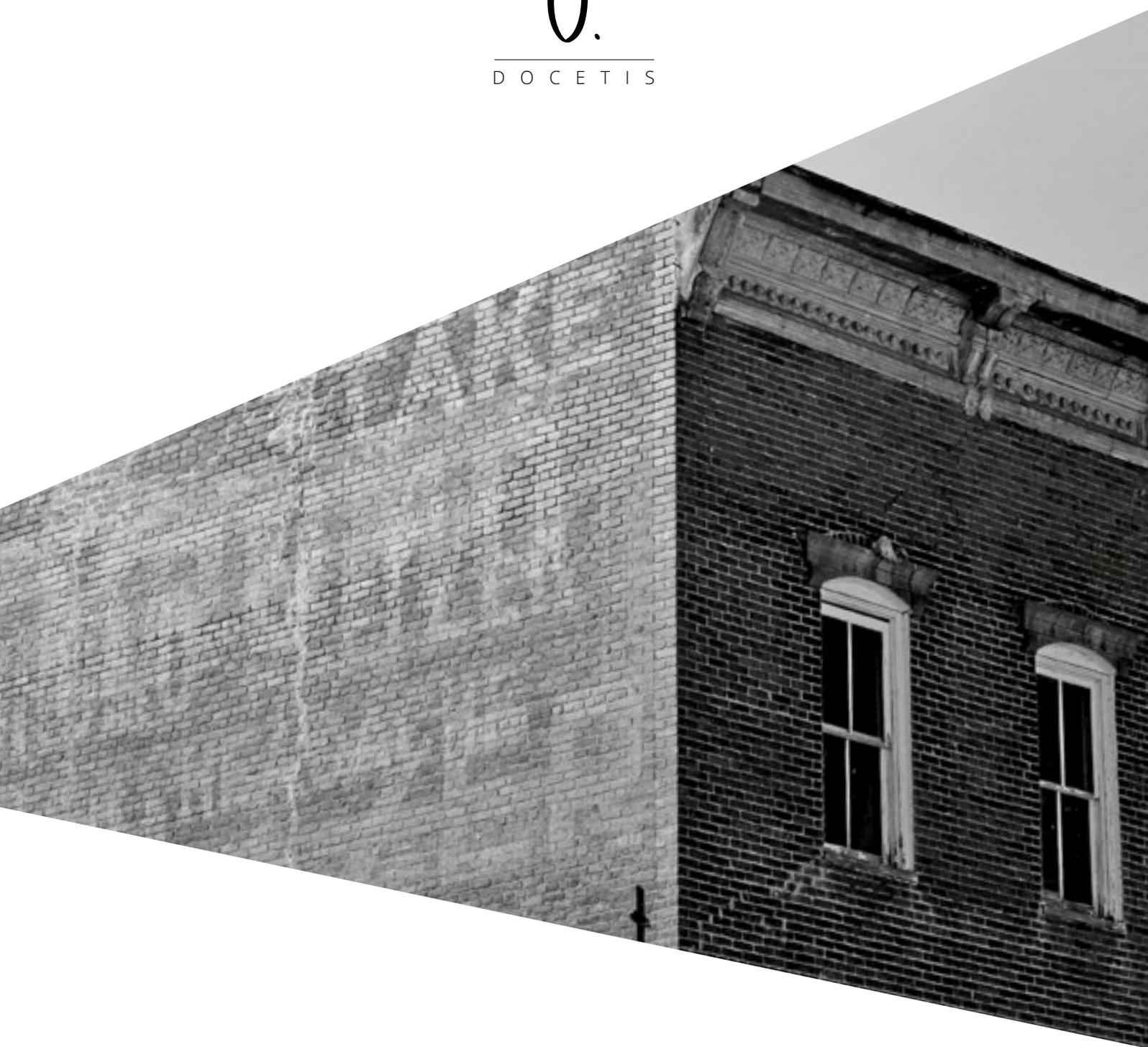


d.
D O C E T I S



3 + 3

Training Programme Overview

WHAT IS 3 + 3 ?

