Prifysgol Cymru
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Trinity Saint David

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An exploration of how current second language Welsh methodology supports pupils' Welsh language development in English medium schools.

1600225

BA (Hons) in Primary Education with QTS

University of Wales, Trinity Saint David

29th April 2019

Word Count: 6,522

Frontispiece

This is to confirm, that all work submitted in this research project is my own, except where reference has been made to the work of others. The purpose of this research project is to show the authors understanding of a topic that is related to primary education. The research project contributes to the BA (Honours) in Primary Education with QTS degree at the University of Wales Trinity Saint David, in Carmarthen. This research project has not been submitted or published as part of any other award and I fully understand as the author that any work that has been used without reference will constitute as plagiarism and it will lead to the overall failure of this module.

Acknowledgements

Firstly, I would like to acknowledge Carys Jennings for her support, guidance and direction throughout this module. This research project could not have been carried without her additional help and support.

I would also like to take the opportunity to thank School A for their help and support throughout the research project. I would like to thank the staff at the school for providing me with guidance, support and the relevant documentations that I needed to complete this research project successfully. I would also like to say a special thank you to the pupils from School A for their eagerness and enthusiasm towards participating in the research project.

Finally, I would also like to thank Dr Sioned Hughes, for her detailed sessions with regards to this module and all of the support that she has offered me.

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Chapter One: Introduction

1:1 Aims of the study

The aim of this research project is to gain greater knowledge and understanding of how current Welsh second language (WSL) methodologies help to support pupils' learning within an English medium primary school. By looking at this, the author is aiming to evaluate the impact that certain methodologies can have. According to Richards (2002), the correct methodologies in education can have the biggest impact on the teaching and learning that takes place within the classroom.

1:2 Background of the study

Over recent years it has become evident that WSL has become an increasingly popular subject to express ideas and feelings about. This has been shown through documentations published by the Welsh Government (WG) (2017b) and within the 'Successful Futures' report published by Professor Graham Donaldson (2015). Although both reports set out the importance of teaching the Welsh language in English medium schools they currently argue that WSL methodologies could do more to support pupils' knowledge, understanding and skills.

1:3 Hypothesis

WSL has been viewed in many English-medium primary schools as a subject that is worthwhile and important. However, how often is it taught within our primary schools? Do the children really understand the language? Who regards the subject as important? What methodologies are currently in place to support the children's learning in the language? These are all important factors that we need to explore, in order for the Welsh language to thrive. As well as this, it is important to answer these question in order for the WG (2018) language strategy to work within education.

1:4 Rationale for the study

The author has a strong, personal interest in the teaching and learning of Welsh as a second language and as a result this has inspired her to focus upon this subject for her final research project. Throughout teaching placements, the author has witnessed and planned for the teaching and learning of WSL sessions. Therefore, during this time, the author observed methodologies being used within the classroom. These had been implemented, in order to improve and raise standards of the pupils' Welsh language development. Thus, the author is keen to find out more. By looking at this aspect for her project, it will not only improve the authors knowledge and understanding of teaching Welsh as a second language, but it will also help the author to complete her professional development profile (PDP). In addition, this

project will be beneficial for the authors professional development as a newly qualified teacher.

1:5 Research Methods

The principal research methods that the author has decided to undertake are interviews and questionnaires. The author has decided to send questionnaires to teaching staff and to interview the children in the school. The author has done this as she believes it will help her gain a deeper knowledge and understanding of current WSL methodologies. Moreover, the author has gathered evidence of observations from WSL lessons in addition to examples of pupils' work. The author has gathered these pieces of evidence in order to carry out primary research.

In order to enhance the research project further, the author has included a literature review which is located in chapter two. The literature review is a secondary piece of research which provides a critical response to the importance of WSL and the use of WSL methodologies.

1.6 Limitations

The primary research that has been carried out, would have benefited from a longer experience in a school. This is because it was rather difficult to gather pieces of primary research over a two week 'elective experience'. Consequently, the research that the author has gathered is only an insight into how the school delivers WSL sessions and methodologies. However, with that being said the author was able to collect evidence throughout the experience.

Chapter Two: Literature Review

2:1 Overview of the chapter

Chapter two of the research project will examine different types of literature. The chapter aims to understand how WSL has developed and how WSL methodologies help to support pupils' development.

2:2 Status of Welsh second language in the curriculum

The WG (2015b) describes WSL as a subject that helps children develop their Welsh language development. According to the WG (2015b) this can be done through means of oral communication, reading and writing. Unlike other subject areas within the national curriculum, WSL has one definition which is supplied by the WG.

Over recent years WSL has been seen as an important part of the curriculum in Wales. The Education Reform Act of 1988 played an essential part in bringing the national curriculum to Wales (Ball, 1990). Due to this, WSL was introduced into the national curriculum from 1990 and as a compulsory subject for children between the ages of 5-14. From September of 1999, the language remained compulsory through Welsh Assembly Government (WAG) policy, which stated that all children must study the language of Welsh between the ages of 3-16. This highlights that WSL has remained an integral part of the curriculum within English-medium primary schools for the last 29 years (Welsh Government, 2013).

Although this is the case, within the National Curriculum, WSL is viewed as a "foundation" subject within English-medium schools. This is because the "core" subjects include English, Mathematics and Science. Due to WSL only being taught as a "foundation" subject, the schools can decide the amount of time that they dedicate towards the subject. Cremin and Arthur (2014) state that "foundation" subjects such as WSL are often forgotten about due to prioritising the "core" subjects. As a result, pupil learning becomes lost and this can have a detrimental impact on the pupil's Welsh language development. Estyn (2017b) raises this point further, by stating that pupil learning within WSL is far more effective in the foundation phase than in key stage two. Estyn (2017b) notes this is due to the fact that the subject and different language methodologies are often forgotten about as the children progress throughout the primary school. Therefore, it can be argued that WSL is somewhat overlooked in a "narrow, inflexible and crowded curriculum" (Williams, 2019).

2:3 Future of Welsh second language in the curriculum

The future of WSL is currently being reviewed by the WG (2017) and the Donaldson (2015) report as the Rapporteur Group report states that (2010, p. 8) "the current distinction between 'Welsh' and 'Welsh second language' can be an obstacle to meaningful progress in Welsh

language skills." Therefore, not enough support is being put into place to support learners or teachers in regards to their Welsh language development or methodology and this is further echoed by a BBC (2017) news report.

The Donaldson (2015) report highlights that there are shortcomings with regards to the teaching and learning of Welsh as a second language. One of the shortcomings highlighted by Estyn (2017b) states that too many teachers "lack confidence in teaching Welsh" (Estyn, 2017b, p.39) and second language methodologies. According to Bushnell and Waugh (2017) this may be down to the fact that teaching a second language is a rather daunting experience. Schwab (1964, 1978) goes onto highlight that a good understanding is essential to teaching subjects and implementing methodologies within the primary school. This could be why many teachers find it difficult to teach Welsh as a second language. Although teachers currently lack the confidence to teach WSL within the curriculum, the Donaldson (2015) report states that WSL can be seen as a subject that can incorporate methods and methodologies. Incorporating these methods and methodologies into the teaching of WSL lessons will not only help to support the teachers progress with regards to their Welsh language development but also the children's (Donaldson, 2015).

2:4 Importance of learning a second language

There are a variety of individuals and practitioners who support the importance of learning Welsh as a second language. These individuals include Donaldson (2015), Baker (1988) and Lyon (1996). Although this is the case, an insightful report published by the Guardian (2017) discovered that many English-speaking parents have a fear of their children being taught Welsh.

However, as highlighted in figure 1 it is clear to see that Donaldson (2015) is a strong supporter for the importance of learning a second language such as Welsh as it will help young people in Wales to become "ambitious, capable learners" (Donaldson, 2015, p. 31) and this is further echoed by Rhieni dros Addysg Gymraeg (2019) as they state that learning the second language of Welsh can help "open doors to children and young people" (Donaldson, 2015, p. 32). Therefore, as many individuals such as parents lack the understanding with regards to the importance of WSL, it is essential that current methodology in WSL lessons incorporates the importance and benefits of learning the native language of the country. The WG (2015) goes on to highlight that children who feel supported within the home are more likely to continue their learning past the age of 16. Therefore, by incorporating the importance of this, a positive message would be shared amongst children and parents about the teaching and learning of the language.

All our children and young people will be:

› **ambitious, capable learners who:**

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and **are ready to learn throughout their lives**

Figure 1. (Donaldson, 2015, p. 32).

2:5 How learning occurs in Welsh second language

Before examining the current methodologies of WSL in depth, it is important to understand how an individual acquires a second language. This is often referred to as second language acquisition (SLA) (Ellis, 1997).

There are a number of SLA theories which relate to the teaching and learning of Welsh as a second language and these can be broken down into the following theories:

- Behaviourism – This theory links to the work of Skinner (1974). He states that children should be rewarded for speaking the desired language (i.e Welsh in Welsh second language lessons) as a form of motivation.

- Constructivism – This theory is associated to the work of Piaget (1954). He states that children learn a second language by modifying what they already know in their first language (in this case English) and try and interpret it into their new or second language (in this case Welsh). Bruner (1996) who is also heavily associated with this theory states that children should be absorbed in their second language and by doing so they should be able to make guesses, take risks and have curiosity about what they are going to learn.

Each of these language theories are heavily related to how WSL is taught within English-medium primary schools and they will be explored further within chapter four.

2:6 What is a methodology?

The term methodology can often be interpreted differently by a number of practitioners and researchers. This is because the term ‘methodology’ is associated with the terms ‘approach’ and ‘method’. Hall (2016) states that confusion can often arise between the different terms. However, the terms are closely linked. The term ‘methodology’ in education refers to the methods of teaching. Therefore, in this research project the author will examine the different methods of teaching associated to WSL (Cambridge, 2019).

2:7 How do methodologies support pupil learning?

The Department for Education (2010) and Webb (2013) recognise the importance of different methodologies as they can help to support pupil learning. Not only can a range of methodologies help to support learning within core subjects such as English and Mathematics but they can also support learning when studying a second language such as Welsh (Grigg, 2015).

As well as this, methodologies are also effective in implementing an inclusive learning environment for all pupils within the classroom. This is because they ensure that no child is left behind. As a result, a range of methodologies in the classroom are encouraged by the UNCRC (1989) as they can help to promote inclusion and diversity.

