

FLYING TEACHERS

Cambridge ESOL DELTA Course Programme

Teacher Training and Development

Cambridge ESOL DELTA Course

- DELTA in Business English (DELTA Module III)
- DELTA in the teaching of Young Learners (DELTA Module III)
- DELTA Module I
- DELTA Module II



Flying Teaching® at your workplace, at
our training centre or wherever you wish.



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SWISS FEDERATION OF PRIVATE SCHOOLS



TOEFL.



UNIVERSITY of CAMBRIDGE
ESOL Examinations
Authorised Centre for Teaching Awards



EUROLTA



CHAMBRE DE COMMERCE ET D'INDUSTRIE DE PARIS



First of all, why Flying Teachers®?

- Our teacher training and development courses are practical, trainee-centered, clear and very well structured. The courses provide you with very clear guidelines on how to achieve the Cambridge ESOL teaching awards;
- Our teacher training team is multi-cultural, experienced, very familiar with the Swiss teaching system and well-known for the support they offer the trainees;
- Statistics show that 82% of our past trainees take at least an additional course with us;
- Statistics also show that we generally offer part-time teaching positions to about 80% of the trainees who take Cambridge ESOL courses with us.*

* Data collected in December 2009.

The Cambridge ESOL DELTA

The specialist focus

The Cambridge ESOL DELTA has now a module which focuses on different specialist groups: Business English, YL Teaching, Teaching Exam Classes, etc.

Flying Teachers® has been offering these courses because they reflect **Swiss language schools' growing needs for teachers skilled in teaching specific groups of learners**. Below you will find a description of two of the most relevant teaching areas in Switzerland.



DELTA in Business English (DELTA Module Three)

Become a Business English specialised teacher by taking part in our DELTA in Business English. The course offered by Flying Teachers® will enable you to:

- develop your knowledge in relation to Business English
- develop your knowledge of the principles of curriculum design and assessment
- provide you with practical ideas which you will be able to use with your Business English learners
- develop your learners' communicative competence in Business English speaking and writing skills

The course content includes:

- research into Business English
- syllabus design: principles, influences on, methodological effects of, and major syllabus types as applied to Business English
- designing syllabus and teaching programmes to meet the needs of learners in Business English
- course design and development in Business English
- the principles and practice of testing and assessment and application to Business English
- academic writing

Assessment

Module Three is assessed via an extended written assignment (4000–4500 words) which is corrected by Cambridge ESOL Teaching Awards. Flying Teachers® will also issue you a very detailed certificate of participation in the Business English Teaching Course.



DELTA in the Teaching of Young Learners (DELTA Module Three)

Written testimonials from our past trainees:

“I highly recommend this course for any teachers who teach or would like to teach children.”

“I can now show employers that I am a qualified YL teacher.”

“A great course, theoretical and practical at the same time.”

“I have been offered a job at a Swiss school.”

The Flying Teachers® DELTA Module Three preparation course focusing on YL teaching will enable you to:

- understand the theories and principles underlying effective YL teaching and how children learn
- identify the children’s needs and level
- design a course taking the learners’ needs into consideration
- select course material and teaching resources
- understand assessment and testing in the teaching of YL

Assessment

Module Three is assessed via an extended written assignment (4000–4500 words) which is corrected by Cambridge ESOL Teaching Awards. Flying Teachers® will also issue you a very detailed certificate of participation in the YL Teacher Training Course.



The DELTA specialist focus, experience and candidature

Previous experience is not necessary. While many candidates already have some experience in their chosen specialism, some candidates may want to extend their professional expertise by developing a specialism in which they have little previous experience. The specialism should be relevant to their current or intended teaching context and the centre at which they are enrolled must be able to supervise it. The modules are for practising teachers. **Length of practice is not so important as the quality of the teacher's previous experience and whether they can demonstrate that they are now ready to progress to a higher level qualification.** Following is the guidance given regarding target candidature.

Delta Module candidates

- normally hold an initial teaching qualification enabling them to teach English in their own context
- have a range of experience of teaching different levels in one or more contexts
- have a level of written and spoken English which enables them to teach advanced level students (up to and including level C1 on the CEFR)
- are able to research and present written assignments to the required standard



DELTA Module One (Understanding language, methodology and resources for teaching)

This module focuses on the background to teaching and learning ESOL in a range of contexts.

