

Cwaitth grŵp



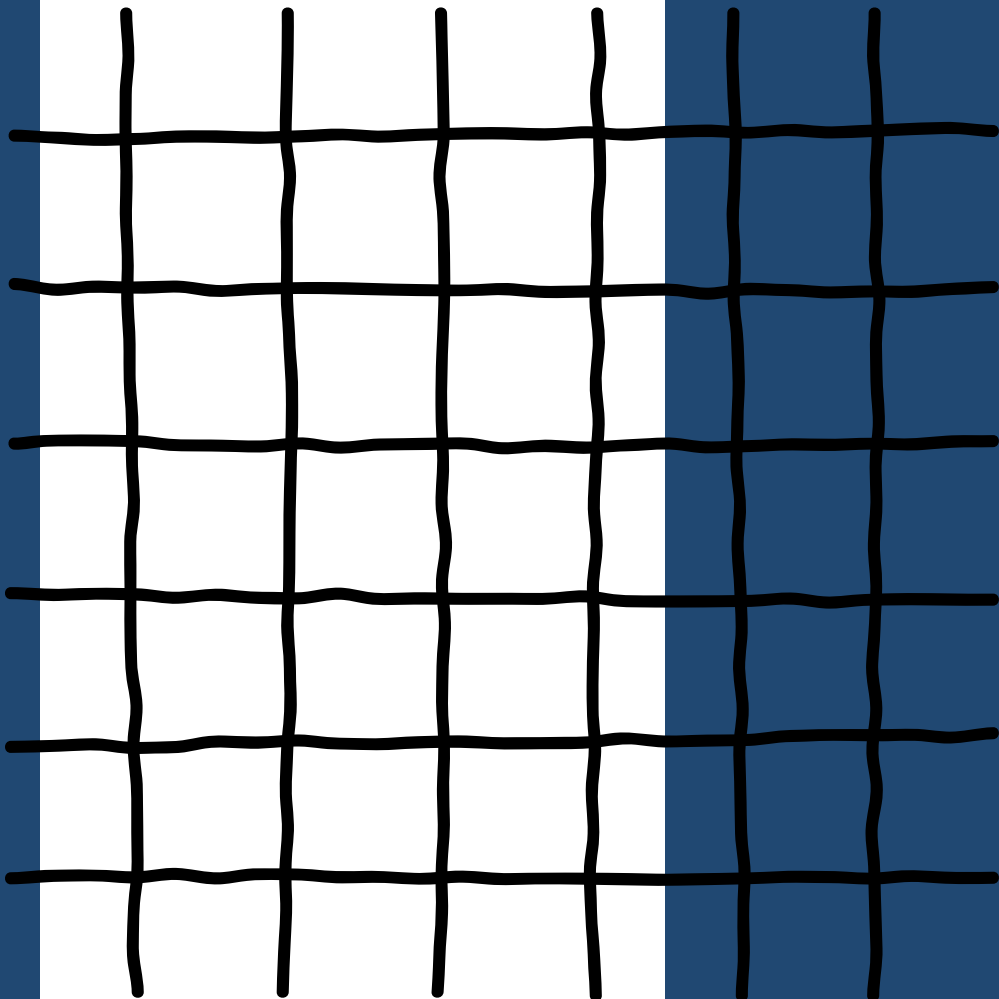
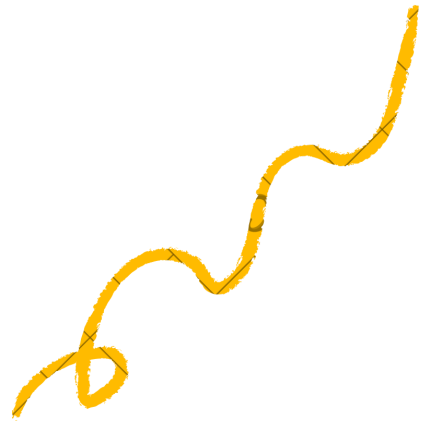
Datblygu sgiliau ar gyfer gweithio mewn grŵp
Skills development for working in a group



Gyda diolch i Greg Horton am syniadau o feithrin sgiliau grŵp

Mathau o dasgau llafar

Athro/ disgybl(ion) Teacher to pupil(s)	Cyfarwyddiadau/ ymarfer patrymau a geirfa Classroom instructions / presentation and practice of new vocabulary / questions
Disgybl i athro Pupil to teacher	Ailadrodd/ Ateb a gofyn cwestiynau Repeating / answering a question / classroom routine /
Disgybl i athro Pupils to teacher	Ail adrodd ar y cyd. Choral repetition
Disgybl i ddisgybl Pupil to pupil	Role play / interview / information gap / survey / pair- share. Independent chat. Chwarae rôl. cyfweiliad/ gwybodaeth coll/ holidaur/ rhannu gyda phartner. Sgwrs annibynnol heb fewnbwn athro.





