Estyn (2018) explains that for Welsh Second language "The progress of too many pupils slows as they move through key stage 2" (Estyn, 2018, p.25).

To what extent could using incidental Welsh throughout the school support Key Stage Two pupils in their Welsh language skills?

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Frontispiece

This is to declare that, other than where an explicit reference is made, this research project has been conducted solely by the author. This project will only be presented to the university as part of the reflective practitioner module which contributes to the overall Primary Education with QTS degree at the University of Wales Trinity Saint David.

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Chapter 1: Introduction

The Well-being of Future Generations Act (2016) has seven goals to ensure that Wales is a more prosperous country for the generations to come. To achieve the "thriving Welsh language" (WG, 2017a,p.6) goal, the Welsh Government (WG) aims to have a "million Welsh speakers by 2050" (WG, 2017a,p.4). One strategy in which the WG aims to accomplish this statistic is by abolishing the subject of Welsh Second Language (WSL) (Wightwick, 2019). Instead of WSL, there will be one language qualification which encourages English-medium schools to increase the amount of spoken Welsh in the school. One proposal to increase the amount of Welsh in English-medium schools is teaching thirty-percent of lessons though Welsh-medium to allow students to naturally acquire the second language (Cymdeithas Yr Iaith Gymraeg Group, 2013). The WG (2017) recognises that in order to achieve this there must be an increase in the "number of primary teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and 5,200 by 2050" (WG, 2017a,p.12).

One method that English-medium schools could use to encourage more spoken Welsh is to increase the amount of incidental Welsh used. That is, Welsh language patterns that are used as part of all daily routines in the school. Baker (2011) suggests that children can naturally acquire a language from being immersed in it. More specifically, Estyn (2018) recognises that incidental Welsh in the Foundation Phase (FPh) is excellent but there is a shift in attitudes and confidence to use the language as children progress through Key Stage Two (KS2). Therefore, this research project will intend to recognise whether incidental Welsh can provide children with the language skills to become fluent. Resultantly, this research essay will seek to discover both the benefits and progression of incidental Welsh throughout the primary sector.

The author hypothesises that children in the FPh experience the Welsh language as part of everyday life and, therefore, are confident in using the language to their standard. However, the author predicts that as children enter KS2 they lack the confidence to use incidental Welsh. This lack of confidence is because many practitioners do not have the language skills to naturally implement incidental Welsh. Therefore, children in KS2 are not acquiring the critical Welsh language skills which would allow them to develop their language knowledge.

To further enhance the author's knowledge in this field, they intend to combine primary and secondary research methods. This will include: a literature review, questionnaires to parents and teachers, observations of Welsh lessons and other subject areas, samples of pupils work, photographs of display boards and interviews with children and a Welsh language coordinator. Moreover, to clarify for the reader, the term 'Welsh' refers to the Welsh Language Development in the FPh and the Welsh second language curriculum for KS2. Additionally, the term 'Incidental Welsh' refers to Welsh language patterns that are encouraged to be used as part of everyday Welsh, both inside and outside the classroom.

The author has selected this topic to conduct an extended research project on because Donaldson's (2015) Successful Futures expresses the importance of ensuring a "thriving Welsh language" (Donaldson, 2015,p.27). Therefore, the relevance of the Welsh language is becoming an even more prominent feature in education and beyond. Additionally, the author has completed all three Professional Teaching Experiences (PTE) in the county of Powys and has recognised that incidental Welsh could be developed in schools to support pupils in using Welsh more frequently. This lack of incidental Welsh reflects the Welsh Assembly Government (WAG) (2003)'s research which indicates that the county of Powys has low levels of spoken Welsh. Hence, the author intends to discover how Incidental Welsh provision could be developed to ensure that the Welsh language being spoken becomes a natural aspect of the school environment, particularly in KS2.

Chapter 2: Literature Review

2.1: Current status of the Welsh Language

Reinstating and maintaining the Welsh language is a long-term priority for the WG as they aim for one "million Welsh speakers by 2050" (WG, 2017a,p.4). At the turn of the twentieth century, there were "as many as 1,100,000 people" (Davies, 2007:483) speaking the Welsh language. However, the language rapidly decreased as it became viewed as a disadvantage to the people of Wales (Roberts, 1998). These damning remarks about the Welsh language were published in the Blue Books. Although the Blue Books were biased in their writing, the reports were ruinous enough to influence a significant decrease in the levels of spoken Welsh (Khleif, 1980). Gower (2012) confirms that the percentage of Welsh speakers fell from 44.6 in 1911 to 37.1 in 1921. Consequently, in the twenty-first century, the WG now plans to dramatically increase the number of Welsh speakers from 562,000 recorded in 2011 to a million speakers by 2050 (OfNS, 2011).

The WG's ambition to significantly increase the levels of spoken Welsh will ensure "business growth [and provide] tangible opportunities for regional economic development" (WG, 2017b,p.21). However, the people of Wales should not need to be defined as Welsh-speaking to be categorised as Welsh. For instance, the current population of Wales is diverse; Estyn (2015) identifies a Cardiff school as having 77% of its pupils as having English as an Additional Language (EAL) with no pupils speaking Welsh at home. This nationwide scenario is becoming a growing normality as the number of EAL students rose "from 7.6% in 1997 to 16.2% in 2013" (EEF, 2015,p.5). Therefore, it poses the question as to whether children should be focussing on English language acquisition rather than attempting to learn Welsh.

There are varying attitudes towards the importance and relevance of children in Wales learning the Welsh language. During PTE, children mimicked the poor attitude of the Welsh language from their parents which, resultantly, had a detrimental effect on children's efforts in sessions. On the contrary, Awan-Scully (2016) discovered in a survey that many people

believed the Welsh language was an importance asset to Wales. The results from this survey are exemplified in Figure 2.0.

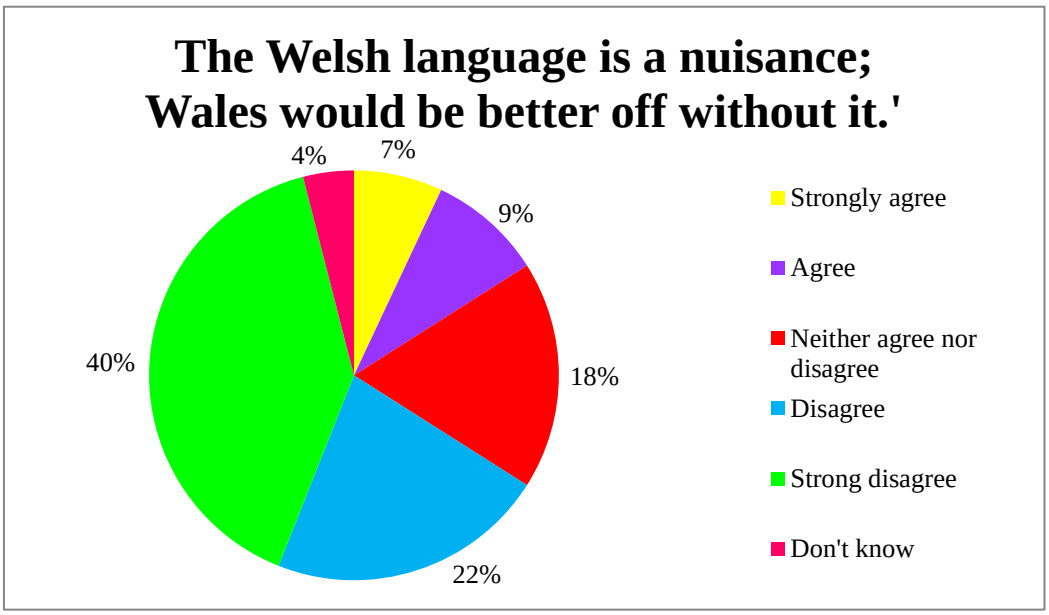

Figure 2.0

These results, however, surveyed only 3,272 people and therefore cannot be seen as representative of the whole of Wales because the survey was not compulsory. Additionally, it is likely that people responded because they felt strongly either for or against the statement. Nevertheless, the diverse perspectives into the benefits of learning Welsh indicates that the future of the language is not guaranteed.

2.2: What is Welsh Second Language?

There are a number of advantages to teaching children bilingually. For instance, bilingual children portray increased levels of IQ compared to children speaking only one language (Baker, 2011 and Pollard and Bourne, 1994). Bernardo and Gaerlan (2012) echo this, stating that bilingual children have the additional benefit of accessing information from two languages rather than just the one. Resultantly, the skill of being a bilingual learner, no matter the language, will be a beneficial asset for the twenty-first century workforce (García, 2009). Nevertheless, there are a number of drawbacks to teaching children bilingually. Laurie (1890) believed that bilingual children were less intelligent than monolingual children. However, in hindsight, this research was bias because the researcher was using the second language to conduct the research. Therefore, as the participants were not as confident in their second

language, it appeared to highlight academic differences between the bilingual and monolingual counterparts. Moreover, UNESCO (1953) believes that children must be taught in their first language because the second language may act as a hindrance to their academic capabilities. Therefore, teaching children bilingually in Wales would have practicalities to overcome before being implemented across the nation.

The subject of Welsh Second language is found in English-medium schools in Wales and consists of teachers teaching discrete Welsh lessons. However, this strategy to teaching Welsh can be described as Richards and Rogers' (2014) 'situational method' which is rote learning non-transferrable vocabulary that cannot be applied to everyday scenarios. Hence, even when children gain a qualification in GCSE Welsh Second Language they do not feel confident enough to use the language in daily communications. Nevertheless, the WJEC (2017) has revitalised the GCSE Welsh Second language qualification so that the students must be able to use the language naturally rather than regurgitate learned language which they do not fully understand. The ambition of this new GCSE is to ensure that learners are able to communicate effectively in Welsh, which will support Wales in achieving its aim of one million Welsh speakers by 2050 (WG, 2017a).

If Welsh Second Language is not providing children with the Welsh language skills required to be an effective communicator, there must be a radical investment to ensure children are educated bilingually. Grosjean (2010) argues that a large proportion of children world-wide learn two languages and, therefore, this is not impossible for Welsh children. The Cymdeithas Yr Iaith Gymraeg (2013) believe that in order to achieve bilingualism in Wales a minimum of thirty percent of school lessons should be taught through Welsh-medium. However, this radical training would place a high-demand on an already pressurised workforce in Wales. Figures reveal that from 2016 to 2017, there was a 26% fall in the number of teacher training applicants in Wales (BBC, 2018). These statistics highlight that the notion of becoming a teacher is losing its appeal to young people. Consequently, an added pressure of teaching through Welsh-medium could further cause a decrease in the number of trainee teachers in Wales.

2.3: What is incidental Welsh?

Every day Welsh, otherwise known as 'Incidental Welsh', is the language patterns that should be used as part of daily life in and around the school (WJEC, 1998). Krashen (1981) believes that second language acquisition is a natural informal process, in which listeners develop the language they hear within their surroundings which strengthens into a means for communication. Therefore, implementing incidental Welsh into daily school life should ensure that children gain the skills to conduct conversations through Welsh-medium and fulfil the WG's (2017a) one million target. Both Chomsky (2006) and Baker (2011) agree that immersing children within a second language will allow them to naturally acquire the vocabulary in order to communicate. Moreover, children are at an additional advantage to acquiring a second language because children can absorb information at a quicker rate compared to adults (Solomon, 2017). Therefore, children should be immersed in incidental Welsh during their primary experience to ensure that these language patterns become a natural part of their vocabulary which they can build upon in secondary education and beyond.

Since the Education Reform Act in 1988, Welsh language as a subject became compulsory for Key Stages one, two and three in 1990 (Jones, 2016). Therefore, even if parents cannot speak Welsh and choose to send their children to an English-medium school in Wales, it is statutory for children to learn Welsh. Moreover, parents should embrace the Welsh language and support their children in their Welsh language acquisition. Learning Welsh is still on the Welsh Government's agenda as Kirsty Williams (2017c) targets for children to be bilingually competent upon completion of education. Thus, one method to ensuring this language target is met is by using incidental Welsh throughout the school.

The Education consortia are responsible in supporting their regions to develop incidental Welsh in their schools. For instance, Education through Regional Working (ERW) created a Cymraeg Campus Language Charter with the aim to increase the levels of spoken Welsh in the school (ERW, 2019). Additionally, as observed during PTE, strategies such as the Siarter Iaith Programme and Pattern of the Week were implemented to encourage the amount of Welsh spoken around the school. However, these activities were completed as a 'tick-box'

activity and many students showed signs of "disengagement of the subject" (NAW, 2017,p.38). Therefore, all schools must ensure that Welsh is part of the daily routine and express the normality of speaking two languages in parallel.

