



Cambridge English

Delta

Diploma in Teaching English to Speakers of Other Languages

Handbook for tutors and candidates

Module One, Module Two, Module Three



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge



2015

Preface

This handbook is intended for tutors and candidates and provides information to help prepare for *Delta* Modules One, Two and Three.

If you need further copies of this handbook, please email marketingsupport@cambridgeenglish.org

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About Cambridge English Language Assessment

Delta (Diploma in Teaching English to Speakers of Other Languages) is developed by Cambridge English Language Assessment, a not-for-profit department of the University of Cambridge.

We are one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment).



UNIVERSITY OF CAMBRIDGE

One of the oldest universities in the world and one of the largest in the United Kingdom


Departments of the University



Cambridge Assessment


Cambridge Assessment: the trading name for the University of Cambridge Local Examinations Syndicate (UCLES)

Departments (exam boards)



CAMBRIDGE ENGLISH Language Assessment
Part of the University of Cambridge

Cambridge English Language Assessment
Provider of the world's most valuable range of qualifications for learners and teachers of English



CAMBRIDGE International Examinations

Cambridge International Examinations
Prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning



OCR
Oxford Cambridge and RSA

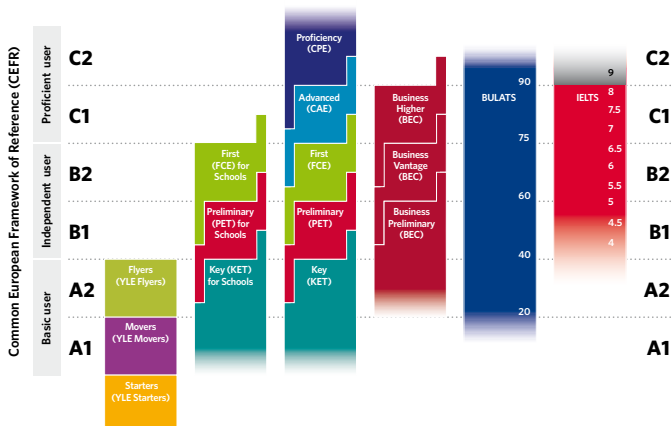
OCR: Oxford Cambridge and RSA Examinations
One of the UK's leading providers of qualifications

The world's most valuable range of English qualifications

We offer the world's leading range of qualifications for learners and teachers of English. Over 4 million people take Cambridge English exams each year in 130 countries.

We offer assessments across the full spectrum of language ability. We provide examinations for general communication, for professional and academic purposes and also specialist legal and financial English qualifications. All of our exams are aligned to the principles and approach of the Common European Framework of Reference for Languages (CEFR).

To find out more about Cambridge English exams and the CEFR, go to www.cambridgeenglish.org/cefr



Cambridge English Teaching Qualifications

Our internationally recognised teaching qualifications provide a route into the English language teaching profession for new teachers and a comprehensive choice of career development for experienced teachers.

Supporting teachers

Cambridge English Teaching Qualifications such as *Delta* form an important part of our teacher development range. All of our teaching qualifications are mapped onto the Cambridge English Teaching Framework, which is designed to help teachers identify where they are in their career, plan where they want to get to and identify development activities to get there.

Proven quality

Our commitment to providing assessment of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English exams. Of particular importance are the rigorous procedures which are used in the production and pretesting of question papers.

All systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2015 standard for quality management and are designed around five essential principles:

Validity - are our exams an authentic test of real-life English or teaching knowledge?

Reliability - do our exams behave consistently and fairly?

Impact - does our assessment have a positive effect on teaching and learning?

Practicality - does our assessment meet candidates' needs within available resources?

Quality - how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from www.cambridgeenglish.org/principles

Cambridge English Teaching Qualifications – an overview

The following qualifications are available to teachers through Cambridge English Teaching Qualifications centres:

	Candidate requirements		Qualification features					
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/coursework	Paper-based test
TKT Modules 1, 2 and 3 Teaching Knowledge Test	Not essential	Not required	Primary, secondary or adults	○				○
TKT: CLIL (Content and Language Integrated Learning)	Not essential	Not required	Primary, secondary or adults	○				○
TKT: Young Learners	Not essential	Not required	Primary	○				○
CELTA Certificate in Teaching English to Speakers of Other Languages	Not required	Qualifications allowing access to higher education	Adults	○	○ Face-to-face or online/blended options	○	○	
ICELT In-service Certificate in English Language Teaching	Required	Local requirements for teachers apply	Primary, secondary or adults		○	○	○	
Delta Module One Diploma in Teaching English to Speakers of Other Languages	Recommended	Initial teaching qualification	Primary, secondary or adults					○
Delta Module Two	Required	Initial teaching qualification	Primary, secondary or adults		○	○	○	
Delta Module Three	Recommended	Initial teaching qualification	Primary, secondary or adults				Extended assignment	

The following courses and qualifications are available to teachers through institutions and educational authorities:

	Candidate requirements		Course/qualification features					
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/coursework	Online/blended learning course option
CELT-P Certificate in English Language Teaching – Primary	Required	Local requirements for teachers apply	Primary		○	○	○	○
CELT-S Certificate in English Language Teaching – Secondary	Required	Local requirements for teachers apply	Secondary		○	○	○	○
Train the Trainer	Required	Teaching qualification	Adults		○			
Certificate in EMI Skills English as a Medium of Instruction	Required	Local requirements apply	Students in higher education contexts		○		○	○
Language for Teaching – A2	N/A	A1 level English	Primary, secondary	○	○		○	○
Language for Teaching – B1	N/A	A2 level English	Primary, secondary	○	○		○	○
Language for Teaching – B2	N/A	B1 level English	Primary, secondary	○	○		○	○

Cambridge English Teaching Framework – at the heart of professional development

We developed the Cambridge English Teaching Framework:

- to help teachers identify where they are in their professional career
- to help teachers and their employers think about where they want to go next and identify development activities to get there.

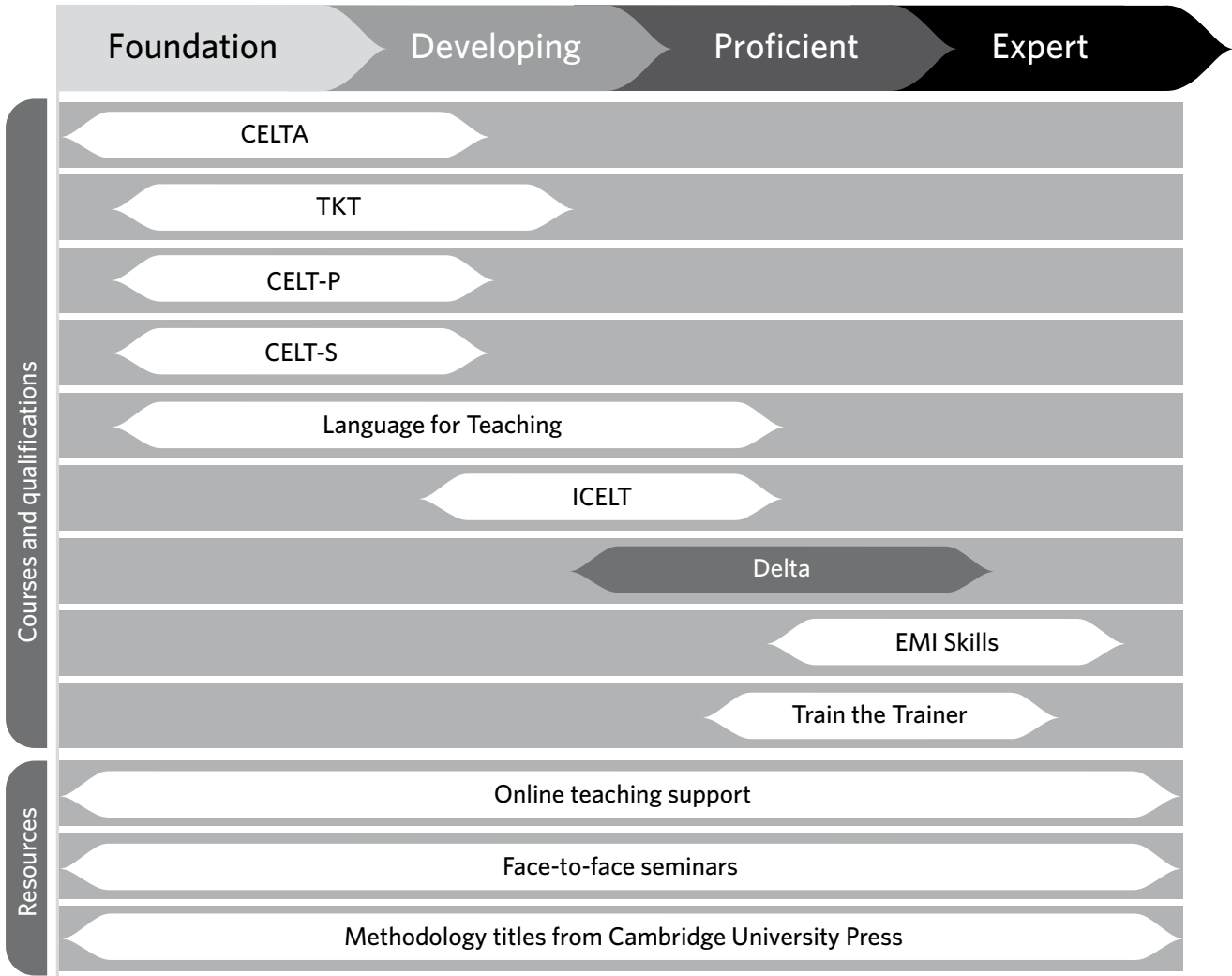
	Foundation	Developing
Learning and the Learner	<p>Has a basic understanding of some language-learning concepts.</p> <p>Demonstrates a little of this understanding when planning and teaching.</p>	<p>Has a reasonable understanding of many language-learning concepts.</p> <p>Demonstrates some of this understanding when planning and teaching.</p>
Teaching, Learning and Assessment	<p>Has a basic understanding of some key principles of teaching, learning and assessment.</p> <p>Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.</p> <p>Can use available tests and basic assessment procedures to support and promote learning.</p>	<p>Has a reasonable understanding of many key principles of teaching, learning and assessment.</p> <p>Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.</p> <p>Can design simple tests and use some assessment procedures to support and promote learning.</p>
Language Ability	<p>Provides accurate examples of language points taught at A1 and A2 levels.</p> <p>Uses basic classroom language which is mostly accurate.</p>	<p>Provides accurate examples of language points taught at A1, A2 and B1 levels.</p> <p>Uses classroom language which is mostly accurate.</p>
Language Knowledge and Awareness	<p>Is aware of some key terms for describing language.</p> <p>Can answer simple learner questions with the help of reference materials.</p>	<p>Has reasonable knowledge of many key terms for describing language.</p> <p>Can answer most learner questions with the help of reference materials.</p>
Professional Development and Values	<p>Can reflect on a lesson with guidance and learn from feedback.</p> <p>Requires guidance in self-assessing own needs.</p>	<p>Can reflect on a lesson without guidance and respond positively to feedback.</p> <p>Can self-assess own needs and identify some areas for improvement.</p>

Proficient	Expert
<p>Has a good understanding of many language-learning concepts.</p> <p>Frequently demonstrates this understanding when planning and teaching.</p>	<p>Has a sophisticated understanding of language-learning concepts.</p> <p>Consistently demonstrates this understanding when planning and teaching.</p>
<p>Has a good understanding of key principles of teaching, learning and assessment.</p> <p>Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.</p> <p>Can design effective tests and use a range of assessment procedures to support and promote learning.</p>	<p>Has a sophisticated understanding of key principles of teaching, learning and assessment.</p> <p>Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.</p> <p>Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.</p>
<p>Provides accurate examples of language points taught at A1, A2, B1 and B2 levels.</p> <p>Uses classroom language which is consistently accurate throughout the lesson.</p>	<p>Provides accurate examples of language points taught at A1-C2 levels.</p> <p>Uses a wide range of classroom language which is consistently accurate throughout the lesson.</p>
<p>Has good knowledge of key terms for describing language.</p> <p>Can answer most learner questions with minimal use of reference materials.</p>	<p>Has sophisticated knowledge of key terms for describing language.</p> <p>Can answer most learner questions in detail with minimal use of reference materials.</p>
<p>Can reflect critically and actively seeks feedback.</p> <p>Can identify own strengths and weaknesses as a teacher, and can support other teachers.</p>	<p>Consistently reflects critically, observes other colleagues and is highly committed to professional development.</p> <p>Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.</p>

See the full version of the framework for detailed competency statements: www.cambridgeenglish.org/teaching-framework

Continuing development opportunities at every level

Our teaching qualifications and range of teacher support are mapped onto the framework, so teachers and educational institutions can find the combination of development activities that suits them best.



See page 83 for more information about Cambridge English Teaching Qualifications and courses.

Introduction to Delta

Delta (Diploma in Teaching English to Speakers of Other Languages) is made up of three modules and includes teaching practice.

The modules can be taken in any order and over any time period. As the modules are taken separately, each module is independently certificated. This allows candidates to receive credit for each module successfully completed. A candidate successfully completing all three modules achieves the *Delta* qualification. The UK Office of Qualifications and Examinations Regulation (Ofqual) regulates all three Delta modules at Level 7 of the Regulated Qualifications Framework (RQF) for England, Wales and Northern Ireland – the same level as a Master's degree.

www.cambridgeenglish.org/delta

An overview of Delta

Who is Delta suitable for?

Delta can be taken at any stage in a teacher's career. It is suitable for:

- teachers of English working in a variety of teaching contexts (e.g. primary, secondary or adult).
- an international audience of non-first language and first language speakers of English, whose level of English is between CEFR Levels C1 and C2 or above. However, *Delta* candidates are not required to have taken any English language examinations.
- teachers with previous English language teaching experience. Candidates will normally have an initial English Language Teaching (ELT) qualification, for example *CELTA (Certificate in Teaching English to Speakers of Other Languages)*, and have at least a year's ELT experience.

Delta may also be taken by teachers who wish:

- to refresh their teaching knowledge
- to review and update their teaching practice
- to extend their expertise in a specialist area.

Entry requirements

Candidates are not required to fulfil any specific entry requirements for any of the modules, although previous teaching experience and an initial teaching qualification are highly recommended – see above. Note that centres have their own selection procedures for entry onto Module Two courses. This is to ensure that candidates have sufficient prior knowledge and experience to benefit from the course.

What can successful candidates do with Delta?

Delta can prepare teachers for more senior teaching roles and facilitate progression to other qualifications, such as MAs in Linguistics and Language Teaching. Some MA programmes accept *Delta* credits (up to 20 credits per module).

Approaches to teaching and learning

The syllabus establishes a structure within which candidates can develop awareness, understanding and skills appropriate to working with a wide range of learners in a variety of contexts. It does not set out prescribed procedures or techniques for language teaching.

Aims of modular format

The complementary modular format provides flexible entry points. Candidates may choose to do any or all of the modules and have the opportunity to focus on specialist areas of teaching in Modules Two and Three. Some candidates may find it useful to take Modules One and Two together, and then complete Module Three at a later date. Candidates may also select any of the modules to complement other training, e.g. Module Two while or after doing an MA in Linguistics and Language Teaching.

Overview of content and assessment

All three modules include a focus on theory and practice. Teaching practice is directly assessed in Module Two.

Module One – Understanding language, methodology and resources for teaching

This module focuses on the background to teaching and learning English in a range of contexts.

Topics include:

- theoretical perspectives on language acquisition and language teaching
- different approaches and methodologies, including current developments
- language systems and learners' linguistic problems
- language skills and learners' problems
- knowledge of resources, materials and reference sources for language learning
- key concepts and terminology related to assessment.

Assessment: Written exam of two 90-minute papers.

Module Two – Developing professional practice

This module focuses on the principles and practice of planning and teaching.

Topics include:

- the language learner and the language learning context
- preparation for teaching English language learners
- evaluating, selecting and using resources and materials
- managing and supporting learning
- evaluation of lesson preparation and teaching
- observation/evaluation of other teachers' lessons
- professionalism and opportunities for professional development.

Assessment: Portfolio of coursework, including a professional development assignment, background essays and assessed teaching practice. As well as observing lessons, teachers prepare, teach and evaluate four lessons – one is externally assessed by a Cambridge English assessor.

Module Three

Candidates can choose from two options:

- Option 1: Extending practice and English language teaching specialism

This module focuses on needs analysis, syllabus design, course planning and assessment in the context of a selected specialism.

- Option 2: English Language Teaching management

This module focuses on situation analysis and planning, and implementing change in the context of a selected management specialism.

Assessment: Extended written assignment of 4,000–4,500 words, focusing on the teacher's chosen specialist area of teaching (Option 1) or their chosen ELT management specialism (Option 2).

Support for candidates and course providers

Support and general information for *Delta*, including downloadable versions of this handbook, the syllabus and past papers, can be found at www.cambridgeenglish.org/delta

Materials for course providers

For course providers, recommended reading lists for the three modules can be found on our customer support website:

<https://support.cambridgeenglish.org>. Once logged in, tutors can select the Help and Information tab and choose Teaching Qualifications.

We also run free seminars and webinars for teachers, with replays available on Cambridge English TV:

Webinars for teachers:

www.cambridgeenglish.org/webinars

Seminars and events:

www.cambridgeenglish.org/events

Cambridge English TV:

www.youtube.com/cambridgeenglishtv

Further information

Contact your local authorised teaching qualification centre, or our helpdesk at www.cambridgeenglish.org/helpdesk for:

- details of entry procedure
- current fees
- details of exam sessions
- more information about *Delta* and other Cambridge English Teaching Qualifications and exams.

Delta administration

Course requirements

It is not essential to do a course to enter for Modules One and Three. Candidates may either follow a course at a centre or prepare for the examination/extended assignment independently. Module Two requires course attendance at an approved *Delta* centre so that teaching can be supported and assessed.

Entry procedure

Candidates wishing to enter for any or all three modules must register at an authorised Cambridge English examination or teaching qualifications centre. **Please note that candidates who are following a course for Module One must register for the examination at the centre where they will be sitting the examination – which may be different from the centre where they have taken the course.**

Candidate details must be submitted to Cambridge English Language Assessment at least six weeks before the examination submission dates. Please note that more notice may be necessary if candidates have special requirements and therefore need special arrangements.

For a list of Cambridge English examination centres, go to www.cambridgeenglish.org/teachingcentresearch. Institutions wishing to become a Teaching Qualifications centre can find details and a link to an online enquiry form at: www.cambridgeenglish.org/become-a-centre.

For copies of the Regulations and more details on entry procedure, current fees and further information about this and our other examinations, contact your local examination centre.

Results

Successful candidates receive a certificate for each module. Grades awarded are Pass with Distinction, Pass with Merit, Pass or Fail.

Notification of results

Candidates are issued with a statement of results approximately two months after the examination/submission date.

Certificates are issued to candidates gaining a passing grade via their centre, approximately six weeks after the issue of statements of results.

On completion of all three modules, the over-arching *Delta* certificate can be requested via the candidate's centre.

Please note that despatch of candidates' results will be delayed if they need special consideration or if malpractice is suspected. (See below.)

Enquiries on results must be made through the candidate's centre.

Appeals procedure

We provide a service to enable centres to appeal, on behalf of candidates, against assessment decisions that affect grades awarded to candidates, e.g. decisions relating to results and decisions relating to irregular conduct.

Candidates should first contact their centre for advice. For more information about the appeals procedure, go to www.cambridgeenglish.org/help/enquiries-and-appeals

Special Circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:

- **Special arrangements**
These are available for candidates with a permanent or long-term disability. Consult your Centre Exams Manager (CEM) for more details.
- **Special consideration**
We will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.
- **Malpractice**
We will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

For more information about special circumstances go to www.cambridgeenglish.org/help

Module One

Understanding language, methodology and resources for teaching

Introduction to Module One

Module One is assessed via a written examination.

The aim of Module One is to extend and develop candidates' knowledge and understanding of:

- theoretical perspectives on language acquisition and language teaching
- different approaches and methodologies including current developments
- language systems and learners' linguistic problems
- language skills and learner problems
- resources, materials and reference sources for language learning
- key concepts and terminology related to assessment.

To achieve these aims, candidates need to:

- demonstrate knowledge of historical and current theories of first and second language acquisition
- critically evaluate current and historical approaches and methodologies in English language teaching
- demonstrate understanding of key features of language systems and skills appropriate to teaching and lesson planning, including problems with language use and skills experienced by learners
- examine and evaluate a range of teaching resources and materials, and reference materials (including e-resources and multimedia materials)
- demonstrate knowledge of the role and methods of assessment.

The full syllabus can be downloaded at www.cambridgeenglish.org/delta/prepare

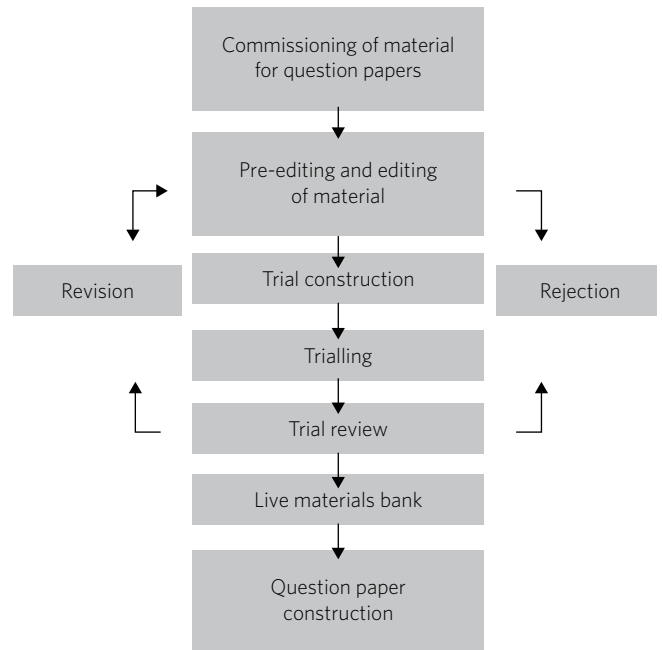
The production of Module One

We are committed to providing examinations of the highest possible quality. This commitment is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English examinations. Of particular importance is the rigorous set of procedures which are used in the production and pretesting of question papers.

The production process begins with the commissioning of materials and ends with the printing of question papers.

There are five main stages in the production process:

- commissioning
- pre-editing and editing
- trialling
- analysis and banking of materials
- question paper construction.



Question paper production cycle

Trialling of Module One test material provides us with valuable information about the performance of particular tasks.

Assessment

In Module One, candidates accumulate marks across questions and it is the total numbers of marks obtained across the two papers that decides which grade a candidate is awarded. Candidates' answers are marked against a detailed mark scheme containing Guideline Answers. Marks are awarded for appropriate responses in terms of content.

There are 200 marks available for Module One as a whole. See the **General Description** on page 12 and the **Structure and Tasks** sections on pages 12-13 and 16 for a detailed description of the mark scheme.

Marking

The panel of examiners is divided into small teams, each with an experienced examiner as Team Leader. A Principal Examiner guides and monitors the marking process.

The process begins with a meeting of the Principal Examiner, the Team Leaders and all the examiners. This is held immediately after the examination and begins the process of establishing a common standard of assessment by the selection and marking of sample scripts for all the tasks. These are chosen to represent a range of responses and different levels. The Task Specific Mark Schemes are amended to take into account real candidate responses. Examiners discuss these Task Specific Mark Schemes and refer to them regularly while marking.

During marking, each examiner is apportioned scripts chosen on a random basis from the whole entry. A rigorous process of co-ordination and checking is carried out before, during and after the marking process. This ensures that all examiners mark to the same level and also that credit can be given for correct responses that do not feature in the original mark scheme.

Grading

The purpose of grading is to determine candidates' overall grades, based on the total score gained across the two papers. Results are recorded as three passing grades (Pass with Distinction, Pass with Merit, Pass) and one failing grade (Fail).

At the end of the marking process, there is a grading meeting to determine precisely how many marks are required to obtain each of the passing grades. The grade boundaries are set in a way that ensures that the level of knowledge required to obtain the three passing grades:

- is consistent with the grade descriptions below
- is the same from one session to the next
- does not vary as a result of slight variations in the difficulty of the papers.

The following information is used in the grading process:

- statistics on the candidature
- comparison with statistics from previous years' examination performance and candidature
- recommendations of examiners, based on the performance of candidates.

The number of marks required to obtain each grade are:

Pass..... approximately 100
 Pass with Merit approximately 130
 Pass with Distinction..... approximately 150

GRADE	DESCRIPTION
Pass with Distinction	The candidate demonstrates a comprehensive and accurate knowledge of the <i>Delta</i> Module One syllabus and a high level of familiarity with the full range of ELT terminology, concepts, theories and practices tested in the <i>Delta</i> Module One examination. In addition, the candidate shows a high level of insight in their analysis of language systems, language skills, testing, methodology, approaches and factors affecting learning and teaching.
Pass with Merit	The candidate demonstrates a comprehensive and generally accurate knowledge of the <i>Delta</i> Module One syllabus and a high level of familiarity with a wide range of ELT terminology, concepts, theories and practices tested in the <i>Delta</i> Module One examination. In addition, the candidate shows a good level of insight in their analysis of language systems, language skills, testing, methodology, approaches and factors affecting learning and teaching.
Pass	The candidate demonstrates a generally accurate knowledge of a range of areas in the <i>Delta</i> Module One syllabus and a sound level of familiarity with a range of ELT terminology, concepts, theories and practices tested in the <i>Delta</i> Module One examination. In addition, the candidate shows a generally sound (though inconsistent) level of insight in their analysis of language systems, language skills, testing, methodology, approaches and factors affecting learning and teaching.
Fail	The candidate fails to demonstrate a generally accurate knowledge in a wide enough range of areas in the <i>Delta</i> Module One syllabus to reach pass standard. The candidate may show an inadequate level of familiarity with ELT terminology, concepts, theories and practices tested in the <i>Delta</i> Module One examination. Alternatively the candidate may show insufficient insight in their analysis of language systems, language skills, testing, methodology, approaches and factors affecting learning and teaching.

General description

EXAMINATION FORMAT	The <i>Delta</i> Module One examination consists of two papers.																												
TIMING	3 hours and 30 minutes (two 1½-hour papers with a 30-minute break in between).																												
NO. OF TASKS	Paper 1 comprises five tasks. Paper 2 comprises three tasks. All tasks are compulsory.																												
TASK TYPES	Candidates are presented with ELT-related material and authentic texts. In Paper 1, the task types include labelling, short answer and longer written responses. In Paper 2, the tasks require longer written responses.																												
ANSWER FORMAT	Candidates write their answers in the booklet provided. Candidates must write in ink. There is no specified minimum or maximum word length for candidates' answers. Answers may be written in any form as long as they are clear to the reader. This can include continuous prose, bulleted lists, notes, grids or tables.																												
MARKS	Each task is marked in accordance with Task Specific Mark Schemes. There are a total of 200 marks available for Module One as a whole. <table border="0" style="margin-left: 20px;"> <tr> <td style="text-align: right;"><i>Paper 1</i></td> <td></td> <td style="text-align: right;"><i>Paper 2</i></td> <td></td> </tr> <tr> <td>Task 1</td> <td>6 marks</td> <td>Task 1</td> <td>18 marks</td> </tr> <tr> <td>Task 2</td> <td>12 marks</td> <td>Task 2</td> <td>42 marks</td> </tr> <tr> <td>Task 3</td> <td>12 marks</td> <td>Task 3</td> <td>40 marks</td> </tr> <tr> <td>Task 4</td> <td>20 marks</td> <td><i>Total</i></td> <td><i>100 marks</i></td> </tr> <tr> <td>Task 5</td> <td>50 marks</td> <td></td> <td></td> </tr> <tr> <td><i>Total</i></td> <td><i>100 marks</i></td> <td></td> <td></td> </tr> </table> <p>Results are awarded as Pass with Distinction, Pass with Merit, Pass or Fail, based on the total number of marks achieved.</p>	<i>Paper 1</i>		<i>Paper 2</i>		Task 1	6 marks	Task 1	18 marks	Task 2	12 marks	Task 2	42 marks	Task 3	12 marks	Task 3	40 marks	Task 4	20 marks	<i>Total</i>	<i>100 marks</i>	Task 5	50 marks			<i>Total</i>	<i>100 marks</i>		
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Task 5	50 marks																												
<i>Total</i>	<i>100 marks</i>																												

Paper 1 – Structure and tasks

TASK ONE

TASK TYPE	Labelling task Six definitions of ELT-related terms are provided. Candidates supply the correct term.
TASK FOCUS	Knowledge of language systems; skills; methodology and approaches; assessment
MARKS AVAILABLE	6
MARK SCHEME	One mark is awarded for each correct answer.

TASK TWO

TASK TYPE	Short written response Four terms are provided. Candidates supply a definition and an appropriate example for each item.
TASK FOCUS	Knowledge of language systems; skills; methodology and approaches; assessment
MARKS AVAILABLE	12
MARK SCHEME	<ul style="list-style-type: none"> • Two marks for the definition. • One mark for a correct example. <p><i>Note:</i> A mark is only awarded for the example if the definition is correct.</p>

Paper 1 – Structure and tasks (continued)

TASK THREE

TASK TYPE	<p>Longer written response</p> <p>A writing or speaking skills task from published ELT course material or published examination material is provided. Candidates are provided with a number of language features (e.g. ordering information, linking information, use of appropriate salutation) that learners would need to use to complete the activity successfully. Candidates identify three further appropriate language features which learners would need to complete the activity.</p>
TASK FOCUS	<p>Understanding of skills and ability to identify appropriate language features.</p> <p>Understanding of features of spoken and written discourse which contribute to successful communication, e.g. register, cohesion, organisation, range of grammar and lexis.</p>
MARKS AVAILABLE	12
MARK SCHEME	<p>Two marks are awarded for each language feature correctly identified.</p> <p>Two marks are awarded for each correct example/illustration.</p> <p><i>Note:</i> Marks are only awarded for the example if the language feature is correctly identified.</p>

TASK FOUR

TASK TYPE	<p>Longer written response</p> <p>An authentic spoken (transcribed) or written text produced by a learner is provided. Candidates analyse the main strengths and weaknesses in the text based on a set of specific areas, e.g. use of collocation, grammatical accuracy, cohesion. They identify a total of four strengths and weaknesses.</p>
TASK FOCUS	<p>Ability to analyse and explain learner errors in written and spoken discourse.</p> <p>Understanding of features of spoken and written discourse which contribute to successful communication, e.g. register, cohesion, organisation, range of grammar and lexis.</p>
MARKS AVAILABLE	20
MARK SCHEME	<p>Three marks are awarded for each key strength or weakness correctly identified.</p> <p>Two marks are awarded for each example from the text illustrating the strength or weakness identified.</p> <p><i>Note:</i> Marks are only awarded for the example if the strength/weakness is correctly identified.</p>

TASK FIVE

TASK TYPE	<p>Longer written response</p> <p>An authentic text is provided, e.g. a newspaper article, a leaflet, a brochure, a form. Candidates identify features of the text which are typical of its genre and identify and explain the form, meaning, use and phonological features of three different language items or areas highlighted in the text. For one of the items or areas, candidates may be asked to identify possible learner problems with form, meaning, use and pronunciation, as appropriate.</p>
MARKS AVAILABLE	50
MARK SCHEME	<p>One mark is awarded for each point correctly made.</p> <p><i>Note:</i> in Part a, a mark is only awarded if a correct example is given.</p>

The tasks in Paper 1

Task One

Task One tests candidates' knowledge of key concepts and terminology related to:

- language systems
- language skills
- methodology and approaches
- assessment
- first and second language acquisition.

For this task, candidates are given six definitions of ELT-related terms. They are asked to provide the correct term for each definition. The terms provided by candidates will rarely be more than one or two words in length.

The definitions are selected to represent those terms, concepts and practices with which a *Delta*-level candidate can reasonably be expected to be familiar. On each paper, the definitions provided will cover a range of aspects of ELT.

Task Two

Task Two tests candidates' knowledge of key concepts and practices related to:

- language systems
- language skills
- methodology and approaches
- assessment
- first and second language acquisition.

For this task, candidates are given four terms describing ELT-related concepts and practices. Candidates must provide a definition for each term including an appropriate example or illustration to support their answer. Definitions provided by candidates will normally be one or two sentences in length and may be written in a bulleted format or in continuous prose.

The ELT-related terms, concepts and practices are selected to represent those with which a *Delta*-level candidate can reasonably be expected to be familiar. On each paper, the terms provided will cover a range of aspects of ELT.

Task Three

Task Three tests candidates' knowledge of:

- writing and speaking skills and subskills
- the discourse of written and spoken communications
- the language features learners may need when completing a specified ELT task.

For this task, candidates are provided with an authentic writing or speaking skills activity from published ELT course material or published examination material. Candidates are provided with two or three language features learners would need in order to complete the activity successfully and are asked to identify three further key language features that learners would need.

For each language feature candidates identify, they must provide an appropriate example or illustration, e.g. a functional exponent,

a language item used to realise a particular feature of discourse. For example, a candidate identifies that learners will need to know how to 'agree or disagree politely' in a spoken negotiation task and provides the examples 'Yes, good idea', 'I see what you mean but I wonder if we should . . .' Alternatively, the candidate identifies 'logical organisation appropriate to discursive essay writing' and provides the illustration 'introduction – opinions for – opinions against – conclusion and personal opinion'. Candidates cannot gain full marks if they do not provide relevant examples or illustrations. Points that may reasonably be seen as connected, e.g. 'expressing agreement and disagreement' will count as one point, not two.

