

Delta Module One

Understanding language, methodology and resources for 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 is comprised of five tasks. Paper 2 is comprised of 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.
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. Results will be awarded as <i>Pass with Distinction</i> , <i>Pass with Merit</i> , <i>Pass</i> and <i>Fail</i> , based on the total number of marks achieved.

Structure and tasks

Paper 1 (1.5 hours)

Task	Task type(s)	Timing	Task focus
1	<p>Labelling task</p> <p>Six definitions of ELT-related terms are provided. Candidates supply the correct term.</p>	5 minutes	Knowledge of language systems; skills; methodology and approaches; assessment.
2	<p>Short written response</p> <p>Six terms are provided. Candidates must choose four of these and supply a definition and an appropriate example.</p>	15 minutes	Knowledge of language systems; skills; methodology and approaches; assessment.
3	<p>Longer written response</p> <p>Candidates are given a writing or speaking skills task from published ELT/ESOL course material or published exam material.</p> <p>Candidates are asked to identify the appropriate sub-skills/features of discourse (e.g. ordering information, linking information, use of appropriate salutation) which they would train specified learners in to complete the task.</p>	15 minutes	<p>Understanding of skills and ability to identify appropriate sub-skills.</p> <p>Understanding of features of spoken and written discourse which contribute to successful communication, e.g. register, cohesion, organisation, range of grammar and lexis.</p>
4	<p>Longer written response</p> <p>An authentic text is provided, e.g. a newspaper article, a leaflet, a brochure, a form. Candidates are asked to identify features of the text which are typical of its genre and to 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 are also asked to identify possible learner problems with form, meaning, use and pronunciation, as appropriate.</p>	30 minutes	Ability to analyse features of language and to identify problems learners may have with them.
5	<p>Longer written response</p> <p>An authentic spoken (transcribed) or written text produced by a learner is provided. Candidates are given a set of specific areas to analyse in the text, e.g. use of collocation, communicative success, cohesion'. Candidates must provide a detailed analysis of the main strengths and weaknesses in the areas given.</p>	25 minutes	<p>Ability to analyse and explain learner errors in written and spoken discourse.</p> <p>Understanding of features of spoken and written discourse which contribute to successful communication, e.g. register, cohesion, organisation, range of grammar and lexis.</p>

Paper 2 (1.5 hours)

Task	Task type	Timing	Task focus
1	Longer written response An extract from a test is provided, along with the context and purpose of its use. The extract 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 must provide a brief evaluation of its effectiveness for the stated purpose.	20 minutes	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.
2	Longer written response An extract from published coursebook material is provided. Candidates must identify the purpose of specified individual activities and stages in the material, and comment on key assumptions about language learning that are evident in the exercises.	25 minutes	Analysis of resources, approaches and methodologies, and learners and contexts.
3	Longer written response Based on the same extract as Task 2, candidates must identify and comment on how specified activities and stages in the material support the activities and stages discussed in Task 2.	10 minutes	Analysis of resources, approaches and methodologies, and learners and contexts.
4	Longer written response Candidates are provided with ELT-related input, 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.	35 minutes	Analysis of resources, approaches and methodologies, learners and contexts, language acquisition and teacher roles