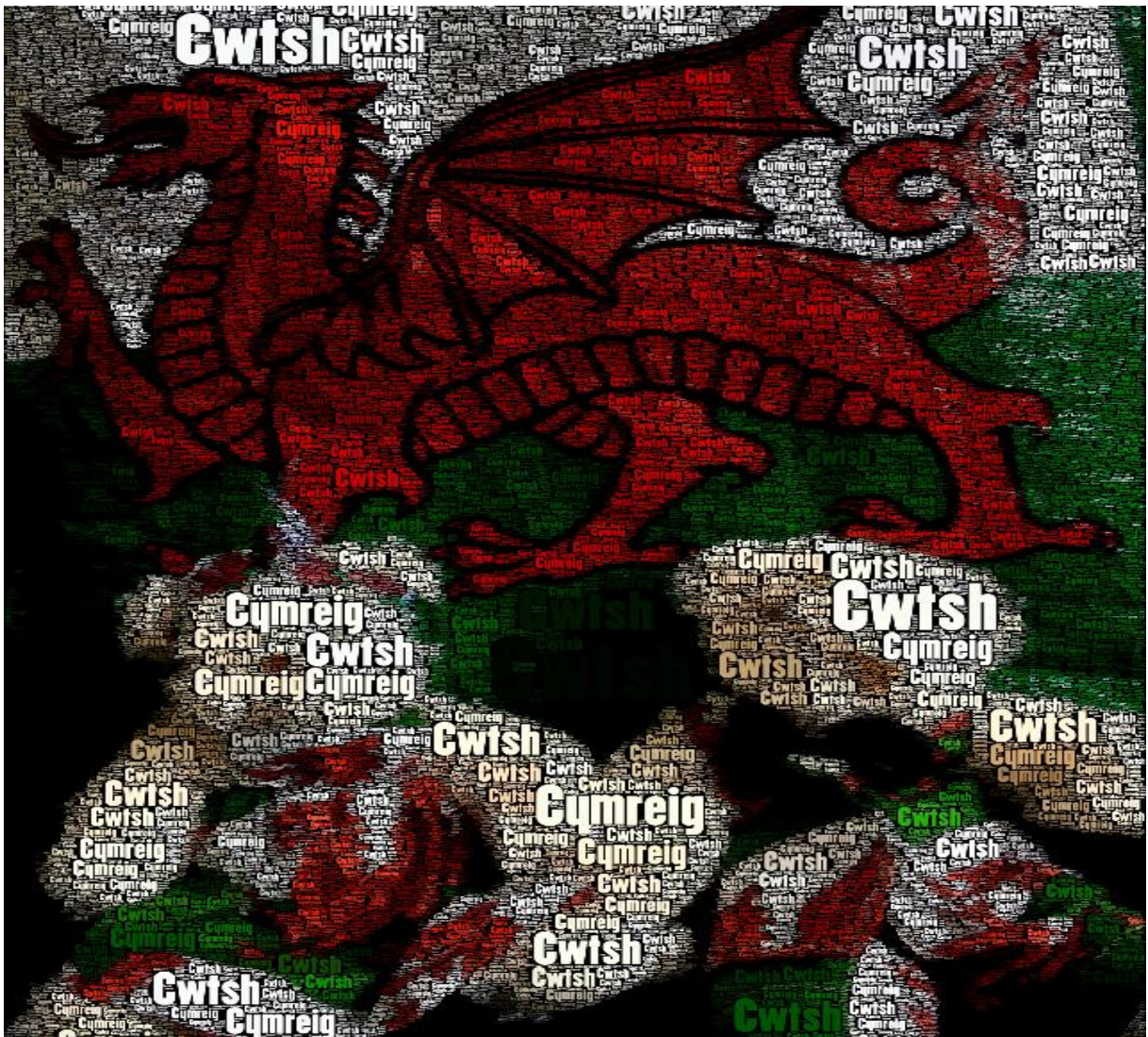


CWTSH CYMREIG

Welsh language bags



Tedi Cariad a Tedi Gwyn

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Part 1

The introduction the Welsh Language Act 1993 and the Government of Wales Act 1998, Supporting the Welsh language throughout the country(Welsh Language Act 1993,Government of Wales Act, 1998). My idea is to provide fun, stimulating and engaging bags to promote the welsh language in an early years setting (Welsh Government,2012,Successful Futures,2018).