Task Four

Task Four tests candidates' ability to:

- analyse lexical, grammatical, functional, phonological and discursal features of language in use
- analyse and explain learner errors in written and spoken discourse
- analyse features of spoken and written discourse (including genre) which contribute to successful communication, e.g. register, cohesion, organisation, range of grammar and lexis.

For this task, candidates are provided with authentic spoken (transcribed) or written text produced by a learner. The level of the learner and the task the learner was asked to perform when producing the text are specified in the rubric.

Candidates are asked to analyse specific areas of the text (e.g. use of collocation, cohesion, task achievement, range of lexis, accuracy of grammar) and provide examples of these from the text.

In their answers, candidates are expected to provide a detailed analysis of four key strengths and weaknesses but must include at least one strength and one weakness in their answers. For example, an answer which includes one weakness and three strengths is acceptable, as is an answer which includes two strengths and two weaknesses. An answer which includes four weaknesses or four strengths, however, is not acceptable.

When identifying key strengths and weaknesses, candidates should focus only on the areas specified in the task. Candidates will not gain marks for analysing strengths and weaknesses related to areas that are not specified.

The examples candidates provide can be copied directly from the text or line references can be given when the example is extensive (e.g. a full sentence or paragraph). Candidates cannot gain full marks if they do not provide examples.

Task Five

Task Five tests candidates' ability to:

- analyse lexical, grammatical, functional and phonological features of language in use
- identify characteristic features of texts and genre
- identify problems learners may have with specified lexical, grammatical, functional and phonological features of language.

For this task, candidates are provided with an authentic written text, e.g. a newspaper article, a leaflet, a form. The task is divided into four parts (a-d).

In the first part, candidates are asked to identify features of the text that are typical of its genre. They must provide an example from the text of each feature they identify.

In the remaining three parts, candidates are asked to identify and comment on the form, meaning, use and phonological features of three different language items or language areas highlighted in the text. Each part specifies which features candidates should focus on. In their answers, candidates are expected to provide a detailed analysis of the language items or areas using appropriate terminology, and phonemic transcriptions where necessary.

For one of the three language items or areas, candidates may be asked to identify possible learner problems with form and/or meaning/use and/or pronunciation. Candidates should identify realistic problems with reference to groups of learners.

Paper 2 – Structure and tasks

TASK ONE

TASK TYPE	<p>Longer written response</p> <p>An extract from or a description of a test is provided, along with the context and purpose of its use. The extract/description may be from a public examination, a commercially produced test (e.g. a placement test or a coursebook progress test) or a teacher-generated test.</p> <p>Candidates provide an evaluation of its effectiveness for the stated purpose, making six points.</p>
TASK FOCUS	Understanding of key concepts and terminology related to assessment; ability to evaluate types of assessment and their purposes; ability to relate principles of assessment to the classroom
MARKS AVAILABLE	18
MARK SCHEME	<p>Two marks are awarded for each positive/negative identified.</p> <p>One mark is awarded for each application to the learner identified.</p>

TASK TWO

TASK TYPE	<p>Longer written response</p> <p>An extract from published coursebook material is provided.</p> <p>Candidates identify the purpose of specified individual activities and stages in the material, how specified activities and stages in the material support those discussed previously, and then comment on key assumptions about language learning and skills development that are evident in some or all of the activities and stages.</p>
TASK FOCUS	Analysis of resources, approaches and methodologies, and learners and contexts
MARKS AVAILABLE	42 (Part a = 12, Part b = 12, Part c = 18)
MARK SCHEME	<p>Two marks are awarded for each point made up to a maximum of 12 marks for Parts a and b.</p> <p>One mark is awarded for each assumption listed; one mark is awarded for each explanation of an assumption; one mark is awarded for correct reference to a relevant exercise for each assumption for Part c.</p>

TASK THREE

TASK TYPE	<p>Longer written response</p> <p>ELT-related input is provided, e.g. one or two extracts from material for teachers or from a methodology/resource book, a lesson plan extract, a transcript of teachers discussing a lesson, an extract from tutor feedback.</p> <p>Candidates answer specific questions about the material, e.g. interpreting the teacher's role as exemplified in the material, discussing the implications this view of teaching has for classroom practice.</p> <p>This could include analysis of: both historical and current perspectives on approaches and methodologies, theories of language acquisition, resources, learner and teacher roles.</p>
TASK FOCUS	Analysis of resources, approaches and methodologies, learners and contexts, language acquisition and teacher roles
MARKS AVAILABLE	40
MARK SCHEME	<p>Two marks are awarded for each correct point made up to a maximum of 30 marks.</p> <p>A mark out of five is given for the depth of the overall response. This is doubled to a mark out of 10.</p>

Depth criteria for Paper 2 Task Three

- Give a rating between 0 and 5 for the *overall response*. NB Ratings for depth are doubled to a maximum of 10 marks.
- Depth criteria: development, rationale, reference

RATING

5	<p>A fully developed, well-balanced response to the task.</p> <p>Points are consistently supported by rationale based on relevant reference to experience; and/or examples; and/or range of contexts; and/or sources; and/or theories.</p> <p>Rationale is convincing and insightful in justifying points made.</p>
4	<p>A well-developed, well-balanced response to the task.</p> <p>Points are mostly supported by rationale based on relevant reference to experience; and/or examples; and/or range of contexts; and/or sources; and/or theories.</p> <p>Rationale is mostly convincing and insightful in justifying points made.</p>
3	<p>A generally well-developed response to the task.</p> <p>Points are generally supported by rationale based on relevant reference to experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Some points may be less well supported; a few irrelevancies may be present.</p> <p>Rationale is satisfactory in justifying points made.</p>
2	<p>A limited response to the task.</p> <p>Points are sometimes supported by rationale based on relevant reference to experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Some points may be unsupported; a number of irrelevancies may be present; the response may contain more description than analysis.</p> <p>Rationale is evident, but inconsistent in justifying points made.</p>
1	<p>A minimal response to the task.</p> <p>Points are minimally supported by rationale based on relevant reference to experience; and/or examples; and/or range of contexts; and/or sources; and/or theories. Most points are unsupported; a number of irrelevancies may be present; the response contains a lot of description and very little analysis.</p> <p>Rationale is minimal.</p>
0	<p>No development of the response.</p>

The tasks in Paper 2

Task One

Task One tests candidates' knowledge of:

- key concepts of terminology related to assessment in ELT
- key principles informing test design.

Task One tests candidates' ability to:

- evaluate types of test for a stated purpose in a given context
- relate key principles of assessment to the language learners, specified purposes and the ELT classroom.

For this task, candidates are provided with an extract from, or a description of, a public examination, a commercially produced test (e.g. a placement test or a coursebook progress test) or a teacher-generated test. The context and purpose of the test's use are stated in the rubric. Candidates are asked to provide an evaluation of the effectiveness of the test for the stated purpose with reference to the stated context. They are asked to include six features of the test, refer to relevant testing concepts and include both positive and negative observations.

In their answers, candidates are expected to refer to assessment-related terminology and explicitly link the points they make to the stated context and purpose. For example, if a specific learner's needs are identified in the stated context, candidates should refer to these needs explicitly when evaluating the test. Candidates should base their answers on the extract as provided in Task One. Candidates will not gain marks for discussing features of the test they may know about but that are not represented in the extract itself.

Task Two

Task Two tests candidates' ability to:

- identify the language learning and/or skills development purpose of ELT materials, how different parts of the material combine and support each other, and the principles informing the design of materials
- analyse and evaluate materials for use by language learners
- apply their analysis to different learners and contexts and identify how specified ELT approaches, methodologies and techniques might help learners develop language and language skills
- identify, describe and evaluate different approaches, methodologies and techniques in ELT
- identify, explain and relate theories of first and second language acquisition to resources, approaches, methodologies and materials for use by language learners.

For this task, candidates are provided with an extract from published ELT coursebook material. The language learning purpose of the extract is specified in the rubric.

In Part a of the task, candidates are asked to identify the main purpose of specified individual exercises, activities and stages in the material in relation to the purpose of the extract as a whole. Marks are only awarded for identifying a purpose for each exercise, activity and stage that relates specifically to the stated purpose of the extract as a whole. For example, a reading exercise may have a main purpose of 'contextualising lexis' rather than 'developing reading skills' when viewed in relation to the purpose of the extract as a whole.

In Part b, candidates are asked to identify and comment on how specified exercises, activities and stages in the remainder of the material combine with those discussed in Part a. The exercises, activities and stages for consideration in Part b are sometimes specified in terms of a focus. For example, candidates may be asked to comment on how the vocabulary or pronunciation focus of the remaining material combines with the exercises, activities and stages discussed in Part a. At other times, the focus of the exercises in Part b may be wider in range.

In Part c, candidates must identify six key assumptions about language learning and/or skills development that are evident in some or all of the exercises, activities and stages discussed in Parts a and b, and explain why the authors of the material might consider these assumptions to be important for learning and development. Part c indicates which of the exercises candidates should focus on. When discussing the assumptions, candidates can draw on their knowledge of a range of different areas, including: different learners and contexts; ELT approaches, methodologies and techniques; theories of first and second language acquisition. Candidates should support their comments with examples from and references to the specified exercises, activities and stages.

Task Three

Task Three tests candidates' ability to:

- analyse materials and resources produced by or for use by language teachers
- apply their analysis to different teachers, learners and contexts and identify how specified ELT teacher roles, approaches, methodologies and techniques might help learners develop language and language skills
- identify, describe and evaluate different teacher approaches, methodologies and techniques in ELT
- identify, explain and relate theories of first and second language acquisition to resources, approaches, methodologies and materials produced by or for use by language teachers
- relate resources, approaches, methodologies and materials to teachers' roles in a variety of ELT practices.

For this task, candidates are provided with ELT-related input such as one or two extracts from materials designed for use by or produced by language teachers (e.g. a methodology/resource book, a teacher's guide to a coursebook, a lesson plan extract or a transcript of teachers, observers or learners discussing a lesson).

This task is divided into two or more parts, designed to guide candidates through their answers. Candidates answer specific questions about the material (e.g. interpreting the teacher's role as exemplified in the material, discussing the implications this view of teaching has for classroom practice and the development of language and language skills). The material may provide the stimulus for a wider discussion of ELT issues with specific reference to teacher roles and practices in relation to language teaching and learning. If the material is used as a stimulus for discussion of wider issues, these will be linked thematically to the content of the material itself. The material and questions may refer to current or historical ELT perspectives, approaches and practice.

In their answers, candidates should refer explicitly to the material when this is asked for in the rubric but need not do so when questions guide them on to wider issues. When asked to comment on broader issues, candidates can draw on their knowledge of a

range of different areas. Depending on the task, these can include: different learners and contexts; ELT approaches, methodologies and techniques; theories of first and second language acquisition; their own teaching experience.

Guidance for tutors and candidates

General

Before the exam

Candidates are not required to follow a course to prepare for the *Delta* Module One examination. However, candidates who do choose to follow a course will benefit from having a structured approach to their preparation for the examination. The following information may be used by centres/tutors delivering courses leading to the *Delta* Module One examination or by candidates preparing independently.

For all parts of both examination papers, candidates need to have a breadth and depth of knowledge and awareness of issues related to ELT. For this reason, it is important that candidates read widely before taking the examination. The texts that candidates should read and be familiar with include those covering the following areas:

- historical and current hypotheses of first and second language acquisition (e.g. imitation, innateness, cognitive-developmental, behaviourist) and comparison of first and second language acquisition
- key concepts related to the areas above (e.g. language acquisition device, critical period, order of acquisition)
- historical and current approaches and methods (both mainstream and non-mainstream) in language teaching/learning (e.g. grammar-translation, audio-lingual method, communicative and task-based learning approaches, Content and Language Integrated Learning, delayed oral practice, Natural Approach, Total Physical Response)
- a variety of learning environments (e.g. the classroom, resource centres, Virtual Learning Environments, experiential learning outside the classroom)
- contemporary issues in ELT (e.g. CLIL)
- the relationship between language and society i.e. how language is used to form, maintain and transform identity and power relations (e.g. cultural, social, political or religious)
- varieties of English (e.g. English as a lingua franca, World Englishes, Englishes used by specific speech communities) and principles informing which varieties to teach
- features of language systems appropriate to teaching purposes and lesson planning (e.g. meaning/use, form and pronunciation) and associated terminology
- error analysis, common or typical errors related to L1 or other contextual features
- models and sources informing language analysis (e.g. corpus data, grammars)
- features of language skills (e.g. subskills and strategies) and texts (e.g. genre, communicative purpose and success) appropriate to teaching purposes and lesson planning
- learner problems in achieving successful language skills work (including literacy in different ELT contexts)

- models and sources informing skills analysis
- testing and assessment (e.g. concepts of validity, reliability, impact and practicality) and the purposes for which tests are used (e.g. diagnostic, formative, summative assessment).

Please note: the examples given above are indicative only and are not intended to be fully comprehensive.

The types of text that are likely to contain the content listed above are:

- grammar analysis references
- discourse analysis references
- lexical analysis references
- skills analysis references
- academic and practical guides to methodology and pedagogical issues
- academic and practical guides to language acquisition and learning
- historical and contemporary coursebooks and learning materials
- widely available tests
- articles in journals and on the internet.

While preparing for the examination, candidates should think about what, for them, is the clearest format for writing their responses to each task (e.g. bullets, note form, grids or continuous prose).

During the exam

Candidates are strongly recommended to read task rubrics very carefully, perhaps underlining or highlighting key points, and ensuring that in their answers they only address these points. This will help them focus and save time by not providing information they were not asked for.

Candidates should note that if a task requires a specific number of answers, the examiner will mark only the requested number and ignore any further responses.

Candidates should read through the whole of any text or extract to gain a clear idea of its content before they begin to write answers to any of the questions.

The amount that candidates are expected to produce increases across the two papers from simple labelling, to short written responses and longer written responses. Tasks Three, Four and Five in Paper 1 and all the tasks in Paper 2 require longer written responses.

Candidates may write on the question paper during the examination but their notes will not be marked. Candidates must write their answers in the answer booklet provided. Candidates should start each task on a new page and label their answers clearly, ensuring that the correct question number is written next to each answer. Candidates are also recommended to lay out their answers as concisely and clearly as possible, using headings and bullet points. This will help them see more easily whether they have addressed relevant points and have done so adequately.

Candidates can complete the different parts of each paper in any order.

They should plan their time carefully. The marks available for the task are indicated on the question paper and candidates should ensure that they allow an appropriate amount of time for each task in light of this.

Syntax, spelling and other uses of language should be accurate across both papers. No marks are awarded for correct use of English but candidates should ensure that their responses are written in a style that imposes no strain on the reader.

By task

Paper 1

Task One

Before the exam, candidates should:

- practise by referring to terminology reference materials and testing themselves on items
- keep a note of key terms and definitions they encounter when reading to prepare for the exam. Candidates can use these to revise for the exam itself.

During the exam, candidates should:

- provide an answer for all six items, even if they are not sure something is correct
- provide one answer only for each item. If a candidate writes two answers, one of which is correct and one of which is incorrect, no marks will be awarded
- answer those items they are sure of first and then return to those they are less sure of
- avoid paraphrasing the term if they cannot remember it as no marks will be given for this
- only write the required term and not give examples or any extra information
- spell terms correctly.

Task Two

Before the exam, candidates should:

- practise by referring to terminology reference materials and producing their own definitions for terms
- keep a note of key terms and definitions they encounter when reading to prepare for the exam.

During the exam, candidates should:

- provide an answer for all four terms
- give a definition for each term
- make use of precise linguistic/technical terms rather than the more simplified terms they might use with students
- make sure each answer has a clear example or illustration.

Task Three

Before the exam, candidates should:

- look at skills tasks in published ELT materials and practise identifying language features
- plan lessons with a skills focus and predict what language features their learners will need
- observe their learners' responses to skills tasks used in the classroom and note in which language features they might have usefully been prepared
- consult other teachers when preparing skills lessons to gain greater input on the language features involved in particular tasks
- read discourse and skills analysis references
- read practical guides to methodology and pedagogical issues involved in writing and speaking skills.

During the exam, candidates should:

- only discuss what the rubric requires: note carefully which language features have been excluded in the rubric
- provide three features and ensure that each has an appropriate example or illustration
- make sure the language features and examples relate specifically to the text described in the task, and not just to the genre in general
- simply list the points they wish to make, avoiding any introduction, summary or conclusion, using bullet points or a similar format when answering.

Task Four

Before the exam, candidates should:

- read grammar, discourse, lexical, phonological and genre analysis references
- read references on learner error analysis
- provide their learners with extended writing tasks and analyse the responses for a variety of features (e.g. task achievement, appropriacy of genre and style, effect on the reader, organisation, cohesion, punctuation, accuracy of lexis, grammar and spelling, range of lexis and grammar, complexity of grammar and lexis)
- provide their learners with extended speaking tasks, record their responses and analyse these for a variety of features (e.g. range of grammar and lexis, complexity of grammar and lexis, accuracy of grammar and lexis, pronunciation, organisation, cohesion, effect on the listener, task achievement)
- provide constructive feedback to their learners regarding their performance in the writing/speaking tasks above – considering which strengths and weaknesses have the greatest impact on their successful completion of the task(s).

During the exam, candidates should:

- read the rubrics for each part carefully to ensure they comment only on the features and language areas identified in the rubric
- provide a total of four key strengths and weaknesses plus an example for each from the text and at least one of each in their answers, e.g. one strength and three weaknesses is acceptable as is two strengths and two weaknesses
- only give one example for each strength and each weakness
- bear in mind the learner's level when commenting on the text's strengths and weaknesses
- make sure they express their points clearly and use a bullet point layout for the strengths and weaknesses

Task Five

Before the exam, candidates should:

- read grammar, discourse, lexical, phonological and genre analysis references
- read references on common learner problems with grammar, discourse, lexis and phonology
- identify typical features of a variety of text genres
- use self-access language analysis references (with answer keys) to practise analysing language
- plan lessons with a language focus, analysing the language to be taught and predicting the problems learners might have with the language

- observe their learners' responses to language tasks used in the classroom and note which features of language they had problems with
- consult other teachers when preparing language lessons to gain greater input on the features of language they might usefully analyse.

During the exam, candidates should:

- read the rubrics for each part carefully to see exactly what they are required to comment on and ensure they comment only on the features and language areas specified
- only comment on pronunciation in sections where it is specifically mentioned
- pay attention to words given in bold and only comment on these, not on accompanying or surrounding words
- if the rubric requires it, generalise beyond the language in the text in the learner problems section to the area that the language is an example of (the rubric will indicate what this is)
- make sure they consistently provide the full information required, including examples where necessary
- make their answers as detailed as is required, making as many points as possible
- make use of precise linguistic/technical terms rather than the more simplified terms they might use with students
 - define all terms accurately/fully
 - make sure they spell all linguistic/technical terms accurately
- make use of phonemic script as appropriate; they will not be awarded marks if this is not used or not used accurately, when relevant
- write their answers in list form making use of bullets or a similar format.

Paper 2

Task One

Before the exam, candidates should:

- read references on testing and assessment and the purposes for which tests are used
- read authentic extracts from public examinations, commercially produced tests (e.g. a placement test or a coursebook progress test) or teacher-generated tests
- analyse the tests above for the principles informing their design and use (e.g. reliability, practicality, validity) and their effectiveness in achieving a stated purpose
- select tests of various types (e.g. diagnostic, proficiency, progress) for particular learners, defining the purpose for each test
- provide their learners with a variety of test types (e.g. diagnostic, proficiency, progress) and analyse the results with reference to the purpose for which it was used and to key assessment concepts (e.g. reliability, practicality, validity).

During the exam, candidates should:

- read the situation and purpose in the rubric carefully to decide how each part of it can be relevant to the answer
- make sure their answers are specifically about the particular description or extract of the test and the specified learner and context
- make sure they always show explicitly how the points they make about the test's effectiveness apply to the particular learner and the learner's context

- include no more than six features of the test in their answers
- ensure that they cover both positive and negative points
- consider whether points noted as positive could also be negative
- refer to relevant testing concepts using terminology accurately and when appropriate
- cover a range of points relating to the test's effectiveness in their answers
- not include an introduction or a summary in their answer; these are not required and writing them takes up valuable time unnecessarily
- use a clear layout that shows which points are intended as positive and which as negative.

Task Two

Before the exam, candidates should:

- read references on historical and current hypotheses of first and second language acquisition
- read references on historical and current mainstream approaches and methods in language teaching/learning
- read and analyse a variety of published ELT coursebook materials for approaches to and assumptions about language learning and teaching
- read the introductory matter and Teacher's Book materials in a variety of published ELT coursebooks for a rationale on the authors' approaches to language learning and teaching
- plan lessons using published coursebook materials assigning an aim/objective to each stage of the lesson
- observe learners while they engage in exercises and stages of a lesson to ascertain if the aim/objective assigned to it was accurate
- consult other teachers when preparing lessons to gain greater input on the intended purpose and assumptions informing individual exercises, activities and stages.

During the exam, candidates should:

- read the rubric carefully and take full note of which exercises should be discussed for each part of the task
- note that in Part a they should discuss the purposes of the exercises in relation to the purpose of the extract as a whole, rather than just the purposes of the individual exercises
- write more than one purpose for each exercise
 - only write about six purposes in Part a
 - for Part b, make sure they discuss how the specific exercises combine with and/or support the exercises in Part a
 - note that there may be several ways in which each exercise can combine so they should try to identify more than one way
 - only write about six ways the exercises combine in Part b
- in Part c, identify six key assumptions about language learning evident in the specified exercises and the reasons for these assumptions
- only write about six assumptions in Part c
- avoid describing the activities and instead consider the assumptions behind them
- ensure that they explain why the authors might consider the assumption important for learning and/or skills development, making reference to ELT-related research where necessary
- make sure they indicate which exercises the assumptions they mention refer to

- group their answers together as indicated by the task rubric sections to ensure that they give sufficient coverage in the required way to the right exercises i.e. separate their answers to each part of the task and number each point or assumption that they make so that they ensure that they follow the rubric.

Task Three

Before the exam, candidates should:

- read references on historical and current hypotheses of first and second language acquisition
- read references on historical and current approaches and methods (both mainstream and non-mainstream) in language teaching/learning in a variety of learning environments
- explore contemporary issues in ELT
- read academic and practical guides to methodology and pedagogical issues with a focus on teachers' and learners' roles and practices and the effect of these on teaching and learning
- observe others teaching for data on different approaches and discuss these with them
- ask a colleague to observe their teaching and discuss the different approaches and roles used during the lesson
- plan lessons with specific attention to the techniques, roles and approaches they intend to adopt during the lesson
- analyse the effectiveness of these in terms of outcomes for learners and achievement of aims.

During the exam, candidates should:

- read the rubric carefully and only provide the information they are asked for
- make as many relevant points as they can under each section
- develop the points made, supporting them with rationale based on relevant reference to one or more of the following: experience/ examples/range of contexts/sources/theories
- signpost their answers clearly to show what kind of information they are giving, e.g. beliefs/similarities/differences/teachers' roles/learning contexts/principles/effects.

2

Task One (6 marks)

Provide the term for each definition.

Write your answers in your answer booklet. Provide only **one** answer per question.

- a the verbal signals given by the listener to indicate interest, attention, surprise etc.
e.g. *really, uh-huh, yeah*
- b a test employing tasks which replicate real-life activities e.g. role-playing a job interview, writing a letter of complaint, or reading and completing an application form
- c using the medium of English to teach a subject such as geography, natural science or history, to learners whose first language is not English
- d a verb which does not take an object e.g. *He arrived early*
- e a consonant sound in which the air flow is initially stopped, but is then released slowly with friction e.g. /tʃ/
- f a word which has the same pronunciation as another word but a different spelling and meaning e.g. *see* and *sea*

Task Two (12 marks)

Provide a definition and an appropriate brief example or illustration for **each** of the terms below.

Write your answers in your answer booklet.

- a compound words
- b genre
- c stative verb
- d proficiency test

3

Task Three (12 marks)

The extract for this task is the writing activity below for advanced (CEFR C1) level learners.

An international research group is investigating attitudes to education in different parts of the world. You have been asked to write a report on education in your country. Your report should address the following questions:

- What are the strengths and weaknesses of education in your country?
- What educational developments would you like to see in your country in the future?

Write your **report**.

In order to complete this activity successfully, learners at this level would need to use the following key language features:

- report organisation and layout e.g. first section on strengths, second section on weaknesses, use of headings and bullet points
- educational and development lexis e.g. *success rate, widening participation, sit an exam*

Identify a total of **three further key language features** learners at this level would need to use. Provide an example specific to this activity to support each choice.

Write your answer in your answer booklet.

The extract is taken from *CAE Past Papers With Answers Book 6*, CUP, 2005, page 19.

Turn over ►

5

I never forget my last trip in Dublin. I went for 5 days with some friends. I remember the hostel, we were in a room of 14 people and there was a man who every night snored. At the beginning we couldn't sleep but we finally get used to.

The second day we went to Guinness for know the history about it, and one of my friends lost her I.D. We couldn't believe it! She was so worry because she couldn't return to Spain. We phoned to the police and we applied for did a complain. Finally their family sent her the passport. Fortunately she got it 2 days after and she hadn't troubles for come back to Spain.

Apart for this problems we spent a funny time all together and if we had to do a new trip we would go to the same place. I think that with this kind of problems you learn how to manage in differents situations.

10

Turn over ▶

4

Task Four (20 marks)

The text (161 words) for this task is reproduced on the opposite page. It was written by a learner in an intermediate (CEFR B1) level class in response to the following task:

Write about a holiday you will never forget.

Focusing on the areas listed below, identify a total of **four key strengths and weaknesses** of the text. Provide an example from the text of each choice. Include at least **one strength** and **one weakness** in your answer.

- Organisation
- Accuracy of grammar
- Range and accuracy of lexis
- Cohesion

Write your answers in your answer booklet.

7

U.S. \$16.95 / \$20.00 CAN

THE PHOTOGRAPHS

1 This stunning volume was the gift book of the year when it was first published, and the images that grace its pages remain iconic. *The Photographs* offers readers an inside look at the *National Geographic's* award-winning photographers, the facts behind them, and the inside stories of the men and women who took them.

5 The images capture rare moments in nature and the lives of animals, along with defining events in the lives of people everywhere. Many earlier pictures place the new ones in perspective, illustrating how *National Geographic* has created a unique photographic approach and maintained its tradition over decades, while evolving in response to changing realities that the photography documents.

10 Five chapters cover the Society's major themes: wildlife on land and underwater, cultures in the United States and around the world, and science—from astronomy to archaeology to the human senses. On page after page, stunning images reveal the skill and imagination of *Geographic* photographers.

20 Accompanying the images are the photographers' accounts of adventures in the field—sometimes humorous, sometimes terrifying, always vividly compelling. Author Leah Bendavid-Val writes about the photographers' achievements from technical, journalistic, and artistic points of view.

30 An introductory chapter chronicles the evolution of photographic principles at *National Geographic* and the visionaries who believed in the revolutionary idea that photography had the power to tell important truths about the world.

Inside front cover

Turn over ▶

6

Task Five (50 marks)

The text for this task is reproduced on pages 7 and 8.

- a** The text is the inside parts of a book cover. Identify **five** features of the text that are characteristic of its genre. Give one example of each feature you identify.

Do **not** include features of layout.

- b** Look at the following adjectives from the text, all of which contain suffixes.

- stunning (line 3)
- earlier (line 12)
- revolutionary (line 32)
- recognizable (line 54)

- (i) Comment on the **form** of each adjective.

- (ii) Identify **three** problems learners might have with the **pronunciation** of the adjectives.

- c** Comment on the **use of articles** in the following extracts from the text.

- The images (line 10)
- a unique photographic approach (lines 14-15)
- wildlife (line 19)
- the human senses (line 21)
- in the field (line 25)

- d** Look at the following extracts from the text. Comment on the **form** and **use** of the verbs in **bold**.

- Steve McCurry **was** on assignment (line 47)
- the treasure he **had** until (lines 50-51)
- the image **was** developed (line 51)
- she **had** led (line 59)

Write your answers in your answer booklet.

35
 PHOTO: SAM ARELL

Leah Bendavid-Val, Director of Photography Publishing for National Geographic Books, is the author of *Propaganda & Dreams*; *Changing Reality*; *National Geographic: The Photographs*; *Stories on Paper & Glass*, and most recently *Song Without Words: The Photographs and Diaries of Countess Sophia Tolstoy*. She has curated photography exhibitions for museums worldwide.

40

45

50

55

60

Front Cover: Veteran *National Geographic* photographer Steve McCurry was on assignment in a crowded Afghan refugee camp in Pakistan when he first caught sight of this young girl and snapped her picture. Even he did not realize the treasure he had until the image was developed, revealing these unforgettable eyes. She became known simply as “the Afghan girl” and her photograph went on to become one of the most famous and recognizable of *National Geographic*’s photographs.

Back Cover: Seventeen years later, McCurry went back to Pakistan to try to find the Afghan girl and, against all odds, he succeeded. Grown now, with children of her own, she had led a difficult life and the years had taken their toll, but the eyes were still determined and haunting. Now he knew her name and her story. Photographer and subject had come full circle.

Inside back cover

The extract is taken from *The Photographs*, Leah Bendavid-Val, National Geographic Society, 2008, inside cover pages.

3

6 Listen to the sentences. Listen again and write them down. Then listen again and check.

1
 2
 3
 4
 5

7 Roberta is talking to her friend about her evening with her new boyfriend, Mike. Read the questions and tick the correct answers.

Example:
 What was Roberta's evening with Mike like?
 a) awful
 b) fantastic
 c) nice

1 What is Mike like?
 a) rude
 b) friendly
 c) cool

2 What was the restaurant like?
 a) crowded
 b) expensive
 c) comfortable

3 Did Roberta like the food?
 a) She didn't like the food.
 b) She hated the food.
 c) She really liked the food.

4 When is Roberta seeing Mike again?
 a) On Friday.
 b) On Saturday.
 c) On Sunday.

5 Where are Roberta and her friend going to meet?
 a) At Roberta's house.
 b) At her friend's house.
 c) At the cinema.

Based on *Wavelength Elementary Teacher's Resource Book*, Kathy Burke, Julia Brooks, Longman, 1999, pages 179 and 184

Turn over ▶

2

Task One (18 marks)

The text for this task is reproduced on pages 3 and 4. It is being used in the following situation:

S works in the head office of a retail chain with branches in several different countries. She is often required to answer the phone in English. She has been sent on a course to improve her listening and speaking skills. She attends classes at a pre-intermediate (CEFR A2) level. The teacher is using this test as the listening element of a diagnostic test. (There is also a separate speaking test.)

Using your knowledge of relevant testing concepts, evaluate the effectiveness of these tasks for this learner in this situation.

Make a total of **six** points. You must include both **positive** and **negative** points.

Write your answer in your answer booklet.

4

Teacher's notes for exercise 6

- 6** For each totally correct answer, 2 marks. Take off 1 mark for each incorrect spelling, missing word or word out of order. (10 marks)
- 1 I'm frightened / of snakes / but I like / spiders.
 - 2 The hotel / is between / the lake / and the forest.
 - 3 I was angry / because my cat / broke down / this morning. **4** I want / to get fit / so I'm going / to walk to work. **5** I've got / an awful headache / because I'm / very tired.

Transcript for Exercise 7

Recording script

How was your evening with Mike, Roberta?
 It was fantastic. We went to that new restaurant in King Street.
 FRIEND: What's Mike like, then?
 ROBERTA: Well, he's not like my other boyfriend. He's not cool – he's not interested in clothes. He's very polite to everyone and friendly.
 FRIEND: Right. What's the restaurant like?
 ROBERTA: Well, inside it's very nice. And it wasn't at all expensive. The only problem was that there were too many people. It was crowded. We waited for over an hour in the bar for our table and it wasn't very comfortable.
 FRIEND: And what did you have to eat? It's a fish restaurant, isn't it? I thought you didn't like fish very much.
 ROBERTA: Well, I don't, but I love prawns. I really liked the food.
 FRIEND: So are you seeing him again?
 ROBERTA: Yes, I am. He wanted to see me on Friday evening but I'm working. So we're going out on Saturday instead.
 FRIEND: Don't forget you're seeing me on Sunday.
 ROBERTA: No, I won't. How about going to the cinema?
 FRIEND: There is nothing I want to see. Anyway, I haven't got any money.
 ROBERTA: What about meeting at my house? We can stay in.
 FRIEND: OK, Roberta. Then I can see your brother again!

5

Task Two (a 12 marks, b 12 marks, c 18 marks)

The text for this task is reproduced on pages 6 and 7.

The purpose of the extract as a whole is to train learners to use dictionaries and to focus on different aspects of what it is to know a word.

- a** Identify **six** purposes of the exercises listed in the box below in relation to the purpose of the extract as a whole.

How to talk about vocabulary:

Think about words and meanings A1, A2, A3
 Pronunciation in the dictionary B4, B5, B6

- b** Comment on **six** ways in which the exercises listed in the box below combine with the exercises discussed in **a**.

How to talk about vocabulary:

Read definitions and respond C7 and C9
 Grammar in the dictionary D10 and D11

You do **not** need to refer to Grammar Bank mentioned in the extract.

- c** Identify a total of **six** key assumptions about language learning that are evident in the exercises listed in the box below. Explain why these assumptions might be considered to be important for language learning. State which exercise or exercises each assumption refers to.

How to talk about vocabulary:

Think about words and meanings A1 and A3
 Pronunciation in the dictionary B4 and B5

Write your answers in your answer booklet.

Turn over ▶

How to talk about vocabulary

o grammar in the dictionary v definition words p pronunciation in the dictionary

A Think about words and meanings

1 Look at **In the dictionary** opposite. Find an example of each.

- 1 a noun = leaf 3 an adjective =
- 2 a verb = 4 a plural =

2 Complete the sentences with a partner. Use the pictures to help you.

- 1 I'm going to a football on TV.
- 2 I'm going to the restaurant and a table.
- 3 Oscar always his car in a car .

