An exploration of the factors that impact upon trainee teachers' use of incidental Welsh in the primary classroom.

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Submitted in partial fulfilment for the award of the degree of Doctor of Philosophy

University of Wales Trinity Saint David

2020

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Acknowledgements

This research would not have been possible without the participation of a cohort of trainee teachers, and I would like to thank them for their willingness to participate in this study. In particular, I thank the eight trainees who took part in the case studies for their time, their honesty and their readiness to share their experiences with me. Thanks must also go to the class mentors, headteachers and children at the schools within which the trainee teachers were placed for allowing me to carry out the lesson observations.

I am very grateful to my supervisors, Associate Professor Christine Jones and Dr. Hywel Glyn Lewis, for their continued support and for sharing their significant expertise with me. Diolch yn fawr i chi am eich cymorth a'ch diddordeb dros gyfnod yr ymchwil hwn.

Thanks also go to my colleagues for their interest in the progress of my work and for the numerous cups of tea! Diolch am eich cyfeillgarwch dros flynyddoedd lawer.

Lastly, I would like to thank my family - to my parents for their unwavering support and to Huw, Carys and Rhys for their tolerance and encouragement throughout this research process.

Abstract

The aim of this research is to investigate the factors that impact upon a trainee teacher's use of incidental Welsh in the primary classroom. The concept of 'incidental Welsh' is defined as "interactions between adults and children that arise naturally in an unstructured situation…" (Estyn, 2013b). It is a compulsory requirement of every teacher's practice.

This research sought to gather the experiences of a cohort of 71 trainee teachers following a three year, English-medium BA degree in Primary Education with Qualified Teacher Status (BA(Ed)) at a Welsh university, in terms of the requirement to use incidental Welsh in different classrooms. This longitudinal study followed the trainees through their course, gathering information at five points via paper-based questionnaires. In addition, the study involved eight detailed case studies using several research methods including classroom observation, questionnaires, interviews and document scrutiny. Together, these data created a picture of the experience of the trainees over three years in relation to their use of incidental Welsh in the classroom, and allowed the researcher to consider the impact of a wide range of factors on the trainees' use of incidental Welsh.

The results of this study make clear that the most significant factor when determining the incidental Welsh used by the trainee is the modelling demonstrated by the teacher with whom they are placed. Additionally, the results show that there are significant differences in expectation in different schools in terms of trainees' use of incidental Welsh, largely related to the importance placed upon it by individual teachers and headteachers. In a context of significant change in Wales in terms of policy and curriculum concerning the Welsh language, the researcher makes recommendations concerning the role of universities and Welsh Government in the training of future teachers and in the development of the Welsh language across the primary sector.

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Abbreviations

ACCAC	Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (Qualifications, Curriculum and Assessment Authority for Wales)
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CCW	Curriculum Council for Wales
CLIL	Content and Language Integrated Learning
CSCJES	Central South Consortium Joint Education Service
EAL	English as an Additional Language
ERW	Education through Regional Working
FP	Foundation Phase
GCSE	General Certificate in Secondary Education
HEFCW	Higher Education Founding Council for Wales
ITET	Initial Teacher Education and Training
KS2	Key Stage 2
LEA	Local Education Authority
L1	First language
L2	Second language
MFL	Modern Foreign Language
NAW	National Assembly for Wales
NC	National Curriculum
PPA	Planning, Preparation and Assessment
PTE	Professional Teaching Experience
QTS	Qualified Teacher Status
SBE	School Based Experience
WAG	Welsh Assembly Government
WAL	Welsh as an Additional Language
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WJEC	Welsh Joint Education Committee
W2L	Welsh Second Language
YCC	Y Cwricwlwm Cymreig

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Chapter 1: Introduction

1.1 Context

The Education Reform Act (1988) brought about a National Curriculum (NC) in all maintained[1] primary and secondary schools in Wales. The Act specified that pupils would study a range of subjects that would be separated into 'core[2]' and 'foundation[3]' subjects, and noted the distinction between "Welsh-speaking schools" where Welsh would be considered an additional 'core' subject, and those who were "not Welsh-speaking schools", where Welsh would be a 'foundation' subject (Government, 1988:6). The Curriculum Council for Wales (CCW) was subsequently established and set about designing a programme of study for Welsh. The document stated that "[a]ll pupils will be required to study…Welsh" (CCW, 1989:25), and the subject was spilt into two distinct sections – 'Welsh' (i.e. to be studied as a first language, usually in a Welsh-medium school [for full definitions of types of schools, see WAG, 2007b]) and 'Welsh Second Language' – the latter being the focus of this study. The 'Welsh Second Language' section set out the expectations of knowledge, skills and understanding of pupils at the end of each key stage, leading to a position where children should acquire a substantial degree of fluency in Welsh by age 16. However, there were no prescribed hours set for any specific subjects and, therefore, the amount of time spent studying Welsh was a matter to be decided by individual schools.

The NC document that followed acknowledged that "[l]anguages are most easily learned by constant exposure to the spoken word in a variety of situations" (Welsh Office, 1989:5). Subsequently, specifically for English-medium schools, suggestions concerning the use of the language outside of distinctive lessons began to emerge, and two discrete requirements began to materialise; the obligation to teach distinct Welsh lessons, and the necessity to use the language outside these lessons, more generally within classroom life. While no specific label was used to denote this general use of Welsh at this time, a clear indication of the intension that Welsh should be used by

[1] "maintained school" means (a) any county or voluntary school; (b) any maintained special school which is not established in a hospital; and (c) except in relation to a local education authority, any grant-maintained school (Government, 1988:21).
[2] mathematics, English and science
[3] History, geography, technology, music, art and physical education

teachers and pupils naturally in the daily life of the classroom can be seen in the statement: "[a]lthough Welsh Second Language may be a distinct subject, it would be desirable…for teachers to show that Welsh can be used to undertake all kinds of activities, topics and situations" (ibid.:7). It would seem likely that this position would have been influenced by existing literature concerning the use of the target language in the classroom, although no evidence exists to confirm this. Nevertheless, during this time, "…statutory and non-statutory documents of the National Curriculum refer to the desirability of using the target language as the 'normal', 'natural' or 'principal' means of communication in the classroom" (Dickson, 1996:1).

In Wales, no further evidence of this can be seen until the emergence of the *Developing Everyday Welsh in the Primary School* document written by the Welsh Joint Education Committee (WJEC, 1998) in conjunction with Athrawon Bro[4] from across Wales. This document introduced the concept of 'Cymraeg Pob Dydd' (Everyday Welsh), explaining that "Welsh should be used naturally so that it forms an integral part of classroom/whole school activity" (ibid.:7). The document proposed registration as a suitable time to ask questions in Welsh, the use of commands in Welsh by the teacher (supported in Curtain, 2013) and displaying language on classroom walls (endorsed in Nagy, Herman & Anderson, 1985; Ellis, 2008) as possible starting points. The document also asserted the importance of developing the language from year to year across the primary school, and it provided an extensive list of vocabulary that was thought to be suitable for different year groups. Although no mention of the theory of language learning and teaching is made in this document, it would seem plausible to maintain that the aim of this concept was to encourage language acquisition (Baker & Wright, 2017), where meaningful interaction is required in the target language, rather than relying only on deliberate language learning (Krashen, 1989, 1993; Baker & Wright, 2017). Links can be made also to the work of Cummins (1979) regarding achieving Basic Interpersonal Communication Skills (BICS) - conversational fluency in a second language (discussed further in Chapter 2 - Bilingualism) - and it is likely that it was thought that the use of Welsh incidentally

[4] Athrawon Bro are peripatetic Welsh teachers employed by local education authorities or consortia as a part of the Welsh language support service for schools.

throughout the school day would encourage greater use of the language and result in higher levels of bilingualism in the longer term.

The phrase 'incidental Welsh' is documented for the first time in *Developing the Curriculum Cymreig*[5], stating that teachers should be "using incidental Welsh in the life of the school" (Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (ACCAC) 2003:5). Estyn's report regarding the progress made by schools concerning Y Cwricwlwm Cymreig (YCC) states that, in the best cases, teachers "use incidental Welsh consistently and effectively" (Estyn, 2005c:3). The appearance of the phrase in these two discrete documents suggests that the concept of 'incidental Welsh' was, by this time, understood by the teaching profession as an activity that should be incorporated consistently into every-day teaching. However, the conception of the phrase 'incidental Welsh' is not documented in any contemporaneous publications, and the word 'incidental' might be considered an unfortunate choice of term, particularly as the Concise Oxford Dictionary (1990:597) defines 'incidental' as something that has "a minor role in relation to a more important thing", "not essential" or "following as a subordinate event". This might suggest that, although teachers are encouraged to use Welsh within other subject lessons, the language itself is less important than the subject content being taught. However, the original choice of wording is more likely to have come about in connection with literature based on incidental learning more generally, defined as something that is learned without specific focus of attention (Wesche & Paribakht, 1999) or when learning one thing while intending to learn another (Richards & Schmidt, 2002). The concept might, alternatively, have been named 'implicit learning' when learning takes place unconsciously (Swanborn & de Glopper, 2002) or unintentionally (Rieder, 2003), or 'peripheral learning', where learning occurs implicitly as a result of continuous exposure to information (Bahmani, Pazhakh & Raeesharif, 2012; Mehmet, Burcu & Bulent, 2012) and where pupils learn through indirect techniques. However, it does not appear to be linked closely to incidental learning as defined by Ellis (1999), which refers to the focus on meaning

[5] Literal translation – The Welsh Curriculum. The 'Curriculum Cymreig' is a statutory requirement that "helps pupils to understand and celebrate the distinctive quality of living and learning in Wales… to identify their own sense of Welshness and to feel a heightened sense of belonging to their local community and country" (ACCAC, 2003:2). As such, pupils should have opportunities to develop knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales across all curriculum subjects.

rather than on grammar within language learning. In the case of 'incidental Welsh', there appears to be no particular reasoning behind the choice of terminology, only the suggestion that the language should be used 'incidentally' during the teaching and learning in the classroom.

Indeed, it is not until 2013 that a document offers a definition of the phrase, stating that "[i]ncidental Welsh refers to interactions between adults and children that arise naturally in an unstructured situation where adults transmit new information or give children practice in developing a communication skill" (Estyn, 2013b). Even this, however, does not give a full explanation of the possibilities of its use or its purpose. Arguably, it is due to this lack of clarity that the original purpose of the concept has been lost in primary schools, and that there is a lack of understanding as to the specific requirements of incidental Welsh between schools and within schools. Nevertheless, it is clear that it is not enough for English-medium schools to be teaching Welsh in a vacuum within Welsh lessons alone, and that the second language should be used as a medium for experiences in the wider curriculum, thus giving pupils greater opportunities to use their language skills in contexts other than the language lesson (James & Wynn, 2003; Evans & Hughes, 2003; Welsh Assembly Government (WAG) 2008b). Without these wider contexts, pupils are unlikely to become competent in the second language (Cenoz, 2008). Thus, the use of incidental Welsh was conceived in order to enhance pupils' experience and use of the language in day-to-day contexts, bringing the language out of the vacuum and into their every-day lives. For more than 25 years, therefore, teachers in English-medium primary schools have been required to use Welsh incidentally in the classroom on a daily basis as well as teaching specific Welsh language lessons according to the requirements of the NC. This requirement is compulsory for all primary school teachers, regardless of the linguistic expertise of the teacher or their interest in the language.

In the 2004 introduction of Estyn's 'Common Inspection Framework', it was stated that inspectors would evaluate and report on how well the learning experiences meet the needs and interests of learners within Key Question 3 - 'How well do the learning experiences meet the needs and interests of learners and the wider community?' In making their judgements, inspectors were required to consider the extent to which learning experiences promoted pupils' bilingual skills and reflected the languages and

culture of Wales (Estyn, 2004c). Estyn acknowledged the progress made by schools, stating that in half the schools inspected, pupils and staff made good use of Welsh during assemblies, but noted that the display of bilingual notices was prominent in only a third of schools (ibid., 2005c).

It is in this context that the Higher Education Funding Council for Wales (HEFCW) funded a project to create new criteria for trainee teachers, resulting in a publication containing the competencies required, both when developing their personal language skills and when using Welsh in the classroom (Jones, Royles & Davies, 2003). Cynllun Colegau Cymru[6] was created with the aim "to teach non Welsh-speaking trainee teachers enough Welsh to be able to present the language to the primary children of Wales" (ibid.:4). Despite the acknowledgement that some trainee teachers would have a very limited personal knowledge of Welsh, the publication set high expectations, listing ways in which trainee teachers might augment the use of the language:

- "To make Welsh a natural (and integral) part of class activity
- To give a real communicative purpose to learning Welsh
- To take advantage of naturally repetitive situations and/or rituals[7]"

(ibid.:60).

The first two points in particular make clear the intention that children in English-medium schools should be exposed to sufficient levels of Welsh to enable them to use their language purposefully in the school context, and that Welsh should be used regularly within classroom activities.

For the assessment of the trainee teacher, it is suggested in the document that tutors and mentors consider whether the trainee teacher's use of 'Cymraeg Pob Dydd' is:

- "a natural, integral part of classroom life?
- carefully woven into every lesson?
- appropriately adapted to the learners' level of proficiency?
- comprehensible, so that individuals, as well as groups (or the whole class), can respond correctly either verbally or non-verbally?";

[6] Welsh Colleges Scheme
[7] For example, the morning register routine.

and whether the language is "regularly used in real situations" and is "used naturally by the children" (ibid.).

The information found in this publication gives a detailed picture of the possible uses of incidental Welsh, and makes clear the assessment criteria that should be used when observing trainee teachers in the classroom. Interestingly, this document would probably only have been read by trainee teachers, and not by the wider teaching workforce, and the documents available for qualified teachers from Welsh Government (WG) and Estyn demonstrate expectations that are more ambiguous. This suggests, therefore, that despite the work of the universities to ensure that their trainees are fully aware of the expectations with regard to their use of incidental Welsh, this may not be carried through within trainees' school placements, and there may be inconsistencies in the messages shared with trainees by different schools. Thus, this study will focus on an exploration of the factors that impact fundamentally upon trainee teachers' use of incidental Welsh in the primary classroom.

1.2 The scope of the research

In 2009, WG set out its expectations of trainee teachers in the Qualified Teacher Status (QTS) Standards document (relevant excerpts are provided in Appendix 1). While the teaching of Welsh as a second language is considered in the document within the context of the Foundation Phase (FP)[8] and Key Stage 2 (KS2)[9] in Standard S2.1[10] (WAG, 2009b), there is no mention of any requirement to use incidental Welsh. Nevertheless, a 'pedagogical norm' (Valdman, 1989) seems to have been created whereby there is an expectation by schools and universities that trainee teachers use Welsh in the classroom while undertaking their teaching placement, and that they encourage pupils to respond naturally in Welsh in order to develop pupils' oral language further. This research was, therefore, a case study concentrating on the experiences of a particular group of trainee teachers with regard to their use of Welsh

[8] Defined by WG as "The Foundation Phase is the statutory curriculum for all three to seven year olds in Wales, having been introduced in September 2010" (WG, 2017d).
[9] Defined by the Education Act 2002 as "in relation to a pupil…the period beginning at the same time as the school year in which the majority of pupils in his class attain the age of eight and ending at the same time as the school year in which the majority of pupils in his class attain the age of eleven." Available at: http://www.legislation.gov.uk/ukpga/2002/32/section/82. Accessed 08/08/17.
[10] S2.1 - They have a secure knowledge and understanding of the subject(s) they are trained to teach.

whilst undertaking school-based experience (PTE[11]) in the primary classroom, with a specific focus on the trainees' use of incidental Welsh in their classrooms and the impact of a number of factors on this use of language, both within classroom and in the wider school setting. While it was necessary to discuss the use of Welsh in primary classrooms made by qualified teachers as well as by the trainee teachers, it was not the intention of the researcher to judge individual teachers, nor to investigate policy or practice in relation to qualified teachers. Rather, based on the results of this research, the researcher's intension was to make recommendations as to the way forward for universities concerning the training of teachers in future, particularly with regard to trainees' personal Welsh language development and its use in the classroom.

1.3 Research Questions

The intention of the study was to explore the factors that impact upon a trainee teacher's use of incidental Welsh in the primary classroom. Consequently, a range of issues was considered in order to come to appropriate conclusions. Based on themes that arose from relevant literature and national documentation, three research questions were formulated in order to guide the investigation:

- Does a trainee's personal level of Welsh impact upon his/her ability to use Welsh in the classroom?
- Does the classroom within which a trainee is placed have an impact on his/her use of incidental Welsh?
- Does every school have the same expectations of trainee teachers with regard to their use of incidental Welsh?

Within research questions 2 and 3, a series of sub-questions were prepared in order to explore a range of issues within the main question.

In order to explore topics within the research question '*Does the classroom within which a trainee is placed have an impact on his/her use of incidental Welsh?*', an analysis of the importance given to the language in trainees' teaching practice

[11] Professional Teaching Experience

classrooms and within the wider school community was included in order to construct an evaluation of its impact. The following themes were considered:

- Do some teachers use more incidental Welsh than others?
- Does the classteacher's personal level of Welsh have an impact on the standard of Welsh used by that teacher in the classroom?
- Do pupils in some classrooms use more incidental Welsh than in others?
- Does the age of the pupils in the class in which a trainee is placed make a difference to the trainee's use of incidental Welsh?
- Does the amount of written Welsh displayed within the classroom make a difference to the incidental language spoken?

The study also included an investigation of the reasons for any differences that emerged.

Finally, within the third research question - '*Does every school have the same expectations of trainee teachers with regard to their use of Welsh?*' - consideration was given to the following themes:

- What are the factors that decide the level of priority given to Welsh within an individual school?
- Does every trainee have the opportunity to observe Welsh lessons during his/her teaching experiences?
- Are the expectations of each school the same with regard to the trainee's teaching of Welsh?
- Is the level and frequency of incidental Welsh expected of the trainee the same in different schools?

A mixed method approach was used, allowing the collection of both quantitative and qualitative data, and the research was carried out in two parts; the first concerning a whole cohort of BA(Ed) QTS[12] trainees, and the second a focus on the experiences of eight of those trainees during their school-based experience.

[12] BA(Education) with Qualified Teacher Status

1.4 Significance of the study

It is hoped that this study will contribute to an understanding of the experiences of trainee teachers over the course of their studies, with specific focus on their use of Welsh in the classroom situation. Through classroom observation, the research offered a first-hand account of the Welsh used by trainees, teachers and pupils of different ages and within a range of different schools across South Wales. Trainee teachers were given the opportunity to share their perspectives based on their own use of Welsh and that of the teachers and pupils within the classrooms in which they were placed, and to note any strengths and weaknesses concerning their training with regard to Welsh, both in the university and in their school-based experience.

It is anticipated that the research will be of interest to those working within Initial Teacher Education and Training (ITET) departments in Welsh universities, as well as to practising teachers and headteachers that are involved in training teachers. It should also be relevant to those involved in education policy on a national level, particularly with regard to the teaching and learning of Welsh as a second language.

1.5 Structure of the study

This chapter introduced the context within which Welsh as a second language has developed since the introduction of the NC in Wales and explained the concept of incidental Welsh within the primary school sector. The remainder of the thesis has been organised into six chapters. Chapter 2 discusses the literature on bilingualism within an international perspective, including a consideration of the types of bilingualism found in different societies, factors that impact upon the learning of a second language, the benefits of bilingualism, and a discussion of bilingualism in the classroom. Chapter 3 explains the Welsh context with regard to bilingualism, including a historical account of Welsh in education and the teaching and learning of Welsh as a second language, a consideration of standards in pupil achievement and a discussion of the training of teachers and trainee teachers. In Chapter 4, the methodology of the study is discussed including information about the participants and methods of data collection. Chapter 5 notes and discusses the findings of

questionnaires given to the whole cohort of trainee teachers involved in this study. Chapter 6 concerns the eight trainees who took part in the case study section of the study and Chapter 7 includes a discussion of the common findings from each case study. The final chapter - Chapter 8 - answers the research questions, summarising the findings of the research and offers recommendations for the future.

Chapter 2: Bilingualism

2.1 Introduction

In 1988, the NC made clear the principle that "*all* pupils in Wales should be provided with the opportunity to become bilingual" (CCW, 1989:25). However, it is apparent that there are many definitions of the word 'bilingual', and that there is no single definition used in Wales to define what is meant by the term. It is useful, therefore, to consider various definitions of the term 'bilingual' in order to position the situation in Wales into a wider context and to discuss the extent to which English-medium schools in Wales meet the intention of the NC in this regard.

2.2 Definitions of Bilingualism

Defining the term 'bilingual' is problematic since individuals with a variety of 'bilingual' characteristics may be classed as bilinguals. In its simplest form, Valdez and Figueroa (1994) define bilingualism as 'knowing' two languages; however, ambiguity occurs in defining what it means to 'know' a language. Mayor (1994:75) argues that "what is meant by 'knowing' a language is a matter of personal judgement", and that "a passive command of a language (understanding most of what is said without necessarily feeling confident enough to speak the language) tends to get overlooked altogether". Some bilinguals have productive competence, meaning that they are able to write and speak in both their languages. Others have receptive ability, or may be 'passive bilinguals', for example, having the ability to understand or read in a language, but not necessarily being able to respond orally in that language (Baker & Wright, 2017). However, even in this definition lie further considerations; one might understand a conversation between two people in a shop, but might not have enough understanding of the same language to follow an academic lecture for example. Baker & Wright state, therefore, that "to classify people as either bilinguals or monolinguals is…too simplistic" (ibid.:7). García (2009a) suggests that some people are 'emerging bilinguals'; that is, people who are moving through the early stages of learning a second language. These may also be termed 'incipient bilinguals', where one language is well developed, and the other is in the early stages of development (Diebold, 1964). This would be the case for most children in schools in Wales with regard to the

learning of English and Welsh, but there would be differences between individual children with regard to their level of development in the two languages. The majority of pupils in Wales would be from an English-speaking home and attend an English-medium school, learning Welsh as a second language. As shown in Chapter 3, slow progress is usually made by these pupils in Welsh, as the language is not used regularly enough for pupils to progress to fluency. However, some English-speaking parents choose to send their children to Welsh-medium schools where Welsh would normally be learnt to a good standard using an immersion method. These pupils would continue to speak English in the home, thus becoming bilingual fairly quickly. Other pupils attending Welsh-medium schools come from homes where both parents are Welsh speaking. These pupils might not speak any English until they attend school, although it is likely that they would have heard English, for example, on the television or while shopping. Pupils in Welsh-medium schools do not formally learn English until age 7, but often English is used before this on the school yard or during activities outside school. While the examples noted do not reflect the situation of every child in Wales, they make clear that there are significant differences between pupils in terms of their development of both languages and their journey towards becoming 'bilingual'.

Definitions of the term 'bilingual' cover a broad spectrum, with ways in which it has been conceptualised by different authors being labelled as 'maximal', when secure knowledge of both languages would be expected, and 'minimal', when only a few words might be known in a second language (Baetens Beardsmore, 1982). Haugen (1953:7) holds a minimalist concept of incipient bilingualism, proposing that the starting point for defining bilingualism would be "the point where a speaker can first produce complete meaningful utterances in the other language". Moreover, Diebold's (1964) minimalist view allows people with minimal competence in another language to consider themselves to be bilingual, for example, tourists able to use a greeting in the language of the country they are visiting (Baker & Wright, 2017). This definition allows even early-stage second language learners to be classified as bilinguals, although this may be ambiguous as it is unclear what is meant by 'meaningful utterances'. Baker & Wright (2017:8) state that "almost every adult in the world knows a few words in another language", but a great number of these people would not necessarily consider themselves bilingual. However, employing this definition might be useful in a school context, allowing all pupils on arrival to have a place on a

common language continuum (Valdes, Chavez & Angelelli, 2003), with the ultimate aim of fluency in both languages. Despite the fact that discussions have taken place over many years regarding the creation of a Welsh language continuum (WG, 2013b; Qualifications Wales, 2016; WG, 2017c), this is yet to be created. As a result, it is likely that children studying Welsh as a second language do not perceive themselves to be bilingual, as they see no relationship between the basic Welsh that they are learning and fluency in the language. As discussed further in Chapter 3, pupils tend to be taught in a weekly Welsh lesson, where specific patterns are taught and practiced in a vacuum. However, as Yule (2006:190) notes: "…isolated practice in drilling language patterns bears no resemblance to the interactional nature of actual spoken language use", and it is inevitable that pupils will subsequently be unable to use this language to take part in an extended conversation outside the language classroom. As a result, Welsh is a language that is learnt and used only within a classroom context, but there is little motivation for pupils to work towards fluency.

At the opposite end of the scale, Oestreicher (1974:9) considers that a "complete mastery of two different languages" constitutes bilingualism, and Bloomfield (1933:56) refers to a "native-like control of two or more languages". However, there is ambiguity in both these maximalist views as the terms 'complete' and 'control' must be questioned, and, in using these maximal definitions, the number of individuals that would be classified as bilingual might be limited. Even when considering Welsh-medium schools, opportunities for pupils to reach 'complete mastery' may not be given during their time at school, and for most learning Welsh as a second language, this level of fluency would be wholly unattainable. Bloomfield (1933) further argues that the use of the label 'bilingual' must take into account a measurement of competency, noting that it is difficult to define the 'degree of perfection' at which a good foreign speaker becomes a bilingual. Broader definitions, therefore, have an advantage in that they incorporate those learning a second language into the scope of definitions of bilingualism.

Later definitions of the term 'bilingualism' place the emphasis on the regularity of use of language rather than on fluency. For example, Grosjean (2010:4) states that "bilinguals are those who use two or more languages in their everyday lives", and distinguishes bilinguals who do so from 'dormant bilinguals' who have knowledge of

different languages, but no longer use them in daily life. In a similar vein, but many years prior to Grosjean's definition, Weinreich (1953:3) defines bilingualism as "the practice of alternatively using two languages" with little attention being given to the standard of the language being used. Certainly, it would be the case that many primary pupils would hear and use English and Welsh in their classrooms every day and, therefore, would indeed be defined as bilingual in terms of Grosjean's definition. However, it must be noted that this use would be limited to one domain (Fishman, 1972) - that of the classroom environment - and, therefore, that the language being used would be limited to particular situations.

Nevertheless, these definitions are more helpful when discussing pupils who are learning Welsh as a second language as they represent an achievable aim, particularly in a primary school context where fluency in the second language is rarely reached. Linked to this, in the school situation, Hall defines bilingual pupils as those who "live in two languages, who have access to, or need to use, two or more languages at home and at school" (Hall, 2001:5). However, 'living' in two languages does not mean that children would necessarily have complete fluency in both languages or that they would be completely literate in both languages. Jones-Diaz agrees with this view, stating that "bilingualism does not automatically lead to biliteracy, and being bilingual does not necessarily mean that one is able to read and write in two languages" (Jones-Diaz, 1997:abstract). It is clear, therefore, that the school has a role to play in developing children's bilingualism and ensuring that any skills that might be absent from the language learnt in the home are fully developed during their schooling, be it in Welsh or in English.

A person who has approximately equal fluency in two languages has been termed a 'balanced bilingual', but it is accepted that most bilinguals use their two languages for different purposes. "Rarely is anyone equally competent in two or more languages across all their domains" and "balanced bilingualism is mostly used as an idealized concept" (Baker & Wright, 2017:9). Baetens Beardsmore (1986:7) agrees that such a person is a "rare, if non-existent species", and Mayor (1994:76) concurs, stating that "truly 'balanced' bilingualism is probably the exception rather than the norm". Fishman (1972) takes this further, arguing that bilinguals are rarely equally fluent in both languages in all topics, and that bilinguals necessarily organize their languages in

functionally complementary spheres. The aim of achieving 'balanced' bilingualism may be problematic for a number of reasons and may not be a realistic aspiration for most children, particularly those currently in English-medium schools in Wales. A disadvantage of this situation is that a person may have language skills in two languages that may be relatively equal in proficiency, but neither language may be developed to a high standard. This may be termed 'semilingualism' (coined by Hansegard, 1986, cited in Baker, 2006). However, Cummins (1994) suggests that it is not useful to label children as 'semilingual' as this may be detrimental to their learning, and proposes an alternative term of 'limited bilingualism' to describe the same condition. This suggests that each individual's ability in language differs, with some being at an earlier stage of development. Furthermore, Cummins (1979, 1981) draws attention to the difference between conversational fluency in a language - known as BICS[13] - and the ability to express and understand complex concepts and ideas necessary for success in school - known as CALP[14]. He acknowledges that BICS could be achieved within two years of exposure to a new language, whereas CALP requires 5-7 years for immigrant children to reach the necessary level for academic study. His work has been corroborated by a number of studies in Canada (Klesmer, 1994), Israel (Shohamy, Levine, Spolsky, Keve-Levy, Inbar & Shemesh, 2002, cited in Cummins, 2008), and the United States (Collier, 1989; Hakuta, Butler & Witt, 2000). Similarly, Gibbons (1991) demonstrates a distinction between 'playground language' and 'classroom language', stating that the latter requires language which is associated with higher order thinking skills such as hypothesising, evaluating or classifying, without which "a child's potential in academic areas cannot be realized" (ibid.:3). Thus, an appropriate competence in both languages must be achieved for balanced bilingualism to be of any value in terms of the use of language, for example, for a child to be able to take part in a school curriculum in either language (Baker & Wright, 2017). While it is possible for those children attending Welsh-medium schools to reach a sufficient level in Welsh and English to be able to access the curriculum in either language, it is unlikely that pupils in an English-medium school would gain sufficient Welsh language skills to undertake lessons through the medium of Welsh within the current NC. However, if Welsh is "a natural, integral part of classroom life"

[13] Basic Interpersonal Communication Skills
[14] Cognitive Academic Language Proficiency

that is ”carefully woven into every lesson” (Jones et al., 2003:60), it should surely be possible for pupils to achieve at least a standard required for BICS (Cummins, 1979) after a number of years of study.

2.3 Types of bilingualism

Additive bilingualism occurs when a second language is learned, either simultaneously or successively, without any negative impact on either language, and where children are able to achieve age-appropriate levels in both languages (Jones-Diaz, 1997). In an additive situation, both the languages learned by the individual would be valued in the society in which they live; for example, in Wales where non Welsh-speaking families send their children to Welsh-medium schools. Teachers would use the target language almost exclusively, minimising the use of the home language (Cook, 2001). This, therefore, would avoid the disadvantages that can occur when teachers rely too heavily on the home language (Turnbull, 2001), with a possible result of pupil de-motivation in the target language (MacDonald, 1993) upon realisation that the target language is not essential to be understood.

In contrast, some situations are subtractive, where pupils learn a second language, perhaps at school, at the expense of the home language, for example, in the case of immigrant children. The school may be unable to continue developing the child’s home language, or may not wish to do so, resulting in the loss of this language over time. A number of researchers state that this type of ‘bilingualism’ will almost certainly lead to monolingualism (Lambert, 1975, 1977; Siren, 1991; Wong-Fillmore, 1991, 2000; Cummins, 1991; Diaz & Klinger, 1991) and to a loss of cultural identity (Baker & Wright, 2017). This situation is unlikely with regard to Welsh and English, but may be relevant to pupils in Wales who speak Welsh or English as an additional language, e.g. immigrant children, where schools would not have the capacity to develop the child’s home language.

One factor in defining types of bilingualism is the time at which the two languages are acquired in relation to each other. DeHouwer (2005) suggests that simultaneous bilingualism takes place when two languages are acquired from birth, or prior to one year of age. This would occur when one parent speaks one language to a child, and the

other parent speaks a different language. On the other hand, Mayor (1994:78) states that "a more familiar situation...of most bilingual children in Britain is consecutive acquisition, whereby one language is established to a greater or lesser degree before a second is acquired", for example, when a child learns one language in the home and a different language at school. Children in Wales, such as those from an English-speaking home but attending a Welsh-language nursery, are able to begin to acquire a second language without formal instruction in that language. At this stage in their education, language development is supported through sessions that emphasise meaning and understanding rather than learning grammatical patterns or forms, allowing acquisition (Krashen, 1982) of the second language.

In contrast, older children and adults attending second language classes learn through formal instruction rather than being able to become bilingual naturally, thus making a distinction between the informal language acquisition seen in Welsh-medium schools and more formal language learning generally seen in English-medium schools, particularly at Key Stages 2, 3 and 4. Baker & Wright (2017) state that there are many educators who believe that second language acquisition should become more naturalistic in an educational setting, allowing learners to develop communicative competence in a more informal way. This would appear a sound proposal for schools in Wales, therefore, in order to give all pupils opportunities to learn two languages at a young age, allowing them to develop vital communication skills that could be used in adult life. This intention is clear in a range of documents published in Wales, particularly with regard to the teaching of infant children as discussed in Chapter 3, and was perhaps the initial objective when incidental Welsh was introduced in primary schools.

When individuals learn a second language at a later stage in their development, the age of acquisition in that language is considered to be vitally important (Flege, 1992). Much research has been carried out on the relationships between age and language proficiency at varying linguistic levels (Johnson & Newport, 1989; Long, 1990). The bulk of the evidence points towards the benefits of early second language acquisition, though various researchers have suggested different ages within which this should happen, for example, as cited in Butler & Hakuta (2006), at 5 years old (Krashen, 1973), 6 years old (Pinker, 1994), 12 years old, or 'puberty' (Lenneberg, 1967) and 15

years old (Johnson and Newport, 1989). However, few clear reasons have been given for the specific ages chosen by the various researchers and it is, therefore, difficult to come to a firm decision as to whether children should be introduced to Welsh as a second language at a different stage in their education than is currently the case.

The work of Penfield and Roberts (1959), and later Lennenberg (1967), proposes a 'critical period' hypothesis, arguing that children early in life have a superior language learning capacity that declines or disappears with maturation. Lennenberg proposes that this critical period starts at around one year of age and ends at puberty, at which time the brain loses its plasticity. It is thought that native-like language organisation is possible before age 5, in contrast to second language (L2) acquisition after age 5 where brain organisation is different (Weber-Fox & Neville, 1996; DeHouwer, 2005). Therefore, children acquiring the second language at school would not necessarily be considered native speakers, even if they achieved high levels of proficiency in the second language. Cowley (1997) states that a child that is taught a second language after the age of around ten years is unlikely ever to speak that language like a native. This may be because, after the age of ten or twelve, connections have been established and fixed in the brain (Harley, 1986). The brain becomes progressively more rigid, therefore making language learning more difficult (Penfield & Roberts, 1959). It would appear from this research, therefore, that it is vital for pupils to learn Welsh in the primary school in order to make connections in the brain at a young age and to exploit these early years when children are able to learn languages more easily.

However, a number of researchers have suggested factors other than age to be responsible for the attainment of the second language, for example high levels of motivation (Bongaerts, 1999) or aptitude (DeKeyser, 2000). Therefore, it would not be impossible for older children, e.g. latecomers to Wales, to learn Welsh successfully, as shown in the work of Birdsong (2007) in France. An example of this can be seen in a language centre for secondary pupils in Gwynedd, North Wales (Lake, 2017). Birdsong (2005) also argues that there is no clear cut-off point at which native-like proficiency cannot be attained. It must be noted, however, that, although there may be highly successful second language learners that may appear to be 'native-like', some studies have shown that there may still be subtle differences in their performance to that of a 'native speaker'; for example, due to interference from their first language

(Coppieters, 1987; Cutler & Butterfield, 1992; White & Genessee, 1996; Moyer, 1999).

Studies reach different conclusions regarding the most successful starting age at which to ensure the greatest rate of acquisition. The work of García Mayo (2003), making comparisons between children aged 8–9 and those whose age was 11–12, and the work of García Lecumberri and Gallardo (2003), based on children whose ages of first exposure were 4, 8 and 11, note that older beginners tend to outperform younger beginners when measuring fluency, accuracy and complexity, though these issues may have been influenced by teachers' accuracy, fluency and motivation. Lasabagaster and Doiz (2003), comparing three different starting ages in Spain, also found the older group to be superior in avoiding errors; perhaps understandably as older learners would have the ability to make deliberate connections and decisions in their language use more successfully than younger learners. Goldberg et al. (2008), in a longitudinal study of 19 children, found that those learning English as a second language after the age of 5 demonstrated a faster rate of vocabulary growth than children under 5 years, and Jia & Fuse (2007) reported similar findings in a 5 year study of 10 children. Brumen (2002) compared 9 to 11 year old beginners with 11 to 13 year old beginners learning German in Slovenia, finding that younger children drew on words or short phrases, while older children were able to form whole sentences immediately, demonstrating that children may acquire different skills at different times. In light of this research, therefore, it might be considered whether pupils should begin learning Welsh as a second language at age 3, or if an older starting age might be more beneficial.

It is clear that the most effective age for learning a second language continues to be controversial. Baker (2011) summarises the work of Marinova-Todd, Bradford Marshall & Snow (2000), Singleton (2003), Singleton and Ryan (2004) and Cenoz (2009), stating that "children who learn a second language in childhood do tend to achieve higher levels of proficiency than those who begin after childhood". This may be due to the argument that "for young children, a new language is caught rather than taught, acquired rather than learnt" (Baker, 2011:124). It is logical, therefore, that children begin learning a second language as early as possible in order for them to acquire rather than learn it more formally. While acknowledging that age continues to

be a much-debated theme in second language acquisition, Baker & Wright (2017:118) conclude that "there are clearly advantageous periods. Early childhood and…secondary school days seem to be two advantageous periods". It appears prudent, therefore, that Welsh remains a statutory part of the curriculum in Wales for pupils age 3-16 in order for pupils to exploit these 'advantageous periods' to develop their bilingual skills fully.

2.4 L1 and L2

There are a number of distinctions between the process of acquiring a first language (L1) from birth and that of later acquiring a second language (L2). The development of sound systems, grammatical sensitivity and the development of meaning would be established in the first language by the time a child encounters the second (Mayor, 1994), as would be the case with all children from non-Welsh speaking homes, regardless of the type of school they might attend. As a child experiences increasing input, his/her language will gradually be refined until the language produced more closely resembles the usage of a native speaker (ibid.). It is clear, therefore, that it is vital for pupils to hear Welsh being spoken around them from a young age, and ideally by a fluent speaker, so that they are able to reproduce and imitate the language being spoken. While this is possible within Welsh-medium schools, it is more difficult to achieve in schools where teachers are not themselves fluent speakers of Welsh, as this model of language is not present for pupils to replicate. Mayor further argues that "the important thing is that a child should be given space to experiment and take risks with the language, on the principle that fluency is more likely to lead to accuracy than vice versa" (ibid.:80). Again, this is difficult to achieve where teachers are unable to give opportunities for pupils to become fluent speakers due to their own lack of language skills.

On the other hand, there are several similarities between acquiring a first and second language. A bilingual child will need a language model in both languages, with opportunities to develop their listening skills before being required to use spoken language. A child would also need to experiment in the process of working out the rules of both languages, and he would need to feel the need to communicate with another person in order to use that language. Edwards (1983:83) argues that "children

are…pattern learners whether in the acquisition of their mother tongue or a second language. But they operate their own rule systems aiming only gradually at the adult model of the target language". This suggests that pupils will learn rules over time, but again that an 'adult model' is needed in order for this to occur. This makes clear the fact that it is essential that teachers in the English-medium sector are confident and competent to speak in Welsh in order for pupils to have opportunities to undertake this experimentation over time.

2.5 Bilingualism in the classroom

Despite a report by UNESCO[15] (1953:11) stating that "the best medium for teaching a child is his mother tongue…Educationally, he learns more quickly through it than through an unfamiliar linguistic medium", many more children worldwide are educated in a second or additional language than in their mother tongue (Conteh, 2012). However, all these children do not necessarily receive the same type of bilingual education. Baker & Wright (2017) illustrate eleven models of 'bilingual education' that can be found internationally, separating the different forms into 'monolingual', 'weak' and 'strong' types of bilingual education. They acknowledge, however, that there are limitations to this organisation, as not all situations will easily fit into a specific classification.

2.6 Immersion Education

Baker & Wright (2017) define immersion education as a 'strong' method of bilingual education, noting that the aim of this model is to achieve bilingualism and biliteracy. Various programmes exist within the concept of immersion education, in countries such as Canada, Finland, Ireland and Wales. There may be differences in the age of commencement, either at infant age (early immersion), at nine or ten years (delayed or middle immersion), or later, at secondary level (late immersion) (ibid.). 'Total' immersion will usually begin with 100% immersion in the second language at infant level, and will sometimes then reduce to 80%, or 50% immersion in later years, as is the case in many Canadian settings for example. In countries such as Wales, however,

[15] United Nations Educational, Scientific and Cultural Organization

many settings continue to teach 100% of the time through the second language of many pupils throughout their schooling. Since children are not given any instruction in their first language (i.e. English) until age 7, it is to be expected that their skills in this language would not be as developed as those of comparable children in a mainstream class, particularly in their reading, spelling and punctuation (ibid.). However, after approximately six years of schooling, children in an early immersion setting have typically caught up with monolingual children in their first language skills, with some research suggesting that the attainment of these pupils can surpass that of monolinguals (Johnstone, 2002; Swain & Lapkin, 1982, 1991).

'Partial' immersion settings can provide up to 50% immersion in the second language throughout primary-age schooling, such as in 'B model schools' in the Basque Country. These schools are intended for native speakers of Spanish who want to be bilingual in Basque and Spanish. Each language is used as a language of instruction for approximately half the time, although there is variation between schools (Cenoz, 2004). However, evaluations of this type of situation are not always positive. Children can lag behind for three or four years in their first language skills and they can be seen to struggle, at least initially, when studying, for example, mathematics or science through their second language when compared to mainstream children. In this case, however, there is no evidence to suggest that the first language achievement of partial immersion children surpasses that of mainstream children (Baker & Wright, 2017). There are a very small number of English-medium primary schools in Wales that work in this way, teaching some non-core subjects through the medium of Welsh. However, as non-core subjects are not assessed as a statutory requirement, no formal figures are available to determine the success of this strategy.

Judgements concerning total immersion education suggest that most children gain a second language without cost to their knowledge and understanding within curriculum subjects (Johnstone, 2002); however, some authors have highlighted possible limitations to this type of situation. In Canada (Hammerly, 1988, cited in Baker, 2011), it was found that some pupils do not always become grammatically accurate in their French, and may not attain native speaker competence in all areas of language. As the focus is on content and curriculum achievement, the motivation to correct grammatical errors in language may not be present, with teachers concentrating on

their subject rather than on pupils achieving grammatically correct answers (Baker & Wright, 2017). In the longer term, this may lead to fossilization, where incorrect language becomes a habit that cannot easily be corrected (Richards & Schmidt, 1992; Dodson, 1995). This may well be a problem for some pupils in Wales, particularly for those who do not hear the language outside of the classroom.

In other cases, due to the language of the curriculum being specialised and sometimes complex, the language register of formal education does not necessarily prepare children for language use outside the classroom (Cummins, 2008). This problem was seen regarding Catalan in some areas of Spain, with research finding that there was a direct link between the proportion of children speaking Catalan as a first language in a given school and the use of this language outside the classroom (Vila i Moreno, 2008). Additionally, research in Canada has shown that pupils make limited use of their French outside school and, particularly after leaving school, they lack opportunities to continue to converse in the language. This can also be seen in many areas in Wales. Baker (2011:268-9) states that "in most immersion programs, exposure to the second language is largely confined to the classroom", therefore, when immersion situations occur in areas where the first language is dominant, the second language is used very little in the wider community. When bilingual education is being used in order to aid in the revitalisation of a minority language, for example in Wales or the Basque Country, this becomes a danger. Baker (2010:300) comments that "extending a minority language learned at school to use in the community is something that is difficult to engineer and difficult to plan but nevertheless vital if the language is to live outside the school gates".

Socio-cultural theory suggests that a classroom should operate bilingually rather than solely in the second language, even in an immersion situation (Swain & Lapkin, 2005; Drury, 2007; Swain, Kinnear & Steinmann, 2011). In an extensive global review of multilingualism, Dutcher (1995) drew strong conclusions concerning the role of bilingualism in learning, agreeing that the mother tongue should be encouraged in order to promote cognitive development and as a basis for learning the second language. Cook (2001) also argues that it is often more effective to use the first language in second language lessons to give instructions and explanations and to explain grammar. García (2009a, 2009b) and Creese & Blackledge (2010) suggest that

teachers can maximize learning by encouraging children to use both their languages, for example in task-based conversations or while undertaking collaborative writing. Turnbull (2001), however, acknowledges that, while there is a place for teachers to use students' mother tongue in second language teaching, significant problems can occur when teachers rely too extensively on the L1. This is especially problematic when teachers who may not be highly fluent in the second language demonstrate to their students that it is acceptable to use the L1, and then second language use in the classroom may decline substantially on the part of both teacher and students. This can certainly be seen in English-medium classrooms in Wales where teachers often have insufficient personal language skills in Welsh to maintain the target language throughout a lesson, thus reverting to English for anything other than the basic vocabulary and sentence patterns needed for that lesson.

Baker & Wright (2017) suggest that children should be encouraged to use both their languages in order to maximize understanding and performance in all lessons by organising mental processes in learning. They argue that:

> "[t]he first language is often the best resource that the child has in order to respond to a classroom task…Requiring such a child to *only* work in a second…language is reducing their thinking power. When curriculum content is cognitively very demanding, then using the first language (as well as a second language) may both achieve success and enhance second language development"
>
> (ibid.:281).

They suggest that, while the separation of languages in the classroom by subject or time has been fashionable in previous years, consideration is now being given to the use of two or more languages in the same lesson. They further consider that the separation of L1 and L2 belonged to the twentieth century, and predict that "the twenty first century will see the deliberate and systematic use of both languages in the classroom" (ibid.:291). This might be through the concept of 'translanguaging'[16]. García (2009a) expresses the idea that there are no boundaries between a bilingual's two languages, but that they integrate both in order to formulate meaning in different

[16] A term coined by Cen Williams in the early 1980s to describe the planned use of two languages within the same lesson.

situations. She suggests that bilingual children use both their languages for learning, and proposes that they should be encouraged to carry out group work in a linguistically integrated manner (ibid.). Baker & Wright (2017:282) consider that "translanguaging attempts to develop academic language skills in both languages leading to a fuller bilingualism and biliteracy"; a concept that seems to have moved away from traditional teaching methodologies that "either banned or minimized the use of the first language in teaching a second language" (ibid.:283). However, this method may not be valuable when children are at an early stage in their second language learning, but requires both languages to be reasonably well developed. For pupils in English-medium primary and secondary schools, this would seem an unachievable aim within the current curriculum.

2.7 Dual Language Education

In dual language education programmes, the second language is not taught as a subject, but is instead used as a medium of instruction where students learn to develop their second language ability alongside content learning if a sensitive use of both languages is made (Maillat & Serra, 2009), demonstrating a 'strong' model of bilingual education (Baker & Wright, 2017). One example of this process is Content and Language Integrated Learning (CLIL) (Marsh, 1994) - "a pedagogic approach in which language and subject area content are learnt in combination" (Coyle, Holmes & King, 2009). CLIL can link with one or more subjects within the curriculum, and both language and content are learned together (Mohan, 1986), for example in History or Science. This would be categorized as a type of 'late partial' immersion (Scottish Government, 2006). The method is utilised in over 30 European countries, but with some variations, for example, in the age of commencement, duration, intensity and the amount of explicit language teaching (Coyle, 2007, 2008, in Baker, 2011). Examples of this in primary education would be the teaching of creative, sports or environmental activities in the German-speaking community in Belgium and in the Russian- minority schools in Estonia, and the teaching of Science in the target language of English in Malta (Eurydice, 2006). Genesse (1994) suggests that the traditional method of language learning often disassociates this learning from the rest of students' lives. Therefore, work carried out under a content-based learning philosophy will necessarily create circumstances in which learners are engaged in activities that require them to use the

target language for genuinely communicative purposes, resulting in greater language learning alongside an understanding of the content being introduced. This strategy might be useful as a way of including Welsh, with previously learnt language being used purposefully to undertake a particular task. In this way, pupils' Welsh could be used within particular situations, developing appropriate subject specific vocabulary while utilising language patterns previously covered in other contexts. This would seem to allow pupils to achieve CALP (Cummins, 1981), involving mastery of the cognitive language that is required in order to investigate, explore, analyse and solve problems, and the academic language required to understand textbooks for example, although it might take up to seven years for a child to achieve this level of language (Cummins, 1979, 1981).

2.8 The challenges of a content-based curriculum

While there may be much research to suggest that a decision to turn to a content-based curriculum in order to further the learning of a second language might bring great benefits to pupils, a number of issues would need to be resolved in Wales before this would be able to happen. Currently in most primary classrooms, pupils do not have sufficient language skills to be able to use the language independently and without appropriate scaffolding[17] or modelling[18]. Here, the vast majority of teachers in English-medium schools who are teaching Welsh as a second language would not be fluent Welsh speakers, and, therefore, would struggle with a content-based approach without further training and personal language development. However, Zalbide & Cenoz (2008) report that the same challenge existed in the case of Basque. In 1977, less than 5% of teachers could speak Basque (Gardner, 2002); however, between 1981 and 2007, 22,739 teachers attended in-service training through the IRALE programme (Zalbide & Cenoz, 2008). This was organised by the Basque Government Department of Education, offering the possibility of whole or partial release from teaching duties so that teachers became full-time students of Basque for a period of up to three years (ibid.). By 2005-6, Zalbide & Cenoz report that 90% of public school teachers were

[17] Scaffolding theory (Bruner, 1960) identifies the importance of providing students with enough support in the initial stages of learning a new subject.
[18] Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing (Eggen and Kauchak, 2001).

qualified to teach Basque or through Basque, usually holding the 'Euskararen Gaitasun Agiria' certificate, equivalent to the C1 level of the Common European Framework of Reference[19] (Arocena & Gorter, 2013). In Wales, many teachers attend short in-service training courses in order to improve their Welsh language skills, but it is only very recently that there have been changes in government policy on this issue, allowing teachers to benefit from longer-term training similar to that seen in the Basque country. This is discussed further in Chapter 3.

In the case of Irish, the work of Harris, Forde, Archer, Fhearile & O'Gorman (2006) shows that, of the eight factors that determined the strength of teachers' emphasis on using and teaching Irish, the factor rated the most important was that of their own attitudes to the language. Similar circumstances can be seen in action research in Estonia that was reported in 2012. The research was carried out with Russian-speaking teachers who, due to a change in policy after Estonian independence, were required to learn the Estonian language in order to teach through that medium. The state provided short-term and long-term language courses in Estonian over eight years in order to increase teachers' Estonian language proficiency, with teachers needing to demonstrate, by way of an official language proficiency test that they were able to continue in the teaching profession (Kiilo & Kutsar, 2012). This had a negative impact on the number of teachers in schools, with Russian speaking teachers feeling that they were incapable of setting an example for students because of their insufficient command of the Estonian language, and with many being "forced to quit working in schools" (Lauristin, Anspal, Kallas, Kirss, Korts, Sepp & Trumm, 2008:66). This example demonstrates, therefore, that the expertise of the teacher must be reflected in any attempt to improve pupils' bilingualism in the classroom, particularly if the language in question is the second language of the teacher, as well as that of the pupils.

It could be argued that teachers' subject knowledge is the most essential component of effective teaching. For the foreign language teacher, subject knowledge has a number of components:

[19] Council of Europe (no date). The Common European Framework of Reference for Languages describes what language learners can do at different stages of their language learning. It describes six broad levels of ability, with A1 being the lowest and C2 the highest.

- second language acquisition theory
- pedagogical knowledge
- curricular and syllabus knowledge
- cultural knowledge
- proficiency in the target language
- awareness of the structure and features of the target language

(Pachler, Evans & Lawes, 2007)

Referring to English language teachers, Tsui states that teachers who have secure subject knowledge are able to present concepts in a range of ways in order to help learners to make connections (Tsui, 2003). McNamara (1991) agrees, suggesting that it is only when teachers have an extensive knowledge of subject matter that they are able to formulate their knowledge so that it can be clearly understood by learners. Shin (2008:59) adds to the argument, stating that "having an excellent command of the target language is indeed one of the most important characteristics of outstanding foreign language teachers". Kim & Elder (2008:167) corroborate this view, noting that teachers' use of the target language in classrooms "almost…certainly plays a crucial part in determining the success (or otherwise) of classroom second language learning". Research carried out in New Zealand found that, when teachers' language proficiency in the second language was limited, it was likely to influence a number of areas in their teaching (Farrell & Richards, 2007) and that teachers with less proficiency in the target language did not consistently provide students with meaningful explanations of vocabulary or grammar (Richards, Conway, Roskvist & Harvey, 2013). This research has clear links to findings published by Estyn based on observations of classrooms in Wales, as will be further discussed in Chapter 3.

It is clear, therefore, that the teacher's expertise and fluency in the target language is fundamental in ensuring that students gain an excellent experience of learning a second language, and this must be a part of any discussion as to whether generalist teachers should be employed in second language teaching. This is particularly true in the primary sector where the vast majority of teachers would be attempting to teach a language that they themselves had learned, or were continuing to learn. It could be argued, therefore, that teaching a second language should only be undertaken by those

who are specialists in that field rather than by generalist primary teachers. Only a small number of studies have taken place to date exploring this point. Three of these studies (Sharpe & Driscoll, 2000; Driscoll, Jones & Macrory, 2004; Jones & Coffey, 2006), demonstrate that the primary teacher, rather than a visiting specialist language teacher, is best placed to provide long-term and fully integrated provision in order for the target language to be naturally integrated into the daily classroom routine. The earlier work of Driscoll (1999) also demonstrated that children achieved higher results when taught by a primary generalist than by secondary MFL[20] specialists. Conteh (2012:40) states that "rather than seeking to develop proficiency in a specific language, PMFL[21] is much more about building generic strategies for language learning and positive values, attitudes and awareness that learning language provides". If the ideal is for the second language to be integrated and used on a daily basis across the curriculum and not only in an hour-long lesson once a week, it, therefore, must be the generalist classroom teacher that carries out this teaching. However, it must then be accepted that the standard of the language taught may be limited by the capacity of the teacher to introduce language at a sufficiently high level, particularly to older primary-age children.

2.9 The 'drip-feed' approach

Baker & Wright (2017:208) state that "[i]n the US, Australia, Canada and parts of Europe, most language majority school children take their education through their home language", and then follow a language programme informally known as a 'drip-feed' in a second language. In these cases, the second language becomes a subject in the curriculum similar to Science or History, and is, therefore, different to learning through the medium of a second language where the main focus is the curriculum content rather than the language learning. Often, the language being learned is a foreign language, for example, in Europe where 96% of pupils in upper secondary education learn English as a foreign language (Eurostat, 2017). However, the second language can also be an indigenous language, for example in the case of the Basque Autonomous Community. Here, in 'A model schools', native speakers of Spanish

[20] Modern Foreign Language
[21] Primary Modern Foreign Language

choose to be instructed in Spanish, but are taught Basque as a second language for four to five hours a week (Cenoz, 2008). Similar circumstances can also be observed in Wales and Ireland. This model has the children's first language as the language of instruction, and the second language as a subject. It, therefore, is not regarded as bilingual education, but rather as second language teaching and learning. This type of language learning would be considered a 'weak' form of bilingualism, with a probable outcome of "limited bilingualism" (Baker & Wright, 2017:199).

One of the problems seen in countries such as the US and the UK is that only a relatively small number of students learning a second language in this way become functionally fluent in that language, even after many years (ibid., 2017). This has been found in Canada, where, after 12 years of drip-fed French lessons, many students were not fluent enough to communicate in French with French Canadians. Similarly, in the UK, few children become fluent in French or German after five years teaching at secondary level. For the majority, the language is lost quickly after leaving school, and "a very limited knowledge of foreign language tends to be the typical outcome for the mass of the language majority" (ibid.:209). In the case of the 'drip-feed' method, children would rarely reach CALP, but rather only BICS, by learning, for example, social, everyday language such as greetings and being able to hold simple conversations based on specific language patterns. This type of language is generally developed first and, in many cases, little progress is made. As a result, learners are unable to progress to develop CALP, even after more than ten years of teaching and learning. This is the case in Wales, where children attending English-medium schools learn Welsh as a second language, thus demonstrating that the presence of a minority language in society is not enough to create bilingual students.

In Ireland, a change in the curriculum in 1999 meant that the time that teachers were required to spend teaching Irish as a second language declined from more than five hours per week to three and a half. Harris (2008) suggests that this decrease in the time available is likely to have contributed to the fall in standards in the language over the nine years to his time of writing. He cites Johnstone, who states that 'time' is an important factor, particularly where there is little exposure to the target language outside the classroom environment. In Scotland, it was found that Gaelic as a second language was not systematically taught in primary schools, and the amount of time

made available for it was unlikely to extend for longer than 75 minutes (Johnstone, Doughty & McKinstry, 2003). Research carried out on the Frisian language[22] suggests that the number of hours given to Frisian depends to a great extent on the decision of the individual teacher, which appears to be linked to his or her personal language proficiency. This resulted in repeated studies by the Inspectorate over 15 years showing no improvement in the quality of teaching (Arocena & Gorter, 2013; Alliance for Linguistic Diversity, no date). Several of the issues considered here also appear in the literature from Wales and are discussed further in Chapter 3.

However, in Scandinavia, Slovenia, and some counties in Asia and Africa, a very different outcome can be found, with children becoming fluent in English as a third or fourth language. When personal motivation is high, and the language being learnt has high status, foreign language learning can be more successful (Dörnyei, 1994). Dastgheib (1996, cited in Kiani, Mahdavy & Ghafar Samar, 2012) investigated the relationship between the attitude of students in Iran and their language proficiency, finding a significant correlation between their desire to learn English and their attitude towards it. The work of Sadighi and Maghusdi (2000) found similar results, demonstrating a correlation between the general motivation of undergraduate students to learn English with their educational and personal reasons for learning the language. In addition, research in Wales demonstrates that pupils from Welsh-speaking areas are more likely to enjoy learning Welsh than those from more 'anglicised' areas, suggesting that hearing the language in everyday life ensures the relevance of learning it (Evans, 2015). It is a challenge, therefore, in many areas in Wales to ensure that pupils feel that the Welsh language is relevant to their day-to-day lives, thus ensuring motivation to learn and to develop fluency. From the researcher's recent experience of working with teachers from schools across Wales, empirical evidence suggests that teachers also lack an awareness of the fact that linguistic diversity exists in schools in Wales and that their attitudes towards Welsh in terms of its importance in the curriculum, particularly when compared to English, have an impact on the attitudes and motivation of pupils in their care.

[22] Frisian is a compulsory subject taught in the province of Friesland, the Netherlands.

It appears, therefore, that a range of factors applies in different countries with regard to successful second language learning in schools. The limited research literature suggests that Welsh should continue to be taught by the classteacher rather than by a specialist teacher in order to maintain the use of the target language habitually and to demonstrate to pupils that the language can be used as a natural part of daily life. However, it is clear that the language proficiency of the teacher is vital in ensuring that pupils have access to a high quality learning experience, and that the training of teachers is, therefore, fundamental in this endeavour. There does not appear to be a successful model elsewhere that could be adopted by universities in Wales; however, further research should be carried out regarding possibilities relating to bilingual teaching and learning, rather than the two languages being taught separately. This will be particularly important as Wales develops a new national curriculum, and works towards ambitious targets set by Welsh Government. These issues are discussed further in Chapter 3: The Welsh 'Bilingual' Context.

Chapter 3: The Welsh 'Bilingual' Context

3.1 The Welsh Language

Welsh and English have co-existed in Wales for over six centuries, but Welsh became a minority language in terms of status after the "colonization of Wales by England in the fourteenth and fifteenth centuries" (May, 2000:103), which led to increasing anglicanisation. The 'Act of Union' in 1536[23], which incorporated Wales into England, determined that:

> "no Person or Persons that use the Welsh Speech or Language shall have or enjoy any manner Office or Fees within this Realm of England, Wales, or other the King's Dominion, upon Pain of forfeiting the same Offices or Fees, unless he or they use and exercise the English Speech or Language"
> (Act of Union, 1536 in Jones, 1994)

Inevitably, this resulted in a decrease in the use of Welsh in education, with the language failing to receive any recognition in formal education until the late nineteenth century (Lewis, 2008).

The decade around 1840 was a turbulent time in Welsh history, exhibited in uprisings in several areas of Wales in response to poor working and living conditions. The Welsh language was advantageous in allowing groups to organise meetings in relative secrecy, raising the suspicion of the almost exclusively English-speaking authorities (Waycott, James & Hwyel, 2011). This unrest brought the state of education in Wales to the attention of the English establishment, and social reformers of the time considered that the lack of education of the Welsh people was the root cause of the problems.

In 1846/7, a Royal Commission[24] investigated the state of education in Wales, concluding that the Welsh language was "a vast drawback to Wales" noting its "evil effects" in terms of the prosperity of the people of Wales (Roberts, 1998:204). This finding, along with the 1870 Education Act that established English-medium schools,

[23] This Act decreed that English was to be the only language of the courts of Wales, and those using the Welsh language were not to receive public office in the territories of the king of England.
[24] This consisted of three Anglican commissioners presumed to be unsympathetic to the non-conformist Welsh people.

and the use of the Welsh Not[25], resulted in the exclusion of Welsh within formal education (Davies, 1993; May, 2000). It was not until the Report of the Royal Commission of 1888 that it was recommended that Welsh should be re-established within the curriculum and taught as a school subject.

The industrial revolution resulted in migration from Welsh-speaking rural Wales to newly industrialized towns such as Merthyr Tydfil. By the end of the nineteenth century, large-scale migration of English and Irish workers to these areas changed the linguistic pattern. By 1911, the census recorded the highest number of Welsh speakers ever seen, but it also revealed that, for the first time, Welsh had become a minority language, spoken by 43.5% of the population (BBC, n.d.). In this time of industrial change, English was seen as the language of progress, with English-language daily newspapers bringing the latest news from the British Empire.

After the First World War, the use of the Welsh language continued to decline and no change was seen in terms of the teaching of Welsh in schools until 1953 when a report entitled *The Place of Welsh and English in the Schools of Wales* (Ministry of Education, 1953) proposed the teaching of both languages to all pupils in Wales. This policy was adopted by all Welsh counties except Monmouthshire and Radnorshire. Despite this, the Welsh language continued to decline during the twentieth century until the 1991 census. However, campaigners had begun to fight for the right to use Welsh in their daily lives, which resulted in the introduction of Welsh medium services, including Welsh programming on radio and television (from 1964), the provision of Welsh medium education, and the right to testify in Welsh in a court of law (in 1967). The *Welsh Language Act* (1993) brought about the creation of the Welsh Language Board, and confirmed the equal status of English and Welsh. As a result, public bodies were required to prepare a Welsh Language Scheme indicating their commitment to the principle of equality of treatment in both languages. The 2001 census recorded a slight increase in the numbers who spoke and used Welsh, from 18.7% in 1991 to 20.8% in 2001 (Office for National Statistics, 2004). Consequently, WG declared its commitment to a bilingual Wales in its first strategic plan, stating that,

[25] A piece of wood, often bearing the letters WN, which hung around the neck of any pupil caught speaking Welsh. This was not official government policy but could be used by schools if the headmaster acquired the permission of parents.

by 2010, “the proportion of the entire population which can speak Welsh should have grown, with the greatest increase amongst young people” (National Assembly for Wales (NAW), 2000).

Its subsequent *Plan for Wales* stated that the Welsh Assembly Government was “committed to the cause of reviving and revitalizing the Welsh language” (WAG, 2001), and later *Bilingual Future: A Policy Statement by the Welsh Assembly Government* (ibid., 2002) and *Iaith Pawb: A Nation Action Plan for a Bilingual Wales* (ibid., 2003) outlined the importance of creating a bilingual Wales. The 2003 document set a target of increasing the number of Welsh speakers by five percentage points by the census of 2011. More recently, the *Welsh Language Measure* (2011a), the *Welsh Language Strategy* (WG, 2012d) and the *Welsh-medium Education Strategy* (2010a) further demonstrated WG’s determination to see the language prosper, stating clearly that it was “committed to supporting and promoting the Welsh language” (WG, 2011a:2).

Despite the many initiatives and support given to the Welsh language during this time, the 2011 census showed that the number of Welsh speakers actually decreased slightly from 2001, from 21% to 19%. In a response to the census figures, Tory language spokesperson Suzy Davies commented on the modest numbers of young people reporting that they were able to speak Welsh and questioned the “low priority” (BBC News, 2012) given to the language in some English-medium schools, despite it being a compulsory part of the curriculum. In response, First Minister, Carwyn Jones, stated that the next challenge for the Welsh language was to ensure that young people spoke it outside the classroom, thus transferring their knowledge of the language into the wider community.

One of WG’s key principles is that all children in Wales have the right to enjoy experiences in and of the Welsh language, and to feel a sense of belonging to Wales (WG, 2008a). The aim is to enable children to use both English and Welsh to the best of their ability, thus enabling them to play a full part in a bilingual society. Speaking in 2012, the then Education Minister, Leighton Andrews, stated that “[w]e attach great importance to this policy area in Wales, there can be no doubt that introducing children to a language at a young age should be a vital part of any strategy designed to promote

minority languages" (WG, 2012b). Subsequently, the First Minister remarked that "[t]he Welsh language is a unique and valuable part of our identity and culture, and it is only right that every pupil in Wales – whether they go to a Welsh or English-medium school – is supported to become a competent speaker" (walesonline, 16/05/14). However, an independent review of standards in Welsh as a second language warned that "[i]f we are serious about developing Welsh speakers, and about seeing the Welsh language thrive, a change of direction is urgently required before it is too late" (WG, 2013b:1). This makes clear that substantial changes must be made to the way in which Welsh is taught in schools in order to allow more pupils to become bilingual.

3.2 Welsh Second Language in Education

Since the 1988 Education Reform Act and the introduction of the National Curriculum (NC), Welsh Second Language (W2L) has been a compulsory subject for most pupils in Wales. The curriculum document states that "the principle that **all** pupils in Wales should be provided with the opportunity to become bilingual is strongly endorsed…Children in Wales have in common a basic entitlement to learn the Welsh language and to learn about Welsh history and culture" (CCW, 1989:25). The Education Reform Act brought a significant change in the status of the language, with Welsh being taught "at Key Stages 1[26], 2 and 3 in 1990, and at Key Stage 4 in 1999" (Welsh Office, 1989:1). All pupils in Wales, therefore, now study Welsh either as a first or second language up to the age of sixteen (WAG, 2007a)[27]. In schools where English is the main medium of communication, children aged 3 to 7 develop their skills within the Welsh Language Development Area of Learning. This area of the *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* aims to:

- "encourage feelings of belonging and a sense of heritage, roots and community
- support an understanding of the Welsh culture

[26] In 2008, Key Stage 1 was discontinued and the Foundation Phase was introduced for the education of children from 3 to 7.
[27] As with all other NC subjects, Welsh may be temporarily disapplied for a pupils under sections 364-367 of the Education Act 1996.

- offer a path into new cultural and social opportunities such as literature, music, film, television and theatre"

(WAG, 2008a:5)

Children in the Foundation Phase (FP) should be given opportunities to acquire Welsh language skills through play and in structured activities in order to develop listening, reading, writing and speaking skills. Skills learned in one language should support the development of skills and knowledge in another. (See Appendix 2 for an excerpt of the curriculum document.) Teachers within every FP classroom should make certain that children are familiar with Welsh by ensuring a bilingual environment and they should model correct oral language incidentally throughout every school day (WAG, 2008a).

At Key Stage 2 (KS2)[28], children should be given opportunities to build on skills they have begun to develop during the FP through integrating their oracy, reading and writing skills. The NC document states that "[l]earners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study" (WAG, 2008b:10). Children should become confident speakers, develop as independent readers, and become competent writers. (See Appendix 3 for an excerpt of the curriculum document.) Since 2010, all pupils have been assessed in Welsh as a first or second language at the end of KS2 in addition to the core subjects[29], with results being collated by WG. These language skills are then built upon at KS3[30], where W2L is taught as a compulsory subject in all English-medium comprehensive schools. Pupils are teacher-assessed at the end of KS3 and this information is collated nationally. The inclusion of W2L with the core subjects for KS2 and KS3 statutory assessment has undoubtedly been a positive measure in improving the subject's status, but it is questionable as to whether it has raised expectations sufficiently in order to improve attainment in the longer term (WG, 2013b).

[28] Children from age 7 to 11, years 3 to 6, follow the KS2 curriculum. In 2008, all NC subjects were revised, with a new skills framework underpinning the whole curriculum.
[29] The 'Core' subjects are English, Mathematics and Science, and also Welsh as a first language in schools teaching through the medium of Welsh.
[30] Pupils from age 11-14, years 7-9, follow the Key Stage 3 curriculum.

It is a statutory requirement that all pupils follow a course in W2L to the end of KS4[31]. Historically, pupils chose to follow either a 'full' GCSE[32] course, or a 'Short Course'. The Short Course, equivalent to half a GCSE qualification, was judged harshly, with Estyn (2007d) noting that the minimal contact time resulted in limited achievement for pupils. This criticism resulted in Estyn recommending that WG should remove the GCSE Short Course. The Education Minister at the time, Jane Hutt, agreed with this recommendation, but it was not until 2014 that the discontinuation of this qualification was confirmed. Changes were made to the GCSE course taught from September 2017, creating a single-tiered, 'Full Course' GCSE. Qualifications Wales states that "Welsh Second Language will remain a statutory subject within the national curriculum, until such time as the new Curriculum for Wales is implemented" (Qualifications Wales, n.d.). Despite this, "there is no requirement for schools to offer a specific qualification in the subject" (ibid.), meaning that it continues not to be obligatory for schools to enter their pupils for any external examination and, therefore, some may not achieve any qualification in Welsh at age 16. While it is clear that the removal of the Short Course is vital to secure the status of the subject and to allow pupils to gain sufficient skills in Welsh in order for them to be able to use the language in later life, this decision highlights another missed opportunity to ensure that *every* pupil in Wales can access their curriculum entitlement and their right to a bilingual future.

Since 2004, Estyn[33] inspectors have been required to grade standards of bilingualism during every inspection, whether they are short, standard or full inspections and whether in an English- or Welsh-medium school. Grades are decided based on class visits and by talking to and observing pupils around the school and in extra-curricular activities. Estyn acknowledges that "evaluating standards of bilingualism is a complex matter" (Estyn, 2004c:6), and they remind inspectors of the requirement to measure standards of bilingualism, not standards in Welsh and English separately. This issue is made more difficult as there are no national standards for bilingualism and each school must be judged according to their own unique circumstances. Pupils with high levels of bilingualism are able to use both languages in situations outside their Welsh and

[31] Pupils from age 14-16, years 10 and 11, follow the Key Stage 4 curriculum.
[32] The General Certificate of Secondary Education (GCSE) is an internationally recognised qualification awarded in a specified subject, generally taken by pupils in secondary education in England and Wales in years 10 and 11.
[33] Her Majesty's Inspectorate for Education and Training in Wales

English lessons and in an increasing range of contexts, particularly at KS2. Whether this is occurring in all schools is doubtful, with one difficulty being that teachers sometimes do not have a secure understanding of teaching strategies that they might employ in order for pupils to achieve bilingualism. "Addressing pupils in one language and repeating everything word by word in the other is not an effective way of developing pupils' bilingualism" (ibid.:10), but this is a strategy that can be observed in many primary classrooms. In a number of publications, Estyn reports that taking part in extra-curricular activities where both languages are used can have a significant influence on levels of pupil achievement and linguistic development and that, in English-medium schools, the regular use of incidental Welsh and the use of Welsh in school assemblies can also have a significant impact on levels of pupils' bilingualism (Estyn, 2004c, 2010a). Estyn's discussion paper *Developing dual literacy* (Estyn, 2002b) suggests ways in which teachers can provide pupils with opportunities to develop their dual literacy skills; for example, by providing guidance on how to use sources in one language and present information in another, or by explaining the relationship between terminology and grammar in both languages.

'Welsh language provision and the Welsh dimension' forms a specific aspect of the Learning Experiences indicator within Estyn's, then, new Common Inspection Framework, established in 2010 (Estyn, 2010d). Estyn (2010c) suggests that schools, when undertaking self-evaluation pertaining to the outcomes achieved by pupils, should consider:

- to what extent pupils attain well in the FP and in KS2 when compared with similar schools and previous attainment;
- to what extent pupils make progress in using Welsh in different contexts outside their formal Welsh lessons; for example, during registration and assemblies and in extra-curricular activities.

When considering how well a school provides for the Welsh language and the Welsh dimension, Estyn (2010c) suggests that schools should consider:

- whether or not WG policies, objectives and guidelines, as identified in documents such as *Our Language: Its Future*, *Iaith Pawb* and the *Welsh-medium Education Strategy*, are reflected by the school;
- to what extent the school's provision enables pupils to achieve good standards;

- to what extent the school contributes to pupils' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Prior to the introduction of a specific question regarding the Welsh language in its Common Inspection Framework, there was a widespread expectation by teachers, athrawon bro and others that this would help raise the profile of the Welsh language; however, it was acknowledged that some schools lacked the capacity to respond appropriately to the new expectations (WG, 2011b). It is difficult to generalise the impact of the inclusion of this question due to the differences between, and even within, schools. In some schools, the use of Welsh by teachers has improved, particularly when members of staff have been released to attend an intensive language course (WG, 2014h). However, it is probable that, in the majority of schools, minimal change has been seen in the day-to-day use of Welsh or in the expectations of language used by teachers and pupils. Despite the appearance of an increased expectation by Estyn in its documentation, empirical evidence suggests that the improvement of Welsh in schools is not apparent unless an Estyn inspection is imminent[34]. In these circumstances, however, there is a limit to the progress that can take place over a short time, and any long-term improvement in the Welsh language used by teachers and, moreover, by pupils is restricted.

3.3 Standards in Welsh Second Language

Over many years, it has been clear that standards within W2L vary greatly from one school to another, both in standards of teaching and in the levels reached by pupils in their learning. Although some good practice has been seen in some schools over the last decade, Estyn, WG and others have continually highlighted concerns regarding the teaching and learning of W2L, reporting that standards have been consistently low and that limited time allocations make it difficult for many pupils to make good progress when following a 'drip-feed' language programme (Baker, 1993). Evidence of unsatisfactory work has been gathered in a succession of annual reports dating from 1999-2000 to more recent times. A

[34] Schools are currently given four weeks notice of an Estyn inspection.

series of reports (for example OHMCI, 1998; Estyn, 2002a) agreed that one reason for the low standards observed was that "[i]n Key Stage 2, especially in Years 5 and 6, a large number of teachers are Welsh learners themselves, and this often limits the challenge they can provide" (Estyn, 2004a.:7). This resulted in teachers who "lacked confidence in using the language with the children" (Estyn, 2009a:17) and, therefore, pupils heard little Welsh being spoken.

The findings of a Rapporteur Group on Bilingualism concluded that W2L provision and outcomes were disappointing in some schools, acknowledging that Estyn had "expressed concern about the standards of attainment in Welsh Second Language for many years" (WAG, 2010b). Suggested reasons for the poor standards included that the subject was not highly valued, not enough time was allocated to it, and that teachers lacked confidence and linguistic skills (ibid.). Furthermore, many contributors to this inquiry attributed the lack of usage of the language among pupils to be a significant issue in the attempt to raise standards. Giving evidence to the inquiry, ESIS[35] argue that "it is not sufficient to have Welsh taught simply as a second language subject but for it to be used in other parts of school life" (NAW, 2010:28).

Research from Wales and further afield (Mohan, 1986; Estyn, 2004a; Eurydice, 2006; Coyle et al., 2009) suggests that the target language should be used as the medium of instruction and for general communication within the classroom in order to enhance the learning. Indeed, Evans and Hughes (2003) argue that it is only if the second language is used across the curriculum that improvements can be made in the levels reached by pupils. They go on to suggest ways in which cross-curricular opportunities can take place using the second language, noting: "Gellir cynnal gwersi Addysg Gorfforol gyda'r plant yn dilyn cyfarwyddiadau'r athro neu'r athrawes yn y gampfa; mae arbrofion gwyddonol syml yn cynnig cyfleoedd ardderchog i ymchwilio a chofnodi canlyniadau"[36] (ibid.:329). James and Wynn (2003:94) take this further,

[35] Education and School Improvement Service - serving four local authorities and their schools in the South Wales valleys.
[36] 'PE lessons can be conducted with the children following the instructions of the teacher in the gymnasium; simple scientific experiments provide excellent opportunities to investigate and record the results...'

arguing that "yn yr ysgolion sy'n dysgu Cymraeg fel ail iaith, prin yw'r llwyddiant os nad oes cyfleoedd i ddefnyddio'r iaith y tu allan i'r wers Gymraeg[37]".

Estyn identifies some cases as demonstrating 'sector-leading practice'[38] with regard to Welsh as a second language. One primary school in Ceredigion teaches aspects of history, geography, religious education, art and physical education through the medium of Welsh. As a result, pupils use a wider range of sentence patterns and a broader range of vocabulary within these subject areas than would be possible otherwise (Estyn, 2011h). In another Ceredigion school highlighted by Estyn as demonstrating 'sector-leading practice', there has been a focus over recent years on developing bilingualism in the FP, with Welsh now being used as a medium of teaching for 40% of the timetable. In 2012, as a result of prioritizing bilingualism, 85% of pupils achieved Outcome 5+ in W2L[39] (Estyn, 2012f). However, these cases appear to be the exception rather than the rule, and an inquiry into bilingualism reported that, although examples of good practice had been detected, it was nevertheless concerning that the findings closely matched a similar report released by the National Assembly eight years previously (NAW, 2010).

The *Welsh-medium Education Strategy* emphasises the need to improve standards in the learning and teaching of W2L, resulting in the announcement of a four year action plan to address these shortcomings (May 2012-April 2016), with the main focus being for pupils to achieve higher levels of attainment in W2L by the end of KS2, and to build on these standards into KS3 and KS4. In 2011, Estyn reported that, although the proportion of children achieving the expected level in W2L had improved on the previous year, it remained lower than for all other subjects (Estyn, 2011a).

It is clear that Estyn attributes the limited opportunities for pupils to use their Welsh outside Welsh lessons to be a contributory factor to the low standards, and that there is

[37] 'in the schools teaching Welsh as a second language, there is little success if there are no opportunities to use the language outside the Welsh lesson'
[38] "If a provider gains an 'excellent' judgement for at least one of the two overall judgements, then an inspection team will have identified examples of sector-leading practice at the provider that warrant wider dissemination"(Estyn, 2010b).
[39] There is currently no standard assessment data available at school, local authority or national level regarding attainment at the end of the FP.

