An exploration of the perceptions of undergraduate trainee teachers regarding the factors that impacted upon their use of incidental Welsh in the primary classroom.

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Declaration

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

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Abstract

The aim of this research is to investigate the perceptions of undergraduate trainee teachers with regard to the factors that impact upon their 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 and perceptions of a cohort of 44 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 suggest that trainee teachers perceive there to be significant differences in expectation in different schools in terms of their use of incidental Welsh and that they perceive these differences in expectation to be largely due 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

Chapter 1: Introduction

1.1 Background

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', to be studied as a first language, usually in a Welsh-medium school[4] and 'Welsh Second Language', to be learnt by pupils in English-medium schools; the latter being the focus of this study. The 'Welsh Second Language' section of the document 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 proficiency 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 distinct lessons began to emerge and two discrete requirements began to materialise; the obligation to teach distinct Welsh

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[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

[4] The 2002 Education Act set out descriptors regarding the categorisation of schools according to the medium of instruction (WG, 2007b). Primary schools fall into five categories: 'Welsh-Medium', 'Dual-Stream', 'Transitional' (Welsh-medium with significant use of English), 'Predominantly English Medium primary school but with significant use of Welsh' and 'Predominantly English-Medium'.

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 intention that Welsh should be used by 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).

No further guidance was published regarding this intention 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[5] 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 the display of 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.

The phrase 'incidental Welsh' is documented for the first time in *Developing the Curriculum Cymreig*[6], 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

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

[6] 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.

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. Probable origins of this phrase will be discussed in Chapter 2.

It was not until 2013 that a document offered 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:35). Even this definition, 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 an apparent lack of understanding as to the specific requirements of incidental Welsh between schools and within schools. Nevertheless, it is clear from a range of policy documents, as discussed in Chapters 2 and 3, 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, it would appear that 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 30 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 met 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[7] 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[8]"
                                                            (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's use of 'Cymraeg Pob Dydd' is a natural, integral part of classroom life; is woven into every lesson; is adapted to learners' level

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

of proficiency; is comprehensible so that individuals and groups…can respond verbally or non-verbally; and is used in "real situations" (ibid.).

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 perceptions of undergraduate trainee teachers with regard to the factors that impact upon their 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)[9] and Key Stage 2 (KS2)[10] in Standard S2.1[11] (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

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[9] 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).
[10] 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.
[11] S2.1 - They have a secure knowledge and understanding of the subject(s) they are trained to teach.

experiences of a particular group of trainee teachers with regard to their use of Welsh whilst undertaking school-based experience (PTE[12]) in the primary classroom. The study focused specifically upon the trainees' use of incidental Welsh in their classrooms and their perceptions concerning the factors that impacted upon this use of language, both within the classroom and in the wider school setting. Most trainees were placed in English-medium settings, with a very small number being placed in dual-stream schools[13]. 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 intention 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 the use of Welsh in the classroom.

1.3 Research Questions

The intention of the study was to explore the perceptions of undergraduate trainee teachers regarding the factors that impact upon their 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, two research questions were formulated in order to guide the investigation. The first research question: '*Does a trainee's personal level of Welsh impact upon his/her ability to use incidental Welsh in the classroom?*' arose in response to several documents (Estyn, 2004a; 2009a; 2013a; 2013b) that stated that the teacher's linguistic proficiency was significant in terms of pupils' confidence and ability to use Welsh in the classroom. However, no such view seems to be the case pertaining to trainee teachers with this issue being overlooked in documentation that currently exists. Through observation of eight trainee teachers in classroom settings and through responses gathered through interviews and questionnaires, the researcher

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[12] Professional Teaching Experience

[13] In 2011/12, at the time of commencement of this study, there were 913 English-medium schools in Wales, 42 dual-stream schools, 38 English schools with significant use of Welsh, and 413 Welsh-medium primary schools (Stats Wales, 2021).

investigated whether or not the views of Estyn regarding qualified teachers' personal linguistic level was also the case when considering trainee's personal linguistic level. It was hoped that the results of this research question would allow the researcher to suggest recommendations regarding future provision within teacher training concerning trainees' personal learning of Welsh.

The second research question: '*Do trainee teachers perceive the classroom within which they are placed to have an impact on their use of incidental Welsh?*' was investigated as a response to a number of Estyn reports written as a result of the inspection of universities in Wales (Estyn, 2012a; 2013i; 2015c). These reports suggest that there was considerable variation in the standard and amount of Welsh used by trainee teachers in different schools, but the reports do not suggest any reasons why this should be the case. In order to answer this research question, the researcher investigated any reasons for these differences through observation, interviews and responses to questionnaires, focusing on the various classroom settings within which the trainees were placed and exploring the similarities and differences between them. Furthermore, a series of sub-questions were prepared in order to explore a range of issues within the main question, including an analysis of the importance given to the language in trainees' teaching practice classrooms and within the wider school community in order to construct an evaluation of its impact. The following sub-questions were considered:

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

- Do trainee teachers perceive every school to have the same expectations of them with regard to their use of incidental Welsh?

The study also included an investigation of the reasons for any differences that emerged. It was hoped that this second research question would allow the researcher to explore a wide range of issues that might result in longer-term recommendations regarding the use of incidental Welsh.

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[14] trainees; and the second a focus on the experiences of eight of those trainees during their school-based experience using a case study approach.

1.4 Significance of the study

It is hoped that this study will contribute to an understanding of the experiences and perceptions of trainee teachers over the course of their studies, with specific focus on their use of incidental 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 incidental 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. In addition to offering evidence that will contribute to a greater understanding of the experiences of trainee teachers, it is the intention of the researcher to offer a definition of the phrase 'incidental Welsh' based on the findings of this study.

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

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[14] BA(Education) with Qualified Teacher Status

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 briefly 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 was organised into seven further chapters. The intention of Chapter 2 was to explain the context within which the trainee teachers involved in this study were working. This chapter includes 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. Chapter 3 considers literature that relates to the research questions. In relation to Research Question 1, the chapter firstly considers issues relating to bilingualism and the ways in which concepts introduced by international authors can be applied to the teaching and learning of Welsh as a second language. Chapter 3 also includes a discussion of the provenance of the phrase 'incidental Welsh', conceptualising this concept within the field of second language acquisition and contextualising the concept within the requirements of the national curriculum that must be met by trainee teachers. In relation to Research Question 2, Chapter 3 includes a discussion of literature pertaining to the perceptions of trainee teachers of school-based experiences and the way in which teachers and schools can influence trainees as they develop their teaching skills. Chapter 4 includes participant information, the methods of data collection employed, the presentation and analysis of results, and details relating to ethical considerations. Chapter 5 presents the experiences of the eight trainees who took part in the case study section of the study and Chapter 6 reports the findings of questionnaires given to the whole cohort of trainee teachers involved in this study. In Chapter 7, the themes that emerged as a result of the thematic analysis of case study data are reported. The final chapter - Chapter 8 - combines evidence from Chapters 6 and 7 in order to answer the research questions, summarising the findings of the research and offering recommendations for the future.

Chapter 2: The teaching and learning of Welsh as a second language

2.1 Introduction

This chapter will be a review of documentation and related literature that will set the context in terms of the way in which the teaching and learning of Welsh in the school context has developed. The chapter includes an account of the way in which historical events have affected the teaching of Welsh in schools, discusses issues relating to the teaching and learning of Welsh in the English-medium sector and considers matters relating to the training of teachers in this regard.

2.2 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[15], 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

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[15] 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.

(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[16] 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, and the use of the Welsh Not[17], 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.

Despite this, the 1944 Education Act allowed LEAs to consider opening Welsh-medium schools, initially for children for whom Welsh was the language of the home (Lewis, 2005), and the first Welsh-medium school was opened in Llanelli in 1947 (Williams, 2002). However, the use of the Welsh language continued to decline in other areas 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

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[16] This consisted of three Anglican commissioners presumed to be unsympathetic to the non-conformist Welsh people.

[17] 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.

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, 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* (ibid., 2002) and *Iaith Pawb* (ibid., 2003) outlined the importance of creating a bilingual Wales, the latter setting a target of increasing the number of Welsh speakers by five percentage points by the census of 2011. Subsequently, the *Welsh Language Measure* (2011a), the *Welsh Language Strategy* (WG, 2012c) 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). Prior to the publication of the 2010 document (WG, 2010a), WG policies largely focused on the use of Welsh among the public rather than discussing the teaching and learning of the language within school contexts explicitly. Following the 2011 census results that showed that the number of Welsh speakers actually decreased slightly since 2001, from 21% to 19%, Suzy Davies, a Tory spokesperson, made statements that may have marked the beginnings of a change of attitude towards the place of schooling in the WG's drive to increase numbers of Welsh-speakers. She 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, 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).

As a result, a renewed focus was apparent concerning WG's approach to planning for the language, with several ambitious documents being published, including *Cymraeg 2050* (WG, 2017c) and *Cymraeg 2050: A million Welsh speakers - Work programme 2017–21* (WG, 2017e) in order to address the challenges presented by the census results. The purpose of these documents was to make clear the WG's intention to increase the number of Welsh speakers to one million by 2050 and to set out plans which would allow this target to be met (WG, 2017e). In terms of the use and teaching of Welsh in education specifically, the documents tend to focus on the expansion of the Welsh-medium sector[18], noting that "Welsh-medium immersion education is our principal method for ensuring that children can develop their Welsh language skills" (WG, 2017c:21), and it appears that it is thought that an increase in the availability of Welsh-medium school places is vital in achieving the aim of 'a million speakers'. While this report does state the intention of transforming the way in which Welsh is taught in the English-medium sector so that at least half of these pupils report that they are able to speak Welsh on leaving school (WG, 2017c), specific plans to ensure that this can happen are not stated and challenges relating to this aim, as discussed later in this chapter, are not acknowledged.

2.3 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

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[18] Information regarding the current definition of a 'Welsh-medium school' can be found in WAG (2007b).

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" (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[19], 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)[20]. 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* aims, in part, to "encourage feelings of belonging and a sense of heritage, roots and community" (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)[21], 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

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[19] In 2008, Key Stage 1 was discontinued and the Foundation Phase was introduced for the education of children from 3 to 7.

[20] As with all other NC subjects, Welsh may be temporarily disapplied for a pupils under sections 364-367 of the Education Act 1996.

[21] 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.

the core subjects[22], with results being collated by WG. These language skills are then built upon at KS3[23], 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).

It is a statutory requirement that all pupils follow a course in W2L to the end of KS4[24]. Historically, pupils chose to follow either a 'full' GCSE[25] 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, 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. Despite this, "there is no requirement for schools to offer a specific qualification in the subject" (Qualifications Wales, n.d.) 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.

Since 2004, Estyn[26] inspectors have been required to grade standards of bilingualism during every inspection, 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 inspectors are reminded of the requirement to measure standards of bilingualism, not standards in Welsh and English

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[22] The 'Core' subjects are English, Mathematics and Science, and also Welsh as a first language in schools teaching through the medium of Welsh.
[23] Pupils from age 11-14, years 7-9, follow the Key Stage 3 curriculum.
[24] Pupils from age 14-16, years 10 and 11, follow the Key Stage 4 curriculum.
[25] 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.
[26] Her Majesty's Inspectorate for Education and Training in Wales

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 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. 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 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, 2010a).

'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.

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[27]. 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.

2.4 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), as discussed further in Chapter 3. Evidence of unsatisfactory work has been gathered in a succession of annual reports dating from 1999-2000 to more recent times. A series of reports (for example OHMCI, 1998; Estyn, 2002) 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

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[27] Schools are currently given three weeks' notice of an Estyn inspection.

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[28] 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).

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). Among the reasons given for these low standards were the limited opportunities for pupils to use their Welsh outside Welsh lessons (ibid.) and "limited evidence" (NAW, 2012:13) of innovative teaching approaches.   While Estyn noted some improvement in pupils' speaking and listening skills in the FP in inspections undertaken during the school year 2011-12 (Estyn, 2013a), it was noted that children's lack of confidence could often be observed when there were "no fluent Welsh-speaking practitioners in Foundation Phase classes" (ibid.:23). WG agree with the view that children's progress is generally better when practitioners' own Welsh is fluent, citing the fact that these practitioners are able to use Welsh consistently across all areas of learning as being significant in terms of pupil progress. 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 may be, therefore, that it is not the pupils who are failing to learn, but the teachers who are failing to teach.

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[28] Education and School Improvement Service - serving four local authorities and their schools in the South Wales valleys.

In 2013, an evaluation took place to observe the effectiveness of the FP 'Welsh Language Development' Area of Learning. The resulting report notes a significant variation in time dedicated to Welsh Language Development in different schools and states that "[t]here is not enough direct teaching[29] of Welsh within focused activities or in continuous[30] and enhanced[31] activities" (Estyn 2013b:34). Furthermore, Estyn states that standards in KS2 are improving slowly, but that pupils do not develop their Welsh language skills well enough in a significant minority of schools. Excellent progress is observed in less than one in ten schools (Estyn, 2013a:3), attributed partially to the fact that "teachers do not devote enough time" (ibid.:12) to the subject. 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 this method of teaching and learning has been proven to be unsuccessful, as discussed further in Chapter 3. 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 may be 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

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[29] Activities that are led/modelled/initiated by a teacher or other adult.

[30] Activities and resources, routines and adults that are available for children every day within the classroom in the indoor and outdoor environment.

[31] 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

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 (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, Evans, Jones, Jones, Loader, Roberts, Roberts & Senior (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[32] 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.[33], 2018). This advance would be advantageous 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 is unclear whether those writing the new curriculum had sufficient understanding of the principle of a continuum of language in order to create a challenging curriculum, and whether teachers have the ability or aspiration to improve their teaching and pupils' learning.

2.5 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'[34] in training teachers in the methodology of teaching Welsh as a second language (WAG, 2003). The service that Athrawon Bro deliver varies significantly from area to area, but broadly can be broken down into four categories:

- Practical support for teachers;

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[32] 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.

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

[34] 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.

- Teaching Welsh to latecomers[35];
- Developing teaching resources;
- Delivering in-service training courses.

Athrawon Bro are thought to be instrumental in helping teachers to implement NC requirements for Welsh (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 a few 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' (Estyn, 2011g) on the staff but, following whole-day training for staff, 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 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 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 is likely to improve teachers'

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[35] 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.

language and methodological skills over time, impacting directly on pupils' learning and progression.

In 2011, it was reported that six million pounds would be set aside by WG (LSIS[36], 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). Roberts states that "generalist primary school teachers…lack the specialist skills to teach a second language" (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 limited 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 acknowledged by Davies et al. (WG, 2013b:32) that "language acquisition

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[36] Learning and Skills Improvement Service

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 proficiency 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[37]. The purpose of the course was to ensure that teachers "have the Welsh language skills and methodology to teach the Welsh language and teach through the medium of Welsh" (ERW[38], 2017). As well as attending Welsh lessons and spending some time back in their own schools, 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.

2.6 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

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[37]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).

[38] 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.

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 this scheme was to ensure that *all* trainee teachers knew enough Welsh to be able to teach the language in the primary school (Jones et al., 2003), in line with the Welsh Office Circular 13/98 (Welsh Office, 1998).

As a result, all teacher training departments in Wales 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. At the time of data collection within this research study, all universities followed the 'Cynllun Colegau Cymru', which set out the various levels of attainment for trainee teachers and provided resources for tutors and trainees across Wales. Estyn reported in 2004 that many trainee teachers made "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). Several external moderators also corroborated the success of this un-accredited scheme (Hughes, 2010; Sobol, 2011), with trainees in all universities receiving a formal certificate of achievement at the end of their course that detailed individual attainment within a comprehensive framework.

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, regardless of their background or confidence in the language, 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 time. 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)[39] states that:

> "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)[40], states that:

> "many primary trainees…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…seldom require pupils to respond in Welsh"
>
> (Estyn, 2012a:5).

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[39] 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.
[40] 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.

There is 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...As a result, many trainees…use the language more appropriately in their lessons".

The inspection of the North and Mid Wales Centre for Teacher Education[41] and Training also resulted in similar comments regarding trainees' use of Welsh (Estyn, 2015c). 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 parallel between the personal Welsh language skills of trainees and their use of Welsh in the classroom. This thesis aims, in part, 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

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

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).

Consequently, this study investigated the experiences and perceptions 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 3: Literature Review

3.1 Introduction

This chapter will be a review of literature that pertains to the two research questions identified. Relating to the first research question, a discussion of the way in which Welsh is used and taught within the primary classroom will, firstly, conceptualise the notion of 'incidental Welsh' within the wider field of second language acquisition and learning. Secondly, the discussion will contextualise the process of teaching and learning of Welsh as a subject in the primary school in order to explain the requirements for trainee teachers in a classroom setting.

Pertaining to the second research question, the topic of trainee teacher perceptions of their teaching experiences will be discussed. This will include a consideration of the literature based on the impact of a range of factors on trainee teachers' teaching experience and a consideration of the ways in which relationships develop between trainees and their school-based mentors.

3.2 The teaching and learning of Welsh as a second language

Davies et al.'s 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). However, two main approaches concerning the teaching and learning Welsh exist for most learners for whom Welsh is a second language - the immersion approach for those pupils in Welsh-medium schools and the 'drip-feed' approach for pupils in the English-medium sector.

3.2.1 Immersion Education

By introducing 'incidental Welsh' as a teaching and learning strategy, it may have been thought that providing a variety of naturalistic opportunities for pupils within the

English-medium sector would reduce the distinction between informal language *acquisition* and more formal language *learning* in a method similar to that seen within the Welsh-medium sector. Language can be 'acquired' by pupils in Welsh-medium schools though the use of an immersion method where children from English-speaking homes learn alongside those from Welsh-speaking families. The immersion method gives many pupils in this type of setting an opportunity to "become bilingual" (CCW, 1989:25) in a way that pupils in the English-medium sector generally do not (Estyn, 2013a; WG, 2013b).

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 and Ireland as well as 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 Wales, the majority of settings teach 100% of the time through the second language of many pupils - Welsh - throughout their schooling. Since children are not given any instruction in their first language (i.e. English for most pupils) 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).

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 an immersion situation. For example, a study involving pupils in Hong Kong learning Chinese and English (Ho, 1985) showed that, while learning within an immersion context did not hinder academic achievement, neither did it improve their

language proficiency. The work of Hammerly (1988, cited in Baker, 2011) suggests that some pupils do not always become grammatically accurate in the target 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 (Swain, 1988; Baker & Wright, 2017).

The work of Swain & Carroll (1987) in French immersion situations in Canada analysed transcriptions of full-days of teaching in nineteen classrooms, focusing particularly on the frequency and length of pupil-talk. They found that there were few opportunities for sustained pupil-talk, and those that occurred were rarely longer than a single clause. Swain (1988) argues that an essential element of the second language learning process is the opportunity to produce sustained output in the second language and suggests as a solution that at least some of every content lesson should be structured in a manner that allows a sustained use of language by pupils to occur. Swain also suggests that content-led lessons can restrict the input that pupils receive, with certain uses of language not occurring naturally and, therefore, not being introduced at all. She notes that it is not appropriate to ask teachers to alter their language use as it is this use of language within a naturalistic, authentic situation that provides context and purpose for pupils to use the target language. She suggests instead that teachers should be aware of the need to develop content in a way that allows different types of language to be used and developed. Despite the significant differences between an immersion situation and a typical English-medium primary classroom in Wales, an awareness of using language in a variety of contexts would appear to be an appropriate consideration for teachers and trainee teachers regarding their use of incidental Welsh.

3.2.3 The 'drip-feed' approach

'Welsh Second Language' as a school subject is currently taught using a 'drip-feed' approach (Baker & Wright, 2017), where the second language becomes a subject in the curriculum similar to Science or History. It 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. Within a 'drip-feed' approach, 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, in Ireland and in Wales. This model has the children's first language as the language of instruction, and the second language as a subject (Cenoz, 2008). 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 confident enough to communicate in French with French Canadians. Similarly, in the UK, few children become proficient in French or German after five years teaching at secondary level. For the majority, the language is lost quickly after leaving school, with the typical outcome being "very limited knowledge" of the foreign language (ibid.:209). In the case of the 'drip-feed' method, children would usually only reach Basic Interpersonal Communicative Skills (BICS) (Cummins, 1981) 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 Cummins' notion of Cognitive Academic Language Proficiency (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. It is a challenge 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 confidence. Davies et al.'s review (WG, 2013b) 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 there should be "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" (ibid.:33). It would appear that a link to the original purpose of the use of incidental Welsh may 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).

3.3 'Incidental Welsh'

It is within the context of English-medium education and the 'drip-feeding' approach to language teaching and learning that the concept of 'incidental Welsh' can be found. The document *Developing the Curriculum Cymreig* documented the phrase 'incidental Welsh' for the first time in 2003, stating that teachers should be "using incidental Welsh in the life of the school" (ACCAC, 2003:5). However, neither this, nor the preceding documents that alluded to the concept (Welsh Office, 1989, WJEC, 1998) acknowledged the provenance of the phrase. It would seem likely that the decision to recommend the concept to teachers would have been influenced by existing literature concerning the use of the target language in the classroom, with Dickson (1996:1) stating that, 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". Although no mention of the theory of language learning and teaching is made in either these or, indeed, any subsequent 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). Links can be made also to the work of Cummins (1979) regarding achieving BICS – defined as 'conversational fluency' in a second language - and it is likely that it was thought that the use of Welsh incidentally throughout the school day would encourage greater use of the language and result in higher levels of bilingualism in the longer term.

It was not until 2013 that a definition of 'incidental Welsh' appeared as a footnote in an Estyn review of the 'Welsh Language Development' Area of Learning within the Foundation Phase (Estyn, 2013b:9). This document stated 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". Later in the same document, this definition is altered with the words 'incidental Welsh' being replaced with "[i]ncidental language teaching", but otherwise continuing with the same definition verbatim (Estyn, 2013b:35). While no source is acknowledged by Estyn, it would appear that the definition offered was based on the work of Hart & Risley (1975, 1980, 1982) and Warren & Kaiser (1985) on the process of 'incidental teaching'. Specifically, Estyn's definition demonstrates considerable similarity to Hart & Risley's definition:

> "Incidental teaching refers to the interaction between an adult and
> a single child, which arises in an unstructured situation…and which
> is used by the adult to transmit information or give the child practice
> in developing a skill."
>
> Hart & Risley (1975:411)

Within the explanation offered by Hart & Risley (1975), they note that a situation of this type is "child-selected" (ibid.:412), with the child requesting assistance from the adult in a verbal or non-verbal manner. Several studies carried out by Hart & Risley (1968, 1975, 1980, 1982) involve the encouragement of a child's request for assistance from an adult based on a carefully planned environment; for example, by the placing a toy out of reach and requiring the child to ask for it. As a result, they found that children were able to imitate whole sentences that were modeled by the adult, later moving on to the elaboration of language in response to an adult prompt; for example, by asking a specific question to elicit a particular response. Their 1975 study, based on the children of low-income families living in housing projects in Kansas, demonstrates the effectiveness of incidental teaching with regard to improving children's use of compound sentences, with a baseline language level being compared with results collected during interventions over 114 days of schooling. While it might be expected that the incidental teaching of compound sentences might lead to the use of fixed patterns in terms of language use, in fact, a considerable variety of language was observed from the children, with individuals able to use new language not only with

the adult that introduced it, but with other adults and children also. The results of this study were supported further through re-analysing the 1975 results and comparing these with data from a longitudinal study based on two additional groups of pre-school children (Hart & Risley, 1980). Again, it was found that increases in frequency of language use were visible when incidental teaching process had been undertaken. Subsequent studies, for example by Rogers-Warren & Warren (1980) involving three children displaying moderate to severe language delays and by Warren, McQuarter & Rogers-Warren (1984), based on three unresponsive, language-delayed preschool children, found similar results, with participants' rates of verbalisation increasing and being maintained, even when incidental teaching processes were removed. It would appear, therefore, that incidental teaching processes would be of benefit to learners of Welsh as a second language in encouraging increased use of the language.