This programme follows a three month domestic language acquisition and teacher training programme delivered in South Korea. Trainees then complete a further three months of fully-immersed teacher training comprising practical teaching experience in UK state schools. The total training duration is 6 months, hence 3+3.

WHAT ARE THE OBJECTIVES?

Encouraging a more communicative teaching approach in the classroom is the primary focus of this course.



12 WEEKS (360 HOURS)
TOTAL COURSE LENGTH

8 WEEKS
PRACTICUM

4 WEEKS
THEORY

- 12 week, 360 hour teacher training programme delivered in the United Kingdom
- 8 weeks based in a UK state sector primary or secondary school in London including 2 assessed teaching practice sessions of 40 minutes
- 4 weeks based in a leading London EFL School
- Practicum focusing on techniques used in the UK state sector and the EFL sector

AT A GLANCE

360

Contact hours delivered

12

Trainees enrolled so far

12

Training weeks spent in UK

10

Practical teaching sessions delivered

8

Partner schools enrolled

2

Intakes per year

Yes

Co-teaching permitted?

Yes

Micro-teaching delivered?

Yes

Other UK cities offered as a training destination?

Yes

Safe and secure housing provided?

SAMPLE TIMETABLE - TRAINING

	0915 - 1200	1220 - 1310	1310 - 1415	1415 - 1700
Monday	<p>Orientation</p> <p>Introduction to the programme</p> <p>Introduction to British Culture</p> <p>Q&A session</p>	<p>British Study Centre Group introduction</p> <p>The UK Education System - introduction and focus on primary and secondary education</p>	Lunch	<p>Teaching Methodology input</p> <p>Group discussion and reflection</p>
Tuesday - Friday	General English Lessons - lang Dev, Obs	Live Observation of ESOL Class	Lunch	Feedback on observation, Methodology (Loop Input) Supervised lesson planning and preparation for teaching practicum

SAMPLE TIMETABLE - PRACTICUM

	0915 - 1200	1220 - 1310	1310 - 1415	1415 - 1700
Monday	<p>Orientation</p> <p>Introduction to the programme</p> <p>Introduction to British Culture</p> <p>Q&A session</p>	<p>British Study Centre Group introduction</p> <p>The UK Education System - introduction and focus on primary and secondary education</p>	Lunch	<p>Teaching Methodology input</p> <p>Group discussion and reflection</p>
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PROGRAMME BENEFITS

- Adapting and exploiting texts
- Tailored lessons on language improvement and awareness
- Evaluation of published materials
- Materials and resource development
- Focused curriculum design
- Modern methodology input in an EFL context
- Maintaining best practice in English language delivery
- Exposure to social and cultural aspects of training within the UK

BENEFITS OUTSIDE OF THE PROGRAMME

- Full-time Project Manager with academic and administrative support team
- 12 weeks experience in one country
- Social activity programme
- Excellent accommodation based in one of the world's leading cities - London

PROGRAMME AND RATIONALE

MAXIMISING COMMUNICATIVE ABILITY

Before arriving, participants would be asked to complete a language and teaching needs analysis. Through this, we can assess the context in which each participant has acquired their language level and what needs, applications and improvements they need to make in this area in order to deliver training in English. This will be very important as it will give us the specific information needed to tailor the programme as each participant builds their abilities over the 12 weeks.

CULTURAL CONTEXT

Studying in London for the entire 12 weeks, will be a great source of input for all participants. With exposure to a variety of situations, in practicum, including multi-lingual ESL classes where CPs (course participants) can see CLIL (Content and Language Integrated Learning) in action, and during social activities, participants will be encouraged to discuss and feedback on what they are continually experiencing.

MATERIALS WORKSHOPS

Our workshops will allow participants to work on producing their

own materials based on their continuing practicum experience, as well as methodology input sessions.

FEEDBACK

Continuous feedback will allow participants to look back at what they have learnt and in group workshops, discuss application and effectiveness of different ideas and concepts as they develop over the course.

