

Course : Inclusive Education

Module: Celebrating language and culture
belonging in Wales

SJIE5004



CYMRU



WALES



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WALES



This portfolio will evaluate the factor for the Welsh language, culture, historical and geographical features and how education is catering these into activities to engage children and young people into a fun method of learning and understanding of the Welsh language and Wales' culture. To evaluate the education system an activity is monitored and critically evaluated to find the benefits and negatives of the following learning activity. The activity is given to children between the ages 3-6 year old in a rural, primary school in the south Wales area. Schools across Wales are building upon their use and understanding of the Welsh language. The Welsh assembly government (2003,p.6) reports that 'Wales have never been a homogenous society' with our language usage being spread throughout Wales. The image of Wales have been stereotyped with the country only being about the castles and landscapes leading to a 'false impression of modern Wales'. This view is leading the Welsh language into a stereotype which wants society to be realised from the shadow of the English language and to improve the usage of the Welsh language starting with the improvement of the Welsh language in schools. The reason for this is so that the Welsh culture and heritage can be kept and remembered. School A's aim is to increase the positive outlook on learning the Welsh language. School A highlights the importance to build students confidence from a young age. The activity in practice is designed to increase the learning of the Welsh language in line with the National curriculum 2022 with children between the ages of 3-6. The national curriculum (2022,p31) encourages schools about 'the value and benefits of language education' and want children to know that 'language connects us' and that these 'skills can be applied across all learning', these are why the activities in school A's foundation phases are rich in the learning of the Welsh language. This also links with the Donaldson's successful futures report that states schools should use 'Welsh primarily as a means of communications, practically oral communications and understanding' (Donaldson, 2015, P.115) School A continues with the constant use of the Welsh language and culture with their use of the Wal Cymraeg (See Appendix 1), This wall is in every classroom and is catered to the year groups as a way to help children and young people to learn how to spell a Welsh word and is then used for their work, it is also used to showcase names of the colours, day of the week name and also can be used to put up photos of any Welsh work the children have done or photos of a Welsh activity that has been done.. Curriculum Cymraeg (2003, P.4) believes that

'Pupils should be given opportunities where appropriate to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales'. (Curriculum Cymraeg, Welsh assembly government)

Schools in Wales, like school A, have been developing the Welsh learning so that pupils can develop their skill which will provide them with more opportunities in the future. School A have been achieving this by teaching children and young people since the ages of 3 the culture of Wales through the eisteddfods, Saint David's day, IRTH, programs from S4C, cooking Welsh cakes or cawl and through these they will develop their use of the Welsh language. The activity school A does with the age group of 3-6 years is all about developing their use of the Welsh language through, television shows, books, games and written work. These all link in with developing their oracy, handwriting and understanding of the Welsh language. These practical tasks will help the children and young people gain more confidence and will improve their wellbeing too. The Well-being of Future Generations Wales Act (2015) 'aims to improve the social, economic and cultural wellbeing of Wales', the act wants Wales to become 'vibrant in culture and thriving in the Welsh language' (Welsh government, 2015), School in Wales are currently and will continue to achieve this status by first and foremost teaching the next generation about Wales culture and language. This needs to be achieved due to the low number of Welsh speakers today. As reported by the Welsh government stated that the 'year ending 31 December 2019 the Annual Population Survey reported that 28.4% of people aged three and over were able to speak Welsh.', this number is extremely low given the population of Wales.

This number is shocking as it is '1.6 percentage points lower than the same quarter in the previous year ending 31 Dec 2018'(Welsh government ,2020). School and governments have seen these statistics and have taken action to increase these numbers of Welsh speaker ,which is why schools are now taking better approach's with teaching pupil the Welsh language, culture and history. School A Bilingualism policy (2020) aims for pupils to be ' motivate pupils to use Welsh spontaneously in all aspects of school life' and want to 'provide appropriate activities for pupils to make progress in their knowledge, understanding and skills in Welsh', The activity being evaluated from school A will show how the activity is engaging and innervated for children to be focused and positive about learning Welsh.

