



UNIVERSITY of CAMBRIDGE
ESOL Examinations

TEACHING AWARDS

Delta

Module 1, Module 2, Module 3

Handbook for tutors and candidates

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Preface

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

For further information on any of the Cambridge ESOL examinations and teaching awards, please contact:

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Introduction

■ Introduction to Cambridge ESOL

The Delta Modules are designed and produced by University of Cambridge ESOL Examinations (Cambridge ESOL), a part of Cambridge Assessment, which is a department of the University of Cambridge. Cambridge ESOL has provided examinations in English for speakers of other languages since 1913 and offers an extensive range of examinations, certificates and diplomas for learners and teachers of English, taken by over 2 million people a year, in more than 130 countries.

Delta Modules form part of a framework of teaching awards and tests for teachers offered by Cambridge ESOL.

Cambridge ESOL's tests for teachers include:

- The Teaching Knowledge Test (TKT)
- TKT: Knowledge about Language (KAL)
- TKT: Content and Language Integrated Learning (CLIL).

Cambridge ESOL's practical, course-based qualifications for teachers include:

- CELTA (Certificate in English Language Teaching to Adults)
- CELTYL (Certificate in English Language Teaching to Young Learners)
- ICALT (In-service Certificate in English Language Teaching).

The Delta Modules cover all areas of knowledge at an advanced level and include teaching practice.

Other teaching qualifications offered by Cambridge ESOL include two specifically designed for the further education and skills sector within the UK. A summary of the entry requirements and content of Cambridge ESOL's teaching awards and tests for teachers can be found on the following page.

Acknowledgements

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CAMBRIDGE ESOL TEACHING AWARDS AND TESTS FOR TEACHERS

	TKT Module 1 TKT Module 2 TKT Module 3	TKT: CLIL	TKT: KAL	CELTA	CELTYL	ICELT	Delta Module One	Delta Module Two	Delta Module Three
Teaching experience	not essential	not essential	not essential	not required	not required	required	recommended	required	recommended
Previous qualifications/ training	not essential	not essential	not essential	qualifications which allow access to higher education	qualifications which allow access to higher education	local requirements apply	an initial teaching qualification	an initial teaching qualification	an initial teaching qualification
Suggested language level	minimum Council of Europe B1	minimum Council of Europe B1	minimum Council of Europe B2	minimum Council of Europe C2/C1	minimum Council of Europe C2/C1	minimum Council of Europe B2	minimum Council of Europe C2/C1	minimum Council of Europe C2/C1	minimum Council of Europe C2/C1
Teaching age group	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults	adults (16+)	primary or secondary	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults
Can be taken pre-service	yes	yes	yes	yes	yes	no	not recommended	no	not recommended
Course attendance	not required	not required	not required	yes	yes	yes	not required	yes	not required
Assessed teaching practice	no	no	no	yes	yes	yes	no	yes	no
Continuous assessment	no	no	no	yes	yes	yes	no	yes	no
Involves coursework	no	no	no	yes	yes	yes	no	yes	no
Written test/ examination	yes	yes	yes	no	no	no	yes	no	no

Note: Cambridge ESOL also offers IDLTM and the Young Learner Extension to CELTA. IDLTM is an educational management qualification and, as such, does not focus on knowledge about or practice of teaching. The Young Learner Extension to CELTA shares similarities with CELTYL, except that entry is conditional on candidates having completed CELTA.

An overview of the Delta Modules

■ Aims of modular framework

The modular framework aims to provide an accessible professional development programme with flexible entry points. Candidates may choose to do any or all of the modules and have the opportunity to focus on a specialist area of teaching in Modules Two and Three. Each module is assessed independently and is separately certificated. Achievement of a Pass in all three modules confers the status of a full Delta qualification.

■ Delta candidature

Delta Modules can be taken at any stage in a teacher's career. They are suitable for in-service teachers of English in a variety of teaching contexts e.g. adult, primary, or secondary teaching contexts, and are intended for an international audience of non-first language or first language teachers of English.

Candidates taking Delta Modules One, Two or Three will normally have an initial ELT qualification and will have had at least a year's ELT experience but these are not requirements. The Delta Modules may also be taken by:

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

Achievement of the Delta Modules prepares teachers for more senior teaching roles and facilitates progression to other qualifications such as MAs in Linguistics and Language Teaching. Some MA programmes will accept Delta credits (up to 20 credits for each module).

Content of Delta Modules

■ Delta Modules content outline

Delta consists of three modules, each of which is separately assessed. All three modules include a focus on both theory and practice, though teaching is only directly assessed in Module Two.

■ Delta overview

Module One	Title	Assessment format
One	Understanding Language, Methodology and Resources for Teaching	A written examination consisting of two parts, each 1 hour 30 minutes (externally marked)
Two	Developing Professional Practice	Assessed assignments incorporating background essays and observed teaching
Three	Extending Practice and ELT Specialism (e.g. Teaching young learners, English for Special Purposes, Teaching one-to-one)	An extended assignment of 4,000–4,500 words (externally marked)

■ Approaches to teaching and learning

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

■ Access to Delta Modules

To access Delta Modules, teachers need a level of English between Council of Europe C2/C1. However, candidates are not required to have taken any English language examinations.

Candidates may take the modules individually and in any order. Candidates are not required to fulfil any specific entry requirements for any of the modules, though previous teaching experience is strongly recommended. 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.

Although the modules are designed as a complementary set, candidates do not have to take all three modules but can select according to need. Some teachers may find it useful to take Modules One and Two together, then complete Module Three at a later date. Teachers 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.

Delta Modules 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 ESOL examination or teaching award 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 ESOL at least six weeks prior to the examination submission dates. Please note that more notice may be necessary if candidates have special requirements and therefore need special arrangements.

A list of Cambridge ESOL examination centres is available from Cambridge ESOL from the address on page 1. Institutions wishing to become a Cambridge ESOL examination/teaching award centre should contact the Centre Registration Unit at Cambridge ESOL.

Copies of the Regulations and more details on entry procedure, current fees and further information about this and other Cambridge ESOL examinations can be obtained from the Cambridge ESOL examination centre in your area, or from the address on page 1.

■ 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 approximately six weeks after the issue of statements of results.

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 may be made through the centre at which the candidate entered. For details refer to Results Enquiries on the Cambridge ESOL website.

■ Appeals procedure

Cambridge ESOL provides 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. Further information about the appeals procedure can be found at www.CambridgeESOL.org/support

Special Circumstances

Special Circumstances cover three main areas: special arrangements, special consideration and malpractice.

■ Special arrangements

These are available for candidates with disabilities. They may include extra time, separate accommodation or equipment, Braille versions of question papers, etc. If you think you may need special arrangements, you must contact your Cambridge ESOL centre as soon as possible so that the application can be sent to Cambridge ESOL in time (usually 8–12 weeks before the examination, depending on what is required).

■ Special consideration

Cambridge ESOL will give special consideration to candidates affected by adverse circumstances before or during an examination. Special consideration can be given where an application is sent through the centre and is made within 10 working days of the examination date. Examples of acceptable reasons for giving special consideration are cases of illness or other unexpected events.

■ Malpractice

The Malpractice Committee will consider cases where candidates are suspected of copying, collusion or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results are being investigated.

MODULE ONE

UNDERSTANDING LANGUAGE, METHODOLOGY AND RESOURCES FOR TEACHING

Introduction to Delta Module One

Delta Module One is assessed via a written examination.

The aim of Delta 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.CambridgeESOL.org/exams/teaching-awards/delta-modular.html

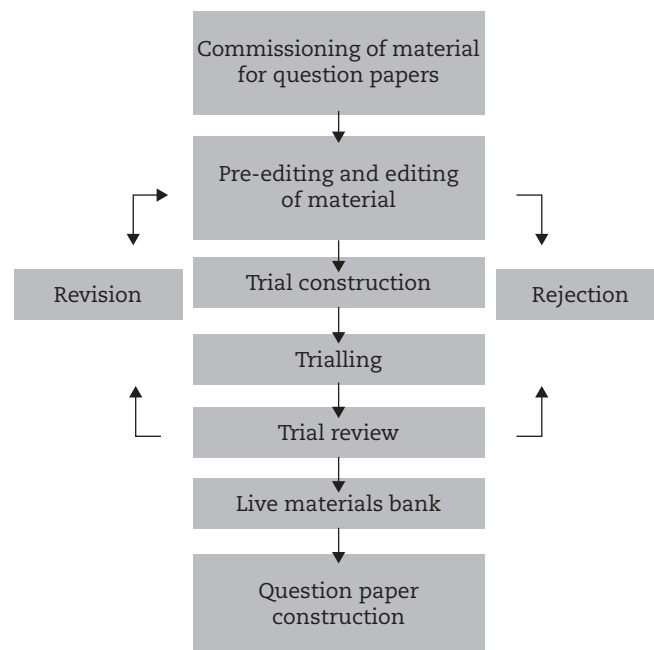
■ The production of Delta Module One

Cambridge ESOL is 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 ESOL examinations. Of particular importance is the rigorous set of procedures which are used in the production and pretesting of question papers.

The production process for Delta Module One is the same as that for the Cambridge ESOL language examinations. It 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 Delta Module One test material provides Cambridge ESOL with valuable information about the performance of particular tasks.

■ Assessment

In Delta 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 Delta Module One as a whole. See the **General Description** on page 8 and the **Structure and Tasks** sections on pages 8–9 and 12–13 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:

- Passapproximately 100
- Pass with Meritapproximately 130
- Pass with Distinction . . .approximately 150

GRADE	DESCRIPTION
Pass with Distinction	The candidate demonstrates a comprehensive and accurate knowledge of the Delta Module One syllabus and a high level of familiarity with the full range of ELT/ESOL terminology, concepts, theories and practices tested in the Delta 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 Delta Module One syllabus and a high level of familiarity with a wide range of ELT/ESOL terminology, concepts, theories and practices tested in the Delta 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 Delta Module One syllabus and a sound level of familiarity with a range of ELT/ESOL terminology, concepts, theories and practices tested in the Delta 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 Delta Module One syllabus to reach pass standard. The candidate may show an inadequate level of familiarity with ELT/ESOL terminology, concepts, theories and practices tested in the Delta 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 Delta 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 four 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 Delta Module One as a whole. Timings for each task give an indication of the number of marks available. <table border="0"> <thead> <tr> <th colspan="2"><i>Paper 1</i></th> <th colspan="2"><i>Paper 2</i></th> </tr> </thead> <tbody> <tr> <td>Task 1</td> <td>6 marks</td> <td>Task 1</td> <td>20 marks</td> </tr> <tr> <td>Task 2</td> <td>12 marks</td> <td>Task 2</td> <td>30 marks</td> </tr> <tr> <td>Task 3</td> <td>15 marks</td> <td>Task 3</td> <td>10 marks</td> </tr> <tr> <td>Task 4</td> <td>40 marks</td> <td>Task 4</td> <td>40 marks</td> </tr> <tr> <td>Task 5</td> <td>27 marks</td> <td>Total</td> <td>100 marks</td> </tr> <tr> <td>Total</td> <td>100 marks</td> <td></td> <td></td> </tr> </tbody> </table> Results are awarded as Pass with Distinction, Pass with Merit, Pass or Fail, based on the total number of marks achieved.	<i>Paper 1</i>		<i>Paper 2</i>		Task 1	6 marks	Task 1	20 marks	Task 2	12 marks	Task 2	30 marks	Task 3	15 marks	Task 3	10 marks	Task 4	40 marks	Task 4	40 marks	Task 5	27 marks	Total	100 marks	Total	100 marks		
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Task 3	15 marks	Task 3	10 marks																										
Task 4	40 marks	Task 4	40 marks																										
Task 5	27 marks	Total	100 marks																										
Total	100 marks																												

PAPER 1 STRUCTURE AND TASKS

TASK ONE

Task type(s)	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
Timing	5 minutes
Marks available	6
Mark scheme	One mark is awarded for each correct answer.

TASK TWO

Task type(s)	Short written response Six terms are provided. Candidates choose four of these and supply a definition and an appropriate example.
Task focus	Knowledge of language systems; skills; methodology and approaches; assessment
Timing	15 minutes
Marks available	12
Mark scheme	A total of three marks are available per answer: <ul style="list-style-type: none"> • one mark for the basic definition • one mark for a further point made • one mark for a correct example. <p>Note: The further point is only awarded if the basic definition is correct; only one further point is allowed per question; the example can be awarded a point, even if the definition is not correct.</p>

PAPER 1 STRUCTURE AND TASKS

TASK THREE

Task type(s)	Longer written response A writing or speaking skills task from published ELT/ESOL course material or published exam material is provided. Candidates identify the appropriate language features (e.g. ordering information, linking information, use of appropriate salutation) which they would train specified learners in to complete the task.
Task focus	Understanding of skills and ability to identify appropriate language features Understanding of features of spoken and written discourse which contribute to successful communication, e.g. register, cohesion, organisation, range of grammar and lexis
Timing	15 minutes
Marks available	15
Mark scheme	One mark is awarded for each language feature correctly identified. A further two marks are awarded for each correct example/illustration.

TASK FOUR

Task type(s)	Longer written response 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.
Timing	30 minutes
Marks available	40
Mark scheme	One mark is awarded for each point correctly made. Note: in Part a , a mark is only awarded if a correct example is given.

TASK FIVE

Task type(s)	Longer written response 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, communicative success, cohesion.
Task focus	Ability to analyse and explain learner errors in written and spoken discourse Understanding of features of spoken and written discourse which contribute to successful communication, e.g. register, cohesion, organisation, range of grammar and lexis
Timing	25 minutes
Marks available	27
Mark scheme	Part a One mark is awarded for each strength correctly identified up to a maximum of three marks. One mark is awarded for each example from the text illustrating the strength identified, up to a maximum of three marks. One mark is awarded for each weakness correctly identified up to a maximum of three marks. One mark is awarded for each example from the text illustrating the weakness identified, up to a maximum of three marks. The 12 marks available for identifying and exemplifying strengths and weaknesses are weighted to 17 marks. In addition up to four additional marks are awarded for knowledge and insight into why and how the strengths and weaknesses aid or negate the effectiveness of the text. Part b One mark is awarded for each justification given for the weakness prioritised, up to three marks. One additional mark is awarded for each justification that is <i>fully developed</i> .

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.

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.

For this task candidates are given six terms describing ELT-related concepts and practices. Candidates must choose four of these and provide a definition 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 task from published ELT/ESOL course material or published examination material. They are asked to identify the language features that learners would need training in to complete the task and communicate successfully.

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 and phonological features of language in use
- identify features of 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.

■ TASK FIVE

Task Five tests candidates' ability to:

- analyse lexical, grammatical, functional, phonological and discursive 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.

The task is divided into two parts (a and b). In part a, 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 part b, candidates are asked to identify which one of the key weaknesses they identified in part a they would choose to prioritise for development and to provide three reasons for their choice.

In their answers to part a, candidates are expected to provide a detailed analysis of the key strengths and weaknesses, focusing 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.

PAPER 2 STRUCTURE AND TASKS

TASK ONE

Task type	Longer written response 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 exam, a commercially produced test (e.g. a placement test or a coursebook progress test) or a teacher-generated test. Candidates provide an evaluation of its effectiveness for the stated purpose.
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
Timing	20 minutes
Marks available	20
Mark scheme	One mark is awarded for each positive/negative identified. An additional mark is awarded for each positive/negative identified if the application to the learner is also identified. Up to two additional marks are awarded for accurate use of testing terminology throughout the answer. The 14 marks available are weighted to a total of 20 marks.

TASK TWO

Task type	Longer written response An extract from published coursebook material is provided. Candidates identify the purpose of specified individual activities and stages in the material, and comment on key assumptions about language learning that are evident in some or all of the exercises.
Task focus	Analysis of resources, approaches and methodologies, and learners and contexts
Timing	25 minutes
Marks available	30
Mark scheme	Two marks are awarded for each purpose correctly identified, up to a maximum of 16 marks. One mark is awarded for each assumption listed; up to two additional marks are awarded for each explanation of an assumption. Only the six highest scoring assumptions are counted towards the final mark.

