

A critical analysis of the relationship between teacher subject knowledge and effective learning and teaching in the primary school.

In this essay I will discuss the relationship between teachers subject knowledge and how effective it is for learning and teaching in the primary school. I will look at key literature and research on subject knowledge and analyse any thoughts I may have on it using literature and research to help me with my analysis. I will then reflect on my own knowledge and work throughout my professional teaching experience (PTE) within my placement school. Using BERA (2018) ethical guidelines I will not be discussing any names of learners or mentors and will refer to the school as school X where appropriate. The school that I was situated in was a rural school in the Welsh valley it is a small school of 180 pupils that are aged three to eleven. With 33% of its learners that are entitled to free school meals (FSM). There are no Welsh first language speakers in school X and no English additional language students (EAL), there are approximately 43% of its learners who have been identified as additional learning needs (ALN). I was placed in a year 4-5 class with a teacher and one teaching assistant there were 30 learners in the class (9 male, 21 female) all who were aged 8-10. Approximately 15% of the class had ALN and there were no EAL students.

At such a critical point in time the curriculum in Wales is being reformed following on from Donaldson's (2015) recommendations which aims to create more "ambitious, capable learners" (Donaldson, 2015: p 29) . It has never been more important for teachers to help shape and scaffold learners and, to also create an effective learning environment where learners are able to flourish. When you are teaching in a school you are expected to have a good amount of base knowledge in almost all things subject and non-subject. Due to our ever expanding world and now having access to a lot more information that we ever had before our knowledge bases are increasing exponentially. Because of this, teachers have access to all this knowledge and information that should therefore become more subject specific and put effectively into their own professional practices (Shulman, 1987).

Diezmann and Watters (2015) tell us that most teachers who are newly-qualified do not tend to use their knowledge base for cross curricular subject knowledge. In fact, they tend to use

what they know and learners are unable to progress for the teachers lack of knowledge in other areas of the curriculum. In reference to Diezmann and Watters (2015) case a Newly-qualified teacher (NQT) Abi she was able to use her extensive subject knowledge and turn it into effective teaching practise within her classroom. She was able to draw upon the knowledge that she had and was able to challenge students through the introductory part of the session and through questioning. However, this did not end up being effective learning for the students there was no allowance for the fact that most learners did not have any previous knowledge on the subject being taught. Instead “focussed on information delivery rather than engaging in dialogical processes that encouraged students to explain or discuss their ideas” (Diezmann and Watters, 2015: p 1526). Abi has the specialist content knowledge to be able to deliver this lesson however, fell short due to the fact there was no opportunity for learners to freely think, discuss and to build up their own knowledge; which in turn kills the effectiveness of the lesson and learning. Learners must be given accessible knowledge and tools from the teacher in order to understand what must be learnt (McNamara, 1994). The constructivist approach to learning does not allow for this “the learner constructs knowledge rather than passively absorbing it” (Garmston and Wellman, 1984: p 84). Additionally Diezmann and Watters (2015) have also suggested that Abi made no attempt to ensure that her specialist subject knowledge more accessible to the learners. There of course, are many benefits in using more challenging language for learners. However, once you make it too challenging learners become disengaged with the lesson and therefore lack the confidence to learn if the content is not understood (Garmston and Wellman, 1984). Here I will focus on the link between content knowledge and the pedagogical content knowledge in order to create an effective teaching and learning environment.

So far this essay has focused on Diezmann and Watters research, let us now consider Shulmans (1987) article where he discusses the knowledge bases that a teacher has into seven sections. One being content knowledge which is simply teachers knowledge of the subjects and curriculum. The other being pedagogical content knowledge which is “uniquely province to teachers, their own special form of professional understanding” (Shulman, 1987: p 8). This is a blended view of content knowledge as well as pedagogical knowledge. Meaning that each teacher will take their own knowledge and adapt that to their learners in the

