

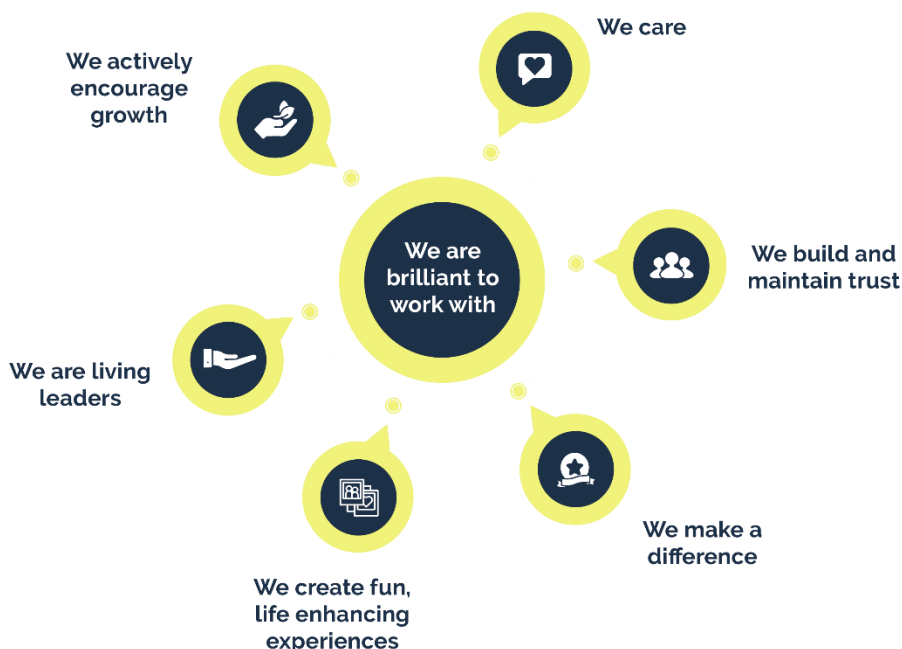
**UKLC**

**Course Director**

Handbook

2024

Our values:



## 1. Introduction

Thank you for accepting a position as a Course Director with UK Language Courses this summer. This handbook is a guide that will hopefully give you the advice and information necessary to successfully fulfill your role. Please bear in mind that this has been written to cover centres of different sizes. We welcome your feedback and comments on any aspect of the handbook before, during or after the course.

Your main duty as Course Director is to ensure that all students receive a properly structured and progressive programme of teaching, leading to an increase in their confidence and ability in the language.

This will not be achieved without some basic planning, preparation and above all, direction. You will be supported every step of the way in your role by your Academic Director and the Academic Managers.

## 2. The Teachers

You will be responsible for supporting, guiding and monitoring your teaching team. It is important to establish a good working relationship with all the teachers right from the induction day. The teachers' Induction will be a session of 4 hours generally on the day following the main Induction. The Academic Induction will be run by the Academic Director or by one of the Academic Managers.

Make sure that you take some time on that day to talk individually to all your teachers. Find out about their experience (you will be given copies of their CVs) and their preferences. It is desirable to match up teachers to the levels that they would prefer to teach and bear in mind the experience they have had. It is also desirable to

team up more and less qualified teachers together. Therefore, at induction, you need to get to know your team and build up an idea of who will need more support from you.

On a day-to-day basis, once the classes are up and running, you need to be very present in the teachers' room. You should be there before lessons start to make sure that all teachers have turned up for class and help anyone with any last-minute problems. You should be there at break times to find out how lessons went and offer support or ideas. You should also be there once lessons have finished to make sure you are aware of any issues that may have arisen during the morning and offer any help or advice to teachers already planning the next day's classes. Pay special attention to newly qualified teachers. Make sure that they feel supported and that they know they can come to you with any worries or questions.

Try to organise regular meetings (before class is usually better than at break) to offer teachers the chance to express any problems they are encountering and receive their feedback on how the teaching is going. Record these meetings (**minutes of meetings form**) and take and record of any action necessary. Make sure to go back to the team and inform them of an action you have taken e.g., speaking to Group Leaders about any issues concerning the students. The difficulty with holding these meetings is that there is almost never a time when all of your teachers are available, so it may be a case of holding the meeting when you can have as many as possible, and then vary the time, so it is not always the same people who cannot attend. Make an effort to allow those who are working elsewhere or on a day off to make their contribution either before or after the meeting so that they feel included.

Make sure that every teacher completes the online feedback questionnaire before they leave (the Centre Manager has the link) and use any comments or suggestions to help with new groups.

### **3. The Group Leaders**

Nearly all our students are accompanied by Group Leaders (the exceptions are individuals in some centres). Sometimes these leaders are teachers of English in their own country or maybe students of English. They will obviously be very keen to check that what is going on in the lessons is what has been promised. You will mainly come into contact with them if they have an issue regarding the level of a student, or if the students have complained about a class.

It is really important to liaise with them effectively. You must organise a "**Group Leader lesson**" during the first week. This can introduce them to the UKL4 programme and show them an example of how we teach their students. You will need to organise and teach this class yourself. The first week is busy but doing this will make your life easier as they will appreciate you as a professional. If you are struggling then please liaise with your Academic Manager.

### **4. The Academic programme**

Given the lack of background information we receive on the students, it is difficult to specify an exact syllabus for each class. However, the UKLC academic materials have been composed in accordance with the Council of Europe's guidelines and present teachers with appropriate topics and language points to be covered. We would ideally wish everyone to follow these plans as much as they can but, upon approval, they can be supplemented by the individual teacher.

## 4.1 Syllabus Aims

To provide an enjoyable and worthwhile experience for the students and to equip the students with language skills; to develop students' confidence in their ability to use and to understand spoken English, to revise and to consolidate latent knowledge and to improve students' oral skills, including work on both fluency and phonology; to increase students' active use of lexis and to extend the range and usage of structural items.

We also try every year to listen to teachers' feedback and introduce new ideas and materials accordingly. All the lesson plans will be presented to you at your induction and all materials are available at the centre. Copies will be given in a file for you to keep in the teachers' room and allow teachers to photocopy.