The work of Warren & Kaiser (1985) critiques the incidental teaching process that has been used specifically with children experiencing language difficulty or delay and, in particular, within a language intervention context. Within this type of setting, they note the four elements of the incidental teaching process:

1. That the adult should arrange the environment so that the child will request assistance or show an interest in a specific resource;
2. That the adult should select language targets that are suitable for the child's language proficiency and that relate to the environment presented;
3. That the adult should respond to the child's prompt, giving opportunities for the child to respond with language relating to the set targets;
4. The adult should use specific language forms and reinforce the child's efforts using the resources in which the child has shown an interest.

They discuss two specific learning strategies that are promoted by incidental teaching, the first of these being imitation, where new words are prompted and repeated within specific events. According to Ghazi-Saidi & Ansaldo (2017), repetition and imitation are the oldest methods of learning a second language for functional use and, despite heavy criticism from some authors for being mechanical and meaningless (for example, Haycraft, 1978; Richards & Nunan, 1990; Larsen-Freeman & Anderson, 2011), these strategies have been used in L2 teaching and learning for nearly four centuries. This imitation and repetition, particularly in a naturalistic environment, results in 'cross-modal transfer', where previously heard language used may be

produced spontaneously. The purpose of incidental teaching episodes is to encourage communication rather than to teach language and the targeted language may resemble the type of language use seen in successful early mother-child interaction; for example, through the use of scaffolding (Vygotsky, 1978; Warren & Brady, 2007) and imitation (Gampe, Brauer & Daum, 2016). When a child's attention is focused on a specific environment or object, s/he can respond to language that is being modelled repeatedly by the adult in a naturalistic context (Hart, 1985). The importance of context and of teaching to the interest of the child are seen as vital in several studies (Schacter, 1979, cited in Florin, 1998; Hoff-Ginsberg & Schatz, 1982; DeBaryshe & Whitehurst, 1986; Hoff-Ginsberg, 1991), with the teacher's skill in ensuring that the target language is suitable for the child's abilities being an imperative element of the process.

While it is possible to understand the relationship between the work of Hart & Risley (1975, 1980, 1982) and Warren & Kaiser (1985) and the initial concept of incidental Welsh, it must be acknowledged that the focus of these studies was on the language development of children with moderate to severe language delay or other specific learning needs using incidental teaching as a language intervention. Generally, pupils within mainstream classes in Wales would not have issues of this nature and, therefore, the use of the process of incidental teaching may not be able to be implemented in the same way. It must also be acknowledged that each of these studies involved individuals rather than groups of children. Indeed, the original definition of 'incidental teaching' provided by Hart & Risley (1975:411) involves the interaction between an adult and "a single child". The situation facing teachers in Wales is different as there might be 30 or more children in a class, resulting in individual attention by the teacher of the nature seen in the work of Hart & Risley being challenging. Taking these differences into account, it must be considered whether the original definition coined by Hart & Risley should have been adopted in order to describe the concept of incidental Welsh. Nevertheless, 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. While bearing in mind the differences in context, the processes found within an incidental teaching strategy would appear a sound proposal for schools in Wales in order to provide opportunities for pupils to develop a second language at a young age and, alongside the teaching of Welsh within distinct

language lessons, would allow them to develop vital communication skills that could be used in adult life.

3.4 Dual Language Education

A strategy that might be adopted in Wales within the English-medium sector as a 'strong' model of bilingual education (Baker & Wright, 2017) relates to 'dual language' education programmes, where 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 (Maillat & Serra, 2009). This would seem to be an approach that might aid teachers and trainee teachers in developing the concept of 'incidental Welsh' further than is currently typical. One example of this method 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). Coyle, Hood & Marsh (2010) explain CLIL within the conceptual representation of the 'Language Triptych' (Coyle, 2000) which includes three interrelated perspectives - "language **of** learning, language **for** learning and language **through** learning" (Coyle, Hood & Marsh, 2010:36). The 'language **of** learning' refers to the language needed to enable the learner to access concepts and thematic content within a specific field of knowledge. For the teacher, in order to use language appropriate to the content; for example, there might be a need to use the past tense in a History lesson, and this language would then be further considered in terms of its grammatical structure in a specific language lesson. 'Language **for** learning' describes the language that would be needed by the learner in order to function independently within a foreign language setting; for example, appropriate language for asking questions or for taking part in a group activity. 'Language **through** learning' refers to the language needed in order for the learner to discuss their understanding so that a deeper level of learning is able to take place. As new meanings are learnt, new language is required in order to express this understanding, with learners retaining knowledge by making connections between existing and new concepts (Met, 1998). By ensuring the consistent re-use of language, learners' progress develops in a 'spiral' formation rather than following a 'step-by-step' direction (Coyle et al., 2010).

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. 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, 2008 in Baker, 2011). An example 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 (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 developing pupils' Welsh further than is currently possible in many contexts, 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.

Supporting the findings of several international research projects, (Mohan, 1986; Eurydice, 2006; Coyle et al., 2009), it has been acknowledged by authors in Wales 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 that Physical Education could be the context within which Biology experiments might be carried out (ibid.). James and Wynn (2003) take this further, arguing that there is little success if no opportunities to use the language outside the formal Welsh lesson are given. Linked to this, Estyn identifies cases of

'sector-leading practice'[42] 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 is a focus on developing bilingualism in the FP, with Welsh being used as a medium of teaching for 40% of the timetable. In 2012, as a result of prioritising bilingualism, 85% of pupils achieved Outcome 5+ in W2L[43] (Estyn, 2012f). There would appear to be links between these cases and the CLIL approach, suggesting that this type of content-based method might be possible in other English-medium settings.

However, while there may be much research to suggest that a decision to turn to a content-based curriculum such as CLIL (Coyle et al., 2010) to further the learning of Welsh as a second language might bring 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[44] or modelling[45]. Here, the vast majority of teachers in English-medium schools would not be confident Welsh speakers and, therefore, might 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

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[42] "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).

[43] There is currently no standard assessment data available at school, local authority or national level regarding attainment at the end of the FP.

[44] Scaffolding theory (Bruner, 1960) identifies the importance of providing students with enough support in the initial stages of learning a new subject.

[45] 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[46] (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.

In Estonia (Kiilo & Kutsar, 2012), Russian-speaking teachers were required to learn the Estonian language in order to teach through that medium. Despite the availability of language courses in Estonian in order to increase teachers' Estonian language proficiency, teachers felt that they were incapable of setting an example for students because of their insufficient command of the Estonian language, resulting in 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 considered 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. Furthermore, this would have implications for trainee teachers in terms of their proficiency in Welsh and their resulting ability, or otherwise, to teach through the medium of the second language.

3.5 Teacher Language Confidence

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

- 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)

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[46] 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.

Referring to English language teachers, Tsui (2003) 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. 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 discussed in Chapter 2 and, consequently, was an area of investigation in this study.

It would appear, therefore, that the teacher's expertise and confidence 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 idea. 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[47] specialists. Conteh (2012:40) states that "rather than seeking to develop proficiency in a specific language, PMFL[48] 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, consequently, 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.

3.6 Summary - Research Question 1

In this chapter, several issues have been raised pertaining to the use of 'incidental Welsh' by teachers, trainee teachers and pupils and to the way in which Welsh is taught, specifically as a second language. It would appear that there is a lack of clarity concerning the purpose of incidental Welsh and the intended outcome of its use for pupils. It is also unclear as to exactly how and to what extent teachers and, therefore, trainee teachers, should include incidental Welsh in their practice. While Estyn (2013b) offers a definition suggesting that incidental Welsh should be used by teachers and pupils naturally and in an unstructured way, as proposed in the work of Hart & Risley (1975), the differences between the single-child context of Hart & Risley's work and the whole-class context of Estyn's definition must be acknowledged. Due to this difference, the teacher's ability to carry out interactions in an unstructured manner in order to 'transmit new information' to up to 30 pupils is limited and, therefore, must be planned by the teacher to some extent in order to ensure that all pupils are given opportunities to develop their skills. While there may be *some* opportunities for teachers to encourage language acquisition rather than rely solely on deliberate language learning, is more likely that the teacher would be using incidental Welsh that

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[47] Modern Foreign Language
[48] Primary Modern Foreign Language

had previously been taught or introduced in order to integrate this language into the daily discourse of the classroom.

Although several publications have reported good practice with regard to the use of Welsh across the curriculum, it is clear from the literature discussed in this chapter, and also the documentation introduced in Chapter 2, that this type of practice is uncommon and should not be considered to be 'typical' across Wales. In addition, the definition given by Estyn (2013b), based on the work of Hart & Risley, suggests that incidental Welsh would involve only spoken interactions between teachers and pupils. However, several documents that pre-date the formal definition (for example, WJEC (1998); Estyn (2004c); Estyn (2005c)) extend this concept, discussing the possibilities that written language might bring, such as on classroom walls. Indeed, Estyn makes clear in several documents that evidence of the display and use of written Welsh is expected during school inspections. It would, therefore, appear that, despite the fact that a definition has been provided by Estyn, this definition does not explain fully the expectation in terms of the use of incidental Welsh by teachers and pupils nor the possibilities that could be provided to aid language development. As a result, it is possible that teachers in different schools might interpret the phase 'incidental Welsh' in different ways. One of the aims of this study was to investigate how trainee teachers perceived the phrase 'incidental Welsh' to be defined in different schools and whether those definitions had an influence on the trainee teachers that were placed within those schools.

3.7 Trainee Teacher Perceptions of School-based Experiences

In terms of the second research question: '*Do trainee teachers perceive the classroom within which they are placed to have an impact on their use of incidental Welsh?*', the literature relating to school-based experiences of trainee teachers will be considered. As explained in detail in Chapter 4, each trainee was placed in different classrooms during each year of the three-year course in order to undertake Professional Teaching Experience[49] (PTE). These classroom experiences gave trainees opportunities to

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

participate and observe within a school setting and to connect the theory covered during university sessions with the practice of a classroom (Aziz, Kulasingam, Shabudin, Kim & Choo, 2004). This shift from the safety of a university setting to the realities of a school classroom can be difficult for trainees (Farrell, 2002), with trainees needing to consider and put into practice a range of relevant content and pedagogies at once. Day (1993) suggests several categories of knowledge that trainees are required to comprehend as they begin working in the classroom; content knowledge - knowledge of the subject matter; pedagogic knowledge - knowledge of teaching strategies and practices; pedagogic content knowledge - knowledge of the way in which content should be taught in order for pupils to understand, of the difficulties that may be encountered and of their solutions; and support knowledge - knowledge of specific disciplines within the subject being taught. If trainees have a limited knowledge of any one of these categories, they may find the experience of teaching difficult and it is likely that it is only when placed in a classroom that trainees can develop this type of knowledge fully (Lui, 2013); thus, it is acknowledged that learning to teach is a complex process (Knowles, Cole & Presswood, 1994).

During the PTE, it is clear that trainees can be influenced significantly by their interactions with mentors, peers and pupils (Yalcin Arslan & Ilin, 2018) and that these interactions might influence trainees' perceptions of the school in which they are placed and the practices that they observe within it. However, limited literature has been written to date from the perspective of the trainee teacher in terms of their experience of placement schools and the expectations of the classteacher and other staff within it. Literature that exists tends to focus on trainee teachers' views of specific elements of their training; for example, of the use of self-evaluation (Majzub, 2013), regarding the connection between theory and practice (Yin, 2019), or in relation to concerns about the teaching practice (Capel, 1997; Yourn, 2000; Heeralal & Bayaga, 2011). It would appear that much of the literature relates to trainees' challenges in terms of classroom management skills (Yourn, 2000) and of their teaching abilities (Yalcin Arslan & Ilin, 2018). However, several authors discuss the adaptation of trainee teachers to the teaching environment, with Veenman (1984) noting that the success of a trainee's acclimatisation can depend on numerous contextual variables.

One of these variables relate to the school's ethos (Thomson & Wendt, 1995), which may be relevant to this study's second research question in terms of the classroom in which individual trainees were placed. Flores & Day (2006) acknowledge that, as well as personal background experiences, the school context can be identified as an important variable in a trainee's experience as they begin the process of learning to teach. During the training period, Day (1999:59) suggests that trainees experience a "two-way struggle" as they attempt to create a vision of how they feel their teaching should be whilst, at the same time, being influenced by the force of the school culture and ethos. Indeed, Caires, Almeida & Martins (2009) argue that, due to the significant influence that a school's ethos can have on the trainee teacher, universities should take care when selecting schools within which trainees are placed to ensure a positive environment for their professional development. Taking this advice into account would appear to have significant implications with regard to the training that universities would need to provide in order to ensure that *every* mentor has appropriate skills and dispositions necessary to carry out this important role effectively.

Additionally, Caires et al. (ibid.) suggest that the 'school-based mentor' is a key figure in guiding the trainee as they begin their journey into the teaching profession. In their investigation of the experience of primary trainee teachers, Dunne & Dunne (1993) note that the trainee's relationship with his/her mentor is "fundamental to learning", though the study does not make clear the reasons why this might be. Within this research study, the role of the 'mentor' was carried out by the trainee's placement class-teacher who would support the trainee with planning, teaching and assessment and would write formal reports based on lesson observations. It is acknowledged that the role of the mentor is a crucial component of initial teacher education (Bird & Hudson, 2015) and a positive mentor-mentee relationship is seen to be vital to the success of the trainee's development as a teacher (Ulvik & Sunde, 2013; Hudson, 2016).

Despite agreement regarding the importance of the role, it is evident from the literature that there is no single definition to explain the process of 'mentoring' (Elliott & Calderhead, 1994; Hobson, Ashby, Malderez & Tomlinson, 2009). Most definitions (for example, in the work of Hudson & Hudson, 2010; Menges, 2016 and Cakir & Kocabas, 2016) suggest a relationship in which the mentor is more experienced in the

field than the mentee (the trainee teacher in this case). In a mixed-method study by Hudson & Hudson (2010) based on mentors of trainee primary teachers in Australia, mentoring is defined as a practice where a more experienced teacher - the mentor - offers advice and guidance to a less experienced educator - the trainee - with the goal of improving teaching and learning in a classroom setting. The model of mentoring offered by Bird & Hudson (2015) suggests five attributes and practices that are typically present in a successful mentor: good communication skills; an understanding of the education system; excellent pedagogical knowledge; an ability to model effective teaching and class management; an ability to give clear oral and written feedback and setting targets for improvement. Other definitions are based on the notion that the mentor has skills, or is able to provide knowledge, that the mentee needs to acquire as discussed, for example, in the work of Hayes (2001), Billett (2003), Price & Chen (2003), Fowler & O'Gorman (2005) and McCormack & West (2006). Indeed, a number of studies (Shulman, 1987; Reagan, 1993; OECD, 2010; Moats, 2014) 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. 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).

Several authors propose frameworks within which mentoring might take place and set out various roles and responsibilities of the mentor. For example, Scandura (1992) suggests three mentoring functions: vocational, where the mentor might offer coaching in order to prepare the trainee for the teaching profession; social, where the mentor might build relationships and provide counselling; and role-modelling, where the mentor might share behaviours and opinions with the trainee and the trainee, in turn, would decide whether or not to follow the mentor's model. Several studies demonstrate the importance of each of these roles; for example, Torrez & Krebs (2012) and Izadinia (2016). Based on their research of mentoring within a one-year PGCE programme, McNally & Martin (1998) categorise three types of mentors - the 'laissez-faire', the collaborative and the imperial mentor. The 'laissez-faire' mentor supports and nurtures trainees, aiming to reduce anxiety for the trainee by avoiding criticism or intervention, with the result that the trainee must motivate him/herself to improve in the absence of external challenge. In contrast, the 'imperial' mentor shares strong

opinions about teaching but offers limited reassurance, resulting in the trainee feeling unsupported. McNally & Martin (ibid.) propose the 'collaborative' mentor as the most effective, combining challenge and support as the mentor encourages the trainee to take responsibility for his/her own progress.

Universally, the role of teacher mentor is understood to be multi-dimensional, demanding and complex (McIntyre et al., 1993; Orland-Barak & Yinon, 2005; Mackie, 2018) which makes professional and, often, personal demands on the person undertaking it (Galton, 1995). The role is usually be carried out in a dynamic and non-linear manner (Leshem, 2012), with the mentoring process changing according to the needs of the mentee. Maynard & Furlong (1993) suggest three models of mentoring: the apprenticeship model – where the trainee learns a skill through observation and repetitive practice, including a process of 'trial-and-error'; the competency model – a model based on subordination, where the mentor acts as 'trainer', planning systematically and in a structured manner for the mentee to meet specific competencies; and the reflective model – a complex, four-stage model that changes to fulfil the needs of mentees as they move from stage to stage. The first stage involves the mentor as a model, with mentees focusing on rules and routines in order to establish their authority as a teacher; the second stage involves the mentor as coach, giving feedback on the mentee's performance and focusing on the mentee developing teaching competences; the third stage, the mentor role is one of a 'critical friend', focusing on observing lessons and lesson planning in order for the mentee to focus on pupil learning and effective teaching; the final stage involves the mentor as a co-enquirer, where the mentor and mentee become partners in teaching and supervising each other, working as equal professionals.

Linked to the practice involved in Maynard & Furlong's final stage, Zauchner-Studnicka (2017:547) suggests that a process of 'reverse-mentoring' could take place – "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". Within the context of business, Murphy (2012:549) offers an alternative definition of reverse mentoring as being "the pairing of a younger, junior employee acting as mentor to share expertise with an older, senior colleague as the

mentee"[50]. A study of mentors and mentees in a secondary school in Norway (Ulvik & Langørgen, 2012) suggests that reserve mentoring might give an opportunity for mentors to gain up-to-date knowledge regarding curriculum or subject developments from younger, trainee teachers. However, much of the literature on reverse mentoring is based on the field of business and very little literature exists on reverse mentoring within the field of education (Ulvik & Langørgen, 2012; Morris, 2017). Additionally, Zauchner-Studnicka (2017) acknowledges that reverse mentoring in schools is rare worldwide but suggests that this might be an innovative way of ensuring the development of skills for both mentor and mentee.

Despite the lack of definitive explanation of the role of the mentor, it has been established in the work of Elliott & Calderhead (1994) that the mentor is the biggest influence on the trainee's professional development. However, based on his conceptualization of how different amounts of support and challenge are offered by the mentor, Daloz concludes that the impact of the classteacher can be either positive or negative (Daloz, 1986). Several reasons for a negative outcome relating to mentoring have been reported. Arkün-Kocadere & Aşkar (2013, cited in Alemdağ & Şimşek, 2017) discuss the negative impact on trainees of mentors who are not good role models and are unwilling to collaborate with the trainee. Furthermore, Moulding, Stewart, & Dunmeyer (2014) note that trainee teachers' experience is negatively affected by the mentor's lack of knowledge concerning their responsibilities in the training process. Elliott & Calderhead (1993) report that a lack of challenge from the mentor can be an issue for trainees, suggesting that neither mentor nor trainee wishes to put their relationship at risk while the trainee is dependent on the mentor. Although literature suggests that mentors do have plentiful pedagogical and subject knowledge (Brant, 2006; Moats, 2014), a study based on the experience of trainee teachers of ICT in Turkey found that problems occurred when trainees were unable to make links between theory and practice due to the mentor's ineffectiveness in modelling good practice (Alemdağ & Şimşek, 2017). Furthermore, a key finding in the work of Pinnick (2020) based on the mentoring of trainee teachers of English was that mentors lacked confidence in developing trainees' pedagogic and subject knowledge. This

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[50] 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.

could be attributed to mentors' lack of evidence-based knowledge within the subject area, or to the fact that they were unable to share their tacit knowledge with the trainee in such a way that the trainee was able to understand and apply in their own teaching (Eckerman Pitton, 2006).

Segal (1998) suggests a tension between a mentor's beliefs about teaching and the way in which he/she actually teaches, which could result in difficulties for trainees in making decisions concerning their own teaching. This, added to the lack of knowledge that a trainee has regarding the school's ethos and practice, could result in the trainee unintentionally breaching accepted codes of behaviour or expectations of which they were unaware. Furthermore, Feiman-Nemser, Parker & Zeichner (1993)'s work shows the way in which mentors can struggle to share their own thinking about lessons or the rationale behind approaches that they take, resulting in a lack of explicit rationalisation of the process of teaching for the trainee. Without this explicit rationalization to enable reflection and improvement on teaching, the trainee, already under constant scrutiny in someone else's classroom, may feel that the only possibility open to him/her is to 'survive' (Hayes, 1999), sometimes compromising his/her own values, or abandoning 'their way' of thinking (Thomson & Wendt, 1995) in order to ensure a successful outcome. Taking the studies examined above into account, this research aimed to investigate the extent to which the trainees taking part in this study may have been influenced by the practice of their classteacher in terms of his/her use of incidental Welsh or whether they perceived other factors to be more significant.

3.8 Summary - Research Question 2

Despite a lack of agreement in literature concerning the role of the mentor, it would appear that the person undertaking this role may have a significant influence on the trainee teacher. In addition, it is possible that the ethos of the school can have an effect on the performance of the trainee in different ways. With regard to the second research question, this investigation considered the issues raised by literature relating to trainee teachers' experiences within their placement schools, in particular in terms of trainees' perceptions of the incidental Welsh used within the school context and its impact on his/her use of incidental Welsh.

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 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.

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 confident 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.

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[51] 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. 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.

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

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[52]. Whenever possible, trainees are provided with different settings over the three years, ranging from small rural schools to large urban placements"
>
> (University, 2012).

4.3 Sequence of Data Collection and Analysis

The research was a longitudinal study that would follow the trainees through their three-year course and beyond. 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). As a result, it was decided that the study should involve two distinct modes of enquiry. The first mode would gather a broad range of data from the whole cohort in order to determine whether the information reported was generalisable in some way. These data were gathered via questionnaires at five points:

- Prior to any Welsh-language 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[53], involving a six-week placement in a school;
- After their second PTE, involving a six-week placement in a different school;
- After their final PTE of eight weeks in a third school.

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[52] The experience was known as 'School Based Experience', or SBE, at the time.
[53] Professional Teaching Experience

The second mode of enquiry would focus on specific elements of the trainees' experiences involving a representative sample of trainees, bringing an opportunity to gather detailed perceptions and trace the development of these trainees over time within a case study approach. It was hoped that the data gathered, when considered together, would provide plentiful evidence to support or contradict arguments that emerged, allowing the researcher to verify and support the recommendations made. The purpose of individual research tools will be discussed later in this chapter.

The process for gathering data and timings of the consent process, as discussed further in Section 4.4, can be seen in Figure 1. Each of the research methods noted will be discussed fully in subsequent sections.

