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Rationale

The specification does not set out a repertoire of prescribed procedures or techniques for language teaching; it is intended to establish a framework within which centres can run courses which will enable candidates to develop awareness, understanding and skills appropriate to working with a wide range of learners in a variety of contexts.

DELTA Aims

The DELTA offers candidates who have substantial experience of teaching English to adult speakers of other languages the opportunity to:

- acquire new insights into this area and a deeper understanding of the principles and practice of ELT to adults
- examine their current practices and beliefs
- apply the results of their learning and reflection to their current professional practice and to circumstances beyond their present and previous teaching experience.

DELTA Entry Requirements

Centres are responsible for selecting candidates and should satisfy themselves that candidates have a profile of experience, skills and awareness in ELT that enables them to complete the course and all the assessed elements.

A candidate will normally:

- have a minimum of two years full-time (1,200 hours) teaching experience of ELT to adults within the past five years
- have a range of teaching experience involving work in different teaching contexts and experience of teaching learners at different levels.

Candidates will normally be graduates or have undertaken a formal course of training in ELT to adults. It is the responsibility of individual centres to ensure that all candidates have an appropriate awareness of language and language competence in English which will enable them to follow the course and complete all the assessed elements successfully.

DELTA Course Programmes

DELTA course programmes are designed to enhance candidates' understanding of the following areas covered in the six Units of Learning outlined on pages 6–12:

1. The English Language and its description
2. The practice and principles of teaching and learning English in relation to a wide range of adult learners and their learning contexts
3. The nature, role and use of resources and materials
4. The process of teaching/learning and how it can be managed
5. Procedures for the formal and informal assessment of students, the evaluation of

courses and programmes of work, and the investigation of personal effectiveness as a teacher in the classroom

6. Opportunities to further their professional development as teachers, co-ordinators of other teachers and programme administrators
and to improve their skills as teachers and ELT professionals by helping them to apply understanding of the areas, as outlined in 1–6 above, to a wide range of teaching and learning contexts.

DELTA Course Requirements

There are three components of assessment:

Component One: The Coursework (see pages 17–28)

Component Two: The Extended Assignment (see pages 29–30)

Component Three: A Written Examination (see pages 31–32).

Table 1 illustrates how the Units of Learning are assessed.

Table 1

	Unit title	Assessment (main)	Assessment (secondary)
Unit 1	Understanding, knowledge and awareness of language	C1 Language Systems Assignments and teaching C2 Extended Assignment – analysis of learner language C3 Examination: Q1 Task 1; Q2 Tasks 1 and 2; Q3 Task 1	C1 Skills Assignments
Unit 2	The background to teaching and learning English at adult level	C1 Background assignments, lesson planning, Experimental Practice Assignment, Course Planning Assignment C2 Extended Assignment C3 Examination: Q1, Task 1; Q3 Task 2; Q3 Task 3	C1 Teaching Post-lesson evaluation
Unit 3	Resources and materials	C1 Resources and Materials Assignment C2 Extended Assignment C3 Q3 Tasks 1, 2 and 3	C1 All teaching assignments including lesson planning and post-lesson evaluations
Unit 4	Working in the classroom	C1 All teaching assignments including planning, teaching and post-lesson evaluations C3 Examination: Q1 Task3; Q2 Task 3; Q3 Task 3	C1 Background assignments for all lessons and course planning
Unit 5	Evaluation, monitoring and assessment	C1 Lesson planning, Course Planning Assignment C2 Extended Assignment C3 Examination: Q1 Tasks 1 and 2	C1 Teaching and post-lesson evaluations
Unit 6	Professional development	C1 Post-lesson evaluations, Experimental Practice Assignment C3 Examination: Q3 Task 2	C1 Background assignments

The DELTA is awarded to candidates who have completed the course and the assessment successfully. Diploma course programmes are designed by individual centres using the syllabus and course objectives. The following requirements are also included as an integral part of the programme:

- 120 contact hours between candidates and course tutors
- In addition, 10 hours teaching of adult learners for whom English is not a first language. Four of these lessons must be supervised and assessed by a course tutor and one must be externally assessed
- In addition, 10 hours directed observation of lessons. Five of these observations must be of live lessons taught by experienced teachers
- A minimum of 300 hours reading, research and assignment writing
- Internally and externally assessed assignments and a written examination.

Syllabus Overview

1 UNDERSTANDING, KNOWLEDGE AND AWARENESS OF LANGUAGE

- 1.1 The nature of communication and the role and functions of language
- 1.2 Concepts and terminology used in ELT for describing formal features of English and English Language use
- 1.3 Differences between English and other languages
- 1.4 Language as content in the ELT classroom
- 1.5 Language used by teachers and learners
- 1.6 Reference materials for language awareness

2 THE BACKGROUND TO TEACHING AND LEARNING ENGLISH AT ADULT LEVEL

- 2.1 The educational context and cultural impact of ELT
- 2.2 The history and development of language teaching to adults
- 2.3 Major theories of language learning and acquisition
- 2.4 The contexts within which learning and teaching take place
- 2.5 Designing teaching programmes to meet the needs of adult learners in different contexts
- 2.6 Implementing teaching programmes to meet the needs of adult learners in different contexts

3 RESOURCES AND MATERIALS

- 3.1 Knowledge of available published and non-published resources and materials
- 3.2 Evaluating and selecting resources and materials for different purposes and contexts
- 3.3 Adapting, developing and creating materials
- 3.4 Using aids and equipment effectively
- 3.5 Using self-access materials and learning centres
- 3.6 Managing resources

4 | WORKING IN THE CLASSROOM

- 4.1 Classroom procedures and techniques for use with adult language learners
- 4.2 Classroom management with adult learners
- 4.3 Classroom observation and research

5 | EVALUATION, MONITORING AND ASSESSMENT

- 5.1 The evaluation of courses and programmes
- 5.2 Monitoring learners' progress and giving feedback
- 5.3 Selecting and evaluating classroom tests and other forms of assessment for different purposes
- 5.4 English language tests, accreditation schemes and public examinations
- 5.5 Preparing candidates for specific tests and examinations