(See Appendix 2) School A's activity is helping foundation phase children learn all about clothing names and which clothes to wear for which weather. To begin this activity the children watch a television program called 'fflic a fflac', In this program the 2 characters talk continually in welsh about what clothes they should wear outside as it is raining. The Television show is very engaging for the children as the bright colours will help stimulate their brain and the catchy songs will engage the pupils with oracy learning. Dewey (2009) wrote that the links between language development and television, she explains that 'Television is merely a medium for transmitting information', this statement is true that society can learn numerous of skills from watching television but, as Dewey explains, it can disconnect the children from having real conversations with other children or adults. School A's connection with the television show 'fflic a fflac,' is to allow the children time to listen to the welsh language and then afterwards repeat the phrases used. The use of technology can help children to learn but it can also have a negative result, a report on technology states that it can lead to 'social isolation' due to 'lack of human communications in their lives' and that the lack of human contact can lead to 'mental health issues such as heightened stress, anxiety, and negative thought', while very true statement this activity allows only 15-20 minutes of television time before then beginning the rest of the activity connected to the show via human communication and contact. It would not be beneficial to any child or young person to learn for a large amount of time on technology due to lack of feedback, human communication, lack of motivation and discipline's when continually being taught through technology. School in Wales understands the importance of technology being used is important but also understands that focusing on building skill face to face with children is even more important for their well-being and personal development to be in high priority (Tamm, 2019)

Once the episode has finished a book is provided to run alongside the episode about clothing, this is then read to the children by the class teacher, where the options are there to use the 'fflic a fflac' puppets, and this book talks and reminds the children what they have just watched and it also allows the children to connect with the teacher's use of phrasing the Welsh language (See appendix 3). Children learn better when there is human modelling being used and a continuously reinforcement for the language being used. Using reflective practice has uses of Dewey's theory in education, his theory in practice was to allow the 'teachers to observe and ask questions to find out with the children already knew', this will then allow the teachers to practice and place activities of what the children need to learn (Pound, 2006, P21) School A reflects this practice theory as they allow the children to work in pairs to ask each other questions that they have learnt in the television show and story book, the staff will observe this and allow each pair to speak privately or record the children having this conversation, this will allow the teacher to observe each child's progress and knowledge of the welsh language. If a child has flag up as they are struggling with the welsh language then they will be put into a boost group where they will play a game of welsh bongo (See Appendix 4). This game will allow the children to have visual knowledge of the item they are saying, and with the help of teachers will allow them to learn the speech alongside with the visual images, also it allows the children to have fun while learning a different language. This activity is good due to the use of bright colours and stimulating activity of physical active learning. This is very useful for children with a low ability of any subject as it is engaging and fun for their minds. By using a picture-based system of communication will 'help children because visual symbols or pictures are closely related to the action or object', this is why games such as bingo help lower ability children to learn languages (Tassoni, Bulman, Beith, 2004, P.399) Once the children understand the basic skills of the clothing name in the Welsh language they will continue with an activity in their book on their handwriting and literacy skills of the Welsh language. This is a good example of an activity that will work with children's cognitive development, it allows the children to develop their cognitive skills, as

Piaget states that children's 'preoperational stage' is where they learn to 'explore the environment and develop their thinking skills from their experiences', This is why the activities before such as the television show, reading books, partner communication and games are so important before beginning the written work as it allow the children to gain knowledge thought experiences to allow them to start writing in the Welsh language (Allen and Gorden, 2011, p.45) . (See Appendix 5) This written activity allows the children to write about themselves. They will write down the swlsh questions they have been learning about like their name, where they live, how are they feeling and what do they like ?. These questions will allow the children to think about themselves which will 'develop their identities' and they will start to think about their wellbeing as this will help them' to develop their concepts of different roles in their lives'. This is now linking with their culture and geographical statue in Wales as the questions as them where they live in Wales and they will start to think about the culture on their likes and dislikes (Burnham and Baker, 2010, p.153) . Learning a new language can be difficult especially if you have additional learning needs then written work cannot be done then watching shows and playing games is a good way to involve children with additional learning needs to learn another language. The Foundation phase framework (2015. P.36) concludes that 'Children's Welsh language skills should be progressively developed' this will allow children and young people to be 'encouraged to communicate their needs in welsh' The skills children learn in school should be done in an enjoyable and practical way to stimuli their brains into learning. School A achieves this as learning with bright colours and visual imagery will allow children with or without additional learning need to be engaged with learning the Welsh language. While doing this handwriting session the children develop useful skill such as finger grip, pencil control, phonic and handwriting development which will help them in all areas of learning. While in this writing activity the children will learn how the Welsh word look like and how to spell them from using the word mats provided (See Appendix 6). These word mats help children using visual pictures to go along side the words they need to spell. These mats are places around the classroom in English and Welsh to help children and encourage them to use Welsh more and it will also give them the option to use either English or Welsh language. This is inline with the Rights of a child article 12 'Respect for children's views, Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously', so by allowing children to have a choice in language's this will give them respect and opinions to choice freely (UNICEF, 2016)