3 Complete the sentences. Use each word twice.

- 1 book cook leaves park watch
- 1 My mum works in a restaurant. She's a cook.
- 2 You can't leave your car there.
- 3 The train leaves at twelve.
- 4 I often read a book before going to sleep.
- 5 Shall we watch a DVD?
- 6 Did you leave a room in the hotel?
- 7 The garden is covered in leaves.
- 8 We went for a walk in the park.
- 9 My friend says the time is 3:15.
- 10 You can leave this in the microwave.

B Pronunciation in the dictionary

4 Match these words and their pronunciation. Then check in a dictionary.

- | | | | | | |
|----------|---------|-------|----------|----------|------|
| buy | son | meet | write | knew | sun |
| wait | meat | right | new | weight | 'bye |
| 1 /raʊt/ | write | right | 3 /njuː/ | 5 /haɪt/ | |
| 2 /sʌn/ | 4 /baʊ/ | | 6 /hɪnt/ | | |

5 Find the pronunciation of these words in the dictionary. Try to say the words.

- debt receipt quay rough

6 **1D.1*** Listen and check.

C Read definitions and respond

7 Look at **Definitions** opposite. Work with a partner. Read the quiz and decide which definition (a, b or c) is wrong.

- 8 **1D.2*** Listen and check your answers.

9 Make definitions from the table.

Write	means the same as	leave
Salmon	sounds the same as	sun
Left	is the opposite of	fruit
Son	is a kind of	difficult
Little	is the past of	small
Easy		right
Apple		fish

Example Write sounds the same as right.

D Grammar in the dictionary

10 Write these words in the table.

bought verb adjective slowly noun children

short for ...	example
adj	adjective
adv	adverb
n	noun
pl	plural
v	verb
pt	past tense

11 Complete the story with these words. Use a dictionary to help you.

asked boss checks job lazy new office questions rude stopped viruses well works
Justin is a computer technician. He ¹ works (v) in an (n) and he ² (v) the system for (pl). He ³ (adj) and doesn't do his (n) very ⁴ (adj). Yesterday, Anna ⁵ (pt) at his desk and ⁶ (pt) him some things about the ⁷ (adj) boss. He didn't know it, but Anna is the new ⁸ (n). The moral of the story is 'Always find out who you are talking to!'
More practice? **Grammar Bank** >> page.

ABCD Put it all together

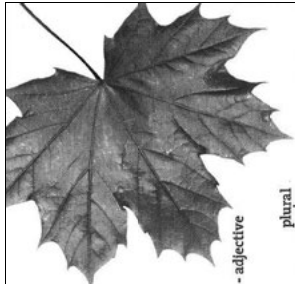
12 Work in a four, organized as Pair A and Pair B. Pair A look at **Definitions** on >> page. Pair B look at **Definitions** on >> page. Add a wrong definition in questions 2 and 3 and complete the missing example in question 3.

13 Take turns to be A and B.

- A Read out a question and the three possible answers, a, b and c.
B Guess which definition is wrong.

I can talk about vocabulary.

In the dictionary



noun
watch¹ /wɒtʃ/ (C) a type of small clock that you usually wear around your wrist: a digital watch o My watch is a bit fast/show (trochee sic) Spanish/Spañola.

verb
watch² /wɒtʃ/ (v) (I) observe, mirar o (v) to look at sth carefully: I'll watch you when you're driving. o (v) to look at sth closely: watch the ball. o (v) to look at sth with interest: I'll watch the game.

different meanings
watch¹ /wɒtʃ/ (n) (C) a type of small clock that you usually wear around your wrist: a digital watch o My watch is a bit fast/show (trochee sic) Spanish/Spañola.

plural

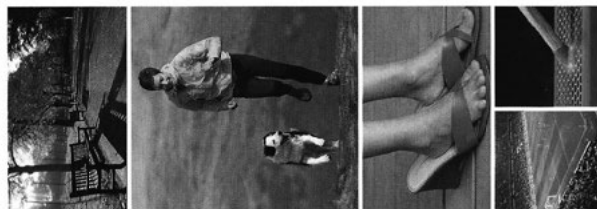
pronunciation
1 (plural watches) sth that you wear on your wrist so you know what time it is: She kept looking at her watch nervously. o Look at the note at clock.

leaf /liːf/ (n) (C) leaves (flɒvz) / foglia (fɔːli) take a leaf out of sb's book / prendre un exemple de qn. You should take a leaf out of his book. o (n) a flat, green, leafy vegetable: vegetable shture a foglia.

Definitions!

Which one is wrong?

- 1 What does **book** mean?
A It means to get tickets, a room in a hotel or a table at a restaurant.
B A book is something that you read.
C It means the same as fast.
- 2 What does **park** mean?
A It's an adjective. It's the opposite of long.
B It's a place in a town with trees and grass.
C It's a verb. It means leave the car somewhere.
- 3 What does **left** mean?
A It's means the same as difficult.
B It's the opposite of right.
C It's the past of leave.
- 4 What does **match** mean?
A It means the same as game. For example, a football match.
B It's a kind of drink. It's similar to tea.
C It's a small piece of wood to light a cigarette or a fire.
- 5 What does **fit** mean?
A It's a verb. We say clothes or shoes fit if they are not too big and not too small.
B It's an adjective. It means the same as healthy.
C It's a noun. It's a kind of chair in a church.
- 6 What does **ring** mean?
A It's a noun. You wear a ring on your finger.
B It means the opposite of large.
C It means to call someone on the phone.



8

Task Three (40 marks)

Below is a task created by a teacher to obtain student feedback.

Getting Student Feedback

1. At the end of the lesson, elicit from the students the stages/activities of the lesson and write them on the board.
2. Ask students to copy down the stages and award 0-3 points for how useful they thought each stage was (0 = not useful, 3 = very useful) and then ask them to award 0-3 points for how enjoyable they thought each stage was (0 = not enjoyable, 3 = very enjoyable).
3. Ask students to write a comment for each stage and give some examples e.g.
 - I want to do more of this
 - The explanation was very difficult. I did not understand it
 - We did too much pairwork
4. Put students in groups of 3 to discuss their answers.
5. Collect the scores and comments, read them after class and compare them with your own perceptions of the class.
6. Note the most important thing you have learned about the lesson from this feedback. Share it with your students in the next lesson.

- a** Why might a teacher want to obtain feedback:
- (i) on these aspects of the lesson?
 - (ii) using the procedures described in the box above?

- b** What reasons are there against obtaining feedback from students?

Write your answer in your answer booklet.

Sample test guideline answers

The answers contained here are intended to illustrate as comprehensively as possible the points that candidates can write in order to gain marks in *Delta* Module One. Please note that candidates are not expected to write all of the information contained in these guideline answers.

Paper One

Task One (6 marks)

- back-channel(l)ing/back-channel(l) (response(s)/device(s)/word(s)/interjection(s)/listenership)
- direct (testing)/(a) direct (test)
- content and language integrated learning/CLIL/content-based teaching/content-based learning/content teaching
- (an) intransitive (verb)
- (an) affricate/affricative
- (a) homophone(s)

Task Two (12 marks)

Compound words

Definition

- A (new) word created by combining two (or more) words

Example

- *memory stick/brand name/over-ambitious/website/downsize/single-handedly/into*

Genre

Definition

- A text type/specific type/style/kind of text distinguished by specific features

Example

- Formal letters, anecdotes, informal telephone conversations

Stative verb

Definition

- A verb which is/can be used to describe a condition/state/belief/emotion/possession/sense

Example

- *I **know** it's true/I **have** a house/any appropriate example*

Proficiency test

Definition

- A test taken to assess candidates' language ability independently/regardless of any course of study

Example

- University entrance (language) exams, IELTS, FCE, TOEFL, etc.

Task Three (12 marks)

- **Formal/semi-formal/impersonal/objective style/no contractions**
Example *the aim of this report is to..., an increase in funding would allow..., it is unusual for students to...*
- **Language relating to numbers and statistics**
Example *the vast majority of 4 year olds, only one in ten graduates*
- **Discourse markers signposting addition/justification**
Example *what is more, due to, given*

- **Use of passive for impersonal/report style**
Example *Parents are given the opportunity to, pupils are expected to*
- **Use of modals for suggestions/hypothesising about the future**
Example *This would lead to, I would recommend, This could result in*
- **Language for generalisation**
Example *tend to, Generally speaking*
- **Language for comparing and contrasting**
Example *The subjects are much more diverse, Fewer students enter higher education, Nevertheless*

Task Four (20 marks)

Key strengths

- **Organisation**
Logically organised/use of paragraphs
Example *introduction to the trip → a story about where they stayed → a place they visited → what happened to his friend → what they did about it → what happened in the end → conclusion that they had a good time and would go again*
OR
Paragraph 1 = background detail; Paragraph 2 = what happened; Paragraph 3 = resolution
- **Range of lexis**
Use of phrases/collocations/use of get
Example *We couldn't believe it! You learn how to manage, get used to, she got it 2 days after*
- **Cohesion**
Uses linking devices
Example *At the beginning, Finally, Fortunately, Apart for (from) this*

Key weaknesses

- **Accuracy of grammar**
Problems with prepositions
Example *my last trip in Dublin, we phoned to the police, At the beginning*
- **Accuracy of grammar**
Singular and plurals
Example *Apart for this problems, I think that with this kind of problems, Finally their family sent her, this vs these, their vs her*
- **Accuracy of grammar**
Narrative tenses/simple past/get used to
Example *she hadn't troubles, we finally get used to*
- **Accuracy of lexis**
Collocations
Example *did a complain, a funny time, come back to Spain, she was so worry*
- **Cohesion**
Purpose clauses
Example *we went to Guinness for know the history, for did a complain*

Task Five (50 marks)

a features of the text characteristic of the inside parts of a book cover**Content**

- Book title in italics/price of book/photo of the author
- Information about author and their other works
- Explains the photos on the book covers
- Summarises the key content in the book

Organisation

- Information on book on front, on author on back
- Description of book moves from overview to detail

Grammatical/Lexical

- **Lexical density/compound and complex sentences**
sometimes humorous, sometimes terrifying, always vividly compelling, was the gift book of the year when it was first published, and the images..., Grown now, with children of her own, she had led...
- **Extreme adjectives/positive adjectives**
stunning, terrifying, iconic, unique
- **Lexis about writing**
author, chronicles, volume, published
- **Use of present simple for overview of book (or other appropriate example)**
the images capture, Five chapters cover, Accompanying the images are...

b (i) form of each adjective**stunning** (line 3)

- Verb + *ing*/present participle
- Final consonant doubled because single consonant follows single vowel/CVC

earlier (line 12)

- Comparative
- Adjective + *er*
- *y* changes to *i*
- Tendency for 2-syllable adjectives to form the comparative by adding '-er'

revolutionary (line 32)

- Countable noun + *ary*
- *-ary* can be used as noun suffix (e.g. *a visionary, a revolutionary*)

recognizable (line 54)

- Verb + *able*
- Use of *z* in American publication/*s* in British publication
- Final *e* dropped because tendency is if stem word ends in an *e* and suffix begins with a vowel, final *e* is dropped

(ii) learner problems with the pronunciation of the adjectives (NB: allow a maximum of 3)

- **Vowel sound/monothong** /ʌ/ *stunning*
- **Consonant sounds** /l/ and /r/ *earlier, revolutionary*
- **Vowel elision** *a* in *revolutionary* /nrɪ/
- **Weak forms/schwa** (*revolutionary, earlier, recognizable*) /ə/
- **Consonant clusters** *st* in *stunning, gn* in *recognizable*
- **Word stress** learners don't know where to place, e.g. *revolutionary, recognizable* OR word stress changes from stem word, e.g. **recognize to recognizable**
- **Sound/spelling relationship:** *tion* /ʃn/; *ear* /ɜ:/

c use of articles*the images* (line 10)

- Definite (article)
- With plural noun
- Specific (images)/shared knowledge based on a text
- Anaphoric reference to title/*images* (line 4)/*photographs* (line 7)

a unique photographic approach (lines 14–15)

- Indefinite (article)
- With singular/countable noun
- First time mentioned
- Non-specific in spite of apparent conflict with exclusive meaning of *unique* because *unique* is hyperbole for *special*
- *a* not *an* as following word does not begin with vowel sound/begins with a semi vowel /j/

wildlife (line 19)

- Zero article
- With uncountable noun
- General/non specific

the human senses (line 21)

- Definite article
- With plural noun
- Specific/shared knowledge/unique/closed set
- Exophoric reference

in the field (line 25)

- Definite article
- With singular/countable noun
- Part of fixed expression/lexical chunk/idiom
- Could refer anaphorically to all the places and experiences mentioned in previous paragraph

d form and use of words in bold*Steve McCurry **was** on assignment* (line 47)**Form/use**

- Irregular
- Past simple
- Third person singular
- Main verb
- Part of the lexical phrase/collocation *be on assignment*
- To set the background to the narrative

*the treasure he **had** until* (lines 50–51)**Form/use**

- Irregular
- Past simple
- Third person singular
- Full/uncontracted form/cannot be contracted
- Main verb
- Transitive
- To express possession
- To narrate events in the past

*the image **was** developed* (line 51)**Form/use**

- Irregular
- Past simple
- Third person singular
- Auxiliary verb
- Part of passive/agent assumed/irrelevant/keeps focus on image/subject
- To narrate series of actions in past

she **had led** (line 59)

Form/use

- Irregular
- Past simple
- Third person singular
- Full/uncontracted form
- Auxiliary verb
- Part of past perfect simple
- To refer to a time/events before time focused on in past

Paper 2

Task One (18 marks)

Positive points

- **Language** Test covers tenses, i.e. present, past and going to OR simple connectors OR basic adjectives OR functional language (a minimum of 1)/integrative test (language & listening)
- **Connected speech** Tests learner's ability to decode features of connected speech
- **Task type** Dictation acts as a form of note-taking
- **Listening skills** Both tasks test listening for detail/intensive listening
- **Direct test** It tests the learner's listening skills
- **Level** Appropriate for the learner's level/achievable/sufficiently challenging
- **Rubric** Clear and simple instructions/has an example for Exercise 7. This helps reliability

Positive applications

- **Relevance/learner's needs** The learner is likely to need this in her work
- **Test content/task type** The learner will believe that her needs will be addressed in the rest of the course
- **Learner reaction** The learner will find the task motivating
- **Format** The learner will know what to do
- **Evidence** The exercises will allow the teacher to diagnose the language areas that affect listening/the learner will be able to show her language abilities

Negative points

- **Topic** Lexis in the dictation is not relevant to a business context/topic is not relevant to the learner's job
- **Language** The learner is not tested on her knowledge of telephone language/the language in Task 7 is not transactional
- **Task 6** Task 6 requires complete accuracy in writing which is not necessary in note taking on phone/the test does not assess learner's ability to take notes
- **Task 7** The learner can guess the answers because it's a multiple choice exercise
- **Rubric** The learner is not told that spelling/accuracy is important
- **Language in the transcripts** Both Tasks 6 and 7 are scripted/non-authentic

Negative applications

- **Learner reaction** The learner may not be motivated/may lose faith in the course/will not be interested in the topics/tasks/will not take the exercise seriously
- **Needs/lack of relevance** The test is not entirely relevant to the learner's needs regarding the listening she does at work (i.e. answering the phone)/learner needs to understand transactional exchanges in her work
- **Rubric** The learner may not edit work carefully enough/may lose a lot of points/there may be a lack of reliability
- **Learner performance** The learner may not show her real abilities
- **Evidence for the teacher** The teacher will not be able to assess learner's ability to understand unscripted/authentic speech
- **Impact on course design** It may be difficult for the teacher to design the listening component of the course

Task Two (42 marks)

A Purpose of the exercises

Exercise	Intended purpose
A1	<ul style="list-style-type: none"> to raise awareness of grammar information in dictionaries to help learners understand/review abbreviations in dictionaries to check understanding of metalanguage
A2	<ul style="list-style-type: none"> to pre-teach/check vocabulary for ex 3 to raise awareness of words that have the same spelling but different meaning/homonyms to highlight different parts of speech of some homonyms
A3	<ul style="list-style-type: none"> to check understanding of both meanings of the homonyms to contextualise the homonyms to highlight form/part of speech
B4	<ul style="list-style-type: none"> to raise awareness of pronunciation information in dictionaries to focus on words with the same pronunciation but different spelling/homophones to help learners with phonemic script/vowels and diphthongs to focus on sound/spelling relationship
B5	<ul style="list-style-type: none"> to practise using a dictionary for pronunciation information to check/extend to different phonemes to focus on sound/spelling relationship/silent letters
B6	<ul style="list-style-type: none"> to help learners correlate sounds to their pronunciation/to reinforce the phonemic script to give learners a good pronunciation model to provide learner-centred correction/to encourage learning to be independent

B Combinations

Exercise	How exercise combines with exercises in task two
C7	<ul style="list-style-type: none"> reviews/summarises meanings of homonyms from previous exercises moves focus onto definitions information in (monolingual L2) dictionary exposes students to key dictionary definition lexis (e.g. <i>the opposite of</i>) provides an opportunity for collaborative work after a stretch of individual work allows the teacher to check understanding/progress with homonyms provides a fun activity after analytical work
C9	<ul style="list-style-type: none"> extends dictionary definitions/language to other familiar words focuses on dictionary definitions
D10	<ul style="list-style-type: none"> returns focus to metalanguage/grammar information checks abbreviations introduced in A1 extends abbreviations from A1
D11	<ul style="list-style-type: none"> gives practice in applying dictionary skills focused on in earlier exercises further checks learners' understanding of abbreviations allows the teacher to check understanding/progress with metalanguage
All exercises in Task 3	<ul style="list-style-type: none"> continues very restricted/controlled approach (students just match or select from pre-determined answers - there is no productive use) continues with work on different parts of dictionary entries

C Assumptions and reasons

- It is useful to give learners explicit training in using dictionaries/ learner training/the value of both monolingual L2 and bilingual dictionaries** (Exs. A1, B4, B5)

Because it helps learners continue learning outside the classroom/ encourages learners to take responsibility for their own learning/ the teacher is not always on hand to help them/learners will use dictionaries anyway but ineffectively if not trained/different dictionaries have different information/abbreviations/organisation of information
- It is valuable for learners to learn metalanguage** (Ex. A1)

Because it enables them to access reference books/it is more efficient if all using rather than paraphrase/adult learners expect it/useful to understand teacher's explanations and voice queries about grammar
- It is useful to study homonyms and homophones/words with multiple meanings in English/to focus on sound/spelling** (Exs. A3, B4)

Because they are common/could prevent blocking of understanding/ may help learners to check beyond first meaning in a dictionary
- It is valuable for learners to recognise the phonemic script at low level** (Exs. B4, B5)

Because it enables them to access reference books/learners will attempt to record pronunciation so need tools to do so correctly/helps learners continue learning outside the classroom
- It is useful for learners to work out language for themselves/the value of guided discovery approach** (Exs. A1, B4, B5)

Because it is more memorable/more cognitively challenging if learners are actively involved/it is more motivating for learners
- It is valuable to focus on de-contextualised language** (Exs. A1, B4, B5)

Because it is more effective if learners focus on one thing at a time/ learners may get distracted on other issues in context and not notice the target language/learners are familiar with this and expect it
- It is valuable to focus on individual words (i.e. not collocations/ chunks)** (All exs.)

Because it is easier to start with individual words first/collocations vary and may confuse learners/learners naturally focus on individual items when consulting dictionaries
- It is valuable to work with what students already know/extend awareness of previously met language** (Exs. A1, A3, B4)

Because it gives learners confidence/so they can focus on dictionary training rather than two aspects at the same time
- Learning pronunciation is an important part of learning a word** (Exs. B4, B5)

Because many learners learn English to speak it/enables learners to recognise words when spoken/inaccurate pronunciation can lead to misunderstandings
- It is valuable to give controlled practice** (Ex. A3)

Because it gives learners confidence/it helps memorisation

Task Three (40 marks)

(i) Why might a teacher want to obtain feedback on these aspects of the lesson?

- **T - Ss collaboration** They believe it is important to have collaboration between teachers and students
- **Learner motivation** If students are given the opportunity to give feedback on the teaching/lessons they may feel more part of the process and will be more willing to study/motivated
- **Professionalism** Feedback from learners on activities and content of a lesson can help a teacher to develop professionally/it is good professional practice
- **Learner needs** Learners will feel that their needs are being met and their preferences considered
- **Course planning** Learner feedback can help to inform the rest of the content and delivery of the course (in terms of content, activities, language and what not to include)
- **Learners' experience** A teacher should discuss the content of a course with learners as they will have had previous learning experience and will know what they expect and like in a class
- **Hard to judge** A teacher does not always know/cannot always judge what their learners want
- **Teacher confidence** It can help to give the teacher confidence that they are doing the right things in the learners' eyes
- **Teacher perception of learners** It reminds the teacher to think of the learners as individuals
- **Reflection** It helps teachers develop analytical awareness of how the lesson went
- **Learner autonomy** Research shows that it is important to encourage learner autonomy/responsibility in the classroom
- **Usefulness vs enjoyableness** It shows the learners and/or teacher that whilst something is enjoyable it may not be useful and vice versa

(ii) Why might a teacher want to obtain feedback using the procedures described?

- **Checks lesson content** It raises learners' awareness/checks they know what they have just done and what they have learnt from it
- **Different opinions** It is a good idea for learners to share their opinions about a lesson with their peers as this can help them to recognise that others may have different opinions/that the teacher has to make decisions about the content of a course which suit the majority of the learners (even if an individual does not find a particular focus or activity or language area useful)
- **Time** It allows learners time to formulate their opinions so that their feedback is focused
- **Immediate recall** Feedback at the end of the lesson means that the lesson/how they feel is still fresh in the learners' minds
- **Teacher reflection time** It allows time for the teacher to reflect before acting on the feedback
- **Honesty** The feedback is written/anonymous and so it may be more honest
- **Enjoyment** It's important to focus on enjoyment in learning as well as usefulness (because the combination of the two make learning more effective)
- **Stages 1-5** provide a concrete task/framework to focus the learners' feedback
- **Stage 4** provides the opportunity for speaking practice
- **Stage 6** helps the teacher to prioritise and show their learners their commitment to taking their views on board and aim to meet their needs

What reasons are there against obtaining feedback from students?

- **Time-consuming** It can take up lesson time that learners, institutions or teachers believe would be more usefully spent on teaching/learning
- **Lack of learner awareness** Learners may not know what they really need
- **Criticism of the teacher** Learners may come from a culture where they feel uncomfortable 'criticising' the teacher
- **Teacher authority** Could undermine the teacher's authority
- **Teacher's job** Learners may not see the point of it since they believe that organising course content is the teacher's job and not theirs
- **Teacher defensiveness** The teacher may find it hard to take criticism
- **Teacher knowledge** The teacher may feel they know better than the learners what their needs are/what the aims of particular activities are and why they are useful
- **Institution/syllabus** The syllabus/institution may not allow for any flexibility
- **False/unrealistic expectations** It can be hard for a teacher to meet everyone's needs and so it can raise false expectations in the learner/learners may make suggestions which cannot be implemented because of the course aims
- **Lower level** It may be hard for lower level learners to express what they think

Sample scripts with examiner comments

Paper 1 Task One

The following sample answer gained almost all of the marks available for this task

- a back – ~~chall~~ channelling-channelling devices
- b direct test
- c CLIL – content integrated lang teaching
- d intransitive verb
- e affricate
- f homophone

Examiner's comments on the sample answer

The answer is clearly laid out and all the items are correctly identified and spelt, apart from item (c) where the candidate gives a correct term (CLIL) but also an incorrect one (content integrated lang teaching).

The following sample answer gained half of the marks available for this task

- a) back-channelling
- b) direct
- c) immersion
- d) intransitive
- e) fricative
- f) homonym

Examiner's comments on the sample answer

The candidate's layout of the task is clear. However, she only correctly identifies and spells three of the items (back-channelling, direct, intransitive). She misidentifies CLIL and appears to confuse fricative with affricative and homonym with homophone.

The following sample answer obtained very few of the marks available for this task

- a filler
- b authentic testing
- c integrated learning
- d intransitive verb
- e
- f homonym

Examiner's comments on the sample answer

The candidate's layout of the task is clear but she automatically loses a mark because she does not provide an answer for item (e). The only term that she correctly identifies and spells is intransitive. Of the remaining four, two do not exist (authentic testing and integrated learning) and she confuses filler with back-channelling and homonym with homophone.

Paper 1 Task Two

The following sample answer gained three quarters of the marks available

(a) compound words

Words which are composed of two individual which form a new, sometimes unrelated meaning from the words in isolation.

eg. compound nouns = handbag

compound adjective = well-designed

compound adverbs = ~~single-mindedly~~ single-mindedly.

Compounds are sometimes hyphenated eg ice-cream.

~~Other noun~~

Are different to collocations which are words that co-occur frequently

One (could)

(b) genre

A feature of spoken or written discourse – that is recognised by its language community by its register, style, lexis etc.

eg news report; email informal use of abbreviations

Formal; passive forms

Genre approaches are often adopted in the teaching of writing eg the product approaches.

If genre becomes "frozen" it is know

(c) stative verb

A verb which describes that state of being an action/event and is not dynamic in nature

e.g. know, agree, contain

Stative verbs are not usually found in continuous forms i.e. I've known...not I've been knowing

(d) proficiency test

A form of assessment which tests learners general ability in a language

e.g. FCE; CAE; placement tests.

Tests which assess learners on content studied are known as progress (formative) tests or summative tests (and of course)

Examiner's comments on the sample answer

The candidate provides an accurate definition and example for three of the terms (compound words, genre and stative verb). However, she also includes additional information which is not required in the rubric, e.g. that stative verbs are not usually found in continuous forms. Candidates should note that no marks are given for further points. The candidate's definition of proficiency test cannot be credited because she does not mention that the test can be taken independently of any course of study.

The following sample answer obtained half the marks available

a) words which are made up of two or more independent-meaning words, to make a word with a new meaning, or by adding an affix to a word. E.g. toothbrush, highly-skilled, preorder

-they can be noun-noun combinations, adjective-noun, adverb-adjective etc.

b) the purpose or audience of a text categorised. eg business letter. Genres are particularly relevant in the written form, and English for Specific Purposes (ESP) regards them as important.

c) stative verb is a verb which expresses states, existence, beliefs, perceptions etc. They are the opposite to dynamic verb which generally express actions and events.

eg: BE, BELIEVE KNOW

-we do not usually use stative verbs in the progressive (-ing) form, (unless we want to express a temporary situation and never with words such as KNOW.

d) a proficiency test sets out to measure what a learner is able to do with the language, rather than what they know.

eg: can they conduct a role in an interview? Fill out an application form? Proficiency tests are useful in situations such as assessing a candidate for a job.

Examiner's comments on the sample answer

The candidate provides an accurate definition and example for two of the terms (*compound words* and *stative verb*). However, as with the previous candidate, she also includes additional information which is not required in the rubric, e.g. that compound words can be formed with different parts of speech. The candidate's definition of *proficiency test* cannot be credited because she does not mention that the test can be taken independently of any course of study and her definition of *genre* does not mention that it is a text type which is distinguished by specific features.

The following sample answer gained a quarter of the marks available

- a) a combination of 2 words which are often high frequency and the addition of the 2nd word changes the meaning book-case
- b) ~~Genre – a type of text that is typical of and has many similar features – eg~~
- c) *stative verb* – a verb that is used for states of being/emotion/feeling can not usually take the *ing* form
sometime can take both
eg have
I am having a look at it
I have a house
- d) ~~proficiency test test the ss part way through a course to see how proficient they are in using th applying the info that was included in the test ie a y cours lesson using th Teaching the present sy simple would be l – the proficiency test would test the present simple – reflects the learn.~~
- d) to test the student to see what level they should be placed in – to test the knowledge they have @ the outset of the course. le a grammar test to see what level their lge is at to ensure they're placed in the correct level.

Examiner's comments on the sample answer

The candidate provides an accurate definition and example for *stative verb*. The remaining items are either not attempted (*genre*) or incorrectly/imprecisely defined: the candidate does not say that a new word is created by the combination of two words; and her definition of *proficiency test* is inaccurate. Whilst it is positive that she provides an accurate example (*book-case*), no marks can be awarded for this because the definition has to be correct before a mark for the example can be given.

Paper 1 Task Three**The following sample answer gained full marks**

- *grammar: use of passive voice, e.g. "It is said assumed that..."; "Calculation should be given priority to".*
- *style: should be formal and not personal, e.g. "The aim of this report is-" (rather than "I'd like to write about...")*
- *cohesive devices: use of formal linkers to add information, (e.g. "furthermore") and to summarise/conclude (e.g. To sum up")*

Examiner's comments on the sample answer

The candidate identifies three accurate language features with an example for each one: use of the passive; formal style; and linkers for addition. Her answer is concise and does not provide any unnecessary information and it is positive that she does not identify more than three features as examiners will ignore any extra features beyond the first three.

The following sample answer obtained a quarter of the marks available

- 1 – *correct use of linking words*
e.g.: *In addition to this, Ireland is also developing...*
- 2 – *expressing personal opinions*
e.g. *I strongly believe that the Irish educational system is a very competitive one.*
- 3 – *expressing comparisons and giving percentages*
e.g.: *less than 30% of Ireland's population has a degree.*

Examiner's comments on the sample answer

It is positive that this candidate has restricted her answer to three features but unfortunately only one of them is correct, i.e. *language for comparisons* with the example *less than 30% of Ireland's population has a degree*. The feature of linking words cannot be credited because the candidate needs to specify the type of linking words (for addition or justification) and personal opinions are not a feature of a report.

The following sample answer gained none of the marks available

- 1) *Summarizing/Closing report*
 - *Learner would need to be able to summarize the findings of the report and provide a conclusion.*
 - *"This report has shown that.../From the report findings we can see that..."*
- 2) *Using future tenses to explain the purposes of the report. This would be used in the introduction.*
 - *"This report is going to show us that.../This report will aim to..."*
- 3) *Language needed to show opinions of the writer based on facts put forward in the report. This may well need to be persuasive or/and well informed.*
 - *"As we have seen throughout this report, it is more important that we.../In my opinion.../I believe it is clear that we need to..."*

Examiner's comments on the sample answer

The candidate's answer is clearly laid out and she has respected the rubric by identifying three features with an example for each one. However, the task cannot be awarded any marks because two of the features that she has identified are incorrect (use of future tenses and giving opinions) and the third one is part of report organisation and layout which is already listed in the rubric.

Paper 1 Task Four**The following sample answer gained most of the marks available for this task**

- 4 *strengths* 1) *task achievement*
- *The learner has achieved the task overall and provided an interesting and appropriately styled text for his/her level*
e.g: *there was a man who evey night snored one of my friends lost her ID.*

This has a positive effect on the reader as it is clear

2) *cohesion and organization*

-good use of cohesive devices to connect ideas, and introduce new ones.

eg: at the beginning,

Apart from this (sic) problems

This helps the reader to follow her ideas, the writing 'flows'. In feedback, I would highlight these strengths and encourage their use in the future.

Weaknesses) accuracy of grammar

-the learner has used some past tense verb forms inconsistently eg *get used to...*?

eg: *she was so worry*

This can cause some confusion/misunderstanding for the reader and make the text ~~a~~ seem strange

2) range and accuracy of lexis

- the learner has some problems with collocations such as 'a funny time' and the use of 's' on adjectives modifying plural nouns eg: *in diffents situations*
- this is probably due to L1 interference and could fossilize if not corrected.

Examiner's comments on the sample answer

The candidate accurately identifies one key strength of the text under the area of *cohesion* which is the learner's use of linking devices. She gains maximum marks here because she supports this point with a clearly stated example although she provides two examples, when the rubric only asks for one. Candidates should note that only the first example provided will be credited, which means that there needs to be one accurate example provided rather than two accurate ones or one inaccurate, followed by an accurate one. The other strength that she identifies cannot be credited because the area of *task achievement* is not included in the rubric.

In terms of key weaknesses of the text, she identifies two: under *accuracy of grammar*, she recognises the inaccurate use of *get used to*, and under *accuracy of lexis*, she cites the learner's misuse of collocations. She gains maximum marks for this second weakness because she provides a clear example (*a funny time*) but she gains no marks for *get used to* because she does not provide an example from the student-generated text. The answer includes three additional comments as to how the features impact on the effectiveness of the text, e. g. (the use of linking devices) *helps the reader to follow her ideas, the writing 'flows'*. Candidates should note that such comments are not required in this answer. The candidate also comments on what she would tell the learner in feedback (*In feedback, I would highlight these strengths and encourage their use in future*) which is also outside the remit of this task. The examiners also noted that this candidate has provided two strengths and two weaknesses. This may be because she has interpreted the rubric as requiring two strengths and two weaknesses but this is not the case. Candidates can include one strength and three weaknesses or vice versa.