Date	Method	Personel
February 2012	Questionnaire 1 – written information given and written consent gained	Whole cohort
May 2012	Questionnaire 2	Whole cohort
End June 2012	Questionnaire 3	Whole cohort
Summer 2012	Initial analysis of Questionnaires 1, 2 and 3	
March 2013	Selection of case study participants	
End March 2013	Written information sheet prepared and consent sought from case study trainees for participation in case studies	Case study trainees
April 2013	Written consent sought from case study trainees for use of PTE-related documentation within the case study element of the research study	Case study trainees
April 2013	Written information given to case study trainee PTE 2 placement schools	Case study trainees
April 2013	Written consent sought from headteachers and classteachers	Headteachers and classteachers
May 2013	Observation of PTE2 lessons	Case study trainees
May 2013	Classteacher interviews attempted	Case study trainee classteachers
May - August 2013	Gathering of documents in relation to case study trainee PTE1 placement / PTE1 placement schools	
End June 2013	Questionnaire 4	Whole cohort
End June 2013	Case study trainee questionnaire	Case study trainees
July - August 2013	Gathering of paperwork in relation to case study trainee PTE2 placement / PTE2 placement schools	
January 2014	Written information sent to case study trainee PTE3 placement schools, written consent given by headteacher and classteachers	Headteachers and classteachers
January - March 2014	Observation of PTE3 lessons	
March 2014	Classteacher questionnaire	Case study trainee class-teachers
March 2014	Case study trainee questionnaire	Case study trainees
March 2014	Questionnaire 5	Whole cohort
June 2014 - May 2015	Gathering of paperwork in relation to case study trainee PTE3 placement / PTE3 placement schools	
July - October 2015	End of NQT year interviews with case study trainees	Case study trainees
September - October 2015	Detailed analysis of all questionnaire data	
December 2015 - February 2016	Transcription of interviews	
March - May 2016	Coding of interviews	
May - July 2016	Thematic analysis of case study data	

Figure 1: Sequence of Data Collection and Analysis

4.4 Ethical Considerations

In accordance with BERA (2011) guidelines, several ethical issues were considered prior to, and during, this research study. Several of the issues discussed below relate to the research participants, the information shared with them and their treatment during the research study and relate to the two guiding principles set out by BERA and the university – that of respect and responsibility (Hamilton & Corbett-Whittier, 2013). Furthermore, Hammersley & Traianou (2012) argue that, as well as ensuring appropriate treatment of participants, researchers have a duty to the research itself, pursuing and defending factual knowledge based on evidence and making a worthwhile contribution to knowledge. The selection and execution of appropriate and justifiable research methods, as discussed in Chapters 4.5 and 4.6, are vital in ensuring that the research is of the highest possible quality.

4.4.1 Consent

Written consent was sought from each of the 71 trainees prior to the commencement of the research project. 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. While it could be argued that giving too much information could limit the data collected (Crow, Wiles, Heath & Charles, 2006) by 'leading' participants into a more limited range of responses that they might otherwise have given, 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 & 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". Thorne (1980:290) discusses the need for the "renewing" of informed consent if there is a likelihood of the purpose of the research having "slipped from awareness". As trainees were completing questionnaires over the course of three academic years, this situation was possible. Therefore, at each stage of the data collection process, trainees were explicitly reminded of the purpose of the study and of their right to withdraw

(Hamilton & Corbett-Whitter, 2013), ensuring that they had "real freedom of choice" (Cohen et al., 2018:129) throughout the investigation. Questionnaires were completed at the end of taught sessions and trainees were informed of their right to leave the room at any time, whether before, during or after questionnaire completion without giving a reason.

Regarding the trainees that took part in the case studies, further consideration was given to the impact of this research on each trainee and, as a result, additional consent processes were followed. Prior to any research being carried out relating to the eight trainees, the researcher met each one individually to explain the project and distributed written information and consent forms. Trainees were given time to consider the implications of their involvement in the study and, once they had made a decision, returned the consent forms to the researcher. In consenting to take part, they agreed that the researcher would gather specific evidence concerning the PTE in addition to the information gathered from all trainees via the questionnaires, and that this additional data gathering would include the observation of lessons, interviews and additional questionnaires. Consent was also given for the collection of any relevant paperwork that would be submitted to a university website used by university tutors and school mentors for the purpose of submitting formative and summative reports. In the event that a trainee had decided not to participate, other trainees that met the criteria set out in Section 4.6.1 could have been invited; however, all eight of the selected trainees chose to take part willingly and the researcher did not need to recruit any alternative participants.

Thorne (1980)'s principle of the 'renewing' of informed consent was applied with consent being sought at every stage of the process, with the intention of building a relationship of trust and an increased rapport between researcher and participant in order to improve the quality of data collected (Crow, Wiles, Heath & Charles, 2006). At each stage, participants were given written information concerning the process that the particular stage would involve, with the option to withdraw from that stage or from the entire study being given each time.

In terms of the observations that took place within a school setting, gatekeeper consent is discussed in Section 4.4.3 below. Additional written consent was sought from the

teachers that took part in the pilot teacher interviews in PTE2 and the teacher questionnaires in PTE3 (discussed in Section 4.6.5).

4.4.2 Power Relations

It is possible for researchers, who represent powerful institutions such as universities, to use their power negatively and exploit members of society who may hold less powerful positions. The researcher understood that there might be tensions between the "researcher persona" and the "practitioner persona" (Hamilton & Corbett-Whittier, 2013:65) due to her dual role as researcher and university lecturer and issues relating to the asymmetry of power and position were considered prior to the commencement of the research. Within the context of the relationship between participants and researcher, such issues would include access, harm and confidentiality (Burgess, 1989), with care being taken to avoid exploiting any groups being researched. In terms of questionnaire completion, it is possible that trainees might have felt under pressure to give what they perceived to be 'correct', socially desirable answers due to their perception of the researcher's interest in, and views concerning, the topic of incidental Welsh. They may also have felt compelled to complete the questionnaires, despite being given several opportunities to withdraw from the study or to omit any unfavourable questions, due to the presence of the researcher - their lecturer in this case. It was vital for the researcher to reiterate that participation was voluntary at every stage of the research process in order to mitigate as far as possible the possibility of these issues occurring and to ensure that trainees were treated fairly and with respect during the research process.

The researcher's position of power was more explicitly apparent with regard to the case study trainees, specifically in the observation and interview elements. During the lesson observations, a dual role was adopted, partly as researcher and partly as PTE tutor. Prior to each observation taking place, care was taken to ensure that trainees were happy for the researcher to continue in this dual role and assurances were given that the research would have no impact on any grades awarded in terms of the PTE. These grades would be decided at the end of the PTE by school staff based on trainees' performance over time, with the PTE tutor's role involving the giving of feedback

following individual observed lessons and of the moderation of practices across schools once the summative grades had been awarded. As the researcher, in her tutor role, would have no direct influence over the final grades allocated to each trainee, the researcher believed that she would be able to carry out this dual role without compromising the research *or* the trainees' progress and summative grades. Furthermore, it was made clear to trainees that, although they could not withdraw from the lesson observations when the researcher was acting in her role as PTE tutor, they could withdraw at any time and for any reason if they did not wish for the researcher to continue with her observation for research purposes.

While being aware of the researcher's interest in their use of incidental Welsh for data collection purposes which might have resulted in issues caused by the Hawthorne effect[54], from the trainees' point of view, the main function of the researcher was as PTE tutor - i.e. to observe the lesson being taught in order to set targets for improvement - and, thus, in terms of the reliability and validity of research data, any issues were minimised. They were aware that *every* university tutor would expect to hear Welsh being used during every lesson and would actively comment on each formative assessment report with regard to this within a section that had been specifically included in the PTE reporting document for this purpose. It is likely, therefore, that they taught their lessons 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. 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).

Additionally, power is significant in interview settings due to the social nature of this method (Cohen et al., 2018). Scheurich (1995) argues that power typically lies with

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[54] Where individuals modify an aspect of their behaviour in response to their awareness of being observed.

the researcher as it is the interviewer that sets the questions for the interviewee to answer and that the interviewee is the one under scrutiny rather than the researcher. Kvale (1996) agrees, noting that the researcher will customarily define the topic for discussion and the course of the interview. While this is true, it could be argued that the interviewee also has power as he/she has the information that the researcher wishes to hear (Limerick, Burgess-Limerick & Grace, 1996; Thapar-Bjorkert & Henry, 2004) or chooses to share only information to show him/herself in a good light (Tuckman, 1999). Additionally, Thorne (1980) considers the participant to be powerful in respect of being able to guard against one's interests and taking the "right to be left alone" in the manner of withdrawal from the study. While it was clear that several issues needed to be considered, the researcher endeavoured to mitigate possible ethical concerns relating to this by providing plentiful information to participants and discussing their involvement fully with the trainees prior to the interviews being undertaken. In addition, in an attempt to reduce the power asymmetry, each trainee was provided with the interview questions beforehand, as suggested by Tripp (1983) and careful thought was given to "setting the interview stage" (Kvale & Brinkman, 2014:149) with participants choosing what they considered to be an appropriate and convenient location for the interview to take place (Dunne, Pryor & Yates, 2005).

In terms of the validity of interview responses themselves, similar to the discussion above concerning responses to questionnaires, the element of an interviewee giving what he/she thinks the researcher wants to hear can be present (Hitchcock & Hughes, 1989). In research that involves similar power relationships between medical lecturer-researchers and their students, McGrath, Palmgren & Liljedahl (2019) discuss the need for researchers to consider the attempts by their students to give their perceptions of the 'correct answer'. While it is possible that this issue occurred in this study to some extent, it was unlikely due to the fact that the interviews were carried out a year after the trainees had completed their three-year course. By this time, the researcher was no longer in a position of power and, therefore, the trainees were able to give honest answers without fear of reproach.

4.4.3 Gatekeeper Consent

In this study, gatekeeper consent was sought from several individuals on behalf of their respective institutions and the people within them. Firstly, although the participants within this research were adults and, therefore, able to give consent for their own participation, gatekeeper consent was sought and gained from the Head of School of ITET at the university. This was deemed necessary as the researcher intended referring to data captured in the university electronic system to which she had access as a member of the university staff; for example, from the formative and summative reports of each case study trainee. The author of some of these reports would be school-based staff from schools within the university schools' partnership and others would be university PTE tutors. Each of these documents could be accessed by any member of the university departmental staff via a secure website and also be downloaded and printed by the relevant trainee for inclusion in the PTE planning file. While the researcher, in the role of the PTE tutor, would typically have access to these reports during PTE observation visits, gaining gatekeeper consent allowed the researcher to utilise these documents within the research study as a basis for the accounts of each trainee journey and in order to contextualise the perceptions shared with the researcher by those trainees. Furthermore, as discussed in Section 4.4.1, each trainee gave consent for the researcher to access and refer to these documents as required within the research study.

Moreover, gatekeeper permission was sought from the headteacher of each placement school prior to any observations taking place or staff questionnaires being distributed, in accordance with the ethical approval obtained by the researcher from the university. While each headteacher had signed a Memorandum of Understanding which allowed for trainee research to take place within the confines of the PTE, no formal agreement had been reached within the partnership at that time that allowed university staff to undertake research within the school context. Consequently, written information was given to the headteachers which included information regarding the purpose of the study and the intended research methods that would take place within their schools (Ramrathan, le Grange & Shawa, 2017) and the confidentiality of schools, staff and pupils was guaranteed. In terms of the lesson observations, it was made clear that the researcher would be observing the trainee and not the pupils, but it was acknowledged

that it was possible for the words of an individual pupil to be logged if responding directly to the trainee's questioning. Despite this and taking into account the fact that the pupils were not known to the researcher, no names or any other information that could be deemed 'personal data' (BERA, 2018) would be recorded at any time. Additionally, the gatekeeper consent process allowed for the documenting of any Welsh that appeared within the classroom environment within which the trainee was working. Following this initial written gatekeeper consent (Atkins & Wallace, 2012), the teacher within each class where the observation was to be carried out gave oral consent, specifically for the researcher to record her observations of the classroom environment during the lesson observation. The work of Burgess (1989) concerning job interviews discusses possible consent-related difficulties pertaining to situations where the headteacher, as initial gatekeeper, has already given consent on behalf of teachers which, in turn, leads to the teachers feeling obligated to take part. While the possibility of this situation was considered, this study was unlikely to have any negative effects on the future development of the teachers involved and, thus, it was felt that the teachers were able to consent freely, or to withhold this consent if preferred, to observation taking place within their classroom environment.

4.4.4 Confidentiality and Anonymity

An explanation regarding confidentiality was given to trainees at the outset. Prior to the commencement of the research study, a consideration of confidentiality versus anonymity took 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 questionnaire 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 anonymity were considered (Frankfort-Nachmias & Nachmias, 1992); for example, the use of codes or aliases but, again, these options would impede a comparison of the answers given at different points. In addition, due to the nature of the case study data collection, it would not be possible to ensure the anonymity of the eight participating trainees.

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". In terms of questionnaire completion, 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. In terms of trainee involvement in the case studies, confidentiality was assured to all those involved in order to maintain the privacy of participants and every effort was made in the reporting of the case studies to ensure the non-traceability of trainees, teachers, schools or any other identifying features. Clearly, should there have been any issues of safeguarding or safety, the relevant safeguarding procedures set out by the university would have been followed and the research discontinued; however, no such issues were observed during the study.

4.5 Research Methods: Whole-cohort Questionnaires

The main purpose of the whole-cohort questionnaires was to gather data relating to trainees' perceptions and use of incidental Welsh over the three years, which would contribute to any conclusions drawn concerning the research questions. While it was important to collate detailed information regarding a small number of trainees using a case study approach as discussed in Section 4.6, it was also valuable to take the opportunity to gather data from a broad range of trainees that were placed in a variety of different schools. This would enable the researcher to judge whether the results seen in the case studies might be generalised in some way across the whole cohort or if the experiences and perceptions of each trainee were individual to their own circumstances.

Due to the number of trainees involved in this part of the research study, it was considered that the most effective way of gathering information was by administering questionnaires. 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 (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, there is a danger that questionnaires may be completed hurriedly, whereas "an interview can be conducted at an appropriate speed" (Cohen et al., 2018:278). Nevertheless, questionnaires were deemed to be the more appropriate option in order to ensure that a wide range of data could be collected from each trainee at several points over three years that would enable the researcher to make comparisons within and between trainees in terms of their experiences.

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' if possible 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, resulting in both quantitative and qualitative data being collected.

The first questionnaire (Appendix 4) was completed before trainees received lectures in Welsh or attended a school placement. 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. In order to avoid any accusation of coercion that might occur if the researcher was to attempt to arrange alternative dates for the completion of questionnaires, possibly inconveniencing the trainees in the process, 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 and fully 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, three possible answers were included - Yes, No or Unsure - in order to provide options for respondents to indicate that they had no opinion on the issue, that the question did not apply to them, or that they did not know the answer (Cohen et al., 2018).

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 early stage in the course concerning their use of Welsh in the primary school - in the FP, in KS2 and by using Welsh incidentally. 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 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 several hours of input in Welsh; 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 prior to this experience.

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 allow the researcher to compare answers given by trainees placed in different counties and with different age groups of children. The questionnaires then asked 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 gave an indication as to the importance given by that particular classteacher to Welsh during his or her teaching. Trainees then stated, in further multiple-choice questions, 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 Year 1 PTE (PTE1), trainees had been introduced to a number of LEA-specific documents and to a nationally utilised document (WJEC, 1998) regarding expectations of the use of incidental Welsh in different year groups (an excerpt is shown in Appendix 9). They were advised by lecturers 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 gave the researcher an idea of the standards of incidental Welsh in that particular classroom compared with the expectations of the trainee. 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.

It was reasoned that a question concerning the teaching of Welsh lessons should be included in the questionnaire also; however, as discussed in more detail later in Section 4.8.4, trainee responses in this area were not included in the detailed analysis as the teaching of specific Welsh lessons was deemed to be a peripheral element when considering the research questions.

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 whether the language being covered 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 information 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 (PTE2), 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 PTE2 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 (PTE3), 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 PTE3 for medical reasons, and would re-sit the year; therefore, data from her previous questionnaires were discounted from the 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 to send out the questionnaire through the post to these trainees, with the inclusion of a self-addressed envelope for their return (Hoinville & Jowell, 1978) and three of these questionnaires were returned. As the responses of the remaining 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. Consequently, 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 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. By now, there was an expectation that university tutors and school mentors would include comments with regard to incidental Welsh, either positive or negative, on formative assessment reports and that targets should be set 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 PTE3 as this might 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).

While it was felt at the beginning of this study that these questionnaires would generate valuable data, as the research developed over time, it became clear that some of the elements considered within this first mode of enquiry were peripheral to the study as these data would not add substantial evidence when answering the research questions. As a result, while a copy of each questionnaire was included in the appendices, only a small amount of the data collected from the whole-cohort questionnaires were discussed within this thesis.

4.6 Research Methods: Case Study

The second mode of enquiry in this study involved a series of qualitative case studies. The purpose of these case studies was to gather detailed information regarding the journey through three school-based experiences of a small number of trainees with regard to their use of incidental Welsh, and also to consider their perceptions of this experience and its impact on their subsequent teaching career after their first year as qualified teachers. The use of several research tools offered by the case study approach allowed an in-depth consideration of the impact of each trainee's personal level of Welsh on his/her use of incidental Welsh and, in response to the first research question, allowed direct comparisons to be made in this regard as each trainee was placed within different classrooms. An in-depth study of this nature also allowed for discussion regarding the factors that might have contributed to each trainee's use of incidental Welsh, thus allowing conclusions to be drawn concerning the second research question. The purpose of specific research methods within the case studies is discussed later in this chapter.

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 compiled 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 compile case studies involving all 44 trainees; therefore, consideration was given to the most appropriate sample for this study. It could be argued, for purposes of safeguarding the trustworthiness of the study, that a random sampling process would result in an assurance that those selected would be a representative sample of the whole cohort (Bouma & Atkinson, 1995) and would ensure that any 'unknown influences' (Preece, 1994) would be distributed evenly within the sample. However, determining a sample in this way would not necessarily meet the criterion suggested by Stake (1995) as being the most significant - that of maximising what we can learn from the cases that we choose. In order to augment these opportunities, it was decided that the most appropriate course of action would be to select a sample that was as representative of the whole cohort as possible; thus, allowing the researcher to gather a range of perceptions from trainees which would facilitate discussion relating to the research questions. This selection was undertaken prior to PTE2, where 61 trainees were placed in schools, and the case studies would include data collected during trainees' Year 2 and 3 school-based experiences.

4.6.1 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, and it would be realistic for up to eight trainees to be observed within the week-long period that was allocated by the university for the purposes of the PTE observation. Alternative opportunities for observation were not available to the researcher at any other time; therefore, it was necessary for the researcher to carry out observation for research purposes alongside the planned PTE observation. It was decided that, as the observation lesson proceeded, in addition to making notes regarding the delivery of the lesson in order to subsequently write a formative assessment report for the purposes of the PTE, the researcher would transcribe each utterance that was made by the trainee in Welsh, as shown in Appendix 29, for the purposes of her research. In addition, prior to the commencement of the formal observation, any Welsh that was displayed within the classroom environment would also be logged on this document. It would be possible for eight trainees to be observed within the PTE observation week and, therefore, the researcher would need to ensure a sample that represented the cohort involved in the research.

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 involved an investigation of the incidental language used by the trainees and whether or not there was 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 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 2.
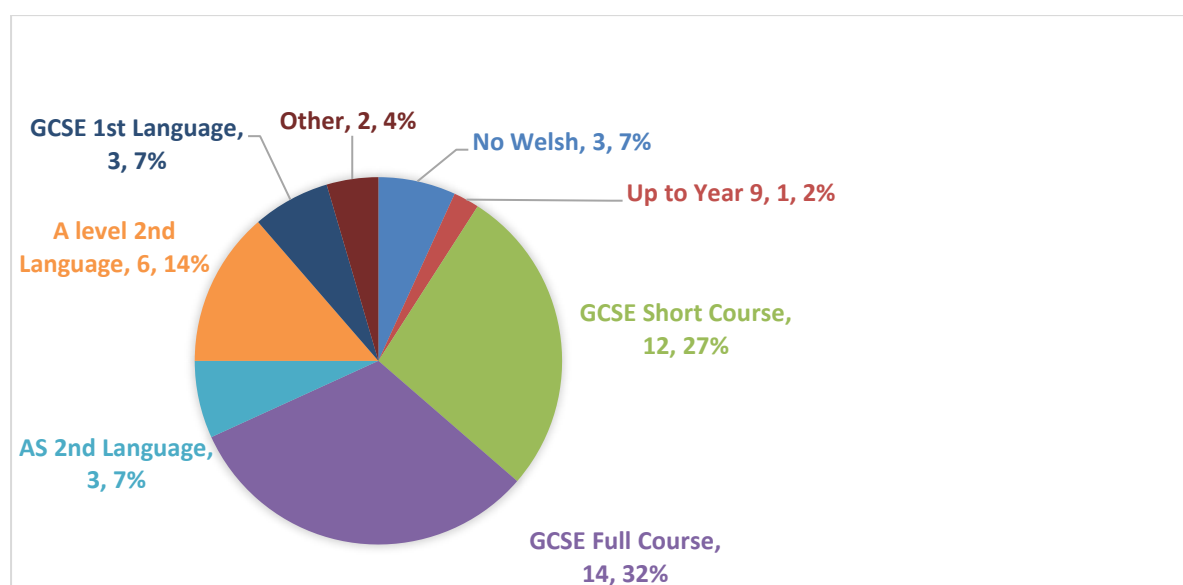
Figure 2: Welsh Previously Studied   *n=61*

Due to the categories with the largest numbers of trainees being the third and fourth categories - 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 3.
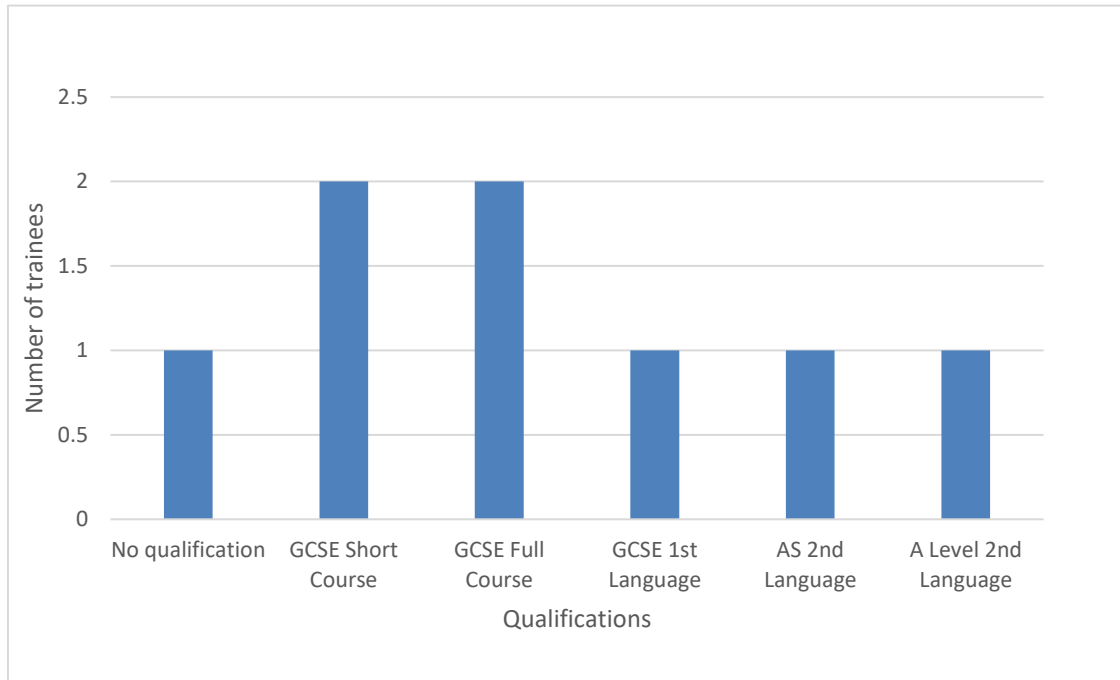
Figure 3: Welsh Language Qualifications of Case Study Trainees   *n=61*

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 PTE2 was 61, with 48 female trainees and 13 male trainees. 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 PTE2 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.

