



2020

PORTFOLIO: WELSH CULTURE



Emma Rees

1805305

11/14/2020

Contents:

Rationale	3-4
Overview of activities	5
Evaluation	6
Appendices	10-19
References	20

Rhyn Art, 2020



Promotion of the ‘Welsh Language’ is an integral part of the school curriculum in Wales. Activities undertaken in the classroom are key to forming children’s use of Welsh in both the classroom and wider social settings. In this portfolio I will be discussing and evaluating the activities undertaken in the Foundation Phase that promote Welsh language, cultural, historical and geographical features.

The Welsh Government has set a target of achieving one million Welsh speakers by 2050. To achieve this target, changes are being made to the curriculum followed by schools in Wales which should be fully implemented for all 3 to 16-year olds by 2021. The Welsh government action plan “Education in Wales: Our National Mission” sets out the objective of “developing a transformational approach to the learning, teaching and assessment of the Welsh language with the aim of ensuring all learners will be able to use the Welsh language when they leave school.” (Welsh Government, 2017, p.18). Educational settings in Wales play a vital role in promoting the Welsh language and will be key to the Welsh Government achieving its target of one million Welsh speakers.

It is suggested by Professor Donaldson in his review of the curriculum that “many people see the Welsh language as a real strength of the education system. However, the place of the Welsh language in the curriculum needs to be strengthened.” (Welsh Government, 2018, p.4). In order to promote and strengthen the Welsh language, increased use needs to be made of the language in the classroom, with additional support provided for the learners’ informal use of the Welsh language outside the school environment by youth organisations such as Urdd Gobaith Cymru. Similar to the Urdd’s ethos the Education for Sustainable Development and Global Citizenship (ESDGC) aims to promote the role the learner can play as a global citizen. To prepare children and young people to cope with the global problems the world is facing. By embedding ESDGC into the curriculum Wales’ learners will have improved knowledge of the skills, values and attitudes needed to be a positive citizen of Wales. “Wales has a rich, cultural and linguistic heritage and an inherent part of ESDGC is the recognition and appreciation of cultural diversity in both a Welsh and Global context.” (Welsh Government, 2012, p.3).

Elevation of the Welsh language is supported by the Welsh Language Charter (Siarter Iaith) and associated programmes such as Cymraeg Campus which support “English-medium secondary schools to provide informal opportunities to use the language and intensive Welsh learning opportunities through the Urdd’s Cymraeg Bob Dydd project.” (Welsh Government, 2019, p.5). The goal of such programmes is to encourage bilingualism amongst learners and

the ability to communicate effectively through the medium of Welsh in the workplace. According to Donaldson, Successful Futures “All our children and young people will be able to communicate effectively in different forms and settings, using both Welsh and English.” (Welsh Government, 2018, p.7). Children require certain skills before they can successfully master two languages. Social skills that allow us to interact with others on a day to day basis known as Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), assisting with successful academic learning, such as reading and writing. (Cummins, 2000). Research suggests “bilingualism is associated with enhanced linguistic, and academic development when both languages are allowed to progress.” (Cummins, 2000).

Guidance is provided for schools by the ‘Qualifications, Curriculum, and Assessment Authority for Wales’ (ACCAC) to develop the ‘Curriculum Cymreig’ to enhance understanding of living and learning in Wales in the twenty-first century and develop a strong sense of belonging and identity. “The Welsh experience, in all its aspects, can provide an invaluable opportunity to extend the educational experience for all pupils in Wales.” (ACCAC, 2003, p.2). The use of the Welsh language needs to be extended beyond primary school age, and young adolescents need to be inspired to continue with their education in Welsh. According to Plaid Cymru’s education spokesman Simon Thomas “Using Welsh as a medium of learning rather than simply learning Welsh as a subject is the best way to develop pupils’ language skills. (Evans, 2014).

The Curriculum Cymreig requires inclusion of five key strands comprising cultural, economic, historical, linguistic and environmental aspects, which are used to teach learners about the unique language and culture of Wales using relevant Welsh language resources. Estyn recognises the importance of this learning, as pupils “value opportunities to explore their sense of Welshness. Such work enables them to contribute to a dynamically evolving culture and to develop an informed view of the forces that are shaping Wales.” (ACCAC, 2003, p.3).

