

WALES JOURNAL OF EDUCATION
CYLCHGRAWN ADDYSG CYMRU

21.1

Editors

Professor David Egan (Cardiff Metropolitan University)
Dr Russell Grigg (Ministry of Education, United Arab Emirates)

Editorial Board

Professor Gary Beauchamp (Cardiff Metropolitan University)
Professor David Egan (Cardiff Metropolitan University)
Karen Evans (Education Workforce Council)
Professor John Furlong (University of Oxford)
Dr John Graystone (Colegau Cymru)
Dr Russell Grigg (Ministry of Education, United Arab Emirates)
Professor Mark Hadfield (Cardiff University)
Professor Alma Harris (Swansea University)
Emeritus Professor David Hopkins (UCL Institute of Education)
Dr Chris Howard
Dr Cath Jones (University of South Wales)
Professor Dylan Jones (University of Wales Trinity Saint David)
Dr Michelle Jones (Swansea University)
Ann Keane (Formerly Her Majesty's Chief
Inspector of Education and Training, Estyn)
Dr Chris Llewelyn (Director of Education and
Lifelong Learning, Welsh Local Government Association)
Professor David Reynolds
Professor Claire Taylor (Wrexham Glyndŵr University)
Professor Iram Siraj (UCL Institute of Education)
Professor Malcolm Thomas (Aberystwyth University)
Dr Richard Thurston (Welsh Government)
Dr Jean Ware (Bangor University)
Professor Dylan Wiliam (UCL Institute of Education)

[https://doi.org/ 10.16922/wje.21.1](https://doi.org/10.16922/wje.21.1)

The article 'Evaluating Student Mentoring as an Intervention to Support Modern Foreign Language Learning in Secondary Schools in Wales' by Sally Blake and Claire Gorrara is Open Access, funded by Cardiff University for publication under a Creative Commons Attribution-NonCommercial licence (CC BY-NC). Information on Creative Commons licences is available at <http://creativecommons.org/licenses/>



Contents

Contributors	v
Editorial	1
PROFESSOR DAVID EGAN AND DR RUSSELL GRIGG	
The ‘troubles question of the married women teachers’: The Aberdare dismissals of 1908	4
DR SIAN RHIANNON WILLIAMS	
Evaluating Student Mentoring as an Intervention to Support Modern Foreign Language Learning in Secondary Schools in Wales	24
SALLY BLAKE AND CLAIRE GORRARA	
Home-grown foreign language anxiety: Experiences of Welsh university students studying through the medium of English	46
HOLLY PARFETT, MYFANWY MORGAN-JONES AND DR MAXWELL HARTT	
Care and Education. A Case Study: Understanding Professional Roles and Identities of Teachers within a Welsh PRU	65
PHIL SMITH AND DR MARK CONNOLLY	
The Collaborative Institute for Education Research, Evidence and Impact: A Case Study in developing regional research capacity in Wales	89
EMILY J. TYLER, RICHARD C. WATKINS, SARAH E. ROBERTS, MARGUERITE HOERGER, RICHARD P. HASTINGS, AMY HULSON-JONES AND J. CARL HUGHES	
Research News	109
Notes for Contributors	121



Contributors

Sally Blake is Head of Training and Environment at the Doctoral Academy at Cardiff University and is a Chartered Fellow of the Chartered Institute of Personnel and Development. Holding a Masters in Coaching and Mentoring Practice, she is Lead Trainer for the MFL Student Mentoring project and supports a range of mentoring initiatives for medical professionals, undergraduates and researchers. Her research interests are in the development of mentor identity, the support of mentors' learning and the professionalisation of mentoring.

Mark Connolly is an educationalist with experience working in a variety of institutional and cultural contexts. At present he lectures at the School of Social Sciences at Cardiff University in relation to areas of research interest which include professional identity, children's rights, risk and outdoor education, and creativity in education and cultural policy.

Claire Gorrara is Professor of French at Cardiff University and a member of the Welsh Government's Global Futures Steering Group, supporting a modern languages strategy in Welsh schools, 2015–2020. She is the Academic Lead for the MFL Student Mentoring project and Academic Director of Routes into Languages Cymru, a pan-Wales advocacy and outreach network supporting languages in Welsh schools. Her research on multilingualism in schools in Wales has been funded by the AHRC via flexible funding grants from its Open World Research Initiative projects.

Maxwell Hartt is a Lecturer in Spatial Planning in the School of Geography and Planning at Cardiff University.

Holly Parfett and Myfanwy Morgan-Jones are final year undergraduate students in Human Geography at Cardiff University. Holly's dissertation focuses on university sexual assault policies in the UK, and Myfanwy's examines the motivations of young people to participate in volunteer tourism.

Phil Smith is a PhD student in the School of Social Sciences at Cardiff University. His research explores the educational experiences of young

people in Pupil Referral Units and the occupational roles and routines of staff who work there. Phil is a qualified youth and community worker, which is where his interests in marginalised young people and the theory and practice of alternative education traditions stem from. He has a particular interest in, and experience of, participatory and creative research methods with young people, ethnographic methods, informal learning practices, and community engagement projects.

Sian Rhiannon Williams is co-editor of the Gender Studies in Wales series (University Wales Press) and Welsh language editor of *Llafur* history journal. Until 2016, she was a Senior Lecturer and Graduate Studies Co-ordinator at Cardiff Metropolitan University and has remained involved with doctoral supervision in the School of Education. She has lectured and published on various aspects of social history in Wales in the nineteenth and early twentieth centuries including the Welsh language, education and women's history. Her current research interests are focused on gender issues, women teachers and other women professionals in education in Wales.