



Cynllunio cwriwcwlwm cynhwysol: cyfieithu a'i botensial

Designing an inclusive curriculum: translation and its potential

Cyd-destun | Context

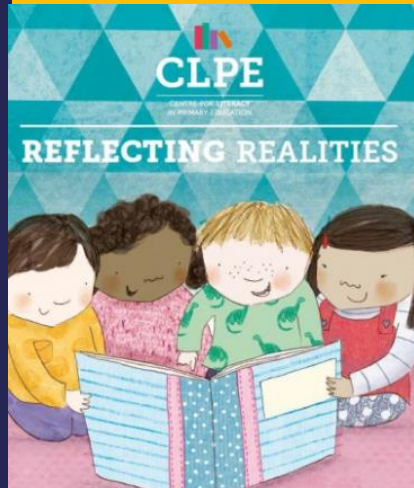
Deddf Cydraddoldeb (2010):
nodweddion gwarchodedig.

Addysg Uwch:

- [Siartr Cydraddoldeb Hil](#) (AdvanceHE)
- [Athena Swan](#) (AdvanceHE).

Llenyddiaeth a'r sector cyhoeddi:

- [Reflecting Realities: Survey of Ethnic Representation within UK Children's Literature 2023](#) (CLPE, 2018–);
- [Lit in Colour](#) (Penguin; 2020);
- rhestrau darllen blynyddol [Lit in Colour Penguin](#).



Equality Act (2010): protected characteristics.

Higher Education:

- [Race Equality Charter](#) (AdvanceHE)
- [Athena Swan](#) (AdvanceHE).

Literature and the publishing sector:

- [Reflecting Realities: Survey of Ethnic Representation within UK Children's Literature 2023](#) (CLPE, 2018–);
- [Lit in Colour](#) (Penguin; 2020);
- [Lit in Colour Penguin](#) annual reading lists .

Cymru a'r sector addysg | Wales and the education sector

Deddf Cenedlaethau'r Dyfodol (Cymru 2015):
'Cymru sy'n fwy cyfartal'.

Cwricwlwm i Gymru (manyion CiG ar yr Hwb)
a themâu trawsgwricwlaidd leithoedd,
Llythrennedd, a Chyfathrebu:

- datblygu eu hymdeimlad o hunaniaeth ieithyddol yn lleol, yng Nghymru ac yn fyd-eang...
- Trochi eu hunain mewn diwylliannau ac ieithoedd lleol, cendlaethol a rhyngwladol trwy ymweliadau, gan ymwneud â phobl yn lleol a byd-eang a chysylltu'n ddigidol...
- Meithrin dealltwriaeth o ddiwylliant a hunaniaeth y rhai o'u hamgylch, gan greu ymagwedd o gyd-barch sy'n arwain at gydlyniant cymdeithasol.
- Gweithgor Cymunedau, Cyfraniadau a Chynefin Pobl Dduon, Asiaidd a Lleiafrifoedd Ethnig yn y Cwricwlwm newydd (Adroddiad Ll. Cymru, 2021).

Future Generations Act (Wales 2015): 'A more equal Wales'.

Curriculum for Wales (CfW on Hwb) and transcurricular themes for Languages, Literacy, and Communication:

- Develop their sense of linguistic identity locally, in Wales, and globally...
- Immerse themselves in local, national, and international cultures and languages through visits, engaging with people at a local and global level and connecting digitally...
- Nurture an understanding of the culture and identity of those around them, creating an attitude of mutual respect that leads to social cohesion.
- Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group (Welsh Gvt Report, 2021).



Gweithgor Cymunedau,
Cyfraniadau a Chynefin Pobl
Ddu, Asiaidd ac Ethnig Leiafrifol
yn y Cwricwlwm Newydd

