

An
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Taighde

Gael Linn

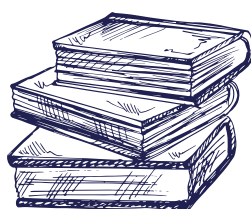


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launched officially
later in 2025*

Gwersi a Ddysgwyd / Lessons Learnt:

What can we learn from Welsh educational policy in their approach to teaching a minority language in the English-medium sector?



Séamas Mac Eochaidh

Gael Linn

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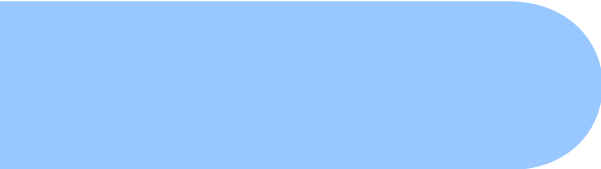




List of Abbreviations

A-Level	Advanced level qualifications
AS	Advanced subsidiary qualifications
CEFR	The Common European Framework of Reference for Languages
EMS	English-medium sector
GCSE	General Certificate of Secondary Education
GDPR	General Data Protection Regulation
HOD	Head of Department
ITT	Initial Teacher Training
KS	Key Stage
MS	Microsoft
NI	NI
PGCE	Postgraduate Certificate in Education
ROI	Republic of Ireland
WME	Welsh-medium Education
WMS	Welsh-medium Sector





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1. INTRODUCTION

1.1 Title

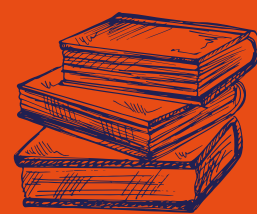
Gwersi a Ddysgwyd / Lessons Learnt: What can we learn from Welsh educational policy in their approach to teaching a minority language in the English-medium sector?

1.2 Aim

This study endeavours to investigate the lessons that can be learnt from Welsh educational policy in their approach to teaching Welsh as a subject in the English-medium sector (EMS). This study aims to explore how Welsh as a subject is supported in the EMS. The research will also report on the opinions of post-primary Welsh teachers on Welsh as a subject in the EMS.

1.3 Objectives

- *Summarise the current policy in relation to the teaching of Welsh as a subject in the EMS:* the research endeavours to summarise the current policy for the teaching of Welsh in the EMS. It will document the development of educational policies in recent years leading to the development of the core policy 'Cymraeg 2050: A million Welsh speakers' and the current position of Welsh as a subject as part of the 'Curriculum for Wales 2022'.
- *Capturing stakeholders' perspectives:* the research investigates the perspective of secondary-level teachers of Welsh on current educational policy for the teaching of Welsh in the EMS.
- *Showcasing the lessons that are to be learnt from the Welsh approach:* the research reports on what lessons can be learnt, as best practice and/or reflective practice, from the Welsh approach to teaching a minority language. The research also highlights the challenges within the implementation of educational policies that support minority languages in the EMS. These learnings will be insightful to policy shapers and makers across Europe in countries where an indigenous and/or minority language exists.



1.4 Research Questions

1. What impact has governmental and educational policies had on the teaching of Welsh as a subject in the English-medium secondary school?
2. What impact has policy for the teaching of languages in the primary school had on secondary pupils' educational outcomes (for Welsh)?
3. What perceived influence(s) has educational policy had on the number of fluent Welsh speakers?

The piece of research is divided into five main chapters: the introduction, the literature review, the methodology, the results, findings and analysis and the conclusion. The next chapter presents a literature review of literature in relation to the teaching of Welsh as a subject in the EMS.



2. LITERATURE REVIEW

2.0 Chapter Two: Literature Review

The purpose of this review of literature is to explore policy regarding the teaching of Welsh as a subject in the EMS. Consequently, this review will be divided into the following two threads:

1. The historical context of the Welsh language as a minority language and as a subject in the EMS

Relevant literature regarding the historical context, and status, of the Welsh language will be explored to contextualise historical developments that have resulted in the current approach.

2. A summary of current policy in relation to the teaching of Welsh as a subject in the EMS

Relevant literature regarding the current policy for the support of the teaching of Welsh as a subject in the EMS across educational levels will be explored. Due to the small-scale nature of this research, the study will not include a broader and more comprehensive review of policy from the WMS.

2.1 Introduction

The benefits of learning a second language are clear as “students who speak more than one language have higher career and educational expectations than students who are monolingual” (OECD, 2020, p. 37). Lasagabaster (2017) highlights that in the era of ‘global English’, global English must not be used as an excuse for an absence of second-language learning policy. Minority languages can provide an ideal ground to explore the cognitive benefits of bilingualism (Garraffa et al., 2017) and many countries, such as Wales, have introduced and adopted various forms of language strategies and programmes (European Commission, 2018). Consequently, The Welsh Government’s Programme for Government 2021–2026 commits to the expansion of both the teaching of international languages and the indigenous language across all educational sectors (Welsh Government, 2021a).

Presently, all children in Wales must learn Welsh to at least GCSE level, either as a first language (Welsh-medium) or as a second language (English-medium) (Canolfan Gyfreithiol y Plant Cymru, 2021). Wales has witnessed rapid growth in the numbers studying Welsh as a second language in the EMS to GCSE in recent years (Jones, 2019) due to the compulsory nature of Welsh (Henderson and Carruthers, 2022) as evidenced by Figure 1 below. It is this context that will drive the subsequent review of literature which will also be contextualised by the questions of research provided in section 1.4.

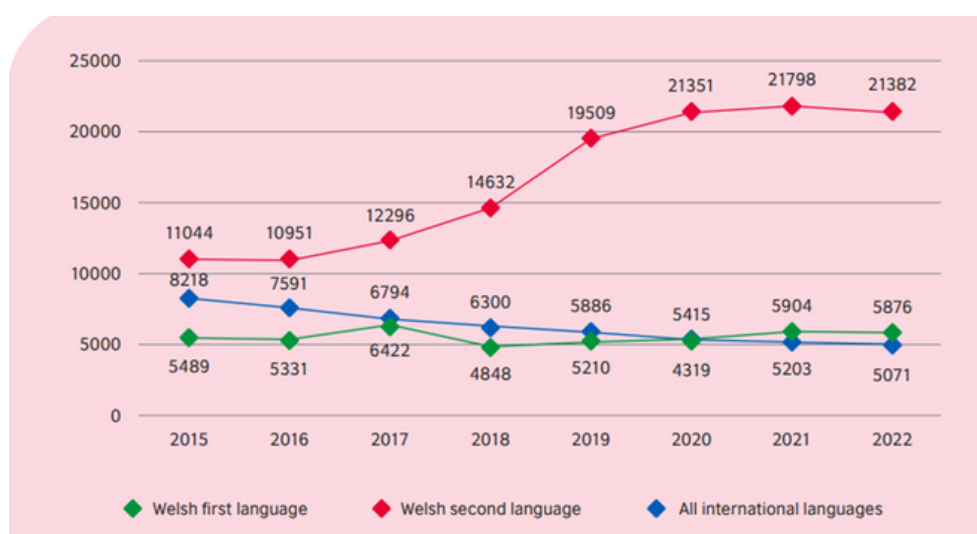


Figure 1: Comparison of entries for GCSE Welsh (first and second language) and all International Languages 2015–2022 (Collen, Liu & O’Boyle, 2023).

2.2 The historical context of the Welsh language as a minority language and as a subject in the EMS

2.2.1. Language status

Despite the Welsh language being the most-predominantly spoken language by the Welsh population throughout the start of the 1800s, the language was classed as a minority language for the first time in 2,000 years in 1911 (T.N.C.F.L.W, 2023). As the language gained minority status, crucial developments such as ‘The Welsh Language Act 1993’ which convened the conception of ‘The Welsh Language Board’ ensued (Williams and Jenkins, 2000). An important consequence of the act and board was that Welsh and English languages should be treated as equal where reasonably practicable, particularly among public bodies and services (Law Wales, 2021). To further protect the Welsh language, ‘The Welsh Language Measure 2011’ brought with it the introduction and implementation of official status for the language (Welsh Government, 2011), which modernised legal frameworks for the use of the language across public services. Subsequently, an office of the ‘Welsh Language Commissioner’ was established, supporting the principal statutory aim to “promote and facilitate the use of the Welsh language” (Welsh Commissioner, 2023, N.P).