“The foundation phase aims to produce a more developmental, experiential and play based approach to teaching and learning” (OECD, 2017, p.14). Within the Foundation phase, learners are encouraged to develop basic language skills by engaging in play-based activities, using familiar words and phrases. This encourages the learner to engage in dialogue with others and describe what they are doing, thereby achieving the goal of the Siarter Iaith framework by promoting informal use of the Welsh language. In promoting the Welsh language across

schools every child has an opportunity to become bilingual. “Estyn emphasizes the importance of informing pupils and parents of the benefits of bilingualism. These benefits include improving pupils’ performance in other subjects across the curriculum.” (Evans, 2014).

In the 'Foundation Phase' the focus is on the development of oral skills through play, with reading and writing skills developed at a later stage. Examples of activities undertaken include language games and using flash cards to help the children create simple sentences to match the pictures. (See Appendix 1) The activity that I have used very successfully is flash cards featuring cartoon characters such as Peppa Pig and Thomas the Tank Engine, to prompt the child's response to the question 'Pwy wyt ti?' (who are you?). Encouraging the child's thinking skills and confidence to speak in front of others. The cards feature a written response in Welsh "Peppa Pinc ydw i" thereby prompting the child to answer the question 'who are you? By exploring these activities, the learner should enhance their social skills and conversational Welsh.

The second activity (See Appendix 4) I have used is a language game or 'picture pair games' where the learner is instructed to answer a question such as 'Ble wyt ti'n byw?' (where do you live?) by selecting an appropriate card picturing different types of accommodation. The child selects the appropriate picture and provides a corresponding verbal response, such as 'Dwi'n byw mewn ty ar wahan.' (I live in a detached house.) The aim of the game is to obtain a matching pair, and after each selection the child is asked 'Oes par gyda ti' (do you have a pair) to which they reply 'oes neu nag oes' (yes or no). Such language games are effective in reinforcing language patterns and phrases. The games also improve turn-taking, vocabulary and encourages social skills within small groups.

Language games are a keyway in which the objectives set in the Siarter Iaith Framework can be achieved. For example, "one of the key aims within the 2050 Welsh Strategy is to embed positive language use practices supported by formal and informal opportunities to use Welsh socially." (Welsh government, p 3). The importance of learning through the medium of the Welsh is reinforced in the Welsh Curriculum which set out to "understand and celebrate the distinctive quality of living and learning in Wales and to identify their own sense of Welshness." (ACCAC, 2003, p.2). For example, in my learning environment, the pairing game is used in Geography lessons to explore where the child lives, and their sense of community and identity. "Since Geography is about place, it can underpin the holistic approach to a curriculum cymrieg, but other valuable components are the creative and cultural elements." (ACCAC, 2003, p33).

In line with my setting's Welsh language policy whereby children in the Foundation phase experience the areas of learning in both languages but with greater emphasis on English the formal learning in the classroom is supplemented by the learners speaking Welsh with friends in the playground and conversational Welsh between staff and pupils. It is important that the learner is encouraged to use the Welsh language as part of everyday communication and to have the necessary skills, ability and confidence to do so reinforces learning undertaken in the classroom. (Welsh Government, 2019).

Welsh language development outcomes identified by the classroom teacher are used to evaluate the progress made by the child. (See Appendix 3) For example, outcome 1 considers the child's ability to 'repeat familiar words and phrases' whilst outcome 2 assess ability to 'converse simply, sometimes replacing English words with Welsh words when involved in activities.' The development of Welsh literacy and oracy skills across the whole curriculum is of great importance, and learners are encouraged to 'talk about things they have learnt and done' through the medium of Welsh during other subjects explored in the foundation phase. These two activities are teacher led and supported using welsh language flash cards as prompts to guide the pupils.

Such teacher led learning is consistent with Vygotsky theory of the 'Zone of Proximal Development' which identifies "a domain of knowledge in which the learner is as yet incapable of independent functioning, she is guided to draw upon her existing knowledge." (Allford, 2013 p.4). The teacher's role is key in enabling the learner by stimulating their use of the Welsh language and allowing them to become more independent. "The emergence of language has the potential to reshape the young child's cognitive development and lays the basis for the emergence of higher metacognitive processes." (Allford, 2013, p3).