The following sample answer gained over half the marks available for this task

+	-
<i>Organisation: The piece follows a logical order eg Opening: Where? When? First Parag: Outline detail/anecdote Final: Sum up</i>	<i>Task Achievement: Final line should relate more closely to rubric rather than the topic of problems eg: "I think this kind of problems..." This impacts negatively on the reader as it ends off topic "holiday"</i>
<i>This impacts positively on the readability of the piece making it coherent.</i>	

<i>Grammar: Learner uses past simple form quite consistently, This is appropriate for this genre (anecdote) eg "I went..." "her family sent..."</i>	<i>Accuracy of Grammar: Plural forms Use of infinitive to express purpose is innaccurate. e.g ...Guinness for know... ...applied for did... This may cause the reader to stop as "for" is not followed by an accurate/predicted ending.</i>
<i>The reader would be clear that these events took place in the same time frame and in chronological order.</i>	
<i>Cohesion Use of discourse devices adds cohesion of the piece eg "Finally..." "Fortunately..."</i>	<i>Lexis Plural forms are used inaccurately in conjunction with "this" eg "this problems" "this kind of problems"</i>
<i>This engages the reader as it gives some indication as to the writer's attitudes/ feelings towards what transpired.</i>	

Examiner's comments on the sample answer

The candidate accurately identifies one key strength of the text under the area of *organisation* which is its logical organisation with an example of the content of the first two parts of the text. The other strength that she identifies cannot be credited because the learner's use of the past simple is inconsistent and is therefore a weakness of the text. In terms of key weaknesses, she accurately identifies one: the misuse of purpose clauses with accurate exemplification but again, only the first example will be credited so it is not a productive use of time to provide more than one. The point can be credited under the criterion of *accuracy of grammar* because purpose clauses are part of cohesion and grammar. The second weakness of *task achievement* cannot be credited because it is not included in the rubric.

This answer shows good potential but the candidate automatically loses marks because only the first four points made in this task can be marked. In the case of this answer, there were two more accurate points with clear exemplification (the use of linking devices and the misuse of plural forms) which could not be credited because they formed points five and six of the answer. Candidates must therefore ensure that they only identify four key strengths and weaknesses as it is not a productive use of time to identify more as they cannot be marked. As with the previous sample, the candidate includes unnecessary additional comments on how the features impact on the effectiveness of the text, e.g. *This may cause the reader to stop as "for" is not followed by an accurate/predicted ending.*

The following sample answer gained fewer than half the marks available for this task

- *task achievement (strength) the student answered the question, giving information both about the 'holiday' aspect (location, participants, hotel, sightseeing etc) and why it was impossible to forget. Eg "...one of my friends lost her I.D. we couldn't believe it!"*
- *organisation (weakness).
The information is somewhat jumbled, there is no clear topic sentence, and the opening paragraph does not indicate what follows. eg. "At the beginning we couldn't sleep but finally got used to it" does not set the scene for why the trip was memorable.*

- **cohesion (strength)**
The story is clear and easy to understand. It does not put an undue strain on the reader. eg. "Fortunately she got it 2 days ~~later~~ after and she hadn't troubles for come back to Spain." – this contains grammatical errors but is still straightforward to follow: ~~had~~ the student's limitations do not interfere with his/her message.
- **accuracy of grammar (weakness)**
The student has made ~~most~~ errors throughout, e.g. "I never forget my last trip to Dublin". – the first error was even given in the correct form of part of the question. The student clearly knows how to form past tense verbs as these are used in many places, but should be more careful to use the correct forms throughout. Process unity with emphasis on drafting and editing could help.

Examiner's comments on the sample answer

The candidate mentions two strengths and weaknesses but none of them can be credited. In terms of strengths, the point concerning *task achievement* cannot be credited because this area is not included in the rubric; the candidate's point about the *cohesion* of the text is too vague as she does not mention the learner's use of linking devices. In terms of weaknesses, a lack of precision in the candidate's discussion of *accuracy of grammar* is also problematic because she only refers to inaccurate use of the *past tense* rather than inaccurate use of the *simple past tense*. The second weakness of poor organisation of ideas also cannot be credited because this is a strength of the text.

Paper 1 Task Five

The following sample answer gained a high number of the points available

a) **BOOK COVER**

- Background info/profile of author plus accompanying photo e.g. Leah Bendavid-Val, Director of Photography....
This promotes other material by The same author indicating other possible reading material of interest eg.... The author of 'Propaganda & Dreams'
- Blurb/Description of content outlines what reader can expect in this book & to what degree of detail eg "The images capture rare moments.". "Five chapters cover the Society's major themes..."
- Lexis is descriptive and promotes book eg stunning volume award winning photographs
- Style is quite formal and presents contents & author profile quite factually
eg An introductory chapter chronicles...
- Grammar used includes present simple tenses when referring to content
eg
"The images capture..."
"stunning images reveal..."

(b) **FORM: (i)**

Stunning

- adjective form by lexical verb (stun) +ing form. "ing" is the suffix
- final "n" is doubled due to C.V.C pattern.
- used attributively to describe countable noun "volume".
- absolute/non-gradable adjective
- not used with gradable modifiers

earlier

- regular comparative form of adjective ending in "y"
- "y" is removed and "ier" (suffix) is used to form comparative
- used attributively to describe "pictures"
- not used in conjunction with "more" unlike other comparatives
- may be modified by adverbs eg much, for etc.

Revolutionary

- adj formed from noun (revolution) + suffix "ary"
- gradable adjective
- used attributively to describe "idea"

Recognizable

- gradable adjective formed from lexical verb "recognize" + suffix -able
- final 'e' of recognize is dropped
- used predicatively to describe "her" photo.

PRONUNCIATION

1 stunning /'stʌnɪŋ/

- learners may have difficulty with consonant cluster resulting in epenthesis eg Spanish speakers /estʌnɪŋ/

2 earlier /'ɜ:(r)li:ə/

- learners may not recognise the schwa ending eg Brazilians who are used to AmEng /ɜ:rlɪ:ɛr/

3 revolutionary /ˌrevəʃlɜ:ˈʌnəri:/

- Learners may not place word stress accurately due to L1 transfer eg. Italians may stress suffix (Similar point for recognizable)

(c) **ARTICLES**

the images

- definite article plus plural countable noun
- used to specify a particular group of images, in this case the images in this book
- Q determiner

a unique photographic approach

- indefinite article used with ~~vowel sound~~ word beginning with consonant sound – unique /ju:ni:k/
- used to specify one approach
- used with singular countable noun.
- premodifies noun (approach) with adjectives (unique photographic)
- a determiner

Wildlife

- zero article used before uncountable noun "wildlife"
- used when speaking generally – not referring to any specific wildlife.

the human senses

- definite article used with plural countable noun "senses"
- part of compound noun "human senses"
- relates to a unique entity – the human senses only relates to one possible thing (5 senses)
- premodifies noun.

In the field

- Definite article premodifies countable noun "field"
- Used as part of a fixed expression/fixed prepositional phrase.

(d)

Form	Use
<ul style="list-style-type: none"> • (was) past simple form of irregular auxiliary verb be • Copular verb relating to subject "Steve" • followed by prepositional phrase "on assignment" • 3rd person form • links subject and complement. • positive form • (had) past simple form of irregular lexical verb "have" • 3rd person (he is subject) • positive form • transitive verb 	<ul style="list-style-type: none"> • to express an action/state completed in the past. • relates to possession of "the treasure" - a photo.
<ul style="list-style-type: none"> • (was) past simple of irregular aux. verb be • part of passive structure be +p.p. (developed) • 3rd person subject is the image. 	<ul style="list-style-type: none"> • common lexical collocation (develop a photo) • follows given (the image) - new pattern (developed) • given new info end-weight
<ul style="list-style-type: none"> • (had) past simple of aux. verb have • part of past perfect simple construction (had) + p.p (led) • p.p is irregular lexical verb (lead) • 3rd person = she. 	<ul style="list-style-type: none"> • part of fixed expression "to lead a difficult life" • relates to an earlier past point.

Examiner's comments on the sample answer

Part a

The candidate identifies three features with an example for each one: the inclusion of a photo of the author; information about the author and her other work; and an outline of the key content of the book. There are two other potentially correct points but they cannot be credited because the candidate does not explicitly state that adjectives are used or that the present tense is the present simple. The point about the use of a formal style is not a feature of the genre.

Part b

The candidate is detailed and accurate in her answer and she makes six points in terms of the form of the four adjectives. However, she provides information on the use of the items which is not required in the rubric. In terms of pronunciation, she respects the rubric and only identifies three problems that learners might have. These are all accurate, clearly stated and illustrated with appropriate use of the phonemic script.

Part c

Here the candidate makes 14 out of a possible 20 points, an indication that she has a sound knowledge of the use of articles although she misses the two points about anaphoric reference in terms of the images/in the field and does not mention the use of a rather than an with unique.

Part d

The candidate's response to this part of the task is less convincing and she only makes 13 out of a possible 27 points. She does not achieve a number of points because of a lack of precision, for example she does not say 3rd person singular and therefore loses four marks across the four items. Her analysis is also not detailed/precise enough: for example, she does not state that was and had are main

verbs and so fails to gain another two marks; or that was sets the background to a narrative; or that had refers to a time/events before a time focused on in the past rather than to an earlier past point.

The following sample answer gained half the marks available for this task

- 5a organisation: each paragraph has a clear purpose, e.g. par 1 introduction: par 2 description images; par 3 outline book; par 4 written part of the book
- style: use of positive extreme adjectives to promote the book e.g. stunning, unique.
- lexis: topic-related lexis, e.g. to photography, e.g. images capture, pictures, perspective, illustrating
- grammar: use of present simple to describe the content. Also when something happened in the past, the present simple is being used, e.g. "Author Leah Bendavict-Val writes about..."
- cohesion: use of mostly simple linking devices, e.g. "and" combined with more formal linkers such as "while" and "along with"
- 5b (i) stunning: suffix is -ing. This suffix is used to indicate someone/ something has an effect on + a person. The suffix ~~a~~ cause causes a double consonant (root/arm: "stun")
- Earlier: suffix is -er.
- This suffix is used ~~for~~ to make comparisons with one-syllable adjectives and adjectives ending with -ly. The "y" in the root form of the item is always replaced by "i" in the case of revolutionary a companion or superlative form.
- revolutionary: suffix is -ary
- recognizable: suffix is -able
- Suffix Because of the suffix, the final "e" in the root form (to recognize) is dropped. -able is used here to express that someone can/is able to recognize something/someone
- 5b (ii) - students may mispronounce "ing" in stunning. It should be pronounced on the a-diphthong /ɪŋ/ and not as separate phonemes /n/ /g/ or as only /n/
- word stress in 'revolutionary' because it contains many syllables. So learners ~~many~~ may stress the syllables "na" instead of "lu", especially Spanish natives, since this would be done in their L1
- learners may pronounce "ear" in earlier as /iə/ because this would be the ~~pronunciation~~ of "ear" as an individual word.
- 5c - the images: use of definite articles because the images have been mentioned already, in the paragraph before
- a unique approach: indefinite article because the approach isn't specific and hasn't been mentioned before. "a" and not "an" is used because "u" is pronounced here as a consonant.
- wildlife: zero article, because meant is wildlife in general.
- the human senses: definite articles because these are specific senses and not senses in general.
- the field: even though the "field" is a specific field, ~~an~~ a so definite articles is used. Because Meant is the field of photographer
- 5d "was": irregular past simple of the verb "to be", used for the 1st and 3rd person. Singular. Past simple is used because the event takes place at a particular time in the past.
- Use: "was" is the main verb of the sentences

- "had": form irregular past simple form of verb "to have". Past simple is used because the event took place at a particular time in the past.

Use: "had" refers to "possessed"

- "was" ~~FORM-irregular~~ auxiliary verb (irregular past form of "to be") as part of a passive construction ("was developed") in the sth past simple tenses (was/were + past participle)

Use: passive construction is used because it's irrelevant who developed the photo; the focus is on the action, not the actor.

- Had led Form auxiliary verb (irregular past form of verb to have") as part of the past perfect tense (had led) had + past participle)
- Use: past perfect is used to exp express which past events of two events happened first.

The woman had led a difficult time before the photographer came to visit her again.

Examiner's comments on the sample answer

Part a

The candidate identifies two features with an example for each one: the use of extreme/positive adjectives and the use of the present simple. Of the three other points made, the one in relation to organisation cannot be credited because it is descriptive and not specific to the genre; the same applies to the point relating to lexis because in the genre of the inside parts of a book cover, the lexis is related to the field of writing (the topic of photography is specific to this particular text); and the point about cohesion is not accurate.

Part b

The candidate's response is very limited and she only makes four points over the two parts. As with the previous sample, she provides information on the use of the items which is not required in the rubric and narrowly misses points because of a lack of precision in her analysis: for example, she recognises that the consonant doubles at the end of *stun* but does not state why and she does not say that *recognisable* is formed with the verb + suffix. In terms of pronunciation, she respects the rubric and only identifies three problems that learners might have but only one of these is accurate (problems with stress placement in words). The first problem regarding the pronunciation of *stunning* is inaccurate and the third relating to *earlier* is not stated precisely enough to be credited because the candidate does not refer to the sound/spelling relationship which is the cause of the problem.

Part c

Here the candidate gains only eight marks, an indication that her knowledge of the use of articles is incomplete. Again, she misses out on points because of a lack of precision: for example she needs to say anaphoric reference to be awarded the point in terms of *the images*; and she needs to use the phonemic script or mention the term *semi-vowel* to be awarded the point about the use of *a* rather than *an* with *unique*. She also omits key information, such as the use of the definite article with a plural noun (*the images*) and the indefinite article with the singular/countable noun (*approach*). Her final point about *in the field* is inaccurate because she does not recognise that *the* is being used as part of a fixed expression.

Part d

The candidate's response to this part of the task is also not strong as she gains only 12 marks. As with the previous sample, she loses a number of points because of a lack of precision. However, some of her analysis is also inaccurate, for example in terms of *was*, she states

that the past simple is used because the event takes place at a particular point in the past which is not the case. She also asserts that the past perfect is used to express which past event of two events happened first which is not accurate because in this particular text, it is being used to refer to a time/events before a time focused on in the past. The candidate needs to look more closely at the use of the language items in this particular text.

The following sample answer gained a quarter of the marks available for this task

- 5a
1. Contains a paragraph of either the author, subject of the book and a biography of the person photographed. eg photo as seen inside back cover ~~in this~~ ... is the author of Propaganda.
 2. Use of the present tense to describe the contents of the book. eg Five chapters cover the society's major themes.
 3. formal language/style. e.g. "An introductory chapter chronicles The Evolution of Photographic...."
 4. The inside back cover makes references to both the front and back cover of the book.
eg. (46) Front cover: Veteran National Geographic...
eg. (56) Back cover: Seventeen years later....
 5. Contains a lot of descriptive adjectives stunning volume, compelling,

- 5b (i) *Stunning*
from lexical verb *stun* +ing
-spelling- double the final consonant n as preceded by a single vowel
+ -ing
describes the ~~volume~~ noun head 'volume'
earlier- comparative adjective formed by dropping the 'y' of adj early, replacing it with 'i' and adding er early+er
contrasting old + new pictures.
revolutionary - derived from the noun revolution.
revolution+ary
describing a concept
recognizable
derived from the state verb. to recognize.
recognize = delete 'e' +able

- 5b (ii) *Stunning*:
ss may use the long /u:/ instead of /ʌ/
ss may place the stress on second syllable instead of the first.
earlier
ss may not recognise the e+a together make ~~an~~ /ɜ:/ and pronounce them individually.
ss may not realise you can pronounce the ending two ways /ɜ:ri:ə/ or /ɜ:ri:ɜ:/
ss may pronounce eə as in eərliə/
 - *revolutionary*
 - ss may place stress on wrong syllable eg ^lrevolutionary not ^lrevolutionary
 - ss may not recognise the /ʃ/ sound of tion & pronounce it /t/
 - ss may pronounce 'o' as /aʊ/ as opposed to the weak form /ə/

- recognizable.
 - ss may put stress on wrong syllable eg ^lrecognisable
 - ss may not recognise the ellision of /aɪzəbl/

5c *The images*
 - referring to
 wildlife
 no article as refers to a

5d *was* on assignment
 past simple of ~~lexical~~ vb to be irregular

- *was* developed.
 past simple of auxilliary vb be used to construct the passive with past participle of vb develop.

Examiner's comments on the sample answer

Part a

The candidate identifies two features with an example for each one: explanation of the photographs on the book covers and the use of extreme/positive adjectives. The remaining three points cannot be credited because the use of the present *simple* is not explicitly stated (rather she says the *present tense*); the point about formal style is not a feature of this particular genre; and the point about the inside cover is descriptive.

Part b

The candidate's response is limited and she makes six points over the two parts. As with the previous samples, she provides information on the use of the items which is not required in the rubric and narrowly misses the same points because of a lack of precision in her analysis. However, unlike the previous two candidates, she does not respect the rubric in Part b and lists 10 possible problems, of which only one can be credited (the problem with the vowel sound /ʌ/) because only the first three problems are marked.

Part c

The candidate does not attempt this part of the task.

Part d

The candidate's response to this part of the task is minimal and she only gains four out of a possible 27 marks. She does not make any innacurate points, but fails to achieve a point for identifying the auxiliary because she misspells the term.

Paper 2 Task One

The following sample answer gained two thirds of the marks available for this task

+	-
<ul style="list-style-type: none"> • The rubrics are clear stated with no ambiguous terms. <i>Application to L:</i> S will be motivated by task Qs as it is clearly stated and easy to follow as a diagnostic test this is important. The test is easy to administer as a result. • It is a direct test discrete point test of listening (Ex6) <i>Applic to L:</i> S needs to use Eng on the phone Ex6 provides real-life practice of noting down msgs as we do on the phone. It is both relevant and accessible to S. It will provide good evidence for T. • The tasks provide an opp. for S to have fresh starts. <i>Applic to L</i> S can "start again" with Ex.7 and will feel she's been given a fair opp. to display listening ability. The test has face validity and will have positive spin-off for S as her list. skill focus is being catered for. • The test is objectively marked (Ex.6 + Ex.7) <i>Applic to L:</i> S will be able to see exactly why she scored in such a way and it will have predictive validity for T. 	<ul style="list-style-type: none"> • In ex.7 there is a lot of reading to do while listening (integrated test) <i>Application to Learner:</i> S may not be able to identify correct answer due to unknown lexis &/or slow/poor reading skills. The construct of the test should have validity. This could demotivate S and affect the reliability of S's result. • It's an indirect test. <i>Applic to:</i> In exercise 6 S will have to rely on writing skills so if her writing skills are poor (she may not be able to spell or identify connected forms) her results won't reflect ability. • The content of Ex7 is an informal dialogue between native speakers. <i>Applic to L:</i> S may feel that this does not meet her specific needs (phone lang.) And may feel that her T is not catering for her. • The task in Ex7 may not provide a sufficient challenge to S. due to M.C.Q's <i>Applic to L:</i> S may feel that she's in the wrong level that the task doesn't provide the challenge of a real phone call/exchange. It does not have content validity.

Examiner's comments on the sample answer

The candidate makes eight positive and negative points about the relative effectiveness of the test and how these apply to the learner but only the first six can be marked. Out of the first six that she outlines, four can be credited as being accurate: the rubric is clear and the learner will know what to do; the dictation acts as a form of note-taking and the learner is likely to need this in her work; Task 6 requires accurate writing skills which the learner may lack and so she may not show her real abilities; and the learner is not tested on her knowledge of telephone language and so her needs are not met. The other two points in terms of there being a lot of reading to do while listening and the fresh starts cannot be credited as they are not accurate. The layout of the task is confusing because it is sometimes difficult to match the point and its application and it would be helpful if the candidate used the sub-heading of *Point* (as well as *application*) to signpost her answer. Most importantly, the candidate needs to number the points so that she ensures that she does not exceed the maximum number of six points and applications as required in the rubric.

The following sample answer gained half of the marks available for this task

ONE

negative

- the test lacks face validity, in that it has no obvious relationship to the kinds of telephone situations the student is likely to encounter in real life in her job.

positive

- the test is clearly laid out with clear and comprehensible rubric that a student at pre-intermediate level should be able to understand, therefore she can commit all of her cognitive resources to answering the questions.

negative

- the test is from an elementary level resource book but the student is already studying at pre-intermediate level. There is a concern that it will be too easy for her and so fail to uncover sufficient areas for further instruction.

positive

- the test covers both listening for specific details (ex 6) and listening for gist (ex 7). Both of these are important skill which are relevant for S. in her job.

positive

- the test offers the opportunity for fresh starts as there are a number of questions, and in the case of ex.6 also offers a 2nd chance to listen. If S. makes a mistake on one question it will not prevent her from demonstrating her ability in other parts of the test.

negative

- there is not much space to write in ex.6 if the student does not have small handwriting. This could lead to a congested answer paper with sentences continuing onto the lines below. The student should be given enough space to write so they can focus their energy on the content of their answer.

Examiner's comments on the sample answer

It is positive that the candidate has respected the rubric and only made six points and applications. Of these points, three can be credited: that the rubric is clear so the learner will know what to do; both tasks test listening skills which is relevant to the learner's job; and the learner is not tested on her knowledge of telephone language which she needs to use at work. The remaining three points cannot be credited as the level of the test is appropriate (rather than inappropriate) for a pre-intermediate learner; the fact that the test offers opportunities for fresh starts is not relevant to the situation outlined in the rubric; and the lack of space to write answers is a minor issue relating to the practical design of the test. The layout of the text is potentially confusing as the candidate moves between making positive and negative points.

The following sample answer gained a third of the marks available for this task

ONE

1. The test diagnoses both the listening and the listening comprehension skills.
2. It is a good mix of open exercises and multiple choice checking thus to what extend the student can use the information they listened to.
3. The student is presented with every day situations and not with situations connected to her job. In this case her general listening and listening comprehension skills are being diagnosed.

4. The test does not directly cover telephone conversations.
5. No marks are shown for task 7, which means that an appropriate diagnostic cannot be made.
6. There is no specific time mentioned for each listening task which raises questions about the validity of the test.
7. Task 6 is not really adequate to the student's level and it's much more difficult than task 7.
8. The tasks should go from easy to the most difficult in a diagnostic test, but this is not the case here.

Examiner's comments on the sample answer

As with the first sample, the candidate outlines eight, rather than the required six points, so the last two cannot be marked. Out of the first six points made, three can be credited but none of them can be awarded full marks because they do not have an application to the learner. The accurate points are that the tasks test listening skills; the topics are everyday ones and not relevant to her job; and the learner is not tested on her knowledge of telephone language. The remaining three points are not accurate or relevant: that there is a good mix of tasks; that the allocation of marks for Task 7 is not shown; and that there is no mention of the time allocated to the test. The candidate does not appear to be aware that she needs to say how these points apply to the learner in a positive or negative way.

Paper 2 Task Two

The following sample answer gained more than half of the marks available for this task

Two

- (a) A.1 - to ensure that SS are familiar with the basic terminology which is a prerequisite of successfully undertaking the following exercises.
- A.2 - to raise students' awareness of the fact that some words can have more than one meaning, and can represent different parts of speech.
- A.3 - to give students an opportunity to apply different meanings of the same word to real sentences, focusing on part of speech and meaning.
- B.4 - to draw students' attention to the existence of homonyms, and test their knowledge of some common ones. If they find it difficult it will motivate them to pay close attention when they are shown how to use dictionaries effectively.
- B.5 - to encourage students to practice using a dictionary for words which are especially tricky to pronounce. To assess how well students can read phonemic script and to motivate them to practice and get better at reading it.
- B.6 - to feedback on students' attempts to read and pronounce phonemic script in point B.5. This provides pronunciation practice and also helps students identify ones they need to work on.
- (b) C.7 - combines with the exercises in part A by covering some of the same vocabulary (e.g. book, match), tests word knowledge, and reinforces the fact that many words have more than one meaning.
- C.9 - includes homonyms from exercise B4 (e.g. son/sun), and further reinforces all of the work done up to now by asking students to manipulate metalanguage to explain the connections or differences between words which appear to be quite similar.
- D.10 - further builds on the metalanguage from ex. A.1 and also follows up from ex B.5 by asking students to actively think about how words appear in the dictionary and for what purposes a dictionary is used.

D.11 – this follows up from ex. B.5 by asking students to actively use a dictionary to find words. It also builds on the metalanguage first introduced in ex. A.1.

- (c) • *The belief that there is a place for metalanguage within the modern language classroom (A.1). Often students are taught using metalanguage in schools or universities within their country's public education system, so find it comforting and useful even within a communicative context.*
- *The notion that practice exercises like gap fills are useful even when at the level of the sentence there is a lack of the context which would be found at the level of discourse (A.3).*
- *The belief that phonemic script is an important tool in the language classroom (B.4). This is particularly relevant in the context of students where their L1 uses a non-Roman alphabet, but could apply more broadly due to the difficulty of English spelling.*
- *The belief that skills training should form part of language courses and is a worthwhile use of class time. (B.5). Learning important skills (in this case how to use a dictionary) can lead to greater student autonomy, and allow them to develop their language knowledge outside the classroom and cope better in the real world.*

Examiner's comments on the sample answer

Part a

The candidate identifies seven purposes over the six exercises, of which five are valid: to check understanding of metalanguage (terminology) in *Exercise A1*; to raise awareness that some words can have the same form but different meaning in *Exercise A2*; to highlight form in *Exercise A3*; to practise using a dictionary in *Exercise B5*; and to reinforce the phonemic script in *Exercise B6*. However, this last point cannot be credited because it is the seventh point that the candidate makes and only the first six points made are marked. The remaining two purposes cannot be credited because they are inaccurate: to focus on homonyms in *Exercise B4* (the focus is on homophones); and to assess how well learners can read phonemic script in *Exercise B5* (the purpose is to check different phonemes).

Part b

The candidate identifies three accurate points over the four exercises. These are that *Exercise C7* reviews the meanings of the homonyms from the previous exercises; *Exercise D10* returns the focus to metalanguage; and *Exercise D11* gives practice in using dictionary skills focused on in earlier exercises. The candidate's discussion of *Exercise C9* is too imprecise to be credited as she does not refer to the use of the dictionary definitions and she misses another point in *Exercise D11* when she writes *It also builds on the metalanguage ... without mentioning that it allows the teacher to check the learners' progress with it.* The candidate needs to follow the rubric and outline six ways the exercises combine – by only outlining four, she automatically loses possible marks.

Part c

Again, the candidate does not respect the rubric as she only outlines four assumptions as opposed to the required six. Of these four, three are accurate and gain full marks because she states the assumption, an exercise where it is evidenced and a reason for its inclusion in the material. These are that it is valuable for students to learn metalanguage (*Exercise A1*) because *often students are taught using metalanguage in schools or universities ... so find it comforting and useful*; it is useful for learners to recognise the phonemic script

(*Exercise B4*) because of the difficulty caused by spelling in English; and the usefulness of training learners to use dictionaries (*Exercise B4*) because it can lead to greater learner autonomy outside the classroom. The fourth assumption that practice activities are useful cannot be credited because the candidate does not specify that the authors believe in the value of *controlled* practice activities.

Overall, the examiners noted that the candidate knows how to approach the task and the layout of her answer is clear but she needs to ensure that she makes the required number of points as stated in the rubric.

The following sample answer gained just over a third of the marks available for this task

TWO a

- *to distinguish nouns from verbs and adjectives (ex.1)*
- *to distinguish singular from plural (ex.1)*
- *to use context hints in order to identify the words that best match a sentence/content (ex. 2, 3)*
- *to pronounce different words correctly (ex.2) using associations (in this case homonyms)*
- *to use the phonetic alphabet in order to read and pronounce words correctly (ex 4, 5)*
- *to use a dictionary not only for the meaning of a word, but also for its correct pronunciation (ex. 5)*
- *to practise their pronunciation and listening skills (ex.6)*
- *to make students aware of homophones (words with the same pronunciation and different spelling)*

b

- *exercise 7 uses the information in exercise 2 to make students aware of the different meanings of a word For example, in exercise 2 uses the photo of a match, but the meaning is match (=game). Exercise 7 offers both options plus a third one, which is the one that is wrong and therefore has to be circled by the students.*
- *exercise 9 systemizes the information students worked with in exercise 4, students have to use five criteria to define the given words, i.e. finding a synonym ("means the same as"), a homophone ("sounds the same as"), an antonym ("is the opposite of"), etc*
- *exercise 10 uses the grammar terms and concepts that students practised in exercise one, but adds information regarding the abbreviation of the aforementioned terms; it requires students to both give examples and infer a term from an example, i.e. induction and deduction making.*
- *exercise 11 deals with the information that students used in exercises 1, 2 and 3, giving them new words, but also clues such as the part of speech expected, the tense, singular or plural. the students are prompted to use a dictionary, so they can practise everything they learnt in exercises 1 and 2 further. Exercise 11 looks similar to exercise 3, but deals with new words and is more difficult.*

c

1. *Students learn a language better when they can identify the categories of words used in a context.*

This assumption is important for language learning because when learning a language learners need to know for example when to use a verb (to express an action) and when to use a noun (for example when talking about different object in a room), etc.

This assumption refers to exercise 1.

2. Learning has to be contextualised because a language can only fully exist in a context. The meaning of a word can change depending on the context. This assumption is important for language learning because words cannot make meaning for a speaker unless there is a context that requires them.
This assumption refers to exercise 3.
3. Using realia and pictures/drawings helps language learning.
This assumption is important for language learning because we do not only communicate using words, but also non-verbal devices. A lot of things, ideas and feelings can be verbalized, but a photo can sometimes replace a thousand words or be a good starting point for a conversation.
This assumption refers to exercise 2.
4. Working with dictionaries will make language learners more independent.
They will know how to check both the meaning and pronunciation of words.
This assumption is important for language learning because any learner would like to become more independent from their teachers. The whole purpose of language learning and teaching is to form learners who can use a language independently.
This assumption refers to exercise 4 and 5.
5. Both the form and the meaning of a word has to be taught in order for language learners to make the most of their language learning experience. This assumption is important because learning lists of words without knowing their meaning (preferably contextualised meaning) will not turn anyone into a good speaker of a language.
This assumption refers to exercise 3 and 4.
6. Practice makes perfect when learning a language. This assumption is important for language learning because only continuous exposure to a language or to any stimulus in general will make a subject get used to it and improve the way the stimulus is approached.
This assumption refers to exercise 3.

Examiner's comments on the sample answer

Part a

In Part a, the candidate outlines eight points but only the first six can be marked. Of these, two are accurate: to help learners with the phonemic script in *Exercise B4*; and to practise using a dictionary in *Exercise B5*. The first two points are inaccurate, the third one is descriptive and the fourth one is too imprecise – the candidate needs to write that the purpose is to raise learners' awareness of homonyms rather than to *pronounce different words correctly*. The remaining two points cannot be credited because examiners only consider the first six points made. In the case of this candidate, whilst the final point she makes shows potential (that the exercise focuses on homophones), it would not be possible to credit it if it was within one of her six points because she does not state which exercise she is referring to.

Part b

Again, the candidate does not respect the rubric because she only outlines five points rather than the six asked for. Of these points, four can be credited: that *Exercise C7* reviews the meanings of the homonyms from previous exercises; *Exercise D10* returns the focus to grammar information and extends the abbreviations; and *Exercise D11* gives practice in using a dictionary. Her point about *Exercise C9* cannot be credited because she needs to mention that it extends the dictionary definitions/language. Her answer contains unnecessary exemplification in terms of *Exercises C7* and *C9* and also some

evaluation when she writes *Exercise 11* looks similar to exercise 3, but deals with new words and is more difficult. Candidates should note that they should limit their answers to identifying how the exercises combine rather than evaluating them.

Part c

In this part of the task, the candidate respects the rubric and outlines six assumptions, with reference to an exercise where they are evident and a reason for each one. However, unfortunately only one of these assumptions can be credited because the others are either inaccurate or imprecisely expressed. The assumption which is credited is that it is important to train learners to use dictionaries (*Exercises B4/B5*) because this will help them to work independently. In her first assumption, it is not clear that she is referring to the value of metalanguage and in the sixth one, she needs to specify that the authors believe in the value of *controlled* practice. The remaining assumptions are not evident in this sequence of material, i.e. the value of placing language in context, the use of visuals, and the importance of having a focus on the form and meaning of a word.

The following sample answer obtained just under a third of the marks available for this task

(a) (A) Task Two a.

Exercise 1 focus on the fact that knowing a word means you must know what classification the word is, is it a noun verb or adverb.

Exercise 2. Focus on the fact that words can be homophones and to know a word you must know the possible homophones and meanings associated with the word.

eg A watch (n)

eg to watch (v)

Exercise 3 focuses on the fact that to know a word you must be able to put it in context to show where the word goes in a sentence and how it is used.

eg she's a cat (noun)

Guided discovery

(b) *Exercise 4* to know a word means that you can recognise it when you hear it and you know how it is pronounced. This exercis helps students to recognis how a word is pronounced and that different words can have the same pronunciation (homophones)

Guided discovery

Exercise 5:- This exercis helps students to understand that to know a word means you can produce or say the word yourself and be understood by another person when you use the word.

Exercise 6:- Gives students an opportunity to check that they are correct. They have had guided discovery of different aspects of pronunciation and this gives them a chance to see if they are correct.

(c) *Exercise 7* – students do this exercis with a partner which helps them to see they can learn from each other as well as by themselves or from the teacher. The students are applying the things they have learned about what it means to know a word in exercises 1 to 3. They will be able to use a dictionary to find the meaning of a word whether it's a noun or verb or adverb (EX1), a homophone (EX2) and how it is used in context. (EX3). They can exchange their knowledge with their partner to see if they are correct.

Exercise 9:- helps students to put into practice what they understand about the meaning of a word (EX 1,2,3) and how a word is pronounced (Ex 4 + 6) It helps them to record vocab in a way that gives them a fuller picture about what a word is and how to record it for future reference.

(d) Exercise 10.

Helps students to recognise how a word is classified in a dictionary (as learned in EX1) but how the classification may be abbreviated in a dictionary reference and come with an example. It also test their ability to recognise what type of word they are using (EX1).

Exercise 11

This helps students to put language into practice and to use a dictionary to help them complete an exercise in a controlled way. This is an application of what they learned in Ex1 and 3.

