

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:	Lloyd Evans	Student ID number:	1800904
Programme:	BA (Education) with QTS		
Module:	Yr Iaith ar Daith 1		
Module code:	ECAD4002C (Part 1)	Contribution to Overall Module Assessment (%):	40%
Lecturer:	Natalie Griffiths	Internal Verifier:	Natalie Griffiths
Assignment Title:	A response to an article that provides evidence of sound knowledge and understanding of themes related to the teaching of Welsh in the English medium sector.	Word count (or equivalent):	1,200 words
Submission deadline:	7th December 2018	Return date of provisional marks & written feedback:	15th January 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.		

A response to an article that provides evidence of sound knowledge and understanding of themes related to the teaching of Welsh in the English medium sector

The main purpose of the article written by Huw Lewis (2015) is to describe how Second Language Welsh is being taught in the English medium sector and 'how the education system has a vitally important role in securing the future of the Welsh language'. Lewis looks to emphasise the importance of the teaching of Second Language Welsh in English medium schools but outlines some challenges that are present that limit the impact that Welsh has in these schools. Furthermore, the Welsh Government's 'One language for all' report (Davies, 2013) links with Lewis' article (2015) as many of the points made in each correlate as it looks to identify opportunities for raising the status of Welsh second language as a subject and removing barriers at a local, regional and national level. Also, it looks at giving further consideration to the feasibility of introducing a Welsh language continuum. In addition, the 'Successful futures' report (Donaldson 2015) also has links with Lewis' article (2015) demonstrated in the fact that suggests 'Successful Futures' states that there should be a focus in schools on learning Welsh to communicate, in conversation and understanding. Grosjean's (2010, p4) states that "bilinguals are those who use two or more languages in their everyday lives". He found that a second language improves an individual's problem-solving, multitasking and decision-making skills, showing the importance of speaking a second language (i.e. Welsh and English) and using it in everyday life.

Throughout the article Lewis provides many important points into the teaching and learning of Welsh in English medium schools and gives some solutions that could be put in place to combat the challenges the Welsh Government face. One point is that 'too many young people are leaving schools without the effective Welsh language skills they need for the world of work, despite studying Welsh as a second language for many years'. I agree with this statement, due to the fact that according to the Welsh Government; 13,700 children above the age of 5 in primary schools cannot speak Welsh. In addition, a 2013 report shows that 'Welsh Second Language is the worst performing subject at stage 3 with only 68.2% achieving level 5 or above' (Davies, 2013). The 'One language for all' report (Davies, 2013) see ensuring that pupils know the importance to learning Welsh and that they are confident in using the language as an issue to be prioritised. Also, the 'One language for all' report (Davies, 2013, p23) provides 24 recommendations that could be put in place to help to develop the Welsh language skills. One of the recommendations is 'Welsh Government, in collaboration with the Welsh Language Commissioner, Careers Wales and school career advisors should promote Welsh as a skill for the workplace'. Furthermore, Donaldson (2015) believes that 'everyone should learn Welsh up to age 16 and should remain compulsory'. I believe that Welsh should be a compulsory subject in English medium schools, in order to growth the stature of the Welsh language and simply increase the amount of people learning and speaking Welsh. However, the interest and love to learn should be developed in primary schools, in order to make children more motivated to learn Welsh. In relation to this, in 2012 Leighton Andrews the Minister for Education, agreed to put in place an innovative to combat the fact that 'standards and attainment in Welsh second language education are lower than in other subjects'. In order to help this, he looked to provide children with a more positive learning experience, to help them to enjoy learning Welsh. Welsh Government, in collaboration with the Welsh Language Commissioner, Careers Wales and school career advisors should promote Welsh as a skill for the workplace. Also, the Welsh phonics scheme 'Tric a chlic' is a progressive reading scheme for the Foundation Phase, which was introduced by Eirian Lloyd Jones. It looks to develop the phonic skills of children, instead of only incidental Welsh. I feel that it is an important scheme to provide children at a younger age with a greater knowledge of the Welsh language.

In addition, the article states that "we need to equip our teaching profession with better skills". I believe that this statement is correct, that in order to develop the Welsh skills of the young people in Wales, teaching staff should possess greater Welsh language skills. In addition, the 'One language for all' report (Davies, 2013, p18) suggests one of the issues that need to be addressed in order to develop the Welsh language skills in Primary schools is the fact that "many teachers in primary schools lack confidence and ability to teach Welsh second language". However, one of their 24 recommendations on how to develop Welsh language skills in the primary school is "to consider using teaching/language assistants who have appropriate Welsh-language

skills to support oral tasks.” Moreover, there is a Welsh language Sabbatical scheme in place (funded by the Welsh Government), which gives teaching practitioners a chance to improve their Welsh language skills and their ability to teach bilingually. This can be for a whole year or for a term. I feel that is an important scheme for teaching practitioners to improve their Welsh skills, but ultimately to improve the skills of the young people of Wales, to try to ensure the future of the Welsh language.

Furthermore, the article mentions the cognitive aids of bilingualism and “its importance in enabling children and young people to have a good understanding of the cultural life of Wales in the past and the present”. Adding to this, it links to the ‘One language for all’ (Davies, 2013, p23) report. Davies states that “some pupils do not understand the benefits of learning the language and do not have an understanding of the wider context of the language”. I believe that Lewis makes an interesting point, in the fact that young people should understand the traditions of Wales, which could make them more aware of the cultural life of the country they are living in. To combat this, one of the ‘One language for all’ report’s recommendations is for the Welsh Government to make the culture of Wales and the Welsh language as an “integral part of the curriculum across all subjects to gain an understanding of the context of the language”. Furthermore, in the Donaldson report (2015) : ‘Successful Futures’. There is an emphasis on the greater use of Welsh culture in lessons: ” Each of these Areas of Learning and Experience should include, a Welsh dimension and an international perspective in line with the recommendations of the independent review of the Cwricwlwm Cymreig”. I feel that incorporating as much Welsh culture and language as possible in all Areas of Learning as part of the new curriculum, to ensure the growth of the Welsh language and to help the Welsh Government to reach their goal of a million Welsh speakers by 2050. Finally, a 2005 Estyn report drawing attention to ‘Y Cwricwlwm Cymreig’. One of the main points was that children “value opportunities to explore their sense of Welshness”. I believe that Y Cwricwlwm Cymreig is a very important concept, in order to inform the young children of the powers that are shaping Wales.

In conclusion, I feel that promoting the growth of the Welsh language especially in English medium schools is a very effective way of ensuring the sustainability of the Welsh language for the future. To try to help this happen, I believe that developing Welsh in the community, not only in the school, is a positive way to create more Welsh speakers.

Reference list

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