

Appendices

Appendix 1

Observation schedule

		School 1			School 2		
	Tick when observed	Child 1 (higher)	Child 2 (middle)	Child 3 (lower)	Child 1 (higher)	Child 2 (middle)	Child 3 (lower)
Introduction	Initiates welsh conversation				II		
	Responds to peer in welsh				I		
	Responds to teacher in welsh	I	I		I	I	
	Uses the basic vocabulary	I					
	Expands on the basic vocabulary – put into sentences				I		
	Extra observations	Put hands up to try new vocabulary . Keen to answer	Translated question on the board	Did not put hand up to answer anything.	Hands up as she is passionate about using Welsh. Using initiatives to create questions. Gives new words a try. Had a wide range of vocabulary.	Engaged in the art powerpoint in the beginning – had things to suggest about the art. Could translate basic questions. Read the questions successfully	Hands up when asked passionate about using Welsh. Struggled with some pronunciation. Very quiet. Asked a question at the end.

						ully.	
Main body	Initiates welsh convers ation	I			IIII IIII		
	Respon ds to peer in welsh	I			IIII I	II	II
	Respon ds to teacher in welsh	II	II			I	
	Uses the basic vocabul ary				IIII		I
	Expands on the basic vocabul ary – put into sentenc es				IIII		
	Extra observat ions	Reads off the board and keen to answer questions by the teacher. Asks the teacher for translation for something that is on the board. Explain to peer what the Welsh sentences mean. Written in Welsh in her book.	Reads off the board. Translate s English into Welsh. Written in Welsh in her book.	Does not seem intereste d in answerin g or reading off the board. Never puts hands up to answer. Slow to start task. Does not speak to peers when working.	Adding extra conversa tions like sut wyt ti? Explainin g to peers and expandin g using achos.. Confiden t support less able peers but spoke over her peers rather than respond to question s.	Doing somethin g else – drawing. Had opinions on the art just didn't want to engage them in a Welsh conversa tion.	Did the drawing and word match. Worked with her peers to work on pronunci ation but didn't take part in the conversat ion aspect too much.
Plen	Initiates welsh	IIII	III				

	convers ation						
	Respon ds to peer in welsh	II	II				
	Respon ds to teacher in welsh				I	I	I
	Uses the basic vocabul ary	II	I		I		
	Expands on the basic vocabul ary – put into sentenc es	II					
	Extra observat ions	Has several conversati ons with peers about the 10 command ments in Welsh. Helps peers with pronunciati ons.	Has a few conversa tions with peers.	Has no conversa tions with peers. Does not participat e in conversa tion. Walks away from conversa tion corner.	Needed promptin g but used a lot of vocabula ry and for a more difficult sentence	Created a poor sentence – inaccurat e. Needed lots of promptin g	Couldn't give a sentence when asked to reflect. Had to be really prompted

Appendix 2

School 1 reflection.

Experience: what happened?

- What was I trying to achieve?
To evaluate how effective introducing Welsh vocabulary into a different area of learning (religious education) will facilitate the learners to use the language.
- Why did I respond/react as I did?
I was able to engage the learners with using their previous knowledge of meddwl and had some prompts on the board about our topic of the lesson. This helped the learners work out what some of the new Welsh vocabulary was for the lesson supporting the learners working it out by themselves.
- What were the consequences or outcomes for the learners and me?
Higher/middle children were keen to use the Welsh in the lesson. Some children in the lesson seemed confused by it. Some children in the lesson were confused with what they needed to do. Other children were reluctant to speak Welsh.
- How were the learners feeling?
The learners interviewed said they had enjoyed using Welsh in the lesson. Some learners not interviewed looked as though they were enjoyed using Welsh in the lesson as they were initiating conversations with each other.
- How do I know how they were feeling?
The learners who were interviewed stated they enjoyed speaking Welsh in the RE lesson. All children were engaged in the lesson and were enjoying the task.

Feelings: what were you feeling?