"limited evidence of innovative approaches in relation to provision and teaching" (NAW, 2012:13). Some improvement was seen during the school year 2011-12, with pupils making a good start with their speaking and listening skills in the FP (Estyn, 2013a). However, "most children generally lack confidence in using Welsh…This is often the case where there are no fluent Welsh-speaking practitioners in Foundation Phase classes" (ibid.:23). WG agrees with the view that children's progress is generally better when practitioners' own Welsh is fluent due to the fact that these practitioners are able to use Welsh consistently across all areas of learning. Conversely, in schools where there are no confident Welsh-speaking staff, the use of incidental Welsh by staff is more limited, resulting in pupils hearing less Welsh and having fewer opportunities to practise it. The evidence shows that "many lack confidence in teaching Welsh, particularly to older key stage 2 pupils" (Estyn, 2013b:12) due to their lack of personal language skills. It appears, therefore, that it is not the pupils who are failing to learn, but the teachers who are failing to teach.

In 2013, an evaluation took place to observe the effectiveness of the FP 'Welsh Language Development' Area of Learning. The resulting report stated that "the time dedicated to Welsh Language Development varies too much. There is not enough direct teaching[40] of Welsh within focused activities or in continuous[41] and enhanced[42] activities" (Estyn 2013b:34). Furthermore, Estyn states that standards in KS2 are improving slowly, but pupils do not develop their Welsh language skills well enough in a significant minority of schools. Excellent progress is observed in fewer than one in ten schools (Estyn, 2013a:3), attributed partially to the fact that "teachers do not devote enough time to the delivery of Welsh second language" (ibid.:12). The most recent survey, undertaken in 2009, states that the time allocated for W2L at KS2 varies from 40 minutes a week to 2½ hours a week. 89% of schools introduce Welsh within a designated slot for the 'second language lesson' (Lewis, 2009), despite the fact that

[40] Activities that are led/modeled/initiated by a teacher or other adult.
[41] Activities and resources, routines and adults that are available for children every day within the classroom in the indoor and outdoor environment.
[42] An 'enhancement' to the continuous provision, which suggests new ways to use the basic set of resources, enriches the play, extends the children's ideas and moves their learning forward. An enhancement could be a display, a visitor, additional resources or a challenge.
Information taken from the National Training Pack, Module 4: *Play and Active Learning*.
Available at:
http://www.cscjes.org.uk/getattachment/Knowledge-Bank/Foundation-Phase/Module-4-–-Play-and-Active-Learning-–-PowerPoint.pdf.aspx

this method of teaching and learning has been proven to be unsuccessful, as discussed in Chapter 2. Using the guidance for the inspection of primary schools, inspectors judge whether the school allocates enough time to Welsh lessons, and Estyn proposes that, if the time allocation is well below one hour per week of Welsh, it is unlikely that pupils would be achieving well (Estyn, 2012b). However, it is clear that any substantial improvement in language skills is highly unlikely within only one hour a week, suggesting that Estyn's expectations are too low.

It was the, then, Minister for Education and Skills, Leighton Andrews' view that "those learning Welsh as a second language have the right to expect that, after eleven years of study, they will be able to speak and use the language effectively" (walesonline, 20/04/10), and he, therefore, responded to these issues with the *Welsh Second Language Action Plan*. This includes specific projects aimed at increasing opportunities for pupils to use their Welsh outside Welsh lessons, as well as proposing to "assess the effectiveness of offering more of the curriculum through the medium of Welsh..." and to "investigate introducing minimum linguistic standards for practitioners" (WG, 2012a:1,2). There has been an increase in provision of training in recent years through the Sabbatical Scheme (Learning Wales, 2016; University of Wales Trinity Saint David, 2017) in an effort to improve individual teachers' language skills, with over 1000 teachers completing a course between 2006 and 2016 (Cymraeg, 2016). However, the suggestion of introducing minimum linguistic standards, perhaps following the model seen in the Basque country or Ireland, does not appear to have been taken forward on a significant scale. Little progress has been made nationally concerning the proposal to investigate the effectiveness of offering curriculum subjects through the medium of Welsh in the English-medium sector.

As a result of Estyn's continued criticism, the focus of the evidence that inspectors seek has changed, as shown in the revised guidance for the inspection of Welsh (Estyn, 2013h). One of the questions found in this document is: "Are pupils confident and competent in using Welsh in a range of situations beyond their Welsh lessons?", making clear the fact that it is an expectation that schools ensure that pupils progress sufficiently in Welsh to enable them to use their Welsh in a range of contexts. Indeed, this is a point raised many times over (Estyn, 2007c, 2009a, 2015d, 2016b), including in the 2013 review of Welsh in KS3 and 4, which stated that pupils "are not confident

enough to use Welsh outside the classroom…and there is no incentive therefore to learn the language" (WG, 2013b). However, again in the 2014-15 Estyn Annual report, it is reported that standards have not improved and that "almost a third of English-medium schools inspected have a recommendation to improve Welsh as a second language" (Estyn, 2016b). It appears, therefore, that interventions have not yet been put in place to ensure progress.

One possible consideration for improvement suggested by Davies' review (WG, 2013b) is a development of a language continuum, where all pupils would follow the same programme of study and would be assessed against the same framework. This would provide pupils and parents with clear definitions of the skill levels reached by pupils and, consequently, would bring about the end of the term 'Welsh second language' (ibid.). The Minister for Education at the time responded that this recommendation would be considered as a part of the forthcoming Donaldson[43] review of education. Indeed, it can be seen in Donaldson's report that his view is that Welsh should be learnt "as a means of communication, particularly oral communication and understanding" (Donaldson, 2015:60), suggesting that changes must be made in the way in which the language is taught in English-medium schools. In 2016, the Minister for Lifelong Learning and Welsh Language stated that "[w]ork has already commenced on designing a new curriculum for Wales which will include one continuum of leaning for the Welsh language" (Davies, 2016), yet it would appear that no progress has been made regarding the continuum to date (Hayward et al.[44], 2018). This advance is essential in order to raise expectations in terms of pupils' language development and to make it clear how teachers should move on pupils' learning in order to make progress along the continuum. However, it must be questioned as to whether those writing the new curriculum have sufficient understanding of the principle of a continuum of language to create a challenging curriculum, and whether teachers have the ability or aspiration to improve their teaching and pupils' learning.

[43] This was an independent review of curriculum and assessment arrangements in Wales from Foundation Phase to Key Stage 4. The report set out 68 recommendations for considerations by WG, including ten that related to the Welsh language.

[44] Hayward, Jones, Waters, Makara, Morrison-Love, Spencer, Barnes, Davies, Hughes, Jones, Nelson, Ryder, Stacey, Walles, Baxter, MacBride, Bendall, Cooze, Davies, Denny, Donaldson, Lewis, Lloyd, Maitra, Morgan, Pellew-James, Samuel-Thomas, Sharpling, Southern, Stewart, Valdera-Gil & Wardle

Davies' review (WG, 2013b) states that there is no single philosophy for teaching Welsh as a second language, and that this has varied over the years "from a structured grammar based approach to a more communicative approach", with teachers currently using a combination of each of these methods (ibid.:31). The report states that the majority of primary teachers follow a school or LEA scheme of work, but that teachers should not restrict themselves to a prescribed list of language and contexts, instead allowing pupils to learn a variety of vocabulary and patterns that could be used in many situations. The report proposes instead that "[s]uccessful methods of language teaching in Wales and other countries include more learning through the medium of the target language" and suggests that WG should "set targets to increase the use of Welsh-medium learning across the curriculum based on best practice in English-medium schools" (ibid.:33). A clear link to the original purpose of the use of incidental Welsh can be seen in these comments, as discussed in Chapter 1, with teachers and pupils using language across the curriculum for communicative purposes (Jones et al., 2003). It is unfortunate that opportunities have been missed over ten or more years for teachers and, in turn, trainee teachers, to use incidental Welsh in the manner in which it was intended in order to improve the language skills of pupils in primary classrooms. If WG is resolute in achieving the aim of one million Welsh speakers by 2050 (WG, 2016), Donaldson's recommendations should be incorporated as a matter of urgency and a very different approach to the teaching and learning of Welsh in the primary school needs to be established.

3.4 Training

Clear implications for the training of teachers and trainee teachers can be seen in many of the issues reported by Estyn, WG and others. One way in which WG has attempted to train non-specialist teachers has been to provide additional funding to "support the work of Athrawon Bro[45] in schools by training teachers in the methodology of teaching Welsh as…a second language" (WAG, 2003:41). At the time of writing, the service that Athrawon Bro deliver varies significantly from area to area, but broadly can be broken down into four categories:

[45] The Athrawon Bro service is a specialist team of Welsh language teachers, generally employed by local authorities, who visit primary schools in order to work with teachers on a weekly or fortnightly basis.

- Practical support for schools in teaching Welsh and using Welsh as a medium to teach other subjects
- Teaching Welsh to latecomers[46]
- Developing teaching resources
- Delivering in-service training courses

However, in many LEAs, the Athrawon Bro themselves undertake much of the teaching, especially where there is a high proportion of teachers who are not fluent Welsh speakers (Estyn, 2003; WG, 2011b). Athrawon Bro are thought to be instrumental in helping schools to implement NC requirements for Welsh (Welsh Language Board, 1996; Estyn, 2003); however, due to a lack of time, they are not always able to provide the level of support needed to significantly raise standards in KS2. A review of the work of Athrawon Bro suggests that "progress in maintaining and extending the work when the Athrawon Bro are not present is slow…because teachers lack confidence and only have limited language resources" (Estyn, 2003:7). There are also examples of where the Athrawon Bro service meets the training needs of schools, such as in one Newport school deemed to be demonstrating sector-leading practice with regard to Welsh Language Development (Estyn, 2011g). Here, there are no first language Welsh speakers on the staff, but Athrawon Bro have provided whole-day training courses for staff as well as undertaking activities such as team teaching, with excellent results. The school's end of KS2 data for 2010-11 shows that 78% of pupils achieved level four or above, which is well above the local authority and Wales averages. An independent review of education services in Wales suggests that the role of Athrawon Bro should be better targeted, and should "take into account the specialisms of individual members of teams so that support may be deployed more effectively" (Thomas, Guilfoyle, Edmunds, Pugh & Williams, 2011:107). This implies, therefore, that the role of Athrawon Bro may well change in future and that they may work in an advisory capacity, training teachers in the methodologies of teaching a second language, rather than teaching the lessons themselves. It is evident that Athrawon Bro alone cannot improve pupils' Welsh language skills and that an

[46] Children moving into particular areas attend specialized education units so that they can learn Welsh rapidly in order to cope with a Welsh medium/bilingual education in their new school.

attempt to continue to teach classes where teachers' language skills are insufficient is unsustainable in the long term. Although teachers have had opportunities to observe good practice by Athrawon Bro, observation alone has had minimal impact on teachers' second language teaching skills and, as a result, pupils make little progress in many settings. Refocusing the role to an advisory and training capacity would improve teachers' language and methodological skills over time, and this should have a direct impact on pupils' learning and progression.

In 2011, it was reported that six million pounds would be set aside by WG (LSIS[47], 2011) for a Welsh-language Sabbatical Scheme that enables primary and secondary teachers to attend intensive training to develop their personal Welsh language and methodology skills. As well improving their Welsh language skills, teachers can acquire knowledge of subject specific terminology and gain awareness and confidence in using bilingual methodologies (WJEC, n.d.). It has been documented that staff attendance on these courses "has had a significant impact on the school's Welsh ethos as…staff are able to speak to one another and to pupils in Welsh" (Estyn 2011h). As a result, pupil achievement in end of KS2 assessment has increased, and schools where members of staff have attended these courses have been found to be demonstrating effective or 'sector-leading' practice with regard to W2L (Estyn, 2011h; 2012f, 2015e).

The argument that there may be specific skills needed by teachers to teach a second language has not been widely reported in documentation or research from Wales, though it is given consideration in research undertaken further afield (Driscoll, 1999; Pachler et al., 2007; Conteh, 2012; Richards, Conway, Roskvist & Harvey, 2013). This is unsurprising when considering the lack of research generally into methods of teaching Welsh as a second language more generally. The absence of this research has led to an assumption by teachers and headteachers that all Welsh speakers can necessarily teach Welsh, regardless of an absence of training in the field. This lack of understanding has resulted in poor standards in teaching over many years, particularly in the secondary sector, although Estyn reports that this situation has begun to change (Estyn, 2018). In addition, Roberts states that "generalist primary school teachers…lack the specialist skills to teach a second language – whether they speak

[47] Learning and Skills Improvement Service

Welsh or not" (NAW, 2010:23), and it is clear that "the majority of teachers teaching Welsh second language in primary schools are not language specialists" (WG, 2013b). Hill (WG, 2013c) recommends that teachers of Welsh as a second language should be seconded to Welsh-medium schools in order to boost their language skills. This suggestion is taken forward by Donaldson (2015:60) who states that "Welsh-medium schools should act as hubs for the Welsh language, to support teachers and practitioners in English-medium schools". These recommendations, made by two authors who have little personal relationship with the Welsh language, demonstrate a lack of understanding regarding the differences between first language acquisition and second language learning, and it must, therefore, be questioned whether these recommendations would be advantageous to second language teaching and learning. It is rightly acknowledged by Davies, Evans, Jones, Jones, Loader, Roberts, Roberts & Senior (WG, 2013b:32) that "language acquisition methodology in Welsh-medium and English-medium settings are different and so methodology training would need separate consideration". Despite this, it should be noted that a significant percentage of pupils in many Welsh-medium schools come from homes where Welsh is not spoken and the vast majority of these pupils, therefore, successfully learn Welsh at school within an immersion context. English-medium teachers could benefit from observing the way in which Welsh-medium teachers use immersion strategies to support pupils' language acquisition. Equally, Welsh-medium teachers could benefit from observing second language teaching methodologies used in English-medium schools.

Davies et al.'s report (WG, 2013b) goes on to suggest that WG should commission specific W2L research as well as drawing on international research and best practice in order to "establish which are the most appropriate and effective methodologies for successful second language acquisition" (ibid.:32); however, this development continues to be in its infancy at the time of writing. The Donaldson report states that the changes that he suggests with regard to the development of pupils' oral skills will bring with them "major implications" concerning the professional development of teachers, particularly regarding "the need to extend teachers' capacity in Welsh language" (Donaldson, 2015:60). This demonstrates the author's recognition that the fluency of teachers' language is an important factor in raising pupils' Welsh language skills, and that this has an impact on the quality of training for teachers and for trainee

teachers. A review of Welsh Language Development in the FP reports that "there is a clear link between quality of training and its impact on teaching Welsh Language Development. Where practitioners…receive regular training and support, they often feel more confident in teaching Welsh" (Estyn, 2013b:49). Furthermore, Estyn argues that "practitioners' lack of skills in Welsh hinders children's learning" (ibid.:13). This can be partially attributed to the fact that many teachers report that they have only limited access to training opportunities to develop their personal Welsh language skills and that many do not receive sufficient support in delivering Welsh in their classrooms (ibid.). Estyn found that there is a wide variation in the quantity of support and training available to teachers in different local authorities, with many reporting that they had received only "limited training in order to develop their personal Welsh language skills" (ibid.:50). Teachers attribute this to difficulties in being released from their classes and a lack of funding which would enable staff to attend courses outside their normal working hours (ibid.).

Nevertheless, beginning in September 2017, a fully funded year-long intensive course for teachers was piloted in partnership with universities located in the regions, where three groups of 14 teachers with basic levels of Welsh were recruited from the four consortia[48]. The purpose of the course was to "to ensure that teachers have the Welsh language skills and methodology to teach the Welsh language and teach through the medium of Welsh" (ERW[49], 2017). As well as attending Welsh lessons and spending some time back in their own school, participants had the opportunity to spend one day a week in the third term being immersed in the language at a Welsh-medium school. On return to their own school, participants were expected to embed best practice within the school and to lead the school in developing an ethos where Welsh is valued and used regularly. No formal evaluation of this pilot has been published to date, but it is clear that a shift in expectation is occurring, and that local authorities have understood that teachers must not only improve their language skills to teach Welsh lessons, but improve sufficiently to teach across the curriculum through the medium of Welsh.

[48]There are four regional education consortia in Wales, established in 2012 to improve the efficiency and effectiveness of school improvement arrangements by ensuring that Wales' 22 LEAs worked together. (WG, 2014m) The number of teachers taking part in the 2017 sabbatical course pilot from each consortium were: ERW(14), GWE(14), EAS(7) and CSCJES(7).

[49] ERW (Education through Regional Working) is an alliance of six local authorities in South and West Wales that work together to deliver school improvement services.

3.5 Initial Teacher Education and Training (ITET)

Little has been reported concerning the training of trainee teachers with regard to Welsh as a second language. It was stated in the 1988 NC document that "[s]tudents intending to teach in primary schools in Wales should follow a course in the teaching of Welsh. Students whose command of Welsh is insufficient to follow the standard course should be offered courses to improve their command of the language" (Welsh Office 1989:145). No further evidence exists from this time regarding any developments that occurred in terms of teacher training; however in 1999-2000, the Higher Education Funding Council for Wales funded a project to create new criteria that would accredit the attainment of trainee teachers, and the 'Cynllun Colegau Cymru' (Welsh Colleges Scheme) was created. "From the outset, the aim of the Welsh Colleges Scheme was to teach non Welsh-speaking trainee teachers enough Welsh to be able to present the language to the primary children of Wales" (Jones et al., 2003:4), in line with the Welsh Office Circular 13/98 (Welsh Office, 1998).

As a result, all teacher training departments in Wales at the current time provide Welsh language courses that are compulsory for all trainees following BA(Ed)QTS and PGCE (Primary) courses, combining the teaching of Welsh with instruction in the methodology of teaching it as a second language. All universities follow the 'Cynllun Colegau Cymru', which sets out the various levels of attainment for trainee teachers and provides resources for tutors and trainees across Wales. Estyn reported in 2004 that many trainee teachers "make good progress in their ability to use Welsh in their teaching" (Estyn, 2004b:30), with WG also recognising the success of the scheme in *Our Language: Its Future* (NAW, 2002:57). This report goes further, stating that "ITET provision should reflect a clear understanding of what is meant by the term [bilingual teaching] and equip teachers with the skills to develop pupils' bilingual capacities" (ibid.:58). This scheme is currently un-accredited, but a recommendation was made in 2010 that WG should consider accrediting the programme "to provide an additional incentive to teachers to learn Welsh" (NAW, 2010:7). This would be beneficial, both to tutors of the course attempting to raise the profile of the language and to trainees who would receive a formal qualification at the end of their course. A report by a former external moderator of the scheme states that:

> "Yn sicr, mae pob hyfforddai yn elwa o'r [sic] ddarpariaeth a geir ar gyrsiau Cynllun Colegau Cymru… Mae'r cynllun wedi ei brofi dros nifer helaeth o flynyddoedd..., yn datblygu yn ôl yr angen ac mewn ymateb i ofynion statudol ac anstatudol – ac mae'n llwyddo[50]"
>
> (Hughes, 2010:25).

The subsequent moderator reiterates this view, stating: "[m]ae'r canlyniadau a safonau da iawn a geir ar gwrs Cynllun Colegau Cymru'n dystiolaeth i lwyddiant myfyrwyr a gwaith caled tiwtoriaid". She adds: "nid oes digon o oriau ar gyfer trosgwyddo cymaint o iaith a methodoleg ag sydd angen i'r myfyrywr yn yr oriau sydd ar gael o fewn oriau cyswllt cyrsiau'r sefydliadau[51]" (Sobol, 2011:4).

As Sobol suggests, limited numbers of hours are allocated for the scheme, however, Clement's report (Cynllun Colegau Cymru, 2014) suggested that 110 hours should be allocated over the three years. It has subsequently become clear that there are considerable differences in the hours allocated in the different institutions that offer the BA(Ed) QTS course. A report from Bangor University (2014) noted that the scheme's contact time is 22 hours for each of the three years, therefore, a total of 66 hours in total and, at the University of South Wales (2014), a maximum of 25 hours per year are offered, making a total of 75 hours over three years. At the University of Wales Trinity Saint David on the other hand, 100 hours has been the norm over the three years for more than 15 years. In a subsequent report regarding the Cynllun Colegau Cymru scheme, Hughes (2014) states that "[w]hen the provision for Welsh teaching does not compare favourably with other institutions, there is little hope of developing successful and committed primary teachers to introduce the language to young learners". Despite this, neither of the first two institutions mentioned have increased the numbers of hours to match those offered at the third institution, and the suggested 110 hours has not been reached by any of the three institutions.

[50] "Certainly, all trainees benefit from the provision on Welsh Colleges Scheme courses...The plan has been proven over a vast number of years... it develops as required and in response to statutory and non-statutory requirements - and it succeeds"

[51] "The results and very good standards obtained on a Welsh Colleges Scheme course are evidence of student success and the hard work of tutors… there are not enough hours for transferring as much language and methodology to students as is necessary in the hours that are available within the institutions' course contact hours."

The Review of the Welsh Language Support Services for Schools (WG, 2011b) recommended that the WAG ensured that compulsory modules, focused on developing W2L skills and on developing the skills to teach Welsh as a second language, are built into all ITET courses, and that *all* trainees, including first language Welsh speakers, should follow these modules. This review also gathered opinions of stakeholders who argued that those training to become teachers should be better equipped with the methodological and linguistic skills required to teach Welsh, and that, in the longer term, it is ITET that should address the skills gap currently filled by Athrawon Bro.

A later inspection by Estyn also suggested that ITET has a part to play in improving standards of Welsh in the workforce. They reported in 2013 that "the quality of initial training and induction" were one of three interdependent aspects of training in Welsh Language Development that schools needed to consider (Estyn, 2013b:49), although there are no specific recommendations as to what ITET's contribution might be.

There has been a change in expectations with regard to trainees' use of incidental Welsh in the classroom over the last few years. A 2007 report on the quality of initial teacher training on the PGCE Primary course at the University of Wales, Aberystwyth states that trainees "do not always understand the importance of using incidental Welsh regularly in the classroom" (Estyn, 2007a:15). In another report from the same year at Trinity College, Carmarthen, Estyn notes that "the extent to which…trainees have a secure enough knowledge and are able to use incidental Welsh effectively in lessons is too variable" (Estyn, 2007b:18). The two reports make clear that Estyn's focus was on trainee teachers' use of incidental Welsh, consistent with their comments in school inspections at the time, and suggest that Welsh as a second language and bilingualism were not particularly significant at this point.

It would appear that the priorities for inspection with regard to bilingualism and W2L provision had changed by the time of more recent inspections, in line with the change in Estyn's schedule for the inspection of schools. The report produced based on the

inspection of the South East Wales Centre of Teacher Education and Training (SEWCTET)[52] states that:

> "The centre provides suitable university-based provision for primary trainees to improve and enhance their Welsh language skills…Primary trainees regularly use simple commands and greetings in Welsh, but they do not routinely encourage pupils to use Welsh in response."
>
> (Estyn, 2013i:4)

Furthermore, the report following the 2012 inspection of the South West Wales Centre of Teacher Education (SWWCTE)[53], states that:

> "many primary trainees, especially on the undergraduate programme, make appropriate use of the Welsh language in their teaching. A few use Welsh very well to instruct pupils and to increase pupils' vocabulary. However, a few primary trainees, who teach Welsh as a second language, seldom require pupils to respond in Welsh and do not challenge pupils enough to practise all their Welsh skills in lessons"
>
> (Estyn, 2012a:5)

During this inspection, all trainees were aware that bilingualism was one of the areas being scrutinised by inspectors while on their observation visits in schools, thus giving a clear message that there was need for a greater focus on issues relating to the Welsh language in schools and in teacher training. There is also a clear link to the change in Estyn's expectations with regard to the development of Welsh in schools, with comments being made in both these reports regarding pupils' response, and not only the trainees' use of incidental Welsh in lessons. As a result of these visits, inspectors recommended that both centres should ensure the improvement of trainees' use of incidental Welsh (Estyn, 2013c) in order to make progress. Following the Estyn monitoring visit of SWWCTE (Estyn, 2014a:3), the report states that:

> "the centre has refined its programme for those trainees who are not fluent in Welsh to provide well-targeted and differentiated support...As a result, many

[52] The SEWCTET formed in 2008 as a result of the joint working between the Schools of Initial Teacher Education and Training at Cardiff Metropolitan University and the University of South Wales.
[53] The SWWCTE formed in 2011 as a result of the joint working, and later the merger, of the Schools of Initial Teacher Education and Training at the University of Wales Trinity Saint David and Swansea Metropolitan University.

> trainees make suitable gains in their knowledge of the Welsh language and use the language more appropriately in their lessons."

The inspection of the North and Mid Wales Centre for Teacher Education[54] and Training also resulted in comments regarding trainees' use of Welsh, stating that "many English-medium trainees do not use enough Welsh language in the classroom to promote the use of and develop pupils' Welsh language" (Estyn, 2015c:5). In terms of trainees' personal language skills, the report explains that, despite the fact that Welsh learners attend an intensive language course that provides them with basic, instructional Welsh, this provision is not sustained over the length of the academic course, therefore limiting the ability of trainees to use Welsh confidently in order to effectively develop pupils' Welsh language skills. It is clear, therefore, that Estyn's expectation no longer involves teachers' use of Welsh alone, but rather focuses on the development of pupils' language skills. In addition, these comments, together with other reports (Estyn, 2013b; WG, 2013a), suggest a perceived correlation between the personal Welsh language skills of trainees and their use of Welsh in the classroom. This thesis aims to explore whether or not this assumption is an accurate one.

There is no doubt that initial teacher training has a vital role to play in terms of preparing trainees to meet the challenge of a new curriculum. Davies et al. (WG, 2013b) suggest that ITET centres should strengthen provision with regard to W2L methodology based on research and best practice, and that WG should ensure that every school has sufficient numbers of teachers that are qualified and able to teach Welsh. Indeed, the report states that "[t]he long term success of Welsh second language will be dependent on the recruitment and training, in sufficient numbers, of enthusiastic and competent Welsh second language teachers. Improving initial teacher training…is therefore crucial" (ibid.:39). More recently, Suzie Davies AM, the Shadow Minister for Education and Welsh Language, acknowledged that "[i]t will take a real step change in initial teachers' training to prepare all new teachers for this in English medium schools" (Davies, 2019).

[54] This provider is an amalgamation of the Schools of Education of Bangor University and Aberystwyth University, forming in 2010.

Consequently, this study investigated the experiences of a group of trainee teachers in order to discover any difficulties that they encountered and drew on this information to suggest improvements to the provision of teacher training so that intending teachers are equipped to tackle the upcoming challenges.

Chapter 4: Methodology

4.1 Introduction

This chapter outlines the nature of this research study, including a discussion of the research process, an account of the background of participants, and a justification of the methods used. To ensure that this study maintained the highest ethical standards, the proposed research was reviewed and subsequently approved by the University of Wales Trinity Saint David Ethics Committee at the outset. The researcher followed guidelines set out by the British Educational Research Association (2011) throughout.

4.2 The Context of the Study

The research sought to gather the views of a cohort of 71 trainee teachers following a three year, English-medium BA degree in Primary Education with Qualified Teacher Status (BA(Ed)) at a Welsh university, commencing in 2011. The course combined university-based lectures that provided knowledge of statutory curricular and professional matters concerning primary school education with three periods of school-based experience where trainees applied the knowledge and skills in a real teaching context. Each trainee was placed in one of the university's partnership schools in each year, where school mentors and university tutors worked with him/her to improve their practice in their journey to becoming a primary school teacher. The primary partnership consisted of a wide range of school types, including English- and Welsh-medium and dual stream[55] schools, Catholic and Church in Wales schools, small rural schools and large, multicultural city schools, and they were located between Milford Haven in the west and Cardiff in the east. Trainees were typically placed according to area of residence, but every effort was made to ensure that they had experience of a variety of school-types over the three years.

The research was a longitudinal study that would follow the trainees through their three-year course, gathering data at five points:

[55] Where two types of provision exist side-by-side. Parents opt either for the mainly Welsh-medium or mainly English-medium provision (WAG, 2007b).

- At the beginning of the course, prior to any input being given;
- After two terms at the university when trainees had received 36 hours of lectures in Welsh language and methodology;
- After their first PTE[56], where they would have spent six weeks in a school;
- After their second PTE, having spent six weeks in a different school;
- After their final PTE of eight weeks in a third school.

At the outset, it was clear that a number of methods of research would need to be used in order to acquire relevant information, as "exclusive reliance on one method…may bias or distort the researcher's picture of the particular slice of reality she is investigating" (Cohen, Manion & Morrison, 2018:365). Consent was sought from each of the 71 trainees as they began their degree in October 2011. While no trainee would be exposed to pain, invasion of privacy or loss of control (Frankfort-Nachmias & Nachmias, 1992), it was important for all trainees to understand the purpose of the research being undertaken, and to give informed consent before taking part. This ensured that the rights of the individual were respected and that individuals were able to take control and make decisions for themselves (Howe & Moses, 1999). Diener and Crandall (1978:57) define 'informed consent' as "the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions". Trainees were reminded of their right to withdraw (Hamilton & Corbett-Whitter, 2013) at each point of questioning, ensuring that they had "real freedom of choice" (Cohen et al., 2018:129) throughout the investigation.

Furthermore, explanation regarding confidentiality was given to trainees at the outset. Prior to the commencement of the research study, a consideration of confidentiality versus anonymity had taken place. Cohen et al. (2018) consider anonymity to be when information provided by participants does not reveal their identity in any way. However, as the research being undertaken was a longitudinal study that would allow the researcher to compare answers given by individuals at various points during their degree course, the promise of anonymity would result in a failure to make vital comparisons of trainee views and attitudes over time. Further ways of achieving

[56] Professional Teaching Experience

anonymity were considered (Frankfort-Nachmias & Nachmias, 1992); for example, the use of codes or aliases but, again, difficulties would occur for the researcher when comparing answers given at different points.

It was decided, therefore, that the assurance of confidentiality was the more realistic option for this research study. According to Cohen et al. (2018:130), "this means that although researchers know who has provided the information…they will in no way make the connection known publicly". This meant that the researcher was able to ask trainees to include their university student codes on the questionnaires that were subsequently produced, resulting in the possibility of comparing the answers given at different points during the study. The researcher was then in a position to analyse data relating to the personal language skills of trainees, and on the geographical area of placement schools. Both of these things would have been impossible to analyse if these questionnaires had been answered anonymously.

4.3 Research Methods: Questionnaires

The researcher considered that one of the most effective ways of gathering information was by administering a questionnaire. Writing a good questionnaire "requires discipline in the selection of questions, in question writing, in the design, piloting, distribution and return [of the questionnaires]" (Bell & Waters, 2018:189). Questionnaires are relatively easy to organise and encourage honesty, particularly if undertaken anonymously (Cohen et al., 2018), but they do have several limitations. If a questionnaire contains many open questions, then respondents may be unwilling to write answers for a variety of reasons. Another disadvantage of questionnaires is that the information given cannot be developed or clarified, as might be the case in an interview (Bell & Waters, 2018). Additionally, Cohen et al. (2018:278) state that "an interview can be conducted at an appropriate speed whereas questionnaires are often filled in hurriedly". However, "interviews are time-consuming" (Bell & Waters, 2018:210) and, therefore, were not a feasible method of research with the number of respondents that were involved in this study. Administering questionnaires was the most convenient way of gathering information from each trainee and, due to the fact that this project was on-going over three years, questionnaires were the only realistic option.

It was decided that each questionnaire would be executed in the presence of the researcher, in order for any queries to be answered quickly. Bell and Waters identify that there are "distinct advantages" in administering questionnaires personally, including better co-operation, and a high proportion of responses (Bell & Waters, 2018:201). Furthermore, Cohen et al. (2018:502) agree that the presence of the researcher "typically ensures a good response rate", and that a large number of questionnaires can be completed at the same time, thus gathering data simultaneously from many respondents. In addition, it was important to avoid the problem of 'non-response' as it is likely that the views of people who choose to return questionnaires may differ from those who do not do so (Moser & Kalton, 1971). It could be argued that the researcher's presence might pose a potential threat or add pressure to participate (Barsky, 2010), particularly as the researcher was also a member of staff at the University, and taught the participants in question on a weekly basis. However, as the questions asked did not require trainees to give judgements that related to the researcher at any time, it was decided that the researcher's presence would be useful in order to answer any questions immediately.

Cohen et al. (2018:474) state that a researcher is able to select from several types of questionnaire, from unstructured to highly structured, and that "the larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be". Due to the amount of information being gathered and the number of respondents involved, the majority of the questions asked during each questionnaire in this study were closed questions – questions that "prescribe the range of responses from which the respondent may choose" (ibid.:476). They tend to be questions that are easy to answer and do not require extended writing skills from respondents. They are useful in that they enable researchers to make comparisons across groups in the sample (Oppenheim, 1992), and they are quick to code and analyse, unlike word-based data (Bailey, 1994). One constraint, however, is that they limit the range of possible answers (Oppenheim, 1992; Walliman, 2011).

On the other hand, open-ended questions allow respondents to express opinions without being influenced by the researcher (Foddy, 1993) and to respond in their own chosen style, which ensures freedom of expression and an opportunity to qualify their

responses (Walliman, 2011). Although this ensures a lack of bias, on the other hand, answers might be more open to interpretation by the researcher. In addition, open questions are more demanding for the respondent than closed questions and may be too open-ended for the respondent to have a complete understanding of the kind of information that is being sought. They are also more difficult for the researcher to code, and data is more difficult for the researcher to analyse. It is clear, therefore, that a mixture of both open-ended and closed questions might be used within any questionnaire for different purposes.

The first questionnaire (Appendix 4) was completed when trainees were at the beginning of their studies at the university. This was completed by 69 of the 71 trainees in this cohort, two being absent on the day of completion. It was realised very early, therefore, that trainee absence might be a difficulty in this research, as the data collected could not be compared with others who had been present throughout the study. Thus, it was decided at this stage that answers given only by those who completed all five questionnaires in this research study would be included in the data under discussion in Chapter 5 so that the experience of the trainees over the three-year course could be accurately portrayed.

It was important to gather some factual information regarding each individual at the outset in order to be able to compare the answers. It was reasoned that the home area of the trainees, and the extent to which they had studied Welsh previously, if at all, might be relevant to answers later given by trainees. Therefore, the questionnaire began with a question regarding their place of domicile, followed by a multiple-choice question that included a number of categories (Youngman, 1982) in order to establish trainees' prior experience of Welsh, if any. These categories were discrete, and included the range of qualifications that the trainees might have studied prior to attending the university. Guidance was given on the completion of this question (Cohen et al., 2018), stating that respondents might give a multiple mode answer, selecting all options that applied to their circumstances.

Subsequently, dichotomous questions enquired as to whether the trainee had observed any Welsh lessons being taught, or any incidental Welsh being used by teachers or pupils while on the work experience that they were all required to carry out prior to

starting the course. An open question asked for a definition of trainees' understanding of the term 'bilingualism' as this might make clear an individual's experience, or lack of experience, of the use of two languages. In this case, the possible answers that might be given by individuals were unknown, and there were many possible categories of response, thus making a closed question impossible (Bailey, 1994). In order to ascertain trainees' attitudes regarding the learning of Welsh, and of studying any second language, closed, dichotomous questions were originally included. However, this scale was later revised to include three possible answers – Yes, No or Unsure – after the pilot study of the first questionnaire demonstrated that some trainees had not previously considered their views on the question being asked. Cohen et al. (2018) support this position, stating that an opportunity should be provided for respondents to indicate that they have no opinion on the issue, that the question does not apply to them, or that they do not know the answer.

The questionnaire then included four questions requiring a Likert-type scale answer in order to "discover strength of feeling or attitudes towards a given statement or series of statements" (Bell & Waters, 2018:196). The first was regarding trainees' attitudes towards their previous learning of Welsh as, again, this might influence answers given later, and then three further questions followed regarding trainees' confidence at that very early stage in the course concerning their use of Welsh in the primary school - in the FP, in KS2 and by using Welsh incidentally throughout the school day. Clearly, this type of question brings problems of interpretation as one respondent's 'positive' may be another's 'very positive'; however, the answers given by each individual could be compared easily with answers given in the second questionnaire in order to ascertain whether or not an individual's view had changed.

The second questionnaire (Appendix 5) was completed after two terms at the university and prior to the first PTE at the end of year 1. By this time, four of the original cohort had left the course, one had transferred to another course at the university and three were absent, therefore 61 questionnaires were completed. Each of the trainees, by now, had received two hours a week of input in Welsh since the beginning of the year; therefore, it was decided, firstly, to explore the trainees' views on the standard of their Welsh, and of their use of Welsh in everyday life. The questionnaire then included Likert-type questions similar to those asked in the first

questionnaire regarding their confidence with regard to teaching and using the language in school in the FP, in KS2 and in using incidental Welsh. These questions were included so that trainees' level of confidence at the end of the year, after having been given input involving national and university expectations and having visited schools and observed lessons, could be compared to their confidence at the beginning, when they were less experienced.

At the completion of the third questionnaire (Appendix 6) at the end of a six-week long PTE, 56 trainees took part. During the PTE, three trainees had left the course and one trainee was absent on the day that this questionnaire was completed. In addition, one trainee had decided to transfer to the Welsh-medium BA(Ed) course and, therefore, was no longer part of this group. This questionnaire and the two remaining ones (Appendices 7 and 8) asked questions based on the experience of the trainee while undertaking PTE.

Questionnaires 3, 4 and 5 asked the same questions in the same order for the researcher to be able to compile data concerning the whole cohort in each PTE, to compare data between the three teaching experiences, and to compare answers given by individual trainees over the three years. It was important to establish information that related to the setting in which the trainees were placed, therefore, Questionnaires 3, 4 and 5 began with questions regarding the location of the school and the year group(s) taught. This would also allow the researcher later to compare answers given by trainees placed in the different counties, and with different age groups of children. The questionnaires went on to ask questions regarding the use of Welsh in the school and their own use of Welsh in the classroom. Questions 3 and 4 were multiple choice, single answer mode questions that allowed trainees to reflect back on their PTE, and to specify how often they heard incidental Welsh being used by the teacher, and by pupils. These questions were important as the answers immediately gave an indication as to the importance given by that particular classteacher to Welsh during his or her teaching. Trainees were then required, in further multiple-choice questions, to state the difficulty of the Welsh that they heard, though it must be acknowledged that this type of question again might cause difficulties as defining a specific 'standard' of language might be open to interpretation. However, prior to the first experience, during university lectures, trainees were introduced to a number of documents written by different counties, and

to a national document written by the WJEC (1998) regarding expectations of the use of incidental Welsh in the different year groups (an example can be seen in Appendix 9). They were advised to refer to these documents when planning for their use of incidental Welsh in the classroom. In addition, every trainee had observed a specific lesson in a local school where good practice in the use of incidental Welsh was witnessed. Therefore, all trainees were aware of the level at which they might expect a particular year group to be using or understanding Welsh. The information gathered here again gave the researcher an idea of the standards of incidental Welsh in that particular school compared with the expectations of the trainee, and comparisons might be able to be made between areas or counties. The next two multiple-choice questions added to this data by ascertaining the frequency at which the language was used, which, again trainees were able to compare to the lesson they had observed and to DVDs of good practice that they had watched within university lectures. Then, a range of multiple-choice questions asked for information regarding the amount of incidental Welsh heard at the school in general. The purpose of this was for the researcher to establish whether the use of incidental Welsh within a particular class reflected the language used across the whole school, or if the incidental Welsh used within a classroom was governed by the individual teacher's decision alone. The questionnaire also explored the trainee's view of the teacher's level of Welsh in order for the researcher to ascertain whether the fluency of the teacher had an impact on the incidental Welsh used.

It was reasoned that a question concerning the teaching of Welsh lessons should be included also. As previously discussed, Welsh is a statutory requirement in every state-funded school in Wales; therefore, it would not be unreasonable to expect every trainee to observe a Welsh lesson during the six weeks they had spent in a particular class. This was particularly important as one of the QTS standards requires trainees to provide evidence of their ability to teach lessons in Welsh as a subject area and, therefore, such lessons should be modeled by classteachers in order for trainees to successfully meet this standard. It would be interesting, therefore, in terms of the research whether or not trainees were given the opportunity to observe a Welsh lesson before being required to teach one themselves. Consequently, a multiple-choice question was included, but with the option to add any other answers not specified in the questionnaire. In addition, an open question was included to find out the theme of

any lessons that were observed by trainees and another multiple-choice question allowed trainees to comment on whether or not their own language skills would have been sufficient to teach the lesson that was observed. This perhaps would give the researcher an indication of their confidence in teaching a certain age group when compared with their own personal language level.

The next section of questions involved the trainees' own use of Welsh during the PTE. One multiple-choice question asked to what extend the trainee used incidental Welsh in the classroom, and whether this was more or less than the incidental Welsh used by the teacher. Where trainees responded with the answer 'I used less incidental Welsh than the class-teacher', a further question asked for an explanation for this answer. This was deliberately left as an open question as it was thought that there might be a number of possible answers, and that there might be several factors that might influence the answer given (Bailey, 1994). Further questions related to any Welsh lessons that were taught by the trainee and the theme of these lessons, allowing the researcher to make a judgement as to the level at which a particular class was working, and whether this met national expectations when compared with other pupils of the same age. During the course, input was given on a range of language topics often taught in the primary school, as shown in Appendix 10; therefore, this would allow the researcher to judge trainees' confidence when comparing with the input that was given by the point of completion of the questionnaire. The questionnaire ended with more general questions; the first regarding the teacher's use of Welsh terminology within other subject areas, again allowing the researcher to build a picture of the level and frequency of Welsh used within that class, and the second concerning the trainees' knowledge of any visiting Welsh teachers (Athrawon Bro) to the school in order to establish the presence or otherwise of any specialist Welsh teaching at the school.

At the completion of the fourth questionnaire, at the end of the six-week Year 2 PTE, 49 trainees took part. Before the completion of the questionnaires, two trainees had transferred to other courses, one had left the university and three had failed the PTE and, therefore, would need to re-sit the year, thus removing them from this cohort. One trainee completed her Year 2 PTE in a Welsh-medium school and, therefore, was not able to give answers that were relevant to this study. The questions asked in this

questionnaire were identical to those seen in Questionnaire 3, and questions were presented in the same order for ease of comparison later.

At the completion of the fifth questionnaire at the end of the eight-week Year 3 PTE, 44 trainees finally took part. A specific meeting time had been included on the timetable for its completion, but greater difficulty was found while administering this final questionnaire. One trainee had withdrawn from the PTE for medical reasons, and would re-sit the year; therefore, data from her previous questionnaires were discounted from this study. Seven trainees were absent in this timetabled session and, therefore, did not complete the questionnaire. As the researcher was keen to receive as much data as possible for the research study, it was decided that it would be necessary to send out the questionnaires through the post to these trainees, with the inclusion of a self-addressed envelope for their return (Hoinville & Jowell, 1978, in Cohen et al., 2018) and three of these questionnaires were returned. As the responses of the remaining three trainees were incomplete following the non-return of the final questionnaire, it was decided that their previous contributions would be excluded from the research study. Therefore, a total of 44 trainees completed all five questionnaires over the three years, and the research hereafter reports findings from information provided by these participants.

Questionnaire 5, again, was very similar to questionnaires 3 and 4, and questions were asked in the same order. One additional multiple-choice question was included in this final PTE questionnaire regarding the setting of incidental Welsh as a target on this final placement. Due to the Estyn inspection received by the university in the previous year (2014), Welsh was, by this time, an important focus of the university's work with regard to teacher training. In addition, following the restructuring of staff in the department, a lecturer had been formally appointed to lead on Welsh as a second language. She made clear to university tutors and school mentors that comments with regard to incidental Welsh, either positive or negative, should be made on formative assessment reports, and that targets should be set, if necessary, in order to improve this aspect of trainees' work. It would be relevant to this research, therefore, to determine whether or not this actually happened during the Year 3 PTE, as this might also explain the importance given to Welsh in each of the placement schools. Lastly, trainees were encouraged to make any further comments at the end of the questionnaire, either to

explain or qualify any of their answers, or to make a general comment regarding the use of Welsh during their final PTE placement, enabling respondents to write freely in their own words (Cohen et al., 2018).

4.4 Research Methodology: Case Study

The second part of the study involved a series of case studies involving a small number of trainees. Cohen et al. (ibid.:376) state that "a case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles", and often employs many types of data (Robson, 2002). These data can be both subjective and objective (Dyer, 1995) and can include direct observation (Yin, 2009), thus striving to portray participants' experiences of a situation. Authors have classified case studies in several different and diverse ways, but Yin (1984) and Merriam (1988) agree that one such type is the descriptive case study, which was used in this study. Stake (1995) identifies the collective case study, where groups of individual studies are undertaken in order to gain a fuller picture. Additionally, Yin (2009) identifies four main case study designs, one of which is the multiple-case design, where comparative case studies exist within an overall piece of research. He argues that, when compared to single-case designs, "evidence from multiple-cases is often considered more compelling" (ibid.:53) and, therefore, the overall study could be considered more robust (Herriot & Firestone, 1983). He warns, however, that "each case must be carefully selected so that it either (a) predicts similar results…or (b) predicts contrasting results but for anticipated reasons" (Yin, 2009:53). Given that schools are governed by a National Curriculum in W2L, and that every child within every school has a right to learn Welsh, whether as a first or second language, it would not be unreasonable to argue that each case would evidence similar results. However, it was clear to the researcher at the outset of the study that this was not necessarily so and, therefore, it was more likely that each case would provide evidence that could be compared and contrasted with each of the others. It was clearly not going to be possible to create case studies involving all trainees; therefore, it was vital that the trainees chosen were a representative sample of the cohort. This selection was undertaken prior to the Year 2 PTE, where 61 trainees were placed in schools, and the case studies would include data collected during trainees' Year 2 and 3 school-based experiences.

4.4.1 Case Study Participants

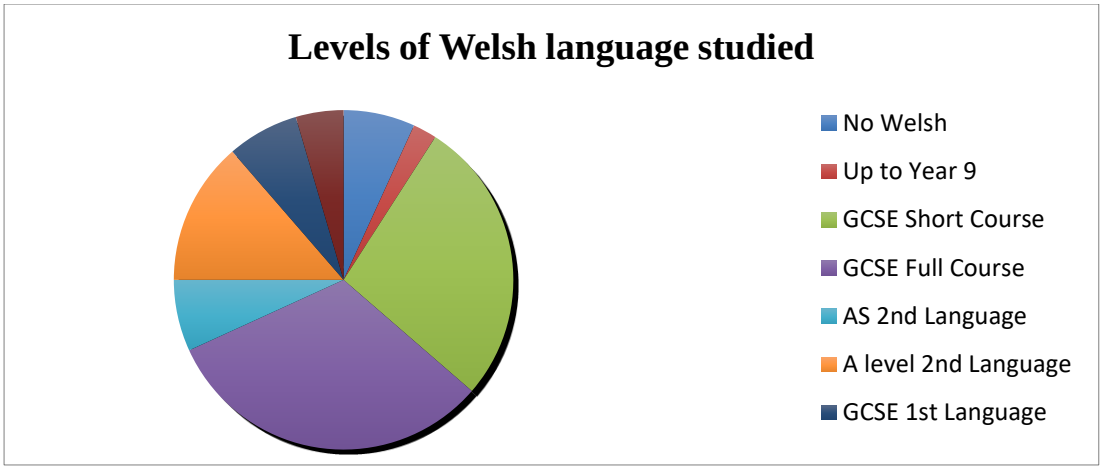
In order to ensure a representative sample, a process of random stratified sampling was carried out to, where trainees were divided "into homogenous groups, each group containing subjects with similar characteristics" (Cohen, Manion & Morrison, 2011:154). It was decided that there should be three elements that would determine the sample:

1. Prior achievement in Welsh language
2. Male: Female ratio
3. Geographical area

The time available to the researcher for these observations also had to be considered, as it would be realistic for up to eight trainees to be observed within the weeklong period that was allocated by the university for this purpose. It became clear that it would be necessary to prioritise one of the above elements when beginning to choose the sample. One of the research questions involves an investigation of the incidental language used by the trainees and whether or not there is a correlation between this and a trainee's personal level of Welsh. It was, therefore, important that it was the linguistic background of the trainees that was prioritised. The linguistic levels of trainees in this cohort fell into seven broad categories:

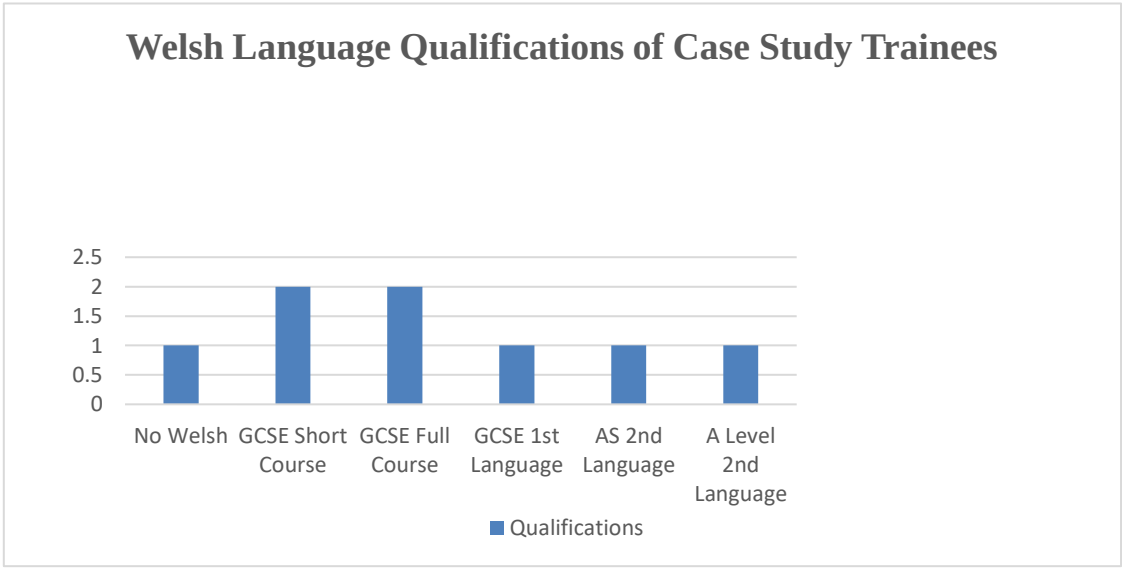
1. Trainees from outside Wales with no prior knowledge of Welsh;
2. Trainees who had studied Welsh up to Year 9;
3. Trainees who had studied GCSE W2L Short Course;
4. Trainees who had studied GCSE W2L Full Course;
5. Trainees who had studied AS level W2L;
6. Trainees who had studied A level W2L;
7. Trainees who had studied GCSE Welsh First Language.

The proportions of trainees within each category can be seen in Figure 1. Due to the categories with the largest numbers of trainees being the third and fourth categories -



n=61 Figure 1

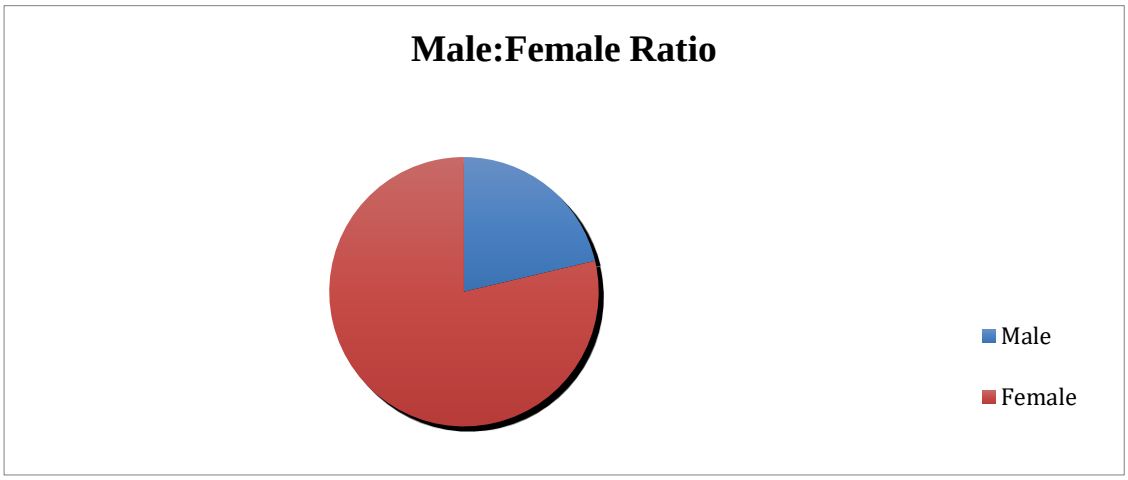
those who had studied W2L GCSE as either a 'Full' or a 'Short' course - it was decided that the sample would be a more accurate representation of the cohort if two trainees from each of these categories were chosen. Additionally, there was only one trainee in category 2 - a mature student who had completed her secondary education before the study of Welsh as a second language was compulsory to age 16. Choosing a trainee from this category would, therefore, not have been representative of this cohort. As a result, the researcher decided that eight trainees should be chosen, one each from categories 1, 5, 6 and 7, and two each from categories 3 and 4, as shown in Figure 2.



n=61 **Figure 2**

Secondly, it was considered that the numbers of male and female trainees within the sample to be observed should be representative of the whole cohort. The total number

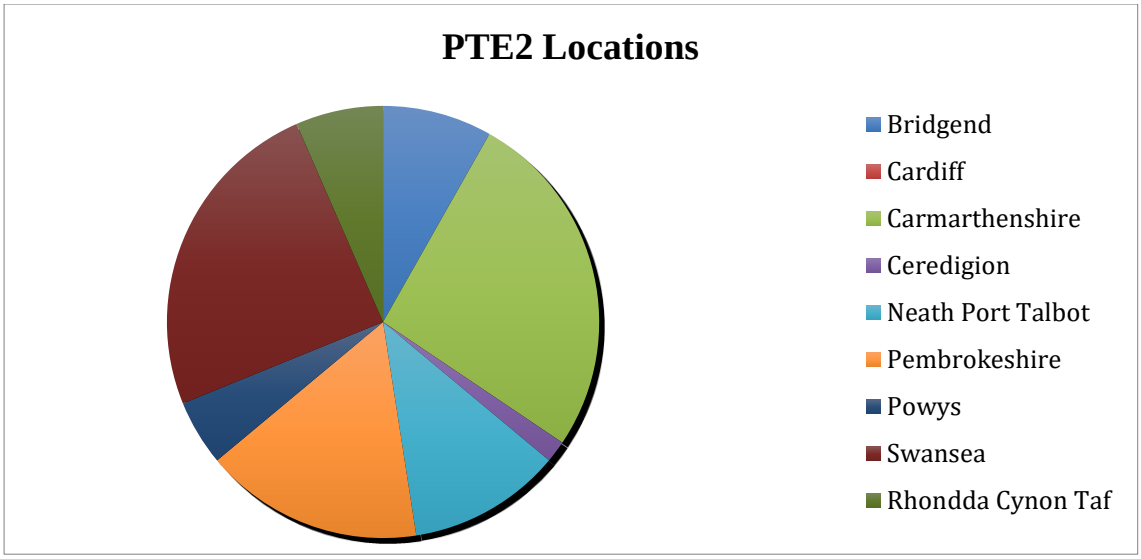
in the cohort being placed in a school for the Year 2 PTE was 61, with 48 female trainees and 13 male trainees, as shown in Figure 3.



n=61 **Figure 3**

Therefore, it was decided that six female trainees and two male trainees would be chosen as a representative sample of the whole cohort.

Lastly, the geographical areas in which trainees were placed for their Year 2 PTE were considered in order for a cross-section of the counties represented to be included. As shown in Figure 4, the proportion of trainees placed in Carmarthenshire and Swansea were high, but it was decided that comparisons would be better made if as many counties as possible could be represented in the sample. There were no trainees placed in Cardiff during the Year 2 experience, though some trainees were placed there in Year 3.



n=61

Figure 4

Figure 5 shows the characteristics and locations of each chosen trainee across their second and third year PTE placements.

	Trainee 1 Group 6, Female		Trainee 2 Group 4, Female		Trainee 3 Group 1, Female		Trainee 4 Group 7, Female		Trainee 5 Group 3, Female		Trainee 6 Group 4, Male		Trainee 7 Group 5, Male		Trainee 8 Group 3, Female	
	Year2	Year3	Year2	Year3	Year2	Year3	Year2	Year3	Year2	Year3	Year2	Year3	Year2	Year3	Year2	Year3
Bridgend												x	x	x		
Cardiff		x														
Carms.	x			x												
Ceredigion			x													
NPT									x	x						
Pembs.					x	x										
Powys																
RCT											x					
Swansea							x	x							x	x
V. of Glam.																

Carms. = Carmarthenshire
Pembs. = Pembrokeshire
V. of Glam. = Vale of Glamorgan

NPT = Neath Port Talbot
RCT – Rhondda Cynon Taf

Figure 5

It was not possible to include in the sample a trainee placed in Powys due to the very small numbers of trainees placed in this county and their background in Welsh. Additionally, the Vale of Glamorgan was not included as no trainees were placed there for the Year 2 PTE. However, every one of the other eight counties within the university's primary schools partnership, where the vast majority of trainees were placed, was represented in the sample, allowing comparisons to be made between trainee experiences in each county.

4.4.2 Case Study Triangulation

Yin argues that evidence for case study can come from six sources: documents, archival records, interviews, direct observation, participant-observation and physical artifacts, but that "no single source has a complete advantage over all the others" (Yin, 2009:101). The most important advantage of using multiple sources of evidence is the process of triangulation, or of a convergence of lines of inquiry, ensuring that the findings of the case study are accurate and convincing. Triangulation could be considered as "…the use of two or more forms of data collection tools or two or more perspectives contributing to an understanding of the topic" (Hamilton & Corbett-Whittier 2013:95). The use of more than one type of evidence "reduces observer or interviewer bias and enhances the validity and reliability of the information" (Johnson, 1991:146). Laws adds that "the key to triangulation is to see the same thing from different perspectives and thus to be able to confirm or challenge the findings of one method with those of another" (Laws, 2003:281, cited in Laws, Harper & Marcus, 2003). Cohen et al. (2018) give an example of the result of a questionnaire survey corresponding to those of an observational study resulting in the researcher being more confident about the findings; thus, it was important to collect a range of information concerning the trainee and the schools in which each one was placed.

4.4.3 Case Study Observation

The case study should take place in the natural setting of the 'case' (Yin, 2009); therefore, this method of data collection created an opportunity for observation, enabling the researcher to gather data from naturally occurring classroom situations in a systematic manner (Simpson & Tuson, 2003). In this particular study, it was important for the researcher to observe behaviour, and to observe use of language that might otherwise go un-noticed (Cooper & Schindler, 2001). The role of the researcher was an unusual one in this case, as a dual role was being adopted, partly as researcher and partly as PTE tutor. Due to this dual role, issues that might have been caused by the Hawthorn effect were minimised. From the trainees' point of view, the main function of the researcher was as PTE tutor - to observe the lesson being taught in order to set targets for improvement. They were aware that any University tutor would expect to hear Welsh being used during every lesson, and would actively comment on

their formative assessment report with regard to this. They, therefore, taught their lesson as normal, using language appropriate to the lesson and the setting as they saw it and, in all probability, were not markedly affected by the researcher's observation schedule. The children, additionally, understood that there was an observer in the room, but would not have been aware of the specific reasons for this, or that the trainee's Welsh language was being explicitly noted. While observer effects could be considerable, the nature of primary schools today means that children are very familiar with additional adults being present in the classroom for different reasons. It is likely, therefore, that any issues of reactivity would be minimal (Shaughnessy, Zechmeister & Zechmeister, 2003).

In addition to the lesson observation being undertaken, the researcher documented the contextual setting of the classroom in which the trainee was being observed, including the age and number of pupils (Moyles, 2002), details of the physical setting (Spradley, 1980), together with details of the Welsh language seen on displays within the classroom. This information would be used to create a fuller picture of the setting within which each trainee was placed in order to determine whether or not the setting itself had a bearing on trainees' views or performance in the lessons.

4.4.4 Case Study Questionnaires

For reasons of time constraint, data was collected from the trainees at the end of the Year 2 PTE by way of questionnaire rather than interview. Trainees were present at the university for one day only before the end of the term; therefore, it was not realistic for the researcher to undertake eight interviews in one day. In light of the experience with the teacher interviews, as discussed below, it became clear that this would prove to be the correct decision and, therefore, a detailed questionnaire was produced as an alternative that was completed during their final day at the university. While much of this questionnaire (Appendix 11) asked the same questions as the one completed by the whole cohort, additional open questions were included regarding the trainees' views on their own progress regarding incidental Welsh. The questionnaire also included a question regarding the visibility of Welsh in the classroom; for example, on wall displays, which would suggest the importance of the language in that particular classroom. The final open question asked trainees to consider their attitude towards

Welsh in light of their experience in the Year 2 PTE placement school, and space was left at the end of the questionnaire for any additional comment that a trainee might wish to make.

4.4.5 Case Study Interviews

At the planning stage, it was decided that the researcher would use an interview as an instrument for data collection with regard to ascertaining teachers' views on the Welsh used by the trainee in their class. The interview can be defined as "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information" (Cannell & Kahn, 1968, in Cohen et al., 2011:411). It should clearly be more than an ordinary, everyday conversation (Dyer, 1995) due to it having a specific purpose within a constructed, planned event rather than within a naturally occurring situation. As the objective of undertaking the interview was to provide triangulation of facts, there were specific structured questions that needed to be asked, and these questions needed to be consistent across each of the teachers. While permission had been sought from teachers and headteachers to carry out these interviews, in practice, it became clear that the interview was not a practical method of research in every school for a number of reasons:

- One teacher was on yard duty and was not able to undertake the interview;
- One teacher was absent due to illness;
- One teacher was covering another class due to another teacher's illness and was not available;
- One teacher was involved in an after-school club and was not available.

As half of the planned interviews were unable to take place, it became clear that the interview would not be a realistic option for the final PTE regarding class-teacher opinion either. Therefore, taking into account the advantages of the questionnaire over interviews listed by Cohen et al. (2011), including their reliability and expeditiousness, a further questionnaire (Appendix 12) was created for teachers. At the final visit of the third PTE, a questionnaire was handed personally to each teacher at the beginning of the observation visit, and six of these were collected before the researcher left the

school. Two were returned during the final meeting with the relevant trainees in the envelopes provided by the researcher in order to maintain the confidentiality of the answers given by the teachers.

This questionnaire deliberately asked very similar questions to those completed by the trainees in order to be able to compare the views held by teachers with those of the trainees. All but one were multiple choice questions as it was anticipated that teachers would be short of time and, therefore, the questionnaire needed to be quick and straightforward to complete. The researcher ensured that the answers were discrete with no possible overlap, and all but one question were of a single answer mode, requiring only one response to be chosen from the list.

It was important to ascertain the language level of the individual teacher in order to put answers to later questions in context, and in order to compare the answer given to a question in the trainees' questionnaire regarding the trainee's view of the personal language level of their class-teacher. A series of questions followed concerning the frequency of general Welsh language used in the classroom by the teacher, the pupils and any other adults in the classroom and by other adults within the wider school environment. The answers to these questions would give a general impression of the importance of Welsh within the teacher's classroom and in the school as a whole. However, it is recognised that Questions 2 and 3 may not have given answers that would be entirely reliable due to a social desirability bias, where individuals report inaccurately in order to present themselves in the best possible light (Fisher, 1993). Due to the fact that documents, for example those published by Estyn concerning the use of Welsh as seen in Chapter 3, state that best practice is seen when teachers and pupils use Welsh on a daily basis outside of formal Welsh lessons, it is likely that this would be the expectation in many schools, and teachers might respond to questions relating to this with what they would consider to be the 'correct' answer. However, it was considered that the reality, as reported by the trainees, might have been different. Later questions asked about the Welsh used by the trainee, both regarding frequency and when compared to the teacher's use of Welsh. Similar questions were included also in the final trainee questionnaire (Appendix 13) in order for comparisons to be made between the answers given. One specific open question was included, asking the teacher to list examples of Welsh that he or she would have used in addition to that

used by the trainee in the specific lesson being observed. This question was included due to the fact that each of the teachers co-observed a lesson taught by their trainee with the researcher and, therefore, the teacher and researcher had a shared and specific context within which the teacher was able to comment on any additional language that they would have included. This question, therefore, added to the reliability of the answer given in the previous question regarding the level of incidental Welsh used by the trainee by the end of the PTE. The questionnaire finally asked whether the teacher felt that the trainee's Welsh was of a high enough standard to be able to use it incidentally, and in specific Welsh lessons. This again was included as it might indicate the expectations of the teacher and, perhaps, of the school with regard to the language level of the trainee.

Following the final Year 3 PTE, trainees were preparing for their final degree examinations, therefore it was decided that a questionnaire would allow data to be collected quickly, rather than expecting trainees to give up their time to attend an interview at this important period in their university lives. In addition, it was considered that an in-depth interview at this stage would be inappropriate and perhaps unreliable. It was felt that the views of the trainees might be influenced by the final placement grades that had been awarded by the school and that, as a result, they might not be able to comment objectively on their experiences at that particular time. This questionnaire included many of the same questions as the previous end of Year 2 PTE as it was important to be able to compare answers given directly. Some questions focused on the trainee's use of incidental Welsh, its setting as a target, and any improvements made by the trainee in this regard. A series of questions were included regarding the use of incidental Welsh made by the teacher and the teacher's personal Welsh language level, as perceived by the trainee. These questions were included here in order to compare directly the answers to those given by the classteacher, as discussed above. Similar to the questions asked of the classteachers, the trainees were asked to compare their own use of Welsh in their teaching to that of their classteacher, with the opportunity of suggesting additional language that they might have included in their own teaching. It is difficult to ascertain the reliability of this information as the researcher had no direct experience of the classteacher's teaching; however, the trainee's end of PTE language lists also suggest the incidental language used by the classteacher and, therefore, the two documents could be compared in order to validate

the comments made in the questionnaire to some extent. This questionnaire again ended with questions regarding the trainee's attitude to Welsh in light of their Year 3 PTE, and an opportunity to compare their experiences over the three school-based placements.

4.4.6 Case Study Document Scrutiny

Yin asserts that documents play a clear part in any data collection when undertaking case studies, and that "the most important use of documents is to corroborate and augment evidence from other sources" (Yin, 2009:103). It was decided, therefore, that a range of documents should be collected to support and corroborate the evidence found during the observations and questionnaires. A list of these documents with their reasons for use can be seen in Figure 6.

Evidence	Reason for collection
Each formative and summative report written by school mentors and university tutors concerning each of the trainees involved.	These would give evidence of any Welsh used within each formally observed lesson given by the trainee. The presence or absence of a comment regarding the use of Welsh on the assessment reports might also suggest the importance placed upon the language by staff at the school.
Estyn inspection reports of the schools involved.	These should make clear the standards of Welsh within each school as reported by Estyn.
Any information given on school websites regarding the use or importance of the Welsh language.	These would suggest the importance given to the language within the school.
Lists of lessons taught by the trainee.	These would demonstrate the number of Welsh lessons taught by each trainee.
Incidental Welsh Planning Sheets, where these had been used.	These would demonstrate the incidental Welsh planned by each trainee during the final PTE.
Incidental Welsh language lists completed at the end of each placement.	These would demonstrate the variety of language patterns used by the trainees during the three PTE placements.

Figure 6

Information taken from each of these documents, alongside formal observation notes and completed questionnaires by trainees and teachers, allowed a full and triangulated picture of each situation to be created. Where data taken from one source could be corroborated by data taken from another, the researcher could report the findings with confidence in the accuracy of the information, as suggested by Cohen et al. (2018) and Hamilton & Corbett-Whittier (2013). Data involving each trainee has been presented in separate sections, followed by a section covering a cross-case analysis and results (Yin, 2009).

4.4.7 Case Studies - Final Interviews

Lastly in this research project, one year after their final PTE placement, further research was undertaken concerning the eight trainees who took part in the case studies in order to ascertain their continued use, if any, of Welsh during the year. For some, their experience would be of the ethos and expectations of one particular school within which they had secured a post, and for others, this might involve posts in a number of schools as supply teachers. These various circumstances might result in individuals reporting a variety of experiences regarding their own, and pupils', use of Welsh, depending on the expectation of each school, and would add a further dimension to the information already collected. For this final part of the research project, therefore, it was considered that this would be a more realistic and appropriate time to undertake interviews, particularly as the interview could be used to follow up views given in the questionnaires to further investigate their responses (McNamara, 1999). Despite the fact that they were clearly no longer *trainee* teachers at the time of the interview, for ease of reporting, these individuals would continue to be known as 'Trainee 1', 'Trainee 2', and so on throughout the study.

As stated by Atkins & Wallace (2012:86), interviews are "a very flexible research tool which can be used to gather a range of different types of information…views and opinions, personal narratives and histories", and allow the interviewer to "probe and clarify and to check that they have understood correctly what is being said". However, these authors also remind researchers that questions of "trustworthiness and reliability" should be addressed, as we cannot be certain that the same answers would have been gathered if asked by a different interviewer and that the information given by the

interviewee is ‘true’ (ibid.). Nevertheless, it was decided that the interview would be the most effective way of gathering the opinions and experiences of the eight trainees at this point in their careers as they may all have had different ‘personal narratives’ to share.

In addition, it was decided that these interviews would be audio recorded, with the permission of the respondents, in order to retain a record of what was said, and would later be transcribed carefully, however time consuming that might be (Bryman, 2001). Although some respondents might have preferred to be interviewed without any electronic means of recording, there is a danger that the reliability of data then depends on the memory of the interviewer. Gadd (2004) suggests that memory may be motivated, and an interviewer may be selective in the parts of the interview that he or she may remember, resulting in unreliable data. An alternative would be that the interviewer makes notes during the interview, but difficulties might occur here also, as the interviewer is likely not to be able to record every word being said by the respondent.

Powney and Watts (1987:18) suggest two different types of interview: the *respondent* interview - where a prepared list of questions is strictly adhered to - and the *informant* interview - where the interviewee is able to take the interview beyond the sphere of a set of questions. However, Walliman (2011) summarises three types of interview that are often mentioned as the structured interview, where standardised questions, usually in a closed format, are read aloud by the interviewer; the unstructured interview, which would usually be a more flexible format with no closed questions where the interviewer would allow the interviewee to expand on or digress from the starting question; and the semi-structured interview, where both structured and unstructured sections may be included and both open-ended and standardised questions may be asked. It was decided to undertake semi-structured interviews so that interviewees would have the opportunity to inform the interview, potentially touching upon issues and opinions that the researcher had not previously considered. Elliott (1991:80) concurs that a “semi-structured approach, where the interviewer asks certain preset questions but allows interviewees freedom to digress and raise their own topics as the interview progresses…is probably better than a rigidly structured approach”.

The interview (Appendix 14) began with an open, introducing question (Kvale, 1996) in order to ascertain what had happened to each of the participants during their year as a Newly Qualified Teacher (NQT), allowing the trainees to state the number of schools where they had taught, the types of schools that they were, the age of pupils taught and the length of time spent there. Depending on the answer given to the first question, two different questions were prepared to be asked next. The first, for those who had taught in more than one school, allowed trainees to compare their observations of different schools and to comment on good practice or otherwise seen in each school. The researcher had then prepared a number of supplementary questions to encourage further comments concerning the relative importance of Welsh in different schools, and the different expectations in terms of its use by teachers and pupils. It was hoped to ascertain whether it was teachers, either individually or as a group of staff, headteachers or any other factor that had the greatest impact on the Welsh used by both teachers and pupils. For any interviewees who had taught only in one school, an alternative second question was prepared, again with supplementary questions available if needed. Again, it was hoped to determine the factors that had the greatest impact on the Welsh used within the school.

The third question asked interviewees to consider possible influences from the wider educational context. It was thought that this might result in comments regarding the perceived 'Welshness' of the area surrounding the school, and further it was hoped that a discussion of the role of the local secondary school might be included, or an opinion as to the role of the Athrawon Bro. A secondary question concerning the possible impact of the LEA was prepared in order to encourage further comments to be made.

The remaining questions were based on the participants' experiences as trainee teachers. The fourth question allowed interviewees to compare their experiences at each of the three placement schools, discuss the attitudes of staff and pupils, and reflect on the reasons behind these differences. It was thought that the interviewees might include in their answers the influence of senior school staff linked to school priorities, priorities in the wider community, for example within the LEA, the level of Welsh of the individual classteachers and the impact of Estyn inspections. Question five then focused on the specific experience of the participants within each of their three PTE

schools. It was hoped that interviewees would be able to reflect on their experience in the three schools and on any differences in the requirements in each one.

Finally, the participants were asked whether or not they felt that their Welsh had improved during the three-year course. This allowed the researcher to compare answers given to the questionnaires, and also with the comments made on PTE assessment reports by teachers and tutors. It must be considered, however, that there might have been an element of social desirability bias (Fisher, 1993) as it is possible that individuals would wish to give what they perceived to be the 'correct answer' in the eyes of the researcher. Therefore, if the interviewee responded positively, a supplementary question inquiring as to the factors that contributed to this improvement was asked. Alternatively, a question asking for reasons was prepared in the event that a negative answer was given. It was anticipated that issues raised might include the participant's confidence with regard to using the language, that the expectations of the schools were high, or that their focus was on another element of their teaching.

In order for the researcher to carry out these interviews a year after the completion of the trainees' course, she had requested that they share their contact details with her during their final meeting. At the end of the subsequent academic year, the researcher made contact via email in order to arrange a meeting at a time that was convenient to each individual. Seven of the eight graduates responded with suggestions of suitable times and locations, and these meetings took place promptly at the end of the summer term or during the school summer holiday period. One trainee, however, did not respond to the first email sent by the researcher, and a second email was sent. After a lack of response to this second email, the researcher decided to write to the student using the home address that he had supplied to request a meeting. Again, there was no response to the letter sent. In this situation, although the researcher was keen to gather data in order to complete her work, she also needed to bear in mind the individual's right to withdraw from the study (BERA, 2011). It was considered that the trainee did not wish to meet with the researcher, perhaps due to the challenging nature of the third PTE, as discussed in further detail in Chapter 6.3, but that he might be willing to answer questions within a written format. The researcher, therefore, created a questionnaire using the same questions as were asked in the interviews in order to attempt to collect similar information from this respondent. The questionnaire was

sent with a stamped, self-addressed envelope to the trainee's home address, with a letter stating that no further contact would be attempted. Unfortunately, the trainee decided not to respond and did not return the questionnaire and, therefore, information concerning his experience as a qualified teacher could not be collected. Despite this, the data collected from this trainee during his time as a trainee will be discussed in subsequent chapters.

4.5 Summary

In this chapter, details concerning the context of the research were noted, along with the timetable of the research activity. The background of the research participants were discussed in terms of individuals' Welsh language skills and geographical location, and the circumstances of the individuals taking part in the case studies were discussed in more detail in order to give a full account of the sample chosen. This was followed by an account of each of the research methods chosen in order to compile data, and a list of the evidence collected in order to support any conclusions reached. The following chapters report the research findings from the data collected using each of the methods noted above.

Chapter 5: Questionnaire Results

5.1 Introduction

This chapter is a discussion of the results gathered from the five questionnaires. The figures and discussion below focus on the responses of the 44 trainees that completed each of the questionnaires over their three years on the BA(Ed) course, as explained in Chapter 4. In order to set this information in context, a brief account is given of the experience of the trainees with regard to their Welsh language skills and concerning the course more generally.

5.2 Contextual Information

On entry to the university, trainees were grouped into three groups of around 30 students according to their Welsh language skills and experience. They usually remained in these groups for all university-based lectures throughout the three years. Trainees reported at the outset any qualifications that they had previously attained, and were grouped accordingly:

Group 1 – those who had achieved GCSE Welsh First Language or A Level W2L and were, therefore, reasonably fluent in spoken and written language;
Group 2 – those who had achieved AS Level W2L and GCSE W2L Full Course, Grade C or above and, therefore, had some knowledge of Welsh, but generally lacked in confidence in their spoken language;
Group 3 – those who had achieved GCSE W2L Full Course, Grade D or below, GCSE W2L Short Course, and those with no prior knowledge of Welsh. These had little confidence in their spoken language and had limited knowledge of the patterns and vocabulary that would be needed in a primary school context.

During their Welsh language lectures, members of each group were given opportunities to improve their Welsh language skills, with each lecture based around a particular theme commonly found in primary school schemes of work for W2L, e.g. food, clothing, hobbies. This allowed trainees to ensure that they gained sufficient

language skills by the end of their course to deliver primary curriculum expectations across the 3-11 age range. During Years 1 and 2, trainees received 36 hours of input in 18 two-hour sessions in 20 credit modules, and in Year 3, 18 hours in 9 two-hour sessions within a 10 credit module. Although this would appear a significant amount of time, it should be noted that these sessions, while compulsory, were additional to the busy BA(Ed) timetable being followed by the trainees, and the workload of this course did not always allow trainees to devote sufficient amounts of time to work independently between lectures to improve their language skills. Lectures occurred during the year while trainees were in attendance at the university, but no sessions occurred while they attended their placement schools. This intermittent nature of lectures also made ensuring progress in trainees' language skills challenging.

In addition to the language-based provision, all trainees had the opportunity to observe a Welsh lesson at a primary school local to the university as an example of good practice during Year 1 of the course. There was a well-established partnership between the university and the school, and a number of teachers as well as the headteacher were Welsh speaking. Estyn (2008a:15) stated that "[i]n the best practice seen teachers use instructional and some content learning" [sic], and this element of content learning was requested for the university trainees to observe. Trainees observed a lesson taught either by a Welsh-speaking teacher, or by a Welsh learner who had attended an intensive sabbatical course at the university and was, therefore, confident to teach much of the content of her lesson through Welsh. Lessons took place in an observation classroom where the observers sat, unseen, in a separate room separated by a window. This allowed the lecturer to discuss the lesson with trainees as it proceeded, explaining the teaching methodology that was being used. In the subsequent lecture at the university, a discussion took place as to the difficulty of the language that was used and whether or not this was appropriate for the age and ability of the pupils being taught according to National Curriculum requirements. At this point, trainees were introduced to relevant resources, including the WJEC (1998) publication discussed in Chapter 1, and associated resources published by different counties. Every trainee, therefore, had been given the opportunity to acquire both language skills and an understanding of methodologies of language teaching prior to their first school placement and, consequently, should have been able to use this knowledge to respond to the first questionnaire.

