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Welsh in Professional Practice
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Prifysgol Cymru
Y Drindod Dewi Sant
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Lecture 16 & 17: 11.2.2025

- Assessment
- Welsh Language Competency Portfolio

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WELSH LANGUAGE SERVICES CENTRE

Cynllun gwers / Lesson plan

Blwyddyn / Year: Blwyddyn 8 (Set 2)	**Maes Dysgu a Phrofiad / Area of Learning and Experience**: Expressive Arts (Art & Design)	**Amcan y wers / Aims of the lesson**: Students will learn and use key Welsh words and sentence structures to describe artwork, building bilingual confidence in a creative context.
Gwybodaeth flaenorol / Previous knowledge: Although a high set class, the level of Welsh is low. They are currently working on 'opinions' in their Welsh class (eg. Responding to questions and express simple opinions using sentence patterns.) Regarding art terms, students are confident with the colours in Welsh, however expressed they do not know any art other art related terms.	**Geirfa allweddol / Key vocabulary:** **Emosiynau/Emotions** (Eg. Hapus, Cyffrous, Pwyllog) **Cwestiynau allweddol/Key questions/** Eg. Beth mae'r gwaith celf yn dangos? Pa fath o liwiau mae'r arlunydd wedi eu defnyddio?) **Mathau o liwiau/Colour Types** Lliwiau oer Lliwiau tynn Lliwiau cynnes **Geiriau Disgrifiadol/Descriptive Words** (Eg. Hardd, Cyffrous, Hwyl)	**Gweithgareddau addysgu a dysgu / Teaching and Learning Activities**: **Drilling activity** The key emotion words in Welsh are displayed clearly on the board. As a class, we work through each emotion using **choral repetition**, encouraging accurate pronunciation. For each word, we **model the corresponding facial expression** and **adjust our tone of voice** to reflect the emotion being expressed. This process is repeated several times to support recall and confidence. Once familiar, pupils observe as I act out a facial expression without speaking, and they must identify and say the correct Welsh word for the emotion being shown. **Register in Welsh** Students are to answer the register with the emotion they are feeling as opposed to 'yma'.

Ffocws iaith / Language focus:

Descriptive language for responding to and discussing visual artwork in Welsh.

This includes:

- **Key vocabulary**
- **Sentence starters**
- **Speaking in full sentences** to express thoughts and preferences about artwork.

Adnoddau / Resources:

Powerpoint presentation

‘**Celf yn Gymraeg’** worksheet for students to collect welsh vocabulary related to Welsh and keep in their Art folders.

Gweithgareddau addysgu a dysgu / Teaching and Learning Activities continued…

Main Task
Powerpoint game where students learn key terms and are then tested on their knowledge.

This gets progressively more difficult eg…

Level 1:
They have to describe what kind of colours are used in the picture, with the translation visible.

Level 2:
No translation visible but the words are in the same location as before.

Level 3:
No translation and words are jumbled.

Lesson Evaluation

Context and Overview

This micro-lesson integrated the Welsh language into an art context, supporting students to describe colours and express opinions using Welsh vocabulary. It focused on oracy within a creative discipline, helping learners become more confident in their Welsh speaking ability in line with the Curriculum for Wales 2022 and the government's Cymraeg 2050 strategy, which aims to create a million Welsh speakers by 2050.

The class consisted of Year 8, set 2 learners, with strong engagement in art but generally low Welsh language ability. While most could recall colour names and some sentence starters, they lacked confidence using full Welsh sentences or subject-specific language. The lesson aimed to improve both subject vocabulary acquisition and bilingual competence, aligned with Area of Learning and Experience (AoLE) statements from the 'Languages, Literacy and Communication' and 'Expressive Arts' areas.

What Went Well

Students were asked to answer the register with an emotion word in Welsh, relating to how they were feeling that lesson. While sometimes viewed as a traditional or boring technique, drilling remains a highly effective tool for language acquisition, especially for pronunciation and recall. ***'Thornbury (2005)'*** suggests that drilling builds automaticity and reduces cognitive load, allowing learners to produce language fluently during communication tasks. During my Welsh language lectures at university, I found the drilling technique particularly effective in helping me retain key vocabulary. This first-hand experience highlighted its value, and I was therefore keen to incorporate it into my lesson, knowing how impactful it can be for language acquisition.

The lesson began with a defined language focus: "To learn how to describe artwork in Welsh". Sentence starters and key vocabulary were introduced visually and aurally, and modelled in use. This is in line with ***'Vygotsky's (1978)'*** theory of the '***Zone of Proximal Development (ZPD)'***, which argues that learners benefit most when working just beyond their independent capabilities, supported by scaffolding such as sentence frames, gestures, and repetition.

The central activity was a gamified PowerPoint where students identified art vocabulary at increasing levels of difficulty:

Level 1: Welsh/English visible side-by-side
Level 2: Only Welsh, same layout
Level 3: Only Welsh, words jumbled

This gradual release of support matches ***'Rosenshine's Principles of Instruction (2012)'***, particularly "guiding student practice" and "scaffolding difficult tasks." It also aligns with Tom Sherrington's interpretation of "checking for understanding" before increasing challenge.

