

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Bethan Petty	Student ID number:	1601574
Programme:	BA(Ed) QTS		
Module:	Yr Iaith ar Daith 3		
Module code:	ECAD6006C	Contribution to Overall Module Assessment (%):	60%
Lecturers:	Natalie Griffiths / Diane Thomas	Internal Verifier:	
Assignment Title:	Present a series of portfolio tasks and professional reflection on the progress made in the development of personal language for speaking, reading and writing.	Word count (or equivalent):	Equivalent – 60%
Submission deadline:	31 st May, 2019; 23.59	Return date of provisional marks & written feedback:	1 st July, 2019
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.) Alternative submission method (if applicable): 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 Tri- Portfolio

Fi a Fy Ffrindiau

Tasg Un- Context

The author is currently based in a Year Three class in a medium sized school in the South Wales valleys. For differentiation purposes, the children are split into three ability groups. The school catchment area could be described as monolingual as none of the pupils come from homes where Welsh is the first language (Estyn, 2017). Baker (2011) suggests that people from monolingual areas may have very little opportunity to develop their bilingual skills. However, the school does endeavour to promote incidental Welsh and the development of Welsh Second Language. The school's environment could be described as one that fosters additive bilingualism. Whereby the environment is conducive to the development of the first language as well as the development of the second language and results in fostering awareness of both (IGI Global, unknown date). As part of their professional teaching experience, the author became provided with the responsibility of planning and delivering Welsh Second Language lessons. The author introduced the topic 'Fi a Fy Ffrindiau' by examining the school's mid-term planning and then referring to a scheme of work on the CSCJES website. The author examined the Year Three Scheme of Work (Central South Consortium, unknown date) and based the sessions upon Cam Un of 'Fi a Fy Ffrindiau' (Appendix One). Throughout the lessons, the author endeavoured to cover an aspect from each strand of the curriculum guidance which are reading, writing and oracy (Welsh Government, 2015).

Despite being in Year Three, the children could be described as emerging bilinguals as not a great deal of time was devoted to the development of Welsh Second Language, therefore, language awareness was limited (Baker, 2011). The author collaborated with the class teacher to gain a better understanding of what Welsh Second Language topics that children had already covered. Also, the author examined the children's Welsh workbooks, reflected upon what prior knowledge could be utilised and decided how to choose suitable activities for the children. It was suggested to the author that before progressing onto new vocabulary it could be beneficial for the class to be reminded of some prior knowledge. During the spring term, the class explored the cross-curricular topic 'Bones, Blood and Gory Bits'. Therefore, the author suggested that it could be appropriate to begin to understand how to discuss ailments in Welsh as part of their mid term planning. Hereby, there would be a need to begin reintroducing parts of the body in Welsh. Furthermore, the class teacher suggested that the children needed to recap on the Welsh words for various emotions before

progressing onto ailments. Hence, throughout this portfolio the author shall evidence how they effectively interlinked the two ideas across a series of three lessons (Appendix Two).

Tasg Dau- Link to Video

Please follow the link to witness the author introducing lessons based upon emotions and parts of the body to the Year Three children. The lessons shall be elaborated upon further on throughout this portfolio. Unfortunately due to data protection, the author was not permitted to film the children completing the activities.

<https://youtu.be/h4vYrm682Ys>

Tasg Tri- Discussion and Reflection

During the introductory lesson, the author begun with the children sat on the carpet. Whilst on the carpet, the author demonstrated a powerpoint on the interactive whiteboard based upon emotions in Welsh. The powerpoint included various emojis and a corresponding sentence (Appendix Three). Most of the children had basic understanding of some of the terminology. However, it appeared beneficial to reinforce terminology as some of the children had forgotten particular words. All of the children responded enthusiastically to the powerpoint. During several opportunities the author paused to check children's understanding of the terminology, asking them to repeat the emotion back. After the introduction concluded, the children begun their main activities on a carousel based rotation for approximately fifteen minutes each. The activities shall be described throughout the next few paragraphs.

