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Cymraeg mewn Arfer Proffesiynol 2026-27



Welsh in Professional Practice

ECAD6022

10 Credit Module

A portfolio consisting of:

- a lesson plan
- resources
- recording of a micro-lesson
- a short evaluation of the lesson
- Submit through **Turnitin**.

Welsh Language Competency Portfolio

(Welsh Government requirement)

A portfolio consisting of:

- evidence of your Welsh language skills for speaking, writing, listening and reading
- evidence of 'Teaching and Learning' strategies (work for 10 Credit Module)
- Submit on Pebblepad.



Dyddiad Cyflwyno Popeth: *Submission Date for everything:*

**Dydd Mercher 14eg o
Ebrill 2027**

Wednesday 14th of April 2027



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ECAD6022 10 credit module

Assessment Component 1: 10 minutes

- a video recording of a micro-lesson

Assessment Component 2: 1250 words

- lesson plan
- lesson resources
- a short evaluation of the lesson. You will need to refer to appropriate literature.

**** Remember that the focus is on pedagogy and teaching and learning strategies, as well as your Welsh ability and accuracy. The assessment criteria can be found on Moodle.***



ECAD6022 - Welsh in Professional Practice 3 Level 6	FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
PART 1 – Micro Learning	0-39%	40-49%	50-59%	60-69%	70-100%
	0-9	10-12	13-14	15-17	18-25
Use of Welsh naturally in the lesson, including commands and instructions.	Very limited use of Welsh in the lesson. Without using commands and instructions.	Satisfactory use of Welsh when responding naturally in the lesson. Simply presents commands and instructions to the learners.	Good use of Welsh when responding naturally in the lesson. Presents commands and instructions concisely and fundamentally correctly to the learners.	Very good use of Welsh when responding naturally in the lesson. Delivers various commands and instructions correctly for the most part to the learners.	Excellent or robust use of Welsh when responding naturally in the lesson. Presents various commands and instructions clearly and accurately with the learners.
Verbal accuracy (e.g. pronunciation, sentences and patterns, mutations, terms, verb tense)	Numerous errors limit understanding. Unclear pronunciation.	Numerous errors constantly impair understanding. Pronunciation is clear and Welsh at times but examples of wrong/ English pronunciation at times.	Numerous errors impair understanding at times. Pronunciation is quite clear and mostly Welsh.	Some errors but without impairing understanding. Pronunciation is clear and mostly Welsh.	Only a limited number of errors. Pronunciation is completely clear and Welsh.
Teaching and learning strategies for developing learners' language skills including responding to	Teaching strategies unsuitable for learners' language development. Not responding or responding unsatisfactorily to learners' misconceptions.	Suitable teaching strategies for learners' language development. An attempt to respond to learners' misconceptions.	Bespoke teaching strategies for pupils' language development. Responding well to learners' misconceptions.	Bespoke and effective teaching strategies for pupils' language development. Responding very well to the learners' misconceptions.	Highly bespoke and effective teaching strategies that develop and extend learners' language. Responding excellently to learners' misconceptions.

learners' misconceptions.					
Activities and use of resources.	Unsuitable activities and limited use of resources to develop learners' language skills.	Suitable activities and satisfactory use of resources developing learners' language skills.	Bespoke activities and use of resources that develop learners' language skills.	Bespoke and effective activities and effective use of resources that develop learners' language skills.	Very purposeful and effective activities and very effective use of resources that develop and extend learners' language skills.



	FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
	0-39%	40-49%	50-59%	60-69%	70-100%
PART 2 – Portfolio	C-9	10-12	13-14	15-17	18-25
To design and demonstrate an understanding of language learning and teaching methodologies to develop the linguistic needs of the target audience. (Specify and differentiated tasks, resources, learners' language development).	Lack of evidence of teaching and learning styles in planning.	Satisfactory evidence of application and identification of opportunities to support, develop and differentiate learners' language skills.	Good evidence of application and identification of opportunities to support, develop and differentiate learners' language skills.	Very good evidence of application and identification of opportunities to support, develop and differentiate learners' language skills.	Strong or extremely strong evidence of the application and identification of opportunities to support, develop and differentiate learners' language skills.