Learning Welsh for majority of the children in school A is classed as a second language and in '2007, the Welsh government published its Welsh-medium education strategy, aimed at improving the teaching and learning of the language throughout the country' (Theschoolrun, 2020). In school A their Welsh policy (2020) States , in link with the Equality act 2010 that their aims are :

'to help the children understand the Welsh language and to use it to express themselves. To enrich the personalities of our children and to support them in contributing to Wales and its cultures. Also o develop an appreciation of the Welsh language and an understanding of its place and purpose in the World today. And Finally to work with other schools to share and develop good practice in order to improve this policy'. (School A, 2020)

They are achieving these aims by allowing activities to be full with different strategies for learning development such as Literacy , digital skills, communication skills and handwriting skill all being improved in the medium of the Welsh language. By allowing children and young people, in school A , to develop these skill they will be more able for future tasks. These tasks also link into Vygotsky's theory due to the importance of communication and how practical tasks will help with their speech as well as eyes and hand developments and how young learner can 'reflect better on their own thinking and behaviour' and School A is achieving this with their use in learning the Welsh language (Withers,2020). School A can engage and encourage children to speak Welsh around the school by providing a reward for the children called the Seren Cymraeg certificate (See appendix 7) This certificate is given to a child in each class every week for their use of using Welsh around the school or in their work, This method is very effective as it give the children and young people chance to show their abilities for the Welsh language and will allow them to work towards a goal. Another way to praise the children and young people usage of the Welsh language is by given them a Welsh dojo point if they have used a Welsh phrase or done a piece of Welsh handwriting, This will then allow the children to see the benefits of using Welsh as it increase their dojo points system and then this will allow them to receive a prize at the end of the week like a lucky dip prize or a sticker for gaining the most points. These appraisal methods link with the use of Skinners positive reinforcement theory , this ' Positive reinforcement strengthens a behaviour by providing a consequence an individual finding rewards'. This is why School A's Welsh rewards are helpful to children when learning Welsh. (McLeod, 2018) By reinforcing the language , repeating and rewarding the pupils they will find that learning a new language a positive and fun experience.