2.4: Welsh Language Progression

There is a lack of continuity and progression of the Welsh language in English-medium schools. In FPhs, children make good progress in developing the Welsh language and have a "positive attitude towards learning the language" (Estyn, 2017,p.36). However, in seventy percent of settings children are not using Welsh outside of the classroom (Estyn, 2018). Moreover, as children progress into KS2 their confidence to use the Welsh language deteriorates (Estyn, 2018). This lack of confidence is due to schools not encouraging the use of "Welsh as part of their classroom routines and their social interaction" (Estyn, 2018,p.25). Resultantly, Estyn (2017) suggests that schools should use the Welsh language throughout the curriculum, for example during topic sessions, to increase children's use of Welsh in English-medium schools. Estyn (2016) has recognised Treorchy Comprehensive School as excellent practice for developing pupils' Welsh language skills. Pupils are taught a portion of the curriculum through Welsh-medium to assist with their language skills. This strategy has had an excellent impact on English-medium children's Welsh language skills.

The purpose behind embedding incidental Welsh in schools is to allow children to acquire enough of the Welsh language to conduct a conversation. However, although it is statutory to study Welsh up until the age of sixteen it is not compulsory to sit a GCSE examination in it. Therefore, many children do not sit the qualification and, thus, do not become enthused about learning and using Welsh. The statistics reveal the extent of the issue: "in 2012, 27.4% of pupils were entered for the full course second language GCSE, 35.3% for the short course second language GCSE" (WG, 2013a,p.1). Therefore, even if schools are placing an emphasis on developing incidental Welsh students will not become fluent in the language without continuing to study Welsh. Thus, this lack of continuity in Welsh devalues the effectiveness of implementing incidental Welsh in English-medium schools. This is further exemplified within higher education because there are a lack of opportunities for students to study through Welsh-medium. Although there are a number of universities in Wales which

offer degrees through Welsh-medium, only Cardiff University is a Russell Group University (2018) which does so. Consequently, high achieving students wanting to attend a Russell Group University but study through the Welsh-medium are restricted to the one choice.

Moreover, only 20.8 percent of the Welsh population were recorded as speaking Welsh in the community (WG, 2013a). Figure 2.1 highlights that the demographics of the language is varied significantly. For instance in Powys, where the author completed all three PTEs, it is almost impossible to expect learners to use the Welsh language in their community when such a small number of people can speak the language.

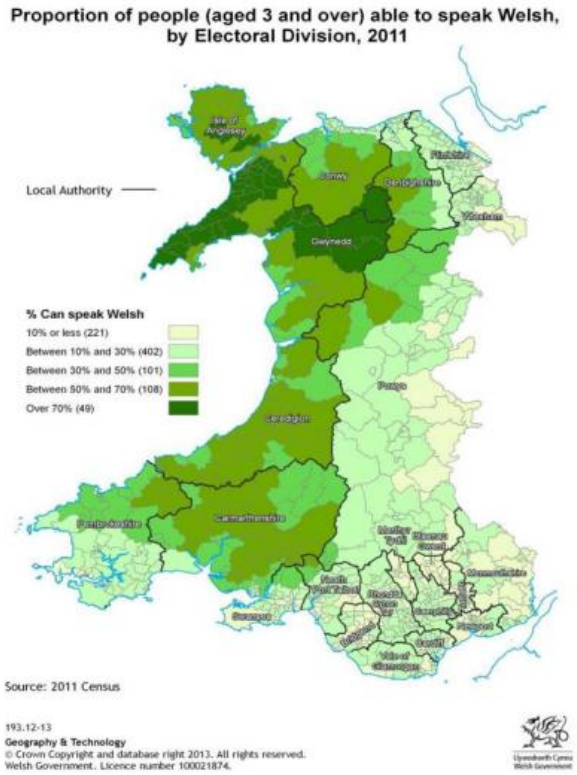

Figure 2.1

Although Bernardo and Gaerlan (2012) confirm that in the Philippines students are motivated to learn a second language because of increased job prospects and support from their communities, this is not the case for Wales. Consequently, Wales needs to reinstate the language by emphasising the importance of Welsh.

2.5: Accommodating for these requirements

To accommodate for the Welsh Government's ambition of English-medium schools "moving along the linguistic continuum" (WG, 2017,p.18), schools must ensure that they have the resources and facilities to do this. One large factor to this language continuum is ensuring that staff are at a high enough level in their personal Welsh language skills because staff cannot use incidental Welsh and cross curricular Welsh if they have not got the language skills personally. Estyn (2012) has recognised one outstanding school, Ysgol Plascrug, for their emphasis in prioritising Welsh language staff training opportunities. Staff at Ysgol Plascrug appreciate the training opportunities for their Welsh language skills and, resultantly, Estyn can confirm that as "a result of extensive and continuous staff training, the use of incidental Welsh has increased greatly" (Estyn, 2012,p.1).

One training opportunity that many staff attend is the Sabbatical Scheme (SS) which prides itself on providing teachers with relevant Welsh language skills to use in the classroom (UWTSD, 2017). These Welsh language skills, such as patterns to use in incidental Welsh, are vital in the aim for there to be a "thriving Welsh language" (Donaldson, 2015,p.27). Additionally, the Athrawon Bro (AB) service was created to support schools with the delivery of Welsh second language lessons and develop incidental Welsh across the school (WG, 2011). The AB assists with developing incidental Welsh by arranging a "variety of extra-curricular activities to promote the Welsh language in schools" (Estyn, 2004,p.14). These additional language patterns should provide the practitioner with confidence to speak Welsh and, thus, allow the children to become immersed in the Welsh language.

However, there have been some mixed opinions from practitioners into the practicalities of the SS and AB. For example, Flintshire County Council (2017) praises the SS and comments upon its success in increasing practitioners' levels of Welsh. On the contrary, Monmouthshire County Council (2017) acknowledges that schools have not taken advantage of the SS to improve their practitioners' Welsh language skills. This disinterest in utilising the SS is echoed by many counties in Wales who state that "arranging supply teachers is a problem in some schools" (WG, 2014,p.37). Therefore, although the AB have the potential to support incidental Welsh in schools, the practice is not always as clear cut. This lack of uptake for the

AB has been echoed by the WG (2011) who state that although the efforts from the AB have been effective in some counties, the Welsh language is only used occasionally in more anglicised schools. Additionally, the education reform in Wales is revolutionary and will alter many current professional's stance on education. Therefore, although schools must reinforce a "firm commitment to the Welsh language and bilingualism" (Donaldson, 2015,p.15), their priorities may begin with embracing the new Areas of Learning and Experience. Consequently, incidental Welsh and cross curricular Welsh may become side-lined amongst all new developments.

Chapter 3: Methodology

To further enhance the author's knowledge of incidental Welsh in the primary sector and form triangulation amongst the research, a selection of primary research methods were implemented. BERA (2011) believes that it is vital that practitioners conduct research in order to continually develop their knowledge in particular fields.

Firstly, it is crucial that any primary research is conducted ethically. Wellington (2001) defines ethics as the principled manner of conducting an activity. Prior to conducting the primary research, therefore, the author completed a university ethics form which details the guidelines which must be obeyed when conducting research (Appendix A). Most importantly, the ethics form clearly indicates the rights that the children have when they are the research focus. It is paramount that children are provided with opportunities to speak and have their opinions valued, as described in Article twelve of the United Nations Conventions of the Rights of the Child (1989).

Primary research was collected whilst undertaking a visit to a school in an Elective Experience (EE). An elective report describes the type of school, its ethos and generic findings from the experience (Appendix B). The author participated in the EE to gain the primary research required to assess the current practice of incidental Welsh against the findings discovered within the literature review. This experience can be confirmed by the personal register (Appendix C). Furthermore, the children all completed a participant consent form by circling the happy or sad face (Appendix D) because it is vital that the participants are aware of the purpose of the research being conducted and understand how to exit the research (CES, 2018). In addition, the Headteacher from the EE school completed a consent form which provides confirmation that photographs, videos, tape-records, interviews, policies and questionnaires could be gained from the school (Appendix E). A timetable was also created which documents when the author will collect specific items of evidence (Appendix F).

Observational notes were collected and interviews were conducted to gain a deeper understanding into incidental Welsh in the school. These methods, which are favoured by interpretivist researchers, provide qualitative data that is naturalistic and real (Denzin and Lincoln, 2011). Sharp (2012) agrees, asserting that unstructured interviews allow researchers to delve into the reasons behind an opinion, rather than just stating their viewpoint. The unstructured interview with the Welsh Language Coordinator (WLC) aimed to gain the perspective of incidental Welsh from the practitioners (Appendix G). Additionally the unstructured interview with the children aimed to obtain the viewpoint of the children (Appendix H). It was paramount to gain consent, particularly from the children, before conducting the interview and observational notes (Morrow, 2009). Article seven from the International Covenant on Civil and Political Rights (1966) reiterates the importance of consent before research can be conducted. Therefore, the author frequently asked children to show their thumbs up or down to indicate whether they were happy to continue or not. However, Schwartz et al (2013) explains that using interpretivist methods could encourage the 'Hawthorne Effect' to take place. This Hawthorne Effect, which is where participants act in the way they believe the researcher wants them to, is damaging to the research as the results would be bias and false. These methods can also be viewed as detrimental in research as it is impossible to quantify the data (Thorne, 2000 and Maykut and Morehouse, 2005). Thus, it is not representative of the entirety of Wales and generalisations cannot be made.

Moreover, the samples of pupil work and photographs of the display boards provided a more reliable understanding into the day-to-day implementation of incidental Welsh. These samples are accurate representations of incidental Welsh in the school because no Hawthorne effect or bias responses could be evident because the results are prior to the author's research. Nevertheless, a downside to this method is the research cannot be generalised and be representative of all schools in Wales. For instance, during PTE One and Two in Powys, the author observed a lack of bilingual display boards and no cross-curricular Welsh being used. Therefore, although excellent practice was observed during the EE, this practice is not representative across the entirety of Wales and, instead, should be recognised as best practice.

Distributing questionnaires to both staff and parents was an excellent method because the attitudes and opinions of incidental Welsh were obtained. The questionnaire to staff revealed

their attitude into the importance of incidental Welsh in the classroom (Appendix J). Like with all evidence collected, this data was anonymous which allowed practitioners to be able to speak openly and honestly. Anonymity is paramount in research because participants should be able to remain unidentifiable if they are expressing themselves (ESRC, 2006 and Crow and Wiles, 2008). Moreover, the questionnaire to parents provided an understanding into their viewpoint of the importance of incidental Welsh in the school (Appendix K). The parents could respond honestly because they are not professionals connected to the school. Vadi and Jaakson (2006) assert that participants are far more likely to be honest in their responses if they feel detached from the research. Therefore, these results from the questionnaires can be assumed to be honest. Positivist researchers prefer to utilise methods such as questionnaires because the numerical data can quantified and generalisations can be achieved (Muijs, 2011). However, this research could be limited because researchers will have to make a 'best-fit' judgement and will not be able to provide an explanation to their responses (Cho, 2017). Therefore, this research method should not be used in isolation because of the lack of meaning behind the responses and, thus, the effective amalgamation of quantitative and qualitative research methods should provide accurate, non-bias data that can be generalised.

A clear limitation of this study was the lack of focus groups to conduct the research with. According to Littler (2019), results increase in reliability the larger the sample size. Therefore, to strengthen the reliability of this data the EE could have taken place in a number of schools throughout various counties. Moreover, the EE was only a snapshot of the school and, therefore, is not representative of the entire school year. For instance, the EE was conducted over the school's Eisteddfod and, resultantly, there was an abundance of incidental Welsh being used in the school such as singing Welsh language songs and reciting Welsh poems. Consequently, to improve the research a longitudinal study could have been conducted over a number of years to gain a clear vision into the practice and effect of using incidental Welsh. Rajulton (2001) and Lynn (2009) state that longitudinal studies are an effective research method to utilise because they increase validity in the responses. This viewpoint is reiterated by FoW (2019) who also believe that longitudinal studies can provide high accuracy in the subject field. Therefore, by having a larger focus group over a larger period of time would have increased the reliability, representativeness and validity of the data.

Chapter 4: Results and Discussion

The results from the primary research conducted during the EE provide a snapshot insight into the perspectives and strategies used in schools to promote incidental Welsh. The triangulation of research has allowed for the researcher to locate comparisons between the theory and practice.