## 4.2 How the programme works

At UKLC we know how important it is for each individual student to find their own path in language learning. According to their age and needs, students' motivation must be triggered differently, and this is why we have designed a tailored programme that will satisfy all students who study with us, from the young learners who want to have fun playing in English, to the most expert users who want to prepare for an exam or to apply for a university here in the UK. This programme is based on three core elements:

- 1. Communication in context: TBL (task-based learning)**
- 2. Skills (Reading, Writing, Speaking, Listening) and Systems (Grammar, Lexis, Phonology, Discourse)**
- 3. CLIL (Content and Language Integrated Learning) & British Culture**

### Communication in context:

#### **FUN**

This is the programme dedicated to our young learners, and it is designed specially to trigger motivation in children aged 8-10. Our UKL4 FUN lessons are highly communicative, and they offer a wide range of tailored material and activities that make games into lessons and lessons into games.

#### **CONNECTION (A1 – C2)**

This is the programme dedicated to our junior learners (11-14) and it aims at increasing the students' motivation to use English in order to connect with other people. Our UKL4 CONNECTION lessons are very interactive and use a variety of methods and media to encourage students to establish a connection, not only with their peers, but also with the English language and British culture.

#### **ACTION (A1 – C2)**

This programme is designed especially for teenagers who want to use their English and activate what they know. This does not mean that students will not learn anything new, on the contrary, they will be pushed out of their comfort zone in order to enhance their abilities and to get their English into some real action.

#### **LEADERSHIP & LIFE SKILLS (B1+)**

This course is tailored on the needs of those older students (16+) who are thinking about their future after school. During these lessons, students will engage in different activities designed to develop their leadership and life skills, like how to take part in a debate, developing a marketing strategy, delegation and how to communicate as a leader. Moreover, they will also work on presentation design and delivery, UX design and what a 21<sup>st</sup> century leader is like.

## Skills and systems:

These lessons are differentiated by level and aim to empower our students' linguistic awareness and capabilities by thoroughly working on all language skills (reading, writing, listening, speaking) and systems (grammar, phonology, lexis, discourse) as well as preparing them to take exams in English (PET, KET, FCE, CAE, TOEFL, IELTS, GESE).

## CLIL & British Culture

This part of our programme focusses on British culture and adopts a CLIL approach. During these lessons, students will learn about British history, geography, literature and culture and they will also have the chance to get to know more about the place and sights they will visit during their excursions.

All students at UKLC are required to participate in compulsory lessons. As the Course Director, your responsibility is to ensure the delivery of these lessons in each class. Following is a breakdown of all compulsory lessons.

### 4.3 E-safety (compulsory lesson)

We are more aware than ever of our responsibility to safeguard the students in our care with relation to technology. Nearly every student will come with their own phone and will access to the internet. We also include IT sessions in our lessons. Therefore, we feel it is our responsibility to inform students as much as possible about the dangers of the internet, especially when they are away from home. To this end, we have developed an e-safety lesson that you must ensure **ALL teachers** cover early on in the course and we introduce students to **SIS, our safest internet student**. For more information, please speak to the Academic Managers.

### 4.4 Learner Independence (compulsory lesson)

At UKLC, we recognize the importance of learner independence in language learning. That's why we have incorporated dedicated lessons on learner independence across four proficiency levels. These lessons empower learners to take charge of their own learning journey, providing them with tools and strategies to become self-directed learners. Through activities like recording new language skills, students can actively monitor their progress and focus on areas that require improvement. By fostering learner independence, we enable our students to develop lifelong skills for successful language acquisition.

### 4.5 Resilience (compulsory lesson)

At UKLC, we understand the significance of resilience in learning, especially considering the impact that the COVID-19 pandemic has had on our students' lives. To address this, we have developed a special lesson focussed on resilience. This lesson aims to equip students with the mindset and tools to navigate challenges and setbacks, both in language learning and in life. By emphasizing the importance of perseverance and adaptability, we empower students to overcome obstacles, such as remote learning or disrupted study routines, and maintain their motivation and progress.

### 4.6 Excursion Lessons (compulsory lesson)

Excursion lessons play a vital role in preparing students for upcoming excursions. These dedicated sessions provide valuable insights, knowledge, and practical information to enhance students' understanding and appreciation of the destination they will be visiting. By covering topics such as local customs, historical landmarks, cultural practices, and language essentials, excursion lessons equip students with the necessary tools to navigate and engage with the local environment effectively.

## 5. The Timetable

A timetable is essential so that both teachers and students know which lessons they have, in which room, and at what time. Students must also know the names of their teachers.

You should also write up a timetable for the IT room(s) in the teachers room each week, ensuring that each class has at least one IT session per week. If you have teachers who are uncertain about using technology, then it is up to you to support and encourage them. The students must have their IT sessions, so if *you* are unsure or uncertain about using IT then let the Academic Managers know in good time and they will offer you some advice.

You will be told how many students are following the **Intensive English** course or the **Leadership & Life Skills**. You will need to timetable them in for these sessions when it is shown in the programme. You need to liaise with the CM and EAM about this. It is important to use your strongest teachers for these sessions. Otherwise, all students follow the general course of 15 hours per week. Occasionally, some groups will take the Trinity exam at the end of their course, and you will be responsible for organising this and any extra lessons for them. There will be more information on Trinity later in the handbook.

### 5.1 Two-week course

Below is a sample guide timetable for a typical two-week course. All lesson materials for UKL4 lessons/Skills and Systems/CLIL have been prepared for use in class and include step-by-step plans for teachers. Encourage your teachers to adapt and supplement the lesson plans as they see fit, although they should always have sound pedagogical reasons for doing so. The lessons have been designed to include work on speaking, grammar, writing, listening, reading and pronunciation. While **Schemes of Work** should be completed and displayed in the classroom (a British Council requirement), these are intended as a guideline for future lessons and do not always have to be adhered to.

See a sample of the structure and content of the timetable below. Teachers can have their IT session for any of the content, and it is possible for content sessions to be switched around within the timetable, but that should be done in consultation with you.