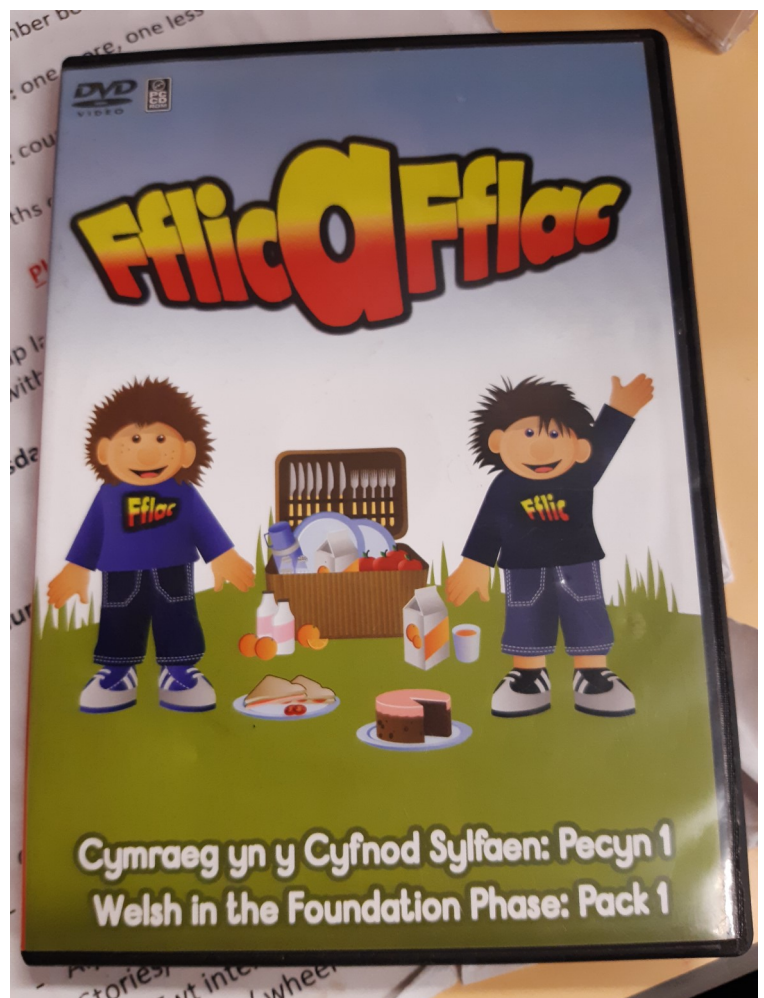
In conclusion the activity in school A starts with technology, leading into a literacy session, a communications session with a partner ,into a gaming activity and then into a written activity. These activities may be lots of different activities but interlock as one unit of Welsh learning. School A provides a wide range of skill for children to develop from literacy and handwriting development to communication and technology development. Learning Welsh should be a fun and positive experience for children. When learning the Welsh language or about Wales children need to understand that they will learn about the culture, society, language, historical and geographical aims of Wales throughout their time in school. The activity that was evaluated in school A does have links to the language, social , geographical and cultural nature of Wales but could input more involvement about the historical links to Wales as well, this can be achieved by viewing the clothes worn during Welsh festival, or about the celts history. The activity shown engages children across the foundation phase section due to the fun, colourful and engaging method use such as the television, puppets and story books. It also allows children to develop their cognitive skills and literacy skills through communication, handwriting and gaming skills. In Wales , as society, we should be proud for the Welsh language and by having the continual support and development in school, future generations can continue the Welsh culture for many year .

Appendices

Appendix 1 :



Appendix 2:



