GUIDANCE

GUIDANCE

<u>THEMATIC HELP MATS</u> ***(Matiau Cymorth Thematig)***

There are help mats for 14 themes:

- Animals
- Food
- Celebrations – for Saint David's day, Santes Dwynwen day, Guy Fawkes, Easter, Christmas and New Year's – **one Stage / *Cam 1* only**
- Clothes
- Leisure – including hobbies, the weekend
- Shopping
- Feelings and senses
- Travelling and holidays
- The home
- The body
- The town – including the world of work and people who help us
- The family
- The weather and seasons
- The school

The mats were produced on the above themes in 3 stages.

Stage 1:
Cam 1:

- broadly corresponding to National Curriculum Levels 1–3
  (light blue line at the bottom of the mat)
- word level
- simple statements
- simple question and answer using the present tense of the verb and mainly the first and third person.

Stage 2:
Cam 2:

- broadly corresponding to Levels 3–5.
  (slighter darker blue line at the bottom of the mat)
- by the end of this stage trainees are expected to be able to vary the time and person of the verb 'bod' [to be] and the concise past tense comparatively easily.

Stage 3:
Cam 3:

- broadly corresponding to Levels 5–7.
  (dark blue line at the bottom of the mat)
- the other concise forms of the verb are introduced at this stage and the use of idiomatic language is expanded.

Although the stages broadly correspond to the levels, they are slightly higher than that described in the National Curriculum as teachers would be expected to be ahead of the pupils they teach. The Stage 1 and 2 mats focus mainly on the language of the class but the aim at Stage 3 is to improve the trainee's language.

On one side of the mat you will see:

- a vocabulary – with (g) gwrywaidd [masculine] / (b) benywaidd [feminine] and the plural form noted if relevant – Welsh/ English;
- patterns – in the form of questions and answers. The opportunities for substitution are underlined. In the middle section the background colour deepens as new patterns are introduced;
- some explanations about significant aspects of grammar.

An English translation of the patterns is included only on the Stage 1 mat. The content of this mat is also available in audio format to ensure correct pronunciation.

There is some overlap between each stage. Trainees should be familiar with the content of Stage 1 and confident in their use of the patterns orally and in writing before progressing to Stage 2, and then Stage 3. Stage 3 is an appropriate starting point for trainees who have received some of their education through the medium of Welsh. However, they will need to be secure in their awareness of the language levels and patterns of the first two stages.

On the other side of the mat you will see:

- an example of a dialogue/s to practise and adapt;
- examples of writing forms such as e–mail, card, list, note, letter etc to enable trainees to practise reading and substitution and to enable them to model written work;
- possible activities. These were written in Welsh to be explained by the tutor / lecturer. They are a way of modelling the instructions to be given to pupils in the classroom. They will be useful activities to practise the patterns and vocabulary in lectures with suggestions on how to adapt them for the classroom. A translation of the Stage 1 activities is available separately should trainees wish to study and use them independently. The translation into English is quite literal to facilitate conversion from one language to the other for the reader. The Stage 3 activities are intended to practise the patterns in lectures and are not for use in the Welsh second language primary class.

The help mats on the theme of **Celebrations** are different. These have been designed on key events of the year – Christmas and New Year, Santes Dwynwen day, Saint David's day, Easter and Guy Fawkes – and have been aimed at Levels 2-4, namely for KS2. These are not available therefore across all 3 stages.

For every theme, therefore, there is a:

- Stage / Cam 1 Mat
  - English activities
  - Audio version
- Stage / Cam 2 Mat
- Stage / Cam 3 Mat

- Stage / Cam 1 PowerPoint
- Stage / Cam 2 PowerPoint
- Stage / Cam 3 PowerPoint

- Resource - Pictures
- Resource - Word and picture
- Resource - Word
- Resource - A4 Pictures

- List of resources

The English version

When initially trialing use of the mats, trainees who were pure learners noted that they would appreciate having the activities in English as well. They were translated literally in order to enable them to compare the Welsh and English. This was only done for Stage 1.

The audio version

There is an audio version of the Stage 1 thematic mats.

The vocabulary, patterns and dialogues are read out and a few songs are sung.
The purpose is to:

- Enable trainees who are having difficulty with the pronunciation to work independently.
- Provide them with an opportunity to practise pronouncing the words and patterns as they look at the mats. The list of words is firstly read out with a gap after each word to allow time to imitate the pronunciation and to hear the word again. Then the patterns are read out namely the middle section. If there are northern and southern forms, both forms are heard one after the other. There is a gap again between the sentences for them to imitate the diction.
- Provide an opportunity for trainees to listen to the dialogues as they read them in order to become familiar with the pronunciation and inflexion. This has not been done for the *Celebrations* mats but there is an audio version of the vocabulary and patterns for these.
- Enable trainees to sing along with the examples of songs which is an effective method for trainees – as well as children – to consolidate correct pronunciation. They will then be confident in using the songs in the classroom, particularly in the Foundation Phase.
- Give trainees who are beginners the confidence to use Welsh more extensively on teaching practice. They will not have practised much of the themes and aspects in lectures before going on teaching practice and they could confirm the accuracy of their pronunciation when preparing to present a specific aspect.

