Delta Module Three

Principal Examiner's Report

OCTOBER - 2011

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Delta Module Three Principal Examiner's Report

1. Introduction

Delta Module Three is one of three Delta Modules which candidates can take as a free standing professional development component or as Part of the Delta qualification. Module Three aims to develop candidates' knowledge of and competence in assessment and course planning in relation to a specialist area, and includes: approaches to needs analysis; curriculum and syllabus design principles and different types of syllabus; course design and evaluation; and assessment of learners. The module is assessed by means of a 4,000-4,500 word Extended Assignment (EA), submitted in June or December of each year, in which candidates carry out an independent investigation leading to the design of a course programme related to their chosen specialist area.

Candidates choose a specialism for the EA which is relevant to their current or intended teaching context (for example, Business English, Young Learners, ESP, EAP, Exam Classes, One-to-One, etc.). The EA consists of five parts: (1) specialist topic area (2) needs analysis (3) course proposal (4) assessment and (5) conclusion. To complete the assignment, candidates need to:

- review the relevant literature of their chosen topic area and identify key issues
- explain how they identified the needs of a chosen group of learners, and how they used diagnostic tests to establish learning priorities
- design a course of at least 20 hours, providing a rationale for its design, goals and teaching approach
- explain how the course will be assessed and evaluated
- outline how the proposed course design relates to the issues identified in the introduction.

In doing so, candidates are expected to demonstrate an informed understanding of: their chosen topic area; key principles of needs analysis and diagnostic testing; key principles of and types of course and syllabus design; as well as key principles and roles of assessment.

The EA is assessed according to a detailed Mark Scheme which allocates marks for each of the five assessment categories. each of which is divided into three sub-categories.

Grasp of topic
- Review of the relevant literature in the topic area
- Understanding of key issues in the topic area
- Application of knowledge to practice and identification of key issues

Needs analysis and commentary
- Key principles of needs analysis and diagnostic testing
- Analysis of the diagnostic test and identification of learner needs
- Discussion and justification of priorities supported by the needs analysis

Course proposal
- Key principles of syllabus and course design
- Justification of learning aims, teaching approach and the course in terms of learner needs
- Design of the course

Assessment
- 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
- Academic writing, language and referencing
- Presentation, coherence and organisation
- Clarity of argument and quality of ideas

These categories are marked in line with the grade descriptions as outlined in the Delta Modules Handbook 2010 (page 70). Marks are awarded for each category using a band system and then totalled to form an overall grade (Distinction, Merit, Pass or Fail). The weighting for the assessment categories is as follows:

- Grasp of topic (25%)
- Needs analysis and commentary (20%)
- Course proposal (25%)
- Assessment (20%)
- Presentation and organisation (10%).

2. Purpose of Report

This Module Three Report is based on Extended Assignments submitted in December 2010 and June 2011. These assignments are independent research projects owned by candidates, so it is not appropriate to provide model sample assignments. However, this report highlights areas considered by examiners to be particularly strong or weak so as to give clearer guidance to candidates and centres. It also provides specific comments to help candidates and centres.

3. Examiners' comments

The topic areas focused on (and the percentage of candidates who chose these) were as follows:
- Teaching exam classes (30.5%)
- EAP (17.5%)
- Teaching young learners (12%)
- Teaching one-to-one (9.5%)
- Business English (9%)
- Teaching monolingual classes (5%)
- ESP (4%)
- ESOL learners with literacy needs (2.5%)
- Teaching multilingual classes (2%)
- Teaching in an non-English-speaking environment (2%)
- CLIL (1.5%)
- Teaching in an English-speaking environment (1%)
- Distance learning NEW (1%)
- LDT (1%)
- Others (1.5%)

There was again a good range of chosen topics this time, although EX, EAP, YL, 1-1 and BE remain the five most popular topics and are still chosen by more than three out of every four candidates.

3.1 Overall comments on the work of candidates

Generally the standard of assignments continues to improve, as most centres have become more familiar with the assignment and now give better guidance. Part 1s are now much better approached, with most candidates discussing the specialism without reference to specific contexts or classes. Part 2s however, tend not to be done so well, hence the focus on this in section 5 of this report. Objectives, on the whole, are suitable and sufficiently limited to allow them to be achieved in the time allotted. Course proposals continue to improve, showing which objectives are to be met when and how, with evidence in the course plans as to how lessons relate to course objectives and how they build on and relate to each other. Stronger candidates continue to make use of an increasing range of resources used in course designs and integrated these well into course designs. There was continued evidence of critical use of a broader range of assessment options, which in stronger assignments were explicitly

linked to learner needs and to the discussion of key issues in the specialisation. Layout was generally good, with better use made of headings, sub-headings and appendices, with better signposting of appendices in the main body of the assignment. The word-limit was mostly adhered to overall and for each section, with very few candidates still insisting on using footnotes. Candidates who radically departed from the suggested word-limit for each section tended to do poorly overall.

3.2. Specific strengths

There were many excellent assignments which:
- researched the chosen specialism in insightful ways and critiqued the relevant literature
- identified key issues and their practical implications
- used a range of tools to identify needs
- analysed the results thoroughly and clearly identified learning priorities
- designed innovative and comprehensive course plans which were well justified
- were complemented by useful, logical and relevant assessment
- were well-written and clearly organised with plentiful reference to key sources.

Most kept to the word limit. Those that did not were penalised or returned unmarked.