6 | PROFESSIONAL DEVELOPMENT

- 6.1 The relationship between underlying principles and classroom practice in ELT
- 6.2 Working with people
- 6.3 Personal development in a professional context
- 6.4 Support systems for continuing development

Unit 1 Understanding, knowledge and awareness of language

Content	Learning outcomes
<i>Successful candidates can:</i>	
1.1 The nature of communication and the role and functions of language	a. demonstrate their understanding of the nature of communication, and the workings of linguistic and paralinguistic systems b. demonstrate sensitivity to the way language is patterned, structured and used
1.2 Concepts and terminology used in ELT for describing formal features of English and English Language use	a. recognise, understand and use appropriate concepts and terminology to describe, for teaching purposes, formal features of English and English in use in terms of the developing linguistic and communicative competence of the adult learner b. demonstrate their understanding of the nature of language variety, the status of varieties of English and the relevance of this understanding for ELT
1.3 Differences between English and other languages	recognise and demonstrate their understanding of: <ul style="list-style-type: none"> (i) some of the significant systemic differences between English and a specific language or range of languages (ii) a range of linguistic contrasts between English and another specific language
1.4 Language as content in the ELT classroom	a. demonstrate their understanding of the basis on which language areas or items may be selected for inclusion in the syllabus, scheme of work or lesson plans drawn up for adult learners b. recognise the relationship between language and the context in which it is used and, where appropriate, situate language teaching within contexts identified as relevant to specific groups of learners
1.5 Language used by teachers and learners	a. adapt their own use of English to the needs of adult learners at different levels b. evaluate learner performance in samples of spoken and written discourse, and use this evaluation to set learning priorities for individuals and groups in relation to their own aims in learning English
1.6 Reference materials for language awareness	make use of a wide variety of reference resources to develop their understanding, knowledge and awareness of language and of the language problems faced by specific groups of adult learners.

Unit 2 The background to teaching and learning English at adult level

Content	Learning outcomes
<i>Successful candidates can:</i>	
2.1 The educational context and cultural impact of ELT	<ul style="list-style-type: none"> a. demonstrate their understanding of the role that English plays in a variety of different countries, of the educational and cultural impact of English, and of the range of attitudes and aspirations with which speakers of other languages may approach the learning of English b. demonstrate a commitment to the principle of equality of opportunity for all students
2.2 The history and development of language teaching to adults	<ul style="list-style-type: none"> a. relate current approaches to the methodology of ELT to adults to a historical perspective b. demonstrate their understanding of the implications for classroom practice of current approaches to the methodology of ELT to adults
2.3 Major theories of language learning and acquisition	<ul style="list-style-type: none"> a. relate current approaches to the methodology of ELT to adults to underlying theories of learning and learning theory in general, and to language learning and acquisition b. enhance the motivation of adult learners by taking account of their cognitive and affective needs
2.4 The contexts within which learning and teaching take place	demonstrate their understanding of the ways in which teaching programmes and methodologies may vary to meet the requirements of different contexts, taking account of individual learner factors, the effect of cultural background, institutional and resource constraints on teaching/learning and different goals and purposes for learning
2.5 Designing teaching programmes to meet the needs of adult learners in different contexts	<ul style="list-style-type: none"> a. demonstrate their understanding of the principles of planning overall programmes, syllabuses, schemes of work and individual lessons b. relate this to practice both in terms of their present and past work contexts, and in terms of contexts which may be outside their immediate experience, including mixed ability groups, multinational groups, special purpose groups and learners with special needs

Unit 2 The background to teaching and learning English at adult level cont.

Content	Learning outcomes
<p>2.6 Implementing teaching programmes to meet the needs of adult learners in different contexts</p>	<p><i>Successful candidates can:</i></p> <ul style="list-style-type: none"> a. demonstrate their understanding of the principles underlying the effective implementation of teaching programmes with regard to: <ul style="list-style-type: none"> i) the differences between monolingual and multilingual classrooms; ii) the existing English language knowledge and level of the student's (s') English; iii) the role and effect of feedback and correction; iv) developing learner autonomy b. relate this understanding to practice both in terms of their present and past work contexts, and in terms of contexts which may be outside their immediate experience.

Unit 3 Resources and materials

	Content	Learning outcomes
		<i>Successful candidates can:</i>
3.1	Knowledge of available published and non-published resources and materials	make effective and appropriate use of a wide range of currently available resources and materials for classroom use with adult learners, for teacher development, and for reference by teachers and/or learners
3.2	Evaluating and selecting resources and materials for different purposes and contexts	develop and apply appropriate criteria for the evaluation and selection of materials for use with adult learners in a range of different contexts
3.3	Adapting, developing and creating materials	with due regard to copyright requirements, adapt, develop and create teaching materials for different purposes and contexts (including low-resource contexts), and make effective use of materials not produced specifically for language teaching
3.4	Using aids and equipment effectively	demonstrate their understanding of the role of a wide range of technical aids and media, including ILT (Information and Learning Technology), and make effective use of these, if appropriate, in their work on the course for classroom teaching, for preparing materials and for classroom research
3.5	Using self-access materials and learning centres	demonstrate their understanding of the role and uses of self-access materials and learning centres, and of the ways in which learners can be helped to use these resources effectively where their use is considered to be appropriate
3.6	Managing resources	<p>a. demonstrate their familiarity with the basic principles of resource management, monitoring use and evaluating effectiveness</p> <p>b. demonstrate understanding of systems for putting these principles into practice.</p>

