

An A to Z Guide to Cambridge DELTA Module Two

This is designed to be an easy place to quickly find explanations of jargon used in this part of the DELTA, as well as information and tips on typical problems candidates have. In other words, it is supposed to be a quick one stop FAQ guide. However, none of this information be taken as definitive, and you should always check everything with the latest version of the Cambridge DELTA Handbook and your DELTA tutors, especially as Cambridge often sends out further information or updates the Handbook without prior notice.

5a- The form that the observer completes after each observed lesson, on which they grade and comment on the essay, lesson plan, lesson and reflection. This is the thing to bear in mind if you want to aim for a better mark for future essays and lessons, so keep at least your last 5a class close when planning the next one

5c – The record of all the work that you have completed over the course and the grades you got, sent to Cambridge at the end of the course to help in calculating your final grade. Your tutors will complete this and tell you where to sign, but you will need to get your portfolio ready to send with it

action plan- the parts of the RA, EP and LSSAs that suggest what you can do (maybe including a time frame) to act on what you have learnt

appendices – things that are put at the back of essays. This should really be limited to things that would not fit into the body of the text, most especially samples of materials used in the EP or mentioned in the final part of the LSSA essays. Abuse of appendices to avoid word limits will be penalised

beliefs questionnaire – a form that is meant to help you work out what you believe about learning and teaching, where those beliefs come from, how you do and do not act on those beliefs, and how all those things could change. This is specifically mentioned as something you could do before starting the PDA by Cambridge, although it doesn't seem to be a requirement. Your tutor(s) should give you one to complete or help you select one

Cambridge ESOL – the organisation, associated with Cambridge University, who are ultimately responsible for the DELTA, issuing certificates etc. You will probably not need to contact Cambridge directly unless you wish to appeal, need a copy of a lost certificate, etc.

candidate- A person taking the Module 2 (not just someone applying to do so)

centre – the place or organisation through which you are doing your DELTA Module 2, who will deal with Cambridge for you by sending your portfolio etc. If you are studying online, that is the online provider of your DELTA (e.g. Bell or IH/ British Council) and online resources like a Moodle and ODT, rather than where you are doing your observed lessons (which is probably your own school) or where your Local DELTA Tutor works

commentary- The short essay in the lesson plan which justifies and explains its links to the accompanying essay, therefore freeing up the essay to be a general examination of the topic rather

than just preparation for one specific lesson

completion- A euphemistic way of saying that you don't necessarily have to pass something, e.g. "completion of both parts of the Professional Development Assignment" (page 51) means that you don't necessarily have to pass the PDA to get a Pass in Module 2 (although you do to get higher marks)

coursework record – see 5c

CPD- Continuing professional development- The process of continually progressing professionally that the DELTA, especially the PDA, is supposed to inculcate in candidates. The ability to analyse the process and continue it after the DELTA finishes is one of the things you are expected to show and will be assessed on.

DELTA tutor – the people who mark your first three lessons with LSSA essays and PDA, and give you advice on all those things. If you are doing a distance course, this might consist of one local tutor who observes your lessons and sees you work first, and an online tutor who double checks all of that and adds further advice

diagnostic (lesson) – The first time you are observed and given feedback, to give you ideas for what to put in your RA Part Two and to give some tips for what will be expected from LSSA1. The observer must be a DELTA tutor. You have to write a proper lesson plan, but without any supporting research or essay.

discourse – Basically, anything that works on a scale that is larger than a sound (phonology), word or phrase (lexis) or sentence (grammar) level, e.g. paragraph organisation, cohesion, etc. One of the four options for your two Systems lessons

Distinction – The highest possible mark in the DELTA Module Two, both for individual pieces of work and for the whole Module. Properly called Pass with Distinction

drafts – First attempts at essays, lesson plans or reflections that you submit to your DELTA tutors for comments before you write the final version. How finished a piece of work your draft is is entirely up to you. If large bits are missing obviously you won't be able to get feedback on them, but it isn't worth polishing things up too much as your tutor might recommend a major rewrite. You can help avoid the latter by getting feedback on your essay title and possibly an outline of what you plan to write.

EP – experimental practice, the half of your PDA in which you research and try out something from language teaching that is totally new to you

essay – one of the two parts of each LSSA, which is marked separately before a total grade is decided on. The other half is the lesson, consisting of the lesson plan, observed lesson, and reflection

evaluation- Evaluating the PDA process and how you have gone about it. Not to be confused with Reflections on developments

external – see externally observed lesson.

External assessor – The person who is not connected to the centre where you do your Module Two who will come in to observe LSSA 4 and mark the lesson, essay and reflection.

externally assessed lesson – also known as LSSA4, as the externally observed lesson is always the last of the four LSSAs. The lesson for which you get limited help because it will be observed by an external assessor and be the main thing on which you are judged (the previous LSSAs being partly developmental). You must pass the essay and lesson of LSSA4 to pass the course, and its mark is very important for deciding on a Merit or Distinction overall.

Feedback sessions – Meeting with observers after lessons to hear their feedback. This can happen at any time after the observation, with the two options of no delay and some thinking time first both having selling points. You can and probably should arrange for short, informal feedback sessions after all peer observations as well, especially if you have an observer for your EP (recommended). Your reflection can be written before or after your feedback session, but you should mention if the points you raise came from your tutor. It is probably best to write your reflection for LSSA3 before your feedback session, as you won't get a feedback session for LSSA4

Form 5a – See 5a

Form 5c – See 5c

Future action – Similar to Action Plan, but maybe not so formal and not including a timeframe

grade – Fail, Pass, Pass with Merit or Pass with Distinction. Grades are given for the lesson and essay, and then an overall grade for each LSSA is given.

