Task One

Session Plan

Overview

School A is located in Mid-Powys which is an area with limited access to Welsh outside of the classroom. The Welsh Assembly Government (WAG) (2003) reiterates the very low percentage of Welsh speakers in the county of Powys. Due to pupils having limited opportunities to use their Welsh language skills in conversation, they lack confidence to use the language. Therefore, collaborative and oral work will be pivotal in supporting pupils in their learning. The session will link to the theme of 'Y Gwyliau' and be delivered to Year Six pupils. This is a topic that the pupils have previously worked on, but will require support in revisiting the language patterns.

Introduction

During the session, the trainee will sit the pupils in a circle and split them into small groups to create a game-like atmosphere. After labelling them as a piece of fruit in Welsh, the pupils will have to swap seats with a classmate.

Activity One

The pupils will be divided into two groups and be asked to stand in a circle. They will be given a beach ball with questions linked to the topic (Appendix A).The trainee will go through the questions so that all pupils understand their meaning. The language will be modelled by the trainee so that accurate language can be obtained by the pupils (Vygotsky, 1962). One pupil will throw the ball and the pupil catching will ask the question that their right hand touches to another pupil. Once answered, the questioned pupil throws the ball and the process repeats.

Activity Two

The pupils will be put into partners and asked to write a passage about ‘Y Gwyliau. However, the pupils will have to enter the ‘zones’ and select a card (Appendix B). The zones have cards with information included about holidays, for example food and drink. Therefore, the pupils will be given the vocabulary to assist them in their writing.

Differentiation

Activity one is differentiated by the number of questions. The lower ability have six whereas the upper ability have nine. Activity two will also be differentiated by the number of considerations the pupils will have to make when writing their passage. These will link to the questions from activity one.

Assessment for Learning

The trainee will constantly ask the pupils to show her what they are doing and an assessment will be made as to whether she needs to intervene. At the end of the session, the pupils will complete the ‘Cerdyn Emoji’ to indicate how they feel after the session (Appendix C).

Curriculum Links

This session develops pupils’ oracy and writing skills from the Welsh Second Language curriculum. These curricular skills can be viewed in the session plan (Appendix D).

Learning Objective

To create extended sentences by developing accuracy of verb forms and prepositions in ‘Y Gwyliau’.

Task Two

Please find attached the YouTube link for the video of the trainee's Welsh session during PTE 3.

https://youtu.be/J0tfsxNaldc

Task Three

The aim of this session was to make the discrete Welsh lesson fun because the pupils usually show a "disengagement of the subject" (NAW, 2017, p.38). According to research conducted by Estyn (2018) "Nearly all pupils show positive attitudes towards the Welsh language" (Estyn, 2018, p.7). However, this research contradicts the attitudes from pupils in the class, who instead portrayed a disengaged and bored attitude to the term 'Welsh session'. Nevertheless, every pupil in Wales must have the "opportunity to successfully learn Welsh" (WG, 2015, p.3). Therefore, this session was successful in achieving this aim because the pupils were active and, thus, engaged in the topic. Estyn (2017) has recognised 'Greenfield Special School' as providing engaging Welsh language lessons that are tailored to the individual need of each pupil. This session aimed to follow this style of teaching. The trainee ensured that she conveyed a positive attitude to the pupils' suggestions to create a classroom culture that encouraged pupils to have a go and not worry if they are incorrect. Additionally, the trainee praised the pupils for their efforts in answering the questions. This praise helped develop a Growth Mindset that saw pupils continually wanting to improve their learning experience (Dweck, 2008). This ideology is reiterated by Ross (2008) who states that pupils' achievement correlates with the amount of effort that they put in. Therefore, ensuring that the pupils have a willing, hardworking attitude is paramount in them achieving in Welsh Second Language acquisition.

Moreover, before the session could begin the trainee had difficulties in ensuring that the session could take place because the headteacher did not want the pupils to be recorded without permission from their parents. This delayed the trainee in delivering the session because she waited for the pupils to return their permission slips (Appendix E). However, once all of the permission slips were returned, the trainee ensured that the session was planned and ready to go. Additionally, due to the class teacher moderating the class' work, the trainee had to ask the pupils to record the session for the evidence. Although the trainee explained the purpose of the video to the pupils, the trainee believes that the Hawthorne Effect took place. Schwartz et al (2013) explains that the Hawthorne effect can be damaging to research because the participants are acting slightly different to the normal class proceedings to meet the requirements of the researcher. This was observed when, at times the class acted shy which is different to their normal personalities.

