

A critical evaluation and the identification of next teaching and learning steps
focusing
on a case study of an individual learner or a group
of learners, based on an observed critical incident.

Introduction

In this assignment, the main intention will be to focus on the use of critical incidents in the context of reflective practice in teaching. Furthermore, I will be focusing mainly on one critical incident, but I will also be referring to other incidents during my observation of school X by using the ARC sheets in my appendices.

According to Tripp: “A critical incident does not need to be a serious or dangerous event; rather ‘critical’ is to be interpreted as relevant or important. For example, when your students regularly struggle to get started on their tasks in lessons after lunchtime, then this could be a ‘critical incident’ that would require more in-depth reflections.” Tripp, D. (1993). *Critical Incidents in Teaching: Developing Professional Judgement*. London: Routledge.

Having seen Tripp’s description of a critical incident, I am confident that I understand the meaning of a critical incident and that I can understand the title of the assignment and set out what I intend to discuss. I will be referencing many theorists with their own theories, such as Skinner, Pavlov, Piaget, Vygotsky and more. I will be going into detail about the theorists and their theories e.g. Pavlov and behaviourism, Piaget and constructivism, also Vygotsky and social constructivism. Also, in this essay, I will be reflecting on different teaching methods used and what methods I would like to use in my teaching.

Observation

During this observation, the PTE school mentioned will be named as school X to protect its identity along with any students. These students will be named ‘student A’, ‘student B’ etc. As mentioned in BERA (2018) guidelines: “The confidential and anonymous treatment of

participants' data is considered the norm for the conduct of research. Researchers should recognise the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity."

School X is a secondary school situated in the county of Swansea and has 924 pupils according to MY LOCAL SCHOOL. The most up to date Estyn report for school X was back in 2014 where Estyn gave the school an 'excellent' mark for all the 'Key Questions' directed at the school. These questions included: 'How good are outcomes?', 'How good is provision?' and 'How good are leadership and management?'. The school did not achieve anything less than a 'good' rating for the subcategories of these questions.

In July 2019, Wales Online published an article reviewing school X and the article also compares it with other secondary schools across Wales. In this article, Wales Online rank school X as the fifth best school in Wales while giving it five-star ratings for attainment, progress and attendance, but school X falls behind on finances as it receives a four-star rating.

Methodology

There are many different ways of observing a class, but the most common ways are being a participant or non-participant observer. During the observations, the class was observed from a non-participant point of view, which in my opinion, is the best way to approach it. Being a non-participant observer is a preference of mine as it allows the observer to see the lesson unfold naturally and the observer's inclusion, or lack of, to the lesson doesn't influence the children's behaviour. Kumar's description of a non-participant observer is: "When you, as a researcher, do not get involved in the activities of the group but remain a passive observer, watching and listening to its activities and interactions and drawing conclusions from them". (Kumar, 2014, p.340)

Obviously, being a participant and non-participant observer have their different pros and cons. An example of this being seen in class was a situation where a girl was speaking English and continued to do so throughout the lesson, unless she spoke to me or if the teacher was nearby. As I was being a non-participant observer, I didn't interrupt her

conversations with other students, and I was able to observe and listen from a distance. If a participant observer method was used in this situation, this may have disrupted her English conversations and maybe would've been forced to switch the language of the conversation to Welsh. The plan here was to see how long she would speak English for, and she did it for the whole lesson.

There are some critics that say the non-participant observation could cause a Hawthorne Effect, where the students react differently because there's an unfamiliar person in the room. Having said that, in *Research Methods in Education* by Cohen, Manion and Morrison, an observation is focused on where: "King (1979) recalls how he firmly established his non-participant status with young children by recognizing that they regarded any adult as another teacher or surrogate teacher." (p.278). In this observation with King, he's in an infant school but I don't think the difference between an adolescent and an infant reaction to an unfamiliar person would be too different.

Four Purposes

The critical incident that will be focused on is behaviourism towards the Welsh language. Out of Donaldson's Four Purposes, I believe that this critical incident falls best in the 'Ethical and informed citizens' category because it seems that the pupils are 'ready to be citizens of Wales and the world.' (Donaldson, 2015).

