



International Journal of Advanced Research in Education and Technology (IJARETY)



Teaching English in Colleges: the Need for More Classes and Specialised Syllabus and Curriculum

DR. DD GUPTA

PROFESSOR, ENGLISH, GOVT. GIRLS COLLEGE HOD, SIKAR, RAJASTHAN, INDIA

ABSTRACT: Language is the most essential medium of communication and education. Therefore, promotion and development of Hindi and other 21 languages listed in the eighth schedule of the Constitution of India including Sanskrit and Urdu has been emphasized. Since time immemorial, language has been one of the major issues in India. History intimates that some states have come into existence only based on language. The regional language attains the utmost importance in a region. Along with that, the national language, English and some other foreign languages are also relevant nowadays because of their utility. Teaching and learning of English language has become multifaceted in India. This is in accordance with the issues and debates surrounding the position of English in India. It is accepted at the outer level, but attains undue resistance at the inner levels i.e., the cultural and the psychological levels. Hindrances like the regional language based medium of instruction, staunch ideological opposition from the people all around have made English Language Teaching a difficult job. However, one should understand that, English is a globally accepted common language, a language for higher education and the prerequisite in the modern world. Hence, teaching of English is a necessity nowadays.

KEYWORDS-English, teaching, curriculum, classes, syllabus

I. INTRODUCTION

English is a compulsory subject in the general education curriculum from grades 3 to 12. As one of the instrumental subjects in school, English not only enables students to formulate and develop their communicative competences in English but also contributes to the formation and development of general competences to live and work more effectively, to learn other subjects well and for lifelong learning. English provides students with an important international communication tool, enabling them to exchange information, advanced scientific and technical knowledge, explore cultures, thereby leading to intercultural understanding and promoting a sense of global citizenship, contributing to the development of personal qualities and competences. Through learning English and understanding different cultures, students can better understand and love their own language and culture. As a compulsory subject in the general education curriculum, English is also directly inter-related with many other subjects/educational areas such as Literature/Vietnamese, Natural and Social Sciences, History and Geography, Arts,[1,2,3] Physical Education, Computing, Experimental Activities. English is also a tool to teach and learn other subjects, especially Mathematics and natural sciences. The main objective of the General education English language curriculum is to enable students to formulate and develop their communicative competences through practicing listening, speaking, reading, writing and linguistic knowledge (pronunciation, vocabulary, grammar). Communicative competences and linguistic knowledge are built on the basis of specific units of communicative competences, in themes and topics relevant to the needs and abilities of students to help them meet the levels required in the Vietnam 6-level language proficiency framework (promulgated under the Circular No. 01/2014/TTBGDDT dated 24 January 2014 of the Minister of Education and Training), specifically, students who finish primary school will have mastered Level 1, students who finish lower secondary school will have mastered Level 2, and students who finish upper secondary school will have mastered Level 3. The content of the general education English language curriculum reflects the basic directions outlined in the general education curriculum of the Ministry of Education and Training, particularly:

At primary level (grades 3-5), English teaching and learning enables students to initially formulate and develop their communicative competences through the four skills of listening, speaking, reading, and writing, with more focus on listening and speaking skills. At lower secondary level, English teaching and learning continues to enable students to formulate and develop their communicative competences, and at the same time develop their thinking abilities and enhance students' understanding of cultural and social characteristics of countries in the world as well as have more extensive understanding of the culture and society of their own nation. At upper secondary level, English teaching and learning enables students to develop their communicative competences in English built on the foundations of the primary curriculum and lower secondary curriculum, to provide them with lifelong skills for education and employment.

1. The general education English language curriculum complies with the provisions set out in the general education curriculum of the Ministry of Education and Training, including general guidelines on views,

