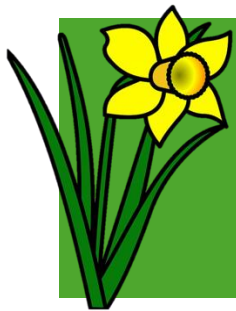
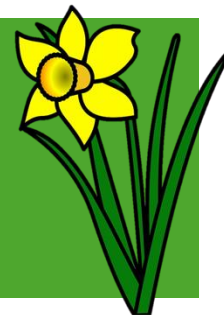


Cynllun gwers / lesson plan

Blwyddyn / Year: 8 Secondary school English Medium	Maes Dysgu a Phrofiad / Area of Learning and Experience: History, Languages, literacy and communication	Amcan y wers / Aims of the lesson: - Disgrifio'r y Titanic - Confidently describe the Titanic and its events using the lessons key terms in Welsh.
Gwybodaeth flaenorol / Previous knowledge: - Understanding of what happened on the Titanic. - Key words of the lesson to describe the ship such as glamour, famous, tragdgy.	Geirfa allweddol / Key vocabulary: Y Titanic Llong Eisberg Criw Suddo Enwog Hudol	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: - Learners complete a 5-minute vocabulary recall sheet linking Welsh key terms to the Titanic. - Activity: finish the sentences about the Titanic using the key words. Scaffolded with a keyword bank and sentence starters to support all learners (some ALN pupils). - Interactive oracy game- A plush toy thrown to random pupils to prompt verbal answers in Welsh from what they have written and can recall. - Key words learnt through repetition and language drilling. - Read key terms aloud to practise pronunciation and develop oracy skills. - Corrections provided live mark and address misconceptions to support accuracy. - Oracy practice- Volunteers read their completed descriptions aloud to the class and translate what their peers said. Supports pronunciation, fluency, and confidence in speaking.
Adnoddau / Resources: - Powerpoint. - Worksheet. - Plush toy. - Pen.	Ffocws iaith / Language focus: How to describe in Welsh-Disgrifio'r y Titanic •Roedd y llong yn...a.... •Gwelais... •Roedd y criw yn... •Mae'r eisberg yn... •Mae'r trychineb yn...	



Plenary



❖ Use the sheets and today's key words to complete your sentences about the Titanic in Welsh!

❖ **STRETCH IT:** Use connectives and write a paragraph to share with the class.

We will work together to translate!



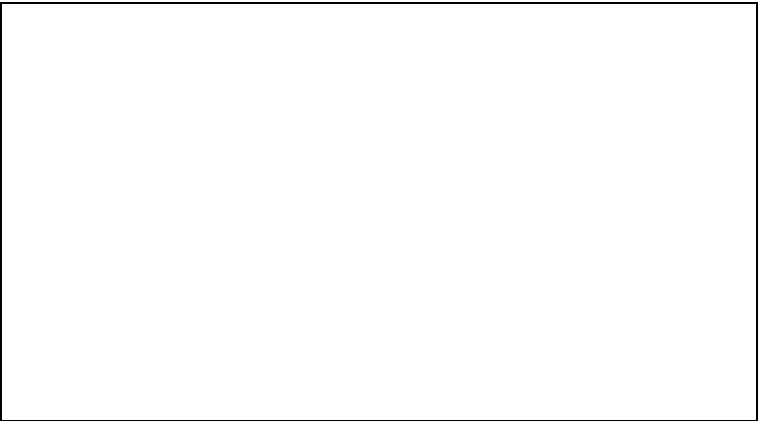
Tasg- Y Titanic

Key words

Ship	Llong
Iceberg	Eisberg
Lifeboat	Cwch achub
Crew	Criw
Sink	Suddo
Rescue	Achub
Big	Mawr
Tragedy	Trychineb
Famous	Enwog
Glamorous	Hudol
Happy	Hapus
scared	Ofnus