The pupils highlighted in their Cerdyn Emoji Cards that they enjoyed the session because it differed to their typical Welsh language sessions (Appendix F). The author made every effort to use incidental Welsh throughout the session to immerse pupils in the Welsh language. Krashen (1981), Chomsky (2006) and Baker (2011) believe that pupils can learn a language from being immersed in it. Therefore, the trainee tried to speak Welsh frequently to ensure that this immersion could take place. The trainee's incidental Welsh plan highlights the weekly progress that the trainee has made in her Welsh language skills (Appendix G). Using incidental Welsh has become more natural for the trainee because of her level of subject knowledge. Although the trainee has attempted to use the WJEC's (1998) document of guidance for practitioners, the booklet is not user friendly and, consequently, making an individual plan has been more successful for the trainee. However, one downside to the session was that the school hall was not available for the session to be conducted in as initially planned. Therefore, the trainee had to settle for working in the classroom where the space was limited. This meant that for both activities, the pupils were very close to each other and, on occasions, became distracted by the other group. However, as described in the trainee's ARC (Appendix H), the session went ahead as best as it could and the pupils still gained valuable Welsh language experiences throughout. During this reflection, it was important to recognise what the pupils were learning rather than what they were just simply doing (Cole, 2007). Therefore, the trainee ensured that the ARC reflection described both the pupils' attitudes to the activities and the language learned.

The first activity was effective in developing pupils' questioning and answering skills. Before setting the pupils off on the activity, the trainee believed it was appropriate to model the language to them. Vygotsky (1962) believed that it is paramount for practitioners to model the correct language. Therefore, the trainee did spend a little longer than initially planned modelling the language patterns in order to ensure that all learners were confident. There was a clear differentiation between the two groups because of the volume of questions challenged to the pupils. Although the questions might have been a little challenging at first, the pupils soon picked up the patterns and flourished throughout the challenge. The pupils enjoyed using the beach ball to generate the questions because it was a concrete experience. It is vital that pupils have concrete learning experiences in order to engage at a deeper level (Pound,

2009). Moreover, as this activity was played by the pupils it allowed the trainee to stand back and monitor them, stepping in and clarifying the language patterns as required. Kyriacou (2007) asserts that teachers must monitor pupils' development to ensure that they are able to make progress. Therefore, the trainee observed the pupils during this activity and noted who excelled with which particular questions and which pupils will require additional support.

The second session intended for the pupils to create larger pieces of writing in their partners. This session was planned because, as Alexander et al (1992) recognises, excellent teaching must be challenging but achievable for pupils. The differentiation was again achieved by having a larger number of zones for the more able pupils to write about, thus creating longer pieces of writing. The trainee ensured that the words were spelt correctly on the cards to extend the pupils' vocabulary in their sentences. Moreover, it was effective to pair the pupils in their ability groups for this activity so that they could share their knowledge. According to Estyn (2011), working collaboratively is highly effective because pupils have the opportunity to learn from each other. Therefore, the trainee was certain that the pupils would work harder and produce better quality writing if they worked in partners compared to working independently. The trainee firmly believes that "Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning" (Salamanca, 1994, p.viii). Therefore, even though the session was differentiated to meet the abilities of all learners, the trainee did not put pressure on the pupils to know the answers. Instead, the pupils were encouraged to try their best throughout the session.

The trainee is persistently reflecting upon her practice which Scales (2012) believes is vital to ensure that teachers can improve. Teachers should be seeking to continually develop their practice to move with the transition in education. Throughout the three years of the undergraduate degree, the trainee has continually sought to develop her ability to question pupils in the Welsh language. She has taken Kolb's (1983) model of reflection to continually improve her practice: experiencing, reflecting, thinking and acting. Therefore, for this session the trainee ensured that the questions were well prepared and able to be modelled to the class. As the trainee believes that she missed out during her own education in developing Welsh language questioning skills, she believes that it is paramount that the pupils in her class are equipped with the skills to both ask and answer the questions.

To conclude, the trainee has shown an excellent personal level of Welsh and has confidently planned and delivered a session to Year Six pupils. The session was achievable but also challenging for the pupils in a fun and exciting manner. The pupils developed their questioning and answering skills orally before writing the patterns in their partners. However, if the trainee was going to redeliver this session she would make use of Asher's (2012) 'total physical response' and Richards and Rogers' (2014) 'direct method' and would teach pupils the language patterns and vocabulary by using actions. Additionally, the trainee could have been supported by a Welsh-medium school to ensure that a wide variety of vocabulary was introduced. Donaldson (2015) recommended in Successful Futures that Welsh-medium schools could support English-medium schools in Welsh language knowledge and resources. Moreover, to further enhance the session the trainee could have asked the pupils to come up to the front of the classroom during the beach ball session to read the question rather than the trainee herself reading them out. This would have provided the trainee with formative feedback as to the pupils' ability to read and understand the Welsh language. Also, the trainee could have given the beach ball to the pupils to be played with during playtimes in order to consolidate pupils' understanding. However, De Jong (2018) states that second language learners lack the confidence to use the language in an informal situation, such as out on the playground. Estyn (2014) recognises that pupils in Key Stage Two are not using their Welsh language skills out on the playground in a more informal way. Therefore, students in English-medium schools do not see the Welsh language as a means of communication outside of Welsh sessions.