2:8 Current Welsh second language methodologies

There are a variety of methodologies that are associated to the teaching and learning of Welsh as a second language. Estyn (2013) state methodologies can be found in a variety of primary schools. Donaldson (2015) states that WSL methodologies help to support pupil and teacher development in WSL.

The most common methodology associated to the teaching of Welsh as a second language is Communicative language teaching (CLT). Littlewood (1981) states that CLT is when practitioners use means of communication in order to progress learning in a second language. This methodology is often found in the foundation phase where emphasis is applied to children learning "to use and communicate in Welsh to the best of their ability" (Welsh Government, 2015). Although this is evident in the foundation phase it can also be found across key stage two, as some emphasis is applied to the children's oracy skills (Welsh Government, 2015b). Wyner (2014) recognises the importance of communication at an early age as it can help children to master a new language. Therefore, within the new evolving curriculum, WSL will primarily focus around the importance of verbal communication and oracy. Donaldson (2015) states this is because it is a proven methodology within the current National Curriculum and it has been seen to help improve the children's Welsh language development.

Furthermore, Estyn (2013) highlighted that another methodology that is seen in the teaching and learning of Welsh as a second language is total physical response (TPR). TPR is described as when the learner responds to commands and instructions such as "Close the door" or "Sit down" (British Council, 2019). Estyn (2013) notes this can be seen across the primary school and it is often referred to as 'Incidental Welsh'. The National Assembly for Wales (2010) state that incidental Welsh plays an important role for "the teaching and acquisition of Welsh as a second language" (National Assembly for Wales, 2010, p. 1) as according to Estyn (2013) it helps children develop their confidence and understanding. John Dewey's learning theory states children learn best through the repetition of such phrases

(Pound, 2017). Although this is a good way for young children to learn Welsh as a second language, Estyn (2013) does highlight that it does not develop the children's Welsh language skills as they progress throughout the primary school as the level of the language is not progressive. However, research conducted by Bangor University (2019) has found that children acquire a language more if they are encouraged to use it outside of WSL sessions.

Additionally, tasked-based language (TBL) is also seen within WSL lessons and this has observed by Estyn (2013). The tasked based teaching and learning methodology focuses on the pupil learning the second language through different tasks ( ). An example of one of the tasks could be visiting a shop. This is a methodology fully supported by Piaget (1954). He states that a hands-on approach to learning such as TBL helps to engage the learner in the activity and as a result it helps to develop the children's knowledge, understanding and skills in the subject. Estyn (2017) further highlights that activities like this help children to remain "very enthusiastic and engaged" (Estyn, 2017, p. 34). Therefore, TBL is a proven methodology that helps to develop pupils' Welsh language skills.

Moreover, The Open University (2019) states that music is another methodology that helps children to acquire a second language. Shaheen (2009) states that songs and rhymes are one of the most effective ways children can learn a language. This is because songs and rhymes are inclusive and they ensure that no child is 'put on the spot' and as a result they provide a favourable learning environment (Shaheen, 2009).

2:9 Summary and Conclusion of Chapter Two

Chapter two has clearly highlighted that current methodologies in WSL teaching and learning help to support the children's Welsh language development. The current methodologies that have been highlighted include Incidental Welsh, Welsh songs and rhymes, role play and oracy.

Although methodologies in WSL teaching and learning help to develop and support the children's Welsh language skills there are also limitations of implementing these methodologies. Holt (1964) states that children often learn best before they start school as different methods and methodologies 'train' children "to give up a natural and powerful way of thinking" (Holt, 1964, p. 1). Therefore, as practitioners we must be careful about which methodologies support WSL learning.

A key limitation of WSL methodologies that has been acknowledged within chapter two is the fact that teachers lack the knowledge and understanding of WSL methodologies. As a result, many teachers across English-medium primary schools are unable to implement these into their everyday teaching and this could have a direct impact on the children's Welsh language development.

Chapter Three: Methodology

3:1 Ethical guidelines

Before conducting a research project, it is important that the researcher adheres to ethical guidelines. This is essentially important to the researcher when conducting primary research. Gregory (2003) emphasises the importance of the researcher adhering to ethical guidelines and procedures in order to ensure that all participants involved within a study are fully protected. This is further echoed by Drew et al (2008) who states that although research conducted in higher education is often harmless, it is still important that the researcher is aware of the basic principles involved in protecting all participants. BERA (2011) emphasises this point further, by stating that "individuals should be treated fairly, sensitively, with dignity, and within an ethic of respect" (BERA, 2011, p. 5). Therefore, in order to ensure these guidelines were followed by the author, she submitted an 'ethics form' which can be viewed in Appendix A.

Prior to the primary research being conducted, the author of this research project ensured she followed additional ethical guidelines and protocols which were set out by the university. Gregory (2003) and Tisdall et al (2009) note the importance of a consent letter and how this must be signed by a senior 'figure' before conducting research. Therefore, the author of this project asked School A to sign a letter of consent before she started to pursue her research further. This can be viewed in Appendix B. BERA (2011) further emphasises the importance of consent for participants stating that "all participants in the research understand the process...including why their participation is necessary, how it will be used" (BERA, 2011, p. 5). This suggests that participants must be kept informed in order for them to show willingness to participate in the study. Furthermore, the United Nations Convention on the Rights of the Child point out that each child has got "the right to give your opinion" (Unicef, 2019) and "the right to privacy" (Unicef, 2019). This clearly highlights that all participants whether they are adults or children have the right to provide consent or the right to retain privacy within a research project.

3:2 Questionnaires

O'Leary (2014) and Bell & Waters (2014) signify the importance questionnaires can have when carrying out primary research. They state that questionnaires offer an invaluable insight into the field of research. This is because they help the researcher to uncover aspects of an individuals' thinking. As a result, the author believed that this would be a beneficial research method to use. The author thought it would be particularly valuable to include an array of question types. These included open and closed questions. Foddy (1993) states that an array of open and closed questions within a questionnaire can be fundamental to the researcher. Therefore, while creating the questionnaire, the author decided to use a 50/50 approach to open and closed questions.

The researcher decided to hand questionnaires to a variety of staff within her 'elective' school. These individuals included the headteacher, teaching staff and support staff. Overall the researcher had a positive response rate but on reflection it appeared as though the answers to the questions were rather vague. Therefore, it would have been beneficial to the researcher to have asked more open questions. Foddy (1993) states that open questions allow participants to say exactly how they feel, whereas closed questions force the participant into an answer.

3:3 Interviews

Creswell (2014) notes the importance interviews can have on collecting qualitative data for research. Therefore, the author decided to incorporate this methodology into her research project. King et al (2018) describes research interviews as a process that is generally unstructured, has an influx of open ended questions that intend to seek the views and opinions of participants. Therefore, in order to utilise the data effectively, the author decided to learn from her experience with the distribution of the questionnaires and decided to ask as many open-ended questions as she could. Portigal (2013) notes that open ended questioning helps the participant reflect and uncover compelling insights.

During the research process, the author interviewed a wide variety of individuals. These individuals included children from the Foundation Phase and Key Stage Two (Appendix C) as well as the Welsh language co-ordinator (Appendix D). Anderson and Arsenault (1998) note that interviews are a particularly good method to use when gathering research as there are engaging and insightful way of gathering qualitative data. However, it is important to note, that whist interviewing each individual it was essential that the interview was conducted in an informal manner in order to make the participants feel comfortable and relaxed.

3:4 Observations

To enhance the research further, the author observed WSL within her 'elective' school (Appendix F). The author observed the Welsh language being used inside and outside the classroom. Throughout observations, the author was able to evaluate the pupils' knowledge and understanding of the language as well as their engagement. Borich (2015) states that observations in the classroom provide us with an important insight into how children's learning is developing.

3:5 Examples of Work

Finally, the last method that the author decided to use in order to explore WSL was examples of pupils' work. The author decided to use these in order to support observations made in the learning environment and to support statements said in the interviews and questionnaires.

Chapter Four: Results and Discussion

4:1 Overview of the chapter

This chapter aims to highlight practitioners' views on how 'methodologies' help to support pupils' development in WSL. The author will analyse and interpret the views of the practitioners involved in the research process. The practitioners involved include teaching staff, children and the Welsh language co-ordinator.

4:2 Responses to the questionnaire and interviews

The questionnaire was made up of 15 questions (Appendix E). The questions were made in order to understand what methodologies the teaching staff use in order to support and develop the children's Welsh language skills. An effort was made to ensure that all staff within the school had access to the questionnaires. 83% of the questionnaires were answered by class teachers and 17% of the questionnaires were answered by the headteacher. It is important to **note that 1 participant equals 17%.**

The author also conducted interviews. These took place with the children and the Welsh language co-ordinator. A total of 6 children took part in the interview. 3 children from the Foundation Phase and 3 children from Key Stage Two.

Question 1
Which phase do you currently work with?

The author felt it was important to note which phase the participants currently worked with. This was particularly important in order to see if there was a range in the different types of methodologies used by the class teachers. Figure 1 shows the results of this question.

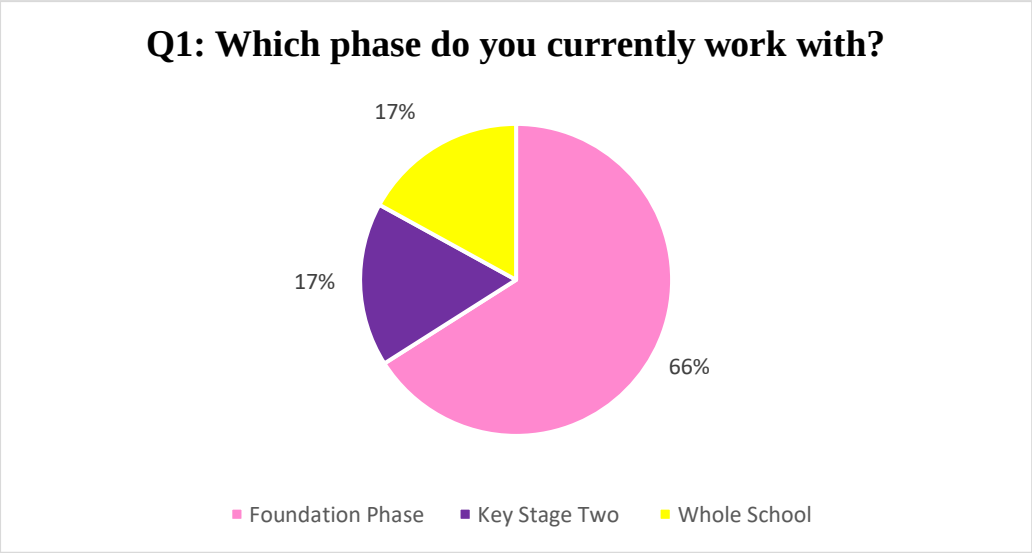

Figure 1. Response to Q1.