#### Week One

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 - 10:00	Welcome Talk	TBL	E-Safety	TBL	TBL
10:00 - 10.15	Break	Break	Break	Break	Break
10:15 - 11:15	Test	S&S	S&S	S&S	S&S
11:15 - 11:30	Break	Break	Break	Break	Break
11:30 - 12:30	First Lesson	CLIL	CLIL	CLIL	Excursion Lesson

## Week Two

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 - 10:00	TBL	TBL	E-Safety	TBL	TBL
10:00 - 10.15	Break	Break	Break	Break	Break
10:15 - 11:15	S&S	S&S	S&S	S&S	S&S
11:15 - 11:30	Break	Break	Break	Break	Break
11:30 - 12:30	CLIL	CLIL	CLIL	CLIL	Excursion Lesson

## 5.2 Zig-zag Courses

Some of our Centres will be delivering what is referred to as a zig-zag programme. This means that the students are divided into two distinct groups, one of which is taught in the morning and the other in the afternoon. The groups may switch in alternate weeks. This means that teachers may have some afternoon teaching and, on those days, they will probably be involved in activities in the morning – the reverse of the 'normal' day. Alternatively, teachers may be teaching **all day**, and not be involved in the activities very much at all. You will get more information about the structure of the courses in these centres at your induction and which contracts the teachers are on (Teacher/Activity leader TAL or Full-time teacher FTT). At induction, you need to decide which teachers to pair or group together for each class. **NB - teachers change rooms, never the students!** Swapping teachers for different lessons breaks the morning up for both teachers and students and means teachers can work together on planning. It is usually best to match more qualified teachers with less qualified ones, and you may also want to consider pairing up any PGCE-qualified teachers with those who have a CELTA. Please ask teachers if they have preferences for any particular age group or level and try to accommodate them. Bear in mind that the Elementary classes, especially mono-lingual groups, are the most challenging classes, so give these to those teachers who *want* this level or who are more experienced.

After induction you should be able to come up with a draft timetable using the number of students expected and indicating which teachers are teaching which groups. You can also allocate teachers to classrooms so that they have a chance to get in and set the room up. A nice idea is to give classes a name, maybe a town name or a country or colour. This helps create a class identity and prevents rivalry over levels. The master copy in the teachers' room can have the levels on it so you and the teachers know, but it does not need to go on the Class List. All classrooms should have a sign on the door showing: the class list, the name of the class, which teachers teach it and at which times. Following is a very simple example of how the crossover works:

	LEVEL 1		LEVEL 2			LEVEL 3	
	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5	CLASS 6	CLASS 7
LESSON 1	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F	Teacher G
LESSON 2	Teacher B	Teacher A	Teacher D	Teacher E	Teacher C	Teacher G	Teacher F
LESSON 3	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F	Teacher G

TBL	S&S	CLIL
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As you can see, teachers normally work in pairs (in the example above, Classes 1-2, 6-7). In case you have an odd number of classes, you will need to have a trio (Classes 3-4-5 above). Each teacher plans two lessons per day, whether these are TBL, S&S or CLIL. In the example above, Teachers A, C, F plan a TBL lesson and a CLIL lesson; Teachers B, D, G plan an S&S lesson and CLIL lesson, Teacher E plans an S&S lesson and a TBL lesson.

### 5.3 Town Trails

Most groups arrive on the day the centre opens in time to take their Placement Test the next day. However, some groups will arrive and depart a day early or late and this can mean it is necessary to catch up three hours' missed teaching. If they cannot be slotted into lessons at the end of their stay to make it up then great but if not, we may have to organise a town trail. You may also need to explain to students and Group Leaders that it is a practical lesson which will include a teacher. If there is a trail available from last summer, then it will need to be checked and updated as necessary. If there is not a trail available from last summer you may be asked to spend time before the students arrive to collect information and questions that can be used. Where a town trail is making up for a lesson it **must** be done in class groups and **must** last three hours.

## 6. Break

A word of warning! It is very easy for a tacit conspiracy to arise between the teachers and the students to extend the breaks between lessons. Unfortunately, the same students and their leaders are also inclined to complain that the timetable was not adhered to and then demand lessons are made up. The students pay for 15 hours per week and if every lesson is five minutes shorter, you will find yourself having to convince teachers they have to make up the time.

Avoid this by being very clear during induction. Also ensure that timetables are displayed and teachers understand the start and finish times.

Make regular checks to see that timings are being observed.

## 7. Classrooms

Let teachers know that they can make their classroom their own. Obviously, we **must** be respectful of any of the school or university's equipment or displays left in the room and we must always return the room in the condition we found it. Make sure to check if teachers are allowed to use blu-tac to stick things to the wall and tell them if they are not allowed to do this.

However, most of the classrooms we use can hold up to 25 students and we will only have a maximum of 16 (except for the INPS centres which can have up to 20 students). Therefore, tell the teachers to move any extra desks to the back of the classroom to give themselves more room. This also enables them to arrange the desks and chairs into a more 'TEFL' style classroom. Remind them that to change the atmosphere in their class they can just go in early one day and totally alter the arrangement of the desks. This can help to change the dynamic in the class, break up any little groups that may have formed, or just reassert the teacher's control. Alternatively, students can be rearranged around the horseshoe of desks in a variety of ways which you can advise inexperienced teachers about. Encourage teachers to use the space and to make lots of displays showing what students have been doing and where they have visited.



Remind teachers to lock classrooms when they leave and to bring any materials back to the office. You may only have one key for this and so you may need to appoint a key monitor, possibly on a weekly basis, to perform this task.

## 8. Assessment

All students on UKLC courses have already studied some English in their own country. In our experience, the majority fall into the broad category of (Pre)Intermediate. A common mistake is for teachers to underestimate the level of the students and for the Course Director to receive complaints that it is all too easy. Remind teachers that the difference sometimes between the level they appear to have on the first day when they are shy and won't speak is often very different from their true ability. We want to develop students' ability and make sure that they get the most out of the course. Sometimes because some lessons place the emphasis on fluency and confidence, and not on new grammar, the perception of students is that they are not learning anything, and this may need to be explained to the Group Leaders by you or the teachers.

The students will all take a placement test on the first day that enables you to decide their level. The procedure for the test is outlined below in Section 12.

At the end of the course some groups may ask to take the placement test again to see how they have improved, but this does not happen often. However, it is actually a good idea to encourage teachers to make their own test up or do some sort of oral assessment such as a presentation. The placement test is grammar based and we are trying to encourage the students to speak as much as possible. Therefore, if a group asks for a final assessment, it is better to keep away from re-doing the placement test and find such an alternative.