In terms of the school-based experience, this took place in blocks of time as follows:

Year 1 PTE - 09/05/12 to 20/06/12 (PTE1)
Year 2 PTE – 18/04/13 to 18/06/13 (PTE2)
Year 3 PTE – 22/01/14 to 20/03/14 (PTE3)

In Year 1, trainees gained a gradual introduction to teaching and learning within the primary school, undertaking a series of short visits to schools, building to a block of five weeks in one class during the summer term. The five-week block, consisting of one week of observation and preparation and four weeks of teaching provided trainees with the opportunity to demonstrate their ability to teach for a sustained period of time within the same class, with trainees teaching for 40-50% of the teaching time.

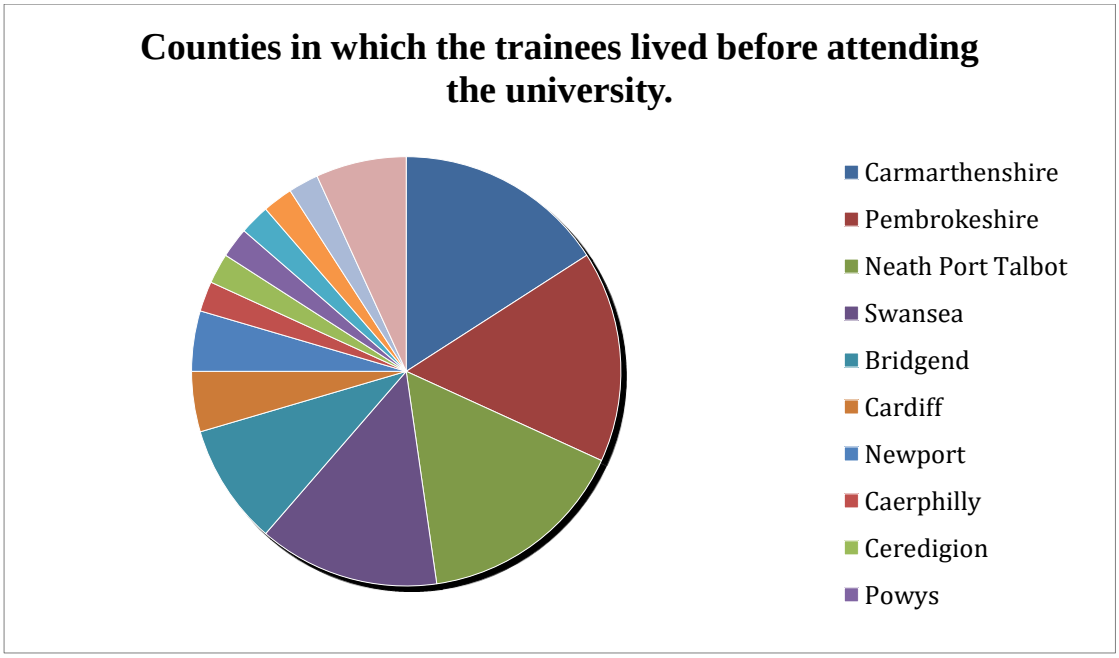
PTE2 consisted of a seven-week block of teaching experience, with trainees teaching for at least 50% of the available time. PTE3 consisted of one block of teaching experience lasting nine weeks, teaching for 50-60% of the available time and took place following university-based sessions during the autumn term. Trainees were able to choose their preferred phase (FP or KS2) for this experience, but would be placed within a particular year group by individual schools. The BA(Ed) QTS Revalidation document from the time states that:

> "[d]ue care is given to the unique nature of each partnership school before allocating to it an individual trainee for SBE[57]. Whenever possible, trainees are provided with different settings over the three years, ranging from small rural schools to large urban placements"
>
> (University, 2012).

[57] The experience was known as 'School Based Experience', or SBE, at the time.

5.3 Questionnaire results and discussion

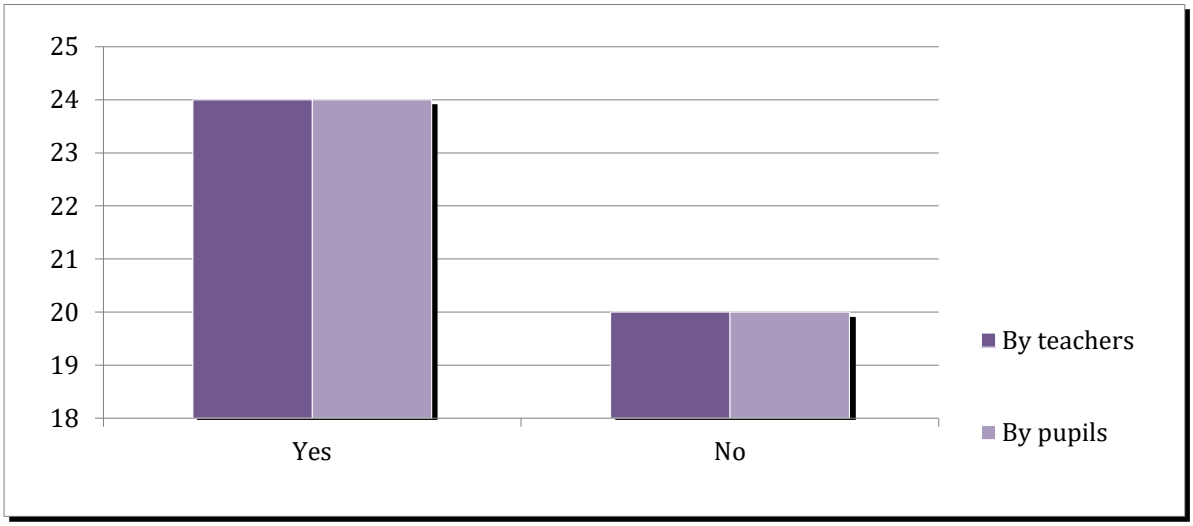
Figure 7 shows the home counties of the 44 trainees that took part in this study. Due to the nature of Higher Education in the area surrounding the university campus, where a large number of students are the first in their families to attend university and many are unable to move away from home due to financial or personal circumstances, it is unsurprising that the largest proportion of trainees came from counties surrounding the university, with 60% living within a 30-mile radius of the campus. Only three, or 7%, of the participants came from outside Wales and, therefore, began the course with no previous experience of Welsh.



n=44 **Figure 7**

All trainees were expected to undertake classroom observation prior to commencing the course, arranging to spend a week in a primary school, usually local to their home. It is concerning that 20 trainees had not observed incidental Welsh being used by either teachers or pupils whilst undertaking their work experience, as shown in Figure 8.

Have you observed any incidental Welsh being used by school staff / by pupils while on work experience in a primary school?

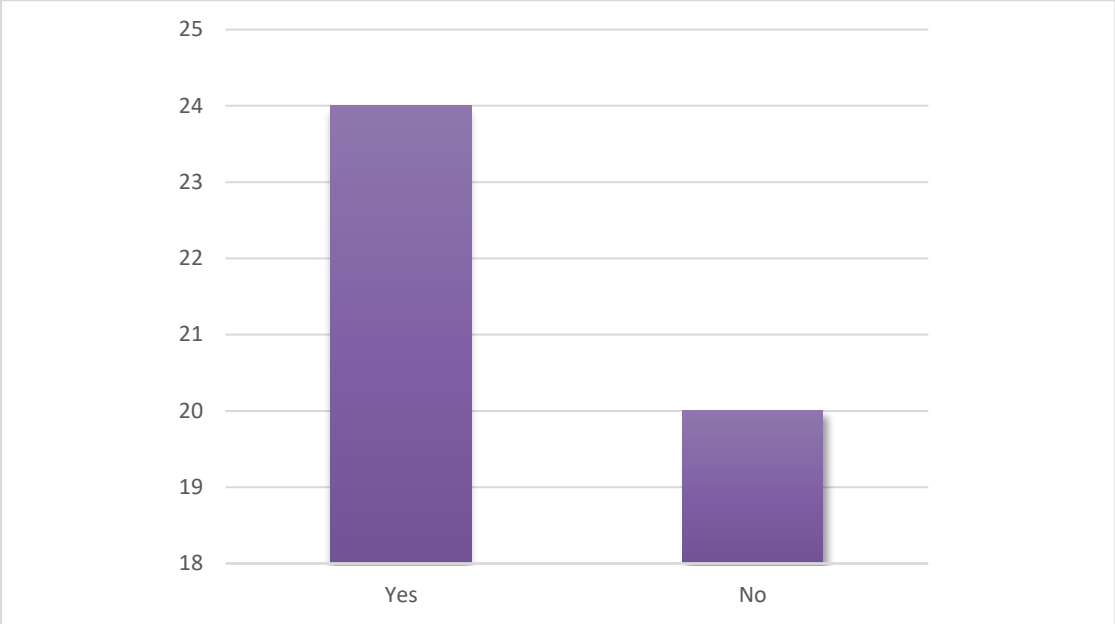


n=44 **Figure 8**

Excluding the three trainees who had joined the university from outside Wales, it is likely that these 17 trainees, or 38%, would have undertaken this experience within Wales and, therefore, should have observed Welsh being used regularly. Even at this early stage in the research, these responses begin to answer a sub question within Research Question 2, '*Is more Welsh used in some classrooms than in others?*', and suggests immediately that trainees did not have equivalent school-based experiences. However, it may have been the case that the trainees would not have been focusing on a teacher's use of incidental Welsh at this time in their development and, therefore, when answering a related question a few weeks or months later, did not recall that it had been used.

Figure 9 shows the number of trainees who observed a distinct Welsh lesson being taught while they undertook their work experience. As the figures shown here directly correlate with those presented in Figure 8, it must be considered whether or not it was the trainees' lack of understanding of the difference beween a distinct Welsh lesson and the more general use of incidental Welsh at this early stage in their development that led to the views expressed.

Did you observe any Welsh lessons while on work experience in a primary school?

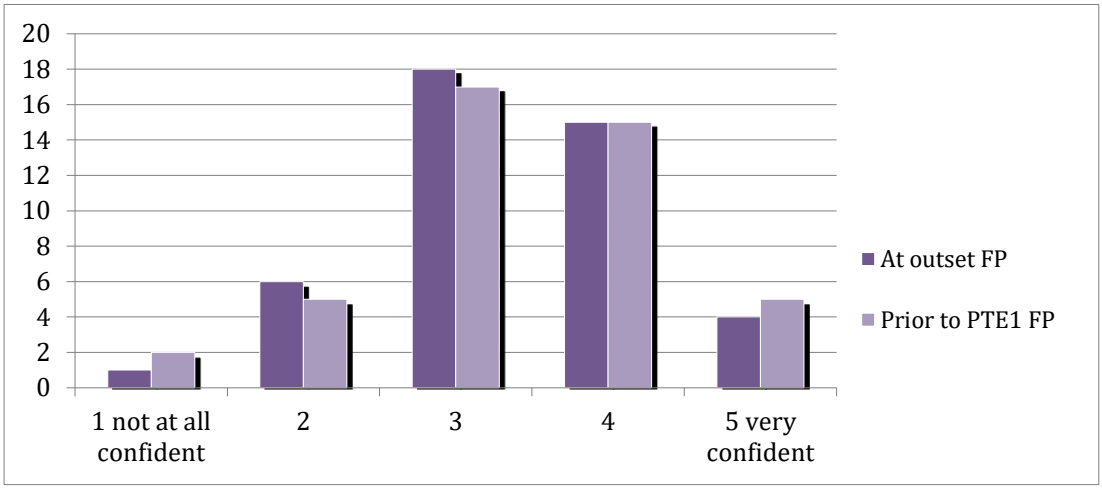


n=44 **Figure 9**

Trainees were asked questions at the outset of the course regarding their confidence to teach Welsh lessons and to use incidental Welsh in the classroom, and were asked the same questions after two terms of lectures, prior to their first PTE[58]. It should be noted that, at this stage, trainees had not received any instruction as to the language expectations of teachers and pupils and, therefore, they would be basing their answers on their varied observations of teachers and pupils in schools. These questions were based on a Likert scale where 1 was 'not at all confident' and 5 was 'very confident'. With regard to teaching Welsh lessons in the FP, as shown in Figure 10, 41% of the trainees chose option 3 at the outset, with 34% choosing option 4.

[58] Professional Teaching Experience – time spend by trainees in school teaching a class.

How confident are you that you will be able to teach Welsh as a second language to pupils in the Foundation Phase while on teaching practice?



n=44 **Figure 10**

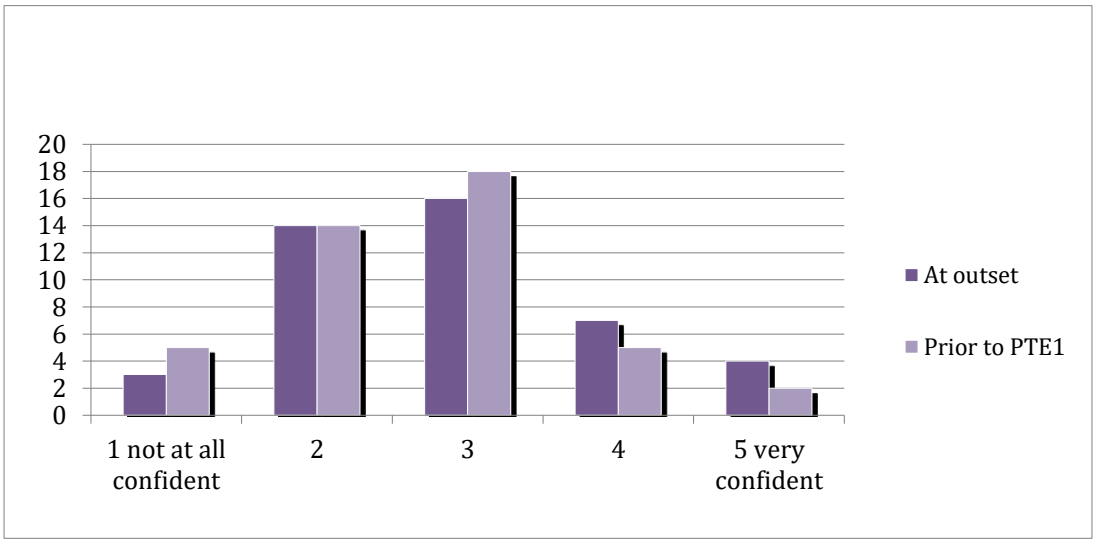
It is interesting to note that the options chosen had not changed substantially by the second questionnaire that was completed at the end of two terms at the university, with only one trainee more or fewer selecting each of the options the second time. By this time, trainees would have gained knowledge of the expectations at this level, including the language patterns to be used by teachers and pupils in different age groups, and all trainees, including those with no Welsh at the outset, would have covered in lectures the basic vocabulary and sentence patterns within particular themes that would be used in most primary schools. All trainees would have been taught at least the language seen within the CSCJES[59] scheme of work for Year 2 (Appendix 15) by the time of the second questionnaire, though trainees' confidence in using the language included might be different, depending on their background in Welsh. The figures show that 84% of trainees were reasonably confident in their ability to teach Welsh lessons in the FP prior to their first placement.

However, the figures for teaching Welsh lessons at KS2 level are less consistent. As shown in Figure 11, the majority of trainees chose options 2 (32%) and 3 (36%), showing clearly that trainees' perception was that the level of Welsh required would be

[59] Central South Consortium Joint Education Service – this is a school improvement service that operates on behalf of five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan.

more difficult in KS2 than in the FP. By the second questionnaire, some changes to the original answers can be seen, with some of the trainees that were 'confident' or 'very confident' at the outset being less so, and more trainees becoming 'not at all confident' following two terms of lectures. This may have been due to their learning more about the requirements of the curriculum at KS2 (see Appendix 3), perhaps during their visit to a school to observe lessons, and realising the difficulty of the expectations. Alternatively, it may be due to a poor experience of Welsh during the year within their university lectures, resulting in a lack of confidence in the trainees to meet the requirements of the schools and the university. It is perhaps to be expected, however, that those arriving at the university with little or no Welsh might feel nervous at the prospect of teaching Welsh lessons, particularly in Years 5 or 6, as they were unlikely to have had sufficient personal language skills to do so effectively at this stage. An example can be seen in Appendix 16 of one of the five units of work suggested by CSCJES for use in Year 6 at the end of KS2. The list of vocabulary is extensive, and a range of language patterns are included using the past tense. It is highly unlikely that trainees new to the Welsh language would have reached this level after two terms of lectures and, even for those who had previously studied some Welsh at school, the broad range of language that would need to be securely known in order to convey it correctly and confidently to pupils might seem a daunting task.

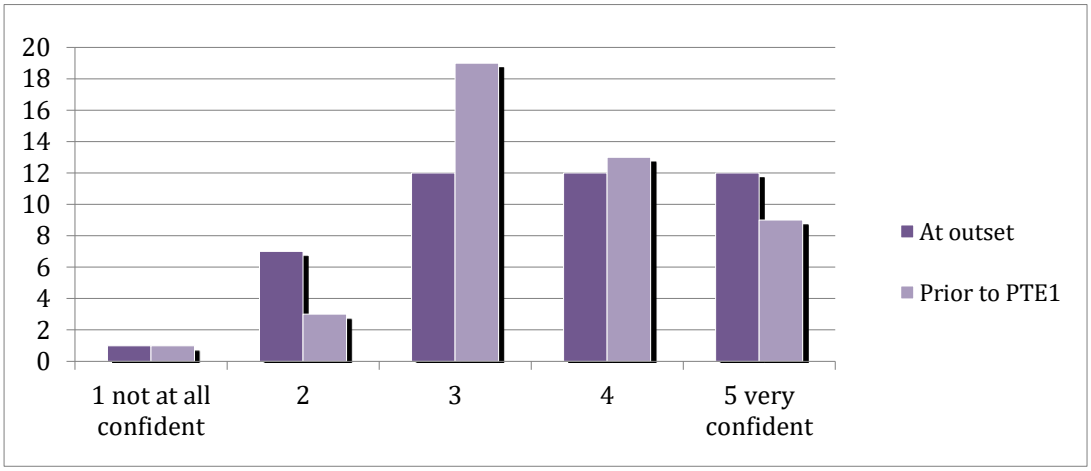
How confident are you that you will be able to teach Welsh as a second language to pupils in Key Stage 2 while on teaching practice?



n=44 **Figure 11**

When comparing the answers with regard to the use of incidental Welsh across the primary school, trainees appeared to be more confident at the outset, with the majority (54%) choosing options 4 or 5, and most of the trainees choosing at least option 3 (81%) as shown in Figure 12. Pleasingly, after two terms at the university, a substantial number of those who had previously chosen option 2 now chose option 3, demonstrating that they had gained in confidence in their use of incidental Welsh during the year. However, there is a decrease of 3 (7%) in option 5, suggesting that some of those with a higher level of personal Welsh skills were less confident than they had been previously.

How confident are you that you will be able to use incidental Welsh on a daily basis while on teaching practice?

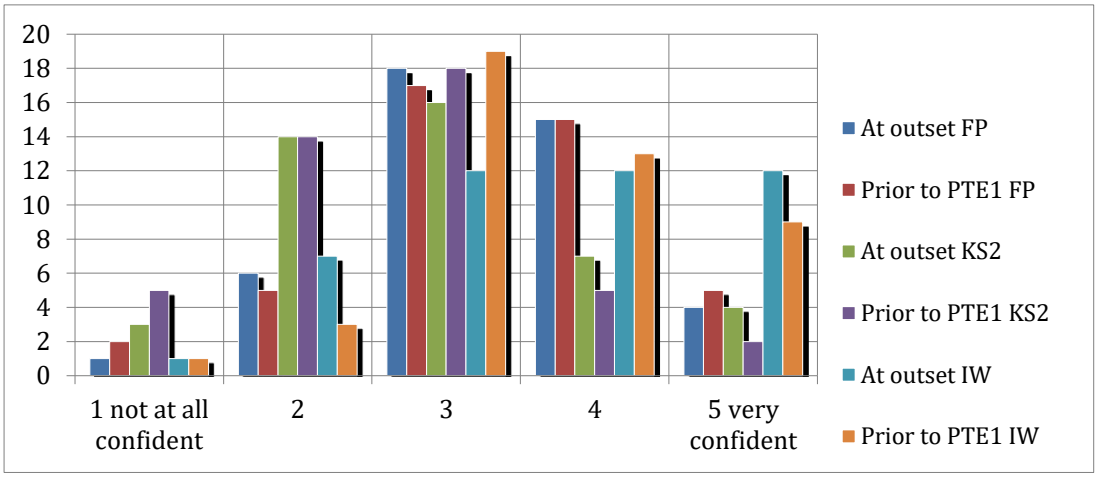


n=44 **Figure 12**

When comparing data from each of the three questions, as shown in Figure 13, it can be seen that option 3 is the most popular during both periods, suggesting that the majority of trainees were neither very confident nor very unsure about their capacity to use incidental Welsh in different contexts. This is perhaps understandable as their lack of experience in the classroom at these points might result in uncertainty and a lack of self-assurance. It must be remembered that the majority of these trainees would have been 18 or 19 years old at this time, and would have been apprehensive concerning the first teaching placement that they faced. When looking at answers other than option 3, it is clear that trainees had less confidence in their ability to teach in KS2, with option 2 being high in this area, and option 4 being low in response to both questionnaires. On the other hand, trainees appeared to be more confident in the FP and in using

incidental Welsh across the primary school, showing fewer trainees choosing option 2 and more choosing option 4.

Confidence in using incidental Welsh in the classroom.

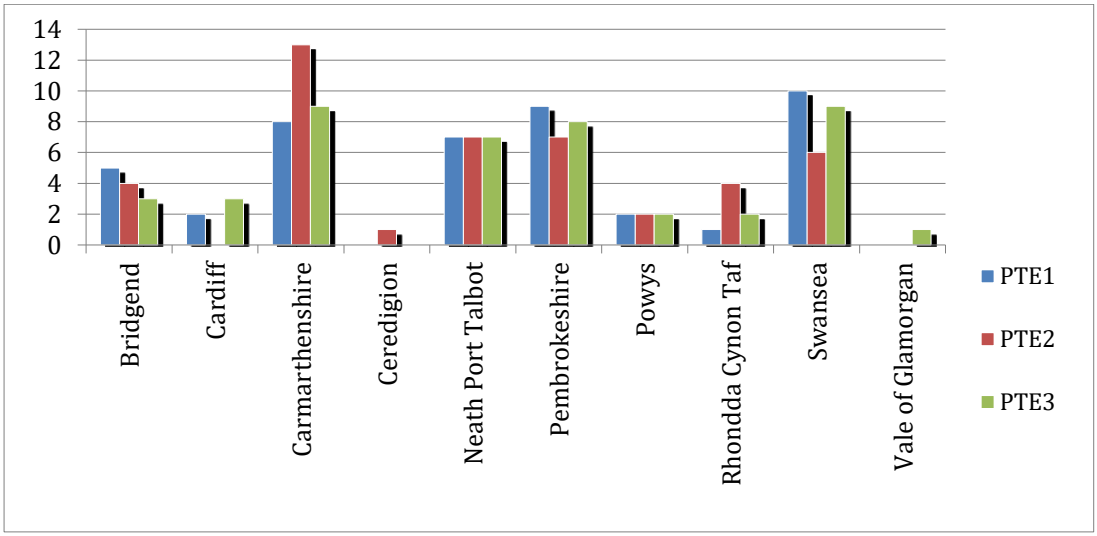


n=44 **Figure 13**

Answers gleaned from questionnaires completed at the end of each PTE will, hereafter, be discussed in combination.

Trainees were placed within ten counties across South Wales over the three years, as shown in Figure 14.

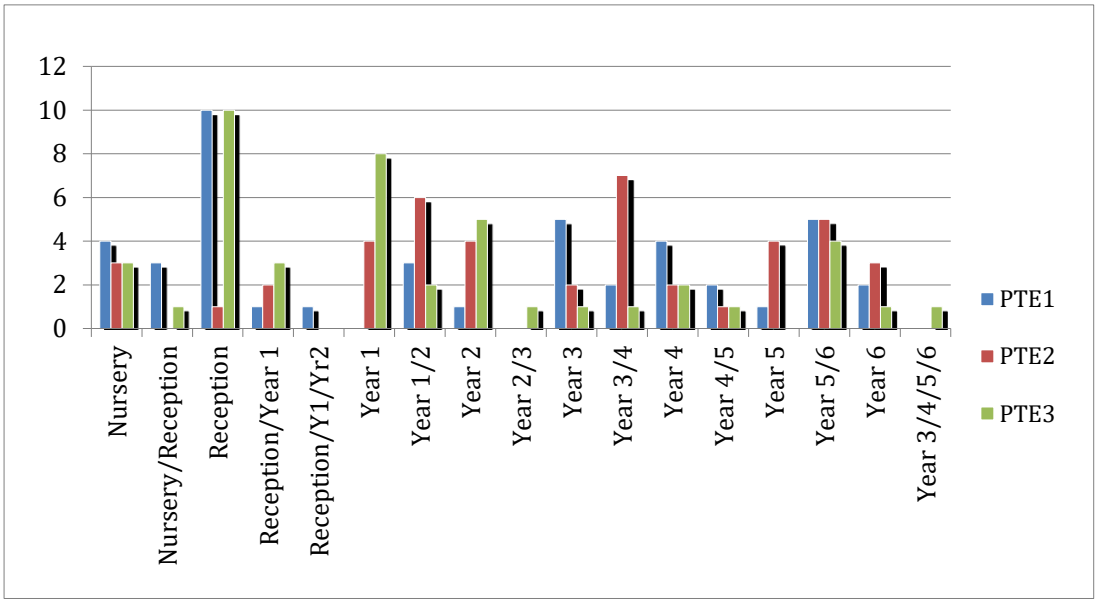
Counties within which trainees were placed for PTE.



n=44 **Figure 14**

As expected, trainees were placed in a variety of classes across the FP and KS2, although Figure 15 shows a greater prominence in the FP overall.

Year groups within which trainees were placed.

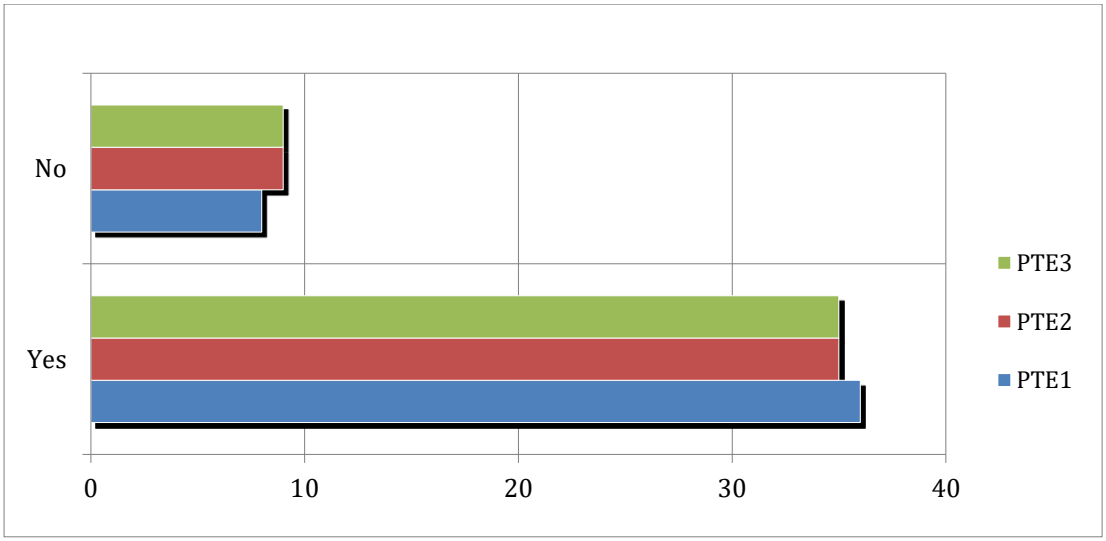


n=44 **Figure 15**

A substantial number of trainees observed at least one Welsh lesson during one or more of their PTEs (Figure 16). It is acknowledged by WAG (2008b:16) that "[t]eaching a new language in isolation does not usually ensure fluency", but that Welsh second language lessons should be used for pupils to learn new language and for teachers to create opportunities for practical and purposeful language use. The numbers of trainees that observed a Welsh lesson were almost consistent between one year and the next, although the numbers of trainees placed within different areas changed. This suggests, therefore, that Welsh lessons were carried out in different schools regardless of the area in which they were located. However, trainees spent six weeks in their first two school placements and eight in their third, therefore, it would not be unreasonable to expect a Welsh lesson to be taught in every school, perhaps on a weekly basis, or in shorter, more concentrated bursts of language learning on a daily basis. Taking this into account, it is shocking to note that a significant minority of pupils seems to have limited access to their curriculum entitlement with regard to Welsh. The National Curriculum Programmes of Study set out what learners should be taught in each curriculum subject, and at no time is there any suggestion that some of

the non-core subjects[60] should be weighted more heavily than others. Indeed, in order for teachers to teach each skill that is named within the National Curriculum in W2L at KS2, it is necessary for the subject to be taught regularly for sufficient time to be available to cover this content. The information provided by the trainees in this study makes clear that there are significant numbers of teachers who are not fulfilling this requirement, augmenting the data noted previously in answer to the sub-question, '*Is more Welsh used in some classrooms than in others?*' Unquestionably, this must have an impact on pupils' development of Welsh language skills in some schools.

Did you observe a Welsh lesson being taught during PTE?



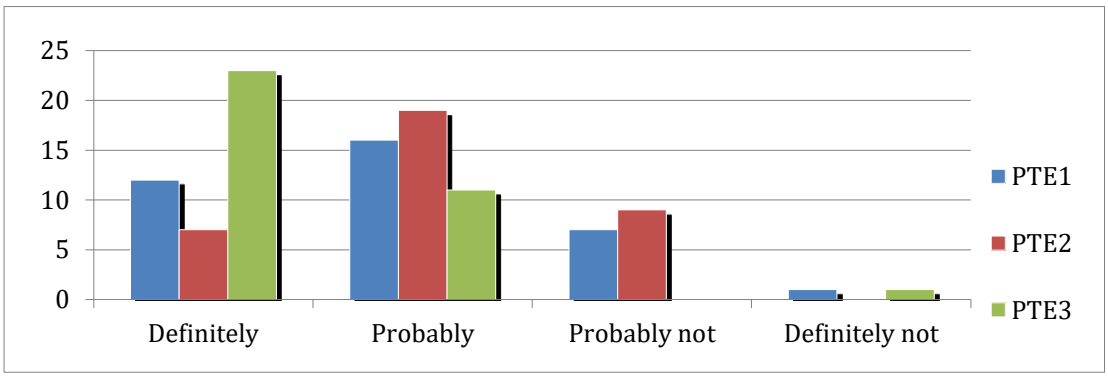
n=44 **Figure 16**

When asked if the trainee's own Welsh would have been sufficient to teach the lesson observed, the results are somewhat predictable, particularly in years 1 and 3. Figure 17 demonstrates that, by Year 3, most trainees believed their personal Welsh language skills to 'definitely' be sufficient to teach the lesson observed, with all but one of the remainder stating that they would 'probably' have been able to teach the lesson. After three years of studying Welsh at the university, it is hoped that most trainees would have improved sufficiently to be competent to teach at a primary school level. In PTE3, the trainee responding that she would 'definitely not' have been able to teach the observed lesson was a trainee with no Welsh on entry to the university. She was

[60] In the 2008 curriculum, the non-core subjects are History, Geography, Music, Art and Design, Design and Technology, Physical Education, Information and Communication Technology and Welsh second language.

placed in a Year 4 class in a school considered to have high standards in relation to W2L; therefore, it is not surprising that she felt unable to teach Welsh in this setting. No consideration is currently given to a trainee's Welsh language skills when placing individuals within a particular school; rather, it is location and availability of transport that are the main considerations. However, it is clear from this case that it is essential that language competence should play a strategic role in placement decisions. This would allow appropriate placements to be located for individual trainees in order to support them in their use of Welsh and to increase their confidence for their future teaching career.

Do you believe that your personal level of Welsh would have been sufficient to teach the lesson(s) that you observed?



n=44 **Figure 17**

A significant minority of the trainees in Years 1 and 2 were of the view that they would 'probably not' have been able to teach the lesson observed. Where this occured, it is almost always the case that trainees were placed in KS2 classes (15 out of 16) with nine of the 15 being in upper KS2, suggesting that trainees may have had less confidence in their ability to teach more complex patterns and tenses, for example as in the requirements for Year 6 (Appendix 16). Given that trainees would have received, for example, only 36 hours of input by the end of Year 1, and that the lessons that they observed may have included vocabulary and patterns that they had not yet covered, it would be understandable that they would not be confident in their ability to teach at this level. The data for Year 2 is less predictable, with fewer trainees being confident that they would 'definitely' have been able to teach the observed lesson, although the majority 'probably' would have been able to do so. There is no obvious reason why the former should be so, particularly as the trainees, by this point, would have received

around 72 hours of input over two years and, therefore, would have covered a wide range of relevant vocabulary and patterns. However, it should be noted that the distribution of counties within which the trainees were placed was different in Year 2 when compared with Years 1 and 3. Figure 14 shows that, in PTE2, a greater number of trainees were placed in Carmarthenshire, where 43.9% of the population are Welsh-speakers (WG, 2014f), and one trainee was placed in Ceredigion where 47.3% are Welsh speakers (WG, 2014i). It is clear from documentation from both counties that efforts were being made to reverse the falling numbers of Welsh speakers reported in the 2011 census. Ceredigion's Welsh in Education Strategic Plan (WESP) noted that "The Education Authority declares itself firmly in favour of developing pupils who are confidently bilingual in all of Ceredigion's primary and secondary schools" (Ceredigion County Council, 2014:2). In Carmarthenshire, a key aim was agreed by full Council, to "[i]ncrease the provision of Welsh medium education in Carmarthenshire…so that every pupil becomes fluent and confident in both Welsh and English languages" (Carmarthenshire County Council, 2014:26). In both counties, it is logical that this central focus on increasing bilingualism among pupils might have an influence on the standard of Welsh used by pupils and teachers in the English-medium schools. This, in turn, is likely to have had an impact on the trainees placed in schools within those counties, and might begin to answer the third research question: "*Does every school have the same expectations of trainee teachers with regard to their use of incidental Welsh?*" Due to the higher number of trainees in Carmarthenshire in particular during PTE2, fewer were placed in the more 'anglicised' counties of Swansea, Pembrokeshire and Cardiff than was the case during PTE1 and PTE3. In Swansea, for example, while there were targets set concerning Welsh-medium provision within the county (City and County of Swansea, 2014b), at that time, little emphasis was placed on improving the bilingual skills of pupils within the English-medium sector, suggesting that pupils' development of Welsh as a second language was given limited status centrally. It is possible, therefore, that staff in this LEA saw the use of Welsh as being of limited importance as there was no external requirement or aspiration to improve pupils' Welsh language skills. This, in turn, may have had an impact on the views of the trainees with regard to the linguistic standard in Welsh that they observed within their classrooms.

Alternatively, the apparent fluency of the teacher in the language might have had a bearing on the trainee's confidence, indicating one factor that begins to answer the second research question: *"Does the classroom within which a trainee is placed have an impact on his/her use of incidental Welsh?"* It was thought that some trainees might have perceived the teacher's language to be of a higher standard than their own, and that this might have had an impact on trainees' self-confidence. While acknowledging the complexity of the concept of 'fluency' (García, 2009a; Baker & Wright, 2017), considering the likely knowledge and experience of the trainees at that time, it was decided that it would be appropriate to offer crude descriptors of 'fluency' using language that trainees would recognise. Figure 18 shows differences between the levels of teachers' Welsh, as reported by the trainees. While the number of teachers reported to be 'fluent' in Welsh is consistent between the three years, a difference can be seen in the Year 2 PTE with regard to higher numbers of teachers with 'some' Welsh and fewer with only 'limited' Welsh when compared to Years 1 and 3. This may have accounted for the apparent lack of confidence as shown in Figure 17 with regard to their ability to teach the lesson that they observed, or may have been linked to the skills of the teachers that were required within the different counties, as discussed above.

Do you believe that your classteacher was Welsh speaking?

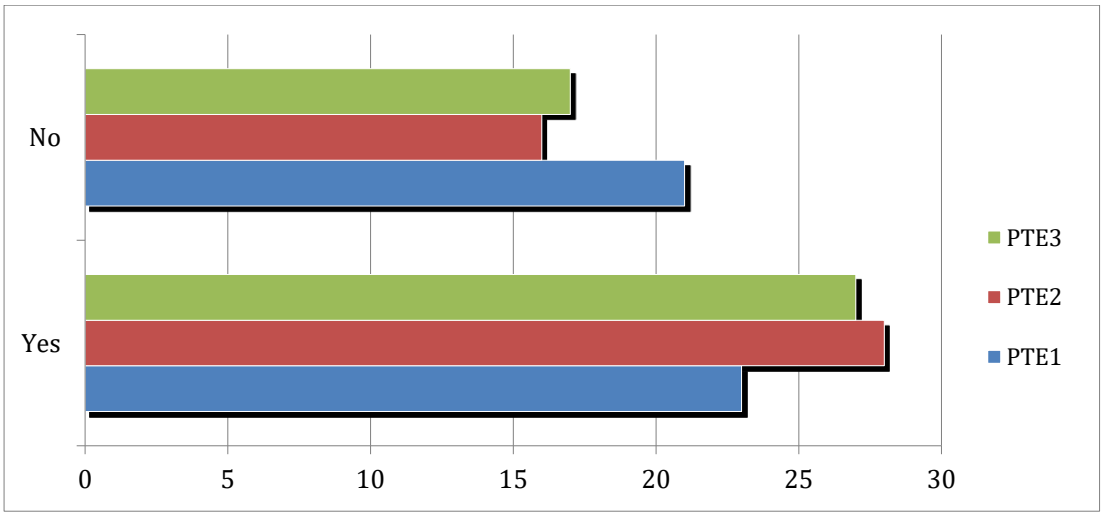


n=44 **Figure 18**

Research clearly suggests that pupils' language skills will only improve if they use the language in a context, for example if they use the target language to learn other subjects (Evans & Hughes, 2003; James & Wynn, 2003; WAG, 2003). As a result, it appears that this has become an important focus within Estyn's inspection framework

in recent years, with the question: “Do pupils have a good grasp of subject terminology in Welsh in subjects across the curriculum?” (Estyn, 2013h:3) being added to the list of questions being explored in 2013. However, neither WG nor Estyn has explained or defined the meaning or purpose of this fully. It is unclear from the available documentation whether or not Estyn expects teachers to teach subject terminology, i.e. individual words in Welsh, taught in a vacuum within a variety of curriculum areas that are otherwise taught in English. Alternatively, their intention may have been that teachers would work towards teaching within the target language, using methods seen, for example, in a CLIL approach, where the target language and the content are taught side by side (Mohan, 1986). In light of this uncertainty, it is likely that it is the former definition that has been understood by the majority of teachers in Wales and, consequently, by the trainee teachers when responding to the question ‘Did the classteacher use Welsh terminology within a lesson in another curricular subject?’. Where a trainee answered ‘Yes’, it is likely that it was simple Welsh vocabulary that was included within a lesson being otherwise taught through the medium of English. Despite this, the results seen in Figure 19 show that a significant number of teachers do not use *any* Welsh terminology when teaching other curricular subjects.

Did the classteacher use Welsh terminology within a lesson in another curricular subject?



n=44 **Figure 19**

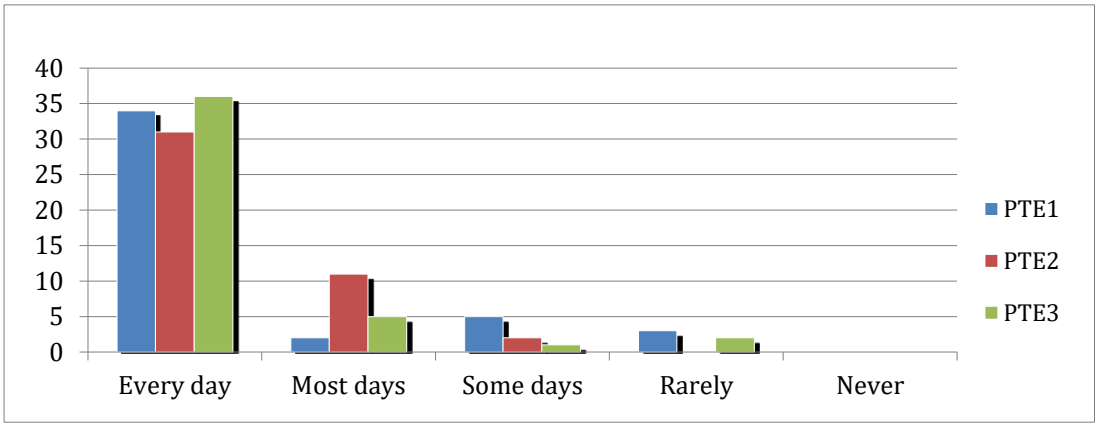
A mean of 26 (59%) teachers over the three years did use some Welsh terminology, with the largest number (28 or 63%) being in the Year 2 placement; however, the 18

(41%) who did not is a significant minority, particularly considering the focus on this element in Estyn inspections. It is clear that "[t]his approach would require full support and commitment…and clear leadership and training to ensure that standards in all subjects are maintained" (WG, 2013a:33), as there would be a possibility that the focus on the language might impede pupils' development in the subject being taught. Despite the fact that it has been reported that "[s]uccessful methods of language teaching in Wales and other countries include more learning through the medium of the target language" (ibid.), it is clear that this approach is not supported in all schools, and indeed is not an approach that is used *at all* in many schools.

The revised Estyn guidance for inspectors also includes the question "[d]o Welsh second language teachers make increasing use of Welsh as a medium of communication, both in lessons and in other situations?" (Estyn, 2013h:4), suggesting a continued focus on teachers' use of incidental Welsh, both within lessons and more generally within the school. Research discusses the importance of the use of language in the classroom in second language learning. Amberg (1987:83) states that "[c]hildren learn a great deal about language from playing with other children, but they also need to hear language from adults. One reason for this is because adults and children use language in different ways", making clear that it is essential for both adults and children to use the second language regularly. Massa (2008:no page) adds that "[i]t is through listening to other people that [children] gain much of their vocabulary and sentence structure", and a range of literature (DES, 1988; DFEE, 1999; Cook, 2008; Curtain, 2013; Hardwick, 2015) make clear that teachers and pupils should use the second rather than the first language in order to improve pupils' second language skills. The KS2 curriculum document states that "teachers should…use Welsh naturally in the classroom, integrating the language into all aspects of the curriculum and school life" (WAG, 2008b:32), making clear teachers' obligations in this regard. Figure 20 demonstrates that a significant majority of teachers (a mean of 76% across the three years) in the classes in which trainees were placed used incidental Welsh every day. However, during the Year 2 placement, a quarter of the trainees reported that the teacher used Welsh only on 'most days' rather than 'every day', which seems to contradict the information regarding the level of Welsh used in distinct Welsh lessons discussed above. A small number of trainees in Years 1 and 3 heard

Welsh being used 'rarely' in some schools, showing that the use of incidental Welsh remains inconsistent across the various schools in which trainees were placed.

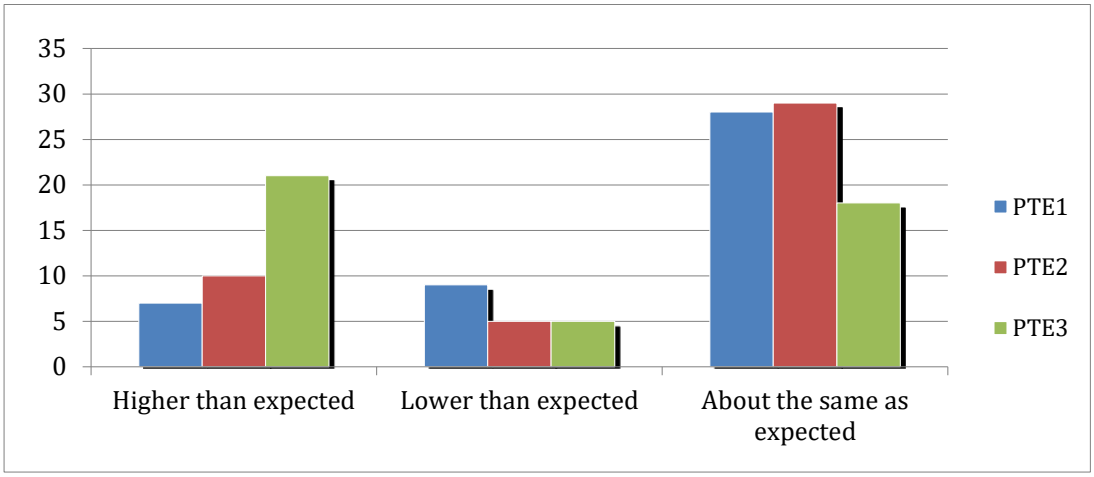
How often did your teacher use incidental Welsh?



n=44 **Figure 20**

With regard to the standard of incidental Welsh heard, Figure 21 demonstrates that the majority reported the language to be at 'about the same standard' as they expected. It might be considered that trainees' judgement in Year 1 might not be reliable as they had limited experience at the start of their first PTE. The judgement of the Year 1 trainees would have been based on their previous work experience, the lesson observed by trainees in Year 1 as a part of the Welsh module, and information given to trainees in lectures. However, as the data collected from the trainees during Year 1 are not substantially different from those found for Year 2, these data should not be discounted. A small number of trainees in each year, with a mean of 6 (14%) in total, reported that, in their view, the standard of the language heard was lower than expected. In Years 1 and 2, the numbers stating that the language used was the same or higher than expected is similar at a mean of 29 (66%) and 9 (19%) respectively. It is interesting that the figures for the Year 3 placement are significantly different to those found in Years 1 and 2 with regard to a higher level of Welsh than expected, with almost half the trainees (21 or 48%) choosing this option - more than double the figure for Years 1 and 2. There appears to be no reason why this difference should exist in terms of the location of schools; neither is the choice of key stage relevant as there is a direct correlation between the figure choosing the 'higher than expected' option, for example 15 FP trainees out of the 21, and the percentage of trainees placed in the FP (33 out of 44).

What was the standard of the incidental Welsh used by your teacher?

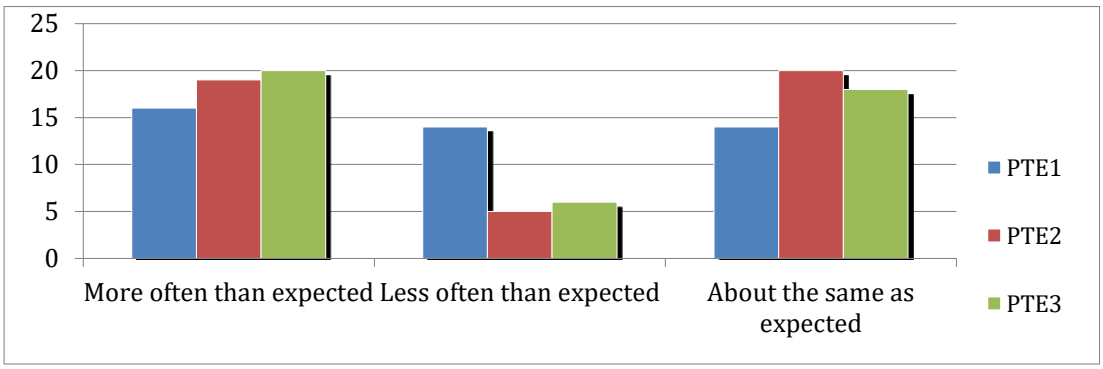


n=44 **Figure 21**

It is interesting to note that three schools were placed into this 'higher than expected' category by more than one trainee within different school experiences. One school in Carmarthenshire was noted by three different trainees, placed in Nursery, Reception and Year 4 in different PTEs, suggesting that the standard of the incidental Welsh used may have been high across the whole school, and not only in individual classrooms. Two schools, one each in Swansea and Neath Port Talbot, where two individual trainees were placed in junior classes in two different PTEs were noted as having higher levels of Welsh than expected by the trainees. On the other hand, two schools, one in Swansea and one in Pembrokeshire where two trainees were placed in two different PTEs, were considered to have lower standards than the trainees' expected, suggesting that levels of language, as judged by the trainees in their questionnaire answers, were low across the whole school and not only in individual classrooms. Although the view of the trainees cannot be accepted as being completely reliable, it should be noted that, particularly by Year 3, they would be able to draw on their experience of a range of classrooms in order to make comparisons. In addition, during university lectures, documents would have been studied, for example WJEC (1998), that gave trainees a very clear understanding of the national expectations of language for each year group and, therefore, they would have had sufficient knowledge in order to make a judgement on whether or not the level of language heard met these expectations.

With regard to the frequency of teachers' language use, in the Year 1 questionnaire, a similar number of trainees chose each of the three options (Figure 22), suggesting no particular pattern in the language heard by trainees during this experience. The trainees' lack of experience may, again, have had a bearing here however. Only a small number (5 or 11%) of trainees in Year 2 chose the 'less often than expected' option, with the remainder selecting almost equally the other two. In Year 3, there is a direct correlation between the standard of the language heard and the frequency of its use by teachers, as shown in Figure 22. However, this relationship is not replicated in the trainees' experience in Years 1 and 2 as there is no correlation in the data between a higher frequency of language use and a higher standard than expected.

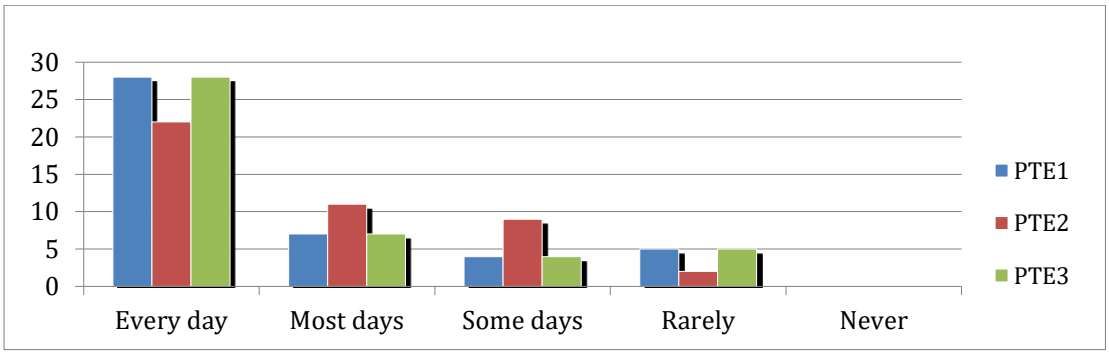
How often did your teacher use incidental Welsh?



n=44 **Figure 22**

Concerning trainees' observations of incidental Welsh being used by pupils, the data in Figure 23 show similar patterns with regard to overall responses. Again, data from the Year 2 placement show a drop in the number of trainees reporting that they observed Welsh being used 'every day', but rather that pupils used incidental Welsh either on 'most days' or 'some days'. A small number of trainees reported that pupils used incidental Welsh 'rarely' across all three years, with a mean of 4 or 9%, and no trainee chose the 'never' option.

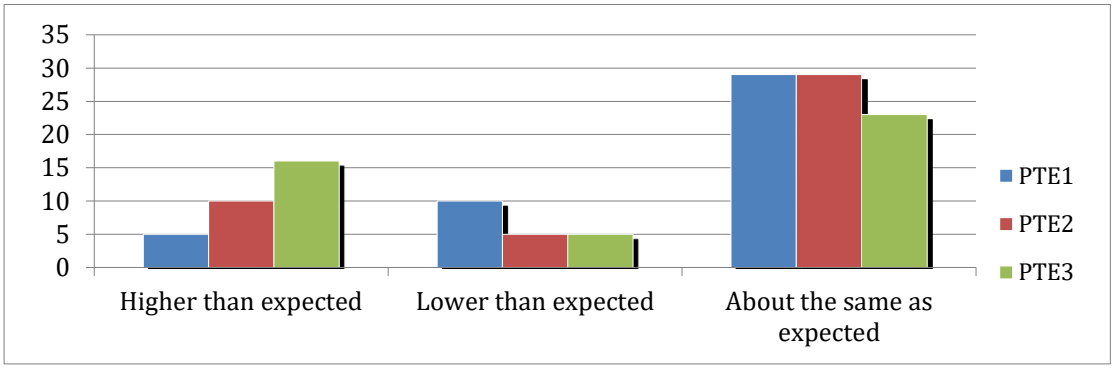
How often did the children use incidental Welsh?



n=44 **Figure 23**

When considering trainees' observations of the standard of incidental Welsh used by pupils, it must be noted that the data below cannot be accepted without question as being reliable. However, trainees would again have been able to use their prior knowledge from lectures at the university to make judgements as to the level of language heard in their classrooms when compared to the expectations noted in the WJEC (1998) publication. There is no definite pattern in the answers given by trainees across the three years as shown in Figure 24. The number of trainees stating that pupils' incidental Welsh was at the same level as expected is consistent in Years 1 and 2 at 29 (66%), suggesting that the majority of pupils used an appropriate range of incidental Welsh, as judged by the trainees. However, the numbers choosing the alternative options fluctuate; therefore, it is more difficult to see a pattern emerging from the data in its entirety. In addition, the data from the Year 3 placement does not correlate, with a much larger number - 16 (36%) - choosing the 'higher than expected' option, resulting in a smaller number – 23 (52%) - choosing the 'about the same as expected' option than the 29 (66%) seen in Years 1 and 2. There is no clear reason for this change in terms of school location; however, taking into account the previous discussion concerning teachers' level of incidental Welsh in the Year 3 PTE (shown in Figure 21), it is understandable that pupils' use of language is better when a good model of language is observed.

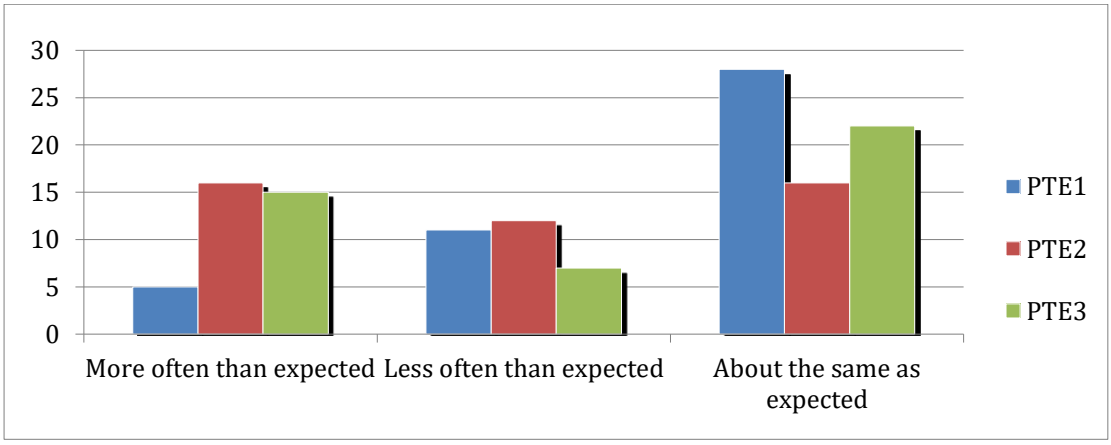
What was the standard of the incidental Welsh used by the children?



n=44 **Figure 24**

There are fewer patterns when looking at the answers given regarding the frequency of the incidental Welsh used by pupils, as shown in Figure 25. While the option with the largest number of answers is the 'about the same as expected' option, the answers given in the Year 2 questionnaire are more consistent across the three options, suggesting that there are substantial differences between each school. When comparing the frequency with the level of language used, no correlation can be seen in the figures shown here.

How often did pupils use incidental Welsh?

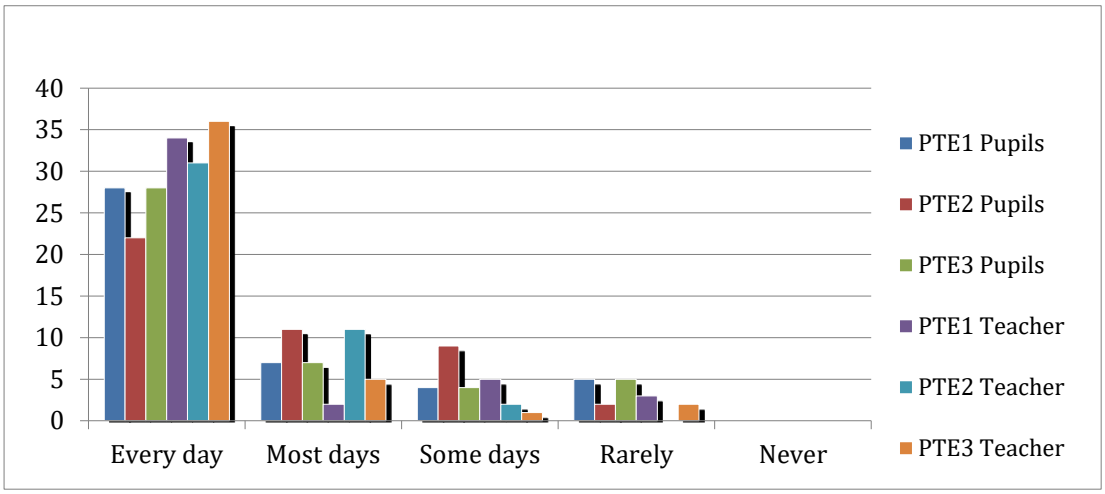


n=44 **Figure 25**

When comparing the use made of incidental Welsh by pupils with that of teachers, it is clear that teachers used incidental Welsh more frequently than pupils. Figure 26 shows that the decrease in numbers of trainees choosing the 'every day' option in the Year 2

placement is consistent in relation to both teachers and pupils. Again, this appears to contradict the data concerning the level of Welsh used within distinct Welsh lessons, but may show that teachers and pupils did not make use of all the language that they had covered within Welsh lessons in the incidental language that they used in less formal situations (Estyn, 2013b). It is noticeable also that the figure for the 'rarely' option is higher for pupils than for teachers for each of the three years.

Correlation of frequency of use of incidental Welsh by pupils and teachers.

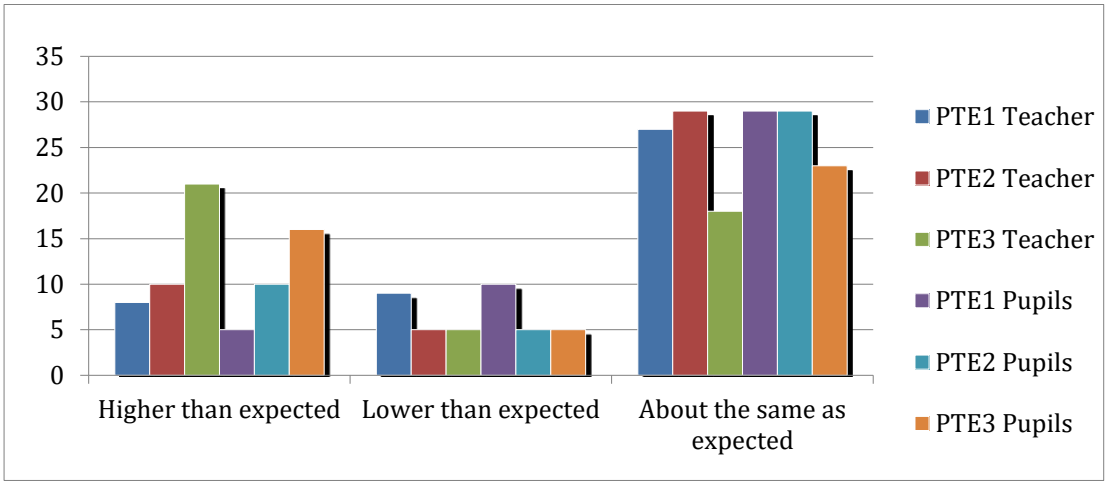


n=44 **Figure 26**

Despite the fact that the Year 2 results distort the consistency of the figures, it is clear that incidental Welsh was used every day in the majority of schools by teachers and pupils, an average of 30 (68%) when combining the data. The combined figure of trainees that chose 'most days' is substantially lower at an average of 7 (16%), with the 'some days' option at an average of 4 (9%). It is a matter of grave concern that an average of 3 (6%) trainees stated that incidental Welsh was rarely used in some schools considering the focus on the language over a number of years, both politically in the wide range of documents from WG and in terms of the expectations of Estyn.

Figure 27 shows the combined data for the standard of incidental Welsh used by the teachers and the pupils, as perceived and assessed by the trainees. It is clear that standards were generally as expected by the trainees, with the change in the data collected in the third year being consistent for both pupils and teachers.

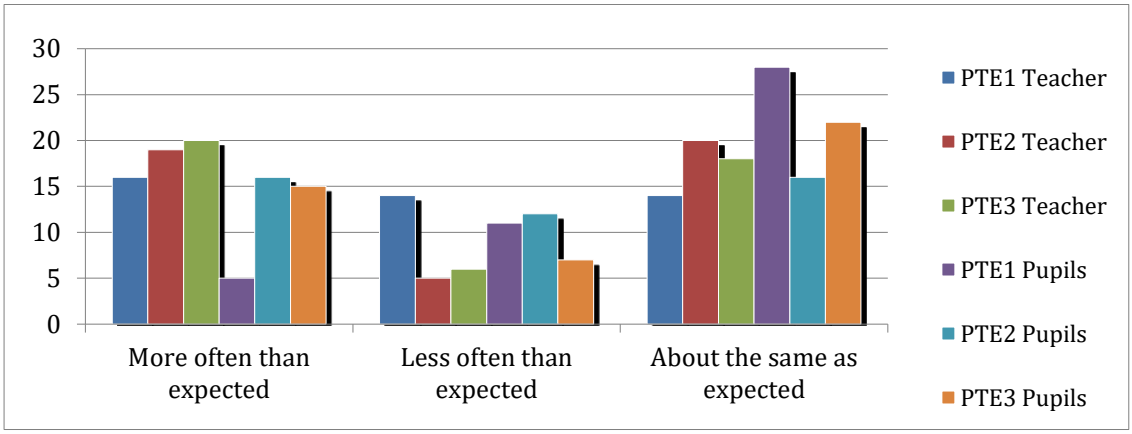
Correlation of level of the incidental language used by pupils and teachers.



n=44 **Figure 27**

In terms of the frequency of incidental Welsh used, a substantial difference can be seen in the answers given between the incidental Welsh used by teachers and by pupils, as shown in Figure 28. There appears to be little correlation between the teachers and the pupils within, or across, the three years, but there is no clear reason why this should be the case. The figures concerning pupils in PTE1 are the least consistent, but trainees' lack of school experience and observation when in Year 1 might account for this difference. When combining the six pieces of information, it can be seen that the frequency of the language observed by the majority of the trainees (20 or 43%) was 'about the same as expected', followed by the 'more often than expected' option at 34% and, lastly, the 'less often than expected' option at 20%. The choice of 'about the same as expected' might suggest that levels of language in different schools, and in different age groups within those schools, were fairly similar in the experience of the trainees. This will be discussed further in Chapter 6.

Correlation of frequency of use of incidental Welsh by pupils and teachers.



n=44 **Figure 28**

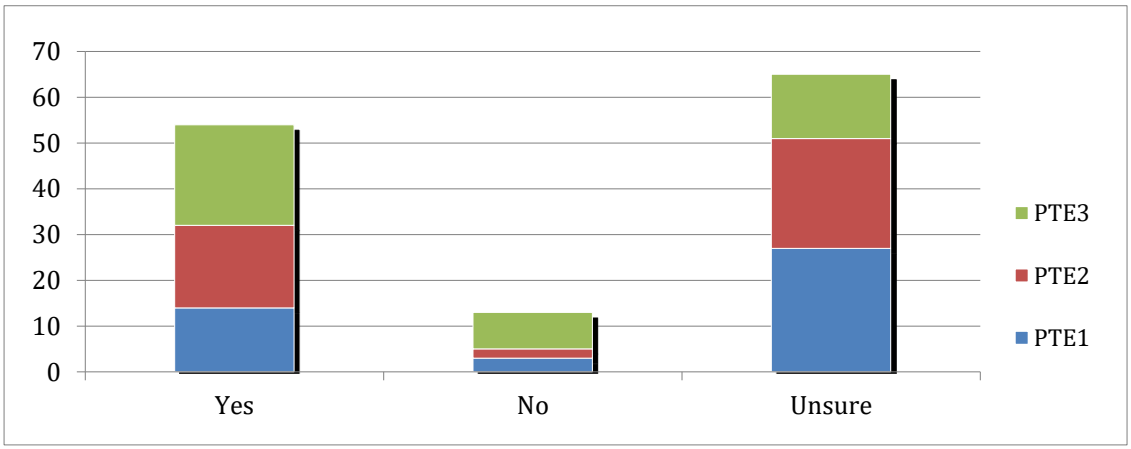
It appears, therefore, that the majority of teachers and pupils used incidental Welsh every day, and that the standard and frequency of the language used was generally as expected by trainees. However, taking into account the views of Estyn, the expectations detailed in publications such as the WJEC (1998) document, and the empirical evidence given by the researcher in this study, it is clear that the standard of the incidental Welsh in the majority of schools was not as high as it should have been. This standard appears to have become the norm. As a result, trainees follow the example of their school mentors, perpetuating the problem as they become qualified teachers themselves. As stated by Bailey, Bergthold, Braunstein, Jagodzinski Fleischman, Holbrook, Tuman, Waissbluth & Zambo (1998:11),"[i]f it is true that 'we teach as we have been taught', rather than as we have been trained to teach, then it would appear that we are bound to perpetuate the models we have learned in our own teaching". It is clear, therefore, that universities have a significant role to play in bringing about a change in this regard, working alongside teachers in schools to ensure that expectations of language are sufficiently high.

As discussed in Chapter 3, all schools should have access to the county Welsh support service, with the school staff receiving support or training from an Athrawes Fro[61] (WAG, 2003). It is surprising to note, therefore, that the majority of trainees were not

[61] The term 'Athrawes Fro' (rather than Athro Bro = a male teacher) has been used throughout this dissertation to denote visiting Welsh teachers, as these members of staff tend to be female.

aware of the presence of an Athrawes Fro during their time in their schools, as shown in Figure 29, despite the fact that they would have spent at least six weeks in a block of time in a school. It is clear that more trainees were aware of this provision in their Year 3 placement, perhaps as the placement was for eight weeks rather than six, but it is more likely that, as final year trainees, they would be more aware of the role that external agencies play within a school environment.

Did a visiting Welsh teacher (Athrawes Fro/Athro Bro) attend the school?

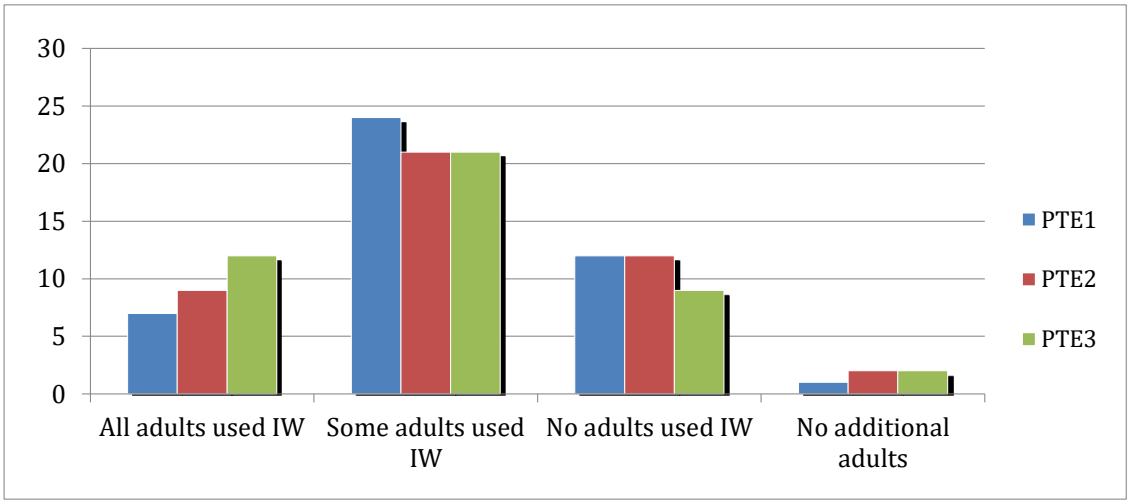


n=44 **Figure 29**

Another element that might have an impact on the standard of incidental Welsh is the extent to which it is spoken by other adults within or outside the classroom. WAG (2008a:31) states that "[i]nvolving all the…school's practitioners in the ethos of the Foundation Phase is crucial [in order to promote bilingualism]. Lunchtime staff should be encouraged to practise Welsh with children". Clearly, this does not only apply to the FP, and all adults in every school should be involved with creating this ethos. Additional adults in a school might be present for a range of reasons. Some adults support one particular pupil, for example a child with additional learning needs or English as an additional language; some are present to support groups and to ensure that the necessary adult:child ratios are met (WG, 2014j); others will assist with lunches or in the school office. It should be noted, therefore, that the extent to which trainees observe additional adults using Welsh may be different depending on the role of the adult. It is likely that it would be learning support assistants that would use incidental Welsh in the main, although, in some schools, staff such as lunchtime supervisors are also encouraged to do so. It can be clearly seen in Figure 30 that the

majority of trainees across all three years reported that 'some adults used incidental Welsh'.

Did you hear incidental Welsh being spoken by other adults at the school?



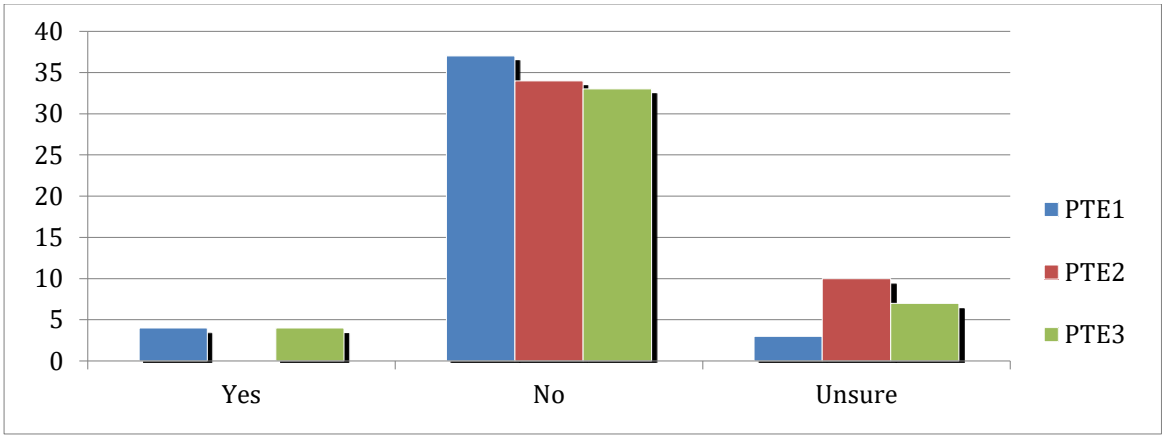
n=44 **Figure 30**

On average there are more trainees reporting that 'no adults used incidental Welsh' compared with 'all adults used incidental Welsh', showing that the adults in only a relatively small number of classrooms or in wider school communities are consistent in their use of incidental Welsh. An independent review of the FP (WG, 2014g:2) found that only a "minority of…practitioners reported that the quality of additional practitioners' (i.e. additional adults) Welsh impacts on the successful implementation of the 'Welsh Language Development' area…of learning within the Foundation Phase". However, it could be argued that the lack of consistency in the use of Welsh in classrooms, coupled with little or no incidental Welsh being used by adults across the school, does not demonstrate a good role model for pupils, and does not show pupils that Welsh is relevant and useful in every day life (WG, 2013b).

It is not surprising, therefore, that very few of the trainees reported that their pupils spoke Welsh to each other outside the classroom, as shown in Figure 31. Overall, an average of 79% (35) of the 44 trainees reported that pupils did not speak Welsh outside Welsh lessons. An additional 15% (7) of the trainees were unsure whether pupils used Welsh, suggesting that they may not have witnessed this happening. This is perhaps surprising considering the fact that Estyn should investigate this area in every

inspection (Estyn, 2013h). Although four in the Year 1 placement stated that pupils did speak Welsh, three of the four were placed in dual-stream schools and, therefore, this was to be expected. We can assume, therefore, that there are generally very few instances where Welsh is used by pupils outside the classroom, corroborating the view of Estyn (2015b).

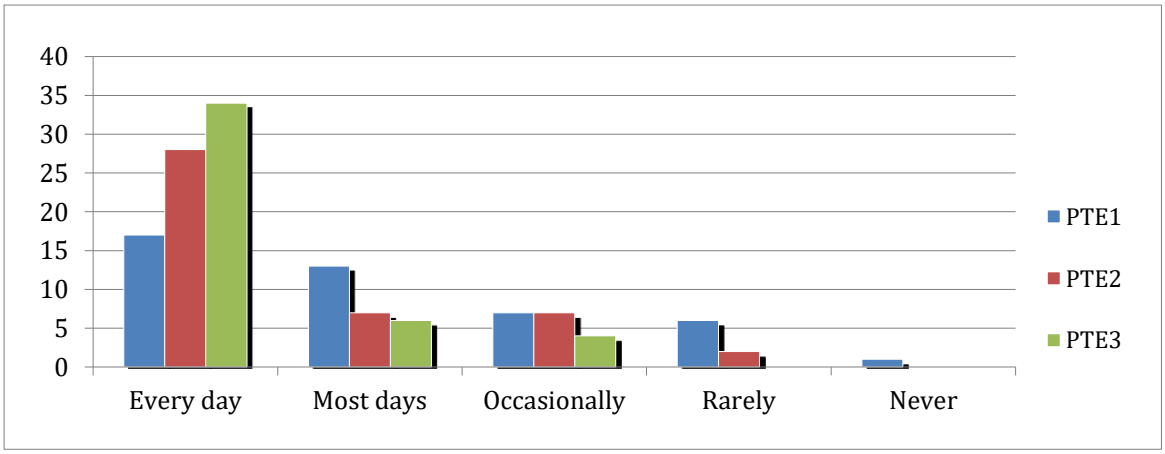
Did you hear any pupils in the school speaking Welsh to each other outside your classroom?



n=44 **Figure 31**

While acknowledging that care must be taken with regard to the reliability of these self-reported data, it is pleasing to see a clear improvement in trainees' perception of their use of incidental Welsh in the classroom over the three-year course, as shown in Figure 32.

Did you use incidental Welsh in your classroom?

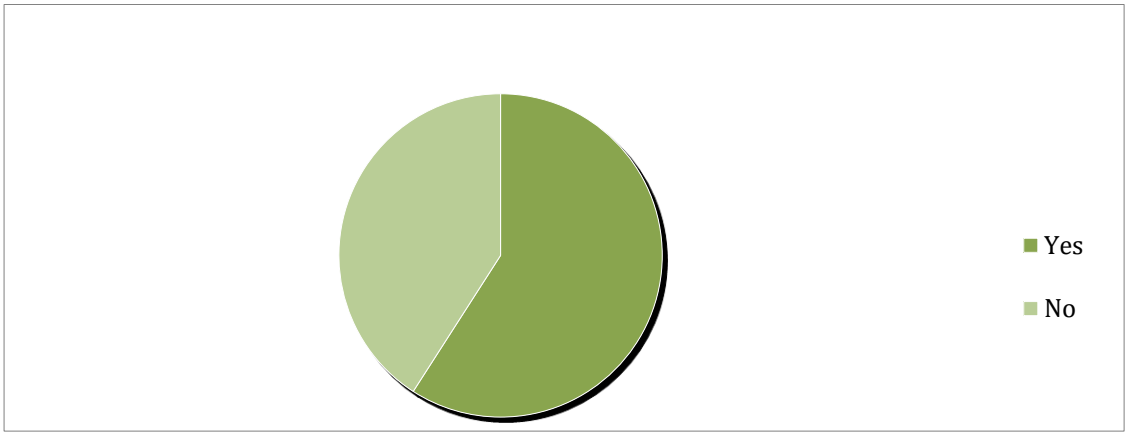


n=44 **Figure 32**

While the majority of the trainees in Year 1 (17 or 39%) reported that they used incidental Welsh every day, a significant number (13 or 30%) chose the 'most days' option, with 7 (15%) choosing the 'occasionally' and 6 (13%) the 'rarely' option. One trainee, or 2%, chose the 'never' option. These data are unsurprising as trainees in year 1 would have numerous essential elements of teaching to consider, such as writing lesson plans, researching new content and ensuring effective class management (Kagan, 1992; Berry & Loughran, 2002), and perhaps these elements would be the main foci of their attention rather than their use of Welsh. It is clear that substantially more trainees (by 22%) used incidental Welsh every day in Year 2 than in Year 1, and this figure improved further (by 16%) in Year 3 up to 77% of the cohort. By Year 3, no trainees chose the 'rarely' or 'never' options, suggesting that all trainees had maintained or improved their use of incidental Welsh over time. It is likely that, by this time, trainees would appreciate the value of improving their personal language skills when looking ahead to gaining employment following graduation, and they would have developed a good understanding of the need to use incidental Welsh regularly during university lectures and in their time in schools.

Despite this, following observation by the classteacher or university tutor, nearly 60% of trainees received the improvement of their incidental Welsh as a target in the Year 3 PTE, as seen in Figure 33. A range of targets referring to any of the 42 QTS standards could be given, and there was no expectation from the university at that time that observers focused specifically on trainees' use of incidental Welsh. However, this was commonly included as one of the targets set by both mentors and tutors, suggesting the importance of this element within trainees' teaching in the majority of schools. If a target was given, the observer of the following lesson should have noted the level of progress observed in that lesson, and could set the same target if insufficient progress had been made. Further details will be given concerning the progress of specific trainees in Chapter 6. It is likely that the setting of this target in the Year 3 PTE encouraged many trainees to improve their use of incidental Welsh resulting in each one of the trainees reporting that they used incidental Welsh 'every day' or on 'most days' by the end of the experience.