3. Draw the Titanic and label in Welsh:

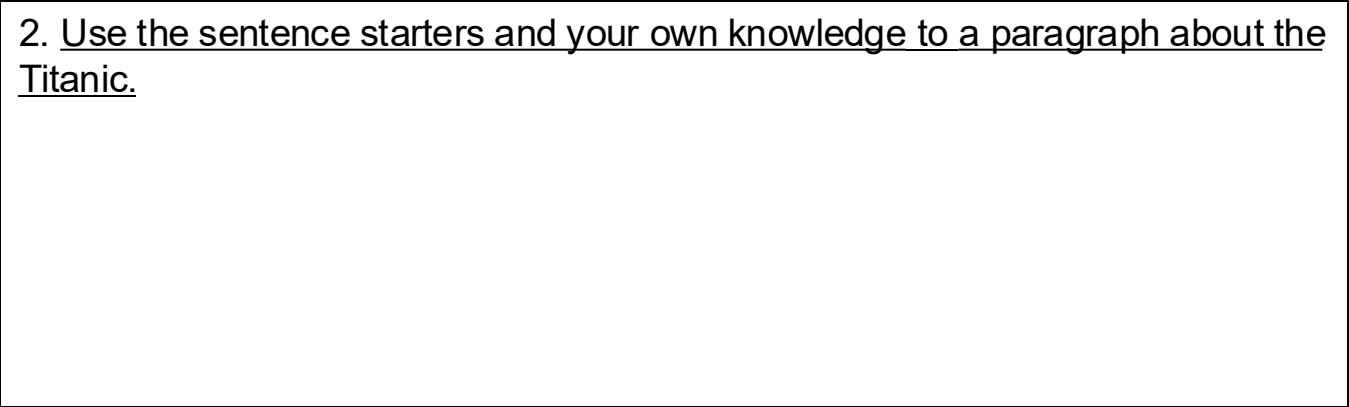
- 1.Ship
- 2.Iceberg
- 3.Lifeboat
- 4.Crew



1. Use these sentence starters to help you:

- Roedd y llong yn...a.... (The ship was...and ..)
- Gwelais... (I saw...)
- Roedd y criw yn... (The crew was...)
- Mae’r eisberg yn... (The iceberg is...)
- Mae’r trychineb yn... (The tragedy is...)

2. Use the sentence starters and your own knowledge to a paragraph about the Titanic.



Lesson Evaluation

The learning intention of this Year 8 plenary micro-lesson was to support the development of Welsh language skills through recall, oracy and literacy tasks, contextually linked to the history lesson on key words about the topic of the Titanic. By adding language skills into the plenary, learners not only consolidated their knowledge from the lesson but also developed their Welsh language skills in a meaningful way. Integrating Welsh when teaching a subject reflects the Curriculum for Wales, encouraging a cross-curricular approach to enhancing language competency and upholding the Welsh Government's aim for one million Welsh speakers by 2050, embedding the language throughout education (Welsh Government, 2017).

The main activity included a five-minute written task to fill in the sentences on the sheet using key words, followed by an oracy game involving a plush toy being thrown randomly around the classroom, comparable to a task carried out in Welsh lectures. This structure worked effectively as it set an expectation for the micro-lesson and as Smith (2022) notes, ensuring structured routines for learners increases your skills as a language teacher. Pupils had to recall and pronounce vocabulary linked to the Titanic such as 'llong, enwog and Hudol'. The written task allowed learners to apply the new vocabulary to sentence structures and the interactive game focused on spoken language, engagement, and retrieval practices. By reading out their written sentences, learners practised oracy and pronunciation, developing their speaking and writing skills. This also followed Conti and Smith's argument of the importance of listening tasks to increase confidence and ability in language skills as learners had to listen and repeat their peers' sentence (Conti and Smith, 2019). A positive and encouraging tone was taken during this section of the lesson to support Krashen's hypothesis that by keeping the tone light and supportive, anxiety is reduced and pupils become willing to speak another language and contribute to discussions (Krashen, 1982). It was clear from learners' responses that they grew more comfortable using Welsh words they had not seen before.

The task also supported key aspects of language learning such as repetition and language drilling. Conti (2016) suggests that drilling languages within game-based and inclusive activities is an effective way to promote engagement and exercise speaking skills. Through this task-based learning technique, learners repeated vocabulary verbally in a fun activity that Erlam and Tolosa (2022) suggest is the most efficient way to learn a language. It also helped shy pupils interact with the task and all pupils including those with ALN participate due to effective scaffolding through differentiated support on the resources, whiteboard and use assessment for learning techniques such as questioning.

Overall, learners enthusiastically engaged with the task and the plenary was successful in creating a positive learning environment for practising Welsh vocabulary in context to the history lesson. Learners were able to recall key words with increasing accuracy and some attempted full phrases/sentences by the end. Focusing on oracy also allowed me to model pronunciation and live-correct misconceptions, improving my own pedagogy. However, next time, I would use more sentence scaffolds on the board to encourage full and extended responses. I would also aim for more learners to speak to ensure participation ratio. Finally, perhaps a peer assessment task where pupils rate each other's pronunciation or fluency in a supportive way could also have enhanced the lesson. Overall, this plenary developed learners Welsh language skills and allowed me to try new teaching techniques that had an overall positive impact on the lesson.

References

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