Unit 4 Working in the classroom

Content	Learning outcomes
<i>Successful candidates can:</i>	
4.1 Classroom procedures and techniques for use with adult language learners	<ul style="list-style-type: none"> a. demonstrate their familiarity with an extensive range of classroom procedures and techniques to help adult learners to develop control of language systems, to acquire and enhance appropriate language and literacy skills and sub-skills, and to develop fluency and confidence in using language appropriately b. demonstrate their understanding of the rationale underlying these procedures and techniques, and of their value in different teaching/learning contexts c. select from these procedures and techniques appropriately, and implement them effectively with specific groups of adult learners
4.2 Classroom management with adult learners	<ul style="list-style-type: none"> a. demonstrate their familiarity with an extensive range of classroom procedures and techniques to manage the classroom learning of language by adults by establishing and maintaining a positive learning atmosphere; managing effectively interpersonal relations within the group; managing the effective use of time; managing effectively the use of space, furniture, equipment and resources and ensuring a safe learning environment b. demonstrate their understanding of the rationale underlying these procedures and techniques, and of their value in different teaching/learning contexts c. select from these procedures and techniques appropriately, and use them effectively with specific groups of learners
4.3 Classroom observation and research	<ul style="list-style-type: none"> a. undertake systematic and focused observation of other teachers and themselves at work b. undertake systematic and focused observation of adult learners at work in a specific teaching/learning context c. identify appropriate areas of practice to focus on in their own and others' teaching d. devise or adapt appropriate means of collecting data from an observation; draw appropriate conclusions from the data and relate these conclusions to practice e. identify an appropriate change in practice to focus on; devise or adapt appropriate means of collecting data on the effect of the change; draw appropriate conclusions from the data and relate these conclusions to their future practice f. demonstrate their understanding of the concept of structured reflection g. evaluate their own and others' teaching through structured reflection, observation and classroom research.

Unit 5 Evaluation, monitoring and assessment

Content	Learning outcomes
<i>Successful candidates can:</i>	
5.1 The evaluation of courses and programmes	demonstrate their understanding of the concept of quality assurance in the context of the provision of language courses and show how this concept can be applied to courses in different contexts
5.2 Monitoring learners' progress and giving feedback	<p>a. demonstrate their understanding of the nature of a variety of methods of assessing learners' progress through informal monitoring by the teacher, learner self-assessment, formal tests and examinations and other forms of accreditation of learning</p> <p>b. demonstrate their understanding of the appropriateness of these assessment methods for different purposes and different contexts, and of how they can be implemented to give effective feedback to the learner</p>
5.3 Selecting and evaluating classroom tests and other forms of assessment for different purposes	demonstrate their ability to select, adapt and create valid classroom tests and other forms of informal assessment for specific groups of learners, and to evaluate and interpret the results of classroom tests appropriately
5.4 English Language tests, accreditation schemes, and public examinations	demonstrate their familiarity with the characteristics and purposes of a range of English Language tests, accreditation schemes and public examinations, available globally, and in specific local or regional contexts
5.5 Preparing candidates for specific tests and examinations	demonstrate their understanding of ways in which teaching/learning may be influenced by preparation for specific tests/examinations and how the possible negative effects of this can be minimised.

Unit 6 Professional development

Content	Learning outcomes
<i>Successful candidates can:</i>	
<p>6.1 The relationship between underlying principles and classroom practice in ELT</p>	<p>a. understand the way in which professional development is based on the deriving of principles from practice, and on the application of principles to practice</p> <p>b. review and develop their own practice in the light of data from their own and others' experience and from specific theories of language, language learning and learning theory in general</p>
<p>6.2 Working with people</p>	<p>a. demonstrate their understanding of the implications of the different roles they may play in their professional lives as teacher, colleague, team-leader and employee, and of the personal and professional qualities these roles may require</p> <p>b. show awareness of national standards of professional practice and teachers' legal and contractual responsibilities</p> <p>c. understand the limits of their responsibility with regard to the welfare, health, safety and supervision of learners and know when to assume responsibility themselves or to refer responsibility, ensuring that it has been assumed by someone else</p> <p>d. listen to, learn from and exchange views and ideas with others, including managers, tutors, colleagues and their own students</p>
<p>6.3 Personal development in a professional context</p>	<p>a. show awareness of the broader educational context in which the teaching/learning of English is situated</p> <p>b. where relevant, demonstrate their awareness of the need to share responsibility for their learners' language and general educational development with colleagues across the curriculum</p> <p>c. demonstrate their ability to undertake a conscious analysis of their own strengths and weaknesses and to plan for their further professional development in the light of this</p>
<p>6.4 Support systems for continuing development</p>	<p>a. demonstrate their familiarity with the nature, aims and role of a range of support systems which are available to teachers to help them with their continuing professional development by means of publications, events, groups and associations</p> <p>b. provide evidence of using these in their own professional lives, for example, through keeping up to date with relevant professional publications.</p>

Delta Assessment

DELTA has three components:

Component One: Coursework

Component Two: The Extended Assignment

Component Three: The Written Examination

To gain the Diploma, candidates must complete and pass all components and must meet the course requirements.

To meet the course requirements, candidates must:

- participate in a course
- maintain and submit a portfolio of all coursework and related documents to the centre by the dates specified.

Overview of Assessment

Component One: Coursework

Coursework includes both assessed and non-assessed work.

ASSESSED COURSEWORK

The assessed coursework comprises seven assignments which integrate both theory and practice. Centres are responsible for designing the coursework using the specifications detailed in this booklet. **The order of assignments is decided by the centre.**

Assignments 1–4 – Language Systems and Language Skills Assignments

There are **four** assignments of this type.

Two of these assignments focus on separate aspects of language systems and **two** on separate aspects of language skills. Each assignment must include both Parts I and II (see below):

- Part I – Background
- Part II – Planning, teaching and post-lesson evaluation.

Three of these assignments are internally assessed and externally moderated. **One** of these assignments is externally assessed.

Assignments 5–7

These three assignments explore the relationship between practice and underlying principle in specific areas:

- Resources and Materials
- Experimental Practice
- Course Planning.

These three assignments are internally assessed and externally moderated.