The integrity of Welsh in presenting patterns and vocabulary to learners. (Includes accuracy in planning the use of Welsh in the lesson e.g. language focus, patterns/questions, corrections/vocabulary/sgl.)	Numerous fundamental errors in planning.	Satisfactory accuracy in planning the use of Welsh in the lesson.	Good accuracy in planning the use of Welsh in the lesson.	Very good accuracy in planning the use of Welsh in the lesson.	Excellent or robust accuracy in planning the use of Welsh in the lesson.
Engage with literature. (Includes reading, referencing, academic practice and academic honesty)	There is little or no evidence of reading and/or reliance on inappropriate sources. Views and perceptions are generally unsupported and unauthoritative. Referencing practices are used in an incoherent manner or are mostly absent.	Engagement with a limited range of generally relevant and credible sources. Some negligence and minor errors. Referencing practices are obvious but not always applied correctly or consistently.	Engagement with an appropriate range of research-based literature, including independently sourced sources. Some over-reliance on texts. The referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-based literature, including independently sourced sources. A selection of relevant and credible sources. Very good use of referencing, with very little/no inaccuracies or inconsistencies.	Engagement with a wide range of relevant and credible literature, which is based on the latest research. Apply consistently accurate referencing.
Critical thinking, analysis, synthesis and evaluation.	Totally or almost completely descriptive work. Little or no analysis, synthesis or evaluation. Failed to develop arguments, resulting in irrational or invalid opinions. Unfounded.	A limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support advanced arguments and opinions but these may be inadequately developed or	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. Increased awareness of different points of view.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments and to review the reliability, validity and significance of	Excellent or exceptional critical thinking, analysis, synthesis and evaluation. Ability to investigate conflicting or incomplete information and formulate sound, persuasive arguments and

generalizations, made without the use of any credible evidence.	with little inconsistency/misinterpretation. Asserting rather than arguing a case.	and ability to use (which may be incomplete) evidence to support the argument. Valid arguments and rational opinions on the whole. Some tendency to assertative opinions rather than argue on the basis of reason and evidence.	evidence (which may be incomplete) to give a valid opinion overall.	sophisticated opinions. Some evidence of independent thinking and an ability to 'see beyond the question', suggesting a grasp of the wider field and concepts.
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Disgwyliadau ac Asesu *Expectations and Assessment*

- Byddwch chi'n cyflwyno **UN** ddogfen fydd yn cynnwys dolen i'r ffilm, y cynllun, yr adnoddau a'r gwerthusiad.
- Eich cyfrifoldeb **chi** ydy sicrhau bod y ddolen yn gweithio.
- Ffocws ar eich dulliau dysgu ac addysgu a chywirdeb iaith h.y. pa mor effeithiol yw'r strategaethau dysgu iaith rydych chi'n defnyddio.
- Bydd cynnwys yr aseiniad 10 credyd yn gallu cael ei gynnwys yn y portffolio hefyd.
- Bydd rhaid casglu tystiolaeth ehangach i'ch portffolio Fframwaith Cymwyseddau Iaith hefyd.
- *You will submit **ONE** document which will include: the link to the film, the lesson plan, the resources and the evaluation.*
- *It is your responsibility to ensure any links will work for the staff to assess. Focus on your Welsh language teaching and learning and language accuracy i.e. how effective are the strategies you're using in class.*
- *The 10 credit assignment will be able to be submitted for your portfolio too.*
- *You will also need to include further evidence for your Welsh Language Competency portfolio.*

Portffolio Fframwaith Cymwyseddau Iaith

The Welsh portfolio



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Beth ydy'r Fframwaith Cymwyseddau Iaith i Ymarferwyr Addysg?

*What is the Welsh Language Competency
Framework for Education Practitioners?*



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- **Fframwaith Genedlaethol sy'n mesur cymhwysedd iaith pob darpar athro / athrawes**
- **Y gobaith yn y pendraw yw mesur cymhwysedd iaith y gweithlu cyfan.**
- **Mae'r FfCA mesur sgiliau Gwrando, Llafar, Darllen ac Ysgrifennu yn ogystal ag arddulliau dysgu ac addysgu, h.y. sut mae'r darpar athro'n datblygu sgiliau llythrennedd Cymraeg y dysgwyr.**