classroom (Shulman, 1987). This has led to much research being linked to teacher subject knowledge and its effectiveness. The idea of knowledge bases by Shulman (1987) is further expanded upon by Coe, Aloisi, Higgins and Maji (2014) It is not just the content and pedagogical knowledge that are required for effective learning, it goes a lot deeper than just those two knowledge bases. There must be more knowledge acquired in order to affect learning. There must be a connection in knowledge between what is being taught and how the learners will perceive it and to be able to anticipate how they will take in the information. Kleickmann et al (2013) offer a differing view that because there is a lack of developmental structure the term 'subject knowledge' might mean entirely different things for different teachers. It is simply not enough to have subject knowledge to create an effective learning/teaching environment. Rowland, Huckstep and Thwaites (2003) have furthered Shulmans idea of a knowledge base specifically looking at subject knowledge and pedagogical content knowledge here; using research from many differing lessons they came to understand that there were eighteen different categories that a teacher must consider when delivering a lesson. These categories were then put into four differing categories. "Foundation, transformation, connection and contingency. Known as the knowledge quartet" (Rowland, Huckstep and Thwaites, 2003: p 97). This has been proven to be an effective tool for teachers to use and consider when thinking about how they are going to use that knowledge and adapt it to their learners needs (Rowland, Huckstep and Thwaites, 2003). Using the 'knowledge quartet' is a simple and effective way for teachers to see the direct relationship that their subject knowledge has in their classroom. A strong knowledge will mean that there is a good base for a very effective lesson.

With that in mind let us now turn to the case of experienced teacher Nancy in Shulman's (1987) Foundations of new reform. This discusses the skill set as well as the knowledge that teachers need in order to engage and motivate learners. In vast contrast to the case of Abi, Nancy was able to flexibly move from one teaching style to the next. Granted, there is such a big contrast here because Nancy is an experienced teacher and with that comes the confidence, flexibility and a wider range of subject knowledge than Abi would have had. Moreover, Nancy really understood the needs of the learners in her class and, was able to allow the learners to engage with content and discuss through group work. With Nancy not being able to speak she was still able to create an effective learning environment where

learners were learning (Shulman, 1987). However, it must be asked is Nancy's lesson so effective because of her subject knowledge or is it just down to her knowledge of the learners in the classroom. Was the lesson so successful because she was able to cater to their needs? Abi certainly had the subject knowledge but it did not manifest itself into effective learning practice. McNamara (1994) argues that subject knowledge should be at the forefront of a teachers mind but, just as important as it is to have a broad range of subject knowledge it is also as important to possess the tools for applying that knowledge within the classroom. In contrast Hattie (2012) states the difference between NQT and the experienced teacher is not the subject knowledge that they possess, it is the way that it is applied within the classroom. More expert teachers will be able to use the prior knowledge of the learners across the curriculum in order to effectively introduce a new topic. Additionally using that knowledge to be flexible and understanding of the learners needs. Kleickmann et al (2013) suggest that pedagogical content knowledge cannot be developed through only experience, there needs to be a "thoughtful reflection on instructional practice" (Kleickmann et al, 2013: p 92). By reflecting on one's own practice independently as well as with colleagues they are able to develop expertise in their classroom (Kleickmann et al, 2013). This is a good exemplar case of the 'knowledge quartet' in action. Nancy was able to apply all four of the bases in order to come up with an effective lesson even without a voice. It is important to state though that by enlarge most literature and research will tell you that with time comes more experience in teaching. However, just because a teacher may be experienced, they may not always be 'expert' in their field (Strauss et al, 1998).

In summary it has been show in in this review that the relationship between subject knowledge and effective teaching and learning is one of the most important considerations a teacher has to make (Shulman, 2013). There are many different things one has to take into account when planning for a lesson and its delivery. Something that through research comes with experience; considering the case of Nancy she was described as expert in her classroom (Shulman, 1987). There seems to be an agreement throughout the literature and research explored here, that is the fact that subject knowledge just simply isn't enough. You need to include a good standard of pedagogical content knowledge into your teaching practise as well.

So far this review has discussed literature and research, now we will turn to my time in PTE1. It became immediately clear I was in a highly motivated school and an even more motivated classroom, the teacher had set very high expectations on all students and I did not want to let the teacher down. I was situated in a year four to five classroom and immediately had become aware of where my strengths and weaknesses were in regards to subject knowledge. A main strength of mine being Religious studies and English, weaknesses include Welsh. Though Donaldson's (2015) recommendations have not been fully integrated into schools yet it was very clear the school was striving to include this within their teaching. So I tried throughout my teaching to include Donaldson's recommendations within my own teaching experience. As well as, really thinking about what is relevant knowledge throughout the already implemented curriculum (Colluci-Gray and Fraser, 2008).