Some specific strengths were as follows:
- Stronger candidates did extensive reading/research, and were often able to demonstrate criticality and draw their own conclusions.
- Most made good critical use of explicit references to their reading throughout the assignment.
- Stronger candidates generally introduced themes in Part 1 which were sustained throughout the discussion of needs, course design and assessment.
- Some used very detailed breakdowns/summary charts of when NA/DTs and assessments would be carried out.
- Stronger candidates clearly demonstrated how they derived learning priorities from their analysis and provided clear evidence for this with reference to data in the appendices.
- Some presented very comprehensive course plans with use of colour-coding and arrows to highlight different strands, sequencing and links to course objectives.

3.3 Specific weaknesses
The main areas of weaknesses were not adequately researching the chosen specialism, lack of theoretical underpinning in some or all sections, failure to analyse learners' needs adequately and identify learning priorities from the analysis, and failure to link the design of the course to the needs identified.

A common theme among a number of weaker assignments was that they seemed to be based around an already prepared course and assessment, and were unable to convincingly link these to a principled analysis of learner needs and a clear understanding of the specialism. Many such candidates were evidently unclear about the specifications and requirements for this assignment, and in some cases had clearly not read the information in the Handbook.

Weaker candidates failed to make sufficient reference to research to support their discussion and when they did, failed to integrate this into an analysis of their own course (i.e. principles were sometimes covered in a rather random 'shopping-list' format). There was, in particular, a lack of up-to-date references, in particular to journal articles, and over-reliance on general methodology books, such as Thornbury, Harmer and Hedge, for example.

Failing candidates tended to have common problems such as:

OVERALL
- not fully understanding the specifications for this assignment

- failure to pay attention to the suggested word lengths for each section
- lack of theoretical underpinning throughout the assignment with few reference to key sources
- rushing to finish – in some cases even submitting the assignment with tutor comments attached.

PART 1
- lack of in-depth grasp of the underlying specialism
- lack of practical understanding of the topic
- focusing too much on a narrow topic rather than addressing the specialism as a whole.

PART 2
- poor needs analysis which was unclear and failed to adequately diagnose learners' needs
- lack of theoretical underpinning for the chosen instruments
- lack of clarity as to what the learning priorities are and how they derive from the analysis.

PART 3
- poor justification for and design of the course in relation to learner needs identified in Part 2
- lack of explicit discussion of course and syllabus design principles with reference to key sources
- lack of depth to the course plan and limited links to the course objectives.

PART 4
- lack of explicit discussion of assessment principles with reference to key sources
- poor justification for and design of the assessment procedures in terms of the designed course and learner needs
- lack of clarity as to what is to be tested, when and how.

WRITING
- lack of use of clear evidence through the appendices
- lack of clear signposting for appendices
- poor academic writing and inconsistent formatting
- inconsistent use of referencing and general unfamiliarity with academic conventions
- general lack of cohesion throughout.

The many areas of weakness identified in the previous Examiners' Report (October 2010) were again valid for this session, so readers are advised to consult this report, especially sections 3.2.1, 3.2.2, 3.2.3 and 3.2.4. The following comments made by examiners in the last two sessions (December 2010, June 2011) reflect specific weaknesses according to the five main assessment categories:

3.3.1 Grasp of Topic

- Some candidates began with a course in mind and just used the specialism as a kind of title. It is vital that the specialism underpins all sections of the assignment. The specialism and not a single course or group of course participants should be the starting point for the assignment.
- Some candidates narrowed the scope of their assignment, for example by focusing on one exam or one part of one exam, but then proceeded to describe the exam itself in too much detail and failed to discuss the specialism as a whole.
- Some candidates chose a title which could easily be related to multiple specialisms (for example Business English for 1-1). In such cases it is important that one specialism is clearly chosen and focused on in Part 1. Generally speaking courses should be designed for groups of 3 or more unless the specialism is 1-1 or there is a compelling resason for choosing a single learner for the needs analysis.
- Lack of reference to literature in discussing the specialism. In some cases ideas were drawn only from 'generic' methodology books, such as Harmer, Scrivener or Thornbury, which do not have the necessary depth for the chosen specialism.
- Some candidates took up a lot of Part 1 to 'explore' their reasons for doing the specialism at the expense of the 'content' of that section, while others used this section to discuss needs analysis and course design in detail.

- There were still some candidates who seemed to have two specialisms, one in the title and another which was discussed in Part 1. It is essential that candidates choose ONE specialism and that this is reflected both in the title and in the discussion in Part 1.

3.3.2 Needs Analysis
- Part 2 continues to be weaker than other parts, with a lot of description of instruments selected but less discussion of why those were chosen.
- This section often lacked reference to literature on needs analysis and in particular on diagnostic testing. Some candidates failed to consider the theory, while others mentioned it without direct reference to key sources.
- Some candidates seemed to have already decided on their course focus and seemed to go through the motions of doing a needs analysis. In some cases learners' needs had been discussed in Part 1.
- The analysis of the diagnostic tests was often too descriptive without an attempt to synthesise the results to draw out clearly justified learning priorities. Weaker candidates failed to analyse the data thoroughly or to show how they had reached the conclusions they had drawn.
- Weaker candidates tended to omit an explicit summary and discussion of learning priorities, leaving the reader to surmise what these might be from the analysis of the chosen instruments.

3.3.3 Course Proposal
- This section often lacked sufficient reference to literature on course and syllabus design principles. Some candidates failed to consider the theory, while others mentioned it without direct reference to key sources.
- Lack of critical and relevant discussion of syllabus types – weaker candidates often tended to label their course with a syllabus type without sufficient justification.
- Weaker candidates were unable to justify the course content adequately in relation to the learning priorities identified in Part 2 and to the issues related to the specialism from Part 1.
- Many of the weaker courses seemed rather generic, rather than having been tailored to particular needs. Some had clearly used a course which was already planned before the assignment, which usually led to transparent attempts to justify the course post-hoc.
- Weaker assignments tended not to include any discussion of sequencing of objectives within their 20-hour course, or to show how lessons related to one another.
- Lack of detail to the course plan which in some cases consisted of little more than a listing of lessons with a brief description of each lesson, without any indication of how they relate to the course as a whole or to the specified course objectives.

