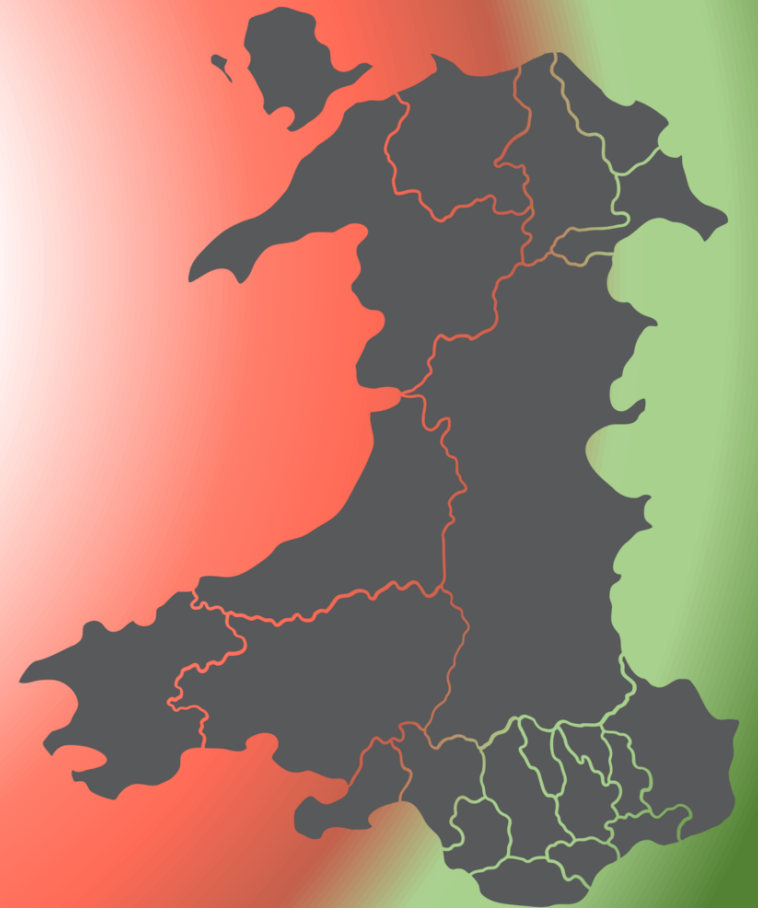


Cymraeg Mewn Ymarfer Proffesiynol **Welsh in Professional Practice** **(ECAD6052)**

