity resource material	Mentor / Lecturer / Practitioner	Friday

DATBLYGU SGILIAU DWYIEITHOG AR GYFER YMARFER

Mae darparu cefnogaeth ddwyieithog ar gyfer myfyrwyr yn y lleoliad clinigol yn ased gwerthfawr sy'n gallu cyfoethogi'r profiad dysgu yn ogystal â hwylyso sgiliau dwyieithog ar gyfer ymarfer. Fodd bynnag, gan mai datblygiad cymharol ddiweddar yw cyflwyno'r iaith Gymraeg ar lefel broffesiynol, efallai y bydd llawer o siaradwyr Cymraeg yn dal yn ofnus o'r syniad o ddefnyddio'r Gymraeg yn y cyd-destun proffesiynol.

Dylai'r adnoddau canlynol ddarparu cefnogaeth ddefnyddiol i siaradwyr Cymraeg ac i ddysgwyr fel ei gilydd.

ADNODDAU i gefnogi Sgiliau Dwyieithog ar gyfer Ymarfer

RHESTRAU TERMAU

Prys D. (gol.) (2000) *Termau Gwaith a Gofal Cymdeithasol*. CCETSW Cymru, Caerdydd.

Prys D. (gol.) (2000) *Termau Hybu Iechyd*. Prifysgol Cymru Bangor ac Awdurdod Iechyd Gogledd Cymru, Yr Wyddgrug.

Prys D. (gol.) (2001) *Termau Bydwreigiaeth*. Prifysgol Cymru, Bangor.

Prys D. (gol.) (2002) *Termau Iechyd Meddwl Pobl Ifanc a Phlant*. Prifysgol Cymru, Bangor ac Awdurdod Iechyd Gogledd Cymru, Yr Wyddgrug.

Roberts G. a Prys D. (1997) *Termau Nyrsio a Bydwreigiaeth*. Prifysgol Cymru, Bangor.

Williams L. a Prys P. (2001) *Anabledd ac Iaith: Canllawiau defnyddio terminoleg anabledd*. Anabledd Cymru, Caerdydd.

Y Gymdeithas Feddygol (1986) *Termau Meddygol*. Gwasg Prifysgol Cymru, Caerdydd.

GEIRIADURON

Griffiths B. a Jones D.G. (1995) *Geiriadur yr Academi Saesneg-Cymraeg*. Gwasg Prifysgol Cymru, Caerdydd.

Gruffudd H. (1998) *Geiriadur y Dysgwyr Cymraeg*. Gwasg y Lolfa, Llandysul.

Hughes J.E. (1999) *Gair i Glaf: Llyfr Ymadroddion Saesneg-Cymraeg ar gyfer Gweithwyr Gofal Iechyd*. Elwyn Hughes, Bethel.

Williams S. (1997) *Y Geiriadur Mawr*. Gwasg Gomer, Llandysul.

DEVELOPING BILINGUAL SKILLS FOR PRACTICE

Providing bilingual support for students in the clinical setting is a valuable asset which can enhance the learning experience as well as facilitate bilingual skills for practice. However, since the introduction of the Welsh language at a professional level is a relatively recent development, many Welsh-speakers may still feel daunted by the prospect of using Welsh in the professional context.

The following resources should provide useful support to Welsh-speakers and learners alike.

RESOURCES to support Bilingual Skills for Practice

GLOSSARIES

Prys D. (ed.) (2000) *Social Work and Social Care Terms*. CCETSW Wales, Cardiff.

Prys D. (ed.) (2000) *Health Promotion Terms*. University of Wales Bangor and North Wales Health Authority, Mold.

Prys D. (ed.) (2001) *Midwifery Terms*. University of Wales Bangor.

Prys D. (ed.) (2002) *Child and Young People's Mental Health Terms*. University of Wales Bangor and North Wales Health Authority, Mold.

Roberts G. & Prys D. (1997) *Nursing and Midwifery Terms*. University of Wales Bangor.

Williams L. & Prys P. (2001) *Disability and Language: Guidelines for the use of disability terms*. Disability Wales, Cardiff.

Y Gymdeithas Feddygol (1986) *Termau Meddygol*. University of Wales Press, Cardiff.

DICTIONARIES

Griffiths B. & Jones D.G. (1995) *The Welsh Academy English–Welsh Dictionary*. University of Wales Press, Cardiff.

Gruffudd H. (1998) *Welsh Learners' Dictionary*. Lolfa, Llandysul.

Hughes J.E. (1999) *Gair i Glaf: An English–Welsh Phrasebook for Health Care Professionals*. Elwyn Hughes, Bethel.