With this critical incident, a year seven class was to be observed for the day. This class was very well behaved throughout the day and it was clear that they were speaking more Welsh than any other years that I'd previously observed. It was then brought to my attention in the final class of the day that the school has a 'pwyntiau cymreictod' system in place for all year seven classes. The 'pwyntiau cymreictod' system is a known strategy that motivates the pupils to speak Welsh because if they're heard speaking English, they lose a point and could miss out on a prize at the end of the calendar or academic year. The most common prize for the students is a trip to a theme park or a day out participating in fun activities.

Another critical incident mentioned in ARC sheet 4 is a complete contrast to Donaldson's 'ethical and informed citizens' and could be a big reason why he has set out these four

purposes. During the observation of the class, the student had no interest in speaking Welsh and only spoke the language when she had to. This was very disappointing to see, but hopefully this will improve under the new curriculum.

During the changes under the new curriculum, it's important that not only the students cooperate, but the teachers and staff also need to do so. It's essential that the teachers in schools across Wales motivate their students and make their students know that they should be proud of being Welsh and being able to speak Welsh by using it on a daily basis on the streets, in their homes and their schools.

During time spent observing in school X, it's been clear that a lot of English is spoken during the day, and if that's how it is in school, then it'll be worse in their homes. Also, while observing classes in the school, the students sometimes speak English to the teachers and they even reply in English to a question that's been asked to them in Welsh. The new curriculum should clamp down on this English speaking and make sure that the students are 'ready to be citizens of Wales and the world' (Donaldson, 2015).

Literature Review

This literature review is to reflect on the critical incident that has been observed and to see what areas have been triggered by the incident. Behaviourist techniques by theorists such as Skinner and Pavlov will be mentioned. As previously mentioned, the critical incident comes under behaviourism as the pupils behave differently towards the Welsh language because they know they could be in for a prize if their class come away with the most 'pwyntiau cymreictod'.

Despite the observed class doing well in the 'pwyntiau cymreictod' table, from sitting at the back of the class, it was quite obvious that there was a lot of English being spoken and not being picked up by the teacher. Eventually, the teacher overheard some English being spoken and threatened to take a point off them. This triggered a couple of things that have been previously noted by top theorists.

Cheetham and Chivers (2001) believe that there isn't any form of literature on learning theories that would be complete without Pavlov's inspirational work. Pavlov's work (1927) about classical conditioning, which surely draws out a behavioural response, can be seen as influential because it gave the base for modern developmental psychology. Pavlov has also showed that animals can be conditioned to behave differently subject to a conditional stimulus. In this case, the conditional stimulus was a bell and the dog would associate the bell with his food. This was the discovery of a 'conditioned-response'.

Skinner (1938) and Watson (1930) then used this theory with human behaviour instead of animal behaviour. Necessarily, they included extra reinforcement elements after the response they sought. For example, Davis and Davis (1998) mentioned that, at Littala Finland, a producer of high-quality glass products, trainees are coached to repeat the same initial glass blowing task over a hundred times. Each attempt is modified and reinforced through very specific feedback from the experienced coach until it is perfect, then the trainee is coached in the same way on to the next level of complexity. From this, the process of learning can be seen as a straightforward mechanism, which is shown as the result of a behavioural reaction to some form of stimulus.

In Pavlov's (1927) classical conditioning experiment with animals, it's possible to see the similarity between that and the critical incident from the observation in school X. On the other hand, the critical incident in the observation drew a negative response, contrasting to the positive response of the dog and its food in Pavlov's experiment. When teacher X brought to the class' attention that she could hear English being spoken, it struck fear into the pupils and immediately triggered a reaction from them, and they instantly started to speak Welsh. This had also triggered a different behavioural response from some pupils. Skinner once said: 'a person who has been punished is not less inclined to behave in a given way; at best, he learns how to avoid punishment.'. Despite the fear being shown by the pupils, it was also possible to see the cleverness of some students to avoid being caught speaking English and they were doing their best not to be caught again.

Jean Piaget and Lev Vygotsky have been known to be critiques of behaviourism. Piaget's work has been more on constructivism while Vygotsky has been involved in social constructivism. Jean Piaget believes that the psychic develops from childhood, little by little, with the acquisition of structures of increasing complexity. This progressive construction

goes against the theories that are based on the innate character of certain skills. For Piaget, intelligence is therefore linked to biological adaptation and evolves from the first days of life. From there, he establishes 4 large successive phases of cognitive development in children.