objectives, requirements, educational plans and guidelines on educational contents, educational methodology, assessment of learning and conditions for successful curriculum implementation. 2. The general education English language curriculum is built with the view that communicative competences are the targets of the teaching process; linguistic knowledge is a means to formulate and develop communicative competences through listening, speaking, reading and writing. At primary level (grades 3-5), priority should be given to developing listening and speaking skills. At lower secondary level, listening and speaking skills continue to be advanced and through practicing combined skills to progressively develop all four skills of listening, speaking, reading, and writing in upper secondary level. 3. The general education English language curriculum is designed on the basis of a system of themes and topics that are closely related, meaningful and relevant to the learning and living environment of students, relevant to the development of communicative competences in accordance with the performance objectives specified for each educational level. The system of themes and topics reflecting culture should be put in national and international contexts; teaching contents should be selected and repeatable, expandable over school years in concentric spiral direction in order to consolidate and develop communicative competences of students. Through the implementation of a system of themes and topics in the curriculum, students can be equipped with contents of other subjects at an appropriate and feasible level. 4. The general education English language curriculum shall ensure student-centered teaching approach. Students' communicative competences in English are developed through active and creative learning activities. Teachers organize and lead the teaching process, [4,5,6] encourage students to engage in language practice activities to the maximum extent and step by step improve their self-learning ability. 5. The general education English language curriculum shall ensure the continuity and articulation of English teaching and learning from primary to lower secondary and upper secondary levels. The continuity and articulation are reflected in the fact that after each educational level, students will have mastered a level in the Vietnam 6-level language proficiency framework. 6. The general education English language curriculum shall ensure flexibility and openness to meet the needs and accommodate diverse English teaching and learning conditions in localities.

Upon successful completion of the primary education English curriculum, students will be able to: - Communicate in simple English through the four language skills of listening, speaking, reading and writing. The expectation is that listening and speaking will provide the dominant focus. - Have basic and minimum knowledge about English including pronunciation, vocabulary and grammar; and through the English language, to gain basic knowledge of the landscape, culture and people of English-speaking countries and other countries in the world. - Develop positive attitudes towards English language learning; have pride in and appreciation of their own culture and language. - Develop effective English learning strategies, which will support their ability to transfer eventually to learning other languages.

Upon successful completion of the lower secondary English curriculum, students will be able to: - Use English as a communication tool through the four skills of listening, speaking, reading and writing to meet basic and direct communication needs in familiar and everyday settings. - Have basic knowledge of English, including pronunciation, vocabulary and grammar; and through English, have general understanding of the landscape, people and culture of English-speaking countries and other countries in the world, and at the same time have knowledge and pride in the values of their own culture. - Develop positive attitudes towards the subject and English learning, basically know how to use English to learn about other subjects in the general education curriculum. - Formulate and apply different learning methods and strategies to develop communicative competences in English inside and outside the classroom, manage learning time and develop self-learning habits.

Upon successful completion of the upper secondary English curriculum, students will be able to: - Use English as a communication tool through the four skills of listening, speaking, reading and writing to meet basic and practical communication needs on familiar topics related to school, recreational activities, career, etc. - Continue to formulate and develop basic knowledge of English, including pronunciation, vocabulary and grammar; and through English, have more extensive understanding of the landscape, people and culture of English-speaking countries and other countries in the world, understand and respect cultural diversity, and basically reflect on the values of Vietnamese culture in English. - Use English to improve the quality of learning other subjects in the general education curriculum. - Use English for further education or immediate employment upon completion of upper secondary education level. - Use a variety of learning strategies to manage learning time, apply information technology in learning and self-learning, consolidate self-learning and self-assessment methodology and take responsibility for learning outcomes, and form lifelong learning habits.

II. DISCUSSION

This programme is aimed at teachers who want to gain a deeper understanding of the theories and practice that govern English language teaching. If you want to teach in higher education or private schools the programme also provides an opportunity to gain a professional qualification (for an extra cost), such as a CELTA.

The optional module on multimedia provides you with technology-enhanced teaching experience.

Observe and reflect on practical language teaching and learning

Gain practical teaching experience[7,8,9]

Study in the UK's top-ranked linguistics department (RAE 2008, RAE 2014)

Flexible course structure: you can opt for a research or CELTA pathway

Develop your expertise in specialist areas such as digital materials development to enhance your career options

Perfect for recent graduates and ELT teachers who don't have a linguistics background

III. RESULTS

Becoming an English teacher is an excellent way to share your love of language and literature with students. These professionals play an important role in educating young people and preparing them for a career. If you're considering becoming an English teacher, learning about the typical responsibilities and qualifications for these professionals can help you decide whether this career path suits your interests and skills.

In this article, we describe what English teachers do, explain how to become one, list key skills for these professionals and share the average salary and job outlook for this career path.

English teachers are instructors who focus on educating students about literature, writing, comprehension and analysis skills.