## 9. Certificates and Reports

ALL students must leave the centre with a certificate. **This is your responsibility.** You will be given blank certificates at the start of the course and you must organise your teachers so that their completion is not left to the last minute. You may find you prefer to write the students' names on the certificates yourself, to ensure they are all done in good time and that the names are spelled correctly or you can mail-merge and print them. As far as reports are concerned, you need to check the teachers have done the reports for their class.

Reports should be printed off by the end of the first week once the students' names, group information, agent and level have been added. The teachers will then need to circle A/B/C/D for the different academic areas before handing them back to you. On the night before each group leaves there has to be a formal certificate-giving ceremony. This should be well advertised so that the relevant students attend and should involve a certain amount of ceremony and lots of organisation. Most courses last two weeks and so it is usually possible to combine a certificate-giving ceremony with the last evening's activity and/a Project presentation (see more below).

The usual problems with certificates/reports are:

1. The teachers leave them to the last minute and so they are not ready for the ceremony.
2. The teachers haven't realised who from their class is leaving and so they have missed some out.
3. Teachers have left you the certificates/reports in various places; teachers' room, office etc., and you end up chasing all over for them.
4. Teachers have not checked the spellings of their students' names with students and so after the ceremony you have a dozen certificates/reports that need changing.
5. The certificate giving was not advertised well enough and you find yourself calling out names down a microphone and half the students are missing.

6. The mark given on the reports are vastly different. One teacher has given all low grades whilst another has given high ones.

All these problems can be avoided with a bit of organisation and lots of common sense. It is worth spending time going through the procedure at induction or organising a specific meeting to discuss it. Also keep reminding / nagging at various intervals during the course. Encourage teachers to keep comments positive and it is often worth brainstorming ideas so that students do not all receive the same comments from a teacher.

## 10. Projects (optional)

During the second week the CLIL lesson may be replaced by a project lesson, during which students work together as a class to prepare a project that they will present to the other students at the end of the week. The aim is to allow them some ownership of the content of their classes. This can be something of a culture shock for some students but they usually adjust quite quickly. Some teachers find the student-centred approach difficult too. The knack is for them to think of themselves much more as a 'facilitator' than a traditional teacher. Ideally, you want the students to believe they have chosen their topic, whilst keeping them within the bounds of what is feasible on the site (i.e. in terms of the skills and equipment available). Their belief in their choice is a strong motivating factor in the effort students put in to project work, and so it is important that teachers do not overly reduce the options open to their class, whilst making sure they do not promise what cannot be delivered. It is a delicate balancing act. The projects should be collaborative efforts. This does not mean that one or two people take control and the others follow, or that each person has a task to do that does not involve them in communicating with other group members. Working collaboratively requires students to interact, negotiate ideas and meaning, and agree on the content and procedure.

Depending on the nationality breakdown in the classes there may be groups that are mono-lingual. This is not necessarily an issue, as project preparation is more about the product than the process. That means that as the input is in English, the material they are dealing with is in English, as is whatever work they produce, it does not matter if some of the discussion around their work is done in L1 (their mother tongue). In fact, some use of L1 can result in a higher level of English output as students discuss higher level concepts in their own language and then work out how to express that in English.

Encourage teachers to push their boundaries and try something new. Offer support to them and get teachers to share good ideas. If this kind of teaching is new to you, feel free to discuss it with the Academic Director. You can allow a project to be repeated with a new group of students, but it should be done by a different teacher. Below are some ideas suitable to the age range we are dealing with.

### Some initial project ideas

- ✓ A video diary – one group filmed some of their activities and excursions, interviewed UKLC team members and added their own commentary to a film they then edited and showed at the presentation.
- ✓ A comparison of French/Spanish/Chinese British towns or cities – how is your Centre similar to or different from the places the students come from? The project could include maps, some history, famous people, landmarks, etc., as well as photos of the locations (taken from the web if necessary).
- ✓ Students could also look at the history of the towns or cities they will visit on their excursions and present their findings with or without any reference to their home town or country.
- ✓ The Romans or Vikings – in the week of or following the excursion to Chester or York, students may be interested in researching about Roman or Viking life and culture, especially if they come from a town with a Roman history. This could also have a practical element, such as making a Roman or Viking-style shield, depending on the availability of teachers and materials.

- ✓ Sports – a project based on the different sports the students have participated in, covering the various rules and/or tactics; or looking at biographies of famous players. For 2012, this could be tied in to the London Olympics too.
- ✓ Drama or sketch – students write, direct and perform a short piece about any subject they choose. Elements of the life of the centre usually go down well, or there could be an attempt to produce a historical piece connected to the course or the excursions.
- ✓ Photo story – students plan, script, storyboard, photograph and then layout a photo story (as in teen magazines). We hope to have access to sufficient stills cameras to enable this to be possible for more than one group.
- ✓ A Centre newspaper – with news stories, sports write-ups, crossword, horoscope, lonely hearts ads, fashion page, etc. This could be done in the ‘traditional’ way on paper or possibly electronically.
- ✓ A Fashion Show – more popular with the girls, but the boys often do some dressing up too! Involves the selection of a theme, of outfits (put together from the clothes the students, or team, have with them), together with choosing ‘models’ to wear the outfits, and a commentary to describe the models and the outfits being worn and music to accompany the show. This could then be publicised around the campus in preparation for the ‘show’ at the presentation.

## 11. Placement

On the first day all students are tested. The testing groups should be organised by you prior to arrival. You will be given a **student database** listing all the students and their ages. Divide them into classes according to age. There should be no more than 16 students per class, although it is possible (only for the test) to exceed this number (normally up to 20). The test is conducted online and students can use their phones to do this. If a student doesn’t have a phone or has connectivity issues, they can use a paper test which will be provided.

### 11.1 Marking Scheme

The Placement test is out of 42. There are 24 multi-choice questions, 3 questions based on a short text, 3 jumbled up sentences and then a piece of writing (max 10 points). The writing has to be assessed, but due to the subjective nature of the marking it is advisable that 2 people only (yourself and one other teacher) take care of this. You will be provided with a grid.

The tests are marked and then you divide the students accordingly. The divisions below are only guidelines. We should not, for example, place 16-year-old students in a class with 13-year-olds, if they happen to be weak as we feel that this will damage their confidence. (Consider: gender, nationality, age, level).