Question 2
Do you enjoy teaching Welsh second language lessons?

Interestingly, 100% of the participants stated that they enjoy teaching WSL lessons. Cowley (2003) states the importance of teachers enjoying what they teach as children can pick up on the 'vibes' given off by their teacher. Therefore, if a teacher enjoys what they teach then it is likely that the children will be interested in the subject. This was reflected within the children's interview response as, 83% of the children stated that they enjoyed learning the subject.

Question 3
How often do you teach Welsh second language lessons per week?

As WSL has been highlighted by Cremin and Arthur (2014) as subject that can be forgotten about, the author felt it was particularly important to see how often it is taught within the primary school. Interestingly, 66% of the 83% of class teachers stated that they teach WSL sessions twice per week, with 17% of the class teachers stating that they only teach the subject once per week. This seems to suggest that the difference in 'teaching time' could have an impact on the children's WSL development.

Question 4
Do you hold any Welsh language qualifications?

The author also felt it was necessary to ask the participants which qualifications they held in Welsh. Figure 2 shows the participants response.

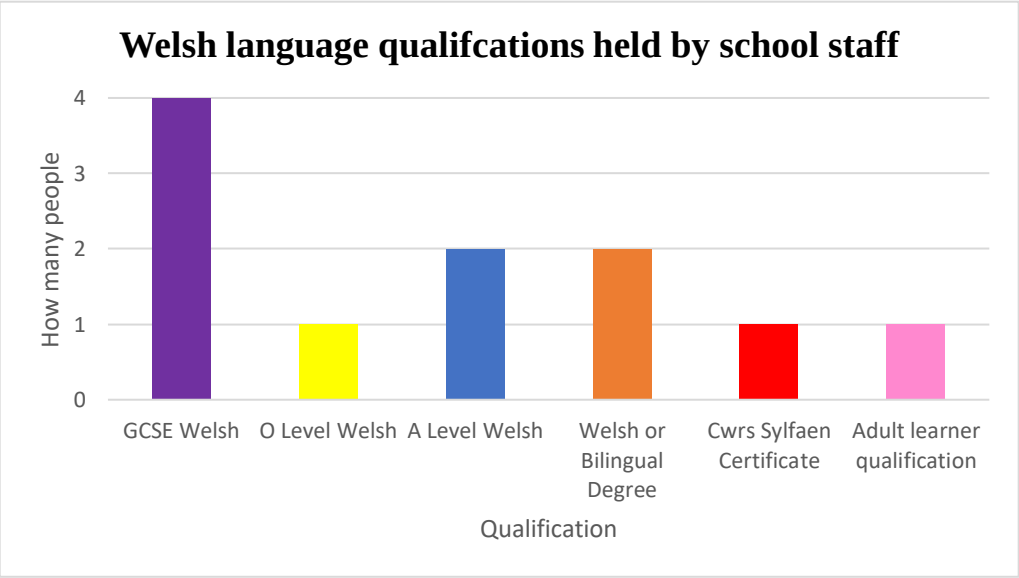

Figure 2. Responses to Q4.

As seen from the graph above, it is clear to see that the participants hold a wide range of qualifications in Welsh. Interestingly, it is important to note that in Question 15 'How confident are you when teaching WSL as a lesson', those who have more Welsh language qualifications felt more confident in teaching the subject. This seems to reflect research conducted by Estyn (2013) as those who have little confidence in teaching the subject have little to no knowledge and understanding of the subject area and the use of methodologies to support pupil learning.

Furthermore, as the interview with the Welsh language co-ordinator was conducted before handing out the questionnaires to teaching staff, the author asked her what types of methodologies does the school use in order to support pupil's Welsh language development. The Welsh language co-ordinator noted that one of the methodologies that they use is to incorporate Welsh words and phrases onto their display and notice boards. Therefore, question 5 and 6 focuses on display boards (Appendix D).

Question 5 & 6
Do you have display boards in your classroom that promote the Welsh language? If yes, what Welsh language is displayed?

100% of the participants stated that they have Welsh displayed either in their classroom or their office. The Welsh language co-ordinator stated in her response to Q4 of her interview that displaying Welsh on display or notice boards is part of their Welsh language policy. Estyn (2017) note the importance displaying Welsh can have on the learning environment as it helps children become immersed in the language. Bruner (1996) strongly supported this as it helped children to gain curiosity and confidence in a second language such as Welsh. Although with that being said, during the interview with the children Child A stated '*although I see Welsh on the walls around school, I do not know what it means'* (Appendix C). As Gordon (2007) notes although it is important for children to be immersed in their second language, it does not always support their language development especially if they do not understand what is being said or taught. This seems to suggest that although displaying Welsh on display boards may seem like a good idea it may hinder children's Welsh language development. Holt (1964) strongly supports this by stating that far too much time is placed on teaching and learning methodologies and as a result children's learning can become lost.

Furthermore, another methodology that the Welsh co-ordinator said that the school used was incidental Welsh (Appendix D). Therefore, question 7, 8, 11, 12 and 13 focus on incidental Welsh.

Question 7 & 8
Do you encourage the children to use Welsh language outside of Welsh second language lessons? If yes, what Welsh words or phrases do you encourage the children to use?

100% of the participants stated that they do encourage the children to use the Welsh language outside of WSL sessions. Through observations (Appendix F) it was evident, many of the children were being rewarded with 'dojo' points or a 'tocynnau' for their use of the language. This is supported by Skinner's (1974) theory as he stated that children should be rewarded for using their second language, as this helps to motivate the children to use it. In addition, it was also surprising to note that after interviewing the children and observing lessons from the Foundation Phase and Key Stage Two that the level of incidental Welsh appeared to progress from each phase. This strongly contradicts what Estyn (2013) state about incidental Welsh not progressing throughout the primary school. Although this may be the case in other schools across Wales, the author did not witness this within her 'elective' school. Figure 3 demonstrates how Incidental Welsh progresses throughout the school. A detailed overview can be found in Appendix G.

Foundation Phase	Key Stage Two
Cofiwch	Cofiwch eich Gwaith Catref
Dim Siarad	Heb Siarad
Barod	Pwy sy'n barod?
Pawb	Pawb Arall

Figure 3. Responses to Q.8

Due to the fact that question 9 and 10 focus on an area besides 'incidental Welsh' the author has decided to analyse these questions further into chapter four.

Question 11 & 12
Do you use incidental Welsh in your lessons? If yes, which Welsh words or phrases do you use?

Although it is important that the children use incidental Welsh in the classroom, it is also important that the teachers use and model the correct vocabulary. The National Academies (1997) recognise the importance of this as teachers are role models that children look up to. Consequently, this seems to have an impact on the children's Welsh language development. This is because if their teacher does not use incidental Welsh then the children will not follow their example. 100% of the participant state that they make use of incidental Welsh in their sessions and 100% of the children interviewed recognised that their class teacher spoke

Welsh throughout the day. An example of the incidental Welsh terms used by the teachers can be viewed in Figure 3 as well as in Appendix G. This clearly shows that when used frequently Incidental Welsh support children's Welsh language development.

Question 13
In your opinion, do you believe incidental Welsh helps to promote children's understanding of the Welsh language?

Question 13 was a particularly interesting question to analyse. An overwhelming majority noted that they believed incidental Welsh helps to promote children's understanding of the Welsh language. Nevertheless, only a small majority of the participants expanded on their answer.

One participant stated that incidental Welsh can help support the children's Welsh language development as they are able to repeat several words and statements throughout the day. This makes reference to John Dewey as he states that children often learn language best through the repetition of such words and phrases (Gray and Macblain, 2015).

Moreover, one participant noted that incidental Welsh helps children to develop confidence, knowledge as well as a bank of language. This seems to reflect the Estyn (2013) report which acknowledges the fact that when used effectively incidental Welsh can have a positive impact on the children's knowledge and understanding of the language. However, on the other hand, it was particularly interesting to note that another participant stated that incidental Welsh *'should be a natural part of the daily routine'.* Although this is recognised through the WG (2015) foundation phase and the WG (2015b) key stage two curriculum, the response did not state how this could then have a direct impact on the children's understanding of the language. Therefore, although it is important for teachers to use this throughout the school day, it is also important that teachers are aware of the importance of using the language. This is because as Donaldson (2015) highlights incidental Welsh should not be seen as a 'tick box' activity for teachers. This is because when used properly Estyn (2013) note that it can help to develop the children's Welsh language development. This is further echoed within the children's responses. When the author asked the children '*does your teacher speak Welsh in class?",* one child noted *"that although my teacher speaks Welsh in class, I don't always understand what is being said"*. This clearly reflects that all teachers must understand the importance incidental Welsh can have because as seen within question 5 and 6 it can have an influence on the children's development of the language.

Question 9 & 10

Are you aware of any Welsh language development courses? If yes, have you been on any of these?

Figure 4 gives an insight into how many of the respondents have been on a Welsh language development course. The author believed that this would be an insightful question to ask, as according to Estyn (2013) those teachers who have been on a Welsh language development course should be able to incorporate different methodologies into their classroom.

