

DELTA Modules at NILE ONLINE

Handbook and guide for candidates

What are the DELTA Modules?

The DELTA Modules are a post-experience, in-service teaching qualification whose aims are to enhance your professional knowledge and expertise and sharpen your practical teaching skills. It is *'a widely recognised qualification which helps you build better teaching practice and can lead to greater rewards and enhanced career opportunities'* (Cambridge ESOL, The DELTA Modules, 27/07/09).

In contrast to the full-time course, which would typically take 10 weeks to complete and necessitate breaks from work, the modular format allows you to do the course over whatever period suits you. You can complete it in three years, for instance, or take one module and then leave the next until a time that fits your career situation.

DELTA comprises THREE modules, which can be taken in any order, though the order shown below is the most rational sequence unless you have particular reasons for wanting to vary it. Each module is independently assessed and separately certificated. You need to complete each module successfully to be awarded the DELTA diploma.

Module 1 focuses on language awareness, the background to teaching, the theory that underpins it, practical applications and how these are informed by applied linguistics, and language learning theories. It is assessed through a two-paper written examination.

Module 2 aims to develop your professional practice. It concentrates on your teaching and is assessed through a sequence of three observed lessons, each of which is supported by a background written assignment, an externally assessed lesson and background written assignment, and a professional development assignment (PDA). This includes a fifth lesson which is not observed or assessed but is fully documented as part of the PDA.

Module 3 focuses on a specialist area of your choice (e.g. English for Specific Purposes; Teaching Examination Classes; Teaching Young Learners) and is assessed through an extended written assignment.

Results

The Cambridge exam board meets twice a year, in June and December. It takes approximately eight weeks to receive your final results after the exam board meeting and another six weeks to receive your certificate.

Entry requirements

It is recommended that a DELTA Module 1 candidate should be a graduate and have an initial teaching qualification (e.g. CELTA or Trinity Cert TESOL), plus at least TWO years' full-time teaching experience (i.e. 1200 hours) within the past five years. Ideally, this teaching experience should include a range of levels and contexts.

At NILE, we recommend starting from Module 1, and we cannot accept candidates for Module 2 unless you have taken another module already.

Non-native speaker candidates should have a minimum language level within a range between C1 and C2 on the Common European Framework of Reference (CEFR).

NB: Candidates may still be accepted who do not strictly meet the entry criteria *but who demonstrate they would be capable of successfully completing the course*. Decisions on entry are at NILE ONLINE's discretion.

Fees

All course and examination fees are payable to INTO TEFL. For up to date fees please see our website: www.nile-elt.com/catalog?pagename=Payment-Options-for-Cambridge-CELTA-and-DELTA-courses

The Module 1 course with NILE ONLINE

This is an asynchronous 12-week course which concentrates on the key areas you need to pass the DELTA Module 1 examination.

The course consists of 9 weeks of online tuition, including a break in Week 5 to catch up on reading and do the first of two practice exams. The second practice exam follows in Week 10, with the two final weeks devoted to feedback on the second practice exam, revision and exam preparation. In addition to the required background reading, you will need to complete various online tasks, including exam practice tasks.

You should expect to be doing around 15-20 hours' study per week.

The course is intensive and requires full commitment. Tasks are designed to support your course work, aid your understanding of course content, and help you perform better in the examination. It is important that you complete the tasks on time, week by week.

Details of tasks will be provided during the course.

The Module 1 examination

The examination consists of two papers, each ninety minutes long, with a thirty-minute break between papers.

Paper 1 (90 minutes)

Paper 1 comprises five compulsory tasks. Task types include short-answer and longer written responses.

Tasks 1 and 2 focus on ELT terminology. For Task 1 definitions are matched to technical terms. For Task 2 candidates supply a definition for other technical terms.

Tasks 3-5 require longer written responses.

Task 3 focuses on a piece of published teaching material which is analysed for sub-skills and discourse features, and how these would be taught to a specific group of learners.

