

Please note the video reviewed in this piece of work was not submit last year, but the year before. This was due to the fact that last year I only partook in a PTE experience as a resit and had previously completed all the necessary course work the year prior in the academic year 2017-2018 and that, for that reason, I will be reflecting on a different pieces of work to most other students. Therefore, within the audio there is no link to teaching within a classroom. However, links will be made between personal language development and how this may affect the learning of pupils within a classroom I am leading. This paragraph has been added by the request of Catherine Morgan to notify the marker as to ensure the date the video was submitted will not cause any issue to the marking of this piece of work.

ECAD6006 Yr Iaith ar Daith 3

Task 1

You will need to submit a written piece of reflection based on the filmed/audio activity submitted last year in 'Yr Iaith ar Daith 2'. This reflection should demonstrate the way in which you have developed your linguistic skills since last year and/or ways in which you would like to develop further in future, with specific reference to steps taken to improve personal oral skills in order to use it within a classroom situation

Within this essay I will reflect on a piece of audio submitted as part of Yr Iaith ar Daith 2. Within the reflecting I will demonstrate the way I have developed my Linguistic skills since the academic year of 2017-2018, with reference to how I would like to develop these skills further. This will include reference to steps taken to improving oral skills in order to use within a classroom situation. I will self-evaluate my level against the Welsh Language Competency Framework in order to locate areas of strength and areas to improve on.

Firstly, in addition to using the Welsh Language Competency Framework I will also take an in-depth look at three aspects of Language and what they show about my previous work. Those components being phonology, morphology and syntax. Although more components of language can be found I have determined these three aspects of language sufficient for evaluating and reflecting on my work. These components will be considered as the research below suggests they are important in early childhood bilingualism

Firstly, phonology the definition of which in the oxford dictionary means “the branch of linguistics that deals with systems of sound” simply put the study of sounds. Dahmer 2010 believes phonological awareness to be a key for language development across all ages including children under the age of three when most pupils begin schools Furthermore Dahmer points out the connection between early phonological awareness and future academic achievements. Therefore, instruction and phonology must be taught correctly Jackendoff and Pinker (2009) further add to this be adding that young children have the predisposition to interpret the noises made by others as meaningful signals. Thus, suggests that from an early age fluency and accuracy are very important to the development of language. For this reason, while reflecting and assessing my own level of language development I will take note phonological sounds I make and determine their fluency as one piece of criteria to be assessed.

Secondly, Morphology the definition of which is “the study of the forms of words” essentially the creation of words from phonological sounds. The pairing and ordering of sounds to create words and tenses are very important without which words can easily be misunderstood Booji (2012) in his book *The Grammar of Words, An Introduction to Linguistic Morphology* highlights the issues that arise when comparing English Morphology with the Morphology of alternate languages such as Dutch and German. Thus, highlighting the importance of using the proper sounds with the Welsh alphabet which beginners could easily confuse through the sounds such as ph and ff which make nearly identical sounds but are spelled differently. Furthermore Balaguer, D’íaz, Rodríguez-Fornells, Sebastián-Gallé’s (2005) highlight the potential for increased difficulty in learning as the Welsh language has four periphrastic tenses in Colloquial Welsh whereas English has only three. However, there is research by Clahsen, Gross, Munte, Penke, Weyerts, Zander (1997) to suggest that the larger the difference between the morphology in the two targeted languages increases potential for proficient in both their languages.

Finally, syntax by definition its means “the arrangement of words and phrases to create well-formed sentences in a language.” Martohardjono, Otheguy, Gabriele, Goeas-Malone, Szupica-Pyrzanowski, Troseth, Rivero and Schutzman, (2005) believe that syntax is a significant component in processing children with poor reading skills gain more information through syntax rather than phonology. This would suggest that for learners being subjected to the proper syntax is more important than phonology. Furthermore Golston (2009) would back this suggestion claiming that phonology has been inferior to syntax since ancient Greek times.