Adroddiad terfynol

Cadeiriwyd gan yr Athro Professor Charlotte Williams OBE

Heriau | Challenges

- Màs critigol yn y byrdymor: nifer cymharol fach o awduron cyfrwng Cymraeg cyhoeddedig o gymunedau a dangynrychiolir.
- Gwaddol tîf ymerodrol hanesyddol yn gyffredinol a gwreiddiau trefedigaethol Astudiaethau Celtaidd yn benodol (Boyle et al, 2024):
 - Disgyblaeth a ddatblygodd yn yr 17g ac siapiwyd gan ddulliau ffilolegol y 19g;
 - Mae disgwrs ynghylch hil, ymerodraeth, a threfedigaethu, ynghyd â fframwaith hegemonaid y goeden deuluol Indo-Ewropeaidd, ymhlyg yn y ddisgyblaeth ac yn llywio proffil ymchwilwyr cyfredol ac yn faen tramgwydd i ymchwilwyr â phrofiadau croestoriadwyol i gael troedle.
 - Whitley Stokes: 'imperial medievalism' (Kabir, 2011)
 - Cymhlethdod y meddylfryd trefedigaethol: cenhedloedd a ymylwyd ac a drefedigaethwyd yw Cymru ac Iwerddon; eto, bu eu dinasyddion hefyd yn rhan o'r broses o ehangu ymerodrol.
- Critical mass in the short term: comparatively small number of Welsh-language writers from underrepresented communities.
- Legacy of historical imperial expansion in general and the colonial roots of Celtic Studies in particular (Boyle et al, 2024):
 - A discipline that developed in the C17 and was shaped by C19 philological methods;
 - The discourse of race, imperialism, and colonialism, as well as the hegemonic frame of the Indo-European family tree, are implicit in the discipline, and they shape the profile of current researchers as well as impede researchers with intersectional experience to get a foothold.
 - Whitley Stokes: 'imperial medievalism' (Kabir, 2011)
 - Complexity of the colonial mindset: Wales and Ireland are marginalised and colonized nations; yet their citizens also played a role in the wider imperial project.

Gweithredu | Action

Rhaglenni a phrosiectau cyfredol | Current programmes and projects

Llenyddiaeth Cymru

- Cydraddoldeb a Chynrychiolaeth: [Strategaeth Sefydliadol](#) (2022–27);
- Rhaglenni hir dymor: [Cynrychioli Cymru](#) (2020–); [Sgwennu'n Well](#) (2023–).

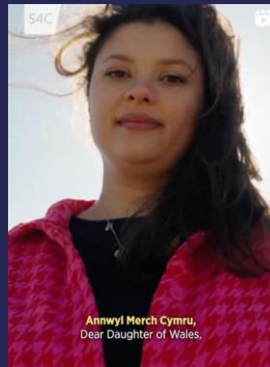


Cyngor Llyfrau Cymru

- Grant Cynulleidfaoedd Newydd; Rhyngom; Darllen yn Well.

Addysg Uwch

- Coleg Cymraeg Cenedlaethol: cefnogaeth Cydlynnydd Cydraddoldeb, Amrywiaeth a gwrth-hiliaeth; Testunau'r Enfys (Aberystwyth, Bangor, Caerdydd, gyda nawdd CCC); Darllen Hunaniaethau (Ysgol y Gymraeg Caerdydd, gyda nawdd AHRC)



Literature Wales

- Equality and Representation: [Institutional Strategy](#) (2022–27);
- Longterm programmes: [Representing Wales](#) (2020–); [Writing Well](#) (2023–).

Books Council of Wales

- New Audiences Grant; Rhyngom; Reading Well;

Higher Education

- Coleg Cymraeg Cenedlaethol: support of Equality, Diversity, and Anti-racism Coordinator; Testunau'r Enfys (Rainbow Texts: Aberystwyth, Bangor, Cardiff; CCC funding); Darllen Hunaniaethau (Reading Identities: School of Welsh, Cardiff; AHRC finding)

Pecyn Adnoddau| Resource Pack: potensial cyfieithu | translation and its potential