When applying these activities, I felt confident with the learning materials such as the flashcards to assist me in presenting the lesson to the pupils. It is recognised that “a number of learning materials and resources are provided for children to enhance their vocabulary learning.” (Chen & Chan, 2019). Traditional flash cards illustrate basic information such as the word and the associated image which help the child make the connection between the word and picture. Using Flash Cards helped to increase my confidence when delivering these two activities as they aided the social interaction between myself and the group of pupils, helping to develop their understanding of Welsh language vocabulary. As identified by Bruner “children not only learn a language and the forms of interaction and social cognition that language realizes, but also master the basic ‘acts of meaning’ of their own cultural community. (Grazzani & Brockmeier, 2019, p.2).

There are however limitations as to the use of flash cards, for example “the visual clues are only to the meaning of the words, and the pronunciation remains absent. Children may find it hard to associate and integrate the meaning of a word with its pronunciation.” (Chen & Chan, 2019). The child’s understanding of the flash card is limited to their own perception of the image. As a result, their engagement may be limited with the traditional type of flashcard. The use of virtual flashcards would have improved the learning experience, by making the activity fun with the use of short animations or videos. Pronunciation could also be developed by listening to the flashcards in a virtual environment, making the learning process exciting, leading to improved outcomes. “Researchers have claimed that virtual flashcards have a number of advantages over the traditional flashcards, a promising alternative method to learn vocabulary.” (Chen & Chan, 2019, p. 1813).

The language game (Appendix 4) was used with ‘repetitive routine’ to strengthen the learning of the Welsh vocabulary. I found in my experience that the use of repetition worked very well in reinforcing key words and pronunciation. Research suggests “Language games might be viewed as every day ‘forms of life’ and ‘forms of action’ that foster the development of social understanding in group conversations. Bruner demonstrated that language proliferates when children take part in interactive situations most of which are playful.” (Grazzani & Brockmeier, 2019, p.8).

The importance of the social environment whereby the child’s learning is supported by the teacher or a significant peer, is reinforced by the theory of learning developed by both Bruner and Vygotsky. “They emphasise the social character of learning, citing that other people should

help the child to develop their skills.” (Grazzani & Brockmeier, 2019). Both activities used by myself required social interaction between me and the mixed ability group with one significant difference between the two frameworks.

“Vygotsky felt that students learned better through assisted learning, or guided participation through conversations and interactions with people. He believed that problems occurred when teachers left too much for the student to do independently.” (EDU305, 2015). Activity one (see Appendix one) therefore required supported learning throughout, with significant social interaction from myself.

Unlike Vygotsky, Bruner “believed that students learn better if they acquire the information by themselves using active participation, with ‘scaffolded’ interaction and the teacher giving support ‘at the right time’. Students exposed to self-directed learning, while making available the opportunity for ‘at the right time’ support provides a very positive learning environment.”(EDU305, 2015). Activity two therefore required less direct input from me, allowing the children to play freely with occasional direction from myself to ‘scaffold the lesson’.

In conclusion, it is vital for children in Wales to receive a bilingual education to equip them with the language skills to communicate effectively both in the workplace and the home, thereby ensuring the survival of the Welsh Language for future generations. The objectives of the Siarter Iaith Framework extend beyond language attainments to develop a sense of cultural identity and belonging. Activities such as ‘language games’ asking the question ‘pwy wyt ti’ ‘who are you’ and ‘flash cards’ help the child learn key words and phrases that develop both their conversational ability in Welsh and incorporate an understanding of community, identity and geography. A new curriculum for Wales will be implemented by 2021 and build upon the objectives set out by Siarter Iaith to achieve one million Welsh speakers by 2050. Schools across Wales have a significant role to play in achieving this target by ensuring professional development of staff, to provide learners with appropriate education through the medium of Welsh and to encourage promotion of cultural identity and belonging.

Appendices

Appendix 1



Tedi Twt ydw i.



Doli Glwt ydw i.



Fflic ydw i.



Fflac ydw i.



Sali Mali ydw i.



Superman ydw i.



Peppa Pinc ydw i.



**Tomos y Tanc
ydw i.**



Sam Tân ydw i.



Cyw ydw i.