3.3.4 Assessment
- On occasion, stronger parts 1, 2 and 3 were let down by weaker Part 4s, which seems to indicate problems with time-management, and a rush to complete and submit the assignment.
- Part 4 often lacked justification of why assessment procedures were selected, with reference to course objectives and learner needs.
- Assessment procedures of weaker candidates tended to be superficial with no evidence of an overall framework, and little thought as to how they fit into the course, thus making it hard for the reader to ascertain what is to be tested, when and how. In some cases there were no appended samples of tests.
- Particularly in relation to 'Teaching exam classes' there was an over-reliance on the use of published examination materials, with uncritical comments on their reliability and validity.
- Course evaluation is predominantly dealt with superficially or not at all. Some weaker assignments confused the terms assessment and evaluation.

3.3.5 Presentation and Organisation
- The main problems with presentation concerned sloppy layout and spacing between sections.
- There were a few very poorly proof-read assignments, which suggested a rush to complete and submit the assignment on time.
- Some candidates used poor and/or inconsistent referencing conventions.
- Some candidates failed to signal/signpost appendices in the main body of the assignment.

4. Advice for centres and candidates

The majority of assignments submitted for assessment met the criteria and represented work which demonstrated a sound grasp of candidates' chosen specialism, principles of needs analysis, course design and assessment. There was also a good range of assignments which met the criteria for a Merit and Distinction.

The advice given in the last Examiners' Report (October 2010) remains valid, so centres and candidates are advised to consult section 4 of this report in addition to the comments below.

Greater care should be given in advising candidates how to approach the assignment, in particular:
- choosing a specialism as the starting point for the assignment and ensuring it underpins all sections
- ensuring the specialism is discussed in theoretical and practical terms
- ensuring background reading is referred to explicitly in all sections and encouraging candidates to use more up-to-date references and online resources where appropriate
- ensuring the NA tools are analysed adequately and that the results are synthesised to establish learning priorities – some candidates may require training in this
- ensuring the course plan is developed out of the needs analysis, and justified explicitly in terms of the results and priorities identified (It is important that the EA is not seen as a 'course planning assignment' but that designing a course plan is one aspect of the assignment.)
- ensuring the assessment procedures are justified in terms of the course, and that sample tests are appendixed
- cautioning candidates against over-reliance on tests designed for public examinations as a form of assessment of progress and achievement of the objectives of their own specific learners and courses
- reminding candidates that their goal is to show they understand and can apply the basic concepts and approaches to course design and assessment within a particular specialism
- ensuring that plenty of time is allowed for proof-reading before submitting their final version
- ensuring all candidates are familiar with the advice on pages 71-76 of the handbook
- reminding candidates that the word-limits for sections are important to achieve appropriate balance and weighting.

Candidates are advised to make use of the following checklist as a final check before submitting their assignment.

Have I	clearly chosen a specialism from the list provided, and indicated this on the cover page and in the title?	Yes/no
	outlined key features of the specialism and indicated what distinguishes it from other forms of teaching?	
	referred to and commented on background reading and key sources throughout?	
	discussed principles underlying NA/DT, CSD, assessment, etc?	
	clearly justified my choice of needs analysis tools?	
	included completed samples of diagnostic tests used in the appendix?	
	analysed the results of the diagnostic tests adequately?	
	justified the learning priorities I have identified clearly in relation to my needs analysis?	
	justified my course objectives in terms of learner needs?	
	added my course plan and needs analysis /diagnostic test summary results as an appendix to the main body of the text?	
	included sufficient detail in my course plan?	
	made it clear what I will assess and how, with samples in the appendix?	
	outlined how the course will be evaluated?	
	respected the word-limit and indicated the word count on the cover page?	
	linked all parts of the assignment coherently to one another?	
	signposted all the appendices clearly in the main body of the text?	

Centres are advised to continue to monitor candidates' progress in this assignment, through individual tutorials and by commenting on drafts, in order to ensure that they are meeting the criteria before they complete the whole assignment. Some candidates might require additional advice, such as how to include quotes within the text.

Centres should also continue to advise candidates that assignments are checked electronically for plagiarism and that plagiarism has already been and will be penalised. Plagiarism checks include checks against previously submitted assignments as well as assignments or parts of assignments which include passages copied from online resources or books.

Centres should inform candidates that submission of assignments which have been plagiarised will lead to the candidate's disqualification and a ban on re-entry of up to three years.

5. Examples of Part 2

A common problem faced by many candidates is how to analyse their learners' needs and how to present this analysis in the main body and appendices in order to show the reader how they have identified learning priorities from their actual data. Stronger assignments tackle this in various ways and often use a variety of formats to present their analysis of the data. The following examples illustrate *some* of the ways in which stronger assignments tackled Part 2 of the assignment: firstly in terms of how they present data; secondly in terms of how they present learning priorities. These examples are by no means the *only* way of presenting data and learning priorities, but are meant to be *illustrative of different ways* which candidates may choose to make use of.

5.1 Examples of data presentation

The following extracts show different ways that stronger candidates displayed their data. Examples A, B and C show different visual presentation formats, example D shows how the diagnostic test results can be linked to the need analysis results, and example E shows how the summarised findings can be linked to more detailed evidence in the appendices.

