



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 (%):	40%
Lecturer:	Diane Thomas	Internal Verifier:	Diane Thomas
Assignment Title:	Give a critical response to the following question: If the Basque model were to be adopted in Wales what changes would need to be implemented to the teaching of Welsh in the English-medium sector?	Word count (or equivalent):	1600 words
Submission deadline:	7/1/19 (23:59)	Return date of provisional marks & written feedback:	4/2/19
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.		

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

Give a critical response to the following question:

If the Basque model were to be adopted in Wales what changes would need to be implemented to the teaching of Welsh in the English-medium sector?

The purpose of this report is to detail how Basque is valued as a language within its education system. Basque is the co-official language of 7 different regions; three in France and four in Spain. Within the Spanish regions, 33.9% of the community are fluent in Basque. The Basque model is discussed in the document as a successful scheme to improve language proficiency. However, no statistics are included to indicate the levels of proficiency within the regions prior to the model's introduction, this makes it difficult to identify improvements, casting doubt as to its level of success. The Basque model, containing 3 models of schooling, details how pupils in Basque communities are taught their co-official language.

Concurrently, according to The Welsh Government National Survey (2018), Welsh is only spoken by 19% of the population of Wales. Education within Wales is split into English-medium schools, and Welsh-medium schools. With such a difference in figures between the Basque regions and Wales, it could be argued that the Basque model should be adopted into the Welsh education system. Welsh and Basque are both co-official languages, so the Basque model may prove significant in an attempt to raise the standard of Welsh within Wales.

According to The Welsh Government, 42% of Foundation Phase practitioners recognised an improvement in children's Welsh skills as a result of the Foundation Phase being introduced. This shows that pupils utilise a new language more efficiently when encouraged to engage with it through play. Alongside one-to-one child-directed speech, experimenting with a second language through play is vital in improving the use of Welsh from an early age. This is supported by Bruce (2011) who explains how play assists children in making connections within their learning.

Basque schools are categorised into three models; A-model, B-model, and D-model. Within an A-model school, pupils are taught in Spanish, three hours a week are dedicated to learning Basque. Many believe that the language transfer within A-model schools is unsatisfactory.

Schools such as these may be preferable for many as pupils are taught the entirety of the curriculum in a language that they fully understand. Contrarily, pupils who wish to learn a second language may not be provided with an adequate opportunity to do so.

Based on this, similarities could be drawn between A-model schools and typical English medium schools within Wales. Estyn reports have uncovered a trend where standards in Welsh Second Language are falling year-by-year, calling for changes in how Welsh is taught within a second language context. Within the Welsh Government's One Language for All Review (2013), it is stated that 'low attainment in Welsh second language has been accepted as the norm', this should not be the case for a subject that has been compulsory in all key stages since 1990.

B-model schools follow a different approach. Pupils still receive lessons in Basque, however, up to 40% of the curriculum is taught through the medium of Basque. The popularity of B-model schools is rising, many parents are allocating to send their children to B-model schools over A-model schools. It is the thought that the standard of language transfer in these schools is far superior to that of A-model schools. Currently, there is not a Welsh equivalent to these types of learning environments.

It could be argued that introducing a Welsh equivalent would be beneficial in achieving the goal of one-million Welsh speakers by 2050. In order to run such schools, many Welsh-speaking practitioners would be required. Many practitioners who teach Welsh as a second language are not specialists, therefore, the Welsh Government's Sabbatical Scheme would be required to raise standards and confidence levels of practitioners who speak Welsh as a second language.

To attend the course, schools must release teachers for up to three months, replacing them temporarily with another teacher. This proves costly for a school as both teachers must be paid. The Sabbatical Scheme spans up to 3 months, it is an intensive course within a set location. Many practitioners may find difficulty in attending such a course as a result of its location.

The Basque Government have their own Sabbatical Schemes. Introduced in the 1980's, the intensive courses allow practicing teachers to improve their use of Basque. Teachers may attend a Basque refresher course for up to 4 weeks, followed by two months of preparing teaching material.

Refresher courses would be vital to the running of an education system following the Basque model, as practitioners must feel confident to instruct pupils using both languages. Introducing a school model similar to a B-model school requires a workforce of bilingual teachers, all practitioners would need to be specialists in both languages. The Welsh Government's Sabbatical course may be preferable over the Basque version as the longer time frame on the course itself allows practitioners to become more immersed in the language. Some may prefer the Basque method to practitioner training as it allows individuals to plan and produce teaching materials in preparation for their return to school.