TASK THREE

Task type	Longer written response Based on the same extract as Task Two. Candidates identify and comment on how specified activities and stages in the material support the activities and stages discussed in Task Two.
Task focus	Analysis of resources, approaches and methodologies, and learners and contexts
Timing	10 minutes
Marks available	10
Markscheme	One mark is awarded for each correct point made.

PAPER 2 STRUCTURE AND TASKS

TASK FOUR

Task type	Longer written response 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. 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. This could include analysis of: both historical and current perspectives on approaches and methodologies, theories of language acquisition, resources, learner and teacher roles.
Task focus	Analysis of resources, approaches and methodologies, learners and contexts, language acquisition and teacher roles
Timing	35 minutes
Marks available	40
Mark scheme	Two marks are awarded for each correct point made.

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

additional marks for discussing features of the test they may know about but that are not represented in the extract itself.

■ TASKS TWO AND THREE

Tasks Two and Three test candidates' ability to:

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

For these tasks candidates are provided with an extract from published ELT/ESOL coursebook material. The language learning purpose of the extract is specified in the rubric.

In Task Two, 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.

Candidates must also identify six key assumptions about language learning that are evident in some or all of the exercises, activities and stages, and explain why the authors of the material might consider these assumptions to be important for learning. Candidates must refer to each specified exercise, activity or stage at least once. When discussing the assumptions, candidates can draw on their knowledge of a range of different areas, including: different learners and contexts; ELT/ESOL 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.

In Task Three, 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 Task Two. The exercises, activities and stages for consideration in Task Three are often 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 Task Two.

■ TASK FOUR

Task Four 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/ESOL 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/ESOL
- 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/ESOL 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/ESOL 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/ESOL 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/ESOL 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 exam. 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/ESOL. 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/ESOL (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/ESOL 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 exam, 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 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 label their answers clearly and ensure 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 but it is probably better to begin Paper 1 with Tasks One and Two as these require labelling or short written responses and may serve as a 'warm up' to the longer responses required in other parts of the paper.

Candidates should plan their time carefully and not spend too long on any part of the test. Each task has a suggested time limit allocated to it, which is related to the number of marks available for the task. Candidates are recommended to keep within these time limits to ensure they cover each task adequately.

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 it 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:

- read through all six items before choosing which to answer
- provide an answer for **only four** terms as only the first four will be marked
- give a basic definition as well as some additional information 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/ESOL materials and practise identifying language features
- plan lessons with a skills focus and predict what language features they should prepare their learners in
- observe their learners' responses to skills tasks used in the classroom and note which language features they might have usefully been prepared in
- 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: specific features of the text specified in the task may be excluded from analysis and comments on these will not be awarded any marks
- provide five points 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 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
- 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.

Task Five

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 – prioritising the weakness that has greatest impact on their successful completion of the task(s).

During the exam, candidates should:

- make sure they allow themselves enough time to complete this task
- read the rubrics for each part carefully to ensure they comment only on the features and language areas identified in the rubric
- provide three key strengths and three key weaknesses plus an example for each from the text
- 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 or grid layout for the strengths and weaknesses
- include comments in **part a** on the effect the particular strengths and weaknesses have on the effectiveness of the text
- ensure that the key weakness chosen for developmental work in **part b** is one of the weaknesses identified in **part a**
- only discuss one key weakness in **part b**
- limit answers in **part b** to reasons for prioritising a particular key weakness (and not, for example, how the learner could develop their language in this area).

■ 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 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.

Tasks Two and 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 mainstream approaches and methods in language teaching/learning
- read and analyse a variety of published ELT/ESOL 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/ESOL 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 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
- identify six key assumptions about language learning evident in the specified exercises and the reasons for these assumptions
- 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, making reference to ELT-related research where necessary
- make sure they indicate which exercises the assumptions they mention refer to
- for Task Three, make sure they discuss how the specific exercises combine with and/or support the exercises in Task Two
- note that there may be several ways in which each exercise can combine so they should try to identify more than one way
- 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 Task Three into a different section from their answers to Task Two and for Task Two discuss only purposes in **part a**, and only assumptions and reasons for them in **part b**.

Task Four

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/ESOL
- 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
- signpost their answers clearly to show what kind of information they are giving, e.g. beliefs/similarities/differences/teachers' roles/learning contexts/principles/effects, etc.

2

Task One (5 minutes)

Provide the term for each definition.

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

- a A verb which does not take an object (e.g. He runs every day.)
- b The omission in speaking or writing of individual words, or parts of a sentence, which are not needed to convey the meaning. For example, it can be used to avoid repetition (e.g. 'Got a pen?' 'Yes, I have.')
- c A word which has the same pronunciation as another word but a different spelling and meaning (e.g. see and sea)
- d A consonant sound where the flow of air is partially constricted and released slowly (e.g. /ʃ/, /æ/, /s/, /t/)
- e The theory that viewed learning as a matter of habit formation, where habits are formed when the learner's responses to external stimuli are positively reinforced (e.g. in language learning: pattern drills with positive feedback from the teacher to correct answers)
- f The verbal signals given by the listener to indicate interest, attention, surprise etc. (e.g. 'really', 'uh-huh', 'yeah')

Task Two (15 minutes)

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

Write your answers in your answer booklet.

- a alveolar plosive
- b eclecticism
- c information-gap activity
- d determiner
- e cognate
- f proficiency test

3

Task Three (15 minutes)

The extract for this task is a writing activity for Intermediate (CEFR B2) level learners.

Identify a **total of five key language features** that learners at this level would need to use in order to complete the activity successfully. Provide an example specific to this activity to support each choice.

Advice on the overall organisation of the letter is provided in the extract. Do **not** write about the overall organisation of the letter.

Write your answer in your answer booklet.

You are a student at a language school in New Zealand studying Business English. Part of the course is a summer work placement programme. Unfortunately, you have just learnt from the school that this programme has now been cancelled.

Write a letter to the School Principal. In your letter

- state your reason for writing
- describe the problem and your concerns
- explain what you would like the Principal to do.

Write at least 150 words.
You do **NOT** need to write any addresses.
Begin your letter as follows:

Dear Sir/Madam,



GT 1B Writing a Letter of Complaint 79

The extract is taken from IELTS Express Intermediate, Richard Hollows, Martin Lisboa and Mark Unwin, Thomson, 2006, page 79.

Turn over ▶

Penalty Fares

In common with most train operating companies, London Midland operates a penalty fares system on its services.

This means that anyone who does not have a valid ticket for their journey will be liable to pay the penalty fare.

This leaflet explains how the penalty fare system works on London Midland - and how every passenger can buy their tickets before they travel.

What is a Penalty Fare?

A penalty fare is an on-the-spot fare issued to anyone who does not have a valid ticket for their journey when they have had opportunity to purchase one. The penalty fare is currently £20 or twice the full priced single fare to the next station stop, whichever is greater.

Where can I buy my ticket?

Station Ticket Office

You should always buy your ticket from the Ticket Office before you travel. At most staffed stations the Ticket Office is open five minutes before the scheduled departure of the first train and up until five minutes after the scheduled arrival of the last train. You can pay for your ticket by Cash, Cheque (with Cheque Guarantee Card), Mastercard, Visa, American Express or Maestro.

Self Service Ticket Machines

At some stations, there are self-service ticket machines which sell Standard singles, returns and Cheap Day returns. However, if you wish to purchase a ticket using a Railcard, you may use the Ticket Office or follow the instructions on the Ticket Vending Machine. You can pay for your ticket with a debit/credit card or cash.

Permit to Travel Machines

In the West Midlands when the Ticket Office is closed and no self-service ticket machine is available, you should purchase a ticket from a Permit to Travel machine. These are only switched on when the Ticket Office is closed. You should insert the maximum value of coins you have up to the value of your fare. The permit must be

exchanged for a valid ticket within two hours, either on the train or at your destination or interchange station. The amount paid will be taken off the price charged for the ticket. If you have paid more than the cost of your fare change will be given.

Buying your ticket in advance

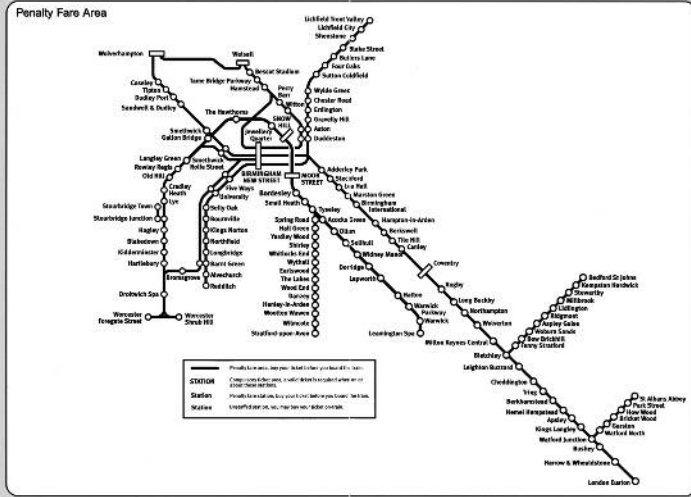
Season Tickets in the West Midlands Area

Season Tickets offer discounts on day tickets and can be bought in advance at the station or online via www.networkwestmidlands.co.uk for journeys within the West Midlands area.

Tickets can be purchased on any day of the week for any period of validity. You can make even bigger savings by paying for your **Onlin** or **Onchwork** season ticket by Direct Debit. Pick up a leaflet from your nearest staffed station or call 0121 214 7088.

Credit Card Sales by Telephone

For longer distance journeys you can now purchase your ticket in advance over the phone. This applies to all day tickets where the fare exceeds £5. Please allow five working days for postage to your home address. You can contact the Trainline for more details on 0870 609 60 60.



Turn over ▶

4

Task Four (30 minutes)

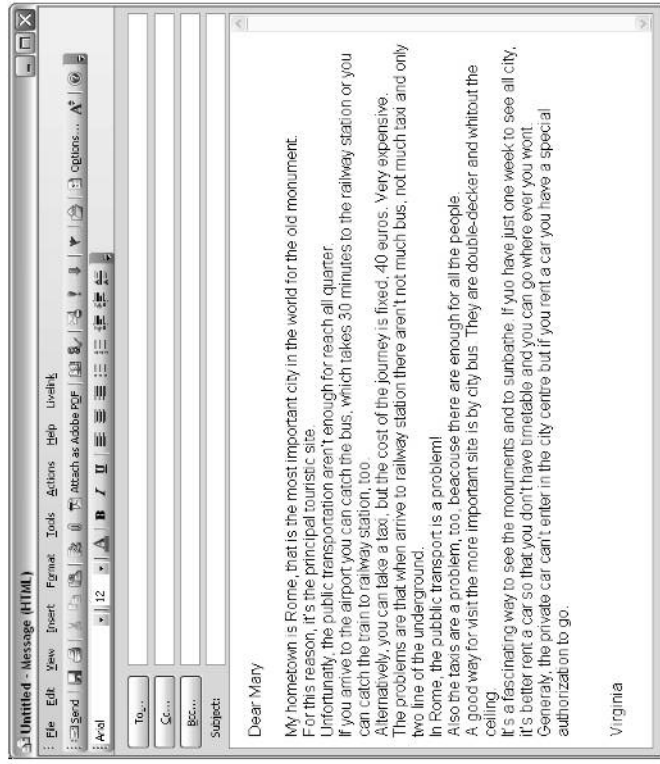
The text for this task is reproduced on the opposite page.

- The text is an extract from a Penalty Fares information leaflet for London Midland train company. Identify **five** features of the text that are characteristic of its genre (i.e. an information leaflet). Give **one** example for each feature you identify. You must include features of organisation and of language.
- Look at the following extract from the text (lines 4-5). Comment on the **form** and **meaning/use** of each of the words in bold as they are used in the text.

*This means that anyone **who** does not have a valid ticket for **their** journey will be liable to pay the penalty fare.*
- Look at the following extracts from the text, all of which contain examples of the passive (in bold).
 - Comment on the **form** and **meaning/use** of the **passive** in each extract as it is used in the text.
 - These **are** only **switched on** when the Ticket Office is closed. (lines 34-35)*
 - Season tickets offer discounts on day tickets and can **be bought** in advance... (lines 45-46)*
 - Identify a total of **three** problems that learners might have with the **form** and **meaning/use** of the passive.
- Look at the following extracts from the text. Comment on the **form**, **meaning/use** and **pronunciation** of the parts in bold.
 - You should always buy** your ticket from the Ticket Office before you travel. (lines 17-18)*
 - You can pay** for your ticket with a debit/credit card or cash. (lines 29-30)*

Write your answers in your answer booklet.

7



6

Task Five (25 minutes)

The text (214 words) for this question is reproduced on the opposite page. It was written by a learner in an Intermediate class in response to the following task.

A friend is going to visit your home town and has asked for advice about how to get there and how to get around. Write an email giving her this information.

a Identify **three key strengths** and **three key weaknesses** of the text. Provide an example of each strength and each weakness.

Your answer should focus on some or all of the areas listed below:

- Style and genre
- Organisation
- Cohesion
- Accuracy of grammar
- Complexity of grammar
- Range of lexis

b Which one of the **weaknesses** identified above would you choose to prioritise? Give **three** reasons for your choice.

Write your answers in your answer booklet.

2

Task One (20 minutes)

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

K is two weeks into an intensive eight-week course in a pre-intermediate General English class in the UK. The class has been following an integrated syllabus that includes work on all four skills but is primarily organised around grammar. K has been told that the class will have a test every two weeks based on what they have been studying.

In a needs analysis at the beginning of the course, K stated she wanted to improve her General English, particularly her speaking, so that she could communicate more confidently in social situations as well as function effectively in everyday transactions and interactions in the UK (e.g. shopping, using public transport etc.).

Using your knowledge of relevant testing concepts, evaluate the effectiveness of the test 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.

3

1. In the following conversation, put the verbs in brackets into the correct tense or verb form.

Example

A Why did you go to the seaside last weekend?

B Because we like sailing.

- A (a) _____ you _____ (know) Brian Bailey?
- B Yes, I (b) _____ (meet) him 2 years ago while I (c) _____ (work) in Germany.
(d) _____ he still _____ (live) there?
- A Yes he does. He (e) _____ (live) in Frankfurt. He (f) _____ (have got) a good job there, but at the moment he (g) _____ (work) in London. He's here for a few days and I'd like (h) _____ (invite) him and you for dinner. Can you (i) _____ (come)?
- B I'd love (j) _____ (see) Brian again! When I was in Germany we (k) _____ (see) each other quite often because his office was near the school where I (l) _____ (teach) and so we sometimes (m) _____ (have) lunch together. I always enjoyed (n) _____ (talk) to him. I wanted (o) _____ (write) to him, but he moved and I (p) _____ (not have) his new address.
- A Well, what about dinner on Friday?
- B That's fine. What time?
- A Is 8 o'clock O.K.? I (q) _____ (ring) Brian yesterday to check the day, and I (r) _____ (ring) him again tomorrow to check the time.
- B Well 8 o'clock is fine for me. I (s) _____ (come) at about 8 and I (t) _____ (bring) a bottle of wine.
- A See you Friday then!

2. ARTICLES

Put a, an, the or nothing into each gap in the story.

My aunt Vanessa is 1 _____ artist. She lives in 2 _____ beautiful old house by 3 _____ sea, and she paints 4 _____ small pictures of wild flowers and birds. She loves 5 _____ house because she has lived there since she was 6 _____ child.

3. Correct these sentences.

- 1) Dave's car isn't as older as Susan's.
- 2) A mouse is more small than a rat.
- 3) Hastings isn't as hot than Athens.
- 4) The weather is badder in winter than in summer.
- 5) This is best cheese in the shop.

Turn over ►

The text for tasks two and three is reproduced on pages 5 and 6.

Task Two (25 minutes)

The purpose of the extract as a whole is to exploit a listening text for skills and language work.

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

Exercises for Task Two

- 'Listening and Speaking' exercise 4
- 'Listening and Speaking' exercise 5
- 'Listening and Speaking' exercise 6
- 'Grammar' exercise 1

- b Identify a total of **six** key assumptions about language learning that are evident in the exercises in the box above and explain why the authors might consider these assumptions to be important for language learning. State which exercise or exercises each assumption refers to.