Consequently, the Welsh language presents itself as the only official *de jure* language of any jurisdiction in the United Kingdom (UK) other than English. The measure has had a central role in the bilingual vision of Wales (Welsh Government, 2012) and has acted as a central framework for the promotion, and protection, of the Welsh language across public sectors, including education (Welsh Government, 2014). Moreover, The Welsh Language Commissioner further introduced the 'Welsh Language Standards' in 2015 that explicitly describe expectations for behaviours and conduct towards the Welsh language (Welsh Government, 2015). Such expectations explain how the language should be treated, ensuring that persons in Wales should be able to live their life through the medium of Welsh if they desire to do so, consolidating The Welsh Government's vision of a bilingual society (Welsh Language Commissioner, 2015). The Welsh Government's vision for a bilingual society presents itself in 'The Cymraeg 2050 Strategy' which was launched in 2017 as a strategy that aims primarily to increase the number of proficiently fluent Welsh speakers to one million by 2050 (Welsh Government, 2017a).

Such strategy was required due to the decline in the number of fluent speakers of Welsh and Figure 2 depicts the current status quo for the number of people able to speak Welsh as per the 2021 census with the Welsh population standing at 3,105,000 (Welsh Government, 2022). Education plays a central role as part of the centralised strategy to further revitalise the language, with the recognition that education should have a precedential position in language strategy (Roberts, 2019).

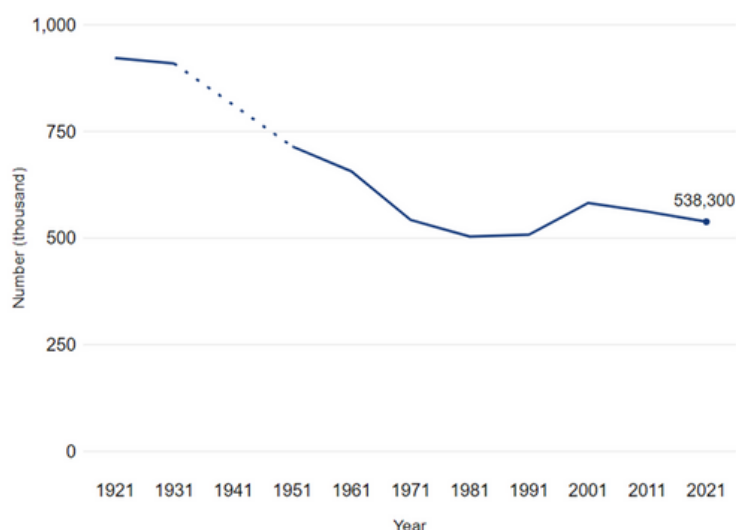


Figure 2: Number of people aged three years or older able to speak Welsh, 1921 to 2021 (Welsh Government, 2022a)

The Welsh Government continues to place a central importance on language policy, with language planning capacity cited as a 'priority' among public policy makers for the period from 2021 to 2026 (The Welsh Government, 2023b). The Minister for Education and Welsh Language, Jeremy Miles MS (The Welsh Government, 2023a, N.P) stated, "we want a Wales where our language and our people thrive, bearing in mind all the while of course that language is a people thing."

2.2.2. Development of Educational Policy

English-language provision became the primary function of schools in Wales throughout the 19th century (Jones, 2000). Common practices such as banning the use of Welsh in the school environment and punishing the use of the language resulted in the EMS being recognised as the traditional educational sector in Wales (Khleif, 1976). This was extensively supported by parents due to the economic opportunities which proficiency in English created (Jenkins, 2000). Punishment-based practices such as 'Welsh Not' to discourage the use of Welsh were normalised despite not being presented as governmental policy (Breverton, 2009). Despite the teaching of Welsh not contravening any legislation, English-medium instruction became the dominant medium for learning and teaching (Khleif, 1976).

As English became ingrained in principal pedagogy, the subject of 'Welsh' started to appear as a taught subject for the first time in the late 19th century and early 20th century in some schools (Jones and Roderick, 2003). The same period witnessed the establishment of minor funds to allow schools to teach the Welsh language as a subject (Grigg, 2022). Importantly, 1939 witnessed the further separation of 'Welsh' as a taught subject with the establishment of the first independent Welsh-medium primary school (Morgan, 1981). It was not until the 1944 Education Act that WME received state funding (Baker, 1993).

A 1953 government report titled 'The Place of Welsh and English in the Schools of Wales' recommended that all students in Wales should be taught both Welsh and English, dependent on ability (Jones and Roderick, 2003). While WME continued to grow in popularity, the teaching of Welsh as a second language in the EMS remained ineffective and school dependent. The lack of statutory guidance regarding the teaching of Welsh as a second language resulted in a greater emphasis being placed on the promotion of Welsh-medium and immersive contexts (James, 2022). Subsequent to the ground-breaking 1988 Education Reform Act, the discourse and policy in relation to teaching Welsh as a subject in the EMS changed monumentally (Wrigley, 2005). From 1990, Welsh was recognised as a statutory foundation subject in the EMS. Previously, Wales had a common curriculum with England and thus, the development of Wales's own national curriculum 'Cwricwlwm Cymreig' resulted as a direct outcome of the reform (Welsh Government, 2013). Prior to 'Cwricwlwm Cymreig', no specific compulsory curricular subjects outside of Religious Education and Physical Education existed on a national level for learners under the age of fourteen with schools having the freedom to choose what subjects ought to be taught (Welsh Government, 2013). Subsequently, Welsh was recognised as a core subject and thus had equal status to English in Welsh-medium schools (Welsh Government, 2013). Due to devolution Welsh became a compulsory subject for every pupil at KS2 and 3 and the statutory requirement for KS4 was later introduced in 1999 (Egon, 2022).

Subsequently, further statutory requirements for the Foundation Stage came in 2008 that requires teachers to ensure that children in the EMS are exposed to the Welsh language from the age of three. The 'Welsh Language Development' area of learning is designed specifically for the EMS (Research in Primary Languages, 2020).

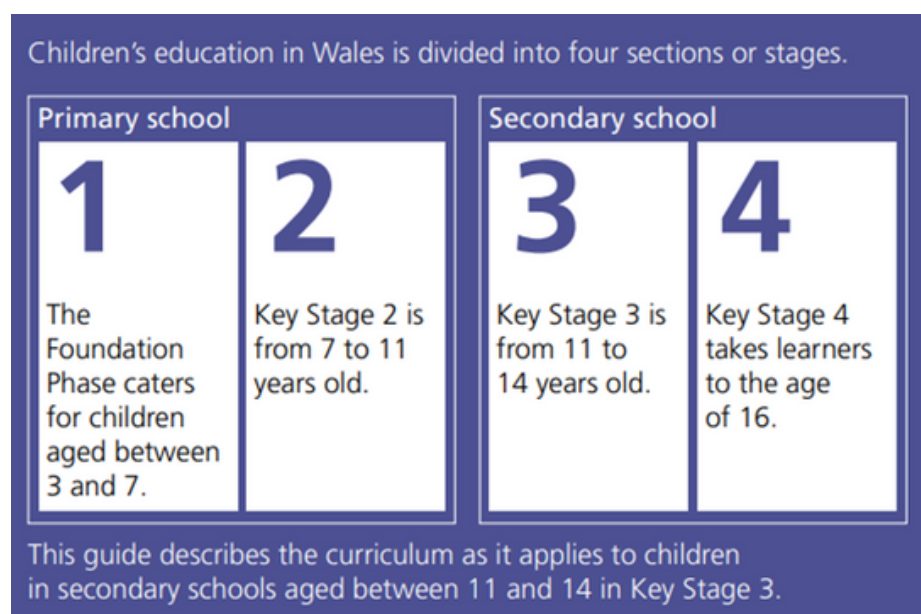


Figure 3: Overview of stages of children's education in Wales (Welsh Government, 2019)

2012 witnessed an action plan to ensure that the learning of Welsh as a second language held standards equal to other subjects in the curriculum (Welsh Government, 2013). 'The Welsh Second Language Review Group' considered how best to provide learners of Welsh in the EMS with positive learning experiences of Welsh and how to raise the status of the subject at KS3/4 (Welsh Government, 2012). Welsh as a subject, as a first and second language, remains a statutory subject in the Welsh Curriculum (National Assembly for Wales, 2016). The following thread of literature review will summarise current educational policy for the teaching of Welsh as a subject in the EMS.

2.3 Summary of current policy in relation to the teaching of Welsh as a subject in the EMS

2.3.1. 'The Cymraeg 2050 Strategy'

'The Cymraeg 2050 Strategy' has acted as the core document for the promotion of the Welsh language since 2017. Consequently, educational policy recognises the importance of English-medium education in their strategic goals of creating fluent Welsh speakers with the strategy acting as a core document in encouraging effective second language teaching approaches and methods (Welsh Government, 2018a; Welsh Government, 2018b). The Welsh Government (2018b, p.23) states clearly "we want all our learners to have the opportunity to be bilingual" and recognise that they must "increase the number of learners in English-medium schools that succeed in acquiring the language."



