

Welsh Language Teaching

Cynllun gwrs / Lesson plan

Blwyddyn / Year: 1/2 Gwybodaeth flaenorol / Previous knowledge: - Children will have heard the terms before through the Ffa La La programme. - Children often sing the songs from the programme so are likely to be aware of the items of clothing in Welsh and the question 'Beth wyt ti'n gwisgo?'. - Children will need to be introduced to the language pattern 'dw i'n gwisgo' and then be shown how to add the item of clothing and colour. This will be completed as class.	Maes Dysgu a Phrofiad / Area of Learning and Experience: Language Literacy and Communication. SOWM - 'Literature fires imagination and inspires creativity' PS2 - 'I can use my imagination to respond to and adapt literature.' 'Understanding languages is key to understanding the world us' PS1 - 'I can experiment with newly-learned vocabulary.' Four Purposes - Amy - 'Amy believes anybody can do anything if they work hard enough! And she's right!'	Amcan y wers / Aims of the lesson: L.O – I can write a poem about clothes in Welsh. - Consolidate previous learning from Ffa La La learning in previous years. - Learn the language pattern 'dwi'n gwisgo' and add the item of clothing and the colour. - Use the language mat to support ability to independently write poem in book. Extension Activity – The high flying learners will be asked to use the familiar pattern 'dw i'n hoffi' or 'dw i'n ddim yn hoffi' to add to their poem and write whether they like the items of clothing or not.
Adnoddau / Resources: - Ffa La La programme – Song, and flashcards. - Bingo Game and Cards. - Word Mats – Colours and Clothes.	Geirfa allweddol / Key vocabulary: - Beth wyt ti'n gwisgo? - Dw i'n gwisgo.... - Clothing translation Ffocws iaith / Language focus:	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: - Transition through practice of the song Heno Heno for their St Davids Day concert. - Activate prior knowledge of clothing in Welsh. - Practice patterns 'Beth wyt ti'n gwisgo?' and 'Dw i'n gwisgo' through clapping, songs and drilling. - Remind children of the colours.

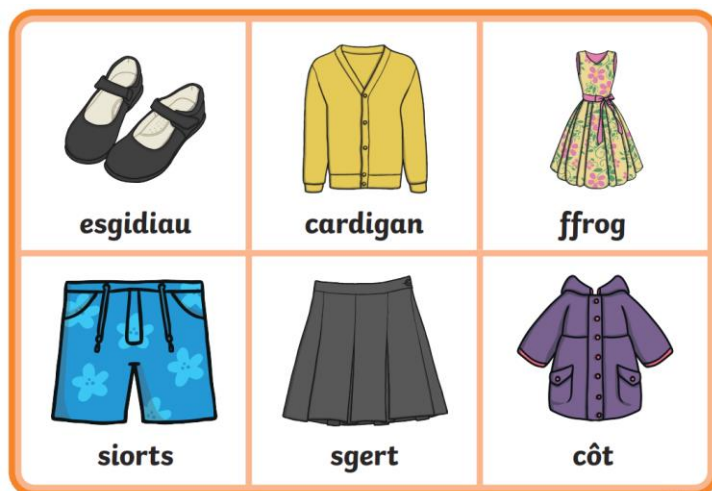
- Learning Objective. - Visuals to support lower ability learners.	Example – ‘Dwi i’n gwisgo sannaau glas’.	- Bingo game consolidating Welsh translation of clothes. - Independent writing of clothing in Welsh with some support from word mats.
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Adnoddau / Resources:

Class Starter:

See attached video in Turn It In edited through ‘imovie’. The children are introduced to the topic as a class throughout the week, which would be the focus in their Welsh focus tasks. In the video you can see myself settling the children by bringing them to the carpet singing Heno Heno. Then, I introduced the topic ‘Dilliad’, although the children previously learnt one of the songs for their Eisteddfod. But the lesson plan is the continuation of learning that the children completed independently in their exercise books (Slides 7 and 8).

Bingo Card Example:



Learning Objective:

LO: I can create a poem about clothes in Welsh.