(C)

1. *Students need to be able to work alone to learn and not just depend on the teacher. Students should learn how to look up words in a dictionary recognise what type of word they see and how they can use it in context (EX 1, 3).*
2. *Students should be able to learn how to recognise and produce vocab by themselves with use from a dictionary. Students can learn this and help their own listening comprehension of spoken English eg for their work. (Ex 4, 5)*
3. *Students need to be able to put language into practice in a controlled way and go on to develop it in a freer way. Students need to be able to build their writing skills for future purposes e.g pass an exam etc. (EX 3).*
4. *Language learning is about guided discovery outside the classroom and that students can take charge of their own learning and learn new things without guidance from a teacher or other student. (Ex 1, 3, 4, 5).*
5. *Students need to learn to record new vocab in a way that is easy for them to understand and access at a later stage both in the classroom and beyond. (Ex 1, 3, 4, 5)*
6. *Students need to try new things by themselves such as pronouncing words or practising alone which leads to better production of spoken words in conversation. Trying in advance helps prepare them for real life experiences of listening and speaking (Ex 5).*

Examiner's comments on the sample answer**Part a**

The candidate respects the rubric and outlines six points but only two of them are accurate: to focus on homophones (*Exercise B4*); and to provide student-centred correction (*Exercise B6*). The purposes outlined for the remaining exercises are all inaccurate.

Part b

The candidate addresses the rubric and discusses all of the exercises but much of her answer is descriptive. For example, in terms of *Exercise C7*, she writes that *students do this exercise with a partner* but she does not say how this combines with the previous exercises in that it provides an opportunity for some collaborative work after a stretch of individual work. The only two points which can be credited are that *Exercise D10* extends the abbreviations from *Exercise A1*; and that *Exercise 11* provides the learners with practice using a dictionary.

Part c

The candidate outlines five different assumptions (the first two points are about the same assumption), three of which are accurate with an example of an appropriate exercise referenced to each one. These are that learners need to be trained in using a dictionary (*Exercise A1*); it is useful to provide the learners with controlled practice (*Exercise A3*); and that guided discovery work is useful (*Exercises A1, B4, B5*). However, none of these assumptions achieved full marks because the

candidate did not provide a rationale for any of them; for example that it is important for learners to be trained to use a dictionary because it helps them to continue learning outside the classroom. Candidates could find it beneficial to use the headings of *Assumption, Exercise, Reason* in this part of the task in order to ensure that they address all three requirements in the rubric. The remaining two assumptions cannot be credited because they are either incorrect (learners need to learn to record vocabulary) or vague (learners need to try new things by themselves). This assumption is not clearly enough stated to be taken as the value of learning pronunciation.

Paper 2 Task Three**The following sample answer obtained all of the marks available for this task**

- 3a(i)
- *By focusing on the different types of activities of the lesson the teacher can get an idea of what kind of learners they have. For example, if the students enjoy (or find useful) activities where they match different bits of paper, they will learn they have kinesthetic learners and so can plan accordingly in the future – introducing more activities of this type.*
 - *Using the stages of the lessons allows the teacher to evaluate how well they are pacing the lesson. For example, a student may comment that one activity was too long/short and so they will get an idea of how well they are pacing the lesson.*
 - *By focusing on the stages of the lesson it allows the students to reflect on the materials used, the focus (e.g. speaking, grammar, listening) and student interaction. It puts the focus on the lesson rather than the teacher, avoiding the situation where the student feels uncomfortable critiquing their teacher. It allows the teacher to have feedback on what they have prepared and is something which can be changed easily with planning.*
 - *By separating usefulness and enjoyability the teacher can see if these things are linked for students. If students found something useful but not enjoyable it would validate the teacher's planning of these types of activities even though they can see the students do not enjoy them. It also gives students the opportunity to reflect on why they do certain activities. This kind of reflection can then increase student motivation as knowing the rationale for an activity, gives it meaning which is a motivating factor. For example, I have had students who do not feel that speaking/vocabulary games are important. However, once I give the reason for the game (e.g. we are going to play this game in order to practise vocabulary) they become much more involved.*
- ii
- *By doing the feedback immediately after the lesson it will be fresh in both the students' and teacher's mind. This will make it more reliable.*
 - *By getting written feedback the teacher is increasing their chance of getting honest feedback. In the past I have asked in an open class what students would like to do more/less of, and found that students have been reticent to give information. However, once I give students a slip of paper and ask them to write this down they are much more forthcoming. Cultural differences can also play a part. One Japanese student of mine did not want to be selfish by telling me what he wanted to do more of and only did so when prompted in a one-to-one tutorial.*

- *By asking students to work in groups of 3 you are allowing for students who are better able to express themselves verbally. Also, reflection sometimes needs prompting. Discussion can help to bring out attitudes that the student was unaware of. For example, a student may feel frustrated and not know why until another points out something unconsidered.*
 - *By asking students to write a comment the teacher may receive information they may not have considered. For example, the number rating focuses on usefulness and how enjoyable the activities are. However, a comment could open up an area the teacher has not considered, i.e. a blind spot the teacher would otherwise have not known about*
 - *By comparing the students feedback with your own feedback the teacher is allowed to see if they are meeting the students expectations. As a teacher it is important to be able to 'read' a class. Personally this is something I feel I can do well but I have on more than one occasion been surprised in one-to-one tutorials by a student's remark on what they want to focus on/feel is useful. Therefore, this is a good way to bridge that gap.*
 - *The teacher has allowed themselves time outside the lesson to reflect. This is useful as you would be away from the pressure of the classroom.*
 - *By opening up the feedback in the next lesson you are showing the students that you listen to them. It can also be a way to create a negotiated syllabus so students feel like their lessons are tailored to their needs. It helps to place the teacher in an approachable light. If this form of communication is kept open it will lead to better understanding between teacher and student and therefore better student satisfaction.*
- b
- *When teacher's ask students for feedback it can make them appear to lack confidence in their lessons. This in turn can lead to students having less confidence in their teacher and looking for flaws in their lessons to confirm this.*
 - *Students lack the pedagogical knowledge of teachers and so may not see the point in certain activities ways of teaching. Rather than getting feedback it can sometimes be better to explain why you are doing something.*
 - *Students can be misguided in what they need. Some students may feel they need more serious work, e.g. to study grammar whereas what they really need is practice.*
 - *Students may all have different wants - can't meet all.*

Examiner's comments on the sample answer

The candidate makes 17 valid points over Parts a and b which is two more than is needed to achieve the maximum number of points for breadth. In terms of Part a, she makes 13 points which are that: it is important to have collaboration between teachers and students; the students will feel that their needs are being met; student feedback helps the teacher to plan their course; a teacher does not always know what their students want; it raises the teacher's awareness of their learners' individual learning styles; it helps teachers develop analytical awareness of how the lesson went; it highlights the relationship between the usefulness and enjoyableness of an activity; it checks learners' awareness of the lesson content; it helps learners to recognise that others may have different opinions; immediate feedback at the end of the lesson is helpful because the lesson is still fresh in the learners' minds; it allows time for the teacher to reflect; written feedback can be more honest; and getting feedback shows the learners that the teacher is willing to take their views on board.

In terms of Part b, she makes four valid points which are that: learners may not know what they really need; they may feel uncomfortable criticising the teacher; it could undermine the teacher's authority; and it is hard to meet all the learners' different needs. In addition to achieving the maximum number of marks available for the breadth of her answer, the candidate also gains the maximum number of marks for depth as she has produced a fully developed and well balanced response to the task. The points that she makes are consistently supported by rationale based on relevant reference to her experience and exemplification as she provides support for 10 of the points that she makes. Her rationale is both convincing and insightful. For example, when she makes her first point about feedback raising the teacher's awareness of their learners as individuals, she exemplifies this point by writing *if the students enjoy (or find useful) activities where they match different kinds of paper, they will learn they have kinesthetic learners*. She provides rationale for her point about the usefulness versus the enjoyableness of activities when she writes *This kind of reflection can then increase student motivation as knowing the rationale for an activity, gives it meaning* and then she provides an example from her own experience when she writes *For example, I have had students who do not feel that speaking/vocabulary games are important. However, once I give the reason for the same (e.g. We are going to play this game in order to practise vocabulary) they become much more involved*. This sample answer provides an example of a good organisational structure for this task as the candidate makes a point and then generally immediately provides a rationale or example to support it. For example, she writes *By doing the feedback immediately after the lesson it will be fresh in both the students' and teachers' minds (= point) This will make it more reliable (= rationale)*.

Overall, it was noted that all the points that the candidate makes are valid although there is some unnecessary repetition of some of the points. It is acceptable that she makes fewer points under Part b than under Part a because there are more points to be made in answer to the first part of the task. Her rationale could be more wide-ranging in that she could refer to a range of contexts (e.g. different levels or types of classes); sources (e.g. reference to her reading); or theories (e.g. the importance of involving the learner in humanistic approaches), but candidates should note that the most important consideration in terms of awarding marks for depth is that the rationale provided is convincing in terms of the points made.

The following sample answer obtained over two thirds of the marks available for this task

- 3 a(i) - *obtaining feedback at the end of lesson enables a teacher to check their overall aims and goals were clear, achievable; met*
- *To obtain feedback on each stage is a more in-depth way of finding out whether learners responded to and enjoyed the style/method.*
 - *To discover more about learner styles and group/individual interests.*
 - *To have a record/proof of learning which could go towards reports/paperwork perhaps required by the school or the learner.*
- (ii) - *1. This procedure will give the teacher and learner an overall sense of task achievement. It will give the learner a sense of purpose for what has been taught and show the teacher whether they were successful in communicating the stage aims. It could therefore be motivating.*
- *It will also help with future planning.*

- 2 and 3. These procedures allow learners to express their opinions and interests. It will reveal what they found motivational and could help a teacher identify learner styles through finding out what tasks were of interest.
 - It will also show where learners strengths and weaknesses lie. If a learner didn't understand a stage, does this highlight a difficulty with a skill (e.g. listening is poor)
3. - allows learners to go to a step further and express an opinion. This is a more in depth opportunity for them to say what was difficult or good about the lesson. I find it is useful to know what activities were motivational as this enhances learning and can be used more.
4. - Allows learners to hear each other's views it is a typical activity/method used in EFL classes and learners will be familiar with sharing ideas. It could allow the teacher to monitor and may give some learners a feeling of being less intimidated giving verbal feedback may be easier to share criticism, than written (possibly).
5. This procedure enables the teacher to line up their own perceptions of the lesson and the learners with the views of the learners themselves. I find it can be very useful to see what learners actually thought (in writing) as they don't always communicate this in a group environment when the pressure is on them. It often reveals surprising things about what learners really thought.
6. This procedure shows learners that the teacher not only took their feedback, but has taken it seriously and wants to make changes to improve the learning situation in the future. This promotes a learner centred approach + shows learners that their opinions are valued. It can also guide a future timetable of study that is both relevant and fitting with learner needs.
- b) (i) Learners may not feel able to criticize in a written sheet. It may cause embarrassment or learners might fear it would damage their relationship with the teacher, (or their final English marks!)
- (ii) Learners may not know what's best. If a teacher responds to all of their wishes, important aspects of the lesson might be omitted. A learner may find a useful activity boring, but this might have developed their learning.
- It is time consuming to have to read and respond to all the feedback from a class. The workload is already a lot, planning, marking etc. and so responding to all sorts of feedback can be difficult.
 - The feedback can be so mixed. What do you do if one student loved one activity and disliked others which another student loved? Responding to all needs is impossible or at least very difficult. I try to find the main issues learners are having or the main interests and then work with those, take a kind of overall view of what seem to be common, shared needs/interests and try to work towards those.
 - Teachers may lack confidence in their own clarity of each stage. Also sometimes lessons move right off plan to cater for learner needs and are more spontaneous. A teacher may feel that feedback like this is less reliable than giving the learners a 'test' to see what knowledge they have acquired.
 - A teacher may feel this kind of f/b is a waste of time during their lesson as they have a sense of what they are doing and teaching them and prefer to respond to 'feedback' in the moment e.g. if the class seem unmotivated, change or adapt an activity in the moment.
 - Depending on levels. A lower level class may not be able to supply very much feedback or express their opinions.

Examiner's comments on the sample answer

The candidate makes 15 valid points over Parts a and b which is the maximum number of points available for breadth. In terms of Part a, she makes 10 points which are that: students will feel motivated if they are given the opportunity to give feedback on the teaching; they will feel that their needs are being met; student feedback helps the teacher to plan their course; a teacher does not always know what their students want; it helps teachers compare their perceptions of the lesson with those of their learners; it raises the teacher's awareness of their learners' learning styles and interests; it checks learners' awareness of the lesson content; it helps learners to recognise that others may have different opinions; written feedback can be more honest; getting feedback shows the learners that the teacher is willing to take their views on board; and it is likely to be a familiar classroom activity.

In terms of Part b, she makes five valid points which are that: it may be time-consuming to get feedback on lessons; learners may not know what they really need; they may feel uncomfortable criticising the teacher; it is hard to meet all the learners' different needs; and it may be hard for lower level learners to express their views. However, unlike the previous sample answer, the candidate only gains one mark for depth (weighted to two marks out of 10) as her rationale for the points that she makes is minimal. She only provides rationale for the point that the learners may not know what they need when she writes *A learner may find a useful activity boring but this might develop their learning*; and she only refers to her own experience once when she discusses the fact that it can be difficult to meet all the learners' needs and gives the example that she tries to *find the main issues and then work with those, take a kind of overall view of what seem to be common, shared needs/interests and try to work towards those*. The other points that she makes are unsupported in terms of relevant rationale, reference to sources, theories or experience.

There is irrelevant information in her answer, for example when she mentions giving learners a test rather than asking for feedback on the lesson, and her answer contains unnecessary description, for example when she describes the aim of getting feedback in the first two paragraphs of her answer. Overall, it was noted that all the points that the candidate makes are valid although the answer is repetitive and descriptive in places. It also moves off task when the candidate describes how the feedback activity could be handled. The lack of rationale means that the candidate cannot maximise the marks available for depth.

The following sample answer obtained over half of the marks available for this task

- 3a (i) *A teacher may want to obtain feedback on how clearly learners remember the stages / activities of a lesson because the act of recalling, identifying and communicating the stages may raise learner awareness of the learning process, thereby nurturing their study skills. The act of remembering should in any case reinforce the actual language / skills learned in the lesson.*
- Obtaining feedback on how useful / enjoyable each stage was can inform the teacher's future lesson planning and selection of tasks, and activities. It is generally assumed (e.g. by Suggestopedia theorists) that a pleasant, relaxed and stress-free environment promotes learning, so a teacher may be seeking to make her lessons more enjoyable by means of feedback on this aspect of the lesson.*
- (ii) *Stage 2 of the feedback task enables an evaluation by the students of each activity. This can provide insight into the learning*

styles and preferences of the learner, and into the correlation between learner enjoyment and perceived usefulness of each activity. In my experience of informal learner feedback, when learners express enjoyment of a lesson, they simultaneously express appreciation of its usefulness in learning. However this correlation cannot be taken for granted and it would be interesting to gather statistics on the extent to which it holds across a range of learners.

Stage 3 of the feedback task (FB) invites comments on each lesson stage, adding qualitative depth to the quantitative data captured in stage 2. However, FB Stage 4 is more problematic – it does not include any monitoring of the discussion and I am unsure of its usefulness in this context.

3b The primary objection to obtaining feedback from students is that its usefulness is questionable, for example, a lesson's usefulness as perceived by students immediately after the lesson may not necessarily reflect its actual usefulness in the longer term. This is even more the case if enjoyability is added into the equation. A lesson which learners found long and tedious may nonetheless result in greater levels of sustained, longer-term learning than a fun lesson in which nothing new was absorbed.

A second objection is that at the end of a lesson, learners normally will not want to spend much more time or energy on providing feedback. It is the teacher's job to know what and how best to teach them, and some may resent being asked to provide feedback if it is perceived as benefiting the teacher rather than the learners themselves. In my experience any formal or written feedback process at the end of the lesson works best if it is kept to a minimum – one or at the most two questions should suffice.

A third objection relates, specifically to the feedback task presented here – especially FB Stage 3: Providing examples to prompt students to write their own comments may, particularly with lower-level learners, have the opposite effect – they may simply reproduce or minimally adapt the example comments.

Examiner's comments on the sample answer

The candidate makes nine valid points over Parts a and b which is almost two thirds of the maximum number of points available for breadth. In terms of Part a, he makes five points which are that: student feedback helps the teacher to plan their course; it raises the teacher's awareness of their learners' learning styles and interests; it highlights the relationship between the usefulness and enjoyableness of an activity; it checks learners' awareness of the lesson content; and the addition of comments adds qualitative data to the quantitative data.

In terms of Part b, he makes four valid points which are that: it may be time-consuming to get feedback on lessons; learners may not know what they really need; students believe it is the teacher's job to organise course content; and it may be hard for lower level learners to express their views.

However, unlike the previous sample answer, whilst the candidate gains fewer marks for breadth, he is awarded three marks for depth (weighted to a score of six out of 10) as his answer is a generally well-developed response to the task and his rationale is satisfactory in justifying more than half the points that he makes. For example, he provides rationale for the fact that getting feedback checks the lesson content when he writes *because the act of recalling, identifying and communicating the stages may raise learner awareness of the learning process, thereby nurturing their study skills*. He also provides supporting rationale for his point that learners may not know what they need

when he writes that *a lesson which learners found long and tedious may nonetheless result in greater levels of sustained, longer-term learning than a fun lesson in which nothing new was absorbed*. He also illustrates points from his own experience. For example, when discussing that some learners think it is the teacher's job to choose the course content, he writes *In my experience any formal or written feedback process at the end of the lesson works best if it is kept to a minimum – one or at the most two questions should suffice*.

Unlike the previous two sample answers, this candidate also includes a relevant reference to a theory when discussing the role of feedback in planning the course: he writes *It is generally assumed (e. g. by Suggestopedia theorists) that a pleasant, relaxed and stress-free environment promotes learning, so a teacher may be seeking to make her lessons more enjoyable by means of feedback on this aspect of the lesson*. However, candidates should note that reference to theories or sources must be expanded on as in the example above in order to be credited. It is not sufficient to simply refer to a theory. For example, it would not be acceptable to write something such as *feedback provides important information as evidenced in the communicative approach*.

As with the previous answer, there is some irrelevant information in this candidate's answer: for example when he mentions the lack of monitoring in stage four. However, this is the only time that he moves off task and the remainder of his answer contains valid points. In order to maximise the marks available for depth, he would need to be more consistent throughout his answer in terms of the rationale and exemplification that he provides.

Module Two

Developing Professional Practice

Introduction to Module Two

Module Two aims to develop candidates' ability in the following areas:

- working with language learners in a variety of learning contexts
- preparation for teaching learners of English
- evaluation, selection and use of resources and materials for teaching purposes
- managing and supporting learning
- evaluation of lesson preparation and teaching
- observation and evaluation of other teachers' lessons
- professionalism and professional development.

To achieve these aims candidates need to show that they are able to:

- research selected language/skills areas and focus on problems and solutions for learners
- apply their knowledge and understanding of factors affecting learning and teaching to their practice
- plan, teach and evaluate lessons which meet the needs of specific groups of learners and individuals within the groups
- use a range of resources and materials, and teaching and learning strategies which are appropriate to learner needs and context
- constructively evaluate their own teaching and engage in Continuing Professional Development (CPD).

The full syllabus can be downloaded at www.cambridgeenglish.org/delta/prepare

Module Two is assessed via a portfolio of coursework, including background essays, observed lessons, and a professional development assignment. One assignment, which includes a background essay, an observed lesson and a lesson evaluation, is externally assessed.

Module Two assessment involves participation in a *Delta* Module Two course at an approved Cambridge English centre. See also Guidance for tutors and candidates (guidance on course provision) page 66.

General description

ASSESSMENT FORMAT	Module Two assessment consists of five assignments which are completed during a <i>Delta</i> course.
TIMING	The assignments are set during the course at intervals determined by the centre. (See notes on page 57 for suggested timing.)
NO. OF ASSIGNMENTS	Candidates complete: <ul style="list-style-type: none"> • a two-part Professional Development Assignment • two Language Systems Assignments • two Language Skills Assignments.
TASK TYPES	The Professional Development Assignment includes two parts: <ul style="list-style-type: none"> • Reflection and Action (2,000–2,500 words) • Experimental Practice (1,500–2,000 words). Each Systems Assignment includes: <ul style="list-style-type: none"> • a background essay (2,000–2,500 words) in which the candidate explores an area of language systems and considers related teaching and learning issues • planning, teaching and evaluation of a lesson related to the chosen area. Each Skills Assignment includes: <ul style="list-style-type: none"> • a background essay (2,000–2,500 words) in which the candidate explores an area of language skills and considers related teaching and learning issues • planning, teaching and evaluation of a lesson related to the chosen area.
ANSWER FORMAT	Candidates write their answers in prose, though bullet points, grids, tables and charts may be used where appropriate. Assignments should be word processed.
MARKS	Each assignment is marked with reference to a set of assessment criteria. Results are awarded as Pass with Distinction, Pass with Merit, Pass or Fail.

Structure and tasks

TIMING

The Professional Development Assignment (PDA) is set at the beginning of the course and completed during the course. The Experimental Practice part of this assignment may be set at any time during the course.

The Systems and Skills Assignments are set in any order at appropriate intervals throughout the course. After each assignment the candidate should receive feedback.

Assignment Professional Development

TASK TYPE(S) A two-part assignment based on an action plan formulated at the beginning of the course.
Part A Reflection and Action is a reflective assignment which candidates work on at different stages of the course.
Part B Experimental Practice is an investigation of an area of practice which is new for the individual teacher.
The PDA includes observation of and reflection on others' teaching, as well as the observation by the tutors of the candidate's own teaching.

SYLLABUS FOCUS Observation/evaluation of other teachers' lessons.
Professionalism and opportunities for professional development.

Assignment Systems x2

TASK TYPE(S) A background essay including research into and analysis of a selected aspect of language systems, consideration of teaching/learning issues and suggestions for teaching.
Preparation, teaching and evaluation of a lesson related to the area chosen for the background essay.
Each of the two Systems Assignments must focus on a different area of systems (grammar, lexis, phonology or discourse).

SYLLABUS FOCUS The language learner and the language learning context.
Preparation for teaching English language learners.
Evaluating, selecting and using resources and materials for teaching purposes.
Managing and supporting learning.
Evaluation of lesson preparation and teaching.

Assignment Skills x2

TASK TYPE(S) A background essay including research into and analysis of a selected aspect of language skills, consideration of teaching/learning issues and suggestions for teaching.
Preparation, teaching and evaluation of a lesson related to the area chosen for the background essay.
One of the two Skills Assignments must focus on a productive skill (speaking or writing). The second must focus on a receptive skill (reading or listening).

SYLLABUS FOCUS The language learner and the language learning context.
Preparation for teaching English language learners.
Evaluating, selecting and using resources and materials for teaching purposes.
Managing and supporting learning.
Evaluation of lesson preparation and teaching.

Assessment

The Module Two Assignments are assessed with reference to the assessment criteria for each assignment and the grade descriptions, pages 54–55 and 59–61.

Internal assessment

Three of the Language Systems/Skills Assignments are internally assessed by *Delta* course tutors at the centre. For each assignment, centres give two grades, one for the background essay and one for the lesson.

The Professional Development Assignment (PDA) is also internally assessed.

Coursework record

During the course, tutors log details of all the internal coursework in the Coursework Record (*Delta* 5c), which is completed for each candidate. At the end of the course, the tutors complete a report summarising the candidate's progress over the course and give a recommended overall coursework grade for the internal coursework.

The coursework grade

The coursework grade indicates the overall standard attained by the end of the course. The grade should be consistent with the comments in the coursework report and the feedback and grades given for the internally assessed Language Systems and Skills Assignments.

To predict a Pass

Candidates must have completed the coursework, and there must be at least one Pass background essay and one Pass in the teaching. These passes must be in the assignment submitted by the centre to Cambridge English at the end of the course.

To predict a Merit

Candidates must have completed the coursework, and there must be at least one Merit grade and three Pass grades in the internal coursework. The Merit must be in teaching. Both parts of the assignment submitted by the centre to Cambridge English must be at least a Pass.

To predict a Distinction

Candidates must have completed the coursework, and there must be at least two Merit or Distinction grades and two Pass grades in the internal coursework. The background essay submitted by the centre to Cambridge English must be at least a Pass and the lesson must be a Merit or a Distinction.

Development evidenced in the PDA must also be taken into account in recommending the internal coursework grade. To be recommended for a Merit or a Distinction, candidates must have completed and passed both parts of the PDA.

Documentation submitted to Cambridge English

At the end of the course the following documentation is submitted by the centre for each candidate:

- The Module Two Coursework Record (*Delta* 5c)
- The three internally assessed *Delta* 5a Assessment Forms with the materials for one of these assignments (i.e. the background essay, lesson plan and evaluation). **If the external is a systems assignment, the centre must submit materials for a skills assignment and vice-versa.**

External assessment

One of the Language Systems or Skills Assignments (a background essay and a lesson) is externally assessed by a Cambridge English approved external assessor. Assessment of the lesson includes the candidate's evaluation of the lesson, which is sent to the assessor by the centre within 48 hours of the external assessment.

The assessor completes an assessment form (*Delta* 5a), which includes grades for the background essay and the lesson plus evaluation. The essay and lesson plan are submitted with the form.

Final assessment

Grades of award

Both the internal and the external assessment contribute to the final grade.

Pass requirements

- a Pass grade in both parts of the submitted internally assessed assignment
- a Pass grade in both parts of the external assessment
- completion of both parts of the PDA.

Merit requirements

- a minimum of a Pass grade for the submitted internally assessed background essay
- a Pass or Merit grade for the submitted internally assessed lesson
- a minimum of a Pass grade for the externally assessed background essay
- a Merit grade for the externally assessed lesson
- a Pass in both parts of the PDA.

Distinction requirements

- a minimum of a Pass grade for the submitted internally assessed background essay
- a Merit or Distinction grade for the submitted internally assessed lesson
- a minimum of a Pass grade for the externally assessed background essay
- a Distinction grade for the externally assessed lesson
- a Pass in both parts of the PDA.

Where there is a difference in the internal and external grades, the coursework will be moderated and the internal grades and the predicted coursework grade taken into account.

Professional Development Assignment (PDA) specifications

The focus of this assignment is development and extension of the candidate's teaching skills. It includes:

- Part A: Reflection and Action – 2,000–2,500 words. Reflection and Action includes a series of tasks and activities which candidates work on throughout the course.

See page 57 for suggested timings and stages.

- Part B: Experimental Practice – 1,500–2,000 words plus lesson outline. Experimental practice involves exploration into a specific lesson approach/procedure/technique with which the candidate is unfamiliar.

Specifications for Part A: Reflection and Action

The focus of Reflection and Action is on personal and professional development.

It includes:

- reading and research related to procedures for reflection, methods and/or documents for gathering data for reflection purposes
- reflection on the candidate's own beliefs and practices in the ELT classroom
- selection of approaches, methods, techniques and materials that might enhance their practices and justification of this selection
- use and evaluation of some of the approaches, methods, techniques and materials as a means of developing the candidate's teaching skills
- ten hours' observation of other teachers and reflection on these observations. (Observations of other teachers can be filmed or 'live'.)

Part A: Reflection and Action: Outline and summary of stages

Stage 1 Diagnostic observation (There is no written submission for Stage 1.)

- At the beginning of the course the candidate plans and teaches a lesson or part of a lesson (minimum 40 and maximum 60 minutes).
- The lesson is observed by an approved *Delta* tutor.
- A post-lesson discussion is held between the candidate and the tutor (and, if appropriate/relevant, includes feedback from colleagues and/or peers).
- During the discussion full oral and written feedback is given by the tutor and included in the candidate's coursework portfolio as an appendix to the PDA.
- The lesson is not formally assessed or graded and does not contribute to the grade received by the candidate in this module.

Stage 2 (maximum 1,000 words)

After the diagnostic observation, candidates:

- reflect and comment on their beliefs and practices as a teacher, identify key strengths and weaknesses in their teaching and

comment on the positive and negative effects of these on their learners

- identify the possible reasons for these key strengths and weaknesses
- produce an action plan for the development of their teaching in response to the significant weaknesses they have identified
- select approaches, procedures, techniques or materials that will allow them to develop their teaching skills and enhance their learners' learning experiences
- select and/or design methods and/or documents for gathering data that will allow them to focus specifically on their performance in their assessed assignments during the *Delta* course, and briefly explain the reasons for choice(s). Candidates may also refer to any other lessons they are teaching during the *Delta* course.

Stage 3 (maximum 750 words)

Candidates complete the first two of their Language Systems/Skills Assignments after which, with reference to their action plan from Stage 2, they:

- identify and comment on any key development(s) they have made in their teaching practices since the diagnostic observation
- reflect on the effectiveness of the approaches, methods, techniques and materials they selected in Stage 2 in terms of how these have helped their development as teachers
- identify and comment on the most significant current weaknesses in their teaching practices
- select approaches, procedures, techniques or materials that will allow them to develop their teaching skills and enhance their learners' learning experiences
- select and/or design methods and/or documents for gathering data that will allow them to focus specifically on their performance in their remaining assignments and briefly explain the reasons for choice(s).

Stage 4 (maximum 750 words)

When all internal assignments have been completed, candidates:

- identify and comment on how their beliefs about teaching and learning and their classroom practice have changed as a result of this assignment
- identify and critically evaluate the most effective procedures and/or methods and/or documents for reflection and observation they have used for their own professional development in this assignment
- outline how they will continue to use these as part of their own continuing professional development.

Specifications for Part B – Experimental Practice

The focus of Experimental Practice is an investigation of a specific lesson approach/teaching procedure/teaching technique with which the candidate is unfamiliar.

It includes:

- reading and research related to the chosen area
- a lesson in which the candidate experiments with the new practice
- identification, selection and/or development of methods, procedures and/or documents to evaluate the effectiveness of the experiment
- an evaluation of its success.

Part B: Experimental Practice: Outline

Length: 1,500–2,000 words to cover a Commentary on the lesson and a post-lesson Reflection and Evaluation.

Additionally, as an appendix not included in the word limit, a lesson outline.

Candidates:

- explain their professional interest in the chosen experimental area with reference to:
 - their own professional development
 - underlying theory
 - teaching context
 - characteristics of the learners
- plan and teach the experimental lesson using the selected approaches/procedures/techniques/materials
- evaluate the lesson in terms of identified learning and teaching objectives including a summary, where appropriate, of the outcomes of evaluation procedures
- identify ways in which this area may be developed/adapted for inclusion in future work or consider why this area is not worth further extension or adaptation.

Professional Development Assignment assessment criteria

Part A – Reflection and Action (RA) and Part B – Experimental Practice (EP)

Successful candidates can present an assignment which:

- is written in language which is clear, accurate, easy to follow and does not impose a strain on the reader (1a)
- is cohesive and clearly ordered and in which component parts of the assignment are relevant to the topic (1b)
- uses appropriate terminology accurately (1c)
- refers to and references key sources (1d)
- contains a bibliography of key sources consulted (1e)
- follows widely accepted referencing conventions (1f)
- respects the word limits of individual stages of the assignment and the overall word limit and states the number of words used (1g).

Part A – Reflection and Action (RA)

Successful candidates can focus on their professional development by:

- selecting some key strengths and weaknesses in their teaching practices and providing a rationale for their selection (2a)
- selecting approaches/procedures/techniques/materials to use to address the issues identified in 2a above (2b)
- critically evaluating the effectiveness of the selected approaches/procedures/techniques/materials (2c)
- critically evaluating the effectiveness of methods and/or documents they have selected to gather data to allow them to focus on their teaching practices (2d)
- providing an appropriate action plan to promote their professional development (2e)
- critically reflecting on their teaching practices and beliefs during the course of this assignment (2f).

Part B – Experimental Practice (EP)

Successful candidates can focus on the topic of the assignment by:

- demonstrating understanding of selected approaches/procedures/techniques/materials with reference to any underlying theory (3a)
- justifying the selected approaches/procedures/techniques/materials (3a) with reference to the teaching context, the specific group of learners and their own professional development (3b)
- evaluating the success or otherwise of the experiment with reference to the planned aims and outcomes for both the learners and the teacher (3c).

Professional Development Assignment – Grade descriptions

The Professional Development Assignment is graded as Pass or Fail. Therefore only a Pass profile is provided. However, centres may wish to indicate to candidates where they have exceeded the Pass criteria.

Grade	Description
Pass profile	<p data-bbox="459 344 539 374">Overall</p> <p data-bbox="459 383 1469 499">A satisfactory piece of work which is generally accurate, clear, coherent and well-ordered, and respects the word limit. It may contain occasional weaknesses but does not impose a strain on the reader. Relevant terminology is generally used accurately and appropriately, and is supported by reference to key sources in a mostly appropriate format and style.</p> <hr/> <p data-bbox="459 521 663 551">Reflection and Action</p> <p data-bbox="459 560 1485 676">A satisfactory piece of work in which the candidate demonstrates an ability to reflect critically on their own teaching practices over time, to plan and take action to improve specific aspects of their practices, and to evaluate developments in these aspects of their practices over time. It may contain occasional weaknesses, but the candidate generally displays adequate ability in the following areas:</p> <ul data-bbox="459 685 1501 835" style="list-style-type: none"> <li data-bbox="459 685 1501 741">• identifying key strengths and weaknesses in their classroom practices with reference to their existing beliefs about teaching and learning <li data-bbox="459 750 1501 806">• justifying their choice of areas to work on, and drawing up an action plan with clear objectives with reference to relevant theoretical approaches and methods, practical techniques and procedures and classroom materials <li data-bbox="459 815 1501 835">• critically reflecting on and evaluating the effectiveness of their action plan. <hr/> <p data-bbox="459 857 679 887">Experimental Practice</p> <p data-bbox="459 893 1469 1032">A satisfactory piece of work in which the candidate demonstrates an ability to identify an aspect of their teaching practices they wish to experiment with, research the relevant area, plan and teach a specific lesson using the experimental approach/procedure/technique, evaluate its effectiveness and plan future action to improve their teaching practices. It may contain occasional weaknesses, but the candidate generally displays adequate ability in the following areas:</p> <ul data-bbox="459 1041 1493 1247" style="list-style-type: none"> <li data-bbox="459 1041 1493 1097">• identifying a specific aspect of their teaching and clearly justifying their choice, possibly in relation to the weaknesses identified in the Reflection and Action part of the assignment <li data-bbox="459 1106 1493 1184">• planning and delivering an experimental lesson with clear objectives, which is relevant to a particular group of learners, and which shows understanding of any relevant theory informing the choice of approach, techniques, procedures and materials <li data-bbox="459 1193 1493 1247">• critically reflecting on and evaluating their teaching of the experimental lesson, and proposing an action plan to improve both their professional development generally and the experimental lesson taught.