The Welsh Government (2018b, p.45) continues to recognise the importance of the EMS in the context of their vision of creating a million Welsh speakers by 2050 recognising their need to “improve how Welsh is taught” in the EMS. Policy endeavours to “ensure that all pupils reach a standard of bilingualism” and the responsibility of ensuring that the quality of the teaching of Welsh meets expectations lies with council authorities in conjunction with School Governors and Heads (The Welsh Government, 2022b, N.P).

2.3.2. The Curriculum for Wales

Wales has witnessed curricular evolution and reform with the roll-out of a new curriculum from 2022. ‘The Curriculum for Wales’ focuses on empowering teachers and school management teams to decide what they feel is best to teach in order to ensure that all learners succeed (Welsh Government, 2023c). The new curriculum is for all learners aged from three to sixteen (Welsh Government, 2023d) and schools have been given a heightened autonomy to control what they envisage as an efficient school curriculum (Welsh Government, 2023e). The new curriculum consists of a national framework to ensure that there is a continuity of learning for all learners (Welsh Government, 2022c). The teaching and learning of Welsh now sit as part of the wider curricular area of ‘Languages, Literacy and Communication’ in which the area aims “to enable learners to communicate effectively using Welsh, English and international languages” (Welsh Government, 2021b, N.P). Furthermore, to aid schools in the design of their own school-based curriculum and schemes, guidance is provided explicitly for practitioners responsible for the planning and design of Welsh language provision in the school curriculum (Welsh Government, 2023c).

2.3.3. Recent Welsh language Primary Practice

As aforementioned, Welsh has remained as a foundation subject since the Education Act 2022. Previous to the New Curriculum for Wales, a programme of study for core and foundation subjects were prepared which included the expectations for each KS in terms of recommended skills, knowledge, understanding and language use. Similar to the new curriculum, no recommendations were made in terms of teaching time and prescribed hours for Welsh as a subject (Jones, 2016). Contrarily, prescribed teaching hours are recommended for the teaching of Irish as a subject in ROI (NCCA, 2023). It remains that schools have the autonomy to decide the allocated time for the teaching of Welsh in the EMS (Jones 2016; Welsh Government, 2023c).

2.3.4. Teaching of Welsh as a second language subject v first language

Since 2017, Welsh in the post-primary school has been segregated as ‘first language’ and ‘second language’ and specific qualifications are available for the learning of Welsh as a second language for students in EMS (Welsh Government, 2017b).



Welsh is currently offered at GCSE, AS and A-Level as a 'Second Language' exam subject (WJEC, 2017). GCSE Welsh Second Language, reformed from 2017, was driven by the three main reviews and reports of 'One language for all', 'A living language: a language for living' and 'Successful Futures: Independent review of curriculum and assessment arrangements in Wales' (Welsh Government, 2017b). The measures taken in 2017 to introduce and reform the subject of 'Welsh as a second language' were taken on an interim basis. The longer-term strategy is to move towards a common continuum of language ability as part of the new curriculum for Wales in which students will move towards referencing their language ability as part of the CEFR (Welsh Government, 2017b). The framework was first referenced as part of the 2017 reform and will be central to the new accreditation process for the new single continuum for assessing language proficiency, when the current segregated qualifications are discontinued in 2025. From 2025, a new GCSE in Welsh will be available for learners in the EMS while a supplementary qualification for pupils who show an ability to further progress in their language skills will also be available (Welsh Government, 2022d).

2.3.5. Curriculum challenges

As the New Curriculum for Wales has started its roll out in September 2022, there has been ambiguity as to how the expectations from the curriculum will impact on Welsh as a subject in the EMS. In particular there are concerns that the new curriculum does not prescribe as to what schools should be teaching (Welsh Parliament, 2020). The heightened freedom and autonomy placed on schools heightens the responsibility on the EMS to maintain and regenerate the language without specific funding to do so on with already strained school budgets (Cymru NAHT, 2024). Furthermore, worries about how Welsh is now grouped as part of the wider curricular area of 'Languages, Literacy and Communication' highlight an inconsistency that Welsh is not prioritised or singled out despite governmental aims to improve provision of the learning of Welsh in the EMS as a matter of urgency (Howells, 2022). The nature of Welsh now sitting beside the study of further international languages without prescribed teaching hours has left practitioners questioning how the demands of the new curriculum will be met (Central South Consortium, 2021). Research also contends that the new curriculum for Wales could embed a holistic approach to languages "which would benefit not only modern foreign languages but also Welsh and English" (Gorrara et al, 2020, p.245). The new curriculum argues that teachers should view themselves as teachers of language rather than teachers of a specific language (Kelly, 2018) and that this will be crucial for multilingualism in Wales to thrive (Central South Consortium, 2021). The impact of this on Welsh as a subject in the EMS will become clear in the years ahead and will be clear as part of the reviews of the central 'Cymraeg 2050: A Million Welsh Speakers'. Beard (2021, p.22) echoes concerns by stating "efforts to make any changes to the provision in English-medium schools will be meaningless without intensifying and increasing the number of contact hours with the Welsh language."

2.3.6. Current impact on opinion and Welsh language proficiency

Beard (2021, p.22) posits that the greatest challenge facing the Welsh education system is ensuring “that the Welsh language provision in English-medium schools is suitable for the development of pupils’ communicative skills” and further contends that the future of the Welsh language could depend on authorities’ abilities to produce competent speakers of the language in the EMS. As the majority of children in Wales attend the EMS, it is clear that there is a need to reform Welsh provision in the EMS if the Welsh Government is to achieve their vision of a million speakers by 2050 (Beard, 2021). This is highlighted in the Welsh language use survey from 2020 in which nearly three quarters of non-fluent Welsh speakers surveyed attended the EMS (Welsh Government, 2022a). Despite concerns, the measures and policies implemented historically and presently have resulted in Welsh having the highest number of speakers who use the language daily among all Celtic languages (Morrison, 2020). Data from the Annual Population Survey 2023 suggest that 29.2% of people aged three or older (889,700 people) can speak Welsh. However, 2021 census data suggest that the figure may actually be 538,300 (Welsh Government, 2023a). Due to ‘Cymraeg 2050: A Million Welsh Speakers’ focusing on census data, it is clear that the provision of Welsh in the EMS will continue to be a topic of discussion and importance.

2.4 Conclusion

The literature review has contextualised an overview of governmental and educational policies that impact the teaching of Welsh in the EMS. A historical context has been presented along with an overview of current policy inclusive of a critical analysis. This will be used to structure the subsequent analysis of findings in chapter four. The next chapter describes the methodology used in the research study.

3. METHODOLOGY

3.1 Research Design

The research employed a mixed method approach. Creswell and Plano Clarke (2018) explain that mixed method approaches provide in-depth evidence for analysis, and it is evident that it provides an effective approach in small-scale research to reduce possible limitations in small-scale research. This ultimately allows for further confidence in findings (Creswell, 2012).

3.1.1 Aim and Research Questions

The purpose of this study was to investigate the lessons that can be learnt from Welsh educational policy in their approach to teaching Welsh as a subject in the EMS. It was chosen to focus on three main research questions, as recommended by Blaxter et al. (2006) during small-scale research. The three research questions chosen were:

1. What impact has governmental and educational policies had on the teaching of Welsh as a subject in the English-medium secondary school?
2. What impact has policy for the teaching of languages in the primary school had on secondary pupils' educational outcomes (for Welsh)?
3. What perceived influence(s) has educational policy had on the number of fluent Welsh speakers?



3.1.2 Sample

Table 1 below provides an overview of the participants that were to be sampled, the rationale for sampling, the sample size and which research questions the participants related to.

Research Question	Participants to be sampled and rationale for said participants	Sample Size
What impact has governmental and educational policies had on the teaching of Welsh as a subject in the English-medium secondary school?	Teachers of Welsh across English-medium post-primary schools to be surveyed to investigate what impact policy has had on the teaching of Welsh in the EMS in their opinion.	At least 30 teachers of Welsh at the post-primary level in the EMS. Mayring (2007) recommends at least 30 participants to depend on results given by surveys and questionnaires.
What impact has policy for the teaching of languages in the primary school had on secondary pupils' educational outcomes (for Welsh)?	Welsh HODs in English-medium post-primary schools to investigate how policy for the teaching of languages. HODs are best suited to have an overview of the educational outcomes of pupils across different classes.	Participants to be invited from the initial stage of research if they meet the inclusion criteria with the intention of conducting at least 2 semi-structured interviews with 2 different HODs.
What perceived influence(s) has educational policy had on the number of fluent Welsh speakers?	Educational Advisers who hold responsibility for development/delivery of policy in regard to the teaching of Welsh as a subject in their authority	Four different advisers from four different consortiums.

Table 1: Overview of Research Participants

Despite specific participants being mentioned in relation to individual research questions, it became clear that data would be available for each research question across the different participants and research instruments.