Number of trainees receiving the improvement of incidental Welsh as a target during PTE3



n=44 **Figure 33**

5.4 Self-reported Checklists

It is interesting to analyse the self-reported checklists (Appendix 17) that were completed by the trainees after PTE1 and PTE3 to investigate any patterns or similarities. The researcher chose basic vocabulary and patterns that were commonly used in classrooms as a basis to the checklist, giving trainees the opportunity to add any additional language that they used to the bottom of the sheet. It was hoped that trainees would add more extensive vocabulary and patterns that might be specific to a particular classroom or school. Trainees would have been aware of the expectations of language for different age groups according to the WJEC (1998) publication already discussed, where a clear progression can be seen between language that is suitable for Nursery/Reception classes, e.g. Bore da, Dim siarad[62], and the language that should be used with pupils in Year 5/6, e.g. Estynnwch y gofrestr os gwelwch yn dda; Mae hi wedi mynd at y deintydd[63]. Comparisons between the forms completed by trainees after having taught in different year groups are, therefore, worthy of note.

The following discussion concerns the trainees that took part in the questionnaires, but excludes the eight trainees that are discussed as separate case studies. 17 of the

[62] Good morning, No talking.
[63] Reach the register please; She has gone to the dentist.

remaining 36 trainees reported the use of a wider range of incidental language in PTE3. This represents a surprising statistic as it might be expected that a higher number of trainees would report an improvement in their use of indicental Welsh as they gained in confidence by the Year 3 placement, suggesting that the majority made little progress in this regard during the course. It must be noted that eight of the 17 were placed with a younger age-group of pupils in their PTE3 class than the age-group that they taught in their PTE1 classes and, therefore, it would be anticipated that *less* complex incidental Welsh might be expected in their PTE3 classes. An example of this can be seen in Appendix 17, where the trainee was placed in Year 3/4 in PTE1 and Reception in PTE3. The two forms show clearly that the trainee believed that she, her pupils and her classteacher in the Reception class used substantially more incidental Welsh than the pupils, teacher and trainee in the Year 3/4 class. This is surprising when considering that the latter are four years older than the former and, therefore, should understand a wider range of language. Despite this, she reported an improvement her use of incidental Welsh, and this may have been due to experience and confidence, but also due to the expectations of the respective schools.

Only four of the 36 trainees demonstrated a wider range of sentence patterns in PTE1 than PTE3, with all four being placed in the FP in PTE1. An example can be seen in Appendix 18, where the children in the trainee's PTE3 Year 5 class used a very limited range of Welsh phrases. The language he reported in his PTE1 Nursery/Reception class is consistent with expectations of the incidental Welsh that might be used with pupils of this age (WJEC, 1998), and is more varied than that shown in his Year 5 list. This implies that the young age of pupils does not mean the use of a narrower range of language, corroborating the views discussed in documentation (NAW, 2010; Estyn, 2011a; Estyn, 2013a) that teachers often lack confidence to use incidental Welsh with KS2 pupils. It may be that, in this context, teachers find it challenging to include incidental Welsh in a natural manner within distinct NC subjects, particularly when considering that the expectations of language patterns at this age should include, for example the past tense as well as the present (WJEC, 1998). Teachers may perceive the use of a variety of tenses, for example in a History lesson, to be complex in terms of the teaching and learning required within the lesson. As a result, they may avoid the use of Welsh rather than make the significant effort that might be needed to ensure that

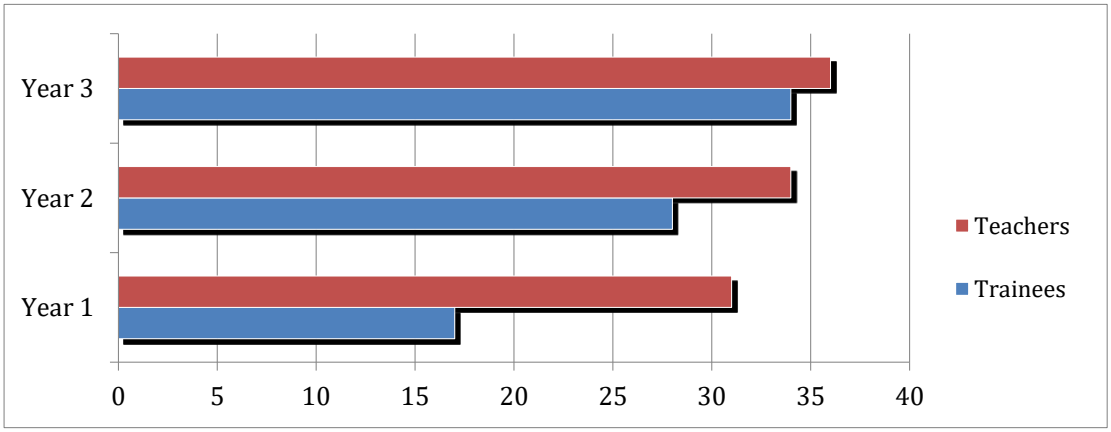
this language is included in their teaching. This will be considered further in the discussion of the case studies in Chapter 6.10.

In the self-reported language lists, the remaining 15 trainees demonstrate very little difference in the range of language patterns and commands that they used in PTE1 and PTE3. While acknowledging that there might be a difference between the *use* of Welsh and the *range* of the language being used, this lack of improvement appears to conflict with the findings shown in Figure 32, where many more trainees reported that they used incidental Welsh 'every day' in PTE3 than they had done in PTE1. Eight of the 15 were placed in younger classes in PTE3 than they had been in PTE1, four were in older classes and three were in the same year group in both placements. An example of the lists of one trainee can be seen in Appendix 19 who was placed in Year 3 in her PTE1, and in Nursery in PTE3. Her lists demonstrate little difference in the language that she used in the two classrooms, despite the likelihood of an increased level of confidence over the three-year course. This suggests that the age of pupils does not have a significant impact on the range of incidental language used, despite the guidance available that states otherwise; for example, in the WJEC (1998) publication. With regard to the eight trainees involved in the case studies, the same conclusion can be drawn, with data having been collected over three years for these trainees. Further discussion of these specific cases can be found in Chapter 6.

When considering those who answered that they used Welsh 'every day', it is interesting to compare the data concerning teachers (Figure 20) with that of the trainees (Figure 32). It is clear that modeling by classteachers can have a significant impact on the behaviour of trainees (Elliott and Calderhead, 1994; Griffin, 1999; Wood & Geddis, 1999), and that, when teachers model a particular behaviour, this allows trainees to experience elements that they may have read or heard about in their university provision. This helps the trainee to develop his/her own teaching, and it is probable that the trainee will reproduce or emulate the behaviour that has been modeled. We have seen earlier in Figure 20 that there was a fairly consistent number of teachers over the three years using Welsh every day. While Figure 34 shows that, according to the trainees, the teachers as a group over each of the three years used Welsh more regularly than the trainees, the figure for the trainees increased each year. It is possible, therefore, that the use of incidental language improves with experience in

the classroom and that, with further teaching experience, the Year 3 cohort will improve as they become qualified teachers.

Self-reported use of incidental Welsh by trainees and teachers.

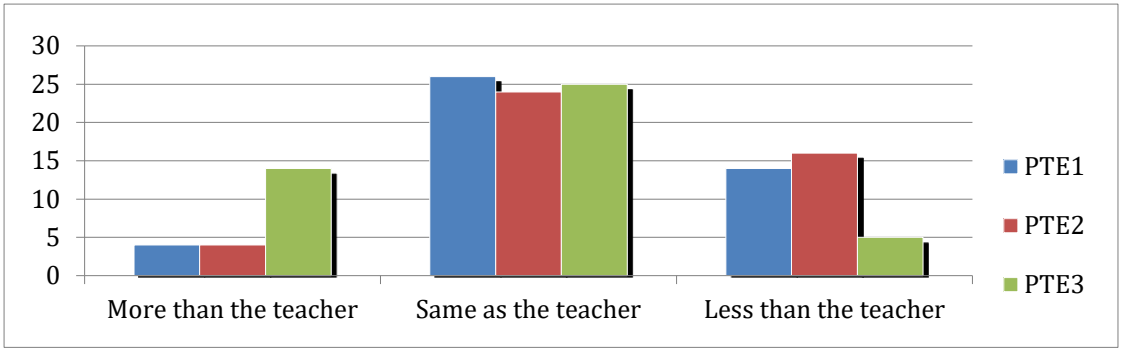


n=44 **Figure 34**

In addition, each trainee compared his/her use of incidental Welsh with that used by the classteacher, as shown in Figure 35, with the majority in each year stating that they had used the same amount of Welsh as the teacher by the end of their placement. However, although the numbers choosing this option remains fairly constant, there are significant differences in the other options, particularly after PTE3. Here, there is an increase of ten trainees (or 28%) reporting that they had used more Welsh than the classteacher and, therefore, a decrease can be seen in the 'less than the teacher' option in Year 3. This, again, suggests that the trainees improved in their use of incidental Welsh over the three years. However, it must be noted that trainees would have been placed in a different set of schools during their three years, and with different teachers within those schools; therefore, it is not possible to make a conclusive comparison between the placements. It may be that the teachers involved in PTE3 used less Welsh generally than those involved in PTE2, and, as the researcher did not observe either the trainees or the teachers, it is not possible to be certain of the amount of incidental Welsh being used by trainees and their teachers. Additionally, it must be acknowleged that there is a difference between the *frequency* of the incidental Welsh that was spoken by the two groups and the *range* of the language that they used. The latter is more difficult to judge based on the data provided by the trainees in these questionnaires and language lists. This will be discussed further, however, in the case

studies, where teachers were given an opportunity to comment on their trainee's use of incidental Welsh and, therefore, a more definite conclusion can be reached.

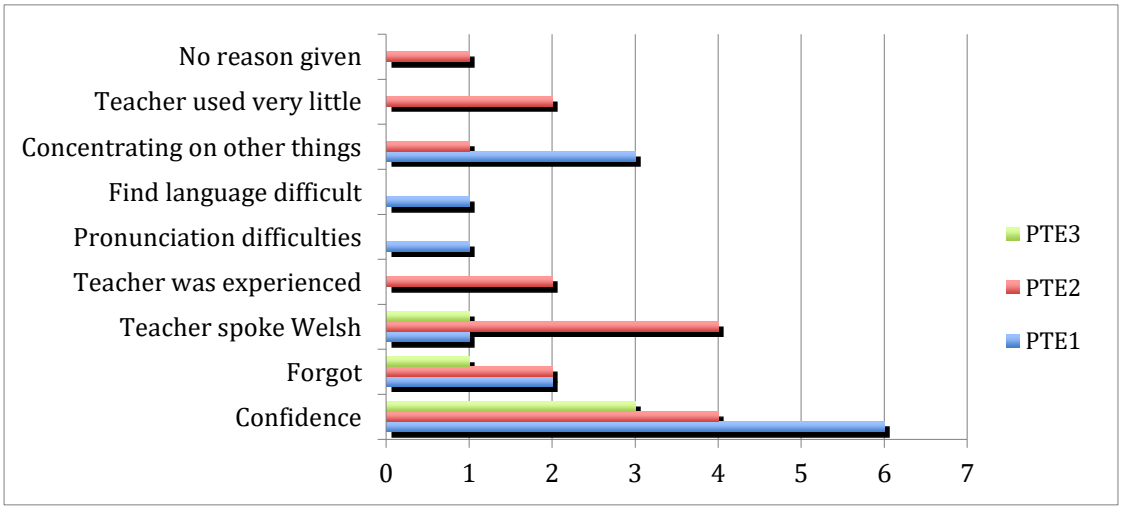
How much incidental Welsh were you using by the end of your School Based Experience?



n=44 **Figure 35**

The reasons for using less Welsh than the teacher were ascertained from those who had chosen this option, and the answers given can be separated into eight categories. As shown in Figure 36, the reason expressed most frequently was related to the confidence of the trainee to use their Welsh, stated 13 times out of the 35 trainees who answered this question. Six trainees stated that the reason that they had found it difficult was that their classteacher spoke Welsh fluently, with four of the six instances occurring in the Year 2 placement.

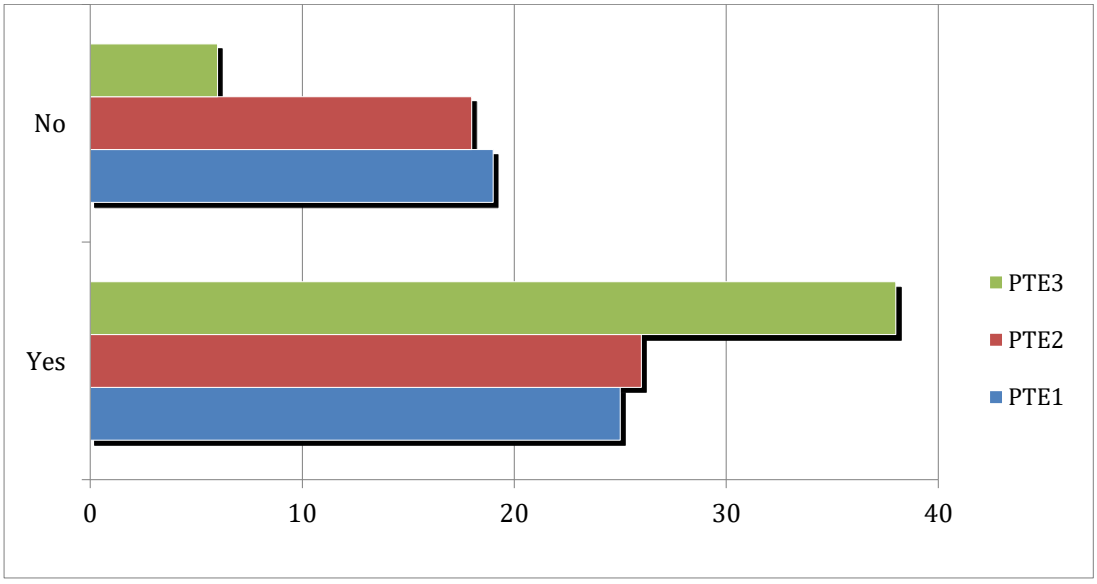
Reasons for using less incidental Welsh than the teacher.



n=44 **Figure 36**

With regard to Welsh lessons taught by the trainees themselves, the data is perhaps unsurprising, as shown in Figure 37. Although a significant number (25 or 57%) of the trainees in Year 1 taught a Welsh lesson, this would perhaps not have been an expectation at this early stage in their development and, therefore, a higher figure is not to be expected. They would have been encouraged to focus on the core subjects at this stage, and perhaps to move on to a limited number of the non-core subjects later in their experience. At this time, the university did not require trainees to teach Welsh as a second language and, therefore, it is pleasing to note that this number felt confident enough to attempt at least one Welsh lesson during their first PTE.

Did you teach a Welsh lesson on your PTE?



n=44 **Figure 37**

By Year 3, it would be hoped that the majority would feel confident enough to attempt a Welsh lesson, and the data show this to be the case, with 38 trainees (83%) reporting that they did so. Despite this, it might be expected that every trainee would have this opportunity, but it is unclear whether it was the choice of the trainee not to teach Welsh or if the classteacher did not encourage or allow the trainee to do so. Empirical evidence suggests that one of the reasons why trainees may have been unable to teach Welsh was that the subject was taught by a Planning, Preparation and Assessment

(PPA) teacher[64]; therefore, the classteacher would have used this time out of the classroom to plan alongside the trainee for later lessons. Alternatively, if Welsh was taught only on a weekly basis in these schools, it may have been the case that the trainee was not allocated that time as part of the 60% teaching time required of him/her, or that the teacher felt that the trainee's Welsh was not of a high enough standard to teach the class.

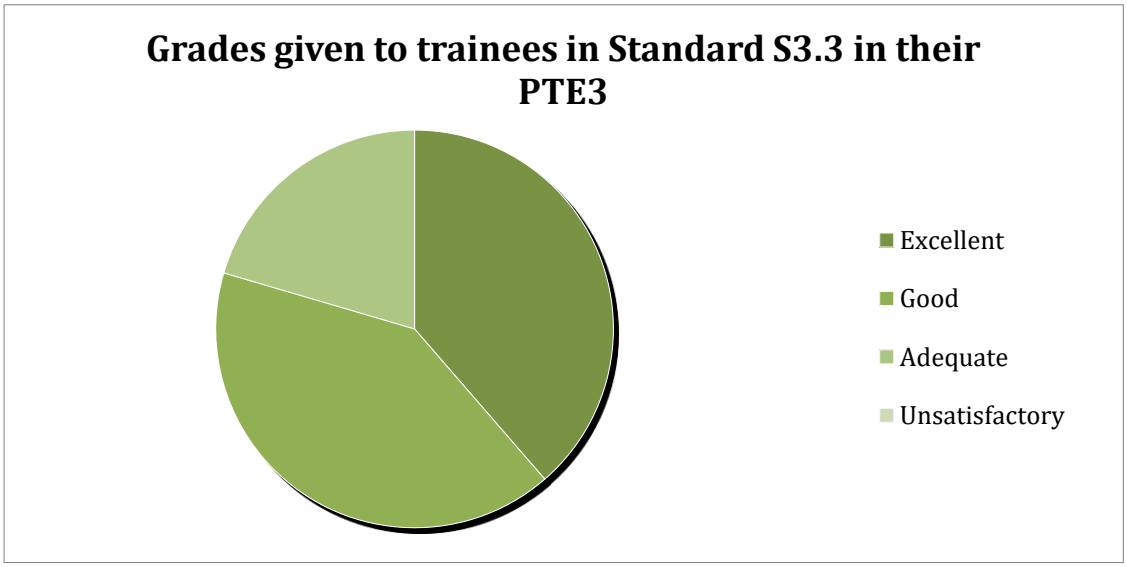
It appears that, if a trainee taught a Welsh lesson in PTE1, he/she was likely to do so again in PTE2 and PTE3, with 14 trainees in this category. An additional ten trainees began to teach Welsh in PTE2 and continued to do so in PTE3. This suggests that the confidence of these trainees increased with teaching experience. A further seven trainees taught Welsh only in PTE3. However, seven trainees taught Welsh in PTE1 and PTE3, but not in PTE2. Six of the seven of these trainees were placed in a year group of older children in PTE2 than in PTE1 and they might, therefore, have been less confident in the higher age group. All seven trainees later chose FP as their specialism for PTE3, which might suggest a greater level of confidence with younger children more generally. In three of the seven cases, trainees did not observe the classteacher teaching a Welsh lesson during PTE2, which would undoubtedly have added to their lack of confidence.

Only two trainees taught Welsh in PTE1 and PTE2, but not in PTE3. One was placed in a Year 6 class in PTE3, therefore, the complexity of the required language may have had an impact on her confidence. The second trainee, however, was placed in a Reception class and, although she had previously achieved only GCSE Short Course in Welsh, she would certainly have had the capacity to teach Reception-age children. A further two trainees taught Welsh lessons in PTE1 but not in PTE2 or PTE3. One of these was placed in a Year 2 class in PTE3 and would undoubtedly have had sufficient personal language skills to teach at this level; therefore, it is unclear why she did not do so. The second trainee, as previously discussed, arrived at the university with no Welsh and, even after three years, did not have sufficient language skills to teach her

[64] PPA time is time set aside for teachers during their timetabled teaching day to allow them to carry out planning, preparation and assessment activities. During this time, another teacher - usually known as the PPA teacher - would teach the regular teacher's class.

high-ability Year 4 class. Only two trainees did not teach Welsh at all during the three years, one of whom is discussed further in Chapter 6.4.

It is difficult to judge the efficacy of the Welsh lessons taught by the trainees as there is insufficient evidence of the quality of these lessons. Only a small minority of trainees chose Welsh as an assessed lesson and there is otherwise no formal evidence of the quality of their lessons. However, it might be useful to look at the final grade given to each trainee in Year 3 for QTS Standard S3.3 - Teaching and Class Management - in order to ascertain whether or not the standard of trainees' teaching more generally is relevant. It is acknowledged that "[t]he quality of teaching is absolutely critical to ensure a positive learning experience…Ensuring a high quality Welsh second language workforce is therefore crucial" (WG, 2013b:36). Figure 38 shows that the vast majority of trainees (80%) were 'Good' or better, with 39% of trainees achieving a grading of 'Excellent', and 41% achieving a 'Good' grading. Appendix 20 shows exemplification of the four judgements that can be awarded by mentors and tutors in each of the QTS standards at the end of trainees' Year 3 placement.



n=44 **Figure 38**

All 44 trainees passed the Year 3 teaching experience. However, there appears to be no correlation between these figures and the previous discussion regarding the teaching of Welsh lessons or the use of incidental Welsh. It appears, therefore, that the

linguistic standard or frequency of a trainee's use of incidental Welsh has no bearing on the standard of their teaching more generally, and that mentors do not take into consideration the trainees' use of incidental Welsh when coming to a judgement as to the quality of their teaching. This issue will be considered further in the discussion of the case study trainees in Chapter 6.

Chapter 6: Case Studies

6.1 Introduction

Each trainee that was involved in the case studies undertook three school-based placements (PTE), as noted in Chapter 5. As discussed in Chapter 4, a range of sources was used in order to form the eight case studies, including each of the reports written by teachers and mentors concerning a trainee's teaching skills.

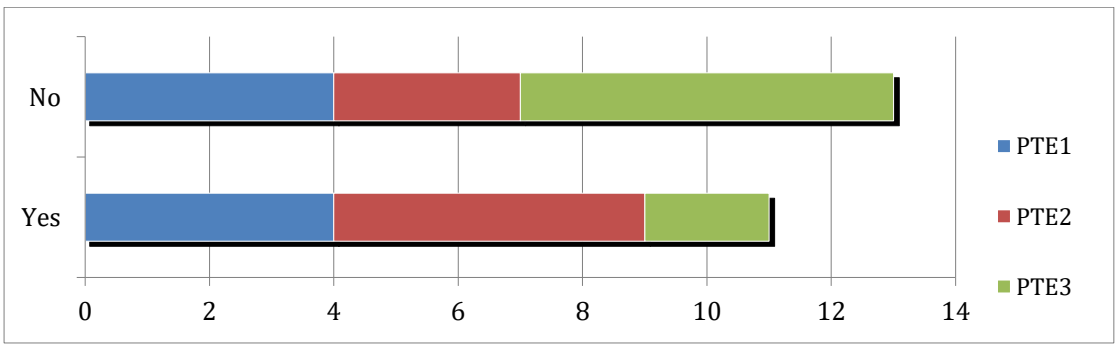
During PTE1 and PTE2, a trainee would usually receive five Formative Assessment Reports using the university's document (Appendix 21), one completed by a tutor allocated by the university, and the remainder completed by a member of staff at the school, usually either the classteacher or a senior mentor, though occasionally this might be the headteacher alternatively. During PTE3, a university tutor would normally complete two formative assessment reports and school staff would complete an additional four. At the end of each PTE, a Summative Assessment Report (Appendix 22) would be completed by staff at the school based on all the existing Formative Assessment Reports.

Prior to any PTE, staff from the schools receiving trainee teachers would be invited to training within the university to ensure that they were secure on the role of the school in the process and to ensure parity in experience and assessment. This training would include a consideration of documentation, including the sharing of good examples with regard to formative and summative assessment reports. School staff would, therefore, be aware of the need to set targets against QTS standards for each trainee, and that any targets set on one formative report should be followed up in the subsequent report in order to assess the progress made by the trainee. The need to comment specifically on trainees' language skills, both in English and in their use of incidental Welsh, on formative assessment reports would also be also emphasised in the training that occurred at this time. This process was introduced as part of the university's response to its 2011 Estyn inspection of initial teacher training. However, not all schools receiving trainees were represented at the training and, therefore, some mentors may not have been aware of the priorities and expectations.

In terms of trainees' use of Welsh in the classroom, a small group of trainees took part in a pilot of a Welsh language planning sheet whilst on their Year 2 and 3 PTEs (Appendix 23). This was introduced in order to ensure that trainees actively planned the Welsh that might be used in their lessons, both by themselves and by pupils. Those taking part in the pilot reported that they found the planning sheet to be helpful as they were more likely to use the specific language that they had planned within a particular context rather than relying on their ability to remember to use some Welsh in an incidental manner. As a result, the planning sheet was rolled out across the BA(Ed)QTS course for all year groups.

The eight trainees involved in the case studies were each placed in three different schools over their three years at the university. In the inspection reports of the 24 schools in which the eight case study trainees were placed over the three years, Estyn's recommendations (Estyn, 2010f, 2010g, 2010h, 2010i, 2011b, 2011c, 2011d, 2011e, 2011f, 2012c, 2012d, 2013c, 2013d, 2014b, 2014f, 2014g, 2013e, 2013f, 2013g, 2014c, 2014d, 2014e, 2014h, 2015a) included the improvement of Welsh by teachers or pupils in eleven of them (46%), as shown in Figure 39. Bearing in mind that Estyn had recommended in 2014-15 that "almost a third of English-medium schools inspected" (Estyn, 2016b) should improve Welsh as a second language, it appears that the schools represented in this sample were not representative of the primary schools across Wales in this regard. It appears that standards in Welsh were considered to be lower than expected in more of the schools involved in this sample when compared to all schools being inspected at the same time across Wales.

Recommendations by Estyn of the need to improve the use of incidental Welsh



n=44 **Figure 39**

Figure 40 shows information regarding the use of Welsh, as perceived by Estyn, taken from the most recent inspection report of each school at the time when this study took place. This may give an indication as to the importance of Welsh within each school, and the environments within which each trainee undertook his/her three teaching placements.

Recommendations No recommendation Good comments made

	PTE1	PTE2	PTE3
Trainee 1	2010i Teachers use Welsh well	2014g Raise standards of W2L and pupils use outside lessons	2013g Develop Welsh language skills at KS2
Trainee 2	2013e Improve W2L	2014h Teachers use IW well Improve pupils' standards of Welsh	2015a Pupils in KS2 lack confidence in speaking in lessons and outside the classroom
Trainee 3	2011b Improve W2L in both key stages	2014b Improve pupils' Welsh language skills	2011c Raise standards in W2L in FP and KS2
Trainee 4	2014f Good progress made	2010g Good understanding	2010h Good
Trainee 5	2013c Good	2010f Good but need to use Welsh outside Welsh lessons	2012d Good throughout the school
Trainee 6	2011e Develop pupils' skills	2014e Good but need to develop use of Welsh outside Welsh lessons	2011f Generally good. Use of Welsh by staff in inconsistent throughout the school
Trainee 7	2013f FP – good Improve Welsh language skills, particularly in KS2	2011d Incidental Welsh used by staff is inconsistent and underdeveloped	2014d Appropriate use of language but not enough Welsh used outside Welsh lessons
Trainee 8	2014c Standards are weak, improvement needed	2012c Good – staff use Welsh well across the school	2013d Good but not enough Welsh used outside Welsh lessons

Figure 40

The table shows the differing experience of the trainees; for example, in the case of Trainee 3, each of the three placement schools had received Estyn recommendations that improvements needed to be made with regard to Welsh across the school. This suggests that Welsh was not a focus in any of the three schools attended by Trainee 3, and may subsequently have had an impact on the views and experience of this particular trainee. On the other hand, Trainee 4 was placed in three schools that were deemed by Estyn to have 'Good' standards in Welsh. However, it should be noted that two of the three schools were inspected in 2010 using a previous inspection structure and, therefore, might not have received the same outcome if inspected after 2013 due to the increased expectations within the current inspection framework. Despite this, it is apparent that trainees were placed in a variety of situations, and this study, therefore, aimed to discover whether or not the school in which they were placed had an impact on their development with regard to their use of Welsh.

As noted in Chapter 5, during the process of data collection for this thesis, each trainee completed a self-reported language list at the end of their Year 1 and Year 3 teaching placements, stating the language that they had used during that placement in order to judge the progression between placements, if any. The eight trainees involved in the case studies were asked to complete one additional list at the end of PTE2 so that more detailed comparisons might be made of their language use over their three years. These completed language lists will be discussed individually in order to add to the conclusions formed.

6.2 Case Study 1

6.2.1 Background

Trainee 1 was a female student from an area of Wales where only 9.3% of the population age three and above speak Welsh (WG, 2014d), which was one of the lowest figures when compared to other parts of Wales. Prior to attending the university, she had studied A level W2L but rarely heard Welsh being spoken outside the classroom in her hometown. No members of her family spoke Welsh. She reported a very positive attitude towards learning Welsh at the beginning of the university course, and believed that children in Wales should learn Welsh. Based on her pre-course experience, on a Likert-type scale of 1 to 5, with 1 being 'not at all confident' and 5 being 'very confident', she chose option 4 in all three questions in Questionnaire 1 (Appendix 4), demonstrating that she felt 'confident' to teach Welsh as a second language in the FP, in KS2 and to use incidental Welsh on a daily basis in the classroom (Figure 41). The trainee joined Group 1[65] and would have been encouraged to gain confidence, particularly in her spoken language. At the end of two terms at the university, having attended lectures and observing a Welsh lesson in a school local to the university, Trainee 1's views changed slightly, reporting in Questionnaire 2 (Appendix 5) that she felt 'confident' to teach Welsh in the FP, yet only 'reasonably confident' in KS2, but she was by now 'very confident' that she would be able to use incidental Welsh in the classroom.

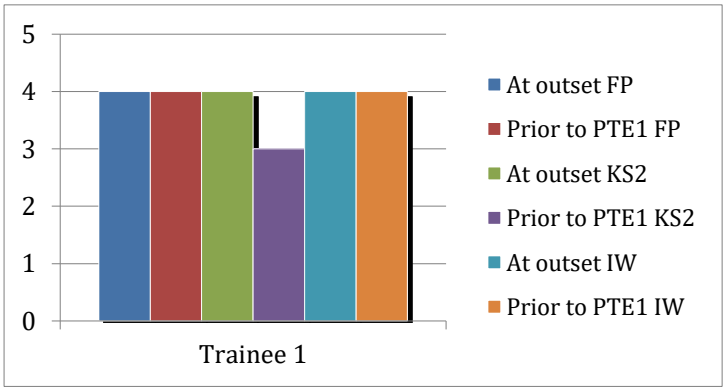


Figure 41

[65] A class of trainees who had studied GCSE Welsh First Language or A Level Welsh Second Language and were, therefore, reasonably fluent in spoken and written language.

6.2.2 PTE1

For her Year 1 PTE, Trainee 1 was placed in a large dual-stream primary school (Estyn, 2010i) on the outskirts of Cardiff. The school's catchment area was described as "economically advantaged" with a percentage of 2.3 of pupils who were entitled to free school meals (FSM[66]) - a figure significantly lower than the percentages for the local authority or Wales (Save the Children, 2012). According to the Estyn report, pupils developed their bilingual skills well, but pupils in the English stream generally displayed only a "satisfactory ability" to understand and speak Welsh using known sentence patterns and vocabulary. Nevertheless, Estyn reported that teachers throughout the English-medium classes used "Welsh phrases and questions effectively to develop pupils' understanding and basic use of the language" and that classes presented bilingual acts of worship to an "outstanding" standard (ibid.:10). The school's website[67] demonstrates its commitment to bilingualism, with every element of text shown bilingually, as would be expected in a dual-stream school, and its W2L Policy evidences the availability of activities through the medium of Welsh, including participation in the Urdd Eisteddfod and a 'Tocyn Iaith' scheme to reward pupils for using their Welsh[68]. The trainee reported that incidental Welsh was spoken by the headteacher and other teachers in the wider school community and that she observed Welsh being spoken outside the classroom, for example on the school yard. It is clear from this evidence that the Welsh language was a very important element in this school, and it is likely that the trainee would have observed good practice in relation to this component of its work.

Trainee 1 was placed in a KS2, Year 3 class, with 26 pupils aged 7 and 8 years. From the very first formative assessment report, the use of incidental Welsh was set as a target by the classteacher, with suggestions given as to how this might be done - "make a list of sentences/phrases to use in class". The fact that this target was set very early in the PTE reinforces the importance of Welsh at this school as the Welsh being used by the trainee was insufficient according to the expectations of the teacher. It may be

[66] "Free school meal eligibility is a measure of low parental income, widely used in social policy research as an individual indicator of potential disadvantage" (Gorard, 2012).
[67] http://www.[redacted].cardiff.sch.uk
[68] http://www.[redacted].cardiff.sch.uk/policies-polisiau/

that the trainee used little, if any, Welsh at this early stage, but it is clear that the classteacher placed great significance on the trainee's use of Welsh from the outset. The university tutor undertook the second observed lesson with a focus on this target. She stated that "the use of incidental Welsh was good but with more confidence more phrases could be introduced", setting a further target of "expand use of incidental Welsh". The senior mentor completed the third formative assessment report, again with a focus on expanding the use of incidental Welsh, agreeing in her report that the trainee was "using Welsh commands in her teaching and needs to continue to expand on this". However, this report did not set a specific target, and the improvement of incidental Welsh was not mentioned in the following two reports completed by the teacher or in the Summative Assessment Report completed by the school. The lack of comment in the latter stages of the PTE is perhaps inconsistent with the perceived importance of incidental Welsh seen earlier in the placement, but it is possible also that the trainee may have improved sufficiently in this area as the placement went on.

Trainee 1 reported in Questionnaire 3 (Appendix 6) that incidental Welsh was used every day by the teacher and pupils in her placement class and that the standard of Welsh spoken by the teacher and pupils was about the same as she had been expecting for pupils of this age and ability. She did state, however, that she believed that the teacher appeared to have 'a limited knowledge of Welsh'. Trainee 1 observed Welsh lessons being taught by both the classteacher and an Athro Bro[69] on the theme of food – a theme typical for the age of pupils in this year-group. Trainee 1 believed that her own Welsh would have been sufficient to teach the lesson that she observed, and her academic qualifications support this claim. She did not have an opportunity to teach a Welsh lesson during this placement however, but this would not be an uncommon situation in a Year 1 placement as the focus would be on the core subjects[70]. She stated that she used incidental Welsh on most days, and that she had used the same amount of incidental language as the classteacher by the end of the PTE, perhaps explaining the absence of targets relating to incidental Welsh on formative assessment reports by the end of the PTE. Her self-reported language list (Appendix 24) corroborates this view, showing the same language being used by both teacher and

[69] A visiting specialist Welsh teacher.
[70] In English medium primary schools, the core subjects would be English, Mathematics and Science.

trainee, although pupils seem to have used less Welsh than might be expected for a Year 3 class, particularly when considering that this was a dual-stream school.

6.2.3 PTE2

In Year 2, Trainee 1 was placed in a large Church in Wales primary school in Carmarthenshire. The school served an area which is "neither prosperous nor economically disadvantaged" (Estyn, 2008j:5) with 8.9% of pupils receiving free school meals - well below the county and national average (Save the Children, 2012). The current school website[71] includes bilingual labelling throughout and much of the information being given in both languages; however, this was not the case at the time of the trainee's placement. During the school's 2008 inspection, Estyn awarded a Grade 2[72] for W2L in the FP and a Grade 3[73] in KS2, stating that pupils' bilingual skills did not develop sufficiently to "enable them to instigate and take part in conversations and use Welsh confidently across the curriculum" (ibid.:8). These judgements resulted in a recommendation being given to the school of the need to "[f]urther develop conversational Welsh across the curriculum" (ibid.:11). It is acknowledged, however, that this inspection took place in 2008; therefore, based on the recommendation given by Estyn, the school might have moved on from the position in 2008 in preparation for their forthcoming inspection in June 2014. Consequently, it is important to look at the school's 2014 Estyn inspection report as the expectations of the school in terms of the use of Welsh might have changed by the time of the trainee's attendance at the school in the summer term of 2013. By this time, a number of changes had taken place, with nearly 500 pupils attending the school and a 19.5% FSM figure[74]. It appears that the situation concerning Welsh had not improved greatly however, as the 2014 inspection report states as one of its recommendations that the school should "[r]aise standards of pupils' Welsh language skills, especially in KS2, and all pupils' use of Welsh language outside of Welsh lessons" (Estyn, 2014g:3), consistent with the previous inspection report. However, it is important to note that "[n]early all pupils" in the early Foundation Phase classes

[71] http://www.[redacted]primaryschool.com
[72] "good features and no important shortcomings" (Estyn, 2008a:2)
[73] "good features outweigh shortcomings" (ibid.)
[74] 3 year average http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng Accessed 05/10/15

were able to understand and respond well to simple questions and instructions in Welsh, with "most pupils" in these classes showing enthusiasm and confidence when using the language (ibid.:5).

It was in one of these classes within the early FP that Trainee 1 was placed during PTE 2, in a Nursery class of 39 3-4 year old pupils, with a Welsh-speaking teacher who was the co-ordinator for W2L in the FP. The trainee received oral, but no written, formative reports from school staff; therefore, it is difficult to determine the school's views with any certainty. However, the university tutor's report states that the use of incidental Welsh was a focus for the lesson being observed, suggesting that this had been set as a target by the school. It states that the trainee had "used some incidental Welsh…but this could be improved", and, therefore, this was given as a target for improvement. During this lesson, the researcher observed only four basic phrases being used by the trainee using instructional language that generally did not require pupils to respond. They did, however, join in with one phrase "Golchi dwylo[75]". Welsh was visible in the classroom with a range of items being labelled in Welsh only, e.g. cwpwrdd, cadair, cyfrifiadur, desg[76], which might be expected in a Nursery classroom. Salinas-Gonzalez, Arreguin-Anderson & Alanís (2015:26) suggest "labelling a variety of objects and the walls of the early childhood classroom" in order to contribute to the development of vocabulary and to provide pupils with opportunities for enhancing their sound-symbol awareness. The classroom also included the puppets Fflic and Fflac from a published Welsh learning scheme, with the 'Tacluso[77]' song words from the same series clearly visible on the wall and a range of questions and sentences on posters, e.g. Sut wyt ti?, Bore da, Eisteddwch, Ewch i'r ty bach[78]. The researcher also observed the classteacher and the LSA[79] using Welsh with the children, as is the expectation of adults working with all pupils from Nursery to Year 6. WG notes the importance of developing young pupils' listening skills, suggesting that "children should hear Welsh through incidental Welsh and Welsh rhymes, songs, commands, greetings, and simple stories in informal play situations"

[75] Wash hands
[76] cupboard, chair, computer, desk
[77] Tidy up
[78] How are you?, Good morning, Sit, Go to the toilet
[79] Learning Support Assistant

(WAG, 2008a:6). However, even though examples of some of these elements were observed, children did not appear to respond in Welsh to any of the adults within the classroom. This might be explained by the children's young age and inexperience in the language; however, in order to enable pupils to learn the language naturally, even very young pupils should be encouraged to begin to respond to adults using very simple language.

In Questionnaire 4 (Appendix 7), the trainee reported that the classteacher used Welsh 'throughout each day', and that she believed the classteacher to have a higher personal level of Welsh than her own. She believed that Welsh was 'very important' generally in the school and in her classroom. This school received trainees in each of the three PTEs, and it is interesting to note that all trainees placed there agreed that the standard of incidental Welsh used was higher than they had expected. As they were placed in a range of year groups, it is reasonable to deduce that this high level of Welsh could be seen across the school. Trainee 1 also stated that Welsh was spoken by the classteacher and the pupils more often than she was expecting, with both teacher and pupils using incidental Welsh 'every day', although this was not reflected in the observations made by the researcher. She stated that, although she did not observe a specific Welsh lesson, "a good amount of time" was spent every day where Welsh was used, with the teacher including Welsh terminology within 'most' areas of the curriculum. The trainee's PTE2 language list (Appendix 25) also demonstrates that the teacher used a wide range of language and, despite the pupils being very young, they also regularly spoke some Welsh. It appears, therefore, that the trainee would have observed a good role model with regard to the use of Welsh, but she was unable to use a full range of language herself, as demonstrated by her language list. The trainee acknowledged that she used 'a lot less incidental Welsh' than the classteacher, the reason given being a lack of confidence. This barrier is further suggested with the trainee stating that her personal level of Welsh would 'probably', but not 'definitely', be sufficient to teach the language that was used by the classteacher, although any teacher who had studied Welsh to A Level would certainly have sufficient personal language to teach Nursery-age pupils. The trainee's lack of confidence extended across the teaching placement as a whole, as suggested by the tutor's formative assessment report, as she struggled to manage this large class independently. This report included the use of Welsh as a target, and the trainee received an 'Adequate'

grading for the teaching element of the observed lesson. However, as her general level of confidence grew, Trainee 1's use of Welsh improved, with the summative report stating that 'she has used incidental Welsh as part of her range of control strategies'. Following the placement, the trainee noted: "I have realised it is very important and I should use it more." It is clear that this classteacher's expectations of the trainee's use of Welsh was high, and that the trainee was unable to reach the required level. It must be said, however, that, due to other elements of teaching which the trainee found to be difficult, incidental Welsh did not become an important focus in her development as a teacher during this placement.

6.2.4 PTE3

For her final PTE, Trainee 1 was placed in a large multicultural school in a Communities First[80] Area in Cardiff. 97% of pupils were from ethnic minority backgrounds (Estyn, 2013g) and the percentage of pupils eligible for FSM was 32.7%[81]. Over 20 different languages were spoken by pupils at the school, and 89% spoke English as an additional language (ibid.). Despite the multicultural nature of this school, over an extended period, it was noted by Estyn that the school had "a strong Welsh ethos" and that members of staff and pupils had "a positive attitude towards the Welsh language" (Estyn, 2007g:17). However, in the 2013 Estyn inspection, although it was noted that, while pupils in the FP spoke "enthusiastically using a good range of vocabulary", older pupils in KS2 were "generally less confident in speaking" (Estyn, 2013g:5). This resulted in a recommendation being made that the school should "[e]xtend the development of pupils' Welsh language skills at key stage 2" (ibid.:3).

Trainee 1 was placed in a mixed Year 5/6 class of 27 children two terms after the inspection took place; therefore, the school may have begun working on the recommendations set by Estyn by this time, suggesting that there may have been a focus on Welsh within this KS2 class and within the wider school community. The importance of Welsh in the classroom environment was unmistakable, with written

[80] This was a WG programme that ran between 2001 and 2018 aimed at reducing poverty in the most deprived areas of Wales.

[81] 3 year average http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng Accessed 05/10/15

examples of Welsh and English on every wall providing a bilingual, language-rich environment for pupils. Gomez & Gomez (2012, cited in Salinas-Gonzalez et al., 2015) suggest colour-coding print in order to assist learners to distinguish between the languages, and this concept could be clearly observed in this classroom, with red and green respectively being used for labelling in English and Welsh. Posters included key phrases that might be used by pupils on a day to day basis, including those used incidentally, e.g. mae'n amser tacluso; bore da[82]; item labels, e.g. cloc, ffenestr[83], and other patterns relating to the weather; personal details; likes and dislikes. In this school, the use of thinking skills was well developed, and the class were encouraged to discuss this bilingually using de Bono (2009)'s 'Thinking Hats', which were displayed on the wall. Another wall display included patterns within a holiday theme in the past and present tenses, as should be covered by a Year 5/6 class (WJEC, 1998), and included the English translation alongside the Welsh. The extent to which both languages were used in this classroom ensured that pupils were provided with numerous opportunities to enhance their oral language development which, in turn, should augment their early biliteracy development (Roskos, Tabors & Lenhart, 2009). Nevertheless, pupils were not observed by the researcher to use any of the resources displayed on classroom walls, leading to a question being raised of its relevance in practice.

In Questionnaire 5 (Appendix 8), the trainee judged that the classteacher 'had learnt Welsh as a second language to a basic standard' and the classteacher confirmed this in the questionnaire for teachers (Appendix 12), stating that she had "attended a 3 week intensive Welsh course" in 2013, but had no formal qualification in Welsh. In this case, therefore, it is clear that the trainee's personal level of Welsh was higher than that of the teacher and it could, therefore, be concluded that the trainee would have sufficient language skills to cope with the level of language being used in this class. The trainee believed that incidental Welsh was used well by the classteacher and that the children were often encouraged to use their Welsh in the classroom, noting a range of patterns used by pupils and teacher on the language list (Appendix 26). However, the trainee did not add any phrases to those already on the list, although one would

[82] It's time to tidy up; good morning
[83] clock, window

hope that the teacher and pupils in a year 5/6 class might extend the basic language included on this list. She believed that Welsh was 'fairly important' to the teacher and in the wider school community, reporting that Welsh was used 'every day' by both classteacher and pupils, although she judged that no additional adults within the classroom used incidental Welsh. This is perhaps to be expected as a number of additional adults may have been present in the classroom in order to give language support to specific pupils who were at various stages of learning English an as additional language, but the classteacher disagreed with the judgement of the trainee, stating that 'some' additional adults used incidental Welsh. The researcher's observation can corroborate the view of the classteacher in this case, although perhaps the fact that one of the lessons that was observed was a Welsh lesson increases the likelihood of the language being used incidentally by all adults present. The trainee reported that the incidental Welsh spoken by the teacher was at the standard and frequency she expected; however, the standard of Welsh spoken by pupils was at a higher level she expected, and was spoken more frequently than expected. The trainee observed a Welsh lesson being taught by the classteacher and she judged that her own Welsh would 'definitely' have been sufficient to have taught the lesson that she observed. The trainee herself taught Welsh lessons, one of which, as shown in Appendix 27, was observed by the university tutor and judged as a 'Good' lesson. The tutor would have come to this judgement based on her observation of a range of competencies, as can be seen in Appendix 20. The trainee reported that she used incidental Welsh every day, and, by the end of the placement, used the same amount of Welsh as the classteacher. The classteacher confirmed this judgement and noted that, in her view, the trainee had sufficient Welsh language skills in order to use incidental Welsh in the placement class and to teach Welsh lessons. The trainee considered that the improvement of the use of Welsh was set as a target in this placement several times because "I forget to use it". The fact that the trainee 'forgot' may suggest that she had not embedded this into her practice sufficiently and may also raise a question regarding the model demonstrated by the classteacher. Nevertheless, the trainee stated that she felt supported in her efforts to improve her use of incidental Welsh and was "given some advice on what phrases I could use".

The researcher observed two lessons in this class, the first being a mathematics lesson near the beginning of the placement where very little Welsh was used by the trainee –

only two very basic phrases, and numbers 1 to 5 - and no Welsh was used by pupils. Even at this early stage, the trainee was aware of her need to improve her use of Welsh as two lesson observations had already been completed by the classteacher, and both formative assessment reports included comments concerning the need to improve in this area: "[y]ou need to use incidental Welsh more" in the first observation report and "[y]ou need to use more incidental Welsh during your lessons" in the second, with a target and examples given of how the trainee could improve. However, the classteacher did acknowledge the trainee's "sound knowledge of Welsh" which was apparent in her vocabulary and sentence structures. Comments made by the classteacher on these reports evidently exhibit the significance of Welsh in the school following Estyn (2013g)'s recommendations, and indicate the high expectations concerning the trainee's use of Welsh in the classroom. As a result, a personal target was stated on the trainee's lesson plan for the following observed lesson stating that she needed to "[u]se incidental Welsh more in the classroom". The tutor's report following this observation states that 'some' incidental Welsh had been used in the lesson, but that the trainee should continue to work on this aspect of her teaching. The same personal target continued to appear on the trainee's lesson plans by the second observation completed by the tutor a month later, but, by this time, it was clear that a substantial improvement had occurred in this regard. The trainee had included on her lesson plan key words and sentence patterns in Welsh that she intended using in the lesson, and it was clear that she had a secure understanding of teaching strategies such as Total Physical Response (Asher, 1996), of how pupils' language skills would develop during the lesson and of how she would assess this progress. The trainee was observed to include a range of questions such as "beth wyt ti'n mwynhau?", "Beth (yw) 'hwyl' yn Saesneg?"; praise, e.g. "da iawn"; and instructions, e.g. "dwylo i fyny", "dim siarad"[84], in addition to subject-specific language such as "diddorol", "cyffrous", "diflas"[85]. Pupils were able to use a range of subject-specific language based on likes and dislikes, suggesting that, within formal, structured situations, their language was appropriate for their age-group (WAG, 2013a). However, despite the trainee's efforts to use incidental Welsh whenever possible, pupils did not use any incidental Welsh, corresponding to Estyn's judgement that pupils in KS2 were less confident in speaking

[84] What do you enjoy?, what is 'hwyl' in English?, very good, hands up, no talking
[85] interesting, exciting, boring

in less formal situations (ibid.). It is unlikely that significant improvement in language skills would be achieved in the longer term within an hourly lesson structure alone (Lewis, 2009) and, therefore, it is vital that pupils are encouraged to use language incidentally in addition in order to work towards fluency.

In this lesson, and also in the final grading, Trainee 1 was awarded a 'Good' judgement. The school subsequently completed a Summative Assessment Report at the end of Trainee 1's placement, commenting that she had "succeeded in using some incidental Welsh during her lessons, but she was always striving to improve on this target", supported by the trainee's Action Plan (Appendix 28), stating her intention to improve her use of Welsh by the end of the placement. The trainee reported that her attitude to Welsh had changed during her Year 3 teaching experience as she had seen how important it was, "even in a multicultural school". During the Year 3 placement, she began to feel more confident and understood why it was important to use Welsh throughout the school day.

6.2.5 Interview

When interviewed one year later (Appendix 14), Trainee 1 reflected on her training, stating that there had been differences in the expectations of her use of incidental Welsh in her three placement schools. In her first placement school, Welsh was used "quite a lot", but it was in the second school where "they wanted me to use it a lot more than in the other schools". She put this down to the fluency of the teacher and, therefore, her ability to use the language, although the children did not use very much Welsh. In her Year 3 placement, Trainee 1 considered that Welsh was not used very much at all, perhaps surprisingly considering the amount of Welsh seen on the classroom walls. She was unsure as to whether or not the area in which the school was located made a difference, but considered that it was "more being down to the teacher rather than the actual school", and she was unsure whether the use of Welsh would have been different in another class within the same school as there was little opportunity to observe in other classrooms. When asked whether she felt that her Welsh had improved during her three placements, she replied: "To be honest, it's improved more since I've come out [of the university]", with the reason being that "I was forgetting to use it while I was…training. I wasn't really getting better, I was still

forgetting to use it, but now I'm just using it automatically". The use of incidental Welsh remained a target for her during every placement, but this was no longer the case, with the reason given for this being her confidence.

By the end of her year as an NQT, Trainee 1 had undertaken short term supply work mostly in the counties of Newport and Torfaen, had covered classes teaching Welsh, Art and ICT while teachers carried out their Planning, Preparation and Assessment (PPA), and had undertaken a long term placement in a Year 1/2 class in the county of Blaenau Gwent. She was of the opinion that "[t]he use of Welsh is very different" in different schools, and that much more incidental Welsh was used in her current school than in any of those in which she had taught previously. In one school where Trainee 1 was covering for a teacher who was attending the Welsh sabbatical course, children used incorrect pronunciation and Welsh was taught and used very infrequently, but she acknowledged that the school was clearly attempting to improve in their use of Welsh by sending a teacher on this intensive course. Generally, in schools in Newport and Torfaen, she stated: "I hardly heard it used at all". Of her current school, however, she stated that "[t]he Welsh they use here is just amazing", and "I've used a lot more Welsh here". The focus in this school was on the use of Welsh by all staff, including teaching, support and canteen staff, who were provided with tick-lists of suitable language, and this drive to improve the use of Welsh had been instigated by the headteacher and carried out in a whole school approach. Pupils also were encouraged to use their Welsh with the use of a 'Seren Siaradwr' strategy where they were rewarded with certificates, and teachers were expected to include as much Welsh as possible on display boards, always striving to improve. When asked about the Local Education Authority's impact on the Welsh used, for example the input of Athrawon Bro at the school, Trainee 1 was very clear in her view: "No…There hasn't been anything like that since I've been here" However, although it is clear from its WESP[86] that a Welsh Language Support Team exists (Blaenau Gwent County Borough Council, 2016), this document focuses almost entirely on the increase in Welsh-medium provision across the county and on improvements within the secondary sector in order to increase GCSE and A Level achievement. It is possible, therefore, that the

[86] Welsh in Education Strategic Plan

primary sector receives minimal support, and that teachers are largely unaware of any provision that might be available.

6.2.6 Summary

Trainee 1 experienced three very different schools during her time at the university in terms of geographical location, background of pupils and linguistic nature of the schools. In all three schools, Welsh was an important factor and she observed good practice in terms of the teachers' use of incidental Welsh in two of the three schools. The student's use of incidental Welsh appears to have fluctuated through the three years, and it is clear that her confidence in her teaching more generally had an impact on her ability to use her Welsh, particularly demonstrated in her PTE2 where, though the pupils were very young, she felt unable to include as much Welsh as she might have done. However, by her PTE3, as her level of confidence increased, her use of incidental Welsh improved and she successfully taught a number of Welsh lessons to a Year 5/6 class. Despite this, Trainee 1 felt that her use of incidental Welsh had not improved greatly over the three years, but that this element of her work had improved during her NQT year due to the expectation of the school in which she was working.

6.3 Case Study 2

6.3.1 Background

Trainee 2 was a female student from a county in Wales where 47.3% of the population aged three and above speak Welsh (WG, 2014f) – well over double the Wales average and the third highest figure across Wales[87]. Prior to attending the university, the trainee had achieved a GCSE qualification in Welsh as a second language; however, she demonstrated a level of language that was much higher than that suggested by her formal qualifications. She had attended a rural, bilingual comprehensive school where she heard Welsh being spoken every day, and she reported that her own experience of learning Welsh was very positive. She was, therefore, placed in Group 1. She had undertaken some work experience in a primary school prior to starting the course and had observed incidental Welsh being spoken by teachers and pupils, but she had not observed any Welsh lessons being taught. She believed that all pupils in Wales should learn Welsh and she was keen to become fluent enough in Welsh to teach children effectively and to understand and speak with fluent speakers. At the beginning of the course, on a Likert scale, with 1 being 'not at all confident' and 5 being 'very confident', Trainee 2 chose option 4 regarding her confidence to teach Welsh as a second language to pupils in the FP, but option 3 with regard to KS2 (Figure 42). She chose option 4 with regard to her confidence in her ability to use incidental Welsh in the classroom on a daily basis.

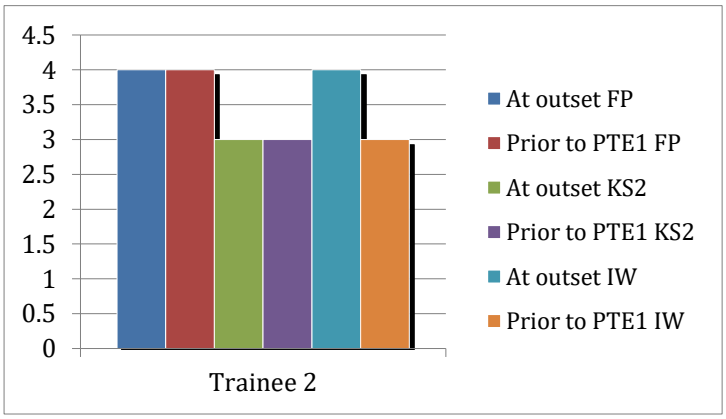


Figure 42

[87] http://gov.wales/docs/statistics/2014/141218-local-area-summary-[redacted]-en.pdf

Prior to her first school based experience but having studied at the university for two terms, attended lectures and undertaken occasional school visits, Trainee 2's opinion had changed slightly. While her views on the first two questions remained the same, she now chose option 3 regarding the use of incidental Welsh in the classroom. This may have been due to her time spent observing in a school where perhaps the expectations were higher than she anticipated.

6.3.2 PTE1

For her first PTE, Trainee 2 was placed in a Year 6 class of 24 10 and 11 year old pupils in a category DS (dual-stream) school in accordance with the county's language policy[88]. The school was in a small town in Carmarthenshire where, up to the 1960s, 90% of the town's population were Welsh speaking, but by the 2011 census, this had dropped to 53.7%. In the school, 28% of the 284 children spoke Welsh as their first language at home (Estyn, 2013e) with only 10.4%[89] being entitled to free school meals. The PTE took place one term prior to an Estyn inspection; therefore, it is logical to assume that there would have been significant focus on recommendations from the previous inspection of the school. While Estyn (2007e:2) acknowledged that the school was "a good school with many outstanding features", the report stated that, at KS2 in the English medium classes, pupils' bilingual skills were "not as well developed" as in classes where Welsh was the main medium. Although some pupils were able to sustain a simple conversation, most were not confident in speaking Welsh and did not "make occasional use of Welsh across the curriculum" (ibid.:3). As a result, one of the recommendations of that report was that the school should "promote learners' bilingual skills in the English medium classes" (ibid.:7), although the report does also acknowledge that the new procedures put into place at the school for teaching Welsh as a second language were "beginning to bear fruit" (ibid.:6), suggesting that staff had already begun to remedy this issue.

It becomes clear in a scrutiny of each formative assessment report received by the trainee that the use of incidental Welsh was indeed very important. From the very first

[88]http://www.carmarthenshire.gov.wales/media/68004/WelshLanguageCarms.pdf
[89] 3 year average. http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng Accessed 08/10/15

report, the improvement of incidental Welsh was given as a target, and continued to appear on each subsequent report. The tutor's report suggested that an improvement was observed, stating that "the use of incidental Welsh was good", although still given as a target. However, the subsequent report written by the senior mentor states that the trainee has "not addressed the targets set at the beginning of the practice [with regard to] incidental Welsh". This may demonstrate a difference in expectation between the tutor and the senior mentor, as it would appear that the tutor was happy with the incidental Welsh that she heard. The final formative report written by the school takes its disatisfaction further, stating that "[a]n attempt to incorporate incidental Welsh within the lesson e.g. asking the children to be quiet, is a start. Try to adopt a more varied and extended approach identifying opportunities across the curriculum." The summative report[90] again reinforced this point, stating that the incidental Welsh used was 'limited' and noted that the trainee would need to improve on this aspect in future placements. The trainee's response to the end of placement questionnaire corroborates the comments made in the reports. She agreed that she only used incidental Welsh 'occasionally' in her classroom and that she used less Welsh than the classteacher, with a lack of confidence being the main reason for this. She did not teach a Welsh lesson, but neither did she observe her classteacher doing so, or using Welsh terminology in any other subject. She reported that this Welsh speaking classteacher used Welsh 'most days', but that the children used Welsh on 'some days' and that the standard of the Welsh spoken by the teacher was more basic, though used more often than she was expecting. However, the language list completed by the trainee reported the range of incidental language used by the teacher and pupils, and the trainee added to the list that additional commands and questions were used and that subject-specific vocabulary was used in Geography, ICT and Mathematics. The information in this list suggests that a good effort was made to include Welsh where appropriate, although perhaps one might expect the level of Welsh to be higher in a Year 6 class, particularly within a dual-stream school. This gives a mixed picture of the language used within this class, as perceived by the trainee, with the views shared in the questionnaire conflicting with the information noted in the language list. It appears that this teacher's expectation of the trainee was high, and this was perhaps linked to the school's focus on this issue

[90] The summative report is written at the end of the placement and summarises the comments made within each of the formative assessment reports.

before their forthcoming inspection. Despite this, the 2013 inspection report states that "pupils' standards over time are consistently lower in…Welsh as a second language in comparison with the results of similar schools" (Estyn, 2013e:2), resulting in the improvement of W2L being given as a recommendation. While the data cannot be disputed, the judgement made by Estyn seems to conflict with the significance of this issue with regard to the expectations placed on the trainee by the school.

6.3.3 PTE 2

The trainee's second placement was in a mixed Year 1/2 class of 23 children aged 5 to 7 in a Roman Catholic primary school set in a seaside market town in Ceredigion. There were 124 pupils in the school; 30% of pupils spoke English as an additional language (Estyn, 2014h), and only 8% of pupils were entitled to FSM[91] compared to an average of 12% within the county (Save the Children, 2012). The school was inspected in 2008 and W2L was judged as a grade 3[92]. However, the report states that the provision for the development of bilingualism was "a relative weakness throughout the school" and that pupils' skills were "underdeveloped" in this regard (Estyn, 2008b:13). It becomes clear later in the report that there was an issue with progression of language skills throughout the school, with pupils in KS2 showing "insufficient progress" in developing their skills in speaking. One of the recommendations made in the 2008 report was that the school should "improve standards in Welsh second language at both key stages" (ibid.:8). The trainee attended the school five years after this inspection and one year prior to the subsequent inspection; therefore, the school would have been working to improve on the recommendation given. The school's policy for W2L was detailed and clearly set out the school's intentions in its drive for improvement. A discussion with the trainee's classteacher revealed that she was a Welsh learner who held the role of Welsh co-ordinator at the school. There were no Welsh speakers on the staff, but three teachers had attended a ten-week foundation level sabbatical course in conjunction with the local university in order to improve Welsh across the school. While the level of the language of staff was not high, the classteacher noted that their enthusiasm meant that every member of staff used Welsh

[91] 3 year average; http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&lang=eng Accessed 08/10/15

[92] Good features outweigh shortcomings.

regularly. While the possibility of the Hawthorne effect (Cohen et al., 2018) should not be discounted, the researcher observed several members of staff using Welsh in classrooms, corridors and in the lunch hall during her visit to the school. This ensured that pupils were exposed to positive verbal interaction on a regular basis, both passively and actively (Bunce, 1995; Chapman, 2000; Justice, 2004). While it might be considered that "[w]here there are no confident Welsh-speaking practitioners in a school or setting, the use of Welsh by staff is usually more limited" (Estyn, 2013b:9), this did not appear to be the case at this school in terms of the regularity of language use. However, a contradiction was observed, as there appeared to be no written Welsh anywhere in the classroom except for that provided by the trainee. It would be advantageous for these young children to see labels on classroom items in order to extend pupils' language (Eliason & Jenkins, 2012), as "young dual language learners will be learning to read and write this familiar text long before they recognize the words in a book" (Beaty, 2013). It appears that there were missed opportunities in this classroom, therefore, to extend pupils' language further.

Nevertheless, it was made clear to the trainee at the outset that staff had high expectations of her use of Welsh during lessons, particularly as her own Welsh was of a higher standard than anyone else in the school. The first two lesson observation reports state that the trainee was using both Welsh and English in the classroom, with the second noting her use of "Welsh instructions when it is appropriate and during registration". The tutor's report reinforces this, stating that the trainee "used an excellent level of incidental Welsh...She also encouraged pupils to respond in Welsh, and to ask questions" The trainee was observed throughout the lesson to use a range of questions (Appendix 29), such as "Ydy pawb yn barod i ddechrau?", "Ydy pawb yn iawn?", "Pwy sy' bron wedi bennu?" and "Ydych chi wedi mwynhau?"[93]; commands such as "Blwyddyn un - ar y carped", "Rhowch y papur yn y bin" and "Merched blwyddyn un – ewch allan"[94]; and praise such as "da iawn", "syniad da", "hyfryd [name]"[95]. Pupils were observed to speak only a few phrases during the lesson, but this could be seen to be an example of the trainee scaffolding the pupils in order to gradually move towards a more independent level of linguistic skill (Justice & Ezell,

[93] Is everyone ready to begin? / Is everyone ok? / Who has nearly finished? / Have you enjoyed?
[94] Year one – an the carpet / Put the paper in the bin / Year one girls – go out
[95] Very good / Good idea / lovely [name]

1999; Justice & Kaderavek, 2002). One child correctly answered "arian" as a translation of 'money', and all pupils were encouraged to repeat this word. Pupils used "diolch" naturally to thank others for items that were being distributed, and asked others for items in Welsh, for example by using the phrase "ga i glud [sic] os gwelwch yn dda?". At the end of the lesson, the classteacher led the prayer with "dwylo gyda'i gilydd[96]" and pupils joined in with "yn enw'r Tad a'r Mab a'r Ysbryd Glan, Amen". The subsequent report written by the classteacher states that the trainee had "really contributed to the Welsh learning in the Foundation Phase", with the formative report adding that she had incorporated a chart into her lessons in order to teach the days of the week and the weather. The summative report from this PTE stated that "[Trainee 2] has done a lot of work to develop the incidental Welsh being used in the class. The children have responded well to this", and the trainee was awarded a 'Good' grading for her teaching skills. It is probable that the trainee's high level of personal language skills meant that she was able to raise the level of Welsh normally used in this classroom during her time at the school. The classteacher was exceedingly supportive of the trainee and was pleased to be able to take advantage of the trainee's skills in order to be able to move the children's language forward.

Following the PTE, the trainee completed a questionnaire relating to her experience. She stated that she had taught Welsh lessons based on the theme 'Ourselves', and that she had observed her classteacher and a visiting Athrawes Fro[97] teaching Welsh lessons. Both the trainee and the teacher used Welsh within Mathematical Development focused sessions, and the trainee had included Welsh in PE, Art and Geography lessons also. She affirmed that she had used incidental Welsh throughout every day and that her use of it had improved due to the growth of her confidence and the fact that the children had improved with increasing implementation and practice. She confirmed that the improvement of incidental Welsh had been given to her as a target, but added that she had needed to continue with her current practice rather than to improve it. The trainee stated that the classteacher used incidental Welsh "at various points during each day", and that she, the trainee, had used "a lot more" incidental Welsh than her teacher. This is unusual when compared with the experience

[96] Hands together / In the name of the Father, the Son and the Holy Spirit.
[97] A visiting, specialist teacher of Welsh, usually based within county school effectiveness provision.

of each of the other trainees within this study and was undoubtedly linked to the fact that the trainee's Welsh was of a higher standard than that of the teacher; a factor that is not common within the case studies included in this study. The standard of Welsh used by the teacher and pupils was as the trainee was expecting, although she stated that Welsh was used "more often" than she was expecting by both teacher and pupils. The trainee acknowledged that Welsh was "very important" in the eyes of the teacher and "very important" in the school, stating that incidental Welsh was used by other teachers and some additional adults within the school. However, she affirmed that the Welsh language was "not visible at all" in the classroom, supporting the view of the researcher. It was unmistakable that Welsh was important within this class and in the school as a whole, and this focus on improving pupils' and teachers' Welsh language skills evidently had an impact on the trainee's views also. Her attitude to Welsh changed as a result of her placement at this school, stating that she was "very determined to make sure that the development of the Welsh language was a key issue to be concentrated on".

Although this school was especially focused on the use of the language, this did not result in a positive Estyn inspection report the following year. The report stated that the provision for pupils' Welsh language development was evident across the school and that most staff used Welsh "incidentally and regularly" with pupils. Despite this, Estyn (2014h:6) found that this did not "impact well enough on pupils' standards", suggesting that, although teachers were using incidental Welsh regularly, many pupils were only able to use simple phrases and did not make progress, resulting in a recommendation to "improve pupils' standards of Welsh" (ibid.:3). This may have been due to the teachers' limited personal language skills, and the need for more time for progress to work its way through to the older pupils.

6.3.4 PTE3

Trainee 2 undertook her final placement in a school of 217 pupils located in a small town in Carmarthenshire. 22.5% of pupils were eligible for free school meals[98] – a

[98] 3 year average; http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&lang=eng Accessed 08/10/15.

figure close to the national average and above the county average (Save the Children, 2012). Very few pupils spoke Welsh as a first language at home and very few had English as an additional language (Estyn, 2015a). Their 2010 inspection report stated that the school needed to "raise standards in…Welsh second language…in key stage 2" (Estyn, 2010e:7), although Welsh in the FP was not in need of improvement, receiving a 'Grade 2[99]' in the Early Years and Key Stage 1[100]. The report further stated that although the children in KS2 demonstrated positive attitudes towards learning Welsh, the planning was "insufficiently rigorous in identifying opportunities to develop learners' bilingual skills" (ibid.), particularly with regard to progression and also to using pupils' language in informal situations and in other curricular areas. Many of these issues seem to have improved over the subsequent five years, with the 2015 Estyn report asserting that the understanding of Welsh of "most pupils" developed effectively across the school, responding well to "a range of simple instructions, greetings and questions". However, "many pupils" in KS2 lacked confidence in speaking Welsh, both in lessons and outside the classroom (Estyn, 2015a:5), suggesting that opportunities were not always given to pupils to use their Welsh in informal situations and across the curriculum at KS2.

The trainee was placed in a Year 1 class of 25 five and six year old children. The researcher surveyed the classroom in which the trainee was placed, and found evidence to corroborate Estyn's view that the Welsh language was "prominent" (ibid.) at the school. Several areas of the classroom were labelled bilingually, e.g. 'Cwtsh Darganfod', 'Cwtsh Mathemateg', 'Cwtsh Creadigol'[101], along with flashcards displayed of useful food vocabulary, e.g. 'ffrwythau, bisgedi, brechdanau'[102]. In addition, there was a poster showing the 'Patrwm yr wythnos'[103], the numbers 1-10 were shown in Welsh, and there was a weather poster from the 'Dewi Dinosor' series of books stating 'Mae hi'n bwrw glaw'[104].

[99] A five-point scale was used to represent inspection judgements, with Grade 2 denoting "good features and no important shortcomings" (Estyn, 2010a). This inspection framework was used prior to September 2010.
[100] The 3-7 age range was known as 'Early Years' (age 3-5) and 'Key Stage 1' (age 5-7) until the full implementation of the Foundation Phase in September 2011.
[101] Discovery Corner, Mathematics Corner, Creative Corner
[102] fruit, biscuits, sandwiches
[103] 'Pattern of the week'. During the researcher's visit, the pattern: 'Wyt ti'n hoffi…?,; Ydw; Dw i'n hoffi…; Nac ydw; Dw i ddim yn hoffi…' was shown – Do you like…?; Yes; I like…; No; I don't like…
[104] It is raining.

The school's senior mentor completed a series of formative reports concerning lessons taught by Trainee 2, only one of which, a PE lesson, mentioned her use of Welsh, and then only to comment on a "good use of incidental Welsh". Clearly, the level of Welsh used by the trainee was sufficient and met the expectations of this school. The tutor observed a lesson based on the theme 'Land Ahoy', and a very detailed lesson plan set out a learning activity that developed pupils' use of the structure 'Wyt ti'n hoffi…?' using 'Fflic a Fflac'[105] puppets, and gave a list of Welsh key vocabulary to be used by trainee and pupils. During the lesson, the trainee used a variety of phrases, mostly involving instructions and praise. The instructional language used included simple whole class instructions such as "pawb yn [sic] edrych fan hyn" and 'llyfrau i gadw" and more complex instructions when dismissing pupils, such as "merched sy'n gwisgo sgert - cotiau a llinell wrth y drws" and "plant sy'n gwisgo siwmper glas (sic)"[106]. However, the trainee failed to include instructional language, although her personal level of Welsh would certainly have been high enough to do so. For example, as she was observed to do in her Year 2 placement, she might have used 'ewch, rhowch, edrychwch' rather than using the same commands in English. There may be a number of reasons for this; for example, it may be that the trainee did not have a good language role model in this class and, therefore, did not feel comfortable in introducing new vocabulary to pupils. Alternatively, it may have been that, due to other issues within the trainee's teaching, the language was not a main focus of her practice and she, therefore, did not give as much attention to it as she might. In addition, pupils responded only with "yma" in response to the register and with "cinio" or "brechdanau"[107] when asked about lunch or sandwiches; however, pupils do not necessarily need to actively participate in language in order to acquire forms and concepts. Incidental exposure to language can be sufficient for language learning to take place (Akhtar, Jipson & Callanan, 2001), and this may be particularly true for young children. Nevertheless, *active* experiences are important for language acquisition, and it is essential for children to have opportunities to interact with others using their language (Justice, 2004). It is clear from the language used by the trainee

[105] 'Fflic a Fflac' is a series of reading books and videos based on these characters written to help teach Welsh Language Development in the Foundation Phase - http://www.fflicafflac.com
[106] Everyone looking here / Books away / Girls that are wearing a skirt – coats and a line at the door / Children who are wearing blue jumpers.
[107] Here / dinner / sandwiches

in this first lesson that pupils were not normally required to respond to questions at this stage. The tutor's observation report stated that: "[y]ou used some incidental Welsh, but you have sufficient personal Welsh language skills to build on this further". However, a number of targets were set for this trainee during her placement concerning different aspects of her teaching and, therefore, her use of Welsh was not set as a specific target by any of the observers.

There was a marked improvement with regard to the trainee's use of Welsh in her second observed lesson, as well as an improvement in her expectations of language used by pupils. As well as general classroom language, for example "bore da blwyddyn 1" and "gewn ni weld – pwy sy'n cinio, pwy sy'n brechdanau heddiw[108]"(sic), by the end of the school experience, Trainee 2 had established strategies to gain pupils' attention: "Un, dau, tri, pawb fel fi"[109]. In addition, she included a range of subject specific language in her second lesson. In the introduction to the lesson, the trainee encouraged pupils to respond to her questioning:

> Trainee: Pa liw ydy buwch goch gota?
> Child: Red
> Trainee: Beth yw 'red' yn Gymraeg?
> Child: Coch
> Trainee: Coch, da iawn. Pa liw arall?
> Child: Du
> Trainee: Wyt ti'n hoffi neidr?
> Child: Na
> Trainee: Pam?
> Child: Achos… (continued in English)
> Trainee: Beth yw pili pala?
> Child: Butterfly [110]

[108] Good morning year 1 / Let's see – who is dinners, who is sandwiches (literal translation).
[109] One, two, three, everyone like me. (This was followed by the trainee placing her hands on her head.)
[110] What colour is ladybird?/Red/What is 'red' in Welsh?/Red/Red, very good. What other colour?/Black/Do you like snake? (literal translation) /No/Why?/Because…/What is butterfly?

During the main body of the lesson, one group of children discussed with the trainee their likes and dislikes with regard to minibeasts:

> Trainee: Beth yw buwch goch gota?
> Child: Pili pala
> Trainee: No, pili pala is butterfly. Beth yw gwas y neidr?
> Child: Gwas o neidr.
> Trainee: 'y' not 'o' – gwas **y** neidr. Beth yw mwydyn?
> Child: (no answer)
> Trainee: It sounds like mwd
> Child: Worm[111]

This lesson was graded as a 'Good' lesson in terms of the teaching and learning that took place.

Although the trainee received an overall grading of 'Adequate' from the school for her teaching at the end of the placement, her summative report acknowledged that "she demonstrated that she understood the importance of the Welsh language and used incidental Welsh confidently and regularly". The teacher stated that she and the trainee used the same amount of incidental Welsh by the end of the school experience, although the trainee disagreed with this view, stating that she, the trainee, used 'a bit more' incidental Welsh than her teacher. She stated that she would include further general language such as days of the week and the weather, and that she would use commands during lessons such as sefwch, eisteddwch, gwrandewch[112] and also more Welsh songs linked to the themes being covered. The language list noted the language used, adding language relating to minibeasts, foods, the question 'Pa fath o…?'[113], and questions and answers relating to likes and dislikes. The trainee did acknowledge that the children were often encouraged to use incidental Welsh by the teacher, but also added that, in her view, the Welsh used by the teacher was not always correct. The teacher, on the other hand, stated that she had learnt Welsh as a second language to

[111] What is ladybird/Butterfly/No, butterfly is 'butterfly'. What is dragonfly? (Correction of pronunciation). What is worm? / 'It sounds like' mud (literal translations)
[112] Stand, sit, listen
[113] What kind of…?

GCSE standard at school, but had continued to take evening classes and was now able to 'speak Welsh confidently' and could converse with adults and children. The researcher did not hear the teacher speaking any Welsh and, therefore, the accuracy of the views of either teacher or trainee could not be verified. The teacher was present during the trainee's second lesson and, when asked whether or not she would have used any more Welsh than that used by the trainee, only made brief suggestions – 'names of numbers possibly, names of objects, e.g. dail'[114], demonstrating that there would have been no real difference had she been teaching the lesson. The trainee considered that she had used incidental Welsh 'at various points during the day' and that her Welsh had improved during the experience, but acknowledged that she had not used a wide range of vocabulary and language patterns as "the level of Welsh known by the children was quite limited and therefore [sic] there was a need for a lot of repetition".

When comparing her three teaching placements at the end of her third year, the trainee stated that she felt more able to introduce more Welsh and to use it in the classroom in her Year 2 experience than was possible in Years 1 and 3. The reason given for this was the level of Welsh already known by the children in each of the classes and the level of commitment shown in each classroom to developing pupils' Welsh language skills.

When reflecting on her three teaching experiences as a trainee teacher, she was of the opinion that there "definitely" were differences in the use of Welsh in the different schools and that the three schools were "very different". In her Year 1 placement school, "[t]he need for Welsh there was vital, it was pushed on the children every day to use their incidental Welsh in any instances…[that] they could". The reason she gave for this was that, due to it being a dual-stream school, it enabled the Welsh- and English-medium classes to work better side by side if all pupils had a good understanding of Welsh. This resulted in "a massive expectation" to include Welsh everywhere and anywhere possible in her own teaching, and she had found this very difficult as she was teaching Year 6 who had a limited interest in the language. In her Year 2 placement school, however, as the Welsh co-ordinator was a Welsh learner, it

[114] leaves

was used if or when she was able to include it and, therefore, the development of the language was slower than in the first school. Despite this, "the children really, really enjoyed the Welsh", feeling that they and the classteacher were learning together, resulting in it being "really easy to put Welsh in there". This increased Trainee 2's confidence as her own Welsh was of a higher standard than that of any of the school's staff and she felt that her Welsh had "definitely improved" during this placement as it was used little and often and the children were keen to learn. Then, in the third school, "Welsh was very important" in her classroom as it was always included every day in pupils' learning as one of the seven areas of the FP curriculum. However, although the classteacher's Welsh was very good, standards in Welsh were not high, with Trainee 2 citing "the children and their capabilities" as a factor in the differing expectations in different schools. Data for 2015 show that there is a 7% difference in attainment at the end of KS2 when comparing Core Subject Indicator[115] scores, with 100% of Year 6 pupils in the PTE2 school achieving Level 4 or above. Clearly, therefore, the trainee's views of pupil ability can be substantiated, and this may well have had an impact on the Welsh that could be introduced to different cohorts of pupils. The level of Welsh used, therefore, was perhaps the reason why Trainee 2's Welsh in this placement did not match that used in her second placement.

6.3.5 Interview

Trainee 2 had spent her NQT year undertaking supply teaching in many schools, but mainly in Welsh-medium schools teaching Year 1/2 and Year 3/4 classes. She had also spent time in a special school where Welsh would not have been a significant factor as many pupils there would be disapplied from studying a second or foreign language. She was, therefore, unable to answer questions regarding her use of Welsh as a second language during her NQT year.

[115] A combined score of levels in English (or Welsh in a Welsh-medium school), Mathematics and Science.

