Cardiff School of Sport
DISSERTATION ASSESSMENT PROFORMA:

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Dissertation title: To what extent do secondary PGCE PE students develop young people's literacy skills through PE?

Supervisor: Dr Julia Longville

Comments	Section
	Title and Abstract (5%) Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.
	Introduction and literature review (25%) To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable).
	Methods and Research Design (15%) To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol.
	Results and Analysis (15%) [2] To include: description and justification of data treatment/ data analysis procedures; appropriate presentation of analysed data within text and in tables or figures; description of critical findings.
	Discussion and Conclusions (30%) [1] To include: collation of information and ideas and evaluation of those ideas relative to the extant literature/concept/theory and research question/problem; adoption of a personal position on the study by linking and combining different elements of the data reported; discussion of the real-life impact of your research findings for coaches and/or practitioners (i.e. practical implications); discussion of the limitations and a critical reflection of the approach/process adopted; and indication of potential improvements and future developments building on the study; and a conclusion which summarises the relationship between the research question and the major findings.
	Presentation (10%) To include: academic writing style; depth, scope and accuracy of referencing in the text and final reference list; clarity in organisation, formatting and visual presentation

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CARDIFF METROPOLITAN UNIVERSITY
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<TO WHAT EXTENT DO SECONDARY PGCE PE STUDENTS DEVELOP YOUNG PEOPLE'S LITERACY SKILLS THROUGH PE?>

(Dissertation submitted under the <Pedagogy> area)

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TO WHAT EXTENT DO SECONDARY PGCE PE STUDENTS DEVELOP YOUNG PEOPLE'S LITERACY SKILLS THROUGH PE?

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List of Abbreviations

ATL- Association of Teachers and Lecturers

DfE- Department for Education

DfES- Department for Education and Skills

ESTYN- Her Majesty's Inspectorate for Education and Training in Wales

HQPE- High Quality PE

LNF- Literacy and Numeracy Framework

LTS- Learning and Teaching Scotland

NAW- National Assembly for Wales

PE- Physical Education

PGCE- Postgraduate Certificate in Education

PISA- The Programme for International Assessments

QCA- Qualifications and Curriculum Authority

SPATFG- Schools and Physical Activity Task and Finish Group

TTU- Teaching Trade Union

TSE- The Scottish Executive

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Abstract

This study aims to research, to what extent do secondary PGCE PE students develop young people's literacy skills through PE? The standards of literacy and numeracy was classed as poor by Her Majesty's Inspectorate for Education and Training in Wales (Estyn) (2012). This lead to the Welsh Government (2013) creating the Literacy and Numeracy Framework (LNF) in order to increased literacy and numeracy development throughout Wales. Teachers are expected to apply the LNF across the curriculum. There is a lack of research about Physical Education and how it can develop literacy skills in young people. Furthermore, there is a restricted amount of knowledge related to the perceptions of secondary Postgraduate Certificate in Education (PGCE) PE students regarding literacy development through PE. Furthermore, four key areas have been selected to focus on during the review of literature: Literacy development, the LNF, teaching styles and High Quality Physical Education (HQPE). This study adopted semi- structured interviews with four secondary PGCE PE students selected at random. Four key themes emerged from the data analysis: applying the LNF in PE lessons, developing literacy skills in PE, teaching styles in PE and aspects that effect HQPE. The findings summarised the participant's perceptions of how each theme influences the literacy development within their PE lessons. In addition, each theme was found to have an influence on the literacy development of young people. Limitations of the study were the size of the sample group. In order to increase the validity of the findings, it would be advisable to increase the sample size to more than four participants. Secondly, three participants were female and one was male. In future studies the findings may have been more balanced if there was an equal amount of male and female participants. Furthermore, this could highlight whether the perceptions of male and female secondary PGCE PE students differ to each other. Future research would be to assess the validity of the Programme for International Assessments (PISA) methodology in order to decrease concern regarding the validity of the PISA tests and in turn, increase the relevance of applying the LNF over schools in Wales.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Standards of literacy and numeracy across all sectors of education in Wales have declined (PISA, 2009; Welsh Government, 2013). These results were a major concern for the Welsh Government and as such continue to be a high priority within schools and colleges across the principality. This study will focus on the development of young people's literacy skills. Emphasis will be placed on the literacy strand of the LNF as the study is specifically based on young people's literacy development.

1.1 Literacy

Within the National Literacy Strategy Framework for Teaching a literate individual is described as someone capable of understanding written and spoken language, to be able to explain what they have read and heard, to draw information from what information they have received and to be able to communicate effectively, convincingly and smoothly (Welsh Government, 2013). Literacy development is important because it enables all young people to progress in all other areas of the curriculum (Taylor, et al, 2000). Ridgeway & Singleton (2008) stress how, particularly literacy levels are declining and that young people's literacy development is suffering as too many they are not ready to transferring from primary to secondary school literacy. Literacy continues to have an influence over an individual's life once they have left secondary school, lacking competence in literacy could be detrimental to future career chances (Murray, et al, 2009; Soler, et al, 2009). This increased focus on literacy has resulted in more rigorous evaluation of literacy within schools in Wales to ensure that young people's literacy development is being monitored and that they are progressing (Estyn, 2015).

1.2 Literacy in Wales

Based on recent inspections of schools within Wales, Estyn (2015), the inspectorate in Wales continue to raise concerns about the standard of young people's literacy skills. Despite the increased focus on literacy, standards are still not adequate (Estyn. 2015). According to Estyn (2015) the levels of literacy in the key stage 3 interim report states young people had difficulty using the correct language when

they were asked to explain something they had written, they also found expression difficult. Additionally, writing standards were inadequate as the young people found writing to suit the reader difficult (Estyn, 2015). Ninety percent of schools are prioritising literacy development now as opposed to just sixty five percent in the baseline survey where schools are inspected on their literacy skills development and ability.(Estyn, 2012;2015). The base-line survey also found that in key stage 3, the literacy standards of boys were lower than that of girls in Wales. Statistics extracted from the PISA (2009) survey were considered by Estyn (2011) to be unacceptable in Wales. When compared, the PISA 2006 and 2009 results demonstrated little to no changes in attainment in any subject. Wales also attained lower results than the rest of the UK in literacy and the results were classed as below average (PISA, 2012). Estyn (2012) state that forty percent of young people leaving secondary school do not attain an adequate level of reading. As a result, in recent years, Estyn has conducted more follow-up inspections to ensure that action is being taken by staff in schools to improve standards in literacy (Estyn, 2012). The LNF was created to act as a framework for teachers to use to help them apply literacy and numeracy across the curriculum, to improve the literacy and numeracy standards in Wales (Welsh Government, 2013).

1.3 The Literacy and Numeracy Framework

The LNF was created in 2013 and implemented across all schools in Wales in order to improve the literacy and numeracy skills of young people between the ages of 5-14 years. Following this a £7million national support programme was initiated to support teachers to implement the LNF (Welsh Government, 2013). The LNF replaced the Skills Framework (2008) as Estyn (2012) claimed the framework wasn't influential in the development of literacy and numeracy. The aim of the LNF is to integrate literacy and numeracy skills into all subjects across the curriculum and to increase the development of numeracy and literacy skills in Wales as a result (Welsh Government, 2013).

The LNF (2013) is used to assess young peoples' literacy and numeracy skills. Each year group has specific expectations that should be met with regards to the young persons' development. There are two strands, one for literacy and the other for numeracy. These are then split further, into different strands. Literacy consists of

reading, oracy and writing. Numeracy includes the use of number skills, using measuring and data skills and developing numerical reasoning. (Appendix A). Furthermore, the LNF can be used by teachers, parents and carers on an annual basis as a clear indication of the pupil's progression and development (Welsh Government, 2013).

1. 4 The LNF and Physical Education

PE is viewed as the same as sport and recreation however PE has many differences. PE develops the young person's confidence and ability to be capable of participating in a variety of physical activity. In addition, young people are expected to develop their strategic and tactical skills in performance, they also learn how to develop their decision making and reflection skills by analysing themselves and others (QCA, 2007a; Capel & Whitehead, 2013). PE consists of two principles: 'learn to move' and 'move to learn' (Manwiller, 2008). 'Move to learn' means the young person develops a greater understanding regarding themselves and their environment through PE. 'Learn to move' develops the quality and control of movement (Manwiller, 2008). This proves how PE not only develops a young person's physical ability. Capel & Brecon (2013) discuss how PE also develops core skills such as language and social skills. Landers, et al (2001) inform that these core skills can be applied across other curricular subjects as they are required skills over the curriculum. Doherty & Brennan (2008) discuss how literacy skills such as oracy are developed within PE. For example, this can be achieved through verbal communication, by discussing new tactics within a team sport in order to beat the opposition or by explaining a new skill to a partner. Furthermore, by integrating skills such as literacy and numeracy into other curricular subjects, such skills can be developed (PISA, 2009).

1.5 Aims and objectives of the study

The aim of the study is to discover: To what extent do secondary PGCE PE students develop young people's literacy skills through PE? The objectives of the study are to:

1. Explore secondary PGCE PE student's perceptions of how they develop literacy skills through PE.

2. Explore secondary PGCE PE student's perceptions of how they develop literacy skills through the type of teaching style.

3. Explore the link between HQPE and the development of literacy skills in young people.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Review of Literature

This chapter will review previous research related to the development of young people's literacy skills and identify any gaps within this area of research. The following themes have been selected to highlight key areas of priority within the research. These include, the development of literacy skills in young people, mainly focussing on oracy skills, the LNF, the challenge of implementing the LNF in PE, HQPE and young people and finally, teaching styles and their importance.