There would be two main characters Tedi Gwyn and Tedi Cariad to lead sessions as a starting and introductory platform implementing oracy skills in children. Tedi Gwyn and Tedi Cariad would ask about feelings and sing songs through recordable and removable voice boxes in them, as singing and rhyming is instrumental for a child's acquisition to learn a language. The recordings would be able to be changed depending on the chosen subject commands or conversation topic. The children would be able to record themselves speaking welsh and this would help creativity and imagination as the children would be able to role play using the characters. In each bag there would contain resources that would be interesting and varied linking to activities including visual aids encouraging the welsh language. Expanding on their digital literacy skills QR codes could be used in the contents of the bags and the children could use smart devices such as an iPad to see or hear them, supporting the digital literacy framework (Welsh Government ,2018).

In carpet sessions sometimes called slot drillio the children would see the practitioner model the language bag and the children take it in turns to take the bags home (Gibbons 2015, Bruner, 2009). This could possibly be the helpers of the day sometimes called helpwr heddiws which are chosen daily, would take it home and model the contents of the bag at home and this would encourage parent participation and interaction (Thomson,2015). In each bag there would contain resources that are tactile, be interesting and varied linking to activities including

visual aids encouraging the children's use of the welsh language. These bags would be accessible to the children during free flow , giving the children a sense of ownership and independence.

In some of the bags there would be a characters and their name would match the subject for example in the animal bag there is Aled anifaliad who works and looks after all different animals, he is a mixed-race character as I wanted to include cultural diversity and racial inclusion. Also, with the number bag there is Rhian rhifau and in the letters bag there is Llewelyn llenyddiaeth these two characters were purposely chosen as not to serotypes to encourage girls to love numeracy and as there is research to show boys are more reluctant to read books (Boffey,D (2016),I chose a boy to represent and enjoy literacy. In the colours and shapes bag there is Llinos y Seren who has additional learning needs as she is blind and she likes to nibble and smell the lliwau a siapiau.This will help the children to develop empathy and understanding thus promoting inclusion for all , as supported by children's rights, article 23 (Children's Rights Wales ,2019).

Tedi Cariad and Tedi Gwyn will introduce the shopping and feelings bag and will involve some of the other characters for example asking Rhain rhifau ,Llewelyn llenddiaeth and llinos y seren with shopping or how they are feeling and involving Aled anifaliad as he will be asking how the animals are feeling, the bags can interact with each other there are no limitations or restrictions.

There are many more opportunities for the language bags and can be made up for any topic or subject this would keep the idea fresh and stimulating.

Here are some examples:-Weather, clothes, body parts, seaside there are endless possibilities and an idea would to include popular fairytales such as goldilocks and the three bears,Cinderella and Jack and the beanstalk.

In my opinion it also important to include traditional welsh stories, myths and legends such as St David ,Gelert and Santes Dwynwen to name but a few. This will help children to have a sense of identity and cultural wellbeing recommended by the Well-being of future generations Act (Wales) 2015.

The photos include some of the language bags, but there are many ideas for the language bags, the possibilities are endless. There no limits, for instance there

I believe my idea is innovative because whilst researching and building upon my idea, I found it difficult to find a concept like the language bags, that contain interesting and varied resources in promoting the welsh language.

My welsh language bags are adaptable, flexible, can be differentiated according to age, ability and needs of children in addition to being inclusive for children with additional learning needs. The welsh language bags can be used in all early years settings, including day nurseries, playgroups, parent and toddler groups, child minders, schools and even in libraries and on children's wards in hospitals. The language bags are flexible due to the fact resources can be added, taken away or changed if necessary. Also, this could enhance not only English-speaking settings but also welsh medium settings, for example ti a fi and cylch meithrins and welsh medium primary schools.

The Challenges and barriers of the idea would find sourcing resources for the language bags and contents quite time consuming due to the fact they are sourced locally and from Wales which could be limiting the choice and quality. The making of these bags up for one person to do would be time consuming, although this could be shared out with fellow practitioners. Although initially there would be a cost of making these bag if bought in bulk it would be the most cost effective. Once these bags are made the product would endorse sustainability as it would be viable, long lasting and reusable.

