

Cynllun Gwers Lesson Plan

Blwyddyn: Year: 1,2,3,4,5,6 (Criw Cymraeg)	Maes Dysgu a Phrofiad: <i>Area of Learning and Experience:</i> Languages, Literacy and Communication. • Languages connect us. • Understanding language is key to understanding the world around us. • Expressing ourselves through language is key to communication.	Amcan y wers: <i>Aims of the lesson:</i> To recognise and use the sentence structure 'Dw i'n...' to express feelings.
Gwybodaeth flaenorol: <i>Previous knowledge:</i> • Basic greetings; Bore da, Prynhawn da, nos da. • How to introduce oneself; Pwy wyt ti? ydw i.	Geirfa allweddol / Ffocws iaith: <i>Key vocabulary / Language focus:</i> • To learn how to respond to and ask the question, 'Sut wyt ti'n teimlo?' • To express emotions in response to being asked, 'Sut wyt ti?', using the language pattern 'Dw i'n.....'	Gweithgareddau Addysgu a Dysgu: <i>Teaching and Learning Activities:</i> • Pass Dewi the dragon around the Group as a language drill to teach and learn the question pattern. • Use flash cards as a language drill to learn the different feelings. • Use repetition and the 'sandwich technique' to drill the language. • Use of the 'Helpwr heddiw' booklet during the lesson for reference and also for use to practice at other times.
Adnoddau: <i>Resources:</i> • Physical flash cards • Dewi dragon • 'Helpwr heddiw' booklet.		



hapus



happy

cyffrous



excited

trist



sad

bendigedig



brilliant

wedi blino



tired

weddol



okay

sal



ill

crac

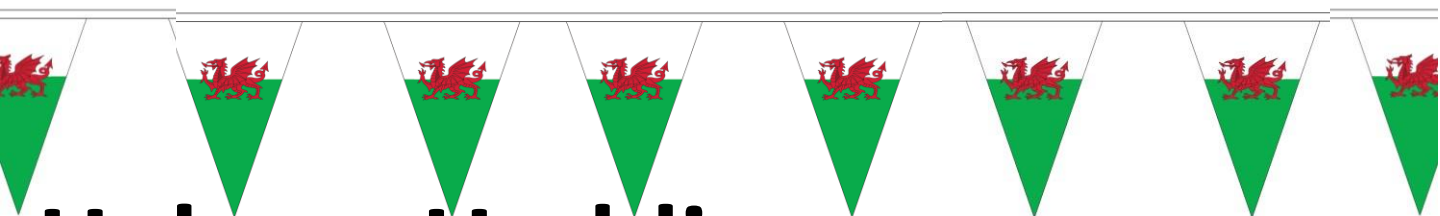


angry



Helpwr Heddiw





Helpwr Heddiw

Pwy wyt ti?

_____ ydw i.



Sut wyt ti'n teimlo?

Dw i'n hapus.

Dw i'n trist.

Dw i'n cyffrous.

Dw i'n bendigedig.

Dw i'n wedi blino.

Dw i'n weddol.

How are you feeling?

I am happy.

I am sad.

I am excited.

I am brilliant.

I am tired.

I am okay.



Faint ydy dy oed di?

Dw i'n (_____) blwydd oed.

Deg

Un deg un

How old are you?

I am (_____) years old.

Ten

Eleven



Oes brawd neu chwaer gyda ti?

Oes, mae (brawd/ chwaer) gyda fi.

Nac oes, does dim brawd neu chwaer gyda fi.

Do you have a brother or a sister?

Yes, I have a (brother/sister).

No, I do not have a brother or sister.

Ble rwyf ti'n byw?

Dw i'n byw yn(g) ()

Nghaerfyrddin

Where do you live?

I live in ()

Carmarthen



Sut le ydy Caerfyrddin?

Mae Caerfyrddin yn ()

anferth prydferth hyfryd

How is Carmarthen?

Carmarthen is ()

huge beautiful lovely



Oes anifail anwes gyda ti?

Nac oes, does dim anifail anwes gyda fi.

Oes, mae () gyda fi.

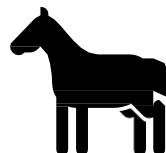
ci cath ceffyl madfall

Do you have a pet?

No, I do not have a pet.

Yes, I have a ()

dog cat horse lizard



Sut berson wyt ti?

Mae gwallt _____
gyda fi ac mae
llygaid _____gyda fi.

**What kind of person
are you?**

I have _____hair
and _____eyes.

brown melyn du sinsir glas gwyrdd



Disgrifiau dy hun.

Dw i'n (_____)
tal byr cyflym araf

Describe yourself.

I am (_____)
tall short fast slow

Beth ydy dy hoff fywd?

Fy hoff fwyd yw (_____)

**What is your favourite
food?**

My favourite food is (_____)



sglodion



pizza



frwyth



McDonald's



cawl



bara brith



Picau ar y maen

Beth wyt ti'n mwynhau wneud?

Dw i'n mwynhau (____)

What do you enjoy doing?

I enjoy (_____)

Wyt ti'n hoffi mynd i'r sinema?

Ydw, dw i'n hoffi mynd i'r sinema.

Nac ydw, dw i ddim yn hoffi mynd i'r sinema.

Do you like going to the cinema?

Yes, I like going to the cinema.

No, I do not like going to the cinema.



Wyt ti'n gallu nofio

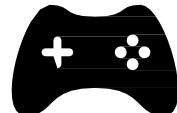
Ydw, dw i'n gallu

nofio.
Nac ydw, dw i ddim yn gallu nofio.

Can you swim?

Yes, I can swim.

No, I can't swim.



Beth wyt ti'n hoffi chwarae?