According to the Welsh Government (2016), learners should be allowed to engage in activities that focus on words and their meanings. After referring to their assisted reflective conclusions and past teaching and learning experiences, the author concluded that the children engage well with Kahoot quizzes. Therefore, the author utilised a Kahoot designed to reinforce correct understanding of Welsh vocabulary. Games can be essential to children's language learning as they involve emotions and result in the language becoming more vividly experienced (Betteridge, Buckby and Wright, 2006). The objective of the interactive game was for children to select the corresponding word to the matching emoji. The emojis utilised were exactly the same as the ones incorporated into the introductory powerpoint. The author purposely used this concept to create a familiar understanding.

Each child individually played along with the quiz on an iPad. All of the children engaged very positively and enthusiastically with the activity. Also, the Kahoot activity proved positive in terms of monitoring and assessment. After the quiz is completed, the practitioner can review the children's progression and witness what answers children were answering correctly or incorrectly. The author observed that majority of the children had selected most of their answers correctly but struggled to select some negative emotions. To remedy this, during Helpwr Heddiw time everyday the author would reinforce understanding of emotions to further embed understanding. The author done this by creating a dice which when rolled asked children to say how they were feeling. But in order to challenge the children, if they responded with a positive emotion, they had to add a negative emotion to extend the sentence, or vice versa. Also, the author would check for clarification on some of the answers provided, often asking for the emotion to be translated to English to address any misconceptions.

Piaget (1926, cited in Gauvain, 2001) suggested that peer interaction is integral to a child's development. Another activity involved a flash card game, where the objective was for children to match a corresponding word with the correct emoji (Appendix Four). Again, the same emojis were used on the resources to create a continuity of understanding. The activity was carried out with support from an additional adult whose focus was to ensure children were matching the correct answers to avoid misconceptions forming. This activity was completed by the children using a communicative method through a game that required partner work, therefore, children were also developing their collaborative skills. The class teacher commented how the children all engaged well with the activity and how vital the lesson had been to embedding better understanding of the relevant terminology.

Donaldson (2015) suggests that practitioner should aim to develop ambitious and capable learners who can communicate effectively in different forms and settings, using both Welsh and English. The focus group involved children reading a script based upon a conversation between a doctor and a patient in pairs with differentiated levels of support. With every group, the author read through the script modelling how it should be read. This method of collaborative dialogue was arguably beneficial for the pupils to help them gain confidence when speaking Welsh. The lower ability group read individually with the author to check for their accuracy and pronunciation. The author took the role of one character while the child read the other character and majority of the children were able to keep in role (Welsh Government, 2016). Then, the middle ability group read in pairs

with the author's support. The middle ability group were able to begin to show accuracy in their talk, and use some good expression (Welsh Government, 2016). Lastly, the higher ability group read in pairs. The higher ability group demonstrated use of excellent intonation, and begun to show accuracy in their talk (Welsh Government, 2016). Majority of the children understood the script and the context of the conversation within the script. However, a lot of pupils did ask for clarity with one sentence, possibly demonstrating that the sentence challenged their deeper understanding of the Welsh language. Baker (2011) highlighted that speaking is a productive skill, whereas listening is a receptive skill. Hereby, the children were developing both skills when undertaking this activity.

Estyn (2018) suggested that most pupils in English-medium primary schools have positive attitudes towards learning Welsh Second Language. Upon reflection, children were all extremely enthusiastic whilst engaging with the activities throughout the initial lesson. Feedback from the additional adults in the room concluded that the children seemed highly engaged particularly with the interactive quiz element. The author feared that the children would witness the quiz as just an opportunity to play a game however, upon reflection it became evident that the children understood and foresaw the purpose of the activity. Further, it became suggested by one member of staff that some practitioners sometimes struggle to engage this particular class during Welsh Second Language lessons, so the teacher has noted examples of the activities for future planning.