NON-ASSESSED COURSEWORK

The non-assessed coursework is designed and supervised by the centre, and includes tasks involving:

- Teaching for a minimum of five hours
- Observation and review of peers and colleagues teaching for a minimum of ten hours, five of which must be live observations.

Component Two: The Extended Assignment

The Extended Assignment is a case study of a learner and is externally marked.

Component Three: The Written Examination

The written examination consists of three compulsory questions and each question consists of three tasks. Each question includes ELT-related data.

The written examination is externally marked.

DELTA Pass Requirements

Candidates must pass all three components.

Component One: Coursework

Language Systems and Language Skills Assignments

Candidates must gain:

- a Pass in one systems background assignment
- a Pass in one systems Part II assignment
- a Pass in one skills background assignment
- a Pass in one skills Part II assignment

(One complete assignment is externally assessed and Part II of the assignment should normally pass.)

- a Pass in one other systems or skills Part II assignment
- a Pass in either of the following assignments: Resources and Materials Assignment or Experimental Practice Assignment
- a Pass in the Course Planning Assignment.

Please refer to page 16 for a summary of coursework requirements.

Component Two: Extended Assignment

Candidates must pass the Extended Assignment.

Component Three: The Written Examination

Candidates must pass five out of nine tasks; one task in each question must pass.

DELTA Distinction requirements

To gain a distinction in DELTA, candidates must gain:

- a Distinction in two components
- a Pass in the third component

If the Pass is in the coursework component, this must include some Distinction level teaching.

Component One: Coursework

Candidates must gain five Distinction grades:

- a Distinction in one systems background assignment
- a Distinction in one systems Part II assignment
- a Distinction in one skills background assignment
- a Distinction in one skills Part II assignment

(One of the above complete assignments is externally assessed.)

- a Pass in one other systems or skills Part II
- a Distinction in one of the following assignments: Resources and Materials Assignment; Experimental Practice Assignment; Course Planning Assignment.

The coursework must not include more than two fail grades.

Component Two: The Extended Assignment

In order to be awarded a Distinction for this assignment, candidates must meet the criteria specified on page 30.

Component Three: The Written Examination

Candidates must achieve a clear pass all nine tasks, with a Distinction answer in two tasks in different questions.

The Moderation Process

DELTA coursework is externally moderated. Special scrutiny is given to candidates if the recommendation for the externally assessed assignment does not match the centre's recommendation.

The Award Process

The DELTA Award Committee considers the results of all candidates. Special scrutiny is given to candidates who have failed in one component only and to potential distinction candidates.

Component One: Coursework

Table illustrating internally and externally assessed coursework and Pass requirements.

Assessment	Part I		Part II			Mode of Assessment	Pass Requirements
	Background Assignment	Planning	Lesson	Post-lesson Evaluation			
Language Systems or Skills	✓	✓	✓	✓		Internally assessed	* Candidates must pass one skills background assignment, one skills lesson, one systems background assignment and one systems lesson. One of the systems or skills background assignments and related lesson must be externally assessed and should normally pass. Candidates must pass one other lesson.
Language Systems or Skills	✓	✓	✓	✓		Internally assessed	
Language Skills or Systems	✓	✓	✓	✓		Internally assessed	
Language Skills or Systems	✓	✓	✓	✓		Externally assessed*	** Candidates should pass both parts of the assignment.
Resources and Materials	X ⁽¹⁾	✓	✓	✓		Internally assessed	Candidates must pass one of these assignments.
Experimental Practice	✓	✓	X ⁽²⁾	✓		Internally assessed	
Course Planning	Written Assignment only ✓					Internally assessed	Candidates must pass this assignment.

Key

- ✓ Assessed assignment
 - X⁽¹⁾ Reading and research does not have to be written up.
 - X⁽²⁾ Lesson is not formally assessed, though the lesson can be observed and feedback given if desired.
 - * The final coursework must include at least one Pass skills and one Pass systems background assignment, one of which has been externally assessed, and one Pass skills and one Pass systems lesson, one of which has been externally assessed.
 - ** Most centres choose the final systems/skills assignment for external assessment. However, an earlier assignment could be externally assessed if preferred.
- The externally assessed assignment should normally pass. However, during the process of moderation, if the externally assessed assignment is not a Pass, the Moderator will look for compensatory evidence in the coursework. If this is present, the overall grade for the coursework may be a Pass.

Component One: Coursework

Specifications for the Language Systems and Language Skills Assignments

These four assignments focus on different aspects of language systems and language skills.

Candidates must complete:

- two assignments on different aspects of the language system of English: grammatical, phonological, lexical, or discourse systems
- two assignments on different aspects of the language skills/sub-skills of English: reading, writing, listening or speaking skills.

PART I: Background assignment

Format & Scope	Syllabus Focus
<p>Length: 2,000 – 2,500 words</p> <p>The background assignment should draw on the candidate's reading, research and discussion with colleagues, and on experience gained in their own teaching.</p> <p>Candidates should:</p> <ul style="list-style-type: none"> • identify and analyse the aspect of the language system or skill selected in terms of general problems inherent in this area for adult learners of English • outline the reasons for choosing the particular aspect with reference to the sources consulted and to the candidate's own (and others') classroom experience, observation and research • discuss approaches and methods available to teachers working in this area • draw general and specific conclusions about their current and future practice in this area. 	<ul style="list-style-type: none"> 1.1 The nature of communication and the role and functions of language 1.2 Concepts and terminology used in ELT for describing formal features of English and English Language use 1.3 Differences between English and other languages 1.4 Language as content in the ELT classroom 1.6 Reference materials for language awareness 2.2 The history and development of language teaching to adults 2.3 Major theories of language learning and acquisition 2.4 The contexts within which learning and teaching take place 4.1 Classroom procedures and techniques for use with adult language learners 4.2 Classroom management with adult learners 4.3 Classroom observation and research 6.1 The relationship between underlying principles and classroom practice in ELT 6.3 Personal development in a professional context

Assessment Criteria for Language Systems and Language Skills: Background Assignments