The game maintained high engagement, allowed differentiation, and provided continuous formative assessment. It supports the Welsh Government's emphasis on playful, active learning, as outlined in ***"Successful Futures" (Donaldson, 2015)*** and the Curriculum for Wales documentation, which encourage "authentic contexts" and "cross-curricular learning."

The 'Celf yn Gymraeg' worksheet allowed students to collect key terms and store them in their art folders. This supports the development of 'metacognitive strategies' by encouraging learners to take ownership of their language learning ***(EEF, 2020)***. It also contributes to building a bilingual working glossary they can apply in future lessons.

Even Better If

Although oral repetition and recall were excellent, students could benefit from producing a short written or spoken description of an artwork using Welsh vocabulary. This would support deeper learning and provide a measurable outcome. According to ***Swain's (1995) Output Hypothesis***, producing written language helps consolidate learning and reveals gaps in knowledge that students can correct through feedback.

To stretch more confident learners, extension tasks could involve comparing artworks, explaining preferences, or even writing a short art critique using multiple sentence structures. This aligns with ***Professional Teaching Standard 4.2 (Wales):*** "Adapt teaching appropriately to respond to the strengths and needs of all learners."

As I personally find the Welsh language challenging, I did not model the section of the drilling task that involved acting out emotions. Unfortunately, nerves got the better of me in the moment, and I omitted that part unintentionally.

This lesson reinforced my belief that teaching language through context, art, and oracy is both engaging and effective. It also reminded me of the importance of planned differentiation, retrieval practice, and meaningful application, all of which feature prominently in Rosenshine's principles, Donaldson's curriculum recommendations, and the Professional Teaching Standards for Wales.

References

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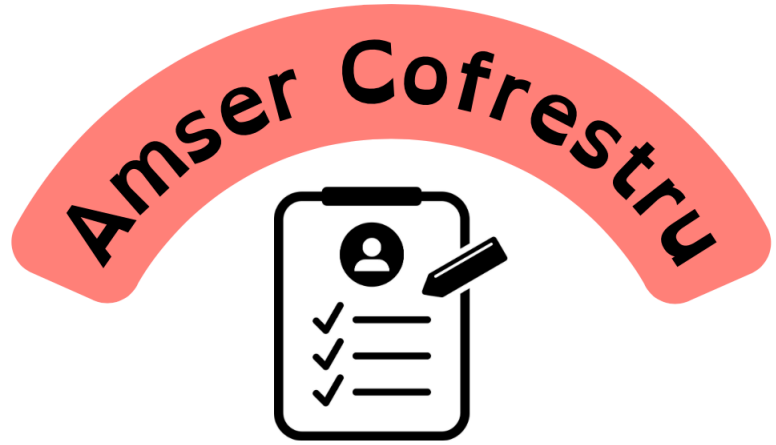
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My Resources





Register Time

Sut wyt ti heddiw?

- **Hapus** – Happy
- **Cyffrous** – Excited
- **Llawen** - Joyful
- **Wedi Blino** - Tired
- **Bodlon** – Content
- **Trist** – Sad
- **Pwyllog** - Calm
- **Newynog** - Hungry

tion (4:3)

Describing the Artwork

What does the artwork show?

Beth mae'r gwaith celf yn dangos?



The artwork shows...

Mae'r gwaith celf yn dangos...

Beth mae'r gwaith celf yn dangos?



Mae'r gwaith celf yn dangos...

