



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

MODULE HANDBOOK

ECAD6022

Welsh in Professional Practice

BA Primary Education with QTS

Level 6

10 Credits

Yr Athrofa

2024-2025

Re-validated October 2023 for first intake September 2024

1. Point of contact

If you need to discuss something related to the module, please contact:

Bethan Griffiths (Module Lead)

bethan.griffiths@uwtsd.ac.uk

Module Teaching Team

Bethan Griffiths

Catrin Evans -Thomas

2. Our Expectations

We hope you enjoy the module and programme. We are here to help.

You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Engage and participate in all sessions
- Meet assignment deadlines
- Use all possible opportunities to practise Welsh – at the University, on Professional Teaching Practise and during extra-curricular activities.

Please read the University [Regulations for Students](#) and the Athrofa Engagement Policy.

3. Aims and Learning Outcomes

AIM(S)

The module aim, in accordance with Welsh Government vision objectives: 'Cymraeg 2050', criteria requirements for accreditation of initial education programmes in Wales, and the commitments of the '[Welsh in education workforce plan](#)', is:

- To build upon what was introduced in 'Welsh in professional practice 2', further developing student-teachers' ability to use the Welsh language confidently and effectively, in accordance with their proficiency level, both verbally and in writing in various situations within the primary sector across Partner schools as part of the Welsh Curriculum.

LEARNING OUTCOMES

Upon the successful completion of this module, the student-teacher should be able to:

- show confidence in expressing themselves verbally and in writing using a range of appropriate and correct patterns, in accordance with their proficiency level, while delivering cross-curricular lessons for the English medium primary sector and/or the Welsh medium primary sector;
- develop, adapt and refine teaching materials and resources prepared for 'Welsh in professional practice 2' using a wider range of appropriate patterns and relevant vocabulary;
- apply knowledge and show a deep understanding of different Welsh language teaching methodologies in their cross-curricular lessons to develop learners' language and elicit linguistic development in the classroom;
- critically evaluate their teaching sessions and teaching resources.

INDICATIVE CONTENT

- This module will continue to focus on using language of an acceptable standard in a range of relevant professional contexts so that student-teachers demonstrate increasing confidence in their command of verbal Welsh, and raising standards in introducing the Welsh language in the English medium primary sector and/or the Welsh medium primary sector.
- Student-teachers are introduced to further methods of listening, discussion, responding to questions and presenting information while teaching Welsh in the English medium primary sector and/or the Welsh medium primary sector.

- Pedagogical methods are discussed to build a fuller understanding of how to introduce language within the current educational context, with a particular focus on language pedagogy experts such as Gianfranco Conti and Steve Smith.
- In accordance with their proficiency level, a stock of appropriate terms is collated in Welsh to enable student-teachers to operate in the Welsh language within their specialist areas, teaching the characteristics of the Welsh language by means of thematic and cross-curricular lessons.
- Student-teachers are given the opportunity to research, develop and refine a work plan for developing Welsh in their lessons.
- The tutor will assist students to more independently recognise how they currently use skills and language patterns pedagogically, along with ways of improving them.
- Student-teachers are encouraged to use linguistic reference books and electronic software packages to support them in polishing their language.

4. Assessment information

STUDY TIME ALLOCATION

There are 35 scheduled learning hours for this module.

The study time for the module is divided as follows:

Type of activity	Hours	Percentage
Scheduled Learning	35	35%
Independent Learning	15	15%
Placement Learning	50	50%
TOTAL	100	100%

ASSESSMENT

The following summative assessment components are introduced:

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Verbal Presentation – Micro Lesson	10 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of relevant teaching resources to include lesson plan and resources for the micro lesson, along with a lesson evaluation	Equivalent to 1250 words	50%

Submission Date: 14th of March 2025

ASSESSMENT SUMMARY

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

5. Module Content

Full module content is available on Moodle.

Note: These sessions can change following a change in circumstances.