Williams S. (1997) *Y Geiriadur Mawr*. Gwasg Gomer, Llandysul.

GRAMADEG GYMRAEG

Hughes J.E. (1997) *Canllawiau Iaith a Chymorth Sillafu*. Gwasg Gomer, Llandysul.

Hughes J.E. (1998) *Canllawiau Ysgrifennu Cymraeg*. Gwasg Gomer, Llandysul.

Williams C. (1999) *Cymraeg Clir*. Prifysgol Cymru, Bangor.

MEDDALWEDD ELECTRONIG*CySill*

Gwiriwr sillafu a gramadeg Cymraeg. Canolfan Bedwyr, Prifysgol Cymru Bangor.

CysGair

Geiriadur Cymraeg–Saesneg a Saesneg–Cymraeg electronig. Canolfan Bedwyr, Prifysgol Cymru Bangor.

CYMARFER

Deunydd gloywi'r iaith Gymraeg. Canolfan Bedwyr, Prifysgol Cymru Bangor.

WELSH GRAMMAR

Hughes J.E. (1997) *Canllawiau Iaith a Chymorth Sillafu*. Gwasg Gomer, Llandysul

Hughes J.E. (1998) *Canllawiau Ysgrifennu Cymraeg*. Gwasg Gomer, Llandysul.

Williams C. (1999) *Cymraeg Clir*. University of Wales Bangor.

ELECTRONIC SOFTWARE

CySill
Welsh spellcheck and grammar check.
Canolfan Bedwyr, University of Wales, Bangor.

CysGair
Welsh–English and English–Welsh electronic dictionary.
Canolfan Bedwyr, University of Wales, Bangor.

CYMARFER
Welsh language refresher material.
Canolfan Bedwyr, University of Wales, Bangor.

Mae'r allwedd i fentora effeithiol yn y cynllunio a'r paratoad

Dylai cwblhau'r Proffil Iaith isod roi syniad cliriach i chi am lefel a natur y ddarpariaeth ddwyieithog y gallech ei chynnig i fyfyrwyr ar leoliad clinigol.

Proffil Iaith – MENTOR

Sgiliau Iaith Gymraeg	Deall	Darllen	Siarad	Ysgrifennu
LEFEL ISEL				
LEFEL UCHEL				

Mae'n amlwg, os ydym i gefnogi myfyrwyr yn effeithiol a dosbarthu dysgwyr yn briodol, ar sail iaith, y bydd angen amlinelliad o'u Proffil Iaith *hwythau* hefyd:

Proffil Iaith – MYFYRIWR

Sgiliau Iaith Gymraeg	Deall	Darllen	Siarad	Ysgrifennu
LEFEL ISEL				
LEFEL UCHEL				

Proffil Iaith – MYFYRIWR

Sgiliau Iaith Gymraeg	Deall	Darllen	Siarad	Ysgrifennu
LEFEL ISEL				
LEFEL UCHEL				

The key to effective mentoring is in the planning and preparation

Completing the Language Profile below should give you a clearer indication of the level and nature of bilingual provision you may be able to offer to students on clinical placement.

Language Profile – MENTOR

Welsh Language Skills	Understanding	Reading	Speaking	Writing
LOW LEVEL				
HIGH LEVEL				

Clearly, in order to support students effectively and allocate learners appropriately on the basis of language, an outline of *their* own Language Profiles will also be required:

Language Profile – STUDENT

Welsh Language Skills	Understanding	Reading	Speaking	Writing
LOW LEVEL				
HIGH LEVEL				

Language Profile – STUDENT

Welsh Language Skills	Understanding	Reading	Speaking	Writing
LOW LEVEL				
HIGH LEVEL				

Regardless of your own Welsh language skills, as a mentor, there are a variety of ways in which you can support your students to develop bilingual skills for practice. Listed below are some examples of such learning opportunities.

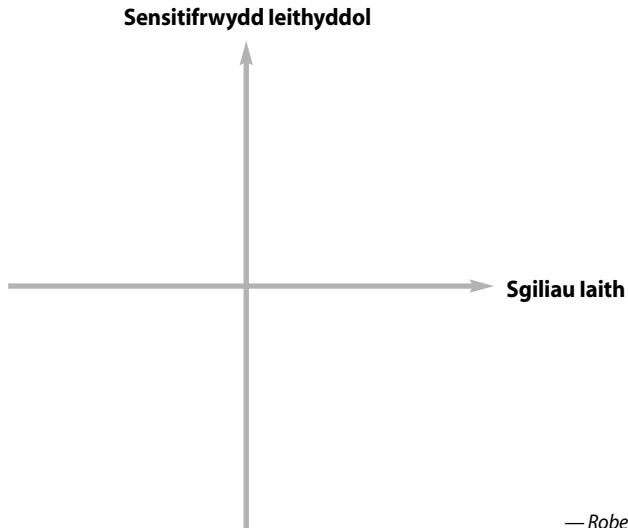
Can you identify further opportunities in your own clinical area?