(Gwasanaeth Athrawon Bro Powys, 2018)

Appendix 2

Manylion

Personol

Blwyddyn 1/2

Personal

Details

Year 1/2







Gwasanaeth Athrawon Bro Powys



LITERACY - ORACY ACROSS THE CURRICULUM

Elements	Aspects	Year 1 - Children are able to:	Year 2 - Children are able to:
Developing and presenting information and ideas	Speaking	- express an opinion on familiar subjects - talk about things they have made or done, explaining the process - include some detail and some relevant vocabulary to extend their ideas or accounts - speak audibly, conveying meaning to listeners beyond their friendship group - adopt a role using appropriate language - Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i>	- express opinions, giving reasons and provide appropriate answers to questions - extend their ideas or accounts by sequencing what they say and including relevant detail - speak clearly to a range of audiences - adopt a specific role, using appropriate language in structured situations - Welsh-medium statement: use some mutations that have been practised orally, e.g. <i>fy mag, i dref</i>
	Listening	- listen to others, with growing attention, usually responding appropriately, e.g. <i>carrying out instructions</i> - join in, repeat or memorise a range of rhymes and songs - retell narratives or information that they have heard - show understanding of what they have heard by asking questions to find out more information - Welsh-medium statement: answer questions usually using the correct formats, e.g. <i>Oes?</i>	- listen to others with concentration, understanding the main points and asking for clarification if needed - retell narratives or information that they have heard, sequencing events correctly - show understanding of what they have heard by asking relevant questions to find out specific information - Welsh-medium statement: answer questions by using the correct formats, e.g. <i>Ydy? Ydy/Nac ydy</i>
	Collaboration and discussion	- contribute to conversations and respond to others, taking turns when prompted - take part in activities with others and talk about what they are doing	- contribute to discussion, keeping a focus on the topic and taking turns to speak - share activities and information to complete a task

Cyfarchion / Greetings

Bore da	Good morning
Prynhawn da	Good afternoon
Noswaith dda	Good evening
Nos da	Good night

Manylion Personol

Personal Details

Teimladau / Feelings

Dw i'n hapus	I'm happy
Dw i'n drist	I'm sad
Dw i'n fendigedig	I'm wonderful
Dw i wedi blino	I'm tired
Dw i'n ofnadwy	I'm awful
Dw i'n dost/ sâl	I'm ill
Dw i'n dda	I'm very well
iawn diolch	thank you

Rhifolion / Numerals

un	1
dau/dwy	2
tri/tair	3
pedwar/pedair	4
pump	5
chwech	6
saith	7
wyth	8
naw	9
deg	10
un deg un	11
un deg dau	12
un deg tri	13
un deg pedwar	14
un deg pump	15
un deg chwech	16
un deg saith	17
un deg wyth	18
un deg naw	19
dau ddeg	20

Patrymau Iaith / Language Patterns

Sut wyt ti? / Sut wyt ti'n teimlo?
How are you? / How are you feeling?

Pwy wyt ti? / Beth yw dy enw di?
Who are you? / What's your name?

Ble rwyd ti'n byw?
Where do you live?

Ble mae Sam yn byw?
Where does Sam live?

Beth yw enw dy ysgol di?
What's the name of your school?

Faint yw dy oed di?
How old are you?

Pryd mae dy ben-blwydd di?
When is your birthday?

Dw i'n hapus I'm happy
Dw i'n teimlo'n hapus I feel happy

Sam ydw i
I'm Sam / My name is Sam

Dw i'n byw mewn tŷ ar wahân
I live in a detached house

Dw i'n byw yn Llandrindod
I live in Llandrindod

Mae Sam yn byw yn ...

Ysgol Cefn Coch
Cefn Coch School

Dw i'n saith oed
I'm seven years old

Awst 1 Awst 1
Mae fy mhen-blwydd i ar Awst 1
My birthday is on August 1

Misoedd / Months

Ionawr	January
Chwefror	February
Mawrth	March
Ebrill	April
Mai	May
Mehefin	June
Gorffennaf	July
Awst	August
Medi	September
Hydref	October
Tachwedd	November
Rhagfyr	December

Cartrefi / Homes

tŷ ar wahân	detached house	byngalo	bungalow	fflat	flat
tŷ pâr	semi-detached house	tŷ fferm	farmhouse		
tŷ teras	terraced house	carafan	caravan		

Gweithgareddau Llafar, Darllen ac Ysgrifennu / Oracy, Reading and Writing Activities

Activity 1: Sioe Sleidiau Beth yw dy enw di? / Pwy wyt ti? - Slideshow What's your name? / Who are you?