1. Erthyglau newyddion (i'w trafod Gloywi Iaith; Trafod y Byd Cyfoes)

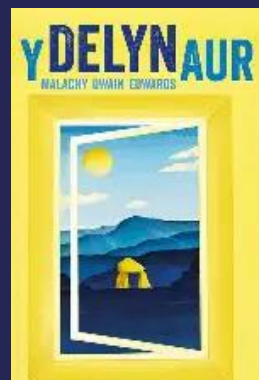
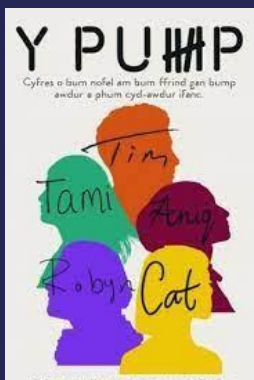
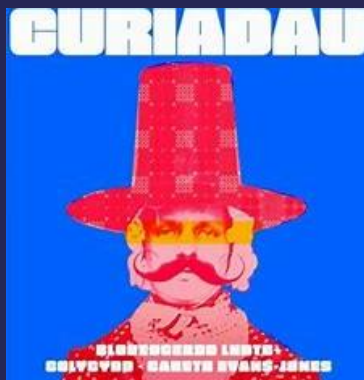
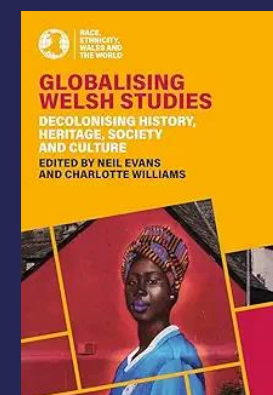
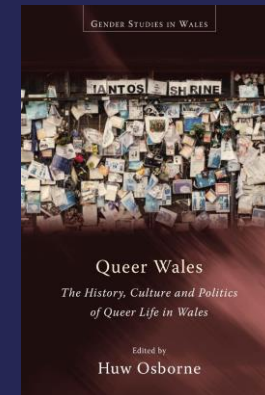
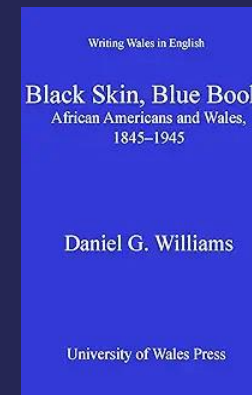
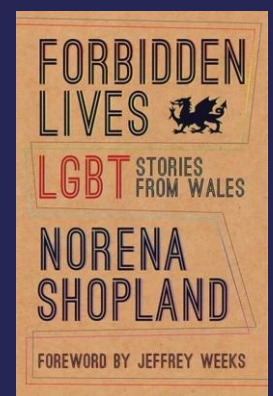
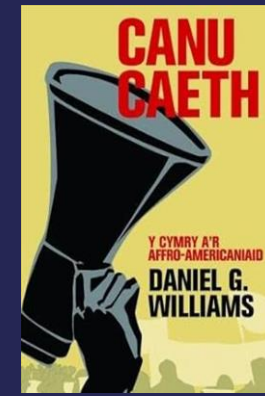
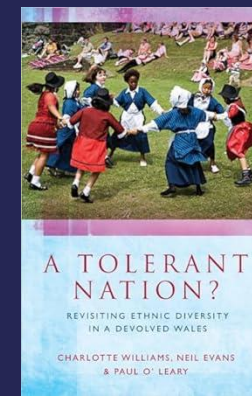
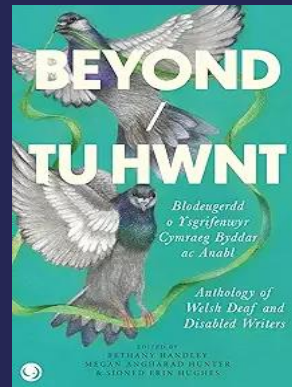
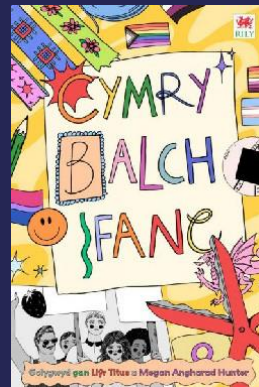
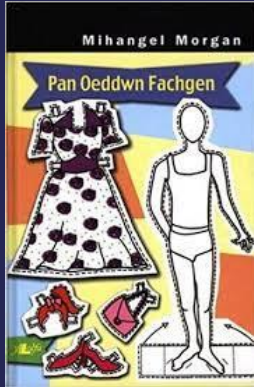
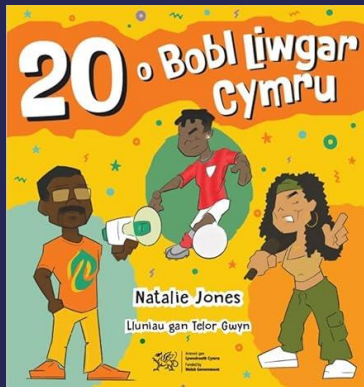