During the second lesson, the author progressed onto introducing and recapping parts of the body in Welsh. As aforementioned, the children's new cross-curricular topic is 'Bones, Blood and Gory Bits' and therefore the author introduced parts of the body in order for children to understand how to discuss ailments in Welsh. To introduce the lesson, the children witnessed a powerpoint which included slides with the Welsh words for parts of the body (Appendix Five). Once again, the children all engaged enthusiastically throughout the introduction. Some of the children struggled to recall some parts of the body and it was evident that some of the terminology was not familiar to them. As a result of this, during daily *Helpwr Heddiw* time, the practitioner played a Welsh parts of the body game with pupils to reinforce terminology. The game is completed in a 'bang, bang' manner whereby two pupils stand out at the front of the class and then the author points to a body part and the children have to recall the correct terminology for said body part. The child to recall the terminology correctly the fastest, wins. All of the children become really enthusiastic and engrossed

in this game and ask to play it regularly. The author finds the game very beneficial in terms of engagement and building upon knowledge.

When developing Welsh Second Language, pupils could use visual clues such as illustrations, diagrams or charts to enhance understanding (Welsh Government, 2015). As a written task, children completed a worksheet created by the author (Appendix Six). The worksheet required pupils to label parts of an illustrated body in Welsh. The lower and middle ability groups were provided with a word bank (Appendix Seven) to help support them completing the activity. The higher ability children were challenged and had to use a dictionary to find the appropriate words. However, some of the middle ability children had completed the task very quickly. Hence, in hindsight, some of the middle ability children could have been challenged with finding the appropriate words in a dictionary instead. Throughout the task, the author only provided support when necessary and in order to help children move through to their Zone of Proximal Development (Vygotsky, 1978, cited in McLeod, 2019).

To harmonise the two ideas of emotions and parts of the body, the final activity was to create a piece of work that involved the children drawing an image and writing a corresponding extended sentence (Appendix Eight). The objective behind this piece of work was to demonstrate that pupils had successfully gained understanding of how to extend their sentences in Welsh using vocabulary gained throughout the sessions. Scaffolding is arguably an important feature of effective teaching, whereby the practitioner adjusts the level of support in response to the learner's level of understanding (Coppie & Bredekamp, 2009). All groups had part of the sentence modelled on the whiteboard in order to help aid their correct understanding of spelling and grammar. However, the top and middle groups had to decide upon body parts and emotions, and their relevant spellings, to complete the sentence. Whereas, the bottom group dictated on mini whiteboards what emotions and parts of the body they wished to refer to in their piece of work and the author aided them and provided them with relevant spellings. This did not challenge some of the more capable children enough, hereby, in future, the author decided to not offer as much modelling or support to witness what the children could personally achieve.

Donaldson (2015) highlighted that there is a commitment to the Welsh language and bilingualism in the current education system. To conclude, during their final professional teaching experience, the author endeavoured to promote the topic of 'Fi a Fy Ffrindiau' in a fun and engaging manner in

order to develop their pupils' Welsh language skills. Moreover, the lessons delivered were very much influenced by reactivating pupils' prior knowledge and engaging pupils' enthusiasm for their new topic. One aspect of acquiring language fluency is that pupils can link language use to context. Hereby, the author decided it would be beneficial to make the language appropriate and relevant to children's learning. Throughout their final professional teaching experience, the author gained better understanding of how vital interactive and collaborative activities are during language learning, hereby the author has noted the importance to inform future professional practice.

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Appendix

Appendix One

1 [Blwyddyn 3 - Fi a Fy Ffrindiau]