At **PASS** level successful candidates can:

1. present an assignment which:
 - a. is written in language which is clear, accurate, easy to follow and does not impose a strain on the reader
 - b. is clearly ordered
 - c. uses appropriate terminology accurately
 - d. makes reference to sources in the text
 - e. contains a reference bibliography
 - f. respects the word limit (2,000 – 2,500 words) and states the number of words used.
2. focus on the topic of the assignment by:
 - a. identifying an area of the grammatical, lexical, phonological or discourse system of English or of a skills area of English (listening, speaking, reading and writing)
 - b. stating what aspect(s) of the identified area they have chosen.
3. show an understanding of the specified aspect by:
 - a. analysing it using appropriate terminology accurately
 - b. referring to reference materials
 - c. referring to their own classroom experience and observation
 - d. focusing on particular issues for learners, taking into account such factors as language, cultural background and learning style.
4. discuss the possible ways in which they may help their learners to develop competence by:
 - a. relating reading and research to learner needs
 - b. identifying an appropriate range of activities, resources and materials to support and guide learners
 - c. showing a familiarity with a range of appropriate classroom procedures and techniques
 - d. linking practice and underlying theory.

At **DISTINCTION** level candidates need to meet all the criteria specified above and

5. in addition, they will give evidence of being outstanding in two or more of the following:
 - a. breadth of knowledge
 - b. depth of understanding
 - c. insight into learners and learning
 - d. range of sources consulted
 - e. originality.

Specifications for the four Language Systems and Language Skills Assignments

PART II: Planning, teaching and post-lesson evaluation

Framework	Syllabus Focus
<p>Planning This consists of:</p> <ul style="list-style-type: none"> • a brief profile of the learners • a lesson plan • a commentary (max. 500 words) <p>Teaching This involves teaching a lesson. It is a requirement that:</p> <ul style="list-style-type: none"> • each lesson must be a minimum of 40 minutes duration and maximum of 60 minutes • each lesson must include at least five adult learners of English (i.e. 16 years and above) and on at least one occasion ten or more • the lessons must include two distinct levels from the following: elementary level, intermediate level, advanced level • each of the lessons must include a focus on a different area of either the language systems (grammar, phonology, lexis and discourse) or skills (reading, writing, listening and speaking) • each of the lessons must have language as the main aim with supporting skills work, or vice versa. <p>Post-lesson evaluation This consists of a written review of the lesson (max. 500 words).</p>	<p>Unit 1 Understanding, knowledge and awareness of language</p> <p>Unit 2 The background to teaching and learning English at adult level</p> <p>Unit 3 Resources and materials</p> <p>Unit 4 Working in the classroom</p> <p>Unit 5 Evaluation, monitoring and assessment</p> <p>Unit 6 Professional development</p>

Assessment Criteria for Part II of the Language Systems and Language Skills Assignments

Planning

Successful candidates must submit:

6. i a brief profile of the learners
 - ii a lesson plan which:
 - a. states the needs and level of the specific group
 - b. sets out a clear focus for the lesson in terms of aims and objectives
 - c. describes and sequences the procedures planned to achieve these aims
 - d. outlines any links between this lesson, the previous lesson and the next lesson
 - e. anticipates the problems and strengths of the group
 - f. identifies appropriate materials/resources to be used
 - g. assigns realistic and appropriate timing
 - h. contains a sourced copy/copies of the materials.
7. a commentary, of not more than 500 words, which:
 - a. links the learners' needs, the content and approach of the lesson, and the reading and research in Part I
 - b. shows how the systems focus of the lesson relates to supporting skills work, or vice versa.

Teaching

At **PASS** level successful candidates can:

8. demonstrate in their teaching that they can:
 - a. teach the class and individuals within it with sensitivity to the learners' needs, level and context in accordance with equal opportunities
 - b. make effective use of learning materials and resources, including aids and equipment
 - c. monitor learning and manage relevant feedback
 - d. take account of learners' cognitive and affective needs, and any other special needs.
9. demonstrate, where relevant, their understanding, knowledge and awareness of language by:
 - a. adapting their own use of language to the level of the group
 - b. providing accurate and appropriate models of language use
 - c. giving accurate and appropriate information about language form, meaning and use
 - d. responding to and exploiting learner contributions.
10. demonstrate, as appropriate, their repertoire of classroom procedures and techniques for:
 - a. focusing on learners' control of the language systems
 - b. developing learners' fluency and confidence in using language for communication
 - c. developing learners' language and literacy skills and sub-skills
 - d. promoting learner autonomy.

Assessment Criteria for Part II of the Language Systems and Language Skills Assignments cont.

11. demonstrate their ability to manage learning effectively by:
 - a. establishing and maintaining a positive learning atmosphere for all learners
 - b. managing the space, furniture, equipment and resources
 - c. setting up whole class and/or group and/or individual activities, as appropriate
 - d. managing the class so that the focus of the lesson remains on the aims and objectives identified
 - e. managing the time to ensure the pace of the lesson is appropriate
 - f. using the lesson plan as a guide, and adapting it, if appropriate, to respond to the classroom dynamic.

Post-lesson evaluation

At **PASS** level successful candidates can:

12. demonstrate in their post-lesson evaluation that they can:
 - a. reflect on, review and evaluate their own planning, teaching and the learners' progress; and, where relevant, their reading and research
 - b. identify key strengths and weaknesses in the plan and its execution
 - c. show how they intend to make changes and develop their own skills as a teacher in response to their self-evaluation and, where appropriate, structured feedback from learners and observers.

At **DISTINCTION** level for Part II candidates need to meet all the criteria specified above and

13. in addition, they must demonstrate exceptional sensitivity, creativity and skill in at least two of the following:
 - a. insight into the group and the topic area
 - b. understanding, knowledge and awareness of the relevant issues in the teaching of the systems and skills of English
 - c. knowledge of the differences between English and other languages, where relevant
 - d. teaching a coherent lesson with a clear sense of purpose which fully engages all the learners
 - e. ability to analyse and evaluate their teaching and the learning processes.