Task Three (10 minutes)

Comment on the ways in which 'Listening and Speaking' exercises 1, 2 and 7 combine with the exercises discussed in Task Two.

Write your answers in your answer booklet.

Straightforward Intermediate Student's Book, Philip Kerr and Ceri Jones, Macmillan, 2006, pages 8 and 135

Turn over to page 6 for Tapescripts

LISTENING & SPEAKING

- 1 Work in pairs. Discuss these questions.
 - What do you think the following people do on a typical working day?
 - a) a member of four small children
 - b) a member of parliament
 - Whose lifestyle is more similar to yours? In what ways?
- 2 Work in pairs. Read the TV review. What do you think the main differences between Michael Portillo and Jenny Miner's lifestyles will be?



Tonight • BBC2 9pm

In tonight's **How Michael Portillo Became a Studio Mum**, politician Michael Portillo adds new skills to his CV. The son of a Spanish political refugee, Michael Portillo has had a long career in politics. In the 1990s, he became Secretary of State for Defence. In 2001, he tried to become leader of the Tory party. Tonight, he makes his first appearance in the wonderful world of reality TV when he volunteers to look after Jenny Miner's four children for a week. It's a rare chance to see a politician at work in the real world.

- 3 **1.1** Listen to the first part of a review of the TV programme. Check the answers you gave in exercise 2.

- 4 **1.2** Listen to the second part of the review and answer the questions.

- 1 Did the reviewer like Michael Portillo before the programme?
- 2 Did the reviewer like him after the programme?
- 3 Did Michael Portillo admit that he had problems?
- 4 Did Tasha and her friends like him?
- 5 Did he enjoy working at the supermarket?
- 6 What did Portillo try to persuade the youngest child to do?
- 7 Did Portillo find it easy to look after Jilly?
- 8 Who was the reviewer's favourite character in the programme?

- 5 **1.1-1.2** Listen again and complete the sentences.

- 1 Michael Portillo volunteered to **step into single mum Jenny Miner's** _____ for a week.
- 2 Life as a single mum is going to be a **real** _____-opener.
- 3 It is one of the **high** _____ of his week.
- 4 It looks as if **he's bitten off more than he can** _____ him _____.
- 5 All his people skills and lessons in political diplomacy **will get** _____.

- 6 Work in pairs. Explain the meaning of the phrases in bold in exercise 5.
- 7 Which politician in your country would you like to see in a similar TV programme? Why?

GRAMMAR: present simple & present continuous

- 1 Choose the correct phrases to complete the rules below. Then choose examples from the sentences highlighted in tapescripts 1.1-1.2 on page 135.

Use the present simple / present continuous

- to talk about facts (things that are always true) and permanent situations.

Example

- to talk about habits and actions that happen regularly.

Example

- to talk about temporary situations and activities.

Example

- to talk about actions that are happening at the moment of speaking.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

- to talk about temporary situations and activities.

Example

Turn over ►

Tapescripts

1A Listening exercise 3 1.1

My choice for Pick of the Week this week is the BBC documentary *How Michael Portillo Became a Single Mum*. I think this is probably the best programme I've seen all year. I don't usually choose to watch reality TV, but the title intrigued me and I wanted to find out more. And I wasn't disappointed; it was fascinating to see the private face of such a public man.

For those of you who didn't see it, Michael Portillo volunteered to step into single mum, Jenny Miner's shoes for a week, to look after her house and her kids and to take over at her two part-time jobs.

As a 'reasonably rich' MP, Michael Portillo is obviously used to a very different lifestyle in London. He even cooks for his wife and the shopping - he pays someone else to do all that for him. And he doesn't have any children.

So life as a single mum is going to be a real eye-opener. Jenny Miner has four children, the oldest is eleven and the youngest is eight. Every day, Monday to Friday, she drives the kids to school and then she goes to work at her two part-time jobs, one as a classroom assistant and one as a supermarket cashier - and she doesn't pay anyone to do her homework for her!

1A Listening exercise 4 1.2

I always thought of Michael Portillo, the politician, as an arrogant and self-important man, but in this programme, Portillo comes across as being very different. Very modest, very friendly, very approachable. All in all, very likeable. He had a lot to learn in his week as a single mum, not least how to live on a tight budget of £80 to pay for all the family's day-to-day living expenses. He had problems, and he wasn't afraid to admit it, but he never lost his sense of humour - and he even seemed to be enjoying himself at times.

At one point, Tasha, the eldest of his children, is having a karaoke party for her friends and Portillo is obviously having a really good time. Tasha's friends are impressed by him and think he looks like George Clooney! It is one of the high points of his week.

In another clip, Portillo is working behind the cash till at the supermarket. He doesn't pretend to enjoy the work, but he says that the atmosphere and his colleagues are much nicer than in the Houses of Parliament.

His second job, in the primary school, is more difficult and, at the beginning, it looks as if he's bitten off more than he can chew. Will he be able to cope? We see him in the classroom where he is working as a classroom assistant. At one point, he's having problems with some eight-year-olds. He's trying, and failing, to explain a mathematics problem to them. But he listens carefully and patiently to the teacher and by the middle of the week he's doing much better.

His other great challenge - in fact, by far his biggest challenge - is little Ellie, the youngest child. She's eight years old and very stubborn, and she's going through a very rebellious phase. She flatly refuses to listen to him and at times you can see that all his people skills and lessons in political diplomacy will get him nowhere. In one typical situation, Portillo is trying to persuade Ellie that it's bedtime, but she's being particularly difficult. Although you can see she's really tired and really wants to go to sleep, she's refusing to go.

I think in the end Ellie is my favourite character in the programme - but Portillo came a close second. I don't know if Portillo is thinking about changing his politics, but I've certainly changed my opinion of him. Though I'm still not thinking of voting for him at the next election! So, if you missed it, and you too want to see the human side of Michael Portillo, watch out for a repeat. Because this programme is sure to become a classic in the BBC archive.

Task Four (35 minutes)

Below are procedural notes from two elementary (CEFR A2) level lesson plans focusing on food-related lexis.

- a Comment on the **similarities and differences** in:
- the principles informing the teacher's approach
 - the teacher's role
- b Comment on the effect of each approach on different learner types and learning contexts.

Lesson A

- Ask the students what kind of food they like to eat. Put the students into groups to discuss their favourite foods and different foods from their countries.
- From a bag show the students ten different food items one by one. For each item elicit / tell the students the word, drill chorally and individually, check understanding and then write the word on the board. Repeat with each of the ten words.
- Put the students into pairs. Give each pair small pictures of the words presented. Tell the students to practise saying the words with their partner. Monitor. Feedback.
- Tell the students that they have invited two friends for dinner. Put them into pairs and each pair plans a three-course meal for the dinner. Students change partners and compare their meals with their new partner's meal and discuss whose dinner is the healthiest. Monitor.

Lesson B

- Ask the students what kind of food they like to eat. Put the students into groups to discuss their favourite foods and different foods from their countries.
- Tell students that they have invited two friends for dinner. Put them into pairs and each pair plans a three-course meal for the dinner. Monitor and collect examples of food-related lexis used by students. Make a note of gaps in students' language.
- Write examples collected (correct and incorrect) on the board. Students identify errors and correct them. Check understanding of all examples. Elicit / feed in lexis students needed. Check understanding and pronunciation.
- Students change partners and compare their meals with their new partner's meal and discuss whose dinner is the healthiest. Monitor.

Write your answers 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 1

TASK ONE

- a (An) intransitive (verb)
- b ellipsis/ellipses
- c (A) homophone(s)
- d (A) fricative (consonant)
- e behavio(u)rism/behavio(u)rist theory/stimulus response
- f back-channel(l)ing/back-channel (response(s)/device(s)/word(s))

TASK TWO

a Alveolar plosive

Basic Definition

- a consonant sound made by a sudden release of air from between the tongue and the alveolar/tooth ridge

Further Points

- can be voiced (lenis/d/) or unvoiced (fortis/t/)

Example

- /t/ or /d/

b Eclecticism

Basic Definition

- | | | | |
|---|---|---|--|
| <ul style="list-style-type: none"> • selecting | techniques
activities
procedures
elements
aspects | for classroom use
from a range of
different | methods
methodologies
approaches |
|---|---|---|--|

Further Points

- typical of current practice
- could be in response to

learner needs teaching context learning styles language items taught	methods methodologies approaches
---	--
- there are principles guiding the selection of

methods methodologies approaches	
--	--

Example

- pattern practice drills in a TBL lesson

c Information gap activity

Basic Definition

- a classroom activity in which learners have different

information and need to exchange the information/communicate in order to complete the/an activity

Further Points

- associated with communicative approaches
- information gaps can be knowledge/opinion gaps
- information gaps provide opportunities for negotiation of meaning/use of repair or clarification strategies

Example

- a jigsaw reading
- describing different pictures to each other

d Determiner

Basic Definition

- | | | | | |
|---|--|--|---|-------------------------|
| <ul style="list-style-type: none"> • a | grammatical unit
(class of)
word | which
(precedes
a noun
(phrase)
and) | <ul style="list-style-type: none"> • limits • affects the meaning of • modifies • defines | the
noun
(phrase) |
|---|--|--|---|-------------------------|

Further Points

- There are different classes of determiner (which limit the noun in different ways) such as:
 - quantifiers
 - articles
 - demonstratives
 - possessives
 - numerals
 - wh-determiners
 (at least two of above required to get a point)
- proper nouns do not normally take a determiner
- can be used to make texts cohesive/helps with referencing

Example

- any actual examples

e Cognate

Basic Definition

- two words which have the same (or similar) form and meaning in two different languages

Further Points

- can help

learners teachers	because their meaning is clear
----------------------	--------------------------------
- can cause difficulty because of

false cognates false friends words with similar form but different meaning	
--	--
- certain languages/language groups have more cognates than others (with an example)

Example

- 'finden' (German) 'find' (English)

f Proficiency test**Basic Definition**

- a test taken to assess candidate's language ability independently/regardless of any course of study

Further Points

- assessment is based on criteria external to course of study
- an indicator of whether a learner is capable of carrying out a certain job/task or is able to participate in a course of study

Example

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

TASK THREE

- formatting conventions in (semi) formal letters

Example: placing of date/placing of address of addressee/indentation if handwritten

- conventions for signing off (as the letter begins 'Dear Sir/Madam')

Example: Yours faithfully/Best Regards/Regards

- conventions for organisation within individual paragraphs

Example: [in the paragraph describing the problem]
 1. describe the situation/problem
 2. say how you feel about it
 3. say why you feel this way

Example: [in the paragraph saying what you would like the principal to do]
 1. state what you would like her/him to do
 2. say what you will do next if you are not satisfied by her/his response

- register/style/tone appropriate to a (semi) formal (complaint) letter

Example: accept any examples which exemplify appropriate register/style/tone (e.g. 'I am very disappointed')

- polite (semi) formal/firm expressions of written complaint

Example: I cannot stress enough how disappointed I am/I am extremely dissatisfied/I find this totally unacceptable

- polite/(semi)formal/firm written requests

Example: I would like you to/I would be grateful if you would/I would very much appreciate it if you would/I would hope that you will

- phrases for beginning/introducing/ending a complaint letter

Example: I am writing to complain about/I look forward to hearing from you soon/I would appreciate a response at your earliest convenience

- (semi formal) linking words/phrases/sequencers/discourse markers

Example: However/Despite the fact that/Furthermore/Although/Firstly (Examples must be (semi) formal and suitable for the level)

- use of complex sentence structures

Example: the use of relative clauses/conditionals (e.g. This cancellation, which is extremely inconvenient for me/If you are unable to/I will be forced to)

- use of passive structures

Example: I was informed that/I was promised a course of

- cause and effect language

Example: Because you are unable to provide me/I have been forced to/This cancellation has resulted in my having to/As a result of this cancellation

- other important areas of accuracy such as: tenses to describe the situation/recent occurrence with current effect and then background detail

Example: present perfect/past simple/conditionals/modals – examples must relate to context

- range of appropriate lexis/collocations related to the topic

Example: quality language school, cancellation policy, offer/request a refund

TASK FOUR**a Features of the text characteristic of an information leaflet****Organisation (Layout)**

- physical layout

Example: • use of visual illustration e.g. the map

- clear signposting using shading and bolding (so the reader can find relevant section)
- the leaflet is in landscape, set out in three columns (so it can be folded and easily displayed and kept conveniently)

Organisation (Content)

- information is divided into different sections, each related to a particular sub-topic/each section has one short paragraph with specific/limited topic area

Example: • 'Where can I buy my ticket?' is subdivided: Station Ticket Office, Self Service Ticket Machines etc.

- Sections start with clear headings and sub-headings (guide the reader to relevant information e.g. What is a Penalty Fare?)
- beginning section to orientate the reader

- dense information in manageable chunks to help readers process it

- much of the information is organised in question-answer format / reader's concerns are pre-empted and addressed

Example: • 'Where can I buy my ticket?' is followed by a list of places to buy the ticket and information on each

- overall information organised in problem-solution format e.g. problem = non payment and penalty, solution = how to pay and avoid a penalty

Punctuation

Example: extensive use of capitals in headings and key lexis (e.g. Cash, Cheque, Ticket Office)

Style

- (semi) formal/impersonal lexis/technical register/lexis

Example: ...a penalty fare...issued, ...whichever is greater

- (semi) formal/factual/official style of grammar

Example: However, if you wish to purchase, no contractions (e.g. What is a Penalty Fare? (c.f. What's) and anyone who does not have a valid ticket (c.f. doesn't))

- strong focus on clarity (to avoid ambiguity)

Example: the step by step procedure about how to pay

Grammatical/lexical

- extensive use of present simple tense for something that is always true/factual

Example: all the verbs in the section 'Penalty fares' are in the present simple tense

- agentless passive is used for impersonal style

Example: These are only switched on...change will be given

- second person singular to make the text appear directly relevant to the reader

Example: If you have paid more than the cost of your ticket change will be given.

- (high) incidence of modals for obligation, possibility and permission, advice to inform and warn

Example: how every passenger can buy their tickets..., you should always buy your ticket...