1. News articles (for discussion: grammar and conversation classes for intermediate level)



2. Llyfryddiaeth Gymraeg ei hiaith:

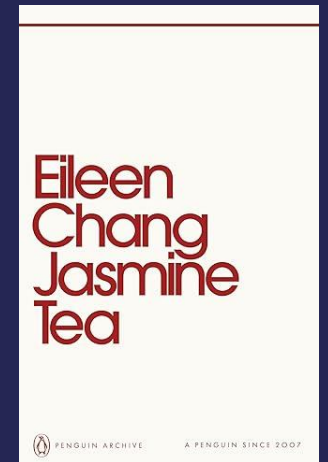
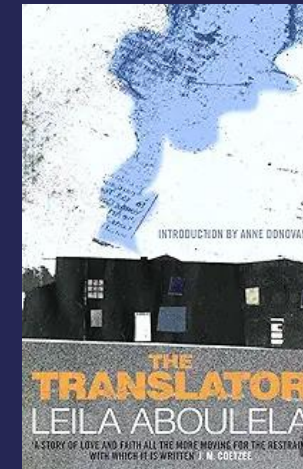
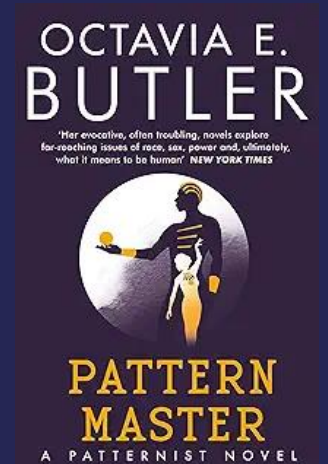
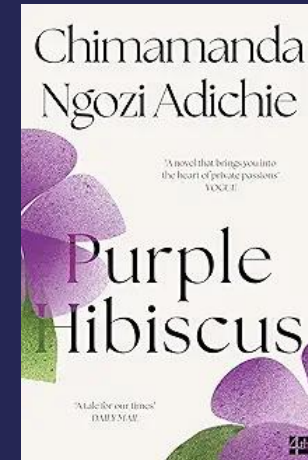
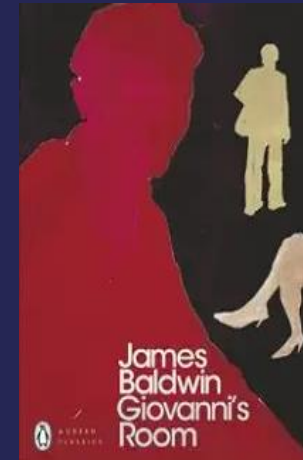
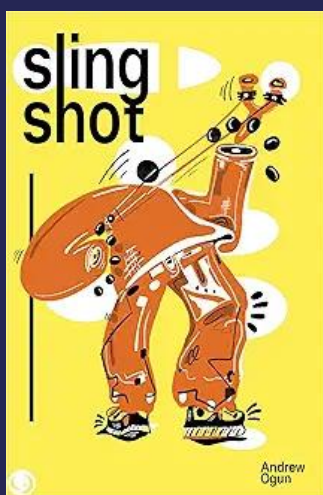
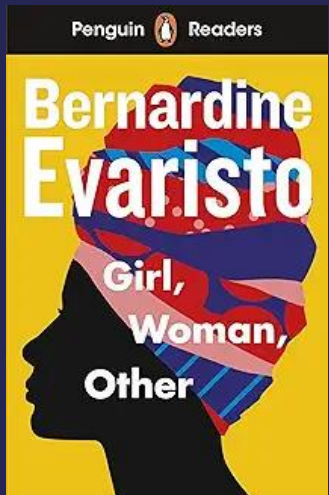
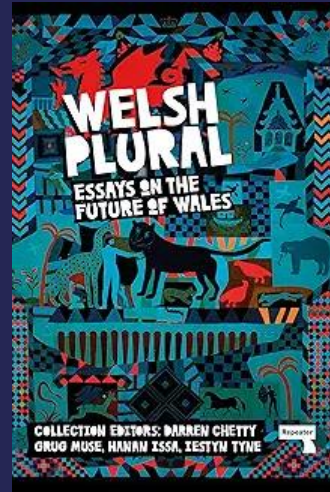
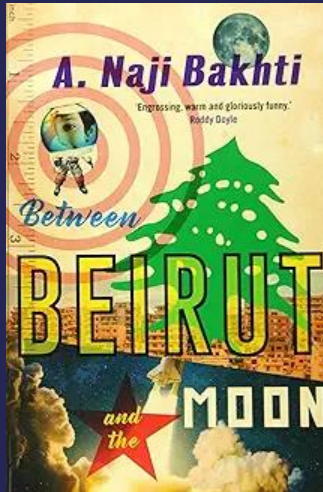
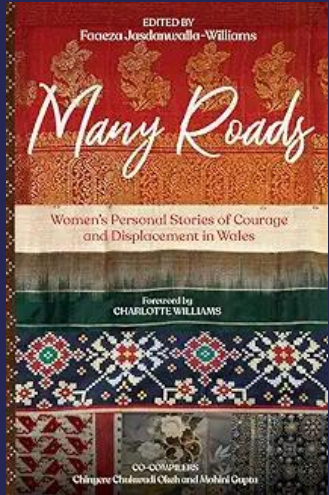
- a) Testunau cynradd gan awduron sy'n perthyn i gymunedau a dangynrychiolwyd: adlewyrcha hunaniaethau croestoriadwyol Cymru gyfoes.
- b) Testunau cynradd gan gymdeithion.
- c) Testunau eilaidd: theori a beirniadaeth.



2. Welsh-language Bibliography:

- a) Primary sources by writers who from under-represented communities: intersectional identities of contemporary Wales.
- b) Primary sources by allies.
- c) Secondary sources: theory and criticism.

