Cambridge Assessment English

DELTA – About the modules

What will I learn in Module One?

This module focuses on extending and developing candidates' knowledge and understanding of teaching and learning English in a range of contexts.

Topics	Content
1. Theoretical perspectives on language acquisition and language teaching	• Historical and current theories of first and second language acquisition • How these theories influence teaching methodologies.
2. Different teaching approaches and methodologies, including current developments	• Teaching methodologies, both mainstream and experimental • The effectiveness of these methodologies in different learning environments.
3. Language systems and learners' linguistic problems	• Features of language systems (e.g. meaning, form, pronunciation and use) • Teaching methodology choices in language systems.
4. Language skills and learners' problems	• Features of language skills (e.g. the subskills and strategies needed by learners) • Teaching methodology choices in language skills.
5. Knowledge of resources, materials and reference sources for language learning	• The practical uses of a range of resources in a range of teaching contexts.
6. Key assessment concepts and terminology	• How to apply key assessment principles, such as validity and reliability, to classroom-based assessment.

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What will I learn in Module Two?

This module focuses on developing awareness and expertise in the principles and professional practice of teaching English in a range of contexts.

Topics		Content
1.	The language learner and the language learning context	• Adapting teaching for different abilities, motivations and learning styles • Applying knowledge and understanding of factors affecting teaching to your practice.
2.	Preparation for teaching English language learners	• Planning lessons that actively engage all learners • Choosing methodologies and materials, with reference to underpinning theories and principles.
3.	Evaluating, selecting and using resources and materials for teaching purposes	• Developing selection criteria to choose materials • Creating resources for different learning contexts • Evaluating the effectiveness of materials used.
4.	Managing and supporting learning	• Creating a constructive learning atmosphere • Using a range of teaching and learning strategies which are appropriate to learners' needs and context • Giving appropriate feedback to all learners on their progress.
5.	Evaluation of lesson preparation and teaching	• Developing evaluation criteria to judge the effectiveness of preparation and teaching • Using evaluation feedback to improve lesson planning and teaching • Developing critical reflection skills to identify areas for ongoing professional development.
6.	Observe and evaluate other teachers' lessons	• Evaluating other teachers' lessons using knowledge of teaching and learning strategies • Providing supportive and constructive feedback to other teachers.
7.	Professionalism and opportunities for professional development	• Reflecting on feedback to develop as a teacher • Reflecting on the standards of professional practice • Engaging in Continuing Professional Development • Identifying possible career paths and specialisms.

What will I learn in Module Three Option One?

This module focuses on needs analysis, syllabus design, course planning and assessment.

You will carry out an independent investigation, leading to the design of a course programme related to one of the following specialisms:

- Business English
- Content and Language Integrated Learning (CLIL) / Embedded ESOL
- English for Academic Purposes
- English for Specific Purposes
- ESOL learners with literacy needs
- Language development for teachers
- Language support (e.g. on mainstream teaching programmes, specialist skills support)
- Teaching English to learners with special requirements, e.g. visual/hearing impairment, dyslexia, autistic spectrum disorders (ASD)

- Teaching examination classes
- Teaching in a non-English-speaking environment
- Teaching in an English-speaking environment
- Teaching learners online, or through distance/blended learning
- Teaching monolingual classes
- Teaching multilingual classes
- Teaching one-to-one
- Teaching young learners or young adults (specified age group required, within a 5-year range e.g. 8–13, 14–19).

Topics	Successful candidates can…
1. Research into specialist areas	• Present an informed discussion of the context and needs of learners in their selected specialism. • Summarise the principles and theories of teaching which are specific to the selected specialism. • Apply knowledge and understanding of the selected specialist area to plan for and assess learners in the chosen specialism.
2. Syllabus design: principles, influences on, methodological effects of, and major syllabus types as applied to the specific learning context	• Critically evaluate approaches to syllabus design, including their theoretical base, in relation to the broader curriculum and to the specific learning/teaching context selected by the candidate. • Evaluate and critically assess the influence of major theories of second language acquisition on the design of major types of syllabus in ELT and their influence on course provision. • Select and develop criteria for judging the suitability of different types of syllabus for stated teaching and the specific learning context. • Describe the influence of syllabus design on English Language Teaching (ELT) methodology.
3. Designing syllabus and teaching programmes to meet the needs of learners in the specific context of their selected specialism	• Design and plan the implementation of syllabuses and courses for a stated teaching context and group of learners. • Critically evaluate, adapt, design and conduct a variety of needs analyses to inform syllabus and teaching programmes.
4. Course design and development in the specific context of their selected specialism	• Apply knowledge of needs analysis and syllabus design to designing a course for a selected group of learners. • Prepare a scheme of work based on the course outlined. • Select or outline appropriate materials for the course.

| 5. | The principles and practice of testing and assessment and application to the candidate's specialist area | • Describe and explain major principles involved in testing, test design, and different types of assessment.
• Apply these principles to the planning and/or design and use of assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for specific learners, using ICT where appropriate.
• Select, adapt and create valid classroom tests and other forms of informal assessment appropriately.
• Evaluate and interpret the results of classroom tests appropriately. |
| 6. | Monitoring and evaluating the effectiveness and quality of courses and programmes of study | • Select, adapt and create appropriate assessment tools (including formal tests and exams) and methods in order to monitor and evaluate the effectiveness and quality of courses and programmes of study. |

What will I learn in Module Three Option Two?

This module focuses on situation analysis, planning and implementing change.

You will carry out an independent situation analysis, leading to the design of a change proposal in one of the following specialisms:

• Academic management
• Human resource management

• Customer service
• Marketing

To successfully complete this module, you will need to have access to management data from a relevant language teaching context.

Topics	Successful candidates can…
1. Research into specialist areas	• Summarise the principles and theories of management which are relevant to the selected specialism. • Apply knowledge and understanding of the selected specialism to plan for implementing an initiative in their language teaching operation (LTO). • Present an informed discussion of the context and institutional needs in their selected specialism.
2. Management: principles and applications	• Summarise the main approaches to management. • Distinguish between leadership and management. • Evaluate approaches to decision making. • Review and evaluate motivational theories. • Review elements of organisational structure. • Identify factors which influence organisational culture. • Critically evaluate alignment of professional and commercial interests in their LTO. • Relate professional concerns to the LTO's duty of care to stakeholders. • Apply management concepts to characterisation of management in their LTO.

3.	Principles and procedures of the specialism and their application in the LTO	• Describe the principles underlying the selected specialism. • Describe the key procedures used in the selected specialism. • Evaluate the application of these procedures in their LTO. • Use research or survey data to identify needed improvement in the selected specialism.
4.	Designing management initiative to meet the requirements of the specific context	• Apply knowledge of context and organisational structure to complete a situation analysis. • Apply knowledge of management principles and processes to identify a gap in the practices in the selected specialism in the LTO. • Define the goals of an initiative to fill the gap.
5.	Implementing the initiative in the LTO	• Apply knowledge of change management principles to planning the initiative. • Use project management as a basis for planning implementation. • Apply relevant procedures from the selected specialism in the proposed initiative.
6.	Monitoring and evaluating the implementation of the initiative	• Check progress in implementing the project. • Evaluate outcomes.