3.2 Research Instruments

The implications and consequences of undertaking research in qualitative and/or quantitative fashions were considered before commencement of the research. Consideration was given to a qualitative research design and despite qualitative data capturing attitudes and opinions effectively (Maxwell, 2012), it was proposed that qualitative research was not enough on its own in this case as the study endeavoured to use numerical evidence to encourage clear understanding of opinion. Denscombe (2014) recommends the use of data and numerical evidence to encourage clear understanding and visual clarity to research. Therefore, the research utilised a mixed methods approach of using both qualitative and quantitative data which allowed for true triangulation of data to occur, ultimately developing a comprehensive understanding of experiences (Patton, 1999).

Research instruments were chosen to be complementary to the chosen research questions and the chosen sample as described below in Table 2.

Research Question	Research Instrument	Rationale
1. What impact has governmental and educational policies had on the teaching of Welsh as a subject in the English-medium secondary school?	Mixed-methods Survey	Surveys and questionnaires are deemed as the most practical mode of research and most time efficient to survey a broad scale of practitioners in educational research (Jones et al., 2013). Therefore, the method allows a broad input from a range of practitioners in the EMS to give their opinion on the impact that governmental and educational policies have had on the teaching of Welsh as a subject in the EMS.
2. What impact has policy for the teaching of languages in the primary school had on secondary pupils' educational outcomes (for Welsh)?	Qualitative semi-structured interviews	Semi-structured interviews were chosen as a method of data collection as they are a qualitative approach that allows a sharing of professional opinion between interviewer and interviewee (Cohen et. al 2007; Wisker, 2009). This is vital in gaining an insight into the impact that policy for teaching of languages in the primary school had on secondary pupils' educational outcomes.
3. What perceived influence(s) has educational policy had on the number of fluent Welsh speakers?	Qualitative Focus Group	Focus groups are particularly beneficial as a complementary research method, given that they provide in-depth data in a short period of time (Wilson et al., 2013). Moreover, they provide results which are easy to understand (Creswell and Pano Clark, 2017). This is extremely important in investigating the perceived influences that policy has had.

Table 2: Snapshot of research study methods and their purpose

3.2.1 Mixed-methods Survey

The study initially comprised of a mixed-methods survey of 41 teachers of Welsh across English-medium post-primary schools. The survey incorporated both quantitative and qualitative data. The survey consisted of 22 questions (Appendix A). Six of these questions were included to ensure that participants met the inclusion criteria, consented to take part in the research study and also invited those who qualified to volunteer for the secondary phase of research. Five further questions gathered demographical information about the participants. A further nine Likert scale questions were included which requires participants to give their opinion on whether they 'agree' or 'disagree' with named statements (Bell, 2010). These questions were composed on a five-point scale from 'strongly disagree' to 'strongly agree' and included the option of 'neither agree nor disagree'. A further two 'open' questions were included in the research to allow participants to add further detail to their opinion, although these questions were not mandatory. 29 participants (70.7%) added a further opinion to the open questions. The data collected from the online survey were subsequently used to inform the creation of questions for the semi-structured interviews, ensuring that the research instruments were complementary.

3.2.2 Semi-structured interviews

During the secondary qualitative phase of research, two semi-structured interviews were completed with two different HODs of Welsh in two different English-medium post-primary schools. It was decided to invite participants from the previous mixed-methods stage of data collection to take part in the semi-structured interviews if they met the inclusion criteria. The initial stage of mixed-methods research being followed by a secondary stage of qualitative research with the same participants allowed for true triangulation of data to occur, ultimately developing a comprehensive understanding of experiences (Patton, 1999). The decision to use the same participants in different research methods is vindicated given that conducting interviews and/or focus groups with the same participants at different times can corroborate findings and allow for true triangulation (Olsen, 2004). It was certified that the same questions were not asked during both research instruments and consequently, the semi-structured interviews and survey were complementary. Ultimately, this aided the effective analysis of the research questions from a complete set of opinions. This ensured that there was minimal opportunity for data to remain hidden (Salkind, 2010). The aide mémoire for the semi-structured interviews can be found in Appendix B.

3.2.3 Focus Group

Unfortunately, due to poor response rate as further explained in section 3.3.3, it was decided to focus solely on the opinions of teachers and HODs as part of the research study. The research design and instruments chosen ensured that all three research questions were still investigated fully, and data were collected for all research questions.

3.3 Data collection procedures

3.3.1 *Mixed-methods Survey*

Qualified Teachers of Welsh currently teaching in a post-primary EMS school were invited to take part as aforementioned in Table 1. Teachers currently teaching in the WMS were excluded from study as were student teachers to ensure that the data were focused on teachers with experience in the EMS. An email invitation, inclusive of the link to the research survey and study information (Appendix C), to take part in the research was sent out to 68 English-medium post-primary schools in January 2024. These schools were chosen at random from the database of schools in Wales, chosen by categorising the school by its EMS and post-primary status. It was advised that only one participant per school should partake. Surveys were distributed through the MS Forms platform as part of Ulster University's suite of softwares. The data were collected, stored and retrieved as part of this suite of softwares which allowed effective and efficient analysis of said data. 41 teachers of Welsh in the post-primary setting completed the survey in its entirety, resulting in a response rate of 60.3%.

3.3.2 *Semi-structured interviews*

Teachers were further asked to volunteer themselves for a subsequent secondary phase of research in which semi-structured interviews were conducted. Further inclusion criterion was applied as the research endeavoured to conduct semi-structured interviews with HODs. A total of seven HODs volunteered for the secondary phase of research. A secondary email invitation was sent to the seven HODs, inclusive of information for their school leader(s) (Appendix D). A further three HODs agreed to take part in the semi-structured interviews. One HOD withdrew from the semi-structured interview due to personal circumstances, resulting in two HODs participating in the secondary phase of research. The semi-structured interviews occurred on the Teams platform as part of Ulster University's suite of software which included a secure recording method and automated transcription.

3.3.3 *Focus Group*

An email invitation was sent to the four formal regional education consortia in Wales to invite school improvement officers for Welsh in EMS to participate in a focus group to investigate the perceived influences that educational policy has had on the number of fluent Welsh speakers. The invitational letter can be found in Appendix E. However, due to poor response rate in which only one consortium replied to state they would not have the capacity to take part in the research, it was decided to focus on the aforementioned samples.

3.4. Data analysis methods

Firstly, a statistical analysis of the mixed-methods survey was performed using the Excel platform from the initial analysis provided by the Forms software. Pattern matching logic (Goodrick, 2014) was then applied to find patterns across the samples and different methods, finding comparisons and differences, while trying to find explanations for said comparisons. It was decided to analyse data through a thematic analysis across the mixed methods study on the basis that it demonstrates rigor within a small-scale research study which can include mixed methods approaches (Fereday and Muir-Cochrane, 2006). Secondly, these thematic analyses were then matched to present findings to the subsequent research question and matched to data collected during the semi-structured interviews. It is important to ensure that themes emerge from the collected data rather than being pre-conceived. This was achieved through coding the data by finding emergent themes (Lester et al., 2020). A second coding was conducted on the data from the semi-structured interviews to ensure that no data remained hidden.

3.5. Ethical Considerations

Ethical considerations can be determined as one of the most integral parts of any research, especially educational research (Bryman and Bell, 2007; Blaxter et al., 2010; Oliver, 2010). It is important to ensure the research does not cause harm to participants (Hammersley and Traianou, 2015). In order to ensure this, a number of precautionary steps were undertaken. Firstly, a research proposal was subject to clearance by Ulster University's Filter Committee. The proposal fell into 'Category A' of Ulster University's Research Governance Policies as no ethical issues regarding the study of children or vulnerable groups would occur as part of the research (Ulster University, 2022). Study approval was granted by both the Filter Committee and Peer Review in the RG3 form (Appendix F). Secondly, the principles of informed consent and voluntary participation were applied at the earliest possible occurrence, ensuring that participants had the rights and opportunity to withdraw from the research at any stage without implications (Israel, 2015). All participants were provided with information and context of study and were advised of the steps to take if they had any queries or questions due to their participation. Separate information and consent forms were created for each research instrument and can be found in Appendix G.

It was guaranteed that all data were saved in coherence with the University of Ulster's GDPR policies. It was ensured that the secure and encrypted functionality for recording was in use through MS Teams, the online platform used for the research instruments. Furthermore, permission to record the semi-structured interviews with both audio and visual recordings was sought, ensuring that the participants understood that the audio and visual recordings would be held on an encrypted drive and destroyed in an appropriate manner as soon as the data were transcribed. The transcribed data will be kept and stored for ten years as part of research data corpus and destroyed in accordance with Ulster University's GDPR policies (Appendix H).