Lecture	Day	Date	Period	Scheduled learning
1	Thursday	3/10/2024	3	Face to face
2	Thursday	10/10/2024	3	Face to face
3	Thursday	17/10/2024	3	Face to face
4	Thursday	24/10/2024	3	Face to face
5	Thursday	7/11/2024	3	Face to face
6	Thursday	14/11/2024	2	Face to face
7	Thursday	14/11/2024	3	Face to face
8	Thursday	21/11/2024	2	Face to face
9	Thursday	21/11/2024	3	Face to face
10	Thursday	5/12/2024	2	Face to face
11	Thursday	5/12/2024	3	Face to face
12	Tuesday	10/12/2024	2	Face to face
13	Tuesday	10/12/2024	3	Face to face
14	Thursday	20/3/2025	1	Face to face
15	Thursday	27/3/2025	1	Face to face
16	Thursday	3/4/2025	1	Face to face
17	Tuesday	13/5/2025	1	Face to face
18	Tuesday	13/5/2025	2	Face to face

6. Assessment Tasks and Guidance

Remember, there are two parts to the assessment.

PART 1: Module 10 credits

Submit via: Moodle / Turnitin

Assessment component 1: 10 minutes

A film recording of a micro-lesson

Assessment component 2: 1250 words

- lesson plan
- lesson resources
- lesson evaluation

Remember that the focus is on the pedagogy of language acquisition and teaching learning strategies, not your Welsh ability and accuracy.

The assessment criteria can be found on Moodle.

PART 2: Welsh Language Competency Framework for education practitioners **(Welsh Government requirement)**

Submit via: Pebblepad

A portfolio consisting of evidence of your Welsh skills for:

- Listening
- Speaking
- Reading
- Writing

The focus will be on your personal Welsh language skills.

In addition, evidence of your use of:

- Teaching and Learning strategies (work from the 10 credits module can be submitted here).

7. INDICATIVE READING LIST

Module Code	ECAD6022	
Module Title	Welsh in Professional Practice	
Classification	Reading List entry	Electronic *
Essential	<i>Cymraeg 2050: A Million Welsh Speakers</i> , https://www.gov.wales/sites/default/files/publications/2018-12/cymraeg-2050-welsh-language-strategy.pdf	☒
Essential	<i>Welsh in education workforce plan</i> : https://www.gov.wales/sites/default/files/publications/2022-05/welsh-in-education-workforce-plan.pdf	☒
Further	ap Emlyn, Non. (2003) <i>Y Chwiliadur Iaith</i> . Aberystwyth: CAA	☐
Further	Brake, J. and Jones, C. (2010) <i>Complete Welsh</i> . London: Hodder & Stoughton	☒
Further	Brake, P. (1998) <i>Cymraeg Graenus</i> . Llandysul: Gomer	☐
Further	Breese, N. and Clement, B. (2012) <i>Seren Iaith! Llawlyfr adolygu cywiro iaith</i> . Aberystwyth: Atebol Cyfyngedig	☐
Further	Breese, N. and Clement, B. (2014) <i>Seren Iaith 2! Llawlyfr adolygu cywiro iaith</i> . Aberystwyth: Atebol Cyfyngedig	☐
Further	Clement, B. and Lloyd, L. (2011) <i>Bachu Iaith</i> . Carmarthen: Canolfan Peniarth	☐
Further	Conti and Smith. (2019) <i>Breaking the Sound Barrier : teaching language learners how to listen</i> . Independently Published	☒
Further	Conti, G. and Maurer, M <i>et al.</i> (2021) <i>Welsh Sentence Builders- A Lexicogrammar approach: Welsh Sentence Builders - Beginner to Pre-Intermediate (The Language Gym- Sentence Builder Books)</i> . Singapore: Piefke Trading	☐
Further	Uned Iaith Genedlaethol Cymru (2012) <i>Contemporary Welsh Grammar</i> . Llandysul: Gomer	☐
Further	<i>Cymarfer Colegau – Pecyn Craidd</i> . (1999) Bangor: Canolfan Bedwyr	☐
Further	Hughes, J.E. (1998) <i>Canllawiau Iaith a Chymorth Sillafu</i> . Llandysul: Gomer	☐
Further	Hughes, J. E. (1998) <i>Canllawiau Ysgrifennu Cymraeg</i> . Llandysul: Gomer	☐
Further	Gruffudd, H. (2000) <i>Cymraeg Da</i> . Talybont: Y Lolfa, 2000.	☐
Further	Gruffudd, H. (2000) <i>Ymarferion Cymraeg Da</i> . Talybont: Y Lolfa	☒
Further	Gruffudd, H. (2003) <i>Welsh Rules</i> . Talybont: Y Lolfa	☐

Further	Jones, C. (2013) <i>Welsh Grammar you really need to know</i> . London: Hodder & Stoughton	☒
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