Swyddogion y Gymraeg mewn Addysg / Welsh in Education Officers

Blwyddyn 3 - Suggested Theme - Fi a Fy Ffrindiau**Year 3 - Me and my friends**

Skills	Language Patterns	Suggested Activities	Suggested Resources
View & listen carefully[01] Respond by asking questions and offering comments[02] Reinforce Welsh syntax by the accurate use of vocab, phrases, questions, sentence patterns[05] Use the characteristics of chosen forms [W1] Use and link a variety of phrases, questions and sentences accurately, reinforcing	Cam 1 Beth sy'n bed? Mae <u>pen tost</u> gyda fi. Does dim <u>coes dost</u> gyda fi. Oes <u>bola</u> gyda ti? Oes / Nag oes Sut wyt ti'n teimlo? Dw i'n <u>drist</u> achos mae <u>chust dost</u> gyda fi. Dw i'n <u>drist</u> achos mae <u>chust dost</u> gyda fi ac mae <u>bola tost</u> gyda fi. Dw i'n <u>gfnodwy</u> achos mae <u>boys tost</u> gyda fi and does dim <u>pen tost</u> gyda fi nawr.	• Revise and drill previous language patterns. • Introduce and drill new language patterns. • Play games to consolidate all language patterns, eg Simon says (Mae Seimon yn dweud) and Poison. • Revise song - 'Pen, ysgwyddau, coesau, traed'. • Activities to increase and consolidate independent language skills, eg create and record class song by substituting some words in the song with new vocabulary. • Writing activities to increase and consolidate independent writing skills, eg pupils begin to write linked sentences using flashcards of feelings and various ailments as a stimulus / rewrite above song. • Reading skills to increase and consolidate independent writing skills, eg pupils to read loop card game to encourage independent use of language patterns.	iPads / cameras Dictionaries Song booklet Book list Language games booklet Helpwr Heddiw cards

Available at: <https://www.cscjes-cronfa.co.uk/playlists/view/a239b056-19fd-4918-8d0f-1f0b119f0460/en#page1> [Accessed on: 4th May 2019]

Appendix Two

Key Stage 2 Mid-Term Plan/Unit of Work (optional until final PTE)

Name of Trainee	Bethan Petty	Period/term	Summer Term
Theme/ subject(s)	Welsh Second Language- Fi a Fy Ffrindiau	Class	Year Three



IA

Cwetiynau Allweddol
 -What is happy/sad/tired in Welsh? -How would you say in Welsh?
 -Beth ydy.....?
 -Can we begin to extend our sentences in Welsh?

Session	Learning objectives (linked to curriculum/LNF)	Progression (outline of activities, skill development)	Assessment of/for learning
1	-Build on our awareness of various words for emotions in Welsh.	Carousel of activities; -Kahoot activity -flash card activity -role play/script reading -Learners are able to develop their ability to use a range of natural Welsh syntax structures and vocabulary (including terminology) when speaking.	-Think, Pair, Share -Thumbs Up, Thumbs Down -RAG Rating
2	-Introduce and recap parts of the body.	-Differentiated worksheets. -Learners are able to use vocabulary related to the topic to subject context	-RAG Rating
3	-Extend sentences in Welsh.	-Workbooks and wordbanks. -Learners are able to use the standard form of the verb as relevant to the context.	-Think, Pair, Share -RAG Rating

Key notes on other significant factors (e.g. resources, out-of-class learning, split year groups)
 -Resources: Powerpoints, Kahoot game, flash cards, worksheets, word banks, dictionaries.

Appendix Three

Sut wyt ti?



Dw i'n hapus.



Dw i'n drist.



Dw i wedi blino.



Dw i'n fendigedig.



Dw i'n ofnadwy.



Dw i'n grac.



