



## Application for a further Bell Delta Module

Please fill in this form only if you have previously filled in a full Delta application form and already taken part in a Delta Module course with Bell in the past 12 months. If your last course with us finished more than a year ago please complete a new full application form.

Please attach a full up-to-date CV.

Title	
First name(s)	
Surname	
Date of birth	
Email	
Telephone	
Contact address	
Module(s) previously taken	
Module and dates now applying for	
For M3 only: specialist area	
Currently teaching at	
Outline of main teaching duties	
Online M2 only: RDT (name, position, contact)	
Referee 1 (name, title, contact)	
Referee 2 (name, title, contact)	
Please disclose any other relevant changes since your previous application that might affect your ability to successfully complete the course(s)	
Sponsor details	
Any other information or requests	

### Additional documentation

#### Additional Tasks for Module One Applicants.

The three tasks below are based on the types of task you will expect to complete in the final exam. They are designed to be challenging and require careful thought and consideration so don't be put off at first reading. Please take your time and keep your answers as clear and concise as possible. We recommend you spend between about an hour completing them.

- **Task One**

Give three core beliefs you hold about language teaching, provide an explanation/ rationale for each and an example of how you apply the principle in the classroom. The examples should be of specific classroom activities that cover a range of levels and types of class. **Do not write more than 600 words in total.**

Here's an example of the sort of thing you should write:

**Belief:** *Language learning should be enjoyable*



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**Rationale:** *If learners are enjoying themselves then they are more relaxed (their affective filters are low) and therefore more receptive to language instruction. They are also more likely to use the language and worry less about making mistakes with it.*

**Example:** *At intermediate level I often play a 'backs to the board' game in which the learners are put into two groups, with one member sitting facing them and with their back to the whiteboard. I then write a lexical item on the board and the rest of the group have to give verbal clues to these learners so that they guess the item before their counterpart from the other group. The clue givers are not allowed to say the actual lexical item or any of its parts. This activity is an effective way of recycling lexis, and students generally enjoy the competitive element of the game, losing any inhibitions about shouting out their clues. It works with both adults and children.*

Belief 1 \_\_\_\_\_  
Rationale \_\_\_\_\_  
Example \_\_\_\_\_

Belief 2 \_\_\_\_\_  
Rationale \_\_\_\_\_  
Example \_\_\_\_\_

Belief 3 \_\_\_\_\_  
Rationale \_\_\_\_\_  
Example \_\_\_\_\_

### • Task Two

This activity is an effective way of recycling lexis, and students generally enjoy the competitive. The following advice is often given to teachers who want to develop their learners' listening skills:

1. Use plenty of recorded material.
2. Prepare the learners for listening by setting the scene, introducing the characters, pre-teaching vocabulary, etc.
3. Before the learners listen, set a listening task which directs them to an overall 'gist' understanding of the passage.
4. Check the answers to this task, playing the recording again if necessary.
5. Set a further task, or tasks, which direct learners to a more detailed understanding.
6. Only use the audio transcript (if there is one) as a last resort.
7. Make the recording, and the tasks, as 'authentic' as possible.

a) Explain the rationale behind tips 2, 3, 5 and 7 (Number 1 has been done as an example).  
*1. The idea here seems to be that practice makes perfect: the more recorded material learners are exposed to, the more accustomed they will become to having to listen to real-time language use and become less intimidated by it. It is also presumably assumed that it will become easier for them to understand spoken language.*

b) Provide one possible disadvantage of tips 2, 3, 5 and 7 (Number 1 has been done as an example)  
*1. Exposure to large amounts of recorded language is only really useful if it is accompanied by tasks that help the learners understand the speech, help them realise where their difficulties lie, and raise their awareness of useful listening strategies. Simply providing a lot of listening could be demotivating, especially if the recordings are of authentic language use.*

### • Task Three

The text (171 words) for this task is reproduced below. It was written by a learner in an advanced (CEF level C1) class in response to the following task:



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A film magazine is running a series on international cinema. It has invited readers to send in reviews of films set in their own country.