ENGLISH LANGUAGE INPUT

Through our morning General English programme participants will not only challenge their own level of language, but also to monitor and observe EFL teaching in action. Having this element at the beginning of the programme will also strengthen the participants confidence prior to the practicum element of the training.

PROJECT WORK

Prior to the programme, teacher training staff, will liaise to get a high level of understanding regarding the current practices, syllabus and materials used in country. The initial language and teaching needs analysis will allow us to identify the needs of each participant going forward and provide a training pathway.

CPs will have access to their 'on-line' account prior to the UK part of their studies.

Seminars and Workshops will allow participants learn and apply new principles and methods in adapting and producing authentic materials for peers and the classroom.

The project will provide focus and tie the programme together, with each participant working towards building materials that complement their own teaching context and that will allow them to further train others through peer training on returning to Korea. During the programme, participants will need to identify materials and amend and adapt these to their particular needs in context and be able to exemplify these changes. The Action Research project will include a final presentation, to conclude their experience.

ACTION RESEARCH IN THE CLASSROOM

The programme will need to go beyond the dissemination of effective principles and practices within the UK and ELT environment. Participants will be guided by the EFL provider through a series of class based and self-study activities, to produce an effective framework for materials development that, will not only serve as an invaluable personal resource, but also as a vehicle to support and train those teaching colleagues in Korea who require



in-country/in-school training in order to improve the effectiveness of their own delivery.

THIS AREA OF DEVELOPMENT WILL COVER:-

- Action research and how it differs from other forms of research
- The steps involved in developing an action research project
- Ways of developing a research focus
- Methods of data collection
- Training methodologies covering peer group knowledge sharing activities
- Applying 'context' to materials production

PRACTICUM PLAN

PLACEMENT OUTLINE

CPs will be placed in specially selected Primary and Secondary schools within London. Each school will take up to six participants. This provides the opportunity for micro study units (MSUs), e.g. 3-6 teachers completing action research and teacher training tasks whilst within state schools. The prime aim will be to maximise participants exposure to Primary and Secondary education in a British teaching context.

CPs will be allocated a mentor in the chosen school allowing for regular discussion and development time. This person will also help orientate them to the new school and help the CPs build up a profile of their learners, which in turn will help the CPs design successful independent lessons.

CLASS OBSERVATION

CPs will spend from 9-12 at their nominated state school observing a mix of subject lessons and English lessons delivered to native and non-native English speaking students. CPs will also be provided with this opportunity for one hour after the lunch period during the eight week placement.

ASSISTANT TEACHING

CPs will benefit from the opportunity to build their confidence by providing teacher assistant support in live lesson situations. By aiding the lead teacher in delivery and management of classes, they will gain hands on experience of the British classroom. They will build rapport not only with the teachers but also with the learners which will help them to plan and deliver their own 40 minute lessons. Classes may have a full-time teaching assistant who will be available for advice, discussion and help.



▲ Learning by doing is a core principle of this programme which exposes participants to a diverse range of teaching approaches and cultures.

ASSESSMENT FRAMEWORK

Each CP will receive continual assessment throughout the course during the once weekly feedback sessions with BSC teacher trainers. CPs are encouraged to evaluate peer performance which in turn helps trainees to adopt self-evaluation techniques. Weekly assessment reports are generated for each CP which can be shared with all relevant parties. The assessment process is designed to help us modify the training course as per the learning styles of each CP.

INDEPENDENT TEACHING

CPs will be expected to deliver the up to 10 x 40 minute lessons during the final four weeks of the practicum placement. These will be delivered to the state school children who have been the subject of the CPs previous observations. Each lesson will be observed and evaluated by a teacher trainer from British Study Centres, and the CP will receive oral and written feedback. The CPs will have produced a lesson plan (if necessary in the same format as the training in Korea which will help CPs to apply methodology to their practical classes). They will also have developed and adapted materials for each lesson. By delivering three independent lessons, the CPs will use a variety of techniques, take on-board feedback, and with each lesson show improvement in terms of learner outcome success