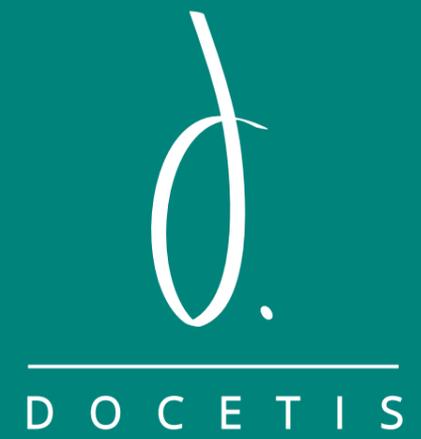


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3 + 3 Training Programme Overview



WHAT IS 3 + 3

3 + 3 starts with a 3-month domestic language acquisition and teacher training programme delivered by the British Council in South Korea. Trainees then complete a further 3 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 IS THE OBJECTIVE?

The primary focus of this course is to encourage a more communicative teaching approach in the classroom.



'The most important thing I learnt on the course was about differentiation. I now realise that I can give differentiated instructions to students based on their level'

Cho Rong Kwak
Middle School Teacher

12 weeks (300 hours)
total course length

8 weeks practicum

4 weeks theory

- 12-week, 300-hour teacher training programme delivered in the United Kingdom
- 6 – 8 weeks based in a UK state-sector primary or secondary school in London including 4 assessed teaching practice sessions of 45 minutes
- 4 – 6 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

Contact hours delivered
300

Trainees enrolled so far
69

Training weeks spent in UK
12

Practical teaching sessions delivered
10

Partner schools enrolled
27

Intakes per year
2

Co-teaching permitted?
Yes

Micro teaching delivered?
Yes

Other UK cities offered as a training destination?
Yes

Safe and secure housing provided?
Yes

PROGRAMME BENEFITS

- Adapting and exploiting texts
- Tailored lessons on language improvement and awareness
- Evaluation of published materials
- Material 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-week cultural experience in the UK
- Social activity programme
- Excellent accommodation in London — one of the world's leading cities

PROGRAMME AND RATIONALE

MAXIMISING COMMUNICATIVE ABILITY

Before arriving, participants will 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 require to make in this area in order to deliver training in English. This is very important as it will give us the specific information needed to tailor the programme as each participant builds their abilities.

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 multilingual ESL classes where participants can see CLIL) and during social activities — participants will be encouraged to discuss and give feedback on what they are 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

Feedback will be undertaken on a continuous basis to allow us to measure how well participants are responding to the course. Group workshops will enable trainer and peer-to-peer evaluation where the discussion and application of different ideas and concepts can be explored.

PROJECT WORK

The initial language and teaching needs analysis will allow us to identify the needs of each participant going forward and to provide a training pathway as well as suitable topics for project work.

Seminars and workshops will allow participants to 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 which complement their own teaching context and which will allow them to further train others through peer training on returning to their home country.

During the programme, participants will need to identify materials and amend and adapt these to their particular needs. The course trainer will help to set a context and rationale on which these changes can be exemplified. The project will include a final presentation to conclude their experience.

ACTION RESEARCH IN THE CLASSROOM

The programme will 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 or in-school training in order to improve the effectiveness of their own delivery.

'The feedback from our participant teachers has been very positive, especially about the school practicum in local schools'

Hwang Jaemoon
Projects Manager British Council Korea

WHAT DOES ACTION RESEARCH COVER?

- How action research differs from other forms of research
- 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

Participants 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. three to six teachers completing action research and teacher training tasks whilst within state schools. The primary aim will be to maximise participants exposure to primary and secondary education in a British teaching context. Participants will be assigned 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 trainees build up a profile of their learners, which in turn will help with the design of successful independent lessons.

CLASSROOM OBSERVATION

Participants will spend from 09:00 to 12:00 at their nominated school observing a mix of lessons in English and other subjects delivered to native and non-native English-speaking students. After the lunch periods additional classroom observations will be undertaken.

TEACHER SUPPORT

The course will offer the opportunity to further develop trainees' confidence by providing teacher assistant support in live lesson situations. By aiding the lead teacher in the delivery and management of classes, participants will gain hands-on experience of the British classroom. They will build a rapport not only with the teachers but also with the learners, and this will help them to plan and deliver their own 45-minute lessons.



'It gave me a lot of fresh insight into different teaching methods. It was challenging, but a really rewarding experience'

Tae Hwa Yang
High School Teacher

ASSESSMENT FRAMEWORK

Each participant will receive continuous assessment throughout the course during weekly feedback sessions with Docetis's teacher trainers. We will encourage evaluation through peer performance, and this in turn will help trainees to adopt self-evaluation techniques. Weekly assessment reports are generated for each teacher which can be shared with all relevant parties. This assessment process has the purpose of helping us to modify the training course to suit the learning styles of each individual.

INDEPENDENT TEACHING

Each trainee teacher will be expected to deliver up to four 45-minute lessons during the final stages of the practicum placement. These lessons will be delivered to the state-school children who have been the subject of previously conducted observations. Each lesson will be observed and evaluated by a qualified teacher trainer, and oral and written feedback will be given. The production of a comprehensive lesson plan will help trainees to apply newly acquired methodology to their practical classes. They will also have developed and adapted materials for each lesson. By delivering four independent lessons, the trainee teachers will use a variety of challenging techniques, take feedback on board, and with each lesson demonstrate improvement in terms of learner outcome success.