You decide to send in a review of such a film, considering how effectively the film illustrates particular aspects of life and attitudes in your country. Write your answer in 300-350 words.

*"Pane e tulipani-bred and tulips" a film by Silvio Soldini A funny picture of relationships in the contemporary Italy*

*Rosalba is south Italian housewife who spent a boring life, taking care of her horrible husband and her two children. During a bus trip, she is lost in a service station and decides to take the opportunity to visit Venice before coming home. Her trip to Venice will change her life, giving her the opportunity to experience new friendships and a love relationship. This film ironically describes the life of middle class housewife who is completely absorbed by the children care and the house cleaning. To date many Italian women, especially in the South of Italy, are housewives. The husband also represents some Italians who rule a family without any empathy, and think egoistically. In the film the relationship between a young man -the detective Costantino-his mother is shown. For example he has to phone her very often, otherwise she calls him very angrily, asking him what he had eaten at lunch or dinner! I warmly recommend the view of "Pane e tulipani" for its light description of Italian relationship.*

Bearing in mind the level of the learner, comment on **one strength and weakness in the text in each of the following categories.**

### **Task achievement and effect on reader**

Strength: \_\_\_\_\_

Weakness: \_\_\_\_\_

### **Organisation**

Strength: \_\_\_\_\_

Weakness: \_\_\_\_\_

### **Range and accuracy of lexis**

Strength: \_\_\_\_\_

Weakness: \_\_\_\_\_

**Additional tasks for Module Two applicants** (You don't need to complete this again if we already have this task on record from you):

- **Task One**

In a maximum of 750 words outlining some of the general principles that lie behind your teaching (e.g. 'language learning should be enjoyable') and examples of how you apply them in the classroom. Please include examples from different levels and types of classes. This task will help us to assess your writing skills and may also be used to advise you on your suitability for the course.

- **Task Two**

- We require applicants to complete a lesson planning task which can be found on our website [https://www.bellenglish.com/sites/default/files/public/2016-06/Pdfs/Delta/DELTA\\_Lesson\\_Planning\\_Task\\_Module\\_2.pdf](https://www.bellenglish.com/sites/default/files/public/2016-06/Pdfs/Delta/DELTA_Lesson_Planning_Task_Module_2.pdf)



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Please note that if you are applying for the **online Module Two**, you should also nominate a Regional Delta Trainer. Please ask your nominated RDT to send an RDT nomination form and their full up-to-date CV so we can process your applications together.

### **Additional task for all Module Three applicants**

Please complete task a) if you are applying for any M3 specialisation other than ELT Management. Please complete task b) if you are applying for the ELT Management option. Please complete both tasks if you are considering ELT Management as one of several options.

- a) How do you assess your students' learning and their needs, at what points during a course, and why? Write around 600 words.
- b) Describe and comment on the mechanisms used to recruit, support and evaluate teachers in your LTO. Write around 600 words.

### **Please note:**

If your application is successful you will need to pay a non-refundable deposit within 7 days of being notified to reserve your place. The balance of your fees must be paid 6 weeks before the course begins to guarantee your place and access to the course. If you are accepted after that time, the full fees are due immediately. We will not hold places open for applicants who do not pay their full fees when they are due. There are no refunds for withdrawal or cancellation. For full terms and conditions please see our website <https://www.bellenglish.com/useful-information/terms-conditions> and click on 'Delta courses'. All courses are subject to demand.



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## PRIVACY POLICY

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We will only collect information necessary to your relationship with Bell and will retain this data for no longer than is necessary for its intended purpose or until you request otherwise.

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## CHANGES TO OUR PRIVACY POLICY

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## HOW TO CONTACT US

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- by email dpo@bellenglish.com
- or write to us, Bell, Red Cross Lane, Cambridge, CB2 0QU