To become an English teacher, you need a bachelor's degree in English, English teaching, education or another relevant degree program.

Some key skills to develop as an aspiring English teacher include knowledge of the English language, teaching capabilities, communication, organization and flexibility.[10,11,12]

DELTA is an English language teaching (ELT) qualification for experienced Teachers of English as a Foreign Language (TEFL) and Teachers of English to Speakers of Other Languages (TESOL). It is provided by Cambridge English Language Assessment through authorised Cambridge English Teaching Qualification centres and can be taken either full-time or part-time.^[1] The full name of the course was originally the Diploma in English Language Teaching to Adults and is still referred to in this way by some course providers. However, in 2011 the qualification title was amended on the Ofqual register to the Cambridge English Level 7 Diploma In Teaching English to Speakers of Other Languages (DELTA)^[2] in order to reflect that the wider range of students that teachers might have, including younger learners.

Delta is designed for candidates with previous English language teaching experience. Candidates have usually completed an initial teaching qualification and typically have at least one year's teaching experience. It is suitable for first language and non-first language speakers of English who are teaching English as a second or foreign language (ESL and EFL) in primary, secondary and adult contexts. Candidates should have English language skills equivalent to at least level C1 of the Common European Framework of Reference for Languages.

Delta consists of three modules, which can be taken together or separately, in any order, and over any time period. Module Two requires course attendance at an authorised Delta centre so that teaching practice can be supported and assessed. There is no requirement to take a course at a recognised Delta centre for Modules One and Three, although most candidates do. Successful candidates receive a certificate for each module passed, as well as an overall certificate upon the successful completion of all three modules.

All three modules emphasise both theory and practice, although teaching practice is only directly assessed in Module Two. Delta also gives teachers an opportunity to pursue areas of specialism in Module Three (an extended assignment

on syllabus design, course planning and assessment in the context of a selected ELT specialist area, or an extended assignment on ELT management in the context of a selected management specialist area).^[3]

Delta is designed to help candidates to develop as teachers and progress to new career opportunities. It is regulated at Level 7 of the Qualifications and Credit Framework for England, Wales and N. Ireland^[4] and is suitable for teachers at Developing or Proficient level on the Cambridge English Teaching Framework.^[5]

Until 1988 the Royal Society of Arts (RSA) ran two English as a Foreign Language (EFL) diploma level programmes for native and non-native speaker teachers, the DTEFLA (Diploma in the Teaching of English as a Foreign Language to Adults) and the DOTE (Diploma for Overseas Teachers of English).

In 1988, Cambridge English Language Assessment (then known as the University of Cambridge Local Examinations Syndicate (UCLES)) reached an agreement with the RSA to take over its suite of teacher training courses and qualifications. UCLES integrated DTEFLA and DOTE to launch the Cambridge DELTA (Diploma of English Language Teaching to Adults).^[6]

In 2008 Delta was revised to its current format, making it suitable for all teaching age groups and divided into three free-standing modules, which can be combined to constitute the Diploma qualification.^[7]

The earlier formats of the qualification were equivalent in level to the current Delta qualification but were more narrowly focused on teaching general English (as a foreign language) to adult learners; whereas the current qualification is more broadly focused on teaching a wider range of learners with a variety of needs.)

The current qualification also has a more practical orientation. The written examination, which previously consisted of a number of essay questions, now uses pieces of data (such as samples of students' work, authentic texts and published ELT materials) for analysis, comment and evaluation. Candidates of the current qualification are not required to write traditional academic essays.

Delta is suitable for experienced teachers, who have usually completed an initial teaching qualification, and have at least one year's ELT teaching experience in adult, primary or secondary teaching contexts. Delta modules may be taken by teachers, at any time during their career, who wish to:

- Refresh their teaching knowledge
- Review and update their practice
- Extend their expertise in a specialist area.^[8]

Teachers without an initial teacher training qualification and English language teaching (ELT) experience may be more suited to another qualification such as CELTA. Delta is suitable for teachers at Developing or Proficient levels of the Cambridge English Teaching Framework, whereas CELTA is designed for teachers mostly at Foundation level.^[9]

Delta candidates should have English language skills equivalent to at least level C1 of the CEFR – a standard of English which enables the teaching and understanding of language issues at a range of levels, from beginner to upper-intermediate students.