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Appendices

Appendix A

Lower Ability Beach-ball questions

Ble est ti ar dy wyliau?

Gyda phwy est ti?

Pryd est ti?

Sut oedd y tywydd?

Beth fwytaist ac yfaist ti?

Beth wnest ti ar wyliau?

Upper Ability Beach-ball questions

Ble est ti ar dy wyliau?

Gyda phwy est ti?

Pryd est ti?

Sut oedd y tywydd?

Beth fwytaist ac yfaist ti?

Beth wnest ti ar wyliau?

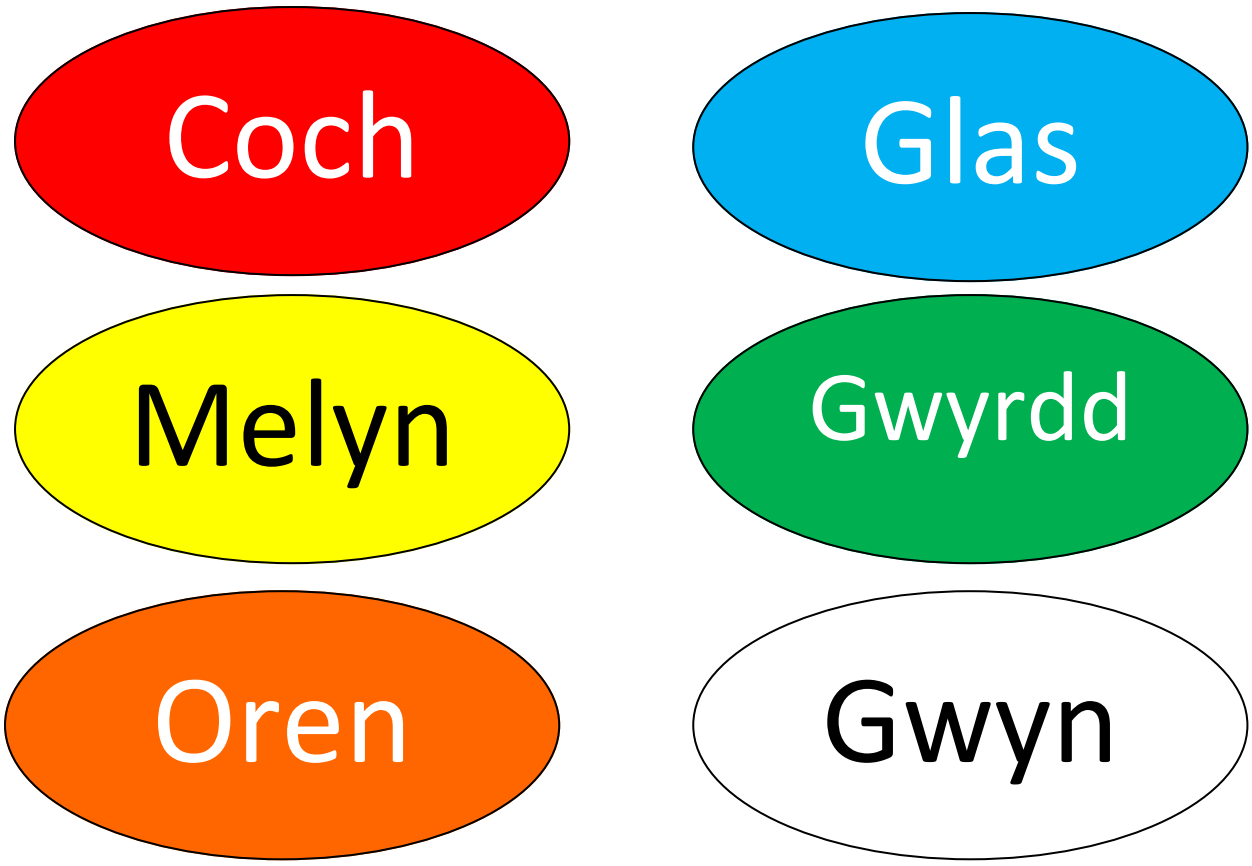
Ble arhosaist ti?