6.3.6 Summary

It would appear that Trainee 2 generally used Welsh consistently well throughout her three teaching placements, despite the fact that Estyn graded the use of Welsh as only 'adequate' in two of her three schools. All three schools had high expectations of the trainee in terms of the frequency and standard of incidental Welsh used, and teachers at her PTE2 school in particular were very supportive of the trainee's efforts to improve pupils' experience. Trainee 2 was able to meet the high expectations in her PTE schools due to her own personal Welsh language skills, and the researcher's observations demonstrate that this trainee used the most incidental Welsh at the highest level of each of the trainees involved in the case studies.

6.4 Case Study 3

6.4.1 Background

Trainee 3 was a female student originally from a large city in the north of England. She had studied no Welsh prior to attending the university and had not observed any Welsh lessons or observed any incidental Welsh being used due to her prior experience being undertaken in England. As would be expected, at the beginning of the course, she stated that she was 'not at all' confident to teach Welsh as a second language in either the FP or KS2 or to use incidental Welsh on a daily basis. She was, therefore, placed in Group 3[116] so that she was able to develop knowledge of Welsh at a basic level. She believed that every child should have the opportunity of studying more than one language and that children in Wales should learn Welsh. After two terms of learning Welsh at the university, she continued to be 'not at all' confident that she would be able to teach Welsh as a second language in the FP or in KS2 (Figure 43), but chose option 2 concerning her confidence in her ability to use incidental Welsh in the classroom. It is likely, therefore, that her interpretation of incidental Welsh was that it consisted only of simple commands, praise, greetings, rather than the incidental language being linked to the language learned within Welsh lessons. This understanding may have stemmed from the Welsh lesson that Trainee 3 observed as part of the university lecture provision where the teacher, despite delivering an effective lesson, used only commands and praise incidentally.

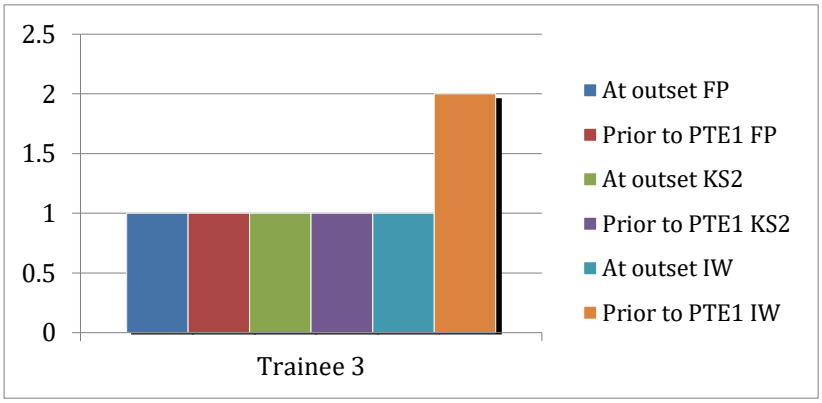


Figure 43

[116] This group included those who had studied GCSE Welsh Second Language Full Course, Grade D or below, GCSE Welsh Second Language Short Course and those with no prior knowledge of Welsh.

6.4.2 PTE1

During her first teaching experience, Trainee 3 was placed in a dual stream school in an area of considerable economic deprivation in Pembrokeshire. The school houses a language base for pupils with speech and language difficulties, therefore, some of the 353 pupils attended the school from outside the catchment area. 24% of pupils were in receipt of free school meals[117], a figure well above the local and national average (Save the Children, 2012). Following an inspection in 2011, Estyn (2011b:3) recommended that the school should "improve standards in Welsh second language at both key stages". The report states that, while provision for Welsh language development in the Welsh stream was good, in the English stream it was inconsistent. Individual activities were planned, but planning for progression of language patterns and vocabulary was less developed. In some classes, there was good use of incidental Welsh throughout the day (ibid.). It would be reasonable to consider that English-medium pupils in a dual stream school would benefit from the Welsh ethos naturally found in Welsh-medium classes, and thus would have a higher level of Welsh than in single stream schools. Indeed, Estyn (2015b:19) expect that "pupils studying Welsh second language in a school with Welsh and English streams…should achieve higher standards in Welsh than in an English-medium school…where pupils have few opportunities to come into contact with Welsh", but this does not appear to be the case at this school according to Estyn's findings.

Trainee 3 received four formative assessment reports during her school experience in a Year 4 class of 29 pupils. Two of the four reports included comments regarding her use of incidental Welsh. The first report suggests that the author, the school's senior mentor, felt that the trainee's Welsh was not sufficient, setting the improvement of incidental Welsh as a target. The second report was written by the classteacher and, again, the improvement of the trainee's incidental Welsh was included as a target, with a suggested way forward being to "enroll on a Welsh course at university". Despite this, both lessons were graded as being 'Good'. The summative report states that "Incidental Welsh will have to be developed", making clear that school staff were of the view that Trainee 3's language would be insufficient as she progressed on the

[117] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng

course. It is perhaps not surprising that there should be a focus on Welsh used at this school as this teaching experience took place a little over a year after the 2011 Estyn inspection and, therefore, school staff would have begun on the work of addressing the recommendations made.

However, according to the trainee, incidental Welsh was used 'rarely' by the classteacher and pupils, and no Welsh terminology was used within other curriculum subjects. The standard of the incidental Welsh spoken by the teacher and the pupils was 'more basic' than she was expecting and it was spoken 'less often' than she was expecting by the teacher and pupils. The trainee believed that her teacher had 'a limited knowledge of Welsh', although she did hear other teachers at the school speaking Welsh, as would be expected in a dual-stream school. The trainee had observed a Welsh lesson taught by her classteacher on the theme of 'Sports', and judged that her own Welsh would 'probably not' have been sufficient to teach the lesson that she observed. The trainee stated that she 'rarely' used incidental Welsh herself, but that this was about the same amount of Welsh as her classteacher as the classteacher "didn't use any Welsh". The language list also demonstrates that the teacher, the trainee or the pupils used few of the basic words and phrases included, although a significant range of Welsh might be expected in a year 4 class. This information does not seem to correlate with the apparent focus on incidental Welsh seen in the trainee's formative and summative assessment reports, but does perhaps back up the inconsistencies seen by Estyn within the school.

6.4.3 PTE2

For PTE2, Trainee 3 was placed in a primary school of 267 pupils in Pembrokeshire where 32.6% of pupils were entitled to free school meals;[118] a figure well above the county and national averages (Save the Children, 2012). Despite this, their 2008 Estyn report (2008h:1) states that the area was described by the school as "being not really socially disadvantaged". English was the main language spoken in pupils' homes, and no pupils spoke Welsh at home (Estyn, 2014b). In the 2008 inspection, the school achieved 'Grade 3' for W2L in Key Stages 1 and 2, with one of the recommendations

[118] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng

being "to continue to improve pupils' standards of bilingualism" and to ensure that strategies were developed in order to raise standards, including progression in the teaching of Welsh (Estyn, 2008h:8). The report makes clear that bilingualism was underdeveloped at the school, stating that the use of incidental Welsh by staff was "limited". Pupils in Nursery and Reception classes made good progress in speaking Welsh and pupils in Years 1 and 2 were able to answer simple questions using familiar patterns. However, in KS2, pupils did not have a sufficient range of vocabulary in order to develop dialogues, and pupils' reading and writing skills were limited in both key stages (ibid.).

The trainee attended the school five years after this inspection; therefore, it is reasonable to assume that staff at the school would have worked on the recommendations made by Estyn and improvements would have been made by the time of her school experience. At the time of her placement, it was less than one year prior to the subsequent inspection; therefore, it is relevant to analyse the 2014 report in addition in order to fully explain the context of the trainee's experience. In this report, it was recommended that the school should "[i]mprove pupils' Welsh language skills" as standards in Welsh were found to be only "adequate" (Estyn, 2014b:3). Similar to the findings of the 2008 inspection, children in the FP developed a basic vocabulary that they were able to use generally accurately in different activities but, in KS2, children's progress was less consistent. Comparable to the situation in the trainee's first placement school, whole school planning was insufficiently structured, resulting in inconsistent consolidation and development of pupils' skills (ibid.). This, therefore, suggests that Welsh might not have been a signifiant focus for the staff at the school as a whole, though standards appear to be higher and more consistent in the FP classes.

The trainee was placed in a mixed Reception/Year 1 class of 26 children. Welsh was somewhat visible in the classroom with a wall display including colours present, daily timetable cards displayed (e.g. amser chwarae, amser gwasanaeth[119]), bilingual classroom signs around the classroom (e.g. Paint – Paent, Construction Area – Ardal Adeiladaeth) and signs on the classroom door (Croeso, Dewch i mewn[120]). The work

[119] playtime, assembly time
[120] lunch time/welcome, come in

of Castro, Paez, Dickinson & Frede (2011) affirms that classroom labels function as visual examples of print that can contribute to pupils' development of vocabulary knowledge, grammatical knowledge and sound-symbol awareness, but it is clear that labels are only helpful to children if the vocabulary is used in learning activities during the day (Salinas-Gonzalez et al., 2015). During the observation carried out by the researcher, children were not observed to use any of the resources displayed, suggesting that the trainee may not have observed good practice at this school in this regard.

The trainee reported that the classteacher spoke 'some' Welsh, and the researcher confirmed this, with the classteacher stating that she had studied Welsh as a second language at school to GCSE standard. The trainee reported that incidental Welsh was used on 'most days' by both the classteacher and the pupils, but that the standard of the language used was more basic than she was expecting and used less often than expected. In the placement class, the trainee did not hear any additional adults using Welsh, but she did hear other teachers at the school speaking Welsh. Although the teacher did use some Welsh terminology in PE and Mathematics lessons, the trainee did not observe any Welsh lessons during the weeks that she attended the school and was not required to teach a Welsh lesson. This is perhaps surprising as it is clearly stated in the FP documentation that "children's Welsh language skills should be progressively developed throughout the Foundation Phase" (WAG, 2008a:4). Welsh Language Development is one of seven areas of learning that should be equally integrated into the learning of three to seven year olds. The document goes on to suggest ways in which this might be done; for example that "[c]hildren will experience short, structured sessions, where they will hear simple phrases and language patterns" (ibid.). The work of Roskos et al. (2009:1) concerning the development of biliteracy skills in young children suggests that dual language learners should ideally be provided with opportunities to "encounter and explore at least two to four new words each day" in order to enhance their spoken language, thus requiring teachers to plan carefully for this development. In this classroom, if accepting as accurate the experience and views of this trainee, it appears that little planning for bilingualism was taking place.

With regard to the trainee's practice in the classroom, two formative assessment reports had been written by the classteacher prior to the researcher's visit. The first

report set the use of incidental Welsh as a target, suggesting that the trainee chose some phases to use, and to use the 'Tocyn Iaith[121]' strategy to encourage the pupils to speak Welsh. The second report again set this as a target, again suggesting the use of focused phrases as a way forward. The following lesson, observed by the researcher, included little Welsh language, with Welsh only being used for the registration of pupils, following the classteacher's example. As suggested in the curriculum document, this type of language is "a ritual rooted in predictability and routine: naming, responding, anticipated language, use of expected patterns…" (WAG, 2008a:30). Language used included a greeting ('bore da'), praise ('da iawn'), and register-related vocabulary ("dim yma", "brechdanau or cinio"), with pupils responding "cinio os gwelwch yn dda", and the trainee later used the command "gwrandewch"[122] during the introduction to her lesson. The assessment report following this lesson stated that the trainee "used some incidental Welsh…but this could be improved", and this was set as a target with the suggestion that the trainee could "[w]ork with the classteacher to introduce a few phrases regularly in order to build a bank of phrases". The classteacher agreed that the trainee needed to improve her use of Welsh and that she would help the trainee to do so. The final report written by the school's senior mentor mentioned a classroom display that the trainee had created, stating that it was "great to see labels written in Welsh", but no further mention was made of the trainee's spoken language or pupils' use of Welsh. The summative report states that "[s]he is actively developing her use of incidental language through 'Phrase of the week' challenges", suggesting that the trainee had worked on her targets by the end of the experience and had improved her use of Welsh. The trainee's teaching was graded as 'Good' for each observed lesson, and as an overall grading at the end of the experience.

The trainee confirmed that she had used incidental Welsh, but 'not every day'. She felt that her Welsh had not improved during the experience, stating that "my classteacher didn't use it very often and didn't want me to introduce new phrases". She did, however, use Welsh vocabulary within Mathematics sessions. Her language list also

[121] 'Language Ticket/Token'. This is a strategy used by many schools to encourage pupils' use of Welsh. A child who speaks Welsh receives a token and the child with the highest number of tokens after a set time receives a reward.
[122] Good morning / very good/ not here / sandwiches or lunch / lunch please / listen

reports that the trainee used more Welsh than the classteacher, and that pupils used very little basic incidental Welsh. In terms of the importance of Welsh in the school, Trainee 3 chose the response 'Neutral', suggesting that it was not a particularly important focus in the life of the school, and she chose the same answer when asked the same question regarding the view of the teacher. This, therefore, paints a confused picture with regard to Welsh at this school. While it appears from the observation reports that staff at the school did encourage the trainee to improve her use of Welsh during her placement, her statement concerning her own progress suggests that this was not consistent throughout her school experience. The subsequent Estyn inspection report also indicates inconsistencies in the use of Welsh at the school, although the fact that the trainee was placed in a FP class means that we might expect a higher level of Welsh than might have been seen in a KS2 class. At the same time, a possible reason for the inconsistency may have been due to the school's perception of the university's high expectations with regard to trainees' use of Welsh, and this may suggest that staff understood that the level of Welsh used at the school was lower and less frequent than that required according to the National Curriculum.

6.4.4 PTE3

For her final placement, Trainee 3 was placed in a village school of 189[123] pupils in an economically advantaged area of Pembrokeshire where only 7.2% of pupils were entitled to free school meals – a figure well below the local authority and Wales average (Save the Children, 2012). The majority of pupils came from homes where English was spoken, and 2% spoke Welsh at home (Estyn, 2011c). The 2011 Estyn inspection recommended that the school should "raise pupils' standards in Welsh 2nd language in the FP and key stage 2" (ibid.:3), adding that, generally, pupils were not able to "use Welsh effectively enough outside a structured classroom activity" and that standards in speaking and written work were "satisfactory at best" (ibid.:4). It would appear then that standards at the school had declined with regard to Welsh since the previous inspection report, which stated that pupils' bilingual skills were "developing appropriately" and that pupils had "a good understanding of teachers' instructions" and were able to "ask a wide range of questions...and confidently respond in Welsh"

[123] http://mylocalschool.wales.gov.uk/school.htm?estab=6682222&iaith=eng

(Estyn, 2005a:8). In general, one reason for an apparent decline might be a change of leadership at a school; however, the headteacher at the 2011 inspection had only been in post for two months prior to the inspection, therefore, it is unlikely that this would have been the reason for this change. There may have been other changes in teaching staff that might have an impact on standards, but it was more likely to be due to the changing expectations of Estyn with regard to the use of Welsh by teachers and pupils as the use of Welsh became generally more important in school inspections over time. It would not be unreasonable to suppose then that, by the time of the trainee's placement at the school, improvements would have been made with regard to Estyn's recommendation and there would be an increased focus on the language.

The trainee was placed in a Year 2 class of 21 pupils aged 6-7 years. Within the classroom, a range of Welsh language was visible – questions such as 'Sut wyt ti'n teimlo?, Sut mae'r tywydd heddiw?, Wyt ti'n hoffi…?, Ga i help os gwelwch yn dda?'[124]; classroom item labels such as 'ffenestr, desg, cyfrifiadur, drws[125]' with English in smaller letters, days of the week and months of the year. There was a display of children's work labelled 'Criw Cymraeg' based on basic personal questions such as 'Pwy wyt ti?, Sut wyt ti?, Beth wyt ti'n hoffi?, Ble rwyt ti'n byw?[126]', in accordance with Estyn's view that "[m]odels of good language are important so the display should include words and sentences within a context rather than just lists of letters and words" (Estyn, 2008a:28). Roskos & Neuman (1994:264) agree that "literacy-rich environments are of value. They allow children to practise literacy behaviors and language in ways that make sense to them", hence the language found in this classroom was general, everyday language that should be used consistently within any FP classroom.

Additionally, the teacher used a strategy to encourage the use of Welsh in the classroom by using 'Wyt ti'n siarad Cymraeg yn y dosbarth?[127]' posters where stickers were added when Welsh was heard in the classroom, either by the teacher or by the pupils. This was a strategy used in a number of schools, but this teacher had taken it

[124] How are you feeling?/What is the weather today?/Do you like…?/Can I have help please?
[125] window, desk, computer, door
[126] Welsh Crew / Who are you?/How are you?/What do you like?/Where do you live?
[127] Do you speak Welsh in the class?

one step further and created a competition by supplying one poster for pupils and another for the teacher in order for pupils to gain more stickers than the teacher. On the arrival of the trainee, an additional poster was created in order to encourage the trainee's use of Welsh in addition, demonstrating that this was an important issue within this classroom. This suggests that the trainee was able to observe some very good practice within this classroom.

However, this was not as clear when scrutinising the trainee's formative assessment reports. Both reports that were written by the classteacher mention that incidental Welsh was used by the trainee, for example, "[y]ou incorporated some incidental Welsh into your lesson"; but neither report suggests that any improvement was needed in order to reach a higher standard. It is only in the tutor's reports where a target can be seen, although, even here, the reports are not critical of the trainee's use of Welsh, but rather encourage the trainee to improve even further. The researcher observed a lesson based on classification where the trainee had planned for some of the questioning to take place in Welsh rather than in English, therefore "integrating Welsh language naturally into activities that children experience" (Estyn, 2008a). She used some general classroom language such as "Pwy sy'n barod?, Dwylo lan, amser cinio", and some language that was more specific to her lesson, e.g. "Beth sy' yn y bag?, cylch gwyrdd". She then modeled language for the pupils to use – "Pwy wyt ti?, Gryffalo ydw i, Ble wyt ti'n byw?, Hwyl fawr" – and pupils subsequently used this language to carry out short conversations. Pupils also routinely used the phrase "Ga i fynd i'r ty bach os gwelwch yn dda?"[128] rather than the English equivalent - a phrase previously taught by the classteacher.

The tutor's first report states that the trainee could "add to the vocabulary and patterns that you are currently using by planning this carefully", and the lesson as a whole was graded as 'Excellent'. Trainee 3's teaching file demonstrates that, throughout her experience, the trainee carefully and systematically planned for her use of Welsh, and for the language that she would encourage pupils to use. She also created an action plan that set out ways in which she would meet each of her targets. The researcher

[128] Who is ready?, Hands up, lunchtime / What is in the bag?, green circle / Who are you?, I am Gruffalo, Where do you live?, Goodbye / Can I go to the toilet please?

observed that Trainee 3 had ensured that her wall display included relevant Welsh phrases – 'Sawl siap wahanol sydd yma?, Pa lliw [sic] sydd yma?'[129] – using questions that had previously been covered in her lessons and could be further used in different contexts (Salinas-Gonzalez et al., 2015). The mistake seen in one of her questions illustrates her relatively low level of personal language skills, although, in the researcher's experience, it is not an uncommon mistake.

During the second lesson observed by the researcher, the trainee attempted to include more Welsh than in the first lesson, although the utterances mostly included words rather than phrases. The trainee used structures that had not been observed in the first lesson; for example, commands such as "Gwrandewch, Sefwch", general language such as "Dim siarad, Diolch yn fawr", and, this time, "Mae'n amser chwarae"[130], which demonstrated an improved sentence structure from simply "amser cinio" in the first lesson. However, there were also sentences that were in both English and Welsh such as "Can we ask yn Gymraeg?" and "Wyntog iawn outside", and another statement, "John and David, canu'r gloch os gwelwch yn dda"[131] (rather than the correct command 'canwch y gloch [name]') that indicate that the trainee, while making a significant effort to include as much Welsh as she was able, was not yet proficient in the language and was not always able to use full sentences correctly. Pupils used only one phrase during the trainee's introduction answering "Sut wyt ti?"[132] in response to the trainee's question "Can we ask yn Gymraeg?"; however, it was probable that the pupils would have been able to use many more phrases if required. Later in the lesson, the teacher, who was leading one group of children, was observed to be using a wide variety of language – questions such as "Pa liw?, Beth yw pren mesur?", praise such as "Bendigedig", and the colours relevant to the task – and she also encouraged pupils to use the pattern "Ga i…os gwelwch yn dda?"[133], which they then used for the remainder of the lesson. For this reason, the formative report from this lesson stated that the trainee had "made some use of incidental Welsh today, but you did miss some opportunities to include this". A suggestion as given that the trainee might find it helpful to create small notes so that she would remember to use all the language that

[129] How many different shapes are here?, What colours are here?
[130] Listen, Stand / No talking, Thank you very much / It's playtime
[131] Can we ask in Welsh? / Very windy outside / John and David, ring the bell please
[132] How are you?
[133] Thank you / What colour?, What is a ruler? / Fantastic / Can I have…please?

she had planned during her lessons. The trainee ended her final school based experience with a grading of 'Excellent' in all five of the teaching standards[134] (WG, 2009b).

The questionnaires completed at the end of the experience demonstrate some differences of opinion between the teacher and the trainee. The trainee considered that she 'had a similar level' of personal Welsh to that of the teacher, stating that she believed that her teacher had studied Welsh 'to a basic standard', but the teacher verified that she had studied Welsh at school to GCSE standard, indicating that there was a significant difference in their attainment. The teacher stated that she and the pupils used incidental Welsh 'every day', and that all additional adults within the classroom also used incidental Welsh. However, the trainee stated that 'the teacher could have used more incidental Welsh'. The trainee stated that she used Welsh 'throughout each day' of her experience, but the teacher stated that the trainee used Welsh on 'most days', and that she used 'less incidental Welsh' than herself. The teacher was able to give three examples of language that she would have used in addition to that heard by the trainee during the second observed lesson. When asked if she felt that her teacher believed that she had sufficient Welsh language skills in order to use incidental Welsh appropriately and to teach Welsh lessons, the trainee chose 'Unsure', and the teacher was in agreement when asked the same questions concerning the trainee. This is the only example in the eight case studies where this option was chosen, perhaps understandably, considering the focus placed on Welsh by the classteacher and her desire to keep standards high within her class.

The trainee acknowledged, however, that her Welsh had improved during the experience, with the reason for this given as that the "classteacher used more [than in previous schools] and so did the pupils. I had a 'beat the teacher' competition with the class which made me use it more too", indicating that it was possible to improve one's use of Welsh with a careful use of suitable strategies to encourage this. Her language list confirmed that the trainee, the teacher and the pupils had used the whole range of language included on the list except past and future tenses, as might be expected in a

[134] Professional Values and Practice; Knowledge and Understanding; Teaching: Planning, Expectations and Targets; Teaching: Monitoring and Assessment; Teaching: Teaching and Class Management

class of pupils of this age. She felt supported in her efforts to improve her Welsh, noting that the teacher had given her a booklet of phrases to use in the classroom. In the trainee's view, Welsh was 'fairly important' in the school as a whole and for the classteacher, and she recognised that her attitude to Welsh had changed during her third school placement, stating that "I used more and see that it is possible to use more in class". This experience seems to have had a significant impact on the trainee's use of the language, partly due to the expectations of the university, but largely due to the expectations placed on the trainee by the teacher. This case study demonstrates, therefore, that the impact of a trainee's experience within individual schools cannot be underestimated, and, where the language is a significant focus within a particular school, it is likely that there will be high expectations of the trainee's use of the language, regardless of his/her personal level of language.

6.4.5 Interview

Reflecting on her three school based placements, Trainee 3 considered that the main differences were seen between KS2 and the FP. Speaking about her KS2 classteacher on her first placement, she stated that "the first thing she said was: 'we don't do Welsh here because I don't think it's important'". She added that she had not used very much as there was "no expectation" and that she was "concentrating on everything else". It was probable that the lack of pressure from the teacher was useful for her at the time, taking into account her limited experience of Welsh. Despite the fact that she was placed in a dual-stream school where some pupils were taught through the medium of Welsh, the language of the playground was English, and she did not feel that the English-medium classes used any more Welsh than in any other school, indeed, perhaps less so. However, when she began in the FP class in her PTE2 placement, "they just expected it…so much a day at least". In her second placement in a Reception class, there was an expectation to use very basic Welsh, and by her third placement there was a need for more Welsh as the school responded to the recommendation given in their Estyn inspection report. She considered that more incidental Welsh was generally used in FP classes, as the language was simpler, whereas the language needed at KS2 was "scary" with the addition of different tenses and, therefore, teachers who were not fluent speakers were not as confident to use it. She stated that, from a personal point of view, "[i]f I was [*sic*] fluent, then I would be

using it all the time...It's having the confidence", and that "unless you speak Welsh, it's difficult to speak at year 5/6 [level]". She saw teacher confidence to be vital, and considered this to be directly linked to personal fluency in the language.

During her entire NQT year, Trainee 3 had been teaching a Year 5 class in a village school in Pembrokeshire. She considered that Welsh was more important in this school than in a number of other nearby schools, with a 'phrase of the week' strategy used and encouragement for pupils including the awarding of prizes, resulting in great enjoyment of Welsh by pupils. Trainee 3, along with other teachers, had attended a weekly Welsh course and some teachers at the school had attended the intensive sabbatical course, confirming the importance of Welsh at the school. Trainee 3 acknowledged that her confidence had improved, but that she continued to make mistakes, particularly when using the past tense. For this reason, she and the teacher from the Year 6 class who was a fluent Welsh speaker swapped classes "at least once a week" to ensure accuracy in the teaching and learning of Welsh for pupils, particularly in their writing skills. The school was concerned with children's levels in Welsh and Trainee 3 felt that it was a priority "in *this* school", but acknowledged that this was not necessarily the case in every school, "especially [in] the juniors – it's all infant-based", and adding that, in some schools, the infants know more than Year 6. When asked who was responsible for setting the expectations, Trainee 3 stated clearly that it was "the head", and added that it had been "pushed a little bit more since inspection if I'm honest", but that there had always been a high expectation in the school. When considering the impact of the LEA, while the school received no visits from Athrawon Bro, she stated that staff from ERW did visit the school, but that Welsh was "just another thing" on a long list of things that they checked; for example literacy and numeracy. It might be considered, however, that Welsh held equal importance with these things in the view of ERW.

6.4.6 Summary

The experience of this trainee was, therefore, mixed. She did not observe a good model during PTE1 or 2, and the expectations of her use of incidental Welsh were negligible. As a result, her incidental Welsh did not develop beyond basic words and short phrases at this time. However, during her third PTE, although Estyn did not

regard the standard of Welsh as being particularly high at this school, it was clear that the class teacher's expectations of the trainee were high, and significant improvement was observed by the researcher in the incidental Welsh used by the trainee. As a qualified teacher, the expectations at her school were again high, with Welsh being a priority across the school. The first two years of her school experience did not allow her to develop her language sufficiently and failed to prepare her for the high standards that she encountered later.

6.5 Case Study 4

6.5.1 Background

Trainee 4 was a female student from an area of Wales where 11.4% of the population aged three and above speak Welsh (WG, 2014c). Prior to attending the university, she had studied GCSE Welsh First Language and had received her education in Welsh-medium primary and secondary schools up to age 16. She then attended a sixth form college where she studied through the medium of English. After some time away from education, she arrived at the university aged 21, having used little of her Welsh since leaving school and she, therefore, decided to follow the BA(Ed) course through the medium of English. She had observed Welsh lessons and incidental Welsh being used by teachers and pupils while on her work experience prior to starting the course, and she believed that children in Wales should learn Welsh. She was 'very confident' in her ability to teach Welsh as a second language in both the FP and in KS2 (Figure 44), and in her ability to use incidental Welsh in the classroom.

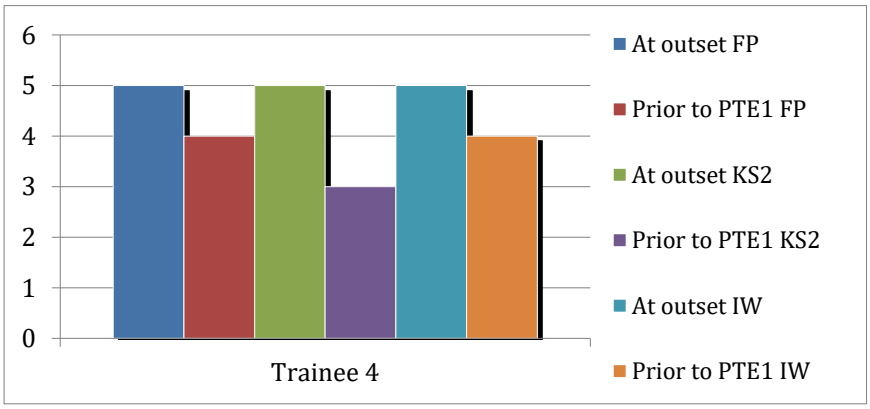


Figure 44

However, prior to her first PTE, her views seem to have changed. She indicated in her answers on the second questionnaire that she was less confident in speaking and writing than in her listening and reading skills, and stated that she 'would like to become fluent enough to speak with other Welsh speakers'. She also stated that obstacles to improving her Welsh were a 'lack of opportunities to interact with native speakers…' and that there was 'not enough lecture time'. While it is perhaps disappointing to see this lack of confidence from someone who attended Welsh-

medium schools, it may be due to the fact that she may have met others at the university who were studying through the medium of Welsh and she may have perceived that her own level of Welsh was comparatively of a lower standard than that of these other trainees. In addition, her confidence in using Welsh with children had decreased, choosing option '4' with regard to teaching children in the FP, option '3' with regard to teaching Welsh in KS2, and option '4' with regard to using incidental Welsh on a daily basis.

6.5.2 PTE1

For her first placement, Trainee 4 was placed in a city school that, at the time of the 2007 inspection, had 227 pupils but by the 2014 inspection, following an amalgamation with a nursery school, had grown to 353 pupils. Around 34.5%[135] of pupils were eligible for free school meals, a figure substantially higher than the 18% national average and the 20% county average (Save the Children, 2012). No pupils spoke Welsh as their first language and around 16% of pupils spoke English as an additional language, with home languages including Albanian, Arabic, Bengali, Creole, French, Italian, Malayalam and Russian. In 2007, Estyn stated that unemployment in the area was "well above average" (Estyn, 2007f:1). In both the 2007 and the 2014 inspection reports, Welsh was seen to be of a good standard at the school. In 2007, the report states that pupils across the school used their bilingual skills "confidently in their classrooms" and standards were generally good. However, in a few classes, there was "inconsistency in the use of incidental Welsh" (ibid.:10). By 2014, the report was highly positive regarding the development of the language, stating that the provision for developing pupils' Welsh language skills was "comprehensive" and enabled pupils to make good progress (Estyn, 2014f:6). One of the twelve aims of the school was to "[d]evelop [pupils'] bilingual skills in Welsh and English and to have a knowledge and respect for the country in which we live" (school website, updated 2013[136]), and this focus was clear on the website in general, which includes Welsh alongside English wherever appropriate.

[135] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng
[136] https://swansea-edunet.gov.uk/en/schools/[redacted]/Pages/About_Our_School.aspx

Trainee 4 was placed in a Reception class of 25 children aged 4 and 5. From the very beginning of the experience, it is clear that Welsh had an important place at this school, with each of the four formative assessment reports, as well as the one by the university tutor, including a positive comment regarding the trainee's use of incidental Welsh; for example, that "[Trainee 4] made good use of incidental Welsh throughout the lesson…which the children are familiar with and they responded according to what was being asked". This suggests that the trainee followed the lead of the classteacher in using language that was already familiar to pupils, as shown on her language list, and was able to use this appropriately. The next formative assessment report was written by the university tutor, again stating that there was "good use of incidental Welsh within the lesson". The only suggestion for improvement in this regard was offered in the fourth report, stating that "[y]ou use incidental Welsh during the introduction and plenary (sic) but try to incorporate this in the whole lesson". However, by the final formative assessment report and in the summative report, only positive comments were included, implying that the trainee had acted on the suggestion made.

Following this school experience, the trainee noted in a questionnaire that she had used incidental Welsh every day, and that she had used the same amount of Welsh as the classteacher. She had not taught a Welsh lesson during her PTE, which would be common to most trainees in their first year of study, and did not observe a Welsh lesson being taught by the classteacher or Welsh terminology being used by the classteacher in other areas of learning. The FP document concerning Welsh Language Development (WAG, 2008a:12) states that "[c]hildren should listen to Welsh being spoken and respond appropriately in familiar situations", and it may be that the teacher in this setting believed that the use of everyday Welsh would be sufficient for pupils to develop their Welsh language skills. Nevertheless, the documentation also states that teachers should ensure that "planned structured time for Welsh Language Development" (ibid.:37) is included in the curriculum, but this did not seem to be the case in this classroom. This is perhaps surprising as it is clear that using only incidental Welsh is unlikely to move forward the learning of pupils substantially. However, it could be argued that, in a class of children aged 4 and 5, where English is an additional language for a significant number of pupils, progress needs to be slow-paced, and regular use of incidental Welsh needs to be used before more complex

learning opportunities can take place. The trainee judged the classteacher to be able to speak 'some Welsh', and confirmed that the classteacher and pupils spoke Welsh 'every day'. The standard and frequency of the Welsh spoken by the teacher and pupils was 'about the same' as she was expecting. She had heard the headteacher and other teaching staff using incidental Welsh around the school, but had heard no additional adults speaking Welsh in her classroom. This may have been due to the fact that the function of some additional staff at this school would have been to support those learning English as an additional language and they, therefore, may have chosen not to use Welsh in addition to avoid confusion for these young pupils. It appears, therefore, that the trainee made a good start on this placement and met the school's expectations with regard to the Welsh she used.

6.5.3 PTE2

For her second school based experience, Trainee 4 was placed in a school of approximately 250 pupils where parts of its catchment area had "pockets of substantial economic and social deprivation" (Estyn, 2010g:1). The school was located on the outskirts of a city, serving a mixture of traditional social and private housing with the percentage of pupils entitled to free school meals being 43.5%[137], a figure considerably higher than the average for the local authority and nationally (Save the Children, 2012). Estyn judged that pupils' bilingual skills were 'good' throughout the school, stating that pupils displayed "a good understanding of both languages" and responded well to "questions and instructions in Welsh" (ibid.:11). During the researcher's visit to the school in the spring term of 2013, the ten aims of the school were displayed in the reception area, with one of these being for pupils to "develop a basic ability to communicate through the medium of Welsh". It appeared, therefore, that Welsh was acknowledged at the school and that efforts were being made to develop pupils' knowledge and use of the language.

The trainee was placed in a mixed Year 3 and 4 class of 20 pupils. The researcher observed a limited number of references to the Welsh language within the classroom where the trainee was placed, a number of these being posters that had been provided

[137] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng

by the county Athrawon Bro. One poster was concerned with 'Cwrteisi' – language relating to good manners - and another related to weather, including present and past tenses. Created by the teacher, there were signs involving question starters, e.g. 'Sut?, Pam?, Ble?, Beth?, Pryd?[138]', basic colours, a small display based on 'Sut wyt ti'n teimlo?, Crac, Trist, Hapus, Ofnadwy'[139], that required pupils to stick on the appropriate face, and, on a wall display based on Mathematics the words "Mathemateg', 'adio' and 'Sawl..?[140]' had been included. Additionally, there was a 'Y Can Gair Cyntaf'[141] book on the windowsill alongside a Welsh language tea towel and three books relating to Wales. However, during the lesson at which the researcher was present, pupils were not observed to refer to any of the available resources.

The trainee received three formative assessment reports written by staff at the school and one report written by the university tutor. The first report was written by the senior mentor at the school and did not mention Welsh at any point. The second report, written by the same person, stated: "Your use of Welsh for the content of the lesson was very good but you could have used it in other parts of the lesson such as counting un, dau, tri rather than 1, 2, 3 to start an activity." This was not set as a formal target, although the comment is detailed and does suggest a way forward, and the lesson was graded as 'Excellent'. The following lesson report was written by the classteacher, and makes no comment on the trainee's use of Welsh. This suggests that the comment made by the senior mentor in the first report may have been 'over-looked', with no continuity between the two reports. These reports give a mixed view of the importance of Welsh at the school, with a difference of opinion between the senior mentor and the classteacher in this regard. One must, therefore, question the role of Welsh within the wider school community and the emphasis placed upon it by school leaders.

During the researcher's visit, the trainee was observed to use only two words of Welsh during the whole lesson – "Diolch" and "Ardderchog"[142] and no Welsh was used by pupils at any time during the lesson. Despite this, the improvement of the trainee's

[138] How?, Why?, Where?, What?, When?
[139] How do you feel?, Angry, Sad, Happy, Terrible.
[140] Mathematics, Add, How many…?
[141] The First One Hundred Words. Amery, H. & Cartwright S. (2004) Cardiff: Gwasg Y Dref Wen
[142] Thank you, Excellent

incidental Welsh was not set as a target for the remainder of her practice. It was felt that, due to the lack of Welsh being used by the classteacher and, consequently, by the pupils in this class, it would be an unrealistic expectation for the trainee to show a marked improvement in the Welsh used during the brief amount of time that remained in the PTE. Despite the limited use of Welsh observed by the researcher, the summative report written by the senior mentor stated that the trainee had "used incidental Welsh to a good degree" and a grading of 'Excellent' was awarded in each of the five cells of the QTS standards (WG, 2009b).

Following the experience, the trainee stated that she had used some incidental Welsh during the placement, but 'not every day'. She did not feel that her use of incidental Welsh had improved during her placement, stating that "[t]he school did not use a lot of incidental Welsh, therefore the children were not very confident. I felt as though I was starting from scratch". She reported that she had used 'a lot more incidental Welsh' than her classteacher, and that the teacher had learnt Welsh as a second language 'to a basic standard', but the teacher was unavailable on the day of the researcher's visit to corroborate or contradict these views. Her language list confirmed that the trainee had used more Welsh than the classteacher and that the pupils had used only some of the language listed. The trainee taught a Welsh lesson based on 'Y Tywydd'[143] focusing on the past tense, as might be seen in other Year 3/4 classes, but she did not observe a Welsh lesson being taught by any other teacher, or any Welsh vocabulary being introduced within another subject area. This was surprising as the trainee spent seven weeks in the KS2 class, and it might be reasonable to expect that one would observe at least one Welsh lesson within that length of time. It is interesting to note, however, that another trainee involved in this study who had been placed in a different class at this school in PTE1 corroborated the views of Trainee 4, stating that the standard of Welsh was lower than expected. This indicates that Trainee 4 may have been correct in her view that Welsh was 'unimportant' within her placement school, and this may have made it difficult for her to introduce new language if she felt unsupported by her classteacher in this regard. She commented that her attitude to Welsh had changed as a result of her Year 2 placement stating: "I found it extremely dis-heartening that the children hardly knew any Welsh as they are

[143] The Weather

being deprived of extra opportunities", but she did not expand in this questionnaire (Appendix 11) on how this might affect her in the longer term. However, it is clear from her PTE3 questionnaire and interview, as discussed further below, that this experience had made her more determined to use her Welsh whenever possible in order to enhance the experience of her pupils. It is unfortunate that the positive start made by the trainee in Year 1 was not built upon in her second year placement, particularly bearing in mind her fluency in the language.

6.5.4 PTE3

For her third PTE, the trainee was placed in a multicultural primary school in an area of Swansea designated a 'Communities First'[144] area by the Welsh Assembly Government. The school had around 207 pupils on roll, and 22.7% of pupils were entitled to free school meals[145]; a figure slightly higher than the county and national averages (Save the Children, 2012). Around 90 percent were from ethnic minority backgrounds, and were learning English as an additional language, with a wide range of first languages being spoken, including Bengali, Arabic, Cantonese, Hakkka, Urdu, Turkish, Russian, Swahili and Tagalog. No pupils spoke Welsh as a first language and around 70 per cent of pupils were transient (Estyn, 2010h). It is clear from the school's 2010 inspection report that a major focus of the inspection team was the development of pupils' skills in English as a second language. Unusually, this inspection report does not mention incidental Welsh at any point; however, W2L was chosen as one of the specific subjects being inspected and, therefore, there is a significant section in the report based on Welsh as a subject area. Welsh was awarded a 'Grade 2' across both key stages, and the report gives a detailed account of the language covered in each year group which follows very closely the county's W2L scheme of work. More generally, the report states that the promotion of bilingual skills was "good" with the result that many learners were able "to use bilingual skills outside Welsh lessons" (ibid.:18) and that a few pupils had begun "to show early signs of bilingualism using Welsh phrases and words within English sentences from choice" (ibid.:29). This suggests very clearly that skills in Welsh were of a good standard at

[144] The Welsh Government funded 'Communities First' programme aims to reduce poverty by improving education and skills, health and employment opportunities.
[145] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng

the time of inspection, and that Welsh had an important role within the school. The report also suggests that standards in Welsh were similar to that found in the school's previous 2004 inspection, suggesting that this level of importance had been consistent over a number of years (ibid.). The subsequent 2016 Estyn report (2016a:6) states that this good standard was maintained over an extended length of time although, in line with a number of other Estyn reports written at that time, it is stated that opportunities for pupils to use the language outside formal lessons were "less effective". The school prospectus confirms that "[i]t is the school's aim to use the Welsh language in such a way as to ensure that children see, hear and use it as a natural part of school life. It is given a prominent role in many school activities" (school website[146]).

The trainee was placed in a Year 4 class of 19 eight to nine year old pupils. On the first day of the trainee's placement, one child who spoke no English arrived in the class, therefore, throughout her experience, the trainee used a web-based translation programme to translate her instructions into Mandarin for this child. Other children were at various stages of English language acquisition, and a number of additional adults were present in the classroom, either for the general educational support of pupils, or to offer specific language support.

Within the classroom, only a weather chart included any Welsh, and this was not used on either of the days when the researcher's visits took place. The trainee agreed that the Welsh language was 'not visible at all' in her classroom. York (2016:no page number) suggests that teachers should "[a]dd bilingual signs and labels to the classroom. Consistently use the same colo[u]r for each language. For example, write English labels in blue, Spanish labels in red and Chinese labels in green" [sic]. In the case of this class, where the majority of pupils were learning English as a second language, it is not unreasonable to expect the classroom to reflect the cultures and languages of the pupils, as well as encouraging Welsh as an additional language, but opportunities were lost to follow York's advice in this regard. In addition, Jones & McLachlan (2009:77) suggest that "[a]n effectively planned display…creates an environment within which the target language is seen as an integral feature, and…will

[146] http://www.[redacted].ik.org/documents/1071879855.ikml

enable you to embed languages into the life of the classroom…" The lack of Welsh text seen in this classroom, therefore, may suggest a lack of importance of the language for this teacher as many opportunities may have been lost to embed the language into the day-to-day life of the class. This is perhaps surprising considering the findings of the school's 2006 Estyn inspection report. Conversely, during one of her visits, the researcher heard pupils singing Welsh songs during assembly in preparation for the forthcoming St. David's Day concert, suggesting that Welsh and Welshness were celebrated within the wider school community.

Six formative assessment reports were written during this school experience: three by the classteacher, one by the school's senior mentor and two by the university tutor. Each of the reports includes a comment concerning the trainee's use of incidental Welsh, each one written by the school including a positive comment, for example: "Excellent use of oral and written language including that of incidental welsh [sic]". The tutor's comments were less positive, stating that the trainee had used some incidental Welsh, but suggesting that the trainee could continue to build on the language used. Nevertheless, the trainee's use of Welsh was not set as a target by the tutor for the same reasons as were the case in the trainee's Year 2 placement.

The researcher observed the trainee teaching two lessons during the placement. The lesson plans prepared by the trainee were very detailed; however, she had not planned for any use of incidental Welsh although it had been suggested by the university that all trainees should do so, and her lesson plans did not include any subject-specific language in Welsh, although the lesson plan proforma (Appendix 27) included a section where key words in both languages should be included. In her first lesson, Mathematics, the trainee was observed to use only three sentences in Welsh. The trainee used "Pwy sy'n barod?", to which the pupils responded with "Barod", and this was the only Welsh used by pupils during the lesson. The phrase "Un, dau, tri, edrychwch arna i" was used once to gain attention, and an alternative phrase "Pawb, edrychwch arna i"[147] was used three times for the same purpose. The lesson was graded by the tutor as 'Good' overall, with targets given regarding time management.

[147] Who is ready? Ready / One, two, three, look at me / Everyone, look at me.

The second, a History lesson, was again planned in a very detailed manner, but no Welsh language was included on the lesson plan. The trainee continued to use "Un, dau, tri, edrychwch arna i", and also counted down from ten in Welsh to allow pupils to tidy their tables after the activities. No other incidental or subject-specific Welsh was used in this lesson by either the trainee or the pupils. This lesson was observed jointly by the tutor and the senior mentor, and the targets set were points relating to the inclusion of self- and peer-evaluation. The tutor did mention in her report that the trainee could continue to work on her use of incidental Welsh, but the school did not wish to set this as a target at any point during the experience, despite the fact that the trainee was given a grading of 'Excellent' in all areas of her teaching. This was probably due to the fact that it was felt that her use of Welsh was sufficient for the classroom context within which she was placed. Furthermore, during this placement, the trainee secured a teaching position in London for the following year, and this may have influenced the school's lack of focus on Welsh. The school's summative report did not mention incidental Welsh at all, suggesting instead that the greatest focus within the school was the support of pupils learning English as a second language.

At the end of the experience, the trainee reported that: "I made a conscious effort to ensure that I used incidental Welsh with the children", and that she had used it 'at various points during the day'. She did not feel that her teacher had helped her to improve this aspect of her work but that she had "tried my best to improve this independently". She stated that she had used 'a lot more incidental Welsh' than her classteacher, and the classteacher agreed with this judgement, although she did state that Welsh was used by herself and by pupils 'every day'. The trainee, however, did not agree with this, stating that both classteacher and pupils had used Welsh only on 'some days'. The trainee also stated that the standard of the Welsh spoken by the teacher and pupils was lower than she was expecting for the age of the pupils, and that the language was used less frequently than she was expecting by teacher and pupils. No additional adults in this classroom had used any Welsh, which was perhaps due to the fact that a number of them would have been present to support pupils with learning English, but the trainee had heard other teachers at the school using Welsh. She had observed a Welsh lesson based on the Chinese New Year being taught by an Athrawes Fro, but not by the classteacher, and she had taught a number of Welsh lessons herself based on food and feelings; topics normally taught to pupils in the FP (CSCJES, no

date a). The trainee believed that the teacher only had a 'basic' personal level of Welsh, although the teacher confirmed that she had studied GCSE W2L. The trainee "would have used much more incidental Welsh [than the teacher], such as counting in Welsh, 'sefwch', 'eisteddwch', 'gwrandewch', 'barod'[148]", and considered that the teacher did 'not really' make good use of incidental Welsh, stating that "[t]here were many missed opportunities" to include it. Her language list also reports that the classteacher's use of Welsh was minimal, with only very basic vocabulary being used, suggesting that she had little confidence to include the language in her teaching. She considered that her classteacher had a 'neutral' view of Welsh - neither positive nor negative - however, she stated that Welsh was 'very important' within the school, commenting that:

> "I found that my final placement celebrated and used a lot more incidental Welsh. Perhaps as this was such a multi-cultural school and they celebrated a diverse range of cultures, they therefore thought it extremely important to celebrate the Welsh culture." (Trainee 4)

This correlates with the comments reported by Estyn, and with the focus on the language and culture of Wales seen on the school's website and in its prospectus. It appears, therefore, that despite the fact that Welsh was an important focus within the wider school community, it was the teacher that had the greatest impact on the language used by the trainee. In this case, it may be that the trainee was not sufficiently challenged by the mentor to achieve autonomy (Collison & Edwards, 1994; Dunne & Bennett, 1997) or was not given sufficient 'freedom to innovate' (Beck & Kosnik, 2000) with regard to using her fluency in the language to improve provision for the pupils in her class.

6.5.5 Interview

Reflecting on her three teaching placements as a trainee teacher, Trainee 4 cited teacher confidence as a factor in the amount of Welsh used in different classrooms, stating that "a lot of it has to do with how confident the teachers are…and then that obviously transfers to the children". Her classteacher in PTE3 was originally from

[148] Stand, sit, listen, ready

England and had limited confidence, resulting in very little use of incidental Welsh by the teacher and, therefore, by the pupils. She stated, however, that the limited amount of Welsh used in this classroom was not in line with that used throughout the school, but she was unsure if senior leaders were conscious of the lack of Welsh in this classroom, or if any move was being made to ensure an improvement in the classteacher's performance in this regard. The trainee was also of the view that the confidence of a school's senior management was relevant in the use of Welsh within a school as this filtered down throughout the school; however, it is clear in this school that this particular teacher did not seem to be following the lead of senior management or other staff. Trainee 4 was uncertain as to whether or not the LEA had an impact on the amount or standard of Welsh used.

With regard to the expectations of her own use of Welsh in the different schools, she stated that there was no difference as each of the three schools had few expectations in this regard, but that "it was more the university telling us you need to use incidental Welsh rather than the schools using it". She considered that this may have been due to the types of schools in which she was placed – each of them with high numbers of children learning English as an additional language or with large numbers of pupils with additional learning needs – or perhaps that the schools' senior management teams did not see Welsh as a priority, perhaps for the same reasons. Trainee 4 did not remember being told to use more incidental Welsh by any school staff, perhaps because they did not use any themselves and, therefore, it did not occur to them to mention it. She added that the university had given her confidence to use her Welsh and that her university tutors set the improvement of her Welsh as a target, but that "if the school doesn't push it, it's difficult then to remember to use it…as a student".

Trainee 4 subsequently undertook her NQT year teaching a Year 2 class in London and, therefore, had no further experience of using Welsh at the time of the interview.

6.5.6 Summary

This trainee attended three similarly sized city schools with significant numbers of pupils learning English as an additional language, and all with high levels of pupils entitled to FSM. According to Estyn, all three schools demonstrated 'Good' levels of

Welsh during inspection. Despite this, Trainee 4 used very little Welsh, certainly in two of her three school based experiences, and the 'Good' judgements made by Estyn must, therefore, be questioned. The guidance provided to Estyn inspectors states that "[w]hen evaluating Welsh language outcomes and provision, it is essential that we always consider the school's linguistic context" (Estyn, 2017:2). It is probable, therefore, that inspectors would have taken this into account when making these judgements, resulting in a 'good' standard in one school being different to a 'good' standard in another. If the aim is to "ensure our young people come out of the education system ready and proud to use the language in all contexts" (WG, 2017c), a consistent approach must be adopted by Estyn so that there is no ambiguity in what is considered to be a 'good' standard across the primary sector.

The trainee noted that the classteachers in PTEs 2 and 3 demonstrated little interest in using incidental Welsh and, therefore, was of the opinion that pupils' Welsh language skills were limited (Estyn, 2013b). She, therefore, did not have an effective role model during these two years and did not feel able to develop this element of her work independently. Although Trainee 4 was a fluent Welsh speaker, she did not feel that she had been encouraged to use her Welsh by the two classteachers and, therefore, that her Welsh had not developed during her three years in terms of her school-based experience.

6.6 Case Study 5

6.6.1 Background

Trainee 5 was a female student from a county borough in Wales where 15.3% of the population age three and above speak Welsh (WG, 2014a). However her home was in a community where Welsh was not a substantial part of the social fabric, with only around 10% of the population being Welsh speaking[149], and she stated that the 'lack of opportunities to interact with native speakers or fluent learners' was an obstacle to learning or reaching fluency in Welsh. While at school, she had studied W2L GCSE Short Course, a course allocated "as little as one hour a fortnight in several schools" (WAG, 2010b:3), and therefore limited in its scope. The trainee's view of learning Welsh was 'positive', and she reported that she had observed Welsh lessons being taught and incidental Welsh being used by both teachers and pupils while on work experience in primary schools. At the beginning of the university course, on a 5-point scale, trainee 5 chose option '3' regarding each of the three questions regarding to using incidental Welsh daily in the classroom and to teaching Welsh in the FP and in KS2 (Figure 45).

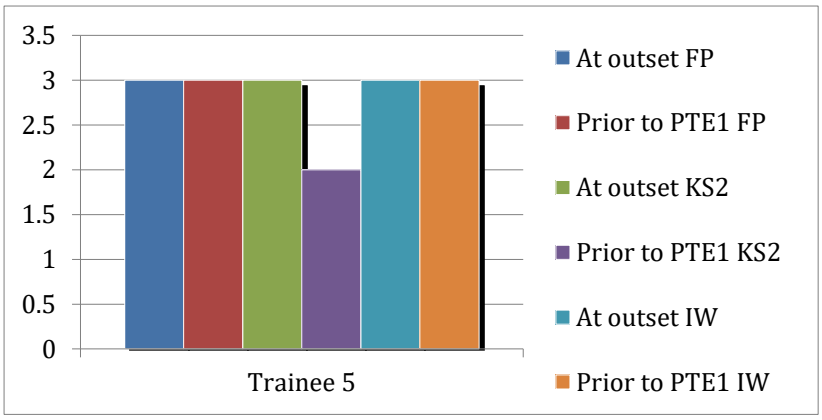


Figure 45

By the end of her first year at the university, her views had changed only with regard to teaching at KS2. For two of the three questions regarding attitudes to her own teaching, she continued to select option '3', but she was less positive with regard to her

[149] http://www.[redacted]gov.uk/PDF/Welsh%20Language.pdf

ability to teach Welsh at KS2, now selecting option '2'. She was, by now, 'very positive' with regard to her opinion of learning Welsh, suggesting that she had had an agreeable experience during her first year.

6.6.2 PTE1

Trainee 5's first placement was undertaken in an infant school on the outskirts of a large town within the county borough of Neath Port Talbot. There were 192 pupils on roll, with 17.7% of pupils entitled to free school meals[150], a figure lower than the average for Wales and the county (Save the Children, 2012). The school considered that its pupils were from backgrounds that were neither prosperous nor disadvantaged, and all pupils spoke English as a first language at home (Estyn, 2013c). W2L was one of the subjects being inspected in the school's 2007 inspection; therefore, there is substantial detail included in this report regarding Estyn's observations. It was stated that standards in Welsh across the school were good, and that pupils in Nursery and Reception classes made an appropriate start. However, in Key Stage 1[151], pupils' progress in their bilingual skills was limited (Estyn, 2008i), and the oldest pupils were not always able to use previously learnt language to hold a simple conversation. It was also stated that pupils did not "get sufficient opportunities to use regularly the Welsh language across the curriculum" (ibid.:3). The subsequent inspection of the school was undertaken the year after the trainee's placement, and, by this time, the structure of inspection reports had changed, resulting in much less detail being included concerning Welsh. Nevertheless, Estyn (2013c:4) stated that most pupils used Welsh well "across a wide range of activities". They made good progress and were "confident in using incidental Welsh in lessons and around the school". It appears, therefore, that the school had been actively working on improving its use of Welsh and on developing pupils' skills further across the school, and it would have been within this context that Trainee 5 fulfilled her placement in a Nursery class of 21 pupils aged 3 to 4 years.

It is unsurprising, therefore, that comments concerning the trainee's use of incidental Welsh were made from the very first formative assessment report, stating that the

[150] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&lang=eng
[151] This inspection took place before the FP had been rolled out, therefore the title of 'Key Stage 1' to denote Years 1 and 2 was used in this report.

trainee's "use of incidental welsh [sic] is improving", although no mention was made in the second observation report, written by the same teacher. This second report, generally, was very minimal in the information given and seemed very focused on class management, suggesting that the trainee may have been working specifically on this aspect of her teaching. The third report was written by the university tutor who was, coincidentally, a lecturer in Welsh as a second language; therefore, unsurprisingly, a comment was made concerning the Welsh used. She stated that the trainee had "managed to use some incidental Welsh effectively" during the observed lesson, and suggested that the trainee should "continue to use simple phrases regularly throughout the day". The final formative report written by the school contains slightly more detail, stating that "[Trainee 5] made good use of incidental and discreet welsh [sic] during the lesson and continued with the class vocabulary already learned". One of the targets from the lesson was to "continue to use incidental welsh [sic] where ever possible", though no suggestions were made as to how the trainee could do so. It seems, nevertheless, that the use of Welsh was somewhat of a focus within the school at the time, and the trainee was challenged to use the language throughout her PTE, ensuring a good first experience for the trainee with an effective role model being demonstrated.

The trainee confirmed that the classteacher and pupils had used Welsh 'every day', and that the standard of Welsh used by teacher and pupils was about the same as she had anticipated. However, she reported that the teacher and pupils had used Welsh more often than expected and that other adults within the classroom and other teachers and adults in the wider school community used Welsh. Her language list confirms that a very wide range of language was used by the teacher, trainee and pupils, and she added vocabulary relating to animals to the list. She also reported having heard pupils speaking Welsh to each other outside the classroom - a very unusual observation made infrequently by participants in this study. She stated that she had used incidental Welsh every day during her placement, using the same amount of Welsh as her classteacher, and comments made on the formative reports suggest that this was indeed the case. She had not had the opportunity to teach a discrete Welsh lesson during the placement, neither had she observed the teacher teaching Welsh, though she stated that Welsh terminology was used by the teacher in every lesson, therefore utilizing every opportunity to use Welsh incidentally across the curriculum.

6.6.3 PTE2

Trainee 5 undertook her second placement in a medium-sized school near the centre of a large town in the county borough of Neath Port Talbot. There were 338 pupils at the school with 41.7%[152] being entitled to FSM - a figure substantially higher than the national and county average (Save the Children, 2012). 94% of pupils came from English speaking homes and 4% of pupils received support in English as an additional language (Estyn, 2010f). Estyn judged that there were good features in the development of pupils' bilingual competence, with pupils using their Welsh with "increasing confidence". "[A] few outstanding examples" of the use of incidental Welsh by staff and pupils were observed by Estyn, and bilingual displays could be seen in every classroom and in corridors. However, similar to a number of other schools, pupils' ability to use their skills outside Welsh lessons and across the curriculum was "at an early stage of development" (ibid.:4), with this point being made three times in different places in the school's 2010 report. Estyn stated that the school had already identified this issue as an area for further development, and recommended that the school should "strengthen the provision to develop pupils' bilingual competence" (ibid.:7). It might be expected therefore that, by the time of the trainee's placement three years later, initiatives might have been put in place in order to improve pupils' language skills further.

The trainee was placed in a Year 6 class of 26 pupils. This was a language-rich classroom (Roskos & Neuman, 2002) where a range of Welsh words and phrases could be seen, including colours, days of the week, months of the year and a variety of different weather types with accompanying questions and answers in the present and past tenses, as would be expected in a Year 6 class; for example, 'Sut mae'r tywydd heddiw? / Mae hi'n…' and 'Sut oedd y tywydd ddoe? / Roedd hi'n…'[153]. In addition, there was a script on the classroom door for the day's 'Helpwr Heddiw[154]' to read in order to dismiss pupils from the classroom independently without the need for teacher intervention, allowing pupils to "speak with confidence" and to "develop as active and responsive listeners" (WG, 2015a). However, as noted in a number of these case

[152] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng
[153] What is the weather like today? / It is… / What was the weather like yesterday? / It was….
[154] Today's Helper.

studies, the researcher did not observe any of the physical prompts being used on the day of her observation, therefore it is difficult to ascertain the impact of any of these resources.

The first two formative reports generally focused on the trainee's time management and on differentiating work for pupils appropriately, but did also both state that the trainee should aim to increase her use of incidental Welsh in her lesson delivery. These reports were very detailed, and mention the trainee's use of Welsh in the specific language section of the reporting form rather than in the targets section, suggesting that this was not a priority for her teaching at this time.

During the observed lesson, the trainee used three phrases; two in order to gain pupils' attention - 'Un, dau, tri, edrychwch arna i' and counting down from five to one, and the third in order for pupils to self-assess their work - 'Bys i fyny, hanner a hanner, bys i lawr[155]', although one of the words used here – 'bys' - was incorrect for this purpose. The children only used the word 'Yma' in order to answer the register. Following this lesson, the third observation report makes comments in three sections of the report. Under the 'Teaching and Class Management' section, the author states that "[p]upils used a thumbs up/down strategy at the end of the lesson, for which [Trainee 5] was able to introduce some incidental Welsh", demonstrating that Welsh was used in order to carry out an Assessment for Learning strategy[156]. Despite giving this positive comment, the report went on to suggest in the 'Oral and Written Language' section that "[s]he needs to develop her use of incidental Welsh now, not only in the plenary but throughout the lesson". One of the three targets given at the end of this lesson was that the trainee should develop her use of incidental Welsh, and a suggestion was made that she should "[w]ork towards using the same level of Welsh as your classteacher as the pupils are familiar with this language". This suggests, therefore, that it was clear during the tutor's visit that the classteacher was using substantially more Welsh than the trainee. In discussion, it was ascertained that the classteacher had learnt Welsh as a second language at school to a basic level, but had since completed a five-day course

[155] Finger up, half and half, finger down (literal translation)
[156] "Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" (ARG, 2002. In Department for Children, Schools and Families, 2008).

run by a neighbouring LEA and was very confident in her ability to use Welsh with her Year 6 class. She stated that she would have used more Welsh than that used by the trainee in the observed lesson, and that the trainee had also been given the opportunity to observe excellent practice when the Athrawes Fro had taught the class. By the end of the experience, as stated in the trainee's summative report, she had taught a Welsh lesson based on holidays and was using some incidental Welsh, although this was "an area for continued development".

The trainee stated that she had used incidental Welsh 'at various points during each day' and that she felt that her Welsh had improved during the experience, noting that "[m]y mentor began to use more Welsh so that I could see how to do this in my own lessons". This suggests that the classteacher actively encouraged the trainee to improve by demonstrating a good role model for her to replicate. Her language list demonstrates that most of the basic language included was used by the trainee, classteacher and pupils and that further questions – Can I have…?, Can I go…? - were added to the list. The trainee had observed the classteacher teaching a Welsh lesson based on the future tense – typical of a Year 6 scheme of work – and Welsh had also been used by the classteacher in PE lessons, as shown on the language list. She had also observed a visiting Athrawes Fro teaching a lesson on illness in the present tense, and judged that her own Welsh would 'probably not' have been sufficient to teach this lesson. It is difficult to make a judgement as to the accuracy of this view without access to the specific lesson plan used by the Athrawes Fro. However, as Trainee 5 did teach a lesson on holidays – a topic that would normally include several tenses and a wide range of vocabulary – it would seem likely that she might also have been able to teach a lesson using only one tense. It may have been the confidence that is likely to have been portrayed by the Athrawes Fro that the trainee felt unable to replicate.

The Welsh used by the teacher was 'more difficult' than the trainee had anticipated, and was used 'more often' although Welsh used by pupils was about the same as she was expecting in terms of standard and frequency. She considered that the classteacher had used Welsh 'at various points during each day', and that the teacher had used a bit more Welsh than she, the trainee, had used. The trainee deemed the standard of the teacher's Welsh to be higher than her own, although the researcher found this to be an incorrect assumption by the trainee, and perhaps it was the confidence and experience

of the classteacher that suggested that her personal level of Welsh was of a higher standard. This point was acknowledged by the trainee, stating that the reason the she was unable to use as much Welsh as the teacher was the fact that "…she [the teacher] was able to use more fluent Welsh, possibly due to experience." The trainee stated that Welsh was 'fairly important' in her placement school and for her classteacher and, at the end of her placement, she was of the view that Welsh was "extremely important in schools". It is clear, therefore, that the trainee observed an excellent role model in this PTE, but found it difficult to meet the expectations set by her experienced and confident classteacher. It may be that the transition from her previous Nursery experience to this Year 6 class meant that her immediate focus was necessarily on her teaching pedagogy, and that her use of Welsh was not her primary concern.

6.6.4 PTE3

Trainee 5's third placement occurred in a village school two miles from a large town in the county borough of Neath Port Talbot. The school was of medium size with about 219 pupils, 18.7%[157] of whom were entitled to free school meals - a figure similar to the national average and slightly lower than the county average (Save the Children, 2012). The majority of pupils came from homes that were neither significantly advantaged or disadvantaged, and English was the main language spoken at home by virtually all pupils (Estyn, 2012d). Estyn stated that standards in Welsh were good throughout the school and that their pronunciation of terms and vocabulary was good. It is clear that this aspect had been consistent over a number of years, with the 2006 inspection report also stating that pupils had "very good bilingual skills" (Estyn, 2006a:15) and that this was an outstanding feature of the school. The 2006 report also stated that Welsh was used purposefully in classrooms, that pupils responded positively, and that pupils' written work included Welsh headings and descriptions. However, no mention is made of this or the use of incidental Welsh in the 2012 Estyn report, perhaps partly due to the changing structure and content of reports written by Estyn by this date.

[157] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng

The trainee was placed in a Year 1 class of 24 children aged 5 and 6. Within the classroom, a range of language could be seen, adhering to the guidelines of the FP document which states that "[c]hildren's experiences and work in…schools will be reflected in their displays" and that "Welsh needs to be clearly evident in such displays throughout the phase" (WAG, 2008a:28). Within the classroom, language covering the weather in the present tense, months of the year and days of the week was present, alongside posters with specific types of weather and a date poster including velcro-backed words for pupils to change independently on a daily basis. Pictures with the Welsh words for fruit were included, enhancing the provision for lessons based on fruit within the scheme of work that was in progress. Also displayed were A3 size posters of language patterns suitable for Years 1 and 2 provided by the county Athrawon Bro service, and three Welsh picture books were included in the reading corner. The trainee considered that the Welsh language was 'fairly visible' in her classroom, and that the language was 'fairly important' for her teacher and within the wider school community. During the observed lesson, which covered subtraction in mathematics within a context of counting fruit in a fruit bowl, the classteacher took one group of pupils and was observed to spontaneously use a range of Welsh phrases relevant to the task being undertaken. This included questions such as "Ydych chi'n barod?" and "Beth arall?" followed by encouragement for pupils to respond; commands such as "Eisteddwch"; language relevant to the task, for example "Salad ffrwythau"; and general classroom language, for example "Nawr te" and "Dw i'n aros"[158]. The classteacher stated that she and her pupils used incidental Welsh every day and that all additional adults in the school also used incidental Welsh. A classroom assistant confirmed this judgement by using some Welsh words while working with a group of children, such as colours and names of fruit. We can assume from this evidence, therefore, that Welsh had remained an important focus at this school.

The trainee began the day by taking the lunch register where she encouraged pupils to answer with the appropriate response - "cinio/brechdannau os gwelwch yn dda" – and stated that one pupil was "mynd adref[159] today" for lunch. She also used instructional language such as "Dim siarad os gwelwch yn dda", "Bant a chi" and "Dwylo i lawr",

[158] Are you ready? / What else? / Sit down / Fruit salad / Now then / I'm waiting.
[159] Dinner/sandwiches please / going home

commands such as “Eisteddwch”, “Sefwch”, “Trowch rownd” and “Edrychwch”, and praise such as “da iawn [name][160]”. She used a counting down strategy to gain attention - “tri, dau, un, barod?[161]” - and used only one full sentence throughout the lesson - “Mae hi’n amser tacluso[162]” - a commonly used phrase in most primary schools following Welsh Government’s instruction that “[c]hildren will be given opportunities to respond to Welsh instructions by tidying toys and resources” (ibid.:30). Although these pupils may have demonstrated a receptive ability to understand the Welsh spoken by adults, there was little expectation for the pupils themselves to use productive language (Baker & Wright, 2017), despite the plentiful opportunities available within the activities for children to do so, e.g. by counting items.

By the second observed lesson, based on a scientific investigation involving seed planting, some improvement in the trainee’s use of Welsh could be seen, with an increased range of commands being used, e.g. “Gwrandewch”, “Edrychwch ar y bwrdd gwyn”[163]. Following the example of the teacher who, according to the trainee, used ‘all opportunities’ to include incidental Welsh, the trainee had begun planning specific language to use within her lessons, noting this language on the university’s language planning sheet. She had also, by this time, volunteered to support the school’s after-school Welsh club, as evidenced in her Summative Report. In the observed lesson, she again used counting strategies, and was able to use this vocabulary to count the number of pupils having lunch (“un deg un”) and later to ask pupils to read instructions from numbered cards, e.g. “Who had tri?”, “Ga i bump?”[164]. However, it can be seen that the trainee tended to rely on her English and was unable to use full sentences in Welsh, for example “Number un”, “Are we barod?”, “Trowch rownd please[165]”, although it would be reasonable to expect someone with her personal level of Welsh to use these phrases accurately. At the beginning of the lesson, pupils were encouraged to sing the ‘Bore da’ song, and to respond to the register by using “bore da Miss. [name]”, and to

[160] No talking please / Off you go / Hands down / Sit down / stand / turn around / look / very good [name].
[161] three, two, one, ready?
[162] It’s time to tidy up.
[163] Listen / Look at the white board.
[164] Who had three? / Can I have five?
[165] Number one / Are we ready? / Turn around please

respond with "barod[166]" to the appropriate question. Although it appears that the pupils used more Welsh in the second observed lesson, most of this language was part of normal classroom practice and would have been drilled[167] by the teacher from the beginning of the school year, and perhaps by previous teachers lower down in the school. Both the trainee and the teacher agreed that the trainee used less Welsh than the teacher, with the teacher stating that she would have included in addition the days of the week and subject specific words such as pot, water, soil and sun had she been teaching the observed lesson.

The trainee was of the opinion that the teacher's level of Welsh was higher than her own, stating that 'she spoke some Welsh' but, interestingly, the teacher reported that she had not studied any Welsh at school, but had attended a sabbatical course for teachers to ensure that her Welsh was sufficient for use in the classroom. In this case therefore, it appears that it may be differences in confidence in language use that resulted in the difference in the language use of the two individuals (Dickson, 1996), as was also the case in the trainee's Year 2 placement. It may be that the teacher's attendance on the sabbatical course gave her the confidence to use the language, or that her confidence was linked to the practice she would have gained over many years as a teacher. The trainee, however, did not have the same experience, and this may have manifested itself in a lack of confidence in her own ability, both in her use of Welsh and as a classroom more generally. Despite this, the teacher stated that she believed the trainee to have sufficient Welsh language skills to use incidental Welsh and to teach a Welsh lesson appropriately in her class. The trainee stated that the standard of incidental Welsh used by the teacher and pupils was higher than she had expected, that the teacher used Welsh more often than anticipated, but that pupils used Welsh with the same frequency as she had expected. Her language list shows that most of the basic vocabulary and patterns were used, and she added further sentences and words. The trainee had observed the teacher teaching a lesson within the theme of fruit based on the pattern 'Ga i…?[168]' and stated that her Welsh would 'probably' have been sufficient to teach the lesson. She had taught a lesson herself involving the pattern

[166] good morning / ready
[167] A drill "is an oral exercise designed to enable the student to acquire verbal control over a grammatical construction. This is accomplished by providing sufficient repetitions of the motif of the exercise in a number of similar contexts so that the linguistic pattern emerges" (Cornfield, 1966:53).
[168] Can I have….?

'Ble wyt ti'n byw?[169]' The summative report states that Trainee 5 had "developed the use of incidental Welsh over the course of her practice" and used Welsh effectively "to encourage pupils' awareness and use of appropriate words and phrases". The trainee agreed that her use of incidental Welsh had improved, stating that her classteacher "was very supportive and helpful" in helping her to bring about improvement.

Trainee 5 commented on the final questionnaire that she had observed differences in her three placements with regard to Welsh, stating that the second and third schools had placed more emphasis on the importance on the language than the first, and that the classteacher in the third school in particular had changed her attitude towards Welsh and made her "see the importance of Welsh". She expanded on this further during the interview.

6.6.5 Interview

When reflecting upon the differences between her three placement schools at the end of her NQT year, Trainee 5 stated that there were "definitely" different expectations of her use of incidental Welsh in the three schools, adding that "[i]t really varied in every school". She discussed the minimal amount of Welsh that was used in her PTE1 Nursery placement, commenting: "I think *they* thought of it more as they're too young to use this much Welsh". The trainee explained further the expectations of the teacher at this school stating that "no comment was made about my Welsh at all, so I would use only what she (the teacher) used and no more". However, evidence from the observation reports suggests that this may have been an incorrect assessment of the situation. During her Year 6 placement in the second year, there was a focus on incidental Welsh rather than on distinct lessons and, indeed, she observed only two Welsh lessons during her seven week placement in this class. However, the classteacher encouraged pupils to use their Welsh at every opportunity, when necessary ensuring that they repeated their question in Welsh when she knew that they were able to do so before she responded, thus resulting in Welsh being used incidentally and frequently during the school day. Linked to this, she noted that the classteacher "wanted me to use more Welsh" and, therefore, she was able to do so by

[169] Where do you live?

the end of the PTE. In her third placement school, due to the fact that the teacher had recently attended a Welsh course, "everything" was done in Welsh, and children were keen to learn, including Welsh naturally in their play. Although they were not always correct, this allowed adults in the room to correct the language or to suggest an alternative sentence, praising pupils for their efforts. Here, she acknowledged that the classteacher had helped her "by giving me…a phrase book…of what you could use during different activities", and this ensured an improvement in the trainee's language. The classteacher here divulged that her class were more advanced in language level than older children within the same school as she had been pushing the use of Welsh in her own classroom, and the visible use of written Welsh in the classroom compared with the rest of the school suggested this also.

When discussing the reasons behind the importance given to the language in different schools, she stated that "the teacher is a real factor rather than the age of the children", adding that "everything was [due to] the teacher in my experience". She qualified this later with the information that, in the first and third schools, she had seen very little of the headteachers, and she had not heard the headteacher in the second school making a comment concerning Welsh, suggesting that the headteachers may not have been significant in influencing the teachers' and pupils' use of incidental Welsh. When asked whether or not her Welsh had improved during her three teaching placements, Trainee 5 stated that "[i]t definitely did improve", particularly having been "thrown into Year 6" after having been placed in a Nursery class in the previous year. As a result, she had gone into her final placement with more confidence, until she realised that the classteacher's Welsh was of a very high standard. However, the classteacher was very helpful and encouraged the trainee to use Welsh whenever she was able, helping her in the longer term as an NQT.

During her NQT year, Trainee 5 had spent a number of weeks in a Year 5/6 class and then in a Year 1/2 class in the same school in the City and County of Swansea, and then had spent six months in one class in a different school in the County Borough of Neath Port Talbot. She was of the opinion that Welsh was equally important in both these schools, although the way in which it was implemented was different. In the first

school, a daily 'slot ddrilio[170]' was carried out for pupils to practise a set list of questions and answers. Teachers did not follow a published scheme of work in W2L as a subject, but they had written and followed a medium-term plan based on work being covered in other curricular areas. The level of language being used by pupils was very high, and pupils, at times, used language previously unknown to Trainee 5, although she had studied Welsh to GCSE level. In contrast, in the second school, the 'Y Pod Cymraeg' scheme of work was followed by teachers without deviation, but the expectations of pupil standards at this school were lower than those in the first school. Trainee 5 cited the general ability of pupils at both schools for this difference – a view that can be corroborated by the end of key stage data for each school[171]. With regard to the origins of the expectations in each school, she was unsure by whom they were set, but she stated that, "I just got told [in the second school] as long as they can do what's in the 'Pod', that's fine. Whereas with [the first school], they had to know those key questions regardless; they had to know them; every ability child had to[172]". Here, there were language mats at different levels created by the teachers, and resources in place to extend pupils' language to the next National Curriculum level. This results-driven environment was further exemplified by the expectation of the Welsh co-ordinator for examples of marked and levelled work from every teacher on a termly basis. These strategies were not in place in the second school. As these schools were in two different counties - Neath Port Talbot and Swansea - the trainee was asked whether there were differences in expectation or language use between the two counties. She stated that this was "possibly" the case, but was unable to comment further due to her lack of experience in Swansea schools.

6.6.6 Summary

Trainee 5 gained valuable experiences during her three teaching placements in terms of the Welsh being used in the three classrooms. In each classroom, she observed teachers who demonstrated a very good model in terms of their Welsh language use and she was consequently challenged to improve her use of incidental Welsh, with

[170] Drilling slot
[171] Data derived from My Local School: http://mylocalschool.wales.gov.uk/School/[redacted]?lang=en and http://mylocalschool.wales.gov.uk/School/[redacted]?lang=en
[172] Each unit within this scheme of work (https://www.podantur.com) is based on a particular theme, with specific key questions and answers that are covered in a range of activities within each theme.

high expectations set throughout. She recognised that her Welsh had improved whilst on PTE during her three years due to the expectations of the teachers with whom she was placed. She taught pupils of a range of ages and was able to adapt her Welsh language, though found it difficult to reach the high standards required in Year 6. Nevertheless, it appears that this experience prepared her well for teaching as an NQT, particularly for one school where standards of Welsh have since been formally recognised (Estyn, 2016c) as being of a very high standard.

6.7 Case Study 6

6.7.1 Background

Trainee 6 was a male student from an area of Wales where 12.3% of the population age three and above speak Welsh (WG, 2014b). He had studied GCSE W2L full course at school, but had used no Welsh for two years prior to attending the university, and, on a five-point scale where 1 was 'not at all positive', and 5 was 'very positive' he chose option '4' with regard to his view of learning Welsh. He confirmed that neither his parents nor grandparents were Welsh speaking, but that he did have a sibling who spoke Welsh, though the level of fluency achieved was not noted. He had observed Welsh lessons during his work experience prior to attending the university, and also the use of incidental Welsh by both school staff and pupils. At the outset, he judged his confidence level as a '3' with regard to teaching Welsh as a second language both in the FP and KS2, and a '5' with regard to using incidental Welsh in the classroom (Figure 46). This suggests that it was his perception that the incidental Welsh being used by the teachers that he had observed comprised of relatively basic language that was familiar to him.

