

ECAD6006C

A SELF REFLECTION OF
A TAUGH WELSH
LESSON.

Caroline Pound (1602422)

STUDENT FEEDBACK FORM

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	20	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

The lesson:

The lesson (Appendix 1) was based on the children's current theme of work 'gwyliau' and consisted of two activities differentiated two ways over the period of an hour.

Please note that I was unable to record this lesson due to school policy and the learners involved. This meant that I was also prohibited from taking pictures of the children's work to use in the appendix of this essay. The university have been made aware of the situation and Catherine Morgan observed my lesson on the 14th May 2019 as a result of these restrictions.

The rational.

Sweet and Jespersen as cited in Baker, (1993) both emphasise that spoken language is essential for the acquisition of a second language, furthermore the Welsh Assembly Government (WAG), requires that children 'contribute purposefully to group discussion to achieve agreed outcomes' (WAG, 2015). Therefore, as an introduction, the whole class completed a flash card game, modelling language by reading aloud their flash cards and asking their peers to translate the word, sentence, statement or question into English before using 'I say you say' techniques to practise pronunciation.

This approach also fulfilled several other requirements from the Key Stage 2 Welsh program of study, such as 'responding to others with questions and comments which focuses on reasons, implications and next steps' and 'express opinions clearly about topics and written texts including supporting reasons and confidently recognise and understand the characteristics of a range of different texts' (WAG, 2015). However, overall this method helped to encourage a positive sociolinguistic environment within the classroom (Estyn, 2013) with the children setting high but achievable expectations for themselves and their peers. Furthermore, by using a variety of differentiated language on the flash cards, I was able to ensure that all members of the class could take an active role in the learning (Donaldson, 2015), whilst extending the vocabulary of the more able and talented pupils through the implementation of verbal prompts, probing questions and sentence extenders such as 'achos,' 'pam' and 'ond ddim yn hoffi.'

The main body of the lesson consisted of the children completing two activities, differentiated two ways. Activity one involved the children writing a post card home to tell a loved one who they went on holiday with, what they did whilst they were on holiday and what they saw and/or ate whilst they were there. The children used knowledge gained through the introduction to complete the postcards, Vygotski, (1978) believes that scaffolding learning in this manner solidifies new language patterns thus, producing a higher level of understanding and better quality of work. The more competent children had a blank postcard whilst the other children had to fill in the blanks. Vygotski's theory was evident with one of the more able children choosing to write a letter, rather than a postcard, which contained significant detail about a recent trip to Dubai. (NB: due to restrictions outside of my control, I am unable to include this piece of work in the appendix. However, Catherine Morgan observed my lesson and spoke to the child in question.)

Activity two was a verbal activity, the children worked in pairs and had to turn over cards placed face down on the desk. The cards contained place names, questions and key words which were mutated depending on whether they were past, present or future tense (WAG, 2015). The children then had to discuss the card in Welsh or answer the question using the correct language patterns. Whilst I feel that this was a purposeful activity, with a clear outcome and structure, I did notice limitations with this exercise due to the restraining nature of language development when confined to a context specific matter (Baker, 2011).

Both activities involved the basic skills of listening, speaking, writing and reading. According to Baker (2011) these four basic abilities can be refined into sub-scales and dimensions, thus enabling me to develop the children's abilities within a specific focus. Therefore, I chose to focus on the children's pronunciation, extent of vocabulary and their ability to convey exact meaning of a given sentence or statement.

Sub-division of the skills also enabled me to ascertain a true understanding of the children's Welsh capabilities. Some of the children were strong readers but struggled to comprehend the spoken word, others were able to write coherently due to having time to process the question and generate an answer but struggled to comprehend and subsequently answer a question delivered orally. Using continuous Assessment

For Learning (AFL) within these sub-divisions, enabled me to adjust the lesson to meet the children's needs as the lesson and the learning progressed. Thus, meeting Donaldson (2015); WAG (2015) and Estyn (2013) recommendation of an individualised approach to learning for each child whilst promoting Welsh development in a manner that holds meaning for the individual.

