

University of Cambridge

ESOL DELTA

Diploma In English Language Teaching To Adults

Module One

Module Two

Module Three



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Authorised Centre for Teaching Awards

Teaching English to
Speakers of Other Languages

Welcome to the Australian TESOL Training Centre

Thank you for your recent enquiry regarding the University of Cambridge ESOL DELTA course (Diploma in English Language Teaching to Adults) held at the Australian TESOL Training Centre. The DELTA course is comprised of three modules, which are assessed individually.

Module One: Understanding Language Skills for Teaching

Assessed by written examination in June or December each year.

Module Two: Developing Professional Practice

Assessed by coursework - a combination of assignments and continuous assessment of Teaching Practice plus one externally assessed Teaching Practice during a 5 week intensive course.

Module Three: Extending Practice and English Language Teaching Specialisation

Assessed by extended written assignment submitted to Cambridge in June or December each year.

Course structure and dates

You may apply for the combined Module One and Module Two course, or the Module Three course or both courses. Courses can be completed in any order.

DELTA Modules One and Two

ATTC offers an integrated course for Modules One and Two.

Component A) Pre-course independent study component (approximately 40 hours over 5 weeks)

Component B) Intensive 5 week full time course (face to face)

2011 Dates:

Brisbane: 05 Sep – 07 Oct 2011 (Written Examination December 2011)

2012 Dates:

Sydney: 5 Mar – 5 Apr 2012 (Written Examination June 2012)

Brisbane: 24 Sep – 26 Oct 2012 (Written Examination December 2012)

DELTA Module Three

ATTC offers a distance mode course with a specialist focus on teaching classes preparing for examinations (e.g. IELTS, TOEFL, FCE, TOEIC).

Distance Mode - 12 week course

2011 Dates:

04 Jul – 24 Sept 2011 (submit extended written assignment December 2011)

27 Sep - 17 Dec 2011 (submit extended written assignment June 2012)

2012 Dates:

02 Jan – 23 Mar 2012 (submit extended written assignment June 2012)

02 Apr – 22 June 2012 (submit extended written assignment December 2012)

02 Jul – 21 Sept 2012 (submit extended written assignment December 2012)

24 Sept – 14 Dec 2012 (submit extended written assignment June 2013)

Course Fees (2011)

Modules One and Two: AU\$3650 (plus 200 pounds sterling examination fee)

Module Three: AU\$750 (plus 63.50 pounds sterling examination fee)

Enrolment procedure

Complete the attached application form and three application tasks or apply on-line at www.attc.edu.au

Include with your application:

- A resume with details of your adult language teaching experience. Please specify the levels and types of classes that you have taught
- Copies of all relevant certificates, diplomas or degrees
- The name and contact details (include email / fax) of a supervisor who has recently observed you teaching and is willing to provide a brief report

The normal deadline for receipt of all applications is 10 weeks prior to course commencement. Please note that late applications may also be considered. All DELTA applicants are required to attend an interview. Applicants from outside the Sydney or Brisbane area will be interviewed by telephone. Please contact us two or three days after sending your application to make arrangements. Once deposits, course fees and examination fees have been paid they are not refundable.

AUSTRALIAN TESOL TRAINING CENTRE

CAMBRIDGE DELTA

Please do not hesitate to contact me if you require any further information.

Naomi Wilson

ATTC Administrator – Sydney

Contact information

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Street address: As above

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e-mail: train@attc.edu.au

Web: www.attc.edu.au

Why choose the Australian TESOL Training Centre?

Gain an internationally recognised teaching qualification

The most widely recognised qualifications for English language teaching are those offered by the University of Cambridge ESOL. The University of Cambridge ESOL Certificate (CELTA) and Diploma (DELTA) qualifications meet the national requirements for English teachers of overseas students in Australia and are recognised by English language colleges around the world. ATTC offers attractive study pathways for DELTA qualified teachers.

Study at the longest established Cambridge ESOL training centre in Australia

In 1983 ATTC became the first centre in Australia to offer the prestigious University of Cambridge ESOL CELTA and DELTA and now trains over 700 teachers each year on a range of programs. ATTC designs and delivers specialist courses for educational institutions and Ministries of Education around the world.