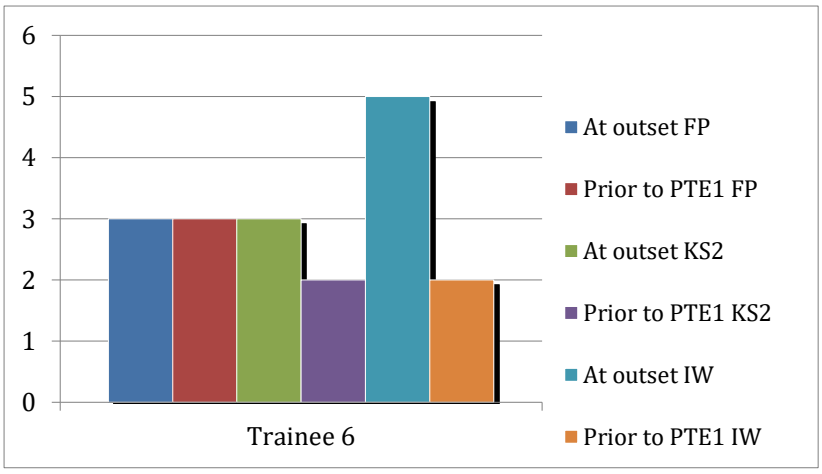


Figure 46

Interestingly, by the end of his first year at the university, Trainee 6's opinion had changed significantly. He again chose option '3' with regard to teaching Welsh in the FP, but was now less confident in teaching in KS2 and for using incidental Welsh in the classroom. This decrease in confidence may have occurred following the trainee's

observation of a KS2 lesson taught by a fluent Welsh speaker where the expectations of pupils' understanding was high and the teacher made very frequent use of Welsh throughout the lesson. On a personal level however, the trainee's view of learning Welsh had increased from option '4' to option '5', suggesting that this positivity would ensure a good level of motivation to continue to learn (Lightbown and Spada, 2006).

6.7.2 PTE1

Trainee 6 undertook his first teaching experience in a village school of 234 pupils in the county borough of Rhondda Cynon Taf with 35% of pupils being entitled to free school meals[173] - a figure substantially higher than the county and national average (Save the Children, 2012). The school served a mixed catchment area including "pockets of social and economic disadvantage" (Estyn, 2011e:2). English was the predominant first language of pupils and no pupils were identified as Welsh speaking. In the school's most recent inspection, one of the recommendations made concerned Welsh, stating that the school should "further develop pupils' skills in…Welsh" (ibid.:3). Despite the fact that pupils in the FP made "good progress" in using simple phrases and following instructions, and that pupils in KS2 demonstrated a growing understanding of a range of vocabulary and sentence patterns, it was thought that pupils generally lacked confidence in using spoken Welsh in "more informal settings", and that pupils' reading and writing skills throughout the school were underdeveloped. This was a recurring issue in this school, with the previous 2006 inspection report stating that pupils bilingual skills were "limited" as pupils did not progress in their communication skills and were unable to move easily from one language to the other (Estyn, 2006b:4). It is debatable, however, whether the ability to move easily from one language to another would have been the main focus of the work of an English medium primary school at this time; nevertheless, a recommendation was made that the school should "[f]urther develop pupils' bilingual competence" (ibid.:10). In 2006, no comment was made regarding the use of Welsh made by school staff but, by 2011, the report stated that "[m]ost staff use Welsh appropriately in the classroom and around the school" (Estyn, 2011e:6). Despite the judgement that staff demonstrated an appropriate use of Welsh, it was determined by Estyn that pupils' use of Welsh

[173] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng. Accessed 05/03/16

continued to need improvement. It is unusual for Estyn to give the same recommendation in two successive inspection reports, and this suggests that Welsh may not have been a focus in this school over a number of years. However, these recommendations might have resulted in a greater focus on the Welsh language as school staff endeavored to make improvements for a subsequent inspection.

The Trainee was placed in a Reception class where he taught only small groups of children during each of his observed sessions. Each of the five formative assessment reports awarded the trainee a grading of 'Adequate', suggesting that there may have been a number of areas within his planning, teaching and assessment that needed to be developed further and, therefore, it may be possible that his use of incidental Welsh would not have been a focus for immediate improvement. With regard to the reports written following the trainee's lessons, no mention is made of Welsh in the first two reports written by the classteacher, although the form included a section regarding trainees' use of language and therefore should have been included. The university tutor, who, coincidentally, was a lecturer in Welsh as a second language, set the improvement of the trainee's Welsh as a target, suggesting that he should "[c]ompile a list of Welsh patterns you intend using during the lessons, ensure that you use them frequently during the lesson". The following report written by the classteacher then had to include a response to this target, and stated that the trainee had "incorporated the use of Welsh colours by encouraging the children to wear bibs of different colours and played Traffic Lights". The subsequent report did not mention the trainee's use of Welsh, nor did the final summative report written by school staff. Therefore, while the trainee reported that he had used the 'same amount' of incidental Welsh as the classteacher, and that he used Welsh on 'most days', the lack of attention to his use of the language may suggest that limited Welsh was used by the teacher, and subsequently, by the trainee. In response to the end of PTE questionnaire, the trainee reported that the classteacher had used Welsh every day, but that pupils used Welsh on 'most days', which perhaps corresponds with Estyn's findings in its 2011 inspection. His language list suggests that the teacher, trainee and pupils used most of the basic patterns and vocabulary and he added one phrase - 'Pawb yn barod? - to the list. The standard of the Welsh used by teacher and pupils was 'about the same' as the trainee expected, though Welsh was used 'less often' than he expected by both teacher and pupils. He stated that some additional adults in the classroom spoke some Welsh as

well as other adults within the school community, naming the headteacher and other teachers in particular. He stated that pupils did not speak Welsh outside the classroom, for example on the school yard, therefore corroborating Estyn's view that pupils lacked confidence in using Welsh in "more informal settings" (Estyn, 2011e:4). The classteacher additionally used Welsh terminology within a number of other curricular areas, including in PE and Mathematics. This is commonly seen within FP classrooms, ensuring that pupils are "exposed to language throughout the day in diverse contexts and interactions" (Justice, 2004:37), and perhaps further corroborates Estyn's comment that "(m)ost staff use Welsh appropriately in the classroom" (ibid.:6). The trainee observed a number of Welsh lessons being taught on the themes of colours, the weather and feelings, and perceived his own language skills to be 'definitely' sufficient to teach these lessons, as would be expected for a trainee who had studied Welsh to GCSE level. He reported that he also had taught Welsh lessons on the same themes. This gives a mixed picture in terms of evidence of the importance of the language within this school, and of the expectations of the school in terms of the trainee's use of Welsh, but suggests that the trainee may not have observed a good role model in this classroom, with the language being used less often than it might have been.

6.7.3 PTE2

The trainee undertook his second teaching experience in a school of 351 children in the county borough of Rhondda Cynon Taf. The area could be described as predominantly disadvantaged, with 18.2% of pupils being entitled to free school meals[174], a figure below the county average, though similar to the national average (Save the Children, 2012). No pupils spoke Welsh as a first language and nearly all pupils came from homes where English was the main language (Estyn, 2014e). Two inspection reports concerning the school show that Welsh was an important part of the work of the school, with Estyn stating in 2008 that provision for promoting bilingual skills was good with elements of excellence in the FP (Estyn, 2008c), and again in 2014, that many pupils made "good progress in developing Welsh language skills" (Estyn, 2014e:4). In the FP, pupils followed instructions, used basic vocabulary and began to accurately read simple texts, as required by the Welsh Language Development

[174] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng

document (WAG, 2008a). By Year 6, pupils responded to questions with confidence using a range of vocabulary and sentence patterns, and were able to read, demonstrating good pronunciation and understanding (Estyn, 2014e). This school had been working very closely with their local secondary school over a number of years, designated by Estyn a best practice case study school with regard to bilingualism, acknowledging that pupils' performance in W2L at KS3 in that secondary school was "outstanding" and that provision for promoting Welsh within the school was "sector leading" (Estyn, 2012e:5). Specialist Welsh teaching took place at the top end of the primary school by staff from the secondary school in order to ensure "high-quality provision, continuity and consistency" in the transition between KS2 and KS3 (Estyn, 2012g:no page). In addition, staff at the primary school were able to improve their own language skills and teaching methodology by working with the specialist staff from the secondary school. The classteacher from the class in which the trainee was placed corroborated these facts, stating that a teacher from the secondary school taught years 5 and 6 within the primary school and brought booklets and resources to be used in these lessons and by the primary school staff more generally. As stated in WG documentation, "[d]eveloping Welsh and ensuring that children have good experiences of and in the Welsh language are all-setting issues. The commitment and involvement of all practitioners will be needed, together with the sharing of expertise" (WAG, 2008a:27). In this school and its partner secondary school, it was clear that there was a shared vision concerning the language, and pupils were given a high level of expertise in their lessons. However, despite this wide range of strategies concerning the teaching of Welsh, comparable to a number of other primary school inspection reports written at the same time, Estyn surprisingly stated that pupils did not "use their Welsh language skills independently outside of Welsh lessons often enough" (Estyn, 2014e:4). This demonstrates clearly that the focus of Estyn's observation had changed by the date of this inspection, moving to an expectation that pupils use their language not only within the classroom but also in the wider school community.

The trainee was placed in a Year 4/5 class of 30 pupils aged 8 to 10 years. Within the classroom, an exceptionally wide range of Welsh terms, vocabulary and sentence patterns could be seen on every wall of the classroom. Despite this, it must be considered whether or not a wide range of words displayed in print necessarily transfers to a good use in pupils' spoken language. As noted by Love, Burns & Buell

(2007), the displaying of an array of printed material does not guarantee that the print will be meaningful to pupils in the classroom; therefore, the teacher must use his/her skill to ensure that the text displayed is used by pupils in a purposeful manner. Some of the examples of language seen included questions and answers concerning personal details, e.g. name, clothing, favourite things, weather, home, birthdays, family, time. Items within the classroom were labeled, e.g. cwpwrdd, and displays included the subject area in Welsh only, e.g. 'Gwyddonaeth; Saesneg; Cornel Cymraeg'[175]. There was a tabletop display based on Wales and a box with the sentence "Sawl tocyn iaith yn y focs heddiw[176]?"[sic], showing that the school followed the county's 'tocyn iaith' strategy to encourage pupils to speak Welsh. Commands could be seen on posters around the room, e.g. 'Sefwch mewn rhes wrth y drws'; 'Caewch y drws'[177], and there was reference to the school marking policy with a poster stating the meaning of 'Gwaith hyfryd/da/eitha da'[178]. In addition, the fronts of pupils' books were labeled in Welsh and the date in Welsh was copied from the board into pupils' books. Jones and McLachlan (2009:76) state that "[a] primary languages display is most effective when it is used by teachers and pupils as both a learning support tool and a discrete learning outcome", and, although this classroom demonstrated a number of examples of displays that existed for a particular purpose, the researcher did not observe pupils making use of any of the available resources.

Despite the clear focus on Welsh within the school as a whole, its importance was not immediately obvious from the first formative assessment report written by the classteacher as no mention of Welsh was made. This may have been due to the fact that the trainee was beginning on his journey within this class and, at this time, other aspects of his teaching took priority in terms of the need for improvement. However, by the second report, it was stated that the trainee used incidental Welsh and was also using the school AfL[179] policy of 'Dwy seren a dymuniad'[180]. The same comment concerning assessment was made in the third report, and the fourth also included language used by the trainee to praise and manage the class. This report also included

[175] cupboard; Science, English, Welsh Corner.
[176] How many language tokens in the box today?
[177] Stand in a line at the door / Close the door.
[178] Lovely/good/quite good work.
[179] Assessment for Learning – see Black & Wiliam (1998)
[180] Two stars and a wish – see Wiliam (2011)

the improvement of incidental Welsh as a part of the suggested ways forward for the trainee. The fifth report was written by the tutor, who mentioned the trainee's use of Welsh in three places before giving a grading of 'Excellent' for the lesson as a whole. The report suggested that the trainee might include a Welsh comment in his marking in line with the school's marking policy, that he might introduce Welsh terms when using AfL strategies, and that he should follow the example of the teacher in his use of spoken incidental Welsh. During the observed lesson, the trainee used some Welsh; for example, commands such as "dangoswch, eisteddwch, sefwch"; praise such as "ardderchog"; counting from ten to zero in order to gain attention; instructions such as "Llygaid gyda fi"(sic); a question, e.g. "beth ydy porffor?", and a number of colours – "oren, melyn, coch, pinc, gwyrdd"[181], although pupils were required only to respond with the colour 'glas' during the hour-long lesson. In addition, in line with the good practice seen within the school, the trainee had included Welsh words on his wall display of pupils' work.

It was clear that the teacher used a substantial amount of Welsh in her classroom. She affirmed that she would have used more Welsh including subject-specific language, and that she would have asked pupils to self-evaluate their work in Welsh. The trainee was evidently unable to match the quantity of language used by the teacher during his six-week placement, demonstrated by his language list. Nonetheless, the trainee stated that he had used Welsh throughout every day and that his use of incidental Welsh improved during his placement due to new words and phrases being introduced to him. He confirmed that both he and his classteacher used Welsh terminology within "most subjects", thus addressing the KS2 National Curriculum document which states that "[r]esearch shows that learners are more successful in their language acquisition if they do not merely learn the language as a subject but use the language as a tool for learning other topics or subjects" (WAG, 2008b). This trainee's experience demonstrates that it is possible to use the target language consistently across the curriculum and, therefore, raises the question why this cannot be achieved in all schools. He confirmed that his classteacher used Welsh throughout each day and that the Welsh language was 'very visible' in the classroom. He considered that he had used 'as much incidental Welsh'

[181] show, sit, stand / excellent / eyes with me (literal translation) / what is purple? / orange, yellow, red, pink, green / blue.

as his teacher, though perhaps his language list contests this claim, and he asserted rightly that his personal level of Welsh was higher than that of his classteacher. He considered that the children used Welsh on 'most days' but that the standard of their Welsh was lower than he would have expected. The teacher, on the other hand, used Welsh more often than he had been expecting, although it was to 'about the same' level of difficulty as expected. He stated that Welsh was used by additional adults within the classroom, and by the headteacher and other teachers within the wider school community. Pupils, however, did not use any Welsh outside the classroom in his experience, echoing the findings of Estyn in its inspection of the school the following year (Estyn, 2014e). Interestingly, he stated that Welsh was only 'fairly important', both in the school as a whole and for his classteacher, although there is considerable evidence to suggest (Estyn, 2012g, 2014e) that it may, in fact, have been described by the school as a very important factor. However, he did acknowledge that his attitude to Welsh had changed during the PTE, making a comment on the questionnaire that "the school was very involved in the Welsh language", but he did not explain this further. Nevertheless, it is clear that the trainee observed a very good role model in this school and was encouraged to include Welsh throughout his teaching.

6.7.4 PTE3

The school in which Trainee 6 undertook his final teaching placement was a large school in the county borough of Bridgend with 424 children and where 25.1% of pupils were entitled to free school meals[182], a figure above the county and national average (Save the Children, 2012). In 2011, the school described the majority of its pupils as coming from neither advantaged nor disadvantaged backgrounds; however, "a significant minority of pupils" came from socially and economically disadvantaged homes and entered the school with "below average levels of basic skills" (Estyn, 2011f:1). All pupils spoke English at home and no pupils spoke Welsh as a first language. The Estyn inspection report stated that provision for the Welsh language was "generally good", but noted that the use of Welsh by staff was "not consistent throughout the school" (ibid.:6). This is a rare example of where inconsistency

[182] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng

between staff at the same school is commented upon in an inspection report, and, unfortunately, no more detail is given concerning this point. Common to the trainee's first and second placement schools, it also stated that pupils' use of Welsh outside their Welsh lessons was limited. Estyn did not, however, set the development of Welsh as a recommendation for improvement.

The trainee was placed in a Year 2 class of 24 pupils aged 6 to 7 years. In the classroom, a range of Welsh patterns and vocabulary could be seen. This included relevant instructions and sentences on the classroom doors, e.g. 'Dewch i mewn, Mae'n amser chwarae, Cerddwch'[183]; posters on the walls including days of the week, months of the year and numbers to 15, and a 'Helpwr Heddiw[184]' display with relevant questions for the helper to ask the class, including personal details of name, age, likes, family and weather. The trainee judged the Welsh language in the classroom to be 'very visible', although it must be said that, in comparison to that seen by the researcher in his previous placement, the Welsh in this classroom was inconspicuous.

Throughout this PTE, little emphasis was placed on the trainee's Welsh language skills and use, but this may have been due to the fact that he encountered many difficulties in his planning, teaching and monitoring of his pupils' progress, resulting in a number of 'unsatisfactory' gradings, particularly in the first half of the placement. Therefore, reports written by school staff focus entirely on other issues that the trainee needed to improve upon in order to pass the PTE. The university tutor observed two lessons, the first of which was graded as 'unsatisfactory'. This assessment report was clearly focused towards other issues, but also states that the trainee "made some use of incidental Welsh" in the mathematics lesson that was observed. Language used by the trainee included counting down from five, shape words - "Triongl", "Has this sgwâr been halved?" - one command - "Gwrandewch" - and pupils used a limited range of language - "da iawn" and "diolch" only[185]. The second lesson received a comment stating that the trainee had "made limited use of incidental Welsh", and this literacy lesson was graded as 'Adequate'. Prior to the main lesson, the trainee took the register and followed the class morning routine, and it was during this time that all the Welsh

[183] Come in / It's playtime / Walk.
[184] Today's helper.
[185] Triangle / square / Listen / very good / thank you.

used was heard. He greeted the children appropriately and asked each child if they were having "brechdanau or cinio", reminding them to use "os gwelwch yn dda" in their response. Each child responded appropriately in Welsh by saying "Yma" to their name and, for example, "Brechdanau os gwelwch yn dda"[186]. He then nominated the 'Helpwr Heddiw', and this child completed a wallchart, though did not use any spoken language to do so. The trainee was observed to follow the model demonstrated by the teacher in the use of this daily routine. In order to gain attention to begin his lesson, the trainee counted from five to zero, but no Welsh was used after this.

There was considerable disagreement between the views of the trainee and that of the classteacher. The classteacher stated that she and the pupils used Welsh every day, but the trainee disagreed, choosing the 'most days' option. The trainee stated that the standard of the Welsh used was about the same as expected, but that the language was used less often by the teacher than he expected, though about the same as expected for pupil use. With regard to the wider school community, both teacher and trainee agreed that the headteacher, other teachers and additional adults used Welsh, and that pupils did not use Welsh outside the classroom, as stated by Estyn (2011f). They also agreed that the trainee used Welsh 'every day'. However, while the trainee stated that he used 'a lot more incidental Welsh' than the classteacher, the classteacher disagreed, stating that she and the trainee had used 'the same amount of Incidental Welsh'. The trainee's language list backs up the view of the classteacher, reporting that he and the classteacher used the same patterns and vocabulary from the list; however, this list does not make clear the frequency of use. The classteacher suggested that she would have included additional commands and would have made greater use of the 'Helpwr Heddiw' had she been teaching the lesson. Conversely, the trainee stated that 'the teacher could have used more incidental Welsh' during her lessons. He did acknowledge however that the classteacher used Welsh terminology in other subjects, identifying the class theme of 'Big Wide World' where lessons involving geographical and mathematical elements were included. This suggests that the classteacher understood that use of the language across the curriculum is vital in the endeavour to create bilingual children as "[l]anguages are most easily learned by constant exposure to the spoken word in a variety of situations" (Welsh Office, 1989:5). However, he

[186] Sandwiches or dinner / please / here / sandwiches please.

believed that Welsh was only 'fairly important' in the school and that the teacher's attitude towards Welsh was 'neutral'. His attitude had changed during his year 3 placement, stating that "it should be used more" and within different contexts in pupils' learning. He judged his Welsh not to have improved during the PTE as he had only needed to use Welsh that he knew already, though perhaps this might be expected when placed in an infant classroom.

6.7.5 Summary

Unfortunately, this trainee decided not to take part in the follow-up interview; therefore, any further explanation of his views could not be ascertained. Nevertheless, it is clear that he experienced a wide range of situations during his three teaching experiences in terms of the incidental Welsh used by his classteachers and his pupils. Although each of the three placements were undertaken in schools where there were higher than average numbers of pupils entitled to FSM, and significant economic disadvantage, the importance of Welsh in the schools was varied. In his first PTE, there seemed to be little importance given to the trainee's use of Welsh, with no comments made on observation reports and no targets set for improvement. It would appear that the classteacher did not demonstrate an effective model for the trainee to follow as incidental Welsh was used infrequently in this classroom. In contrast, the classteacher in Trainee 6's PTE2 class provided an excellent role model, using a significant amount of incidental Welsh, and it was challenging for the trainee to match the language used by his very experienced classteacher. Having been encouraged to improve his use of Welsh throughout his time in this class, it might be anticipated that Trainee 6 would go on to develop his Welsh further in PTE3, but, unfortunately, this was not the case. A combination of the fact that the trainee struggled in this PTE, resulting in his use of Welsh not given great emphasis in terms of his development as a teacher, and the uncertainty of the importance of Welsh to his classteacher, the trainee used little incidental Welsh in this placement. This experience, however, did make him realise that the use of more incidental Welsh would be beneficial to pupils' learning.

6.8 Case Study 7

6.8.1 Background

Trainee 7 was a male student from an area of Wales where only 9.7% of the population age three and above speak Welsh (WG, 2014e) – a figure substantially lower than the Wales average. Prior to attending the university, the trainee had studied GCSE full course and AS[187] level W2L and his previous experience of learning Welsh was positive, choosing option 4 on a Likert scale of 1 to 5. He stated that he had not observed any Welsh lessons whilst on work experience prior to arriving at the university, but that he had observed incidental Welsh being used by school staff, although not by pupils. He did not appear very confident in his own use of Welsh, choosing option 3 regarding his confidence to be able to teach Welsh as a second language to pupils in the FP and option 2 for KS2 (Figure 47). This may have been due to the fact that he had not observed a Welsh lesson being taught in a school to this point and, therefore, would have been unsure of the expectations in terms of his own level of language. He also chose option 2 with regard to his confidence to use incidental Welsh in the classroom on a daily basis, and this was surprising for someone who had studied Welsh to AS level.

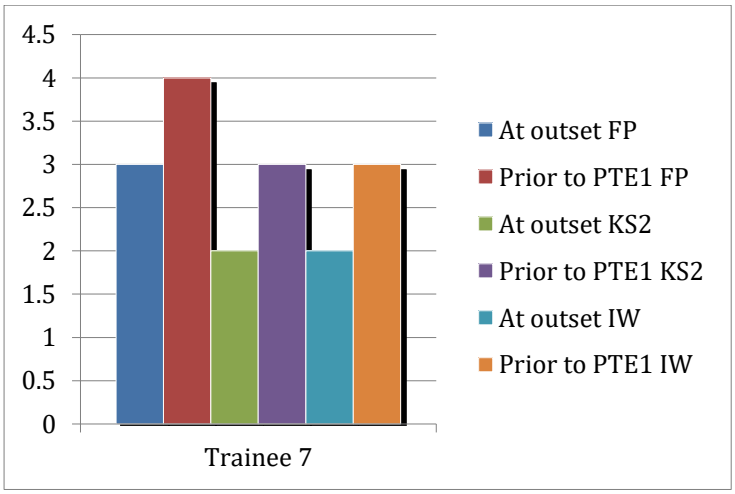


Figure 47

[187] Advanced Subsidiary – normally completed in Year 12.

By the end of two terms at the university, his confidence had increased in each section, as shown in Figure 47. By this time, he had observed both incidental Welsh being used in more than one school, and a Welsh lesson being taught, and might have begun to realise that he would have sufficient personal language in order to undertake both of these activities throughout the primary school.

6.8.2 PTE1

Trainee 7 undertook his first teaching experience in a small school of 109 pupils within a Communities First area in the county borough of Bridgend where 60.7% of pupils were entitled to free school meals[188], a figure considerably higher than the Wales and county averages (Save the Children, 2012). Most classes within the school were mixed age and very few pupils spoke English as an additional language. No pupils spoke Welsh at home. Less than one year after the trainee's placement, Estyn inspected the school, therefore we can assume that the school would have been working towards this inspection during the trainee's placement. In the previous inspection report, it can be seen that there were some issues with regard to Welsh as a second language, with a judgement of 'Grade 3' being given, the lowest grade given to any National Curriculum subject at the school. The report states that "[a]cross the school…[pupils] have only a basic understanding of how to speak, listen, read and write in Welsh", and "(i)n both KS1 and KS2 they are only just beginning to use both Welsh and English naturally in their lessons and in their daily life in school" (Estyn, 2008f:13). The recommendation made was that the school should "raise standards in subjects…where they are Grade 3" (ibid.:10), and the school would, therefore, have had five years to work on this recommendation by the time of the trainee's placement.

In the subsequent Estyn inspection report, a year after the trainee's placement, a mixed picture can be seen. It states that many pupils had "a positive attitude to learning Welsh" (Estyn, 2013f:6), and that pupils in the FP made a good start in their learning. The trainee's placement was undertaken in a Reception class of 27 pupils aged 4 and 5, and this acknowledgement by Estyn that there was good practice in the FP corresponds to the focus on this issue that is clearly seen in the classteacher's reports. The Estyn

[188] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng

report goes on to state that pupils in lower KS2 continued to make good progress; however, pupils at the higher end of KS2 were "less confident in using their Welsh independently" (ibid.). There were further criticisms concerning pupils' reading and writing skills across the school, resulting in a recommendation being made by Estyn to "[i]mprove pupils'…Welsh language skills" (ibid.:4). Nevertheless, it is possible that the school had already begun to make improvements concerning their use of Welsh by the time of the trainee's placement, but that more time might be needed for this improvement to be reflected in the work of older pupils.

From the beginning of the trainee's experience, comments were made regarding his use of Welsh, and a target was set on many occasions in this regard. The first assessment report was written by the trainee's classteacher, and stated that he "should include incidental Welsh in the lesson, perhaps when counting or using the Welsh shape names". While the use of incidental Welsh was not set as a specific target at the end of the lesson, it is clear that the classteacher considered this to be important, suggesting a way forward within her report. The subsequent report stated that the trainee's use of Welsh was one of the foci of the observation; therefore, the classteacher included some detail regarding this throughout her report. She stated that "[h]e still needs to increase the amount of incidental Welsh he uses in his lessons. In a scientific based lesson such as th[is], he should use the opportunities to count and give general classroom instructions in Welsh to raise this profile." She later wrote that "[t]here still needs to be more incidental Welsh in his lessons, which he has begun to do, but this needs to happen from the very start of the lesson, and on a daily basis", and she then set as a target: "Use incidental Welsh in every lesson, and where the subject matter is appropriate, include Welsh vocabulary for specific items". This classteacher gave excellent suggestions for improvement, including the *only* example in this study where a reference to using the language across the curriculum is made (Williams, 2002; Evans & Hughes, 2003). The third report was written by the university tutor who made a number of references to incidental Welsh, including the setting of a target. She stated that the trainee "attempted to use incidental Welsh, praising the pupils' work with 'bendigedig' and 'da iawn'…-…this is something that you must continue to work upon". She also stated that the trainee needed to "gain confidence when using Incidental Welsh", suggesting that he should "[u]se the class mentor as an example" in order to develop his use of Welsh further.

The fourth report, again written by the classteacher, demonstrates that an improvement has been made in this regard. She states that the trainee had "used his Welsh during the session to ascertain how many skittles they would like and continued to praise the children in Welsh", and also that "[h]is Welsh vocabulary has…extended the children in the areas [of learning] he has covered". A target is set of continuing to extend his "developing use of Welsh at every opportunity". The final report was written by the school's senior mentor, who states that "some incidental welsh"(sic) was used in the lesson, with a target given that the trainee should continue to improve on this. The summative report written by staff at the school also states that "[a]lthough [this has] improved, there is still a need for more incidental Welsh…in sessions throughout the day". It is clear, therefore, that there was a good deal of focus on the issue of incidental Welsh, certainly within this classroom, and possibly throughout the school, and that the expectations were high with regard to the trainee's use of Welsh.

The trainee stated that the classteacher and pupils in his class had used incidental Welsh 'every day'. The standard of Welsh spoken by the teacher was 'more basic' than he was expecting, but the Welsh spoken by the pupils was 'more difficult' than expected. In terms of frequency, the teacher used Welsh as often as he had expected, but the pupils used Welsh 'more often' than expected, suggesting that the trainee believed that young children would not be able to use Welsh as frequently or to as high a level prior to his placement at this school. He believed that the classteacher could speak 'some Welsh' on a personal level and stated that all additional adults in his classroom used Welsh. He also observed the headteacher, other teachers and other additional adults using Welsh at the school. He observed the classteacher teaching a Welsh lesson based on the theme 'Glas, glas blaned[189]' - an unusual theme that was clearly linked to the lessons being taught across the curriculum at the time. He also stated that the classteacher used Welsh terminology across 'most' subjects, naming PE, Maths and 'Knowledge and Understanding of the World'[190] particularly, demonstrating the importance given to Welsh by the classteacher across all parts of the curriculum. He considered that he had used incidental Welsh on 'most days' of his experience and,

[189] Blue, blue planet
[190] This is one of the seven areas of learning that make up the FP curriculum, incorporating elements of Science, History and Geography.

by the end of the placement, he was using 'the same amount' of Welsh as the teacher, as shown also on his language list. Nevertheless, it is clear from his assessment reports that staff at the school continually challenged the trainee to improve on this target during this first placement.

6.8.3 PTE2

The trainee undertook his second placement in a very large school of 575 pupils in 19 mainstream classes in the county borough of Bridgend. Only 5.6% of pupils were entitled to free school meals[191] - well below the county and national average (Save the Children, 2012). Around 1% of pupils received support in English as an additional language, and no pupils spoke Welsh at home (Estyn, 2011d). One of the recommendations from the school's 2011 inspection report stated that the school should "continue to raise standards and improve provision for Welsh second language development" (ibid.:2), following the findings that the standards and progress were "uneven" (ibid.:3). While Welsh was used by pupils in school routines, little Welsh was used regularly in lessons or outside the classroom, and the use of incidental Welsh by staff was "inconsistent and relatively underdeveloped" (ibid.:5). It appears that these issues had continued over a number of years at the school, as can be seen in a comment that was made during the previous inspection six years prior; "(i)n the few lessons where teaching has some shortcomings, opportunities are missed to promote pupils' bilingual skills and to use Welsh informally" (Estyn, 2005b:4). Little progress seems to have been made between 2005 and 2011 and, therefore, it is not surprising that Estyn would have focused some of its observations on this issue. By the time of the trainee's placement at the school, it would not be unreasonable to expect the staff at the school to have begun to work on this recommendation.

Trainee 7 was placed in a Year 3 class of 33 seven to eight year olds. Within the classroom, a variety of relevant Welsh vocabulary and patterns could be seen, suggesting that some effort had been made to improve the level of Welsh used. Examples included posters of different types of weather with related questions and

[191] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng

answers, e.g. 'Sut mae'r tywydd heddiw?', 'Mae hi'n oer. Gwisgwch eich cotiau'[192]; posters of colours, months of the year, days of the week, the seasons; flashcards of animals hanging on a line; a display based on the theme 'Ein Caffi' including questions such as 'Beth wyt ti'n hoffi?, Ble wyt ti'n mynd?, Beth wyt ti eisiau?', 'Ga i…os gwelwch yn dda?'[193], and items around the side of the display showing the picture and the Welsh word. In addition, a number of classroom items were labeled in Welsh and English, e.g. Sinc – Sink, Ffenestr – Window, and a poster - 'Cymraeg Pythefnos'[194] on which a new question would be written on a fortnightly basis. A further display based on the theme of animals included children's written work - either a paragraph of description of their pet or a scaffolded[195] cloze procedure piece about their pet, thus covering the NC document statement that pupils should "write in response to a range of stimuli…in a way that is appropriate to the purpose and audience" (WG, 2015a:9).

Three detailed observation reports were written before the visit of the tutor, but none of these contained any comment regarding the trainee's use of Welsh. The tutor's report included a positive comment, stating that the trainee "used a suitable amount of incidental Welsh…, and gave praise when pupils responded to him in Welsh". The researcher observed some Welsh being used by the trainee to begin the day, for example "Bore da blwyddyn 3", and to complete the lunch register - "Cinio neu brechdanau" (sic) - to which pupils responded with "Dw i eisiau cinio heddiw os gwelwch yn dda" or "Ga i brechdanau (sic) os gwelwch yn dda?[196]" As stated in the KS2 National Curriculum document: "Developing confidence in conversations is associated with progress in the way pupils express themselves when speaking, beginning with imitation and the use of simple words and phrases..." (WAG, 2009a:34). These phrases had clearly been learnt by pupils, and they were able to use this anticipated language as part of their daily routine. However, pupils were not observed to use any other Welsh language throughout the lesson, corroborating the observations made by Estyn in 2011. The trainee also used Welsh to praise pupils - "da iawn", to give instructions - "eisteddwch" and "pawb yn dawel", and to ask

[192] What is the weather like today? / It's cold. Wear your coats.
[193] What do you like? / Where are you going? / What do you want? / Can I have…please?
[194] Fortnightly Welsh
[195] For details regarding 'scaffolding', see Bodrova (1998).
[196] Good morning Year 3 / Lunch or sandwiches / I want lunch today please / Can I have sandwiches please?

questions, e.g. "pawb yn barod?[197]". He also attempted to use Welsh within the topic of the lesson using (incorrectly) "Beth mae'r amser?" in his warm-up activity, although pupils did not respond in Welsh to this question, perhaps due to the fact that the correct 'Faint o'r gloch ydy hi?' was normally used by the classteacher, as suggested by the 'Cymraeg Pythefnos' poster. He also used the phrase "amser gwasanaeth"[198] to dismiss pupils to the assembly.

Following the lesson, the researcher ascertained that the teacher had studied Welsh as a second language at school to GCSE standard, but had more recently attended a three-week Welsh course. She suggested that she might have included "a little bit more Welsh" had she been teaching the trainee's lesson. She stated that the school's Welsh coordinator regularly visited each classroom in order to check the accuracy of the language used on displays within the classrooms, and that Welsh was very important in the school as a whole, although the trainee's assessment reports dispute this claim. The summative report, written by the senior mentor at the school, stated that the trainee had "on occasion used incidental Welsh with the children and now should ensure there are more opportunities in class to further develop in this area". Despite this comment, the school at no point set the improvement of the trainee's use of Welsh as a target, and this may suggest that it was not a significant focus of the work of the school. Alternatively, it might be the case that it was the classteacher who authored the formative assessment reports, but the senior mentor who was the author of the Summative Report. This may suggest that there were differences in expectation between the two members of staff, and may correlate with the findings of the earlier 2005 Estyn inspection. Alternatively, due to the fact that this final report awarded the trainee 'adequate' grades for each of the five cells, with many elements of his teaching receiving suggestions for improvement, it may be the case that improving other elements of his teaching took priority over the improvement of his use of Welsh.

The trainee reported that his attitude towards Welsh had changed as a result of this experience, stating that "I would like to use Welsh to a higher standard..I can see the benefits of…using Welsh in education." He considered Welsh to be 'very important'

[197] Very good / Sit down / everyone quiet / Everyone ready?
[198] What is the time? / assembly time

in this school, and 'fairly important' for his classteacher, with the language being 'fairly visible' within her classroom. He stated that the classteacher had used incidental Welsh 'every day' and that this was at about the same standard and frequency as he expected. He reported that the pupils also used Welsh every day, and that the standard of their language was higher and more frequent than he had expected. He stated that he had used 'less incidental Welsh' than the classteacher due to a lack of "confidence of vocab[ulary]", although his language list suggests that there was little difference between the two in the language used. He had used Welsh 'every day', but perhaps not as often as the classteacher. He stated that all additional adults within his classroom used Welsh, and that he had heard the headteacher also using Welsh. He had observed the teacher teaching a Welsh lesson on the theme of animals, but considered that his own Welsh would 'probably not' have been sufficient to teach this lesson, this being, once again, surprising for someone who had studied Welsh to AS level. Some of the trainee's responses could be seen to be inconsistent, particularly as he considered the classteacher to have learnt Welsh only 'to a basic standard', but that her personal level of Welsh was 'higher' than his own. In reality, this was not the case, but the trainee's lack of confidence is clear here as he appears to have struggled to emulate the teacher's example.

6.8.4 PTE3

Trainee 7's final placement was in a village school in the county borough of Bridgend that comprised of seven classes, four of which contained mixed year groups. There were 207 pupils at the school and 28.7% of pupils were entitled to free school meals[199]. Following the closure of the coalmines in the locality, little industry existed in the area and significant social disadvantage, unemployment and deprivation could be seen (Estyn, 2008g). No pupils spoke Welsh as a first language and most pupils were of white British ethnicity. The school was inspected in 2008, and the report was positive concerning Welsh, stating that the promotion of pupil's bilingual skills in both key stages was "good with no important shortcomings" (ibid.:18). W2L was one of the six subjects inspected, although the relevant section of the report is noticeably less detailed than others written at the same time. The school was subsequently inspected in 2014,

[199] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng

in the term following the trainee's experience. This inspection report was again generally positive, stating that the provision for the development of pupils' Welsh language skills was "appropriate." Common to many other inspection reports however, Estyn commented that pupils did not "have enough opportunities to develop their speaking skills outside Welsh lessons" (Estyn, 2014d:6), suggesting that teachers at the school were not integrating the language into all aspects of the curriculum and into the wider life of the school, as is recommended as good practice by the NC document (WAG, 2009a). This perhaps also suggests that pupils were not required to use their Welsh incidentally throughout all areas of the curriculum.

Trainee 7 was placed in a mixed Year 3/4 class of 28 pupils aged seven to nine. A limited range of Welsh language could be seen within the classroom. The outside of the classroom door displayed a poster stating 'Yr wythnos yma rydyn ni'n dysgu… / We are learning this week… [sic]' with a question 'Wyt ti'n hoffi…?[200]' stuck with velcro to the poster, suggesting that this might be changed regularly. As suggested as good practice by WG (2008a), a collection of 'Bore Da' magazines could be seen alongside English language books and magazines in the book corner. A display had been prepared based on the theme of 'Y Teulu', including questions such as 'Oes chwaer/brawd gyda ti?' , and answers such as 'Oes, mae … 'da fi' and 'Nag oes [*sic*], does dim brawd/chwaer gyda fi'[201]. In addition, the months of the year and days of the week were displayed, as well as the question 'Beth wyt ti'n hoffi?', and the answers 'Dw i'n hoffi…' and 'Dw i ddim yn hoffi…'[202]. There was another display based on the theme of 'Y Tywydd', including weather symbols, a map of Wales, appropriate weather vocabulary, times of the day, sentence starters in present and future tenses - 'Mae hi'n…', 'Bydd hi'n…'[203] - and posters with relevant idioms, e.g. 'Bwrw hen wragedd a ffyn[204]'. The content of this display suggested that it might be used regularly for pupils to complete a weather forecast, perhaps on a daily basis (Jones and McLachlan, 2009); however, the researcher did not observe the display being used on either of her visits.

[200] Do you like…?
[201] Do you have a brother/sister? Yes, I have a… / No, I don't have a brother/sister.
[202] What do you like? / I like… / I don't like…
[203] In the morning, tomorrow / It is, It will be
[204] Literal translation – 'Raining old ladies and sticks'

Two formative assessment reports were written by the classteacher during the placement and another two by the university tutor. The first report by the classteacher included comments regarding the use of Welsh, with the report's author noting that the trainee wrote a Welsh comment before an English comment, following the school's assessment policy. However, she also set a target for the trainee to use '[m]ore incidental Welsh during lessons', but did not make any suggestions as to how he might do this. By the researcher's first visit, the trainee had been working on his use of Welsh, and a limited number of phrases were heard. Language used included praise such as "da iawn", "bendigedig"; instructions such as "dwylo i fyny", "dim siarad", "pawb yn dawel" and one command – "Gwrandewch"[205]. Pupils responded to the question "Barod?" by using the sentence pattern "Dw i'n barod"[206], but they were not required to use any more Welsh during the remainder of the lesson. The formative assessment report stated that he had "…made good use of incidental Welsh…", but this issue remained a target, with the suggestion that the trainee should plan more carefully the Welsh that he would use in every lesson. Prior to this observation, the trainee had made limited use of the university's incidental Welsh planning sheet, but he subsequently went on to include more language on this sheet for the remainder of his experience. The second lesson observation written by the classteacher suggested that an improvement had been made, stating that the trainee was "making an effort to use more incidental Welsh" within a lesson graded as 'Good', subsequently commenting that "he needs to keep this up", and setting this again as one of the targets for improvement.

By the second lesson observed by the researcher, limited improvement was seen, and no Welsh was included on the lesson plan. The language used for the purposes of praise and instructional language was very similar to that used in the first lesson. With regard to the commands used, the trainee had built on those used previously, adding "Sefwch", "Gwrandewch" and "Gwyliwch", and he also used "un, dau, tri" and "tri, dau, un"[207] in order to begin activities within this lesson. However, opportunities were missed to include commands such as 'rhedwch, cerddwch, neidiwch[208]' in this PE

[205] very good / excellent / hands up / no talking / everyone quiet
[206] Ready? / I'm ready.
[207] Stand, Listen, Watch / one, two, three / three, two, one.
[208] Run, walk, jump

lesson, and to introduce vocabulary such as 'pasiwch y bel', 'yn gyflym', 'yn araf'[209]. Again, pupils responded to the question "Barod?" with the answer "Barod", and one child was observed to ask the question "Ga i fynd i'r ty bach?", to which the teacher responded "Cei"[210]. The improvement of the trainee's use of incidental Welsh was not given as a target in this lesson as there were important issues relating to class management and control that needed to be addressed immediately. This lesson was given a grading of 'Adequate', and the school, in its summative report, awarded the trainee 'Adequate' grades in each of the five teaching standards at the end of the experience.

The trainee reported, and the classteacher confirmed, that he had used incidental Welsh 'throughout each day' during his PTE and that his use of Welsh improved during his experience due to the fact that the process of completing a planning sheet reminded him to keep using it. He had been given the improvement of his use of Welsh as a target 'several times', and he considered the reason for this to be its "importance to Estyn", alluding to the forthcoming Estyn inspection held at the school the following term. He went on to state that Welsh was 'very important' in his placement school, though only 'fairly important' to his classteacher. When asked if the classteacher had helped him with this target in any way, the trainee did not mention her, instead naming the university tutor as the person who had given support in this area. It is clear, however, that a good role model was presented by the classteacher and that the expectations of the trainee's use of Welsh was high.

The trainee was of the opinion that the classteacher had learnt Welsh at school 'to a basic standard', and the classteacher confirmed that she had indeed studied Welsh only to Year 9 (age 14) as pupils had not been required to continue with the language to 16 at that time. However, the trainee also stated that the classteacher and his personal Welsh was of a similar standard, though the qualifications in Welsh held by both might suggest otherwise. This perhaps demonstrates again the trainee's lack of confidence in his own ability in Welsh, similar to that seen in his Year 2 placement. However, he had observed the classteacher teaching Welsh lessons based on the themes of 'Time'

[209] Pass the ball, quickly, slowly
[210] May I go to the toilet? / Yes (you may)

and ‘Hobbies’, and believed that he would ‘definitely’ have had sufficient Welsh skills to be able to teach the lessons. The classteacher agreed that the trainee’s Welsh was sufficient to use incidental Welsh and to teach a Welsh lesson in her class, and was not able to suggest any improvements to the Welsh that was heard in his second observed lesson. The classteacher also stated that the trainee had used ‘the same amount of incidental Welsh’ as she would have done, but the trainee did not agree, stating that he had used ‘a bit more’ than his classteacher, and that the teacher missed opportunities to include more Welsh. Despite this, he stated that the standard of Welsh spoken by the teacher was higher than he was expecting, although the standard of Welsh spoken by pupils was ‘about the same’ as expected. However, Welsh was used ‘more often’ than he was expecting by the teacher and by pupils. His language list shows that he, the classteacher and pupils used all the basic language on the list, but he did not add any further phrases or vocabulary. Both trainee and teacher agreed that the headteacher and other teachers also used Welsh around the school, suggesting that this was indeed an important focus within the school as a whole. Finally, the trainee stated: “I have improved my Welsh second language over the 3 years at [university name]”, but he did not go into any further detail as to how he did so specifically.

6.8.5 Interview

During the interview held a year later, Trainee 7 was of the opinion that there were different expectations of him during his three school-based experiences, and he acknowledged that the use of Welsh “does differ between schools and between teachers”. He was of the opinion that his use of incidental Welsh had certainly improved during his three experiences, “especially from having no emphasis on it in the first year”. He felt that his teacher in Year 1 was happy with the Welsh that he used only when pupils were lining up and for counting down to settle children, but he felt that his use of Welsh should have been given more attention by the school. He had then continued with this at the beginning of his Year 2 experience, and it was only from observing his second teacher that he realised that he was missing opportunities to use Welsh. In his Year 3 experience, there were high expectations of his use of Welsh, stating that it “rolled off the teacher’s tongue” and, therefore, that “[y]ou go up to their level then naturally because they expect it from you as well”. In Year 3 also, he took the class independently for whole days, therefore taking sole responsibility for the

Welsh being used during these days. He acknowledged that, without this emphasis in his third year placement, he would have been unlikely to use very much Welsh as an NQT, but he had continued to use the language modelled by his third teacher. Taking his three school-based experiences into account, he was of the view that it was the teacher that was the greatest influence on his own use of Welsh rather than a whole school approach. This suggests that a classteacher's 'zone of influence' (Taylor, Reid, Holley & Exon, 1974) has a significant bearing, not only on the pupils in his/her care, but also on any trainee teacher that is placed in his/her class in terms of the development of that trainee. Trainee 7 thought that the teacher's level of Welsh was important "to a certain degree", stating that, if a teacher was confident to try out different elements of language, the children would, in turn, use more language and expectations would rise further.

By the end of a year as an NQT, the trainee had undertaken supply teaching in around 50 schools, firstly on a daily basis, and later during two longer-term contracts in the third school term. With regard to whether or not the use of Welsh varied in different schools, Trainee 7 stated: "[y]es, very much so", later expanding on this by explaining that "[t]here is quite a big difference between schools in the same area and I think it's just on the staff and how they treat it; how confident they are I suppose". He cited a number of contributing factors for his views. Some of the schools in which he had worked used schemes, e.g. a 'tocyn iaith' scheme to encourage the use of Welsh amongst children, and, in some, a school policy for wall displays insisted upon the use of the Welsh language or the inclusion of an element of Y Cwricwlwm Cymreig in every display. On the other hand, in some schools, Welsh was taught once a fortnight by a PPA teacher, resulting in an impression of a lack of importance of the subject and of the language. Trainee 7 made the point that an up-coming Estyn inspection had made a difference in the attitude towards Welsh in one school, with a 'Helpwr Heddiw' strategy being introduced as a 20 minute slot every day which could be logged as pupils' Welsh learning. This method has been advocated by Athrawon Bro over many years in order to increase pupils' confidence to communicate orally with others in Welsh (WJEC, 1998; CSCJES, no date b) and has been adopted by many schools across Wales. Trainee 7 also, rightly, pointed out that there are limitations to this strategy as the language does not change significantly over time, and only includes naming colours, introducing personal details, clothing and family, therefore allowing

little progression in terms of pupils' language skills. Another strategy introduced by the same school prior to their Estyn inspection was the inclusion of written statements in Welsh while marking children's books; for example 'gwaith taclus', 'ymdrech dda', 'tro nesa, cofiwch….'[211]. The improvement of incidental Welsh was also usually included as a target in the performance management of teachers, suggesting that the senior leadership team realised Estyn's expectations and that they were trying to implement what could be considered to be 'quick fixes' in order to demonstrate a certain level of Welsh being used within the school. When asked about the impact of the LEA on the level of Welsh used, Trainee 7 was unconvinced that they had any impact at all, stating that "it's just...senior members of staff saying 'are you doing this?'", with no obvious message coming from outside the school.

As Trainee 7 had worked in a great number of schools, a question was asked concerning how he would know the amount and level of incidental Welsh that he, as a teacher new to the school, would be expected to use. He stated that he would look for clues from the teacher in the next classroom, from the language on walls within the classroom, and also "as soon as you go in, you get the feel of how it is in the school". He added that "some schools are quite organised… they'll give you a booklet to say this is what you're expected to do...it will always include 'answer the register in Welsh'". He had used some of his PPA time to which he was entitled during his NQT year to observe other more experienced teachers, and he had not once observed a whole, hour-long Welsh lesson, but perhaps only a 20 minute or half hour slot where some Welsh - of a variable standard - was introduced. He commented that there were "lots of DVDs, but no real…lesson based on Welsh". He was surprised that no national scheme of work existed in Welsh, particularly considering the number of schemes available in, for example, English and Mathematics. Some schools in his experience used resources from the NGfL website (now transferred to 'Hwb'[212]), but when he had asked other teachers for a Welsh scheme of work, a number of schools did not seem able to provide one, stating that the learning appeared to be "teacher-led", with teachers making varied use of the available resources.

[211] neat work, good effort, next time, remember…
[212] Hub - "Hwb, the National Digital Content Repository, hosts a national collection of digital tools and resources to support learning and teaching for learners in Wales" (WG website; available at: https://hwb.gov.wales/what-is-hwb).

6.8.6 Summary

During his three years at the university, Trainee 7 attended three very different schools in terms of size, locality and the economic background of pupils. While the first and third schools included high numbers of pupils entitled to FSM, both these schools saw Welsh as being an important part of school life, and classteachers commented on his use of Welsh, making suggestions for improvement. His second school was less consistent, with no comments being made on his reports; however, he appeared to struggle to meet the expectations of the teacher in terms of the frequency of the incidental language used. Trainee 7's lack of confidence in his teaching more generally appeared to have a significant impact on his use of incidental Welsh throughout his three teaching placements. He did, however, acknowledge that his Welsh had improved during his course and that he had been able to continue to develop his incidental Welsh as an NQT. His experience in several different schools enabled him to observe significant differences in expectation in terms of the incidental Welsh used and to develop an understanding of the effect of a range of influences on the practice of individual schools, both internal and external.

6.9 Case Study 8

6.9.1 Background

Trainee 8 was a female student from an area of Wales where only 11.4% of the population age three and above speak Welsh (WG, 2014c). She had studied W2L only to Short Course GCSE level; therefore, was likely to have taken part in only one hour a week of Welsh during her final two years at school. The trainee chose option '3' on a scale of 1 to 5 with regard to her positivity towards learning Welsh. She had observed Welsh lessons being taught and incidental Welsh being used by both teachers and pupils on her work experience prior to attending the university. With regard to her own confidence, Trainee 8 chose option 3 with regard to teaching Welsh to pupils both in the FP and KS2, and option 4 with regard to using incidental Welsh in the classroom (Figure 48).

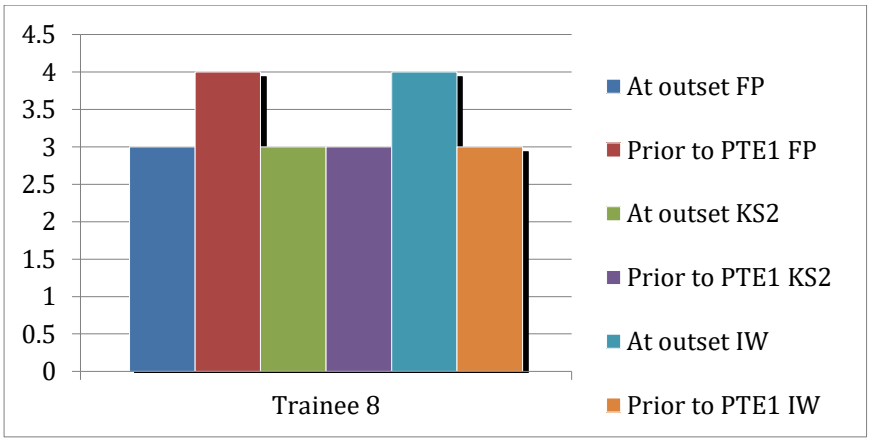


Figure 48

At the end of her first year at the university, her views of learning Welsh had changed, choosing option 5 - 'very positive'. This suggests that she may have realised the importance of learning the language in terms of her future career development and this increased interest and motivation may have had an impact on her learning (Lightbown & Spada, 2006). While her views regarding her own language learning were postitive, her views concerning her own ability to use Welsh had changed slightly following time spent in lectures and in observing a lesson. Although her confidence to teach Welsh in KS2 had remained the same, her confidence to teach in the FP had increased.

However, her confidence with regard to using incidental Welsh had decreased. This may have been due to her understanding more fully that incidental Welsh should not necessarily consist of only basic language and that it should take into account the age of pupils and their development in Welsh. She may have realised that her personal level of language would need to be developed in order to meet the needs of pupils at KS2, citing the fact that Welsh was a 'difficult language to learn' as an obstacle to improving her language skills further.

6.9.2 PTE1

The trainee undertook her first school based experience in a village school of 185 pupils[213] on the outskirts of the city and county of Swansea, where only 15.3% of pupils were eligible for FSM - a figure lower than the county and national average. Nearly all pupils were white British and very few pupils spoke Welsh at home (Estyn, 2014c). At the time of the trainee's placement, the school should have been working on recommendations made in its 2008 Estyn inspection report in preparation for the subsequent 2014 inspection. In this detailed report, pupils' bilingual skills were reported to be good in both key stages, with Estyn stating that pupils made "good use of their developing grasp of the language in other curriculum areas and especially in more informal situations" (Estyn, 2008e:4) and that pupils made "good progress in their pronunciation and intonation skills". Furthermore, the report stated that only one teacher at the school spoke Welsh as a first language but that all teachers had made a very positive effort to learn Welsh and to use incidental Welsh in lessons. This had resulted in "an improvement in the provision for Welsh since the last inspection" (ibid.:14). The report also stated that the Welsh language was prominent in wall displays around the school. It is clear from the report that standards in Welsh were high with pupils in the FP using prepositions when asking and answering questions about mini beasts. This suggests that Welsh was used across the curriculum, and that pupils in Year 2 were able to use sentence patterns relating to the past tense - work left until KS2 in many schools. As a result, the report stated that pupils in lower KS2 used the past tense "particularly well", engaging in conversations in role play situations, and that upper KS2 pupils showed a "sound grasp of a range of sentence patterns and

[213] Data for 2015: http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng

vocabulary" (ibid.:33) and demonstrated good reading skills. Welsh as a subject, therefore, was graded as a 'Grade 2' at the school[214].

However, by the 2014 inspection that occurred two years after the trainee's placement at the school, the situation with regard to Welsh had changed considerably. By this time, standards in Welsh were "weak" (Estyn, 2014c:2), and it was recommended that the school should improve on this aspect of its work. It was reported that, although pupils in the FP understood basic commands and could count and understand basic vocabulary such as colours and animal names, very few pupils were able to use the sentence patterns judged by the school as appropriate for their age. In KS2, pupils were able to use basic patterns confidently, but, by the end of their time at the school, "most pupils" were not able to write or read well enough. While a sentence pattern guide existed to ensure systematic planning, it was reported that teachers did not use this well enough to ensure that learning was progressive as they moved through the school. It is, therefore, difficult to judge from the documentation the importance of Welsh at the time of the trainee's placement at the school, as there appears to be a dramatic shift in standards over the years surrounding her placement. It is very unusual to see such a dramatic negative change in focus over six years in a school, and indeed this is the only school in this study where Estyn has noted this situation. There appear to be no changes in leadership during this period, with the headteacher at the time having being appointed in 2007; therefore, there seems to be no palpable reason for this. It may be that a concentration on other issues may have taken the school's focus away from Welsh, resulting in a deterioration in standards.

The trainee was placed in a Year 3 class of 25 7-8 year old pupils. At the end of the PTE, the trainee stated that incidental Welsh was used on 'most days' by both teacher and pupils. The Welsh used by the pupils was at the same standard and at the same level of frequency as she had expected. However, the Welsh used by the teacher was 'more basic' and was used less often than expected, nor had she used any Welsh terminology within any other subject area. This resulted in the trainee reporting that she believed the teacher to have 'a limited knowledge of Welsh', and this perhaps suggested limited confidence to use Welsh in the classroom. Welsh was used by the

[214] Good features and no important shortcomings.

headteacher and by other teachers at the school, but not by additional adults within her own classroom, suggesting that the teacher did not encourage its use. The teacher, however, had taught a Welsh lesson using the county scheme of work, and the trainee stated that her own Welsh would 'probably' have been sufficient to teach the lesson. She had taught Welsh lessons based on colours, feelings and the weather - topics that one would normally expect to be covered within FP classes (WJEC, 1998). She stated that she had used Welsh 'occasionally', and that she used the same amount of Welsh as the classteacher.

The school's first formative assessment report did not mention Welsh; therefore, it was the tutor's report where this was first mentioned, with a target given to improve her use of incidental Welsh. In response, the school's next report needed to comment on this target, and they subsequently set the target "to continue to develop her incidental Welsh within the school environment and during lessons". The teacher also stated that the trainee had been given three Welsh lessons to teach in order to "improve her confidence in this subject area", suggesting that the classteacher acknowledged a need for the trainee to gain further experience. It is interesting that the teacher appeared to have deemed the teaching of distinct Welsh lessons to be sufficient to develop the trainee's use of Welsh, despite the fact that it could be considered that Welsh lessons and the use of incidental Welsh would involve two discrete teaching strategies within current practice at many schools. The final report set a similar target, stating that the trainee should "ensure she is continually incorporating incidental welsh [sic] into her planning", although no suggestions were included as to how the trainee might have improved in this regard. By the end of this PTE, the trainee was judged as being 'Excellent'; therefore, it must be considered whether this target was continually set only because she had worked successfully on all other areas of her teaching. The classteacher may have had difficulty in setting an alternative goal. It appears that the trainee may have observed minimal good quality practice in this area, and her language list supported this, showing that the trainee herself used a wider range of language than the teacher, adding to the list language relating to colours, feelings and types of weather, and stating that she and pupils, but not the classteacher, had used songs and rhymes.

6.9.3 PTE2

Trainee 8 undertook her second school experience in a city school in an area of considerable economic deprivation in the city and county of Swansea. Almost 46% of the 508 pupils[215] were entitled to free school meals - a figure that was more than double the local authority and Wales average. No pupils spoke Welsh as a first language and a few came from an ethnic minority background. Estyn stated that pupils' standards in Welsh were "generally good", noting that pupils throughout the school used incidental Welsh naturally, and most made "good progress in gaining skills in the Welsh language" (Estyn, 2012c:3). In addition, Estyn affirmed that staff made extensive use of Welsh in lessons across the school and that the school made good provision for promoting the language. It is clear that staff had worked on recommendations made by Estyn in the previous 2006 inspection to improve teachers' and pupils' use of Welsh in lessons and across the school, following the previous reporting that standards were "not consistent" with regard to pupils' bilingual competence (Estyn, 2006c:14). The importance of Welsh in the school community was clear at the outset, with the trainee being given copies of three separate school policy documents regarding W2L as a subject, Bilingualism and Y Cwricwlwm Cymreig.

This can been seen clearly in the trainee's formative assessment reports, with Welsh being mentioned and given as a targets from the outset. The trainee was placed in a large Nursery class of 38 three and four year old children. In the main text within the 'Teaching and Class Management' cell, a comment of "don't forget to use Welsh as a means of praise" was made, with the improvement of this set as a target by the classteacher, and a suggested way forward that she should "use Welsh as often as possible during the delivery of…lessons". Again, in the second report, the senior mentor wrote: "[d]uring the children's learning you could have introduced both number and colour vocabulary in Welsh", suggesting as a way forward: "[e]nsure that you use Welsh during the childrens (sic) learning experiences". The trainee clearly set to work on this target, with the third report stating that "you are using far more incidental Welsh", and the fourth, written by the university tutor, stating that she had

[215] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng

"incorporated incidental Welsh…and encouraged responses in Welsh thus developing their linguistic skills…"

During the observed lesson, a range of language was used by the trainee, and some by the children. This language included greetings, followed by questions during the register - 'pwy sy' yn yr ysgol?'; 'ble mae [name]?', to which pupils replied 'dim yma'; 'sut wyt ti [name]?' with children responding appropriately with 'dw i'n hapus because…' (followed by an explanation in English, as might be accepted from pupils in a Nursery class); commands e.g. sefwch, dewch yma, and praise, e.g. da iawn[216]. The class LSA was also heard to say 'dim yma' and 'eisteddwch'[217], suggesting that all adults within the setting were encouraged to include Welsh to meet guidance given in FP documentation (WAG, 2008a). Additionally, the trainee used every opportunity to introduce topic-specific vocabulary, including eleven colours, and pupils joined in with the teacher, appearing to have a knowledge of these already. The trainee then used these colours within questions in English, e.g. 'Can you find me balwn glas?', 'Go and find balwn coch', 'What colour is gwyn?'[218]. It was clear that the trainee was aware of one child who was beginning to learn English as a second language, repeating the pronunciation of the colours carefully with the individual. On classroom walls, word mats in Lithuanian and Bengali were placed alongside English and Welsh. The Welsh Language Development document suggests that "[p]ractitioners should promote children's familiarity with Welsh by ensuring a bilingual environment" (ibid.:28), with this classroom demonstrating how this can be achieved, even within a multi-cultural classroom. There were a number of displays that included Welsh vocabulary as required by the school policy, e.g. one based on shapes and one based on St. David's Day; and a number of posters were hanging from the ceiling in each area of the classroom, e.g. Ardal Adeiladu, Ardal Dywod[219]. A visual timetable included various times of day, e.g. Amser Gweithgareddau, Amser Tacluso[220], and the days of the week were stated in both languages. As stated by WAG (ibid.:28), "[p]romoting bilingualism through the use of attractive signage and labelling can be very effective",

[216] Who is in the school? / Where is [name]? / not here / how are you [name]? / I'm happy… / stand, come here / very good
[217] Not here / sit down.
[218] Blue; Red; White.
[219] Building Area, Sand Area
[220] Activity time, Tidy up time

and the language used here would certainly be useful in the day to day running of the classroom in supporting pupils and adults with their use of incidental Welsh. In conversation with the classteacher, it became clear that Welsh was very important in the school and that staff were encouraged to use as much Welsh as possible. Furthermore, she stated that it was very important to introduce Welsh at the outset, and to build on this throughout the school to Year 6.

The trainee reported that she had used Welsh at various points each day, and that her Welsh had improved during the PTE, stating that "[t]he classteacher was an excellent role model therefore [sic] I grasped the incidental Welsh used easily". She had taught a number of distinct Welsh lessons, perhaps unusual when looking at other Nursery placements within this study, and also used Welsh vocabulary within other subject areas such as Mathematical and Creative Development. She had also observed lessons being taught by the classteacher and another teacher and vocabulary being introduced within Mathematics and PE. She confirmed that the classteacher used Welsh 'throughout each day', and confirmed the researcher's view that Welsh was 'very visible' in the classroom. She believed that she had used as much Welsh as the classteacher, though the classteacher disagreed, stating that more Welsh might have been included during the lesson observed by the reseacher. However, the trainee's language list showed that both trainee and classteacher had used almost all the patterns on the list, despite the pupils' young age, and the trainee added language relating to the daily timetable. The trainee reported that her attitude to Welsh had changed during her school experience, stating: "Welsh was incorporated into my FP setting regularly compared to my KS2 setting and I had more chance to use it and practise it [sic] therefore increasing my attitude more positively", demonstrating a good example of where "[a]ttitudes towards language are enhanced by seeing and hearing language" (WAG, 2008a:28). She finished this placement having set a target for her own progress to "[d]evelop incidental Welsh further", suggesting the creation of word banks to enable her to do so in her forthcoming final placement. Clearly, the trainee observed excellent practice in this school, and rose to the challenging expectations set by the school with regard to her use of Welsh.

6.9.4 PTE3

The trainee's final placement was carried out in a large school of 529 pupils to the west of the city of Swansea, with a part of the catchment area being designated a Communities First area. Despite this, only 10.6%[221] of pupils - almost half the local authority average - were entitled to free school meals, and the school's entry assessment data indicates that children admitted into the Reception class had higher levels of attainment than those of similar schools within the LEA[222] (Estyn, 2008d). Around 31% of pupils spoke English as an additional language and no pupils spoke Welsh as a first language at home (Estyn, 2013d). With regard to Welsh, the 2013 inspection report makes familiar points, stating that most pupils made "good progress" in developing their Welsh language skills, demonstrating that they understood the Welsh used by staff and that they were able to answer questions using familiar patterns. However "few pupils" used their Welsh language skills extensively outside of Welsh lessons (ibid.:4). This inspection saw a significant improvement from the previous 2008 inspection which included a recommendation that staff at the school should "[i]mprove pupils' bilingual competence by ensuring that their skills develop progressively as they move through the school" (Estyn, 2008d:8). Reasons for this recommendation being made were due to pupils' use of incidental Welsh being underdeveloped and that pupils lacked the confidence to regularly practice familiar patterns. It is clear, therefore, that staff at the school had ensured the improvement of Welsh across the school, and it must be assumed that it is within this context that the trainee joined the school.

Trainee 8 was placed in a Year 1 class of 30 pupils aged 5 to 6 years. In the classroom, some language could be seen including: numbers to 10; months of the year; days of the week; feelings posters, e.g. hapus, wedi blino; question posters, e.g. 'Ga i fynd i'r tŷ bach?', 'Wyt ti'n deall?'[223], and some 'traffic lights' posters published by the county Athrawon Bro that allowed pupils to self-assess their understanding (Hodgson & Pyle, 2010), although the researcher did not observe this strategy being used. While there is some evidence to suggest that it is useful to limit visual and auditory stimulation that

[221] http://mylocalschool.wales.gov.uk/school.htm?estab=[redacted]&iaith=eng
[222] Local Education Authority
[223] happy, tired / Can I go to the toilet? / Do you understand?

may distract some pupils, particularly those with attention and behaviour problems (Bettenhausen, 1998; Cummings, 2000; Quinn, Osher, Warger, Hanley, Bader & Hoffman, 2000), it is generally thought that, as "children may be passive observers of the language that is used around them" (Justice, 2004:37), visible language in the classroom is vital to aid pupils' linguistic development and, therefore, there may have been missed opportunities to develop pupils' language in this classroom.

The lack of Welsh seen in the classroom is further suggested in the trainee's first formative assessment report written by the classteacher that did not mention the use of Welsh at any stage. This was followed by a lesson observed by the university tutor where a distinct Welsh lesson was taught, meeting the requirements of the FP curriculum for "planned structured time for Welsh Language Development" (WAG, 2008a:37). During a distinct lesson, it is clear that both subject-specific and incidental Welsh should be used, and the language, therefore, will be separated into two distinct sections for reporting purposes. The subject-specific language included items of clothing and relevant questions and answers, e.g. 'Beth wyt ti'n gwisgo? (sic)', 'Dw i'n gwisgo…'[224]. Pupils joined in with the vocabulary learning and used the sentence to write a description of their 'Tedi Twt' character, later reading it aloud in response to the question. With regard to the incidental Welsh used, examples of language used were: questions, e.g. 'Pwy sy'n barod?'; praise such as 'Da iawn'; commands, e.g. 'eisteddwch', 'dewch yma', and general classroom language such as 'esgusodwch fi', 'diolch', and 'Mae hi'n amser chwarae'[225]. Pupils responded to the register with 'Dyma fi Miss [name]' or 'Yma Miss [name]', and were able to read the question 'Ga i helpu?[226]' from the book that was being read. The teacher was also observed to use 'diolch' and 'barod?[227]', and other adults used Welsh while supporting pupils with the activities. The tutor's report stated that "[y]ou made good use of incidental Welsh today" but, due to inaccuracies in the Welsh used by another adult in the classroom, a target relating to ensuring consistency in patterns was given, with a way forward suggesting that the trainee could "[p]repare a sheet of language that you want all adults to introduce so that the teaching is consistent". The subsequent report written by the

[224] What are you wearing? / I am wearing…
[225] Who is ready? / Very good / Sit / Come here / Excuse me, thank you / It's play time.
[226] Here I am Miss [name]' / 'Here Miss [name] / Can I help?
[227] Thank you / Ready.

classteacher needed to report on the target set, and stated that the trainee had "communicated well with the children both in English and Welsh throughout the lesson", and that there was "evidence within your file that you are now developing a bank of incidental Welsh phrases to use with the children". It appears, therefore, that school staff were happy with the trainee's use of Welsh, suggested further by the lack of comment in the school's final formative assessment report. The tutor's final report included a brief comment stating that "you made some use of incidental Welsh today, but you could continue to work on this". In this lesson involving planting seeds, the trainee was observed to use a somewhat wider range of language than that seen in the first lesson, demonstrating that there had indeed been some improvement in her work in this regard. She continued to use commands, but had added to these by using 'sefwch', 'gwrandewch', and extended some commands to, for example, 'eisteddwch yn dawel'[228]. She also used numbers, counting up to 28 seeds, with pupils also joining in with the counting up to 18, and she had also added questions and phrases such as 'Pwy sy'n barod?' and 'Bant a chi'[229]. However, there were a number of missed opportunities for the trainee to use Welsh in this lesson, and the LSA in the classroom was observed to use a substantial amount of Welsh when supporting her group of children. The trainee completed planning sheets on a weekly basis to prepare the incidental Welsh that would be used in her lessons (an example of the sheet can be seen in Appendix 23), demonstrating that she was actively attempting to improve her use of Welsh throughout the PTE. However, the language included on her planning sheet tended to be repetitive from one week to the next, resulting in little progression for pupils, with the trainee writing comments such as 'more practice needed' and notes to suggest that some children struggled with elements of the language used.

At the end of the PTE, the trainee reported that she had used incidental Welsh throughout each day, but that her use of incidental Welsh "has remained the same from my second year", although this must be questioned as it is not unreasonable to assume that a higher level of Welsh would be used in a Year 1 class than in the Nursery. The trainee and classteacher were agreed that they both used the same amount of Welsh, and the classteacher believed that the trainee had a sufficient personal level of Welsh to

[228] Stand, listen, sit quietly
[229] Who is ready? / Off you go

teach Welsh lessons and to use appropriate incidental Welsh. Her language list shows that the trainee and classteacher used the same patterns, and the trainee added a range of language within different themes to the list. Despite the fact that there is suggestion from the physical classroom and the formative reports that Welsh was not a main focus within this classroom, the trainee states that the teacher had taken 'every opportunity' to include incidental Welsh and that 'the children were often encouraged to use incidental Welsh'. The teacher agreed that she and all additional adults used Welsh every day and that Welsh terminology was used in other subject areas; however, there is no further evidence to corroborate this point. The trainee reported that her attitude towards Welsh had changed as a result of the Year 3 PTE, stating that "I feel more confident speaking Welsh and encourage it [amongst] the pupils more". When comparing her three teaching experiences at the end of her third year, she added that "the standard of Welsh was poor in my [first] teaching practice and my classteacher had very poor Welsh. The Foundation Phase placements were a lot more encouraging towards the use of incidental Welsh".

6.9.5 Interview

Reflecting on her three school based placements at the end of her first year as an NQT, she was of the opinion that there were certainly differences in the Welsh used in the three schools. In her first placement, her Year 3 class had particular sentence patterns that the children had to cover and the teacher encouraged her to use specific language incidentally. She did not mention this particular classteacher's level of Welsh to corroborate the negative comments that she had made in the final questionnaire. However, she acknowledged that she had been overwhelmed by the workload necessary during her placement, resulting in her focus being on other elements of her teaching. The language used in her second experience was very basic as she was teaching a Nursery class, including colours, numbers and simple commands, but again, the teacher advised as to the language that should be covered. She had acquired confidence by this placement and had observed good practice in her classroom, and had "picked up" more Welsh, also making use of language lists provided by the university. Therefore, by the beginning of her Year 3 placement, she felt that she was able to use a good level of incidental Welsh. However, Trainee 8 was of the opinion that there was no real expectation from this school of her use of Welsh, that very little

language was used within the school generally, and that the teacher admittedly did not tend to use it. During FP team planning meetings, there was no real inclusion of Welsh in the planning and the attitude of the school staff had an impact on the Welsh used by the trainee. This forms a mixed record of events at this school. While data from Estyn and responses on questionnaires suggest that Welsh was frequently used here, the trainee's interview answers along with the researcher's observations and formative assessment reports indicates a different picture. Despite this, the trainee had continued to use as much Welsh as possible, and was of the view that her Welsh had improved over the three years.

During her NQT year, Trainee 8 had undertaken short term supply teaching during the first term, had acted as an intervention teacher teaching literacy and numeracy skills from Reception to Year 6, and had completed a whole term in a Year 1/2 class in a city school in Swansea. When asked if there were differences in the Welsh being used in different schools, she said: "Yes, I would say it's less important here because there's something like 70+% EAL[230] at [current school]" and, therefore, the children found spelling and writing very difficult. Due to this focus on pupils' literacy skills in English, little time was available to include Welsh, although she did try to include a five or ten minute session during morning registration and to include Welsh on her wall displays whenever possible. In the school in which she was an intervention teacher, there was "quite a lot of Welsh", particularly in the FP, but she found it more difficult to judge other schools in which she had spent only single days in the first term. Despite this, her perception was that there was less Welsh in the areas of the city that were considered to be more 'anglicised'. However, she emphasised that there were significant differences between the two schools in which she had spent a whole term, stating that there was a very strong Welsh co-ordinator in the first of the two schools, but again cited the areas in which the schools were placed as a possible reason for these differences. When asked whether it was teachers or senior leaders that had the greatest impact on the Welsh used, Trainee 8 stated that the Welsh co-ordinator could make a difference if they 'pushed' the language across the school, but that it was the priorities of the headteacher that was the main driver of progress across the school. She was unsure as to whether the LEA had any impact on the standard of language

[230] English as as Additional Language

used as she had only taught in one school outside the city and county of Swansea, but felt that there might be more focus on Welsh within the Neath Port Talbot LEA generally than in Swansea. She had seen no visiting Athrawon Bro within her current school.

6.9.6 Summary

Trainee 8 experienced a range of situations in terms of the types of schools that she attended; for example, with regard to levels of economic deprivation and schools with high numbers of pupils with EAL. In her PTE1 school, it appears that she observed minimal good quality practice from the classteacher in a school where standards of incidental Welsh were inconsistent over time. However, in her PTE2 school, although there were high levels of pupils entitled to FSM, considerable deprivation and multiple languages in the area, Welsh was very important across the school. Here, the trainee observed excellent practice and worked to meet the high expectations of the classteacher. She was able to continue with this high standard into her third PTE where, again, there was a high percentage of pupils with EAL. Although Estyn noted that standards of Welsh were good, the classteacher used a limited amount of incidental Welsh, and there was little Welsh language to be seen in the classroom. Nevertheless, the trainee had gained confidence during PTE2, and was therefore able to develop her Welsh further in her final placement, regardless of the fact that she did not have a good role model to follow. Even so, Trainee 8 believed that her Welsh had improved over the three years, particularly in her FP classes.

Chapter 7: Discussion of Case Study Results

7.1 Chapter Introduction

This chapter will explore the issues that were raised by the trainees involved in the case studies. The class within which each trainee was placed will be considered in terms of the age of pupils and the classteacher's fluency in Welsh, as well as the Welsh used within the classroom environment. The impact of the practice of the classteacher on the trainee teacher will be discussed, including target setting with regard to the trainee's use of incidental Welsh. The chapter will also examine the importance or otherwise of subject leaders and school senior management, as well as any external influences such as the LEA, Estyn, WG and the university.

7.2 The impact of the classteacher on the trainee

Significantly, the impact of the classteacher can be either positive or negative (Daloz, 1986), as can clearly be seen in many of the case studies included in this study. The classteacher plays a vital role in mentoring the trainee on many levels, and it has been established in the work of Elliott & Calderhead (1994) that the mentor is indeed the biggest influence on the trainee's professional development. However, it is evident from the literature that there is no single definition to explain the process of 'mentoring' - the function performed by each classteacher in this study. Most definitions suggest a relationship in which the mentor is more experienced in the field than the mentee (the trainee teacher in this case), or that the mentor has skills, or is able to provide knowledge, that the mentee needs to acquire (Hayes, 2001; Billett, 2003; Price & Chen, 2003; Fowler & O'Gorman, 2005; McCormack & West, 2006). It is reasonable, therefore, to assume that the function of the classteacher is one of an instructional coach, supporting a trainee as a role model by demonstrating good practice (Greene & Puetzer, 2002; Fayne, 2007). Indeed, a number of studies (Shulman, 1987; Reagan, 1993) highlight the importance of the classteacher possessing a sound knowledge of subject matter and the skills necessary to apply that knowledge in order to demonstrate them to their trainee.

A number of examples where the classteacher demonstrated a model of good practice (Shulman, 1987) can be recognised in this study, leading to improvements in the use of Welsh by the trainee. Trainee 8 noted that "[t]he classteacher was an excellent role model therefore [sic] I grasped the incidental Welsh used easily". Trainee 5 stated that her PTE2 mentor "began to use more Welsh so that I could see how to do this in my own lessons", suggesting that the teacher actively modeled good practice (Fayne, 2007). Trainee 3 was incorporated into the class' 'beat the teacher' competition by her PTE3 classteacher to encourage the trainee and the pupils to use more Welsh. This was a rare example of the pupils' use of Welsh being given equal importance with that of the teacher, demonstrating a setting that is beginning to address the criticism that "not enough English-medium schools encourage pupils to practise using their Welsh in subjects other than Welsh [lessons]" (Estyn, 2007c:62).

A number of other trainees reported the assistance that they had been given by their classteachers, for example Trainee 5, who stated that her PTE3 teacher "was very supportive and helpful" in helping her to improve. She, along with a small number of the other teachers in this study, actively encouraged her trainee by supplying language lists, booklets and other resources in order to work on targets set, and for the trainee to meet the classteacher's expectations of the Welsh being used. Trainee 7 stated that Welsh had "rolled off the teacher's tongue" in his Year 3 placement and, therefore, that "[y]ou go up to their level then naturally because they expect it from you as well", suggesting that the expectations of the classteacher played a significant part in his use of Welsh. It appears that there was expectation from each classteacher that the respective trainee should replicate her style of teaching in each of these cases (Maynard, 2001). Classteachers in a number of the schools, as shown in Figure 49, set specific targets in order to develop trainees' Welsh language. For example, Trainee 7 was given very specific feedback – "he should use the opportunities to count and give general classroom instructions in Welsh to raise this profile" - followed by some excellent suggestions as to how he might go about improving his use of Welsh. It is clear that the role model of the teachers in each of these cases had a significant impact on the good practice undertaken by trainees with regard to the Welsh used in the classroom.