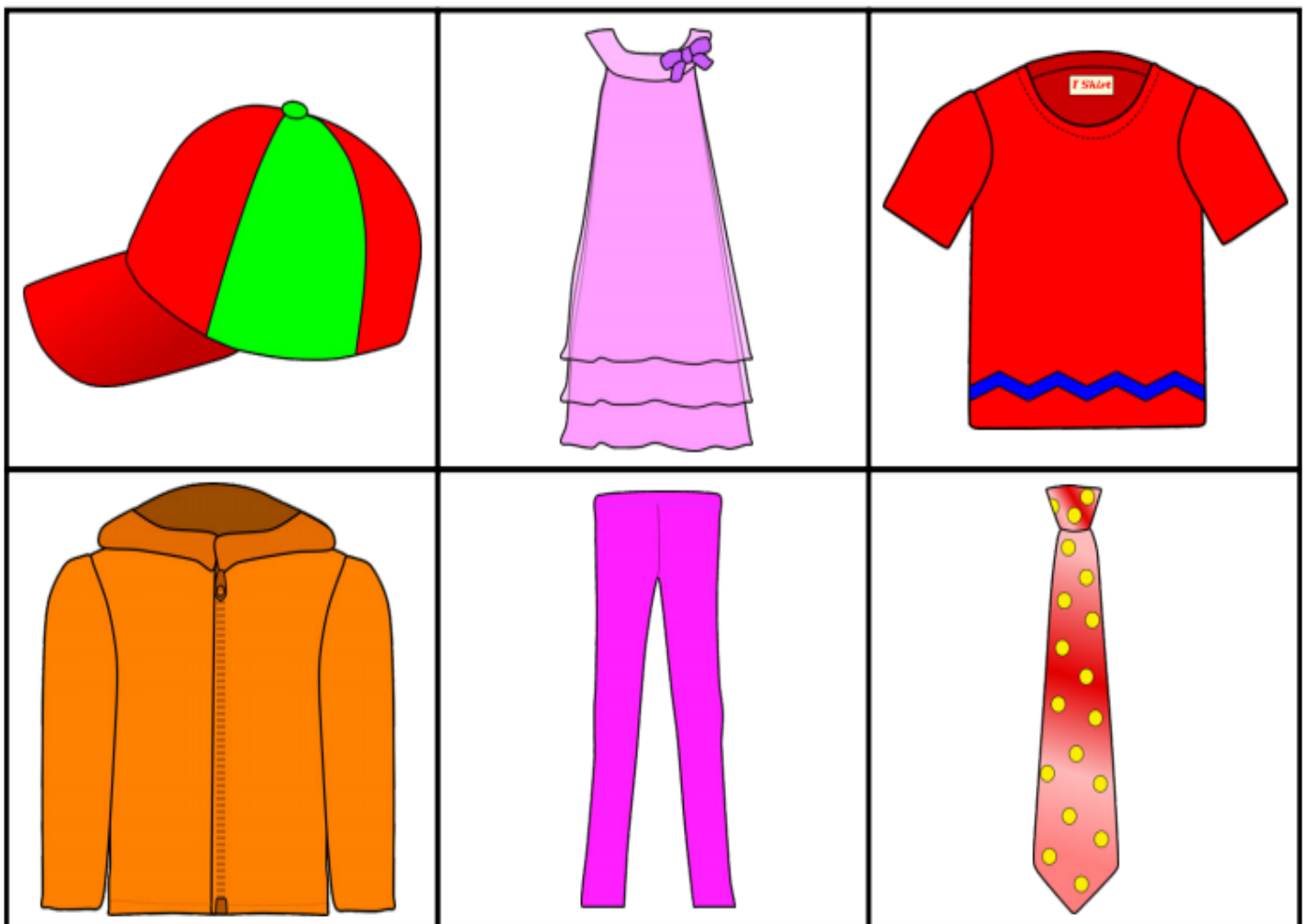
Appendix 3:



Bingo Dillad

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dillad isaf	blows	crys

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Dydd Iau Hydref 1

LO: To talk and write about myself in Welsh.

Dyma fi.



Draw a picture of yourself and think about the Welsh questions we are learning. Introduce yourself, tell me how you are feeling, where you live and what you like.

 I can draw a picture of myself.

 I can think of information myself.

 I can use familiar Welsh words and phrases.

Dydd Iau Hydref 1

LO: To talk and write about myself in Welsh.

Dyma fi.



Draw a picture of yourself and think about the Welsh questions we are learning. Introduce yourself, tell me how you are feeling, where you live and what you like.

 I can draw a picture of myself.

 I can think of information myself.

 I can use familiar Welsh words and phrases.

Name

dw i'n bwrdd

Dw i'n bwrdd bwrdd.

Dw i'n bwrdd bwrdd.

Place name.