Beth fwynheaist ti am dy wyliau?

Beth welaist ti?

Appendix B

Lower Ability Zones



Upper Ability Zones

Coch

Glas

Melyn

Gwyrdd

Oren

Gwyn

Pinc

Porffor

Brown

Appendix C

Cerdyn Emoji

L.O: To create extended sentences by developing accuracy of verb forms, prepositions and using noun gender in 'Y Gwyliau'.

hapus

happy

yn ddryslyd

confused

ofnus

scared

drist

sad

nerfus

nervous

Pam? *Why?* .....

.....

.....

.....

Appendix D

APLP PDPA Partnerlaeth Dysgu Proffesiynol Yr Athrofa Yr Athrofa Professional Learning Partnership			1B
Session Plan – Key Stage 2			
Name of trainee: Megan Jones		Session ref: Thursday 9th May Y Gwyliau	
Personal target(s) in relation to QTS:	Employ interactive teaching methods and collaborative group work and promote active and independent learning.		
Year group: Year 6	No. of learners: 12	*ALN:* Activity one is differentiated by the number of questions. The lower ability is 6 whereas the upper ability is 9. Activity two will also be differentiated by the number of considerations the children will have to make when writing their passage. These will link to the questions from activity one.	
Additional Adults:	There will be no additional adults for this session.		
Learning objective(s): To create extended sentences by developing accuracy of verb forms in 'Y Gwyliau'.		Success criteria: To ask and answer questions about Y Gwyliau To build sentences to create a passage about Y Gwyliau.	
Links to previous learning: The children have not covered this topic for some time.			
Curriculum coverage **WELSH SECOND LANGUAGE** Oracy: respond by asking questions and offering comments Writing: Develop accuracy by- using verb forms, using prepositions			
Literacy (LNF) Express issues and ideas clearly, using specialist vocabulary			
Thinking Children will use the knowledge gained in the first activity to build sentences in the second activity.		*YCC* This session aims to develop children's linguistic abilities.	
Key vocabulary(English/Welsh): See main activity for the vocabulary used			
Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities	
	Introduction Go through the questions with the children so that they understand the meaning. Act out the questions meaning with an action (e.g. Gyda phwy est ti? – act out a baby, grandparent etc)	After the introduction the children will stick their name on the Coch, Melyn and Gwyrdd to see how they are feeling.	

	Main activities **<u>Activity One</u>** The children will be divided into two groups and be asked to stand in a circle. The children will be given a beach ball with questions linked to the topic. One child throws the ball and the child catching will ask the question that their right hand touches to another child. Once answered, the questioned child throws the ball and the process repeats. **<u>Activity Two</u>** The children will be put into partners and asked to write a passage about 'Y Gwyliau. However, the children will have to enter the 'zones' and select a card which informs them of the features of the holiday. E.g. the location. Upper ability children will have to choose from a larger number of zones in order to extend the amount of Welsh used.	Ble est ti ar dy wyliau? Gyda phwy est ti? Pryd est ti? Sut oedd y tywydd? Beth fwytaist ac yfaist ti? Beth wnest ti ar wyliau? **Three extra questions for the upper ability** Ble arhosaist ti? Beth fwynheaist ti am dy wyliau? Beth welaist ti?
	Plenary Children to complete a Cerdyn Emoji card to show how they are feeling after the session.	At the end of the session children to complete the 'Cerdyn Emoji' to indicate how they feel after the session.

Appendix E

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Dear Parent/Guardian,

Your child's school is a partner with 'Yr Athrofa' at the University of Wales Trinity Saint David (UWTSD) in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class, Miss. Megan Jones, has been given the task of planning and teaching one lesson so that she can develop her teaching of Welsh as a second language. This lesson is a part of a module that Miss. Jones is studying for her degree and, as part of the assessment of the module, she is required to video record her teaching during the lesson. The video would be viewed by one member of the university's staff during the marking of the assignment and would then be destroyed, according to the UWTSD Data Management Policy.

If you are happy for your child to be filmed during the lesson, please complete the parental consent form below and return directly to Miss. Jones.

Yours faithfully,

C E Morgan

Catherine Morgan

Module Lead – ECAD6006C: Yr Iaith ar Daith

As Parent/Guardian of..... (pupil name),

I do / do not give consent (please delete) for my child to be filmed during the Welsh lesson.

Signed.....(Parent/Guardian).

Date.....