Complete the chart below:

LEARNING OPPORTUNITIES for Developing Bilingual Skills for Practice

Learning Opportunity	Activity	Contact	Day
Work with Welsh-speaking patients and clients	Patient admission	Mentor	Daily
Observe Welsh-medium assessments	Home visits with health visitor	Home visits with health visitor	Wednesday
Improve basic language skills for Welsh learners	Practice bilingual greetings	Mentor	Friday
Observe inter-professional communication in Welsh	Attend Welsh-medium MDT case conference	Clinical Psychologist	Monday

DATBLYGU YMARFER IEITHYDDOL ADDAS – dull integredig

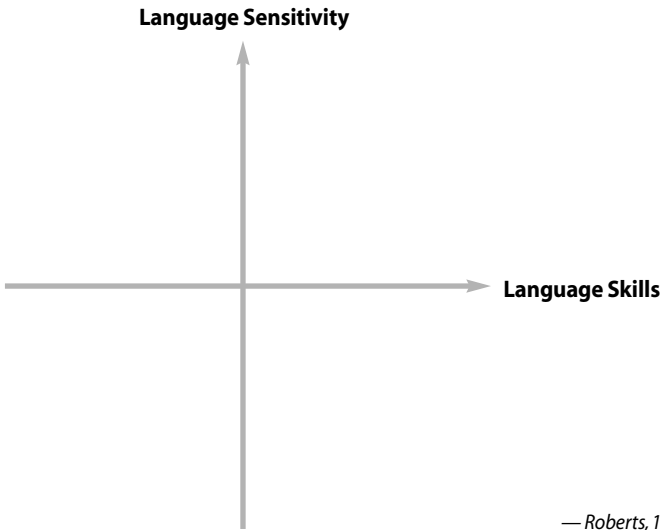


— Roberts, 1997

Mae'r amrywiaeth o batrymau iaith o fewn lleoliadau clinigol dwyieithog yn galw am ddull integredig i ddatblygu ymarfer ieithyddol addas, fel y dangoswyd uchod.

Mae'r model yn gosod yr un pwyslais ar ddatblygu sensitifrwydd ieithyddol ag y mae ar ddatblygu sgiliau iaith, ac felly'n adlewyrchu'r syniad bod ymateb i ddwyieithrwydd mewn ymarfer clinigol yr un mor berthnasol i ddysgwyr uniaith ag y mae i rai dwyieithog. Y myfyrwyr gyda sgiliau dwyieithog a sensitifrwydd (y chwarter top ar y dde) fydd y rhai mwyaf abl i ddarparu cyfathrebu gwell gyda chleientiaid dwyieithog. Ond mae gan y dysgwr Cymraeg sensitif gyda sgiliau dwyieithog cyfyngedig (y chwarter top ar y chwith) hefyd rôl werthfawr i'w chwarae. Drwy edrych ar elfennau ymarfer ieithyddol addas yn y ffordd yma, daw rôl allweddol y mentor mewn hwyluso datblygiad sgiliau a sensitifrwydd yn amlwg. At hyn, mae'r model yn darparu fframwaith defnyddiol ar gyfer gweld cynnydd y myfyrwr.

DEVELOPING LANGUAGE APPROPRIATE PRACTICE – an integrated approach



— Roberts, 1997

The diversity of language patterns within bilingual clinical settings calls for an integrated approach to developing language appropriate practice, as illustrated above.

The model places the same emphasis on developing language sensitivity as it does on developing bilingual skills, thus reflecting the notion that responding to bilingualism in clinical practice is just as relevant for monolingual learners as it is bilingual ones. Students with bilingual skills and sensitivity (top right quadrant) will be the most able to provide enhanced communication with bilingual clients. But a sensitive Welsh-learner with limited bilingual skills (top left quadrant) also has a valuable role to contribute. By looking at the components of language appropriate practice in this way, the key role of the mentor in facilitating the development of skills and sensitivity becomes apparent. Furthermore, the model offers a useful framework on which a student's progress may be identified.

Baker C. (1996) *Foundations of Bilingual Education and Bilingualism*. Multilingual Matters, Clevedon.