Powerpoints

There is a powerpoint on each of the 14 themes at all three stages. The powerpoints include the content of the mats, namely:

- Pictures to be used as flash cards to present and consolidate vocabulary
- The patterns
- The dialogues to be practised
- A reference to an aspect of grammar if relevant
- The activities

Therefore, with beginners, the slides should be used only for the first stage. For the more confident trainees, who have possibly succeeded well in the Welsh second language GCSE examination, they could move quickly through Stage 1 in order to revise and secure understanding.

If an institution or individual wishes to modify the powerpoints by editing them and adding slides they could contact Trinity University College to receive a copy by e-mail.

Resources

Pictures of the main vocabulary items on 13 of the themes and Christmas are available to download – in the form of flash cards and small cards in order to create a variety of language games. Blank cards were also provided for each theme in order to include additional pictures. Due to copyright restrictions a wider selection of pictures for publication could not be provided. The use of these is exemplified in the activities and in the section on methodology.

List of resources

To accompany the main themes, there is a list of available resources. The website http://www.ngfl-cymru.org.uk/vtc/2008-09/maths/welsh-data/ on NGfLCymru was used as a basis for the list. The following websites are also suggested as further sources:

www.acen.co.uk
www.awenmedia.com
www.Gomer.co.uk
www.Gwales.com
http://www.fflicafflac.com
http://www.caa-aber.org.uk/
www.urdd.org (*Bore Da* leaflets)
http://www.ngfl-cymru.org.uk/cym/index-new.htm

The books have been levelled generally. Either the book's level has been noted or the Key Stage - CS - Cyfnod Sylfaen [Foundation Phase] - or CA2 [KS2]. Sometimes the Key Stage and level is noted e.g. CA2 / L1.

FOUNDATION PHASE MATS ***(Matiau'r Cyfnod Sylfaen)***

Twenty mats were created for the daily routine and different areas of the classroom, namely:

The daily routine:

- Lunch time - including washing hands / dressing
- Registration - including school dinner / packed lunch and birthday
- Snack time

The learning areas:

- Little world
- Art
- Music
- Craft
- Pre-writing
- Playing games
- Role play
- Water
- Language for discussing books
- People who help us
- Number
- Shape
- Movement
- ICT
- Sand
- In the garden
- In the open air

We are confident that these mats emulate good practice in the Foundation Phase. It was impossible to include every aspect and all the vocabulary and it was necessary therefore to be selective. There is general guidance on the use of ti / chi [familiar and polite forms of *you*] in the Language Handbook / *Cyfeirlyfr Iaith*.

Every mat normally includes:

- A (g) gwrywaidd [masculine] / (b) benywaidd [feminine] vocabulary on the left hand side – Welsh/English
- The patterns – sentences / questions / answers in the middle – with a translation
- Exemplary songs
- Dialogues to be practised and emulated
- Some commands and directions.

In the lectures the trainees should be provided with opportunities to create their own help mats for the classroom learning areas on specific themes. For example, if the theme is *Ar lan y Môr* [At the seaside] – create a series of activities in the different areas considering the vocabulary and patterns to be presented and practised and ensuring progression. The exemplary mats would provide the patterns and the framework to form guidelines for the adults in the class.

Foundation Phase Resources

Vocabulary pictures have been included on the learning area mats and word and picture cards have been provided so that they can be reproduced to create resources for activities promoting the oral use of language and learning to read.

CROSS-CURRICULAR HELP MATS *(Matiau Cymorth Trawsgwricwlaidd)*

Mats were prepared for:

- Art
- Music
- Science (2)
- Physical education

These are aimed at the KS2 class and they are only available for one stage in the same way as the *Celebrations* mats. The Foundation Phase mats include these aspects at a simpler level.

Again, the vocabulary, patterns and examples of conversations and reading passages are presented.

The purpose of these is to promote the use of occasional Welsh across the curriculum. Some of the patterns and activities could be incorporated into the English medium lessons thus increasing the use of Welsh second language gradually. The mats also exemplify the possibility of teaching an aspect of a subject through the medium of the second language.