Benefit from our experienced and professional Teacher Training team

The trainers who lead ATTC courses are highly experienced teachers and teacher trainers and are all Cambridge accredited DELTA trainers. All members of our training team hold specialist qualifications and all DELTA tutors hold Masters degrees in the fields of Applied Linguistics or English Language Teaching. They have a wealth of experience in many countries and teaching contexts. The team also includes Cambridge appointed assessors for DELTA – as well as the CELTA/DELTA Joint Chief Assessor - and in this way we contribute to the quality and the standard of the DELTA scheme in Australia.

Employment Opportunities

There are many job opportunities for ATTC CELTA and DELTA participants within Australia and overseas. Local and international colleges recruit directly from our courses and we will send you our job e-letter on a regular basis. ATTC is the TESOL training division of the Navitas group with English language schools around Australia and overseas. Teachers who successfully complete our courses often find employment within our organisation or within other recognised and accredited Australian institutions.

Develop your career

ATTC DELTA graduates have excellent teaching opportunities and employment pathways around the world. If you are interested in further study you can transfer credit from your DELTA to related post-graduate degrees.

University of Wollongong : 2 out of 6 subjects of the Master of Education (TESOL) - Can be taken by distance

Macquarie University: 4 credit points (LING938) on the MA Applied Linguistics - Can be taken by distance

University of New South Wales: 2 out of 6 subjects of the MA Applied Linguistics

University of Canberra: 2 out of 6 subjects of the MA TESOL

Make use of great facilities, resources and services

All ATTC training centres are located centrally and our premises are equipped with comfortable classrooms, computer/resource centres and student common areas.

DELTA Aims

The DELTA course offers teachers the opportunity to;

- acquire new insights into this area and a deeper understanding of the principles and practice of ELT to adults
- review and update their current beliefs and practices
- extend their expertise in a specialist area.

The full syllabus and course description can be downloaded at <http://www.cambridgeesol.org/exams/teaching-awards/delta-modular.html>

DELTA CERTIFICATION

Successful candidates receive a certificate for each module. Grades are Pass with Distinction, Pass with Merit, Pass and Fail. Successful completion of all three modules is considered equivalent to the award of the previous non-modular DELTA qualification.



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DELTA ENTRY REQUIREMENTS

The DELTA modules can be taken at any stage in a teacher's career and in any order. They are aimed at in-service teachers of English working in a variety of teaching contexts (e.g. adult, primary or secondary) and are intended for an international audience of non-first language or first language teachers of English. DELTA applicants will normally:

- Have a minimum of a year's ELT experience (600 hours)
- Have an initial ELT qualification teaching qualification
- Have a competence in English, both written and spoken, that enables you to follow the course and complete all assessed elements successfully

MODULES ONE AND TWO: COURSE REQUIREMENTS

For the combined Module One and Two course you will be required to:

- Complete the 40 hour Module One Independent Study Component before the course starts
- Teach adult students for a minimum of 4 hours (3 hours of teaching are assessed by a course tutor and 1 hour by an external assessor)
- Carry out a minimum of 10 hours of observation of experienced teachers and complete all practical and written assignments within the course
- Complete 100 hours reading, research and assignment preparation in addition to course hours

MODULES ONE AND TWO: CONTENT

Delta Module One aims 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.

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

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

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

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

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Sample daily timetable

8.20 -	10.20	Course session
10.20-	11.30	Break
11.30-	12.30	Tutor Consultation and lesson preparation
12.30-	2.30	Course session
2.30 -	3.15	Break
3.15-	5.15	Teaching practice and preparation / or preparation of Teaching Practice Assignments

MODULES ONE AND TWO: COURSE ASSESSMENT

Assessment framework

Each module is assessed independently.

Module One

A written examination consisting of two parts, each 1 hour 30 minutes (externally marked)

Module Two

Assessed assignments incorporating background essays and observed teaching

MODULES ONE AND TWO COURSE PREPARATION

Prior to the face to face course it is essential that all DELTA participants complete the **pre-course Independent Study Component**. This will take approximately 40 hours, but it is self-paced and some candidates will need to spend longer. To do this, candidates will need their own copy of *About Language* by Scott Thornbury (published by CUP).

Reading:

In order to be well prepared for your DELTA courses, you should take the opportunity to refresh your practical and theoretical knowledge by reading at least one book from each section of the list. Although these will be available for you to borrow during the course, you are required to have your own copy of one of the classroom practice books. A more comprehensive reading list will be sent with your acceptance letter and additional references will be supplied during the course.