- (high) incidence of imperatives for giving instructions/informing

- many multi-word noun phrases, so a lot of information can be included succinctly

Example: train operating companies, self service ticket machines

- use of if/when/where clauses to talk about particular situations

Content

- contacts for further help

Example: www.networkwestmidlands.co.uk

- a lot of information packed in a short text to inform reader efficiently in terms of space and time to read

b Form, meaning/use of each of the words in bold

This (line 4)

Form

(singular) demonstrative pronoun

Meaning/Use

- replaces 'London Midland operates a penalty fare system on its services'
- refers to a longer segment of text/clause, (not just a noun phrase)
- anaphoric reference (so creates cohesion with previous sentence/avoids repetition)

who (line 4)

Form

- relative pronoun
- introduces a defining relative clause
- there is no comma before it
- cannot be omitted
- can be replaced with that

Meaning/Use

- defines a person (not things)/which group of people are affected
- refers to the (indefinite pronoun) anyone
- anaphoric reference
- subject of the relative clause/subject and relative pronoun

their (Line 4)

Form

- third person plural
- possessive adjective/determiner
- plural possessive used as referent for singular pronoun 'anyone'

Meaning/Use

- defines whose journey/who is making the journey
- abstract/metaphorical type of possession – journey does not belong to an individual
- gender neutral
- anaphoric reference
- refers to 'anyone'/'anyone who does not have a valid ticket'/substitution avoids repetition of previous 'anyone'

c(i) Comment on the the form, meaning/use of the passive

are...switched on

Form

- present simple (passive) (formed by making the direct object/the recipient of the action the grammatical subject of the clause)
- no stated agent/is agentless
- auxiliary 'be'/'are' (i.e. 'are' to agree with 'these') + (regular) past participle

Meaning/Use

- present simple refers to a routine/fact/general truth
- passive contributes to the impersonal/formal/factual style
- passive omits the agent of the action so focus is shifted from the agent (who is not important) to the action and processes/(omitted) agent is obvious from the context i.e. someone from the company, who is not known or relevant
- the actions/processes themselves are important in this text/genre
- passive allows things affected by the action (i.e. permit travel machines) to become the starting point of the message/the topic or theme of the sentence
- the passive allows the importance/weight to fall after the subject (end weighting) i.e. on to the main part of the message with the important/new information/comment/rheme i.e. switched on
- passive used here to pick up on the last information in the previous sentence and put it at the front of the sentence to keep the reader's attention on it – this helps make the text cohesive

be bought**Form**

- part of the present simple/modal passive/modal + passive infinitive (formed by making the direct object/the recipient of the action the grammatical subject of the clause)
- the grammatical subject of the clause is 'season tickets' (ellipsis)
- auxiliary 'be' + past participle
- 'be' is a bare infinitive because it follows (modal auxiliary) 'can'
- 'buy' is irregular – the past participle is 'bought'

Meaning/Use

- the passive contributes to the impersonal/formal/factual style/is typical of instructions/the style of instructions
- the passive structure allows the subject – season tickets – to be omitted
- the passive omits the agent of the action so the focus is shifted from the 'doer' to the action and processes in the text/the (omitted) agent is obvious from the context i.e. you, the customer
- the actions/processes themselves are important in this text/genre
- the passive allows the things affected by the action (i.e. season tickets) to become the starting point of the message/the topic or theme
- the passive allows the importance/weight to fall after the subject (end weighting) i.e. on to the main part of the message with the important/new information/comment/rheme i.e. 'bought'
- passive used here to pick up on the last information in the previous sentence and put it at the front of the sentence to keep the reader's attention on it. This helps make the text cohesive
- meaning is opportunity/possibility because part of a modal passive with 'can'

c(ii) Learner Problems**Form**

- difficult to manipulate accurately because a complex structure made up of several elements/using the passive after modals/making the question form/subject/verb agreement etc.
- the passive can only be used with transitive verbs as it needs an object to become the grammatical subject
- learners may omit 'be' in the passive form
- learners need to know irregular past participle forms (e.g. 'bought')
- the tense is marked in the auxiliary 'be', not other parts of the verb phrase
- confusing for learners as the auxiliary 'be' also used to make progressive forms (e.g. learners may try to use -ing form rather than past participle)
- confusing that the past participle is also used to make active perfect forms (e.g. present perfect and learners may try to use auxiliary 'have' with past participle)
- learners need to remember to make the recipient of a passive structure (in the active voice the recipient is the object)

- learners may always want to add the agent in a passive structure/overuse 'by'

Meaning/Use

- understanding who or what the agent of the verb is
- understanding that the subject is the recipient of the action, not the agent/understanding who or what the subject is
- understanding the time frame due to the complex verb phrase (e.g. confusing it with present perfect, which also uses past participle, or present continuous, which also uses auxiliary 'be')
- the passive is not just an alternative to the active but has a use of its own e.g. in formal writing, in genres such as the information leaflet, in reports etc.
- learners may overuse it where an impersonal style is not appropriate
- overuse in informal situations where 'get' pseudo passive would be more appropriate
- overuse where it is not necessary because the agent is also topic of the sentence
- underuse of passive can adversely affect thematic organisation of a text
- not sure of how/when to use the passive for theme/rheme management/grammatically highlight important information
- not sure of how/when to use passive for fore-fronting information and as a cohesive device
- distinguishing receptively between the meanings of active and passive/distinguishing meaning of active and passive in use

d Comment on form, meaning/use, pronunciation**You should always buy****Form**

- (Subject) pronoun + modal (auxiliary/verb) + adverb (of frequency) + bare infinitive/base form/infinitive without to
- adverb of frequency between auxiliary and bare infinitive

Meaning/Use

- 'should' is normally used to express advice or (mild) obligation
- 'always' meaning 'in all circumstances'
- 'should' is emphasised by 'always' to make it strong obligation in this context
- 'should' is used in this context to make the strong obligation more polite/other modals used to express obligation would be inappropriate in this genre (e.g. must)
- 'you' is used to address the reader directly making the sentence immediately relevant
- 'you' may be used to refer to people in general but including the reader

Pronunciation

- stress on 'always'
- stressed because emphasises/modifies 'should'
- 'should' – weak form /ʃʊd/ /jəd/
- catenation/sound linkage/liaison /ʃʊdɔ:lweɪz/ should_always
- weak form of 'you' /jə/ or /ju/

You can pay

Form

- (Subject) pronoun + modal (auxiliary) + bare infinitive/base form/infinitive without to

Meaning/Use

- 'can' is used to express ability/permission/possibility/opportunity/providing options/suggestions
- 'you' is used to address the reader directly making the sentence immediately relevant
- 'you' may be used to refer to people in general but including the reader among them.

Pronunciation

- main verb ('pay') is stressed
- weak forms /k(ə)n/ /jə/ or /jʊ/
- assimilation /kəmpeɪ/

TASK FIVE

a Key strengths and weaknesses

Key strengths

- Style and genre: informal/friendly/addressing the reader directly

Example: appropriate use of 'you' to address the reader and personalise, contractions.

- Organisation: The information is broadly in a logical order

Example: general statement about transport in Rome/arrival/getting around

- Cohesion: good range/appropriate use of conjunctions and linking devices/discourse markers

Example: unfortunately/alternatively/generally/so that/for this reason

- Cohesion: good range/appropriate use of anaphoric reference

Example: pronouns to replace both nouns and longer segments of text (e.g. it = Rome, it's = travelling by double-decker bus; definite articles, e.g. take a taxi – the taxis)

- Complexity of grammar: a number of attempts at complex sentence constructions using subordination and coordination

Example: If you...it's better...so that...wherever you went/Alternatively, you can take a taxi but the cost

- Complexity of grammar: attempts at relative clauses

Example: Rome, that it is the most important city; which takes 30 minutes

- Range of lexis: good range of language to give advice/recommendation

Example: it's better rent/if you..., you can/a good way for visit

- Range of lexis: good range of topic related lexis and collocations

Example: catch a train/take a taxi/rent a car/take 30 minutes/a timetable/a double-decker/taxi/journey/public transport

- Lexical cohesion: use of lexical threads

Example: taxi/bus/double-decker

Key weaknesses

- Style and genre: opening AND/OR closing comments are not appropriate for this genre

(*Example:* My hometown is...) but more typical of a personalised description and/or when the reader does not already know where the writer's hometown is

- Organisation: No paragraphing

Example: • Each sentence starts a new line

- Should have separate paragraphs, for example, for 'Getting There' and 'Getting Around'
- Organisation: the information about getting into the city is ordered in a confusing way, alternating between different sub-topics

Example: station – taxi – station – taxi. These should be grouped in two sections, one on station and one on taxi

- Accuracy of grammar: prepositions/infinitives (in fixed phrases)

Example: arrive to the airport/A good way for visit/it's better rent a car

- Accuracy of grammar: countable/uncountable/singular/plural/quantifiers/articles

Example: not much bus, not much taxi.

b Which weakness to prioritise

Candidates may choose any of the key weaknesses they listed in part a. They should provide a rationale for their choice that is reasonable, informed and refers to some/any of the areas below:

- the learner's level
- the learner's future needs (e.g. exams)
- the learner's future needs (e.g. future study)
- the learner's future needs (e.g. job)
- fossilisation of error
- transfer to other genre
- transfer to other skills
- specific to the learner's context
- specific to the communicative purpose/success of the text (i.e. reference to genre in its own right)
- the effect on the reader
- easy to rectify, therefore motivating.

PAPER 2

TASK ONE

Positive	Negative
Lexis and phrases used sometimes relevant to social English <i>Application to learner: questions/statements for personal/social interactions = may appear relevant to K (has face validity).</i>	Language tested is discrete grammar in sentences <i>Application to learner: K may not see relevance to social English.</i>
Simulated conversation patterns relevant to social English <i>Application to learner: relevant to K's need for spoken interactions.</i>	Language is unnatural/unrealistic – often display language <i>Application to learner: K may not be exposed to language she needs during the course – negative backwash.</i>
Positive backwash in both accuracy of grammar and type of language <i>Application to learner: when preparing, K may be exposed to the language she needs.</i>	Some contexts are irrelevant to K's needs for 'everyday transaction' <i>Application to learner: K may question validity of test (face validity) as it is not relevant to her needs.</i>
Tests accuracy <i>Application to learner: increased accuracy can produce a good impression of K's spoken output/may increase her confidence.</i>	No (spoken) fluency or communicative success tested/no test of language use (indirect test.) <i>Application to learner: little relevance to K's stated needs.</i>
Quite a good range of language tested (verb forms, articles, preposition of time etc.) <i>Application to learner: will be effective in highlighting K's progress in learning the grammar studied on the course.</i>	No test of the functional language that K says she needs <i>Application to learner: K's result in the test will not reflect progress she has made in the area of functional language.</i>
Level is about right for K <i>Application to learner: should produce a reliable result for K as the test is neither too easy nor too hard, meaning it will discriminate effectively.</i>	Level is (too) challenging for K <i>Application to learner: may produce an unreliable result/may be demotivating for K.</i>
Content validity: course is organised around grammar and so is this test <i>Application to learner: K will feel this test accurately tests her progress in the element of language that her course is based around. (Face validity)</i>	Course has an integrated syllabus – not reflected in test; makes test less valid in terms of content validity (how well it reflects the syllabus) <i>Application to learner: K's result in the test will not necessarily reflect progress she has made on the course.</i>

Positive	Negative
Motivation to study <i>Application to learner: K may be encouraged to study hard because she is aware there is a test every two weeks. (Positive backwash)</i>	Restricted content = demotivating <i>Application to learner: K might find it de-motivating if she has progressed in areas important to her but if her progress test results do not reflect this.</i>
Motivating recycling of language <i>Application to learner: K given opportunity to remember what has been taught in the previous two weeks.</i>	Predictive validity: test may have poor predictive validity <i>Application to learner: this may have a negative effect on K's motivation/may not be able to predict K's ability to perform in the situations she is interested in.</i>

N.B. An application to the learner given under one point above may well be acceptable as an application under another point if it is relevant. Applications which are repeated are not credited, however.

TASK TWO

a Purpose of the exercises

Exercise	Intended purpose
Listening and Speaking exercise 4	<ul style="list-style-type: none"> listen for specific information/ detailed listening expose learners to language items for exercise 5 provide context for idioms in exercise 5.
Listening and Speaking exercise 5	<ul style="list-style-type: none"> expand learners' lexical range of idiomatic phrases encourage learners to exploit listening text for language by getting them to complete some common idioms (lexical chunks) prepare learners for exercise 6 help learners notice idioms (in context) (and the specific words they are composed from) provide intensive listening practice.
Listening and Speaking exercise 6	<ul style="list-style-type: none"> encourage learners to deduce the meaning of idioms from context focus on the meaning of idioms (lexical chunks/lexical items) encourage learners to take an active role in learning.
Grammar exercise 1	<ul style="list-style-type: none"> focus on/review (and extend) knowledge of rules for some meanings/uses of present simple and continuous encourage learners to notice the target language grammar in the text encourage learners to take an active role in learning through guided discovery/ engage cognitive skills.

b Assumptions and reasons

- learners need to understand the meaning of a text before focusing on specific language
Because focusing on meaning first provides the context for the language focus [Exercise 4]
- learners need a task to help them understand the meaning of a text
Because otherwise they don't know which part of the text to pay attention to [Exercise 4]

- learners need to hear/see language in context
Because they will better understand the meaning of language if it is in context [Exercises 4, 5 and Grammar exercise 1]
- learners need practice in skills work
Because they may not transfer skills from L1 – teacher intervention is needed [Exercises 4 & 5]
- authentic materials are an important source of language
Because they provide language as it is used – exposure to ‘real’ language in ‘real’ contexts helps learners use it ‘realistically’/ helps motivate learners [Exercises 4 & 5]
- listening texts are a good way of introducing language items
Because it is similar to learning in L1 or ‘real life’ [Exercises 5 & 4]
- learners will benefit from scaffolding or a framework e.g. filling the gaps and filling the table
Because support gives learners confidence/they won’t feel overwhelmed [Exercise 5 & Grammar exercise 1]
- learners will benefit from moving from receptive to productive skills
Because this may reflect how languages are learned outside the classroom
- learners will benefit from selecting language items to fill the gaps or fill the table/seeing distinctive formatting.
Because they will notice the language if it is flagged up [Exercise 5 and Grammar exercise 1]
- learners should learn lexical chunks without deconstructing them
Because this may be how L1 is learnt (i.e. through recall of pre-scribed chunks of language) [Exercise 5]
- learners should learn lexical chunks as chunks
Because they will benefit from having ‘ready made’ language they can use immediately – it aids fluency [Exercise 5]
- learners need/want idiomatic expressions
Because it is important to understand common native speaker chunks of language/learners feel motivated by learning these [Exercise 5]
- learners benefit from working collaboratively
Because they feel more secure speaking to a peer individually instead of in front of whole class or to teacher/the confidence this brings will help them speak fluently and extensively [Exercise 6]
Because it encourages them to engage cognitively with the language, which helps them retain the language [Exercise 6 and Grammar exercise 1]
Because speaking helps retention
- learners should develop the skills necessary for independent learning/guessing the meaning of unknown expressions from context is a key strategy to be encouraged
- teacher should act to facilitate learner independence
Because this helps them to learn outside the classroom [Exercise 6]
- guided discovery/learners working out language is a valid form of language input
Because if it will activate knowledge they already have and involve them more in the learning process (This should increase the effectiveness of the learning) [Grammar exercise 1]
- it is useful to guide learners to use reference sources (e.g. grammar references)
Because this encourages them to work independently (so they can learn outside class) [Grammar exercise 1]
- it is valid to focus on discrete items of grammar
Because many students respond well as this is what they expect (previous learning experience) [Grammar exercise 1]

- it is useful to give learners explicit grammar rules
Because these are fundamental to language learning and provide structure for learning/develop fluency. It’s encouraging for learners to feel there is a clear system [Grammar exercise 1]
- learners have studied these structures before and should focus on use rather than form
Because they need opportunities to recycle and build on what they know [Grammar exercise 1]
- learners benefit from knowing and using metalanguage
Because this will help them refer to other sources for information and encourage their independence
- it’s important to appeal to learners with a range of learning styles, in this case auditory (Exercises 4 and 5) and analytical [Grammar exercise 1]
Because different learners learn language in different ways and it is necessary to cater to all different learners
- learners benefit from noticing language [Exercise 5 and 6]
Because it aids acquisition
- it’s important to focus on both skills and systems/integrate different skills [Exercise 4, 5, 6, Grammar Exercise 1]
Because they reinforce one another in language learning

N.B. A reason given above under a particular assumption will be accepted under another assumption if it is relevant to it. Repeated assumptions are only accepted once.

TASK THREE

Exercise	How exercise combines with exercises in Task Two
Exercise 1	<ul style="list-style-type: none"> • generates interest in the topic and leads into subsequent exercises • engages relevant content schemata for subsequent exercises • provides opportunity for teacher to check vocabulary/pre-teach if necessary • provides more variety of skills (i.e. gives a speaking task before work on reading and listening) • prepares for grammar work i.e. allows learners chance to use the grammar and remind themselves of it before the later grammar exercise • gives the teacher an opportunity to diagnose problems with use of one of the grammar forms • introduces a theme used later which allows learners to focus attention later on target language use • learners are actively engaged and this predicts the learning mode for the whole extract, e.g. the guided discovery.
Exercise 2	<ul style="list-style-type: none"> • pairwork prepares for the exercises learners will do later – prediction of content on the general topic • prediction question facilitates top-down processing and activation of schema for listening • prediction question generates a ‘global’/ personalised listening task for exercise 3 • reading the text generates interest in the topic of the listening • provides more variety of skills (i.e. gives a speaking/reading task before work on listening).

Exercise	How exercise combines with exercises in Task Two
Exercise 2 (continued)	<ul style="list-style-type: none"> prepares for grammar work i.e. allows learners chance to use the grammar and remind themselves of it before the later grammar exercise gives the teacher an opportunity to diagnose problems with use of one of the grammar forms maintains the theme/topic of the extract preteaches vocabulary for later listening.
Exercise 7	<ul style="list-style-type: none"> gives an opportunity to use some of the lexical chunks from exercise 5 makes the topic specifically relevant to learners through personalisation rounds off this stage of the lesson with a speaking activity (as is typical of this type of lesson) provides variety of focus/skill after the language focus provides a focus on communicative success and fluency after (and before) accuracy work.