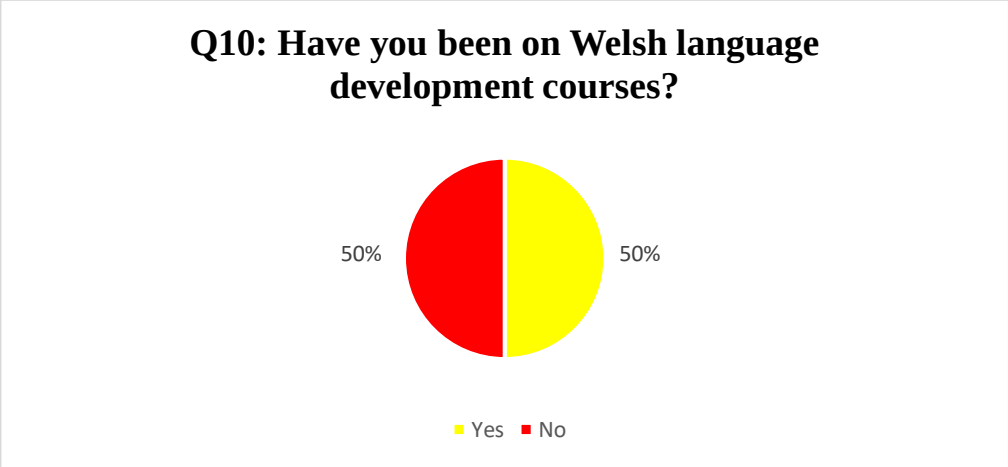

Figure 4. Response to Q10.

Surprisingly, only 50% of the participants had been on a Welsh language development course. This was reflected in the response to question 9 as those who had not been on a Welsh language development courses did not state that they were aware of any courses available to them. However, those who had been on a course alluded to the 'Sabbatical Scheme'. Estyn (2013) state that not only does the sabbatical scheme help develop the teachers knowledge and understanding of Welsh, but it also helps them incorporate methodologies into the classroom that can help and support the children's WSL development.

The Welsh language co-ordinator also highlighted that the courses helped the school to deliver Welsh in a cross curricular manner. Barnes (2015) supports cross curricular teaching across all areas of the National Curriculum as it helps pupils place learning into a meaningful context. The Welsh language co-ordinator appeared to support the view of Barnes (2015) by stating "*cross curricular Welsh make learning relatable to the children".* This can be seen within examples of the children's work (Appendix H). Therefore, on reflection cross-curricular Welsh can help to support a child's Welsh language development.

Question 14
Do you use any resources that help or guide you when teaching Welsh second language lessons?

All of the participants alluded to the fact that they use a number of resources to help or guide them through WSL sessions. 66% of the participants noted that they use their 'Welsh scheme of work' which is provided by the Central South Consortium. The schemes of work therefore allow the children to meet a range of skills from the WG (2015, 2015b) National Curriculum.

In addition to this, one participant and the Welsh language co-ordinator stated that WSL resources are often provided by the 'Athrawon Bro'. The Welsh language co-ordinator states that the 'Athrawon Bro' is a great service to use as they help all teachers with different levels of Welsh to find suitable schemes of work for their class.

Furthermore, another participant noted that Welsh books and music were another great resource that can help guide teachers when teaching WSL. It was noted throughout the school that there were a wide range of WSL books readily available to use throughout the school day (Appendix I). Hudson (2013) notes that resources and methodologies such as books and music not only help teachers teach WSL but it also helps them to engage and enthuse children into learning. It was particularly interesting to hear from the Welsh language co-ordinator that although the school tries to use a wide range of resources in their teaching of WSL, there are not a wide variety of resources out there for WSL learners. She noted that all of the resources available to children are 'geared' towards first language Welsh. This suggests to the author that this could prove as a potential limitation in supporting the children's Welsh language development.

Finally, the children also alluded to the fact that their teachers use a wide range of resources such as Welsh books, games and DVD programmes such as "Fflic a Fflac". Child B who is currently studying under the Key Stage Two programme of study stated "*I think these resources do help me when learning Welsh as they are fun and enjoyable, I also enjoy going into the Cwtsh or Cornel Cymraeg. Sometimes, when I copy from the board, I don't always understand what is being said".* This clearly shows that methodologies such as Welsh books, games, DVD programmes and 'Cwtsh or Cornel Cymraeg's can help support the children's Welsh language development (Appendix I).

4:3 Limitations of the research

One of the limitations of the research is the fact that more teachers could have been included within the questionnaire. This is because a total of 6 participants did not give the author a balanced overview of the different methodologies that the school uses in order to develop the children's Welsh language development. As well as this, some of the questions used within

the questionnaire were rather broad and they could have alluded more to the research title which was focusing on ‘methodologies’. In addition to this, as there are a vast variety of ‘methodologies’ associated to the teaching and learning of Welsh as a second language the research title could have focused on a small number of methodologies rather than such a broad range.

Chapter Five: Conclusion

Following the results of the questionnaire and pupil and staff interviews, it is clear to see that WSL is an important subject to learn. On reflection of the secondary and primary research it is clear to see that current methodologies in WSL help to support pupil development.

The secondary research highlighted in chapter two, clearly supports that methodologies within WSL help to support pupil development. This is echoed by The Department for Education (2010) who state that methodologies can help support children learning a second language. It was further highlighted within chapter two, that methodologies such as reading stories, signing rhymes and songs and speaking incidental Welsh vocabulary throughout the day are great methodologies that help to support pupil development in learning a second language. Estyn (2013) and Donaldson (2015) strongly highlight this.

The primary research highlighted in chapter four, also supports the fact that different methodologies used within the classroom can help to support pupil development in WSL. The primary research conducted was similar to that found within chapter two. Both areas of research found that methodologies such as reading books, signing songs and rhymes and incidental Welsh help children learn through engagement, repetition and enjoyment.

Although methodologies can help to support pupil's Welsh language development, it has also been strongly highlighted within chapter two of this project that many teachers lack the knowledge and understanding to teach second language lessons let alone incorporate teaching and learning methodologies. Although it was highlighted in chapter four that some teachers had been on courses to help develop their Welsh language and the inclusion of methodologies, it was still highlighted that not enough teachers are provided with this opportunity. As a result, it has been seen that those teachers who have been on training courses are more confident than those who have not. Therefore, in order to overcome this barrier more awareness and training needs to be provided to teachers about methodologies. This is because as highlighted within this research project teachers who implement WSL methodologies are helping to support and develop the children's Welsh language skills.

Finally, this research project has provided the author with a valuable insight into teaching and learning methodologies in WSL. These methodologies have helped the author understand the importance of them and how they can help to support children's second language skills. As a result, on reflection the research project has helped the author become a more informed classroom practitioner.

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Chapter Eight: Appendices

Appendix A – Ethics Form

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PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	Hannah Lucy Carpenter				
Tick all boxes which apply:					
Member of staff:	☐	Student:	✓	Honorary research fellow:	☐

Faculty/School/Centre:	SWWCTE: YR ATHROFA		
Campus:	Carmarthen		
E-mail address:	1600225@student.uwtsd.ac.uk		
Contact Telephone Number:	07513132244		
For students:			
Student Number:	1600225	Undergraduate	✓
Programme of Study:	BA Primary Education (QTS)	Taught Postgraduate	☐
Director of Studies/Supervisor:	Dr Sioned V Hughes	Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	✓	NO ☐
				Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other (write in)	☐		**08/02/19**

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

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SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
The research is within the normal classroom and is in accordance with the Yr Athrofa school guidelines for parental consent as per Yr Athrofa letter.	✓
The research will be conducted within the BERA (British Educational Research Association) guidelines – Ethical Guidelines for Educational Research (2018)	✓
The research will adhere to the University research guidelines.	✓

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	✓
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	✓
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	An exploration of how current second language Welsh methodology supports pupils' Welsh language development in English medium schools. Sub questions: How do learners respond to Welsh second language lessons? Exploring the use of incidental Welsh within the classroom by teachers and learners. Exploring the different types of Welsh methodology that supports pupil's Welsh language development.		
Proposed start date:	11/02/2019	Proposed end date:	29/04/2019

Purpose of research activity (including aims and objectives)
Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)

The research study aims to explore how current second language Welsh methodology aims to support pupils' Welsh language development in an English medium school. The research aims to see the views of practitioners and students in order to gain an insight and gain an informed dissertation regarding current second language Welsh methodology. Research conducted by the Welsh Government (2017) highlights that something needs to change in regards to current second language Welsh methodology.

(this box should expand as you type)

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Proposed methods
Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

Observational Notes – I will observe different classes undertaking Welsh second language sessions with their class teacher as this will enable me to observe good teaching practice in regards to the Welsh language. I will also observe different classes when the class is not taking part in Welsh second language sessions in order to observe the use of incidental Welsh used within the classroom. I will ensure that I make a note of the children's engagement within sessions as well as record the amount of Welsh used within the sessions. I will record all my observational notes within a book/diary. Both the children and the class teacher will have access to my book/diary. **Exit:** Once the observation has taken place, I will ensure that I share the observational notes with the class teacher and the children. The children can let me know if they are happy for the data to be used by placing a tick or cross on a post-it note. Whilst writing my observational notes I will ensure that no names are used so that the participants remain anonymous.

Interviews – I will conduct interviews with children from both the foundation phase and key stage two. The interviews will take place in an informal setting and the children will be invited to respond to key questions about Welsh second language and the use of incidental Welsh within the classroom. During the interview, I will make notes of the children's responses within my book/diary. The children will have access to the book/diary to see the responses that I have written down. **Exit:** The children will not be forced into participating or responding to the interview questions. Before the interview takes place, the children will be asked if they want to take part in the interview before it takes place. Throughout the interview the children will be informed that they can withdraw from the interview at any point. Whilst the interview is taking place I will ensure that the children are happy and comfortable in the interview environment. During the interview process and at the time of writing my dissertation I will ensure that no names are used and the participants will remain anonymous.

I will also conduct interviews with members of staff. This will be in a more professional nature. I may interview staff members such as teachers, teaching assistants and the Welsh language or literacy co-ordinator. Additionally, I may also interview other members of staff who do not hold a teaching position such as the headteacher. **Exit:** The members of staff will not be forced into participating in the interview. This will be stated before the interview process begins. Throughout the interview, the staff can withdraw at any time and they will not have to respond to each individual question. I will also ensure that no names are used during the interview with members of staff to ensure that they remain anonymous.

Questionnaires – I will administer a questionnaire to staff members within the school in order to gain an in-depth analysis of Welsh second language and the use of incidental Welsh within the school. I will ensure that the questionnaire adheres to the training provided by the university. The questionnaire will include qualitative and quantitative questions. The questionnaires will remain anonymous and the participants will not be required to place their name or personal information on the top of the questionnaire. A cover letter will accompany the questionnaire and it will explain to the participants the reasons and the nature of the research questionnaire. Once the questionnaires have been completed by the participants they will be placed within a secure file for analysis. **Exit:** Before submitting the questionnaires, the participants will have the right to keep their response. However, once the participants has handed in their response, there will be no means of identifying their response in order to return it to them as they will be anonymised. This will be explained within the cover letter.