- *It's a national framework to measure Welsh language competency of all student-teachers in Wales*
- *In the future, the aim is to use the Framework to measure Welsh language competency of the whole education sector*
- *The Framework measures Listening, Speaking, Reading and Writing skills in Welsh. It also measures the student-teacher's skill as a language teacher, e.g. how they develop the language skills of pupils in their class*
- *The Framework is a tool to help you plan further professional development opportunities when you enter the teaching profession.*



Language competency framework for education practitioners



Common European Framework of Reference for Languages (CEFR)/Welsh for Adults level							
	No Welsh language skills	Pre-entry	A1/Entry	A2/Foundation	B1/Intermediate	B2/Advanced	C1/ Proficient
School Workforce Annual Census (SWAC) workforce characteristics: Welsh ability codes							
	W1	Only for use in ITE	W2	W3	W4	W5	W6
Listening	No skills.	I can understand and respond to greetings, questions and simple vocabulary used regularly in the context of the whole school.	I can understand and respond to simple everyday sentences, relevant to the school context, when someone speaks carefully.	I can understand and respond to a range of simple sentences relating to situations relevant to the school context, <i>e.g. everyday themes and different verb tenses.</i>	I can understand and respond to main points when someone speaks naturally about everyday subjects inside and outside of school, <i>e.g. in a conversation or within small group situations.</i>	I can understand most of the discussions, even on unfamiliar and specialist subjects, <i>e.g. in a formal context.</i>	I can understand and respond to almost everything heard, including different accents, dialects and speed of speaker.
Oral	No skills.	I can pronounce the alphabet and say simple words fairly correctly in the school context. I can introduce myself and start interacting socially by using familiar everyday phrases, <i>e.g. greetings, thanks, praising a learner and giving simple commands.</i>	I can introduce myself and others verbally. I can ask and answer questions on simple information, <i>e.g. where someone lives, what they like to do.</i> I can use verb tenses and numerals.	I can contribute to a simple conversation using a range of simple sentences relating to situations relevant to the school context, <i>e.g. everyday themes and different verb tenses.</i>	I can hold and contribute to a conversation on familiar subjects relating to school and everyday life using a range of simple and complex sentences. I can describe experiences and hopes, and can give short explanations for my opinion. I am beginning to recognise common errors.	I can communicate using a range of syntax showing an increasing level of accuracy. I can discuss unfamiliar and specialist subjects. I can express and justify an opinion. I can recognise some errors and correct them.	I can speak extensively on complex matters, and can present arguments using the correct register. I can interact and lead discussions and extended teaching sessions correctly in the main. I can self-correct where necessary.
Reading	No skills.	I can understand simple greetings and commands. I can read any phrases used in simple text. I can understand very elementary personal details, <i>e.g. name and address.</i>	I can understand very short written texts where people give simple personal information about themselves or others, <i>e.g. forms, school signs.</i> I can read simple commands suitable to the school context.	I can understand simple written messages on everyday things and simple letters/e-mails. I can read simple stories aloud and attempt the correct pronunciation.	I can understand articles or direct e-mails on everyday subjects or work-related subjects. I can read stories aloud with the correct pronunciation in the main.	I can understand most correspondence, newspaper articles and reports intended for fluent speakers, with the aid of a dictionary, and can scan through long text to find details. I can read stories aloud quite confidently with the correct pronunciation.	I can summarise information from different oral and written sources, and recreate debates and descriptions in a coherent presentation. I can read stories aloud to learners of all ages in a confident and meaningful manner.
Writing	No skills.	I can write simple vocabulary used regularly in the context of the whole school correctly.	I can write simple everyday sentences, relevant to the school context, <i>e.g. instructions, questions, commands, simple feedback.</i>	I can write composite/complex sentences for educational purposes.	I can write short paragraphs on everyday subjects inside and outside of school. I am beginning to recognise common errors.	I can write extended paragraphs on a range of unfamiliar and specialist subjects, perhaps with editorial assistance. I can recognise some errors and correct them.	I can write extensively in standard language on complex matters. I can write in a variety of forms. I can self-correct where necessary.