During the EE, the author conducted various observations to capture the use of incidental Welsh throughout the school. During an observation in the FPh, the children showed an extreme enjoyment in using the Welsh language which was replicated by the class teachers (Appendix L). As it was predicted in the hypothesis, however, incidental Welsh becomes more limited by pupils in KS2 (Appendix M). Nevertheless, the KS2 practitioners did use an identical amount of incidental Welsh as the FPh staff. However, the results from these observations echo the national pattern for Welsh second language in that learners are not using enough Welsh as they transition from FPh to KS2 (Estyn, 2011). Staff conducted conversations to each other through Welsh-medium in the staff room (Appendix N). This conversation indicates that staff have got the relevant language skills to use incidental Welsh in the classroom and achieve the language continuum (WG, 2017c).

Samples of pupil work were collected and analysed to evaluate the extent to which Welsh was used in the children's exercise books. The FPh children completed lessons, such as topic work, through Welsh-medium in the hope that the language they used was transferable. For example, the children's topic was 'Homes' and the children discovered the Welsh translations of key vocabulary to create and label a bar graph (Appendix O). However, it was extraordinary to observe that the KS2 children were also being extended in their Welsh language skills through their topic work. For example, a 'Tudors' topic involved the children completing a piece of extended writing which expressed an opinion about Anne Boleyn through Welsh-medium (Appendix P). The Welsh language patterns used in this topic work build upon the patterns introduced in a discrete Welsh session (Appendix Q). This topic Welsh is effective because children are using the Welsh language to enhance their knowledge of the Tudors. This implementation of cross-curricular Welsh is similar to the Literacy and Numeracy Framework (LNF) whereby its purpose is to be used throughout the curriculum to

raise standards (WG, 2013b). Hence, the school has chosen to strategically use Welsh in this way to increase children's understanding of the language.

Additionally, there were a number of display boards around the school which promoted incidental Welsh by being bilingual (Appendix R). However, some of the display boards could be viewed as tokenistic Welsh which was not valuable to the children. These tokenistic opportunities are not beneficial to the child's learning journey as they become a tick-box strategy (Gilljam, Esaiasson and Lindholm, 2010). Nevertheless, Hardwick (2015) argues that to support children in developing a second language, they must be immersed in the language. One method to achieve immersion is by making display boards in the classrooms have as much of the second language on them as possible. There was also a Campus Cymraeg display board which clearly showed the targets that the school had to meet to achieve the level of bilingualism (Appendix S). Therefore, the EE school indicated that they are supporting children in developing Welsh as a second language outside of the lessons.

The interview conducted with the Welsh Language Coordinator (WLC) provided an insight into the attitudes and strategies for implementing Welsh in the EE school. Staff in the school are provided with opportunities to develop their Welsh language skills such as the SS which corresponds with the secondary research. Additionally, staff are provided with personalised action plan points to develop their language skills in the classroom which is excellent for their continuous professional development. Redford (2007) and Rhalmi (2014) state that although it is vital that staff can develop their second language skills, it can be more difficult to do so. Nevertheless, the WLC confirmed that there is no 'Pattern of the Week' plan for staff which would result in an inconsistency in the language used in each classroom. The WLC also revealed that staff were encouraged to conduct conversations through Welsh-medium which was confirmed by the researcher's observations. Genesee (1985) and Hammerley (1988) argue that learners who are immersed in a second language have a much higher chance of becoming fluent in the language. The EE school encouraged staff to deliver assemblies through Welsh-medium to immerse the children in the language. The WLC expressed a proud commitment to this strategy within the school and discussed the abundance of benefits that this method had on both staff and pupils (Appendix T).

Additionally, the WLC described the opportunities that the school provided to develop pupils incidental Welsh skills. The Cymraeg Campus programme was described as a highly effective strategy to increase the amount of Welsh spoken in the school by the WLC. This description is echoed by the programme itself which states that their aim is to "provide a range of enriching activities that propel the children to enjoy learning Welsh" (ERW, 2016,p.3). The WLC explained that the whole school runs a 'Dosbarth Yr Wythnos' weekly competition. This competition encourages children to use as much incidental Welsh as they can in the classroom to earn 'tocynnau' and win a prize for the whole class. Cervantes-Soon (2014) asserts that children will naturally acquire a second language if they are immersed within it. Consequently, this strategy was effective in ensuring children were experiencing as much Welsh language as they could. Finally, the WLC informed the researcher that the school offered enrichment activities on a Friday afternoon. One of the activities was a Welsh language club which was run by the Headteacher. The Headteacher, who is a fluent Welsh speaker, provided activities for the children which sought to develop their Welsh language skills. Resultantly, the WLC confirmed that the school was providing an abundant of opportunities for children to develop Welsh through the use of incidental Welsh.

The interview with children revealed their perspective into learning Welsh and using incidental Welsh in the school. The group of children were twenty-four children from Year Two and Year Five of mixed genders, backgrounds and abilities. This mix of pupils ensured that the group was varied and, consequently, would be representative of the school. One of the main findings from conducting the interview was that there was a clear distinction in the attitudes of using the Welsh language. Children who had relatives speaking Welsh enjoyed using the language because they could see the benefits of it. Whereas, children who could not use the language outside of the classroom had a pessimistic attitude (Appendix U). The WG (2003) state that counties such as Gwynedd, Carmarthenshire, Anglesey and Ceredigion having the highest number of Welsh speakers. Therefore, outside of these counties, children may not have the opportunity to communicate in Welsh within the community and, resultantly, children will not gain a positive attitude to using the language. Another aspect that was particularly beneficial in the study of incidental Welsh was the children's perspective of topic Welsh. When questioned about the use of topic Welsh, the children

conveyed that this was an everyday part of their session and treated it as just another topic lesson. The children commented that they felt their Welsh skills developed during these topic Welsh sessions. This increase in confidence for Welsh through its cross-curricular implementation sounds similar to the reasons for creating the LNF, which was to increase children's competence in literacy and numeracy (NAW, 2013).

Nevertheless, the children clearly expressed their lack of Welsh on the playground with their friends. Lots of the children explained that they would not speak Welsh on the playground because their vocabulary which they would use in their games is limited (Appendix V). De Jong (2018) recognises that second language learners lack the fluency in their vocabulary which interferes with their confidence to use it. Therefore, the school should use the Campus Cymraeg to create Welsh language games that the children can play whilst developing their language skills. Additionally, many children expressed that they do not know anything about the Campus Cymraeg and would like to know more about this programme. Without informing the children of the programme, the programme becomes a tokenistic activity to promote the language skills in the school. Upitis et al (1997) comment that many schools believe that strategies implemented are supporting the child's learning but, actually, it is just a tick-box activity to make the school sound as though they are meeting expectations.

Moreover, the questionnaire sent out to parents received twelve responses. The first two questions were irrelevant to the investigation itself but provided an understanding as to who the participants were. This background information is described in Figure 4.0 and Figure 4.1.

Which year group does your child/children belong to?	
Nursery	0
Reception	1
Year One	0
Year Two	9
Year Three	1
Year Four	0
Year Five	4
Year Six	1

Figure 4.0

Is English your first language?	
Yes	11
No	1

Figure 4.1

Questions three, four and five sought to discover parents' personal ability and attitudes to their experience of learning Welsh in school. 50% of the participants gained a Welsh language qualification in their education, all of the qualifications being GCSE Welsh Second Language. Of the participants who gained a Welsh qualification, 43% would agree that learning Welsh was of a benefit to them (Figure 4.2). This figure mimics the percentage of adults in Wales who have attended a social or cultural event through Welsh-medium in the previous year (WG, 2015).

Figure 4.2

Moreover, question six aimed to discover the children's attitudes to learning Welsh. 58% of participants answered that their children expressed enthusiasm about learning the Welsh language. Although the remaining 42% of parents stated 'No', these statistics are supportive

in people reaping the lifelong benefits to the prosperity of Wales (Donaldson, 2015). This information is displayed in Figure 4.3.

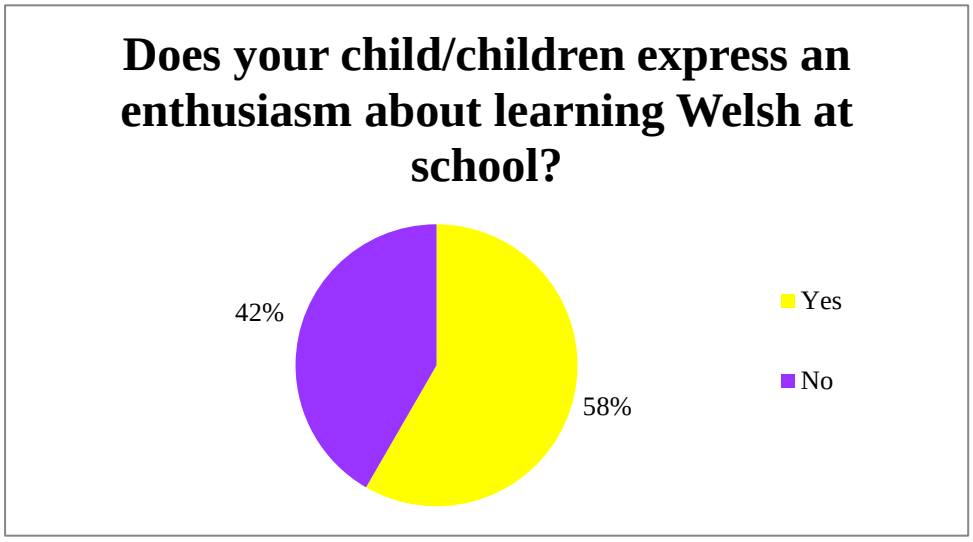

Figure 4.3

Questions 7 and 8 look into Welsh spoke at home. It shows that 66% of parents encourage children on occasions to speak Welsh at home which is excellent in ensuring Welsh is extended outside of the classroom. However, 42% of parents admit that they do not encourage Welsh to be spoken at home. Baker (2011) states that this additive bilingualism is not beneficial for the children because they cannot be expected to become fluent in a language unless they are using it outside of the classroom. Nevertheless, Bernardo and Gaerlan (2012) believe that students do not require continuity in the second language by the community to acquire the new language. Therefore, there is a mixed opinion in the importance of using Welsh outside the classroom to become fluent. This information is recorded in Figure 4.4 and 4.5.

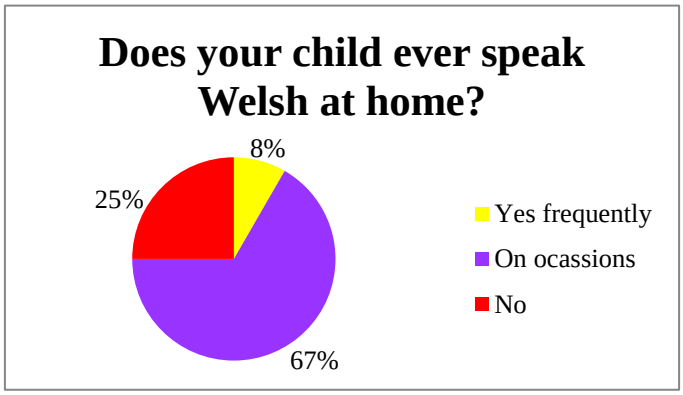

Figure 4.4

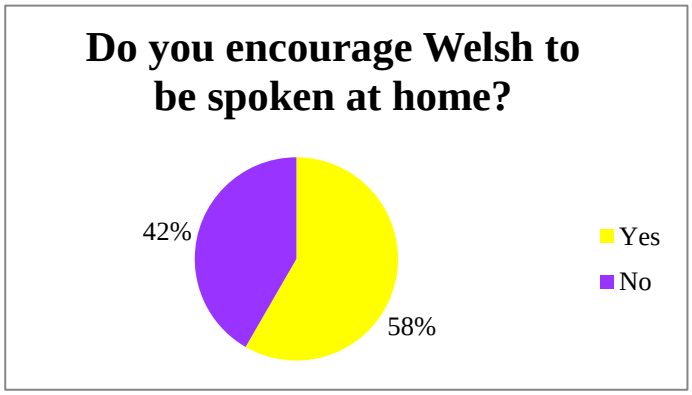

Figure 4.5

Question nine revealed that although the school is making progress in increasing the amount of Welsh spoken in the school, 67% of parents are not aware of the programmes and strategies in place which is displayed in Figure 4.6. Harris et al (2007) stress the importance of parental involvement in children's learning to ensure improvement is made. This is echoed by Hattie (2011) who states that parental involvement has an effect size of 0.41. Hence, the EE school should have proudly informed parents about striving for the Siarter Iaith award and, consequently, parents might have been more inclined to encourage Welsh to be spoken at home.