Although the modules are designed as a complementary set, candidates do not have to take all three modules and can select and apply for a combination of modules according to need. Candidates wishing to enter for any, or all three, modules must register at an authorised Cambridge English Language Assessment examination or teaching qualification centre. Candidates wishing to enter Module Two are required to take Module Two at an authorised Delta centre. Centres have their own selection procedures for entry onto Module Two.^[10]

Delta aims and main features

Delta is aimed at those wanting to update their teaching knowledge and improve their practice. It is designed to help candidates to:

- Extend knowledge and understanding of the principles and practice of English language teaching
- Critically examine current beliefs and practices as a teacher
- Apply new knowledge and understanding to a current teaching role
- Extend knowledge of English language teaching in contexts other than adult learners
- Develop their career and to apply for more senior roles.^[11]

Delta consists of three modules, each of which is separately assessed and certified. Achievement of a Pass in all three modules confers the status of a full Delta qualification. Candidates may choose to do any or all of the modules; there is

no time limit for the completion of all three modules and there is no limit on the number of times a candidate can take a module.

The modular framework aims to provide an accessible professional development programme with flexible entry points. Candidates can take the modules in any order, although it is most practical to take them in order, as Modules Two and Three assume the candidate has knowledge and competencies gained in the previous module(s).^[12]

The three Delta Modules are:

Module One – Understanding language, methodology and resources for teaching

- This module focuses on the background to teaching and learning English in a range of ELT contexts

Module Two – Developing professional practice

- This module focuses on developing awareness and expertise in relation to the principles and professional practice of teaching English in a range of ELT contexts

Module Three – Option 1: Extending practice and English language teaching specialism or Option 2: English language teaching management.

- This module focuses on broadening candidates' knowledge of a chosen specialism and developing understanding of syllabus design, testing and assessment (Option 1), or of ELT management (Option 2).

All three modules focus on both theory and practice, though teaching practice is only directly assessed in Module Two. Candidates have the opportunity to focus on a specialist area of teaching in Modules Two and Three. Candidates may either follow a course at a centre or prepare independently for Modules One and Three. Module Two requires course attendance at an approved Delta centre so that teaching can be supported and assessed. A Module Two course will involve 200 learning hours, including 100 tutor facilitated hours and 100 independent learning hours (reading and research and assignment preparation).[13,14,15]

The course dates, fees, course format (e.g. face-to-face learning, distance learning) are determined by each centre. The exact nature of each course will vary from centre to centre,^[13] but all courses will cover the same content points, as set out in the Delta syllabus developed by Cambridge English Language Assessment.

The Delta syllabus includes three modules, which are assessed by a combination of exams, teaching practice and written coursework, and an extended essay.

- Module One: written exam
- Module Two: practical assessment and portfolio of coursework
- Module Three: extended essay

The following section outlines the main content points of each module. The full learning outcomes and indicative content are available in the course syllabus.

Module One – Understanding language, methodology and resources for teaching

Module One has six syllabus content points:

1. Theoretical perspective on language acquisition and language teaching
2. Different approaches and methodologies including current developments
3. Language systems and learners' linguistic problems
4. Language skills and learners' problems
5. Knowledge of resources, materials and reference sources for language learning
6. Key concepts and terminology related to assessment.

Module One is set at a postgraduate level (with 20 credit value).^[14] It is assessed through a written exam (externally marked) consisting of two 90-minute papers.

Module Two – Developing professional practice

Module Two has seven syllabus content points:

1. The language learner and the language learning context
2. Preparation for teaching English language learners
3. Evaluating, selecting and using resources and materials for teaching purposes
4. Managing and supporting learning
5. Evaluation of lesson preparation and teaching
6. Observation/Evaluation of other teachers' lessons
7. Professionalism and opportunities for professional development.

Module Two is set at a postgraduate level (with 20 credit value). Assessment takes place during the course through assessed teaching practice, assignments and background essays as well as via a teaching practice assignment which is externally assessed by a Cambridge English assessor.

Module Three – Extending practice and ELT specialism (option 1) or ELT management (option 2)

Candidates have a choice of two options for Module Three:

- Option One: Extending practice and English language teaching specialism. This focuses on needs analysis, syllabus design, course planning and assessment in the context of a selected specialism (e.g. English for academic purposes, teaching exam classes, young learners, one-to-one teaching).
- Option Two: English language teaching management. This focuses on situation analysis and planning, and implementing change in the context of a selected management specialism.^[15]

Module Three is set at a postgraduate level (with 20 credit value).^[16] It is assessed through an externally marked extended assignment of 4,000 – 4,500 words focused on a chosen teaching specialism (Option 1) or a chosen ELT management specialism (Option 2).