Handbook – the official information from Cambridge on how the DELTA is organised and marked, available as a PDF from the Cambridge site. It is worth keeping a copy of Module Two from this booklet with you at all times, e.g. when writing an essay or lesson plan

INSETT- in-service teacher training. Workshops at your school, observations by your DoS, etc. This is something you can reflect on in the RA part of your PDA

Internally assessed – the three LSSA lessons that are observed and marked by your DELTA tutors, rather than by someone coming from outside for LSSA 4

Lesson – One half (the more important one) of an LSSA, the other half being the essay. It consists of a lesson plan, observed lesson and reflection

Lexis – A fancy way of saying vocabulary. One of the four possible choices for your Systems lessons

Local DELTA tutor – see DELTA tutor. Also called a Regional DELTA Tutor

LSA- Confusingly, either Language Systems Assignment or Language Skills Assignment, so often written as LSSA

LSSA- Language Systems/ Skills Assignments- The four observed and assessed lessons that form part of Module Two, plus all accompanying written work. LSSAs 1 to 3 are observed by your tutor(s) and LSSA4 is externally assessed.

LSSA1 – The first LSSA, some time after your diagnostic lesson. Also with a DELTA Tutor, but with an essay needing to be completed, and assessed

LSSA2 – The second LSSA. After the reflection on this, you will need to do Part Three of your PDA

LSSA3 – The last observed lesson with your tutor, followed by the externally assessed LSSA4. Although your tutor will still look at first drafts, you should be looking at your previous 5as to improve your work as much as possible yourself, as you won't get any of this help with LSSA4

LSSA4 – The externally assessed lesson with an observer you don't know. You cannot show drafts of any of your written work to your tutors for this lesson, and you won't get feedback from the observer

Merit – the second highest mark in the DELTA, lower than a Distinction. Properly called a Pass with Merit

Module Two – The part of the DELTA described here, consisting of four LSSAs and the PDA. Module One is the exam, and Module Three is an extended writing assignment. All three modules must be passed to get a DELTA, but you can also theoretically take one or any combination of modules as standalone qualifications.

Moodle – A type of site that is designed for online study, often used by distance DELTA providers to give you help with Module Two and to communicate with tutors

ODT- Online DELTA Tutor. See DELTA tutor.

Online DELTA tutor –see DELTA tutor

OT- online tutor, short for Online DELTA Tutor. See DELTA Tutor.

Pass – Could refer to a Pass which isn't a Merit or Distinction (the normal use), or to all three and therefore anything which is the opposite of a fail

Pass with Distinction – see Distinction

Pass with Merit – see Merit

PDA – Professional Development Assignment. Module 2 consists of the four LSSAs and the PDA. It is divided into the RA and EP, and is meant to show that you can take charge of your own

professional development and also to train you how to do so in the future. You must complete the PDA to pass Module 2, and pass the PDA to be in with a chance of a Merit or Distinction.

peer observation – being observed or observing a fellow teacher (rather than a tutor or external observer). Highly recommended for the EP, and you must observe 10 hours of classes as part of the RA to complete the PDA

peer observer – In the EP, the teacher who sits in on your lesson to give you feedback on how the lesson went. Optional but highly recommended.

phonology- basically, pronunciation. One of the four options for a the two Systems LSSAs, but probably the hardest to pull off as the basis of a whole lesson

Portfolio - The work that should be put together to be sent to Cambridge with form 5c. The lesson you are going to submit, which will be recommended by your tutors, will probably need to be put into one document, e.g. pasting your lesson plan and reflection into your LSSA essay document.

productive skills – Speaking and Writing. You must do one of your four LSSAs on one of these skills (you can't do both, nor two lessons on one of these skills)

RA – Reflection and Action. The main part of your PDA, in which you reflect upon your weaknesses and beliefs and how to work on them, and write the process up in three stages (RA Part Two, RA Part Three and RA Part Four)

RA Part Four- reflection on your development during the whole PDA as compared to your plan, and planning future professional development

RA Part Three – Reflection and plans for future action after your first two LSSAs

RA Part Two- reflections on your diagnostic observation and planning your development over the course of Module 2. Strangely, Part Two is the very beginning of your RA essay, as Part One is your diagnostic observation plus reflection on beliefs, e.g. a beliefs questionnaire, which can go in appendices and are written about in Part Two

RDT- see Regional DELTA tutor

receptive skills – Listening and Reading, one (but only one) of which you must do a lesson on for one of the LSSAs

reflection – thinking about and writing about how your lessons and professional development have gone

reflection and action – see RA

reflections on developments – reflection on how well you are improving on your prioritised weaknesses, a major part of the various stages of the RA essay

Regional DELTA Tutor – If you are taking a distance DELTA, the person who comes and observes your first three LSSAs and marks them first before forwarding them to your ODT. Also known as Local DELTA Tutor

requirement – something that you must do for the course and so will definitely have an impact on your marks. For example, 2500 words max for an LSSA essay is a requirement and you will be marked down if you go over, whereas the suggestions for how long the section of teaching ideas should be is just advice

Skills – Two of the four LSSAs that you must be observed on, consisting of one productive skill class and one receptive skill class

Systems- Two of the four LSSAs that you will be assessed on, being two different choices from grammar, discourse, phonology or lexis

title- possibly the most important thing to get right for an LSSA essay. You should ask for your tutors' opinions on any essay titles before beginning to write the first draft

Tutor – see DELTA tutor