Before using the Welsh Language Competency Framework to assess myself I will evaluate the framework to decide whether it is a suitable framework to use. The Framework has four sections including listening, oral, reading and writing. Each section has six level descriptors ranging from no skill to a proficiency in the welsh language. This would suggest that at level six the user is fully bilingual or a Welsh first language speaker. Furthermore, this framework can then be used to grade a person’s Welsh language development from absolute zero to fully bilingual. This would be supported by the works of Fausey and Marian (2006) who found that “learning also involves acquiring or attaining a level of mastery and automaticity in processing or using this learned information and, communicating the knowledge and skills one has developed to other people.” This would suggest that for the learning process to be complete a level of mastery or proficiency must be acquired. However, Hakuta, Kenji, Garcia, Eugene E (1989) would the definition of bilingualism have been defined predominantly in linguistic dimensions despite the fact that bilingualism is correlated with a number of non-linguistic social parameters. This would suggest that the framework is incomplete. As it does not

However, I will use the framework to identify whether in the years since the audio was uploaded if I have improved. Through listening to the audio, I believe the best fit for my Language development at that time was at best a level three or foundation level. This would mean that I was able to a simple conversation using a range of simple sentences within everyday themes including the use of different verb tenses. However, in the audio I do use the wrong tense while describing my favourite drink. Using with word yfais meaning I drank, rather than the work correct word yfed. Despite this mistake I would still for a best fit level myself at a foundation level of level three.

Furthermore, the use of extended sentences throughout the audio would suggest a basic level of the Welsh. In addition, the sentences spoken are structured well using a number of different sentence starters. This shows some knowledge of syntax within the language. Furthermore, the use of emotion when describing likes and dislikes encourages my belief that I was comfortable in what I was saying this indicates a further level of understanding of the text. However, when considering the morphology within a pronunciation context. I am unsure whether best practice is shown here, while learners who have a basic knowledge of the subject should be able to decipher the words spoken and reproduce said words. Although learners with little to no knowledge of the words spoken but do have some phonological awareness of the language may not be able to write the words as the pronunciation of some words may appear muddled. Upon further reflection this may be partly due to the accent I speak in. This theory would be supported by Grosjean (2010) who believed that accents can cause confusion for others. Although he does lead on to say that “Having an accent is not an indicator of how well one has mastered a Language” Pg. 80 he leads on to explain how studies have shown that after the age of twelve it is difficult for learners to gain an accent in any language or dialect. This would suggest that my lack of accent may be negatively affecting my teaching performance as I am unable to create/ match the necessary accent to pronounce some words and sounds within the Welsh language. Ellis (2012) believed Schumann’s (1986) Acculturation Model would suggest that accent is believed give the vital role of ethnic identity in second language acquisition and will affect learners approach towards learning. Tamimi Sa'd and Modirghameneh (2015) discovered that in order to better their learning 81.3% of learners will attempt to use the targeted language accent in an attempt to accelerate their learning, rather than using their first language accent. Thus, my inability/ lack of a Welsh accent may cause learners to struggle as they learn.

To conclude through research and reflecting on my previous work a number of key areas for improvement can be seen that will directly benefit both my personal development of the Welsh language but also improve the learning within my classroom. Firstly, I must make sure that when teaching the correct tense is used as this is an area for improvement. To further develop this area for improvement I have attended multiple Welsh lectures and attend a biweekly Welsh lesson. Furthermore, I have multiple Welsh lessons on PTE last year prior to the submission of the audio file reviewed.

Secondly, I now take extra care when planning that I am familiar with the pronunciation any words they will be used throughout the lesson this includes sentence patterns and key vocabulary. To further develop this, I would like to take an intensive Welsh course which I believe would allow me to both develop my language and writing skills further but also to improve my phonology and morphology within the language and work further on the pronunciation of words this would be as a direct result of the research of Tamimi Sa'd and Modirghameneh (2015) and Ellis (2012)

Finally, throughout my second PTE2 experience which was experienced last year I was challenged to improve both my use of the Welsh language during lesson but the use of Welsh by the pupils in my class also. The use of incidental Welsh and drillio slots throughout the day encouraged me to use Welsh more regularly. Making changes to simple daily tasks such as greeting pupils and marking pupils work. This was imperative to both follow the schools marking policy and to meet my targets for Welsh use. As a result, I met that challenge and lead multiple activities in Welsh only. However, I still took the time and care to both practice the words and phrases.

References

Balaguer, D'íaz, Rodríguez-Fornells, Sebastián-Gallé's (2005) *Morphological processing in early bilinguals: An ERP study of regular and irregular verb processing* [Online] Available at <https://www.sciencedirect.com/science/article/pii/S0926641005001692> (Accessed 09/05/2020)

Booji (2012) *The Grammar of Words: An Introduction to Linguistic Morphology* [Online] Available at https://books.google.co.uk/books?hl=en&lr=&id=aC6DI2nv-iAC&oi=fnd&pg=PP2&dq=the+importance+of+linguistic+morphology&ots=KbSs6Q7a8f&sig=ywbs2uDpZVIQ3V-2pabhvwL6Sr8&redir_esc=y#v=onepage&q=the%20importance%20of%20linguistic%20morphology&f=false (Accessed 29/04/2020)

Clahsen, Gross, Munte, Penke, Weyerts, Zander (1997) *How the brain processes complex words: an ERP-study of German verb inflections*, Cogn. Brain Res. 6 37 – 52.