Ceffyl

A horse

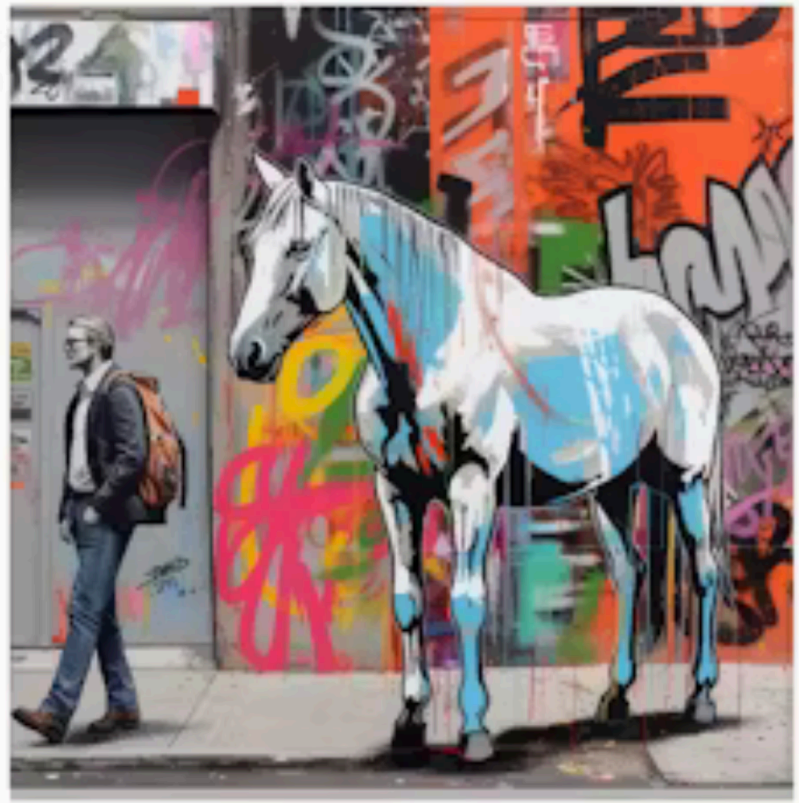
Enw

A name

Ci

A dog

Beth mae'r gwaith celf yn dangos?



Mae'r gwaith celf yn dangos...

Ceffyl

Enw

Ci

Beth mae'r gwaith celf yn dangos?



Mae'r gwaith celf yn dangos...

Ceffyl

Ci

Enw

Describing the Artwork

What type of colours has the artist used?

Pa fath o liwiau mae'r arlunydd wedi eu defnyddio?



The artist has used...

Mae'r arlunydd wedi defnyddio

Pa fath o liwiau mae'r arlunydd wedi eu defnyddio?



Mae'r arlunydd wedi defnyddio...

Lliwiau cynnes	Lliwiau oer	Lliwiau tynn
Warm colours	Cold colours	Bright Colours

Pa fath o liwiau mae'r arlunydd wedi eu defnyddio?



Mae'r arlunydd wedi defnyddio...

Lliwiau cynnes

Lliwiau oer

Lliwiau tynn

Pa fath o liwiau mae'r arlunydd wedi eu defnyddio?



Bore Da -

Mae'r arlunydd wedi defnyddio...

Lliwiau tynn

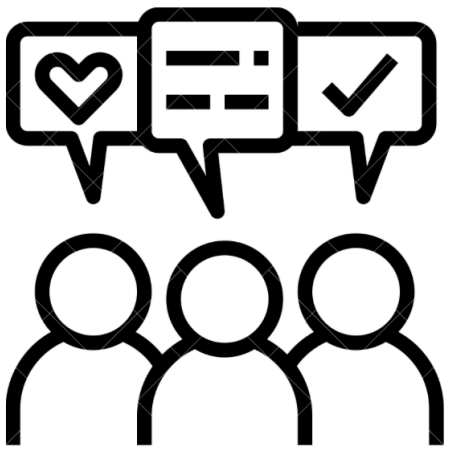
Lliwiau cynnes

Lliwiau oer

Describing the Artwork

What is your opinion of the artwork?

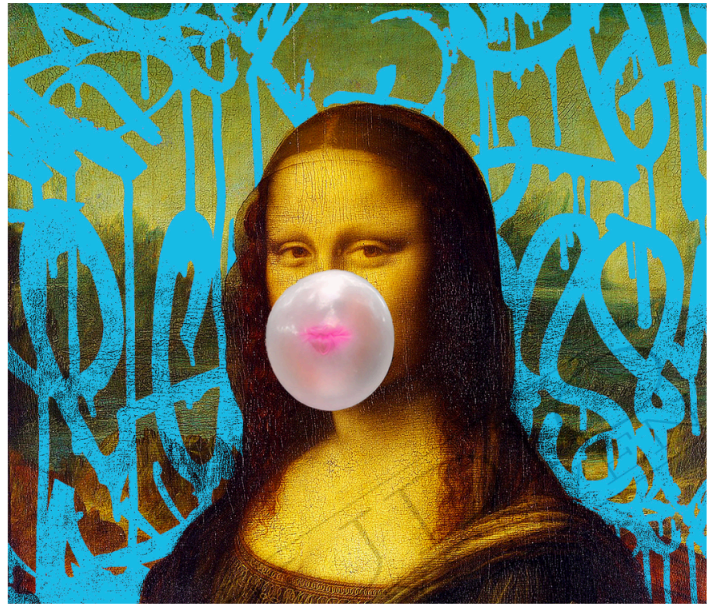
Beth yw dy farn di am y gwaith celf?



In my opinion the artwork is...

Yn fy marn i, mae'r gwaith celf yn...

Beth yw dy farn di am y gwaith celf?



Yn fy marn i, mae'r gwaith celf yn...

Unigryw	**Anodd**	**Impresiynol**
Unique	Odd	Impressive
Cyffrous	**Hardd**	**Hwyl**
Exciting	Beautiful	Fun

Beth yw dy farn di am y gwaith celf?



Yn fy marn i, mae'r gwaith celf yn...

Unigryw

Anodd

Impresiynol

Cyffrous

Hardd

Hwyl

Beth yw dy farn di am y gwaith celf?



Yn fy marn i, mae'r gwaith celf yn...

Hwyl

Cyffrous

Unigryw

Anodd

Impresiynol

Hardd