

Cambridge English

Delta

Diploma in Teaching English to Speakers of Other Languages

Module 1

(Adapted from *Handbook for tutors and candidates*)

Module One

Understanding language, methodology and resources for teaching

Introduction to Module One

Module One is assessed via a written examination.

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

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

To achieve these aims, candidates need to:

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

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

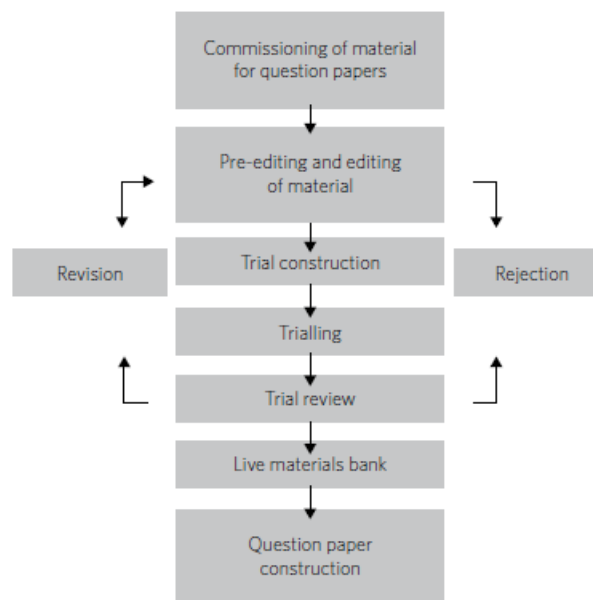
The production of Module One

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

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

There are five main stages in the production process:

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



Question paper production cycle

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

Assessment

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

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

Marking

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

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

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

Grading

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

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

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

The following information is used in the grading process:

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

The number of marks required to obtain each grade are:

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

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

General description

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

Paper 1 – Structure and tasks

TASK ONE

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

TASK TWO

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

Paper 1 – Structure and tasks (continued)

TASK THREE

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

TASK FOUR

TASK TYPE	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, grammatical accuracy, cohesion. They identify a total of four strengths and weaknesses.
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.
MARKS AVAILABLE	20
MARK SCHEME	Three marks are awarded for each key strength or weakness correctly identified. Two marks are awarded for each example from the text illustrating the strength or weakness identified. <i>Note:</i> Marks are only awarded for the example if the strength/weakness is correctly identified.

TASK FIVE

TASK TYPE	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.
MARKS AVAILABLE	50
MARK SCHEME	One mark is awarded for each point correctly made. <i>Note:</i> in Part a , a mark is only awarded if a correct example is given.

The tasks in Paper 1

Task One

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

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

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

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

Task Two

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

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

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

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

Task Three

Task Three tests candidates' knowledge of:

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

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

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

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

Task Four

Task Four tests candidates' ability to:

- analyse lexical, grammatical, functional, phonological and 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.

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

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

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

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

Task Five

Task Five tests candidates' ability to:

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

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

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

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

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

Paper 2 – Structure and tasks

TASK ONE

TASK TYPE	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 examination, 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, making six points.
TASK FOCUS	Understanding of key concepts and terminology related to assessment; ability to evaluate types of assessment and their purposes; ability to relate principles of assessment to the classroom
MARKS AVAILABLE	18
MARK SCHEME	Two marks are awarded for each positive/negative identified. One mark is awarded for each application to the learner identified.

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

TASK THREE

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
MARKS AVAILABLE	40
MARK SCHEME	Two marks are awarded for each correct point made up to a maximum of 30 marks. A mark out of five is given for the depth of the overall response. This is doubled to a mark out of 10.

The tasks in Paper 2

Task One

Task One tests candidates' knowledge of:

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

Task One tests candidates' ability to:

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

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

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

Task Two

Task Two tests candidates' ability to:

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

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

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

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

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

Task Three

Task Three tests candidates' ability to:

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

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

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

In their answers, candidates should refer explicitly to the material when this is asked for in the rubric but need not do so when questions guide them on to wider issues. When asked to comment on broader issues, candidates can draw on their knowledge of a range of different areas. Depending on the task, these can include: different learners and contexts; ELT approaches, methodologies and techniques; theories of first and second language acquisition; their own teaching experience.