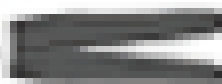
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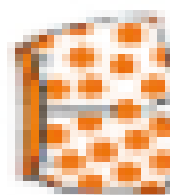
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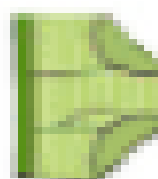
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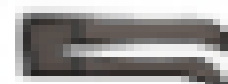
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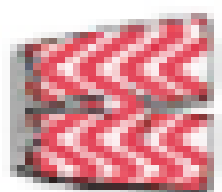
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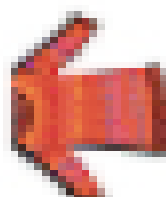
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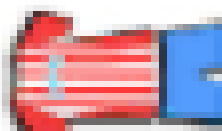
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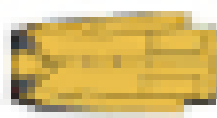
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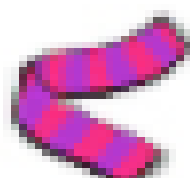
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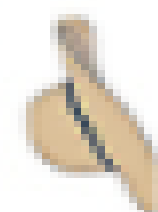
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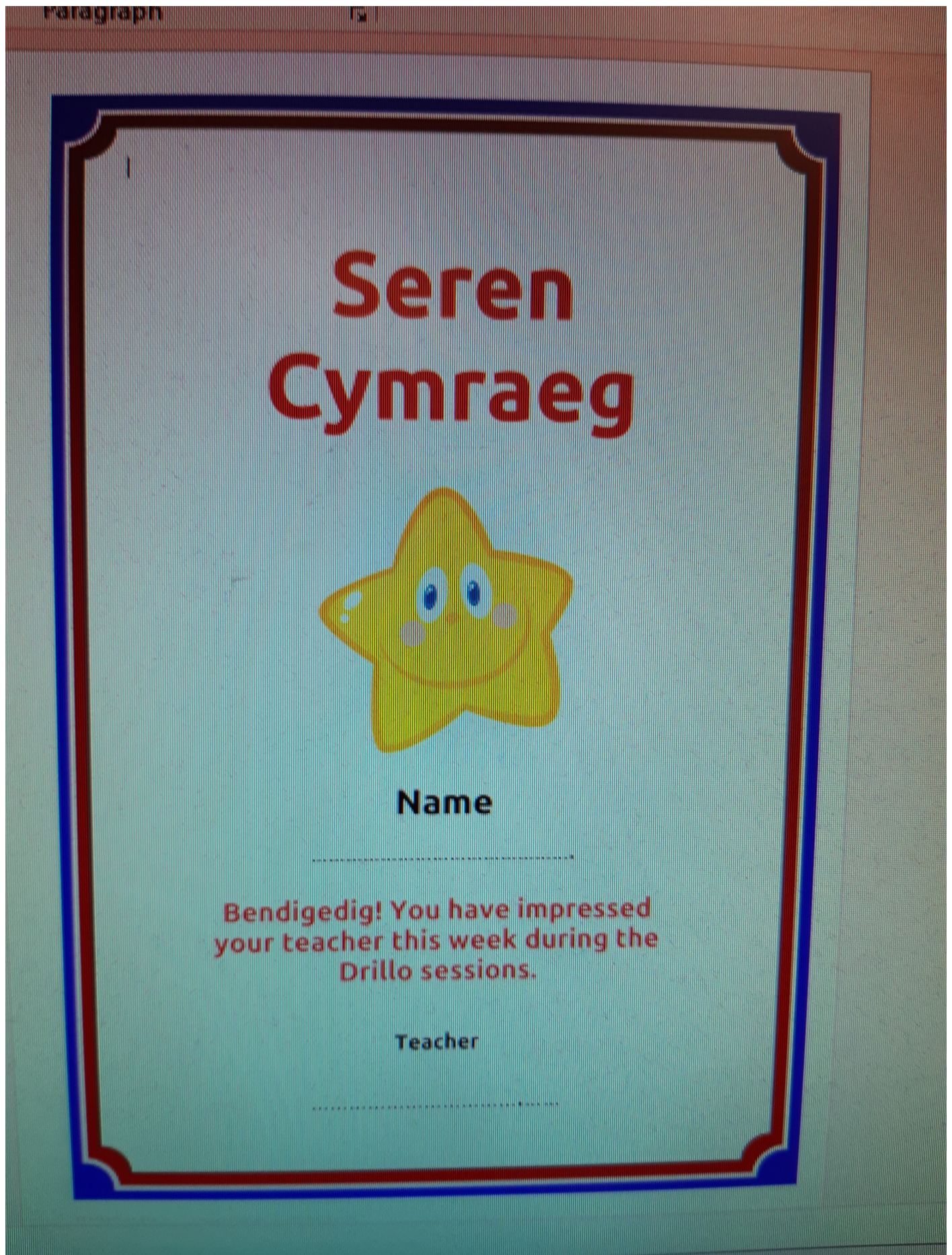
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