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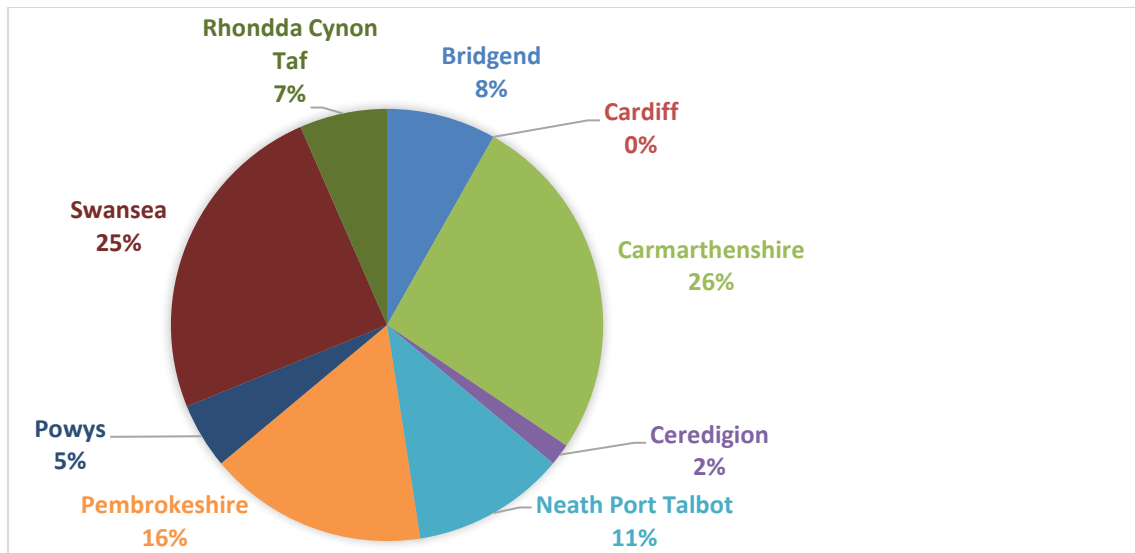
Figure 4: PTE2 Locations   *n=61*

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   NPT = Neath Port Talbot
Pembs. = Pembrokeshire   RCT – Rhondda Cynon Taf
V. of Glam. = Vale of Glamorgan

Figure 5: Characteristics of case study trainees

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 PTE2. 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.

4.6.2 Case Study Data Sources

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. This data collection strategy explicitly allowed for the triangulation of data, leading to the possibility of detailed case description (Burns 2000). 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, as discussed further below.

4.6.3 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 non-participant, unstructured observation (Tripp, 1983), enabling the researcher to gather data from naturally occurring classroom situations in a systematic manner (Simpson & Tuson, 2003). While the limitations of observation as a method of gathering data must be

acknowledged, including the reliability of data when observing a person only once and the possibility of observer effect, the opportunity to gather information '*in situ*' (Basit, 2010) rather than solely relying on second-hand accounts of participants' perceptions allows for the capturing of an immediate, unbiased record of events. In this 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) in order to gather data relating in particular to the first research question: '*Does a trainee's personal level of Welsh impact upon his/her ability to use incidental Welsh in the classroom?*'. Rather than relying solely on the reporting of the trainee concerning their classroom experience, direct observation would allow the researcher to gain first-hand experience of each trainee's use of incidental Welsh within a specific context. Observations were carried out within one lesson during trainees' PTE2 and two lessons during PTE3. Using these data, and taking their personal level of Welsh into account, comparisons could be made regarding trainees' classroom practice between one year and the next and also at two different stages of the third placement in order to determine whether it was the trainee's personal language level that impacted upon their use of incidental Welsh or if other factors were also present. In addition to the observation of language use, the researcher documented the contextual setting of the classroom within 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 and, in terms of the second research question: '*Do trainee teachers perceive the classroom within which they are placed to have an impact on their use of incidental Welsh?*', in order to determine whether or not the setting itself had a bearing on trainees' views or performance in the lessons.

4.6.4 Case Study Trainee Questionnaires

Data was collected from the case study trainees at the end of PTE2 by way of questionnaire. Trainees were present at the university for one day only before the end of the term, with a full day of events timetabled; therefore, it was not realistic for the researcher to expect trainees to take part in a research interview in the same 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 that was completed during a short session 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, giving trainees opportunities to share additional information to that which had been asked of the whole cohort. The questionnaire also included a question regarding the visibility of Welsh in the classroom; for example, on wall displays, which might 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 PTE2 placement school, and space was left at the end of the questionnaire for any additional comment that a trainee might wish to make. This added information would allow the researcher to build a detailed picture of the journey of each of the case study trainees which, in turn, would contribute data to inform the conclusions.

Following the final PTE3, the researcher intended carrying out an interview with each trainee; however, for several reasons, it was decided that an additional questionnaire would be more appropriate. At this time, trainees were preparing for their final degree examinations; therefore, it was decided that it would be unethical as well as a possible abuse of power (Burgess, 1989) with regard to the asymmetric relationship between the researcher and the trainees to ask them to give up their time to attend an interview at this important period in their university lives. Including open questions in a questionnaire would allow for similar information to be collected but could be completed at a time that was convenient for each trainee. Moreover, it was considered that an in-depth interview at this stage might be inappropriate and would perhaps be unreliable. It was possible that the views of the trainees at this point 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.

The resulting questionnaire included several familiar questions from the PTE2 questionnaire 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 progress 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 further in Section 4.6.5. Similar to the questions asked of the teachers, the trainees were asked to compare their own use of Welsh in their teaching to that of their teacher, 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 self-reported checklist also suggests 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. In combination with other data collected during the school-based experiences, information from the PTE2 and PTE3 questionnaires were considered within the reporting of each case study and, individually and together, have been considered during the thematic analysis of the case studies, as discussed in Section 4.8.2.

4.6.5 Case Study Classteacher Data Collection

At the planning stage, it was thought 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 during PTE3. 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 the interview would be 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. It was decided to pilot the interview questions during PTE2 so that any changes could be made prior

to the use of this research instrument in PTE3. 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 pilot interviews were unable to take place during PTE2, 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 questionnaire (Appendix 12) was created for teachers for use during PTE3. 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.

The purpose of this questionnaire was for the researcher to be able to compare trainee responses with those of the relevant teacher and, therefore, this questionnaire deliberately asked very similar questions to those completed by the trainees. When considering the second research question in particular and based on the data collected thus far within this study, it was felt that the classroom within which the trainee was placed might be one of the factors that might have an impact on his/her use of incidental Welsh, with the teacher's own practice being a part of the activity of that classroom. Consequently, it was important to gather the views of the teacher in addition to those of the trainee. It was possible that the views of the teachers might verify or refute those of the trainees and, therefore, given the probable subjectivity of both parties (Babbie, 2011), this information would be relevant when considering the

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reliability of trainee responses. 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 a list.

It was thought to be useful 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 2, 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 perceived the trainee's Welsh to be 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.

4.6.6 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: Case Study Documents

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, as discussed further in Section 4.8.1, followed by a section covering a cross-case (Yin, 2009) thematic analysis (Braun & Clarke, 2006) as discussed further in Section 4.8.2.

4.6.7 Case Study 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. In addition to discussing experiences during their NQT year, this would be an opportunity for trainees to reflect on their experiences and perceptions of the journey as a trainee teacher with the benefit of hindsight and, possibly, with a more objective view than they would have been able to offer at the previous data collection point. This would add a further dimension to the information already collected in terms of the reporting of the case studies and might provide further information with regard to the research questions.

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, 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/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". To ensure credibility in terms of the trustworthiness of data gathered (Lincoln & Guba, 1985), the interview questions discussed below were piloted (Elo, Kääriäinen, Kanste, Pölkki, Utriainen & Kyngäs, 2014) by informally interviewing two volunteers from a different cohort of trainees in order to determine whether the questions were suitable for securing rich data that would contribute to the discussion relating to the research questions.

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 email sent by the researcher. With the possibility that the email address was no longer in use in mind, 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 might not wish to meet with the researcher, perhaps due to the challenging nature of the third PTE, as discussed in further detail in Section 5.7.4, 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, therefore, information concerning his experience as a qualified teacher could not be collected. Despite this, since no request for the withdrawal of previously collected data was received, the data collected from this trainee during his time as a trainee will be discussed in subsequent chapters.

4.8 Data Analysis

Taking into account the acknowledgement that data analysis is the most complex phase within the research process (Thorne, 2000), it was decided that the data corpus collected would be presented in this thesis as two separate data sets – the first concerning the data gathered that related to the trainees that took part in the case studies and the second consisting of data relating to responses to the five questionnaires. While the questionnaires resulted in significant amounts of data, as a result of a reflection of the value of these data when considered alongside the data collection as a whole, it was decided to present only those questionnaire data that were significant in terms of the themes that were generated as a result of the analysis of the case study data, as discussed in Section 4.8.2.

4.8.1 Presentation of Case Study data

Chapter 6 follows a traditional case study structure set out by Hamilton & Corbett-Whittier (2013) in terms of its reporting, with the journey of the eight trainees being presented as a descriptive narrative within separate sections, covering the experience of each trainee singly. Information is presented within a chronological structure (Yin, 2009) and in a linear manner, moving through the student's three years at the university and beyond, and making direct reference to the evidence collected pertaining to that trainee (Cohen et al., 2018). Yin (2009) warns against giving disproportionate attention to the early events by giving a detailed introduction to a case, leaving insufficient time or space to later events. In order to mitigate this possibility, each case study was drafted backwards, as suggested by Yin, ensuring that

the later events were given sufficient importance and depth of discussion. Presenting the journey of each trainee in this way allowed for a within-case analytical strategy that contributed to the identification of themes and relationships among themes that characterised each trainee's journey, taking advantage of the richness of the data set in order to evidence this experience. In addition, this structure allowed the researcher to take into account particular factors that shaped the journey of each trainee and to 'do justice' (Ayres, Kavanaugh & Knafl, 2003) to the complexity of each trainee's experience. While it must be acknowledged that a within-case approach alone may not allow generalisation, it does not mean that this knowledge has no value within the field of inquiry (Flyvebjerg, 2006). Indeed, single-case reporting can allow for an examination of deeper causes of the phenomenon under investigation (Dyer & Wilkins, 1991; Fiss 2009). Following the presentation of the eight individual journeys, in order to carry out a cross-case synthesis of the eight case studies, a process of thematic analysis was employed, as noted below in Section 4.8.2. This analysis, in turn, provided evidence to support conclusions drawn in relation to the research questions. Including single-case and multiple-case analysis within this study allowed for both the possibility of reporting of the journey of each trainee using rich descriptions and the opportunity to increase the robustness of the study by investigating any replication of themes across the cases.

4.8.2 Thematic Analysis

It was recognised that the largely qualitative data provided by the individual case studies would need to be systematically reported (Nowell, Norris, White & Moules, 2017). Thematic analysis (Braun & Clarke, 2006) was selected as an appropriate method in order to analyse, organise and report themes found within the case study data set. While considered by some (Boyatzis, 1998; Ryan & Bernard, 2000) to be merely a tool for use across different methods, more recent authors acknowledge its place as a method in its own right (King, 2004; Nowell et al., 2017). Thematic analysis offers a flexible method of enquiry that can be adapted to different context due to the few set procedures and prescriptions that it comprises. While it is possible that this flexibility could lead to a lack of coherence and inconsistency while developing themes from the data (Holloway & Todres, 2003), King (2004) and Braun & Clarke

(2006) argue that the method can result in the generation of unanticipated insights when highlighting similarities and differences in the perspectives of different research participants. King (2004) adds that its structured approach helps the researcher to summarise significant characteristics of a large data set and to report the assembled material in an organised and well-defined manner. As the intention of this study was to investigate the experience and perspectives of a number of trainee teachers in relation to their use of incidental Welsh and to utilise several documents pertaining to each participant, it was thought that a thematic analysis approach would allow the researcher to effectively compare and contrast trainee journeys over time. This process would enable similarities and differences to be highlighted and common themes to be uncovered, offering conclusions relevant to the research questions.

This study followed the guidance of Braun & Clarke (2006) with regard to the process of undertaking a thematic analysis, completing the six phases as shown in Figure 7 and explained further below. Whilst broadly following this six-part linear process, thematic analysis is considered to be a reflective process where moving back and forth between phases is common as it develops over time (Nowell et al., 2017).

Phase	Description
1	Familiarisation with the data
2	Creation of preliminary codes
3	Compilation and organisation of themes
4	Reviewing of themes
5	Definition and naming of themes
6	Reporting and concluding

Figure 7: Thematic Analysis (Braun & Clarke (2006))

Braun & Clarke (2006) consider immersion in the data to be vital in order for the researcher to become familiar with the breadth and depth of the content, taking place during Phase 1 of the process of thematic analysis. This immersion took place in two ways; the first part concerning the interview component and the second pertaining to the other data that were collected in order to form the case studies.

With regard to the interview recordings, a process of 'attentive listening' (Widodo, 2014) of each of the interview recordings took place in order to identify possible patterns and similarities within and between the eight case studies before the recordings were transcribed in a naturalistic manner (Oliver, Serovich & Mason, 2005). Though time consuming, this gave the researcher an invaluable opportunity to become familiar with the interview data (Riessman, 1993). While this took place prior to the formal coding process, it formed the foundation for the coding phase that followed in Phase 2. While bearing in mind King (2004)'s warning against beginning with too many predefined codes to avoid disregarding data that contradicts previously-made assumptions, this process allowed for a few predefined codes to be created to help guide analysis later. Coding allows the researcher to focus on specific elements of the data by giving a label to a piece of text which contains a piece of information or idea (Miles & Huberman, 1994). In this study, open codes (Strauss & Corbin, 1990) were derived from the data themselves (Cohen et al., 2018) in order to categorise participants' perceptions and experiences. This process was conducted manually; first, by using various colours to represent discrete codes, sometimes coding the same piece of text more than once and, second, producing a thematic 'map' (Braun & Clarke, 2006) of data patterns and the relationships between them.

Phase three of the process involved collating the relevant coded extracts into broad identified themes that were generated inductively from the raw data. While it is argued that a 'theme' is usually implicit or implied rather than explicit and openly expressed (DeSantis & Ugarriza (2000), this study allowed for specific instances of experiences or perceptions to be presented as evidence of each theme within the different contexts (Patton, 1990, Boyatzis, 1998). These themes were then arranged in the form of a mind-map in order to consider relationships between them and to begin to judge their significance within the results of the study as a whole. Phase 4 allowed for further refinement of the themes, reviewing the thematic coded extracts to consider whether coherent patterns had arisen and ensuring that each theme was specific and discrete, but also broad enough to capture the ideas raised in several fragments of text. At this stage, relevant information from other case study sources such as the questionnaires, observations and self-reported checklists were also considered in order to determine whether any additional themes to those already generated by the interview data fragments could be established elsewhere. In this study, other sources from the case

study data set did not generate any *new* themes, but it was clear that these data would be useful during the reporting phase in supporting the themes already found in the interview transcriptions. This process resulted in a clear understanding of the themes that had emerged and the narrative that could be developed through these themes.

Phase five of the thematic analysis process involved the writing of an analysis of each of the themes generated, identifying the "story" (Braun & Clarke, 2006:92) of each theme and relating these to the research questions. During the writing phase, each theme that related to trainees' perceptions of issues relating to their use of incidental Welsh was able to be defined, with specific labels being given to each theme that would allow for further analysis. Phase six of this process involved the coherent, concise presentation of the themes, as shown in Chapter 7, including supporting evidence from the whole case study data set. Braun & Clarke note the necessity to go beyond description by providing extracts and examples to illustrate the 'story' of each theme and warn of several pitfalls when undertaking thematic analysis. It was hoped that the use of the variety of sources presented in the case studies would provide for the reader rich descriptions of the data and coherent interpretations of their meaning. As suggested by King (2004), short direct quotations from the interviews were included within this chapter in order to aid the reader's understanding of the interpretation and to illustrate the frequency of the themes. As well as validating the richness of the data, these quotations confirm the connection between the data and the results (Elo et al., 2014). Sandelowski (1995) argues for the inclusion of direct quotations from transcribed text to aid the author in demonstrating the trustworthiness of results, as discussed further in Section 4.8.2**.** In addition, extracts of raw data were embedded within the narrative in order to demonstrate the 'story' of the data (Nowell et al., 2017). The themes presented in Chapter 7 is discussed further in a holistic manner in Chapter 8 in relation to specific research questions, alongside data from the whole-cohort questionnaires.

4.8.3 Ensuring trustworthiness

Due to much debate regarding the trustworthiness and validity of qualitative research (Porter, 2007) and particularly when using a case study approach (Zucker, 2001), it is

essential that researchers are able to demonstrate the trustworthiness of each phase of a thematic analysis (Nowell et al., 2017). Using Lincoln & Guba's (1985) criteria of credibility, transferability, dependability and confirmability as a starting point, trustworthiness within each phase of the thematic analysis can be demonstrated. In order to ensure credibility - noted by Lincoln & Guba (1985) as being one of the most important factors in establishing trustworthiness - the researcher adhered to several practices to ensure that participants were identified and described accurately. From the outset, the researcher was familiar with the culture of the institution within which the eight participants were trainee teachers. While this brought with it ethical considerations, as noted in Section 4.4, and the possibility of undesirable effects concerning the researcher's professional judgement due to her immersion within the institution and its culture (Lincoln & Guba, 1985), it did allow 'prolonged engagement' (Erlandson, Harris, Skipper & Allen, 1993; Merriam, 1995) between researcher and participants, resulting in a relationship of trust and an adequate understanding of the context within which trainees were placed. Linked to this, as noted in Section 4.4, participants were given the opportunity to withdraw from the study at any time, ensuring that they were offering their viewpoints freely and honestly.

Following the transcription of interviews that were undertaken by seven of the eight trainees, participants were offered the opportunity to take part in a process of 'member checking' (Lincoln & Guba, 1985; Stake, 1995). This allowed participants the opportunity to give "systematic feedback" (Lub, 2015, no page) to ensure that the transcript prepared was an accurate representation of the participants' perspectives and "not curtailed by the researchers' own agenda and knowledge" (Tong, Sainsbury, & Craig, 2007:356). Stake (1995) notes the widespread lack of engagement in the member checking process during his research over many years; however, this issue was not replicated in this study, with all but one of the participants reporting that they had taken the opportunity to read the interview transcript. Nevertheless, no participant wished to make changes to the prepared text. It must be acknowledged that, despite it being apparent that the transcriptions were accurate representations of the discussion undertaken in these interviews and, therefore, some level of trustworthiness could be maintained, this on its own does not allow the researcher to make claims regarding the

trustworthiness of any subsequent analysis (Birt, Scott, Cavers, Campbell & Walter, 2016); rather, the trustworthiness of analysis must be ensured by other means.

The credibility of findings can be ensured through a process of triangulation, by analyzing arguments relating to research questions from more than one perspective, allowing for exploration in a "rounded and multi-faceted way" (Mason, 2002:190). Denzin (1970) categorises four types of triangulation: data, investigator, theoretical and methodological, with Guion, Diehl & McDonald (2011) later proposing an additional seldom-used type - environmental triangulation. This study employs methodological triangulation; specifically, a between-method approach (Bryman, 2001) using several contrasting research methods. This was principally utilised within the case study data set as previously discussed, allowing for the convergence of evidence (Yin, 2009). For instance, the possible methodological weaknesses relating to questionnaire responses; for example, concerning a trainee's use of incidental Welsh, could be counterbalanced with the classroom observations, which allowed for confirmation that participants actually did as they reported. In addition, it was also possible to employ between-method methodological triangulation when referring to data from the questionnaire data set in order to support or oppose arguments with regard to the research questions in Chapter 8. This allowed for improved credibility as data sources overlapped and provided for a richer understanding of the phenomenon under investigation. Opportunities to triangulate information across participants were taken (van Maanen, 1979), allowing individual experiences to be related to those of others; thus, resulting in the construction of rich description based on several contributions. 'Site triangulation' (Shenton, 2004) was also possible, with the experience of trainees being located in several different schools which may have had an impact on the perceptions reported. In addition, Shenton (ibid.) notes the value of examining documents as source materials; consequently, as shown in Figure 6, several documentary sources were able to be used in order to contextualise participants' responses concerning their perceptions.

In terms of transferability, this study does not claim to be able to generalise the findings to other contexts since the findings were specific to a small number of particular individuals and contexts. However, taking into account the view of Stake (1995) that, although each case is unique, it may be possible to transfer findings to a

broader group, it is possible that likenesses could be found between the case studies presented in this study and similar research that may be carried out in future involving different participants. To that end, plentiful contextual information and description has been provided by the researcher; for example, the number and characteristics of participants and the data collection methods and timeframes (Shenton, 2004), which would enable the reader to make such transfers (Graneheim & Lundman, 2004) by comparing the perceptions and experiences presented in this study to those that may emerge in other studies.

When considering the dependability or reliability of results, it is usual for the researcher to demonstrate that the study would generate stable results if it were repeated in the same context using the same methods and involving the same participants. However, within the context of this study where the changing nature of experiences within placement schools could have an impact on the perceptions of participants, it is difficult to guarantee the reliability of findings with any certainty. However, while judging the validity of *results* may be problematic, it is possible for the reader to judge the dependability and reliability of the research *process* (Lincoln & Guba, 1985). In this respect, the researcher ensured that the research process was logical and clearly documented (Tobin & Begley, 2004). This thesis includes a discussion of the three areas suggested by Shenton (2004) that can affirm a study's dependability: research design and implementation, data gathering processes and reflective review of the inquiry, in order to make the research process explicit to the reader.

Guba & Lincoln (1989) note that, in order to establish the confirmability of a study, its credibility, transferability and dependability must first be achieved. Confirmability can be achieved if the researcher demonstrates, as far as possible, that the study's findings are the clearly derived from the data and are not merely an expression of the researcher's preferences (Tobin & Begley, 2004). Important in this endeavour is an inclusion in the reporting of a rationale for the selection of specific methods or approaches and the exclusion of others and the role of triangulation in reducing the effect of researcher bias (Shenton, 2004). Taking these elements into account, as discussed in Chapters 4.5 and 4.6, this study sets out the way in which a range of data

was analysed and triangulated in order for conclusions to be drawn in response to the research questions.

4.8.4 Questionnaire data presentation and analysis

It must be acknowledged that vast amounts of data were gathered in the five questionnaires that were completed by participants in this study and that those data might well have produced valuable data if interrogated fully. However, as this study progressed, it became clear that several of the elements that had been included during the compilation of the questionnaires were, ultimately, peripheral to the research study that developed. Analysis of the interview transcriptions and supplemental case study-related documents resulted in comprehensive information that related directly to the two research questions and it became apparent that it was this qualitative material that would be the main focus of the study as it advanced. While the questionnaire data could be used to support the qualitative data to some extent, it was acknowledged that a detailed analysis of responses to each questionnaire question would not enhance significantly the information collected through other methods. As a result, much of the available questionnaire data were not discussed in this thesis, although these data may be utilised hereafter to inform further research. It was decided that the researcher would report only data that provided additional evidence to authenticate and verify the themes that emerged from the process of thematic analysis, as discussed in Section 4.8.2 and that linked directly to the research questions.