- How did I feel (emotionally) in this situation?
It was lovely to see the learners involved in Welsh and engaged in figuring out the question and the responses. However, it was frustrating that the lower learners shut off from using the Welsh especially in the main body and the plenary.
- How did I react physically to this situation? (anxiety, nervousness etc)
I was interested to see how the learners were going to respond to using Welsh in a different lesson as it isn't usual for them at all and they coped so much better than I thought they were going to. I was slightly frustrated with the lower ability as I know they can do it, they just have reduced confidence in their ability to use

Welsh so next time it is important to consider how we can continually boost their confidence in using the Welsh in a variety of different situations.

Evaluation: what was good or bad about the situation?

- What went well in the lesson?
Higher and middle ability children were keen to respond to teacher in Welsh and to translate the English phrases/questions to Welsh. They were also keen to practice their Welsh conversations with their peers after finishing the written work. Children were keen to learn new words in Welsh.
- What didn't go well in the lesson?
Some children were confused with what the lesson objective was and had to be reminded a few times what needed to be done.

Analysis: to make sense of the situation.

- Any other thoughts of what happened in the lesson
Higher ability children responded well to using the Welsh language in the RE lesson. They enjoyed learning new words and practicing their vocabulary with their peers.

Conclusion: what else could you have done?

- How does this connect with previous experiences?
Connects well with previous experiences in this class as the higher and middle learners are engaged in the topic and the learning. Whereas, the lower ability are struggling to follow and disengage with the lesson, so this looks at how we may want to engage lower learners in using Welsh in variety of situations.
- Could I have managed this situation better? How?
Examples of vocabulary could have been discussed as a class prior to the task so that the children had a bank of vocabulary ready to use.
- What would be the consequences of alternative action or the learners, or myself?
This may have given more confidence to the lower ability children to use Welsh. This will be changed in the second part of our lesson study.

Action plan: what would you do next time?

- How do I feel about the experience?
Overall, the lesson has been beneficial in aiding our knowledge and understanding of using Welsh in a different area of learning. It has been

beneficial to have feedback from the children and how they would implement the lesson had they had the chance.

- Has this incident changed my ways of dealing with similar situation?

The lesson has allowed us as researchers to comprehend what the learners need in order to successfully use Welsh in a different area of learning: - more choice of questions, a bank of vocabulary discussed at the beginning of the lesson

- What do I need to do to learn from this situation?

In the second part of the lesson study, we are going to make the tweaks needed and see how this change the children's confidence to use Welsh in a different area of learning.

Appendix 3

School 2 reflections.

Experience: what happened?

- What was I trying to achieve?

We were trying to engage the learners in Welsh vocabulary and Welsh questions to get them discussing a Welsh artists' artwork. We aimed to do this through a different AoLE to see whether the learners would be more inclined to use the Welsh language more in a different lesson that is not Welsh. I decided to do instill the Welsh language in an expressive arts lesson as the lesson connected well with the learner's current expressive arts inquiry: what inspires your creativity. The lesson also connected well to the learner's prior knowledge, as the artist Rhiannon Roberts had previously come into the school to create an artwork for the institute.

- Why did I respond/react as I did?

I engaged the learners by teaching an expressive arts lesson that would link to their current inquiry: what inspires your creativity. I decided to teach a lesson on an artist that was Welsh with colorful painting to engage the children and allow them to make a connection with learning about her artwork in Welsh. I decided to introduce the various questions and answers they could use to discuss the artwork in and explain their meanings in order to the learners to have that vocabulary and in order for them to fully understand what type of vocabulary I would be looking out for when listening to their discussions in Welsh. I also created a word bank with the learners, whilst asking them how they would describe the artwork and translating this into Welsh and writing it on the board, so that they had this list of words in Welsh that they could refer to when on the teacher focus task. I also did both of these things as the learners interviewed as part of the 1st lesson study said that they would like to be given more questions to ask each other, and that they would like to have new words taught to them for them to use in the lesson.

- What were the consequences or outcomes for the learners and me?

It was interesting to watch the learners use their Welsh questioning and vocabulary. However, there seemed to be a real lack of motivation when it came to Welsh so it is about how we can create the excitement and enjoyment for the learners from when they start primary school.

- How were the learners feeling?