TASK FOUR

a Comment on the similarities and differences in: the principles informing the teacher's approach

Similarities in principles informing the teacher's approach:

- learners need to extend their vocabulary in general and in this topic in particular
- single-word items/lexical sets are an important part of the lexicon
- communicative activities in language teaching allow student interaction and communication
- learner interaction helps learning/aids memorisation
- language is used for communication and is not an 'academic' subject for study; communicative function/purpose is important for learning language
- semi-authentic tasks make language and practice meaningful for learners.
- personalisation motivates learners
- beginning a lesson with a personalised activity reduces the affective filter and engages relevant schema
- language needs to be explicitly focused on
- meaning has to be focused on (and checked)
- phonology is needed to 'know' an item of language/learners need to use the language in speaking
- collaborative learning encourages cognitive engagement/aids learning and retention
- immediate/nearly immediate error correction is required (otherwise may lead to fossilisation)
- ending a lesson with an activity which engages learners' cognitive skills leads to greater involvement/learning
- a communicative approach is useful for introducing new target language.

Differences in principles informing the teacher's approach:

Lesson A

- use of PPP

- the teacher knows what learners need to learn
- it is necessary to focus on form and meaning before using the language,
- it is necessary to practise the language in a controlled environment before in a freer one/where the learners can make more choices
- use of realia (typical of communicative approaches) – helps learners engage/is effective for providing meaning of concrete items
- repetition drilling assists in language learning/memorisation
- scaffolding and support are needed throughout a lesson/learners need a framework to guide them.

Lesson B

- use of Test-Teach-Test/TBL approach
- the content of a lesson is dictated by learner needs/the teacher does not know the content in advance
- an initial 'test' stage is needed to determine what language input is needed/language focus must come after an initial task/'test' phase
- a task allows learners to 'notice the gap' in their knowledge and means that they are more motivated to learn the language that fills the gap
- evidence of the (Brumfit) principle of 'fluency first' (stage 2)
- learners should be involved in the correction process.

Comment on the similarities and differences in: the teachers' role

Similarities in the teacher's role:

- 'teacher as manager' plans/controls the activities and interaction patterns in the class (based on the belief that teachers have wider pedagogical knowledge than learners and are expected to use it for others' benefit)
- monitors learner output for feedback/correction
- corrects errors in form and pronunciation (belief that teachers have wider content knowledge than learners and are expected to provide the 'correct' model)
- finds out what students already know (in A by eliciting at the beginning of the lesson, in B by monitoring)
- decides (ultimately) the language input (either before or during the lesson).

Differences in the teacher's role:

Lesson A:

- prescribes language items (based on the belief that teachers have wider content knowledge than learners, provide the 'correct' model, and can predict learners' needs)
- 'informs' in the presentation stage and the written record/provides accurate models
- drills to correct pronunciation/aids retention.
- corrects errors in form and pronunciation explicitly in the role of 'knower'
- controls more than in Lesson B.

Lesson B:

- diagnoses learner needs (rather than predicting what these are)
- 'informs' at stage 3 – not at the beginning of the lesson

- encourages learner autonomy through st-centred correction
- adopts a lower profile/makes the lesson more learner centred.

b Comment on the effect of each approach on different learner types and learning contexts

Lesson A would appeal to/be appropriate for:

- learners who expect teacher to be the 'knower' due to previous learning experience
- step-by-step/serialist learners
- educational cultures where accuracy is prized over fluency
or
Lesson B appeals more in educational cultures where fluency is prized over accuracy
- younger learners as the lesson has a lot of structure/it has real objects/it doesn't demand as high a level of cognitive awareness e.g. self correction
or
Lesson B appeals more to younger learners because it is more task based and there is less overt focus on language
- larger classes because the teacher can control the amount of input
or
in a large class, the input generated in Lesson B might be overwhelming for teacher and learners
- lower levels
or
Lesson B may be inappropriate at lower levels as learners may have very little to build on
- visual learners (who would respond positively to looking at objects/pictures) in Stages 2 and 3.

Lesson B would appeal to/be appropriate for:

- learners who like to be challenged/treated like 'adults'/given more autonomy.
- analytical learners – individual learners and those from some cultures may not be analytical (so Lesson A would appeal more)
- multi-lingual groups as the range of vocabulary items they bring up is likely to be wider and more interesting.

Both lessons may appeal to/be appropriate for

- auditory learners (who like discussions/listening to others) in Stage 1
- learners who enjoy group work/learning from each other.

Neither lesson may appeal to/be appropriate for

- cultures where the 'dinner party' is not a norm
- learners who do not see the value in communicative activities in class
- very small groups/classes.

Sample scripts with examiner comments

PAPER 1

■ Paper 1 Task Two

The following answers all gained full marks for these definitions. The answers were produced by a range of candidates

2b) *eklecticism – refers to borrowing techniques, methods or procedures from different approaches. For example, using drilling from the audio-lingual approach and cuisenaire rods from the Silent Way. Principled eclecticism is the personal methodology many teachers use nowadays.*

2c) *An activity used in communicative Language Teaching*

- *Maybe done in pairs/groups*
- *One pair or group has information which the other requires in order to complete a usually spoken task*

Eg: Pairs have different diaries and have to organise a time and date to meet each other

2f) *proficiency tests test the students general or overall competence on an area. If the students pass an English Proficiency Test, for instance, they can follow their courses at university where the medium of instruction is English. If they fail, this shows that they need to improve some of their writing listening speaking or reading skills. TOEFL is an example of a proficiency test.*

Examiner's comments on sample answers

All the definitions provided by the candidates are accurate and full, including both the basic definition and relevant additional information, showing depth of understanding of the terms. Clear and appropriate examples are given. Note that the responses are written in a range of styles.

The following sample answers gained some of the marks available for this task

2e) *Cognate:*

- *opposite of false friends*
- *when a word is similar in one language as it is in another*

*eg L1 German L2 English
dilema dilemma*

Examiner's comments on sample answer

This definition gained credit for the example given. The definition itself was awarded no marks because it is too general i.e. it needs to specify that the word should be similar in form and meaning

2b) *eclecticism in language teaching is using different approaches, methods and technics in language class.*

The teacher does not only depend on, for instance, communicative

language teaching but also uses drills from Audio-lingual approach, as she believes this helps students to retain correct grammar rules or she uses music from suggestopedia as she believes this prepares students for learning. In short eclecticism is using different learning approaches in language learning and benefiting from them to teach better.

Examiner's comments on sample answer

This answer gained some credit for the definition though more information was needed to attract all the marks available, such as that it is typical of current practice or that it could be in response to learner needs. Credit was also given for an example. However, this answer provides two examples and a summary. These are not required, so they gain no marks and waste the candidate's time.

The following sample answers were awarded no marks

2a) Alveolar plosive

- a kind of phoneme
- This sound is made with the opening of the lips eg /p/ /b/

Information-gap activity

Filling in blanks say in a writing activity such as a cloze exercise

2a) Alveolar plosive /p/

bilabial where the air is blocked behind the lips before exploding

Examiner's comments on sample answers

The candidates do not demonstrate an understanding of the terms referred to. Both the basic definition and the example are inaccurate and so no marks are gained.

■ Paper 1 Task Three

The following sample answer gained full marks

In order to complete this activity successfully the learner would need to:-

- Be aware of the conventions for closing a letter (formal) which opens with 'Dear Sir/Madam' eg. yours faithfully
- Use a range of cohesive devices so that the reader is positively affected by the letter, that is, it is easier to read, flows and it is clear to the reader what the authors purpose is and what resolution they are requesting

Eg. when describing the problems:-

Having just learnt that the placement programme has been cancelled I wish to know how I am to gain the experience that is so crucial...

Furthermore, if there is no alternative programme I am concerned that I am wasting my time and may have to consider attending another school.

- Be aware of register in the choice of vocabulary they use. The letter is formal and there they should choose lexis and chunks which reflect this otherwise the letter will not have the author's desired effect.

Eg I am writing with reference to...

I am concerned that I will no longer benefit from the programme I have enrolled on given that the placement programme has been cancelled

- use a range of language in order to establish time

Eg. past verb forms stating why the learner enrolled in the first place

present perfect verb forms when discussing the cancellation

present – the situation now

future verb forms + conditionals – stating what resolution you want and options if the situation can not be solved.

- range of lexis in order to avoid repetition and

Eg. programme/course/placement scheme to help ensure the text is both cohesive and coherent.

- write in clear paragraphs – a minimum of at least three paragraphs but possibly more depending on the number of concerns the student has.

Examiner's comments on sample answer

The candidate has engaged with the material provided in the exam paper and analysed it in detail for the language features learners would need. The specific activity is constantly referred to, rather than merely a generic list of subskills that might be relevant to any letter of complaint. This is demonstrated by the examples the candidate has given for each point. In addition the candidate has provided a wide range of features, although the sixth point made will not have been marked as the candidate had by this stage already made five accurate points. In general the answer is succinct, with effective use of bullet points for each new point. However, the candidate did not need to introduce the answer as no marks are gained (or lost) for this and a little time was wasted.

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

- 1) TEXT ORGANISATION/GENRE

The student will need a knowledge of text genre of this task: A formal letter. The student will show this by organising the letter: Introduction → main body → conclusion → formal sign off: Yours sincerely.

- 2) Need to show/use formal language to indicate formal style.
- 3) Need to use clear language to state his problems and concerns
Eg: concerns I have recently learned of the cancellation of the placement programme. This is a big disappointment and I was looking forward to gaining some work experience and improving my English while there.
- 4) Be able to use modals make polite suggestions for a favourable solution.

Example; Due to the popularity of this programme, it may be a good solution to restart this programme or to provide students with a similar programme.

- 5) To finish the letter on positive note using the lexical chunk/formulaic expression; Looking forward to

Example: Looking forward to your reply.

Examiner's comments on sample answer

The candidate's answers refer clearly to a (semi) formal letter of complaint. The examples provided are given in full and clearly signposted. However, no marks are gained for the first point as it ignores the rubric by referring to organisation. The second point contains no example and does not mention the specific type of genre. Therefore, no marks are awarded.

The following sample answer obtained few marks

- 3) An intermediate level student first of all need to know – “how to write a letter”

- I mean he/she has to know the organisation + layout of a letter It's a kind of complaint letter so the student need to know how to write a complaint letter. The genre is very imp.
- The student need to know the formal language so he/she shouldn't write a letter as if he/she is writing to a friend. He must start his letter with “Dear Sir/Madam” and finish it with “your sincerely” not like “love”. The student should write in the appropriate style. The appropriacy of the style is also very important.
- The student also needs to know how to:
 - giving reasons – “I'm writing to you because this programe is cancelled”
 - describing problems – “The problem is this programme is cancelled”
 - explaining the situation – “
 - expressing wishes – “I'd like to do this programme”
- Organisation
As for the organisation, we can say that the expected organisation is given. I mean the assessor wants the student write a letter, First paragraph should be about why the student is writing, Second paragraph sould be about what is the problem and the last paragraph should be about what does the student want. The student must follow this organisation which is really good. If the student doesn't write it in this way, he/she should be given no credits from organisation.

Examiner's comments on sample answer

This candidate has provided a weak response to the task. Although in the third point relevant functions are clearly identified and exemplified, the candidate has failed to provide a sufficient range of valid points or consistently give examples. Some of the answer is too general, not making it clear how the points refer to a (semi) formal letter of complaint. In addition the second point gives incorrect information about ‘Yours sincerely’ and no marks are gained for the first point as it ignores the rubric by referring to organisation.

■ Paper 1 Task Four

The following sample answer gained a high number of marks

a)

1. Information leaflets use structures whose function is to give advice or suggestion, in order to make the advisable course of action clear to the reader.

For example: “You should always buy your ticket” (line 17)
Modals and imperatives are also used for the same purpose.

2. Information leaflets use passives in order to focus attention away from the agent and onto the action that will be performed, again because this is the information the reader needs.

For example: “The amount paid will be taken off the price...” (line 40)

3. Information leaflets use rhetorical questions to create a recurring ‘question – answer’ pattern through the text, to give the reader the feeling that the information provided is directly relevant to their question and concerns.

For example: “Where can I buy my ticket?”

4. Information leaflets often have titles (underlined or bold) for each small section or paragraph. This enables the reader to scan quickly and pick out the section that deals with his concern, rather than reading start to finish (which he is unlikely to have the patience for)

For example: “Self Service Ticket Machines” (line 24) is in bold.

5. Information leaflets have short paragraphs, again because the reader may be unwilling to read a lengthy text.

For example: lines 1–8 contain 3 paragraphs.

6. Information leaflets use structures to explain the results of certain actions. In this leaflet, the conditional (usually mixed with modals) is used to explain these results.

For example: “If you have paid more than the cost of your fare...” (line 42)

b)

1. This is a determiner for an uncountable concept.

It is an anaphoric reference to the previous statement/paragraph.

It refers to London Midland's fares policy (precisely, to the fact that it “operates a fares system.”)

It is the subject of this sentence, followed by the main verb.

2. who is a relative pronoun used for people, not things.

It precedes the relative clause “does not have a valid ticket for their journey”.

It is used here to form a defining relative clause, ie. referring only to those without a valid ticket. This is indicated by the lack of a preceding comma.

It defines “anyone”

3. there is a possessive pronoun for the third person plural.

Here, it refers to those people without a valid ticket.

It indicates that the 'journey' is 'owned' by those people.

c)

1. These are only switched on

- the Present Simple Passive.
- formed with the present simple of the 'be' verb, followed by the past participle 'switched',
- used to focus readers' attention away from who switches them on, because it is not important.
- switch is a regular verb with 'ed' past participle
- switch on is a separable phrasal verb
- the auxiliary 'be' and past participle can be together, but are separated here.

can be bought

- an infinitive form of the passive.
- formed with the verb 'be' and past participle.
- as 'be' follows the modal 'can', it is a bare infinitive.
- 'bought' is the irregular past participle of 'buy'.
- The passive is used as a slightly more formal + less personal way of making a suggestion (You can buy them...)

2. Learners may have problems deciding whether or not to use the passive, because of the difficulty of deciding how important the agent is and also factoring in other considerations such as style.

Learners may make mistakes with the past participle, confusing it with the simple past form (regular verbs) or with the Present Perfect.

Learners may have problems when the auxiliary and past participle are separated, and may fail to recognise passives. They will also be very hesitant about what can and cannot separate them when they produce language.

d) You should always buy

- 'should' for giving advice, recommendations or instructions.
- modal followed by bare infinitive 'buy'
- in this case, the adverb 'always' comes between,
- 'always' strengthens the advice to the point of becoming an instruction (in this case is it an instruction.)
- weak form of should /ʃəd/
- catenation of should and always /ʃədɔ:lweɪz/

You can pay

- modal verb 'can' for what is possible, used here to make a suggestion.
- 'can' followed by bare infinitive 'pay' (give money for something)
- weak form of 'can' with /ə/ sound.
- assimilation of can and pay /kəmpet/

Examiner's comments on sample answer

Some parts of the answer are stronger than others but this candidate has identified and commented on a large number of points of relevance.

Part a

The candidate mentions a range of genre features: typical functions, use of particular structures and text patterns, use of layout and paragraphing. The features are supported by clear illustrative examples and the candidate shows clear awareness of why these features are used. Much of the answer contains correct points, although there are some inaccuracies. The answers are concise, full and to the point and have been clearly laid out. The sixth point made was not awarded any marks as the candidate had already made five accurate points by this stage.

Part b

The candidate has provided a good level of detail, e.g. answer section on 'who', and this amount of detail is awarded marks. Centres and candidates should note that marks are awarded for correct points even when they are found together with inaccuracies, e.g. answer section referring to 'This', 'their'. In general the candidate uses grammatical terminology accurately.

Part c(i)

The candidate provides a large amount of correct detail and uses grammatical terminology accurately. However, the candidate should only comment on the passive in 'switch on' rather than the form of 'switch on' itself. No marks are awarded for the latter as it is not required by the rubric.

Part c(ii)

This part of the answer is weaker. The candidate could have provided a wider range of learner problems and the comment about style is vague and imprecise.

Part d

The candidate has made several accurate points but there are a large number of other points that could have been made and gained marks. The phonemic script is used accurately and relevantly.