The subsequent selected questionnaire data were presented in this study in a manner of descriptive statistics (Holcomb, 2016). Employing descriptive statistics enabled the researcher to provide simple summaries regarding the sample and descriptions of the observations that were made based on the data gathered (Bagley Thompson, 2009), collecting and summarising the data in a manageable and organised manner (Kaushik & Mathur, 2014). From the outset, the intention was not to undertake formal statistical analysis of data in order to make inferences regarding the wider population (Corty, 2007); rather, the purpose of gathering data in this way was to gather evidence as to the perceptions of a wider sample than those taking part in the case studies alone. This would allow the researcher to judge whether similar viewpoints were common across

the whole cohort or whether certain experiences or challenges were applicable to specific trainees or to particular class or school situations. As a result, while it may be possible to calculate, for example, mean scores from ordinal data (Kaur, Stoltzfus & Yellapu, 2018) for questions in Questionnaire 1 involving the Likert scale, it was decided that this level of data analysis would not add significant information to the discussion nor assist when drawing conclusions. Therefore, any such analysis was deemed inappropriate for the purposes of this study and was not included when reporting results in this study.

Data were shown visually in order to allow the statistics to "speak for themselves" (Cohen et al., 2018:727), typically through the use of bar charts in order to present categorical and discrete data, with occasional proportional data being presented in pie charts. Where relevant, this enabled frequency distribution to be included where the percentages of trainees choosing specific options was relevant to the discussion, noted using numeric values (Bagley Thompson, 2009); for example, in order to discuss in detail the number and percentage of trainees selecting specific options concerning the frequency of the trainees' use of incidental Welsh. Presenting data in this way allowed for any patterns relating to the whole cohort to be clearly shown and for this information to be used to support arguments relating to the themes discussed in Chapter 7.

4.9 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 was 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. This chapter also discussed the purpose of each research tool, the way in which each data set was presented and analysed and any additional elements that were considered regarding the

way in which the data gathering was implemented. The following chapters report the research findings from the data collected using each of the methods noted above.

Chapter 5: Case Studies

5.1 Introduction

Each trainee that was involved in the case studies undertook three school-based placements (PTE), as noted in Section 4.2. As discussed in Section 4.6, 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. 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 a training session 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 8. 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.
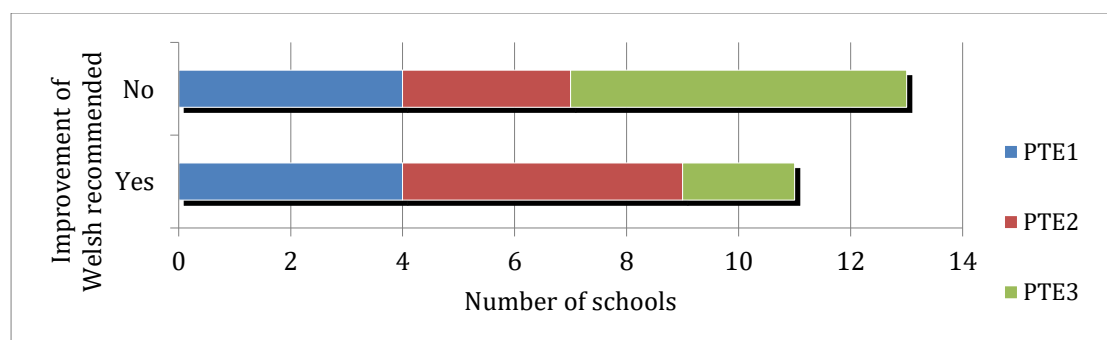

Figure 8: Recommendations by Estyn of the need to improve the use of incidental Welsh   *n=44*

Figure 9 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.

	PTE1	PTE2	PTE3
	Recommendations	No recommendation	Good comments made
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 9: Estyn inspection recommendations

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 4, during the process of data collection for this thesis, each trainee completed a self-reported checklist 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 self-reported checklists will be discussed individually in order to add to the conclusions formed.

5.2 Case Study 1

5.2.1 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 10). The trainee joined Group 1[55] 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.
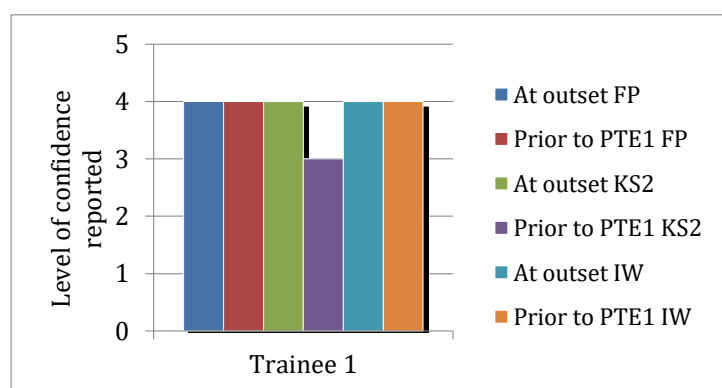

Figure 10: Trainee 1 Confidence

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

5.2.2 PTE1

For PTE1, Trainee 1 was placed in a large dual-stream[56] 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[57]) - 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[58] 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[59]. 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 would appear 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

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[56] A 'dual-stream' school is defined as one where "[t]wo types of provision exist side-by-side in these schools. Parents/pupils opt either for the mainly Welsh-medium or mainly English-medium provision…" (WG, 2007b).

[57] "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).

[58] http://www.██████.cardiff.sch.uk

[59] http://www.██████.cardiff.sch.uk/policies-polisiau/

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 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. Trainee 1 observed Welsh lessons being taught by both the classteacher and an Athro Bro[60] on the theme of food - a theme typical for the age of pupils in this year-group. She believed that she would have been able to teach the lesson that she observed, and her academic qualifications in Welsh 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[61]. 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 checklist (Appendix 24) corroborates this view, showing the same language

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[60] A visiting specialist Welsh teacher.

[61] In English medium primary schools, the core subjects would be English, Mathematics and Science.

being used by both teacher and 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.

5.2.3 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[62] 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[63] for W2L in the FP and a Grade 3[64] 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[65]. 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

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[62] http://www.░░░░primaryschool.com
[63] "good features and no important shortcomings" (Estyn, 2008a:2)
[64] "good features outweigh shortcomings" (ibid.)
[65] 3 year average http://mylocalschool.wales.gov.uk/school.htm?estab=░░░░&iaith=eng Accessed 05/10/15

is important to note that "[n]early all pupils" in the early Foundation Phase classes 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 three and four 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[66]". Welsh was visible in the classroom with a range of items being labelled in Welsh only, e.g. cwpwrdd, cadair, cyfrifiadur, desg[67], 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[68]' 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[69]. The researcher also observed the classteacher and the LSA[70] 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

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[66] Wash hands

[67] cupboard, chair, computer, desk

[68] Tidy up

[69] How are you?, Good morning, Sit, Go to the toilet

[70] Learning Support Assistant

rhymes, songs, commands, greetings, and simple stories in informal play situations" (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 self-reported checklist (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 self-reported checklist. 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 a perception 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.

5.2.4 PTE3

For her final PTE, Trainee 1 was placed in a large multicultural school in a Communities First[71] Area in Cardiff. 97% of pupils were from ethnic minority backgrounds (Estyn, 2013g) and the percentage of pupils eligible for FSM was 32.7%[72]. 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

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

[72] 3 year average http://mylocalschool.wales.gov.uk/school.htm?estab=⬛⬛⬛&iaith=eng Accessed 05/10/15

importance of Welsh in the classroom environment was unmistakable, with written 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[73]; item labels, e.g. cloc, ffenestr[74], 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 self-reported checklist (Appendix 26).

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[73] It's time to tidy up; good morning
[74] clock, window

However, the trainee did not add any phrases to those already on the list, although one would 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 support 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"[75], in addition to subject-specific language such as "diddorol", "cyffrous", "diflas"[76]. 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

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

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 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 gain confidence and proficiency.

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.

5.2.5 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[77] 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

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[77] Welsh in Education Strategic Plan

in order to increase GCSE and A Level achievement. It is possible, therefore, that the primary sector receives minimal support, and that teachers are largely unaware of any provision that might be available.

5.2.6 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.

5.3 Case Study 2

5.3.1 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[78]. 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 proficient 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 11). She chose option 4 with regard to her confidence in her ability to use incidental Welsh in the classroom on a daily basis.
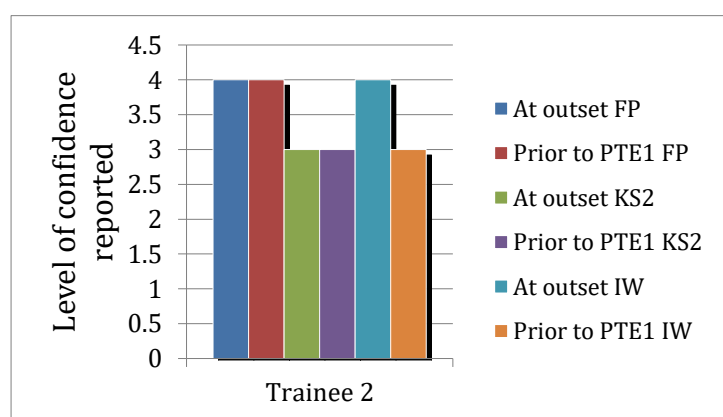

Figure 11: Trainee 2 Confidence

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.

5.3.2 PTE1

For her first PTE, Trainee 2 was placed in a Year 6 class of 24 ten and 11 year old pupils in a dual-stream school in accordance with the county's language policy[79]. 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%[80] 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

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[79]http://www.carmarthenshire.gov.wales/media/68004/WelshLanguageCarms.pdf
[80] 3 year average. http://mylocalschool.wales.gov.uk/school.htm?estab=▮▮▮▮▮&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 dissatisfaction 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[81] 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 self-reported checklist 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 self-reported checklist. It appears that this teacher's expectation of the trainee was high, and this was perhaps linked to the

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

school's focus on this issue 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.

5.3.3 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[82] 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[83]. 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. The teacher noted that no staff-member would consider themselves to be Welsh-speaking, 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

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[82] 3 year average; http://mylocalschool.wales.gov.uk/school.htm?estab=███████&lang=eng Accessed 08/10/15
[83] Good features outweigh shortcomings.

of the language of staff was not high, the classteacher noted that their enthusiasm meant that every member of staff used Welsh 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?"[84]; commands such as "Blwyddyn un - ar y carped", "Rhowch y papur yn y bin" and "Merched blwyddyn un – ewch allan"[85]; and praise such as "da iawn", "syniad da", "hyfryd [name]"[86]. Pupils were observed to speak only a few phrases during the lesson, but

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

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, 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[87]" 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[88] 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

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

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 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.

5.3.4 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[89] - a 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[90]' in the Early Years and Key Stage 1[91]. 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'[92], along with flashcards displayed of useful food vocabulary, e.g. 'ffrwythau, bisgedi, brechdanau'[93]. In

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[89] 3 year average; http://mylocalschool.wales.gov.uk/school.htm?estab=████&lang=eng Accessed 08/10/15.
[90] 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.
[91] 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.
[92] Discovery Corner, Mathematics Corner, Creative Corner
[93] fruit, biscuits, sandwiches

addition, there was a poster showing the 'Patrwm yr wythnos'[94], 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'[95].

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'[96] 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)"[97]. 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"[98] when asked about lunch or sandwiches; however, pupils do not necessarily need to actively participate in language in order to acquire forms and

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[94] '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…
[95] It is raining.
[96] '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
[97] Everyone looking here / Books away / Girls that are wearing a skirt – coats and a line at the door / Children who are wearing blue jumpers.
[98] Here / dinner / sandwiches

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 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[99]"(sic), by the end of the school experience, Trainee 2 had established strategies to gain pupils' attention: "Un, dau, tri, pawb fel fi"[100]. 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)

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[99] Good morning year 1 / Let's see – who is dinners, who is sandwiches (literal translation).
[100] One, two, three, everyone like me. (This was followed by the trainee placing her hands on her head.)

Trainee: Beth yw pili pala?

Child: Butterfly [101]

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[102]

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[103] and also more Welsh songs linked to the themes being covered. The self-reported checklist noted the language used, adding language relating to minibeasts, foods, the question 'Pa fath

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[101] 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?
[102] What is ladybird/Butterfly/No, butterfly is 'butterfly'. What is dragonfly? (Correction of pronunciation). What is worm? / 'It sounds like' mud (literal translations)
[103] Stand, sit, listen

o…?'[104], 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 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'[105], 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

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[104] What kind of…?
[105] leaves

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 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[106] 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.

5.3.5 Interview

Trainee 2 had spent her NQT year undertaking supply teaching in many schools, but largely in Welsh-medium schools teaching Year 1/2 and Year 3/4 classes. As a result, while an interview did take place with Trainee 2, she was unable to answer questions regarding her use of incidental Welsh in the English-medium sector. She had also spent time in a special school where Welsh would not have been a significant factor as

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

many pupils there would be disapplied from studying a second or foreign language. As a result, her experience as an NQT has not been discussed further.

5.3.6 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.

5.4 Case Study 3

5.4.1 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[107] 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 12), 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.
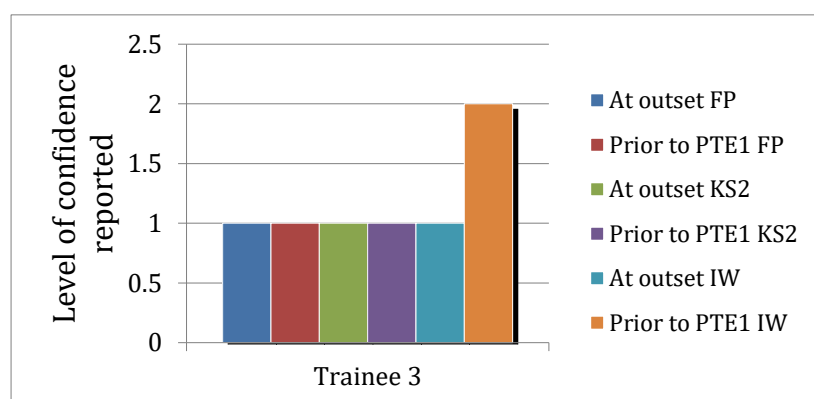

Figure 12: Trainee 3 Confidence

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[107] 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.

5.4.2 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 housed 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[108], 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

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[108] http://mylocalschool.wales.gov.uk/school.htm?estab=⬛⬛⬛⬛&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 self-reported checklist 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.

5.4.3 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;[109] 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

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[109] http://mylocalschool.wales.gov.uk/school.htm?estab=&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 significant 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[110]), bilingual classroom signs around the classroom (e.g. Paint – Paent, Construction Area – Ardal Adeiladaeth) and signs on the classroom door (Croeso, Dewch i mewn[111]). The work

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[110] playtime, assembly time
[111] 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 might be considered to be unusual 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[112]' 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"[113] 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

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[112] '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.
[113] Good morning / very good/ not here / sandwiches or lunch / lunch please / listen

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 self-reported checklist also 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.

5.4.4 PTE3

For her final placement, Trainee 3 was placed in a village school of 189[114] 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

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

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" (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?'[115]; classroom item labels such as 'ffenestr, desg, cyfrifiadur, drws[116]' 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?[117]', 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?[118]' posters where stickers

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

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 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?"[119] 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

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[119] 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?

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 observed that Trainee 3 had ensured that her wall display included relevant Welsh phrases – 'Sawl siap wahanol sydd yma?, Pa lliw [sic] sydd yma?'[120] – 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"[121], 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"[122] (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?"[123] 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?"[124], 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

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

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 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[125] (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 self-

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

reported checklist 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 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.

5.4.5 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

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and, therefore, teachers 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 proficiency 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 confident 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.

5.4.6 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

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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 classteacher'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.

5.5 Case Study 4

5.5.1 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 13), and in her ability to use incidental Welsh in the classroom.
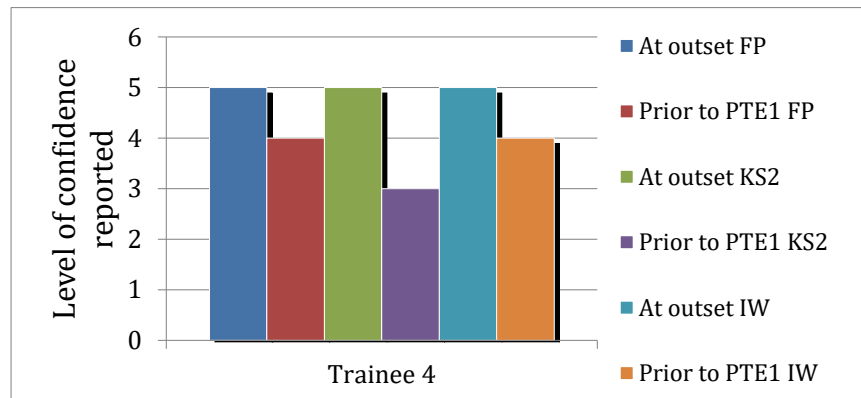

Figure 13: Trainee 4 Confidence

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.

5.5.2 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%[126] 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[127]), and this focus was clear on the website in general, which includes Welsh alongside English wherever appropriate.

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[126] http://mylocalschool.wales.gov.uk/school.htm?estab=▮▮▮▮▮&iaith=eng
[127] https://swansea-edunet.gov.uk/en/schools/▮▮▮▮▮/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 self-reported checklist, 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.

5.5.3 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%[128], 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

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[128] http://mylocalschool.wales.gov.uk/school.htm?estab=█████&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?[129]', basic colours, a small display based on 'Sut wyt ti'n teimlo?, Crac, Trist, Hapus, Ofnadwy'[130], that required pupils to stick on the appropriate face, and, on a wall display based on Mathematics the words "Mathemateg", 'adio' and 'Sawl..?[131]' had been included. Additionally, there was a 'Y Can Gair Cyntaf'[132] 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"[133] and no Welsh was used by pupils at any time during the lesson. Despite this, the improvement of the trainee's

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[129] How?, Why?, Where?, What?, When?
[130] How do you feel?, Angry, Sad, Happy, Terrible.
[131] Mathematics, Add, How many…?
[132] The First One Hundred Words. Amery, H. & Cartwright S. (2004) Cardiff: Gwasg Y Dref Wen
[133] 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 self-reported checklist 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'[134] 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 unusual 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

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[134] 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 personal proficiency in the language.

5.5.4 PTE3

For her third PTE, the trainee was placed in a multicultural primary school in an area of Swansea designated a 'Communities First'[135] 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[136]; 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

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[135] The Welsh Government funded 'Communities First' programme aims to reduce poverty by improving education and skills, health and employment opportunities.
[136] http://mylocalschool.wales.gov.uk/school.htm?estab=███████&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[137]).

The trainee was placed in a Year 4 class of 19 eight and 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

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[137] http://www.███████.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 unexpected 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"[138] was used three times for the same purpose. The lesson was graded by the tutor as 'Good' overall, with targets given regarding time management.

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[138] 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'[139]", 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 self-reported checklist 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 proficiency in the language to improve provision for the pupils in her class.

5.5.5 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

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[139] 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.

5.5.6 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 confident 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.

5.6 Case Study 5

5.6.1 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[140], and she stated that the 'lack of opportunities to interact with native speakers or fluent learners' was an obstacle to learning or gaining confidence 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 14).
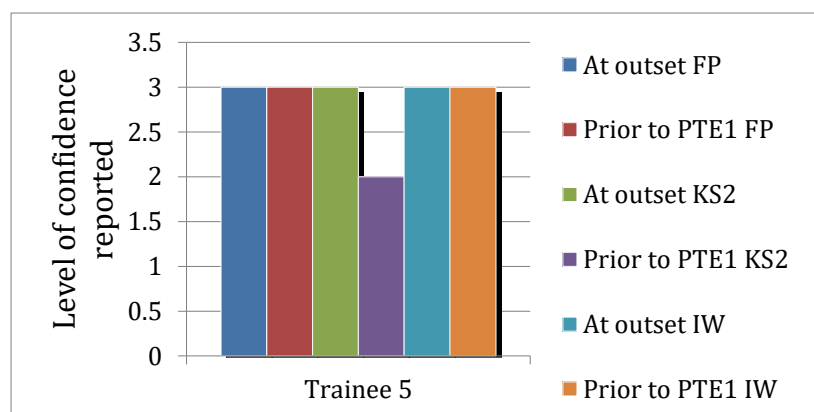

Figure 14: Trainee 5 Confidence

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 ability to teach Welsh at KS2, now selecting option '2'. She was, by now, 'very

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[140] http://www.██████gov.uk/PDF/Welsh%20Language.pdf

positive' with regard to her opinion of learning Welsh, suggesting that she had had an agreeable experience during her first year.

5.6.2 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[141], 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[142], 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 three to four 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

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[141] http://mylocalschool.wales.gov.uk/school.htm?estab=▮▮▮▮&lang=eng
[142] 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 [sic] 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 self-reported checklist 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.

5.6.3 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%[143] 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…'[144]. In addition, there was a script on the classroom door for the day's 'Helpwr Heddiw[145]' 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

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

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responsive listeners" (WG, 2015a). However, as noted in a number of these case 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[146]', 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[147]. 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

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[146] Finger up, half and half, finger down (literal translation)
[147] "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).

second language at school to a basic level but had since completed a five-day course 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 self-reported checklist 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 checklist. 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 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.

5.6.4 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%[148] 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.

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[148] http://mylocalschool.wales.gov.uk/school.htm?estab=██████&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"[149]. 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[150] today" for lunch. She also used instructional

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

language such as "Dim siarad os gwelwch yn dda", "Bant a chi" and "Dwylo i lawr", commands such as "Eisteddwch", "Sefwch", "Trowch rownd" and "Edrychwch", and praise such as "da iawn [name][151]". She used a counting down strategy to gain attention - "tri, dau, un, barod?[152]" - and used only one full sentence throughout the lesson - "Mae hi'n amser tacluso[153]" - 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"[154]. 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?"[155]. 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[156]", 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

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[151] No talking please / Off you go / Hands down / Sit down / stand / turn around / look / very good [name].
[152] three, two, one, ready?
[153] It's time to tidy up.
[154] Listen / Look at the white board.
[155] Who had three? / Can I have five?
[156] Number one / Are we ready? / Turn around please

respond with "barod[157]" 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[158] 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 and that the teacher used Welsh more often than anticipated, but that pupils used Welsh with the same frequency as she had expected. Her self-reported checklist 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…?[159]' and stated that her Welsh would 'probably' have been sufficient to teach the lesson. She had taught a lesson herself involving the

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[157] good morning / ready
[158] 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).
[159] Can I have….?

pattern 'Ble wyt ti'n byw?[160]'. 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.

5.6.5 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

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[160] Where do you live?

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classteacher "wanted me to use more Welsh" and, therefore, she was able to do so by 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[161]' 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[162]. 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[163]". 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.

5.6.6 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

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[161] Drilling slot
[162] Data derived from My Local School: http://mylocalschool.wales.gov.uk/School/███████?lang=en and http://mylocalschool.wales.gov.uk/School/███████?lang=en
[163] 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.

5.7 Case Study 6

5.7.1 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 proficiency 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 15). 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.
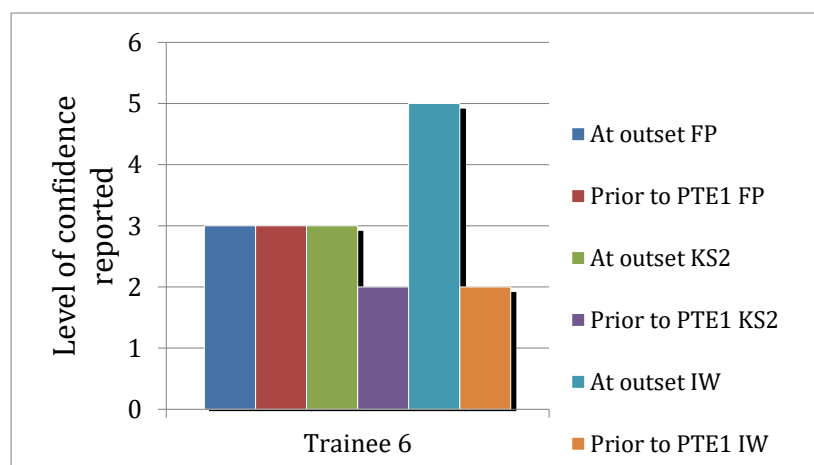

Figure 15: Trainee 6 Confidence

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 an experienced and confident teacher, where the expectations of pupils' understanding were 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 & Spada, 2006).