The 2 out of 3 learners interviewed said they had enjoyed using Welsh in the lesson. Some learners not interviewed looked as though they were enjoyed using Welsh in the lesson as they were initiating conversations with each other. The class as a whole seemed to have quite a negative feeling towards Welsh as when it was

mentioned they were talking about the art in Welsh and there were lots of groaning and moaning.

- How do I know how they were feeling?

The 2 out of 3 learners who were interviewed stated they enjoyed speaking Welsh in the Expressive Arts lesson. All children were engaged in the lesson and were enjoying the task.

Feelings: what were you feeling?

- How did I feel (emotionally) in this situation?

I felt disappointed when asking learners who felt patriotic and passionate about Welsh and only 1-2 learners put their hand up. I also felt disappointed at the lack of interest some learners had to speaking Welsh in the language. On the other hand, I felt proud of the learners who were trying their very best to have discussions in Welsh, especially those who are less confident when speaking Welsh. I did feel as though the learners were slightly more inclined to speak Welsh in some aspects of the lesson as it was not the focus of the lesson, I feel the learners reacted better to speaking Welsh in different AoLE as appose to the Welsh lessons I have taught them. I also felt surprised with how some of the learners responded to the lesson, as learners of lower ability felt more passionately about speaking Welsh than those with more ability, it was just their ability level that held them back as such to use the Welsh in the lesson.

- How did I react physically to this situation? (anxiety, nervousness etc)

I reacted positively to the learner's reactions, by trying to be as encouraging as possible for them to want to use Welsh in the lesson. I tried to show how passionate I was about speaking Welsh and hoped this would rub off on the learners. I used encouraging vocabulary and body language to try and instill some positivity into the learners.

Evaluation: what was good or bad about the situation?

- What went well in the lesson?

Higher ability children were keen to respond to teacher in Welsh and to translate the English phrases/questions to Welsh. Children were keen to learn new words in Welsh and were interested in suggesting new vocabulary to translate.

- What didn't go well in the lesson?

Not many learners put their hand up when asked the question "are you patriotic?". This set the tone for the lesson as there was clearly a lack of interest to speak Welsh from the start. Some children really disengaged with the aspect of speaking Welsh

about the pictures. Especially the ones who have a negative opinion on Welsh, in the interview post lesson the higher ability suggested a game to make it more fun so maybe that should have been incorporated in the questioning.

Analysis: to make sense of the situation.

- Any other thoughts of what happened in the lesson

Higher ability children responded well to using the Welsh language in the Expressive Arts lesson. They enjoyed learning new words and practicing their vocabulary with their peers.

Conclusion: what else could you have done?

- How does this connect with previous experiences?

Connects well with previous experiences in this class as the higher and middle learners are engaged in the topic and the learning. Whereas, the lower ability are struggling to follow and disengage with the lesson, so this looks at how we may want to engage lower learners in using Welsh in variety of situations.

- Could I have managed this situation better? How?

Examples of vocabulary could have been discussed as a class prior to the task so that the children had a bank of vocabulary ready to use.

- What would be the consequences of alternative action or the learners, or myself?

This may have given more confidence to the lower ability children to use Welsh. This will be changed in the second part of our lesson study.

Action plan: what would you do next time?

- How do I feel about the experience?

Overall, the lesson has been beneficial in aiding our knowledge and understanding of using Welsh in a different area of learning. It has been beneficial to have feedback from the children and how they would implement the lesson had they had the chance.

- Has this incident changed my ways of dealing with similar situation?

We altered the lesson from the first lesson to include more questions and more vocabulary. These learners wanted to have something to create like a story or some type of written work to work towards.

- What do I need to do to learn from this situation?

I believe, in order to engage the learners to speak Welsh in different AoLE, it needs to be an aspect of learning that is reinforced regularly on the learners for them to have a desire to want to speak the language. I also believe if there were games incorporate into the lesson the learners would be far more engaged. This is an

aspect I will incorporate into teaching Welsh in the future. I will ensure the learners are given more opportunities to speak Welsh, whilst also ensuring the learners are having fun and enjoying the lesson.

Appendix 4

School 1 transcription

Researcher: Right, so we're just gonna ask you, each of you, some questions about our lesson cuz we wanted to look about using Welsh in a different context. So you know we have like Welsh lessons and we have history lessons

1: yeah

Researcher: so using Welsh in an RE lesson. So, do you wanna just take it in turns?