Example A: Shows frequency of types of student errors in writing
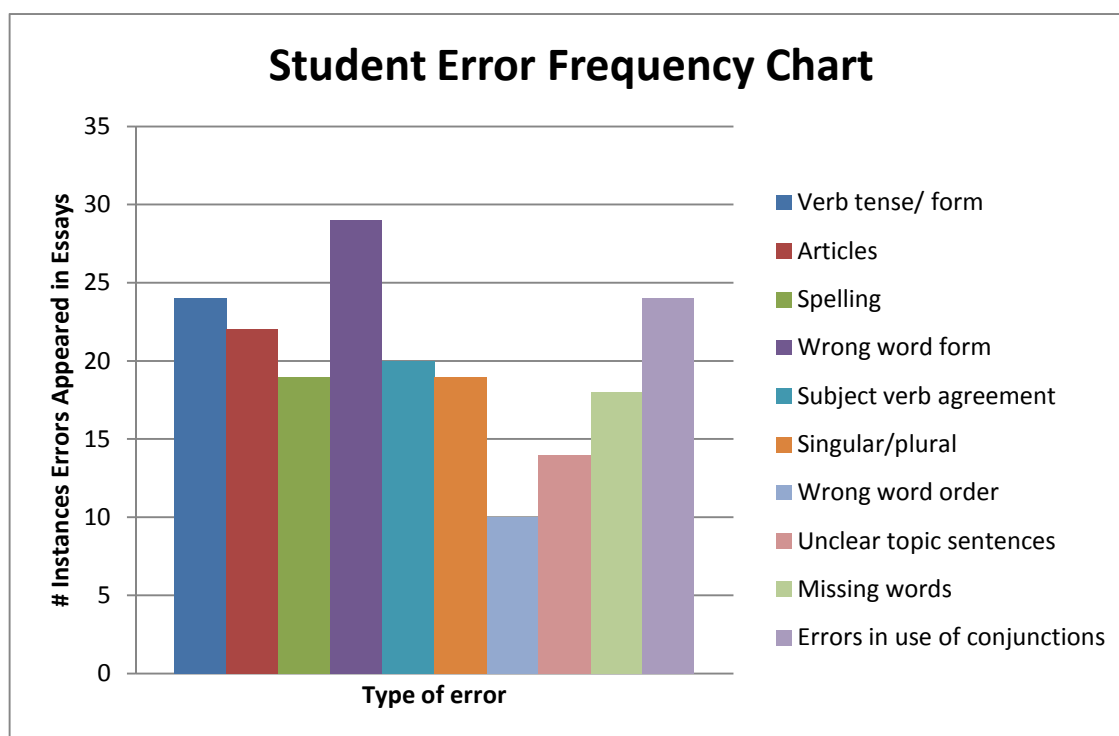
Example B: Shows relative strengths and weaknesses of different students

Results of Use of English
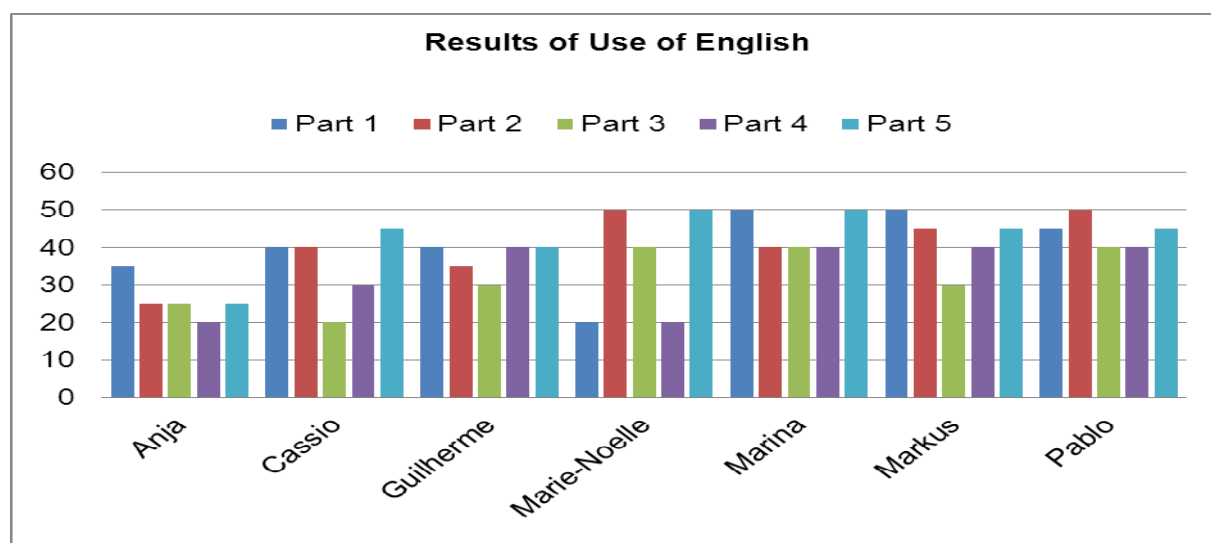
Example C: Shows part of a summary of student needs questionnaire results

Part 5. Problems with English.