The first lesson that I have chosen to reflect upon is a really strong strength of mine is religious studies (See appendix A for lesson plan). I have been particularly interested in this subject all throughout my life and studied it in university, so I thought my knowledge was very strong in this area. However, considering the curriculum I needed to reevaluate what I thought I knew about religious studies and really integrate that into the curriculum for Wales. I wanted to ensure that I was following the Humanities area of learning and consider that there were different religions being researched within the classroom. I did not want learners to experience different faiths and create an understanding of how each one celebrates 'Christmas' (Donaldson, 2015). Throughout the planning part of the lesson I had made an attempt at doing research into the lesson just to refresh my memory, once I felt I had sufficiently done so I moved on. When it came to the deliverance of the lesson I felt that it was going well until the learners were left to do their own research. I wanted to use some level of Digital Competency for this session (Donaldson, 2015) as learners were using iPads increasingly for many sessions across the curriculum within the school. This is where they really struggled as on the internet there will be a lot of words/things that they do not understand. In particular those who researched Hanukkah really struggled with finding the origin story of Hanukkah and when found did not understand. This lead to many questions and I really struggled with this as I found it hard to explain to the learners in what was an accessible way to them. As Diezmann and Watters (2015) suggest if a lesson is too abstract for learners they will start to withdraw within the session and stop listening to the teacher

and give up altogether. Desperately trying to avoid this I had to think on my feet for another way to explain to the learners. I remembered that I had seen a youtube video of that story that was aimed for Key Stage two (KS2) pupils and quickly pulled it up. This I believe showed a good level of 'contingency' planning (Rowland, Huckstep and Thwaites, 2003) I was able to calmly think about what I could do to help the learners as well as, coming up with a good solution to the problem that had arisen in the session. Learners then understood and were able to put the story into their own words throughout their work. The part where I fell short was in the 'transformation' part of the knowledge quartet, I was unable to transform my already seasoned subject knowledge to make it accessible to all learners (Rowland, Huckstep and Thwaites, 2003). Lacking in pedagogical content knowledge I was able to specify what was to be learnt but was not able to facilitate it in a concise enough way that learners were able to understand (Herold and Waring, 2017). To overcome this for the next sequence of religious studies sessions, I will endeavour to ensure that I have done enough research into the topic as well as making sure I know and understand my learners. I mean this in the sense of knowing the difference between challenging them and making the lesson inaccessible. Following more closely to Donaldson (2015) to create more "ambitious, capable learners who seek and enjoy a challenge" (Donaldson, 2015: p 29). Shulman (1987) summarises this beautifully by discussing the representation of the synthesis of teacher subject knowledge and producing alternative ways to produce that within the classroom.

Similarly, in my literacy session I have always felt I have had good subject knowledge within this area and was confident about being able to deliver those lessons. However the school was using Alan Peat sentence structures, which was something I had never seen or heard of before (See appendix B for lesson plan). This quickly knocked my confidence in my ability to deliver an effective literacy session. My class mentor was able to give me all the information and resources I may have needed for the session. I had done all my research for Alan Peat sentence types and I felt reassured that I was able to deliver an effective session. One of the problems encountered in the session was that learners had been using adverbs to structure their sentences rather than verbs, I addressed this issue with the whole class and used the thumbs up thumbs down method to clarify if they understood all of them told me that they did. When it came to marking the learners books it soon became evident that there was a clear need for further clarification on verbs and adverbs (Welsh Assembly Government,

2014). Forcing myself to reflect on the session I wondered where I went wrong that learners didn't have a firm grasp on the definition of a verb and adverb. This led me to the belief that there had not been enough explanation within the introductory part of the session, I may have taken for granted the learners' understanding of a verb. I had to look at whether my content knowledge was affecting the way I taught and the way that the learners engaged within the session (Herold and Waring, 2017). However, I would not know if my reflective positioning was accurate and I had to put it back into practice within the next session (Ellis, 2007). This time with more research done in order to present the lesson in a different way.