Researcher 2: yeah

Researcher: so what did you learn during your lesson

1: we learnt about the 10 commandments

Researcher: anything else?

1: urm we learnt what urm we learnt how we could put them into sentences in Welsh

Researcher: ok

2: we learnt how to say what do you think of the 10 commandments and say what you think of them?

Researcher: ok, 3?

3: urm, we learnt how to urm we learnt uh, urm,

Researcher: no pressure, if you don't think of anything else that's fine, nothing else to add?

3: no

Researcher 2: ok go to the next question?

Researcher: yep

Researcher 2: what parts of the teaching worked well for you and why? So what parts did you enjoy?

Researcher: for example, the video part, the bit where I explained how to set out the diamond 9 thing uh the bit where you write it the actual content of the work or the bit where we discuss what rules will be important. So the pair work, video, activity

1: I enjoyed watching the video

Researcher: why?

1: urm because it told us a lot about what happened with the 10 commandments

2: I enjoyed making the diamond shape

Researcher: any reason?

2: urm because it was just fun

Researcher: ok

3: I enjoyed urm the writing in welsh because urm it was urm fun to share it out with everyone

Researcher: like the speaking part at the end?

3: **nods**

Researcher: ok. This is an important question! If you were the teacher today what would you change about the lesson? Have a think. Doesn't have to 1 who goes first this time.

2: I would so three or four questions

Researcher: more questions ok any reason?

2: urm just beacsue I thought it was fun

Researcher: ok any other ideas poppy alex?

1: I would ask the different questions instead of urm what do you think is the most important like what do you think is the least important and

Researcher: or like the split one?

1: yeah

Researcher: ok

3: urm, mmm

Researcher: did you not enjoy any bits?

3: urm

Researcher: or you enjoyed it all?

3: I enjoyed it all

Researcher: well that's nice

Researcher 2: what are your thoughts on speaking Welsh. Not just in that lesson just in general? What do you think about speaking Welsh?

Researcher: enjoy it, don't enjoy it?

1: I enjoy it cuz you get to learn a different language in some sessions that you might have not done before

Researcher: nice

2: I enjoy it because you can learn how to pronounce different things in different ways

Researcher: 3?

3: urm I enjoyed it because urm

Researcher: welsh as a whole not just in there. Do you enjoy welsh when you do your welsh games or your welsh lessons?

3: urm, yeah

Researcher: yeah? Why?

3: urm because urm its really fun

Researcher: urm can you give some examples of when you use welsh in your school? Like what situations do you use it in?

2: to ask for something like go to the toilet or have a drink

Researcher: yep (stole your answer didn't she!)

1: yeah

Researcher: 3 any thoughts?

3: urm

Researcher: or do we just use it for asking for things?

3: yeah

Researcher: and then welsh lessons

2: yeah we use it for welsh lessons quite a bit

Researcher 2: what did you think about using Welsh in a different lesson? Outside your welsh lesson, we just used it in an RE lesson didn't we and what did you think about that?

1: it was good because you could learn, because when we do normal welsh lessons you learn how to tell the time or and like different things and maybe bigger sentences. But in urm RE or any other sessions urm you can learn different words like

Researcher: like that weird word that we just learnt

1: yeah gorchymyn!

2: I liked it in RE because we got to urm learn different words and kind of extend what we normally say

3: I enjoyed it because urm you don't always have to use welsh in welsh like you don't always have to use it in welsh lessons you could use it in like any other lesson

Researcher: yeah and you enjoy using in some other lessons? Ok. How often do you think you used the welsh in that lesson?

3: mm sometimes

Researcher: why was it only sometimes?

3: urm uh urm um

Researcher: is there something we could have done to make you use it more? Or help you use it more?

1: maybe tell us a few words so we could memorise them and then do something in our RE lesson

Researcher: how often do you think you used it?

2: Only a little bit at the end

1: yeah

Researcher: ok so just when we gave you that speaking bit

2: yeah

Researcher: so any reason, do you think there is any reason or a way we can help you use it more?