Units:

- theoretical perspectives on language acquisition and language teaching
- different approaches and methodologies including current developments
- language systems and learners' linguistic problems
- language skills and learners' problems
- knowledge of resources, materials and reference sources for language learning
- key concepts and terminology related to assessment

The purpose of Module One is to:

- develop candidates' knowledge of historical and current theories of first and second language acquisition
- increase candidates' critical awareness of approaches and methodologies and the way they are used in a range of English language teaching contexts
- extend candidates' knowledge of language systems and skills and the ways in which they are used
- increase candidates' knowledge of learners' problems in developing language and skills proficiency

- enable candidates to critically evaluate teaching and reference materials and resources in a range of English language teaching contexts
- increase candidates' knowledge of the role and methods of assessment

Module One achieves this by looking at features of language systems and language skills appropriate to teaching and lesson planning, including problems with language use and skills experienced by learners. Candidates critically evaluate current and historical methods in English language teaching, examine and evaluate teaching resources and materials (including e-resources and multi-media materials), and demonstrate knowledge of key concepts related to assessment.

Assessment

Module One is assessed via a **written examination**, which takes place on the first Wednesday of June or December.



DELTA Module Two (Developing Professional Practice)

This module looks at the theory and practice of teaching and a range of factors which affect teaching and learning.

Units:

1. the language learner and the language learning context
2. preparation for teaching adult learners of English
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

The purpose of Module Two is to:

- develop candidates' awareness of the ways that different circumstances affect the learning and teaching of English, and factors affecting the individual's ability to learn
- develop understanding of the different roles of teachers and the principles underpinning them in the context of English language teaching
- develop the skills to plan lessons for different learning abilities
- develop the knowledge and skills to support learners in a range of contexts
- develop candidates' understanding of teaching

- develop candidates' beliefs about teaching and help them to evaluate their own performance and to improve as a teacher
- broaden candidates' understanding of teaching as a professional practice
- develop expertise in spoken and written communication within their professional roles.

Module Two achieves this by developing candidate's abilities to make appropriate choices regarding lesson content and teaching approach. Candidates broaden their range of teaching and learning strategies and develop as classroom practitioners who are able to respond to learners' needs. Critical thinking and analysis are developed through a focus on problem solving, evaluation and reflection both before and after teaching.

Assessment

Module Two is assessed via a portfolio of coursework, including observed lessons, background written assignments, and an externally-assessed lesson observation. Please note that, as Module Two is assessed by coursework, there are no practice papers associated with this test.



The Modular DELTA: General Information

Aims and candidature

The aims of the Delta Modules are:

- to create an accessible and modular Delta syllabus that will offer candidates flexible entry points
- to enable candidates to acquire all three modules in stages over a period of time that can fit with career and other commitments
- to provide the opportunity for Delta candidates to focus on specialist teaching, e.g. teaching young learners, business English
- to encourage more flexible delivery, e.g. blended learning options
- to allow individual modules to be taken as part of a programme of continuous professional development
- to certificate partial achievement in specific areas



FAQs about the Delta Modules

What is the focus of each of the three modules?

- Module One focuses on the background to teaching and learning.
- Module Two focuses on developing professional practice.
- Module Three focuses on assessment and course planning in the context of a specialist option (e.g. YL, ESOL, ESP, 1-1).

Do candidates have to take all three modules?

No. Candidates may choose to enter a single module or any combination of modules. Each module is separately certificated: this allows candidates to receive credit for each module successfully completed.

Can the modules be taken in any order?

Yes, they can.

Will it be possible to take all three modules at the same time?

Yes. Centres can offer all three Delta modules concurrently. However, the advantage of the revised syllabus is that the distribution of content across the three modules allows centres to offer individual modules or combinations of modules for candidates who may not wish or need to complete all of them.

Do candidates have to complete all three modules within a specific time?

No. Candidates can complete modules when and as often as they wish and there is no time limit for completion of all three modules.

How is theory and practice integrated in the modular structure?

Each module relates theory to practice and vice-versa. Modules taken independently will require links to be made between theory and practice. Delta candidates are experienced teachers so already have a theoretical base and practical experience. The examination questions in Module One are set in a practical context and assume that candidates have a practical background. In Module Two assignments, candidates need to analyse, explain and justify selected content and approaches taken.