Number of trainees given the improvement of their incidental Welsh as a specific target

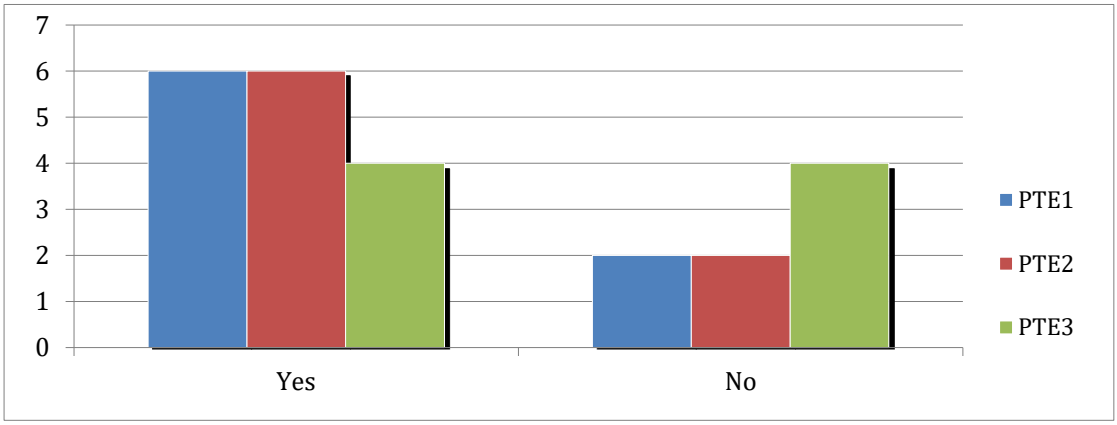


Figure 49

A more unusual situation can be seen in Trainee 2's PTE2 placement where the classteacher utilised the trainee's superior personal language skills to move the children's learning of Welsh forward in what could be considered a reverse mentoring practice. Marcinkus Murphy (2012:549) notes that reverse mentoring within the field of business is defined as "the pairing of a younger, junior employee acting as mentor to share expertise with an older, senior colleague as the mentee[231]". Much of the available literature focuses on the development of established employees' ICT skills, normally within business environments; however, it is clear that similar issues might arise within education where experienced teachers could gain knowledge within a range of contexts from trainee or newly qualified teachers. Working in an educational setting, Zauchner-Studnicka (2017:547) offers an alternative definition, stating that "reverse-mentoring is a specific form of mentoring and refers to a reciprocal and temporally stable relationship between a less experienced mentor providing specific expert knowledge and a more experienced mentee who wants to gain this knowledge" An example of this type of relationship can be seen in the case of Trainee 2, where both staff and pupils benefitted from the trainee's advanced Welsh language skills. The classteacher stated that the trainee had "really contributed to the Welsh learning in the Foundation Phase", and it was apparent that the children's skills had improved with

[231] General Electric's former CEO, Jack Welch, is widely credited with the introduction of the reverse mentoring strategy when he ordered the company's managers to work with young employees in order to learn about the Internet.

this increased implementation. While the classteacher's practice did not have a direct impact on the trainee in this case, without the encouragement given by the classteacher and other staff within the school, the trainee may not have felt able to exploit her knowledge in order to develop pupils' Welsh language skills.

On the other hand, examples can be seen where the classteachers' lack of modeling had a considerable negative impact on the trainee's practice. Eckerman Pitton (2006) argues that it is imperative that mentors model the behaviour that is expected and that, when this behaviour is not exhibited, trainees are not provided with complete mentoring. It is clear in the experience of Trainee 4 that a good role model was not observed and, despite the fact that her own personal language skills were high, the trainee compromised her own values for the sake of a successful outcome in her teaching practice (Hayes, 1999). Here, the classteacher's practice dominated that of the trainee, with the result being that the impact of the teacher's practice was the most significant influence on her use of Welsh in the classroom. In two of the three schools attended by Trainee 4, she felt that Welsh was 'unimportant' and that she had needed to work to improve her own practice in this area independently. Trainee 3 also stated that she had struggled to improve her use of Welsh due to the PTE1 classteacher's lack of interest, and that there had been "no expectation" from the individual teacher in this regard, despite the fact that she had been in a bilingual school. Trainee 5 also stated that there was little expectation from her PTE1 classteacher, and that no comments were made about her Welsh at any time, resulting in her using only what the teacher used and no more.

In some of these cases, it is difficult to judge whether or not the use of Welsh was not an important focus of the school in its entirety, or if it was an individual teacher's view that was most significant. However, three of the trainees noted that it was only the teacher with whom they had been placed that had a negative attitude rather than it being a whole school stance, with Trainee 1 stating that it was "more being down to the teacher rather than the…school". It is clear that the teacher plays a paramount role in the lives of the pupils in their classroom (Pinter, 2006; Nikolov, 2009; Edelenbos, Johnstone & Kubanek, 2006), and that the teacher's attitudes and expectations have a strong impact on the development of their pupils' attitudes and identity (Dooley, 2005). Consequently, it can be expected that, if teachers have positive attitudes

towards the language, their pupils are likely to have them too (ibid.). Trainee 4 agreed, stating that "…it has to do with how confident the teachers are…and then that obviously transfers to the children". It is concerning, therefore, that the behaviour shown by individual classteachers may have a profound impact on the attitudes of generations of their pupils towards the learning of Welsh. This is particularly interesting when considering that all teachers work towards the same centrally prescribed curriculum documents and should follow identical national guidelines and policies, whether or not they agree with them (Furlong, 2008). In particular, all teachers must demonstrate that they continually meet the Professional Teaching Standards. In the teaching standards that were in use at the time of the trainee placements (WG, 2011c), three of the 55 noted the expectations of teachers regarding Welsh, both as a curricular subject[232] and more generally in their teaching[233], making clear to all teachers the need to continually support pupils in their development of Welsh language skills. Despite this, the need for teachers to use incidental Welsh in this process was not *explicitly* stated. In addition, as Cohen (1995:16) notes: "coherence in policy is not the same thing as coherence in practice". This study demonstrates that there were significant differences in the attitudes and actions of teachers in different classrooms, despite the common curriculum requirements, the Professional Teaching Standards and the expectations of external agencies such as Estyn. It is clear that these attitudes and actions had a significant impact on the trainees being mentored, as well as on children's linguistic development and bilingual proficiency.

As a result of this lack of interest in developing the Welsh language within their classrooms, some teachers made no comments regarding incidental Welsh on formative assessment reports, despite the fact that there was a specific place on the form for them to do so. An example can be seen in Trainee 7's PTE2 placement, where no mention was made of Welsh on any of the four formative assessment reports written by the school. When targets are not set during a trainee's experience, it is

[232] "Understand the expectations in the curriculum with regard to…Welsh Second Language" (WG, 2011c:6).
[233] "Have high expectations with regard to Welsh-language development in the context of the bilingual nature of Wales" (WG, 2011c:5).
"Promote learners' understanding of the bilingual nature of Wales and develop their bilingual skills as appropriate" (WG, 2011c:8).

unlikely that the trainee's use of incidental Welsh will improve, and, in turn, the Welsh used by pupils daily is unlikely to develop.

There are a number of instances in this study where Welsh, despite being allegedly important within the school, was not apparent in the reporting of the school with regard to trainees' lesson observation assessments. It appears that the main reason for this was due to the trainees encountering difficulties in a range of planning, teaching and monitoring skills and, therefore, assessment reports tended to focus on other elements of their work, despite the fact that Welsh was expected within the classroom. When a trainee received a grading of 'adequate' in a number of areas of the Qualified Teacher Standards, little emphasis was placed on their use of Welsh, as can be seen in some reports for Trainees 6 and 7. It is clear, therefore, that it was rare for the inclusion of Welsh to be at the forefront of the work of English medium primary schools, and that schools believed that the wider teaching skills of trainees must be given priority over the language. Although the QTS standards used by these trainees noted that they "should have sufficient understanding to be able to plan some [Welsh] lessons" (WAG, 2009c), there was no specific requirement for trainees to use incidental Welsh. It is, consequently, not surprising that schools did not always take this into account in their grading of trainees' lessons, particularly when trainees were struggling with implementing fundamental teaching skills. It is evident, therefore, that there was a disparity between the QTS standards followed by these trainee teachers and the classroom practice that was required of them in many schools. From September 2017, newly qualified teachers have been required to work towards revised professional standards, with more experienced teachers transferring to the revised standards in September 2018 (WG, 2017a). It is pleasing to see that one of the six 'overarching values and dispositions' of teachers in Wales, whether in training, during the induction year, or fully qualified, requires teachers to consistently emphasise the importance of the Welsh language and culture in their teaching. However, the subsequent descriptors are less specific, and do not make clear how or when the language should be used, nor do they suggest that any particular level should be reached by teachers in their personal language skills. For trainees working towards Qualified Teacher Status, they are required to demonstrate "a commitment to incremental development of personal skills

in the use of the Welsh language"[234], and teachers at the end of their induction year need to show "a personal commitment to incremental development of skills in the use of the Welsh language". For more experienced teachers, the descriptor notes that "the teacher actively seeks opportunities to apply and extend their understanding and skills in the use of the Welsh language" (WG, 2017a). While there is clear progression in terms of the teacher's development within this standard, the extent to which trainees and teachers may need to improve their skills in order to meet future curriculum requirements is not clear. It appears, therefore, that some teachers may continue to disregard the requirement for trainees to use incidental Welsh when reporting on their teaching skills, given that it is not explicitly mentioned in the revised documentation.

Conversely, where examples of excellence in teaching skills can be seen, for example in the teaching of Trainee 8, some classteachers include the improvement of Welsh as a target on reports, perhaps when the trainee exceeded expectations in all other areas. This suggests that the use of Welsh can often be seen only as an 'add-on' - an 'extra' that can be improved once all other elements of teaching have reached an acceptable standard.

7.3 The impact of whole school attitudes on the trainee

Most of the case study trainees agreed that there were differences between one school and another with regard to the importance of Welsh within the school, although differing reasons were given for this. This is surprising, however, as all schools are judged against the same question: "Does the school have an ethos that promotes the Welsh language and culture and positive attitudes towards them?" (Estyn, 2013h:4), suggesting that all schools in Wales should establish a Welsh ethos, promoting positive attitudes towards the language and culture of the country. It is made clear in this document, however, that Estyn's expectations regarding the use of Welsh are not consistent across every school. Estyn's guidance notes that "[i]nspectors should…take account the linguistic background of the area the school serves" (ibid.:1), with an example given that pupils' language skills should be higher in an area where there is "significant use of Welsh in the local community" than those in schools where this is

[234] No page numbers are available due to the online nature of these resources.

not the case. Additionally, inspectors are guided to consider the socio-linguistic nature of the school and that of the area it serves when coming to a conclusion as to whether or not the improvement of Welsh should be noted as an area for development. It appears, therefore, that in some schools, for example in areas of high levels of deprivation or where there are pupils from a range of ethnic or linguistic backgrounds, Estyn would not expect linguistic standards comparable to schools in traditionally Welsh-speaking areas. As a result, this knowledge might lead teachers and leaders to consider other areas of their work as being more important, bringing about changes in attitude towards the language and its importance in the longer term.

In this study, one reason given for the fact that a school had a high expectation of the inclusion of Welsh across the curriculum was the fact that Trainee 2's PTE1 placement took place in a dual-stream school. The trainee stated that "[t]he need for Welsh there was vital", and that this had resulted in "a massive expectation" for her to include Welsh whenever possible in her teaching. Two others were placed in dual-stream schools, with Trainee 1 stating that there had been "quite a lot" of Welsh used in her PTE1 school. However, Trainee 3 had a very different experience in her PTE1, with the classteacher stating that "we don't do Welsh here because I don't think it's important". Therefore, although it might be anticipated that Welsh might be more important in a dual-stream school than an English-medium primary school, and taking into account Estyn's guidance as to the factors that should be considered at inspection (Estyn, 2013h), we cannot make assumptions that this would necessarily be the case.

Trainee 5 stated that there were differences between schools with regard to their expectations of pupil achievement, noting particularly the expectations of one results-driven school in which she was employed where teachers were expected to work systematically to ensure that pupils achieved the highest NC levels possible. Trainee 7 agreed, stating that that there was a significant difference between schools, even those in the same area, with the reason given being the confidence of the staff and the importance of the language within the school as a whole. He noted the fact that some schools had policies where staff were required to include Welsh on all wall displays, thus raising the profile of the language, or that the school used a reward scheme to encourage pupils' use of Welsh. On the other hand, in other schools, Welsh was taught for an hour once a fortnight by a PPA teacher. This suggests, firstly, that it was less

important than other subjects being taught by the classteacher, and, secondly, that it was given even less time than the minimum length of 40 minutes a week found in KS2 classes in Lewis' survey (Lewis, 2009), as noted in Chapter 3.

Trainee 8 suggested that the background of pupils attending the school could make a difference to the Welsh used, stating that Welsh was less important in one school where 70+% of pupils were learning English as a second or additional language. The focus within the school was then necessarily on their literacy skills in English in order for pupils to gain sufficient skills in reading and writing in order to be able to access the wider curriculum. Trainee 4 had been placed in three schools with high numbers of children with EAL, and she also explored this point, suggesting that this may have resulted in the lower standards of Welsh seen in each of her schools. However, it can be seen in the Estyn inspection reports of these schools that Welsh was set as a recommendation for improvement, and therefore we can suppose that this may indeed be a factor. In addition, none of the four schools designated as demonstrating best practice in their use of Welsh have a majority of pupils with EAL - with 33% being the highest figure in Clytha Primary School, Newport (Estyn, 2011g) - demonstrating that Estyn may not have observed excellent practice in schools of this type.

In this study, trainees were placed in a range of schools with significantly different FSM data, with a 58% difference between the highest and lowest figures in the 24 schools involved in the case studies. When comparing trainees' experiences with regard to Welsh language use in the various schools, there is no correlation between the FSM figure and the standard of Welsh being used. Trainee 7 reported a very wide range of language being used in his PTE1 Reception class where 60.7% of pupils across the school received FSM. Trainee 1 reported a limited range of language in her PTE1 Year 3 class where only 2.3% of pupils across the school were entitled to FSM. It is difficult, therefore, to judge with any accuracy the significance of the FSM figure with regard to Welsh language skills in schools, but this study certainly includes examples that demonstrate that FSM data are not significant.

7.4 Fluency of the teacher

A number of the trainees made points concerning the fluency of the teacher in Welsh. Trainee 7 supports the view of WG (2013a), making the point that, if a teacher were confident to use Welsh, then the children would be more likely to use their language also, subsequently raising the level of Welsh further. Trainee 1 stated that the teacher in her second school expected her to use far more Welsh than in either of the other two schools, putting this expectation down to the fact that the teacher was fluent in Welsh and was therefore able to use it easily with children herself (ibid.). However, in this case, pupils in the class used little Welsh, possibly due to their young age; therefore, it is difficult to judge the impact of the teacher's fluency. A similar situation can been seen in the experience of Trainee 2 where the teacher's Welsh was of a good standard but, despite this, standards of pupils' Welsh was not as high as might be expected. The children in this class were older than those seen in Trainee 1's school and, therefore, one might expect a higher level of Welsh here. Both Trainee 2 and Trainee 5 agreed that the intellectual capability of pupils had an impact on the language used by the teacher (Nikolov, 2009) and, therefore, may distort a judgement of the teacher's use of Welsh in cases where pupils are generally of a lower ability. It does seem to be the case, however, that a teacher's high personal level of Welsh is significant in the amount and level of language used by that teacher, and that this has an impact on the expectations of that teacher with regard to the performance of the trainee.

On the other hand, three trainees commented on their teacher's lack of personal language skill having an influence on the Welsh used. Trainee 2 spent her second placement with a teacher who was the school's Welsh co-ordinator. Despite being a Welsh learner, her language skills were superior to that of any of the other teachers at the school, and she had been given this role as a result. This teacher used Welsh whenever she was able but, due to her own lack of knowledge in the language, this was not always consistent, exemplifying Estyn's view that "[w]here there are no confident Welsh-speaking practitioners in a school or setting, the use of Welsh by staff is usually more limited" (Estyn, 2013b:9). The result of this was a slower development of pupils' language skills than was the case in the trainee's first school where the teacher's personal language was at a high level. This demonstrates, therefore, that however keen the teacher might have been to improve her own language use and that

of her pupils, her relatively low level of language hampered this progression (Estyn, 2008b, 2014h).

Trainees 4 and 8 discussed their experience in KS2 classes where pupils' standard of Welsh was very low, and both attributed this to the teacher's lack of fluency and use. Trainee 4 noted that her teacher was originally from England and had no confidence to use the Welsh language. While it should be the case that such teachers receive support from the county Athrawon Bro team in order to raise their confidence, Estyn (2003:7) notes that "progress …when the athrawon bro are not present is slow…because teachers…have limited language resources". This suggests that it may be difficult for a teacher with limited language skills to learn sufficient language quickly enough, particularly if teaching a KS2 class. A succession of Estyn reports (for example, 2002a, 2004a, 2013b) comment on the "great challenge" (Estyn, 2002a:6) found by teachers, particularly in KS2, to teach Welsh when they are not fluent or competent speakers of the language.

Despite the *Welsh Second Language Action Plan*'s aim to "investigate introducing minimum linguistic standards for practitioners" (WG, 2012a:1-2), there is currently no expectation in Wales, either from schools, LEAs or WG, that all teachers should have reached a minimum competency in Welsh before obtaining employment. The result of this is that some teachers cannot model correct oral language, and lack confidence to use the language with pupils (Estyn, 2009a). They are, thus, unable to create a bilingual environment for their pupils (WAG, 2008a), and it should, then, not be surprising that teaching and learning standards in Welsh as a second language "are poorer than standards in any other National Curriculum subject" (Estyn, 2004a:7). It is clear that, where teachers do not have the knowledge of grammar and pronunciation in a second language, pupils will struggle to learn to speak or pronounce correctly (Ofsted, 2001; WG, 2013a) and, as demonstrated in this study, teachers' and pupils' use of Welsh is consequently limited. In turn, trainees struggle to use their own Welsh when pupils have little previous knowledge of the language and, therefore, are unable to understand simple commands and instructions. Encouragement from university staff, and the modeling of good practice (Griffin, 1999; Russell, 1999; Wood & Geddis, 1999) by the university's W2L tutors is not enough for trainees to shape their

own practices accordingly (Stofflett and Stoddart, 1994), and the influence of the teacher's practice prevails (Hayes, 1999).

7.5 Lack of confidence

Another reason given for trainees' limited use of Welsh was a lack of confidence, either in the use of their language, or more generally as a teacher. Despite Trainee 7's relatively high level of personal Welsh language skills, he maintained that a "confidence of vocab[ulary]" was the reason why he was unable to reach the level of the teacher's Welsh, suggesting a more general lack of confidence as he struggled to emulate the teacher's example. Trainee 1 also noted a lack of confidence as the reason why she did not include enough Welsh, with improvement in this area remaining a target for her throughout her three years as a trainee teacher. Linked to this, Trainee 3 made a valid point, stating that, in her Year 1 PTE, she had been "concentrating on everything else", and had, therefore, not developed her use of Welsh as much as she might have. In addition, Trainee 5 suggested that the teacher was able to use Welsh more fluently than herself "possibly due to experience", suggesting a belief that this was something that would improve with practice. Berry and Loughran (2002) note that beginning trainee teachers are most concerned with what they must teach rather than the way in which they might teach it. Consequently, any elements that are additional to the content of their lessons might not be a focus in the early days of their teaching, and trainees struggle to meet their teachers' expectations in this regard. This can be seen in many of the case studies seen here, with the improvement of Welsh being set as a target, particularly on trainees' Year 1 formative assessment reports. This issue necessitates greater clarity from universities with regard to the university's expectations of trainees concerning their use of incidental Welsh at each stage of their training, and also concerning the expectations of school mentors with regard to their reporting of trainees' use of Welsh on formative assessment reports.

7.6 Age group of pupils

During the interviews, two trainees commented on the difference between the Welsh used with different aged pupils, and particularly when comparing FP year groups with classes in KS2. Trainee 8 stated that "Welsh was incorporated into my FP setting

regularly compared to my KS2 setting and I had more chance to use it", suggesting that it is perhaps the structure of the teaching in each phase that makes this difference. In the FP, teachers find it easy to include Welsh during their daily structures, e.g. registration, as it is relatively basic language that is needed for this purpose. Trainee 3 agreed, considering that more incidental Welsh was used more generally across the school day in the FP as the language that teachers were required to use here was less "scary" than that used in KS2. In KS2, the introduction of different tenses, as required by the NC (WG, 2015a), means that teachers find the language much more difficult to incorporate incidentally into their day to day teaching, with the result that those that are not confident do not attempt to do so. Thus, very little Welsh is used, resulting in pupils that do not build on the Welsh that they learn in the FP (Estyn, 2016b). In addition, with KS2 children tending to be taught in discrete subject areas, e.g. history or science, teachers have difficulties in incorporating Welsh naturally into some of these subjects; therefore, when they use only very basic language, pupils' language does not progress. These trainees agreed with the view of Estyn that "teaching Welsh Second Language, especially at Key Stage 2, remains a great challenge for primary school teachers who are not...fluent Welsh speakers" (Estyn, 2002a:6), and that teachers' lack of personal language skills "often limits the challenge they can provide [to pupils]" (Estyn, 2004a:7), resulting in their expectations of pupil attainment being too low. With a recent Estyn Annual Report (2018:66) stating that "pupils… rarely use Welsh outside of designated Welsh lessons and do not have the skills to respond to simple questions outside the context of a lesson", there is a growing expectation that pupils should use their Welsh in a wider range of subject areas as well as outside the classroom, placing increased pressure on teachers to use Welsh at an appropriately complex level across the curriculum.

It is clear that the Welsh used within distinct lessons would vary from one year group to another, and that the language should become more complex as the age of the pupils increases. This, in turn, should have an impact on the incidental Welsh used by classteachers as the level of pupil understanding and language use increases with age. However, the data collected from the language lists for the eight trainees shows that there is little difference in the incidental Welsh that they used with different year groups. For example, when looking at Trainee 5's first and second language lists, very little difference can be seen in the language used by trainee, pupils or classteacher,

despite the fact that the first concerned a Nursery class and the second a Year 6 class. However, in her final placement with a Year 1 class, the trainee reported a wider range of language, although the pupils were much younger than those in her PTE2. In the language lists of Trainee 2, we can see a significant difference in the language used in her PTE1 Year 4 class and her PTE3 Year 2 class, with the younger pupils and their teacher using significantly more varied Welsh than the older pupils. The use of language in these two classes correlates with the data concerning teacher attitude seen in the case study of Trainee 2, and subsequently has little to do with the age of the pupils involved.

7.7 Impact of school leaders

When discussing the factors that had the most significant impact on the Welsh used within a school, four of the trainees were firmly of the view that it was the priorities set by the headteacher or senior management team that were the fundamental drivers of progress within the school. This suggests, therefore, that significant progress would only be made if the headteacher and senior staff were supportive of the language. In some schools, the fact that Estyn has given a recommendation concerning the improvement of Welsh may mean that this automatically becomes a focus for headteachers and senior leaders. This might be the case in eleven of the 24 schools involved in these case studies that had been challenged to improve standards in Welsh. Research demonstrates that leadership makes a difference to schools, and that the values of leaders have an important influence on pupil learning (Day, Sammons, Hopkins, Harris, Leithwood, Gu, Penlington, Mehta & Kington, 2007) The work of Taylor et al. (1974), based on Lortie (1969)'s notion of 'zones of influence', concludes that the school and the classroom are separate zones of influence. They note that, although the teacher has considerable influence within the classroom, it is the headteacher that has the greatest influence in terms of school policy. Hobbs, Kleinberg & Martin (1979) agree, noting that a teacher operates within the context of a school and, as a result, decisions made by the headteacher in the 'school zone' have an impact on the 'classroom zone', either to improve or to place limits upon it.

In addition, one of the five dimensions of leadership to make the biggest difference to pupil outcomes as identified by Robinson (2007:12) is "the setting, communicating and

monitoring of learning goals, standards and expectations" within a co-ordinated curriculum where pupils are able to connect and build on their experiences. Indeed, headteachers in Wales are required to develop "policies and procedures that promote learners' understanding of the bilingual context of Wales and that develop their bilingual skills as appropriate" (WG, 2011c:10). Consequently, it is clear that the expectations set by the headteacher *should* have a significant impact on the standards seen within their school. It is perhaps surprising, therefore, that it was only four of the seven trainees interviewed that felt that this impact had been realised. Furthermore, only one trainee - Trainee 8 during PTE2 - noted that she had received copies of school policies regarding Welsh and bilingualism, although it was the subject co-ordinator for Welsh, and not the headteacher, that shared these with the trainee.

It is possible that school governors might also have an impact on the Welsh being used in a school in addition to the headteacher or other senior leaders. This might particularly be the case if the improvement of Welsh was to be included on the School Development Plan, perhaps following inspection (Governors Wales, 2017). However, none of the trainees noted the role of the governors as being relevant in their experiences, neither as trainees nor as qualified teachers.

7.8 Influence of subject leaders

Trainee 8 raised the point that a strong Welsh co-ordinator in one of her schools had a significant impact on standards across the school by supporting other teachers. While there are no specific professional standards for subject leaders at the current time, a previously used document states that they should "set standards and provide a role model for pupils and other staff, in the teaching and learning of the subject" (TTA, 1998:7) in order to "[e]nable teachers to achieve expertise in their subject teaching" (ibid.:12). It should be commonplace, therefore, for the subject leader to have a role in influencing practice, but this does not appear to be the situation in the majority of the cases included in this study. Trainee 5 added that, although perhaps not considered the subject leader, individual teachers could influence an improvement in language use within their own classroom and those of other teachers. Indeed, teachers' professional standards in Wales state that all qualified teachers should "[h]ave high expectations with regard to Welsh-language development in the context of the bilingual nature of

Wales" (WG, 2011c:5) and that they should "develop [pupils'] bilingual skills" (ibid.:8). This demonstrates that every teacher should encourage pupils' use of Welsh in the classroom and should actively promote the language as a part of their every-day teaching. It is possible therefore for one, or a group of, teachers to ensure that Welsh is a priority within a school, as observed by Trainee 5, even when there appears to be little input from the headteacher.

7.9 Impact of inspection

During inspections, evidence is collected to answer the question: "Does the school encourage pupils and staff to make increasing use of Welsh, at the appropriate level, as a medium of informal communication?" (Estyn, 2013h:4). Two of the trainees cited impending Estyn inspection as significant in improving the Welsh used within schools and, consequently, on the school's expectation of the trainee's use of incidental Welsh. Trainee 7 had experience of this as a trainee in his PTE3 where the improvement of his use of Welsh was set as a target several times, due, in his view, to the school's impending inspection. He had further experience of this as a NQT, where he had observed a change in attitude towards Welsh prior to a forthcoming inspection, with staff using Welsh in their marking of books as well as an increase in their spoken language. In addition, the use of Welsh had been included in teachers' performance management and, consequently, the profile of the language was raised across the school. Trainee 3, who also had experience of an inspection as an NQT, agreed, stating that Welsh had been "pushed a little bit more" during the time leading up to the inspection: a point corroborated by Ormston, Brimblecombe & Shaw (1995:313), who state that "it is clear that notification that inspection will occur does concentrate the mind".

It is interesting that teachers and headteachers in these schools may believe that it is possible to improve standards sufficiently with only a few weeks of additional effort prior to inspection. It might normally be considered that the use of a second language would need planning in terms of its progression and continuity over many months and years. A study in England involving teachers one year after an Ofsted inspection found that the inspection itself "had no lasting impact on what [teachers] do in the classroom" (Case et al., 2000:605). A separate study of 804 teachers working in

schools in England (Teacher Support Network, 2014) established that more than 90% of the respondents believed that inspections had a neutral or negative impact on pupils' results. These studies imply that improvements made prior to inspection may not necessarily have a significant long-term impact, suggesting further that any short-term change in the use of Welsh is unlikely to have a lasting impact on pupils' attainment. It is perhaps more likely that a resulting recommendation following inspection might have greater influence on a school, but the interview participants did not have experience of being in this situation and therefore could not comment on this point.

7.10 Impact of the LEA

None of the trainees believed that the LEA had any impact on the use of Welsh within individual schools, and there is insufficient evidence to suggest that the area in which a school is placed has an impact on standards. Estyn reports of LEAs (for example 2010j, 2011i) give minimal information as to the Welsh being taught in each local authority, focusing mainly on pupils achieving qualifications at Key Stage 4. It is evident that the role of Athrawon Bro[235] has changed from that of the 'peripatetic Welsh teacher' (WG, 2011b), visiting a specific cluster of schools regularly in order to teach Welsh to pupils. It was suggested by Estyn in 2003 that schools should use the Athrawon Bro to "advise classroom teachers as they increase in confidence…rather than depending wholly on Athrawon Bro to teach classes directly" (Estyn, 2003:23). This makes it clear that the function of the post should become one of providing training to teachers rather than to directly teach the curriculum to pupils (City and County of Swansea, 2014a). In recent years, their role has been to "provide 'on-the-job' training to practitioners who are not fluent in Welsh" and to "promote the use of incidental Welsh" (WG, 2011b:46), although this definition is carried out in different ways in different counties. Their work includes preparing the county's Welsh scheme of work, creating relevant resources in order for teachers to be able to deliver the scheme of work, and offering support to teachers in reviewing pupil progress (NAW, n.d.). Since the introduction of end of KS2 statutory assessment in W2L, Athrawon Bro have contributed to the moderation of work across clusters of schools. In-service

[235] A service traditionally provided by LEAs, now transferred to regional consortia, for example ERW in South West Wales.

training has also been provided over many years by Athrawon Bro; however, this element is increasingly carried out by specific providers across Wales in a sabbatical format (WG, 2017b). This change in focus of the Athrawon Bro service is, perhaps, signified by the lack of comment by any of the trainees in this study as to their impact, as their presence might be more infrequent than in previous years, with their focus being on providing specific training for teachers and creating resources.

7.11 Impact of the University

Each of the trainees mentioned the university's expectations with regard to their use of Welsh, supporting the claim that "the role of universities is crucial in the training of high-quality teachers" (Universities UK, 2014:4). Trainees 1 and 8 believed that the language lists provided by university Welsh lecturers had helped them to improve their use of Welsh, perhaps serving as a reminder of suitable language that could be used in different contexts. Trainee 7 stated that he had found it useful that he had used and heard Welsh within many lectures at the university due to the high number of Welsh speakers on the staff. He had also been able to use his Welsh within the town in which the university was set, for example in shops, where the language was widely spoken. Trainee 8 added that she had found lectures to be helpful to revise suitable patterns and vocabulary that she had previously learnt in school, and Trainee 2 had found it useful that her PTE tutor had been a Welsh speaker as she had been able to ask for advice on appropriate language to use when she had been unsure. Trainee 7 stated that it was the university tutor, rather than his classteacher, who had supported him in working on the target set of improving his use of incidental Welsh, adding that he had been able to develop his spoken language during his three year course. Trainees 3 and 4 agreed, stating that tutors at the university had given them confidence to go into the classroom and use their Welsh, but that they had found it difficult to do so when it was not a priority in the schools. Linked to this, Trainee 5 suggested that it should be a requirement for all trainee teachers to observe Welsh lessons in order to understand the expectations of the different age groups, and also to observe incidental Welsh being used in different settings. If universities were to act on this suggestion, it might encourage the classteachers involved to use and teach more Welsh in order to demonstrate good practice, increasing the focus on the language in these classrooms.

This is supported by the work of Russell (1999:no page), who states that ‘‘[i]f genuine change is to occur in schools, then those changes may have to occur FIRST in teacher education”; therefore, Initial Teacher Training clearly has a role to play in instigating changes in order for those changes to be felt in schools. As new partnerships between universities and schools are developed, whole cohorts of trainees will be able to observe best practice in various elements of school life by attending sessions in particular schools where there is acknowledged expertise, for example in Welsh as a second language. It is essential for universities and schools to work together, both to ensure that trainees are given valuable experiences in high quality schools on which to base their practice, and to ensure that they are able to apply the theory learnt at the university to their classroom situation.

7.12 The use of classroom displays

Data gathered during this study demonstrated vast differences in the Welsh that was displayed in different classrooms. In an independent review undertaken in 2014 (WG, 2014g:1), “incidental Welsh was prevalent in the majority of English-medium schools, and was present verbally…as well as non-verbally (e.g. on wall displays) around the school”. However, it is not made clear in this review the standard or extent of the language observed. Studies (Lozanov, 1978; Nagy, Herman & Anderson, 1985; Ellis, 2008) demonstrate that pupils can make good use of the language used on displays, particularly with regard to peripheral learning. Indeed, Estyn’s inspection framework (Estyn, 2013h:4) states that inspectors will explore the question: “Is there extensive use of Welsh in displays and signage around the school?” as a part of a school inspection, although no specific comments were made regarding this in any of the inspection reports scrutinised.

In the 16 schools visited by the researcher during this study, items were labeled in Welsh in only eight of the classrooms, despite this being suggested as good practice (Jones et al., 2003; Castro, Paez, Dickinson & Frede, 2011; Salinas-Gonzales et al., 2015). The whole age-range was represented in these eight classrooms, including a Nursery class where a wide range of items were labeled, through to a Year 5/6 class where the labels were used alongside a wider range of questions and sentence patterns that were suitable for the age group. In Year 1 and 2 classes, one of the classrooms

visited included no Welsh at all, other than on the display prepared by Trainee 2, despite the fact that the use of spoken Welsh was very important in this class. One of Trainee 3's classrooms displayed only item labels and vocabulary relating to the daily timetable, and this perhaps suggests the low level of Welsh language used in this Reception/Year 1 class. However, a wide range of vocabulary was observed in four Year 1 and 2 classrooms in other schools, including numbers, months and days, feelings and, in one case, a 'Patrwm yr Wythnos'[236]. Commonly observed in the Year 3 and 4 classes were signs or posters relating to the weather, months of the year and days of the week, and also questions and answers usually covered in this age group. However, there was a visible lack of written language observed in both of Trainee 4's classrooms in this age group, and this correlates with the lack of importance of the language generally in these classrooms. In the Year 5 and 6 classes visited, a wide range of questions and answers were displayed on classroom walls. Generally, progression in the language used from one age group to the next was observed in the different classrooms, and there appeared to be agreement between different schools that were located in different counties regarding specific language that should be taught to particular year groups, despite the fact that there is no nationally agreed guidance for schools to follow. Though no formal agreement is documented, it is likely that relevant staff in different counties use resources provided by their Athrawon Bro, and that these, over time, have been standardized across Wales through the attendance of the Athrawon Bro at an annual conference run by the WJEC (WJEC, n.d.). However, there are clear exceptions, with some classrooms displaying little written language and, therefore, opportunities are being lost to develop pupils' language skills.

In only two of the classrooms were there any references to Welsh being encouraged among pupils, with reward charts in a Year 2 class in Trainee 3's third school and in a Year 4/5 class in Trainee 6's second school. These two trainees were placed within different counties, and the strategies used were not replicated by other schools involved in this study within the same area, suggesting that their reward schemes had been established by the individual schools or particular teachers within those schools.

[236] Pattern of the week

7.13 Summary

It is clear from the case studies discussed in this chapter that the classteacher with whom a trainee teacher is placed has a very significant impact on the practice adopted by that trainee. This study exemplifies situations where the classteacher modeled excellent practice in terms of the use of incidental Welsh, and the trainee was able to implement this example into his/her own teaching. These classteachers assisted the trainee by offering specific support and this encouragement benefitted the trainee, particularly with regard to developing their use of incidental Welsh. Conversely, examples can be seen in this study where the classteacher's negative attitude towards Welsh had a considerable impact on the trainee, with the classteacher's views and practice dominating the trainee's development. Significant differences in expectation in different schools with regard to trainees' use of incidental Welsh are clear through these case studies, and unmistakable differences were observed in the existence or otherwise of comments concerning trainees' use of incidental Welsh on lesson observation forms. The following chapter will discuss these points further and recommend ways forward in order to provide training of the highest quality to trainee teachers in future.

Chapter 8: Conclusions and Recommendations

8.1 Introduction

This chapter aims to reach conclusions in relation to the research questions before making recommendations based on these findings. The three main research questions set out at the beginning of this study were:

- Does a trainee's personal level of Welsh impact upon his/her ability to use Welsh in the classroom?
- Does the classroom within which a trainee is placed have an impact on his/her use of incidental Welsh?
- Does every school have the same expectations of trainee teachers with regard to their use of Welsh?

Additionally, a range of themes within each research question was considered in Chapter 1 and a number of sub-themes emerged. In this chapter, information from each section of this thesis are considered in order to answer each research question and its sub-themes before coming to conclusions.

8.2 Conclusions

8.2.1 Research Question 1: Does a trainee's personal level of Welsh impact upon his/her ability to use Welsh in the classroom?

There is no evidence in this study to demonstrate that a trainee's personal language skills are significant in relation to the standard or frequency of the language used by that individual in the classroom. Despite the plausible view held by Estyn (2013b) and WG (2013a) that a teacher's level of Welsh is paramount in terms of his/her ability to use the language successfully within the classroom, this study shows that, in the case of *trainee* teachers, other factors that influence performance are more significant than their own level of Welsh. At extreme ends of the scale, Trainee 3, with no Welsh before attending the university, used much more incidental Welsh, particularly by her

third PTE, than Trainee 4 who was a fluent speaker. Findings here suggest that the role model shown by the classteacher was the most significant factor in influencing the trainee's use of incidental Welsh, be it a good model of language use or otherwise, and was much more significant than the trainee's personal level of language. Despite this, when comparing the Welsh used by the classteachers as a group with that used by the trainees, Figure 35 demonstrates that the classteachers used Welsh more regularly than the trainees. However, the trainees reported an improvement year-on-year in this regard, suggesting that their use of incidental Welsh improved as they gained in confidence and experience throughout their three-year course. As confirmed by Trainee 1 in her interview, with further experience as newly qualified and beginning teachers, it is likely that their use of Welsh will continue to improve in the longer term.

Results of the questionnaires also demonstrate that, by the third placement, the majority of trainees were confident in their ability to teach a Welsh lesson to pupils across the primary age range. Where trainees were less confident that they would be able to do so, the difficulty of the content was a factor; however, the trainees giving this response were not necessarily those with the lowest level of personal language skills. It appears, therefore, that a trainee's general level of *confidence* in the classroom can have more of an impact on their propensity to teach Welsh than their linguistic capacity. However, it is logical to assume that, as trainees become newly qualified teachers and the mentor support they received previously as a trainee is removed, their personal level of language may have an impact on their confidence and ability to teach the language in their own classrooms.

8.2.2 Research Question 2: Does the classroom within which a trainee is placed have an impact on his/her use of incidental Welsh?

The results of this study make clear that the incidental Welsh used by the teacher and the pupils in the classroom in which a trainee is placed has a very significant impact on the language used by that trainee.

8.2.2.1 Do some teachers use more incidental Welsh than others?

Data from the questionnaires show that most teachers used incidental Welsh on a daily basis. Bearing in mind the focus that has been on the language over a number of years in schools in Wales as a result of continued criticism by Estyn, and the drive by WG to improve standards, it is astonishing that trainees in this study, though a small percentage, reported that Welsh was used 'rarely' in some schools. Even when there was a perception of incidental Welsh being used successfully by teachers, data shown in trainees' language lists demonstrate that progression throughout the primary school was limited, resulting in limited progress being made by pupils in terms of fluency. At best, it is Cummins' notion of BICS that is likely to be reached using this strategy, with learners unable to progress to develop CALP (Cummins, 1979), even after several years of learning Welsh.

Data shown in the responses to questionnaires in Chapter 5, in the reports from the trainees involved in the case studies in Chapter 6, and in their language lists, make clear the differences that exist between teachers. Despite some direction having been given by individual LEAs or consortia, the lack of consistency between teachers and between schools is unmistakable. This may be due to a lack of guidance from WG in terms of the amount of incidental Welsh that should be used, or of the methods that should be adopted in order to do so. Applying the work of Taylor et al. (1974) discussed previously in Chapter 7 to this situation, it would appear that LEA and WG are missing opportunities to utilise their 'zones of influence', thus allowing individual teachers to interpret requirements in different ways. Due to the current lack of clarity, the original purpose of the use of incidental Welsh as a strategy to ensure a consistent use of language for communicative purposes has been lost, and it is clear that, for some teachers, its use has become a tick-box exercise.

8.2.2.2 Does the classteacher's personal level of Welsh have an impact on the standard of Welsh used by that teacher in the classroom?

Evidence from this study suggests that the answer to this question may not be as clear-cut as Estyn (2013b) and WG (2013a) believe to be the case. When considering the 16 teachers that were directly involved with the trainees in this study, a small number of

examples can be seen where the teacher's personal Welsh language skills was reflected in the standard and frequency of Welsh used by that teacher and by the pupils in their classroom. In contrast to Estyn (2013b)'s findings, in general, data from the majority of the cases involved in this study suggests that there is no explicit correlation between these variables. However, very few fluent Welsh-speaking teachers were involved in the training of the eight trainees that took part in the case studies; therefore, this study does not reflect the full picture that may have been observed by Estyn. In addition, it may be that a larger survey, where the language skills of teachers would be the focus, might dispute the data seen here.

Within the questionnaire responses, some trainees stated that the fluency of their classteacher meant that they had found it difficult to emulate the high standard of language used by that teacher, as they perceived it. It is less clear, however, whether or not the teacher was, in fact, fluent in the language or if the trainee had interpreted the teacher's confident language use as a reflection of their fluency when, in reality, this was not the case. There are many examples in this study where the classteacher modeled good practice with regard to their frequent use of Welsh, but did not have a particularly high level of Welsh outside the classroom vocabulary that he/she demonstrated, and would not be able to hold a conversation on a social level. This suggests that the incidental language currently used by experienced teachers can be rehearsed within a particular context over time so that it appears that there is a high level and high frequency of language being used. However, there might be a limit to the language that these teachers were able to use if they were required to adapt their language to a different domain.

8.2.2.3 Do pupils in some classrooms use more incidental Welsh than in others?

When comparing the Welsh used by teachers and their pupils, data found in Chapter 5 demonstrate that teachers usually used more Welsh than pupils and that a pattern can be seen concerning the standard of the language heard. For example, where the teacher's language was of a high standard, then the standard of language heard by pupils was usually also high. However, while one fluent speaking teacher demonstrated high levels of Welsh when speaking to her Nursery class, pupils were not observed to use any Welsh during the trainee's observed lesson. Clearly, it is difficult

to judge whether this would have been different if the classteacher had been teaching the lesson, but the language observed appeared to be adult-led in this class of young children, rather than there being language embedded into the discourse.

In addition, the positive attitudes of teachers have a significant impact on those held by pupils (Dooley, 2005), and the behaviour of teachers necessarily has a profound influence on the lives of pupils (Nikolov, 2009; Pinter, 2006). It is clear from this study that the attitude of the teacher had an impact on the amount of Welsh heard in his/her classroom. While this, in itself, may not result in a negative attitude towards the language from pupils, it is unlikely to foster positive viewpoints due to a lack of exposure, leading to an inability to converse with others in the language. This may bring about questions regarding the purpose of learning the language and, in the longer term, may lead to a negative attitude towards it. The attitude of the teacher may have been developed over many years and, therefore, is difficult to change in the short term. A longer-term, government-led, strategy would need to be in place in order for teacher attitudes to change, including the up-skilling of teachers' personal language skills where necessary, as discussed above. With an increased expectation from headteachers, LEAs and WG with regard to every teacher's use of Welsh, pupils' use of Welsh would naturally improve. The purpose of learning Welsh should be clearly understood by pupils, not only in terms of its usefulness as a skill in their future employment, but also in terms of their entitlement to two languages, resulting in the "sense of opportunity" (WG, 2014l:21) that would be created by enabling pupils to use their Welsh for communicative purposes.

8.2.2.4 Does the age of the pupils in the class in which a trainee is placed make a difference to the trainee's use of incidental Welsh?

Some evidence was gathered in the case studies to suggest that the age of pupils made a difference to trainees' confidence to use incidental Welsh, particularly in the interview responses of Trainees 3 and 8. Despite this, data identified in the language lists suggest that, in the majority of cases, the age of pupils made little difference to the frequency and level of difficulty of the incidental Welsh used by trainees. The incidental Welsh used by teachers should be based on language already learnt within distinct Welsh lessons so that progression can be seen in the standard of the language

from one year to the next. However, this does not appear to be the case, with a separation of the two elements – the language lessons and the incidental language - being apparent, with much of the language covered in distinct lessons being taught in a vacuum. In this way, it appears that, while pupils have opportunities to focus on language within medium-orientated activities, they are unable to transfer this knowledge into message-orientated communication within the wider curriculum (Dodson, 1995), thus hindering the development of their second language significantly. Data contained in the language lists referred to in Chapters 5 and 6 show that teachers and, therefore, trainees, used very basic Welsh incidentally, whatever the age of the pupils, and did not integrate a range of language patterns of increasing complexity into their everyday classroom language, despite having taught these patterns in distinct Welsh lessons. As a result, pupils were rarely encouraged to use their language outside the context of a specific theme being covered in a particular lesson, and their ability to maintain a general conversation in the target language was minimal.

In her work on teaching and learning strategies in KS2 and KS3, Beard (2017) observed pupils in a number of classrooms using a limited range of sentence structures in a mechanical order within a particular context and being taught within a teacher-centred method of instruction (Spada & Fröhlich, 1995). Beard argues that this method of teaching does not require pupils to use language for communicative purposes and is unlikely to allow pupils to reach fluency in a second language. While Beard's work concerns distinct language lessons rather than the incidental use of Welsh, it is clear that teachers are missing opportunities, even within distinct Welsh lessons, to use language in a meaningful way, and to encourage meaningful communication by their pupils. By taking opportunities to include incidental Welsh across the curriculum, and taking WG and others' advice (Williams, 2002; Evans & Hughes, 2003; WAG, 2010a) to increase the use of Welsh as a medium of learning (Baker, 2010) as discussed in Chapter 3, teachers and pupils could make meaningful use of language that is relevant to the age and experience of the pupils for communicative purposes (Jones et al., 2003).

Although there is some evidence to suggest that both experienced teachers (Estyn, 2011a), and the trainees taking part in this study, use incidental Welsh with some success in FP classes, it has had limited impact in KS2 due to the lack of progression in

language use. Given that "[s]uccessful methods of language teaching in Wales and other countries include more learning through the medium of the target language" (WG, 2013b:33), used purposefully, it is clear that incidental Welsh has a role to play in improving pupils' ability to communicate in a variety of contexts across the primary school, and particularly in KS2. However, as there is no definite explanation or definition of incidental Welsh given, either by WG or by Estyn, it seems probable that teachers have not understood the possibilities that using incidental Welsh might bring in terms of acting as a starting point towards teaching within the target language. In this study, trainees reported that a significant number of teachers did not use Welsh terminology when teaching another subject, despite WG's suggestion that targets should be set "to increase the use of Welsh-medium learning across the curriculum based on best practice in English-medium schools" (ibid.).

This study makes clear, therefore, that the age of pupils makes little difference to the language being used by pupils as it is the same basic language that tends to be used in classrooms across the primary age range. As a result, pupils are unable to move on to the message-orientated language (Dodson, 1995) that is necessary for meaningful communication.

8.2.2.5 Does the amount of written Welsh displayed within the classroom make a difference to the incidental language spoken?

There were significant differences in the displayed language observed in the different classrooms with regard to the amount and standard of the language. This may have been due to a lack of guidance for teachers as to how much Welsh should be displayed, either nationally or from individual LEAs. However, this was more likely to be a consequence of the individual teacher's level of interest or expertise in the language, demonstrating the teacher's considerable 'zone of influence' (Taylor et al., 1974) within the classroom. There appeared to be a correlation generally between the importance of spoken language and the amount of written language displayed in classrooms, seen at each end of the spectrum, as shown in the case studies of Trainees 4 and 6 respectively. However, the situation observed in Trainee 2's PTE2 experience was an exception to this rule, with relatively complex spoken language being used by adults and pupils here, but very limited amounts of written language being displayed in

the classroom. Trainee 1's PTE3 experience displayed elements of the reverse situation, with a very wide range of Welsh being displayed but incidental Welsh rarely being used by pupils, though it was consistently used by the teacher and the trainee. Standards of language within distinct Welsh lessons were high among these pupils although there was no real expectation for pupils to use Welsh incidentally outside these lessons; therefore, this calls into question the purpose of such a wide range of language on display.

Generally, however, the development of language across year groups was observed in the written language that was displayed, with much more Welsh seen in Year 5/6 classes when compared to Nursery/Reception classes, perhaps reflecting pupils' reading skills across the age groups. Nevertheless, the classroom observations undertaken in this study demonstrated an apparent inconsistency across schools concerning the amount of Welsh displayed, and the difficulty of the language displayed appeared to be driven by the Welsh patterns supplied at county or consortium level in the form of posters, primarily through Athrawon Bro, rather than from any national body. With different expectations applied to different schools, it is unlikely that there would have been consistency and, therefore, some pupils may have been disadvantaged in terms of their opportunity to be surrounded by written language in their classroom. Care must be taken, however, when considering whether this should be a matter of national policy. While it is understood that teachers display pupils' work in the classroom in order to raise pupils' self-esteem (Maxwell & Chmielewski, 2008) or to foster a sense of belonging (Maslow, 1943), recent research has begun to dispute previous studies concerning the benefits of classroom displays, with studies (Fisher, Godwon & Seltman, 2014; Barrett, Davies, Zhang & Barrett, 2015) demonstrating that heavily decorated classrooms can distract, rather than support, children. However, it is reasonable to expect teachers to display pupils' writing in Welsh in every classroom and for classroom displays to make use of the language covered in distinct Welsh lessons. Presuming that every teacher followed a scheme of work that included appropriate progression between year groups, the language displayed should match the language being taught at the appropriate level, and language on display would be purposeful for pupils' development. In addition, although the Estyn framework includes the question: "Is there extensive use of Welsh in displays and signage around the school?" (Estyn, 2013h:4) in its inspection guidance

for schools, an analysis of the inspection reports of the schools included in this study demonstrate that it is very infrequently that a comment regarding this is noted. It would seem advantageous that Estyn should ensure a consistent approach in order to make clear to schools that the physical surroundings should demonstrate a bilingual environment throughout the school.

8.2.2.6 Summary: Research Question 2

It is clear that modeling by classteachers has a significant impact on the behaviour of trainees (Elliott and Calderhead, 1994; Wood & Geddis, 1999). Teacher modeling helps trainees to develop their own teaching; and, in the vast majority of cases seen in this study, the trainee emulated or reproduced the behaviour that had been modeled. Despite the many hours of lectures received by trainees over three years on the BA(Ed) course, where tutors described best practice and discussed relevant research findings, in this study it is clear that the behaviour of classroom teachers had a greater impact on trainee behaviour (Borko & Mayfield, 1995; Woods & Weasmer, 2003), even if the behaviour being modeled was inferior or substandard. In the case of Trainee 4 for example, a good role model was not observed at any time during her three years, and the trainee felt that she must compromise her own principles for the sake of a successful outcome in her teaching practice (Hayes, 1999). As a consequence, a particular level of behaviour becomes the norm, with subsequent generations of teachers perpetuating a particular level of performance (Bailey et al., 2001). Over time, it is likely that standards would decline even further.

8.2.3 Research Question 3: Does every school have the same expectations of trainee teachers with regard to their use of Welsh?

This study has found that, despite the QTS Standards and the expectations of the university being the same for every trainee, expectations of trainees' use of Welsh in different schools vary.

8.2.3.1 What are the factors that decide the level of priority given to Welsh?

Within the Estyn inspection framework (2013h:4), it is clear that all schools should "have an ethos that promotes the Welsh language". The results shown in the case studies demonstrate, however, that differences exist *between* schools and even *within* schools. In some schools, for example in a school discussed by Trainee 5 where teachers and pupils were driven by results, the importance of Welsh increased following its inclusion as a subject to be assessed formally alongside the other 'core' subjects. Trainee 7 noted that some schools actively promoted Welsh by ensuring that it was visible on classroom walls in accordance with the school policy. Alternatively, schools encouraged pupils' use of Welsh by means of rewards such as the 'Tocyn Iaith' scheme, as seen in the case study of Trainee 6.

Some dual-stream schools understandably valued the language greatly, with many pupils and teachers within these schools being fluent Welsh speakers. This was the case in the PTE1 schools attended by Trainees 1 and 2. Conversely, this did not seem to be the case in Trainee 3's PTE1 school where the classteacher did not appear to place any significant value on the language. Where Welsh was less important, pupils received little or no input from their classteacher, with lessons being taught by a different teacher, perhaps suggesting implicitly that the subject was less important than the subjects taught by the classteacher himself/herself. This practice is the antithesis of research findings that suggest that the usual classroom teacher is best placed to teach a second language within a fully integrated provision (Sharpe & Driscoll, 2000; Jones & Coffey, 2006), as discussed previously in Chapter 2.

It is possible that some schools with high numbers of pupils learning English as an additional language do not emphasise the importance of Welsh, although the data in this study is not sufficiently comprehensive to prove or refute this claim. It is logical, however, to assume that the focus in these schools would initially be on developing pupils' English language skills in order for pupils to be able to access the curriculum before embarking on learning a third language. As a result, it seems likely that standards in Welsh in schools of this kind might be lower than that seen in schools where pupils generally speak English at home. It is interesting to note, however, that many of these schools work hard to ensure that pupils with English as an additional

language (EAL) are able to develop their language skills sufficiently to access the curriculum and to become fully bilingual in English and their mother tongue, in line with WG policy (WG, 2015b). Specialist teachers and support staff are available to pupils with EAL, and schools frequently work with their parents also, offering English language classes and support. It is clear, therefore, that English is seen as the language that pupils must develop and, often, this might be done at the expense of their Welsh. In some areas of Wales, however, there is provision for pupils with Welsh as an additional language (WAL) within Latecomer Centres. Usually, these pupils have moved into an area of Wales where Welsh-medium education is prevalent. An independent review of this provision acknowledged the expertise of Latecomer Centre teachers, recommending that LEAs should develop their role further "to provide in-service training to primary and secondary teachers on strategies for providing in-school and in-class support for WAL pupils" (WG, 2014k:xx). It is clear that there is significant expertise in terms of teaching Welsh in these centres, and opportunities should be taken to take advantage of the experience of these teachers in terms of teaching Welsh to all pupils.

It might also be considered that schools where high numbers of pupils are entitled to free school meals may have differing priorities to those with lower FSM entitlement, with particular focus on reducing the 'attainment gap' between FSM learners and their peers often being the main concern in these schools (WG, 2012c). It might be assumed, therefore, that Welsh would be less important in these schools. Data in this study, however, has shown this not to be the case, with the school with the highest percentage of FSM learners placing great emphasis on the use of Welsh.

It was noted by four of the seven trainees interviewed that it was the headteacher or senior management team that drove change within their school and, therefore, that change would only happen if those members of staff were supportive of the use and development of Welsh across the school (Day et al., 2007). With headteachers in Wales being required to develop policies to promote bilingualism and to develop pupils' bilingual skills (WG, 2011c), it is reasonable to suppose that this would always be a focus of the work of every headteacher; however, this does not always appear to be the case. A headteacher's priorities would be linked to national priorities, would concern issues highlighted by the LEA and would be associated with recommendations

made by Estyn. Consequently, in the absence of any *specific* targets or expectations set on a *national* scale, issues relating to the improvement of Welsh are unlikely to be seen as a priority for a headteacher and, therefore, for that particular school. To a lesser extent, subject leaders can impact on the importance of a subject within their school by supporting other teachers and modeling excellent practice, but there is only one case within this study where the actions of the subject leader was noted by a trainee. This suggests, therefore, that a successful primary subject leader needs the support of the headteacher and senior leaders in order to secure improvement and progress in any subject area. However, without raised expectations set out at a *national* level, few headteachers would include the improvement of staff or pupils' Welsh language skills as a priority.

It does appear, therefore, that there are differences in the importance of Welsh in the work of different schools for different reasons. It seems that some teachers and headteachers do not appreciate the significant benefits of learning a second language, including cognitive benefits highlighted by empirical international research over the last 50 years (Peal & Lambert, 1962; Bialystok, 2001). As a result, pupils in their care may be missing out, not only on their curriculum entitlement, but also on significant opportunities that the learning of Welsh can bring. Due to the attitude of teachers, headteachers, or school governing bodies, the purpose of learning the language in terms of future employment opportunities may not be clear to pupils, and this may have an effect on pupils' attitudes towards the language. This perhaps explains the results found in a WISERD study that pupils who dislike Welsh as a subject are also more likely to believe that it is unimportant to be able to speak Welsh (Evans, 2015). Research demonstrates that learners must be intrinsically motivated to learn a language effectively (Tavakoli & Jones, 2018) and, therefore, where there is little Welsh spoken in the wider community, it is only within the school context that pupils have contact with the language. In the longer term, therefore, without changes within the organisational culture of a school (Schein, 1984), it is unlikely that its pupils will be empowered to achieve sufficient fluency to be able to use the language in the workplace or in daily life. Without this motivation, WG will not realise its aspiration for all pupils to play a full part in a 'bilingual society', as defined by WG (2012d). It is not sufficient for WG to create national policies without ensuring that this message permeates the education system. Work needs to be done at county, school and

classroom level in order for pupils across all communities to understand from a young age the benefits that learning Welsh can bring.

There is evidence in this study to demonstrate that an imminent Estyn inspection has an impact on the Welsh used within that particular school, and that the expectations of headteachers of the Welsh used by teachers is raised when a school is in this situation. Estyn seeks to scrutinise whether or not pupils and staff "make increasing use of Welsh…as a medium of informal communication" (Estyn, 2013h) and this can bring about a change in attitude towards the importance of Welsh and its use by teachers and pupils, *temporarily* raising the profile of the language. It is likely, however, that this would not have a lasting impact on standards (Case, Case & Catling, 2000; TSN, 2014), suggesting that it may be seen as a 'tick box' exercise in order to ensure that inspectors are able to find sufficient evidence to avoid negative comments or recommendations being made. Indeed, in the longer term, this may add to a perceived 'innovation overload' (Fullan, 2001) in the expectations of external bodies such as Estyn, resulting in teachers feeling overwhelmed and a subsequent negative attitude towards it.

While Estyn's expectations are well documented concerning its guidance for school inspections (Estyn, 2012b; 2013h), it is less clear whether or not the guidance is adhered to in each school inspection, and whether or not each inspection team places the same significance on the use of Welsh when inspecting different schools. If it is the case that there is no universal standard of language use expected across Wales, an improvement in this regard is unlikely to be made across the primary sector, particularly when Estyn itself notes that the location of the school and the types of pupils attending will be considered when coming to a decision (Estyn, 2013h). The 'zone of influence' (Taylor et al., 1974) that should be conveyed by any national inspectorate such as Estyn appears to be limited with regard to the improvement of incidental Welsh as its inconsistent approach allows some schools to place insufficient value on pupils' Welsh language development.

It was unanimously understood by all 44 of the trainees that the Welsh used within their placement schools was not influenced by the LEAs in which the school was placed. It was somewhat surprising that most trainees were not aware of the presence

of an Athro Bro, indicating that the number of visits made by a specialist Welsh teacher to individual schools has decreased over recent years. This decline may well have had an impact on the standard of Welsh in some schools, with less time being available to support those teachers with minimal personal Welsh language skills in particular. It is necessary in this case for schools and their LEAs to ensure that training is available for teachers for whom improving their own language skills is essential to ensure that pupils are able to develop at an appropriate level towards being bilingual.

The data included here suggest a disconnect between national policies seen in WG reports, perceived benchmarks seen in the work of Estyn, local expectations as demonstrated by different LEAs, circumstances observed in *individual schools*, and situations within *distinct classrooms* in those schools. These factors have led to uncertainty concerning the expected attainment of pupils in Welsh and have resulted in inconsistencies in provision and aspiration in many schools.

8.2.3.2 Does every trainee have the opportunity to observe Welsh lessons during his/her teaching experiences?

Most trainees in this study were given the opportunity to observe at least one Welsh lesson during their three years at the university, as shown in Chapter 5, regardless of the area within which they undertook their placements. Nevertheless, it is astonishing that many trainees observed only a small number of Welsh lessons, despite spending many weeks over their three years in different classrooms. It might be expected that every teacher should teach a Welsh lesson at least once a week throughout the year and, therefore, that every trainee would observe many Welsh lessons during their university training. In addition, as discussed previously, Beard (2017) notes that the lessons that do take place are variable in terms of their quality and that these lessons are unlikely to produce pupils who have an ability to communicate naturally outside the language classroom. This raises questions as to pupils' entitlement to good quality Welsh lessons according to statutory documentation (WAG, 2008a; 2008b), to the amount of time necessary to effectively develop pupils' Welsh language skills, and to best practice with regard to the methodology needed to ensure this development (Estyn, 2013b; WG, 2013a). It is imperative that trainees have access to good quality

models of language teaching and learning within the classrooms in which they are placed so that they are able to build on this experience in their own teaching.

8.2.3.3 Are the expectations of each school the same with regard to a trainee's teaching of Welsh?

In Chapter 5, Figure 37 shows that 83% of Year 3 trainees taught Welsh during their final PTE. In terms of the remaining 17%, trainees were not asked to note explicitly the reasons why they did not teach Welsh, but there are a number of reasons why this might have been the case, as noted in Chapter 5. In some cases, particularly during PTE2, trainees did not observe their classteacher teaching Welsh lessons, suggesting that every school did not give trainees parity of experience in terms of opportunities to observe good practice and perhaps, in turn, opportunities to teach their own lessons. Two trainees did not teach Welsh lessons at all during their three-year course, suggesting that the schools in which they were placed had different expectations of them than other schools might have done. In one case, the trainee's limited personal Welsh language skills may have been the reason why the schools in which she was placed did not expect or require her to teach Welsh. As a result, this trainee, on becoming fully qualified, might have taken up a post in a school in Wales with no experience of teaching Welsh and, therefore, might have had a significant impact on the lives of many pupils in terms of their Welsh language development. It is essential that universities do not allow this to happen.

8.2.3.4 Is the level and frequency of incidental Welsh expected of the trainee the same in different schools?

This study demonstrates that the expectations of the teacher with regard to the amount of Welsh used by their trainee is directly related to their own use of Welsh. As a result, there is a very significant difference in the expectations of each school or of a particular teacher within the school. While the vast majority of trainees reported that they used as much Welsh as, or more Welsh than, their classteacher, it is less clear whether the standard of language used in each school was the same when comparing pupils of the same age. Indeed, evidence seen in this study demonstrates that the language used within the same year group in different schools was different, as shown

in the language lists of a number of the case studies discussed in Chapters 6 and 7. One can conclude, therefore, that the expectation of each school is not the same, with diverse differences in the level and frequency of incidental Welsh expected of trainees in different schools.

8.2.3.5 Summary: Research Question 3

This study has shown that significant differences existed *between* schools and *within* schools in terms of expectations of trainees' use of Welsh, both within *distinct* lessons and *incidentally*, with the importance of the language within a school having a direct bearing on the expectations of the trainee teacher that was placed there. Unmistakably, for trainee teachers, it was the classteacher that set the expectations and provided a role model, whether effective or otherwise, in terms of a trainee's use of incidental Welsh and his/her teaching of Welsh lessons.

Additionally, this study evidences the difference in the standard of incidental Welsh being used in the same year group but in different schools. Although many trainees reported that they used as much, or more, incidental Welsh than their classteacher, there was no clear pattern as to its frequency, or the standard of the language being used. While it would seem evident that children in Year 6 should have a better grasp of the language than that of younger children, the language lists and the interviews with the case study trainees demonstrate this not to be the case in the majority of instances. Clearly, the classteacher role model had a very significant effect on the practices of the trainee, resulting in differing amounts and standards of incidental Welsh being used by different trainees.

In terms of the *expectations* of different schools for trainees to teach Welsh lessons, a difference is apparent in this regard also. While it might be expected that all trainees would teach Welsh lessons in their final placement, this was not the case, with a significant number failing to do so, and two trainees failing to teach Welsh at all during their three-year course. This demonstrates that trainees were not treated equally by the schools in which they were placed in terms of the subjects that they had the opportunity to teach. It is clear that universities should take steps to remedy this

situation so that there is parity of experience for each trainee, regardless of the priorities of the school or the trainee's linguistic background.

8.3 Recommendations

8.3.1 Recommendation 1

Davies et al., in *One Language For All*, note that "[t]he long term success of Welsh second language will be dependent on the recruitment and training, in sufficient numbers, of enthusiastic and competent Welsh second language teachers. Improving initial teacher training…is therefore crucial" (WG, 2013b:38). It is vital, therefore, that universities continue to provide opportunities for trainees to observe best practice, both within lectures and during school placements, and that high expectations of trainees are maintained. Bearing in mind the significant amounts of time spent by the trainee with their school mentors, teachers need to be aware of the influence of their practices, opinions and attitudes on trainees. Changes to partnership arrangements between universities and schools in Wales are currently in progress, where schools will take responsibility for significant elements of the training of trainees in future. In this context, it will be essential for universities to ensure that trainees observe excellent practice to make certain that a decline is not realised and that no trainee is disadvantaged due to the actions and attitudes of the teacher with whom he/she is placed. This could be accomplished in the short term by nominating specific schools that have an expertise in particular areas, for example, in Welsh as a second language, so that every trainee is able to observe best practice in a rotational manner. These schools, alongside university staff, should take the lead in providing training for other schools where trainees will be placed to ensure a consistent approach and to establish a shared understanding of the expectations of trainees in terms of their use of incidental Welsh at different stages of their development. In the longer term, staff at other partnership schools would have opportunities to observe this excellent example first hand, and this, in turn, should have an effect on their practice. As it is clear that classteachers have a significant impact on the practice of trainee teachers, it is vital that classteachers are able to have a positive influence on trainee teachers and to demonstrate an effective language model for trainees to emulate in their own teaching.

As we move forward into a new curriculum based on Donaldson (2015)'s *Successful Futures* report[237], it is likely that teachers', and therefore trainees', levels of fluency will become increasingly important in order to raise the standard of pupils' Welsh language skills. In addition, in order to meet WG's target of a million Welsh speakers by 2050, it will be necessary for English-medium schools to increase their use of Welsh so that greater numbers of pupils are given opportunities to become Welsh speakers. As a result, many more teachers and trainee teachers will need to attain fluency in the language in order to teach pupils who are currently outside of the Welsh-medium education sector.

This study recommends, therefore, that teacher-training institutions across Wales should ensure that trainees are given plentiful opportunities to improve their personal Welsh language skills so that they are able to use the language confidently and with fluency in order to teach distinct Welsh lessons *and* to teach curriculum content *through the medium of Welsh*. The trainees that took part in this study received 100 hours of Welsh lectures over the three-year course. However, the intermittent nature of provision, as well as the lack of teacher role models for trainees to emulate whilst in school, results in a method of delivery that is inadequate in order for trainees to achieve fluency in the language. Regular, face-to-face Welsh language tuition is needed, ideally taking place twice weekly, allowing trainees to improve their language skills during university periods, with additional tuition being available through an online platform while trainees complete their school placements. This provision should be offered as an additional, but mandatory, requirement of teacher training courses in Wales, and it must be clear to all candidates applying for a place on BA(Ed)QTS and PGCE courses in Wales that an engagement with this provision is a fundamental part of gaining QTS (WG, 2017a)[238]. This requirement will ensure that there is continuous support for trainees throughout their training, enabling the next generation of teachers entering the workforce to meet the demands of the Donaldson curriculum.

[237]The draft 'Curriculum for Wales 2022' (WG, 2019) is based on six 'Areas of Learning and Experience': Expressive Arts; Humanities; Health and Well-being; Science and Technology; Mathematics and Numeracy; Languages, Literacy and Communication. 'Achievement Outcomes' have been developed based on principles of progression, with a continuum of progression in languages starting with little or no language and working towards fluency.

[238]Professional Learning: Welsh Language Skills - QTS descriptor: There is a commitment to incremental development of personal skills in the use of the Welsh language.

8.3.2 Recommendation 2

At the researcher's university, it is currently necessary for all trainees teach at least one Welsh lesson during each of their school placements as part of the requirements of module assignments. Other than this one subject-specific lesson, there is no requirement to teach specific subjects, resulting in trainees being able to 'avoid' certain subjects, either through their own choosing, or as a result of the wishes of the class teacher. While the requirement for a Welsh lesson begins to suggest to the University's partner schools the importance of trainees' ability to teach effective Welsh lessons, it is evident that teaching one lesson over the course of, for example, an eight-week placement in Year 3 is not sufficient to make a significant impact either on trainees' ability to teach Welsh or to improve pupils' language skills. In practice, many trainees are keen to carry out more than the required lesson and choose to teach Welsh on a weekly basis during their PTE, particularly as they gain confidence in PTE2 and PTE3. Despite this, it is evident in this study, and also taking into account the work of Beard (2017) discussed earlier in this chapter, that continuing with Welsh lessons in their current weekly 'drip-feed' format (Baker & Wright, 2017) will not be sufficient to create proficient Welsh speakers. In working towards the goals set out by Donaldson and the aspiration seen in *Cymraeg 2050* that 70% of pupils report that they can speak Welsh by the time they leave school (WG, 2017c), it is necessary to move towards a 'stronger' method of teaching and learning (Baker, 2011) where language is used in the teaching and learning of other subjects as a *medium* of instruction and communication in order to improve pupils' language skills to a level where fluency is possible (Cummins, 1981). In the short term, this will be challenging, with the process being described by Fitzpatrick, Morris, Clark, Mitchell, Needs, Tanguay & Tovey (2018:7) as a "paradigm shift in approaches to language teaching and learning".

It is recommended, therefore, that, by working in close partnership with their partner schools, universities should move towards an expectation that all primary trainees should teach curricular subjects using a content and language integrated learning (CLIL) methodology (Marsh, 1994) whilst on school-based experience to ensure greater communicative use of the language by trainees and their pupils. The number of classrooms where this methodology is currently being used is limited and, therefore,

ensuring that every trainee is able to visit a school to observe good practice may be time consuming and disruptive for teachers and pupils. To overcome these issues in the short term, it will be necessary to video record lessons so that these can be viewed and discussed by trainees and tutors at university, allowing trainees to relate their theoretical knowledge to a real-life school context.

However, this study has shown that, currently, the greatest influence on the trainee teacher with regard to their use of Welsh is the teacher with whom they are placed. It is clear that incidental Welsh is not currently used well by teachers, particularly in KS2 classes (Estyn, 2011a), and that, in its current form, it is highly unlikely to produce pupils who are able to converse with any level of fluency in the language. Therefore, to continue with this strategy as we move towards new curriculum requirements is futile. With a change in the way that Welsh is taught by all primary teachers to a CLIL methodology, as noted above, standards of incidental Welsh will also improve so that the language will be used purposefully across the school day. Changes to the language patterns currently being introduced and used in different year groups (as shown, for example, in Appendix 9) will need to be revised as a result and, indeed, removed completely in the longer term. With reference to teaching within a CLIL methodology as discussed in Chapter 2, Coyle (2006:10) states that it is impossible to 'parcel' language into grammatical progression, leaving the more complex structures, such as a past tense, "until later". Clearly, pupils studying, for example, history within a CLIL approach, will need to learn the past tense in order to progress in their learning of content. Although lists of language patterns, such as those included in WJEC (1998), and introduced in Chapter 1, may currently be useful for teachers and trainees to understand the expectations of language development between year groups, pupils will need to develop language skills in a more 'natural' (Krashen & Terrell, 1983) manner according to the requirements of the content being covered. In the longer term, these lists will become extraneous, as teachers will be required to respond to the needs of their pupils rather than follow a specific list of language patterns. This will be a challenge to many teachers in the short term, as we move "beyond the teaching of rules, patterns, definitions, and other knowledge 'about' language to the point that we are teaching our students to communicate genuinely, spontaneously, and meaningfully in the second language" (Brown, 2007:18). The fluency of the teacher will be central to this change, leading to an increased likelihood of pupils acquiring functional skills

and achieving "transactional competence at age 16" (Donaldson, 2015:60). In a similar manner to that seen in the Basque country (Zalbide & Cenoz, 2008), teachers will need to be released from their classrooms to observe this method of teaching in schools that are already working within a CLIL approach to ensure that they can build a secure understanding of the methodology. Subsequently, this will ensure that trainees placed within their classes will observe a model of good practice and will be able to draw on this model when shaping their own practice.

Furthermore, there should be an expectation within the new curriculum that primary schools will teach a percentage of the 'Areas of Learning and Experience', defined in Section 8.3.1, using a CLIL methodology, with this percentage increasing as pupils move through the different 'Achievement Outcomes'. Meeting this expectation will ensure that pupils are able to use Welsh "as a means of communication, particularly oral communication and understanding" (Donaldson, 2015:60) and are later able to use the language purposefully in the workplace and in their communities.

8.3.3 Recommendation 3

This study recommends that the proposal made by Davies et al. (WG, 2013b:39) concerning the need for trainee teachers to "strengthen the…Welsh second language teaching methodology training received as a part of the primary course based on research and best practice" should be taken further to include teachers already working in schools. These teachers will need specific training to introduce the new approach, including reference to international literature concerning second language teaching and learning and best practice in terms of methodology. It is recommended, therefore, that universities work with regional consortia (defined in Chapter 3) to support teachers who are less confident in the suggested approach. From September 2016, BA(Ed) QTS trainees at the researcher's university have attended lectures that cover theoretical knowledge in second language learning and good practice worldwide. This theoretical knowledge was not previously an explicit part of primary teacher training courses in Wales, but is essential as the profession moves forward in its endeavour to create research-active teachers and trainee teachers who are able to use such expertise in order to select appropriate methodologies to teach the pupils in their care (Hill, 2013; Donaldson, 2015). It is reasonable to assume, therefore, that university tutors are best

placed to carry out training based on this theoretical knowledge, and this should be provided in partnership with consortia staff who have responsibility for the improvement of Welsh language teaching and learning, such as Athrawon Bro.

By working towards this aim, it is hoped that universities will effect change in their partner schools using a normative-re-educative strategy (Chin & Benne, 1984), based on re-defining existing norms and developing commitments to new ones. As a result, pupils' standards in Welsh across all primary schools will improve and a parity of experience will be offered to all trainees, regardless of the school in which they are placed. It must be acknowledged, however, that this is a long-term strategy that might take many years to accomplish fully. This strategy will need to be clearly defined and monitored by consortia and WG, and positioned within short-, medium- and long-term targets.

8.3.4 Recommendation 4

In order for a teachers and trainee teachers to teach successfully within a CLIL methodology, WG has a significant part to play in making clear its expectations of schools. It is essential that WG makes clear to teachers that habitual use of the target language throughout the school day is essential for pupils to develop their bilingual competence, and to ensure that all teachers understand that Welsh should be used, not only in conversational language, but also as a medium of instruction within other subject areas in order for pupils to have opportunities to work towards fluency. In order to achieve this, minimum national expectations of language use in each year group will need to be clear, and should not rely on the interest or skill of individual teachers. If teachers are required to use Welsh as a medium of instruction, a high level of personal language skills will be essential in order for the teacher to be able to lead pupils and develop their knowledge within a range of curricular areas in the second language. It is understandable that teachers with lower levels of language may find this a more demanding task as they will not already have the necessary language to introduce new terminology or to encourage pupils to communicate without using pre-determined sentence patterns, as discussed in 8.2.2.1 above. Consequently, as a starting point, WG should nominate particular subjects that must be taught bilingually in all schools, enabling resources to be created to assist teachers with lower personal

language skills in the short term. International research illustrates that government policy has minimal impact on teaching in classrooms (Elmore, 2007; Albright & Kramer-Dahl, 2009), and Hargreaves (2004) notes the issues that occur when teachers perceive a sense of compulsion to implement a mandated initiative or policy without a secure understanding of the purpose of it. Without clear guidance from WG, there is a danger that policy in relation to Welsh in the English-medium sector will continue to be an 'add-on' rather than the linchpin of the new curriculum. The publication of a document centrally, setting out WG's expectations, as recommended by Davies et al. (WG, 2013b), should be an essential step forward in ensuring consistency between schools and among teachers.

Linked to this, it is clear that Estyn should also play a significant part in improving standards in Welsh by raising its expectations of the language being used across the sector. It must be questioned whether a 'Good' standard of Welsh, as defined by Estyn, is in fact good *enough*, or if this level has become accepted as the norm. Once a 'Good' judgement is received, schools have little or no incentive to improve on this standard as, to date, there has been no indication from LEAs or WG that improvement is necessary. By raising expectations and accepting that the standard previously thought to be 'Good' is, in fact, not acceptable, schools will have no choice but to improve this element of their work. Better use should be made of the thematic report and case study approach favoured by Estyn to exemplify excellent practice, with examples being chosen where schools demonstrate methods of teaching and learning that are recognised as being successful on an international scale. It is noted in a recent call for evidence concerning the role of Estyn that stakeholders see thematic reports as being a valuable source of information, and having an important role in sharing good practice in order to help improve the quality of education (WISERD, 2018). With more consistent reporting of examples of excellent practice, including video clips and other interactive methods where appropriate, teachers will have a better understanding of the expectations and will have a model on which to base their practice. However, it must be acknowledged that Estyn's influence in the past has sometimes been limited, for example, in the case of the GCSE Welsh Short Course, where WG took many years to act on Estyn's recommendation that this course should be abolished. In the proposed approach to ensuring a central role for Estyn in the programme of national reform in education (Donaldson, 2018), inspectors would undertake more thematic

work than was previously possible, ensuring a fuller understanding by one independent body of the strengths and weaknesses within a field such as Welsh as a second language. Under these circumstances, it is essential that WG acknowledges and draws upon this understanding in order to make positive changes for the future.

In terms of improving teachers' personal Welsh language skills and understanding of methodology, it is essential that WG continues to support the current sabbatical scheme by providing funding for teachers to attend term-long, or year-long intensive language courses. WG has offered opportunities for an increasing number of teachers to attend these courses in order for them to improve their Welsh language skills, as noted in Chapter 3. It is perhaps individuals with a personal interest in improving their Welsh, or alternatively those teaching in a school where school leaders are keen to improve Welsh across the school that have attended these courses to date. However, it is those teachers with very limited skills that most need to attend courses, but, with little interest in improving their skills, they currently have no incentive or obligation to do so. In the short term, WG must ensure a strategic selection process so that every primary school in Wales has at least one teacher who has attended such a programme. Currently, although consortia have responsibility for recruitment according to the requirements of county WESPs[239], there does not appear to be a coordinated approach to ensure that all schools are given equal opportunities in terms of attendance. As well as providing an excellent opportunity for Continuing Professional Development for the individual, the attending teacher should subsequently be expected to lead the subject in their school, resulting in the raising of standards over time. In the longer term, it is necessary for these teachers to be strategically assigned to a wider group of schools in order to cascade their knowledge to a broader group of teachers. This will ensure that every teacher has access to valuable information and an opportunity to improve his/her language so that the level of Welsh used by teachers across all schools is raised.