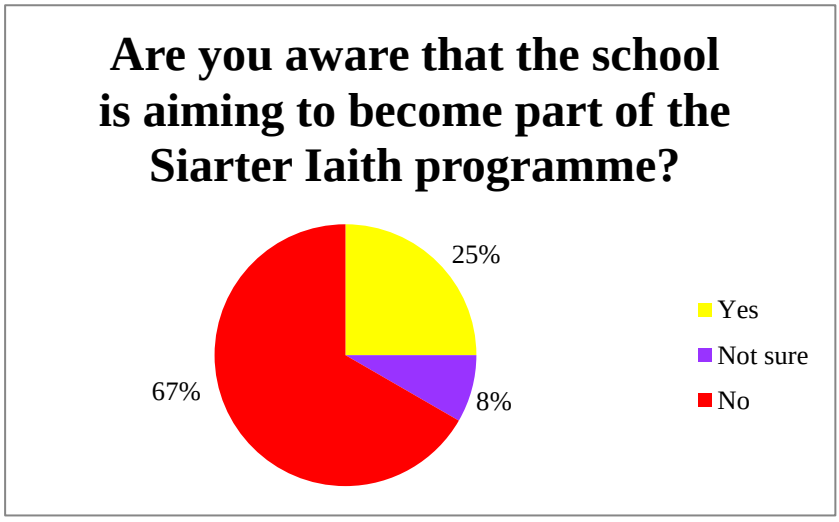

Figure 4.6

Question ten sought to discover parents' views about whether children should be bilingual or not. Only 58% of participants believed bilingualism should be prioritised which is poor because it is one of the WG's (2017c) ambitions for Wales. This data is represented in Figure 4.7. However, the response to question eleven is contradictory to the response from question ten. 75% of parents state that the Welsh language is an important subject to be taught in school which is represented in Figure 4.8. The necessity for learning Welsh is reinforced by the 100% agreeance in question twelve that children should have a basic grasp of Welsh.

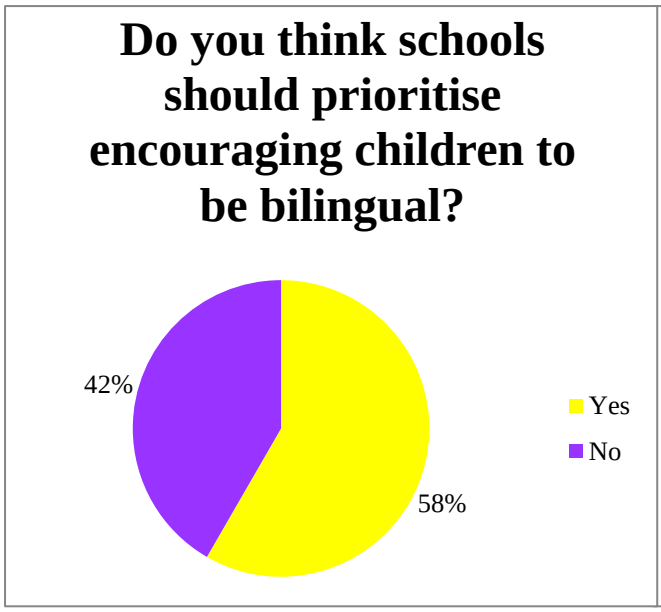

Figure 4.7

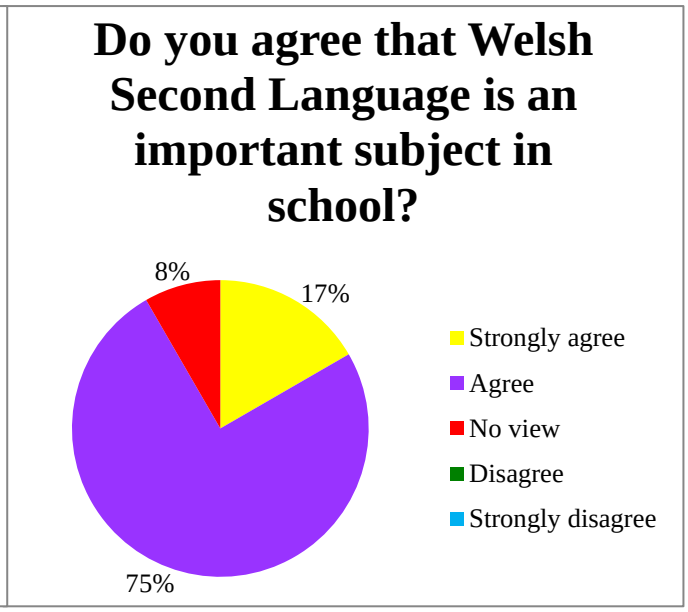

Figure 4.8

Moreover, the questionnaire distributed to staff received six responses which, although was less than the researcher would have liked, was enough to make generalisations about the EE school. Question four posed staff with recognising their personal incidental Welsh skills in the classroom. It is interesting that 67% of participants stated that they found it very easy to use Welsh in all of their lessons which is displayed in Figure 4.9. To improve this question, there could have been specific subject area options for staff to tick to gain an understanding as to which particular areas staff find it easier to use incidental Welsh in.

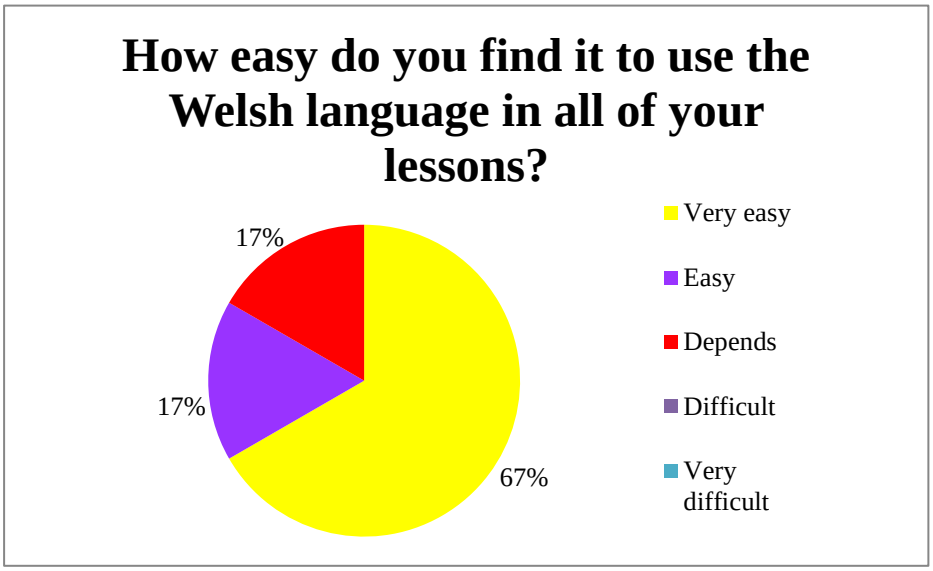

Figure 4.9

67% of participants have received targets to improve their personal Welsh language skills which highlights that staff are striving to strengthen their own practice by improving their incidental Welsh in the classroom. Bernardo and Gaerlan (2012) believe that staff who are teaching a second language to students must be honest and explain that they are travelling on a language journey together. This ethos will support children in recognising that learning a second language is difficult but effort is key. This information can be viewed in Figure 4.10.

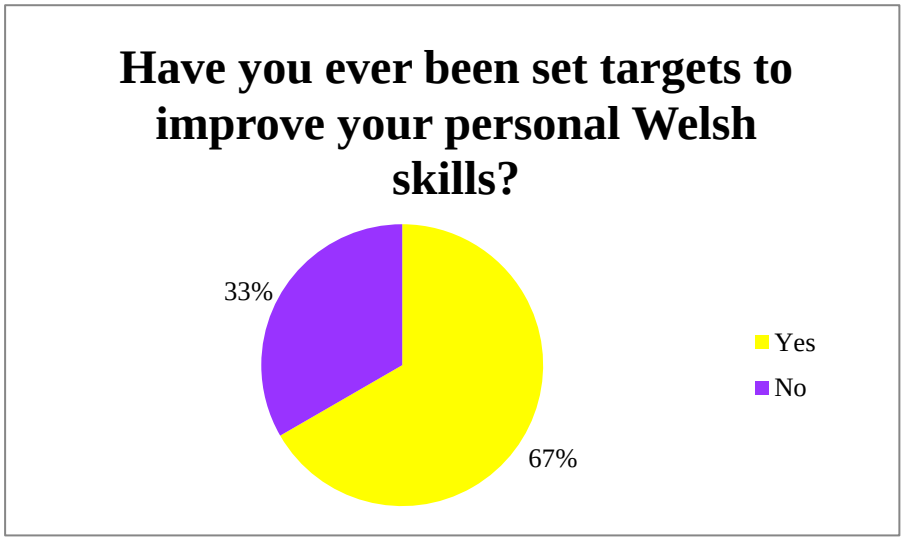

Figure 4.10

Moreover, Figure 4.11 illustrates that 33% of participants have been on the SS to improve their Welsh language skills. This professional learning is important because Welsh schools are now learning organisations which promote "continuous learning opportunities for all staff" (WG, 2018,p.1). Figure 4.12 highlights that 67% of the participants in the SS explain that the course was extremely useful. Therefore, it would make sense for all staff to be provided with these training opportunities to support the entire teaching profession in Wales to raise their standards.

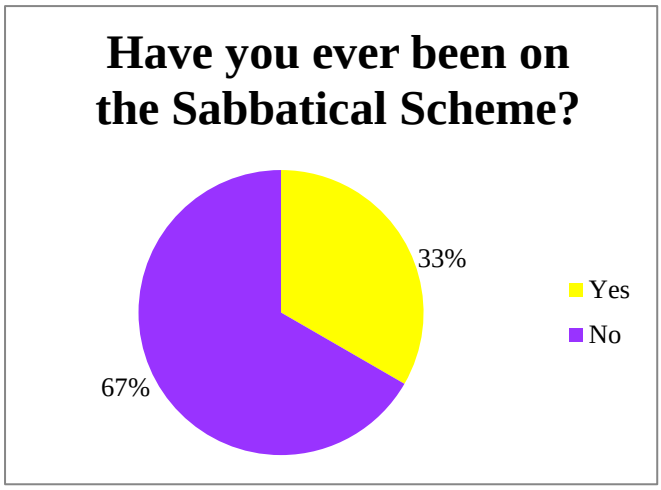

Figure 4.11

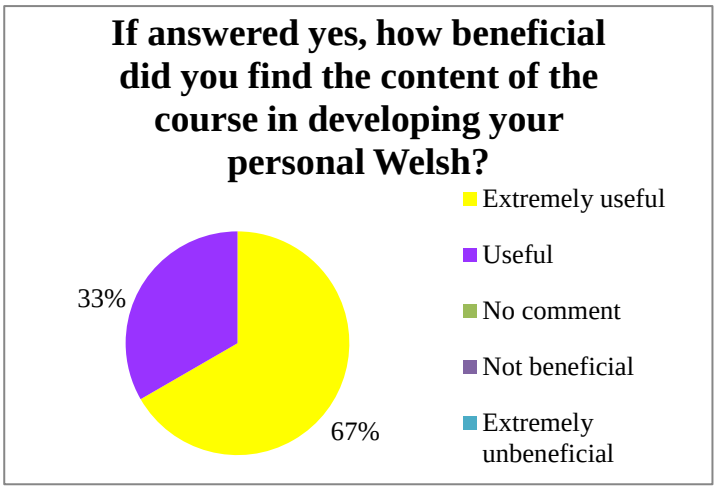

Figure 4.12

Finally, staff were questioned about their lack of whole school incidental planning and whether a progressive plan throughout the primary sector would be beneficial to them. 83% of participants agreed that a progressive plan would benefit them in their personal incidental Welsh skills. As observed during the EE, some of the incidental Welsh varied from teacher to teacher. Some staff used excessive amounts of incidental Welsh compared to other staff showing only a limited amount of vocabulary. This difference in language, however, was not divided by teaching phase which is what the author hypothesised would be the results. This data is described in Figure 4.13.