LANGUAGE FORMS *(Ffurfiau Iaith)*

The following forms are used:

- *Dw i* [I am] as that is what is in the resources produced for the Foundation Phase. Other forms are included at Stage 3 e.g. Rwyf...
- ’da fi / gen i / gen ti... [I have]
- *Sut wyt ti?* [How are you?] *Ble wyt ti*? [Where are you?] etc. dropping the ‘r’ in the Stage 1 and 2 versions.

North and south

Separate versions have not been prepared for the north and south. It was agreed, at a national level, that trainees across Wales should understand and recognise the dialectal differences. The main differences are included in the vocabulary e.g. taid / tad-cu [grandfather]; llaeth / llefrith [milk] and the patterns and grammar notes vary the use of ‘fe/fo’ [him] and ‘gen i’ / ’da fi’ [I have]. The dialogues and reading passages vary and the versions may be substituted.

USE OF THE MATS *(Defnydd o’r matiau)*

The mats are a starting point for planning and structuring the content of lectures. They are not intended to stand alone, but rather to provide notes for the trainees after they have heard and practised the language orally.

They will then be available for them to learn the vocabulary and the patterns and to use as an aide-memoire on teaching practice. They will ensure accuracy as they form tasks, create resources and prepare displays in the school. They may also use them to prepare guidelines for classroom assistants.

Although the mats are colourful they are sufficiently clear to be photocopied, although that should not be necessary for the main themes as the content appears on the powerpoints. It is suggested that tutors laminate coloured sets for the lectures to save photocopying. It would be the responsibility of the trainees then to ensure copies for themselves.

METHODOLOGY (*Methodoleg)*

This section includes:

- Questions and aspects to be discussed in lectures
- Guidance on planning lessons
- Features of effective teaching
- Presenting the 3 skills – oracy, reading and writing
- Language games
- Reference to the WJEC’s INSET programme

ASSESSMENT (*Asesu*)

This section includes:

- **Cynllun y Colegau assessment guidelines**

- **Assessment criteria**

  These are available in Welsh and English and are for the use of:

  - the trainees for their self-assessment and to identify the development stages and to ensure assessment for learning
  - the trainees' Teaching Practice schools so that the schools know before hand what stage the trainees are working at in order to ensure the right conditions for them to achieve those standards
  - the initial teacher education and training departments to assess the trainees and to track the trainees' development route
  - the Scheme's moderator who will visit the institutions to standardise and moderate
  - prospective employers.

  At the end of the course trainees will receive the Cynllun y Colegau Certificate noting the stage at which they are working and to what extent they are meeting the requirements of that Stage, namely:

  - Stage 1* - pass
  - Stage 1** - pass with merit
  - Stage 1*** - pass with distinction

  and likewise for the other two stages.

  There will be a description of the appropriate criteria on the Certificate.

- **Exemplary tasks** on 10 themes and for the 3 stages.

  Tutors will be able to use these occasionally to assess trainee achievement.

  They could be included as part of the teaching for the themes and therefore integrated within a unit of work.

  They are also a template for tutors to enable them to create and plan their own assessments.

LANGUAGE DIRECTORY (*Cyfeirlyfr Iaith*)

Some aspects of grammar have been included on the Help Mats but it will be necessary to refer regularly to the Language Handbook. It contains a summary of the main aspects included on the Stage 1, Stage 2 and Foundation Phase Mats. At Stage 3 use of published reference books is recommended.

ACKNOWLEDGEMENTS

Project leader and editor	:	MarianThomas
Author of the mats	:	Bethan Clement
Author of the section on assessment	:	Ann Tegwen Hughes
Design	:	Catrin Phillips Cwmni *Hwb a Her*
We are grateful to the following for their advice and support	:	Dr Sioned Hughes Siw Jones Anne Loughran Carys Richards Gwydion Wynne *(Ysgol Hyfforddiant Addysg Gychwynnol Coleg Prifysgol y Drindod, Caerfyrddin – School of ITET)* Gwilym Dyfri Jones – Head of the Faculty of Education and Training Brett Aggersberg – Sound Technician Owain Huw Gwennan Schivone *(Canolfan Addysg Uwch Cyfrwng Cymraeg*)
We also acknowledge the work of the authors of the original Cynllun Colegau Cymru Scheme	:	Lisa Jên Davies Geraint Wyn Jones Nia Royles
and members of the steering committee	:	Phil Evans, *Prifysgol Glyndŵr* Sue George,*Prifysgol Casnewydd* Menna Jones,*Prifysgol Aberystwyth* Judith Lewis, *Prifysgol Metropolitan Abertawe* Gwawr Maelor, *Prifysgol Bangor* Sue Peters, *Prifysgol Casnewydd* Angharad Williams, *UWIC* Source of pictures: http://www.animationfactory.com