Donaldson (2015:112) makes clear "the need to extend teachers' capacity in Welsh language" in order for the new curriculum to be successful; therefore, it is essential that this provision is put into place immediately in order for teachers to be prepared well before the introduction of the new curriculum in 2022. It is only the introduction

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of minimum linguistic standards for primary teachers that will bring about a significant change in mindset and an understanding of the need for higher levels of Welsh language within the workforce. This was suggested by WG in its 2012 *Welsh Second Language Action Plan* (WG, 2012a), but, inexplicably, has not been put into place. This study recommends, therefore, that WG considers setting a minimum requirement in terms of personal language skills for all primary teachers, in a similar manner to that stipulated for Irish (Department of Education and Skills, no date). With this requirement in place, universities will then only admit to a BA(Ed) or PGCE course those who meet this minimum requirement, thus ensuring that no student would be 'starting from scratch' in terms of their Welsh language learning when commencing the course. The role of school leaders and governors will also be essential in ensuring that any new teachers appointed are able to demonstrate language of a sufficiently high level. With the aim of achieving a million Welsh speakers by 2050, WG must ensure a high quality bilingual education for all children, regardless of the medium of their education, if it is to "secure the vitality of the language for future generations" (WG, 2017c:2). It is clear that the role of the teacher is vital in providing a language model that will equip future generations of children to become bilingual, and to influence positively the trainee teachers in their care, thus ensuring that they are able to use the language in the classroom.

WG must also ensure that every teacher actively improves his/her language skills throughout his/her teaching career by using the Professional Learning Passport (EWC[240], no date) to note progress against the new Professional Standards for Teaching and Leadership (WG, 2017a). For all serving teachers, leaders and governors must additionally ensure that every teacher takes advantage of career-long opportunities to improve his/her language skills, as evidenced by the Professional Learning Passport (EWC, no date). This will ensure a continued focus on driving up standards of Welsh within the workforce, resulting in a more coherent education for pupils over their primary experience. To this end, an audit needs to be undertaken by each LEA of the Welsh language skills of its staff in order for appropriate training to be made available at different levels. Athrawon Bro have an understanding of the needs of the teachers in their local area and, therefore, are in a good position to co-

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ordinate this training. Funding must be available to release teachers from teaching roles in a similar way to the practice adopted in the Basque country, allowing teachers to visit other schools to observe good practice. To facilitate this, LEAs will need to work in partnership with the universities that are already providing sabbatical courses for teachers through WG funding to track the teachers undertaking the sabbatical course and to ensure that this provision is having an impact on standards in Welsh in their schools. There must be clear pathways in terms of provision beginning with initial teacher education and continuing throughout a teacher's career so that teachers continue to develop their language skills and their knowledge of relevant pedagogy. While, in some areas, Athrawon Bro are able to provide strategic direction in terms of CPD, the lack of parity across consortia in terms of this specialist provision means that the situation varies according to capacity. As a result, there is no clear progression once trainees become qualified teachers for any further linguistic or pedagogical development.

It must be noted, however, that the implementation of the recommendations suggested here would be a complex process, and it should be considered whether the political will exists within WG to enable these changes to happen. Numerous reports (as noted in Lewis, 1999) have suggested a range of recommendations concerning the Welsh language over several years; however, in terms of the teaching and learning of Welsh as a second language in particular, the lack of action to date suggests no real desire to change the status quo. Stubbs (1995), referring to the work of Skutnabb-Kangas & Phillipson (1989), notes that language policy in the UK has, historically, been *implicit* rather than *explicit*, with limited underlying theoretical reasoning attached to "*ad hoc*, pragmatic, piecemeal" decisions (Stubbs, 1995:27). He cites the 1967 Welsh Language Act to illustrate that, even with an explicit declaration of equality in terms of language policy, the outcome can be limited. He attributes this "language oppression", not to resistance from the public, but to a lack of resourcing and promotion by government. While WG *appears* to be 'explicit' in its aspiration to improve the current situation, for example, by publishing legislation that ensures that Welsh and English have equal status in terms of an individual's entitlement and choice of language in various situations, this 'equal status' is yet to be established on a subconscious level. In 2014, the WG publication *A living language: a language for living – Moving forward* acknowledged that a more positive approach needed to be

taken in order to present a "sense of opportunity, and help people make positive choices about using Welsh every day" (WG, 2014l:21). This publication set out seven strategies that WG intended to put into place over three years in order to 'normalise' Welsh in daily life. WG notes its intension to build on its success in changing behaviour in other aspects of everyday life (as in the use of plastic bags or in smoking in public places) in order to choose the best techniques to change linguistic behaviour. It must be acknowledged, however, that the success of such accomplishments noted by WG may have been due to the financial and legal implications attached to them. No such penalties have been, or can be, afforded to the use of Welsh and it is, therefore, much more difficult to change public perception in this area. Nevertheless, changes in education have successfully been made nationally in a normative-re-educative manner (Chin & Benne, 1984), such as in the development of teachers' knowledge and use of Information and Communication Technology in the classroom. The same mindset needs to be achieved with regard to teachers' use of Welsh - within WG, the teaching profession, and in society in general - before any large-scale improvements can be made.

8.4 Closing Statement

Since the inception of the National Curriculum in 1988, where the decision was made to designate the Welsh language a core subject in Welsh-medium schools but a non-core, foundation subject in English-medium schools (Daugherty & Elfed-Owens, 2000), Welsh as a second language has not been a subject that has been central and integral to education in the English-medium sector. Rather, it is something that has to be done in order to 'tick a box' and is carried out with a use of a defective methodology. As a result, there has been no real drive to improve standards in the teaching and learning of Welsh to a point where pupils are able to become fluent speakers of the language. The result of this impasse has been a situation where "low attainment…has been accepted as the norm" (WG, 2013b:1) and where a generation of pupils have a limited ability to carry out a conversation in Welsh beyond the question and answer format required of them within a structured Welsh lesson. A significant number of these pupils are now teachers and trainee teachers within our English-medium schools and, given the lack of any extrinsic or intrinsic motivation to do so, have found it difficult to move away from their own unsuccessful experience of

learning Welsh in order to give their pupils increased opportunities to speak the language.

However, recently, WG has acknowledged that, in order to reach the aspirational and challenging target of a million Welsh speakers by 2050, the number of learners in English-medium schools that succeed in acquiring the language must increase from the current figures. It recognises that: "[t]o reach a million speakers, we need to transform how we teach Welsh to learners…, in order that at least half of those learners report by 2050 that they can speak Welsh by the time they leave school" (WG, 2017c:38). In order for *all* learners to have the opportunity to be bilingual, urgent changes need to be made to the teaching and learning of Welsh in the English-medium sector. By acting upon the long- and short-term recommendations made above, opportunities would be created for serving teachers and trainee teachers to improve their Welsh language skills in order to enhance pupils' educational experience and to work towards creating a bilingual Wales.

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Appendices

Appendix 1: Qualified Teacher Status Standards (Excerpt)

S2: Knowledge and understanding

To gain QTS, trainees must demonstrate all of the following:

S2.1 They have a secure knowledge and understanding of the subject(s) they are trained to teach. For those qualifying to teach at Key Stage 3, Key Stage 4 and post-16 levels this knowledge and understanding should be at a standard equivalent to degree level. In relation to specific phases, this includes:

(a) for the Foundation Phase, that they:

(i) know and understand the *Framework for Children's Learning for 3 to 7-year-olds in Wales*;

(ii) know and understand the seven areas of learning that form the Foundation Phase curriculum, which are: Personal and Social Development, Well Being and Cultural Diversity; Language, Literacy and Communication Skills; Mathematical Development; Welsh Language Development; Knowledge and Understanding of the World; Physical Development; Creative Development;…

(b) for Key Stage 2, that they:

(i) know and understand the National Curriculum for mathematics, science, and English, and, for those on ITT courses run through the medium of Welsh, Welsh (as a first language);

(ii) have sufficient understanding of a range of work across the following subjects

- history
- geography
- information and communication technology (ICT)
- art and design

– design and technology

– music

– physical education

– Welsh as a second language

– personal and social education (PSE)

– religious education

to be able to teach them in the age range for which they are trained, with advice from an experienced colleague where necessary;…

S3.3 Teaching and class management

To gain QTS, trainees must demonstrate all of the following:…

(a) those qualifying to teach Foundation Phase children teach competently and independently the seven areas of learning that form the Foundation Phase curriculum and which are covered in the *Framework for Children's Learning for 3 to 7-year-olds in Wales*;

(b) those qualifying to teach learners in Key Stage 2 teach the core subjects – mathematics, science, English, and, for those on ITT courses run through the medium of Welsh, Welsh (as a first language) – competently and independently. They also teach a range of work across the following subjects:

– history

– geography

– information and communication technology (ICT)

– art and design

– design and technology

– music

– physical education

– Welsh as a second language

independently, with advice from an experienced colleague where appropriate. All those qualifying to teach a subject at Key Stage 2 must be able to use the skills and

learning covered in the *Skills Framework for 3 to 19-year-olds in Wales* in their teaching, as appropriate;

Appendix 2: Foundation Phase Welsh Second Language Development (Excerpt)

Welsh Language Development

Oracy

Range

Children should be given opportunities to:

- experience activities in the indoor and outdoor learning environments
- experience the different types of play and a range of planned activities including those that are child initiated
- talk/communicate for a variety of purposes including:
  - joining in with simple rhymes and stories
  - speaking, substituting words in familiar patterns
  - reciting or singing Welsh poems, songs and raps
  - presenting simple information
  - talking of matters of immediate and personal interest
  - asking and answering questions
  - expressing feelings, likes, dislikes and needs
  - conveying personal and imaginative experiences using familiar language patterns
- participate as individuals, pairs and in differently sized groups
- experience a range of stimuli including:
  - simple rhymes, nursery rhymes, songs, stories and poetry
  - stories, both real and imagined
  - information texts
  - media and ICT texts, such as children's TV programmes and animated tales on CD
- be involved in spontaneous and active learning activities, including dialogue and role-playing activities.

Skills

Children's oracy skills should be fostered and promoted through first-hand sensory experiences. Through taking part in speaking, listening and viewing activities, both structured and spontaneous, the Foundation Phase should enable children to make progress in their ability to:

- make themselves understood
- show that they understand basic instructions
- listen to familiar and unfamiliar voices
- use appropriate language in spontaneous and structured play activities and when conveying meaning
- view and listen carefully to a variety of visual and audio-visual stimuli
- listen and respond simply to what they hear in familiar circumstances, with growing attention and concentration
- speak clearly, using simple words, greetings and expressions
- listen to increasingly complex phrases and instructions and respond as appropriate
- building on previous experience, speak with confidence
- speak using correct pronunciation and appropriate intonation
- understand that there is variety in the language they hear around them
- adopt a role, making a conscious use of movement, gesture and speech, using language appropriate to a role or situation
- respond to drama they have watched, as well as that in which they have participated.

Appendix 3: Key Stage 2 Welsh Second Language (Excerpt)

Key Stage 2 Programme of Study

Oracy

Skills

Learners should be given opportunities to:

1. view and listen carefully responding orally, in writing and non-verbally
2. respond by asking questions and offering comments
3. communicate clearly and confidently and use intelligible Welsh pronunciation and intonation
4. respond courteously and begin to establish a relationship when conversing
5. reinforce Welsh syntax by the accurate use of a variety of:
   - vocabulary
   - phrases
   - questions
   - sentence patterns
6. use accurate and clear language and words and patterns that are appropriate for the situation, *e.g. the correct use of 'ti' and 'chi'*, and develop accuracy by:
   a. using verb forms (tense and person)
   b. forming negative sentences
   c. using prepositions
   d. using mutations
   e. differentiating between similar words
7. evaluate their own talk and that of others and consider ways of improving.

Range

Learners should be given opportunities to:

1. see and hear different people talking, including those with different dialects
2. experience a variety of audio, audio-visual, electronic, visual and written stimuli, ideas and texts, *e.g. DVDs, tapes, interactive white board material, a theatrical performance*
3. communicate for a variety of purposes including:
   - asking questions and offering simple comments
   - giving and following sets of simple instructions
   - presenting personal and imaginative experiences and straightforward factual information
   - expressing opinions and offering a brief explanation
   - reporting back using notes
4. work independently, in pairs, in groups and as a member of a class
5. use a variety of methods to present ideas, including ICT, *e.g. drama techniques, simulations, holding a discussion*
6. converse with a variety of audiences including teachers, peers and familiar adults
7. increase their confidence in language use by drawing on their knowledge of Welsh and English and other languages.

Appendix 4: Questionniare 1

Questionnaire 1

Student code: …….

1. Which town or county do you come from?

   ……..……

2. To what level have you studied Welsh? (tick all that apply)

No Welsh studied	☐
Primary school, second language	☐
Up to year 9, second language	☐
Short Course GCSE second language	☐
Long course GCSE second language	☐
AS level second language	☐
A level second language	☐
Welsh medium primary school	☐
Welsh medium secondary school	☐
GCSE first language	☐

Other (please specify)

…….……

3. Considering your experience to date, what is your opinion of learning Welsh? (1=not at all positive, 5=very positive)

   1 2 3 4 5

4. Have you observed any Welsh lessons while on work experience in a primary school? (please circle)

   Yes No

5. Have you observed any incidental Welsh being used by school **staff** while on work experience in a primary school?
   (e.g. greetings, praise, register)

   Yes No

6. Have you observed any incidental Welsh being used by **pupils** while on work experience in a primary school?

   Yes No

7. How confident are you that you will be able to teach Welsh as a second language to pupils in the Foundation Phase while on teaching practice? (1=not at all confident, 5=very confident)

   1 2 3 4 5

8. How confident are you that you will be able to teach Welsh as a second language to pupils in Key Stage 2 while on teaching practice?

   1 2 3 4 5

9. How confident are you that you will be able to use incidental Welsh on a daily basis while on teaching practice?

   1 2 3 4 5

Appendix 5: Questionnaire 2

Questionnaire 2

Student code: ……

1. What do you consider to be your level of fluency in the four aspects of Welsh use?

	Complete beginner	Beginner	Intermediate	Advanced	Fluent
Listening					
Speaking					
Reading					
Writing					

2. Do any of your family speak Welsh?

	Yes	No
brother(s) / sister(s)		
mother / father		
grandparents(s)		
other relatives (aunts/uncles/cousins)		
husband / wife		
child(ren)		

3. What are your reasons for learning Welsh? (Please tick all that apply)

- ☐ It is a requirement of the BA(Ed) QTS course.
- ☐ I would like to use incidental Welsh in the classroom.
- ☐ I would like to teach Welsh lessons to children effectively.
- ☐ I would like to be able to use Welsh vocabulary in other lessons that I teach, e.g. PE, Music.
- ☐ I would like to improve the standard of my Welsh.
- ☐ I would like to become fluent enough to understand spoken Welsh
- ☐ I would like to become fluent enough to speak with other Welsh speakers.
- ☐ I would like to become fluent enough to read in Welsh.
- ☐ I would like to become fluent enough to write in Welsh.
- ☐ I believe that a greater knowledge of Welsh would be useful for my future employment.
- ☐ Other (please state)

……

4. Which of the following have you found to be obstacles in learning or reaching fluency in Welsh?

- ☐ Lack of opportunities to interact with native speakers or fluent learners
- ☐ Lack of time to practise between lectures
- ☐ Not enough lecture time.
- ☐ I believe it is a difficult language to learn.
- ☐ Other (please specify)

……

5. How often to you:

	Daily	2 or 3 times a week	Weekly	Monthly	Less often
speak Welsh					
hear Welsh					
read Welsh					
write in Welsh					

6. Do you take part in any activities linked to Welsh culture or through the medium of Welsh?

	Regularly	Occasionally	Rarely	Never
Watch S4C				
Listen to Radio Cymru				
Attend a Welsh-medium or bilingual choir				
Attend a Welsh conversation group				
Other activity (please state)				

7. Considering your experience this year, what is your opinion of learning Welsh? (Please circle. 1 = not at all positive, 5 = very positive)

1 2 3 4 5

8. How confident are you that you will be able to teach Welsh as a second language to pupils in the Foundation Phase while on teaching practice? (1 = not at all confident, 5 = very confident)

1 2 3 4 5

9. How confident are you that you will be able to teach Welsh as a second language to pupils in Key Stage 2 while on teaching practice? (1 = not at all confident, 5 = very confident)

1 2 3 4 5

10. How confident are you that you will be able to use incidental Welsh on a daily basis while on teaching practice?
(1 = not at all confident, 5 = very confident)

1 2 3 4 5

Appendix 6: Questionnaire 3

Questionnaire 3

Student code: ……

1. In which town/city did you undertake your Year 1 School Based Experience?

   ……

2. Which year group(s) did you teach? ……..

3. In your class, how often was Cymraeg Pob Dydd (Incidental Welsh) used by the **classteacher**? (please tick)

   ☐ Every day.
   ☐ Most days.
   ☐ Some days.
   ☐ Rarely.
   ☐ Never.

4. In your class, how often was Cymraeg Pob Dydd (Incidental Welsh) used by the **pupils**?

   ☐ Every day.
   ☐ Most days.
   ☐ Some days.
   ☐ Rarely.
   ☐ Never.

5. Was the standard of Incidental Welsh spoken by the **teacher**:

- ☐ more difficult than you were expecting?
- ☐ more basic than you were expecting?
- ☐ about the same as you were expecting?

6. Was the standard of Incidental Welsh spoken by the **pupils**:

- ☐ more difficult than you were expecting?
- ☐ more basic than you were expecting?
- ☐ about the same as you were expecting?

7. Was Incidental Welsh spoken by the **teacher**:

- ☐ more often than you were expecting?
- ☐ less often than you were expecting?
- ☐ about the same as were expecting?

8. Was Incidental Welsh spoken by the **pupils**:

- ☐ more often than you were expecting?
- ☐ less often than you were expecting?
- ☐ about the same as were expecting?

9. Do you believe that your classteacher was Welsh speaking?

- ☐ Yes, I believe s/he spoke Welsh fluently.
- ☐ Yes, I believe s/he spoke some Welsh.
- ☐ S/he appeared to have a limited knowledge of Welsh.
- ☐ Unsure.

10. Did you hear Incidental Welsh being spoken by any other adults in your classroom?

- ☐ Yes, all additional adults used Incidental Welsh.
- ☐ Yes, some additional adults used Incidental Welsh.
- ☐ No, additional adults did not use Incidental Welsh.
- ☐ No, there were no additional adults in my class.

11. Did you hear Incidental Welsh being spoken by other staff at the school? (tick all that apply)

- ☐ Yes, by the headteacher, e.g. in assembly.
- ☐ Yes, by lunchtime supervisors.
- ☐ Yes, by other teachers.
- ☐ Yes, by additional adults from other classes.
- ☐ Yes, by ……..(please specify)
- ☐ No, I did not hear any Welsh outside my own classroom.
- ☐ No, I did not hear any Welsh at the school at all.

12. Did school staff speak Welsh <u>to each other</u>, e.g. in the staff room?

- ☐ Yes, regularly.
- ☐ Yes, occasionally.
- ☐ Yes, but rarely.
- ☐ Never.

13. Did you hear any pupils in the school speaking Welsh <u>to each other</u> outside your classroom, e.g. on the yard?

- ☐ Yes.
- ☐ No.
- ☐ Unsure.

14. Did you see a Welsh lesson being taught?

- ☐ Yes, by the classteacher.
- ☐ Yes, by another teacher from the school.
- ☐ Yes, by a visiting specialist Welsh teacher (Athrawes Fro/Athro Bro)
- ☐ No (go to question 17).
- ☐ Other ……

15. What was the theme of the lesson(s)?

……

16. Do you believe that your personal level of Welsh would have been sufficient to teach the lesson(s) that you saw?

- ☐ Yes, definitely.
- ☐ Yes, probably.
- ☐ Probably not.
- ☐ Definitely not.

17. Did you use Incidental Welsh in your classroom?

- ☐ Yes, every day.
- ☐ Yes, most days.
- ☐ Yes, occasionally.
- ☐ Yes, but rarely.
- ☐ Never (go to question 19).

18. How much Incidental Welsh were you using by the end of your School Based Experience?

- ☐ I used more Incidental Welsh than my classteacher (go to question 20)
- ☐ I used the same amount of Incidental Welsh as my classteacher (go to question 20)
- ☐ I used less Incidental Welsh than the classteacher

19. Why did you feel unable to use as much Incidental Welsh as the classteacher?

……

……

20. Did you teach a Welsh lesson on your School Based Experience?

☐ Yes
☐ No (go to Question 22)

21. What theme(s) did you cover?

……

22. Did the classteacher use Welsh terminology within a lesson in another subject (e.g. History, PE?)

- ☐ Yes
- ☐ No (go to Question 24)

23. In which subject? ……..

24. Did a visiting Welsh teacher (Athrawes Fro/Athro Bro) attend the school?

- ☐ Yes, weekly
- ☐ Yes, fortnightly
- ☐ Yes, but I do not know how ofetn
- ☐ Yes, but I did not meet him/her
- ☐ Unsure

Thank you for your answers.

Appendix 7: Questionniare 4

Questionnaire 4

Student code: ……

1.In which town/city did you undertake your Year 2 School Based Experience?

……

2.Which year group(s) did you teach? ……..

3.In your class, how often was Cymraeg Pob Dydd (Incidental Welsh) used by the **classteacher**? (please tick)

- ☐ Every day.
- ☐ Most days.
- ☐ Some days.
- ☐ Rarely.
- ☐ Never.

4.In your class, how often was Cymraeg Pob Dydd (Incidental Welsh) used by the **pupils**?

- ☐ Every day.
- ☐ Most days.
- ☐ Some days.
- ☐ Rarely.
- ☐ Never.

5.Was the standard of Incidental Welsh spoken by the **teacher**:

- ☐ more difficult than you were expecting?
- ☐ more basic than you were expecting?
- ☐ about the same as you were expecting?

6. Was the standard of Incidental Welsh spoken by the **pupils**:

- ☐ higher than you were expecting?
- ☐ lower than you were expecting?
- ☐ about the same as you were expecting?

7. Was Incidental Welsh spoken by the **teacher**:

- ☐ more often than you were expecting?
- ☐ less often than you were expecting?
- ☐ about the same as were expecting?

8. Was Incidental Welsh spoken by the **pupils**:

- ☐ more often than you were expecting?
- ☐ less often than you were expecting?
- ☐ about the same as were expecting?

9. Do you believe that your classteacher was Welsh speaking?

- ☐ Yes, I believe s/he spoke Welsh fluently.
- ☐ Yes, I believe s/he spoke some Welsh.
- ☐ S/he appeared to have a limited knowledge of Welsh.
- ☐ Unsure.

10. Did you hear Incidental Welsh being spoken by any other adults in your classroom?

- ☐ Yes, all additional adults used Incidental Welsh.
- ☐ Yes, some additional adults used Incidental Welsh.
- ☐ No, additional adults did not use Incidental Welsh.
- ☐ No, there were no additional adults in my class.

11. Did you hear Incidental Welsh being spoken by other staff at the school? (tick all that apply)

- ☐ Yes, by the headteacher, e.g. in assembly.
- ☐ Yes, by lunchtime supervisors.
- ☐ Yes, by other teachers.
- ☐ Yes, by additional adults from other classes.
- ☐ Yes, by ……..(please specify)
- ☐ No, I did not hear any Welsh outside my own classroom.
- ☐ No, I did not hear any Welsh at the school at all.

12. Did school staff speak Welsh <u>to each other</u>, e.g. in the staff room?

- ☐ Yes, regularly.
- ☐ Yes, occasionally.
- ☐ Yes, but rarely.
- ☐ Never.

13. Did you hear any pupils in the school speaking Welsh <u>to each other</u> outside your classroom, e.g. on the yard?

- ☐ Yes.
- ☐ No.
- ☐ Unsure.

14. Did you see a Welsh lesson being taught?

- ☐ Yes, by the classteacher.
- ☐ Yes, by another teacher from the school.
- ☐ Yes, by a visiting specialist Welsh teacher (Athrawes Fro/Athro Bro).
- ☐ No (go to question 17).
- ☐ Other ……

15. What was the theme of the lesson(s)?

……

16. Do you believe that your personal level of Welsh would have been sufficient to teach the lesson(s) that you saw?

- ☐ Yes, definitely.
- ☐ Yes, probably.
- ☐ Probably not.
- ☐ Definitely not.

17. Did you use Incidental Welsh in your classroom?

- ☐ Yes, every day.
- ☐ Yes, most days.
- ☐ Yes, occasionally.
- ☐ Yes, but rarely.
- ☐ Never (go to question 19).

18. How much Incidental Welsh were you using by the end of your School Based Experience?

- ☐ I used more Incidental Welsh than my classteacher (go to question 20)
- ☐ I used the same amount of Incidental Welsh as my classteacher (go to question 20)
- ☐ I used less Incidental Welsh than the classteacher

19. Why did you feel unable to use as much Incidental Welsh as the classteacher?

……

……

20. Did you teach a Welsh lesson on your School Based Experience?

☐ Yes
☐ No (go to Question 22)

21. What theme(s) did you cover?

……

22. Did the classteacher use Welsh terminology within a lesson in another subject (e.g. History, PE?)

☐ Yes
☐ No (go to Question 24)

23. In which subject? ……..

24. Did a visiting Welsh teacher (Athrawes Fro/Athro Bro) attend the school?

☐ Yes, weekly
☐ Yes, fortnightly
☐ Yes, but I do not know how ofetn
☐ Yes, but I did not meet him/her
☐ Unsure

Thank you for your answers once again.

Appendix 8: Questionnaire 5

Questionnaire 5

Student code: ……

1. In which town/city did you undertake your Year 3 Professional Teaching Experience?

……

2. Which year group(s) did you teach? ……..

3. In your class, how often was Cymraeg Pob Dydd / Incidental Welsh used by the **classteacher**? (please tick)
   - ☐ Every day.
   - ☐ Most days.
   - ☐ Some days.
   - ☐ Rarely.
   - ☐ Never.

4. In your class, how often was Incidental Welsh used by the **pupils**?
   - ☐ Every day.
   - ☐ Most days.
   - ☐ Some days.
   - ☐ Rarely.
   - ☐ Never.

5. Was the standard of Incidental Welsh spoken by the **teacher**:
   - ☐ higher than you were expecting?
   - ☐ lower than you were expecting?
   - ☐ about the same as you were expecting?

6. Was the standard of Incidental Welsh spoken by the **pupils**:
   - ☐ higher than you were expecting?
   - ☐ lower than you were expecting?
   - ☐ about the same as you were expecting?

7. Was Incidental Welsh spoken by the **teacher**:
   - ☐ more often than you were expecting?
   - ☐ less often than you were expecting?
   - ☐ about the same as were expecting?

8. Was Incidental Welsh spoken by the **pupils**:
   - ☐ more often than you were expecting?
   - ☐ less often than you were expecting?
   - ☐ about the same as were expecting?

9. Do you believe that your classteacher was Welsh speaking?
   - ☐ Yes, I believe s/he spoke Welsh fluently.
   - ☐ Yes, I believe s/he spoke some Welsh.
   - ☐ S/he appeared to have a limited knowledge of Welsh.
   - ☐ Unsure.

10. Did you hear Incidental Welsh being spoken by any other adults in your classroom?
    - ☐ Yes, all additional adults used Incidental Welsh.
    - ☐ Yes, some additional adults used Incidental Welsh.
    - ☐ No, additional adults did not use Incidental Welsh.
    - ☐ No, there were no additional adults in my class.

11. Did you hear Incidental Welsh being spoken by other staff at the school? (tick all that apply)
    - ☐ Yes, by the headteacher, e.g. in assembly.
    - ☐ Yes, by lunchtime supervisors.
    - ☐ Yes, by other teachers.
    - ☐ Yes, by additional adults from other classes.

☐ Yes, by …….. (please specify)

☐ No, I did not hear any Welsh outside my own classroom.

☐ No, I did not hear any Welsh at the school at all.

12. Did school staff speak Welsh to each other, e.g. in the staff room?

☐ Yes, regularly.

☐ Yes, occasionally.

☐ Yes, but rarely.

☐ Never.

13. Did you hear any pupils in the school speaking Welsh to each other outside your classroom, e.g. on the yard?

☐ Yes.

☐ No.

☐ Unsure.

14. Did you see a Welsh lesson being taught?

☐ Yes, by the classteacher.

☐ Yes, by another teacher from the school.

☐ Yes, by a visiting specialist Welsh teacher (Athrawes Fro/Athro Bro).

☐ No (go to question 17).

☐ Other ……

15. What was the theme of the lesson(s)?

……

16. Do you believe that your personal level of Welsh would have been sufficient to teach the lesson(s) that you saw?

☐ Yes, definitely.

☐ Yes, probably.

☐ Probably not.

☐ Definitely not.

17. Did you use Incidental Welsh in your classroom?

- ☐ Yes, every day.
- ☐ Yes, most days.
- ☐ Yes, occasionally.
- ☐ Yes, but rarely.
- ☐ Never (go to question 19).

18. How much Incidental Welsh were you using by the end of your School Based Experience?

- ☐ I used more Incidental Welsh than my classteacher (go to question 20)
- ☐ I used the same amount of Incidental Welsh as my classteacher (go to question 20)
- ☐ I used less Incidental Welsh than the classteacher

19. Why did you feel unable to use as much Incidental Welsh as the classteacher?

……

……

20. Was the improvement of your incidental Welsh given to you as a target?

- ☐ Yes, by my senior mentor / class mentor
- ☐ Yes, by my University tutor
- ☐ No

21. Did you teach a Welsh lesson on your Professional Teaching Experience?

- ☐ Yes
- ☐ No (go to Question 22)

22. What theme(s) did you cover?

……

23. Did the classteacher use Welsh terminology within a lesson in another subject (e.g. History, PE?)

☐ Yes

☐ No (go to Question 24)

24. In which subject? ……..

25. Did a visiting Welsh teacher (Athrawes Fro/Athro Bro) attend the school?

☐ Yes, weekly

☐ Yes, fortnightly

☐ Yes, but I do not know how often

☐ Yes, but I did not meet him/her

☐ Unsure

Please make any other relevant comments below.

……

……

……

……

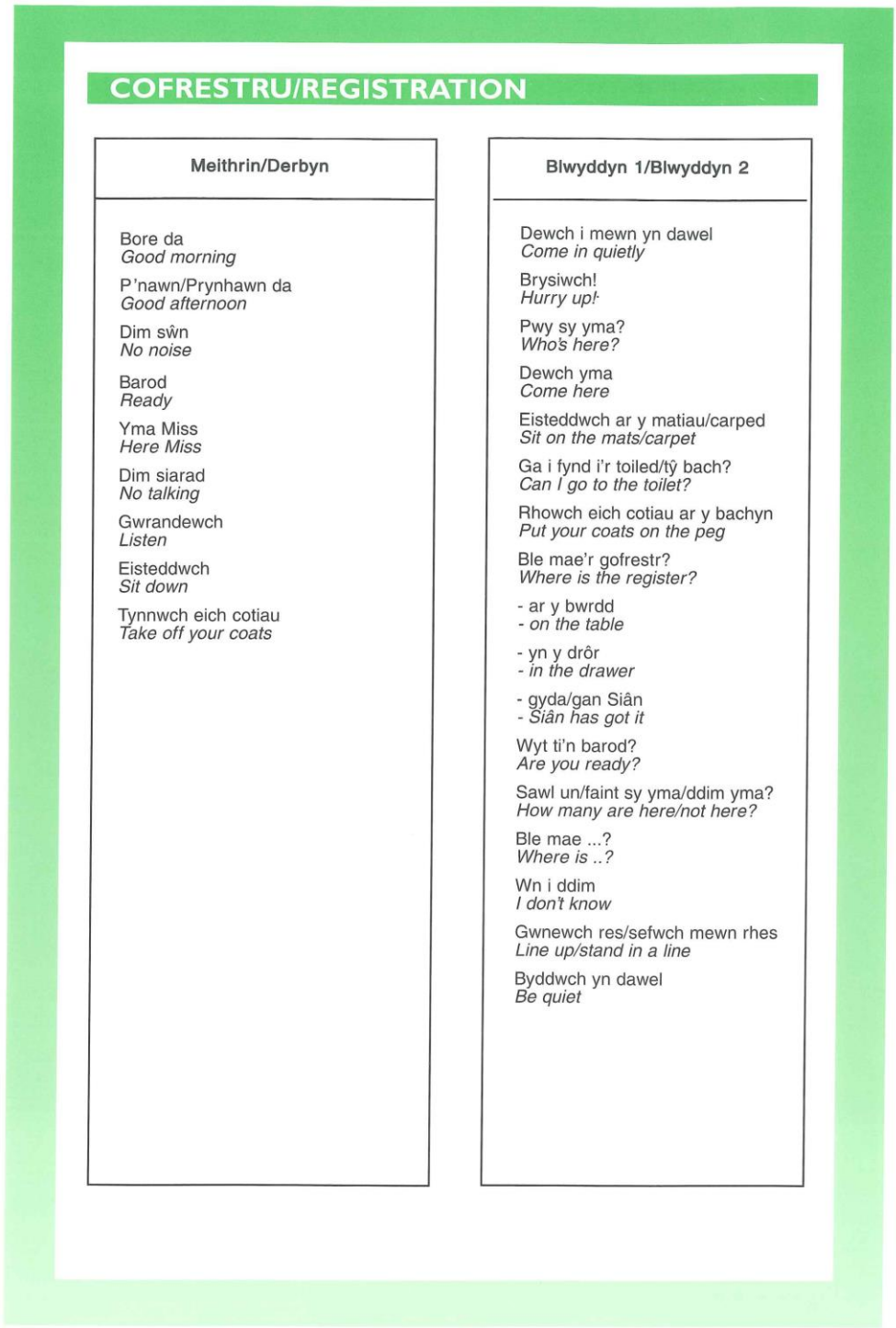
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……

Thank you for taking part in my research project, and I wish you the best of luck for the future. Diolch yn fawr a phob lwc.

Appendix 9: Incidental Welsh expecations according to age-group (Excerpt from WJEC, 1998)



COFRESTRU/REGISTRATION

Meithrin/Derbyn

Bore da
Good morning

P'nawn/Prynhawn da
Good afternoon

Dim sŵn
No noise

Barod
Ready

Yma Miss
Here Miss

Dim siarad
No talking

Gwrandewch
Listen

Eisteddwch
Sit down

Tynnwch eich cotiau
Take off your coats

Blwyddyn 1/Blwyddyn 2

Dewch i mewn yn dawel
Come in quietly

Brysiwch!
Hurry up!

Pwy sy yma?
Who's here?

Dewch yma
Come here

Eisteddwch ar y matiau/carped
Sit on the mats/carpet

Ga i fynd i'r toiled/tŷ bach?
Can I go to the toilet?

Rhowch eich cotiau ar y bachyn
Put your coats on the peg

Ble mae'r gofrestr?
Where is the register?

- ar y bwrdd
- on the table

- yn y drôr
- in the drawer

- gyda/gan Siân
- Siân has got it

Wyt ti'n barod?
Are you ready?

Sawl un/faint sy yma/ddim yma?
How many are here/not here?

Ble mae ...?
Where is ..?

Wn i ddim
I don't know

Gwnewch res/sefwch mewn rhes
Line up/stand in a line

Byddwch yn dawel
Be quiet

24

Appendix 10: Welsh Second Language Lecture Content

Year 1	Year 2	Year 3
Module introduction; the alphabet; numbers	Module introduction, revision	Module introduction, revision
Colours	Leisure	Subject specific vocabulary – PE & Maths
Weather	Welsh second language resources 2 / PTE Expectations	Promoting Welsh in the Foundation Phase
Oracy assessment	The Home	Teaching Reading in KS2
Curriculum expectations; PTE Expectations	The Town	Subject specific vocabulary – RE & Art
Feelings and senses	Language across the curriculum – visiting speaker	Subject specific vocabulary – Music & the Humanities
Family/descriptions	Shopping	Statutory assessment in W2L; PTE expectations.
Pets & animals	Food	Revision for speaking assessment
Reading assessment	Oracy assessment	Microlessons assessment
Clothing	Second language methodology 2	Speaking assessment
Writing assessment	Mathematical language (time, shape, positional language)	
Second language methodology 1	Reading assessment	
The body	Travel & Transport	
Welsh second language resources 1	Holidays	
Using Welsh across the curriculum	Writing assessment	

Appendix 11: End of PTE2 Questionnaire for Case Study Trainees

Year 2 End of SBE Questionnaire

Student code: …….

1. County of SBE placement school:

Ceredigion	☐	Neath Port Talbot	☐
Pembrokeshire	☐	Swansea	☐
Bridgend	☐	Carmarthenshire	☐
RCT	☐		

2. Placement class:

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

3. Did you use incidental Welsh during your SBE?

Yes, throughout each day	☐
Yes, at various points during each day	☐
Yes, but only at registration time	☐
Yes, but not every day	☐
No	☐

4. Do you feel that your use of incidental Welsh improved during the PTE? Why? How?

Yes	☐
No	☐
Unsure	☐

……

……

……

5. Was incidental Welsh given to you as a target during your PTE?

Yes ☐

No ☐

6. Did you teach a Welsh lesson on PTE?

Yes ☐ What was the topic/theme ……

No ☐

7. Did you teach Welsh vocabulary within another subject, e.g. Mathematics?

Yes ☐ What was the subject ……

No ☐

8. Did you observe anyone at the school teaching a Welsh lesson?

Yes, my classteacher ☐

Yes, a teacher from a different class ☐

Yes, a PPA teacher ☐

Yes, a visiting teacher (Athro Bro/Athrawes Fro) ☐

No ☐

If 'Yes', what was the topic/theme? ……

9. Did you observe your class teacher introducing Welsh vocabulary within another subject, e.g. Mathematics, History, PE?

Yes ☐ What was the subject? ……..……

No ☐

10. Did your teacher use incidental Welsh?

Yes, throughout each day ☐

Yes, at various points during each day ☐

Yes, but only at registration time ☐

Yes, but not every day ☐

No ☐

11. How visible was the Welsh language in your classroom, e.g. on displays etc.?

- Very visible ☐
- Fairly visible ☐
- Not really visible ☐
- Not visible at all ☐

In questions 12, 13 and 14, please tick the statement with which you most agree.

12. I used a lot more incidental Welsh than my teacher ☐
- I used a bit more incidental Welsh than my teacher ☐
- I used as much incidental Welsh than my teacher ☐
- I used a bit less incidental Welsh than my teacher ☐
- I used a lot less incidental Welsh than my teacher ☐

13. How much Welsh do you think your teacher could speak on a personal level?

- My teacher was a fluent Welsh speaker ☐
- My teacher had learnt Welsh as a second language to a good standard ☐
- My teacher had learnt Welsh as a second language to a basic standard ☐
- My teacher spoke very little Welsh ☐

14. My teacher's personal level of Welsh was higher than my own ☐
- My teacher and I had a similar standard of personal Welsh ☐
- My personal Welsh was better than my teacher's ☐
- I am unsure of how much Welsh was able to speak on a personal level ☐

15. How important do you think Welsh was in your SBE school?

- Very important ☐
- Fairly important ☐
- Neutral ☐
- Unimportant ☐

16. How important do you think Welsh was for your teacher?

- Very important ☐
- Fairly important ☐
- Neutral ☐
- Unimportant ☐

17. Has your attitude to Welsh changed as a result of your Year 2 PTE placement?

……

……

……

18. Do you have any other relevant comments?

……

……

……

Thank you for your answers.

Appendix 12: Questionnaire for Teachers

Questionnaire for teachers

1. What is the level of your personal Welsh language?

- ☐ I speak Welsh fluently
- ☐ I studied Welsh as a first language at school
- ☐ I studied Welsh as a second language up to A level standard
- ☐ I studied Welsh as a second language up to GCSE/O level standard
- ☐ I studied Welsh as a second language up to KS3 level
- ☐ I studied Welsh as a second language up to KS2 level
- ☐ I did not study any Welsh at school
- ☐ Other (please state)

……

2. In your class, how often do **you** use Cymraeg Pob Dydd (Incidental Welsh)? (please tick)

- ☐ Every day.
- ☐ Most days.
- ☐ Some days.
- ☐ Rarely.
- ☐ Never.

3. In your class, how often is Cymraeg Pob Dydd (Incidental Welsh) used by the **pupils**?

- ☐ Every day.
- ☐ Most days.
- ☐ Some days.
- ☐ Rarely.
- ☐ Never.

4. Is Incidental Welsh spoken by any other adults in your classroom?

- ☐ Yes, all additional adults use Incidental Welsh.
- ☐ Yes, some additional adults use Incidental Welsh.
- ☐ No, additional adults do not use Incidental Welsh.
- ☐ No, there are no additional adults in my class.

5. Is Incidental Welsh spoken by other staff at the school? (tick all that apply)

- ☐ Yes, by the headteacher, e.g. in assembly.
- ☐ Yes, by lunchtime supervisors.
- ☐ Yes, by other teachers.
- ☐ Yes, by additional adults from other classes.
- ☐ Yes, by ……. (please specify)
- ☐ No, Welsh is not spoken outside my own classroom.

6. Do school staff speak Welsh <u>to each other</u>, e.g. in the staff room?

- ☐ Yes, regularly.
- ☐ Yes, occasionally.
- ☐ Yes, but rarely.
- ☐ Never.

7. Do pupils in the school speak Welsh <u>to each other</u> outside the classroom, e.g. on the yard?

- ☐ Yes.
- ☐ No.
- ☐ Unsure.

8. Who carries out Welsh lessons in the school? (tick all that apply)

- ☐ Every classteacher.
- ☐ Specific teachers in the school who are confident.
- ☐ A visiting specialist Welsh teacher (Athrawes Fro/Athro Bro).
- ☐ Other

……

9. Does a visiting Welsh teacher (Athrawes Fro/Athro Bro) attend the school?

☐ Yes

☐ No

10. If yes, how often? ……..

11. Do you use Welsh terminology within lessons in another subject (e.g. History, PE?)

☐ Yes

☐ No (go to Question 13)

12. In which subject(s)? ……..

13. How often is Cymraeg Pob Dydd (Incidental Welsh) used by your student?

☐ Every day.

☐ Most days.

☐ Some days.

☐ Rarely.

☐ Never.

14. How much Incidental Welsh does your student use now, at the end of his/her School Based Experience?

☐ He/she uses less Incidental Welsh than I do (Go to Q15)

☐ He/she uses the same amount of Incidental Welsh as I do (Go to Q16)

☐ He/she uses more Incidental Welsh than I do (Go to Q16)

15. If you had been teaching the lesson observed today, can you give examples of Incidental Welsh that you would have used in addition to that used by the student?

……

……

16. Do you feel that your student had sufficient Welsh language skills in order to use Incidental Welsh appropriately in your class?

- ☐ Yes
- ☐ No
- ☐ Unsure

17. Do you feel that your student had sufficient Welsh language skills in order to teach a Welsh lesson appropriately in your class?

- ☐ Yes
- ☐ No
- ☐ Unsure

Thank you for your answers.

Appendix 13: End of PTE3 Questionnaire for Case Study Trainees

Final Questionnaire - Case Study Trainees

Student code:……

County of PTE placement school:

Carmarthenshire	☐	NPT	☐
Pembrokeshire	☐	Swansea	☐
Bridgend	☐	Cardiff	☐
RCT	☐		

Year group(s) taught ……

1. Did you use incidental Welsh during your PTE?

Yes, throughout each day	☐
Yes, at various points during the day	☐
Yes, but only at registration time	☐
Yes, but not every day	☐
No	☐

2. Do you feel that your use of incidental Welsh improved during this PTE? Why?

Yes	☐
No	☐
Unsure	☐

……

……

3. Was the improvement of your incidental Welsh given to you as a target?

Yes, several times	☐	(Go to Q4)
Yes, once	☐	(Go to Q5)
No	☐	(Go to Q6)

4. Why do you think this target was given to you on more than one occasion?

……..……

……..……

5. Did you feel supported in your efforts to improve your use of incidental Welsh? Did your teacher do anything in particular to help you?

……..…….

……..…….

6. How visible was the Welsh language in your classroom? (e.g. on displays etc.)

☐ Very visible

☐ Fairly visible.

☐ Not really visible.

☐ Not visible at all.

For Questions 7, 8 and 9, please tick the statement with which you most agree.

7. ☐ I used a lot more incidental Welsh than my teacher.

☐ I used a bit more incidental Welsh than my teacher.

☐ I used as much incidental Welsh as my teacher.

☐ I used a bit less incidental Welsh than my teacher.

☐ I used a lot less incidental Welsh than my teacher.

8. How much Welsh do you think your teacher could speak on a personal level?

☐ My teacher was a fluent Welsh speaker.

☐ My teacher had learnt Welsh as a second language to a good standard

☐ My teacher had learnt Welsh as a second language to a basic standard

☐ My teacher spoke very little Welsh

9. ☐ My teacher's personal level of Welsh was higher than my own
   ☐ My teacher and I had a similar standard of personal Welsh
   ☐ My personal Welsh was better than my teacher's
   ☐ I am unsure of how much Welsh my teacher was able to speak on a personal level

10. When you observed your classteacher teaching lessons, was were any incidental Welsh that you would have used in additional to that used by the teacher?

……
……
……

11. Did you think that incidental Welsh was used well by your class teacher? (tick more than one if applicable)

   ☐ Yes, every opportunity was taken to include incidental Welsh
   ☐ Yes, the teacher often used Welsh that I would not have thought about
   ☐ Yes, the children were often encouraged to use incidental Welsh
   ☐ Maybe. The teacher could have used more incidental Welsh
   ☐ Maybe. The teacher should have encouraged pupils to use more incidental Welsh
   ☐ Maybe. The teacher used some Welsh, but it was not always accurate
   ☐ Not really. There were many missed opportunities to include incidental Welsh
   ☐ Not really. Pupils rarely responded in Welsh.
   ☐ Other……

12. Do you feel that your teacher believed that you had sufficient Welsh language skills in order to use Incidental Welsh appropriately?

   ☐ Yes
   ☐ No
   ☐ Unsure

13. Do you feel that your teacher believed that you had sufficient Welsh language skills in order to teach a Welsh lesson appropriately?

- ☐ Yes
- ☐ No
- ☐ Unsure

14. How important do you think Welsh was in your **school**?

- ☐ Very important
- ☐ Fairly important
- ☐ Neutral
- ☐ Unimportant

15. How important do you think Welsh was for your **teacher**?

- ☐ Very important
- ☐ Fairly important
- ☐ Neutral
- ☐ Unimportant

16. Has your attitude to Welsh changed as a result of your Year 3 PTE placement?

……
……
……

17. Please make any other relevant comments regarding incidental Welsh or the teaching and learning of Welsh as a second language. You can refer to your year 1, 2 or 3 placements, or a combination of the three.

……
……
……
……
……

Thank you very much for taking part in this research project.

Appendix 14: Interview Questions

Cyfranogwr Rhif Adnabod: Participant Identification Number:	

CWESTIYNAU CYFWELIAD SAMPL	SAMPLE INTERVIEW QUESTIONS
TEITL Y PROSIECT: / PROJECT TITLE: An exploration of the experiences of and difficulties faced by trainee teachers regarding the teaching of Welsh as a second language whilst undertaking School-based Experience in the primary classroom.	

1	Briefly describe the teaching experiences that you have had this year. (In one school? More than one? Time scales?)
2	(For teachers who have taught in more than one school) Have you noticed differences between the schools relating to the teaching and learning of Welsh as a second language? As a subject, was it more important in some schools than others? What were the expectations of the different schools with regard to the use of Welsh by teachers? By pupils? Who set these expectations? (other teachers/ headteacher/ governors?)
3	(For teachers who have taught in one school) How important do you feel Welsh as a second language is in your school? What are the expectations of the school with regard to the use of Welsh by teachers? By pupils? Who sets these expectations? (other teachers/ headteacher/ governors?)
4	Does the area in which a school is placed have a bearing on the Welsh that is used within the school? Does the LEA have an impact on the standard of Welsh within the school? (Athrawon Bro visits?/feeder comprehensive school staff visits?)
5	Thinking back to your time as a trainee teacher, were there differences between each of the three schools in which you undertook teaching experiences with regard to Welsh as a second language? (Attitudes of staff? Children?) If so, what were the factors that contributed to these differences? (Senior staff/school priorities/LEA priorities/ area of school/Estyn inspection/level of Welsh of the teacher)
6	Did you feel that there were different expectations of you as a trainee teacher with regard to your use of Welsh in each of the three schools? Why?

7	Do you feel that your Welsh improved during your three year course while you undertook your school-based experiences? If so, what were the factors that contributed to this improvement? If not, why not? (Confidence/expectations/other foci relating to teaching)
8	Could the University have included anything further, either in the academic course or while you were on PTE, to prepare you for being a qualified teacher with regard to the Welsh language?

Appendix 15: Scheme of Work for Year 2 (CSCJES) (Excerpt)

Blwyddyn 2 – Haf 1

Year 2 – Summer 1

Skills	Language Patterns	Suggested Activities	Suggested Resources
View and listen carefully to a variety of visual and audio-visual stimuli [O5] Listen to increasingly complex phrases and instructions and respond as appropriate [O8] Speak with confidence, building on previous experience [O9] Speak using correct pronunciation and appropriate intonation [O10]	**Cam 1** Sut mae Doli Glwt? Mae Doli Glwt yn hapus iawn. **Beth mae Tedi Twt yn hoffi bwyta?** **Mae Tedi Twt yn hoffi bwyta pitsa.** **Beth mae Fflic yn gwisgo?** **Mae Fflic yn gwisgo crys T glas a siorts gwyn.**	• Revise and drill previous language patterns. • Introduce and drill new language patterns. • Play games to consolidate all language patterns, eg Chain reaction and Circle game. • Activities to increase independent language skills, eg role-play using book as a stimulus, eg 'Parti Doli Glwt' ask and answer questions, using language from Cam 1. • Writing activities to increase independent writing skills, eg create a questionnaire using a book, such as 'Y dillad chwaraeon' as a stimulus. • Reading activities to increase independent reading skills, eg pupils to read a familiar text, such as 'Y dillad chwaraeon'. 10 minute daily language sessions/Helpwr Heddiw activities.	Book 'Y dillad chwaraeon' Fflic a Fflac (Glas) Unit 1 book 2 Book / Interactive story 'Parti Doli Glwt' Tedi Twt Pack 2 Book / Interactive story 'Tedi Twt a Doli Glwt yn yr ardd' Tedi Twt Pack 2 pg 10 & 11 Dictionaries Song booklet Book lists Language games booklet Helpwr Heddiw cards
Understand that there is variety in the language they hear around them [O11] listen to a story being read by following the print [R4] understand the significance of the printed word and the relationship between printed symbols and sound patterns [R5]	**Cam 2** Beth wyt ti'n bwyta? Dw i'n bwyta banana a grawnwin. Beth mae Sam yn bwyta? Mae Sam yn bwyta afal.	• Revise and drill previous language patterns. • Play games to consolidate all language patterns, eg Sblat and Stomp. • Activities to increase independent language skills, eg pupils to play oracy verb game, such as 'Fish in the net'. • Writing activities to increase independent writing skills, eg pupils to think of verbs chosen from oracy game and write sentences in the third person. Collect into class resource. • Reading activities to increase independent reading skills, eg read their own and each other's third person sentences. 10 minute daily language sessions/Helpwr Heddiw activities.	Fish in the net game 'Fflop' Ar y Ffordd Staff handbook pg 41 Dictionaries Song booklet Book lists Language games booklet Helpwr Heddiw cards

Appendix 16: Scheme of Work for Year 6 (CSCJES) Excerpt)

Blwyddyn 6 – Suggested Theme - Gwyliau

Year 6 - Holidays

Skills	Language Patterns	Suggested Activities	Suggested Resources
View and listen carefully **[O1]** Ask questions and offer comments **[O2]** Communicate clearly and confidently and use intelligible Welsh pronunciation **[O3]** Reinforce Welsh syntax **[O5]** Present their work appropriately **[W9]** Use accurate and clear language **[06]** Use various strategies **[R1]** Reread and recall materials read **[R8]** Develop accuracy **[W5]** Use accurate and clear language **[06]**	**Cam 1** Ble rwyt ti'n mynd? Dw i'n mynd i Loegr. / i'r Swisdir. Wyt ti'n mynd i Loegr? / i'r Swisdir? Ydw / Nag ydw Pwy sy'n mynd i Sbaen? Dw i'n mynd i Sbaen achos dw i'n hoffi dawnsio'r fflamenco. Ble wyt ti eisiau mynd? Dw i eisiau mynd i Ffrainc. **Hoffwn i fynd i America.**	• Revise and drill previous language patterns. • Introduce and drill new language patterns. • Play games to consolidate all language patterns, eg Circle game and Chain Reaction. • Sing song to practise language patterns, eg 'Ar wyliau haf'. • Activities to consolidate independent language skills, eg play Battleships / use prompt cards as scaffold with IT stimulus, such as HWB NGfL 'Gwyliau' / Role-play language patterns, eg in the Travel Agents. • Writing activities to consolidate independent writing skills eg drafting role-play scripts. • Reading activities to consolidate independent reading skills using familiar texts, eg read another pupil's role-play script. Record and share. 10 minute daily language sessions /Helpwr Heddiw activities.	Song 'Ar wyliau haf dw i'n mynd i'r Barri.' HWB NGfL 'Gwyliau' iPads / cameras Class role-play scripts Dictionaries Song booklet Language games booklet Book list Helpwr Heddiw cards

Appendix 17: Trainee self-reported language sheets

Cymraeg Pob Dydd

Please tick if you hear or use any of the incidental Welsh listed and add to the list if applicable.

Student code: 1101783

	Used by teacher	Used by pupil(s)	Used by myself
Bore da	✓	✓	✓
Prynhawn da	✓	✓	✓
Register related vocabulary	✓	✓	✓
Cinio / brechdanau	✓	✓	✓
Helpwr heddiw			
Sut wyt ti?			
Dw i'n ……			
Sut mae'r tywydd heddiw?	✓	✓	✓
Sut oedd y tywydd ddoe?			
Sut fydd y tywydd yfory?			
Mae hi'n……..			
Roedd hi'n ……..			
Bydd hi'n …….			
Sefwch	✓	✓	✓
Eisteddwch	✓		✓
Gwrandewch	✓		✓
Praise (da iawn, ardderchog)	✓		✓
Numbers	✓	✓	✓
Songs	✓	✓	
Rhymes			
Faint o'r gloch ydy hi?			
Topic / subject related words (please list below)			
Other commands (please list below)			
Any other vocabulary (please list below)			

(3)

Cymraeg Pob Dydd

Please tick if you hear or use any of the incidental Welsh listed and add to the list if applicable.

Student code: ....1101783.....

	Used by teacher	Used by pupil(s)	Used by myself
Bore da	✓	✓	✓
Prynhawn da	✓	✓	✓
Register related vocabulary	✓	✓	✓
Cinio / brechdanau	✓	✓	✓
Helpwr heddiw	✓	✓	✓
Sut wyt ti?	✓	✓	✓
Dw i'n	✓	✓	✓
Sut mae'r tywydd heddiw?	✓	✓	✓
Sut oedd y tywydd ddoe?			
Sut fydd y tywydd yfory?			
Mae hi'n.....	✓	✓	✓
Roedd hi'n			
Bydd hi'n			
Sefwch			✓
Eisteddwch	✓		✓
Gwrandewch	✓		✓
Praise (da lawn, ardderchog)	✓		✓
Numbers	✓	✓	✓
Songs	✓	✓	✓
Rhymes			
Faint o'r gloch ydy hi?			
Topic / subject related words (please list below)	✓	✓	✓
Other commands (please list below)	✓	✓	✓
Any other vocabulary (please list below)			
Dewch i mewn.	✓		✓
Ga i ...	✓		✓
Diolch yn fawr.	✓	✓	✓
Pa liw?	✓		✓
Pa anifail?	✓		✓

Appendix 18: Trainee self-reported language sheets

(1)

Cymraeg Pob Dydd

Please tick if you hear or use any of the incidental Welsh listed and add to the list if applicable.

Student code: ...1.1.00.2.50.....

	Used by teacher	Used by pupil(s)	Used by myself
Bore da	✓	✓	✓
Prynhawn da	✓	✓	✓
Register related vocabulary	✓	✓	✓
Cinio / brechdanau	✓	✓	✓
Helpwr heddiw	✓	✓	✓
Sut wyt ti?	✓	✓	✓
Dw i'n	✓	✓	✓
Sut mae'r tywydd heddiw?	✓	✓	✓
Sut oedd y tywydd ddoe?	✓	✓	✓
Sut fydd y tywydd yfory?	✓	✓	✓
Mae hi'n.....	✓	✓	✓
Roedd hi'n	✓	✓	✓
Bydd hi'n	✓	✓	✓
Sefwch	✓	✓	✓
Eisteddwch	✓	✓	✓
Gwrandewch	✓	✓	✓
Praise (da iawn, ardderchog)	✓	✓	✓
Numbers	✓	✓	✓
Songs	✓	✓	✓
Rhymes	✓	✓	✓
Faint o'r gloch ydy hi?	✓	✓	✓
Topic / subject related words (please list below)	✓	✓	✓
Other commands (please list below)	✓	✓	✓
Any other vocabulary (please list below)	✓	✓	✓

(3)

Cymraeg Pob Dydd

Please tick if you hear or use any of the incidental Welsh listed and add to the list if applicable.

Student code: ...1100250.....

	Used by teacher	Used by pupil(s)	Used by myself
Bore da	✓	✓	✓
Prynhawn da	✓	✓	✓
Register related vocabulary	✓	✓	✓
Cinio / brechdanau	✓	✓	✓
Helpwr heddiw			
Sut wyt ti?		✓	✓
Dw i'n			
Sut mae'r tywydd heddiw?	✓		✓
Sut oedd y tywydd ddoe?	✓		✓
Sut fydd y tywydd yfory?	✓		✓
Mae hi'n.....			
Roedd hi'n			
Bydd hi'n			
Sefwch			✓
Eisteddwch			✓
Gwrandewch			✓
Praise (da iawn, ardderchog)	✓		✓
Numbers	✓	✓	✓
Songs			
Rhymes			
Faint o'r gloch ydy hi?			
Topic / subject related words (please list below)			
Other commands (please list below)			✓
Any other vocabulary (please list below)			
Ydy pawb yn gwrando?			✓

Appendix 19: Trainee self-reported language sheets

(1)

Cymraeg Pob Dydd

Please tick if you hear or use any of the incidental Welsh listed and add to the list if applicable.

Student code: .....110012.7.....

	Used by teacher	Used by pupil(s)	Used by myself
Bore da	✓	✓	✓
Prynhawn da	✓	✓	✓
Register related vocabulary	✓	✓	✓
Cinio / brechdanau			
Helpwr heddiw	✓	✓	✓
Sut wyt ti?			
Dw i'n ……..			
Sut mae'r tywydd heddiw?	✓	✓	✓
Sut oedd y tywydd ddoe?			
Sut fydd y tywydd yfory?			
Mae hi'n……..	✓	✓	✓
Roedd hi'n ……..			
Bydd hi'n …….			
Sefwch			
Eisteddwch	✓		✓
Gwrandewch	✓		✓
Praise (da iawn, ardderchog)			
Numbers	✓		
Songs	~~✓~~	✓	✓
Rhymes			
Faint o'r gloch ydy hi?	✓	✓	✓
Topic / subject related words (please list below)			✓
Other commands (please list below)			
Any other vocabulary (please list below)			
Amser gweddio			
~~Amser~~			

(3)

Cymraeg Pob Dydd

Please tick if you hear or use any of the incidental Welsh listed and add to the list if applicable.

Student code: ..... 110127 .....

	Used by teacher	Used by pupil(s)	Used by myself
Bore da			
Prynhawn da			
Register related vocabulary	✓	✓	✓
Cinio / brechdanau			
Helpwr heddiw	✓	✓	✓
Sut wyt ti?			
Dw i'n			
Sut mae'r tywydd heddiw?	✓	✓	✓
Sut oedd y tywydd ddoe?			
Sut fydd y tywydd yfory?			
Mae hi'n.....	✓	✓	✓
Roedd hi'n			
Bydd hi'n			
Sefwch	✓		✓
Eisteddwch	✓		✓
Gwrandewch	✓		✓
Praise (da iawn, ardderchog)	✓		✓
Numbers			
Songs	✓	✓	✓
Rhymes	✓	✓	✓
Faint o'r gloch ydy hi?			
Topic / subject related words (please list below)			
Other commands (please list below)			
Any other vocabulary (please list below)			
Diolch	✓	✓	✓

Appendix 20: Exemplification of Judgements – QTS Standards (Excerpt)

Exemplification of Judgements QTS 2014-2015 + Oral and Written Communication

Please look for clusters of these judgements demonstrated over a period of time.

	Unsatisfactory	Adequate	Good	Excellent
S.1 Professional values	• a lack of independence in teaching and monitoring	• a growing level of independence in teaching and monitoring	• good level of independence in all aspects of teaching and monitoring	• independence "beyond expectations" for a trainee
	• poor level of engagement with pupils' learning, with little ability to discuss professional matters with other adults	• engagement with pupils' learning, with some ability to discuss professional matters with other adults	• sound engagement with pupils' learning – demonstrated clearly through professionally articulated dialogue	• exceptional engagement with pupils' learning – demonstrated clearly through professionally articulated dialogue
	• unsatisfactory ability to reflect on their own practice and lack of awareness of the impact their teaching has on learners	• adequate ability to reflect on their own practice and some awareness of the impact their teaching has on learners	• good ability to reflect on their own practice and its impact on leaners	• clear ability to reflect in a meaningful way on their own practice, a clear understanding of its impact on learners
	• lack of ability to accept advice from mentors and tutors and to work towards clearly defined targets for improvement	• ability to accept advice from mentors and tutors and to work towards clearly defined targets for improvement	• willingness to accept advice from mentors and tutors and ability to address their professional needs and work towards targets in dialogue	• eagerness to accept advice from mentors and tutors and to set their own targets to improve their practice
	• inability to accept mentors' and tutors' recommendations in relation to continuing professional development	• ability to accept mentors' and tutors' recommendations in relation to continuing professional development	• ability to recognise their needs in relation to continuing professional development (with guidance from the mentor or tutor)	• ability to take responsibility for their continuing professional development
	• inadequate engagement with support staff and other professionals within the learning context - lack of awareness of their role in the learning process	• adequate engagement with support staff and other professionals within the learning context	• effective engagement with support staff and other professionals within the learning context	• exceptional engagement with support staff and other professionals within the learning context, demonstrating an ability to create an effective team-approach)
	• lack of communication with parents – or communication characterised by general, social comments rather than educationally-focused dialogue	• appropriate communication with parents – characterised by general comments rather than educationally-focused dialogue	• effective communication of information and expectations to parents and ability to use educationally-focused dialogue	• very clear, sensitive communication of information and expectations to parents, comfortable in using educationally-focused dialogue
	• little commitment to involvement in the general life of the school, including engagement with extra-curricular activities	• adequate commitment to involvement in the general life of the school, including engagement with extra-curricular activities	• a commitment to involvement in the general life of the school, including engagement with extra-curricular activities	• an enthusiasm and commitment to involvement in the general life of the school, including engagement with a wide range of extra-curricular activities
	• limited ability to show a caring attitude to their pupils	• an ability to show a caring attitude to their pupils	• an ability to nurture individuals in an holistic way	• an excellent ability to nurture individuals effectively in an holistic way, understanding each individual needs.

Appendix 21: Formative Assessment Report

FORMATIVE ASSESSMENT REPORT
(MUST BE COMPLETED ONLINE)



Trainee:	School:	Date:
Class Mentor:	Senior Mentor:	Headteacher:
Observer/s:	Class/Set: and No. Of Pupils:	Additional Adults:

BA Ed:			PGCE:		
Y1	Y2	Y3	1st Obs.	2nd Obs.	Other(please state)

Lesson Focus & Context:
Focus for Observation (target's agreed with trainee): Linked to the following QTS standard/s:

PART 1 LESSON OBSERVATION (Areas of strength/Areas for development):

S1: Professional Values and Practice:
S2: Knowledge and Understanding:
S3.1: Teaching: Planning, Expectations and Targets:
S3.2: Teaching: Monitoring and Assessment:

Appendix 22: Summative Assessment Report

Adroddiad Crynodol BA Addysg Blwyddyn 2

Summative Report BA Education Year 2

Eich Enw/Your Name: [redacted]

Eich Rôl/Your Role: **Senior Mentor**

Enw Hyfforddai/Trainee Name: [redacted]

Ysgol/School: [redacted] **Primary School**

Uwch Fentor/Senior Mentor: [redacted]

Pennaeth/Head Teacher: [redacted]

Tiwtor Prifysgol/University Tutor: [redacted]

Class Set: **Key Stage 2 - Year3**

Dyfarniadau Terfynol / Final Judgement: **Adequate**

S1 Sylwadau / Comments:

[redacted] **behaves in a professional manner and always dresses appropriately. He shows a growing level of independence in teaching and monitoring. He accepts recommendations from previous lessons and works towards clearly defined targets for improvement. He has an ability to show a caring attitude towards the pupils and takes a positive interest in their well being. He has built up a strong rapport with the children. He has adequate engagement with support staff and other professionals in the school. [redacted] shows an engagement with pupils' learning, with a developing ability for discussing professional matters with other adults. He has attended staff meetings and departmental meetings.**

S2 Sylwadau / Comments:

[redacted] **demonstrates an adequate and sometimes good subject knowledge which is apparent in his planning and he has carried out personal research to good effect during lesson preparation. He now should develop this on a more consistent basis.** [redacted] **has tried some learning and teaching approaches but now needs to develop this further. He has an ability to use ICT within different areas of learning. He has good understanding of how learners' social and emotional development can affect their learning.**

S3.1 Sylwadau / Comments:

On occasion [redacted] **has used appropriate resources, for example using magnets and objects in a science lesson and ICT. However, this is infrequent and is an area for further development. He should be creative in his approach to the lessons by adding variety and appeal to visual learners. He is starting to show an awareness of individual needs and targets and should now plan for clear learning outcomes and appropriate challenging activities. With support he has planned a range of learning opportunities but needs to be more proactive and independent in this area.**

S3.2 Sylwadau / Comments:

[redacted] **uses some self assessment in a simple form. With support he has an awareness of his own progress and is starting to suggest ways forward. He responds appropriately to pupils' work both orally and in writing. A way forward would be to set clear success criteria with the children and then use these to set targets for future work.** [redacted] **is starting to reflect on the children's progress and now needs to make links between these reflections and future progression.**

S3.3 Sylwadau / Comments:

[redacted] **has satisfactory class management and is developing in his ownership of the class, projecting his voice and beginning to include strategies for good behaviour. He has satisfactory organisation and management skills within teaching spaces and would now benefit by including more vibrant resources to make lessons more captivating. He has explored and included some varied**

approaches to learning and now this area should be developed in the future. He has a growing ability to guide and support additional adults effectively.

Cyfathrebu llafar ac ysgrifenedig / Oral and written communication:
[redacted] **has demonstrated a satisfactory standard of written and oral communication. He mostly models appropriate use of age/ability-specific vocabulary. He should consistently correct any children's misuse of subject-specific vocabulary.** [redacted] **has on occasion used incidental Welsh with the children and now should ensure there are more opportunities in class to further develop in this area.**

Achos Pryder? / Is there Cause for Concern?: **No**

Presenoldeb gwirioneddol (diwrnodau) / Actual attendance (days): **31**

Presenoldeb posibl (diwrnodau): / Possible attendance (days): **31**

Cadarnhaf fy mod wedi trafod yr adroddiad hwn â'r hyfforddai /
I confirm that I have discussed this report with the trainee: [redacted]

Cadarnhaf fy mod wedi trafod safonau cyffredinol yr hyfforddai gyda'r tiwtor /
I confirm that I have discussed the trainee's overall standards with the tutor:

[redacted]

Incidental Welsh Planning Sheet – Year 3 PTE Pilot

Date / Dyddiad	Incidental Welsh that I will use:	Achieved (√ or x)	Incidental Welsh that pupils will use:	Achieved (√ or x)
22.1.14	• Bore da / Prynhawn da • Pwy sy'n barod? • Diolch yn fawr ~~Gras~~ Croeso	✓ ✓ ✓	• Bore da / Prynhawn da pawb. • Barod • Diolch yn fawr	✓ ✓ ✓
27.1.14	• Canu'r gloch • Dwylo lan • Sefwch / eisteddwch	✓ ✓ ✓	• Ga i dŵr • Ga i ~~mynd~~ fynd i'r by bach • Osgwedwch yn dda	✓ ✓ ✓
29.1.14	• Beth ydy hwn? • Pa lliw ydy hwn? • Grandewch • Pwy sy'n barod? • Cinio neu brechdanau?	✓ ✓ ✓ ✓ ✓	• oren, coch, glas etc Cinio / brechdanau.	✓ ✓
3.2.14	• Sut wyt ti'n gwbod? • Cylch mawr • Sut mae tywydd heddiw?	✓ ✓ ✓	mae hi'n	✓
	• Bendigedig • Di iawn • Sut wyt ti?	✓ ✓ ✓	Hpus iawn, Di iawn diolch etc.	✓

Appendix 24: Trainee self-reported language sheet

YEAR 1 T1

Cymraeg Pob Dydd

Please tick if you hear or use any of the incidental Welsh listed and add to the list if applicable.

Student code: ....1100560..... Yr 3

	Used by teacher	Used by pupil(s)	Used by myself
Bore da	✓	✓	✓
Prynhawn da	✓	✓	✓
Register related vocabulary	✓	✓	✓
Cinio / brechdanau	✓	✓	✓
Helpwr heddiw			
Sut wyt ti?	✓		
Dw i'n			
Sut mae'r tywydd heddiw?			
Sut oedd y tywydd ddoe?			
Sut fydd y tywydd yfory?			
Mae hi'n.....			
Roedd hi'n			
Bydd hi'n			
Sefwch	✓		✓
Eisteddwch	✓		✓
Gwrandewch	✓		✓
Praise (da iawn, ardderchog)	✓		✓
Numbers	✓	✓	✓
Songs			
Rhymes			
Faint o'r gloch ydy hi?			
Topic / subject related words (please list below)			
Other commands (please list below)			
Any other vocabulary (please list below)			

Appendix 25: Trainee self-reported language sheet

YEAR 2 T2

Cymraeg Pob Dydd

Please tick if you hear or use any of the incidental Welsh listed and add to the list if applicable.

Student code: .....110056 0..... N

	Used by teacher	Used by pupil(s)	Used by myself
Bore da	✓	✓	
Prynhawn da	✓	✓	
Register related vocabulary	✓	✓	✓
Cinio / brechdanau	✓	✓	✓
Helpwr heddiw		~~✓~~	
Sut wyt ti?	✓	✓	
Dw i'n	✓	✓	
Sut mae'r tywydd heddiw?	✓		
Sut oedd y tywydd ddoe?			
Sut fydd y tywydd yfory?			
Mae hi'n.....	✓	✓	
Roedd hi'n			
Bydd hi'n			
Sefwch			
Eisteddwch	✓		✓
Gwrandewch			
Praise (da iawn, ardderchog)	✓		✓
Numbers	✓	✓	✓
Songs	✓	✓	
Rhymes			
Faint o'r gloch ydy hi?			
Topic / subject related words (please list below)			
Other commands (please list below)			
Any other vocabulary (please list below)			

Appendix 26: Trainee self-reported language sheet

YEAR 3 T1

Cymraeg Pob Dydd

Please tick if you hear or use any of the incidental Welsh listed and add to the list if applicable.

Student code: .....1100560..... 4/5/16

	Used by teacher	Used by pupil(s)	Used by myself
Bore da	✓	✓	✓
Prynhawn da	✓	✓	✓
Register related vocabulary	✓	✓	✓
Cinio / brechdanau			
Helpwr heddiw			
Sut wyt ti?		✓	
Dw i'n	✓	✓	✓
Sut mae'r tywydd heddiw?			
Sut oedd y tywydd ddoe?			
Sut fydd y tywydd yfory?			
Mae hi'n.....	✓	✓	✓
Roedd hi'n	✓	✓	✓
Bydd hi'n			
Sefwch	✓	✓	✓
Eisteddwch	✓	✓	✓
Gwrandewch			
Praise (da iawn, ardderchog)	✓		✓
Numbers	✓	✓	✓
Songs			
Rhymes			
Faint o'r gloch ydy hi?			
Topic / subject related words (please list below)			
Other commands (please list below)			
Any other vocabulary (please list below)			

Appendix 27: Lesson Plan (Trainee 1)

[redacted]

CTE

Session Plan – Key Stage 2

Name of trainee: [redacted]			Session ref: 110214(1)
Personal target(s) in relation to QTS: Keep making time for an effective plenary (S3.3.7) Use incidental Welsh more in the classroom			
Year group: 5/6	No. of learners: 27	ALN: 3	
Additional adults: 2			
Learning objective(s): To use, read and write units of time. To convert from one unit of time to another. To know the number of days in each month.		Success criteria: To identify the units of time more than/less than a day as a group. To complete individual and group/paired challenges and activities about the units of time.	
Links to previous learning: There is a scheme to be followed for mathematics and this is the next section of the scheme after learning about area and perimeter. The children will have already learnt about time.			
Curriculum coverage (range, skills) Select and use the appropriate mathematics, materials, units of measure and resources to solve problems in a variety of contexts. Use their prior knowledge to find mathematical facts that they have not learned, and to solve numerical problems. Use correct mathematical language, notation, symbols and conventions to talk about or to represent their work to others. Choose appropriate standard units of time. Understand the relationships between units, and convert one metric unit to another.			
Literacy(LNF) -Express issues and ideas clearly, using specialist vocabulary and examples. -Contribute to group discussion, taking some responsibility for completing the task well.		*Numeracy (LNF)* -Identify the appropriate steps and information needed to complete the task or reach a solution -Select and use suitable instruments and units of measurement -Use appropriate notation, symbols and units of measurement -Make use of conversions -Carry out practical activities involving timed events and explain which unit of time is the most appropriate	
ICT	*Thinking* *Yes*	*ESDGC*	*YCC*
Key vocabulary(English/Welsh): Time, units of time, seconds, minutes, hours, week, day, month etc.			

Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities
15 mins	Introduction Introduce the learning objective to the children and explain that they will not be learning to tell the time as such today, instead they will be looking at units of time. Question: what is a unit of measurement to do with time/what are the units of time? If children are not sure, explain that we measure a line using centimetres and a football pitch in metres. So how would we measure time?	<u>Key Questions:</u> What are the units of measurement for time? (1) What is longer than a day? (2) What is less than a day? (3)

Appendix 28: Action Plan (Trainee 1)

Action Plan

Name of Trainee: [redacted] Name of School: [redacted] Date: _____ Year Group: S1&

Priorities (what I need to do)	Action (How will I achieve this?)	Deadline (When?)	Success criteria (How will I know?)
• use more incidental Welsh • Challenge MAT pupils	Making a list of vocabulary to be used in each lesson. Differentiate more for MAT pupils as well as lower ability as they also need different work.	By tomorrow In the next few days Within a week By close of this SBE Before the next SBE	The children will respond well to the incidental Welsh and I will check with my *mentor. The MAT pupils will find the activities challenging and it will make them think.

Signed by Trainee: [redacted] Mentor [redacted] Tutor: _____

Appendix 29: Observational Notes

Observations of Incidental Welsh
Year 2

Trainee: [redacted]

School: [redacted] School, Ceredigion

Class: Year 1 (16)

Date of observation: 10/05/13

Incidental Welsh said by trainee:

Blwyddyn 1 ar y carped
Blwyddyn 2 ar y bwrdd fan hyn
Aros I Mrs [redacted]
Ydy pawb mewn y dosbarth?
Ydy pawb yn barod i ddechrau? (+ in English)
Blwyddyn 1
Mae'n iawn.
What did I use as the Welsh word for money?
Da iawn
Pawb 'da'i gilydd
Da iawn ti
Gwyrdd a pinc
Yn daclus
Ydy pawb yn iawn?
Eisteddwch
Syniad da
Mae (child's name) yn gofyn yn Gymraeg
Hyfryd (child's name)
Beth yw'r amser?
Bron amser cinio
Dyma beth fi moyn ti neud
Wyt ti wedi gorffen?
Pwy sy bron wedi bennu?
Rhowch hwn nol yn y dror.
Torri lawr fanna – cut up there
Rhowch y papur yn y bin
Ydych chi wedi mwyhau?

Appendix 30: Expectations of trainees' use of Incidental Welsh – Year 1 PTE

Year 1 BA(Ed) & PGCE Primary PTE1

Bore da	Good morning
Prynhawn da	Good afternoon
Hwyl fawr	Goodbye
Barod?	Ready?
Eisteddwch	Sit
Gwrandewch	Listen
Tacluswch	Tidy up
Edrychwch arna i	Look at me
Ewch allan	Go out
Bant â chi	Off you go
Dewch i mewn	Come in
Dewch yma	Come here
Diolch	Thank you
Ga i……?	Can I….? / Can I have…?
Ga i fynd i'r ty bach os gwelwch yn dda?	Can I go to the toilet please?
Cei / Na chei	Yes / No
Wrth gwrs	Of course
Ble mae…?	Where is…?
Dyma…	Here is…
…os gwelwch yn dda?	…please?
Dwylo i fyny	Hands up
Pwy sy'n cael cinio?/ brechdanau?	Who is having lunch?/ sandwiches?
Cinio – un deg dau	Lunch - twelve
Sawl un?	How many?
Pa liw ydy hwn?	What colour is this?
Coch, glas, melyn, gwyrdd, du, gwyn	Red, blue, yellow, green, black, white
Sut wyt ti?	How are you?
Da iawn diolch	Very good/well thank you
'Dw i'n……(hapus)	I am ….(happy)
Sut mae'r tywydd?	What is the weather like?
Mae hi'n…..(heulog)	Is is…… (sunny)
Mae hi'n amser…..(chwarae)	It is…. (playtime)
Dydd……(Llun, Mawrth, Mercher, Iau, Gwener)	…….day (Mon, Tues, Wednes, Thurs, Fri)

Comments for marking children's work

Da	Good
Da iawn	Very good