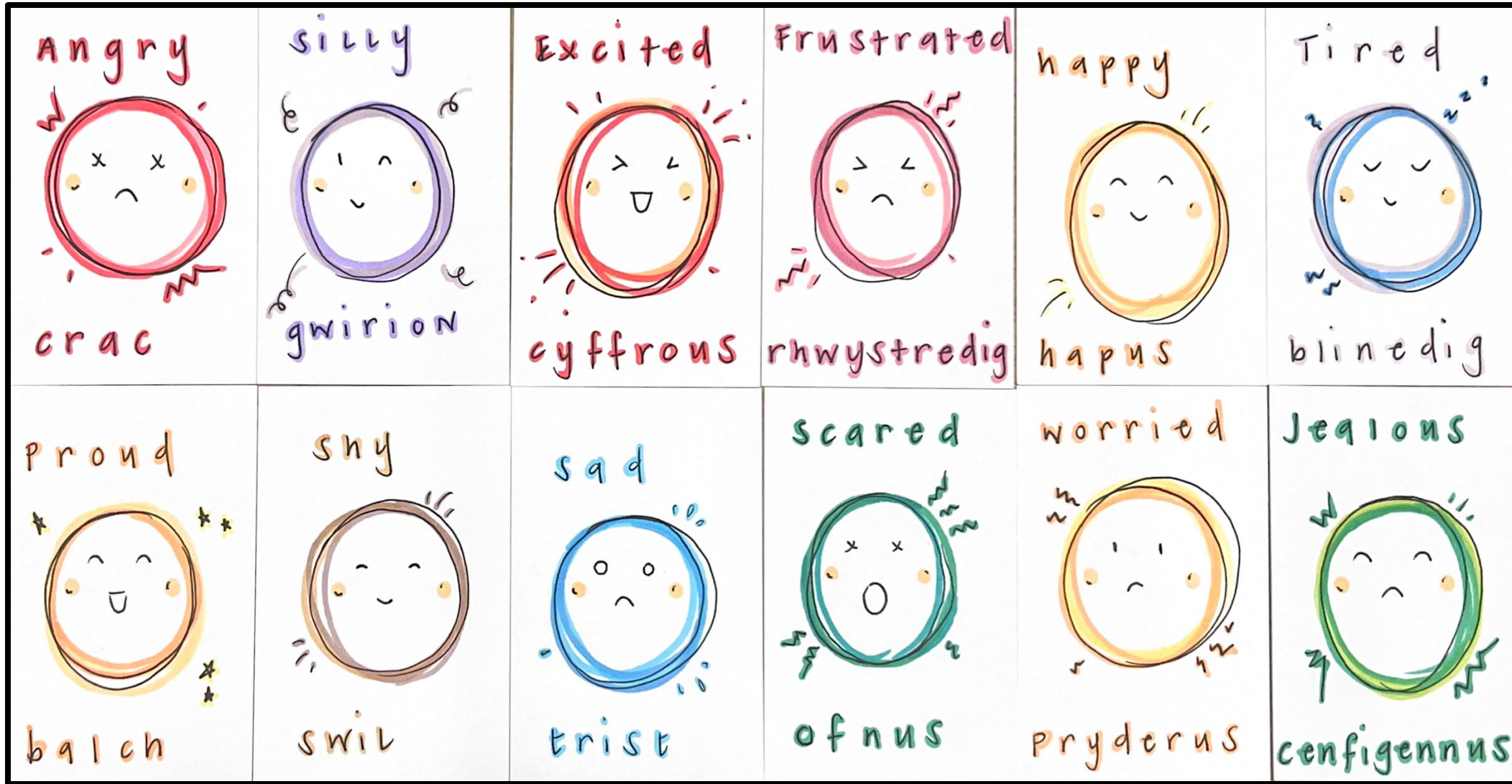
Melanie Hughes
Student ID: 1500393



Cynllun Gwers - Lesson Plan

Blwyddyn: Year Seven	Maes Dysgu a Phrofiad: Expressive Arts - Drama	Amcan y wers: • Continuing learning about Greek Theatre • Continue experimenting with gesture and mime
Gwybodaeth flaenorol: Learners were introduced to Greek Theatre history as well as its conventions, such as gestures, mime and masks. They began experimenting with using gestures and mime to communicate meaning and emotion.	Geirfa allweddol: angry – crac silly – gwirion excited - cyffrous frustrated – rhwystredig happy – hapus tired – blinedig proud – balch shy – swil sad – trist confident – pryderus jealous – cenfigennus stopiwch – stop edrychwch – look gwrandewch – listen	Gweithgareddau addysgu a dysgu: • Reinforcement Quiz: to gauge how much information was retained from previous lesson • Reinforcement Quiz: to identify if there are gaps in knowledge and if I need to reintroduce any previous information • Starter: physical activity that focuses on using gesture, body language and facial expression to portray emotion
Adnoddau: • PowerPoint • Welsh language emotion cards • Welsh language mat		Ffocws iaith: The language focus within the starter task centres about the emotion cards. Learners had to identify and translate each emotion card before the activity began. Additionally, the incorporation of Welsh commands (stopiwch, edrychwch, gwrandewch - "stop, look, listen" to gain attention and establish routine with the learners is a particular focus within the lesson.

Lesson Resources - Adnoddau



Welsh Language
Emotion Cards:



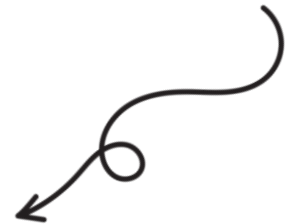
I had previously
designed and
created the
emotion cards,
with the intention
of incorporating
Welsh into lessons.

Lesson Resources - Adnoddau



PowerPoint:

Subject and date in both English and Welsh, I ask a different learner to read out the date in Welsh each lesson.



Lesson Resources - Adnoddau



Cymraeg



Greetings

Dewch I mewn	Come in
Croeso	Welcome
Bore da	Good morning
Prynhawn da	Good afternoon
Noswaith dda	Good night
Pob hwyl	All the best
Hwyl	Goodbye
Cofion	Best wishes
Wela I di	See you



Weather

Mae hi'n...	It's...
braf	fine
heulog	sunny
oer	cold
gymylog	cloudy
wlyb	wet
bwrw glaw	raining



Months

Ionawr	January
Chwefror	February
Mawrth	March
Ebrill	April
Mai	May
Mehefin	June
Gorffennaf	July
Awst	August
Medi	September
Hydref	October
Tachwedd	November
Rhagfyr	December

Everyday

Os gwelwch yn dda	Please
Dw i'n dysgu Cymraeg	I'm learning Welsh
Ble mae'r ty bach?	Where is the toilet?
Penblwydd Hapus	Happy Birthday



When?



nawr	now
heddiw	today
bore 'ma	this morning
heno	tonight
ddoe	yesterday
neithiwr	last night
wythnos nesa	next week
mis nesa	next month

Days



Dydd Llun	Monday
Dydd Mawrth	Tuesday
Dydd Mercher	Wednesday
Dydd Iau	Thursday
Dydd Gwener	Friday
Dydd Sadwrn	Saturday
Dydd Sul	Sunday



Welsh Language Mat:

I designed, created and printed this language mat, both for the learners as well as to reinforce my own use of Welsh within the classroom.