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Self/Peer Assessment





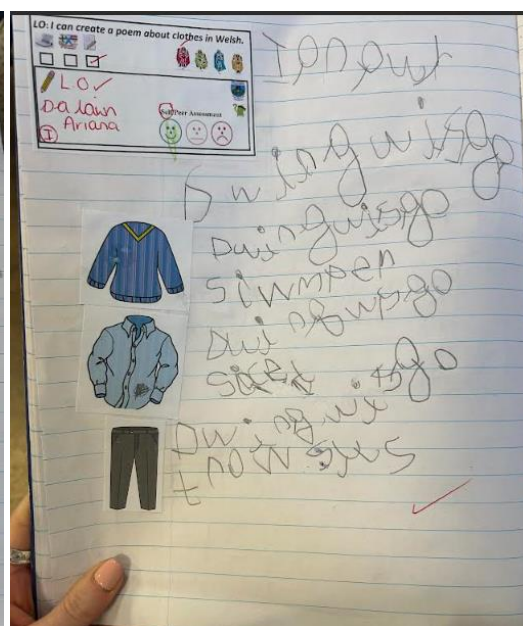
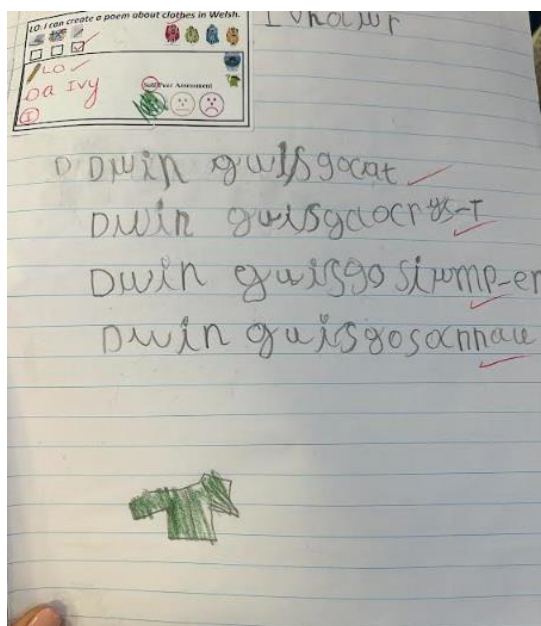
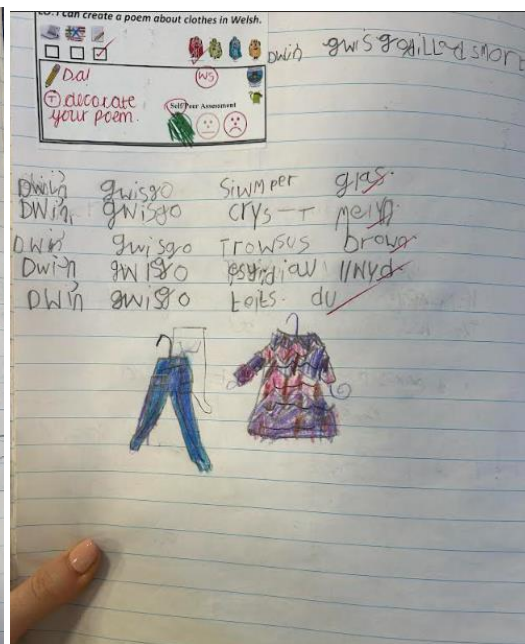
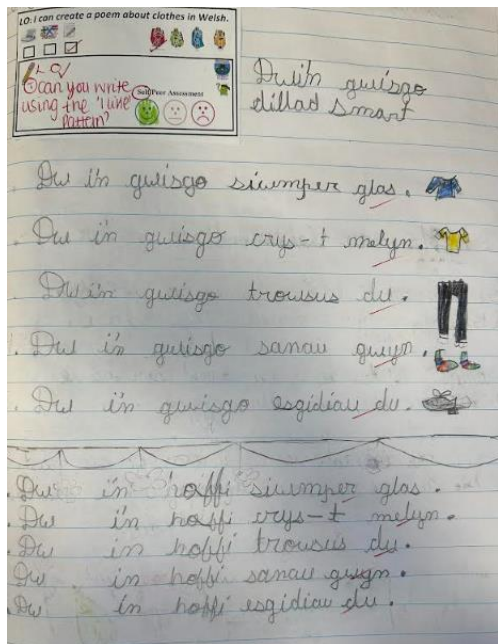
Word Mats:



Visuals to support LA learners:



Examples of Differentiated Work:



Lesson Evaluation:

Practitioners within the teaching profession should prioritise being reflective of their pedagogy in considering which methods have the most impact on their learners (Welsh Government, 2023). With this considered, it is vital as an aspiring practitioner to be reflective of my own pedagogy. Arguably, reflective teaching is even more so vital when promoting the Welsh language, in order to be in support of the 'Cymraeg 2050' vision (Welsh Government, 2017).

Reflecting on this lesson meant identifying the strengths and areas to improve my personal pedagogy. A particular strength I found during this lesson, and throughout the teaching of Welsh during this placement, is the use of song. Using song is suggested to be an effective method in giving information to children so they can receive the meaning (National Day Nurseries Association Cymru, 2024). Furthermore, the use of singing 'Heno Heno' at the beginning of the lesson can be suggested to relax the children before they begin to engage in their learning (The Children's Society, 2023). This is evident through the transition period so children came to the carpet in their own time, whilst singing 'Heno Heno' to remain calm for their lesson. From personal experiences I would argue that the use of song is successful as it uses repetition in a creative and uplifting way that the children can be enthusiastic about. Through the use of song and repetition, including the use of 'my turn your turn' the children can learn key Welsh patterns and phrases and love learning it (Ffa La La, 2023). Throughout this lesson, the children learnt how to use the familiar patterns 'Beth wyt ti'n gwisgo?' and 'Dw i'n gwisgo' which were both included in the songs. To further promote this, I used actions to further engage the children. As a result of the engaging transition and starter to the topic 'Dilliad', most children were able to recall and apply their learning by practicing the sentence patterns independently. Therefore, the enthusiasm from the children as well as the outcome of their work, would suggest that the use of repetition through song is successful pedagogy for learners.

However, it is fair to mention that there were areas to improve with regards to getting the most out of the opportunity to teach Welsh in a way that suits all learners. Although most learners were engaged throughout the songs and repetition, as a practitioner I could have included visuals on the carpet to support the learners consider EAL (English as an Additional Language) or for those who thrive through visual learning. Although it is fair to mention that there were word mats and a bingo game to support these learners in their independent learning, it would have also been beneficial for these children to see flashcards when being introduced to the vocabulary. Evidence suggests that for children learn languages through modelling and can be further supported through visuals such as flashcards (Department for Education, 2021). Overall, suggesting that the use of flashcards could have been supportive for those who struggle with their English language, let alone Welsh, or those who prefer visuals to learn.

In addition to this, Estyn have identified the use of games as good practice in develop literacy and language skills (Estyn, 2018). The use of the bingo game allowed the children to recall and consolidate their learning of the vocabulary for the clothing in Welsh. As there was an element of competition, the children seemed to be engaged by celebrating when they got the item of clothing and were able to translate.

Arguably, there were several different teaching methods that I used to promote the Welsh language such as my turn your turn, songs, word mats, and clapping and a calming transition. However, in order to improve my pedagogy so all learners can be supported with their ability to thrive and progress in the Welsh language, it was vital to reflect upon my teaching methods.

But overall the outcome of the children's learning suggests that the key vocabulary within the 'dilliad' topic was successfully communicated as all learners were able to translate the vocabulary and patterns independently or through the use of different support aids. But above all, all learners met the learning objective through different means of support and aids. Although, in my future practice, I will ensure to have visual supports for the children who learn best through visual learning; with the hope of allowing all learners to thrive in their individual learning of the Welsh language. Furthermore, I will continue to make Welsh engaging and entertaining for the children using song, and games to promote their love and passion for the language.

References:

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Word Count: 1262