Anonymity was protected as part of the research process. "Researchers must recognize the participants' entitlement to privacy and must accord them their rights to confidentiality and anonymity" (BERA, 2011, p. 7). The research used pseudonyms throughout the research in reference to the role of the participants. For example, 'Teacher A' or 'HOD (Head of Department A' (Lahman et al., 2023).

3.6 Limitations

However well designed a piece of educational research is, limitations can be evident particularly in a small-scale piece of research with a limited timescale (Wiersma, 2000). It could be argued that the survey should have considered a larger sample size, however, the small-scaled nature of the research and the limited timescale the sample sizes and collection methods were sufficient. This is clarified in the postulation that over thirty subjects in a questionnaire are sufficient in educational research (Mayring, 2007). In order to reduce further limitations of research, all questions in all data collection methods were piloted with colleagues to ensure that the questions were easily understood and resulted in valuable data (Hannon, 2007). A number of questions were adjusted based on recommendations made.

3.7 Summary

This chapter described the methodology and the rationale behind the chosen methods used in the research study. The following chapter will present and discuss the results and findings of the research.

4. RESULTS, FINDINGS AND ANALYSIS

4.1 Introduction

The following chapter will present an analysis of data guided by a review of findings in relation to each research question in turn. Furthermore, links to literature as reviewed in Chapter 2 will be discussed to critically analyse the research results and findings. In the instance where Teacher is referenced, the data have been acquired through the mixed-methods survey. In the instance where HOD is referenced, the data have been acquired through a semi-structured interview.

4.2 Research Question 1- What impact has governmental and educational policies had on the teaching of Welsh as a subject in the English-medium secondary school?

It is clear from the research findings that there have been various impacts on the teaching of Welsh as a subject in the English-medium post-primary school due to governmental and educational policies. An overview of the beliefs of Welsh teachers (mixed-methods survey) can be found in Figure 4 on a wide range of questions of the impact of governmental and educational policy on the teaching of Welsh as a subject in the English-medium post-primary school.



Questions to gather insights, from teachers, of the impact that governmental and educational policies had on the teaching of Welsh as a subject in the English-medium post-primary school

Answers in response to 'Please indicate your level of agreement with the following statements by selecting a number from 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."
Each statement presented as 'I believe that...'

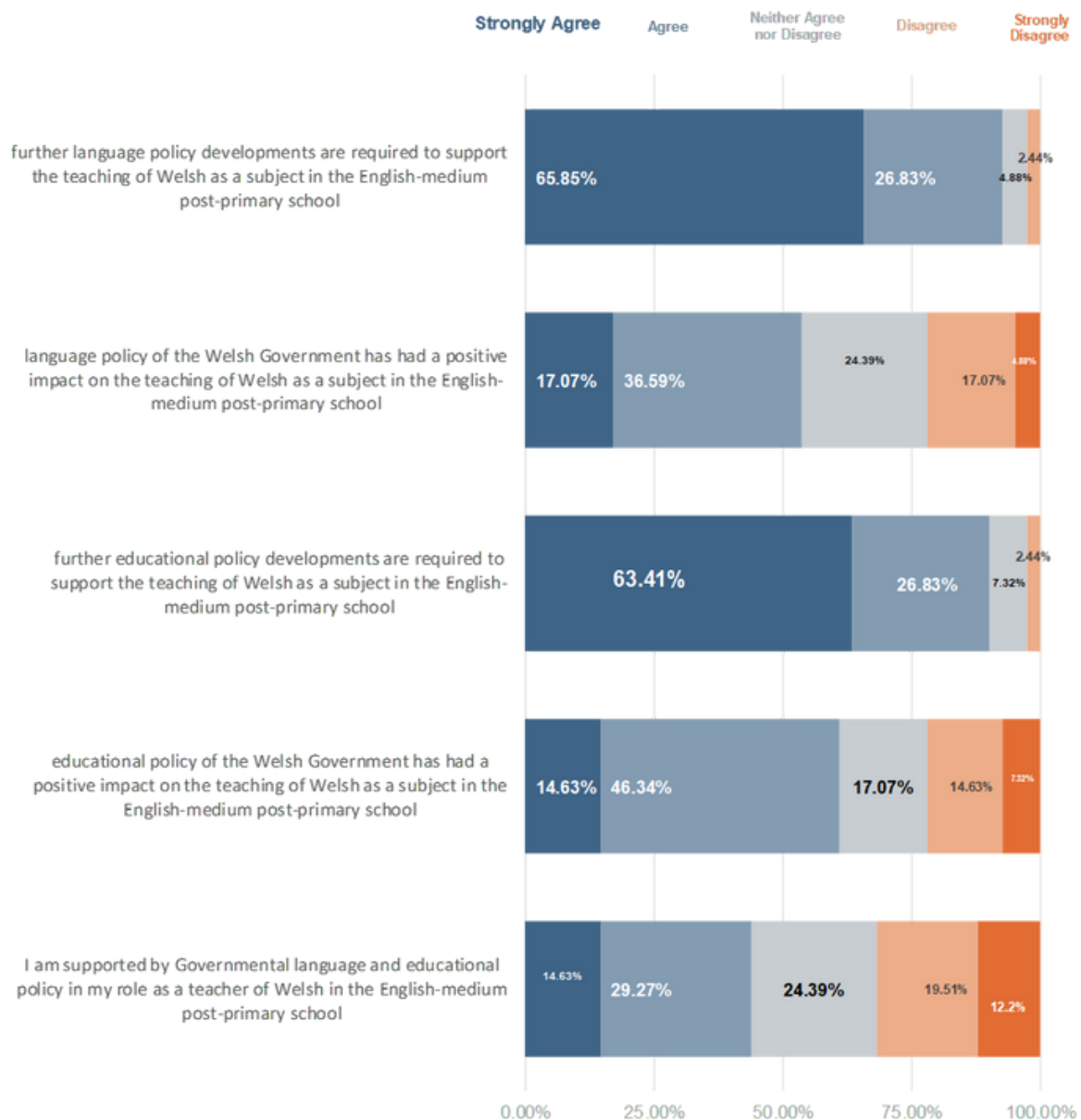


Figure 4: Opinions given by Welsh teachers as part of the mixed-methods survey on a range of statements regarding the impact that policy has had on Welsh as a subject in EMS.

4.2.1. Impact of language and educational policy

It is evident that the majority of survey participants believe that governmental language policy has had a positive impact on the teaching of Welsh as a subject in the English-medium post-primary school with 17.07% 'strongly agreeing' with the statement and a further 36.59% 'agreeing' with the statement. The data showed that Welsh as a subject has benefitted from the Welsh Government's central importance on language policy for the period from 2021 to 2026 (The Welsh Government, 2023). Furthermore, 14.63% of respondents 'strongly agree' that educational policy of the Welsh Government has had a positive impact on the teaching of Welsh as a subject in the English-medium post-primary school while 46.34% 'agree'. This highlights the importance of the link between both language and educational policy and the recognition that education policy should be at the forefront of language policy as posited by Roberts (2019).

Conversely, respondents believe that further policy developments, both language and educational, are required in order to support the teaching of Welsh as a subject in the EMS. 65.85% of respondents believe that they 'strongly agree' that further language policy is required while 26.83% of respondents 'agreed'. Furthermore, 63.41% of respondents 'strongly agreed' that further educational policy developments are required while 26.83% 'agreed'.

The role of policy, both language and educational, in supporting a teacher's role is somewhat ambiguous with a cumulative 43.9% either 'strongly agreeing' or 'agreeing' that they are supported by policy in their role as a Welsh teacher while 24.39% 'neither agreed nor disagreed' and a cumulative 31.71% either 'strongly disagreed' or 'disagreed'.

4.2.2 Use of Welsh in social settings

Teacher A commented that 'using Welsh in a social setting is a huge support in teaching Welsh' highlighting how pupils' opinion on the subject 'very much depends' (Teacher B) on meaningful experiences of using the language outside of the school setting, particularly in those settings in which English is the primary language of use. Despite the postulations that learners' attitudes on the language have 'improved', many learners 'still do not see 'the point' in studying Welsh as 'they don't hear it in their local areas' (Teacher C), an issue which was highlighted also by HOD A, 'it's that lack of exposure or lack of willingness to try from the wider community.'

4.2.3 The role of the teacher

It is clear that a teacher shortage is hampering the delivery of both language and educational policy with Teacher E highlighting that the shortage is resulting in 'non-specialists teaching the subject'. This further impacts A-Level uptake which is 'a huge concern' as the number of students undertaking Welsh ITT/PGCE are 'drastically falling'. Teacher E further commented that,

'The Government initiative of one million Welsh speakers by 2050 just feels unattainable when we are struggling to be able to cater to all of our learners in the EMS.'

