



APPENDIX GA36b

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Jade Bissmire	Student ID number:	1706761
Programme:	BA Primary Education with QTS		
Module:	Yr Iaith ar Daith 2		
Module code:	ECAD5002C	Contribution to Overall Module Assessment (%):	60%
Lecturer:	Diane Thomas	Internal Verifier:	Diane Thomas
Assignment Title:	Portfolio of evidence	Word count (or equivalent):	1750 words Film – up to 8 minutes
Submission deadline:	19/3/19	Return date of provisional marks & written feedback:	16/4/19
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.		

Portfolio of Evidence

Task 1 – Rationale

The chosen story, ‘Tedi Twt ar Tywydd’, was read to a group of reception children. This was a natural choice as pupils were familiar with the ‘Tedi Twt’ series of stories and had been introduced to the weather during their registration sessions. The ‘Tedi Twt’ stories are illustrated in order to support young learners in their understanding.

The story was read to the group, asking relevant questions throughout to gauge the understanding of the pupils. Pupils were asked to identify the weather type represented on each page, establishing what Tedi Twt was wearing to explain this. Wragg (2002) explains that conceptual questions elicit ideas in children, for example, asking for reasons to explain their answers.

New phrases were introduced using the sandwiching language technique, unfamiliar terms were said in Welsh, translated into English and then repeated in Welsh.

The oracy element of the session allowed pupils the opportunities to join in with the story and sing Welsh songs. The reading element of the session gave pupils the opportunity to follow the story and appropriately respond to cognitive questions based on it. According to Wragg (2002), cognitive questions are related to the knowledge and understanding of the pupils. Ausubel (1978) supports questioning, theorising that in order to teach a child, you must first ascertain what they already know.

Following the story, pupils were taught a weather-based song using vocabulary from the story. Pound (1977) supports the practice of using songs encourages pupils to practise the correct pronunciation of words. Refer to Appendix 1 for evidence of models of written Welsh.

Task 2

<https://www.youtube.com/watch?v=BpRs23W7x2c&feature=youtu.be>

Task 3

Bilingualism is defined by Bloomfield (1933) as having ‘native-like control of two languages’. The Welsh language is a critical element of Welsh culture. However, it has been identified that throughout recent years that standards have slipped. When comparing the 2001 and 2011 censuses, it was evident that many localities within Wales have witnessed a decrease in their numbers of Welsh speakers by 5% or more. According to the Welsh Government’s ‘One Language for All’ review, Estyn reports have support these findings. Estyn have reported that the standards of Welsh in classrooms across Wales has fallen annually, with pupils’ attainment being lower in Welsh than any other subject.

In order to up hold the status of the Welsh language within Wales, it is vital that the standard of Welsh is raised. As a means to improve this, the Welsh Government have proposed the ‘Cymraeg 2050: A million Welsh speakers’ initiative which aims to produce 1-million Welsh speakers by 2050.

Education is fundamental in attaining this goal. Within an educational setting, children should be given a range of conditions to facilitate the use of Welsh. The Curriculum for Wales Foundation Phase Framework (2015) outlines the Welsh Language Development Area of Learning which holds a myriad of ranges and skills that pupils should be exposed to throughout their time in the foundation phase. This is split into ‘Oracy’, ‘Reading’, and ‘Writing’ areas, accentuating the different opportunities that pupils should be given. This ensures that learners are leaving the Foundation Phase with a plethora of experiences with the Welsh Language and are confident in progressing it into Key Stage 2.

Providing pupils with a diverse range of conditions in which to speak Welsh is a practise by which they will become more confident in their use of Welsh in the wider community. Oral communication is a key element of achieving the one-million Welsh speakers goal that has been set by the Welsh Government. Hence, this activity was aimed to develop the pupils’ use of Welsh orally. However, constructivist theorist Piaget (1896) states that the child is a ‘lone scientist’ so would find the learning to be more accessible if it involved physically interacting with the environment, rather than talking about it.

Despite this, it can be argued by cognitive theorists that the progress of a child’s second language may prove to be detrimental to their first. The ‘Balance’ theory dictates that a child’s two languages live together in balance. It is believed by Cummins (1980) that the two languages operate separately and do not transfer between each other. This theory is based

on the idea that there is a restricted 'room' for languages within the brain. If this theory is to be taken at face value, it would seem that teaching English-speaking children to speak Welsh as a second language is damaging to their progression in their mother-tongue. It could be assumed that this may cause them difficulty when language concepts become more difficult further into their learning journeys.

Thompson (1952) concurs with bilingualism being damaging to children, adding that there is no doubt that any child brought up bilingually is handicapped in their language growth. In addition, Streets (1976) advised the parents of children with Down's syndrome to avoid a second language. Streets states 'Bilingual families: for any child, this is confusing – one language should be the main one to avoid confusion.'

Thankfully, whilst the 'Balance' theory is logical, it has been scientifically proven to be psychologically invalid. A conflicting idea, also by Cummins (1980), is the 'Iceberg' analogy. This analogy can be represented by using a diagram comprising of 2 separate icebergs above the surface, connected by a larger iceberg below. The separate icebergs represent the obvious visual differences in the 2 languages. The larger one below portrays the common underlying proficiency required to support either language. When the individual is operating in either language, there is one integrated source of thought, requiring the use of the same skills to respond.

Bilingualism has also been identified as a positive factor for children. Diaz (1985) holds the more modern view that growing up with more than one language is an intellectual asset to any child. Bialystok (2004) has even completed research to imply that bilingual people are less likely to develop Alzheimer's disease in later life.