Examples of pupils' work – Throughout the process I may find that pupils work would help support the research process. Therefore, I may request samples of the pupils' work where appropriate. **Exit:** Before, I collect any examples of pupils' work, I will ensure that I gain the consent of the teacher as

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well as gain the consent of the pupil the work belongs to. I will ensure that the pupils' work remains confidential, is anonymised and that it is safely stored.

Learning Walk – In order to support my research further I may take a learning walk throughout the school environment in order to view displays and different areas of provision. The learning walks may take place by myself, with an individual pupil, groups of pupils or a member of staff. **Exit:** Before I take part in a learning walk I will ensure that I gain consent from a member of staff in order to take any evidence. These pieces of evidence may include photographs or observational notes. I will also ask any participants who took me on a learning walk to consent to use the information that they provided during the walk within my research.

(this box should expand as you type)

Location of research activity
Identify all locations where research activity will take place.

The proposed research activity will take place in a primary school and a partnership primary school where the school details have yet to be released by the faculty.

(this box should expand as you type)

Research activity outside of the UK
If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.

N/A

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	**YES**	**NO**
Use of a questionnaire or similar research instrument?	✓	☐
Use of interviews?	✓	☐
Use of diaries?	✓	☐
Participant observation with their knowledge?	✓	☐
Participant observation without their knowledge?	☐	✓
Use of video or audio recording?	☐	✓
Access to personal or confidential information without the participants' specific consent?	☐	✓
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	✓
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	✓
Investigation of participants involved in illegal activities?	☐	✓

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Use of procedures that involve deception?	☐	✓
Administration of any substance, agent or placebo?	☐	✓
Working with live vertebrate animals?	☐	✓
Other primary data collection methods, please explain in this box Examples of pupils' work	✓	☐
Learning Walk	✓	☐

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	**YES**	**NO**
Students or staff at the University?	☐	✓
Adults (over the age of 18 and competent to give consent)?	✓	☐
Vulnerable adults?	☐	✓
Children under 18?	✓	☐
Prisoners?	☐	✓
Young offenders?	☐	✓
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	✓
People engaged in illegal activities?	☐	✓
Others (please identify):	☐	✓

Participant numbers and source
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

The estimated number of participants will be 50 children between 3 and 11 years old. However, this number may be subject to change.

Teachers, support staff (teaching assistants), head teachers and school staff will be invited to participate in the research.

Before conducting the research, I will ensure that I gain consent from the head teacher, senior mentor and class mentor within the school setting.
this box should expand as you type)

Information for participants:	**YES**	**NO**	**N/A**
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	✓	☐	☐
Will you tell participants that their participation is voluntary?	✓	☐	☐

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Will you obtain written consent for participation?	✓	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	✓	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	✓	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	✓	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	✓	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	✓	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	✓	☐	☐
If NO to any of above questions, please give an explanation			
N/A (this box should expand as you type)			

Information for participants:	**YES**	**NO**	**N/A**
Will participants be paid?	☐	✓	☐
Is specialist electrical or other equipment to be used with participants?	☐	✓	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	✓	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	✓	☐
If YES to any question, please provide full details			
N/A (this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information
The risk to participants is that they may be involved in my research project without giving consent. Therefore, I will ensure that all consent procedures have been put into place. I will do this by informing the staff and the children of my research. Throughout the research process I will explain to the staff and the children that they have a right to leave and withdraw from the research at any given time. The staff and the children will also be given the opportunity to express that they do not want the data to be used at any time during the research process. For example, during this time I will ask the children if I can use the answers that they have provided me with within their interviews. As well as this, I will ensure that I pay close attention to the wellbeing of each individual child and I

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will stop an activity taking place if any child appears to becoming upset or uncomfortable. I will also ensure that data provided by the staff and children is anonymised.
(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

N/A
(this box should expand as you type)

Risks to investigator
For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

The risk to the investigator is that I may be accused of unprofessional practice. I will ensure that I manage this risk by adhering to the BERA guidelines and by following my own plan of ethical practice. I will also follow the University research guidelines.
(this box should expand as you type)

University/institutional risks
For example: adverse publicity, financial loss, data protection

There should be no risk associated to the University if I manage the risk to the researcher and the participant. I will ensure that I conduct the research and represent all results honestly. I will also ensure that I comply with the ethical, legal and professional frameworks, obligations and standards as required by the statutory and regulatory authorities. I will also ensure that I comply with the University's Research Integrity and Ethics Code of Practice.
(this box should expand as you type)

Adverse outcomes
List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

I will manage the risk by adhering to the BERA guidelines and by following my plan of ethical practice.

I will always comply with ethical, legal and professional frameworks, obligations and standards as required by the statutory and regulatory authorities, as well as with the university's Research and Integrity and Ethics Code of Practice.

Loss of data – upon the completion of my research I will take full responsibility for the safekeeping of the data. To ensure the participant's responses are safe they will be kept in a folder and will remain on my person until all the research has been analysed and after this time all data will be destroyed.

If in the circumstance that a participant's response gets lost at the fault of the author or of a third party then the individual will not be identifiable as there will be no personal details listed on the questionnaires, interviews or examples of pupils' work.

(this box should expand as you type)

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.			

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	YES	NO	N/A
Has a DBS certificate been obtained?	✓	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback
What feedback will be provided to participants, how will this be done and when?

I will not provide feedback to the participants as this is not relevant for my research. If the participants are to ask or request feedback from my findings or response then I will provide a summary of the data that I have collected.

(this box should expand as you type)

Informed consent
Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.

Consent of participation – (Children)

Throughout my placement, I will speak to my class teacher and senior mentor with regards to my research. I will ensure that I explain in detail the reason and rationale behind my area of research. However, I will also verbally ask the children that have been identified if they wish to participate or not. I will do this by using a 'thumbs up' and 'thumbs down' approach. Therefore, the children that show a 'thumbs up' if they will be happy to participate and the children that show a 'thumbs down' will not be willing to participate. This will take place individually in order for the children to show their wellbeing and state of mind. As well as this, I will tell the children that they can speak to me at any point during the research process and that they can discuss their contribution to the research project and they can explain to me if they wish to participate or not. I will also tell the children that I will not be using their names throughout the interview process and that they will remain anonymous.

Consent of participation – (Teachers)

Throughout my time conducting the research, I will ask the class teachers to sign a document so that they agree to take part in the research process. If the class teachers are not willing to sign this document, then will not take part in the research process. The consent from that I will give to teachers will include a box to tick if they agree to the following statements, e.g. I confirm that I have read and understand the information sheet dated 11/02/19 for the above research study. I have had the opportunity to ask questions, had time to answer these in a satisfactory amount of time and that I have had the opportunity to consider all of the information provided. I understand that my participation in this research study is voluntary and that I am able to withdraw at any time during the research process without giving any valid reason. I understand that all information that is given by me may be used within any of the researchers' report, articles or presentations. I understand that my name will remain anonymous and that they will not appear in any reports, articles or presentations. I agree to participate in the intended study.

(this box should expand as you type)

Confidentiality / Anonymity
Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

Throughout the research process, I will ensure that no individual data is made available to the schools or parents. Only an anonymous summary of data can be provided in this manner.

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Also, on my consent form I will write the following statement 'if you decide to remain anonymous maintaining this will be of the upmost priority and every precaution will be taken to disguise your identity and anonymity. All materials generated from any interview, questionnaire or samples of work with remain confidential'. (this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (http://uwtsd.ac.uk/library/research-data-management/).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? ***"personal data"*** *means data which relate to a living individual who can be identified—* *(a) from those data, or* *(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.*	☐	✓
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? ***"Sensitive personal data"*** *means personal data consisting of information as to –* *(a) the racial or ethnic origin of the data subject,* *(b) his political opinions,* *(c) his religious beliefs or other beliefs of a similar nature,* *(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) his physical or mental health or condition,* *(f) his sexual life,* *(g) the commission or alleged commission by him of any offence, or* *(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.*	☐	✓
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		

Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	✓	☐
University computers?	☐	✓
Private company computers?	☐	✓
Home or other personal computers?	☐	✓
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	✓	☐
"Cloud" storage or websites?	☐	✓
Other – specify:	☐	✓

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For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:
I will ensure that confidentiality and anonymity are upheld by ensuring and not requesting any participant names on all pieces of data required for my research project. I will ensure that all data that I have collected is to be placed and stored on a password protected computer/laptop. I will also ensure that this is placed within a locked cupboard. Furthermore, any communication between myself and my tutor will be done through an email account which is password protected.

Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	✓
Sharing of data with others at the University?	☐	✓
Sharing of data with other organisations?	☐	✓
Export of data outside the European Union or importing of data from outside the UK?	☐	✓
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	✓
Publication of data that might allow identification of individuals?	☐	✓
Use of data management system?	☐	✓
Data archiving?	☐	✓

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):
N/A (this box should expand as you type)

List all who will have access to the data generated by the research activity:
The researcher, the supervisor and the module co-ordinator. (this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:
The researcher – Hannah Lucy Carpenter (this box should expand as you type)

Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
Participants that provide any form of response will have their data stored securely by the researcher. Once the data has been analysed by the researcher it will be destroyed so that there is no evidence of any data. This will be in accordance to the Data Protection Act (1998). The data collection dates will range from the 11/02/2019 to the 29/04/2019. Following the 29/04/2019 there will be no use for the data and at this point in time all of the data will be destroyed. (this box should expand as you type)

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SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice

Signature of applicant: **H.L.Carpenter**	**Date:** 08/02/19

For students:

Teacher / Senior Mentor / Headteacher:	Dr Sioned V Hughes
Signature:	S.V.Hughes
Date:	09/02/19

Appendix B – Consent Letter

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Consent form

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Hannah Carpenter as a representative of Yr Athrofa to:

Take photographs ✓	Interview ✓	
Take video	Quote school policy documents ✓	
Tape-record	Questionnaires ✓	(Tick accordingly)

Name of Head teacher A J Bowen-Price Signed

Name of school

To be completed by the trainee:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of trainee: Hannah Carpenter

Signed:

Telephone

Email address:

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): BA Primary education with QTS

Date: 11.02 2019

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Appendix C – Interview with the children

1) Do you enjoy learning Welsh?