2.1 Literacy Development

Taylor et al (2000) identify how literacy develops competence and confidence in grammar, spelling and the spoken word and that these are all skills which are essential for progressing in all other curricular subjects. Taylor et al (2000) continue to state that the teacher is responsible for the inclusion of literacy within their lessons, regardless of the subject area. Taylor, et al (2000) discusses how this is achievable through the young person explaining their thoughts and ideas, debating their ideas and reading and writing at a competent level within each curricular subject. Topping & Ferguson (2005) add that establishing a sufficient balance of the integration of language, reading and writing within other curricular subjects can have a positive influence over an individual's overall literacy development.

Furthermore, Rossool (1999) researched whether literacy affects any additional areas of an individual's life other than the benefits previously stated above. The findings identified that it is important for individuals to invest in the acquisition of literacy skills to ensure they are more employable. (Rossool, 1999) also states that a literate individual is viewed as an investment in the employment world and has occupied a pivotal position for the social development of the individual. Additional studies have also concluded that having competence in literacy can have economic benefits as literate workers are perceived to have greater job opportunities (Murray, et al, 2009; Soler, et al, 2009).

2.1.1 Oracy

Oracy is viewed as an important skill in the 21st century, globalized world (Goh, 2013). Cooper (2014) defines oracy as being capable of listening to others and to use language in a social context to communicate effectively. Dean (2013) continues

to state that speaking and listening are two of the most important concepts of literacy as it aids a young person with understanding new concepts and learning new vocabulary. Furthermore, Behrman (2004) suggests that oracy mainly lends itself to PE, which links to the next study.

Mateu (2013) states that oracy development is achieved by expanding the complexity and context of conversational skills on a daily basis. Mateu (2013) suggests that in order to achieve maximal oracy development, teachers must create lessons that promote communication, physical activity and creative tasks with language incorporated within them, all of which naturally lend themselves to PE. Mateu (2013) continues to advise that PE can be used to facilitate language in young people through activities such as, verbally explaining the rules of a game to the class, justify an officials decisions or reporting the results of a game. In addition, Mateu (2013) adds that when concluding a lesson, teachers can also incorporate oracy development by discussing and reflecting on what they have learnt in the lesson with their peers.

Goh (2013) suggests that the planning and delivery of a lesson is highly influenced by the way a teacher views the theory and principles relating to the subject area and that this could be detrimental to the standard of teaching in speaking and listening. Goh (2005) suggests that teaching oracy has been perceived to be less important within an English class and that teachers admit to concentrating more so on reading and writing development. Goh et al (2005) continues to state that this is due to the English examination as the majority of questions are related to reading and writing. Goh,et al (2005) expresses that in order for young people to achieve maximal oracy development, oracy should be included more within English classes, not predominantly reading and writing.

Other studies focus primarily on how teachers perceive their own spoken English, their knowledge and confidence in teaching English. (Bulter, 2004; DeBoer, 2007) Butler's (2004) study focussed on primary school teachers in Korea, Japan and Taiwan. The findings stated that the teachers perceived their knowledge of teaching English as being inadequate and did not feel they possessed the understanding or skills to teach English at primary school level. Furthermore DeBoer (2007) conducted a similar study in the USA, corresponding to the findings from the previous studies,

teachers felt they lacked the sufficient level of knowledge in teaching oracy skills. A limitation of both studies is that they were both based on foreign countries, not England and Wales, therefore assumptions of oracy development within England and Wales cannot be made based on the results provided. However, the results highlight a limitation in the current curricular regarding the teaching of oracy skills. Approaching a new way of teaching oracy may be beneficial, for example, integrating literacy throughout other curricular subjects so that literacy development can occur across the curriculum, this being one of the main aims of the LNF (Welsh Government ,2013).

2.2 The LNF

The LNF is a support programme created to act as a guide for teachers to reference (Welsh Government2013). Given the increasing concern about decreasing standards in literacy (Welsh Government, 2013) the Schools and Physical Activity Task and Finish Group (SPATFG, 2013) report also recommends that PE should be made a core subject in Wales alongside English, Welsh, mathematics and science. SPATFG (2013) state that this would require specialist teachers to deliver high quality lessons, teachers who are trained to be competent in the delivery such lessons. In order to achieve this, the SPATFG (2013) aspire to create a National Physical Literacy Framework, similar to the LNF to evaluate how physically literate young people are and how they are developing. In addition, SPATFG (2013) also state that physically literate young people would be the outcome of providing HQPE.

Furthermore, Buell and Whittaker (2013) produced a study concerned with the application of content literacy during PE lessons. Content literacy aims to achieve learning through reading and writing across the curriculum. Buell and Whittaker (2013) claim that literacy development will occur when content literacy is applied during PE lessons without distracting from the physical activity aspect of PE. Buell and Whittaker (2013) advise alternative techniques that teachers can apply to implement content literacy within PE. For example, setting a task that requires research to be made about the young person's favourite athlete. In order to do this, reading and writing skills are required. Another example is, the teacher providing written instructions regarding an activity instead of resorting to verbal instructions, encouraging reading development (Buell & Whittaker, 2013). Buell and Whittacker

(2013) state that by applying the recommended techniques, literacy development is being enforced into the young person's learning and that the learner is thereby taking responsibility for their own learning and development. This study is relevant for the current research as it highlights ways in which literacy can be integrated within PE without taking the focus away from the physical aspect of PE.

The National Assembly for Wales (NAW) (2013) highlight that as a result of implementing the LNF, the Welsh Government (2013) have expectations that young people will achieve higher levels set by the national curriculum, for example, expectations are that young people achieve level 5 at the end of key stage 2 and are progressing towards level 6 at the end of key stage 3, as opposed to the previous expectations of achieving level 4 at the end of key stage 2 and level 5 at the end of key stage 3 (Welsh Government, 2013). NAW (2013) continues to identify that the Welsh Government (2013) aim for Wales to be in the top 20 when the publications of PISA 2015 results are available in December 2016 (NAW, 2013). The Welsh Government (2013) aim for the LNF to be applied across the curriculum, this requires each teacher to integrate the LNF into each of their lessons.

The Welsh Government (2013) reported the response of Teaching Trade Unions (TTU) regarding the LNF. The Welsh Government (2013) stated that responses showed that most respondents agreed that literacy and numeracy played an important role in a young person's education. However, the Welsh Government (2013) state that some TTU had their concerns regarding the added workload associated with the LNF, for example, the Association of Teachers and Lecturers (ATL) (Cymru), indentify that the marking will interfere with their work/life balance and if the decision was made to mark assessments during a lesson, focus is taken away from teaching of the lesson (ATL, 2012). The ATL consists of thousands of education professionals in schools and colleges across Wales (ATL, 2012). The ATL (2012) report voices concern that the norm would be to 'teach to the test', meaning that teachers would restrict the learning experience by resorting to teach the content of the test. The ATL (2012) suggest that if teachers are expected to provide high quality education when implementing the LNF, a simplified, structured guideline to assist them, would avoid inconsistency when applying the LNF throughout the curriculum   (ATL,   2012).

2.3 High Quality PE

The Scottish Executive (TSE, 2004) states that a high standard of PE shouldn't be determined by the young people's cognitive or physical ability, or the young person's ethnicity or cultural background. The TSE (2004) also suggests that HQPE should encourage every young person's social engagement within the school environment and that through social inclusion, the young person should have a sufficient level of knowledge and skill to support them throughout their lives.

The Learning and Teaching Scotland (LTS, 2012) advocate seven curriculum designed principles which should be applied in order to achieve HQPE. These include, challenge and enjoyment, relevance, coherence, personalisation and choice, depth, breadth and progression. In addition, LTS (2012) voice that HQPE can have a significant impact on children and their future maturity and capability. The LTS (2012) publication highlights that a key, influential factor is the quality of teaching and whether the teacher has considered the HQPE principles when planning their lesson.

The Qualification and Curriculum Authority (QCA)/ Department for Education DfE (2000) define HQPE as meeting the diverse needs of all young people to ensure the majority of young people achieve the set learning goals and, in certain cases some should surpass the early learning goals by the end of the foundation stage. In addition the QCA/ DfE (2000) stress that the quality of leadership and management is one of the main influential factors when providing HQPE and that it is the teacher's responsibility to ensure HQPE is obtained within the classroom.

Although the two sets of principles differ by prioritising different goals when achieving HQPE, for example, QCA/ DfE (2000) view the quality of leadership management as the main aspect to achieve HQPE whereas LTS (2012) insist that the quality of teaching is the main aspect, both aimed to achieve the same, fundamental goal which is to achieve HQPE. On the other hand, providing different principles can have a detrimental effect on the consistency of high quality practice throughout schools. For example, The DfE (2011) identify that high- performing countries in education

such as Singapore and New Zealand prioritise set teaching, knowledge and learning principles. The DfE (2011) claim that set principles provides teachers with guidelines to refer, ensuring they have a consistent guide advising them of what high quality education looks like and how to achieve it. Providing a common language throughout the curriculum for all schools and teachers to follow is perceived as a key aim of the (DfE, 2011).

Lieberman and Houston- Wilson (2009) studied which approach was most successful when teachers were aiming to create a high quality, inclusive environment for young people. Lieberman and Houston-Wilson (2009) found that the most successful way to create an inclusive environment is through social inclusion and social interaction through physical activity. Within this study, Lieberman and Houston-Wilson (2009) advise that strategies can be applied to achieve an inclusive environment in physical activity, for example, prompting the young people to use team work during an activity and to encourage discussion throughout the session (Lieberman and Houston-Wilson ,2009). In comparison, The British Educational Research Association (BERA) (2003) conducted an observational study that focussed on the level of development in young people through physical activity. BERA (2003) concluded that the practice was limited in frequency, duration and quality of teaching. BERA (2003) stated that teachers resorting to adopting a spectator approach during the physical activity. BERA (2003) continues to identify that the teachers failed to interact and challenge the young people's knowledge through questioning, a noted technique proven to enhance HQPE (BERA, 2003).