Reading List:

1. Classroom Practice:

- a) Learning Teaching
Scrivener, Heinemann

- b) The Practice of English Language Teaching
Harmer, Longman

2. Background Approach:

- a) Teaching by Principles
Brown, Prentice Hall

- b) Language Teaching Methodology

Nunan., CUP

Resources

You will be able to borrow books from the Teacher Training resource collection and will have full access to the college teaching resources. Cassette recorders/CD players, OHPs and VCRs/DVD players are available at the college. Please note that we provide computer and photocopying facilities for course participants within course hours.

Practical Considerations

In order to take the DELTA Modules One and Two course you should be in good health and be able to manage the stress arising from an intensive course of this nature. It is highly unlikely that you will be able to fulfil the course requirements if you have any other obligations during the five week course such as part-time work or commitment to another course.

MODULE THREE: COURSE ASSESSMENT

Module Three is assessed by an extended assignment of 4.000 – 4.500 words (externally marked). Course participants are provided with tutor support during the distance course and preparation of the assignment.



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The ATTC **Module Three** DELTA course is offered in distance mode with a specialist focus on teaching classes preparing for examinations (e.g. IELTS, TOEFL, FCE, TOEIC).

The course aims to develop candidates' knowledge of and competence in:

- a chosen specialist area
- curriculum and syllabus design principles
- different types of syllabus
- approaches to needs analysis
- course design and evaluation
- assessment of learners.

To achieve these aims, candidates need to:

- research a chosen specialist area
- understand and apply key principles underpinning syllabus design and course planning
- understand and use appropriate methods of needs analysis for a specific group of learners
- consider learner assessment and course evaluation
- synthesise all their learning into a project which can be coherently presented to a third party.

Enrolment Conditions

- I understand that acceptance for my course is subject to successful completion of a selection and/or interview process and I agree that Navitas English or ATTC, in their absolute discretion, may accept or reject my application to undertake the course.
- I accept that neither the deposit, balance of fees or examination fee are refundable. It may be possible, no later than two weeks before the course starting date, to transfer to a later course. The offer of a transfer will remain valid for courses commencing within a period of 12 months (from the original course date). A transfer fee of \$50 will apply.
- I accept that the College reserves the right to increase fees at any time and to cancel a course if there is an insufficient number of candidates.
- I understand that payment for all courses are to be made by **BANK CHEQUE, CASH or CREDIT CARD. (No personal cheques please.)**
- I understand that I must complete all of the assessment components during the course in order to be entered for the award.
- I understand that the following may be grounds for dismissal from the course:
 - lack of professionalism on my part
 - failure on my part to co-operate reasonably with other trainees, students and Australian TESOL Training Centre/Navitas English personnel
- I will accept as final all decisions made by Navitas English or ATTC in regard of grading and dismissal from the course.
- I accept financial responsibility for any books or materials borrowed by me from Navitas English, or ATTC.
- I understand that I am responsible for providing my own teaching materials and for maintaining a portfolio of work for assessment purposes
- I understand that upon successful completion of the course, the Navitas English or ATTC will advise and guide me in seeking employment but will not guarantee or arrange such employment.
- I understand that Navitas English or ATTC are not responsible for the actions of any employers offering jobs which may be brought to my attention by the Navitas English or ATTC or their personnel.

Indemnity and Release for All Applicants

In consideration of Navitas English and Australian TESOL Training Centre (ATTC) accepting my application for enrolment providing tuition to me, I agree that I will not hold it, and/or its employees, and/or agents responsible or liable for and will not make any claim against any of them for any loss, damage, death or injury which I may suffer or cause as a result or in connection with or during the period of: (a) my attendance at any premises owned, operated or controlled by or on behalf of or with the assistance of Navitas English or ATTC and/or (b) my attendance at any activity (whether sporting, cultural, social, educational, recreational or otherwise) organised by or on behalf of or with the assistance of Navitas English or ATTC or any activity of which Navitas English or ATTC have any knowledge and/or (c) any accommodation whether short term or long term arranged for me by Navitas English or ATTC, and/or (d) in any way whatsoever my association with Navitas English or ATTC.