Hanfodion Gwaith grŵp



Defnyddio'r iaith darged

Grwpiau bach yn
cyfarthrebu

tasgau yn mynnu barn a dadl

iaith anffurfiol
anturiol

ymatebion
naturiol

Dechrau a gorffen yn naturiol

Barn bersonol nid
chwarae rôl

Gwneud
defnydd o'r
iaith sarged



Cam 1 & Cam 2

Paratoi disgyblion ar gyfer cydweithio a rhyngweithio

Symud o gwaith pâr i grŵp o dri



Tasg syml yn denyddio'r iaith ymateb



Cyflwyno iaith ymateb



Sabardunau amrwiol:
Newyddion cyfredol,
ffasiwn, bwyd, dillad,
enwogion,
cerddoriaeth a.y.b

- Items are easily recognisable and will often provoke differences of opinion.
- Use cross-topic vocabulary that is easily pronounced.
- Cognates, brand-names and celebrities are particularly effective.
- The learning focus is on the structures and dynamics of a conversation; the stimulus vocabulary is subsidiary.

Agreeing
Disagreeing
Surprise
Uncertainty
Disinterest
Rejection

Cytuno/ anghytuno . Sioc.
Amheuaeth. Gwrthod ymateb

Camau at waith grŵp llwyddianus

Paratoi disgyblion ar gyfer cydweithio a rhyngweithio

Dechrau cymryd rhan mewn sgysiau digymell yn annibynnol .gan ddenyddio ieithwedd syml



Tyfu yn fwy hyderus wrth siarad yn ddigymell. Yn gallu cwestiynu yn effeithiol a defnyddio dyfeisiadau sgwrs.



Defnyddio cywair yn gywir. Gallu cymharu. Yn gallu defnyddio gwahanol amseroedd y ferf,



Mynegi barn yn fanwl ,
cyd-bwysu dadleuon.
Gwranddo ar fanylion ac ymateb



Expressing more detailed and
balanced views.
Listening for detail,
processing and responding

Taking part in a short spontaneous discussion
independently sustaining target language interaction
Use simple expressions of conjecture



Developing conversational confidence and spontaneity
Becoming an effective questioner
Using conversational devices



Using appropriate forms of address
Making comparisons
Talking across time frames



Yr addysgu:



Paratoi disgyblion ar gyfer cydweithio a rhyngweithio

Rhowch iaith i ddisgyblion sy'n eu galluogi i...

feddwl.

i gyfleu diffyg dealltwriaeth

i gyfleu ansicrwydd.

Give authentic opportunities to verbalise the processes of

- **Thinking**
- **Not knowing!**
- **Not understanding!**

Yr addysgu:



Paratoi disgyblion ar gyfer cydweithio a rhyngweithio

Rhowch iaith i ddisgyblion sy'n eu galluogi i...

ddeall cwestiynau

i greu cwestiynau

i ymateb i gwestiynau

Use of question words as timely interjections which gain clarification and explanation

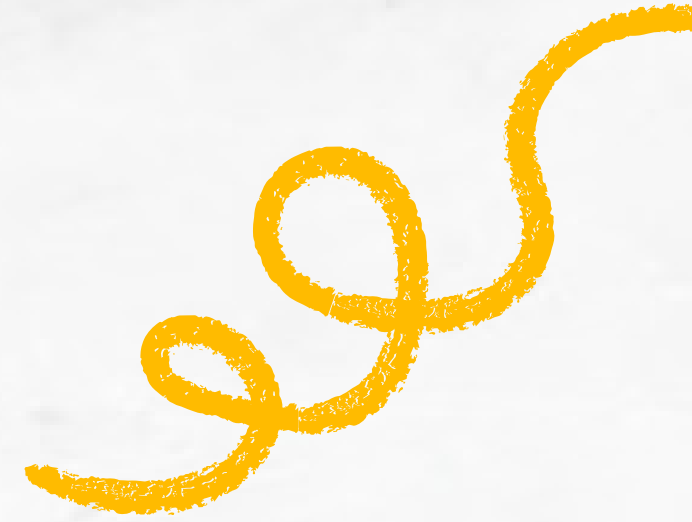
The **'WHY'** is as important as the **'BECAUSE'**

Determine a new direction by formulating complete questions

- Individual question words
- *(What) is / are*?
- *Do you (play)?*
- *(When) do you (play)?*
- Awareness of audience

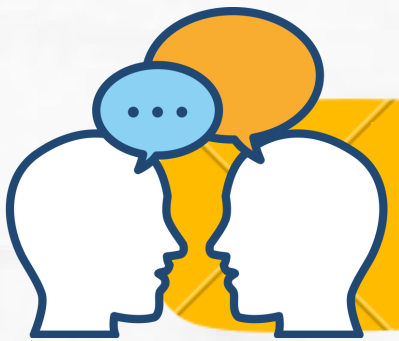


Cam 3 & 4



Paratoi disgyblion ar gyfer cydweithio a rhyngweithio

Rhowch gyfleoedd i ddisgyblion sy'n eu galluogi i....



ddangos eu datblygiad ieithyddol a sgiliau gweithio mewn grŵp

i wneud defnydd o stwythurau amrywiol

i ymateb yn naturiol gyda seibiannau i ymatebion eraill

- Increasingly complex scenarios demanding more balanced views
- Encourage the use of more advanced, varied (and colloquial) language / structures
- A mixture of development and shorter interjections
- Allow thinking time
- Continue to scaffold and use model dialogues as appropriate