Most of Piaget's research has focused on analysing the behaviour of young children. Piaget was one of the first to analyse thinking methods in toddlers. According to his observations, which focused on his own children, a child's thought process can be divided into several stages, but the age group to be focussed on is for twelve years and over. At this stage, Piaget believes that: Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning. (Verywell Mind, 2019). At this point of Piaget's theory, it's believed that it influences the increase of understanding abstract ideas and cognitive development.

What Piaget has done here is brilliant as he's been able to see a child's development before his own eyes without interfering too much, but his idea of teens beginning to think about politics from twelve years and above has now surely been proven to be in the category of eight years and above. According to an article on The Conversation, some places such as New York allow teenagers as young as fourteen to vote and there are many children still in primary that are concerned about politics due to all the negative press about Brexit. (The Conversation, 2019)

Like Piaget, Vygotsky believes that children are key with their curiosity and involvement in the development of their own knowledge. However, Vygotsky was more focused on social behaviourism. Vygotsky steps away from Piaget's theory as he claims that social interactions are paramount in learning. He developed the concept of ZPD (Proximal Zone of Development). According to Vygotsky: "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p.86).

Gabriel Mugny and Willem Doise (1978) extended the works of Piaget and Vygotsky. They present the interactions between peers as a source of cognitive development provided that they cause socio-cognitive conflicts. According to the two authors, social interaction is

constructive to the extent that it introduces a confrontation between divergent conceptions. A first interindividual imbalance appears within the group since each student is confronted with divergent points of view. He thus becomes aware of his own thought in relation to that of others. What causes a second imbalance of intra-individual nature: the learner is led to reconsider, at the same time, his own representations and those of others to rebuild a new knowledge.

Mugny and Doise aren't the only ones that have an issue regarding Vygotsky and his Proximal Zone of Development. According to Wertsch: "but nowhere in his writing did he provide an account of what constitutes 'problem solving under adult guidance or in collaboration with more capable peers.'" Here, it seems that Wertsch has a problem with the absence of such an account, the level of potential development, and hence the zone of proximal development in general, cannot be defined in any precise way. (Rogoff and Wertsch, 1984)

After having read these pieces of literature, it's difficult come to any sort of conclusion or be on a particular side because of the differences in their theories. All of the theorists mentioned in this literature review have their own valid theories and every single one of them is essential in child development.

Reflection, Evaluation and Next Steps

Reflecting back on the critical incident, I believe that the 'pwyntiau cymreictod' system in Welsh schools is a great way for students to communicate through Welsh and in the long run, will improve their Welsh. It's possible to be very critical about this strategy of attracting the Welsh language and it could attract some criticism along the lines of, why there needs to be a rewarding system for Welsh students to speak their own language.

According to school X's Estyn, 2014 report, two thirds of the students come from English speaking homes, but according to the deputy headteacher, the figure could be as high as 85% of the school. In this case, it's very hard to motivate the pupils to speak Welsh to each other because they don't even speak Welsh in their homes. Therefore, I think that the 'pwyntiau cymreictod' system is a great way to keep them motivated and interested in the

language.

According to Cangelosi (1988): "Speak to people only when they are ready to listen.". In the observed lesson, teacher X instantly told the class that she could hear English being spoken in the classroom. Perhaps, she could've waited to point out to the students that she could hear someone speaking English, maybe even better again, she could've waited a few more seconds to find out who exactly was speaking English.

If I had the opportunity to observe again, I would probably think of being a participant observer just to see how it would pan out. There are many examples on my observation where there were pupils with ALN and quite possibly, it would've been more beneficial for me to have a closer look at the pupils involved. Maybe I should've taken into context that: "information can also be collected through other methods such as informal interviewing, in-depth interviewing, group discussions, previous documents, oral histories." (Kumar, 2014, p.125)

With reference to one of the ARC sheets, I believe it was a good idea to be a non-participant observer in the situation of the MAT learner. At the beginning, the teacher was handing the student some extra sheets of paper, but I wasn't prepared to interrupt the lesson to see what was going on. I therefore waited until the end of the lesson for the teacher to tell me that the student was a MAT learner and this student was only twelve years old. This made realise that even though students seem to be too young for extra work, there are always some students that are capable of doing a lot more despite their age. If this student will be in one of my classes in PTE1, I will have to make sure that he receives enough work to keep him interested.

