

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	1600932
Programme:	BA Primary Education with QTS		
Module:	Yr Iaith ar Daith 2		
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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.		

ECAD5002

Student number:1600932

Yr Iaith ar Daith 2

**Portfolio of
evidence**

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Task 1

Choose a suitable story to be presented to a group of children noting the rationale behind the choice of story and the main learning objectives that are relevant to the story. You should note the intended audience and the type of language teaching opportunities the story would offer. Prepare one resource based on the story to teach Welsh as a first or second language.

The story I have chosen to present is Tedi Twt ar y Fferm. The intended audience for this story is children within the Foundation Phase, specifically children in a reception class, aged 4-5. The reason I choose this book was due to the many pictures and simple language used throughout; this can make it much easier for young children, learning Welsh, to follow the story. As well as this, the book offers many language teaching opportunities. One of the main things demonstrated within the book is how to engage with the question 'Sut wyt ti?'. This gives me the opportunity to reinforce the questions meaning and introduce different responses children could use to answer it.

The pupils being read to could be asked to repeat key words that they hear within the book. Having the opportunity to practice vocalising the words they hear can significantly improve a child's oral language, particularly pronunciation (Stakanova and Tolstikhina, 2014). An example of this could be repeating the Welsh names of the farm animals within the book. The main learning objectives relevant to this story include asking and responding to the question 'Sut wyt ti?' and naming the farm animals shown within the story in Welsh. The resource I have prepared based on the story are laminated images and names of the farm animals Tedi Twt meets (see appendix 2). This resource will be used to assist with teaching Welsh as a second language. The aim will be for the children to match the animal with their name to reinforce what they have seen and heard within the book.

Task 2

Read a story to a group of children during your PTE and undertake one activity using the resource you have prepared. You will need to film this activity for you to analyse and submit it as part of the assignment.

<https://youtu.be/zNbCz70LO4M>

Task 3

A written reflection of task 2.

The purpose of this essay will be to reflect on the way I read the story and carried out the activity shown in task 2. I intend to critically analyse the different methods I used, convey the way in which I was trying to develop the learners Welsh skills and reflect on the successes and challenges I faced. It is clear that certain aspects within the video went well, however there were also many things that could have been improved on. I will aim to consider the main factors of these two categories and discuss whether or not the activity, overall, was beneficial to the learners development of the Welsh Language. As well as this I will underline ways in which the book chosen was used in order to move the children forward in their learning.

The class of children that I was working with had recently been introduced to asking and responding to the question 'Sut wyt ti?'. One of the reasons I chose to use Tedi Twt ar y Fferm as my book was to activate the learners prior knowledge. According to Petty (2004) without repetition, it's likely previous learning will be forgotten; remembering what you have been taught is dependant on frequency and recency. This is worth remembering when teaching language. It is because of this I decided to do a short warm up activity before starting to read the story. This consisted of the children turning to the person next to them and practicing how to ask and respond to the question previously mentioned. Occasionally learners of a higher attainment level extended this by introducing the question 'Pam?' after someone had responded to them. Not only was this activity useful for the reinforcement of work learners had previously done, it also got them speaking Welsh before our task began. Mingguang (1999) suggests that warm up activities can help learners feel more alert during a lesson or activity and get them in the right frame of mind to contribute to class discussions.

The video in task 2 begins with me introducing the book and asking the learners what they can see on the cover. This question is important as it allows learners to consider what they can see and how they think it might affect the story being read. By drawing attention to the book cover, the learners are given the opportunity to consider what the story may be about. It may also result in extra exposure to the Welsh language as it could create an unplanned discussion. The learners I read to were very familiar with the character of Tedi Twt as he is in many books which introduce different sentence patterns in Welsh. This resulted in the book feeling familiar to them and they were comfortable with the content. According to Robinson (2015) when a child feels comfortable within their environment, are not afraid to speak out and are willing to risk making mistakes, their creativity can develop and they are likely to feel more engaged with classroom activities. While working with the learners I make every attempt to acknowledge, praise and encourage any attempts made to speak Welsh.

The learning objectives I set before the task took place included listening to Welsh stories with increasing attention, repeating and understanding vocabulary used within the book and identifying the Welsh names for the farm animals within the story. Although the majority of the learners listened to the story with close attention, a few became distracted. A way I could have planned for this would be to create a short game that takes place while the story is being read. In future I could give each child a word to listen out for while I read e.g. an animal or a feeling. When they hear the word they could raise their hand, do an action or make a noise, for example, if they heard 'buwch' they would make the noise of a cow and if they heard 'wedi blino' they would do an action to indicate feeling sleepy. This could be made into a competition where 2 or 3 children have the same word and the first to recognise the word wins. Turning the story into more of a game could have increased their attention and engagement with the story. According to Richard-Amato (1998) using storytelling and games while learning a language creates meaningful interaction and can help shape an individual's understanding of different areas within the language.