The issue of teacher recruitment is clear as a deterrent for the successful implementation of educational and language policy, with suggestions that further incentives should exist to *'entice Welsh speakers into teaching'* as *'it is a struggle to hire good quality Welsh teachers'* (Teacher F). This is an issue which was referred to on a number of occasions with the postulation that *'students are being allowed on the Welsh PGCE course with a D in their Welsh GCSE'* (Teacher G). This was further alluded to by Teacher H, suggesting that the Welsh Government need to *'look closely at ITT'* and that *'students are coming into school without the skills needed to teach Welsh and with a negative attitude towards the teaching of the language'* which *'needs to be addressed quickly'*. This is of particular concern given The Welsh Government's (2018b, p.45) recognition of the need to improve how "Welsh is taught in English-medium schools."

This was further emphasised by HOD B, *'one of our biggest barriers to teaching Cymraeg is staffing'* and that due to these staffing issues, the school is *'not able to provide the full recommended hours for Welsh, thus preventing learners from making adequate progress and developing fluency'*. This supports concerns from Beard (2021) regarding efforts made in vain without increasing the number of contact hours with the language for pupils in EMS. The issue of *'non-specialists'* was again alluded to by HOD B,

'We are all non-specialists. We have advertised 4 times over the past two years and have only ever gotten one candidate, which was a nonspecialist.'

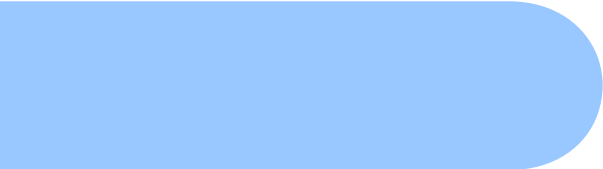
Teacher well-being and the challenges of teaching the subject were alluded to by Teacher I, *'teaching Welsh is a massive battle in a secondary English school which has an impact on the teacher well-being'*. It could be suggested, despite increased emphasis being placed on the EMS, that there is a sense of frustration among teachers with the responsibilities they hold teaching Welsh as a subject in the EMS. It could be argued that the historical concentrated emphasis on Welsh-medium contexts for policy development (James, 2022) has left its legacy upon opinion, *'all of the money goes into first language, and the bilingual schools' developments'* (HOD A).

This is further echoed by Teacher J *'we are only 'core' when it suits. When it comes to funding or more lessons timetables, we're not core'* and HOD B, *'it is a core subject that has to teach all pupils. However, the head of Welsh doesn't have the same money or time to do the job.'*

4.2.4 Welsh as a core/compulsory subject

The issue of Welsh as a core subject was a common theme across the research instruments. The data showed that the lack of prescribed teaching hours for Welsh (Jones, 2016) frustrated some teachers,

'I do not think the Government do enough. They should make it compulsory to have at least 2 hours per week of lessons. My school has 3 hours per fortnight, which is not enough' (Teacher K).



The lack of prescription in terms of recommended hours was further highlighted by Teacher L, *'there should be a minimum of hours'* in relation to teaching time.' Teacher K further refuted that,

'The government does not understand the needs of Cymraeg teaching and they are not confident enough to mandate certain policies, such as setting a minimum amount of teaching and learning hours for secondary pupils.'

Whilst a desire for Welsh to be 'made compulsory for A-Level learners' (Teacher M) was evident, some teachers highlighted a negative consequence of the requirement to learn Welsh at GCSE, suggesting that it is *'counter-productive'*. Teacher M further commented,

'prior to Welsh becoming compulsory, I taught classes of around 30 who wanted to study the language at GCSE. I now teach classes of 35 where the majority have zero interest and as a result, 1 per year opts to study it at A-Level.'

The reduction in interest was also echoed by Teacher N, *'it was better when Welsh was an optional subject at GCSE.'* The nature of Welsh not being compulsory at A-Level was contentious as Teacher O suggested that compulsion would result in a *'benefit in the future'* in terms of fluent speakers.

It is clear that there are both qualitative and quantitative data that have answered research question 1 effectively, highlighting that governmental and educational policies have had a positive impact on the teaching of Welsh in the EMS despite concerns.

4.3 Research Question 2 – What impact has policy for the teaching of languages in the primary school had on secondary pupils’ educational outcomes (for Welsh)?

It is unmistakable from the research that the teaching of languages, and Welsh in particular, has a vast impact on the educational outcomes of post-primary pupils for Welsh.

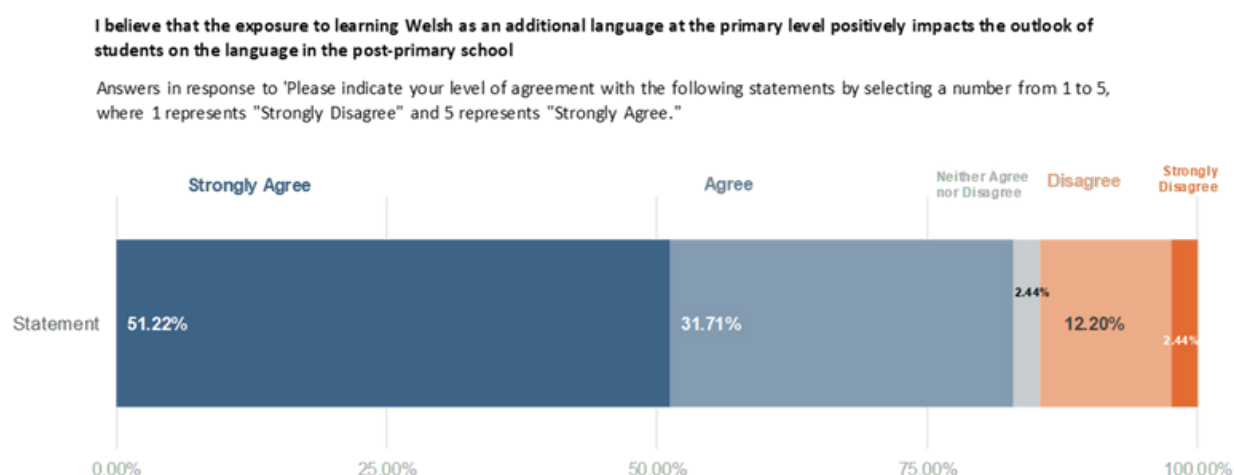


Figure 5: Opinions given by Welsh teachers as part of the mixed-methods survey on the impact that primary provision for Welsh plays on the outlook of students on the language at post-primary level.

A cumulative 82.93% of respondents either 'strongly agreed' or 'agreed' that the exposure to learning Welsh as an additional language at the primary level positively impacts the attainment levels of students in Welsh in the post-primary school.

4.3.1 Language Proficiency

It is evident that the language proficiency of primary-school teachers was a common theme across the research. Teacher K referred to practice in the ROI 'where all primary school teachers need to be fluent (or become fluent within two years)' and suggested that such an approach would enhance educational outcomes. It is clear that there are concerns over language competence,

'Unfortunately, Welsh taught as a second language in primary schools is poor due to a lack of Welsh-speaking teachers' (Teacher P).

The importance of teacher recruitment was a common theme, 'we need more Welsh speaking teachers in both primary and secondary schools and people who want to pass on the language' (Teacher Q). The sentiment of 'passing on the language' is a theme which HOD A posited as being important in affecting the foundational levels of Welsh of pupils entering the post-primary school, 'if you are passionate about something then you want to share it, that enthusiasm is there'.

HOD A further recommended allowing primary teachers to take a sabbatical to improve their language competence,

'I know of a couple of primary school teachers who have done that. When they go back and teach it, that enthusiasm is then passed on and we see the benefit not just in enthusiasm but in the standard of pupils' language as well'.

The importance of offering such staff development opportunities was echoed by HOD B,

'I do not see any other way to go unless you have got more opportunities for staff to do things like that where they can actually learn in that fun environment that you want to replicate for pupils.'

4.3.2 Continuity

There were concerns as to what continuity between primary and post-primary exists, *'primary schools have no idea what is learnt in comprehensive school and comprehensive teachers have very little idea of what is taught in primary schools'* (Teacher Q). This lack of continuity is also highlighted in the opinion that each schools differs,

'To make progress, more has to be done in the primary sector, consistently across all schools. By Year 7, some children are very proficient, depending on the teaching/teacher they have had in primary. Some know very little and have a negative experience which unfortunately stays with them' (Teacher B).