	A2 - FOUNDATION	
LISTENING	Can understand and respond to a range of simple sentences related to school setting situations, e.g. everyday themes and different verb tenses.	- Can interact with learners, answer simple questions and offer extended feedback whilst discussing specific themes - Can demonstrate that they understand what they hear by asking relevant questions to obtain specific information and answer questions using the correct forms, e.g. <i>Ydy? Ydy/Nac ydy.</i>
SPEAKING	Can contribute to simple conversations using a range of simple sentences related to school setting situations, e.g. everyday themes and different verb tenses.	- Can open and close the lesson by setting aims and objectives, and summarise clearly for the learner with quite clear and meaningful pronunciation - Can present commands (<i>ti/chi</i>), questions and instructions fairly confidently for the learner by varying the use of the verb 'bod' and using the concise past tense fairly confidently whilst introducing Welsh across the curriculum - Can respond sensibly to learners' use of Welsh as a result of presenting directed tasks, by using language appropriate within structured situations.
READING	Can understand written everyday messages and simple letters/e-mail messages. Can read appropriate stories with an effort to ensure correct pronunciation.	- Can read text aloud effectively and discuss the text, identify the content's main points and express opinion in a simple way - Can use notes but is dependent on them to teach the lesson.
WRITING	Can write compound and complex sentences for educational purposes.	- Can present written feedback on tasks and convey information which demonstrates an increasing awareness of accuracy - Can use an increasing variety of different patterns and sentences, varying statements and questions, using the negative forms and emphatic sentence correctly and using standard verb forms, e.g. <i>gweld/gwelais, mynd/aeth</i>, and subject-verb agreement, e.g. <i>roeddwn i/ roedden ni.</i>

B1- INTERMEDIATE

LISTENING	Can understand and respond to the main points when someone speaks naturally about everyday subjects within school and outside school, e.g. in a conversation or within a small group situation.	- Can sustain extended and purposeful interactions with learners. Can use these skills to conduct group discussions in Welsh quite fluently with increasing confidence. Can use these skills in order to identify opportunities to support and develop oral aspects (speaking and listening) at the correct level across the curriculum. - Can listen to others and respond in a coherent and extended manner about everyday subjects using questions and comments which focus on reasons, implications and the next steps.
SPEAKING	Can interact and contribute to a discussion related to school and everyday life using a range of simple and complex sentences. Can describe experiences, aspirations and briefly give explanations for opinions. Beginning to identify common mistakes.	- Can use Welsh within lessons and outside lessons naturally and with increasing confidence, expanding on personal details and experiences encountered in school fluently and correctly on the whole - Can adjust the conversation and show the ability to understand the difference between formal, informal conversations and more extended conversations with a wider group of people, e.g. defnyddio ti/chi - Can use a variety of simple and complex sentences and the most common mutations correctly, e.g. fy nghalon, along with increasingly correct use of prepositions and noun gender.
READING	Can understand articles or direct e-mail messages relevant to everyday or work related subjects. Can read stories and, on the whole, with correct pronunciation.	- Can read meaningfully aloud and show the ability to discuss text content and express opinion - Can use notes effectively without depending too much on them to teach the lesson.
WRITING	Can write short paragraphs related to everyday matters within and outside school. Beginning to identify common mistakes.	- Can present written feedback on tasks and convey information which shows a good awareness of tone and correctness. Can use appropriate syntax and grammar, and transfer skills to learners. - Can use a variety of patterns and sentences, using standard verb forms, e.g. present, past, negative and conditional forms and mutating correctly on the whole especially after most prepositions and pronouns, e.g. am funud, dy fam.





The ability of practitioners to apply and develop the language and literacy skills of learners



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Llywodraeth Cymru
Welsh Government

The following statements will enable education practitioners to describe their current ability to use a range of teaching and learning strategies, in planning and teaching, to develop the oracy, reading and writing skills of learners at the appropriate level.

I can use a range of progressive teaching and learning strategies with confidence and proficiency.

I can lead and support other practitioners in the field.

I can use a range of teaching and learning strategies effectively.

I can research and apply the latest developments in the field of language acquisition.

I have a strong understanding of language teaching and learning strategies.

I can apply some strategies effectively.

I have an understanding of language teaching and learning strategies.

I am beginning to apply language teaching and learning strategies.

I have limited awareness of language teaching and learning strategies.



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Using a range of teaching and learning strategies, whilst planning and teaching, in order to develop learners' speaking, reading and writing skills at the appropriate level.