Objective: To be able to ask and respond to the questions, 'Pwy wyt ti?' and 'Beth yw dy enw di?'

Resources: 1(i) Flash Cards 1(ii) Pwy wyt ti? / Beth yw dy enw di? Slideshow

Suggested use: Use the flash cards or slideshow to introduce the language patterns, 'Beth yw dy enw di?' and 'Pwy wyt ti?' Use the sound buttons on the slide shows so that the children become used to hearing other voices speaking Welsh and allow the children to repeat the phrases either in unison/individually or both. Use the flash cards or slideshow to drill the language patterns, 'Beth yw dy enw di?' and 'Pwy wyt ti?'

Activity 2: Cardiau Fflach / Sioe Sleidiau Teimladau - Feelings Flash Cards / Slideshows

Objective: To be able to ask the question, 'Sut wyt ti?' and also express how they are feeling

Resources: 2(i) Picture Flash Cards 2(ii) PowerPoint

Suggested use: Use the flash cards or slide shows to introduce the feelings vocabulary and the language pattern, 'Sut wyt ti?' Use the sound buttons on the slide shows so that the children become used to hearing other voices speaking Welsh.

Activity 3: Caneuon - Songs

Objective: To reinforce greetings, feelings and relevant language patterns

Resources: 3(i) Bore da Ffrindiau (Fflic a Fflac)
3(ii) Pwy wyt ti? (Fflic a Fflac)
3(iii) Mr Hapus
3(iv) Bore da, sut wyt ti?
3(v) Sut wyt ti? (Parablu)
3(vi) Hwyl Fawr Ffrindiau
3(vii) Hwyl Fawr Ffrindiau (Fflic a Fflac)

Suggested use: Choose songs to sing to consolidate the relevant vocabulary and language patterns. Show the words of the songs to the class so that they can practise their reading skills.

Resources: 4(i) Dice game with instructions

- Suggested use:**



Resources: 5(i) Vocabulary and phrases flashcards 5(ii) Making simple phrases 5(iii) Feelings Pictures



Resources: 6(i) PowerPoint of story 6(ii) Language mats

Read the story, 'Dw i'n hapus pan ...' and discuss. Use the language mat to ask appropriate questions about the story. The pupils could then create a new PowerPoint audio book or an eBook using the phrase, 'Dw i'n hapus pan ...' The children may record/film each other saying their own sentence, e.g. 'Dw i'n hapus pan dw i'n chwarae yn y tywod.'

Gweithgaredd / Activity : _____

15

Appendix 4

Gêm Parau Lluniau - Picture Pairs Game

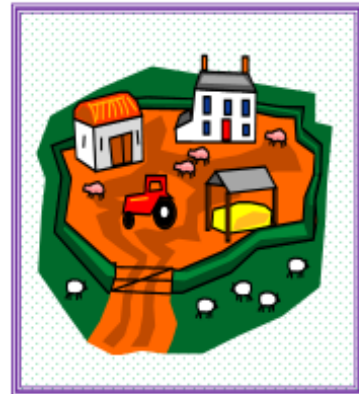
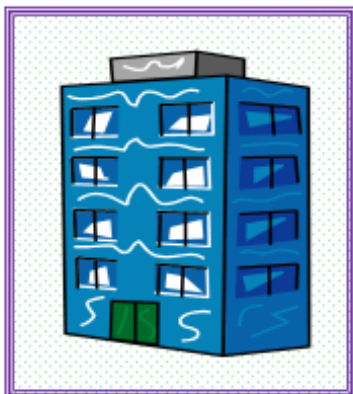
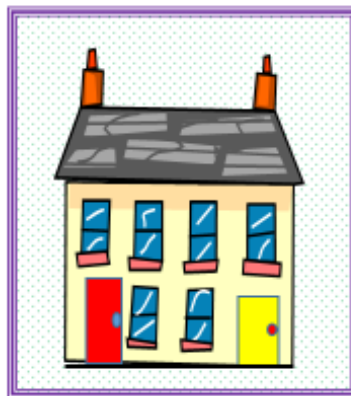
What is needed:

- Print out the picture cards of the different houses, ensuring that you have a matching pair for each picture

(See slide 2 and 3 for the pictures)

How to play the game:

- Place sets of cards face down on the floor
- Child turns over one picture and says the sentence to correspond with the picture, e.g. **Dw i'n byw mewn fflat.**
- The child turns over another card and says the sentence corresponding with the picture, e.g. **Dw i'n byw mewn tŷ teras.**
- The teacher asks if they have a pair. If the child has a pair they keep the pair of cards.
- If they do not have a pair they must turn the cards back over.
- The next child has a turn.





Gêm Parau Lluniau a Phatrymau Iaith - Pictures and Phrases Pair Game

What is needed:

- Set of picture cards (slide 2&3) and a set of phrase cards (slide 5&6). Print the picture cards onto coloured card, e.g. yellow and print the phrase cards onto a different coloured card.

How to play the game:



- Place the 2 sets of different coloured cards face down on the floor
- Child turns over a picture (yellow card) and say the sentence which corresponds with the picture shown, e.g. **Dw i'n byw mewn tŷ teras.**
- The child turns over a vocabulary card (blue card) and reads the vocabulary, e.g. **Dw i'n byw mewn fflat.**
- The teacher asks if they have a pair. If the child has a pair they keep the pair of cards.
- If they do not have a pair they must turn the cards back over





(Gwasanaeth Athrawon Bro Powys, 2018)

Canllawiau / Instructions

- Dewisia cerdyn Sam
- Ble rwyd ti'n byw?
- Dw i'n byw mewn fflat
- Dewisia cerdyn arall Sam
- Ble rwyd ti'n byw?
- Dw i'n byw mewn tŷ teras.
- Oes pêr gyda ti?

Choose a card Sam

Where do you live?

Choose another card Sam

Where do you live?

Do you have a pair?

= oes

= nag oes

Pwy sy' nesaf?

Who's next?

Dy dro di nesaf

Your turn next

Bibliography:

- Allford, D. (2013) Vygotsky, metalanguage and language learning. *The Language Learning Journal*, 41;1, pp.129-133. (Accessed 11th November 2020.) DOI: 10.1080/09571736.2012.710367.
- Grazzani, I. & Brockmeier, J. (2019) Integr Psych Behav, Language Games and Social Cognition: Revisiting Bruner, 53, pp. 602-610. <https://www.doi.org/10.1007/s12124-019-09489-0>
- Chen, R. & Chan, K. (2019) Using Augmented Reality Flashcards to Learn Vocabulary in Early Childhood Education. *Journal of Educational Computing Research*, 57 (7), pp.1812-1831. DOI: 10.1177/0735633119854028.
- Cummins, J. (2000) *Language, Power and Pedagogy: Bilingual Children in the Cross-fire*. Clevedon, United Kingdom: Multilingual Matters.
- Donaldson, G. (2018) *Successful Futures: a summary of Professor Graham Donaldson's report*. Available at <https://gov.wales/sites/default/files/publications/2018-03/successful-futures-a-summary-of-professor-graham-donaldsons-report.pdf>. (Accessed 10th November 2020).
- Welsh Government (2012) *Education for Sustainable Development and Global Citizenship: A common understanding for schools.pdf*. Available at <https://www.hwb.gov.wales/storage/eaf467-30fe-45c9-93ef—cb30f31f1c90>. (Accessed October 30th 2020).
- Qualifications, Curriculum and Assessment Authority for Wales (2003). *Developing the Curriculum Cymreig*. Available at: <https://www.wasacre.org.uk/publications/wag/E-developingthecurriculumcymreig.pdf>. (Accessed October 29th 2020).
- Welsh Government (2019) *Siarter Iaith framework: Initial guidance for schools*. Available at <https://hwb.gov.wales/storage/3b73bf7c-640d-4c34-855d-9586b0b30c80/siarter-iaith-framework.pdf>.
- Evans, G. (2014) Available at <https://www.walesonline.co.uk/news/wales-news/benefits-welsh-language>. (Accessed
- Gwasanaeth Athrawon Bro Powys, (2018).