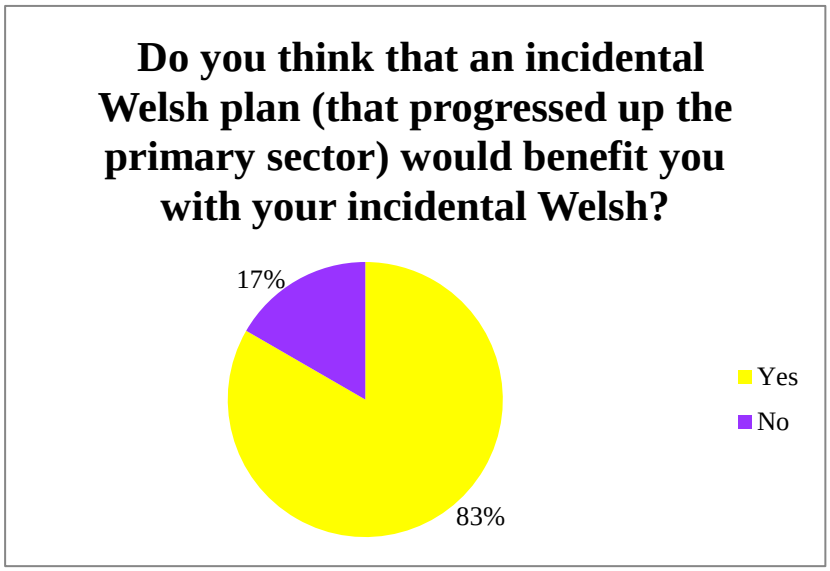

Figure 4.13

Conclusion

The purpose of this study was to discover how beneficial incidental Welsh was to children's development of Welsh language in the primary school. As Estyn (2018) had acknowledged the downward trend in attitudes and attainment in Welsh second language by KS2, this research project aimed to discover what methods schools were using to ensure that progress was achieved. The results obtained indicate that incidental Welsh is successful in schools, particularly because parents sending their children to English-medium schools do not want their children to be completely bilingual. Nevertheless, the EE school highlights the strategies that schools could use to increase the amount of Welsh spoken in schools, in particular, the use of cross-curricular Welsh. This research has provided the author with an increased depth to their understanding of incidental Welsh in the classroom. It is crucial to "update individuals' skills [through partaking in] new educational research" (OECD, 2009,p.49). Therefore, as Welsh in the classroom is becoming more prominent, it has been invaluable for the author to discover best practice for incidental Welsh.

Although the WG (2017c) is aiming for a continuum of Welsh language, there would need to be a complete overhaul of education in Wales to achieve this. Instead of English-medium schools teaching Welsh second language as a subject, all schools would need to teach through Welsh-medium. However, this strategy could not take place in Wales because the number of teachers qualifying through Welsh-medium is rapidly decreasing. The figures reveal all: "In 2014-15, 78 students completed secondary teacher training through the medium of Welsh compared to 145 in 2013-14" (BBC, 2017,p.1). Therefore, incidental Welsh and topic Welsh would assist in bridging the gap between English-medium and Welsh-medium education because an increased amount of Welsh would be experienced in English-medium schools. The WG must produce a progressive incidental Welsh plan (to be used like the LNF) to ensure consistency in the language progression throughout Wales.

A key theme that has run throughout this research is the necessity for practitioners to undertake training to improve their Welsh language skills in order for incidental Welsh to be successfully utilised in the school. However for counties like Powys, where the author has completed PTE, the council continually has to cut the budget for schools (BBC, 2019).

Therefore, schools cannot be expected to release staff to participate in these training courses and, thus, these teachers go without the vital training. Although the WG (2019) are debating whether they create an additional inset day to support teachers in their continuous professional development, this would be for training staff on the new curriculum rather than intensive Welsh language courses. Consequently, there are no short-term strategies to ensure that staff have the language skills to implement incidental Welsh to the highest potential. Therefore, teachers will have to make do with ensuring that at least one teacher in every school can take on the role of Welsh Language Coordinator and prioritise incidental and cross-curricular Welsh to raise standards.

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Appendix List

Appendix A

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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:	*Megan Louise Jones*
Tick all boxes which apply:	

Member of staff:	☐	Student:	✔	Honorary research fellow:	☐

Faculty/School/Centre:	*SWWCTE: YR ATHROFA*		
Campus:	*Carmarthen*		
E-mail address:	*1600520@student.uwtsd.ac.uk*		
Contact Telephone Number:	*07501998383*		
For students:			
Student Number:	*1600520*	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) *Module Coordinator, ECAD6003, ITET*	✔	08/02/19	

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

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 bounds of the normal classroom and in accordance with the Yr Athrofa school guidelines for parental consent as per Yr Athrofa letter.	✔
The research will be conducted within 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:	*Estyn (2018) explains that for Welsh Second language "The progress of too many pupils slows as they move through key*

	stage 2" (Estyn, 2018, p.25). To what extent could using incidental Welsh throughout the school support Key Stage Two pupils in their Welsh language skills? ***Sub questions*** *Do children learn a language or acquire a language?* *Do teachers and support staff feel confident to use incidental Welsh?* *Are teachers and support staff provided support to improve their Welsh language skills?* *Do teachers and support staff believe that using incidental Welsh has an impact on their pupils' knowledge of Welsh 2nd language?* *Is children's progression year on year for incidental Welsh language?*		
Proposed start date:	11/02/19	Proposed end date:	29/4/19

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)

Please provide enough detail to enable everybody (not only specialists in the field) to understand your proposals – all steps

The research project aims to explore if schools are using incidental Welsh to increase children's Welsh vocabulary. The research aims to capture the views of students, practitioners and parents within key stage two in order to contribute to an extended essay regarding the benefit of incidental Welsh. Existing research such as Baker (2011) suggests that incidental Welsh can be beneficial to children because they are naturally acquiring the language. The primary research that I wish to undertake will provide an understanding into how incidental Welsh sits within a school and its effects on children's learning.

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)

Please provide here a summary of all the research methodologies you may use in the research activity

Interviews- I plan to interview two groups of people. Firstly, I would like to interview the Welsh Language Coordinator (if the school has a designated person for this role). If nobody has this role, then I would like to interview a senior member of staff. I would like to ask questions regarding the

role of Welsh in the school, the progression of incidental Welsh as well as the training opportunities of staff. **EXIT:** I will explain that this is a voluntary interview and explain that they can withdraw from the interview or not respond to a question at any time without providing notice. Additionally, I would like to interview a group of children ranging from age six up to age eleven as chosen by the Head Teacher. The interview will be semi-structured because I am happy to follow another line of enquiry if I think it is of benefit to the research. Questions will be asked such as: Do you enjoy Welsh? Do you use Welsh in all of your lessons? Can you provide me an example of the sorts of language patterns you use in class? The children will be in an informal setting and I will make notes of their responses. The children will not be forced into participating and no participant will be interviewed in isolation. I will monitor the wellbeing of each child and stop my questioning if I believe it is distressing to the child. **EXIT:** All children will be asked, at the beginning of the interview, if they wish to take part. Before the interview commences, the children will tick a smile/sad face based on whether they consent to the research. Throughout the interview the children will use their thumbs at any point if they wish to leave or withdraw from the interview. I will also check regularly that the children are happy and comfortable during the interview. No names will be used in their writing, only the phase that the child is from. For example, I will state that a Foundation Child explains …, however a child from Key Stage Two expressed…

Observational Notes- I will observe and make notes of a variety of teaching and learning encounters throughout my research. My observations will not be limited to only Welsh lessons as I would like to observe the use of the Welsh language throughout the curriculum and school day as a whole. During the period when I am observing a classroom, I will ensure that the class teacher and children have access to my notes. During my observation, no names or personal information will be recorded. **EXIT:** Following the observation, if requested, I will share my notes with the class teacher and the children. Any participants who express discomfort in their observation being used as part of my research project will be destroyed.

Questionnaires-I plan to create and distribute a range of questionnaires throughout my research period to gain a variety of perspectives into my chosen area of research. Throughout the creation of the questionnaire, I will adhere to the training provided by the university for this particular module. Firstly, one questionnaire will be created for the practitioners in the school. I want to discover their perspective of teaching Welsh. Questions asked will include information about the Sabbatical Scheme, their confidence in Welsh teaching and their value in using the Welsh language. Additionally, I would like to send a questionnaire out to parents to gain their perspective into the importance of incidental Welsh in the school. Questions asked will include their personal Welsh language skills, their view of their children learning Welsh and the opportunities that their children are provided with to improve their Welsh outside of the lessons (e.g. Urdd opportunities).

EXIT: Before any participant submits their questionnaire, they have the right to retain their response. However, once I receive the participant's response and it is collated with the other responses, it will be difficult to identify the specific response if they asked for it back. This is due to the anonymity. This will be explained in the cover letter.

Examples of pupil work- To enhance my research, I may request samples of pupils' work. **EXIT**: Before gathering samples of work, I will ensure that I have consent from the class teacher and assent from the pupils themselves. Upon gathering samples, I will take full responsibility of the work and ensure that confidentiality and security is upheld.

Learning walk- To support my research, I potentially could conduct a learning walk through the

school accompanied by a member of staff and/or pupils. I would be interested in observing the classroom displays, photographing the displays and discussing certain areas of the school. **EXIT:** Prior to conducting the learning walk, I will obtain consent from a member of staff. Additionally, before starting the walk, I will gain assent from the child taking me on my walk.

For all research methods conducted, at no point will any of the children's and adults' names be recorded. All data will be destroyed April 29th 2020.

Location of research activity

Identify all locations where research activity will take place.

The proposed study/research activity will be conducted in Model Church in Wales School, Carmarthen and a partnership primary school (school details have yet to be released by faculty).

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.

(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?	☐	✔
Use of procedures that involve deception?	☐	✔
Administration of any substance, agent or placebo?	☐	✔
Working with live vertebrate animals?	☐	✔
Learning Walk (walk around the premises with a participant to observe school practice including photographing the display board)	✔	☐
Examples of pupil work	✔	☐

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 estimate expected number of participants will be 30 children aged between 6 and 11 years old. 1 Welsh Language coordination (or senior leader), all 25 teachers, 30 support staff and 50 parents will also be recruited in the research project. I will gain consent from the senior mentor and class mentor prior to undertaking research in my professional teaching experience class.

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?	✔	☐	☐
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			
(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			
(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 could potentially become involved in the research without consent. Therefore, I will ensure that all of the consent procedures are in place. I will achieve this by informing the staff and children of my research and explain that they have the right to withdraw from the research or choose not to be involved in one aspect of the activity. I will also explain that the participants know that they can choose not to have their data used as part of my research if they desire. For example, I will ask the children if I can use my notes from the interview in my research and share my findings. I will also monitor the wellbeing of the children and stop the activity if I can see any child is becoming upset, uncomfortable or distressed.
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 researcher is that I may personally be accused of conducting unprofessional practice. I will manage this risk by following the BERA guidelines and my plan of ethical practice.
University/institutional risks For example: adverse publicity, financial loss, data protection
There should be no risk to the University if I manage the risk to the participant and the researcher as described above. I will be honest in my conduction of the research and representation of results. *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 Integrity and Ethics Code of Practice.
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 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 Integrity and Ethics Code of Practice.* *Upon collection of the research, I will take on full responsibility for the safekeeping of the data. To ensure the participant's response is safe, it will be kept in a folder to be analysed for the purpose of the extended essay and then destroyed upon completion.* *If in the event that a participant's response is lost at the fault of the author or a third party then I will ensure that all data is anonymous and, thus, the individual will not be identifiable.*

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.	**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 be providing feedback to participants as it is not relevant for the research. If however, the participants do request feedback from the response then I, as the author, will provide a copy of my research after the 29th April 2020.

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.
Participation consent – children *I will discuss with the class teacher and senior mentor and inform them of the research I will be undertaking, providing reasoning and rational behind the research. However, I will verbally ask children for every research method used (e.g. one occasion will be the interview, another to be observed etc). I will use the thumbs up strategy to support the children. If at any point, the children show signs of discomfort or distress then I will ask them if they want to leave the research process. The children will be honestly told that this information will be used for my research at university so they have the option as to whether they want to participate or not. The children will also be encouraged to be as honest and descriptive as possible.* ***Participation consent – teachers and support staff*** *I will send out a questionnaire to teachers and support staff, so it is up to them if they want to take part in the research. I will, in the cover letter, explain that the data is for research purposes only, will be anonymous and will be destroyed on 29th April 2020.* ***Participation consent – parents*** *I will send out a questionnaire to parents, so it is up to them if they want to take part in the research. I will, in the cover letter, explain that the data is for research purposes only and will be destroyed on 29th April 2020.*
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.
I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to Schools/Parents etc. Only non-identifiable summary/aggregate data can be provided in this way. *I will also provide a statement on the consent form reading that if you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity/ If you prefer anonymity, there will not be any identifying information on audiotapes and transcripts without your prior consent. All materials generated from this or any interview will remain confidential.'*

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)?	☐	✔
If YES, provide a description of the data and explain why this data needs to be collected:		
Does it involve sensitive personal data (as defined by the Data Protection Act)?	☐	✔
If YES, provide a description of the data and explain why this data needs to be collected:		

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):		
(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:	☐	✔
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		
I will ensure confidentiality by not requesting participants names on any piece of data collected. The data will be stored in a file in a locked cupboard and on a password protected laptop. Any correspondence between my tutor and myself will be through a password protected e-mail account.		