AD1	I have limited awareness of language teaching and learning strategies.	- Limited use of some teaching and learning styles whilst planning - Limited evidence of applying and identifying opportunities to support and develop learners' literacy skills - Limited use of assessment strategies for learning - Limited ability to convey expectations, whilst planning realistic, suitable and differentiated tasks - Lack of ability to respond to learners' mistakes
AD2	I have an understanding of language teaching and learning strategies. I am beginning to apply language teaching and learning strategies.	- Adequate use of some teaching and learning styles whilst planning - Adequate evidence of applying and identifying opportunities to support and develop learners' literacy skills - Adequate use of assessment strategies for learning - Adequate ability to convey expectations, whilst planning realistic, suitable and differentiated tasks - Unsatisfactory response to learners' mistakes
AD3	I have a sound understanding of language teaching and learning strategies. I can apply some language teaching and learning strategies.	- Effective use of some teaching and learning styles whilst planning - Good evidence of applying and identifying opportunities to support and develop learners' literacy skills - Good use of assessment strategies for learning - Good ability to convey expectations, whilst planning realistic, suitable and differentiated tasks - Satisfactory response to learners' mistakes
AD4	I can use a range of language teaching and learning strategies effectively. I can research and apply the latest developments in the field of language acquisition.	- Effective use of a range teaching and learning styles whilst planning - Sound evidence of applying and identifying opportunities to support and develop learners' literacy skills - Very good use of assessment strategies for learning - Very good ability to convey expectations, whilst planning realistic, suitable and differentiated tasks - Very good response to learners' mistakes
AD5	I can use a range of progressive language teaching and learning strategies confidently and skilfully. I can lead and support other practitioners in the field.	- Consistent and effective use of a range teaching and learning styles whilst planning - Very sound evidence of applying and identifying opportunities to support and develop learners' literacy skills - Very effective use of assessment strategies for learning - Excellent ability to convey expectations, whilst planning realistic, suitable and differentiated tasks - Excellent response to learners' mistakes

Portffolio Cymraeg Welsh Portfolio



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Tra eich bod chi yn y Brifysgol neu yn yr ysgolion ar eich Profiad Addysgu Proffesiynol rydych yn cael eich annog i gadw tystiolaeth o'ch sgiliau iaith bersonol canlynol:

- **Llafar**
- **Gwrando**
- **Darllen**
- **Ysgrifennu**

Yn ychwanegol at hyn mae angen tystiolaeth o'u sgiliau **Addysgu a Dysgu** (Modwl 10 Credyd)

Y Portffolio Cymraeg yw eich tystiolaeth fydd yn cael ei asesu.

While you are at University or when in schools on your Professional Teaching Practice you are encouraged to keep evidence of the following personal Welsh skills:

- **Speaking**
- **Listening**
- **Reading**
- **Writing**

In addition, you will need to think about how to evidence your ability as a language teacher (10 Credit Module). The Welsh Portfolio is your evidence to be assessed.

Pwysig! *Important!*



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- Disgwylir i bob myfyriwr sy'n graddio gyda SAC gael lefelau'r Fframwaith ar eu PDP ar ddechrau eu gyrfa
- Ni ddylai casglu tystiolaeth fod yn llawer o waith ychwanegol. Dylai fod yn rhywbeth sy'n digwydd yn naturiol yn ystod y flwyddyn

- *Every student who graduates with a QTS is expected to have the Framework levels on their PLP at the beginning of their teaching career*
- *Collecting evidence should not be a lot of extra work. This is something that should happen on a regular basis as part of your professional development*



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Possible tasks for the portfolio ...

<https://www.porth.ac.uk/>



**TASGAU ASESU A DATBLYGU
SGILIAU IAITH ATHRAWON**

 Coleg Cymraeg Ceredigion

Added on: 30/09/2024 👁 499

Tasks to Develop and Assess Teachers' Language Skills: Pedagogy



LEFEL MYNEDIAD

**TASGAU ASESU A DATBLYGU
SGILIAU IAITH ATHRAWON**

 Coleg Cymraeg Ceredigion

Added on: 16/10/2023 👁 1.1K

Tasks to Develop and Assess Teachers' Language Skills: Entry



LEFEL SYLFAEN

**TASGAU ASESU A DATBLYGU
SGILIAU IAITH ATHRAWON**

 Coleg Cymraeg Ceredigion

Added on: 16/10/2023 👁 1.2K

Tasks to Develop and Assess Teachers' Language Skills: Foundation



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Welsh Language Competency Framework Requirements Guide

Here are examples of the type of evidence you could include in your portfolio to fulfil each skill requirement. You are not expected to include each example within every box. These are suggestions which you may choose to include in your portfolio.