No - 1

Yes – 5

2) Please rank which of the following you are most confident in:

- Reading Welsh - 1
- Speaking Welsh - 4
- Writing Welsh - 1

"We usually copy off the whiteboard" – Key Stage Two

3) Do you speak Welsh in school?

- Yes
- Examples: Welsh lesson, assembly and to teachers.

4) What Welsh words or phrases can you say?

- Colours
- Days of the week
- I like / I don't like
- Weather
- Commands (Diolch)
- Past tense (Roedd)
- Places in Welsh (Ysgol)
- Holidays (Gwyliau)
- Greetings (Bore da, Prynhawn da, Hwyl fawr)
- Yes/No (Ydw, Nac Ydw)
- Emotions (Mae hi'n hapus...drist.....bendigedig)

5) Does your teacher speak Welsh in class?

- Yes

- One child quoted - “although my teacher speaks Welsh in class, I don’t always understand what is being said” – Foundation Phase

6) If yes, what Welsh does your teacher speak?

- Bore da
- Prynhawn da
- Commands (open / close the door)
- Numbers
- Registers
- Dinner Register (Cinio neu brechdannau).
- Questions during lessons (happens sometimes in KS2)

7) Where can you find Welsh words or phrases in your school?

Display Boards, Classrooms, Computers, Prayers (Church in Wales school), Posters.

One child quoted – “I don’t always understand the display boards unless there is English underneath” – Key Stage Two

8) How do your teachers use Welsh in class? (Methodology)

They use:

- Stories
- Books
- Games
- Fflic a Fflac (Foundation Phase)

One child stated - “I think these resources do help me when learning Welsh as they are fun and enjoyable, I also enjoy going into the Cwtsh or Cornel Cymraeg. Sometimes, when I copy from the board, I don’t always understand what is being said”. – Key Stage Two

They could use:

- More Welsh games / activities
- Year 4 English / Welsh books.
- Dictionaries
- Technology

Appendix D – Welsh language co-ordinator interview

1) **How often is Welsh second language taught within your school?**

- 1 and a half lessons per week should be taught in the school.
- However, Incidental Welsh is spoken every day in order to reinforce the language patterns.

2) **Do you have any policies in place for the Welsh language?**

- There is a Welsh language policy in place. This is very detailed and includes the schools' plan of action in regards to the Welsh language for foundation phase and key stage two.
- The Welsh language co-ordinator also wrote a scheme of work herself.

3) **What methodologies do you use to support the children's Welsh language development?**

- Classroom displays – Children become immersed in the language (part of the Welsh language policy)
- Incidental Welsh – develops the children's confidence in using the language
- Cwtch Cymraeg – Have a range of resources

4) **Do you believe that these methodologies develop the children's use of Welsh within the classroom?**

- Yes, they help with the children's confidence with the Welsh language.

5) **Is Welsh language development highlighted within your school development plan?**

- It was highlighted in the school development plan after the Estyn inspection in 2014, however it was recently removed due to the fact that the school has been highly commended for their use of the Welsh language as a second language.

6) **Do you have a wide range of second language resources available?**

- The amount of resources that we have is as wide as we can possibly have as it is difficult to find resources that are suitable for second language learners as many Welsh resources are geared towards first language Welsh learners.
- Resources that the school has to develop the children's' Welsh second language include apps, games, posters, CD's and DVD's.

Appendix E – Questionnaire

Questionnaire to Staff

1) Which phase do you currently work with?

Foundation Phase / Key Stage Two

2) Do you enjoy teaching Welsh second language lessons?

Yes / No

3) How often do you teach Welsh second language lessons per week?

_____

4) Do you hold any Welsh language qualifications? If yes, what qualifications do you hold?

_____
_____

5) Do you have display boards in your classroom that promote the Welsh language?

Yes / No

6) If yes, what Welsh language is displayed in your classroom?

_____
_____
_____
_____

7) Do you encourage the children to use the Welsh language outside of Welsh second language lessons?

Yes / No

8) If yes, what Welsh words or phrases do you encourage the children to use?

_____
_____
_____
_____

9) Are you aware of any courses that can help improve your Welsh language development? If yes, which courses are you aware of?

_____
_____

10) Have you been on any of these Welsh language development courses?

Yes / No

11) Do you use incidental Welsh in your lessons?

Yes / No

12) If yes, which incidental Welsh words / phrases do you use? Please list them below:

_____
_____
_____
_____

13) In your opinion, do you believe that incidental Welsh helps to promote children's understanding of the Welsh language? If yes, how?

_____
_____
_____
_____

14) Do you use any resources that help or guide you when teaching Welsh second language lessons? If yes, please list them below.

_____
_____
_____

15) How confident are you when teaching Welsh second language as a lesson? Please circle below. 1 – Little Confidence and 10 – Very Confident.

1 2 3 4 5 6 7 8 9 10

Appendix F – Observational Notes

- The class teachers clearly promotes the Welsh language through incidental Welsh, Welsh story books and welsh songs and rhymes. This clearly promotes a bilingual ethos.
- I have heard incidental Welsh and welsh songs being said/played on the school playground as well as in assemblies and within the children's classrooms.
- All of the display boards in the foundation phase are bilingual. This can be seen within the classroom, school hall and the assembly hall. Although the children may not understand the

Welsh "terms" on the board as they are bilingual the children have the opportunity to understand what is going on and they clearly do know what is going on as when I asked a few children they were able to tell me. Also by displaying the boards in this context the children have the opportunity to practice the language.

- Within the foundation phase, it is clear that teachers and children are encouraged to speak the language. I have also seen many children rewarded for speaking the language. They are often rewarded with "pasta points," "tocynnau" and dojo's.

- The foundation phase also promote the Welsh language...

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by having a class mascot. 1 pupil per week, takes the mascot home if they have been pupil of the week. The children are then asked to write sentences about what they did with the mascot on the weekend. They do this in Welsh. This therefore reinforces the language patterns. As well as this, as the children enjoy taking the mascot home, they often enjoy learning welsh as a result.

Appendix G – Incidental Welsh Terms

Incidental Welsh (Range of Vocabulary)

Foundation Phase

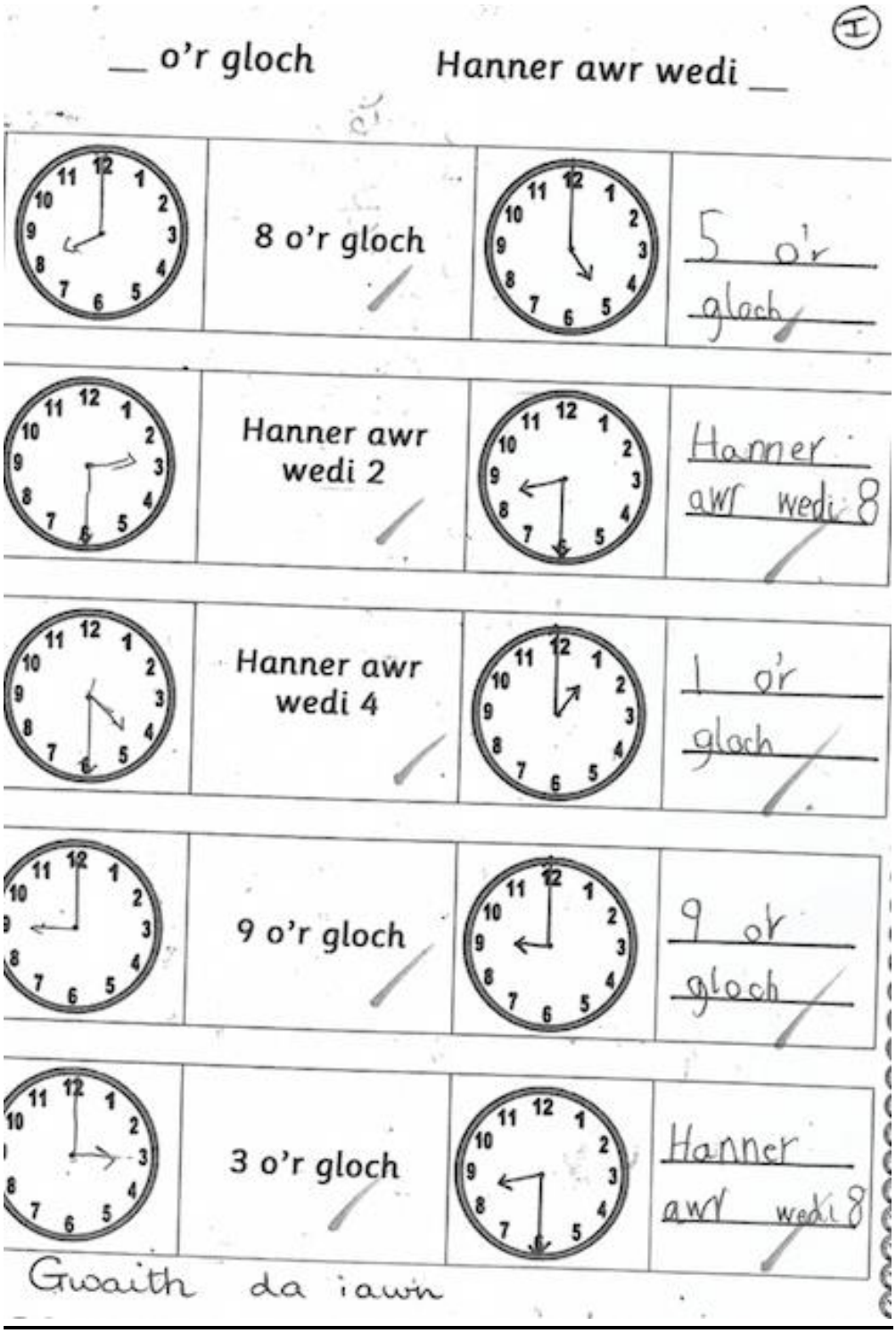
Bore Da	*Dwylo*	*Chwarae*	*Pa liw?*	*Os gwelwch yn dda*
Prynhawn Da	*Tacluso*	*Dim siarad*	*Dyma...*	
Diolch	*Eisteddwch*	*Sefwch*	*Ble mae...?*	
Hwyl Fawr	*Dim diolch*	*Hapus / Trist*	*Ga i....?*	
Barod?	*Lliwau*	*Sut wyt ti?*	*Penblwydd Hapus*	

Key Stage Two

Pwy sy'n barod?	*Agorwch eich llyfrau*	*Heb siarad*	*Yma*	*Pob lwc*
Dwylo i fynny	*Mae hi'n amser cofrestr*	*Caewch eich llyfrau*	*Atebwch*	*Da iawn, diolch*
Shwmae	*Gwrandewch y gofrestr*	*Ewch allan yn dawel.*	*Yn dawel*	
Cinio neu brechdannau	*Darllenwch*	*Dewch yma*	*Ysgrifennwch*	
Absennol	*Pawb Arall*	*Wn i ddim*	*Darllenwch*	

Appendix H – Examples of pupils work

Foundation Phase



The children transferred and applied the skills of what they were learning in Mathematical Development i.e telling the time and used it to help them with regards to their Welsh language development.