Dahmer (2010) *Phonological Awareness in the Kindergarten Classroom: How Do Teachers Perceive This Essential Link From Oral Communication to Reading Skill Development* [Online] Available at <https://digitalcommons.liberty.edu/doctoral/316/> (Accessed 05/05/2020)

Ellis (2012) *Language Teaching Research and Language Pedagogy* [online] Available at [https://books.google.co.uk/books?hl=en&lr=&id=XZ4dqBFDiwEC&oi=fnd&pg=PR9&dq=Ellis,+R.+\(2012\)&ots=VgRLp7rjQk&sig=K84uMrHUFjVglu-dP54wUxYKWj0&redir_esc=y#v=onepage&q&f=false](https://books.google.co.uk/books?hl=en&lr=&id=XZ4dqBFDiwEC&oi=fnd&pg=PR9&dq=Ellis,+R.+(2012)&ots=VgRLp7rjQk&sig=K84uMrHUFjVglu-dP54wUxYKWj0&redir_esc=y#v=onepage&q&f=false) (Accessed 27/04/2020)

Ellis (2012). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Fausey and Marian (2006) 'Research from psycholinguistic studies in other bilingual populations' *Language-dependent memory in bilingual learning*. *Applied Cognitive Psychology*, 20, 1025-1047)

Golston (2009) *Syntax outranks phonology: evidence from Ancient Greek* [online] Available at: <https://www.cambridge.org/core/journals/phonology/article/syntax-outranks-phonology-evidence-from-ancient-greek/5B71D67EF1C9C574CF61FEADADD8044C> (Accessed 29/05/2020)

Grosjean (2010) *Bilingual Life and Reality* [Online] Available at: https://books.google.co.uk/books?hl=en&lr=&id=XgRum7AWOoUC&oi=fnd&pg=PR16&dq=when+is+someone+considered+bilingual+dialect&ots=6NnlqBen3k&sig=U1Mlk1ZdHiUqHACpO5NfrJvZMJJE&redir_esc=y#v=onepage&q=dialect&f=false (Accessed 04/05/2020)

Jackendoff, Pinker (2009) *The components of language: What's specific to language, and what's specific to humans* [online] Available at http://www.academia.edu/download/32571896/Language_Universals.pdf#page=141 (Accessed 12/05/2020)

Simpson, Weiner, Oxford University Press. (1989). *The Oxford English Dictionary*. Oxford: Clarendon Press.

Gabriele, Goeas-Malone, Martohardjono, Otheguy, Rivero, Schutzman, Szupica-Pyrzanowski, , Troseth (2005) [Online] Available at <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.654.9986&rep=rep1&type=pdf> (Accessed 03/02/2020)

Schumann, J. (1986). Research on the Accultuation Model for Second Language Acquisition. *Journal of Multilingual and Multicultural Development*. 7, 379-392.

Task 2

submit 2 lesson plans for future development using the new curriculum as a focus

Name of Trainee:		Timothy Davies		Session ref:	Welsh language development not speaking and listening		Date: 10/05/2020	Class:	Yr 1	Cynllun Ffocws y Cyfnod Sylfaen 2d
Targed(au) Hyfforddi Personol		Encourage the use of Welsh throughout the lesson		Number of learners: 25		Age: 5-6 years				

Learning objectives/intentions:	Learn the three new sentence patterns. Oes ... gyda ti? Oes ... gyda fi Nag oes does dim ... gyda fi	Success Criteria	Every Pupil will have asked the question Oes ... gyda ti? Every pupil will have used at least one of the two responses.	Meeting learners' needs:	LA = Lower ability MA = Middle ability HA = Higher ability
--	---	-------------------------	--	---------------------------------	--