Appendix Four

hapus



wedi blino



ofnadwy



crac



trist



wedi synnu

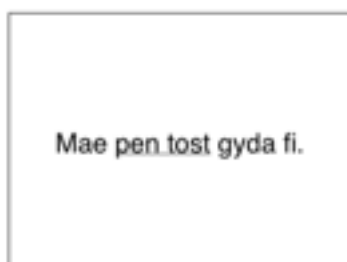
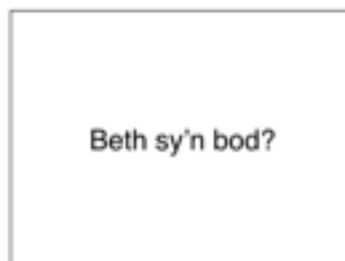
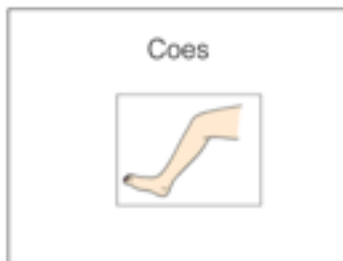
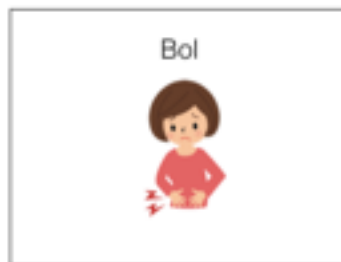
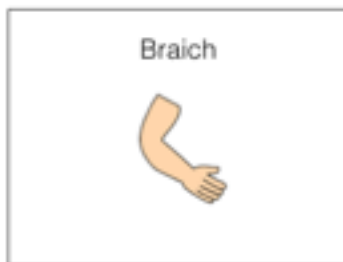
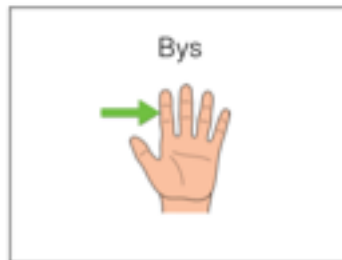
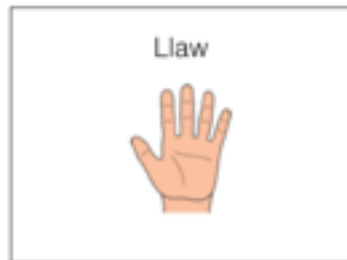
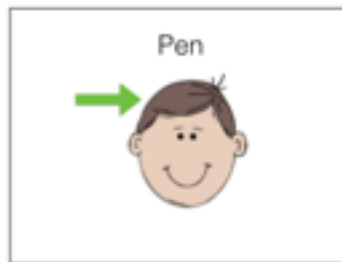


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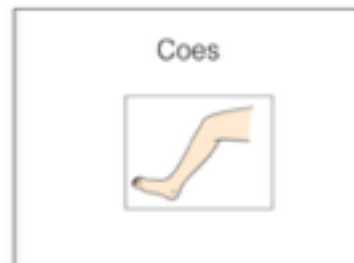
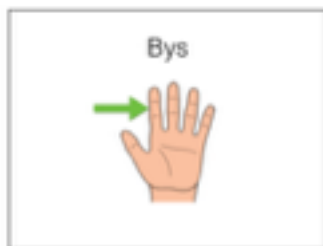
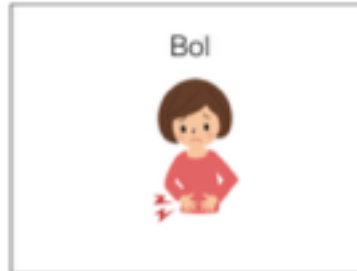
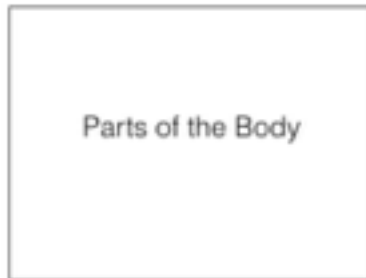
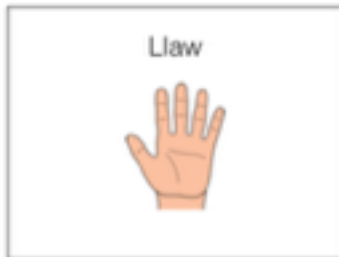
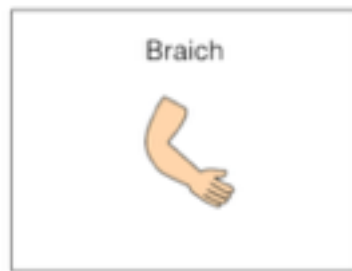
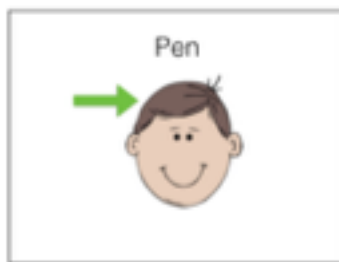