 Furthermore, Bailey et al (2010) highlight that it is the teacher's responsibility to provide HQPE, firstly by maintaining their commitment, reflection, and motivation. Bailey et al (2010) continues to state how these are only achievable if there is regular support and guidance available to the teacher. The Department for Education and Skills (DfES) (2004) created a report to guide teachers about how to achieve HQPE. These are,' high quality leadership and management: create the vision and make the vision reality and high quality teaching and coaching: inspire young people to learn and achieve and help young people to learn and achieve' (DfES, 2004, pp.14).However, Bailey et al (2010) continues to advise that other aspects other than personal qualities are influential with regards to providing HQPE. Additional studies support this, for example Gower and Capel (2004) and Sloan (2007) state that if a

physical education teacher lacks knowledge in any sport, they are failing to provide the young person with high quality PE. Furthermore, Bailey (2010) states that PE teachers should possess broader knowledge other than knowing the basic information about a sport, they should acquire general knowledge about pedagogy, which will aid them with the basic understanding and strategies required for teaching (Bailey, 2010).

Estyn (2014) provide statutory inspections within schools which are governed by the Education Act (2005) (Estyn, 2014). The Education Act (2005) sates that schools are expected to meet the statutory requirements. Estyn (2014) state that inspectors are expected to inspect the school based on the basic requirements (Appendix B) and are requested to form a final report of the school once the inspection is complete. The Estyn (2014) report states that these requirements are available for educators to view prior to inspection and can be used as a guideline of how to achieve high quality education. Additionally, Estyn (2010) produced a Common Inspection Framework for inspectors to follow when assessing whether a lesson is high quality or not. This is provided in (Appendix C), indicating the factors that are influential in achieving a high quality lesson. Within the framework, one quality indicator is teaching, the description states that quality teaching requires a range of quality teaching techniques (Estyn, 2010).

2.4 Teaching Styles

Mosston and Ashworth (2008) created a spectrum designed to equip educators with the basic knowledge in order to decide the appropriate teaching behaviour to accommodate to the young person's educational requirements and the purpose of the lesson. The spectrum consists of two clusters of teaching styles, the reproductive cluster (A-E) which reinforces past knowledge and the productive cluster (F-K) which introduces new knowledge to the young person (Mosston & Ashworth, 2008). Mosston and Ashworth (2008) state how individual learning objectives require specific teaching styles to accommodate them. Zeng (2012) adds that the main appeal of the spectrum is that the variety of teaching styles helps to assist a variety of learning goals, which helps teachers to educate young people to the required level. Additionally, Mosston and Ashworth (2008) stress that decision making is the fundamental factor of the teaching and learning process and the spectrum aims to

identify and provide guidance about decision making to aid young people's education.

Additionally, Zhou (2011) researched the importance of selecting the correct teaching style depending on how the learner learns. The suitable choice of teaching style is highly influenced by the learner and their style of learning. (Zhou, 2011) Zhou (2011) indentifies how classes are likely to have young people with a variety of learning styles and that teachers should design their lessons consisting of a variety of tasks to cater for each learning style. However, Zhou (2011) warns that teachers may view this as an impossible requirement. Zhou (2011) advises that teachers should consider that a selection of young people strive towards a more communicatively oriented approach, enabling them to express themselves and have the freedom of conversation. On the other hand, there are other young peoples who find grammar teaching preferable e.g. getting the context taught in a direct, verbal manner; being provided with facts about the subject. (Zhou, 2011)

Further studies suggest other aspects of learning that can be affected by selecting the correct teaching style (Capel & Whitehead, 2010; Muijs & Reynolds, 2011). For example, Capel and Whitehead (2010) discuss how matching teaching styles to learning styles can significantly improve academic achievements, student attitude and student behaviour. Muijs and Reynolds (2011) research how the every learner's brain is different and that each type of learner employs individual ways of forming connections when they are provided with new information (Dall'Alba, 2006). Muijs and Reynolds (2011) express that teaching strategies should be varied to accommodate each style of learner and to provide each learning style with the opportunity to register the information being provided.

2.5 Summary

This chapter consisted of a review of literature of literacy development, the LNF, HQPE and teaching styles. Each area of literature helped to indicate the gap in the research regarding the current study. The next chapter is the methodology.

CHAPTER THREE

METHODOLOGY

3.0 Methodology

This chapter aims to identify the methods implemented to achieve the aim of the study. Several key areas to consider within the methodology will be addressed. Namely, the research design, the selected method procedure, the sample group, the data analysis, the pilot study, ethics and trustworthiness.

3.1 Research Design

The study will adopt a qualitative research method. Kvale and Brinkmann (2009) discussed how qualitative research intends to analyse social phenomena in the form of describing and understanding experiences, interactions and communications of individuals or groups in their natural context. It has been explained by Walliman (2006) that due to increasing difficultly, researchers were unable to quantify human feelings and emotions, and therefore qualitative analytical methods evolved. These methods focussed on the 'soft' personal data. This was considered to be the most appropriate research method to use in order to meet the aim of the current research question.

3.2 Sample

The decision of selecting the appropriate sample group is important. Not least because the sample must be feasible to the study. This particular study requires participants to be trainee PE teachers involved in developing young people's literacy skills. It is also important for the researcher to consider whether the sample will provide them with satisfactory results that fulfil the desired aims and objectives of the study (Bryman, 2012; Hulley, et al, 2013). Furthermore, another factor to consider is the sample size. If the size of the group is too small, the research question may not be answered (Hulley, et al., 2013). However, Ritchie et al (2013) identifies that sample sizes are commonly small in size in a qualitative study and that this allows the researcher to explore the results in more depth and detail. The current study selected four secondary PGCE PE students through purposive sampling. Ritchie et al (2013) state that purposive sampling is where samples are selected based on similar attributes or characteristics which will provide the researcher with findings to create key themes to discuss the study and to gather adequate results.

Each student is required to complete placements where they are assigned to secondary schools. Placements allow the students to experience teaching lessons. Furthermore, the PGCE students attend theory lectures at university where modules such as the LNF and providing HQPE are focussed on. Furthermore, the participants studied sport related courses at undergraduate level, for example, sport and PE and Sports Coaching, providing them with a basic level of knowledge about pedagogy and coaching.

3.3 Pilot Study

A pilot study was produced prior to the four interviews being performed. The pilot study was used to indicate any weaknesses in within the methodology. Fox (2009) states that the pilot study ensures the aims and objectives of the study are achieved. The pilot study also confirms that the equipment chosen to conduct the interviews works effectively and provides clear recordings of the interviews (Fox, 2009). Once the pilot study was reviewed it was apparent that the cross- curricular questions were irrelevant for this study and were therefore removed from the interview script. These changes are highlighted in (Appendix, D).

3.4 Procedure

The adopted method was interviews; "an interchange of views between two persons conversing about a theme of common interest" (Kvale and Brinkmann,2009,pp.5). Walliman (2006) discusses how interviews are more appropriate for qualitative research as opposed to quantitative research where Walliman (2006) claims that quantitative data is easier to collect from questionnaires.

This study used face-to-face, semi- structured interviews in order to achieve specific answers to previously defined questions (Walliman, 2006). Using open-ended questions creates the chance for further development of those answers. Open-ended questions mean that the interviewer facilitates a discussion rather than simply asking questions (Silverman, 2006). Face-to-face interviews enable the interviewer to judge the quality of the response, additionally they can notice whether the question has been understood correctly (Opdenakker, 2006). Opdenakker (2006) states that by identifying different social cues such as body language and voice innovation, the interviewer is provided with extra information that could potentially lead to further questions. Silverman (2006) adds that the main aim is 'active listening' providing the

interviewee with freedom of speech. According to Irvine et al, (2012) face-to-face interviews build rapport with the interviewee and that it is vital that they feel as comfortable as possible, highlighting the relevance of this interview method choice within this study.

Silverman (2013) suggests that a minor limitation of using interviews is that the transcription phase of the interview process is time consuming. However, Silverman (2013) continues to advise that the researcher can overcome this limitation by performing the interviews in enough time to ensure there is an enough time for an efficient standard of data analysis to be performed.

3.5 Data Analysis

Ritcie & Lewis (2003) state that the most commonly used way to collect data in qualitative data is in the form of transcriptions from interviews. Once the interview process was complete, each individual was transcribed. "Transcribing interviews from oral to a written mode structures the interview conversations in a form amendable to closer analyse, and is in itself an initial analysis" (Kvale and Brinkmann, 2009, pp. 94). The data from the transcriptions will be collected, coded and categorized into key themes. (Rodríguez , et al, 2014) Once completed, the coding will identify key themes and comparisons extracted from the interviews (Edwards & Lampert, 2014) Grbich (2012) explains that extracting information from interviews can be achieved by selecting quotes from the transcriptions. Grbich (2012) states that the next step is for the researcher to make interpretations of the quotes and to link them to other quotes by identifying similarities or contrasts. Grbich (2012) adds how this should enable the researcher to create key themes and relate the findings to existing literature.

3.6 Ethics

Ethics plays a substantial part in the research process, in order to perform a study, ethical approval must be granted. The ethics committee have a specific criteria they need to adhere to which considers such aspects of the study as the logic and nature of the study; this should happen prior to any study being performed (World Medical Association, 2000). The participants are required to complete a consent form in order to claim their awareness of the aims of the study and what partaking in the study consists of. Each participant was provided with a consent form informing them of the

process of the study and what it entails. Participants were each informed that they had the right to withdraw from the study at any time and that the information they supply will remain confidential at all times. The forms provided will require the participant to sign an agreement which will be obtained as proof of the agreement to partake in the study and that they are aware that the study is voluntary (Ritchie & Lewis, 2003; McCallister, et al, 2010).