The following is a guide:

Students scoring	0 – 9	Beginner	(A1)*
Students scoring	10 – 18	Elementary	(A2)
Students scoring	19 – 27	Pre-Intermediate	(B1)
Students scoring	28 – 36	Intermediate	(B2)
Students scoring	37 – 40	Advanced	(C1)
Students scoring	41 – 42	Proficient	(C2)

*\* hopefully there won't be any students at this level*

After the test there is a break and then the students return to the same classroom in the same testing groups and have a speaking-focused lesson (First Lesson, A1).

The primary aim of the placement test is to allow you to divide the students according to their level into manageable class sizes. In some centres, with some groups, this will be a phased process as you will have some students who arrive 'late'. We try to minimise the extent to which this happens, but sometimes it is unavoidable and so you just have to deal with it. You may find that you have 'spare' teachers on a Monday because the Centre has been appropriately staffed for the full capacity but you need to remember that you may need to have teachers available on the Tuesday morning to assist you with the later testing. Sometimes, if a small group is coming in late, it is advisable to set up all the classes you will need on the Monday leaving spaces for the incoming students, and then feed in the latecomers to the open groups. This is the riskier option, as you can come unstuck if a group all test at pre-Intermediate level and you've left 3 spaces in each of five levels for them, but that doesn't often happen. If it does, you need to move a few students up or down to create the necessary space. This is another reason why having class names and not levels for the students is a good idea.

Students whose test result proves to be an incorrect indication of their level may need to be moved up or down. A clearly defined procedure for moving students should be established: you are the final arbiter, but teachers and Group Leaders should be consulted. Once the decision has been made, move the student as quickly as possible so that the classes are settled at an early stage.

Beware of students wanting to move because they simply want to be with their friends. The criteria should be to have classes where all students are of a similar level and age. However, please use your judgement and common sense to decide whether not being in a group with students they know would have a more detrimental effect on the individual.

Do take advice from leaders who know their students well, e.g., leaders who teach their students in their own country. Bear in mind that oral ability may be much better or far worse than indicated by a written test. You should look at the teachers' notes from the first day's oral lesson to help you with this. Please also be aware of students' ages.

In larger centres you will have the possibility of dividing groups so that you end up with for example, a group of 14/15-year-olds who are at an appropriate level for their age and then maybe a group of the same age who will be at a lower level. Once again, this is why it is a good idea to give the classes names!

## **12. Teaching Materials**

All course material is provided. Each centre will receive copies of a range of extra resource books for the teachers to use if they wish to.

As there is also a lot of information and lesson ideas available via the internet, there is also the need to be aware of the amount of printer ink that is being used in your centre. Above all, remind teachers that they need to limit the amount of colour printing they do, and they must not print out a whole class set of materials in colour. It is your responsibility to monitor what the teachers are doing, and to remind them as often as necessary.

We aim at providing a comprehensive library of resources for our team including the UKL4 lesson plans and other supplementary materials. It is your responsibility to make an inventory of ALL material that you are given at the start of the course, to regularly check that nothing is missing and to hand over the complete set and inventory of material at the end of the course.

ALL MATERIALS AND EQUIPMENT SHOULD BE RETURNED TO THE TEACHERS ROOM AFTER EACH LESSON. NOTHING SHOULD BE LEFT IN THE CLASSROOMS: IT IS YOUR RESPONSIBILITY TO ENSURE THE TEACHERS ADHERE TO THIS POLICY.

## 12.1 Copyright

We have a Copyright Licensing Agency licence which allows us to make multiple photocopies for use in classes of up to 5% of a book or one chapter, or one article from a journal or periodical. We also have a Newspaper Licensing Agency licence which covers us to photocopy from the following newspapers: *Daily Express, Daily Mail, Daily Star, Daily Telegraph, Evening Standard, The Guardian, The Independent, News of the World, The Observer, The Sun, Sunday Express, Sunday Mirror, Sunday People, Sunday Telegraph, Sunday Times*, and *The Times*. We do **not** have an Educational Recording Agency licence and therefore cannot record any material from television or radio. Please adhere to the licences above, and most importantly, acknowledge all sources on photocopies.

## 12.2 Review and development of teaching and learning resources

We ask our teachers to feedback to us continually concerning our lesson plans, syllabus and supplementary materials. This is done through team meetings and feedback questionnaires. Any suggestions for new materials are given due consideration. It is the Course Director's responsibility in each centre to gather feedback and communicate any suggestions to the Academic Director. Each year we trial some new material and you should ask certain teachers to use this material and then write a brief report about it. This information should then be passed to the Academic Director at the end of the season.

## 13. Excursion Preparation

You must impress upon teachers that excursion preparation is essential. In conjunction with the Excursions and Activity Manager, please ensure there is information available on each excursion for the teachers. LACK OF INFORMATION REGARDING TRIPS IS A VERY COMMON COMPLAINT. Encourage teachers to look at the information and to work together to decide how to incorporate it into their lessons.

To assist them in preparing for excursions, we have some lesson plans that can be adapted to various excursions (see section 4.6). It is your responsibility to ensure the teachers are both aware of what is available and that they use it. If you are given a Teacher Plus at your centre who has some responsibility for the academic programme, the Academic Director will talk to you about asking them to develop and disseminate excursion materials for your centre.

Students will also be given a student journal for the duration of their stay. Within the journal there will be exercises for the students to complete during the excursions. It is important that this is checked by the teachers upon their first lesson back.

If teachers have students in their class going to different destinations, then they should split them up into these groups and have each group work separately on their excursion destination. Usually all students will, at some point or other, visit the same places and so presentations by the different groups after an excursion can serve to give more information on where they are going and what there is to see there.

Some teachers may wish to compile some kind of exercise for the students to complete whilst on the trip. This can involve information gathering, interviewing people on the street, asking specific questions at the tourist information office and then using all this in class for presentations, project work, discussions, wall charts or comparisons between different destinations. Support teachers in doing this, but remind them that their class

are likely to be in different groups on the trip, and in adverse weather conditions such tasks are unlikely to be completed and so teachers need to prepare a back-up lesson plan for after an excursion.

