



Pwy ydy i

Contenders to the Throne Version

ECAD 6052 (Lesson Resources, Plan and Evaluation)

2414553

Oes... gyda ti? - Do you have?

Oes... gyda ti? - Do you have?

Oes



Oes helmed gyda ti? - Do you have a helmet?

Oes barf gyda ti? - Do you have a beard?

Nac oes



Oes mwstas gyda ti? - Do you have a moustache?

Oes gwallt brown/du/golau gyda ti? - Do you have brown/black/blonde hair?

Oes coron gyda ti? - Do you have a crown?

Oes



Nac oes



Tasg / Task

In pairs, choose 1 contender to the throne.

You must ask questions in Welsh to find out which contender your partner is

You must answer the questions in Welsh.

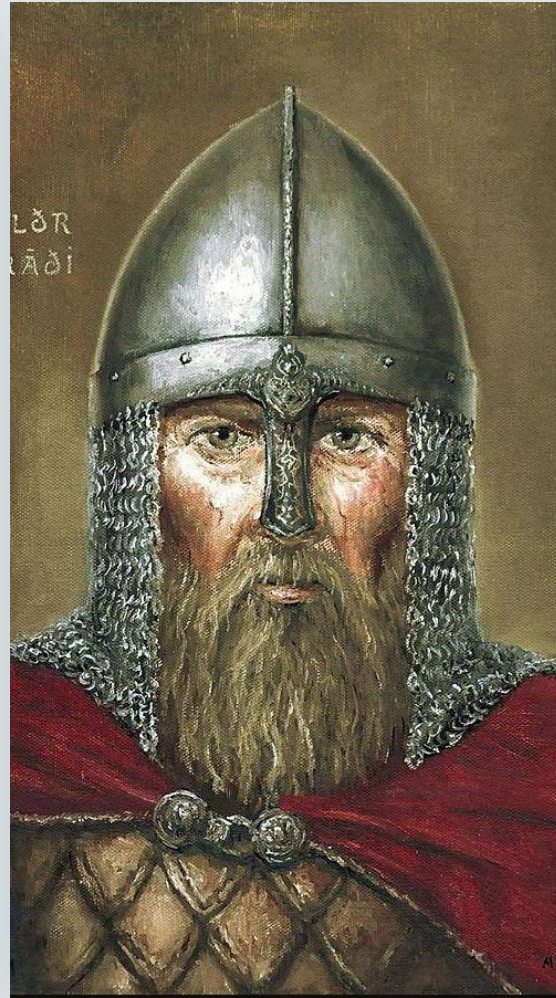
Yes = Oes

No = Nac Oes

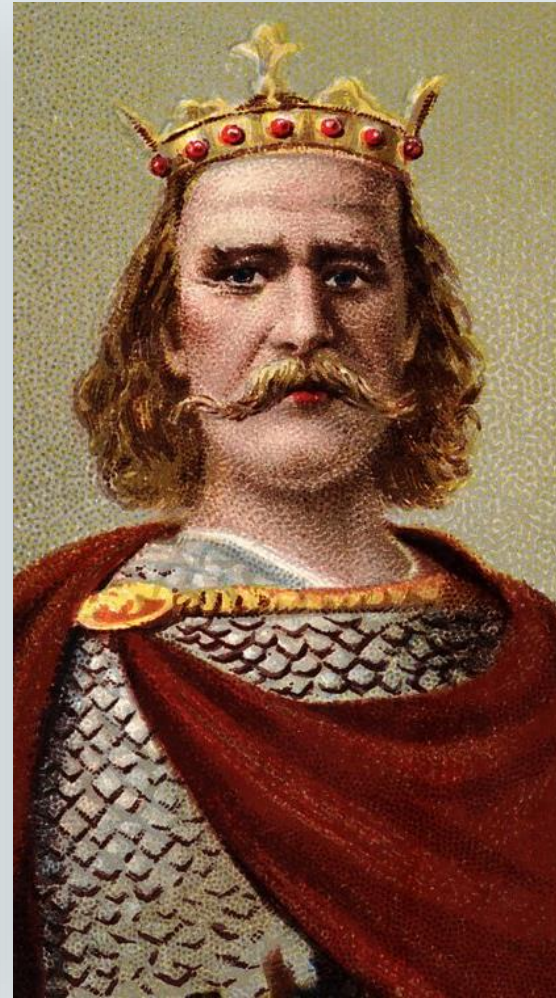
William the Conqueror



Harald Hadraada



Harold Godwinson



Edgar Aetheling



Blwyddyn / Year: 7	Maes Dysgu a Phrofiad / Area of Learning and Experience: Languages, Literacy and Communication & Humanities	Amcan y wers / Aims of the lesson: To learn the question ‘Oes... gyda ti?’ and how to use it in a game of Pwy ydy i, concerning the four contenders to the throne in 1066.
Gwybodaeth flaenorol / Previous knowledge: - Welsh: colours and facial features - e.g. hair and clothing - History: Each contender to the throne and the events of the Norman invasion	Geirfa allweddol / Key vocabulary: - Pwy ydy I? – Who am I? - Oes... gyda ti? - Do you have? - Helmed – Helmet - Barf – Beard - Mwstas – Moustache - Gwallt – Hair - Brown – Brown - Du – Black - Golau – light/fair - Coron – Crown - Oes - Yes - Nac oes - No	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: - Introduced to the lesson and task that will be done by checking if they have played guess who before and provide them with the Welsh phrase 'pwy ydy I' - Activate historical prior knowledge, questioning who the four contenders to the throne were - Introduce new vocabulary through drilling: repeat, repeat, repeat. I will read the question and the learners will repeat. Some will be chosen individually to repeat the question to check understanding and pronunciation (Oes... gyda ti?) - As a class, continue drilling to understand how to include nouns and adjectives in the question. Drilling will be used for the whole question e.g. 'Oes barf gyda ti?' and for individual words e.g. 'helmed'. - Ask learners the translations of individual words and questions and have them repeat them back to me e.g. 'How do we say moustache in Welsh?' How do we ask 'Do you have a helmet?', 'What does golau mean?' - Provide the responses to these questions (oes and nac oes) and complete drilling again. - Place the learners in pairs and provide them with the pwy ydy i sheet, to help them play the game. The learners will speak to each other by asking and responding to the questions in Welsh to figure out which contender they have chosen. - To complete the lesson, I will select some pairs to complete the task in front of the class to check understanding and progress and correct any misunderstandings
Adnoddau / Resources: - PowerPoint Presentation with key vocabulary and questions. - Pwy ydy i sheet – have images of each contender for the pupils to choose and then play the game.	Ffocws iaith / Language focus: Introduction: Pwy ydy i? During the task: Oes... gyda ti? - Do you have? e.g. Oes coron gyda ti? - Do you have a crown? Patwrm ateb/answer: Oes / Nac oes – Yes / No Understanding the correct response to an 'oes' question	