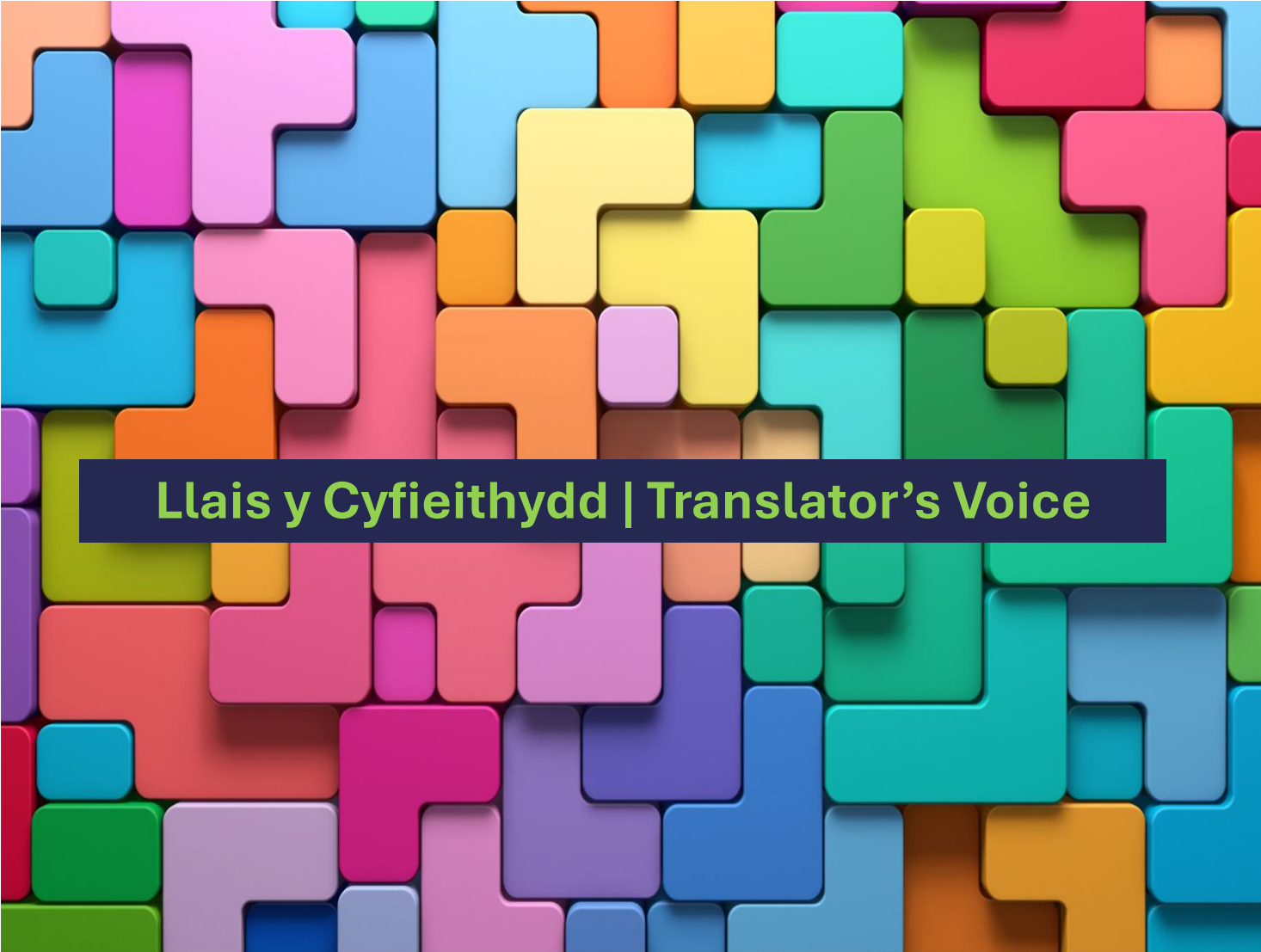
3. Testunau i'w cyfieithu i'r Gymraeg:
 - a) Rhestr neu chwarel o destunau;
 - b) Detholion o amrywiol hyd i'w cyfieithu.