Lesson Resources - Adnoddau

English	Welsh	Singular	Plural
sit	eistedd	eistedda	eisteddwch
walk	cerdded	cerdda	cerddwch
run	rhedeg	rheda	rhedwch
read	darllen	darllena	darllenwch
look	edrych	edrycha	edrychwch
stand	sefyll	sefa	sefwch
sing	canu	cana	canwch
go	mynd	cer	ewch
bend/fold	plygu	plyga	plygwch
talk	siarad	siarada	siaradwch
throw	taflu	tafla	taflwch
write	ysgrifennu	ysgrifenna	ysgrifennwch

Lesson Resources - Adnoddau

English Phrases	Cymraeg
Walk around the classroom	Cerddwch o amgylch y dosbarth
Think, Pair, Share	Meddwl, Paru, Rhannu
Follow the script!	Dilynwch y sgript!
Stage the play	Llwyfannu'r ddrama
Clap your hands	Clapio eich dwylo

English Praises	Cymraeg
Well done	Da iawn
Excellent	Ardderchog
Fantastic	Bendigedig
Wonderful	Arbennig
Great	Gwych

Lesson Reflection

This was the second lesson based on the topic of Greek Theatre for this year seven class. Subsequently, the lesson intention centred around allowing the learners to continue familiarising themselves with conventions and mediums utilised throughout Greek Theatre. For the benefit of continuity in learning, the starter task was based on the main task of the previous lesson. Throughout planning the starter and lesson, it was a necessity for me to consider how I could create an environment in which learners could apply their knowledge in authentic contexts. As stated by Impact Wales (2022) through an application of the twelve pedagogical principles, teachers must endeavour to apply authentic learning contexts to enable learners to connect information gathered within a classroom and make sense of it through their individual experiences. Considering this, I designed a simple starter task, based around everyday emotions. The simplicity of the task, combined with knowledge regarding mime and gesture meant learners could apply new information in an authentic context.

In addition to contextual learning, I planned the starter task on account of verbal feedback that learners had given at the end of the previous lesson. When asking if and what they enjoyed most about the lesson, they responded that the practical tasks were the part they liked most. Ahmadi *et al.* (2023) state that utilising information about learners and their preferences to design bespoke classroom tasks can improve learner engagement, motivation and outcomes. Consequently, by using the information regarding practical tasks and adapting the starter task within this lesson, learner engagement was improved. However, later in the lesson, learners became disengaged and restless, this was due to the nature of the primary task. On reflection, in future lessons, I will ensure that tasks are based on practical work to encourage continued engagement and motivation.

Lesson Reflection

When considering classroom management, it is important to set clear, concise and continuous expectations to establish routine. I begin each lesson by reinforcing the expectations, if necessary, and by ensuring the learners have a clear understanding on how I will get their attention, when needed. I utilise dual-coding through verbal communication coupled with gestures to reinforce. Throughout the lesson, I use the phrase "stopiwch, edrychwch, gwrandewch" whilst gesturing stop, look and listen.

In addition to using a phrase to gain attention, I endeavour to incorporate as much positive reinforcement within the classroom as possible. As stated by Doherty and Hughes (2014, p. 37) positive reinforcement can be praise, positive body language or another reward in response to specific behaviour. As a result of using positive reinforcement, the chances of the desired behaviour continuing are improved. Therefore, I use simple Welsh praises within the classroom, such as "da iawn" to increase the likelihood of the positive behaviours continuing.

When reflecting on my use of Welsh within the classroom, it has been challenging as a non-Welsh speaker to incorporate the language into my lessons whilst also familiarising myself with pedagogical principles and techniques. However, as my confidence in foundational teaching skills grow, so does my ability to incorporate an increased amount of Welsh into the classroom. I am committed to my journey of using Welsh throughout my teaching practice. As stated by Welsh Government (2023) all teachers must reflect upon their practice and look to engage in continuous professional development. I strive to further my Welsh language skills to ensure learners within my classroom have the best opportunity to reach their potential and to help ensure Welsh Government reach their vision of one million Welsh speakers by 2050 (Welsh Government, 2017, p. 4).

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