The benefits of these language bags would help the acquisition of the welsh language and a develop a sense of belonging, appreciation and respect to the Welsh culture. These language bags will help children to develop cognitively including their literacy skills, oracy, reading ,writing, communication and numeracy skills and to develop their digital competency with the use of QR codes and voice boxes in accordance to the digital framework,(Welsh Government,2018).

The language bags would be targeted for numerous audiences, depending on the particular use of them at any given time, for example, the practitioner to have a readily available resource and the language bag to have a dual purpose. This will

also support a welsh lesson by bringing a story to life for instance St David the patron saint of Wales, or for the practitioner to use and interact with the children at circle time. As a standalone resource allowing the children to discover the contents of the bag, a child exploring the contents alone or with an adult or on a one to one session. A parent/family member interacting and participating with a child, there are many audiences for this product incorporating enjoyment and enthusiasm to support the welsh language and using the welsh language bags to do this.

Although I am not a first language welsh speaker, my children have all been taught through the medium of welsh. When they were learning welsh and attending ti a fi and cylch meithrin session, I joined in, while doing this I discovered learning any language can be fun, particularly if you make it interesting through visual aids, activities, songs and rhymes.

I have worked in the early years for twenty-seven years and attended training and a sabbatical course on the welsh language, gaining further knowledge and experience. I show empathy and understanding in helping children learn welsh. I have enjoyed gaining confidence with my own welsh development and supporting other members of staff gain confidence too, as well as the children in my care. (Lindon and Lindon,2011). As a practitioner showing enthusiasm and enjoyment when teaching a language is the biggest way to help children's enjoyment of learning.

Part 2

The welsh language bags can promote and support the welsh language for children by making it fun, interesting and engaging (Welsh Government 2012). Learning the welsh language gives children a sense of cultural belonging, wellbeing, knowledge and understanding of the world, supported by the children's rights particularly article 7 (Children's Rights Wales,2019, Wellbeing of future generations Act (Wales) 2015, The Department for Children, Education, Lifelong Learning and Skills 2008) The welsh language bags support children to have a voice and extend the knowledge of the world around them by exploring, seeing and questioning the environment and to experience things through firsthand experience (Estyn,2016,Estyn,2019).

DCELLS (2008) supports the foundation phase that implements more opportunities for children to be exposed and incorporate the welsh language in daily activities (Welsh Government (2013).The language bags can build and develop the welsh language to enrich and support the seven stages of learning through social interaction as the children will learn to cooperate socially, building relationships with other children and adults, learn to collaborate, share and take turns using the bags (DCELLS,2008, Estyn,2013). The bags can help to support the child's wellbeing by the child expressing and discussing feelings and to show empathy towards other children and adults. The bags can promote and stimulate cognitive development, developing memory, problem solving and independent thinking through discovering the contents of the bags and use of digital media by using digital devices (Welsh Government ,2018).

Through discussion of the contents of the bags, it can support communication, oracy skills and literacy, numeracy the language bags will give the children opportunities to acquire, develop and improve upon skills learning welsh at an early age,(Hyson,2014). Devine (2019) states that when children are bilingual, they have more empathetic tendencies to people in general and are more proficient in

concentrating staying focused for longer periods. Devine (2019) further expands in the research explaining that bilingual people retain cognitive development for longer when elderly as there is a less of a decline in mental ability (Siraj Blatchford,2009).

The language bags will help deliver the pupil offer imbedded in the curriculum cymraeg by discovering effective ways on how to help increase children's confidence by stimulating interest and engagement in the welsh language (DfES (Department for Education and Skills) (2003), Welsh Government (2015). This supports collaboration with the local authorities to implement the welsh charter to sustain and progress learners to use the welsh language. The language bags can support the welsh Active offer and is reinforced by the welsh commissioner to promote the use of the welsh language (Government ,2011).

Estyn (2013) suggests early years practitioners use visual aids to help promote learning effectively in their classrooms. The use of visual aids helps to engage the children and support their attention and imagination and encourages the use of Welsh (Halwani,2017). When using the welsh language bags with the interactive visual aids it will encourage children's confidence and help involve all the children, giving opportunities to interact with other children using welsh (Irwin and Soukakou,2010). Whilst using visual aids in the language bags this will encourage children who are more reluctant to participate in front of others, thus, supporting confidence and their wellbeing (Mayr and Ulich 2009).