Task 4 centres on an authentic text which is analysed for features of genre, and the meaning, form, use and phonological aspects of three language items highlighted in the text. One of the highlighted items is analysed for learner problems related to form, meaning, use and pronunciation.

For Task 5 the strengths and weaknesses of a student-generated spoken or written text are discussed in relation to given areas such as task achievement, cohesion, use of collocation and so on.

Paper 2 (90 minutes)

Paper 2 consists of four tasks. All answers are longer written responses.

For Task 1 an extract from a test or exam is evaluated for its effectiveness in relation to its stated purpose.

For Task 2 the purpose of given activities in extracts from published course book material are identified and the underlying key language learning assumptions are discussed.

For Task 3 the same course book material is analysed as in Task 2. Candidates explain how specified activities and exercises support and complement the activities discussed in Task 2.

For Task 4 extracts are analysed from, e.g. a resource book or teacher's book, a lesson plan, or a transcript of teachers discussing a lesson. Candidates answer questions about the material which require them, e.g. to interpret the teacher's role in relation to the material, and discuss what implications this has for classroom practice. Answers could also involve analysis of methodology, language acquisition theories, resources, learner and teacher roles.

Answers in both papers can be written, according to the candidate's preference, as bullet points, notes or continuous prose. The important thing is to provide succinct and clearly focused answers which concentrate on content and which answer all parts of the question.

For more detailed information about the examination please refer to the Cambridge English website: <http://www.cambridgeenglish.org/images/181161-DELTA-handbook-for-tutors-and-candidates-document.pdf>

Pass grades

Successful candidates are awarded a **PASS**, a **PASS WITH MERIT** or a **DISTINCTION**. Details of what is expected by examiners to attain these grades are covered in the revision material, and can also be found on the Cambridge English website. Once you have received a **PASS** result for the exam, you will receive a certificate for this module. Once you have completed all the modules with a **PASS** grade, you can apply to receive the full DELTA diploma.

NOTE: Cambridge English does not provide information about the percentage's candidates obtain.

Exam dates

Examinations are normally held on the first Wednesday in June and the first Wednesday in December. Precise dates are available on the Cambridge English website: <http://www.cambridgeenglish.org/exams-and-qualifications/DELTA/#tab5>. You may sit the Module 1 examination at NILE (Norwich Institute for Language Education), or at another registered Cambridge English exam centre.

Results

It takes approximately eight weeks to receive your examination results. It takes approximately a further six weeks for certificates to be processed.

The Module 2 course with NILE ONLINE

This is a 36-week or 16-week programme designed by you and your local/online tutors. During this time, you will do 5 practical assignments. These are:

A

The Professional Development Assignment (PDA)

This consists of:

- An observed, unassessed diagnostic lesson to start you thinking about areas to work on in your teaching
- A reflective essay, written in stages through the course; in it you consider areas to work on in your teaching, suggest strategies for improving in these areas, and reflect on your development during the course (2000-2500 words)
- An 'experimental practice' assignment in which you investigate an area of classroom practice that is new to you, teach a lesson (unobserved) to try out this practice, and reflect on what you learn from it (1500-2000 words).

B

Two Language Systems Assignments (LSA): These focus on any two of the following areas: grammar, lexis, phonology, discourse.

Two Language Skills Assignments (LSA): These focus on one receptive skill (reading or listening) AND one productive skill (speaking or writing).

Three of the four LSAs are assessed internally by your Online and Local tutors. The fourth is assessed externally by a visiting assessor.

Each LSA is made up of three parts:

- A background essay, which looks into the theoretical aspects of the area you choose to focus on, and discusses how these relate to the classroom (2000 – 2500 words).
- A taught lesson, which is supported by a detailed plan including a short commentary.
- A post-lesson reflection and evaluation (R&E) which reflects on the strengths and weaknesses of the lesson.