Specifications for the Resources and Materials Assignment

This assignment focuses on the selection of a resource and/or set of materials or course book for use with a specific group of adult learners at a particular level, with reference to the context/country within which the candidate is teaching.

This assignment does not require candidates to produce a background assignment. Candidates are, however, required to complete *Part II – Planning, teaching and post-lesson evaluation* in the same manner as the Language Systems and Language Skills Assignments. This assignment is internally assessed.

Framework	Syllabus Focus
<p>Planning This consists of:</p> <ul style="list-style-type: none"> • a brief profile of the learners • a lesson plan • a commentary (max. 500 words) <p>Teaching This involves teaching a lesson. It is a requirement that:</p> <ul style="list-style-type: none"> • the lesson must be a minimum of 40 minutes duration and maximum of 60 minutes • the lesson must include at least five adult learners of English (i.e. 16 years and above – see also requirements on page 19) • the lessons must have language as the main aim with supporting skills work, or vice versa, and the area chosen should be different from those chosen for the Language Systems and Language Skills Assignments. <p>Post-lesson evaluation This consists of a written review of the lesson (max. 500 words).</p>	<p>Unit 1 Understanding, knowledge and awareness of language</p> <p>Unit 2 The background to teaching and learning English at adult level</p> <p>Unit 3 Resources and materials</p> <p>Unit 4 Working in the classroom</p> <p>Unit 5 Evaluation, monitoring and assessment</p> <p>Unit 6 Professional development</p>

Assessment Criteria for the Resources and Materials Assignment

Planning

Successful candidates must submit:

1. i a brief profile of the learners
 - ii a lesson plan which:
 - a. states the needs and level of the specific group
 - b. sets out a clear focus for the lesson in terms of aims and objectives
 - c. describes and sequences the procedures planned to achieve these aims
 - d. outlines any links between this lesson, the previous lesson and the next lesson
 - e. anticipates the problems and strengths of the group
 - f. identifies appropriate materials/resources to be used
 - g. assigns realistic and appropriate timing
 - h. contains a sourced copy/copies of the materials.
2. a commentary, of not more than 500 words, which:
 - a. discusses the criteria for the selection of the resource(s)/material(s) (including Information and Learning Technology as appropriate) used in this lesson and where appropriate acknowledges the influence of resource constraints
 - b. shows how the systems focus of the lesson relates to supporting skills work, or vice versa.

Teaching

At **PASS** level successful candidates can:

3. demonstrate in their teaching that they can:
 - a. teach the class and individuals within it, with sensitivity to the learners' needs, level and context in accordance with equal opportunities
 - b. make effective use of learning materials and resources, including aids and equipment
 - c. monitor learning and manage relevant feedback
 - d. take account of learners' cognitive and affective needs and any special needs.
4. demonstrate, where relevant, their understanding, knowledge and awareness of language by:
 - a. adapting their own use of language to the level of the group
 - b. providing accurate and appropriate models of language use
 - c. giving accurate and appropriate information about language form, meaning and use
 - d. responding to and exploiting learner contributions.

5. demonstrate, as appropriate, their repertoire of classroom procedures and techniques for:
 - a. focusing on learners' control of the language systems
 - b. developing learners' fluency and confidence in using language for communication
 - c. developing learners' language and literacy skills and sub-skills
 - d. promoting learner autonomy.
6. demonstrate their ability to manage learning effectively by:
 - a. establishing and maintaining a positive learning atmosphere for all learners
 - b. managing the space, furniture, equipment and resources
 - c. setting up whole class and/or group and/or individual activities, as appropriate
 - d. managing the class so that the focus of the lesson remains on the aims and objectives identified
 - e. managing the time to ensure the pace of the lesson is appropriate
 - f. using the lesson plan as a guide, and adapting it, if appropriate, to respond to the classroom dynamic.

Assessment criteria for the post-lesson evaluation

Post-lesson evaluation

At **PASS** level successful candidates can:

7. demonstrate in their post-lesson evaluation that they can:
 - a. reflect on, review and evaluate their own planning, teaching and the learners' progress; and, where relevant, their reading and research
 - b. identify key strengths and weaknesses in the plan and its execution
 - c. show how they intend to make changes and develop their own skills as a teacher in response to their self-evaluation and where appropriate structured feedback from learners and observers.

At **DISTINCTION** level for Part II candidates need to meet all the criteria specified above and

8. in addition, they must demonstrate exceptional sensitivity, creativity and skill in at least two of the following:
 - a. insight into the group and the topic area
 - b. understanding, knowledge and awareness of the relevant issues in the teaching of the systems and skills of English
 - c. knowledge of the differences between English and other languages, where relevant
 - d. teaching a coherent lesson with a clear sense of purpose which fully engages all the learners
 - e. the ability to analyse and evaluate their teaching and the learning processes.

Specifications for the Experimental Practice Assignment

The focus of this assignment is an investigation of a specific lesson-type, teaching procedure/technique with which the candidate is unfamiliar. It includes reading and research related to the chosen area, a lesson where the candidate experiments with the new practice, and an evaluation of its success.