List all who will have access to the data generated by the research activity:
The researcher, supervisor and module co-ordinator
List who will have control of, and act as custodian(s) for, data generated by the research activity:
The researcher, Megan Jones.
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 who provide responses will have their data stored securely by the researcher. Once the data has been analysed for the purpose of the research project, it will be destroyed so that there is no physical trace of the data. This process will also be in accordance to the Data Protection Act (1998). *The data collection period will range from 11/02/2019 until 29/04/2019. Following the 29/04/2019, there will no longer be a use for the data and all data will be destroyed at this point in time.*

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:	Megan Jones	**Date:**	08/02/19

For students:

Director of Studies/Supervisor:	Dr Sioned Hughes
Signature:	S.V.Hughes
Date:	09.02.19

For staff:

Head of School/Assistant Dean:	
Signature:	
Date:	

Appendix B

Cross-curricular Welsh second language

Although School A is an English-medium primary school, the school extends the pupil's Welsh language skills effectively. The school encourages the use of the Welsh language incidentally as well as provides student's with opportunities to complete topic related activities through the Welsh-medium.

Number of pupils: 495

Age range: 3-11

Date of research: Monday 11th February – Friday 22nd February 2019

Context and background to sector-leading practice

The School A is situated in the town of Carmarthen. Other than the nursery and reception which have one large class each, the school has two classes for each year group. The school is devoted to helping Welsh Government achieve their target of one million Welsh speakers by 2050. This best practice form outlines the methods and strategies that the school has implemented to support pupils incidental Welsh.

Description of nature strategy or activity

Teacher's use incidental Welsh orally throughout the school day which varies from commands to questions to statements. Children respond well to the language. For example, in Year Five, a child knew to close the door when asked to 'Caewch y drws'. A number of teachers use the classroom management strategy of 'dangos pump i fi' to obtain the children's attention. This is an effective method and the children instantly respond to the instructions. In addition to the incidental Welsh used in the school, one assembly per week is conducted through Welsh medium. Teachers take it in turns to deliver this unique assembly and pitch it to their level of Welsh. For example, a teacher might use a Welsh language story book as a stimulus to read to the children and try to question the children in Welsh. An interesting feature to this is that the teacher pushes themselves to their language limit, but does not worry if some words need to be English-medium. More schools could definitely be attempting to do this!

One outstanding factor that takes place throughout the school is cross-curricular Welsh. The teachers include Welsh medium activities in their planning of the topic. For example, Year Two children are currently learning about homes, houses and estate agents. Within this topic, the children have learned the vocabulary for different houses in both English and Welsh (for example terrace house and tŷ teras). Using this information, the children have created a bar chart about the types of houses their class mates live in. The children have labelled their axis using the Welsh vocabulary. This is effective practice because the Welsh vocabulary is being introduced and used in a meaningful way.

The school recognises the importance of teacher's being able to use the language confidently. Four members of staff would identify themselves as fluent. However, a number of staff members who are Welsh learners have participated in Sabbatical Schemes to develop and enhance practitioner's language skills. The attitude from staff regarding these courses has been excellent and beneficial to increasing their knowledge of the language. Estyn has recognised the importance of providing courses for practitioners to enhance their Welsh language school in a Ceredigion school (Estyn, 2012). Therefore, School A could also be classified as a best practice school for supporting practitioners in their Welsh language skills. Additionally, to support children to use the language outside of the school environment, the children are set Welsh homework. This practice takes place throughout the school and is differentiated to meet the age of the pupils. For example, Year Five children will be encouraged to write a side of A4 detailing what they did on the weekend. However, this is not a daunting task for the children because they have slowly been progressing up to this ability. Year Two children, for instance, are expected to write five sentences about their weekend. Some children speak Welsh at home, but for families who are also Welsh learners, the school provides sentence starters and vocabulary which helps the families become involved.

The school also places high importance in ensuring their display boards are bilingual. This allows for children to be surrounded by Welsh vocabulary. Welsh on the display boards is evident throughout the whole school and is displayed in a colourful, engaging manner. The school uses red font on their display boards for the Welsh language titles. This supports the children in differentiating between the Welsh language and English language. Additionally, the school has a well-established Crew Cymraeg led by the Welsh Language Coordinator. This group is made of a wide variety of children from across the whole school. The children who are a part of this group expressed an enjoyment in attending. One aspect that the children particularly enjoyed is the creation of Welsh games for their classmates and would like to be able to create more of these games during their meetings. In addition to the Crew Cymraeg, the school offers a range of enrichment activities on Friday afternoon's. One of the Enrichment activities is Welsh. Children who attend this group thoroughly enjoy their experience as they become immersed in songs, games and educational visits.

What impact has this work had on provision and leaners' standards?

These strategies described have been excellent in supporting both practitioners and children with their Welsh language skills, in particular incidental Welsh. Foundation Phase children have a positive and exciting attitude to speaking Welsh. Additionally Key Stage Two showed an enthusiasm about their experience of Welsh in the school. Ultimately, the school's current practice is excellent for incidental Welsh and should be proud of the provision they are currently providing.

Appendix C

Elective Register

Date	Present/Absent	Signed
Week One		
Monday 11th February	Present	M Jones
Tuesday 12th February	Present	M Jones
Wednesday 13th February	Present	M Jones
Thursday 14th February	Absent	M Jones
Friday 15th February	Absent	M Jones
Week Two		
Monday 18th February	Present	M Jones
Tuesday 19th February	Present	M Jones
Wednesday 20th February	Absent	M Jones
Thursday 21st February	Absent	M Jones
Friday 22nd February	Absent	M Jones

Due to personal circumstances, the author could only complete five of the ten days.

However, through correspondence with School A and the University, the author was able to collect all of the research required to undertake this research project.

Appendix D

Child Consent Form

Draw a circle around the smiley face if you are happy to answer my questions.

Draw a circle around the sad face if you do not want to answer my questions.

Child 1	☺	☹
Child 2	☺	☹
Child 3	☺	☹
Child 4	☺	☹
Child 5	☺	☹
Child 6	☺	☹
Child 7	☺	☹
Child 8	☺	☹

Interview One

Year 2 children

Year 5 children

Appendix E

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Consent form

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

I agree to Megan Jones 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 [signature] Signed A J BOWEN · PRINCIPAL

Name of school Model Church in Wales 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: Megan Jones
Signed: M Jones

Telephone number: 07501998383
Email address: 1600520@student.uwtsd.ac.uk.

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): BA Primary Education with QTS
Date: 11.02.2019

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Appendix F

Date	Session One (am)	Session Two (am)	Session Three (pm)	Session Four (pm)
Monday 11th February	Induction - Tour around the school	Induction - Meeting with mentors to discuss research	Prepare staff questionnaire	Prepare parent questionnaire
Tuesday 12th February	Observation in the nursery	Observation in reception	Observation in year one	Observation in year two
Wednesday 13th February	Observation in year six	Observation in year five.	Observation in year four.	Observation in year three.
Thursday 14th February				
Friday 15th February				
Monday 18th February	Welsh language assembly.	Reflect on the observations.	Interview with Welsh Coordinator	Interview with pupils
Tuesday 19th February	Collect parent and staff questionnaires	Photograph work and displays	Time for reflection	Write the best practice form.
Wednesday 20th February				
Thursday 21st February				
Friday 22nd February				

Appendix G

Interview with Welsh language coordinator

Q1) Are you able to speak Welsh at a fluent level?

Q2) Are there any teachers in the school that are able to speak Welsh fluently?

Q3) What support do teachers receive for their Welsh language skills?

Q4) Have any teachers in the school taken part on the sabbatical scheme?

Q5) I've read in your prospectus that one assembly is conducted through Welsh-medium. Who does this? Are newsletters conducted through Welsh medium?

Q6) What support are you provided with from the Local Authority?

Q7) What is the school's aim for using the Welsh language (from the school development plan?)

Q8) Do you have an incidental Welsh plan for the school as a whole (progressing up the sector?)

Q9) Do you have a plan for introducing the pattern of the week?

Q10) Do you run a Dosbarth yr wythnos? Which class, on average, wins the most?

Q11) Does the school have an Athrawes yr wythnos? Is there a particular teacher who wins Athrawes yr wythnos? Do teachers have an incentive to use the Welsh language?

Q12) Could you please elaborate on the school's involvement with the Urdd?

Q13) How is the school aiming to achieve the Siarter Iaith?

Q14) Has the school ever used the Campus Cymraeg programme which was created by ERW?

Appendix H

Interview with the children aged 6-11

Q1) Do you enjoy speaking Welsh?

Q2) Are there welsh reading books in the library?

Q3) Have you ever taken a Welsh reading book home with you?

Q4) Yr2- Can you give me an example of Welsh you might say in the classroom?

Q5) Yr4- Can you give me an example of Welsh you might say in the classroom?

Q6) Yr6- Can you give me an example of Welsh you might say in the classroom?

Q7) Could you give me an example of the sorts of phrases that your teachers use in the classroom?

Q8) Do your teachers use the Welsh language in all of their lessons? Like Maths and English?

Q9) Do you think you could be using more Welsh phrases in the class?

Q10) Who do you think uses the most Welsh in the classroom? The pupils or teacher?

Q11) Do you use Welsh out of the classroom? For example on the playground?

Q12) Have you heard of the Siarter Iaith programme? What can you tell me about it?

Q13) Do you have Welsh ambassadors? A group of pupils voted into a group to help develop Welsh?

Q14) Would creating a Welsh group that helped to encourage staff and pupils to use more Welsh be of interest to you?

Appendix J

To Staff,

I am from the University of Wales Trinity Saint David and am in my final year studying BA Primary Education with QTS. As part of the course, I am completing an individual research project into an area of personal interest. I have chosen to research into the Welsh language within the primary sector and in particular, the use of daily Welsh across the school.

To assist with my research, I have created a survey to gain an insight into your perspective of the purpose of the Welsh language being used in daily life. Incidental Welsh seems to vary demographically and so consequently, I am interested to discover what the methods, support and attitudes are used in Carmarthenshire.

Therefore, I would be very grateful if you would be able to complete the survey to support me in my research. All responses will be anonymous and I will adhere to the BERA guidelines and the Data Protection Act 1998.

If you believe you would like a copy of the results, then I would be happy to email you a copy of my research on 19th April 2019. Please let me know by making a note of your email address at the bottom of the survey upon its return.

Please could you complete the survey by Tuesday 19th February 2019. Please leave the completed form in the staffroom in the folder marked 'MJ completed surveys'.

Many thanks,

Researcher

Questionnaire for staff

Q1) Have you got any Welsh Language Qualifications?

Yes No

What are they…….

Q2) What year group do you currently teach/ support?

Nursery, Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6

Q3) How easy to you find it to use the Welsh language in all of your lessons?

Very easy Easy No comment Difficult Very difficult

Q4) Do you feel adequately supported to use the Welsh language in your classroom outside of Welsh lessons?

Yes No

Q5) Have you ever been set targets to improve your personal Welsh skills?

Yes No

Q6) Have you ever been on the Sabbatical Scheme?

Yes No

Q7) If yes, how beneficial did you find the content of the course in developing your personal Welsh?

Extremely useful Useful No comment Not beneficial Extremely unbeneficial

Q8) Are you encouraged to use Welsh on your display boards?

Yes No

Q9) Have you ever had a conversation with a colleague through the Welsh medium?

Yes No

Q10) Is using Welsh in your everyday lessons a priority for you personally?

Yes No

Q11) Do you have a personal incidental Welsh plan that you use in your class?

Yes No

Q12) Can you list three Welsh phrases that you think you use most in your class?

1……..

2…….

3…….

Q13) Do you think that an incidental Welsh plan (that progressed up the primary sector) would benefit you with your incidental Welsh?

Yes No

Q14) Do you have any further comments about the use of incidental Welsh?

……
……
……
……
……

Appendix K

To Parents/Guardians

I am from the University of Wales Trinity Saint David and am in my final year studying BA Primary Education with QTS. As part of the course, I am completing an individual research project into an area of personal interest. I have chosen to research into the Welsh language within the primary sector and in particular, the use of daily Welsh across the school.

To assist with my research, I have created a survey to gain an insight into your perspective of the purpose of the Welsh language being used in daily life. Every day Welsh (otherwise known as 'incidental Welsh') varies between counties and, consequently, I would like to discover the attitudes of parents/guardians in Carmarthenshire.

Therefore, I would be very grateful if you would be able to complete the survey to support me in my research. All responses will be anonymous and I will adhere to the BERA guidelines and the Data Protection Act 1998.

If you believe you would like a copy of the results, then I would be happy to email you a copy of my research project on 29th April 2019. Please let me know by making a note of your email address at the bottom of the survey upon its return.