The advantages of being bilingual are endless. However, in their 'Guidance for the Inspection of Primary Schools' document, it is highlighted that pupils should be made aware of these advantages. This was not a part of this lesson due to the young age of the pupils. Nevertheless, informing pupils of some of the simpler advantages of learning Welsh as an additional language may have been beneficial in highlighting the positive attributes of bilingualism.

As stated in the Welsh Government's 'Evaluating the Foundation Phase' research, 42% of Foundation Phase leaders believe that the introduction of the Foundation Phase has had a significant impact on developing pupils' Welsh Language skills. This was apparent in both Welsh-medium and English-medium schools. This indicates that the immersive, cross-curricular approach, that is fundamental to Foundation Phase, is instrumental in developing

the language skills of young children. This holds strong connections with the constructivist theory of allowing pupils to practically build their language skills in a range of contexts.

The activity commenced with the reading of the story 'Tedi Twt ar Tywydd'. I asked pupils to identify the weather on each page, asking them to explain their answers using what 'Tedi Twt' was wearing. As cited in the rationale, Ausubel (1978) would support the use of questions in learning in order to identify where pupils are in their understanding so their next steps can be mapped.

The story had one question being repeated throughout so pupils were able to join in with the story. This is a significant pedagogical technique as Vygotsky (1896) classified the 'social world' of the child being fundamental whilst they are making meaning of the world. Reciting as a group encourages unity within the class and reassures a social aspect of learning.

Vygotsky also believed that cultural tools shape the thinking of a young child. Language is a symbolic cultural tool that, when used collaboratively with other children, can be used to construct knowledge and understanding. The language that was being introduced in the session was within the group's Zone of Proximal Development (ZPD).

The Zone of Proximal development is a theory as proposed by Vygotsky by which practitioners can identify the next suitable steps to progress learning further along each pupil's educational journeys. The child demonstrates the skills that they have achieved mastery in, which is their Zone of Actual Development. It is then identified what they are able to do with support, which is their Zone of Proximal Development. Any knowledge and understanding beyond this point falls in the Zone of Potential Development, a pupil may be able to access this understanding in the future, however it is not quite within reach yet.

The pupils in the group had been introduced to the weather in Welsh and were able to identify some of the weather patterns being shown by the illustrations in the story. The learning of the group was progressed by linking the weather with clothes and colour. This was the group's first exposure to clothes in Welsh. For this reason, only the simple terms were introduced so pupils were not simply dropped into their Zones of Potential Development.

Following the story, a new song was introduced to the class to develop their pronunciation of Welsh words and encourage the use of full sentences in Welsh.

"The fact that children can often sing words which they cannot yet speak, means that music has a role to play in developing vocabulary" – Pound (1977)

Here, Pound (1977) is supporting the use of songs whilst learning language. The tune of a song can encourage pupils to use the correct pronunciation of new words so it falls into the beat of the song. Alternatively, it could be argued that in order for pupils to become fully immersed in the language, a constructivist approach should be adopted. For example, had there been actions included alongside the song, pupils may have found it easier to remember.

A supporter of this theory would be Corbett (2011), who introduced the 'Talk for Writing' approach. This method comprises of telling a story using actions for the connectives in a story in order to embed it into the mind of the listeners. Pupils are encouraged to join in with the actions to make for a more 'hands-on' experience. Had this approach been adopted for both the reading of the story and the song, it may have been more memorable and therefore valuable for the pupils.

Within this session, the use of Welsh was the main focus. However, in their 'Supplementary Guidance: Welsh' document, Estyn highlight the importance of using Welsh in a range of situations. It may have been more beneficial and in-line with the expectations of Estyn, had there been a more integrated, cross-curricular approach, introducing key-words to their class topic of 'What's that sound?'.

It can be believed that bilingualism is an asset to any child who is able to access such a skill. For this reason, learners should be encouraged to use Welsh wherever possible in a bid to keep the language alive. This session demonstrated both good practise, as well as room for improvement. The pedagogical technique of using song in the session was supported by Pound (1977). The lesson was also pitched within the group's Zone of Proximal Development, as supported by Vygotsky (1896). The lesson could have been improved by employing a more integrated approach to surround the pupils in the Welsh language, as well as involving hands-on, practical tasks to cement the learning in the minds of the pupils.

Reference List

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Appendix

Appendix 1

Promoting Welsh Planning Sheet

Welsh that I will use:	Welsh that pupils will use:
Bore da <u>blant</u>. <u>Sut mae'r tywydd heddiw?</u>	Bore da <u>ffrindiau</u>. Mae hi'n... <u>Haelog</u> <u>Bwrw glaw</u> <u>Bwrw eira</u> <u>Wyntog</u> <u>Gymalog</u> <u>Oer</u> <u>...heddiw</u>.
Beth <u>mae Tedi Twt in gwisgo?</u> <u>Pa lew vdy hwn?</u> <u>Wyt ti'n barod?</u> <u>Ydy chi'n barod?</u>	Mae <u>Tedi Twt yn wisgo...</u> <u>Het</u> <u>Sgarff</u> <u>Jins</u> <u>Crys t</u> <u>Cot glaw melyn</u> <u>Glas</u> <u>Melyn</u> <u>Gwyrdd</u> <u>Barod</u>
<u>Dwylo i fynnu.</u> <u>Dwylo i llaw.</u> <u>Gwrandewch i fi.</u> <u>Trowch y tydalun.</u> <u>Sefwch yn dawel.</u> <u>Eisteddwch yn dawel.</u> <u>Cerdded yn dawel.</u> <u>Dim rhedeg.</u>	