What do you find the most difficult about learning English?	VERY DIFFICULT	DIFFICULT	OK	EASY
grammar	3/10	4/10	3/10	0/10
writing	2/10	4/10	4/10	0/10
spelling	0/10	4/10	6/10	0/10
reading	0/10	1/10	5/10	4/10
speaking	3/10	4/10	2/10	1/10
pronunciation	1/10	3/10	5/10	1/10
vocabulary	1/10	3/10	6/10	0/10
What do you personally need to practise most?	Speaking: 7/10 Grammar: 5/10 Writing: 2/10 Spelling: 1/10			
Please say if you have any specific problems with grammar	Irregular verbs x 2, past simple x 3, prepositions, articles			

Part 6. Classroom Activities

1. Which method helps you to learn grammar best?

The teacher tells you the rules and then you do practice exercises.	9/10
You read the rules in the course book and then do some practice exercise	1/10
You read or listen to a text, answer questions and then try to work out the rules yourself.	0/10

2. Do you find the following activities useful or not useful in class?

	USEFUL	NOT USEFUL
Studying from the course book	10/10	0/10
Pair or group-work exercises	10/10	0/10
Games	9/10	1/10
Talking to classmates	8/10	2/10
Talking to the teacher	10/10	0/10
Role-playing real life situations	10/10	0/10
Using real life texts, video etc	9/10	1/10

3. What topics are you interested in?

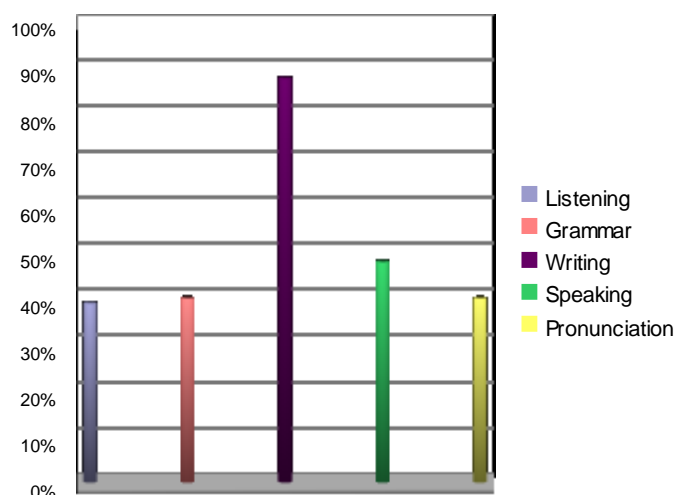|	YES	NO		YES	NO
Travel	9/10	0/10	Food and drink	8/10	0/10
Other cultures	6/10	0/10	Politics/current events	3/10	0/10
Transport	7/10	0/10	Music	7/10	0/10
Jobs	10/10	0/10	Art	5/10	0/10
Education	4/10	0/10	Any others?	literature, history books, shops, stories, internet, reading	
Hobbies/leisure/sports	9/10	0/10			
TV/Films	10/10	0/10			
Families	10/10	0/10			

Example D: shows the diagnostic test results in relation to the needs analysis questionnaire

2.4 Diagnostic Test (adapted PET)
PET is aimed at Ana's level (Intermediate) and provides a good range of activities. I decided to test the following:

	Evidence from NA	**DT**	
Listening	• it is the skill she would most like to improve • her abilities are poor	Objectively marked; only one possible answer, so good scorer reliability.	
Grammar	• 'good' standard • lowest priority (I thought it was crucial to check this, since grammar is key for all skills.)	Discrete-point testing; allowed me to award marks objectively.	
Writing	• no desire to study writing • not a high priority. Carrying out this writing test allowed me to see her grammar and lexis in use.	Integrative test; encouraged Ana to combine many language elements, which I could assess.	(see marking criteria in box below)
Speaking	• finds this skill difficult • abilities are 'poor'. Conversation will be key so it was crucial that I tested her ability here.	Direct test which I marked subjectively according to Ana's level and needs.	

2.5 Results of the DT

Activity	**Results**	**Effect on course design**	
Listening Multiple Choice/Gap-fill	Ana was correct in her self-evaluation. Provided with the tape-script, she was able to correct her mistakes, indicating that her reading skills are more developed.	Focus on Listening sub-skills No focus on Reading	
Grammar Error Correction	Ana had issues here. A student at this level should be able to recognise the errors in these sentences, Eg: '...I wish I <u>have drunk</u> less'	Incorporate Grammar focus	
Writing Informal Letter	Marks for: task achievement, organisation, range/accuracy of grammar/vocabulary, style/register/genre Ana demonstrated excellent skills for Intermediate level: Eg: *In addition, you will work with some great people,* *I <u>suggest you go</u> in August.*	No focus on Writing or Vocabulary	
Speaking Personal Questions	Marks for: task achievement, accuracy/range of grammar/vocabulary, pronunciation (individual sounds, connected speech, intonation) • Long thinking time. • Difficulty in understanding first time and holding her turn. • Strong L1 interference in pronunciation, Eg. /jɒb/ for 'job'	Focus on Speaking sub-skills and Pronunciation	

Example E: discussion of results with links to data in the appendices

2.3 DT Data.
Most students' ST ratings currently fall short of band 6 and the results appear to demonstrate broad but common issues that currently limit their performances [Appx.1.2 and 1.3]. This is a significant hurdle for those academically-motivated students; band 6 being the *global average* and threshold for most undergraduate study-visa application.

ST Marking Criteria	Band 6 Descriptors
Fluency & Cohesion	Produces long turns, a range of discourse markers and features of native cohesion.
Lexical Resource	Discusses topics with clarity and appropriate chunking.
Grammatical Range & Accuracy	Produces a balance of simple and complex structures, with a range of systems.
Pronunciation	Employs stress-timing, rhythm and intonation.