On behalf of myself, my executors, administrators and assigns I hereby release Navitas English or ATTC, and/or agents from loss, damage, death or injury from any actions, claims and demands which, if I had not entered into this Agreement, I might otherwise have been entitled to take or make in respect of any such loss, damage, death or injury and I hereby indemnify Navitas English, ATTC, and/or its employees, and/or agents against any such liability.

This agreement does not remove the right to take further action under Australia's consumer protection laws. Navitas English or ATTC dispute resolution processes do not limit the student's right to pursue other legal remedies.

I agree that this Agreement shall be governed in all respects by and interpreted in accordance with the Laws of the Commonwealth of Australia and the State in which the campus that I attend is located.

I understand that Navitas English or ATTC may be required to make information provided by me available to the Australian immigration and education authorities, in connection with my visa. This includes certain changes to enrolment and breaches of attendance/academic requirements.

Application tasks required for DELTA modules One and Two

Complete *all* three of the tasks below and submit these with your application form.

Focus on an area of Language systems (300 – 500 words)

Identify an area of language you are interested in (discourse, function or structure. For a structure, stick to one concept only). Say why you chose it, with reference to your teaching experience or learner difficulties in the area. E.g. *"I am particularly interested in the structure of the Present Perfect simple used to announce news because I have found that learners rarely use it spontaneously, even at higher levels when they have met it on numerous occasions"* (Do not use this structure in your task)

Analyse the area with reference to meaning, form, use and pronunciation.

Meaning / Use: (use timeline or diagram if needed) E.g. "usually this is an event or action that has occurred and is being announced in real time as news. Give info on context, text type and participants also – E.g. *"It can occur orally in an information report on the new on TV/radio news or written in a newspaper article. It could be one turn of a casual conversation also – e.g. A and B are colleagues chatting at lunchtime. A is reading the news online.*

A: "I knew it was too good to last

B: What's that?

A: The interest rate's gone up.

B: I heard!"

Form / Pron: E/g/

The interest rate	's	gone up .
Subject +	Auxiliary verb have + Have/has	Verb: Past participle
Secondary sentence stress on interest Elision of final /t/ in interest	Contracted form of auxiliary /s/	Primary sentence stress on up , which carries falling intonation. Linking of consonant /n/ with vowel /ʌ/ so /nʌp/

State one or two key problems or issues that learners have with concept or form.

E.g. "There are several key issues here. One main issue is that learners tend to use past tense instead" (cite example from different classes, learners and contexts that you have taught and show how they tend to avoid this form in reporting news)

Suggest one approach or activity that you have found to be useful in addressing the problem in iii). E.g. "One activity I have found useful in my (state context) classes was....." (describe)

Evaluate the suggestion E.g. "This activity/approach was useful becausealthough"

Lesson planning and evaluation (no more than 1000 words)

Submit a detailed plan for a lesson (minimum 60 minutes) with a current or recent class. The plan should include a class profile, specific aims, anticipated problems and detailed procedure for each stage of the lesson. Copies of all materials used and a thorough evaluation of the lesson should also be included.

Learner evaluation and language analysis (no more than 1000 words)

(i)

Evaluate the strengths and weaknesses of the text (below) written by a student in an intermediate class. The text was produced in class in response to a task that required learners to describe the qualities of a good teacher to a group of trainee teachers.

(ii)

Which weaknesses would you choose as major areas for follow-up work? Justify your choice.

(iii)

How would you help this learner in these areas of weakness?

I want teacher as follow.

Flanckly speaking, almost students include you who student for trainee teacher, measured their teachers. "He/She is a good/bad teacher." Who is a standard teacher? I don't know. You don't know. We don't know. But, I feel that good teacher have a those ability.

Good teachers have friendliness. They understand whether students is clever or stupid. And they place themselves in student's place. They regard students as friends like movie "Dead Poetry Society"

Especially. If you teach foreigner student, You must understand their culture.

Good teachers have a pride. First, They speak with confidence to students if it is like that students believe teacher. "Believe is very important between teacher and student, hence They have to study very hard in advance.

"Preparation" is essentiality for teacher. They must provide against a rainy day, any questions – They are always prepare for questions. And, they teach eagerly. Students feel that if you don't know any word – Look for dictionary immediately even if in fron of students.

I saw trainee teachers tremble for fear. Trainee teachers and students stare at their lips and eyes. Don't tremble. Students understand their position.

Don't worry –Be happy -