The conclusion for this lesson consisted of the children coming back together as a whole class and explaining what they had learned using the 'What a Good One Looks Like' (WAGOL) method. I indicated that the lesson was coming to an end using the WAGOL music on the laptop. This is a common method used within this school and enables the children to decide if they wish to take part in the conclusion. (Donaldson, 2015) believes that providing the children with choice in their learning allows them to become empowered learners hence, encouraging them to become active participants in their own learning journey (Donaldson, 2015).

Two of the children were particularly interested in showing their work and discussing their methods, they had worked as a pair to complete the postcards, comparing their language patterns, deciphering and decoding new words together and considering how they could create interest for the reader whilst being constrained by the structure of the postcards. Retrospectively, I should have encouraged them to work from the blank postcards after they had filled in the gaps on the structured ones. However, whilst this may have allowed for a greater understanding of the language being used and possibly encouraged the children to be more creative. I feel that it may have hindered their ability and their want to discuss their work during the WAGOL. Therefore, if I was presented with this situation again in future lessons, I would not extend the children's work by encouraging them to try the less scaffolded task however, urge them to discuss, in depth, how they could improve on their piece of work and what they particularly liked or did not like about it.

According to Estyn: (2018); Donaldson, (2015); WAG, (2015) and WAG, (2015) Welsh should be embedded throughout a child's education. However, many schools fail to integrate the language into the wider curriculum (Donaldson, 2015).

Unfortunately, this is evident within my placement school with Welsh being taught on a single subject basis by a specialist teacher once a week during the class teachers Planning, Preparation and Assessment (PPA) time. The specialist teacher does not

provide the class teacher with feedback from the children's progress; this meant that I was unaware of the children's Welsh ability which had a negative effect on my ability to plan, assess and deliver a structured lesson to a high standard. If I had an awareness of the children's attainment, I would have structured the lesson differently by reducing the overall pace with particular focus on the introduction. I feel this would have allowed for more absorption of the language through natural discussion of each question, thus providing the children with an organic, child led, socialistic environment in which to make meaning of the language being used (Vygotski, 1978).

One aspect of the lesson I particularly liked, was the involvement of the children throughout. The lesson was designed to create vibrant conversation however, I had underestimated how much the children would enjoy writing the post cards. WAG, (2015) states that children should 'explore language through sustained role play' this was evident when the children were filling in the postcards. They were observed conversing in Welsh, discussing what they had done on their imaginary holidays, then comparing and contrasting the use of their Welsh, structure of sentences and paragraphs to convey meaning. Upon reflection, I wish I had asked the children to work in pairs in order to enhance and encourage this form of discussion further and from an earlier point in the lesson.

One element of the lesson that I felt I could improve on, was my use of Welsh when answering the children's impromptu questions. Whilst I had planned for many questions relating to the content of the lesson, a few of the more able children asked some non-content related questions which I could answer however, not to the extent I would have liked too. Therefore, when teaching Welsh in the future, I will ensure that my knowledge of sentence extenders and vocabulary beyond the content of the subject matter is well defined.

(Gibbs, 2010) Believes that spending time with each child and allowing them to relish in their achievements or discuss their concerns enhances learning and helps to generate a positive teacher pupil relationship. Therefore, during the lesson I tried to circulate the classroom and talk to each child. I believe that this aspect of my pedagogy worked well, each child appeared to be engrossed in the learning and able to approach myself if needed. It also enabled me to celebrate even the smallest of achievements and address misconceptions at the time thus, developing a better

understanding and a growth mindset (Dweck, 2014). Therefore, I would continue to incorporate this method throughout my teaching not just whilst teaching Welsh.