As I've mentioned in ARC sheet 4, there was a student that spoke English throughout the lesson I observed. I questioned the student as to why she was speaking English and her reply was that her parents are English, so nobody speaks it at home. As stated in school X's Estyn report, over two thirds of the students come from English only speaking homes, therefore, she's not on her own. (Estyn, 2014). As I was speaking to the student, it was clear to me that her English was very poor, which made me wonder if the student should drop down a set as she was also finding the work to be difficult.

Conclusion

To conclude, personally, I think that my observation strategy of being a non-participant observer was the best one to take as it was possible to see everything unfold in front of me without getting involved and potentially impeding on any critical incidents that might occur. I think it was ideal for me to be a non-participant observer as my seating plan was to sit in the corner of the classroom out of the sight of the students. As previously mentioned, this may have led to a Hawthorne Effect, but as Cohen, Manion and Morrison mentioned, the students would just see me as another teacher, and it wouldn't affect them.

According to the Professional Standards for Teaching and Leadership, one of the 'values and dispositions' for the curriculum is: 'Welsh language and culture'. With this being one of the many things to improve on and prioritise, I hope that the Welsh language can one day be promoted enough and that we won't have to reward students for speaking it. The Welsh Assembly has started a campaign this year that sets sights on one million Welsh speakers by 2050. Hopefully, this can be drilled into schools across Wales and then it won't have to be a chore to speak Welsh in school.

Mr Ameer Davies come to school X to present his ideas regarding the 'un miliwn' project which is to get one million Welsh speakers by 2050. I hope that the students have reacted well to his presentation and will be encouraged to hop on board and be proud Welsh speakers.

Apendices



NODIADAU ARSYLWI / MAES

(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 26/9

Manylion y wers: Year 7 class (Science)

Diwylliant ar lawr dosbarth

(Ydy'r myfyrwyr yn canolbwyntio ar ddysgu?)

Everyone's concentrating except for one or two having a conversation.

Amcanion

(Oes pwrpas clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas hwnnw?)

Yes, the students need to change things in their experiments so that they get different results.

Cyfarwyddyd

(Ydy'r myfyrwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn dda?)

~~Ydy~~ The lesson was explained very well by the teacher so the students know what they're doing.

Mynediad a her

(Ydy pob myfyriwr yn gallu dilyn y wers? A gaiff pob myfyriwr ei herio?)

Everyone's concentrating on the task.

Asesu

Sut mae'r athro yn asesu dealltwriaeth myfyrwyr cyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu? The teacher stops the lesson every few minutes to hear everyone's examples.

Manylebau / Achosion Beirniadol

Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod?

Model Beirniad Wedi Adfyfyrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/9

Digwyddiad critigol (ffocws)/Critical incident (focus): Behaviourism.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	It was refreshing to hear young Students speaking Welsh.
Cofio a Deall/ Remember and Understand "Alicet chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The Students were speaking the language very well, but some English was being heard.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	I think the Students need to be encouraged to speak the language and praised for doing so.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	It might be worth considering Clamping down on the Students when they're heard speaking English.
Y profiad newydd / Transformed experience	



NODIADAU ARSYLWI / MAES

(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 26/9

Manylion y wers: ~~Year 7~~ Year 7 Class. (French)

Diwylliant ar lawr dosbarth

(Ydy'r myfyrwyr yn canolbwyntio ar ddysgu?)

The student's trying to concentrate but he's having a lack of interest because there isn't enough work.

Amcanion

(Oes pwrpas clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas hwnnw?)

There is a clear objective - the teacher wants the students to learn about their family in French.

Cyfarwyddyd

(Ydy'r myfyrwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn dda?)

Yes, the students are going along well and the teacher is asking for the students to practise their conversations.

Mynediad a her

(Ydy pob myfyriwr yn gallu dilyn y wers? A gaiff pob myfyriwr ei herio?)

Everyone can follow the lesson quite easily but the MAT learners needs to be challenged

Asesu

Sut mae'r athro yn asesu dealltwriaeth myfyrwyr cyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu? The teacher does a recap every ten - fifteen minutes to see if everyone's fine.

Manylebau / Achosion Beirniadol

Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod?