Introduction/plenary tasks	Main activities	Resources/Key Vocabulary	Assessment for Learning (strategies and opportunities)
Introduction: Pupils will be introduced to the sentence pattern Oes ... gyda ti? (Do you have) The pupils will practice the sentence pattern repeating after the class teacher. This is to ensure the correct pronunciation is used within the lesson. Pupils will then be introduced to the responses Oes ... gyda fi and Nag oes does dim ... gyda fi.	Trainee focused task (purpose, outline of trainee's role and children's learning): All pupils will be given a guess who sheet with a number of different characters, pupils will work in pairs playing a game of guess who in Welsh LA: 5 characters MA: 10 characters HA: 20 characters Pupils must first pick one character to be. Pupils will then take it in turns to ask questions about the appearance of the others chosen character e.g. Oes gwallt coch gyda ti? The pupil must then answer the question with the correct response. Pupils will cross off players who do not match the response.	Oes ... gyda ti? Oes ... gyda fi Nag oes does dim ... gyda fi Gwallt Llygaid Crys t Crys Skert Scarf Swmper Trowsus Sbectol Het Esgidiau	All pupils will traffic light their work to indicate how they felt their task when if they struggled, were challenged or found their work easy. Plenary: Bell for frozen (This is a class management technique modelled from the class teacher), share learning,

	Whichever player discovers the other character first wins. The game will continue till both characters are discovered. LA: will be provided with the sentence starters and, word maps with key vocabulary to aid the questioning such as body features and colours MA: will begin the game with no extra provision. However, if they struggle word maps will be provided to the group Higher ability pupils will not receive word maps unless they begin to struggle however as they will be given sheets with 20 characters, they will be given the opportunity to extend their sentences and ask about two features e.g. Oes gwallt gwyn ac skert pinc gyda ti? <u>Additional adult tasks</u> (purpose, outline of additional adults' role and children's learning): Pupils working within their groups will ask questions to the teaching assistant. They will ask simple yes or no questions to the teaching assistant and the assistant will respond. Once they find a correct answer the pupils may paint the body part the correct colour.		praise given, seven y task awarded. The Hepwr y heddiw when calling groups of children to leave will help locate any children who have struggled with their work.
Plenary: The whole class will be brought back to the carpet. Representatives of each group will be asked to describe their activity and name one thing they learnt. The individual or seven y task will then receive a sticker for giving a good description of their task. All pupils will receive a round of applause and a pat on the back for hard work. Then the pupils will compete in a game of guess who game once more	<u>Independent learning opportunities:</u> Pupils will be given playdough in different colours pupils will take it in turns to ask questions to other and create the character out of the playdough provided.		

of guess who. The chosen pupils will choose a character out of the pictures of superheroes. pupils will take it in turns asking questions to the chosen pupils the pupil who discovers the correct superhero will then come up the front and repeat the game. When it is time to leave for lunch the helpwr y heddiw will ask questions about the pupil's appearance e.g. Oes esgidiau du gyda ti? If the question is correct for the pupils on the carpet they will stand up and get into the line waiting for lunch.			
Curriculum coverage (range and skills) Welsh language: Asking and answering a number of questions, listening to key information within responses.			
Literacy (LNF): Pupils will practice understanding information about a variety of topics, identifying main points. Pupils will also recognise the features of different types of texts and use appropriate language to talk about them. I can respond to what I hear, read and see, asking questions and showing my understanding.		Numeracy (LNF): N/A	
DCF: N/A	Thinking: Pupils will be asked to work together collaboratively and listen to others, understanding that they must work together. Pupils will begin to draw conclusions from discovered information. Pupils may also begin to make links about the differences in everyone. Linked directly to the progression step which says I can contribute actively and constructively to my community. I can present what I have discovered in a variety of ways and draw simple conclusions. I have explored and am aware of diversity in communities.	ESDGC: N/A	YCC: To ensure development toward the new curriculum pupils must be able to progress through the progression steps. The literacy skills relate directly to the skills pupils will be asked to use during the lesson through the Welsh language. Furthermore, Pupils will be encouraged to use welsh throughout the lesson e.g Ga i rubber dioch yn fawr.