#### 14. The first lesson (information as in the Teacher Handbook)

On the first day, teachers will invigilate a class of students taking the placement test. After the test teachers will teach the "First Lesson" (see attached plan). This class will not be the class you will be teaching for the rest of the course, as they have not been sorted into their levels yet. During the First Lesson, you will:

1. ensure that they are taught on their first day and therefore receive their full quota of 15 hours per week.
2. complete their enrolment forms correctly with the relevant information.
3. assess oral proficiency levels and any issues with behaviour, and provide the course director with feedback as part of the overall assessment process (see attached table, A3).
4. make sure that Ss understand the **Code of Conduct for Students**.

#### 15. Observation

This is a key part of your role during the course. You should see each teacher at least once (ideally twice). You will find an observation sheet below which must be completed by you, kept securely and then returned to Head Office at the end of the summer.

In past experience, we have found that the best thing to do is drop into every class for just 10 minutes over the first few days. Then you can plan a proper timetable of observations for later in the week and the following week. This quick observation will let you know who you need to see first, who may be struggling and identify any potential problems with teachers. As a general rule, start with the least experienced teachers, but you'll have an idea from a brief visit to each classroom in the initial days who is coping well and who is not. Be pro-active in terms of asking teachers what they are teaching, how they're getting on, if they're having any problems and don't be afraid to ask to see lesson plans and schemes of work.

Please advise teachers that observation is normal procedure and should not be a cause for alarm. However, be insistent if you have teachers who are unwilling to be observed. We have a duty to ensure the teaching provision is of sufficient quality, and you are also part of the professional development we are offering to them. Remind teachers that you are not trying to catch them out but are offering constructive support with the aim of improving their teaching. One good way to explain is that if a Group Leader has a problem with a teacher then you can comment on this person from experience and deal with the situation. Otherwise, troublesome Group Leaders can insist on observing lessons themselves and no teacher wants this.

You should arrange a feedback session with all the teachers after their observation. Don't let the more experienced ones off as there is bound to be something you can say or offer them.

To deal with unsatisfactory performance you should initially hold a meeting with the teacher and inform them of your concerns. Keep a record of the meeting and agree an action plan with them to correct the problem. If there is no improvement after a day or so, discuss the issue with the Academic Director and it may be necessary to arrange a meeting with you, the teacher and the Academic Director.

When completing observations, please bear in mind the British Council criteria:

- T4 Teachers are matched appropriately to courses.
- T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.
- T7 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.
- T8 There are effective arrangements for the academic induction of new teachers appropriate to their needs.
- T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.
- T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.
- T10. There are effective procedures to ensure the continuing support professional development (CPD) of all teachers to meet the needs of the individual teachers, the students and the organisation.

#### Classroom observation

##### *Knowledge and planning*

- T19 Teachers produce appropriate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.
- T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.
- T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.

##### Delivery and review

- T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.
- T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.
- T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.
- T25 Lessons include activities for the teachers and students to evaluate whether learning is taking place.
- T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.

There is more guidance on this available from your Academic manager

## **16. Trinity**

We regularly have students taking the Trinity exam. They should have enrolled before the start of the course via their agent and we will give you a list of any students taking the exam. If you have no experience of Trinity then it is a good idea to read up on it as group leaders ask lots of questions. We have copies of the syllabus and

there are great resources on their website. The date for the exam will have been fixed prior to the arrival of the students.

You will be given a full briefing if Trinity is planned in your centre. It is all booked and organised by Head Office and you will be given support through every aspect of the process.

You may have to organise some extra lessons for candidates or do some coaching yourself to give them a boost of confidence in the run up to the exam. We often invite someone from Trinity to come and talk to the teachers about Trinity. This is a very useful session and will often allay any worries teachers have. The most important thing to know about the exam is that it is an assessment and therefore there is no specific syllabus to follow. As it is our aim to improve all our students' oral ability, any practice for Trinity done in class will equally benefit students not taking the exam.

## **Attendance**

### **17.1 Student attendance**

All students enrolled in UKLC summer schools are expected to attend ALL of the sessions arranged for them, and they must attend a minimum of 90% of the lessons, activities and excursions in order to receive their certificate for having completed the course.

Absence for any reason other than illness will not normally be accepted. Absence from lessons must be reported by the student's Group Leader to you. Absence from activities and/or excursions must be reported by the Group Leader to the Activity Manager. If a student is absent due to illness for more than three days they must be attended to by a medical professional and a record of this must be kept.

### **17.2 Teacher absences**

If a teacher is unable to teach a class, then it is your responsibility to stand in for him/her as the first port of call. Therefore, it is in your interests to ensure that all class records are maintained. Do your best to ascertain how long the absence is likely to be. If it is more than two mornings then it may be necessary to find a supply teacher. Speak to Head Office regarding any absence and any need for extra cover.

If you are already covering a class then usually another member of the management team or sports team (with appropriate qualifications) will stand in. An absence may occur towards the end of a course when you may already be teaching. If there is another teaching member of the management team then they can stand in. If, however, the rest of the management team are not qualified to teach, it's always worth arranging with one of the local teachers who is no longer working to be on standby in case of absence.

Finally, if you are really struggling then you could call your Academic Manager to come to your centre and teach and we also have members of the Head Office year-round team who are appropriately qualified and could be called upon to help out.

## **17. Administration**

Just a reminder of all the paperwork that it is essential you complete!



*You must arrange a file or document wallet per class to keep this all in. Masters of the documents are on SharePoint. The tests, answer sheets and certificates will be delivered to your centre.*

- 1) Inventory of resources and equipment
- 2) **Class registers** must be filled in every day and teachers must inform you of any absences
- 3) **Scheme of work** to be filled in and **displayed in the classrooms**
- 4) **Class record** must be filled in every day as this is vital when classes are amalgamated or teachers leave.
- 5) **Class profiles** must be filled in every week
- 6) **Student report forms**: at the end of course must be completed given to the students.
- 7) **Certificates** Every student must be presented with one together with their report form before they go home.

## 18. End of the course

It is worth mentioning the end of the course as it is usually a time when relief kicks in that it is all over and chaos ensues. You are responsible for returning, in an organised manner, all the paperwork for the course: each class file fully updated, all teacher observation sheets and any other notes you deem relevant.

You are also responsible for ensuring that all the material entrusted to you at the start of the course is returned. You should be making regular checks during the course but start collecting books and other materials together over the last few days and don't leave it all to the last minute.

The office should be tidy and packed away and all rubbish disposed of. Please put together any stationery or supplies that have not been used in a box for use the following year.

