**Script for Video Presentation**

***Introduction***  
Hello, my name is Confidence Maeresera, and my candidate number is 098/2024. In this presentation, I will be explaining the intervention I implemented during my work integrated learning stint at CMZ Primary School in Gokwe. My focus was on supporting Grade One learners who were experiencing challenges in language acquisition, particularly those with delayed language development.

***Section 1: Identification and Diagnosis***  
I began the project by closely observing classroom activities during literacy lessons. I noticed that a particular group of learners was consistently struggling to grasp new vocabulary and express their ideas during storytelling sessions and group discussions. To understand these challenges better, I conducted several informal diagnostic assessments, including:

* One-on-one reading sessions, where I asked learners to recite simple words and sentences.
* Interactive oral quizzes and games designed to test vocabulary comprehension.
* Discussions with my fellow teachers and special education staff, who confirmed that these learners required additional support.

These observations and assessments helped me identify that the key issue was delayed language acquisition among a subgroup of my Grade One learners. The feedback from colleagues and my own data collection played a critical role in confirming the need for a targeted intervention.

***Section 2: Execution/Intervention***  
After diagnosing the problem, I developed a targeted language support program. This program was designed around three main strategies:

1. **Small-Group Instruction:**  
   I organized extra support sessions with small groups of four to five learners. This setup allowed for personalized attention and created a comfortable environment where learners could ask questions without feeling self-conscious.
2. **Interactive Storytelling:**  
   I incorporated interactive storytelling sessions into the intervention. I used a variety of visual aids, such as flashcards and story props, to introduce new vocabulary in context. During these sessions, I emphasized visual and auditory learning by reading the story aloud, showing images related to the story, and encouraging the learners to participate by predicting what might happen next.
3. **Multisensory Learning Activities:**  
   Recognizing that each learner has a unique learning style, I included multisensory activities in the sessions. For example, I had the learners:
   * Participate in repetition chants that helped reinforce new words.
   * Engage in role-playing exercises where they acted out parts of the story.
   * Draw or create visual scenes that reflected the story, thereby reinforcing both comprehension and creative expression.

Each session started with a quick warm-up that involved reviewing previously learned vocabulary using fun and interactive methods. Then, I introduced new words using both visual and contextual examples, followed by activities that allowed the learners to apply what they learned immediately. At the end of each session, I conducted informal assessments through short oral quizzes to gauge understanding and provide immediate feedback.

Throughout the six-week intervention, I worked closely with the regular classroom teacher and the special education support team. We held regular meetings to discuss learner progress and adjust the teaching strategies as needed. This collaborative approach ensured that the intervention was tailored to the evolving needs of the learners and aligned with the school’s broader curriculum goals.

***Section 3: Evaluation and Reflection***  
Evaluating the success of the intervention was critical. I employed several formative assessment methods to gauge progress:

* **Observation:** I closely monitored the learners’ participation and noted that they became more confident during group activities over the weeks.
* **Oral Quizzes and Informal Tests:** These helped track incremental improvements in vocabulary recognition and understanding.
* **Peer and Self-Assessment:** I encouraged the learners to share their thoughts on the sessions through simple exit tickets and reflective discussions, which provided valuable insights into their learning experience.

The data collected from these assessments showed noticeable improvements in the learners’ language abilities. Not only did their vocabulary expand, but their ability to follow instructions and participate in class discussions also improved. The positive feedback from both the learners and fellow teachers confirmed that the multisensory approach and small-group instruction were effective strategies in addressing the language challenges.

***Section 4: Recommendations and Conclusion***Based on my observations and the data collected, I recommend that such targeted language support sessions be incorporated into the regular curriculum. It is important to:

* Continue using multisensory teaching aids to cater to diverse learning styles.
* Provide regular professional development for teachers to stay updated on innovative inclusive strategies.
* Explore additional resources or partnerships with NGOs and governmental programs to further support inclusive education in schools like ours in Gokwe.

In conclusion, my work integrated learning project has demonstrated that with systematic planning, careful diagnosis, and collaborative intervention, significant improvements in language acquisition can be achieved. This not only helps the learners in overcoming their immediate challenges but also creates a more inclusive and supportive classroom environment where every student has the opportunity to succeed.

Thank you for listening to my presentation. I believe that the steps I have taken, from identification through to evaluation, provide a robust framework for addressing language delays and promoting inclusive education at CMZ Primary School. I look forward to any feedback and to further refining these strategies to benefit all learners.