3.7 Trustworthiness

When analysing qualitative data, the level of trustworthiness is a high priority. Silverman (2003) adds that especially in interviews, there is a lack of stability in the study as they don't give direct facts about experiences, just representations of those experiences. Lincoln, et al (2011) altered internal validity to credibility, external validity to transferability, reliability to dependability, and objective to conformability. Lincoln, et al (2011) state that credibility refers to the idea of internal consistency where the core issue is "how we ensure the rigor in the research process and how we communicate to others that we have done so" (Gasson, 2004, pp. 95). Transferability refers to how the reader is able to relate their own study to the theory and "how far a researcher may make claims for a general application of their [sic] theory" (Gasson, 2004, p.98). Dependability "the way in which a study is conducted should be consistent across time, researchers, and analysis techniques" (Gasson, 2004, p. 94). "Thus, the process through which findings are derived should be explicit and repeatable as much as possible" (Morrow, 2005, pp.252). Finally, Morrow (2005) discusses how conformability means that the proof of the findings should show within the data and the researcher should be able to bring together the data so that the reader is able to recognise the adequacy of the findings. Additionally "findings should represent, as far as is (humanly) possible, the situation being researched rather than the beliefs, pet theories, or biases of the researcher" (Gasson, 2004, p. 93). Lincoln, et al (2011) is the criterion used during the current study in order for definite trustworthiness to be present.

3.8 Summary

This chapter consisted of a clear explanation about the research design, the sample, pilot study, procedure, data analysis, ethics and trustworthiness in this study. Within the study, no limitations were found with the methodology and the procedure

effectively assisted the research process by helping to discover the results that were required.

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

4.0 Results and Discussion of Findings

This chapter analyses critically the findings of the current study. The data analysis revealed four key themes, namely factors that influence the implication of the LNF, developing literacy skills in PE, teaching styles in PE and aspects that effect HQPE. The aim of the chapter is to provide a detailed discussion of the key themes in order to identify the extent to which secondary PGCE PE students develop young people's literacy skills through PE. In order to achieve this, quotes from the interview transcriptions will be provided, in addition to this, relevant literature will be selected to show contrasts or similarities to the findings. Evidence of the results used within the discussion can be seen in Appendix E. Furthermore, an example of additional results that were not used in the discussion can be found in Appendix F.

4.1 Applying the LNF in PE lessons

4.1.1 Guidance of implementing the LNF

The Welsh Government (2013) claim that the aim of the LNF is to provide teachers with clear guidance about how to apply literacy and numeracy across the curriculum. The LNF replaced the original Skills Framework (2008) as Estyn (2012) concluded that the original framework failed to develop young people's literacy and numeracy well enough. The four interviews revealed that the participants in the current study had contrasting experiences with regards implementation of the LNF within PE lessons.

One participant from the current study perceived the guidance provided by the LNF to be adequate enough to apply it in lessons. Within her placement, the school had regular meetings where they discussed how to apply the appropriate strands of the LNF in individual lessons, otherwise known as 'mapping'. This is illustrated by Sam below:

> The school I was in had mapped it all out, they were getting in, in and they, they're using it and it's very you, you know, yeah it's highly common within all the lessons I've observed without all the teachers but it's in the right places I think, you know, they may not use it every lesson but it might not be appropriate.

On the other hand, the ATL (2012) raises concern about the LNF and how it has the potential to prevent high quality education. The ATL (2012) report states that if teachers are expected to provide high quality education when implementing the LNF,

a simplified, structured guideline would need to be provided by the Welsh Government (2013) before the teachers are expected to apply the LNF to their lessons. The ATL (2013) claim that these guidelines should always be available to assist them when implementing the LNF in their lessons. However, three participant's had contrasting experiences to Sam where they claimed that these guidelines had not been provided for them to refer to and that the schools they were teaching in were not applying the LNF due to lack of knowledge and guidance. This is illustrated by Rob below:

> There is been no um, formal structure where someone's come in and said this is how you do it. It's almost like here's the framework, make sure it's in your lessons.

These findings suggest that the application of the LNF is inconsistent and that some schools struggle to apply the LNF due to lack of guidance from the Welsh Government (2013). Furthermore, this suggests that if more guidance about the LNF was provided to the schools in need, the application of the LNF may be consistently applied across schools. Providing the teachers with enough information and guidance may help to increase literacy development due to the increased ability the teachers have in applying the LNF within their lessons.

The planning and delivery of a lesson is highly influenced by the teacher's views and knowledge of the theory behind the lesson and if the teacher lacks knowledge, this could be detrimental to the standard of teaching (Goh et al., 2005). This suggests that if the PGCE students were knowledgeable about the LNF, they may be able to apply it to their lessons effectively, potentially increasing future literacy and numeracy development as a result.

Furthermore, the participants voiced similar experiences of training and guidance that they received within their PGCE PE lectures at university. Each participant stated that they received regular information regarding the application of the LNF in lessons. A couple of participants expressed that they felt that PGCE students were the driving force of the LNF as the teachers in their placement schools had not received regular training and guidance. This is illustrated by Molly first and secondly by Rob.

> I think at the moment we're kind of the driving force whereas in schools, obviously it's been introduced to schools some schools take to it and

some don't so quickly and I think PGCE students going in are the driving force behind it.

Yeah they're very switched on with it especially when it comes to our lesson planning, um, they like you to highlight the exact strands you are focussing on. We've had training in terms of seminars and lectures about how to incorporate it, again we've had outside speakers showing examples of how they've done it in lessons.

This suggests that the PGCE students could provide the teachers with the guidance about applying the LNF within their lessons. This is based on the fact that the participants feel that they are the driving force behind the LNF and that they perceive their knowledge as being higher than the teachers within their placement schools.

4.1.2 Knowledge about the background of the LNF

The Welsh Government (2013) initiated the LNF based on the poor standards of literacy and numeracy in Wales, found in the PISA (2009) survey. The findings of this study suggested that each participant was aware of the reasons behind the LNF and what the LNF aims to achieve. This is illustrated by Molly below:

Its come about because the PISA results in Wales, well, yeah Wales were under achieving with regards to the PISA results and the skills framework wasn't working, it wasn't as effective so they've taken elements of the skills framework away, um and obviously their aim is to get better scores with regards to um the LNF.

This suggests that each participant within the current study has an understanding of the LNF and accept that this is why the LNF was created. Further knowledge was expressed when asked about the reasons for the LNF relating to literacy and employability. Literacy continues to play an influential part in a young person's life once they have left secondary school and that having a lack of competence in literacy is detrimental to the young person's future career choices (Murray et al., 2009; Soler et al., 2009). This knowledge is illustrated by Rob below:

It's obviously to do with links to employers where they're saying that people are coming out of high school and colleges don't have the required literacy and numeracy skills.

Furthermore, Brock (2015) speculates that there are methodological problems with the PISA process and that the results are therefore classed as invalid. Ball (2008)

continues to state that in order for the results to be considered as seriously, the methodological process of PISA must be critically assessed. A participant in the current study voiced additional opinions about the relation between the LNF and the validity of PISA results which coincides with the studies above. This is illustrated by Rob below:

> I think the results of those tests between the years have been manipulated to roll out such a framework because to go into it, it's just like say Wales were 23rd, 24th, 25th one year but the first year there was only 60 odd countries as part of the study, the next year where Wales apparently got worse, there was like 100 countries. From the tables we'd actually got better in some things so it's just been manipulated.

Negative perceptions of the validity of the PISA methodology, questions the relevance and impact of the application of the LNF in lessons. Indeed implementing the LNF across the curriculum could potentially have a detrimental effect on the literacy development of young people as the LNF may not have the desired effect of improving young people's literacy and numeracy skills.

4.2 Developing literacy skills in PE

4.2.1 Oracy in PE

Mateu (2013) suggests that teachers must create lessons that promote communication, physical activity and creative tasks that incorporate language within them in order to achieve maximal oracy development. Mateu (2013) advises that PE can be used to promote oracy development by encouraging young people to verbally explain the rules of a game, justify why an official has made certain decisions or by reporting the results of a game. Based on the interviews, a popular technique used by the PGCE PE students is peer assessment in lesson to promote oracy development as illustrated by Sam below:

> You are always working collaboratively and you are always kind of working in groups, so I think you've always got opportunity to kind of discuss and um collaboratively work together in order to develop literacy, You'll give feedback so then, and they're only developing their speaking then the partners developing their listening skills which is another strand of oracy.

Lopez-Pastor (2013) advises that peer and self-assessment are both effective assessment strategies which can be applied to PE when promoting learning in lessons. Additionally, young people are expected to develop strategic and tactical

skills in performance, they also learn how to develop their decision making and reflection skills by analysing themselves and others (QCA., 2007a; Capel & Whitehead., 2013). The current research found that literacy development is naturally present within PE with regards to oracy development and that this was the case before the LNF was applied to PE lessons. This is supported by every participant in the study which is illustrated by Sam and Jane below:

> I do think it is important, literacy more than numeracy is more important but I just think it would come naturally anyway.

> I think collaboration and discussion um that sort of lends itself to PE naturally.

This suggests that the secondary PGCE PE students in this study perceive that applying the LNF within their lessons, there isn't likely to be an increase in opportunities to develop literacy skills as this was being achieved before the LNF was applied. Again, this suggests that the participants in the current study perceive the LNF as not being necessary within their PE lessons.