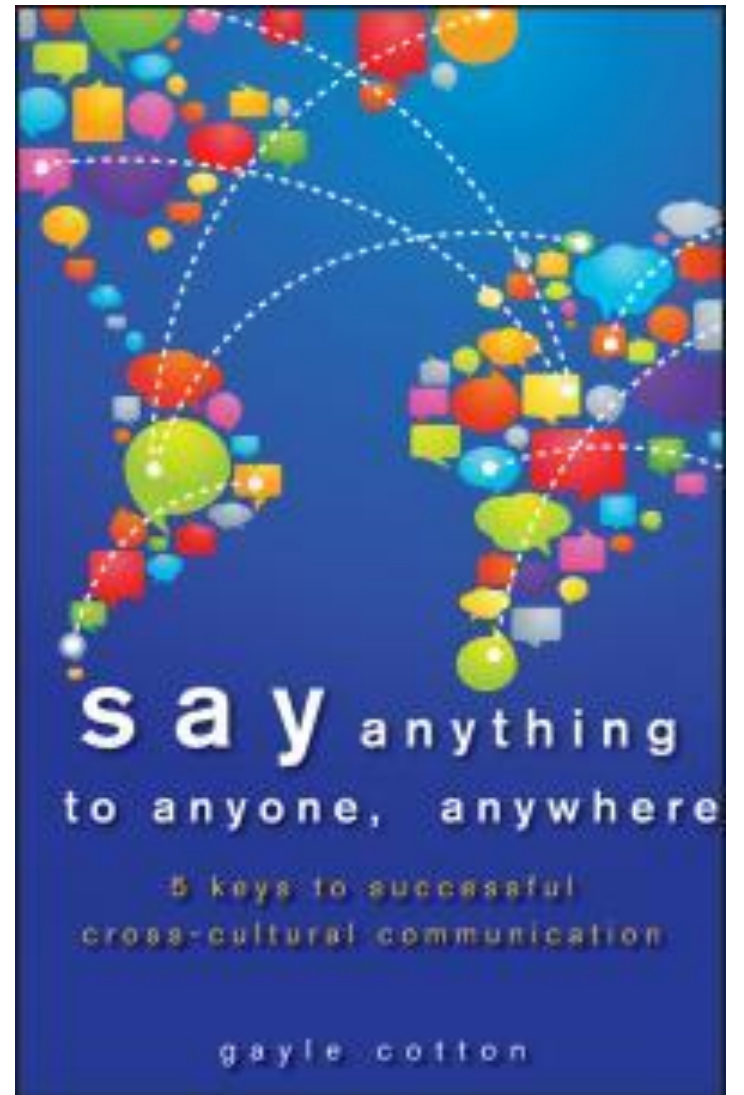
3. Texts for translation into Welsh:
 - a) List or quarry of texts;
 - b) Excerpts of varying length for translation.



Carfan Cynrychioli Cymru - 2025-2026



Llais y Cyfieithydd | Translator's Voice



‘Translation serves as a fundamental tool of communication and exchange, enabling individuals from diverse linguistic backgrounds to connect.’

Nid un llais yn unig...

'multiple voices in the classroom'

Awduron Anneuaidd
Non-binary authors

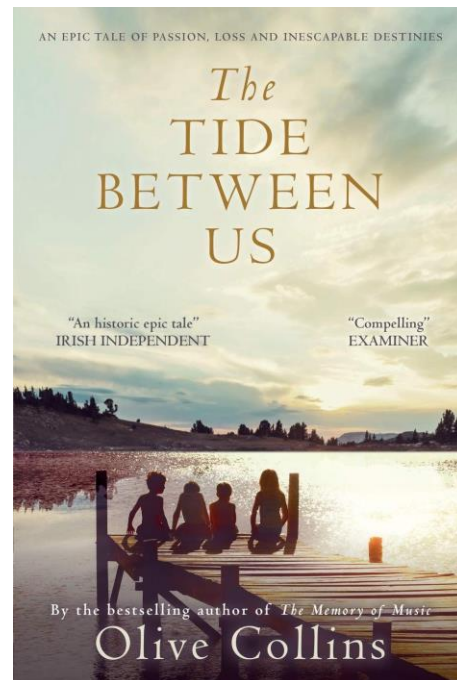
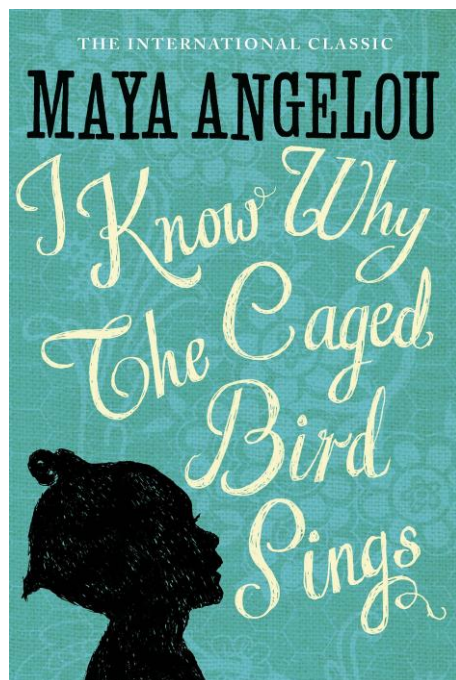
Dyslecsia / Dyslexia