	Pre-Entry	Entry A1	Foundation A2	Intermediate B1	Higher B2	Proficiency C1
Speaking	A recording of simple greetings at the start of a lesson e.g. <i>Bore da</i>. A recording of some familiar words.	A recording of yourselves reading a simple book/text to the children and asking questions. A recording of a short micro-lesson. A pair discussion asking and answering simple questions, or having a short conversation.	A recording of yourselves reading a book/text to the children, using a variety of patterns to ask questions. A recorded micro-lesson. A pair discussion, conversation or asking and answering questions.	A recording of yourselves reading a book/text to the children, and holding a simple discussion with them. A recorded micro-lesson. A group discussion based on a suitable topic.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other. A recorded lesson which demonstrates an extended contribution by the individual. A mock interview. A recording of a TSI speaking presentation.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other. A recorded lesson which demonstrates an extended contribution by the individual. A mock interview. A recording of a TSI speaking presentation.
Reading	A recording of a very simple piece or reading book being read – a sentence or two.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book or instructions to the children. A comprehension task.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book to the children and discussing the content. A comprehension task.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book to the children and discussing the content or expressing an opinion on the book.	An academic assignment with Welsh-medium sources (more than one). A recording of reading a Welsh-medium novel and discussing the content or the character/s in depth within a group e.g. a Reading Club.	An academic assignment with a variety of Welsh-medium sources. A recording of reading a Welsh-medium novel and discussing the content extensively within a group e.g. a Reading Club.

		Translation activities.	Translation activities. Completed Foundation level reading past papers (<i>Defnyddio'r Gymraeg : Sylfaen</i>) on the WJEC website*.	A comprehension task. Completed Intermediate level reading past papers (<i>Defnyddio'r Gymraeg : Canolradd</i>) on the WJEC website*.		
Writing	Answering simple questions – one word or one sentence. Some simple sentences written on resources. Simple vocabulary resource e.g. flashcards	Educational resources – a language mat/poster. Create a list of questions in a lesson plan to ask the children. Writing a simple script. Screenshots of the questions in the Microsoft Forms where you are required to write/organise simple sentences correctly.	Create original educational resources – a language mat/poster. Create a list of questions to ask the children or language patterns you intend to use in a lesson plan. Write a self-portrait. Screenshots of the questions in the Microsoft Forms where you are required to write/organise simple sentences correctly.	Create original educational resources – a language mat/poster / Quizlet Create a list of questions to ask the children or language patterns you intend to use in a lesson plan. Write a lesson plan through the medium of Welsh.	An academic assignment. Personal statement – a job application. A formal letter e.g. to school parents. A report on pupils' work.	An academic assignment. Personal statement – a job application. A formal letter e.g. to school parents. A report on pupils' work.
Listening	A recording of responses to simple questions e.g. <i>Pwy wyt ti?</i>	A record of quiz/Forms results which include listening exercises. A recording of yourselves doing listening exercises e.g. listening to a conversation then	A record of quiz/Forms results which include listening exercises. A recording of yourselves doing listening exercises e.g. listening to a conversation then	A record of quiz/Forms results which include listening exercises. Listen to a Welsh medium conversation and translate the content.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other.

		answering questions / filling in gaps. A recording of yourselves responding to simple questions from learners in the classroom e.g. a microlesson where you are responding to the children.	answering questions / filling in gaps. A recording of yourselves responding to simple questions from learners in the classroom e.g. a microlesson where you are responding to the children.	Record a “natural” conversation – asking and answering questions.	A recorded lesson which shows an extended response to the pupils (note - at this level, this is insufficient evidence on its own). A recording of a TSI speaking presentation – the questions at the end.	A recorded lesson which shows an extended response to the pupils (note - at this level, this is insufficient evidence on its own). A recording of a TSI speaking presentation – the questions at the end.
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Make sure that you have enough evidence for each of the language skills (maximum of 5 pieces of evidence for each skill).



- You will be able to upload your evidence to the PLP before the submission date.
- You will receive detailed guidelines on how to upload your work to the PLP in the lectures in February.
- Until then, keep the evidence you collect in a 'One Drive' folder.

Welsh in Professional Practice

ECAD6022

10 Credit Module

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- resources
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Oes cwestiwn?

Any questions?



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