

Cambridge English

Delta

Diploma in Teaching English to Speakers of Other Languages

Module 2

(Adapted from *Handbook for tutors and candidates*)

Module Two

Developing Professional Practice

Introduction to Module Two

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

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

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

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

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

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

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

General description

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

Structure and tasks

TIMING

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

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

Assignment Professional Development

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

Assignment Systems x2

TASK TYPE(S)	A background essay including research into and analysis of a selected aspect of language systems, consideration of teaching/learning issues and suggestions for teaching. Preparation, teaching and evaluation of a lesson related to the area chosen for the background essay. Each of the two Systems Assignments must focus on a different area of systems (grammar, lexis, phonology or discourse).
SYLLABUS FOCUS	The language learner and the language learning context. Preparation for teaching English language learners. Evaluating, selecting and using resources and materials for teaching purposes. Managing and supporting learning. Evaluation of lesson preparation and teaching.

Assignment Skills x2

TASK TYPE(S)	A background essay including research into and analysis of a selected aspect of language skills, consideration of teaching/learning issues and suggestions for teaching. Preparation, teaching and evaluation of a lesson related to the area chosen for the background essay. One of the two Skills Assignments must focus on a productive skill (speaking or writing). The second must focus on a receptive skill (reading or listening).
SYLLABUS FOCUS	The language learner and the language learning context. Preparation for teaching English language learners. Evaluating, selecting and using resources and materials for teaching purposes. Managing and supporting learning. Evaluation of lesson preparation and teaching.

Assessment

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

Internal assessment

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

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

Coursework record

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

The coursework grade

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

To predict a Pass

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

To predict a Merit

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

To predict a Distinction

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

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

Documentation submitted to Cambridge English

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

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

External assessment

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

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

Final assessment

Grades of award

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

Pass requirements

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

Merit requirements

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

Distinction requirements

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

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

Professional Development Assignment (PDA) specifications

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

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

See page 57 for suggested timings and stages.

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

Specifications for Part A: Reflection and Action

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

It includes:

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

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

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

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

Stage 2 (maximum 1,000 words)

After the diagnostic observation, candidates:

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

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

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

Stage 3 (maximum 750 words)

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

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

Stage 4 (maximum 750 words)

When all internal assignments have been completed, candidates:

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

Specifications for Part B – Experimental Practice

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

It includes:

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

Part B: Experimental Practice: Outline

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

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

Candidates:

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

Professional Development Assignment assessment criteria

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

Successful candidates can present an assignment which:

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

Part A - Reflection and Action (RA)

Successful candidates can focus on their professional development by:

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

Part B - Experimental Practice (EP)

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

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

Professional Development Assignment – Grade descriptions

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

Grade	Description
Pass profile	Overall 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.
	Reflection and Action A satisfactory piece of work in which the candidate demonstrates an ability to reflect critically on their own teaching practices over time, to plan and take action to improve specific aspects of their practices, and to evaluate developments in these aspects of their practices over time. It may contain occasional weaknesses, but the candidate generally displays adequate ability in the following areas: <ul 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.
	Experimental Practice A satisfactory piece of work in which the candidate demonstrates an ability to identify an aspect of their teaching practices they wish to experiment with, research the relevant area, plan and teach a specific lesson using the experimental approach/procedure/technique, evaluate its effectiveness and plan future action to improve their teaching practices. It may contain occasional weaknesses, but the candidate generally displays adequate ability in the following areas: <ul 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 any relevant 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 57 gives a suggested time frame in relation to other assessments in *Module Two*.) Tutors are also advised to consider the extent to which tutorials and/or feedback on drafts of each stage should be incorporated into the schedule.

Support and guidance to candidates

The following specific suggestions might help tutors administer the RA:

Beliefs questionnaire

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

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

Diagnostic observation

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

Strengths and weaknesses

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

Action plan

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

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

* Tutors may wish to comment on drafts before submission.

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

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

Documents for gathering data

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

Word limit for each stage

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

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

Drafting and feedback

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

Tutorials

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

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

EXPERIMENTAL PRACTICE (EP)

Rationale for this part of the PDA

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

Setting up

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

Staging

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

Support and guidance to candidates

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

Link to Reflection and Action (RA)

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

Word limit for each stage

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

Lesson outline

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

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

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

Peer observations

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

Post-lesson evaluation

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

Language Systems and Skills Assignments specifications

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

Each assignment includes:

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

Background essay

Length: 2,000–2,500 words

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

Topic of essay

Candidates should:

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

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

Analysis of area and discussion of learning problems and teaching issues

Candidates should:

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

Suggestions for teaching

Candidates should:

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

Background essay assessment criteria

Quality of writing – Assessment category 1

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

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

Clarity of topic – Assessment category 2

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

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

Analysis and issues – Assessment category 3

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

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

Suggestions for teaching – Assessment category 4

Successful candidates demonstrate that they can:

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

The lesson (planning, teaching and evaluation)

Lesson requirements

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

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

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

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

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

Assessment criteria

Planning and evaluation – Assessment category 5

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

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

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

Assessment criteria – Teaching

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

Successful candidates demonstrate that they can effectively:

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

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

Successful candidates demonstrate that they can effectively:

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

Classroom, procedures and techniques – Assessment category 8

Successful candidates demonstrate that they can effectively:

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

Classroom management – Assessment category 9

Successful candidates demonstrate that they can effectively:

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

Assessment criteria

Reflection and evaluation 300–500 words – Assessment category 10

Successful candidates demonstrate that they can effectively:

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

Marking the Systems/Skills Assignments

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

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

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

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

Systems/Skills Assignments - Grade descriptions

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

Guidance on completing the Language Systems/Skills Assignments

The background essay

Presentation of the essay

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

All essays must include:

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

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

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

Organisation of the essay

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

Quality of writing

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

Clarity of topic

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

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

Analysis and issues

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

The analysis

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

The problems

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

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

Suggestions for teaching

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

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

Submission of background essay

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

Planning and preparing for teaching

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

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

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

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

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

- The plan should focus on an aspect of the topic area chosen for the background essay and allow candidates to deal in some depth with that aspect in the time available for their lesson. The plan and the background essay should therefore not be exactly the same in terms of coverage. For example, a background essay may be titled *Process/Genre Approach to Writing Formal Letters* and a lesson relating to it might focus on *Writing a Letter of Complaint*.
- Given the developmental focus of Module Two, candidates are likely to want to use these Systems/Skills Assignments to develop their existing skills and expertise rather than solely replicate current practices; a balance needs to be struck between teaching within known parameters and adopting completely unknown procedures in the spirit of professional adventurousness. It should be noted that the PDA will also offer candidates the opportunity to experiment with a new practice or technique. Discussion of lesson focus with tutors prior to lesson delivery should also help with this matter and ensure that, wherever possible, the professional needs of the candidates and the needs of the learners in the class can be meshed.
- Candidates should not feel they are required to display everything they know about the topic area, its techniques and procedures within one lesson but rather show they can appropriately select those features which will be of benefit to their chosen class and context. This explicit link to learners' needs for this particular lesson would likely be signalled in the section of the plan which addresses the general overview of the group of learners and the course.
- It is helpful therefore for candidates to appropriately limit what they hope to cover in the stated time frame for the lesson; inclusion of optional pathways or flexi-stages in the lesson plan may alleviate the sense that everything on the plan must be covered in order to meet criteria. Candidates at *Delta* level are expected to be sensitive to learners' emerging needs and to implement their plans appropriately in relation to these as they arise in the lesson.
- Where lessons attempt to incorporate an approach to a lesson, candidates' plans should reflect some of the underlying principles

or tenets of that approach, e.g. parts of the task cycle in certain versions of task based lessons would be expected within the identification of lesson stages and aims for that lesson. In this way, candidates will be better able to show their ability to link theory with practice between the background essay and the lesson.

- In planning lessons, candidates need to show an ability to select, adapt or design materials which will appropriately challenge their classes. In some cases, too many materials or activities can detract from the learning process and overwhelm teachers and learners alike. It is expected that at *Delta* level, teachers will have moved beyond 'display' teaching such that any decisions they take to include materials will be in support of lesson outcomes and in response to learners' needs and learning styles. The concept of planning to 'do more with less' is sometimes psychologically challenging for teachers in the context of assessed lessons but may ultimately lead to less stressful classes for all concerned.
- Candidates may also support themselves at the planning stage, where circumstances allow, by laying a foundation for the assessed lesson in an earlier lesson – for example, for an assessed lesson of which the focus is on a genre approach to writing, candidates could choose to lay a foundation for this lesson by working through the reading comprehension of a written text in a prior lesson so that they can focus their time with the class in the assessed lesson on the genre analysis and writing skill itself. Similarly, for an assessed lesson of which the focus will be features of connected speech, candidates may choose to deal with a listening text for comprehension in a previous lesson so that they can focus on awareness-raising and practice of those features in the assessed lesson.
- Where candidates are teaching classes with which they are familiar, the anticipation of problems for their learners in relation to the topic, texts and systems/skills focus will likely be evident. In circumstances where candidates are working with classes with whom they are unfamiliar, certain information may not be as fully available for inclusion in the plan. This is acceptable and should be signalled clearly in the documentation accompanying the lesson. Alternatively, candidates may seek advice from those teachers who have had contact with the class and indicate this in the plan; in some cases, opportunities to canvass the class itself through its existing teacher prior to the assessed lesson may be available, e.g. face-to-face, via email. Similarly, where candidates have limited exposure to a class prior to their assessed lesson, some needs analysis could be done through, e.g. use of audio or video, questionnaire to the class as pre- or post-lesson homework, or focus group discussion.
- Candidates may like to consider alternative strategies at the planning stage, which they could call upon in the event of unexpected technical problems at lesson delivery stage, e.g. power failure for IWB/IT focused stages. This will help indicate the kind of foresight and anticipation of practical problems expected at *Delta* level.
- Candidates should take care to attribute sources to materials which they have reproduced or amended from, e.g. websites such as online teacher resource forums.
- Another important aspect of planning beyond the anticipation of problems is linked to the anticipation of questions learners might have about language, tasks or texts. Giving some thought to these matters at the planning stage can add to a teacher's confidence in the classroom, reduce the need to provide

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

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

Assessment of teaching

The lesson

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

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

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

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

Feedback on assessed lessons

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

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

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

The candidate's self-evaluation of their teaching

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

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

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

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