4.2.2 Reading and writing in PE

Taylor et al., (2000) suggest that literacy development can be achieved across the curriculum by establishing a sufficient balance of integrating language, reading and writing within other curricular subjects. This implies that both reading and writing can be applied within a PE lesson without taking the focus away from the physical activity aspect of the lesson. An example of this is illustrated by Jane below:

> I used the sport education model with my GCSE pupils um and that involved them to take on different roles. Um someone for example was the coach, someone was the manager and then one of the roles was the publicist, so their job was to come up with a match report at the end of the lesson which they'd all have to contribute to, so they'd all have to write it down, so obviously they were using their writing skills and then someone else from the group would have to read it so that was a nice way to kind of incorporate literacy.

However, contrasting opinions were drawn from the other interviews. Each participant expressed concern with the relevance of reading and writing in PE and that the reading and writing tasks could take away the physical activity aspect of PE, contradicting the theory of Taylor et al., (2000). This is illustrated by Rob and Molly below.

I think there is a time and a place for it and I think when you are stood outside, it might be raining slightly, the last thing the kids want to be doing is stood out there in their shorts holding some sort of sheet they have to read from in order to decide for what they need to do and I think that one of the reasons kids hate PE. So if you get rid of that and actually concentrate on maybe the oracy more and actually the Physical activity will be more beneficial.

I think oracy will always be in my lesson but with regards to reading and writing it's not necessarily something I would just put into a lesson for the sake because it will just take away from the active time, unless it's something that I was to focus on.

The PGCE PE student's in the current study confirmed that based on their experiences, they have developed the perception that integrating reading and writing in PE lessons will not develop literacy skills and that integrating reading and writing will only draw the attention away from the physical activity aspect of the lesson. Highlighting again, the participants perceive two of the three strands in the LNF to be irrelevant and unnecessary within PE lessons. This highlights an additional negative perception of applying the LNF in PE.

4.3 Teaching styles in PE

4.3.1 Command Style

Mosston and Ashworth (2008) state that command style is purely aimed at the teacher providing the young person with instructions to learn an immediate skill. The learners respect the teacher's knowledge and choose to allow the teacher to make the decisions in the lessons. It is also advised that command style is highly thought of when the young person is learning a new skill. Within the data drawn from the interviews, it is apparent that the participants in the current study show experiences relating to what Mosston and Ashworth (2008) have stated. The quote below illustrates that Jane perceives using command style as an opportunity to develop young people's literacy skills:

Command style teaching you could get more out of them in terms of key words, so if you are teaching from the front and you are saying right I want this this and this, give me the key word for this in that sense you are- you've got more control of how they're using literacy in the lesson. So I think you've got a more effective way of seeing whether they're actually developing their literacy skills then. Command style you are in charge you are telling them exactly what to do, you are drawing the information out of them, then that is also effective.

In addition, another participant expresses that although command style consists of the teacher providing instructions with the absence of young people having the opportunity to discuss and collaborate with their peers. This is illustrated by Sam below:

> You know besides kind of command where it's just your full instructions and they don't have much time to have input of have decision making, then its slightly harder then. But I think you can use your, you know because you could say to them in the introduction- we're doing this to this, we're doing this today, right I want you now, to discuss with your partner about this and this so you've given them every instruction but you've still given them the opportunity to discuss, right this is what we've got to do.

The PGCE PE students in the current study perceived the command style as being an effective style to adopt when aiming to teach new skills and provide new knowledge to young people. It also suggests that the participants perceive the style as being open to facilitating the needs of the class by incorporating discussion within tasks without being detrimental to the young people's learning.

4.3.2 Guided Discovery Style

Within the guided discovery style, Mosston and Ashworth (2008) state that the teacher is responsible for providing the young person with the relevant information, however it is the young person's responsibility to discover the answers. This entails the young person choosing how they discover the answers, normally within groups. The teacher provides regular feedback to provide guidance. The experience of participants in the current study has shown that guided discovery is the most preferred teaching style to adopt within a PE lesson. In addition, the analysis discovered that the participant's perceived guided discovery as the most effective when developing literacy skills in PE as shown below by Molly and Jane:

> I think the productive cluster of teaching styles is probably the best, best way, practice. Anyone really where we're not taking total control of the situation. Anything that they've got, they have the opportunity to go away, try something out themselves is the best way for them to develop their literacy skills.

> Like with the creative activities I find guided discovery approach to teaching much more effective. I give more guided discovery style approach to teaching so for example if they're going off to create sequences in gymnastics or something then naturally they're going to be discussing, putting ideas together, using some key words. Um, so I

think without you sort of saying oh they're definitely using literacy skills
they are using speaking skills aren't they, they are using discussion.

Participants in the current study perceived that the guided discovery style of teaching aids literacy development by encouraging young people to discuss and collaborate with one another, normally within a group in order to complete a task. Furthermore, this suggests that guided discovery is more suitable in a PE lesson as PE lessons naturally consist of group activities and collaborative tasks.

4.4 Aspects that effect HQPE

4.4.1 Characteristics of HQPE in PE

The duality of leadership and management are two of the main influential factors when providing HQPE and that the teacher has a responsibility to ensure HQPE is obtained within the classroom (QCA/ DfEE,2000).Additionally, the LTS (2012) advocate seven curriculum designed principles which can be applied to a lesson in order to achieve HQPE. Some of these include, challenge and enjoyment, relevance, coherence, personalisation and choice, depth, breadth and progression. Moreover, DfES (2004) identify qualities that create HQPE for example, "high quality leadership and management: create the vision and make the vision reality and high quality teaching and coaching: Inspire young people to learn and achieve and help young people to learn and achieve" (DfES, 2004, pp.14).

Each participant in the current study showed knowledge of what qualities a teacher providing HQPE should have. All of which are similar to the qualities stated above. Examples of this are shown below by Rob and Sam:

> Certainly enthusiastic, knowledgeable, encouraging, um, patient as well. Um I think kids want to learn. I think in terms of high quality PE you are looking for those characteristics in a child, um, your kind of leadership, your ability to analyse enjoyment, commitment.

> Very motivated, very enthusiastic, you know a role model to the pupils, you know someone who, you know. I got commented a lot on my form A's you know you need to be someone that the pupils want to perform for.

The participant's possessed a high level of knowledge about what characteristics aid HQPE. This suggests that the participants are aware of what they need to apply to their lessons in order to provide HQPE. Possessing this knowledge will assist them when providing HQPE within their lessons and that will ensure the young person

being taught will have an increased chance of development as they are taught in a high quality environment.

4.4.2 Level of knowledge in PE

If a PE teacher lacks knowledge in any sport, they are failing to provide the young person with HQPE (Gower & Capel, 2004; Sloan, 2007). However, Bailey (2010) expresses that PE teachers should not only acquire the basic knowledge about a variety of sports, they should possess a broader pedagogical knowledge which will aid them with the basic understanding and strategies required for teaching. Based on the information extracted from the interviews, it is apparent the majority of the participants in this study perceive their own knowledge about a variety of sports as being high, this is illustrated by Rob below:

> I think I've got an excellent level. I realised what kind of being physically active and physically literate could do for me and I felt that children weren't getting enough of what I had if that makes sense, so I thought I could actually change it, so I thought if I could take my experience and my knowledge and transfer it to children then I could kind of change that.

In addition, the participants expressed how they had developed their pedagogical knowledge throughout their undergraduate degree, which included a pedagogy module. However, they admit to requiring more knowledge in order provide an adequate level of HQPE in their lessons. This is expressed below by Sam and Molly:

> I did my undergrad in sport and PE, I did a module a module, sport pedagogy and if I'm honest with you that has helped me endless amounts.

> I think my knowledge of it is quite good, um I think it develops over time and I think it really helps being on such a practical course at the moment where its hands on, I'm learning on the job and where I see good practice of HQPE from my mentors. So obviously my knowledge of it before was more from what I've read, my, my knowledge of it now is more of what I see.

This information indicates that if the students undertook a pedagogy module in their undergraduate degree, they perceive themselves to have enough pedagogy knowledge to provide HQPE within their lessons. However, it has been highlighted

that some of the participants feel their pedagogy knowledge needs further development through their placement. This suggests that the undergraduate pedagogy module could be altered so that the students have the opportunity to experience applying HQPE within practice lessons. This would provide them with a longer period of time to develop their experiences of practicing providing HQPE within their lessons.

4.5 Summary

In conclusion, this section provided evidence of the results collected during data analysis. These results were then put into themes. Applying the LNF in PE lessons, developing literacy skills in PE, teaching styles in PE and aspects that effect HQPE. Within the discussion, contrasts and similarities were compared to the relevant literature, an interpretation of these results was then provided. This process has enabled the exploration of the key themes. In addition to this, the method used and results gathered have helped to identify the extent to which the Secondary PGCE PE students perceive each theme when developing literacy skills in PE.

CHAPTER FIVE

CONCLUSION

5.0 Conclusion

5.1 Aims and objectives of the study

The aim of the study is to discover to what extent do secondary PGCE PE students develop young people's literacy skills through PE? The objectives of the study were to:

4. Explore secondary PGCE PE student's perceptions of how they develop literacy skills through PE.

5. Explore secondary PGCE PE student's perceptions of how they develop literacy skills through the type of teaching style.

6. Explore the link between HQPE and the development of literacy skills in young people.

In order to achieve the aims of the study, a random sample of four secondary PGCE PE students were selected to participate in semi-structured interviews. After transcribing and analysing the transcripts, four key themes emerged from the data. These themes were: applying the LNF in PE lessons, developing literacy skills in PE, teaching style in PE and aspects that effect HQPE. Within each key theme, sub themes were identified in order to highlight the main factors within each key theme.