2: urm by telling us what it means and then we keep repeating it

Researcher: nearly there

Researcher 2: how do you think speaking welsh in a different lesson can benefit your learning? So why is it good for your learning that you can use it in a different lesson?

Researcher: if you think it is?

Researcher 2: yeah or you could say it isn't

2: I think it is because urm it would help us not to learn the basics but it would let us know more things

Researcher: 1? 3?

3: urm

Researcher: are we giving up? Do we have another reason? Or no? we've gone silent! We don't have an answer for that other one? Ok, do you know what you need to do to improve your welsh has anyone gone through that with you? So thinking of your welsh now what do you think you need to improve?

1: probably pronunciation

3: urm learning new words in Welsh

Researcher: like keep expanding vocab?

2: urm to make sentences longer

Researcher: lovely, anything else you wanna add?

1, 2, 3: no

Appendix 5

School 2 transcriptions

Researcher 2: First question we're going to ask you.. what did you learn in the lesson and how did you know that?

4: I learned, um, what was, 'sut wyt ti'n teimlo', I think we already learned that but I forgot

Researcher 2: Yeah, nice

4: It sounds like its what is the time because time and teimlo but I learned it was 'how are you feeling' and it was fun

Researcher 2: 5?

5: I found out that... I can't explain it, that cool is pronounced the same but its spelt different

Researcher 2: Lovely

6: I learned that sometimes that Welsh can be difficult but if you write it down you can like pronounce it quite easier and sometimes words can be spelt like what 5 said they can be the same

Researcher 2: Thank you guys

Researcher: Okay, so it that lesson you had: that PowerPoint bit at the start, then you went off to speak, and then you came back to reflect on what you did, okay so, which aspects of those or what points of those lesson was the most, it worked the best for you. So PowerPoint, speaking or reflection? Either one of you can go

5: Maybe reflection, because you can learn off other people what they said

Researcher: Lovely

6: Yeah reflection

Researcher: What do you think?

4: I think it, I think it was reflection because reflecting back what we've done like in Welsh or what we've looked at um refreshes your mind because if you forgot it refreshes your mind and you remember it again until you forget again

laughter

Researcher 2: What are your thoughts, oh no, if you were a teacher what would you change about today's lesson? So if you had a chance to teach that lesson, what would you change?

6: More Welsh

Researcher: More Welsh? Oooh, in what context? What do you mean more Welsh?

6: Maybe like writing stories in Welsh

Researcher: So writing it?

6: Because we write a lot of stories, so..

4: We did a Welsh report with Welsh

6: I think that we could write a Welsh story

Researcher: Lovely

Researcher 2: Nice

5: Maybe on one activity, on the most important maybe like double the time, so that they can get more, so they can do more work

Researcher 2: Nice, anything else? Or are you happy with those?

All: Happy

Researcher: What are your opinions on speaking Welsh? Do you enjoy it?

4: I absolutely love it, dwi'n dwlu ar

laughter

4: Dwi'n dwlu ar siarad Cymraeg yn fawr iawn, mae'n well da fi siarad Cymraeg nag siarad Saesneg

Researcher 2: ooh Da iawn!

Researcher: why?

4: cause um Saesneg, which is English, is boring

Researcher: okay lovely

Researcher 2: What do you think 5?

4: Welsh is funner

5: Mae'n gas da fi

Researcher 2: Mae'n gas da fi? You don't like it?

Researcher: why?

5: because its just words, it just confuses me

4: there is mutations like bywta, fwyta

Researcher 2: yeh they're confusing, they are confusing, I even get confused by them

6: I'm kinda both, I don't like it because some of the words they I just forget and then I don't know what I'm saying and then I like it because like its like a chance to, its like an opportunity to try new things and I'm not really that type of person so I feel like go for it

Researcher 2: Nice, um, where were we? Oh what are your thoughts on Welsh lessons, the little 20 minute lessons we have everyday, what do you think about those?

6: Should be longer

4: longer

Researcher 2: What do you think?

5: I'd rather finish off my work

Researcher: What are the reasons though?

4: I would say more time because its more like maths or more this or more whatever um but some people yeh some people doesn't don't like maths and they need a break so Welsh, in my opinion, um helps like helps me to forget about the maths to get back to and Welsh is fun

Researcher 2: What do you think Luce?