5.7.2 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[164] - 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

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

appropriate use of Welsh, it was determined by Estyn that pupils' use of Welsh 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 self-reported checklist 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.

5.7.3 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[165], 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

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

accurately read simple texts, as required by the Welsh Language Development 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 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'[166]. There was a tabletop display based on Wales and a box with the sentence "Sawl tocyn iaith yn y focs heddiw[167]?"[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'[168], and there was reference to the school marking policy with a poster stating the meaning of 'Gwaith hyfryd/da/eitha da'[169]. 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 & 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[170] policy of 'Dwy seren a dymuniad'[171]. The same comment concerning assessment was made in the third report and the fourth also included

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[166] cupboard; Science, English, Welsh Corner.
[167] How many language tokens in the box today?
[168] Stand in a line at the door / Close the door.
[169] Lovely/good/quite good work.
[170] Assessment for Learning – see Black & Wiliam (1998)
[171] Two stars and a wish – see Wiliam (2011)

language used by the trainee to praise and manage the class. This report also included 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"[172], 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 classteacher 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 self-reported checklist. 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

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

throughout each day and that the Welsh language was 'very visible' in the classroom. He considered that he had used 'as much incidental Welsh' as his teacher, though perhaps his self-reported checklist 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.

5.7.4 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[173], 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

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

throughout the school" (ibid.:6). This is a rare example of where inconsistency 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'[174]; posters on the walls including days of the week, months of the year and numbers to 15, and a 'Helpwr Heddiw[175]' 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 toward 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[176]. 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

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[174] Come in / It's playtime / Walk.
[175] Today's helper.
[176] Triangle / square / Listen / very good / thank you.

and followed the class morning routine, and it was during this time that all the Welsh 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"[177]. 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 self-reported checklist 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

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

to the spoken word in a variety of situations" (Welsh Office, 1989:5). However, he 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.

5.7.5 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.

5.8 Case Study 7

5.8.1 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[178] 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 16). 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.
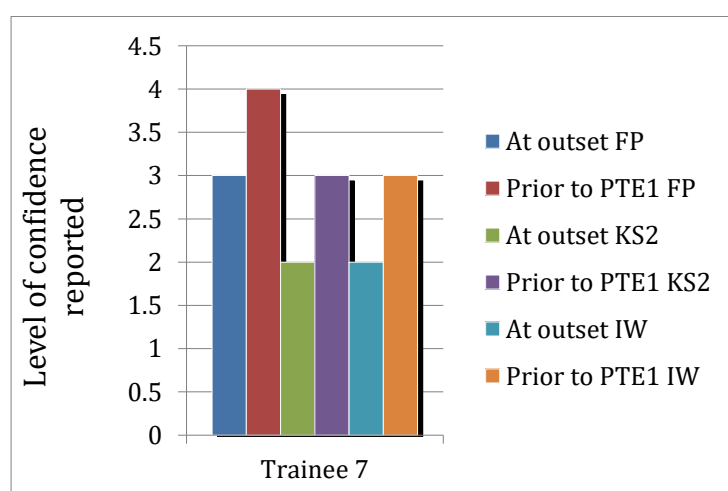
Figure 16: Trainee 7 Confidence

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

By the end of two terms at the university, his confidence had increased in each section. 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.

5.8.2 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[179], 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 four and five, 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.

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

The Estyn 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[180]' - 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'[181] 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,

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[180] Blue, blue planet
[181] 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 self-reported checklist. 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.

5.8.3 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[182] - 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 and 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

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

answers, e.g. 'Sut mae'r tywydd heddiw?', 'Mae hi'n oer. Gwisgwch eich cotiau'[183];
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?'[184], 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'[185]
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[186] 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?[187]" 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

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

questions, e.g. "pawb yn barod?[188]". 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"[189] to dismiss pupils to the assembly.

Following the lesson, the researcher ascertained that the classteacher 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'

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[188] Very good / Sit down / everyone quiet / Everyone ready?
[189] 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 self-reported checklist 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, unexpected 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.

5.8.4 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[190]. 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 pupils' 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,

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[190] http://mylocalschool.wales.gov.uk/school.htm?estab=█████&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…?[191]' 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'[192]. 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…'[193]. 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…'[194] - and posters with relevant idioms, e.g. 'Bwrw hen wragedd a ffyn[195]'. 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 & McLachlan, 2009); however, the researcher did not observe the display being used on either of her visits.

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[191] Do you like…?
[192] Do you have a brother/sister? Yes, I have a… / No, I don't have a brother/sister.
[193] What do you like? / I like… / I don't like…
[194] In the morning, tomorrow / It is, It will be
[195] 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"[196]. Pupils responded to the question "Barod?" by using the sentence pattern "Dw i'n barod"[197], 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"[198] in order to begin activities within this lesson. However, opportunities were missed to include commands such as 'rhedwch, cerddwch, neidiwch[199]' in this PE

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[196] very good / excellent / hands up / no talking / everyone quiet
[197] Ready? / I'm ready.
[198] Stand, Listen, Watch / one, two, three / three, two, one.
[199] Run, walk, jump

lesson and to introduce vocabulary such as 'pasiwch y bel', 'yn gyflym', 'yn araf'[200]. 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"[201]. 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'

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[200] Pass the ball, quickly, slowly
[201] 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 self-reported checklist 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.

5.8.5 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….'[202]. 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'[203]), 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.

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[202] neat work, good effort, next time, remember…

[203] 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).

5.8.6 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.

5.9 Case Study 8

5.9.1 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 17).
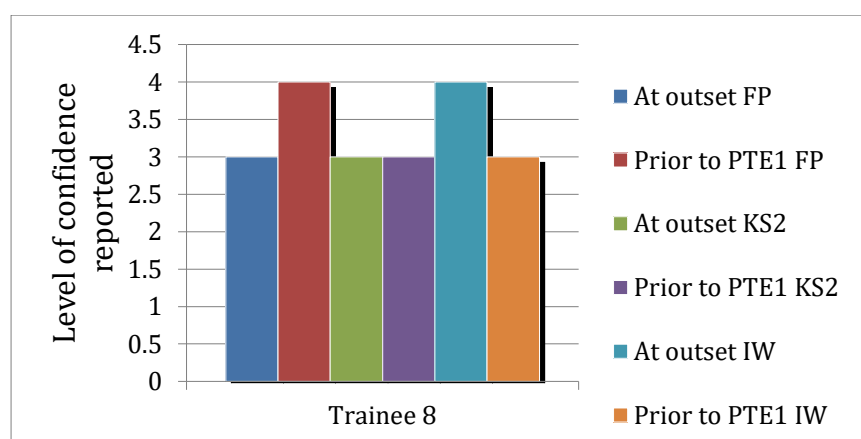
Figure 17: Trainee 8 Confidence

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.

5.9.2 PTE1

The trainee undertook her first school-based experience in a village school of 185 pupils[204] 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

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

vocabulary" (ibid.:33) and demonstrated good reading skills. Welsh as a subject, therefore, was graded as a 'Grade 2' at the school[205].

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 seven and eight 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

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[205] 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 perceived 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 it 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 self-reported checklist 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.

5.9.3 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[206] 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 be seen clearly in the trainee's formative assessment reports, with Welsh being mentioned and given as a target 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

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[206] http://mylocalschool.wales.gov.uk/school.htm?estab=████████&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[207]. The class LSA was also heard to say 'dim yma' and 'eisteddwch'[208], 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?'[209]. 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[210]. A visual timetable included various times of day, e.g. Amser Gweithgareddau, Amser Tacluso[211] 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"

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[207] Who is in the school? / Where is [name]? / not here / how are you [name]? / I'm happy… / stand, come here / very good
[208] Not here / sit down.
[209] Blue; Red; White.
[210] Building Area, Sand Area
[211] 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 researcher. However, the trainee's self-reported checklist 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 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.

5.9.4 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%[212] 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[213] (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?'[214], 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

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[212] http://mylocalschool.wales.gov.uk/school.htm?estab=███████&iaith=eng
[213] Local Education Authority
[214] 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…'[215]. 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'[216]. Pupils responded to the register with 'Dyma fi Miss [name]' or 'Yma Miss [name]' and were able to read the question 'Ga i helpu?[217]' from the book that was being read. The teacher was also observed to use 'diolch' and 'barod?[218]' 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

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[215] What are you wearing? / I am wearing…
[216] Who is ready? / Very good / Sit / Come here / Excuse me, thank you / It's play time.
[217] Here I am Miss [name]' / 'Here Miss [name] / Can I help?
[218] 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'[219]. 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'[220]. 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

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[219] Stand, listen, sit quietly
[220] Who is ready? / Off you go

207

teach Welsh lessons and to use appropriate incidental Welsh. Her self-reported checklist 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 PTE3, 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".

5.9.5 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 checklists 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[221] 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

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[221] 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.

5.9.6 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 6: Questionnaire Results

6.1 Introduction

This chapter is a discussion of the results gathered from the five questionnaires that were relevant to the themes that emerged during the process of thematic analysis. The data 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, and report the perceptions of these trainees in relation to their own, their classteachers' and pupils' use of incidental Welsh and related topics.

6.2 Contextual Information

Trainees were placed within ten counties across South Wales over the three years, as shown in Figure 18.
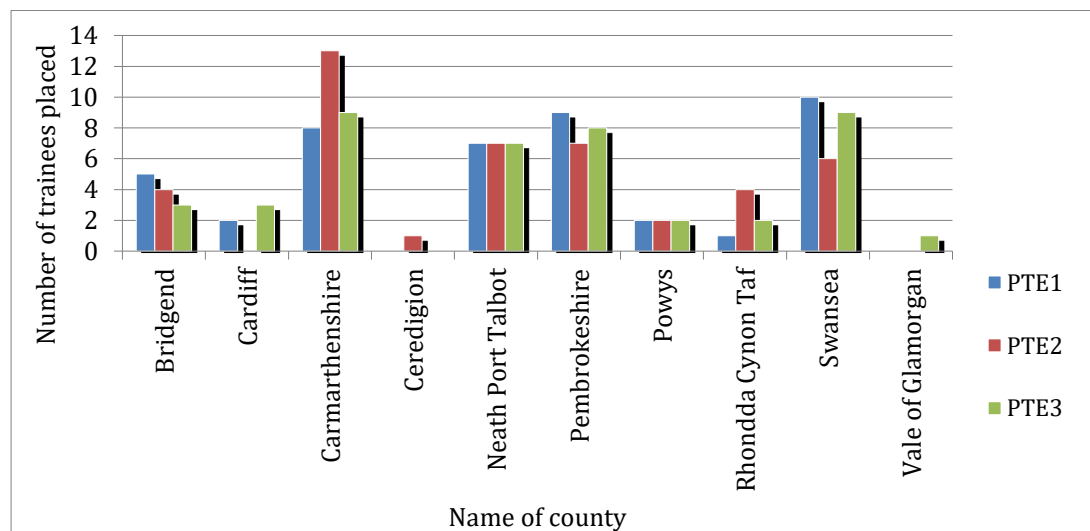
Figure 18: Counties within which trainees were placed for PTE.   *n=44*

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 18 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 authority was in favour of developing "confidently bilingual" pupils in all its primary and secondary schools (Ceredigion County Council, 2014:2). In Carmarthenshire, a key aim of increasing Welsh-medium provision was agreed in order for every pupil to become "fluent and confident" in both languages (Carmarthenshire County Council, 2014:26). In both counties, it is logical to assume that this focus on increasing bilingualism might have an influence on the standard of Welsh used by pupils and teachers in English-medium schools. This, in turn, may have had an impact on the trainees placed in schools within those counties, and may be considered when answering the second research question: '*Do trainee teachers perceive the classroom within which they are placed to have an impact on their use of incidental Welsh?*' Due to the higher number of trainees in Carmarthenshire in particular during PTE2, fewer were placed in the perceived '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.

As expected, trainees were placed in a variety of classes across the FP and KS2, although Figure 19 shows a greater prominence in the FP overall.
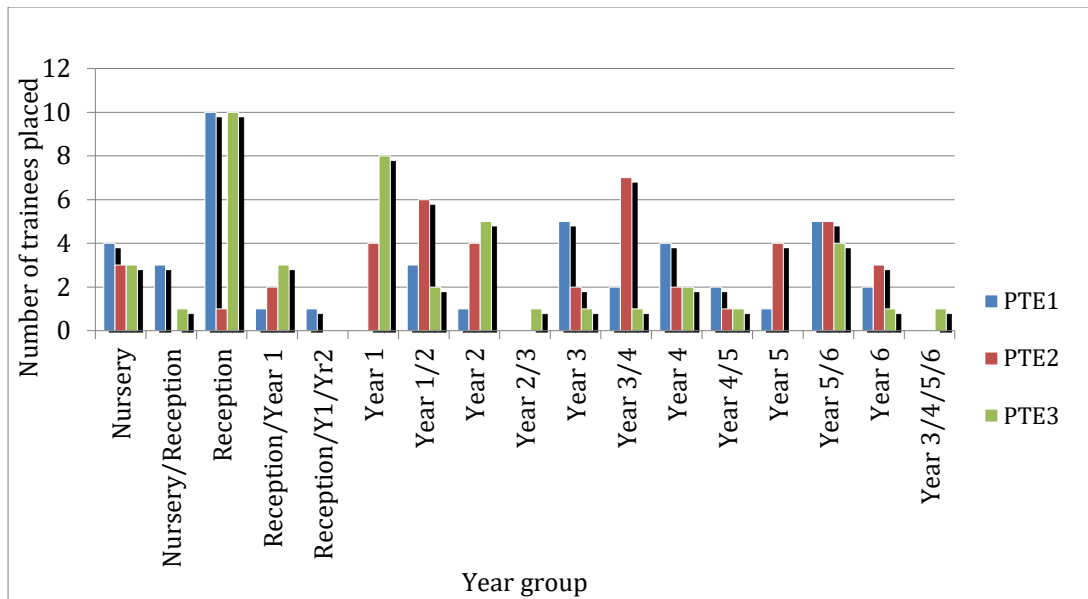
Figure 19: Year groups within which trainees were placed   *n=44*

6.3 Questionnaire results and discussion

While the majority of the trainees in Year 1 (17 or 39%) reported that they used incidental Welsh every day, Figure 20 shows that 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.
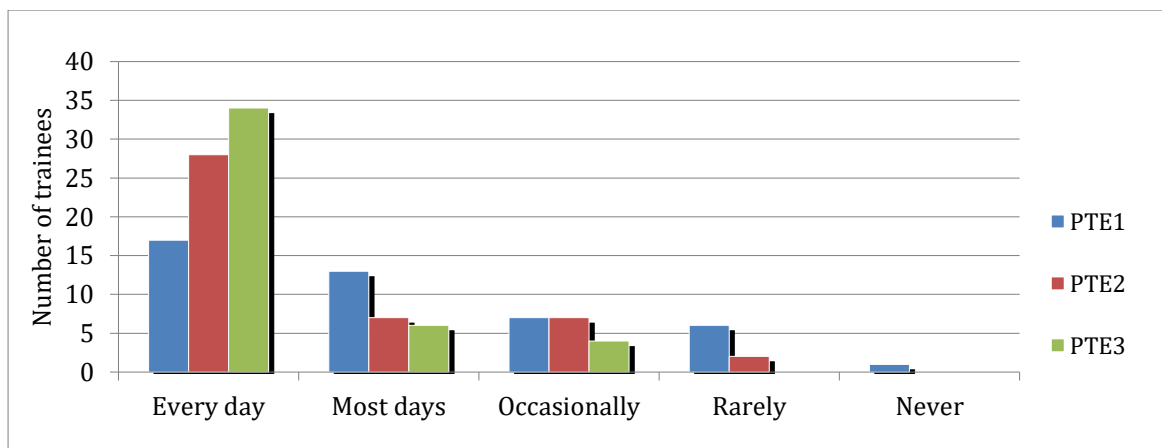
Did you use incidental Welsh in your classroom?
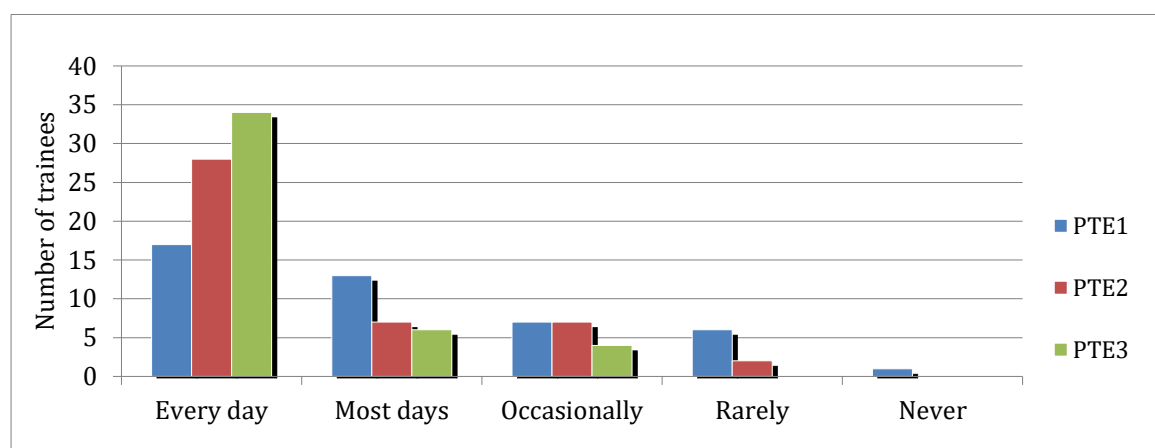
Figure 20: Frequency of use of incidental Welsh by trainee   *n=44*

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 used incidental Welsh every day in Year 2 than in Year 1, and this figure improved further 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 an understanding of the need to use incidental Welsh regularly during university lectures and in their time in schools.

Figure 21 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'. 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 remained inconsistent across the various schools in which trainees were placed.

How often did your teacher use incidental Welsh?
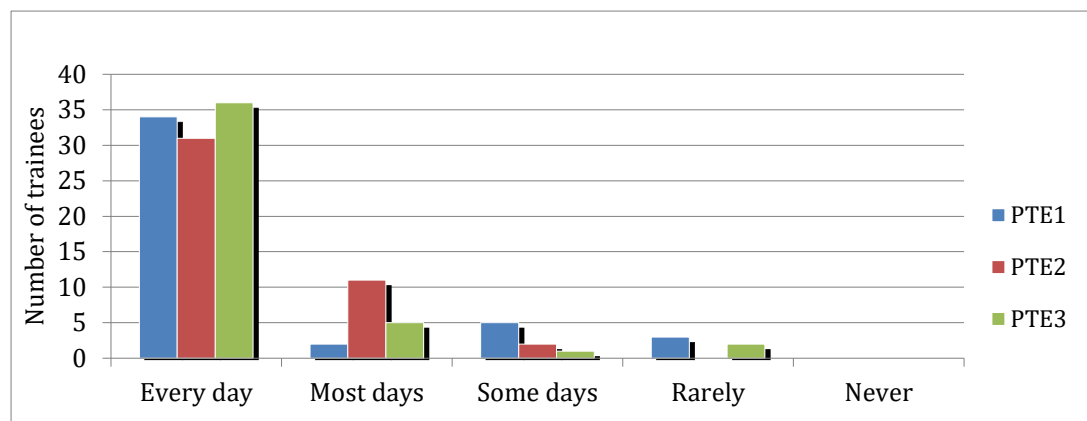
Figure 21: Frequency of use of incidental Welsh by teacher   *n=44*

The revised Estyn guidance for inspectors 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 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) states that, while children learn about language from other children, they also need to hear adults using language due to the difference in the way that language is used by adults and children. This makes 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.

With regard to the standard of incidental Welsh heard, Figure 22 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 and the judgement of these trainees

could only have been based on the lesson observed 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 relationship 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?
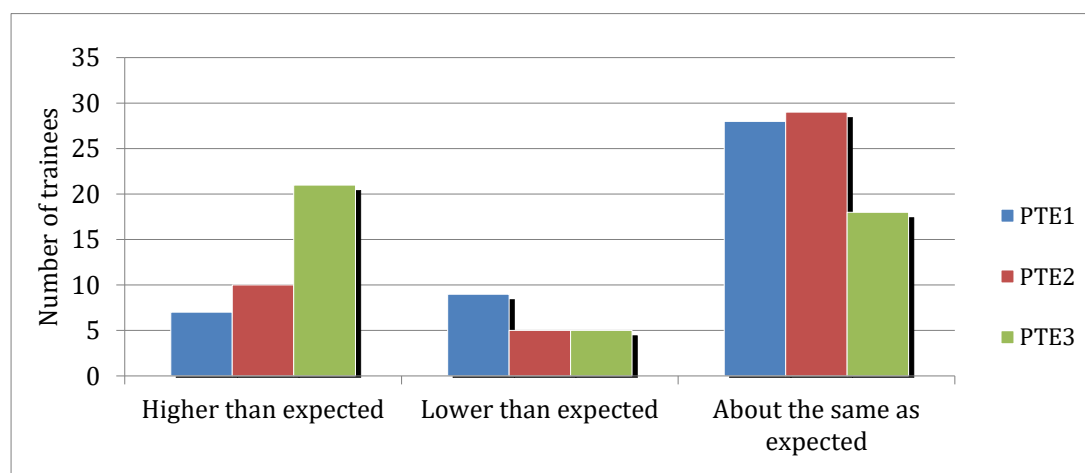
Figure 22: Standard of incidental Welsh used by teacher   *n=44*

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 regularity of teachers' language use, in the Year 1 questionnaire, a similar number of trainees chose each of the three options (Figure 23), suggesting no particular pattern in the language heard by trainees during this experience.

How regularly did your teacher use incidental Welsh?
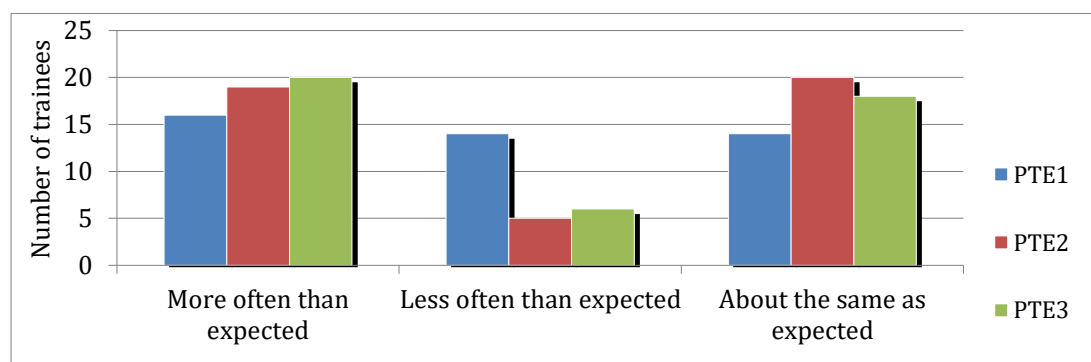
Figure 23: Regularity of use of incidental Welsh by teacher   *n=44*

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.