Option One – Extending practice and ELT specialism

Option One has six syllabus content points:

1. Research into specialist areas
2. Syllabus design: principles, influences on, methodological effects of, and major syllabus types as applied to the specific learning context
3. Designing syllabus and teaching programmes to meet the needs of learners in the specific context of their selected specialism
4. Course design and development in the specific context of their selected specialism
5. The principles and practice of testing and assessment and application to the candidate's specialist area
6. Monitoring and evaluating the effectiveness and quality of courses and programmes of study.

Option Two – English language teaching management

Option Two has four syllabus content points:

1. Research into a chosen management specialism
2. Methods of situation analysis
3. Design of change proposals
4. Implementation of change proposals.

Candidates will need access to management data from a relevant language teaching context.^[17]

Assessment

Assessment is conducted on a module-by-module basis.

Module One – Understanding language, methodology and resources for teaching

Module One has a written examination (externally set and marked), which consists of two 90-minute written papers with a 30-minute break between each paper (3 hours 30 minutes total). Paper 1 has five tasks, requiring labelling, short answer and longer written responses. Paper 2 has three tasks, requiring longer, written responses. All tasks are compulsory.

Paper 1 – total of 100 marks available

Task 1 (6 marks) has six definitions of ELT-related terms. Candidates supply the correct term for each definition.

Task 2 (12 marks) has four ELT terms. Candidates supply a definition and an appropriate example for each term.

Task 3 (12 marks) has a writing or speaking skills task from a published ELT course or exam material and a number of language features (e.g. ordering information, linking information, use of appropriate salutation) that learners would need to use to complete the activity successfully. Candidates identify three further appropriate language features which learners would need to use to complete the task.

Task 4 (20 marks) contains an authentic spoken (transcribed) or written text produced by a learner. Candidates identify a total of four strengths and weaknesses in the text based on specified areas, e.g. use of collocation, communicative success, cohesion.

Task 5 (50 marks) contains an authentic text, e.g. a newspaper article, a leaflet, a brochure, a form. Candidates identify features of the text which are typical of the genre and explain the form, meaning, use and phonological features of three different language items/areas highlighted in the text. For one of the areas, candidates may be asked to identify possible learner problems with form, meaning, use and pronunciation, as appropriate.

Paper 2 – total of 100 marks available

Task 1 (18 marks) contains an extract from or a description of a test, along with the context and purpose of its use. Candidates provide an evaluation of its effectiveness for the stated purpose, making six points.

Task 2 (42 marks) contains an extract from a published course book. In Part a, candidates identify the purpose of specified individual activities and stages in the material. In Part b, candidates identify how specified activities and stages in the material combine with those discussed in Part A. In Part c, candidates comment on key assumptions about language learning and skills development that are evident in some or all of the activities and stages.

Task 3 (40 marks) contains ELT-related input, e.g. from a methodology / resource book, lesson plan extract, transcript of teachers discussing a lesson, tutor feedback. Candidates answer specific questions about the material and discuss implications this view of teaching has for classroom practice. This could involve analysis of current and historical perspectives on approaches and methodologies, theories of language acquisition, resources, and learner and teacher roles. Candidates are marked on the points they make and on the depth of their answer.

Module Two – Developing professional practice

Module Two is assessed through five assignments:

- A two-part Professional Development assignment
- Two Language System assignments
- Two Language Skills assignments.

The assignments consist of written essays (2,000-2,500 words per essay) and for the Language System and Language Skills assignments: the planning, teaching and evaluation of a lesson. Assignments are completed throughout the course at intervals determined by the centre.

The Professional Development assignment and three of the Language Systems and Language Skills assignments are internally assessed by Delta course tutors. One of the Language Systems or Skills Assignments is externally assessed by a Cambridge English approved external assessor. Assessment of the lesson includes the candidate's evaluation of the lesson, which is sent to the assessor by the centre within 48 hours of the lesson taking place.

