

Welsh Portfolio
Self-Evaluation
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Prior to placement, we all did a self-assessment of where we thought we were on the level system currently with regards to our Welsh language development. I read through each level's description and criteria and decided that I couldn't even place myself on A1. I had no Welsh language besides, 'bore da,' and 'prynhawn da.' I went to a school that didn't teach Welsh, so consequently I didn't do Welsh GCSE. To try and improve my Welsh, I downloaded 'Duolingo.' I was really enjoying learning new phrases and vocabulary on the app, but I came to the conclusion that although it was helpful for general Welsh, it wasn't helping me with the specific Welsh I needed for school use- especially as I was going to be placed in nursery. I needed to learn the basics that I knew would be used in schools, such as the weather and colours. The Welsh lessons in university did help with these types of things but I feel as though either they weren't frequent enough or there wasn't enough of them to actually allow me to retain the information properly.

At the start of placement, I was feeling nervous with regards to having to use Welsh with such little experience and knowledge. I used the observation week to try and get a good idea of what level of Welsh they were using with the children and more specifically what themes or topics they were focusing on. I came to the conclusion that they were teaching mostly colours, weather, counting, greetings, and general commands in Welsh. I also noted that they would use songs from YouTube to assist in teaching colours and also greetings. This definitely helped with my confidence towards teaching a Welsh lesson as I knew that I had other things to aid me and it wasn't just going to be down to me to speak Welsh for the entire duration of the lesson.

To try and learn the main vocabulary that I knew I'd be teaching, I asked one of the HLTA's if she had any resources that would be of any use to me when planning and preparing for my lesson. All of the teachers in my placement school who were not fluent Welsh received Welsh lessons weekly for a certain block of time and therefore were given resources to aid their learning. The HLTA gave me her resources to photocopy so I used these to prepare and develop my language skills. They were made specifically for foundation phase vocabulary and phrases, so they were really helpful, and I feel that using them as almost a 'revision' resource definitely helped and improved my vocabulary.

I taught my Welsh lesson twice during placement. I taught it in the first teaching week, and I received feedback from the HLTA regarding what I could do to engage the learners more and how I could ensure that they are going to learn. Please see appendix 1 for the feedback I received. I then taught it again in the last teaching week. I feel that I addressed these targets accordingly as the children were much more engaged once I used the colour cards as visual aids and used the interactive

whiteboard to play the songs. Other advice that the HLTA gave me was to fake confidence. She explained that the children will be able to tell if I'm uncomfortable and therefore I have to

come across to them as though I have complete control so that they have confidence in me as their teacher. This advice definitely helped with the lesson as I wasn't overthinking it as much, I just used what I knew to my advantage. Another improvement I made was the utilisation of commands in Welsh. In my first lesson I was telling the children to do things such as 'put their hands up,' or 'no talking,' but in my second lesson I made sure to use, 'dwylo i fyni,' and 'dim siarad.' Using these also really helped my confidence as I felt as though I had a better teacher presence, being able to command them in Welsh.

Consequently, my increase of confidence actually improved the lesson overall as I was able to keep the children engaged throughout, and I even managed to engage one child who is usually reluctant and had actually come in to school crying that morning.

Throughout placement I also tried to use Welsh in my lessons as much as possible as another way of improving my confidence and also the children's knowledge. I used it in an animal matching task and a Welsh weather lesson as shown in appendix 2 & 3. This definitely helped my confidence using it as a cross curricular as it became a more general thing rather than a formal Welsh lesson in itself.

I do feel as though I could've put more emphasis on learning a wider variety of commands throughout placement. I noted that the teachers would use Welsh when telling the children that it was tidy up time or playtime which is something that I definitely should've done also. Commands such as 'dwylo i fyni,' as I mentioned earlier, I used a lot so they became second nature, but I wish I had done the same with the more general classroom commands also as this may have helped with developing my teacher presence. I will keep this in mind for future placements.

At the end of placement, I felt as though I'd definitely improved my Welsh knowledge and vocabulary and I was feeling a lot more confident about my language skills. The HLTA also said that she'd seen a massive improvement in not only my vocabulary, but the usage of my Welsh as a general thing for example using 'bore da,' when welcoming the children into the classroom- which originally, I didn't have the confidence to do. In my Welsh assessment, I was given A1 which I was really happy with considering prior to placement I couldn't even get onto the scale due to having no Welsh at all. This has shown me that I'm able to adapt and learn quickly and I'm excited to learn more in my next placements. I do feel as though I would've learned even more being in an older class such as year 1 as they are taught a wider range of Welsh- there was only so much I could learn in Nursery given that they are so young. I'm looking forward to being in key stage 2 to see my full potential in this language.

Appendix

04/03/20

10 minute Welsh lesson feedback
from Mrs Jones

- Good start, engaging children.
- As children have very short attention try to use visual aids to keep attention.
- If possible and not causing too much disruption ignore some behaviours whilst keeping control of carpet and allow TA to intervene if necessary.
- From discussion, Holly will use learning points and using different strategies will build upon 1st session to see if this helps.



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s dojo.

6th March 2020

██████ chose his favourite
Teedi Tut picture and glued and
stuck it down with some assistance.
He told me the weather was
"rainy" and that the rain was
"blue". He was able to repeat
"buru guu" clearly after
me. He also was desperate
to tell me that Teedi
Tut's shoes are red!





3.