Davies E. (2001) *They all speak English anyway – Yr Iaith Gymraeg ac Ymarfer Gwrth-orthrymol*. CCETSW Cymru, Caerdydd.

General Medical Council (2001) *Good Medical Practice*. Y Cyngor Meddygol Cyffredinol, Llundain

Cyngor Cyllido Addysg Uwch Cymru (1995) Adroddiad y Gweithgor ar ddarpariaeth drwy gyfrwng y Gymraeg, Cyngor Cyllido Addysg Uwch Cymru, Caerdydd.

Misell A. (2000) *Y Gymraeg yn y Gwasanaeth Iechyd*. Cyngor Defnyddwyr Cymru, Caerdydd.

Murphy K. a Macleod Clark J. (1993) Nurses' experiences of caring for ethnic-minority clients. *Journal of Advanced Nursing* 18, 442–450.

Cyngor Nyrsio a Bydwreigiaeth (2002) *Côd Ymddygiad Proffesiynol*. Cyngor Nyrsio a Bydwreigiaeth, Llundain.

Roberts G. (1991) *The use of the Welsh language in nurse-patient communication within a bilingual health care setting*. (Traethawd MN heb ei gyhoeddi) Prifysgol Cymru.

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Taylor P. a Baldwin M. (1991) Travelling Hopefully : Anti-racist practice and practice learning opportunities. *Social Work Education* 10, 3.

Thomas G. (1998) *The experiences of Welsh-speaking women in a bilingual maternity service*. (Traethawd MSc heb ei gyhoeddi) Prifysgol Cymru.

Thompson N. (1993) *Anti-discriminatory practice*. Macmillan, Llundain.

Prifysgol Cymru Bangor (2000) *Cynllun Iaith Gymraeg*. Prifysgol Cymru Bangor.

Bwrdd Astudiaethau Cyfrwng Cymraeg Prifysgol Cymru (1999) *Datblygu'r Ddarpariaeth: Y Ffordd Ymlaen*. Prifysgol Cymru.

Bwrdd yr Iaith Gymraeg (1996) *Strategaeth ar gyfer yr iaith Gymraeg*. Bwrdd yr Iaith Gymraeg, Caerdydd.

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- Higher Education Funding Council for Wales (1995) *Report of the Welsh medium provision Working Group*. Higher Education Funding Council for Wales, Cardiff.
- Misell A. (2000) *Welsh in the Health Service*. Welsh Consumer Council, Cardiff.
- Murphy K. & Macleod Clark J. (1993) Nurses' experiences of caring for ethnic-minority clients. *Journal of Advanced Nursing* 18, 442–450.
- Nursing and Midwifery Council (2002) *Code of Professional Conduct*. Nursing and Midwifery Council, London.
- Roberts G. (1991) *The use of the Welsh language in nurse-patient communication within a bilingual health care setting*. (Unpublished MN thesis) University of Wales.
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- Taylor P. & Baldwin M. (1991) Travelling Hopefully: Anti-racist practice and practice learning opportunities. *Social Work Education* 10, 3.
- Thomas G. (1998) *The experiences of Welsh-speaking women in a bilingual maternity service*. (Unpublished MSc thesis) University of Wales.
- Thompson N. (1993) *Anti-discriminatory practice*. Macmillan, London.
- University of Wales Bangor (2000) *Welsh Language Scheme*. University of Wales Bangor.
- University of Wales Board of Welsh-medium Studies (1999) *Developing the Provision: The Way Forward*. University of Wales.
- Welsh Language Board (1996) *Strategy for the Welsh Language*. Welsh Language Board, Cardiff.

PARATOWYD y llyfryn hwn fel rhan o raglen baratoi mentoriaid *Addasrwydd ar gyfer Ymarfer*, er mwyn codi materion o bwys ynglŷn â mentora mewn lleoliad dwyieithog, a chynnig arweiniad i staff i weld beth yw'r cyfleoedd addysgu a dysgu penodol o fewn amgylchedd yr ymarfer.

Efallai y bydd y deunydd hefyd yn darparu adnodd defnyddiol ar gyfer gofalwyr iechyd proffesiynol eraill o fewn maes gofal iechyd sy'n cefnogi myfyrwyr mewn ymarfer clinigol.

THIS BOOKLET has been prepared as part of the *Fitness for Practice* mentor preparation programme in order to raise important issues concerning mentoring in a bilingual setting and offer guidance for staff to identify specific teaching and learning opportunities within the practice environment.

The material may also provide a useful resource for other health care professionals who support students in clinical practice.