Moving on to the next Alan Peat session, I overcame the problems addressed by using the evidence in learners' books to ensure that all learners knew the difference between verbs and adverbs. I also provided the lower ability groups with a verb word bank that they could use throughout the sessions. Trying to use pedagogical content knowledge here I tried to use different ways of presenting the lesson to make it more accessible to the learner (Shulman, 2013). I used this opportunity to consider the constructivist approach to learning here. Learners understood what needed to be done for the session they just needed further explanation of the topic; to build on their current knowledge and understanding. (Pritchard, 2008) The further clarification definitely worked within the classroom as I could see the learners 'visible learning' (Hattie, 2012). I was able to address through learners' books what they were telling me was wrong and make it right again. I gave them plenty of opportunity to ask questions and formulate their own decisions. Ensuring that learners did this altogether as a classroom I allowed those who understood the difference to teach those who did not. All with careful monitoring by myself and those in the classroom with me. This meant that learners were able to understand it from in such a way that I may not have been able to explain to them myself (Nyikos and Hashimoto, 1997). This was an effective learning and teaching lesson, learners were engaged and I made sure that I was ensuring to look at books and assess as I was going in the classroom made a huge difference to learners' work and understanding. That reflected when it came to marking learners' books and the feedback that they had given me throughout the session.

Contrastingly when I first went to the school I was concerned with my lack of knowledge in one area above all others, Welsh. It's not that I don't have any knowledge in this area but it is

very limited, I became very worried that I would be left alone with a whole class of 8-10 year olds and be expected to deliver a good quality Welsh lesson. Expressing this concern with my class mentor they were very supportive and allowed me to support learners in a Welsh lesson first (see appendix C for lesson plan). Although I felt as prepared as possible for this lesson one problem that arose when the learners were practicing for the role-play shocked me. They had to calculate the prices of the food the other had ordered from the café. Learners seemed to struggle with the multitasking component of the task and many found themselves unable to maintain speaking Welsh and calculate the cost of the food. I discussed with learners what I or we could do to help them with the multitasking part of the role-play. They suggested that they calculated the amount the food was going to cost before the final role-play was had. That way they could focus on speaking Welsh instead of trying to do two things at once. I was impressed with what they had suggested and agreed. This is a definite example of Rowland, Huckstep and Thwaite's (2003) contingency stage of the knowledge quartet, I was not expecting learners to struggle with the calculations so we did have to deviate within the group and create a mini numeracy session. Learners should be allowed to explore potential avenues if something is not going right within that session and have their ideas be heard and where possible implemented. I am constantly trying to ensure that I do this within my sessions on placement so that learners and their opinions feel valued.

Shulman (1987) argues that a teacher should have content knowledge before they can progress in other knowledge bases. This reflects the foundation stage of the knowledge quartet, I am still acquiring my knowledge in this area throughout my PGCE year. Throughout my professional and academic development I will be able to acquire the knowledge that is required of me. By doing this I will then be able to use that knowledge to inform me on how it is best to proceed with the lessons (Rowland, Huckstep and Thwaites, 2003). This progression throughout the placement and the year will be a great lesson for me ensuring all research is done so that I can be the best teacher for the learners. Not just for Welsh but for all other subject areas as well.

The literature and research that has been discussed in this essay have looked at the importance of subject knowledge. While subject knowledge is very important and a huge asset to a teacher it does not go hand in hand with the relationship to effective learning and

teaching. When looking at current literature it became evident that a teacher needs more in order to create an effective learning environment. A teacher needs strong subject knowledge paired with knowledge of their learners and pedagogy. A case has been made quite strongly that more experienced teachers will be able to do this expertly. Contrastingly a NQT is seen to have strong subject knowledge but this on times, does not translate into their classroom. This application of knowledge is the key component here that in literature has been described as coming with time and experience. This is what I have tried to keep in mind all throughout my placement. I have been able to identify weaknesses in my knowledge throughout placement and work on it in order to become a better teacher. I have also been able to recognise what I have done well and how in future lessons be able to adapt and revise it for other learners. With an evolving curriculum at primary level it is important that all teachers NQT and experience alike also have a strong knowledge of how they will be able to implement that into a classroom.