Fig. 2 Public descriptors

Some issues were culturally specific. The Koreans, whilst quite adept at syntax construction, produced fewer fluent speech acts compared to their Arabic and European peers, who more readily disregarded errors. Syllable-timing and an absence of chunking also hindered communication more often for the Asian speakers. A factor I hadn't previously considered, but could easily remedy, was students' poor note-taking and use of preparation time for their *individual long turn* [Appx.1.2]. Some attempted full sentences, others wrote nothing or simply copied the task card itself. None made effective notes. After further research, I concluded that broadly speaking, although they have differing abilities in planning, there is an obvious tendency for candidates to disregard outlining their response prior to speaking, necessitating formulation during allocated production time (Weir-O'Sullivan-Horai 2003). More efficient planning would help with cohesion, and ease demands on spontaneous retrieval of lexis and grammar while speaking.

Appendix 1.3 Diagnostic Test Summary of results

Student	Fluency & Cohesion	Lexical Resource	Grammatical Range & Accuracy	Pronunciation	Overall ST Rating
Korean (25 F)	5	7	6	5	5.5
Korean (26 F)	5	6	6	6	5.5
Thai (31 F)	5	6	5	5	5
Russian (20 F)	6	6	5	5	5.5
Kazak (20 M)	6	6	6	5	5.5
Saudi (26 M)	5	5	5	5	5
Saudi (30 M)	6	5	5	6	5.5
Sudanese (22 F)	5	6	6	6	5.5
Iranian (17 M)	5	6	5	5	5

Criteria	Strengths	Weaknesses
Fluency & Cohesion	Use of pronouns and substitution Some paraphrasing Some conversation gambits Generally fully extended personal responses in Part 1 Talking for required duration in Part 2	Range of cohesive devices Repetition of discourse markers Overly formal conjunctions and discourse markers Repetition of artificially-rehearsed *fillers* Note-taking for Part 2 Fully extending answers in Part 3
Lexical Resource	Range Use of synonyms Some idiomatic expressions	Multi-words items and meaningful chunks Circumlocution and reformulation of lexical gaps Use of generic terms: *stuff* and *things*
Gramm. Range & Accuracy	Balance of simple and complex structures Attempted range of tense/aspect combinations Use of modals in Part 3	Systematic errors: article use and 3rd person 's' Absence or inappropriate use of auxiliary verbs
Pron.	Generally good word stress Awareness of sentence stress and stress-timing Good chunking of speech acts (Arabic speakers)	Dropping of final syllables (Korean speakers) Syllable-timing (Russian and Korean speakers) Inappropriate chunking of speech acts

5.2 Examples of learning priorities

The following three extracts show different ways of summarising learning priorities at the end of Part 2 of the assignment. Example 1 links the priorities back to needs identified earlier in Part 2. Example 2 links the priorities to specific data in the appendices. Example 3 shows the priorities in addition to the actual data summaries in the appendices.

Example 1: Priorities with links to data source

Learning Priorities

(P1) To increase her fluency and confidence when speaking through a focus on extensive speaking practice and features of connected speech (1, 2, 3, A, B).

(P2) To extend knowledge, range and use of appropriate functional language when speaking in some of the situations indicated via NA (1, 2, 3, A, B).

(P3) To improve both her listening skills and management of problematic encounters (with a particular focus on business meetings with non-native English speakers) (1, 2, 3, A, B).

(P4) To improve awareness of grammatical and lexical cohesion within texts and use of linkers (1, A).

(P5) To enable her to become more effective at extracting new, useful lexical items from the texts she encounters (1) (B), and to develop an improved system for recording them (1, 2, 3, B).

Key:
(1) Observable *objective need.*
(2) Current *subjective need.*
(3) Future *subjective need.*
(A) Revealed via *DT.*
(B) Revealed via *NA interview.*
(C) Revealed via *NA questionnaire.*

Example 2: Priorities with links to diagnostic test results in the appendices

Prioritisation of results

Systems
1. Plurals: Vietnamese does not have plural noun forms (see Appendix E: Results of DT 1, 2, 6, & 9)
2. Articles: Vietnamese does not have an article system (see Appendix E: Results of DT 1, 2, 6, 8 & 9)

Skills
1. Speaking
 This is critical for interpersonal communication and is a key parental concern (see 2.2.3.1).

2. Spelling
 This is directly connected with listening and pronunciation as L1 interference affects recognition of sounds and written production representing mono-syllabic word forms (see Appendix E: Results of Diagnostic Testing 1, 2, 5, 6, 7, 8 & 9).

3. Random capitalization (punctuation) / poor handwriting
 a. Many learners do not discriminate between upper and lower case forms (see Appendix E: Results of DT 1, 2, 5, 6, 7, 8 & 9).
 b. Unintelligible handwriting coincides with support for fine motor skills development (see Appendix E: Results of DT1, 2, 5, 6, 7, 8, & 9).

4. Pronunciation
 a. JYLs do not have the pronunciation difficulties of older learners. Nonetheless, indirect testing indicates L1 interference as final consonants (including the plural/possessive's' sounds) are not pronounced.
 b. Limited sound recognition also impacts on written lexical and grammatical accuracy (see 2.2.4.B.2 above).

Example 3: Weaknesses, priorities and links to appendices

<u>**2.4 Common weaknesses**</u>
Areas in which more than a third of the group displayed weakness are collated in appendices 2i-k and summarized below:

Speaking
Fluency: Hesitation, repetition (overproduction), inappropriate use of basic cohesive devices (*and, but* and *also*) and closure techniques occurred when searching for ideas, structure and vocabulary. There was little to no attempt at contractions, substitution and ellipsis.

Accuracy: Errors in question formation, gerund use (subjects, objects, after prepositions), *can* (*to can*, *will can*).

Listening
Learners had difficulty identifying general ideas and main points (test parts 1 and 4) as well as location, agreement, situation, opinion and purpose.