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

4a)

1. The leaflet is well signposted, therefore easy to navigate

Example: Large font headline

White font colour on a dark background

2. Headings in question form. The writer understands that the leaflet's purpose is to provide exact information.

Example: What is a penalty fare?

Where can I buy my ticket?

3. *Appropriate visuals supporting the purpose of the leaflet*

Example: *Map of the Penalty Fare Area is provided*

4. *Formal, informative language. This is achieved on both grammatical and lexical level – passive forms, legal terms.*

Example: *“...will be liable to pay...”*

“...you should purchase a ticket...”

“...can be bought in advance...”

5. *Still, the writer maintains a benevolent tone (the leaflet is meant to be read by customers).*

Example: *“You can make even bigger savings”*

b)

This – demonstrative pronoun used for the purpose of referencing (anaphoric reference – “this” refers to the previous statement)

Who – relative pronoun; subject in a defining relative clause.

Anaphoric reference to “anyone”

Their – possessive adjective; used here to avoid possessive adjectives implying gender, such as “his” or “her”. Anaphoric reference to “anyone”

c)

are switched on – Present Simple Passive of the multiword verb “switch on”. The “doer” of the action is not important, therefore the passive plays a role in the thematization (shifts the emphasis). It brings in the sentence a certain degree of formality.

be bought – passive infinitive (used after the modal “can”) As required by the modal, the infinitive is a bare one (without the particle “to”) Again, the subject matter of the sentence is “Season tickets”; the people who buy them are irrelevant to the information structure of the sentence.

3 problems.

- 1. The passive might be a difficult structure for learners at beginners, elementary or pre-intermediate levels. Therefore such readers may not understand the propositional meaning of the sentence.*
- 2. Incorrect formation of the passive (“can bought” or “can buy” instead of “can be bought”)*
- 3. Incorrect past participle (“can be buyed” or “are switch on”)*

d)

You should always buy

A. recommendation with the modal “should”

B. prominence on “always” as it shows how important the advice is.

Examiner’s comments on sample answer

The candidate has identified a number of points in each section, sometimes showing some insight.

Part a

The candidate provides a range of features and clear examples. However, points about layout are repeated and these are only awarded a mark once. The answer is clearly laid out.

Part b

The candidate provides a lot of accurate detail in this part and thus gains a large number of marks.

Part c(i)

The candidate’s answer shows a good understanding of both the forms and uses of the passive.

Part c(ii)

The candidate needs to be more precise as it is not clear what is meant by the first point. There are a large number of points that could have been made in this part.

Part d

The candidate has identified some accurate points but could have gained more marks in this section by providing more comprehensive details.

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

4.a.

This extract is taken from an information leaflet. The characteristics of this genre are as follows:

- 1. The use of second person language (You) to create a relationship between the writer and the reader. This makes the reader feel that the writer is talking directly to them.*

Example: You should always buy your ticket from the ticket office. You can pay for your ticket by...

- 2. A bold header and subheadings to draw attention to the importance of the notice. The header is in text which is bigger than the main body of text, this has a big impact on the reader.*

Example: The Penalty Fare Area.

- 3. The use of a visual/diagram to summarize and draw attention to the main points of the leaflet. This allows readers to see exactly where (in this case) they will get a fine if they don’t have a ticket. Maybe many readers don’t have time to read all of the text but by using a diagram they can quickly look to see where the problem area would be.*

Example: Column 1: What is a penalty fare?

Where can I buy my ticket?

- Station ticket office*
- Self service ticket machines*
- Permit to travel machines*

Column 2: Buying your ticket in advance.

- 4. The text is organised in to columns, each column has a subheading. The information is set out in a clear, coherent way. The genre of information leaflets uses short chunks of text organized in this way to have a greater impact on the reader. The text gets straight to the point.*

Example: Column 1: What is a penalty fare?

Where can I buy my ticket?

- Station ticket office*
- Self service ticket machines*
- Permit to travel machines*

Column 2: Buying your ticket in advance.

- 5. The information leaflet offers people advice on how to do*

things. For example in this text the writer doesn't want the reader to get a penalty fare so offers advice using the modal verb 'should'.

Example: Line 17: *You should always buy your ticket from the Ticket Office before you travel.*

Line 33: *You should purchase a ticket from a permit to travel machine.*

4.b.

FORM

This: Form here is a relative pronoun.

who: Form here is a conjunction.

their: Form here is a possessive pronoun.

Meaning

This: refers back to the sentence before. It is used to avoid repetition. In this way it also acts as an anaphoric reference to avoid repetition.

Who: refers to the people using the service and also acts as a conjunction to link the two halves of the sentence together.

their: refers to the journey that the person has decided to undertake. The journey is what they have decided to do so it almost belongs to them.

4.c.

- i. The use of the passive in the first sentence is to keep the focus on the Ticket machines. It is used to describe an action which always takes place. The first part of the sentence relies on the second part of the sentence to take place.

The form is:

Present tense "Are" + past participle of multi word verb "switched on".

The use of the passive in the second sentence is to offer advice to the traveller.

The form is:

Present tense: can (modal verb) + irregular past participle of verb to buy "bought".

- ii. 1. Using the passive in the first sentence may cause confusion for the student as they might not realised what 'switched on' means as a phrasal verb. They may try and separate out the verb and lose the meaning. They may struggle to understand what the passive refers to.
2. The student may struggle to form past participles correctly. As we can see in the second example, some past participles are irregular.
3. The students may struggle to use the correct part of the present tense 'to be' as in both instances here a different part is used. 'Are' in the first sentence and 'be' in the second sentence.

4.d. Pronunciation problems:

The elipsis of the /l/ sound in the word should and also in always.

The weak form of the word can in the second sentence: /kən

Examiner's comments on sample answer

Parts of this candidate's answer show an understanding and accurate points are made, but there are a large number of other points the candidate could have made in each language analysis section.

Part a

The candidate's answer in this part is succinct, accurate, well exemplified and well laid out. However, repetition of information on layout did not gain any additional marks and should be avoided so as not to waste time.

Part b

This response contains some inaccurate points about form. The candidate needs to provide more detail about each piece of language to gain more of the marks available.

Part c(i)

The candidate describes one of the uses of 'switched on' well. However, there is a lack of precise detail in the description of the forms of the two passives: no mention is made of 'present simple', nor 'auxiliary be', nor 'bare infinitive'. There are a large number of other points relating to form and use the candidate could have made.

Part c(ii)

The candidate makes some good points about problems learners may have with the passive. However, the number of marks gained is limited by the fact that the candidate only discusses the use of the passive in 'are switched on' and 'be bought' rather than the passive in general as is required by the rubric.

Part d

This part of the answer contains inaccuracies, e.g. misusing a term (ellipsis for elision). There are a large number of additional points the candidate could have made.

■ Paper 1 Task Five

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

KEY STRENGTHS.

1. Grammatical cohesion:

Overall, the text is cohesive through the use of a good number of cohesive device which help the text hang together well, thereby helping the potential reader follow the content of the email.

eg. Pronominal reference (anaphoric): it's

- the principle touristic site (line 3), referring to the city
- Additive conjunctions - 'Also' the taxis (line 11)
- Subordinate clauses - if you arrive... (line 5)
- Ellipsis: "(there aren't) much taxi and (there are) only two line..." (line 8-9)

2. Style:

The writer seems to be aware of the adequate register and style of email writing, as the language informal, appropriate in this specific context – writing to a friend.

eg. Contractions – “It’s”, can’t

Exclamation marks – The public transport is a problem!
(line 8).

Use of direct speech

3. Style and cohesion

There’s a good use of personal deixis which attempts to personalise the text by making explicit reference to the potential reader.

eg. “you can take a taxi” (line 7)

“you can go wherever you want” (line 16)

4. Range of lexis

There is some good use of lexical collocation which are quite a good sign of lexical control at this level, thereby also helping the overall lexical cohesion of the text.

eg. “catch the bus” (line 5)

“take a taxi” (line 7)

“the most important city in the world” (line 2)

KEY WEAKNESSES.

1. Organisation

Although the text hangs together well, there is also a kind of ‘stocater effect’ at sentence level, as the writer sometimes writes very short sentences. This stems also from the lack of further cohesive devices which would greatly improve this negative effect.

eg. Very expensive (line 7)

In Rome, the public transport is a problem! (line 10)

This might also show that the writer writes the way she speaks.

2. Accuracy of grammar

Although the message is intelligible, grammar is at times faulty due to a number of mistakes present throughout the text.

eg. subject-verb concord – “two line” (line 9)

public transport aren’t (line 4)

omission of subject (probably based on L1 interference) – ‘Use of modifiers/quantifiers (also probably based on L1 interference) – “not much taxi” (line 8)

omission of articles – “you don’t have (a) timetable” (line 15)

use of infinitive of purpose (L1 interference) – “A good way for visit” (line 12)

3. Organisation

The text seems rather disorganised and unplanned, as ideas tend to be scattered in different sections of the text.

eg. use of taxis is mentioned in lines 7 and 11, and the use of buses is mentioned more than 3 times, though not in the same section.

This might show that there was no planning involved before the writer engaged in the writing of the text, thereby mirroring spoken speech rather than written discourse.

b)

I believe the key weakness of this learner is his accuracy in grammar, as this might show a number of fossilised errors which if not addressed properly will invariably have a very negative impact on her writing skills in the future. At this level, she might also want to sit some formal examination, such as PET or BEC Vantage, for which accuracy in grammar will play a key role in the assessment criteria of her linguistic performance. Likewise, a clear focus on accuracy would also be transferable to her speaking skills, as chances are she will use the language work done in the classroom in her spoken discourse and speaking practice in the real world. Accuracy of grammar will also prevent breakdowns in communication when more than one structure is possible, though either being used with slightly different meaning.

Examiner’s comments on sample answer

This answer specifies four strengths with examples. However, only three correct strengths are awarded marks, as that is the number specified in the rubric. Candidates also need to be careful not to make the same point twice, e.g. here re. style. The weaknesses are clearly explained and well exemplified, although the first point made does not diagnose the writer’s weakness accurately (lack of paragraphing). In b the candidate picks up on a point made in part a and so gains marks for the relevant points made. She also not only gives reasons for prioritising this area but develops her reasons for doing so, thus gaining some of the criterion based marks available for this task.

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

5a.

Strengths

- The writer has answered the question. The text is clearly an email (we know this because of the start ‘dear Mary’). The writer has also answered the question by including information about transport in her city.
E.G. ‘you can catch the bus’...
- The writer has used appropriate lexical groups. She has used a lot of vocabulary about transport which helps to tie the text together as a whole.
E.G. bus, train, taxi, journey, railway station.
- The writer successfully gives advice to the reader using appropriate phrases such as ‘It’s better to...’ ‘You can...’

Weaknesses

- The writer does not end the letter successfully. There is an abrupt end after the final sentence before the name.

The writer should have included an additional sentence or two for example: 'looking forward to seeing you in Rome'.

- The writer makes frequent grammar mistakes which on occasion confuse the reader and misunderstandings may occur.

The main problem seems to be countable/uncountable nouns: E.G. 'the public transportation aren't enough for each quarter'.

- The writer makes frequent spelling mistakes which sometimes cause misunderstandings. E.G. 'beacouse' 'wont' – to mean want.

5b.

I would prioritise the grammar mistakes because in this particular letter these grammar mistakes confuse the reader and may hinder communication. Also for an intermediate level student these grammar problems such as countable/uncountable shouldn't occur. Countable and uncountable nouns are taught as early on as elementary level.

In one instance the writer actually gives the reader completely the wrong information 'the taxis are a problem because there are enough for all the people'.

Here the writer uses a positive verb instead of a negative verb.

This writer seriously needs to check her work for grammar and spelling mistakes. Some of these mistakes could be avoided with adequate checking.

Examiner's comments on sample answer

The candidate generally identifies strengths and weaknesses succinctly and these are well exemplified and well laid out. However, the candidate comments on areas which are not listed in the rubric for this task and thus does not gain marks for these points, namely the first point, which is in fact discussing task achievement, and the last point referring to spelling mistakes. In part b the candidate makes two valid points about the effect of grammar mistakes on communication and how they relate to the learner's level. The rest of the answer gains no marks as it describes what the learner has written and suggests learning strategies the learner should employ. Again, these points are not asked for in the task rubric and so are irrelevant to the answer.

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

Strengths

- detailed information corresponding to the task requirements
E.g. If you arrive to the airport you can catch the bus, which takes 30 min...
- corresponding to the style of a friendly email; use of short, sometimes elliptical sentences, personal comments
E.g. Very expensive. In Rome, the public transport is a problem!

- use of linking devices
E.g. Alternatively...also...

Weaknesses

- poor range of vocabulary for the level; frequent misuse of the words
E.g. ...double-decker without the ceiling (roof)...
- plenty of inaccuracies in the use of grammar, spelling and punctuation
E.g. you, beacouse, etc.
- contradiction of a friendly style to use of special terminology
E.g. special authorization

Priority

Inadequate vocabulary, frequent misuse of the words, possibly influence of FL.

- Reasons – causes difficulty in understanding
- doesn't correspond to the level
 - may cause communication failure

Examiner's comments on sample answer

The strengths provided by the candidate are correctly identified and exemplified. However, the first point under strengths discusses task achievement, which is not one of the areas specified in the task rubric. Similarly spelling and punctuation are given under weaknesses even though they are not areas listed in the task rubric. These points therefore gain no marks. There is no exemplification of grammatical inaccuracies and thus loss of available marks. It is not clear what point the candidate is trying to make under 'Terminology'. It is essential the candidates spell points out clearly to gain the marks. In part b the candidate mentions three areas she would prioritise rather than the one the task rubric requests and it is not clear which area the reasons refer to. This part therefore gains no marks.

PAPER 2

■ Paper 2 Task One

The following sample answer gained full marks

Positive points:

1. The test has a clear face validity – both the rubric and the examples leave no doubt as to what is being tested. The example reinforces the understanding of the rubric, so learner should not underscore because of the misunderstanding of what is required.
2. It is a progress achievement test, relates to the material covered during the course – the material is organised around grammar so learner knows what to expect and can prepare well towards the test – positive backwash effect.
3. The scoring is objective as it requires no or little interpretation from the examiner. Possible discrepancies in the choice of the tense form and article will have probably been covered in the answer key. This makes the test reliable.

4. The test is practical, as it's cheap and easy to administer, create and interpret.

Negative points:

5. As it's a discrete-point indirect test it has poor content validity for K, as she stated she needed to improve her communicative competence. The test deals with the knowledge about the I_g and neglects the assessment of K's ability to put that knowledge into practice. This may also have a negative backwash – K might lose her motivation to improve her speaking and communicative skills.
(The test assesses grammar, totally neglecting functional exponents, which would motivate K better).
6. The test has poor predictive validity as it would be impossible to judge how K would perform in the real world on the basis of such purely grammatical exercises. Again, it might bring about negative backwash – K might not see the connections between her own needs and the objectives of the test.

Examiner's comments on sample answer

The candidate makes a good range of points. The answer contains more than six correct points, however, marks are only awarded to six points. For almost all the points made, explicit links have been provided to the learner, her context and the stated purpose for using the test. In addition, for the majority of points made, the candidate has made explicit reference to testing terminology. As a result, this answer was awarded criterion-referenced points for generally good use of terminology. The first positive point made gains marks even though the use of the term 'face validity' is not fully accurate. The third positive point made in the answer is not backed up by an example. The last final point made does not evaluate the effectiveness of the test for the learner so it will not have been awarded any marks. There is a good range of negative points made. All of them also refer to how K would be affected. Note the term 'content validity' is not used accurately in the first negative point.

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

1. This is a formative test that is effective because know she will be tested every two weeks means that K will revise the grammar that she has studied and this revision will be a benefit for her helping her to fix the language into her long term memory.

K would like to improve her speaking and part 1 indirectly does so by giving her a context of a conversation. The conversation directly tests her knowledge of the tenses but it also gives an example of conversational expressions "well, what about..."

The test has practical validity in that administering a test every two weeks means that it must be easy to mark to show systematically how well the students are doing. Although K may prefer a direct speaking test this would be harder to evaluate and administer. This kind of test is objectively marked and is therefore more practical.