Evaluation

My micro-lesson focused on the game *pwyydy i?*, involving the four contenders to the throne in 1066. To complete this, the learners had to understand the question ‘Oes... gyda ti?', relevant vocabularies such as coron (crown), and the correct responses (oes / nac oes – yes / no).

To teach this vocabulary, I used drilling. Smith and Conti (2016, p. 11) highlight the importance of repetition, stating learners ‘repeat and recycle language as much as possible.’ Drilling helped the learners grasp pronunciation and meaning. To ensure all learners took part, individual learners were chosen to repeat the words. As Smith (2018, p. 8) states, ‘assessment for learning techniques is important’, such as ‘checking the learners are following’, to ensure that progress is being made, and misunderstandings are resolved.

The teaching followed a structured sequence. Firstly, learners were exposed to the question ‘Oes... gyda ti?’ before being introduced to contextual vocabulary relevant to the four contenders (helmed, barf etc). Finally, they practised responses, oes and nac oes, reinforcing learning through drilling. This process is aligned with Smith and Conti (2016, p. 11) who warn against overloading learners with ‘too much new language at once.’

To diversify learning, the learners used their acquired vocabulary in a paired game of *Pwyydy i?*, featuring the four contenders to the throne (Harold Godwinson, Harald Hadraada, William Duke of Normandy and Edgar Atheling). Scholarship supports the use of maintaining repetition while diversifying tasks. Smith and Conti (2016, p. 11) stress the value of having ‘opportunities to practice orally’ both with teachers and peers. The speaking game achieved this and utilised historical prior knowledge, which aligns with Smith and Conti (2016, p. 46) suggestion, that the chances of remembering new vocabulary are ‘increased when teachers evoke connections.’ Likewise, the use of a peer speaking game helped to advance the learner's retention, evidenced by Smith (2018, p. 111), who indicates that retention is ‘aided when a word is learned or practised in memorable contexts’. The combination of drilling, sequential learning, pair work and a game effectively reinforced language acquisition. This was evidenced when select pairs demonstrated their learning in front of the class.

If I were to repeat this lesson, I would involve students more in vocabulary selection. Allowing them to choose words relevant to the contenders could enhance engagement and retention. Additionally, expanding the number of historical figures would provide a broad range of vocabulary questioning opportunities. Combining these two reflections would allow greater development of Welsh vocabulary.

Ultimately, I believe this lesson helped enhance the Welsh Government’s aspiration to ‘support language acquisition and use of Welsh language skills’ (2017, p.7).

References

Smith and G Conti. (2016). The Language Teacher Toolkit Great Britain: Amazon.

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