LHDTC+ / LGBTQ+

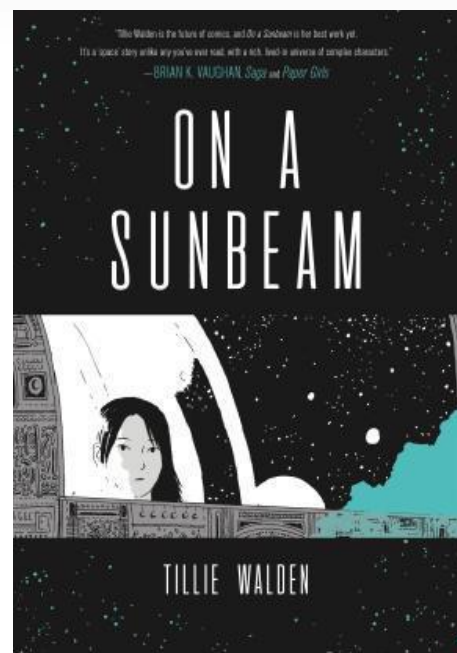
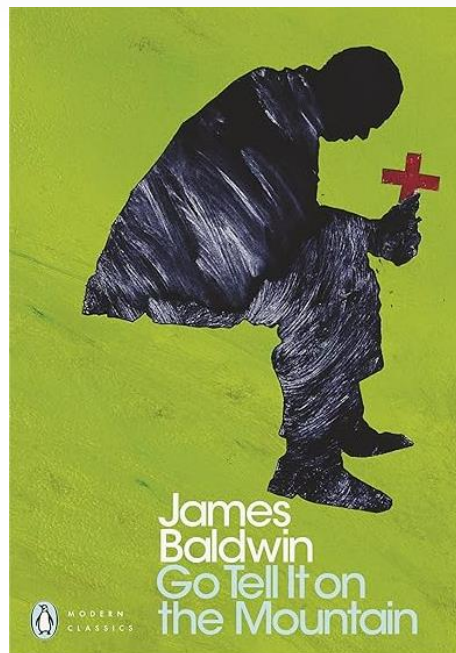
Awduron o liw
Authors of colour



'Translators' performance of trustworthiness'



Rhai testunau | Some texts



The Hill We Climb

gan Amanda Gorman



The Hill We Climb

When day comes, we ask ourselves:
Where can we find light
In this never-ending shade?
The loss we carry, a sea we must wade.

We've braved the belly of the beast.
We've learned that quiet isn't always peace.
And the norms and notions of what 'just is'
Isn't always justice.

And yet the dawn is ours before we knew it.
Somehow we do it.
Somehow, we've weathered and witnessed
A nation that isn't broken, but simply
Unfinished.

Awn i fyny

Pan ddaw'r wawr, gofynnwn,
O ddüwch y cysgodion,
Yng nghanol ein hiraeth, a'r môr a'i donnau,
Ble mae'r golau?

Wedi brwydro'r bwystfil,
Gwyddwn mai brau yw heddwch.
A gwyddwn nad oes cyfiawnder
Ym mhob agwedd ac arfer.

Ac yna, o'r diwedd, daeth ein gwawr ni.
Ein cyfnod ni.
Rywsut, rydym wedi goroesi,
A gwelwn nad cenedl ar chwâl yw hon, ond cenedl
Sy'n dal i dyfu.