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Concerning trainees' observations of incidental Welsh being used by pupils, the data in Figure 24 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 pupils use incidental Welsh?
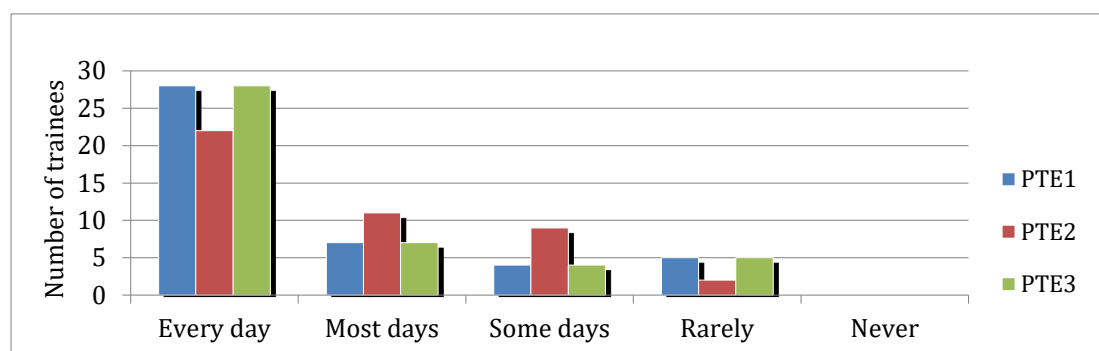
Figure 24: Frequency of use of incidental Welsh by pupils   *n=44*

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 25. 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, there does not seem to be a pattern regarding data from the Year 3 placement, 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 PTE3 (shown in Figure 23), it is understandable that pupils' use of language might be better when a good model of language is observed.

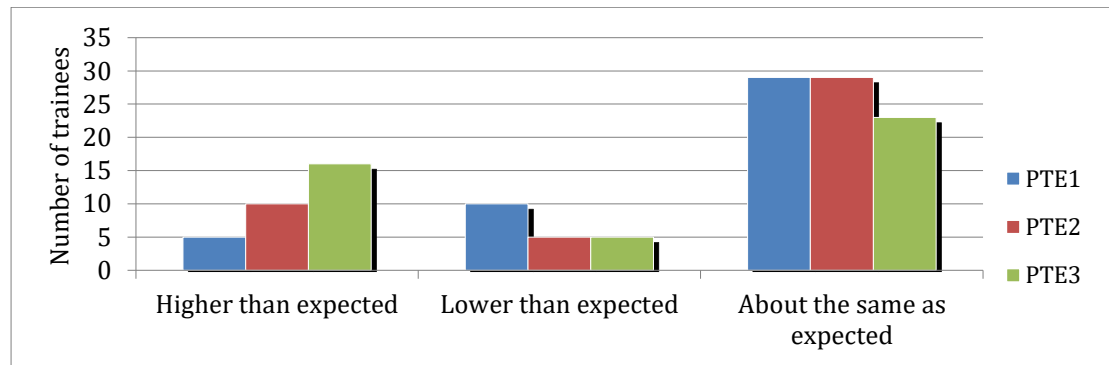**What was the standard of the incidental Welsh used by pupils?**

Figure 25: Standard of Welsh used by pupils   *n=44*

There are fewer patterns when looking at the answers given regarding the regularity of the incidental Welsh used by pupils, as shown in Figure 26. 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 pattern can be seen in the figures shown here.

How regularly did pupils use incidental Welsh?
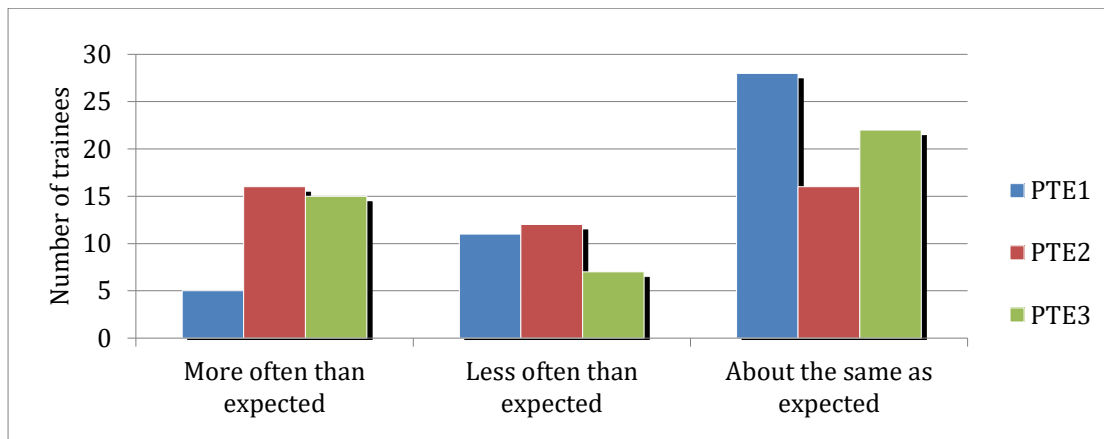
Figure 26: Regularity of use of incidental Welsh by pupils   *n=44*

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 27 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. It is noticeable also that the figure for the 'rarely' option is higher for pupils than for teachers for each of the three years.

Patterns in the frequency of use of incidental Welsh by pupils and teachers.
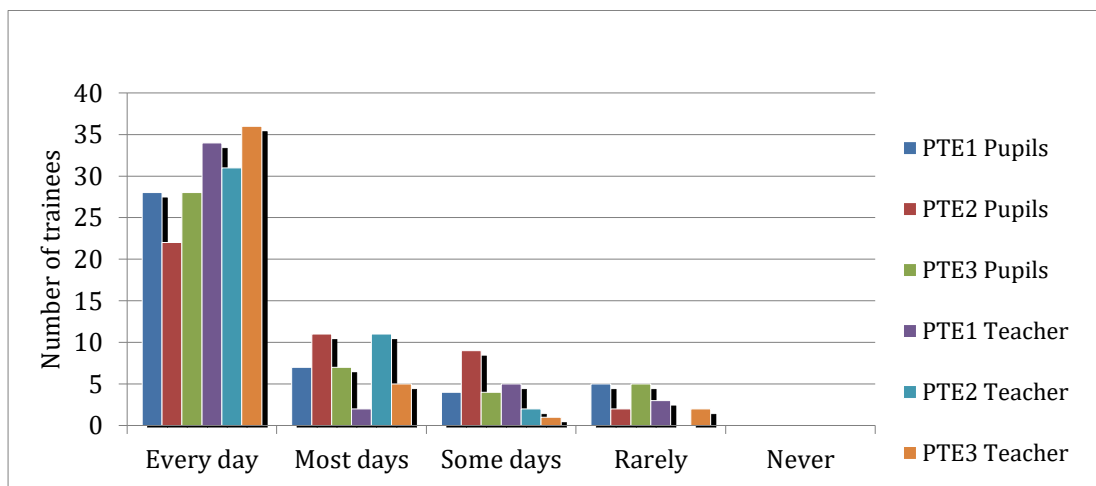
Figure 27: Patterns in use of incidental Welsh by pupils and teachers   *n=44*

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%). Given 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, it is unexpected that an average of 3 (6%) trainees stated that incidental Welsh was rarely used in some schools.

Figure 28 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.

Patterns in the level of the incidental language used by pupils and teachers.
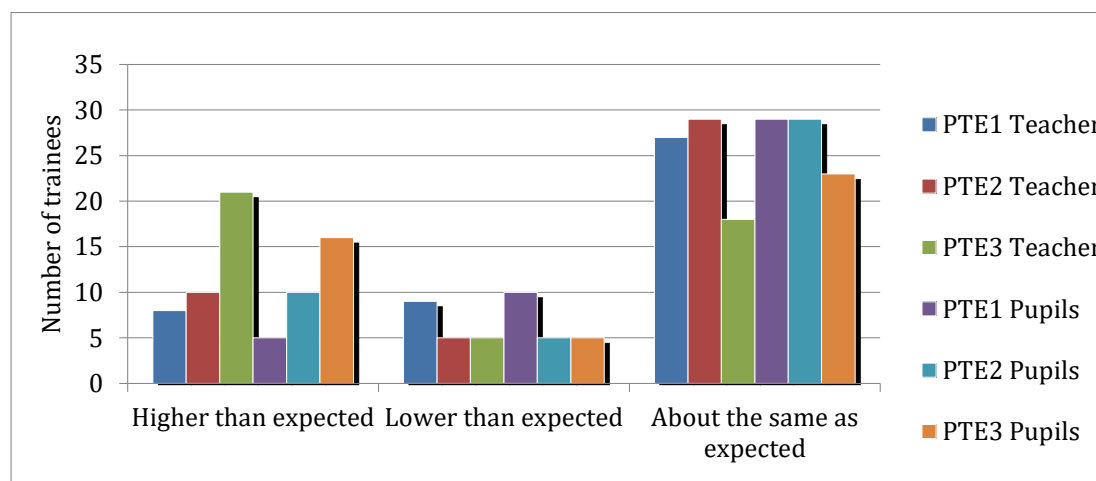
Figure 28: Patterns in level of incidental Welsh of pupils and teachers   *n=44*

In terms of the regularity 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 29. There appears to be a limited connection 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 was discussed in more detail in Chapter 5 with regard to the circumstances of individual trainees. 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.

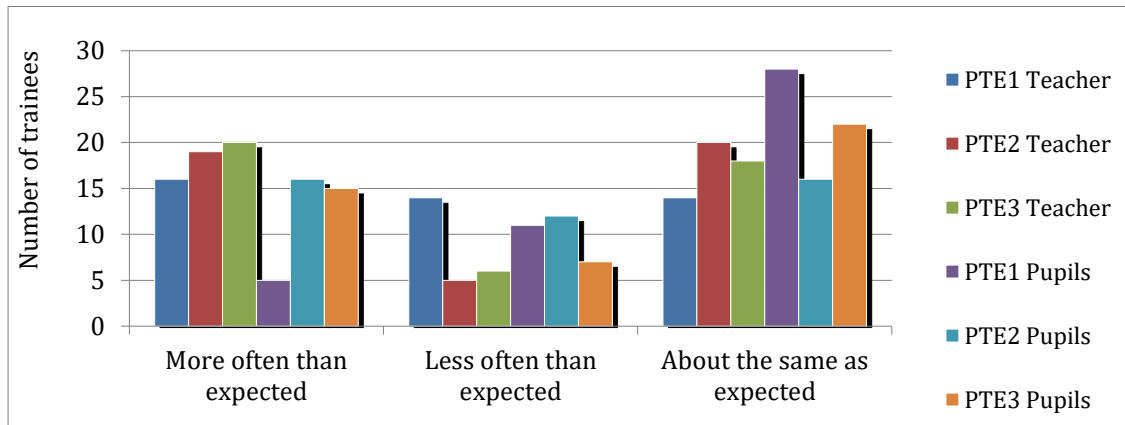**Patterns in regularity of use of incidental Welsh by pupils and teachers.**

Figure 29: Patterns in regularity in use of incidental Welsh by pupils and teachers   n=44

When considering the trainees who answered that they used Welsh 'every day', it is interesting to compare the data concerning teachers (Figure 21) with that of the trainees (Figure 20), presented concurrently here in Figure 30.

Patterns in frequency of use of incidental Welsh by trainees and teachers.
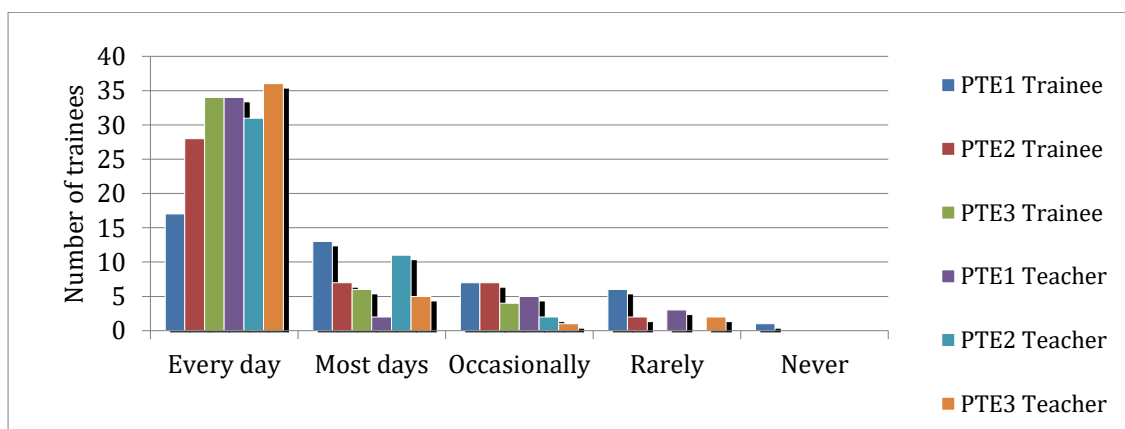
Figure 30: Patterns in frequency of use of incidental Welsh by trainees and teachers   n=44

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. Figure 30 suggests that there was a fairly consistent number of teachers over the three years using Welsh every day; however, 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.

In addition, each trainee compared his/her use of incidental Welsh with that used by the classteacher, as shown in Figure 31, 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.

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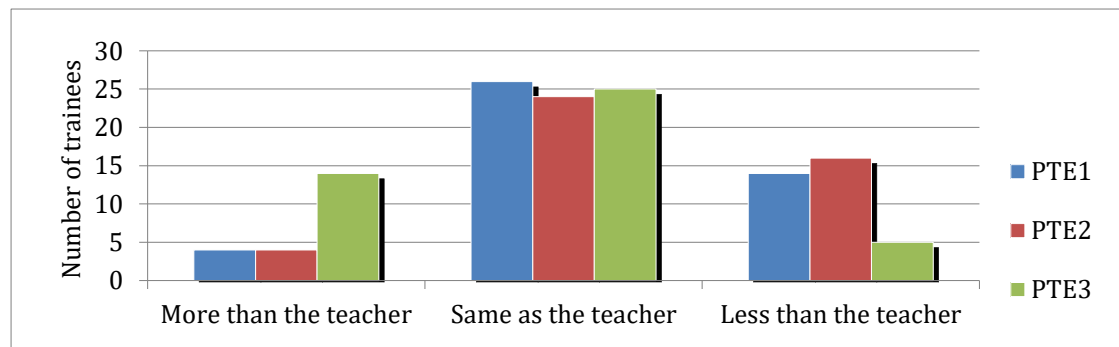

Figure 31: Comparison of use of incidental Welsh of trainees and teachers n=44

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

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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 acknowledged 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 self-reported checklist. This was 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.

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 32, 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 they perceived their classteachers to be confident Welsh speakers, with four of the six instances occurring in the Year 2 placement.

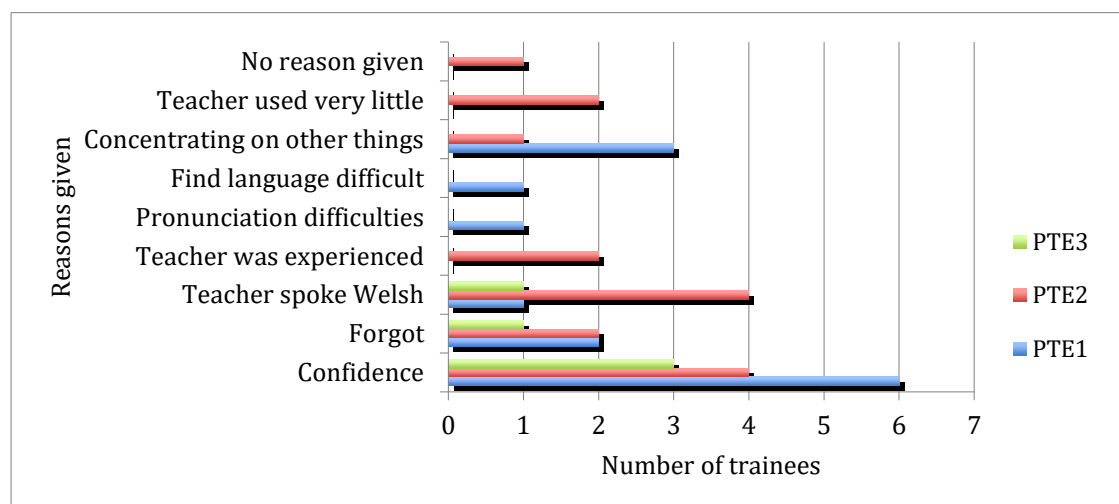**Reasons for using less incidental Welsh than the teacher.**

Figure 32: Reasons for using less incidental Welsh than the teacher   *n=44*

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). 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 33 show that a significant number of teachers do not use *any* Welsh terminology when teaching other curricular subjects.

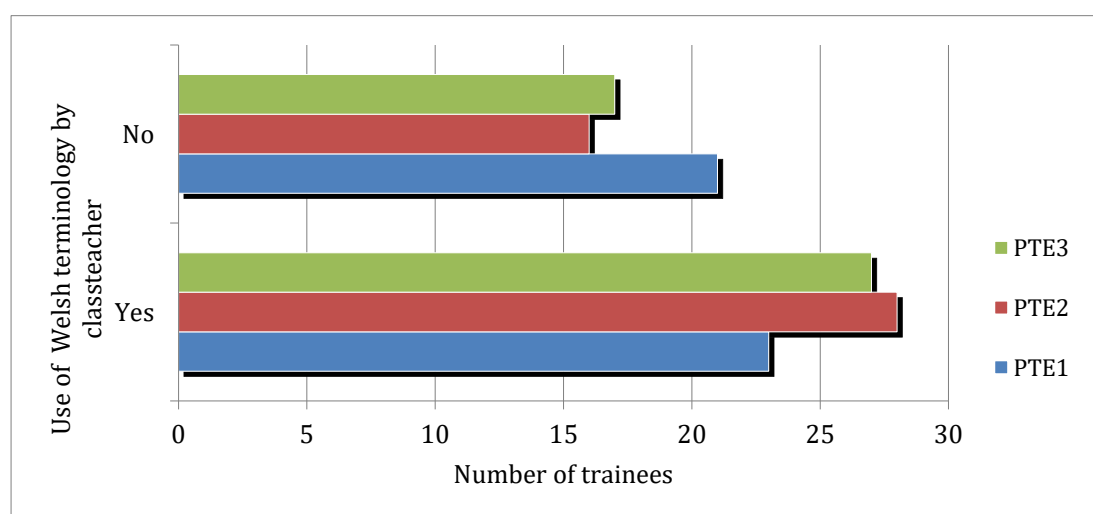**Did the classteacher use Welsh terminology within a lesson in another curricular subject?**

Figure 33: Teachers' use of Welsh terminology within subject teaching   *n=44*

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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. 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" (WG, 2013a), 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.

As discussed in Chapter 2, all schools should have access to the county Welsh support service, with the school staff receiving support or training from an Athrawes Fro[222] (WAG, 2003). Despite this, the majority of trainees were not aware of the presence of an Athrawes Fro during their time in their schools, as shown in Figure 34, 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.

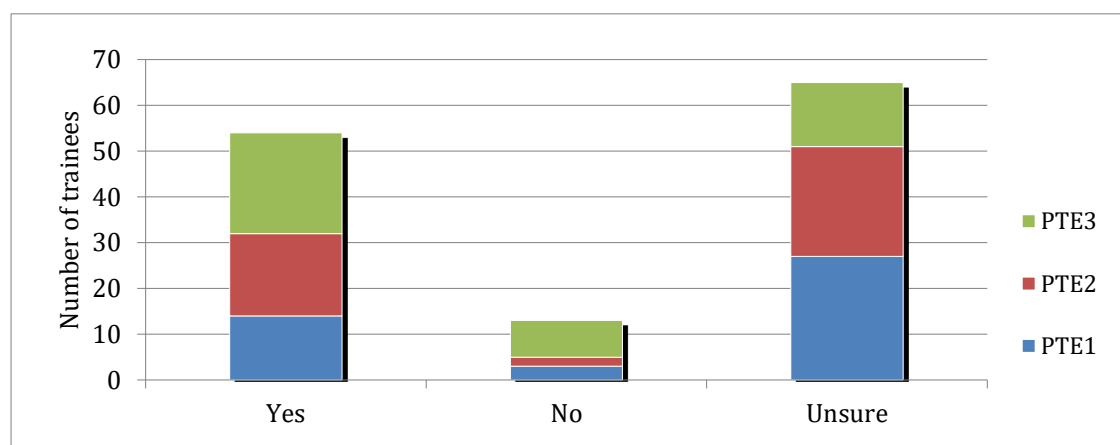**Did a visiting Welsh teacher (Athrawes Fro/Athro Bro) attend the school?**

Figure 34: Attendance at school of visiting Welsh teacher   *n=44*

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[222] 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.

6.4 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[223], 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[224]. 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 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 incidental 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 would perhaps not be anticipated considering that the latter are four years older than the former and,

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

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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; 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 and present tenses (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 7.

In the self-reported checklists, 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 20, 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. Discussion of these specific cases was included in Chapter 5.

Chapter 7: Discussion of Case Study Results

7.1 Introduction

This chapter explores the issues that emerged from the case studies during the process of thematic analysis as discussed in Section 4.8.2, with examples from the case studies illustrating the experiences of trainees within different classrooms and schools in relation to each theme. The chapter examines the impact of individuals such as classteachers, subject leaders and school senior management on trainees, as well as any external influences such as the LEA, Estyn, WG and the university.

7.2 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 recognised in the work of Elliott & Calderhead (1994) that the mentor is indeed the biggest influence on the trainee's professional development. As discussed in Section 3.8, a universally agreed definition of the process of 'mentoring' does not exist, but several authors (Greene & Puetzer, 2002; Fayne, 2007; Moats, 2014) discuss that the role of the mentor is vital in providing a role model for the mentee by demonstrating good practice. 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 incidental 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, demonstrating a 'collaborative' mentoring role (McNally & Martin, 1998) that provided challenge as the trainee took responsibility for her own progress. In terms of the use of incidental 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 classteachers who adopted a 'role-modelling' function (Scandura, 1992) in their mentoring role; 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 35, 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
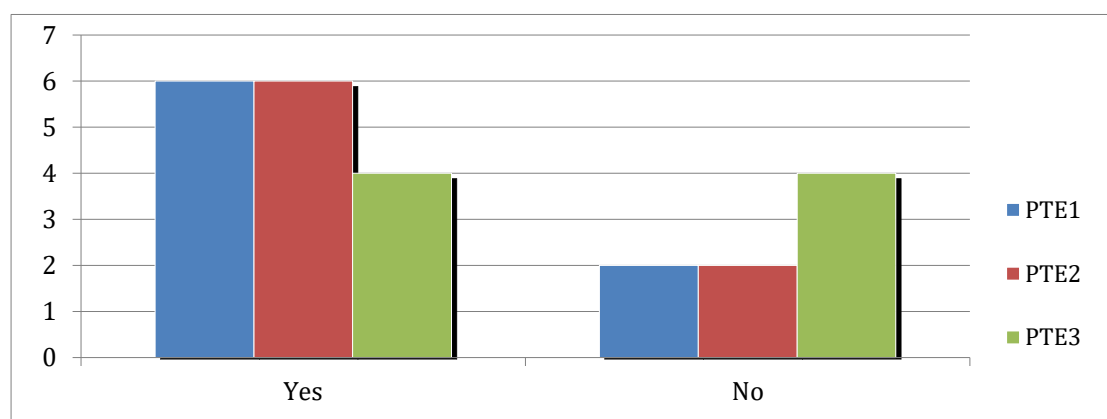

Figure 35: Improvement of incidental Welsh given as a target   *n=8*

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 (Murphy, 2012). An example of the reciprocal relationship defined by Zauchner-Studnicka (2017) 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 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. This is particularly important in the early 'apprenticeship' period suggested by Maynard & Furlong (1993) when trainees learn through observation of rules and routines modelled by the mentor. 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 (Thomson & Wendt, 1995; 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. While acknowledging that there could be several reasons for these situations occurring which might be linked to the mentor's lack of confidence in developing the trainee's pedagogic knowledge (Pinnick, 2020) or to the mentor's difficulties in giving explicit rationalisation of the teaching process (Feiman-Nemser et al., 1993) rather than to any deliberate negative attitude from the classteacher, it would appear that the result of these situations was an adverse experience for the trainees in terms of the development of their incidental Welsh.