Word count - 3782

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APPENDIX A

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education			1B	
Session Plan – Key Stage 2				
Name of trainee: Alix James			Session ref: 3 7/11/18	
Personal target(s) in relation to QTS: Behaviour management				
Year group: 4/5	No. of learners: 29	ALN: iPad is provided to take photos of the board for those who will have trouble transferring from the board to their books. L1 dyspraxic – they will need additional thinking time and support organising his work. L2 is epileptic – needs information repeated if they suffer from an absence. L3 will need additional thinking time as a result of a Processing & Planning delay. L4 will need time to prepare responses when expected to feedback verbally. L5 specific literacy difficulty – pink paper & pink overlay. L6 – purple tinted glasses.		
Additional Adults:	2 / 1 taking groups of those who understood the introduction and explaining the main activity to them (newspaper article) Other helps to support those who did not understand and may need constant provision over the session.			
Learning objective(s): To use verb, person sentences in writing.		Success criteria: To understand what a verb, person sentence is. Use verb, person sentences in a newspaper article		
Links to previous learning: Alan Peat sentences have been discussed and used before De:de and Emotion comma				
Curriculum coverage (range, skills) Developing literacy, writing, listening and oracy skills, developing thinking skills.				
<i>Literacy(LNF)</i> Y4 Use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases and apostrophes for omission. Y5 use the full range of punctuation to guide the reader in complex sentences.		<i>Numeracy (LNF)</i> None		
<i>DCF</i>	<i>Thinking</i> Identify gaps and begin to build on existing skills, knowledge and understanding required for the task. Y5/6 builds on existing skills, knowledge and understanding required for the task.	<i>ESDGC</i> None	<i>YCC</i> None	
Key vocabulary(English/Welsh):				
Verb, person, sentence, alan peat, newspaper, article, guy fawkes, demonstrate, diolch, ble mae, da iawn,				
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities	

20 mins	Introduction Discuss previous learning De:De sentences and Emotion comma sentences. Firstly I will discuss what new sentence structure they will be undertaking for the next few weeks Alan Peats verb, person sentence. Asking key questions to gauge what they think it may be. From the responses given I will then explain to them what a verb is using (https://www.bbc.com/bitesize/articles/zpxhdxs) and how verb, person is used within a sentence. Making sentences link to Guy Fawkes as they will be writing a newspaper article on remember, remember. (Running, he. Terrified, Guy Fawkes) Asking them as a class to create a verb, person sentence with me to make sure that it was understood.	What is a verb? What do you think a verb, person sentence may be? Can you demonstrate a verb, person sentence? Newspaper article.
40 mins	Main activities I will then ask them to create their own on topic verb, person sentences to see how much they understood and who may need further explanation. For those who understood can move on to the main activity, those who need extra help will have further support. For those who finish can then continue to write a newspaper article on Guy Fawkes using plenty of verb, person sentences.	
10 mins	Plenary Asking questions throughout the session and looking at learners books, for examples of understanding.	

APPENDIX B

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education		1B	
Session Plan – Key Stage 2			
Name of trainee:		Session ref: 16 15/11/18	
Personal target(s) in relation to QTS: S3.2.2 S2.7			
Year group: 4/5	No. of learners: 29	ALN: iPad is provided to take photos of the board for those who will have trouble transferring from the board to their books. Word banks provided. L1 dyspraxic – they will need additional thinking time and support organising his work. L2 is epileptic – needs information repeated if they suffer from an absence. L3 will need additional thinking time as a result of a Processing & Planning delay. L4 will need time to prepare responses when expected to feedback verbally. L5 specific literacy difficulty – pink paper & pink overlay. L6 – purple tinted glasses.	
Additional Adults:	1/ To sit on group 1 and be aware of 23 and to push or answer any questions where needed.		
Learning objective(s): To use verb, person sentences in writing.		Success criteria: To use De:De sentences and Emotion comma sentences with verb, person sentences. To create a short story including all of these sentence types. At least 2.	
Links to previous learning: Alan Peat verb, person sentences were discussed last week- there was a struggle with verb/adverb differentiation this will be discussed this session.			
Curriculum coverage (range, skills) Developing thinking, Developing spelling, grammar, punctuation and vocabulary.			
Literacy(LNF) Y4: choose and use words from an increasing range of imaginative vocabulary. Vary the order of words, phrases and clauses in sentences Y5: choose and use a wide range of adventurous and imaginative vocabulary with increasing precision. Use different sentence structures, including complex sentences showing relationships of time, or cause. Y6: choose and use a wide range of adventurous and imaginative vocabulary with precision. Use varied sentence structures for emphasis and effect.		Numeracy (LNF) N/A	
DCF None	Thinking Develop and begin to combine a variety of imaginative ideas, possibilities and alternatives, including those of others. Develop and combine a variety of imaginative ideas, possibilities and alternatives.	ESDGC None	YCC None
Key vocabulary(English/Welsh): Alan Peat, verb, person, De:De, emotion, sentences, short story, diolch, hapus, da iawn.			

Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities
10 mins	Introduction To recap on verb, person sentences. Word banks to be provide of verbs, and appropriate person sentences that they could possibly use. There was some trouble with differentiation between verbs and adverbs. There will need to be a discussion on this until they are able to differentiate for themselves. <i>Dojos should be up and running within the classroom at this point so rewarding good behaviour with a dojo. And reinforcing those who do not pay attention to myself or others in the class by putting my arms up and counting down from 10. Seconds will be documented whilst in the classroom and can become a game then to track me within the classroom and get their seconds score down.</i>	What do we remember about verb, person sentences? Can you tell me what a verb is? Word bank provided should help them come up with good quality sentences.
40 mins	Main activities Giving learners a word bank on verbs and further verbs learners will firstly be asked to come up with their own meaningful verb, person sentences. During the last lesson I had let them run a bit wild with their imagination just so that they could get an understanding of the sentences. Then for those who have finished coming up with meaningful sentences let them plan a short story and write it about whatever they wish too.Emphasise that you need to see at least 2 of each sentence types within the story. After those have finished get them to purple pen their work for peer assessment.	Purple penning – peer assessment.
5 mins	Plenary Gain the learners attention by asking them how they felt it has gone and how far that they have come along in their stories (Hopefully finished or mostly finished).	How do you think your story is coming along? How far have you got in writing your short story?

APPENDIX C.

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education		1B	
Session Plan – Key Stage 2			
Name of trainee: Alix James		Session ref: 13 14/11/18	
Personal target(s) in relation to QTS: S2.7			
Year group: 4/5	No. of learners: 29	ALN: iPad is provided to take photos of the board for those who will have trouble transferring from the board to their books. L1 dyspraxic – they will need additional thinking time and support organising his work. L2 is epileptic – needs information repeated if they suffer from an absence. L3 will need additional thinking time as a result of a Processing & Planning delay. L4 will need time to prepare responses when expected to feedback verbally. L5 specific literacy difficulty – pink paper & pink overlay. L6 – purple tinted glasses.	
Additional Adults:	1/ To push group 123 further in their knowledge and understanding of bwyd.		
Learning objective(s): To talk in simple sentences about Bwyd (Food)?		Success criteria: To recall welsh words for foods and to use them in a sentence	
Links to previous learning: Food discussions in welsh			
Curriculum coverage (range, skills) Listening to others views, developing thinking skills, developing knowledge of Welsh second language and using it in an appropriate way.			
Literacy(LNF) Y4: After listening, respond, giving views on what the speaker has said. Y5: Listen to others, asking questions and responding to both the content and the speakers' viewpoints.		Numeracy (LNF) N/A	
DCF None	Thinking Identify and make links with prior skills and knowledge related to context Identify gaps and begin to build on existing skills, knowledge and understanding required for the task.	ESDGC None	YCC/ Welsh second language WSL: Reinforce Welsh syntax by the accurate use of a variety of: • vocabulary • phrases • questions • sentence patterns. Work independently, in pairs, in groups and as a member of a class YCC: Using the Welsh language with access for all. • Recognising that there are many different levels of fluency in Welsh.
Key vocabulary(English/Welsh): Bwyd,ham, caws, mafon, brechdan, cinio, frecwast, hufen ia, cacen, menu, diolch, ble mae,			
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities

5 mins	Introduction To make sure learners understand what is asked of them from the teacher, and discuss what we are about to do during the activity. To make sure that they are all focused on me I will use positive language and reinforcement, and for those who are likely to talk throughout me talking stop discussion and insist on quiet until they are ready to move on the discussion.	Do you understand what has been asked of you?
35 mins	Main activities Using role play sentence starter cards in the session learners will go through them in pairs/triads and then use their own input for the food that they wish to discuss. Using café role play they will take orders of food. Learners will then move on to create their own menu in welsh about the food that they ate the day before.	Follow the cards and have a discussion in pairs about bywd. Can you create your own menu in welsh about the food that you have eaten the day before? What food did you have yesterday? Do you know what that is in welsh?
0	Plenary To ask them questions throughout whilst they are doing work to gage understanding, whilst supporting them if they need help with finding words.	