Firstly, the current research highlighted that three out of the four participants perceived there to be a lack of guidance with regards to applying the LNF within the placement schools they were in. However, one participant contradicted this by expressing how her school felt able to apply the LNF within their lessons without any difficulty or confusion. The school this participant was in utilised an approach known as mapping to apply the LNF across the curriculum. Applying the mapping approach within the struggling schools could provide them with enough guidance to implement the LNF effectively within their lessons. Furthermore, it was expressed by every participant that they perceived PGCE PE students to be the driving force of the LNF as they have received more guidance about the LNF within university, they feel they have a greater amount of knowledge than the teachers in their placements, highlighting the need for further guidance provided to the qualified teachers within the participant's placement schools.

Furthermore, another key finding is that the participants all shared a general knowledge about why the LNF was created, however they stated that the LNF has not introduced literacy development in PE lessons and that they perceived literacy development to already have a natural place in their PE lessons. The main finding was how the participants expressed that oracy was always included within their lessons. On the other hand, the less popular literacy skills to incorporate within three of the participant's lessons were reading and writing. The three participants perceived the LNF's aim of incorporating reading and writing within their PE lessons to be unproductive, the participants expressed concern that reading and writing tasks would extract the focus on the physical activity aspect of PE and that PE lessons would become too centred on developing literacy. The other participant gave an example of how she incorporated all three literacy skills in a lesson but stated that this only occurred on the one occasion.

An additional finding was associated with which teaching style the participants perceived to be most effective when aiming to develop literacy in PE. The participants stated that they perceived command style to decrease literacy development in their lessons due to the lack of discussion and collaboration within the tasks. However, one participant discussed how they choose to use command style when teaching a new skill or subject and they add literacy development by encouraging the class to discuss the instructions or tasks set. Guided discovery was perceived to be the most effective teaching style to apply when the aim is to develop literacy in PE. Each participant claimed that using guided discovery in their lessons allowed them to develop literacy skills without difficulty and that this is due to discussion and collaboration being a natural trait of the teaching style.

Finally, the findings highlighted that the participants in the current study perceive there to be two aspects that affect the standard of HQPE in a lesson, these are having the right characteristics to provide HQPE and the level of knowledge the teacher possesses in PE. Firstly, each participant claimed that a teacher should have characteristics such as, leadership and management, enthusiasm, motivation and commitment. The participants expressed the importance of each characteristic and that if a teacher failed to possess these characteristics, they would be depriving the young person of HQPE. Secondly, the participants perceive knowledge in PE to be an influential factor when providing HQPE. Each participant claimed that

completing a pedagogy module in their undergraduate degree helped increase their ability to provide HQPE in their lessons. They stated that the module provided them with the basic knowledge about how to provide HQPE in their lessons. However, there were some concerns with regards enough of experience in teaching to provide a sufficient amount of HQPE. It was expressed by the participants that this is due to the fact they had only completed one placement and that they expect their confidence in providing HQPE to increase as they gain more teaching experience.

5.2 Limitations of the study

This study answered the aims and objectives however, there some limitations of the study became apparent as the study unfolded. Although these limitations are not highly detrimental to the success of the study, overcoming them could increase the validity of the study. Firstly, the study consisted of four participants, this could be improved by increasing the sample to at least six participants. This would provide the researcher with a wider range of findings and therefore, increase the validity of the results. Secondly, the sample group consisted of three female participants and one male PGCE PE student. This meant that there were more perceptions from females than males. In the future, by selecting an equal number of male and female participants the results would be more balanced with regards to the participant's perceptions. Additionally, this would mean that the researcher is able to explore whether the perceptions of the participants is influenced by the gender of the participant.

5.3 Areas for future research

The findings highlighted an area for future research with regards to the PISA tests. The PISA methodology was viewed to be invalid, raising concerns with regards to the validity of the results. Furthermore, due to the LNF being initiated based on the PISA results, this created concern with regards to whether the LNF was needed and actually required to develop literacy in Wales. An area for future research could be assessing the validity of the methodology adopted within the PISA tests. This would either prove the invalidity of the PISA tests, leading to changes of the methodology being conducted or it could prove that the PISA methodology is in fact valid and will decrease the concern regarding the validity of the results and the relevance of the LNF.

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APPENDICES

Appendix A

Appendix A: The LNF Literacy and Numeracy strands (Welsh Assembly Government, 2013).
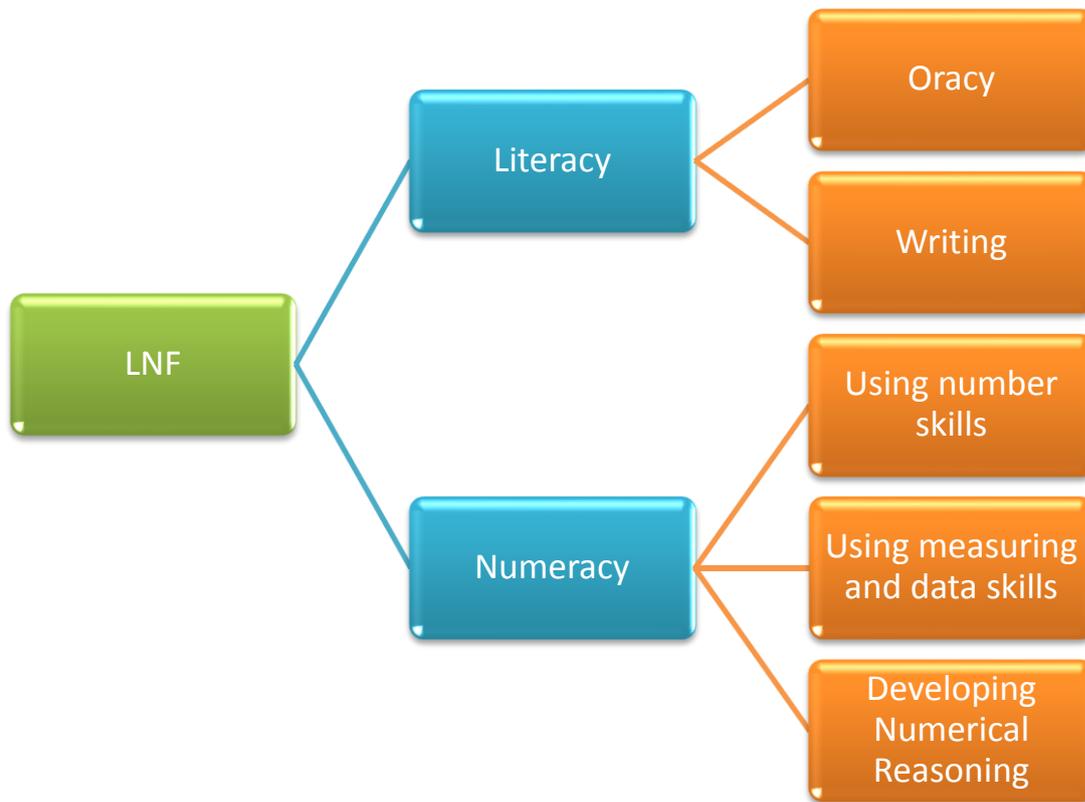
Appendix B

<u>Appendix B, Guideline for school inspections (Estyn,2014)</u>

Purpose of this guidance

This guidance sets out the way the inspectorate will inspect secondary schools for the six-year inspection period from September 2014.

The purposes of inspection are to:

- provide accountability to the users of services and other stakeholders through our public reporting on providers;
- promote improvement in education and training; and
- inform the development of national policy by the Welsh Government.

The inspectorate conducts a core inspection for all providers in each sector of education and training. This guidance explains how we will carry out core inspections. Where the inspection identifies a concern in relation to standards, quality of education and training or leadership and management, then the inspectorate will conduct follow-up activity with the provider. This guidance contains information about follow-up activity in Annex 9.

Secondary schools can use this guidance to see how inspections work and to help them in carrying out their own self-evaluation. In addition, schools can use the inspectorate's guidance on self-evaluation that is aligned with the School Effectiveness Framework.

This guidance has two parts that are about:

- carrying out inspection; and
- making judgements.

Further information and guidance about inspections can be found on the inspectorate's website www.estyn.gov.uk

Legal basis for the inspection of secondary schools

School inspections are governed by the Education Act 2005 and related regulations. Inspections must be conducted by teams of inspectors, led by a HMI, additional inspector or registered inspector, and must result in a written report. Section 28 of the Education Act 2005, says that inspectors must report on:

- the educational standards achieved by the school;
- the quality of education provided by the school;
- how far education meets the needs of the range of pupils at the school;
- the quality of leadership in and management of the school, including whether the financial resources are managed efficiently;
- the spiritual, moral, social and cultural development of pupils at the school; and
- the contribution of the school to the wellbeing of pupils.

Appendix C

Appendix C, Common Inspection Framework (Estyn, 2010)

KQ	Quality indicators	Aspects
1 OUTCOMES	**1.1 Standards**	1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment 1.1.2 standards of groups of learners 1.1.3 achievement and progress in learning 1.1.4 skills 1.1.5 Welsh language
	1.2 Wellbeing	1.2.1 attitudes to keeping healthy and safe 1.2.2 participation and enjoyment in learning 1.2.3 community involvement and decision-making 1.2.4 social and life skills
2 PROVISION	**2.1 Learning experiences**	2.1.1 meeting the needs of learners, employers/community 2.1.2 provision for skills 2.1.3 Welsh language provision and the Welsh dimension 2.1.4 education for sustainable development and global citizenship
	2.2 Teaching	2.2.1 range and quality of teaching approaches 2.2.2 assessment of and for learning
	2.3 Care, support and guidance	2.3.1 provision for health and wellbeing including spiritual, moral, social and cultural development 2.3.2 specialist services, information and guidance 2.3.3 safeguarding arrangements 2.3.4 additional learning needs
	2.4 Learning environment	2.4.1 ethos, equality and diversity 2.4.2 physical environment
3 LEADERSHIP	**3.1 Leadership**	3.1.1 strategic direction and the impact of leadership 3.1.2 governors or other supervisory boards
	3.2 Improving quality	3.2.1 self-evaluation, including listening to learners and others 3.2.2 planning and securing improvement
	3.3 Partnership working	3.3.1 strategic partnerships 3.3.2 joint planning, resourcing and quality assurance
	3.4 Resource management	3.4.1 management of staff and resources 3.4.2 value for money

Appendix D

Interviewer: Ok, that makes sense, umm, let's have a look. This you've done already, that is good. Ok, onto the next section now, um, what information do you know at this stage about integrated lessons and learning?