Professional Development assignment

This assignment has two parts:

- Part 1: Reflection and action (2,000-2,500 words). A reflective assignment worked on at different stages of the course.
- Part 2: Experimental practice (1,500-2,000 words). An investigation into an area of practice which is new for the teacher.

The assignment is based on an action plan developed at the start of the course and one observed lesson, which is a diagnostic observation of teaching that informs the rest of the programme.

The assignment aims to encourage teachers to reflect on their teaching and experiment with procedures, techniques, materials and resources. The assignment is completed during the course and includes observation and reflection on others' teaching as well as tutor observation of the candidate's own teaching. The Experimental Practice can be set at any time during the course.

Language Systems assignments

The assignments consist of a background essay (2,000-2,500 words) exploring an area of language systems and related teaching and learning issues, and the planning, teaching and evaluation of a lesson related to the chosen area. Each of the two assignments must focus on a different area of language systems, e.g. grammar, lexis, phonology, discourse.

Language Skills assignments

The assignments consist of a background essay (2,000-2,500 words), with research and analysis of an aspect of language skills and related teaching and learning issues, and the planning, teaching and evaluation of a lesson related to the chosen area. One of the assignments must focus on a productive skill (speaking or writing) and the other assignment must focus on a receptive skill (reading or listening).

Module Three – Extending practice and ELT specialism (option 1) or ELT management (option 2)

Module Three is assessed through an Extended Assignment (4,000-4,500 words excluding appendices).

Option 1: Extending practice and ELT specialism

Candidates carry out an independent investigation, leading to the design of a course programme related to their chosen specialist area. Candidates can select one of the following specialisms:

- Business English
- Teaching young learners or young adults (age group with 5-year range, e.g. 8-13, 14-19)
- English for Specific Purposes (ESP)
- English for Academic Purposes (EAP)
- Teaching examination classes
- Teaching one-to-one
- ESOL learners with literacy needs
- CLIL / Embedded ESOL
- Teaching monolingual classes
- Teaching multilingual classes
- Teaching in an English-speaking environment
- Teaching in a non-English speaking environment
- Teaching learners online / through distance or blended learning
- Teaching English to learners with special requirements, e.g. visual / hearing impairment, dyslexia
- Language development for teachers
- Language support, e.g. mainstream teaching programmes, specialist skills support.

Candidates can narrow down their specialist area to research a particular aspect in appropriate depth. For example, English for Special Purposes could be narrowed down to: Teaching communication skills to doctors working in a general hospital.

Assignments should cover the following five categories in the mark scheme (total marks available 140):

- Grasp of topic (maximum 35 marks) – review of relevant literature; understanding of key issues; application of knowledge to practice.
- Needs analysis and comments (maximum 28 marks) – key principles of needs analysis and diagnostic testing; analysis of the diagnostic test and identification of learner needs; discussion and justification of priorities.
- Course proposal (maximum 35 marks) – key principles of syllabus and course design; justification of learning aims, teaching approach and the course in terms of learner needs; design of course.
- Assessment (maximum 28 marks) – key principles of different types of assessment; justification of assessment procedures in terms of course design and learner needs; application of assessment procedures.
- Presentation and organisation (maximum 14 marks) – academic writing, language and referencing; presentation, coherence and organisation; clarity of argument and quality of ideas.

Option 2: ELT management

Candidates research a chosen ELT Management specialism, leading to the design of a change proposal and implementation plan to overcome issues identified in their analysis. Candidates select one of the following specialisms:

- Academic management
- Human resource management
- Customer service
- Marketing

Candidates can narrow down their specialist area to research a particular aspect in appropriate depth. For example, Human resource management could be narrowed down to: Staff development.

Assignments (4,000-4,500 words in total) should cover the following five categories in the mark scheme:

- Introduction: review and key issues (max 1,200 words) – rationale for the choice of specialism and review of the key issues including literature review, general ELT management principles and specific principles relating to the chosen specialism
- Situation analysis and commentary (max 1,000 words) – analysis of the language teaching operation and how the results of this analysis were used to clarify the areas requiring attention
- Proposal and justification (max 1,200 words) – discussion of the content and structure of the proposed changes in relation to the key issues and principles discussed in Part 1 and the priorities for improvement identified in Part 2
- Implementation (max 900 words) – explanation of how the proposed change will be implemented and why (with reference to relevant literature) accompanied by a detailed action plan
- Conclusion (max 200 words) – consideration of how the proposal is linked to the key issues outlined in the introduction.^[18]

Results

Candidates receive a certificate for each module. Achievement of a passing grade in all three modules confers the status of a full Delta qualification for which candidates receive an overall certificate on request.^[19]

For each module there are three passing grades: Pass with Distinction; Pass with Merit; and Pass.