On the negative side tests like this may have a negative backwash as far as K is concerned. Because the learners know they are going to have a grammar test each fortnight, they may prefer to concentrate on grammar in the class room. K will need to push herself and specifically request to do communicative and functional English to improve her speaking.

There is a lack of functional testing in the test. I_{lexis} related to shopping transport etc. is notably lacking. Neither are there grammar exercises that involve functional English (like modals) or pronunciation work.

If K is very focused on her desire to improve her speaking, the test may lose face validity for her. Instead of it being a benefit to her she may resent the lack of emphasis on the skills and not give it due attention or effort.

Examiner's comments on sample answer

This candidate has correctly referred to a range of features of the test and shows understanding of testing terminology. The positive points show a good understanding of the test's effectiveness for the learner, although the point about practical validity is too general and lacks application to K. The negative points need to be consistently backed up by application to K.

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

Positive

- The focus on discrete items in the test will help build K's confidence as it contains a section with a dialogue between two people. She wants to specifically focus on speaking skills so this controlled practice will help her to focus on her accuracy in transactional communications.
- There is high content validity as the topics given focus on familiar functional language (descriptions/giving information; comparative language; making positive and negative questions): all necessary for day-to day living in the UK.

Negative

- The learner wants to improve her spoken skills and as this is an indirect test so it does not fully meet her needs.

Examiner's comments on sample answer

While most of what the candidate has written is accurate, he/she makes very few points and so gains few of the available marks.

■ Paper 2 Task Two

The following sample answer gained almost full marks for this task

A Ex 4:

It also serves as an informal test for the teacher to check comprehension of the ss before moving on to further detailed language work in 5.

Ex 4:

Question 4 is used as a gist listening task for the ss. Background knowledge and schemata have been activated in question 3 so now the interview continues with listening for gist and to check understanding. This can be seen as using primarily top down processing for the ss to gain general information regarding the programme.

Ex 5:

This is moving from gist to more detailed listening and the purpose of this is to develop the students bottom-up processing skills as they attempt to listen for individual words used in the tapescript. The extract as a whole is meant to develop listening skills and both top-down and bottom-up processing are key to this and help develop learners' skills in this area.

Ex 6:

The purpose is to provide a communicative task for the ss to check and compare answers to exercise 5. It is not enough for ss to simply recognise words but their skill must be further used to explain what the words mean. The context is very important and at this stage learners will be using interactive processing to establish the meaning.

The purpose is also to build ss confidence and lower their affective filter by allowing them the opportunity to discuss the questions together and thus consolidate their ideas and check meaning.

This is key to the overall purpose which is to exploit the text for skills and language work so 6 provides an opportunity to look at and study contextualised idiomatic language.

Ex 1:

The aim of this exercise is to provide a guided-discovery introduction into the language presented. It is deductive in that ss have to work the rules out but then inductive in that they then need to find examples themselves.

The purpose is to allow the ss to 'notice' the language used in the extracts and form language hypothesis based upon these. It is to challenge the learners to work out meaning and thus exploits the listening skill to the fullest extent.

The learner is fully engaged in the listening extract and the language used is being exploited for its meaning and potential use for other situations.

B 1.

An assumption made from Ex 4/5 is that listening should start with focus on gist and general understanding before moving to more detailed questions. This is useful as it helps activate schemata and allows ss to contextualise new language and expressions.

2. It is not certain that listening skills are necessarily transferable from the L1 to the L2 so by doing exercises in this way it helps with learner-trainer and autonomy outside of the classroom.

3. Ex 6 asks ss to work in pairs this is in order to help lower the ss' affective-filter and give them confidence in the classroom by allowing them to check and consolidate knowledge. This idea that ss learn better when relaxed is reflected in the suggestopedia approach and it seems evident that ss learn better and are able to memorise language more easily when relaxed.
4. Ex 1 Grammar is based on the assumption that the challenge of working out rules for themselves will aid learners with long-term internalisation as the level of cognitive depth and challenge is increased.
5. Ex 1 also asks ss to find examples in the text which is based on the assumption that by 'noticing' language, input becomes intake and this reflects the way we learn an L2.
6. Generally the exercise deals w/receptive skills and asks the ss to only note down what they hear and notice of the grammar. At this stage they are not asked to produce the grammar. The assumption is that this reflects the way we learn our L1 (Krashen's natural approach) and thus this helps with memorisation.
7. Ex 4–6 aim to contextualise language through the tapescripts and idioms are made more logical by their inclusion in a comprehensive text. The assumption is that contextualised language aids understanding and is more memorable thus the ss will be able to recall it more easily.
8. The exercise is based around the idea of comprehensible input or L+1 (Krashen). As intermediate ss they may not know the idioms presented in 5 but by aiming the language slightly above their level, cognitive depth is increased and the challenge makes the text more memorable.

Examiner's comments on sample answer

In part a, the candidate finds several purposes for each exercise in relation to the overall purpose of the extract as specified in the rubric. These are considered from both the teacher's and the learners' perspectives. Relevant points are made about the purposes of the exercises even though terms to describe listening skills are misused (e.g. gist, detailed). In part b the candidate clearly outlines a good range of assumptions and the reasons on which they are based.

The candidate writes eight assumptions, although only a maximum of six can gain marks.

The following sample answer gained well over half marks for this task

2a)

The purpose of this extract as a whole is to improve students listening skills and lexis as well as linguistic competence (Present Simple and Present cont.) The lesson is shaped in context of a TV programme.

Ex 4:

This listening activity is bottom-up. The learners are required to listen to the 2nd part of the interview and answer the comprehension questions. (First 3 exercises are top-down, then in ex 4 bottom up procedure aiming to improve the listening skills of learners). *Purpose*: Developing listening skills.

Ex 5:

In this exercise, student listen to the same tapescript again in order to fill in the blanks. Here, the students are introduced fixed expressions/idiomatic language. (i.e. to step into single mum Jenny Miner's *shoes*). Bottom-up listening aiming to improve the learner's listening skills as well as introducing new vocabulary items in context.

Ex 6:

In this exercise, student work in pairs and try to guess the meanings of phrases in the previous exercise. Here, the focus is on the meaning of idiomatic language/fixed expressions. The purpose of this exercise is to discover the meaning of the given phrases.

Grammar ex 1:

Guided discovery of the present simple and cont. tenses. The students choose the correct phrases to complete the rules. Tapescript is used here to give context. Then students are asked to go to grammar reference of the book to (probably) check their answers and learn more about the rules. In this exercise grammar items are introduced (meaning and form) with a relevant context.

b) Assumptions

Ex 5:

1. The idiomatic lang/fixed expressions are introduced because the writers are interested in recent corpus studies and would like to include real life language in the students' studies.
2. Also, the writers believe that language is best learnt in chunks (lexical approach: Michael Lewis) because they have the students pay attention to chunks in this exercise.

Ex 6:

3. Here the students work in pairs to explain the meaning of the phrases. The writers believe that collaborative learning enhances the learning and they would like to benefit from it.

Ex grammar 1:

4. This is a guided discovery of the form (present simple and cont. tenses). The writers believe that students should be cognitively engaged to foster learning so they don't directly present the rules but they get the students discover it. (Cognitive Approach: Noam Chomsky)

Ex 4:

5. This exercise aims to improve listening skills with bottom-

up procedure. The writers believe that various techniques/procedures to be used in classroom to improve listening skills. (First 3 exercises are top-down, then bottom-up in this exercise)

6. Also this exercise provides a context which is used when presenting new grammar because the writers believe that language is best learnt in a meaningful way. Otherwise, it would only be mechanic exercises and drills which hinder learning.

Examiner's comments on sample answer

The candidate shows good understanding of the material and of the teaching/learning process but wastes time and misses available marks by not paying sufficiently careful attention to the requirements of the rubric. There is no need to discuss the purpose of the extract as a whole as it is not required by the rubric and wastes valuable time. Instead candidates need to discuss the purpose of the exercises in relation to the purpose of the extract as a whole. The purposes given for exercise 4 are too general and describe what the students are asked to do and how they are asked to process language rather than discussing their purpose. The purposes of other exercises are identified accurately but again the candidate wastes time describing what the learners need to do. In part b, the answers are sometimes complete, containing both an assumption and a reason for the assumption. However, for some assumptions no reason is provided and so no mark is awarded.

The following sample answer obtained just under half the marks available for this task

Exercise 4

- Learners listen for gists which relates to the purpose of the extract
- Learner use top down approach to listening
- Learners guess meaning from context (may guess)
- The focus is on listening

Exercise 5

Learners do a fill in the blank activity using their listening skills. Learner may use vocabulary from previous exercises. The teacher may have led in some in the Ex 1 + 2.

It relates to general aim because on the one hand they are developing listening skill and on the other the exercise allow learners to identify new words and apply in context.

It prepares learner for exercise 6.

It allows learner to confirm information from previous exercise.

Grammar exercise one

Allow learners to make decisions about the use of simple present and present continuous and use of stative verbs.

Provides examples which help learners acquire the structures of s. present and p. continuous in an inductive way.

The focus is on reading and writing.

Provides an opportunity to review structures studied before.

Exercise 6

It allows learner to integrate the meaning of previous exercise.

It helps develop speaking skills and help the aim of the extract.

It give opportunity for collaborative work and peer correction.

2b)

1. *The Inductive Approach to teach grammar is useful Grammar 1 (example)*
Learners use cognitive strategies that help learning be memorable.
Learners make decisions.
Learners personalise the learning.
2. *Using to down approach to listening skills is useful.*
No 3, 4, 5
Learners make guesses and use their schemata to understand.
This give them confidence and prepare them to more advanced listening tasks.
Learner use mental cognitive processes.
3. *Activating schemata is useful in the learning process.*
No 1 +N2 activate both content and formal schemata which help in the listening tasks.
Being aware of this strategy teacher can facilitate learners sub-skills and do challenging exercises like 4 and 5 which may be very difficult without the activation learners may have failed with 4 and 5 if he/she had not activated schemata which helped learners achieve the goal.
4. *Integrate skills in your lessons. The author's aim in the extract is to integrate listening speaking and reading and writing.*
Listening is integrated with speaking in exercises 4.5 with 6
reading and writing integrate in the inductive grammar.
5. *Collaborative tasks help learners in their process.*
No 6 learner can self correct or do peer correction they use speaking to understand vocabulary. It gives the opportunity to monitor your productions and help your partners.
Teacher should allow learners do collaborative work and help them become aware of the importance of cooperating with each other.
6. *Meaningful interaction enhances learning.*
No 6 is an activity that personalizes learning. Teachers should be aware of the positive implications in learners' motivation and self confidences that these activities bring to their learning.
They should always be present in the process. Freer activities that provide a context for meaningful learning

and positive feeling to what they can do with their learning.

Examiner's comments on sample answer

In part a the candidate combines descriptions of what the students are asked to do (not required by the rubric) with descriptions of the exercises' purposes. No marks are awarded for describing the former and the candidate wastes time by doing so. The candidate misunderstands the term 'listening for gist'. In part b, the assumptions are not always clearly assumptions. The candidate tends once again to describe what the exercises ask learners to do. Some assumptions are also presented without accompanying reasons. There is some inaccurate information provided, e.g. that exercise 6 personalises learning; this neither gains nor loses marks.

■ Paper 2 Task Three

The following sample answer obtained nearly full marks on this task

Ex 1

This combines with the rest of the page by introducing the context in a way that allows the personalization of the context by the students. It activates their schemata relating to the context, introduces the context and lowers their affective filter. A relaxed beginning to the lesson. It clearly prepares the students for ex2, which follows. Also, it provides the teacher with an opportunity to test the students' use of present simple and continuous – as in the Grammar exercise 1 – used to talk about daily routines and activities.

Ex 2

This introduces the specific context to the students, allowing them to activate schemata relevant to this. Also, they will use their schemata from ex.1 to predict how the daily life of the mother and the politician may differ. It clearly provides an introduction to the listen tasks of ex 3 and 4 and further allows the teacher to listen to grammar related to Grammar ex 1.

Ex 7

This provides another chance at personalisation and reflection following the listening/vocab activities 2–6. It provides a chance for some oral fluency practice, as no specific language is being focused on – though the students may elect to use some of the idioms from ex 5. The assumption here is that students like to discuss and share opinions in English and require oral fluency practice in which to do so.

Examiner's comments on sample answer

The candidate has fully taken on board that the purpose of this task is to show how these exercises combine with the others. Consistent reference is made to preceding or following exercises. It is clear that the candidate has fully understood what the set of materials as a whole is trying to achieve and

the role of the specific exercises in contributing to this. The answer identifies several ways in which each exercise combines with the other. However, discussion of assumptions is not required in this task c.f. the final sentence of the answer.

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

Exercise 1 is designed to activate the students' schemata about mothers' and MP's lifestyle. It combines with the overall subject of the listening and prepares the students to listen. By working in pairs, the students will produce key lexis and ideas that will be found in the listening.

Exercise 2 follows on exercise 1 by preparing students for the listening. It uses authentic reading material and a picture to create interest in the subject. It activates the students' schemata about the people's lifestyles, preparing them to understand the gist of the listening.

Exercise 7 is a speaking activity and follows up on the preceding listening tasks to relate the subject to the students' life. They will have the opportunity to use the vocabulary heard in the listening, particularly the lexical phrases identified in exercise 5 and 6.

Examiner's comments on sample answer

This candidate's answer makes relevant and accurate points. However, it describes a limited number of ways of how the exercises combine.

The following sample answer obtained less than half the marks available for this task

As mentioned tasks 1 and 2 provide a good opportunity to engage in top down processing to an area/skill that some may find difficult.

Working in pairs is more collaborative and provides a more supportive learning environment.

Task 7 provides an opportunity to personalise the task. Politics may 'turn students off' but the opportunity to make it fun brings an element of humour into the class.

It also provides students with an opportunity to practise the target language it needs to be practised as soon as it has been introduced to speed up the learning process.

Examiner's comments on sample answer

The candidate's answer includes some relevant and accurate points. However, few ways in which the exercises combine are provided. Instead the candidate gives descriptions and comments about the task which, while true, are irrelevant to the answer (e.g. a difficult area/collaborative work, politics, fun) and so do not gain marks. Writing these also takes up the

candidate's time unnecessarily.

■ Paper 2 Task Four

The following sample answer obtained the full number of marks available for this task

4a)

Both lessons use personalisation as a warmer to make the topics relevant and the ss engaged.

The both encourage group discussion, presumably in the target language, revealing that genuine communication is a key principle.

Lesson A continues by using realia to elicit/teach vocabulary prior to the task, with an emphasis on pronunciation. This shows they draw principles from the Direct way where communicating accurately in the target language, with a focus on individual words, is key.

Lesson B, on the other hand, seems to draw principles from Task based learning, letting the learners go straight into the task with no vocab input from the teacher so that they can learn by doing. Lesson B continues by using a noticing activity where ss correct their own mistakes which promotes learner autonomy + deeper cognitive awareness with the language. The final stage in lesson B allows further communicative practice with the learners more aware of their possible errors.

Lesson A leaves the task til the final stage, using the third stage for more restricted practice of the pronunciation of the words.

Both lessons draw principles from the Communicative approach, eg, genuine communication should be present in the classroom and that this should reflect real world skills to make it as authentic as possible.

Both believe in communicative performance over communicative competence, use over usage.

Lesson A uses scaffolding and a building block approach to enable ss to perform the task.

Lesson B prefers to withhold input until after the first task cycle.

Teachers note

Lesson A

Facilitator, model for pronunciation, guide, error corrector.

The teacher is quite an active member of the class, a very visible presence throughout, but the emphasis is on the students, they are not passive in this lesson.

Lesson B

Facilitator, model for pron, observer.

The teacher quite often takes a more back seat role, not interrupting during the first task stage, instead quietly taking note of errors for later activities. This enables a more ss-centred approach in keeping with the silent way – the teacher is working with the students, the students are

working on the language. By quietly observing they can give specific relevant feedback at a later stage.

4b)

Lesson A would particularly appeal to visual/aural learners with the use of realia + choral drills.