Grammar/Lexis
Errors (50%+ of class): *such*-noun-*that*; relative clause '*in which'*; collocations: *associated with*, *keen on*, *difficulty with'*; coordinating conjunctions (additive *and*, contrastive *but, besides, despite, whereas, not only…but also*); pronominal substitution with *it*.

<u>**2.5 Learning priorities**</u>
Intrinsically motivating activities and topics, related to kinaesthetic/auditory learning styles and target situation contexts will be used to introduce work on the skills and language prioritized below to help avoid communication problems in summer school contexts.

<u>Skills: Speaking/Listening</u>
- Developing communicative competence, specifically strategic competence via communication/discourse strategies which aid fluency and avoid hesitation, repetition and closure techniques.
- Listening strategies which aid identification of aforementioned information in spoken texts (e.g. location).
- Recognition practice and promotion of contraction use.

<u>Language: Grammar/Lexis</u>
- Accuracy and use of gerunds use, question formation, and discrete items (*can*/*be able to*, aforementioned collocations).
- Encourage longer runs of speech and attempts at complex language via cohesive devices (substitution, ellipsis, linkers and adverbial discourse markers).

See following appendices of example 3 for links between the in-text discussion of priorities and the evidence in the appendices.

Example 3 Appendix 2i: Summary of Main Weaknesses Identified (3rd of the Group) in Diagnostic Tests

| Language skills		Systems knowledge
Speaking	*Listening*	
Fluency Some hesitation, repetition and closure techniques due to lack of (i) sufficient compensation strategies to deal with unknown structure / vocabulary (ii) automaticity with current knowledge. Simple sentences often without basic cohesive devices. *And, but* and *also* overused and not much attempt at linking to create more complex sentences. Few instances of ellipsis and substitution. Lack of contractions. Accuracy Most commonly occurring errors are (i) overuse of pronoun *it* - it's good the car, (ii) tense – Minor problems with individual sounds and word stress. Gerunds as subjects, objects and after prepositions (iii) Question formation (iv) Modality – in progressive forms and as participles (to can)	Gist listening Difficulty identifying general idea and main points of the text as well as general attitudes, particularly problems lied in identifying location, agreement, situation, opinion and purpose. **(Also see below)**	Grammar Such + noun + that, relative clause '*in which'*, modal in the past 'ought to have + past participle Vocabulary Collocations: Adjective + noun, verb + preposition, + adjective + preposition, noun + preposition. Discourse Formal and informal additive and contrastive linkers. Pronominal substitution with *it.* **(Also see below)**

Example 3 Appendix 2j: Results of Achievement Test: Listening

Correct and incorrect answers for full FCE listening
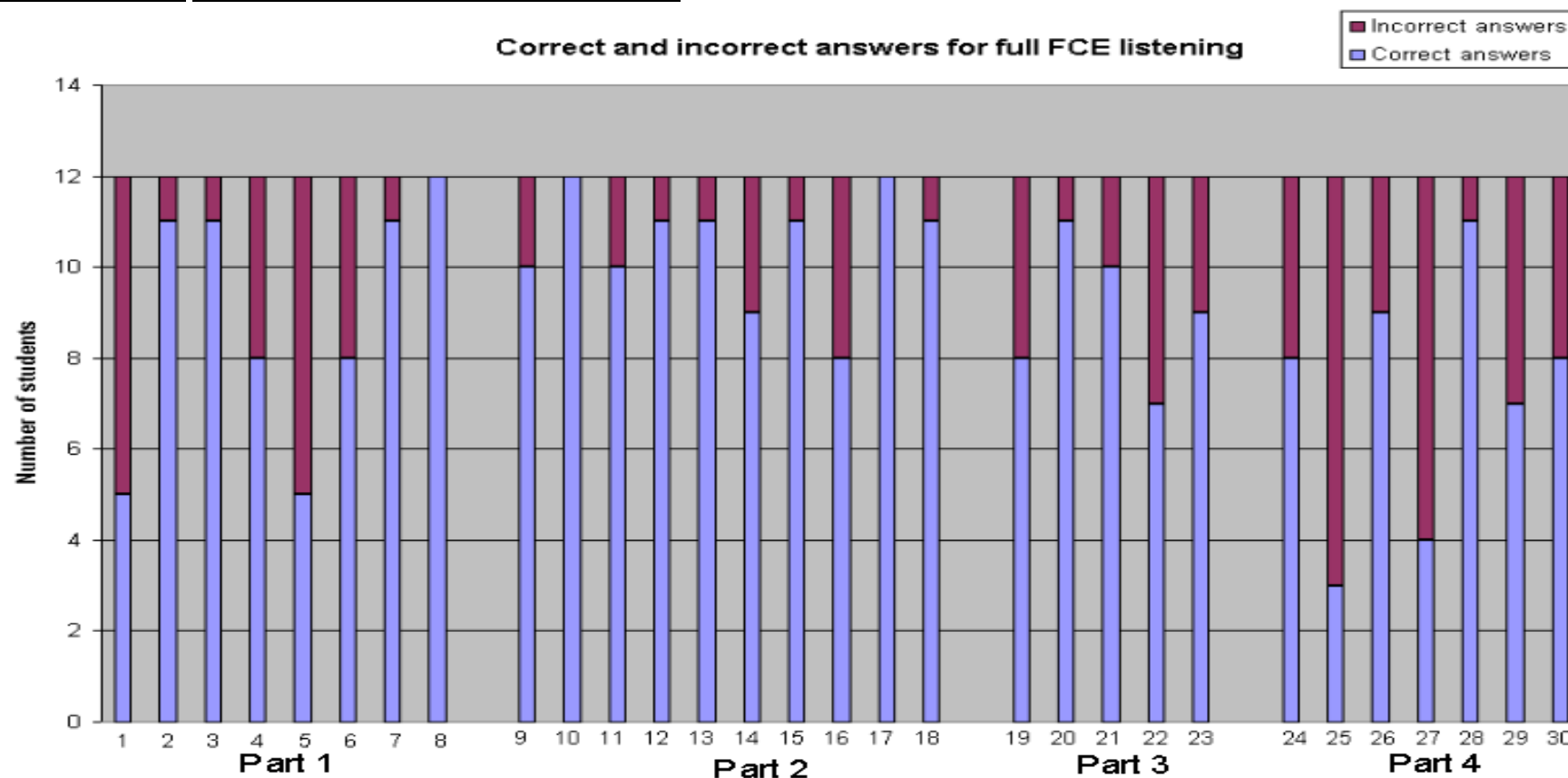
Commentary
The same errors were made by the greatest number of learners in parts 1 and 4 of the test, which assess the sub-skills of listening for the general idea and main points of texts as well as opinions expressed by the speakers. Particularly, learners had problems identifying location (Q1), agreement (Q4), situation (Q5), opinion (6, 25, 27 30) and purpose (29).