The course requires full commitment over an extended period. Including your diagnostic lesson, you will need to teach 6 lessons as part of DELTA Module 2. It is important that you complete the tasks and assignments on time. Given the background work around each lesson, it is important that you space out lessons sensibly, so that you can devote enough time to each of them. This also allows you time for reflection and further development. You will need to put together a work plan at the beginning of the course based on a sample provided by NILE.

You should expect to be doing around 5 hours' study per week for the 36-week course and 10-15 hours per week for the 16-week course (though this may vary depending on the schedule that you agree with your local tutor).

Assessment of Module 2

The PDA is graded PASS or FAIL

The LSA assignments are divided into two parts: background essay and teaching (plan and lesson). Each part is graded separately:

- Distinction
- Merit
- Pass
- Fail

The background essay AND the teaching must both be graded at a minimum of PASS level to achieve a pass overall. However, the grading is weighted towards the teaching.

E.g.

Background essay: PASS Teaching: MERIT = Overall: MERIT

Background essay: MERIT Teaching: PASS = Overall: PASS

Background essay: MERIT Teaching: DISTINCTION = Overall: DIST'N

Tutors use a standardised set of criteria for marking, and much of your work will be double-marked. Criteria and grade descriptions are in the Cambridge DELTA Modules Handbook.

What do you need to do to pass Module 2?

Whether you pass or fail Module 2 is determined by your grades in the LSAs and the PDA. Either your local or online tutor assesses your PDA. For your first 3 LSAs, your online tutor assesses the background essays and your local tutor the lesson plans/lessons, while an external assessor assesses both elements of the fourth LSA. This is all moderated by the Cambridge English exam board. In order to pass Module 2, you must:

- **complete** all course assignments, including lesson observations
- **pass one complete Language Skills assignment**
- **pass one complete Language Systems assignment**
- **complete the PDA** (but this can be a fail!)

In addition, you need to put together a **portfolio** of your work, which includes: The PDA Parts A and B; your three internally-assessed LSAs; your observation log. Tutors will submit a coursework record to Cambridge English stating that all coursework has been completed, together with a report on your progress. Moderators at Cambridge will see one of your internal LSAs and the external.

You can still pass the course if you:

- fail one complete Language skills assignment
- fail one complete Language systems assignment
- fail the PDA

It is not unusual for candidates to fail assignments, particularly at the beginning of the course. What is important is that you learn from the experience, act on feedback and develop as a teacher throughout the course.

To receive a Merit or Distinction grade overall, you only need to get those grades in the two assignments submitted to Cambridge English for moderation (one of your internal LSAs + your External LSA). You may fail the other two non-submitted assignments and still gain a Merit or Distinction.

Module 2 Practical Details and Requirements

Teaching Practice

- The teaching practice lessons which form part of your LSAs and PDA need to have a **minimum of 5 students**.
- For your own professional development, it would be good to be observed at more than one level, but this is *not* a Cambridge requirement.
- Classes can be General English or specialist classes, but the focus in the lessons needs to be on language.
- Each class should be between 40 and 60 minutes.
- Students in the classes must be above 4 years old.
- You can use the same class for different assignments.

- You must submit a lesson plan, supporting documentation and a post-lesson evaluation and reflection. This must be a Word document.
- You need to liaise with your Local DELTA Tutor to schedule assessed lessons at times to suit you both.

It is a good idea to think about the classes you might want to use for the assignments as soon as possible, so that you can begin to focus on their needs and can start to think about essay titles.

At present, you are allowed to conduct your assessed lessons in one of three ways:

- Face-to-face lesson, with tutor attending in person.
- Face-to-face lesson, with tutor watching the lesson live via streaming. This should be a live streamed lesson and not a recorded lesson.
- Online lesson, with tutor watching online. Cambridge currently permit use of Zoom or Microsoft Teams.

It is your responsibility to liaise with the tutor to set up any technical aspects. In each of the above situations, you must have a minimum of 5 learners in the lesson.