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 interpretation 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 (Edelenbos, Johnstone & Kubanek, 2006; Nikolov, 2009) 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[225] and more generally in their teaching[226], 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 unlikely that the trainee's use of incidental Welsh will improve, and, in turn, the Welsh used by pupils daily is unlikely to develop.

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[225] "Understand the expectations in the curriculum with regard to…Welsh Second Language" (WG, 2011c:6).

[226] "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).

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"[227], 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

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

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 Teacher confidence in the use of incidental Welsh

A number of the trainees made points concerning the confidence of the teacher in using incidental 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 she perceived the teacher to be '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 proficiency. A similar situation can be seen in the experience of Trainee 2 where she perceived the teacher's Welsh to be 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 suggests, 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 confidence 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, 2002, 2004a, 2013b) comment on the "great challenge" (Estyn, 2002:6) found by teachers, particularly in KS2, to teach Welsh when they are not 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 & Stoddart, 1994), and the influence of the teacher's practice prevails (Hayes, 1999).

7.4 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. Given that 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, it might be expected that each school would regard Welsh and a Welsh ethos as being important in order to promote 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 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 2.

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 apparent relationship 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.

7.5 Trainee 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 PTE1, 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 confidently 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" (Estyn, 2002:6), 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 self-reported checklists 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 self-reported checklist, 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 self-reported checklists 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 relates to 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 unexpected, 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 Impact 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[228] 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 activity 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

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

Bro have contributed to the moderation of work across clusters of schools. In-service 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 checklists 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 his perception that there were a 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

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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 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'[229]. 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 relates to 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

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[229] Pattern of the week

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.

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 seemingly 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 apparent 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 final 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. Data taken from the thematic analysis discussed in Chapter 7 will be referred to alongside the results of the questionnaires shown in Chapter 6 in order to respond to the research questions.

The two 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 incidental Welsh in the classroom?
  Do trainee teachers perceive the classroom within which they are placed to have an impact on their use of incidental 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 is considered in order to answer each research question and its sub-themes in order to come 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 incidental 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 confident speaker. These findings 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 30 demonstrates that the trainees believed that classteachers used Welsh more regularly than 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. Taking the individual situations of the case study trainees into account, it appears 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. Indeed, in response to a question relating to reasons why trainees used less incidental Welsh as the classteacher, Figure 32 shows that 13 of the 35 responses given noted a lack of confidence as the explanation. Despite this, Figure 20 shows that trainees' use of incidental Welsh increased every year and, by PTE3, all trainees succeeded in using incidental Welsh to some extent, with most using it daily or on most days. It is probable, therefore, that, as trainees become newly qualified teachers, their use of incidental Welsh would increase further. At that stage, it is possible that, with the removal of mentor support, trainees' personal language skills might have a greater impact on their confidence and ability to use the language in their own classrooms. 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 would continue to improve in the longer term.

8.2.2 Research Question 2: Do trainee teachers perceive the classroom within which they are placed to have an impact on their use of incidental Welsh?

The results of this study make clear that trainees perceive the incidental Welsh used by their classteacher and the pupils in the classroom in which they are placed to have a very significant impact on the language used by the trainees themselves.

8.2.2.1 Do trainee teachers believe that some teachers use more incidental Welsh than others?

Within the questionnaire responses, as shown in Figures 21, 22 and 23, trainees reported that most teachers used incidental Welsh on a daily basis. Despite the focus over a number of years that has been on the language in schools in Wales as a result of continued criticism by Estyn and the drive by WG to improve standards, a small percentage of trainees in this study 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' self-reported checklists suggest that progression throughout the primary school was limited, possibly resulting in limited progress being made by pupils in terms of proficiency. 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 reports from the trainees involved in the case studies in Chapter 5, in the responses to questionnaires in Chapter 6 and in their self-reported checklists make clear the differences that exist between teachers. Despite some direction having been given by individual LEAs or consortia, a lack of consistency between teachers and between schools is apparent. 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 seems to have been lost and it would appear that, for some teachers, its use has become a tick-box exercise.

8.2.2.2 Do trainee teachers believe that the classteacher's personal level of Welsh has 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 case study trainees in this study, a small number of examples can be seen where the trainee perceived that 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 relationship between these variables. However, very few of the trainees considered their classteachers to be confident Welsh speakers; 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.

8.2.2.3 Do trainee teachers believe that pupils in some classrooms use more incidental Welsh than in others?

When comparing the Welsh used by teachers and their pupils, although the data found in Chapter 6: Figure 27, 28, 29 and 30 suggest that teachers usually used more Welsh than pupils and that a pattern could be perceived concerning the standard of the language heard. For example, as shown in Figure 28, where the teacher's language was of a high standard, then the standard of language heard from pupils was usually also high. However, in the case of Trainee 1, while one 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 the language being 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 (Pinter, 2006, Nikolov, 2009). Information provided

by trainees taking part in the case studies study suggests 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. With an increased expectation from headteachers, LEAs and WG with regard to every teacher's use of Welsh, pupils' use of Welsh should naturally improve.

8.2.2.4 Do trainee teachers believe that the age of the pupils in the class in which they are placed makes a difference to their own 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 self-reported checklists 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 and trainee 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 self-reported checklists referred to in Chapter 5 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, it would appear that pupils may rarely have been 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 may have been 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 would appear 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 as discussed in Chapter 3, teachers and pupils could make meaningful use of language for communicative purposes that is relevant to the age and experience of the pupils (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 used incidental Welsh with some success in FP classes, its impact may have been limited in KS2 due to the lack of progression in language use. Given that "[s]uccessful methods of language teaching…include more learning through the medium of the target language" (WG, 2013b:33), used purposefully, it is apparent 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, data shown in Figure 33 suggests that trainees were of the view 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.).

It would appear, therefore, that the age of pupils makes little difference to the language being used by those 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 Do trainee teachers believe that the amount of written Welsh displayed within the classroom makes a difference to the incidental language spoken?

There were significant differences in the displayed language observed by the researcher 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 relationship 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 classroom 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 classroom 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. Nevertheless, 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 complement the language being taught and, thus, 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 Do trainee teachers perceive every school to have the same expectations of them with regard to their use of incidental Welsh?

Within the Estyn inspection framework (2013h:4), it is clear that all schools should "have an ethos that promotes the Welsh language". However, the results shown in the case studies suggest 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. However, while the vast majority of trainees reported in the questionnaires that they used as much as, or more incidental Welsh than, their classteacher, as shown in Figure 31, 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 suggests that the language used within the same year group in different schools was different, shown in the self-reported checklist of a number of the case study participants, as discussed in Chapters 5 and 7. One can conclude, therefore, that the expectation of each school was not the same, with diverse differences in the level and frequency of incidental Welsh expected of trainees in different schools.

Some dual-stream schools understandably valued the language greatly, with many pupils and teachers within these schools using Welsh as the main medium of teaching and learning. 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

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(Sharpe & Driscoll, 2000; Jones & Coffey, 2006), as discussed previously in Chapter 3.

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 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, 2012b). 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; however, it was beyond the scope of this study to ascertain those reasons. It may be 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 (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.

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 the guidance is adhered to in each school inspection, and whether 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

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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.

As shown in Figure 34 and discussed further in several of the case studies, 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. The fact that most trainees were not aware of the presence of an Athro Bro may indicated 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.

8.2.2.7 Summary: Research Question 2

This study has shown that significant differences existed *between* schools and *within* schools in terms of expectations of trainees' use of incidental Welsh, 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 the trainee teachers that took part in this study, 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. It is clear that modeling by classteachers has a significant impact on the behaviour of trainees (Elliott & 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 apparent 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, it is possible for a particular level of behaviour to become 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.

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 self-reported checklists 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.

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 amount of time spent by the trainees with their school mentors, teachers need to be aware of the influence of their practices, opinions and attitudes on trainees. With the changes to partnership arrangements between universities and schools in Wales that have recently occurred where schools take far more responsibility for important elements of the training than was previously the case. Consequently, it will be essential for universities and their partner schools 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. Staff at 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[230], it is likely that teachers' and, therefore, trainees' language proficiency 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 confident in their use of Welsh. As a result, many more teachers and trainee teachers will need to build on their confidence in the language in order to teach pupils within the English-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 proficiently 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 become fully confident 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 engagement with this provision is a fundamental part of gaining QTS (WG, 2017a)[231]. 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 Curriculum for Wales (WG, 2020).

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[230]'Curriculum for Wales 2022' (WG, 2020) 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.

[231]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 during the time of this study, it was 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 was 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 classteacher. Despite this, 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 were keen to carry out more than the required lesson and chose to teach Welsh on a weekly basis during their PTE, particularly as they gained confidence in PTE2 and PTE3. However, 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 produce 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 proficient level (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 CLIL methodology (Marsh, 1994) whilst undertaking PTE 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 confidence. 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 3, 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 'about' language to a point where pupils are taught to communicate spontaneously and meaningfully in the second language (Brown, 2007). The proficiency and confidence 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 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 2) to support teachers who are less confident in the suggested approach. For several years, BA(Ed) QTS courses have included lectures concerning theoretical knowledge in second language learning. This theoretical knowledge 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 that 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 become confident Welsh speakers. 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 2. 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[232], 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 possible 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 for the introduction of the new curriculum in 2022. It is only the introduction 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

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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.

WG must also ensure that every teacher actively improves his/her language skills throughout his/her teaching career by using the Professional Learning Passport (PLP) (EWC[233], no date) to note progress against the new Professional Standards for Teaching and Leadership (WG, 2017a). Leaders must ensure that every teacher takes advantage of career-long opportunities to improve his/her language skills, as evidenced by the PLP. 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. 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

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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 (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 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 is needed in order to present daily opportunities for people to use their Welsh (WG, 2014l). 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 intention to build on its success in changing behaviour in other aspects of everyday life (such as in the use of plastic bags or 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' use of 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 Original contribution of the study

The findings of this study suggest that the current definition of the concept of 'incidental Welsh' is not sufficient in order for those for whom it is a part of primary classroom life to fully understand the intention of it. The variety of ways in which incidental Welsh was used by trainees within different classroom contexts demonstrates that the teachers on whom the trainees often model their practice did not have a common understanding of the term and, as a result, interpreted its requirements in very different ways. This may be partly as a result of the ambiguity of the phrase itself and of its original definition, as discussed in Chapter 2.

While the essence of the term 'incidental Welsh' suggests interactions that arise "naturally in an unstructured situation" (Estyn, 2013b:35), this study found that this is rarely possible in reality as it would appear that teachers, pupils and, in turn, trainees find a 'natural' use of the language in 'unstructured' settings a challenge. While there may be a variety of reasons for these challenges, it was beyond the scope of this study to investigate this issue with regard to qualified teachers and their pupils. Nevertheless, it would be useful to suggest an alternative definition of the phrase 'incidental Welsh' based on the data gathered and conclusions reached within this study.

In several of the classrooms where observations took place, much of the incidental Welsh used was pre-planned, highly repetitive and used within specific daily routines. While it might have appeared at first glance that the language was being used 'naturally' within these situations, taking into account information given in the trainees' self-reported language lists and in the interviews that took place, it is more likely that the language had been rehearsed over time and, as a result, it might be difficult for pupils to use and develop that language in wider contexts. Nevertheless, given that this study showed that most teachers and pupils used incidental Welsh every day, it would seem beneficial for this consistent repetition of language to continue to be utilised as an introduction to specific patterns and grammar that might later form the basis of further instruction as pupils develop their language skills.

In addition, the original definition of 'incidental Welsh' did not mention the inclusion of the use of written Welsh on classroom walls as being within the scope of incidental Welsh and there would appear to be a lack of guidance for teachers regarding this nationally or locally. However, this study has shown that the use of written language, for example on classroom displays and in pupils' books, is a valuable method of introducing and reinforcing the second language and can help pupils to develop their language further. Based on the findings of this study, it is suggested that the definition of the term 'incidental Welsh' should be revised as follows:

'The term 'Incidental Welsh' refers to language that is planned by teachers in order to introduce, rehearse and repeat words and phrases that enable pupils to become familiar with and develop their Welsh language skills in specific contexts. It refers to language that is used on a daily basis and throughout the school day and includes language that is presented verbally and non-verbally; for example, in written form on classroom displays and in pupils' books. It is expected that the use of incidental Welsh by pupils and teachers would increase over time in terms of its frequency and difficulty and should incorporate new language structures, grammar and vocabulary that are introduced in specific language lessons'.

In terms of the training of teachers with regard to their use of incidental Welsh, the results of this study make clear that there are several factors that impact upon undergraduate trainee teachers. In terms of the individual trainee, conflicting with the view of Estyn and WG regarding qualified teachers, this study revealed that the individual trainee's own language skills were not a significant factor in his/her use of incidental Welsh; rather, it was the behaviour and influence of the classteacher that was reported to be the most significant factor in shaping the way in which the trainee used incidental Welsh.

In addition to the influence of individual classteachers, it would appear that the schools within which a trainee was placed could have an impact on the incidental Welsh used by that trainee. Trainees reported that the ethos regarding the use of the Welsh language in different schools was not the same; however, while it was possible that this was a result of the priorities of the school's leadership team, the trainees were not unanimous in the view that school leaders had a significant impact on their use of incidental Welsh. Nevertheless, several trainees identified the headteacher or subject

leader as the driver of policy regarding the development of the Welsh language. It was likely to be the case, therefore, that the ethos of the school, either directly or indirectly, would have had an impact on the way in which the trainee perceived the importance of incidental Welsh in that school and, as a result, may have influenced the way in which the trainee used Welsh in that context.

Lastly, each of the trainees that were interviewed felt that the University had influenced their use of incidental Welsh in a positive manner, with several giving examples of the way in which university tutors or processes had been helpful. Despite this, it was not noted by any of the trainees that the provision offered by the university was the most significant influence on their practice with regard to their use of incidental Welsh. The importance of joint working between university and partner school staff is vital to ensure that trainees have every chance to develop in every element of their practice.

The trainee teachers that took part in this study reported a variety of influences upon their use of incidental Welsh in the primary classroom, with these reasons relating to themselves as individuals, to the specific classrooms within which they were placed, to the schools and to the university. The most significant factor, as shown in the case studies of all eight trainees and also derived from the questionnaire data, was the role model demonstrated by the classteacher. Consequently, this study has shown that the importance of the role of the mentor should not be underestimated, by the trainees themselves, by university staff and by the mentors within placements schools themselves.

8.5 Limitations of the study

This study involved one cohort of undergraduate primary trainee teachers from one Higher Education provider of ITE in south Wales. Similar studies have not been undertaken involving trainees at other institutions to date and, therefore, this study cannot claim generalisability (Denscombe, 2014). However, the context within which these trainees were located does share characteristics with others that could be found elsewhere in Wales; for example, that trainees would have had opportunities to

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undertake classroom-based placements in a range of primary schools, would have been working within the same national education system and would have been working towards the same Teachers' Standards. For this reason, it may be possible to establish a relevance in terms of the findings of this study to similar cohorts across Wales.

Additionally, it must be acknowledged that this study was based on the *perceptions* of trainee teachers based on their experiences, both positive and negative, with different classteachers, within different classrooms, with pupils of different age-groups and within different school settings in a variety of geographical areas. It is not possible to be certain that the views reported were accurate and objective accounts of the experience of each trainee as these perceptions may have been coloured by a wide range of factors; for example, relationships with pupils or classteachers within a particular school, whether positive or negative, or an individual trainee's attainment against the Teachers' Standards in a specific PTE. Nevertheless, it is hoped that the information gathered in this study reports an useful picture of the views and experiences of a particular cohort of trainee teachers in order to consider possible improvements to future provision in terms of universities and their partner schools.

Concerning the trainees that took part in the case studies as discussed in Chapter 4, gathering participants' views at the end of their NQT year and after any connection to the university had ceased was considered an appropriate ethical decision in terms of their relationship with the researcher (Drake, 2010). However, it must also be acknowledged that the period of time that had passed by that point may have impacted the memory of the participants and the reliability of their reflections (Lincoln & Guba, 1985). Despite this, it was considered that valuable information was able to be gathered during the interview process that formed the basis of the thematic analysis and subsequent discussion and conclusions.

8.6 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 often 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 confident 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)

Retracted for reasons of copyright.

Appendix 2: Foundation Phase Welsh Second Language Development (Excerpt)

Retracted for reasons of copyright.

Appendix 3: Key Stage 2 Welsh Second Language (Excerpt)

Retracted for reasons of copyright.

Appendix 4: Questionnaire 1

<u>Questionnaire 1</u>

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

<u>Questionnaire 2</u>

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

<u>Questionnaire 3</u>

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 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. 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 often

    ☐ Yes, but I did not meet him/her

    ☐ Unsure

Thank you for your answers.

Appendix 7: Questionnaire 4

<u>Questionnaire 4</u>

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 often
☐   Yes, but I did not meet him/her
☐   Unsure

Thank you for your answers once again.

Appendix 8: Questionnaire 5

<u>Questionnaire 5</u>

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 <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. Was the improvement of your incidental Welsh given to you as a target?

    ☐   Yes, by my senior mentor / classteacher

    ☐   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.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

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 expectations according to age-group (Excerpt from WJEC, 1998)

Retracted for reasons of copyright.

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 classteacher 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.

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Appendix 12: Questionnaire for Teachers

<u>Questionnaire for teachers</u>

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 to each other, e.g. in the staff room?

    ☐   Yes, regularly.

    ☐   Yes, occasionally.

    ☐   Yes, but rarely.

    ☐   Never.

7. Do pupils in the school speak Welsh to each other 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

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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 there 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 classteacher? (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

<div align="right">
Cyfranogwr Rhif Adnabod:

Participant Identification Number:
</div>

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)

Retracted for reasons of copyright.

Appendix 16: Scheme of Work for Year 6 (CSCJES) Excerpt)

Retracted for reasons of copyright.

Appendix 17: Trainee self-reported checklists

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: ████████ ....

	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)			

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: ▮▮▮▮▮ ....

	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)			
Dewch i meun	✓		✓
Ga i	✓		✓
Diolch yn fawr	✓	✓	✓
Pa liw?	✓		✓
Pa anifail?	✓		✓

Appendix 18: Trainee self-reported checklists

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: . █████████ ....

	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)	✗	✗	✗

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: ....

	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 ?			✓

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Appendix 19: Trainee self-reported checklists

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: ..... ▮▮▮▮ ....

	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 gweddïo			
ᵃᵐˢᵉʳ			

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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: ..... ███████ ...

	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

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:

Adroddiad Crynodol BA Addysg Blwyddyn 2
Summative Report BA Education Year 2

Eich Enw/Your Name: ▮▮▮▮▮▮▮▮

Eich Rôl/Your Role: **Senior Mentor**

Enw Hyfforddai/Trainee Name: ▮▮▮▮▮▮▮▮

Ysgol/School: ▮▮▮▮▮▮▮▮ **Primary School**

Uwch Fentor/Senior Mentor: ▮▮▮▮▮▮▮▮

Pennaeth/Head Teacher: ▮▮▮▮▮▮▮▮

Tiwtor Prifysgol/University Tutor: ▮▮▮▮▮▮▮▮

Class Set: **Key Stage 2 - Year3**

Dyfarniadau Terfynol / Final Judgement: **Adequate**

S1 Sylwadau / Comments:

▮▮▮▮▮▮▮▮ **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.** ▮▮▮▮▮▮▮▮ **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:

▮▮▮▮▮▮▮ 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. ▮▮▮▮▮▮▮ 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 ▮▮▮▮▮▮ 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:

▮▮▮▮▮▮▮ 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. ▮▮▮▮▮▮▮ 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:

▮▮▮▮▮▮▮ 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:

** 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. 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:

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:

Incidental Welsh Planning Sheet – Year 3 PTE Pilot

Date / Dyddiad	Incidental Welsh that I will use:	Achieved (V or x)	Incidental Welsh that pupils will use:	Achieved (V or x)
22.1.14	• Bore da / Prynhawn da • Pwy sy'n barod? • Diolch yn fawr • Croeso	✓ ✓ ✓	• Bore da / Prynhawn da pawb • Barod • Diolch yn fawr	✓ ✓ ✓
27.1.14	• Canu'r gloch • Dwylo lan • Sefwch / eisteddwch	✓ ✓ ✓	• Ga i fynd • Ga i fynd i'r tŷ bach • osgwelwch yn dda	✓ ✓
29.1.14	• Beth ydy hwn? • Pa liw ydy hwn? • Grandewch • Pwy sy'n barod? • Cinio neu brechdanau?	✓ ✓ ✓ ✓	• oren, coch, glas etc	✓
3.2.14	• Sut wyt ti'n gwbod? • Cylch Mawr • Sut mae tywydd heddiw?	✓ ✓ ✓	• cinio / brechdanau. • Mae hi'n	✓ ✓
	• Bendigedig • Di iawn • Sut wyt ti?	✓ ✓	• Hapus iawn / Ofiawn diolch etc	✓

Appendix 24: Trainee self-reported checklist

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: .... █████ ....   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)			

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Appendix 25: Trainee self-reported checklist

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: ...████████... N

	Used by teacher	Used by pupil(s)	Used by myself
Bore da	✓	✓	
Prynhawn da	✓	✓	✓
Register related vocabulary	✓	✓	✓
Cinio / brechdanau	✓	✓	✓
Helpwr heddiw		DVD	
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 checklist

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: ...███████..... 4/5/6

	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)

Session Plan – Key Stage 2

Name of trainee:			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):	Success criteria:
To use, read and write units of time.	To identify the units of time more than/less than a day as a group.
To convert from one unit of time to another.	
To know the number of days in each month.	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)	Numeracy (LNF)
-Express issues and ideas clearly, using specialist vocabulary and examples.	-Identify the appropriate steps and information needed to complete the task or reach a solution
-Contribute to group discussion, taking some responsibility for completing the task well.	-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?	Key Questions: 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: ___ Date: ___ Name of School: ___ Year Group: 5/6

Priorities (what I need to do)	Action (How will I achieve this?)	Deadline (When?)	Success criteria (How will I know?)
• use more incidental Welsh	Making a list of vocabulary to be used in each lesson.	By tomorrow	The children will respond well to the incidental Welsh and I will check with my mentor.
• Challenge MAT pupils	Differentiate more for MAT pupils as well as lower ability pupils as they also need different work.	In the next few days / Within a week / (By close of this SBE) / Before the next SBE	The MAT pupils will find the activities challenging and it will make them think.

Signed by Trainee: ___ Mentor: ___ Tutor: ___

Appendix 29: Observational Notes

Observations of Incidental Welsh
Year 2

Trainee: ███████████

School: ██████████████ 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 ████
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

<u>Year 1 BA(Ed) & PGCE Primary PTE1</u>

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)

<u>Comments for marking children's work</u>

Da	Good
Da iawn	Very good