Foundation Phase

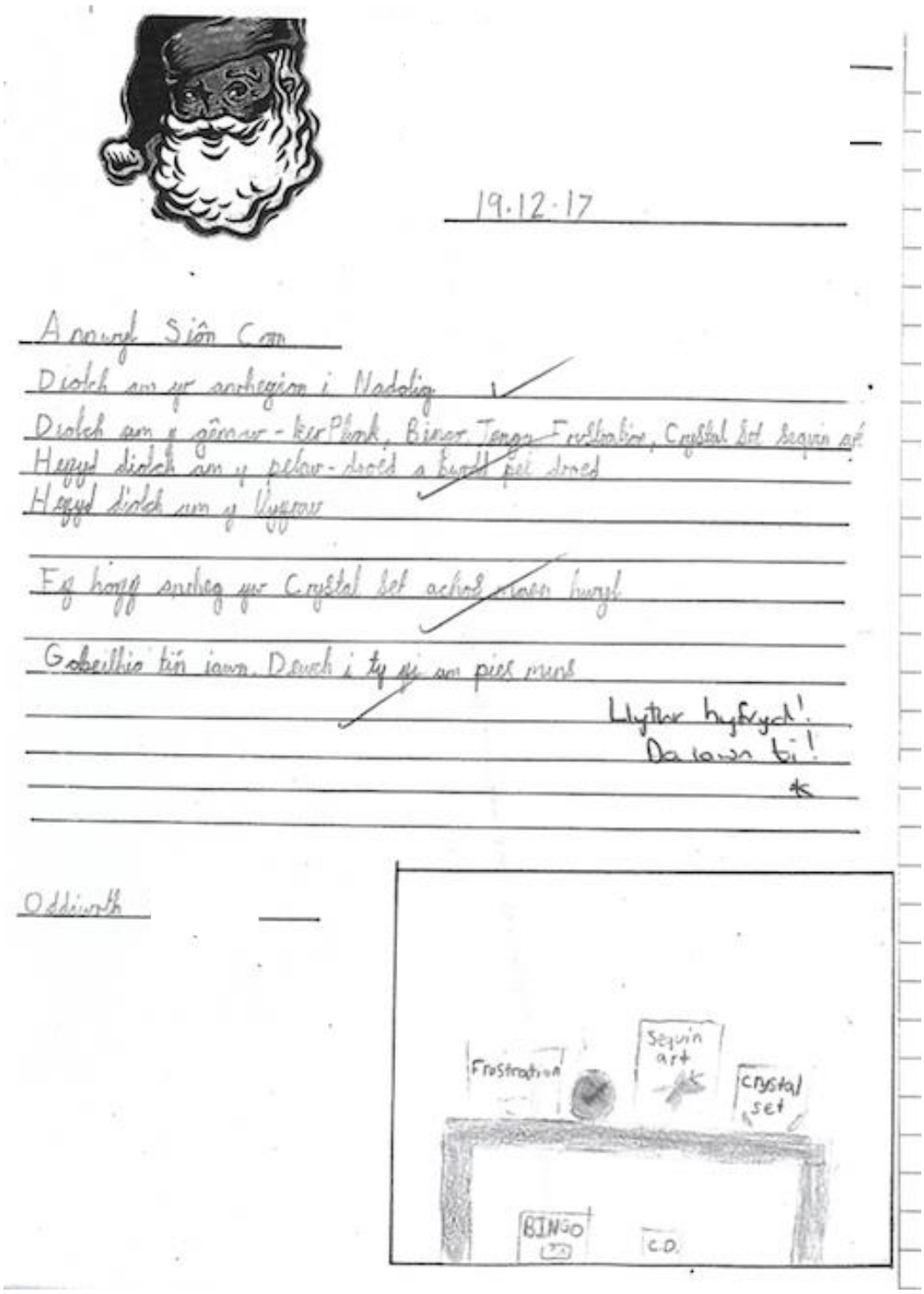
Dydd Llun Rhagfyr 17eg

Storir Nadolig

Mae Mair yn y stabl.
Mae Joseff yn y stabl.
Mae'r baban Iesu yn y stabl.
Mae asyn yn y stabl.
Mae angel yn y stabl.
Mae'r tri gŵr doeth yn y stab
Mae'r bugeilaid yn y stabl.

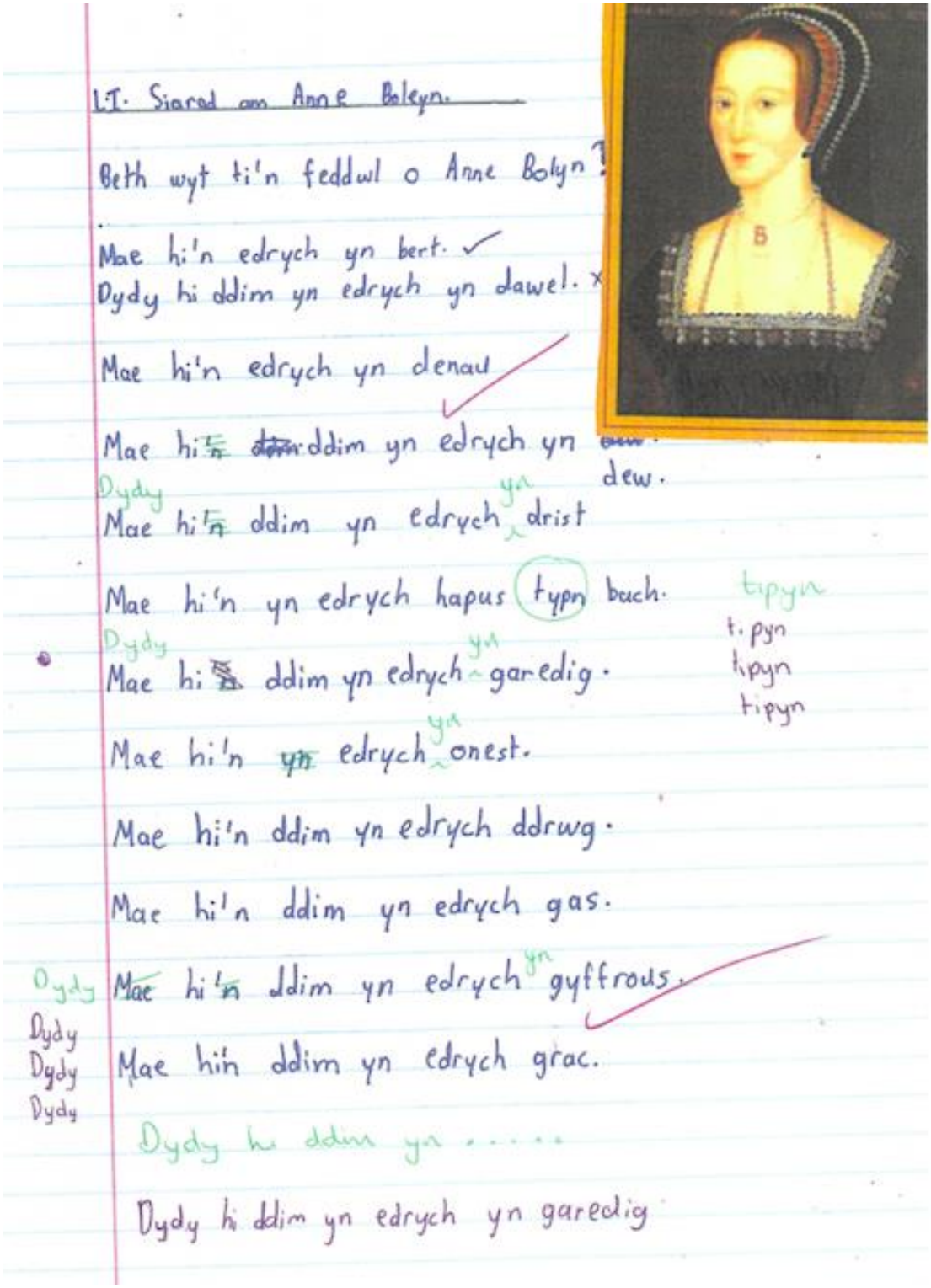
The children in the foundation phase had their Christmas concert on Mary and Joseph. As they were developing skills in Language, Literacy and Communication, they decided to re-tell the story in Welsh in order to help develop their skills in this area of the National Curriculum.

Key Stage Two



As many of the children were preparing for Christmas, they were writing Christmas lists to Father Christmas. The children mainly wrote their 'real' Christmas lists at home. However, the teacher wanted them to write down what they had written on their 'real' lists and apply their skills from English and transfer them to Welsh.

Key Stage Two



LT. Siarad am Anne Boleyn.

Beth wyt ti'n feddwl o Anne Bolyn?

Mae hi'n edrych yn bert. ✓
Dydy hi ddim yn edrych yn dawel. ×

Mae hi'n edrych yn denau

Mae hi'n ddim yn edrych yn dew.

Dydy
Mae hi'n ddim yn edrych yn drist

Mae hi'n yn edrych hapus typn bach.

tipyn
t. pyn
tipyn
tipyn

Dydy
Mae hi ddim yn edrych yn garedig.

Mae hi'n yn edrych yn onest.

Mae hi'n ddim yn edrych ddrwg.

Mae hi'n ddim yn edrych gas.

Dydy Mae hi'n ddim yn edrych yn gyffrous.

Dydy
Dydy
Dydy
Mae hi'n ddim yn edrych grac.

Dydy hi ddim yn .....

