

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:	Lloyd Evans	Student ID number:	1800904
Programme:	BA (Education)		
Module:	Yr Iaith ar Daith 1		
Module code:	ECAD4002C (Part 2)	Contribution to Overall Module Assessment (%):	60%
Lecturer:	Natalie Griffiths	Internal Verifier:	Natalie Griffiths
Assignment Title:	Reading a story to children with a rationale and reflection	Word count (or equivalent):	1,800 words (equivalent)
Submission deadline:	8th May 2019 at 23:59	Return date of provisional marks & written feedback:	6th June 2019 at 17:00
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Youtube video: https://youtu.be/ml6p71K7Vys Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Yr Iaith Ar Daith (ECAD2002C)

Reading a story to children with a rationale and reflection

Part 1

During my time on PTE I was tasked with reading a Welsh story book to a group of children. I decided to read the story to a Reception class which consisted of 4 and 5 year olds. The book chosen was ‘Teddy Twt yn Siopa’. I felt that the story was best suited to the ability of the class also they had practised the language patterns used in the story, prior to this activity. The language pattern used in the story is ‘Ga i’ building on previous knowledge which they had already gained. Throughout the activity I looked to work on my Personal Training Target which was “Use a range of behaviour management strategies to gain the attention of the children” (Education Wales, 2009) as discussed with the class teacher. The Learning Objective for the lesson was for “children to be able to use the language pattern ‘Ga i’ when asking for objects used in the book” and to assess if the lesson had been successful and effective to chosen success criteria was that children are able to use the pattern correctly. Furthermore, when planning the lesson I aimed to target the curriculum coverage for the Foundation phase. The task allowed the children to “be involved in spontaneous and active learning activities, including dialogue and role-playing activities”. In addition, the activity looked to target the YCC throughout.

Part 2

Link to Youtube video:

<https://youtu.be/ml6p71K7Vys>

Part 3

Overall, there was a feeling of enjoyment as a result of having the chance to read the book to the whole class and there was a perceived success from the teacher. The children enjoyed and were engaged throughout which contributed to the success of the activity. The children had read the book before and had practise using the language pattern ‘Ga i’ previously. This meant that the majority of children in the class were able to join in when the book was read and during the activity undertaken after reading the book. In addition, the activity used following the book worked effectively. The chosen activity meant that the children continued to use ‘Ga i’ which in turn reinforced the language pattern which improved the pronunciation of the children’s Welsh. Furthermore, the delivery of the book was sound as a result of the teacher’s further understanding of Welsh, which meant that the pronunciation of words was correct and a result the children gained a greater understanding of how to correctly pronounce some of the challenging words. This relates to Vygotsky’s Zone of Proximal Development (ZPD). Vygotsky describes the ZPD as the "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance” (Vygotsky, 1978, p. 86). The activity was based around the theory of the “more knowledgeable other” (Vygotsky, 1978). It refers to an individual who possesses a higher understanding compared to the learner, in relation to a certain task or activity. Therefore, the fact that the teacher had further knowledge of the Welsh language meant that the activity worked more efficiently and the teacher was able to cope with the language used in the story. It was a short story and

subsequently flowed well and the children were engaged throughout the story as a result of higher quality of delivery.

After reflecting on the lesson there have been positive and disappointing elements identified which will be used to alter future planning. A positive element identified was that the quality of reading and the flow of the story was mainly of a high standard throughout. This meant that the children were engaged and they could understand what they were being read. Furthermore, certain Welsh words were repeated and translated such as the objects from the shop to ensure that all the children understood the key terms used in the story. Schaffner (1998) claims that “translation and related exercises could be beneficial to foreign language learning”. This belief refers to the importance of translating what has been said into English so children can draw on previous knowledge when using that specific language pattern in the future. Furthermore, I feel that the use of the Interactive whiteboard was a positive element. They have been declared as a “valuable teaching tool offering innumerable opportunities for increasing student engagement and learning” (Campbell & Kent, 2010). As a result, all of the children were able to effectively see each page of the book, each section of writing and the pictures included ensuring that they were all engaged from start to finish. Furthermore, to coincide with the Personal Training Target a variety of behaviour management strategies, such as counting back from three, using the behaviour chart in the classroom and the use of Welsh commands and vocabulary to gain attention, to control behaviour during the lesson. Conversely, a disappointing element identified was that during the activity not every child had the chance to pass the objects around the circle. However, this element did not present a problem regarding the children. Also, at the end of the lesson I tried to ensure that the children who did not get the chance, they participated in the concluding activity. Therefore, the majority of the children in the class participated in the activity.

To ensure effective teaching in the future I feel that there are elements used during this lesson that could be kept the same in later Welsh lessons. One element I will look to keep the same is the use of visual aids in the form of the objects mentioned in the book. I feel that this worked well as it gave the children a form of visual representation to help them to remember. Also, I would look to reinforce a language pattern that they have learnt previously, which in turn acts as a form of scaffolding. “Scaffolding refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring” (Bruner, 1978, p. 19). Repetition is paramount when learning a new language especially at such a young age. Therefore, this falls under the theory of scaffolding as it is reinforcing what the children already know, implementing the language pattern in their Long term memory and through the use of visual aids, such as the objects from the story this will only improve their knowledge. Furthermore, another aspect I will look to keep the same is the inclusion of creative development through the use of singing during the activity following the story. Welsh Government (2015) state that “activities in the Foundation Phase should enable children to make progress in their ability to- sing a range of songs with others”. I attempted to implement strands of the framework during the activity to ensure that the children receive the optimum learning experience. However, I feel that the cause of the most disappointing element was the fact that the lesson was being filmed. The fact that the lesson was being filmed did not affect me, however, I feel I was pre-occupied due to the fact that I was unable to call the children by name which may have hindered the activity.

If I were to undertake a similar Welsh activity in the future I would take some precautions to limit the disappointing element identified as a result of reflecting on the lesson. If I were to be filmed again I would try to keep a focus on the task and the children from start to finish. In addition, I would guarantee that every child has a chance to be involved during the lesson either through the use of questions etc. Paul and Elder (2000) state that “Thinking is not driven by answers but by questions.” This suggests that the use of more questions will ensure that all of the children are engaged and it establishes further thinking skills.

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Furthermore, for future practice I will ensure the extended use of Welsh in the classroom. This in turn links with the new curriculum in Wales. Donaldson (2015) states that “Each of these Areas of Learning and Experience should include, a Welsh dimension and an international perspective in line with the recommendations of the independent review of the Cwricwlwm Cymreig”. As the curriculum is changing there will be an increased emphasis on the use of Welsh in the classroom and on the use of the Cwricwlwm Cymraeg to ensure that the children of contemporary society obtain a high level of Welsh. This in turn relates to the Welsh Government’s (2018) target of “the number of Welsh speakers to reach 1 million by 2050”. I feel that through the implementation of more Welsh lessons in schools, there is a greater chance of reaching the goal and subsequently ensuring the sustainability of the Welsh language.

References

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