Guidance on completing the Professional Development Assignment (PDA)

The aim of this section is to provide support and guidance to *Delta* Module Two centres in setting up, administering and supporting the PDA. The following are suggestions and should not necessarily be followed to the letter.

REFLECTION AND ACTION (RA)

Rationale for this part of the PDA

Reflection is increasingly seen as a crucial element in teacher learning. Teachers develop beliefs about language teaching and learning, and their classroom practices are influenced by these beliefs. Teachers' beliefs and practices often remain unconscious and unchallenged. By consciously exploring and critically reflecting on their existing beliefs and practices, teachers are better able to question and, if necessary, subsequently change aspects of them.

This assignment provides a framework within which candidates can explore their existing beliefs and classroom practices, engage critically with them, reflect on them in the light of feedback, and consider ways in which aspects of them might be adapted.

Setting up

It is important that candidates understand the rationale for the RA part of the PDA, and that they see it as something which is helping their learning and contributing to other parts of Module Two. This may involve discussing with them the importance of critical, action-based reflection and of exploring existing beliefs and classroom practices. Tutors might like to consider using a beliefs questionnaire (see Lightbown, P & Spada, N (1993) *How Languages are Learned*, OUP, for an example), either as a pre-course task or in one of the initial input sessions.

Staging

An important feature of the RA is that it is an ongoing piece of work. In order to be an effective learning tool, candidates need to go through the four stages in a structured and timely manner. Tutors are advised to draw up a suggested schedule for candidates which suits the nature of the course being provided, to make this schedule explicit to all candidates, and to include it in their course programme. (Table 1 on page 57 gives a suggested time frame in relation to other assessments in *Module Two*.) Tutors are also advised to consider the extent to which tutorials and/or feedback on drafts of each stage should be incorporated into the schedule.

Support and guidance to candidates

The following specific suggestions might help tutors administer the RA:

Beliefs questionnaire

- Beliefs are often unconscious and candidates may need help in raising them to a level of consciousness. Questionnaires may be useful for this purpose.
- It may be useful to encourage candidates to explore the extent to which they feel their teaching reflects their beliefs.

- Any questionnaire(s) used to explore beliefs in Stage 1 can be revisited in Stage 4.

Diagnostic observation

- The diagnostic observation should take place shortly after the beginning of the course to ensure candidates have sufficient time to complete Stages 1 and 2 before the first assessed lessons. There should be a post-lesson discussion and written feedback.
- It is useful if candidates produce a lesson plan for the diagnostic observation and include some rationale for their lesson. This gives an indication of their beliefs and can form the basis for constructive discussion with the tutor after the lesson.

Strengths and weaknesses

- Candidates can refer to the following in their comments: previous feedback on their teaching (e.g. from their institution, learners, colleagues); their own awareness of previous strengths and weaknesses; previous teacher training courses and in-service teacher training (INSETT); observations made by their tutor; their own observations; the learners' performance and responses during and/or after the diagnostic lesson.
- Candidates should prioritise weaknesses that most affect their students' ability to learn and their own practices as a teacher.
- Candidates can refer to the following:
 - their preferred teaching styles, techniques and procedures
 - their beliefs about learning and teaching
 - a pervading view of teaching present in their context that may or may not be best suited to all learners within that context
 - the needs and teaching preferences of institutions they have worked for
 - over-application of 'favourite' techniques and procedures
 - coursebook methodologies (not) suited to specific contexts
 - (in)ability to adapt their methods/techniques/procedures to specific contexts
 - lack of knowledge in particular linguistic or methodological areas
 - lack of confidence in carrying out particular methods, techniques and procedures
 - any initial teacher training and developmental training they have experienced in their teaching career.

Action plan

- The purpose of the action plan in Stage 2 is to provide structure to candidates' development and to allow them to carefully consider steps they need to take to improve the weaknesses they have identified in their teaching.
- Therefore, they need to prioritise a number of key areas to work on (typically this would be three to five areas), outline what they intend to do and how, giving some idea of the time frame within which they intend to work on these areas.
- Centres may consider producing a proforma for candidates' action plans.
- Possible approaches/procedures/techniques might include some of the following: reading specific books, observing experienced colleagues and/or tutors, experimenting with aspects of their teaching related to the weakness identified, being observed, videoing their own lessons, getting feedback from students, etc.
- Although Stages 3 and 4 do not require detailed action plans as such, some indication is required in both cases as to how candidates intend to continue improving aspects of their teaching.

Table 1: Suggested schedule for Reflection and Action (RA)

* Tutors may wish to comment on drafts before submission.

** Discussion and feedback on the RA could take place at this point either in a separate tutorial or as part of the feedback discussion following an assessed lesson.

RA Stage	Activity	Documentation for portfolio
At the beginning of the course	<ul style="list-style-type: none"> • Candidate completes beliefs questionnaire selected by tutor • Tutorial to discuss beliefs either before or after diagnostic observation 	Questionnaire results (appendix) Candidate's own notes
Stage 1	<ul style="list-style-type: none"> • Diagnostic observation • Post-lesson discussion with tutor • Candidate makes notes for Stage 2 	Lesson plan (appendix) Tutor feedback (appendix)
Stage 2	<ul style="list-style-type: none"> • Candidate writes reflection and action plan* 800-1,000 words <i>(Existing beliefs and practices/Strengths and weaknesses as a teacher/Action plan)</i> 	Completed RA Stage 2
Between Stage 2 and Stage 3	<ul style="list-style-type: none"> • Observations of other teachers • LSA1 (Language Systems or Skills) • Feedback on LSA1 (including reference to Stage 2 action plan)** • Candidate prepares Stage 3 • Observations of other teachers • LSA2 (Language Systems or Skills) • Feedback on LSA2 (including reference to Stage 2 action plan)** • Candidate prepares Stage 3 	Written tutor feedback on LSA1 and RA Stage 2 Completed observation tasks Written tutor feedback on LSA2 and RA Stage 2 Completed observation tasks
Stage 3	<ul style="list-style-type: none"> • Reflection and Action 600-750 words* <i>(Developments in practices/Reflect on Stage 2 action plan/Current weaknesses and future actions)</i> 	Completed RA Stage 3
Between Stage 3 and Stage 4	<ul style="list-style-type: none"> • Observations of other teachers • LSA3 (Language Systems or Skills) • Feedback on LSA3 (including reference to RA Stage 3)** • Candidate prepares Stage 4 	Written tutor feedback on LSA3 and RA Stage 3 Completed observation tasks
Stage 4	<ul style="list-style-type: none"> • Reflection and Action 600-750 words <i>(Developments in beliefs and practices/Reflect on future actions)</i> • Tutor marks assignment 	Completed RA Stage 4
LSA4 (Externally assessed)		

Documents for gathering data

- It would be useful for centres and tutors to consider how to encourage candidates to consciously focus on their prioritised weaknesses in their assessed LSAs, and to make use of tutor feedback on these lessons for the RA.
- Where possible, the peer observations required for Module Two should be used to gather data for the action plan. Candidates may use data from their own observations of colleagues as well as their colleagues' observations of them.
- Videos of candidates' lessons may be used.
- Feedback in the form of student questionnaires may be used.
- Any documents used should be put in the appendix, but referred to in the text.

Word limit for each stage

- Overall, the RA is expected to be 2,000-2,500 words, therefore it is recommended that the three written sections are as follows:
 - Stage 2: 800-1,000 words (reflection/beliefs/strengths/weaknesses 500, action plan 500)
 - Stage 3: 600-750 words (reflection on developments/evaluation 300, current weaknesses 150, future action 300)

- Stage 4: 600-750 words (reflection on developments 300, evaluation 200, future action 250).
- It is recommended that centres and tutors consider having separate submission deadlines for each of the three written parts of the RA.

Drafting and feedback

- Centres and tutors may wish to collect in and give feedback on Stage 2 before candidates continue writing the remaining parts of the assignment. It is likely to be of more use to candidates to receive feedback at this stage than at the end of the process. Each centre will need to decide and make explicit to candidates their own approach to drafting and feedback for the various stages of the RA.

Tutorials

- Candidates may not have done systematic reflection in this manner before and are likely to benefit from ongoing individual support and guidance if they are to get the most out of this assignment as a learning experience. It is suggested that centres and tutors conduct face-to-face or online tutorials during the course with the specific purpose of discussing this assignment. These may be incorporated into feedback sessions following assessed teaching observations. (See Table 1.)

- Centres may also consider setting up an interactive online facility (such as Moodle) in order to encourage regular and systematic reflection and interaction among candidates and tutors.
- Candidates may be encouraged to keep a regular journal (with possible entries online) to guide their reflections.

EXPERIMENTAL PRACTICE (EP)

Rationale for this part of the PDA

Teachers develop routines during their early years of teaching which enable them to deal with the complexities of their teaching situation and to plan lessons and respond to classroom events as they occur. Developing new routines is a challenging and complex process; numerous contextual and personal factors make it hard for teachers to change their existing routines and to experiment with alternative practices. This assignment provides a framework within which candidates can experiment with, what is for them, a new aspect of teaching, and helps them to reflect on its effectiveness for them and their learners' learning.

Setting up

It is important that candidates understand the rationale for the EP part of the PDA, and that they see it as something which is helping their learning and contributing to other parts of Module Two. This may involve discussing with them the importance of experimental practice and showing how this relates to the exploration of beliefs and classroom practices they carried out in the RA part of the PDA.

Staging

An important feature of the EP is that candidates explore an approach/procedure/technique with which they are not familiar. Centres may support the learning process through tutorial support and/or by commenting on the outline plan and commentary.

Support and guidance to candidates

The following specific suggestions might help centres and tutors in administering the EP:

Link to Reflection and Action (RA)

- Where possible, candidates should be advised to relate the topic of the EP to their action plan for the RA assignment.

Word limit for each stage

- Overall the EP is expected to be 1,500–2,000 words, not including the lesson outline (but including the post-lesson evaluation, c.500 words):
 - Commentary 1,000–1,600 depending on length of evaluation.
 - Post-lesson evaluation: 400–500 words.
- The lesson outline and accompanying materials go in the appendix and do not count towards the word limit.

Lesson outline

- Candidates should provide a lesson outline and accompanying materials for a lesson of 40–60 minutes.

The **Lesson Outline** forms an appendix to the EP. It should not be a full lesson plan but must include:

- aims and objectives from the learners' and teacher's points of view
- procedures
- any material used
- ways of finding out whether and to what extent these aims and objectives have been met, including copies of any completed evaluation documents (collated data, sample observation sheets, questionnaires etc.). A *summary* of the results should form part of the Reflection and Evaluation.

Peer observations

- Where possible, centres and tutors may endeavour to arrange for candidates to peer observe each other teaching their experimental practice lesson. Candidates may then refer to their colleague's feedback in their post-lesson evaluation.

Post-lesson evaluation

- The word limit is 500 words for the post-lesson evaluation, which candidates are advised to plan approximately as follows:
 - Evaluation of lesson: 250–300 words
 - Future action: 150–200 words.

Language Systems and Skills Assignments specifications

The focus of the Language Systems/Skills Assignments is an investigation into different areas of language systems and language skills and issues related to teaching the chosen areas.

Each assignment includes:

- a background essay (2,000–2,500 words) involving reading and research, analysis of a chosen area of language systems or skills, and discussion and critical evaluation of specific approaches, methods, techniques and materials that might enable the teaching/learning of the chosen area
- planning and delivering a lesson (40–60 minutes) designed to teach the chosen area to a specified group of English language learners
- reflection on and evaluation of the candidate's own teaching practices with reference to the chosen area of language systems/skills and the lesson taught (300–500 words).

Background essay

Length: 2,000–2,500 words

Candidates should make reference in their essay to their reading, research and experience gained through their own teaching.

Topic of essay

Candidates should:

- identify for analysis a specific area of a language system (grammar, lexis, phonology or discourse) or a specific skills area (listening, speaking, reading or writing)

- define the scope by stating what aspect of the identified area the assignment will focus on, with reference to, e.g. learner needs, level of learners, specific learning context, language area, text type, and, where relevant, teaching approach or method
- outline the reasons for choosing the particular aspect by making reference to classroom experience, observation, research and reading.

Analysis of area and discussion of learning problems and teaching issues

Candidates should:

- analyse the specific area of the selected language system or skill. This could be in terms of form, meaning/use and phonology in the case of language systems, and in terms of linguistic, discursive and communicative features and/or subskills in the case of skills
- in relation to the scope identified above, identify and discuss common learning problems and key teaching issues in a range of learning contexts, e.g. different learner characteristics and/or goals.

Suggestions for teaching

Candidates should:

- describe, show familiarity with and critically evaluate a selected range of procedures, techniques, resources and/or materials which are designed to develop learners' competence in the selected area.

Background essay assessment criteria

Quality of writing – Assessment category 1

Successful candidates demonstrate that they can effectively present an essay which:

- is written in language which is clear, accurate, easy to follow and is cohesive and clearly ordered (1a)
- uses appropriate terminology accurately (1b)
- refers to and references key sources (1c)
- follows the conventions of a standard referencing system for in-text referencing and the bibliography (1d)
- respects the word limit (2,000–2,500 words) and states the number of words used (1e).

Clarity of topic – Assessment category 2

Successful candidates demonstrate that they can effectively make clear the topic of the essay by:

- identifying for analysis a specific area of the grammar, lexis, phonology or discourse system of English, or a skills area (listening, speaking, reading or writing) (2a)
- defining the scope of the area they will analyse with reference to, e.g. learners, teaching approach, method, learning context, learner needs or text type (2b)
- explaining with reference to classroom experience, reading and research why they have chosen this area (2c)
- making all parts of the essay relevant to the topic and coherent (2d)
- following through in later parts of the essay on key issues identified in earlier parts (2e).

Analysis and issues – Assessment category 3

Successful candidates can effectively demonstrate an understanding of the specific area by:

- analysing the specific area with accuracy, identifying key points (3a)
- showing awareness of a range of learning and teaching problems occurring in a range of learning contexts (3b).

Suggestions for teaching – Assessment category 4

Successful candidates demonstrate that they can:

- outline and show familiarity with relevant key procedures, techniques, resources and/or materials (4a)
- evaluate how the selected procedures, techniques, resources and/or materials might be used effectively in classroom practice (4b)
- demonstrate how the procedures, techniques, resources and/or materials address points raised under 'Analysis and issues' (4c).

The lesson (planning, teaching and evaluation)

Lesson requirements

Each Systems/Skills Assignment includes planning, teaching and evaluation of a lesson which is linked to the topic of the background essay, though the lesson will be narrower in scope than the background essay.

Each lesson must be a minimum of 40 minutes and a maximum of 60 minutes.

The class size will vary according to context. There is no maximum class size but the absolute minimum is five learners.

The age range of classes selected for assessment purposes is not specified. Any age group may be taught provided that the research and teaching undertaken allow the teacher to achieve the assessment criteria. (See below.)

For each lesson the candidate must submit a lesson plan, supporting documentation and a post-lesson evaluation (approx. 300–500 words).

Assessment criteria

Planning and evaluation – Assessment category 5

Successful candidates design and present a lesson plan and supporting documentation which:

- includes:
 - (i) a brief general overview of the group of learners and the course (5ai)
 - (ii) information about individual learners *relevant to the lesson* (5aii)
- sets out clear and appropriate overall aims and learning outcomes for the lesson in relation to language systems and/or language skills and learner needs (5b)
- provides relevant analysis of target language in terms of form, meaning/use and phonology in the case of language systems, and in terms of linguistic, discursive and communicative features and/or subskills in the case of skills (5c)

- outlines any relevant link(s) between this lesson and relevant aspects of preceding and subsequent lessons, and if relevant, the course as a whole (5d)
- states assumptions made about the learners' knowledge, abilities and interests relevant to the aims and learning outcomes of the lesson (5e)
- anticipates and explains potential problems in relation to the lesson's aims and learning outcomes, the learners and the learning context, and the equipment, materials and resources to be used (5f)
- suggests appropriate solutions to the problems outlined (5g)
- describes suitably sequenced procedures and activities appropriate to achieving the stated overall aims and stage aims (5h)
- states materials and/or resources to be used, which are appropriate to the teaching and learning context, the learners, the lesson aims and learning outcomes, and the time available, and includes a copy/copies of suitably presented materials, sourced where necessary (5i)
- assigns realistic and appropriate timing for each stage and/or group of stages in the procedure (5j)
- includes a commentary, of between 500 and 750 words, which provides a clear rationale for the lesson plan with reference to learner characteristics and needs and the candidate's reading and research in the background essay (5k).

Assessment criteria – Teaching

Creating and maintaining an atmosphere conducive to learning – Assessment category 6

Successful candidates demonstrate that they can effectively:

- teach the class as a group and individuals within the group, with sensitivity to the learners' needs and backgrounds, level and context, providing equal opportunities for participation (6a)
- purposefully engage and involve learners (6b)
- vary their role in relation to the emerging learning and affective needs of learners during the lesson (6c)
- listen and respond appropriately to learner contributions (6d).

Understanding, knowledge and explanation of language and language skills – Assessment category 7

Successful candidates demonstrate that they can effectively:

- use language which is accurate and appropriate for the teaching and learning context (7a)
- adapt their own use of language to the level of the group and individuals in the group (7b)
- give accurate and appropriate models of language form, meaning/use and pronunciation (7c)
- give accurate and appropriate information about language form, meaning/use and pronunciation and/or language skills/subskills (7d)
- notice and judiciously exploit learners' language output to further language and skills/subskills development (7e).

Classroom, procedures and techniques – Assessment category 8

Successful candidates demonstrate that they can effectively:

- use procedures, techniques and activities to support and consolidate learning and to achieve language and/or skill aims (8a)
- exploit materials and resources to support learning and achieve aims (8b)
- deliver a coherent and suitably varied lesson (8c)
- monitor and check students' learning and respond as appropriate (8d).

Classroom management – Assessment category 9

Successful candidates demonstrate that they can effectively:

- implement the lesson plan and where necessary adapt it to emerging learner needs (9a)
- manage the classroom space, furniture, equipment, materials and resources (9b)
- set up whole class and/or group and/or individual activities, as appropriate (9c)
- ensure the learners remain focused on the lesson aims and the learning outcomes (9d).

Assessment criteria

Reflection and evaluation 300–500 words – Assessment category 10

Successful candidates demonstrate that they can effectively:

- reflect on and evaluate their own planning, teaching and the learners' progress as evidenced in this lesson
- identify key strengths and weaknesses in planning and execution
- explain how they will (would) consolidate/follow on from the learning achieved in the lesson.

Marking the Systems/Skills Assignments

There are three passing grades: Pass with Distinction, Pass with Merit, Pass.

A separate grade is given to each part of the Language Systems/Skills Assignment i.e. a grade for the background essay and a grade for the lesson.

Tutors/assessors mark with reference to the assessment criteria (pages 59–60) and the grade descriptions (page 61).

A minimum number of essay and lesson grades must be achieved in order for an overall coursework grade to be awarded. (See Assessment, page 52.)

Systems/Skills Assignments – Grade descriptions

Grade	Background Essay – description	Teaching – description
Pass with Distinction	The candidate has achieved all criteria in all assessment categories. The background essay is very well written and appropriately referenced throughout; all sections are relevant, coherent and clear. The quality of the analysis of the area and the discussion of learning problems and teaching issues is accurate and comprehensive, showing keen insight and in-depth critical awareness, supported by reference to key sources and relevant classroom experience and observation. The candidate's suggestions for teaching the area are coherent, comprehensive and insightful and show sensitivity to learners. The suggestions are also very well grounded in the previous analysis and discussion.	In teaching, the candidate demonstrates that they have effectively achieved all six assessment categories, and four of these at an excellent level. All criteria within the categories have been met and the majority very well. The candidate's planning and execution evidence in-depth understanding of language and language learning and methodology. Planning and execution reflect a highly developed awareness of learners as individuals and as a group, and the ability to provide, and to respond flexibly and effectively to, learning opportunities throughout the lesson. In their evaluation, the teacher is able to identify the key strengths and weaknesses of the lesson and identify how the lesson could be improved.
Pass with Merit	The candidate has achieved all four assessment categories, though some criteria may not be fully met. The background essay is well written and demonstrates a competent level of language accuracy, clarity, cohesion and structure. The quality of the analysis of the area and the discussion of learning problems and teaching issues is solid and broad-ranging, showing good general critical awareness, supported by reference to key sources and relevant classroom experience and observation. The candidate's suggestions for teaching the area are coherent and broad-ranging. They take good account of learners and of the previous analysis and discussion.	In teaching, the candidate demonstrates that they have effectively achieved all six assessment categories. There may be some criteria within the categories which are partially met but they do not impact on the consistent and all round effectiveness of the teacher's performance and the learning that takes place. The candidate's planning and execution evidence a good understanding of language and language learning and methodology. Planning and execution reflect a good awareness of learners as individuals and as a group, and the ability to provide, and to respond flexibly and effectively to, learning opportunities during the lesson. In their evaluation, the teacher is able to identify most of the key strengths and weaknesses of the lesson and identify how the lesson could be improved.
Pass	The candidate has achieved all four assessment categories, though some criteria within each category may not be met. The background essay is generally accurate, clear and well ordered. It may contain occasional weaknesses but does not impose a strain on the reader. The analysis of the area and the discussion of learning problems and teaching issues are mostly accurate, cover some key points and show reasonable and generally accurate understanding, supported by reference to key sources and relevant classroom experience and observation. The candidate's suggestions for teaching the area are generally relevant and coherent. The candidate shows some familiarity with the suggestions made and how they might be implemented in classroom practice. The candidate's suggestions generally address the points raised under 'Analysis and issues'.	In teaching, the candidate demonstrates that they have effectively achieved all six assessment categories. There may be some criteria within the categories which are not met but they do not impact on the overall effectiveness of the teacher's performance and the learning that takes place. The candidate's preparation and delivery lead to effective learning. The candidate has completed a reflection and evaluation and is able to identify some of the strengths and weaknesses of the lesson and some ways in which the lesson could be improved.
Fail	In one or more categories, the criteria which are not met and/or only partially met demonstrate that the candidate lacks depth and/or breadth of background knowledge and/or convincing application to classroom practice. The essay may lack clarity and cohesion or may make inadequate reference to sources. The analysis may be very limited in scope or may contain serious errors or omissions. The problems and solutions section may be too general and may be unsupported by reference to the candidate's own experience or observation. Suggestions for teaching may lack relevance to the issues discussed in the analysis or may be inadequately described or evaluated.	In teaching, the candidate has failed in one or more of the assessment categories. The candidate's preparation and delivery do not lead to effective learning. There may be some criteria which are met but those which are not met and/or only partially met have a negative impact on the candidate's classroom practice and the learning that takes place.

Guidance on completing the Language Systems/Skills Assignments

The background essay

Presentation of the essay

Essays must be word processed, preferably using a program which will allow the insertion of comments by markers, and submitted electronically as one document.

All essays must include:

- a cover page showing the title of the essay, number of words used, date of submission, candidate name and centre number
- a contents page
- a running footer, which should be inserted with candidate name, essay title
- page numbering
- all appendices.

Plagiarised work will not be accepted. Candidates should be advised on what constitutes plagiarism and how to avoid it. Plagiarism includes:

- copying another's language or ideas as if they were your own
- unauthorised collusion
- quoting directly without making it clear by standard referencing and the use of quotation marks and/or layout (indented paragraphs, for example) that you are doing so
- using text downloaded from the internet without referencing the source conventionally
- closely paraphrasing a text
- submitting work which has been undertaken wholly or in part by someone else.

Organisation of the essay

- The essay will consist of a short introduction, followed by an analysis of the topic area, discussion of issues for learners, and suggestions for teaching.
- The introduction should be brief, probably not more than 200 words. Candidates should state the focus of the essay, and provide reasons for their choice of topic.
- The body of the essay consists of *Analysis and issues* and *Suggestions for teaching*. It is suggested that around 1,200 words should be devoted to *Analysis and issues* and around 800 words to *Suggestions for teaching*. This is a guideline only. However, candidates are advised not to spend so long on *Analysis and issues* that they have insufficient words to cover *Suggestions for teaching* to an appropriate depth.
- Candidates must adhere strictly to the word-count limits (2,000–2,500 words). Essays exceeding the limit or which abuse the use of appendices cannot be awarded a grade above a Pass.
- Appendices should not be used for text which would belong better in the main body of the essay. Footnotes should *not* be used. All referencing should be included in the body of the essay.

Quality of writing

- The essay should be written in language which is clear, accurate, easy to follow and cohesive.
- The essay should be clearly ordered, and the rationale behind how it is organised should be apparent to the reader. Candidates are advised to make use of sub-headings and, if appropriate, other formatting conventions in order to guide the reader through the essay.
- Appropriate terminology should be used accurately. Candidates should show evidence of their understanding by defining terms and supporting their definitions with examples.
- A range of references and key sources should be referred to. The number of sources referred to will to an extent depend on the choice of topic and availability of resources. However, candidates should aim to refer to at least three different sources. Candidates should follow the standard conventions for in-text referencing. For example, when referring to a source, the author's surname and the year of the work's publication should be given in parentheses. If specific quotes are used, they should be referenced using author surname(s), year of publication and page numbers quoted, e.g. (Lightbown & Spada 1993:203).
- References should be formatted consistently. A bibliography should be included. This needs to be presented appropriately in alphabetical order of author's surname. Year of publication and publisher should be included. It should be presented after the essay and before the appendices, and should only include publications referred to in the text itself.
- Citations and references to authority in essays must be accurately credited using a standard referencing system which shows author, date and, where appropriate, page number(s).

Clarity of topic

- It is important that the topic of the essay is appropriately focused and is made clear to the reader.
- Candidates need to ensure that they identify for analysis a specific area of the grammar, lexis, phonology or discourse system of English, e.g. *Perfect aspect*, *Collocations in a specified lexical set*, *Intonation in questions*, *Cohesive devices*, or of skills (listening, speaking, reading or writing), e.g. *Top down/bottom up processing*, *Turn taking*, *Organising/structuring a text*.
- In addition, candidates will need to define the scope of their chosen area. There are many ways of doing so. For example, a grammatical area could be narrowed down to a particular use (e.g. *Modal verbs* could be narrowed to *Modal verbs expressing obligation*). A chosen area can be narrowed down to a particular level (e.g. *Future forms* could be narrowed to *Understanding and using different ways of expressing the future with lower level learners*; *Authentic texts* could be narrowed down to *Enabling lower level learners to read authentic texts*). A specific need or learning context could be the means of narrowing the scope, e.g. *Top down/bottom up processing* could be narrowed to *Helping learners use top down/bottom up processing in CAE Paper One*. Whichever approach is taken, it is important to narrow the focus to allow for sufficient depth of analysis. Titles such as *Improving learners' ability to read authentic and simplified newspaper articles* or *The English article system* are too broad as they imply all learners in all situations at all levels with all needs for English.
- Candidates should explain with reference to their classroom experience, and if appropriate, their reading and research, why they have chosen this area and why they have chosen to narrow it in this way.

- Candidates should make all parts of the essay relevant to the topic. For example, if the chosen topic is *Modal verbs expressing obligation*, while there might be a brief comment on modal verbs in general, most of the analysis should examine modals for obligation only. If the chosen topic is *Enabling lower level learners to read authentic texts*, the suggestions for teaching should not include activities which are clearly only suitable for higher levels.
- In addition, candidates should follow through in later parts of the essay on key issues identified in earlier parts. So for example, if a candidate spends time analysing a key point regarding meaning in the 'analysis' section, the 'issues for learners' should note problems learners have with this, and the 'suggestions for teaching' should include at least one way of addressing it in the classroom.
- Candidates should be advised to word a title which really describes the topic of the essay and refer to it often as they write to make sure that what they write is 'relevant and coherent' (criterion 2d).

Analysis and issues

In this section, candidates need to demonstrate an understanding of the specific area by analysing the specific area with accuracy, identifying key points, and by showing awareness of common learning issues occurring in a range of learning contexts.

The analysis

- If the chosen area is an aspect of language systems, then key issues of form and meaning should be examined. If the chosen area is an aspect of language skills, candidates will need to analyse the key process(es) and strategies involved in the chosen aspect of the skill. When selecting points to examine, candidates should bear in mind how they have narrowed the scope (see above) and should take care not to go beyond this.
- It is important that candidates *demonstrate* an understanding of the area. Terminology should be defined (see above) in order that an understanding of the term is demonstrated. Similarly, candidates should demonstrate an understanding of sources by *commenting* on references made; a paragraph consisting entirely of a direct quotation from a source, with no additional comment, does not provide evidence of a candidate's understanding.
- Candidates should consider how best to organise this section and sequence the points which are made. Organising the analysis into logical sub-sections is another opportunity for candidates to 'demonstrate their understanding'.

The problems

- If the essay has a systems focus, it may be relevant to consider problems with form, meaning and pronunciation, and/or with awareness and production. In essays with a skills focus, candidates should consider particular difficulties with applying the chosen strategy, or problems with understanding or producing the text type, or typical problems with the task type, etc. as appropriate, depending on the choice of topic.
- Candidates should aim to consider a range of issues for learners.
- Note that 'contexts' here does not necessarily mean different geographical contexts. Different educational backgrounds, cultural differences, different learning styles, different levels, different ages, different course types (intensive <-> extensive) could all be considered different contexts.

- It may be relevant here to suggest solutions to the problems. Alternatively, solutions could be mentioned in the later 'Suggestions for teaching' section.
- Again, candidates should consider how best to organise this section and sequence the points which are made. Arranging the learner issues into sub-sections and/or a logical order is another opportunity for candidates to 'demonstrate their understanding'.

Suggestions for teaching

In this section candidates need to outline and show familiarity with a range of relevant procedures, techniques, resources and/or materials. (They should not include here issues which belong to the commentary section of the lesson plan. Class-specific comments and rationales for approaches and procedures belong there.)

- Each suggestion (which may be drawn from personal experience, reading and reflection or observation of colleagues) should be described in sufficient detail for the reader to assess its suitability. In addition, candidates should state *how* the idea might be used in classroom practice. It is not sufficient merely to list a number of resources. A comment such as 'Visuals are useful for practising the present continuous' is insufficient; some description of the visuals is required, and the reader needs to know how the candidate would make use of visuals.
- In addition, candidates should comment on the *value* of each suggestion, i.e. state *how* it helps, *why* it is particularly useful for the area in question. Taking the above 'Visuals are useful for practising the present continuous' example, candidates should state what it is about such visuals that makes them particularly useful.
- Candidates should refer to a range of teaching ideas. For example, if a candidate has chosen an area of grammar, suggestions for teaching should not be limited to practice activities but should also include ways of clarifying the language and helping with conceptual difficulties.
- Candidates should also demonstrate how the teaching suggestions address points raised under 'Analysis and issues'. For example, if a teaching idea addresses a learner problem noted earlier, this should be explicitly stated. It should be clear how the points raised in this section relate to the analysis; for example, if an essay on an aspect of listening skills has devoted a large part of the analysis to differences between top-down and bottom-up processing, then frequent reference to this distinction should be made when discussing classroom approaches.
- As ever, candidates should consider how best to organise this section and sequence the points which are made.

Submission of background essay

The background essay is submitted to the tutor/assessor before the lesson is taught.

Planning and preparing for teaching

Candidates should be made aware of the assessment criteria which refer to planning and preparation. A detailed gloss entitled *Module Two teaching assessment criteria*, which provides guidance on each criterion, is available at www.cambridgeenglish.org/delta/prepare

Courses should be structured so that sufficient time can be devoted to achieving these criteria from the outset. It is important, too, that the rationale for lesson planning is clear to candidates.

Guidance given after the diagnostic observation will ensure that problems with, e.g. aims/objectives limitation and expression, providing a rationale and structuring the stages of the lesson, are addressed before the candidates are formally assessed. Intensive course providers may wish to consider whether a pre-course planning task involving submission of a plan is appropriate. Others may choose to integrate a focus on lesson planning into the observations of others' teaching.

All assessed teaching requires a formal lesson plan to be presented prior to lesson delivery. Centres are advised to provide candidates with a lesson planning template. There is no prescribed format for this but centres should ensure that the format given allows candidates to fulfil the lesson planning criteria. So, for example, there should be a section on the lesson plan for analysis of the language to be taught and for anticipated problems and solutions. Bullet points can be used to complete the template.

Candidates will come from a wide variety of teaching contexts and backgrounds. The following points are intended to help raise awareness of certain features of the required plans for Module Two assessed lessons and suggest points to bear in mind when approaching the process of planning and the writing of the assessed lesson plan.