In conclusion, the lesson was productive, the children were able to clearly understand the learning outcome and what was expected of them in terms of levels (Appendix 1). I feel that my pedagogy was effective, and the activities provided enough support for the less able children to complete the task whilst still providing a challenge for the more able children. However, I feel that my low level of Welsh hindered the progression of a few children and that in order to improve I will need to continue to develop my spoken Welsh and the speed at which I respond to questions. I will also need to be more adaptable when the children led the learning on to a different topic or area.

When processing what I am going to say or practising questions, answers or the structure of a lesson on my own or with my peers, I am able to coherently form relevant phrases, answers and hold basic conversations on practiced topics. However, when conversing with the children I suffer from a lack of confidence with the Welsh language. This is because I am aware of the significance of subject knowledge (Gibbs, 2010), therefore worry that I am going to teach the children incorrectly. However, I feel that if I was able to gain the confidence to further extend my delivery, allowing the children to teach me whilst I teach them. I feel that my use of Welsh, both incidental and instructional will increase and improve. To gain this confidence, I will set myself clear and realistic targets, research and practise lesson context with a more knowledgeable other (Vygotski, 1978) and observe how others teach and use Welsh.

Reference list.

Baker, C. (1993). *Foundation of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters.

Baker, C. (2011) *Foundations of Bilingual Education and Bilingualism*, 5th Edition. Clevedon: Multilingual Matters.

Donaldson, G. (2015) *Successful Futures*. [online] Available at: <http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/wcee/successful-futures.pdf> (Accessed 11th March 2019)

Dweck, C. (2014) *The Power of Yet*. Available at: https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve (Accessed 9th January 2019)

Estyn (2013) *Welsh Development: Foundation Phase*. Available at: <https://www.estyn.gov.wales/sites/default/files/documents/Welsh%20Language%20Development%20in%20the%20Foundation%20Phase%20-%20January%202013.pdf> (Accessed 12th March 2019)

Estyn (2018) *Welsh in Key Stage 2 and Key Stage 3 in Welsh-medium or bilingual schools*. Cardiff: Crown

Gibbs, R. (2010) *Becoming an Outstanding Primary School Teacher*. Essex: Pearson Education Limited.

Welsh Assembly Government (2015) *Programme of study for Welsh; Key stage 2-4*. Available at: <https://s3-eu-west-1.amazonaws.com/hwb-live-storage/79/7b/b0/80/ba4a40f4a89c473e4f8bdd14/welsh-programme-of-study.pdf> Accessed 12 March 2019)

Vygotski, L. (1978) *Mind in society, the Development of Higher Physiological processes*. London: Harvard University Press.

Appendix one

Subject: Welsh		Date: 14th May 2019	Year: 5/6	
LO / I can / PoS	Activity	Resources	AfL / AoL	Key language (incl. Welsh)
FOCUS I can show an increasing awareness of progression by developing my talk purposefully (L5) I can listen carefully and respond by asking questions and making comments that are responsive to the contributions of others (L4) I can listen carefully to others, respond appropriately and begin asking appropriate questions (L3) LO: To use varied vocabulary when discussing holidays	Purpose: For the children to draw upon previous and new knowledge to complete given tasks Introduction: Introduce the new topic 'Gwyliau' run through the flash cards modelling the language. (I say, you say) Activity one: Postcodes Group one: Lower ability. And lower middle ability Children will fill in gaps on their post cards using vocabulary sheets provided Higher middle and upper ability Children will fill in their post cards using the sentence starters and vocabulary sheets provided in their books. They are expected to add detail such as what they saw and what they liked to do. Example is provided should they need it Activity two: Oracy and reading based flashcards Lower and lower middle groups will work in pairs to read from the flash cards. I say you say method. The flash cards contain names of the countries covered in the introduction plus two new ones and some additional information Upper middle and upper groups will work in pairs to read from the flash cards which include countries, places visited and other information	Flash cards WAGGOLS Vocabulary sheets	Improving quality of questions Peer and Self-Assessment Learner to learner dialogue Talk partners Questions for possible misconceptions	See work sheets