Pass with Distinction

- Module One – awarded to candidates who demonstrate comprehensive and accurate knowledge, a high level of familiarity with the full range of ELT/ESOL concepts, theories and practices and, show a high level of insight in their analysis
- Module Two – awarded to candidates who, receive a distinction in the externally assessed lesson, with a minimum of a pass for the external Background essay, a merit or distinction for the submitted internally assessed lesson, with a minimum of a pass for the Background Essay and a pass for the professional development assignment (PDA)[16,17,18]
- Module Three – awarded to candidates producing an excellent piece of work which shows a very high level of understanding, analysis and application, and which displays originality and critical insight.

Pass with Merit

- Module One – awarded to candidates who demonstrate comprehensive and generally accurate knowledge, a high level of familiarity with a wide range of ELT/ESOL concepts, theories and practices and, show a good level of insight in their analysis
- Module Two – awarded to candidates who, receive a merit in the externally assessed lesson, with a minimum of a pass for the external Background essay, a pass or merit for the submitted internally assessed lesson, with a minimum of a pass for the Background Essay and a pass for the professional development assignment (PDA)
- Module Three – awarded to candidates producing a very good piece of work which shows a high level of understanding, analysis and application, and which displays some originality and critical insight.

Pass

- Module One – awarded to candidates who demonstrate generally accurate knowledge, a sound level of familiarity with a range of ELT/ESOL concepts, theories and practices and, show a good level of insight in their analysis
- Module Two – awarded to candidates who, receive a pass in both parts of the externally assessed lesson, a pass for both parts of the submitted internally assessed lesson, and a completed professional development assignment (PDA)
- Module Three – awarded to candidates producing a satisfactory piece of work which shows an acceptable level of understanding, analysis and application, and which meets the requirements of the assignment.

Candidates who fail to meet criteria in any assessed components will receive a Fail.^[20] Although candidates are required to have experience and to demonstrate aptitude before beginning the course, a substantial minority of candidates (just over a quarter) fail Module One. For Modules Two and Three, less than 3% of candidates' performances are graded as a "fail" but about one sixth of candidates are given a "referral" and cannot pass unless they successfully resit the assessment.^[21]

Candidate results are sent by Cambridge English Language Assessment to the centre two months after the completion of a module. A certificate is then sent to centres one month after a candidate has received their results.^[22]

Course delivery format

Delta courses can be taken full-time or part-time and either face-to-face, online or using distance learning (NB: the Teaching Practice component of Module Two must be conducted in a face-to-face environment). All versions of Delta lead to the same internationally recognised certificate.

Full-time courses, conducted face-to-face in an authorised Teaching Qualification centre typically last seven to twelve weeks (depending on the centre).^[23] Part-time courses, conducted face-to-face in an authorised Teaching Qualification centre, can last anything from a few months to up to 18 months (depending on the centre).^[24]

Delta is available in many different countries around the world. A directory of global Cambridge English teaching qualification centres and their contact details can be accessed on the Cambridge English Language Assessment website.

Distance learning

Candidates can take the Delta modules through distance learning programmes, which combine both face-to-face and online learning.^[25] This means that teachers who do not have access to a local Cambridge English Teaching Qualifications centre can also take Delta courses.^[26]

IV. CONCLUSION

Course delivery format

Delta courses can be taken full-time or part-time and either face-to-face, online or using distance learning (NB: the Teaching Practice component of Module Two must be conducted in a face-to-face environment). All versions of Delta lead to the same internationally recognised certificate.

Full-time courses, conducted face-to-face in an authorised Teaching Qualification centre typically last seven to twelve weeks (depending on the centre).^[23] Part-time courses, conducted face-to-face in an authorised Teaching Qualification centre, can last anything from a few months to up to 18 months (depending on the centre).^[24]

Delta is available in many different countries around the world. A directory of global Cambridge English teaching qualification centres and their contact details can be accessed on the Cambridge English Language Assessment website.