- The plan should focus on an aspect of the topic area chosen for the background essay and allow candidates to deal in some depth with that aspect in the time available for their lesson. The plan and the background essay should therefore not be exactly the same in terms of coverage. For example, a background essay may be titled *Process/Genre Approach to Writing Formal Letters* and a lesson relating to it might focus on *Writing a Letter of Complaint*.
- Given the developmental focus of Module Two, candidates are likely to want to use these Systems/Skills Assignments to develop their existing skills and expertise rather than solely replicate current practices; a balance needs to be struck between teaching within known parameters and adopting completely unknown procedures in the spirit of professional adventurism. It should be noted that the PDA will also offer candidates the opportunity to experiment with a new practice or technique. Discussion of lesson focus with tutors prior to lesson delivery should also help with this matter and ensure that, wherever possible, the professional needs of the candidates and the needs of the learners in the class can be meshed.
- Candidates should not feel they are required to display everything they know about the topic area, its techniques and procedures within one lesson but rather show they can appropriately select those features which will be of benefit to their chosen class and context. This explicit link to learners' needs for this particular lesson would likely be signalled in the section of the plan which addresses the general overview of the group of learners and the course.
- It is helpful therefore for candidates to appropriately limit what they hope to cover in the stated time frame for the lesson; inclusion of optional pathways or flexi-stages in the lesson plan may alleviate the sense that everything on the plan must be covered in order to meet criteria. Candidates at *Delta* level are expected to be sensitive to learners' emerging needs and to implement their plans appropriately in relation to these as they arise in the lesson.
- Where lessons attempt to incorporate an approach to a lesson, candidates' plans should reflect some of the underlying principles or tenets of that approach, e.g. parts of the task cycle in certain versions of task based lessons would be expected within the identification of lesson stages and aims for that lesson. In this way, candidates will be better able to show their ability to link theory with practice between the background essay and the lesson.
- In planning lessons, candidates need to show an ability to select, adapt or design materials which will appropriately challenge their classes. In some cases, too many materials or activities can detract from the learning process and overwhelm teachers and learners alike. It is expected that at *Delta* level, teachers will have moved beyond 'display' teaching such that any decisions they take to include materials will be in support of lesson outcomes and in response to learners' needs and learning styles. The concept of planning to 'do more with less' is sometimes psychologically challenging for teachers in the context of assessed lessons but may ultimately lead to less stressful classes for all concerned.
- Candidates may also support themselves at the planning stage, where circumstances allow, by laying a foundation for the assessed lesson in an earlier lesson - for example, for an assessed lesson of which the focus is on a genre approach to writing, candidates could choose to lay a foundation for this lesson by working through the reading comprehension of a written text in a prior lesson so that they can focus their time with the class in the assessed lesson on the genre analysis and writing skill itself. Similarly, for an assessed lesson of which the focus will be features of connected speech, candidates may choose to deal with a listening text for comprehension in a previous lesson so that they can focus on awareness-raising and practice of those features in the assessed lesson.
- Where candidates are teaching classes with which they are familiar, the anticipation of problems for their learners in relation to the topic, texts and systems/skills focus will likely be evident. In circumstances where candidates are working with classes with whom they are unfamiliar, certain information may not be as fully available for inclusion in the plan. This is acceptable and should be signalled clearly in the documentation accompanying the lesson. Alternatively, candidates may seek advice from those teachers who have had contact with the class and indicate this in the plan; in some cases, opportunities to canvass the class itself through its existing teacher prior to the assessed lesson may be available, e.g. face-to-face, via email. Similarly, where candidates have limited exposure to a class prior to their assessed lesson, some needs analysis could be done through, e.g. use of audio or video, questionnaire to the class as pre- or post-lesson homework, or focus group discussion.
- Candidates may like to consider alternative strategies at the planning stage, which they could call upon in the event of unexpected technical problems at lesson delivery stage, e.g. power failure for IWB/IT focused stages. This will help indicate the kind of foresight and anticipation of practical problems expected at *Delta* level.
- Candidates should take care to attribute sources to materials which they have reproduced or amended from, e.g. websites such as online teacher resource forums.
- Another important aspect of planning beyond the anticipation of problems is linked to the anticipation of questions learners might have about language, tasks or texts. Giving some thought to these matters at the planning stage can add to a teacher's confidence in the classroom, reduce the need to provide

spontaneous (and possibly inaccurate) answers to complex grammatical questions, and may mean that there is less anxiety about the assessed lesson itself. However, at *Delta* level, teachers are expected to recognise that much of real teaching emerges in the interface between the planned and the unexpected.

- Pre-planning of board work and pre-planning any groupings for paired/group activities can also be helpful, as making on-the-spot decisions in these areas can be stressful. Teachers also need to be able to deal with situations which arise as the lesson unfolds.
- In producing written lesson plans, candidates are able to show their understanding of the stages of each lesson, the aim of each stage, and the procedures they will follow to accomplish those aims and those of the lesson as a whole. At *Delta* level, teachers are expected to be able to distinguish between an aim and a procedure, and to show that they have taken into account the need to set up each stage/task and give feedback on each stage/task in their allocation of timing.

Assessment of teaching

The lesson

The teaching will take place within a wide variety of contexts across the range of approved *Delta* Module Two providers and so uniformity in delivery is not expected. There will be variation in teaching style relative to individuals and the teaching contexts in which they are operating. Furthermore, it is understood and understandable that teaching under assessment conditions can be potentially stressful for both candidates and learners alike. While the overall focus of the Systems/Skills Assignments within the Module Two programme will be formative, candidates are still likely to be concerned with meeting assessment criteria. The following advice may be helpful regardless of prior experience and context.

- Candidates should be reminded that their focus when teaching their lessons should be on the learners rather than on an inflexible implementation of their plan. In some cases, prior experience may have necessitated moving classes very swiftly through a lot of material in one lesson in order to meet syllabus goals. Candidates need to remember that in the case of their assessed *Delta* lessons, they will be required to show their sensitivity to learners' needs as they emerge through the delivery of the planned materials while not unnecessarily abandoning their plans.
- Candidates should therefore feel reassured that if their lessons take unexpected turns, they should not become unduly distressed but rather stay calm and simply respond to what is happening as they would do under normal teaching circumstances. This will allow them to demonstrate their flexibility and commitment to the learning process, and will be seen as a positive feature of their work rather than as a lack.
- Equally, candidates who are pursuing a new area of ELT in terms of their practice or use of a different kind of text type/material may need to be vigilant that their inclusion supports learners through some skills/systems work rather than overshadows them.
- The presence of an observer in a classroom can be challenging for teachers, experienced or otherwise. It is hoped that the relationship between tutor and teacher is such that the tutor's dual role as mentor and assessor will be acknowledged and accepted by candidates on the course. As far as is possible, the

observer should be benignly ignored so that candidates can focus on their lesson and learners.

- Candidates may find course tutors occasionally moving around the class while a lesson is in progress, and should not feel concerned if this is the case. Where this occurs, it may be in order that, e.g. learners' writing is seen by the tutor in order to facilitate an informed discussion with the candidate in any post-lesson discussion. Tutors should not take on the teaching of any part of the assessed lesson under any circumstances, however.

Feedback on assessed lessons

The assessment criteria for the planning, teaching and post-lesson evaluation are outlined on pages 59–60 and are comprehensibly glossed in the guidance documentation available in the support area of the Cambridge English website (see page 63).

It is important that candidates are aware of both formative and summative assessment purposes and that they are able to understand the criteria. The criteria should be used to structure feedback to candidates on their teaching performance and, from the feedback they receive, candidates and other tutors should be able to identify clearly the candidates' strengths and weaknesses with regard to all the criteria.

Oral feedback may be conducted immediately following the lesson or may be delayed (or both) but must be given. Delayed feedback has the advantage that candidates (and the tutor) can reflect on the lesson and, if appropriate, write up their post-lesson evaluations. If feedback is given before the candidate writes up the post-lesson evaluation, this must be noted in the tutor's report. The writing of the post-lesson evaluation for the externally assessed teaching assignment will not benefit from any tutor feedback so candidates need to be prepared during the course to write evaluations independently. See also Centre support for assessment (page 67).

The candidate's self-evaluation of their teaching

There are three criteria and all must be explicitly addressed. Suggesting headings such as *Planning and outcomes*, *Strengths and weaknesses* and *Consolidation and follow up* may be helpful. Candidates and tutors should be particularly alert to the need to justify unplanned changes and deviations from the lesson plan. While all lessons should allow for changes of plan to adjust to circumstances and learner-related issues, poor planning and prediction of problems should be noted.

It is important that candidates understand the purposes of post-lesson evaluations, and that they consider and prioritise the lesson's strengths and weaknesses based on the effects these had on learning outcomes and the achievement of objectives.

Post-lesson evaluations are part of the whole Systems/Skills Assignment and should be taken into account before any grade is awarded.

It is crucial that candidates have time to draw on the post-lesson evaluation and the tutor's feedback on it, and on the planning and teaching before beginning subsequent assignments. Course timetabling, the staging of assignments and deadlines for post-lesson evaluations must take this need into account.

Guidance for tutors and candidates

General

Candidates are required to follow a course for Module Two at a recognised *Delta* centre. This may be provided in parallel with or separately from Modules One and Three. Assessment takes place during the course and includes both formative assessment (with a focus on development) and an externally assessed, summative assessment (with a focus on overall achievement).

In Module Two candidates:

- apply the theories covered in Module One
- consider and construct frameworks for lessons derived from different approaches/SLA research
- plan for the teaching of systems and skills lessons
- research and discuss materials, task types etc. for lesson delivery
- critically evaluate current practices and beliefs
- implement and evaluate a developmental action plan.

Candidates who are following a stand-alone Module Two course may need to review key principles from SLA/theoretical stances, and to refresh and update their knowledge about language and language skills, teaching methodology and resources for teaching.

Candidates will need to research the areas they have chosen for investigation in their assignments and will need to read key texts relating to reflective practice and development of teaching skills.

The types of text that are likely to contain the content listed above are:

- grammar analysis references and how to teach grammar
- practical guides to working on aspects of phonology in the classroom
- discourse analysis references and approaches to teaching discourse
- lexical analysis references and approaches to teaching lexis
- skills analysis references and approaches to teaching skills
- academic and practical guides to methodology and pedagogical issues
- academic and practical guides to language acquisition and learning
- texts on reflective practice
- coursebooks and learning materials
- articles in teaching publications and on the internet
- websites for teachers.

Guidance on course provision

Course delivery

A range of delivery modes is appropriate to courses preparing candidates for Module Two. These may include face-to-face courses and blended learning courses.

Module Two involves 200 learning hours including 100 tutor facilitated hours and 100 independent learning hours (reading and research and assignment preparation):

- 65 of the facilitated hours should be contact hours including, e.g. face-to-face input sessions consisting of seminars, lectures, workshops, teaching supervision, collaborative projects, tutorials and online learning which is supervised and monitored
- 35 of the facilitated hours should be directed by the tutors (e.g. set reading, data gathering in preparation for an input session, completion of tasks for the observations of other teachers, guided private study).

Because of the practical nature of Module Two, courses need to include a considerable number of tutorials (group and individual) to provide guidance and support for the assignments and feedback after teaching.

Course content and organisation

Input sessions may be themed, e.g. an initial focus on skills teaching followed by different areas of language systems, or integrated i.e. each phase of the course may include sessions covering all syllabus areas. The organisation of the course will depend to a large extent on the needs and context of the candidates.

All assignments include a focus on teaching. Courses include observation of each candidate's teaching and observation by the candidate of others' teaching. There are five observations of each candidate's teaching (including the diagnostic observation) and 10 observations of others' teaching, which may include observations of colleagues, peers on the course or of filmed lessons. (See also Observation page 67.)

The assignments are integrated into the course programme so that candidates can complete an assignment, and respond to feedback in preparation for the next assignment.

Managing the assessments

The Professional Development Assignment (PDA) is set up at the start of the course beginning with a diagnostic observation which informs the rest of the PDA and prepares candidates for their first Language Systems/Skills Assignment.

The Experimental Practice part of the Assignment may be set at any stage in the course and may be closely linked to the Reflection and Action part of the PDA.

The internally assessed Language Systems/Skills Assignments are essentially developmental and formative in nature. It is therefore necessary that, whatever the length and intensity of the course, the assignments are staged so that tutor feedback and the candidates' own evaluations can be incorporated into subsequent assignments.

The final Language Systems/Skills Assignment is externally assessed.

Courses may address solely the concerns of Module Two or integrate preparation for Modules One and/or Three. In the latter cases, courses will naturally be longer and this will make the staging of Systems/Skills Assignments more straightforward. Additionally, courses may be intensive, semi-intensive, part-time or a mixture of these delivery modes and this will also affect how assignments can be staged.

Centre support for assessment

Each candidate's progress should be monitored by a minimum of two tutors on the course. It is important that feedback from each tutor/mentor makes explicit reference to the assessment criteria and has a standard structure so that candidates are clear where their strengths and weaknesses lie and can address the latter in subsequent assignments.

The formative nature of internally assessed assignments means that the amount of tutor support which is given should decrease as the course progresses so that the final externally assessed Systems/Skills Assignment is planned independently.

Tutors may give guidance on an *outline* proposal for the externally assessed background essay and lesson. The outline proposal may include details of what the candidate proposes to cover and the approach to be taken. Tutors may give advice of a general nature, e.g. they may refer candidates to useful texts to consult. They should not correct drafts of either the background essay or the lesson plan. The centre should not see or comment on the post-lesson evaluation of the external assessment before it is presented to the centre to be sent to the assessor.

Observation

Candidates are required to undertake 10 hours of observation of live or filmed teaching during the course. Observation can have many purposes but the following could be considered in planning observation tasks and follow-up activities:

- identifying methodological influences
- investigating particular aspects of classroom behaviour (handling error, staging and progression, signalling transitions, handling task feedback, instruction giving and so on)
- lesson planning
- giving peer support
- identifying areas for self-improvement/experimentation (i.e. addressing some of the concerns of the Professional Development Assignment).

Centres which run courses combining preparation for other modules with Module Two may consider other purposes.

Whatever is identified as the purpose of candidates' observations of others, the observations should be integrated into the course objectives. To this end, centres may like to consider what kinds of tasks and observation schedules are most appropriate to the aims of the undertaking. Centres should also ensure that the observation experience is constructive for the observed teacher as well as for the candidate. Some observation tasks may require that the observed teacher has a certain type and level of experience.

Module Three

There are two options for candidates taking *Delta* Module Three. Candidates may choose an ELT Specialism or an ELT Management Specialism.

Introduction to Module Three Extended Assignment Option 1: Extending Practice and ELT Specialism

Module Three aims to develop candidates' knowledge of and competence in:

- a chosen specialism
- approaches to needs analysis
- curriculum and syllabus design principles
- different types of syllabus
- course design and evaluation
- assessment of learners.

To achieve these aims, candidates need to:

- research a chosen specialism
- understand and use appropriate methods of needs analysis/ diagnostic assessment for a specific group of learners
- understand and apply key principles underpinning syllabus design and course planning
- consider learner assessment and course evaluation
- synthesise all their learning into a project which can be coherently presented to a third party.

The full syllabus can be downloaded at
www.cambridgeenglish.org/delta/prepare

The module is assessed by means of a 4,000–4,500 word Extended Assignment in which candidates carry out an independent investigation leading to the design of a course programme related to their chosen specialist area.

Candidates must select *one* of the following specialisms:

- Business English (BE)
- Teaching young learners/young adults (specified age group required within a 5-year range e.g. 8–13, 14–19) (YL)
- English for Specific Purposes (ESP)
- English for Academic Purposes (EAP)
- Teaching examination classes (EX)
- Teaching one-to-one (1to1)
- ESOL learners with literacy needs (ESOLLIT)
- CLIL/Embedded ESOL (teaching English through subject/work-based learning) (CLIL)
- Teaching monolingual classes (MON)
- Teaching multilingual classes (MUL)
- Teaching in an English-speaking environment (ESE)
- Teaching in a non-English-speaking environment (NESE)
- Teaching learners online/through distance/blended learning (DL)

- Teaching English to learners with special requirements, e.g. visual/hearing impairment, dyslexia, ASD (SR)
- Language development for teachers (LDT)
- Language support (e.g. on mainstream teaching programmes, specialist skills support, such as supporting writing needs) (LS).

Candidates may choose to narrow down the selected specialism in order to research a specific aspect in appropriate depth, e.g. 'ESP' may be narrowed down to *Teaching communication skills to doctors working in a general hospital*; Teaching young learners can be narrowed down to *Designing course programmes for 11–12 year old learners in Hong Kong*; Teaching monolingual learners can be linked to a specific context, e.g. *Teaching monolingual learners in Saudi Arabia*; Teaching FCE may be the focus of the specialism or may be narrowed down to *Preparing learners for FCE listening skills tests*. However, candidates should not narrow the focus to a discrete sub-skill such as reading for gist or a discrete area of grammar such as teaching future tenses.

Assessment

The Module Three Extended Assignment (Extending Practice and ELT Specialism) is assessed with reference to a detailed mark scheme which allocates marks for each of five assessment categories, each of which is divided into three sub-categories. The total number of marks available is 140.

Grasp of topic – maximum 35 marks

- Review of the relevant literature in the topic area
- Understanding of key issues in the topic area
- Application of knowledge to practice and identification of key issues

Needs analysis and commentary – maximum 28 marks

- Key principles of needs analysis and diagnostic testing
- Analysis of the diagnostic test and identification of learner needs
- Discussion and justification of priorities supported by the needs analysis

Course proposal – maximum 35 marks

- Key principles of syllabus and course design
- Justification of learning aims, teaching approach and the course in terms of learner needs
- Design of the course

Assessment – maximum 28 marks

- Key principles of different types of assessment
- Justification of assessment procedures in terms of course design and learner needs
- Application of assessment procedures

Presentation and organisation – maximum 14 marks

- Academic writing, language and referencing
- Presentation, coherence and organisation
- Clarity of argument and quality of ideas

Marking

A Principal Examiner guides and monitors the marking process. The process begins with co-ordination procedures whereby the Principal Examiner and a team of examiners establish a common standard of assessment through the selection and marking of sample assignments. These are chosen to represent a range of performance across different specialisms. During marking, each examiner is apportioned randomly chosen assignments. A rigorous process of co-ordination and checking is carried out before, during and after the marking process.

Grading

Extended Assignment results are recorded as three passing grades (Pass with Distinction, Pass with Merit, Pass) and one failing grade (Fail).

The marks required to obtain each grade are:

Pass.....approximately 80 marks

Pass with Meritapproximately 100 marks

Pass with Distinction.....approximately 120 marks

At the end of the marking process, there is a grading meeting to check scores around the grade boundaries. The grade boundaries are set in a way that ensures that the level of knowledge required to obtain the three passing grades:

- is consistent with the grade descriptions on page 70 of this handbook
- is the same from one session to the next.

The following information is used in the grading:

- comparison with statistics from previous years' examination performance and candidature
- recommendations of examiners, based on the performance of candidates.

Grade descriptions

Grade	Description
Pass with Distinction	<p>Excellent piece of work which shows a very high level of understanding, analysis and application, and which displays originality and critical insight. Very high standard in <i>all</i> of the following areas:</p> <ul style="list-style-type: none"> • Understanding of: the topic area; principles of needs analysis and diagnostic testing; principles of syllabus and course design; principles of assessment • Analysis of key issues in the topic area and learner needs; justification of learning aims, teaching approach, course content and assessment procedures • Identification of key issues and learning priorities; design of course and assessment • Academic writing, presentation and organisation, clarity of argument and quality of ideas.
Pass with Merit	<p>Very good piece of work which shows a high level of understanding, analysis and application, and which displays some originality and critical insight. High standard in <i>most</i> of the following areas, but with some room for improvement:</p> <ul style="list-style-type: none"> • Understanding of: the topic area; principles of needs analysis and diagnostic testing; principles of syllabus and course design; principles of assessment • Analysis of key issues in the topic area and learner needs; justification of learning aims, teaching approach, course content and assessment procedures • Identification of key issues and learning priorities; design of course and assessment • Academic writing, presentation and organisation, clarity of argument and quality of ideas.
Pass	<p>Satisfactory piece of work which shows an acceptable level of understanding, analysis and application, and which meets the requirements of the assignment. Good standard in <i>some</i> areas, but some room for improvement in most of the following areas:</p> <ul style="list-style-type: none"> • Understanding of: the topic area; principles of needs analysis and diagnostic testing; principles of syllabus and course design; principles of assessment • Analysis of key issues in the topic area and learner needs; justification of learning aims, teaching approach, course content and assessment procedures • Identification of key issues and learning priorities; design of course and assessment • Academic writing, presentation and organisation, clarity of argument and quality of ideas.
Fail	<p>Inadequate piece of work which fails to show an acceptable level of understanding, analysis and application. Substantial room for improvement in some or all of the following areas:</p> <ul style="list-style-type: none"> • Understanding of: the topic area; principles of needs analysis and diagnostic testing; principles of syllabus and course design; principles of assessment • Analysis of key issues in the topic area and learner needs; justification of learning aims, teaching approach, course content and assessment procedures • Identification of key issues and learning priorities; design of course and assessment • Academic writing, presentation and organisation, clarity of argument and quality of ideas.

Extended Assignment – Extending Practice and ELT Specialism

General description

ASSESSMENT FORMAT	An Extended Assignment 4,000–4,500 words (excluding appendices)
TIMING	There is no set time limit for completion of the assignment but the assignment has to be submitted through an approved Cambridge English examination centre in time for the centre to submit it to Cambridge English Language Assessment by the set submission date in either June or December.
ANSWER FORMAT	The assignment is submitted electronically to the centre.
MARKS	The assignment is marked with reference to a mark scheme. See page 69 for details of assessment categories and sub-categories and page 70 for grade descriptions.

Specifications

Candidates choose a specialism for the Extended Assignment which is relevant to their current or intended teaching context and ensure, if they require support, that the centre at which they are enrolled is prepared to supervise it.

The assignment consists of five parts: (1) Specialist topic area, (2) Needs analysis, (3) Course proposal, (4) Assessment, (5) Conclusion. To complete the assignment, candidates need to:

- review the relevant literature of their chosen topic area and identify key issues
- explain how they identified the needs of a chosen group of learners, and how they used diagnostic tests to establish learning priorities
- design a course of at least 20 hours, providing a rationale for its design, goals and teaching approach
- explain how the course will be assessed and evaluated
- outline how the proposed course design relates to the issues identified in the introduction.

In doing so, candidates are expected to demonstrate an informed understanding of: their chosen topic area; key principles of needs analysis and diagnostic testing; key principles of and types of course and syllabus design; key principles and roles of assessment.

The proportion of words in each part may be approximately as indicated below (plus or minus 10%) but **the total length must not exceed 4,500 words.**

Part	Length
Part 1 Introduction: Review and key issues	1,100
Part 2 Needs analysis and commentary	900
Part 3 Course proposal	1,100
Part 4 Assessment proposal	1,000
Part 5 Conclusion	400
	4,500

Assignment outline and guidance for candidates

The following outline and guidance notes refer to a group of learners. However, an individual learner may be chosen as a specialist subject for this assignment where this represents the candidate's teaching context. (See list of specialisms on page 68.)

Part 1 Introduction

Length: 1,100 words (plus or minus 10%)

A brief rationale for choice of specialism and review of the key issues. This will include a discriminating review of relevant literature and a consideration of the implication of key issues for the proposed specialism.

Guiding questions

- Why did you choose this specialism?
- What theories and principles in the academic and professional literature have you found relevant, useful or challenging?
- What ideas from observation and experience have you drawn on?
- What have you found out from your research which is important for the design of your course?

Advice to candidates

- Candidates should choose a specialism where they already have experience or which they would like to explore for future employment.
- The needs, backgrounds, goals, etc. of the specific group are *not* discussed in Part 1. Rather, in Part 1 the candidate should research and discuss general issues to be considered when designing a course for a group of this type, e.g. if the selected specialism is *Teaching IELTS Writing*, then Part 1 should focus on principles and implications to be considered when teaching IELTS writing classes, not the needs of a specific class. The profile of a specific class and investigation of their needs belongs to Part 2.
- Candidates are expected to show understanding of the key issues related to their specialism using relevant terminology.
- Key issues should be critically discussed and supported with reference to reading and knowledge and experience gained from teaching/observation of relevant classes.
- It is recommended that candidates research their chosen specialism by doing relevant reading *before* planning/finalising the second stage of the assignment.
- The review of the literature should go beyond simply finding one or two sources which describe the specialism, and should show that the candidate has read and synthesised a number of key sources, typically at least five to six in Part 1. Where the literature is less extensive (for example *Teaching one-to-one*) fewer sources will be used, but it is still important for candidates to demonstrate their familiarity with the key sources in their specialism.

- Where two specialisms overlap, it is important that one specialism has the priority. So, for example, a candidate may choose *Business English* as a specialism and then design a course for a one-to-one context, in which case *Business English* would be the specialism, and this would be discussed in Part 1. Similarly, a candidate may wish to design a course with an academic focus in preparation for *IELTS*, in which case they would need to choose whether to make *Teaching examination classes* the specialism, or *EAP*. Part 1 would then focus on the chosen specialism as appropriate.
- Candidates focusing on *Teaching examination classes* should not simply describe a particular exam, such as *IELTS*, in detail. They need to focus their discussion in Part 1 on specific issues related to teaching such classes and how this differs from other forms of teaching/other types of exam.

Part 2 Needs analysis and commentary

Length: 900 words (plus or minus 10%)

An explanation of how the needs, motivations and learning styles of the specialist learner group were identified, and how diagnostic tests were selected and used to establish priorities.

Guiding questions

- Who is your specialist group? What are their main characteristics? (e.g. age, educational and language level, nationality, learning style(s), preferences, motivations, job)
- How did you identify the needs of your specialist group? For example: Did you use a questionnaire, interviews, examination results? Why did you select these methods?
- What form of diagnostic testing did you use and why?
- What were the results of the diagnostic test(s)? How did you use these in clarifying the learners' needs and identifying language areas requiring attention? What aspects did you focus on and why?
- What priorities have you identified from the above?

Advice to candidates

- Candidates should provide a reason for choosing this particular group of learners and give some information on their own experience of teaching them if appropriate. The minimum group size (apart from one-to-one) is three learners.
- A portrait of the group of learners is needed with emphasis on language learning background, motivation, learning styles, preferences, learning needs and level.
- Questionnaires and/or interviews may be used here. In order to adhere to the word count, candidates need to provide brief, relevant information.
- Candidates are expected to show awareness of principles of needs analysis and diagnostic testing. Terminology should be used and referenced to its sources. Understanding of principles of needs analysis and diagnostic testing does not mean purely stating lists of factors. Candidates need to show how awareness of these principles has influenced their choice of diagnostic assessment procedures.
- Candidates are expected to choose an appropriate diagnostic test or tests to diagnose the group's strengths and weaknesses. Simply using off-the-shelf placement tests is unlikely to be sufficient. The diagnostic test(s) should address language and skills areas (e.g. grammar, lexis, discourse, phonology, reading,

listening, writing and speaking) as appropriate to the learners' needs and goals and the nature of the course they are attending.

- It is important to show which diagnostic tests have been used and why, and to clearly demonstrate how analysis of these tests has been conducted.
- Analysis of the tools used should be detailed and clearly indicate how learning priorities have been arrived at. A clear summary of the analysis, possibly in chart format in the appendix, should be provided, so as to show how the results have been synthesised.
- The results of the analysis need to be highlighted here in brief and then used to identify key objectives which feed into the design of the course proposal in Part 3.
- It is important for candidates to provide a completed sample of all diagnostic tests given in the appendix document. Where many different diagnostic tests have been used, it is important to provide a summary of these in the appendix to the main body of the assignment, preferably in a chart format for readers' ease of access. (See note under Appendices on page 74.)

Part 3 Course proposal

Length: 1,100 words (plus or minus 10%)

Discussion of the content and structure of the course (minimum 20 hours) in relation to the key issues and principles discussed and the learning goals identified. (This should not simply be a duplication or summary of coursebook content.) The course programme should be attached to the main body of assignment as an appendix. (See notes under Appendices on page 74.)

Guiding questions

- In what ways is your proposed course based on or influenced by ideas and information from Parts 1 and 2 and your reading of relevant literature?
- What are the learning aims and objectives you hope to achieve?
- What is the content of the proposed course?
- How is content organised?
- What approach to teaching will be used?
- What materials will be used? If you propose using published materials, how do these match the aims of the course?
- What institutional requirements or other constraints have you taken into account, e.g. availability of teachers with the relevant skills and experience, availability of materials and resources, timetabling?

Advice to candidates

- Candidates are expected to show awareness of principles of course and syllabus design. Terminology should be used and referenced to its sources. Understanding of principles of syllabus and course design does not mean purely stating lists of factors. Candidates need to show how awareness of these principles has influenced the design of the course.
- It is essential that the proposed course is clearly influenced by the needs analysis and analysis of the diagnostic test(s) from the previous stage of the assignment.
- The course proposal needs to clearly state the learning aims and objectives, approach to teaching, course content and teaching materials which will be used.
- The course proposal needs to be realistic and should acknowledge relevant institutional constraints where appropriate.
- Candidates are expected to design a course for at least 20 hours of teaching. While it is acceptable to design a longer course,

candidates should bear in mind that sufficient detail in terms of course content is required. Therefore, designing a longer course proposal will inevitably require more time and effort on the part of candidates. However, where candidates have designed, for example, a course of 80 hours, they can provide detailed information for 20 hours of the course.

- It is important to outline how the different strands of the course and different lessons relate to one another. Simply allocating different lessons and lesson aims to slots in a 20-hour timetable without justification is not sufficient.
- In cases where candidates are conducting a needs analysis for a group which they are already teaching and for which a real course may already have been planned or imposed by the candidate's institution, it is important that the course designed and presented in Part 3 of the assignment reflects the results of the needs analysis even if this means it differing from the actual course being taught.
- While tables or charts may be used to summarise the course proposal, sufficient prose is required to expand details and provide explanations.
- Candidates may (but are not required to) present samples of teaching materials to be used, in which case they should be included in the appendices and clearly referenced.
- Published materials from coursebooks may be used, but candidates still need to justify their use in relation to the aims of the course and learners' needs.

Part 4 Assessment

Length: 1,000 words (plus or minus 10%)

An explanation of the role of different types of assessment in the proposed course and how formative and summative assessment will be used to monitor progress and assess learning outcomes of the proposed course.

An explanation of how the course will be evaluated.

A sample of the assessments which will be used should be provided in the appendices.

Guiding questions

- How will you monitor learning progress?
- How will you assess learning outcomes?
- What are the assessment principles outlined in the testing literature which will be applied to the assessments?
- How have these principles influenced your choice of assessments?
- In what ways, if any, are your choices of assessments constrained?
- How fit for purpose are the assessments in relation to your learner group and the proposed course?
- What constraints and opportunities affect the proposed assessment procedures?
- How will the course be evaluated for future use?

Advice to candidates

- Candidates are expected to show awareness of principles of assessment (e.g. validity, reliability, practicality and impact). Terminology should be used and referenced to its sources. Understanding of assessment principles does not mean purely stating lists of factors. Candidates need to relate these factors

to their choice of assessment and show how awareness of these principles has influenced their choice of assessment procedures.

- Candidates may choose already published tests from examining bodies or coursebooks. This is appropriate as long as they are relevant to the assessment of the course and the learners.
- Candidates choosing the specialism *Teaching exam classes*, who use exam practice tests, should not simply justify their assessment procedures by stating that Examination Board tests for the exam are valid and reliable. Further depth of justification is required.
- Candidates must provide a clear rationale for the assessment types chosen. This must include both formative assessment to monitor learners' progress during the course, and summative assessment to assess learning outcomes at the end of the course.
- The link between the course and the assessment is paramount. The rationale for the assessment must show awareness of the group's perceived language learning priorities as well as the course content and suggested teaching methodology.
- The assessment needs to be realistic and should acknowledge relevant institutional constraints where appropriate.
- Candidates should clearly show how they intend to make use of formative assessment during their course to monitor learners' progress, and how the results of this formative assessment might be used to adapt the course content and/or approach.
- It is important that candidates clearly indicate what will be tested and when during their course, and that they show how each individual test relates to an overall framework. Sample tests should be included in the appendix.
- Candidates are also expected to indicate briefly, with reference to the literature, how they intend to evaluate their course formatively and summatively. Reference should be made to any questionnaires or other activities used.

Part 5 Conclusion

Length: 400 words (plus or minus 10%)

Consideration of how the proposed course design is linked to the key issues outlined in the introduction.

Guiding questions

- How has your course proposal applied the principles you discussed in Part 1?
- What do you expect to be the benefits for the learners of your course proposal?
- What do you consider to be some of the limitations of your proposal?

Advice to candidates

- In this section, candidates should summarise how the course proposal and accompanying assessment procedures will achieve the learning objectives identified for the specific group of learners chosen.
- This should not simply be a reiteration of everything that has been said in the assignment. Some indication should be given of the expected benefits of the course proposal to the group of learners and some of its limitations.
- It is important that all the parts of the assignment are linked and build on one another. Reference to the points made in the introduction are appropriate in this concluding section.

Appendices

The following appendices should be attached to the main body of the assignment:

- course plan
- collated needs analysis and diagnostic test results.

The following appendices should be attached as a separate document:

- a completed sample of all analyses/tests used
- course evaluation materials and/or outline of procedure
- sample materials or summary of materials
- sample draft assessments.

Advice to candidates

- The course plan and summaries of needs analysis and diagnostic test results should be attached as appendices to the main body of the assignment (and labelled Appendix 1: Course Plan, Appendix 2: Needs Analysis and Test Results).
- All other appendices, e.g. samples of needs analysis instruments and samples of completed diagnostic tests, copies of resources, materials and samples of assessments and evaluation tools should be attached as a separate document.
- Appendices should be numbered and included in the contents pages. They should also state what they contain, e.g. Appendix 3: Needs Analysis Instruments, Appendix 4: Completed Diagnostics.
- Candidates are not required to include copies of all questionnaires and diagnostic tests from all learners, but they should include single completed samples given to learners. Similarly, candidates are expected to include samples of assessments (and possibly also samples of materials) to be used in their course.