Name of Trainee: Timothy Davies		Session ref:	Welsh Language development reading and writing	Date: 10/05/2020	Class:	Yr 1	Cynllun Ffocws y Cyfnod Sylfaen 2d
Targed(au) Hyfforddi Personol		Encourage the use of Welsh throughout the lesson		Number of learners: 25	Age: 5-6 years		
Learning objectives/intentions:	To write a description of themselves in Welsh	Success Criteria	Every pupil will have completed a group reading activity in Welsh looking for key vocabulary about appearances and answering questions Every pupil will have written a description about themselves by answering questions. Every Pupil will have practiced this week's sentence pattern Oes ... gyda ti? Every pupil will have practiced using at least one of the two responses.	Meeting learners' needs:	LA = Lower ability MA = Middle ability HA = Higher ability		
Introduction/plenary tasks		Main activities		Resources/ Key Vocabulary		Assessment for Learning (strategies and opportunities)	
Introduction: Pupils will sit on the carpet and the teacher will lead a Welsh drillio session practicing the question of the week Oes ... gyda ti? Pupils will take it in turns answering questions. MA pupils will be asked increasingly difficult questions by adding colours to the questions e.g Oes skert glad gyda ti? HA pupils will be asked extended questions as they may be asked if they have two different characteristics e.g Oes Gwallt golau ac crys gwyn gyda ti?		<u>Trainee focused task</u> (purpose, outline of trainee's role and children's learning): Pupils will read down a list of questions which they must answer by writing the answer Question such as Oes crys t gyda ti? The pupils will be expected to answer using the answer model they were given yesterday Upon completing the task pupils will then draw themselves in the picture box. LA: Pupils will answer simple Questions with one factor such as Oes Skert gyda ti? They will also be provided with the same sentence starters and word		Oes ... gyda ti? Oes ... gyda fi Nag oes does dim ... gyda fi Gwallt Llygaid Crys t Crys Skert Scarf Swmper Trowsus Sbectol Het Esgidiau Tedi Twt Dillad		All pupils will traffic light their work to indicate how they felt their task when if they struggled, were challenged or found their work easy. Plenary: Bell for frozen (This is a class management technique modelled	

	map the day prior if needed. MA: pupils will Be given two factors in their questions e.g. Oes Gwallt Borwn gyda ti? Again, the pupils will begin without extra provision however if it is needed similar provision to those of the LA group will be provided HA: Pupils will be given multiple factors in their questions such as Oes Gwallt brown ac crys Gwyn gyda ti? Pupils will be used to using ond in their sentences if question partly is applicable to them. Pupils within this group will be encourages to try and use a welsh learners dictionary if they are struggling to spell a work. In addition, as the use of the word ond in this sentence pattern is new to the group. The teacher will be prepared to stop the group and conduct a introduction to add the new work into their asnwrs. <u>Additional adult tasks</u> (purpose, outline of additional adults' role and children's learning): pupils will take part in group reading with an additional adult they will read through the book Dillad Tedi Twt together page at a time. The pupils will then be asked questions on each page such as Oes het gwyrdd gyda tedi twt?		from the class teacher), share learning, praise given, seven y task awarded. The Hepwr y heddiw when calling groups of children to leave will help locate any children who have struggled with their work. Pupils will draw a picture of themselves once they have completed their sentences in order for them to complete this correctly the sentences they have written and their picture should match.
Plenary: The whole class will be brought back to the carpet. Representatives of each group will be asked to describe their activity and name one thing they learnt. The individual or seven y task will then receive a sticker for giving a good description of their task. All pupils will receive a round of applause and a pat on the back for hard work.	<u>Independent learning opportunities:</u> Pupils will be given playdough in different colours pupils will take it in turns to ask questions to other and create the character out of the playdough provided.		
Then the pupils will compete in a game of guess who game once more	Pupils will find guess who sheets in their challenge		

of guess who. The chosen pupils will choose a character out of the pictures of superheroes. pupils will take it in turns asking questions to the chosen pupils the pupil who discovers the correct superhero will then come up the front and repeat the game. When it is time to leave for lunch the helpwr y heddiw will ask questions about the pupil's appearance e.g. Oes esgidiau du gyda ti? If the question is correct for the pupils on the carpet they will stand up and get into the line waiting for lunch.	area with a number of different characters, pupils will work in pairs playing a game of guess who in Welsh		
Curriculum coverage (range and skills) Welsh language read and write in the Welsh language, respond to questions.			
Literacy (LNF) Pupils will continue to recognise the features of different types of texts and use appropriate language to talk about them. Pupils may read aloud with expression, paying attention to punctuation. Pupils may also respond to what they hear, read and see, asking questions and showing my understanding, use a variety of clues to predict the general meaning in a variety of spoken contexts. Pupils will find and use information from different materials that they read including infer meaning from text and images.		Numeracy (LNF) N/A	
DCF: N/A	Thinking: Pupils will be asked to work as a group and listen to others, understanding that they must work together and show respect. Pupils will begin to draw conclusions from discovered information. Linked directly to the progression step which says I can contribute actively and constructively to my community. I have explored and am aware of diversity in communities. Pupils will have experienced a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and with growing independence.	ESDGC: N/A	YCC: To ensure development toward the new curriculum pupils must be able to progress through the progression steps. The literacy skills relate directly to the skills pupils will be asked to use during the lesson through the Welsh language. Furthermore, Pupils will be encouraged to use welsh throughout the lesson e.g Ga i rubber dioch yn fawr.