Once complete, Basque practitioners are awarded a Language Profile to certify their level of proficiency in Basque. Different levels are required for not only the different models of schools, but also between primary and secondary schools. This is significant as not all practitioners will be required to complete a refresher course, which would prove costly.

The final category within the Basque model are D-model schools. Within a D-model school pupils are taught using Basque, Spanish is only taught as a compulsory subject. D-model schools are becoming increasingly popular as more of the language is transferred to pupils. D-model schools are comparable to Welsh-medium schools.

D-model Ikastola schools are now using the CLIL approach to progress pupils further in their learning of languages. The CLIL approach aims to support pupils in becoming trilingual speakers by introducing them to the English language. It is a school-wide approach that poses similarities to the B-model school approach. Pupils are taught in both Basque and English using on their own individual interests.

The CLIL approach exposes pupils to a third language that they may not have learned without such an educational experience. Pupils also continue to receive Spanish lessons, however, as pupils are in regular contact with Spanish in their extra-curricular activities, it does not form part of the CLIL approach. The aim is for pupils to become competent in communication, using language as 'a dynamic tool'. This phrasing is to emphasise the importance of language in world-wide communication as a key transferrable skill for success.

Nonetheless, this approach has drawbacks. The timetabling, training, and resources all must be

planned with meticulous detail to ensure that pupils' learning is strengthened by the trilingual experience. The CLIL approach initially requires specialist educationalists in order to support staff in their teaching, proving to be expensive as specialists require payment for their expertise. In addition, the planning required for such a scheme to work would prove difficult, as practitioners require a basic understanding of the third language themselves before they are able to utilise it effectively when teaching a class. It would prove impossible for schools to cover all possibilities, although this is expected by the scheme and backed up by the goal of pupils being confident enough use the strategies that they have been taught independently.

The importance of Basque is highlighted within the Selectividad certificate, the entrance exam of many universities. The Selectividad certificate involves a section where pupils must answer questions based on reading and writing using Basque. It has been discussed that low attainment within Welsh Second language are now accepted as standard. However, introducing Welsh as a section of a university entrance exam may improve its value in the eye of students.

Introducing a standard university exam may not be effective however, many Welsh students choose to progress into higher education further afield than Wales. That said, there is also no oral element to this exam, so cannot show the accuracy of the examinee's pronunciation.

Furthermore, it would prove difficult for pupils to fully utilise language as a 'dynamic tool' if they are unable to draw upon it in oral communication. This is the only limitation to the Basque model that is mentioned within the information document.

'We intend to develop a single continuum for the teaching of Welsh as a language, with an emphasis on learning Welsh predominantly as a means of communication, particularly oral communication.' – The Welsh Government, Cymraeg 2050 – A Million Welsh Speakers.

Differences are evident between the approach of the Welsh Government and the Basque model. The is significant as the Basque model would not contribute to achieving the aims of 1 million Welsh Speakers in 2050 as the focus of the Basque model is reading and writing. For the Basque model to be implemented in Wales oral communication must be included.

There are similarities between Wales and the Basque regions, Wales are introducing Professor Donaldson's (2015) Successful Futures curriculum, emphasising Welsh, whilst the Basque

regions have proposed a new curriculum that emphasises the importance of Basque. Heziberri 2020 is a pedagogy plan for all pupils to leave formal education with a proficient fluency in both Spanish and Basque whilst also having a basic understanding of a third language, aiming for plurilingualism.

In order to introduce the Basque model to Wales, bilingual schools should be introduced to ensure that pupils are able to develop their vocabulary and understanding within both languages. As a result, more funding would be required to cope with an increased demand for the Sabbatical Scheme as many practitioners would need to improve their proficiency in Welsh to fill roles within such schools. Encouraging the inclusion of the Welsh Language in the entrance exams to Welsh universities may also encourage young people to hold the language at a higher level of importance and engage in a more meaningful way.

Reference List

- Bruce, T. (2011) Learning through play 2nd ed., London: Hodder Education.
- Estyn (2018) The Annual report of Her Majesty's Chief inspector of Education and Training in Wales – 2017-2018.
- Welsh Government (2014) Evaluating the Foundation Phase: Key Findings on Welsh Language (WISERD). Cardiff: Crown.
- Welsh Government (2013b) One Language for all – Review of Welsh second language at Key Stages 3 and 4. Cardiff: WG.
- Welsh Government (2017) Cymraeg 2050 – A million Welsh speakers. Cardiff: WG.
- Williams, N. & Thomas, E. (2017) Exploring minority language input sources as means of supporting the early development of second language vocabulary and grammar. *Applied Psycholinguistics*, 38(4), pp.855-880.