The visual aids can be modeled in carpet time either class or in small groups, this can be an effective use of introducing welsh words, phrases, patterns and songs (Bruner,2009,Halwani,2017). Rhys and Thomas (2013) point out this method can be effective in children's ability to retain the welsh language due to repetition and rhyming this is instrumental for a child's acquisition to learn a language, enabling the child to remember more easily, as well as an aid to develop children's listening skills (Estyn, 2019). The use of voice boxes and QR codes activated by a smart device for the contents of the language bags will naturally stimulate children's

interest and captivate children attention supporting the child's digital literacy (Harden,2016, Stannard,2013, Welsh Government ,2018).

Within this idea there will be barriers and challenges that will require further research. The Welsh language bags have a unique logo, branding and concept therefore copyright, trademark and patent rights must be considered and potentially have a long-term cost implication to retain these rights (BSI standards publication,2011). The ethos of the creator and the product needs to be protected therefore careful marketing is needed. The product must be sustainably sourced and safe through British standards (BSI standards publication,2011).

Although the language bags can be taken home encouraging parent interaction and participation(Department of Education (DOE),2002. The challenge would be that they would not be returned for another child to use and if over a period the bags are lost, or the contents need constantly replacing due to misuse or being lost this product will not be a viable this could have an economical strain on the early years settings.

The language bags must be purchased and although the bags will be sustainable once bought there is a cost implication for settings that are economically challenged. However, there is a way to afford the bags by setting up a borrowing scheme by loaning bags as a resource to practitioners ensuring to make them more financially viable.

However, to incorporate dignity, equality and diversity the language bags need to be available and accessible to all, whatever the child's social and economic background (Wellbeing and Future generations (Wales) Act, 2015,DfES Department for Education and Skills,2003).

The quality of the learning from the language bags in settings would depend on the practitioner implementing the contents of the bags (Aubrey,2011,Siraj-Blatchford and Hallet,2014).Furthermore, if the language bags are not demonstrated correctly, this could have a detrimental effect on the children's learning, resulting in disengagement and lack of interest (Thomson,2015,

Department of Education (DOE),2002,Government,2015).Therefore, practitioners in settings would need to have a certain amount of training and experience beforehand to implement these bags, ensuring quality learning is being obtained by the children (Government, 2015, Care council for Wales,2018).

The concept of the language bags was initially a small-scale idea aimed at an early years setting within a school, however, this idea could be developed with further adaptations, research and implementations that would have a wider market. The language bags could be available for varying early years settings, for example, parent and toddler sessions, playgroups, day centres,childminders(Zellmen,and Perlman 2006,Wales Pre-school providers Association,2011).The bags could be implemented also throughout schools up to key stage 2 and potentially secondary education.

The language bags could support additional learning needs children of varying ages, needs and abilities within mainstream school or more special education schools. The language bags are tactile which are especially important for visually impaired children and to be able to develop this sensory development will aid braille reading in the future. Having the importance of hands on experiences with the language bags will help additional learning needs children gain confidence, self-esteem, resilience and inclusive (Wellbeing and Future generations (Wales) Act, 2015). Multi-sensory experiences through the language bags that is exciting to the children with additional learning needs will make it more of an enjoyable experience,(SOLLY, 2016).

To further develop the welsh language bags incorporating outside learning through the Welsh language for instance Jack and the beanstalk would support and encourage growing beans encouraging open ended language in Welsh. Learning outdoors would have beneficial long-lasting effects as the outdoors can help support the child to develop a healthy mental and physical attitude aiding wellbeing (Mayr and Ulich,2009, Muñoz, 2009, Wellbeing and Future generations (Wales) Act, 2015).

The welsh language bags could be marketed and used for those people who speak welsh and do not live in Wales, limiting the influence of hearing and seeing the welsh language around them. There are many Welsh communities living outside Wales, such as the rest of the UK and globally such as Patagonia in south America, limiting their access to welsh resources (Rhys and Harries,2017).

Furthermore, the language bags could potentially be used for regenerating languages such as Gaelic used in Ireland and Scotland and in Cornwall the use of Cornish. The language bags could be used internationally to help the acquisition of language in all languages and aid children in developing countries. Once acquired this product would endorse sustainability as it is viable and long lasting.

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