This was further highlighted by HOD A with the consortium approach adopted by Wales, *'every county in the country is working independently.'* Not only does there appear to be a lack of continuity from county to county, but it also appears that the approach depends on primary school to primary school, *'it can vary depending on primary school'* and *'there's no consistency there'*. HOD B further commented *'despite the government regulations and things in place, there needs to be a further consistent approach across the country.'*

This is a particularly important analysis point given that the new 'Curriculum for Wales' focuses on further autonomy within the consortiums and within schools also (Welsh Government, 2023a). The concerns aforementioned may have been addressed with the national framework which is to be introduced to ensure a continuity of learning for all learners between primary and post-primary levels (Welsh Government, 2022). The importance of said framework and the difficulty of baselining students coming from different primary schools was evident in the data, *'Year 7 is basically a nightmare'* (HOD B). HOD A further posited:

'You have got some Year 7s that will know all basic conversation skills. You have got another other group who have not sat in any form of a Welsh lesson.'

It is clear that the above data show that the teaching of languages in at the primary level positively impact outcomes of post-primary pupils but there must be a further focus on a range of issues as aforementioned to fully realise these benefits.

4.4 Research Question 3- What perceived influence(s) has educational policy had on the number of fluent Welsh speakers?

Despite the research design originally seeking to capture views from those involved with policy creation and implementation via a focus group to primarily answer research question 3, it is clear that data are available across the research methods to show what perceived influence(s) educational policy has had on the number of fluent Welsh speakers in the EMS.

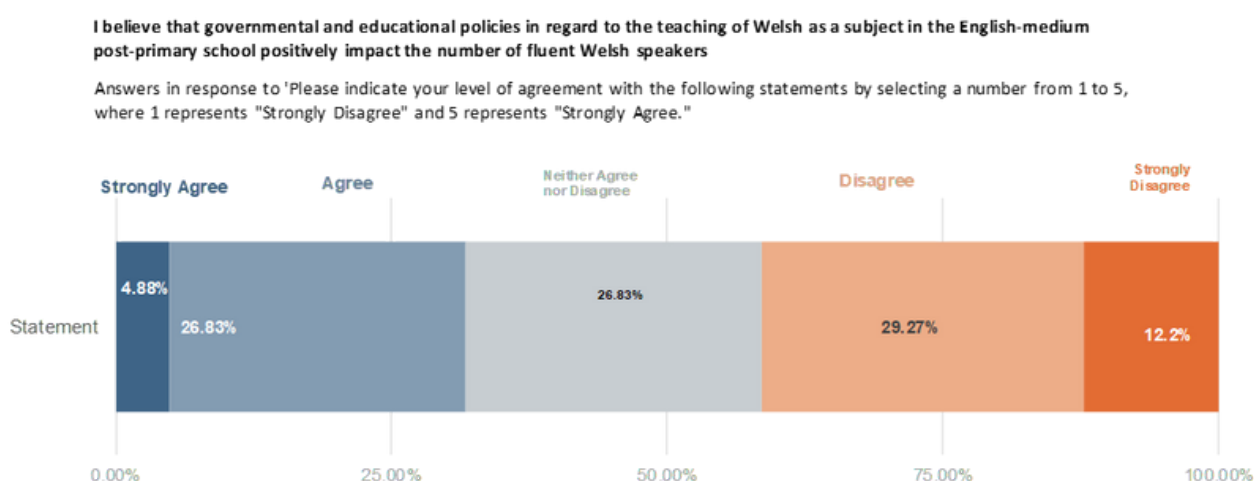


Figure 6: Opinions given by Welsh teachers as part of the mixed-methods survey on the impact that governmental and educational policies have on the number of fluent Welsh speakers.

26.83% of survey participants 'agreed' that policies have positively impacted the number of fluent Welsh speakers, 26.83% 'neither agreed nor disagreed' and 29.27% 'disagreed'. There is a degree of discord amongst participants when expressing opinions on this question. Teacher R commented:

'It positively impacts a minority of students to become fluent, but most students learn what they need to know. It would not be common for them to use their Welsh outside of the classroom even when they could.'

4.4.1 Challenge of developing fluent speakers in the EMS

This supports what Beard (2021) recognises as the greatest challenge in EMS and also strengthens the postulation that the language depends on competent speakers coming from EMS. The role of assessment in the development of proficient speakers cannot be understated.

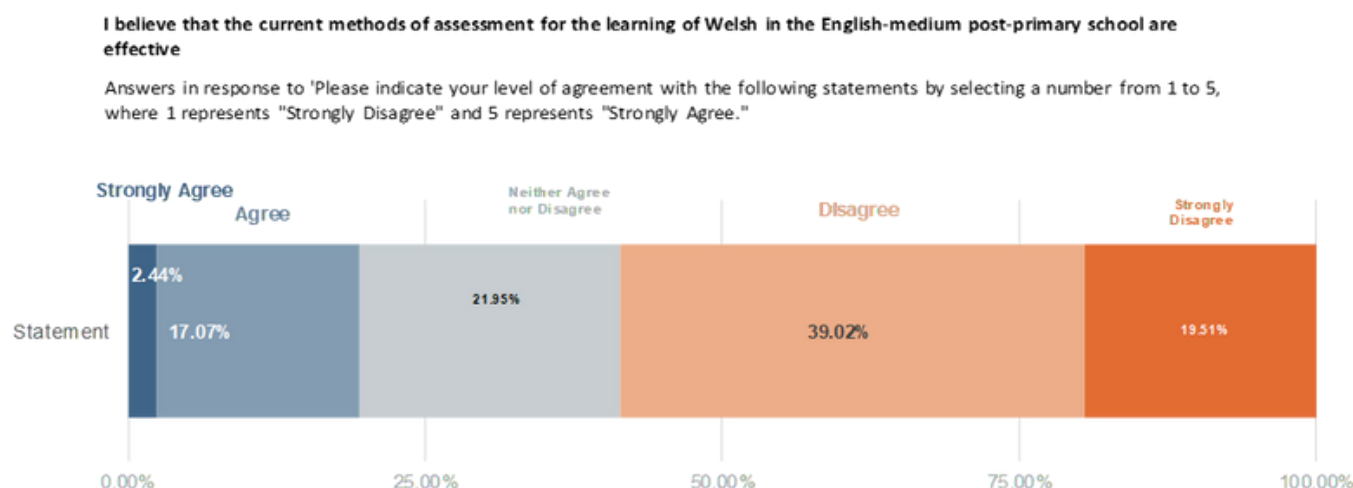


Figure 7: Opinions given by Welsh teachers as part of the mixed-methods survey on how effective the current methods of assessment for the learning of Welsh in EMS are.

While one teacher (Teacher S) commented that *'the strengthened GCSE has definitely made pupils more natural and spontaneous speakers'*, HOD A suggested that *'one of the things that has come out of this GCSE is that it's not conversational.'* This lack of clarity was mirrored by HOD B, *'it's really hard to comment on whether it will impact fluency.'*

Referencing the CEFR, HOD B commented, *'that is something that we should probably go to.'* Furthermore, a cumulative 58.53% of respondents either 'strongly disagreed' or 'disagreed' that the current methods of assessment for the learning of Welsh in the EMS are effective. This was reinforced by HOD B,

'I do not believe the current exams reflect how or what students learn in classroom – my job is to get students to pass exams rather than to love the language! It is awful.'

There was a clear consensus that further support measures are required to promote fluent speakers, with Teacher C suggesting that further support in the form of *'smaller class sizes'* and *'more teachers and teaching assistants'* are needed in order to have *'any impact on the number of fluent speakers.'*

Despite The Welsh Government (2018b, p.23) clearly recognising that they must “increase the number of learners in English-medium schools that succeed in acquiring the language”, HOD A claimed that *‘the EMS still receives less attention than the WMS when it comes to raising numbers of Welsh speakers.’*

It is clear that participants believed that the ‘New Curriculum for Wales’ could be a positive advancement for Welsh in the EMS.

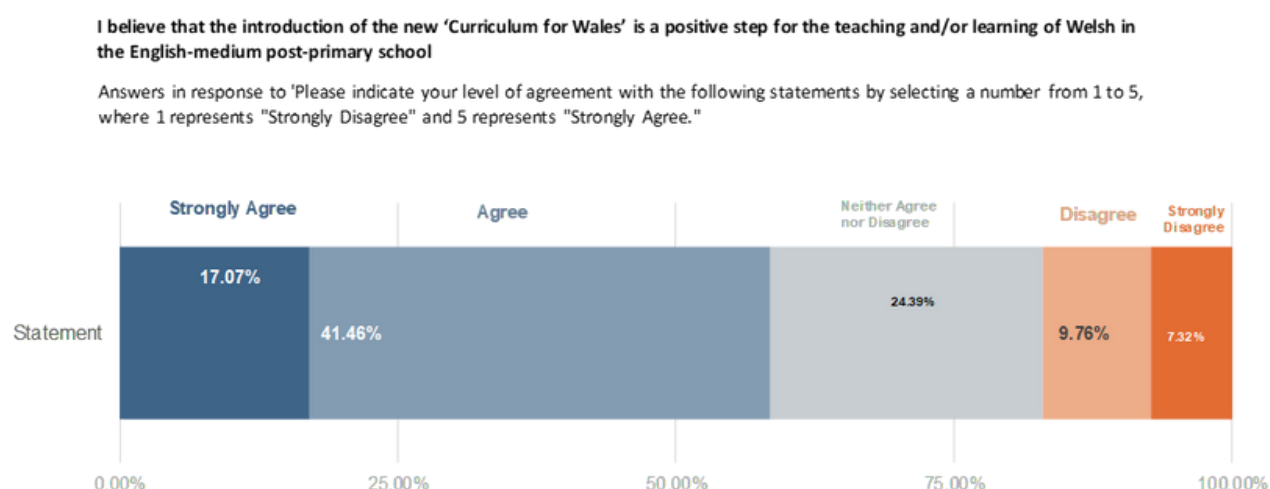


Figure 8: Opinions given by Welsh teachers as part of the mixed-methods survey on whether the new ‘Curriculum for Wales’ is a positive advancement for the teaching and learning of Welsh in EMS are.