Module Three assessment is a practice based research project.

Do Module Three candidates need to have previous experience of their specialist option?

Previous experience is not necessary. While many candidates already have some experience in their chosen specialism, some candidates may want to extend their professional expertise by developing a specialism in which they have little previous experience. The specialism should be relevant to their current or intended teaching context and the centre at which they are enrolled must be able to supervise it.



Can someone who already holds a DTEFLA or current DELTA:

- **take only Module Three in order to develop/accredit their practice in a specialist area, e.g. YL?**
- **take Module Three a number of times for different specialisms?**

Yes, any of the modules can be taken as a freestanding certificate by current DELTA/DTEFLA holders and Module Three can be repeated if a teacher wants to develop expertise in an additional specialist area.

Is Module Three input be tailored to each specialism or is input generic across all areas with an expectation that an individual will tailor the material to their focus.

This depends on the approach taken by the centre. It may be that a whole group chooses the same specialist area e.g. ESP or Young Learners, in which case the same input can be provided for all candidates. If a range of specialist areas is chosen, then input is likely to be generic with individual support being given by tutors with some expertise in the specialist area.

However, it is not necessary to do a course to enter for Module Three. Candidates can advise centres of their specialist area, and receive advice and guidance and support in the form of individual or group tutorials or on-line packages.

What is new in the Delta Modules syllabuses?

The revised syllabus for each module reflects current developments in ELT by including a greater emphasis on:

- the specialised nature of much teaching today
- the role of assessment in course design and delivery
- the use of technology in the classroom
- diversity in the language classroom – variety of learner types and learner needs

How is each module assessed?

- Module One is assessed via a written examination.
- Module Two is assessed via a portfolio of coursework, including observed lessons, written assignments, and an externally-assessed lesson observation.
- Module Three is assessed via an extended written assignment.

How long is the Module One examination?

The examination consists of two one and half-hour papers taken on the same day with a break in between the two papers.

How many times is the examination offered?

It is offered twice a year in June and December.



Can Module Two candidates choose specialist teaching for assessment purposes?

Yes, candidates may choose to be assessed with any learner group provided the assessment criteria can be met.

How will the Module Three assignment differ from the current extended assignment?

The focus of the assignment will be on a specialism chosen by the candidate in consultation with the centre. The specialism could be one where the candidate already has experience or one which they would like to explore for future employment. In the latter case, the candidate will need to have access to the type of learners chosen as a focus for the assignment. The length of the assignment is around 4,500 words.

If a YL specialism is selected in Module Three will focus need to be on a particular age group? (e.g. VYL, teens, primary etc)?

Yes. *Young learners* include a wide range of ages. There would need to be a focus on a particular age group for the research into discussion of theories and principles, and a specified class within that age range would be needed for the course design and assessment elements of the research project.

Do candidates who don't pass Modules Two and Three first time round have to complete all the assessment again?

There is a one year referral period for Modules Two and Three.

Module Two candidates are allowed to re-take the external assignment in one or both of the two following sessions. For example, a candidate who fails the coursework in June 2009 can re-enter for the external assessment in December 2009 and/or June 2010.

Module Three projects may be re-submitted on one occasion only in one of the two sessions following the original entry.

Do candidates receive an overall Delta certificate?

Candidates receive a separate certificate for each module completed. The information provided on the back of each certificate will outline the aims and content of the module. Candidates who successfully complete all the modules can request an overall certificate.



Do the Delta Modules have the same recognised status?

Yes. Delta is widely recognized and valued and Cambridge ESOL is working with stakeholders to capitalise on the advantages offered by the revised modular syllabus. The modules offer greater transparency and flexibility as each module will be worth 20 credits (200 learning hours), allowing candidates, universities and other users to see more easily how the modules fit into other qualifications. Cambridge ESOL is actively pursuing the extension of recognition for all three Delta modules.

How do Delta credits enable universities and other users to relate to the new qualifications?

The credits assigned to each module indicate to universities the amount and level of learning undertaken to achieve each module. It is up to individual universities to allow transfer of credit. This will depend on the fit between the Delta modules and modules on university programmes.



The Flying Teachers® application procedure

Please contact us for an application or any additional questions:

teachertraining@flyingteachers.ch

or

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