Distance learning

Candidates can take the Delta modules through distance learning programmes, which combine both face-to-face and online learning.^[25] This means that teachers who do not have access to a local Cambridge English Teaching Qualifications centre can also take Delta courses^[19,20]

REFERENCES

1. Wilkinson, D. "Everything you need to know about the Delta". Retrieved 24 August 2015.
2. ^ "The Register of Regulated Qualifications: Cambridge English Level 7 Diploma In Teaching English to Speakers of Other Languages (Delta) details". register.ofqual.gov.uk. Retrieved 30 January 2020.

3. ^ "Archived copy" (PDF). Archived from the original (PDF) on 14 July 2015. Retrieved 18 May 2015. Accessed 18 May 2015
4. ^ "The Register of Regulated Qualifications: Qualifications search results". register.ofqual.gov.uk. Retrieved 18 May 2015.
5. ^ [www.cambridgeenglish.org](http://www.cambridgeenglish.org/images/165723-teacher-mapping-document.pdf) (PDF) <http://www.cambridgeenglish.org/images/165723-teacher-mapping-document.pdf>. Retrieved 18 May 2015.
6. ^ Hawkey, R. & Milanovic, M. (2013) Cambridge English Exams: The First Hundred Years, Cambridge University Press, pp.107 – 109 240 – 241
7. ^ Pulverness, A. (2015) A brief history of Cambridge English Language Assessment teaching qualifications in Studies in Language Testing (SiLT), Volume 42, Assessing Language Teachers Professional Skills and Knowledge, Cambridge University Press.
8. ^ "DELTA (Diploma in Teaching English to Speakers of Other Languages) | Cambridge English". www.cambridgeenglish.org. Retrieved 18 May 2015.
9. ^ [www.cambridgeenglish.org](http://www.cambridgeenglish.org/images/165723-teacher-mapping-document.pdf) (PDF) <http://www.cambridgeenglish.org/images/165723-teacher-mapping-document.pdf>. Retrieved 18 May 2015.
10. ^ [www.cambridgeenglish.org](http://www.cambridgeenglish.org/images/181161-delta-handbook-for-tutors-and-candidates-document.pdf) (PDF) <http://www.cambridgeenglish.org/images/181161-delta-handbook-for-tutors-and-candidates-document.pdf>. Retrieved 18 May 2015.
11. ^ <http://www.cambridgeenglish.org/teaching-english/teaching-qualifications/delta/why-take-delta/> Accessed 18 May 2015
12. ^ <http://www.englishlanguagehouse.co.uk/downloads/139463-delta-candidate-leaflet-document.pdf> Accessed 18 May 2015
13. ^ "DELTA (Diploma in Teaching English to Speakers of Other Languages) | Cambridge English". www.cambridgeenglish.org. Retrieved 18 May 2015.
14. ^ [www.cambridgeenglish.org](http://www.cambridgeenglish.org/images/22096-delta-syllabus.pdf) (PDF) <http://www.cambridgeenglish.org/images/22096-delta-syllabus.pdf>. Retrieved 18 May 2015. ^ "About the DELTA modules | Cambridge English". www.cambridgeenglish.org. Retrieved 18 May 2015.
15. ^ [www.cambridgeenglish.org](http://www.cambridgeenglish.org/images/22096-delta-syllabus.pdf) (PDF) <http://www.cambridgeenglish.org/images/22096-delta-syllabus.pdf>. Retrieved 18 May 2015. ^ "About the DELTA modules | Cambridge English". www.cambridgeenglish.org. Retrieved 18 May 2015.
16. ^ [www.cambridgeenglish.org](http://www.cambridgeenglish.org/images/181161-delta-handbook-for-tutors-and-candidates-document.pdf) (PDF) <http://www.cambridgeenglish.org/images/181161-delta-handbook-for-tutors-and-candidates-document.pdf>. Retrieved 18 May 2015.
17. ^ "About the DELTA modules | Cambridge English". www.cambridgeenglish.org. Retrieved 18 May 2015.
18. ^ [www.cambridgeenglish.org](http://www.cambridgeenglish.org/images/181161-delta-handbook-for-tutors-and-candidates-document.pdf) (PDF) <http://www.cambridgeenglish.org/images/181161-delta-handbook-for-tutors-and-candidates-document.pdf>. Retrieved 18 May 2015.



International Journal of Advanced Research in Education and Technology (IJARETY)