Example 3 Appendix 2k: Results of Achievement Test: Discrete Grammatical and Lexical Items
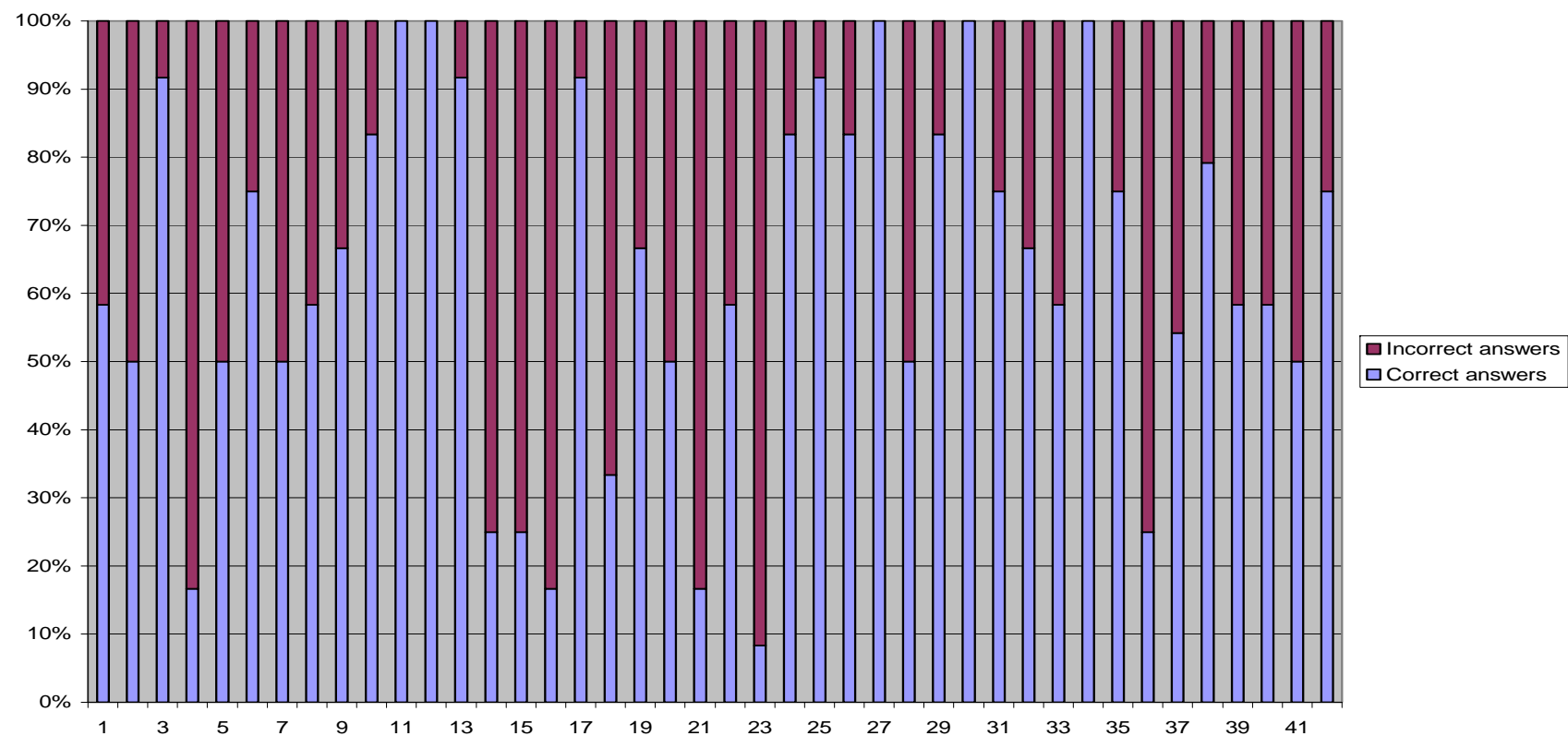
Commentary

Less than 50% of the class gave the correct answer to the following discrete test items: Collocations (Q2 adjective-noun [*ancient times*], Q5 verb-preposition [*associated with*], Q7 adjective-preposition [keen on], Q14 noun-prep [difficulty with]), linkers (Q4, Q41 contrastive, Q18 correlative conjunction of addition), past modal (Q36 ought to), substitution (Q20 *it*), *such* before a noun (Q15) and relative clause (Q23).