Despite Teacher S stating *‘the guidelines set by the Welsh Government are a positive step forward for supporting the teaching of Welsh’*, there are still worries about continuity of practice *‘when put in practice it is not always consistent across schools.’*

Despite originally intending to capture data primarily from an alternative research instrument, it is clear that there were sufficient data to fully answer research question 3 as shown above. The data show that policy requires further support to significantly impact the number of fluent speakers developed by the EMS.

4.5 Summary

This chapter presented an analysis of data guided by a review of findings in relation to each research question in turn. The data presented in this chapter were effective in answering the research aims and research questions. The following chapter will present key findings from said data and the review of literature, the implication of such findings, the research limitations and areas for further research.

5. CONCLUSION

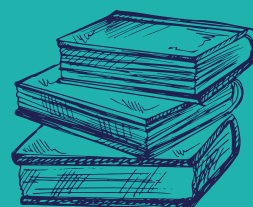
5.1 Introduction

This study endeavoured to investigate the lessons that can be learnt from Welsh educational policy in their approach to teaching Welsh as a subject in the EMS. The study endeavoured to summarise current policy in relation to the teaching of Welsh as a subject in the EMS, to capture stakeholders' perspectives of said policy and to showcase what can be learnt from the Welsh approach to teaching a minority language in the EMS.

5.2 Key Findings

5.2.1 Research Question 1 – What impact has governmental and educational policies had on the teaching of Welsh as a subject in the English-medium post-primary school?

It is clear that governmental and educational policies have had a positive impact on the teaching of Welsh as a subject in the EMS. Despite such a positive impact, there was a clear consensus that further policy developments are required in both aspects in order to support the teaching of the subject. Moreover, there was a clear ambiguity as to how policy supports the role of the teacher with significant challenges being evident regarding recruitment and training. These challenges have had an impact on the uptake of the subject at A-Level where Welsh as a subject remains optional. The issue of Welsh as a 'core' subject was a common theme, with numerous claims for prescribed teaching hours for the subject which do not currently exist. Some teachers claimed that student engagement with the subject has declined since Welsh has become compulsory at GCSE level. Welsh not being compulsory at A-Level was a contentious issue. The findings clarify that policy has both had a positive impact on the subject while further challenges remain in order to improve the teaching of Welsh as a subject in the post-primary EMS. This corroborates claims by Beard (2021) that further support is required for the EMS.



5.2.2 Research Question 2 – What impact has policy for the teaching of languages in the primary school had on post-primary pupils' educational outcomes (for Welsh)?

It is clear that the primary-level policy in terms of teaching languages has had a positive impact on the educational outcomes of post-primary pupil in the educational outcomes for Welsh. Concerns were indicated of how language competence of teachers at both the primary and post-primary level in the EMS can impact pupils' educational outcomes for Welsh. The opinion of teachers on the language are seen as important factors in improving the educational outcomes of pupils. There were concerns highlighted about the language competence and negative attitude toward the language from those starting their journey to become a primary teacher in Wales. The sabbatical for primary teachers to improve their competence in Welsh was commended.

There were numerous concerns raised about the lack of a learning continuum between primary and post-primary levels while concerns were raised about inconsistency in approaches from county-to-county (consortia) and from school-to-school. This results in a challenge when pupils transition from primary to post-primary level for teachers of Welsh as pupils present with a wide range of language competence. With heightened autonomy incoming in light of the new 'Curriculum for Wales', the national framework for the teaching of Welsh in the EMS is seen as crucial to ensure continuity of learning between the educational levels. Despite data suggesting that primary provision has had a positive impact on post-primary outcomes for Welsh, it is clear that there are further challenges to be addressed confirming as Howells (2022) that provision needs to be improved in the EMS as a matter of urgency.

5.2.3 Research Question 3 – What perceived influence(s) has educational policy had on the number of fluent Welsh speakers?

There is ambiguity on how educational policy has impacted the number of fluent Welsh speakers from the EMS. The role of assessment in producing fluent Welsh speakers was contested, with some teachers believing that GCSE Welsh has improved proficiency while other teachers believed the GCSE does not improve functional language proficiency. The majority of participants were of the opinion that current methods of assessment in the EMS are not effective in measuring language proficiency.

It was evident that the majority of participants, from both the survey and semi-structured interviews, believed a number of measures are needed to successfully promote fluent Welsh speakers from the EMS. There was a belief that the teaching of Welsh in the EMS receives less support and attention than the teaching of Welsh as a first language does in the WMS in terms of raising the number of fluent speakers. The majority of participants believed that the new 'Curriculum for Wales' is a positive development for Welsh in the EMS.

5.3 Limitations

This study has several limitations. As this study was of a small-scale nature, the sample size was relatively small. Due to poor uptake, the study also did not include the opinions of policy makers or those who work in the creation and implementation of policy. The study also took place during a time of transition and change for educational policy, and it should be noted that it would be advisable to research further findings after a longer period of rollout for the new 'Curriculum for Wales'.

5.4 Further Research

It is clear that these findings will provide a deeper understanding of the lessons that can be learnt from the Welsh educational policy approach to teaching a minority language. The outcomes will be of particular interest to those who work in the domain of educational and language policy across the world in countries where a minority language exist. Due to the small-scale nature of the research, it is clear that further research is required to compare and contrast educational policy between different minority language in different jurisdictions. For example, the policy for the teaching of Irish in NI and ROI in the EMS, the teaching of Welsh in the EMS, the teaching of Basque in the EMS, the teaching of Catalan in the EMS and the teaching of Scottish Gaelic in the EMS.

There is a clear gap in research in terms of EMS-specific research and further research would be welcomed to aid those who work in the area of increasing language uptake and increasing proficient speakers of minority languages.

5.5 Implications & Recommendations for Policy and Practice

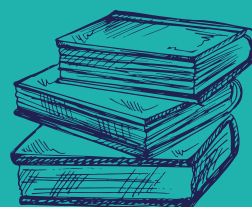
As this study sought to investigate the lessons that can be learnt from Welsh educational policy in their approach to teaching Welsh as a subject in the English-medium sector, the implications and recommendations for policy in practice will be presented in the form of the main 'lessons learnt' from the Welsh approach to teaching a minority language in the EMS:

1. Governmental and educational policies can have a positive impact on the teaching of a minority language in the EMS.
2. Continual support and refinement of policy are needed to further impact the teaching of a minority language in the EMS.
3. Supports are required in order to support minority language teachers at the post-primary level due to the challenges they face in their role as a teacher. These supports could come in the form of smaller class sizes, further development opportunities and campaigns to aid the opinion of the language in society.
4. Policy can have a direct impact on the uptake of a minority language.
5. Prescribed hours can directly impact language competence.
6. The issue of 'core' and 'compulsory' language learning is debated and contentious at KS4 and KS5 in terms of student engagement and student opinion.
7. Teaching a minority language at the primary level positively impacts the educational outcomes of pupils at the post-primary level for that language.
8. The language competence of the teacher teaching the language at the primary level can impact educational outcomes.
9. The outlook and opinion of the teacher teaching the language at the primary level can impact educational outcomes.
10. Development opportunities for teachers to improve their competence in a language can improve students' educational outcomes.
11. It is important that there is a continuity of practice between different schools in their approach to teaching an additional language in the EMS.
12. It is important on a policy and practice level that there is a continuum of learning between primary and post-primary level.
13. Assessment should measure language proficiency.
14. Assessment should focus on improving functional language proficiency in order to produce fluent and proficient speakers as teachers have to teach with assessment in mind.
15. Support should be given to the EMS as part of a wider governmental policy to increase the number of fluent speakers.

6. BIBLIOGRAPHY



7. APPENDICES



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