## 19. British Council Inspection

When we have a full inspection during the summer, your centre may be one of those chosen as a representative of the quality of the services provided by UKLC. This means that there will be great scrutiny of your methods and record keeping. The Academic Managers and the Academic Director will help you with this by visiting you at regular intervals to ensure everything is running smoothly. If there is anything you are unsure of, contact the Academic Director or the Academic Managers.

For British Council inspection years only: Shortly before the actual inspection takes place, we will be able to give you more information if your centre is likely to be affected. Don't let the prospect of the inspection alter your mode of working, and don't let the teachers get diverted by it either. You will be given all the information and support you need as the summer goes on.

## 20. Summary of teaching policies

### 20.1 Speaking

- ✓ For most students, speaking is the priority skill.
- ✓ New words or expressions should be heard and pronounced by students before they are read or written down.
- ✓ Immediate correction of mispronunciation is essential unless to do so would interrupt the student's flow. In this case teachers should write down any errors and correct at the end.

- ✓ The best speaking practice should bear as much resemblance as possible to real communication, whether it is an information gap, or a problem-solving situation and the whole situation should be set in context.
- ✓ For higher-level students, teachers can include presentation skills and organise early on in their stay a programme of presentations either individually or in groups.

## 20.2 Pronunciation

- ✓ Teachers should correct persistent pronunciation errors.
- ✓ Repetition and practice are acceptable techniques for pronunciation work.
- ✓ Teacher should not teach the phonemic script as a whole but individual sounds may be useful devices in correcting common errors. There are some pronunciation materials provided and you should encourage teachers to use them.

## 20.3 Listening

- ✓ Exposure to different stimuli, authentic materials and the teacher's voice is important.
- ✓ Sections of listening text should be short.
- ✓ Students should be prepared for listening either through pre-teaching of essential vocab or through pre-questions.
- ✓ A variety of tasks should be set for students to accompany listening using guide questions, multiple choice or T/F questions, completion of a table or diagram, or completion of a text for low level students.
- ✓ Practice should be given in a range of skills, to generate the ability to listen for gist, and also for detail.
- ✓ There should be sufficient repetition to ensure understanding.
- ✓ The audio should sometimes be played in short sections to focus on accurate decoding skills.
- ✓ Transcripts should only be used for reinforcement of explanation.

## 20.4 Reading

- ✓ Reading means silent reading by the student – teachers should check that students do not sub-vocalise and therefore only read at speaking speed.
- ✓ Practice should be given in a range of skills, to train in reading for gist using skimming and scanning skills, and reading for details intensively, as well as generally improving the speed of reading.
- ✓ Exercises should give practice in prediction, in understanding implication, in judging the opinion of the writer, in analysing the structure of texts, and in vocabulary development.
- ✓ Teachers should bear in mind the classic reading lesson format of pre-questions or discussion, searching for information in the text, discussion of answers to questions on the text.
- ✓ Students should not normally read long texts aloud unless there is a focus on pronunciation.

## 20.5 Writing

- ✓ Students do a large amount of writing in their own countries and so teachers are asked to make sure the writing element is small. It is, however, still very important and should be included a few times a week.
- ✓ Successful teaching of writing skills needs a clear purpose – who are the students writing for? Some authentic writing can be created through writing letters for other students in the class or to produce a newspaper for the end of the course.
- ✓ All writing should be prepared through previous discussion, brainstorming, or teaching of vocabulary, and normally based on a model of some kind.

- ✓ The writing task should reflect a real purpose for which the students need to write in English.
- ✓ At lower levels the focus must be on spelling, punctuation and sentence structure.
- ✓ At higher levels, perhaps organisation of ideas and structure of text is more important.

## **20.6 Presenting new vocabulary**

- ✓ New words should be presented orally and repeated several times by the students and then written clearly on the board.
- ✓ Teachers should contextualise vocabulary and ensure that students can use new words in context if this is part of the objective of the lesson.
- ✓ Meaning of new words must be clearly presented through one of the following:
  - Use of realia
  - Pictures or drawings
  - Facial expression, gesture or mime
  - Verbal definition using wordset, synonyms, antonyms, scales
  - A sentence or two using the word in a clear context
  - Ask students to check in their dictionary.

## **20.7 Use of grammatical terminology and the teaching of grammar**

- ✓ Teachers should present grammar items in a context, with plenty of practice before teaching any rules.
- ✓ Teachers should not overuse metalanguage to describe the linguistic operations going on.
- ✓ There is a danger of giving grammatical labels and not teaching the use of the language.
- ✓ The lesson plans will indicate the kind of terminology appropriate.
- ✓ It is better if a student can discover a grammatical rule through use and experience of the language rather than having the rule presented first.

## **20.8 Testing and evaluation**

- ✓ All students sit the placement test on their first day. Some groups insist on retaking the test at the end of the course and if this is the case you will be informed.
- ✓ Teachers must fill out a student evaluation form and a certificate for every student before they leave. Please remind them to keep their comments positive!

## **20.9 Monitoring and appraisal**

All team will be constantly monitored by the Centre Manager, with input on the performance of the teachers coming from you. An appraisal of the performance of each member of the team will be handed in to Head Office at the end of the summer. Poor performance will be dealt with in the following way: an initial meeting with the Centre Manager where the concerns are raised and then, if no improvement is noted, a follow up meeting with a member of the SSLT will be arranged.

All contracts may be terminated by either party by means of one week's notice in writing.

The following documents are all available on SharePoint.

- ✓ Lesson Observation form – to be completed by you during observations
- ✓ Lesson Plan form

- ✓ Class register
- ✓ Student report forms
- ✓ Scheme of work – to be completed by each pair of teachers each week
- ✓ Class record of work – same again, one for each class file and check regularly.
- ✓ Class profile - one per course
- ✓ Questionnaire – for each teacher at the end of their contract
- ✓ English Biography and self-assessment forms for B1, B2 and C1 levels (optional)

**Good luck and have fun!**

# First Lesson

[C1] COMP 1

<b>Focus</b>	Welcome Packs, Enrolment Forms, Speaking Assessment.	
<b>Materials</b>	Attachments (Code of Conduct).	
<b>Aims of the lesson</b>	1.	By the end of the lesson, Ss will have filled in and handed in their enrolment forms
	2.	By the end of the lesson, Ss will have been assessed in their speaking skills.
	3.	By the end of the lesson, Ss will know about the Code of Conduct.