LSA Background Essays

- Each background essay should be between 2000 and 2500 words.
- All assignments must be Word documents.
- You can submit a draft version of LSAs 1 and 2 to your online tutor for comments prior to final submission.
- The essay should be submitted to your online tutor prior to the teaching practice lesson.

PDA

- Part A should be between 2000 and 2500 words.
- Part B should be between 1500 and 2000 words.
- Both parts must be Word documents.
- You are required to observe 10 hours of live or recorded teaching for the PDA.

The Module 3 course with NILE ONLINE

This is an asynchronous 12-week course (with a final submission date in the first week of June or the first week of December) which focuses on the knowledge and skills required for the Extended Assignment.

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

- a chosen specialism
- approaches to needs analysis and diagnostic assessment
- principles of syllabus design
- different types of syllabus
- assessment of learning outcomes
- course evaluation

The module is assessed by means of an Extended Assignment (4,000-4,500 words) in which candidates carry out an independent investigation leading to the design of a course programme related to their chosen specialist area. Candidates do not have to teach the course, only to design a course based on needs analysis and diagnostic assessment that they carry out with a specific group of learners.

Candidates must select *one* of the following specialisms:

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

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

NOTE

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

Format

Part	Length (words) ± 10%
Part 1 Introduction: Review and key issues	1,100
Part 2 Needs analysis and commentary	900
Part 3 Course proposal	1,100
Part 4 Assessment proposal	1,000
Part 5 Conclusion	400
	4,500

Assessment

The Extended Assignment is assessed with reference to a detailed mark scheme which allocates marks for each of five assessment categories, each of which represents a separate section of the assignment. Each section is divided into three sub-categories. The total number of marks available is 140.

Grasp of topic – maximum 35 marks

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

Needs analysis and commentary – maximum 28 marks

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

Course proposal – maximum 35 marks

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

Assessment – maximum 28 marks

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

Presentation and organisation – maximum 14 marks

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

Grading

Extended Assignment results are recorded as three passing grades (Pass with Distinction, Pass with Merit, Pass) and one failing grade (Fail), though assignments that do not meet Pass criteria, but are not outright Fails may be Referred, and revised and resubmitted for a subsequent re-mark.

The marks required to obtain each grade are:

Pass	approximately 80 marks
Pass with Merit	approximately 100 marks
Pass with Distinction	approximately 120 marks

Results

It takes approximately TWO MONTHS (eight weeks) to receive your examination results. It takes approximately a further SIX WEEKS for certificates to be processed.

The NILE ONLINE course

The course, which is delivered completely online, covers the five assessment areas and comprises the following five units of work:

- **Unit 1:** The initial phase is choosing a specialist topic area (a specialism) and reading and reviewing the key issues involved in teaching this specialism in the relevant literature, and identifying practical implications that will inform the design of a course.
- **Unit 2:** The second phase is choosing a group of learners for your chosen specialism and carrying out needs analysis and diagnostic assessment to discover learner needs and preferences, and identify priorities for course design.
- **Unit 3:** The third phase is using the data from Units 1 and 2 to design a course of at least 20 hours, providing a clear rationale for your chosen approach.
- **Unit 4:** The fourth phase is an outline of how your students' learning outcomes will be assessed and how the course will be evaluated with reference to principles of testing, assessment and evaluation.
- **Unit 5:** Finally, you will justify how your course design was informed by the issues identified in Units 1 and 2.

Running through these five units there are tasks of varying lengths, designed for individual reflection on course reading and practical experience. Answers / comments on the tasks are provided within the online materials.

Drafts of each of the first four sections of the Extended Assignment should be submitted via the course platform as they are completed for feedback from a course tutor, who will also give feedback at the end of Unit 5 on a final draft of the entire assignment.

The online platform features a Course Messaging application which can be used for exchanging private text messages between candidate and course tutor to raise and resolve any questions or requests for guidance.

You should expect to be doing around 15-20 hours' study per week.