6: I mostly think it should be like add more time like 4 because sometimes we don't have enough time to go over it and some people like they get stuck on words and sometimes they don't like speaking out load so like they don't want volunteer so they don't know the words so they don't get to know it so I think we should extend it to help people to do it

4: and some people don't like Welsh because it's not in a fun way but maybe we can change it into like a fun Welsh way like in games or splat Welsh like we've done but if we're just sat on the carpet um learning Welsh it's a bit boring but if it's like in a fun way for other people they will like it in a way

6: yeh because otherwise it just gets boring

Researcher 2: What do you think then?

5: Maybe we can shorten Welsh to like 10 minutes and for like another 10 minutes we can do independent reading

Researcher 2: Right

Researcher: Why would you shorten it though? What are the reasons?

5: Because reading carousel we don't really do a lot of it so we don't do our reading enough so

4: But yeh when we go to comp all we're going to learn is Welsh

Researcher 2: You're not learning Welsh all day

4: No in comp we're going to learn more Welsh so if we don't know Welsh

Researcher 2: Yeh you'll probably have hour long lessons

4: Yeh!

6: So you need to know like sort of like the basics,

4: because they probably won't know

6: and then go up, because if you don't know stuff yet you're like gonna get no where when you go up because its just gonna be harder

4: because they might not go through the basics

6: yeh

Researcher: do you have to do GCSE?

Researcher 2: yeh

4: you have to

6: it's gonna be a big jump if people don't like practice

Researcher: so when do you use Welsh in school? Different examples

4: we normally do it in games, like before lunch

Researcher 2: no not in your Welsh lessons

Researcher: other examples

Researcher 2: anywhere but your Welsh lessons

5: when you're talking to the teachers like saying Bore Da

Researcher: lovely

6: I mostly use it at home

Researcher: Do you?

Researcher 2: Who do you use it at home with?

6: With my brother Toby and my Dad because my Mum just forgets what I say

4: in my um house I used to always say 'ga I diod?' but they didn't understand so I had to do it in English

Researcher 2: so what about in school?

4: we ask to go to the toilet in Welsh, forgot what it is

5: ga I fynd I ty bach

4: yeh um, we ask 'ga I diod' but someone does ask 'can I have a drink', Welsh, um and that's all I can think of

Researcher 2: nice, um what do you think about using Welsh in a different lesson, so today our lesson was about expressive arts, because it was about an artist we've been looking at, well you already know her, and we used Welsh in that lesson, how did that make you feel?

4: excited

Researcher 2: yeah?

5: I did a tiny bit of Welsh and I didn't know what I was saying

Researcher 2: ah, so you felt confused?

6: because it's kinda like okay for some people, like some people they like art but then Welsh they're not that good on so then when they combine they just don't know what to say but some people, like Hollie, she's like always there and she like always knows what to say around it

4: unless I forget

6: it's awkward for other people but I like doing it, even if I don't know the words

Researcher: okay, how often do you think you used Welsh in that lesson?

4: I would say in the middle, cause it's not, I didn't say very little bit, I said, like in the middle, I didn't say much, but I didn't say less

Researcher: okay, what do you think?

5: I done it for like five minutes

children come back from play

Researcher 2: right we're going to have to wrap it up, uh

5: can you go outside a second please?

Researcher 2: how do you think speaking Welsh in a different lesson can benefit your learning?

Researcher: If it can at all?

Researcher 2: it might not

Researcher 2: no?

Researcher: okay, moving on to the next one. Do you know what you need to do to improve your Welsh?

5: practice

6: focus and concentrate

Researcher: focus and concentrate is it?