Format and Scope	Syllabus Focus
<p>Length: 2,500 – 3,000 words excluding the lesson plan but including the post-lesson evaluation.</p> <p>Candidates should:</p> <ul style="list-style-type: none"> • describe the background to the chosen area in terms of theory and practice • explain their professional interest in this area in terms of experience and personal teaching preferences • identify objectives for the experiment and ways of finding out how far they have been met • plan and teach a lesson using the experimental teaching procedure/technique • retrospectively <ul style="list-style-type: none"> – evaluate the lesson in terms of identified objectives – identify ways in which this area may be adapted for inclusion in future work (or consideration of why this area is not worth further extension or adaptation) – devise an action plan for future personal professional development. 	<ul style="list-style-type: none"> 2.1 The educational context and cultural impact of ELT 2.2 The history and development of language teaching to adults 2.3 Major theories of language learning and acquisition 2.4 The contexts within which learning and teaching take place 4.1 Classroom procedures and techniques for use with adult language learners 4.2 Classroom management with adult learners 4.3 Classroom observation and research 5.2 Monitoring learners' progress and giving feedback 6.1 The relationship between underlying principles and classroom practice in ELT 6.3 Personal development in a professional context

Assessment Criteria for the Experimental Practice Assignment

At **PASS** level successful candidates can:

1. present an assignment which:
 - a. is written in language which is clear, accurate, easy to follow and does not impose a strain on the reader
 - b. is clearly ordered
 - c. uses appropriate terminology accurately
 - d. makes reference to sources in the text
 - e. contains a reference bibliography
 - f. respects the word limit (2,500 – 3,000 words) and states the number of words used.
2. focus on the topic of the assignment by:
 - a. selecting approaches, techniques and materials on an informed basis, making appropriate reference to theory and to the characteristics and needs of specific groups of learners
 - b. evaluating their investigation and their own teaching and setting an appropriate agenda for improvement and continued development
 - c. showing awareness of the links between practice and underlying theory.

At **DISTINCTION** level candidates need to meet all the criteria specified above and

3. in addition, they will give consistent evidence of being outstanding in two or more of the following:
 - a. breadth of knowledge
 - b. depth of understanding
 - c. insight into learners and learning
 - d. range of resources consulted
 - e. originality.

Specifications for the Course Planning Assignment

This assignment focuses on the analysis of the learning needs of an identified group of adult learners of English, and the establishing of aims and objectives relevant to an English Language teaching programme.

Format and Scope	Syllabus Focus
<p>This written assignment consists largely of connected text with diagrams and notes as appropriate.</p> <p>Length: 2,000 – 2,500 words in addition to diagrams and notes</p> <p>Candidates should:</p> <ul style="list-style-type: none"> • identify the needs/wants of a specific group of adult learners of English • make best use of resources available • formulate performance objectives/ outcomes for the group • discuss the principles of course planning • apply these principles and draw up a course programme for these learners for a minimum of 20 hours • show how the course programme reflects the needs of the identified group. 	<ul style="list-style-type: none"> 1.4 Language as content in the ELT classroom 1.5 Language used by teachers and learners 2.1 The educational context and cultural impact of ELT 2.4 The contexts within which learning and teaching take place 2.5 Designing teaching programmes to meet the needs of adult learners in different contexts 3.1 Knowledge of available published and non-published resources and materials 3.2 Evaluating and selecting resources and materials for different purposes and contexts 5.1 The evaluation of courses and programmes 6.1 The relationship between underlying principles and classroom practice in ELT

Assessment Criteria for the Course Planning Assignment

At **PASS** level successful candidates can:

1. present an assignment which:
 - a. is written in language which is clear, accurate, easy to follow and does not impose a strain on the reader
 - b. is clearly ordered
 - c. uses appropriate terminology accurately
 - d. makes reference to sources in the text
 - e. contains a reference bibliography
 - f. respects the word limit (2,000 – 2,500 words) and states the number of words used.
2. focus on the topic of the assignment by:
 - a. obtaining in an appropriate way information about the needs/wants of an identified group of learners
 - b. demonstrate appropriate use of resources
 - c. formulating performance objectives/outcomes for the group
 - d. presenting an informed discussion of the principles of course planning
 - e. drawing up a course programme based on these principles
 - f. showing how the course programme reflects the specific needs of the group
 - g. showing awareness of the links between practice and underlying theory.

At **DISTINCTION** level candidates need to meet all the criteria specified above and

3. in addition, they will give consistent evidence of being outstanding in two or more of the following:
 - a. breadth of knowledge
 - b. depth of understanding
 - c. insight into learners and learning
 - d. range of resources consulted
 - e. originality.

Component Two: The Extended Assignment

Specifications for the Extended Assignment

Candidates must carry out a case study of an adult learner's use of English.

The assignment focuses on the performance of an individual adult learner of English, and includes a diagnostic test or other assessment procedure. Candidates analyse data from the test and from other samples of the learner's English, comment on the learner's strengths and weaknesses, and identify language learning objectives for the learner.

Format and Scope	Syllabus Focus
<p>This written assignment consists largely of connected text, with diagrams, notes and samples of test items/assessment tasks as appropriate.</p> <p>NB The analysis and objectives must be included in the body of the assignment <i>not</i> in the appendices.</p> <p>Length: 4,000 – 4,500 words.</p> <p>Candidates should:</p> <ul style="list-style-type: none"> • identify a learner as the focus for the case study and refer to their general background, language learning background, learning style and motivation for learning English • provide samples of the learner's use of spoken and written English. These should be obtained using a diagnostic test or some other form of assessment procedure, which can be carried out individually or within a group. In addition, other samples from classroom or individual activities must be included. • give a rationale for the diagnostic test/assessment procedure, including relevant discussion of the principles of assessment, which must be related to the chosen test. • analyse the data from the test and other samples, leading to conclusions about the learner's strengths and weaknesses. Candidates must refer to the learner's knowledge and use of the language systems (i.e. grammatical, lexical, phonological and discursal) and skills (i.e. reading, writing, speaking and listening) and comment on type and possible source of errors. • state language learning objectives for the learner, with suggestions for activities and resources to achieve these. 	<ul style="list-style-type: none"> 1.1 The nature of communication and the role and functions of language 1.2 Concepts and terminology used in ELT for describing formal features of English and English Language use 1.3 Differences between English and other languages 1.4 Language as content in the ELT classroom 1.5 Language used by teachers and learners 2.1 The educational context and cultural impact of ELT 2.4 The contexts within which learning and teaching take place 4.3 Classroom observation and research 5.2 Monitoring learners' progress and giving feedback 5.3 Selecting and evaluating classroom tests and other forms of assessment for different purposes 5.4 English Language tests, accreditation schemes and public examinations