## LESSON PLAN

Phase	Time	Activity	Total time
First 30 minutes			
1	30'	<b>Welcome Packs and Enrolment Forms.</b> Liaise with your Course Director (CD) and Safeguarding and Welfare Coordinator (SWC) for this.	30'
Second 30 minutes			
2	10'	<p><b>Introduction.</b> Ask each student to think of a question they would ask somebody when they meet them for the first time, as long as they are willing to answer the same question themselves!</p> <p>In turns, each student asks you their question, but before you answer it, they have to answer it themselves. Ss are not allowed to ask a question that has already been asked by somebody else. Write these on the board.</p> <p>Make sure the list of questions includes basic questions about name, age, nationality, family, likes and dislikes. Add as many questions as needed.</p> <p>This activity will help you generate speaking prompts and quickly identify the Ss you might have to focus on during the assessment phase.</p>	40'

3	20'	<p><b>Speaking Assessment.</b> Split the class into small groups and ask each group to work at a different desk cluster. Ask each group to discuss in which order questions on the board should be asked to somebody you are meeting for the first time. Give Ss about 3 minutes for this. Then instruct the Ss to ask each other the questions.</p> <p>As Ss speak, monitor and fill in the speaking assessment sheet (attachment 2). Ask Ss any extra questions if you need to.</p> <p>There should be enough time for you to assess all the Ss. However, if a group has finished long before the other groups, ask them to come up with questions they would NEVER ask somebody when they meet them for the first time. Tell Ss you will answer them later if they are not too embarrassing!</p>	60'
Last 30 minutes			
3	30'	<p><b>Code of Conduct game.</b> Split the class into groups. Give each group 2/3 slips of paper a with a Code of Conduct rule written on each one (attachment 1). Ask each group to invent a short scene to represent each of their rules. Give Ss 7-8 minutes for this.</p> <p>Next, ask each group to perform their first scene in front of the whole class. Ask the rest of the Ss to guess what the rule might be. You can turn this into a game and award points to the groups who guessed right.</p> <p>After every group has performed their first scene, ask Ss to guess what the remaining rules might be. Finally, ask groups to perform their second scene and ask the rest of the class to guess again.</p> <p>As a conclusion, ask the whole class to tell you the whole list without looking at their slips of paper. Now Ss may look at the Code of Conduct in their welcome packs.</p> <p>Remind Ss of the Ground Rules policy (from the Welcome Talk). Show Attachment 2.</p>	90'

## UKLC Code of Conduct

1. **BEHAVIOUR.** Make your parents, teachers and country proud!
2. **TOLERANCE.** In this school there are students from different countries and cultures. We're all different, and that's great!
3. **RESPECT.** Be nice to your friends, teachers and group leaders! Say "Please" and "Thank you".
4. **SAFETY.** Stay with your friends or your group. Wear your lanyard and wristband ALL THE TIME!  
(Every time you don't, **you will pay £1**)
5. **HEALTH.** Eat well, drink lots of water, wash your hands regularly, wear a face mask on excursions, and a good night's sleep.
6. **ENGLISH.** You are here to learn English. Speak it as much as possible!
7. **GET INVOLVED.** There are many activities organised for you. Join in and have fun!
8. **TIME.** Always be on time for lessons, activities and excursions.
9. **INTERNET SAFETY.** Do not give any personal information online. Protect your identity and do not speak to people you do not know IRL (In Real Life).
10. **FEEDBACK.** Tell us what you think. Your opinion is very important to us! Speak to your Group Leader or a member of the UKLC team.
11. **TRUST.** If something is not right, tell us! Your UKLC team (especially the **SWC**) are here to help you!

### Extra for older students (14+)

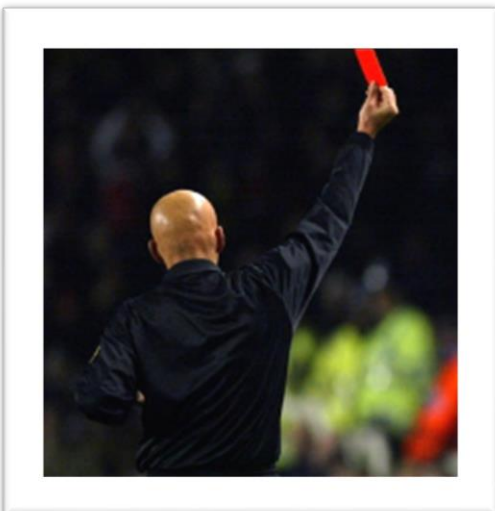
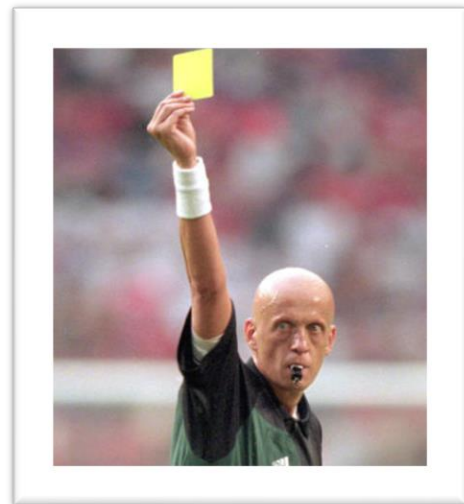
11. **SMOKING.** Please, do not smoke indoors. You can only smoke outside in the designated areas.
12. **DRUGS AND ALCOHOL.** Please, do not buy or consume alcohol or drugs.
13. **NIGHT TIME.** Please, do not go into other people's bedrooms after 11 p.m.
14. **STAY LEGAL!** Please, do not buy anything that is illegal or dangerous for you or other students.
15. **THINK!** Do not do anything that could be sexual harassment: do not make any comments or jokes, do not share pictures of other students, do not make unwanted physical gestures, do not make anyone feel uncomfortable.
16. **PRIVACY.** Do not give personal information to anyone you do not know

## UKLC Code of Conduct



1. **Meeting.** If you misbehave, you will get a first warning.

2. **Yellow Card.** If you misbehave again, we will call your parents.



4. **Red Card.** If you misbehave a third time, you will have to leave.





[uklc.org](http://uklc.org)

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