It also adheres to the more conventional classroom approach of input before output, meeting ss expectations. However in a mixed nationality class of adults, particularly in a rolling induction, there would be a difference in vocab knowledge + pron problems amongst individual members of the class so a blanket approach to pron may not be the most effective use of time, making some learners disengage with the topic.

Lesson B would particularly appeal to younger learners who are resistant to formal lesson conventions and who seem to learn better by doing. This may be more problematic say for example for Asian students who come from a very rigid classroom environment. They may have difficulties understanding what is expected of them.

In very large classes it is very difficult for the teacher to monitor and give feedback to every student.

In large classes of young children, not only would the topic be inappropriate, but the lack of conventional structure particularly in lesson B could result in chaos, communication in L1 and the task not being achieved.

Older ss may initially be confused as to the expectations of them in this class but would then probably respond well to a real life, functional activity.

In monolingual classes they would have less motivation at the first stage as they would all have knowledge of similar foods. In mixed nationality classes ss are usually interested in learning from and about each other so genuine communication can be achieved.

Examiner's comments on sample answer

This is a comprehensive response covering a wide range of relevant points. The candidate identifies a high number of similarities and differences and the answer is clearly signposted, showing whether it is discussing similarities or differences in relation to principles and roles. In general points are made briefly and succinctly and the candidate only describes lesson procedure insofar as it is necessary to make it clear what principle is being followed. The candidate demonstrates awareness of a wide range of types of learners and learning contexts in part b and recognises how factors that make an approach suitable for one group of learners may make an alternative approach suitable for another e.g. learners' age and expectations.

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

Lesson A

Teachers 1 (Lesson A) seems to believe that errors should be avoided so drilling the pronunciation should do the trick. This is

probably an influence from the behaviourist theory of language learning, such as the audio-lingual method. Use of realia also implies direct method. The teacher's role here is to provide students with the correct models for them to imitate.

Teacher 2 (Lesson B) seems to believe that making errors is a natural learning process. Developmental errors are part of learning a language and they should be tolerated, corrected only at a later stage.

The teacher's role here is to provide learners with opportunities to use the language. She also acts as a monitor, checking and making a note of errors but not interrupting students during fluency based activities.

The teacher (lesson 2) was probably influenced by the communicative approach and task based learning approach.

Teacher 1 believes that you learn a language to communicate whereas teacher 2 believes you communicate to learn a language.

5a)

The similarities between the two teachers is that they both believe in grouping/pairing students. They both take a less dominant role in the lesson, although the first teacher may control the class during the presentation phase.

Both teachers believe in monitoring students work possibly acting as co-communicators and prompting when necessary.

T1 seems to be more focused on accuracy whereas teacher 2 seems to be more focused on meaning.

T1 may be worried that learners may for bad habits by transferring from their L1.

Both teachers provide motivating tasks to get students to use the language. However, teacher 2 (lesson 2) is more concerned that students notice the gap between their existing knowledge and what they want to convey.

She doesn't model or provide students with the language they may need.

Both teachers seem to agree that language is for communication. Speaking skills given high priority.

4b)

I think both approaches are useful.

One problem with a task based approach/communicative approach with higher level learners is the problem of fossilization of errors (when errors become a permanent feature of learner's interlanguage)

Both tasks are effective because they are motivating and provide learners with speaking skills that are authentic.

Young learners would most likely find the first approach (lesson 1) more interesting because of the use of realia and the support they get (scaffolding) during the drilling phase.

Lesson 2 would probably be more suitable for adults because it engages them cognitively and allows them to use their problem solving skills and knowledge of the world that young learners lack.

Some learners expect a teacher to take a dominant role and may

be put off by teacher 2. They make feel that she is not doing her job properly. Furthermore, some learners may want an explicit focus on form and they may as well learn better this way. So it can be argued that lesson B doesn't cater for learners who expect to be given the rules and presented with the language they need.

A task based approach would most likely be very suitable for learners taking English for a specific purpose. Tasks could involve things like preparing a questionnaire or survey of people's favourite food or where people like to go out to eat. Learners who see the relevance of the tasks to their needs are more likely to be motivated and therefore more likely to succeed.

Both lessons do not seem to take into account kinesthetic or aural learners.

Examiner's comments on sample answer

Although the candidate makes a good number of accurate points under the similarities and differences sections, there is a much wider range of points that could have been made across both parts of the task. In addition the candidate provides an amount of unnecessary information (e.g. information on developmental errors). This does not gain any marks and takes up valuable time.

The following sample answer obtained less than half the number of marks available for this task

4a)

Similarities in the lessons =

1. Both lessons A + B provide a warmer which involves group discussion on food.
2. Both involve a task for pairs to undertake in which they plan a three-course meal.
3. Both lessons have the teacher in a monitoring role.
4. Both lessons require students to work with new partners.
5. Both lessons allow some repetition of language learned.

Differences in the lessons =

- Lesson A follows a Test-Teach-Test method whereas Lesson B follows a Task-based learning approach.
- In Lesson A the teacher elicits from or provides ten items of lexis for the students at the start of the lesson. Lesson B on the other hand has a teacher giving input at a later stage after the task has been carried out.
- Teachers role: In lesson A = knowledge giver, monitor, information-giver
In lesson B = a facilitator, instruction-giver, monitor, feedback-giver
- Test-Teach-Test lessons = Give the teacher an opportunity to see what the learners already know then they learn deductively after the initial 'test' stage. The final test stage allows the students to repeat an activity with more confidence as they can better use the language after the teacher's input.

Task based learning (TBL) lessons = provide students with real-life tasks and require genuine communication to come to a final outcome. Usually there is an information-gap activity or problem-

solving task to carry out.

In TBL, learners learn by communicating and they get to see (and the teacher gets to see) the gaps in their knowledge when undertaking the task.

TBL requires student to use functional language and transactional communication.

4b)

Effect of the TTT approach on learners =

- Visual learners will benefit from the teacher recording new language/vocabulary on the board.
- Auditory learners will feel more confident hearing language/vocabulary before they use it on their own.
- Kinesthetic learners will enjoy doing the task and using the language given by the ...
- Students may already know all the language being presented so may become bored at the 'teach' stage.

Effect of TBL on learners =

- Students can see their gaps in knowledge and ask the teacher for more guidance/clarification AFTER they have tried out experimenting with language.
- Students may not want to do a task with others and prefer to do it on their own. Some do not like collaborative tasks.
- Students will all be engaged as they will all have a role to play to come to a final decision and outcome.
- Learners will get a chance to repeat the task with another person so they can re-do the task 'better' the second time round.
- This approach is helpful especially to kinesthetic learners who want a challenge and need to do something with language to feel they have progressed.
- This is helpful to learners studying for IELTS and they can exchange experiences.

Examiner comments on sample answer

Although the candidate makes a range of points, many are not relevant to the rubric requirements and thus do not gain marks. In part a on principles, the answer primarily describes lesson procedure rather than discussing principles. Much of the focus is on TTT and TBL approaches rather than on the principles in these approaches that the teachers in the extract make use of. Similarities and differences are well signposted in the section on principles but not in the section on teacher roles. In part b, some relevant points are made about the effects on learners but there is repetition of points made previously and the answer again discusses TTT and TBL rather than the two lessons. In part b it is often unclear which lesson is being referred to.

MODULE TWO

DEVELOPING PROFESSIONAL PRACTICE

Introduction to Delta Module Two

Delta 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.CambridgeESOL.org/exams/teaching-awards/delta-modular.html

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 ESOL Delta Module Two centre. See also, **Guidance for tutors and candidates** (Guidance on course provision) page 66.

GENERAL DESCRIPTION

Assessment format	Delta Module Two assessment consists of five assignments which are completed during a Delta course.
Timing	The assignments are set during the course at intervals determined by the centre. (See notes on page 55 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 (2,000–2,500 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 <i>Reflection and Action</i> is a reflective assignment which candidates work on at different stages of the course. Part B <i>Experimental Practice</i> is an investigation of an area of practice which is new for the individual teacher. <i>The PDA includes observation and reflection on others' teaching, as well as the observation by the tutors of the candidate's own teaching.</i>
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. <i>Each of the two Systems Assignments must focus on a different area of systems (grammar, lexis, phonology or discourse).</i>
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. <i>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).</i>
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 52–53 and 58–60.

■ 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 ESOL 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 ESOL must be at least a Pass.

To predict a Distinction

Candidates must have completed the coursework, and there must be at least four Merit or Distinction grades in the internal coursework. The background essay submitted by the centre to Cambridge ESOL 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 ESOL

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

- The Delta 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 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 internal coursework grade
- a Pass grade in both parts of the external assessment
- completion of both parts of the Professional Development Assignment.

Merit requirements

- a Merit internal coursework grade
- a minimum of a Pass in the externally assessed background essay
- a Merit for the externally assessed lesson
- a Pass in both parts of the Professional Development Assignment.

Distinction requirements

- a Distinction internal coursework grade
- a minimum of a Pass in the externally assessed background essay
- a Distinction for the externally assessed lesson
- a Pass in both parts of the Professional Development Assignment.

Where there is a difference between the coursework grade and external assessment grades, the coursework will be moderated.

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

See page 55 for suggested timings and stages.

■ 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 ESOL 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: 2,000–2,500 words (excluding the lesson plan but including the post-lesson evaluation).

Candidates:

- describe the background to the chosen area in terms of theory and practice
- explain their professional interest in this area in terms of experience, personal teaching preferences, and their own professional development
- identify objectives from the learners' and teacher's point of view for the experiment
- identify ways of finding out how far these objectives have been met
- plan and teach a lesson using the experimental lesson approach/teaching procedure/teaching technique
- retrospectively:
 - evaluate the lesson in terms of identified learning and teaching objectives
 - identify ways in which this area may be adapted for inclusion in future work (or consider and explain 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 (2,000–2,500 words for each part) 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 (3a)
- justifying the selection of the selected approaches/procedures/techniques/materials (3b)
- making appropriate reference to theory, to the characteristics and needs of specific groups of learners, and to their own professional development to inform their selection of approaches, techniques and materials (3c)
- critically evaluating the effectiveness of methods and/or documents they have selected to gather data to allow them to focus on their teaching practices (3d)
- evaluating their chosen area of experimental practice with reference to the specific group of learners and their own professional development (3e)
- showing awareness of the links between practice and underlying theory (3f).

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="438 387 507 409">Overall</p> <p data-bbox="438 421 1481 539">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="438 584 639 607">Reflection and Action</p> <p data-bbox="438 618 1501 736">A satisfactory piece of work in which the candidate demonstrates an ability to critically reflect 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="438 759 1485 909" style="list-style-type: none"> • identifying key strengths and weaknesses in their classroom practices with reference to their existing beliefs about teaching and learning • 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 • critically reflecting on and evaluating the effectiveness of their action plan. <hr/> <p data-bbox="438 965 644 987">Experimental Practice</p> <p data-bbox="438 999 1493 1149">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 topic 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="438 1171 1493 1386" style="list-style-type: none"> • 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 • planning and delivering an experimental lesson with clear objectives, which is relevant to a particular group of learners, and which shows understanding of the theory informing the choice of approach, techniques, procedures and materials • 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 55 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.

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

* 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.

** Tutors may wish to comment on drafts before submission.

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)	

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 between 3–5 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.

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 be 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 above.)
- 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 a draft assignment. A suggested tutorial schedule is outlined in Table 2 below.

Table 2: Suggested schedule for Experimental Practice (EP)

EP STAGE	TUTOR SUPPORT	CANDIDATE ACTIVITY
	Set up EP (Tutorial to discuss possible EP topic)	
Research	(Tutorial to discuss lesson idea)	Reading and research 1,000 words max
Plan lesson	(Tutorial to discuss lesson specifics)	Plan lesson and evaluation 1,000 words max
Teach lesson	(Feedback on draft assignment) Pair candidates for peer observation	Teach lesson Lesson plan (appendix)
Evaluate lesson	(Tutorial to discuss evaluation data)	Evaluate lesson 500 words max

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 2,000–2,500 words, not including the lesson plan (but including the post-lesson evaluation, 500 words), therefore it is recommended that the various sections be approximately as follows:
 - Background essay: 750–1,000 words (reading and research, own professional interest in the topic)
 - Lesson: 750–1,000 words (objectives for teacher and learners, how to evaluate the lesson, commentary on lesson)
 - Post-lesson evaluation: 400–500 words (depending on length of above sections).
- The lesson plan and accompanying materials go in the appendix and do not count towards the word limit.

Lesson plan

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

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:
 - Strengths and weaknesses: 300 words
 - Future action: 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 ESOL 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, discursal 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 (5aai)
- 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 58–59) and the grade descriptions (page 60).

A minimum number of essay and lesson grades must be achieved in order for an overall coursework grade to be awarded. (See Assessment, page 50.)

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 candidates demonstrate 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 candidates demonstrate 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 candidates demonstrate 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 programme which will allow the insertion of comments by markers, and submitted electronically as one document. Centres may require the use of specific word processing packages (such as Microsoft Word) but free packages which can produce Word formatted documents (such as Star Office or Open Office) are also acceptable.

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, which provides guidance on each criterion, is available in the support section of the Cambridge ESOL website.

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 Delta 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 need 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 will be 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 system/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 Delta 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 skill/system 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 58–59 and are comprehensibly glossed in the guidance documentation available in the support area of the Cambridge ESOL website.

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 Delta 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 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 Delta 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, for example, 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 below.)

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 beginning of the course beginning with a diagnostic observation which informs the rest of the PDA and prepares candidates for their first Language Systems or 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 or 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 or 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

EXTENDING PRACTICE AND ELT SPECIALISM

Introduction to Delta Module Three

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.CambridgeESOL.org/exams/teaching-awards/delta-modular.html

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 with 5-year range e.g. 8–13, 14–19) (YL)
- English for Special Purposes (ESP)
- English for Academic Purposes (EAP)
- Teaching examination classes (EX)
- Teaching one-to-one (1to1)
- ESOL learners with literacy needs (ESOL)
- 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 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 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 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

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 ESOL examination centre in time for the centre to submit it to Cambridge ESOL 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 total length of the Extended Assignment may be between 4,000 and 4,500 words, but the proportion of words in each part should be approximately as indicated below (plus or minus 10%), regardless of the total word length.

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. (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 topic 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 *topic area* 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 topic area 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 topic area, and should show that the candidate has read and synthesised a number of key sources, typically at least 5–6 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*. Depending on their choice of specialism Part 1 would then focus on the chosen specialism.
- 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), motivations, job, etc.)
- 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, 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 appropriate diagnostic test(s) 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 an example of all diagnostic tests given in the appendix. Where many different diagnostic tests 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. (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 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 sufficient 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 completed 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 regurgitation 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
- 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, etc.
- 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

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 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 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.

For the Extended Assignment, 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 Cambridge ESOL for advice via the Helpdesk.

■ 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. Word documents must be sent as a .doc rather than a .docx file.
- The first document should be entitled as follows: centre number_candidate number_surname_Delta3_specialism_month year.doc
e.g. 11111_001_smith_Delta3_BE_0610.doc
 - The abbreviation for the specialism should follow that on page 68 of the 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 second document should be entitled as follows: centre number_candidate number_surname_Delta3_appendices_month year.doc
e.g. 11111_001_smith_Delta3_appendices_0610.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 adhere to the word count, so they should plan their

assignment to cover the criteria within the word count. Assignments which exceed the word limit will be penalised during marking. Assignments more than 100 words over-length will be returned to candidates unmarked. Suggested word counts for each section will help candidates organise themselves accordingly. Candidates should use the 'word count' function in 'Word' (by highlighting all their text between the end of the contents pages and the start of the bibliography section) to monitor their number of words, and they are advised to note that examiners will automatically check all word counts before marking.

- 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 word limit.
- Summaries of key data (e.g. charts which summarise learners' needs, course objectives, etc.) 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, etc.) 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, (5th ed., 2001); 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. (2001). *Publication manual of the American Psychological Association* (5th 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.

Support for Delta candidates and course providers

General information on Delta Modules including FAQs, administration details and downloadable versions of this handbook and sample materials, can be found by visiting www.CambridgeESOL.org/exams/teaching-awards/delta-modular.html

Further support is also available in the form of seminar programmes in different countries. Contact Cambridge ESOL Information for further details by emailing: ESOLhelpdesk@CambridgeESOL.org