Assessment Criteria for the Extended Assignment

At **PASS** level successful candidates can:

1. present an assignment
 - a. which is written in language which is clear, accurate, easy to follow and does not impose a strain on the reader
 - b. is clearly ordered with page numbers and contains a contents page
 - c. uses appropriate terminology accurately
 - d. makes references to sources in the text
 - e. contains a reference bibliography
 - f. respects the word limit (4,000 – 4,500 words) and states the number of words used.*
2.
 - a. provide personal details of the learner and a description of their previous and present learning background
 - b. refer to the learner's motivation and comment on learning styles with reference to information elicited from an appropriate questionnaire
 - c. compare their evaluation of the learner's learning style with their own observations of the learner.
3.
 - a. select, adapt or create a diagnostic test or some other form of assessment procedure
 - b. provide a rationale for the choice of test and its content
 - c. show an understanding of test factors including validity, reliability and practicality and relate them to the selected test
 - d. show that the test is appropriate to the learner's level and needs.
4.
 - a. provide appropriate samples of written and spoken data from the test/assessment procedure as well as further samples of the learner's written and spoken English
 - b. show evidence of assessing reading and listening skills.
5.
 - a. analyse and comment on the data, using accepted terminology, in order to draw reasoned conclusions about the learner's knowledge and use of English with reference both to language systems (i.e. grammatical, lexical, phonological and discursal) and skills (i.e. reading, writing, speaking and listening)
 - b. comment on the learner's strengths and weaknesses with reference to level
 - c. refer to type and possible source of errors
 - d. ensure that analysis and comment are clearly referenced to the data provided in the appendices.
6.
 - a. state the language learning objectives for this learner with regard to their needs and learning styles
 - b. suggest activities and resources to achieve these.

At **DISTINCTION** level candidates need to meet all the criteria specified above and

7. in addition they will show evidence of being outstanding in two or more of the following: the ability to
 - a. give a perceptive evaluation of the learner's strengths and weaknesses with clear reference to level
 - b. discuss, more fully, the type and source of errors in the learner's English
 - c. suggest activities and resources which clearly suit the learner's learning style

* The appendices may only contain examples of questionnaires and tests, samples of the learner's work and copies of resources suggested for the learner. The analysis, objectives and suggested resources must be in the main body of the assignment and within the word limit. Footnotes can be used for referencing and definitions but not for comments suitable for the main body of the assignment.

Component Three: The Written Examination

Format	General Marking Criteria
<p>Overview of the examination</p> <p>The examination paper is provided twice a year in June and December and is externally set and marked. Candidates are given three and a half hours to complete the paper.</p> <p>The examination consists of three questions, each of which has three tasks. Candidates must answer all the questions.</p> <p>Candidates are presented with some ELT-related data for each task.</p> <p>The tasks require the candidate to work with the data provided. Answers are normally in continuous prose but guidance will be given when this is not necessary.</p> <p>A total time of one hour per question is recommended.</p> <p>To pass the examination, candidates must pass at least one task in each question and, in total, five out of the nine tasks.</p> <p>To gain a Distinction in the examination candidates must gain a clear Pass in all nine tasks, with two tasks at Distinction level in different questions.</p>	<p>To achieve PASS level, candidates' work must:</p> <ol style="list-style-type: none"> 1. meet the following criteria: <ol style="list-style-type: none"> a. Relevance: the answer conforms to the task specification. Examiners assess candidates' work in relation to task-specific content criteria developed for each question. b. Language: the answer is clear, accurate, easy to follow and does not impose a strain on the reader. c. Application: the answer draws on knowledge of relevant methodological principles and practices gained from personal experience, background reading, and work covered in the course, and applies this knowledge appropriately to the task. d. Clarity: the answer provides clear, coherent and focused description or analysis, making explicit any underlying assumptions about teaching and learning. <p>At DISTINCTION level candidates need to meet all the criteria specified above and</p> <ol style="list-style-type: none"> 2. in addition, candidates will give consistent evidence of being outstanding in terms of the following: <ol style="list-style-type: none"> a. breadth of knowledge b. depth of understanding c. insight into learners and learning d. making connections between theory and practice and vice versa.

Overview of DELTA examination questions

Outline of each question, each of which has three tasks

QUESTION ONE

Data	Syllabus focus	Task
One authentic/ simulated authentic sample of student written text	Unit 1. Understanding, knowledge and awareness of language Unit 3. Resources and materials Unit 5. Evaluation, monitoring and assessment	Specific tasks will be set, requiring candidates to: <ul style="list-style-type: none"> • suggest criteria for the evaluation of the student-generated text • use the criteria to evaluate the text. (Reference should be made to identified strengths and weaknesses in aspects of both language and skills.) • choose two major areas of weakness for follow-up work • explain why the areas have been chosen in relation to the student's level and possible future needs • outline how the learner would be helped in these two areas

QUESTION TWO

Data	Syllabus focus	Task
Authentic written text – a maximum of two samples	Unit 1. Understanding, knowledge and awareness of language Unit 3. Resources and materials	Specific tasks will be set, requiring candidates to: <ul style="list-style-type: none"> • identify and comment on the style of the text(s) and/or language contained in the text(s) • comment on ways in which the text(s) might be exploited for use with a specific group of adult learners of English.

QUESTION THREE

Data	Syllabus focus	Task
Teaching/learning sequence from published adult ELT materials. No more than two extracts will be used.	Unit 1. Understanding, knowledge and awareness of language Unit 2. The background to teaching and learning English at adult level Unit 3. Resources and materials Unit 5. Evaluation, monitoring and assessment	Specific tasks will be set, requiring candidates to: <ul style="list-style-type: none"> • identify the language features (systems and/or skills) in specific material • comment on the language in the data provided • comment on the principles underlying the material • comment on the appropriateness of material for given purposes • identify aims and evaluate effectiveness in terms of these aims.