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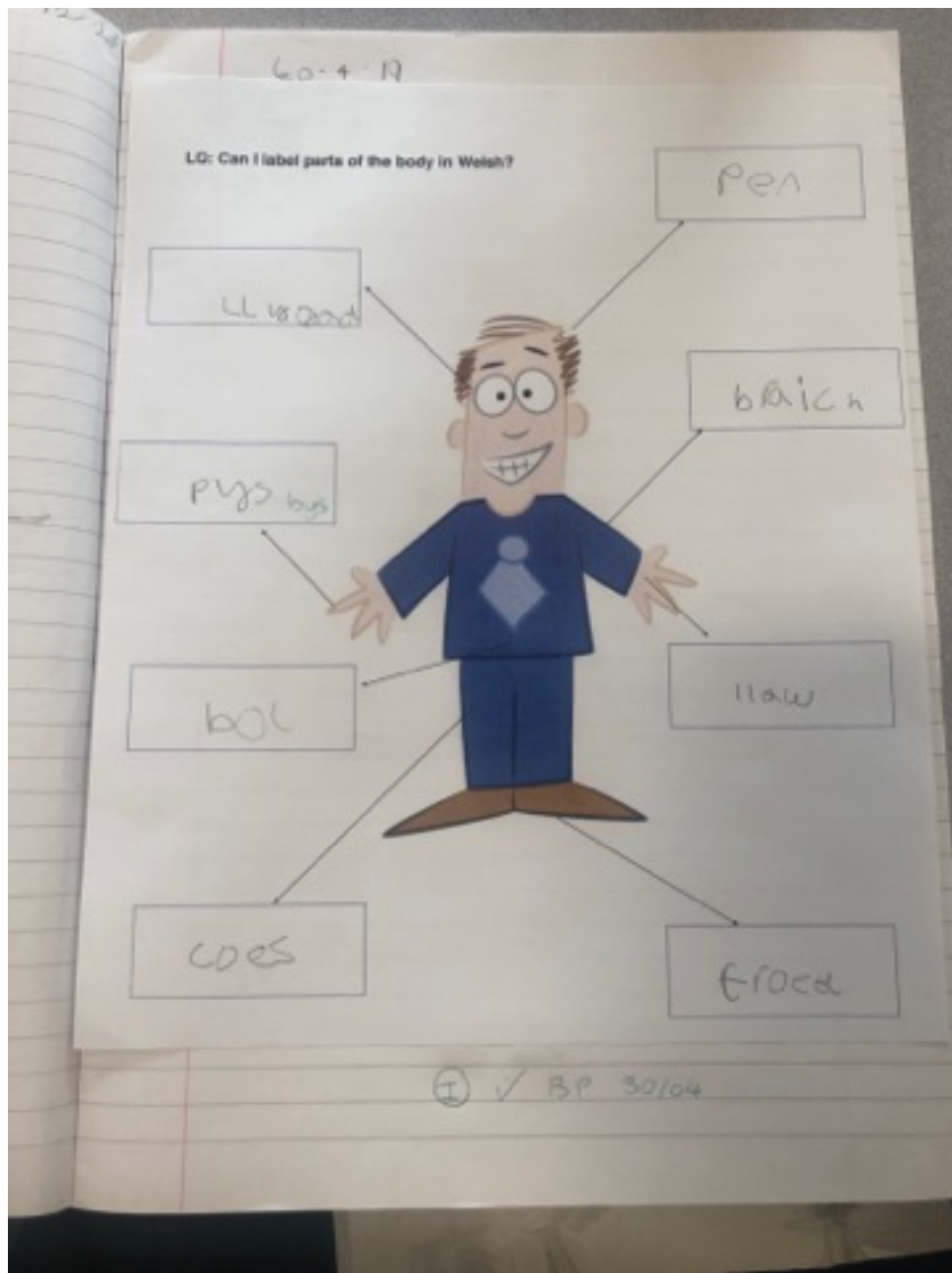
Appendix Five



Appendix Six



Appendix Seven



Appendix Eight