Appendix F

L.O: To create extended sentences by developing accuracy of verb forms, prepositions and using noun gender in 'Y Gwyliau'.

hapus	yn ddryslyd	ofnus	drist	nerfus
happy	*confused*	*scared*	*sad*	*nervous*

Pam? *Why?* it was not much writing and fun activities but still learning welsh and was different to a "normal" welsh :) Lesson.

L.O: To create extended sentences by developing accuracy of verb forms, prepositions and using noun gender in 'Y Gwyliau'.

hapus	yn ddryslyd	ofnus	drist	nerfus
happy	*confused*	*scared*	*sad*	*nervous*

Pam? *Why?* achos maen Cymraeg yn hyw gyda Miss Jones.

L.O: To create extended sentences by developing accuracy of verb forms, prepositions and using noun gender in 'Y Gwyliau'.

Megan

hapus	yn ddryslyd	ofnus	drist	nerfus
happy	*confused*	*scared*	*sad*	*nervous*

Pam? *Why?* Because I enjoyed the activedes. And it is so much more fun than are other welsh Lessons

Appendix G

Incidental Welsh Planning Sheet **Key Stage Two** **Week One** **PTE 3**

Date/ Dyddiad	Incidental Welsh that I will use:	Achieved?	Incidental Welsh that pupils will use:	Achieved?
Monday 25th March	➢ Bore da ➢ Prynhawn da ➢ Dwylo i fyny	✓ ✓ ✓	➢ Bore da ➢ Prynhawn da ➢ Os gwelwch yn dda	✓ ✓ ✗
Tuesday 26th March	➢ Dwylo i fyny ➢ Heddiw…	✓ ✗	➢ (Ga i …) os gwelwch yn dda ➢ Bore da ➢ Prynhawn da	✓ ✗ ✓
Wednesday 27th March	➢ Heddiw ➢ Eisteddwch ➢ Sefwch	✗ ✓ ✓	➢ Bore da ➢ Prynhawn da ➢ Ga i … os gwelwch yn dda	✓ ✗ ✓
Thursday 28th March	➢ Amser chwarae ➢ Amser cinio ➢ Dw i'n gallu	✓ ✓ ✗	➢ Bore da ➢ Prynhawn da ➢ Ga i … os gwelwch yn dda ➢ Dw i'n gallu …	✓ ✓ ✓ ✗
Friday 29th March	➢ Cofrestru ➢ Amser chwarae ➢ Amser cinio	✗ ✓ ✓	➢ Bore da ➢ Prynhawn da ➢ Ga i … os gwelwch yn dda ➢ Dw i'n gallu …	✓ ✓ ✓ ✗

Appendix H

Assisted Reflective Conclusions (ARC) Model

Dyddiad/*Date*: Thursday 9th May 2019

Digwyddiad critigol (Ffocws)/*Critical incident (focus):* Welsh: Gwyliau

Profiad/ *Experience*	
Feelings *"What are your feelings regarding the experience?"*	I was feeling nervous about this session because it was the session I planned to video record for my Welsh assignment. I am feeling mixed regarding the two activities and how they met the criteria (of two activities that are clearly differentiated).
Remember and Understand *"Can you list the aspects of the learning experience that went well?"* *"What were the elements of the learning experience that were disappointing?"*	The most important positive learning aspect that came from today's session was that the children all indicated that they enjoyed the session. This was apparent from the 'Cerdyn Emoji' slips. Additionally, the first activity (asking and answering the questions using the beach ball) was an effective activity that provided children with the opportunity to ask questions (which the children informed me was a new skill for them). The disappointing element of the session was the activity two because I did not feel as though I had sufficient space to set the resources out as I had initially planned. Therefore, the children were too close to other partners and could copy each other's work.
Evaluate and analyse *"What will you keep the same to ensure effective teaching and learning in the future?"* *"What was the cause of the most important disappointing element?"*	There are two aspects to today's session that I would like to ensure I continue with for my future teaching. Firstly, I would like to involve the children more with asking the questions; not just in the Welsh language sessions but also in all sessions. Additionally, I would like to use resources like the beach ball to engage the children. As the children are a collectively a class who enjoy sports and art - I believe it is vital that these interests are nurtured during sessions. The disappointing element was that there was a lack of space to complete the second activity. This was because the school hall was being used due to an incident in another classroom at the school.
Conclusions and actions *"What are your possible solutions to the disappointing issues identified?"* *"What will you do next?"*	The lack of space was a disappointing element that was out of my control. However, I tried to make the session continue as smoothly as possible as I realise that primary practitioners must be flexible. As the session was enjoyed by all pupils, I will continue to plan engaging and motivating sessions for the pupils that help them to break away from the stereotype that Welsh cannot be fine.
Y profiad newydd / *Transformed experience*	