Dw i'n hoffi chwarae(____)

pel droed Minecraft
pel rwyd
gwyddbwyll
rygbi
gyda fy ffrindiau

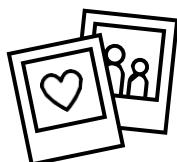
What do you like to play?

I like playing (____)

football
netball
rugby

Minecraft
chess

with my friends

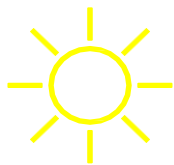


Sut mae'r tywydd heddiw?

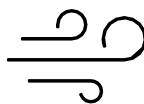
Mae'n (____) heddiw.



bwrw glaw



heulog



gwyntog



niwlog



bwrw eira



gymylog

Sut fydd y tywydd fory?

Bydd hi'n (____)

Ydy hi'n bwrw eira?

Ydy, mae hi'n bwrw

eira. Nac ydy, dydy hi ddim yn bwrw eira.



What will the weather be like tomorrow?

It will (____)

Is it snowing?

Yes, it is snowing.

No, it's not snowing.



Ydy hi'n bwrw glaw?

Ydy, mae hi'n bwrw glaw.

Nac ydy, dydy hi ddim yn bwrw glaw.



Is it raining?

Yes, it is raining.

No, it's not raining.

Oedd hi'n heulog ddoe?

Oedd, roedd yn heulog ddoe

Nac oedd, doedd hi ddim yn heulog ddoe.

Was it sunny yesterday?

Yes, it was sunny yesterday.

No, it wasn't sunny yesterday.

Lesson Evaluation

In this microteach, I introduced the language pattern, 'Dw i'n...' in the context of emotions and places. The aim of the lesson was for pupils to recognise and use the sentence structure 'Dw i'n.....' to express feelings. As only two of the six pupils in Criw Cymraeg attended the session, the lesson ended sooner than was expected as there were not as many pupils to contribute. This led to me starting to teach the lesson I had planned for the following week. Also, as there were only two attendees, I chose not to use Dewi the dragon in the lesson as there was no need to take turns.

As part of the Welsh Government (2017) aim to develop a million Welsh speakers by 2050, a group called Criw Cymraeg has been introduced, with the aim of having pupils from each year group being advocates for the use of Welsh throughout the school community. During the lesson I explained to the children their role as members of Criw Cymraeg in promoting the use of the Welsh language around the school, with their friends and teachers. Learning from peers and communities in this way is supported in theory by Vygotsky, who believed that individuals learn from more knowledgeable others by being scaffolded to progress through the zone of proximal development (Saville-Troike, 2012).

During the lesson I focused on oral communication, with no worksheets involved. This supports the mission of Welsh Government (2017) who state that in English medium schools, emphasis should be on learning the Welsh language predominantly for oral communication.

Patrick Farren (2019) explains that language learner autonomy is an important part of developing proficiency in the target language. This supports my reasoning for developing the 'Criw Cymraeg, Helpwr Heddiw' booklet, which the children can use to support their learning outside of the lessons, building confidence in their ability and encouraging autonomy. This also aligns with the Curriculum for Wales principles of progression, by increasing learner independence through seeking support from varying sources.

The booklet as well as the flashcards that I used, contain pictures as a visual reference for learners to aid comprehension and retention. This supports the different learning

styles that the pupils may have, as some individuals, who are visual learners can only learn something if they have seen it (Lightbrown and Spada, 2013). Smith and Franco (2023) also claim that using images alongside words leads to an increased retention of vocabulary, whilst reducing the need to translate which in time encourages the learner to think in Welsh.

For individuals who are kinaesthetic learners, I was miming the feeling, and the children were copying. Lightbown and Spada, 2013 and state that this type of physical action is helpful for kinaesthetic learners to acquire a new language. Smith and Conti (2021) agree, stating that when using bodily actions and gestures alongside speech, the retention and recall of new language is increased.

During the lesson, I used the sandwich technique, where I introduced the Welsh, translated to English and then repeated in Welsh again. Ghafoor, Shahzadi and Aslam (2024) state that this technique promotes a language learning environment that is positive as it reduces anxiety of the learner and increases the learner's confidence in understanding and using the learnt language. Valdes (2020) also claims that this translation technique aids learners in language acquisition. Smith and Conti (2021) agree, further stating that translation also helps to reduce cognitive overload.

Lambert, Kormos and Minn (2016) claim that repetition improves learner retention and performance in learning a second language. It is also claimed that repetition during oral drills, such as what I was doing, encourage retrieval and the noticing of mistakes (Smith and Conti, 2021).

The lesson focused on the learning of the consistent pattern, 'Dw i'n'. It was applied to two different categories, feelings and places, which meant that the learners could generalise the sentence structure, internalising it so that the pattern can be retrieved automatically (de Bot, Lowie and Verspoor, 2007).

During the lesson I modelled the language and used the 'my turn, your turn' technique, to encourage active participation. By modelling the correct pronunciation and intonation I aimed to build confidence in the learners to rehearse the Welsh language and repeat the structure that I was saying. This, along with repetition is supportive of their syntactic development (Mitchell, Myles and Marsden, 2013).

In future, I would incorporate more peer-to-peer interactions, as this will allow pupils to test their language skills on each other and notice when they are making mistakes. This encourages corrective feedback, which is most likely seen during communicative exchanges.

To conclude, the combination of repetition, visual scaffolding and active recall helped to increase the pupils' level of understanding and engagement. By the end of the session, pupils were able to confidently recognise and express their feelings in Welsh as well as state where they live. The use of visuals and miming feelings helped aid visual and kinaesthetic learners, in particular.

Reference list for lesson evaluation

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