Cystadleuaeth gyfieithu i bobl ifanc 16-21 oed

Alone gan Maya Angelou



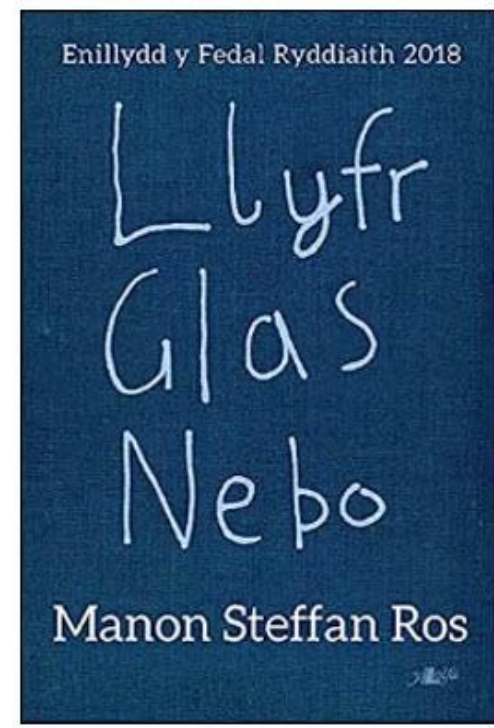
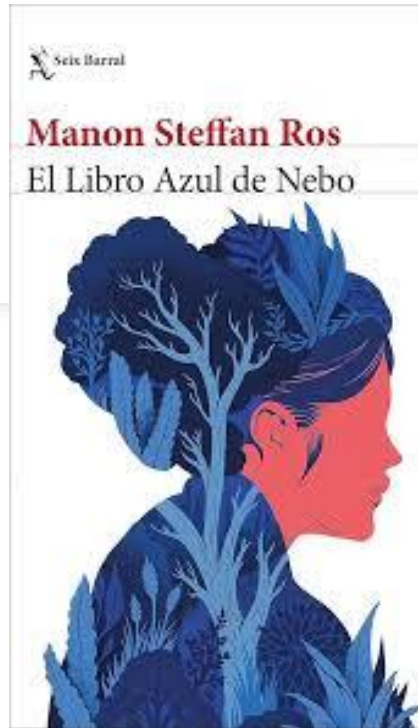
Lying, thinking
Last night
How to find my soul a home
Where water is not thirsty
And bread loaf is not stone
I came up with one thing
And I don't believe I'm wrong
That nobody,
But nobody
Can make it out here alone.
Alone, all alone
Nobody, but nobody
Can make it out here alone.

There are some millionaires
With money they can't use
Their wives run round like banshees
Their children sing the blues
They've got expensive doctors
To cure their hearts of stone.
But nobody
No, nobody
Can make it out here alone.
Alone, all alone
Nobody, but nobody
Can make it out here alone.

Now if you listen closely
I'll tell you what I know
Storm clouds are gathering
The wind is gonna blow
The race of man is suffering
And I can hear the moan,
'Cause nobody,
But nobody
Can make it out here alone.

Alone, all alone
Nobody, but nobody
Can make it out here alone.

Cynrychiolaeth ehangach | Wider representation



Awduron o gefndiroedd ieithyddol eraill e.e. iaith leiafrifedig.

Authors from other linguistic backgrounds e.g. minoritised language.

Camau Nesaf | Next Steps

- Cyngor ac adborth Cydlynnydd Cydraddoldeb, Amrywiaeth a Gwrth-hiliaeth y CCC.
- Rhoi'r pecyn ar waith yn yr Adran (Medi 2025). Sail ar gyfer ailwampio'r cwricwlwm ar gyfer mis Medi 2026.
- Rhannu'n fewnol yn Ysgol leithoedd a Llên a Chyfadrannau y Dyniaethau a'r Gwyddorau Cymdeithasol.
- Rhannu'n allanol i adrannau Cymraeg eraill, drwy Banel Iaith a Llên y CCC.
- Parhau i gynnwys 'cwricwlwm cynhwysol' fel eitem sefydlog ar agenda Pwyllgor Ymgynghorol Staff Myfyrwyr yr Adran: sicrhau bod cynhwysiant a chynrychiolaeth ar radar myfyrwyr; diweddarau myfyrwyr ynghylch gweithgarwch adrannol; cyfle i fyfyrwyr awgrymu testunau, awduron, a *genres* eraill.
- Nid yw'r diwydiant cyhoeddi'n sefyll yn stond – cyfle i ddiweddarau a datblygu'r pecyn adnoddau ymellach gyda Grant Bach CCC?
- Advice and feedback from CCC's Equality, Diversity and Anti-racism Coordinator.
- Start using the resource pack in the Department (September 2025). Basis for revitalising the curriculum for September 2026.
- Share internally in the School of Languages and Literature and in the Faculty of Humanities and Social Sciences.
- Share externally with other Welsh departments, through CCC's Welsh Language and Literature Panel.
- Continue including 'inclusive curriculum' as a standing item on the agenda of the Staff Student Consultative Committee: ensure inclusivity and representation are on students' radar; update students on departmental actions; opportunity for students to suggest other texts, authors, and genres.
- The publishing industry doesn't stand still – opportunity to update and further develop the resource pack with a small grant (Grant Bach CCC)?

Llyfryddiaeth Ddethol | Selective Bibliography

- Elizabeth Boyle, Chelsey Collins, Victoria Krivoshekova, Seungyeon Lee, Truc Ha Nguyen, & Tiago Veloso Silva, 'Decolonising Medieval Irish Studies', *Irish Journal of Sociology* 2024, vol. 32 (1–2), 66–78.
- Gayle Cotton, *Say anything to anyone, anywhere: 5 keys to successful cross-cultural communication* (Wiley, 2013).
- Michael Cronin, *Translation and Globalization* (Oxford, 2003; 2006).
- *Translation Studies: Gender and/in Drama*, Vol. 17, no. 1 (2024).