Dydy hi ddim yn edrych yn garedig

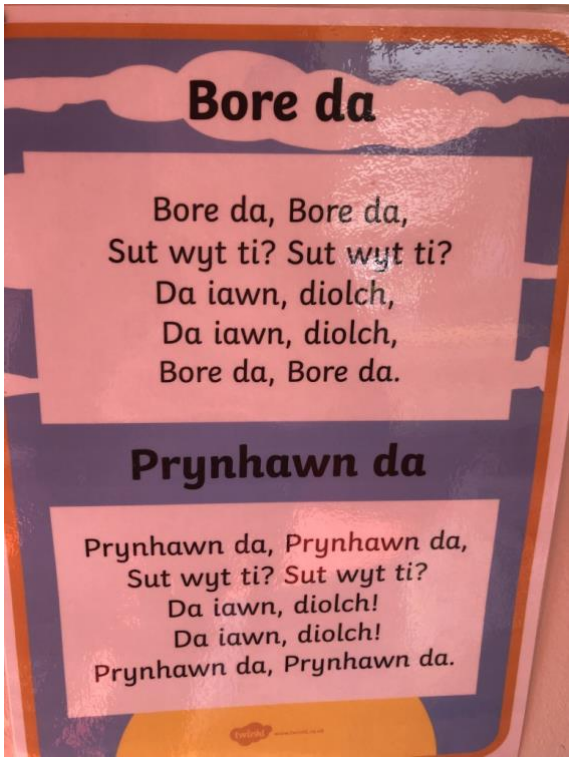
In History, the children were learning about Henry VIII and his wives. Therefore, the class teacher wanted to focus on Anne Boleyn. Instead of doing this in English she decided to ask the children to complete the task in Welsh.

Appendix I – Photographs

Welsh Books found throughout the school.

Display Boards (Located in Key Stage Two)

An example of a “Cornel Cymraeg”. This is similar to a “Cwtsh Cymraeg”. This is an area of the classroom that is dedicated to Welsh language learning. At the bottom of this display board there is a seating area with additional resources such as books, games and dictionaries.



Bore da

Bore da, Bore da,
Sut wyt ti? Sut wyt ti?
Da iawn, diolch,
Da iawn, diolch,
Bore da, Bore da.

Prynhawn da

Prynhawn da, Prynhawn da,
Sut wyt ti? Sut wyt ti?
Da iawn, diolch!
Da iawn, diolch!
Prynhawn da, Prynhawn da.

This is an example of one of the many songs that the foundation phase sing throughout School A.

Appendix J – Attendance Record

Personal Register

Name: Hannah Carpenter
Student Number: 1600225
School/ Setting:

Date	Activity Undertaken	Signature (mentor, senior mentor or head)
11/2/19	Induction	Alison Thomas.
12/2/19	Foundation phase observation	
13/2/19	Key stage two observation	
14/2/19	Reflection and interview with the welsh language coordinator.	
15/2/19	Reflection and educational visit.	
18/2/19	Reflection and interviews with the children	
19/2/19	Reflection and interviews with the children.	
20/2/19	Write up findings	
21/2/19	Share findings	
22/2/19		

Appendix K – Article written on School A

This is a copy of the article that the author wrote up and shared her findings on School A.

Effective Practice of the teaching and learning of Welsh Second Language

The staff at School A have been effective in promoting a bilingual ethos within the school. Many effective strategies and methodologies have been implemented within the school in order to develop the pupils' and teachers' confidence with regards to Welsh second language learning.

Number of pupils: 495
Age range: 3-11
Date of Elective Experience: February 2019

Information about the school

School A is located in Carmarthen, it is an English-medium primary school. Most of the pupils who attend the school are from the local and surrounding areas of the town. Around 18% of the pupils are entitled to free school meals which is around the national average for Wales. There are currently 21 classes within the school.

Context and background of effective practice

The staff at School A in Carmarthen have a clear vision of providing pupils with a bilingual ethos. The headteacher, senior leadership team and all of the teaching staff have a clear strategic direction for the school with regards to the development of Welsh second language learning within their English-medium primary school. The Welsh language is clearly promoted through a wide variety of mediums and this encourages teachers and pupils to make regular use of the language within the school environment.

Foundation Phase

The foundation phase within the school promotes a strong bilingual ethos. Within the foundation phase building, there are numerous display boards that promote this ethos and teaching staff are required to have a Welsh language display board within their classroom that relates to the children's' topic work and incidental Welsh terms. The display boards include topic areas such as "the weather". This clearly encourages the children to make use of the language and it supports the regular patterns that the children are required to learn i.e. "Mae hi'n" and "Dw i'n". Throughout the foundation phase children are regularly encouraged and supported for learning the Welsh language and when it is used by the children they are rewarded by a variety of staff members. The staff often use "pasta points" to reward the children when speaking the language, this further enhances the children's enjoyment with regards to their Welsh second language development.

Many classes within the school use the "Fflic a Fflac" programme. The children have expressed that they enjoy the "Fflic a Fflac" series. The programme clearly encourages the children to verbally communicate in Welsh and it is clear that it enhances the children's Welsh development skills.

Pupils within Nursery and Reception learn and participate in Welsh songs and rhymes. These strategies clearly help the children learn new Welsh words and phrases. Most pupils within these classes participate in these songs and rhymes and almost all pupils enjoy them. The Welsh songs and rhymes that the children participate in are most certainly age appropriate. For example, the children in the Nursery and Reception sing "Bore da ffrindiau" and "Mi welais Jac y do".

All staff within the foundation phase use incidental welsh terms with confidence. These terms include "Dim Siarad", "Eisteddwch" and "Bore da/ Prynhawn da". The children clearly understand these terms and respond appropriately to staff members. Within all sessions attended, incidental Welsh was used to a great extent. By using incidental Welsh within the classroom, it is clear that both the teachers and the children develop a sense of confidence when learning and speaking the language.

Within the foundation phase, Welsh second language is introduced in a cross curricular manner. Almost all teachers teach Welsh in 'topic' sessions. The children within the foundation phase enjoy learning Welsh in this manner. This is an example of effective practice, that has not been observed before in previous primary schools. Therefore, many schools within Wales could introduce this way of learning as it can make learning Welsh relevant and insightful.

All pupils within the foundation phase take part in the schools' Eisteddfod which is held around the 1st of March for St David's Day. Almost all pupils within the school talk positively about the Eisteddfod and they are eager to participate. The Eisteddfod clearly helps to promote the Welsh ethos as well as enhance the children's Welsh language development. Therefore, many schools within Wales could follow this example set by School A in order to promote a Welsh ethos and the learning of Welsh as a second language.

Key Stage Two

The bilingual ethos that is promoted within the foundation phase is clearly promoted and maintained within key stage two. This is seen through a wide variety of mediums.

Within key stage two, staff use incidental Welsh well. Almost all children within key stage two respond well to Welsh instructions and commands that are spoken by staff members. Nearly all children within key stage two recognise that incidental Welsh is spoken by their class teacher and they are able to understand what their teacher is saying to them. It is clear that staff make a conscious effort to ensure that incidental Welsh is spoken within the classroom. Key words and phrases such as “Sefwch yn dawel”, “Mae hi’n amser cinio” and “Sawl un sy uma”. The majority of the teaching staff highlight that incidental Welsh helps develops the children’s confidence in regards to their Welsh second language development. As well as this, the teaching staff highlight that by using incidental Welsh, the teachers are able to re inforce regular words, phrases and sentence patterns to the children. This clearly helps the children’s Welsh language development.

Pupils within key stage two make good use of the “Y Cornel Cymraeg”. The pupils clearly enjoy visiting this area and are keen to explore the Welsh resources available. Teachers clearly encourage the children to visit this area in order for the children to develop their confidence and independence with regards to the Welsh language. The school clearly makes good use of the limited amount of Welsh second language resources available to them.

Pupils state that they enjoy taking part in Welsh games and Welsh activities within key stage two. Many children who have taken part in the “Cymraeg” Enrichment group activities have stated that they have been enjoyable and that they have gained great confidence in their Welsh language development from taking part in these Enrichment group activities. It is clear that educational visits to places such as “Yr Egin” help children gain a greater insight into how important the Welsh language is. This is especially important when the children live within a strong Welsh language community.

Within key stage two, Welsh is still taught in a cross-curricular manner. There is a clear progression in the teaching and learning of Welsh in a cross curricular manner from foundation phase to key stage two. For example, within the foundation phase children learn basic sentence patterns within their topic work whereas in key stage two the children are encouraged to extent their vocabulary further. The children in key stage two are given this opportunity in regards to their oracy, reading and writing. By allowing children to complete Welsh second language within a cross-curricular manner the children are able to consolidate their understanding of the Welsh language.

Wider School Context

From Year 1 to Year 6 the school follows the Central South Consortium programme in order to teach Welsh as a second language. The school follows this programme in order to have a framework in place to challenge and support staff and pupils. It is clear to see that the school follows this programme when visiting the classes whilst they were participating in

Welsh second language lessons. As well as this, the school has also worked closely with the Athrawon Bro. The Athrawon Bro have supported the school in regards to support for Welsh second language teaching and learning. The Athrawon Bro have provided resources to the school in order to promote and support Welsh second language within the school environment.

Church of Wales Ethos

The church of Wales environment within the school perpetuates a Welsh ethos. This can be seen as an act of worship is held within the school once a week through the medium of Welsh. This is conducted across the foundation phase and key stage two. As well as this, the children say the lord's prayer, school prayer and the grace through the medium-of Welsh. This clearly shows that the school embeds and promotes the Welsh language through the Church of Wales ethos.

Staff training and support

The school clearly provides training for all staff members in regards to their Welsh language development. The school sends teaching staff and LSA's on courses designed by Carmarthenshire County Council as well as on the Welsh Sabbatical Scheme. The school clearly takes staff training seriously in regards to teaching staff and LSA's welsh language development. Those members of staff who have attended these courses have developed a positive attitude towards the learning of the language and as a result those who have participated have also stated that these courses have helped to develop their confidence and that they have enjoyed taking part in these training sessions.

Acknowledgements

I would like to thank the staff and the children at this school for giving up their time, sharing their knowledge and providing me with the opportunity to complete my electives experience in such a positive environment.

Notice

Please note that the school I was placed in for 'electives' has been renamed School A in order to keep it anonymised.