



APPENDIX GA36c

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Caroline Pound	Student ID number:	1602422
Programme:	Primary BA Ed		
Module:	Welsh Theory		
Module code:	ECAD6006C	Contribution to Overall Module Assessment (%):	40%
Lecturer:		Internal Verifier:	
Assignment Title:	Critical 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):	2000
Submission deadline:	4th February 2019	Return date of provisional marks & written feedback:	

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
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%)		

A critical response to an article that provides evidence of sound knowledge and understanding of teaching Welsh in an English medium sector.

This assignment considers how an English medium school can effectively promote the teaching and learning of Welsh as a second language through various methods and strategies in a critical response to the article 'Non-Native English Student Learning in English.' (Bernardo and Gaerlan, 2011)

The article reflects on current research in regards to the experience of bilingual learners in the Philippines. Bernardo and Gaerlan, (2011) considers how elements such as the subject being taught, the form of pedagogic approach used, effects the learners and ultimately their use of language both spoken and throughout the thought process. However, although Gaerlan refers to personal work produced in 2009 and Bernardo references multiple work, the majority of this review is heavily based on secondary sources. To ensure the validity of this research, Bernardo, a social phycologist, and Gaerlan, a linguistics expert, have predominantly used peer reviewed articles/studies, alongside their own work to produce what they believe to be a balanced and fair review. However, it should be noted that the studies reviewed involved bilingual learners with adequate levels of proficiency and therefore, would tend to lead to a positive or skewed affirmation of Bernardo and Gaerlan's theory. Although Bernardo and Gaerlan do allude to the negative connotations second languages can have on bilingual learners (Bernardo 2008), this point is not expanded upon as it does not fit the overall narrative of the article this could be constructed as conformation bias within the article.

The article is broken down it to three sections covering the psycholinguistic and sociolinguistic elements of learning a language and finally how content specific knowledge, taught though the use of bilingualism, is impacted overall. The article explains how using a second language in this manner can enhance a child's ability to be bilingual. However, it draws attention to the limitations of restraining language development to a context specific subject area and the impact of the home and social environment on the learner. An analysis of this process is useful when

comparing the Filipino method to how British children learn Welsh in an English medium school. Currently, Welsh is developed through either the Welsh Language Development Area of Learning in the Foundation Phase or key stage two Welsh Language curriculum. However, many schools fail to integrate the language in to the wider curriculum (Donaldson, 2015). Whilst Estyn, (2013) claim that foundation phase children have a positive attitude towards the language and are making suitable progress with speaking and listening, however their reading and writing is underdeveloped. Given English medium schools are not required to track children's progression in Welsh (Estyn, 2013) there is no specific data to corroborate these findings and therefore, are influenced by an inspector's judgement or teacher's personal view. (WAG, 2015)

The article strongly suggests that by immersing pupils in an education system that values both languages the children gain additional learning tools that improve their overall executive control (Bernardo and Gaerlan, 2011). However, Bernardo and Gaerlan, (2011) highlight the need for further studies through a multi disciplinary manner, across a cross section of proficiencies, in order for an in-depth understanding of the full potential and value of increased executive control on these learners and the subsequent effect on their language skills.

The article states that the desire for Filipino children to learn English goes beyond a simple want, stating that there is a significant social need as it seen as a way of accessing education, gaining a better quality of life and entering university (Bernardo and Gaerlan 2011). Furthermore, this desire and drive to learn English, is encouraged by a positive environment at home and throughout other relevant social experiences beyond the classroom which enables further development of linguistic skills and confidence (Bernardo and Gaerlan 2011). These social circumstances, as demonstrated through the 'General Model of Second Language Learning' (Spolsky 1988), significantly influence the learner. These findings are alarming giving that the 2011 census (Office for National Statistics, 2011) (Appendix one) would suggest that the social context or sociolinguistic perspectives of the Welsh language, within Wales is significantly lacking in certain areas. Furthermore, Estyn (2013) states that overall, the willingness, confidence and the exposure to the Welsh language is having a negative impact on the children's ability to become bilingual. Therefore, the

author believes that to increase the use of Welsh there would first need to be a shift in the learners, communities and teachers attitudes towards the language. Bernardo and Gaerlan (2011) concur explaining that the community has a significant influence on the learner, with learner's who identify as coming from a strong Filipino community, primarily conversing in Filipino rather than English outside of structured educational environments.