While reading the story to learners I made sure to use the AFL strategy of questioning in order to monitor the pupils understanding. This, however, is not the only use questioning has. It can also increase a learners motivation and interest in a task, develop thinking skills and encourage learners to respond with their own questions. Paul and Elder (1998, p. 297) underline that ‘thinking is not driven by answers but by questions’. Throughout the video I used more closed questions than open. According to Brown et al. (2014) by answering closed questions related to newly acquired information and knowledge you are increasing your chance of long lasting recall.

Other techniques I used while trying to develop my learners Welsh language skills include singing and drilling. When we came across certain words I asked the learners to repeat them after me. This technique is useful as it not only allows learners to practice their language orally but also allows the practitioner to reinforce correct pronunciation of words. By involving the children in a song and using actions alongside this, learners are more likely to remember and understand the meaning of something. They are not only hearing the words, they are saying them and actively participating, they are also associating the words to the rhythm of the song.

Stories play a vital role in the growth and development of children, particularly the development of language skills (Grugeon and Gardner, 2000). By using a story to help develop language, a child is not only hearing a word, they are able to see where it is situated within the book, how it is used, its basic structure and an image relating to the word; this is one of the reasons stories are a good way to introduce new words to children (Wright, 1995). Brady et al. (2009) suggests that the brain is able to remember more when given visual cues, especially those that are colourful. This is one of the reason I chose to use images within my activity.

While reading the chosen story my speaking was clear and concise and I modeled vocabulary to the children using simple language. I used techniques such as questioning, drilling and singing a simple song in order to reinforce the sentences and words being introduced. I attempted to pause after speaking to allow time for what I was saying to sink in and celebrated the achievements of the children. The activity I chose to do, relating to the story, was a matching activity which can improve language skills, concentration and memory. These are all things that help develop language. Although this is the case there are many things I could have done to improve the session. There were many opportunities within the activity where I could have built and expanded on what was said but didn't. As well as this my planning for promoting Welsh was vague and only included the basic ideas I intended to use (see appendix 1). Because of this I didn't take every opportunity to speak in Welsh, in future I feel it would be beneficial to plan for the use of more Welsh to ensure learners have every opportunity to communicate in the language and have more time to practice their speaking and pronunciation.

To conclude, I believe I was, overall, successful in moving the learners forward with the development of their Welsh language skills through the use of Tedi Twt ar y Fferm and the related activity previously discussed. The use of questioning while reading the story was an effective tool to gauge the level of understanding the children had of the text; it also had an impact on the continued development of learners thinking skills. Although certain aspects of the teaching could have been improved on, the learners involved showed a good understanding of the task. Each of them engaged with the text and by the end were able to identify the Welsh name of different farm animals. As well as this, due to repetition of certain things, learners were able to understand recently introduced sentences in Welsh without an English translation. This indicates that they moved forward in their learning of language and communication. In the future I would ensure I plan sessions to include as much Welsh as possible before hand. With only a basic plan it can be easy to forget to use the desired amount. The more exposure to a language a

child has, the easier it becomes for them to understand and speak it (Bialystok, 1991). Where possible I attempted to encourage learners to communicate within their linguistic ability of the Welsh language, however, I could have challenged them more.

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Appendices

Appendix 1- This is the promoting Welsh language planning sheet I used for Tedi Twt ar y Fferm.

Tedi Twt ar y Fferm Promoting Welsh Planning Sheet

Date	Welsh that I will use:	(✓ or x)	Welsh that pupils will use:	(✓ or x)
	• Beth wyt ti'n gallu gweld ar y clawr? • Onwyl i fyrry • Beth wyt ti'n credu Mae..... yn meddwl? • Beth yw...? • Pa fath o arfau'au yw.....? • Sut wyt ti? • Pam? • Mae Tedi Twt yn ddwyw... • Oa iawn / Ardderchog / Bendigedig • Pawb yn borel? • Ydy pawb yn gwranddo? • Eisteddwrch / Seiswch • Diolch		• Dafod • Ceffyl • Mochyn • Lâr • Buwch • Sut wyt ti? • Itapus / Drist • Pam? • Dewch an dro i weld y fferm yn gyrrwr yn y bore.	

Appendix 2- These are images of the resource I used within my activity.