Please could you complete the survey by Tuesday 19th February 2019. Please return the survey by placing it in your child's bag and I will ensure I collect it.

Many thanks,

Researcher

Questionnaire to parents

Please circle as applicable

Q1) Please circle the year group that your child/children belong to:

Nursery, Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6

Q2) Is English your first language?

Yes No

Q3) Have you got any Welsh Language Qualifications?

Yes No

What are they…….

Q4) If answered 'yes' to the question above, would you agree that your experience of learning Welsh at school was that of a beneficial experience to you?

Strongly agree Agree No view Disagree Strongly disagree

Q5) Does your child/children express an enthusiasm about learning Welsh at school?

Yes No

Q6) Does your child ever speak Welsh at home? (For example 'os gwelwch yn dda which means please)

Yes frequently On occasions No

Q7) Do you encourage Welsh to be spoken at home? (e.g. counting, colours, weather)

Yes No

Q8) Are you aware that the school is aiming to become part of the Siarter Iaith programme?

Yes Not sure No

Q9) Do you think schools should prioritise encouraging children to be bilingual?

Yes No

Q10) Do you agree that Welsh Second Language is an important subject in the school?

Strongly agree Agree No view Disagree Strongly disagree

Q11) Do you think it is beneficial for your child to have a basic grasp of the Welsh language (for example counting, days of the week etc).

Yes No

Q12)Do you have any further comments about the teaching of Welsh Second Language?

……
……
……
……
……

Appendix L

The children in the Foundation Phase have an excellent attitude to Welsh, particularly that of incidental Welsh.

One session exemplifies this:

The class teacher use a lot of Welsh language patterns including 'shwmae', 'dewch i mewn' and 'eisteddwch os gwelwch yn dda'. The children instantly know what to do when the teacher states this command. It would be interesting to find out whether the children can literally translate each word in the phrase of if the children can associate the sound of the words with an action, for example when they hear 'eisteddwch os gwelwch yn dda' they instantly know they have to sit down.

The children do not use incidental Welsh as naturally as the teacher does. When a child asked to go to the toilet in English, the teacher asked the children to ask in Welsh first. The child was then able to ask 'ga i fynd i'r ty bach os gwelwch yn dda?'. However, it was interesting to see that the language the child initially chose to use was English before being reminded to speak in Welsh.

Appendix M

The children in Key Stage Two have a poorer attitude to using the Welsh language.

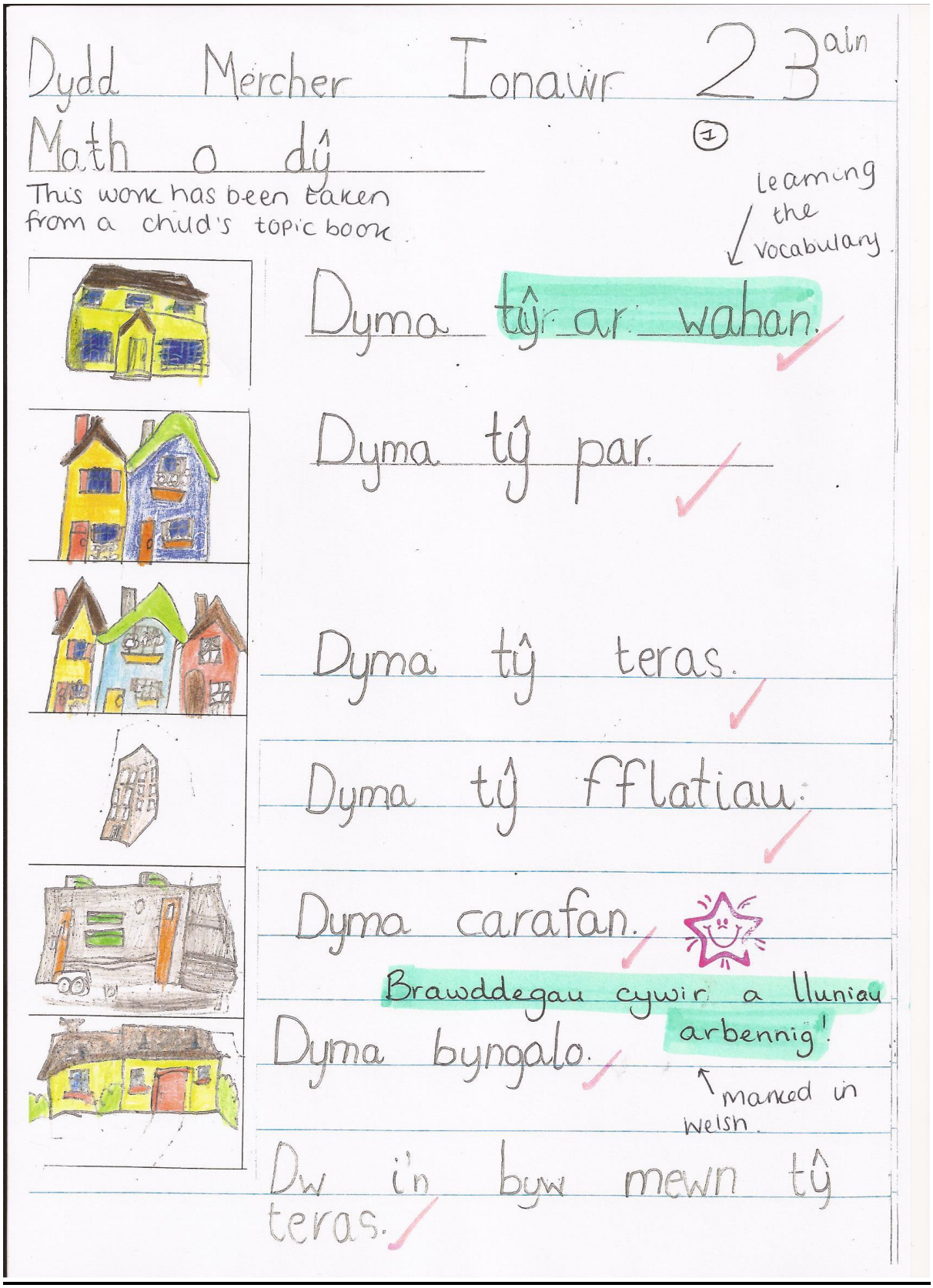
The children did not use any incidental Welsh in the class observed. This indicated that that the children did not see the purpose to speaking Welsh around the classroom.

However, the class teacher was very persistent in using incidental Welsh. For example, she used 'dangos pump i fi' as her classroom management strategy which the children all responded to. Additionally, the class teacher used commands such as 'caewch y drws' to ask a child to close the door. The child was able to understand the instruction and complete the task. However, whether the child actually understood the words being commanded to them, or whether they had rote learned what that particular phrase meant was another question.

Appendix N

Teacher A was in the staffroom on her own marking a pile of children's books. Teacher B then walked into the staffroom to make herself a cup of tea. The staff began a simple conversation through Welsh-medium using simple phrases such as 'sut wyt ti?' and 'iawn diolch'. However, when the author thought the conversation would either run dry or turn to English-medium, the staff continued to chat through Welsh-medium. Now, the language was becoming more complex (in some instances, more complex than the author's level of Welsh language) and was being sustained over a significant period. The author was fascinated at this level of Welsh and realised that staff in the school could be using more incidental Welsh because they have the personal skillset.

Appendix O



Dydd Mercher Ionawr 23ain

Math o dŷ

This work has been taken from a child's topic book.

learning the vocabulary

Dyma tŷ ar wahan.

Dyma tŷ par.

Dyma tŷ teras.

Dyma tŷ fflatiau.

Dyma carafan.

Brawddegau cywir a lluniau arbennig!

marked in welsh.

Dyma byngalo.

Dw i'n byw mewn tŷ teras.

7

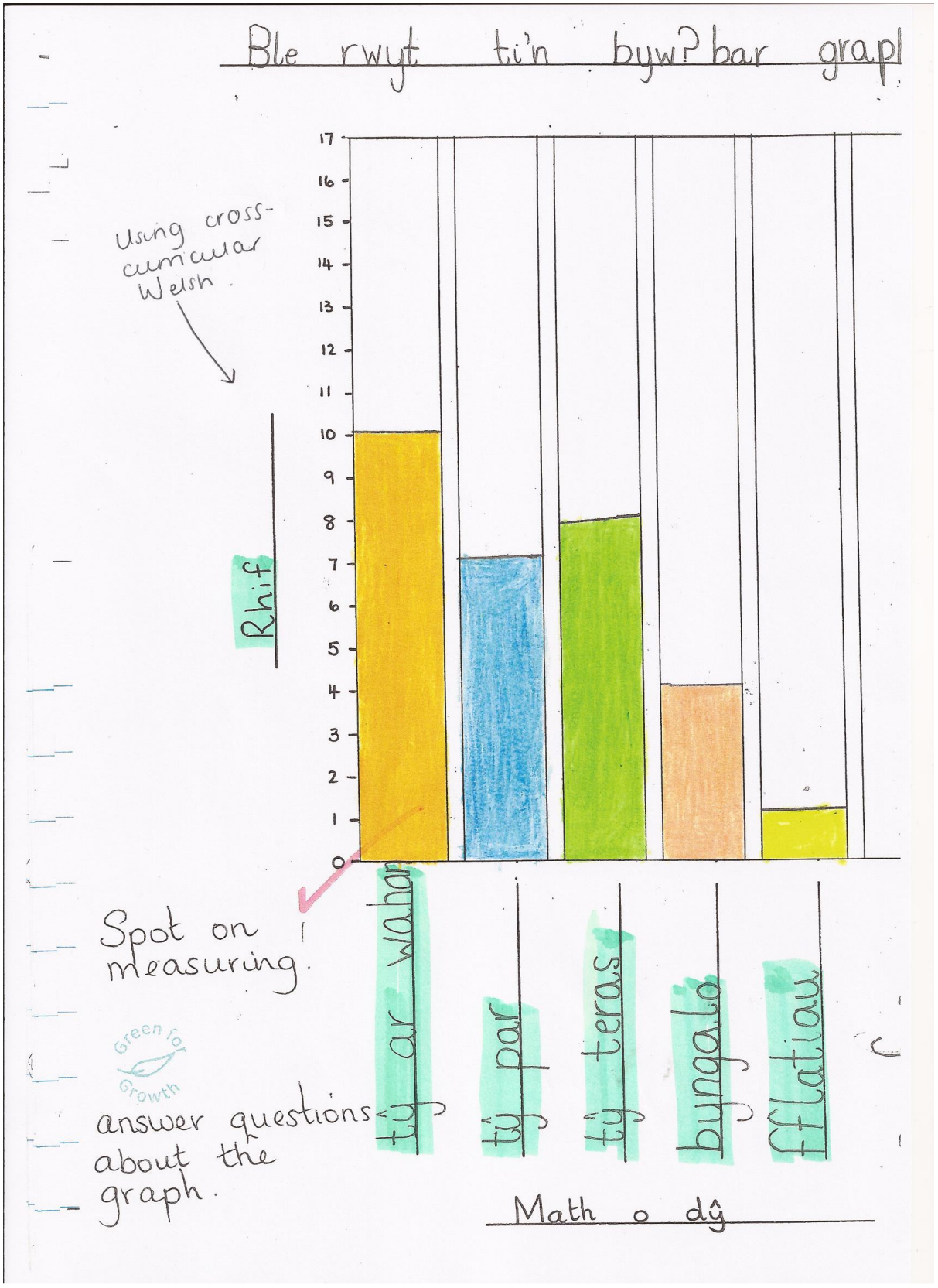
Ble rwyt ti'n byw?

The children have practised the key language patterns

Dw i'n byw mewn .....

tŷ ar wahân	卌 卌	10
tŷ par	卌 ||	7
tŷ teras	卌 |||	8
byngalo	||||	4
fflat	|	1
carafan		0

The children have also developed their numeracy skills.


Ble rwyt ti'n byw? bar graph
Using cross-curricular Welsh.
Rhif
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
tŷ ar wahân
tŷ par
tŷ teras
bungalo
fflatiau
Math o dŷ
Spot on measuring.
answer questions about the graph.

Appendix P

This piece of work has come from the child's topic book.

L.I. 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.

Dydy
Mae hi'n 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

The child could respond in Welsh.

This clearly shows that the children are using Welsh to enhance their Tudor knowledge.

tipyn
t. pyn
tipyn
tipyn

The class teacher has marked the spellings in the same style as English pieces of work.

Appendix Q

This sample is from a discrete Welsh book.

Dydd Iau 19 fed Hydref

This sample has been taken from October which shows that this is everyday practice and has not been 'put on' for the researcher

L.I. Beth wyt ti'n mwynhau

1. Dw i'n mwynhau bwyta creision.

The children have practised this sentence pattern.