To help overcome this barrier to learning Welsh, Bevan (2013) suggests that there is a need for subject specific teaching through the medium of Welsh thus, increasing the learner's exposure to and development of the Welsh language whilst giving the language an identifiable purpose within society. Bernardo and Gaerlan (2011) discuss the benefits and limitations of such an approach, claiming that a psycholinguistic perspective allows for the development of cognitive psychological processes which are needed when acquiring language. Vygotsky (1978 as cited in Mcleod 2018) claims that, at around seven children require the process of thought and language to merge, thus developing internalisation of language which is needed for structured communication and understanding. Therefore, a content specific delivery system will allow for the development of internalised usage of language, giving the learner time to decode and recall language patterns (Marian and Neisser 2000). However, Bernardo and Gaerlan (2011) state in the article that when learners are asked a content specific question through the language in which they were not taught, the learner struggled to answer in depth thus, demonstrating issues with conceptual knowledge. (Reyes, 2000) Furthermore, Bernardo and Gaerlan (2011) explain that when learners where presented with a comprehension task they performed considerable better in their native language regardless of the delivery language (Bernardo 1999 and Bernardo and Gaerlan 2011).

The article has explained the possible benefits of teaching in a bilingual environment and the intrinsic benefits of which such a system can install. It acknowledges some of the social and cultural impacts of achieving a true bilingual environment. By contrasting this article against the English medium education in Wales, it is clear that the value placed on the second language medium is significantly greater in the Filipino environment due to the positive association with further education and employment. Thus, placing a sociolinguistic value upon the second language. Baker

(1993) believes that this value is limited in Wales when learning Welsh, stating that Welsh will always be a minority language because English holds an international value due to the historic reach of the British Empire/Commonwealth. Therefore, English is of greater use to learners due to its transferable utility. (Baker 1993)

The transferability of English is something that cannot be changed and is indeed why Filipino children are learning English. However, given the contents of the article reviewed and some of the inherent strengths identified it would be prudent to advocate for further study within the area of bilingual acquisition to potentially identify and harness some of the benefits of bilingual learning.

The author believes that a bilingual system such as the one used in the Philippines would not work well within Wales. Whilst there has long been an established bilingual educational system for non-Welsh speakers, its aim was to complement the Welsh medium schools (Gittin 1967) not exceed them. Therefore, the question should be how to improve the learning of the second language rather than how to learn Welsh as a second language. Swain, (1996) draws attention to the fact that a substantial amount of language learning is done when little or no attention is paid to the learners target language. It is therefore a belief of the author that language is acquired by generalised immersion rather than content specific delivery. Price (1993 as cited in Williams 1997) agrees, stating that language acquisition occurs through activities and messages rather than a didactic approach and when reviewing the article Bernardo and Gaerlan (2011) comment on the effects a learner's proficiency has on their ability to develop conceptual cognitive process. Therefore, a learner's overall language skill may well correlate with their intellectual skill within a subject rather than their true ability to be bilingual.

Furthermore, the approached reviewed in the article goes against the four purposes of the curriculum (Donaldson, 2015) because the learners demonstrated a lack of transferable knowledge, thus being unable to or struggling with the application of knowledge outside of the original conceptual constraints. Whilst the new curriculum does not have a specific area of learning and experience for Welsh, it does recommend immersing children in Welsh throughout their education (Donaldson's 2015). The author believes that the method of immersing a learner so that they can

acquire a language rather than learning a language is significantly beneficial. Krashen (1977 as cited in McCaul 2016) agrees believing that classrooms should be stress free environments that encourage learners to play with the language and learn from mistakes, much like a young child does. Furthermore, Krashen, (1977 as cited in McCaul, 2016), Swain, (1996) and Price, (1993 as cited in Williams, 1997) all agree that grammar instruction should only be carried out once a learner is proficient in the second language, and that the second language should only be introduced when a learner is suitably proficient in oracy within their first language. Krashen (1977 as cited in McCaul, 2016) also believes that the specifics of a language, in particularly grammar, are unconsciously absorbed through activities such as reading and decoding conversations. However, Bernardo and Gaerlan, (2011) do not explain this theory, neither does the article consider the benefits and limitations of an immersion system. Therefore, at this stage, the author is unable to draw this argument to a conclusion.

However, the Welsh Assembly are aiming for a million confident and capable Welsh speakers by 2050 (WAG, 2016). To achieve this, they intend to; work in partnership with many different organisations; make the language a part of everyday life; use education effectively at all ages and levels; support, through the development of everyday resources such as dictionaries and digital tools and give people the right to converse, work and access services in Welsh if they so wish (WAG, 2016). The Welsh Assembly are trying to revive the Welsh Language due to its deep-seated cultural roots. In contrast the article explains that Filipinos are developing English as a means to a better life and therefore, their learners are subjected to significant, meaningful and consistent exposure for a specific purpose. However, Bernardo and Gaerlan, (2011) emphasise that fact that the learners revert to their native language when they are not in constructed environments that require them to use English. Therefore, when taking in to consideration the above and the Welsh language distribution as explained in the 2011 census (Appendix one), it is not unrealistic to consider Wales as suffering from similar cultural limitations which hinder the proficiency and progression of learners within Welsh as a second language.

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Appendix one:

An example of the percentages of Welsh spoken across Wales.