Rob: Integrated?

Interviewer: Yep. So like cross curricular practice.

Rob: Um, limited

Interviewer: Uhu

In terms of my experience, I've got great idea on it but for instance, if we look at a cross curricular theme in terms of PE and mathematics, we develop mathematics through say percentages.

Interviewer: Uhu

Rob: They might be working on percentages type maths, when we're going to do it in our sports analysis or performance analysis, at no point to maths incorporate PE cross curricular link where they go and do some exercise.

Interviewer: OK

Rob: So I find it, with PE specifically, I find it very one way

Interviewer: Ok

Rob: its, we're helping them, they're not helping you. In no other subject do they develop physical literacy but we're expected to develop knowledge of everyone else's subjects. In such documents like the curriculum cymreig and what not, I mean you've got to focus on the historical aspect of Wales, welsh language but they don't do anything for PE.

Interviewer: Uhu

Rob: Does that make sense?

Interviewer: Yep

Rob: So I find, I wouldn't call it a cross-curricular link id call it a cross- curricular favour.

Interviewer: Ok, yeah (laughs) I know what you mean.

Rob: (laughs)

Interviewer: Do you think that potentially, if you think other subjects were to incorporate PE within their lessons do you think that that would help develop the literacy skills?

Rob: Yeah, hugely, I, I, I mean, I did my dissertation on it, the link between kind of exercise and um academic attainment

Interviewer: Oh ok

Rob: And I holey believe that the fitter and more aware through kind of fitness a bit like particularly a child is, the easier it is to learn. I mean, its, its, the amount of research out there is insane so I don't know why there isn't more focus on it so I think other subjects should have a commitment to physical activity because, the 2 hours a week the kids have is not 2 hours a week, you are looking at about 40

minutes a week by the time that you've got or you bolt, well I call it bolt on's, they're not its really bad to write probably.

Interviewer: (Laughs)

Rob: But the literacy and numeracy framework and all the other documents and all the other assessments you have to do, they're not doing anywhere near 2 hours of physical activity a week.

Interviewer: No

Rob: I mean, I, I'd challenge anyone to say that they don't feel more alert after doing exercise and I mean it's one of the reasons I think I did so well in my degree and my studies is because I've always been physically active.

Interviewer: Ok

Rob: I'm sure if I wasn't id be really, not motivated.

Interviewer: Yep, I agree, um, why do you think integrated lessons will, could be prioritised? We've already covered that. Um, so we've got other subjects. How prepared would you feel, based on the knowledge you know now, to lead an integrated lesson within your, um, what would you call it

Rob: As a PE teacher?

Interviewer: Yes

Rob: I'd be absolutely fine, cos I,I, do believe in it I,I,I, think there is no problem with doing integrated lessons. I think it's great, for instance I mean geography's a great one to do PE if you are doing outdoor adventurous activities or orienteering or something I mean, what a perfect subject to kind of develop as well. You could incorporate questions about geography in your kind of like controls as you go out to the orienteering sights, they have to answer a question to get the answer ya' know, that'd be superb, um so, I, I'd be quite comfortable to do it but I think it's got to be an appropriate subject

Interviewer: Uhu

Rob: um, again a lot of the sciences is good because it links in with PE anyway. I think it kind of develops interests towards maybe picking PE at GCSE at kind of higher, if you start understanding some of the questions they're going to ask you and you get a bit of an interest in it, um, but some subjects, well, I, I, I, think you are constantly interlinking subjects anyway so I would be comfortable leading a specific project.

Interviewer: Ok

Rob; but I, I, actually it kind of occurred to me now that we do link into a lot fo other subjects anyway.

Interviewer: Without even realising it

Rob: Without thinking about it.

Interviewer: Yeah

Rob: Again, it's just not explicit, just do.

Appendix E

<u>Appendix E: Results used within discussion</u>

Theme	Category	Quotes
Factors of implementing the LNF	Guidance of implementing the LNF	The school I was in had mapped it all out, they were getting in, in and they, they're using it and it's very you, you know, yeah it's highly common within all the lessons I've observed without all the teachers but it's in the right places I think, you know, they may not use it every lesson but it might not be appropriate. (Sam)
		There is been no um formal structure where someone's come in and said this is how you do it. It's almost like here's the framework work, make sure it's in your lessons. (Rob)
		I think at the moment we're kind of the driving force whereas in schools, obviously it's been introduced to schools some schools take to it and some don't so quickly and I think PGCE students going in are the driving force behind it. (Molly)
		Yeah they're very switched on with it especially when it comes to our lesson planning, um, they like you to highlight the exact strands you are focussing on. We've had training in terms of seminars and lectures about how to incorporate it, again we've had

		outside speakers showing examples of how they've done it in lessons. (Rob)
	Knowledge about the background of the LNF	Its come about because the PISA results in Wales, well, yeah Wales were under achieving with regards to the PISA results and the skills framework wasn't working, it wasn't as effective so they've taken elements of the skills framework away, um and obviously their aim is to get better scores with regards to um the LNF.(Molly)
		It's obviously to do with links to employers where they're saying that people are coming out of high school and colleges don't have the required literacy and numeracy skills. (Rob)
		I think the results of those tests between the years have been manipulated to roll out such a framework because to go into it, it's just like say Wales were 23rd, 24th, 25th one year but the first year there was only 60 odd countries as part of the study, the next year where Wales apparently got worse, there was like 100 countries. From the tables we'd actually got better in some things so it's just been

		manipulated. (Rob)
Developing literacy skills in PE	Oracy in PE	You are always working collaboratively and you are always kind of working in groups, so I think you've always got opportunity to kind of discuss and um collaboratively work together in order to develop literacy, You'll give feedback so then, and they're only developing their speaking then the partners developing their listening skills which is another strand of oracy.(Sam)
		I do think it is important, literacy more than numeracy is more important but I just think it would come naturally anyway.(Sam)
		I think collaboration and discussion um that sort of lends itself to PE naturally.(Jane)
	Reading and Writing in PE	I used the sport education model with my GCSE pupils um and that involved them to take on different roles. Um someone for example was the coach, someone was the manager and then one of the roles was the publicist, so their job was to come up with a match report at the end of the lesson which

		they'd all have to contribute to, so they'd all have to write it down, so obviously they were using their writing skills and then someone else from the group would have to read it so that was a nice way to kind of incorporate literacy.(Jane)
		I think there is a time and a place for it and I think when you are stood outside, it might be raining slightly, the last thing the kids want to be doing is stood out there in their shorts holding some sort of sheet they have to read from in order to decide for what they need to do and I think that one of the reasons kids hate PE. So if you get rid of that and actually concentrate on maybe the oracy more and actually the Physical activity will be more beneficial. (Rob)
		I think oracy will always be in my lesson but with regards to reading and writing it's not necessarily something I would just put into a lesson for the sake because it will just take away from the active time, unless it's something that I was to focus on.(Molly)

Teaching Styles in PE	Command Style	Command style teaching you could get more out of them in terms of key words, so if you are teaching from the front and you are saying right I want this this and this, give me the key word for this in that sense you are- you've got more control of how they're using literacy in the lesson. So I think you've got a more effective way of seeing whether they're actually developing their literacy skills then. Command style you are in charge you are telling them exactly what to do, you are drawing the information out of them, then that is also effective. (Jane)
		You know besides kind of command where it's just your full instructions and they don't have much time to have input of have decision making, then its slightly harder then. But I think you can use your, you know because you could say to them in the introduction- we're doing this to this, we're doing this today, right I want you now, to discuss with your partner about this and this so you've given them every instruction but you've still given them the opportunity to discuss, right this is what we've got to do.(Sam)

	Guided Discovery Style	I think the productive cluster of teaching styles is probably the best, best way, practice. Anyone really where we're not taking total control of the situation. Anything that they've got, they have the opportunity to go away, try something out themselves is the best way for them to develop their literacy skills.(Molly) Like with the creative activities I find guided discovery approach to teaching much more effective. I give more guided discovery style approach to teaching , so for example if they're going off to create sequences in gymnastics or something then naturally they're going to be discussing, putting ideas together, using some key words. Um, so I think without you sort of saying oh they're definitely using literacy skills they are using speaking skills aren't they, they are using discussion.(Jane)

Aspects that effect HQPE	Characteristics of HQPE in PE	Certainly enthusiastic, knowledgeable, encouraging, um, patient as well. Um I think kids want to learn. I think in terms of high quality PE you are looking for those characteristics in a child, um, your kind of leadership, your ability to analyse enjoyment, commitment.(Rob) Very motivated, very enthusiastic, you know a role model to the pupils, you know someone who, you know. I got commented a lot on my form A's you know you need to be someone that the pupils want to perform for.(Sam)
	Level of knowledge in PE	I think I've got an excellent level. I realised what kind of being physically active and physically literate could do for me and I felt that children weren't getting enough of what I had if that makes sense, so I thought I could actually change it, so I thought if I could take my experience and my knowledge and transfer it to children then I could kind of change that. (Rob) I did my undergrad in sport and PE, I did a module a module, sport pedagogy and if I'm honest with you that has helped me endless amounts.(Sam)

		I think my knowledge of it is quite good, um I think it develops over time and I think it really helps being on such a practical course at the moment where its hands on, I'm learning on the job and where I see good practice of HQPE from my mentors. So obviously my knowledge of it before was more from what I've read, my, my knowledge of it now is more of what I see.(Molly)

Appendix F

Appendix F- Figure 3.0 Example of discussion chart used in the data analysis

Data resource	Evidence from interviews	Code	Category	Theme	Notes (interpretation)
Interview transcript: 1. Jane 2. Sam	"command style teaching you could get more out of them in terms of key words, so if you are teaching from the front and you are saying right I want this this and this, give me the key word for this in that sense you are- you've got more control of how they're using literacy in the lesson." "so I think you've got a more effective way of seeing whether they're actually developing their literacy skills then." "command style you are in charge you are telling them exactly what to do, you are drawing the information out of them, then that is also effective" "You know besides kind of command where its just	Command style- track progression and gives control/ restricts pupils as prevents discussion. No freedom to express creativity in lesson.	Type of style	Teaching style	Mosston and Ashworth (2008) state that command style is purely aimed at the teacher providing the young person with instructions to learn an immediate skill. The learners respect the teacher's knowledge and choose to allow the teacher to make the decisions in the lessons. It is also advised that command style is highly thought of when the young person is learning a new skill.