Model Beirniad Wedi Adfyfrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/9

Digwyddiad critigol (Ffocws)/Critical incident (focus): MAT Learner

Profiad/Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	It was different as I've never come across a MAT learner before. It was refreshing to see a student needing more work.
Cofio a Deall/ Remember and Understand Allwch chi restru'r awgwyddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	As the class is new and the students don't quite know each other yet, there were a few whispers between the students, wondering why the MAT learner was getting more work. This made the student quite uncomfortable.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysigaf? "What was the cause of the most important disappointing element?"	It's evident that the student needs more work than the other students, therefore, the same workload or more needs to be given.
Casgliadau a chamau gweithredu/ Conclusions and actions eth yw eich atebion posibl i'r ateriaon siomedig a nodwyd? What are your possible solutions to the disappointing issues noted? Ydych yn mynd i'w wneud? "Will you do next?"	Hopefully the problems get solved themselves as the students get to know each other a bit more.
Y profiad newydd / Transformed experience	



NODIADAU ARSYLWI / MAES

(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 3/10
Manylion y wers: Year 7 class (French).
Diwylliant ar lawr dosbarth (Ydy'r myfyrwyr yn canolbwyntio ar ddysgu?) It was clear that some students were struggling but more than willing to try.
Amcanion (Oes pwrpas clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas hwnnw?) It's clear that the students need to know the difference between masculine and feminine adjectives.
Cyfarwyddyd (Ydy'r myfyrwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn dda?) I was asked a couple of times by students to clarify what the teacher wanted them to do.
Mynediad a her (Ydy pob myfyriwr yn gallu dilyn y wers? A gaiff pob myfyriwr ei herio?) All the students are being challenged.
Asesu Sut mae'r athro yn asesu dealltwriaeth myfyrwyr cyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu? There are questions being set and the students need to answer - multiple choice.
Manylebau / Achosion Beirniadol Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod?

Model Beirniad Wedi Adfyfrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 3/10

Digwyddiad critigol (Ffocws)/Critical incident (focus): Classroom Management

Profiad / Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	It was clear that there were two students in the front that had a tough time understanding the work.
Cofio a Deall/ Remember and Understand "Allwch chi restru effennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	It's possible that the two weak student could get the answer from the stronger students around them and then they'd be praised for getting the right answer.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addyddu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The teacher is aware that the two students in the front are weak, therefore, the teacher has placed them between two groups of intelligent girls so they can help them out.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Unsure of any possible solutions to this incident. It might be possible to use the same strategy around the class as there are a few weak students.
Y profiad newydd / Transformed experience	

NODIADAU ARSYLWI / MAES

(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 25/9

Manylion y wers: Year 10 (Welsh)

Diwylliant ar lawr dosbarth
(Ydy'r myfyrwyr yn canolbwyntio ar ddysgu?)

Many of the students were concentrating
except for one that I could note.

Amcanion

(Oes pwrpas clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas
hwnnw?)

The students have been set a film the app
task with a Welsh poem. The students have
then been told to find out the meaning of some words.

Cyfarwyddyd

(Ydy'r myfyrwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn dda?)

The students understood what they needed to
do but it was a bit of a struggle for them
to complete the task.

Mynediad a hel

(Ydy pob myfyriwr yn gallu dilyn y wers? A gaiff pob myfyriwr ei herio?)

All students were following the lesson except
for the student noted previously.

Asesu

Sut mae'r athro yn asesu dealltwriaeth myfyrwyr cyn, yn ystod ac ar ôl y wers? Sut y
defnyddir hyn wrth addysgu?

The teacher makes sure that she stops the lesson
to see how far the students have got.

Manylebau / Achosion Beirniadol

Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod?

There was a girl that constantly spoke
English towards students on her table.

Model Beirniad Wedi Adfyfrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 25/9

Diwyddiad critigol (Ffocws)/Critical Incident (focus): Behaviourism

Profiad / Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	Very disappointed to hear the amount of English spoken by the student as I was sitting next to her.
Cofio a Deall/ Remember and Understand "Allwch chi restru effennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	On a positive note - the student was more than happy to attempt speaking Welsh but disappointed to hear so much of English being spoken.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The teacher was coming around quite often to see how the students were coping, which is good, but the student would instantly turn to English when the teacher moved away.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Student needs to be brought to the front as the teacher didn't hear her speak English during the lesson.

Y profiad newydd / Transformed experience

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