4: I would say my pronunciation

6: because half the time I just don't get it and then I learn it still

4: because I can't say the 'legwag'

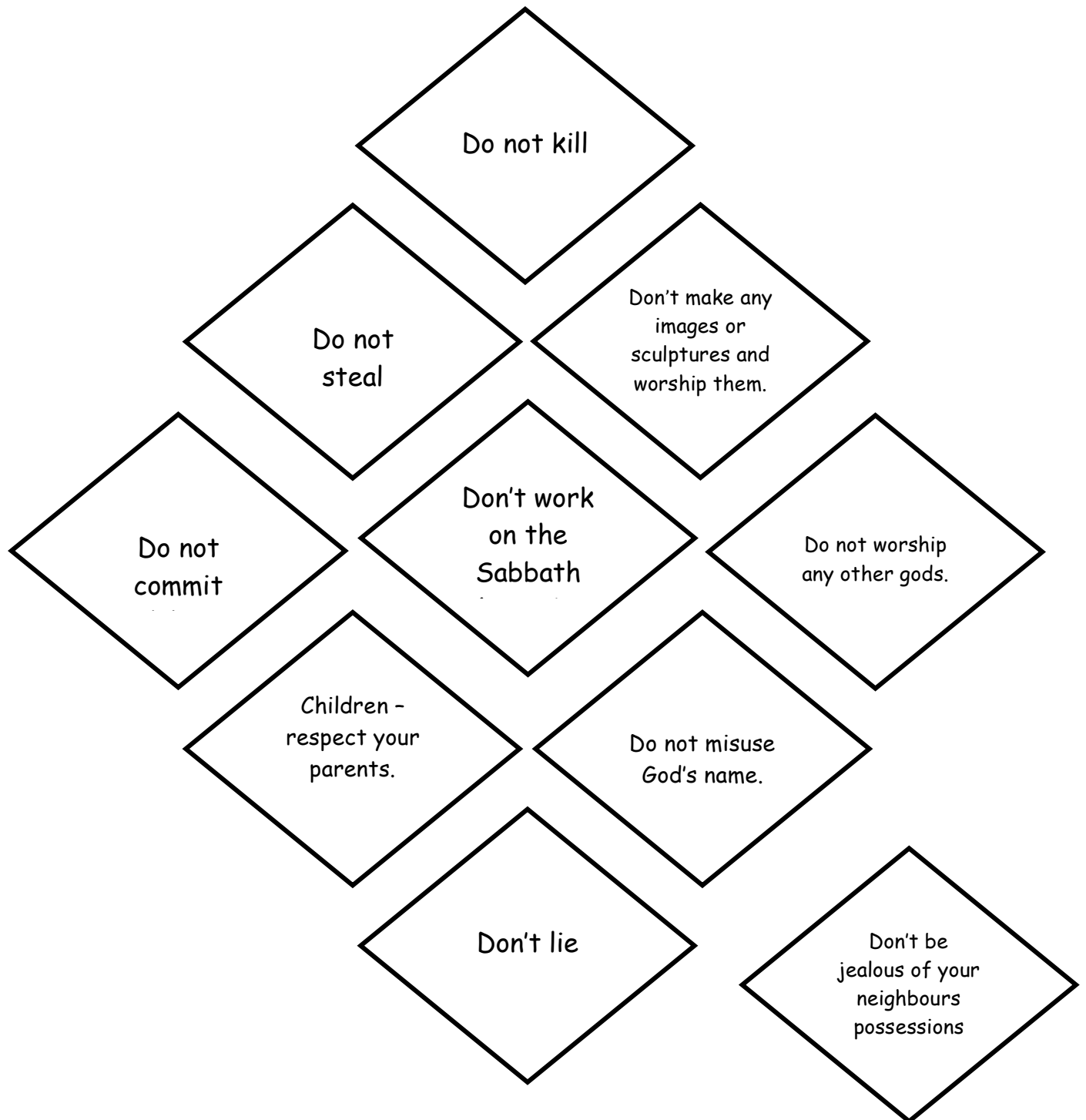
Researcher 2: that's fine, fab! Anything else you want to say about the lesson? How do you feel about the lesson? Good, bad? In the middle?

4: good

5: middle

Researcher 2: okay thank you guys

Appendix 6



Wyt ti'n meddwl am y 10 gochymyn?

Dw I'n meddwl...

Appendix 7

School 2 resources

Dwi'n gallu gweld....

Yn fy marn i.....

Dwi'n meddwl....

Dwi'n hoffi...

Dwi ddim yn hoffi...

Sut wyt ti'n teimlo?

Beth wyt ti'n gweld?

Beth wyt ti'n hoffi?

Beth wyt ti ddim yn hoffi?