	==your full instructions and they don't have much time to have input of have decision making, then its slightly harder then.== But I think you can use your, you know because you could say to them in the introduction- we're doing this to this, we're doing this today, right I want you now, to discuss with your partner about this and this so you've given them every instruction but you've still given them the opportunity to discuss, right this is what we've got to do."				
3. Rob	"it was just command style all the time and it was go do this, go do that, it was no room for creativity there was no room for something different and if you did do something different it wasn't valued so I think, giving kids that freedom through different teaching styles as opposed to just being kind of reproductive, um, I think its key to developing their creativity and their, their				

4. Molly	own identity in a physical activity sense." "I think if I was to teach them using the command teaching style then they wouldn't really have much opportunity to develop their literacy skills"				
Interview transcript: 1. Sam 2. Jane	"guided discovery lesson they had to come up with their own passing drill in groups of 5, ya know, perfect. They've gone off, they've taken my instruct, basic instructions, they've gone off, they've spoke about it, they're working things out together, they're giving ideas, listening, ya know taking a leadership role." "with group discussions you've obviously got them speaking, collaboration and discussing and if you are getting them to present to a group then obviously that is more guided discovery" " Like with the creative	Guided discovery	Type of style	Teaching style	Mosston and Ashworth (2008) state that the teacher I responsible for providing the young person with the information, however it is the young persons responsibility to discover the answers. This entails the young person choosing how they discover the answers, normally within groups. The teacher provides regular feedback to provide guidance.

	activities I find guided discovery approach to teaching much more effective" "give more guided discovery style approach to teaching , so for example if they're going off to create sequences in gymnastics or something then naturally they're going to be discussing, putting ideas together, using some key words. Um, so I think without you sort of saying oh they're definitely using literacy skills they are using speaking skills aren't they, they are using discussion"				
3. Molly	"They're not really discussing what they want to put in there. So I think the productive cluster of teaching styles is probably the best, best way, practice. Any one really where we're not taking total control of the situation. Anything that they've got, they have the opportunity to go away, try something out themselves is the best way for them to develop				

	their literacy skills."			
Interview transcript: 1. Rob	"PE you've got to take into account individual learning needs all the time and the activity you are doing. For instance if I was going to novices to play rugby I wouldn't just say right we're going to learn to tackle today, we're going to do divergent discovery, go and find out how you tackle because your end up with just kids with broken noses and broken fingers and everything and it would just be too dangerous." "so I think depending on the child's ability level their experience, their age, their maturity um the teaching styles certainly affect them. Giving them the kind of freedom to explore I think is big in PE like to be very kinaesthetic go out and have a go at something as long as it's, its, it's within a certain round of	Individual needs- different learning styles, experience, ability, and the type of activity	Type of style	Teaching style	Mosston and Ashworth discuss that the choice of teaching style should be dependent on the young person's ability level and experience in the subject at hand. Muijs and Reynolds (2011) express that teaching strategies should be varied to accommodate each style of learner and to provide each learning style with the opportunity to register the information being provided. Zhou (2011) researched the importance of selecting the correct teaching style depending on how the learner learns. The suitable choice of

2. Sam	"safety" "pupils, ya know you get a class in front of you say 26 for example, all of those are different, all those pupil's, all of them learn in various ways. Obviously, ya know there is different teaching styles and I think you really need to know your class, so not just know their ability" "==know your teaching styles, ya know you are learning styles, knowing your class, different learners, different teaching styles and you need to tailor for different things, knowing all that ya know can really help you when providing HQPE for all lessons.=="				teaching style is highly influenced by the learner and their style of learning.
Interview transcript: 1. Rob	"I find girls are far more likely to engage with writing tasks" "I find boys are more likely to engage with speaking. Girls are good listeners, boys are great, speakers, speakers. Um if I was to tell girls to just talk about	Engagement- different teaching strategies depending on whether they are female or male	Strategies for female and male students	Teaching style	

	"their projects all the time, this is just my experience though" "find that they like writing what they did well and how they're going to improve whereas boys would rather just tell you. If you told a boy to write what he did well, he'd just give one word, two word answers." "girls, very ya know they like the idea of watching their partner and having a discussion" "So, ya know girls love the fact that I'm picking them to come out the front, lead the class in static stretches which is obviously literacy, talking about the muscles that they're stretching, I just think girls are a lot keener"				
2. Sam	"So the boys ask more questions than the girls. Um, then again if I'm asking questions I'm going to ya know, vary who I'm asking it to whether it's a boy or a girl so I really can't really				

3. Jane	speak a lot of experience in that." " I haven't taught any male students so I wouldn't be able to comment on that but ion the school that I was in, I think specifically because it was a church school um, females had to teach females and males had to teach males." "with girls them they'd have the free the freedom to go ahead and assess someone's performance using key terms because they know that I expect they should be using fuller sentences and that they should be structure. Then with my lower ability um id give them sentence starters."			
4. Molly	"with the boys, if I was giving feedback id tend to give them sentence starters so they've got something to look at "			
Interview transcript: 1. Rob	" ==the numeracy and literacy framework ends at the end of key stage 3, the actually descriptors end at year 9. So==	Concerns with development/ teachers	LNF ending in KS3	Teaching style	The DfES (2012) highlight that further progressions are planned for after key stage 3. In year 10 and 11, literacy and numeracy

	<mark>although in our lesson plans we still need to identify what aspects of numeracy and literacy we're covering, technically aren't we aiming below their level? Because when you get to year 10 if you are writing year 9 strands in the box are you pitching it too low? This is my pretention of numeracy and literacy framework, if you are going to have a framework you need to go right the way through"</mark> "no, I don't, I don't think it will decline because I feel the numeracy and literacy framework is something that is always been present. Like I, I, I don't actually think anything's changed it's just become more tick boxy" "Yes there is a more increased focussed, um, focus on literacy as they grow up towards kind of key stage 4 but if employers are saying children leaving school don't have the required literacy and numeracy skills in order to function in the real world, doesn't	views/tick box effect			standards are still expected to increase for GCSE's. Extra focus is going to increase standards within literacy and numeracy.

	it, isn't it a bit silly that we stop focussing explicitly on literacy and numeracy at the age of 14? Cos they've still got another 2 years in school surely that framework if your gonna have it should stretch throughout key stage 4" "you are always going to be developing literacy whether its year 7's or year 10's; the two different key stages but it's the way in which you, you plan and set out that, those tasks so that episodes where you are developing the pupils literacy skills is going to be different and obviously a little bit more challenging because they are older. It's just making sure you know your class and what you do to get the best out of them." " ==in key stage 4/key stage 5 you almost become a little bit lazy about it like you still implement it into your lessons but you almost expect them because they're mostly GCSE or BTEC students==			

2. Sam	<mark>to have those skills already when actually a lot of them really don't have them skills"</mark> "you are really taking away any sort of opportunity to develop literacy and numeracy at that level. Whereas key stage 3, they've got certain things they have to do, they've got to do their creative, they've got to do their engagement games and you've got specific opportunity then to develop those literacy and numeracy skills whereas your key in key stage 4 is to get them to actually participate."				
3. Jane	"make them have a discussion about a netball match they've just played or come up with key words they've just used in dance or whatever they're just not going to want to engage in that and it's almost like the teacher takes a step back because they don't want that hassle on their hands"				

4. Molly	"They just want them to engage in the lesson and, and that is it. That is what I found in my school anyway, it's was like don't worry about doing a lesson plan for core year 11 because all we want is them in their kit and actually taking part in the lesson" "key stage 3 obviously their key, their focus is primarily on oracy because all their lessons are going to be physical lessons. Whereas in their key stage 4 you've got your GCSE lessons so obviously there you would place more focus on their writing and their reading"				
Interview transcript: 1. Sam	"Tailor your resources, your questioning to suit those learners and the ones in between so everyone is being challenged and everyone is um, achi-achi-achieving the learning outcomes but a different kind of pace in different kind of ways." <mark>"I am now with my</mark>	Altering your questions and tasks to fit the students ability-challenging them	Teaching strategy	Teaching style	BERA (2003) state that young people need to be challenged via the teacher questioning them and that questioning reinforces and develops knowledge. The LTS (2012) state that in order to provide HQPE, the lesson should include a challenge for the learning to ensure

	questioning in order to kind of get the best out of the pupils with regards to literacy and how I kind of tailor my question in order to do that. So I think, um, you know, the questions you use, the assessment strategies you use can really um influence and improve the pupils literacy"				development and reinforcement is being achieved.