2. Dw i ddim yn mwynhau yfed pop.
3. Dw i'n mwynhau gwisgo siwmper coch.
4. Dw i ddim yn mwynhau darllen Harry Potter.
5. Dw i ddim yn mwynhau yfed dwr.
6. Dw i'n mwynhau chwarae ar y cyfrifiadur.
7. Dw i'n mwynhau gwylio ffilmiau ☺
8. Dw i ddim yn mwynhau yfed te.

It is a more complex sentence. More than just dw i'n hoffi.

9. Dw i'n mwynhau mynd i'r sinema.
10. Dw i ddim yn mwynhau mynd i'r deintydd.
11. Dw i ddim yn mwynhau darllen.
12. Dw i ddim yn mwynhau gwylio'r teledu frozen.
13. Dw i'n mwynhau chwarae gyda ffrindiau.
14. Dw i'n mwynhau bwyta siocled.
15. Dw i ddim yn mwynhau dansio

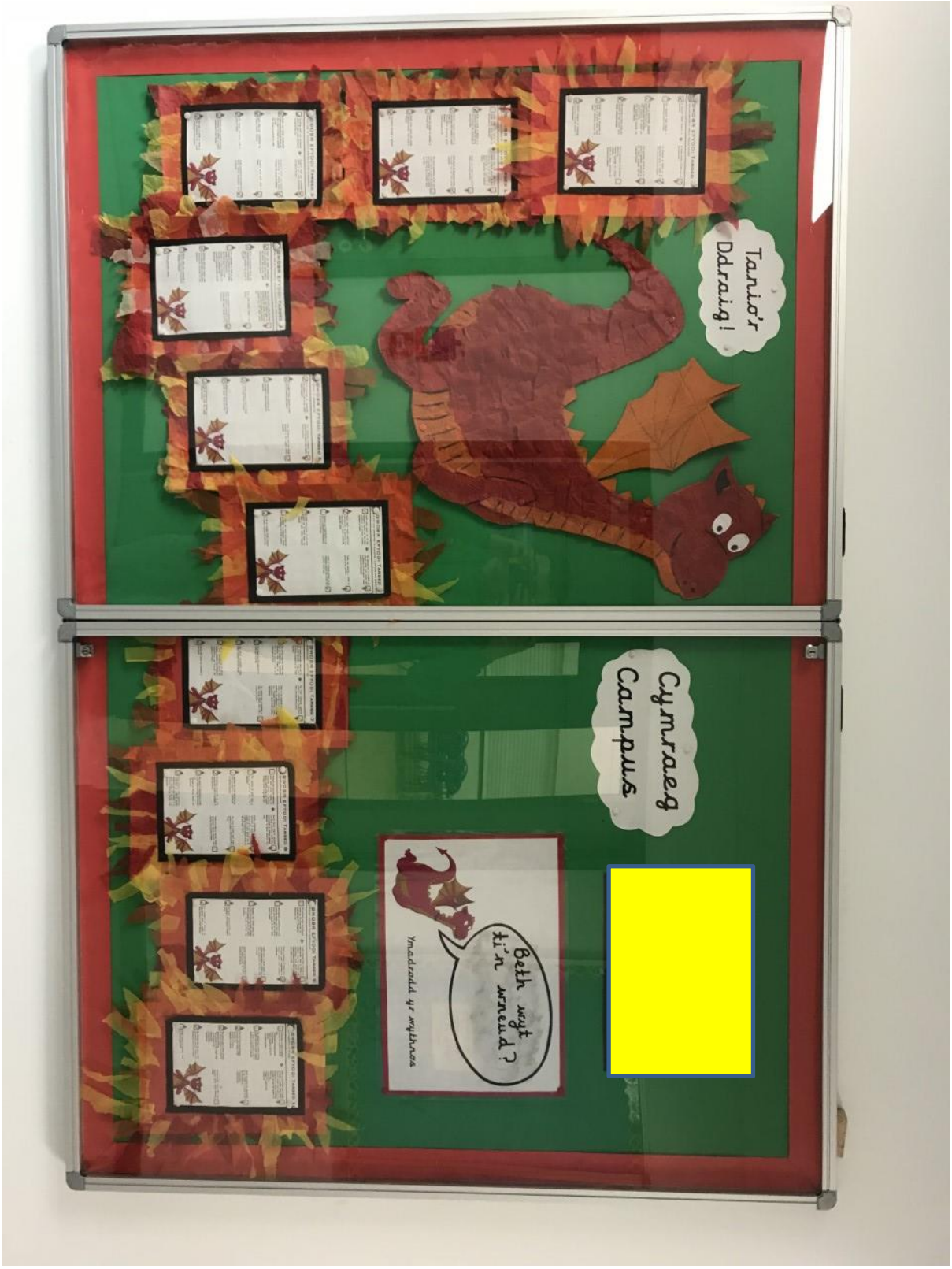
x3
dawnsio
dawnsio
dawnsio
dawnsio

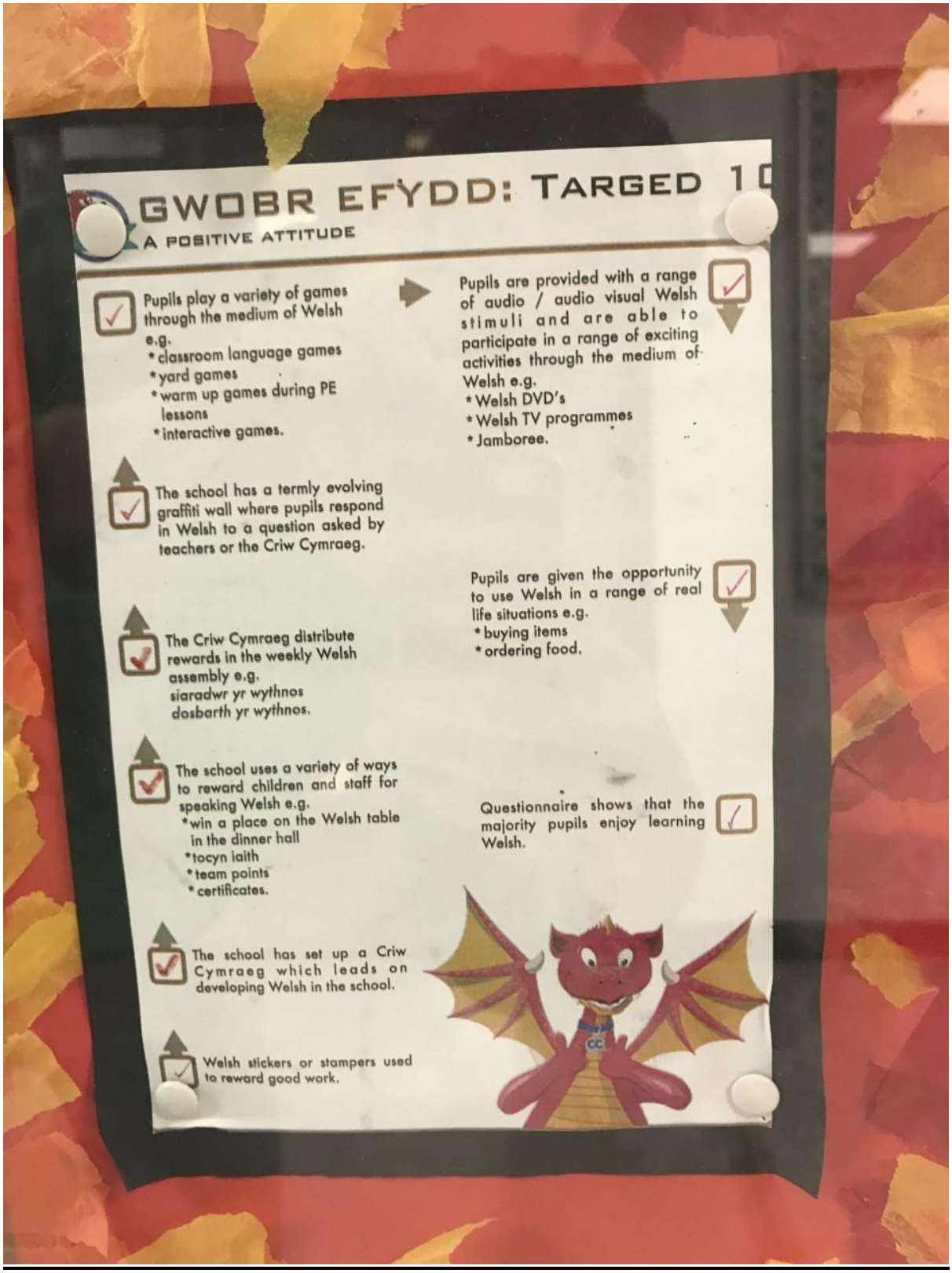
Appendix R

y Cornel
Darllen
A minion reasons to choose a book
Reading Strategies
read on, it might become more clear
teacher
find smaller words
sound out and blend the letters
ask questions to help you understand
picture clues
go back and read again
Speak to parents Mam a Dad
Great
Warning
Teacher's Choice
Year 1 SIGHT WORDS
never
think
morning
every
inside
didn't
hurn
until
why
even
knew
upon
asked
clothes
jumped
show
window
heard
often
under
began
opened
CASTLES
Your World Atlas
KNIGHTS & CASTLES
BUILDING HOMES
HOMES
Animal Homes
Harry's Home
MOVING MOLLY
I Wonder Why Castles Had Moats
LET'S LOOK AT My Home
topic poem

Cornet
Gymnae

Appendix S


Cymraeg Campus
Beth wyt ti'n wneud?
Ymadroddi yr wythnos
Tanio'r Ddraig!


GWOBR EFYDD: TARGED 1
A POSITIVE ATTITUDE
Pupils play a variety of games through the medium of Welsh e.g.
* classroom language games
* yard games
* warm up games during PE lessons
* interactive games.
The school has a termly evolving graffiti wall where pupils respond in Welsh to a question asked by teachers or the Criw Cymraeg.
The Criw Cymraeg distribute rewards in the weekly Welsh assembly e.g.
siaradwr yr wythnos
dosbarth yr wythnos.
The school uses a variety of ways to reward children and staff for speaking Welsh e.g.
* win a place on the Welsh table in the dinner hall
* tocyn iaith
* team points
* certificates.
The school has set up a Criw Cymraeg which leads on developing Welsh in the school.
Welsh stickers or stampers used to reward good work.
Pupils are provided with a range of audio / audio visual Welsh stimuli and are able to participate in a range of exciting activities through the medium of Welsh e.g.
* Welsh DVD's
* Welsh TV programmes
* Jamboree.
Pupils are given the opportunity to use Welsh in a range of real life situations e.g.
* buying items
* ordering food.
Questionnaire shows that the majority pupils enjoy learning Welsh.

Appendix T

All staff members attempt to deliver an assembly through Welsh-medium even if they do not class themselves as a fluent Welsh speaker.

Staff use the language to their ability so that they feel confident. Staff have previously used stories and puppets to support them in the delivery of their assembly.

The children are informed that the staff are Welsh learners also and so this is the ethos which is promoted throughout the school.

Appendix U

The children had a clear mix in their attitude towards Welsh language.

A Year 5 pupil stated 'I get to speak Welsh to my mum at home. My dad doesn't speak Welsh though so we don't do it in front of him.' When asked if they wanted to share anything else about Welsh in school, the Year 5 pupil said 'I enjoy learning Welsh and try to speak it as much as I can'.

However, another Year 5 pupil had a much different attitude to the Welsh language. He said 'I don't see the point in Welsh. No one speaks it outside of school. And we only really speak it at school.'

This mix in attitude has mimicked in the Foundation Phase.

A Year 2 pupil whose parents speak Welsh at home said 'I love speaking Welsh. We speak it all the time at home. I enjoy speaking to my cousin – I have been teaching her lots of new words.'

Another child said however 'No one in my family speaks Welsh. I don't really like it, it's too hard and there is no one to practise with me.'

Appendix V

The children from both the Foundation Phase and Key Stage Two clearly highlighted their disinterest in using the Welsh language whilst on the playground.

A Year 5 pupil stated that 'when we are playing football we just speak normal. We haven't got time to think about speaking in another language.'

Another Year 5 pupil added 'and I just don't really want to speak Welsh at playtime. I only speak Welsh in Welsh lessons because I have to. I really do not like it.'

A Year 2 pupil stated 'I would use Welsh in the playground if it fit our games. But I doesn't. I don't know the words for tag when we are playing tag.

A Year 2 pupil added 'or when we play hospitals which is my favourite game. I don't know the Welsh words for hospital and medicine.