Guidance for tutors and candidates

General advice

Candidates are not required to follow a course to prepare for the *Delta* Module Three Extended Assignment. However, candidates who do receive support from their centres will benefit from having a structured approach to their preparation for the assignment. Such support may be in the form of a course, individual or group tutorials, or online packages, and may be provided in parallel with, or separately from, *Delta* Modules One and Two.

Where the assignment is supervised as part of a course, each centre is advised to develop and make explicit their approach to the module. It may be that a whole group chooses the same specialist area, e.g. ESP or young learners, in which case the same input can be provided for all candidates. If a range of specialist areas is chosen, then input may be given by tutors with some expertise in the specialist area. Candidates could advise centres of their specialist area, and receive advice, guidance and support in the form of individual or group tutorials or online packages. If candidates wish to receive individual support, they will need to ensure that the centre where they are registered is able to provide this for their chosen specialism and check the centre's arrangements for this provision.

Candidates need to have a breadth and depth of knowledge and awareness of issues related to their chosen specialism. For this reason it is important that candidates read widely before starting the assignment. Candidates should also read and be familiar with the key principles and issues in the following areas:

- needs analysis and diagnostic testing
- course and syllabus design
- assessment.

Choice of topic for the assignment

The focus of the assignment will be on a specialism chosen by the candidate in consultation with the centre. It is the prerogative of the centre to decide if they are able/willing to supervise a particular specialism, which could be one where the candidate already has experience or one which they would like to explore for future employment. Having chosen their specialism and written Part 1, the candidate will eventually need to have access to the type of learners chosen as a focus for the assignment so that Parts 2-4 of the assignment can focus on a representative group.

The topic area *Teaching young learners*, for example, includes a wide range of ages. There would need to be a focus on a particular age range for the research and discussion of theories and principles, and a specified class within the age range would be needed for the course design and assessment elements of the research project.

Candidates must choose a specialism from the list provided. If a candidate wishes to focus on a specialist area not included in the list, the centre may contact the Cambridge English Helpdesk for advice: www.cambridgeenglish.org/help

Staging and planning

It is recommended that candidates be advised to address the various stages of the assignment separately, and that a study plan be drawn up so that candidates clearly carry out the necessary background work for each stage before moving on to the subsequent stage.

Tutorials may be built into this planning to provide more structured guidance.

Presentation of the assignment

Advice to candidates

- The assignment is to be submitted electronically as two (and no more than two) separate documents in either Microsoft Word or Adobe PDF format with 2.5 cm margins.
- The main body of the assignment must be submitted as a Word document (.doc or .docx) and entitled as follows:
centre number_candidate number_surname_Delta3_specialism_month year.doc
e.g. 11111_001_smith_Delta3_BE_0615.doc
 - The abbreviation for the specialism should follow that on page 69 of this handbook (BE, YL, ESP, EAP, EX, 1to1, ESOL, CLIL, MON, MUL, ESE, NESE, DL, SR, LDT, LS).
 - The collation and analysis of diagnostic assessment results and the course programme should be included as appendices in this document. This is to help markers locate essential information and to ensure that all original work is included in any plagiarism check.
- The document containing the remaining appendices should be entitled as follows:
centre number_candidate number_surname_Delta3_appendices_month year.doc
e.g. 11111_001_smith_Delta3_appendices_0615.doc
 - Samples of needs analyses, tests, assessments, evaluations and materials should be scanned electronically and included in this document.

Candidates should ensure that the file size does not exceed 10 MB. It is especially important that the file containing appendices is not too large as this may cause problems for online uploading and downloading of assignments.

- Candidates are expected to proof their assignments for presentation and language errors.
- The title page should contain details of centre and candidate number, specialism chosen and the word count.
- A contents page, listing headings/sub-headings and including page numbers should be provided immediately after the cover page.
- Pages should be numbered by using the 'insert page number' function in Word.
- A running footer should be inserted with candidate name and assignment title.
- Headings should be used for sections in the body of the assignment. Sub-headings should be used where appropriate for sub-sections.
- The word count is very important as it provides a form of standardisation for the assignment. Candidates must plan their assignment to cover the criteria within the word limit. Assignments which exceed the word limit will be penalised during marking. Assignments more than 100 words under- or

over-length will be returned to candidates unmarked. Suggested word limits for each section will help candidates organise themselves accordingly. The word limit includes **all** content between the end of the contents pages and the start of the bibliography section. Candidates should ensure that **all** content is counted (including content within tables and pictures) even if it is not counted by the automatic word count facility in MS Word. Candidates are advised to note that examiners will check all word counts before marking. (The version of *Word* used to check the word count should be indicated with the word count on the front cover of the assignment as different versions of *Word* count words differently.) Incomplete assignments will not be marked.

- Footnotes should not be used at all for this assignment. All references and terminology are to be included in the text and count towards the overall number of words.
- Summaries of key data (e.g. charts which summarise learners' needs, course objectives) may be included in the text itself for readers' ease of reference, but further detail (e.g. needs analysis questionnaires, diagnostic tests, analysis of tests, lesson materials, tests, evaluation questionnaires) should be put into the appendix document.

Reading, bibliography and referencing

Advice to candidates

- Candidates should show an extensive range of reading resources. There should be explicit evidence of background reading in all of the first four sections of the assignment. This will typically include four to six sources for each section. Some sources may be referred to in more than one section of the assignment but overall reference should be made to 8-10 sources.
- Candidates are expected to do appropriate research into their specialism, needs analysis, course design and assessment. Appropriate terminology should be used and sources referred to where necessary. These should be clearly referenced in the text, e.g. Richards (2001). If specific quotes are used, they should be referenced using author(s)' surname(s), year of publication and page numbers quoted, e.g. (Richards 2001:98). Page numbers are not required if direct quotes are not used.
- The bibliography needs to be presented appropriately in alphabetical order of author's surname. Year of publication, city and publisher should be included. This should be presented after the assignment and before the appendices, and should only include publications referred to in the text itself.
- Referencing should follow a recognised format throughout the assignment. It is recommended that this be done according to the APA Publication Manual, (6th ed., 2009); for more information see www.apastyle.org. Examples of several references are given below.

Single author book:

Richards, J.C. (2001). *Curriculum development in language teaching*. Cambridge: CUP.

Journal article:

Chapelle, C. (1999). Validity in language assessment. *Annual Review of Applied Linguistics* 19, 254-272.

Edited book:

Graves, K. (Ed.) (1996). *Teachers as course developers*. Cambridge: CUP.

Section of edited book:

Messick, S. (1989). Validity. In R. Linn (Ed.), *Educational measurement* (pp. 13–103). New York: Macmillan.

Electronic source:

British Educational Research Association. (1992). *Ethical guidelines*. Retrieved 22 May, 2004, from: <http://www.bera.ac.uk/guidelines.html>

Associations and corporate authors:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Note on plagiarism

Plagiarised work will not be accepted. Candidates should be advised on what constitutes plagiarism and how to avoid it. Centres should advise candidates that assignments are checked electronically for plagiarism and that plagiarism will be penalised. Plagiarism checks include checks against previously submitted assignments as well as assignments or parts of assignments which include passages copied from online resources or books. Plagiarism includes:

- copying another's language or ideas as if they were your own
- unauthorised collusion
- quoting directly without making it clear by standard referencing and the use of quotation marks and/or layout (indented paragraphs, for example) that you are doing so
- using text downloaded from the internet without referencing the source conventionally
- closely paraphrasing a text
- submitting work which has been undertaken wholly or in part by someone else.

Centres should inform candidates that submission of assignments which have been plagiarised will lead to the candidate's disqualification and may result in a ban on re-entry for up to three years.

Introduction to Delta Module Three Extended Assignment Option 2: English Language Teaching Management (ELTM)

Module Three (ELTM) is an alternative to the standard *Delta* Module Three. It specifically aims to develop candidates' knowledge of, and competence in:

- a chosen ELT management specialism
- methods of situation analysis
- design of change proposals
- implementation of change proposals.

To achieve these aims, candidates need to:

- research a chosen ELT Management specialism
- understand and use appropriate methods of situation analysis for the chosen specialism in a specified language teaching operation (LTO)
- design a change proposal to overcome issues identified in the analysis
- design an implementation plan for their change proposal
- synthesise all their learning into a project which can be coherently presented to a third party.

The syllabus can be downloaded at www.cambridgeenglish.org/images/22094-delta-module-three-management-syllabus.pdf

Module Three (ELTM) is assessed via an Extended Assignment.

Candidates must select one of the following specialisms:

- Academic management
- Human resource management (HRM)
- Customer service
- Marketing.

Candidates who select ELTM as their specialism for *Delta* Module Three need to have access to a language teaching operation (LTO), e.g. a language school or institution. They also need to consider how they will have access to the data/information they will need in order to proceed with their proposal. For instance, if they are dealing with 'Customer Service Management', they will probably need to have access to customer feedback data, material which may be regarded as commercially sensitive. Candidates may wish to anonymise the name of the selected language teaching operation in order to preserve confidentiality.

Candidates are advised to narrow down their selected ELTM specialism in order to research a specific aspect in appropriate depth, e.g. *Staff development* within HRM, or *Introducing a new course* within academic management.

Overview of requirements

Candidates' work should demonstrate a sound grasp of *general* ELT management principles and how these relate to the work of an LTO, and *specific* principles related to their chosen ELT management specialism, as well as key principles of strategic management, organisational improvement and change management.

Having considered the general principles and implications of the ELTM specialism and chosen topic area, candidates should carry out an independent situation analysis of the chosen specialism leading to the design of a change proposal relating to the area. Candidates should show how their proposal reflects the findings of the situation analysis and should consider how they would subsequently implement the proposed change bearing in mind the principles of change management.

The project will be reported in the form of an Extended Assignment (4,000–4,500 words, excluding appendices) and includes five parts:

Part	Length
Part 1 Introduction: Review and key issues	1,200
Part 2 Situation analysis and commentary	1,000
Part 3 Proposal and justification	1,200
Part 4 Implementation	900
Part 5 Conclusion	200
	4,500

The proportion of words in each part may be approximately as indicated above (plus or minus 10%) but **the total length must not exceed 4,500 words.**

Assignment outline and guidance for candidates

Part 1 Introduction

Length: 1,200 words (plus or minus 10%)

A brief rationale for choice of the ELTM specialism and review of the key issues. This will include a discriminating review of relevant literature and a consideration of *general* ELT management principles and how these relate to the work of an LTO, as well as *specific* principles related to their chosen ELT management specialism: Academic management, Human resource management, Customer services or Marketing.

Guiding questions

- Why did you choose the ELTM option? Why did you choose this particular specialism?
- What theories and principles in the academic and professional ELT management literature have you found relevant, useful or challenging?
- What ideas from observation and experience of LTOs have you drawn on?

Advice to candidates

- Candidates who choose this ELTM option should ideally have experience of working as an academic manager (such as programme manager, DoS/ADoS) or in a similar managerial role within an LTO.
- The context, background, problems, etc. of the specific LTO should **not** be discussed in Part 1.
- Candidates are expected to show understanding of the key issues related to ELTM and their chosen specialism using relevant terminology.
- Key issues should be critically discussed and supported with reference to reading and knowledge/experience gained from working in an LTO.

- It is recommended that candidates research their chosen specialism by doing relevant reading before planning/finalising Part 2 of the assignment.
- The review of the literature should go beyond simply finding one or two sources which describe the specialism, and should show that the candidate has read and synthesised a number of different key sources, typically at least five to six in Part 1.
- Where two specialisms overlap, it is important that one specialism has the priority. So, for example, a candidate may choose *Customer Service* as a specialism and then design a proposal which includes some ideas related to *Marketing*. In this case *Customer Service* would be the specialism and this would be discussed in Part 1.
- See note on page 76 re advisability of narrowing down the selected ELTM specialism in order to research a specific aspect in appropriate depth.

Part 2 Situation analysis and commentary

Length: 1,000 words (plus or minus 10%)

An explanation of how an aspect of the language teaching operation (LTO) was analysed, and how the results of this analysis were used to clarify the areas requiring attention in order to improve the current situation within the LTO.

Guiding questions

- What is your educational context? What are the main characteristics of the LTO, e.g. type of language teaching operation, size, purpose, local/national context?
- How was the current situation analysed? What is the source of information? (e.g. were data collected by the LTO management or by yourself as part of your job?) Why were these methods selected? (e.g. as part of institutional management routines, for compliance with accreditation requirements or as part of your own research?)
- Who are the key stakeholders and what influence do they have?
- What were the results of the analysis of data? How did you use these results to clarify the focus of your proposal?

Advice to candidates

- Candidates should briefly provide a reason for choosing this particular LTO, and give some brief information on their own role within it, if appropriate.
- Candidates need to provide a *brief* overview of the LTO but should avoid being overly descriptive. The purpose of Part 2 of the assignment is to analyse, not simply describe.
- It is important that the analysis focuses in detail on a *specific* aspect of the working of the LTO in relation to the selected specialism rather than being a *general* analysis of the context.
- Candidates are expected to show awareness of principles of management data analysis (e.g. customer/stakeholder analysis). Terminology should be used and referenced to its sources. Understanding of these principles does not mean purely stating lists of factors. Candidates need to show how awareness of these principles has influenced their choice of situation analysis procedures.
- Candidates are expected to choose appropriate tools/instruments to conduct their analysis. It is important to show which instruments have been used and why, and to provide examples of all instruments used in the appendix. Where many

different instruments have been used, it is important to provide a summary of these in the appendix, preferably in a chart format for readers' ease of access.

- It is also important to demonstrate clearly how analysis of these instruments has been conducted. Analysis of the tools used should be detailed and clearly indicate how priorities for improvement have been arrived at. A clear summary of the analysis, possibly in chart format in the appendix, should be provided, so as to show how the results have been synthesised.
- Candidates may make use of data which have already been gathered by others (within the LTO for example), but they would need to analyse or, if already analysed, critique these data themselves.
- The results of the analysis need to be highlighted here in Part 2 in brief, and then used to identify key priorities for improvement which feed into designing the change proposal in Part 3.

Part 3 Proposal and justification

Length 1,200 words (plus or minus 10%)

Discussion of the content and structure of the proposed changes in relation to the key issues and principles discussed in Part 1 and the priorities for improvement identified in the analysis in Part 2.

Guiding questions

- What priorities have you identified from the above situation analysis for improving the current situation in your educational context (LTO)?
- In what ways is your proposed change based on, or influenced by, your reading of relevant literature related to strategic management and organisational improvement?
- What are the institutional and educational aims and objectives you hope to achieve? How will the proposal improve the current situation in your LTO?
- What is the content of the proposed change? What are the expected outcomes? How will the proposal work in practice?
- What institutional requirements or other constraints have you taken into account?

Advice to candidates

- It is essential that the change proposal is clearly influenced by the situation analysis from Part 2 of the assignment.
- Candidates are expected to show awareness of principles of strategic management and organisational improvement. Terminology should be used and referenced to its sources. Understanding of these principles does not mean purely stating lists of factors. Candidates need to show how awareness of these principles has influenced the design of the change proposal.
- The change proposal needs to clearly state the problems which are to be addressed and the aims and objectives of each component of the proposal. It should involve one specific focus rather than a range of smaller initiatives.
- The change proposal needs to be realistic and should acknowledge relevant institutional constraints, where appropriate.
- While tables or charts may be used to summarise the change proposal, sufficient prose is required to expand details and provide explanations.
- It is important for candidates to discuss their proposal from a management perspective and to avoid being too descriptive

about the details of the proposed change (i.e. if the topic is *Introducing a new course*, the focus should be on how this contributes strategically to the LTO rather than on curriculum theory).

Part 4 Implementation

Length: 900 words (plus or minus 10%)

An explanation of how the proposed change will be implemented and why (with reference to the relevant literature) accompanied by a detailed action plan/operational plan, showing how the change will be put into practice.

Guiding questions

- What approach to implementation will be used and why? How has your reading of change management, decision-making and/or project management influenced your choice of approach?
- What will be the impact of the proposed change on different stakeholders, internal and external?
- How exactly do you propose to implement your proposed change?
- How will people and resources be managed during the change process?
- In what ways, if any, are your choices of implementation constrained institutionally and contextually?
- How will you evaluate the outcomes of the implementation?

Advice to candidates

- Candidates are expected to show awareness of principles of change management, decision-making and/or project management. Terminology should be used and referenced to its sources. Understanding of these principles does not mean purely stating lists of factors. Candidates need to relate these factors to their choice of implementation approach.
- The main emphasis in Part 4 of this assignment should be on outlining what will be done to implement the change proposal and how this will achieve the intended outcome. Change management principles should be used to justify the choices made rather than discussing these per se.
- It is important that candidates show, through use of a detailed operational/action plan, what actions need to be undertaken when, how and by whom in order to implement the proposed change, and that it is clear how each action leads to an intended outcome.
- Candidates must provide a clear rationale for their implementation plan in terms of intended outcomes and change management principles rather than simply describing the process. The link between the implementation plan and the change proposal is paramount.
- The implementation plan needs to be realistic and should acknowledge relevant institutional constraints where appropriate.
- It is important that candidates include some indication of how they intend to evaluate the outcomes of their implementation plan.

Part 5 Conclusion

Length: 200 words maximum

Consideration of how the proposal is linked to the key issues outlined in the introduction.

Guiding questions

- How has your proposal applied the principles you discussed in Part 1?
- What do you expect to be the benefits of your proposal for the LTO?
- What do you consider to be some of the limitations of your proposal?

Advice to candidates

- In this section, candidates should summarise how the proposal and accompanying implementation plan will achieve the objectives identified for the LTO.
- This should not simply be a reiteration of everything that has been said in the assignment. Some indication should be given of the expected benefits of the proposal to the LTO and some of its limitations.
- It is important that all the parts of the assignment are linked and build on one another. Reference to the points made in the introduction are appropriate in this concluding section.
- Failure to include a conclusion will lead to the candidate losing marks for presentation and organisation.

Appendices

The purpose of appendices is to provide both supporting evidence and explanatory materials to help the reader make sense of the assignment.

Appendices to be attached to main body of assignment

- Situation analysis results
- Implementation plan

Appendices to be attached as a separate document

- A completed sample of all analyses used

Advice to candidates

- The summaries of the situation analysis results and the implementation plan should be attached as appendices to the main body of the assignment (and labelled Appendix 1: Situation Analysis Results; Appendix 2 Implementation Plan).
- All other appendices, e.g. samples of analysis instruments and other relevant documentation should be submitted as a separate document.
- Appendices should be numbered and included in the contents pages. They should also state what they contain, e.g. Appendix 3: Situation Analysis Instruments; Appendix 4: Suggested Marketing Brochure.
- Candidates are not required to include copies of *all* completed instruments from all participants in the data analysis, but they should include single completed samples. Similarly, candidates are expected to include samples of any relevant documents which support the change proposal.

Guidance for tutors and candidates

General advice

Candidates are not required to follow a course to prepare for the *Delta* Module Three ELTM Extended Assignment. However, candidates who do receive support from their centres will benefit from having a structured approach to their preparation for this assignment. Such support may be in the form of a course, individual/group tutorials, or online packages, and may be provided in parallel with, or separately from, *Delta* Modules One and Two.

Where the ELTM Extended Assignment is supervised as part of a course, each centre is advised to develop and make explicit their approach to the module. It may be that a whole group chooses the same specialism, e.g. *Human Resource Management*, in which case the same input can be provided for all candidates. If a range of specialisms is chosen, then input may be given by tutors with some expertise in the topic area.

Candidates may wish to register at a centre and receive individual advice and support. In this case, they should advise the centre of their specialism, ensure that the centre where they are registered is able to provide this for the ELTM option and check the centre's arrangements for this provision.

For the ELTM Extended Assignment, candidates need to have a breadth and depth of knowledge and awareness of issues related to ELT Management. For this reason, it is important that candidates read widely before starting the assignment. Candidates should also read and be familiar with the key principles and issues in the following areas:

- management data analysis
- strategic management and organisational improvement
- change management
- project management.

Choice of topic for the assignment

The focus of the assignment will be on ELT Management. It is the prerogative of the centre to decide if they are able/willing to supervise this ELTM option.

Candidates will also need to have access to an LTO and data relating to the area chosen as a focus for the assignment so that Parts 2–4 of the assignment can be completed. They will need to consider their own role within the LTO carefully before choosing this ELTM option and before deciding on the specific focus of their specialism. Candidates' status within an LTO determines their access to information and, for candidates already in a management role, the scope of their responsibilities and limits to their authority. For instance, even someone at middle management level, such as an academic manager, (e.g. Director of Studies (DoS)), may have little or no influence over organisational structure or HRM policies, while the language teaching operation (LTO) itself may be constrained by compliance with accreditation or legislative requirements.

Candidates *must* choose from the list of four specialisms provided. If a candidate wishes to focus on a specialist area not included in the list, the centre may contact the Cambridge English Helpdesk for advice: www.cambridgeenglish.org/help

Staging and planning

It is recommended that candidates be advised to address the various stages of the assignment separately, and that a study plan be drawn up so that candidates clearly carry out the necessary background work for each stage before moving on to the subsequent stage.

Tutorials may be built into this planning to provide more structured guidance.

Presentation of the assignment

Advice to candidates

- The assignment is to be submitted electronically as two (and no more than two) documents with 2.5 cm margins.
- The main body of the assignment must be submitted as a Word document (.doc or .docx) and entitled as follows:
centre number_candidate number_surname_Delta3_ELTM_month year.doc
e.g. 11111_001_smith_Delta3_ELTM_1215.doc
 - The collation of situation analysis results and the implementation plan should be included as appendices in this document. This is to help markers locate essential information and to ensure that all original work is included in any plagiarism check.
- The document containing the remaining appendices should be entitled as follows:
centre number_candidate number_surname_Delta3_appendices_month year.doc or .pdf
e.g. 11111_001_smith_Delta3_appendices_1215.doc (.pdf)
 - Samples of customer/stakeholder analysis instruments should be scanned electronically and included in the second document.

Candidates should ensure that the file size does not exceed 10 MB. It is especially important that the file containing appendices is not too large as this may cause problems for online uploading and downloading of assignments.

- Candidates are expected to proof their assignments for presentation and language errors.
- The title page should contain details of centre and candidate number, ELTM specialism and topic chosen and the word count.
- A contents page listing headings/sub-headings and including page numbers should be provided immediately after the cover page.
- Pages should be numbered by using the 'insert page number' function in Word.
- A running footer should be inserted with candidate name and assignment title.
- Headings should be used for sections in the body of the assignment. Sub-headings should be used where appropriate for sub-sections.
- The word limit is very important as it provides a form of standardisation for the assignment. Candidates must therefore plan their assignment to cover the criteria within the word limit. Assignments which exceed the word limit will be penalised during marking. Assignments more than 100 words over- or under-length will be returned to candidates unmarked. The suggested word limits for each section will help candidates organise themselves accordingly. The word limit includes **all** content between the end of the contents pages and the start of the bibliography section. Candidates should ensure that **all**

content is counted (including content within tables and pictures) even if it is not counted by the automatic word count facility in MS Word. Candidates are advised to note that examiners will check all word counts before marking. (The version of *Word* used to check the word count should be indicated with the word count on the front cover of the assignment as different versions of *Word* count words differently.) Incomplete assignments will not be marked.

- Footnotes should not be used at all for this assignment. All references and terminology are to be included in the text, and count towards the overall number of words.
- Summaries of key data, (e.g. charts which summarise the situation analysis results, overview of the implementation plan) may be included in the text itself for readers' ease of reference, but further detail, (e.g. questionnaires, analysis of specific instruments used) should be put into the appendix document.

Reading, bibliography and referencing

Advice to candidates

- Candidates should refer to an extensive range of reading resources. There should be explicit evidence of background reading in all of the first four sections of the assignment. This will typically include four to six different sources for each section. Some sources may be referred to in more than one section of the assignment but overall reference should be made to at least 8-10 different sources.
- Candidates are expected to do appropriate research into: ELT Management and their chosen specialism; management data analysis, (e.g. customer/stakeholder analysis); strategic management; organisational improvement; change management and decision-making. Appropriate terminology should be used and sources referred to where necessary. These should be clearly referenced in the text, (e.g. White et al. 1991). If specific quotes are used, they should be referenced using author(s)' surname(s), year of publication and page numbers quoted (e.g. Fullan 2001:98). Page numbers are not required if direct quotes are not used.
- The bibliography needs to be presented appropriately in alphabetical order of author's surname (see examples below). Year of publication, city and publisher should be included. This should be presented after the body of the assignment and before the appendices, and should only include publications referred to in the text itself.
- Referencing should follow a recognised format throughout the assignment. It is recommended that this be done according to the APA Publication Manual, (6th ed., 2009); for more information see www.apastyle.org. Examples of several references are given below.

Single author book:

Mintzberg, H. (2001). *Strategic Safari*. Eaglewood Cliffs: Prentice-Hall.

Journal article:

Srikathan, G. & Dalrymple, J. (2003). Developing alternative perspectives for quality in higher education. *International Journal of Educational Management* 17(3), 126-136.

Edited book:

Bush, T. & Bell, L. (Eds.) (2002). *Educational Management: Principles and Practice*. London: Paul Chapman.

Section of edited book:

Stoll, L. (2003). School culture and improvement. In M. Preedy, R. Glatter & C. Wise (Eds.) *Strategic Leadership and Educational Improvement* (pp 92-108). London: Paul Chapman.

Electronic source:

British Educational Research Association. (1992). *Ethical Guidelines*. Retrieved 19 July, 2011, from: <http://www.bera.ac.uk/guidelines.html>

Associations and corporate authors:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Note on plagiarism

Plagiarised work will not be accepted. Candidates should be advised on what constitutes plagiarism and how to avoid it. Centres should advise candidates that assignments are checked electronically for plagiarism and that plagiarism will be penalised. Plagiarism checks include checks against all previously submitted assignments as well as assignments or parts of assignments which include passages copied from online resources or books. Plagiarism includes:

- copying another's language or ideas as if they were your own
- unauthorised collusion
- quoting directly without making it clear by standard referencing and the use of quotation marks and/or layout, (e.g. indented paragraphs) that you are doing so
- using text downloaded from the internet without referencing the source conventionally
- closely paraphrasing a text
- submitting work which has been undertaken wholly or in part by someone else.

Centres should inform candidates that submission of assignments which have been plagiarised will lead to the candidate's disqualification and may result in a ban on re-entry of up to three years.

Assessment

The Module Three ELTM Extended Assignment is assessed with reference to a detailed mark scheme which allocates marks for the five assessment categories, each of which is divided into three sub-categories. The total number of marks available is 140, divided as follows:

Grasp of relevant issues for ELTM – maximum 35 marks

- Review of the relevant general and ELT management literature
- Understanding of key issues in the chosen specialism
- Application of relevant management knowledge to practice and identification of key issues

Situation analysis and commentary – maximum 28 marks

- Understanding and application of key principles of management data analysis
- Analysis of the instruments used and identification of areas for improvement
- Discussion and justification of prioritised areas for improvement in the LTO supported by the analysis

Proposal and justification – maximum 35 marks

- Understanding and application of key principles of strategic management and organisational improvement
- Justification of the change proposal in terms of ELTM and identified requirements
- Specification of the change and its intended effects, and of managing institutional constraints

Implementation – maximum 28 marks

- Understanding and application of key principles of change management and decision-making
- Justification of implementation procedures in terms of ELTM and identified needs
- Designing an implementation plan and thinking through its impact on stakeholders

Presentation and organisation – maximum 14 marks

- Academic writing, language and referencing
- Presentation, coherence and organisation
- Clarity of argument and quality of ideas

Marking

A Principal Examiner guides and monitors the marking process. The process begins with co-ordination procedures, whereby the Principal Examiner and a team of examiners establish a common standard of assessment through the selection and marking of sample assignments. These are chosen to represent a range of performance across the different ELTM specialisms selected for this assignment. During marking, each examiner is apportioned randomly chosen assignments. A rigorous process of co-ordination and checking is carried out before, during and after the marking process.

Grading

Results are recorded as three passing grades (Pass with Distinction, Pass with Merit, Pass) and one failing grade (Fail). The marks required to obtain each grade are:

Pass..... approximately 80 marks
 Pass with Merit approximately 100 marks
 Pass with Distinction..... approximately 120 marks

At the end of the marking process, there is a grading meeting to check scores around the grade boundaries. The grade boundaries are set in a way that ensures that the level of knowledge required to obtain the three passing grades:

- is consistent with the grade descriptions below
- is the same from one session to the next.

The following information is used in the grading:

- comparison with statistics from previous years' examination performance and candidature
- recommendations of examiners, based on the performance of candidates.

Grade descriptions

Pass with Distinction

Excellent piece of work which shows a very high level of understanding, analysis and application, and which displays originality and critical insight. Very high standard in *all* of the following areas:

- Understanding of: the selected specialism; principles of situation analysis; principles of change management; principles of decision-making
- Analysis of key issues in the topic area and the LTO; justification of the change proposal and implementation plan
- Identification of key priorities for change; design of implementation plan
- Academic writing, presentation and organisation, clarity of argument and quality of ideas.

Pass with Merit

Very good piece of work which shows a high level of understanding, analysis and application, and which displays some originality and critical insight. High standard in *most* of the following areas, but with some room for improvement:

- Understanding of: the selected specialism; principles of situation analysis; principles of change management; principles of decision-making
- Analysis of key issues in the topic area and the LTO; justification of the change proposal and implementation plan
- Identification of key priorities for change; design of implementation plan
- Academic writing, presentation and organisation, clarity of argument and quality of ideas.

Pass

Satisfactory piece of work which shows an acceptable level of understanding, analysis and application, and which meets the requirements of the assignment. Good standard in *some* areas, but some room for improvement in most of the following areas:

- Understanding of: the selected specialism; principles of situation analysis; principles of change management; principles of decision-making
- Analysis of key issues in the topic area and the LTO; justification of the change proposal and implementation plan
- Identification of key priorities for change; design of implementation plan
- Academic writing, presentation and organisation, clarity of argument and quality of ideas.

Fail

Inadequate piece of work which fails to show an acceptable level of understanding, analysis and application. Substantial room for improvement in some or all of the following areas:

- Understanding of: the selected specialism; principles of situation analysis; principles of change management; principles of decision-making
- Analysis of key issues in the topic area and the LTO; justification of the change proposal and implementation plan
- Identification of key priorities for change; design of implementation plan
- Academic writing, presentation and organisation, clarity of argument and quality of ideas.

More Cambridge English teaching courses and qualifications

We offer a number of practical, flexible qualifications for new or experienced English language teachers:

CELTA (Certificate in Teaching English to Speakers of Other Languages)

CELTA is an initial qualification for people with little or no previous teaching experience, or who have experience but no qualification. The *CELTA* course focuses on the principles of effective teaching and a range of practical skills for teaching English to adult learners. The course includes hands-on teaching practice and an alternative blended learning delivery option.

TKT (Teaching Knowledge Test)

TKT tests knowledge about teaching English, and offers flexible learning for language teachers. It consists of four core modules and three specialist modules, where teaching knowledge is assessed by objective tests or by an assessment of candidates' practical teaching competence. Candidates can take all of the modules, or choose a selection of them, with total flexibility in how and when they take each module and over what time period. Candidates can choose to attend a study course or prepare for *TKT* independently. They receive a certificate for each module completed.

ICELT (In-service Certificate in English Language Teaching)

ICELT is for those already teaching English to speakers of other languages. It is an ideal qualification if a teacher wants to improve their skills in their current role or transfer their teaching skills into a new area. *ICELT* is a flexible course: there are two modules, which can be taken together or separately, and teachers can study either completely face-to-face, or partly face-to-face with distance learning support.

The following courses and qualifications are available to teachers through institutions and educational authorities:

CELT-P (Certificate in English Language Teaching – Primary)

This qualification is for English language teachers working in primary education (6–12 year olds). Teachers learn how to improve their classroom performance through a combination of online study and observed teaching practice.

CELT-S (Certificate in English Language Teaching – Secondary)

This qualification is for English language teachers working in secondary education (11–18 year olds). Teachers improve their classroom performance through a combination of online study and observed teaching practice.

Language for Teaching courses

The three *Language for Teaching* courses are for English language teachers working in primary and secondary education. They give teachers the language they need to teach English with confidence. Teachers improve their general English, as well as learn the professional language they need for effective communication in English, both inside and outside the classroom. Each *Language for Teaching* course covers one level of the Common European Framework of Reference for Languages (CEFR), so the three courses combined take teachers from CEFR Level A1 to B2. On completion, teachers can consider taking a Cambridge English language exam.

Certificate in EMI Skills

The *Certificate in EMI Skills* is for higher education teaching staff whose first language is not English, but who use English as the Medium of Instruction to deliver their subject. It helps institutions to enhance teaching quality by improving the English skills of their faculty.

Train the Trainer course

This course is for experienced teachers who would like to develop the knowledge and skills to become teacher trainers. It combines the development of generic training skills with course-specific familiarisation. The course will enable experienced teachers to provide training on the *CELT-P*, *CELT-S*, *Language for Teaching* and *EMI* courses.


For more information about Cambridge English Teaching Qualifications, visit: www.cambridgeenglish.org/teaching-english

www.cambridgeenglish.org/Delta



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Cambridge English Language Assessment is part of the University of Cambridge. We develop and produce the most valuable range of qualifications for learners and teachers of English in the world. Over 5 million people in 130 countries take our exams every year. Around the world over 20,000 universities, employers, government ministries and other organisations rely on our exams and qualifications as proof of English language ability. Cambridge English exams are backed by the work of the largest dedicated research team of any English language test provider.

Cambridge English Language Assessment – a not-for-profit organisation.

All details are correct at the time of going to print in May 2017.